

Effective Academic Vocabulary Instruction for Social Studies



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Essential Question



Why is it important to teach academic vocabulary in Social Studies?



CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

INDICATORS	EVIDENCE OBSERVED OR GATHERED				
<p>A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.</p>	<p style="text-align: center;">—————→</p> <p>1 2 3 4</p> <p>Questions and tasks do not refer directly to the text and instead elicit opinion answers.</p> <p style="text-align: right;">Questions and tasks repeatedly return students to the text to build understanding.</p>				<p>Notes:</p>
<p>B. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.</p>	<p style="text-align: center;">—————→</p> <p>1 2 3 4</p> <p>Questions and tasks can be answered without reference to evidence from the text or data.</p> <p style="text-align: right;">Questions and tasks require students to cite evidence from the text or data.</p>				
<p>C. Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims.</p>	<p style="text-align: center;">—————→</p> <p>1 2 3 4</p> <p>Questions and tasks do not explicitly require use of academic or domain-specific language.</p> <p style="text-align: right;">Questions and tasks intentionally support students in developing facility with academic and domain-specific language.</p>				
<p>D. Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry and analysis.</p>	<p style="text-align: center;">—————→</p> <p>1 2 3 4</p> <p>Questions do not follow a clear sequence or are all at the same level of depth.</p> <p style="text-align: right;">Questions are sequenced to support and challenge students in deep examination of the text.</p>				



What are Tier Words?



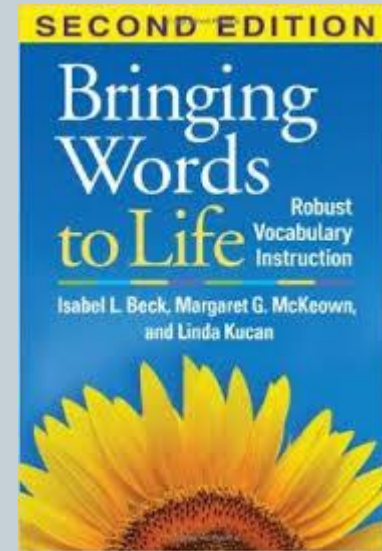
- **Tier One: Basic words**
words of everyday speech

bed, chair, happy, house, car, purse

- **Tier Two: General Academic words**
likely to appear across written texts

analyze, facilitate, absurd, coincidence, compare

- **Tier Three: Domain-Specific words**
meritocracy, antebellum, Neolithic



Let's Practice



Wilson- A Portrait

Tier 1	Tier 2	Tier 3

Let's Practice



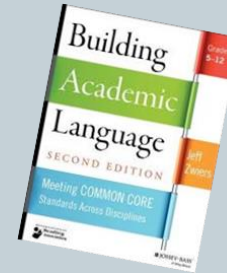
Wilson- A Portrait

Tier 1	Tier 2	Tier 3
	maintain	
	collective	
	dictates	
	adhere	
	superior	
	obligation	
	resolution	
	retained	
	accorded	
	excluding	

Vocabulary Instruction

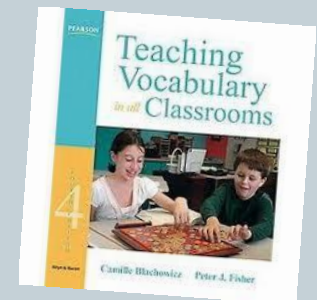


- Read *Vocabulary Instruction*



- Guidelines:

- Takes place in a language- and word-rich environment
- Includes intentional teaching of **selected words** and repeated exposure to them
- Includes word-learning strategies that help students learn new words independently.



Vocabulary Self-Assessment: Wilson



Word	I have no idea what this word means.	I have some idea about what this word means.	I could explain this word to my partner.	Notes on words.
maintain				
collective				
dictates				
adhere				
superior				
obligation				
resolution				
retained				
accorded				
excluding				

Conceptual Understanding



What do I want my students to know and/or be able to do with this vocabulary term or concept?



Vocabulary Wall



- Key terms that will be relevant all year
- Key terms that relate to the current unit
- General academic words that support understanding of the key terms



The Great Depression

foreclosure	bread lines	consumer debt
buying on margin	hobos	Dust Bowl

Vocabulary Wall Prompts and Activities

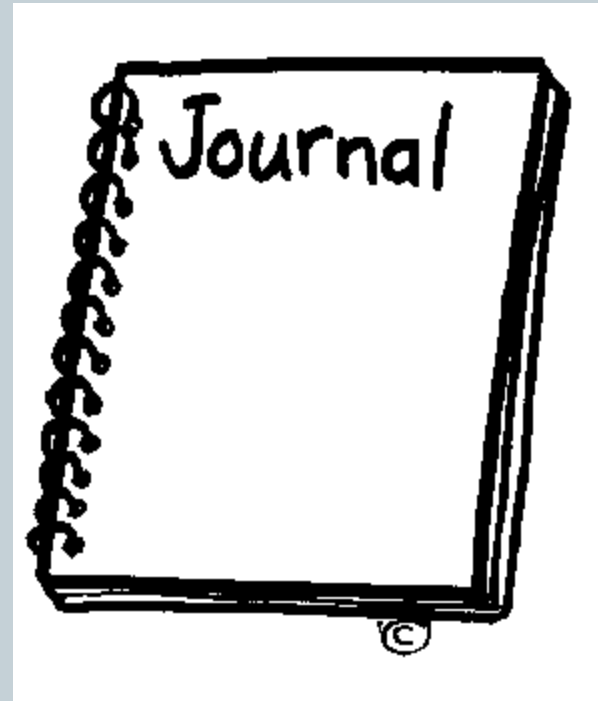


- Write down one new thing you learned today and use at least two of our vocabulary wall words.
- Write down the words _____, _____, and _____ from our vocabulary wall. With a partner, write down everything you think you know about them.
- From our vocabulary wall, select the words that were most important from today's lesson. Explain to a partner why you selected these words.

Vocabulary Journals



- Allows for opportunities to practice Social Studies language
- Students can revisit and add to their entries as their understandings develop.



Concept Sort



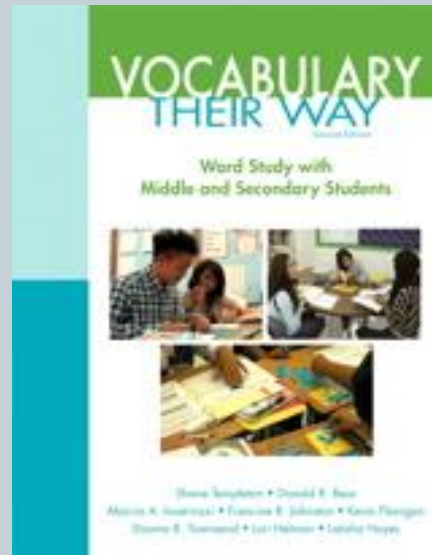
1. Identify the key vocabulary terms of an overarching concept or topic.
2. Students sort the terms according to the headers.
3. Options- closed or open sort



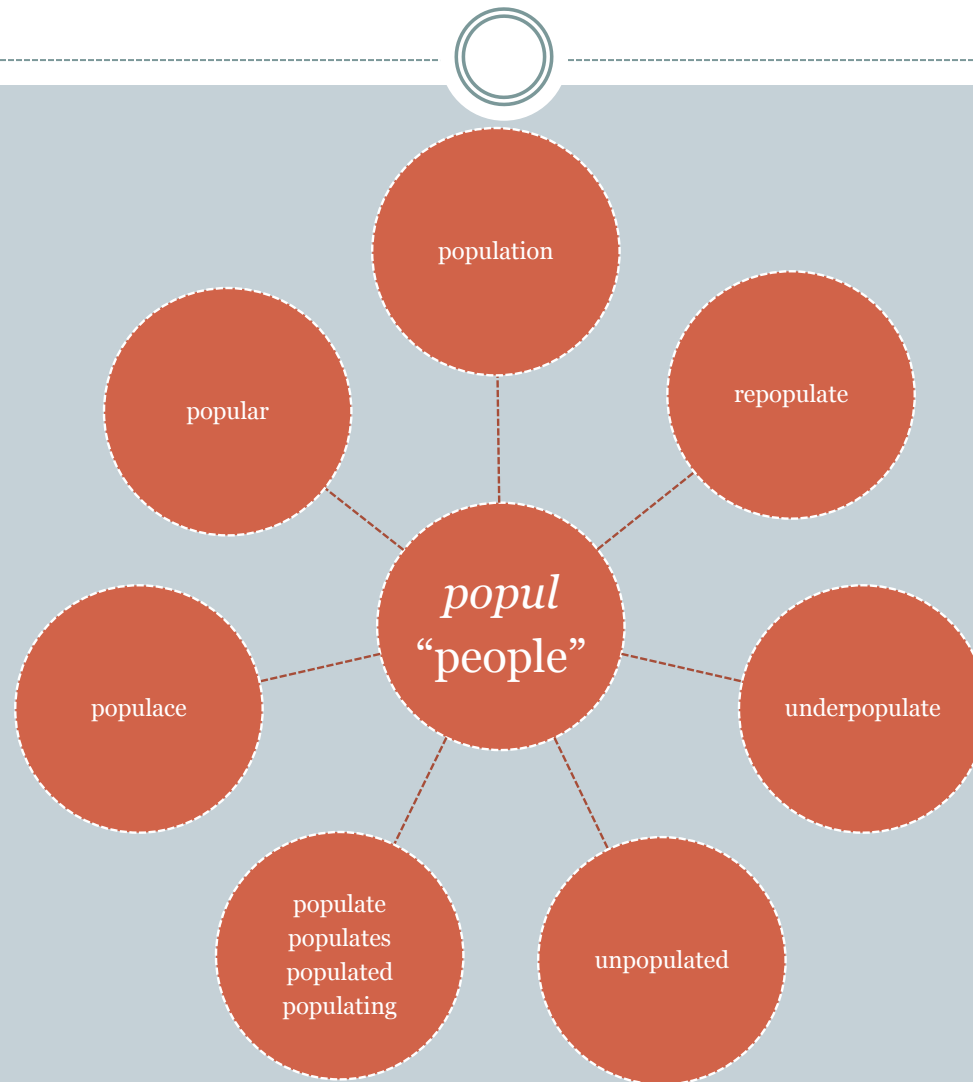
Generative Vocabulary



“Generative Vocabulary Activities in Social Studies”



Root Web for *popul*



A Resource



[Online Etymology Dictionary](#)



Closure





Grade Level/Range 9-12

Academic Vocabulary

Dr. Darl Kiernan and Lauren Torvinen

Research reveals that vocabulary knowledge is the single best predictor of students' comprehension. Participants will learn to select the most valuable general and domain specific words. Interactive opportunities to revisit the vocabulary over time will be presented. Teachers will leave the session with resources that can be used right away!