Teaching Vocabulary to Emergent Bilinguals: Research Based Strategies That Work

February 12, 2016
Fordham University, Lincoln Center

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Plan for the Day:

✦ Review the Research on Vocabulary Development.

✦ Introduce the 4 Es and an A Paradigm for Vocabulary Learning: Exposure, Exploration, Examples, Enthusiasm and Associations.

✦ Review Two Types of Vocabulary: Topic-Specific Academic Vocabulary and General Academic Vocabulary.
Plan for the Day:

♦ Discuss Two Facets of Word/Language Knowledge: Receptive and Expressive Language. Discuss how to Move Language Development and Vocabulary from Students’ Receptive Systems to the Active and Expressive Use of Language Orally and in Writing.

♦ Introduce a New Academic Vocabulary List (Davies and Gardner, 2013) and Model its Use.

♦ Practice Research-based Methods for Vocabulary Learning: AVE; VIOLETS; Picture Word Inductive Model, Text Talk and Others.

Why Emergent Bilinguals?

*Ofelia Garcia, 2009*

- The term Emergent Bilinguals puts students on a bilingual continuum as opposed to defining them to a specific (and often negative) category (LEP, ELL).

- The term emergent bilinguals refers to the children’s potential in developing their bilingualism; it does not suggest a limitation or a problem. Bilingualism is recognized as a potential resource, both cognitively and socially. Thus, emergent bilinguals are seen as having an advantage over those who speak English only and for whom becoming bilingual will be more difficult (TESOL Quarterly, June 2009)
Research on Vocabulary Development

Why Is Vocabulary Work So Important?

Think-Pair-Share
Important Research Findings

• Teaching vocabulary can improve reading comprehension for both native English speakers (Beck, Perfetti, & McKeown, 1982) and English Language Learners (Carlo et al., 2004)

• Vocabulary difficulty strongly influences the readability of text (Chall & Dale, 1995; Klare, 1984)

• Adequate reading comprehension depends on a person already knowing 90-95% of the words in a text (Nagy & Scott, 2000)

95-98%
Vocabulary Threshold for Basic Reading Comprehension

Dea Gardner, RITELL Conference, Fall 2015
When we are -------- -----, I ---- that your ---- of the -------- ----- ----- -------- -------- will be ------* ------, -------- with ------ to the ----------- -------- between ------ -------- and -------- --------.

44% Word Knowledge

Dee Gardner, RITELL Conference, Fall 2015

When we are -------- today, I ---- that your ---- of the -------- facing ---- language -------- will be ------ forever, -------- with ------ to the -------- -------- between reading -------- and vocabulary --------.

63% Word Knowledge

Dee Gardner, RITELL Conference, Fall 2015
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.

**88% Word Knowledge**

Dee Gardner, RITELL Conference, Fall 2015

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When we are finished today, I hope that your view of the challenges facing second language learners will be changed forever, especially with regard to the relationship between reading abilities and vocabulary knowledge.

**97% Word Knowledge**

Dee Gardner, RITELL Conference, Fall 2015
Growing up in poverty can seriously restrict the vocabulary children learn before beginning school, and can make attaining an adequate vocabulary a challenging task (Coyne, Simmons & Kame‘enui, 2004; Hart & Risley, 1995). Low SES students are likely to have substantially smaller vocabularies than their more advantaged classmates (Templin, 1957, White, Graves & Slater, 1990).

Learning English vocabulary is one of the most crucial tasks for English Language Learners (Folse, 2004; Nation, 2001).

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).
Vocabulary is Key for ELLs

• Even seemingly fluent ELLs may still possess only 2,000 to 7,000 words in English compared to the 10,000 to 100,000 words native speakers possess (Burt, Peyton, & Van Duzer, 2005)

• Building academic vocabulary requires not just having students memorize word lists, but also giving them opportunities to practice structured classroom dialogue and to think about and clarify word meanings (August, Carlo, Dresser, & Snow, 2005)

More Numbers:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-15%</td>
<td>Your chances of learning a word after a single exposure in context</td>
</tr>
<tr>
<td>2-3</td>
<td>Realistic number of words learned in a school day through explicit instruction</td>
</tr>
<tr>
<td>90-95%</td>
<td>Percentage of words that need to be known for the text to be considered “instructional level” for that reader</td>
</tr>
<tr>
<td>20</td>
<td>Number of paragraphs of instructional level text that need to be read to add one word to your vocabulary</td>
</tr>
<tr>
<td>8-3000</td>
<td>Number of words that schoolchildren need to learn every day (3000 words per year)</td>
</tr>
<tr>
<td>25-1-1000</td>
<td>A fifth grader who spends 25 minutes a day reading will grow her vocabulary by 1,000 words in a year.</td>
</tr>
</tbody>
</table>
How Do You Work On Vocabulary Right Now? Do You Have a Vocabulary Development Program?

Important Ideas On Vocabulary Teaching and Learning

Michael Graves Vocabulary Researcher 1980’s to the Present
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

Oral vs. Print Vocabulary

- **Oral vocabulary** - includes those words that we recognize and use in listening and speaking

- **Print vocabulary** - includes those words that we recognize and use in reading and writing

Michael Graves, Ph.D. 2006
It’s Important to Distinguish Among 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

Michael Graves, Ph.D. 2006

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4 Vocabularies

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*)

Graves, August & Mancilla-Martinez, 2013, pg. 10-11
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
4 Vocabulary Sets
Judy Montgomery, CCC-SLP, Chapman University

The Bridge of Vocabulary: Evidence-Based Activities for Academic Success, Pearson, 2006

Unwittingly boisterous

Speaking

Cool, go figure

Reading

Sincerely heretofore

Writing

Listening

Elfrieda Hiebert
TextProject.org
Word Facts and Word Instruction

Word Facts/A Generative Vocabulary

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

Vocabulary Researcher

Slides to Follow Are From:
http://www.textproject.org/archives/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/

Word Fact #1: Knowledge is “stored” in texts,

and texts typically have more rare words than conversations/oral language.

http://www.textproject.org/archives/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/
Word Fact #2: English has a vast repository of words, making it impossible to teach all words.

http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/

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


http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/
Core Vocabulary in Common Core Exemplars

<table>
<thead>
<tr>
<th>Grade</th>
<th>Narrative</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>.93</td>
<td>.92</td>
</tr>
<tr>
<td>4-5</td>
<td>.92</td>
<td>.91</td>
</tr>
<tr>
<td>6-8</td>
<td>.93</td>
<td>.87</td>
</tr>
<tr>
<td>9-10</td>
<td>.89</td>
<td>.91</td>
</tr>
<tr>
<td>11-CCR</td>
<td>.89</td>
<td>.87</td>
</tr>
</tbody>
</table>

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/
Word Fact 5: Words are parts of networks.

Core Vocabulary
90% (4,000 simple word families)

Extended Vocabulary
10%/approximately 88,000 complex word families

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></td>
<td>enthralled</td>
</tr>
<tr>
<td>fascinated</td>
<td>spellbound</td>
</tr>
<tr>
<td></td>
<td>captivated</td>
</tr>
<tr>
<td>marveled</td>
<td>transfixed</td>
</tr>
<tr>
<td>baffled</td>
<td>confused</td>
</tr>
<tr>
<td></td>
<td>mystified</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)

http://www.textproject.org/archive/presentations/the-first-key-tounlocking-complex-text-agenerative-vocabulary/
Word Fact #6: The networks in informational texts are topical with interrelated concept clusters.

http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/

Word Fact #7: Concrete words are learned and retained more readily than abstract words.

http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/
## 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 synonym.</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>

http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/

## Designing a Vocabulary Program
Word Learning Tasks

* Learning **basic** vocabulary
* Learning to read **known words**
* Learning **new words for known concepts**
* Learning **new words for new concepts**
* Learning **new meanings for known words**
* Clarifying and **enriching the meanings of known words**
* Moving words into students’ **expressive vocabularies**
* Learning **phrasal verbs, idioms, other multi-word expressions**

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)
Pre-Reading: Guidelines for Effective Use

- Select “useful,” words, also ones that will affect comprehension of that passage
- Don’t require learning of more words than students can remember; success is a key factor
- If passage is loaded with other “difficult,” words, learning 6-10 before reading may not improve overall comprehension

Joanne F. Carlisle, University of Michigan/CIERA

Follow the Guidelines

Choose 6-8 Words for your Narrative Text
Choose 6-8 Words for your Informational Text
Determine Word Frequency with a Word Cloud

Word Frequency Cloud

http://tagcrowd.com/

Vocabulary Self-Awareness
Two Practice Ideas

**Numbered Heads Together**
- Divide students into groups of 4
- Assign each student a number
- Choose a number randomly (spinner, dice)
- That student answers the question for the group (after they confer)

**Word Freeze**
- Students walk around and pass a ball from one to another while music is playing.
- When the music stops, the student holding the ball picks a card from the basket and pronounces the word, defines it and explains its meaning. (or, if lower proficiency, acts it out or finds a picture that illustrates the term)
- Play as individuals or play as partners
Another Practice Idea

Accordion Books

• Students Create a front cover showing the topic with an illustration

• Inside students write key vocabulary and make a drawing for each word

• Or students write their own definition of what the word means if a drawing is not possible

http://www.makingbooks.com/accordion.shtml

Give One More Practice Idea to Your Partners

Make Sure It is Fun and Promotes Active Learning
Not Just Copying or Writing Definitions
Our Targets

Building a Strong Oral Language Base and
Developing Academic Language

Amy Benjamin’s 4 E’s and an A Paradigm For Vocabulary Teaching
Present Your Part to Your Partners: 4Es and an A

Amy Benjamin, 2015, ASCD Express

- Exposure (Kinsella’s vocabulary “velcro” idea)
- Exploration—word families and forms; depth of experience with a word
- Examples—to build concept attainment
- Enthusiasm—don’t teach in dull, rote ways; model interest and joy in word learning
- Associations—sensory clues, experiential clues, cognitive clues; establish relationships among words (semantic webs; multiple ways of knowing)

www.amybenjamin.com
If You Didn’t Bring Texts

Two Types of Academic Vocabulary:

General Academic
Topic-Specific
AWL
Averil Coxhead
Academic Word List: Subset 1
analyze approach area assess assume authority available benefit concept consist context constitute contract data define derive distribute economy environment establish estimate evident factor finance formula function income indicate individual interpret involve issue labor legal legislate major method percent period principle proceed process policy require research respond role section sector significant similar source specific structure theory vary

Academic Word List: Subset 2
achieve acquire administrate affect appropriate aspect assist category chapter commission community complex compute conclude conduct consequent construct consume credit culture design distinct equate element evaluate feature final focus impact injure institute invest item journal maintain normal obtain participate perceive positive potential previous primary purchase range region regulate regulate relevant reside resource restrict secure seek select site strategy survey tradition transfer

AWL Words
• Amend
• Constitute
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, speak, speaking, spoken, speaker
- work, works, working, worked, worker
- family, familiar, unfamiliar, familiarity, familiarize
- happy, happily, happiness, happier, unhappy

WordZones™ for 4,000 Simple Word Families

4,000

Simple Word Families

We have renamed an version of our popular WordZones™ for 3,586 words list to WordZones™ for 4,000 simple word families. The list has not changed. Only the name has been changed to highlight the number of word families the 3,586 most frequent words have been sorted into.

When the 3,586 words word simple word families are placed into complex-word families, the list of words restricted to 4,000 words. Simple word criteria includes the root word, plus the root word with inflected endings. Complex word families includes the simple word family members, plus their derivational family members. Listen to Freddy talk about the 3,500 complex word families and why vocabulary matters.
Word-Zones™ for 4,000 Simple Word Families

TextProject

v. 1.1 6/6/95
Word-Zones™ for 5,000 Most Frequent Words
Not to be used for commercial purposes without the expressed consent of Effie H. A. H. Based on S.M. Zeno et al. (1995). The Educator's Word Frequency Guide. TASA.

1

Word-Family Possibles

- acceptance
- acceptable
- acceptable
- acceptability
- acceptably
- acceptor
- unacceptability

Academic Vocabulary Lists

Corpus of Contemporary American English

http://www.wordandphrase.info/academic/
### Creating the Academic Vocabulary List

<table>
<thead>
<tr>
<th>High Frequency (All Genres)</th>
<th>Core Academic (AVL)</th>
<th>Technical Academic (e.g. Law, Business, Science)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• High frequency across all major genres</td>
<td>• At least 50% more common (per million words) in COCA academic than in COCA non-academic</td>
<td>• 3x the expected value in a particular discipline of academic</td>
</tr>
<tr>
<td>• Spoken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fiction</td>
<td>• Range: 20% expected frequency in 7/9 academic disciplines</td>
<td></td>
</tr>
<tr>
<td>• Magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Newspapers</td>
<td>• Dispersion (Juilland &quot;d&quot;): 0.80</td>
<td></td>
</tr>
<tr>
<td>• Academic</td>
<td>• No one discipline more than 3x expected value</td>
<td></td>
</tr>
</tbody>
</table>

**noun:** way, part

**verb:** take, know

**adj:** good, small

**adv:** never, very

**noun:** process, analysis

**verb:** indicate, establish

**adj:** significant, critical

**adv:** highly, moreover

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### Academic Vocabulary Levels (New Approach)

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

#### Multi-Disciplinary Words
- study (n)
- group (n)
- system (n)
- social (l)
- provide (v)
- however (r)
- research (n)
- level (n)
- result (n)
- include (v)
- important (l)
- process (n)
- use (n)
- development (n)
- data (n)
- information (n)
- effect (n)
- change (n)
- role (n)
- policy (n)

Dee Gardner, RITELL Conference, Fall 2015
17. history
77164
culture (j) --- (n) ... cultural (r) ... culturally (n) ... cultural (v) ... cultural (n) ... cultural (j) ...
18. action
76018
activity (n) --- action (n) --- active (n) --- inactive (n) ---

http://www.academicvocabulary.info/samples/families.pdf

Best to Search Mechanically
Examples of AVL Word Families

<table>
<thead>
<tr>
<th>#</th>
<th>Root</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>level</td>
<td>79201</td>
</tr>
<tr>
<td>15</td>
<td>process</td>
<td>79379</td>
</tr>
<tr>
<td>16</td>
<td>culture</td>
<td>71470</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>

Do you agree these words are high frequency in academic texts? Of the 5, which are more common at your grade level?

Morphology Kit

<table>
<thead>
<tr>
<th>Noun-Making Suffixes</th>
<th>Verb-Making Suffixes</th>
<th>Adjective-making suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ment</td>
<td>-ate</td>
<td>-acious, icious</td>
</tr>
<tr>
<td>-ness</td>
<td>-ify</td>
<td>-y</td>
</tr>
<tr>
<td>-ation, -sion</td>
<td>-ize</td>
<td>-ous, ious</td>
</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>
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<tr>
<td>-ence</td>
<td></td>
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<tr>
<td>-ance</td>
<td></td>
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<tr>
<td>-ide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which of These Endings Do You Tend To Teach? Never Teach?

Adverb-making suffix: -ly
If You Recall—Only 2 Were AWL Words

- Amend
- Constitute

AVL Words (9)

- Government
- Document
- Part
- Citizen
- Rights
- Change
- Constitution (Constitute)
- Prohibit
- Search

In Expository Text, The AVL Words are Related to the Topic
Let’s Find Academic Word List Words in Our Informational Text Using the AVL List

https://steinhardt.nyu.edu/scmsAdmin/media/users/xr1/Events/2015/Nancy_Cloud/Post_2_AVL_Word_families_print.pdf

AVL Words in Esperanza Rising Excerpt

- Instruct(ions)
- Fix(ed)
- Follow(ed)
- Prefer
- Print(ed)
- Strike
- Learn(ed)
- Search(ing)
- Hope(-ing)
- Settle
- Demand(ing)
- **Grow(n)**
- Preoccupy (ied)
- (Dis)agree
- Continue(d)
- Point(ed)
- First
- Last
- Ready
- True
- Static
- Table
- Every(one)
- Revolution

In Narrative Text, These Word Families are Not or Rarely Related Semantically
For Both Types of Texts (Fiction; Non-Fiction) Select a Word Family to Teach

- Grow: growing, grew, grower, grown, growth, grow into, grow on/upon, grow up, grow out of, growable, regrow, overgrown, outgrow; develop, mature, expand, flourish, extend, produce, increase

Source: AVL Word List: growth (n) grow (v) growing (j) grower (n) regrowth (n) growing (n) grown (j) regrow (v)

[GENERATIVE WORD INSTRUCTION]
Elfrieda Hiebert
TextProject.org

https://www.youtube.com/watch?v=k7CH1z19xyo
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
FYI for Kids (textproject.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/
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)

What Word Family Will You Teach for Your Informational Text?

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>realized</td>
<td>comprehended, grasped, understood, perceived, recognized</td>
</tr>
<tr>
<td>dozed</td>
<td>slept, napped, rested</td>
</tr>
<tr>
<td>duty</td>
<td>responsibility, obligation, function, job, task, mission</td>
</tr>
<tr>
<td>repeated</td>
<td>copied, duplicated, imitated, recited, reproduced</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

- Bill of Rights
  - Form a New Government
  - Constitution
  - Amend(ments)
  - Citizens
  - Laws

- Freedom of Religion
- Protection from Search and Seizure
- Right to bear arms
- Right to Assemble and Protest
Generative Word Strategy #7

• When appropriate, introduce new concepts with pictures and illustrations.

Don’t forget Our Accordion Book as An Option

http://www.textproject.org/archive/presentations/the-first-key-to-unlocking-complex-text-a-generative-vocabulary/
Article on Generative Vocabulary with David Pearson:

Moving Vocabulary from Students Receptive Systems to Active and Expressive Use Orally and in Writing
Direct Vocabulary Learning

If You Didn’t Bring Texts

<table>
<thead>
<tr>
<th>Narrative</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>El Renacido</em> by Pam Munoz Ryan</td>
<td><em>Bill of Rights</em></td>
</tr>
</tbody>
</table>
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 Spanish speakers)

http://www.sewardreadingresources.com/wls.html
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

Which are the most frequent?

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>de-</td>
<td>-s</td>
</tr>
<tr>
<td>mis-</td>
<td>-ness</td>
</tr>
<tr>
<td>un-</td>
<td>-er</td>
</tr>
<tr>
<td>semi-</td>
<td>-ing</td>
</tr>
<tr>
<td>re-</td>
<td>-ful</td>
</tr>
</tbody>
</table>
Affixes and Roots

Level 1/Elementary: Prefixes
ex- pre- re- un- dis- non- im- mis- mini- maxi-

Level 2: Intermediate Prefixes
ex- cent-
pre- milli-
re- mega-
un- poly-
dis- multi-
non- omni-
im- trans-
imis- semi-
mini- bio-
maxi- geo-

Level 3: High School Prefixes
pseudo- demi-
endo-; ecto-
pro- per-
peri- hemi-
ob- bene-
mal-

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- re- pro-
ex- ob- per-
de- a- ab- co-
con- e- trans- ex-

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

www.amybenjamin.com
Let’s Apply What We’ve Learned

Use Your Informational Text

Are There Words In Your Text Whose Meaning Could Be Determined Based on Contextual Clues?

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

http://www.sewardreadingresources.com/wls.html
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.

Here’s a Poster For Your Classroom Use!

Teach to Use Reference Tools
Why Use a Thesaurus Over a Dictionary With ELLs?

**Dictionary**
- Organized by letter of the alphabet; only relationship is alphabetical
- Gives precise definitions that may include other unknown words thus confusing students further or overwhelming them
- Gives multiple meanings and usages for the word; too much information (parts of speech, etc.)

**Thesaurus**
- Organized alphabetically, however offers students other word choices that mean just about the same thing
- Provides examples of the word in a sentence to clarify the exact meaning of an alternative
- Helps students create webs based on meaning

---

Using the Longman Elementary Dictionary
## Online Learning Of Words

<table>
<thead>
<tr>
<th>Kid Friendly Definitions:</th>
<th>Picture dictionaries for children</th>
</tr>
</thead>
</table>

Click on **World** for Spanish and English
(Also has labels and games)

See also **Collections**

---

## Using Cognates

To Promote Word Learning Across 2 Languages
Cognates Strategy

When you find an unknown word:

• Decide if the unknown word might have a Spanish cognate.

• Think about the meaning of the Spanish word.

• Try the meaning in a sentence to see if it makes sense.

• If the meaning makes sense, you have found a cognate and figured out the meaning of an unknown word.

Cognates

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Almost 40% of all words in English have a related word in Spanish!</th>
</tr>
</thead>
<tbody>
<tr>
<td>admire</td>
<td>admirar</td>
<td></td>
</tr>
<tr>
<td>agent</td>
<td>agente</td>
<td></td>
</tr>
<tr>
<td>appear</td>
<td>aparecer</td>
<td></td>
</tr>
<tr>
<td>atmosphere</td>
<td>atmósfera</td>
<td></td>
</tr>
<tr>
<td>biography</td>
<td>biografía</td>
<td></td>
</tr>
<tr>
<td>brilliant</td>
<td>brillante</td>
<td></td>
</tr>
<tr>
<td>catastrophe</td>
<td>catástrofe</td>
<td></td>
</tr>
<tr>
<td>cholera</td>
<td>cólera</td>
<td></td>
</tr>
<tr>
<td>contagious</td>
<td>contagioso(a)</td>
<td></td>
</tr>
</tbody>
</table>

www.ColorinColorado.org
Cognate Strategies

**Word Wall**

**Foldables/Flashcards**
Dinah Zike

- [https://www.youtube.com/watch?v=1Ku22n3GpQs](https://www.youtube.com/watch?v=1Ku22n3GpQs)
  4 minutes
- [https://www.youtube.com/watch?v=8Y1ieHffAHl](https://www.youtube.com/watch?v=8Y1ieHffAHl)
  1:15 minutes

**VKVs**

Search for Cognates

[http://spanishcognates.org](http://spanishcognates.org)
Let’s Apply It!

Try to Find Cognates; Use Your Informational Text

Research-Based Vocabulary Teaching Methods for ELLs

AVE
VIOLETS
PWIM
Text Talk
Others
Dialogic Reading/Text Talk

- Requires carefully selected books (interesting, enjoyable)
- Adult reads fluently; involves several readings
- Engage students with animated and lively readings
- Word work can occur before first reading, during subsequent readings and/or after the book is read
- Focus attention on specific words; stretches and scaffolds students’ efforts to use key terms
- Should include challenging words to enhance vocabularies
# Interactive Book Reading

**Dialogic Reading/Text Talk™**

- Book reading is interactive
- Both teacher and children play active roles
- Teacher scaffolds to assist with children's comprehension
- Book is read several times
- Allows the children to revisit the same topic and same words
- Increases the likelihood that children will begin to use these words
- Focus child’s attention on a small number of words

---

**Let’s Review the ELA Workshop Slides on the Text Talk Approach**

From the Howard County Public Schools
Ellicott City, MD

[https://elapd.wikispaces.hcpss.org/file/view/Text+Talk.ppt](https://elapd.wikispaces.hcpss.org/file/view/Text+Talk.ppt)
Tiers of words

Tier 1 Words:
Basic words: clock, baby, happy, walk

Tier 2 Words:
Words that are of high frequency for mature language users and are found across a variety of domains: coincidence, absurd, industrious, fortunate

Tier 3 Words:
Low-use, topic specific: isotope, lathe, peninsula, refinery

Some Criteria for Tier 2 Words

Importance and Utility - Characteristic of mature language, used across domains
Instructional Potential - Build rich representation of word, connections to other words & concepts
Conceptual Understanding - Words that develop into more precision and specificity in describing the concept.
Repeated Exposures

Words should be used in meaningful contexts

10-15 times

Janet Allen

Text Talk Procedure

- **Text Talk...**
  - outlines a process for providing direct instruction in vocabulary before or after a story has been read. (1-3 words)
  - *Bringing Words to Life, Isabel Beck*

- **Text Talk...**
  - explains the meaning of words using student-friendly definitions.
  - provides opportunities for children to use the word(s) beyond the context of the story.
  - encourages children to interact with the word(s) and make connections.
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.

Alien:
- Dictionary: one associated with another
  (How do we connect 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.

A Model Lesson

Sample Trade Book

1. reluctant
2. drowsy
ELL Enhancement:
Teach Related Words

patiently, accidently, gently, tightly

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

Text Talk
Instructional Steps

1. Contextualize the word for its role in the story.

“In “A Pocket for Corduroy” Lisa was reluctant to leave the laundromat without Corduroy.”

https://elapd.wikispaces.hcpss.org/file/view/Text+Talk.ppt
2. Explain the meaning of the word.

3. Ask the children to repeat the word so they create a phonological representation of the word.

"Reluctant means you are not sure you want to do something."

"Say the word with me - reluctant."

4. Provide examples in contexts other than the one used in the story.

"Someone might be reluctant to eat a food they never had before, or someone might be reluctant to ride a roller coaster because it looks scary."

https://elapd.wikispaces.hcpss.org/file/view/Text+Talk.ppt
5. Children interact with examples or provide their own examples.

- "Tell about something you would be reluctant to do. Try to use the word reluctant when you tell about it. You could start by saying something like:

  I would be reluctant to _______."

6. Children say the word again to reinforce its phonological representation.

- "What’s the word we’ve been talking about?

  “reluctant”"

https://elapd.wikispaces.hcpss.org/file/view/Text+Talk.ppt
7. Encourage children to interact with the word(s).

• “We’ve talked about two words – reluctant and drowsy. Let’s think about these words some more.”

(Choose one or more of the following activities.)

https://elapd.wikispaces.hcpss.org/file/view/Text+Talk.ppt

• Making Choices
• “If any of the things I say are examples of someone being reluctant say “reluctant”. If not, don’t say anything.”
  • “A girl is not sure she wants to go into a dark room.”
  • “A boy flies a kite in the park.”

(continue with other words)

https://elapd.wikispaces.hcpss.org/file/view/Text+Talk.ppt
Using Illustrations

• “Which pictures show someone who might be feeling drowsy?

Tell me a sentence about each picture you choose. Use the word drowsy in each of your sentences.

Using Facial Expressions

• “Show how you would look if you were reluctant about taking your little sister to the park.”

• “Show how you would look if you sat down in a comfortable chair and started to feel drowsy.”
• **Choices**
  
  “If you stay up too late would you feel **drowsy** or **reluctant** in the morning?”
  
  “If you are not sure if you want to go to summer camp by yourself would you feel **drowsy** or **reluctant**?”

---

**Let’s Put It All Together!**
## Text Talk Instructional Worksheet

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Text:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary:</td>
<td></td>
</tr>
</tbody>
</table>

1. Contextualize the word for its role in the story.

2. Explain the meaning of the word.

3. Ask the children to repeat the word so they can create a phonological representation of the word.

4. Provide examples in contexts other than the one used in the story.

5. Children interact with examples or provide their own examples.

6. Children say the word again to reinforce its phonological representation.

7. Encourage children to interact with the word(s).

**Activity for Interacting With the Word(s)**

- [ ]

- [ ]

- [ ]

---

[https://elapd.wikispaces.hcpss.org/file/view/Text+Talk.ppt](https://elapd.wikispaces.hcpss.org/file/view/Text+Talk.ppt)

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### READY TO TRY?

Let’s Find 2-3 Words for a Text Talk Activity

Use Your **Narrative Text**
The teacher who is alert to opportunities for using sophisticated, interesting, and precise language is probably the most important element in such an environment. Teachers who revel in language are those who use words well and are eager to discover new words and word meanings. They play with words, rejoice in word lore, and model a genuine fascination for the feelings and images that words can evoke and create.”

-Isabel Beck
Dialogic Reading Approach
Explicit Teaching of Key Terms During an Interactive Reading—Designed to Expand Young Children’s Vocabularies

Across 5-7 Lessons:

- Find key vocabulary (more precise, technical synonyms for known words (e.g. lovely instead of pretty)); Pre-teach the words with picture cards

- As listen to the book, build background and word knowledge using gestures, actions, pictures, objects

- Create a child friendly definition

- Preview, then provide repeated exposure to word and concept in new contexts

- Then students try out the word in some of their own sentences

In 2012-2013, the Maryland Model for School Readiness (MMSR) revealed that despite efforts to align curriculum and instruction, a significant number of children (25%) lack the foundational knowledge and skills necessary for successful school learning and achievement. To ensure the fidelity of the VIOLETS model, requires all English words, a selected word and phrase be taught before and after the “new” word. VIOLETS promotes understanding of the meaning of the word and a “new” definition is provided.

Professional Development

VIOLETS promotes professional development and ongoing training sessions to support the curriculum. It was designed for 3 or more years of training sessions prior to implementing the curriculum.

VIOLETS: A Practice Approach

Vocabulary Instruction and Oral Language Development through VIOLETS

VIOLETS is a comprehensive, research-based curriculum targeting oral language development through vocabulary instruction. It is designed for 3 to 4-year-olds in the classroom, school, or home environment. The program is intended for children learning English as a second language (ELL) or children who are English proficient learners or children learning English as a second language. The program includes the following components:

- Interactive Reading: Children develop vocabulary skills through interactive reading activities.
- Vocabulary Development: Children develop vocabulary skills through interactive reading activities. The program includes the following components:

- Vocabulary Development: Children develop vocabulary skills through interactive reading activities.

- Practice Activities: Children practice vocabulary skills through interactive reading activities.

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- Practice Activities: Children practice vocabulary skills through interactive reading activities.
Violets Interactive Reading
Ready at Five &
Diane August
2010-2013

Violets August and Barr, 2010

Teaching Vocabulary to English Language Learners

FIGURE 7.1. VIOLETS Interactive Reading Lesson

Passage 1:
Look at Chrysanthemum's miserable face. [point to Chrysanthemum]. (Picture)
Let's make a face like that. (Gesture)
How do we feel? [point to Chrysanthemum]. (Picture)
Let's say that together. We feel miserable. We feel miserable! (Choral repetition)
Why does Chrysanthemum feel so miserable? (Anticipated response: Because the children keep making fun of her name.) (Use language and knowledge structure development cues)

Passage 2:
Here is the new baby. [point to Chrysanthemum]. (Picture)
Her parents are happy. They said she was perfect, absolutely perfect.
Let's say that together. Absolutely perfect! (Choral repetition)
The little baby is perfect. That means she is just right. She is as good as she could be. (Define vocabulary in context)
Chrysanthemum's parents loved their new baby. She was absolutely perfect. (Summary)

Passage 3:
Now Chrysanthemum wilted again. What is a flower does when it needs water. It droops like this. (Demonstrate writing) (Dramatization)
Show me what you would look like if you were wilting. (Dramatization)

FIGURE 7.2. VIOLETS Act-Out Meaning Lesson

Act-Out Meaning
Lovely + Practice

Let's pretend. It's summer and we are outside. It's a lovely day. The sun is shining, and it feels so warm. Let's all say that together: It's a lovely day! [Pause for the children to repeat.] Let's pretend that we have just learned to hop on one foot, and now we want to practice; we want to get better. [Demonstrate hopping on one foot and encourage the children to do the same.] Let's all say: "We are practicing, hopping on one foot."

FIGURE 7.3. Basic Word Picture Cards like Those In VIOLETS

happy curious safe

Teacher Talk

Chrysanthemum was very happy on the first day of school. Now, we will talk more about feeling happy, and about other feelings we can have.

Happy
This is a picture of happy. If you are happy, you are pleased and glad. This family is very happy or pleased because they are outside together. Show me a happy face. Say "happy" with me two times.

Curious
This is a picture of curious. If you are curious, you are excited to learn. This girl is curious or excited to learn about insects in the grass. What kinds of things do you think a curious kitten might do? Say "curious" with me two times.

Safe
This is a picture of safe. When you are safe, you are not in danger. The girl is safe when she wears a helmet. The girl is not in danger. What important rules do we follow to stay safe at school? Say "safe" with me two times.
AVE

http://teachingvocabtoells.weebly.com/ave.html

Focusing on Key Vocabulary (*survive*) and Sentence Connector Words (*because, if, meanwhile*) through two daily vocabulary teaching segments

Acquisition of Vocabulary in English (AVE) NIH Funded Program (August, Barr, Artzi, 2012)
4 Types of Words Are Taught

1. Abstract non-cognates (*pride, profit*)
2. Abstract cognates (*example, impersonal, attitude*)
3. Concrete non-cognates (*motionless, fierce*)
4. Concrete cognates (*delicate, singular*)

Strategies Include Direct Instruction and Paraphrasing

- Use visuals and picture cards to introduce the words
- Give student-friendly definitions and explanations
- Read children’s literature that contains the words
- Use the words in other contexts
- Perform word sorts with the words in pocket charts with images and labels; or completing student glossaries
- Help students pronounce, spell, write the words
- Give sufficient repetition and reinforcement of the words (2x orally; 2x in writing minimally)
- Provide reinforcement activities: songs, writing sentences, etc.
Interactive Reading

While recycling content, vocabulary words like "scarcely" apply: be aware of new words and their meanings.

Teach Connectives

Connectives can be used to show contrast or time sequence in sentences.

FIGURE 7.5. AVE Interactive Reading

PAGE SUMMARY

After reading the page, write in the picture on page 6: José makes fun of Chrysanthemum's name because it is long. She tells him: But her name rarely fits on her name tag. That means Chrysanthemum's name doesn't fit on her name tag very well. Rita laughs at Chrysanthemum as Chrysanthemum appears to be mimicking her name. That means that Rita looks at Chrysanthemum as she puts on her name tag. Chrysanthemum holds it up. The class goes out to recess. The teacher gives each student a ticket and tells them to go outside. The class goes outside and sits on the basketball court.

Objectives

- Summarize with paragraph vocabulary definitions and clarifications
- Practice using vocabulary word

Close reading

Partner talk: What do you think Chrysanthemum might be aware of now? Start your sentence with: "Chrysanthemum might be aware that..."

[Anticipated response: She is different. Other children don't like her name. She won't have a good time in school.]

Partner talk: When you feel bad, what are some things you do to feel better?

[Responses will vary]

- Prompt connected to students background

Standards:

Social Studies: 5.1.C: Students are expected to identify ordinary people who exemplify good citizenship.

Health: People who are good citizens are kind and accepting of people who are different.

Partner talk: How did the Trivial show good citizenship? In what ways could Victoria have been a better citizen? [Responses will vary]

- Prompt connected to weekly state content standard

FIGURE 7.6. AVE Connective Picture Cards

Sometimes two different things are going on at the same time. Point to the picture as you talk about it. In this picture, a girl is pouring water on plants. Meanwhile, her father is cutting the grass.

Repeat after me: The girl is pouring water on the plants. Meanwhile, her father is cutting the grass.

The word meanwhile means "at the same time."

En español, la palabra meanwhile quiere decir: "al mismo tiempo."

Whole-class response: What does meanwhile mean? [At the same time]

Repeat after me: meanwhile, meanwhile.

Sometimes it makes sense to connect sentences with meanwhile and sometimes it makes more sense to use because. These are two pictures of girls in a baseball game.

Point to the picture on the left: This picture shows a girl up at bat.

Point to the picture on the right: This picture shows other girls sitting on a bench.

Whole-class response: Are these two things happening at the same time? [Yes]

Call on one student: When two things happen at the same time, what connecting word do we use, because or meanwhile? [Meanwhile]

Call on one student: Who can put the two sentences together with the word meanwhile? The girl is up at bat. Meanwhile, her team is sitting on the bench.

Repeat after me: The girl is up at bat. Meanwhile, her team is sitting on the bench.
Teaching Connectives

Daily teaching of individual words, interactive activities, and reinforcement activities

- Introduce the words with picture cards
- Introductory card explains the meaning in English and Spanish
- Book-based picture card places connective in the context of a story (students make connections between two pictures in the story)
- A transfer picture card asks students to use the connective to make connections using unrelated pictures

Practice Connectives through interactive connectives activities

A Hooray Play

Students choral read parts of the play. Half the students read one part and half the students read the other part. Each week the play progresses in difficulty.

Example:

Big Anthony: The pot will cook until it is filled up with peas.

Transpersonal: Fis sa in.

Big Anthony: You will see. Cook, gonna put Cook until I say “zero”?

Transpersonal: Look! Big Anthony did it! The pot is filled up with peas!

Big Anthony: Steep! gonna put step?

Transpersonal: Help! Big Anthony got the pot to cook, although now it will not stop.

Transpersonal: Hey, Big Anthony, stop the pot! Help! Help! Help!

Big Activity: This isn’t like that! Although you called it to stop!

Transpersonal: Help! Help! We need Strega Nonna!

Big Anthony: Look! Here’s lemons!

Big Anthony and Transpersonal: Strega Nonna, come fast!
Conjunctions to Teach:

Coordinating

- And
- But
- Or
- Yet
- For
- Nor
- So

Subordinating

- After
- Although
- As
- As if
- As long as
- As though
- Because
- Before
- Even if
- Even though
- If
- If only
- In order that
- Now that
- Once
- Rather than
- Since
- So that
- Than
- That
- Though
- Till
- Unless
- Until
- When
- Whenever
- Where
- Whereas
- Wherever
- While

Correlative

- Both…and
- Not only…but
- Also
- Not…but
- Either...or
- Neither...nor
- Whether...or
- As....as

Source:
http://grammar.ccc.comm.net.edu/grammar/conjunctions.htm

Which do your ELLs never use?
Let’s Apply What We’ve Learned About AVE

Use Your Narrative Text
Find Connectives to Teach

https://www.youtube.com/watch?v=hxTmXI8r3IE

Picture Word Induction Model (PWIM)
PWIM and ELLs

• **Literacy Support for English as an Additional Language Learner (EAL)**

PWIM has proven to be an effective strategy for supporting the language development of EAL students. The use of a photo to generate vocabulary provides a visual support for students as they learn to read new words and use the properties of these words when decoding new vocabulary. The photo also serves as a ‘picture dictionary’ to support writing development of EAL students.

• Cultural connections can come alive through carefully chosen photographs

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**Steps of the PWIM**

1. Select a picture.
2. Ask students to identify what they see in the picture.
3. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)
4. Read and review the picture word chart aloud.
5. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
6. Read and review the picture word chart (say the word, spell it, say it again).
7. Add words, if desired, to the picture word chart and to the word banks.
8. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
9. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
10. Read and review the sentences and paragraphs.

**Strengths of the PWIM**

The basic steps of the PWIM stress these components of phonics, grammar, mechanics, and usage: Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).

- Students hear and see letters identified and written correctly many times.
- Students hear the words spelled correctly many times and participate in spelling them correctly.
- In writing the sentences, the teacher uses standard English (transforming student sentences if necessary) and uses correct punctuation and mechanics (e.g., commas and capital letters). As different mechanical and grammatical devices are used, the teacher describes why the device is used. After several lessons and experience with the teacher modeling the devices, the students learn how to use them, too.

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**Reference**


Michelle Huntress is an instructional strategist at Storm Lake Elementary School in Storm Lake, Iowa.
# Shake It Out: Vocabulary Development and Word Study

- Select a large **real** photograph connected to curricular outcomes (not animated pictures, collages or posters)

- Post on light colored paper prominently positioned in classroom, and at a level where students can access it easily

- “Shake out” 25-35 words neatly printed on the paper around the photo, in dark letters large enough to be seen across the classroom. Encourage the students to identify nouns, adjectives and verbs. The teacher may add a word or two which focuses on a particular word pattern or word property to which she/he will later teach

- Black marker lines connect the words to the objects in the photo

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# Identify Themes and Ideas in the Picture

- Students visually read the picture

- “Shake out” the words – generate a list of words that identify items or actions found in the picture

- Teacher records the words as students generate them

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**Video:**
[https://saskatchewanreads.wordpress.com/pwim-picture-word-inductive-model/](https://saskatchewanreads.wordpress.com/pwim-picture-word-inductive-model/)
### Read and Review the Picture Word Chart

- After generating the word list, begin all following PWIM lessons by reading and reviewing the chart together.
- With older students try to move the class toward silent practice and individual reading.
- Select certain words for reading or spelling emphasis.

### Classify the Words

- After reading and reviewing the words, students will need to classify the words.
- Some examples of classifications: physical characteristics, food sources, plurals, words that begin with the same letter, color words
- More proficient students should become more articulate about the categories they form and their attributes
Classify and Analyze the Words

- Classify the words daily; form different classifications. Categories can be organized by spelling or meaning similarities.

- Keep anchor charts of examples of classifying with word attributes available as models.

- Teachers should be modeling classifying, based on results of vocabulary and alphabet data as well as previous student samples.

- Students should be classifying for 20 minutes, finding multiple categories, at least three times a week, articulating their rationale.

Add Words

- Once students have generated the original word list, ask them to find other words that belong.

- Scan other literature about the topic to locate new words to add to the chart.

- Older students need to be given more responsibility for locating additional words.
Generate Sentences and Paragraphs

- Take the categories from classifying words and generate sentences and paragraphs.
- In this way, students can understand how classifying content can help them organize their ideas into informative prose.
- Classify sentences into groups that form the basis for paragraph development.

https://www.youtube.com/watch?v=1yzCedjM8g

Create Sentences

- Tell students you are “shaking out the sentences”
- Ask them to tell you about a particular component of the picture that inspires them
- Help students take approximations and turn them into grammatically correct sentences, but at an accessible level (gots to have)
- Write the student’s name at the end of the sentence in a smaller font. (ownership/author)
Create Sentences

- Type up the sentences on cardstock and print off one set per students; store in baggies
- Reread the sentences frequently; combine two sentences into one
- Or take one sentence and innovate by changing one word; creating predictable text (Sharks are scary, snakes are scary, etc.)

Create Paragraphs

- Teacher models the writing of at least one paragraph per PWIM cycle, using the students’ sentences to create the paragraph. As well, the teacher models how she/he combines, changes and adds to some of the sentences to communicate effectively with the reader
- Teacher uses mentor texts as models to improve paragraph writing
- Teacher uses read alouds, making curricular connections to the picture to build background knowledge so that students have much knowledge and information to share in their writing
- The teacher paragraph is visible in the classroom
- Anchor charts are visible to help students with word choice, sentences, etc.
Read and Review Sentences and Paragraphs

- Read and review the sentences and paragraphs generated by the students.
- Allow students the opportunity to do independent writing in their journals and create new sentences related to the chart.
- Use opportunities to create multiple paragraph works that are related to other content areas like science or social studies.

What Kind of Picture Would You Look For In Order to Do a PWIM with your Informational Text?
PWIM
Saskatoon Public Schools
https://saskatchewanreads.wordpress.com/pwim-picture-word-inductive-model/

https://www.youtube.com/watch?v=hxTmXI8r3IE

https://www.youtube.com/watch?v=qEuDyzfGG80
Emily Calhoun w/KG class (36 mins)

Not the best quality video but quick overview: https://www.youtube.com/watch?v=1yzCedjbM8g

Other Tried and True Ideas

- Visual Scaffolding/Learning Words with Images
- Leveled Language Enrichment Tactics
- Learning Related Words (Blooming Words and Phrases)
- Word Study (Maps, Charts and Diagrams)
Visual Scaffolding

Visualizing Vocabulary Activity

Identify Vocabulary
Collect Visuals
Organize the Visuals

www.google.com
select images
Photos
Illustrations in old textbooks
Drawings and black-line masters
Scan the visuals into your computer

Picture It!

Choose a vocabulary word and write it at the top of the graphic organizer.
Then draw a picture to illustrate the word, and write a caption using the word.

Vocabulary-Building Graphic Organizers and Mini Lessons
Judith Bauer Stamper
2006
Scholastic
### Leveled Language Enrichment

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<th>Labels/Names</th>
<th>Actions</th>
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### On Vacation

Don’t Say...
Say...

NICE
**Vocabulario**

Nombres de los insectos: insectos, artrópodos, moscas, oruga/mariposas, pulgas, grillos, cucarachas, hormigas, abejas, termitas, escarabajos, saltamontes

Partes del cuerpo: exoesqueleto, cabeza (antenas, ojos, boca), tórax, abdomen, alas, estigmas (aberturas por donde respiran)

Acciones: detectan olores, vibraciones y sonidos; beben o mastican su comida, mueven, saltan, cavan, nadan, agarran su presa, polinizan las flores, se transforman (por metamorfosis)

Etc.
Word Study: Maps, Charts and Diagrams

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

- Definition in Your Own Words
- Synonym

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

Use It Meaningfully in a Sentence

Draw a Picture of It
Semantic Mapping

http://www.eduplace.com/graphicorganizer/

Indirect Vocabulary Learning

WIDE READING
Read, Read, Read

Foster Word Consciousness

Using Vocabulary Notebooks

https://www.youtube.com/watch?v=1LS7m9qj1uY
5 minutes
Robyn Rich
7th Grade Language Arts


https://www.youtube.com/watch?v=GTScRTNv1cI
ReadWorks.org

Vocabulary Word: **Survive**
- "A New Tail" (560L)
- "A School Trip to the Aquarium" (720L)
- "Animals Get Ready" (690L)

Vocabulary Word: **Adventure**
- "All in a Week" (700L)
- "Buttons and the Blue Glove" (550L)
- "How to Have an Adventure" (780L)
Increase Reading Opportunities with Online, Digital, Portable On-Level Reading (iPad, etc.)

http://www.myon.com/ Capstone Digital
Capstone Digital
Picture Window Books

http://sussmansales.com/sussman-sales

http://www.myon.com

Great Resource for You!

http://teachingvocabt oells.weebly.co m/introductioncha pter-1.html
Recommended ELL Vocabulary Development Resource Books

Other Recommended ELL Vocabulary Development Resource Books

Pearson/2007

Trentham Books/1998
Promoting Vocabulary Development
Components of Effective Vocabulary Instruction

Nancy Cloud, Ed.D.
Educational Consultant
nancycloud2@gmail.com