

Consortia: Plumsted, Lacey, Barnegat, Eagleswood, Pinelands, Tuckerton, Beach Haven, LBI & Berkeley,



Sheltered Instruction (S.I.)

Day 3

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<http://www.facebook.com/pages/education4ells/233538066164>

Parking Lot

1. Write down anything that you have a question about without putting your name on the paper.
2. “Park” it on the sheet labeled “Parking Lot” at any time of the day.
3. Use digital tools to ask questions
<http://padlet.com/ejf24bb/parkinglot>



Objectives



Participants will:

Content

- identify and analyze the features of the Building Background and Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review and Assessment
- identify different ways to introduce and emphasize key vocabulary
- identify the different types of student groupings for an effective sheltered lesson

Language

- discuss learning strategies and scaffolding examples
- view a video clip and report out on the positive and negative aspect related to the component
- read and discuss SIOP vignettes in small groups (Optional)

Three Key Terms/Phrases

- **Strategic vocabulary**
- **Scaffolding**
- **Student Engagement**
- **Formative Assessment**



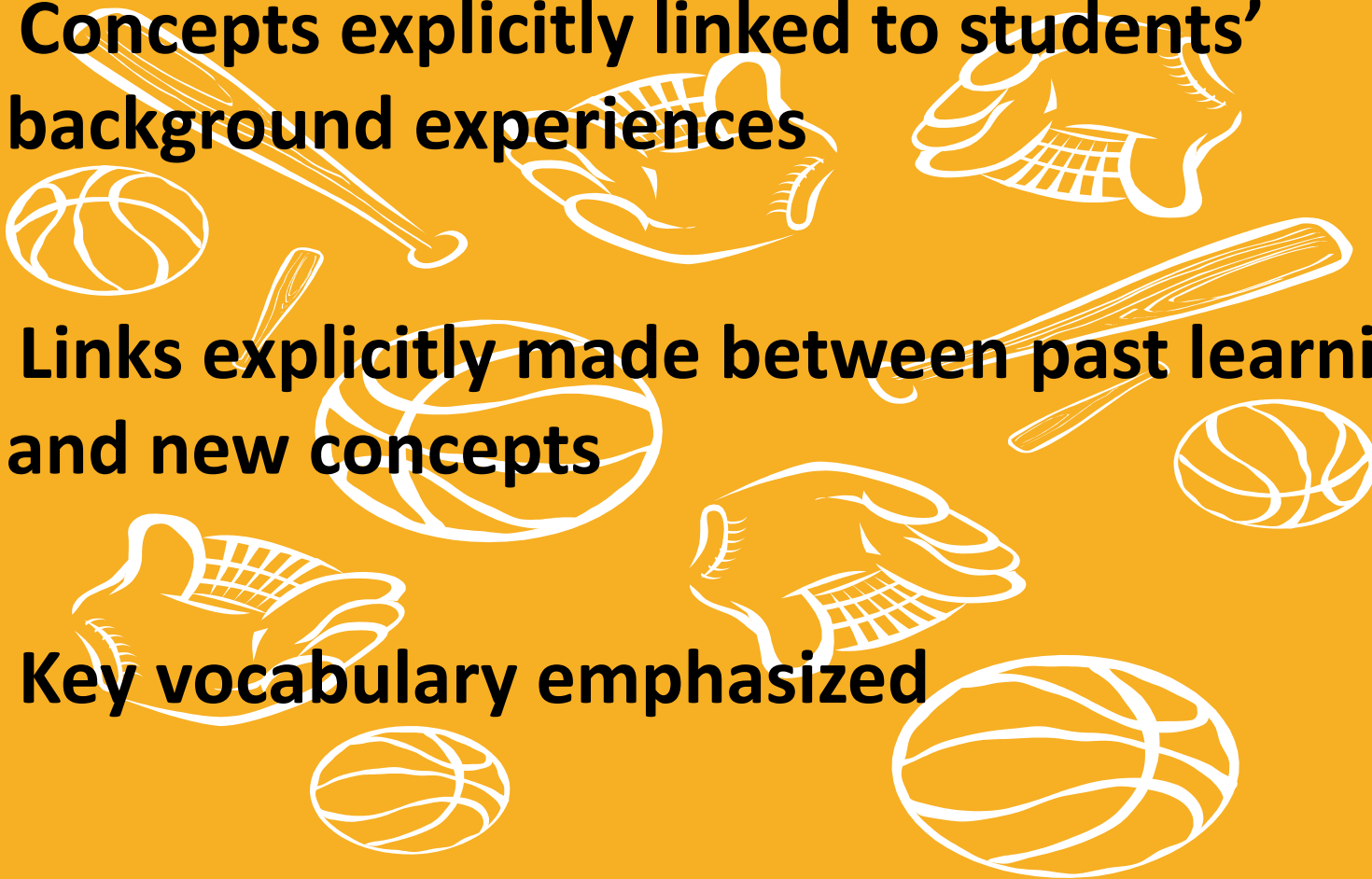
2nd Component: Building Background



7. Concepts explicitly linked to students' background experiences

8. Links explicitly made between past learning and new concepts

9. Key vocabulary emphasized





Seeking Educational Equity and Diversity (S.E.E.D.)

❖ Curriculum as Windows and Mirrors:
“Curriculum and teaching methods should provide both *windows* into others’ experiences, and *mirrors* of each student’s own reality and validity” (Emily Style, 1990)

❖ Multicultural Selves activity or

A Piece of My Heart/Pedacito de mi Corazón –

The Art of Carmen Lomas Garza

Sentence frame: This picture for me is a window/picture because _____.

❖ Reflections.ppt

❖ That’s a Family

Concepts explicitly linked to students' background experiences

- Stand up-sit down
- KWL
- Survey (think technology)
- May have to provide background experience to connect to lesson
 - videos/DVDs, streaming, experiments, stories, (virtual) field trips, games*, etc.

*

Salome Thomas-El

Two truths and a lie

- A. Culturally responsive pedagogy helps teachers make the connections between the content and the students' schemata, prior knowledge and cultural perspectives.
- B. Culturally responsive pedagogy emphasizes acquisition of the new culture as quickly as possible.
- C. Culturally responsive pedagogy creates learning opportunities in which students' voices emerge and knowledge and meaning are constructed from the students' perspectives.

• Your turn

Links explicitly made between past learning and new concepts

- Questioning
- Charts
- KWL (KWLH)

Placemat

Quantity of vocabulary

- Students should know about _____ words by the time of high school graduation.
- There are about _____ word families.
<http://www.talkenglish.com/vocabulary/english-vocabulary.aspx>
- About _____ of most frequent words account for ____% of words in adult texts.
<http://www.newgeneralservicelist.org/>
- _____% of the most often used words have multiple meanings (polysemous).

100,000

85%

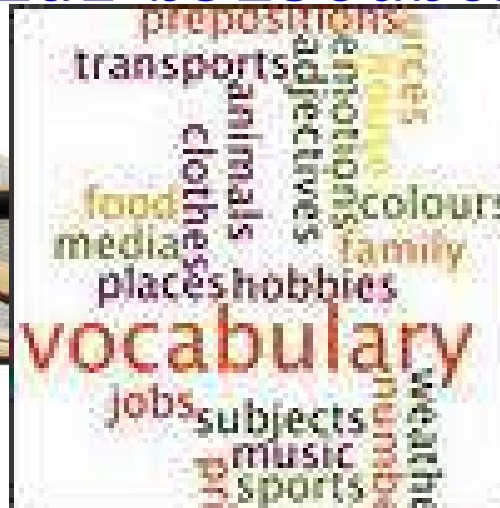
4,000

75%

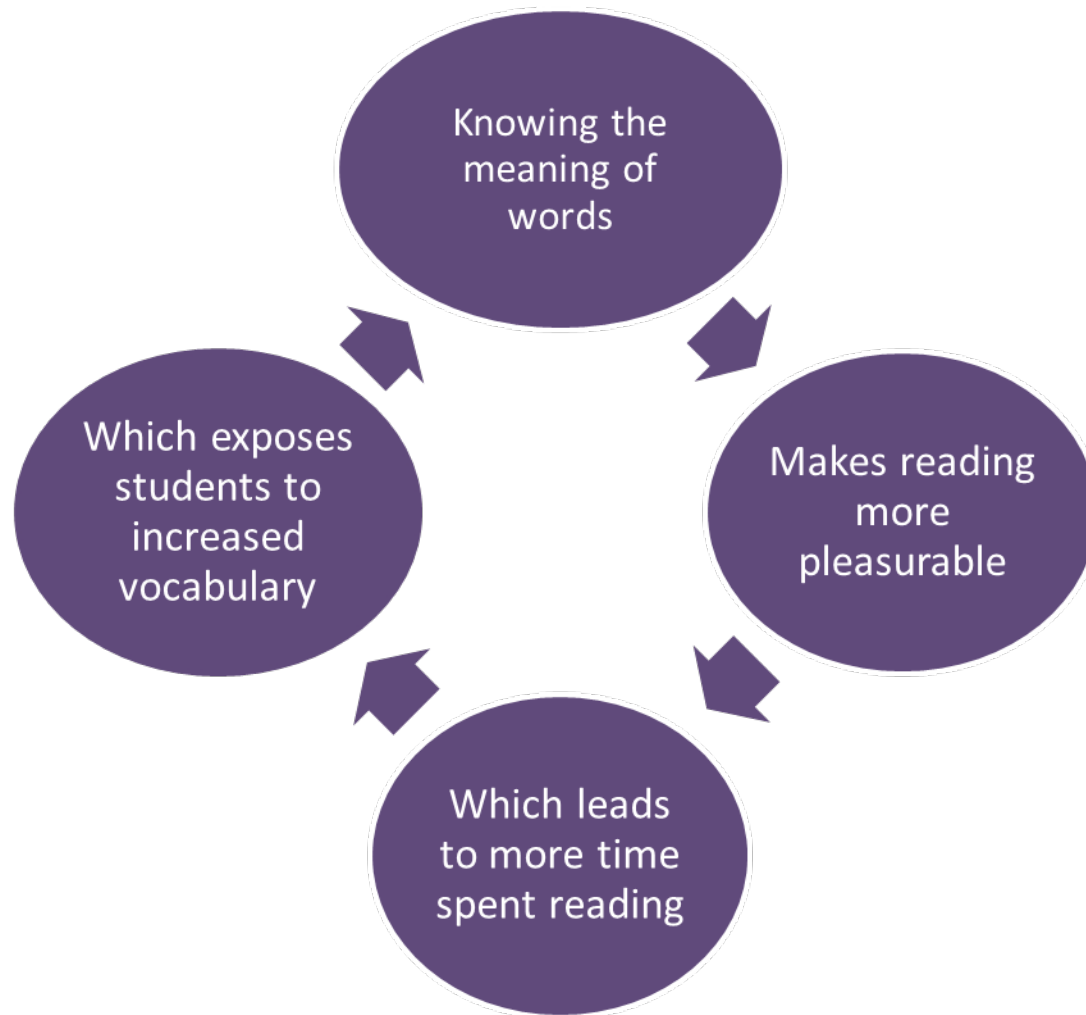
50,000

Kahoot on Vocabulary Research

- <https://create.kahoot.it/#survey/e9a72873-2326-4edf-b2a1-b9250dbc92ba>



The more words you know....



Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



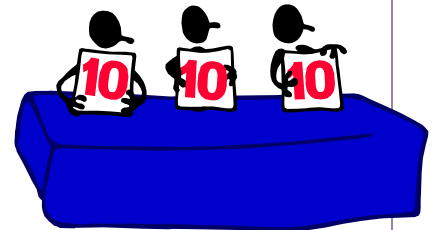
10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

Importance of Vocabulary Instruction

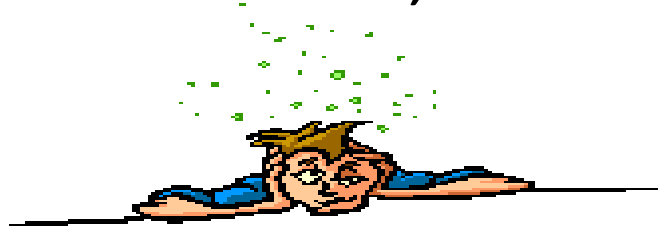
- Vocabulary Gap
 - For ELLs, the “achievement gap” is primarily a vocabulary gap (Carlo, et al., 2004).
- One of the most persistent findings in reading research: **vocabulary knowledge** relates strongly to **reading comprehension** and overall academic success (Lehr, Osborn, & Hiebert, 2004).
- National Literacy Panel findings:
 - Need for direct instruction of academic vocabulary items required for specific texts (content-based)
 - Repetition and multiple exposures
 - Learning in rich context
 - Active engagement in learning tasks-inclusive of extended oral discourse



The Problem: Too Many Words!

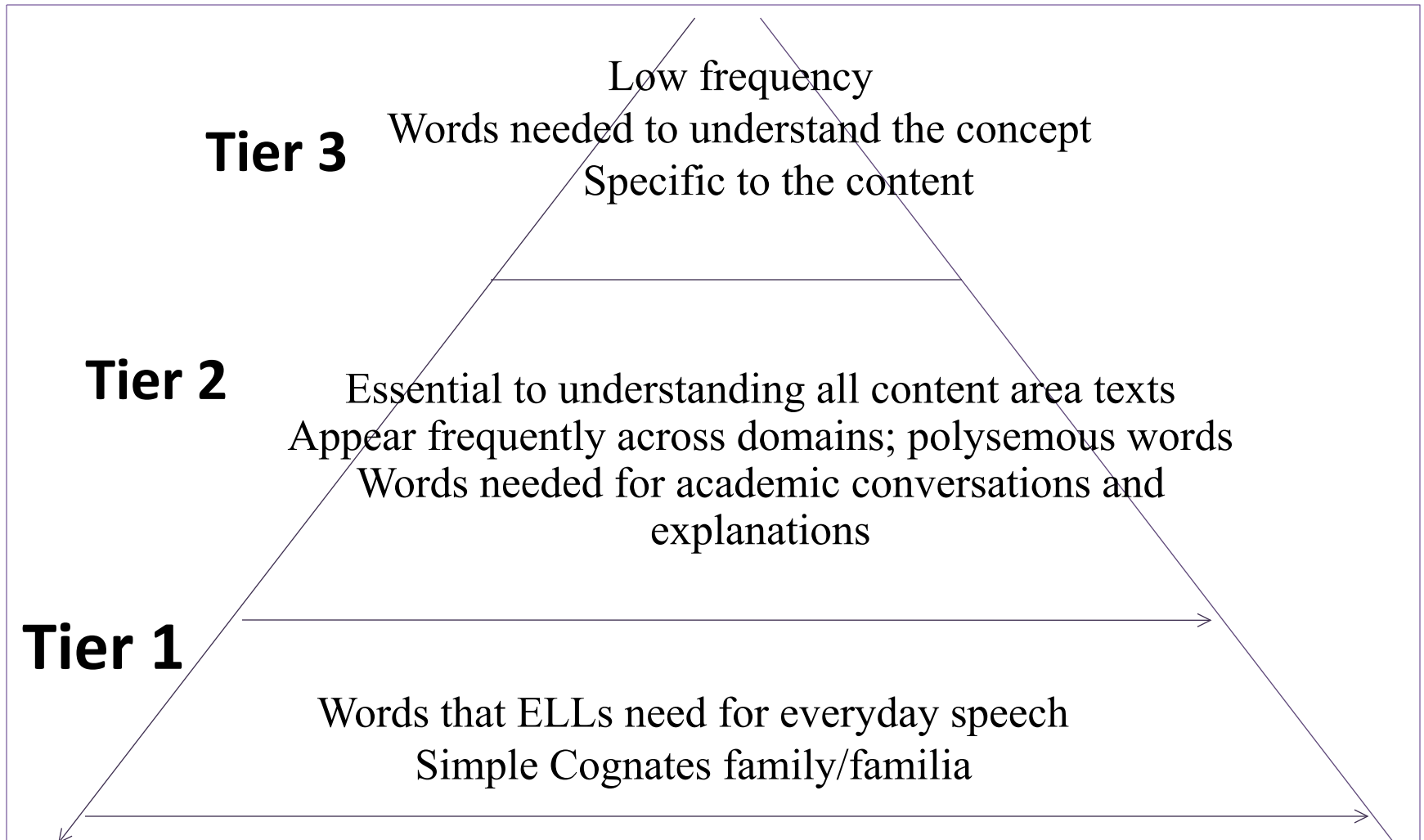
How to select strategic vocabulary

- Ideal is 8–10 a week for deep teaching (Scott, Jamieson-Noel, and Asselin, 2003)



- Must be narrowed, but how?
 - Tiers
 - Framework questions
 - Academic Word List (AWL)

Vocabulary Selection through Tiers



Framework for Selecting Vocabulary

1. *Representative*

2. *Repeatability*

3. *Transportable*

4. *Confusing*

5. *Background
knowledge*

6. *Contextual Analysis*

7. *Structural Analysis*

8. *Cognitive Load*

- Is it critical to understanding?
- Will it be used again?
- Is it needed for discussions or writing?
- Is it a polysemous, idiomatic or similar to known word?
- Do students have background knowledge about this topic?
- Can they use context to figure it out?
- Can they use structure? Is it a cognate?
- Have I exceeded the number they can learn?

Use Word Lists to Identify Key Vocabulary

- Dolch/Fry Sight Word List (Grades K–3)
- Most Frequent English Word lists
<http://www.talkenglish.com/vocabulary/english-vocabulary.aspx>
- Common Core Vocabulary (Marzano, Sprenger)
- SIOP content word lists
- Word Part Lists
<http://www.betterendings.org/homeschool/words/root%20words.htm>
- Academic Word List
<http://www.victoria.ac.nz/lals/resources/academicwordlist/>



Vocabulary Websites

- ✓ www.wordsift.com
- ✓ <https://quizlet.com/>
- ✓ http://www.scienceandliteracy.org/sites/scienceandliteracy.org/files/strategyguides/1268813_SG_Walk%20in%20the%20woods.pdf
- ✓ www.textproject.com
- ✓ <http://www.wordles.com/>
- ✓ www.freerice.com



Vocabulary Protocols

- Marzano
- Frayer
- Vocabulary Map
- 4-corners
- Notes Format
- CREATE
- Kinsella



Marzano's Six Step Vocabulary Strategy

1. Present students with a brief explanation of the new term or phrase.

2. Present 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.

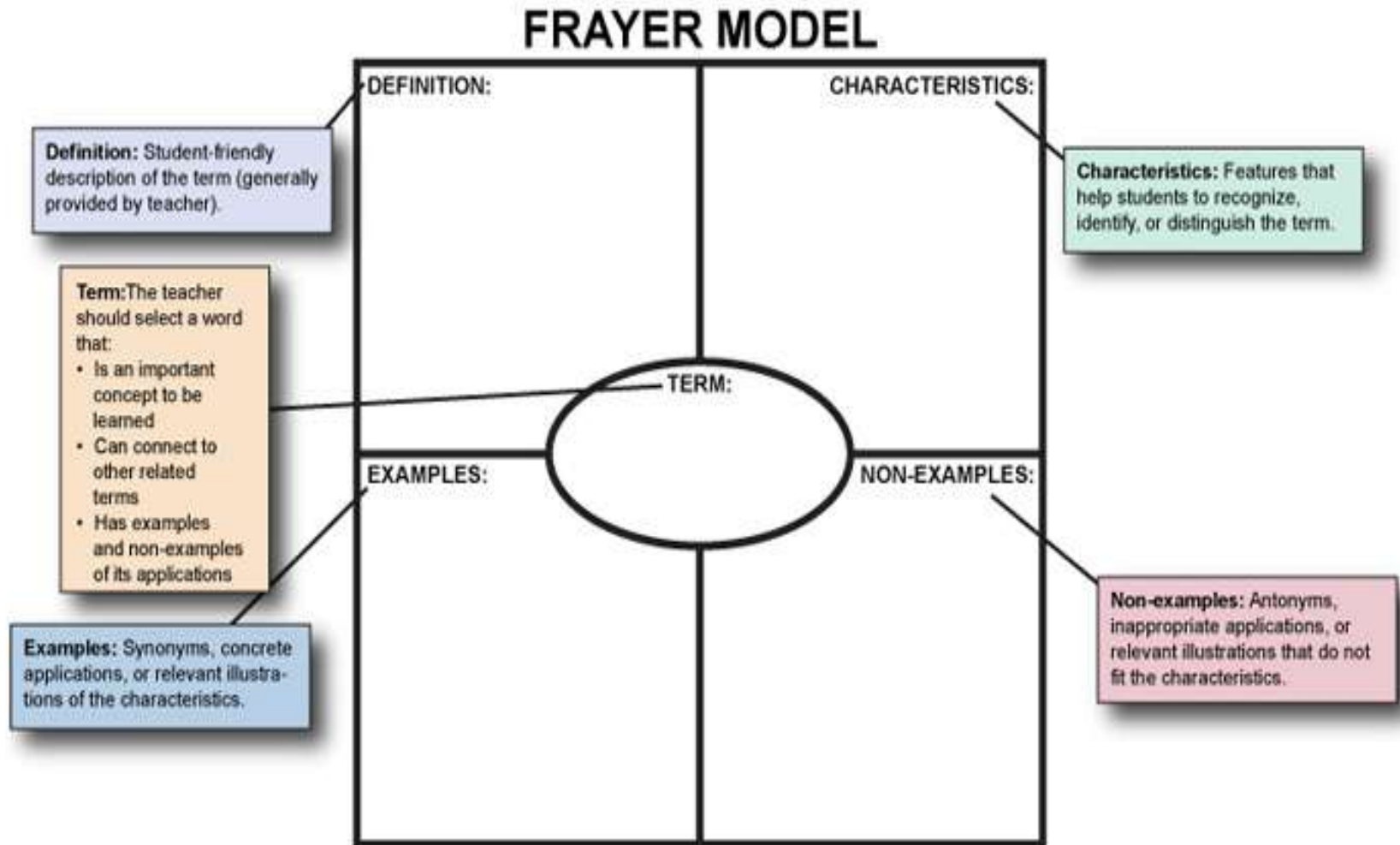
4. Ask the students to create their own nonlinguistic representation of the term or phrase.

5. Periodically ask students to review the accuracy of their explanations or terms.

6. Play games with vocabulary



Vocabulary Map: Frayer Model



VOCABULARY MAP

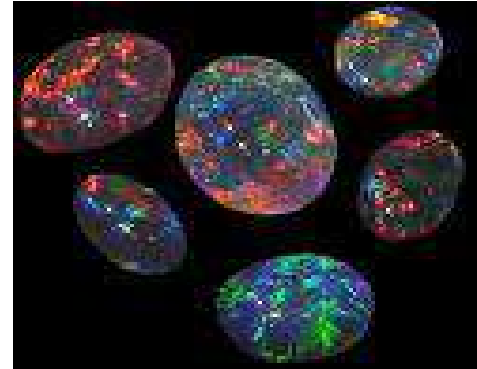
1. Write the word: Does it contain a prefix? Is it a compound word? Does it contain a suffix?		2. Write a sentence using the word:
Write the word in your 1 st language: Is it a cognate? Yes No		
3. Write the definition:		4. Illustrate the meaning of the word:
Write a synonym:	Write an antonym:	

4-Corners Vocabulary: Mind Map and Visual Aid

Word:

opals

Picture:




Word in context:

In Coober Pedy, Australia, miners dig opals from under the ground.

Definition:

Beautiful stones, called gems, used to make jewelry.

Vocabulary Notes Format

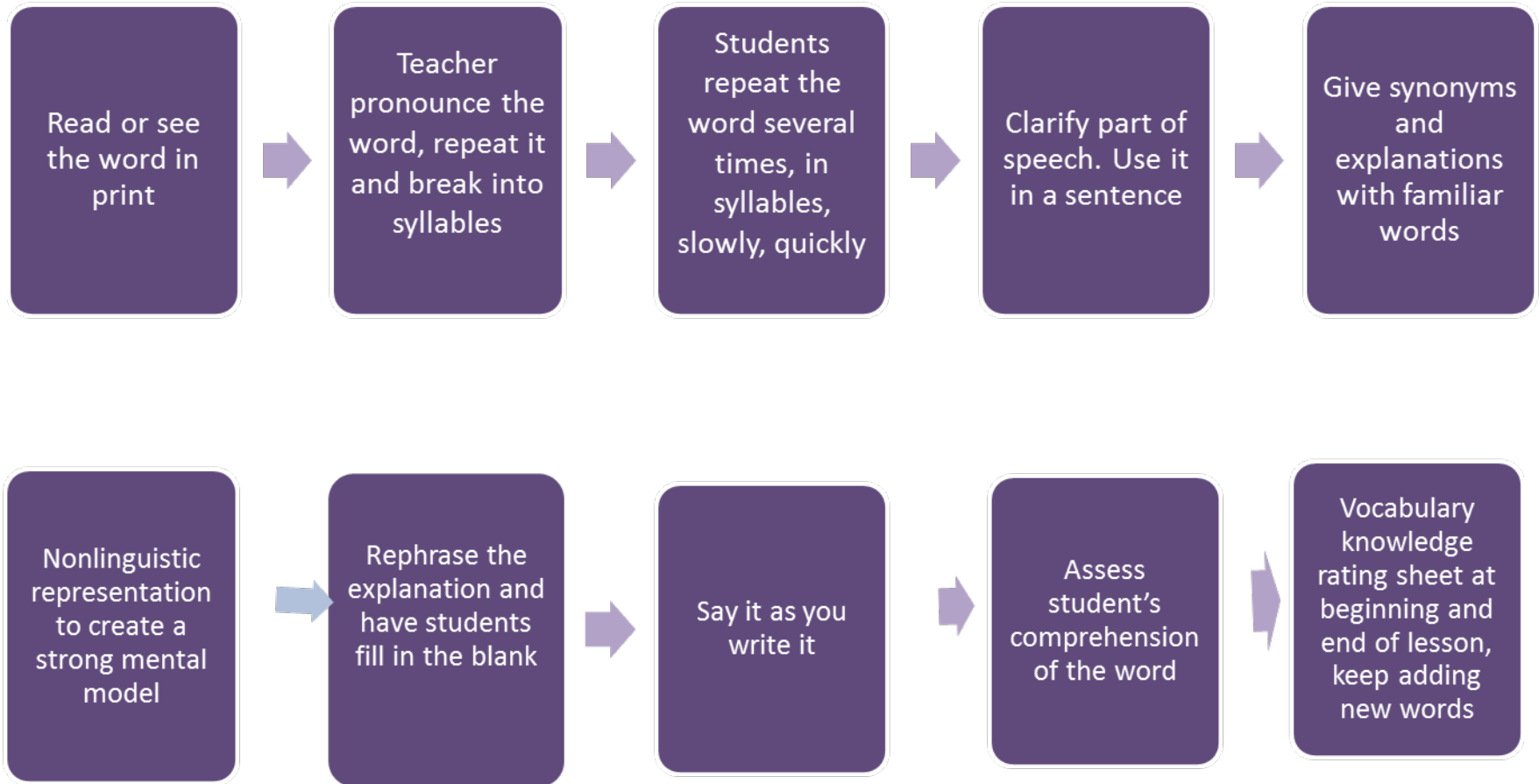
<u>Word</u>	<u>Meaning</u>	<u>Example Sentence</u>	<u>Oral Practice</u>
glacier 	Large white ice block or ice mountain	The glaciers near the North and South poles are melting.	Glaciers are larger and colder than <hr/>

CREATE Protocol

- Vocabulary word: *boundary*
- Translation: *límite*
- Student friendly definition: *a fixed line that separates one thing from another*
- Picture/graphic organizer/ map
- Synonym: *border*
- Sentences for context
- **Turn and Talk prompt**



Teaching Vocabulary Protocol



Kinsella, 2014

Vocabulary Centers

- Rating Chart
- Word Generation
- Anticipation guide
- Collocations
- Scattergories



Vocabulary Knowledge Rating Chart

- ☆ Rating Scale: 1= I don't know it at all.
2= I've seen it or heard it before.
3= I think I know what it means, but I could use a review.
4= I know it well and I could easily teach it to the group.

Target Word	Rating Before	What I think it means:	Rating After
juxtaposed			
detritus			
hubris			
ambiguous			

Anticipation Guide: Comprehension of Vocabulary

Agree or Disagree Dyad

- _____ 1. SIOP[®] is a protocol to use for ELs.
- _____ 2. A parking lot is a strategy for students to post what they learned .
- _____ 3. Cognitive Academic Language Proficiency (CALPS) skills take two years to develop.
- _____ 4. It is too time-consuming to bring realia into lessons.

Word Generation

transport Portland
importport-a-potty
portionreport
portfolioexport
importantportmanteau
portage



-port

Which of these words are related to the meaning of the root-port?

More ideas and games...

- Charades, Scattergories, Outburst, Password, Taboo, Pictionary, Crossword puzzles
- Collocation puzzles:

– Family (tree)

– tree

–

–

–

Definition/clue

1. ancestry map

2. commercial forest

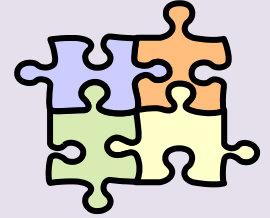
3. cow

4. John Belushi movie

5.



Jigsaw Vocabulary



- Four in a group
- Each person has a different clue to identify the vocabulary word
- Start with general description and narrow definition

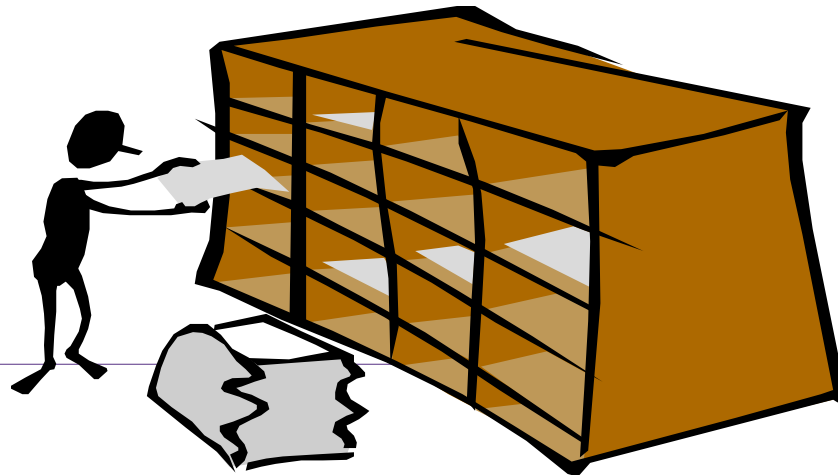
<https://www.teachingchannel.org/videos/middle-school-vocabulary-development>

Sort-List-Group-Label

<p><u>People</u></p> <p>King George III Colonists Sons of Liberty British Indians</p>	<p><u>Taxes- foods</u></p> <p>tea sugar</p>	<p><u>Tax Acts</u></p> <p>Sugar Act Stamp Act Townshend Revenue Act</p>
<p><u>Places</u></p> <p>Boston Harbor England</p>	<p><u>Taxes - Other</u></p> <p>Stamps Newspapers Paint glass</p>	<p><u>Quotes</u></p> <p>"Tax the tea" "Like a giant teapot" "Lobsters" "No taxation without representation"</p>

Categorize

- Human Word Sort
- Review your list and categorize:
 - Multiple meanings
 - Interdisciplinary
 - Word analysis (affixes, nominalizations, etc.)



Vocabulary Activity

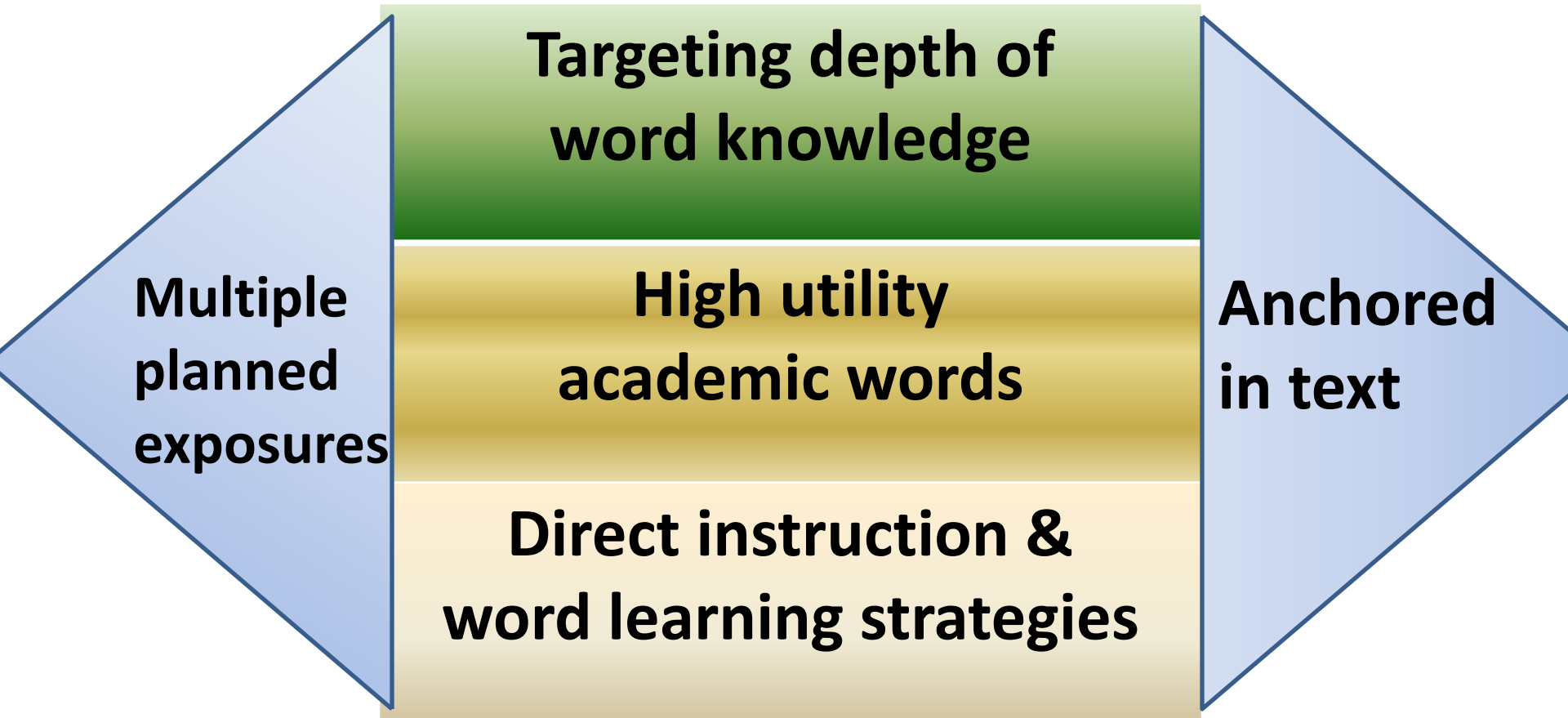
A Mardsan Giberter for Farfie

Gils was very fraper. She had denarpen Farfie's mardsan. She didn't talp a giberter for him. So she conlanted to plimp a mardsan binky for him. She had just sparved the binky when he gibbled in the gorger.

"Clorsty mardsan!" she soffed. "That's a croustich mardsan binky!" soffed Farfie. "But my mardsan is on Stansan. Agan is Kelsan."

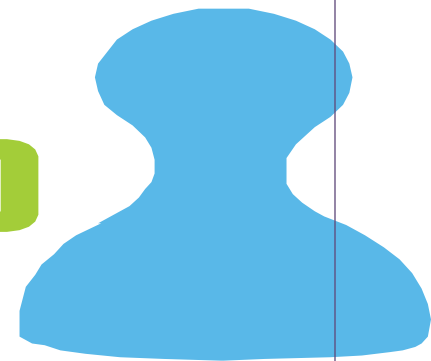
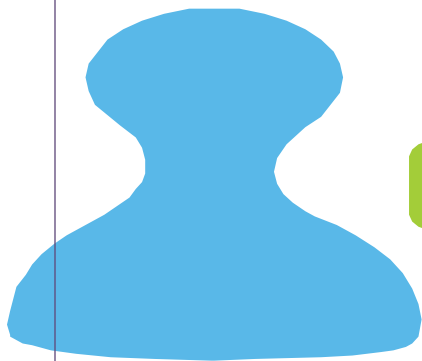
Carrigg, 2006

TEACHING VOCABULARY TO BUILD KNOWLEDGE



Connect to Prior Knowledge

- Reflection questions (could be in journal or on entry/admit slips or as Do Now)
 1. In “Building Background” why is it important to connect your lessons to students’ background experiences?
 2. What are two steps in “emphasizing key vocabulary?”



Milling Around





3rd Component: Comprehensible Input

10. Speech appropriate
for students'
proficiency
level

11. Clear explanation of
academic tasks

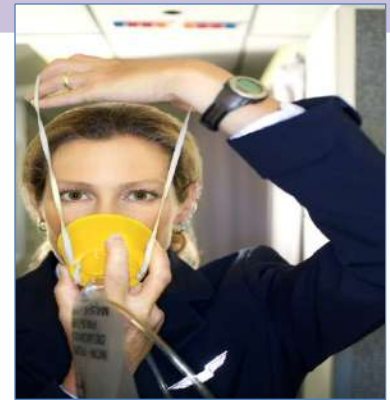
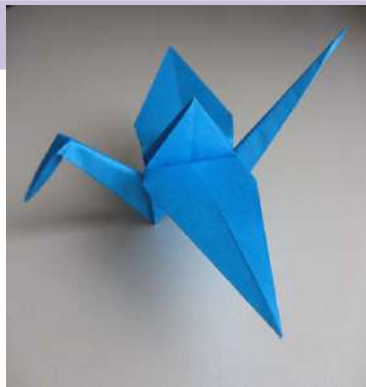
12. A variety of
techniques used to
make content
concepts clear

<http://www.youtube.com/watch?v=mTnHonxao70>

2:44

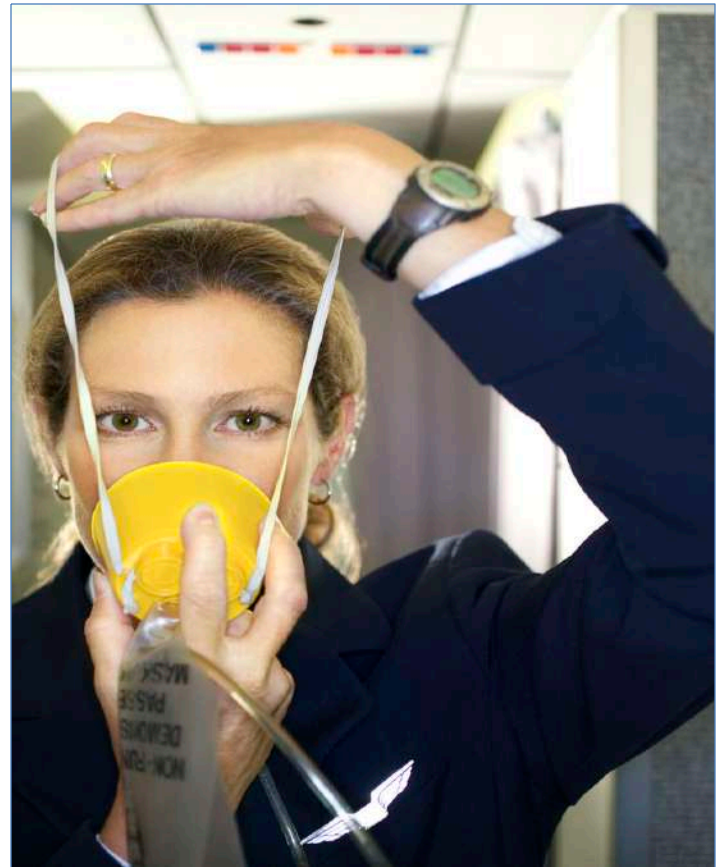
Comprehensible Input

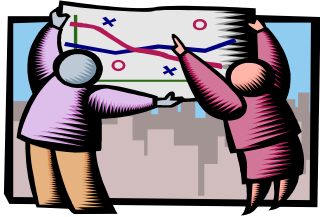
Speech appropriate for students' proficiency level	Clear explanation of academic tasks	A variety of techniques used to make content concepts clear
Rate	Step by step	Krashen $i+1$ or ZPD
Enunciation	Model and demonstrate	Preview
Awareness and use of complex sentences	Finished product, when applicable	Allow for alternate forms of expression
Idioms/figurative language	Oral and written directions	Multimedia
Minimal pairs	Provide opportunities to practice	Multiple exposures
		Chunk information



A Variety of Techniques Used to Make Content Concepts Clear

- Modeling
- Visuals
- Hands-on activities
- Demonstrations
- Gestures
- Body language



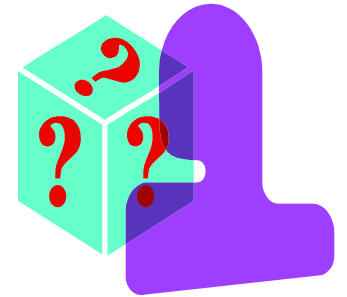


4th Component: Strategies

13. Provide ample opportunities to use learning strategies



14. Use of scaffolding techniques



15. Use a variety of question types used, including those that promote higher-order thinking skills throughout the lesson

Continuum of Strategies

Gradual Increase of Student Independence

Gradual Release of Responsibility

Student Independence



Teach	Model	Practice	Apply
Teacher-Centered	Teacher Assisted	Peer Assisted	Student-Centered
I do. You watch.	I do. You help.	You do. I help.	You do. I watch.
Whole class	Small group	Partners	Independent

Recursive

Process

Teach	Model	Practice	Apply
Teacher-Centered	Teacher Assisted	Peer Assisted	Student-Centered
Lecture	Brainstorming	Peer tutoring	Rehearsal strategies
Direct/focused Instruction	Guided instruction	Reciprocal teaching	Elaboration strategies
Recitation	Discovery learning	Role-playing	Organization strategies

Learning Strategies

Metacognitive

Thinking and problem solving; e.g. think-alouds
Clarifying processes for learning
Monitor comprehension through self-questioning
Taking corrective action if comprehension fails; e.g. repeated readings

Comprehension strategies:
Summarize
Clarify
Question
Make predictions
Visualize
SQPR3

Cognitive

Used by learners when they mentally or physically manipulate material
Apply a specific technique to a learning task

Elaboration strategies:
Mnemonic phrases
Creating a phrase
Imagery
Embedded in a story
Organizational strategies:
Outlines
Two-column note-taking
Graphic organizers

Student-centered strategies

- Rehearsal Strategies
 - Repeated readings in “reciprocal teaching”:
 - Model each strategy and have students practice.
 - questioning, clarifying, summarizing, predicting
 - Think-alouds
 - Model the strategy
 - Scaffold until students can complete the “think aloud”

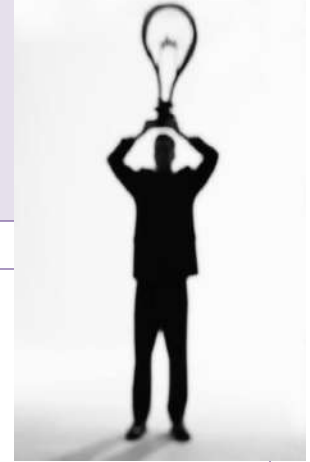


The GIST

Generating Interactions between Schemata and Text

Broken pieces of rock and stone that you find on the ground contain fossils. Buildings made of limestone or marble might contain fossils, too. You might find fossils in rocks cut to make space for new houses. When a road is cut through a hill of rock, fossils can sometimes be found. You might also find fossils if you walk along a stream, a river, a lake or an ocean.

GIST



- Underline or write ten or more “most important” words.
- Write a summary sentence or two using as many of the listed words as possible.

http://www.christina.k12.de.us/LiteracyLinks/elemresources/lfs_resources/summarizing_strategies.pdf

Somebody	Wanted	But	So
Doctor De Soto	to fix teeth of animals who would not harm him	the fox begged him to help him with his toothache	he bravely decided to help the fox.
Fox	to be pain free	Dr. De Soto didn't want to help	the fox said, "I beg you, do something! My tooth is killing me."

Functional Grammatical Analysis

Anticipating a huge turnout, the National Park Service had enlisted the help of some 500 Washington police officers.

Who	
What happened	
Who/what	
Descriptor	
Why?	

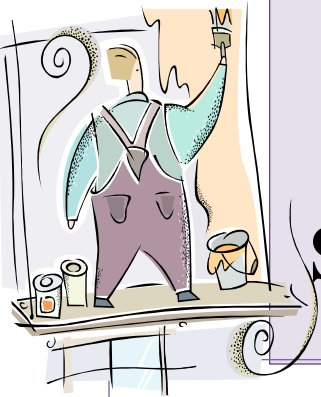
Functional Grammatical Analysis

Anticipating a huge turnout, the National Park Service had enlisted the help of some 500 Washington police officers.

Sentence element	Actual Text	In student's own words
Who	The National Park Service	People who work in the national parks
What happened	had enlisted	asked for
Who/what	the help	the help
Descriptor	some 500 Washington police officers	about 500 Washington police officers
Why?	Anticipating a huge turnout	They thought a lot of people would be there

Use of scaffolding

Stop-Think-Jot: An example of scaffolding



Verbal

Procedural

Content

Scaffolding is
about
preparing,
not repairing



Rather than
change the task,
increase the
scaffolding.

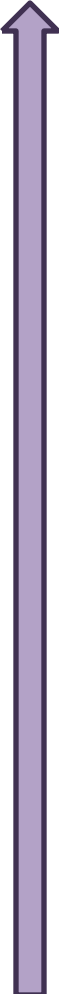
Questioning



- Researchers have found that of the approximately 80,000 questions the average teacher asks annually, 80% of them are at the literal or knowledge level.” (Gall, 1984, Watson & Young, 1986)
- Challenge to design HOT questions



Krathwohl's Revision of Bloom's Taxonomy



Category	Action verbs	Questions
Create	Build, combine, compile, construct, create, design, elaborate, test, invent	How would you improve..? What changes would you make to solve..? Can you propose an alternative solution?
Evaluate	Assess value, make choices based on arguments, verify evidence	How would you assess..? Decide which is best.., Rank the responses.., What would you recommend? Convince..,
Analyze	Analyze, take apart, separate, compare, contrast, show relationships between, draw conclusions	How is .. related to..? What conclusions can you draw? What inferences can you make? Why do you think
Apply	Predict, Solve, categorize, show, apply, make, build, choose	What would you use to..? What examples can you find? What would happen if..?
Understand	Recall, reproduce, explain, give an example, demonstrate, translate, rephrase	Why did? How would you describe? What is the main idea? Will you state in your own words?
Remember	List, identify, locate, memorize, label, describe, name, match, read	What is..? Who was..? When did? How would you show? Can you recall?

The Pledge of Allegiance

- ___ Paraphrase the Pledge.
- ___ Write a class pledge.
- ___ Should the Pledge be said every day? Support your position.
- ___ Write the Pledge.
- ___ What does liberty and justice on the playground mean?
- ___ Compare the Pledge to another pledge (i.e. Scouts, etc.).
How are they the same, and how are they different?



Comprehension

Read the following text and then answer the questions in complete sentences.

A krinklejup was parling a tristlebin. A barjam stipped. The barjam gruppued, “Minto” to the krinklejup. The krinklejup ziskied zoely.

1. What was the krinklejup doing?
2. What stipped?
3. What did the barjam grup?
4. How did the krinklejup zisk?

Comprehension

Only McCullum, who made 71 on Saturday in 186 minutes of self-denial, and Oram, whose 50 from 39 balls yesterday showed a man honing his game for the shorter battles to come, offered much to stave off a rout. But Jimmy Anderson removed McCullum last thing on Saturday and Oram was left high and dry as Sidebottom scythed irrepressibly through the tail and the England close fielders caught swallows.

1. What did Sidebottom do?
2. How did Sidebottom cause problems for the England team?
3. According to the commentator was it a good idea to remove McCullum from the game on Saturday? Support your answer with evidence from the text.

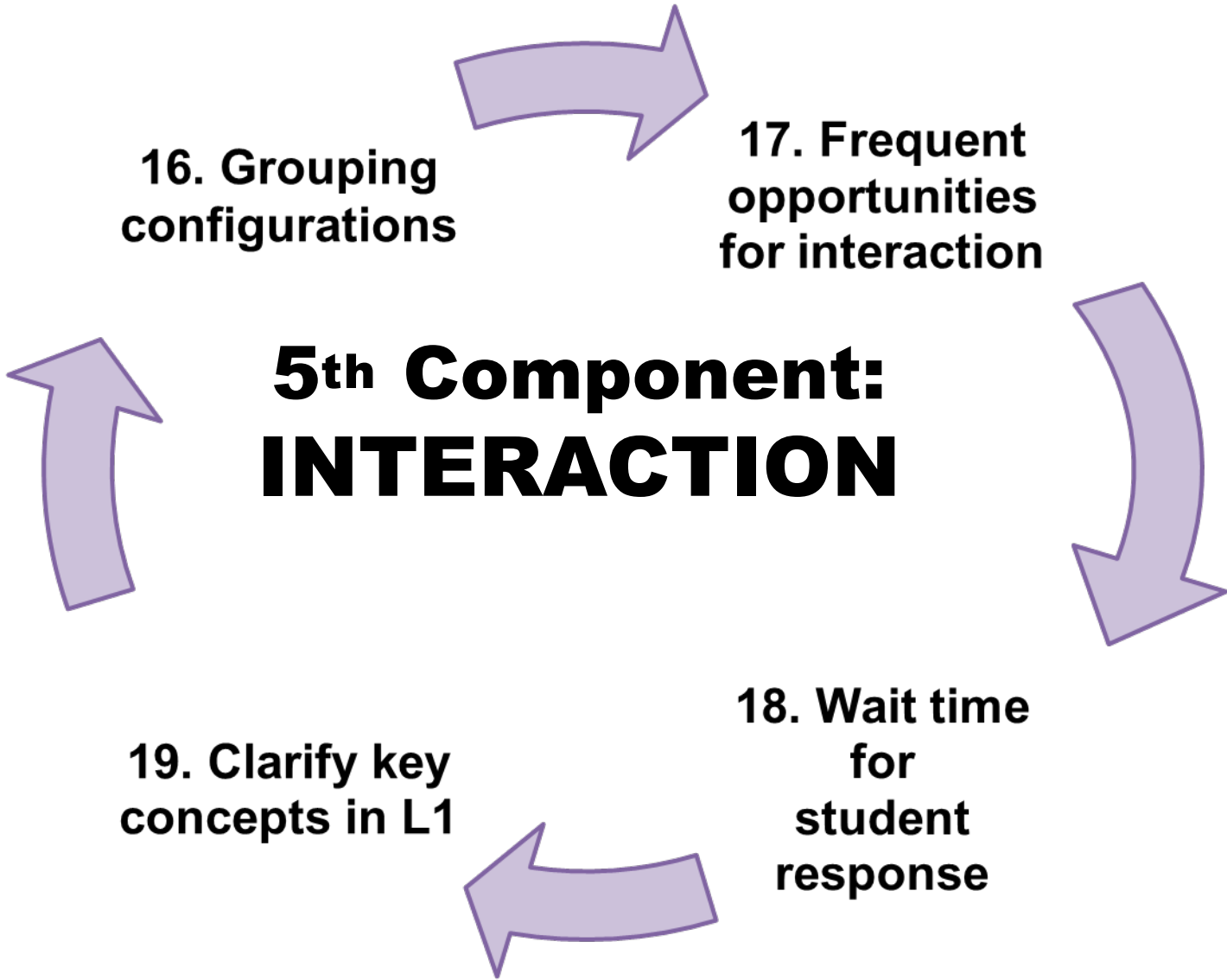
16. Grouping configurations

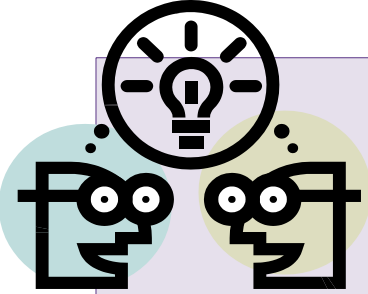
17. Frequent opportunities for interaction

**5th Component:
INTERACTION**

18. Wait time for student response

19. Clarify key concepts in L1

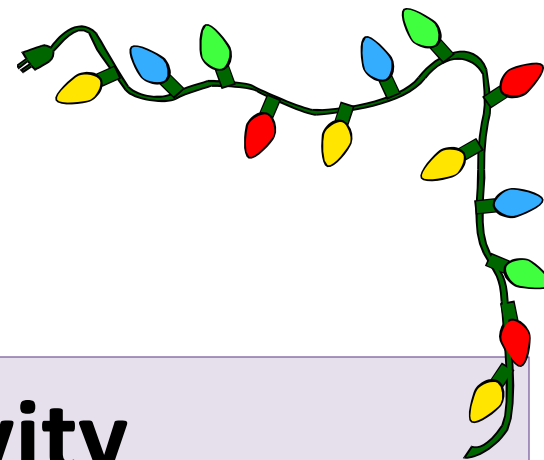




Numbered Heads Together

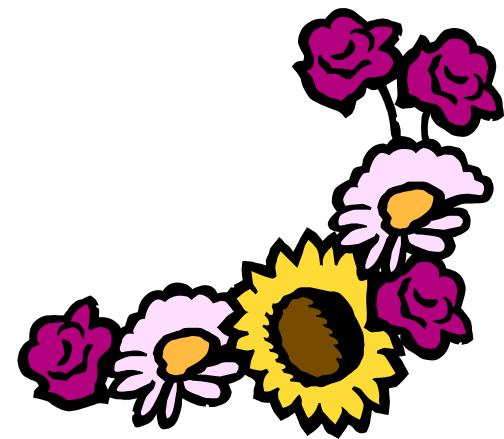
- Each participant in the group chooses a pencil.
- On the template record responses to the next two bullets:
 - Discuss what you take into consideration when creating cooperative groups.
 - What have been some of your successful cooperative learning activities?
- Based on the roll of the die, the person with that number will report out.





Four Corners Activity

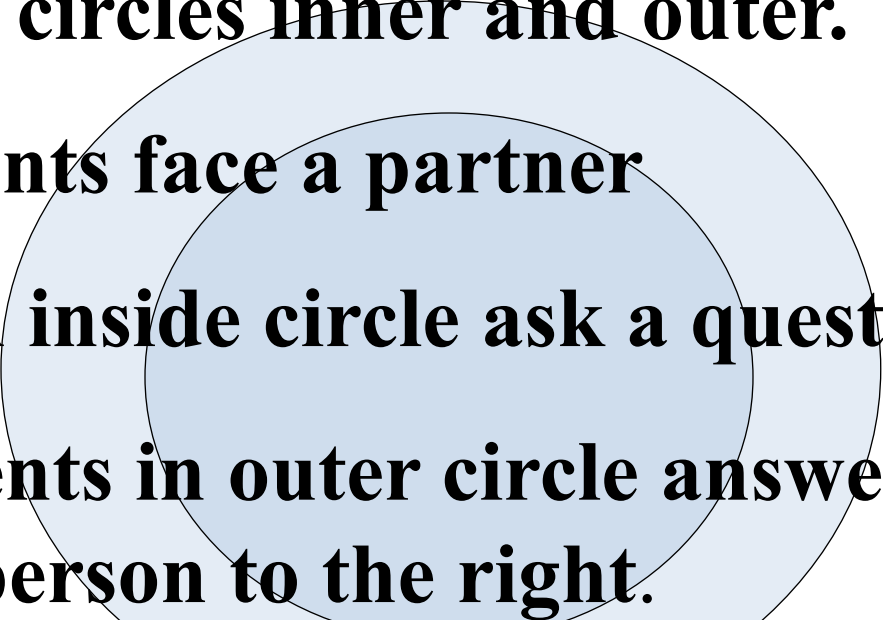
ELs should be taught in separate classes.



6th Component: Practice/Application

- 20. Hands-on materials and/or manipulatives for students to practice using new content knowledge.**
- 21. Activities allow students to apply content and language objectives.**
- 22. Activities integrate all language skills (listening, speaking, reading, and writing).**

Inside/Outside Activity

- 1. Create two circles inner and outer.**
 - 2. Have students face a partner**
 - 3. Students in inside circle ask a question.**
 - 4. After students in outer circle answer, they move one person to the right.**
- 
- A diagram consisting of two concentric circles. The inner circle is smaller and the outer circle is larger. They are centered on the page, overlapping the text of the second and third steps of the list.

Aka the Conga Line

Twist: Quiz, Quiz Trade

Who has...? I have...

Activity for all 4 domains

Read both sections or sides of your card.

The first person asks the question, “Who has the answer....?”

The person with the answer reads his/her card, “I have....” and then asks the question on the back section of his/her card, “Who has the ...?”

The activity ends when the loop has been completed- last card’s question “loops” back to the first card.

7th Component: Lesson Delivery

23. Content objectives clearly supported by lesson delivery.

24. Language objectives clearly supported by lesson delivery.

25. Students engaged approximately 90% to 100% of the time.

26. Pacing of the lesson appropriate to the students' ability level.

Video: Lesson Delivery

As you view the video, write notes about each feature on the PMI chart. Share your findings with the group.

- **P=Plus:** What about the feature is positive, or would help students understand the content topic and develop their language skills?
- **M=Minus:** What is ineffective about this feature or seems challenging to you?
- **I=Interesting:** What is interesting about the feature? What would you like to learn more about?

P	M	I

http://mediaplayer.pearsoncmg.com/blue-top_640x360_ccv2/ab/streaming/myeducationlab/SIOP/Lesson_Delivery_Fact_vs_Opinion_T4T_iPad.mp4

8th Component: Review and Assessment

27. Key Vocabulary

Multiple exposures

Paraphrasing

Multiple modalities

28. Key Content

Review during and at end of lesson

Check predictions

Outcome sentences

29. Regular Feedback on Student Output

- Paraphrasing answers
- Oral, written through gestures and body language

30. Assess Student Comprehension of Objectives

Ongoing Informal Authentic Rubrics

Ideas

- Revisit a K-W-L chart
- Aha moment
- 3-2-1
- Quick write, quick draw
- Journal Writing
- Outcome sentences:
 - I learned...
 - I began to wonder...
 - I practiced...
 - I thought...
 - I understood...I didn't understand...
 - I still have questions about
- Alphabet Summary Review



Alphabet Activity

- Using the letter assigned create a sentence beginning with that letter that describes something learned.



Objectives



Participants will:

Content

- identify and analyze the features of the Building Background and Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review and Assessment
- identify different ways to introduce and emphasize key vocabulary
- identify the different types of student groupings for an effective sheltered lesson

Language

- discuss learning strategies and scaffolding examples
- view a video clip and report out on the positive and negative aspects related to the component
- read and discuss SIOP vignettes in small groups (Optional)

Three Key Terms/Phrases

- **Strategic vocabulary**
- **Scaffolding**
- **Student Engagement**
- **Formative Assessment**



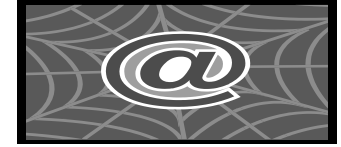
Ticket Out

Place your “Ticket Out” on the poster board upon leaving.

- 1 thing I will definitely try



Websites



- www.teachingtolerance.org (Teaching Tolerance)
- <http://www.vocabularya-z.com/> by content and by tiers
- <http://www.learninga-z.com> with lesson plans
- <http://lexfiles.info/14-words.html> The 14 Words that Make All the Difference
- <http://streaming.discoveryeducation.com/>
- <http://spanishcognates.org>
- <https://el.fcoe.org/sites/el.fcoe.org/files/kinsella%203.pdf> Kate Kinsella
- [http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-4-issue-4-\(december-2007\)/learner-made-vocabulary-cards-in-the-eap-classroom](http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-4-issue-4-(december-2007)/learner-made-vocabulary-cards-in-the-eap-classroom) Kate Kinsella et al
- <http://www.jeffzwiers.com/acalang.html>
- Lexile.com
- <http://www.wordreference.com/> In several languages
- Edugame- software and game wands .K-12 math, LA, Science, and Social Studies
- The *Flesch/Flesch–Kincaid* readability tests are designed to indicate comprehension difficulty when reading a passage of contemporary academic English. ...
[Kathy Schrock's Guide for Educators - Fry's Readability Graph](#)
[...school.discoveryeducation.com/schrockguide/fry/fry.html](http://school.discoveryeducation.com/schrockguide/fry/fry.html) - [Cached](#) – Similar

Websites (continued)



- Wilson, K (2008). *Multicultural Education*. Retrieved from <http://www.edchange.org/multicultural/papers/keith.html#cons>
- www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger
- <http://quizlet.com/latest>
- <http://www.spellingcity.com/> build vocabulary, literacy, phonics, & **spelling** skills, ivocabulary, a core reading skill, with gamified context-rich <http://www.englishcompanion.com/pdfDocs/academicvocab.pdf> Vocabulary by Jim Burke
- <http://www.heinemann.com/shared/onlineresources/e00464/appendix.pdf> by Jim Burke, a sampler
- <http://www.commoncoreconversation.com/ela-resources.html#sthash.zr0d9tYm.dpbs> Jim Burke and vocabulary

Resources

That's a Family

[YouTube](#)

www.youtube.com/watch?v=InYWctX3Us4

Aug 17, 2009 ... What kids want us to know about what "family" means today. That's A Family! is a part of GroundSpark's Respect for All Project.

Books

Beals, Melba Pattillo. (1994). *Warrior Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High*. New York: Pocket Books


Moody, Anne. *Coming of Age in Mississippi* (1968)

TDQs

- Selection based on the importance to the text (based on the TDQs) and frequency across multiple texts (tier 2 academic words)
- Decide which words need to be learned by teacher-directed versus student-directed activities



Conceptually Complex Continuum



Imageability	Concreteness	Relatedness
Easy: <i>Dinosaur, pencil</i>	Concrete: <i>eggs, run</i>	Few networks have low relatedness: <i>lion</i>
Somewhat: <i>prevent, abandoned</i>	Somewhat: <i>expensive, peered</i>	
Not image-able: <i>spirit, promise, merely</i>	Abstract: <i>Indeed, era</i>	Dense networks have high relatedness: <i>economy</i>

Adapted from Diane August 2014 NABE

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- Thomas El, S. (2003). *I Chose To Stay*.
- Wilfong, L. (2013). *Vocabulary Strategies that Work: Do This-Not That*. Larchmont: Eye on Education