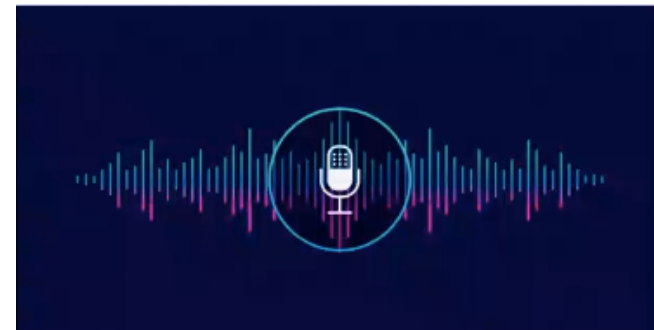# School Leadership Series



## MODULE 7: SENTENCE COMPOSITION & VOCABULARY ACQUISITION

- Understanding the conventions of standard English in speaking and writing

- Understanding the meaning and the use of words in listening, speaking, reading and writing

# Recording in Progress

**This presentation is being recorded.**

# EARLY LITERACY DEPARTMENT



LaShanda Simmons Fason
simmonsLD@scsk12.org

Gwen Ingram
ingramGM@scsk12.org

# ICEBREAKER: CAN YOU GUESS THESE LYRICS?

What you want, baby I ____

You must not know 'bout _____

Tell me why, ain't nothing but a _____

Don't make me close one more ____ .

Oh, as long as I know how to love I know I'll stay _____

# VIRTUAL NORMS

- Make sure you are in a <u>quiet area</u>.

- Mute your microphone when you are not speaking.

- Use the chat feature to capture questions, when possible.

- Use the Raise Hand feature to signal that you'd like to comment verbally during the session. Once you've been called to share, please <u>lower your hand</u>.

- Stay ready! Actively engage and remain attentive so you are prepared to share when called upon.

# SESSION OBJECTIVES

## School Leaders will…

- **Know** the importance of sentence composition and vocabulary acquisition.
- **Understand** the connection between grammar and sentence composition and the elements of vocabulary acquisition
- **Be able to** support teachers with implementing high-quality foundational skills instruction in sentence composition and vocabulary acquisition

# AGENDA

I.  **Definition**
II.  **Research**
III.  **Standards**
IV.  **Standards in Action**
     a. Example
     b. Experience
V. **Instruction & Alignment**
VI.  **Next Steps: "Look Fors"**

# SHOW WHAT YOU KNOW:  TRUE OR FALSE

1.  Sentence composition is not grammar instruction.      True or False

2.  Teachers should not provide explicit grammar instruction in the context of reading, writing and speaking. True or False

3.  Emergent readers have a much larger oral vocabulary than print vocabulary. True or False

4.  The ultimate goals of vocabulary acquisition are encoding and decoding. True or False

# DEFINITION: WHAT IS SENTENCE COMPOSITION?

# SENTENCE COMPOSITION

Sentence composition is grammar instruction.

Grammar instruction makes the knowledge of the English language clear and provides labels for words within sentences, parts of sentences, and type of sentences.

Sentence composition entails using the conventions of standard English when speaking and writing.

# Sentence Composition

Sentence Composition focuses on these concepts:
- Parts of speech
- Parts of sentences
- Types of sentences
- Capitalization and punctuation
- Usage

# DEFINITION: WHY IS SENTENCE COMPOSITION IMPORTANT?

# RESEARCH SAYS

- Teaching skills such as grammar within the context of writing—instead of in isolation—has been shown to enhance writing performance (Fearn & Farnan, 2007).

- "We are asking kids to dive into complex texts and understand them, so we need to teach them how to read complex sentences, which requires deep knowledge of grammar (Hayes, 2013).

- Students need to be familiar with the vocabulary of grammar because grammar benefits students' understanding and influence students' comprehension (Tompkins, 2016).

**Emoji Annotation**
Read the Facts and Stats. **What do you think?**
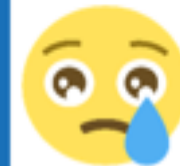Respond in the chat box and include an emoji and one sentence commentary.

I wonder…………

This surprises me ……

I agree with this………

This makes me feel……

What are the benefits of sentence composition instruction?

# GRAMMAR MATTERS

While watching the video, think about why grammar does or does not matter for 21st century students.

Share your thoughts or key takeaways.

# STANDARDS: WHICH FOUNDATIONAL LITERACY STANDARDS ARE ADRESSED THROUGH SENTENCE COMPOSITION?

# STANDARDS PROGRESSION SENTENCE COMPOSITION

Anchor Standard:

Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

K ▶ 1 ▶ 2 ▶ 3-5
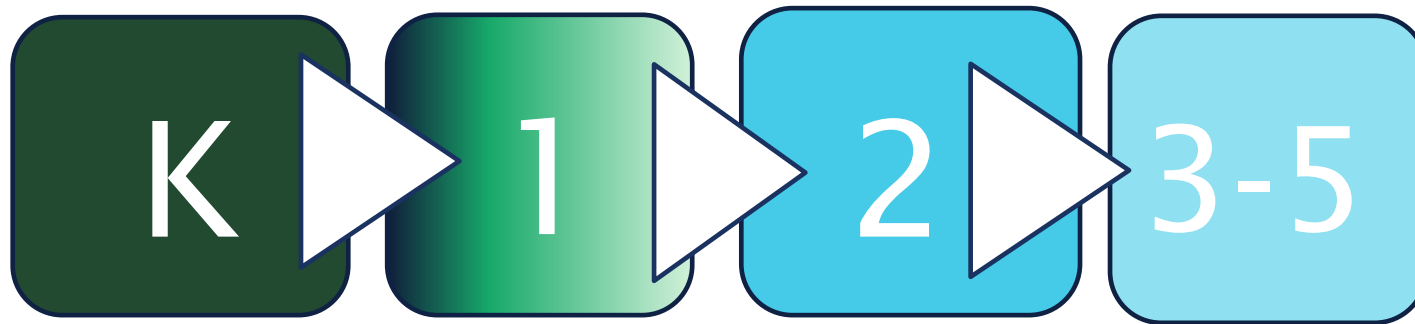
# Foundational Literacy Standards: Sentence Composition

| K. FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support. | 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. | 2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. |
|---|---|---|
| a. With modeling or verbal prompts, orally produce complete sentences.<br>b. Follow one-to-one correspondence between voice and print when writing a sentence.<br>c. Use frequently occurring nouns and verbs when speaking and in shared language activities.<br>d. Form regular plural nouns when speaking and in shared language activities.<br>e. Understand and use question words (interrogatives) when speaking and in shared language activities.<br>f. Use the most frequently occurring prepositions when speaking and in shared language activities.<br>g. Produce and expand complete sentences in shared language activities.<br>h. Capitalize the first word in a sentence and the pronoun<br>i. Recognize and name end punctuation | a. Use common, proper, and possessive nouns.<br>b. Use singular and plural nouns with correct verbs in basic sentences.<br>c. Use personal, possessive, and indefinite pronouns.<br>d. Use verbs to convey a sense of past, present, and future.<br>e. Use frequently occurring adjectives.<br>f. Use frequently occurring conjunctions.<br>g. Use articles and demonstratives.<br>h. Use frequently occurring prepositions, such as during, beyond, and toward.<br>i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.<br>j. Capitalize names of people and dates.<br>k. End sentences with correct punctuation.<br>l. Use commas in dates and to separate single words in a series. | a. Use collective nouns.<br>b. Form and use frequently occurring irregular plural nouns.<br>c. Use reflexive pronouns, such as myself and ourselves.<br>d. Form and use the past tense of frequently occurring irregular verbs.<br>e. Use adjectives and adverbs correctly.<br>f. Produce, expand, and rearrange simple and compound sentences.<br>g. Use common coordinating conjunctions.<br>h. Capitalize holidays, product names, and geographic names.<br>i. Use commas in the greeting and closing of a letter.<br>j. Use an apostrophe to form contractions and frequently occurring possessives.<br>k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic<br>l. |

# GRADES 3-5

**K** ▶ **1** ▶ **2** ▶ **3-5**

## Grade 3

1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
2. Form and use regular and irregular plural nouns.
3. Use abstract nouns.
4. Form and use regular and irregular verbs.
5. Form and use simple verb tenses.
6. Ensure subject-verb and pronoun-antecedent agreement.
7. Form and use comparative and superlative adjectives and adverbs correctly.
8. Use coordinating and subordinating conjunctions.
9. Produce simple, compound, and complex sentences.
10. Capitalize appropriate words in titles.
11. Use commas in addresses.
12. Use commas and quotation marks in dialogue.
13. Form and use possessives.
14. Write a cohesive paragraph with a main idea and detailed structure

Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

## Grade 4

a. Use relative pronouns and relative adverbs.
b. Form and use progressive verb tenses.
c. Use auxiliary verbs, such as *can, may,* and *must,* to clarify meaning.
d. Form and use prepositional phrases.
e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.
f. Use correct capitalization.
g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before a coordinating conjunction in a compound sentence.
i. Write several cohesive paragraphs on a topic.

## Grade 5

1. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
2. Form and use the perfect verb tense.
3. Use verb tense to convey various times, sequences, states, and conditions.
4. Recognize and correct inappropriate shifts in verb tense.
5. Use correlative conjunctions.
6. Use punctuation to separate items in a series.
7. Use a comma to separate an introductory element from the rest of the sentence.
8. Use a comma to set off the words *yes* and *no,* to set off a tag question from the rest of
9. the sentence (e.g., *It's true, isn't it?*), and to indicate direct address.
10. Use underlining, quotation marks, or italics to indicate titles of works.
11. Write multiple cohesive paragraphs on a topic.

# STANDARDS IN ACTION: WHAT ARE THE EXPECTATIONS FOR INSTRUCTION IN SENTENCE COMPOSITION?

## Tool Indicators for Explicit Grammar Instruction

- Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in *speech*.

- Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in *reading*.

- Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in writing.

# SENTENCE COMPOSITION (GRAMMAR) VIDEO

While watching the video, consider how can this lesson be modified for virtual instruction?
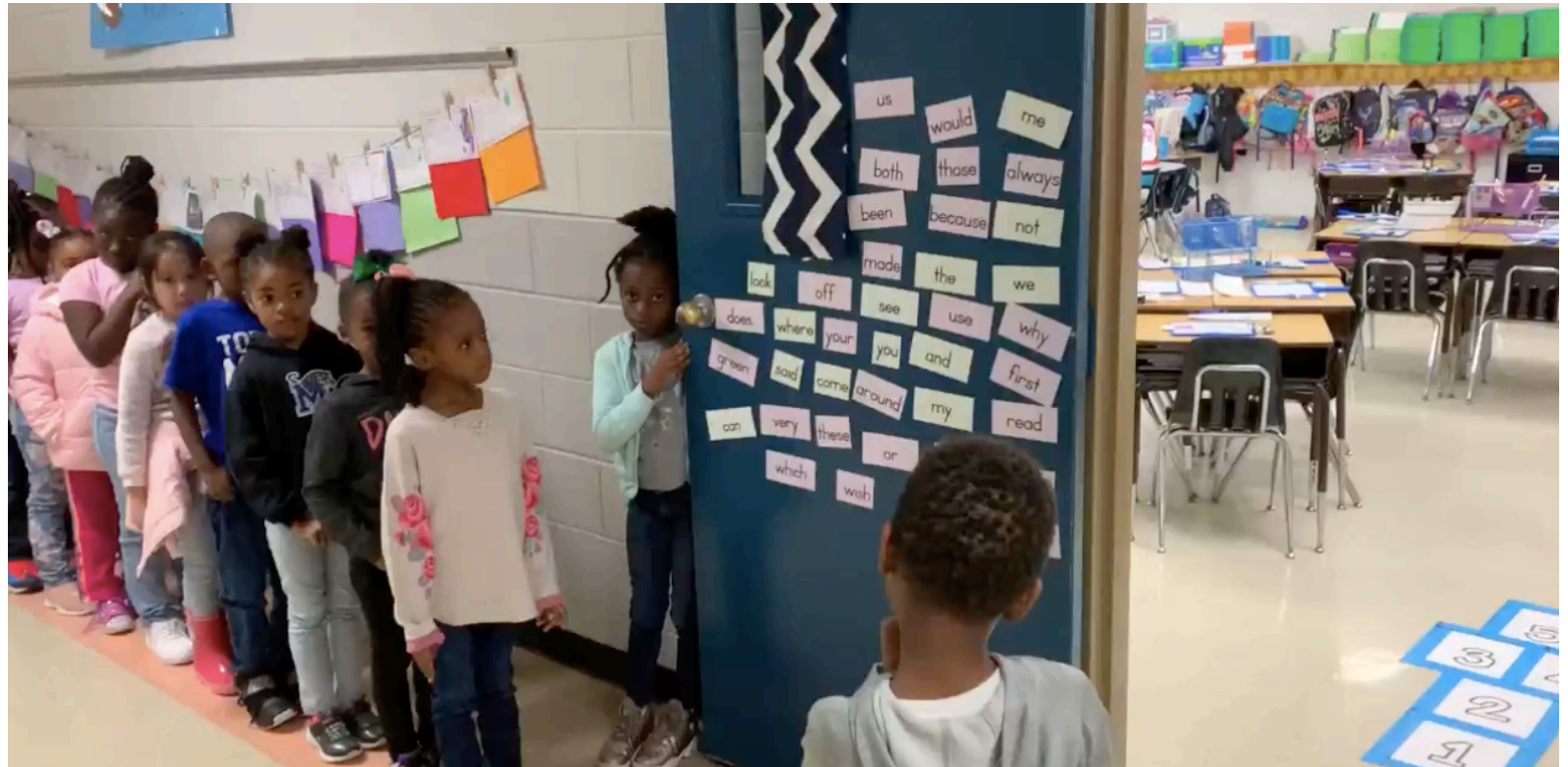
# EXPECTATIONS: K-2 Foundational Literacy Walkthrough Tool

| Tool Indicators | Actions |
|---|---|
| Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in *speech*. | • Teacher models using the grammar skill in speech<br>• Engage in talk and turn with a partner<br>• Orally generate sentences<br>• Orally identify the grammar skill |
| Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in *reading*. | • Teacher models the grammar skill in reading<br>• Sentence writing<br>• Read a section of the text and identify the grammar skill<br>• Chorally, echo, and independently read sentences<br>• Wonders grammar digital tools |
| Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in *writing*. | • Teacher models the grammar skill in writing<br>• Wonders practice book<br>• Writing sentences<br>• Write with a partner<br>• Wonders grammar digital tools |

# WONDERS Alignment

*When might I see sentence composition instruction in the Wonders curriculum?*

Explicit Grammar

**Write Letters**
- Learn to write letters
- Practice writing

**Write Words**
- Write words with *long i: i_e*
- Write spelling words
- Write high-frequency Words

**Write Sentences**
- Write sentences with plurals
- Write sentences to respond to text
- **Grammar:** Use present-tense verbs correctly in sentences

**Writing Fluency**
To increase children's writing fluency, have them write as much as they can in response to the Literature Big Book for five minutes. Tell children to write about how things grow.

# WONDERS Grammar Resources

## Digital Tools

Use these activities to practice grammar.

Grammar

Grammar Song

Grammar Video

Grammar

Practice Book

Grammar Activities

# WONDERS Grammar Resources

Wonders

## Sentence Builder

Make a sentence. Pick one word or one punctuation mark from each column.

| Pam | has | move | bed | |
| Tim | on | not | it | . |
| Pat | will | two | run | ? |
| Jump | can | a | cats | |

✔ CHECK

## Mechanics: Sentence Capitalization

Find the errors. Select the word that needs to be changed or that needs punctuation after it. Then choose the proofreading symbol that will fix the error.

a map is in my bag.

she can take a nap.

| Period | Uppercase | Comma | Spell Check | Lowercase | Apostrophe | Question Mark | Undo |

✔ CHECK

# SUPPORT: HOW CAN I HELP K-2 TEACHERS WITH SENTENCE COMPOSITION?

# SUPPORTING K-2 TEACHERS

- Ensure students are practicing the grammar skill in reading, writing and speaking.

- Leverage the Laureate to model sentence composition strategies (*Wonders Instructional Routine Handbook*)

- Allow teachers to engage in focused peer observations

# Supporting Teachers with Sentence Composition

**Wonders Instructional Routines Handbook**

McGraw Hill Education
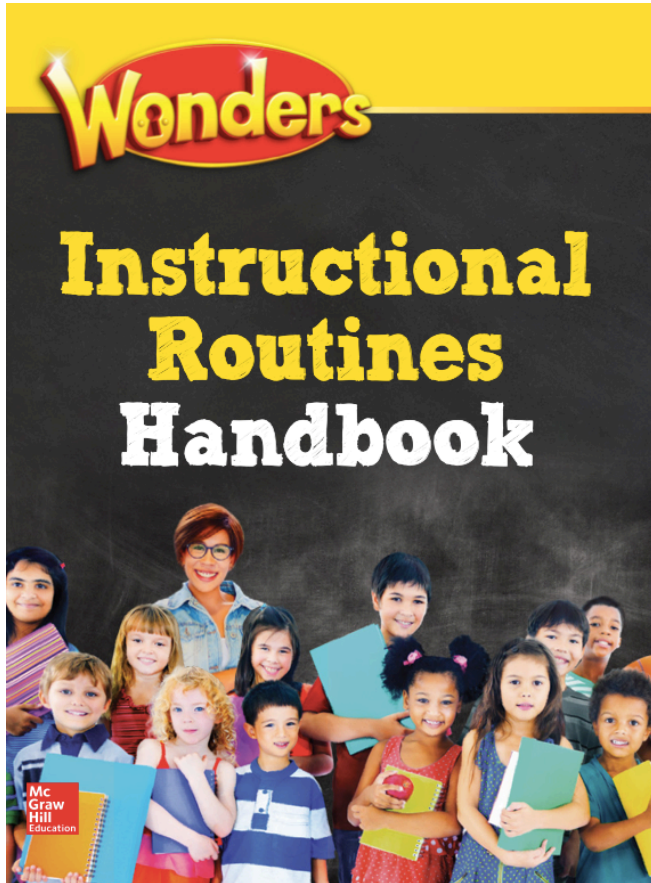
### Routine

This routine aligns with the grammar pages included in *Wonders*, but you can also use to teach any grammar skill.

#### Grammar, Usage, and Mechanics Skills Routine

1. **Define the Skill.** Explain to students what the skill is in a functional and concrete manner.

   *In sentences, subjects and verbs must agree. This means that if the subject of a sentence is singular, the verb must also be singular.* The bird hops in the grass. *If the subject is plural, the verb must be plural.* The birds hop in the grass.

2. **Explain the Skill's Importance.** Tell students when and where the skill is used and why it is important to use in their writing.

   *When you speak and write, it is important to make sure any verbs you use agree with the subject of your sentence. This will make it easier for your listener or reader to understand what you are saying.*

3. **Model the Skill.** Write the following sentences on the board. Model correcting them so that the subjects and verbs agree.

   Alex eat an apple every day.

   *The subject of this sentence is Alex. Alex is one person, so the subject is singular. Most singular verbs have an s at the end. I need to add an s to the verb eat to make the subject and verb in this sentence agree.*

   The twins swims in the lake.

   *The subject of this sentence is twins. Twins is plural. To make the verb of this sentence agree with the plural subject, I need to remove the final s from swims.*

4. **Guided Practice.** Provide additional practice sentences and model correcting them with students.

   *Let's correct the following sentences together.*

   The bus arrive at noon.          The flowers blooms all summer.
   My dog jump when he sees me.     Clouds covers the sun.

5. **Practice.** Use the exercises and activity pages in the Practice Book to provide structured practice opportunities. Prompt students to note their use of the skill when writing in their Writer's Notebooks.

- **Instructional Routine Handbook**
- **Grammar, Usage, and Mechanics Skills Routine**
  - Strategies for teaching grammar, usage, and mechanics skills
  - Incorporate into whole group lessons
  - Focus on the gradual release of responsibility
  - Students practicing the grammar skill in reading, writing and speaking

## Additional Strategies for Teaching Grammar, Usage, and Mechanics Skills

**Pumped-up Sentences** Write a simple sentence (article, subject, and verb) on the board. Invite students to add to it. They can add adjectives, adverbs, prepositional phrases, and clauses. Have them explain what parts of speech they added to the sentence.

**Unscrambling Sentences** Take apart a sentence and write the parts on the board. Have students put the sentence back together correctly.

| | |
|---|---|
| **Scrambled Sentence:** | likes to chase   the dog   the red ball |
| **Unscrambled Sentence:** | The dog likes to chase the red ball. |

**Model Sentences** Collect exemplars of grammar, mechanics, and usage skills from students' writing. After obtaining their permission, share these authentic examples with the class and discuss why they are effective.

**Favorite Sentence** Invite students to find a sentence they really like in any text they are reading. Write the sentence on the board, and have them explain what they liked about it. Point out key grammar features about the sentence.

**Wonders**

# SENTENCE COMPOSITION STRATEGIES

# Supporting Teachers with Sentence Composition


Wonders


Grammar


**Practice Book**


**Grammar Activities**


Focus on the Foundation — Grade K

1. **Grammar Activities**

2. **Grammar in the Practice Book** (linked in our newsletters)

   - Incorporate into whole group lessons

   - Assign to students for independent practice

   - Assign to students for homework or extra practice

# BACK IN THE BUILDING: WHAT SHOULD I LOOK FOR IN OUR REMOTE CLASSROOMS?

# KEY "LOOK FORs"

In addition to Instructional Practices 1, 2 and 3, the following should be "looked for" during classroom observations:

1. Teachers providing explicit grammar instruction in the context of reading, writing and speaking.
2. Student engagement in Wonders Grammar instructional routines.
3. Students practicing collaboratively and independently.
4. Students engaged in multi-sensory grammar activities.

Let's take a
3-minute break!

# THINK ABOUT IT

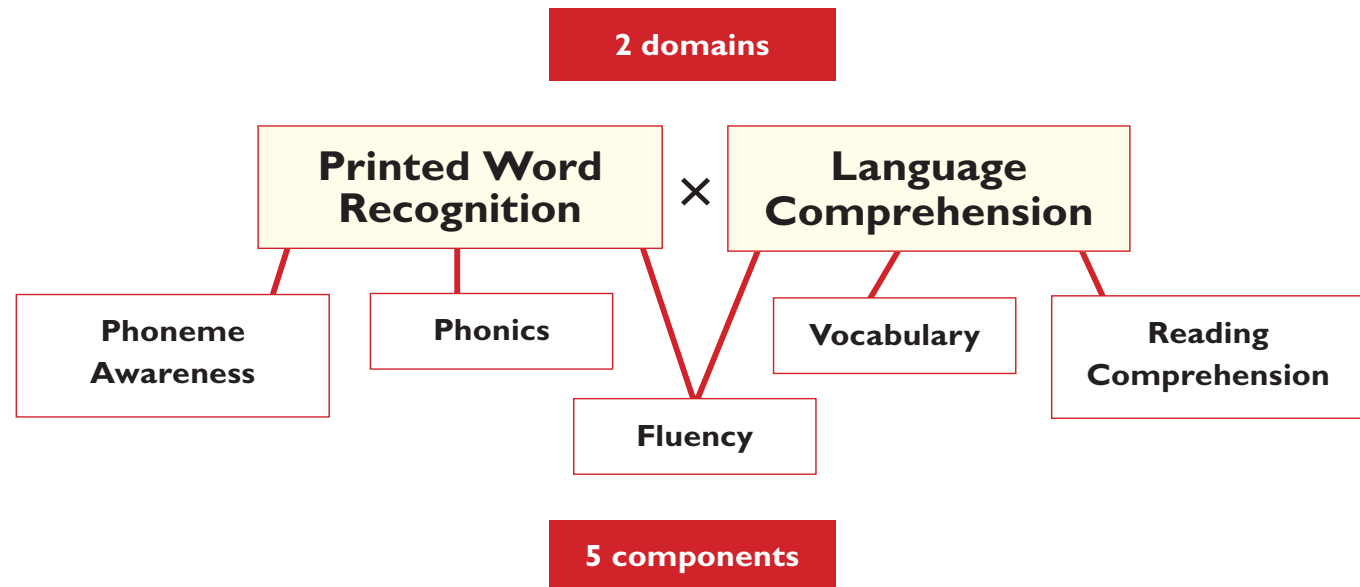Your students have learned

- Concepts of phonemic awareness
- How to decode with fluency

and they still do not comprehend what they read.

What might be the cause of that difficulty?

**2 domains**

| Printed Word Recognition | × | Language Comprehension |
|---|---|---|

Phoneme Awareness

Phonics

Fluency

Vocabulary

Reading Comprehension

**5 components**

# DEFINITION: WHAT IS VOCABULARY ACQUISITION?

# Vocabulary Acquisition

Vocabulary instruction provides students with an understanding of the meaning and use of words so that they can comprehend what they are reading and communicate effectively.

**Vocabulary Acquisition** refers to the words we must know to communicate effectively. In general, it can be described as **oral vocabulary** or **reading vocabulary.**

- **Oral vocabulary** refers to words that we use in speaking or recognize in listening.

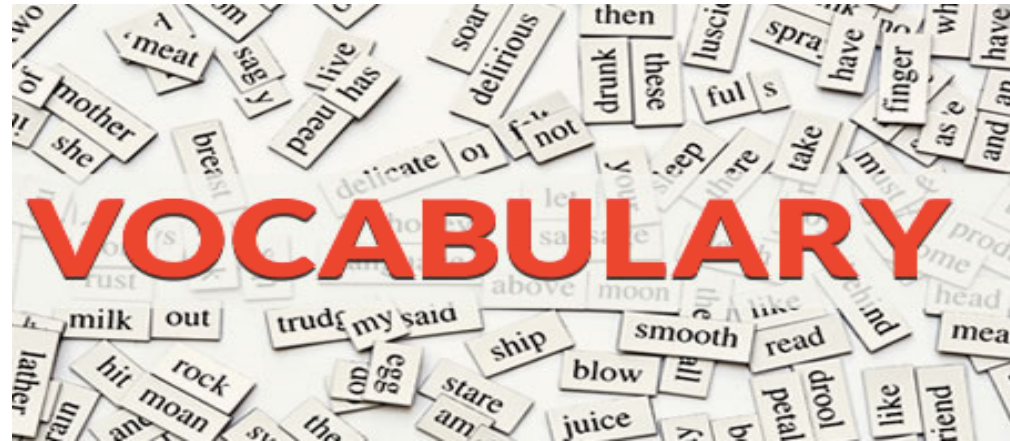- **Reading vocabulary** refers to words we recognize or use in print.

# QUICK CHECK

Vocabulary acquisition includes all of the following except

a. listening vocabulary
b. oral vocabulary
c. reading vocabulary

# DEFINITION: WHY IS VOCABULARY ACQUISITION IMPORTANT?

# VOCABULARY ACQUISITION

Vocabulary size in kindergarten predicts reading comprehension in middle grades.

Vocabulary size at the end of first-grade predicts comprehension 10 years later.

A lack of the increase of vocabulary by third grade relates to lower comprehension scores in upper grades.

By age 10, morphological awareness (MA) is a strong predictor of reading skill.

Biemiller, 2001; Cunningham & Stanovich, 1997, 1998; Nagy, 2005; National Reading Panel, 2000; The National Research Council , 1998

**Emoji Annotation**
Read the Facts and Stats. **What do you think?**
Respond in the chat box and include an emoji and one sentence commentary.

I wonder.............

This surprises me ......

I agree with this.........

This makes me feel......

# VOCABULARY ACQUISITION

**Vocabulary is critical to reading success for three reasons:**

1.  Comprehension improves when you know what the words mean.

2.  A robust vocabulary improves all areas of communication — listening, speaking, reading and writing.

3.  When students improve their vocabulary, their academic and social confidence and competence improve, too.

# RESEARCH SAYS…

Most vocabulary is learned indirectly, but some must be directly taught.

| Indirect Learning | Direct Learning |
|---|---|
| • Conversations<br>• Being read to<br>• Reading independently | • Explicitly taught words and word-learning strategies |

# Tiers of Vocabulary Instruction

**3** Subject/Content Words

Ecosystem, environment, terrarium, conjunction, decimal, acute, genre

**2** Academic Words    (across content)

example, cause, increase, defend, justify, notice, details, compare

**1** Basic Words

In, out, house, dog, blue, flower, book, run, sad

# ASSIGNING WORDS TO TIERS

- Review the list of words.
- In the chat box, type 2 words for each Tier.

| analyze | cloud | evaluate | arm | textual evidence |
|---------|-------|----------|-----|------------------|
| lava | carburetor | legislature | pizza | circumference |
| school | walk | distinguish | house | eclipse |
| opinion | friend | topic | aorta | phrase |

| Tier 1 | Tier 2 | Tier 3 |
|--------|--------|--------|
|  |  |  |

# ASSIGNING WORDS TO TIERS

| Tier 1 | Tier 2 | Tier 3 |
|--------|--------|--------|
| school | analyze | lava |
| cloud | opinion | carburetor |
| walk | evaluate | legislature |
| friend | distinguish | aorta |
| arm | topic | circumference |
| pizza | textual evidence | eclipse |
| house | phrase | |

## QUICK CHECK

Why is it important to target Tier 2 words for instruction?

a. These words cannot be conveyed in an everyday setting.

b. Most commonly-used words in the English-language that must be easily recognized in order to achieve reading fluency.

c. These words are vital to comprehension, will reappear in many texts, and are frequently part of word families or semantic networks

# WHICH WORDS SHOULD BE TARGETED FOR INSTRUCTION?

**Tier 2 words are…**

- vital to comprehension, will reappear in many texts, and are frequently part of word families or semantic networks

- academic vocabulary (increase, defend, justify)

- words that may have multiple meanings depending on context

  *For instance, a student may know the term 'relative' as a word to describe a family member, but not as a comparative term.*

# STANDARDS: WHICH FOUNDATIONAL LITERACY STANDARDS ARE ADDRESSED THROUGH VOCABULARY ACQUISITION INSTRUCTION?
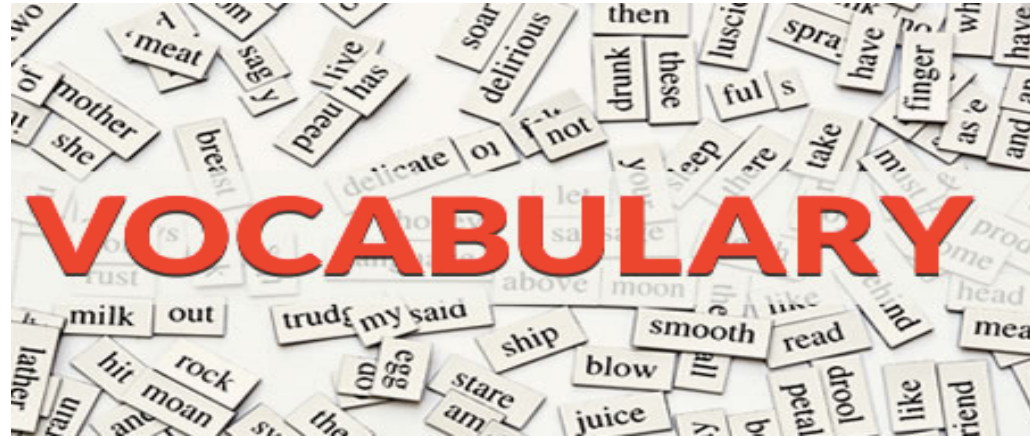
# Foundational Literacy Standards

**K.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.
1. Identify new meanings for familiar words and apply them accurately.
2. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

**K.FL.VA.7b** With guidance and support from adults, explore word relationships and nuances in word meanings.
1. Sort common objects into categories to gain a sense of the concepts the categories represent.
2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
3. Make real-life connections between words and their use.
4. Distinguish shades of meaning among verbs describing the same general action.

**K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**1.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Use frequently occurring affixes as a clue to the meaning of a word.
3. Identify frequently occurring root words and their inflectional forms.

**1.FL.VA.7b** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
1. Sort words into categories to gain a sense of the concepts the categories represent.
2. Define words by category and by one or more key attributes.
3. Identify real-life connections between words and their use.
4. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.

**1.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships

**2.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Determine the meaning of the new word formed when a known affix is added to a known word.
3. Use a known root word as a clue to the meaning of an unknown word with the same root.
4. Use knowledge of the meaning of individual words to predict the meaning of compound words.
5. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**2.FL.VA.7b** Demonstrate understanding of word relationships and nuances in word meanings.
1. Identify real-life connections between words and their use.
2. Distinguish shades of meaning among closely related words.

**2.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

# GRADES 3-5

K ▶ 1 ▶ 2 ▶ 3-5

## Grade 3

**3.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
    i. Use sentence-level context as a clue to the meaning of a word or phrase.
    ii. Determine the meaning of the new word formed when a known affix is added to a known word. I
    ii. Use a known root word as a clue to the meaning of an unknown word with the same root.
    iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
**3.FL.VA.7b** Demonstrate understanding of word relationships and nuances in word meanings. i. Distinguish the literal and nonliteral meanings of words and phrases in context.
    ii. Identify real-life connections between words and their use.
    iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
**3.FL.VA.7c** Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

## Grade 4

**4.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
    i. Use context as a clue to the meaning of a word or phrase.
    ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
    iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
**4.FL.VA.7b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    i. Explain the meaning of simple similes and metaphors in context.
    ii. Recognize and explain the meaning of common idioms and proverbs.
    iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings
**4.FL.VA.7c** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

## Grade 5

**5.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
    i. Use context as a clue to the meaning of a word or phrase.
    ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
    iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
**5.FL.VA.7b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    i. Interpret figurative language, including similes and metaphors, in context.
    ii. Recognize and explain the meaning of common idioms and proverbs.
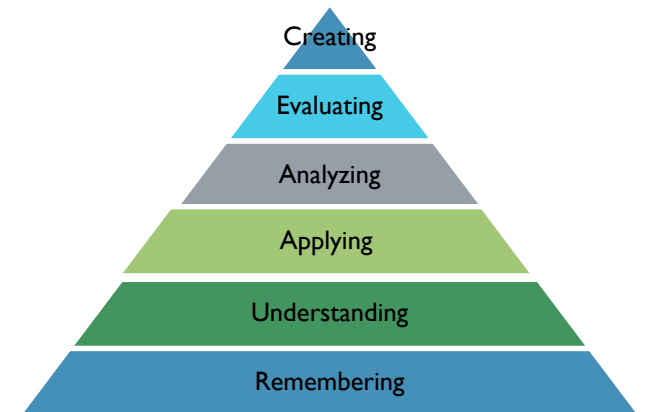    iii. Use the relationship between particular words to better understand each of the words.
**5.FL.VA.7c** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

# STANDARDS IN ACTION: WHAT ARE THE EXPECTATIONS FOR INSTRUCTION IN VOCABULARY ACQUISITION?
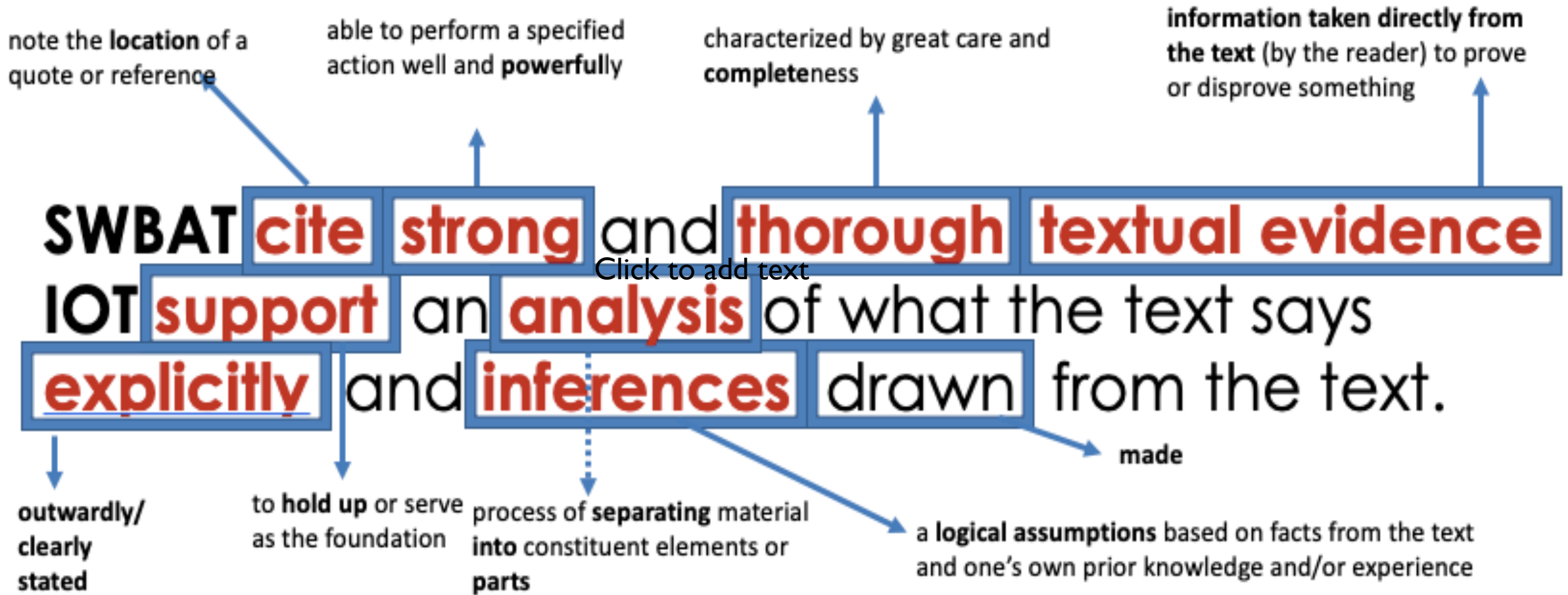
# STRATEGIES FOR TEACHING VOCABULARY

**Instructional Practice 2:** Curriculum-driven opportunities for students to determine the meaning of general and domain-specific words and phrases (before and during reading).

## Major Strategies [K-12]

1. Point of Use Annotation of Performance-Based Objective
2. Universal Language of Literacy
3. Word-and-Definition Word Walls
4. Word Parts
5. Context Clues
6. Point of Use Annotation of the Texts (In Real Time)
7. Sight Words [K-9]



Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Epiphany Educational

note the **location** of a quote or reference

able to perform a specified action well and **powerfully**

characterized by great care and **complete**ness

**information taken directly from the text** (by the reader) to prove or disprove something

SWBAT cite strong and thorough textual evidence
IOT support an analysis of what the text says
explicitly and inferences drawn from the text.

Click to add text

made

outwardly/ clearly stated

to **hold up** or serve as the foundation

process of **separating** material **into** constituent elements or parts

a **logical assumptions** based on facts from the text and one's own prior knowledge and/or experience

Epiphany Educational

# #2 UNIVERSAL LANGUAGE OF LITERACY – TIER II

**Educational Epiphany**

What do you notice about the General Academic Language?

**Unmute**

| Tier II Academic Language |
| --- |
| Argument - 3 |
| Analyze - K |
| Author's Purpose - 2 |
| Central Idea (Informational) - 6 |
| Central Idea (Literary) - 6 |
| Cite - K |
| Claim - 3 |
| Compare - K |
| Conclusion - 3 |
| Contrast - K |
| Delineate - 6 |
| Describe - K |

| Tier II Academic Language |
| --- |
| Determine - K |
| Discuss - K |
| Distinguish - K |
| Evaluate - 3 |
| Explain - K |
| Format - 3 |
| Inference - 3 |
| Key Detail - K |
| Main Idea - 3 |
| Medium - 3 |
| Opinion - K |
| Paraphrase - 3 |

| Tier II Academic Language |
| --- |
| Phrase - I |
| Point of View (Informational) - K |
| Point of View (Literary) - 3 |
| Summarize - 3 |
| Synthesize - 3 |
| Text Feature - K |
| Text Structure - 3 |
| Textual Evidence - K |
| Theme* - K |
| Tone - 7 |
| Topic - K |
| Trace - 3 |

# #3   WORD & DEFINITION WALLS

*Word walls are designed to be interactive instructional tools used to help students build vocabulary, improve spelling in written work, and explain ideas through oral communication.*

**WORD WALL**

Analyze

Summarize

Distinguish    Topic

Determine    Main Idea

Infer

Point of View    Textual Evidence

**Versus**

**WORD WALL**

**Analyze** – to separate material into its constituent parts or elements

**Main Idea** – what the text is mostly about

**Point of View** (Informational) – opinion or perspective

**Point of View** (Literary) – the position from which a literary text is related to reader

**Summarize** – a brief statement that contains the essential ideas of a longer passage

**Topic** – subject

**Traditional Word Wall**

**Next Generation Word Wall**

**Word Wall Display:**
Chat Box
PPT Slides
Backdrop (behind teacher)
Announcement in General tab
Student Notebooks

*Words may come from texts and standards/objectives.*

Epiphany Educational

# #4 Word Parts to Determine Meaning

## DECODING + CREATING MEANING = READING

## Prefix: a word part that can be added to the beginning of a root or base word.

| Prefix | Definition | Prefix | D... |
|--------|-----------|--------|------|
| anti- | against | auto- | sel... |
| circum- | around | co-, con-, com- | wit... |
| de- | opposite | dis- | rev... |
| ex- | out | in, im, il, ir | roo... |
| macro- | large | mono- | on... |
| mis- | wrongly | post- | aft... |
| poly- | many | semi- | pa... |
| re- | back/again | syn- | sa... |
| super- | above | un- | no... |
| tri- | three | tri- | thr... |

## Root: a word part to which affixes (p...) may be added to create relate...

| Root | Definition | Root | Defi... |
|------|-----------|------|--------|
| audi- | hear | geo- | earth |
| auto- | self | graph- | write |
| bene- | good | greg- | grou... |
| bio- | life | jur-, jus- | law |
| chrono- | time | log- | thou... |
| cred- | believe | luc- | light |
| dict- | say | man- | hand... |
| duc | -lead | mand- | orde... |
| fid- | truth, faith | mis-, mit | send... |
| flex- | bend | omni- | all |
| gen- | give birth | path- | feel |
| | | vid-, vis- | see |

## Suffix: a word part added to the end of a root or base word.

| Suffix | Definition | Suffix | Definition | Suffix | Definition |
|--------|-----------|--------|-----------|--------|-----------|
| -able, -ible | can be done | -ess | female | -ize, -ise | make or become |
| -acy | state or quality of | -ful, -ous | full of | -less | without |
| -al | act or process of | -ic, -ical | pertaining to | -ly | characteristic of |
| -al, -ial | pertaining to | -ify, -fy | make or becomew | -ment | act of, result of |
| -ate | become | -ing | present participle | -ness | state of |
| -dom | place or state of | -ion, -tion, -ation | act, process | -ology | study, science |
| -ed | past tense | -ish | somewhat like or near | -s, -es | more than one, plural |
| -el, -er, -or | one who | -ism | characteristic of | -ship | position held |
| -en | become | -ist | one who | -ward | in the direction of |
| -er | comparative | -ity, -ty | quality of | -y | having the quality of |

# #5 Context Clues and Creating Meaning

*We often advise, "Use context clues!" But most students, especially struggling readers, don't have this skill unless we explicitly teach them how.*

## Definitional Context Clues

The meaning of the unfamiliar word is directly and clearly defined in the sentence in which it appears.

Example: The <u>arbitrator</u>, the neutral person chosen to settle the dispute, arrived at her decision.

## Synonym or Restatement Context Clues

The meaning of the unfamiliar word can be determined by examining other words used in the sentence that have a similar meaning.

Example: The <u>slender</u> man was so thin that his clothes were too big on him.

## Antonym Context Clues

The meaning of the unfamiliar word can be determined by identifying the contrast signal words in the same or nearby sentence.

Example: Unlike Michael's room, which is always <u>immaculate</u>, Earnest's room is quite messy.

## Inferential Context Clues

The definition of the unfamiliar word can be determined by examining hints to the meaning of the word.

Example: Walt's <u>pugnacious</u> behavior made his opponent back down and walk away.

# #6  Point of Reference Annotation of Texts

How might K-2 teachers annotate texts at the point of reference?

- Highlight key vocabulary

- Underline HFWs

- Circle meaningful word parts (i.e., prefixes, suffixes, etc.)

**Wonders**

Read

## Shared Read

🔍 **Find Text Evidence**

**Retell** the events in order.

**Focus on Fluency**

Take turns reading aloud to a partner.
- Read each word carefully.
- Read so it sounds like speech.

Just then, Farmer Clark came into the barn. His hat was large and floppy.

"If only I had that hat!" said Horse. "That hat will shade my eyes!"

Horse grabbed the hat in his teeth!

Farmer Clark laughed. He put the hat on Horse. It stayed on with no **trouble**. "It fits well," Farmer Clark said.

Horse trotted to the barnyard. Clip, clop! He held his head high. "Yes, this is the hat for me!" said Horse.

# #7 Sight Words

## Grade K · High-Frequency Word Cards

1. I
2. can
3. the
4. we
5. see
6. a
7. like
8. to
9. and
10. go
11. you
12. do
13. my
14. are
15. he
16. with
17. is
18. little
19. she
20. was
21. for
22. have
23. of
24. they
25. said
26. want
27. here
28. me
29. this
30. what
31. help
32. too
33. has
34. play
35. look
36. where
37. good
38. who
39. come
40. does

## Grade 1 · High-Frequency Word Cards

1. a
2. and
3. are
4. can
5. do
6. for
7. go
8. has
9. have
10. he
11. here
12. I
13. is
14. like
15. little
16. look
17. me
18. my
19. play
20. said
21. see
22. she
23. the
24. this
25. to
26. was
27. we
28. where
29. with
30. you
31. does
32. not
33. school
34. what
35. down
36. out
37. up
38. very
39. be
47. jump
48. move
49. run
50. two
51. again
52. help
53. new
54. there
55. use
56. could
57. live
58. one
59. then
60. three
61. eat
62. no
63. of
64. under
65. who
66. all
67. call
68. day
69. her
70. want
71. around
72. by
73. many
74. place
75. walk
76. away
77. now
78. some
79. today
80. way
81. why
82. green
83. grow
84. pretty
85. should
93. upon
94. ago
95. boy
96. girl
97. how
98. old
99. people
100. after
101. buy
102. done
103. every
104. soon
105. work
106. about
107. animal
108. carry
109. eight
110. give
111. our
112. because
113. blue
114. into
115. or
116. other
117. small
118. find
119. food
120. more
121. over
122. start
123. warm
124. caught
125. flew
126. know
127. laugh
128. listen
129. were
130. found
131. hard

## Grade 2 · High-Frequency Word Cards

139. special
140. would
141. America
142. beautiful
143. began
144. climbed
145. come
146. country
147. didn't
148. give
149. live
150. turned
151. below
152. colors
153. don't
154. down
155. eat
156. many
157. morning
158. sleep
159. through
160. very
161. animal
162. away
163. building
164. found
165. from
166. Saturday
167. thought
168. today
169. toward
170. watch
171. ago
172. carry
173. certain
174. everyone
175. heavy
176. outside
177. people
185. happened
186. house
187. inside
188. neither
189. stood
190. young
191. among
192. bought
193. knew
194. never
195. once
196. soon
197. sorry
198. talk
199. touch
200. upon
201. answer
202. been
203. body
204. build
205. head
206. heard
207. minutes
208. myself
209. pretty
210. pushed
211. brought
212. busy
213. else
214. happy
215. I'll
216. laugh
217. love
218. maybe
219. please
220. several
221. air
222. along
223. always
231. city
232. father
233. mother
234. o'clock
235. own
236. questions
237. read
238. searching
239. sure
240. though
241. anything
242. children
243. everybody
244. instead
245. paper
246. person
247. voice
248. whole
249. woman
250. words
251. door
252. front
253. order
254. probably
255. remember
256. someone
257. tomorrow
258. what's
259. worry
260. yesterday
261. alone
262. became
263. beside
264. four
265. hello
266. large
267. notice
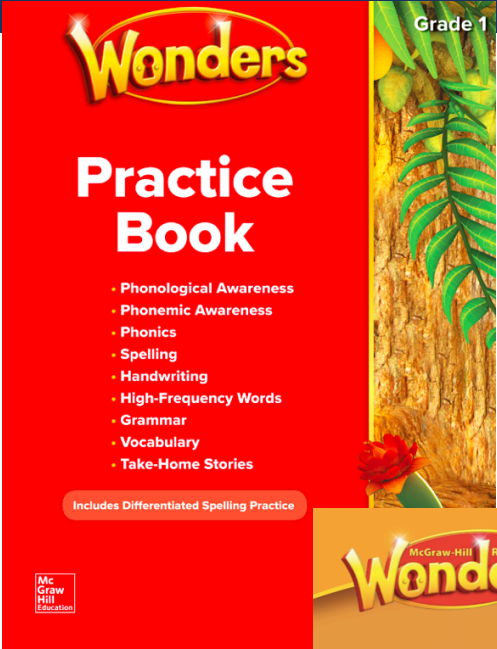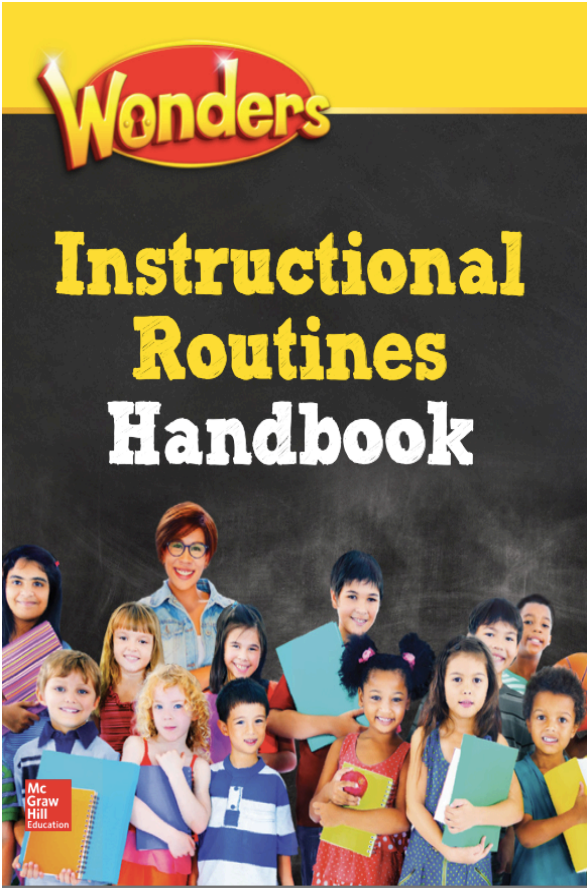268. round
269. suppose

# **SUPPORT:** HOW CAN I HELP K-2 TEACHERS WITH VOCABULARY ACQUISITION?
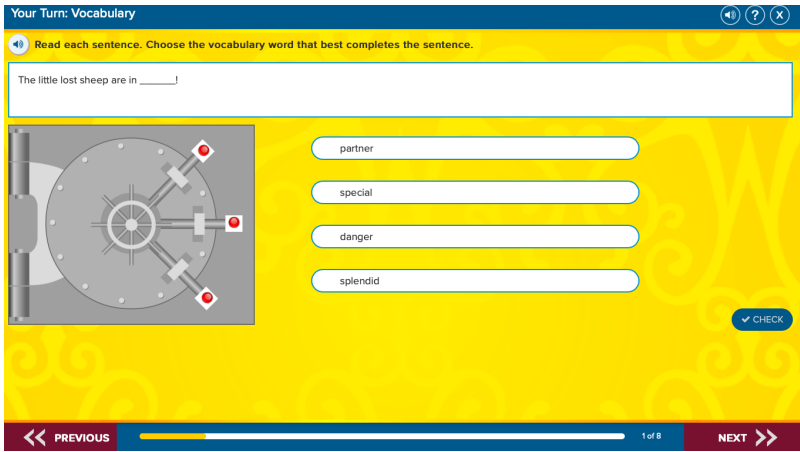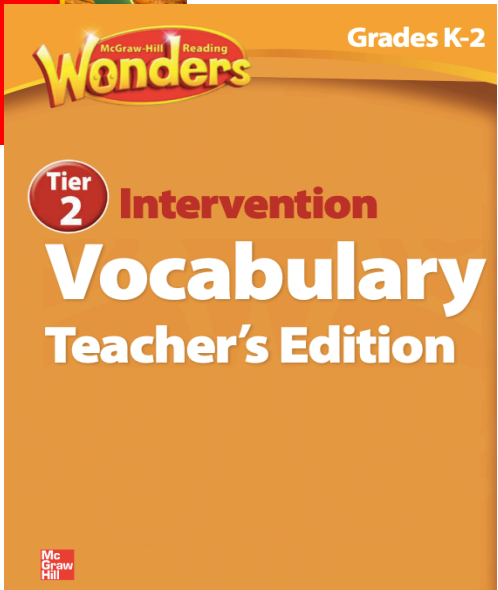
# SUPPORTING K-2 TEACHERS

- Share Wonders instructional routines.

- Support lessons taught in whole group and/or with small group.

- Communicate the importance of engaging students in daily conversations.  If possible, include new and interesting words in the conversation.

# Wonders Resources



Instructional Routines Handbook



Practice Book — Grade 1
- Phonological Awareness
- Phonemic Awareness
- Phonics
- Spelling
- Handwriting
- High-Frequency Words
- Grammar
- Vocabulary
- Take-Home Stories

Includes Differentiated Spelling Practice



**Visual Vocabulary Cards**



McGraw-Hill Reading Wonders — Grades K-2
Tier 2 Intervention
Vocabulary
Teacher's Edition



Your Turn: Vocabulary

Read each sentence. Choose the vocabulary word that best completes the sentence.

The little lost sheep are in _____!

- partner
- special
- danger
- splendid

PREVIOUS          1 of 8          NEXT

**Vocabulary Activities**

**What K-2 Teachers can find in the Newsletters.**

- Whole Group Instructional Practices and Activities
- Small Group Teacher-Led Activities
- Literacy Workstation Activities

# KEY "LOOK FORs"

In addition to Instructional Practices 1, 2 and 3, the following should be "looked for" during classroom observations:

1. Teachers providing explicit vocabulary instruction in the context of reading, writing and speaking.
2. Students provided with opportunities to determine the meaning of general and domain-specific words and phrases (before and during reading)
3. Student engagement in Wonders Vocabulary instructional routines, activities and resources
4. Students practicing independently and collaboratively

# REVIEW Session Objectives: HOW DID WE DO?

## School Leaders will…

- **Know** the importance of sentence composition and vocabulary acquisition.
- **Understand** the connection between grammar and sentence composition and the elements of vocabulary acquisition
- **Be able to** support teachers with implementing high-quality foundational skills instruction in sentence composition and vocabulary acquisition

# Save the Date!

| Module | Date | Time | PLZ Code |
| --- | --- | --- | --- |
| Repeat: Module 7: Sentence Composition & Vocabulary Acquisition | February 19, 2021 | 9:00 – 1:00 | 24329 |

# Survey: MODULE 8: SENTENCE COMPOSITION



http://bit.ly/SCSLSSurvey

Any Questions

For additional information, please visit the Early Literacy webpage: www.scsk12.org/earlyliteracy/

Early Literacy Office
earlylearningteam@gmail.com
Office: 901.416.4801

# EARLY LITERACY DEPARTMENT

LaShanda Simmons Fason
simmonsLD@scsk12.org

Gwen Ingram
ingramGM@scsk12.org

thank you!