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## Sheltered English Instruction Course

### 3. Vocabulary:

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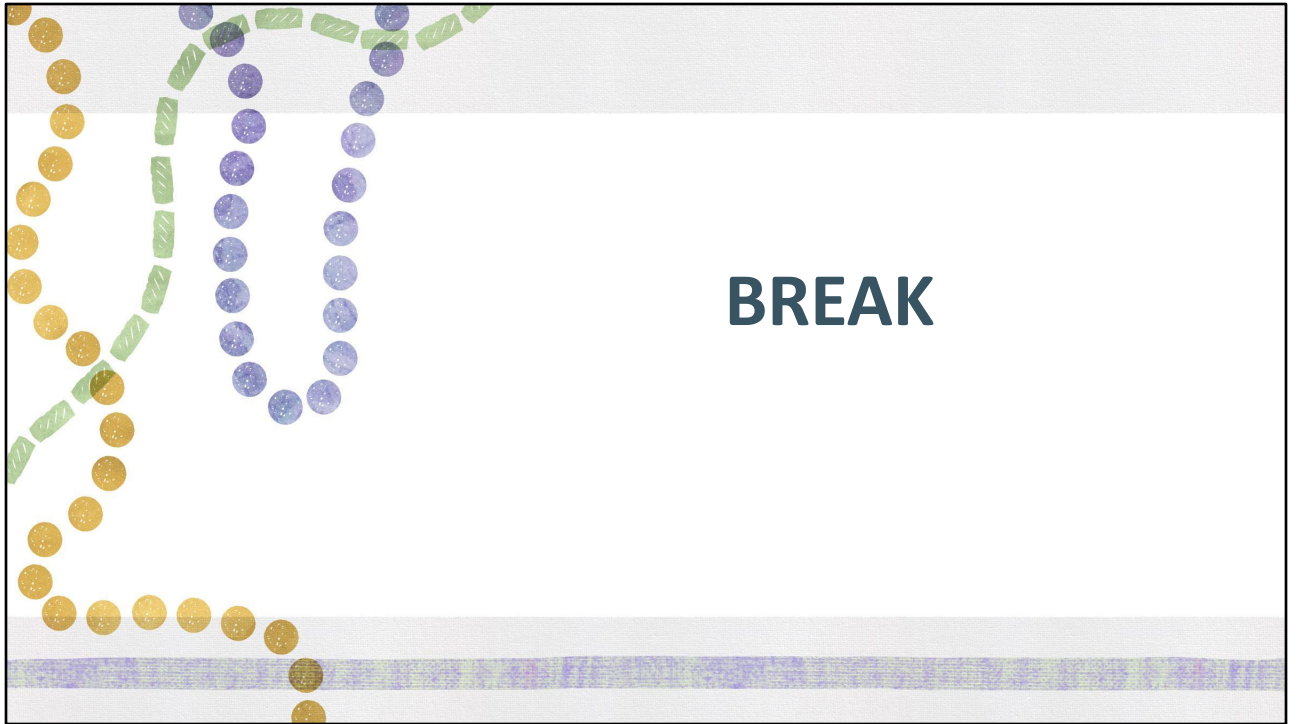
#### **MATERIALS:**

- Bring colored cardstock for Name tents (best to collect after each session)
- Take Attendance Tiering Vocabulary
- Move “break” slide to desired Location
- Ensure that no recording of any sessions includes the videos

For online delivery choose either:

- Team Tiering Vocabulary Google Slides ([LINK](#)).
- Padlet version with Teams [LINK](#) #1 and a second padlet (fore teams 4-6 - [LINK #2](#)). REMAKE the padlets. You do this by hitting the “remake” on the Padlet. Please do not make changes to the master version. Because Padlet has a fee associated with more than a given number of padlets, you may need to use Google Slides version.

For face-to-face sessions, use a paper copy is included in handouts. Best use is to have a ½ or full-sized poster sheet on wall (for standing)



(This break can be moved to wherever it makes sense; consider adding a timer)

## Agenda

1:00

- Review Session 2: 2nd Language Acquisition, Language Objectives
- Vocabulary Concept Development
- Strategy: Tiered Vocabulary (Teacher/Student facing)
- Strategy: Seven-Steps Vocabulary Strategy
- Assignment
- Wrap up

**Purpose:** To review the agenda of the session.

**Time:** 1 min

**Procedure:** Summarize the main sections of the first course session.

## Reconnecting: Table talk/Chatbox

4:00

Did you try any of these?

- Anticipation Guide
- Using formula to create language objectives:



**Purpose:** To provide an opportunity for sharing out application of strategies modeled in the last session

**Time:** 4 min

**Procedure:** Review slide and allow time for table discussions (or typing in chat for online delivery)

## Content & English Language Objectives: PWBAT

1:30

- Select appropriate *Tiered Vocabulary* related to a text or concept
- Follow the steps for the *7-Step Vocabulary Strategy*
- Describe one reason that Tiering Vocabulary is *good* practice using a more precise term such as: *helpful, essential, crucial, vital, etc.*
- Recount the first step in the 7-Step Vocabulary strategy using synonyms for *the first*: *the initial, the preliminary, the introductory, the opening*

*Measurable? Content/Topic related? Open-ended to allow for multiple means of expression?*

*New English for the student?  
Transferable to other contexts?*

 **Believes**

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**Purpose:** To provide examples of content and language objectives related to this lesson AND to be VOCABULARY-Based

**Time:** 1:30

**Procedure:** Review slide



# Vocabulary Instruction



 Believes

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**Purpose:** To revisitf

**Time:** 4f

**Procedure:** Have fy.

**Talking Points:**

## Vocabulary Quotes

1:30

A student's vocabulary knowledge in the first grade can predict their reading achievement all the way through to their junior year in high school.

*Isabel Beck*

Good vocabulary teaching involves a lot of talk and practice using language.

*Nonie Leseaux*

(To truly KNOW a word we need...) "a rich, decontextualized knowledge of each word's meaning, including its relationship to other words, and its extension to metaphorical use.

*Beck and McKeown*

Several strategies are especially valuable for ELs, including taking advantage of students' first language if the language shares cognates with English, ensuring that ELs know the meanings of basic words, and providing sufficient review and reinforcement.

*August, Carlo, Dressler, Snow, 2005*

 Believes

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**Purpose:** To provide some quotes related to vocabulary and vocabulary instruction

**Time:** 1:30

**Procedure:** Facilitator or participant read aloud. Take a QUICK comment or two.

Vocabulary Resources for Facilitator:

<https://www.readingrockets.org/article/choosing-words-teach;>

<https://home.edweb.net/webinar/doctors-beck-mckeown-vocabulary-comprehension/>

Focus Deeply on Words that Matter! by Nonie Lesaux [link](#)

Five Key Practices Every Teacher should know about Vocabulary Instruction, Timothy Shanahan, Shnahan [link](#)

## What it means to “KNOW” a word

1:30

1. The ability to define a word (in some capacity)
2. The ability to recognize when to use that word
3. Knowledge of its multiple meanings (polysemous terms)
4. The ability to decode and spell the word  
*a sail/asale/assail      produce/produce (word-level stress pattern)*

*Note: The use of bilingual dictionaries/glossaries, is highly recommended for ELs. Teach ELs how to use these tools for their independent use.*

 Believes

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**Purpose:** To develop conceptual knowledge of what knowing a word includes related to ELs

**Time:** 1:30

**Procedure:** Review slide



## Intentional Vocabulary Instruction: Teachers should...

2:30

1. Spend more time on planned vocabulary teaching
2. Allow more time for ELs to practice vocabulary terms in meaningful contexts (L, S, R, W)
3. Carefully choose targeted vocabulary terms (high utility, access and support of content learning and cross content terms) & let ELs choose some words
4. Promote deep understanding of words (literal, metaphorical, polysemous)
5. Teach word-learning strategies (prefixes, word families, cognates)

*Adapted/expanded from Dr. Nonie Lesaux, [LINK](#)*

 Believes

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**Purpose:** To review key considerations when choosing & teaching vocabulary terms

**Time:** 2:30

**Procedure:** Review slide

# Vocabulary Try-Out Strategy: Tiered Vocabulary



 Believes

## What is Tiered Vocabulary?

2:30

### IT IS:

- A framework for classifying vocabulary (words & phrases)
- Used by teachers in the pre-thinking stage to plan for vocabulary instruction
- Helpful for teachers of ELs (related to TEXTS and TASKS)

### IT IS NOT:

- A hierarchy of which words are *more appropriate & important* or which depending on an EL's ELP level or even grade level; choice of vocabulary is related to access for ELs and suitability for task or purpose.

**IT CAN BE:** Used by students themselves to support vocabulary development and independent English study

based on work by Beck, McKeown and Keown (2013)

 Believes

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**Purpose:** To define “Tiered Vocabulary”

**Time:** 2:30

**Procedure:** Review slide

**Video:** for Tiering Vocabulary, Literacy Snippet , [\(36\) Literacy Snippet: Tiered Vocabulary Instruction - YouTube](#)

## Tier 1: Definitions, Examples & EL factors

2:30

-Tier 1 words are those which are:

- basic
- acquired through everyday speech
- often not explicitly taught
- sight words & high freq. connectors
- are often concrete (nouns, verbs, adjectives)

ELs might:

- not know these terms
- need explicit instruction, but often showing a picture or gesturing
- need help with the spelling of these terms

*-Exs: book, happy, walk, run, first*



based on work by Beck, McKeown and Keown (2013) and Calderon (2011)

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**Purpose:** To introduce Tier 1 vocabulary and some nuances of their application.

**Time:** 2:30 min

**Procedure:** Review slide

## Tier 2: Definitions, Examples & EL factors

2:30

- Tier 2 words are those which:
  - appear across all types of texts
  - are used in typical school texts & tasks
  - are more precise/nuanced in meaning
  - polysemous (multiple meaning)
  - may be idioms
  - higher frequency for mature users

*Examples: respond, preview, complex, stubborn, "all of a sudden"*

ELs might:

- know some of these as cognates (or be confused by false cognates)

Note: Tiers don't always transfer between languages. English "comprehend" (tier 2) is "comprender" (Spanish Tier 1). We don't SAVE Tiers 2 & 3 for higher ELP levels.

based on work by Beck, McKeown and Keown (2013) and Calderon (2011)

 **Believes**

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**Purpose:** To introduce Tier 2 vocabulary and some nuances of their application.

**Time:** 2:30 min

**Procedure:** Review slide

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## Tier 3: Definitions, Examples & EL factors

2:00

-Tier 3 words are those which:

- are content specific
- are included in textbook glossaries
- teachers generally address within the context of content lessons.
- are normally new to ALL students

*-Examples: dividend, hexagon, onomatopoeia, protagonist, isotope, "The New Deal", carburetor, treble clef, cubism*

Note:

- All ELs, including those at the earliest English proficiency stage, should be exposed to grade-level content terms. They may need support with pronunciation and spelling.
- Some Tier 3 terms are cognates in English, which ELs might need pointing out.

based on work by Beck, McKeown and Keown (2013) and Calderon (2011)

 **Believes**

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**Purpose:** To introduce Tier 3 vocabulary and some nuances of their application.

**Time:** 2:00 min

**Procedure:** Review slide



## Which ones might you move & why? (answers next slide) <sup>2:30</sup>

Tier 1	Tier 2		Tier 3
chair (a)	perplexed (h)	by chance (m)	lava (r)
brush (b)	empty (i)	require (n)	philosophy (s)
need (c)	then (j)	random (o)	forthcoming
fragrant (d)	arrange (k)	The 13 Colonies (p)	(t)
because (e)	run (operate) (l)	set aside (q)	pneumatics
boat (f)			(u)
run (g)			planet (v)

 Believes

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**Purpose:** To practice identifying Tiered Vocabulary

**Time:** 2:30 min

**Procedure:**

1. Tell participants to jot down which letters they might change.
2. Review next slide for answers

## Did you have these? Others?

1:30

Tier 1	Tier 2		Tier 3
chair (a) brush (b) need (c) <b>fragrant (d)-&gt;</b> because (e) boat (f) run (g)	perplexed (h) empty (i) <b>&lt;-then (j)</b> arrange (k) run (operate)(l)	by chance (m) require (n) random (o) <b>The 13 Colonies (p)-&gt;</b> set aside (q)	lava (r) philosophy (s) <b>&lt;-forthcoming (t)</b> pneumatics (u) planet (v)

 **Believes**

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**Purpose:** To review answers

**Time:** 1:30

**Procedure:** Review slide

**Consider:**

Because empty is so high frequency, it might be Tier I.

**Mentor Text:**  
**Volunteer read**

## **Fossil Found By Student Naturalists Turns Out To Be New Species Of Ancient Giant Penguins**

*By Karen Levy, Dogonews [link](#) OCTOBER 5, 2021 (manual, Appendix A)*

When some curious summer campers at the Hamilton Junior Naturalist Club (Junats) set out on an expedition to Kawhia Harbour on New Zealand's North Island, they were just hoping to find some small crustacean fossils. Instead, they discovered a well-preserved skeleton of a new species of a giant penguin that inhabited the area between 27 to 30 million years ago.

The chain of events leading to the amazing discovery dates back to January 2006. Accompanied by Junats fossil expert Chris Templer, the group — aged 10 to 18 — was well into their trek along the majestic harbor when they spotted what looked like an old propeller. However, a closer examination revealed a perfectly preserved penguin skeleton embedded in a block of hardened sandstone. "We were looking for fossil sea urchins, and what we found was a penguin — what a bonus!" Templer told the Waikato Museum.

 **Believes**

**Purpose:** To provide quick access to the MENTOR TEXT (first 2 paragraphs only)

**Time:** 2:00

**Procedure:** Refer participants to MENTOR TEXT

## Team Try-out using Mentor Text

15:00

Teams #1-3 paragraph #1

Teams #4-6 paragraph #2

Breakout Room Teams or  
Chart Paper Teams

### LA Tiered Vocabulary Team Interactive Activity

Directions:  
[LINK](#)

**Purpose:** To have participants practice in teams

**Time:** 15:00

**Procedure:**

- 1) Divide into teams of 3-4 people per team (use links if needed for online delivery or use ½ chart paper, letting people stand over tables or taped to walls - this is a nice time to stand if possible!).
- 2) Have teams divided up as any of the following:
  - ALL do Tiered terms for First paragraph(then compare/discuss) or
  - ½ of the teams do TIERING for FIRST Paragraph, and other ½ of the teams TIER the second paragraph, then they can compare/agree upon answers with a team having the same section of text
- 3) Beware to keep this moving and it's OK to put a term in BOTH or STRADDLE between Tiers. This is not an exact science.
- 4) If a term is USED Idiomatically/figuratively, then it is likely Tier II but a literal (easy) word would be Tier I.

# Team Try-out using Mentor Text

Mentor Text and Handouts

:15 mins

## Fossil Found By Student Naturalists Turns Out To Be New Species Of Ancient Giant Penguins

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When some curious summer campers at the Hamilton Junior Naturalist Club (Junats) set out on an expedition to Kawhia Harbour on New Zealand's North Island, they were just hoping to find some small crustacean fossils. Instead, they discovered a well-preserved skeleton of a new species of a giant penguin that inhabited the area between 27 to 30 million years ago.

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### Tiering Vocabulary: Practice with Mentor Text

Tier 1 words	Tier 2 words	Tier 3 words

15:00

**Purpose:** To provide a visual to go to this page if pen/paper version is preferred (online use and tech problems).

**Time:** :30

**Procedure:** Refer participants to MENTOR TEXT. This page may be used for people who do this on their own (they had an emergency absence) or folks like to sometimes make a record of what they wrote in their group task.

**Note:** Because this page is included in the handouts, participants using online tool or writing their charts on poster paper may choose to write the final selected terms on this page in the Participant manual to have a record. If so, please have folks move very quickly.

# Vocabulary Try-out Strategy: 7-Step Vocabulary



 Believes



# Choosing Vocabulary to Teach

1:00

Consider

- Importance and utility
- Instructional potential
- Conceptual understanding



Source: Beck et. al. 2002, *Bringing Words to Life*. As shared by the MA Department of Elementary and Secondary Education.

Template adapted from the MA Dept. of Elem. & Secondary Educations, SEI course

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**Purpose:** To support which vocabulary to choose

**Time:** 1:00

**Procedure:** Review Slide

## 7 Steps for Pre-Teaching Vocabulary (Manual)

7:00 (3)

1. Teacher says the word. Students repeat 3 times.
2. Teacher states the word in context from the text.
3. Teacher provides the dictionary definition(s).
4. Teacher explains the meaning using student-friendly definitions.
5. Teacher highlights features of the word: polysemous, cognate, tense, prefixes, etc.
6. Teacher engages students in oral interaction to develop word/concept knowledge. Students paired for maximum participation. (Timed 1 min student interaction.)
7. Teacher reminds and explains to students of how new words will be used. There is NO writing by students at this time.



Massachusetts Department of Elementary and Secondary Education

Source: Margarita Calderón (2011). Teaching Reading & Comprehension to English Learners K-5. Bloomington, IN: Solution Tree Press.

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**(part 1 of 3 slides)**

**Purpose:** To review 7-Step vocabulary

**Time:** (included in set of 3 slides)

**Procedure:** Refer Participants to handouts to write in the WHYS for each of these concepts

## 7 Steps – 2 or 3 mins. per word maximum!

1:00

1. Teacher says the word.  
Student repeats 3 times.
  2. Teacher states the word in context from the mentor text.
  3. Teacher provides the dictionary definition(s).
  4. Teacher explains the meaning using student-friendly definitions.
1. Teacher: “alarming”  
Students: “alarming” (repeat 3 times)
  2. “Now, a group of scientists and beekeepers has teamed up to try to figure out what’s causing the alarming collapse of so many colonies”
  3. (Adjective)causing people to feel danger; to be worried or frightened
  4. When something is frightening or distressing, we say it is “alarming”

**(part 3 of 3) Purpose:** To show an example of this strategy in action

**Time:** (included in set of 3 slides)

**Procedure:** Facilitator models strategy

## 7 Steps – 2 or 3 mins. per word maximum!

1:00

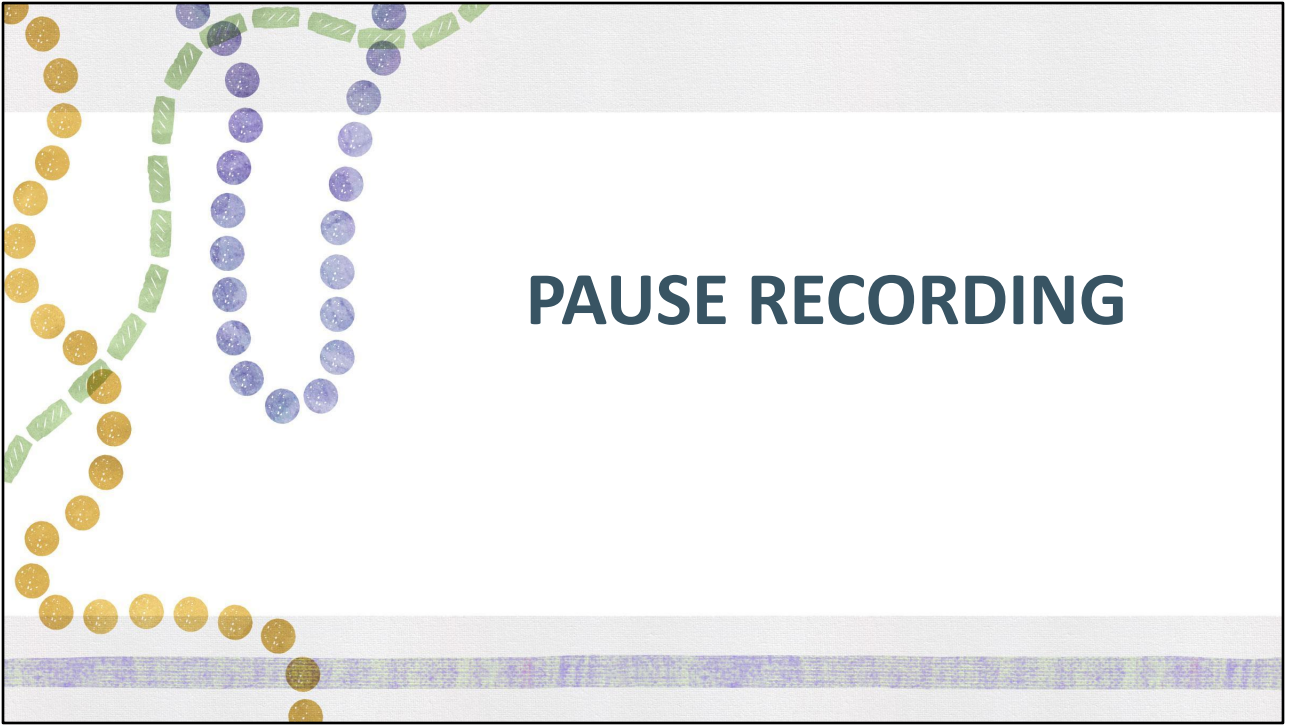
5. Teacher highlights features of the word: polysemous, cognate, tense, prefixes, etc.
6. Teacher engages students in oral activities (in pairs to have 50% of students at any one time using the word aloud in a meaningful context) to develop word/concept knowledge.
7. Teacher reminds and explains to students how new words will be used. There is NO writing by students at this time.
5. “alarming” is a cognate in many other languages. It has an “ing” but is used as an adjective in this text “alarming collapse”
6. With a partner, use the expression: “*An example of something alarming is...*”. (1 min) or “*It can be alarming when...*”
7. You will see this word when we read and you should use it during partner reading summaries, homework, or when we work in class.

### (Part 3 of 3)

**Purpose:** To show an example of this strategy in action

**Time:** (included in set of 3 slides)

**Procedure:** Facilitator models strategy



Pause/Resume Recording (copyright)

## Video: 7 Steps Vocabulary Strategy - Sarah Pinti

10:00

What changes might YOU make to have this execution align more to our template expectations?

### Video: 7-Step Vocabulary Strategy

The Balanced Literacy Diet, YouTube



Sarah Pinti, YouTube: <https://youtu.be/q6RwQcegZXQ>

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**Note: Never record a YouTube video: Copyright Issue**

**Purpose:** To show an example of this strategy in action

**Time:** 10:00

**Procedure:**

1. Facilitator shows video
2. Discuss the unnecessary bogging down parts, did teacher stay under 3 mins total? Was the word choice “7-step worthy?” Any other considerations to make?





Pause/Resume Recording (copyright)

## Paired Practice (Manual, 9:00 Clock Buddy)

- In pairs, with each person choosing their own (different) Tier 2 term from our mentor text do the following:
  - Complete your sample strategy try-out tool from handouts
  - Try-out the strategy with your partner
  - Partner provides feedback
  - Be prepared to share how it went



**Purpose:** To show an example of this strategy in action

**Time:** 15:00

**Procedure:**

- 1) In pairs, have participants each choose a different term and complete chart in handout
- 2) Have each participant practice the strategy with their partner

# Vocabulary Language Objectives



 Believes

# Practice Writing Language Objectives (Vocab) handouts

7:00

SWBAT identify characteristics of heroes in a story using synonyms for (the adjective) *brave* such as: *courageous, valiant, bold* and *fearless*

SWBAT engage in scientific practices using more precise terms for *watch*: *observe, note, take note of, notice, make observations, attend to* etc.

SWBAT use irregular plural nouns related to animals such as: *deer, fish, mice, moose, etc.*

SWBAT recognize and use selected prefixes to indicate “not” such as: *non-living, antivenom, asymmetrical, etc.*

SWBAT recognize selected abbreviations associated with customary units of measure such as: *lbs, oz, in, ft, yds.*

## Pairs - option

Participant Manual	
1.	
2.	
3.	

**Purpose:** To provide some examples of Language objectives related to vocabulary

**Time:** 7:00

**Procedure:**

- 1) In pairs, or on their own, have participants practice writing language objectives focusing on vocabulary.

# Assignment & Wrap-up



 Believes

# Preview Assignment: Strategy Try-out (Manual)

Let's look over this template in Appendix A.

## 1. Vocabulary - 7 Steps

1:30

Teacher Name:	Date:	Grade/Content Area/How many ELs? Approximate English Proficiency levels:

Lesson Title		
1) How I quickly introduced both the content & the Language Objectives...		
(type here)		
2) Here is my numbered list of the 3-4 KEY instructional tasks we did in class. I inserted the letters of the domain(s) that each task addressed ( L, S, R, W) after each task.		
(type here)		
3) Here are the Tiered vocabulary (3-6 per category only) associated with this lesson/series of lessons. I have highlighted the most important ones, focusing MORE on Tier 2 words/phrases.		
<b>Tiered Vocabulary</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
(type here)	(type here)	(type here)



Template adapted from the MA Dept. of Elem. & Secondary Educations, SEI course

**Purpose:** To provide examples of content and language objectives related to this lesson AND to be VOCABULARY-Based

**Time:** 1:30

**Procedure:** Review slide

In the future we are hoping to have some samples available for participants to mostly get an idea of the depth of the task.



## Content & English Language Objectives: PWBAT

1:30

- Select appropriate *Tiered Vocabulary* related to a text or concept
- Describe a vocabulary word's value using precise synonyms for *good* such as: *helpful, essential, crucial, vital, etc.*
- Follow the steps for the *7-Step Vocabulary Strategy*
- Recount the first step in the 7-Step Vocabulary strategy using synonyms for *the first*: *the initial, the preliminary, the introductory, the opening*

 Believes

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**Purpose:** To provide examples of content and language objectives related to this lesson AND to be VOCABULARY-Based

**Time:** 1:30

**Procedure:** Have participants address these language objectives either

- a) verbally to a partner
- b) in a stickee on an exit poster
- c) in a chat (for online delivery)

# (Time Permitting) Vocabulary Connections to LA Connectors for ELs



Believes

# LA Connectors for ELs (Manual)

1:30



Table 1. Organization of the ELP Connectors in Relation to Participation in Content-Area Practices

<b>LA ELP Connectors 1-7</b> Related to:  College-and-career readiness, ELA & Literacy Mathematics Science	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
	2	participate in grade-appropriate oral and written exchanges of information, 2 ideas, and analyses, responding to peer, audience, or reader comments and questions
	3	speak and write about grade-appropriate complex literary and informational texts and topics
	4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
	5	Conduct research and evaluate and communicate findings to answer questions or solve problems
	6	analyze and critique the arguments of others orally and in writing
	7	adapt language choices to purpose, task, and audience when speaking and writing
<b>Connectors 8-10</b> Related to: Some priority micro-level linguistic features	8	determine the meaning of words and phrases in oral presentations and literary and informational text
	9	create clear and coherent grade-appropriate speech and text
	10	make accurate use of standard English to communicate in grade-appropriate speech and writing



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(animated slide - Top/ Bottom clicks) **Purpose: To show where vocabulary fits into the LA EL Connectors**

**Time:** 1:30 min

**Directions:**

1. This chart is a summary or the ELP Connectors in Relation to Participation in Content-area practices
2. Have animated slideshow the connectors 1-7 (on click) and then the 8-10 connectors (on second click) which are more specific to ELs
3. We will look at 2 examples of resource that go more deeply into 2 of these connectors related to grade/grade-span and tasks that feature these practices
4. One example is from the top section (connected to content area practices) and the other related to priority linguistic features of Vocabulary, which is the topic of this session.

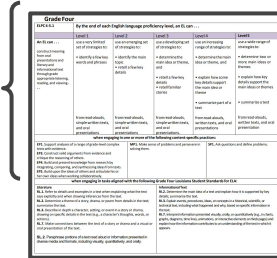
# LA Connectors for ELs (Grade 4-5 Ex. top part, Manual)

1:00



## Grade Four

ELPC4-5.1	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>An EL can . . .</b></p> <p>construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify a few key words and phrases</li> </ul>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify the main topic</li> <li>• retell a few key details</li> </ul>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> <li>• determine the main idea or theme, and</li> <li>• retell a few key details</li> <li>• retell familiar stories</li> </ul>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine the main idea or theme, and</li> <li>• explain how some key details support the main idea or theme</li> <li>• summarize part of a text</li> </ul>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine two or more main ideas or themes</li> <li>• explain how key details support the main ideas or themes</li> <li>• summarize a text</li> </ul>
	from read-alouds, simple written texts, and oral presentations	from read-alouds, simple written texts, and oral presentations	from read-alouds, simple written texts, and oral presentations.	from read-alouds, written texts, and oral presentations	from read-alouds, written texts, and oral presentation



**(Top part on THIS SLIDE) Purpose:** To show one example of the Louisiana EL Connectors features highlighting VOCABULARY development over English proficiency

**Time:** 1:00 (reference only, really)

**Procedure:**

1. Explain that there are 10 Connectors but we will look at one prominently address VOCABULARY, which is the topic for this session.
2. Let's look at #1 "Constructing meaning from oral presentations and informational texts"



# LA Connectors for ELs (Grade 4-5 Ex. bottom part, Manual)

1:00



**Louisiana Student Standards Connectors for English Learners**  
K-12 Louisiana Connectors for English Learners

**Grade Five**

LEVEL	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>Language</b>	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.
<b>Reading</b>	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.
<b>Writing</b>	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.
<b>Speaking and Listening</b>	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.	Identify the main idea and supporting details in a text.

when engaging in one or more of the following content-specific practices:		
<b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.	<b>MP1.</b> Make sense of problems and persevere in solving them.	<b>SP1.</b> Ask questions and define problems.
<b>EP6.</b> Use English structures to communicate context-specific messages.		<b>SP8.</b> Obtain, evaluate, and communicate information.
when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:		
<b>Informational Text</b>		
<b>RI.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .		
<b>Literature</b>		
<b>RL.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		
<b>L.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.		
<ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>		
<b>L.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
<ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul>		



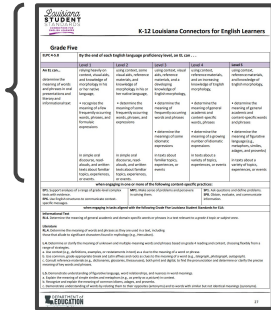
**(BOTTOM part on THIS SLIDE) Purpose:** To show one example of the Louisiana EL Connectors features highlighting VOCABULARY development over English proficiency

**Time:** 1:00 (reference only, really)

**Procedure:** These represent engagement in the content-specific practices and show alignment to ELA.

# LA Connectors for ELs (Grade 4-5 Ex. top part, Manual)

1:00



ELPC 4-5.8	By the end of each English language proficiency level, an EL can . . .				
An EL can...	Level 1	Level 2	Level 3	Level 4	Level 5
determine the meaning of words and phrases in oral presentations and literary and informational text	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> <li>recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions</li> </ul> <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> <li>determine the meaning of some frequently occurring words, phrases, and expressions</li> </ul> <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of frequently occurring words and phrases</li> <li>determine the meanings of some idiomatic expressions</li> </ul> <p>in texts about familiar topics, experiences, or events</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words, phrases</li> <li>determine the meaning of a growing number of idiomatic expressions</li> </ul> <p>in texts about a variety of topics, experiences, or events</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases</li> <li>determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)</li> </ul> <p>in texts about a variety of topics, experiences, or events</p>



(Top part of page) Purpose: To show another VERY Explicit connector to Vocabulary for ELs.

Time: 1:30

Procedure:

1. Do you see the progressions for grades 4-5?
2. This does not mean we do not EXPOSE or TEACH terms above their level, but when measuring for yearly tests, this is what describes each level at the END of each EL Proficiency level.



# LA Connectors for ELs (Grade 4-5 Ex. bottom part, Manual)

1:00



**Louisiana Student Standards Connectors for English Learners**  
K-12 Louisiana Connectors for English Learners

**Grade Five**

Language	Spanish	French	Arabic	Chinese	Other
<p><b>LA.5.1.1</b> Identify the main idea and supporting details of a text.</p> <p><b>LA.5.1.2</b> Analyze how a text uses language to create a particular effect.</p> <p><b>LA.5.1.3</b> Analyze how a text uses language to create a particular effect.</p> <p><b>LA.5.1.4</b> Analyze how a text uses language to create a particular effect.</p> <p><b>LA.5.1.5</b> Analyze how a text uses language to create a particular effect.</p>	<p><b>ES.5.1.1</b> Identify the main idea and supporting details of a text.</p> <p><b>ES.5.1.2</b> Analyze how a text uses language to create a particular effect.</p> <p><b>ES.5.1.3</b> Analyze how a text uses language to create a particular effect.</p> <p><b>ES.5.1.4</b> Analyze how a text uses language to create a particular effect.</p> <p><b>ES.5.1.5</b> Analyze how a text uses language to create a particular effect.</p>	<p><b>FR.5.1.1</b> Identify the main idea and supporting details of a text.</p> <p><b>FR.5.1.2</b> Analyze how a text uses language to create a particular effect.</p> <p><b>FR.5.1.3</b> Analyze how a text uses language to create a particular effect.</p> <p><b>FR.5.1.4</b> Analyze how a text uses language to create a particular effect.</p> <p><b>FR.5.1.5</b> Analyze how a text uses language to create a particular effect.</p>	<p><b>AR.5.1.1</b> Identify the main idea and supporting details of a text.</p> <p><b>AR.5.1.2</b> Analyze how a text uses language to create a particular effect.</p> <p><b>AR.5.1.3</b> Analyze how a text uses language to create a particular effect.</p> <p><b>AR.5.1.4</b> Analyze how a text uses language to create a particular effect.</p> <p><b>AR.5.1.5</b> Analyze how a text uses language to create a particular effect.</p>	<p><b>CH.5.1.1</b> Identify the main idea and supporting details of a text.</p> <p><b>CH.5.1.2</b> Analyze how a text uses language to create a particular effect.</p> <p><b>CH.5.1.3</b> Analyze how a text uses language to create a particular effect.</p> <p><b>CH.5.1.4</b> Analyze how a text uses language to create a particular effect.</p> <p><b>CH.5.1.5</b> Analyze how a text uses language to create a particular effect.</p>	<p><b>OT.5.1.1</b> Identify the main idea and supporting details of a text.</p> <p><b>OT.5.1.2</b> Analyze how a text uses language to create a particular effect.</p> <p><b>OT.5.1.3</b> Analyze how a text uses language to create a particular effect.</p> <p><b>OT.5.1.4</b> Analyze how a text uses language to create a particular effect.</p> <p><b>OT.5.1.5</b> Analyze how a text uses language to create a particular effect.</p>

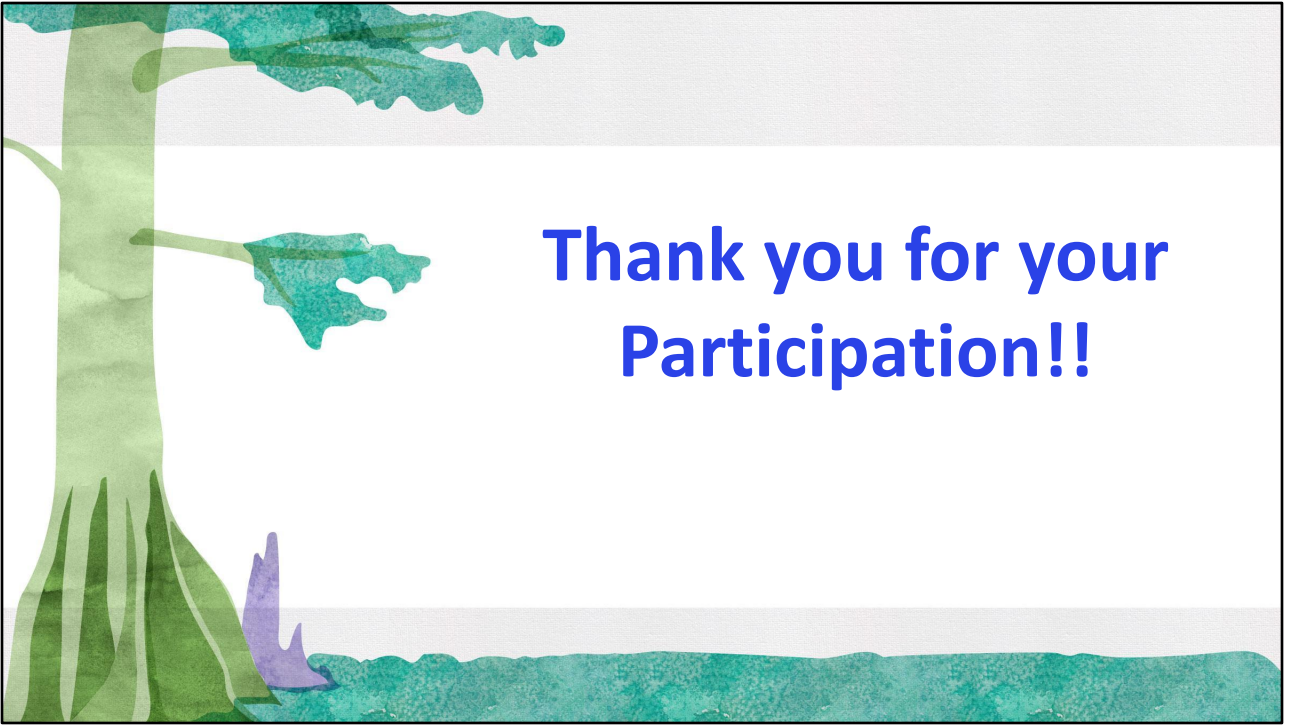
when engaging in one or more of the following content-specific practices:		
<p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>	<p><b>MP1.</b> Make sense of problems and persevere in solving them.</p>	<p><b>SP1.</b> Ask questions and define problems.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>
when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:		
<p><b>Informational Text</b></p> <p><b>RI.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>		
<p><b>Literature</b></p> <p><b>RL.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>		
<p><b>L.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol>		
<p><b>L.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol>		



**(Bottom part of page) Purpose:** To show another VERY explicit connector to Vocabulary for ELs.

**Time:** 1:00 (reference only, really)

**Procedure:** These represent engagement in the content-specific practices and show alignment to ELA.



**Thank you for your  
Participation!!**