

Unlocking ELs' Potential Through the Teaching of Academic Language

Vocabulary Identification

In the following sentences,

- Circle an example of a key word
- Underline an example of a frequently used word
- Put a star above a general academic word
- Put a square around a word with multiple meanings
- Draw an arrow to a word with an affix

1. The scientists put caterpillars on leaves and used another machine to make the leaves vibrate. When the leaves shook the way a predator would shake them, caterpillars behave as if a real predator were on the leaf. They spun threads and hung. When the leaves shook as if the wind were blowing or rain were falling, caterpillars did nothing.¹

2. The party leaders distributed a draft of the bill and asked their colleagues to review it carefully.

¹ Source: Text: *Hanging By a Thread*, by Pochron, S. Engage NY Grade 4 ELA Module 2B

Analyzing and Supporting Sequencing in a Text

Order	Sentence	Cues in Sentence
	The city boasted having 59,500 buildings, many of them—such as the Courthouse and the Tribune Building—large and ornately decorated.	
	Many of the remaining buildings (even the ones proclaimed to be “fireproof”) looked solid, but were actually jerrybuilt affairs; the stone or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs.	
	Chicago in 1871 was a city ready to burn.	
	The trouble was that about two-thirds of all these structures were made entirely of wood.	

Examples of cues: sequence words or phrases, organizational patterns