

BELLA VOCABULARY STRATEGIES

Getting Started...

- Read the following:

“The house which Abraham Lincoln was born in is still standing.”

- Which words and/or expressions would be difficult for MLs?
Why?

Academic Language is:

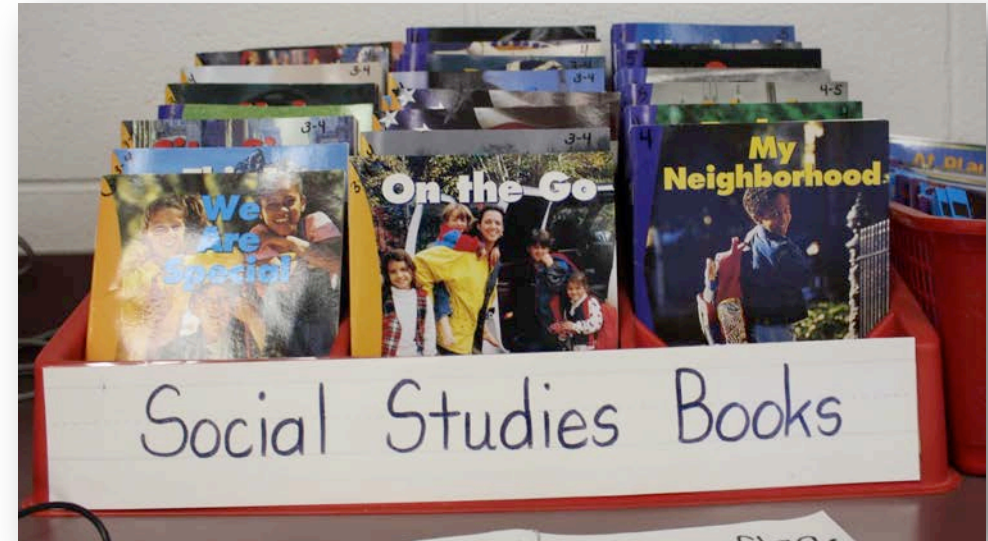
- Language used in academic settings and for academic purposes to help students acquire and use knowledge (Anstrom, et al., 2010)
- Words and syntactic structures that students are likely to encounter in textbooks and tests, but not in everyday, spoken English (Strategic Education Research Partnership, 2010)
- “The language used in the learning of academic subject matter in a formal schooling context; aspects of language strongly associated with literacy and academic achievement...” (TESOL, 2003)

Adapted from: <http://oregonliteracydpd.uoregon.edu/topic/academic-language>



Characteristics of Academic Language

- Informationally dense
 - Tightly packed grammar
 - Technical/abstract vocabulary
- Presented with authority
 - No room for objection
 - Modal verbs (should, could) and adverbs (certainly)
- Highly structured
 - Clause combining/embedding
 - Cohesive organization



(NCDPI, 2013)

BELLA Vocabulary Strategies

1. Teaching Cognates
2. Vocabulary Text Talk
3. Frayer Model

BELLA Vocabulary Strategy 1: Cognates

Social Language	Spanish	Academic Language
farming	agricultura	agriculture
job	ocupación	occupation
grown-up	adulto	adult
stick	adherirse	adheres
country	nación	nation
quiet	calma	calm
same	equivalente	equivalent

Cognates



Video Discussion

- What's your initial reaction?
- How is this similar to/different from something you already do?
- How could you collaborate around this instructional strategy?

Teaching Cognates

1. Carefully preview the text, video, article, etc. to be used.
2. Choose key Spanish/English cognates that will aid students' comprehension.
3. Prepare word or word/picture cards for key cognates.
4. Read aloud (or students read) to the first key cognate.
5. Think aloud for students. Show the word or word/picture cards. **Make connections between the words related to spelling and meaning.** For example, "I know that word in Spanish. That word is _____."
6. Repeat the process with other key identified cognates. Engage students in **making connections (spelling, meaning)** between cognates.
7. Later, engage students in identifying cognates from the text.

Making Cognate Cards

- Choose the cognates you will focus on ahead of time
- Prepare cards

Remember:

(a) Make connections related to spelling!

(b) Make connections related to meaning!

camera

cámara



BELLA Strategy 2: Vocabulary Text Talk

Two characteristics that make a word appropriate for teaching:

1. We can define it in terms that the students know
2. The students are likely to find the word useful or interesting

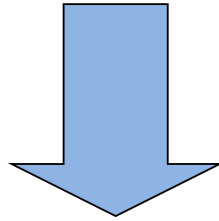
Creating Child-Friendly Definitions

- It's important to create these in advance, if you try to do it “on the fly” you may find yourself stuck and losing the momentum of the lesson

- Some examples...

“Inquiring”

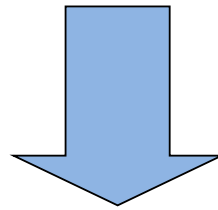
Dictionary: Seek for information by questioning.



CFD: Asking questions about something or someone.

“Miserable”

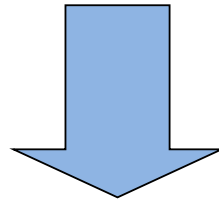
Dictionary: Being in a pitiable state of distress or unhappiness.



CFD: To feel sad.

“Usual”

Dictionary: Accordant with usage, custom, or habit.



CFD: Doing something in the same way.

Vocabulary Text Talk Strategy

1. **Say the word. Children repeat.**
2. Tell a child-friendly definition.
3. Tell how the word was used in the book.
4. Give examples of the word used in multiple, unrelated contexts.
5. **Invite children to construct an example.**
6. Have children repeat the word.

Discussion

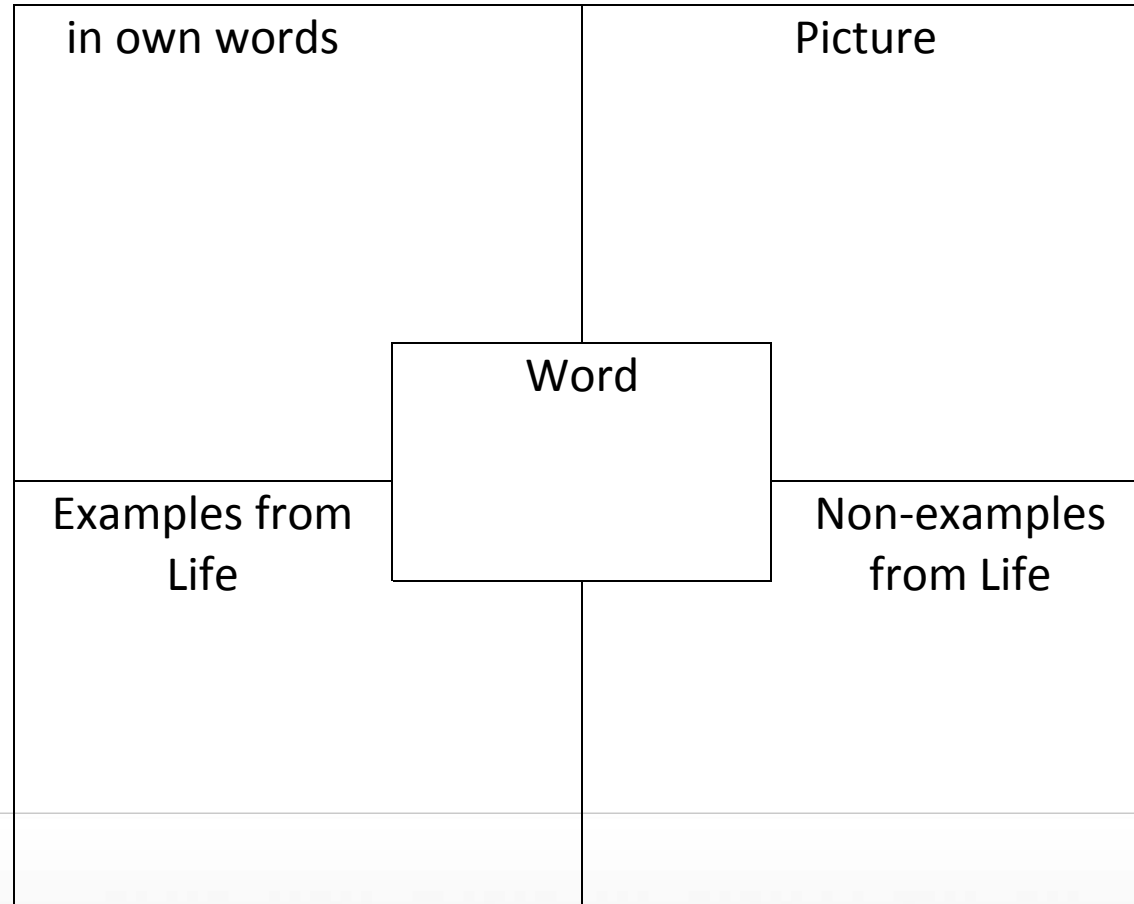
- What's your initial reaction?
- How is this similar to/different from something you already do?
- How could you collaborate around this instructional strategy?

Remember:

(a) Say the word and have students repeat the word!

(b) Have students construct an example using the word!

BELLA Strategy 3: The Frayer Model



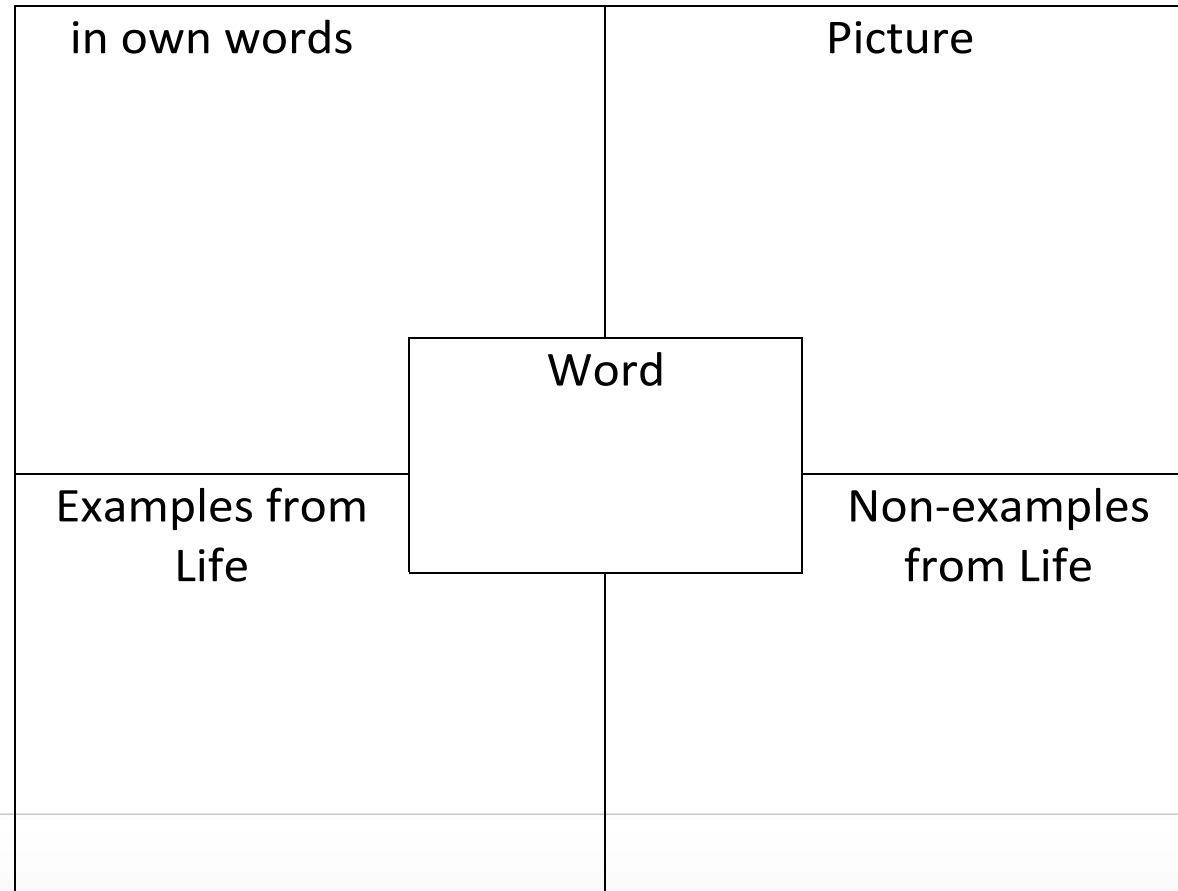
Frayer Model



Video Discussion

- What's your initial reaction?
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The Frayer Model



The Frayer Model

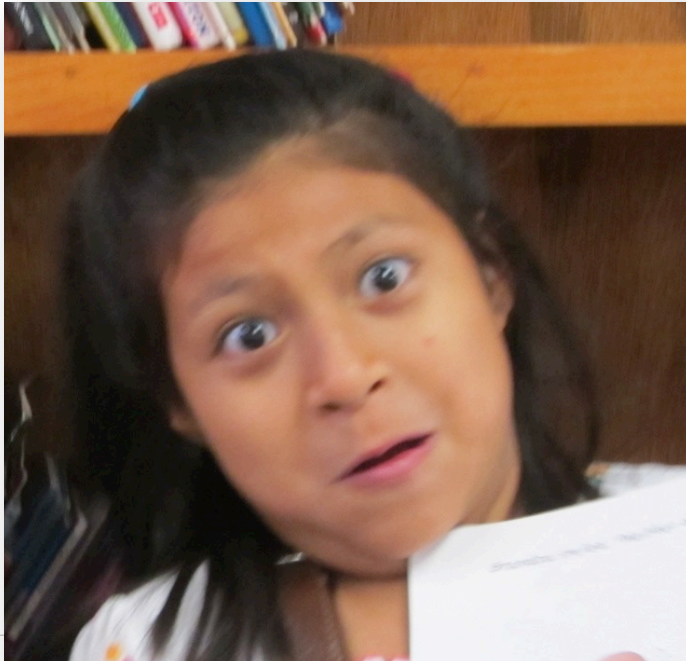
- Identify a key vocabulary word for students to address.
- Discuss the word and its meaning. This should not be students' first encounter with the word.
- Students work individually, or in groups (preferred) to address the word using the graphic organizer.
- Students begin by writing the target word in the middle box.
- Then, students define the word in their own words in the top left box.

- Next, students create a picture that represents the word or concept (if possible) in the top right box.
- After that, students provide an authentic example from life in the lower left.
- Finally, students provide a non-example in the bottom right box. The non-example should be illustrative – that is, the non-example should illustrate the clear differences between the concept and the non-example.

Remember:

- (a) Use the original Frayer model organizer!**
- (b) Have students interact with you or others to use the organizer to learn new vocabulary!**

Wrap Up Discussion



- From what we discussed so far, what stood out to you the most?
- What is the potential for collaboration with these ideas?

Adapting Implementation of BELLA Strategies by WIDA Proficiency Levels

Strategy	Entering/Emerging: Level 1/2 ¹	Developing/Expanding: Level 3/4 ¹	Bridging/Reaching: Level 5/6 ¹
Linguistic Complexity¹	<ul style="list-style-type: none"> • Single statements or questions • An idea within words, phrases, or chunks of language • Multiple related simple sentences • An idea with details 	<ul style="list-style-type: none"> • Discourse with a series of extended sentences • Related ideas • Connected discourse with a variety of sentences • Expanded related ideas 	<ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences • Cohesive and organized related ideas • Language that meets all criteria across all proficiency levels
Language Forms & Conventions¹	<ul style="list-style-type: none"> • Simple grammatical constructions (e.g., commands, Wh-questions, declaratives) • Common social and instructional forms and patterns • Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas • A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas • Language that meets all criteria across all proficiency levels
Vocabulary Usage¹	<ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions • General content words and expressions, including cognates • Social and instructional words and expressions across content areas 	<ul style="list-style-type: none"> • Specific content language, including expressions • Words and expressions with common collocations and idioms across content areas • Specific and some technical content-area language • Words or expressions with multiple meanings across content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language, including content-specific collocations • Words and expressions with shades of meaning across content areas • Language that meets all criteria across all proficiency levels
Variations and Adaptations to BELLA Strategies Based on Students' English Proficiency Levels			
Cognates	<ul style="list-style-type: none"> • As often as possible, choose English cognates students know in L1, choosing basic words students will use in everyday conversation or in reading • Model similarities and differences for the cognates in terms of meaning and spelling, then have students practice noting similarities/differences between the words in L1 and L2 • Give clear instructions supplemented with visuals and movement as needed 	<ul style="list-style-type: none"> • Choose cognates that students are likely to encounter when reading • Initially, model how a set of cognates relate, then have students apply the same process with a related set of cognates • Give clear oral instructions to students 	<ul style="list-style-type: none"> • Teach cognates as intended • Give support to students as needed using adaptations from Developing/Expanding
Text Talk	<ul style="list-style-type: none"> • Choose key words or concepts that students will use in everyday conversation (Tier 1) or across content areas (Tier 2) • Use Text Talk with simple grammatical constructions • Have students practice the corresponding (to writing) English oral language 	<ul style="list-style-type: none"> • Choose key words or concepts that students will use across content areas (Tier 2) • Use Text Talk with a variety of clear grammatical constructions • Have students practice the corresponding (to writing) English oral language 	<ul style="list-style-type: none"> • Use Text Talk as intended • Give support to students as needed using adaptations from Developing/Expanding
Frayer Model	<ul style="list-style-type: none"> • Choose key words or concepts that students will use in everyday conversation or in reading content area text • Model filling in the Frayer model organizer for students or work from one group organizer (teacher as scribe) • Write key words and phrases on the organizer with simple grammatical constructions • Have students practice the corresponding (to writing) English oral language 	<ul style="list-style-type: none"> • Choose key words or concepts that students will use need for reading content area texts • Model filling in the Frayer model organizer for students: work from one group organizer (teacher & students as scribe), then allow students to work with partners (optional) • Have students practice the corresponding (to writing) English oral language 	<ul style="list-style-type: none"> • Teach the Frayer Model as intended • Give support to students as needed using adaptations from Developing/Expanding

BELLA Strategies and the NC Standard Course of Study

<u>Strategy:</u>	<u>Kindergarten:</u>	<u>First:</u>
<p>Teaching Cognates (supporting comprehension)</p>	<p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.</p> <p>RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.4 With prompting and support, ask and answer questions about words in a text</p> <p>RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p>	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic.</p>
<p>Text Talk for Vocabulary (supporting vocabulary)</p>	<p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.</p> <p>RI.K.4 With prompting and support, ask and answer questions about words in a text</p>	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
<p>Frayer Model (supporting vocabulary)</p>	<p>RL.K.5 Recognize common types of texts.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>RL.1.5 Explain major differences between books that tell stories and books that give information.</p> <p>RI.1.5 Know and use various text features to locate key facts or information in a text.</p>