Vocabulary

Participant Notes

GRADES K–3

Literacy

ACHIEVEMENT ACADEMIES

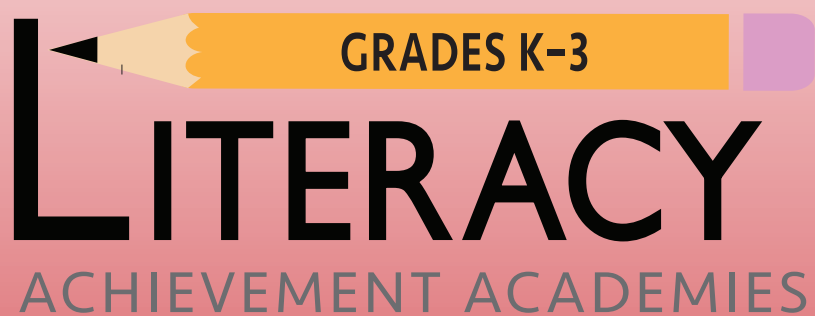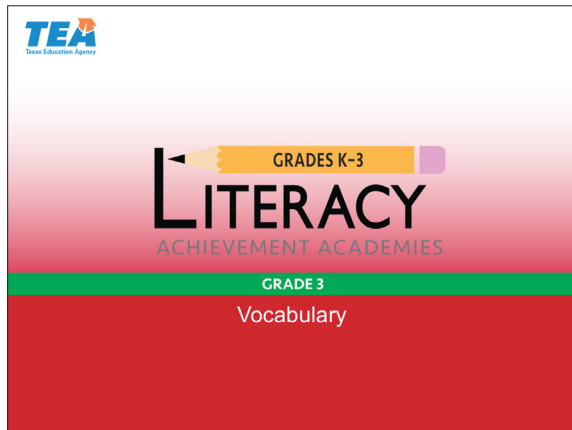**GRADE 3**

GRADES K-3

LITERACY
ACHIEVEMENT ACADEMIES

GRADE 3
Vocabulary

Section Objectives

This section will enhance your knowledge of the following:

- The difference between depth and breadth of vocabulary
- The vocabulary instruction continuum to plan engaging vocabulary lessons and create a language-rich environment

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Effective Vocabulary Instruction

"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

Vocabulary Is Essential

"One of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension."

— Lehr, Osborn, & Hiebert, 2004, p. 3

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Vocabulary

- **Definition:** Words that make up speech or text and their meanings

- **Receptive vocabulary:** Requires a listener or reader to associate a specific meaning with a given label; includes listening vocabulary and reading vocabulary

- **Expressive vocabulary:** Requires a speaker or writer to produce a specific label for a particular meaning; includes speaking vocabulary and writing vocabulary

	Expressive	Receptive
Oral	Speaking	Listening
Text	Writing	Reading

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Breadth Versus Depth of Vocabulary

- Breadth of vocabulary: The number of words a person knows

- Depth of vocabulary: How much a person knows about specific words

- Both correlate with and predict reading ability (word reading and comprehension).

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Assessing Your Vocabulary Depth

	I own this term.	I know something about this term.	I don't know this term.
morphology			
hink pink			
polysemous			
connective			
nominalization			

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Vocabulary Instructional Elements

Develop Depth of Vocabulary

- Teach individual words directly
- Teach relationships among words
- Teach and have students practice word-learning strategies

Develop Breadth of Vocabulary

- Model and practice word consciousness.
- Embed definitions during read-alouds or discussions.
- Use sophisticated academic language.
- Read books aloud to students.
- Involve students in academic discussions.
- Have students read widely.

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English Language Arts and Reading TEKS

TEKS

Reading Strand

- Beginning Reading Skills K–3
- Print Awareness K–2
- Phonological Awareness K–1
- Phonics K–3
- Strategies K–3
- Fluency 1–8
- Vocabulary Development K–12
- Comprehension of Literary Text K–12
- Comprehension of Text: Independent Reading 1–5
- Comprehension of Informational Text K–12
- Comprehension Skills (Fig. 19) K–12
- Media Literacy K–12

Oral and Written Conventions Strand

- Conventions K–12
- Handwriting, Capitalization, and Punctuation K–12
- Spelling K–12

Listening and Speaking Strand

- Listening K–12
- Speaking K–12
- Teamwork K–12

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Teach Individual Words Directly

- Purposefully select words to teach from a text that you will read aloud or that students will read in partners or groups.
- Create an instructional plan for teaching each word—before, during, and after reading.
- Create extension activities to provide students with multiple opportunities to use the words.

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Purposefully Select Words

- Learn to distinguish among
  - basic words (Level 1),
  - words to own (Level 2), and
  - content area words (Level 3).
- Choose Level 2 words that
  - help students understand the text,
  - are likely not in students' receptive or expressive vocabularies, and
  - can be used across contexts.

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Create an Instructional Plan: Before Reading

- First, plan specific elements of a word to teach, such as the following:
  - Student-friendly definition
  - Examples and nonexamples
  - Synonyms and antonyms
  - Graphic organizers or visuals
  - Questions for deeper processing
- Then, use an instructional routine to plan your lesson delivery.

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Create an Instructional Plan: During Reading

- Identify places in the text where you will stop while reading aloud.
- Use flags or sticky notes to remind yourself where to pause, what to ask, and how to have students respond, such as in the example below.

Why did the character think the situation was hilarious?
Think-pair-share

Which of our vocabulary words describes this character?
Pinch paper

Can you use the word *splendid* in a sentence to describe the setting?
Turn to your partner

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Create an Instructional Plan: After Reading

- Review the vocabulary words in various ways.
- Have students use the words in different contexts.
- Use activities that have students do more with the words (e.g., fill out graphic organizers, answer deep-processing questions).

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Practice: Teaching Words Directly

Use your planned instructional routine to teach your Level 2 word to your partner.

- Preteach the word before reading.
- Ask one or two questions related to the word during reading.
- Engage in after-reading activities like asking deep-processing questions and using the word in sentences.

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Plan Extension Activities

- Combine vocabulary words from across lessons for extended review and practice.
- Create a vocabulary word wall to use with activities.
- Create a workstation with activities with previously learned words.

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Teaching Relationships Among Words

- Helps students "store" words by building connections among them
- Aids effective, efficient retrieval of words when speaking or writing
- Can be done by using the following:
  – Graphic organizers
  – Feature analyses
  – Word categorizing
  – Knowledge of morphological word families

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Teach and Practice
Word-Learning Strategies

- Starting in upper elementary school, students come across 10,000 new words a year in their reading.
- More than half of these words are morphologically complex, meaning they have multiple meaningful parts that can be used along with context to infer their meanings.
- It is not realistic to teach all of these words.
- Students must have strategies for figuring out these words on their own.

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Teach and Practice
Word-Learning Strategies (cont.)

- Teach multiple strategies for figuring out the meanings of new words.
  - Using context clues
  - Breaking words up into meaningful parts
  - Using a dictionary
- Teach students to be flexible when using these strategies.
- Ensure that students take part in a lot of guided and independent practice using the strategies.

Model and Practice
Word Consciousness

- Motivate students to pay attention to words and ask questions about them.
- Help students see the power of words.
- Create an atmosphere that supports experimenting with words and language.
- Be willing to admit (often) that you don't know a word or phrase and model your interest in figuring out its meaning.

Model and Practice
Word Consciousness (cont.)

- Have students watch or listen for previously learned words in texts, conversations, etc.
- Use word-play activities such as puns and hink pinks.
- Have students use a word journal or bookmark to keep track of words they find interesting and want to know more about.
- Ask students to discuss words they hear or see at home, on TV, on the Internet, in text messages, in the grocery store, on signs, etc.
- Encourage students to use new words in their speaking and writing.

Word Play:
Hink Pinks and Hinky Pinkies

Hink Pinks

Synonymous Phrase	Hink Pink
obese feline	
intelligent beginning	
unhappy father	
tidy road	

Hinky Pinkies

Synonymous Phrase	Hinky Pinky
great detective	
smarter boxer	
tired flower	
numeral sleep	

Word Play:
Hinkety Pinketies

Synonymous Phrase	Hinkety Pinkety
drum talk	
smoggy driver	
evil preacher	
happier dog	

Embed Definitions in Read-Alouds and Discussions

- Provide quick definitions or synonyms, or act out the word.
- Make sure these embedded explanations do not interfere with the flow of the text or discussion.
- Example:
  "Lyle was happier during the day, when visitors came. He **amused** everyone (*made them laugh*) with his **unusual** (*strange*) tricks and **before long** (*soon*) was the biggest **attraction** (*thing people wanted to see*) at the zoo."

Source: Waber, 1965

Embedding Definitions: Practice

"Not wanting to seem unsociable, he decided to join the other crocodiles who were cozily piled together.

Just when he thought he had gotten himself comfortable on top…he awakened to find himself crushed to the very bottom.

Lyle's restlessness so annoyed the other crocodiles, they all just got up and stomped off in a huff."

Source: Waber, 1965

Embedding Definitions:
Possible Definitions, Synonyms, or Actions

"Not wanting to seem **unsociable** (*rude* or *unfriendly*), he decided to join the other crocodiles who were **cozily** (*snugly*) piled together.

Just when he thought he had gotten himself **comfortable** (*happy*) on top…he **awakened** (*woke up*) to find himself **crushed** (*smashed*) to the very bottom.

Lyle's **restlessness** (*not being able to sit still*) so **annoyed** (*upset*) the other crocodiles, they all just got up and **stomped off** (*ACT OUT*) **in a huff** (*angrily*)."

Source: Waber, 1965.

Use Academic Language Effectively

- Model the use of newly learned words across contexts.

Word	Arrival	Snack time	Dismissal
fortunate	Everyone came in and began working so diligently. What a **fortunate** teacher I am!	Were you **fortunate** enough to get the snack you wanted today?	At home tonight, ask your parents what makes them feel **fortunate**.

- Use more sophisticated or precise terms.
  - *Magnificent* rather than *really good*
  - *Bounded* instead of *jumped*
- Use more advanced syntax with connectives that link ideas together.

Read Texts Aloud to Students

- Choose texts that are one to three grade levels above the grade level you teach.
- Find texts that contain Level 2 words that your students will have to read and understand in the next few years.
- To ensure student understanding of the reading, build background knowledge before reading the text.
- Embed synonyms or definitions as you read the text.
- Ask questions to check for understanding during and after reading.

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Involve Students in Academic Discussions

- Use response techniques, such as
  - think-turn-talk and
  - think-write-share.
- Allow students to work in collaborative groups to
  - scaffold and support one another at literacy workstations,
  - discuss their thinking while practicing comprehension strategies,
  - brainstorm and organize ideas for writing, and
  - provide feedback on one another's writing.
- Provide scaffolds like sentence and question stems and academic vocabulary word walls.

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Have Students Read Widely

"Although not a substitute for direct and explicit instruction in reading, independent reading increases reading ability and is a particularly potent mechanism of increasing language skills."

— Cunningham, 2005, p. 58

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Assessing Vocabulary

Use assessments such as the following:

- Answering open-ended questions
- Using words in written sentences or more extended texts
- Completing analogies
- Matching words with pictures, synonyms, or antonyms
- Examining a word's morphology
- Evaluating students' vocabulary use within written assignments
- Using pinch papers
- Using portfolios, anecdotal records, or informal checklists

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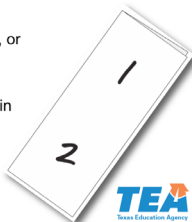
Taking a Closer Look

- Examine the instructional checklist for vocabulary.
- Note that row three contains the vocabulary activities and lessons that we have discussed.
- Use the checklist to examine grouping formats, explicit instruction elements, activities and lessons, and materials within a vocabulary lesson.
- After the video, work with your tablemates to compare notes.

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Consider Diversity:
English Language Learners

Explicit and contextualized vocabulary instruction is essential for English language learners.
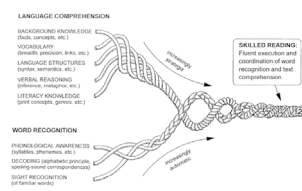
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Remember

"A person who knows more words can speak, and even think, more precisely about the world... Words divide the world; the more words we have, the more complex ways we can think about the world."

— Stahl & Nagy, 2006, p. 5

The Reading Rope

How do these instructional practices benefit English language learners, struggling students, and gifted students?

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)
VOCABULARY
(breadth, precision, links, etc.)
LANGUAGE STRUCTURES
(syntax, semantics, etc.)
VERBAL REASONING
(inference, metaphor, etc.)
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)
DECODING (alphabetic principle, spelling-sound correspondences)
SIGHT RECOGNITION
(of familiar words)

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

increasingly strategic

increasingly automatic

Scarborough, 2001

My Synthesis and Summary

Three to four **example activities and lessons** you want to use

Three to four **workstation ideas**

Vocabulary

Two to three ideas you want to use with **struggling learners**

At least one scaffold you will provide to **English language learners** who need it

Vocabulary

Handouts

GRADES K–3

LITERACY
ACHIEVEMENT ACADEMIES

GRADE 3
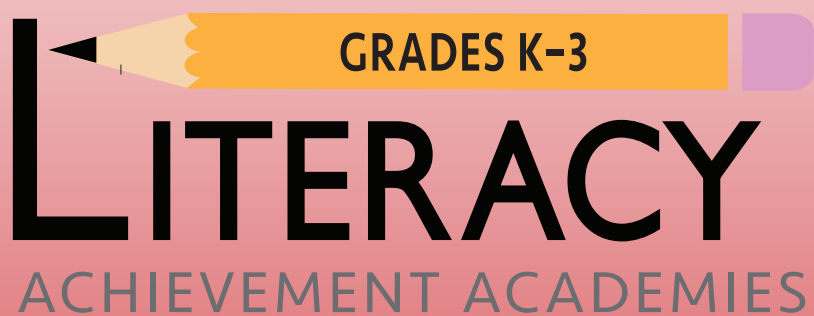
Pinch Paper

Receptive | Receptive

Expressive | Expressive

Vocabulary Instruction Continuum

DEPTH — Fewer words — More time spent per word

BREADTH — More words — Less time spent per word

DIRECT TEACHING AND STRATEGY USE | CREATING A LANGUAGE-RICH ENVIRONMENT

Teach individual words directly	Teach relationships among words	Teach word-learning strategies	Have students use word-learning strategies	Model and practice word consciousness	Embed definitions during read-alouds or discussions	Use academic language effectively	Read texts aloud to students	Involve students in academic discussions	Have students read widely
TEKS:	TEKS:	TEKS:	TEKS:	TEKS:	TEKS:	TEKS:	TEKS:	TEKS:	TEKS:

The continuum extends from instructional activities that involve interaction with fewer words and more time spent per word to instructional activities that involve interaction with more words and less time spent per word. The left side of the continuum includes more teacher direction and strategy use, and the right side involves creating a language-rich environment.

Adapted from Baumann & Kame'enui, 2004; Beck, McKeown, & Kucan, 2013; Hiebert & Kamil, 2005; Stahl & Nagy, 2006.

Selecting Vocabulary Words to Teach Directly

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 the words. 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?" Words that fit these descriptions are Level 2 words.

Level 2 words are
- frequently encountered in other texts and content areas,
- crucial to understanding the main ideas,
- not a part of students' prior knowledge,
- unlikely to be learned independently through context or structural analysis.

Select Level 2 words that are related to the main ideas and crucial to understanding the text.

List words that are challenging for your students. These words may or may not be related to one another. You may not be able to teach all of these words. 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 that students may be able to define based on their prefixes, suffixes, and base or root words. If structural elements help students determine words' meanings, do not teach the words directly. Instead, use these words to teach word-learning strategies in a different lesson.

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.

Examples of Word Types

Basic Words (Level 1)	Words to Own (Level 2)	Content Area Words (Level 3)
house	contrast	amoeba
children	dominant	mammal
teacher	sequence	photosynthesis
mother	transportation	planetary
dirt	provoke	digestive
sun	reluctant	gravity
star	legitimate	cell
food	define	
table	calculate	obtuse
blanket	memory	symmetry
book	debris	trapezoid
box	widespread	polygon
good	splendid	sum
happy	detest	
feel	mumble	onomatopoeia
jump	prohibit	alliteration
sit	hilarious	literature
smile	liberty	dialogue
eat	sensitive	
friend	elegant	government
apple	savage	judicial
like	abuse	legislate
picture	leisure	nationality
name	infinite	justice

Words From My Text

Level 1 Not Necessary to Teach	Level 2 Teach Deeply	Level 3 Teach Within Content Area

Adapted from Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

Examples of Word Types in Spanish

Palabras básicas (Nivel 1)	Palabras para aprender (Nivel 2)	Palabras de áreas específicas (Nivel 3)
casa	contraste	ameba
estudiantes	dominante	mamífero
maestra	secuencia	fotosíntesis
madre	automático	planetario
tierra	proteger	digestivo
sol	legítimo	célula
estrella	definir	
comida	calcular	obtuso
mesa	memoria	simetría
cobija	escombros	trapezoide
libro	andamiaje	polígono
caja	espléndido	
bueno	extendido	onomatopeya
contento	detestar	aliteración
sentir	prohibir	literatura
saltar	correspondiente	gramatical
sentar	excitante	
sonrisa	libertad	gobierno
comer	sensible	judicial
amiga	elegante	legislatura
manzana	salvaje	nacionalidad
gustar	abuso	justicia
fotografía	placer	
nombre	infinito	

Palabras de mi texto

Nivel 1 No enseñar	Nivel 2 Enseñar en profundidad	Nivel 3 Enseñar dentro la materia específica

Adapted from Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

Planning Explicit Vocabulary Instruction

Word			
Student-Friendly Definition			
Examples			
Nonexamples			
Synonyms			
Antonyms			
Visual or Graphic Organizer			
Deep-Processing Activities			

Explicit Vocabulary Instruction (Example)

Word	*equivalent*	*hilarious*	*mumble*
Student-Friendly Definition	The same or equal	Very, very funny	Talk unclearly
Examples	Two sides of an equation ½ and 50%	Chris Rock Mandy (one of our classmates who always makes everyone laugh)	How a shy person speaks How you speak when you are not sure When you call someone a name that you do not want the person to hear
Nonexamples	3 and 300 ½ and 12	My dad when he is mad Me when I've lost my favorite toy	How you speak when you are really excited How you speak when you present in front of the class
Synonyms	equal alike comparable	amusing comical entertaining	mutter murmur burble
Antonyms	different unlike dissimilar	serious somber humorless	speak out shout raise your voice
Visual or Graphic Organizer	Math examples and nonexamples (same-sized circles, different-sized triangles, percentages and fractions)	Show students what I look like when I think something is hilarious	Demonstrate for students what mumbling sounds like
Deep-Processing Activities	What things should be equivalent? What things should not be equivalent?	Do you cry when something is hilarious? What do you sound or look like as you say, "That's hilarious"?	Do cheerleaders mumble? Would you mumble if you won $100? Do you sometimes mumble when you respond to your parents?

Adapted from Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

Instrucción explícita de vocabulario

Palabra			
Definición a nivel de estudiante			
Ejemplos			
Contra-ejemplos			
Sinónimos			
Antónimos			
Apoyo visual u organizador gráfico			
Actividades para procesamiento intensivo			
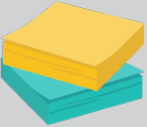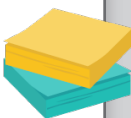
Instrucción explícita de vocabulario (ejemplo)

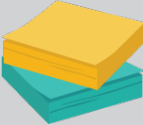| Palabra	*escasez*	*desolado**	*orgulloso**
Definición a nivel de estudiante	Muy poco de algo o falta de una cosa	Lugar que casi no tiene casas, personas, o animales	Sentirse contento por algo bien hecho
Ejemplos	Desierto – escasez de agua Tienda vacía durante una tormenta	Ártico Marte Luna Pueblo abandonado	Mi maestra cuando aprendemos Mis papás cuando saco buenas calificaciones
Contra-ejemplos	Un almacén lleno de cosas Un restaurante lleno de comida	Ciudad de Nueva York Centro comercial en Navidad	Mi mamá cuando me meto en problemas
Sinónimos	necesidad carencia pobreza	abandonado deshabitado solo	satisfecho contento gozoso
Antónimos	abundancia riqueza	lleno poblado	avergonzado triste insatisfecho
Apoyo visual u organizador gráfico	Enseñe fotos del desierto donde hay una escasez de agua o fotos de tiendas vacías durante un huracán, por ejemplo	Muestre a los estudiantes fotos de lugares o planetas desolados como Marte, pueblos fantasma, la Luna, etc.	Comente con los estudiantes algo de lo que usted se sienta orgullosa Explique a los estudiantes algo que ellos hayan hecho y por la que usted se sienta orgullosa
Actividades para procesamiento intensivo	¿En qué lugares hay escasez de comida? ¿En qué lugares no hay escasez de comida?	¿Les gustaría visitar lugares desolados? ¿Por qué? ¿Cuáles son las ventajas y desventajas de estar en un lugar desolado?	Sobre las siguientes acciones, pida a los estudiantes digan si se sentirían orgullosos o no: • Estudié para el examen • Tiré basura al piso • Ayudé a mi abuela a subirse al carro • Toqué el piano bien en el recital

*Estas palabras tienen otros significados que no son utilizados en estas explicaciones.

Adapted from Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

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.	Choose a deep-processing word from the box. Using a Post-It, plan questions and/or activities that incorporate the word. **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.	Remember the "Seven-Up" Rule: Powerful sentences are seven words and up!

Rutina para la instrucción explícita de vocabulario

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 una 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.	Escoja una palabra. Usando una nota adherible, planee preguntas y/o actividades que incorporen la palabra.
6. Ayudar a los estudiantes a **crear oraciones poderosas** con la palabra nueva.	Acuérdese de la regla "Siete o Más" ¡Las oraciones poderosas tienen siete palabras o más!

Tabla dentro del paso 5:

Palabras de procesamiento intensivo	
Comparar	Decidir
Categorizar	Justificar
Diseñar	Hacer
Contrastar	Verificar
Calificar	Imaginar
Recomendar	Predecir

Routine for Explicit Vocabulary Instruction Example: *splendid*

Before-Reading Routine

1. Have students say the word.
   - "Say the word *splendid*." (Students echo.)
   - Show the word: *splendid*.
   - Say, "splendid." (Students echo.)

2. Provide a student-friendly explanation.
   - "*Splendid* means 'very good or wonderful.' What does *splendid* mean?" (Students echo.)
   - Use the word in a sentence: "You did a splendid job cleaning up the room."
   - Use a visual.

3. Have students discuss what is known about the word.
   - "Think about the word *splendid*. What do you already know about the word?" Pause.
   - "Turn and tell your partner one idea about *splendid*. Be ready to share with the whole group."

4. Provide examples and nonexamples of the word.
   - "Would you say that getting an A on your report card is splendid?" (Thumbs up)
   - "Is losing your lunch money splendid?" (Thumbs down)
   - "How about an ice cream cone? Could you describe it as splendid?" (Thumbs up)
   - "How about a dungeon? Would you describe it as splendid?" (Thumbs down)

After-Reading Routine

5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.

   Semantic map:
   - "Think about the word *splendid*. What is it? What does it mean?" (It's an adjective that means "really good or wonderful.")
   - "What are some examples of the word *splendid*?" (Going to the zoo, eating something tasty, getting something you want)
   - "What are some nonexamples of the word *splendid*?" (Getting in trouble, being picked on, having to do something you don't want to do)
   - "What are some other words that are similar to *splendid*?" (*wonderful, excellent, magnificent*)
   - "What are some words that mean the opposite of *splendid*?" (*awful, horrible, dreadful*)
   - "What would we say that *splendid* is like?" (Tasting an amazing dessert, making a new friend)

   Antonym continuum: "Working in pairs, use these words to create an antonym continuum." Show students the cards and have them begin. (Example continuum: *splendid—great—good—bad—terrible—awful*)

   Naming three activities that are splendid: "Working in partners, brainstorm at least three activities that you think are splendid. Be prepared to explain why."

6. Scaffold students to create powerful sentences with the new word.
   Have students work in partners to create sentences using posted sentence starters:
   - "I would describe _____ as splendid because…"
   - "A splendid person is someone who…"
   - "When I do something splendid, I feel…"

Semantic Map

What is it?

Examples

Synonyms

Word or concept

splendid

Nonexamples

Antonyms

What is it like?

Adapted from Archer & Hughes, 2011; Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

Explicit Vocabulary Instruction Planning Template

BEFORE-READING ROUTINE	
1. Have students say the word.	
2. Give a student-friendly explanation. Use the word in a sentence. Use a visual.	
3. Have students discuss what is known about the word.	
4. Provide examples and nonexamples of the word.	

AFTER-READING ROUTINE

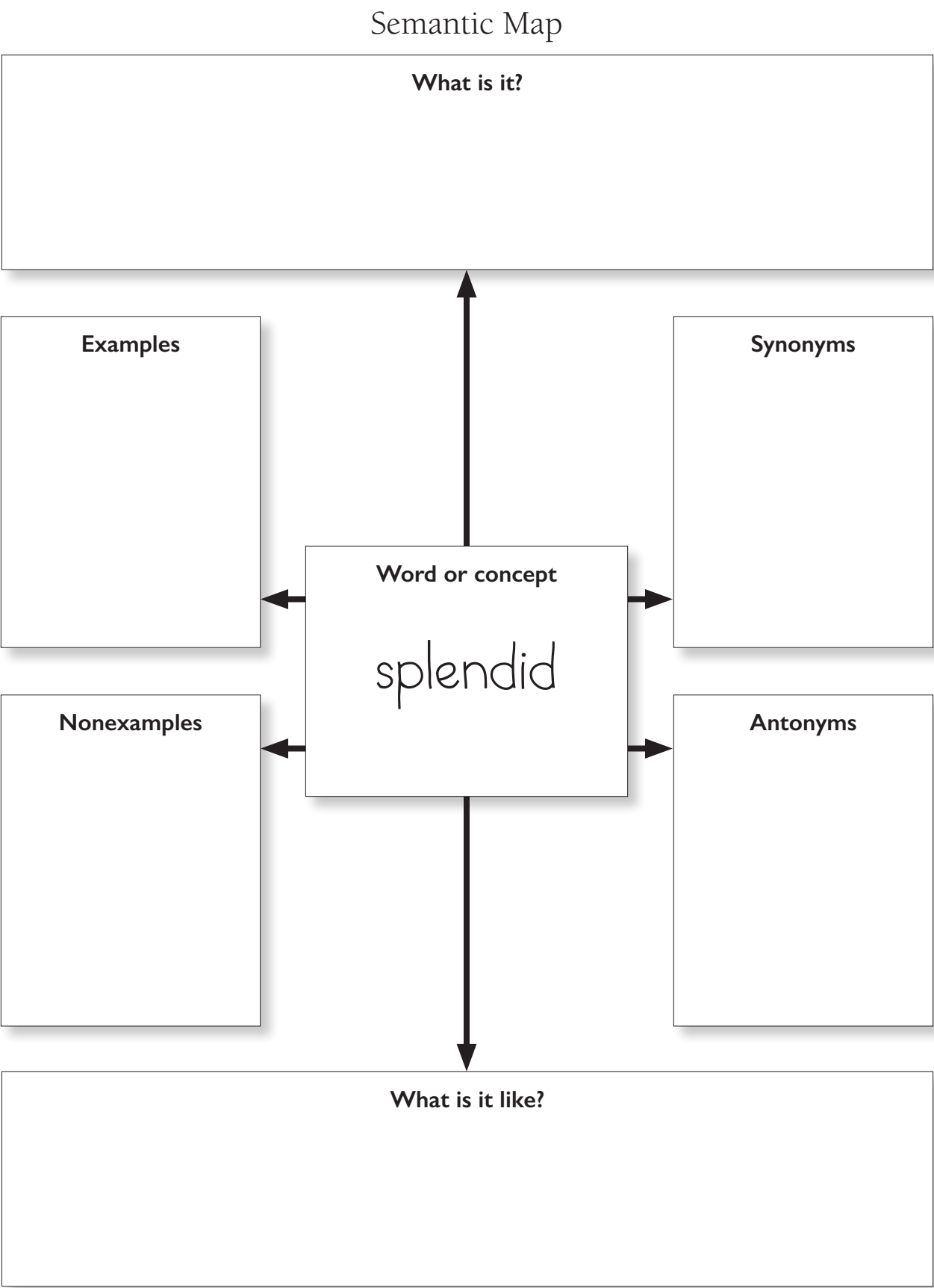|	
5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.	
6. Scaffold students to create powerful sentences with the new word.	

Adapted from Archer & Hughes, 2011; Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

Rutina para la instrucción explícita de vocabulario en español

Rutina para antes de la lectura	
1. Pida a los estudiantes que digan la palabra.	
2. Provea una definición a nivel del estudiante. Utilice la palabra en una oración. Utilice un apoyo visual.	
3. Pida los estudiantes que discutan lo que saben sobre la palabra.	
4. Provea ejemplos y contraejemplos de la palabra.	

Rutina para despues de la lectura
5. Utilice actividades de procesamiento intensivo haciendo preguntas, usando organizadores gráficos, o dramatizando la palabra.	
6. Ayude a los estudiantes a crear oraciones poderosas con la nueva palabra.	

Adapted from Archer & Hughes, 2011; Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

Vocabulary Graphic Organizers

Concept Word Map

What is it?

Examples

Nonexamples

Word or concept

What is it like?
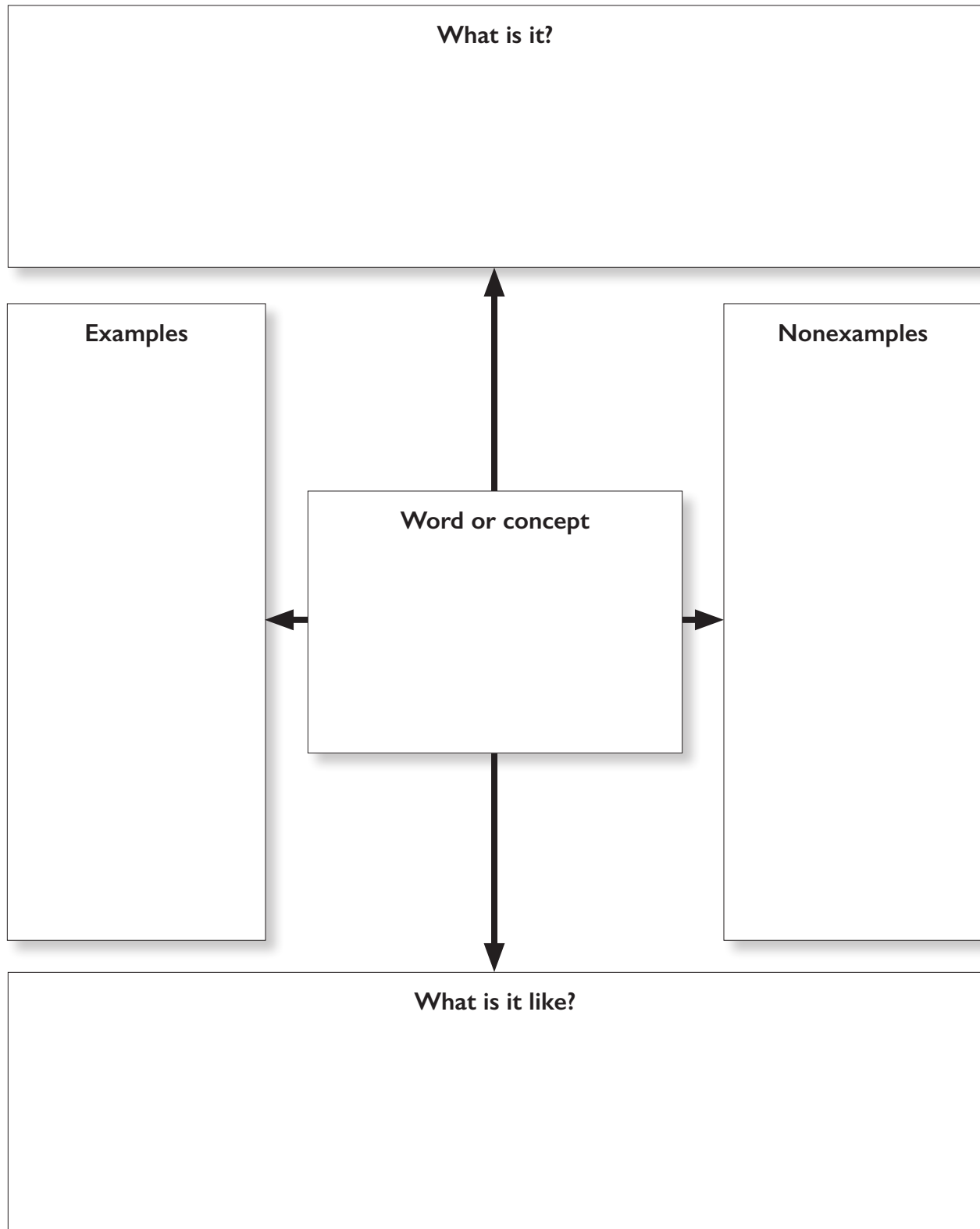
Adapted from Schwartz & Raphael, 1985.

Mapa para conceptos

¿Qué es?

Ejemplos

Contra-ejemplos

Palabra o concepto

¿Cómo qué es?
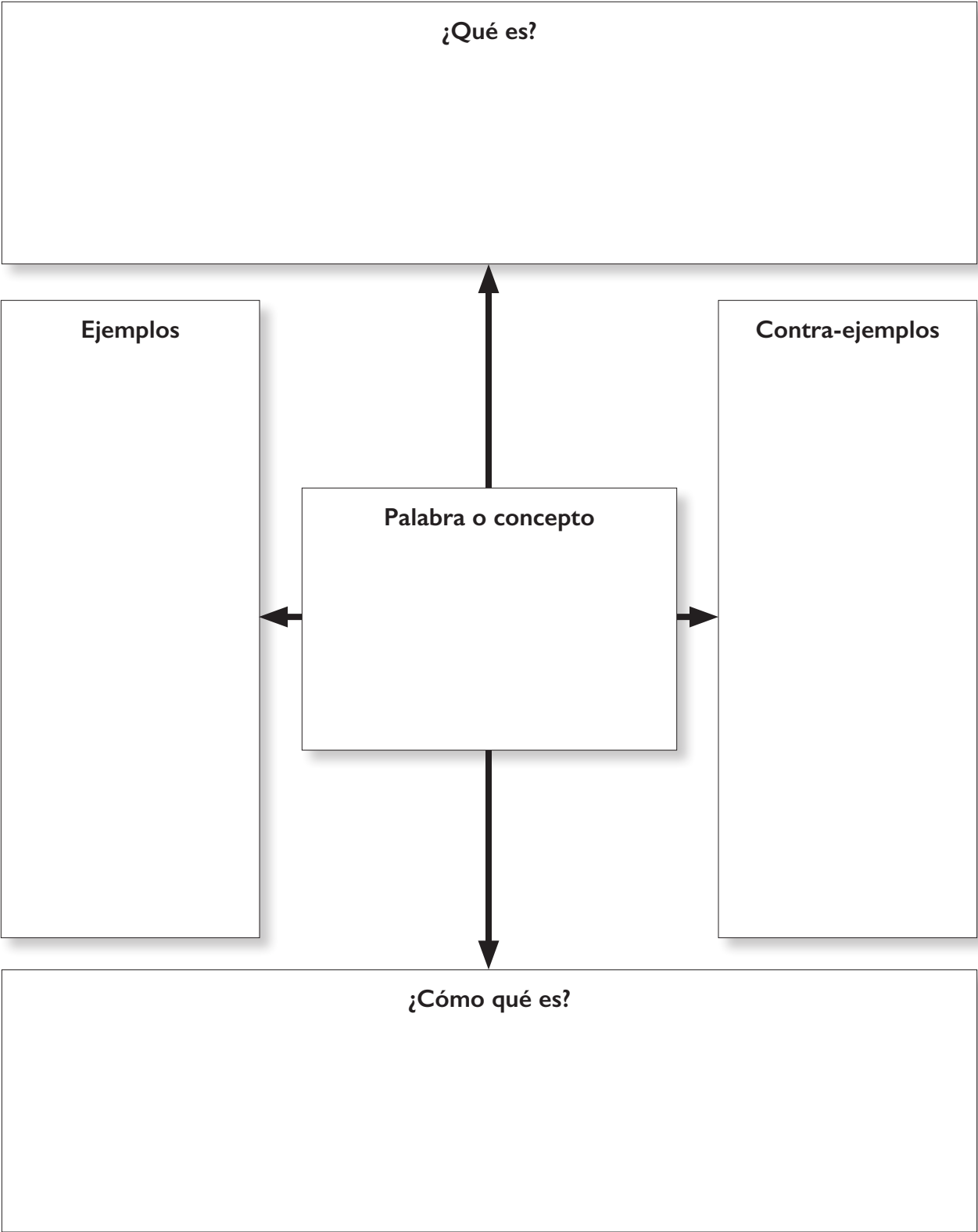
Adapted from Schwartz & Raphael, 1985.

Semantic Map

What is it?

Examples

Synonyms

Word or concept

Nonexamples

Antonyms

What is it like?
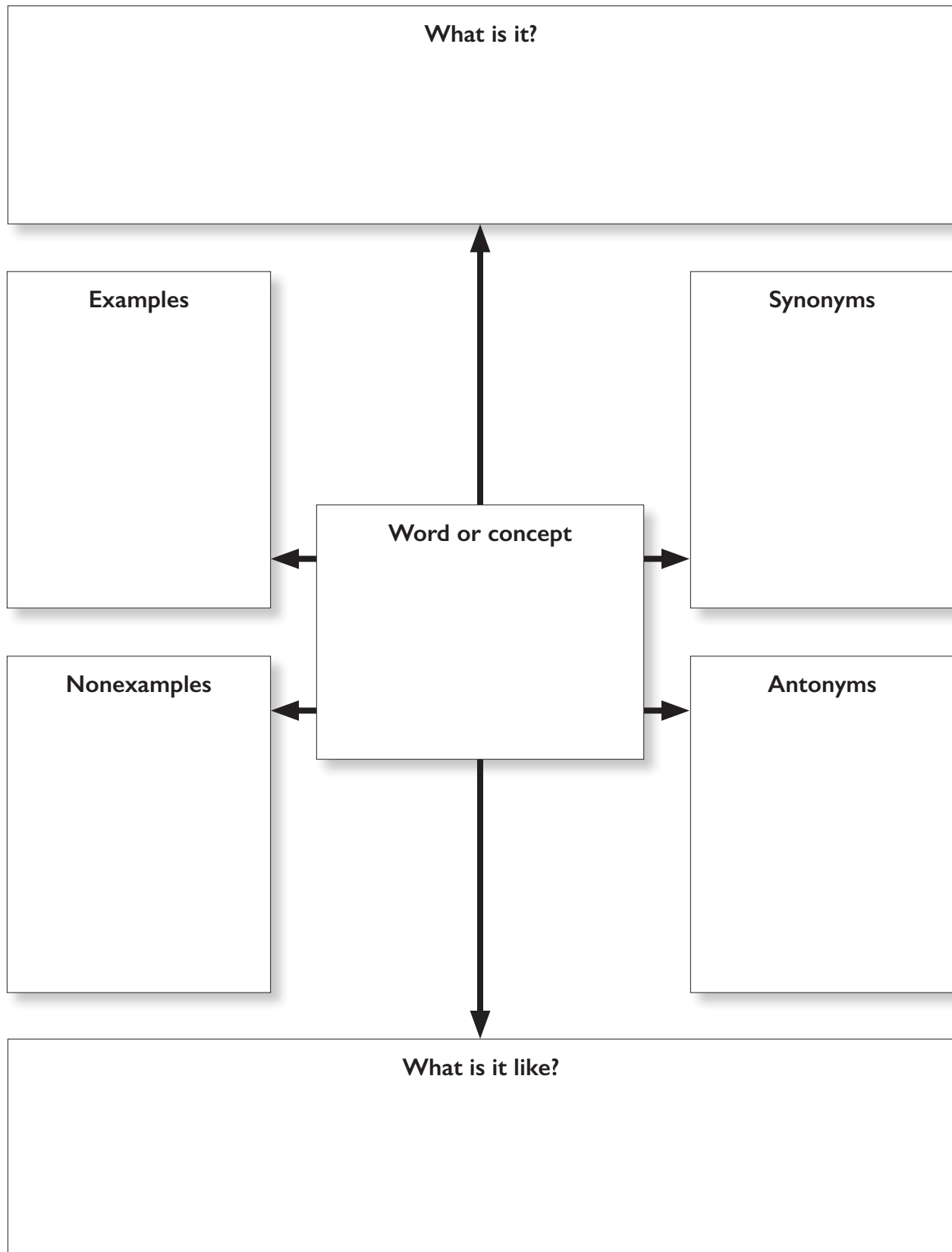
Adapted from Archer & Hughes, 2011.

Multiple-Meaning Word Map

1. Record the definitions of a word.

2. Locate examples of the word in the text.

3. Match the word with the definition used in the text.

Definition

Definition

Word

Definition

Definition
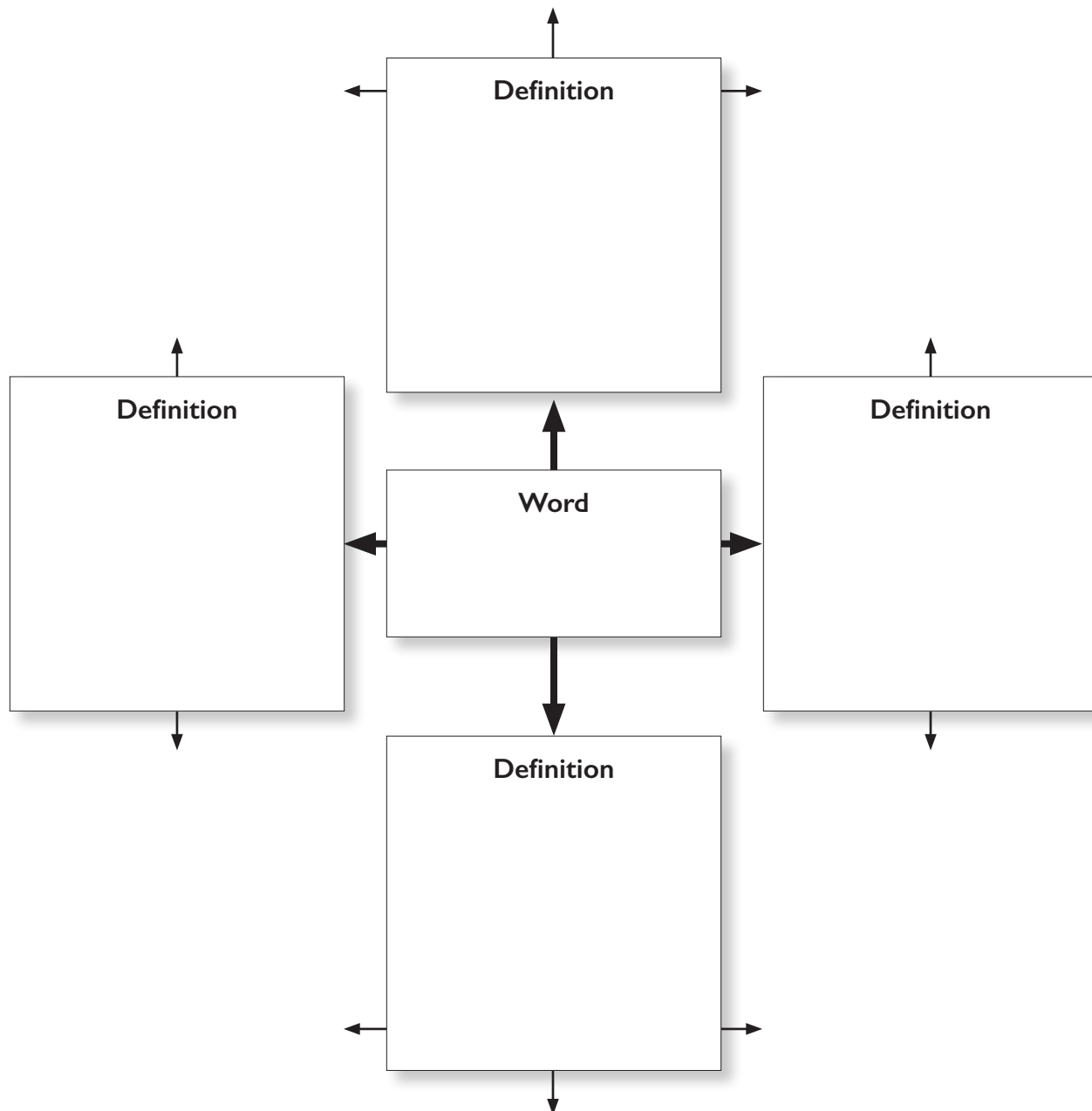
Ejemplos de mapas de palabras con significados múltiples

1. Apunte los significados múltiples de la palabra.

2. Encuentre ejemplos de la palabra en el texto.

3. Empareje la palabra con el significado usado en el texto.

Significado

Significado

Significado

Palabra

Significado
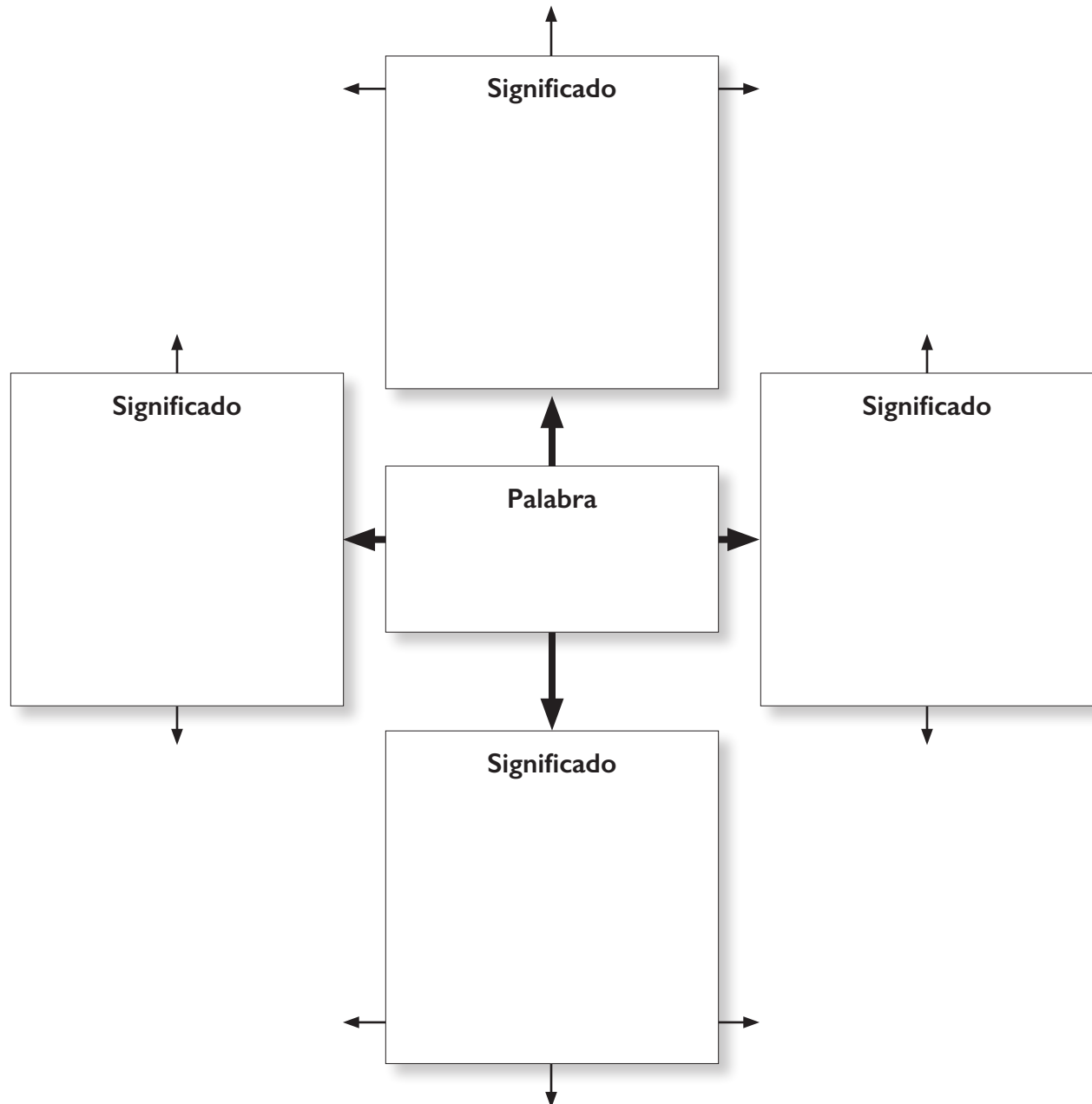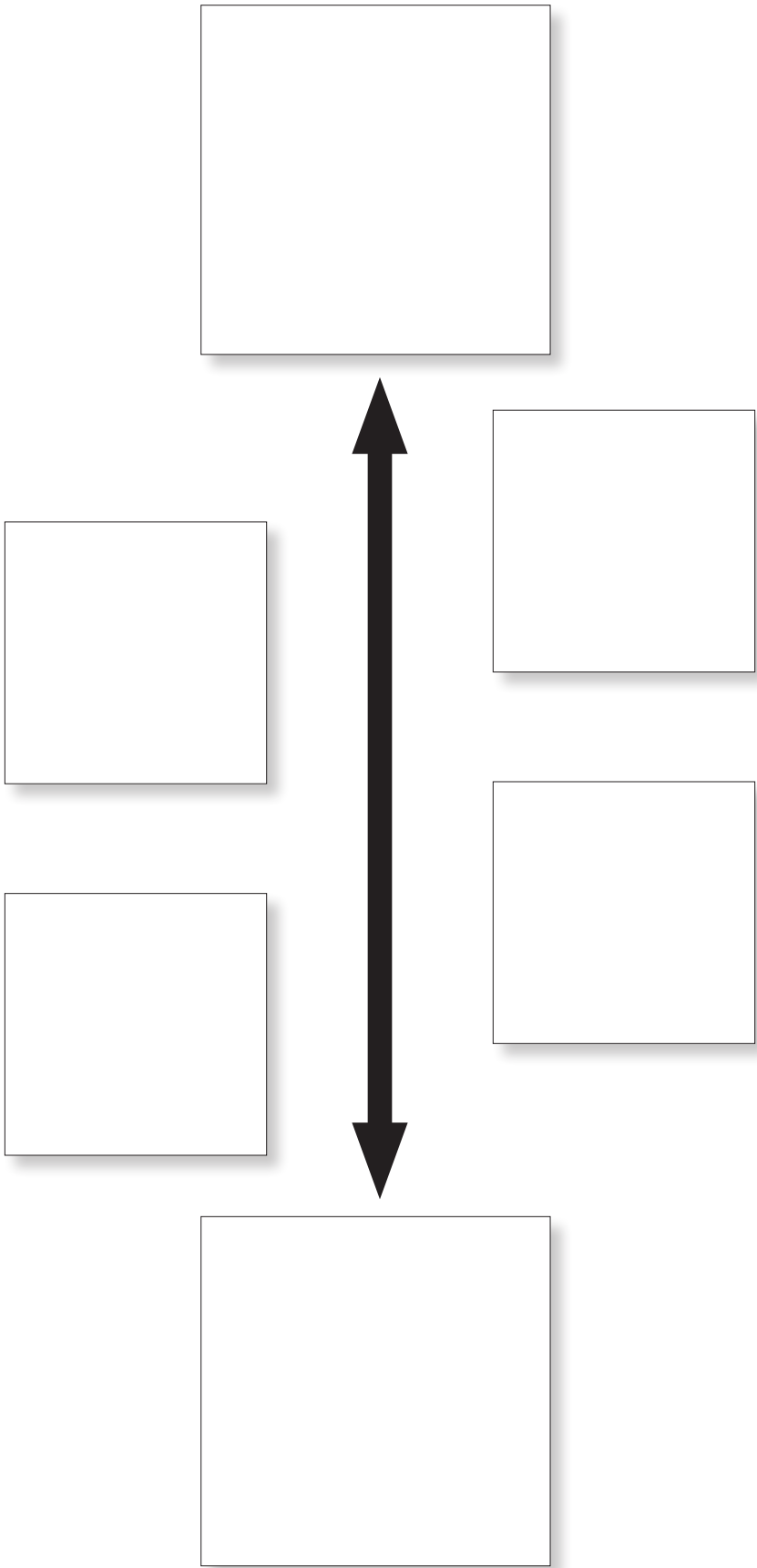
Antonym Continuum

Antonym Continuum Example

sizzling

hot

warm

cool

cold

freezing
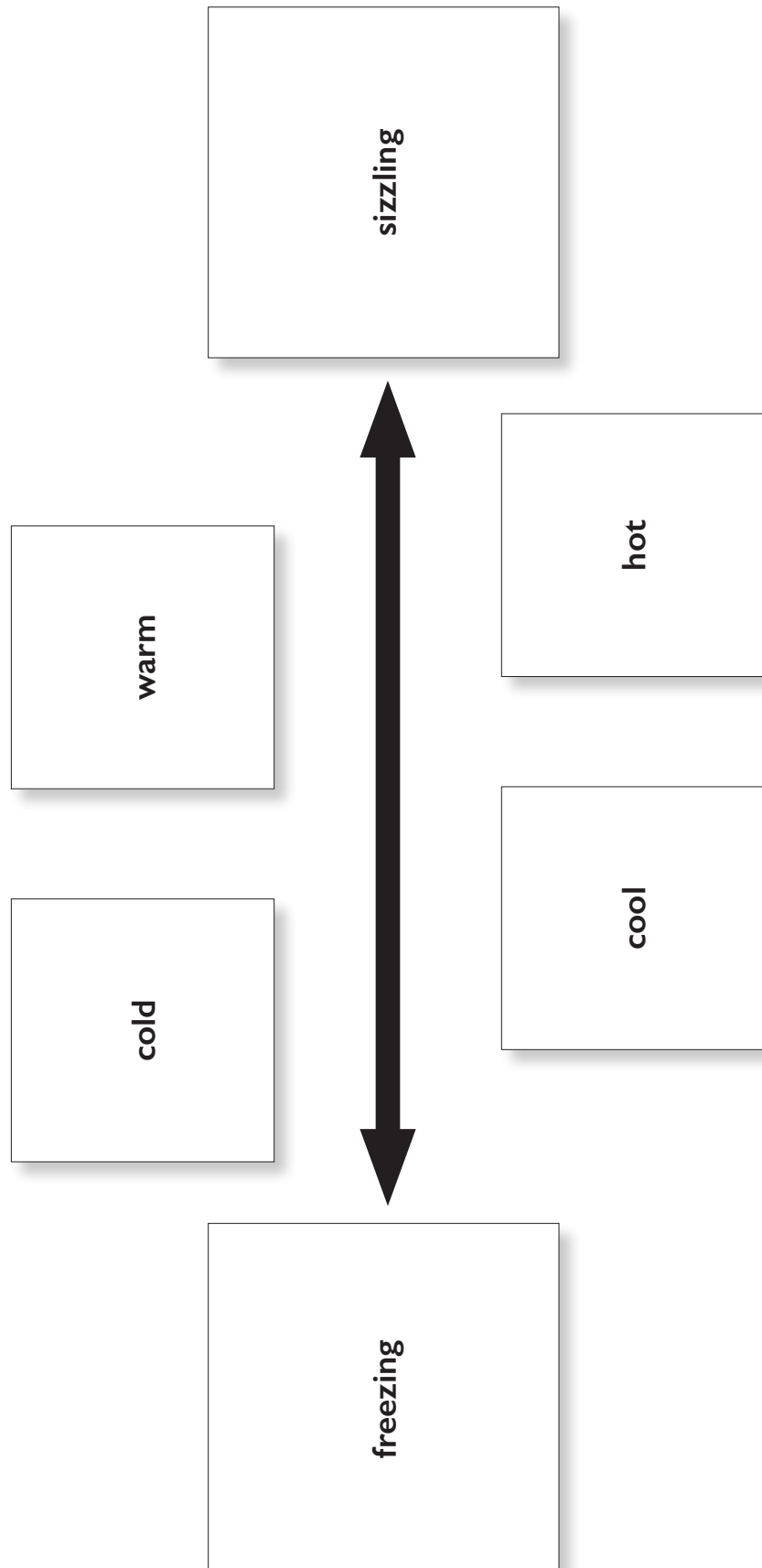
Word Wrap

Word	**What are some examples?**

What is it?	**What is it like?**

Adapted from Florida Center for Reading Research, 2006.

Word Wrap in Spanish

Palabra	**¿Cuáles son unos ejemplos?**

¿Qué es?	**¿A qué se parece?**

Adapted from Florida Center for Reading Research, 2006.

Circle Map
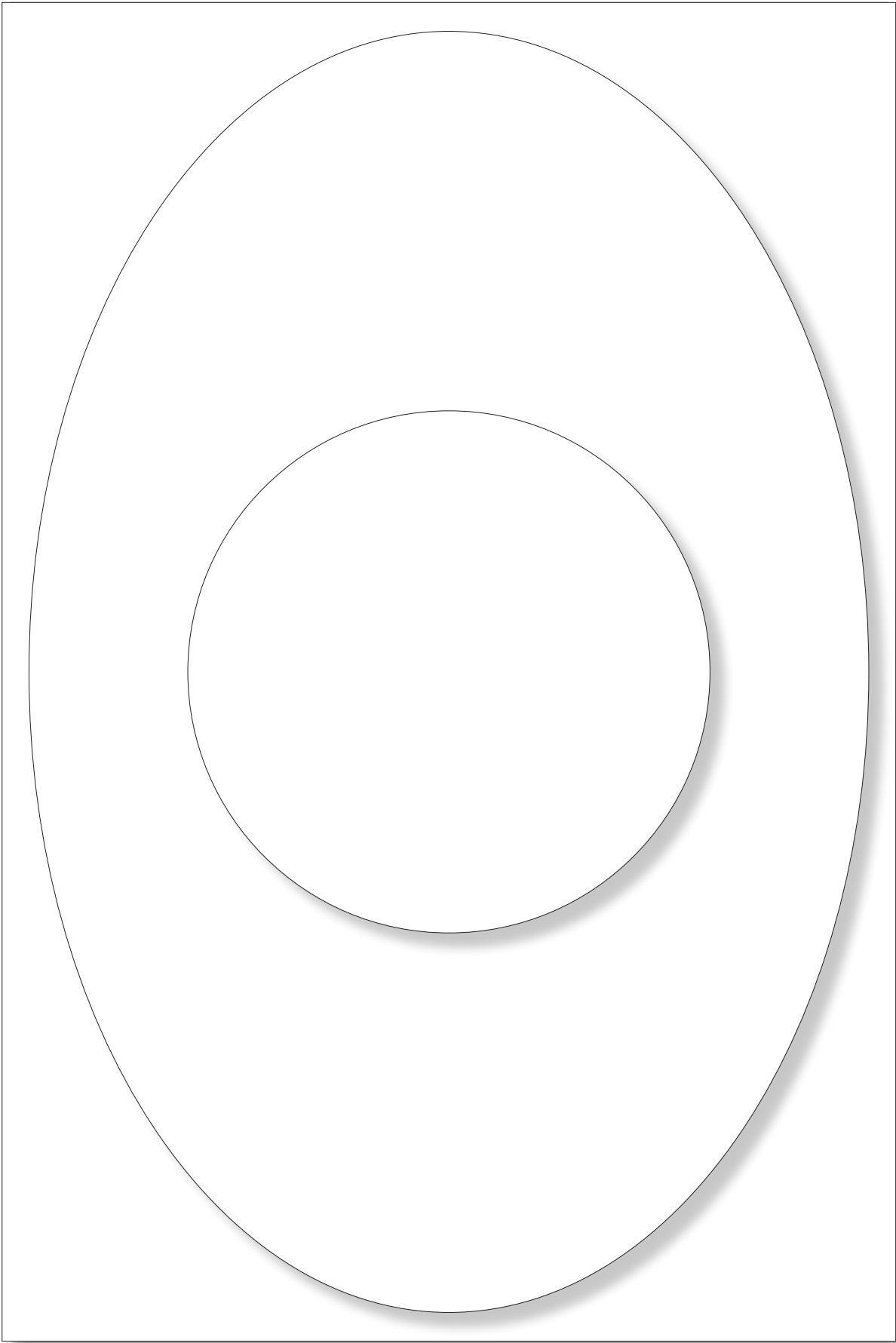
Bubble Map
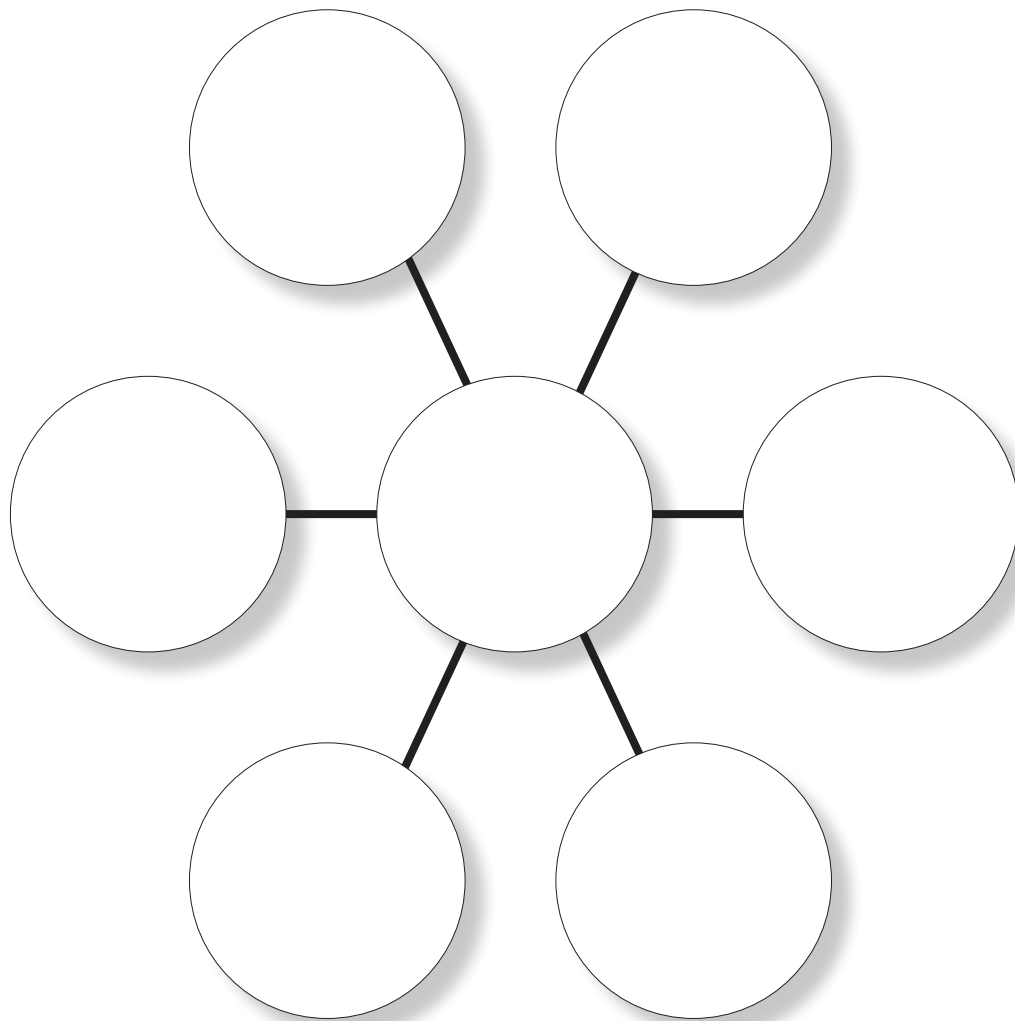
Double-Bubble Map
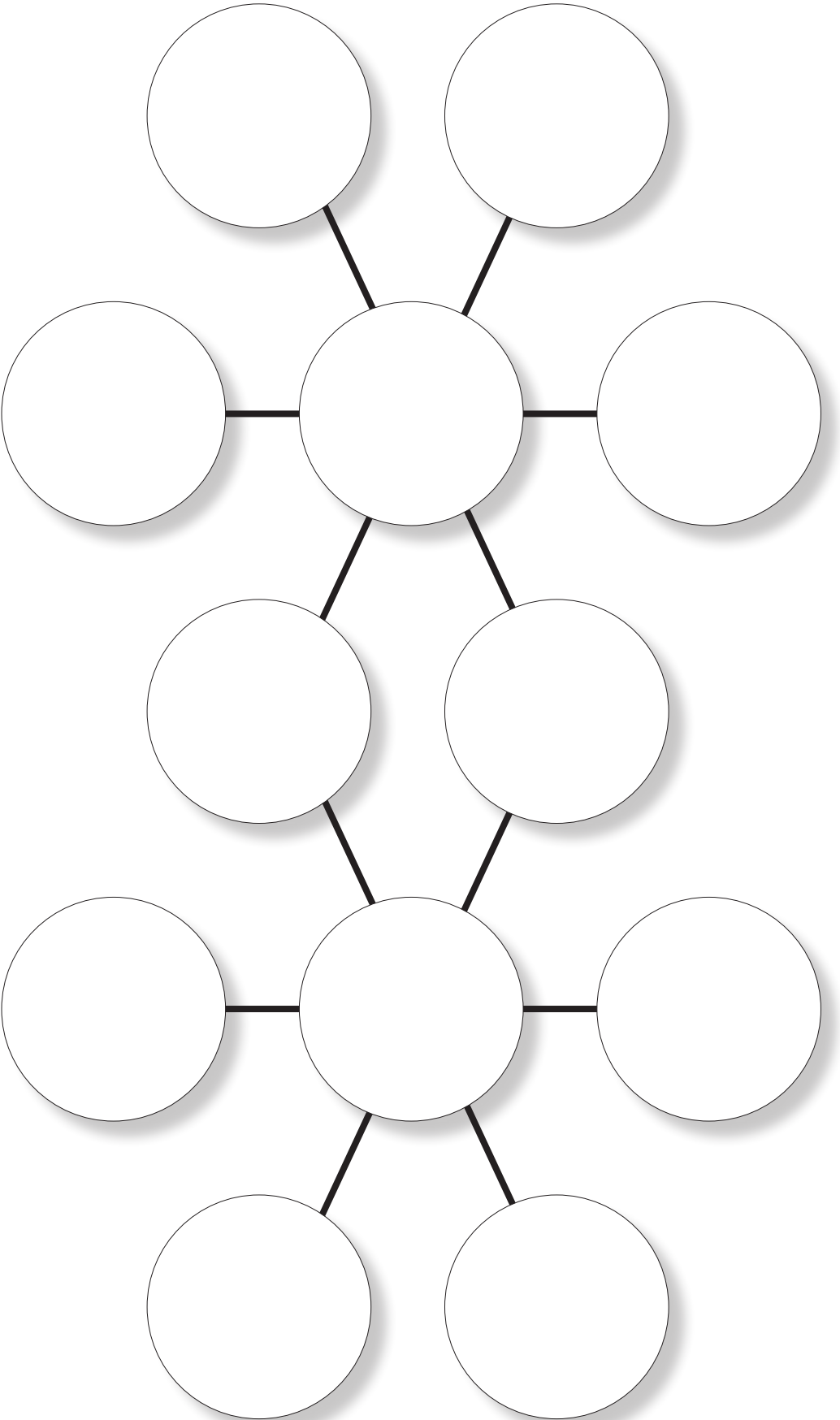
Four-Square Vocabulary Map

Word:	**What is it?**
Brainstorm everything we know about the word:	

Antonyms	**Synonyms**

Mapa de vocabulario de cuatro cuadros

Palabra:	**¿Qué es?**
Escribe todo lo que sepas sobre la palabra:	

Antónimos	**Sinónimos**

Word Web Examples

unusual

unsafe

unlike

un-
("not")

unhappy

unable

unclean

unbelievable

unafraid

likes

liked

liking

dislike

like

unlike

dislikes

likeness

disliked

Why are *unlike* and *likeness* shaded?
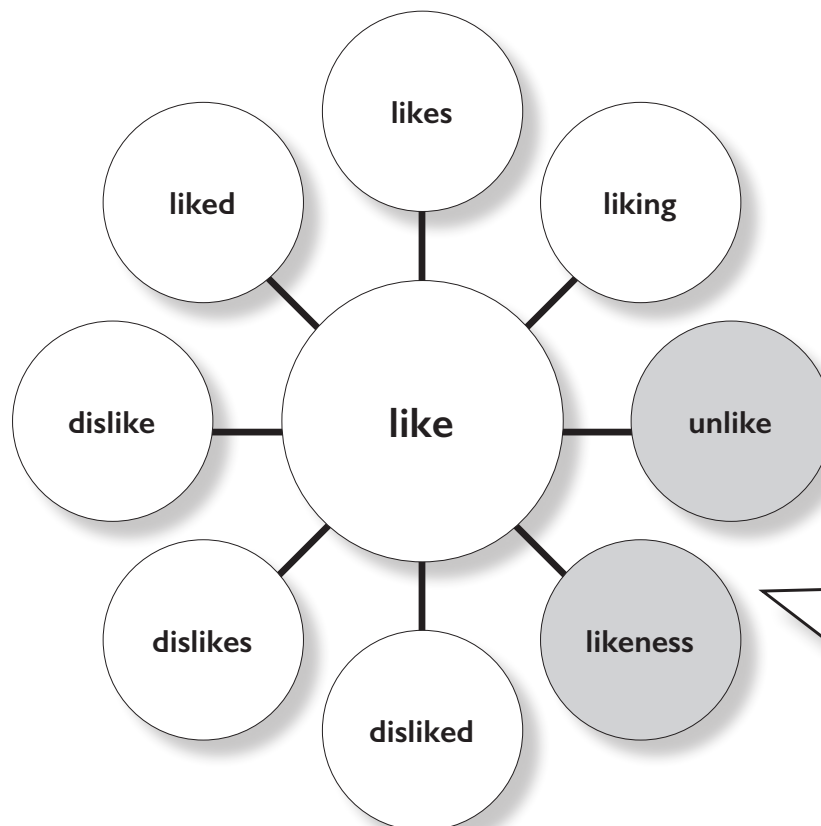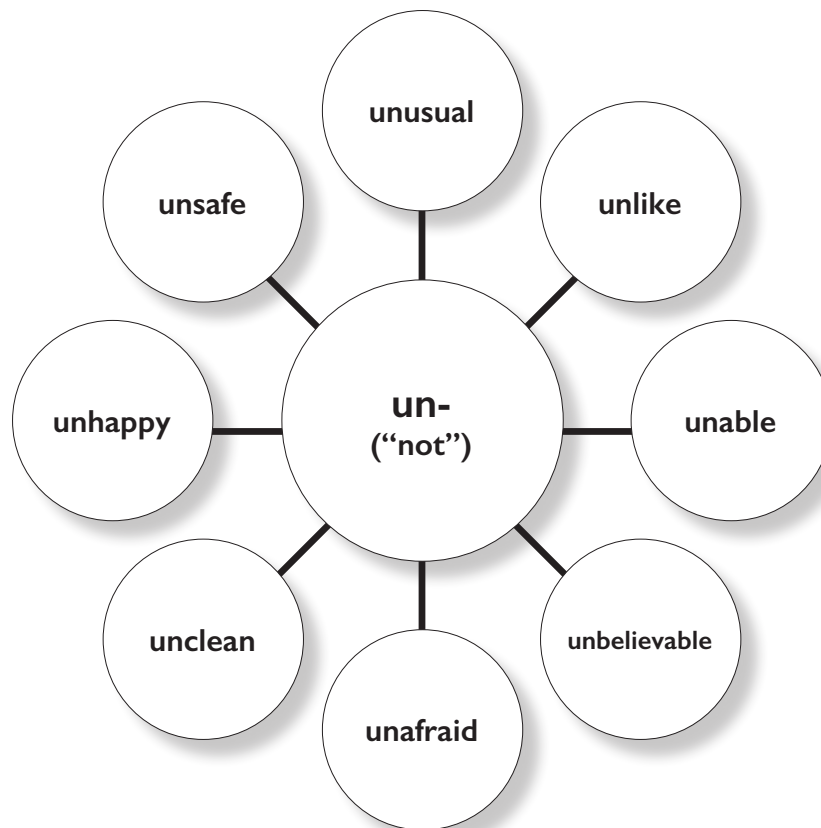
Adapted from Archer & Hughes, 2011.

Feature Analysis

FEATURES

Feature Analysis: Mammals Example

FEATURES

	Bear	Bat	Seal	Kangaroo	Whale	Human
Produces milk	+	+	+	+	+	+
Marsupial	−	−	−	+	−	−
Eats plants and meat (omnivore)	+	+	−	−	−	+
Eats meat only (carnivore)	−	+	+	−	+	−
Eats plants only (herbivore)	−	+	−	+	−	−
Able to fly	−	+	−	−	−	−
Lives at sea (aquatic)	−	−	+	−	+	−
Lives on land (terrestrial)	+	+	−	+	−	+
Has hair	+	+	+	+	+	+

Feature Analysis: Literary Characters Example

FEATURES	Charlotte	Templeton	Trisha	The bully	Nana	CJ
Intelligent	+	+	+	ǀ	+	+
Greedy	ǀ	+	ǀ	~.	ǀ	ǀ
Diligent	+	ǀ	+	~.	+	~.
Optimistic	+	ǀ	ǀ	~.	+	~.
Insensitive	ǀ	+	ǀ	+	ǀ	ǀ
Imaginative	+	ǀ	+	ǀ	+	ǀ
Reluctant	ǀ	+	ǀ	+	ǀ	+
Desperate	+	ǀ	+	ǀ	ǀ	ǀ
Courageous	+	ǀ	+	ǀ	+	ǀ

Análisis semántico de palabras

Características

Análisis semántico de palabras — ejemplo: medios de transporte

Características	Automóvil	Avioneta	Transatlántico	Ferrocarril	Bicicleta	Camello	Motocicleta	Canoa
De 6 a más pasajeros	+	+	+	+								
Utilizan combustible	+	+	+	+					+		
Cargamento	+	+			+			+			+
Motores	+	+			+				+		
Llantas	+	+					+			+		
Agua					+								+
Tierra	+					+	+	+	+		
Aire			+										

Sorting Words Into Hierarchical Categories

literary nonfiction	editorial	fiction	autobiography
poetry	literary	haiku	persuasive
informational	short story	genres	drama
instructions manual	procedural	expository essay	advertisement
song lyrics	science textbook	biography	free verse
newspaper article			
nonfiction			
recipe			
novel			
play			
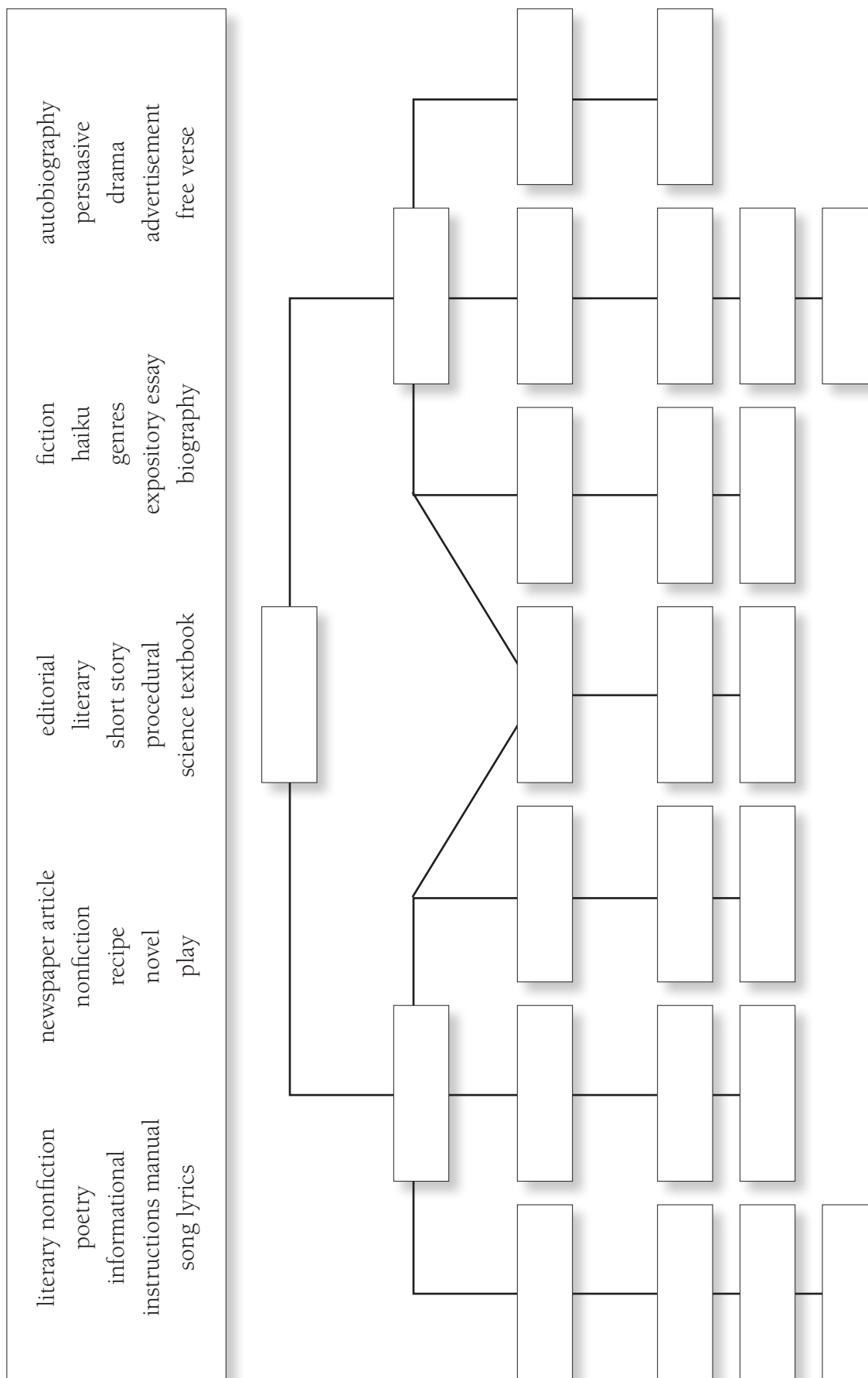
Morphology Information

Start with base words with inflectional endings. Make sure to explicitly teach rules for adding these endings and other suffixes onto base words. These rules include doubling the consonant after a short vowel, dropping the final *e*, and changing *y* to *i*.

-s, -es	-ed	-ing	-er, -est
relaxes	employed	replaying	greater, greatest
watches	grabbed	stunning	grimmer, grimmest
carries	misplaced	revising	tamer, tamest
mummies	hurried	envying	lovelier, loveliest

Teach base words with common prefixes and derivational suffixes.

un- (not or opposite)	re- (again or back)	pre- (before)	dis- (not or opposite)	tri- (three)
unhappy	redo	preview	disagree	triangle
undone	remake	preheat	displace	tricycle
unsure	resend	premade	disarm	triathlete
untied	retake	preset	disengage	triceratops

-ful (adj., full of)	-less (adj., without)	-ly (adv., in a manner that is, like a)	-er (noun, one who)	-ion (noun, act or process)
hopeful	hopeless		worker	addition
careful	careless	quickly	teacher	division
helpful	helpless	quietly	speaker	discussion
harmful	harmless	friendly	maker	creation
useful	useless	motherly		

For advanced students, begin to teach concrete roots or roots in the texts read in class, including in science, math, and social studies.

struct (to build)	aqua (water)	port (to carry)	flect (to bend)
construct	aquatic	transport	reflect
construction	aquarium	portable	reflection
instruct	aquanaut	export	flexible
instructor	aqueduct	important	reflex
instruction		support	deflect
structure		report	inflection

spec (to look or see)	sect (to cut or separate)	tract (to drag or pull)	ject (to throw)
inspect	section	tractor	reject
spectacle	insect	attraction	injection
spectacles	dissect	distract	projectile
spectator	sectional	contraction	adjective
suspect			object

Notice that these roots and their derivations connect to Latin-based languages, like Spanish, so you can also bring in Spanish cognates when teaching these roots.

Use various activities to focus students on relating words through their meaningful parts.

Word Sorts

Example: Sort these words by their base words.

unbelievable	friendship	friendliest	funnier
unfunny	funnily	friendless	frightfully
frightening	unfriendly	frights	believable
believed	disbelieving	frightful	funniest

Example: Sort these words by their suffixes' meanings.

employer	uglier	teacher
runnier	runner	funnier
lamer	worker	moaner
nosier	happier	gamer

Word Webs

(See page 15 of Handout 6.)

Word Family Trees

Example:
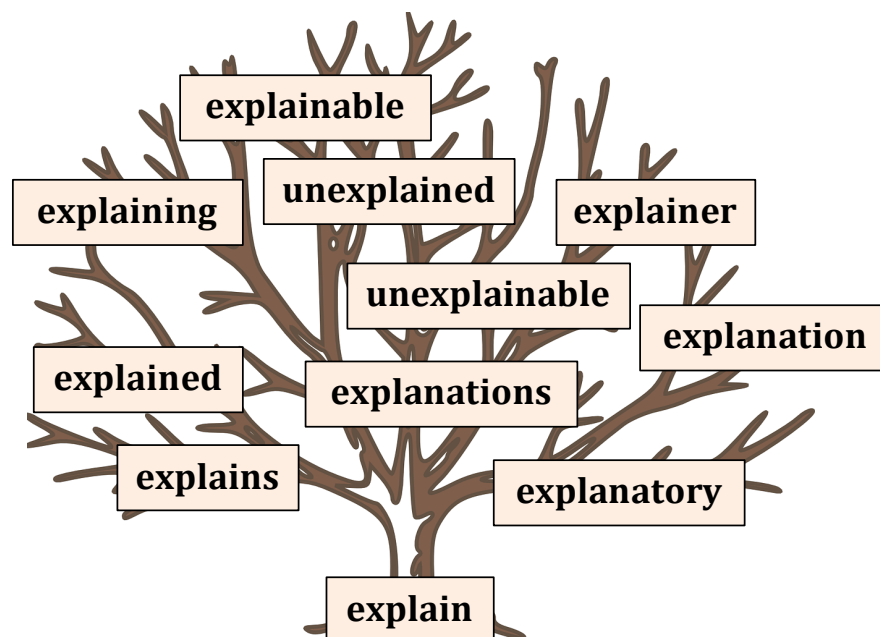
Word Matrices

You can make these for free at www.realspellers.org/wordworks. Example:

		ed	
pre	**view**	ing	
re	see or look	s	
		er	s

Word sums

Examples:

en + joy =	care + s =	happy + er =
en + joy + ed =	care + ing =	happy + est =
en + joy + ing =	un + care + ing =	un + happy =
en + joy + able =	care + free =	un + happy + er =
joy + ful =	care + ed =	un + happy + est =
joy + ful + ly =	day + care =	happy + ly =
joy + ful + ness =	care + ful =	un + happy + ly =
joy + ous =	care + less =	happy + ness =
over + joy =	care + less + ness =	un + happy + ness =
over + joy + ed =	care + give + er =	slap + happy =

Prefijos, sufijos y raíces o lexemas en español

Raíz o lexema	Prefijo	Sufijo
Es la parte de la palabra con significado que no cambia y sirve de base para hacer otras palabras. A veces el lexema puede estar solo y ser una palabra. Otras veces, el lexema es un grupo de letras que necesita otros morfemas para ser palabra. Ejemplos: *mar* *lag*o *lag*una *lag*os	Un morfema que modifica el significado de la palabra al colocarse antes del lexema. Ejemplos: *re*vivir *des*habitado *sub*marino	Un morfema que cambia el significado de la palabra al colocarse después del lexema. Ejemplos: cas*ita* bell*ísimo* panad*ero*

Ejemplos de sufijos en español – tercer grado

Sufijo	Significado	Ejemplos
-azo, -azo	aumentativo o intensivo	perrazo, porrazo
-ita,-ito	diminutivo o afectivo	gatito, plantita
-ción	acción realizada	canción , sanción
-ísimo, -ísima	superlativo, mucho	rapidísimo, bellísima
-ista	partidario o seguidor; profesión	comunista, optimista, periodista, deportista
-era, -ero	profesión, oficio	panadero, ganadero, banquero, vaquero
-edor(a), -idor(a), -ador(a)	persona que realiza una acción; instrumento; lugar	vendedor, prendedor, comedor
-ería	lugar donde se realiza un oficio	panadería, lavandería, tortillería
-dad	sustantivo abstracto	oscuridad, maldad, fealdad
-al	cambia sustantivos a adjetivos; relacionado con algo	mensual, mental, cultural,
-oso, -osa	adjetivo derivado de sustantivos, verbos u otros adjetivos	pegajoso, resbaloso, verdoso, vanidoso, borroso, cremoso
-ble	que puede ser, que es capaz	vendible, comible, masticable, visible
-tor/a, -dor/a	profesión, persona que hace	editora, conductora, hablador, diseñador
	máquina	extractor, batidora, lavadora

Ejemplos de prefijos en español – tercer grado

Prefijo	Significado	Ejemplos
ante-	delante, antes de	anteojos, anteayer, anterior, antesala
anti-	contrario, opuesto	antiadherente, antisocial
auto-	uno mismo	automóvil
bi-	dos, doble	bicicleta, bifocal, bicolor
co-, con-	agregación, mutuo, cooperación	colaborar, combinar, convidar, conjunto
extra-	fuera de, separado	extraordinario, extraer, extrañar, extracurriculares
im-, in-	opuesto	increíble, imposible
mega-	grande, amplificación	megáfono
micro-	pequeño	microscopio
multi-	numeroso, muchos	multimillonario, multicolor
re-	repetición, otra vez	releer, recontar, revivir
sub-	bajo, menor	subterráneo, submarino
super-	sobre, exceso, mucho	superproducción, superhombre
tele-	a distancia	teléfono, telescopio
trans-, tras-	al otro lado, a través de	transporte, trasladar

Guidelines for Teaching and Practicing Word-Learning Strategies

Using Context Clues

Be cautious. Using context clues to figure out a word's meaning often requires an extensive amount of inference and must be combined with other information.

A good process for having students practice using context clues to infer a word's meaning includes the following steps:

- Rereading a sentence or group of sentences with an unknown word

- Discussing the contextual information with others

- Forming an initial hypothesis about the word's meaning

- Realizing that a complete and accurate understanding of the word may not be possible from using the context alone

- Combining the hypothesis with other clues like the word's morphological structure (if possible)

There are various types of contextual support—from very explicit to very implicit. The following are some specific examples.

Type	Example
Definition: Meaning of word is explained in sentence or text.	The **nutritional benefits** of the juice, *its vitamins and minerals*, are listed on the label.
Synonym: Text contains word similar in meaning.	I moved **hastily** toward the door. In fact, I moved *so fast* that I left the room before my dad came back.
Antonym: Text contains word nearly opposite in meaning.	The rat was **enormous** compared to the baby mouse, which was *tiny*.
Example: Text contains example words or ideas.	Having a **vehicle**—whether it's a *car, truck, or motorcycle*—is helpful for getting where you want to go.
General: Text contains several words or phrases that provide clues to word's meaning.	The circus was **marvelous**. It had *a lot of animals doing tricks, funny clowns*, and *wonderful trapeze flyers*.

Using Morphology

See Handout 9.

Using a Dictionary

Be cautious. Using a dictionary effectively requires several complex skills, including the following:

- Alphabetizing and being able to use the guide words

- Spelling effectively enough to find the word

- Understanding how a definition is constructed

- Being able to use context when choosing from among several definitions, as most words have more than one meaning

Definitions are often difficult to understand. Students may need explicit instruction in how to read definitions. The following is a basic definition map.

Word:	→	**What category does it belong to?**
	→	**How is the word different from other words in the category?**

Example:

Word: dilemma	→	**What category does it belong to?** choice
	→	**How is the word different from other words in the category?** between two bad alternatives
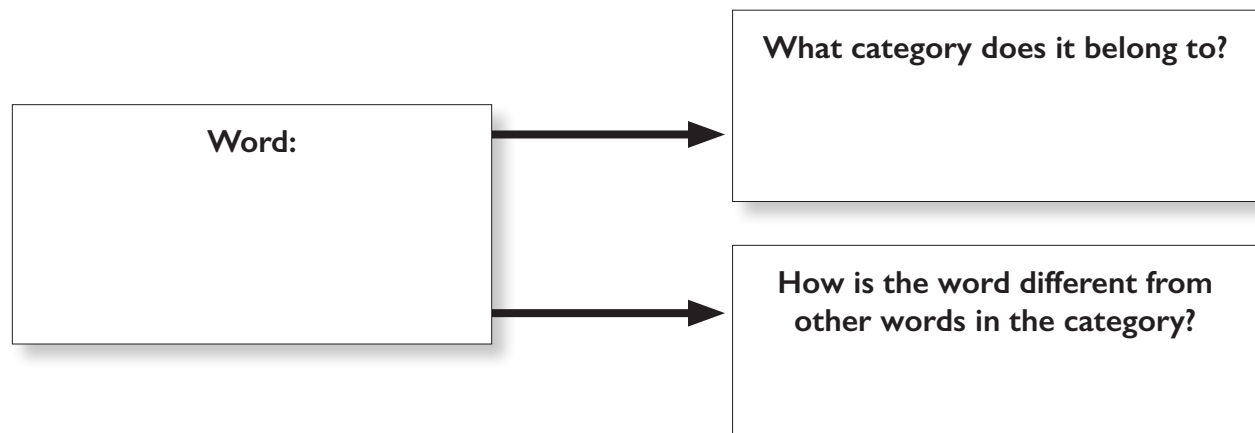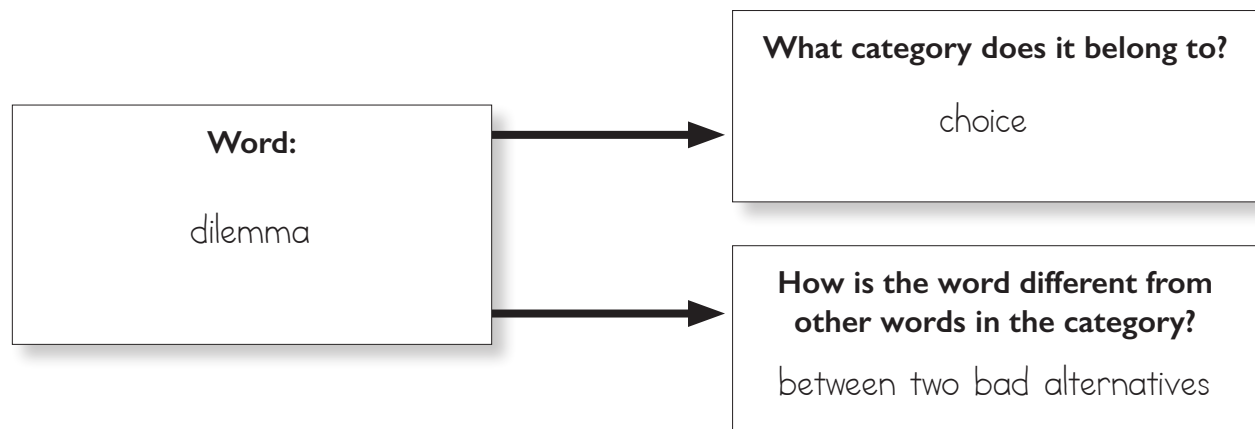
Two Examples of Word-Learning Routines

From *Now We Get It! Boosting Comprehension With Collaborative Strategic Reading* (Klingner, Vaughn, Boardman, & Swanson, 2012):

• Reread the sentence with the word and look for key ideas to help you figure out the word. Think about what makes sense.

• Reread the sentences before and after the word, looking for clues.

• Look for a prefix or suffix in the word that might help.

• Break the word apart and look for smaller words that you know.

Chapter from *Teaching and Learning Vocabulary: Bringing Research to Practice* (Baumann, Font, Edwards, & Boland, 2005):

• Read the sentences around the word to find clues to its meaning.

• Try breaking apart the word into its root, prefix, and suffix to figure out its meaning.

  • Look for a root. See whether you know what it means.

  • Look for a prefix. See whether you know what it means.

  • Look for a suffix. See whether you know what it means.

  • Put the meanings of the parts together to see whether you can build the word's meaning.

• Read the sentences around the word again to see whether you have figured out the word's meaning.

Adapted from Bauman et al., 2005; Klingner et al., 2012; Moats, 2009; Stahl & Nagy, 2006.

Word-Learning Strategy Cards

Fix-Up Strategy 1

Reread the sentence with the word and look for key ideas to help you figure out the word. Think about what makes sense.

Fix-Up Strategy 2

Reread the sentences before and after the word, looking for clues.

Fix-Up Strategy 3

Look for a prefix or suffix in the word that might help.

Fix-Up Strategy 4

Break the word apart and look for smaller words that you know.

Adapted from Klingner, Vaughn, Boardman, & Swanson, 2012.

Estrategias para aprender palabras

### Estrategia 1	### Estrategia 2
Vuelve a leer la oración con la palabra difícil y busca ideas importantes que te ayuden a entender el significado de la palabra. Piensa en algo que tenga sentido.	Vuelve a leer las oraciones que se encuentran antes y después de la oración con la palabra difícil para buscar pistas.
### Estrategia 3	### Estrategia 4
Busca un prefijo o un sufijo en la palabra que te pueda ayudar.	Busca en la palabra difícil partes de palabras o palabras más pequeñas que tu conozcas.

Adapted from Klingner, Vaughn, Boardman, & Swanson, 2012.

Guidelines for Developing Word Consciousness

Develop students' intrinsic motivation for paying attention to words, asking questions about words, and experimenting with words and language.

Help students see the power of words and language through discussions, read-alouds, and writing activities. Talk about specific words, choosing one word over another, and how authors and speakers choose words methodically. One example of a book to start the conversation is *Wonderful Words: Poems About Reading, Writing, Speaking, and Listening* by Lee Bennett Hopkins.

Make it safe for students to experiment with words and language. Allow students to try words across contexts and discuss why they chose to use specific words in their speaking or writing.

Let students see you wondering about words, figuring out what words mean, and experimenting with words yourself (both successfully and unsuccessfully).

Encourage students to watch and listen for previously learned words in books, conversations, etc. To make this activity more concrete, have students keep track of these words on a chart or checklist like the example below.

Name: Monica

WORDS	1	2	3	4	5	6	7	8	9	10
persist	✓									
lament	✓	✓								
solution	✓	✓	✓	✓	✓	✓	✓			
fortunate	✓	✓	✓	✓						
incredible	✓	✓								

Have students use a word journal or bookmark to keep track of interesting words they come across and want to know more about. (For sample vocabulary bookmarks, see page 4.)

Ask students to note words they hear or see at home, on TV, in the grocery store, on signs, etc. Have a "word day" or other designated time to discuss these words. Post the words with students' names next to them on a word wall or bulletin board.

Encourage students to use new words in their speaking and writing. Having a vocabulary word wall with previously learned words can help.

Create a "top 10" list of words. You, the class, or individual students can create a list. Examples of books that can be used to introduce this idea include the following:

- *Max's Words* by Kate Banks
- *The Boy Who Loved Words* by Roni Schotter
- *The Word Collector* by Sonja Wimmer
- *Donovan's Word Jar* by Monalisa DeGross

Use word-play activities, such as the following:

- Puns (multiple-meaning words, homophones, idioms)

  - What did the sea say to the sand? (Nothing, it simply waved.)

  - I wondered why the baseball was getting bigger. Then it hit me.

  - I wasn't going to get a brain transplant, but then I changed my mind.

  - Why don't teddy bears eat at picnics? (Because they're stuffed.)

- Hink pinks, hinky pinkies, and hinkety pinketies (riddles with rhyming words for answers)

Hink pinks (one-syllable words)
obese feline = _____ _____
intelligent beginning = _____ _____
unhappy father = _____ _____
tidy road = _____ _____

Hinky pinkies (two-syllable words)	Hinkety pinketies (three-syllable words)
great detective = _____ _____	drum talk = _____ _____
smarter boxer = _____ _____	smoggy driver = _____ _____
tired flower = _____ _____	evil preacher = _____ _____
numeral sleep = _____ _____	happier dog = _____ _____

Examples of books to demonstrate concepts such as multiple-meaning words, homophones, idioms, and metaphors include the following:

- Amelia Bedelia series
- *The King Who Rained* by Fred Gwynne
- *A Little Pigeon Toad* by Fred Gwynne
- *A Chocolate Moose for Dinner* by Fred Gwynne
- *The Sixteen Hand Horse* by Fred Gwynne
- *Dear Deer: A Book of Homophones* by Gene Barretta
- *In a Pickle: And Other Funny Idioms* by Marvin Terban
- *You're Toast and Other Metaphors We Adore* by Nancy Loewen

Discuss with students the history and development of a word, known as its etymology. Often, students want to know, "Where does this word come from?" "Why is this word spelled this way?" "Does this word relate to this other word?" These are opportunities to research and dig deeper into the English language. Here are a few helpful resources to begin your research:

- **www.etymonline.com**: Online etymology dictionary in which you can search any word to find out its etymological history

- *The American Way of Spelling: The Structure and Origins of American English Orthography* by Richard Venezky: Reference book that provides in-depth information about the history of the English language

- *The Weird World of Words: A Guided Tour* by Mitchell Symons: Book with fun and interesting facts about words, phrases, idiomatic expressions, etc.

- **www.vocablog-plc.blogspot.com**: Susan Ebbers's blog with information about topics such as vocabulary and morphology and instruction related to these components

- *Scholastic Dictionary of Idioms* by Marvin Terban: Reference book that provides explanations and histories of more than 700 sayings and expressions

Adapted from Beers, 2003; Blachowicz & Fisher, 2004; Florida Center for Reading Research, 2006, 2007; Graves, 2006; Moats, 2009; Scott & Nagy, 2004; Stahl & Nagy, 2006.

Resources listed: Banks, 2006; Barretta, 2010; DeGross, 1998; Gwynne, 1987, 1988a, 1988b, 1988c, 2005; Loewen, 2011; Schotter & Potter, 2006; Symons, 2015; Terban, 1998; Terban, 2007; Venezky, 1999; Wimmer, 2012.

Vocabulary Bookmarks

VOCABULARY BOOKMARK	**VOCABULARY BOOKMARK**	**VOCABULARY BOOKMARK**
Word: _____ Page number: _____ Why you chose it: _____ _____ _____ _____	Word: _____ Page number: _____ Why you chose it: _____ _____ _____ _____	Word: _____ Page number: _____ Why you chose it: _____ _____ _____ _____
Word: _____ Page number: _____ Why you chose it: _____ _____ _____ _____	Word: _____ Page number: _____ Why you chose it: _____ _____ _____ _____	Word: _____ Page number: _____ Why you chose it: _____ _____ _____ _____
Word: _____ Page number: _____ Why you chose it: _____ _____ _____ _____	Word: _____ Page number: _____ Why you chose it: _____ _____ _____ _____	Word: _____ Page number: _____ Why you chose it: _____ _____ _____ _____
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Word: _____ Page number: _____ Why you chose it: _____ _____ _____ _____	Word: _____ Page number: _____ Why you chose it: _____ _____ _____ _____	Word: _____ Page number: _____ Why you chose it: _____ _____ _____ _____

Academic Word List

Most Common		Second-Most Common		Third-Most Common	
analysis	indicate	achieve	institute	alternative	interaction
approach	individual	acquisition	investment	circumstances	justification
area	interpretation	administration	item	comment	layer
assessment	involve	affect	journals	compensation	link
assume	issue	appropriate	maintenance	component	location
authority	labor	aspect	normal	consent	maximum
available	legal	assistance	obtain	considerable	minority
benefit	legislation	category	participation	constant	negative
concept	major	chapter	perceive	constraint	outcome
consistent	method	commission	positive	contribution	partnership
constitutional	occur	community	potential	convention	philosophy
context	percent	complex	previous	coordination	physical
contract	period	computer	primary	core	proportion
create	policy	conclusion	purchase	corporate	publish
data	principle	conduct	range	corresponding	reaction
definition	procedure	consequences	region	criteria	register
derive	process	construct	regulations	deduction	reliance
distribution	require	consumer	relevant	demonstrate	remove
economic	research	credit	resident	document	scheme
environment	response	cultural	resources	dominant	sequence
establish	role	design	restricted	emphasis	shift
estimate	section	distinction	security	ensure	specify
evidence	sector	element	sought	exclude	sufficient
export	significant	equation	select	framework	summary
factor	similar	evaluation	site	fund	task
financial	source	feature	strategy	illustrate	technical
formula	specific	final	survey	immigration	technique
function	structure	focus	text	imply	technology
identify	theory	impact	traditional	initial	validity
income	variables	injury	transfer	instance	volume

Adapted from Coxhead, 2000.

Connectives

Coordinating Conjunctions	Subordinating Conjunctions	Relative Pronouns	Transition Words and Phrases	
and	after	that	above all	immediately
but	although	what	according to	in addition
for	as	whatever	additionally	in any event
nor	as if	which	after all	in case
or	as long as	whichever	albeit	including
so	as much as	who	all in all	in conclusion
yet	as soon as	whoever	all of a sudden	indeed
	as though	whom	also	in other words
	because	whomever	altogether	in particular
	before	whose	as a result	in reality
	even if		as much as	in the meantime
	even though		as well as	likewise
	how		at the same time	namely
	if		besides	nonetheless
	in order that		be that as it may	not only…but also
	lest		certainly	notwithstanding
	now that		conversely	obviously
	provided (that)		definitely	ordinarily
	so that		despite	rather
	than		due to	regardless
	that		even though	similarly
	though		finally	sooner or later
	unless		for example	surely
	until		for instance	then
	when		for the most part	then again
	whenever		forthwith	therefore
	where		frequently	thus
	wherever		furthermore	until now
	while		given that	usually
			hence	whenever
			however	

Common (Familiar) vs. Academic (Less Common) Connectives

Common Connectives		Academic Connectives		
although	therefore	albeit	finally	previously
however	though	alternatively	in contrast	specifically
meantime	unless	consequently	initially	ultimately
meanwhile	until	conversely	likewise	whereas
moreover	whenever	despite	nevertheless	whereby
otherwise	yet	eventually	nonetheless	

Connectives Categorized by Idea Relations

Additive	Temporal	Causal	Contrast	Compare
additionally	after	CAUSE OF THINGS:	alternatively	also
and	afterward	a/the consequence of	although	correspondingly
also	before	because	but	equally
apart from this	during	due to	contrary to	for the same reason
as well (as)	earlier	for	conversely	in a similar manner
both…and	finally	the effect of	despite	in comparison
in addition	first	the result of	even so	in the same way
moreover	following		even though	likewise
further	given the above	EFFECT OF THINGS:	however	on the one hand
furthermore	in the meantime	accordingly	in contrast	similarly
not only…but also	later	as a consequence	in spite of	too
plus	meanwhile	as a result	instead	
similarly	next	consequently	nevertheless	
too	subsequently	for this reason	nonetheless	
	then	hence	notwithstanding	
	to conclude	so	on the contrary	
	while	therefore	on the other hand	
		thus	rather	
			still	
			though	
			whereas	
			while	
			yet	

Expository Text Structures: Signal Words

Text Structure	Description	Signal Words		
Sequence	Events or ideas listed in numerical or chronological order	after before first second third now next when	today then later afterward during following preceding until	at last finally immediately meanwhile initially soon while
Description	Gives information about a topic	is like such as including for example	looks like as in in addition to illustrate	characteristics for instance appears to be a number of
Compare and Contrast	Discusses similarities and differences between two or more topics	but yet similar to different from in common	although either…or compared with however as well as	in contrast with even though likewise as opposed to
Cause and effect	Presents ideas or events as causes with resulting outcomes or effects	because so thus as a result	if…then this led to therefore for this reason	consequently accordingly may be due to
Problem and solution	Presents a problem followed by one or more solutions	a problem a solution so that because if…then	this led to in order to one reason for thus for this reason	leads/led to accordingly may be due to steps involved

Ejemplos de conectores textuales en español

Contraste	Comparación	Causal/consecuencia	Enlace de ideas	Secuencia/orden
al contrario sin embargo a menos que aunque en contraste con a pesar de no obstante pero después de todo mientras	así como de igual forma de manera similar igualmente también parecido a	así que de manera que entonces por esto por esta razón por lo tanto por tal razón por consiguiente por consecuencia debido a ya que	además asimismo de nuevo del mismo modo entonces finalmente igualmente por ejemplo por otra parte por otro lado también	en primer, segundo … lugar finalmente por último luego después antes al mismo tiempo anteriormente durante al final al principio más tarde a continuación

Adapted from Anderson, 2007; Crosson & Lesaux, 2013; Florida Center for Reading Research, 2006, 2007.

Texts for Read-Alouds: Evaluating the Level of Vocabulary

Directions: The general descriptions of three sample lessons and texts to be read aloud are provided below. Read each lesson's description. Then, do the following:

- Read the text excerpt provided and highlight all Level 2 vocabulary words.

- Count the number of Level 2 words. Use this number to calculate the percentage of Level 2 words. Here is the equation to figure out the percentage:
  Number of Level 2 words / Total words x 100 = Percentage of Level 2 words

- Imagine that each excerpt represents the percentage of Level 2 words throughout the text. Decide whether you believe the text will immerse students in sophisticated language.

- Write one sentence explaining whether this text would be good for building students' breadth of vocabulary knowledge. (The text could still be effective for teaching the specific lesson even if its vocabulary is not very sophisticated.)

- Share and compare your responses with those of your partner or tablemates.

Sample Lesson 1

A teacher decides to teach a shared writing lesson in which the class will create an expository essay on the importance of friendship. The teacher chooses to use the children's picture book *Amos and Boris* by William Steig. The excerpt:

> One night, in a phosphorescent sea, he marveled at the sight of some whales spouting luminous water; and later, lying on the deck of his boat gazing at the immense, starry sky, the tiny mouse Amos, a little speck of a living thing in the vast living universe, felt thoroughly akin to it all.

Total Words: 54	Number of Level 2 Words:	Percentage of Level 2 Words:
Based on this information, would this text help develop students' breadth of vocabulary knowledge?		

Sample Lesson 2

During a geography unit, a teacher finds a leveled text on polar regions to read aloud to a small group of students reading above grade level. The excerpt:

> Humans also live in the Arctic. The Inuit are the native people of the Arctic region. They hunt caribou, seals, and whales. Many years ago, the Inuit made everything, including their clothing, sleds, ropes, tools, and homes, from the skin and bones of the animals they hunted. Today, most Inuit live in modern houses.

Total Words: 54	Number of Level 2 Words:	Percentage of Level 2 Words:
Based on this information, would this text help develop students' breadth of vocabulary knowledge?		

Sample Lesson 3

As part of a science unit on the environment, a teacher finds a newspaper article on a debate about killing vampire bats and plans to read it aloud in relation to habitat encroachment. The excerpt:

> Vampire bats have always been present in Panama, and their attacks have ebbed and flowed, but now the attacks have become more frequent. Scientists theorize that the increased attacks on livestock are due to timber cutting that has flushed bats out of food-rich forests to the cattle herds, a ready-made and usually stationary food supply…

Total Words: 55	Number of Level 2 Words:	Percentage of Level 2 Words:
Based on this information, would this text help develop students' breadth of vocabulary knowledge?		

Lesson Plan for Introducing Think-Turn-Talk

Objective

Students will be able to do the following:

- Use the think-turn-talk procedure to discuss questions posed by the teacher
- Understand that more than one student talking at once is not an effective means of sharing thinking

Opening

Have students sit at their assigned carpet seating.

Ask students to shout out their favorite activity this summer when they hear your signal. Say, "Go!"

After, ask students whether they could hear their neighbor's answer. Ask whether they think it is a good idea for everyone to talk at once.

Introduction to New Material

Tell students that everyone in the class is important and that everyone has a right to share his or her thoughts. Explain that the class will use a strategy for sharing called think-turn-talk. Display a poster with the steps and point to each word as you say, "think-turn-talk."

Guided Practice

Note: Spoken teacher script is italicized.

Before we talk, it is always a good idea to think about what we will say. I will ask you a question. Then, I will give you a few seconds to think about your answer. When it is time to think, I will point to my head to show that it is time to think—like this.

Demonstrate for students.

Remember: Thinking happens inside our heads. Let's try it. Think about this question: What is your favorite food?

Give students five to eight seconds to think. If students raise hands or shout out answers, remind them that thinking happens inside their heads.

The second part of think-turn-talk is to turn to your partner.

Tell students their preassigned talking partner and their assigned roles (for example, one partner might be A and the other B). Have As raise their hands and then Bs.

When it is time to turn, I will say, "turn" and make this motion.

Turn your fingers in the air and model how to turn to a partner. Choose two students to model for the class. If they do it correctly, give them a thumbs up.

Now let's try it. When I say, "turn," you will turn to your partner just as I showed you.

Practice the "turn" procedure as many times as necessary until all students can turn to their partners appropriately.

The last part of think-turn-talk is to talk. It is important that you share your thinking when it is your turn to talk. I will be watching and listening. I will tell you whether Partner A or Partner B should talk first. If I say, "Partner A, tell your partner your favorite food," then Partner A will talk to Partner B. If it is not your turn to talk, listen carefully to your partner. When Partner A is finished speaking, Partner B should say, "Thank you for sharing." Then, Partner B will share his or her thinking. When Partner B is finished speaking, Partner A will say, "Thank you for sharing." When it is time to stop talking and turn back to me, I will use the signal: "5, 4, 3, 2, 1." When I get to one, all eyes should be on me, and it should be quiet.

If more structure is required, provide a specified amount of time for each partner to speak and say, "5, 4, 3, 2, 1—thank you for sharing, Partner A. Now it is Partner B's turn to speak."

Choose two students to model for the class. Choose two more students to model, this time having B begin. Prompt students to tell their partners, "Thank you for sharing."

Have all students practice the "talk" procedure.

Independent Practice

Have students practice the entire procedure using the question: Who are the people who live at your house? Praise students for using correct procedures, such as thinking without raising their hands, turning quietly, and taking turns while talking.

Closing

Remember the beginning of the lesson, when everyone shouted an answer? Was that a good idea? Let's try think-turn-talk once more. This time, your question is: Why is think-turn-talk a good way to share in class?

Follow-Up

You may want to continue practicing the strategy for a week or two. Other practice questions you might use include the following:

What is your favorite book and why?

What places do you like to visit and why?

Who helps you with your schoolwork and how do they help you?

Why is it important to work hard at school?

Adapted from Archer & Hughes, 2011.

Examples of Vocabulary Assessments

Words to Assess			Method for Assessing
Adjectives	**Nouns**	**Verbs**	**Method for Assessing**
courageous generous typical	battle villain examination	compare adore destroy	Completing analogies EXAMPLE: courageous : hero :: evil : _____ generous : stingy :: typical : _____
humorous prehistoric available	area data outcome	create sought participate	Completing fill-in-the-blank sentences EXAMPLE: Dinosaurs are _____ because they lived a long time ago before humans kept track of what was happening.

equivalent expensive unpleasant	conversation happiness transportation	rely purchase obtain	Answering multiple-choice questions with synonyms or definitions
			
			EXAMPLE:
			Rely means:
			    a. Depend
			    b. Play again
			    c. Truly

physical normal widespread	summary technology security	publish terminate link	Matching words with their antonyms EXAMPLE: normal — irregular terminate — employ
beautiful different richest	independence role spectacle	identify estimate inspect	Identifying base words, prefixes, suffixes, and/or roots of words and their meanings EXAMPLE: What are the base words in *beautiful*, *different*, and *richest*? (*beauty, differ, rich*) ADVANCED EXAMPLE: What is the root in both *spectacle* and *inspect*? What does it mean? (*spect* – to look, watch, or see)

Adapted from Biemiller, 2005; Farrall, 2012.

Systematic Instruction: Vocabulary Checklist

Teacher: _____   Observer: _____   Content Area: _____   Date: _____

Category	Instructional Methods and Strategies (Check All Observed)		Observed Time(s)	Comments
Grouping Formats	❑ Whole group ❑ Teacher-led small groups ❑ Independent work	❑ Mixed-ability small groups (e.g., workstations) ❑ Partners		
Explicit Instruction Components	❑ Identifies objective ❑ Activates background knowledge ❑ Models (e.g., thinks aloud) ❑ Uses consistent language ❑ Scaffolds when needed ❑ Uses examples and nonexamples (as appropriate)	❑ Paces instruction appropriately ❑ Provides guided practice ❑ Checks for understanding ❑ Provides multiple response opportunities ❑ Provides extended practice opportunities ❑ Provides immediate feedback (corrective when needed)		
Vocabulary Activities and Lessons	❑ Teaches word(s) explicitly before, during, or after reading ❑ Teaches word relationships ❑ Uses word sorts ❑ Teaches word-learning strategies ❑ Has students practice using word-learning strategies	❑ Models and practices word consciousness ❑ Embeds definitions during read-alouds or discussions ❑ Uses sophisticated academic language ❑ Reads vocabulary-dense texts aloud ❑ Involves students in academic discussions ❑ Has students read widely		
Materials Used	❑ Word cards ❑ Graphic organizers ❑ Morpheme cards ❑ Vocabulary word wall	❑ Vocabulary games or extension activities ❑ Vocabulary-dense texts ❑ Effective oral language and discussions ❑ Other material:		

Vocabulary Instruction Considerations
for English Language Learners

Take Advantage of First-Language Knowledge and Skills

- Consider prior knowledge and previously learned concepts.

  - When we learn words, we learn both the label and the concept behind the label. English language learners (ELLs) might understand concepts such as war and peace and know the labels in Spanish but lack the English labels. If so, ELLs just need to learn a new label for a familiar concept. Ask yourself, "What do my ELLs know about this phrase or word? How can I find out?"

  - For new concepts, support ELLs' learning of both the concepts and labels in the second language.

- Explicitly teach how to identify cognates when the relationship between the first and second languages is close and the two languages therefore share some root words.

  - Through explicit instruction in how to recognize English-Spanish cognates, Spanish-speaking students may use their knowledge of these shared root words to learn English words. (See page 3 for a list of English-Spanish cognates.)

  - Make sure that students know the word and concept in their first language before asking them to transfer the concept to the second language.

Develop Rich and Powerful Vocabularies Through Explicit Instruction

- Teach basic and foundational English vocabulary.

  - Ensure that ELLs learn the basic vocabulary that English-only students already know when they enter school. These foundational words constitute more than 50 percent of the written texts students will encounter in school.

  - Explicitly teach words that have multiple meanings. Even simple words, such as *bug*, *ring*, *light*, *pen*, and *hand*, might have several meanings that are unfamiliar to ELLs.

- Teach academic terms, multiword units or phrases, and figurative language. Vocabulary knowledge includes learning both word meaning and how to understand and use frequent phrases, such as *based on*, *such as the*, *the importance of*, *in order to*, etc.

- Teach word-learning strategies. ELLs need to learn how to use word parts, context, cognates, and the dictionary to glean word meanings.

Provide Multiple Exposures to Words in Varied Written and Oral Contexts

- Because ELLs might hear English primarily at school, expose them to English vocabulary systematically, purposefully, and in varied ways.

- Always contextualize this exposure through the use of real-life objects, drama, art activities, word-association tasks, word analysis, graphic organizers, semantic mapping, acting out meaning of words, etc.

- For ELLs, provide more examples, use more visuals, and engage in more in-depth discussions of the words.

- Ensure that your classroom is a caring and supporting environment where ELLs have opportunities to use new words and interact with native English speakers.

English-Spanish Cognates

English	Spanish	English	Spanish	English	Spanish
absolute	absoluto	concise	conciso	melon	melón
absorb	absorber	conflict	conflicto	minute	minuto
abstract	abstracto	constant	constante	model	modelo
acceleration	aceleración	credit	crédito	music	música
accent	acento	department	departamento	national	nacional
accident	accidente	determine	determinar	natural	natural
acid	ácido	direction	dirección	number	número
acre	acre	education	educación	observe	observar
active	activo	elephant	elefante	opinion	opinión
administer	administrar	excellence	excelencia	oral	oral
admire	admirar	extreme	extremo	palace	palacio
adult	adulto	factor	factor	part	parte
allergy	alergia	function	función	partial	parcial
alphabet	alfabeto	gallon	galón	participate	participar
ambition	ambición	gas	gas	pause	pausa
animal	animal	general	general	permit	permitir
annual	anual	habit	hábito	person	persona
assembly	asamblea	history	historia	practice	práctica
attraction	atracción	horror	horror	president	presidente
bank	banco	hospital	hospital	principal	principal
biology	biología	human	humano	process	proceso
block	bloque	idea	idea	public	público
brutal	brutal	imagine	imaginar	radio	radio
calcium	calcio	impressive	impresionante	rational	racional
calendar	calendario	index	índice	represent	representar
calm	calma	individual	individuo	result	resulta
cancel	cancelar	insect	insecto	segment	segmento
capital	capital	intense	intenso	simple	simple
captain	capitán	invent	inventar	solid	sólido
category	categoría	laboratory	laboratorio	special	especial
central	central	literature	literatura	telephone	teléfono
chocolate	chocolate	manual	manual	television	televisión
circulation	circulación	mark	marca	tranquil	tranquilo
colony	colonia	mathematics	matemáticas	vacation	vacación
				visit	visita

Adapted from August et al., 2005; August et al., 2006; Baker et al., 2014; Calderon et al., 2005; Carlo et al., 2004; Coyne, Kame'enui, & Carmine, 2010; Francis et al., 2006; Gámez & Levine, 2013; Gersten et al., 2007; Graves, August, & Mancilla-Martinez, 2012; Peregoy & Boyle, 2005; Ramirez, Chen, & Pasquarella, 2013; Shanahan & Beck, 2006.

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Helpful Websites

Association for Library Service to Children (awarded book lists):
        http://www.ala.org/alsc/awardsgrants

Cambridge Dictionary Online: http://dictionary.cambridge.org

Idioms: http://www.idiomsite.com

Longman Dictionary of Contemporary English: http://www.ldoceonline.com

Online Etymology Dictionary: http://etymonline.com

Oxford Learner's Dictionaries: http://www.oxfordlearnersdictionaries.com

Read Aloud America (book lists): http://www.readaloudamerica.org/booklist.htm

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Visual Thesaurus: http://www.visualthesaurus.com

Vocabulary information and games: https://www.vocabulary.com

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