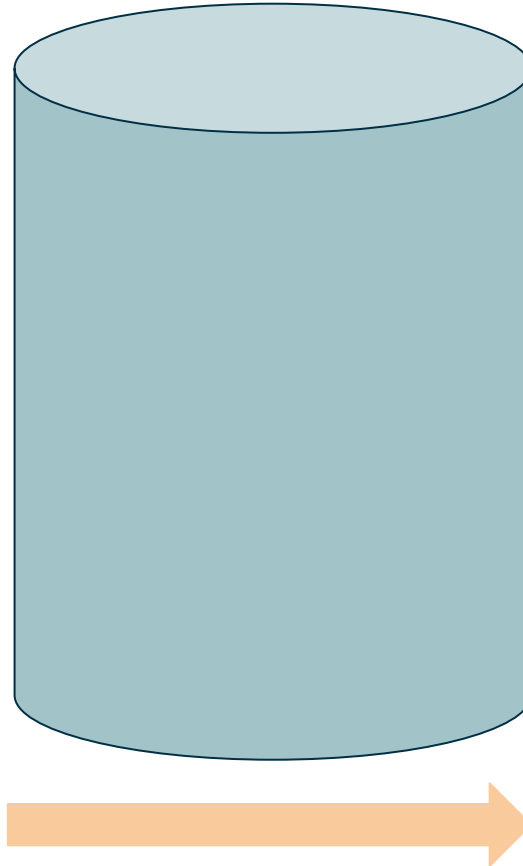


Assessment for Learning in ELAL K-6: Vocabulary



What to Assess



Breadth

How many words do you know?

Depth

How well do you know the words?

Breadth – Consider the EAL Benchmarks 2.0 Continuum – p. 27 (30)

English Language Continuums

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre-K-K Learning and Speaking	A	B	1					
Grade 1	A	B	1	2				
Grades 2-3	A	B	1	2	3			
Grades 4-6	A	B	1	2	3	4		
Grades 7-9	A	B	1	2	3	4	5	
Grades 10-12	A	B	1	2	3	4	5	6

Beginner Intermediate Advanced

Vocabulary Continuum

	A Emerging Literacy	B Emerging Literacy	1	2	3	4
High-Frequency Common Words	<ul style="list-style-type: none"> child say house time day chair walk laugh music 	<ul style="list-style-type: none"> kid talk home year night seat step joke song 	<ul style="list-style-type: none"> youth speak apartment week morning bench march chuckle tune 	<ul style="list-style-type: none"> teen express shelter age evening stool wander chowl chorus 	<ul style="list-style-type: none"> infant chat residence date afternoon desk chair hike giggle melody 	<ul style="list-style-type: none"> teenager communicate dwelling era sunset rocking chair stride cackle ballad
Descriptive Words	<ul style="list-style-type: none"> big small good bad happy okay mad 	<ul style="list-style-type: none"> large little fine wrong glad nice angry 	<ul style="list-style-type: none"> huge tiny okay rotten pleased fair furious 	<ul style="list-style-type: none"> gigantic mini alright rude delighted lovely frustrated 	<ul style="list-style-type: none"> massive puny pleasant naughty cheerful pleasant annoyed 	<ul style="list-style-type: none"> enormous miniature worthy unruly ecstatic acceptable enraged
Academic Words	<ul style="list-style-type: none"> point tell 	<ul style="list-style-type: none"> label show 	<ul style="list-style-type: none"> mark describe 	<ul style="list-style-type: none"> identify demonstrate 	<ul style="list-style-type: none"> flag express 	<ul style="list-style-type: none"> stamp illustrate

Vocabulary Knowledge Rating Scales (VKS)

Supporting every educator
in every classroom



Vocabulary Knowledge Rating Scales (VKS)

Word	I can tell you what it means.	I have seen/hear of it	I don't know

Blachowicz, C. L. Z., Fisher, P. J. L., Ogle, D., & Watts-Taffe, S. (2006). Vocabulary: Questions from the classroom. *Reading Research Quarterly*, 41(4), 524–539.

Word	I know it well, can explain it, can use it	I know something about it, can relate it to a situation	I have seen or heard of the word	I don't know the word

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York, NY: Guilford Press Book.

Teacher Checklist

D=Discussions W=Writing T=Tested

Term	Student A	Student B	Student C	Student D	Student E	Student F
cycle	DWT	DWT	DWT	T	DWT	DWT
sediment	WT	D	DT	DT	D	DW
weathering	DWT	DWT	WT	T	DT	DWT
fossil	DWT	DWT	DWT	DW	DWT	DT

Stahl, K. A., & Bravo, M. A. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 566-578.

Maze Assessments

- Highly useful, easily analyzed
- Select a passage
- Words are periodically replaced with 3 word choices
- Try to have a near and far distractor
- Usually between 150 and 400 words
- Timed for 3 minutes

Fisher, D., & Frey, N. (2023). *The vocabulary playbook: Learning words that matter*. Corwin.

Deadliest Animals

By Melissa Stewart

Large herds of Cape buffaloes graze hour after hour on thick grass. It might seem like they're focusing **(on, stampede, danger)** their food, but they're also on **(hulking, often, the)** lookout for danger. When these huge, **(black, the, hulking)** animals feel angry or scared, they **(large, charge, to)** at enemies with their heads down. **(It, Horns, Often)** they charge together as a group. **(These, On, A)** stampede of Cape buffaloes can kill **(predators, together, scared)** quickly with their sharp hooves and **(known, group, hooked)** horns. In Africa, Cape buffaloes are **(known, hulking, or)** as "black death" due to their **(dark, quickly, after)** colour and ferocious nature.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2ed.). The Guilford Press.

Bricks



Tier 3 – Domain specific

**Tier 2 –
High-frequency/multiple
meaning words**



Mortar

**Tier 1 – Basic, everyday,
familiar words**

Using AI to Find Tier 2 & 3 Words



Using the 2024 Grade 3 Alberta science curriculum, generate a list of tier 2 vocabulary words for instruction



Tier 2 vocabulary words are high-frequency words that appear across various domains and are important for understanding content but not as domain-specific as Tier 3 words. Below is a list of Tier 2 vocabulary words relevant to the **2024 Grade 3 Alberta Science Curriculum**, organized by areas of focus in the curriculum:

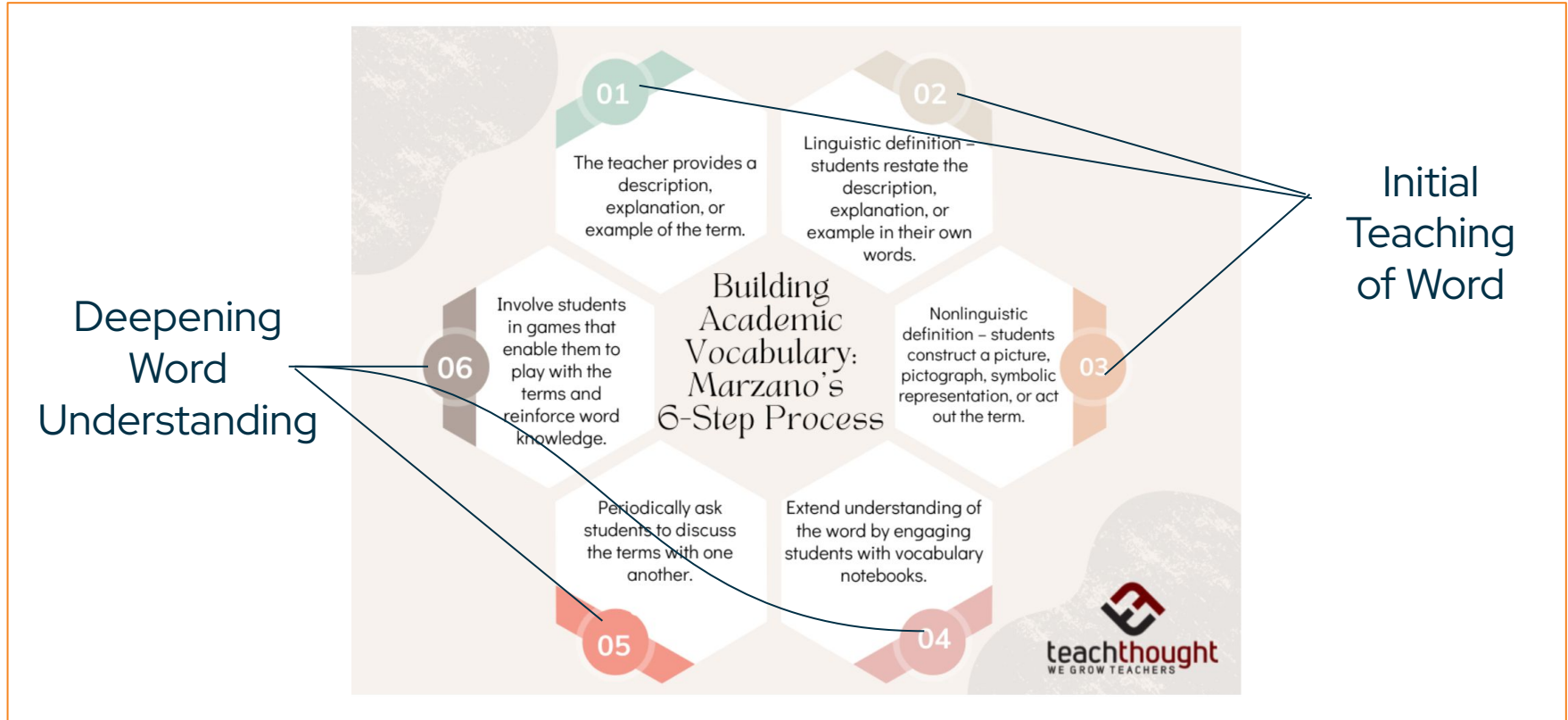
Grade 3 Earth and Space Sciences

Supporting every educator
in every classroom



Tier 2	Tier 3
observe	erosion
record	weathering
compare	sediment
change	fossil
cycle	mineral
system	rock cycle
resource	igneous rock
surface	sedimentary rock
condition	metamorphic rock
evidence	soil composition

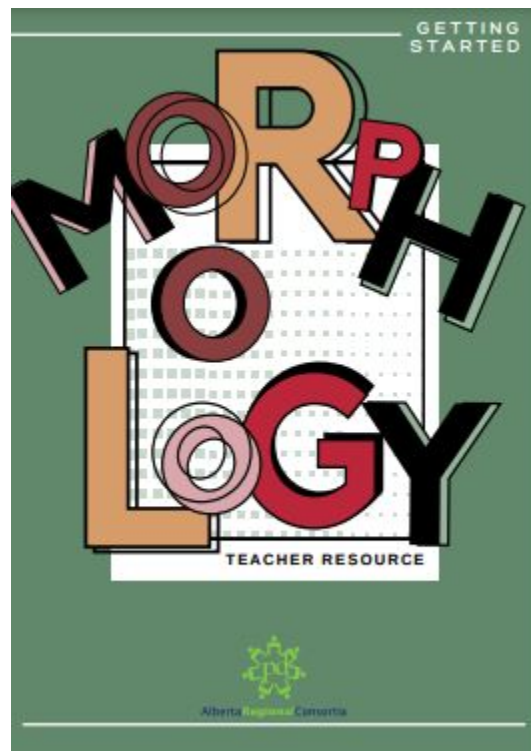
Vocabulary – Universal – Marzano’s 6-Step Process for Teaching New Terms



Vocabulary

- Read aloud
- Well stocked classroom library
- Games
- Find your partner – each student is given a card that matches with another student’s card in some way:
 - Vocabulary/definition
 - Concept/example
 - Sentence with missing target word

Morphology APLC Resource

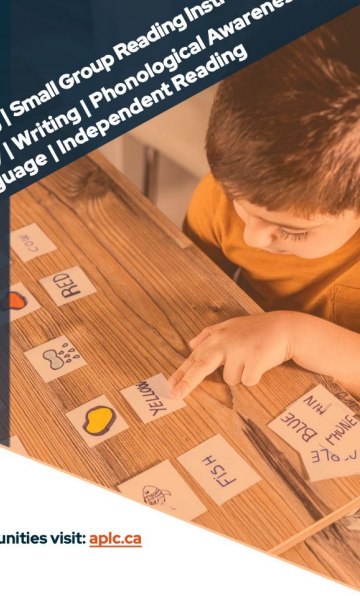




COMPREHENSIVE LITERACY GUIDES

Grades K-6

Read Alouds | Shared Reading | Small Group Reading Instruction
Vocabulary | Fluency | Writing | Phonological Awareness |
Phonics | Oral Language | Independent Reading



For more resources and Professional Learning Opportunities visit: aplc.ca

To contact our office directly email: info@aplc.ca