Dynamic Vocabulary and Sentence Building Strategies for English Language Learners

Presented by Carolyn Hood
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Accessing High-Level Vocabulary

Language Experience

“By the age of three, the average American child in a welfare family may have 10 million fewer words of cumulative language experience than the average child in a working class family.”

Todd R. Risley & Betty Hart
University of Alaska
From conference materials for the National Conference on Family Literacy and the California Family Literacy Conference March 16-18, 2002

Three Tiers of Words

“While the term tier may connote a hierarchy, a ranking of words from least to most important, the reality is that all three tiers of words are vital to comprehension and vocabulary development, although learning tier two and three words typically requires more deliberate effort (at least for students whose first language is English) than does learning tier one words.”

-Common Core State Standards: Appendix A-

Accessing Words and Phrases

Know As Fast as a Snap!

Sound it Out!

Find it!

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Building on Cumulative Vocabulary

K Word Sort

Shapes
- square
- circle
- triangle

Food
- apple
- grapes
- ham

Language Standards: Vocabulary Acquisition and Use
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
   a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

K Opposites

<table>
<thead>
<tr>
<th>movements</th>
<th>sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>in, out</td>
<td>big, small</td>
</tr>
<tr>
<td>sit, stand</td>
<td>tall, short</td>
</tr>
<tr>
<td>up, down</td>
<td>wide, narrow</td>
</tr>
<tr>
<td>stop, go</td>
<td></td>
</tr>
<tr>
<td>run, walk</td>
<td></td>
</tr>
</tbody>
</table>

Language Standards: Vocabulary Acquisition and Use
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

First Defining Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Category</th>
<th>Attribute(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>duck</td>
<td>bird</td>
<td>swims</td>
</tr>
<tr>
<td>tiger</td>
<td>cat</td>
<td>stripes</td>
</tr>
</tbody>
</table>

Language Standards: Vocabulary Acquisition and Use
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
   a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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K Shades of Meaning

Shades of Meaning

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>[to move on foot]</td>
</tr>
<tr>
<td>march</td>
<td>[to walk with knees up high in a rhythm]</td>
</tr>
<tr>
<td>strut</td>
<td>[to walk in a proud way]</td>
</tr>
<tr>
<td>prance</td>
<td>[to walk with high, springy steps]</td>
</tr>
</tbody>
</table>

Second Shades of Meaning

Shades of Meaning

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>throw</td>
<td>to send through the air</td>
</tr>
<tr>
<td>toss</td>
<td>to throw lightly</td>
</tr>
<tr>
<td>hurl</td>
<td>to throw with great force</td>
</tr>
</tbody>
</table>

Language Standards: Vocabulary Acquisition and Use

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
   d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Vocabulary

“...the most powerful way to teach new terms and phrases is to use an instructional sequence that allows for multiple exposures to students in multiple ways.”

-24 times practice to reach 80% competency-


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Transitions

“Cohesive and coherent writing requires a constant attention to the maintenance of the topic which is organized in a careful sequence of ideas and the smooth transitions between sentences.”

### Fourth Grade Transitional Phrases Data

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Pretest 1-2</th>
<th>Postest 3-4</th>
<th>Total Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>85% 15%</td>
<td>54% 46%</td>
<td>15%-46%</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>88% 12%</td>
<td>48% 52%</td>
<td>12%-52%</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>92% 8%</td>
<td>40% 60%</td>
<td>8%-60%</td>
</tr>
<tr>
<td>Teacher 4</td>
<td>88% 12%</td>
<td>52% 48%</td>
<td>12%-48%</td>
</tr>
<tr>
<td>Teacher 5</td>
<td>96% 4%</td>
<td>42% 58%</td>
<td>4%-58%</td>
</tr>
</tbody>
</table>

| Total | 90% 10% | 47% 53% | 10%-53% |

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### Social Studies Vocabulary Words

**Grade:** Fourth

**Topic:** California: A Changing State

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>aerospace</td>
<td>industry</td>
<td>influence</td>
</tr>
<tr>
<td>agriculture</td>
<td>agriculture</td>
<td>immigration</td>
</tr>
<tr>
<td>American</td>
<td>art</td>
<td>John Wayne</td>
</tr>
<tr>
<td>art</td>
<td>Asian</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>Chinese</td>
<td>art</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>commercial</td>
<td>California</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>cultural</td>
<td>centurty</td>
<td>John Wayne</td>
</tr>
<tr>
<td>diverse</td>
<td>cities</td>
<td>migration</td>
</tr>
<tr>
<td>economic</td>
<td>communications</td>
<td>network</td>
</tr>
<tr>
<td>industrial</td>
<td>community colleges</td>
<td>network</td>
</tr>
<tr>
<td>internal</td>
<td>composition</td>
<td>network</td>
</tr>
<tr>
<td>large-scale</td>
<td>construction</td>
<td>network</td>
</tr>
<tr>
<td>political</td>
<td>contributions</td>
<td>network</td>
</tr>
<tr>
<td>transcontinental</td>
<td>countries of origin</td>
<td>network</td>
</tr>
<tr>
<td>twentieth-century</td>
<td>cities</td>
<td>network</td>
</tr>
</tbody>
</table>

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### My Vocabulary Words

**Grade:** 4th

**Topic:** History - Social Science

**Adjectives:**
- U.S. American
- Chinese
- Mexican
- Spanish
- European
- Franciscan
- Catholic
- transcontinental
- geographic
- economic
- political
- industrial
- agricultural
- Commercial
- Cultural
- physical
- social
- territorial
- diverse
- local
- federal
- Artistic
- Art

**Nouns:**
- World War II
- Dust Bowl
- Gold Rush
- Great Depression
- Mexican-American War
- ranch
- mission
- colony
- settlement
- city
- County
- State
- California
- immigrant
- industry
- evolution
- irrigation
- reservoir
- aqueduct
- vegetation
- cultivation
- hemisphere
- latitude
- longitude

**Verbs:**
- demonstrate
- analyze
- determine
- compare
- explain
- identify
describe
map
adapt
modify
distinguish
occupy
vary
depend
plot
study
define

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Promoting Student Ownership of Vocabulary

Gathering Descriptive Language

Understanding Relations of Words & Their Meaning

- Highlights Exposure To and Targets New Vocabulary
- Anchors Vocabulary from Wide and Extensive Independent Reading Experiences
- Applies Vocabulary and Concept Development to Reading, Writing, Listening, and Speaking
- Increases Vocabulary Acquisition

Tip: Using the Organizers

- Add to Class Bank when Reading, Writing, or Discussing
- Demonstrate How to Utilize Vocabulary Words when Writing Aloud
- Promote Students to Keep Own Banks in Writing Folders
- Add Non-Linguistic Representation and Mnemonics to Help Build Understanding
Vocabulary: There are recommended processes for teaching new terms and phrases:

1. Present the students with a brief explanation or description of the new term or phrase
2. Present the students with a nonlinguistic representation of the new term or phrase
3. Ask the students to generate their own explanations or descriptions of the new term or phrase
4. Ask the students to create their own nonlinguistic representation of the new term or phrase
5. Periodically ask the students to review the accuracy of their explanations and representations

Vocabulary Tip:

- Use kinesthetic movement to increase vocabulary
  - Student-generated
  - Used during transitions
  - Attention grabbers

Now, Let's Try It! -Glistening-
Fourth Grade Vocabulary Assessment from Language Arts Adoption Theme

<table>
<thead>
<tr>
<th></th>
<th>Pretest</th>
<th>Postest</th>
<th>Total Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-2</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Teacher 1</td>
<td>100%</td>
<td>0%</td>
<td>27% 73%</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>92%</td>
<td>8%</td>
<td>16% 84%</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>96%</td>
<td>4%</td>
<td>48% 52%</td>
</tr>
<tr>
<td>Teacher 4</td>
<td>91%</td>
<td>9%</td>
<td>18% 82%</td>
</tr>
<tr>
<td>Teacher 5</td>
<td>86%</td>
<td>14%</td>
<td>14% 86%</td>
</tr>
<tr>
<td>Total</td>
<td>93%</td>
<td>7%</td>
<td>25% 75%</td>
</tr>
</tbody>
</table>

We are the Rocks! (2:23)

We are the rocks...Igneous. We are the rocks...Metamorphic. We are the rocks...Sedimentary. We are the rocks...in the Rock Cycle!

I have a friend who morphed like me...from heat and pressure. A marble kid morphologically from heat and pressure. Soft limestone is what she used to be. We are the rocks...Igneous. We are the rocks...Metamorphic. We are the rocks...Sedimentary. We are the rocks...in the Rock Cycle!

I am an igneous rock. I was very hot when I was magma. Over time I cooled and became a rock. I was magma. Minerals combined to form my igneous rock. I have an igneous friend who was just like me...from magma. The name is El Capitan in Yosemite. He was magma. Minerals combined to form that igneous rock. We are the rocks...Igneous. We are the rocks...Metamorphic. We are the rocks...Sedimentary. We are the rocks...in the Rock Cycle!

Metamorphic's my name and change is my game...from heat and pressure. We are the rocks...Metamorphic. We are the rocks...in the Rock Cycle!

I was very hot when I was magma. Over time I cooled and became a rock. I was magma. Minerals combined to form my igneous rock. I have an igneous friend who was just like me...from magma. The name is El Capitan in Yosemite. He was magma. Minerals combined to form that igneous rock. We are the rocks...Igneous. We are the rocks...Metamorphic. We are the rocks...in the Rock Cycle!

Sedimentary's my name and change is my game...from heat and pressure. We are the rocks...Sedimentary. We are the rocks...in the Rock Cycle!
Two vocabulary strategies I will try in my classroom:

- 
- 

How I plan to implement them:

Building Powerful Sentences

Who/What Chart

- To add academic vocabulary
- To prompt students with questioning techniques
- To demonstrate sentence development

- Grades K-2: Utilized for complete sentence building
- Grades K-6: Utilized as a reference for quick summaries

“Who or what are we going to write about?”
- the mighty lion

“What about the mighty lion?”
- The mighty lion hunts for food.

“Why does the mighty lion hunt?”
- The mighty lion hunts for food because it is hungry.
The mighty lion hunts for food because it is hungry. It stalks prey in the African grasslands.

Add additional sentences by asking questions:

• “What else do we know about the mighty lion? Where does it hunt?”

- It stalks prey in the African grasslands.

Use additional questions on the Who/What Chart as soon as students are ready.

Powerful Sentences Chart

- To transform a simple idea into powerful sentences
- To brainstorm related words/synonyms
- To develop and verbalize new sentences

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**Powerful Sentences Chart**

<table>
<thead>
<tr>
<th>Powerful Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minors</td>
</tr>
<tr>
<td>The</td>
</tr>
<tr>
<td>dirty</td>
</tr>
<tr>
<td>hopeful</td>
</tr>
<tr>
<td>young</td>
</tr>
<tr>
<td>miners</td>
</tr>
<tr>
<td>James Marshall</td>
</tr>
<tr>
<td>panned</td>
</tr>
<tr>
<td>diligently</td>
</tr>
<tr>
<td>In a</td>
</tr>
<tr>
<td>Sierra</td>
</tr>
<tr>
<td>site</td>
</tr>
<tr>
<td>all day</td>
</tr>
<tr>
<td>to get rich</td>
</tr>
<tr>
<td>their</td>
</tr>
<tr>
<td>ever</td>
</tr>
</tbody>
</table>

**Video**

- The desperate 49ers panned for gold during the Gold Rush in California.

**Sentence Blueprints Cards**

- To create a variety of powerful sentences
- To actively engage students in creating new blueprint patterns
- To develop and verbalize new sentences

- Grades 2-6: Travelers
- Grades 3-6: Triple Deckers
- Grades 3-6: Double the Whos

- Travelers -

  - The desperate 49ers panned for gold during the Gold Rush in California.
  - Using a rocker, the desperate 49ers panned for gold during the Gold Rush in California.
The hopeful dreamers panned through riverbeds, investigated the Mother Lode, and searched at their land claim every waking hour.

James Marshall, a gold seeker, hunted for nuggets in the Sierra Nevada mountains in 1849 to prosper.

To prosper, James Marshall, a gold seeker, hunted for nuggets in the Sierra Nevada mountains in 1849.

Two sentence strategies I will try in my classroom:

•

•

How I plan to implement them:

Thank You!

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