

Sample Kindergarten Oral Language Screener

Materials: Two cups, one large and one small, and a pencil

Criteria: Students who have 4 or more incorrect responses are highly likely to have limited language development.

1. (Put the two cups on a table in front of the child. Point to cups and say,) **“These are cups. Say that.”**
 - If student does not say the sentence correctly verbatim, repeat the sentence and directions another time.
 - *Acceptable answer is the student saying the sentence with exact words. Count item as incorrect if student does not say sentence correctly on either trial.*
2. (Point to the cups and ask,) **“Are these cups?”**
 - *Acceptable answer is “yes or “yeh.” If student says “cups,” repeat question. If student does not say yes on either trial, count response as incorrect.*
3. (Say to the student,) **“Touch the cup that is not big.”**
 - *Acceptable answer is student touching the small cup. If student does not touch small cup, count response as incorrect.*
4. (Point to the small cup and say,) **“This cup is not big. Say that.”**
 - *Acceptable answer is the student saying, “This cup is not big” or “The cup is not big.” If student does not say the sentence correctly, repeat the sentence and directions another time. Count item as incorrect if student does not say sentence correctly on either trial.*
5. Give the child a pencil and say, **“Put the pencil on the small cup.”**
 - *Acceptable answer is the student putting the pencil on the small cup.*
6. (Put the pencil on the big cup. Point to the pencil on the big cup and say,) **“The pencil is on the big cup. Say that.”**
 - *Acceptable answer is the student saying the sentence verbatim. If the student does not say the sentence correctly verbatim, repeat the sentence and directions another time. Count item as incorrect if student does not say sentence correctly on either trial.*
7. (Put the pencil under the big cup. Point to the pencil and ask,) **“Where is the pencil?”**
 - *Acceptable answer is the student saying, “Under the big cup” or “Under the cup.”*
8. (Say to the student,) **“Watch what I do.”** (Clap your hands twice, then touch your nose, then put hand down and ask student, **“What did I do first?”**)
 - *Acceptable answer is clap or clap your hands.*
9. (Say to the student,) **“What did I do next?”**
 - *Acceptable answer is touch nose or touch your nose.*
10. **What’s your whole name?**
 - *Acceptable answer is student saying at least first and last name. If student says just first name, repeat the question one time.*

Vocabulary 4_Fall

Student Name: _____

Date: _____

1. Joan says what she writes in her diary is **private**. She doesn't want anyone else to read it. **private** means:
A. creative B. personal C. interesting
2. These days, Ken cannot **afford** to see a movie. He is saving all of his money for a new bike. **afford** means being able to:
A. sit B. pay C. eat
3. We had lots of ants in our house because there was an ant **colony** living in the wall. Here **colony** means:
A. group B. couple C. line
4. She felt **foolish** after the principal talked to her about being late to class. Here **foolish** means:
A. interested B. embarrassed C. excited
5. The opposite of **rare** is:
A. curious B. common C. cheery
6. Connie wants to trade her plain dress for one that is _____.
A. simple B. plane C. fancy
7. When we got to the **fork** in the road, we didn't know which way to go. Here **fork** means:
A. utensil B. divide C. bump
8. Manuel feared he would **choke** when he got up to sing in the play. **choke** means:
A. trip B. lose C. fail
9. Alaska has the largest **glaciers** in America. When it gets warm, they start to melt. **glaciers** are:
A. slow moving rivers B. fast growing trees C. giant bodies of ice
10. Jeremy sees a large **alligator** at the zoo. An **alligator** is a:
A. woman's purse B. house pet C. large reptile

Vocabulary 8_Fall

Student Name: _____

Date: _____

1. Critics are calling the new comedy the most **hilarious** movie of the year. "It's a laugh riot!" they say. **hilarious** means:
A. long B. serious C. funny
2. Zach was **elated** with his birthday present. He danced all around the room. **elated** means:
A. jealous B. excited C. restless
3. Fire fighters have to be ready for an emergency **at the drop of a hat**. Just a few minutes can mean the difference between life and death. **at the drop of a hat** means:
A. dangerously B. confidently C. immediately
4. The mean gym teacher picks on the school bully in front of all the other kids. All the kids laugh. The bully gets a **taste of his own medicine**. **taste of his own medicine** means:
A. laughter is the best medicine B. feeling ill and needing medicine C. when your bad behavior is returned
5. Miguel turned in the first **draft** of his paper. It was rough, but had the general body of the text there. Here **draft** means:
A. early version B. top choice C. cool breeze
6. Sandy sometimes did not use good handwriting. Her teacher made her copy the spelling list **in duplicate** to get extra practice. Here **in duplicate** means:
A. photocopy a paper B. practice spelling words C. do something twice
7. The bananas were **certified** organic, according to their sticker label. **certified** means:
A. guaranteed B. produced C. healthy
8. Just like water on a fire, Adam's hopes for the touchdown were **extinguished** when he missed the pass. **extinguished** means:
A. erased B. scored C. soaked
9. Levi hands the cashier a twenty-dollar bill. She holds it up to the light to determine if it is real or **counterfeit**. **counterfeit** means:
A. ancient B. fake C. original
10. Callie wrote the **lyrics** to a new song, while her friend wrote the music. **lyrics** means:
A. notes B. volume C. words

INSTRUCTIONAL ROUTINE FOR TEACHING CRITICAL, UNKNOWN VOCABULARY WORDS

V

PROCEDURES: Use to introduce and review NEW Vocabulary words

	Introduce the Word	PROMPT
STEP 1	<p>A. Write the word on board.</p> <p>B. Read word. Students repeat.</p> <p>C. Repeat for unfamiliar words.</p>	<p>"This word is _____." (choral response)</p> <p>"What word?" (choral response)</p>
STEP 2	<p>Present a Student-Friendly Definition</p> <p>A. Tell students explanation, or,</p> <p>B. Have students read explanation with you.</p>	<p>"The definition of _____ is _____"</p> <p>"What is _____?" (choral response)</p>
STEP 3	<p>Illustrate the Word with Examples</p> <ul style="list-style-type: none"> • Concrete examples • Visual representations • Verbal examples 	<p>Illustrate the word with a concrete example (i.e. PowerPoint Slide)</p> <p>Give one or more clear examples of the word</p> <p>Use the "I do, We do, You do" format.</p>
STEP 4	<p>Check Students' Understanding</p> <p>Option 1: Deep processing questions</p> <p>Option 2: Examples/Nonexamples</p> <p>Option 3: Students generate examples</p> <p>Option 4: Sentence starter</p>	<p>Use the following options as a means to ensure students fully understand the newly introduced vocabulary word.</p> <p>Use choral response, random individual turns, and partner practice to evaluate student understanding. Correct errors and misconceptions immediately (prevent wrong practice).</p>

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Example Vocabulary Words
ELA (English Language Arts)

Grade Level	Word	Definition
K	answer	
K	author	A person who writes books, stories, or plays
K	rhyme	Words that have the same ending sound
1	antonym	A word having a meaning opposite to that of another word
1	distinguish	
1	vowel	A, E, I, O, U, and sometimes Y
2	adjective	A word that describes someone or something. Example: beautiful, green
2	emotion	
2	illustration	A picture or drawing used to explain or decorate a book or other written material.
3	analogy	A comparison of two different things that are similar in some way
3	characteristics/traits	
3	demonstrate	To show how to do something.
4	bibliography	
4	chronological order	Events are presented in the order in which they occur
4	figurative language	Language that goes beyond the literal meaning of the words
5	collaborate	Working together toward a common goal.
5	fallacy	
5	metaphor	A comparison of two things that have something in common...it states one thing is something else.
6	ambiguity	
6	hyperbole	A figure of speech in which a statement is exaggerated for emphasis or for humorous effect.
6	onomatopoeia	The use of words whose sounds suggest their meaning...meow, buzz, splash.
7	delineate	To describe or portray in precise or vivid detail.
7	etymology	
7	point of view	A way of thinking about or looking at something.
8	homophone	Two or more words pronounced alike but different in meaning, origin, or spelling
8	irony	A contrast between what is expected and what actually exists or happens.
8	pun	
9-10	disseminate	To spread information, knowledge, opinions widely.
9-10	foreshadowing	A writer's use of hints or clues to suggest events that will occur later in the plot.
9-10	oxymoron	
11-12	advocacy	The giving of support to an idea, person, or cause.
11-12	anecdote	A short account of a particular incident or event
11-12	fallacious	Based on unsound logic; in error; illogical.

Example Vocabulary Words Mathematics

Grade Level	Word	Definition
K	add/addition	To bring two or more numbers (or things) together to make a new total
K	cube	
K	week	seven days
1	bar graph	A graph that uses horizontal or vertical bars to represent data
1	centimeter	
1	sphere	A 3-dimensional figure that is completely round; a ball
2	addend	
2	estimate	To guess closely; an answer that is close to the exact answer
2	whole number	A set of counting numbers including zero
3	congruent	
3	fraction	A part of a whole expressed using a numerator and a denominator
3	quotient	The result of dividing one number by another.
4	common denominator	A denominator that is the same in two or more fractions.
4	improper fraction	
4	obtuse angle	An angle with a measure greater than 90° and less than 180° .
5	denominator	The bottom number in a fraction; tells how many equal parts
5	exponent	
5	minuend	The number from which another number is subtracted.
6	algorithm	A step by step method for solving a problem
6	equilateral triangle	A triangle with 3 equal sides and 3 equal angles
6	outlier	
7	apothem	A segment that is drawn from the center of a regular polygon perpendicular to a side of the polygon.
7	symmetry	
7	tangent	The length of the opposite side divided by the length of the adjacent side.
8	hypotenuse	The side opposite the right angle in a right-angled triangle
8	interquartile range	
8	parabola	A special curve, shaped like an arch, the graph of a quadratic equation
9-12	collinear	Three or more points lie on the same straight line
9-12	conjugate	Two binomials whose only difference is the sign of one term.
9-12	Fibonacci sequence	

INSTRUCTIONAL STRATEGIES FOR PRACTICING VOCABULARY WORDS EXAMPLE 1



PROCEDURES: CONSIDER USING BLOOM'S TAXONOMY AS A MEANS TO GIVE STUDENTS MEANINGFUL INTERACTIONS WITH THE WORDS

	Examples
1. Knowledge/Remember	The word correlation means? A. The answer to a division problem B. The relationship between two variables C. The study of numbers D. An object with four sides and four angles
2. Comprehension/Understand	Which word does not belong? _____ Why? _____ correlation perimeter relationship linked association
3. Application/Apply	Identify an outcome that would likely be correlated with each word. 1. unemployment: _____ 2. an unattended candle: _____ 3. prolonged exposure to the sun: _____ 4. hunger: _____
4. Analysis/Analyze	Analyze the following statements. Identify whether or not they are likely to be true. 1. A car's age is positively correlated to the likely hood it will breakdown. Explain? 2. A student that does not study is positively correlated to with a high grade point average. Explain?

INSTRUCTIONAL STRATEGIES FOR PRACTICING VOCABULARY WORDS EXAMPLE 2



PROCEDURES: USE THE FOLLOWING ACTIVITIES FOR STUDENTS TO MEANINGFULLY ENGAGE/PRACTICE VOCABULARY WORDS.

	EXAMPLES																				
1. Yes/No/Why	Would you use tons to measure a mile? Why? Do whole numbers contain decimals? Why?																				
2. Completion Activity	Name a nonfiction book _____. A word that has an opposite meaning of another word is called an _____.																				
3. Graphic Organizer depicting relationship between vocabulary words	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Same</th> <th>Opposite</th> <th>Go Together</th> <th>No Relation</th> </tr> </thead> <tbody> <tr> <td><i>analyze - data</i></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td><i>analyze - examine</i></td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>analyze - shell</i></td> <td></td> <td></td> <td></td> <td>X</td> </tr> </tbody> </table> <p>Have students explain why they marked each box.</p>		Same	Opposite	Go Together	No Relation	<i>analyze - data</i>			X		<i>analyze - examine</i>	X				<i>analyze - shell</i>				X
	Same	Opposite	Go Together	No Relation																	
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<i>analyze - shell</i>				X																	
4. Word Lines	How surprised would you be ifyou had a flashback to the day you were born? ...you read a chapter in 30 minutes? Least Surprised Most Surprised																				
5. Sentence Substitution	It is Joe's opinion that the movie was the best he's seen all year. It is Joe's personal judgment that the movie was the best he's seen all year.																				
6. Meaningful Sentence Writing	Students write a sentence answering who, what, when where, why, how questions. <i>During the past week, name a situation in which you had a conflict? Why would a teacher critique a story written by a student?</i>																				

Vocabulary Resources

Florida Center for Reading Research: Vocabulary center activities for grades K-5: <http://www.fcrr.org/>

Tennessee Department of Education: Vocabulary Activities: www.jc-schools.net/tutorials/vocab/

Quizlet: Create your own study materials: <http://quizlet.com/>

Vocabulary resource list: <http://esu4vocabularystrategies.wikispaces.com/Vocabulary+Sites>

Flocabulary (pairs rap with vocabulary): <http://flocabulary.com/subjects/>

Jeopardy Labs: Create your own Jeopardy game at: <https://jeopardylabs.com/>

CORE (Consortium on Reading Excellence): Vocabulary Handbook: <http://www.corelearn.com/>

Motivation Math - Vocabulary Adventure:

<http://www.mentoringminds.com/products/subjects/vocabulary/vocabulary-adventure/vocabulary-adventure-student-edition.html>

Partners for Learning Systematic Vocabulary Instruction eSlide Program:

<http://partnersforlearning.org/purchase-materials/>

Systematic Vocabulary

Action Plan

Using this planning page, identify specific actions to be completed when your return to your school or district.

1. How will you present a rationale regarding the need for systematic intervention and vocabulary instruction?
 - a. _____
 - b. _____
 - c. _____
2. What could be initiated or changed regarding your school's/district's screening and intervention in the area of language?
 - a. _____
 - b. _____
 - c. _____
3. How will you incorporate information regarding "How the Brain Learns" into your classroom instructional routines or job role?
 - a. _____
 - b. _____
 - c. _____
4. How will you get started incorporating academic vocabulary instruction into your classroom?
 - a. Will you plan with grade/subject level teachers?
 - b. What are your plans for identifying where academic word will be taught and when?
 - c. What steps could be taken to ensure academic vocabulary is taught consistently across classrooms? Across Grades? Across Schools?
5. Identify two or more ideas or sources you will use to provide systematic vocabulary practice for students.
 - a. _____
 - b. _____
 - c. _____
6. How do you plan to monitor student learning academic vocabulary? How often? Method? By whom?
 - a. _____
 - b. _____
 - c. _____
7. What additional ideas from today's seminar do you plan to incorporate into your daily instructional practices?
 - a. _____
 - b. _____

Vocabulary Mastery Test

Vocabulary Word

Definition

1. _____

2. _____

3. _____

4. _____
