

CALSolutions
PreK-12 ELL Education

Training of Trainers Workshop: *What's Different About Teaching Reading to Students Learning English*

March 31, 2017

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Agenda

Handouts p. 3

- Objectives
- Warm-Up: Three Tiers of Vocabulary
- Review: Sharing Implementation Experiences
- Characteristics of Vocabulary Terms
- Next Steps
- Wrap-up

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Content Objectives

Handouts p. 1

After this webinar, participants will be able to:

- Evaluate their experience in implementing content or activities from the first webinar.
- Determine characteristics of vocabulary terms to teach for English learners.
- Identify what features make a text challenging for English learners.




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Language Objectives

Handouts p. 1

- Orally present their experience delivering the content or activities from the first webinar.
- Take notes on the characteristics of vocabulary terms that should be highlighted for instructional purposes.
- Write predictions of what makes text challenging for English learners.



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Warm-Up Review: Tier 1 Words

- Basic words** that students often know in their L1, used often in social discourse, used to scaffold more difficult text
- Simple idioms and everyday expressions; Some examples are ...

**cat, dog, line up, sit down, family,
colors, what's up,**

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Warm-Up Review: Tier 2 Words

- General academic words** needed to understand text
- Words characteristic of mature language users
- Words used frequently across content areas
- Some examples are ...

**summarize, summary, expression,
classify, factors, comparison, diagram,
graphic, reason, unfortunately, disadvantage,
as a result, consequently**


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Warm-Up Review: Tier 3 Words

- Content-Specific words** (related to a specific academic discipline)
- Low Frequency Words
- Often have Greco-Roman roots (and often cognates in Spanish)
- Some examples are ...





photosynthesis, dehydration, legislative, veto, analogy, metaphor, oval, elbow, habitat, lever




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Which Tier?

Term		Definition
Plant		a living thing that has leaves, makes its own food, and has roots that usually grow in the earth.
Plant		a building that has machinery and equipment for making things; factory.
Plant		to put something into the ground to make it grow.
Plant		a person or thing placed or used in such a manner as to deceive or entrap

Definitions from wordsmyth.net, beginner's dictionary.




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Warm-Up: Three Tiers of Vocabulary

Tier 1: Basic, everyday terms	Tier 2: general academic terms	Tier 3: content-specific terms
-------------------------------	--------------------------------	--------------------------------

- Think of a fifth grade student. How would you sort the terms below into the three tiers of vocabulary for that student?
 - procedure
 - find (v. to look for something)
 - find (v. to solve an equation, e.g., Find X).
 - as a result
 - instead of
 - leg (n. body part)
 - leg (n. side of a triangle)
 - justify
 - explain




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Warm-Up: Three Tiers of Vocabulary

- There are no definitive lists, but would your categorization change if you thought of a monolingual vs. a bilingual student?

Tier 1: Basic, everyday terms	Tier 2: general academic terms	Tier 3: content-specific terms
leg (body part)	procedure	find (to solve an equation)
find (to look for something)	as a result	leg (side of a triangle)
instead of	Justify	
explain		




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Review: Webinar Content from February 28

Content	Activity or Approach
Seven Principles of Effective Instruction	<ul style="list-style-type: none"> •Wordsift.com wordcloud for prediction •Suggested activity: Inside/Outside Circles
Brainstorming explicit and implicit ways students learn vocabulary	<ul style="list-style-type: none"> •sticky note sorting t-chart
Data on vocabulary acquisition of English learners	<ul style="list-style-type: none"> •Data walk and predictions on EL data
Presentation of Three Tiers of Vocabulary	<ul style="list-style-type: none"> •Suggested activity: Numbered Heads Together •SIOP Video: Butterfly lesson •Handout: page 12 with chart
Importance of teaching three tiers of vocabulary	<ul style="list-style-type: none"> •List-Group-Label sticky note categorization activity
Wrap-Up	<ul style="list-style-type: none"> •Elevator Speech •Tickets Out




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Sharing Out

- Did you present content from the first webinar?
- Did you implement any of the activities or approaches directly with students?
- Did you implement any of the activities or approaches in a coaching session or workshop with teachers?
 - Be prepared to share what you implemented, who your audience was, as well as successes and challenges.
- Please raise your hand to share with the group.



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Sharing Out: Vocabulary Selection

Handouts Feb 28: p. 12/ March 31: p.4

Take out a grade level text or choose one available online.

1. What words can you select as candidates for instruction? Consider all the candidates, then we will narrow it down.
2. Categorize the words into the three tiers using your handout.
 - You do not need to work on the right section—we will work on that next.



Word Characteristics to Consider

1. Polysemy

Tier 2 Words (Calderón, 2007)

Polysemous Words: Words with multiple meanings

Interaction: In the Questions box, list all the meanings you can think of for the word

RUN



Some Meanings of Run

- To move quickly
- To soften and become liquid
- A score in baseball
- A tear in a stocking
- A small stream
- To try to get elected
- Your nose might run. Better catch it!



Tier 2 Words (Calderon, 2007)

Polysemous Words? There are many!

- Some examples are ...

root, cell, square, line, function, cross

Cross-Curricular Vocabulary Card

Language Arts

Table of Contents

Piece of furniture



Math

Table of measurements

1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25

Science

Table listing results of an investigation

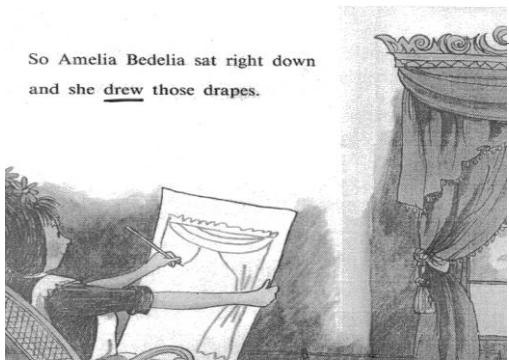


Social Studies

Table a decision
Table of contents
Bring something to the table




So Amelia Bedelia sat right down
and she drew those drapes.



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Bizarro by Dan Piraro,
WashingtonPost,
10/6/11

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Polysemous Words

- Deserve extra attention when teaching English learners.
- Students may come to a reading task with one meaning in mind that is not the intended meaning in that text.
- Direct instruction is needed in anticipation of potential misunderstandings or problems.

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Word Characteristics to Consider

1. Polysemy
2. Cognate Status

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Vocabulary – Cognates

Cognates SG p. 112

- Words that are similar in different languages because they have the same source.
- English is in the Indo-European family – includes Romance and Germanic languages.
- In English many Tier 2 & Tier 3 academic vocabulary words are cognates for speakers of Romance languages.
- In English many Tier 1 words are Germanic in origin.

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Vocabulary – Cognates

Cognates

What do these Spanish words mean in English?
(Please, only non-Spanish speakers answer first.)

costa
cañón
desierto
oceano
montañas

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Cognates

What is the English cognate for each of these German words?

- Haus
- house**
- Butter
- butter**
- Tochter
- daughter**
- vergessen
- forget**

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Vocabulary Cognates

Tier 2: General Academic Words
Many Spanish-English cognates are

- High-incidence words in Spanish


BUT

- Low-incidence words in English

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Vocabulary – Cognates


TIER 2 or 3 in English	TIER 1 in Spanish
dormant	dormir
content (adj.)	content (o)(a)
scribe	escribir
cargo	cargar
commence	comenzar


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Comparing Cognate Hunts

Handouts p. 5-6


- Turn to the *Taco Pizza* and *Animales* texts.
- Look for cognates.
- Think about the following questions:
 - Which text has more cognates?
 - Which text would you consider to be more academic?
 - What are the implications for your English learners who are literate in Spanish?
- Raise your hand if you'd like to share your observations.



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What's Different Cognate Considerations

- English learners speaking Romance languages will have the advantage of knowing the cognates for many general academic words (Tier 2) in English.
- English learners who do not have extensive education in the first language may not know content-specific (Tier 3) cognates because they are not familiar with the words in their first language.
- All students, whether they are English proficient or English learners, are learning content-specific (Tier 3) words.
- Beware of false cognates.
 - **embarazado**
 - **futbol**


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Borrowed Words

Borrowed Words or Loan Words


Some Borrowed English Words	Source Language
kindergarten	German
tycoon	Japanese
algebra	Arabic
kayak	Inuit
okra	Ibo
cheetah	Hindi

(www.merriam-webster.com)

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Example, Word-Learning Strategy, Part 1

Handouts p. 7




Cognate Hunt

There are 10 Spanish cognates in this paragraph. One is a **false** cognate. Circle them.

Los insectos son criaturas asombrosas. Son considerados los seres más diversos y numerosos del planeta. Existen alrededor de 1.8 millones de especies de insectos y los científicos creen que hay muchos más por descubrir. En conjunto, pesarian más que todos los animales de la Tierra. Algunos insectos también tienen habilidades atléticas sorprendentes. Una hormiga es capaz de levantar 50 veces su propio peso, y una pulga es capaz de saltar el equivalente a una cancha de fútbol. Los insectos son criaturas antiguas, y se cree que vivieron en la Tierra incluso antes que los dinosaurios, hace unos 400 millones de años.

(D. August, 2007)




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Example, Word-Learning Strategy, Part 1

Los insectos son criaturas asombrosas. Son considerados los seres más diversos y numerosos del planeta. Existen alrededor de 1.8 millones de especies de insectos y los científicos creen que hay muchos más por descubrir. En conjunto, pesarian más que todos los animales de la Tierra. Algunos insectos también tienen habilidades atléticas sorprendentes. Una hormiga es capaz de levantar 50 veces su propio peso, y una pulga es capaz de saltar el equivalente a una cancha de fútbol. Los insectos son criaturas antiguas, y se cree que vivieron en la Tierra incluso antes que los dinosaurios, hace unos 400 millones de años.

Word Bank			
abilities	creatures	exist	numerous
animals	dinosaurs	football	planet
ants	diverse	insects	scientists
athletic	equivalent	millions	species
considered			




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Example, Word-Learning Strategy, Part 2

Letter Differences

Read the Spanish words in the list below. Next to each Spanish word, write its English cognate from the passage.

Spanish	English
<input type="checkbox"/> Criaturas	_____
<input type="checkbox"/> Planeta	_____
<input type="checkbox"/> Habilidades	_____




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Sound Differences

Some cognates sound more alike than others. Circle the number for each pair to identify how alike the sets of cognates sound.

creatures/criaturas			
Sounds completely different	Sounds slightly different	Sounds similar	Sounds exactly alike
1	2	3	4


millions/millones			
Sounds completely different	Sounds slightly different	Sounds similar	Sounds exactly alike
1	2	3	4



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Word Characteristics to Consider



1. Polysemy
2. Cognate Status
3. Phrasal attributes



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What is a phrasal verb?

- Verb with **adverb** (to run around)
- Verb and **preposition** (to run into)
- Verb with **adverb and preposition** (to run around with)

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Word Characteristics to Consider

1. Polysemy
2. Cognate Status
3. Phrasal attributes
4. Proverbs and Idiomatic expressions

What is a proverb?

- Phrase or sentence that expresses common wisdom, truth or moral.

A bird in hand is worth two in the bush.



What is an idiom?

A combination of words that has a different meaning from the meaning of each of the individual words

- On the same page ...
- You rock!
- Break a leg!



Idiomatic Expressions

Teaching Ideas

- Fold paper in half. Write idiom at the top. On one half draw the literal meaning; on the other half, draw the figurative meaning.
- Point-of-need explanation in text
- Comparative idioms (across languages)
- Idiom Bank

idiomconnection.com

Word Characteristics to Consider

1. Polysemy
2. Cognate Status
3. Phrasal attributes
4. Proverbs and Idiomatic expressions
5. Denotations

Denotations (literal or primary meaning of a word)

SG p. 116

Small versus Puny

- I received a ____ gift from my spouse for Valentine's Day.
- I received a ____ gift from my spouse for Valentine's Day.

Denotations (literal or primary meaning of a word)

SG p. 116

Small versus Puny

- I received a **puny** gift from my spouse for Valentine's Day.
- I received a **small** gift from my spouse for Valentine's Day.

Word Characteristics to Consider

1. Polysemy
2. Cognate Status
3. Phrasal attributes
4. Proverbs and Idiomatic expressions
5. Denotations
6. Connotations

Connotations (idea or feeling that a word invokes in addition to its primary meaning)

**Stingy, miserly, thrifty,
pennywise, cheap, frugal...**

- _____ suggests not wanting to let go of your money.
- _____ implies using your money wisely and seeking out bargains.
- _____ signifies spending the least amount possible, regardless of quality.

Connotations (idea or feeling that a word invokes in addition to its primary meaning)

**Stingy, miserly, thrifty,
pennywise, cheap, frugal...**

- Stingy** suggests not wanting to let go of your money.
- Thrifty** implies using your money wisely and seeking out bargains.
- Cheap** signifies spending the least amount possible, regardless of quality.

Word Characteristics to Consider

1. Polysemy
2. Cognate Status
3. Phrasal attributes
4. Proverbs and Idiomatic expressions
5. Denotations
6. Collocations


Collocations (Words commonly used together)

SG p. 110

catch	—	a bed
do	—	a cold
make	—	a chance
take	—	an assignment

Word Characteristics to Consider


1. Polysemy
2. Cognate Status
3. Phrasal attributes
4. Proverbs and Idiomatic expressions
5. Denotations
6. Collocations
7. Latin and Greek Affixes


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Paint Strip Affixes and Roots Race


- Get into groups of three.
- You will each get a paint strip.
- Do NOT flip them over until time is called.
- Each will have a prefix, root, or suffix and you will have to use it either as a beginning, middle, or ending part of a word (as indicated by -).
- Write one word that has that affix/root.
- Pass the paint strips. Add another word to your colleague's paint strip.
- Keep passing until you have completed all three of your paint strips.
- If you're finished, say "Affixes and roots!"


Pre-
prepare
present
preview
precalculus
preowned


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Morphology Race

- Pick a scribe.
- Each table will get a pack of cards with roots and affixes.
- Write down as many combinations of words as possible in the time allotted.
 - E.g. non- + compete + -ive = noncompetitive
- The team with the most words wins!




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Morphology Race




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Your Turn: Identify Characteristics of Terms

- Return to the list of terms you developed after the first webinar (page 12 in the handouts) with the words sorted by the three tiers of vocabulary.
- Check off the characteristics of each word/phrase.

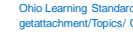

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Vocabulary and Ohio Learning Standards

Anchor Strands (K-12)

- 4. Determine or clarify the meaning of unknown and **multiple-meaning words and phrases** by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Ohio Learning Standards: Anchor Standards for Language. Retrieved from: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx>


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Vocabulary and Ohio Learning Standards

Anchor Strands (K-12)


- 6. Acquire and use accurately a range of **general academic** and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Ohio Learning Standards: Anchor Standards for Language. Retrieved from: <http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx>

Selecting Vocabulary to Teach

Criteria (Frey & Fisher, 2009):

- Representation
- Repeatability
- Transportability
- Contextual Analysis
- Structural Analysis
- Cognitive Load



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Selecting Words to Teach

Handouts p. 9

- Return to your list of candidates for instruction.
- Use the guiding questions from Frey and Fisher to determine 3-5 words that you might choose to highlight more in depth for this particular text.
 - Check the final column if you think these words are important to teach.
 - Be sure to include at least Tier 2 and Tier 3 words.
 - If you have beginners, you may consider Tier 1 words.
- What are a couple of words that you might instruct using only the pictures?
- Be prepared to share out.

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Comprehension: A Focus on Language

“Why Reading is Hard: Reading Text Passages”

Before viewing, look at the text on **SG p. 81-82** and predict what will make this passage difficult for readers to understand.

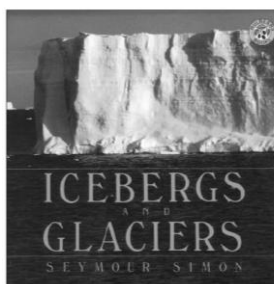
After viewing, discuss what the readers found to be difficult.

- Did you predict the difficulties?
- How might you **make the text more comprehensible** to students?

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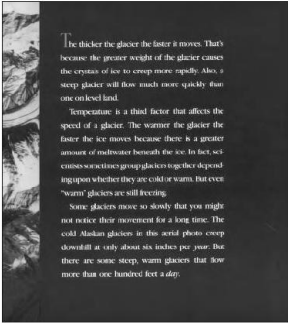
Video: Glacier Text Running Record

Icebergs and Glaciers
by Seymour Simon



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Video: Glacier Text Running Record



The thicker the glacier the faster it moves. That's because the greater weight of the glacier causes the crystals of ice to creep more rapidly. Also, a steep glacier will flow much more quickly than one on level land.

Temperature is a third factor that affects the speed of a glacier. The warmer the glacier the faster the ice moves because there is a greater amount of meltwater beneath the ice. In fact, scientists sometimes group glaciers by the depth depending upon whether they are cold or warm, but even "warm" glaciers are still freezing.

Some glaciers move so slowly that you might not notice their movement for a long time. The cold Alaskan glaciers in this aerial photo creep downhill at only about six inches per year. But there are some steep, warm glaciers that flow more than one hundred feet a day.

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Comprehension: A Focus on Language

Handouts p. 10

“Why Reading is Hard: Reading Text Passages”

Before viewing, look at the text on **SG p. 81-82** and predict what will make this passage difficult for readers to understand.

After viewing, discuss what the readers found to be difficult.

- Did you predict the difficulties?
- How might you **make the text more comprehensible** to students?

Toolbox

Handouts p. 11



Vocabulary: What's Different...?



- What's different about teaching vocabulary to English learners?
- Which strategies can you envision demonstrating in your local trainings? Why?

Did We Meet The Objectives?



Content Objectives

After this webinar, participants will be able to:

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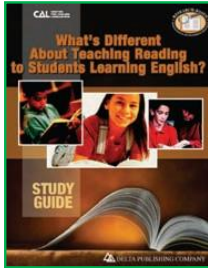


Language Objectives

- Orally present their experience delivering the content or activities from the first webinar.
- Take notes on the characteristics of vocabulary terms that should be highlighted for instructional purposes.
- Write predictions of what makes text challenging for English learners.



See You Next Time!



- Next webinar:
 - April 26, 2017
 - 12-1:30pm EST

Tickets Out

Please type your "Ticket Out" in the Discussion box:

1. One new idea I got from today's webinar is...
2. A question or topic that I would like to have addressed next time is...

