

**NYS Statewide Language RBE-RN at the  
Metropolitan Center for Research and  
Equity at NYU**

**Teaching Vocabulary Across  
the Content Areas in Grades  
1-5: Strategies That Work**

January 23, 2019  
9:00 AM – 2:40 PM  
P.S. 25 Bilingual School

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## Plan for the Day:

- ❖ Review the Research on Vocabulary Development
- ❖ Types of Words to Teach: Content Area Specific Academic Vocabulary and General or Cross-Academic Academic Vocabulary
  - ❖ Provide Subject-Specific Academic Word Lists
  - ❖ Introduce the Academic Vocabulary List-AVL (Davies and Gardner, 2013) and Word Zone Word List (Hiebert) and Apply Them
- ❖ Selecting Vocabulary to Teach

## Plan for the Day:

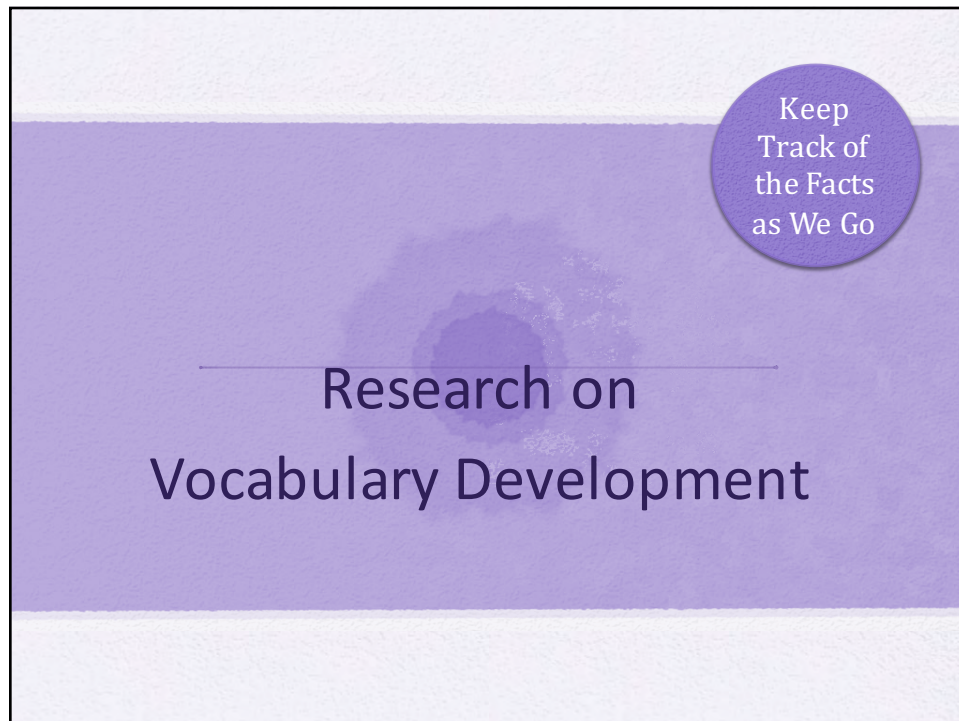

- ❖ Getting Words and Their Meanings In
- ❖ Giving Practice to Help Students Retain Words; Make them Part of their Vocabulary Repertoire
- ❖ Practice Research-based Methods for Vocabulary Learning with Content Area Texts
- ❖ Going Beyond Vocabulary: Advancing Language Complexity

## A Word About Handouts

We have made copies of materials you need during the workshop to participate in the planned activities

You will be given access to the PowerPoint after the workshop so that you can have access to all other slides should you wish to review or reproduce any of them or link to the URLs provided.



## Important Research Findings

- Teaching vocabulary can improve reading comprehension for both native English speakers (Beck, Perfetti, & McKeown, 1982) and English Language Learners (Carlo et al., 2004)
- Vocabulary difficulty strongly influences the readability of text (Chall & Dale, 1995; Klare, 1984)
- Adequate reading comprehension depends on a person already knowing 90-95% of the words in a text (Nagy & Scott, 2000)

# 95-98%

## Vocabulary Threshold for Basic Reading Comprehension

Dee Gardner, RITELL Conference, Fall 2015

When we are ----- ,  
I ---- that your ---- of the -  
-----  
----- will be -----  
-\* -----,  
----- with ----- to the  
-----  
between -----  
and -----.

**44% Word Knowledge**

When we are ----- today,  
I ---- that your ---- of the --  
----- facing -----language  
----- will be -----  
forever, ----- with -----  
- to the  
-----  
between reading -----  
and vocabulary -----.

**63% Word Knowledge**

Dee Gardner, RITELL Conference, Fall 2015



When we are finished today, I hope that your view of the ----- facing second language learners will be changed forever, ----- with ---- to the ----- relationship between reading abilities and vocabulary knowledge.

**88% Word Knowledge**

When we are finished today, I hope that your view of the challenges facing second language learners will be changed forever, especially with regard to the ----- relationship between reading abilities and vocabulary knowledge.

**97% Word Knowledge**

Dee Gardner, RITELL Conference, Fall 2015

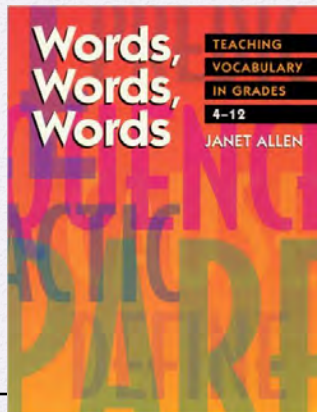


## Important Research Findings

- Most kids need to encounter a word at least 12 times before they know it well enough to improve comprehension (Biemiller; Nagy & Anderson)
- Children at age 6 are expected to have a spoken vocabulary of 6,000 words (Cairns, 1996). By the eighth grade, students have a reading vocabulary of 25,000 words. By the end of high school students have a reading vocabulary of 40,000 words (Nagy and Herman, 1987).

## Repeated Exposures

Words should be used in meaningful contexts



10-15 times

Janet Allen

<https://elapd.wikispaces.hcpss.org/file/view/Text+Talk.ppt>

## More Statistics:

**10-15%**

Your chances of learning a word after a single exposure in context

**2-3**

Realistic number of words learned in a school day through explicit instruction

**8-3000**

Number of words that schoolchildren need to learn every day to meet targets (3000 words per year)

How Can We Help  
ELLs to Catch Up?



Chat with a Small Group  
Of 3-4 People  
Which Facts Did You Already Know?  
What Facts Surprised You?  
What Facts Do You Question?

What is... When you teach a word—Do you teach the word and all of its forms?

Do you teach the word and all of its meanings?  
For Graves



A word is the basic word and all its inflected forms (therefore, a *word family*)—**want, wants, wanted, wanting; documents, documented, undocumented, documentable, documenter**, etc.

And it also refers to all the different meanings of the same graphic form: key—door key  
key—musical term  
key—a small island

**Michael Graves Vocabulary  
Researcher  
1980's to the Present**



## Productive vs. Receptive Word Knowledge

- **Productive/Expressive (active) vocabulary** - includes words we are able to use when we speak/write
- **Receptive (passive) vocabulary** - includes words that we recognize when we hear/see them

Michael Graves, Ph.D. 2006

**Thus, each of us has four different vocabularies:**

- Words we understand when we hear them (*receptive/oral*)
- Words we can read (*receptive/written*)
- Words we use in our speech (*productive/oral*)
- Words we use in our writing (*productive/written*)

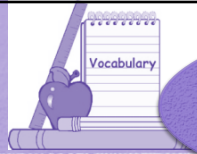
Graves, August & Mancilla-Martinez, 2013, pg. 10-11

### 4 Vocabulary Sets

Judy Montgomery, CCC-SLP,  
Chapman University

**The Bridge of Vocabulary:  
Evidence - Based Activities  
for Academic Success,**  
Pearson, 2006



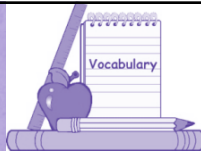


Which of These Do You think is Harder to Teach—Unknown or Acquainted? Why?



- **Unknown** - the word is completely unfamiliar to the student and its meaning is unknown
- **Acquainted** - the word is somewhat familiar; the student has some idea of its basic meaning
- **Established** - the word is very familiar; the student can immediately recognize its meaning and use the word correctly

Michael Graves, Ph.D. 2006



## Types of Vocabulary Instruction

- **Direct Vocabulary Learning** - refers to intentional and explicit teaching of specific words and word-learning strategies
- **Indirect Vocabulary Learning**- refers to word learning that occurs incidentally through experiences with oral language and wide reading

Michael Graves, Ph.D. 2006

# Maps

El mapa del tesoro

Treasure Map

Narrative

Mapping Our World

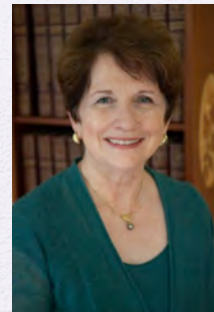
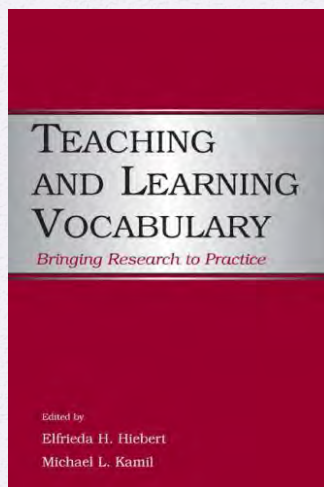
Mapas de nuestro mundo

Informational

Andar por la ciudad

Getting Around Town

## Word Facts and Word Instruction



Vocabulary Researcher  
Elfrieda Hiebert

Slides to Follow Are From:

[www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-analytic-vocabulary/](http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-analytic-vocabulary/)

<http://textproject.org/resources/word-zones-list>

<https://www.youtube.com/watch?v=k7CH1zI9xyo>

To 9:30

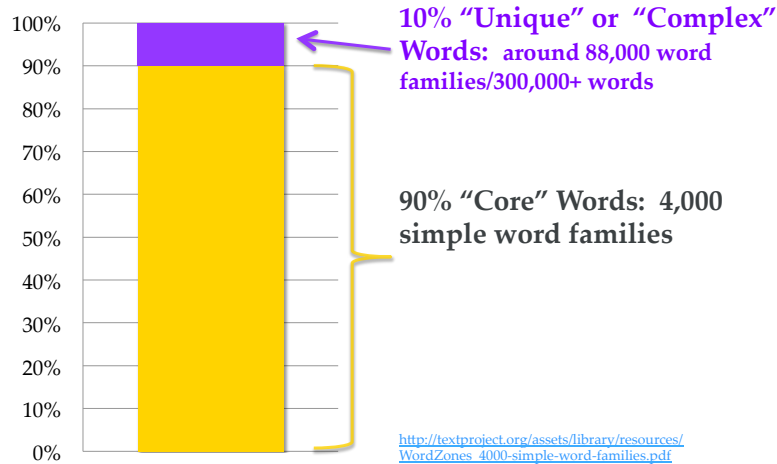
Elfrieda Hiebert: Word Facts and Generative Word Strategies  
[www.textproject.org](http://www.textproject.org)

<http://textproject.org/assets/library/powerpoints/Hiebert-2014-02-08-A-Generative-vocabulary.pdf>

### SUMMARY

Word Facts	Generative Word Strategies
1. More rare words in texts than talk.	1. Teach students to expect new words in texts.
2. Many more English words than school time.	2. Expose students to many topics & use of context
3. Small group of words does heavy lifting in text.	3. Teach multiple uses of words.
4. Words are part of families.	4. Teach words in families.
5. Networks in narratives are sets of synonyms.	5. Teach networks of similar-meaning words in stories.
6. Networks in informational texts are topical.	6. Teach networks of concepts in topics.
7. Concrete words are learned faster than abstract ones.	7. When possible, teach new concepts with pictures.

### Word Fact 3: A small group of words does the heavy lifting in text.



<http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/>



## Word Fact 4: Words are part of families.

- relate
- related
- relates
- relating
- relation
- relations
- relatedness
- interrelated
- interrelation
- correlate
- correlation
- relationship
- interrelationship
- age-related

<http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/>

**The networks  
in narrative  
texts are  
synonyms  
related to  
story  
elements  
(e.g., traits,  
actions, and  
emotions of  
characters).**

When you Teach, Think:

Story Word	Beyond Story
amazed	enchanted enthralled
fascinated	spellbound captivated
marveled	transfixed
baffled	confused mystified
bewildered	perplexed confounded
stumped	

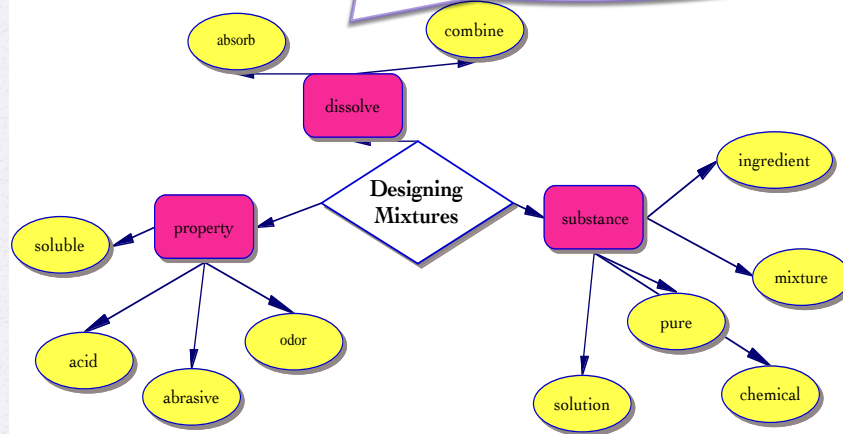
Give Students Webs of Useful, Related Words to Aid Reading Comprehension and Writing Abilities (Word Use)

<http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/>



## Word Fact #6 informal interrelated co

Be sure to help students organize their words in conceptually sound ways; to build the web as they learn the concepts



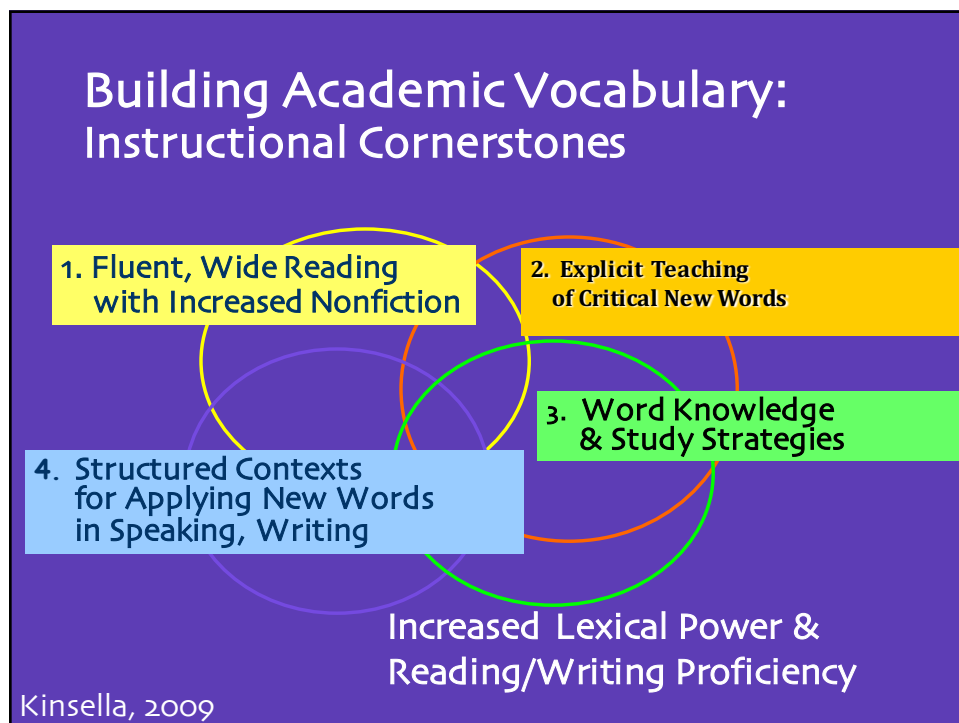
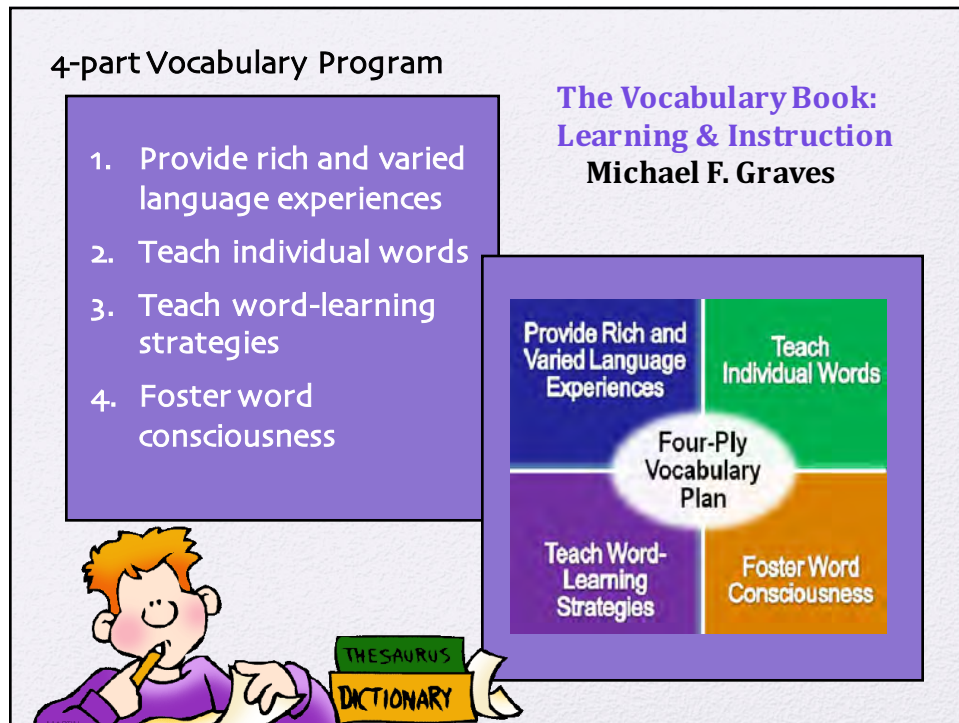
<http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/>

### SUMMARY

Teaching Principles: More on This Later

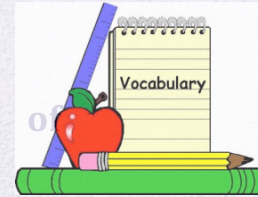
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<http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/>



## How do I choose words to slow map?

- Is understanding the word important to understanding the selection?
- Can students use context or structural analysis skills to discover the word's meaning?
- Can working with this word further student's word learning skills?
- Transferability? How useful is the word? (frequency of use; importance to subject; likelihood appearance on statewide tests)





**K-8**  
Social Studies  
Scope &  
Sequence

# NYC Social Studies Scope and Sequence



**MAPS**

- **Kindergarten: Neighborhood, Communities, Maps (Unit 3 Geography, People and the Environment)**
- **Grade 1: Location/Maps/Communities (Unit 3)**
- **Grade 2: Our Community's Geography; Maps and Globes NYC, NY State (Unit 1)**
- **Grade 3: Kinds of Maps; Physical Features (Unit 1, World Geography and World Communities)**
- **Grade 4: Geography of NY State (Unit 1)**
- **Grade 5: Western Hemisphere Geography (Unit 1)**



Lexile 490  
Guided Reading  
Level = K  
Grade Level = 1

Dual Language Materials  
Single Language Parallel Versions

Teacher Created  
Materials

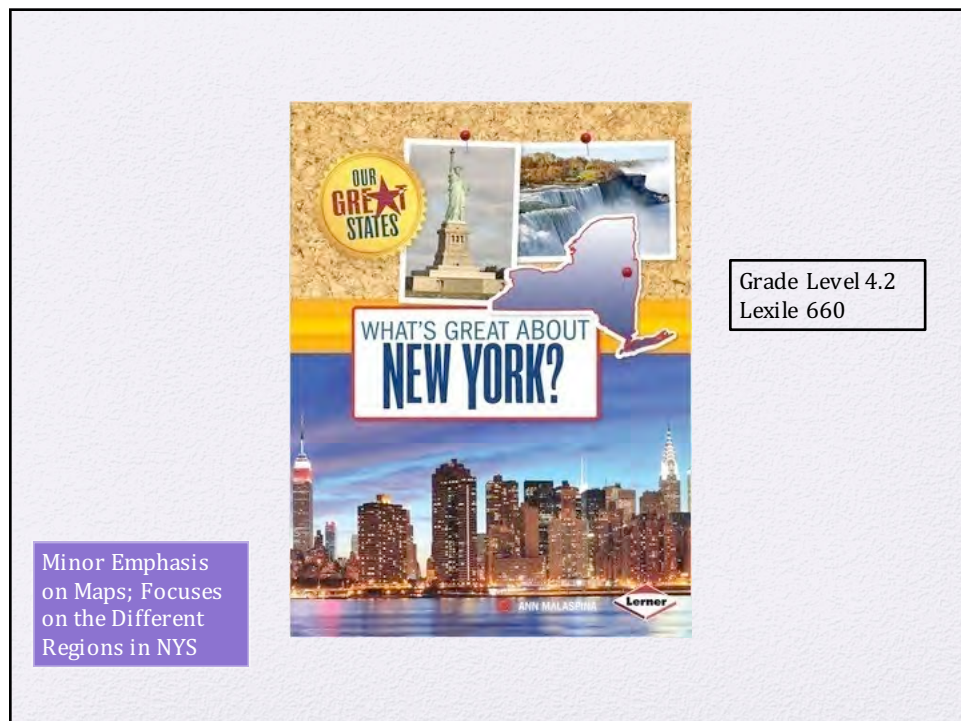
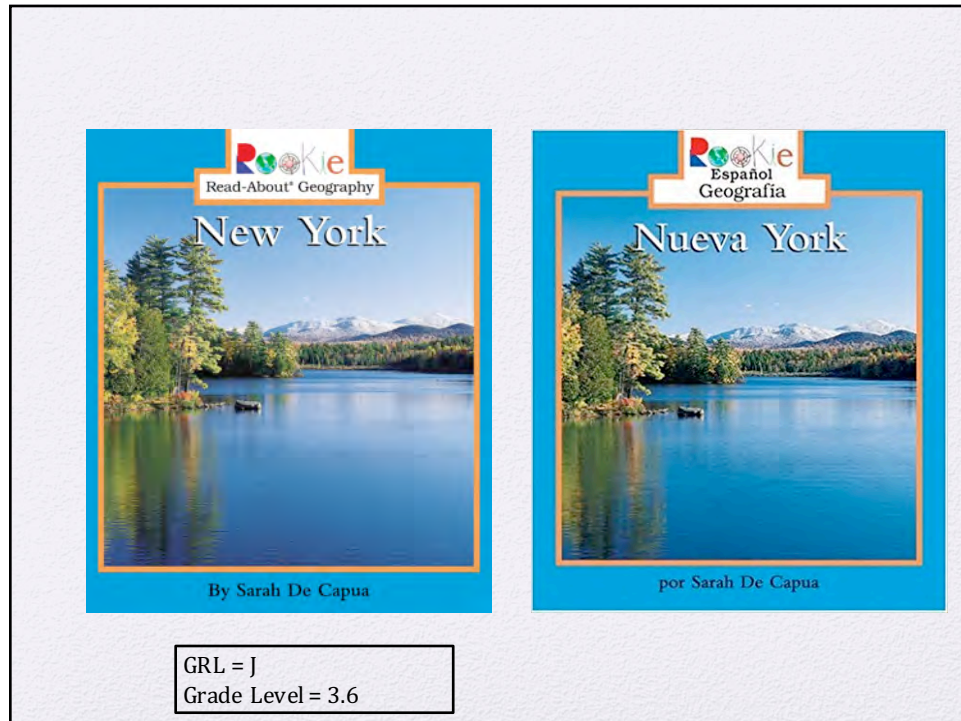
Lexile 510  
Guided Reading  
Level = L  
Grade Level = 2

Grade  
Level 3.3

PowerKids Readers:  
The Bilingual Library of the  
United States of America™

**NEW YORK**  
**NUEVA YORK**





A map is a small picture of a large area. Maps have many features. A compass rose shows four directions: north, south, east, and west. Some maps only have an arrow that points north. Some maps have scales. Scales show what a length on a map equals in real distance.

Maps also have legends, sometimes called Keys. A legend tells you what the symbols, lines and colors on a map mean. Knowing these features can help you read and better understand maps.

The global grid is a set of imaginary lines on a map. These lines help us find places on Earth's surface.

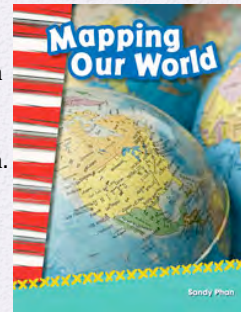
Lines of latitude run east and west. Lines of longitude run north and south.

The equator is a line of latitude. It is in the exact middle of Earth. The prime meridian is a line of longitude. The prime meridian and the equator are the starting points for the global grid.

Physical maps show how nature shapes the world. They show landforms such as mountains, valleys, and plains. Political maps show borders between places. They show how people have split up the land.

Use a Word Cloud to Help You

- Enter the text
- Determine Frequency



Pages 6-10  
186 words

## Determine Word Frequency with a Word Cloud

area (1) arrow (1) better (1) borders (1) compass (1) distance (1) earth (2)  
east (2) equals (1) equator (2) exact (1) features (2) global (2)  
grid (2) help (2) keys (1) landforms (1) large (1) latitude (2) legend (2)  
length (1) **lines** (7) longitude (2) **maps** (11)  
meridian (2) mountains (1) nature (1) north (3) picture (1)  
places (2) plains (1) points (2) political (1) prime (2) read (1) real (1)  
rose (1) scales (2) shapes (1) shows (1) small (1) south (2) split (1) starting (1)  
surface (1) symbols (1) tells (1) valleys (1) west (2) world (1)

Word Frequency Cloud

<http://tagcrowd.com/>



**Mapas de nuestro mundo**

Sandy Pham

**TAGCROWD:**

Czech	Hungarian
Danish	Italian
Dutch	Norwegian
English	Polish
Finnish	Portuguese
French	Romanian
German	Spanish
	Swedish

Los elementos de un mapa. Un mapa es una imagen pequeña de una zona grande. Los mapas tienen muchos elementos. La rosa de los vientos muestra las cuatro direcciones: norte, sur, este y oeste. Algunos mapas tienen escalas. Las escalas muestran una longitud en un mapa que equivale a la distancia real.

Los mapas también tienen leyendas, a veces llamadas *convenciones*. La leyenda nos dice lo que significan los símbolos, líneas y colores de un mapa. Conocer estos elementos te puede ayudar a leer y a comprender mejor los mapas.

Coordenadas geográficas. Las coordenadas geográficas son un conjunto de líneas imaginarias en un mapa. Estas líneas nos ayudan a encontrar lugares en la superficie de la Tierra. Las líneas de latitud van de este a oeste. Las líneas de longitud van de norte al sur.

El ecuador es una Línea de latitud. Se encuentra en el centro exacto de la Tierra. El meridiano de Greenwich es una línea de longitud. El meridiano de Greenwich y el ecuador son los puntos de partida para las coordenadas geográficas.

Los siete continentes. Los mapas físicos muestran cómo la naturaleza da forma al mundo. Muestran los accidentes geográficos, como las montañas, los valles y las llanuras. Los mapas políticos muestran las fronteras entre los lugares. Muestran cómo las personas han dividido la tierra. (219 words)

ayudar (1) centro (1) comprender (1) conjunto (1) conocer (1) continentes (1)

convenciones (1) **coordenadas** (3) **cuatro** (1)

**ecuador** (2) **elementos** (3) **equivale** (1)

**escalas** (2) **exacto** (1) **físicos** (1) **fronteras** (1)

**geograficas** (3) **grande** (1) **greenwich** (2)

imaginarias (1) **latitud** (2) **leer** (1) **leyenda** (1) **leyendas** (1) **linea** (2)

**lineas** (5) **llanuras** (1) **longitud** (3)

**lugares** (2) **mapa** (5) **mapas** (6)

**meridiano** (2) **mestran** (1) **montanas** (1) **muchos** (1)

**muestran** (4) **mundo** (1) **norte** (2) **oeste** (2)

partida (1) **politicos** (1) **puntos** (1) **rosa** (1) **siete** (1) **simbolos** (1) **superficie** (1)

**sur** (2) **tienen** (3) **tierra** (3) **van** (2)

## Vocabulary Self-Awareness

VOCABULARY IN CONTEXT				
word	I recognize it in context, I think it has something to do with	I have never seen the word before, so to learn about it I will	I have heard of the word, but I don't know what it means. To understand it, I am going to	I know the word, it means
Border				
Compass				
Distance				
Feature				
Grid				
Landform				
Legend				
Scale				
Symbol				

Candidate Words Go Here, Then Pre-Assess to Determine Which Need to Be Taught

Determine Words to Teach Based on a Pre-Assessment of Your Students

This reproducible material courtesy of Staff Development for Educators - 1-800-924-9621 - www.SDE.com

**Let's Apply It: Choose 6-8 Words for your text**

## Follow the Guidelines

1. Is understanding the word important to understanding the selection?
2. Can students use context or structural analysis skills to discover the word's meaning? (leave out if so)
3. Can working with this word further student's word learning skills?
4. Transferability? How useful is the word? (frequency of use; importance to subject; likelihood of appearance on statewide tests)





## Consult Content Area-Specific Academic Word Lists



Go to NYU Site to See the Lists Posted

[steinhardt.nyu.edu/metrocenter/resources /rbern\\_events](http://steinhardt.nyu.edu/metrocenter/resources/rbern_events)

### Resources; Calendar of Events

January 23, 2018

1. *Academic Vocabulary List (AVL)-Cross-disciplinary*
2. *Sample Vocabulary Terms by Marzano Research Laboratory (All Subjects; Two Lists)*
3. *Oklahoma (OK) Process Words.Academic Word Lists by Grade and Subject*
4. *Tennessee (TN) Academic Vocabulary (All Subjects)*
5. *Word Zones for 5586 Most Frequent Words (Heibert)*

30 Word Core Content  
Vocabulary List

Science K-2				
K	1	2	3	4
air	balance	amphibian	adaptation	atmosphere
alike	energy	attract	axis	chemical change
animal	evaporation	axis	carnivore	conservation
day	food chain	bird	community	constellation
different	force	consumer	condensation	density
Earth	gas	energy	consumer	deposition
energy	gravity	environment	decomposer	earthquake
gas	habitat	experiment	ecosystem	fossil
heat	heat	fish	environment	tulcrum
light	life cycle	food web	equator	galaxy
liquid	light	force	erosion	hypothesis
living	liquid	friction	evaporation	igneous rock
magnet	living	gravity	experiment	inclined plane
matter	mass	life cycle	herbivore	lever
moon	matter	mammal	investigation	magnetic
night	nonliving	mass	kinetic energy	metamorphic rock
nonliving	planet	matter	magnetism (magnetic)	microscopic
observe	predict	mixture	mixture	physical change
plant	recycle	moon phase	nonrenewable resource	protist
pulling	resource	motion	population	pulley
pushing	rock	pollution	potential energy	reflection
seed	season	predator	producer	refraction
shadow	shadow	prey	renewable resource	revolution
sky	soil	producer	revolution	rotation
solid	solid	reflect	rotation	scientific method
sound	sound	repel	solar system	sedimentary rock
star	speed	reptile	solution	universe
sun	temperature	rotation	system	variable
thermometer	vibrate	solar system	water cycle	volcano
weather	volume	vibrate	weathering	wheel and axle

Marzano Language Arts, Social Studies, Science by Grade Level

Sample Vocabulary Terms

Prepared by Marzano Research Laboratory

May, 2009

Copyright Marzano Research Laboratory, 2009

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1

2

Science, Social Studies and Mathematics Academic Word Lists

Geography Words

Airport

America

Area

Barrier

Body of water

California

City

City park

Climate

Climate change

Coast

Cold climate

Community

Community project

Competition

Construction

Country

Creek

Crop

Custom

Dam

Desert

Direction

Distance

Downtown

Elevation

Exploration

Factory

Family

Farming

Fishing

Flood

Four seasons

Forest

Fuel

Globe

Government

Graph

Highway

Hill

Hone

Hospital

Hotel

Housing

Lake

Land

Local community

Location

Map

Measurement

Mile

Mountain

Nation

Neighborhood

Ocean

Park

Pattern

Pipeline

Place

Plant population

Population

Position

Railroad

Rainfall

Region

River

Road

Rural region

Seasons

Settlement

Shelter

Ship

Shopping center

Soil

Sports stadium

State

Stream

Temperature

Timber

Town

Transportation

United States

Urban area

Vegetation

Village

Weather

Wildlife

World

Yard size

Click on Marzano Research Laboratory List

Scan the list for your subject and grade level

Are there words on the list you want to teach?

## Tennessee Academic Vocabulary A Guide for Tennessee Educators



### Tennessee Department of Education

Timothy K. Webb, Commissioner  
July, 2006  
Revised: December, 2007  
Revised: July, 2009

Tennessee Academic Vocabulary:  
A Guide for Tennessee Educators

TNAV

Tennessee Department of Education

Timothy K. Webb, Commissioner  
July 2006  
Revised July 2009

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### SOCIAL STUDIES

#### Kindergarten

Celebration  
Family  
Holiday  
Honesty  
Human  
Job  
Leader  
Community  
Map  
Globe  
Rules  
Respect  
Neighborhood  
Transportation  
Tennessee  
United States of America  
Vote  
Computer  
Wants  
Basic needs (food, clothing, shelter)  
Cooperation  
Pledge  
President

#### 1st Grade

Citizen  
City  
State  
Country  
Continent  
Ocean  
Election  
Equality  
Equator  
Flag  
History  
Independence  
Law(s)  
Governor  
Past  
Present  
Future  
Rights  
Responsibilities  
Veteran(s)  
Technology  
Language  
Culture  
Values  
Patriotic

#### 2nd Grade

Authority  
Climate  
County  
Custom  
Conflict  
Decision  
Duty  
Growth  
Government  
Justice  
Landmark  
Privilege  
Qualifications  
Rural  
Urban  
Services  
Goods  
Rights  
Settlement  
Symbol  
Tradition  
Volunteer  
Time line  
Contribution  
Economy  
Consumer  
Producer  
Events  
History  
Natural resources  
River  
Map key

#### 3rd Grade

Agriculture  
Artifact  
Ancestor  
Barter  
Borders  
Cardinal directions  
Distribution  
Economy  
Ethnic  
Exports  
Geography  
Global  
Hemisphere  
Imports  
Industry  
Manufacturing  
Landforms  
Latitude  
Longitude  
Legend  
Natural resources  
Physical map  
Population  
Primary source  
Product  
Scarcity  
Rural  
Suburban  
Urban  
Tools  
Weapons

#### 4th Grade

American Revolution  
Amendment  
Ancient civilizations  
Articles of Confederation  
Colony  
Bill of Rights  
Document  
Constitution  
Diversity  
Democracy  
Expansion  
Exploration  
Executive branch  
Judicial branch  
Legislative branch  
Louisiana Purchase  
Mayflower Compact  
Missions  
Merchant  
Native America  
Population  
Preamble  
Religion  
Secondary source  
Slavery  
Supply and demand  
Political  
Trade routes  
Tributary  
Taxes

#### 5th Grade

Tariff  
Abolitionists  
Aviation  
Annex  
Boycott  
Bias  
Border states  
Boundary  
Civil War  
Civil Rights  
Confederate States of America  
Debt  
Credit  
Federal  
Great Depression  
Historian  
Human Rights  
Integration  
Immigrant  
Industrialization  
Labor Union  
Migration  
Oral history  
Region  
Settlement House  
Secondary source  
Union  
Urbanization  
Sectionalism  
Reconstruction  
Suffrage  
Segregation



# Process Words/Academic Words— Oklahoma List

## UPPER ELEMENTARY PROCESS WORD LISTS

Knowledge/Remembering	Comprehension/ Understanding	Application
choose	describe	solve
identify	group	plan
label	predict	construct
list	give example	graph
locate	give main ideas	calculate
match	explain	show
name	group	
recall	restate	
select	demonstrate	
tell	organize	
rank	survey	
	sort	
	summarize	

Analysis	Evaluation	Create/Synthesize
arrange	judge	create
examine	estimate	imagine
inspect	defend	invent
simplify	discuss	blend
take apart	prioritize	improve
focus	support	compose
determine	rate	budget
categorize	determine	

## THE TWELVE WORDS\*

Educators have identified 12 words that sometimes trip up students when they are responding to questions in writing or speaking and when taking a test<sup>†</sup>. Understanding and using these 12 words are critical for student success from upper elementary to post-secondary studies. Schools are encouraged to develop school-wide efforts to assure that students become familiar with these key words.

<b>DESCRIBE</b>	Describe means to: • tell about something • show • illustrate • list the attributes of a thing	When you describe a thing, you're thinking about "what does it look like?" When you are describing something in your writing or speaking, you are telling about that thing in a way that paints a clear picture of the topic.
<b>EXPLAIN</b>	When you explain you: • restate something with more details • restate in order • give important information • tell more about something	When you explain something think about a teacher who is teaching you how to do something. They want to describe the process so that you know what to do first, next, and last. When you are asked to explain something you are being asked to share something with enough clarity and detail so that the recipient easily understands it.
<b>TRACE</b>	Trace means to: • outline • sketch or draw • map out • copy • follow from the beginning	When you see the word trace think of a pencil tracing along a line. It follows the line from the beginning to the end. So when you trace something you are thinking, and then writing or speaking about the subject from the beginning to the end.
<b>SUPPORT</b>	Support means to: • give facts for something • explain why • prove it • use examples from something • give someone reasons • back up your point of view	When you are asked to support something, think about a person taking a position about something and then giving more information to back up his/her position. In writing or speaking when you support something you include a number of facts and/or reasons to support of your position.
<b>PREDICT</b>	To predict is to: • foretell • forecast • tell what you think will happen • describe what you see might be coming	When you predict something, you are stating what you expect to happen in the future. A person giving a weather forecast is predicting. When you see the word predict ask: What might happen next? When you are asked to predict in writing or speaking, you will be telling what you think will be happening in the future.
<b>COMPARE</b>	To compare means to: • think about what things have in common • check for likenesses, similarities • match up things	When you compare things, ask "how are they alike?" or "What do they have in common?" When you are asked to compare things in your writing or speaking, you need to think about how the things are the same, or how they are alike.

\* We believe that the source of the Twelve Words is Larry Bell, educational consultant.

† To view a simple slide show on the twelve words above, go to: <http://www.owensboro.k12.ky.us/edtech/12words/12words.htm>

## Appendix D – Social Studies I Word List\*

Kindergarten	First Grade	Second Grade
American flag	Africa	Appalachian Mountains
career/employment	Antarctica	basic
basic needs	Arctic Ocean	barter
classroom	Asia	basic landform
community	Atlantic Ocean	biography
cooperate	atlas	cash
customs	Australia	citizenship
holiday	cardinal directions	courage
home	city/urban	credit card
legends/folktales	commemorative holidays	cultural features
language	continent	goods and services
money	encyclopedia	Great Lakes region
national symbol	Europe	gulf
obey	globe	history
Oregon*	Independence Day	honesty
Oregon flag*	Indian Ocean	landmark
property	map	literature
respect	neighborhood/community	location
responsibility	North America	luxuries
rules	ocean/sea	Mississippi River
savings	Pacific Ocean	mountains
school	past/present/future	occupation
state	patriotic symbols/traditions	patriotism
town/city	Pledge of Allegiance	plains
transportation	rural/country	recreation
United States	seasons	rivers
	South America	Rocky Mountains
	Southern Ocean	title
	Star Spangled Banner	weather
	timeline	
	trade	

## Appendix D – Social Studies I Word List (continued)

Third Grade	Fourth Grade	Fifth Grade
agriculture	almanacs	abolitionist
borders	bay	amendments
capital resources	canyon	American Revolution
climate	city council	Articles of Confederation
conflict	delta	basic freedoms
consumer	economic specialization	Bill of Rights
culture	entrepreneur	cause and effect
distribution	exports	colony
economy	global trade	compromise
Equator	governor	Constitutional Convention and ratification
geographic features	human system	Declaration of Independence
geography	immigrants	democracy
global	imports	executive branch
hemisphere	intermediate directions	explorers
human resources	land run	historical map
industry and manufacturing	mayor	indentured servant
latitude/parallels	mess	Industrial Revolution
longitude/meridians	major metropolitan center	judicial branch
map key/legend	point of view/perspective	legislative branch
natural resources	praise	Lewis and Clark Expedition
physical map	primary sources	Louisiana Purchase
political map	region	manifest destiny
population	relative location	mental mapping
Prime Meridian	rural	mission
producer	secondary sources	Native American/Indian
product	state capital	Preamble
representative leaders	state legislature	Puritan
resources	Trail of Tears	Quaker
scale	tributary	religion
scarcity	urban	revolution
suburban		rights
thematic map		slavery
wants and needs		supply and demand
		taxes
		topographic map
		triangular trade
		U. S. Constitution
		westward expansion
		women's suffrage

\* For our purposes here the task force removed the list of terms for an Oklahoma History class and other terms tied directly to the State of Oklahoma. We have added a list appropriate terms for the social sciences for Oregon at the end of this section.



## Cross-Disciplinary Academic Word Lists

## Word Family Lists

Elfrieda Hiebert= 2,500 Word Families (Word Zones 4,000 words)

Dee Gardner=Academic Vocabulary List; 3,000 Word Families

Generative  
Word  
Instruction

Examples:

▢ *spea*k, *spea*ks, *spea*king, *spea*ken, *spea*ker


▢ *work*, *work*s, *work*ing, *work*ed, *work*er

▢ *fami*ly, *fami*liar, *unfami*liar, *fami*liarity, *fami*liarize

▢ *happ*y, *happ*ily, *happ*iness, *happ*ier, *unhapp*y



WORD ZONES™  
1=310+Most Frequent  
2=311-930 MF  
3=931-2606 MF  
4=2607-5586 MF  
5586 words become  
3913 words (round up to 4,000) when simple inflections are added

**TextProject**

Document History  
v. 1.2 8/14/12 WordZones™ for 4,000 Simple Word Families (title changed to refer to word families instead of individual words)  
v. 1.1 6/6/05 WordZones™ for 5,586 Most Frequent Words (original version)

v.1.1 6/6/05  
Word Zones™ for 5,586 Most Frequent Words  
Not to be used for commercial purposes without the expressed consent of Elfrieda H. Hiebert  
Based on S.M. Zeno et al. (1995). The Educator's Word Frequency Guide. TASA.

a	1	according	2	adapted	4	afraid	3
abandoned	4	accordingly	4	add(ed,ing,s)	3/2/4/4	africa	3
ability(ies)	3/4	account(s)	3/3	addition	2	african	3
able	1	accuracy	4	additional	3	after	1
aboard	4	accurate	3	address	3	afternoon	3
about	1	accurately	4	adequate	4	afterward(s)	4/4
above	2	accused	4	adjust(ed)	4/4	again	1
abraham	4	accustomed	4	adjustment(s)	4/4	against	1
abroad	4	achieve(ed)	4/4	administration	3	age(d,s)	2/4/3
absence	4	achievement	4	admirer	4	agency(ies)	4/4
absolute	4	acid(s)	3/4	admit(ted)	4/4	agent(s)	4/4
absolutely	4	acquire(ed)	4/4	adopted	4	ago	2
absorb(ed)	4/4	acres	4	adult(s)	3/3	agree(d)	3/3
abundant	4	across	1	advance(ed,s)	4/3/4	agreement	3
academic	4	act(ed,ing,s)	2/4/3/3	advantage(s)	3/4	agricultural	4
accept(ed)	3/3	action(s)	2/3	adventure(s)	4/4	agriculture	4
acceptable	4	active	3	advertisements	4	ah	4
acceptance	4	activity(ies)	3/2	advertising	3	ahead	2
access	4	actual	3	advice	4	aid(s)	3/4
accident(s)	3/4	actually	2	affairs	3	aim(ed)	4/4
accompanied	4	ad	4	affect(ed,s)	3/3/4	ain't	4
accomplish(ed)	4/4	adam(s)	4/4	afford	4	air	1

1

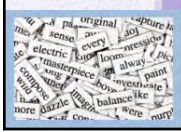
Word-Family Possibilities

accept (v), acceptance (n), acceptable (j), acceptably (r), acceptable (j), acceptability (n), unacceptable (j), acceptably (r), acceptor (n), unacceptability (n)

human (j), human (n), humanity (n), humanism (j), humanist (j), humanism (n), humanistic (j), inhuman (j), inhumanly (r), inhumanity (n), humanness (n)

AVL

<http://www.wordandphrase.info/academic/>




**Academic Vocabulary Lists**  
Corpus of Contemporary American English



Academic Vocabulary Levels (New Approach)		
Academic Core (AVL)	Discipline Core	Discipline Technical
Cross-Discipline	Discipline-Specific from General Core	Discipline-Specific
Multi-Disciplinary Words	Science*	Science
study (n) group (n) system (n) social (j) provide (v) however (r) research (n) level (n) result (n) include (v) important (j) process (n) use (n) development (n) data (n) information (n) effect (n) change (n) table (n) policy (n) university (n) model (n)	star (n) species (n) plant (n) scientist (n) surface (n) earth (n) software (n) forest (n) sun (n) fish (n) planet (n) temperature (n) soil (n) camera (n) fuel (n) speed (n) universe (n) sky (n) file (n) drive (n) engine (n) moon (n)	genome (n) gravitational (j) reactor (n) extinction (n) watershed (n) supernova (n) aquatic (j) photon (n) terrestrial (j) latitude (n) polar (j) composting (j) larva (n) stellar (j) biomass (n) neutron (n) light-year (n) geometry (n) neutrino (n) chromosome (n) geological (j) semiconductor (n)

Dee Gardner, RITEL Conference, Fall 2015

Academic Vocabulary Lists			Corpus of Contemporary American English	
1	study	137208	study (n) 137208 study (v) 11850 studied (j) 215 studiously (r) 36 studious (j) 41 studying (n) Edu 36	 <p>Best to Search List Mechanically</p> <p><a href="http://www.academicvocabulary.info/samples/families.pdf">http://www.academicvocabulary.info/samples/families.pdf</a></p> <p>Use ONLINE INTERFACE to input academic texts and see frequency profiles of all words in the text</p> <p><a href="http://www.wordandphrase.info/academic/">http://www.wordandphrase.info/academic/</a></p>
2	develop	128974	development (n) 128974 develop (v) 12849 developing (j) 6929 developmental (j) Edu 371 developed (j) 399 developer (n) 20122 developmentally (r) Edu 33 underdeveloped (j) 34 undeveloped (j) 261 underdevelopment (n) His 214 redevelopment (n) 144 redevelop (v) 45 developing (n) Law 18	
3	group	125012	group (n) 125012 grouping (n) Edu 1743 subgroup (n) 1465 group (v) 1099 intergroup (j) Soc 538 regroup (v) His 115 grouped (j) Edu 34 regrouping (j) Edu 30	
4	system	116141	system (n) 116141 systematic (j) 498 systematically (r) 1615 subsystem (n) Sci 398 unsystematic (j) 89	
5	relate	114267	relationship (n) 114267 relate (v) 2853 relation (n) 2386 related (j) 499 relational (j) 499 unrelated (j) 199 interrelated (j) 31 interrelationship (n) 31 relatedness (n) 430 interrelation (n) Hum 191	
6	research	112649	research (n) 112649 researcher (n) 22445 research (v) 3879	
7	social	103635	social (j) 103635 socially (r) 389 antisocial (j) Med 1000	
8	result	96016	result (n) 96016 result (v) 20739 resulting (j) 3863 resultant (j) 732	
9	use	93271	use (v) 93271 use (n) 30229 user (n) 14141 useful (j) 1199 used (j) 4637 usefulness (n) 1205 useless (j) 388 usable (j) 10 misuse (n) 3 reuse (v) Sci 365 unused (j) 308 reuse (n) 388 usefully (r) 243 reusable (j) Sci 233 misuse (v) 233 usability (n) Sci 144 unusable (j) 112 usable (j) 28 uselessness (n) Hum 43 misused (j) 23 uselessly (r) 11	
10	provide	93212	provide (v) 93212 provider (n) Med 538 provided (c) 4620 providing (c) 225	
11	however	90906	however (r) 90906	
12	increase	85843	increase (v) 85843 increase (n) 12823 increased (j) 12996 increasingly (r) 12289 increasing (j) 3445	
13	experience	79681	experience (n) 79681 experience (v) 32956 experienced (j) 2094 experiential (j) Edu 861 inexperienced (j) 476 inexperience (n) 132	
14	level	79201	level (n) 79201 level (j) Edu 4195 level (v) 1148 high-level (j) 347 leveling (n) 76 leveling (j) 36 leveler (n) 21 leveled (j) 12 levelly (r) Soc 1	
15	process	78679	process (n) 78679 process (v) 4759 processing (n) 3358 processor (n) Sci 3022 processed (j) Med 535 unprocessed (j) Med 35 reprocess (v) Law 41	
16	culture	77470	culture (n) 77470 cultural (j) 34229 culturally (r) Edu 2565 cross-cultural (j) Edu 1716 subculture (n) 120 intercultural (j) Edu 198 cultured (j) 268 subcultural (j) 31 uncultured (j) 26	
17	history	77164	history (n) 77164 historical (j) 19025 historian (n) His 1700 historically (r) 403 historic (j) 461 prehistory (n) 239 historicity (n) Hum+Rel 184 historicism (n) Hum 140	
18	active	76010	activity (n) 76010 active (j) 14238 activist (n) 4892 actively (r) 4000	

## Examples of AVL Word Families

14	level	79201	<b>level</b> (n) 78162 <b>level</b> (j) Edu 3119 level (v) 1145 <b>high-level</b> (j) 917 <b>leveling</b> (n) 76 <b>leveling</b> (j) 46 leveler (n) 21 leveled (j) 12 <b>levelly</b> (r) Soc 1
15	process	78679	<b>process</b> (n) 66382 <b>process</b> (v) 6739 <b>processing</b> (n) 5558 <b>processor</b> (n) Sci 3072 <b>processed</b> (j) Med 535 <b>unprocessed</b> (j) Med 85 <b>reprocess</b> (v) Law 41
16	culture	77470	<b>culture</b> (n) 42561 <b>cultural</b> (j) 34239 <b>culturally</b> (r) Edu 3586 <b>cross-cultural</b> (j) Edu 1176 <b>subculture</b> (n) 670 <b>intercultural</b> (j) Edu 398 cultured (j) 284 subcultural (j) 81 uncultured (j) 38
17	history	77164	<b>history</b> (n) 53474 <b>historical</b> (j) 19615 <b>historian</b> (n) His 7700 <b>historically</b> (r) 4075 historic (j) 3441 prehistory (n) 259 <b>historicity</b> (n) Hum+Rel 184 <b>historicism</b> (n) Hum 165
18	active	76010	<b>activity</b> (n) 55151 <b>active</b> (j) 14938 activist (n) 4067 <b>actively</b> (r) 4000 <b>activism</b> (n) 1419 <b>inactive</b> (j) 502 <b>inactivity</b> (n) Med 286 <b>active</b> (n) Med 39

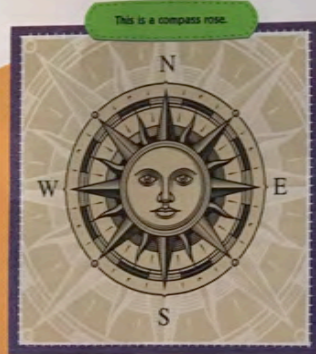


Dee Gardner, RITELL Conference, Fall 2015

Do you agree these words are high frequency in academic texts? Of the 5; which are more common at your grade level?

## Map Features

A map is a small picture of a large area. Maps have many features. A compass rose shows four directions: north, south, east, and west. Some maps only have an arrow that points north. Some maps have scales. Scales show what a length on a map equals in real distance.



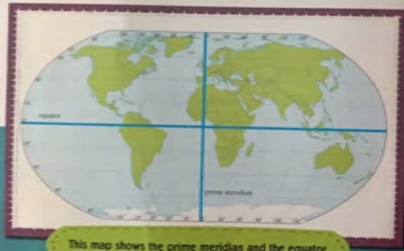
Maps also have legends, sometimes called keys. A legend tells you what the symbols, lines, and colors on a map mean. Knowing these features can help you read and better understand maps.



## The Global Grid

The global grid is a set of imaginary lines on a map. These lines help us find places on Earth's surface.

Lines of **latitude** (LAT-i-tood) run east and west. Lines of **longitude** (LON-ji-tood) run north and south.



This map shows the prime meridian and the equator.

The **equator** (ih-KWEY-4er) is a line of latitude. It is in the exact middle of Earth. The **prime meridian** is a line of longitude. The prime meridian and the equator are the starting points for the global grid.



This man is using the global grid to find a place on Earth.

## The Seven Continents

**Physical maps** show how nature shapes the world. They show landforms such as mountains, valleys, and plains. **Political maps** show borders between places. They show how people have split up the land.

### Elevation

Elevation (el-uh-VEY-shuhn) can also be shown on physical maps. Elevation is the height of a place.



This map shows the different elevations of South America.

Water covers two-thirds of Earth's surface. Most of this water is in the ocean. Water can also be found in lakes, rivers, and streams. Seven **continents**, or landmasses, make up the rest of Earth's surface.



This map shows the seven continents.



## AVL Words (9)

In Expository  
Text, The AVL  
Words are  
Related to the  
Topic

- Feature<sup>233</sup>
- Map<sup>739</sup>
- Direction<sup>1378</sup>
- Point<sup>1524</sup>
- Scale<sup>138</sup>
- Symbol<sup>494</sup>
- Global<sup>159</sup>
- Imagine<sup>1172</sup>/Imaginary
- Meridian<sup>1583</sup>
- Nature<sup>32</sup>
- Split<sup>1666</sup>

For Any Type of Text  
(Fiction; Non-Fiction)  
Select an AVL Word Family to Teach

- Direction: directional, bidirectional, unidirectional, indirection
- Symbol: symbolic, symbolize, symbolism, symbolically
- Imaginary: imagine, imagination, imaginative, imagined, imaginable, unimaginable, imaginatively, imagining, unimaginative, unimaginably

[https://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/academic\\_vocabulary\\_list.pdf](https://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/academic_vocabulary_list.pdf)

## Morphology Kit

Noun-Making Suffixes	Verb-Making Suffixes	Adjective-making suffixes
-ment	-ate	-acious, icious
-ness	-ify	-y
-ation, sion	-ize	-ous, ious
-ity		-ant
-ism		-able, ible
-hood		-er; est
-itude		
-ence		Adverb-making suffix:
-ance		-ly
-ide		

Which of  
These Can Be  
Added to Your  
6-8 Target  
Words?

## Word Form Chart

*tools and strategies*

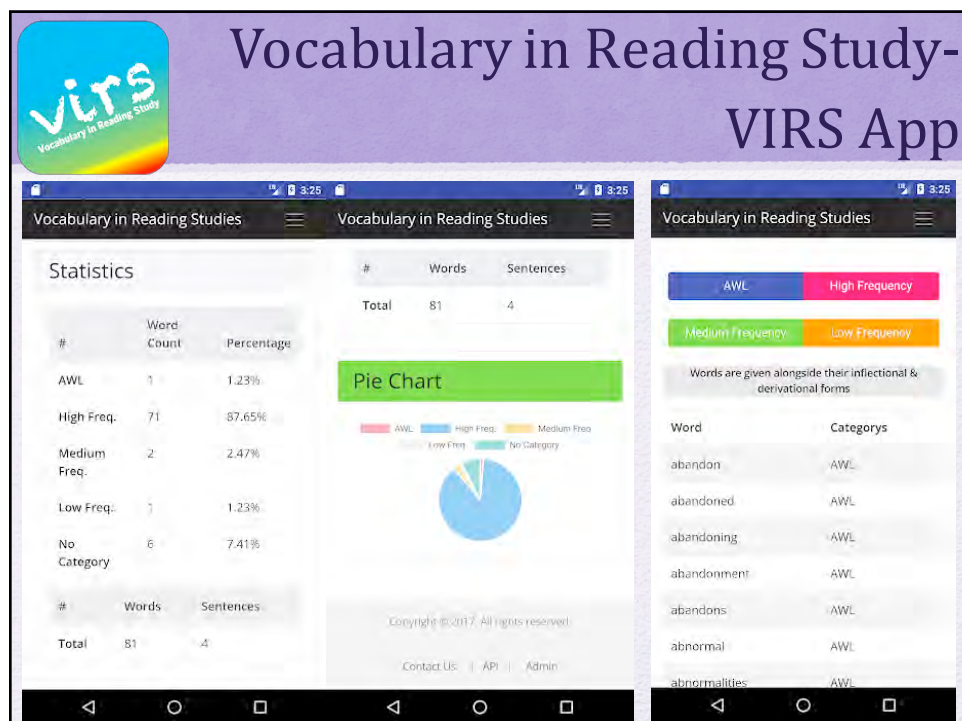
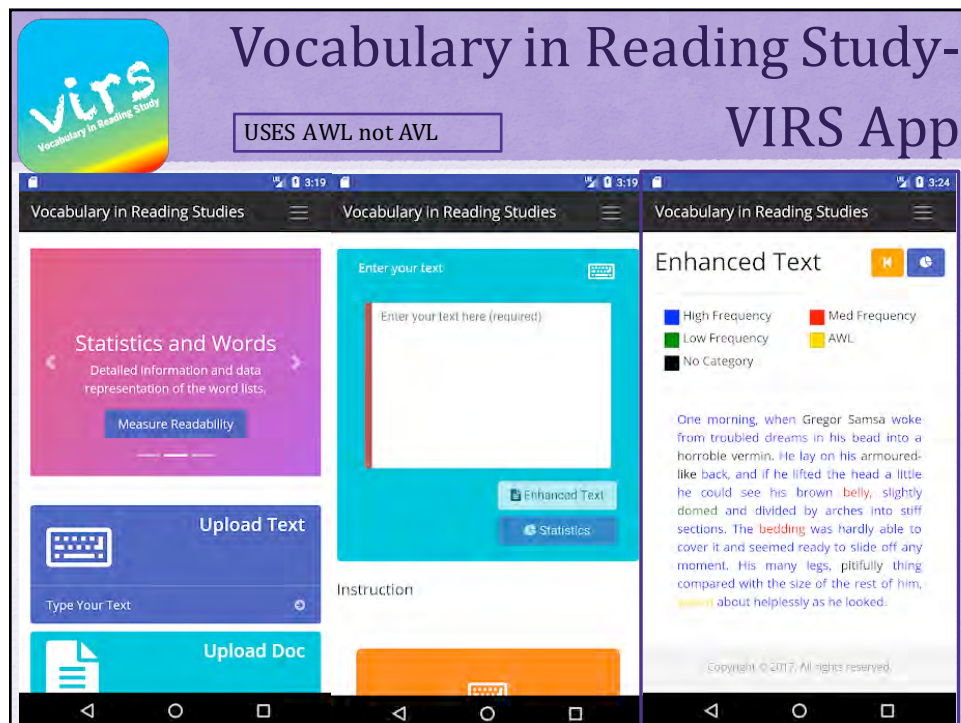
### WORD FORM CHART

**Purpose** English learners see the different forms of a key word and can refer to them when writing.

**Description** A word is changed into basic grammatical forms such as noun, verb, adjective, and adverb. Multiple meanings may be addressed, or not. Plural spellings may be included when they depart from the -s or -es form.

**Use** This tool may supplement the concept organizer. Word forms may be given to students in the science period, or they may brainstorm or look up answers during their language arts period. This may be a homework assignment or small group activity.

Example	Verb	Noun	Adjective	Adverb
	observe	observation observer observatory	observable	
	hypothesize	hypothesis hypotheses	hypothetical	hypothetically





# GENERATIVE WORD INSTRUCTION

## The First Key to Unlocking Complex Text: A Generative Vocabulary

Elfrieda H. Hiebert  
TextProject &  
University of California, Santa Cruz



<https://www.youtube.com/watch?v=k7CH1zI9xy>

Q

Start 9:03

<http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/>

## Generative Word Strategy #1:

- Teach students to anticipate that complex texts will have many new words and that their generative word knowledge will assist them in figuring out new words.

Teach them to NOTICE and CAPTURE new words (vocabulary notebooks, cards)

*Graves Concept of "Word Consciousness"*

<http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/>

## Generative Word Strategy #2

- Expose students to many new topics and the vocabulary associated with those topics, including “stories” about how words work and their histories.

Newsela.com

ReadWorks.org

Developing Bodies of Vocabulary  
around Key Topics

## Generative Word Strategy #3

- Teach students about the multiple uses of many words
  - Multiple meanings
  - Multiple parts of speech
  - Multiple uses of phrases and idioms

<http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/>

Teaching Your Secondary ELLs the Language of Tests: Focusing on Language in English Language Arts  
© 2009, ed. Educator Solutions. solutiontree.com. Visit [solutiontree.com/ELL](http://solutiontree.com/ELL) to download this resource.

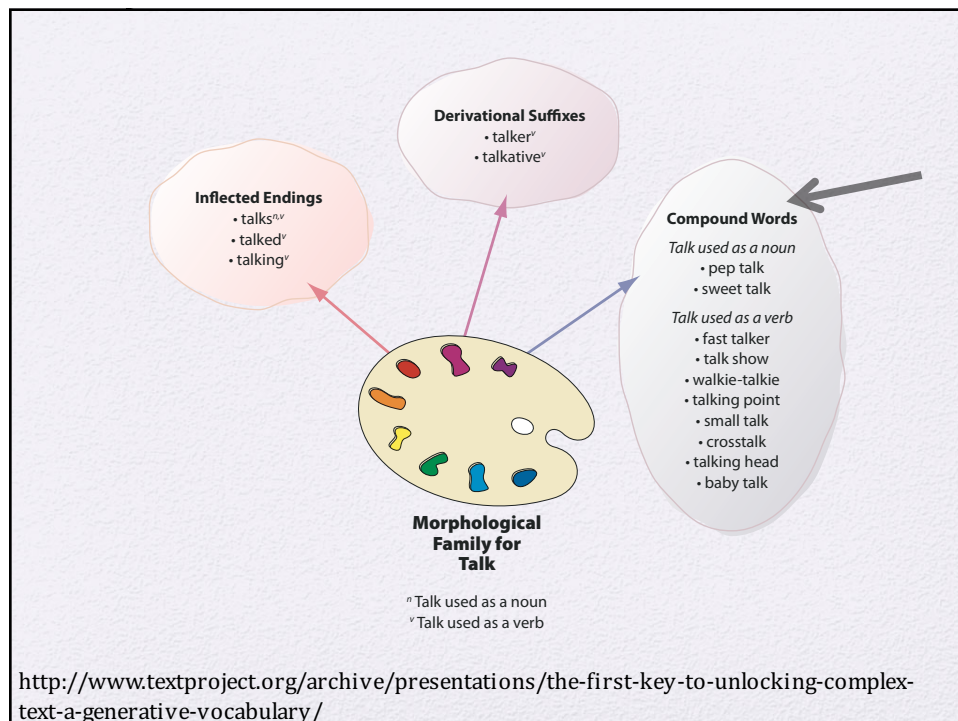
E4-02



## Generative Word Strategy #4:

- Teach students words in families, not just single words.
  - ◆ Attend to compounding as well as inflected endings (i.e., ed, ing, s, 's', er, est) and derivatives (i.e., prefixes and suffixes)

<http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/>



48 | REPRODUCIBLE

**Word Web**

Teaching Your Secondary ELs the Academic Language of Text: Focusing on Language in Mathematics, Science, and Social Studies  
© 2008 ed Educated Solutions • solutiontree.com • Visit [go.solutiontree.com/ELL](http://go.solutiontree.com/ELL) to download this page.

**ELL Enhancement:  
Teach Similarly Formed  
Words (e.g. adverbs)**

*patiently, accidentally, gently,  
tightly*

Or a Key Conceptual Word-  
Word Family:  
*Search, searched, searching,  
searcher*

10 Lexile

## Generative Word Strategy #5

Teach students about the rich networks of similar-meaning words from which authors of narratives choose words for traits/attributes, emotions, motion, and communication.

<http://www.kidthesaurus.com/>

**Treasure Map**  
27 word book

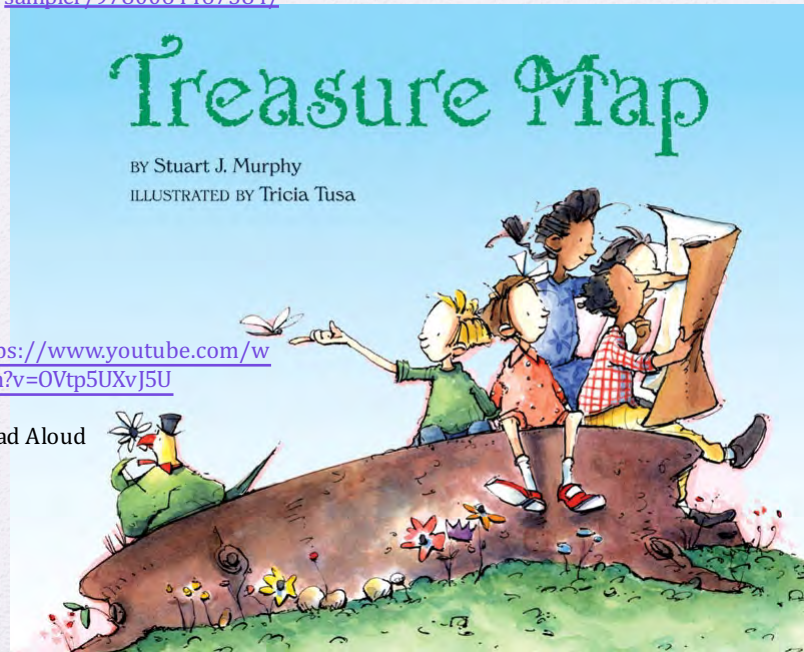
Story Word	Beyond the Story
treasure	riches, fortune, gold mine, wealth, gems
map	drawing, picture, plan, diagram, outline, sketch
look	see, notice, examine, glance, inspect, watch, observe
go	move, travel, cross, walk, run to

<http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/>

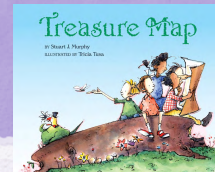
Treasure Map: <https://www.harpercollins.com/web-sampler/9780064467384/>

<https://www.youtube.com/watch?v=OVtp5UXvJ5U>

Read Aloud



## Words to Teach

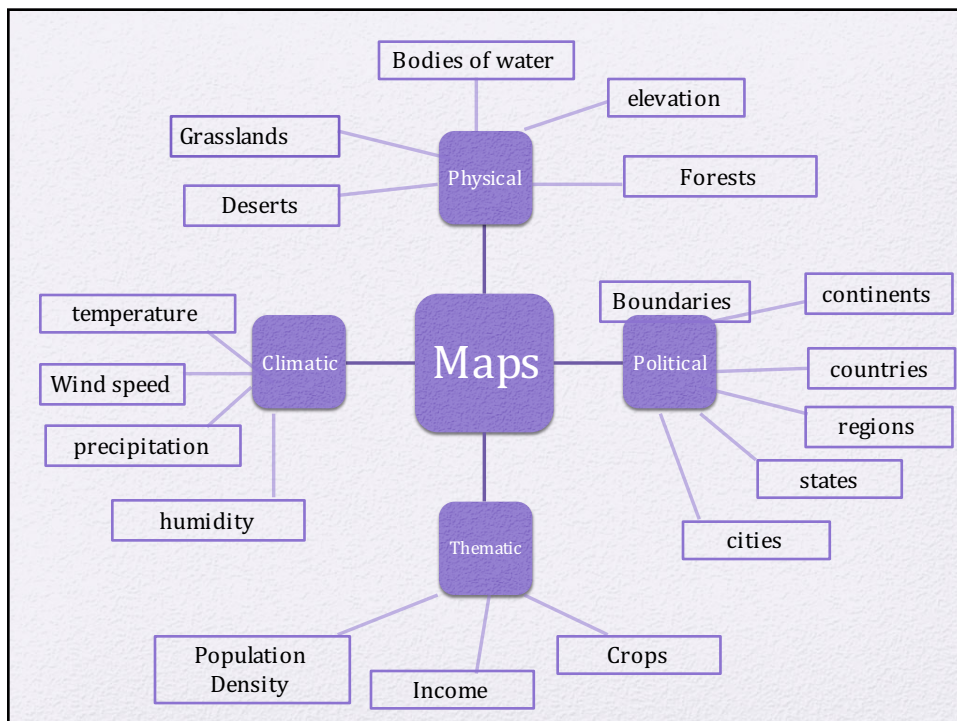
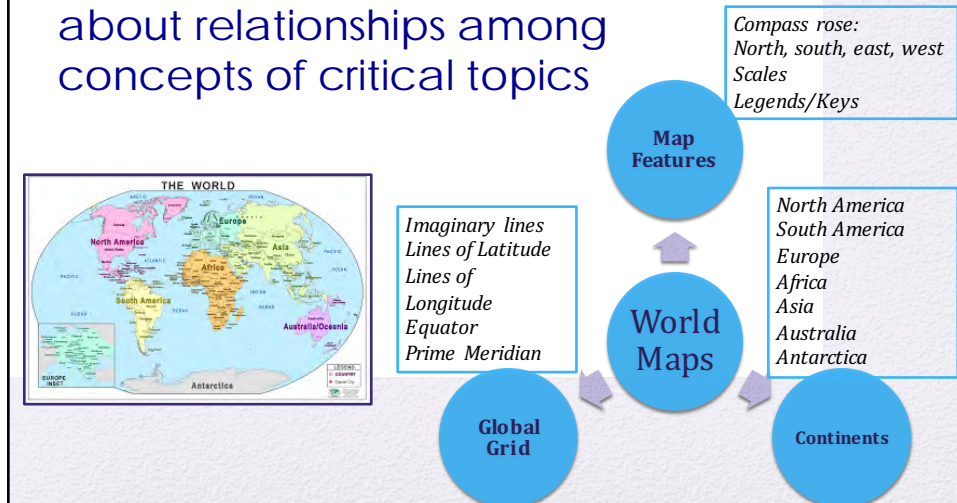


Story Word	Beyond Story Word
Yell	Scream, screech, shout, roar, cry out
Race (v)	Dart, dash, bolt, fly, rush, sprint
Treasure	Riches, valuables, wealth, fortune
Crowd closer	Huddle, gather, get together
Excitedly	Energetically, passionately, eagerly
Point to	Show, demonstrate, reveal, signal
Clue	Cue, tip, hint, prompt
Hurry	Dash, jog, curry, zip, fly, race, run, speed



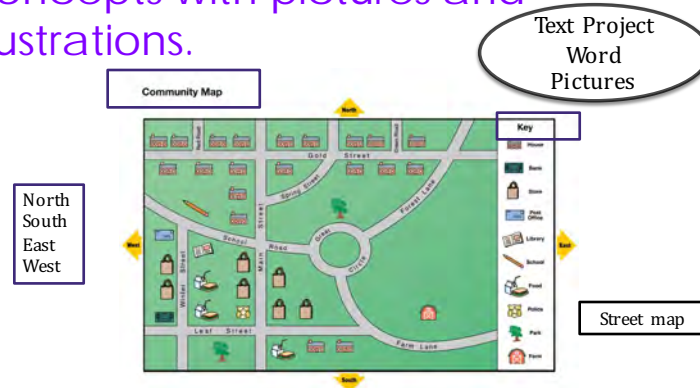
## Generative Word Strategy #6

- With the vocabulary of informational texts, teach students about relationships among concepts of critical topics



## Generative Word Strategy #7

- When appropriate, introduce new concepts with pictures and illustrations.



<http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/>

www.textproject.org

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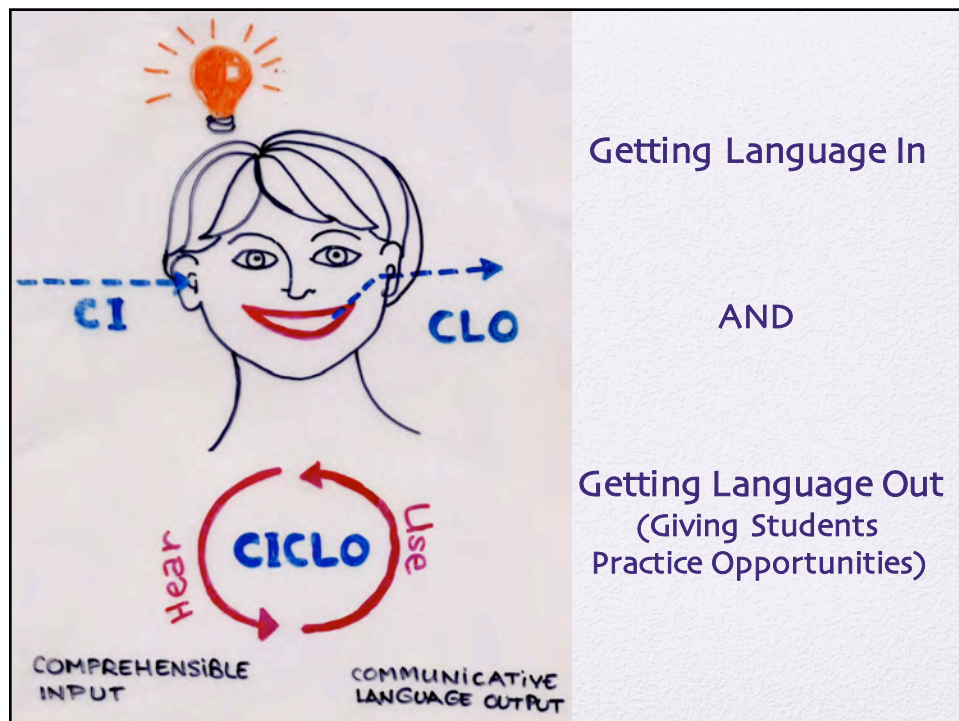
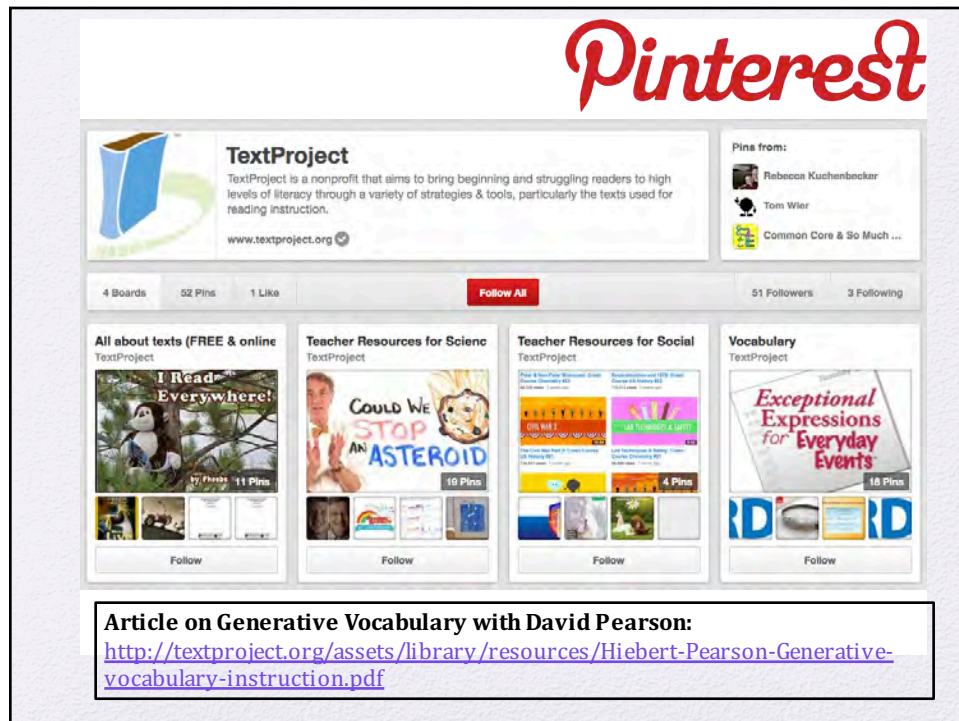
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## Watch and Remember: Pre-Teaching Vocabulary

[https://www.youtube.com/watch?v=2c\\_lyfifFI](https://www.youtube.com/watch?v=2c_lyfifFI)  
Regional Educational Laboratory (REL) Program Southwest

**Feature**

**Survive**

**Adaptation**

**Reproduce**

Introducing Key Words Before a Science Lesson



### **Talk to your Elbow Partner**

**What did you like about the way she introduced the word “feature”?**

**What other ways might she have front-loaded the word “feature”?**

**How can she cause the students to meaningfully use the word “feature”?**

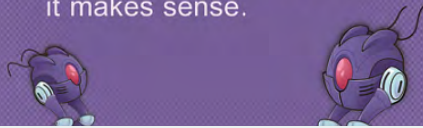
## Direct Vocabulary Learning (vs. indirect)

### Teach Word Learning Strategies

1. Learning and using word parts
2. Using context
3. Using glossaries and the dictionary
4. Using thesauruses
5. Recognizing and using cognates (for speakers of Romance Languages)

### Word Parts Strategy

1. Decide if you can break the unknown word into meaningful parts.
2. Think about the meanings of the parts.
3. Combine the meanings of the parts to infer the meaning of the unknown word.
4. Try out your inference to see if it makes sense.



<http://www.sewardreadingresources.com/wls.html>

### Structural Analysis Affixes, Suffixes, Word Deviations (Greek and Latin Roots)



Work on structural analysis when students are reading at a level where roots, affixes and suffixes are common (around 4th grade reading level)

Work on frequently- occurring roots and structural elements so students find many applications

# Early Learned Affixes

## Prefixes

Un-

Re-

Dis-

Mis-

Pre-

Non-

## Suffixes

-er

-est

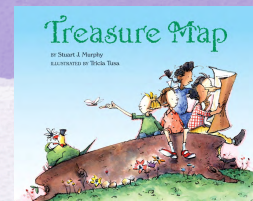
-less

-ful

-ly

# Adverbs

- **Loudly** (clapped her hands loudly)
- **Proudly** (ruffled his feathers proudly)
- **Hardly** (hardly wait)—*almost not*



"C'mon, Petey," yelled Meg. "You can't stop now." She clapped her hands loudly behind his back.  
Petey jumped up—and there it was! He had been sitting on a flat rock and Meg noticed a big X carved into the top.  
"Petey found it!" Meg hollered. Petey ruffled his feathers proudly.

22

Jed could hardly wait. He grabbed his shovel and started digging. Pretty soon he hit something that sounded like metal.



23




## Word Builder

[illegible]


45

## Determining Meaning Based on Contextual Clues

<http://www.sewardreadingresources.com/wls.html>



1. Pause when you find an unknown word.
2. Read the surrounding words and sentences to look for context clues.
3. Use the clues to infer the meaning of the unknown word.
4. Try out your inference to see if it makes sense.






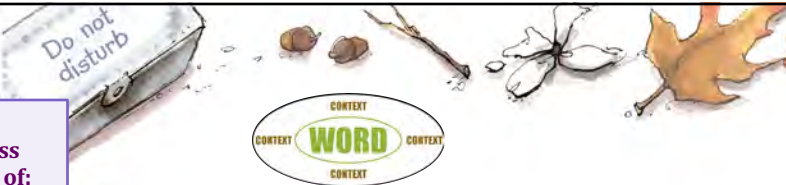
Here's a Poster For Your Classroom Use!

# Context Clues

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.



-  Clues are in the same sentence as the new word and the sentences around it too.
-  Clues can be found by thinking about how the word is used in the sentence.
-  Clues can also be found by thinking about the main idea and details of the story.



**Use Context Clues to Guess the Meaning of:**

**buried**

"Wow, buried treasure!" said Danny. "That X must be where it's buried!"

"Look at the date," said Matthew. "It's more than fifty years old."


"It says, 'Start Here,'" said Sheri. "And the arrow's pointing to Elm Street and First Avenue. That's our corner!"

"It looks like the treasure is buried somewhere in that new Wonderland Park," said Meg. "Let's go!"

"I'll bring a shovel," said Jed, "just in case we find the buried treasure."

**Where are the clues?**

**What helps detect the meaning?**



# Teach to Use Reference Tools



Can Also Use On-page Glossing



[illegible]

**Velázquez Press**  
a division of Academic Learning Company, LLC

<https://velazquezpress.com/>

## Native Language Resources

**Science**

**Math**

**Social Studies**

Over 15,000 scientific translations

Over 10,000 mathematical translations

Over 15,000 social studies translations

**SPANISH AND ENGLISH GLOSSARY for the SCIENCE CLASSROOM**

**SPANISH AND ENGLISH GLOSSARY for the MATHEMATICS CLASSROOM**

**SPANISH AND ENGLISH GLOSSARY for the SOCIAL STUDIES CLASSROOM**

THE PREEMINENT AUTHORITY IN ACADEMIC LANGUAGE AND BILITERACY

**REQUEST A CATALOG**

## Search for Cognates

<http://spanishcognates.org>

Spanish Cognates | Learn Spanish Fast!

English to Spanish | Español a Inglés

**Spanish Cognates**

Browse A-Z | Cognates by Subject | 25 Cognate Rules | About Spanish Cognates | Blog

Search Spanish Cognates

Search

Study Spanish Cognates: A-Z List

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Learn Spanish with Cognates

Write in Spanish: asalto

Translation

Learn a New Cognate

powered by Velázquez

Browse by Letter: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

# Cognates

*Velázquez Press*

a division of Academic Learning Company, LLC

Cognates in the Mapping Our Nation Books (p. 4-6)

Ocean/**océano**  
 Pacific/**pacífico**  
 States/**estados**  
 Maps/**mapas**  
 Nation/**nación**  
 Important/**importante**  
 Explore/**explorar**  
 Legend/**leyenda**  
 Symbols/**símbolos**  
 Lines/**líneas**  
 Colors/**colores**  
 North/**norte**  
 South/**sur**  
 East/**este**  
 West/**oeste**



<http://spanishcognates.org/search/node/>

Search for a few words from your text  
 Do they have a cognate in Spanish?

1. Learning and using word parts
2. Using context clues
3. Using glossaries and the dictionary
4. Using thesauruses
5. Recognizing and using cognates (for speakers of Romance Languages)

## Activity:

Choose two approaches to try with the vocabulary in your text.

Which approaches do you feel would work best?

Report to your partner.





# Creating Definitions

that stick with students

## Create Student-Friendly Definitions

- Characterize the word and how it is typically used.
- Explain the meaning in everyday language.



### Characterize the word.

**Tamper:** you mess with something, if you tamper with something it might not work anymore, tampering is often done secretly to trick or harm someone

⌘ **Dictionary:** to interfere in a secret or incorrect way (lacks the sense of messing up something in possibly a sinister way)

⌘ **Student Friendly:** to change something secretly so that it does not work properly or so that it could harm someone

### Explain meaning in everyday language.

**Ally:**

⌘ **Dictionary:** one associated with another (How do we communicate the meaning of associated in student-friendly terms?)

⌘ **Student-Friendly:** someone who helps you in what you are trying to do, especially when there are other people who are against you.

### Legend or key

**Word**

**Definition**

---



---



---

**Draw It** **Use It**

### What does it mean?

**Word:**  

**Definition:**  

**Part of speech:**

- ☐ Noun
- ☐ Verb
- ☐ Adjective
- ☐ Adverb

**Synonyms:**

**Antonyms:**

**Sentence:**

---

### Scale

**Word**

**Definition**

---



---



---

**Draw It** **Use It**

### What does it mean?

**Word:**  

**Definition:**  

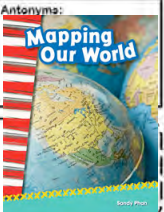
**Part of speech:**

- ☐ Noun
- ☐ Verb
- ☐ Adjective
- ☐ Adverb

**Synonyms:**

**Antonyms:**

**Sentence:**



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Name: \_\_\_\_\_

## Vocabulary Sketches

**Word:** \_\_\_\_\_ **Definition:** \_\_\_\_\_

Sketch

**Sentence:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word:** \_\_\_\_\_ **Definition:** \_\_\_\_\_

Sketch

**Sentence:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word:** \_\_\_\_\_ **Definition:** \_\_\_\_\_

Sketch

**Sentence:** \_\_\_\_\_

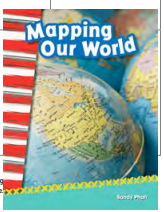
\_\_\_\_\_

\_\_\_\_\_

REPRODUCIBLE | 125

### Vocabulary Notebook

New Word and Illustration	Pronunciation	Definition in Your Own Words	Sentence and/or Connections
<b>Compass rose</b>			
<b>Latitude</b>			
<b>Longitude</b>			
<b>Equator</b>			



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# Concept Organizers

## CONCEPT ORGANIZER


**Purpose** English learners investigate in depth the meaning or multiple meanings of selected academic vocabulary.

**Description** One concept organizer is used for each new word. This tool organizes a variety of ways to understand a word's meaning: sentences, synonyms, definitions, characteristics, examples, and non-examples. If present, a prefix is noted as a clue to a word's meaning. Characteristics are phrases that may give slightly different aspects of the word's meaning. The definition broadly covers the characteristics.

**Use** The teacher gives the word in context, perhaps in a sentence from the textbook or other science resource book. The class brainstorms synonyms, definitions, characteristics, examples, and non-examples. Each student culminates the concept organizer by writing his or her own showing sentence. Use the following sequence of steps to teach each new word:

- 1) Point to the word on the word list and pronounce it; ask students to repeat the word.
  - 2) With class participation, define and describe the word, using at least a synonym or definition, and a showing sentence or brief explanation:
    - Identify one or several synonyms that students already know.
    - List characteristics.
    - List examples and non-examples.
    - Create a student-friendly definition or adapted definition from the textbook or a dictionary, or brainstorm a definition with students; write it on the board or a transparency while students write it on their organizers.
    - Create a showing sentence that implicitly defines and applies the word or create a brief explanation (a phrase up to a few sentences).
  - 3) Show a visual representation (picture, illustration, movie clip, or graphic organizer) especially for classifier words (e.g., mammal); students may make illustrations on their concept organizers.
- Students' concept organizers can be written on 5x7 index cards, hole-punched in the top left corner, and organized on a large key ring.

### Example

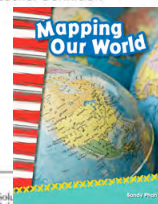
invertebrate, n. (or adj.)	
Prefix & Meaning: in- not or without	Root: vertebra
Synonym: spineless	
Characteristics: — no vertebrate bones or spinal column; might have a shell — animal — (insect or marine animal)	
Definition: (general meaning or for a specific context) animal having no spinal column	
Examples: snail, worm, ant, butterfly, sponge, clam, shrimp, jellyfish	Non-Examples: lizard, fish
Showing Sentence: Invertebrates are animals that have no backbones.	
Illustration:  worm	

## Vocabulary Organizer

My Definition	Personal Association
Example	Nonexample
Globe	
Characteristics/Attributes	Teacher Definition

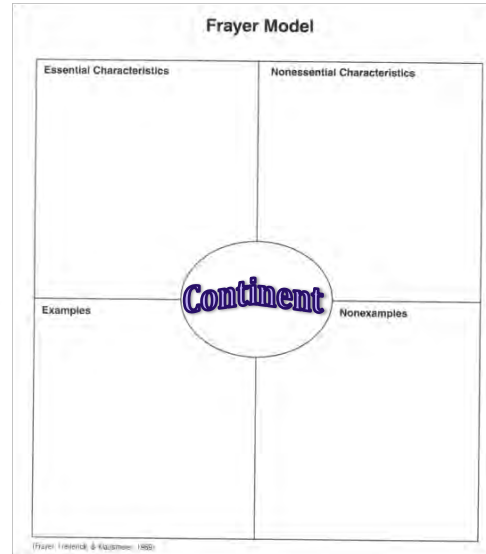
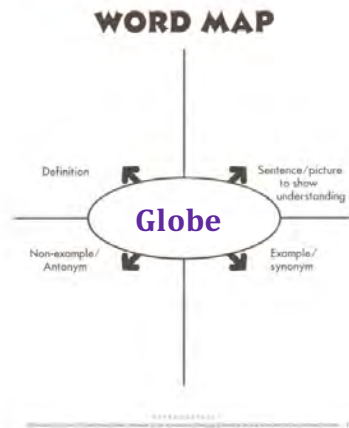
## Vocabulary Organizer

My Definition	Personal Association
Example	Nonexample
Continent	
Characteristics/Attributes	Teacher Definition





## Word Study: Maps, Charts and Diagrams

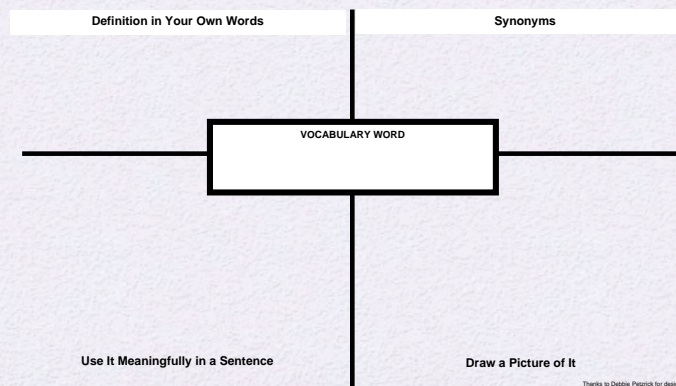


## Word Maps for Concept Word Learning

*ReadingQuest.org*

Making Sense in Social Studies

### VOCABULARY WORD MAP



*ReadingQuest.org*  
Permission Granted for Classroom Use Only. All Others Inquire at [gonest@virginia.edu](mailto:gonest@virginia.edu).

<http://www.readingquest.org>  
Copyright © Raymond C. Jones. All Rights Reserved.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Cluster/Word Web 1**  
Write your topic in the center circle and details in the smaller circles. Add circles as needed.

## Semantic Mapping

Can Use for  
Narrative and  
Expository Text

```

graph TD
    A([Types of Maps  
Topic]) --- B([Political])
    A --- C([Physical])
    A --- D([Thematic])
    A --- E([Climate])
    B --- B1([ ])
    B --- B2([ ])
    C --- C1([ ])
    C --- C2([ ])
    D --- D1([Crops])
    D --- D2([Population])
    E --- E1([ ])
    E --- E2([ ])

```

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<https://www.eduplace.com/graphicorganizer/>



**Of All the Templates Given:**

Which Template Would Work Best to Teach the  
Target Vocabulary for Your Piece of Text?

<p>Getting Language In</p> <p>Flocabulary</p> <p>Smart Songs</p> <p>GoNoodle</p> <p>Student/Teacher- Made Raps</p>	<p><a href="https://www.youtube.com/watch?v=D9NpWpr27Ak">https://www.youtube.com/watch?v=D9NpWpr27Ak</a></p> <p>Early Grades Song</p> <p><a href="https://www.youtube.com/watch?v=uCbTG7s86u4">https://www.youtube.com/watch?v=uCbTG7s86u4</a></p> <p>Later Grades Rap</p>
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<h1>Spanish Raps/Songs</h1> <div> <p>Higher Grades; Higher Proficiency</p> <p><a href="https://www.youtube.com/watch?v=W3CZoYiej8Q">https://www.youtube.com/watch?v=W3CZoYiej8Q</a></p> </div> <div> <p>Lower Grades; Higher Proficiency</p> <p><a href="https://www.youtube.com/watch?v=ChD4bK1cOfI">https://www.youtube.com/watch?v=ChD4bK1cOfI</a></p> </div>	
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# Getting Language Out: Language Tables for Talking

## Social Studies Unit:

Maps	Physical	Political
Definition		
Kinds of Information Shown		
What Is Typically in the Key or Legend		

## Reporting Back



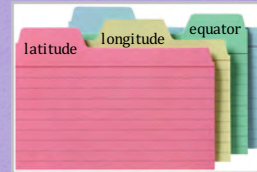
- Assign groups/pairs a task: question to answer; character to describe
- Tell them they will be reporting back
- Provide instructions for completing the task and time to perform the task
- Give them a specific time to verbally practice what they will report to the class
- Students “report back” with or without notes to support their presentation—  
*Ensure that they use the target academic language*

## Other Ideas for Getting Language Out

### Teaching One Another

T-Chart	
Political Maps	
	<i>Show how nature shapes the world</i>
Thematic Maps (crops, etc.)	

### Practicing for Tests with research cards



### Quick Writes

Which type of map shows the boundaries between states or countries?

A political map

Advancing Student  
Reading and  
Writing: Working to  
Advance  
Language  
Complexity



## What Is Language Complexity?



Let's See What Different Experts Have Said and then  
Summarize for Ourselves

## What makes texts complex for ELLs when reading?

- Informational density
- Words with multiple meanings
- Lack prior knowledge about the topic
- Unfamiliar with sociocultural, historical context
- Unfamiliar with cultural expectations regarding:
  - Text structure/organization
  - Use of supporting arguments/evidence
  - Concise, precise language (refined terms)

(Bunch, Kibler, & Pimental, 2012; Quinn, Lee, & Valdes, 2012; Wong Fillmore, & Fillmore, 2012)



## Language Complexity—Density

Low	High
<p>Length ranges from a word to paragraphs</p> <ul style="list-style-type: none"> <li>No/little variation in words and/or phrases in sentences/paragraphs; consistent use of language</li> <li>Repetition of key words/phrases/sentences <i>reinforces</i> information</li> <li>Language is used to present critical/central details</li> <li>No/little abstraction; language reflects more literal/concrete information; illustrative language is used; language is used to define/explain abstract information</li> <li>Graphics and/or relevant text features reinforce critical information/details</li> </ul>	<p>Length ranges from a word to paragraphs</p> <ul style="list-style-type: none"> <li>Some variation in words and/or phrases in sentences/paragraphs</li> <li>Repetition of key words/phrases/sentences <i>introduces new or extends</i> information</li> <li>Language is used to present critical/central details, but non-essential detail also is presented</li> <li>Some abstraction; language <i>may or may not</i> be used to define/explain abstract information; illustrative language <i>may or may not</i> be used; technical words/phrases are used</li> <li>Graphics and/or relevant text features <i>may or may not</i> reinforce critical information/details</li> </ul>

### Language Demands and Complexity

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Edynn Sato and Peter Worth  
Minneapolis, MN August 5, 2009

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## Language Complexity—Construction

Simple	Complex
<p>Mostly common/familiar words/phrases; no/few uncommon words/phrases, compound words, gerunds, figurative language, and/or idioms</p> <ul style="list-style-type: none"> <li>Language is organized/structured</li> <li>Mostly simple sentence construction</li> <li>No/little passive voice</li> <li>Little variation in tense</li> <li>Mostly one idea/detail per sentence</li> <li>Mostly familiar construction (e.g., 's for possessive; s and es for plural)</li> <li>Mostly familiar text features (e.g., bulleted lists, bold face)</li> </ul>	<p>Some common/familiar words/phrases; some uncommon words/phrases, compound words, gerunds, figurative language, and/or idioms</p> <ul style="list-style-type: none"> <li>Language <i>may or may not</i> be organized/structured</li> <li>Varied sentence construction, including complex sentence construction</li> <li>Some passive voice</li> <li>Variation in tense</li> <li>Multiple ideas/details per sentence</li> <li>Some less familiar/irregular construction</li> <li>Some less familiar text features (e.g., pronunciation keys, text boxes)</li> </ul>

### Language Demands and Complexity

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Fountas and Pinnell  
<https://www.fandpleveledbooks.com/aboutLeveledTexts.aspx>

### Factors Related to Text Difficulty

FACTOR	DEFINITION
<b>Genre</b>	The genre is the type of text and refers to a system by which fiction and nonfiction texts are classified. Each genre has characteristic features.
<b>Text Structure</b>	The structure is the way the text is organized and presented. It may be narrative, as in most fiction and biographical texts. Factual texts are organized categorically or topically and may have sections with headings. Writers of factual texts use several underlying structural patterns to provide information to readers: narration, chronological sequence, comparison/contrast, cause/effect, and problem/solution. The presence of these structures, especially in combination, can increase the challenge for readers.
<b>Content</b>	The content refers to the subject matter of the text—the concepts that are important to understand. In fiction, content may be related to the setting or to the kinds of problems characters encounter. In factual texts, content refers to the topic being focused on. Content is considered in relation to the prior experience of readers.
<b>Themes and Ideas</b>	The themes and ideas are the big ideas that are communicated by the text. A text may have multiple themes or a main theme and several supporting themes or ideas.
<b>Language and Literary Features</b>	Written language is qualitatively different from spoken language. Fiction writers use dialogue, figurative language, and other kinds of literary structures. Factual writers use description and technical language. In hybrid texts you may find a wide range of literary language.
<b>Sentence Complexity</b>	Meaning is mapped onto the syntax of language. Texts with simpler, more natural sentences are easier to process. Sentences with embedded and convoluted clauses make a text more difficult.
<b>Vocabulary</b>	Vocabulary refers to the meaning of words and is part of our oral language. The more the words are accessible to readers in terms of meaning, the easier a text will be. An individual's reading and writing vocabularies are words that they understand and can also read or write.
<b>Words</b>	A text contains printed words that must be recognized and solved. The challenge in a text partly depends on the number and difficulty of the words that the reader must solve by recognizing them or decoding them. A text that contains a great many of the same common words makes a text more accessible to readers.
<b>Illustrations</b>	The illustrations are the drawings, paintings, or photographs that accompany the text and add meaning and enjoyment. In factual texts, illustrations also include graphic representations that provide a great deal of information readers must integrate with the text. Illustrations are an integral part of a high-quality text. Increasingly, fiction texts include a range of graphics.
<b>Book and Print Features</b>	The book and print features are the physical aspects of the text—what readers cope with in terms of length, size, and layout. Book and print features also include tools like the table of contents, glossary, pronunciation guide, index, and sidebar.

Figure 2

## New Information Reported for K-2 Texts

### NINE TEXT COMPLEXITY VARIABLES

1. Text Density
2. Phrase Diversity
3. Non-Compressibility
4. Intersentential Complexity
5. Age of Acquisition
6. Word Rareness
7. Abstractness
8. Monosyllable Decoding Demand
9. Syllable Count

### INDICATORS

#### Structure Indicator

looks at what is going on with text as a whole by evaluating the degree of repetition and patterning (e.g., repeated phrases) in the text. Repeated phrases lower the Structure Indicator.

#### Syntactic Indicator

looks at what is going on at the sentence level by evaluating the complexity within sentences and across sentences.

#### Semantic Indicator

looks at what is going on with the evaluating the challenge of word m

#### Decoding Indicator

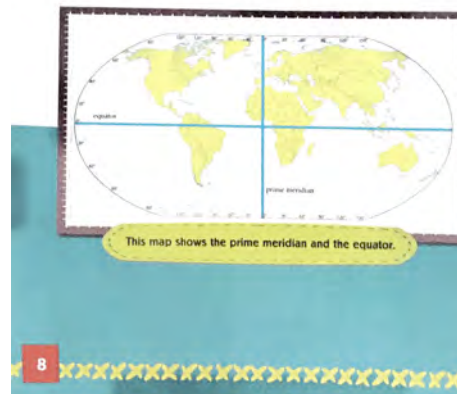
looks at parts of the words like vowel patterns, and sounds by evaluating the in a word.



## The Global Grid

The global grid is a set of imaginary lines on a map. These lines help us find places on Earth's surface.

Lines of latitude (LAT-i-tood) run east and west. Lines of longitude (LON-ji-tood) run north and south.



- grid
- imaginary line
- Earth's surface
- latitude
- longitude
- north, south, east, west

Noun  
Clauses &  
Phrases

Multiple  
Meaning  
Words

Number of  
Ideas or  
Concepts in  
One  
Paragraph

Antecedent  
Referents



So What Is Language Complexity?  
What Makes a Text Complex for Students?



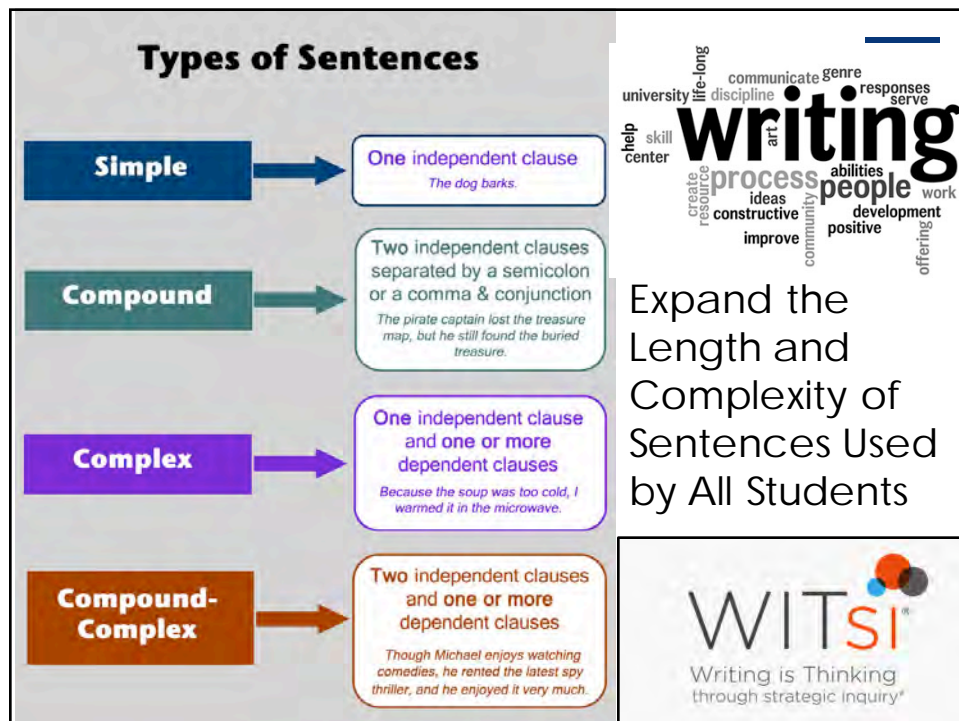


- Build background knowledge before during and after reading
- Frame the text to aid students in handling informational density (provide or jointly build outlines, graphic organizers)
- Teach multiple meaning words and expand vocabulary by teaching palettes of semantically related but precise-meaning words
- Ensure that students capture precise meanings of terms used
- Help “unpack” lengthy clauses and noun phrases (electronic political maps, imaginary map lines, wildlife refuge camp, rainforest river basin, coral reef habitat)
- Gain experience with major text organization patterns and styles of writing

Help  
Learners  
With Difficult  
or Complex  
Language  
When  
Reading

Backward  
Build Up

# Getting More Complexity Into Students' Writing



Work on Sentence Length and Complexity

# Revising and Expanding Sentences



**Improving your writing by:**

Adding adjectives

Adding adverbs

Adding prepositional phrases

Replacing verbs

Combining sentences

<http://www.teacherspayteachers.com/Store/Classroom-In-The-Middle>

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***Add adjectives to describe a person, place, or thing.***

*Left and rear are adjectives. They describe the word wheel.*



The wheel came loose.

The **left, rear** wheel came loose.

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<http://www.kidthesaurus.com/>  
<https://kids.wordsmyth.net/>  
<https://en.oxforddictionaries.com/>

**Hint:**  
 Use a thesaurus to find interesting adjectives.

Look up one ordinary word.

**THESAURUS**

great: wonderful, stupendous, prodigious, admirable, terrific, super-duper, exceptional, awesome, first-class, marvelous

Find lots of interesting words!

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<https://kids.wordsmyth.net/>

Word Explorer  
 Children's Dictionary

map

Alphabetical Results

1 Previous 1  
 manufacturing  
 manure  
 manuscript  
 many

maple  
 maple syrup  
 mapped  
 mapping  
 maps  
 Mar.

Multi-words  
 Results 10  
 Similar Spellings 7

put on the map  
 relief map  
 road map  
 weather map  
 wipe off the map

map

pronunciation: **maep**

parts of speech: noun, verb

features: Word Explorer

part of speech: **noun**

definition:  
 a picture of a particular area of the earth or sky drawn or printed to scale on a flat surface.  
*The students located Ethiopia on a map of Africa.*

synonyms: chart  
 similar words: atlas, globe, guide, plan

related words:  
 chart, design, diagram

part of speech: **verb**

inflections:  
 maps, mapping, mapped

definition 1:  
 to make a map of.  
*That company maps forest areas.*

synonyms: chart  
 similar words: diagram

definition 2:  
 to lay out carefully (often followed by "out").  
*We mapped out a plan for winning the contest.*

synonyms: draw up  
 similar words: draft, lay, outline, plan, plot, scheme, sketch

related words:  
 frame

Kids.  
 Wordsmyth

## Add adverbs to tell how or when the action is done.

*Never and loudly* are  
adverbs. They tell when  
and how Rover barked.

Rover barked.

Rover never barked loudly.



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<http://www.kidthesaurus.com/>

<https://kids.wordsmyth.net/>

<https://en.oxforddictionaries.com/>

Look up one  
ordinary word.

**Hint:**  
Use a thesaurus to find  
interesting adverbs, too.

THESAURUS

now: immediately, straightaway, at this  
time, directly, at once, promptly, on the  
double, pronto

Find lots of  
interesting words!

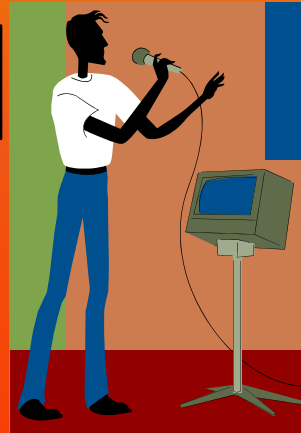
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## Replace common verbs with more specific ones.

*Serenaded* is a more specific verb than *sang*.

Ryan sang.

Ryan serenaded Josie with a romantic ballad.



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<http://www.kidthesaurus.com/>

<https://kids.wordsmyth.net/>

<https://en.oxforddictionaries.com/>

Look up one ordinary word.

**Hint:**

is is another good time to use a thesaurus.

THESAURUS

sing: warble, whistle, harmonize, chant, serenade, belt out, croon, chirp, vocalize

Find lots of interesting words!

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## ***Add prepositional phrases to give more information.***

*On my uncle's house is a prepositional phrase. It adds important information to the sentence.*



The tree fell.

The tree fell on my uncle's house.

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## ***Combine simple sentences to make longer, more interesting ones.***

*Because is a conjunction that is used to combine sentences.*



My backpack was heavy. I sat down to rest.

I sat down to rest because my backpack was heavy.

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Here are some conjunctions that you can use to combine sentences.

### Coordinating Conjunctions

for, and, nor, but, or, yet, so



### Subordinating Conjunctions

because, since, when, if, after, before, unless, until, while (and there are more)

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## Conjunctions to Teach:

### Coordinating

- And
- But
- Or
- Yet
- For
- Nor
- So

### Subordinating

- After
- Although
- As
- As if
- As long as
- As though
- Because
- Before
- Even if
- Even though
- If
- If only
- In order that
- Now that
- Once
- Rather than
- Since
- So that
- Than
- That
- Though
- Till
- Unless
- Until
- When
- Whenever
- Where
- Whereas
- Wherever
- While

### Correlative

- Both...and
- Not only...but
- Also
- Not...but
- Either...or
- Neither...nor
- Whether...or
- As...as

Source:

<http://grammar.cc.comnet.edu/grammar/conjunctions.htm>

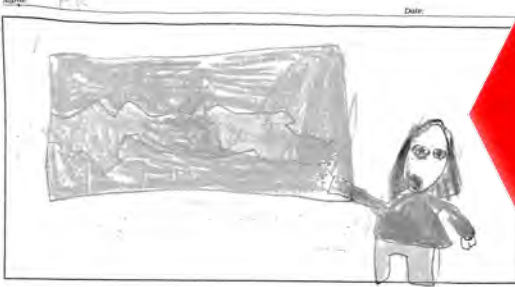
Teach  
Signal  
Words/Cohesive  
Ties

**TRANSITIONING**  
Writing includes limited orientation, logically organized or connected ideas or closure; limited development

Simple Sentences + a few expanded and complex

Frequent Errors

A few tier 2, 3 words



Do Not Focus on Surface Errors

Look at the verbs. What verbs does this student use?

How could you help her to use other more precise verbs?

How could you help her to transition from one idea to the next?

Handwritten text on lined paper:

The Weather Forecast

is important because

it tells people how to

dress and how its

going to be today

Handwritten text on lined paper:

People have weather

forecasts so they can

go on their way and

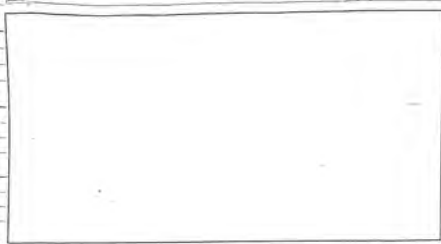
not get stuck

for the day. I

thought ago it was

thundering and lightning

my little sister was



Handwritten text on lined paper:

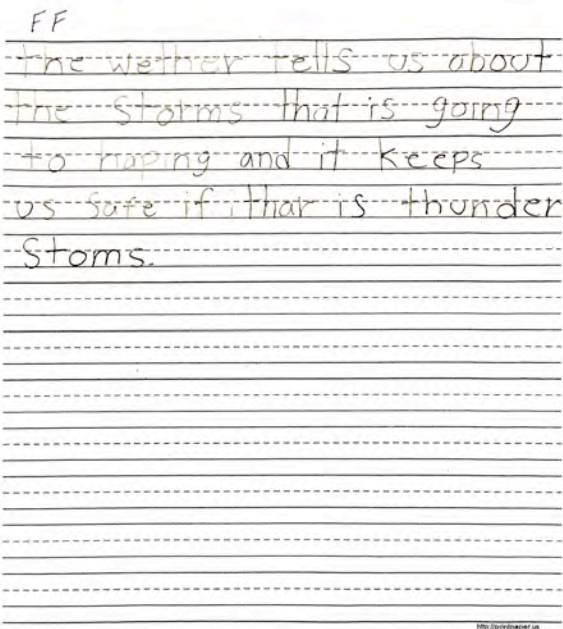
scared that she felt stuck.

Weather Forecasts

is important because

it tells what its going

to be this week.




How could you work with this student to break up her ideas into separate sentences?

How could you help her lengthen her first sentence by using a prepositional phrases?

How could you help her transition from one idea to the next?

How could you help her expand on her ideas to get greater length and complexity?

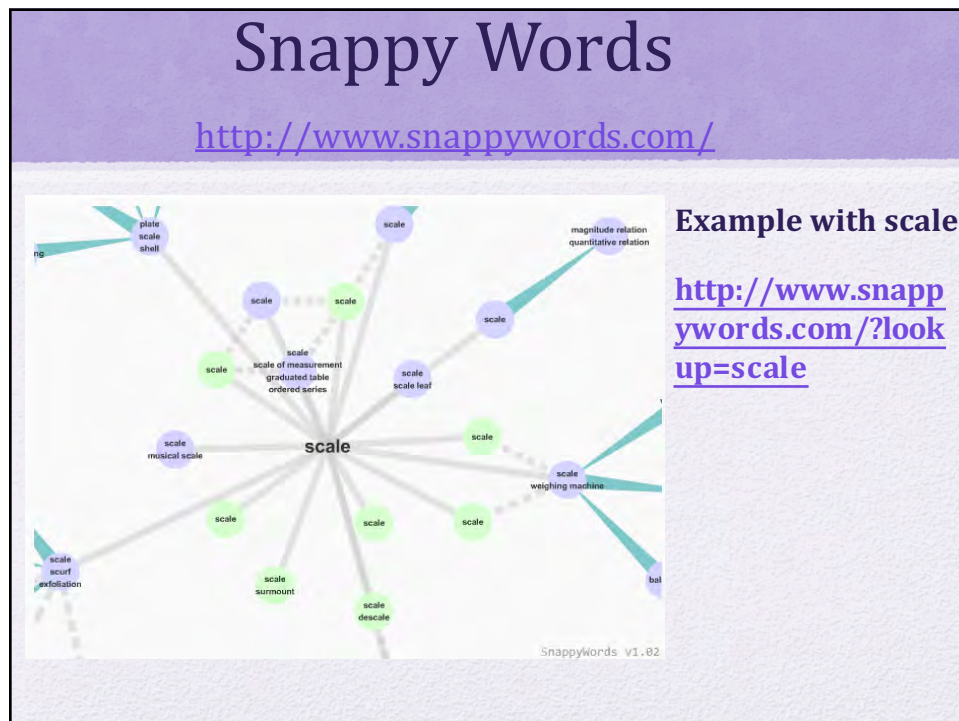


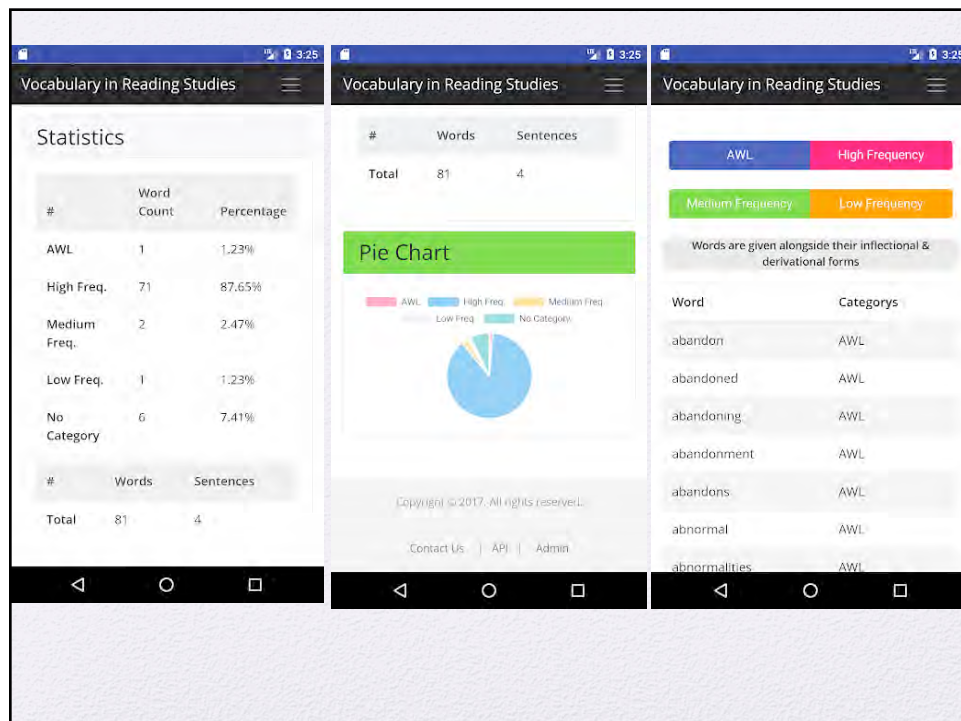
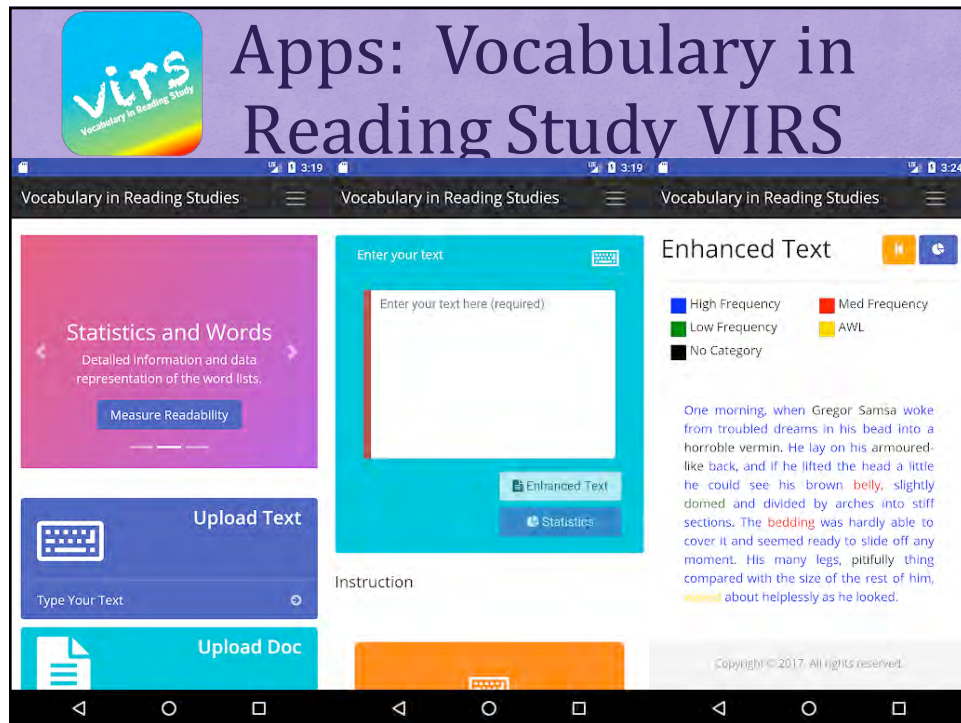
Resources—

Vocabulary Websites/Apps;

Videos to Watch







## Teaching Channel Videos

- [www.teachingchannel.org/video/build-student-vocabulary](http://www.teachingchannel.org/video/build-student-vocabulary)

Paint Chips/Shades of Meaning (1:41)  
*For Practice/Use*

- [www.teachingchannel.org/video/vocabulary-for-ells](http://www.teachingchannel.org/video/vocabulary-for-ells)

7-Step Vocabulary Method (2:15)

## Steps in Learning a New Word

How to learn a word you don't know.... And why it's important!

[www.youtube.com/watch?v=1LS7m9qj1uY](http://www.youtube.com/watch?v=1LS7m9qj1uY)

5:46

Robyn Rich  
7<sup>th</sup> Grade Language Arts

*A Teacher-made Think Aloud:  
What to do when you come  
upon an unknown word*

5  
minutes





