

Procedure: A General Academic Vocabulary Word

Trn, z}m{ }zl nm }n's-i 'qnyj) vi l i mx \$, z}mknl i , -n' s- , z}mli y'kn'α, ymsy'x i yf' l zy'ny'ei }ni ~ 'Pzy-sm} , z}m-}nv' emi' { }zl nm }n { }zl nnm{ }zl nm }i v{ }zl nm }i w' i ym { }zl nm }n- 'brn-n'i }n'yz'x i yf' , z}m- 'e' n'ji , 'zy' k, 'eni }ysq' l i y'kn'x , l r' mn{ n} , rny' 'en' l zy' n. 'zo{ }zl nm }n' s- k}zi mynm} { r}i -n- 'un' 'en' αw , syq' 'bureaucratic procedure, cataloged procedure, civil procedure, contingency procedure, diagnostic procedure, emergency procedure, operating procedure, parliamentary procedure, standard operating procedure (SOP), standard procedure, standing operating procedure, i ymsurgical procedure' , , , zynvzuzx

Tectonic: A Domain-Specific Vocabulary Word

A'mx i sy -{nl s' , z}m' un' enl 'eys' ri -kz' 'en' }i vi ymoq, }i 'fn' x ni ysq~ 'k, 'α} 'en' x z -'e { i }' 'en' , -n' zo' en' , z}ms- α, ymsy' qnzvqt' i ym{ r t- \$ ~ N- 'tz, 'x i t }nl i w' ni }' | , i un- i ym 'e, y i x s- l i y' kn' l i , -nmkt' enl 'eys' 'r s' e- 'sy' , r s' r' 'e z' v' ymx i ~-n- l z' sm 'w' i m' s' 'ezyi }t' -ni }l r' z' en' }αx ~zo' en' , z}mi }n' α, ym' tectonics, tectonical, tectonically, textonism, tectonite, tectonism, tectono, tectonometer, tectonophysicist, tectonophysics, i ym' tectonosphere' e r sn' -'e my' 'knyn' αt -'e qz x }ni myq' i ym' e syusq' zo' en' x ni ysq' zo' en- n' fi }s' 'ezy- 'x z -'e zo' en- n' αx ~i }n' -s' { n' q}i x x i 'e i v- r s' e

Pzy-sm} r z , 'x , l r' x z }n' x ni ysq' s- k}z, q' r' e' 'en' i mnl 'fn' enl 'eys' , rny' 'en' -ni }l r' s' k}zi mynm' { r}i -n- 'tectonic-uplift, tectonic activity, tectonic basins and rift valleys, tectonic boundary, tectonic breccia, tectonic change of sea level, tectonic conglomerate, tectonic creep, tectonic earthquake, tectonic environment, tectonic gap, tectonic keratoplasty, tectonic map, tectonic motion, tectonic movement, tectonic plates, tectonic stratigraphy, tectonic theater project, tectonic theory, tectonic window, tectonically active, i ym' tectonics zones of Pakistan' , , , 'zynvzuzlzx' 'a' e my' 'e -ny- n' zo' en' , z}m' enl 'eys' 'knl z x n- mn{ n} i ~' en' t' l zy- sm' } 'en' x ni ysq' zo' en- n' { r}i -n- 'Nwk, 'e' z' zo' en- n' { r}i -n- }nv' en' 'e- l syl n { i }' e , v' }t' qnzvqt' N- i 'l v' ~- }z z x 'i l 'e' s' e' -'e my' 'e- l z, v, z}u, 'e' { i }' en' }- 'e , yl z' fn' } 'en' x ni ysq' zo' i ' m , { r}i -n- 'e i 'e' en' t' 'e ny , z, v- r i }n' , 'e' 'e' ns' l v' ~- x i 'en- n' s' en' }z}i w' z' }sy' i 'l v' ~- }z z x ' fzl i k, v' }t' yz' en' k z z u

e rny' tectonics' s- l } , 'eys' nmx z }{ r z v q s' i w' α} 'e' }z z' e' z' en' }nv' emi , z}m- l z x n' sy' e' { v' t , z}m- 'e i 'e i qi sy' mn{ ny , ym' -'e ymsyq' 'Tectonics' , i ~ , -nmsy' qnzvqt' α} 'en' α- 'e' x n' sy' , }syq' sy' # ++ 'i yms- m' }fnm' qz x Zi 'e' y' i ym' T' nnu' en' x ~}nv' emi' k, smyq' , r s' r' l i y' kn' α, ym' sy' arS A A e ha,]0 ° A C

Vocabulary Concept Sorts

Vocabulary concept sorts are used at all grade levels with either words or pictures. To create a concept sort, teachers review the text for vocabulary study, including the bolded vocabulary. These words and phrases can be written onto a template with twenty-four boxes in three columns and eight rows. Often with a partner, students cut up the template and then sort the items according to the teachers' instructions. One rule is that students must say the words aloud quietly as they sort. To bypass the use of a sorting template, students can work from a randomized list of the vocabulary. Students then write the words into the appropriate meaning connection columns.

Figure 1 (on the next page) presents an example of a written sort for the Civil War. Sorting with partners and sharing the sorts in heterogeneous groups adds the support needed for students reading below level: if they have difficulty reading the words, they learn from their classmates as they read the words. They also learn new ideas when they share their rationales for their sorts.

Sorts can be described as either closed sorts, in which the teacher defines the sorting categories, or as open sorts, in which students create the categories. Usually, teachers will begin with closed sorts to give students a sense of how vocabulary is sorted conceptually. Students usually write these sorts into their vocabulary notebooks. Occasionally, teachers have students generate a written reflection to explain why they sorted each column the way they did.

In English and the Language Arts, these concepts are argued to be important.

e e n ua .

Figure 1: Vocabulary Concept Sort

Civil War Concept Sort		
Military	Political	Miscellaneous

students sort pictures of parts of plants conceptually. In one study, students involved in sorting the pictures from their read alouds heard the words over fifty times, and, in a delayed recall, they knew twice as many words as students who only heard the stories read aloud (Carpenter, 2010).

Vocabulary Self-Assessments

After selecting the vocabulary to study for a unit, teachers should ask students to rate their knowledge of the vocabulary. Figure 2 illustrates a student’s self-assessment of his knowledge of two terms: *abolitionist* and *Dred Scott Decision*.

The form has room for students to assess their knowledge at three points over their studies. In this example, it is clear that Antonio could learn more about the Dred Scott Decision. Teachers usually include ten to fifteen items and leave a few rows for students to add other vocabulary they think is important.

Figure 2: Vocabulary Self-Assessment Form



Vocabulary Notebooks

Tz'k, smisy m{ nymyl n'iy miz, yn} - rđ 'i -u' -€ my€ -€' , z}u', € {i }€n} -i ym-x i wq}z, { -€' l rzz -n'fzlik, v }t' sy € nđ' € .€ € i €€ nt' € syu's-x { z}€ y€€' -€ m' brn'fzlik, v }t' -€ my€' l rzz -n'i }n' , ~, i w' € n' -i x n'i ~, ri €€ nđ' € i l rn} ~, z, m' -nvl € i ym' € i l rn} -i m'fzlik, v }t' -€ my€' ri fn'zfn} v zunm' dzlik, v }t' yz € kzzu -i }n' i { v l n' € } -€ my€ -€' nl z} m'fzlik, v }t' € nt' € ymsy € n} -€ yq' i ym, rđ r' € nt' -€ m' mn{ v' brn} n' i }n' -s. : -€ { -€' l } ni € i y' ny € t' i ~ sw -€ i € msy ' Ssq, }n % Oni } n € i v \$! # \$

Figure 3: Vocabulary Self-Assessment Form

abolitionist – someone		

& **br syu zo}nv €m, z}m** Brainstorm related words by word parts—prefixes, suffixes, roots, and bases.

' **a€ mt '€ n' , z}m** in the dictionary and other resources, and record related words and interesting information.

(` **nfsn, 'i ym-ri }n** Prepare an explanation for each word part to share with classmates.

Online Resources

oy eu ri n fiD **h**ere are numerous dictionaries and etymological websites for students to refer to as they study their vocabulary. Below are a few favorite vocabulary websites. At these sites, students can find related words, word histories, explanations of word roots, and examples of the words used in context. Experience with these websites teaches students how to use dictionaries and other vocabulary resources.

\] **bR** Access to these resources may require these resources. vo uu

References

- O'Neil, J. (2011). *Journal of Adolescent & Adult Literacy*, 44(1), 1-10.
- O'Neil, J. (2012). *Journal of Adolescent & Adult Literacy*, 45(1), 1-10.
- O'Neil, J. (2013). *Journal of Adolescent & Adult Literacy*, 46(1), 1-10.
- O'Neil, J. (2014). *Journal of Adolescent & Adult Literacy*, 47(1), 1-10.
- O'Neil, J. (2015). *Journal of Adolescent & Adult Literacy*, 48(1), 1-10.
- O'Neil, J. (2016). *Journal of Adolescent & Adult Literacy*, 49(1), 1-10.
- O'Neil, J. (2017). *Journal of Adolescent & Adult Literacy*, 50(1), 1-10.
- O'Neil, J. (2018). *Journal of Adolescent & Adult Literacy*, 51(1), 1-10.
- O'Neil, J. (2019). *Journal of Adolescent & Adult Literacy*, 52(1), 1-10.
- O'Neil, J. (2020). *Journal of Adolescent & Adult Literacy*, 53(1), 1-10.

A

-
- Flanigan, K., Hayes, L., Templeton, S., Bear, D. R., Invernizzi, M., & Johnston, F. (2011). *Words Their Way With Struggling Readers: Word Study for Reading, Vocabulary, and Spelling Instruction*. Boston: Allyn & Bacon.
- Helman, L., Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2011). *Words Their Way: Emergent Sorts for Spanish-Speaking English Learners*. Boston: Allyn & Bacon.
- Helman, L., Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2009). *Words Their Way: Letter Name Alphabetic Sorts for Spanish-speaking English Learners*. Boston: Allyn & Bacon.
- Helman, L. A., Bear, D. R., Templeton, S., Invernizzi, M. A., & Johnston, F. (2012). *Words Their Way With English Learners: Word Study for Phonics, Vocabulary, and Spelling Instruction, 2nd Edition*. Boston: Allyn & Bacon.
- Hiebert, E. H., & Lubliner, S. (2008). The Nature, Learning, and Instruction of General Academic Vocabulary. In A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say About Vocabulary*. Newark, DE: International Reading Association.
- Invernizzi, M., Johnston, F., Bear, D. R. (2009). *Words Their Way: Word Sorts for Within Word Pattern Spellers, 2nd edition*. Boston: Allyn & Bacon.
- Johnston, F., Bear, D.R., Invernizzi, M., Templeton, S. (2009). *Words Their Way: Word Sorts for Letter Name-alphabetic Spellers, 2nd Edition*. Boston: Allyn & Bacon.
- Johnston, F., Invernizzi, M., Bear, D. R. (2009). *Words Their Way: Word Sorts for Syllables and Affixes Spellers, 2nd edition*. Boston: Allyn & Bacon.
- Kame'enui, E.J., & Baumann, J.F. (2012). *Vocabulary Instruction: Research to Practice, 2nd Edition*. New York: Guilford Press.
- Lesaux, N., Kieffer, M. J., Faller, S. E., & Kelley, J. G. (2010). The Effectiveness and Ease of Implementation of an Academic Vocabulary Intervention for Linguistically Diverse Students in Urban Middle Schools. *Reading Research Quarterly*. 45 (2), 196–228.
- Nagy, W., & Townsend, D. (2012). Words as Tools: Learning Academic Vocabulary as Language Acquisition. *Reading Research Quarterly*. 47 (1), 91–108.
- Schleppegrell, M. J. (2007). The Linguistic Challenges of Mathematics Teaching and Learning: A Research Review. *Reading and Writing Quarterly*. 23 (2), 139–159.
- Skinner, B. F. (1989). The Origins of Cognitive Thought. *American Psychologist*. 44, 13–18. Snow, C., Lawrence, J., & White, C. (2009). Generating Knowledge of Academic Language Among Urban Middle School Students. *Journal of Research on Educational Effectiveness*. 2 (4), 325–344.
- Stevens, J. (1995). *Tops and Bottoms*. New York: Harcourt Brace & Company.
- Templeton, W. S., Bear, D. R. (2011). Phonemic Awareness, Word Recognition, and Spelling. In Rasinski, T. (Ed.), *Developing Reading Instruction That Works* (pp. 121–146). Bloomington, IN: Solution Tree Press.
- Templeton, S., Bear, D. R., Invernizzi, M., & Johnston, F. (2010). *Vocabulary Their Way: Word Study with Middle and Secondary Students*. Boston, MA: Allyn & Bacon.
- Templeton, S., Johnston, F., Bear, D. R., Invernizzi, M. (2009). *Words Their Way: Word Sorts for Derivational Relations Spellers, 2nd Edition*. Boston: Allyn & Bacon.
-

-
- Townsend, D., Filippini, A., Collins, P., & Biancarosa, G. (2012). Evidence for the Importance of Academic Word Knowledge for the Academic Achievement of Diverse Middle School Students. *Elementary School Journal*. 112 (3), 497- 518.
- Vaughn, S., Martinez, L. R., Linan-Thompson, S., Reutenuch, C. K., Carlson, C. D., & Francis, D. J. (2009). Enhancing Social Studies Vocabulary and Comprehension for Seventh-Grade English Language Learners: Findings from Two Experimental Studies. *Journal of Research on Educational Effectiveness*. 2 (4), 297- 324.
- Zwiers, J. (2006). Integrating Academic Language, Thinking, and Content: Learning Scaffolds for Nonnative Speakers in the Middle Grades. *Journal of English for Academic Purposes*. 5, 317- 332.
- Zwiers, J. (2008). *Building Academic Language: Essential Practices for Content Classrooms*. San Francisco, CA: Jossey-Bass.