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

Nancy Cloud, Ed.D.
Professor Emerita, M.Ed. In TESL Program
Rhode Island College and Hofstra University
nancycloud2@gmail.com

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

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
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.

Dee Gardner, RITELL Conference, Fall 2015

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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 Researchers  
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

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**4 Vocabulary Sets**

Judy Montgomery, CCC-SLP, Chapman University

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**

**TEACHING AND LEARNING VOCABULARY**

**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/

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

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

**SUMMARY**

<table>
<thead>
<tr>
<th>Word Facts</th>
<th>Generative Word Strategies</th>
</tr>
</thead>
<tbody>
<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.

10% “Unique” or “Complex” Words: around 88,000 word families/300,000+ words

90% “Core” Words: 4,000 simple word families

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>
<tr>
<th>Story Word</th>
<th>Beyond Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>amazed</td>
<td>enchanted</td>
</tr>
<tr>
<td>fascinated</td>
<td>spellbound</td>
</tr>
<tr>
<td>marveled</td>
<td>captivated</td>
</tr>
<tr>
<td>baffled</td>
<td>confused</td>
</tr>
<tr>
<td>bewildered</td>
<td>perplexed</td>
</tr>
<tr>
<td>stumped</td>
<td>confounded</td>
</tr>
</tbody>
</table>

When you Teach, Think:

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

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

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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
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)
How First Amendment rights have evolved

Lexile 1110
GRADE 7-9

The right to assemble in peaceful protest is shown by the Occupy Wall Street protesters in New York City as they stand and cheer in front of the George Washington statue on Wall Street, March 17, 2012. (AP Photo/John Minchillo)

"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 is not found anywhere else in the Constitution. Most people believe that phrase was actually made up by Thomas Jefferson, not the Founding Fathers. He wrote that the first clause "is designed to keep church and state out of each other's hair," and the second, "to set the 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 the use of 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 letters 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 demonstrations may 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 inspired by 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 1969 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.

Word Frequency Cloud http://tagcrowd.com/
Vocabulary Self-Awareness

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 students 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

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

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<th>Literary Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>flashback</td>
<td>repletion</td>
</tr>
<tr>
<td>foreground</td>
<td>selection</td>
</tr>
<tr>
<td>transmit</td>
<td>sentence</td>
</tr>
<tr>
<td>satirical</td>
<td>strict</td>
</tr>
<tr>
<td>antithesis</td>
<td>structure</td>
</tr>
<tr>
<td>biography</td>
<td>suspense</td>
</tr>
<tr>
<td>biographer</td>
<td>symbol</td>
</tr>
<tr>
<td>genre</td>
<td>sin</td>
</tr>
<tr>
<td>verse</td>
<td>theme</td>
</tr>
<tr>
<td>sonnet</td>
<td>tone</td>
</tr>
<tr>
<td>sonata</td>
<td>tragedy</td>
</tr>
<tr>
<td>concerto</td>
<td>tragedy</td>
</tr>
<tr>
<td>dialogue</td>
<td>tragedy</td>
</tr>
<tr>
<td>scenario</td>
<td>theme</td>
</tr>
<tr>
<td>structure</td>
<td>tragedy</td>
</tr>
<tr>
<td>scene</td>
<td>tragedy</td>
</tr>
<tr>
<td>point of view</td>
<td>tragedy</td>
</tr>
<tr>
<td>protagonist</td>
<td>tragedy</td>
</tr>
<tr>
<td>protagonist</td>
<td>tragedy</td>
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<tr>
<td>realism</td>
<td>tragedy</td>
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<tr>
<td>realism</td>
<td>tragedy</td>
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<tr>
<td>realism</td>
<td>tragedy</td>
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<tr>
<td>realism</td>
<td>tragedy</td>
</tr>
<tr>
<td>realism</td>
<td>tragedy</td>
</tr>
</tbody>
</table>

Revising and Editing Terms

said

any

change

evidence

correction

17
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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<td>Language Arts Upper Elementary</td>
<td>6</td>
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<tr>
<td>Language Arts Middle School/High School</td>
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<td>Language Arts High School</td>
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<td>Mathematics Lower Elementary</td>
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<td>27</td>
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<td>32</td>
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<td>Science Lower Elementary</td>
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<td>Science Middle School/Jr. High School</td>
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<td>Science High School</td>
<td>49</td>
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<td>Social Studies Lower Elementary</td>
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<td>Social Studies Upper Elementary</td>
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<td>Social Studies High School</td>
<td>115</td>
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Click on Marzaro 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

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute error</td>
<td>Absolute Function</td>
</tr>
<tr>
<td>Absolute Value</td>
<td>Combinations</td>
</tr>
<tr>
<td>Acceleration</td>
<td>Completing the square</td>
</tr>
<tr>
<td>Add radical expressions</td>
<td>Complex number</td>
</tr>
<tr>
<td>Add trillion procedure</td>
<td>Complex conjugate</td>
</tr>
<tr>
<td>Algebraic function</td>
<td>Composite event</td>
</tr>
<tr>
<td>Angle of depression</td>
<td>Composite figure</td>
</tr>
<tr>
<td>As</td>
<td>Conditional probability</td>
</tr>
<tr>
<td>Area under curve</td>
<td>Confidence interval of curve</td>
</tr>
<tr>
<td>Asymptote of function</td>
<td>Convex, concave, negative, small</td>
</tr>
<tr>
<td>Base</td>
<td>Convex composite number</td>
</tr>
<tr>
<td>Binary system</td>
<td>Counting probability distribution</td>
</tr>
<tr>
<td>Best</td>
<td>Count group</td>
</tr>
<tr>
<td>Binary data</td>
<td>Correlation</td>
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<tr>
<td>Binary data transmission</td>
<td>Correlation</td>
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<tr>
<td>Cartesian coordinates</td>
<td>Critical points method</td>
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<tr>
<td>Congruent data</td>
<td>Curve fitting</td>
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<td>Contact angle</td>
<td>Curve fitting mechanics method</td>
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<tr>
<td>Contact local business</td>
<td>Dashed</td>
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<tr>
<td>Cloud</td>
<td>Density</td>
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<tr>
<td>Circle without center</td>
<td>Dependent events</td>
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<tr>
<td>Circular function</td>
<td>Description</td>
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<tr>
<td>Classes of functions</td>
<td>Division of objects in plane</td>
</tr>
</tbody>
</table>

### Science High School

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Abiotic/abiotic components</td>
<td>Atomic structure</td>
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<tr>
<td>Acceleration</td>
<td>Atomic theory</td>
</tr>
<tr>
<td>Atomic mass</td>
<td>Atomic weight</td>
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<tr>
<td>Act of transport</td>
<td>Arrhenius' Hypothetical</td>
</tr>
<tr>
<td>Acid/base reactions</td>
<td>Arrhenius' Principle</td>
</tr>
<tr>
<td>Active transport</td>
<td>Arrhenius' Principle</td>
</tr>
<tr>
<td>Acclination</td>
<td>Arrhenius' Principle</td>
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<tr>
<td>Actual mass</td>
<td>Arrhenius' Principle</td>
</tr>
<tr>
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<tr>
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<td>Arrhenius' Principle</td>
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<tr>
<td>Atomic configuration</td>
<td>Arrhenius' Principle</td>
</tr>
<tr>
<td>Atomic energy</td>
<td>Arrhenius' Principle</td>
</tr>
<tr>
<td>Atomic mass</td>
<td>Arrhenius' Principle</td>
</tr>
<tr>
<td>Atomic number</td>
<td>Arrhenius' Principle</td>
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<tr>
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<td>Arrhenius' Principle</td>
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<td>Arrhenius' Principle</td>
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<tr>
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Tennessee Academic Vocabulary
A Guide for Tennessee Educators

Tennessee Department of Education
Timothy K. Webb, Commissioner
July, 2006
Revised: July, 2009

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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

Generative Word Instruction
### Academic Vocabulary Levels (New Approach)

<table>
<thead>
<tr>
<th>Academic Core (AVL)</th>
<th>Discipline Core</th>
<th>Discipline Technical</th>
</tr>
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<tbody>
<tr>
<td>Cross-Discipline</td>
<td>Discipline-Specific from General Core</td>
<td>Discipline-Specific</td>
</tr>
</tbody>
</table>

#### Multi-Disciplinary Words
- study (n)
- group (n)
- system (n)
- social (n)
- provide (v)
- however (j)
- research (n)
- level (n)
- result (n)
- include (v)
- important (j)
- process (n)
- use (n)
- development (n)
- data (n)
- information (n)
- affect (n)
- change (n)
- task (n)
- policy (n)
- model (n)
- star (n)
- species (n)
- plant (n)
- scientist (n)
- surface (n)
- earth (n)
- software (n)
- forest (n)
- sea (n)
- fish (n)
- planet (n)
- temperature (n)
- soil (n)
- camera (n)
- fuel (n)
- sprint (n)
- universe (n)
- sky (n)
- file (n)
- drive (n)
- engine (n)
- moon (n)

#### Science
- pressure (n)
- gravitational (j)
- reactor (n)
- extinction (n)
- wastewater (n)
- superstition (n)
- aquatic (j)
- photon (n)
- terrestrial (j)
- latitude (n)
- polar (j)
- computing (j)
- terra (n)
- similar (j)
- human (n)
- neutron (n)
- light year (n)
- geometry (n)
- Lawrence (n)
- chromosome (n)
- geological (j)
- armchair (n)
### Academic Vocabulary Lists

**Cores of Contemporary American English**

![Best to Search List Mechanically](http://www.academicvocabulary.info/samples/academic/families.pdf)

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

- [Academic Vocabulary List](http://www.wordandphrase.info/academic/)

---

### Examples of AVL Word Families

<table>
<thead>
<tr>
<th>#</th>
<th>Word</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>level</td>
<td>79201</td>
</tr>
<tr>
<td>15</td>
<td>process</td>
<td>78679</td>
</tr>
<tr>
<td>16</td>
<td>culture</td>
<td>77470</td>
</tr>
<tr>
<td>17</td>
<td>history</td>
<td>77104</td>
</tr>
<tr>
<td>18</td>
<td>active</td>
<td>76010</td>
</tr>
</tbody>
</table>

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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?
How First Amendment rights have evolved
Lexile 1110
GRADE 7-9

This right to assemble in numbers is a concept granted by the First Amendment. In this photo, Occupy Wall Street protesters gathered at Wall Street to mark the one-year anniversary of the movement. AP Photo/Mark Lennihan

"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 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 letters 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 demonstrations 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 ruled can convey a message. The courts have ruled that burning the American flag, waving black armbands in school and draft-card burning are all protected symbolic speech. 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.

AVL Words (9)

- **Gover(ment)**
- **Constitute(ion)**
- **Activist (active)**
- **Security (secure)**
- **Protect**
- **Limit**
- **Rule**
- **Involve**
- **Rights**

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

- Gover(ment)
- Constitute(ion)
- Activist (active)
- Security (secure)
- Protect
- Limit

Rule
Involve
Rights
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

<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>
</tr>
<tr>
<td>-ity</td>
<td></td>
<td>-ant</td>
</tr>
<tr>
<td>-ism</td>
<td></td>
<td>-able, ible</td>
</tr>
<tr>
<td>-hood</td>
<td></td>
<td>-er; est</td>
</tr>
<tr>
<td>-itude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ide</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adverb-making suffix:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-ly</td>
</tr>
</tbody>
</table>
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 to brainstorm in a 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.

<table>
<thead>
<tr>
<th>Example</th>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>observe</td>
<td>observation</td>
<td>observer</td>
<td>observable</td>
<td></td>
</tr>
<tr>
<td>hypothesize</td>
<td>hypothesis</td>
<td>hypothetical</td>
<td>hypothetically</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary in Reading Study - VIRS App

USES AWL not AVL
GENERATIVE WORD INSTRUCTION

Elfrieda Hiebert
TextProject.org

https://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>Word</th>
<th>Definition 1</th>
<th>Definition 2</th>
<th>Definition 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>right</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>table</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exceptional Expressions for Everyday Events

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-tounlocking-complex-text-a-generative-vocabulary/
ELL Enhancement:
Teach Similarly Formed Words (e.g. adverbs)

patiently, accidently, gently, tightly

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

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>conceal</td>
<td>cover, mask, obscure, keep secret</td>
</tr>
<tr>
<td>stagger</td>
<td>wobble, lurch, teeter</td>
</tr>
<tr>
<td>drench</td>
<td>immerse, soak, saturate, inundate</td>
</tr>
<tr>
<td>Accuse</td>
<td>allege, blame, charge, implicate, indict, prosecute</td>
</tr>
<tr>
<td>glance</td>
<td>glimpse, peek, eye, look, view</td>
</tr>
</tbody>
</table>

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

- **Divergent**
  - -diverge, separate
  - -intrusions
  - -extrusions
  - -sea floor spreading
  - -continental rift
  - -mid ocean ridge

- **Convergent**
  - -collide, converge
  - -oceanic; continental crust
  - -subduction
  - -ocean trench, basin, orogeny

- **Transform**
  - -slide past each other
  - -transform fault
  - -subduction zone

---

The Three Types of Plate Boundaries

Divergent Boundaries
- Divergent Boundaries: Where tectonic plates diverge. This type of boundary is associated with the formation of new oceanic crust and the spreading of the Earth's core. Divergent boundaries are typically found at oceanic ridges and mid-ocean ridges.

Convergent Boundaries
- Convergent Boundaries: Where tectonic plates collide. This type of boundary is associated with the formation of mountain ranges and the subduction of oceanic crust. Convergent boundaries are typically found at ocean trenches and subduction zones.

Transform Boundaries
- Transform Boundaries: Where tectonic plates slide past each other. This type of boundary is associated with the formation of transform faults and the movement of tectonic plates. Transform boundaries are typically found at oceanic ridges and mid-ocean ridges.
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:
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)

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**

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Level 1 Prefixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ex-</td>
<td>cent-</td>
</tr>
<tr>
<td>pre-</td>
<td>milli-</td>
</tr>
<tr>
<td>re-</td>
<td>mega-</td>
</tr>
<tr>
<td>un-</td>
<td>poly-</td>
</tr>
<tr>
<td>dis-</td>
<td>multi-</td>
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<tr>
<td>non-</td>
<td>omni-</td>
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</tr>
<tr>
<td>mini-</td>
<td>bio-</td>
</tr>
<tr>
<td>maxi-</td>
<td>geo-</td>
</tr>
<tr>
<td></td>
<td>eco-</td>
</tr>
</tbody>
</table>

**Level 3: High School**

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Level 2 Prefixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>pseudo-</td>
<td></td>
</tr>
<tr>
<td>demi-</td>
<td></td>
</tr>
<tr>
<td>endo-; ecto-</td>
<td></td>
</tr>
<tr>
<td>pro-</td>
<td></td>
</tr>
<tr>
<td>per-</td>
<td></td>
</tr>
<tr>
<td>peri-</td>
<td></td>
</tr>
<tr>
<td>hemi-</td>
<td></td>
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<tr>
<td>ob-</td>
<td></td>
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<tr>
<td>bene-</td>
<td></td>
</tr>
<tr>
<td>mal-</td>
<td></td>
</tr>
<tr>
<td>photo-</td>
<td></td>
</tr>
<tr>
<td>nom-</td>
<td></td>
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<tr>
<td>ig-</td>
<td></td>
</tr>
<tr>
<td>muni-</td>
<td></td>
</tr>
<tr>
<td>contra-</td>
<td></td>
</tr>
<tr>
<td>philo-</td>
<td></td>
</tr>
</tbody>
</table>

**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-
- ex-
- ob-
- de-
- con-
- trans-
- re-
- pro-
- a-
- e-

**Often end with:**
- ive
- ation; sion
- ate
- able; ible
- or

[www.amybenjamin.com](http://www.amybenjamin.com)
Go Noodle: Prefixes, Suffixes

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

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.

<table>
<thead>
<tr>
<th>NEW WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly</td>
</tr>
<tr>
<td>Petition</td>
</tr>
<tr>
<td>Peace, Peaceable</td>
</tr>
<tr>
<td>Lawful</td>
</tr>
<tr>
<td>Crime</td>
</tr>
<tr>
<td>Prevailed</td>
</tr>
<tr>
<td>Balanced</td>
</tr>
<tr>
<td>Disrupts; Disruptions</td>
</tr>
<tr>
<td>Traffic Flow</td>
</tr>
<tr>
<td>Apply</td>
</tr>
<tr>
<td>Permit</td>
</tr>
<tr>
<td>Grant</td>
</tr>
<tr>
<td>Officials</td>
</tr>
<tr>
<td>Theory</td>
</tr>
<tr>
<td>Century</td>
</tr>
<tr>
<td>Instrument</td>
</tr>
<tr>
<td>Sacred</td>
</tr>
</tbody>
</table>

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.
Using the Longman Elementary Dictionary

Native Language Resources

https://velazquezpress.com/
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
a division of Academic Learning Company, LLC
Science Teacher
April/May 2013
By Yu Ren Dong

Yu Ren Dong
(yu.dong@qc.cuny.edu)
is a professor in the
Department
Of Secondary
Education and Youth
Services at Queens
College in Flushing,
New York.

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

Which approaches do you feel would work best?

Report to your partner.
Creating Definitions that stick with students

Create Student-Friendly Definitions

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

Characterize the word.

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

- Dictionary: to interfere in a secret or incorrect way (lacks the sense of messing up something in possibly a sinister way)
- Student Friendly: to change something secretly so that it does not work properly or so that it could harm someone

Explain meaning in everyday language.

Ally:

- Dictionary: one associated with another
  (How do we communicate the meaning of associated in student-friendly terms?)
- Student-Friendly: someone who helps you in what you are trying to do, especially when there are other people who are against you.

https://elapd.wikispaces.hcpss.org/file/view/Text+Talk.ppt
GLOSSARY / ADVANCE ORGANIZER / NOTE-TAKER

<table>
<thead>
<tr>
<th>Word / Term</th>
<th>What It Means / Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>molten magma</td>
<td>very hot, melted rock</td>
</tr>
<tr>
<td>volcano</td>
<td>mountain made from molten rock coming from Earth’s interior to the surface</td>
</tr>
<tr>
<td>Earth’s interior</td>
<td>below the crust there are layers of solid and melted rock and metal</td>
</tr>
</tbody>
</table>

**Name:**
**Lesson Topic:**
**Period:**

+ I am sure I know it — I am sure I don’t know it ? I’m not sure

<table>
<thead>
<tr>
<th>Word (form)</th>
<th>Before Lesson</th>
<th>After Vocabulary Instruction</th>
<th>After Content Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>compaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>erosion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lithification</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What does it mean?**

Word:
Definition:

Part of speech:
- Noun
- Verb
- Adjective
- Adverb

Sentence:

Word:
Definition:

Part of speech:
- Noun
- Verb
- Adjective
- Adverb

Sentence:
### Vocabulary Notebook

<table>
<thead>
<tr>
<th>New Word and Illustration</th>
<th>Pronunciation</th>
<th>Definition in Your Own Words</th>
<th>Sentence and/or Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Concept Organizer

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

**Description:**
One concept organizer is used for each new word. This text organizes a variety of ways to understand a word's meaning: synonyms, antonyms, definitions, characteristics, examples, and non-examples. Each student identifies the concept organizer by writing yes or no in the boxes below. The column follows the steps to teach each new word:

1. Write the word on the board and pronounce it. Ask students to repeat the word.
2. With class participation, define and describe the word. Use a board dictionary or a definition provided by the teacher. Write a sentence with the word and connect it to the definition.
3. Identify any related concepts that students already know.
4. List characteristics.
5. List examples and non-examples.
6. Create a student-friendly definition or adapted definition from the textbook or a dictionary. Brainstorm a definition with students. Write it on the board or a transparency while students rehearse it in their oral language.
7. Create a strong sentence that implicitly defines and applies the word. Create a brief explanation or gloss and write it on the board or transparency.
8. Draw a visual representation (acronym, mnemonic, Venn diagram, or graphic organizer) especially for content words. For example, students may make illustrations for their concept organizers.

**Example:**

<table>
<thead>
<tr>
<th>Nouns &amp; Meaning</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>antonym</td>
<td></td>
<td></td>
</tr>
<tr>
<td>synonym</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synonyms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguishing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example Words:**

- warm

**Diagram:**

- Diagram showing concepts and examples related to "warm"
Word Study: Maps, Charts and Diagrams
Word Maps for Concept Word Learning

VOCABULARY WORD MAP

VOCABULARY WORD

Definition in Your Own Words

Synonyms

Use It Meaningfully in a Sentence

Draw a Picture of It

Thanks to Debbie Petzrick for design idea.

Semantic Mapping Can Use for Narrative and Expository Text

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

Cluster/Word Web 1

Write your topic in the center circle and details in the smaller circles. Add circles as needed.

observe hypothesize

Scientific Method

experiment analyze

https://www.readingquest.org

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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
Getting Language Out: Language Tables for Talking

Earth Science: Grade 6 Unit 2: Weather and Atmosphere

<table>
<thead>
<tr>
<th>Weather Fronts</th>
<th>Warm Front</th>
<th>Cold Front</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air mass</td>
<td>unstable</td>
<td>stable</td>
</tr>
<tr>
<td>Temperature range</td>
<td>warm</td>
<td>cool/cold</td>
</tr>
<tr>
<td>Amount of Humidity</td>
<td>moist</td>
<td>drier</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>convergent</th>
<th>Written or spoken explanation is given for each term</th>
</tr>
</thead>
<tbody>
<tr>
<td>divergent</td>
<td></td>
</tr>
<tr>
<td>subduction</td>
<td></td>
</tr>
</tbody>
</table>

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

<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; 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 Complexity—Construction

<table>
<thead>
<tr>
<th>Simple</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly common/familiar words/phrases; no/little 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, text boxes)</td>
</tr>
</tbody>
</table>

©2008
Language Demands and Complexity
Edynn Sato and Peter Worth
Minneapolis, MN       August 5, 2009
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.
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

Getting More Complexity Into Student’s Writing
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.

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

Look up one ordinary word.

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

Find lots of interesting words!
Add adverbs to tell how or when the action is done.

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

Rover barked.

Rover never barked loudly.

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

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

Look up one ordinary word.

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

Find lots of interesting words!
Replace common verbs with more specific ones.

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

Ryan sang.

Ryan serenaded Josie with a romantic ballad.

Hint:

Look up one ordinary word.

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

Find lots of interesting words!

http://www.kidthesaurus.com/
https://www.wordsmith.net/
https://en.oxforddictionaries.com/
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>Asif</td>
<td>Not…but</td>
</tr>
<tr>
<td>For</td>
<td>Aslong 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>
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<tr>
<td></td>
<td>Even if</td>
<td></td>
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<tr>
<td></td>
<td>Even though</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If only</td>
<td></td>
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<td></td>
<td>In order that</td>
<td></td>
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<td></td>
<td>Now that</td>
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<td></td>
<td>Once</td>
<td></td>
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<tr>
<td></td>
<td>Rather than</td>
<td></td>
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<td></td>
<td>Since</td>
<td></td>
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<td></td>
<td>So that</td>
<td></td>
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<td></td>
<td>Than</td>
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<td></td>
<td>That</td>
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<td></td>
<td>Though</td>
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<td>Till</td>
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<td></td>
<td>Unless</td>
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<td>Until</td>
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<td>Whenever</td>
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<td></td>
<td>Where</td>
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<td></td>
<td>Whereas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wherever</td>
<td></td>
</tr>
<tr>
<td></td>
<td>While</td>
<td></td>
</tr>
</tbody>
</table>

Source:
http://grammarccc.ccc.commnet.edu/grammar/conjunctions.htm
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

Do Not Focus on Surface Errors

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

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?

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.

These three are all the same because they all speech. They are also different because the are different speech.
Resources—

Vocabulary Websites/Apps;

Videos to Watch

Lingro

- http://lingro.com/

Example: Plate Tectonics

- 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

Statistics and Words

Upload Text

Enhanced Text

High Frequency

Word Frequency

Low Frequency

Word Category

One morning, when Gregor Samsa woke from transfigured dreams, he found himself transformed into a gigantic insect. He lay on his couch, naked, as in the dawn of the world. If the headless rider, with his horse and sword, had appeared at the window of his room, he would have been no more astonished than he was when he lifted his head a little higher and saw his sawed-off head and its red Clydesdale. He had thewf of an enormous bed, as if they were disordered 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 to the size of the end of his body, dangled helplessly as he stood.
Teaching Channel Videos

- [https://www.teachingchannel.org/video/build-student-vocabulary](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](https://www.teachingchannel.org/video/vocabulary-for-ells)

7-Step Vocabulary Method (2:15)
Steps in Learning a New Word

https://www.youtube.com/watch?v=1LS7m9qi1uY
5:46
Robyn Rich
7th Grade Language Arts

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

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
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?

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