



TEXAS LITERACY INITIATIVE



Vocabulary and Oral Language Development



Participant Notes



THE UNIVERSITY OF TEXAS AT AUSTIN



Vocabulary and Oral Language Development

Acknowledgments

Vocabulary and Oral Language Development was developed with funding from the Texas Education Agency. This resource was designed with the support and talent of many individuals whose names do not appear here, but whose hard work and ideas are represented throughout. The individuals who have contributed to its development include national and state reading experts, researchers, and those who work for the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, the Texas Education Agency, and the Institute for Public School Initiatives at The University of Texas System.

Vaughn Gross Center for Reading and Language Arts

College of Education
The University of Texas at Austin
www.meadowscenter.org/vgc
Manuel J. Justiz, *Dean*
Greg Roberts, *Director*

Texas Education Agency

Michael L. Williams, *Commissioner of Education*
Anita Givens, *Associate Commissioner, Standards and Programs*

Institute for Public School Initiatives, The University of Texas System

Darv Winick, *Executive Director*
Karen Nelson, *Director of Academic Foundation Initiatives*

Development Team


Theresa Clarke
Meredith Doxey
Jennifer B. Schnakenberg
Althea L. Woodruff

Contributors

Leslie Harris
Susan Stair



Design and Editing


Elana Wakeman, *Publications Manager*
Matthew Slater, *Publications Editor*
Carlos Treviño, *Designer*



TEXAS LITERACY INITIATIVE

Vocabulary and Oral Language Development








TEXAS LITERACY INITIATIVE

Objectives

- Look purposefully at vocabulary instruction
- Discuss how this component is effectively taught
- Collaborate to plan for strategic instruction in vocabulary and oral language development

© 2013 Texas Education Agency / The University of Texas System







TEXAS LITERACY INITIATIVE

Vocabulary and Oral Language Development

“Good vocabulary instruction helps children gain ownership of words, instead of just learning words well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word.”

(Stahl & Kapinus, 2001, p. 14)

© 2013 Texas Education Agency / The University of Texas System



TEXAS LITERACY INITIATIVE

Reading is...

...the product of decoding (*the ability to read words on a page*) and comprehending language (*understanding those words*).

2 Domains of Reading

5 Components of Reading Instruction

(Moats, 2005)

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

Vocabulary

- Words that make up speech (oral) or text (reading and writing) and their meanings
- Distinctions:
 - **Receptive vocabulary:** Requires a reader to associate a specific meaning with a given label
 - Oral vocabulary
 - Reading vocabulary
 - **Expressive vocabulary:** Requires a speaker or writer to produce a specific label for a particular meaning
 - Oral vocabulary
 - Writing vocabulary

(Cunningham, 2005; Nagy, 2005; Stahl & Nagy, 2006)

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

Vocabulary Instruction: What It Is

- **Indirect:** Engagement in discussions and reading
- **Direct:** Explicit instruction of words through the following:
 - Teaching the use of context
 - Using models, demonstrations, illustrations, graphic organizers, and classroom discussions

(Cunningham, 2005; Nagy, 2005; Stahl & Nagy, 2006)

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

Vocabulary Instruction: What It Is Not

- Expecting students to learn words through reading alone
- Limiting student talk
- Confining instruction to reading/language arts
- Limiting activities to the following:
 - Matching words with definitions
 - Looking up definitions in the dictionary
 - Placing words on a word wall

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

State Standards, K-1

English Language Arts and Reading Texas Essential Knowledge and Skills, Reading/Vocabulary Development:

- **Kindergarten (5)(A)–(5)(D)** include recognizing that compound words are made up of shorter words and putting pictures and objects into categories
- **Grade 1 (6)(A)–(6)(E)** include determining meaning of compound words, using context, and putting pictures and objects into categories

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

State Standards, 2-3

- **Grade 2 (5)(A)–(5)(D)** include using prefixes and suffixes to determine word meaning, using context to determine relevant meaning of unfamiliar and multiple-meaning words, and identifying synonyms and antonyms
- **Grade 3 (4)(A)–(4)(D)** include identifying the meaning of common prefixes; using context to determine relevant meaning of unfamiliar and multiple-meaning words; and identifying and using synonyms, antonyms, homographs, and homophones

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

State Standards, 4–5

- **Grade 4 (2)(A)–(2)(D)** include determining the meaning of grade-level academic English words derived from linguistic roots and affixes, using context to determine relevant meaning of unfamiliar and multiple-meaning words, completing analogies, and understanding common idioms
- **Grade 5 (2)(A)–(2)(D)** include determining the meaning of grade-level academic English words derived from linguistic roots and affixes, using context to determine relevant meaning of unfamiliar and multiple-meaning words, producing analogies, identifying and explaining common idioms, and explaining the meaning of foreign words and phrases commonly used in written English

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

State Standards, 6–7

- **Grade 6 (2)(A)–(2)(D)** include determining the meaning of grade-level academic English words derived from linguistic roots and affixes, using context to determine relevant meaning of unfamiliar and multiple-meaning words, completing analogies, and explaining the meaning of foreign words and phrases commonly used in written English
- **Grade 7 (2)(A)–(2)(D)** include determining the meaning of grade-level academic English words derived from linguistic roots and affixes, using context to determine the meaning of unfamiliar or ambiguous words, completing analogies, and identifying the meaning of foreign words and phrases commonly used in written English, with emphasis on Latin and Greek words



© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

State Standards, 8


Grade 8 (2)(A)–(2)(D) include determining the meaning of grade-level academic English words derived from linguistic roots and affixes; using context to determine the meaning of unfamiliar words, ambiguous words, and words with novel meanings; completing analogies; and identifying common words or word parts from other languages that are used in written English



© 2013 Texas Education Agency / The University of Texas System

 TEXAS LITERACY INITIATIVE 

State Standards, English I


English I (1)(A)–(1)(D) include determining the meaning of grade-level technical academic English words in multiple content areas derived from linguistic roots and affixes, analyzing textual context to distinguish between the denotative and connotative meanings of words, producing analogies, and describing the origins and meanings of foreign words or phrases used frequently in written English



© 2013 Texas Education Agency / The University of Texas System 

 TEXAS LITERACY INITIATIVE 

State Standards, English II


English II (1)(A)–(1)(D) include determining the meaning of grade-level technical academic English words in multiple content areas derived from linguistic roots and affixes, analyzing textual context to distinguish between the denotative and connotative meanings of words, inferring word meaning through the identification and analysis of analogies and other word relationships, and showing the relationship between the origins and meanings of foreign words or phrases used frequently in written English and historical events or developments

© 2013 Texas Education Agency / The University of Texas System 

 TEXAS LITERACY INITIATIVE 

State Standards, English III

English III (1)(A)–(1)(D) include determining the meaning of grade-level technical academic English words in multiple content areas derived from linguistic roots and affixes, analyzing textual context to draw conclusions about the nuance in word meanings, inferring word meaning through the identification and analysis of analogies and other word relationships, and recognizing and using knowledge of cognates in different languages and of word origins to determine the meaning of words

© 2013 Texas Education Agency / The University of Texas System 

TEXAS LITERACY INITIATIVE

State Standards, English IV

English IV (1)(A)–(1)(D) include determining the meaning of technical academic English words in multiple content areas derived from linguistic roots and affixes, analyzing textual context to draw conclusions about the nuance in word meanings, using the relationship between words encountered in analogies to determine their meanings, and analyzing and explaining how the English language has developed and been influenced by other languages

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

Why Should We Teach Vocabulary?

Each month, children in high-poverty homes are exposed to 600 fewer different words than children in professional homes.

Cumulative Monthly Vocabulary Spoken in the Home	
Children in professional homes	1,100 words
Children in working-class homes	700 words
Children in high-poverty homes	500 words

By age 4, children in high-poverty homes have heard 32 million fewer words than those in professional homes.

(Hart & Risley, 2003)

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

Why Should We Teach Vocabulary Explicitly and Systematically?

- Vocabulary knowledge is the key that unlocks the meaning of text: Vocabulary knowledge improves comprehension and fluency.
- Research has shown that direct and explicit vocabulary instruction is an effective way for students to acquire vocabulary knowledge.

(Hiebert & Kamil, 2005; McKeown & Beck, 2004; National Center for Education Statistics, 2012; Stahl & Nagy, 2006)

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

Supporting English Language Learners in Vocabulary Instruction

- Provide vocabulary support throughout all content areas with direct instruction and scaffolding.
- Use native language as a resource (e.g., Spanish-English cognates and false cognates).
- Use pictures and visuals to help students connect words and meanings.

(August, Carlo, Dressler, & Snow, 2005; Calderón et al., 2005; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006)

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

Supporting English Language Learners in Vocabulary Instruction (cont.)

- Screen text for unfamiliar words.
- Emphasize academic English.
- Teach difficult or multiple-meaning words in advance.

(August et al., 2005; Calderón et al., 2005; Francis et al., 2006)

© 2013 Texas Education Agency / The University of Texas System


TEXAS LITERACY INITIATIVE

Multiple-Meaning (or Polysemous) Words

light

- There is too much **light** in this room.
- Paco's suitcase is very **light**.
- Grandma's sweater is **light** blue.
- The baby is a **light** sleeper.


© 2013 Texas Education Agency / The University of Texas System

 TEXAS LITERACY INITIATIVE

**Planning Effective Vocabulary Instruction:
Before Reading**

- Select text with opportunity for vocabulary development.
- Determine words to directly teach.
- Explicitly teach vocabulary words and activate prior knowledge.
- Record words and ideas on visual models and discuss new words.
- Teach these models with explicit language and modeling.

© 2013 Texas Education Agency / The University of Texas System


 TEXAS LITERACY INITIATIVE

Steps for Explicit Vocabulary Instruction

1. Have students say the word.
2. Provide a definition of the word, using student-friendly explanations and visuals.
3. Have students discuss what is known about the word.
4. Provide examples and nonexamples of the word.
5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.
6. Provide scaffolds so that students can create powerful sentences with the new word.

(August et al., 2005; Vaughn & Linan-Thompson, 2004)

© 2013 Texas Education Agency / The University of Texas System

 TEXAS LITERACY INITIATIVE

Steps for Explicit Vocabulary Instruction (cont.)

1. Have students say the word.
2. Provide a definition of the word, using student-friendly explanations and visuals.
3. Have students discuss what is known about the word.
4. Provide examples and nonexamples of the word.
5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.
6. Provide scaffolds so that students can create powerful sentences with the new word.

(August et al., 2005; Vaughn & Linan-Thompson, 2004)

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

Planning Effective Vocabulary Instruction: **During Reading**

- Ask students to listen for new words and discuss their context.
- Continue to allow students to discuss new words.
- Continue to record words and ideas on a visual model.

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

Planning Effective Vocabulary Instruction: **After Reading**

- Review new words in a variety of ways.
- Have students use words in different contexts.
- Discuss words from other content areas.
- Use centers and workstations.
- Revisit and review words frequently.

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

Explicit Vocabulary Instruction Example

<p>Have students say the word.</p>	<p>Write the word <i>solar</i> on the board. "Today we are going to learn the word <i>solar</i>. Let's say the word together: <i>solar</i>."</p>
<p>Provide a definition of the word, using student-friendly explanations and visuals.</p>	<p>"We are going to study a definition for the word <i>solar</i>. The definition for <i>solar</i> is 'something that is connected to the sun.' <i>Solar</i> is an adjective that describes a noun. Here is how we would use the word <i>solar</i> in a sentence: Solar energy is energy that comes from the sun. Other ways we can use this word include solar system and solar panel."</p>

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

Explicit Vocabulary Instruction Example (cont.)

<p>Have students discuss what is known about the word.</p>	<p>"Think about the word <i>solar</i>. What do you already know about the word? Turn to your partner and tell him or her one idea about the word <i>solar</i>. Be prepared to share with the rest of the group what you and your partner talk about."</p>
<p>Provide examples and nonexamples of the word.</p>	<p>"Some examples of <i>solar</i> are <i>solar system</i> and <i>solar energy</i>. Both terms refer to things that are connected or related to the sun. The word <i>solar</i> does not mean 'having to do with planets or other stars.' It refers only to the sun."</p>

© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

Explicit Vocabulary Instruction Example (cont.)

<p>Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.</p>	<p>"Analyze the word <i>solar</i> and categorize it with other words like it." OR "Compare and contrast the word <i>solar</i> with the word <i>lunar</i> and complete a Venn diagram graphic organizer." OR "Act out the word <i>solar</i> so that your classmates can guess its meaning."</p>
<p>Provide scaffolds so that students can create powerful sentences with the new word.</p> <p>Provide sentence stems as a scaffold.</p>	<p>"Powerful sentences help us understand the word by using the word within the correct context. For example, a powerful sentence for the word <i>solar</i> is: The sun produces solar energy that we can use to turn on our lights and heat our homes."</p>



© 2013 Texas Education Agency / The University of Texas System

TEXAS LITERACY INITIATIVE

Explicit Vocabulary Instruction: Your Turn!

- Choose one word (per pair of participants).
- Follow the routine for explicit vocabulary instruction.
- Practice teaching and learning your word.


© 2013 Texas Education Agency / The University of Texas System



 TEXAS LITERACY INITIATIVE 

Effective Vocabulary Instruction: Things to Remember

- Teach vocabulary throughout the day and across content areas.
- Create opportunities for interactive classroom talk.
- Engage students in discussions of words, their meanings, and their uses, usually through read-alouds.
- Make connections to students' background knowledge.
- Teach word meanings directly.
- Use multiple strategies to involve students in active exploration of words.

(August et al., 2005; Hiebert & Kamil, 2005; McKeown & Beck, 2004; Stahl & Nagy, 2006)


© 2013 Texas Education Agency / The University of Texas System 

 TEXAS LITERACY INITIATIVE 

Effective Vocabulary Instruction: Things to Remember (cont.)

- Ensure that students encounter new words multiple times.
- Use dictionaries strategically.
- Use semantic maps and graphic organizers.
- Use examples and nonexamples.
- Explain synonyms and antonyms.
- Engage students in activities that require them to determine relationships among, between, and within words.

(August et al., 2005; Hiebert & Kamil, 2005; McKeown & Beck, 2004; Stahl & Nagy, 2006)

© 2013 Texas Education Agency / The University of Texas System 



TEXAS LITERACY INITIATIVE



Vocabulary and Oral Language Development



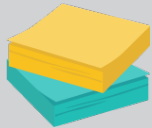

Handouts



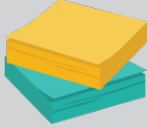

THE UNIVERSITY OF TEXAS AT AUSTIN



Routine for Explicit Vocabulary Instruction

	Steps	Tips														
1.	Have students say the word.															
2.	Provide a definition of the word using student-friendly explanations and visuals .	Use a Post-It to help plan your instruction. 														
3.	Have students discuss what is known about the word.															
4.	Provide examples and nonexamples of the word.															
5.	Engage in deep-processing activities by asking questions , using graphic organizers , or having students act out the word.	<p>Choose a deep-processing word from the box. Using a Post-It, plan questions and/or activities that incorporate the word. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Deep Processing Words</th> </tr> </thead> <tbody> <tr> <td>Compare</td> <td>Decide</td> </tr> <tr> <td>Categorize</td> <td>Justify</td> </tr> <tr> <td>Design</td> <td>Create</td> </tr> <tr> <td>Contrast</td> <td>Verify</td> </tr> <tr> <td>Rate</td> <td>Imagine</td> </tr> <tr> <td>Recommend</td> <td>Predict</td> </tr> </tbody> </table>	Deep Processing Words		Compare	Decide	Categorize	Justify	Design	Create	Contrast	Verify	Rate	Imagine	Recommend	Predict
Deep Processing Words																
Compare	Decide															
Categorize	Justify															
Design	Create															
Contrast	Verify															
Rate	Imagine															
Recommend	Predict															
6.	Scaffold students to create powerful sentences with the new word.	<p>Remember the</p> <div style="border: 1px solid gray; border-radius: 15px; padding: 5px; text-align: center; margin: 10px 0;"> <p>“Seven-Up” Rule:</p> </div> <p>Powerful sentences are seven words and up!</p>														

Rutina de Instrucción de Vocabulario Explícito

	Pasos	Ideas														
1.	Pedir a los estudiantes que digan la palabra.															
2.	Proveer una definición de la palabra usando explicaciones a nivel de los estudiantes e ilustraciones.	Use un nota adherible para ayudar a planear su instrucción. 														
3.	Pedir a los estudiantes que discutan lo que saben sobre la palabra.															
4.	Dar ejemplos y contra-ejemplos de la palabra.															
5.	Utilizar actividades de procesamiento intensivo ; haciendo preguntas , usando organizadores gráficos , o dramatizando la palabra.	<p>Escoja una palabra. Usando un nota adherible, planee preguntas y/o actividades que incorporen la palabra. </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="background-color: #444; color: white; text-align: center;">Palabras de procesamiento intensivo</th> </tr> </thead> <tbody> <tr> <td>Comparar</td> <td>Decidir</td> </tr> <tr> <td>Categorizar</td> <td>Justificar</td> </tr> <tr> <td>Diseñar</td> <td>Hacer</td> </tr> <tr> <td>Contrastar</td> <td>Verificar</td> </tr> <tr> <td>Calificar</td> <td>Imaginar</td> </tr> <tr> <td>Recomendar</td> <td>Predecir</td> </tr> </tbody> </table>	Palabras de procesamiento intensivo		Comparar	Decidir	Categorizar	Justificar	Diseñar	Hacer	Contrastar	Verificar	Calificar	Imaginar	Recomendar	Predecir
Palabras de procesamiento intensivo																
Comparar	Decidir															
Categorizar	Justificar															
Diseñar	Hacer															
Contrastar	Verificar															
Calificar	Imaginar															
Recomendar	Predecir															
6.	Ayudar a los estudiantes a crear oraciones poderosas con la palabra nueva.	<p>Acuérdese de la regla</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center; margin: 10px auto; width: 80%;"> <p>“Siete o Más”</p> </div> <p>¡Las oraciones poderosas tienen siete palabras o más!</p>														

Word Lists

Choose one of the following words to teach.

ENGLISH

afraid
attack
deadly
defend
destroy
fierce
gigantic
inject
meal
raise
secure
shock
stun
timid
worship

SPANISH

adoración
ataque
aturdir
choque
comida
defender
destruir
elevar
fatal
feroz
gigantesco
inyectar
miedo
seguro
tímido

Vocabulary Instruction Planning Tool

Title of text: _____

To do	Planning		Support documents
Read and prescreen text for challenging concepts and terms.	Polysemous words, cognates, idioms, and academic terms that may be challenging for students:		Resources 1–3
Identify Level 2 and Level 3 words necessary for students' understanding of the lesson and text.	Level 2 words:	Level 3 words:	Handout 3 www.wordsift.com Resource 4
Select a manageable number of words to preteach. Decide how you will introduce the Level 3 words and which of the selected Level 2 words you will put through the six-step vocabulary routine.	List in the space below Level 2 and Level 3 words to preteach. Include the following: <ul style="list-style-type: none"> • Words that will be frequently encountered in other texts and content areas • Words that are crucial to understanding the main ideas • Words that are not a part of students' prior knowledge • Words that are unlikely to be learned independently through context 		Resource 4

To do	Planning	Support documents
<p>Prepare the vocabulary routine for each Level 2 word you will teach before reading.</p>	<p>Student-friendly definitions:</p> <p>Sample sentences:</p> <p>Located visuals? Y/N</p> <p>Discussion questions:</p> <p>Examples:</p> <p>Nonexamples:</p>	<p>Handout 4 www.wordcentral.com www.ledoceonline.com</p>
<p>Determine activities that will deeply engage students with the vocabulary words.</p> <p>For example, with the vocabulary word <i>wail</i>, provide students with sentence stems such as, “I would wail if...” or “I would never wail if...”</p>	<p>Deep-processing activities:</p> <p>Sentence stems to scaffold creation of powerful sentences:</p>	<p>Resource 5</p>

To do	Planning	Support documents
<p>Practice the vocabulary routine.</p>	<p>Use the sample script on Handout 6 to practice what you might say as you explicitly teach students the vocabulary words.</p>	<p>Handout 6</p>
<p>Identify during reading vocabulary activities.</p> <p>Identify the places in the text where you will use parallel or paired language for both Level 2 and Level 3 words (this is a great way to help students recall word meanings).</p>	<p>Decide where to stop while reading or during the lesson. Use flags or sticky notes similar to the following to remind yourself where to pause and what vocabulary questions you will ask.</p> <div data-bbox="496 606 1057 1018" style="border: 2px solid blue; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Vocabulary discussion question Think-pair-share Pinch card question</p> </div> <p>Decide on any during reading vocabulary activities you will use, such as pinch cards or think-pair-share:</p>	
<p>Select and prepare vocabulary activities for after reading.</p>	<p>After reading vocabulary activities (e.g., slap cards, I have/Who has?, quick write folder):</p>	<p>Resources 6 and 7</p>

San Antonio Independent School District contributed to the development of this document.

References

- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice, 20*(1), 50–57.
- Blase, J., & Blase, J. (2004). *The handbook of instructional leadership: How successful principals promote teaching and learning* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Calderón, M., August, D., Slavin, R., Cheung, A., Durán, D., & Madden, N. (2005). Bringing words to life in classrooms with English language learners. In E. H. Hiebert & M. L. Kamil (Eds.), *Research and development on vocabulary* (pp. 115–136). Mahwah, NJ: Lawrence Erlbaum.
- Cunningham, A. E. (2005). Vocabulary growth through independent reading and reading aloud to children. In E. H. Hiebert & M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 45–68). Mahwah, NJ: Lawrence Erlbaum.
- Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Research-based recommendations for the use of accommodations in large-scale assessments*. Houston, TX: Texas Institute for Measurement, Evaluation, and Statistics, Center for Instruction, University of Houston.
- Goswami, U. (2001). Early phonological development and the acquisition of literacy. In S. B. Neuman & D. K. Dickison (Eds.), *Handbook of early literacy research* (pp. 111–125). New York, NY: Guilford Press.
- Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator, 22*, 4–9.
- Hiebert, E. H., & Kamil, M. L. (2005). *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, NJ: LEA.
- McEwan, E. K. (2003). *Ten traits of highly effective principals: From good to great performance*. Thousand Oaks, CA: Corwin Press.
- McKeown, M. G., & Beck, I. L. (2004). Direct and rich vocabulary instruction. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 13–27). New York, NY: Guilford Press.
- Moats, L. C. (2005). *Reading big words: Syllabication and advanced decoding*. Longmont, CO: Sopris West Educational Services.

- Nagy, W. E. (2005). Why vocabulary instruction needs to be long-term and comprehensive. In E. H. Hiebert & M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 27–44). Mahwah, NJ: LEA.
- National Center for Education Statistics. (2012). *The nation's report card: Vocabulary results from the 2009 and 2011 NAEP reading assessments* (NCES 2013 452). Washington, DC: Institute of Education Sciences.
- National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroup*. Bethesda, MD: National Institute of Child Health and Human Development, National Institutes of Health.
- Stahl, S. A., & Kapinus, B. (2001). *Word power: What every educator needs to know about teaching vocabulary*. Washington, DC: NEA.
- Stahl, S. A., & Nagy, W. E (2006). *Teaching word meanings*. Mahwah, NJ: Erlbaum.
- University of Oregon. (2002). *Big ideas in beginning reading*. Retrieved from http://oregonreadingfirst.uoregon.edu/tchr_big5.html
- Vaughn S., & Linan-Thompson S. (2004). *Research-based methods of reading instruction, K–3*. Alexandria, VA: Association for Supervision and Curriculum Development.



TEXAS LITERACY INITIATIVE



Vocabulary and Oral Language Development



Resources



THE UNIVERSITY OF TEXAS AT AUSTIN



English/Spanish Cognates

English	Spanish		English	Spanish
absolute	absoluto		calendar	calendario
absorb	absorber		calm	calma
abstract	abstracto		cancel	cancelar
acceleration	aceleración		capital	capital
accent	acento		captain	capitán
accident	accidente		category	categoría
acid	ácido		central	central
acre	acre		character	carácter
active	activo		chocolate	chocolate
administer	administrar		circulation	circulación
admire	admirar		colony	colonia
adult	adulto		concise	conciso
allergy	alergia		conflict	conflicto
alphabet	alfabeto		constant	constante
ambition	ambición		credit	crédito
animal	animal		department	departamento
annual	anual		determine	determinar
assembly	asamblea		direction	dirección
attraction	atracción		education	educación
balance	balanza		excellence	excelencia
bank	banco		extreme	extremo
biology	biología		factor	factor
block	bloque		function	función
brutal	brutal		gallon	galón
calcium	calcio		gas	gas

English	Spanish		English	Spanish
general	general		opinion	opinión
habit	hábito		oral	oral
history	historia		palace	palacio
horror	horror		part	parte
hospital	hospital		partial	parcial
human	humano		participate	participar
idea	idea		pause	pausa
imagine	imaginar		permit	permitir
impressive	impresionante		person	persona
index	index		practice	práctica
individual	individuo		president	presidente
insect	insecto		principal	principal
intense	intenso		process	proceso
invent	inventar		public	público
laboratory	laboratorio		radio	radio
literature	literatura		rational	racional
manual	manual		represent	representar
mark	marca		result	resulta
mathematics	matemáticas		segment	segmento
melon	melón		simple	simple
minute	minuto		solid	sólido
model	modelo		special	especial
music	música		telephone	teléfono
national	nacional		television	televisión
natural	natural		tranquil	tranquilo
number	número		vacation	vacación
observe	observar		visit	visita

Adapted from: Kress, J. E. (1993). *The ESL teacher's book of lists*. San Francisco, CA: John Wiley & Sons.

Common Idioms and Phrases

Common Idioms and Phrases Used in School

to be absent	to erase the board	to sign
to be present	to learn	to sign in
to be tardy	to line up	to sign up
to call the roll	to listen carefully	to study
to collect homework	to memorize	to take attendance
to collect papers	to pass	to take an exam
to copy	to pass out papers	to take notes
to daydream	to pay attention	to take a test
to demonstrate	to play a tape	to talk about
to dictate	to print	to write
to do an assignment	to read	to write on the board
to do an example	to report to the office	
to do homework	to salute the flag	

Other Common Idioms

all ears	catch one's breath	keep a straight face
all set	do away with	lay low
back off	eat like a horse	let the cat out of the bag
backseat driver	fall behind	look out
beat up	fall head over heels	make believe
blow up	get away with	play along with
break the ice	get the show on the road	pull your weight
break one's heart	give a hand	put one's foot down
bring home the bacon	go back on a promise	run into
burn one's bridges	hang out	run wild
call it quits	hit the books	see through
catch a cold	hit the sack	take by surprise
	hold on	turn over a new leaf

Common Phrases

Good morning.	Where's the cafeteria?	Go ahead.
How are you doing?	library? gym?	Come on in.
Fine, thanks.	Thank you.	You're very kind.
What's your name?	See you later.	May I help you?
My name is _____.	What's the matter?	Would you help me, please?
Where do you live?	Have a nice day.	Of course.
I live on _____ street.	Excuse me.	No problem.
When did you move here?	I'm sorry.	It would be a pleasure.
Where did you live before?	That's all right.	Please join us.

Adapted from:

Fry, E. B., Kress, J. E., & Fountoukidis, D. L. (2000). *The reading teacher's book of lists* (4th ed.). San Francisco, CA: John Wiley & Sons.

Kress, J. E. (1993). *The ESL teacher's book of lists*. San Francisco, CA: John Wiley & Sons.

Academic Terms

Complex sentences illustrate complex thought by using some of the following words:

Time: *when, while, since, before, after, until, once, during, afterward, never, infinitely, seldom, habitually, sometimes, always*

Place: *where, wherever, above, across, before, behind, below, beneath, beside, between, beyond, by, down, in, into, near, off, on, over, through, throughout, toward, under, underneath, up, upon, within, nearby, there, away, everywhere*

Cause: *because, as, inasmuch as*

Condition: *if, unless, on condition that, without*

Contrast/concession: *although, even though, despite, in spite of, while, where, whereas, therefore, however, moreover, nevertheless, consequently, but, yet*

Other important words: *that, which, who, whoever, whom, what, how, about, amid, and, but, for, nor, furthermore*

Functional words:

<i>copy</i>	<i>learn</i>	<i>present</i>	<i>take notes</i>
<i>demonstrate</i>	<i>line up</i>	<i>print</i>	<i>trace</i>
<i>dictate</i>	<i>look for</i>	<i>read</i>	<i>underline</i>
<i>discuss</i>	<i>memorize</i>	<i>recognize</i>	<i>visualize</i>
<i>explain</i>	<i>organize</i>	<i>reflect</i>	<i>write</i>
<i>highlight</i>	<i>perform</i>	<i>remember</i>	

Academic terms for printed materials:

<i>caption</i>	<i>boldface type</i>	<i>introduction</i>	<i>picture</i>
<i>chapter</i>	<i>diagram</i>	<i>illustration</i>	<i>quotation</i>
<i>chart</i>	<i>figure</i>	<i>italicized type</i>	<i>subtitle</i>
<i>column</i>	<i>graph (line, bar,</i>	<i>map</i>	<i>table of contents</i>
<i>conclusion</i>	<i>pie)</i>	<i>page</i>	<i>title</i>
	<i>heading</i>	<i>paragraph</i>	<i>title page</i>

Adapted from:

Kress, J. E. (1993). *The ESL teacher's book of lists*. San Francisco, CA: John Wiley & Sons.

Pilgreen, J. (2006). Supporting English learners: Developing academic language in the content area classroom. In T. A. Young & N. L. Hadaway (Eds.), *Supporting the literacy development of English learners* (pp. 41–60). Newark, DE: International Reading Association.

Selecting Vocabulary Words: Planning for Instruction

- Preview the passage, even if the publisher has already selected vocabulary words.
- Read the passage and identify vocabulary your students will find unfamiliar. Ask yourself, “How difficult is this passage to understand?”
- Determine the importance of a word. Ask yourself, “Will this word appear again and again?” Will knowledge of the word help in other content areas? Is the word necessary to comprehend the passage?” These are Level 2 words.
- Level 2 words include words that:
 - Will be frequently encountered in other texts and content areas
 - Are crucial to understanding the main ideas
 - Are not a part of the students’ prior knowledge
 - Are unlikely to be learned independently through the use of context or structural analysis
- Select Level 2 words that are related to the main ideas and crucial to understanding the text.
- List words challenging for your students. These words may or may not be related to one another. You may not be able to teach all the words you find challenging for your students. Research supports teaching only a few words before reading to help students comprehend what they read.
- Determine which words are adequately defined in the text. Some words may have a direct definition, and others may be defined through context. Expand on these words after reading, rather than directly preteaching them.
- Identify words students may know based on their prefixes, suffixes, and base or root words. If structural elements help students determine words’ meanings, do not teach the words directly.
- Consider student needs. Words that are likely to be in students’ prior knowledge may not require direct teaching. These words can be discussed as you activate and build prior knowledge before reading or expanded after reading. These are Level 1 words.

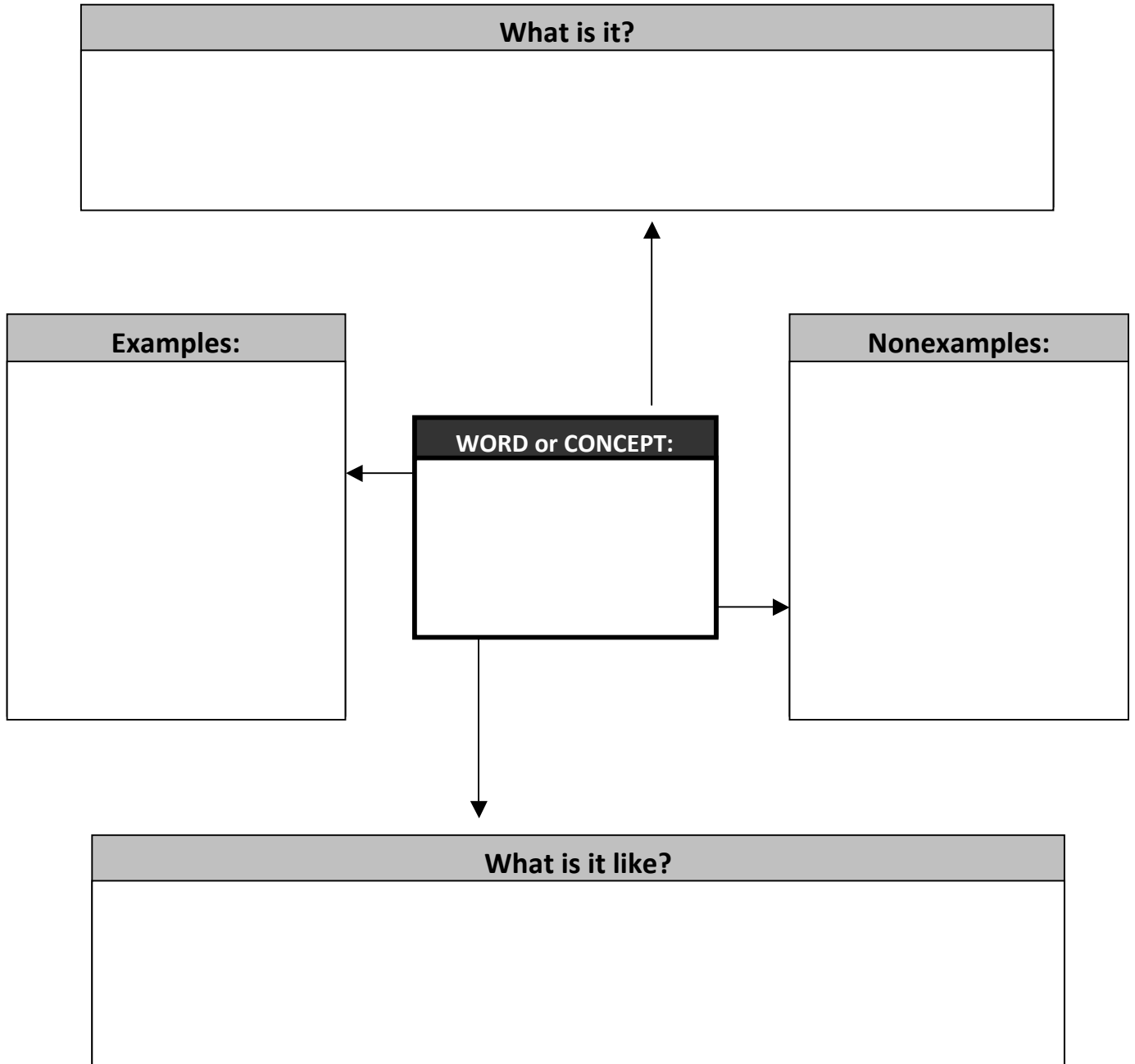
Adapted from:

Beck, I., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Press.

Cooper, J. D. (1997). *Literacy: Helping children construct meaning* (3rd ed). Boston, MA: Houghton Mifflin.

Graphic Organizers

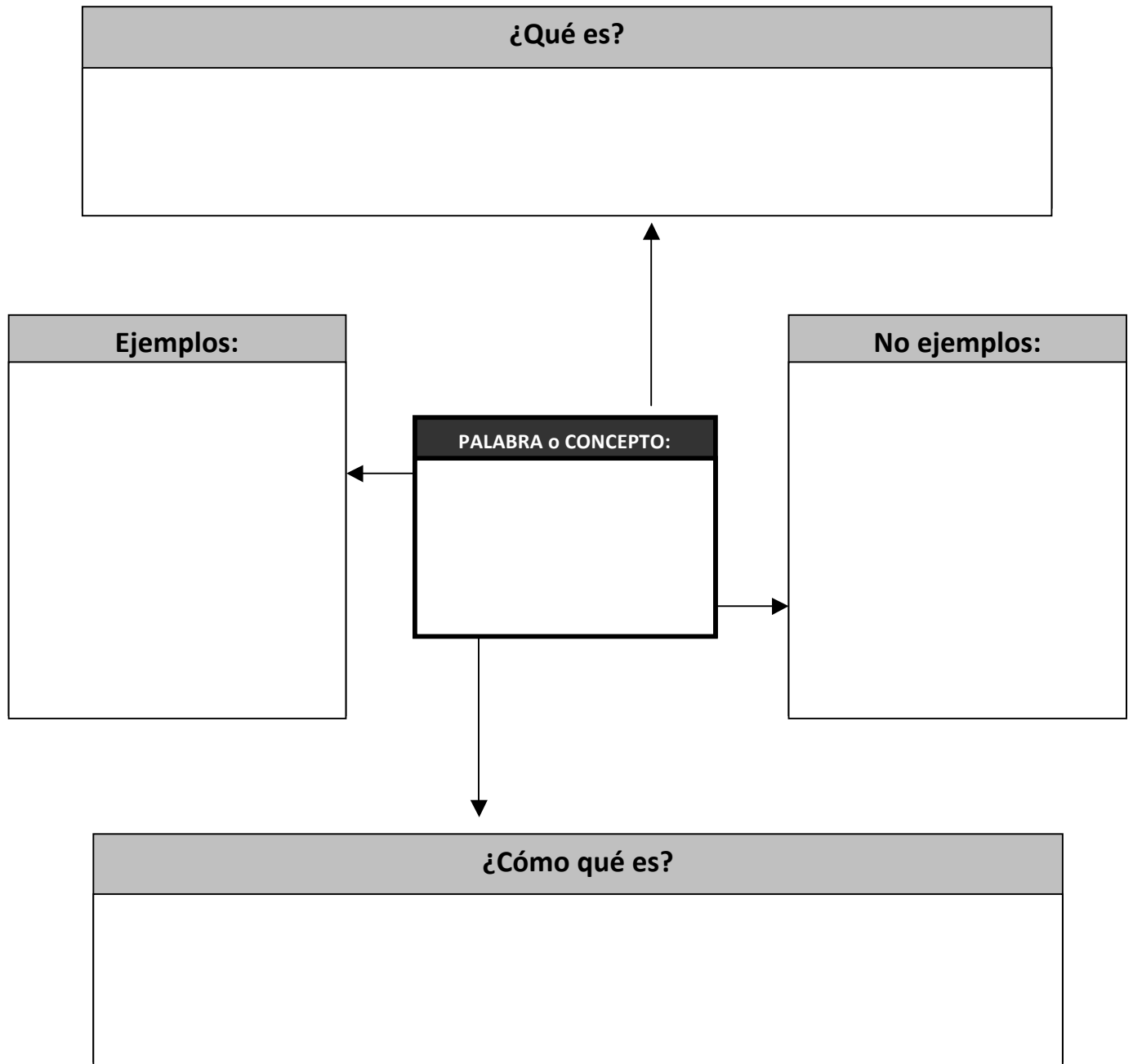
Concept Word Map



Adapted from:

Schwartz, R. M., & Raphael, T. E. (1985). Concept of definition: A key to improving students' vocabulary. *The Reading Teacher*, 39(2), 198–205.

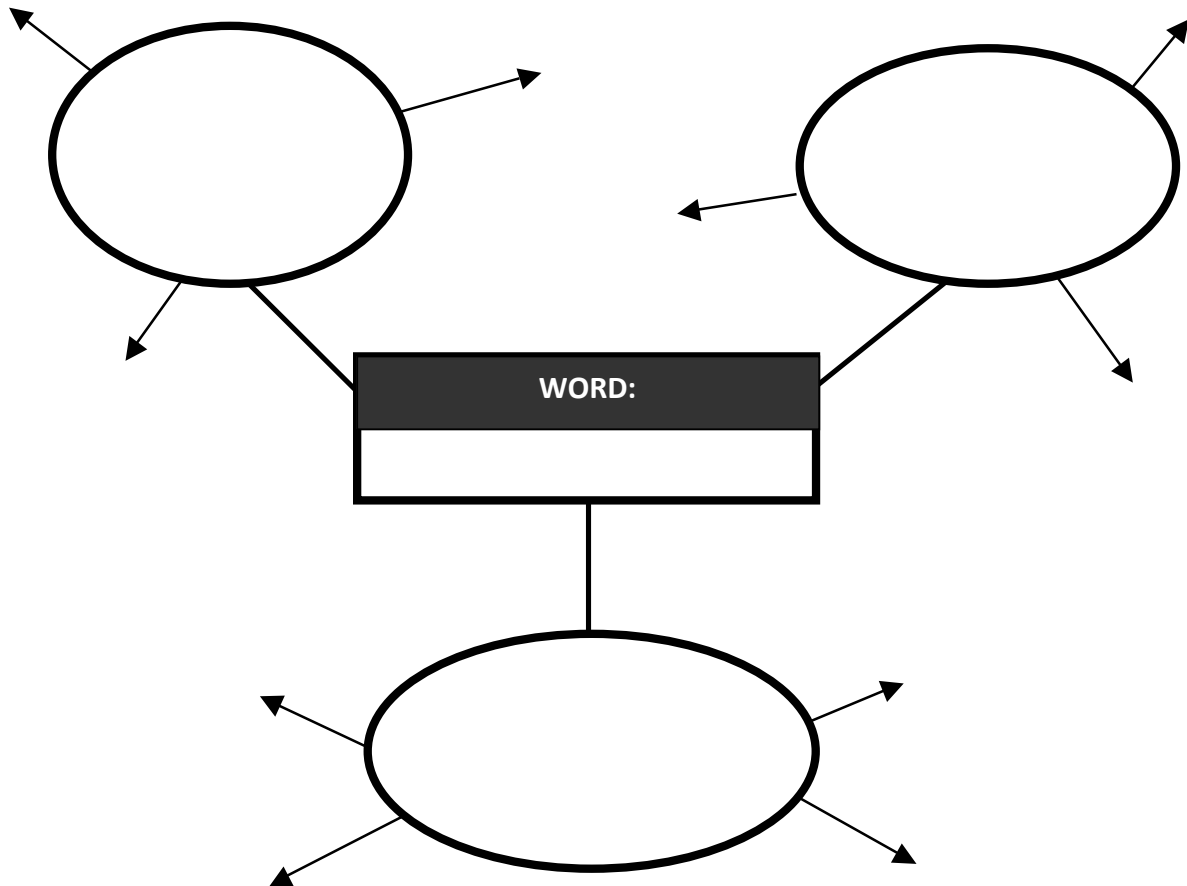
Mapa para Conceptos



Adapted from:

Schwartz, R. M., & Raphael, T. E. (1985). Concept of definition: A key to improving students' vocabulary. *The Reading Teacher*, 39(2), 198–205.

Word Map: Multiple-Meaning Words

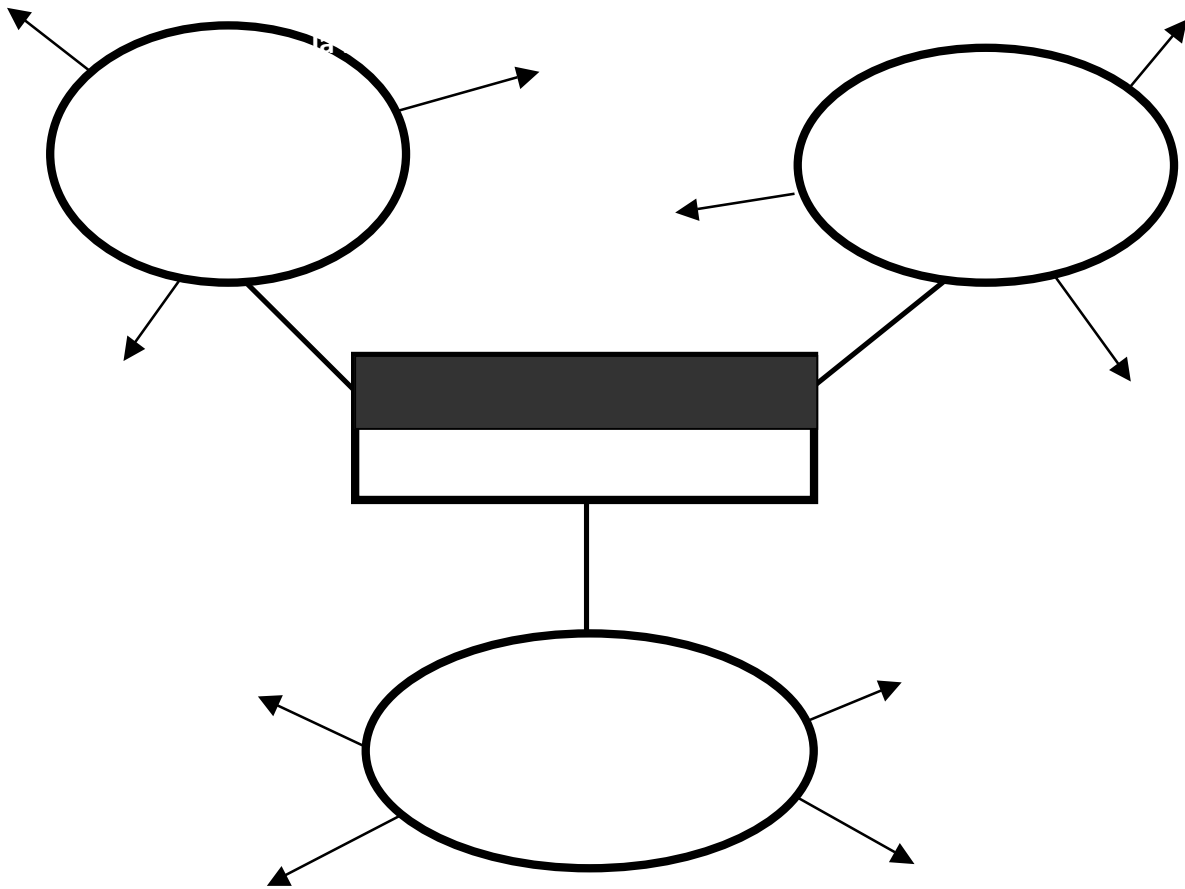


- **Record the definitions of a word.**
- **Locate examples of the word in the text.**
- **Match the word with the definition used in the text.**

Adapted from:

Anderson, R. C., & Nagy, W. E. (1991). Word meanings. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research: Vol. 2* (pp. 690–724). New York, NY: Longman.

Ejemplos de mapas de palabras con significados múltiples



- **Apunte los significados múltiples de la palabra.**
- **Encuentre ejemplos de la palabra en el texto.**
- **Empareje la palabra con el significado usado en el texto.**

Adapted from:

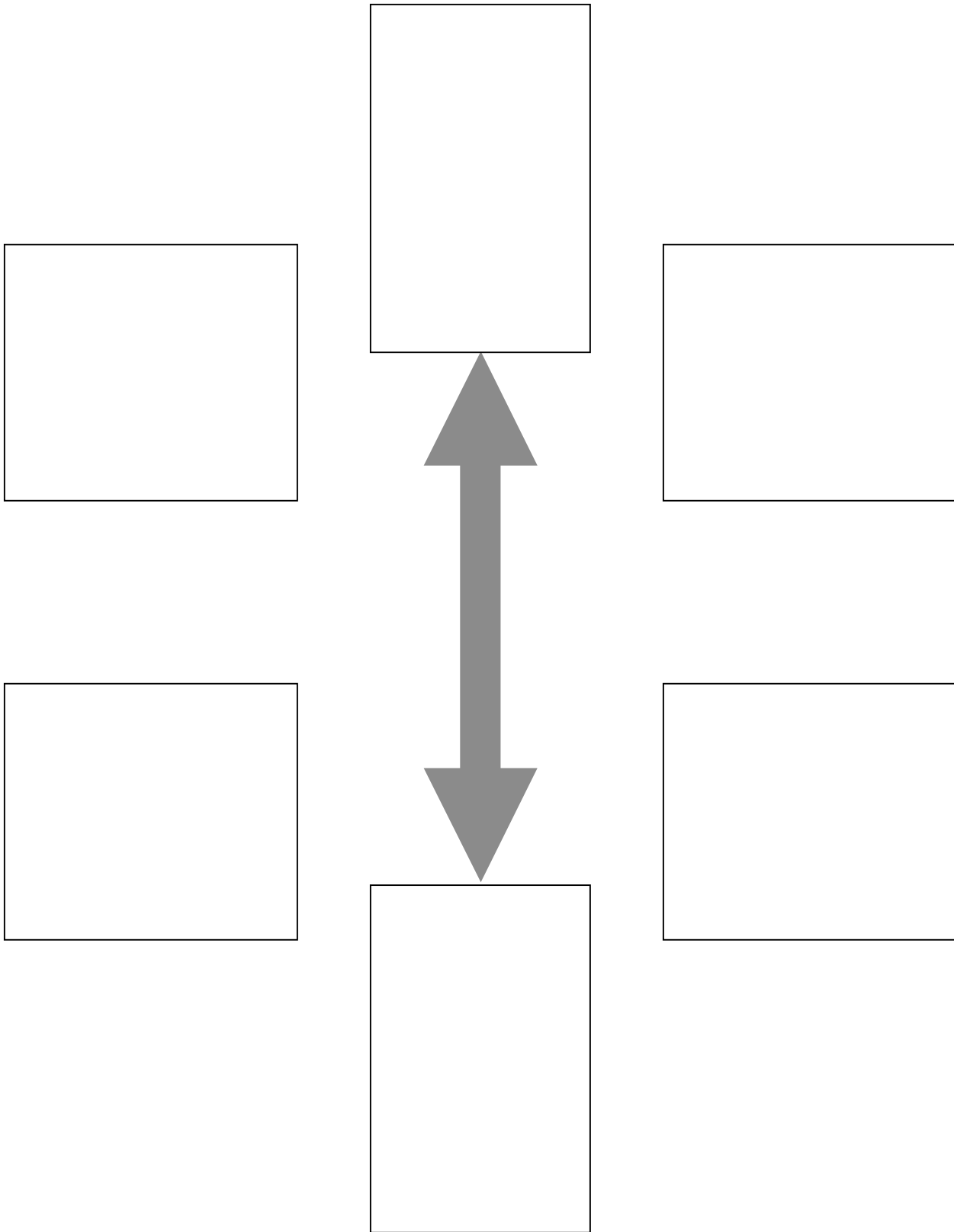
Anderson, R. C., & Nagy, W. E. (1991). Word meanings. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research: Vol. 2* (pp. 690–724). New York, NY: Longman.

Inside Information

<p>Word #1 _____</p> <p>Definition _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence _____</p> <p>_____</p> <p>_____</p> <p>Example _____</p> <p>_____</p>	<p>Word #2 _____</p> <p>Definition _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence _____</p> <p>_____</p> <p>_____</p> <p>Example _____</p> <p>_____</p>	<p>Word #3 _____</p> <p>Definition _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence _____</p> <p>_____</p> <p>_____</p> <p>Example _____</p> <p>_____</p>
---	---	---

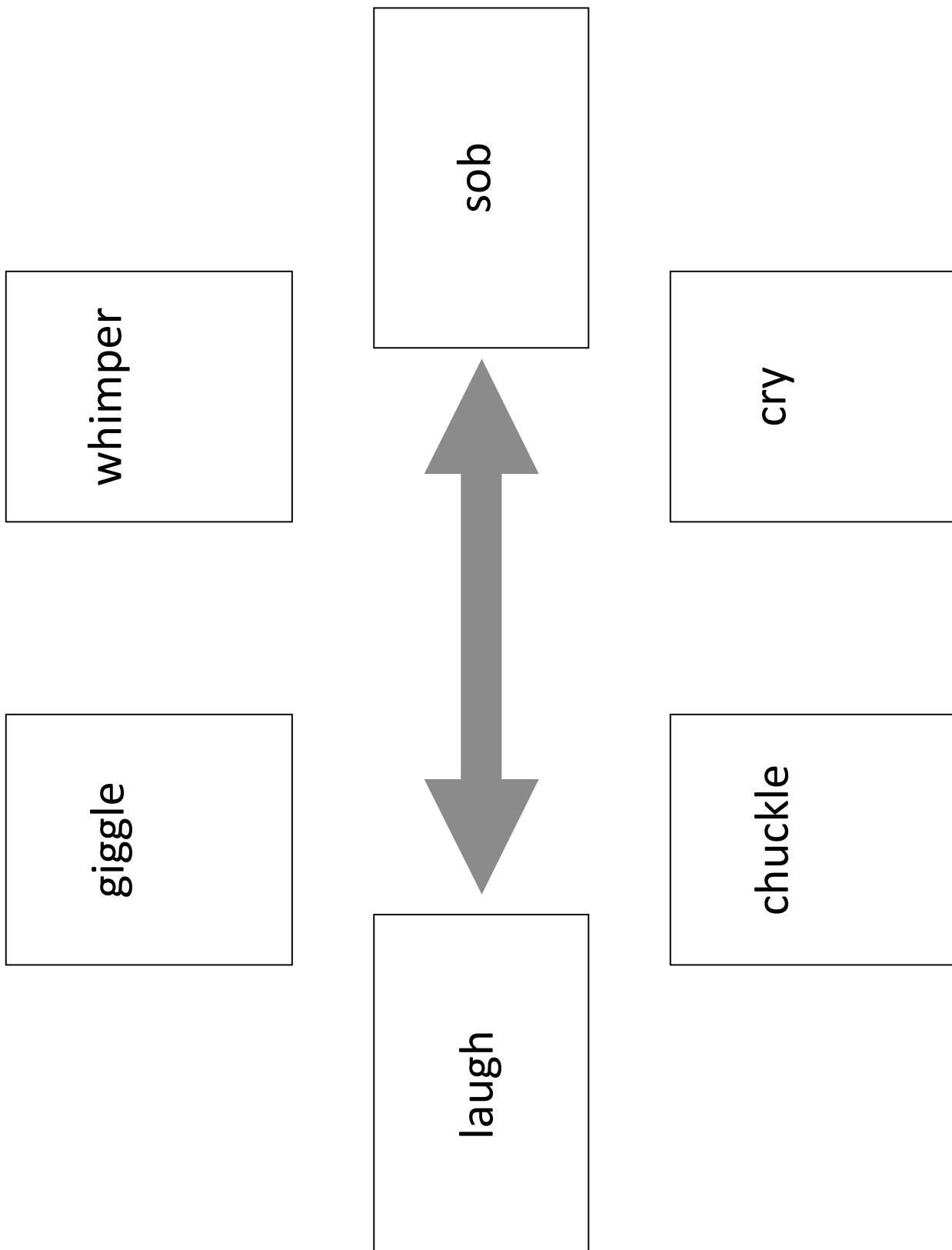
Adapted from Florida Center for Reading Instruction. *Student center activities, grades 2–3*. Retrieved from www.fcrr.org/curriculum/studentCenterActivities23.htm

Deep Processing



Adapted from Florida Center for Reading Instruction. *Student center activities, grades 2–3*. Retrieved from www.fcrr.org/curriculum/studentCenterActivities23.htm

Deep Processing – Completed Example



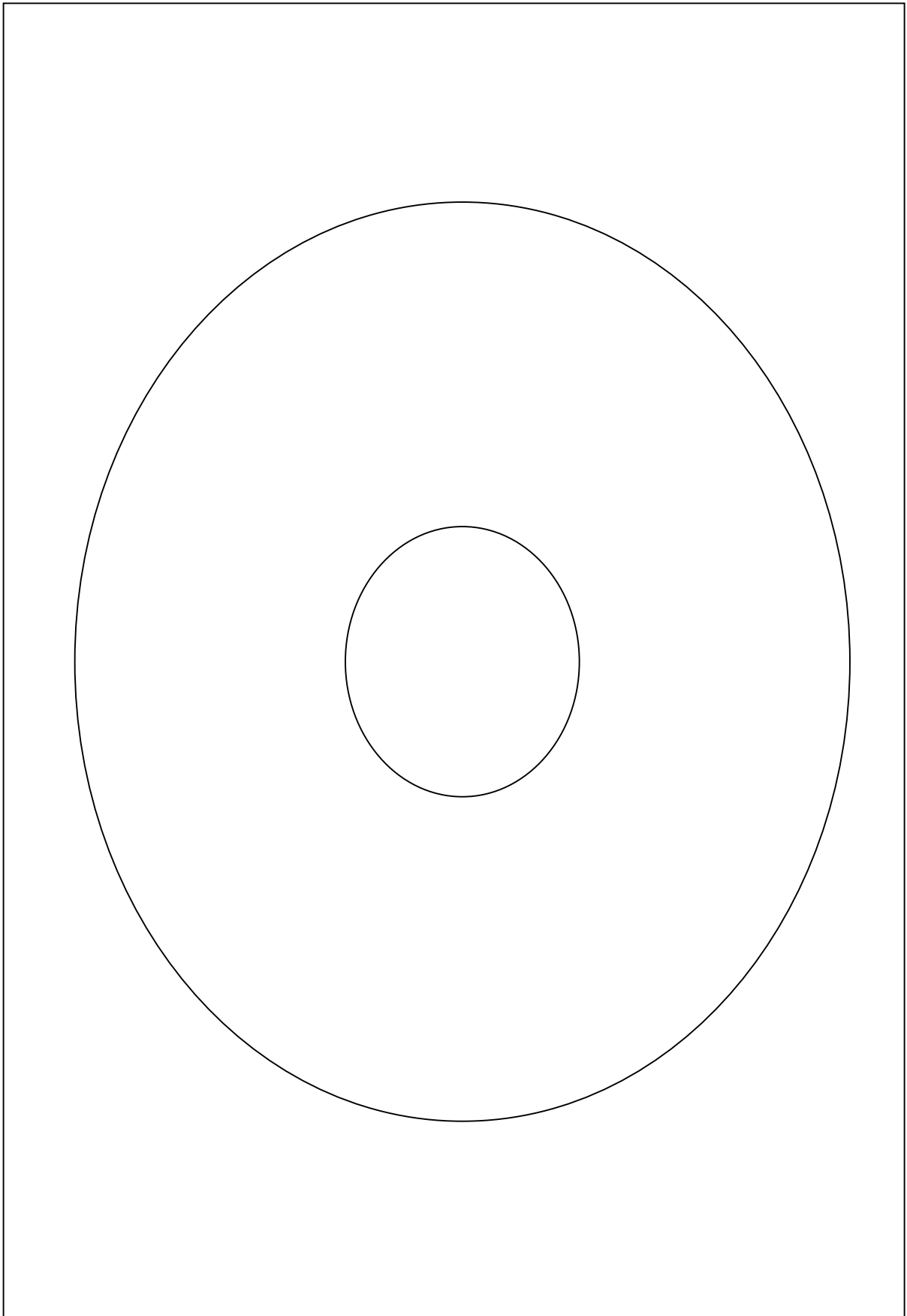
Adapted from Florida Center for Reading Instruction. *Student center activities, grades 2–3*. Retrieved from www.fcrr.org/curriculum/studentCenterActivities23.htm

Word Wrap

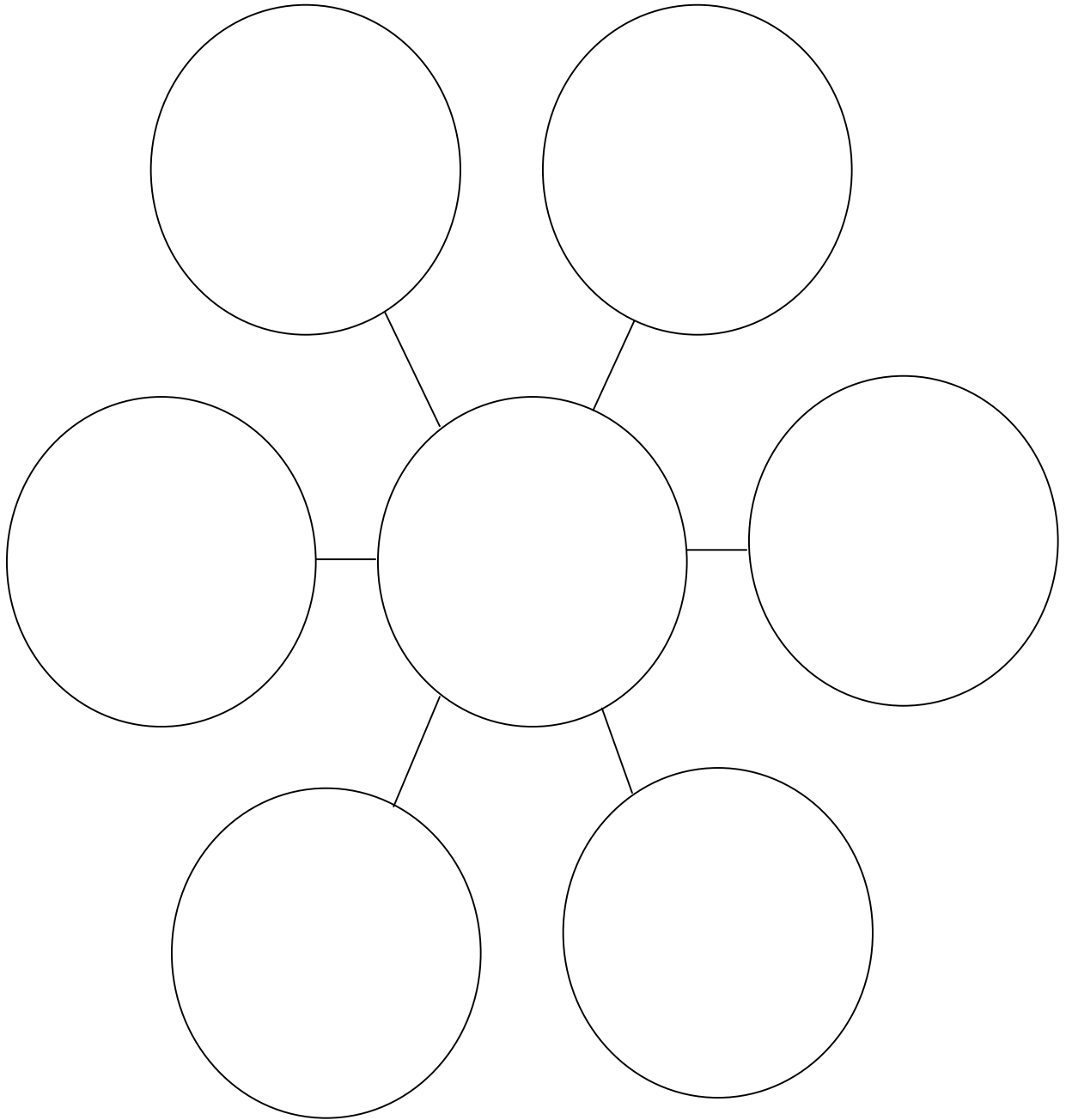
Word	What are some examples?
What is it?	What is it like?

Adapted from:
Florida Center for Reading Instruction. Retrieved from www.fcrr.org/curriculum/studentCenterActivities23.htm

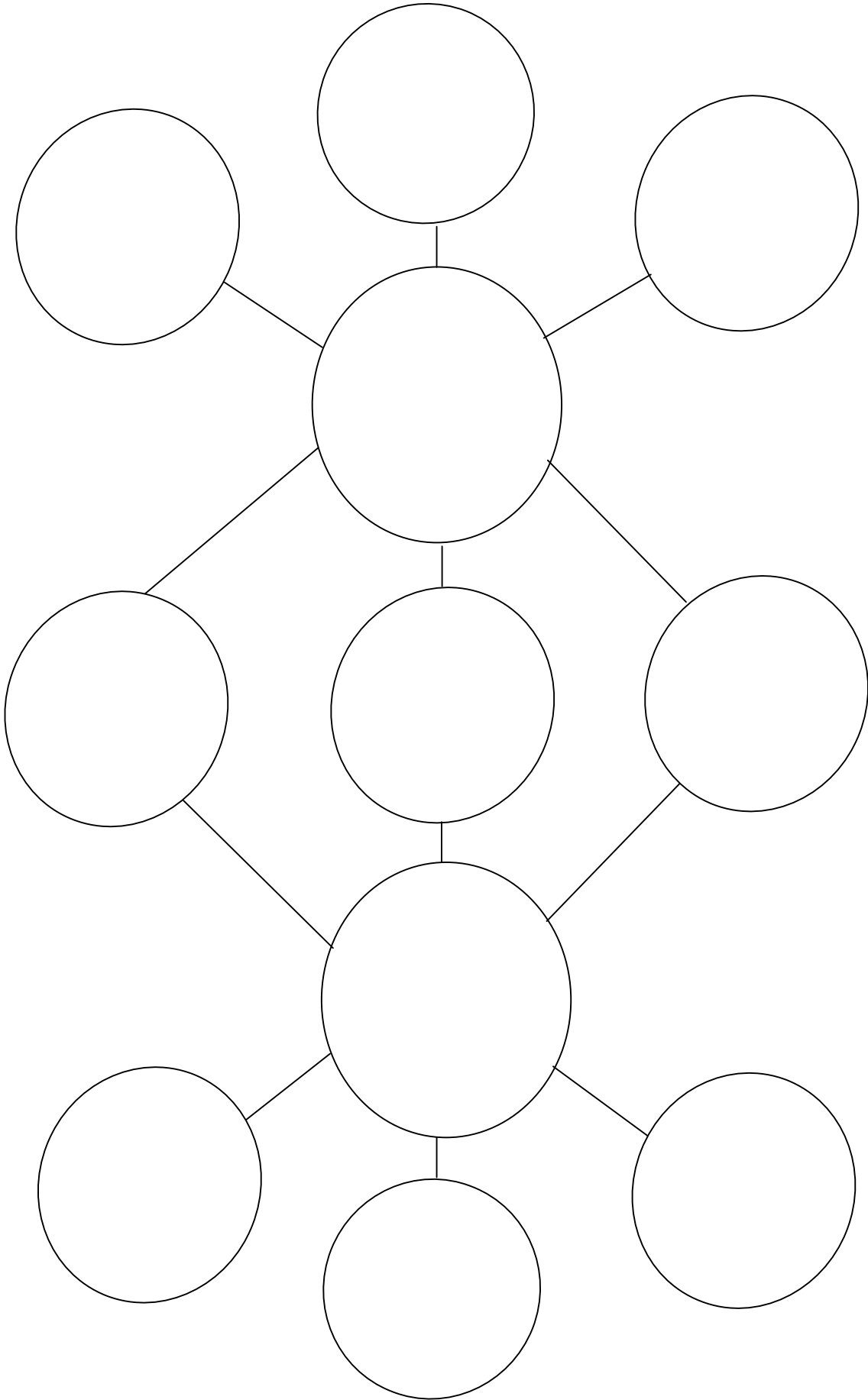
Circle Map



Bubble Map



Double Bubble Map



Four-Square Vocabulary Map

<p>Word:</p> <p>Brainstorm everything we know about the word:</p>	<p>What is it?</p>
<p>Antonyms:</p>	<p>Synonyms:</p>

Vocabulary Activities for Extended Student Practice

- Allow students to provide their own examples of the use of a word.
- Compare related words.

Example:

Use the double bubble map to compare the words *happy* and *overjoyed*.

- Hold discussions with the focus on a new vocabulary word.

Example:

When was a time you were overjoyed?

How did you feel when you were overjoyed?

What made you feel overjoyed?

- Provide examples and nonexamples of word meanings and ask students to identify which examples are correct.

Example:

I'll say some events. Say "considerate" if it is a considerate thing to do.

You help a friend who fell down.

You let a friend play with your toys.

You take a toy away from someone.

You make someone who is sad feel better.

You laugh at someone who makes a mistake.

You tell someone what you like about him or her.

- Incorporate taught words in your casual discussions with students and "teacher talk" throughout the day.

Example:

"I went to bed too late last night. I'm feeling **exhausted** today."

"We have an **abundance** of crayons you can use to write your words in different colors."

"Please come straight back from the office. Don't **roam** the hallways."

- Develop a vocabulary word wall for discussing meanings, matching synonyms and antonyms, and categorizing words according to meaning. You can create activities to connect these vocabulary words to words on the "sight-word" word wall.

Example:

Find and read words on the word wall that are **vehicles**. (*Vehicle* is on the vocabulary word wall.)

Possible words from the "sight-word" word wall: *van, car, plane, bike*

Memory

Students make flashcards of their vocabulary words. The words and their definitions are written on separate cards. Students place all of the cards facedown and turn cards over one at a time to try to match the word with its meaning. (Students can also do this activity for homework and bring in the matched pairs the next day.)

Make Stories/Books With Vocabulary Words

Students create a story incorporating all of their vocabulary words. Each sentence must build on the previous sentence and make sense. Students can generate the story as a large group, small group, or individually. Students can challenge themselves to use more than one vocabulary word in a sentence.

Students write definitions of their vocabulary words, write a new sentence using the word, and draw a picture of their sentence in a book.

Word Building

Fold a piece of paper and write a vocabulary word in the middle of the paper in a box (or on the board if it is a group activity). (You can make the map in advance so each student has a copy and is ready to work.) Write the definition of the word in the first box. Have students brainstorm and write synonyms or examples to help define the word in the second box. In the third box, have students brainstorm and write sentences using the word correctly. In the last box, have students brainstorm clear examples of ways the word can be used appropriately. (Discuss nonexamples, or inappropriate uses of the word, to clarify any misperceptions about the word's meaning.)

Venn Diagram

Select two related words and write one in each circle of a Venn diagram on the board. Write similarities of the words in the overlapping portion of the circles and differences in the nonoverlapping portions of the circles. For example, the words *city* and *town* have many similarities and differences that could be compared using a Venn diagram. Students can do this activity as a whole group or individually. If students do it individually, bring students together to share their answers as a group at the end.

Vocabulary Calendar

A vocabulary calendar is a great way to incorporate a mini-lesson or activity into each day. Read the “word of the day” each day and discuss its meaning with the students. Brainstorm together different ways the word can be used in other sentences. Give students a “mission” to use the word appropriately later in the day or to find the word in text. Students can also use the word in a sentence for bonus points for homework.

Mother, May I?

Put students in a horizontal line facing you. Give students a word. Students raise their hand, you pick one student to ask “Mother, may I?”, and the student must correctly define the word

before taking a step. This game can also be reversed, in which you give students the definition and they must answer with the correct vocabulary word to take a step.

20 Questions

Tell students you are thinking about one of their vocabulary words. Students must ask you questions about their vocabulary words that you could reply with a “yes” or “no” answer to help them determine which word you are thinking of. Students must ask specific questions to determine the answer in fewer than 20 questions. For example, if the vocabulary word were *turkey*, students would ask questions such as:

“Does it have fur?” (“No.”)

“Does it have feathers?” (“Yes.”)

“Do we eat it at Thanksgiving?” (“Yes.”)

“Is it a turkey?” (“Yes.”)

Sort Examples and Nonexamples of Words

Give students pictures of items that could be used as examples or nonexamples of a vocabulary word. For example, for *enormous*, you would give students pictures of items that could be considered enormous, such as an elephant or a skyscraper, and items that are clearly not enormous, such as a mouse or a paperclip. Students sort the cards based on whether they are examples or nonexamples of *enormous*.

Jeopardy

Divide words that have been learned throughout the year into categories. Write the categories across the top of the board. On flashcards, write the meanings of specific words to go under each category and tape the cards to the board. Students take turns picking a card under a category. When a student has selected a card, you read the definition of the word (or have a designated student reader). The student must answer with the correct word to keep the card. If the student answers incorrectly, the card goes back on the board for another student to pick.

Quick Activities

- Name a vocabulary word and ask students to write as many ideas as they can about the meaning of the word in 1 minute.
- Hold dictionary races to see who can use dictionary skills to find a word the fastest.
- Introduce a vocabulary word in a meaningful sentence that gives clues to the meaning of the word. Read the sentence and ask students to discuss possible meanings of the word.
- Name two words. Ask students to tell ways the words are similar in meaning and ways the words are different in meaning.
- Write 10–12 words on index cards. Discuss with students how the words can be sorted into categories according to their meanings.
- Give points to students who incorporate weekly vocabulary words into their writing or speaking.

Semantic Word Maps

Students learn how to create a word map for a targeted vocabulary word in a text.

- 1) Introduce the targeted word (e.g., *afraid*) and write it on a transparency. Say the word, and have the students say the word. Have the students write it on their own map.
- 2) Ask the students to define the word (e.g., “What does the word *afraid* mean?”).
- 3) Discuss responses. As a group, determine the best definition. Write the definition on the transparency and read it, and then have students repeat the definition and write it on their word maps.
- 4) On the transparency, write one example sentence (e.g., “Sometimes there are strange noises at night.”) and one nonexample sentence (e.g., “John is excited for his birthday.”). Label each.
- 5) Have students turn to their neighbors. On their word maps, have each pair write one example sentence and one nonexample sentence of the word.
- 6) Have students read their sentences. Provide corrective feedback.
- 7) Ask students to identify synonyms and antonyms of the word (e.g., “What is a synonym for *afraid*? What is an antonym for *afraid*?”).
- 8) Have students record synonyms and antonyms on their maps.
- 9) Have students share and discuss their word maps with a few partners.
- 10) Encourage students to use the word in conversation and to look for it in print.

Elaborating Words

Students provide at least one detail to describe a word in a sentence. Use familiar nouns (e.g., *cat, snake, farm*) and adjectives (e.g., *afraid, mean, huge, orange, timid*).

- 1) Explain that students can elaborate on or say more about words to make sentences more interesting.
- 2) On a transparency, write a sentence that uses a familiar word. Be sure to underline the word (e.g., “The cat played with the ball.”).
- 3) Read the sentence and have the students read it aloud.
- 4) Model how to elaborate and add more words to describe the word (e.g., “I will think of some more words that tell more about the cat.”).
- 5) Add several descriptive words (e.g., *small, timid, orange*) to the sentence.
- 6) Rewrite the sentence, adding the descriptive words (e.g., “The orange and timid cat played with the small ball.”).
- 7) Read the sentence and have the students repeat it.
- 8) Ask students to independently (or in pairs) think of at least three words to describe or tell more about the familiar word.
- 9) Have several students share their descriptive words. Rewrite the sentence, adding the words.
- 10) Continue the same process with the other familiar words.

Prior Knowledge Graphic Organizer

Students brainstorm and connect prior knowledge to new words.

- 1) Present the new vocabulary word on a word card. Read the word and ask the students to repeat it.
- 2) Ask the students what they know about this word. Record responses on the graphic organizer. Read the response aloud. To facilitate responses, ask the following questions: “Where have you heard this word?” “When have you heard this word?”

Vocabulary Word Wall Activities

These activities can also be done orally. Also, you may have students work in pairs.

- **Synonyms**

Students find synonyms on the vocabulary word wall that correspond with the word the teacher provides. Remind students that synonyms are words that are similar in meaning. Tell students you will provide a word and its first letter and they will find the matching synonym on the vocabulary word wall.

Example:

“The first word starts with a *g* and is a synonym for *large*.” Students locate *gigantic* on the vocabulary word wall.

- **Antonyms**

Follow the above directions, but use antonyms.

- **Examples/Nonexamples**

Students distinguish and find examples and nonexamples of words or pictures the teacher provides.

Example:

“The word starts with a *g*. Here is your example sentence: An elephant is one of the biggest animals at the zoo.” Students locate the word *gigantic* on the vocabulary word wall.

Nonexample:

“The word starts with a *g*. Here is your sentence: Yesterday, I saw a tiny red ant.” You may also draw a picture of an ant on the whiteboard or show a photo to demonstrate the word. Students locate the word *gigantic* on the vocabulary word wall.

- **Context Clues**

Students decide which vocabulary word on the word wall makes sense. For each word, tell students the first letter. Then, say a sentence, leaving out a word that begins with that letter. Students decide which word makes sense in the sentence and write that word.

Examples:

Say, “The first word begins with a *g* and fits in the sentence: ‘An elephant is ...’”
(gigantic)

Say, “Number two begins with an *a* and fits in the sentence: ‘Mary is ... of monsters.’” (afraid)

Say, “Number three begins with a *t* and fits in the sentence: ‘... grow up to be frogs.’” (tadpoles)

To check the answers, read the sentences again and have the students tell you the word they wrote. Say the sentence again with the word inserted and ask students whether the sentence makes sense. You can also ask the students to provide each word’s definition.

Oral Language Lessons

Lesson 1

- Objective:** To help students use extended discourse
- Grouping:** Large or small group
- Materials:** Sharing Hand planning guide; Sharing Hand poster

Procedures:







- Model how to use the Sharing Hand. Use your hand (make a happy face on the palm of your hand) or use the Sharing Hand poster. Point to each finger for the *wh*- questions and the palm of your hand for the *how* question.
- Explain: “If you include the *who, what, when, where, why,* and *how* when you share, it helps those who are listening to understand. That’s why a happy face is placed in the palm of the hand.”
- Retell a simple event and then ask the Sharing Hand questions (e.g., Who is it about? What is happening? When did it happen? Where did it happen? Why did it happen? How did it happen?). As you ask each question, point to the appropriate finger and to your palm for *how*.
- Ask individual students to tell a story or personal narrative. Model and have the other students point to their fingers and to their palm when they hear the *who, what, when, where, why,* and *how*.
- Use the Sharing Hand congratulation (e.g., high five or handshake) each time a child includes most or all of this information.
- Have students practice using the Sharing Hand as a guide as they share personal narratives or explanations with partners.
- Ask each of the *wh*- questions as you point to the corresponding finger on your hand to assist students who have difficulty telling about an event.
- Have students who are having difficulty with all of the questions focus on only two or three of the questions (e.g., *who, what, when*). Gradually add questions one at a time.
- Use the Sharing Hand planning guide when preparing lessons for listening to storybooks, information books, or a shared writing activity in which the group tells about an event or describes a classroom project.

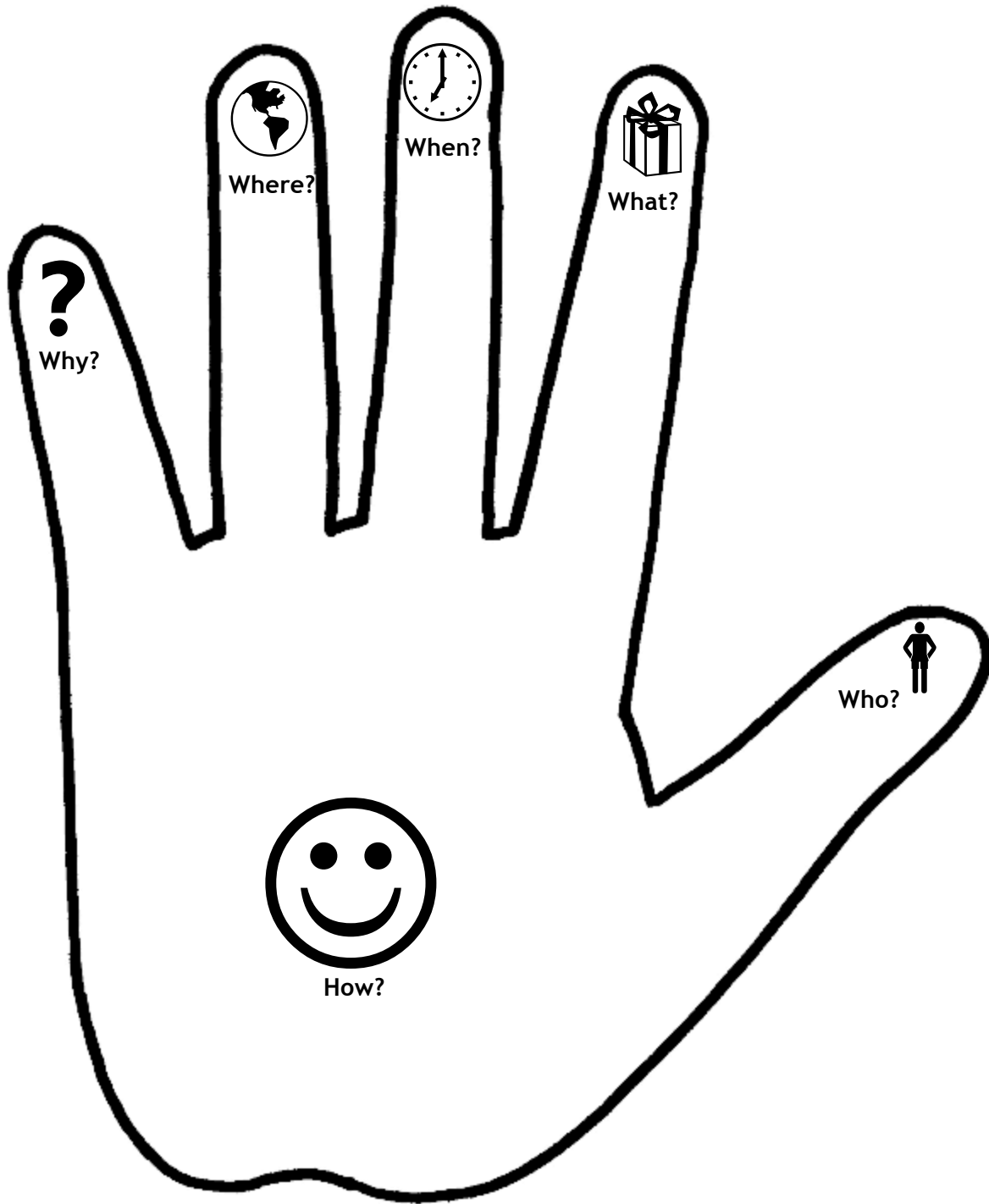
Home Link:

- Provide a copy of the Sharing Hand for parents to use with their children when discussing events or storybooks at home.

The Sharing Hand Planning Guide

Before a Sharing Hand lesson, write your questions.

<p>Who?</p> 
<p>What?</p> 
<p>When?</p> 
<p>Where?</p> 
<p>Why?</p> 
<p>How?</p> 



Oral Language Lessons

Lesson 2

Objective: To help students learn part–whole relationships including labels and functions

Grouping: Small or large groups

Materials: Everyday objects in the classroom and pictures

Procedures:

- Before the lesson begins, identify two- to four-part objects. Objects for teaching part–whole relationships include a chair (legs, back, seat, rungs); a table (top, legs); a pencil (shaft, point, eraser); a desk (top, legs, drawers); a bookcase (shelves, top, sides); a flower (petals, stem, leaves); and a tree (branches, trunk, leaves). Later, use pictures or toy models of objects that have many parts, such as cars, bicycles, trucks, and houses.
- Place a chair in front of the group. Ask students to name the object.
- Point to each part of the chair (the back, the seat, the legs, and if appropriate, the rungs) and encourage students to name each part using complete sentences: “A chair has legs. A chair has a back. A chair has a seat.”
- Immediately provide the name of any parts students don’t know.
- Have students practice naming the parts until students can name all of the parts. Then ask students to say the name of the whole object.
- Point to the back of the chair, and ask, “Why does a chair have a back?” Provide scaffolding to help students state clear and concise answers. Repeat with each part of the chair.
- Play the “What if?” game. Ask: “What if a chair didn’t have a back?” Help students clarify their responses. Repeat with each part of the chair, and then ask a final question: “Why do we have chairs?”
- Encourage students to determine whether other chairs in the room have the same parts as the model chair.
- For other part–whole lessons, begin with a review and have students name the parts, their functions, and play the “What If?” game.
- Discuss objects that don’t have common names for all of the parts. For example: “A cup has a handle, but the other part does not have a common name.” Have the students suggest a name.

- When working with objects with many parts, help the students learn three or four parts 1 day and then add more parts the next day.
- Whenever possible, show students the connection between the names of parts of objects and the names of parts of the body. For example: “People have legs, and tables and chairs have legs. People have eyes, and a needle has an eye.”
- Play the “Do You Know What I Am Thinking Of?” game. Name a part or parts that students have learned. For example: “I am thinking of legs and a back.” After students respond, ask, “How do you know?”
- Have the students work in pairs. Each member of the pair draws pictures with missing parts. For example: a chair with missing legs or a toothbrush with missing bristles. Then partners exchange pictures and draw and name the missing parts of the pictures.

Home Link:

- Ask students to look around their house for objects with parts that they have been learning about. Have them notice whether the objects at home have the same parts.
- Have the students bring objects or toys with parts from home.

Oral Language Lessons

Lesson 3

Objective: To help students learn the concept of *opposite* and to expand vocabulary as they learn words with opposite relationships

Grouping: Small group or whole class

Materials: Everyday objects in the classroom and pictures

Procedures:

- Assemble sets of classroom objects, toys, and pictures that look the same, but differ in some way. Begin with one or two opposite pairs in a lesson. Examples: size (big–little); feel (soft–hard); weight (heavy–light); condition (full–empty).
- Tell students: “We’re going to learn to use an important word, *opposite*. Let’s all say that word.”
- Model the relationship between two opposite concepts, such as *full* and *empty*.
- Fill one of two identical glasses with water from a pitcher. Do not put water in the other glass.
- Point to the glass with water and say: “This glass is full.”
- Point to the glass that has no water in it and say: “This glass is not full—it is empty.”
- Then pour the water from the full glass into the empty glass and ask: “Which glass is full? Which glass is empty?” Encourage students to use complete sentences to describe each glass.
- Fill a glass half-full of water and ask: “Is this glass full? Is this glass empty?” Then ask a child to fill one of the glasses. Then ask: “Is this glass full?” Possible responses include: “It’s not full, and it’s not empty.”
- Introduce the term *opposite*. After discussing *full* and *empty*, explain: “*Full* is the opposite of *empty*, and *empty* is the opposite of *full*.”
- Ask the questions: “What is the opposite of *empty*? What is the opposite of *full*?”
- Have students describe objects that are full and objects that are empty. For example: “The box of blocks is full.” “The waste basket is empty.” “The bookcase is full.” “The toy shelves are full.”

- Present similar lessons with other pairs of opposite words. Be sure to review previously introduced words.
- Encourage students to find other words that have opposite relationships. For example: *tall* and *short*, *open* and *shut*, *sad* and *happy*, *sick* and *well*, *hot* and *cold*.
- Play the “I’m thinking of a ...” game with words the students have learned. For example: “I’m thinking of a jar that is not empty. What do you know about that jar?” Encourage students to ask the questions and call on others to respond to their questions.
- Have students sort pictures of objects and people into the categories that have been studied. For example: *hot* and *cold*.
- Have students draw pictures that illustrate opposite relationships. They can describe their pictures during circle time or small-group instruction.

Home Link:

- Encourage students to find opposites in their home and play the “I’m thinking of a ...” game with a family member.

Oral Language Lessons

Lesson 4

Objective: To help students learn the vocabulary of school, such as numbers, shapes, directions, categories

Grouping: Small group or whole class

Materials: None

Procedures:

- Model the language of giving directions, so students learn to follow and give them.
- Select prepositions that are important to the instructional language used in school. Examples: *on, over, in, under, near, far, in front of, in back of, between.*
- Introduce two prepositions, such as *on* and *over*.
- Say: “We’re going to watch, listen, do some actions, and talk about what we do.”
- Demonstrate the prepositions *on* and *over* by placing your hand on your head. Say: “Look; my hand is on my head.” Then hold your hand over your head and say: “My hand is not on my head. My hand is over my head.”
- Say: “Hold your hand on your head.” Then ask: “Where is your hand?”
- Say: “Hold your hand over your head. Now, where is your hand?”
- Ask students: “Hold your hand over your knee. Where is your hand?” Repeat the sequence with “... on your knee.”
- Quickly move through the action sequences. Expand responses to complete sentences. For example: “My hand is over my head.”
- Alternate what you ask students to do so they are unable to predict your next action.
- Emphasize target words. After demonstrating the meanings of words, do not reveal the answers by giving additional demonstrations. Have students respond to the words in your directions.
- Preview previously introduced words and concepts before teaching new words and concepts.

- Include different parts of the body in the directions. For example: “Hold your hand under your chin. Hold your hand in front of your chest.” Responses help target words that students need to learn.
- Use objects or pictures for some demonstrations. For example: Use a box or a paper bag to demonstrate the preposition *in*.
- Incorporate other concepts: students’ clothing (“Put your hand in your pocket.”); singular and plural directions (“Touch your ear. Touch your ears.”); words describing spatial relationships (“Sam is first in the line. Maria is last in the line. Sam comes before Jim.”); words describing quantities (“Hold up all your fingers. Hold up some of your fingers.”); descriptions of how things can be the same and different (“I’m touching my head. You do the same thing I am doing.”).
- Emphasize the targeted words and sentences at different times during the school day (e.g., read-alouds, art activities, play).

Adapted from: University of Texas Center for Reading and Language Arts. (2002). *First grade teacher reading academy*. Austin, TX: Author.

Lecciones para el desarrollo del lenguaje oral

Lección 1

Objetivo: Los niños utilizarán el lenguaje oral al identificar y discutir sobre los distintos componentes de un cuento.

Grupo: Grupo grande o pequeño

Materiales: Guía de planeación de la Mano para Compartir; póster de la Mano para Compartir

Procedimiento:







- Modele cómo usar la Mano para Compartir. Utilice su mano (dibuje o pegue una carita feliz en la palma de su mano) y utilice el póster de la Mano para Compartir. Señale cada dedo para mostrar la pregunta indicada y señale la palma de su mano para mostrar la pregunta *¿Cómo?*.
- Explique: “Si al compartir o decirle algo a alguien ustedes incluyen el *quién, qué, cuándo, dónde, por qué* y *cómo* de la historia, esto ayudará a los oyentes a entender mejor. Por esto una carita feliz está en la palma de la mano.”
- Cuente una historia corta y haga las preguntas de la Mano para Compartir (ej., *¿De quién se trata? ¿Qué está pasando? ¿Cuándo pasó? ¿Dónde pasó? ¿Por qué pasó? ¿Cómo pasó?*). Conforme haga cada pregunta, señale el dedo apropiado y señale la palma de la mano para la pregunta *¿Cómo?*.
- Invite a cada niño a contar una historia personal. Modele cómo señalar el dedo correspondiente y/o la palma de la mano cuando se diga el *quién, qué, cuándo, dónde, por qué* y *cómo* de la historia.
- Cada vez que el niño incluya la mayoría o toda esta información, utilice la felicitación de la Mano para Compartir (ej., un apretón de mano o “high five”.)
- Aliente a los niños a utilizar la Mano para Compartir como guía cuando compartan historias personales o explicaciones con un compañero/a.
- Para ayudar a los niños que tienen dificultad al contar un evento o historia, usted puede hacerles cada pregunta mientras señala los dedos de su mano.
- Si a los niños se les dificulta manejar todas las preguntas, enfóquese en sólo dos o tres preguntas (ej., *¿quién?, ¿qué?, ¿cuándo?*).
- Utilice la guía de planeación para preparar lecciones en las cuales los niños escucharán historias leídas en voz alta y/o libros de información. También se puede utilizar para una actividad de escritura general en la cual el grupo escriba sobre un evento o describa un proyecto del salón de clases.

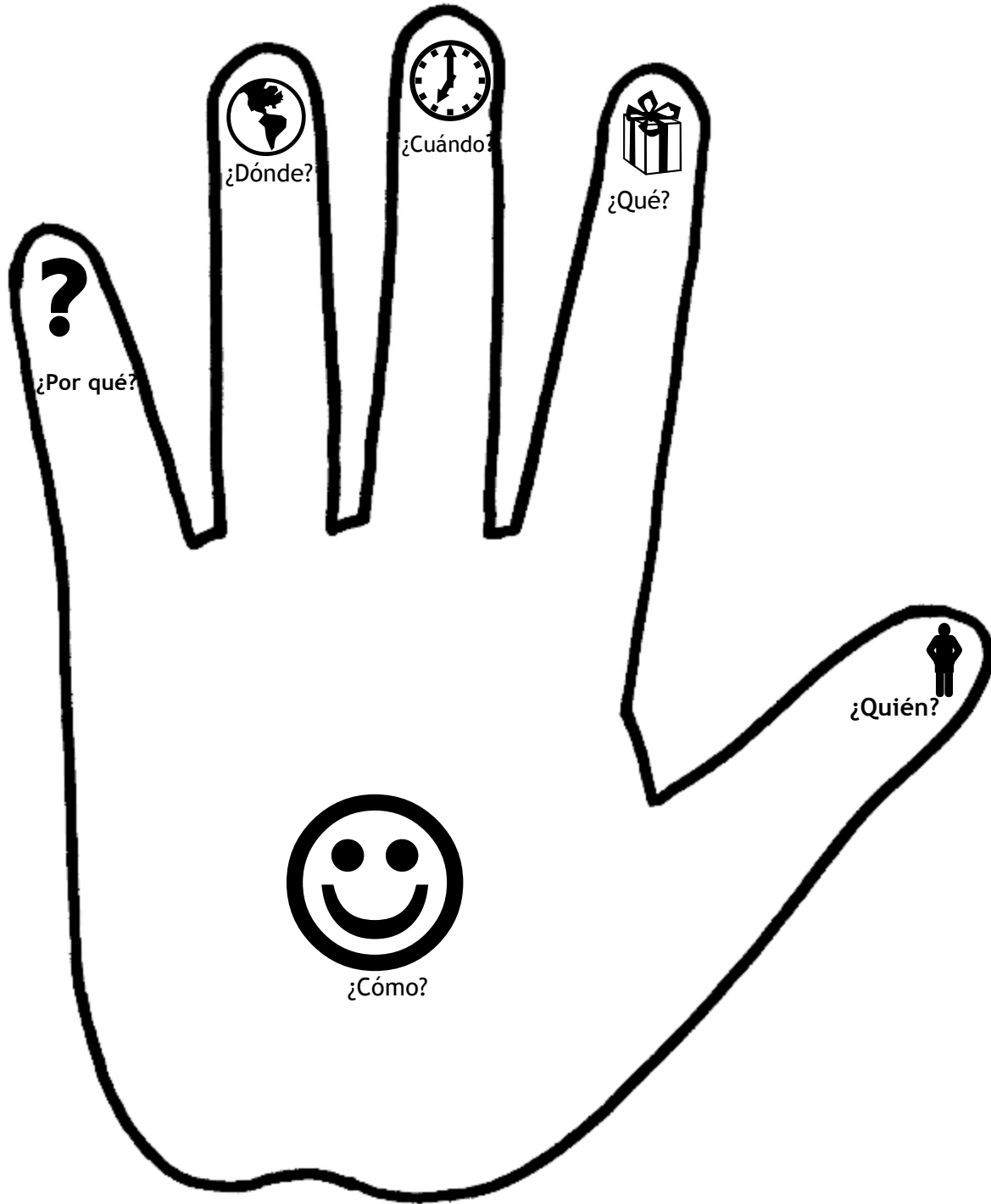
Enlace con la casa:

Proporcione a los padres de familia una copia de la Mano para Compartir para que la utilicen con sus hijos en casa cuando conversen sobre situaciones, eventos o libros.

“Mano para Compartir” Guía de planeación

Antes de una lección, escriba las preguntas.

<p>¿Quién?</p> 
<p>¿Qué?</p> 
<p>¿Cuándo?</p> 
<p>¿Dónde?</p> 
<p>¿Por qué?</p> 
<p>¿Cómo?</p> 



Lecciones para desarrollar el lenguaje oral

Lección 2

Objetivo: Los niños explicarán la relación entre el entero y sus partes incluyendo nombres y funciones.

Grupos: Grupos pequeños o el grupo completo

Materiales: Objetos de uso común y fotografías

Procedimiento:

- Antes de empezar la lección agrupe objetos que tengan de dos hasta cuatro partes para enseñar la relación entre un entero y sus partes. Ejemplos:
 - una silla = patas, asiento, respaldo, barrotes
 - una mesa = cubierta, patas
 - un lápiz = punta, borrador
 - un escritorio = cubierta, patas, cajones
 - un librero = repisas, paredes
 - una flor = pétalos, tallo, hojas
 - un árbol = ramas, tronco, hojas

Más adelante, utilice fotos de objetos que tengan más partes como carros, bicicletas, camiones y casas.

- Ponga una silla enfrente del grupo. Pídales a los niños que nombren el objeto.
- Señale cada parte de la silla (el respaldo, el asiento, las patas y, si existen, los barrotes entre las patas) y aliente a los niños a nombrar cada parte del objeto usando oraciones completas: “Una silla tiene patas. Una silla tiene un respaldo. Una silla tiene un asiento.”
- Mencione inmediatamente el nombre de las partes que ellos desconozcan.
- Permita que los niños practiquen los nombres de las partes hasta que ellos puedan decirlas solos. Después pídeles que digan el nombre del objeto.
- Señale una parte de la silla y pregunte “¿Por qué tiene la silla un respaldo?” Ayude a los niños a dar respuestas claras y concisas. Repita el proceso con cada parte de la silla.
- Organice el juego “¿Qué pasaría si . . . ?”
Pregunte: “¿Qué pasaría si la silla no tuviera un respaldo?” Ayude a los niños a formar respuestas claras. Repita el proceso con cada parte de la silla y haga la pregunta final: “¿Para qué tenemos sillas?”
- Pídales a los niños que determinen si las otras sillas en el salón tienen las mismas partes que la silla modelo.

- Para otras lecciones de un entero y sus partes, empiece con un repaso de un objeto visto anteriormente y haga que los niños nombren las partes, sus funciones y jueguen el juego “¿Qué pasaría si . . . ?”
- Hable también de objetos que no tienen nombres para todas sus partes. Por ejemplo: Una taza tiene un asa pero la otra parte no tiene un nombre específico. Pídales a los niños que sugieran un nombre.
- Cuando trabajen con objetos que tienen muchas partes, ayude a los niños a aprender tres o cuatro partes en un día y añadir más nombres posteriormente.
- Cuando sea posible muéstreles a los niños la relación que existe entre los nombres de las partes de los objetos y los nombres de las partes del cuerpo. Por ejemplo: “Las personas tienen **ojos** y una aguja tiene un **ojo**. Las personas tienen **piernas** y las sillas y las mesas tienen **patas**.”
- Organice el juego “¿Sabes en lo que estoy pensando?” Nombre una parte o partes de un objeto para que los niños descubran el objeto completo. Por ejemplo: “Estoy pensando en unas patas, un asiento y un respaldo.” Después de responder “una silla”, pregúnteles a los niños: “¿Cómo supieron?”
- Pídales a los niños que trabajen en parejas. Cada miembro de la pareja dibuja un objeto con partes faltantes. Por ejemplo, una silla sin algunas de sus patas o un cepillo de dientes sin todas las cerdas. Los niños se intercambian los dibujos para dibujar y nombrar las partes faltantes.

Enlace con la casa:

- Pídales a los niños que busquen en su casa objetos similares a los que ellos han estudiado. Pídales que noten si los objetos en casa tienen o no tienen las mismas partes.
- Pídales a los niños que traigan de sus casas objetos o juguetes con partes.

Lecciones para desarrollar el lenguaje oral

Lección 3

Objetivo: Los niños identificarán el opuesto de una serie de artículos y conceptos conocidos.

Grupo: Grupo pequeño o grupo completo

Materiales: Objetos de uso común o dibujos

Procedimiento:

- Forme grupos de objetos que sean similares pero que difieran en algún aspecto. Empezar con uno o dos pares de opuestos. Ejemplos: tamaño: (grande-pequeño); textura (suave-duro); peso (pesado-liviano); condición (lleno-vacío).
- Dígalos a los niños: “Vamos a aprender una palabra nueva, *opuesto*. Vamos a decirla todos juntos.”
- Explique la relación entre dos conceptos opuestos, como por ejemplo *lleno* y *vacío*.
- Llene con agua uno de dos vasos idénticos. Deje el otro vaso vacío.
- Señale el vaso con agua y diga: “Este vaso está lleno.”
- Señale el vaso vacío y diga: “Este vaso no está lleno—está vacío.”
- Vierta el agua del vaso lleno al vaso vacío y pregunte: “¿Cuál vaso está lleno? ¿Cuál vaso está vacío?” Aliente a los niños a utilizar oraciones completas para describir cada vaso.
- Llene un vaso hasta la mitad con agua y pregunte: “¿Está este vaso lleno? ¿Está este vaso vacío?” Después pídale a un niño que llene uno de los vasos. Pídale a los niños que comparen los vasos y que describan cómo están los vasos.
- Introduzca el término *opuesto*. Después de discutir *lleno* y *vacío* explique: “*Lleno* es el opuesto de *vacío* y *vacío* es el opuesto de *lleno*.”
- Pregunte: “¿Cuál es el opuesto de *vacío*? ¿Cuál es el opuesto de *lleno*?”
- Pídale a los niños que describan objetos del salón que están vacíos y objetos que están llenos. Por ejemplo: “La caja está llena de crayones. El basurero está vacío. El librero está lleno de libros.”
- Presente lecciones similares con otras palabras opuestas. Repase palabras que se han enseñado.

- Aliente a los niños a encontrar otras palabras que representen opuestos. Por ejemplo: *alto y bajo; abierto y cerrado; contento y triste; enfermo y sano; caliente y frío.*
- Organice el juego “Estoy pensando en . . .”
Diga: “Estoy pensando en un bote que no está vacío. ¿Qué me pueden decir de ese bote?”
- Pídeles a los niños que agrupen dibujos de objetos y personas de acuerdo a categorías que han estudiado. Por ejemplo, los niños pueden agrupar cosas que están vacías y cosas que están llenas.
- Pídeles a los niños que dibujen ilustraciones de cosas opuestas. Después ellos pueden describir sus dibujos durante discusiones de grupo.

Enlace con la casa:

- Aliente a los niños a encontrar opuestos en sus casas y jugar “Estoy pensando en . . .” con un miembro de su familia.

Lecciones para desarrollar el lenguaje oral

Lección 4

Objetivo: Los niños utilizarán vocabulario escolar como números, formas, instrucciones y categorías.

Grupo: Grupo pequeño o grupo completo

Materiales: Ninguno

Procedimiento:

- Modele el lenguaje utilizado para dar y seguir instrucciones.
- Seleccione preposiciones que son importantes al dar instrucciones en la escuela. Ejemplos: *arriba, sobre, en, cerca, lejos, enfrente, atrás, adelante, entre, en medio, al lado*.
- Introduzca dos preposiciones como por ejemplo *sobre* y *al lado*.
- Demuestre el significado de las preposiciones *sobre* y *al lado* poniendo una mano sobre su cabeza. Diga: “Miren, mi mano está sobre mi cabeza.” Después coloque su mano al lado de su cabeza y diga: “Mi mano no está sobre mi cabeza. Mi mano está al lado de mi cabeza.”
- Diga: “Pongan una mano sobre su cabeza.” Después pregunte: “¿Dónde está su mano?”
- Diga: “Pongan su mano al lado de su cabeza. ¿Dónde está su mano ahora?”
- Pídeles a los niños: “Pongan su mano sobre las rodillas. ¿Dónde está su mano?” Repita pidiéndoles a los niños que pongan su mano al lado de su rodilla.
- Cambie de una acción a otra rápidamente. Amplíe las repuestas de los niños para hacer oraciones completas. Por ejemplo: “Mi mano está sobre mi cabeza” en lugar de “sobre mi cabeza.”
- Alterne lo que le pide a los niños hacer para que no puedan adelantarse a sus palabras.
- Enfatique palabras clave. Después de demostrar el significado de las palabras no dé pistas adicionales que puedan dar la respuesta a los niños (ej., movimientos). Los niños responderán a las palabras de sus instrucciones.
- Repase conceptos y palabras que ya ha enseñado antes de enseñar nuevos conceptos y palabras.

- Incluya diferentes partes del cuerpo en las instrucciones. Por ejemplo: "Pongan su mano debajo de su barbilla. Pongan su mano enfrente de su pecho."
- Utilice objetos y dibujos para algunas demostraciones. Por ejemplo, utilice una caja o una bolsa de papel para demostrar la preposición *adentro*.
- Añada otros conceptos: Ropa ("Pongan su mano adentro de su bolsillo."); singular y plural ("Toquen un oído. Tóquense los dos oídos."); palabras que describan relaciones espaciales ("Paco es el primero de la fila. Susana es la última de la fila. Paco está antes que Daniel."); palabras que describan cantidades ("Levanten los dedos. Levanten algunos de sus dedos.").
- Enfatique las palabras claves y las oraciones en diferentes momentos durante el día (ej., al leer en voz alta, en el recreo, en actividades artísticas).

Adapted from: University of Texas Center for Reading and Language Arts. (2002). *First grade teacher reading academy*. Austin, TX: Author.