

* Boosting the power of Tier II Words

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Purpose of the Two Sessions

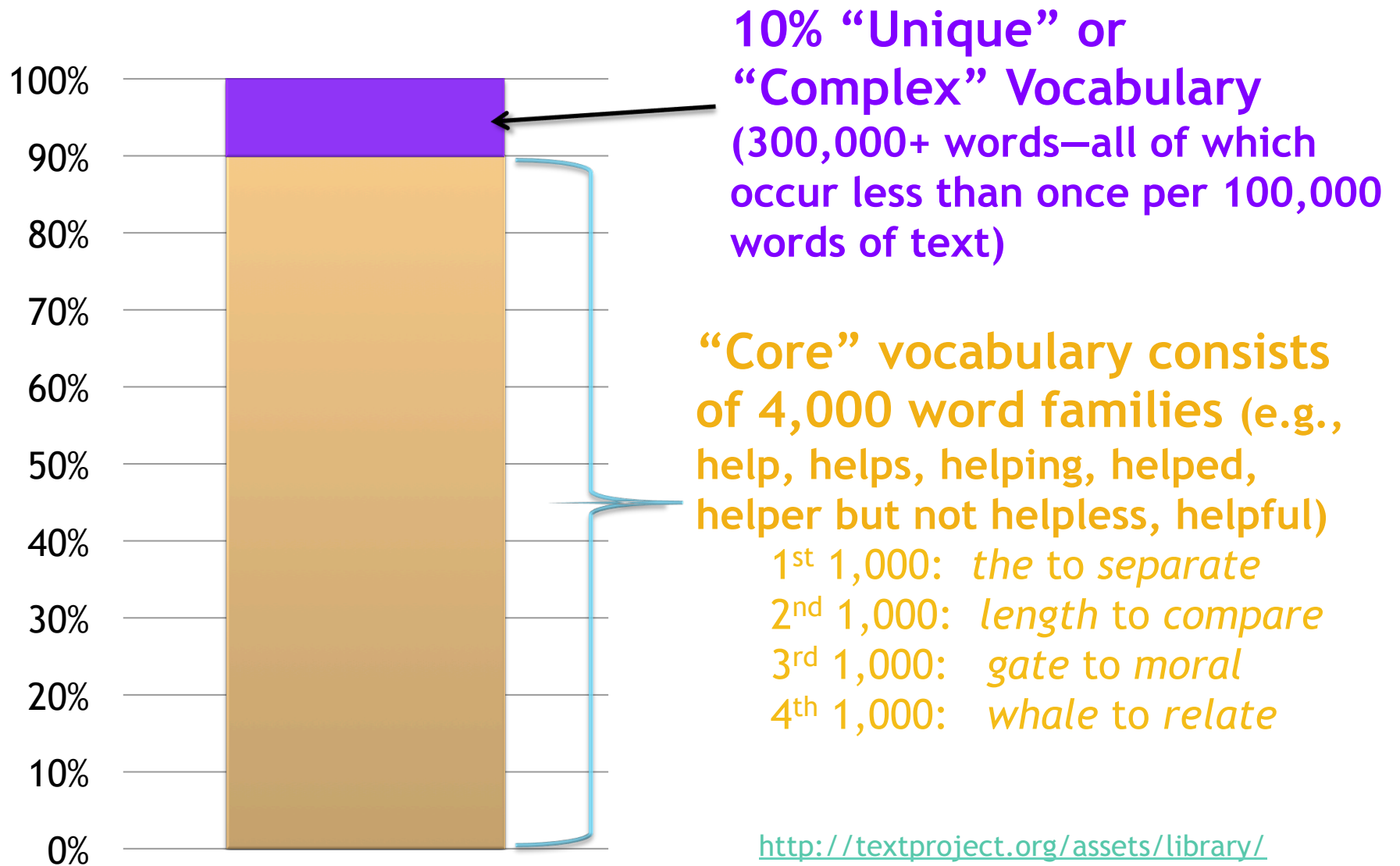
Developing instructional strategies for boosting the power of Tier 2 words

Session 1:

1. Establishing what's unique about the extended vocabulary of literary texts
2. Developing a stance toward the unique words of literary texts: Exceptional Expressions for Everyday Events (E4)
3. Understanding Tier 2 words in literary texts
4. Applying the E4 stance to Tier 2 words

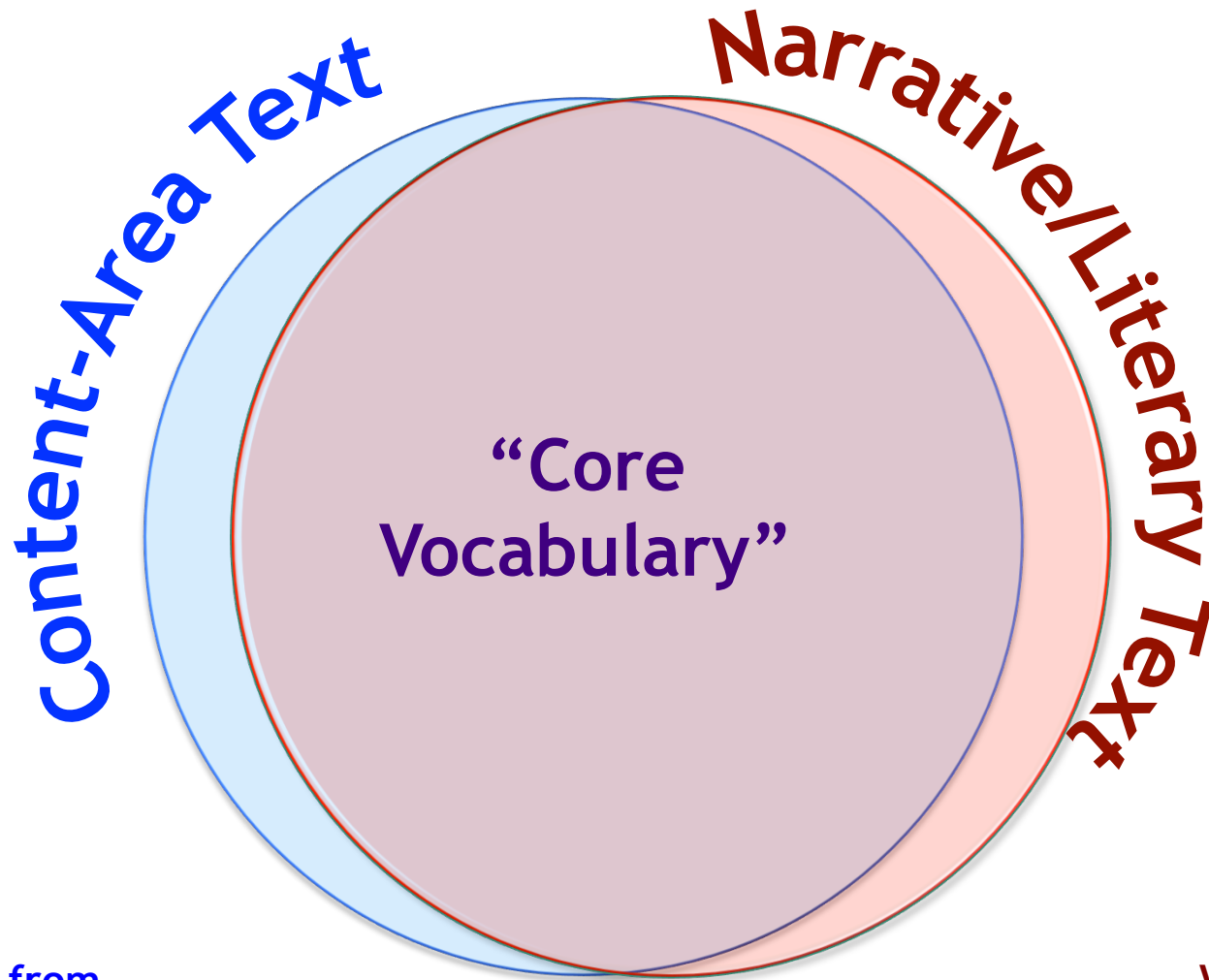
**1. Establishing what's
unique about the
extended vocabulary of
literary texts**

Proportion of Vocabulary



http://textproject.org/assets/library/resources/WordZones_4000-simple-word-families.pdf

The “Other 10%”: Unique Vocabularies



Words come from
particular
categories/topics

Words belong to
particular
semantic
clusters

Narrative/Literary Text

Ramona went to her room and looked at her table, which the family called Ramona's **studio**, because it was a **clutter** of crayons, different kinds of paper, bits of **yarn**, and odds and ends that Ramona used for **amusing** herself. Then Ramona thought a moment, and suddenly, filled with **inspiration**, she went to work.

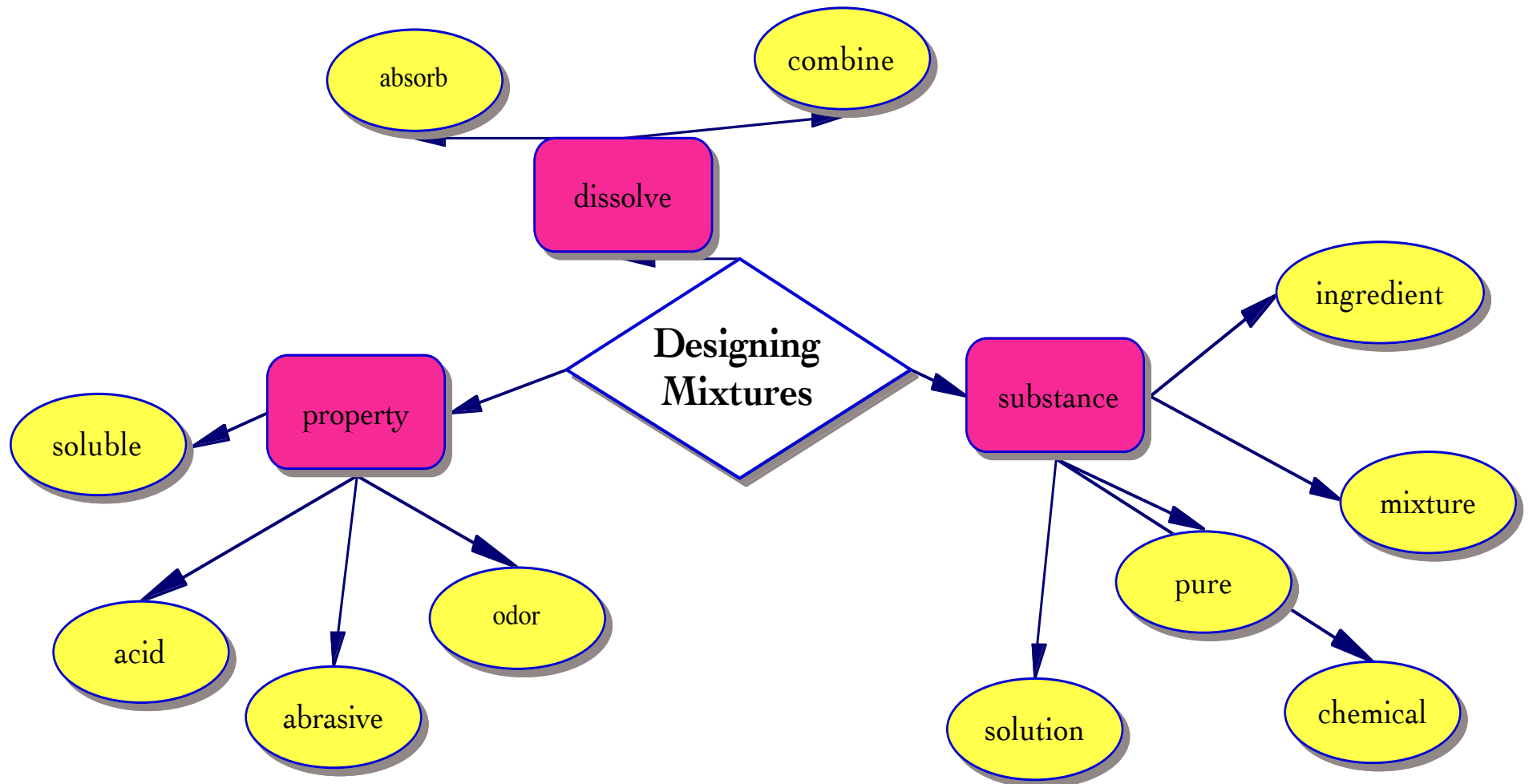
Content-Area (Informational) Text

Sound is made when matter vibrates. To vibrate means to move quickly back and forth. You can feel vibrations if you touch a bell that is ringing or a radio that is playing. The sounds you hear may be different, but they are all alike in one way. All sounds are made by vibrating matter.

Analysis of Vocabulary in Previous Standards

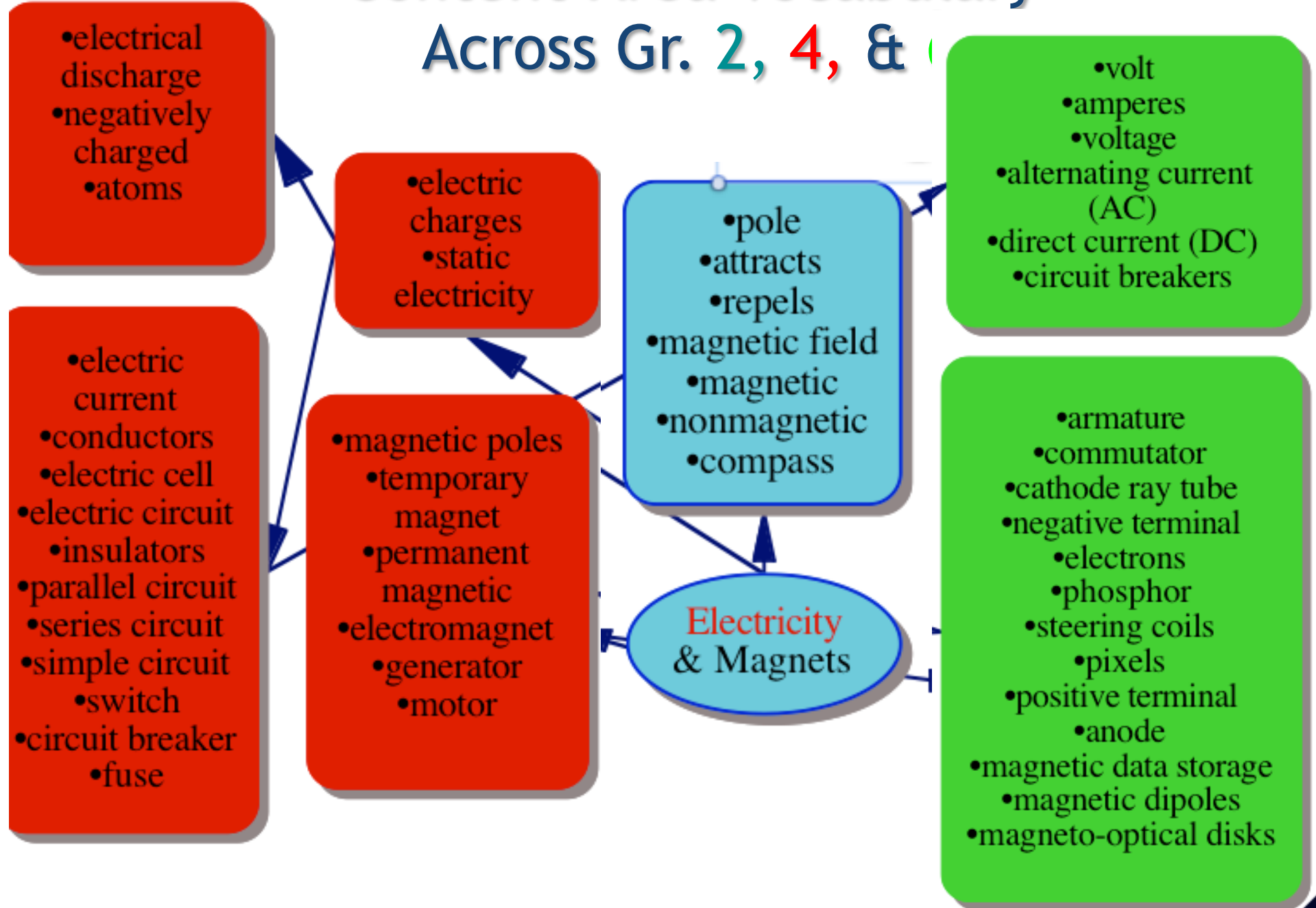
Content Area	Sample Words
Civics	abuse of power, campaign, elected representative, geographical representation, individual liberty, Labor Day, national origin, patriotism, school board, Uncle Sam, welfare
English Language Arts	abbreviation, capitalization, e-mail, genre, illustration, learning log, paragraph, reading strategy, table, verb
Geography	billboards, discovery, fall line, harbor, Japan, land clearing, national capital, Pacific rim, rain forest, technology, vegetation region
Mathematics	addend, capacity, equation, gram, improbability, mass, obtuse angle, quotient, sample, unit conversion
Science	bedrock, Earth's axis, gases, inherited characteristic, magnetic attraction, ocean currents, recycle, technology, water capacity

Teaching Content-Area Vocabulary: An Illustration



Content-Area Vocabulary

Across Gr. 2, 4, & 6



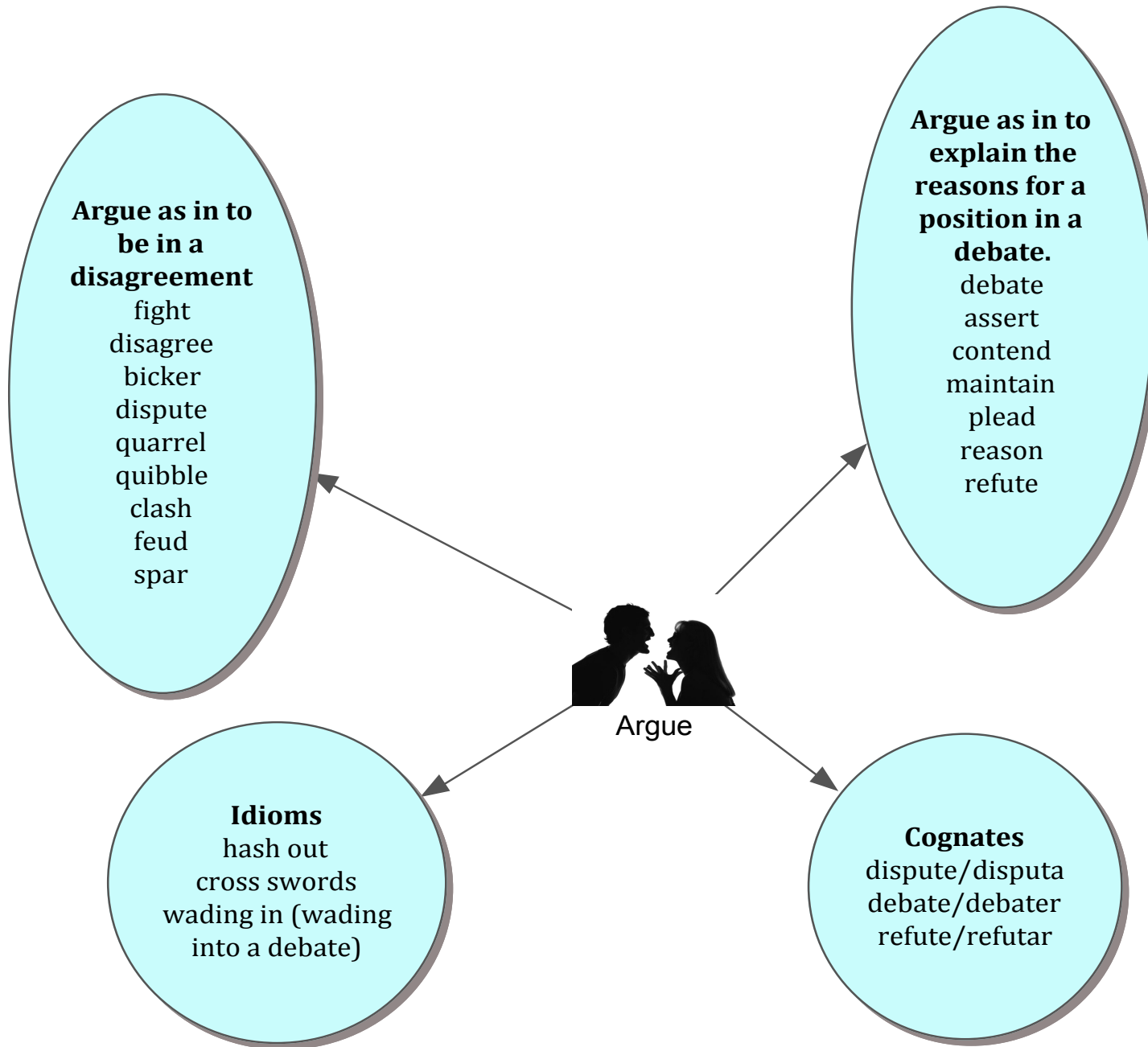
Teaching Narrative/Literary Words

Story Word	Examples of Words in Cluster (Beyond Story)
amazed	enchanted enthralled spellbound captivated transfixed
fascinated	
marveled	
baffled	confused mystified perplexed confounded
bewildered	
stumped	

**2. DEVELOPING A STANCE
TOWARD THE UNIQUE
WORDS OF LITERARY TEXTS:
EXCEPTIONAL EXPRESSIONS
FOR EVERYDAY EVENTS**

Prolific Groups in Narrative/Literary Texts

Communication/ Internal Processes (verbs)	Emotions (adjectives)	Movement (verbs)
think	glad	go
argue	sad	send
observe	mad	start
guess	selfish	stop
say	fear	stay



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available for
free download



E4-01

Listen

Exceptional Expressions for Everyday Events

An everyday event in classrooms revolves around listening—listening to peers, teachers, CDs, DVDs, announcements on the school sound system, and so on. Listening is an integral part of learning.

Listen is typically used as a verb. For example, teachers may ask students to listen carefully to a guest speaker. In this instance, **listen** is used as “to hear attentively.” Another use of the word **listen** can be exemplified by a student complaining to a friend or teacher that someone isn’t listening to what is being said. In this instance, **listen** is used to describe the act of paying attention. This second use of **listen** is as a command as when someone says, “Listen! It’s important to hear the announcement.”

Although **listen** is commonly used as a verb, **listen** can also be used as a noun. A person can ask that someone give an idea or a song a listen. In this case, **listen** is used to describe trying something out by listening to it.

Follow-Ups

- How is listening different from hearing?
- How might vigilant listening differ from observant listening? Listening circumspectly and listening respectfully?
- What are some things we can do to help others listen to our ideas?

The Spanish Connection

Listen comes from an Old English word that was spoken in the northern region of the British Isles—*lysna*. The Spanish word that means **to listen** is *escuchar*. *Lysna* and *escuchar* are not cognates. None of the synonyms for **listen** have Spanish cognates.

Word Changes

- The idiom “lend me your ears” comes from Shakespeare’s *JULIUS CAESAR*. The meaning of the idiom is to ask people to listen to what is about to be said. The idea is that the speaker wants the listener’s undivided attention and is asking for the listener’s metaphorical ears.



3. UNDERSTANDING TIER 2 WORDS

suggest

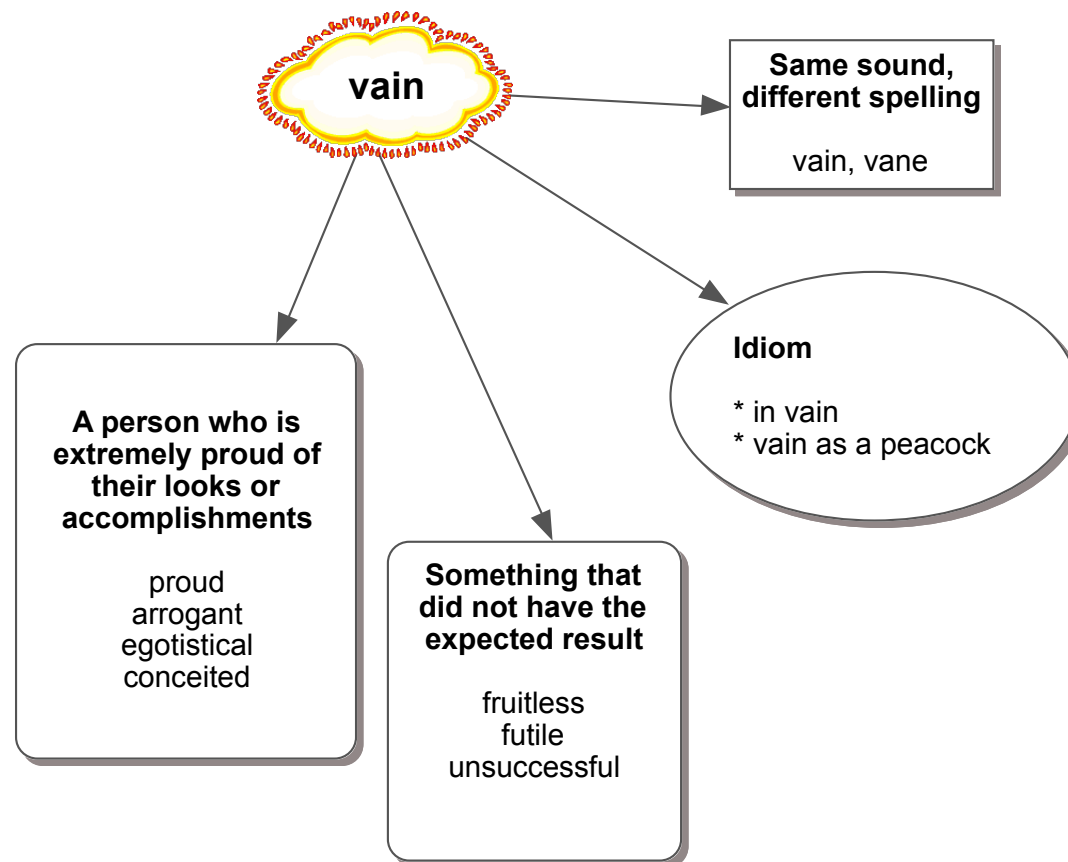
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graph TD; A((suggest)) --> B[To tell someone your ideas about what should be done]; A --> C((Idiom));
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**To tell someone
your ideas about
what should be
done**

advise
recommend
propose
present
put forward a plan
declare

Idiom

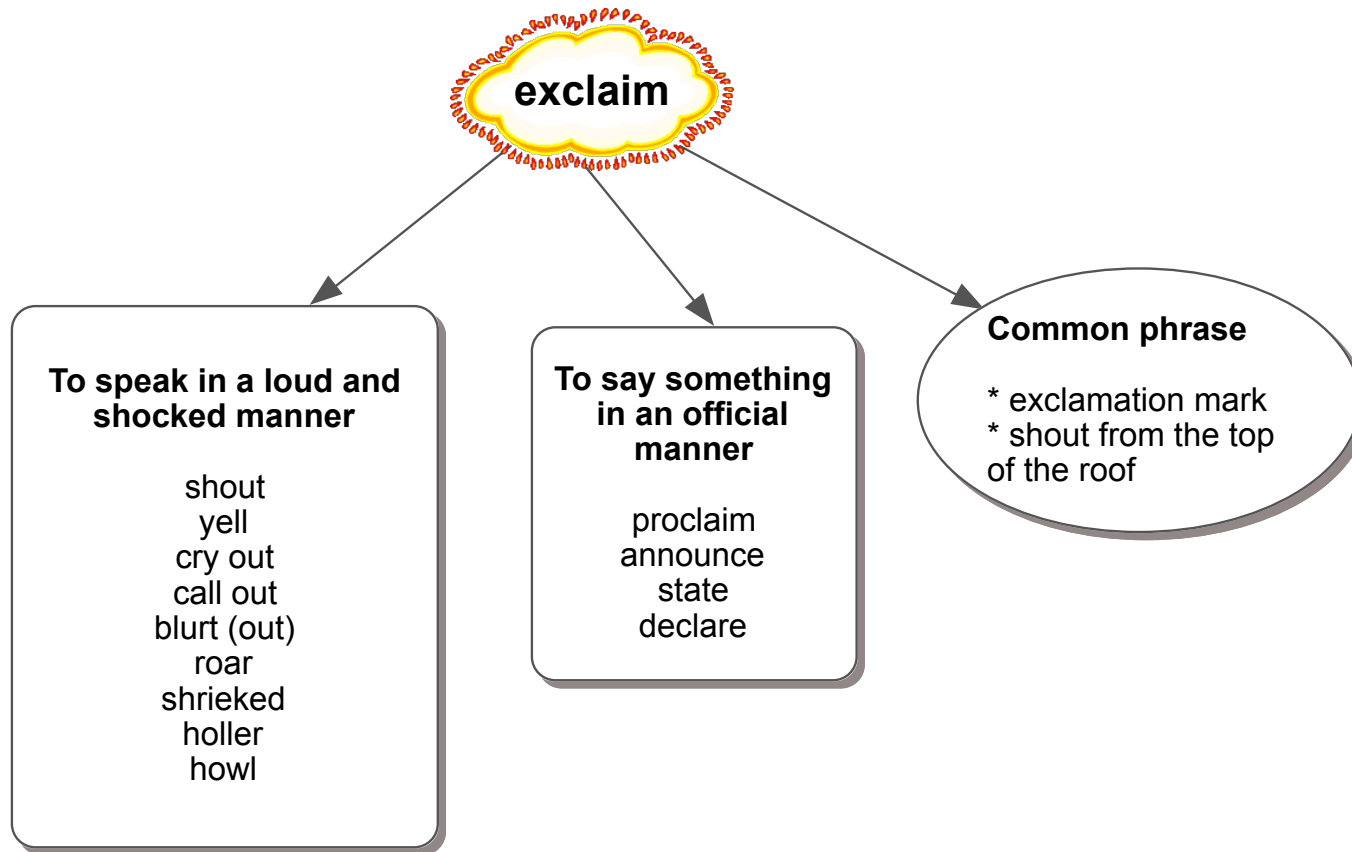
- * put in two cents
- * give (you) a tip
- * make a pitch
- * hint at
- * throw out (an idea)



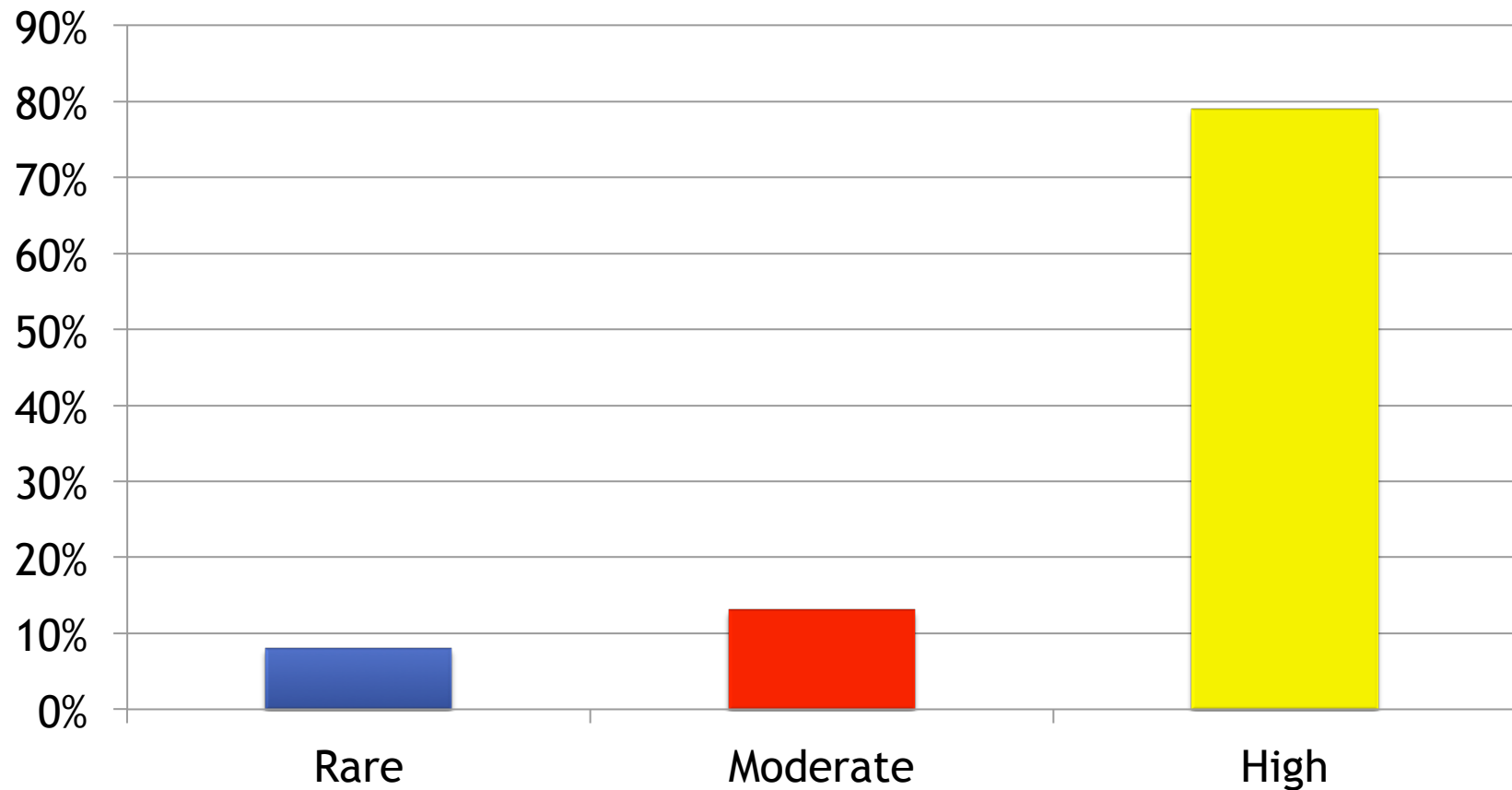


**Something that is
very large in size or
number**

gigantic
immense
vast
huge
colossal
mammoth
tremendous
gargantuan
jumbo
humongous
astronomic
ginorous
mega
monster size
montrous
supersize
king-size
super-duper



4. Examining Rare Words in a Literary Text



- overheard
- vain

30 additional words

- suggested
- exclaimed
- swift
- enormous

82 additional words

Half-Chicken

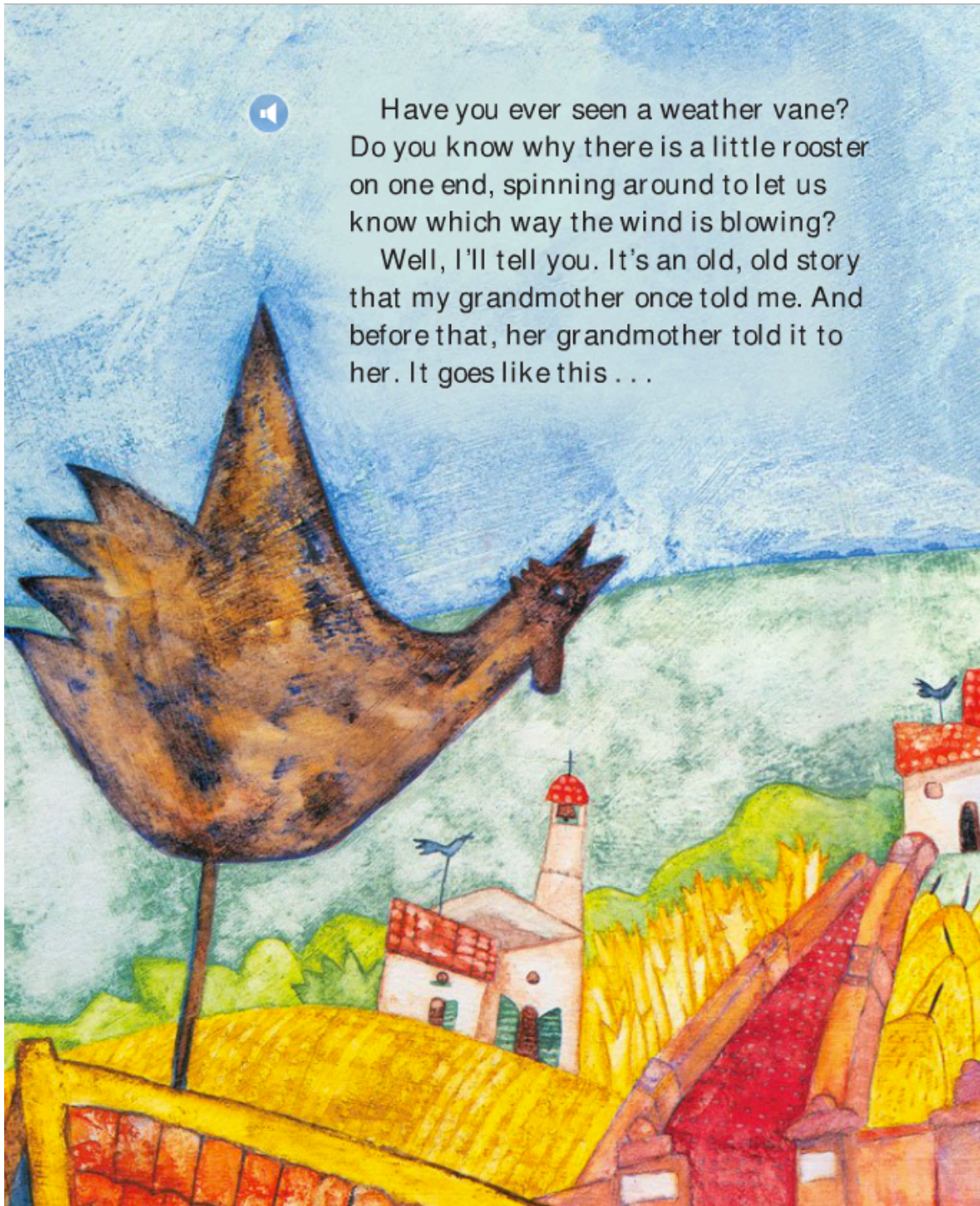
by Alma Flor Ada
illustrated by Kim Howard





Have you ever seen a weather vane?
Do you know why there is a little rooster
on one end, spinning around to let us
know which way the wind is blowing?

Well, I'll tell you. It's an old, old story
that my grandmother once told me. And
before that, her grandmother told it to
her. It goes like this . . .



Potential Directions:

Related to Target Words	Key to text	Viceroy's court
announcing	unique	market
vane	ordinary	mexican
		mexico
		guards
		uniforms
		palace
		towers
		viceroy
		vicereine
		ladies-in-waiting
		plaza
		parian



Mexico
(Mex i co)

Mexican
(Mex i can)



viceroi
[vice roi]

* By Fawcett5 at en.wikipedia (Transferred from en.wikipedia) [Public domain]

vicereine
(vice reine)

Painting by Francois Gerard of
Auguste Amalia Ludovika von Bayern,
vicereine of Italy (public domain)



palace (pal ace)



tower (tow er)



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guard (guard)
in
uniform (u ni form)

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plaza (pla za)

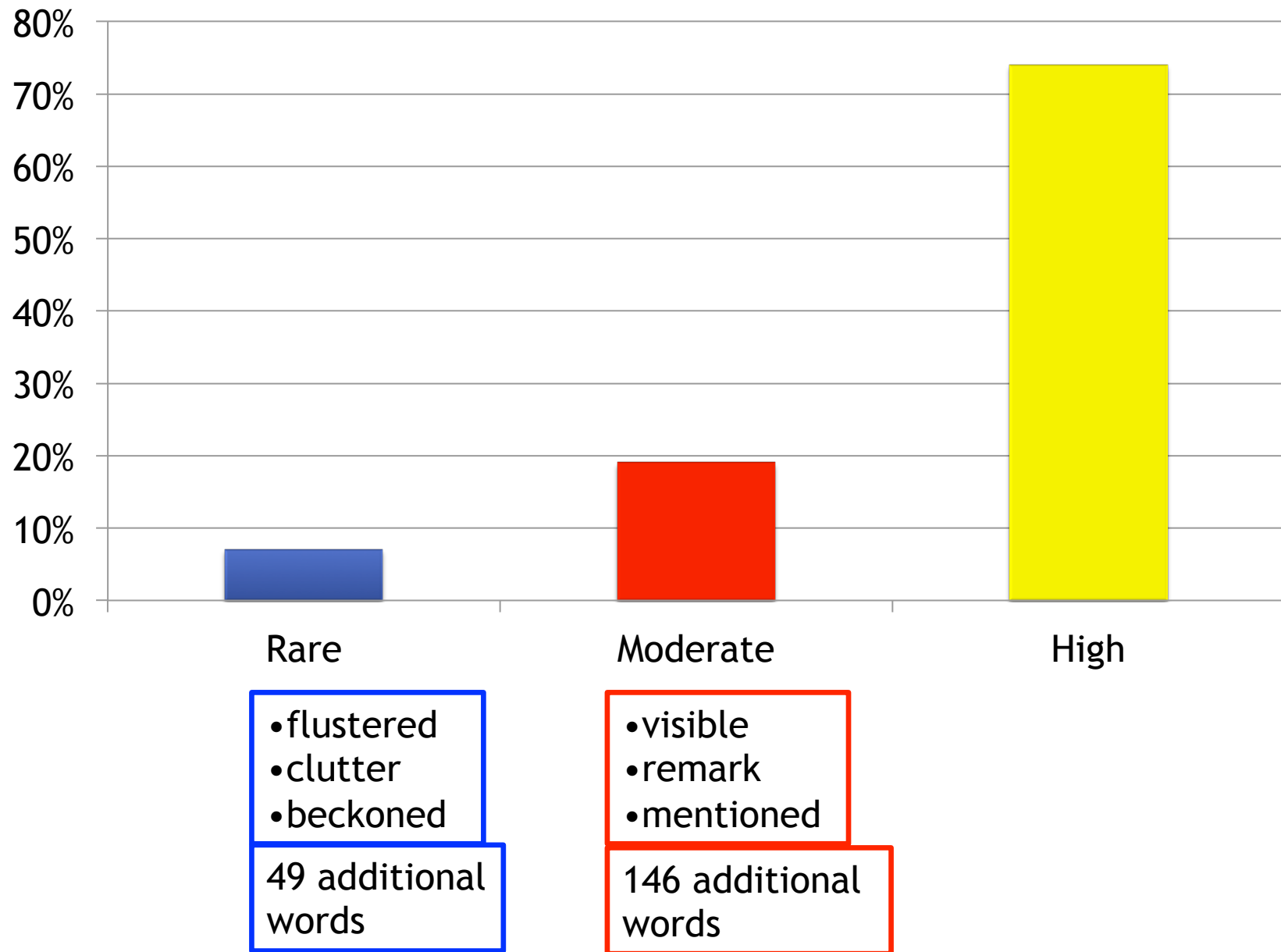


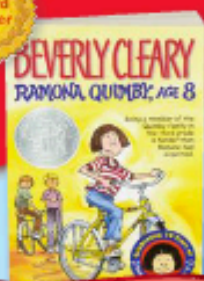
Giuseppe Vasi [Public domain], via Wikimedia Commons

market (mar ket)



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Realistic Fiction



Genre Study

Realistic fiction stories have characters and settings that could be real. Look for

- characters with realistic problems.
- cause-and-effect relationships like those in real life.



Cause



Effect



Comprehension Strategy



Answer questions that you have or that your teacher asks to better understand what you read.



Ramona Quimby, Age 8

by
Beverly Cleary

illustrated by
**Anne-Sophie
Lanquetin**





Two days ago, Ramona became sick at school and had to leave early. Now she is at home, worrying about what her classmates will think of her. She thinks that Danny might make fun of her for being sick. Ramona secretly refers to Danny as "Yard Ape" because he always seems to be noisily running around the schoolyard.

To pass the time at home, Ramona has been watching TV commercials. After a talk with her father, Ramona realizes that the purpose of commercials is to sell something.

In the meantime, Ramona's teacher, Mrs. Whaley, has sent a homework assignment. Ramona has to write a book report about a book called *The Left-Behind Cat*. Mrs. Whaley wants the students to pretend they are selling the book to someone. Ramona's sister, Beezus, says that most book reports sound alike, so Ramona is eager to make hers exciting.

* If you can do one activity: Exceptional Expressions

* WHEN? Transition times

* If you can do two activities: Pick two (or more) robust words from focus story with which to do a semantic map

* If you can do three activities: Do a close reading of a text *based on* a particular aspect of vocabulary

* Example: Ramona: what words describe her way of being

* Example: Half-Chicken--verbs