



David Wolff

District Coordinator of Gifted Services for Talent Development

Austin Public Schools #492

Today's Objectives

David's presentation on Vocabulary.

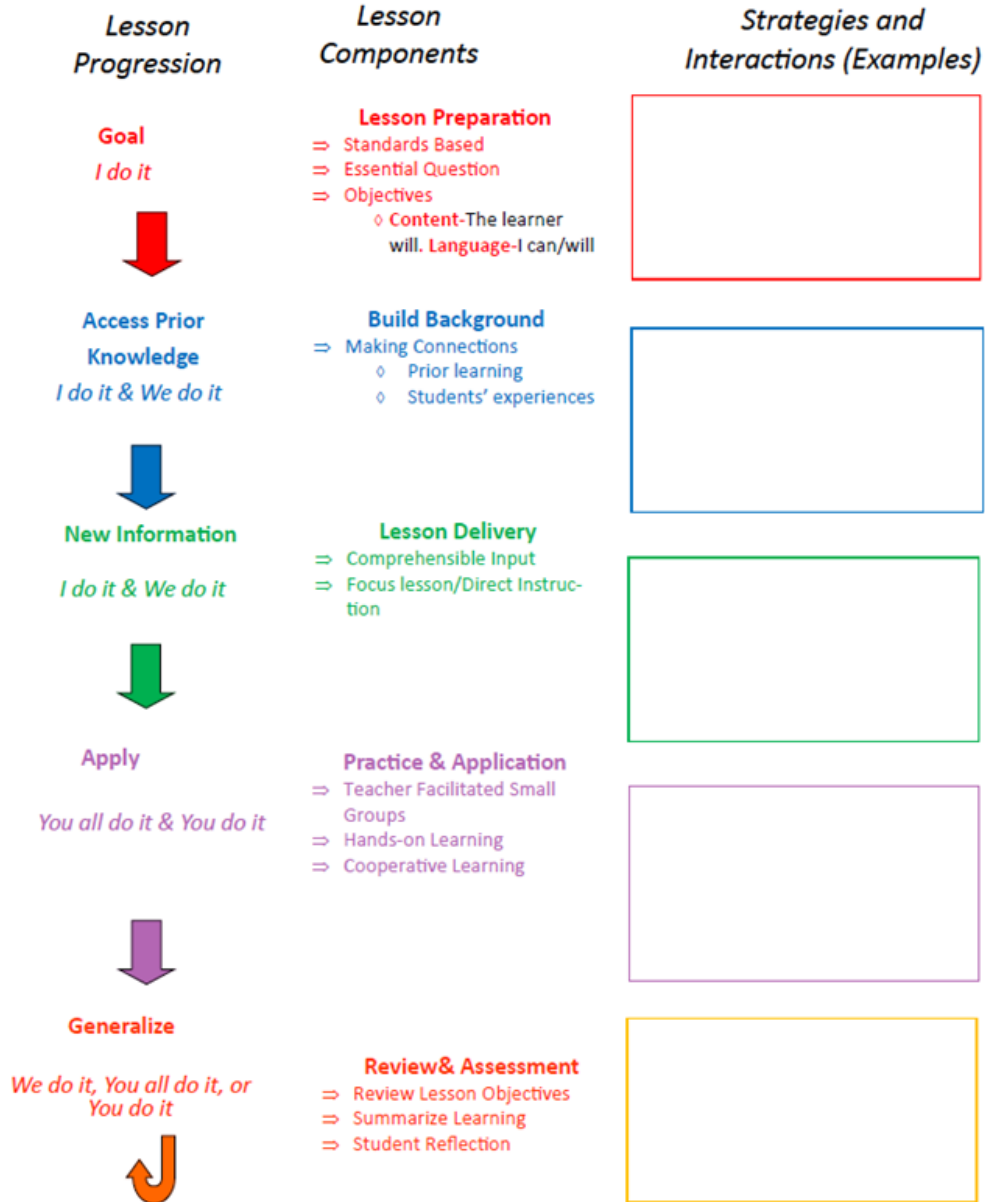
The learner will use various strategies to build background knowledge and academic vocabulary.

Learners will use vocabulary strategies to preteach content.

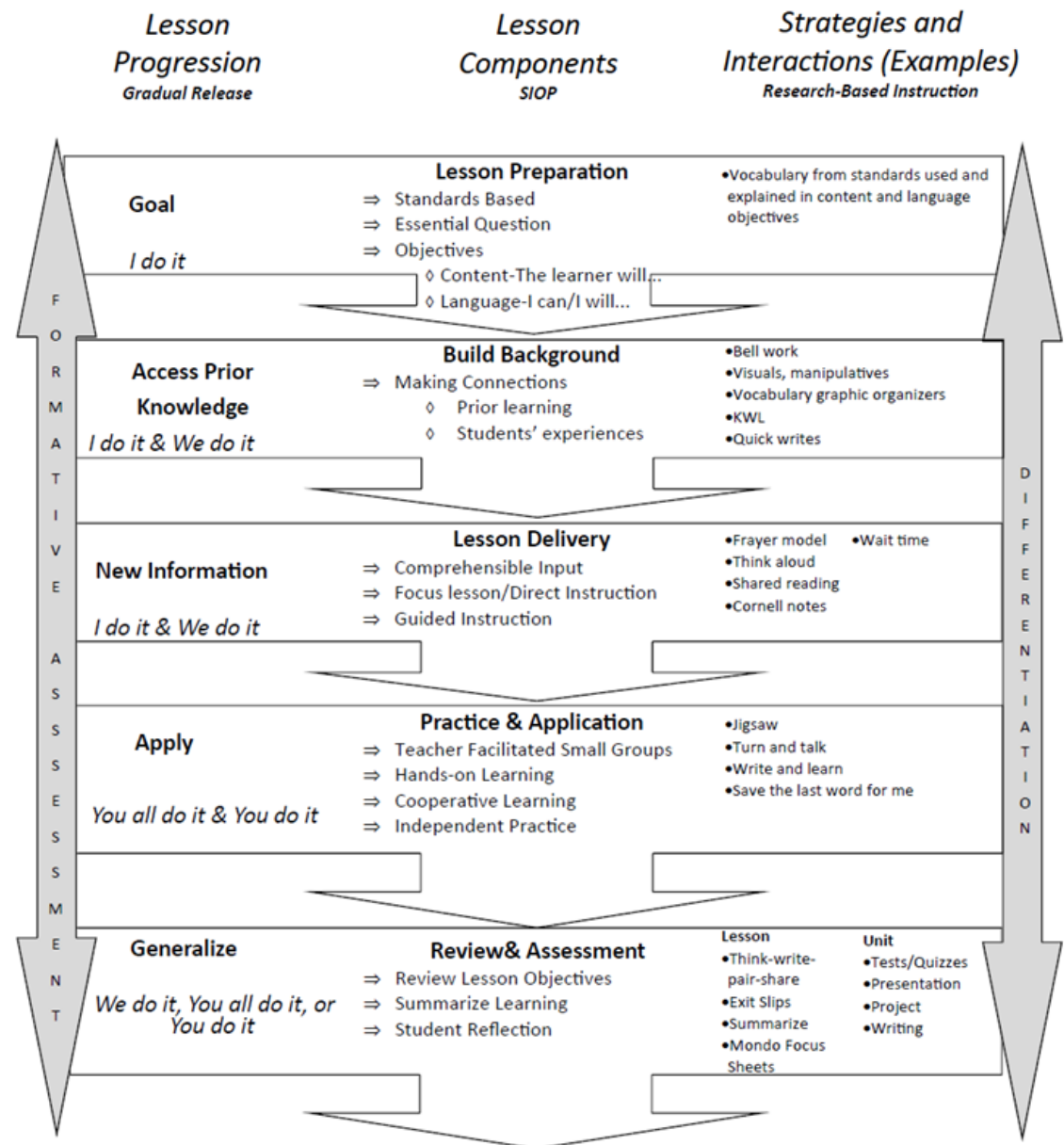
Learners will practice using Vocabulary Strategies

Students critical thinking will increase

Instructional Model



Instructional Model



“What students already know about the content is one of the strongest indicators of how well they will learn new information.”

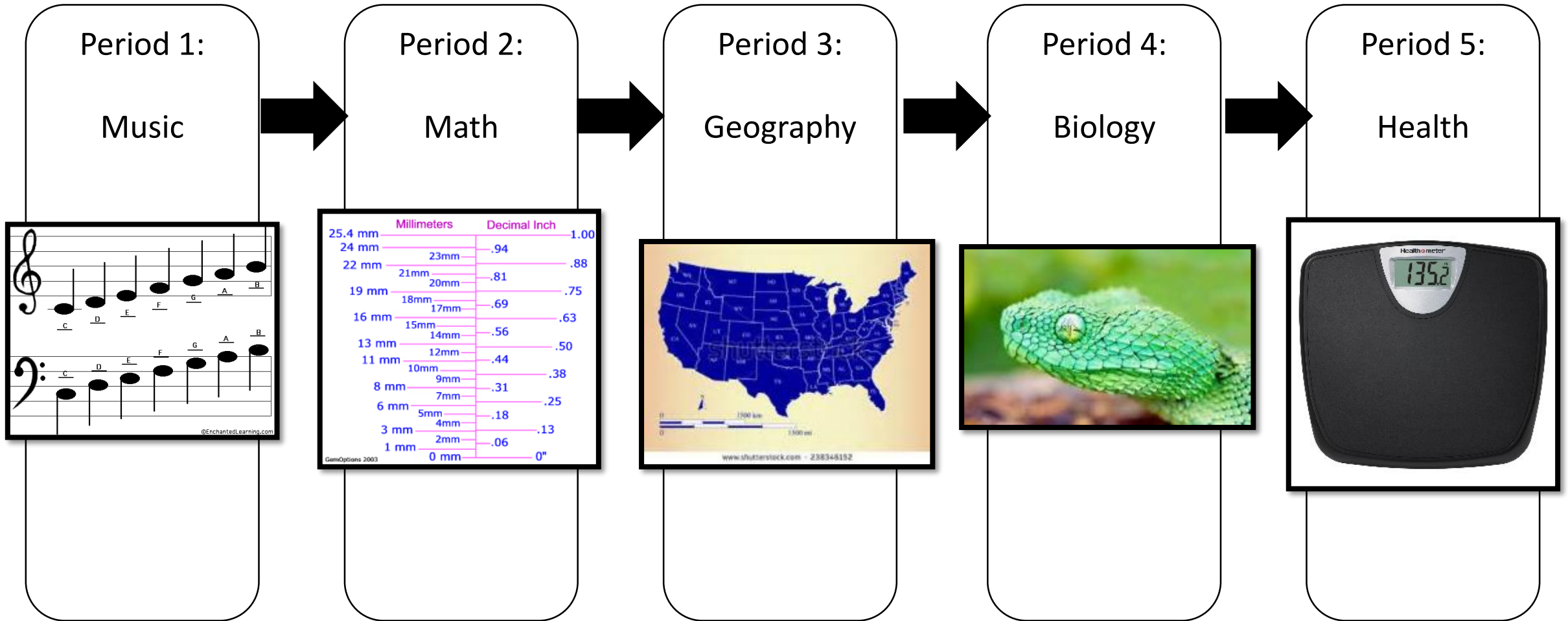
- Marzano, 2004

What's the difference between **activating prior knowledge** and **building background**?

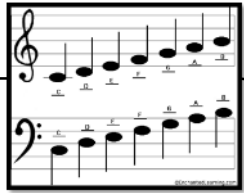
Building **background knowledge** is used to *fill gaps* and to help *connect* what students do know with what is being learned.

All students can activate **prior knowledge** from previous schooling and life experience.

Class Schedule: Middle School EL in 'Developing Stage'



Class Schedule: Middle School EL in 'Developing Stage'



Music

Your teacher introduces the new term **scale**.

"A scale is a series of tones ascending and descending in pitch."

A sample sentence using scale:
She practices scales on her piano.

Millimeters	Decimal Inch
25.4 mm	1.00
24 mm	.94
22 mm	.88
19 mm	.75
16 mm	.63
13 mm	.50
11 mm	.44
8 mm	.38
6 mm	.25
3 mm	.13
1 mm	.06
0 mm	0"

Math

Your teacher is describing the decimal **scale** as a system of numbering.

"The decimal scale is counted by tens."
"For example, we use cents, dimes, and dollars."



Geography

You are working on drawing a city map to **scale**.

"The map's scale should be drawn at 1 inch for each 100 miles."
Justify the scale used on a variety of different maps.



Biology

Your teacher is giving a mini-lecture on the topic of fish. "Most jawed fish have a protective covering of **scales**. A scale is one of the thin, hard, flat plates, forming the outer cover of many fish, lizards, and snakes."



Health

Your health teacher is talking about growth and development.

"A baby **scale** is one way to measure growth in tiny infants."





multiple meaning words


Homophone
Same pronunciation
different meaning

Both a
homophone (same
pronunciation)
and a homograph
(same spelling).

Homograph
Same spelling
different meaning

 Heterograph
Sound alike but have different spelling and multiple meanings.
Example: meat (food) or meet (getting together with other people.)
1. I cooked the meat on the barbeque.
2. I want to meet you at the park tomorrow.

 Homonym 
Sound alike and have the same spelling and multiple meanings.
Example: bowl (to put items in) or bowl (to knock over)
1. I put cereal in my bowl.
2. Be careful or that big dog will bowl you over.

Heteronym 
Sound different, but have the same spelling and multiple meanings.
Example: bow (to bend over) or bow (tied ribbon)
1. After the play I took a bow.
2. There was a bow on top of the present.

How do we support our ELs and ALLs in the classroom?





VS



Building OUR Awareness

Understanding Academic Vocabulary

Input

Output





Listening

Speaking



Reading

Writing

	Input	Output
	Listening	Speaking
	Reading	Writing

Selecting Vocabulary: **Three Tiers**

“Thinking of words as belonging in **three tiers** – Tier 1, Tier 2, and Tier 3 – can help deepen and refine our understanding of academic vocabulary and help us decide which words are worth teaching.”

-Beck, McKeown, & Kucan, 2002.

Tiered Vocabulary

Tier 1 Descriptors	Tier 2 Descriptors	Tier 3 Descriptors
Write four descriptors each tier from the “Three Tiers of Words” article.		

EXAMPLES that came to mind

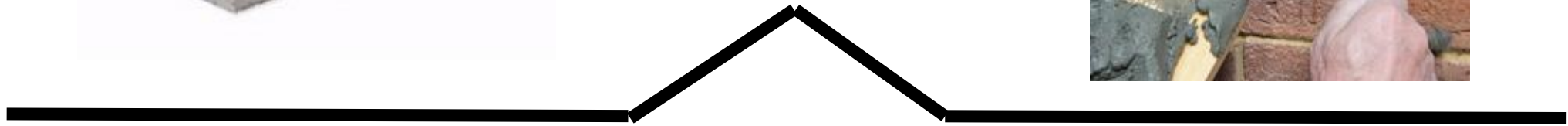
Share Out: Famous Pairs



“We teach **too many Tier 1 words**,
not enough Tier 2 words, and we’re just
about **right-on** with our teaching of Tier 3
words.”

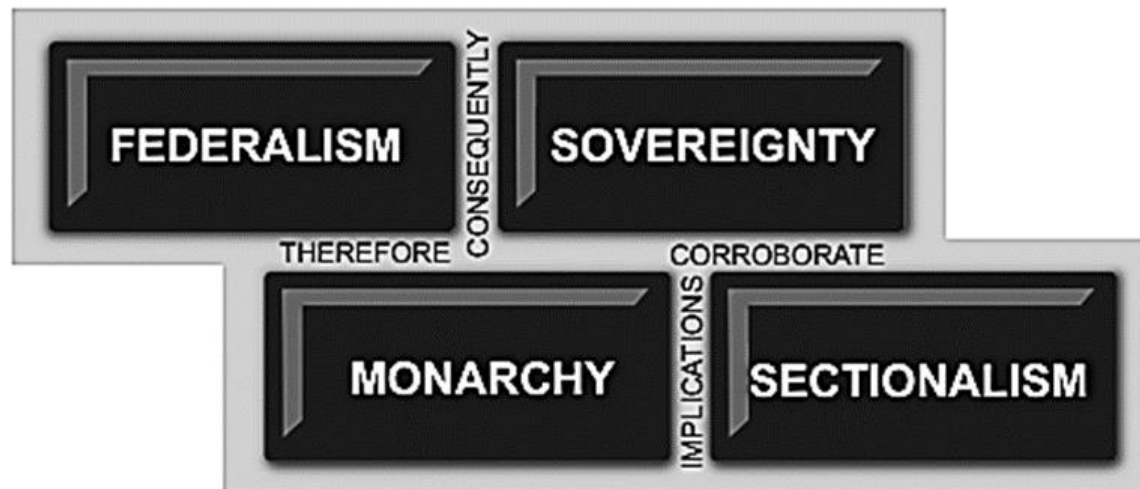
- Doug Fisher, Secondary Literacy Conference, 2010

RF: are like



Tier III Words

Tier II Words



Journal G.I.S.T.

Read
your
assigned
journal.

NEWSELA

Circle 10
important
words from
the
journal.

Using those
10 words,
write a
summary of
the article.

Building
Background
Knowledge:
3 Instructional
Interventions

Provide experiences

Introduce a
conceptual framework

Teach vocabulary as a
pre-reading step

Supports for Academic Language Learners

Sensory	Graphic	Interactive	Linguistic	Behavioral
Picture Realia Videos Play Nonverbal Communication	Thinking Maps Graphic Organizers Anchor Charts Illustrations Modeling	Cooperative Learning	Vocabulary Strategies Sentence Frames Word Walls	Illustrated Expectations Anchor Charts

Providing the “just right, right now” support

Encouraging success

Temporary



S
C
A
F
F
O
L
D
I
N
G

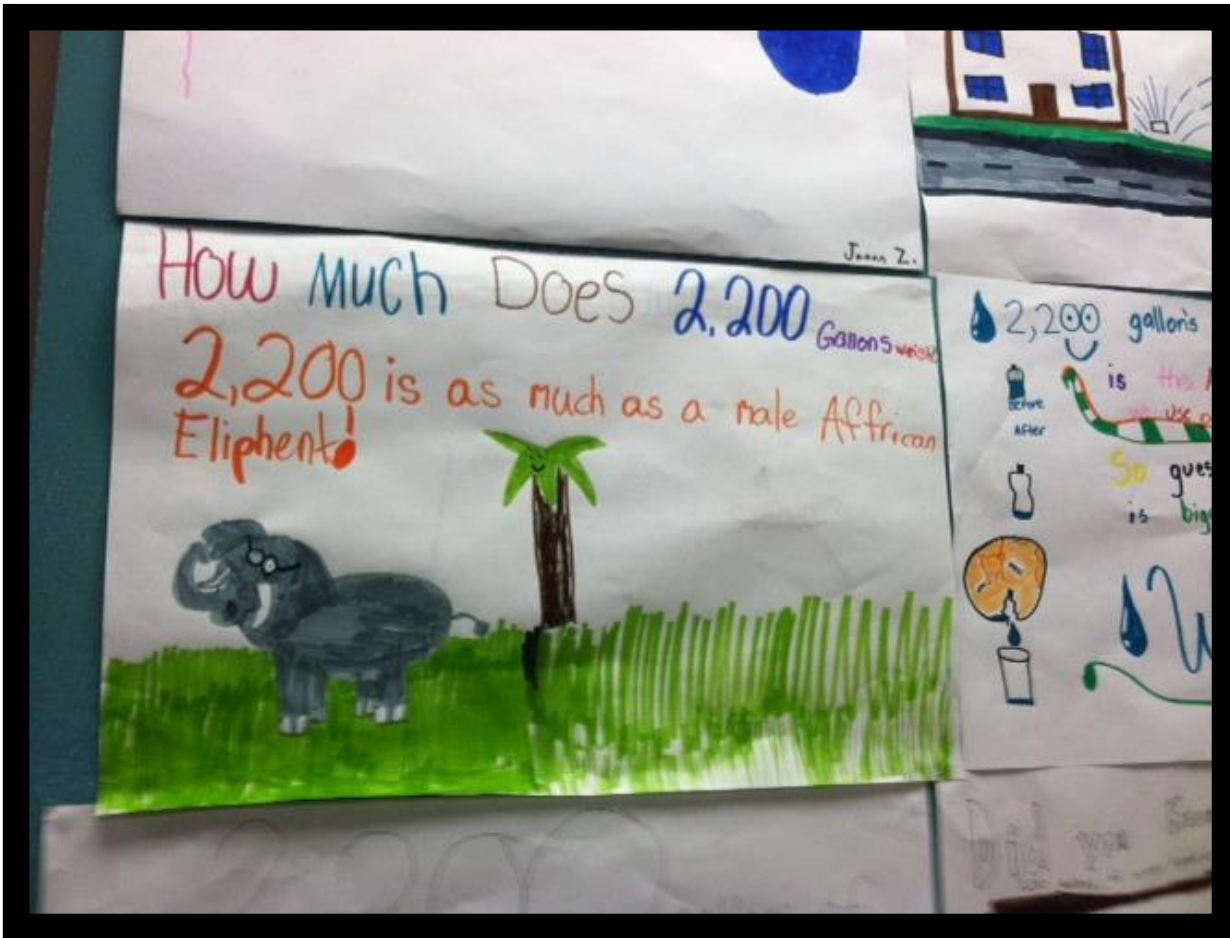
Involves withdrawing support as the student’s skills develop

Enables the student to complete a task

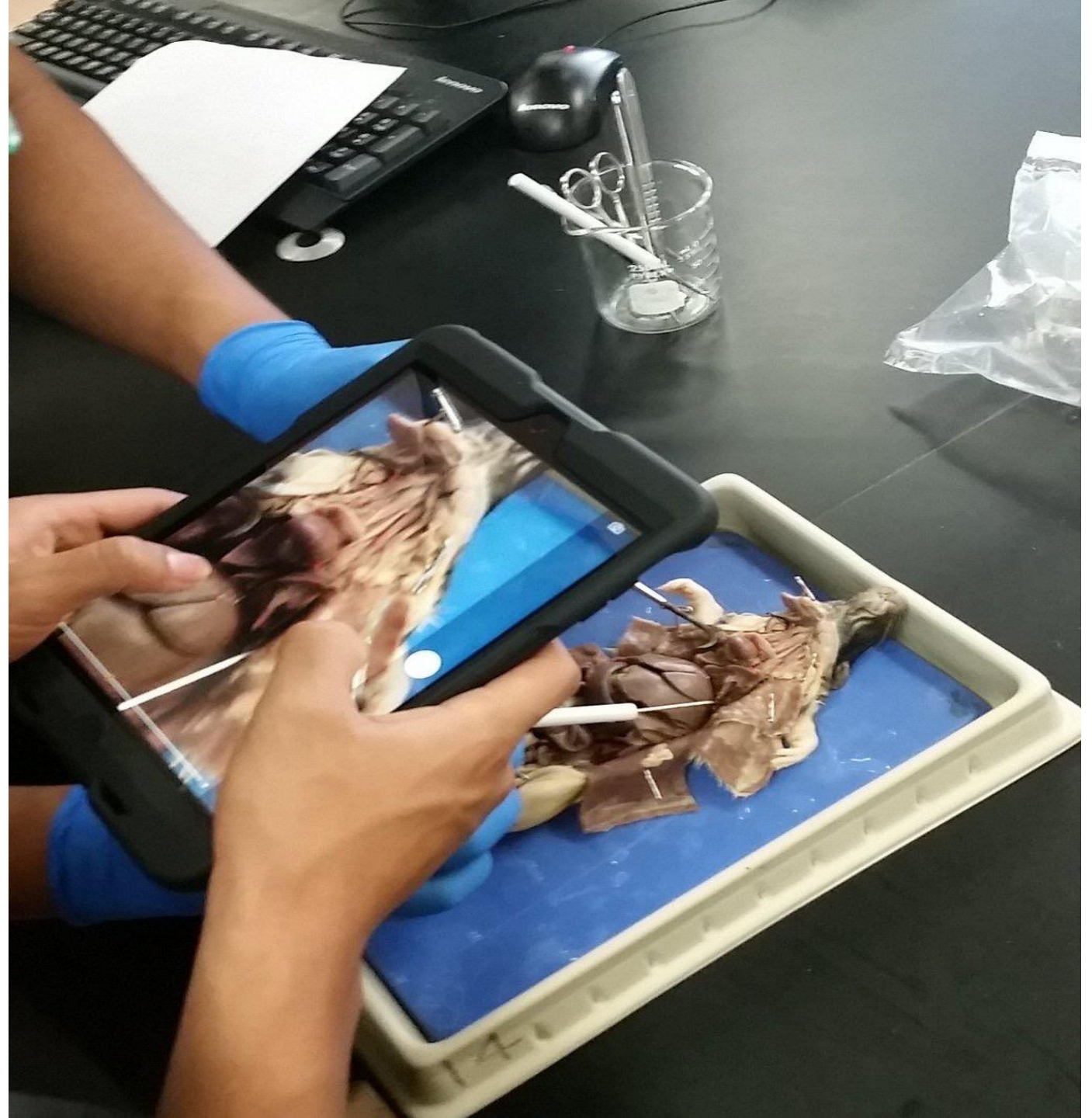
Involves monitoring the learning process

Sensory Supports

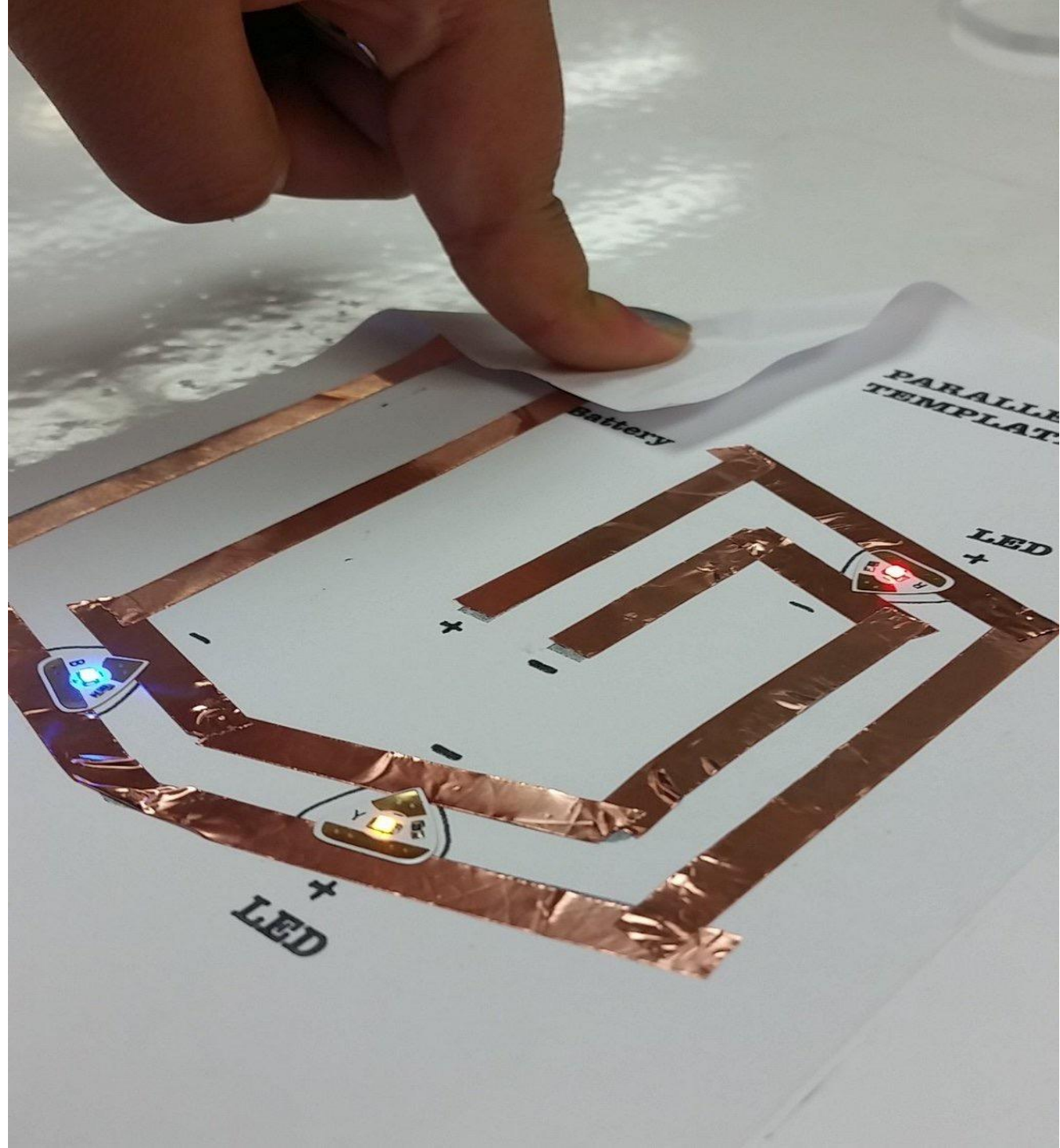
Realia, Pictures, Illustrations



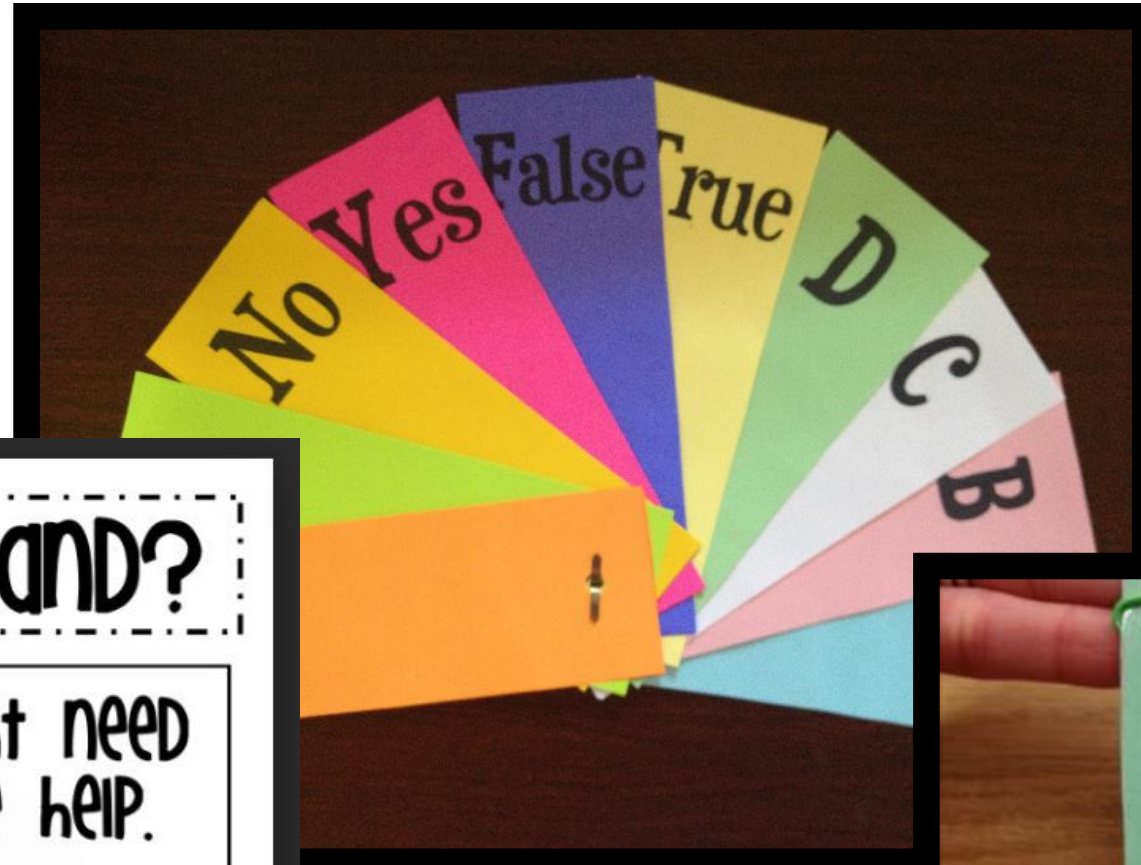
Realia, Pictures, Illustrations



Realia, Pictures, Illustrations



Nonverbal Responses

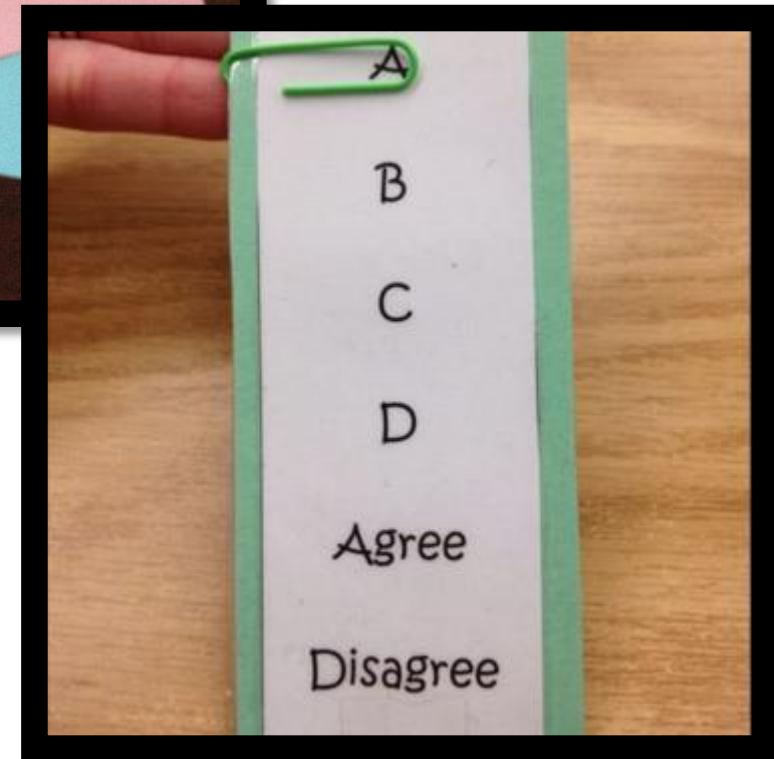


DO YOU UNDERSTAND?

Yes!
I can explain it.

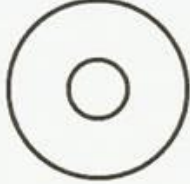



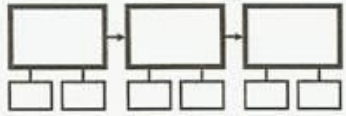
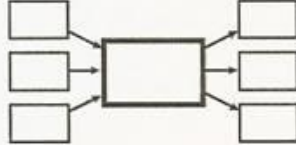
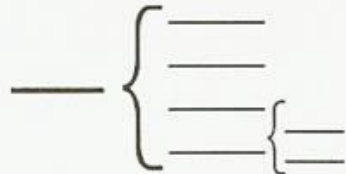
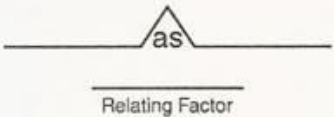


I might need
more help.



Graphic Supports

Thinking Maps

<p>CIRCLE MAP</p>  <p>For Defining in Context</p>	<p>TREE MAP</p>  <p>For Classifying and Grouping</p>
<p>BUBBLE MAP</p>  <p>For Describing using Adjectives</p>	<p>DOUBLE BUBBLE MAP</p>  <p>For Comparing and Contrasting</p>
<p>FLOW MAP</p>  <p>For Sequencing and Ordering</p>	<p>MULTI-FLOW MAP</p>  <p>For Causes and Effects</p>
<p>BRACE MAP</p>  <p>For Analyzing Whole Objects and Parts</p>	<p>BRIDGE MAP</p>  <p>For Seeing Analogies</p>

Anchor Charts

		YES		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	
			<input type="checkbox"/>	
	HOT SEAT	<input type="checkbox"/>	<input type="checkbox"/>	Doesn't Matter
			<input type="checkbox"/>	
			<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		NO		

Writing

Writing is

- A learning tool
- A personal and public communication tool
- A record of thinking

Students who *write*

- Consider audience and purpose
- Engage in various writing processes to address specific situations
- Support their thinking
- Demonstrate understanding

The AVID curriculum supports *writing* through the use of:

- Journal monitoring
- Learning logs
- Questioning and reflections
- Process writing
- Peer evaluation
- Authentic writing

Reading

Reading is

- Integrating prior thinking, understanding, and knowledge from print and other media
- Applying critical
- Interacting

Students who *read*

- Understand text structures
- Apply prior knowledge and make connections to other text, self and world
- Make predictions and ask questions
- Connect their inferences to the text

The AVID curriculum supports *reading* through the use of:

- Deep reading strategies
- Class seting
- Graphic organizers
- Students' thinking
- Summarizing
- Reciprocal teaching

Inquiry

Inquiry is

- Constructing own understanding
- Testing varied opinions
- Engaging in thinking, learning and discovery

Students who *inquire*

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity

The AVID curriculum supports *inquiry* through the use of:

- Guided questioning techniques
- Class's cycle of thinking
- Service learning
- Tutorials
- Intergroups
- Questions that guide research

Organization

Organization is

- Planning, executing and practicing individual study habits
- Planning and prioritizing personal, team, and social tasks
- Engaging in mental preparation and goal setting
- Integrating and flexibly using responsibility for one's own learning

Students who *organize*

- Consider and set priorities, processes and tools to study effectively
- Manage time and space through prioritizing and goal setting
- Are prepared for various participation during classroom and community activities
- Integrate and evaluate self-reliance and self-advocacy

The AVID curriculum supports *organization* through the use of:

- Service and experiential learning
- Calendar, planning, and agendas
- Graphic organizers
- A focused note-taking system
- Tutorials and study groups
- Project planning and AVID goals

Collaboration

Collaboration is

- Supporting each other's responsibility
- Sharing of ideas, information and opinions
- Formal and informal discussion

Students who *collaborate*

- Work together toward a common goal
- Observe positive interdependencies
- Work in focused study groups
- Support the learning of others through inquiry

The AVID curriculum supports *collaboration* through the use of:

- Service learning
- Tutorials
- Philosophical Chairs
- Classroom activities and projects
- Peer writing groups
- Service learning projects

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID
Member of College Board

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

Subject: Topic:		Name: _____ AVID Period: _____ Date: _____		/1	/1
pre-work inquiry /14	Resources /3	Cornell Notes Taking /3	Reflection /10	Total /30	
Initial Question: _____ Source, page & problem _____					
/2					
Key Academic Vocabulary / definition associated with topic/ question:					
1.					
2.					
/2					
What I Know About My Question: (Find this in your CN, HW, TB, TESTS, Quizzes, etc.)					
1.					
2.					
/2					
Critical Thinking about Initial Question:			Identify General Process and Steps:		
/2			/2		
Question from point of Confusion: This needs to be a higher level question. Don't forget to identify the concept. (/2)					

Name _____ # _____ Date _____

Evaluated By _____

Tutorial Reflection

My point of confusion was...

(This is where you write about what was your point of confusion or the point of confusion of the person that presented.)

What I learned about my point of confusion is...

(This is where you write about what you learned overall. Even if you did not present, write about what you learned from the tutorial.)

I gained a new or greater understanding of my point of confusion by or when...

(This is where you write about a point in the tutorial process when you or someone else said or did something that made the information clearer.)

This learning is important because it connects to my previous learning experience, myself, and/or my world (circle one), in the following way...

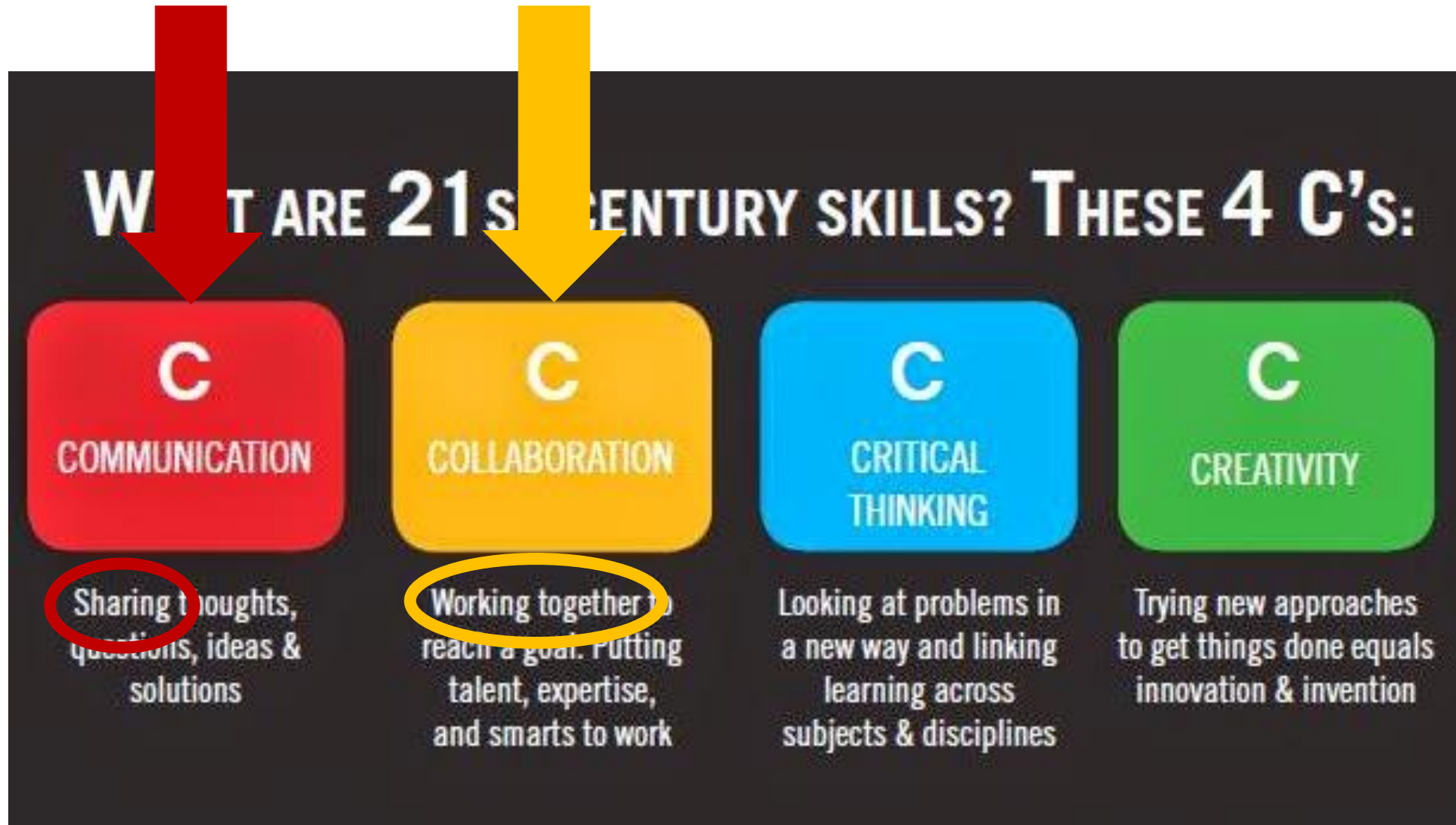
(This is where you write about how what you learned connects to something you learned before or something that happened to you or something you know about the world.)

What I found meaningful about today's tutorial session is...

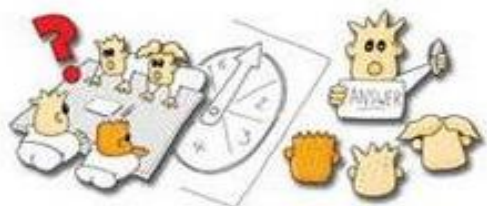
(This is where you write about a what you found most useful about the tutorial.)

Interactive Supports

Interactions in the 4C's



Cooperative Learning Strategies



Numbered heads together



Think, Pair share



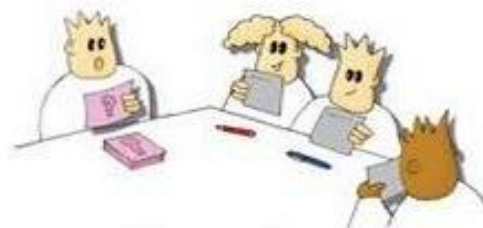
Rally Robin



Roving Reporter



Pairs Check



Showdown



A GOOD COACH



FIND MY RULE



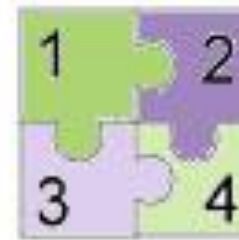
Home Group A



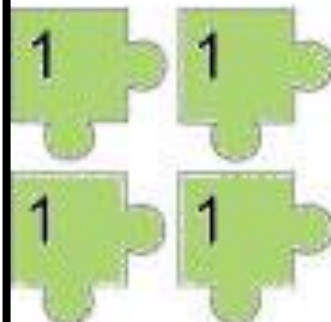
Home Group B



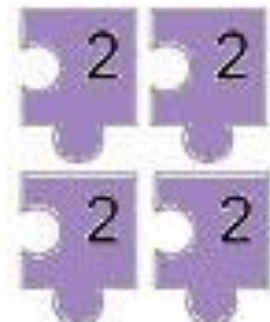
Home Group C



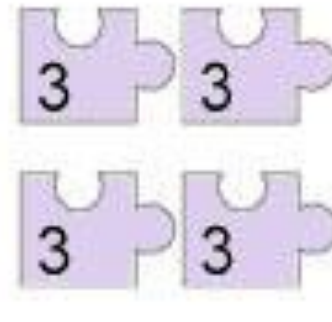
Home Group D



Expert Group 1



Expert Group 2



Expert Group 3



Expert Group 4

Flexible Groups	Ability/Achievement Groups	Cooperative Groups
Determined by teacher perception or evidence of learning	Determined by scores on standardized tests	Determined by the teacher or student choice
Based on specific learning needs	Based on general performance or achievement	Based randomly
Fluid group membership	Rigid group membership	Fluid group membership
Groups work on different activities based on needs	Groups tend to work on the similar activities	Groups work on the same task
Students are grouped and regrouped based on learning needs	Students may or may not be regrouped based on learning needs	Students are mixed to provided peer instruction or leadership within the group
Occurs as needed	Occurs daily	Occurs when task seems appropriate
Grouping for the purpose of individual skill proficiency and learning needs	Grouping based on perceptions about innate ability	Grouping for the purpose of developing collaborative skills

AVID Note Taking

Class Notes	
If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.	Name: <u>Student A</u>
Topic: <u>1800s</u>	Class: <u>US History</u>
	Period: <u>4</u>
	Date: <u>1/11/03</u>
Questions/Main Ideas:	Notes:
What are carpet-baggers?	Carpetbaggers are people from the North who moved to the South during Reconstruction usually for the purpose of gaining money.
How many people are on the floor of Congress?	There are 33 people on the floor of Congress (p. 365)
Name the place where Lee surrendered to Grant.	Lee surrendered to Grant in Virginia.
What is amnesty?	The definition of amnesty is the general pardon by the government.
How many electoral votes were allotted to New York in 1876?	20 votes were given to New York in the election of 1876.
Summary: During Reconstruction the people who moved from the North to the South to gain money were called carpetbaggers. They were trying to benefit themselves after losses during the war.	

Philosophical Chair



Authentic Experiences

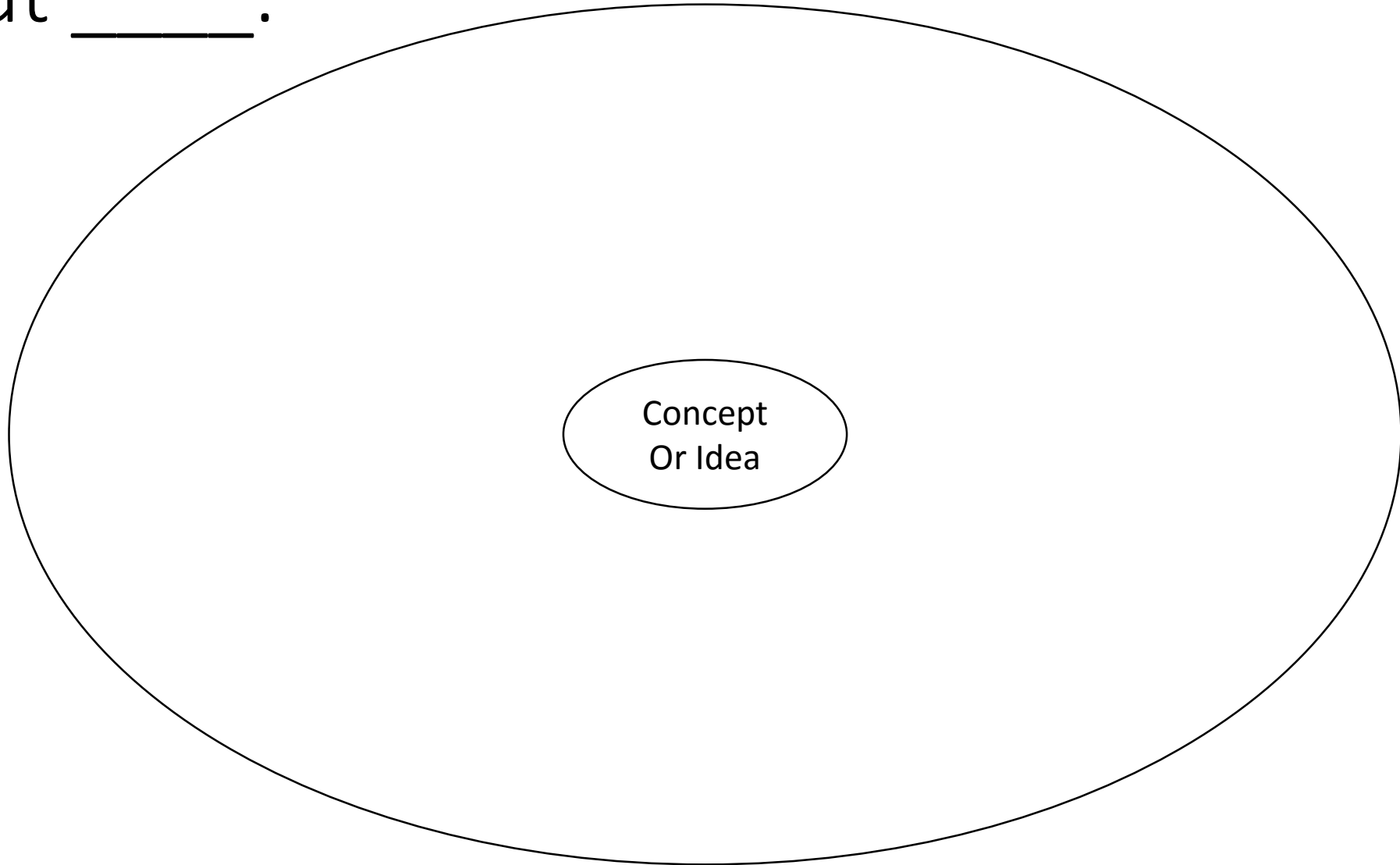


Authentic Experiences



Linguistic Supports

Brainstorming: Tell me everything you know about _____.



Word Walls

68 69 70 71 72 73 74 75 76 77 78 79 80

R **S** **T** **U**

radiation 

scientific method 

thermal energy 

recessive **Bb** 

sound energy 

topsoil 

reactant $\text{Fe} + \text{O}_2 \rightarrow \text{Fe}_2\text{O}_3$

solar energy 

rock cycle 

sexual 

sedimentary 

Word Walls

Academic Vocabulary

Quadrant
Integer
Exponential Form
Terminating Decimal
Equivalent Equation
Indirect Measurement
Similar Figures
Domain
Range

Negative Integer
Positive Integer
Ordered Pair
Standard Form
Least Common Denominator (LCD)
Two-Step Equation
Non-Proportional
Rate
Function
Rate of Change

The vertical number line in a coordinate plane.
The point at which the x-axis and the y-axis intersect in a coordinate plane. The origin is at (0,0).

x - axis
Factors
Formulas
Unit Rate
Proportion
Scale
Function Rule
Slope

x - coordinate
Additive Inverse
Squared/ Cubed
Unlike Fractions
Coefficient
Corresponding Angles
Proportional
Scale
Function Table

The result when one positive number is paired with one negative number. The value of the sum pair is 0.

Absolute Value
Exponent
Like fractions are fractions with the same denominators.
Multiplicative Inverse
Corresponding Sides
Scale Factor
Constant Variation
Function Table

Opposite
y - coordinate
Base
Reciprocal
Cross Products
Scale Model
Constant Rate of Change
Inverse Variation

Coordinate Plane
Graph
Repeating Decimal
Equation
Equivalent Ratios
Scale Drawing
Direct Variation
Linear Function

L

list

snowboarding

half pipe

ice making

gold medal

weather

past

olympics

G

group

weather

ice making

snowboarding

half pipe

gold medal

past olympics

L

label

CONDITIONS

EVENT

HISTORY

Name: _____ Date: _____

LIST - GROUP - LABEL

TOPIC: _____

1) LIST all the words you can think of that relate to the topic.

LIST

2) GROUP the words into different categories.

3) LABEL the groups.

GROUP

LABEL

4) Read the reading passage.

5) Go back to your words and groups and add/adjust if needed.

BONUS: Choose one of your categories and write a paragraph on the back of this paper using all of the words you placed in that category.

Feature Analysis

features insects	6 legs	3 body parts	has wings	lays eggs	bites	stings
bees	+	+	+	+	-	+
ants	+	+	-	+	?	-
mosquitoes	+	+	+	+	+	-
wasps	+	+	+	+	-	+
cricket	+	+	-	+	-	-

Frayer 4-Square

Definition in
own words

Drawing

Word

Examples/
Synonyms

Non-Examples/
Antonyms

Anticipation Guide



Before

Anticipation Guide

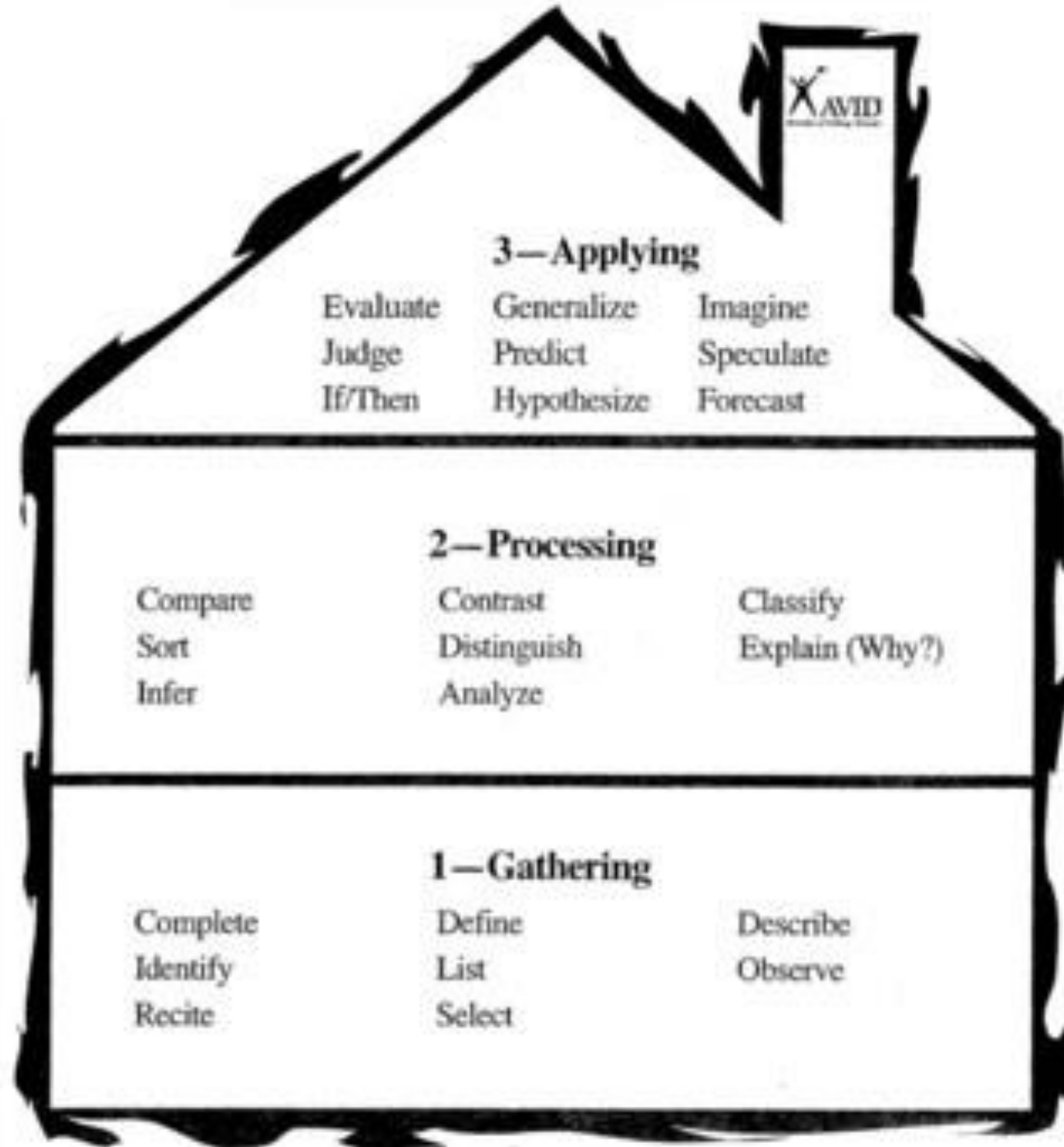
Type topic here.



After

True	False		True	False
		Type or print statement here.		
		Type or print statement here.		
		Type or print statement here.		
		Type or print statement here.		

Costa's Levels of Thinking



News for You
Learn to read. Read the news.

Visit [NewsforYouOnline.com](http://www.newsforyouonline.com) to Download the Free Election 2016 Voting Guide

Zika Starts the Latest of Many Battles in Humans' War on Mosquitoes

How a Bloodsucker Spreads the Zika Virus



Feeding to Blood
A female mosquito uses her long, thin proboscis to pierce human skin and suck blood. The mosquito's proboscis is a sharp, needle-like structure that is covered in small barbs. The barbs help the mosquito to pierce the skin and to anchor itself. The mosquito's proboscis is also covered in saliva, which it uses to keep the skin from healing. It also helps to prevent the blood from clotting. This makes it easier for the mosquito to feed.

Why? Mosquitoes are one of the most dangerous pests of humans. They can spread many diseases. One of the most dangerous is Zika. Zika is a virus that can cause birth defects and other health problems. Mosquitoes spread Zika by biting humans. They bite humans to get a meal of blood. They also bite humans to lay their eggs. Mosquitoes are a nuisance to humans. They bite humans and cause itching. They also spread diseases. Mosquitoes are a major public health problem. They are a major pest of humans. They are a major pest of humans. They are a major pest of humans.

A Champion and His Dogs Win Fourth Iditarod

Did you know what your dog can do? In 2014, a dog named Balto won the Iditarod. Balto is a husky. He is a champion dog. He is a champion dog. He is a champion dog.

A Record Race

The race started in Nome, Alaska. It was a record race. It was a record race. It was a record race. It was a record race. It was a record race.

News for You

'Skyslide' to Open in LA, 1,000 Feet in the Air
A new roller coaster is coming to Los Angeles. It will be 1,000 feet high. It will be 1,000 feet high. It will be 1,000 feet high.

What will be added to the U.S. Bank Tower's top? A bar, a club, a swimming school.

Why are you why you? Do you know someone who would want to try it? A dog, a cat, a hamster.

Who Are Up for Adoption

Adoptive Parents	Adoptive Parents

Have you ever gone backseat riding? Is there anyone in your car who is not driving? Do you ever go backseat riding? Is there anyone in your car who is not driving?

Polluted air cuts the length of a lifetime in China, new study shows

By Los Angeles Times, adapted by Newsela staff on 07.15.19
Word Count 722



BEIJING — Dry air decreases human lifespan, says a new study. Its research shows that life expectancy is 5.5 years shorter in northern China than in the south. Experts believe this is because of air pollution — the dirt and dust floating in the atmosphere.

The study was published on Monday. It examined the air in 90 Chinese cities between 2003 and 2010. This information was then compared with death rates in 145 places across the country.

There is a strong link between air pollution and ill health. And many people in a poor country that mostly depended on coal for energy are suffering the health of its citizens to

Parents say students shouldn't have to breathe Beijing's toxic air in class

By Los Angeles Times, adapted by Newsela staff on 01.13.19
Word Count 639



Young students wear masks as they stand near a Chinese elementary classroom in Beijing, Jan. 16, 2015. Beijing built up in the Chinese capital as the second red part of the month with the effect, forcing many of the roads and reducing factory production. Photo: AP/Wide World

BEIJING, China — It was a one-two punch: first air pollution, and then all of the government's rules and regulations.

Ms. Zhang, like many Beijing residents, has taken steps at home to protect her two children from the city's notorious air pollution. Yet her 7-year-old son's public school, Yunhe Elementary, has not installed any air purifiers — machines common at expensive private schools — leaving its students no choice but to breathe

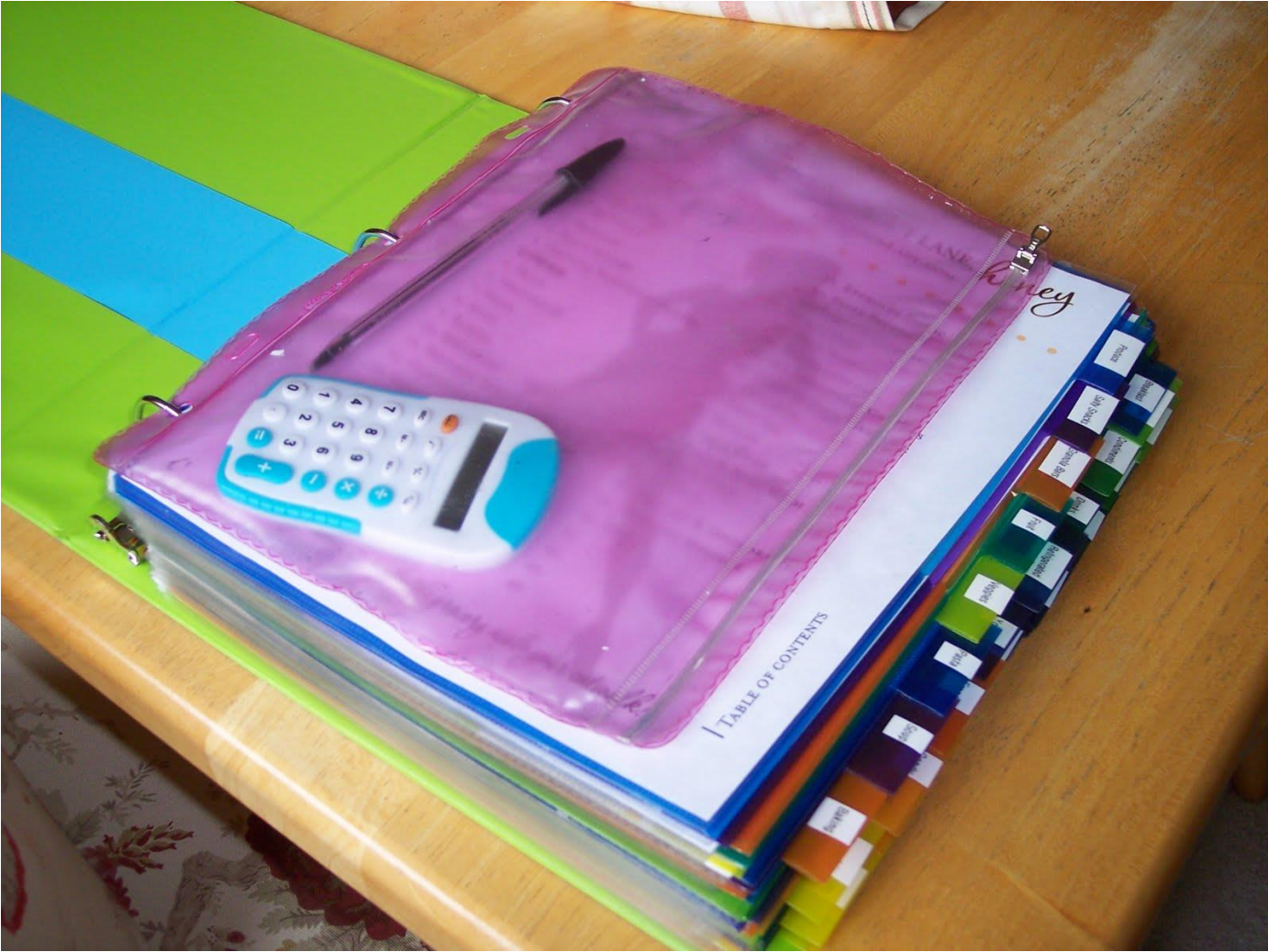
Schools Offer Assistance To Schools

Ms. Zhang recently joined other parents to offer a few air purifiers to the school. School administrators refused, and their reason — that the government's "purifiers" use — led her to a nightmarish experience.

<https://newsela.com/>









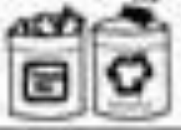






Behavioral Supports

Visual Expectations





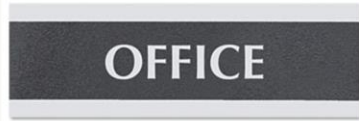


R² S³ Expectations

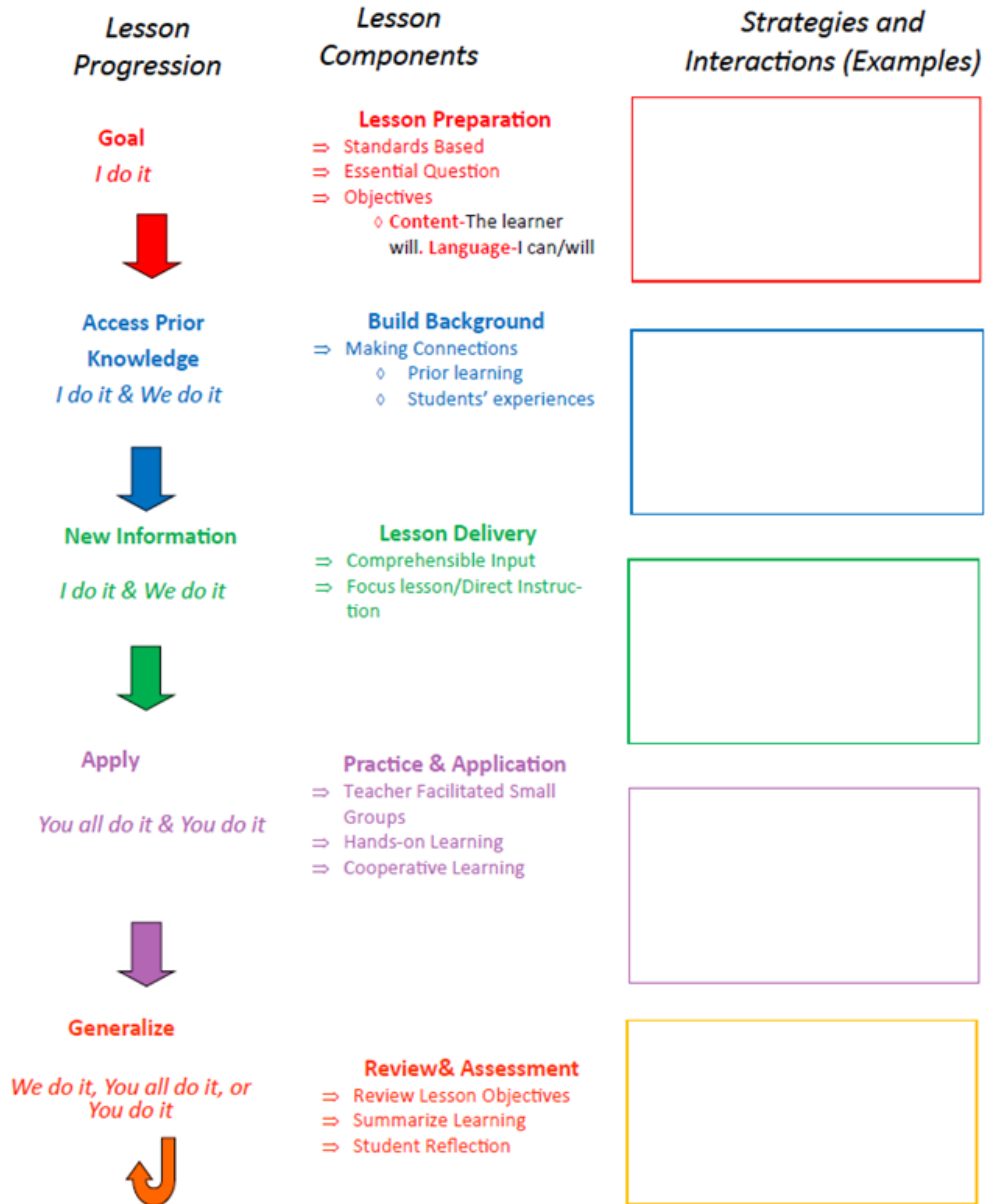
Visual Expectations

Showing RESPECT and RESPONSIBILITY in	Showing RESPECT and RESPONSIBILITY to my		
	SELF	SCHOOL	SOCIETY
CLASS	Ready to Learn. 	Clean uniforms body and mouth. 	Consideration of other peoples' feelings and property. 
HALLWAYS	Hands, feet, and objects to yourself. 	Walk on the RIGHT side of the hallway. 	Soft, POSITIVE voice. 
COMMON AREAS	Clean space, body and mouth. 	Stay supervised. 	Recycle and use trash bins. 
PHYSICAL EDUCATION	Lock up your things and report to roll call. 	Put up everyday. 	Show Sportsmanship. 
PERFORMANCES and FIELD TRIPS	Show professionalism. 	Enter and leave quietly. 	Pay attention to the performance. 

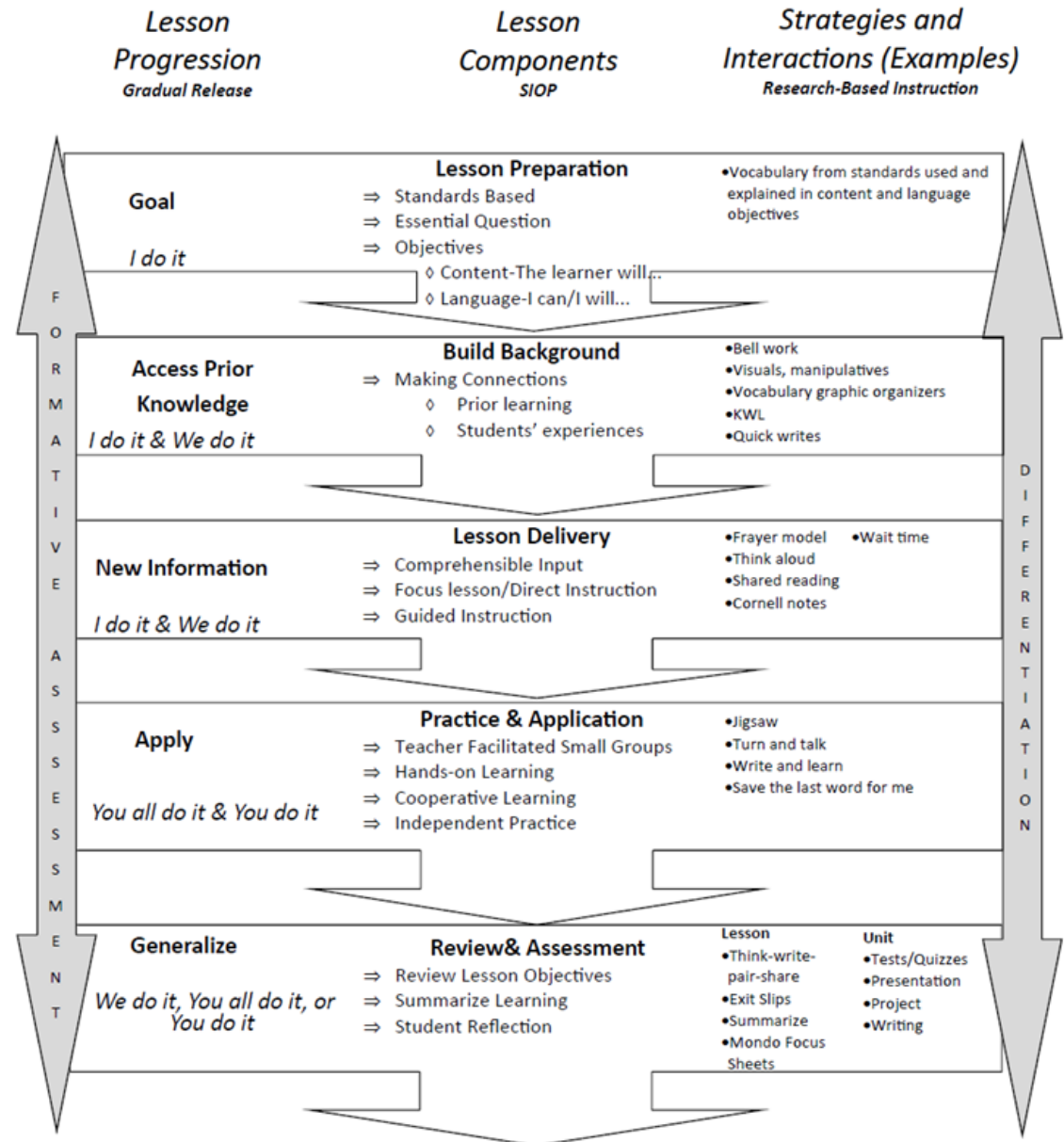
Visual Expectations

Consequence		What it means:
1. Reminder		“I need you to . . .”
2. Verbal Warning		“This is the second time I’m talking to you. Next time, you’ll be moved to Reflection.”
3. Reflection		Removal from group + Written reflection “What do you need to do differently next time?”
4. Restitution & Contact Home		“What do you need to do to fix the mistake?” + Phone call or email home
5. Referral		Conversation with an Administrator

Instructional Model



Instructional Model



Today's Objectives

David's presentation on Vocabulary.

The learner will use various strategies to build background knowledge and academic vocabulary.

Learners will use vocabulary strategies to preteach content.

Learners will practice using Vocabulary Strategies

Students critical thinking will increase

Trivia

1. In 1848, a territorial convention that began the process of establishing Minnesota as a state was held in what city? [Hint: this city is known as the birthplace of MN]
2. & 3. I used to live in Osawatomie, KS; it is the only town by that name in the United States and probably in the world. It was created by combining two American Indian tribe names. Name both tribes.

