

# SWEL 5.1.11 Teacher Collaboration Project

## Vocabulary Module 3: *Word-Learning Strategies*

Presenter Name

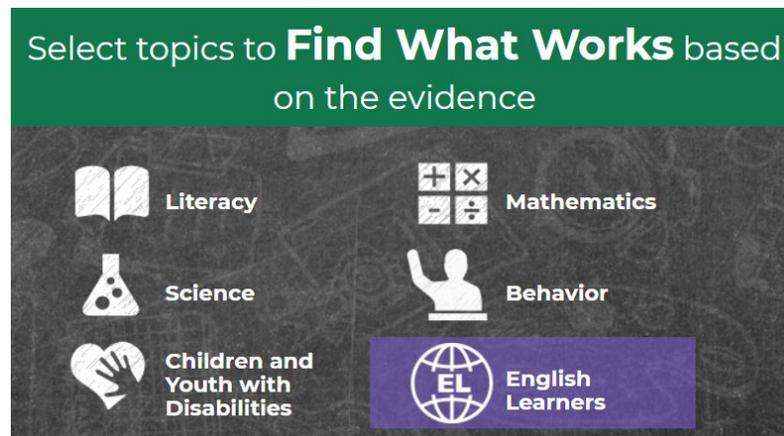
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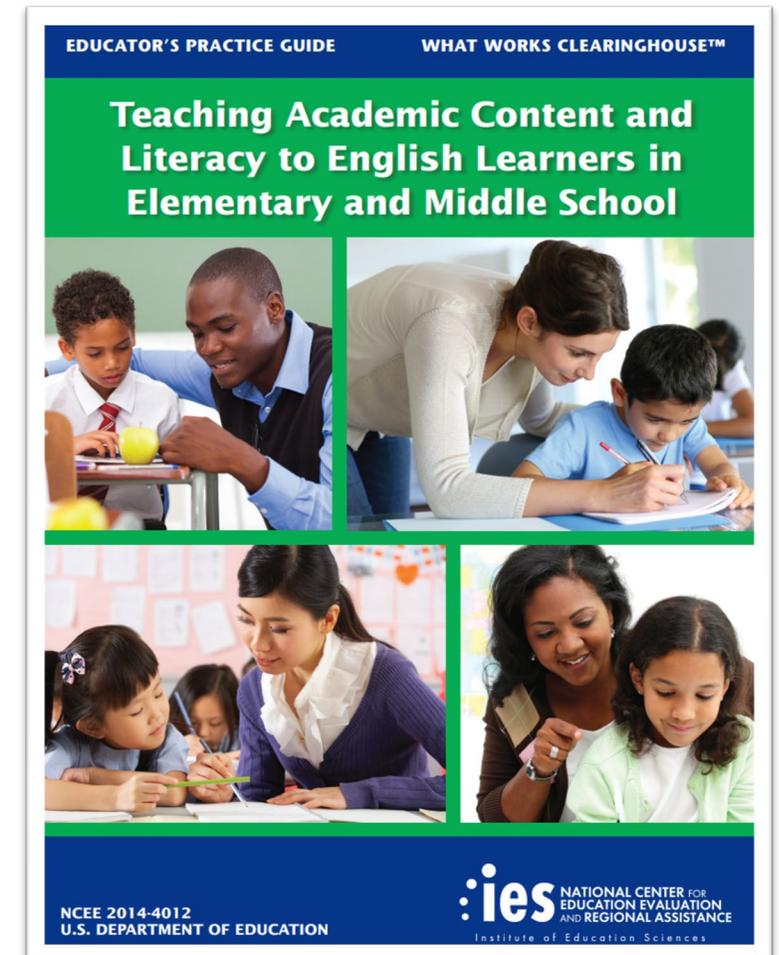
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# Supporting English learner students' achievement

- The latest *What Works Clearinghouse* EL-focused practice guide endorses **academic vocabulary instruction** for cultivating ELs' **content knowledge** and **literacy skills**.



Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., & Newman-Gonchar, R. (2014). *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*. IES Practice Guide. What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.



# Supporting English Learner Students' Achievement

- Together, the two recommendations supported by **strong evidence** emphasize **integrating a variety of academic vocabulary instructional activities into content area-teaching.**

**1** Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.



**2** Integrate oral and written English language instruction into content-area teaching.



**3** Provide regular, structured opportunities to develop written language skills.



**4** Provide small-group instructional intervention to students struggling in areas of literacy and English language development.



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# Implementation Steps for Two Key Recommendations

<b>Recommendation 1</b> <i>Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.</i>	<b>Recommendation 2</b> <i>Integrate oral and written English language instruction into content-area teaching.</i>
Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.	Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.
Choose a small set of academic vocabulary for in-depth instruction.	Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.
Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).	Provide daily opportunities for students to talk about content in pairs or small groups.
Teach word-learning strategies to help students independently figure out the meaning of words.	Provide writing opportunities to extend student learning and understanding of the content material.

# How to Teach Academic Words Intensively and Effectively?

## Recommendation 1

*Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.*

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Choose a small set of academic vocabulary for in-depth instruction.

Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).

Teach word-learning strategies to help students independently figure out the meaning of words.

You can watch a member of the What Works Clearinghouse Practice Guide panel describe Recommendation 1 [on YouTube](#). Find a clickable link on our Resources site!

Select text and target words

Provide in-depth, multimodal instruction

Teach word-learning strategies

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# Activities to Promote Word Learning



Activities to Promote Word Learning - Fourth-Grade

### 3. Teaching target words via word-learning strategies

# A balance between approaches

	<b>Direct instruction</b>	<b>Word-learning strategies</b>
When to use?	During teacher-led activities throughout a lesson. Word characteristics dictate whether extended or embedded direct instruction is more appropriate.	During the course of a lesson, during small-group work or pair work. Also suitable for individual work in class or at home.
Best-suited words?	<ul style="list-style-type: none"><li>• Words that may be hard to read or pronounce.</li><li>• Words representing more abstract concepts.</li><li>• Words that are critical to understanding a target text.</li></ul>	<ul style="list-style-type: none"><li>• Words that have homonyms or homophones.</li><li>• Words with home language cognates.</li><li>• Words that appear in multiple lesson texts offering contextual cues.</li></ul>

# Range of possibilities for student-guided activities

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When feeling less confident in their understanding of a target word, *students can...*

...look at their **glossary** for anchors in examples, definitions, exemplary depictions, and translations.

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...search for **context clues** in the surrounding sentence and paragraph, as well as accompanying images and graphics.

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...posit a **cognate** in their home language and consider whether that meaning makes sense in the text they are reading.

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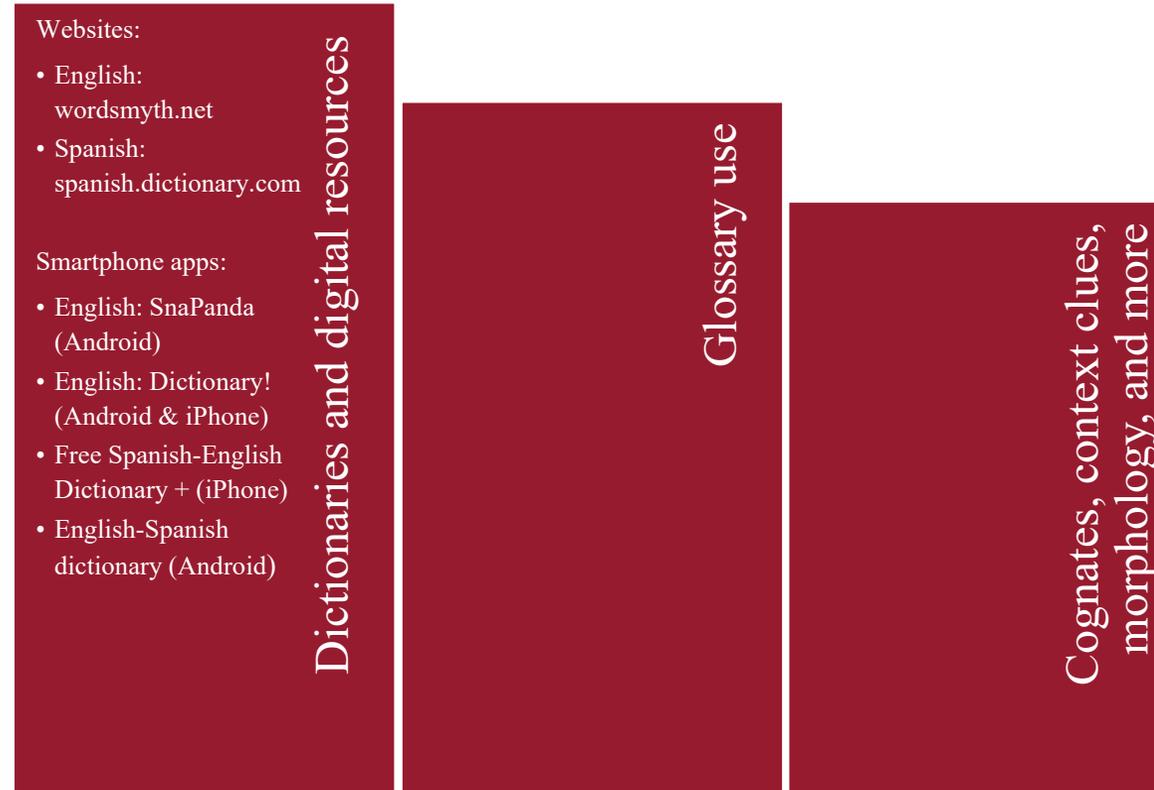
...break a word down into its **morphological constituents** to reveal a word's part of speech, its relationship to shorter or more familiar words, and so on.

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...consult a variety of **dictionaries, online resources, and apps** to support their word mastery.

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# Student-Guided Activities: Three Key Options



# A Focus on Glossary Use

1. Keep glossaries available.
2. Encourage annotation.
  - a. Word variants (transmit → transmitted, transmission)
  - b. Translation equivalents (transmit → *transmitir*)
  - c. Word parts (transmit → trans-mit)
  - d. Synonyms (transmit → send, convey, share, impart)
3. Include space to draw out connections.
4. Use electronic resources if possible.
  - Online glossaries are easily searchable over time.

	impact	bombard	transmit
Definition 	<i>(noun)</i> an effect <i>(verb)</i> to have an effect on	<i>(verb)</i> to keep sending or transmitting large amounts of something; to attack	<i>(verb)</i> to give to someone or to pass on something
Sample Sentence 	I want to be a doctor so that I can have a positive <b>impact</b> in the community.	I know you're all sick of me <b>bombarding</b> you with my so-called "recycling mumbo-jumbo."	So what are some other values that have been <b>transmitted</b> to you guys?
Another Example 	Being bilingual has an <b>impact</b> on the way people see the world.	My little brother was <b>bombarding</b> my mother with requests for a new puppy!	Our teacher is <b>transmitting</b> his beliefs about the value of exercise and healthy eating.
Turn and Talk 	Who has had the greatest <b>impact</b> on your life?	Describe one of the messages that television has <b>bombarded</b> you with.	If you were a parent, what is one value you'd like to <b>transmit</b> to your children? Why?
Choose a picture 	Which of these headlines could have a big <b>impact</b> on a farmer? <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>More People are Using Computers Than Ever Before!</b></p> <p><b>Scientists Predict a Hot, Dry Summer</b></p> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div>	Which of these could <b>bombard</b> you with noises? <div style="display: flex; align-items: center;">   </div>	Which of these signs is trying to <b>transmit</b> a value? <div style="display: flex; flex-direction: column; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; background-color: yellow; padding: 5px; text-align: center;"> <p>Saving energy can save the earth!</p>  </div> <div style="border: 1px solid black; background-color: darkblue; color: white; padding: 5px; text-align: center; border-radius: 15px; margin-top: 10px;"> <p>Homework assignments are due tomorrow!</p> </div> </div>

# A focus on cognates

Help students *detect* and *interpret* cognates during read-alouds and while reading on their own. The following activities can be used to practice.

## Word sort

Create index cards with cognates and have students find and match them.

family—*familia*  
car—*carro*  
contagious—*contagioso*

## Catch the differences

Present cognates that have some letter differences and have students circle them.

immigrant—*inmigrante*  
profound—*profundo*  
aquatic—*acuático*

## “False friends”

Ask students to identify false cognates. Do they share any aspects of meaning?

globe ≠ *globo* (balloon)  
exit ≠ *éxito* (success)  
embarrassed ≠ *embarazada* (pregnant)

## Don't stress out

Draw attention to cognates with different stress, intonation, and accent patterns.

animal vs. *a-ni-MAL*  
capacity vs. *ca-pa-ci-DAD*  
pharmacy vs. *far-MA-cia*

# A Focus on Contextual Language

*Beyond glossary and cognate resources, encourage students to explore the textual context for clues to meanings:*

You might have different **values** than the classmate sitting beside you. You might even have different **values** than your best friend! **Values** can be **transmitted** from parent to child. The fairytales we hear as children also have an **impact** on our **values**. Sometimes your **values** change as you get older. But overall, people who live in the same country share some similar **values**.

This week you will debate about two schools: the Mendel School and the Curie School. Each school **values** learning in a different way.

- The Mendel School **values** effort and struggle. Students are **bombarded** by posters with encouraging messages like, "Nothing is impossible, the word itself says 'I'm possible!'" Students must take on difficult challenges and prove to their teachers that they tried their best, even if they don't succeed. They don't receive grades. Students are responsible for their own education by documenting their efforts to learn and challenge themselves. In order to advance to the next grade, students must present a portfolio that shows the **value** that they placed on their learning throughout the year.
- The Curie School **values** correct answers. Posters in the hallway **transmit** messages like, "Take each opportunity to show how smart you are!" To get good grades, students have to do well on tests. They don't have to seek extra challenges or show effort, but they need to get the right answer. Teachers help students who struggle to learn, but they don't reward them for trying. In order to advance to the next grade, students must pass a test to prove that they are at grade level.

Good day, student viewers! In previous newscasts, we've learned a lot about the perspectives that people have on many different issues, including what's fair, what languages we speak, what we eat, what we wear, and what we buy. We also learned that events and people from our past shape these perspectives and therefore shape who we are and what we **value**. For example, my mother came from Lebanon. She **transmitted** the **values** of hard work, kindness, and family (and great food!) to me and my brothers and sisters. But are there other ways **values** get **transmitted**? What about the **media** – television, radio, the internet? We've learned that children are **bombarded** with commercials and advertisements that persuade them to buy certain things or even to act a certain way. It sounds to me like the **media** are having a big **impact** on kids' **values**. But what about friends, teachers, and other people kids encounter? Do they have an **impact** on what kids **value**? To investigate this multi-dimensional topic, we asked trusted reporter Justin Thyme to investigate what he could find out about why kids **value** what they **value**! Justin, are you there?

# A Focus on Word Parts

Helping students see the parts of words that are clues to their meaning strengthens their ability to make sense of new words they come across:

- The *words* may be new, but their *parts* are familiar (and therefore meaningful)!

<b>VERBS</b> (Action)	<b>NOUNS</b> (Person, Place, Thing, or Idea)	<b>ADJECTIVES</b> (Words to Describe Nouns)	<b>ADVERBS</b> (Words to Describe Actions)
Investigate	<u>Investigation</u> <u>Investigator</u>	<u>Investigative</u>	
Exhibit	Exhibit <u>Exhibition</u>		
Environment	Environment	<u>Environmental</u>	<u>Environmentally</u>
Pursue	Pursuit	<u>Pursuant</u>	
Opt	Option	<u>Optional</u>	<u>Optionally</u>
Reach	Reach	<b>Unreachable</b> <b>Reachable</b>	

# Adding to the glossary for *Who Was Ruth Bader Ginsburg?*

Ruth grew up in Brooklyn, a bustling part of New York City. She lived with her parents, Nathan and Celia Bader, on the bottom floor of a two-family house. Their landlady lived right above them. Their block was filled with hardworking **immigrant** families like theirs.

Ruth's shy, gentle father had been born in Ukraine (near Russia). Nathan was **forbidden** from going to school there because he was Jewish. In the United States, he went to night school to learn English and become a **citizen**...

	<b>immigrant</b>	<b>forbid</b>	<b>citizen</b>
Definition	(noun) a person who comes to a country to take up permanent residence	(verb) to command against; to prevent by asserting or using one's position of authority	(noun) an inhabitant of a city or state, especially one entitled to reserved rights and privileges
Cognates	<i>inmigrante</i>	(none—but synonym "prohibit" has prohibir)	(none)
Wordplay	immigrant → in-migrant → someone who migrates in	forbid → fore = <i>before</i> and bid = <i>ask</i> or <i>request</i> → request before (but where does "not to do" come in?)	citizen → city + ?zen? → <i>ciudad</i> + ? <i>dano</i> ? (both are "city" plus an ending)

Source: Quote is from pp. 5–6, Demuth, P. B. (2019). *Who was Ruth Bader Ginsberg?* Penguin Random House.

# Sample activity: *Hunting for cognates*

Ruth grew up in Brooklyn, a bustling part of New York City. She lived with her parents, Nathan and Celia Bader, on the bottom floor of a two-family house. Their landlady lived right above them. Their block was filled with hardworking immigrant families like theirs.

Ruth's shy, gentle father had been born in Ukraine (near Russia). Nathan was forbidden from going to school there because he was Jewish. In the United States, he went to night school to learn English and become a citizen...

- How many cognates are in this passage?
- How many false friends?

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## Cognates (Spanish)

part	<i>parte</i>
family	<i>familia</i>
immigrant	<i>inmigrante</i>
school	<i>escuela</i>
gentle	<i>gentil</i>
father	<i>padre</i>
English	<i>inglés</i>

## False friends

parents	<i>*parientes = relatives</i>
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# Key takeaways

## 2B. Teaching vocabulary via word-learning strategies: *Key takeaways*

- ✓ Create and use glossaries with varied types of entries.
- ✓ Help students detect and interpret cognates.
- ✓ Encourage students to explore the textual context for clues to meanings.
- ✓ English learner students benefit from effective word-teaching techniques that are applicable to the whole class.

# For more information



Check out the key resource this presentation draws on:

- [2014 What Works Clearinghouse Practice Guide](#)



Part 1 (on selecting texts and target words) and 2 (on direct instruction) can be accessed [HERE](#).



REL Southwest has compiled a rich repository of materials and guides you can draw from in your collaboration teams. Visit, browse, and download at [THIS.WEBSITE](#).