**What Vocabulary to teach**

When selecting the words you are going to teach, categorize them in three tiers. Start with tier three: **Tier 3 words are subject-specific** (Math, Science, Social Studies, Language Arts.) They tell us immediately what discipline is being studied. About 40 percent of tier 3 words are cognates with Latin-derived languages, such Spanish, French, and Italian. **Tier 2 words** include phrasal clusters, idioms, polysemous words, information-processing words, connectors, sophisticated words and words to provide specificity to describe a concept. Tier 2 words hold together the meaning o a complex word. **Tier 1 words** are simple words known by almost all students in a group who are not ELs. English Language learners may not have the background knowledge for the concept, may not recognize the spelling or the pronunciation, or may not recognize the cognate or false cognate (Calderon, 2011.)

It is important to keep in mind that ELs need several approaches to learn vocabulary. Based on Calderon, 2011, knowing a word means that the student can understand its meaning in a diversity of texts, can pronounce and spell the word correctly, can recognize different characteristics of the word, can explain the meaning within the context of reading and can use it as natural part of his personal style. Just learning lists of words, drawing pictures or trying to find the meaning through the context of the reading is not always enough to produce vocabulary growth (Calderon, 2011.)

Beck , Isabel et all(2002) talks about 5 levels of word knowledge: 1) No knowledge of the word; 2) General sense of the word; 3) Narrow, context-bound knowledge; 4) Forgetting the word and 5) Depth of word knowledge. Vocabulary needs to be taught explicitly the three-part vocabulary approach includes: Preteaching, teaching during reading and after reading. The seven steps to preteach vocabulary by calderon, 2011 are presented in the table

**Seven Steps to Teach Vocabulary**

**Taken from: Calderon, Margarita (2011). Teaching Reading & Comprehension to English Learners, K-5. Solution Tree Press Bloomington, IN**

|  |  |
| --- | --- |
| Steps | Example |
| 1). The teacher says and shows the word, and asks students to repeat the word three times | Say “ |
| 2). The teacher reads and shows the word in a sentence (context) from the text. |  |
| 3). The teacher gives the dictionary or glossary definition(s). |  |
| 4).The teacher explains the meaning with student-friendly definitions or gives an example that students can relate to. |  |
| 5).The teacher highlights and aspect of the word that might create a difficulty. |  |
| 6). The teacher engages all of the students in an activity to orally use or own the word and concept. |  |
| 7).The teacher assigns peer reading with oral and written summarization activities and explains how the new words need to be used or how students will be accountable for these words. |  |

**Quick Tips for Teaching Vocabulary**

* Teach important words before reading, not after reading.
* Teach as many words as possible before, during and after reading.
* Teach simple everyday words (tier 1 words), along with information-processing words (tier 2) and content-specific or academic words (tier 3).
* Use new words in the context of reading, talking, and writing within the same class period. Even level 1 students can begin reading and writing from day one.
* Point out lexical items (for example, tense, root, affixes, and phrasal and idiomatic uses) and use them as strategic learning tools.
* Require ELs to learn key words for a reading assignment and test that word knowledge at the end of the assignment.
* Avoid just sending Els to look up words in the dictionary; they might select the wrong definition or just copy the meaning without understanding it.
* Don’t expect Els to figure out meaning from context without additional supports because there may be several other words they don’t know in that context.
* Keep in mind that having a peer translate for an EL provides a quick answer but does not enable the student.
* Point out cognates and false cognates as a word-learning and spelling strategy.
* Require students to use new vocabulary in writing summaries of what has been learned on that topic.

**Taken from:**

**Calderon, Margarita (2011). Teaching Reading & Comprehension to English Learners, K-5. Solution Tree Press Bloomington, IN**

**Preparing to teach a text**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Determine desired outcomes for oracy, reading and writing** | |  |  | | --- | --- | | Oracy | Talk about what is needed to be fit. | | Reading | Nonfiction. Main idea and details.  Looking for information | | Writing | Informative/ explanatory text | |
| 1. Identify potential in text for various purposes |  |
| 1. Decide what vocabulary to pre-teach |  |
| 1. Select questions for discussion |  |
| 1. Select ancillary materials to ensure comprehension of big ideas |  |
| 1. Select a reading-comprehension or metacognitive strategy to model for the students, and plan how to model it. |  |
| 1. Select the appropriate strategy to use in helping students produce writing. |  |
| 1. Differentiate the level of scaffolding to provide different levels of support |  |