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Level 5

Academic Vocabulary

25 Content-Area Lessons



Author

Stephanie Paris

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Research

This series, *Academic Vocabulary: 25 Content-Area Lessons*, provides ready-to-use lessons that help teachers develop effective strategies that build vocabulary and conceptual understanding in all content areas. Vocabulary knowledge is a key component of reading comprehension and is strongly related to general academic achievement (Feldman and Kinsella 2005). Students need to understand key academic vocabulary that crosses all content areas to fully develop conceptual understanding.

What Is Vocabulary Knowledge?

Simply put, *vocabulary knowledge* means having an awareness of words and word meanings. Yet, vocabulary skills are more complicated than simply reciting key terms and their definitions.

Vocabulary knowledge is often described as *receptive* or *expressive*. *Receptive vocabulary* includes words that we recognize when heard or seen. *Expressive vocabulary* includes words that we use when we speak or write. Students typically have a larger receptive vocabulary than expressive vocabulary (Lehr, Osborn, and Hiebert 2004); they are familiar with many words, but may not understand their multiple definitions or the deeper nuances of how those words are used in oral and written language.

So, then, what does it mean for a student to truly know a word? Beck, McKeown, and Kucan (2002) state that word knowledge is not black and white; understanding vocabulary is not as simple as either knowing a word or not. The process by which students learn new words is complex and often occurs in progression. Word knowledge may range from students never having heard of a word, to students understanding all there is to know about a word, or some level of understanding that lies between the two extremes. Understanding this complexity of word knowledge helps educators develop a vocabulary program that addresses these unique learning processes. The lessons in this book support both receptive and expressive vocabulary.

What Is Academic Vocabulary?

Specialized content vocabulary, although distinct, is considered a part of academic vocabulary. Yopp, Yopp, and Bishop (2009) have developed definitions for each category. ***Specialized content vocabulary*** words are specific to a particular content area and represent important concepts or ideas. Examples of these include *boycott* (social studies), *habitat* (science), *numerator* (mathematics), *autobiography* (reading), and *narrative* (writing). ***General academic vocabulary*** includes high-utility words found across content areas and throughout students' academic reading, writing, and speech experiences. Words such as *explain*, *define*, *identify*, and *organize* are examples of general academic vocabulary.

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How To Use This Book

Academic Vocabulary: 25 Content-Area Lessons provides teachers with lessons that integrate academic vocabulary instruction into content-area lessons. This book includes 25 step-by-step, standards-based lessons. Each lesson features two vocabulary-development strategies that reflect the latest research in effective vocabulary instruction. The strategies within each lesson vary and are presented in detail on pages 8–31 and address the following key aspects of effective vocabulary instruction:

Developing Oral Language	Developing Word Consciousness
Developing students' oral language skills is crucial to assist them in navigating school texts and understanding more complex oral and written patterns of language. These strategies help students gain a deeper understanding of academic words and concepts by guiding them to use the words in a meaningful way.	These strategies provide structured opportunities to build students' awareness of academic words used in the classroom and their lives. Students are encouraged to note when they see or hear key words and to use the words themselves. This strategy helps students develop a true love of language and a keen sense of how words sound as they hear and speak them.
Teaching Words	**Independent Word Learning**
These strategies use a variety of techniques to help students build conceptual knowledge and increase their oral and written vocabularies. This type of strategy may be incorporated at different points throughout your study. Some of the strategies are more effective in introducing new words while others will benefit students as they review and make connections among words.	These strategies help students derive word meanings and explore the use of context to infer the meaning of unknown words. The strategies can be taught and reviewed throughout the school year to improve students' abilities in learning words independently.

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How To Use This Book *(cont.)*

Each two-page lesson is followed by two student activity pages as well as an assessment that allows teachers to assess students' vocabulary knowledge in effective and meaningful ways. All of the reproducible student activity pages are also included on the Teacher Resource CD.

Each lesson in this book includes two **featured academic vocabulary strategies**. An overview of each strategy can be found on pages 8–31.

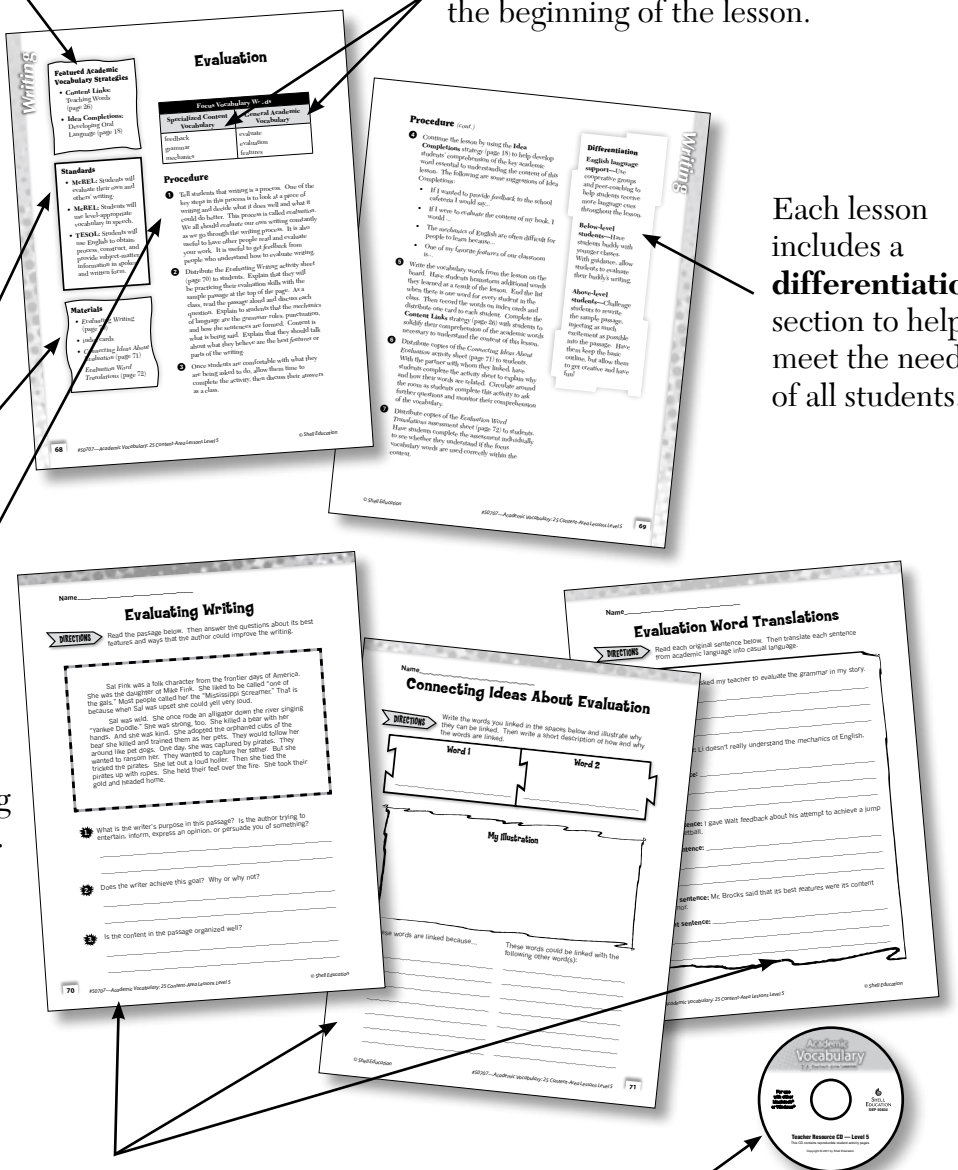
Specialized content vocabulary and **general academic vocabulary** words are identified at the beginning of the lesson.

The **standards** listed in each lesson indicate the area of focus for the lesson.

The **materials** needed to complete the lesson are listed.

The **procedures** provide step-by-step instructions for teaching the content-area lesson.

Each lesson includes a **differentiation** section to help meet the needs of all students.



Each lesson has two student **activity pages** and an **assessment page** that reinforces the featured academic vocabulary words for the lesson as well as the standard.

The **Teacher Resource CD** includes all student activity pages and assessment pages.

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Greek City-States

Featured Academic Vocabulary Strategies

- **Have You Ever?** Developing Oral Language (page 10)
- **Content Links:** Teaching Words (page 26)

Standards

- **McREL:** Students understand the social and political characteristics of Greek city-states.
- **McREL:** Students use level-appropriate vocabulary in speech.
- **TESOL:** Students will use English to obtain, process, construct, and provide subject-matter information in spoken and written form.

Materials

- index cards
- *Greek City-States* (page 150)
- *Connecting Ideas About Greek City-States* (page 151)
- *Show You Know About Greek City-States* (page 152)

Focus Vocabulary Words	
Specialized Content Vocabulary	**General Academic Vocabulary**
ancient city-states democracy monarchy oligarchy polis	unique

Procedure

1. Begin the lesson by explaining to students that the people of *ancient* Greece, or Greece in the distant past, started to band together. Groups of villages would join together to form strong, protected trading centers called *city-states*, or *polis*. These city-states had many things in common. Their culture was very similar. They spoke the same language and had the same religion. Each city-state was *unique*. They had their own traditions and ways of doing things. Each had their own form of government.
2. Explain that three of the largest and most powerful polis were Corinth, Athens, and Sparta. These three places were governed very differently. Distribute copies of the *Greek City-States* activity sheet (page 150) to students and direct their attention to the map at the top of the page as you describe the three locations.
3. Explain that Corinth was a *monarchy*. This means that they had a king. Corinth was an economic hub. This means that a lot of money changed hands in Corinth. They had their own coins that they made traders use. They were also a center for culture like art, drama, and literature.

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Name_____

Greek City-States

DIRECTIONS Reflect on the class discussion about the Greek city-states. Then write the characteristics that match each city-state in the correct column.



Characteristics	
monarchy	military culture
oligarchy	economic hub
democracy	known for its arts
economic center	known for more independent women
near the coast	believed in many gods and goddesses
known for its education	known for its coins

Athens	Sparta	Corinth

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