



TEXAS LITERACY INITIATIVE



Vocabulary and Oral Language Development



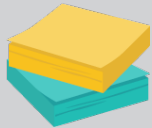

Handouts



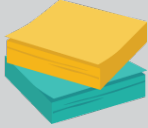

THE UNIVERSITY OF TEXAS AT AUSTIN



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 contraejemplos 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="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 1058 1020" 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> |

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