

Vocabulary:
It's more than just about words
ELAL 4-6 Organizing Idea Overview

These things are great. It's like TV in your head!

teennick





CASS - Language

Calls to Action

13. We call on Canada to respect the rights of Aboriginal people. This includes their right to have their languages respected.



Rawpixel

The ARPDC acknowledges Treaty territories 4, 6, 7, 8 and 10 and the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those on whose territory we reside, work, and play.

ARPDC Designers of Professional Learning

Please reach out to us to discuss professional learning for your school!



Stephanie Dodyk
*English as an
Additional Language*



Kim Tackaberry
*Literacy and
Inclusive Ed*

LINK to the SLIDES: <https://bit.ly/ARPDCVocabulary>

Guiding Questions



What universal instructional strategies can support the learning outcomes for Vocabulary in the Grades 4 to 6 ELAL curriculum?



How is vocabulary connected to language development, including English as an additional language?



Participants will share their thoughts and ideas either through the chat or verbally.



Participants will share an item of their L.E.A.R.N. in the chat.



Guiding Language



L.E.A.R.N.

L I loved...

E I am excited to start...

A I want to ask...

R I am ready to implement...

N My next steps are...



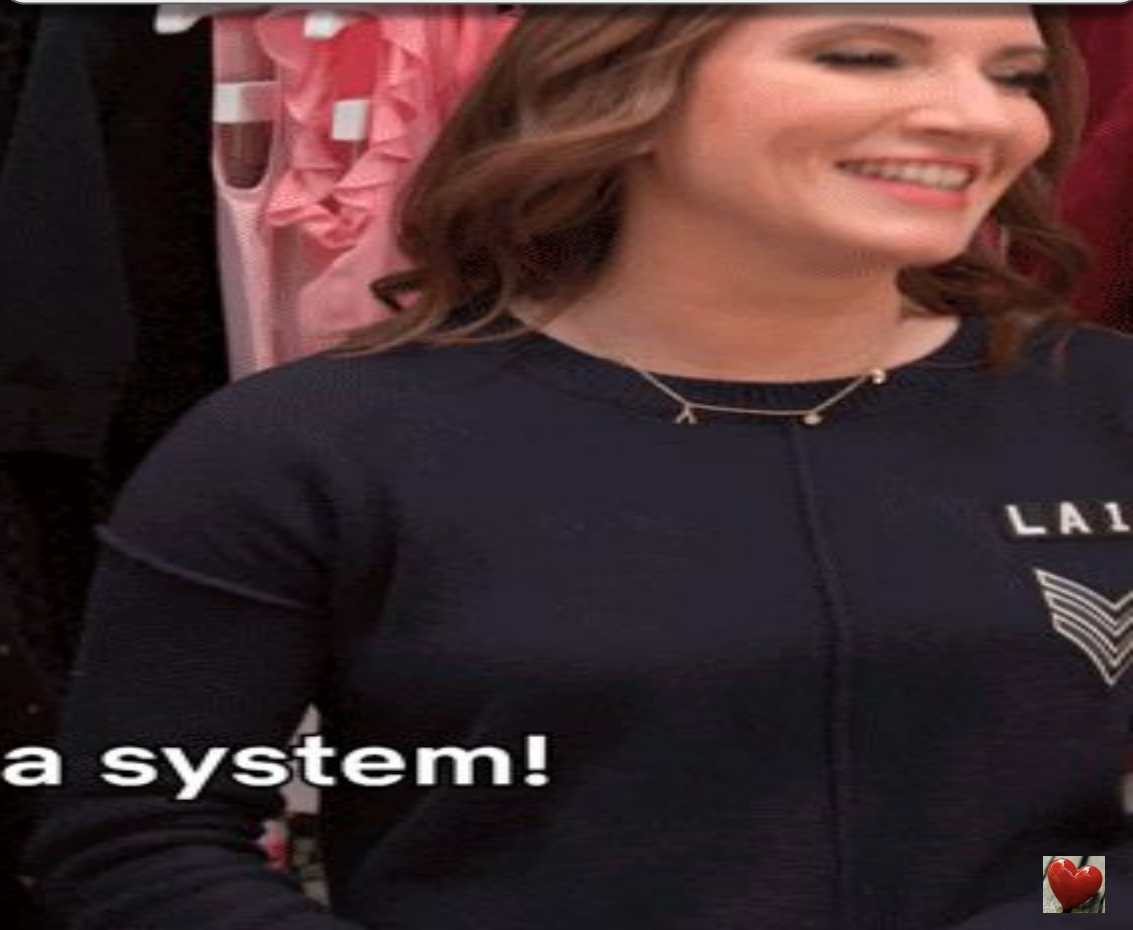
Outline



- 👉 **Organizing Idea and Learning Outcomes**
- 👉 **What is Cognitive Overload?**
- 👉 **Morphology and Word Origins**
- 👉 **Tier 2 and Tier 3**
- 👉 **Figurative Language**



Organizing Idea ELAL Grades 4-6



It's a system!



You want to do what?

What was
missing when
learning this
word?



As you watch this short
video:

What are you **noticing**?

What are you **thinking**?

What are you **wondering**?



SWIRL



Productive Skills

Receptive Skills

Organizing Idea: Vocabulary

Communication and **comprehension** are improved by understanding word meaning and structures.

What is another word or phrase for **communication**?

What is another word or phrase for **comprehension**?



New ELAL Curriculum

LEARNALBERTA 

Kindergarten

Vocabulary Learning Outcomes

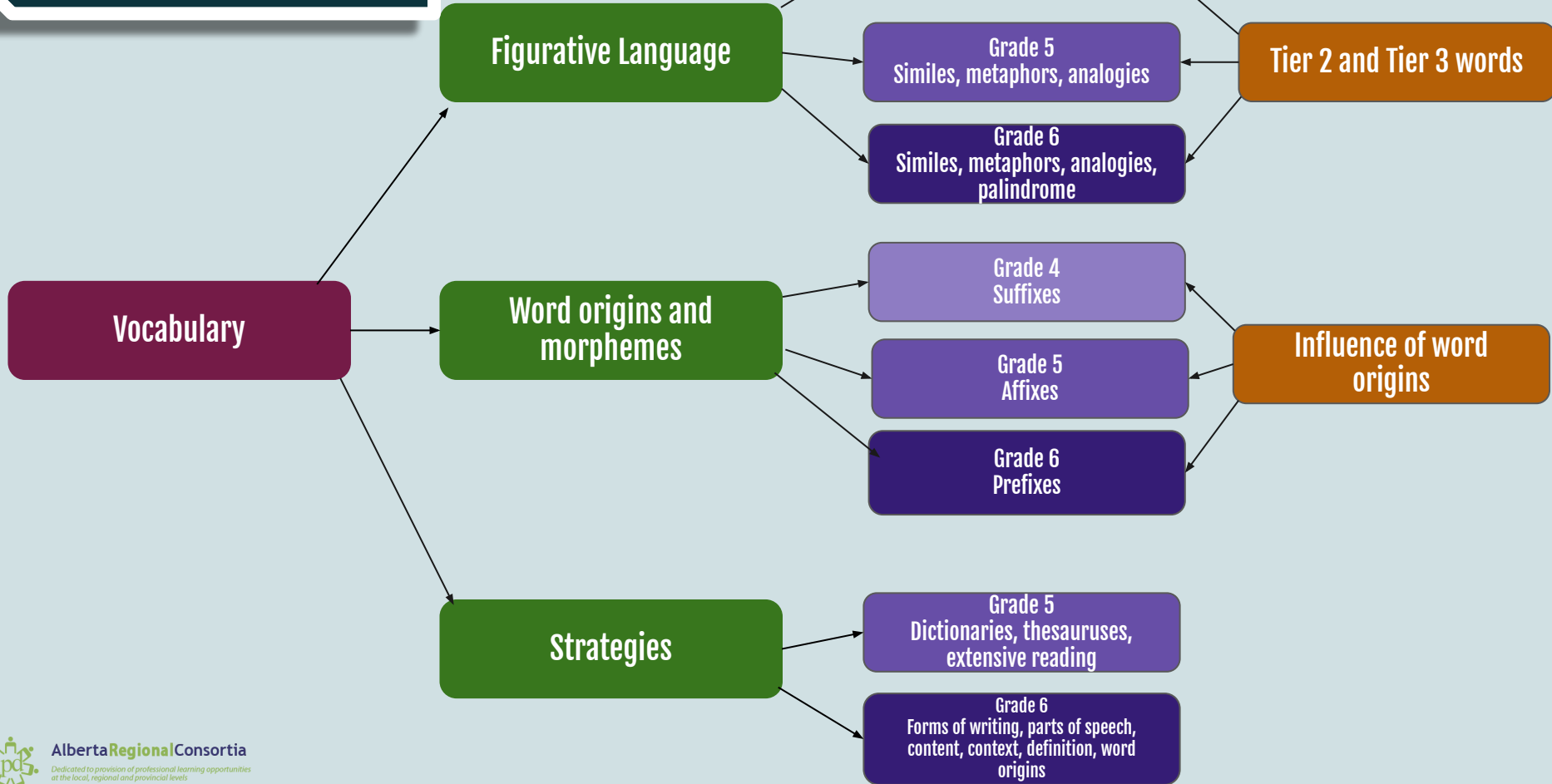
Grade 6

- K:** Develop vocabulary through a variety of literacy expressions
- 1:** Students analyze word formation and meaning
- 2:** Students expand vocabulary by connecting morphemes and words to their meaning
- 3:** Students analyze new words and morphemes to enhance vocabulary
- 4:** Students expand vocabulary and analyze morphemes to communicate multiple meanings
- 5:** Students analyze how knowledge of vocabulary supports meaning and use of language
- 6:** Students evaluate how vocabulary enhances communication and provides clarity

Morpheme: the
smallest
meaningful unit
of language



Concepts



Linguistic

Understanding and using

- vocabulary
- language conventions (e.g., grammar, punctuation, spelling)
- syntax (e.g., sentence structure)

Strategic

Using techniques to

- overcome language gaps
- plan and assess the effectiveness of communication
- achieve conversational and written fluency
- modify text for audience and purpose

Communicative Competence

The ability to understand and use language effectively to communicate in a wide variety of contexts and for a variety of purposes.

Socio-linguistic

Having awareness of

- social rules of language (e.g., formality, politeness, directness)
- nonverbal behaviours
- cultural references (e.g., idioms, expressions, background knowledge)

Discourse

Understanding how ideas are connected through

- patterns of organization (e.g., ideas can be organized sequentially, by importance, by comparing and contrasting)
- conjunctions (and, or, because)
- transition words (first, next, also, however, for instance, therefore, etc.)



What do we know about vocabulary?

Once word reading is in place, vocabulary accounts for **80% of variance** of reading comprehension scores at grade level.



Vocabulary is the link to background knowledge & understanding

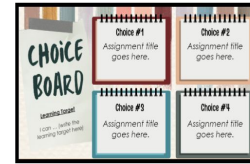
10,000 words comprise 96% of spoken English, however approximately 1,000,000 words are used in contemporary print.

Vocabulary plays a critical role for both early reading and later reading (reading to learn).



Esther Park Resources

[estherparkconsulting.com/free](https://www.estherparkconsulting.com/free)



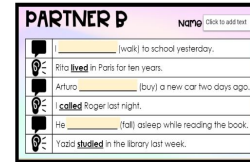
CHOICE BOARD TEMPLATE



NEW YEARS RESOLUTION JAMBOARD



WHERE DID YOUR STORY BEGIN?



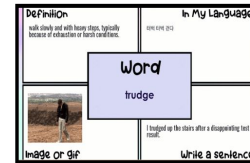
INFORMATION GAP



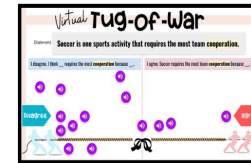
TEACH US YOUR NAME ACTIVITY



DESKTOP WALLPAPER



GIF WORD WORK TEMPLATES



VIRTUAL TUG-OF-WAR



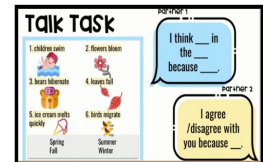
TRAVEL AROUND THE WORLD TEMPLATE



SCRATCH 'N' GUESS JAMBOARD



CO-CREATE NORMS JAMBOARD TEMPLATE

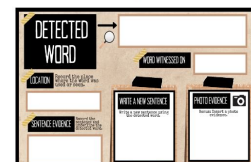


TALK TASK TEMPLATE



LOVE ME & LOVE YOU JAMBOARD

[Click here for Google Slides version](#) [Click here for Spanish version](#)



WORD DETECTIVE'S NOTEBOOK

[Click here for Spanish version](#)



TALKING CHIP CONVERSATION GAME

Cognitive Overload



Cognitive Load Theory



COMPREHENSIBLE



INPUT

MULTIPLE REPRESENTATIONS

Help break down language heavy content



- **VISUALS:** images/exemplars/graphic organizers/video clips/sentence frames
- **ACCESS POINTS:** rousel/research in L1/anticipation guides

COMPREHENSION COMES BEFORE PRODUCTION

SPEAK

Appropriate verbal input

- **PAUSES:** down/use pauses/speak clearly
- **GESTURES:** gestures/body language/facial expressions

EXPLAIN

Clear explanation of tasks



- **STEP-BY-STEP DIRECTIONS:** model/show end product/'I do. We do. You do.'
- **USE PEER SUPPORT:** Google translate/L1 peers/group collaboration

Functions

The Watcher (Reticular Activating System)

The RAS scans our environment 24/7 for possible threats (bodily harm or humiliation) or rewards (food or friendship). It sends reports over to the amygdala.



The Guard Dog (Amygdala)

The amygdala acts as our guard dog trained to prepare the body for fight, flight, freeze, or appease when anything threatens our physical or social safety. It can act on its own if it believes we are in imminent danger.

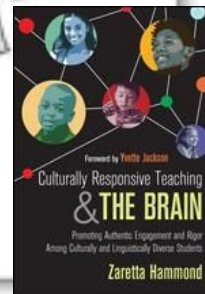


The Wikipedia Pages (Hippocampus)

The hippocampus is our personal Wikipedia. Here is where our background knowledge is stored. It is also the site of working memory, where information processing happens. Working memory shrinks when the amygdala is triggered.



Working memory (short-term memory) has a significant role to play in language development and long term memory. Working memory is where, cognitively, our brain interprets new information and makes connections between new information and previous knowledge.



Links Between Language Learning and Attention

Some learners are unable to sustain their focus when experiencing an overload and so cannot meet the demands of the learning experience.

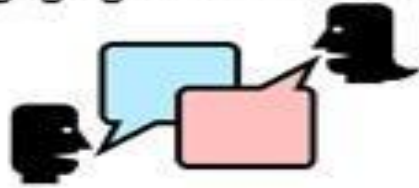
You may notice a combination of any of the following behaviours:

- ➡ Shut down
- ➡ Seem off task
- ➡ Fidget with objects
- ➡ Do not seem to know what they should be doing
- ➡ Avoid tasks
- ➡ Want out of the seat
- ➡ Seem overwhelmed
- ➡ Requiring constant monitoring to stay on task
- ➡ Easily sidetracked
- ➡ Daydreaming or have a blank stare
- ➡ Get frustrated or discourage easily
- ➡ Get bogged down by the task
- ➡ Require lots of breaks
- ➡ Need more time to complete a task
- ➡ Have difficulty following the pace of the lesson
- ➡ Offer irrelevant answers or information



Cognitively Undemanding

Engaging in conversation



Participating in art class



Playing sports in PE



Talking on the phone

Writing a list



Estimating the number of candies in a jar



Context Embedded

Context Reduced

Conducting science experiments



Reading a textbook with graphics



Using math manipulatives



Reading textbook without graphics



Working complex computations

$$\begin{array}{r} 64 \\ \sqrt{4096} \end{array}$$



Taking standardized tests

Cognitively Demanding



MAKE THE INVISIBLE



VISIBLE

Meta...



Metacognitive awareness: the ability to think and reflect on one's own thinking; regulating one's own thoughts.

Metalinguistic awareness: understanding, comparing, and expressing the nuances and uses of language, including the process of reflecting on the features and forms of language(s).

Metacultural awareness: learners' sensitivity to and knowledge of their own culture(s), its norms, practices, and traditions in relation to other cultures.

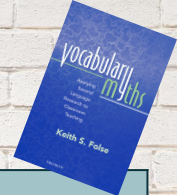


Word Consciousness

“Stahl and Nagy (2006) suggest the importance of developing students’ **word consciousness**, a phrase used to describe the interest in and awareness of words, which should be a goal of vocabulary instruction.... Activities in which students manipulate words, sort words, laugh and giggle about funny words, and choose words they want to know about are as important for vocabulary growth as the more academic aspects of vocabulary teaching and word learning.”

Examples of Activities that Get Students to Notice

(Note: italicized words are the target/studied vocabulary)



Exercise	Directions and Example Items
True – false (or yes-no)	“Read the statement and write true or false one the line” 1. ____ If you have a <i>dozen</i> cookies, you have ten of them. 2. ____ If you touch the <i>blade</i> of a knife, you might cut yourself.
Odd-man out (only one word was recently studied; others are assumed known)	“Circle the word that is different from the other three.” 1. beetle approach bee <i>caterpillar</i> 2. pilot <i>slender</i> waiter receptionist
Odd-man out (all 4 words were recently studied)	“Circle the word that is different from the other three.” 1. <i>beetle</i> approach <i>mosquito</i> <i>caterpillar</i> 2. <i>thin</i> <i>slender</i> <i>skinny</i> <i>portrait</i>
Word forms	“Give the verb form of these nouns and adjectives.” 1. perception – ____ 2. persuasive – ____
Word forms in cloze	“Fill in the blank with the correct form of the word in parentheses.” (<i>perception</i>) 1. No one could ____ any difference between the two drinks. (<i>persuasive</i>) 2. Blackmail and flattery are two forms of ____.
Original sentences	“For each word, write an original sentence that shows you know the meaning of the word.” 1. dozen ____ 2. skinny ____

Exercise	Directions and Example Items
Cloze sentences (unrelated sentences)	“Fill in the blanks with one of these 10 words: <i>army, cattle, donkey, foe, ivory, lament, oath, portray, tortoise, venom.</i> ” 1. Sometimes a snake's ____ can kill a human being. 2. When a soldier comes across an unknown person, he or she has to determine if the unknown person is friend or ____.
Cloze sentences (related sentences)	“Fill in the blanks with one of these 10 words: <i>army, cattle, donkey, foe, ivory, lament, oath, portray, tortoise, venom.</i> ” Snakes have a bad reputation, but they do not seek to attack. When a snake comes across an unknown object, the snake determines whether the object is friend or (1) _____. If the object is a threat to the snake, the snake will bite the object with the intention of injecting its deadly (2) _____.
Error identification	“One of the three underlined words is incorrect. Circle the error and write a correction above.” 1. <u>Due</u> to the heavy fog, the <u>fly</u> for Chicago was not able to take <u>off</u> on time. 2. The jury found the defendant, who is a grandmother of twelve, <u>innocence</u> of the <u>heinous</u> crime, so the judge sentenced her to a <u>decade</u> in prison
Answering questions (target vocabulary are in the question)	“Answer these questions” ____ 1. If you have a <i>dozen</i> doughnuts and then you give five to your friend, how many doughnuts do you have? ____ 2. If <i>venom</i> enters a young child's body, what will happen to the child?
Original story	“Write a story about anything you want. Use 10 of these words in your story: <i>army, cattle, donkey, foe, ivory, lament, oath, portray, tortoise, venom.</i> Give your story a title.”

**Multiple opportunities to use vocab
learned and practice on their own**

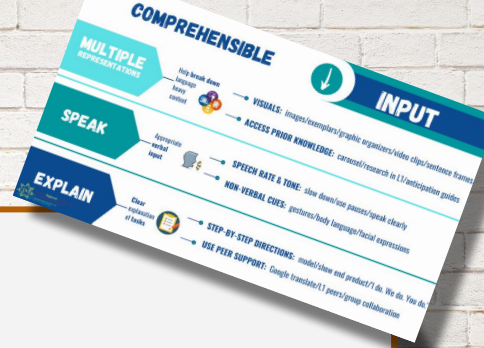


Traverse Talk





Language Environment



Is both a physical



Phys

How welcome are students' home languages in the classroom?

How can students draw on their entire linguistic repertoire in their learning?



Cognitive

with the language.



Interaction demands s... learner come to understand and use language.



L.E.A.R.N.

L I loved...

E I am excited to start...

A I want to ask...

R I am ready to implement...

N My next steps are...



Outline



👉 Organizing Idea and Learning Outcomes ✓

👉 What is Cognitive Overload? ✓

👉 Morphology and Word Origins

👉 Tier 2 and Tier 3

👉 Figurative Language



Morphology and Word Origins



From this video and your experience, what is your understanding of morphology?



Morphology is one of the universals of human languages

Even though the phonology, morphology, syntax and semantics of every language differ, all languages have sounds, words, patterns, and meanings.

Grammar



Phonology

Set of **sound** patterns and the rules that govern how they can be combined

Morphology

Units of **meaning** that make up the words of a language and the ways those units of meaning can be combined.

Syntax

Set of **rules** governing the ways in which words can be ordered into phrases or sentences.

Semantics

The meanings that emerge from the previous three elements: **sounds**, **word meanings**, and **word-order patterns**.

A Brief History of the English Language



👉 Hybrid language

👉 Germanic Anglo-Saxon spoken in Britain roughly between 5th and 11th centuries

👉 French brought in by conquering Normans

Synonym pairs
(Anglo-Saxon in origin vs derived from Latin or Greek)

meet - encounter
ask - inquire
come - arrive

Anglo-Saxon lexicon has **northern** European cognate relationships

active - activ
man - mann
end - ende

Graeco-Latin lexicon of English has **southern** European cognate relationships

family - famille
excellent - excellent
different - different



Anglo-Saxon & Graeco-Latin Vocabulary

Anglo - Saxon



High frequency
Used in everyday situations
Short - one or two syllables

Academic Word List

570 word families found across academic disciplines

analysis, concept, invoke, conceive, define, illustrate

Graeco - Latin

- English derives about 60% of its words
- Used in informational and literary texts
- Multisyllabic
- Made from smaller word parts

EAL students whose first language is a Romance language may be more familiar with the longer word in English than they are with the shorter word from German and old English because the longer word is a cognate. For example, 'elevation' vs. 'height'. 'Elevation' may be more comprehensible.



Mother tongue: words for *mother* in the Indo-European language family



English Words from Latinate Origins Compared to English and Spanish Words

English words from Germanic or Old English origin

get
fix
keep
breathe
meet

English word from Latinate origin

obtain
repair
retain
respire
encounter

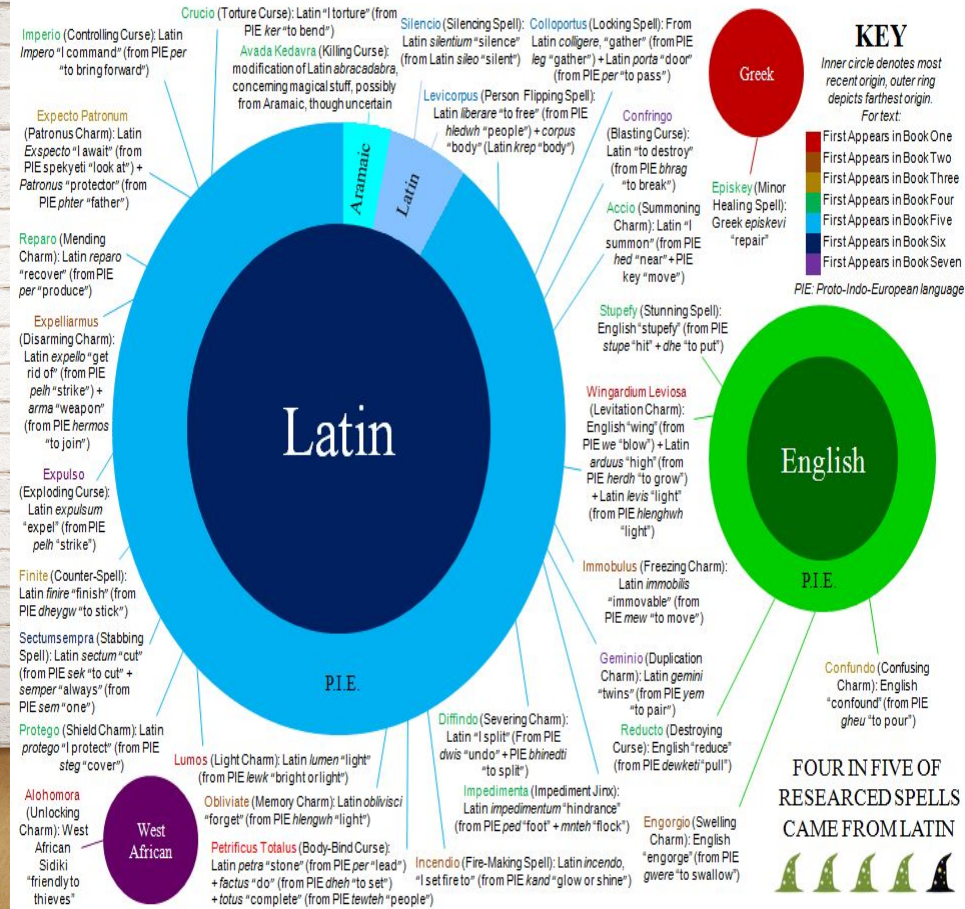
Spanish word from Latinate origin

obtener
reparar
retener
respirar
encontrar

Is it Germanic Anglo-Saxon or Latin?

construct
vacation
harbinger
before
tardy
isle

THE ETYMOLOGY OF *HARRY POTTER* SPELLS AND CURSES



FOUR IN FIVE OF
RESEARCHED SPELLS
CAME FROM LATIN



Is it Germanic Anglo-Saxon or Latin?

English words from Germanic or
Old English origin

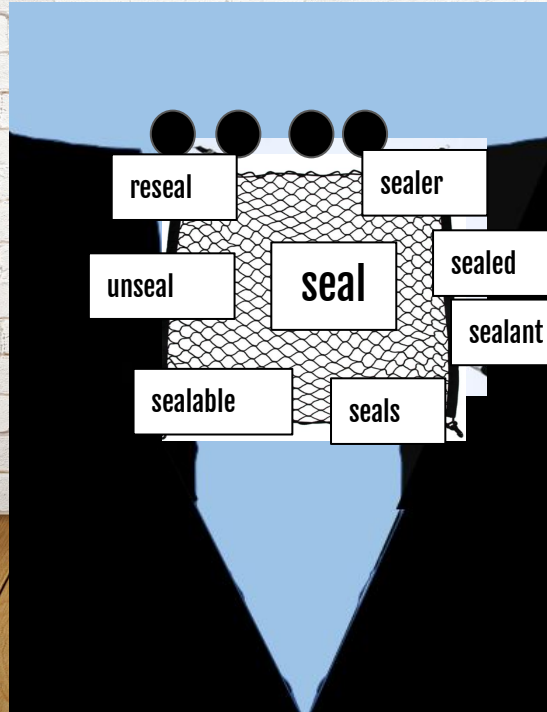
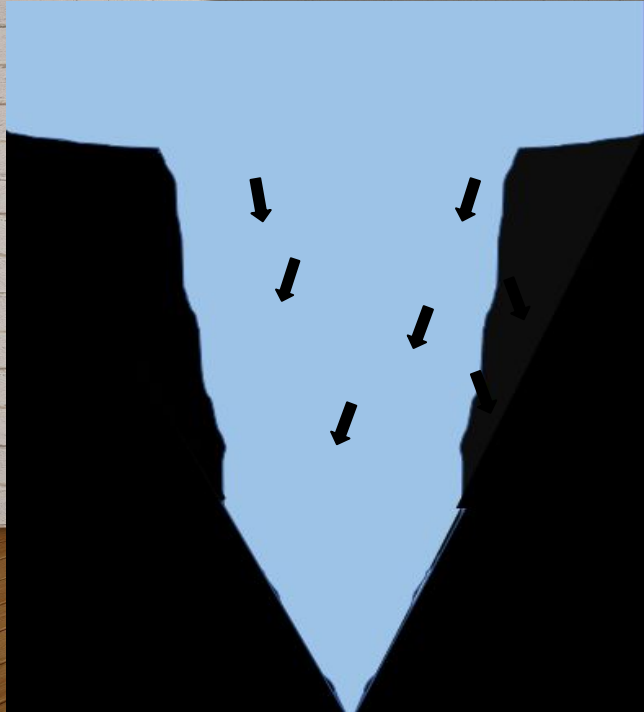
build
holiday
harbinger
before
late
island

English word
from Latinate origin

construct
vacation
signal
prior
tardy
isle

List of Germanic and Latinate equivalents in English

Not Filling the Gap - But Building a Bridge



- Seal**
1. Define it
 2. Word web

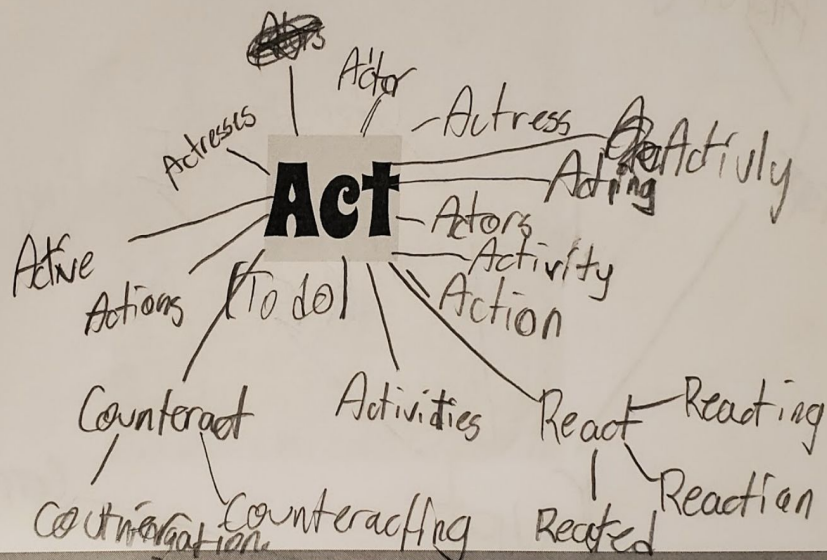
To fasten or close
securely

Designed by Michelle Bence
www.layersofliteracy.com



Word Web

Let's try one together!



flippity

Wordwall

Word Sorts

-tion

revolution

taxation

frustration

participation

solution

transition

nation

-sion

tension

passion

mission

vision

-tation

representation

plantation

American Revolution - Example 1

People

George Washington

Thomas Jefferson

Thomas Paine

King George

Paul Revere

Weapons

muskets

rifles

knives

bayonets

Issues

right to bear arms

taxation

American Revolution - Example 2



Vocabulary Parts Cards

Word

Biological

5 syllable sounds

bi - o - lo - gi - cal

Parts and Meanings

bio - life

logy - study/science/theory

ical - adjective forming

3 morphemes

Bio - log(y) - ical = biological

Definition

Text: Pertaining to the science of life

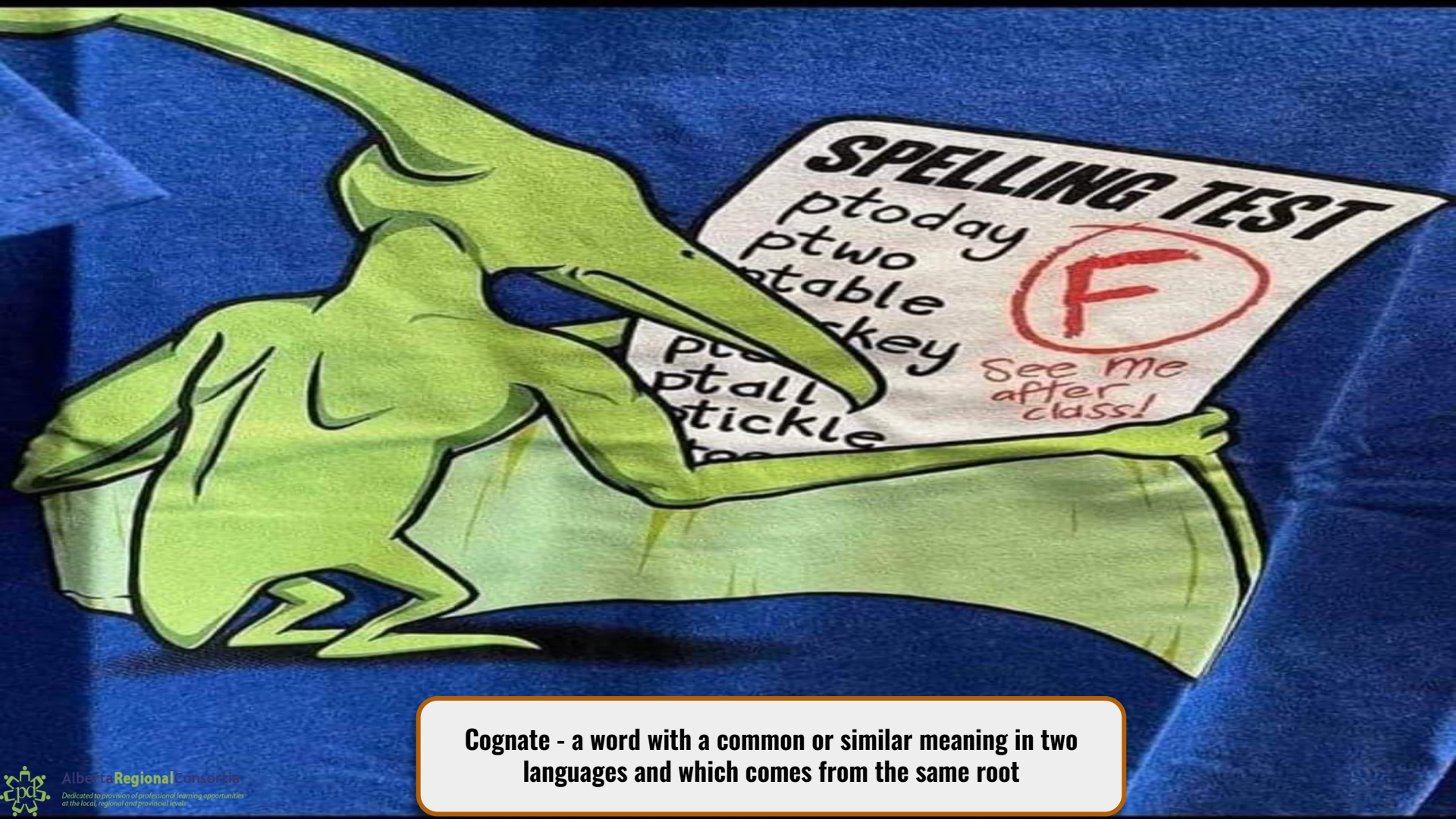
My definition: something to do with biology or living things

Picture



@ESL_fairy





Cognate - a word with a common or similar meaning in two languages and which comes from the same root



Beware!

ATENCIÓN

False cognates

Words that share a root but have different meanings because their morphemes veered off in different directions over time.

Cross-linguistic homographs

Words that share common letters but not meanings: 'p-i-e' means 'foot' in Spanish and is pronounced completely different from the same word in English meaning 'a sweet dessert'.

Cross-linguistic homophones

Words that share common sounds but not meanings. A Persian word pronounced as 'party' means 'clout'. Words sound similar, but they do not share spellings or meanings.



L.E.A.R.N.

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E I am excited to start...

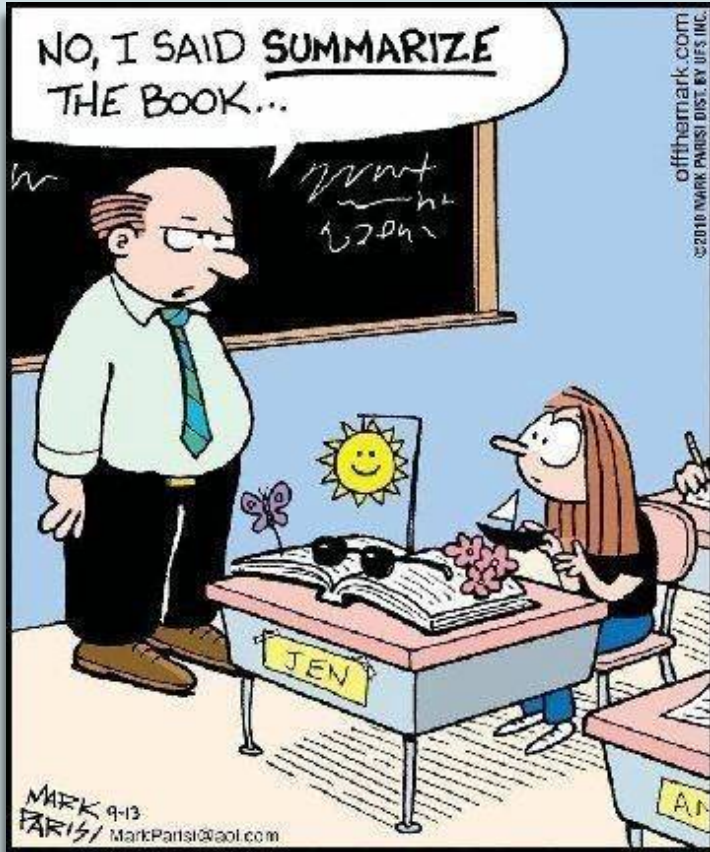
A I want to ask...

R I am ready to implement...

N My next steps are...



Tier 2 and Tier 3 Vocabulary



Unabridged

bombilation

Reference: Unabridged Dictionary Content Type: Main Entry

Advanced Search

1 entry found for "bombilation" in the Unabridged Dictionary
Exact matches:

bombilation (noun)

Unabridged Dictionary

bom·bi·la·tion *noun*

inflected forms: plural →

1 a buzzing, droning sound

Origin of BOMBILATION [+]

borrowed from New Latin *bombilātiō*, *bombilātiō*, from Latin *bombilāre* "to buzz, hum" (derivative of *bombus*, perhaps with suffix of *abāre* "to hiss," or after Greek *bombyliōs* "bumblebee") + *-itiō*, *-itiō*, noun suffix — more

10 Moira Rose Words EVERYONE Should Use

KAPWING

Source: Instagram - Merriam-Webster



Alberta Regional Consortia

Dedicated to provision of professional learning opportunities at the local, regional and provincial levels



Bricks are the vocabulary specific to the content and concepts taught in a discipline.



Mortar words and phrases are the general utility vocabulary required for constructing sentences and paragraphs to engage in discussions using academic English.



Buildings are taught at the discourse level. It consists of:

- text type; and
- pragmatics – knowing how to use different types of text.

Linguistic

Understanding and using vocabulary

- language conventions (e.g., grammar, punctuation, spelling)
- syntax (e.g., sentence structure)



Strategic

Using techniques to

- overcome language gaps
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- modify text for audience and purpose

Communicative Competence

The ability to understand and use language effectively to communicate in a wide variety of contexts and for a variety of purposes.

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Understanding how ideas are connected through

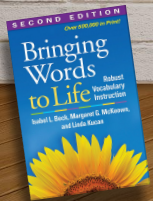
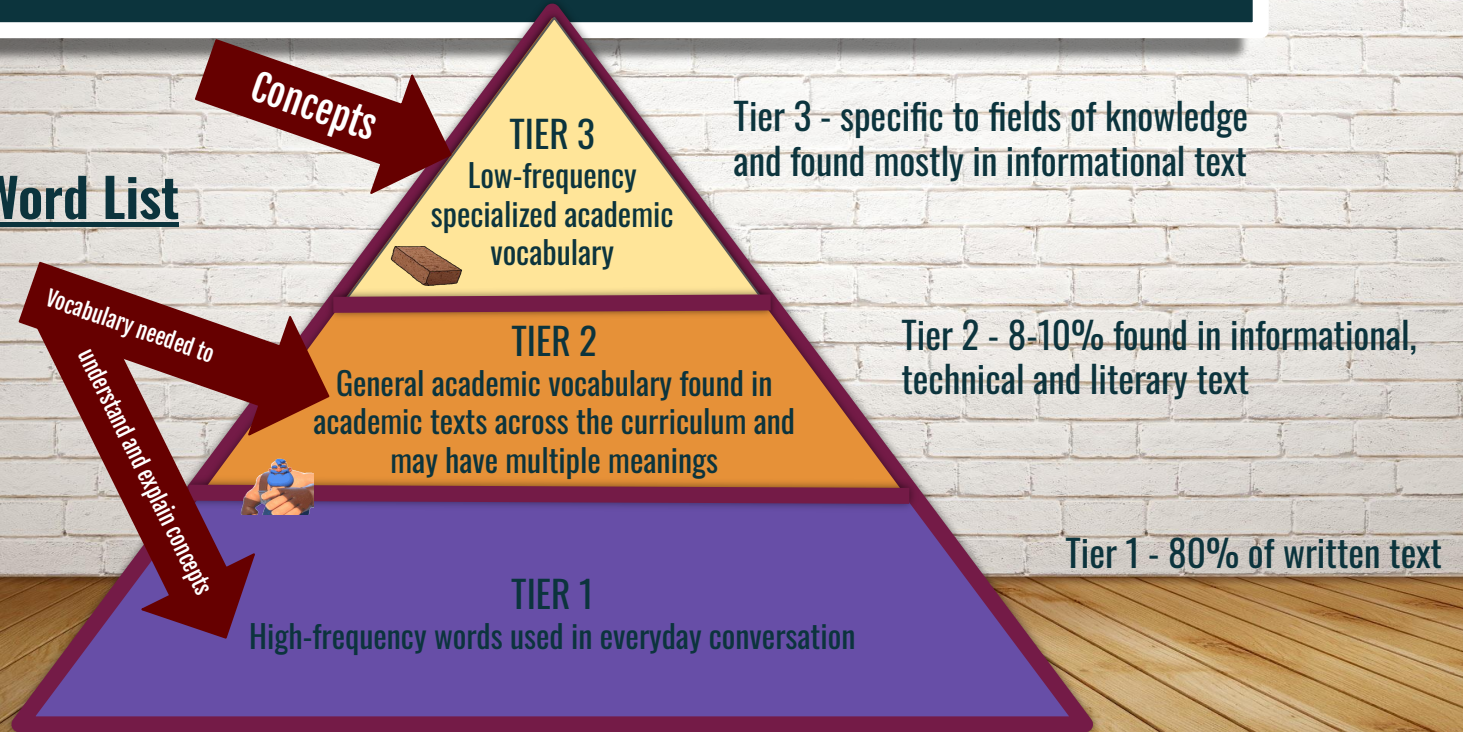
- patterns of organization (e.g., ideas can be organized sequentially, by importance, by comparing and contrasting)
- conjunctions (and, or, because)
- transition words (first, next, also, however, for instance, therefore, etc.)

Refers to a unit in language longer than a sentence.



Vocabulary

Academic Word List



Three Tiers of Vocabulary - Teacher Information

Three Tiers of Words

Tier 1

- baby
- house
- run

- These are the most basic words. They make up the vast majority of words we use in conversation.
- These words rarely need to be taught to native English speakers because they are familiar to most students. English as an additional language learners may benefit from explicit instruction of tier 1 words.

Tier 2

- fortunate
- maintain
- analyze
- absurd

- These words are commonly used in quality children's literature or across domains in academic texts.
- These words are more sophisticated than the basic tier 1 words. It is less likely that students will already know the meanings of tier 2 words.
- Focusing intentional instruction on tier 2 words will improve students' overall language knowledge and reading comprehension.

Tier 3

- isotope
- lathe
- peninsula

- These are specific technical words. These words are much less frequent than tier 1 and tier 2 words, and are likely related to specific academic content areas.
- Instruction of tier 3 words will be based on specific grade level curriculum outcomes in other subject areas.

Types of Vocabulary

Vocabulary instruction within the context of the ELAL curriculum is referring to oral vocabulary. The instructional focus is on developing an understanding of the meaning and use of words.



Oral vocabulary refers to words we understand and use when speaking and listening.



Print vocabulary refers to words we recognize and use when reading and writing.



Do not wait until students are ready to decode or spell a word before teaching its meaning. Build oral vocabulary (speaking and listening) to facilitate reading comprehension later on. As students become proficient readers and writers, their oral vocabulary will support their comprehension.

[New Learn Alberta - 3 Tiers of Vocabulary Resource](#)

Some Criteria for Identifying Tier Two Words



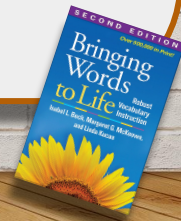
Importance and utility: Words that are characteristic of written text and appear frequently across a variety of domains. For example, *categorize* or *technique*.



Conceptual understanding: Words for which students understand the general concept but provide precision and specificity in describing the concept. For example, *hindrance* or *sufficient*.



Instructional potential: Words that are more than one-dimensional, and offer a variety of context and uses to explore. For example, *establish* means "to start", "to put on a firm basis", "to put beyond a doubt".



Examples of Tiers of Academic Vocabulary

Tier 1 – Basic

home
dog
happy
see
come
again
find
go
look
boy

Tier 2 – Academic

analyze
approach
role
consist
major
require
significant
vary
interpret
consequence

Tier 3 – Content Specific

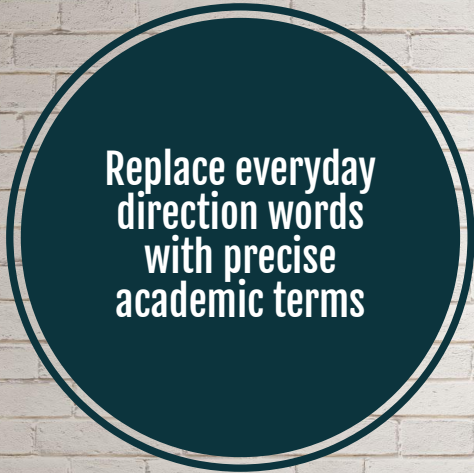
volcano
lava
pumice
glaciated
abdominal
peninsula
molt
phonological
diphthong
quadrilateral



Cross-Content Vocabulary Word	Meaning in English Language Arts	Meaning in Mathematics	Meaning in Social Studies	Meaning in Science	How I would Teach its Meanings
column	Regularly appearing newspaper article	Vertical division of a table	Upright pillar (e.g., columns in Roman architecture)	Something resembling a column in form, position, or function (e.g., columns of smoke)	
factor	A circumstance, fact, or influence that contributes to a result	Numbers that when multiplied together form a product	An agent who buys and sells goods on commission	a level on a scale of measurement.	

Words with Multiple Meanings





Everyday Terms

- Answer
- Finish
- Repeat
- Talk about
- Share
- Think about


Academic Terms

- Respond, Elaborate
- Complete, Develop
- Restate, Review
- Discuss, Interact
- Report, Contribute
- Consider, Contemplate



What words should we teach?

“Beck and colleagues have argued that instruction should focus on the high-utility Tier 2 words that carry the meaning in texts across the curriculum with attention paid to the low-frequency Tier 3 words when these are essential in order to understand particular texts.”



Vocabulary Instruction

Choosing Words to Teach

Tier III
Tier III words are low-frequency words and are limited to a specific “domain”. They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.
Examples: atom, molecule, metamorphic, sedimentary, continent

Tier II
Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words the best words for targeted explicit vocabulary instruction.
Examples: hilarious, endure, despise, arrange, compare, contrast

Tier I
Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.
Examples: come, see, happy, table

www.blog.maketoteach.com

Source: Bringing Words To Life (Beck, McKeown, & Kucan 2002)



Transition Words

ELA/FLA

I was cold, so I put on a toque.

J'avais tellement froid, donc

j'ai mis une tuque

My preferred meal is pizza;

however, I am not a picky

eater.

Mon plat préféré est la pizza,

cependant, je ne suis pas

difficile.

Multi-Meaning Words

Science

Blue: colour, feeling

Light: weight, brightness, light

bulb

Contracts: metal, legal

document, illness

Math

Quarter: fractions, money, city

district, football game

Row: table section, row a boat

Information Processing

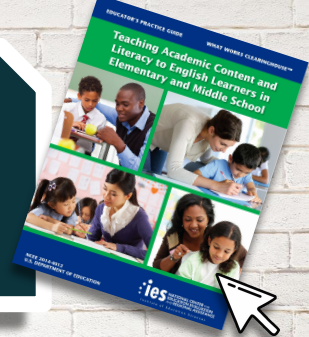
Math

Determine the value of 'X'

Explain/Illustrate your answer



Teach a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities



Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.

Exhibit 1.2. Example of an appropriate text for academic vocabulary instruction²⁶

When you walk into a zoo today, the exhibits look different than they used to look years ago. Before the 1960s, zoos had cages with tile walls and floors. Now, animals in zoos live in more natural environments. For example, instead of enormous gorillas pacing back and forth in cramped cement areas, they play on soft grass and nap in trees. Before, large birds lived in small cages. Now, zoos have large exhibits where birds can stretch their wings and soar from tree to tree. According to zoo design expert Jon C. Coe, these changes often have a positive impact on animals' health and happiness.

Still, creating better living spaces is just one step toward improving the lives of animals that live in zoos. Even in exhibits that look like their natural environments, animals can become bored. According to Coe, boredom can have harmful effects.

"An exhibit may look great, but it isn't doing much for the animal unless it also involves a choice of things to do all day," said Coe. Animals need to be challenged with activities such as looking for food and exploring their surroundings. In fact, some research has shown that giving zoo animals more options and activities promotes good health and lowers the incidence of violent behavior. Today, several zoos have created living environments for their animals that involve the kinds of pursuits that Coe described. For instance, the orangutans at the National Zoo in Washington, DC can travel across the zoo on overhead ropes to visit friends.

Coe recommends more investigation into these types of zoo exhibits and their impact on animal health. With this new pursuit of creating more natural environments in zoo exhibits, he sees a happier and healthier future for many zoo animals.

Select words to teach based on the following recommended criteria:

- Words central to understanding the text
- Words frequently used in the text
- Words that might appear in other content areas
- Words with multiple meanings
- Words with affixes

Exhibit 1.3. Ms. Gomez's selection of academic vocabulary for in-depth instruction³⁷

Ms. Gomez, a third-grade teacher, read the zoo text to determine what academic vocabulary words she should consider for in-depth vocabulary instruction. As she read the text, she noticed that two of the words were familiar to her students: *natural* and *design*. She planned to remind her students of their meaning prior to reading the text. She looked at the word *incidence* and decided not to teach it in-depth but instead to let the students determine its meaning using context clues. She decided to provide brief student-friendly definitions (or synonyms) and demonstrations for the words *cramped*, *boredom*, and *violent* during the reading discussion. She then proceeded to select six words from the passage for in-depth instruction using the criteria. Below is the list of words she selected along with her rationale for selecting them.

Environment. This word can be used in multiple ways (the *environment* as the sum of ecological influences, such as climate, soil, and other life forms, versus an *environment* as one's surroundings or conditions), has morphological derivations (e.g., *environmental*), and also appears more than once.

Exhibit. This word is crucial to text comprehension and has related morphological variants (e.g., *exhibition*). In addition, it has morphological derivations that change the word's part of speech (e.g., *exhibit* as a noun or a verb, and the derivation *exhibition* as a noun), and appears multiple times.

Investigation. While this word only appears once in the text, it offers potential for multiple uses across the content areas (e.g., *investigation* as in conducting a systematic scientific experiment or as in conducting a criminal inquiry). The morphological variants (e.g., *investigate*, *investigator*) and the cross-linguistic dimensions (e.g., *investigación*) make the word a strong candidate for instruction.

Impact. This word is central to understanding the selection, appears twice in the text, has cross-linguistic dimensions (e.g., *impacto*), and has the potential to appear in other content areas (e.g., science: the impact of the moon on tides).

Pursuit. This word appears twice in the text and is important for comprehending the conclusion. Additionally, idiomatic expressions (e.g., *in hot pursuit*) extend the word's usage beyond its applicability in this particular context.

Options. This word has morphological (e.g., *optional*) and cross-linguistic associations (e.g., *option* = *opción* in Spanish, *opção* in Portuguese, and *opsyon* in Haitian Creole).

The Nature of Academic Language:

Vocabulary in a chapter from Grade 5 Alberta Social Studies textbook



affect	communities	cooperation	established
area	confederation	create	eventually
assembly	conference	created	federal
benefits	constant	culture	finally
challenges	construction	debates	founding
chapter	convince	editor	identified
chart	convincing	explode	identity
illustrate	minority	research	solutions
immigrants	partners	researcher	sources
impact	physical	require	terminal
involved	predict	resource	traditions
issues	process	route	transportation
major	reactions	section	unique
majority	region	sectioned	

WORD WALLS



Digital Word Wall

Tier 2 words selected from a reading

Top Ten Words: Rocks and Minerals

Verb	Noun	Adjective	Related Words	Word Roots	Examples
form	formation	formal	inform reform deform	form: shape	This book gives a lot of information about rock formation in different locations in Canada.
locate	location	local	dislocate	loc: place	Geologists know all about the earth and what's underneath.
	geology geologist	geological	geography geometry	geo: Earth	

Interactive Word Walls

Common Roots and Affixes

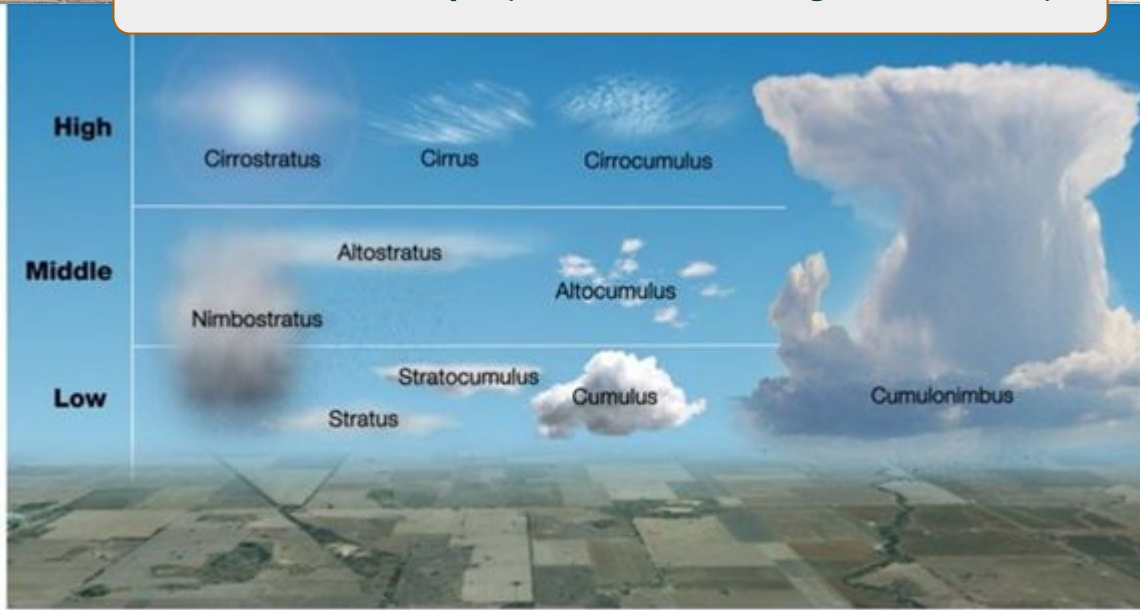
Morpheme Mondays

Cognates

SLOP Common Word Roots

Science Root Words

Sentence Frame Example (Grade 5 Science - Legacy Curriculum)



The ten main types of cloud

Sentence frames are a very effective scaffold to support the development of academic language and student engagement. They can be used to teach specific language structures or to teach mortar words/tier II words.

Visuals used in conjunction with sentence frames can support students in recycling mortar words and creating new sentences with content specific vocabulary.

Notice from this sentence frame example, how many different sentences can be created.

___ clouds are ___ (larger than/smaller than/higher than/lower than) ___ clouds.

___ clouds are ___ (similar to/different than) ___ clouds because they are ___



Transition Words

“Transitions or signal words help they reader follow the directions of a writer’s thought. They are like signposts on the road that guide the traveller.” - [CalPolyPomona](#)

What is the importance of explicitly teaching transitions and signal words to students?

How would you explicitly teach transition and signal words?

Signal Words Handout (Massasoit Community College)



Academic Language Functions



Academic Language Function	Student Uses Language to:	Examples	Thinking Map®	Graphic Organizers	Language Structures/Key Signal Words	Tasks Associated with Academic Language Function	Questions Commonly Asked
Seek Information	Observe and explore; acquire information; inquire	Use who, what, when, where, and how to gather information	Circle Map	Attribute Diagram Web SQ3R Concept Definition Map Outlines Cornell Note-taking	To be, action verbs, prepositions	Define, count, draw, identify, indicate, label, list, match, name, point, recall, recite, reproduce, repeat, trace, write, state, select, record, attributes, characteristics, main idea	Who ____?, What happened?, Where did it happen?, When did it happen?, Where did you find that?, How do you do that?
Inform	Identify, report, or describe information	Recount information presented by teacher or text, retell a story or personal information	Circle Map Bubble Map	Web SQ3R Concept Definition Map Outlines Cornell Note-taking	Adjective use, descriptive language, superlatives/comparatives, ____ said, the book says, first, second, next, etc., according to	Retell, recount, reorder, represent, depict, paraphrase, summarize, give examples, draw, explain, conclude, convert, describe, prepare, transform, translate, restate, rewrite, prepare, give in your own words, generalize, extrapolate	Retell the story in your own words. Summarize the chapter on _____. What happened?, Report your findings., Describe the main character. Tell about _____. What happened? Show how ____.
Compare	Describe similarities and differences in objects or ideas	Make/explain a graphic organizer to show difference and similarity	Double bubble Map Bridge Map	Venn Diagram Semantic Features Analysis T-Chart Fact-Opinion Charts	However, but, as well as, on the other hand, not only....but also, either....or, while, although, unless, similarly, yet, compared with, similar to, different than, and yet, as opposed to, alternatively, apart from, by contrast, contrary to that, conversely, in spite of this, nevertheless, nonetheless, notwithstanding, regardless, some....., but others, still, then again, by the same token, correspondingly, likewise, too	Distinguish, compare, contrast, group, identify, illustrate, point out, recognize, separate, describe, attributes, commonalities, differences, differentiate,	How are ____ and ____ the same? Different? Compare ____ and _____. Describe _____. Now, describe _____. Do either of these _____.? What makes ____ the same? What makes ____ different? How do we know the difference between ____ and ____?

THIS

Academic Language Functions and Language Structures



Choice Board

Co-designed with Dr Miriam Ramzy
www.layersofliteracy.com

High
Efficiency
Words

Depth of
Knowledge

Explicit
Morphology

Vocabulary
Self-Awareness

Placemat

Concept Attainment

Word Matrix

Tea Party

Word Gradients

Affixes

Structured
Word Inquiry
in More Depth

Text Structures

Frayer Model &
Concept Ladders

Word Explosions

Morning Message

Explicit Instruction

Contextualized & Authentic

Extended Talk



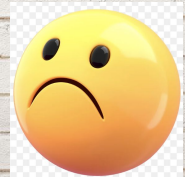
HAPPY



cheerful



SAD



L.E.A.R.N.

L I loved...

E I am excited to start...

A I want to ask...

R I am ready to implement...

N My next steps are...



Figurative Language



Why is figurative language part of the Vocabulary Organizing Idea?

The wind whistled throughout the day.



Buzzle.com

Personification resource:
literacyideas.com

Why is figurative language part of the Vocabulary Organizing Idea?




Way to Hook Students to Figurative Language

1. Analyze figurative language in movie (Video prompt: [LINK](#))
2. Discuss figurative language in songs (video prompt: [LINK](#))
3. Write using figurative language to complement art ←
4. Act it out or moving your body (“wind whistling”)
5. Watch Flocabulary clips video prompt: [LINK](#)
6. Play games (Esther Parks Templates: [LINK](#))
7. Use mentor texts to model and then have students find examples in their reading



Figurative Language



The screenshot shows the website 'The Balanced Literacy Diet' with the tagline 'Putting research into practice in the classroom'. The navigation menu includes Home, Food Groups, Recipe Finder, Virtual Tours, and How To Videos. A search bar is present. The main content area features a virtual tour titled 'The Literacy Umbrella: Understanding Figurative Language (Virtual Tour)'. The tour image shows a yellow umbrella with labels for 'Figurative Language' and 'Metaphor', and a red banner that says 'The classroom is a behavior activity'. Below the image are icons for a video and a printer. The text provides details on the stage of literacy development (Stage 3: Literacy for Growth), ages (9-12), grade range (4th, 5th, 6th), and food groups (Knowledge Building, Vocabulary). There are three sections: 'Activity Objective', 'Quick Tips', and 'Additional Comments'. The 'Activity Objective' states the goal is to explicitly teach word meanings and provide exposure to various uses of figurative language. 'Quick Tips' includes introducing figurative language with similes and metaphors, using an umbrella as a concrete representation, developing anchor charts, and using anchor charts as a visual reference. 'Additional Comments' notes that anchor charts provide a visual reference of students' thinking and support ongoing learning. At the bottom, there are buttons for 'Transcript' and 'Screenshot'.

The Literacy Umbrella
Understanding Figurative Language (Virtual Tour)

Activity Objective

The goal of *The Literacy Umbrella: Understanding Figurative Language (Virtual Tour)* is to explicitly teach word meanings and figurative language and providing opportunities for exposure to and use of a variety of uses for figurative language.

Quick Tips

Additional Comments:

- Introduce figurative language with similes and metaphors.
- Using an umbrella as a concrete representation of figurative language helps students understand the many components of language.
- Develop anchor charts with the students. This provides them with opportunities to take responsibility for their learning and makes their ideas visible and important.
- Anchor charts provide a visual reference of students' thinking and supports ongoing learning.

The Literacy Umbrella -
Understanding Figurative
Language: [Video](#) and [Link](#)



L.E.A.R.N.

L

I loved...

E

I am excited to start...

A

I want to ask...

R

I am ready to implement...

N

My next steps are...



Guiding Questions



What universal instructional strategies can support the learning outcomes for Vocabulary in the Grades 4 to 6 ELAL curriculum?



How is vocabulary connected to language development, including English as an additional language?



Participants will share their thoughts and ideas either through the chat or verbally.



Participants will share an item of their L.E.A.R.N. in the chat.



Guiding Language

