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.
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

Dea 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

Dea 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 regard 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**

---

**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?

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

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)*

Michael Graves, Ph.D. 2006
Graves, August & Mancilla-Martinez, 2013, pg. 10-11

---

**4 Vocabulary Sets**
Judy Montgomery, CCC-SLP, Chapman University

Sincerely heretofore
Unwittingly boisterous
Cool, go figure

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

Informational

Narrative

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-a-
generative-vocabulary/

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

https://www.youtube.com/watch?v=k7CH1zl9xvo

To 9:30
### SUMMARY

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

---

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

![Bar graph showing 90% "Core" Words: 4,000 simple word families and 10% "Unique" or "Complex" Words: around 88,000 word families/300,000+ words.](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).

<table>
<thead>
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<th>Story Word</th>
<th>Beyond Story</th>
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<tr>
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<td>perplexed</td>
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<td>confounded</td>
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</tbody>
</table>

When you Teach, Think:

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/
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

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)

NYC Social Studies Scope and Sequence

- 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)
Minor Emphasis on Maps; Focuses on the Different Regions in NYS

GRL = J
Grade Level = 3.6

Grade Level 4.2
Lexile 660
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.

Determine Word Frequency with a Word Cloud

http://tagcrowd.com/
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)
**Vocabulary Self-Awareness**

**Vocabulary in Context**

<table>
<thead>
<tr>
<th>Word</th>
<th>I recognize it in context, I think it has something to do with</th>
<th>I have never seen the word before, so to learn about it I will</th>
<th>I have heard of the word, but I don’t know what it means. To understand it, I am going to</th>
<th>I know the word, it means</th>
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<tbody>
<tr>
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<tr>
<td>Symbol</td>
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</tbody>
</table>

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

**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

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

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<td>3. Light</td>
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<td>Sound</td>
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<td>3. Sound</td>
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Marzano Language Arts, Social Studies, Science by Grade Level
# Sample Vocabulary Terms
Prepared by Marzano Research Laboratory
May, 2009
Copyright Marzano Research Laboratory, 2009

## Table of Contents

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<thead>
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<th>Subjects</th>
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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?
Process Words/Academic Words—Oklahoma List

Password Words/Academic Words—Oklahoma List

UPPER ELEMENTARY PROCESS WORD LISTS

Knowledge/Remembering
Competence/Understanding
Application

Scene
Identity
Talent
List
Word family
Context
Kindergarten
Appendix D

Analysis
Evaluation
Create/Synthesize

Imagine
Assess
Inspect
Select
Learn about
Plan
Select
Analyze
Sample
Recognize
Recognize

THE TWELVE WORDS

- To apply is to: apply for
- To explain is to: explain to
- To write is to: write about
- To predict is to: predict what
- To summarize is to: summarize what
- To determine is to: determine the
- To take apart is to: take apart the
- To examine is to: examine the
- To arrange is to: arrange the

Appendix D – Social Studies | Word List

Appendix D – Social Studies | Word List (continued)

1 For use only on the last page of an Oklahoma tested test. Other terms listed are the terms which may be tested on the test. These terms are the terms which were tested on the test. These terms are the terms which may be tested on the test.
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

Examples:
- speak, speaks, speaking, spoken, speaker
- work, works, working, worked, worker
- family, familiar, unfamiliar, familiarity, familiarize
- happy, happily, happiness, happier, unhappy
<table>
<thead>
<tr>
<th>Word</th>
<th>Frequency</th>
<th>Definition 1</th>
<th>Definition 2</th>
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<td>after</td>
<td>1</td>
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<td>2</td>
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<td>aim (n)</td>
<td>aim (n)</td>
<td>2</td>
<td>aim</td>
</tr>
</tbody>
</table>

### Academic Vocabulary Lists

Corpus of Contemporary American English

[http://www.wordandphrase.info/academic/](http://www.wordandphrase.info/academic/)
# Academic Vocabulary Levels (New Approach)

<table>
<thead>
<tr>
<th>Academic Core (AVL)</th>
<th>Discipline Core</th>
<th>Discipline Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-Discipline</td>
<td>Discipline-Specific from General Core</td>
<td>Discipline-Specific</td>
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<tr>
<td>Multi-Disciplinary Words</td>
<td>Study (n)</td>
<td>Star (n)</td>
</tr>
<tr>
<td></td>
<td>Group (n)</td>
<td>Operate (v)</td>
</tr>
<tr>
<td></td>
<td>System (n)</td>
<td>Scientist (n)</td>
</tr>
<tr>
<td></td>
<td>Social (j)</td>
<td>Surface (n)</td>
</tr>
<tr>
<td></td>
<td>Provide (v)</td>
<td>Earth (n)</td>
</tr>
<tr>
<td></td>
<td>However (-c)</td>
<td>Software (n)</td>
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<td>Research (n)</td>
<td>Forest (n)</td>
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<tr>
<td></td>
<td>Least (n)</td>
<td>Sun (n)</td>
</tr>
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<td></td>
<td>Result (n)</td>
<td>Fish (n)</td>
</tr>
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<td></td>
<td>Include (v)</td>
<td>Planet (n)</td>
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<td></td>
<td>Important (j)</td>
<td>Process (n)</td>
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<td></td>
<td>Process (n)</td>
<td>Soil (n)</td>
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<td></td>
<td>Use (n)</td>
<td>Development (n)</td>
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<tr>
<td></td>
<td>Data (n)</td>
<td>Soil (n)</td>
</tr>
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|                      | Information (n) | Effect (n) | Biometric (n)
|                      | Effect (n)  | Change (n) | Biometric (n) |
|                      | Change (n)  | Table (n) | Biometric (n) |
|                      | Policy (n)  | Policy (n) | Biometric (n) |
|                      | Engine (n)  | Level (n) | Biometric (n) |
|                      | Motif (n)   | Motif (n) | Biometric (n) |

- 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) 26152, level (t) Edu 2112, level (v) 4345, high-level (j) 217, leveling (n) 76, leveling (j) 46, leveler (n) 21, leveled (j) 17, levelly (a) Soc 1 |
| 15 | process | 78679 | process (n) 66382, process (v) 4739, processing (n) 5536, processor (n) Sci 3052, PROCESSED (v) Med 339, unprocessed (n) Med 85, inprocess (n) Law 41 |
| 16 | culture | 77470 | culture (n) 43261, cultural (j) 34329, culturally (a) Edu 3186, cross-cultural (j) Edu 1175, subculture (n) 870, intercultural (j) Edu 3186, cultural (j) 286, subcultural (a) 81, uncultured (j) 36 |
| 17 | history | 77164 | history (n) 53417, historical (j) 23615, historian (n) His 7706, historically (a) 4072, historic (j) 3441, prehistory (n) 239, historicity (a) Hum+Ref 184, historicism (n) Hum 163 |
| 18 | active | 76010 | activity (n) 55151, active (j) 14639, activistic (n) 4087, actively (a) 4000, activism (n) 1419, inactive (j) 302, inactivity (n) Med 286, inactiv (a) Med 39 |

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.
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 (LONG-i-tood) run north and south.

The equator (ih KAH-ter) 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 map shows the prime meridian and the equator.

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.

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.

Elevation

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

This map shows the different elevations of South America.

This map shows the seven continents.
**AVL Words (9)**

- **Feature**
- **Map**
- **Direction**
- **Point**
- **Scale**
- **Symbol**
- **Global**
- **Imagine**/**Imaginary**
- **Meridian**
- **Nature**
- **Split**

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

- **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

<table>
<thead>
<tr>
<th>Noun-Making Suffixes</th>
<th>Verb-Making Suffixes</th>
<th>Adjective-making suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ment</td>
<td>-ate</td>
<td>-acious, icious</td>
</tr>
<tr>
<td>-ness</td>
<td>-ify</td>
<td>-y</td>
</tr>
<tr>
<td>-ation, sion</td>
<td>-ize</td>
<td>-ous, ious</td>
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<tr>
<td>-ity</td>
<td></td>
<td>-ant</td>
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<tr>
<td>-ism</td>
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<td>-able, ible</td>
</tr>
<tr>
<td>-hood</td>
<td></td>
<td>-er, est</td>
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<tr>
<td>-itude</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td>-ance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Adverb-making suffix: -ly

---

Word Form Chart

**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**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>observe</td>
<td>observation</td>
<td>observable</td>
<td></td>
</tr>
<tr>
<td>observer</td>
<td>observatory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hypothesis</td>
<td>hypothesis</td>
<td>hypothetical</td>
<td>hypothetically</td>
</tr>
<tr>
<td>hypotheses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary in Reading Study - VIRS App

Statistics and Words
Detailed information and data representation of the text file.

Upload Text

Upload Doc

Enhanced Text

Statistics

<table>
<thead>
<tr>
<th>Category</th>
<th># Words</th>
<th>Sentences</th>
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<td>AWL</td>
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<td>67.65%</td>
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<td>1.23%</td>
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<tr>
<td>Medium Freq.</td>
<td>2</td>
<td>2.47%</td>
</tr>
<tr>
<td>Low Freq.</td>
<td>1</td>
<td>1.23%</td>
</tr>
<tr>
<td>No Category</td>
<td>6</td>
<td>7.41%</td>
</tr>
</tbody>
</table>

Pie Chart

Words are grouped according to their contextual & derivational forms.

Word | Category
--- | ---
abdruck | AWL
abandoned | AWL
abstaining | AWL
abnormally | AWL
abnormality | AWL
GENERATIVE WORD INSTRUCTION

The First Key to Unlocking Complex Text: A Generative Vocabulary
Elfrieda H. Hiebert
TextProject & University of California, Santa Cruz

http://www.youtube.com/watch?v=k7CH1zl9xyo
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/
Multiple-Meaning Words Chart

<table>
<thead>
<tr>
<th>Name: _________________________________</th>
<th>Date: ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word</strong></td>
<td><strong>Definition 1</strong></td>
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<tr>
<td>keys</td>
<td></td>
</tr>
<tr>
<td>scale</td>
<td></td>
</tr>
<tr>
<td>legend</td>
<td></td>
</tr>
</tbody>
</table>

**Definition 1**
1. to speak casually (verb)
   - chat
   - discussion
   - speak
   - exchange
   - utter
   - remark

2. to speak (verb)
   - speak
   - articulate
   - communicate
   - contest
   - dialogue

3. to speak in a specific way (verb)
   - schlep
   - flat
   - snap
   - shout
   - yell
   - argue
   - debate
   - debate
   - pronounce
   - question
   - ask
   - declare

**Legend**
- **Word**
- **Definition 1**
- **Definition 2**

**Common Phrases**
- Talk to me
- Talk back
- We need to talk

**Examples**
- Exceptional Expressions for Everyday Events


**The Spanish Connection**
- Communication / comunicación
- To discuss / discutir
- Dialogue / diálogo
- To have a dialogue / dialogar
- To comment / comentar
- To mention / mencionar
- To debate / debatir
- To communicate / comunicar
- Pronounce / pronunciar
- To debate / debatir
- Debate / debate
- Pronounce / pronunciar
- Pronounce / pronunciar
- Declare / declarar

**IDEAS**
- Talk a mile a minute
- Speak it out
- Talk big
- Talk some
- Discuss around the topic
- Speak up
- Talk it up
- Talk about
- Talk it over
- Talking to a brick wall
- Talk of the town

**Legend**
- **Word**
- **Definition 1**
- **Definition 2**

**TALK**

**COMMON PHRASES**
- Talk to me
- Talk back
- We need to talk

**Examples**
- Exceptional Expressions for Everyday Events


**The Spanish Connection**
- Conversation / comunicación
- To discuss / discutir
- Dialogue / diálogo
- To have a dialogue / dialogar
- To comment / comentar
- To mention / mencionar
- To debate / debatir
- To communicate / comunicar
- Pronounce / pronunciar
- To debate / debatir
- Debate / debate
- Pronounce / pronunciar
- Pronounce / pronunciar
- Declare / declarar

**IDEAS**
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- Talk it up
- Talk about
- Talk it over
- Talking to a brick wall
- Talk of the town
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/
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.

<table>
<thead>
<tr>
<th>Story Word</th>
<th>Beyond the Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>treasure</td>
<td>riches, fortune, gold mine, wealth, gems</td>
</tr>
<tr>
<td>map</td>
<td>drawing, picture, plan, diagram, outline, sketch</td>
</tr>
<tr>
<td>look</td>
<td>see, notice, examine, glance, inspect, watch, observe</td>
</tr>
<tr>
<td>go</td>
<td>move, travel, cross, walk, run to</td>
</tr>
</tbody>
</table>

http://www.kidthesaurus.com/

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.harpercollins.com/web-sampler/9780064467384/)

[https://www.youtube.com/watch?v=OVtp5UXyj5U](https://www.youtube.com/watch?v=OVtp5UXyj5U)

Read Aloud

**Words to Teach**

<table>
<thead>
<tr>
<th>Story Word</th>
<th>Beyond Story Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yell</td>
<td>Scream, screech, shout, roar, cry out</td>
</tr>
<tr>
<td>Race (v)</td>
<td>Dart, dash, bolt, fly, rush, sprint</td>
</tr>
<tr>
<td>Treasure</td>
<td>Riches, valuables, wealth, fortune</td>
</tr>
<tr>
<td>Crowd closer</td>
<td>Huddle, gather, get together</td>
</tr>
<tr>
<td>Excitedly</td>
<td>Energetically, passionately, eagerly</td>
</tr>
<tr>
<td>Point to</td>
<td>Show, demonstrate, reveal, signal</td>
</tr>
<tr>
<td>Clue</td>
<td>Cue, tip, hint, prompt</td>
</tr>
<tr>
<td>Hurry</td>
<td>Dash, jog, curry, zip, fly, race, run, speed</td>
</tr>
</tbody>
</table>
Generative Word Strategy #6

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

- Compass rose: North, south, east, west
- Scales
- Legends/Keys

- Imaginary lines
- Lines of Latitude
- Lines of Longitude
- Equator
- Prime Meridian

- Continuous lines
- Lines of Latitude
- Lines of Longitude
- Equator
- Prime Meridian

- North America
- South America
- Europe
- Africa
- Asia
- Australia
- Antarctica

- Global Grid
- Map Features
- World Maps
- Continents

- Maps
- Physical
- Political
- Thematic

- Bodies of water
- Grasslands
- Deserts
- elevation
- Forests

- Climatic
- temperature
- Wind speed
- precipitation
- humidity

- Population Density
- Income
- Crops

- Boundaries
- continents
- countries
- regions
- states
- cities
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/
Article on Generative Vocabulary with David Pearson:

Getting Language In
AND

Getting Language Out
(Giving Students Practice Opportunities)
Watch and Remember:
Pre-Teaching Vocabulary
https://www.youtube.com/watch?v=2c_iyFiFFVI
Regional Educational Laboratory (REL) Program Southwest

Introducing Key Words Before a Science Lesson

Feature
Survive
Adaptation
Reproduce

Discussion Time

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)

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

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Suffixes</th>
</tr>
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<tbody>
<tr>
<td>Un-</td>
<td>-er</td>
</tr>
<tr>
<td>Re-</td>
<td>-est</td>
</tr>
<tr>
<td>Dis-</td>
<td>-less</td>
</tr>
<tr>
<td>Mis-</td>
<td>-ful</td>
</tr>
<tr>
<td>Pre-</td>
<td>-ly</td>
</tr>
<tr>
<td>Non-</td>
<td></td>
</tr>
</tbody>
</table>

### Adverbs

- **Loudly** (clapped her hands loudly)
- **Proudly** (ruffled his feathers proudly)
- **Hardly** (hardly wait) — *almost not*
Go Noodle: Prefixes, Suffixes Video

https://www.youtube.com/watch?v=eBCP6icJNM

### Word Builder

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>Suffix</th>
<th>New Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>imagine</td>
<td>-ary</td>
<td>imaginary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-ation</td>
<td></td>
<td>imagination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-ing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Find Words In Your Text that Can Be Broken Into Parts. What Words Would Work To Model This Skill?
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

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
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.

Using the Longman Elementary Dictionary
Cognates

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?

Activity:

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

- Which approaches do you feel would work best?

Report to your partner.

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)
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

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

Part of speech:

- Noun
- Verb
- Adjective
- Adverb

Synonyms:

Sentence:

Legend or key

Word

Definition

Draw It

Use It

Legend or key

Word

Definition

Draw It

Use It

Legend or key

Word

Definition

Draw It

Use It

Legend or key

Word

Definition

Draw It

Use It

Legend or key

Word

Definition

Draw It

Use It

Vocabulary Notebook

Name:

Vocabulary Sketches

Word:

Definition:

Sketch:

Sentence:

Word:

Definition:

Sketch:

Sentence:

Word:

Definition:

Sketch:

Sentence:

Word:

Definition:

Sketch:

Sentence:

Vocabulary Notebook

<table>
<thead>
<tr>
<th>Word and Illustration</th>
<th>Pronunciation</th>
<th>Definition &amp; Your Own Word</th>
<th>Sentences and/or Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass rose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latitude</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Longitude</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equator</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word Study: Maps, Charts and Diagrams

Globe

Word Maps for Concept Word Learning

V O C A B U L A R Y  W O R D  M A P

Vocabulary Word

Definition in Your Own Words

Synonyms

Use It Meaningfully in a Sentence

Draw a Picture of It
Semantic Mapping
Can Use for Narrative and Expository Text

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://www.youtube.com/watch?v=D9NpWpr27Ak

Early Grades Song

Later Grades Rap

Spanish Raps/Songs
Higher Grades; Higher Proficiency
https://www.youtube.com/watch?v=W3CZoYiej8Q

Lower Grades; Higher Proficiency
https://www.youtube.com/watch?v=ChD4bKtCe0
Getting Language Out: Language Tables for Talking

Social Studies Unit:

<table>
<thead>
<tr>
<th>Maps</th>
<th>Physical</th>
<th>Political</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinds of Information Shown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What Is Typically in the Key or Legend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>T-Chart</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Political Maps</strong></td>
</tr>
<tr>
<td><strong>Thematic Maps (crops, etc.)</strong></td>
</tr>
</tbody>
</table>

#### Practicing for Tests with research cards

- **Quick Writes**
  - Show how nature shapes the world
  - Which type of map shows the boundaries between states or countries?

---

### 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

<table>
<thead>
<tr>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length ranges from a word to paragraphs</td>
<td>Length ranges from a word to paragraphs</td>
</tr>
<tr>
<td>• No/little variation in words and/or phrases in sentences/paragraphs; consistent use of language</td>
<td>• Some variation in words and/or phrases in sentences/paragraphs</td>
</tr>
<tr>
<td>• Repetition of key words/phrases/sentences reinforces information</td>
<td>• Repetition of key words/phrases/sentences introduces new or extends information</td>
</tr>
<tr>
<td>• Language is used to present critical/central details</td>
<td>• Language is used to present critical/central details, but non-essential detail also is presented</td>
</tr>
<tr>
<td>• No/little abstraction; language reflects more literal/concrete information; illustrative language is used; language is used to define/explain abstract information</td>
<td>• Some abstraction; language may or may not be used to define/explain abstract information; illustrative language may or may not be used; technical words/phrases are used</td>
</tr>
<tr>
<td>• Graphics and/or relevant text features reinforce critical information/details</td>
<td>• Graphics and/or relevant text features may or may not reinforce critical information/details</td>
</tr>
</tbody>
</table>

### Language Demands and Complexity

©2008

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

### Language Complexity—Construction

<table>
<thead>
<tr>
<th>Simple</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly common/familiar words/phrases; no/few uncommon words/phrases, compound words, gerunds, figurative language, and/or idioms</td>
<td>Some common/familiar words/phrases; some uncommon words/phrases, compound words, gerunds, figurative language, and/or idioms</td>
</tr>
<tr>
<td>• Language is organized/structured</td>
<td>• Language may or may not be organized/structured</td>
</tr>
<tr>
<td>• Mostly simple sentence construction</td>
<td>• Varied sentence construction, including complex sentence construction</td>
</tr>
<tr>
<td>• No/little passive voice</td>
<td>• Some passive voice</td>
</tr>
<tr>
<td>• Little variation in tense</td>
<td>• Variation in tense</td>
</tr>
<tr>
<td>• Mostly one idea/detail per sentence</td>
<td>• Multiple ideas/details per sentence</td>
</tr>
<tr>
<td>• Mostly familiar construction (e.g., ‘s for possessive; s and es for plural)</td>
<td>• Some less familiar/irregular construction</td>
</tr>
<tr>
<td>• Mostly familiar text features (e.g., bulleted lists, bold face)</td>
<td>• Some less familiar text features (e.g., pronunciation keys, textboxes)</td>
</tr>
</tbody>
</table>

### Language Demands and Complexity

©2008

Edynn Sato and Peter Worth
Minneapolis, MN August 5, 2009
### Factors Related to Text Difficulty

<table>
<thead>
<tr>
<th>Facet</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre</td>
<td>The genre is the larger of two people in a group by which the individual text is divided. It can range from narrative to descriptive.</td>
</tr>
<tr>
<td>Text Structure</td>
<td>The text structure is the organization and presentation of ideas. It may present information in a logical, coherent, and engaging format. Texts can be organized in a variety of ways, such as chronological, logical, or spatial.</td>
</tr>
<tr>
<td>Content</td>
<td>The content refers to the descriptive focus of the text. A descriptive focus provides information about objects, places, or events.</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>The themes and ideas are the big ideas that are shared among similar works. A strong focus on themes can create a sense of depth and meaning.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>For example, different authors may use unique or specific language to create a distinct voice or style.</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>The complexity of sentences can vary from simple to complex. Simple sentences are easier to read, while complex sentences can be more engaging.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>The use of vocabulary in the text can range from simple to complex. Simple words are easier to read, while complex words can add depth and complexity.</td>
</tr>
<tr>
<td>Words</td>
<td>The total number of words can vary. Fewer words can make a text more concise, while more words can provide more information.</td>
</tr>
<tr>
<td>Illustrations</td>
<td>The use of illustrations can vary from simple to complex. Simple illustrations can help clarify ideas, while complex illustrations can add depth and complexity.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>The type and quality of the printing can vary. Poor printing can make a text more difficult to read, while high-quality printing can enhance the reading experience.</td>
</tr>
</tbody>
</table>

---

### New Information Reported for K-2 Texts

**INDICATORS**

- **Structure Indicator**
  - Looks at what is going on in a whole text.
  - Evaluates 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.
  - Evaluates the complexity within sentences and across sentences.

- **Semantic Indicator**
  - Looks at what is going on with the challenge of words.

- **Decoding Indicator**
  - Looks at parts of the words like vowel patterns, and sounds by evaluating them in a word.
So What Is Language Complexity? What Makes a Text Complex for Students?
What Can We Do With This Information?

- 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
Getting More Complexity Into Students’ Writing

**Types of Sentences**

- **Simple**: One independent clause
  - The dog barks.

- **Compound**: Two independent clauses separated by a semicolon or a comma & conjunction
  - The pirate captain lost the treasure map, but he still found the buried treasure.

- **Complex**: One independent clause and one or more dependent clauses
  - Because the soup was too cold, I warmed it in the microwave.

- **Compound-Complex**: Two independent clauses and one or more dependent clauses
  - Though Michael enjoys watching comedies, he rented the latest spy thriller, and he enjoyed it very much.

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
Copyright Sharon Fabian 2013

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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Use a thesaurus to find interesting adjectives.

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

Look up one ordinary word.

Find lots of interesting words!

http://www.kidthesaurus.com/
https://kids.wordsmith.net/
https://en.oxforddictionaries.com/

https://kids.wordsmith.net/
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*.

**Hint:**

Use a thesaurus to find interesting adverbs, too.

Look up one ordinary word.

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

Find lots of interesting words!

http://www.kidthesaurus.com/
https://kidswordsmyth.net/
https://en.oxforddictionaries.com/
Replace common verbs with more specific ones.

Serenaded is a more specific verb than sang.

Ryan sang.

Ryan serenaded Josie with a romantic ballad.

Hint:
This is another good time to use a thesaurus.

Look up one ordinary word.

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

Find lots of interesting words!
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.

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.
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)

---

**Conjunctions to Teach:**

<table>
<thead>
<tr>
<th>Coordinating</th>
<th>Subordinating</th>
<th>Correlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td>After</td>
<td>Both…and</td>
</tr>
<tr>
<td>But</td>
<td>Although</td>
<td>Not only…but</td>
</tr>
<tr>
<td>Or</td>
<td>As</td>
<td>Also</td>
</tr>
<tr>
<td>Yet</td>
<td>As if</td>
<td>Not…but</td>
</tr>
<tr>
<td>For</td>
<td>As long as</td>
<td>Either…or</td>
</tr>
<tr>
<td>Nor</td>
<td>As though</td>
<td>Neither…nor</td>
</tr>
<tr>
<td>So</td>
<td>Because</td>
<td>Whether…or</td>
</tr>
<tr>
<td></td>
<td>Before</td>
<td>As…as</td>
</tr>
<tr>
<td></td>
<td>Even if</td>
<td></td>
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<td></td>
<td>Even though</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If</td>
<td></td>
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<td></td>
<td>If only</td>
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<td></td>
<td>In order that</td>
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<td></td>
<td>Now that</td>
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<td></td>
<td>Once</td>
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<td></td>
<td>Rather than</td>
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<td>Since</td>
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<td>So that</td>
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<td></td>
<td>Than</td>
<td></td>
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<td></td>
<td>That</td>
<td></td>
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<tr>
<td></td>
<td>Though</td>
<td></td>
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<td></td>
<td>Till</td>
<td></td>
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<td></td>
<td>Unless</td>
<td></td>
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<td></td>
<td>Until</td>
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<td>When</td>
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<td></td>
<td>Whenever</td>
<td></td>
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<td></td>
<td>Where</td>
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<tr>
<td></td>
<td>Whereas</td>
<td></td>
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<tr>
<td></td>
<td>Wherever</td>
<td></td>
</tr>
<tr>
<td></td>
<td>While</td>
<td></td>
</tr>
</tbody>
</table>

Source: [http://grammar.ccc.commnet.edu/grammar/conjunctions.htm](http://grammar.ccc.commnet.edu/grammar/conjunctions.htm)
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

---

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?

---

The weather forecast

It is important because it tells people how to dress and how it will be.

---

People move weather.

Forecast so they can go or travel and eat.

---

The sky is grey. It was thundering and-grey.

My little sister was

---
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
Lingro

http://lingro.com/

Snappy Words

http://www.snappywords.com/

Example with scale

http://www.snappywords.com/?lookup=scale
One morning, when Gregor Samsa woke from troubled dreams, he found himself transformed in his bed into a horrid insect. He lay on his back, lifeless and motionless, like an oversize louse. And when he awoke, he raised the heavy lid of his eyes and found himself facing the wall. For the rest, nothing had changed, and thebers were still on the table, and the cock was still to the right of the table, and the landlady’s① servant stillrouled the door with its old iron handle. In short, nothing had changed but that he was a louse—and everything hung on this, nothing more.

The landlady’s servant was somewhat taken aback at this, for she had always regarded Gregor Samsa with a certain amount of respect, and had never before called him a louse. ‘You are a louse, aren’t you?’ she asked in some alarm.

Not that Gregor Samsa was not aware of this himself. He had been aware of it for some time, in fact, and had long been past caring. He had always been a louse, and nothing short of death could change this fact. What difference, then, did it make if he was a louse now? The only thing that mattered was that he was a louse, and that he was a louse forever.

But this did not mean that he was not still a human being, or that he could not still think and feel and suffer. He was still a human being, and he was still capable of experiencing joy and sadness and fear. He was still capable of love and hate and desire. He was still capable of pain and happiness and sorrow. He was still capable of everything.

And yet, he was still a louse. He was still a louse, and nothing could change this fact. He was a louse, and he was a louse for evermore. He was a louse, and he was a louse for evermore.
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  
7th Grade Language Arts  
*A Teacher-made Think Aloud: What to do when you come upon an unknown word*
On Target: Strategies to Build Student Vocabularies

Grades 4 - 12

Lisa Larson, Temoca Dixon, and Dianna Townsend

How Can Teachers Increase Classroom Use of Academic Vocabulary?

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 page of the poster as a topic on top of the page. As soon as I give my (now dripping) hands down onto the air, calling out words such as "rewrite, repost, redraw, reform" during a collective 10-minute brainstorm.

Students suggest words and I list them to the growing list if they properly use the prefix. As the end of 10 minutes, we count our words it is a great fun. 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, "Yet, 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 agreed. "Wow, Ms. Larson, we’re learning vocabulary in an active way that makes sense!" (see Fig 1) They flip through the pages from other classes and state, "Yes, and we will be able to use all the words other classes found. Once you understand word parts, you have access to an incredible number of words." My students agreed.

With a direct reference to the upcoming standardized test, many students express frustration and anxiety. While this is understandable, it is important to remember why we teach vocabulary. 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 be successful. Our students represent typical rural and urban populations from low socioeconomic backgrounds, and are obtaining adenocarcinoma models for these groups playing part in our classrooms. Once the National Assessment of Educational Progress (NAEP) began measuring reading achievement in 1992, the nation’s fourth and eighth-grade students 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 rigor of reading. With the evidence that students have difficulty with academic language, the school district implemented a vocabulary curriculum with the goal of increasing vocabulary comprehension. One thing that we always keep in mind is to make sure our students have active vocabulary practice to help them access academic texts.

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 Catarina succeed in your class?

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