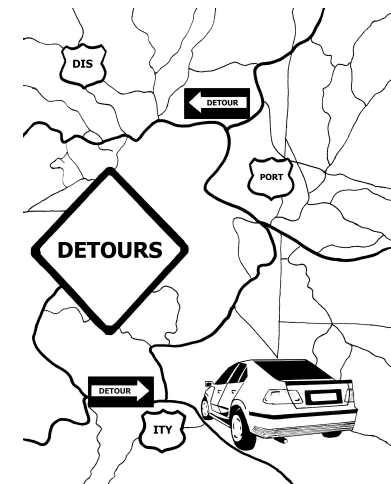
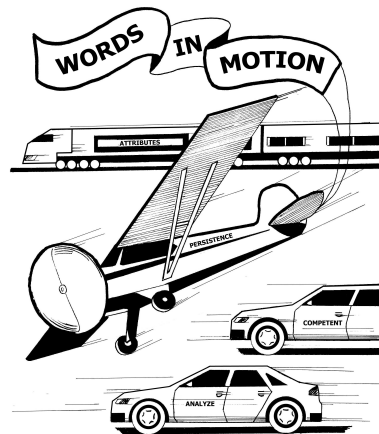


Words in Motion: A Vocabulary Intervention for Spanish-Speaking Adolescents

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Part 1

Overview

VIAS Overview

- The Vocabulary Improvement and Assessment of Spanish-speaking Students (VIAS) project is a 5-year program of research:
 - Funded through grants from the Eunice K. Shriver National Institute of Child Health and Human Development (NICHD) and the U.S. Department of Education, Institute of Education Sciences (IES).
 - Grants support research on the literacy and language development of Spanish-speaking English-language learners.
 - Investigators are from the Center for Applied Linguistics, [Harvard University](#), [Boston College](#), [the University of Connecticut](#), and [the University of Houston](#).

EVoCA Overview

- EVoCA: Enhancing Vocabulary through Cognate Awareness
 - VIAS subproject 4
 - IES funded Goal 2 study to develop a cognate-based vocabulary intervention for native Spanish-speaking middle school students
 - *Words in Motion* is the vocabulary curriculum developed for the EVoCA project. In addition to the curriculum, the project has developed an English vocabulary assessment, a Spanish cognates assessment, and two morphology assessments – one for knowledge of roots and the other for knowledge of suffixes

Project Team

- University of Connecticut
 - Liz Howard
 - Betsy McCoach - methodologist
 - Eileen Gonzalez
 - Jen Green
 - Sharon Ware
 - Angela Lopez
 - Gail Buller

- Center for Applied Linguistics
 - Igone Arteagoitia
 - Cheryl Dressler
 - Patricia Martinez

Framing the Issue

- There is growing recognition of the literacy challenges faced by many adolescents (Faggella-Luby, Ware & Capozzoli, 2009).
- The adolescent literacy challenge is particularly acute for English language learners (ELLs), who are developing English proficiency along with reading comprehension (Short & Fitzimmons, 2007).
- Vocabulary has been found to be a primary issue in reading comprehension for all students, but especially for ELLs (August & Shanahan, 2006; Goldenberg & Coleman, 2010).
- For native Spanish-speakers, a focus on cognates has been found to be effective in promoting vocabulary development (August, Carlo, Dressler & Snow, 2005).

What are cognates?

- Cognates are words in two or more languages that share a common root and are therefore similar in meaning, spelling, and/or pronunciation. (Lubliner & Hiebert, 2011)
- Many academic words in English are derived from Latin or Greek and therefore have parallel forms in Romance languages such as Spanish and Portuguese.
- Cognates account for from a third to as much as half of the active vocabulary of an average educated English speaker.
- Many cognates are higher frequency in Spanish than in English (e.g. castigar/castigate).

Study Overview

Goal: To develop and test the effects of a cognate-based intervention for middle school students

Phase 1: Development (2008-09)

- Worked with 4 veteran teachers in 1 middle school to develop curriculum
- Field tested the vocabulary measure in 1 middle school in an urban district with a high density of native Spanish speakers

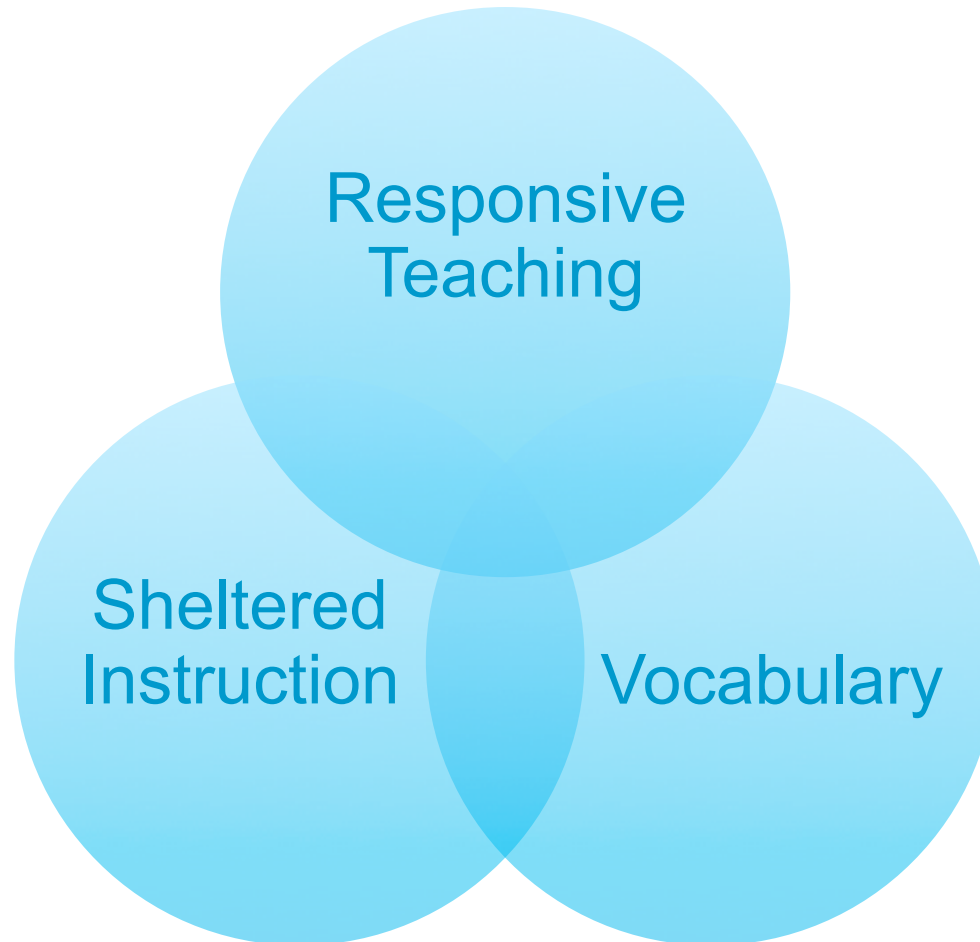
Phase 2: Piloting (2009-10)

- Implemented the pilot version of the curriculum in the same middle school where field-testing took place during the development phase
- Intervention delivered by trained research assistants – 1 per approach

Phase 3: Taking the intervention to scale (2010-11)

- Conducted a quasi-experimental study in 3 urban middle schools and a bilingual case study in 1 K-8 dual language program
- Teachers delivered the intervention with prior training and ongoing coaching

Words in Motion Curricular Framework



Summary of Interventions

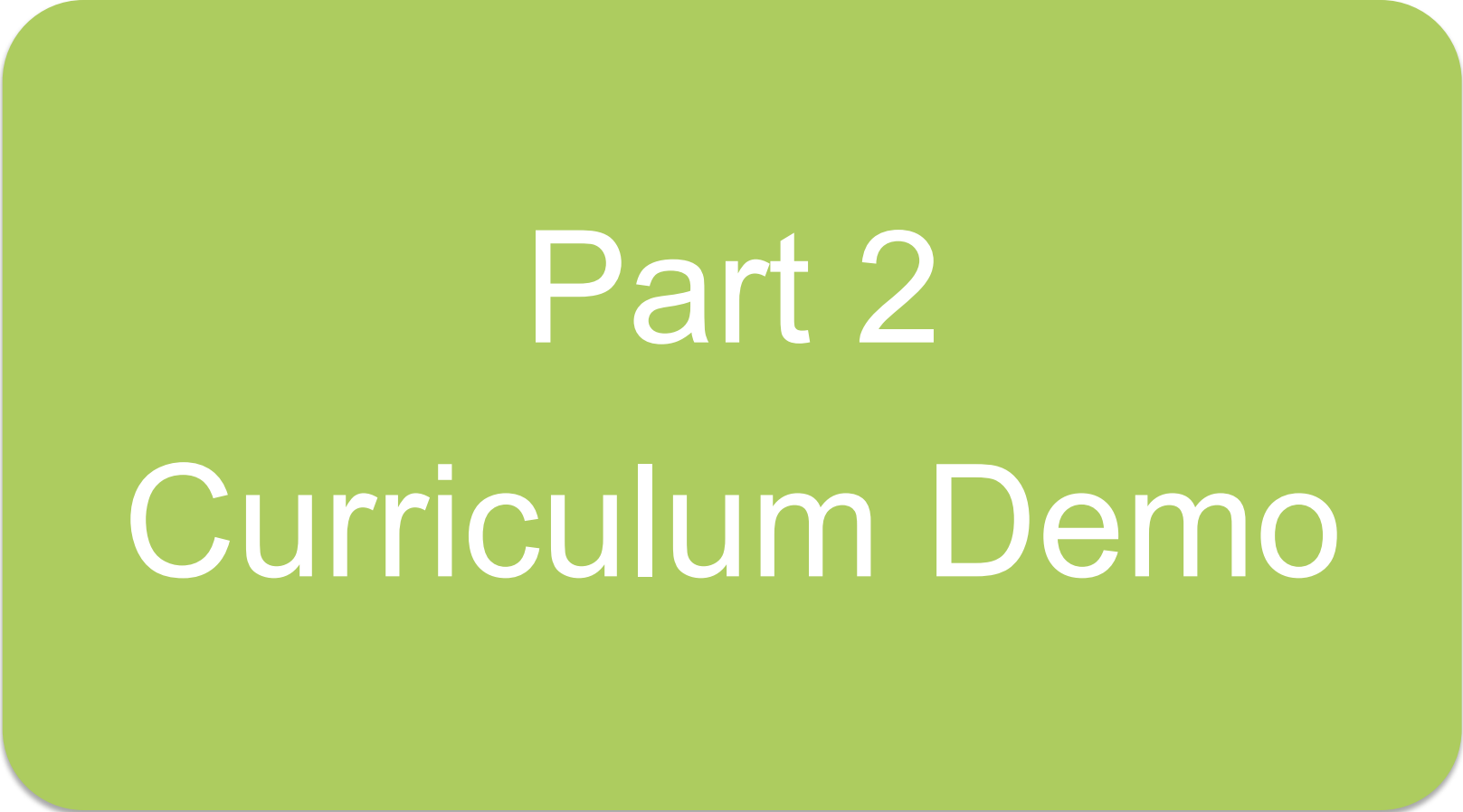
- 10 target words, 2 roots and 2 affixes per unit – all words are cognates and general academic vocabulary.
- 40 days of continuous language arts instruction (50 min. periods): 1, 3-day unit to build background followed by 5, 7-day units to teach core vocabulary and morphological awareness; concluding with 2 days of comprehensive review
 - Day 1: word study, part 1: affixes
 - Day 2: word study, part 2: roots
 - Day 3: introducing the topic and the vocabulary words
 - Day 4: deepening word knowledge
 - Day 5: using words in reading
 - Day 6: using words in oral language and writing
 - Day 7: review and quiz
- Integration of listening, speaking, reading, and writing
- Curriculum aligned with CT ELL and ELA frameworks, as well as TESOL and NCTE standards

Unit Topics

- All topics are designed to be engaging to middle school students, and three of the units focus specifically on middle schoolers. The remaining two units profile well-educated, successful Latinos in an effort to challenge stereotypes found in many schools.
 - Unit 1: Overcoming adversity
 - Unit 2: Learning a second language
 - Unit 3: Paying students to do well in school
 - Unit 4: Bullying
 - Unit 5: School equity

Curriculum Variations

- ❑ **Monolingual** – all delivery is in English and students are not told that all words are cognates
- ❑ **Cross-linguistic** – delivery is primarily in English but students are taught about cognates as a vocabulary learning strategy, and are taught all Spanish counterparts of target words and affixes as a support to learning the English target words and affixes
- ❑ **Bilingual** – delivery is fully bilingual, with instruction alternating between English and Spanish – English days 1, 3, 5, 7; Spanish days 2, 4, 6; equal emphasis on learning the words in both languages



Part 2

Curriculum Demo

Unit 2 at a Glance

Overcoming Adversity

- ❑ **Day 1:** Word Study, Part 1 – introducing the prefix re-
- ❑ **Day 2:** Word Study, Part 2 – introducing the roots -tract- and -mot-
- ❑ **Day 3:** Introducing the target words and practicing word learning strategies
- ❑ **Day 4:** Gaining practice with the target words – playing one or more games from the menu
- ❑ **Day 5:** Putting the words in context – reading; introducing the *synonym* contexting strategy
- ❑ **Day 6:** Putting the words in context – oral language and writing – writing and performing a ‘telenovela’
- ❑ **Day 7:** Review and quiz

U2 D1 at a Glance:

- (10 min) Review** compound words
- (15 min) Introduce** prefix re- through crossword puzzle
- (15 min) Complete re- worksheet** to discover that re- attaches to verbs and to distinguish re- as a prefix from r-e letter strings.
- (5-10 min) Discuss objectives and wrap-up**

U2 D1 Objectives

Content Objective:

- Students will complete a crossword puzzle to learn the two meanings of the prefix re-.
- Students will compare the use of re- as a prefix in Spanish to its use as a prefix in English.

Language Objectives:

- Students will discover that re- attaches to verbs.
- Students will be able to distinguish words that contain the prefix re- from 'imposters' that just start with the letters r-e.

U2 D1 Sample Activities

Detours



Prefixes





PREFIXES

Prefixes are letters added to the beginning of a word that change its meaning. Example: re- is a prefix that means "again" or "back."

Directions: Select words from the crossword puzzle you did, and divide them into prefix and base. In the fourth column, write whether the prefix re- means again or back. An example is done for you.

Whole word	Prefix	+ Base	Meaning of re-
<i>repaint</i>	<i>re</i>	<i>paint</i>	<i>again</i>
<i>reponer</i>	<i>re</i>	<i>poner</i>	<i>back</i>

Directions: 1. We use re- with verbs, and not nouns and adjectives. Think of some words that are not verbs, and combine them with re-.
2. Imposters: When is re- not a prefix and only faking it? Think of some words that fit in this category too!

 <u>Re is not allowed!</u> <i>rehat</i>	 <u>Re is an imposter!</u> <i>Read</i>
--	---

U2 D2 at a Glance

- (5 min) **Introduce** objectives and **review** re-
- (20 min) **Introduce** –tract- through a magnet activity and worksheet
- (15 min) **Introduce** –mot-/-mov- through a worksheet
- (5-10 min) **Wrap-up: Do *The Locomotion!***

U2 D2 Objectives

Content Objectives

- Students will discover the meanings of the roots –tract- and -mot-/-mov- .
- Students will identify and underline the roots –tract- and –mot-/-mov- in English and Spanish words that contain them.

Language Objective

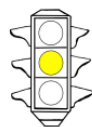
- Students will explain how the meanings of –tract- and –mot-/-mov- help us understand the meanings of English and Spanish words that contain them.

U2 D2 Sample Activities

Detours



ROOT



ROOT

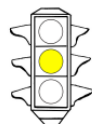
We call the main part of a word the root. English and Spanish have many words made of roots that come from Greek and Latin. When words in English and Spanish share the same root, they're called cognates.

Some roots are words all by themselves, but most are not—they need a prefix in front, or a suffix that comes after them.

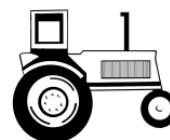
Detours



ROOT



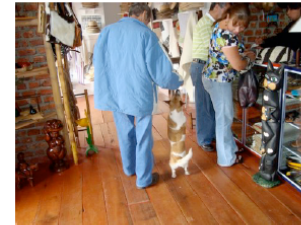
The root -TRACT-



-tract- is a Latin root that means "to pull or drag." A tractor is often used to pull farm machinery or heavy loads.

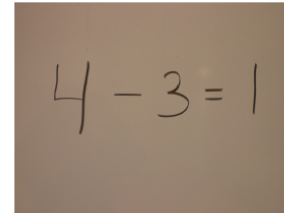
Directions: Use your yellow marker to underline the root in these words. If you can, write the Spanish word next to each English word, and find the root in that word, too. Then match the words with the pictures that show what they mean. How does "pull" make sense in these words?

1. _____attraction



a.

2. _____distracted



b.

3. _____extract



c.

4. _____subtraction



d.

U2 D3 at a Glance:

- **(5 min) Review roots and introduce objectives**
- **(10 min) Teacher introduces** the list of **target words** and uses the **strategies** of word parts, prior exposure, and cognates to get clues to the meanings of the words.
- **(20 min) Students work in cooperative groups** to create a poster with their target word, using the strategies to figure out its meaning.
- **(5-10 min; continue Day 4 if necessary) Students present** their posters and everyone writes the words and their meanings on their **summary charts**.
- **(5 min) Wrap-up**

U2 D3 Objectives

Content Objective:

- Through a cooperative activity, students will apply strategies for figuring out the meaning of new words, including the use of word parts, cognates, prior experience, context clues, and the glossary.

Language Objectives:

- Students will create a poster about their target word and present it to the class.
- Students will complete a graphic organizer by writing the ten target words in English and Spanish and their definitions.

U2 D3 Word learning strategies

What *strategies* can you use to figure out the meaning of a word?

Context

Look at **the context** – read the whole sentence where you find the word, as well as the sentence before and after the word.

Word Parts

Look for **meaningful word parts** that you know, like a **prefix**, **root**, or **suffix**.

Cognate

Ask yourself if you know a similar word in Spanish. Is the word a **cognate**?

Seen or Heard

Ask yourself if you've ever **seen or heard the word before**. If so, where?

Look up the word in a **dictionary** or glossary.

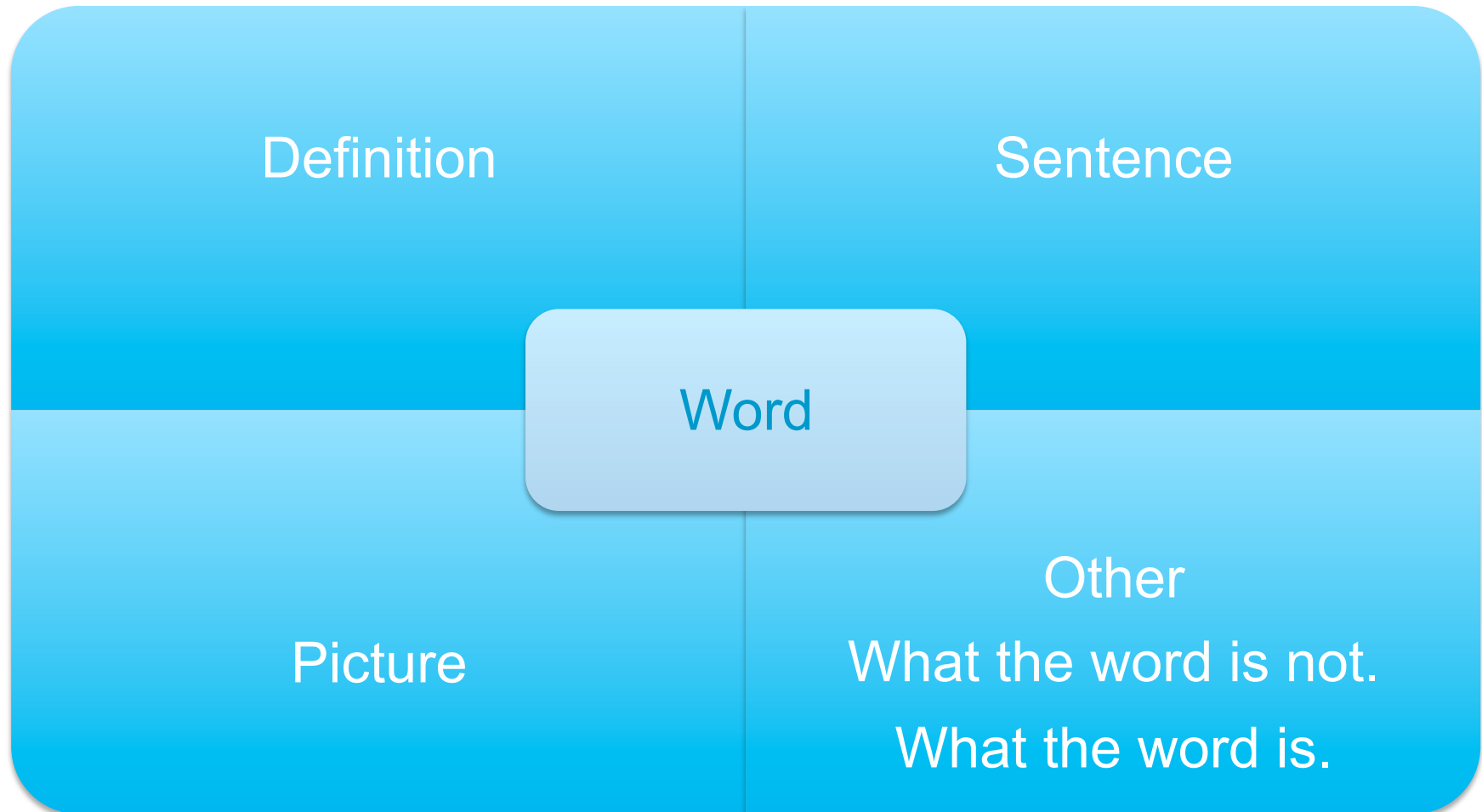
Dictionary



Words in Motion U2 D3: Introducing Target Vocabulary

- illustrate
- attribute
- maintain
- aspire
- profound
- factor
- emphasize
- motivate
- intractable
- adversity

U2 D3 Poster Guidelines



U2 D3 Poster Sample

Verb
To draw; to show
or demonstrate


Victoria needed to illustrate an Argon molecule for science.

Jordyn had to illustrate how to walk in a straight line.

I illustrate
I illustrar

You use this word when you draw a picture or demonstrate something.

EX:
The author will illustrate a book.
I will illustrate how to add.



U2 D4 at a Glance:

- (up to 15 min). **Introduce objectives and review target words**
- (20 min). **Practice** matching target words and meanings through a vocabulary card game
- (5 min). **Wrap-up**

U2 D4 Objectives

Content Objective:

- Students will demonstrate their understanding of target words and their meanings by matching words and definitions while playing a game.

Language Objective:

- Students will categorize target words by part of speech and recognize that the Spanish words are the same part of speech as their English equivalents.

U2 D4 Sample Activities

- Musical matching (hot potato)
- Smack
- Pictionary
- Password
- Memory
- Give me a clue

U2 D5 at a Glance:

- (15 min.) **building background:** introductory discussion and video
- (25-30 min.) **contexting strategies: introduce, model, and practice** *synonym* contexting strategy
- (5 min.) **wrap-up and review**

U2 D5 Objectives

Content Objective:

- Students will practice using the definition/synonym contexting strategy in order to match sentences containing target words.

Language Objective:

- Students will identify functional language and symbols used to signal definition/synonym context clues, such as the following:
is; that means; which is; or; in other words; that is; in fact; i.e; double hyphen symbol --; parentheses ()

U2 D5 Using words in context – reading context clues

What kind of **context clues** can help you figure out the meaning of a word?

Definition/Synonym

Definition/Synonym – the meaning is given or a word with the same meaning is used.

Language signals: is; that means; which is; or; in other words; that is; in fact; i.e.

Punctuation signals: double hyphen --; parentheses ()

*When you make soup, the first thing you have to do is **sauté** the onions, or cook them quickly in a little bit of oil.*

Antonym

Antonym – a word with the opposite meaning

Language signals: on the other hand; on the contrary; however; but; nevertheless; although; nonetheless.

*Suzanne was not a **boisterous** person. On the contrary, she was very shy and quiet.*

Example

Example – words or ideas that are examples of an unfamiliar word.

Language signals (after the word): for example; the following; such as; like; including, for instance, e.g.

Language signals (before the word): are some of the; are included in; are members of; are examples of.

Punctuation signal: a colon :

*There are many types of **crustaceans**, such as lobsters, crabs, and crayfish.*

General

General – other information in the text that helps clarify the word's meaning.

Language signals: consequently; as a result; therefore; in summary; in conclusion.

*Jeremy was always late. He never returned anyone's phone calls. He rarely said anything nice to anyone. In summary, he was a very **inconsiderate** man.*



U2 D5 Sample Activities

- Building background
 - *“Have you ever faced **adversity** in your life? Have you had challenges that you’ve had to overcome?”*
 - *What did you do to overcome your challenges? What **factors** helped you, and what **factors** made it more difficult?*
 - *What advice would you give to someone else who is experiencing **adversity**? What would you say to **motivate** them to keep trying?*
- *Multimedia*
 - *What **attributes** does Jayci have that help her overcome the **adversity** that she faces?*
 - *What helps Jayci **maintain** hope for the future? What does she **aspire** to do? What **motivates** her to continue working toward her goal?*
 - *Is Jayci’s injury an **intractable** problem for her? Why or why not?*

U2 D6 at a glance:

- (7 min.) **Introduce** objectives and **review** topic and target words
- (8 min) **Introduce and model** ‘telenovela’
- (27-32 min) Cooperative activity – **writing and presenting** ‘telenovelas’
- (3 min) **Wrap-up – Review** objectives and **discuss** most frequently used words

U2 D6 Objectives

Content Objective:

- Using the target words, students will create a brief telenovela (soap opera) about a character who is facing adversity.

Language Objectives:

- Each group will perform their telenovela (soap opera) while other students listen for the use of target words.

U2 D6 Using words in contextual language and writing

Soap Opera Sentence Starters

Use at least 3 target words when you write your soap opera.
You can use these sentence starters or you can come up with your own sentences.

1. My life is so filled with *adversity*! I can't believe that I....
2. Your behavior *illustrates* that....
3. The most important *factor* that you have to consider is....
4. I can't *maintain* this charade any longer! You must know the truth! I'm really...
5. This problem has had a *profound* impact on me because...
6. I know you can overcome this challenge! You have so many strong *attributes*, like _____, _____, and _____.
7. You're *emphasizing* all of the wrong things! Instead of thinking about _____, you should be thinking about _____.
8. If I were more *motivated*, I would....
9. This is SUCH an *intractable* problem because....
10. Just because I'm dealing with _____ doesn't mean that I can't *aspire* to....

U2 D7at a glance:

- (3 min) **Introduce objectives**
- (15 min) **Follow-up activity** from Day 6 – quick-write
- (15 min) Play a **review** game with the students
- (12 min) **Quiz**

U2 D7 Objectives

Content Objective:

- Students will review the meanings of target words and demonstrate their understanding through a unit quiz.

Language Objective:

- Students will write and/or state their answers for the review activity, and explain or justify their answers as needed.
 - Suggested sentence frame: *I (we) think the answer is _____ because _____.*
 - Suggested sentence frame for a challenge: *I (we) disagree! _____ is a better answer because _____.*
 - Suggested sentence frame for a rebuttal: *That is an interesting idea. However, I (we) really think the answer is _____ because _____.*

U2 D7 Sample Activities

- *Odd Word Out* (Padak, Newton, Rasinski, & Newton, 2008)
 - For each set, pick the one word or phrase that doesn't belong and explain why. The word or phrase may be the 'odd word out' because it doesn't mean the same thing as the others, because it doesn't share the same root, prefix, or suffix as the others, or because it's not the same part of speech as the others. Target words are in **bold**.

U2 D7 Odd Word Out

demoralized

depressed

careful

hopeless

U2 D7 Odd Word Out

uniform

formal

information

before

U2 D7 Odd Word Out

prosperity

compensation

conventional

conformity

U2 D7 Odd Word Out

implement

carry out

put into action

do over

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If you are interested in the curriculum...

- *Words in Motion* will be made freely available on the Center for Applied Linguistics website (www.cal.org) in 2013. The full curriculum includes lesson plans, student worksheets, teacher overheads, a glossary, and two posters, as well as formative and summative assessments.