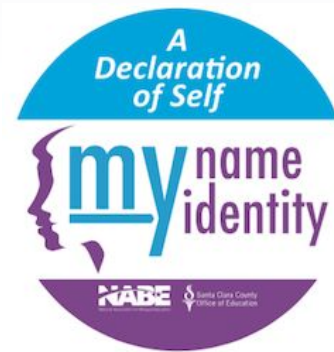


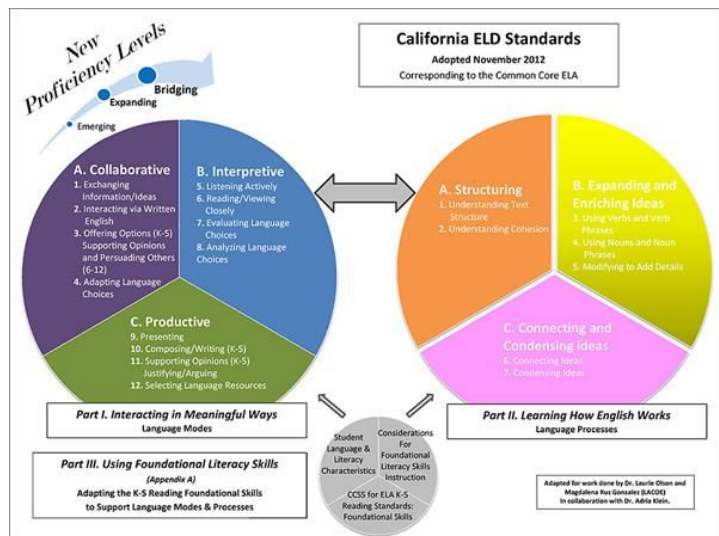
▶ Introductions

- ❖ Dr. Olga Simms – Multilingual Director
- ❖ Azarel Sandoval Iniguez – Multilingual Literacy Coordinator
- ❖ Cidelia Martinez – ELD/ELA Training Specialist
- ❖ Tywanda Walker – ELD/ELA Training Specialist
- ❖ Melanie Bean – ELD/ELA Training Specialist
- ❖ Scott Oltmanns – ELD/ELA Training Specialist

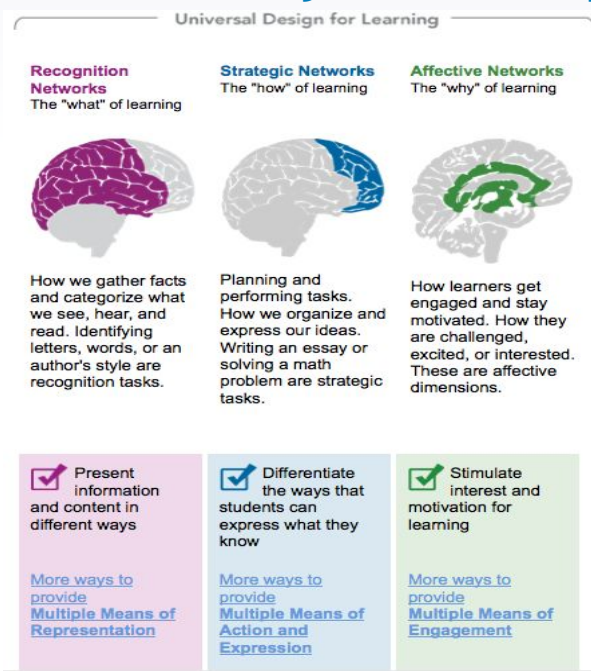


Transparency & Note-Taker

Teaching Strategies aligned to ELD Standards



Universal Design for Learning



Learning Intentions: I will...



Get an overview of comprehensive vocabulary instruction for English Learners

Understand the difference between Tier II and III vocabulary

Learn the Seven Step Lesson for Tier II Vocabulary

Learn how to use the Frayer Model for Tier III Vocabulary

Commit to using vocabulary tools to empower your diverse English Learners

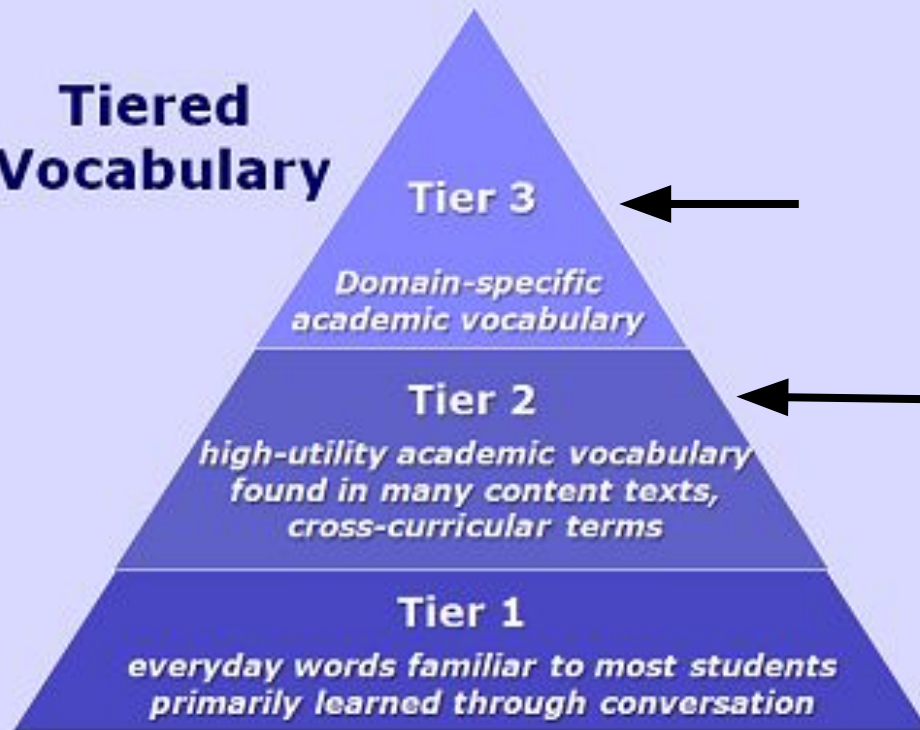


Representation

For resourceful, knowledgeable learners,
present information and content in different
ways.

Tiers of Vocabulary

Tiered Vocabulary

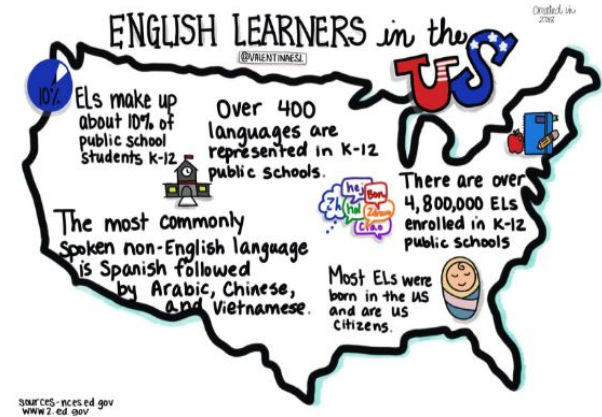


Common Core State Standards

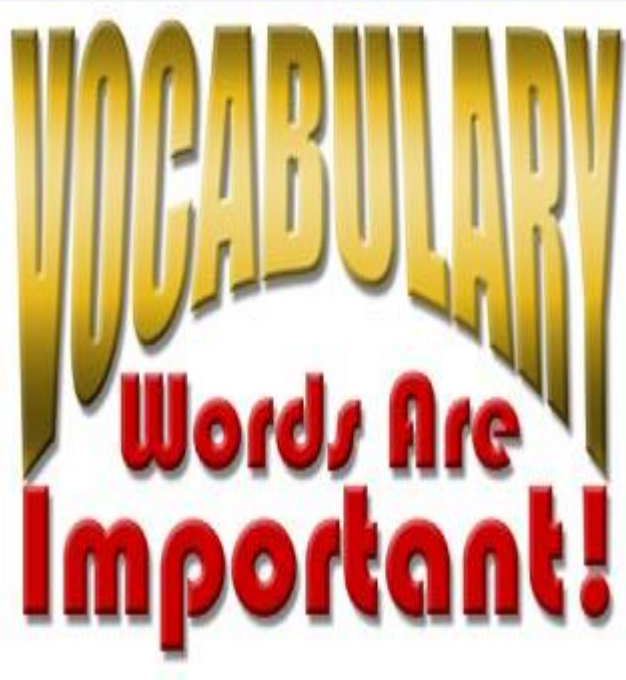
Comprehensive Vocabulary Instruction for English Learners

Success Criteria–

- Deepen content knowledge around Vocabulary Acquisition for English Learners
- Learn how to maximize the instructional time spent introducing and developing vocabulary across content areas for our English Learners.



ELA/ELD Framework



- Read pg. 81–82 :
<https://drive.google.com>
- Answer this question in the Chat:

What are the implications for our
English Learners?

Four Components of Academic Vocabulary Instruction

1. Encourage wide reading – reading a lot is the most reliable way of improving vocabulary.
2. Develop word consciousness— knowledge and attitudes necessary for students to learn, appreciate, and effectively use words
3. Teach vocabulary directly – students learn 300–400 words per year from teachers
4. Teach students how to learn vocabulary independently – students become independent strategic word learners

Academic Vocabulary Instruction



Encourage Wide Reading

Encouraging Wide Reading

- ❖ Number of words students can learn each year through direct instruction in school:

300-400

~Stahl (1999)

- ❖ Number of words students should learn each year to know one half of the approximately 88,000 words that constitute academic text through the twelfth grade:

2,000-3,000

~Nagy as cited in Stahl (1999)



Wide Reading in

CA ELA/ELD Framework, Ch. 2, pgs. 7-14



“teacher modeling, including read alouds and think alouds, to illustrate ways to respond to books and words...”



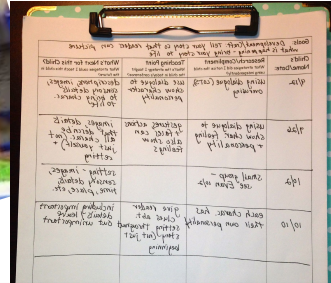
“Abundant exposure to rich texts...”



“strategies for students to select books and texts in terms of difficulty, content, interest, and choice...”



“one-on-one conferencing to discuss books, review progress, and set goals...”



Academic Vocabulary Instruction



Independent Word Learning

Independent Word Learning Strategies we have to Teach

- ❖ **Use context clues to determine meaning, if possible:**
 - “Please don’t eat the flowers, sir,” the waiter said. “I don’t think they are **edible**! They might make you sick.”
- ❖ **Use word structure (root word, affixes) and Morphology to determine meaning:** understand > misunderstanding, latin and greek roots
- ❖ **Use cognates to determine meaning:** enormous vs enorme

Types of Context Clues:

Linked appositives and synonyms:

“*Democracy*, or rule by the people, was developed by the Greeks.”

- Clues: commas, dashes, or, is

Contrast:

“Instead of his usual happy mood, today he seemed *dejected*.”

- Clues: *instead of, unlike, rather than*, etc.

Direct description:

“The *gargoyle*, with its ugly face, flapping wings, and extended claws, was a frightening sculpture.”

- Clues: *that is, in short, in summary, thus*

Cause-effect:

“Because she wanted to impress all her dinner guests with the food she served, she carefully studied the book of *culinary arts*.”

- Clues: *because, since, therefore, thus, so*

Continuum of Context Clues:

1. **Directive** – leads to correct meaning

Finally, we think of ambition as the desire for ever more important offices and higher status.

2. **General** – provides enough info for a general category

Lucas really seemed to be having a good time at the party. “I wish I could be as *gregarious* as he is,” thought Mike.

3. **Nondirective** – no assistance

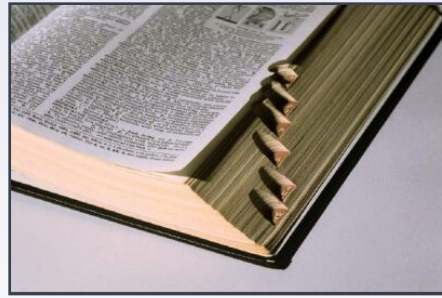
“He recognized the *lumbering* footsteps on the stairs and knew it was Aunt Cleo.”

4. **Misdirective** – can lead to incorrect meaning

“Every step she takes is so perfect and graceful,” Sarah said *grudgingly* as she watched Lauren dance.”

Dictionary Use

Dictionaries **may not** be very useful for learning new words:



- ✓ Format: concise because of space restrictions
- ✓ Meaning may be captured in **vague language**
E.g. remote: situated relatively far away in space
- ✓ Weak differentiation
E.g. conspicuous: easily seen

Academic Vocabulary Instruction



Teaching Word Consciousness

Teaching Word consciousness



refers to developing knowledge and attitudes necessary for students to learn, appreciate, and **effectively** use words.

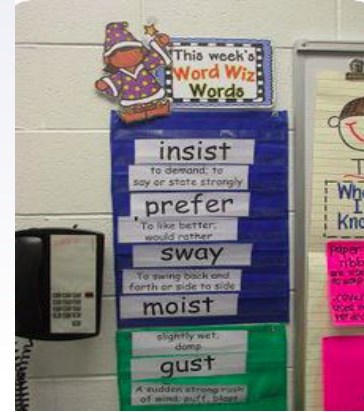
Scott, J.A. & Nagy, W. E. (2004).

The 4 Aspects of Developing Word Consciousness

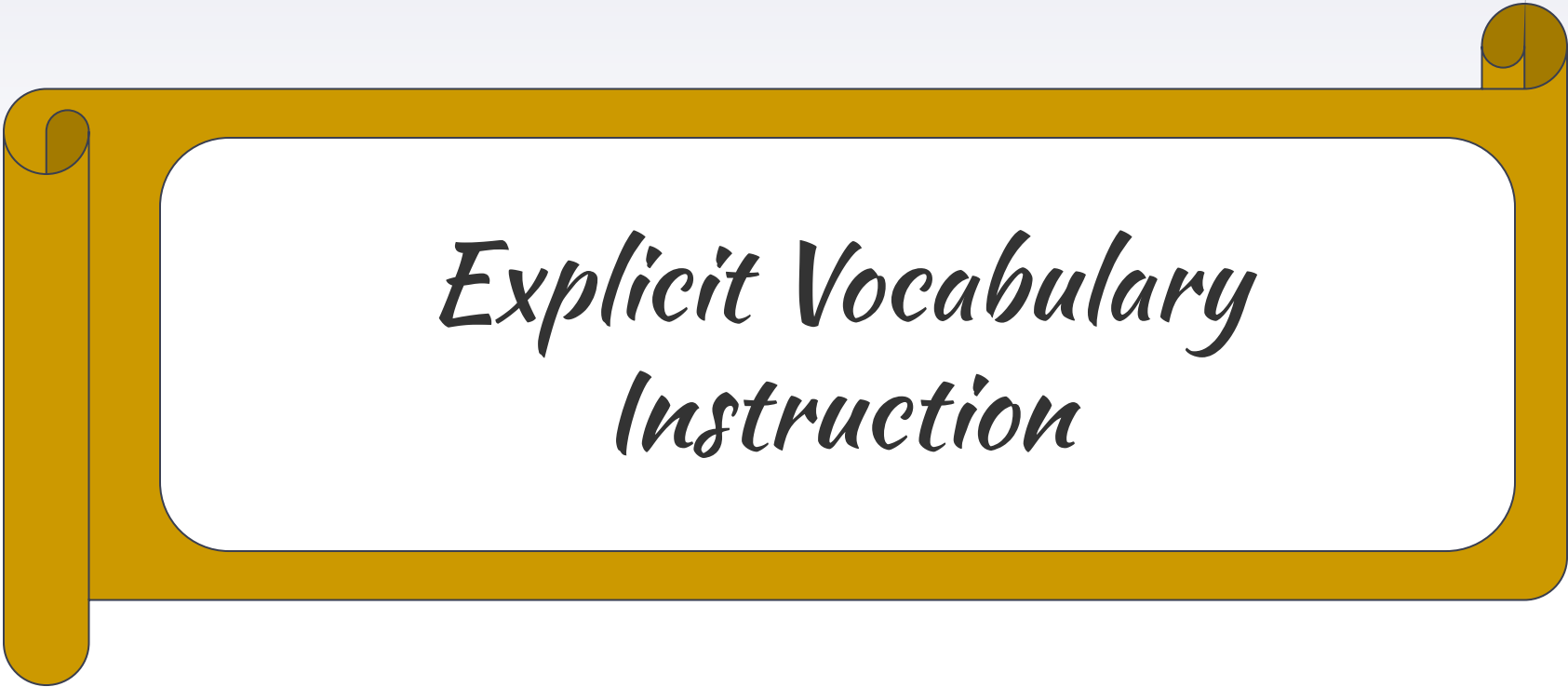
1. Modeling– Think aloud the process of choosing [precise words](#) and developing phrases and sentences for specific intentions
2. Sentence lifting– Pull notable pieces of writing from text, spotlight the language.vocabulary use, then have students imitate the technique/vocabulary use in their writing or writers notebook
3. Logology– Word and language play with: Antonyms, Synonyms, Idioms, Figurative and Literal Meanings, [Hink Pinks](#), Mad Libs...
4. Wordsmithing– Revise student text for advanced and precise use of vocabulary (shades of meaning, turned up language...)

Provide Incentives for Students to Notice and Use Vocabulary Words

- ★ Using your current management system, build in rewards for vocabulary use (group points, free time, etc.)
- ★ Begin a [Word Wizard](#) program ala Beck
- ★ Hold ongoing competitions for who can use more vocab words: teachers against students; students against students
- ★ Post the Tier II words on the wall for you and your students to refer to. It is critical that you model using the words in various contexts and reward students for doing the same.

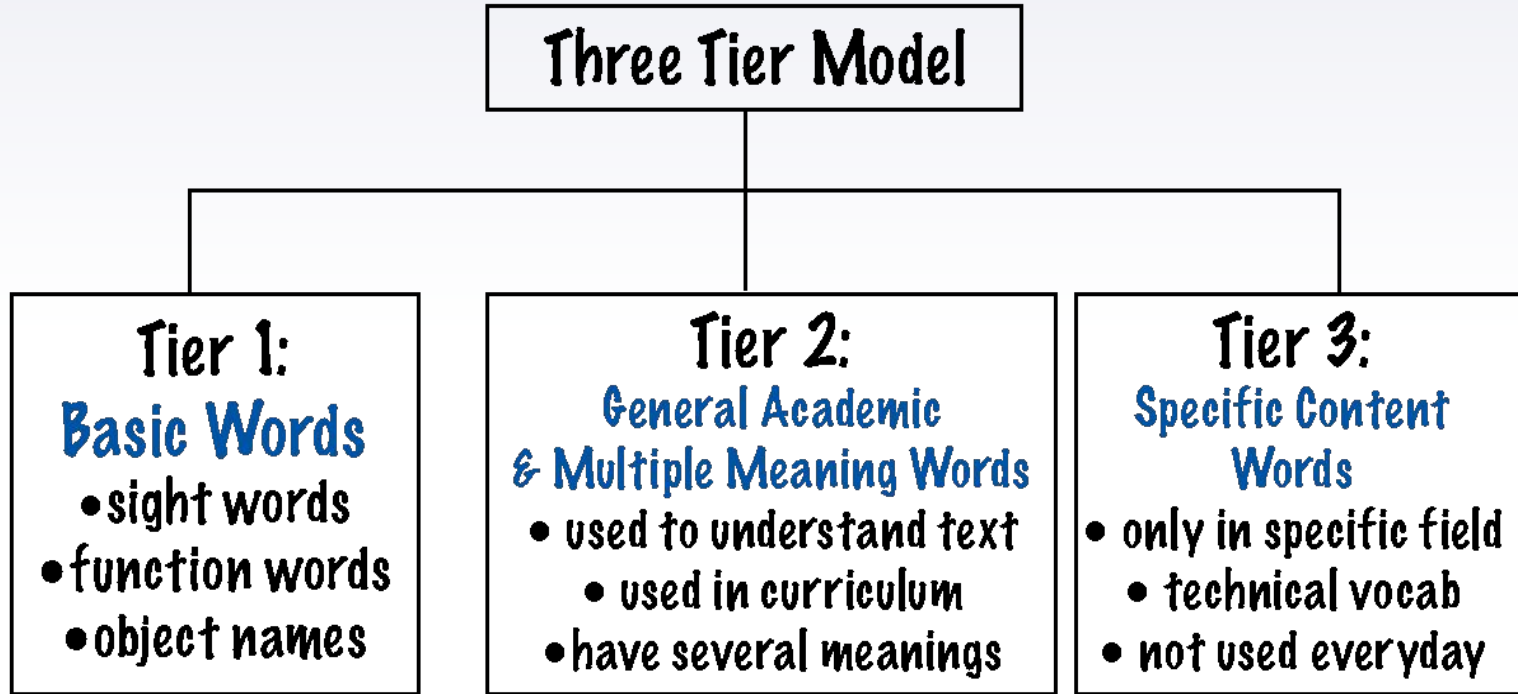


Academic Vocabulary Instruction



*Explicit Vocabulary
Instruction*

Word Classification



Tiered Vocabulary Words

EmpoweringELLs.com



Tier 1: tree

This tree has pointy leaves.
Commonly used in social language, usually concrete,
& no continuous direct instruction needed.



Tier 2: vary

Trees vary in shape, size, & color.
High-utility words used across multiple disciplines, usually
abstract, & continuous direct instruction needed.

Tier 3: photosynthesis

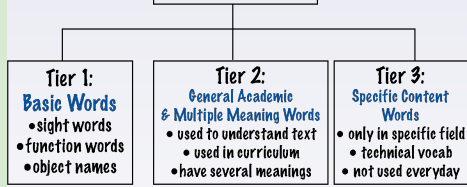
Content-specific words, usually abstract, & continuous
direct instruction using examples from the discipline is
required.



Trees make fuel
through a process
called photosynthesis.

Beck, L.L., McKeown, M.G. & Kucan, L. (2008). Bringing words to life: robust vocabulary instruction. New York: The Guilford Press.

Three Tier Model



Tier 2: Explicitly Teach!

- All verbs from your content standards:
analyze, build,
describe, solve,
prove...

- Multiple-Meaning
Words depending on
Content: point,
credit, plot, axis,
factor, role...

Vocabulary Tiers

*Is your curriculum
missing essential
language
elements?*

Tier 3- Content-Specific
words, such as "Plate
Tectonics." These are
words commonly
included in textbook
vocabulary lessons.

If students don't
understand Tier 2
words, they will be
unable to
understand
essential pieces of
instruction!

Tier 2- Slightly more
complex or more
highly nuanced
words- such as
"Compare/ Contrast"

Tier 1- Conversational
language. These are words
commonly used in
everyday language.

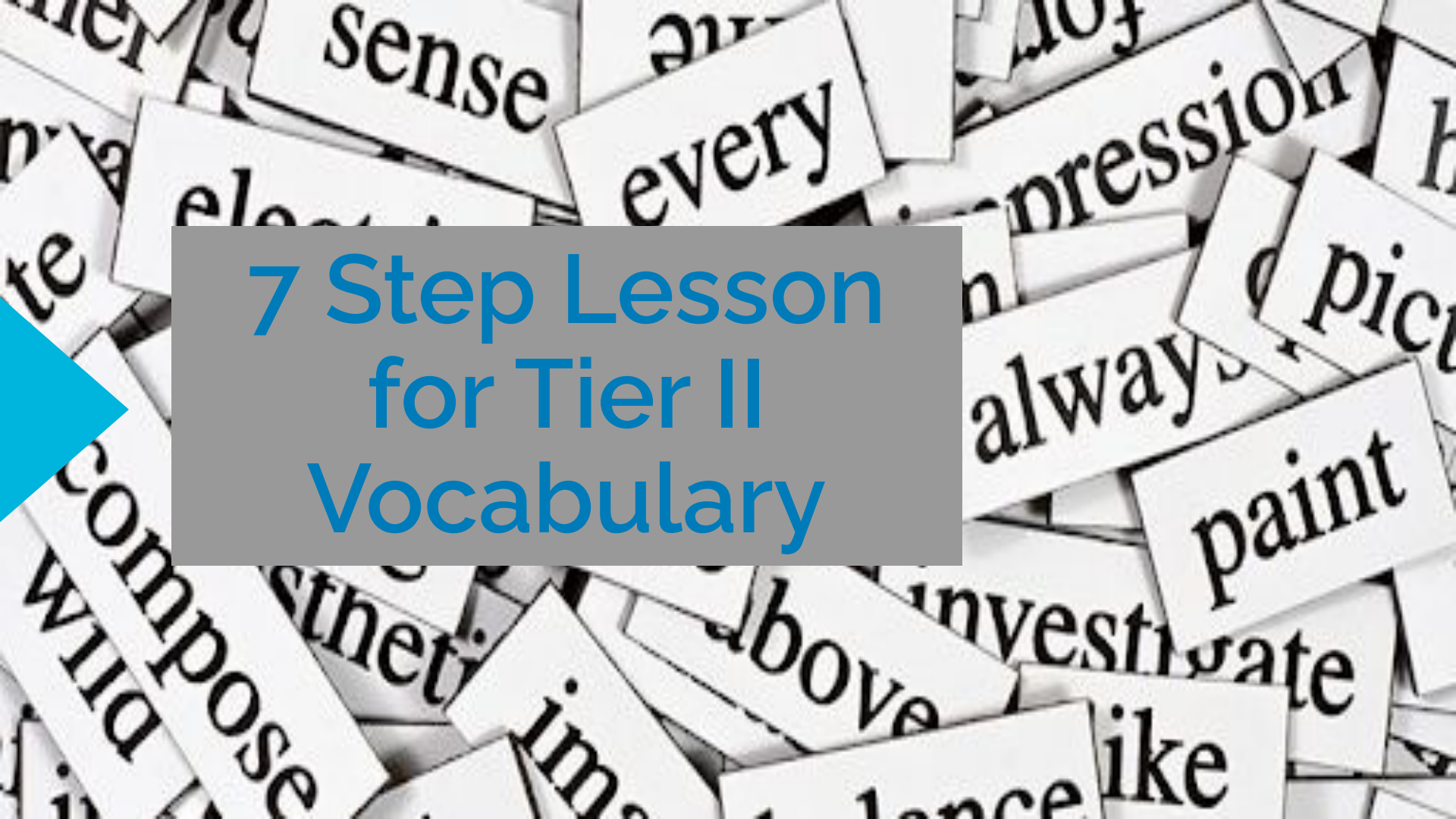
www.mycreativeinclusion.com

Choosing High-leverage Words for Instruction

Figure 2.13. Categories of Vocabulary

Vocabulary	Definition	Examples
Conversational (Tier One)	Words of everyday use	<i>happy, dog, run, family, boy, play, water</i>
General Academic (Tier Two)	Words that are far more likely to appear in text than in everyday use, are highly generalizable because they appear in many types of texts, and often represent precise or nuanced meanings of relatively common things	<i>develop, technique, disrupt, fortunate, frightening, enormous, startling, strolled, essential</i>
Domain-Specific (Tier Three)	Words that are specific to a domain or field of study and key to understanding a new concept	<i>equation, place value, germ, improvisation, tempo, percussion, landform, thermometer</i>



The background of the slide is a dense, overlapping collage of white rectangular tiles, each containing a black word. The words are oriented in various directions, creating a sense of movement and abundance. Some clearly visible words include 'sense', 'every', 'expression', 'always', 'paint', 'investigate', 'above', 'like', 'compose', 'wild', 'sthetic', 'time', 'dance', and 'h'. A solid blue triangle is positioned on the left side of the slide, pointing towards the central text box.

7 Step Lesson for Tier II Vocabulary

Introducing Vocabulary: 7 Step Vocabulary

[Primary Example](#)

[Intermediate Example](#)

1. Read the context. Say the word and have students repeat it chorally.
2. Explain the meaning with student-friendly definition and examples.
3. Explain the meaning in context (if students have already read the selection).
4. Provide several sentences or images in which the word is used in other contexts.
5. Students provide their own sentences as teacher guides them with:
 - ▷ a) questions suggesting contexts;
 - ▷ b) sentence frames
6. Teacher provides short-answer questions to hone understanding (Examples and non-examples).
7. Group chorally repeats the word with student friendly definition.

7 Step Demo Lesson



insalubrious

in - sa - lu - bri - ous

0	1	2	3
I've never heard of this word.	I've heard of this word but I am not sure what it means.	I know this word and can use it correctly.	I can use this word and teach it to the class.

2. Explain the Meaning

If something is insalubrious then it is unhealthy, unwholesome, and may bring you harm.

In Spanish the word is insalubre.

The polluted pond was an insalubrious environment for fish.

The insalubrious air quality of the city caused the family to move to the countryside.



4. Real-life Examples



4. Real-life Examples



4. Real-life Examples



4. Real-life Examples



Think of an environment that would be insalubrious or unhealthy or harmful to children.

_____ would be an insalubrious environment for children because _____.

What is one insalubrious habit in which adults might engage?

One insalubrious habit in which adults might engage is _____.



6. Ask and Answer



insalubrious
or
not insalubrious?

6. Ask and Answer



insalubrious
or
not insalubrious?

6. Ask and Answer



insalubrious or not insalubrious?



6. Ask and Answer



insalubrious
or
not insalubrious?

6. Ask and Answer

Is something that is insalubrious good for you?

If you have many insalubrious habits will you live to an old age?

Can something that is insalubrious be fun?

Can something that is insalubrious be lucrative?

yes or no?

The word we learned today is **insalubrious**.

If something is insalubrious then it is unhealthy, unwholesome, and may bring you harm.

0	1	2	3
I've never heard of this word.	I've heard of this word but I am not sure what it means.	I know this word and can use it correctly.	I can use this word and teach it to the class.

1. Read the context. Say the word and have students repeat it chorally.
2. Explain the meaning with student-friendly definition and examples
3. Explain the meaning in context (if students have already read the selection)
4. Provide several sentences or images in which the word is used in other contexts.
5. Students provide their own sentences as teacher guides them with a) questions suggesting contexts; b) sentence frames
6. Teacher provides short-answer questions to hone understanding (Examples and non-examples)
7. Group chorally repeats the word with student friendly definition

1. Introduce

Step 1

Set the purpose, then say the word, have students repeat it chorally, write the word and have students write it in their logs, note the relevant morphology and syllable breaks, and briefly situate the word in its original context.

insalubrious

in - sa - lu - bri - ous

0	1	2	3
I've never heard of this word.	I've heard of this word but I am not sure what it means.	I know this word and can use it correctly.	I can use this word and teach it to the class.

2. Explain the Meaning

Step 2

Provide a student friendly definition (an easy to understand explanation in kid language-say twice, echo once, then write). Note cognates. Students write keywords in the log after they say them when reading the definition chorally with the teacher. Avoid saying the word means _____. Instead follow this example for the word represent. "When you represent something you show it in a different way."

If something is insalubrious then it is unhealthy, unwholesome, and may bring you harm.

In Spanish the word is insalubre.

Step 3

Explain the meaning more fully in the context of the text.

The polluted pond was an insalubrious environment for fish.

The insalubrious air quality of the city caused the family to move to the countryside.

4. Real-life Examples

Step 4

Provide sentences or images in which the word is used in other contexts (include pictures, movement, or other scaffolds).



5. Meaningful Use

Step 5

Ask the students a guiding question suggesting a scenario or context in which the word is used. Provide THINK TIME. Have students share using a sentence frame.

T-P-S Guiding question, bulleted examples, sentence frame

Think of an environment that would be insalubrious or unhealthy or harmful to children.

_____ would be an insalubrious environment for children because _____.

What is one insalubrious habit in which adults might engage?

6. Ask and Answer



Step 6

Ask short-answer questions to clarify and deepen understanding.



Is something that is insalubrious good for you?

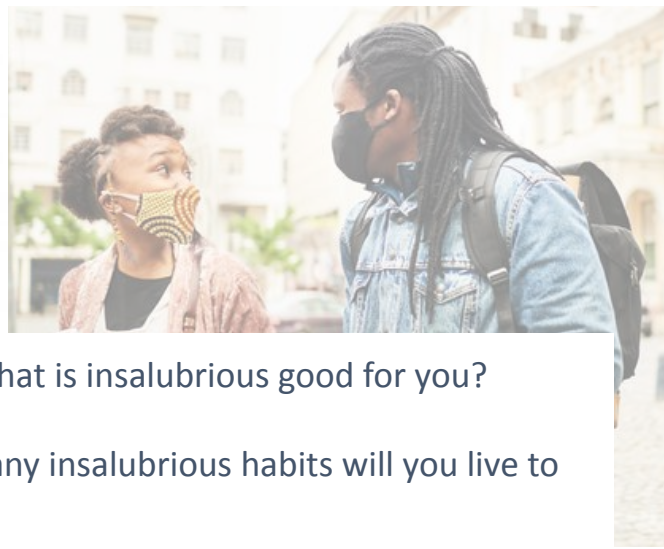
If you have many insalubrious habits will you live to an old age?

Can something that is insalubrious be fun?

Can something that is insalubrious be lucrative?

insalubrious or not insalubrious?

yes or no?



Step 7

Repeat the word chorally to remind students which word they just learned.

Any
questions or
comments?

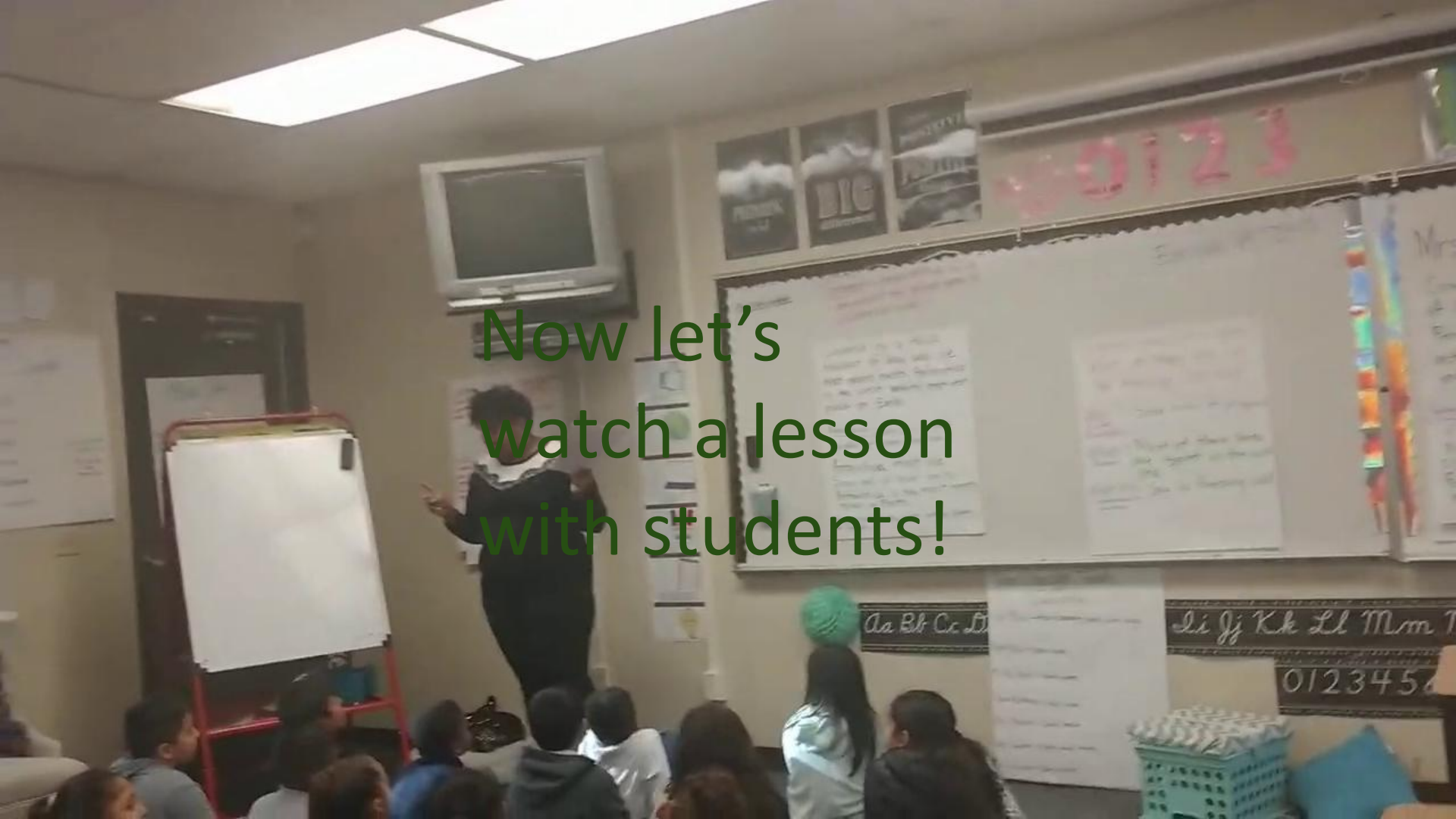


The word we learned today is **insalubrious**.

If something is insalubrious then it is unhealthy, unwholesome, and may bring you harm.

0	1	2	3
I've never heard of this word.	I've heard of this word but I am not sure what it means.	I know this word and can use it correctly.	I can use this word and teach it to the class.

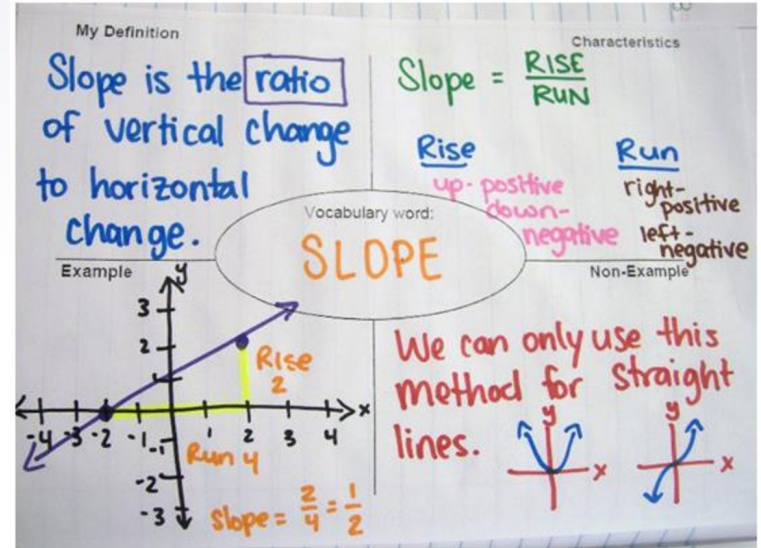
Now let's
watch a lesson
with students!



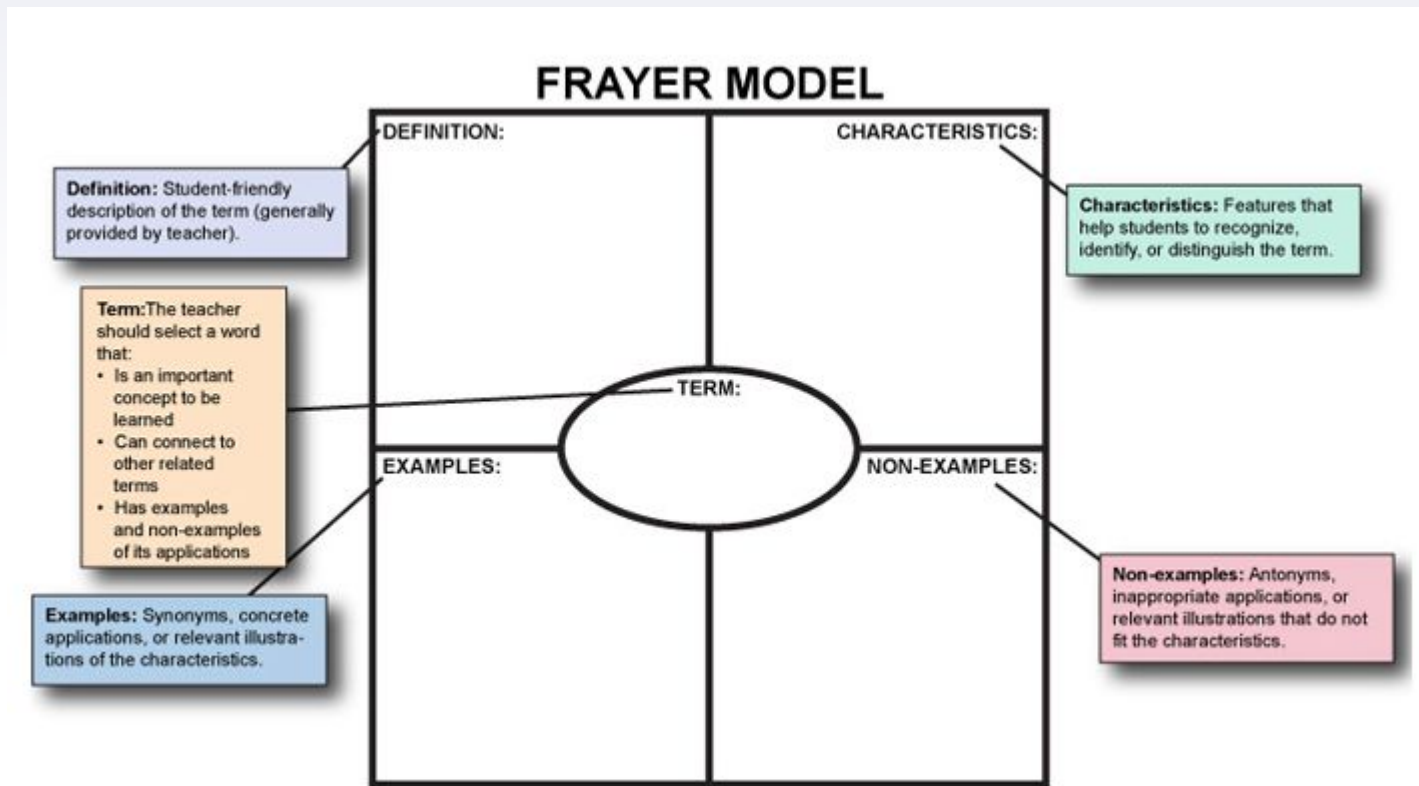
A black and white photograph of a woman with long, wavy hair, wearing a dark sports bra and leggings, sitting in a yoga pose (likely a variation of the lotus or butterfly pose) on a dark mat. She is looking down with her eyes closed, and her hands are resting on her knees. A large, bright cyan rectangular box is superimposed over the center of the image, containing the text "Take a 5 Minute Stretch Break" in bold black font. In the background, there is a large potted plant with many leaves and a textured, cylindrical object (possibly a vase or a piece of furniture) on the left. The overall lighting is soft, creating a calm and focused atmosphere.

**Take a 5 Minute
Stretch Break**

Framer Model and Tier III Vocabulary

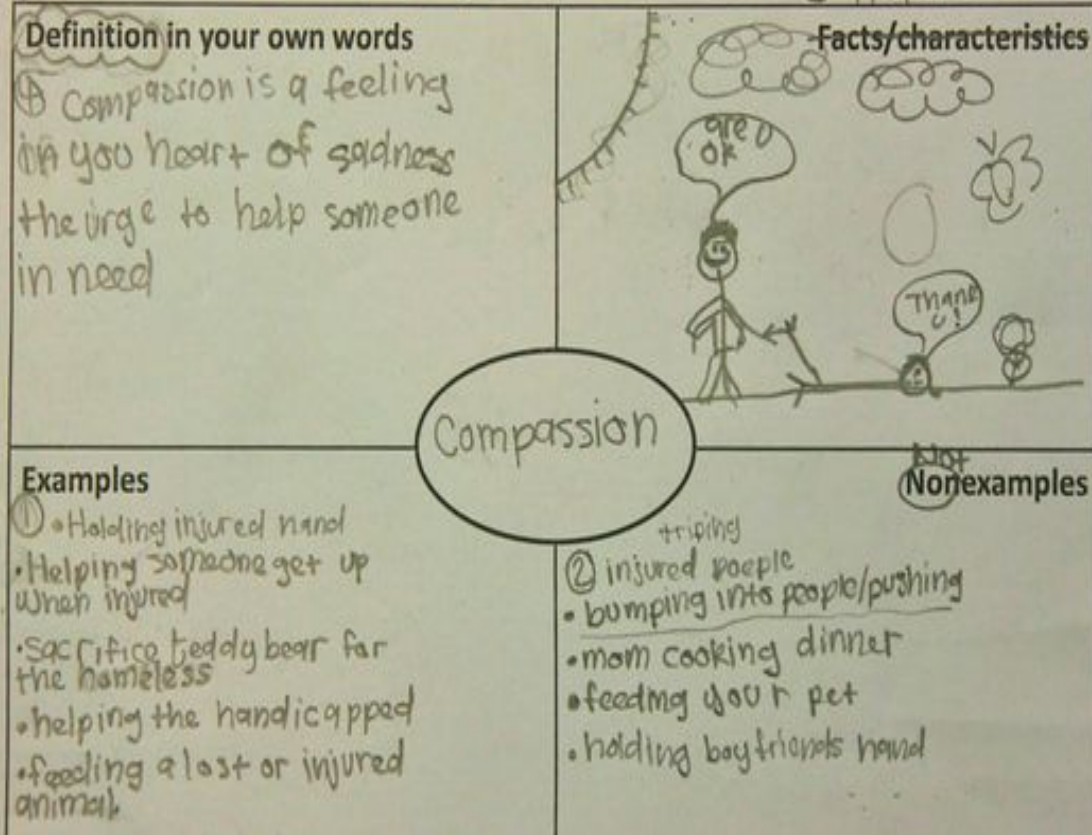


1. Start with a Tier III word that is a **concept** crucial to understanding the content.
2. I- DO:
 - a. Provide a student-friendly definition.
 - b. Then move clockwise around box.
3. We- DO:
 - a. Have students provide examples, non-examples, and characteristics first. Use their responses to craft a definition.
4. You- DO: Assessment



* Brummer *

Frayer Model



Emerging/ Lower Expanding:

- A feeling in your heart that you want to help someone
- Picture
- Picture of non example
- Sentence

Expanding/ Bridging:

- Definition
- Translation in primary language
- synonym/antonym
- Sentence

Frayer Model

What is it?

A plant is a growing, living thing. It changes. It needs Sun ☀, water 💧, and air to stay alive.
-Nathan and Kerin

What does it look like?

- * stem
- * roots
- * leaf

Plants

Examples:

- ✓ Sunflower 🌻 - Diego
- ✓ Daisy 🌼 - Athulya
- ✓ Rose 🌹 - Noah
- ✓ Flower 🌸 - Natalie
- ✓ Grass 🌾 - Eyabel
- ✓ Beanstalk 🌱 - Raj
- ✓ Venus fly trap 🌿 - Haimelin

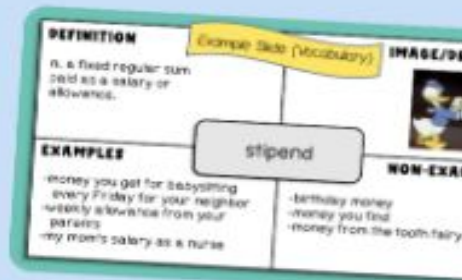
Non-Examples:

- ✓ Human 🧑 - Athulya
- ✓ word 📖 - Tiffany
- ✓ Rock 🪨 - Carlos
- ✓ Chicken 🐔 - Lucy
- ✓ Food 🍌 - Alfiya
- ✓ Rocket 🚀 - Kyle

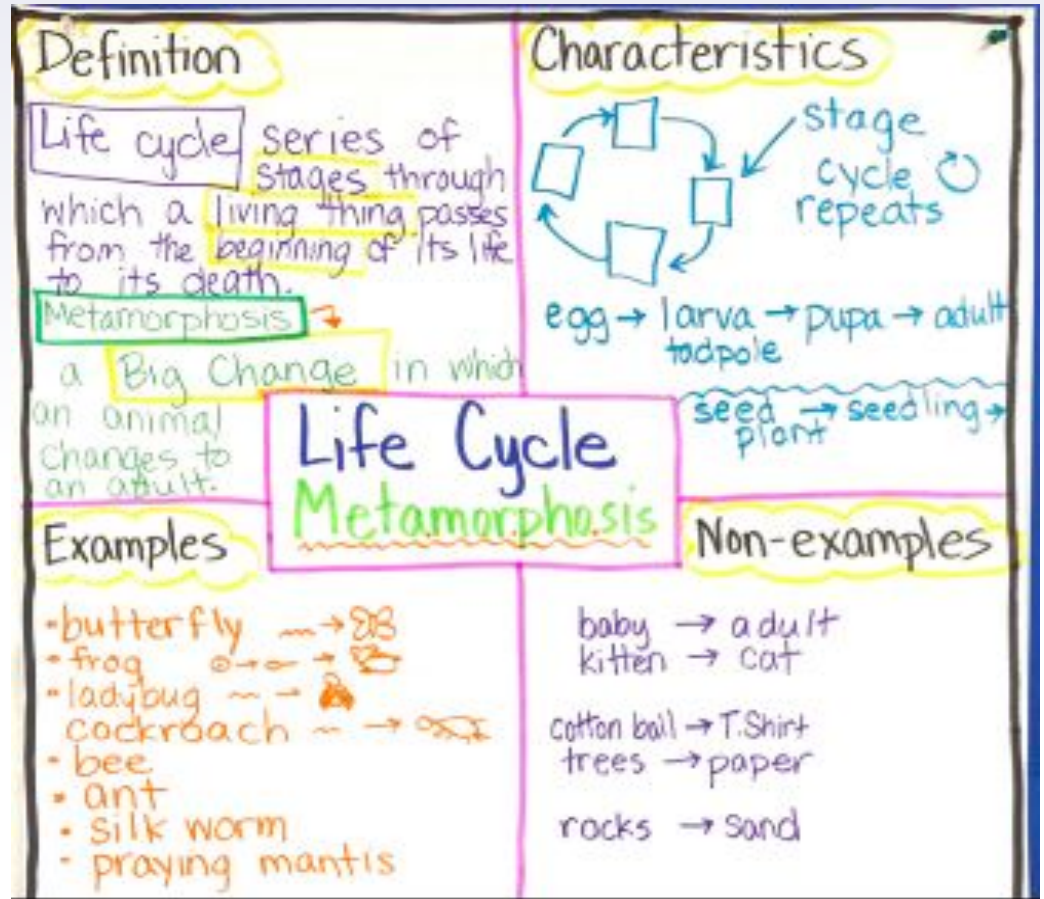
TYPES OF HEADINGS FOR

FRAYER MODELS

- DEFINITION
- CHARACTERISTICS
- APPLICATION
- IMAGE/DRAWING
- EXAMPLES
- NON-EXAMPLES
- USE IN SENTENCE
- FACTS
- SYNONYMS
- ANTONYMNS



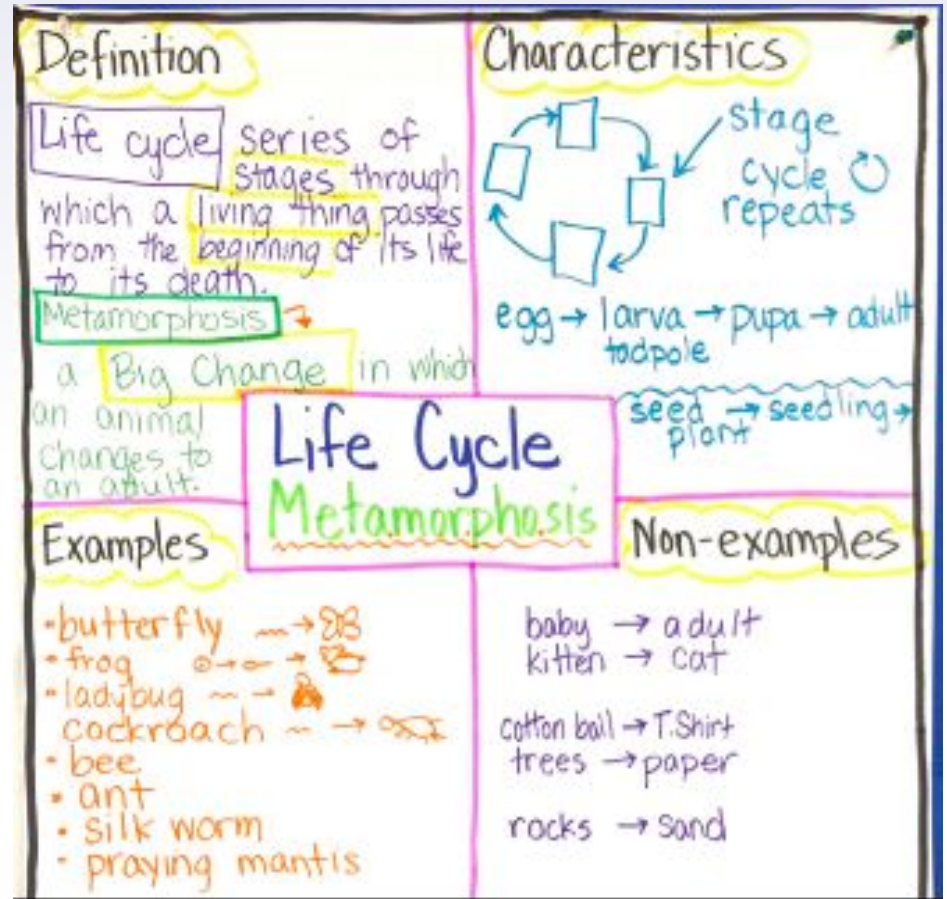
Frayer Model in Science



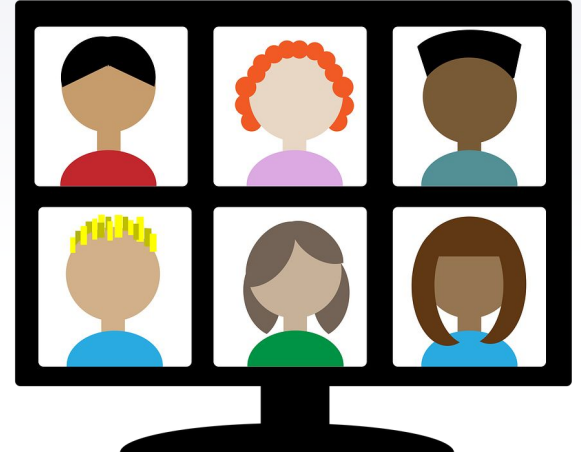
Now its your turn. Lets do a Frayer Model

You will need:

- Sheet of paper
- Pencil/Pen
- Definition, Picture/
- Characteristics,
- Examples, Non-examples, sentence
- Write the word "Arid" in the center



Framer Model In Distance Learning



Word:

Weather

Meaning:

What the air
is like outside



Example:

- Hurricane
- Tornado
- Blizzard

Non-Example:

- Grass
- Mountains
- Colors



Sentence:

1. The bear gnawed viciously at the bone.
2. His test gnawed at him all day.

Synonyms:

1. Chew, nibble
2. Trouble, bother

gnaw
(verb)

Definition:

1. Wear away by biting
2. Consume or trouble





Engagement

For purposeful, motivated learners,
stimulate interest and motivation for learning.

CASD | [What Learning the why is](#)

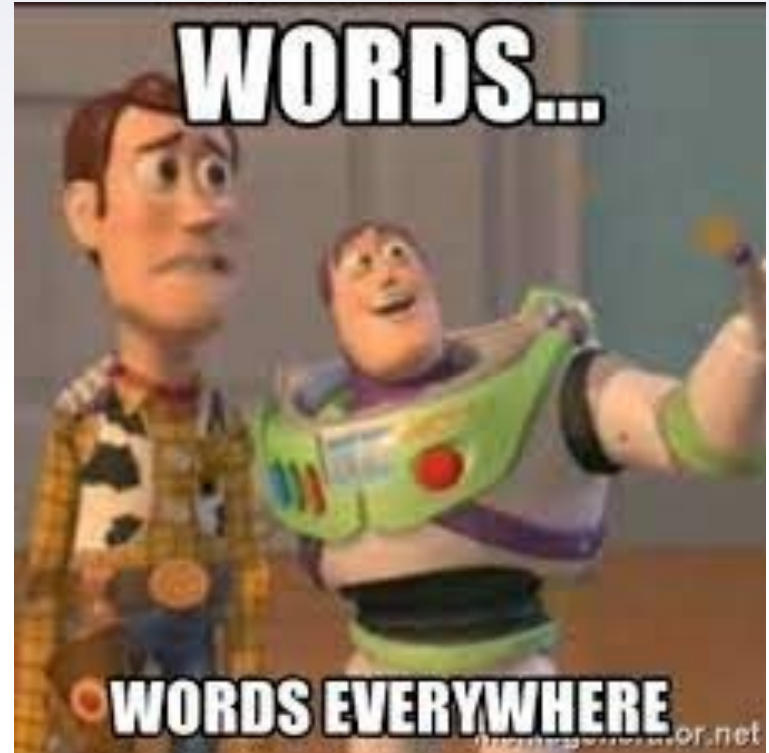
Vocabulary Resources and Tools

**Clever Vocabulary Apps:
Mango, Rosetta Stone English,
StarFall,
BrainPop Jr. and ELL,
Moby Max**

<u>Academic Word Lists</u> based on Frequency	<u>Elementary Tier II Words</u>	<u>Middle School Tier II Words</u>	<u>High School Academic Vocabulary Lists</u> By Content Area
<u>Brick and Mortar Cards</u> and <u>The Picture Word Inductive Model</u> with ELs Strategies can be used with Google Slides	<u>Tier II Vocabulary and Language Functions</u>	<u>Word Walls</u>	<u>Grade 7-12 Self-Paced Vocabulary Lessons</u>
<u>Vocabulary by Task</u>	<u>Rewordify</u> has intuitive vocabulary lessons and interactive tools!	<u>Best Website for Student-friendly Definitions</u>	<u>Create Live Word Clouds</u>
<u>Word Sift</u>	Use <u>Thinkio</u> with these <u>Vocabulary Graphic Organizers</u>	<u>Interactive Vocabulary Sites</u>	<u>New York Times Word of the Day</u>

Gamification

1. [FluentKey](#)
2. [Flocabulary](#)
3. [Quizizz](#)
4. [Games to Learn English](#)
5. [Vocabulary Spelling City](#)



Resource for Identifying Tier II Words



Have a text you are considering for the classroom?

The ACADEMIC
WORD FINDER will
find the most useful
academic (Tier 2)
vocab!

ACHIEVE THE CORE | ACADEMIC WORD FINDER

4 Results DEFINITIONS AND EXAMPLES
PROVIDED BY WORDSMYTH

[+](#) [START NEW ENTRY](#) [ENTRY DETAILS](#) [✉](#) [📄](#) [🖨](#)

Filter: ALL WORDS (4) [BELOW GRADE LEVEL \(3\)](#) [ON GRADE LEVEL \(1\)](#) [ABOVE GRADE LEVEL \(0\)](#)

Sort: [In Order of Appearance](#) [▼](#)

WORD	GRADE RANGE	PART OF SPEECH	MEANING	EXAMPLE SENTENCE
purchase	4–11	verb	to get by paying money for; buy.	They compared prices at different stores before they purchased their TV.
		verb	to get a secure hold or leverage on in order to lift or carry.	They purchased the piano carefully before hauling it up the steps.
		noun	something that is bought.	The clerk helped her carry her heavy purchases to her car.

Questions for Selecting Vocabulary

1. *Representative*
2. *Repeatability*
3. *Transportable*
4. *Contextual Analysis*
5. *Structural Analysis*
6. *Cognitive Load*

- Is it critical to understanding?
- Will it be used again?
- Is it needed for discussions and/or writing? Across Content areas?
- Can they use context to figure it out?
- Can they use structure?
- Have I exceeded the number they can learn?





Asynchronous Tasks

- Explore the resources in this slide deck
- Build a 7 step lesson
- Plan a Frayer Model Lesson

Commitment!



What is one new strategy you are committed to using?

Share that strategy with a person who will support you in your implementation.