

Teaching Vocabulary Across the Content Areas in Grades 6-12: Strategies That Work

November 14, 2018
9:00 AM – 2:40 PM
Richmond Hill High 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 List
 - ❖ 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.



Research on Vocabulary Development

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

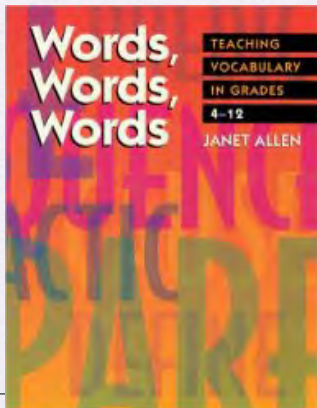


Important Research Findings

- 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?



Which Fact Did You Already Know?
What Fact Surprised You?
What Fact Do You Question?

What is a word?




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

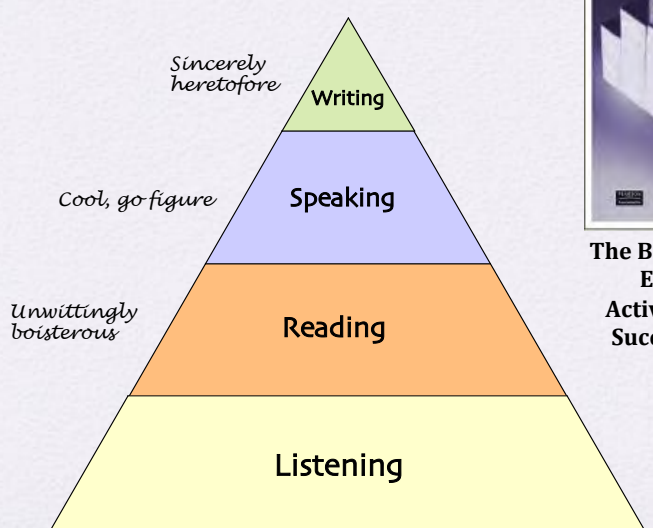
Thus, each of us has four different vocabularies:

- 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



Sincerely heretofore

Cool, go-figure


Unwittingly boisterous

Writing

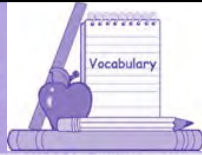
Speaking

Reading

Listening



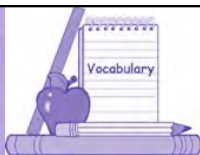
**The Bridge of Vocabulary:
Evidence - Based
Activities for Academic
Success, Pearson, 2006**



Word Knowledge

- **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

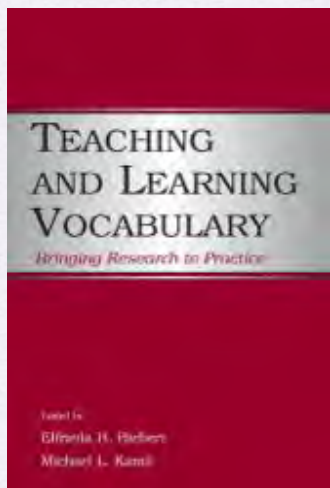


Types of Vocabulary Instruction

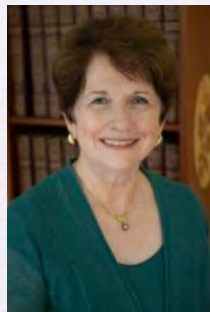
- **Direct Vocabulary Learning** - refers to intentional and explicit teaching of specific words and word-learning strategies
- **Indirect Vocabulary Learning** - refers to word learning that occurs incidentally through experiences with oral language and wide reading

Michael Graves, Ph.D. 2006

Word Facts and Word Instruction



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



Vocabulary Researcher
Elfrieda Hiebert

Slides to Follow Are From:

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

<https://www.youtube.com/watch?v=k7CH1zl9xyo>

To 9:30

Elfrieda Hiebert: Word Facts and Generative Word Strategies

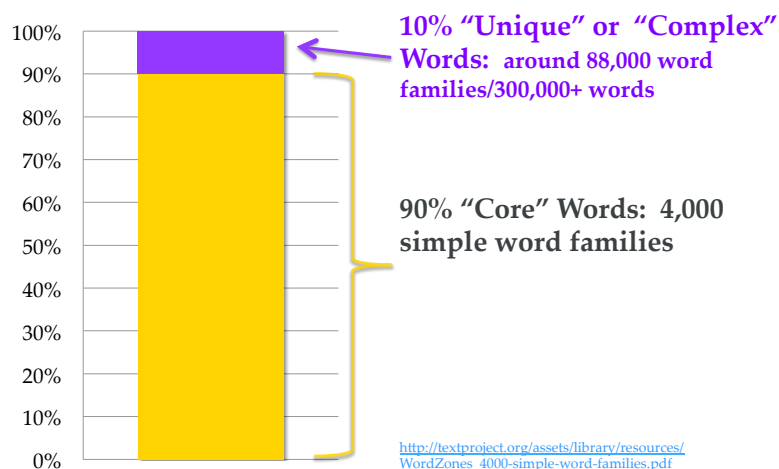
www.textproject.org

<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).**

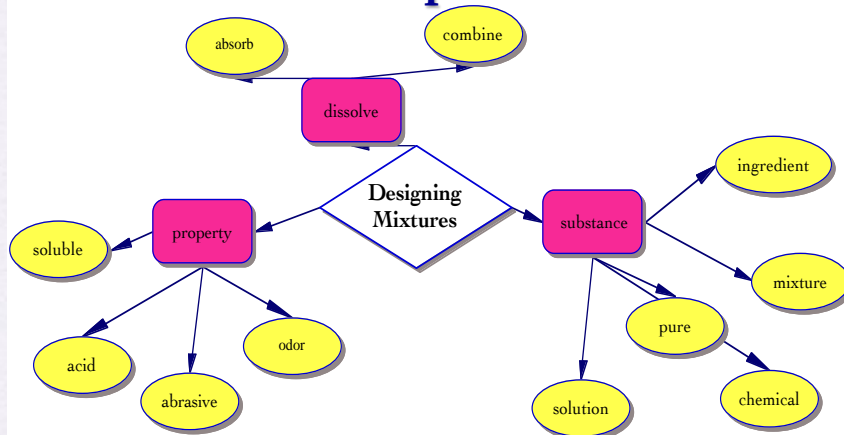
When you Teach, Think:

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: The networks in
informational texts are topical with
interrelated concept clusters.**



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

SUMMARY

Teaching Principles: More on This Later

Word Facts	Generative Word Strategies
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2. Many more English words than school time.	2. Expose students to many topics & use of context
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<http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/>

4-part Vocabulary Program

1. Provide rich and varied language experiences
2. Teach individual words
3. Teach word-learning strategies
4. Foster word consciousness

The Vocabulary Book: Learning & Instruction
Michael F. Graves

The diagram illustrates the 'Four-Ply Vocabulary Plan' as a square divided into four colored quadrants, each representing a component of the program. The quadrants are: top-left (blue) 'Provide Rich and Varied Language Experiences', top-right (green) 'Teach Individual Words', bottom-left (purple) 'Teach Word-Learning Strategies', and bottom-right (orange) 'Foster Word Consciousness'. A central white circle contains the text 'Four-Ply Vocabulary Plan'.

A cartoon illustration of a young boy with spiky orange hair, wearing a purple long-sleeved shirt. He is sitting at a desk, looking at a book that has 'THESAURUS' and 'DICTIONARY' written on its cover. He is holding a pencil in his right hand.

Building Academic Vocabulary: Instructional Cornerstones

1. Fluent, Wide Reading
with Increased Nonfiction

2. Explicit Teaching
of Critical New Words

3. Word Knowledge
& Study Strategies

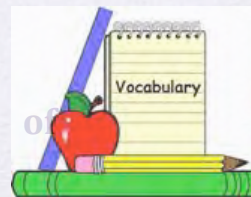
4. Structured Contexts
for Applying New Words
in Speaking, Writing

Increased Lexical Power &
Reading/Writing Proficiency

Kinsella, 2009

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)



TagCrowd Create your own word cloud from any text or visualize word frequency.

Start Over Help Blog Contact Commercial Use

(Showing top 100 of 103 available words)

actions (1) active (1) act (2) american (1) answer (1) apply (2) arguably (1) arrested (1) assistance (1)
base (1) base (1) black (1) burn (2) called (1) case (1) category (1) center (1) charlie (1) claimed (1)
clear (1) conflicts (1) controversial (1) courts (8) danger (1) decline (1) defiance (1)
demonstrators (1) differed (1) death-squad (1) draft (1) easy (1) endangered (1) endgame (1) established (1)
enrich (1) expression (2) extreme (1) famous (1) flag (1) form (1) free (8) freedom (2)
generally (2) government (1) highly (1) identified (1) ignore (1) illegally (1) inclusion (1)
individual (1) information (1) involves (1) jackson (1) judged (1) level (1) liberties (1) limits (1)
national (2) nations (1) openness (1) opinion (1) physically (1) precious (1) present (2) press (2)
principle (1) protected (1) protest (1) public (1) pure (1) question (1)
reputation (1) rights (1) ruled (2) schenck (1) school (1) security (1) sending (1)
speech-plus (1) speech (1) states (1) strategy (1) supreme (1)
symbolic (1) sympathy (1) test (1) times (1) think (1) thoughts (1) illustrated (1) traffic (1) transport (1)
typeset (1) award (1) uphold (1) violation (1) war (1) wearing (1) word (1) woman (1)

<http://tagcrowd.com/>

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
court				
case				
demonstrator				
liberties				
protest				
security				
supreme				
symbolic				

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 - 1-800-854-9821 - 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
[https://steinhardt.nyu.edu/metrocenter/
 resources/rbern_events](https://steinhardt.nyu.edu/metrocenter/resources/rbern_events)
 Resources; Calendar of Events
 November 14, 2018

1. *Academic Vocabulary List (AVL)-Cross-disciplinary*
2. *ELA Academic Vocabulary Word Lists*
3. *Sample Vocabulary Terms by Marzano Research Laboratory (All Subjects)*
4. *Tennessee Academic Vocabulary (All Subjects)*
5. *Word Zones for 5586 Most Frequent Words*

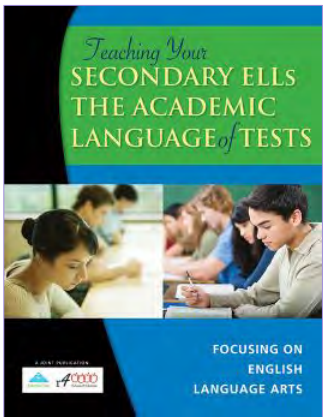
Appendix

The ELA Academic Vocabulary Word Lists

Literary Terms allusion analogy antagonist author autobiography biography character comedy comic relief conflict context dialect dialogue drama element exposition falling action figurative language	flashback foreshadow imagery irony meaning melody metaphor mood narrative narrator paradox personification plot poetry point of view protagonist relevance resolution rising action	rhythm setting short story simile structure suspense symbol theme time frame tone tragedy Revising and Editing Terms add any change combine correction
--	---	---

Solution Tree Press (2009)
 RA Educational Solutions

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128 Tracking Your Secondary ELA's Academic Language of Text: Focusing on Language in English Language Arts			The ELA Academic Vocabulary Word Lists		
could	switch	deconstruct	inference	prediction	Purpose for Reading to appreciate a writer's craft to be entertained to be informed to discover to discover models in use to enjoy to find out to interpret to solve problems to take action to understand reference
define	transition	deduction	influence	prefix	
document		denotation	interpret	realism	
draft	Reading Terms	derivation	journal	relevant	
editing	advertisement	dialogue	literary	reread	
effective	analogy	diary	literature	resource	
fill in	antonym	dictionary	logical	response	
follow	background	discussion	logical fallacies	review	
idea	bias	documentary	main idea	revolutionary	
improve	cause and effect	drama	map	romanticism	
improvement	characteristic	edit	meaning	root	Writing Terms abstract (noun) audience Author's Purpose to compare to describe to entertain to explain to express to influence to inform to persuade body capitalization
insert	chart	editorial	media	skim	
logically	chronological order	faulty	memoranda	speech	
made	cite	figurative language	mode	story	
move	classical	film	motivation	strategy	
organization	colonial	generalization	multiple-meaning word	study guide	
order	compare and contrast	genre	narrator	suffix	
paragraph	comprehend	glittering generalizations	naturalism	summarize	
passage	conclusion	glossary	newspeak	supporting details	
review	connotation	graph	novel	synonym	
revise	contemporary	graphic organizer	organization	synonym	
revising	context	heading	outline (verb)	syntax	
revision	craft	historical context	overview	test	
rewrite	credibility	homonym	period	thesaurus	
rough draft	critique	idealism	periodical	vocabulary	
sentence	culture	idiom	persuasion	word origin	
should	database	induction	poetry		
support	deceptive		precolonial		

130 Tracking Your Secondary ELA's Academic Language of Text: Focusing on Language in English Language Arts			The ELA Academic Vocabulary Word Lists		
clarity	organization	voice	element	print ad	Test Question Vocabulary action affect agree answer appear attitude avoid besides best choose compare compare conclude convey convince definition describe description develop disclose drawing effective entry experience (noun) experience (verb) explain
coherent	parallelism	word choice	engage	product	
compose	persuasive		entertaining text	production	
composition	play	Viewing and Representing Terms	examine	property	
conclusion	poem	ad campaign	evaluate	purpose	
context	prewriting	advertisement	event	questionnaire	
conventions	procedure	analysis	feedback form	reaction shots	
create	process	attitude	filter	reality	
depth	proofread	audience	generalization	reflect	
draft	publish	camera angles	genre	relationship	
edit	punctuation	communicate	group discussion	represent	
ellipsis	purpose	compare	idea	response	
essay	reflective	construct	informative text	sequencing	
expression	report	content	Internet	shape	
evidence	response	contrast	interpret	significance	
general	rebuttal	convey	investigate	source	
grammar	revise	coverage	line	special effects	
introduction	scene	critique	main idea	specific	
italics	source	culture	media	technique	
literary	spelling	deconstruct	message	technology	
logical argument	story	design	music	television	
logical progression	structure	distinguish	news magazine	texture	
manual of style	style	documentary	newspaper	unique	
metaphors	summary	editing	nightly news	video	
memo	supporting idea	editorial	perception	video adaptation	
narrative	thesis	effect	photograph	view	
occasion	topic		political campaign	visual representation	
opinion			presentation	web page	

There are more.....

Science, Social Studies and Mathematics Academic Word Lists

Sample Vocabulary Terms
Prepared by Marzano Research Laboratory
May, 2009

Copyright Marzano Research Laboratory, 2009

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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?

Mathematics High School


Absolute error	Absolute function
Absolute value	Combination
Acceleration	Completing the square
Add radical expressions	Complex number
Addition counting procedure	Complex conjugates
Algebraic function	Compound event
Angle of depression	Compound interest
Arc	Conditional probability
Area under curve	Confidence interval
Asymptote of function	Conic section
Base e	Conjugate complex number
Binary system	Continuity
Bisect	Continuous probability distribution
Bivariate data	Control group
Bivariate data transformation	Correlation
Bivariate distribution	Cosine
Cartesian coordinates	Critical paths method
Categorical data	Curve fitting
Central angle	Curve fitting median method
Central limit theorem	Decibel
Chord	Density
Circle without center	Dependent events
Circular function	Derivation
Classes of functions	Dilation of object in a plane

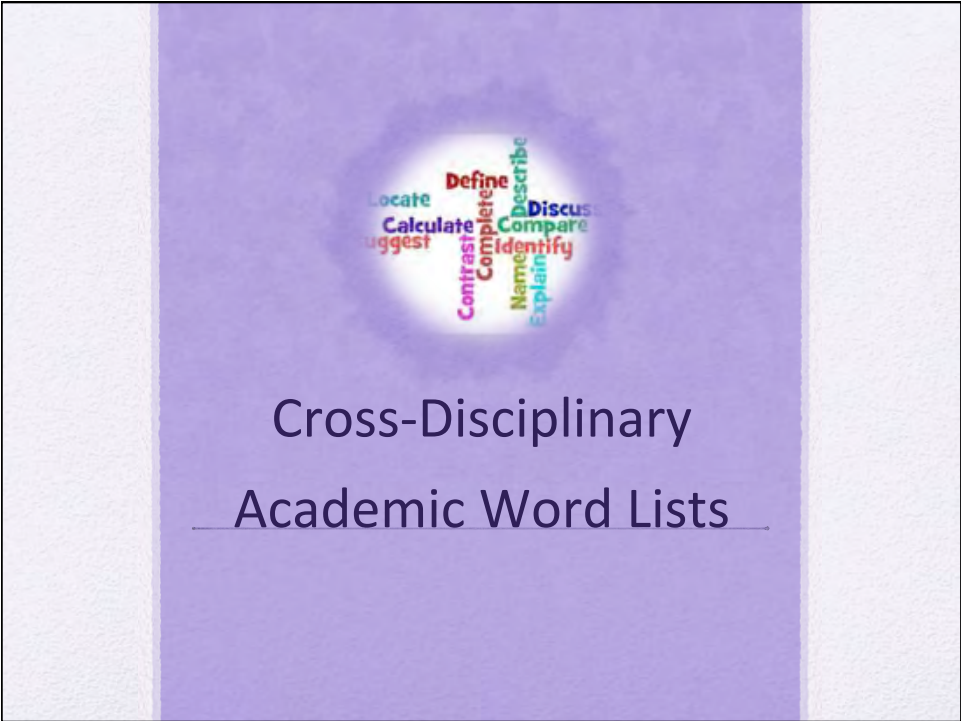
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Science High School

Abiotic/abiotic components	Atomic reaction
Accelerator	Atomic theory
Acid/base reactions	Atomic weight
Active transport	Avogadro's hypothesis
Actual mass	Bernoulli's principle
Advection	Big Bang Theory
Age of the universe	Biochemical characteristic
Albert Einstein	Biological adaptation
Alfred Wegener	Biological evolution
Allele	Biological molecule
Alternation of generations	Biomolecule
Amino acid sequence	Biotic
Analogous structure	Body plan
Anatomical characteristic	Break down of food molecules
Antoine Lavoisier	Buoyancy
Atmospheric cycle/atmospheric change	Carbon
Atomic bomb	Carbon atom
Atomic bonding principles	Carbon cycle
Atomic configuration	Carbon dioxide
Atomic energy	Catalyst
Atomic mass	Cell function
Atomic motion	Cell membrane
Atomic nucleus	Cell nucleus
Atomic number	Cell organelle

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Tennessee Academic Vocabulary A Guide for Tennessee Educators	Tennessee Academic Vocabulary: A Guide for Tennessee Educators TNAV
	Tennessee Department of Education Timothy K. Webb, Commissioner July 2006 Revised July 2009
Tennessee Department of Education Timothy K. Webb, Commissioner July, 2006 Revised: December, 2007 Revised: July, 2009	Table of Contents Overview 2 Terms and Phrases by Grade/Course within subject Area 3 How the Terms and Phrases Were Identified 4 How to Teach the Terms and Phrases 4 Final Comments 13 Appendix A – Language Arts Word List 14 Appendix B – Mathematics Word List 18 Appendix C -- Science Word List 23 Appendix D – Social Studies Word List 28 References 33 Contributors 34 Revision Committee 37



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*lar, *unfami*lar, *fami*liarity, *fami*lize

▫ *happy*, *happi*ly, *happi*ness, *happi*er, *unhappy*



Word Zones™ for 4,000 simple word families

WORD ZONES™
 1=310 Most Frequent
 2=311-350 MF
 3=351-380 MF
 4=381-400 MF
 3506 words become
 3913 words (round up to 4,000) when simple inflex

v.1.1 6/6/05
 Word Zones™ for 3,586 Most Frequent Words
 Not to be used for commercial purposes without the expressed consent of Elfrieda H. Hiebert
 Based on J.M. Zeno et al. (1995). The Educator's Word Frequency Guide. TASA.

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 3,586
 Most Frequent Words (original version)

a	1	according	2	adapted	4	afraid	3
abandoned	4	accordingly	4	add(ed,ing,s)	3/2/4/4	africa	3
ability(ies)	2/4	account(s)	3/3	addition	2	african	3
able	1	accuracy	4	additive	3	after	1
aboard	4	accuse	3	addres	3	afternoon	3
about	1	accusably	4	adjuicate	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
absent	4	achieve(ed)	4/4	administration	3	age(s)	2/4/3
absent	4	achievement	4	admiral	4	agency(ies)	4/4
absolutely	4	acid(s)	3/4	admiral(ed)	4/4	agent(s)	4/4
absolutely	4	acquire(ed)	4/4	adopted	4	ago	2
absorb(ed)	4/4	across	4	adult(s)	3/3	agree(s)	3/3
absurdant	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	agriculture	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
actress	4	actual	3	advice	4	aid(s)	3/4
accident(s)	2/4	actually	2	affair	2	aim(ed)	4/4
accompanied	4	ad	4	affect(ed,s)	3/3/4	air's	4
accomplish(ed)	4/4	adhere(s)	4/4	afford	4	air	3

1

Word-Family Possibilities

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

human (j), human (n), humanity (n), humanism (j), humanitarian (j), humanitarianism (n), humanistic (j), inhumanly (r), inhumanity (n), humanists (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 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)	Science* 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)	Science 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) urethra (n) chromosome (n) geological (j) semiconductor (n)

Dee Gardner, RITBL Conference, 2015

1	study	137208	study (n) 137208 study (v) 11850 studied (j) 215 studiously (r) 35 studious (j) 41 Studying (n) Edu 30
2	develop	128974	development (n) 128974 develop (v) 12849 developing (j) 6059 developmental (j) Edu 171 developed (j) 171 developer (n) 2051 developmentally (r) Edu 13 underdeveloped (j) 13 undeveloped (j) 203 underdevelopment (n) His 214 redevelopment (n) 144 redevelop (v) 40 developing (n) Law 18
3	group	125012	group (n) 125012 grouping (n) Edu 1147 subgroup (n) 1603 group (v) 1009 intergroup (j) Soc 330 regroup (v) His 115 grouped (j) Edu 34 regrouping (n) Edu 30
4	system	116141	system (n) 116141 systematic (j) 400 systematically (r) 1615 subsystem (n) Sci 198 unsystematic (j) 89
5	relate	114267	relationship (n) 114267 relate (v) 2059 relation (n) 2386 related (j) 494 relational (j) 199 unrelated (j) 199 interrelated (j) 71 interrelationship (n) 199 relatedness (n) 139 interrelation (n) Hum 101
6	research	112649	research (n) 112649 researcher (n) 10545 research (v) 3879
7	social	103635	social (j) 103635 socially (r) 389 antisocial (j) Med 1000
8	result	96016	result (n) 96016 result (v) 2070 resulting (j) 383 resultant (j) 132
9	use	93271	use (v) 93271 use (n) 3070 user (n) 1414 useful (j) 1109 used (j) 4037 usefulness (n) 1109 useless (j) 1109 usable (j) 1109 misuse (n) 4037 reuse (v) Sci 403 unused (j) 307 reuse (n) 307 usefully (r) 217 reusable (j) Sci 233 misuse (v) 233 usability (n) Sci 144 unusable (j) 117 unusable (j) 23 uselessness (n) Hum 43 misused (j) 23 uselessly (r) 117
10	provide	93212	provide (v) 93212 provider (n) Med 538 provided (r) 4020 providing (r) 215
11	however	90906	however (r) 90906
12	increase	85843	increase (v) 85843 increase (n) 10520 increased (j) 12096 increasingly (r) 12096 increasing (j) 1040
13	experience	79681	experience (n) 79681 experience (v) 3090 experienced (j) 3094 experiential (j) Edu 501 inexperienced (j) 476 inexperience (n) 132
14	level	79201	level (n) 79201 level (j) Edu 3119 level (v) 1145 high-level (j) 917 leveling (n) 76 leveling (j) 46 leveler (n) 21 leveled (j) 12 levelly (r) Soc 1
15	process	78679	process (n) 78679 process (v) 6739 processing (n) 5558 processor (n) Sci 3072 processed (j) Med 535 unprocessed (j) Med 85 reprocess (v) Law 41
16	culture	77470	culture (n) 77470 cultural (j) 34239 culturally (r) Edu 3586 cross-cultural (j) Edu 1176 subculture (n) 670 intercultural (j) Edu 398 cultured (j) 284 subcultural (j) 81 uncultured (j) 38
17	history	77164	history (n) 77164 historical (j) 19615 historian (n) His 7700 historically (r) 4075 historic (j) 3441 prehistory (n) 259 historicity (n) Hum+Rel 184 historicism (n) Hum 165
18	active	76010	activity (n) 76010 active (j) 14938 activist (n) 4067 actively (r) 4000 activism (n) 1419 inactive (j) 502 inactivity (n) Med 286 active (n) Med 39

Academic Vocabulary Lists
Corpus of Contemporary American English

Best to Search
List Mechanically

<http://www.academicvocabulary.info/samples/families.pdf>

Use ONLINE INTERFACE
to input academic texts
and see frequency profiles
of all words in the text

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

Examples of AVL Word Families

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

NEWSELA

How First Amendment rights have evolved

By USHistory.org, adapted by Newsela staff on 02.13.17
Word Count **803**

Lexile 1110
GRADE 7-9



The right to assemble in peaceful protest is one right granted by the First Amendment. In this photo, Occupy Wall Street demonstrators stand and cheer in front of the George Washington statue on Wall Street in New York City as they celebrate the protest's sixth month, March 17, 2012. AP Photo/John Manchillo

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances." — First Amendment to the Constitution

The First Amendment protects several basic liberties — freedom of religion, speech, press, petition and assembly. It is far from easy to interpret what this amendment means, and court case after court case has tried to define the limits of these freedoms. The definitions have changed throughout American history, and the process continues today.

Freedom Of Religion

The First Amendment guarantees freedom of religion in two clauses or sections: the 'establishment' clause, which prohibits the government from naming an official church, or religion; the 'free exercise' clause that allows people to worship as they please. Notice that the phrase 'separation of church and state' does not appear in the First Amendment, and it

This article is available at 5 reading levels at <https://newsela.com>.

1

NEWSELA

is not found anywhere else in the Constitution. Most people do not realize that the phrase was actually made up later by Thomas Jefferson. In 1802, when he was president, he wrote that the First Amendment's freedom of religion clause was designed to build 'a wall of separation between Church and State.'

There have been court cases on the subject of freedom of religion. They deal with rejecting prayer in public schools and denying government financial aid to religious schools. They also include banning polygamy (the practice of having more than one spouse), restricting poisonous snakes and drugs in religious services and limiting the right to decline medical care for religious purposes. There are some religions that use poisonous snakes and illegal drugs for religious purposes.

Freedoms Of Speech And Of The Press

Free speech is one of our most precious liberties, but free speech often conflicts with other rights and liberties. The courts have had to think about the question, "What are the limits of free speech?"

Courts use a basic principle to decide the limits of free speech. The test is called 'clear and present danger.' It was set in a famous case called *Schenck v. the United States* from World War I. Charles Schenck was an antiwar activist. He was arrested for sending flyers to men that encouraged them to ignore their draft notices. The government claimed that Schenck threatened national security, and the Supreme Court agreed. The principle was established that free speech would not be protected if a person was a 'clear and present danger' to U.S. security.

What is free speech? The definition is not easy. The courts have identified three types of free speech, each protected at a different level:

Pure speech is the expression of thoughts and opinions before an audience. The courts have generally protected pure speech from government regulation.

Speech-plus involves actions, such as demonstrating or protesting, as well as words. Speech-plus is not generally protected as strictly as is pure speech because actions can be physically dangerous. The courts have ruled that demonstrators may not block traffic, endanger public safety or trespass illegally.

Symbolic speech technically involves no speech at all, but it involves symbols that the courts have judged to be forms of free expression. This category includes symbolic actions such as wearing black armbands in school and draft-card burning. Both of these symbolic acts were in protest of the Vietnam War. Symbolic speech is highly controversial. However, the Supreme Court did uphold the right of an individual to burn an American flag in a 1989 case called *Texas v. Johnson*. Many of the same principles that apply to freedom of speech apply to the press. However, the courts have ruled that the government may not censor information before it is written and published, except in the most extreme cases of national security.

This article is available at 5 reading levels at <https://newsela.com>.

2

AVL Words (9)

- Govern(ment)⁴⁵³
- Rule¹⁹⁶³
- Constitute(ion)³⁹⁶
- Involve¹³⁴
- Activist (active)¹⁸
- Rights¹⁰⁷⁷
- Security (secure)¹¹⁵²
- Protect²⁹⁰
- Limit¹⁰⁵

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

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

- Active: activity, actively, activism, inactive, inactivity
- Protect: protection, protective, protected, protector, unprotected, protectionism, protectionist, protectively, protecting

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

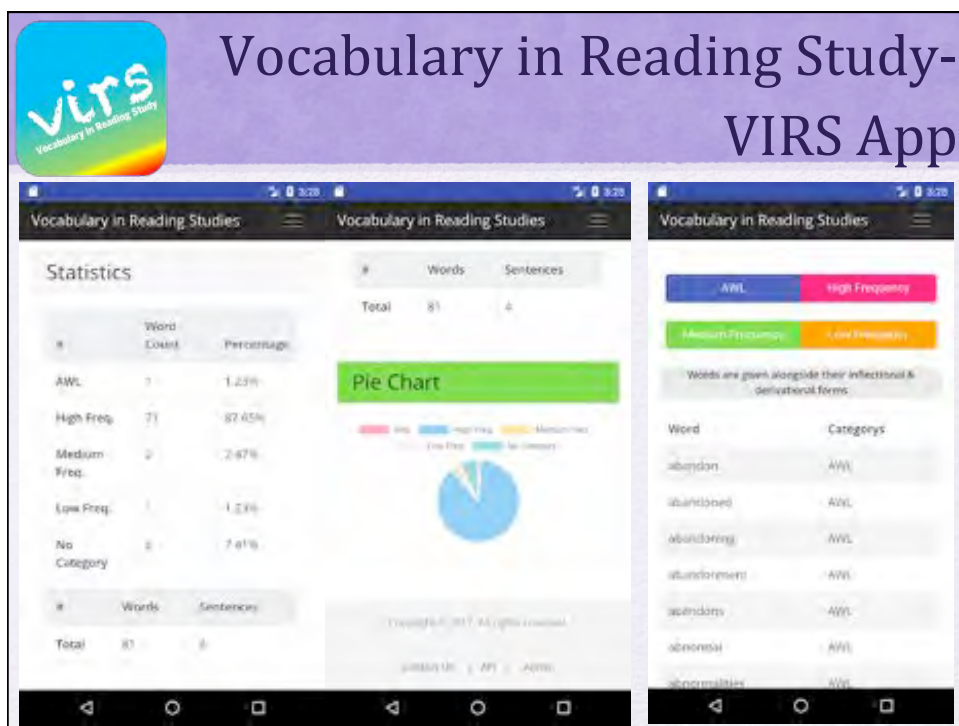
**Vocabulary in Reading Study-
VIRS App**

USES AWL not AVL

The screenshot displays the VIRS App interface on a mobile device. The app has a blue header with the title 'Vocabulary in Reading Studies'. The main screen is divided into several sections:

- Statistics and Words:** A purple box with a bar chart icon and the text 'Detailed information and data representation of the word lists. Measure Readability'.
- Upload Text:** A blue box with a keyboard icon and the text 'Type Your Text'.
- Upload Doc:** A blue box with a document icon and the text 'Upload Doc'.
- Enhanced Text:** A section on the right showing a text passage with words highlighted in different colors based on frequency. A legend indicates:
 - High Frequency (Blue)
 - Med Frequency (Red)
 - Low Frequency (Green)
 - AWL (Yellow)
 - No Category (Black)

The bottom of the screen shows the Android navigation bar.



GENERATIVE WORD INSTRUCTION

Elfrieda Hiebert
TextProject.org

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

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.

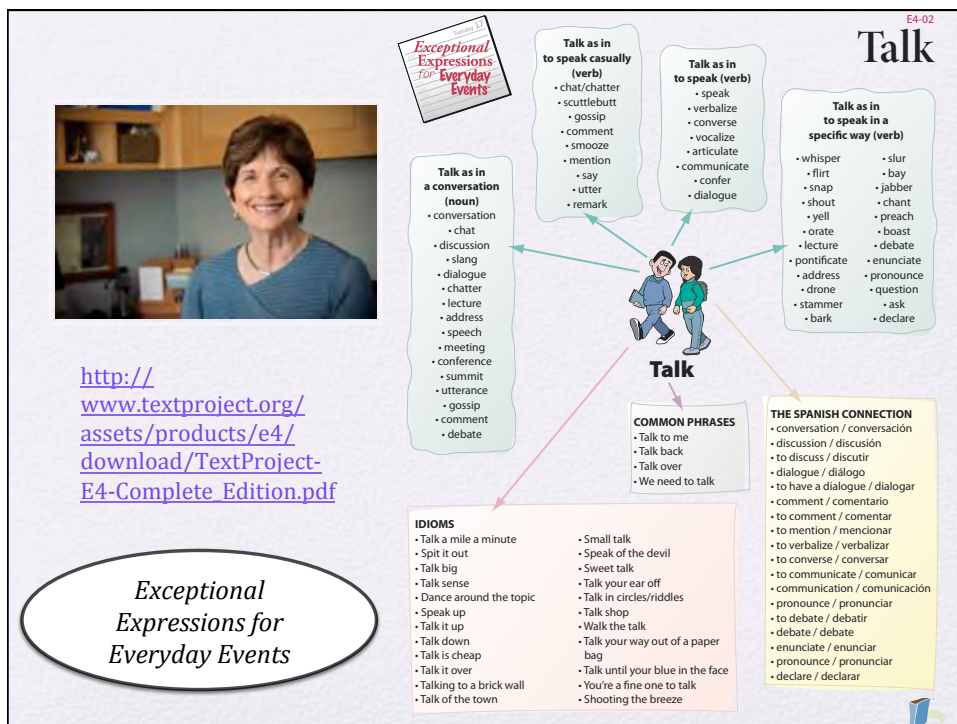
Newsela.com

ReadWorks.org

Developing Bodies of Vocabulary
around Key Topics

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

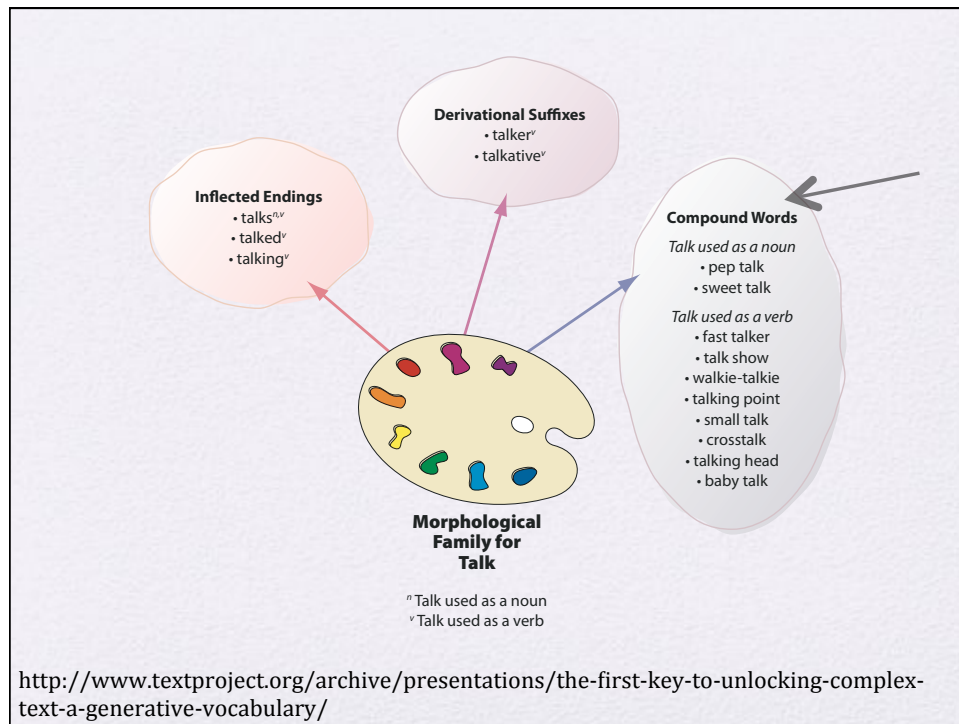
29



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/>



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

patiently, accidentally, gently, tightly

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



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.



Story Word	Beyond the Story
conceal	cover, mask, obscure, keep secret
stagger	wobble, lurch, teeter
drench	immerse, soak, saturate, inundate
Accuse	allege, blame, charge, implicate, indict, prosecute
glance	glimpse, peek, eye, look, view

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

Generative Word Strategy #6

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

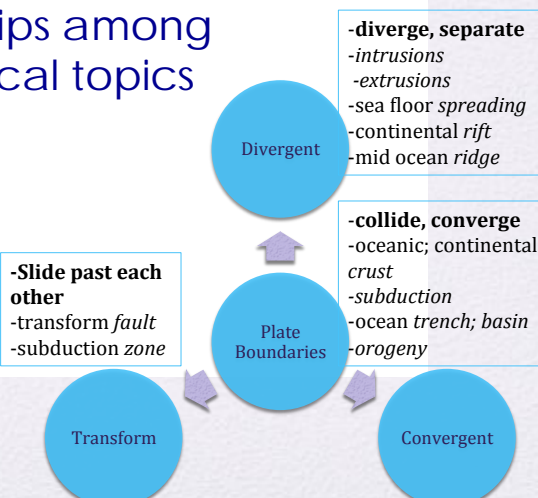
The Three Types of Plate Boundaries
As the plates move, they interact in three ways—they can separate, collide, and slide by each other. Most of the major events involving Earth's crust—such as mountain building, earthquakes, and volcanic eruptions—occur at the boundaries where the plates interact. Each of the three types of plate boundaries has its own set of unique events and features, which are discussed in Figure 12.13.

Divergent Plate Boundaries Where two plates separate, or diverge, the boundary is called a **divergent plate boundary**. At these locations the plates move apart and magma rises from below to fill the gap, resulting in igneous intrusions and extrusions, such as lava flows and volcanoes. (See Figure 12.13B.) This divergence is sometimes called sea-floor spreading. This magma and resulting lava form igneous rock that creates new crust and lithosphere, which are then split and divided in two by the divergence. The magma that forms in these regions is the result of divergence that lowers the confining pressure and melts rocks of the lower lithosphere and asthenosphere. The divergence also results in many earthquakes, most of which are shallow in depth. If the divergence is within the continental crust, the result is a continental rift valley of mountains created by faulting, and much volcanic activity. (See Figure 12.15A.)

When the divergence is within oceanic crust, the faulting and volcanic activity result in a **mid-ocean ridge**, a basaltic mountain range at the bottom of the ocean that is composed mostly of volcanoes and is a fissure. The mid-ocean ridges often have a central depression, or rift valley, as shown in Figure 12.13B.

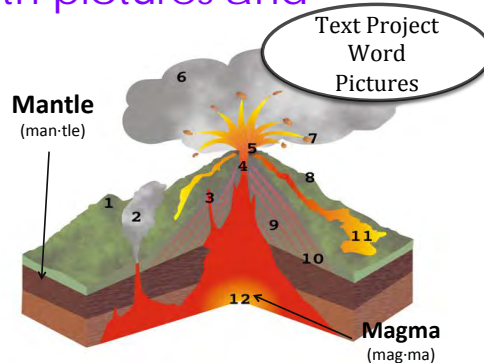
Convergent Plate Boundaries When two plates collide, or converge, the result is a **convergent plate boundary**. Most of the dramatic events and features of Earth's crust are created at these convergent boundaries. There are three varieties of convergent plate boundaries:

- both plates with oceanic crust on top



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/>

Magazine Articles: FYI for Kids

Pinterest




TextProject
TextProject is a nonprofit that aims to bring beginning and struggling readers to high levels of literacy through a variety of strategies & tools, particularly the texts used for reading instruction.
www.textproject.org

Pins from:
 Rebecca Kuchenbecker
 Tom Wier
 Common Core & So Much ...


4 Boards 22 Pins 1 Like Follow All 57 Followers 3 Following

All about texts (FREE & online)
TextProject




Follow

Teacher Resources for Science
TextProject




Follow

Teacher Resources for Social
TextProject



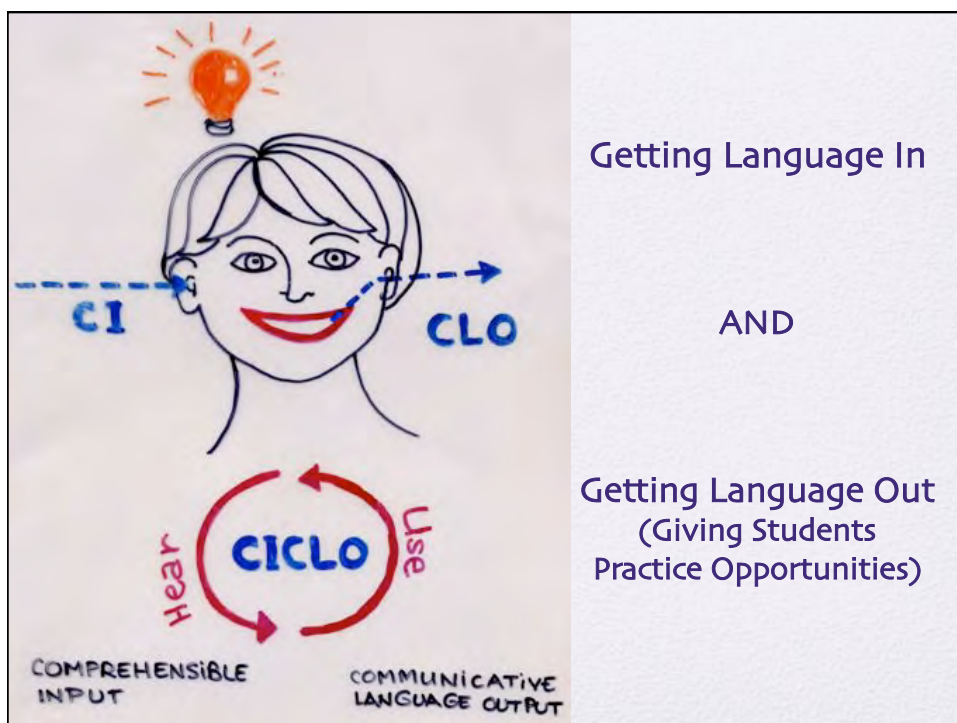
Follow

Vocabulary
TextProject



Follow

Article on Generative Vocabulary with David Pearson:
<http://textproject.org/assets/library/resources/Hiebert-Pearson-Generative-vocabulary-instruction.pdf>



Watch and Remember:
Colorin Colorado Video on Giving
Practice Opportunities (5 mins.)

<http://www.colorincolorado.org/classroom-video/instruction-key-academic-vocabulary-high-school-ells>

Moving Vocabulary from Students Receptive Systems
to Active and Expressive Use Orally and in Writing



*Important
Take Aways*



Talk to your Elbow Partner
What Points Are Important to Remember
When Teaching Vocabulary?

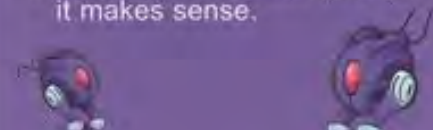
Direct Vocabulary Learning (vs. indirect)

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)

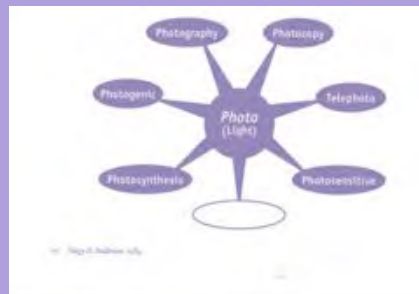
Word Parts Strategy

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

Affixes and Roots

Level 1/ Elementary: Prefixes

ex-
pre-
re-
un-
dis-
non-
im-
mis-
mini-
maxi-

Level 2: Intermediate Prefixes

ex-	cent-
pre-	milli-
re-	mega-
un-	poly-
dis-	multi-
non-	omni-
im-	trans-
mis-	semi-
mini-	bio-
maxi-	geo-
	eco-

Level 3: High School Prefixes

pseudo-	
demi-	
endo-; ecto-	photo-
pro-	nom-
per-	ig-
peri-	muni-
hemi-	contra-
ob-	philo-
bene-	
mal-	

www.amybenjamin.com

Common Word Roots for Academic Subjects:

Basic:

-ject (to throw)
-port (to carry)
-scrip, scribe (to write)
-vert, vers (to turn)
-pos, pon (to place)
-tract (to draw)
-pel, pul (to drive)
-struct (to build)
-grad, gress (to step)
-plic, plex (to fold)
-flic, flex (to bend)
-fic, fac (to make)
-miss, mit (to send)
-sid, sed (to sit)
-spec (to see)
-voc (to call)
-dict (to say)
-rupt (to break)

Often combine with:

sub-	re-	pro-
ex-	ob-	per-
de-	a-; ab-	co-
con-	e-	
trans-	ex-	

Often end with:

-ive
-ation; sion
-ate
-able; ible
-or

www.amybenjamin.com

Go Noodle: Prefixes, Suffixes

<https://app.gonoodle.com/activities/wizard-of-words>

Greek and Latin Word Parts List

Greek Roots Prefixes	Latin Roots Prefixes
ante- = before	aque- = water
anthrop- = man	aud- = hear, listen to
anti- = against	cap- = take, hold
aster- (astro) = star	contra- = against
auto- = self	cred- = believe
biblio- = book	de- = down from, reverse
bio- = life	dict- = tell, speak
dem- = people	fac- = make, do
derm- = skin	fort- = strong
gam- = marriage	gen- = race, birth, type
geo- = earth	inter- = between
mal- = badly	man-, manu- = hand
micro- = small	met-, miss- = send, sent
mis- = wrongly	mis- = wrong, incorrect
miso- = hatred	non- = not
phil- = love	ped-, pod- = foot
post- = after	port- = carry
pseudo- = false	post- = after
psych- = mind	re- = again
tele- = far	speci- = look
zo- = animal	trans- = across
	tri- = three
	via-, vis- = see
	voc- = call

Suffixes

- crat-, -cracy = power, rule
- graph-, -gram = writing, record
- ism = action, condition
- ist = person
- ology = study of
- path = feeling, disease
- phobe-, -phobia = fear
- phone = sound
- phile = loving
- scope = sight

Word Web

Teaching Your Secondary ELLE the Academic Language of Text: Focusing on Language in Mathematics, Science, and Social Studies
© 2017 of Educator Solutions • solution-tree.com • Visit go.solution-tree.com/ELL to download this page.

Roots
Greek and Latin

Figure 2.3: This is a sample Word Web for the affix *geo-*.

[illegible]

Determining Meaning Based on Contextual Clues

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.

[http://www.sewardreadingresources.com/
wls.html](http://www.sewardreadingresources.com/wls.html)

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.



Assembly
Petition
Peace, Peaceable
Lawful
Crime
Prevailed
Balanced
Disrupts;
Disruptions
Traffic Flow
Apply
Permit
Grant
Officials
Theory
Century
Instrument
Sacred



Freedom Of Assembly And Petition

Freedom of assembly and petition are closely related to freedom of speech, and have been protected in similar ways.

Former Chief Justice Charles Evans Hughes wrote, "Peaceable assembly for lawful discussion cannot be made a crime." Generally, that point of view has prevailed.

Freedom of assembly has to be balanced with other people's rights if it **disrupts** public order, traffic flow, freedom to go about normal life or peace and quiet. Usually, a group must **apply** for a **permit**. However, a government must **grant the permit** as long as officials are able to prevent major **disruptions**.

Where are the clues?

What helps detect the meaning?



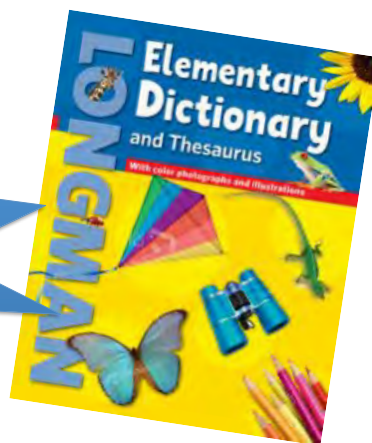
Teach to Use Reference Tools

Can Also Use
On- page Glossing



Tools for ELLs: Picture Dictionaries, “Elementary” Dictionaries and Thesauruses

combines the strengths of both
traditional and picture dictionaries
with the flexibility of a child-
friendly thesaurus to empower
young language learners to
expand their English vocabularies



[illegible]

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a division of Academic Learning Company, LLC

<https://velazquezpress.com/>

Native Language Resources

Science

Math

Social Studies

REQUEST A CATALOG

Search for Cognates

<http://spanishcognates.org>



Cognates

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









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

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

Velázquez Press
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FIGURE 2

Multilingual visual pollination glossary.

English	Picture	Spanish	French	Portuguese	Chinese	Korean	Urdu
Pollen: sticky powder produced by stamen		polen	pollen	polen	花粉	꽃분	گوج
Stamen: the male part of the flower that makes pollen; it includes anther and filament		estambre	étamine	estame	蕊	수술	رادرز مخرج
Anther: the top part of the stamen that has pollen		antera	anthère	antera	花药	꽃밥	مخرج
Filament: the long male stalk that carries the anther		filamento	filament	filamento	花长丝	필라멘트	تنن
Pistil: the female part of the flower that leads to eggs; it includes stigma and ovary		pistilo	pistil	pistilo	雌蕊	암술	لک-چوب
Stigma: the top of pistil is sticky to receive pollen		estigma	stigma	estigma	柱头	오명	کمرلیک
Ovary: the base of the pistil where seeds are made		ovario	ovaire	ovário	卵巢	난소	یشاشا
Pollination: the transfer process of pollen from an anther to a stigma		polinización	pollinisation	polinização	授粉	수분	نگرج

54 The Science Teacher

Science Teacher
April/May 2013
By Yu Ren Dong

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Department
Of Secondary
Education and Youth
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New York.

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 u p 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.

GLOSSARY / ADVANCE ORGANIZER / NOTE-TAKER			
Word / Term	What It Means / Picture		
molten magma	very hot, melted rock		
volcano	mountain made from molten rock coming from Earth's interior to the surface		
Earth's interior	below the crust there are layers of solid and melted rock and metal		


Name: _____			
Lesson Topic: _____		Period: _____	
+ I am sure I know it - I am sure I don't know it ? I'm not sure			
Word (form)	Before Lesson	After Vocabulary Instruction	After Content Instruction
compaction (n.)			
erosion (n.)			
lithification (n.)			

What does it mean?			
Word	Word: _____		
Definition	Definition: _____		
Draw It	Use It	Part of speech: <input type="checkbox"/> Noun <input type="checkbox"/> Verb <input type="checkbox"/> Adjective <input type="checkbox"/> Adverb	Synonyms: _____
		Antonyms: _____	Sentence: _____
Word	Word: _____		
Definition	Definition: _____		
Draw It	Use It	Part of speech: <input type="checkbox"/> Noun <input type="checkbox"/> Verb <input type="checkbox"/> Adjective <input type="checkbox"/> Adverb	Synonyms: _____
		Antonyms: _____	Sentence: _____

Name: _____


Vocabulary Sketches

Word: _____ Definition: _____

Sketch: 


Sentence: _____

Word: _____ Definition: _____

Sketch: 

Sentence: _____

Word: _____ Definition: _____

Sketch: 

Sentence: _____

REPRODUCIBLE

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Vocabulary Notebook

New Word and Illustration	Pronunciation	Definition in Your Own Words	Sentence and/or Connections

Teaching Your Secondary ELs the Language of Text: Focusing on Language in English Language Arts
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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.

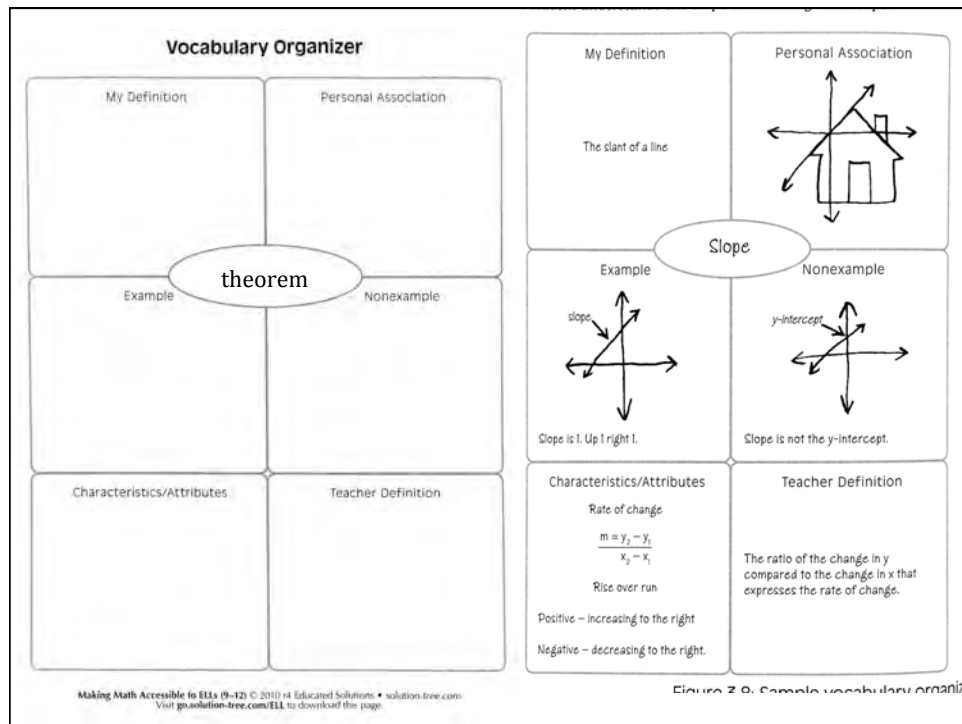
Use The teacher gives the word in context, perhaps in a sentence from the textbook or other science resource book. The class brainstorms synonyms, definitions, characteristics, examples, and non-examples. Each student culminates the concept organizer by writing his or her own showing sentence. Use the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

- » Point to the word on the word list and pronounce it; ask students to repeat the word.
- » 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).
- » 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.

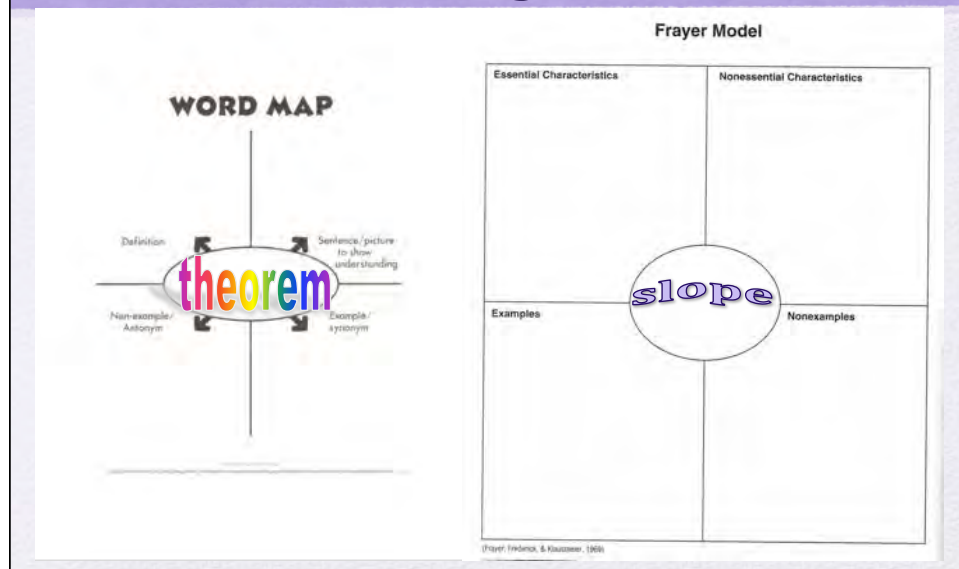
Students' concept organizers can be written on 5x7 index cards, hole-punched in the top left corner, and organized on a large key ring.

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	



Word Study: Maps, Charts and Diagrams



Word Maps for Concept Word Learning

ReadingQuest.org Making Sense in Social Studies

VOCABULARY WORD MAP

Definition in Your Own Words

Synonyms

VOCABULARY WORD

Thanks to Debbie Patnick for design idea.

ReadingQuest.org
Permission Granted for Classroom Use Only. All Others Inquire at jonest@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

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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?

Getting
Language In

Flocabulary

Smart Songs

GoNoodle

Student/Teacher-
Made Raps

[https://app.gonoodle.com/activities/
water-cycle](https://app.gonoodle.com/activities/water-cycle)

Getting Language Out: Language Tables for Talking

Earth Science: Grade 6 Unit 2: Weather and Atmosphere

Weather Fronts	Warm Front	Cold Front
Air mass	unstable	stable
Temperature range	warm	cool/cold
Amount of Humidity	moist	drier

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	
convergent	<i>Written or spoken explanation is given for each term</i>
divergent	
subduction	

Practicing for Tests with research cards



Quick Writes



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

Language Demands and Complexity

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"> Language is organized/structured Mostly simple sentence construction No/little passive voice Little variation in tense Mostly one idea/detail per sentence Mostly familiar construction (e.g., 's for possessive; s and es for plural) Mostly familiar text features (e.g., bulleted lists, bold face) 	<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"> Language <i>may or may not</i> be organized/structured Varied sentence construction, including complex sentence construction Some passive voice Variation in tense Multiple ideas/details per sentence Some less familiar/irregular construction Some less familiar text features (e.g., pronunciation keys, text boxes)

Language Demands and Complexity

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

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

Factors Related to Text Difficulty	
Factor	Description
Genre	The genre, or type of text, and its associated conventions and characteristics are considered. Each genre has associated features.
Text Structure	The way in which the text is organized (e.g., chronological, cause and effect, problem and solution, etc.) is considered. Text structure is also related to the way in which the text is organized (e.g., chronological, cause and effect, problem and solution, etc.).
Content	The subject matter, or topic, of the text is considered. The content is related to the reader's background knowledge and experiences.
Themes and Ideas	The themes and ideas that are presented in the text are considered. The themes and ideas are related to the reader's background knowledge and experiences.
Language and Literary Features	The language and literary features of the text are considered. The language and literary features are related to the reader's background knowledge and experiences.
Sentence Complexity	The complexity of the sentences in the text is considered. The complexity of the sentences is related to the reader's background knowledge and experiences.
Vocabulary	The vocabulary of the text is considered. The vocabulary is related to the reader's background knowledge and experiences.
Words	The words in the text are considered. The words are related to the reader's background knowledge and experiences.
Illustrations	The illustrations in the text are considered. The illustrations are related to the reader's background knowledge and experiences.
Book and Print Features	The book and print features of the text are considered. The book and print features are related to the reader's background knowledge and experiences.



There have been court cases on the subject of freedom of religion. They deal with rejecting prayer in public schools and denying government financial aid to religious schools. They also include banning polygamy (the practice of having more than one spouse), restricting poisonous snakes and drugs in religious services and limiting the right to decline medical care for religious purposes. There are some religions that use poisonous snakes and illegal drugs for religious purposes.

Noun
Clauses &
Phrases

Multiple
Meaning
Words

Number of
Ideas or
Concepts
in One
Paragraph

Passive
Voice

Unknown
vocabulary

Long, complex
sentences with
antecedent references

Gratuitous
Facts



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



What Can We Do With This
Information?

SO WHAT?

- 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 (*government financial aid, the interstellar medium of star forming galaxies; market efficiency mechanisms*)
- 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 Student's Writing

Types of Sentences

Simple	One independent clause <i>The dog barks.</i>
Compound	Two independent clauses separated by a semicolon or a comma & conjunction <i>The pirate captain lost the treasure map, but he still found the buried treasure.</i>
Complex	One independent clause and one or more dependent clauses <i>Because the soup was too cold, I warmed it in the microwave.</i>
Compound-Complex	Two independent clauses and one or more dependent clauses <i>Though Michael enjoys watching comedies, he rented the latest spy thriller, and he enjoyed it very much.</i>




Expand the Length and Complexity of Sentences Used by All Students



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://www.wordsmyth.net/>

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

Look up one ordinary word.



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

THESAURUS

Find lots of interesting words!



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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.



Copyright Sharon Fabian 2013

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

<https://www.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!

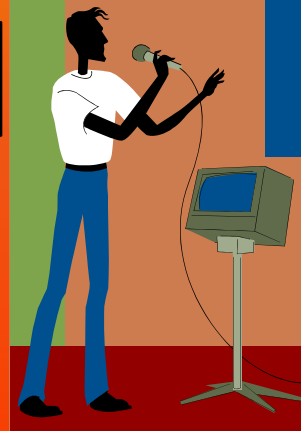
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Replace common verbs with more specific ones.

Serenaded is a more specific verb than *sang*.

Ryan sang.

Ryan serenaded Josie with a romantic ballad.



Copyright Sharon Fabian 2013

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

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

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

Look up one ordinary word.



THESAURUS

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

Find lots of interesting words!



Copyright Sharon Fabian 2013

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.ccc.co
 mmnet.edu/
 grammar/
 conjunctions.htm](http://grammar.ccc.commnet.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

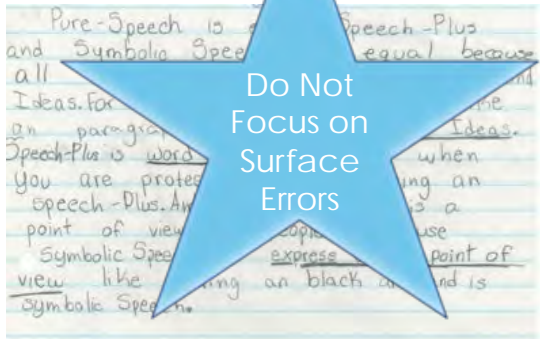
Frequent Errors

A few tier 2, 3 words

Sample 1

Prompt: Compare and contrast *pure speech* to *speech-plus* to *symbolic speech* as defined in this article. Then give an example from your own experience to illustrate each type of speech.

Female, 11 years old, Gr. 6, Portuguese speaker, Transitioning Proficiency Overall



Pure-Speech is equal. Speech-Plus and Symbolic Speech are equal because all of them are about thoughts and Ideas. For example Pure speech is like an paragraph of thoughts and Ideas. Speech-Plus is word or actions, like when you are protesting you are doing an speech-Plus. And Symbolic Speech is a point of view but People can use Symbolic Speech to express their point of view like wearing an black armband is symbolic Speech.

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

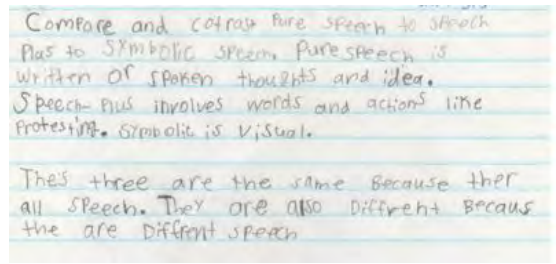
What other verbs could you teach her to use with definitions?

How does the student connect her sentences? How can you help her do this more proficiently?

Sample 2

Prompt: Compare and contrast *pure speech* to *speech-plus* to *symbolic speech* as defined in this article. Then give an example from your own experience to illustrate each type of speech.

Female, 11 years old, Gr. 6, Spanish speaker, Transitioning Proficiency Overall



Compare and contrast Pure speech to speech Plus to Symbolic speech. Pure speech is written or spoken thoughts and idea. Speech-Plus involves words and actions like protesting. Symbolic is visual.

Thes three are the same Because ther all speech. They are also diffrent because the are diffrent speech.

Compare and contrast Pure speech to speech Plus to Symbolic speech. Pure speech is written or spoken thoughts and idea. Speech-Plus involves words and actions like protesting. Symbolic is visual.

Thes three are all the same Because ther all speech. They are also diffrent because the are diffrent speech.

How could you work with this student to add more complexity and length? For example, what could you teach her about adding examples?

What could you teach her about connecting one idea to the next?

How could you help her express her ideas with more precision?



Resources—

Vocabulary Websites/Apps;

Videos to Watch

Lingro

- <http://lingro.com/>

Example: Plate Tectonics

- https://www.windows2universe.org/earth/interior/how_plates_move.html
- http://lingro.com/translate/https://www.windows2universe.org/earth/interior/how_plates_move.html

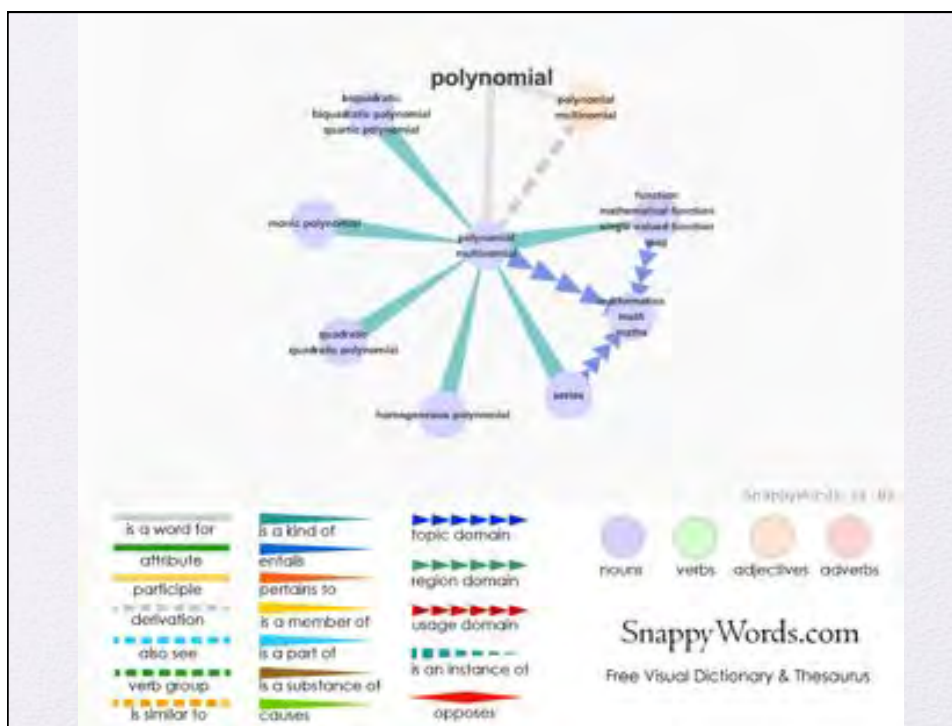



Snappy Words

- <http://www.snappywords.com/>

Example with Polynomial

- <http://www.snappywords.com/?lookup=polynomial>





Apps: Vocabulary in Reading Study VIRS

Vocabulary in Reading Studies

Statistics and Words
Detailed information and data representation of the word lists.
[Measure Readability](#)

Upload Text
Type Your Text

Upload Doc

Vocabulary in Reading Studies

Enter your text

Enter your text here (required)

[Enhanced Text](#)

[Statistics](#)

Instruction

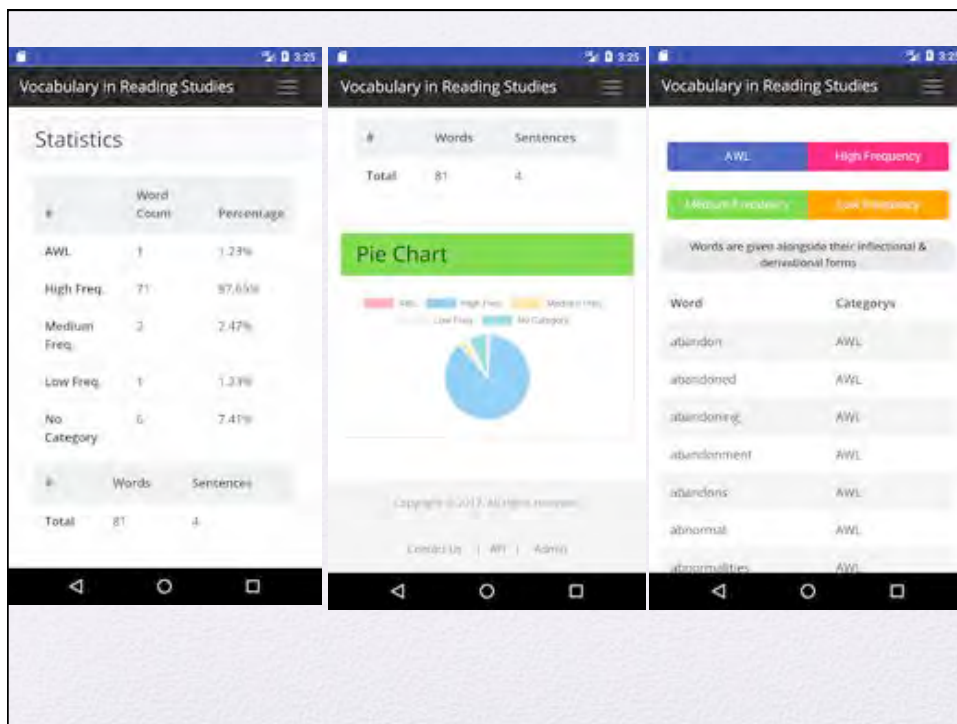
Vocabulary in Reading Studies

Enhanced Text

■ High Frequency
 ■ Med Frequency
■ Low Frequency
 ■ AWL
■ No Category

One morning, when Gregor Samsa woke from troubled dreams in his bed into a horrible vermin. He lay on his armour-like back, and if he lifted the head a little he could see his brown belly, slightly domed and divided by arches into stiff sections. The bedding was hardly able to cover it and seemed ready to slide off any moment. His many legs, pitifully thin compared with the size of the rest of him, about helplessly as he looked.

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Teaching Channel Videos

- <https://www.teachingchannel.org/video/build-student-vocabulary>

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

- <https://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!

<https://www.youtube.com/watch?v=1LS7m9qj1uY>

5:46

Robyn Rich

7th Grade Language Arts

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

5
minutes

Excellent Video to Watch

**High School Science, Math, Humanities; ELA
Examples of Teaching ELLs Content While
Developing Language**

<https://www.teachingchannel.org/video/deeper-learning-for-ell-inps>

Deeper Learning for ELLs (13:36); Claire Sylvan;
NYC International High Schools; Project Based
Learning

Resource Articles on RBE-RN Site

On Target:

Strategies to Build Student Vocabularies

Grades 4 - 12



pg 16

How Can Teachers Increase Classroom Use of Academic Vocabulary?

Lisa Larson, Temoca Dixon, and Dianne Townsend

My seventh-grade students are in their seats, shifting their gazes between the large poster paper hanging on the white board, the colored markers in my hand, and the timer. The prefix *re-* is written on top of the page. As soon as I give my class the signal, hands shoot into the air, calling out words such as "*rewrite, repeat, redraw, reform*" during a collective 10-minute brainstorm.

Students suggest words and I add them to the growing list, if they properly use the prefix. At the end of 10 minutes, we count our words; it is a great list.

At this point, I explain, "Once you learned the prefix *re-*, you packed your word bank." (See Fig 1.) Then I flip through the posters from other classes and point out, "Yes, you still did not think of all the words other classes found. Once you

understand word parts, you have access to an incredible number of words." My students argued, "Ms. Dixon, why are we learning vocabulary in social studies?" I watched as my students looked at each of the lists, the class word wall, and back at me. I saw them realize what I had been trying to explain: active vocabulary practice is invaluable to their academic success. Why? Because active vocabulary practice helps young adolescent learners develop academic language and access academic texts.

As social studies teachers, one teaching in a rural middle school and one teaching in an urban middle school, we value "rich vocabulary instruction" (Beck, McKeown, & Kucan, 2002, p. 108). Given that our students are encountering increasingly academic texts in our classrooms, this type of instruction is exactly what they need in order to access those texts. Our students represent typical rural and urban populations from low socioeconomic backgrounds, and we see national achievement trends for these groups playing out in our classrooms. Since the National Assessment for Educational Progress (NAEP) began measuring reading achievement in 1992, the nation's fourth and eighth graders have shown little to no growth (U.S. Department of Education, 2007). Recently, our state adopted the Common Core State Standards (CCSS), developed by the National Governors Association Center for Best Practices, Council of Chief State School Officers. CCSS promises to increase the rigors of reading. With the evidence that students have difficulty with academic language, the new standards have the potential to further amplify the literacy gap. A critical component to academic reading comprehension is understanding the vocabulary.

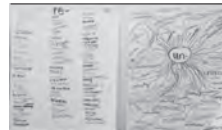


Figure 1. Example of a morphology brainstorming activity

Voces from the Middle, Volume 20 Number 4, May 2013

Reflections on the Day

I plan to....

What helped me most was.....

One thing I would change is.....





What will you do to help kids like Karina succeed in your class?



Nancy Cloud, Ed.D.

Professor Emerita

Rhode Island College

nancycloud2@gmail.com