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# JOURNEY TO RESPONSIVENESS

## *Responsive Academic Vocabulary Workshop*



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# Challenging Your Pedagogy

**As it applies to:**

- 1. Selecting the vocabulary words you are going to teach?**
- 2. Teaching new/unfamiliar words?**
- 3. Assessing whether students know the words or own the words?**

# Responsive Vocabulary Instruction entails

- ◆ Focusing on **acquisition** of words through effective vocabulary strategies, **not** on memorization
- ◆ Building on the **conceptual knowledge** of the students (what they bring to class), which is validating and affirming.
- ◆ Providing planned and explicit **synonym/antonym development**
- ◆ Utilizing **slang, profanity and racially charged terms** as opportunities to expand students academic vocabulary when appropriate.

# Three Learning Objectives In Order To Infuse

## Objective 1

**Learn to level the words within the content vocabulary**

## Objective 2

**Learn to teach the focus vocabulary strategies through the use of CLR tools: personal thesaurus and personal dictionary**

## Objective 3

**Learn to use reinforcement (practice) activities throughout the week and the use of various types of assessments**

# Why focus on strategies, not words?

What does it mean to know a word?

How do conceptual and technical meanings differ?

## Cronbach's (1942) Dimensions:

- Generalization:** ability to define a word
- Application:** ability to select or recognize situation appropriately
- Breadth:** ability to apply multiple meanings
- Precision:** ability to apply a term correctly to all situations and to recognize inappropriate use
- Availability:** ability to actually use the word

# Why focus on strategies, not words?

**What is the surest way to acquire vocabulary?**

**Read, read, read, read and read!**

What does a proficient reader do when coming across a word he/she does not know?

1. Use Context Clues
2. Word parts
3. Skip it
4. Ask somebody
5. Go to dictionary

What is the first step for a struggling reader?

**3 Focus Strategies:  
Context Clues, Word Parts, and Synonyms**

# Synonymous Usage Matters

## The Word *Get*

**Standard English**  
**Many Usages**

**African American Language**  
**Single Usages**

Come here!

Get over here

Leave, right now!

Get out of here

Bring me \_\_\_\_\_

Get me \_\_\_\_\_

Be accurate. Be truthful

Get it straight

# Reality of cultural vocabulary and understanding slang

<p><b>Culturally Specific</b> <b>cross-generational</b></p>	<p>get over call yourself stay fixin' or finna cut on/off get my _____ on.</p>
<p><b>Dynamic Slang</b> <b>youth-oriented only</b></p>	<p>Benjis, cabbage, cheese, cheddar, scrilla  boon, cat, dawg,</p>



# Vocabulary Acquisition Strategies

Key to word acquisition is the focus on strategies that **give the students tools** to attack words that they don't know.

Context Clues

Word Parts

Synonym Development

# Steps To Implement Responsive Vocabulary

- 1. Tier the Words**
- 2. Focus on strategies that lead to acquisition**
  - Context Clues**
  - Word Parts**
  - Synonyms/Antonyms**
- 3. Responsive tools for success:**
  - 1. Personal Thesaurus**
  - 2. Personal Dictionary**
- 4. Reinforcement activities for practice and multiple assessments**

### **Tier One - Everyday Words**

- words that students already know  
***clock, baby, happy, walk***
- These words need no instruction for meaning

### **Tier Two – Academic Words**

- High Frequency for mature language users and are found across a variety of domains  
***maintain, absurd, required, and fortunate.***
- These words are probably "conceptually coded" for the student.
- These words need intentional, strategic instruction and go in the Personal Thesaurus, and/or wherever you do synonym development
- Focus is on ownership of the word

### **Tier Three – Content Specific Words**

- Frequency is low and limited to specific domains  
***meiosis, exponent, peninsula***
- Concept most likely needs to be developed.
- Learned for the purposes of content knowledge.

# Step One

## Tiering The Words

Words have different levels of utility

Tier 1 (clock, baby, happy)

- Basic words, rarely requiring instruction

Tier 2 (absurd, industrious)

- High frequency words for mature language users

Tier 3 (isotope, peninsula)

- Frequency is quite low, usually limited to specific domains

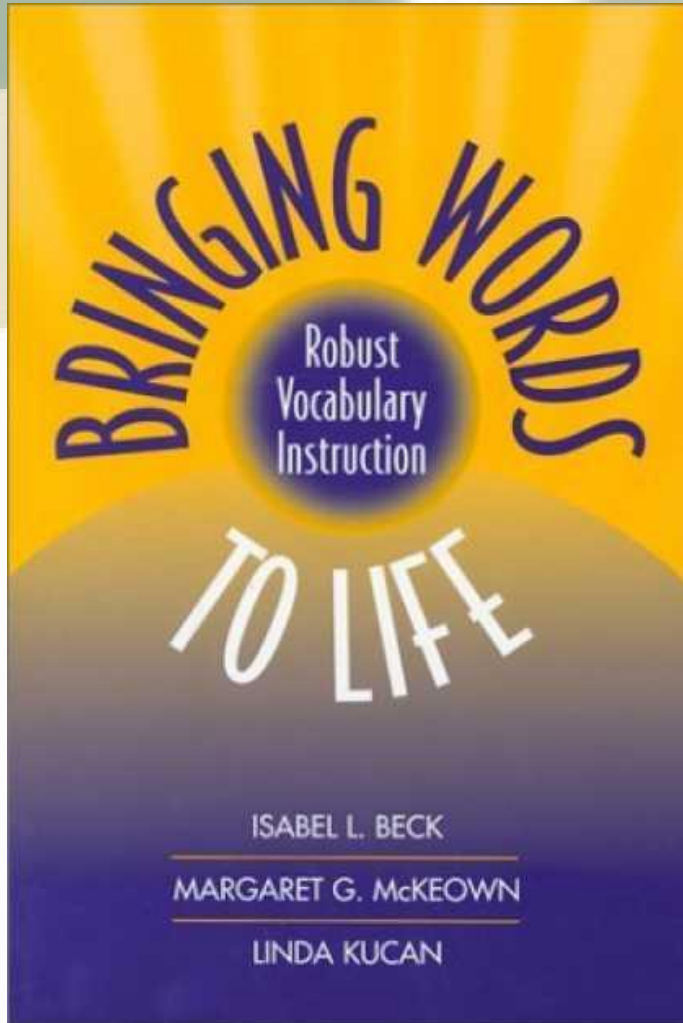
Let's Practice Selecting Words.  
Which ones are Tier 2?

Detest, antennae, muttered, hurl,  
splendid, obsessed,  
shuddered, longhorn beetle,  
despise, entomologist, mumble,  
metamorphosed

# Choosing Words

For academic word selection/instruction:

- Choose 3-7 words per week (depending on the grade level)
- Choose words that have importance and utility for mature language users.
- Choose words that have instructional potential



**Tier One**

**Tier Two**

**Tier Three**

## Step Two: Focus on Strategies

“Most words are learned from context, and if we can increase students proficiency in learning from context even a small amount we will greatly increase the number of words students learn. It is therefore vital to provide students with rich, sustained and powerful instruction on using context clues.” (Graves, 2006)

# Context Clues

## Tier Two Word: **DETEST**

### 1. Context Clues

I **detest** red bell peppers because they make me ill.  
*Technical meaning is to “dislike intensely.”*

### 2. Word Parts

**De:** Latin, meaning off or from

**Test:** Latin, meaning witness, call upon witness

### 3. Synonyms and Antonyms

Student's word is **HATE**. Now go to Personal Thesaurus



# Synonym Development

Responsive vocabulary instruction includes focused, intentional synonym development. Many nonstandard language users, use 1 word many ways. Instructional modifications can address this dynamic and students are able to be more precise language users.

The little boy is bad./ The little boy is disobedient.

The milk is bad./ The milk is sour.

I had a bad day./ I had a terrible day.

I feel bad about telling a lie./ I feel guilty about  
telling a lie.

# Step Three

## CLR Instructional Tool

### Personal Thesaurus

1. Builds on the conceptually coded words **students already own**
2. Intensive work with synonyms and antonyms (tier two words) provides SELs with an expanded vocabulary that contributes to success in the academic curriculum.
3. Writing tool to support written language development
4. Opportunity to “academize” slang

# What are the parts of the Personal Thesaurus?

Word student already knows

Synonyms new  
to the student's  
lexicon

Guide letter

Antonym

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## Personal Thesaurus (PT) Set-Up Chart

Target Word in Context	This is what I THINK the word means.....	What were the clues in the sentence that helped you guess?	This is MY WORD for the target word. I will write this in the P.T. Box
<p>The assignment was so <u>tedious</u>, he started to fall asleep.</p>	<p>boring</p>	<p>Started to fall asleep</p>	<p>Boring</p>

# Using Personal Thesaurus for Synonym and Antonym Development

The Personal Thesaurus (PT) is a tool for developing knowledge of synonyms and antonyms. It should be used within a system of vocabulary instruction.

Big

large

humongous

huge

Hefty

small

# Using Personal Dictionary to Develop Tier Three or Content Area Words

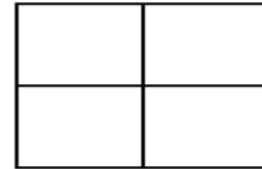
- Personal Dictionary is for content specific words and instruction will be different from that for academic terms.
  - Students will probably not have their own concept for these words.
  - Unlike the PT, a technical definition will be supplied for the term.
  - Students must create an illustration and personal connection, the teacher will most likely need to provide context and examples to help students develop their understanding of the terms.

# What are the parts of the Personal Dictionary?

Academic Term

*Technical Definition  
Here*

Personal Illustration



Personal Connection

*I've been using the  
Personal Dictionary to  
help many of students to  
acquire tier 3 words.*

Personal Definition


*It is a thing that is used to  
help students acquire a  
concept for tier 3 words. It  
contains 4 sections (term,  
connection, illustration, and  
definition).*

# Personal Dictionary


<p><b>Tier 3 Word/Academic Term</b></p> <hr/>	<p><b>My Personal Definition</b></p> <hr/> <hr/> <hr/> <hr/>
<p><b>My Personal Illustration</b></p>	<p><b>My Personal Connection or Example</b></p> <hr/> <hr/> <hr/> <hr/>




# Personal Dictionary

<p>1. Academic Term <b>palette</b></p>	<p>3. My Personal Illustration</p> 
<p>4. My Personal Definition The different colors of paint on a board(palette), or that an artist chooses to use in a piece of art. (definition)</p>	<p>2. My Personal Connection/Analogy/Example I read about the painter Jacob Lawrence in 4<sup>th</sup> grade. He must have used a large palette of bright colors to create all of those paintings.</p>

# Math Example

Academic Term	Personal Illustration
<p><i>Adjacent</i></p>	
<p>Personal Connection</p> <p><i>I am adjacent to my friend when I sit next to her in class.</i></p>	<p>Personal Definition</p> <p><i>It is a word that means being next to something or someone.</i></p>

# Science Example

<p>Academic Term</p> <p><i>Atmosphere</i></p>	<p>Personal Illustration</p> 
<p>Personal Connection</p> <p><i>I see the atmosphere when I look up at the sky.</i></p>	<p>Personal Definition</p> <p><i>It is a word that means the part of the sky that starts from the ground and goes far above the earth.</i></p>

# Word Parts

## Research Article

**“The Latin-Greek Connection *Building Vocabulary Through Morphological Study*”**

# Use of Slang?

## Who is your audience and what is your purpose?

1. Validate and affirm their linguistic capital
1. Language of the youth - temporary, dynamic, peer-driven
1. Descriptive, colorful, meaningful to youth culture

## How to “Academize?”

Slang Term	Meaning	Academic Term
Go Ham		
Chop it up		
Turn up/Turn Down		
Gucci		

[www.urbandictionary.com](http://www.urbandictionary.com)

# Step Four

## Activities for Reinforcement and Practice

- Students need multiple opportunities to interact and engage with words.
- Reinforcement and practice are essential to support students as they are internalizing new words.
  - Students are able to engage in discussion about new words/concepts.
- Reinforcement and practice help students to further understand the word and be able to apply it in a variety of contexts.
- Reinforcement and practice activities are also effective ways for teachers to informally assess students

## Shabooya Roll Call

### Directions:

1. Student picks a word (either randomly or you give them one)
2. They create a "Shabooya" rap that includes
  - a. The target word
  - b. a synonym and/or definition
  - c. an example
3. Student chants the roll call word rap
4. Class participates in Call and Response as outlined below:

### Student #1

My word's unique  
It means no other  
Just like that tattoo  
That's on my brother

Class-  
**Shabooya**  
**Sha-Sha**  
**Shabooya Roll Call**

Repeat

### Student #2

My word is gross  
It means disgusting  
Like seeing throw up  
With little green things.

Class- **Shabooya Chant 2X**

# Shabooya Roll Call



## Reinforcement/Practice Activities

- What activities do you have for
  - reinforcement/practice?
- Write down 3 reinforcement/practice games/activities that you use for review.

Give one – Get one

# Assessment

- If you are assessing students ability to use context clues, and word parts to determine word meaning, then multiple choice tests are effective.

Multiple choice tests also give students an opportunity to practice with standardized testing, something that is essential for the success of non-standard language learners.

- If you are assessing for deeper meaning, then other types of assessments might be more effective.

# Traditional

## Vocabulary Quiz

Part 1 – Circle the best synonym for the word in bold.

1. **dissuade**

- a. deter      b. persuade      c. dive      d. help

2. **sullen**

- a. happy      b. brooding      c. sleepy      d. angry

3. **recompense**

- a. break      b. reapply      c. relay      d. compensate

4. **insinuate**

- a. substitute      b. angry      c. imply      d. sinuses

5. **trivial**

- a. important      b. truce      c. insignificant      d. crucial

Part 2 – Complete the sentence with the **best** word.

**Dissuade**      **sullen**      **recompense**      **indignant**      **trivial**  
**Insinuate**      **interminable**

1. I can't take it much longer! If he doesn't stop his \_\_\_\_\_ whining I am going to scream!
2. I knew she was going to be \_\_\_\_\_ when I told her that her performance needed some work.
3. He had been \_\_\_\_\_ for about 2 weeks and his mom was getting worried about him. He didn't even want to come out of his room.
4. If you are her friend you will try to \_\_\_\_\_ her from wearing that outfit to the party. She looks a hot mess!
5. I don't have time for these \_\_\_\_\_ conversations right now. I have to study.

# The Writing Process

## Precision Writing

Directions: Replace each underlined word with a more precise synonym from your personal thesaurus.

We went to my friends party last night. Everything was real nice. My friend's mom is so nice. She had the house decorated nice. She made some enchiladas that were so good. Everybody had a good time. Giana brought that girl Tracy, she so ratchet! Giana looked nice though. That party was turnt up!

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