Exploring Language Use with Three Literacy Device Activities

Purpose

This routine allows learners to explore language used in texts by focusing on specific word choices and literary devices. Learners engage with a text multiple times to develop a deeper understanding of the text and the vocabulary used. More planning and preparation is required by teachers for utilizing this routine.

Goal

- Learners identify and analyze word repetition and specific vocabulary choices in texts.
- Learners make connections between words used in texts.
- Leaners read a text multiple times to gain a deeper understanding of the content.

Audience

- Intermediate to advanced English learners
- English learners transitioning to adult basic education classes
- Adult basic education learners

Supported Standards

- **CCRS Language Anchor 5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **CCRS Writing Anchor 4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ELP Standard 2**: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
- **ELP Standard 8**: Determine the meaning of words and phrases in oral presentations and literary and informational text.

Materials

- Three activities that will need to be customized for each text. (See Example section.)

Procedure

1. Learners are presented with a text and are instructed to read through it independently.
2. Learners identify word repetition in the text and complete the chart in Activity A.
3. Learners share their responses with the whole class.
4. Learners answer questions about specific vocabulary in Activity B.
5. The instructor leads a discussion for learners to share their responses to Activity B.
6. Learners complete Activity C and share their responses with the whole class.
7. Learners write sentences using words from Activity C related to the topic of the text.
8. Learners read their sentences out loud.
9. Optional: If a word cloud was used as a prereading activity, learners reflect on their predictions and share whether or not they were correct.

Tips for Getting Started with This Routine

- This routine pairs well with the "Build Vocabulary with a Word Cloud" routine, since the same word cloud can be used in both. If the "Build Vocabulary with a Word Cloud" routine is used as a prereading activity in which learners make predictions about the text, it provides an opportunity for learners to reflect on their predictions.
- See the "Build Vocabulary with a Word Cloud" routine for links to tools that can be used to create word clouds for Activity C.
- As mentioned above, this routine requires more planning and preparation, as the instructor will have to ensure that the text is well-suited for the routine and includes language repetition. The questions in Activity B will also need to be customized for each text.
- If teaching remotely, a Google Doc can be used to share the activities and have the learners type their responses to the questions. Make sure to adjust the "Share" settings to allow "Anyone with the link" to be an "editor."
- If you would like support with implementing this routine from an instructional coach, email jedwards@tiu11.org.

Example

Subject: ELA/Workforce Development
Unit: Workplace Routines
Topic: Workplace Safety
Text: "General Safety Rules"

Activity A: Repetition

Directions

1. Take a few minutes to read through the "General Safety Rules" and find examples of repetition in the language.
    a. This could include the same words repeatedly, or words that are similar or have similar meanings.
2. Complete the chart below with the examples you found.
    a. The top row is an example.

Word	Example 1	Example 2	Example 3
Report	**"Report all work injuries"**	**"Report all unsafe acts"**	**N/A**

Activity B: Word Matrix

Directions

1. Read through the "General Safety Rules" and highlight the word "permit" or any form of that word.
2. Complete the table below.

Question	Answer
1. How many times is the word "permit" or a word derived from "permit" used?	
2. Rules 4 and 5 state that certain things are "not permitted." What is another way to say "not permitted"?	
3. Rule 8 uses the phrase "Permit Required." What does permit mean in this context?	
4. What are you allowed to do if you have a permit?	
5. According to Rule 12, where can employees smoke?	

Activity C: Word Cloud

Directions

1. Look at the word cloud below composed from the words in the "General Safety Rules" and find examples of words that are connected by the same root or by a similar meaning, such as "permit" and "permitted."
2. Draw arrows, circle, or make a list of these words.
3. We will share the words with the whole class.
4. Select one pair of words and write one or two sentences that relate to the context of the "General Safety Rules" using those words.

