

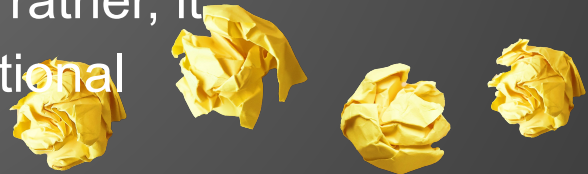


VOCABULARY

English
Language Arts
& Literature

Using this Slide Deck

- ? You will find resources to support this area of literacy instruction **linked in the slides** and in the **speaker notes**.
- ? It is the teacher's responsibility to align resources with their students' needs and curriculum expectations.
- ? If you have questions, please contact your local consortia office.
- ? This is not a comprehensive list of resources; rather, it is a place to get you started for quality instructional practices.



Organizing Idea	K	1	2	3	4	5	6
Text Forms & Structures							
Oral Language							
Vocabulary							
Phonological Awareness							
Phonics							
Fluency							
Comprehension							
Writing							
Conventions							

Organizing Idea (from Curriculum)	Pillars of Reading
Text Forms & Structures	Writing/ Comprehension
Oral Language	Fluency/ Vocabulary
Vocabulary	Vocabulary
Phonological Awareness	Phonological Awareness
Phonics	Phonics
Fluency	Fluency
Comprehension	Comprehension
Writing	Writing
Conventions	Writing/ Fluency

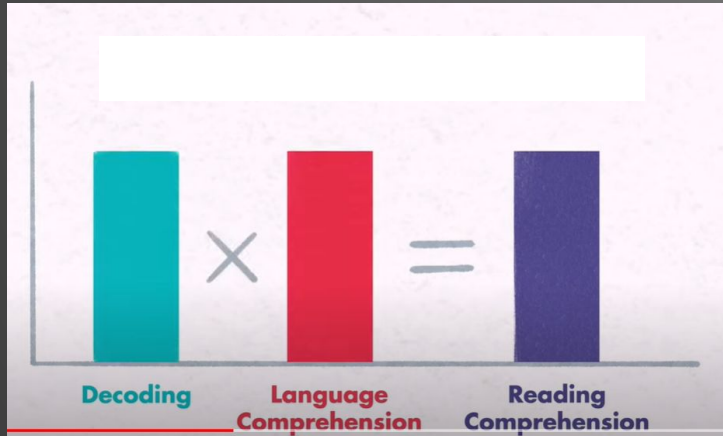
VOCABULARY is the knowledge of words and word meanings. As a learner begins to read, vocabulary from the text is mapped onto the oral vocabulary that a student brings from his/her background knowledge. Having a deep understanding of the letter-sound correspondences supports learning new written vocabulary, especially when the words are already, or become, part of one's oral vocabulary. Oral vocabulary is **KEY** to weaving together spoken and written forms; reading vocabulary is crucial to the comprehension of a skilled reader (National Reading Panel, 2000).



From
Calgary Board of Education
K-12 Literacy Framework - cbe.ab.ca



Simple View of Reading



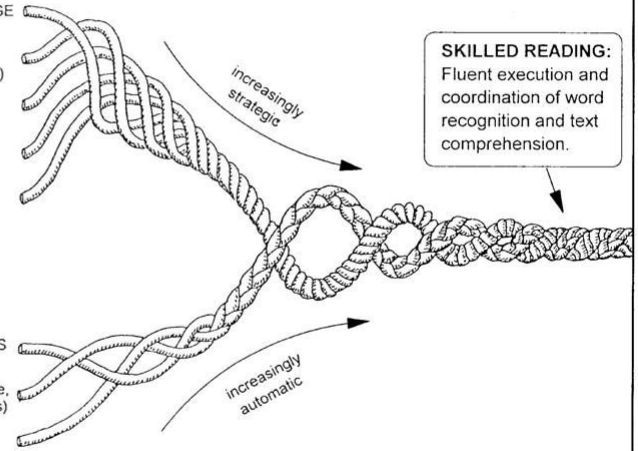
THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)
VOCABULARY
(breadth, precision, links, etc.)
LANGUAGE STRUCTURES
(syntax, semantics, etc.)
VERBAL REASONING
(inference, metaphor, etc.)
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

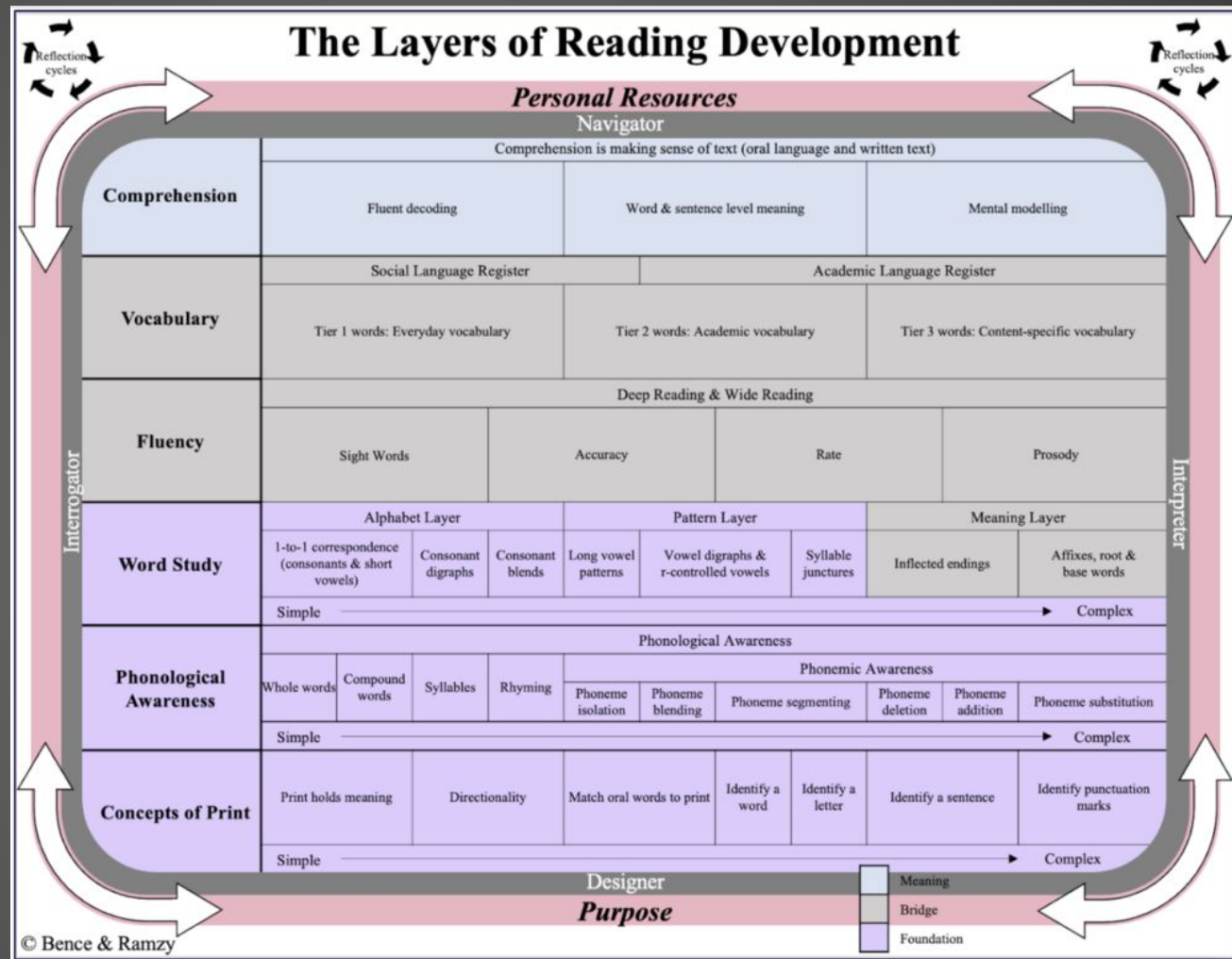
PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)
DECODING (alphabetic principle,
spelling-sound correspondences)
SIGHT RECOGNITION
(of familiar words)



Scarborough's Reading Rope

Upcoming Learning Opportunity

Aligning the Layers of Reading with the New Curriculum



VOCABULARY

Mentor
Texts

Morphology

Routine
Word Play
Activities

Word Walls,
Sound Walls
& Anchor
Charts

Explicit
Instruction

