

*CAMINOS **Strategy Kit

by

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Leveraging Cross-linguistic Opportunities

Each strategy card holds a “Cross-Linguistic Opportunity” section with options to implement tasks or opportunities to connect to, practice, and/or apply the other program language that is not the target language for the allocated time.

The goal is to provide teachers with an opportunity to select and/or omit cross-linguistic connections based on student linguistic assets and needs. The resource is aimed to support the teacher’s ability to practice their own metalinguistic awareness in conjunction to their critical language awareness (Guerrero & Lachance, 2018). It is NOT the intention to use every option provided in this section, rather the teacher would select what is the best match for their unique students’ and classroom settings’ needs at the moment.

Cross-linguistic transfer occurs when students can make connections across both languages through contrastive analysis. This occurs when students are given the opportunity to cross-reference and use language, considering how it sounds, its morphological makeup, and its’ semantic and syntactic contexts (Beeman & Urow, 2017). Supporting cross-linguistic transfer allows the teacher to focus on students’ needs, assets, and linguistic demands of the tasks. In this way, the teacher can have English spaces, Spanish spaces, and translanguaging spaces where students employ their full linguistic repertoires while also working towards performing specific language tasks that require a command of the assigned language (Garcia et al., 2017).

References:

- Beeman, K., & Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges Between Languages*. Caslon Publishing.
- García, O., Johnson, S. I., & Seltzer, K. (2017). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. Caslon.
- Guerrero, D. M., & Lachance, J.R. (2018). *National Dual Language Education Teacher Preparation Standards*. Dual Language Education of New Mexico Fuente Press.

	Semantic Analysis Chart														
	Culturally Sustaining Practices		Practice & Application of Language				Differentiation		Active Learning		Scientific Inquiry				
Strategies	Accessing linguistic funds of knowledge	Metalinguistic Awareness within and across languages	Visualization of concepts through models or images	Decoding word-use in content-based texts	Oral use of content-specific vocabulary	Writing with content-specific language	Gamification	Digital Literacy	Collaboration	Peer Feedback	Ask Questions	Make Connections	Hypothesize, Infer or Predict	Make Observations	Provide Reasoning or Explanation
01. At the Races		X	X	X	X		X		X			X		X	
02. Connect Two	X	X	X		X	X			X			X		X	
03. Find the Imposter		X	X	X	X		X		X	X		X		X	X
04. Go Fish		X	X		X		X		X			X			
05. Word Solve	X	X	X	X	X				X			X			X
06. Word Web	X	X	X		X				X			X			X
07. Wacky Word Chain	X	X	X		X		X		X			X			X
08. High Card		X	X	X			X		X			X		X	
09. Vocabulary Precision & Digital Representation	X	X	X		X			X	X			X			
10. Two in One	X	X	X		X	X			X	X		X			X
11. Character Trait Writing	X	X			X	X			X	X		X		X	X
12. Cognate Reading	X	X		X								X		X	
13. Word Flooding	X	X	X	X	X				X			X	X	X	X
14. Secret Word	X	X	X	X	X	X	X								
15. Dictionary Definition Search		X		X					X	X		X		X	
16. Visuals to access Academic Language	X	X	X	X	X	X			X		X	X	X	X	X

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01. Picture-word cards with shared PowerPoint	X	X	X		X	X		X	X	X	X	X		X	X
02. Vocabulary Connections alongside Word List		X	X		X				X			X			
03. Construction of Physical Models		X	X		X				X			X	X	X	X
04. Vocabulary Flashcards		X	X		X		X		X			X		X	X
05. Vocabulary Word List	X	X	X		X				X			X			
06. Cognate Instruction with Picture Book Vocabulary Cards	X	X		X	X							X		X	
07. Gamification of Vocabulary Cards via Starfall App.		X	X				X	X				X		X	
08a. Sentence frames Before Read-Aloud	X	X	X	X	X	X			X		X	X	X	X	X
08b. Sentence frames During Read-Aloud	X	X	X	X	X	X			X		X	X	X	X	X
08c. Sentence frames Post Read-Aloud	X	X	X	X	X	X			X		X	X	X	X	X
09a. Word Chunk Before Read-Aloud	X	X	X	X	X	X			X		X	X	X	X	X
09b. Word Chunk During Read-Aloud	X	X	X	X	X	X			X		X	X	X	X	X
09c. Word Chunk Post Read-Aloud	X	X	X	X	X	X			X		X	X	X	X	X

Description:

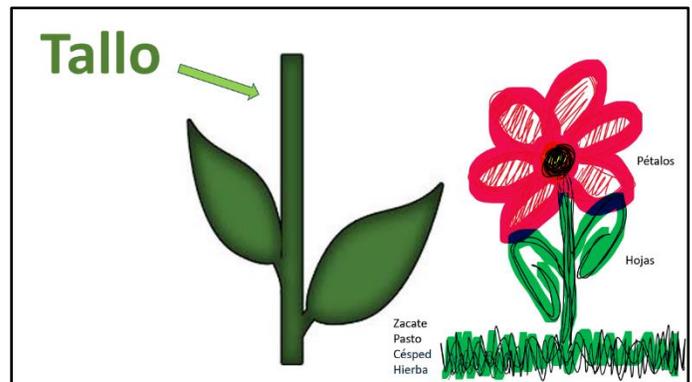
This strategy focuses on teaching vocabulary words through an interactive whole class method. Teachers co-create PowerPoint with students making it a useful tool to enhance students' ownership, engagement, and understanding through hands-on activity. Students get to create their own PowerPoint slides by engaging in the materials and including pictures and examples to represent the vocabulary word given. Once everyone has made their slide, it allows students to go through the PowerPoint slides and view different representations and perspectives that their classmates may have. This helps them build connections and new insight into the vocabulary words as well as having different examples available to them to help further develop their understanding.

Directions: Create a shared PowerPoint and have students make their own PowerPoint slide creating a representation of the vocabulary word they were assigned by using pictures and examples they can find on the internet.

1. Create a shared PowerPoint for your class.
2. Select targeted vocabulary words and divide them evenly among your students. For example, if you have 20 students and you choose 5 vocabulary words, every 4 students will have one of them. This way each student has one assigned word, and all 5 words can be covered while still getting different perspectives and slides for each student to create connections between the different examples created.
3. Make sure students use visuals and examples in their slides. Allow students to be creative.
 - (If applicable): Once students have completed their slides, group students with their classmates who had the same word as them and have them share their slides. Instruct them to make connections with similarities or differences they notice.
4. After everyone has shared their work, discuss example slides (could be student selected) for each vocabulary word with the whole group, so that all the students are exposed to each vocabulary word they were not assigned to. **Optional:** Ask students to enter the words, definitions, and pictures in their vocabulary journals to review in class and/or at home.

Cross-Linguistic Opportunities:

- Option 1: Students can add target words in another program language.
- Option 2: Student can add a sentence or definition in other program language using the word in context.
- Option 3: Student can create picture word card in one language and share findings, images, definitions with class or partner in another program language.
- Option 4: Have two students work on the same word individually, one in Spanish and one in English and then share work with each other in the program language they used to allow for transfer.



Considerations for language development in Spanish: Hojas (Leaves) or Hoja (Paper), and the many ways Spanish speaking communities from various regions say Grass. Consider Tallo as stem, stalk, vegetables, and how it can be confused with Talla (measurement/size) or Tallar (to carve or measure).

Adapted from:

Joseph Picot, C. (2017). Using academic word lists to support disciplinary literacy development. *The Reading Teacher*, 71(2), 215–220. <https://doi.org/10.1002/trtr.1593>

Example in Science:

English	Spanish
<p>Miss Luna instructs her class that for their science lesson, they will be completing a shared PowerPoint assignment.</p> <p>She explains that for this assignment, they will focus on three vocabulary words:</p> <ul style="list-style-type: none"> - Stem - Leaf/ves - Root <p>She then explains that because there are 18 students in the class, there will be 6 students assigned per word.</p> <ul style="list-style-type: none"> - Six are assigned to "Stem" - Six are assigned to "Leaves" - Six are assigned to "Root" <p>Miss Luna goes on to explain that each student group will create their own PowerPoint slide for the target word they were assigned. They will use images, drawings on the computer, and examples to represent the assigned vocabulary words.</p> <p>The students complete their PowerPoint slides.</p> <p>Miss Luna calls on the class once they have all finished their PowerPoint slides assigned to them.</p> <p>She first instructs the students to get in groups with their classmates who had the same assigned word as them and to share their slides with each other while justifying their choices.</p> <p>She also tells them that they should be paying attention to what is similar and different from their slides and make connections.</p> <p>Once students have shared their slides, Miss Luna calls them to the carpet and shares one to two examples from the slides the students made for each vocabulary word. She invites students to discuss new words and ask any clarifying questions.</p> <p>She then concludes her lesson by explaining that there are various ways to represent a vocabulary word as they saw with each other's slides.</p>	<p>La señorita Luna instruye a su clase que, para la lección de ciencias, completarán una tarea compartida en PowerPoint.</p> <p>Explica que en esta tarea se enfocarán en tres palabras de vocabulario:</p> <ul style="list-style-type: none"> - Tallo - Hoja/as - Raíz <p>Luego, explica que, dado que hay 18 estudiantes en la clase, se asignarán 6 estudiantes por palabra:</p> <ul style="list-style-type: none"> - Seis estarán asignados a "Tallo" - Seis estarán asignados a "Hojas" - Seis estarán asignados a "Raíz" <p>La señorita Luna continúa explicando que cada grupo de estudiantes creará su propia diapositiva de PowerPoint para la palabra de vocabulario que sean asignados. Deben utilizar imágenes, dibujos en la computadora y ejemplos para representar las palabras de vocabulario que fueron asignados.</p> <p>Los estudiantes completan sus diapositivas de PowerPoint.</p> <p>Una vez que todos han terminado, la señorita Luna llama a la clase. Primero les indica que se agrupen con sus compañeros que tuvieron la misma palabra asignada y compartan entre ellos sus diapositivas y al mismo tiempo justificando sus opciones de las diapositivas.</p> <p>También les dice que deben prestar atención a las similitudes y diferencias entre sus diapositivas y hacer conexiones.</p> <p>Después de compartir sus diapositivas, la señorita Luna los llama a la alfombra y muestra uno o dos ejemplos de las diapositivas que los estudiantes crearon para cada palabra de vocabulario. Ella invita a los estudiantes a crear discusión sobre nuevas palabras y a preguntar preguntas de clarificación.</p> <p>Finalmente, concluye su lección explicando que hay varias maneras de representar una palabra de vocabulario, como lo pudieron observar con sus diapositivas.</p>

Description:

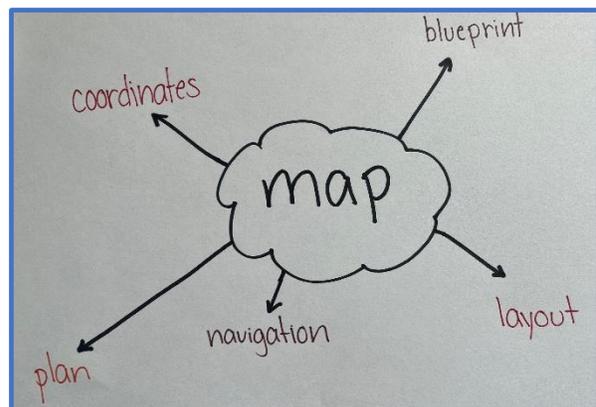
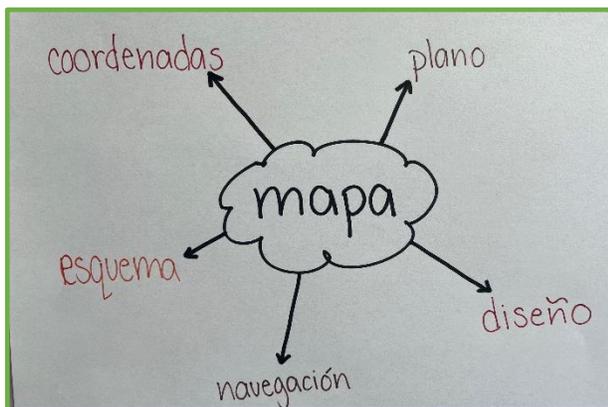
Vocabulary Connections is a strategy used alongside Word Lists to enhance student understanding of new words and word relationships. By providing target Word Lists (at the start of the unit, week, or lesson), the teacher focuses students' attention which allows for higher vocabulary retention. Students create connections to the content being learned through discussions that focus on academic vocabulary for that context and allows them to build a resource to refer to during the unit through their word lists and brainstorming sessions.

Directions: Engage students with developing Vocabulary Connections during teacher-student discussion activities to help students use critical thinking skills to learn new vocabulary.

1. At the beginning of the unit, week or lesson, introduce your students to the target vocabulary Word List.
2. Start with one word at a time and model how to create and process related words.
3. Engage students in meaningful conversations where they can discuss how the target and related words are connected and come up with their own related words and justifications.
4. Repeat Steps 2 and 3 for each word on the Word List.
5. Have students select and write down a related word on a flash card for each target word that stood out to them, or explained the meaning of the target word well
6. Then, students post the related words they selected alongside the target word on the Word List
7. Discuss the connections students made between the related words and the target vocabulary word. Keep the Word List organized (such as color coding, adding pictures) for students to refer to as needed and add related words throughout the unit.

Cross-Linguistic Opportunities:

- Option 1: Work with students to have bilingual/multilingual Word Lists
- Option 2: The target word can be in one program language while connections can be brainstormed in both program languages at the same time.
- Option 3: All words are in one language and once the students finish brainstorming connected terms in that language, they translate them into the other program language with their partner, either orally or in written format on Word List.



Adapted from:

Joseph Picot, C. (2017). Using academic word lists to support disciplinary literacy development. *The Reading Teacher*, 71(2), 215–220. <https://doi.org/10.1002/trtr.1593>

Example in Science:

English	Spanish
<p>Miss Meera begins her lesson by identifying the topic they would be exploring in their lesson. The topic is: "What Can Maps Tell Us?"</p> <p>Miss Meera then introduces the Word List of the target vocabulary that they will be focusing on for the unit:</p> <ul style="list-style-type: none"> - Map - Hill - Island - Model - Mountain <p>She explains to the class that they will use these vocabulary words to find related words that will help them better understand what they mean and help them remember new vocabulary words. She starts by writing the first word, "map," on the Word List.</p> <p>She then explains what a "map" is and explains that there are related words that can help understand what a "map" is.</p> <p>Or asks students to discuss what "map" is and what words relate to "map."</p> <p>Under the word "map," she draws an arrow and writes examples of related words, such as:</p> <ul style="list-style-type: none"> - Layout - Blueprint - Plan - Coordinates - Navigation <p>She explains that these are only some words that are related to the word "map," but there are many more. She asks students to share other words they think relate to the word "map."</p> <p>Students share more examples of related words, for example:</p> <ul style="list-style-type: none"> - Guide - Explore - Locate - Compass 	<p>La Señorita Meera comienza su lección identificando el tema que explorarán en la clase. El tema es: "¿Qué nos pueden decir los mapas?"</p> <p>Luego, la Señorita Meera presenta la Lista de Palabras con el vocabulario objetivo en el que se enfocarán durante la unidad:</p> <ul style="list-style-type: none"> - Mapa - Colina - Isla - Maqueta / Modelo - Montaña <p>Ella explica a la clase que usarán estas palabras de vocabulario para encontrar palabras relacionadas que les ayuden a comprender mejor su significado y a recordar el nuevo vocabulario. Comienza escribiendo la primera palabra, "mapa", en la Lista de Palabras.</p> <p>Luego, explica qué es un "mapa" y también menciona que hay palabras relacionadas que pueden ayudar a entender mejor qué es un mapa.</p> <p>O les pide a los estudiantes que discutan qué es un mapa y qué palabras se relacionan con "mapa"</p> <p>Debajo de la palabra "mapa", dibuja una flecha y escribe ejemplos de palabras relacionadas, como:</p> <ul style="list-style-type: none"> - Diseño - Plano - Esquema - Coordenadas - Navegación <p>Ella explica que estas son solo algunas palabras que están relacionadas con la palabra "mapa", pero que hay muchas más. Les pide a los estudiantes que compartan otras palabras que ellos piensen que se relacionan con la palabra "mapa".</p> <p>Los estudiantes comparten más ejemplos de palabras relacionadas, por ejemplo:</p> <ul style="list-style-type: none"> - Guía - Explorar - Ubicar - Brújula

Example continues:

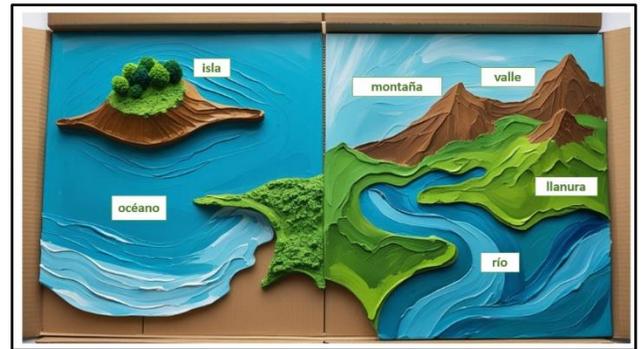
English	Spanish
<p>Miss Meera praises her students for their efforts and explains that this is the same process they will continue for the rest of the target words on the Word List for the unit.</p> <p>Miss Merra and her class continue this process until they have gotten through the last vocabulary word.</p> <p>Now that they have completed finding related words, Miss Meera lets the class know that she wants them to use the blank flash cards at their table to select and write down one related word that stood out to them, or they felt the meaning of the target word well</p> <p>They will do this for each of the target vocabulary words. Once they have finished their flash cards, students will go up to the Word List and post their related words alongside the corresponding target vocabulary word.</p> <p>They will then briefly go over the newly added related words. (The teacher may ask a few students why they selected the related word.)</p> <p>Miss Meera lets the class know that this concludes the vocabulary portion of the lesson for the day.</p>	<p>La Señorita Meera felicita a sus estudiantes por su esfuerzo y explica que este es el mismo proceso que seguirán con el resto de las palabras objetivo en la Lista de Palabras para la unidad.</p> <p>La Señorita Meera y su clase continúan con este proceso hasta que han trabajado con la última palabra de vocabulario.</p> <p>Ahora que han terminado de encontrar palabras relacionadas, la Señorita Meera les informa que quiere que usen las tarjetas en blanco que tienen en su mesa para elegir y escribir una palabra relacionada que les haya llamado la atención o que, en su opinión, explique bien el significado de la palabra objetivo.</p> <p>Harán esto con cada una de las palabras de vocabulario objetivo.</p> <p>Una vez que terminen sus tarjetas, los estudiantes pasarán al frente, a la Lista de Palabras, y colocarán sus palabras relacionadas junto a la palabra de vocabulario correspondiente.</p> <p>Luego revisarán brevemente las palabras relacionadas que se han añadido. (La maestra puede pedir a algunos estudiantes que expliquen por qué eligieron esa palabra relacionada).</p> <p>La Señorita Meera les informa a sus estudiantes que con esto concluye la parte de vocabulario de la lección del día.</p>

Strategy: Use of Physical Models/Constructions for Vocabulary Development

Description: Using physical models for vocabulary development is a highly effective strategy for students to better strengthen their memory, engage in vocabulary, and make real-world connections. When used in a group setting, it creates communication among students and encourages collaboration through creativity and a hands-on approach.

Directions: Create physical models or constructions to physically represent the vocabulary words being taught. It is important to keep in mind that not all vocabulary words can be physically represented using models, but when that is the case, students can opt to create a drawing.

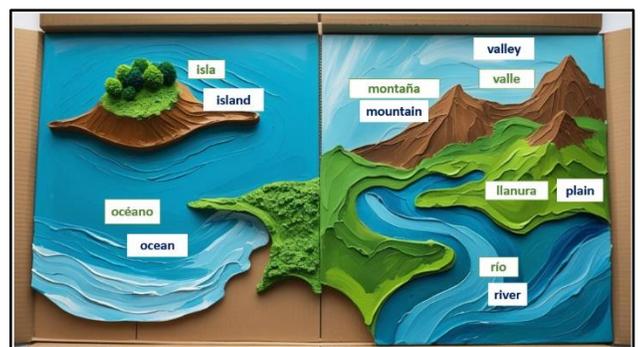
1. Introduce the target vocabulary to your class alongside the introduction of the lesson/unit being taught.
2. Explain that to get a better understanding of the target vocabulary, as a class, you will all be making your own physical model to represent targeted vocabulary words for that learning unit. *You can also assign one vocabulary word/concept per student, recognizing the nested vocabulary for each concept.
3. Start with the first word of the target vocabulary. Give students the materials that they will need to create the model. Students can add concepts/vocabulary terms if more than one word was assigned.
4. Guide students through the creation of the model while also taking the time to emphasize what vocabulary words mean and make connections to the model.
5. Repeat the process for the remaining target vocabulary words.



(Optional): On a wall post up the vocabulary words and have students display their models alongside the respective vocabulary words/concepts.

Cross-Linguistic Opportunities:

- Option 1: Alternate word choice by program language
- Option 2: Create their model and attach vocabulary words in one program language, orally explain the concept with content-specific language to a partner in the other program language
- Option 3: Make a recording in another program language explaining the concept or process of creating the model and why they chose to make it that way based on their understanding.
- Option 4: Students can also create their model in one program language and then switch with a classmate and add the vocabulary words in the other program language to their peers' work and their peers add the vocabulary terms in the other language to their model. When they connect, they can share what words they knew in the other language and which ones they were stuck on.



Strategy: Use of Physical Models/Constructions for Vocabulary Development

Example in Science:

English	Spanish
<p>Miss Ledezma grabs the attention of her second-grade class. Once she has their attention, she begins by introducing the unit: "What Can Maps Tell Us?"</p> <p>She also introduces the target vocabulary that they will be focusing on for the first week:</p> <ul style="list-style-type: none"> - Map - Hill - Island - Model - Mountain <p>Next, Miss Ledezma explains to the class that to get a better understanding of the new vocabulary words, they are going to create a physical model of each of the words. Miss Ledezma passes out all the materials that they will need to complete the physical model. She passes out paper, scissors, and tape. Students should already have pencils and crayons at their desks.</p> <p>Miss Ledezma now explains that they will first begin by making a model of a map. To begin she asks her class if anyone knows what a map is.</p> <p>A few students raise their hands and share with the class. Once they share out, they come up with a classroom definition for the vocabulary word "map".</p> <p>Next, Miss Ledezma walks the students through the creation of the physical model of a map. As she guides the students through creating the model, she makes sure to make connections between the model and the word "map" by explaining again what it is, how it is used, what it works for, etc.</p> <p>Miss Ledezma now explains that they will do the same process again but for the remaining words.</p> <p>Once the class has made models for the remaining words Miss Ledezma has the class display their models on the word wall next to their corresponding unit.</p>	<p>La señorita Ledezma capta la atención de su clase de segundo grado. Una vez que tiene su atención, comienza presentando la unidad: "¿Qué nos pueden decir los mapas?"</p> <p>También presenta el vocabulario objetivo en el que se enfocarán durante la primera semana:</p> <ul style="list-style-type: none"> - Mapa - Colina - Isla - Modelo - Montaña <p>A continuación, la señorita Ledezma explica a la clase que, para comprender mejor las nuevas palabras de vocabulario, van a crear un modelo físico de cada una de ellas. La señorita Ledezma reparte todos los materiales que necesitarán para completar el modelo físico. Ella reparte papel, tijeras y cinta adhesiva. Los estudiantes ya deberían tener lápices y crayones en sus escritorios.</p> <p>Ahora, la señorita Ledezma explica que comenzarán creando un modelo de un mapa. Para empezar, pregunta a la clase si alguien sabe qué es un mapa.</p> <p>Algunos estudiantes levantan la mano y ella les permite compartir sus respuestas con la clase. Después de compartir, juntos crean una definición en el aula para la palabra de vocabulario "mapa".</p> <p>Luego, la señorita Ledezma guía a los estudiantes en la creación del modelo físico de un mapa. Mientras los guía en la elaboración del modelo, se asegura de hacer conexiones entre el modelo y la palabra "mapa", explicando nuevamente qué es, cómo se usa, para qué sirve, etc.</p> <p>Ahora, la señorita Ledezma explica que repetirán el mismo proceso con las demás palabras.</p> <p>Una vez que la clase ha creado modelos para las palabras restantes, la señorita Ledezma hace que los estudiantes exhiban sus modelos en la pared de palabras junto a la palabra de vocabulario correspondiente.</p>

Adapted from: Joseph Picot, C. (2017). Using academic word lists to support disciplinary literacy development. *The Reading Teacher*, 71(2), 215–220. <https://doi.org/10.1002/trtr.1593>

Description:

Vocabulary flashcards support vocabulary development and retention. This strategy can be adjusted to A) **either have students create their own flashcards** based on the target vocabulary words provided by the teacher or B) **the teacher can provide flashcards for the students**. Depending on needs and learning preferences, students can make and use flashcards to study the vocabulary words independently (self-directed learning) or with partners/in small groups (interactive and engaging learning).

Directions (Option A):

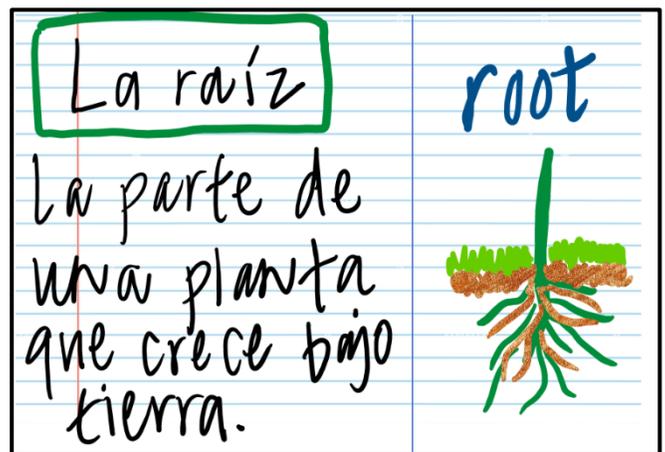
Provide students with a list of target words and have students create visual representations of the target vocabulary. Teachers can decide whether students will work with the target words for one day or spread it over a few lessons. Students will use these visual flashcards to study their target vocabulary words. This can be completed as a warmup or extension activity (teacher decides).

1. Introduce students to target vocabulary (read-aloud, discussion, concept map, PowerPoint, other). Set up blank vocabulary cards and any needed materials (e.g., crayons, markers) around the front of the classroom.
2. Pass out flashcards to students, one for each target word. Give them enough space on the card and enough time (5-10 min per word) to work on each vocabulary card you want to cover that day.
3. Have students write the vocabulary word to the left of the flashcard. On the other half of the flashcard, students visually represent their understanding of the word. You can do this part with the students asking them to share ideas of what they want to draw to represent the word (whole class or small group work), or you can have them draw their representations at the same time as you are introducing the word (independent work).
 - a. *Note.* If completed as an extension activity, students can select and visually represent target words without teacher help so that you can assess their understanding of the vocabulary words.
4. It is also beneficial if you have students add word definitions (e.g., on the left side of the flashcard) along with the vocabulary word. It gives students the chance to make connections between words, visuals, and definitions.
5. Once students have finished their flashcards, they can display and/or present their work in front of the classroom. By the end of the activity, all students' flashcards should be up on the whiteboard display.

Extension: Students can take home their flashcards at the end of class to use for practice or use flashcards to play word games in class.

Cross-Linguistic Opportunities:

- Option 1: Ask students to provide the vocabulary term in the other program language on the right corner of their card.
- Option 2: When students orally share their word, definitions, and visuals in class, ask students to do so in the other language in which they created their flashcard.



Adapted from:

Joseph Picot, C. (2017). Using academic word lists to support disciplinary literacy development. *The Reading Teacher*, 71(2), 215–220. <https://doi.org/10.1002/trtr.1593>

Example in Science:

English	Spanish
<p>Miss Mendoza begins her lesson by using an attention-grabber for her class. She introduces the lesson’s objective:</p> <ul style="list-style-type: none"> - “Today we will create visuals to represent our target vocabulary words using flashcards.” <p>She then re-introduces students to the word list they have been studying over the past week and lets them know that today they will only focus on three vocabulary words:</p> <ul style="list-style-type: none"> - Stem - Leaf/ves - Root <p>She passes out three flashcards to each student. Miss Mendoza explains that this activity will be their entry task for the day.</p> <p>She instructs students to fold the flashcards in half. She tells them to write the vocabulary word “stem” on the left side of the flashcard. On the right side, they will draw the visual representation of the word “stem.”</p> <p>She asks if students know the definition for the word “stem,” after a few students share their definition, she asks them to add the definition under the vocabulary word.</p> <p>Students engage with the activity and when students are finishing their flashcard, she asks them to bring it up to the front of the classroom and to present it under the word “stem” that is displayed on the board.</p> <p>Miss Mendoza instructs the students to repeat the same steps for the other two target words. When students are done, Miss Mendoza calls the class over to the carpet.</p> <p>She picks one to two example flashcards that the students display on the whiteboard and shares them with the class.</p> <p>She concludes her lesson by explaining that they have now learned how to create visuals to represent their vocabulary words.</p>	<p>La señorita Mendoza comienza su lección utilizando una estrategia para captar la atención de su clase y presenta el objetivo de la lección:</p> <ul style="list-style-type: none"> - "Hoy crearemos imágenes para representar nuestras palabras de vocabulario objetivo usando tarjetas didácticas". <p>Luego, vuelve a presentar a los estudiantes la lista de palabras que han estado estudiando durante la última semana y les informa que hoy solo se enfocarán en tres palabras de vocabulario:</p> <ul style="list-style-type: none"> - Tallo - Hoja/s - Raíz <p>Ella entrega tres tarjetas didácticas a cada estudiante. La señorita Mendoza explica que esta actividad será su tarea de entrada del día.</p> <p>Les indica a los estudiantes que doblen las tarjetas por la mitad. Les dice que escriban la palabra de vocabulario "tallo" en el lado izquierdo de una tarjeta. En el lado derecho, dibujarán la representación visual de la palabra "tallo".</p> <p>Luego, pregunta si los estudiantes conocen la definición de la palabra "tallo". Después de que algunos estudiantes compartan sus definiciones, les pide que agreguen la definición debajo de la palabra de vocabulario.</p> <p>Los estudiantes participan en la actividad, y cuando terminen su tarjeta, les pide que la lleven al frente del aula y la coloquen debajo de la palabra "tallo" que ha exhibido en la pizarra.</p> <p>La señorita Mendoza les indica a los estudiantes que repitan los mismos pasos para las otras dos palabras objetivo. Cuando los estudiantes terminan, la señorita Mendoza los llama a reunirse en la alfombra.</p> <p>Escoge una o dos tarjetas de ejemplo que los estudiantes han colocado en la pizarra y las comparte con la clase.</p> <p>Concluye su lección explicando que ahora han aprendido cómo crear imágenes para representar sus palabras de vocabulario.</p>

Strategy: Vocabulary Word Lists for Instructional Use

Description:

Domain-specific vocabulary word lists are a structured and organized way for students to learn new vocabulary words in the form of a list. By using this strategy, you make sure that students are exposed to a wide range of words that align their focus with the subject being taught. Word lists are useful tools to enable students to study and reference as needed. This strategy enables students to create relationships and connections between words while also promoting focused learning.

Directions:

Create a vocabulary list to use as a structured and organized learning tool for students to use to learn new vocabulary and be able to identify target vocabulary for the unit/lesson being taught.

1. Introduce the students to the lessons being explored.
2. Give a brief introduction to the topic and let the class know that there will be a target vocabulary that they will focus on over the duration of the unit. The class will be using a word list along with this target vocabulary.
3. With your class create a word list of the target vocabulary.
4. Write down one word at a time while also explaining what the vocabulary word means. As a class, create a definition for each target word to use in the Vocabulary Word List.

Cross-Linguistic Opportunities:

- Option 1: Allow your list to have the selected vocabulary word in both Spanish and English.
- Option 2: Allow oral brainstorming of words in both languages and write down needed information in the target language.
- Option 3: Cross-reference this strategy with the following strategies: Word Web or Vocabulary Connections alongside Word Lists to have more opportunities to analyze and compare linguistic features of one language to the other partner language.

Palabras científicas	Palabras de familias	Asociaciones	Símbolos
<p>Mapa Map</p> <p>Definición: Un mapa es un modelo en papel que se puede usar para la navegación o para encontrar una ubicación específica.</p>	<p>Mapita, mapoteca, mapear, mapeo, mapamundi,</p> <p><small>*See Strategy: Word Web for word association and connections</small></p> 	<p>Diseño Plano Esquema Coordenadas Navegación Rosa de los Vientos Escala Leyenda Curvas de nivel Latitud y longitud</p>  <p><small>*See Strategy: Vocabulary Connections alongside Words Lists</small></p>	  <p><small>*Note: Map symbols vary from country to country (therefore from Spanish to English), although some symbols are universally understood.</small></p>

Adapted from:

Joseph Picot, C. (2017). Using academic word lists to support disciplinary literacy development. *The Reading Teacher*, 71(2), 215–220. <https://doi.org/10.1002/trtr.1593>

Strategy: Vocabulary Word Lists for Instructional Use

Example in Science:

English	Spanish
<p>Miss Meera begins her lesson by explaining to her class that they will be learning about word lists today. She tells them, "Today we will be learning about how to use word lists for our vocabulary words."</p> <p>Once she makes sure the class understands what a word list is and how it is used for vocabulary words, she begins to explain the next steps.</p> <p>Miss Meera now explains that they will create their class work list for their target vocabulary for the unit "What Can Maps Tell Us?"</p> <p>Next, she introduces the target vocabulary that students will be focusing on for the first week:</p> <ul style="list-style-type: none"> - Map - Hill - Island - Model - Mountain <p>Miss Meera sets up a poster paper in the front of the room and begins to write the first word "map". As she writes this, she asks the class what a map is and if anyone can share out with the class. She calls on a few students to share.</p> <p>As the students are sharing, she uses another poster paper, and she begins to write down the ideas of the students. Once she has noted down the ideas of the students, they go over the ideas and come up with a classroom definition: "A map is a paper model that can be used for navigation or finding a specific location."</p> <p><i>*By writing down the ideas on a separate poster and creating a classroom definition, students can look at related ideas and make connections between the ideas when referring to the classroom definition. This also helps students understand how the definition was created.</i></p> <p>She now lets the class know that they will repeat this step for the remainder of the words which will then conclude their word list activity.</p>	<p>La señorita Meera comienza su lección explicando a su clase que hoy aprenderán sobre listas de palabras. Les dice: "Hoy aprenderemos cómo usar listas de palabras para nuestras palabras de vocabulario."</p> <p>Una vez que se asegura de que la clase comprende qué es una lista de palabras y cómo se usa para las palabras de vocabulario, comienza a explicar los siguientes pasos.</p> <p>La señorita Meera ahora explica que crearán la lista de palabras de trabajo de la clase para el vocabulario objetivo de la unidad "¿Qué nos pueden decir los mapas?"</p> <p>A continuación, la maestra presenta el vocabulario objetivo en el que se enfocarán durante la primera semana:</p> <ul style="list-style-type: none"> - Mapa - Colina - Isla - Modelo - Montaña <p>La señorita Meera coloca un papel de cartel en la parte frontal del aula y comienza a escribir la primera palabra: "mapa." Mientras escribe, pregunta a la clase qué es un mapa y si alguien puede compartir su respuesta con el grupo. Llama a algunos estudiantes para que compartan sus ideas.</p> <p>A medida que los estudiantes comparten, ella usa otro papel de cartel para anotar sus ideas. Una vez que ha escrito las ideas de los estudiantes, las revisan juntos y crean una definición en el aula: "Un mapa es un modelo en papel que se puede usar para la navegación o para encontrar una ubicación específica."</p> <p><i>*Al escribir las ideas en un cartel separado y crear una definición en el aula, los estudiantes pueden observar ideas relacionadas y hacer conexiones entre ellas cuando vuelvan a revisar la definición. Esto también les ayuda a comprender cómo se creó la definición.</i></p> <p>Ahora, maestra le informa a la clase que repetirán este paso con las palabras restantes, lo que concluirá su actividad de lista de palabras.</p>

Cognate Instruction Through Picture Books using [Teachers Choice Database](#)

Resource for Vocabulary Instruction (guidelines for using the database)

Description: This strategy incorporates the use of picture books from the [Teachers’ Choice Database](#) to teach Spanish-English cognates. Picture books are rich in vocabulary, and they can be used in various grades because although the picture aspect of the book stays the same, the details and the vocabulary can be simplified or made more complex depending on the target grade level. It is a strategy meant to help students further develop their linguistic knowledge through images and visualization.

Directions: Find picture books using [Teachers’ Choice Database](#) and find the cognate list associated with the book.

1. Find the specific book you want to use for your class on the Teachers’ Choice Database.
2. When you have found the book, also find the associated cognate list that goes along with the book.
3. You can pick and choose what cognates you want to emphasize to your students during the reading. Once chosen you can either introduce the cognates to the students or go straight to reading the picture book.
4. Throughout reading the picture book, identify the cognates you chose and encourage students to build connections between the cognates and illustrations. Emphasize the similarities between English and Spanish.

Example in English Language Arts:

English	Spanish
<p>The teacher selects a text/story from the Teachers’ Choice Database.</p> <p>Once the text is chosen, there is a list of cognates associated with each book on the Database.</p> <p>Important Steps: To find the list of cognates for a particular book, you must find the book list containing the book. *In Alphabetical Order</p> <p>Then they must copy the picture book’s title and paste it into the textbox.</p>	<p>El maestro(a) elije un texto o historia de la plataforma Teachers’ Choice Database.</p> <p>El maestro(a) selecciona un texto/historia de la base de datos Teachers’ Choice Database.</p> <p>Pasos importantes: Una vez elegido el texto, hay una lista de cognados asociados con cada libro en la base de datos.</p> <p>Para encontrar la lista de cognados de un libro en particular, debe encontrar la lista de libros que contiene el libro.</p> <p>Luego deben copiar el título del libro ilustrado y pegarlo en el cuadro de texto.</p>

Teachers’ Choices Cognate Database

[Online Database](#) by Caspio
[Click here](#) to load this Caspio [Online Database](#).

Search for the IRA Teachers’ Choices beginning with the letters [A-C](#)

Search for the IRA Teachers’ Choices beginning with the letters [D-F](#)

Search for the IRA Teachers’ Choices beginning with the letters [G-I](#)

Search for the IRA Teachers’ Choices beginning with the letters [J-M](#)

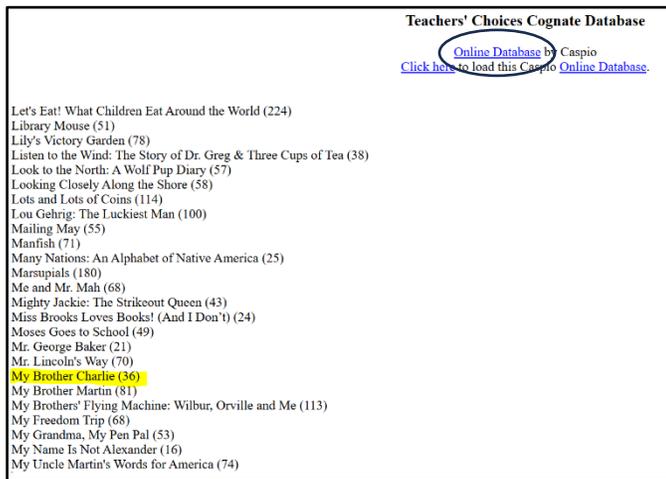
Search for the IRA Teachers’ Choices beginning with the letters [N-O](#)

Search for the IRA Teachers’ Choices beginning with the letters [R-S](#)

Search for the IRA Teachers’ Choices beginning with the letters [T-V](#)

Search for the IRA Teachers’ Choices beginning with the letters [W-Z](#)

Picture example in the Database for the book, *My Brother Charlie* (found below).



The cognate list for the searched book title will then appear.

Teachers can now use these cognates to create lessons based on the picture book and its cognates.

[Search Again](#)

Book	English	Spanish
My Brother Charlie	angel	ángel
My Brother Charlie	animal	animal
My Brother Charlie	autism	autismo
My Brother Charlie	baby	bebé
My Brother Charlie	cat	gato
My Brother Charlie	chocolate	chocolate
My Brother Charlie	clear	claro
My Brother Charlie	collection	colección
My Brother Charlie	cone	cono
My Brother Charlie	count	contar

The teacher can identify the cognates throughout the picture book and signal at the cognate and picture to help students make a connection between the two.

Ejemplo de imagen en la base de datos del libro *Mi hermano Charlie* (se encuentra a continuación).

Al buscar el título del libro, aparecerá la lista de cognados para el libro en particular que se buscó.

Los profesores ahora pueden utilizar estos cognados para crear lecciones basadas en el libro ilustrado y sus cognados.

El maestro(a) puede identificar los cognados a lo largo del libro ilustrado y señalar el cognado y la imagen para ayudar a los estudiantes a establecer una conexión entre los dos.

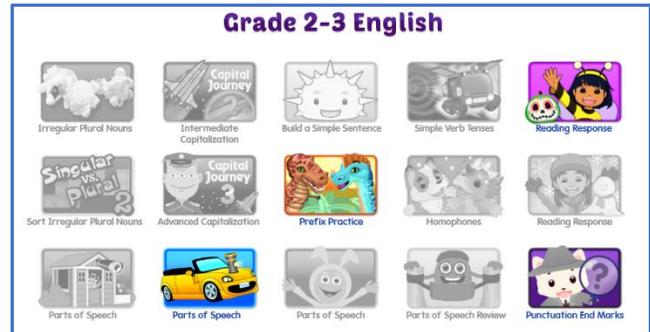
Strategy: iPad App (or website) [Starfall](#) for Vocabulary Support - Gamification

Description:

The gamification strategy supports students' vocabulary and learning development through an engaging and interactive learning method that combines game elements and educational activities to motivate and engage students in what they are learning. This strategy uses iPads to engage students' learning in an interactive and versatile platform which leads to better retention and application of the specific vocabulary words being taught. Some of the possible usages include educational applications, interactive quizzes/assessments, digital flashcards, etc.

Directions:

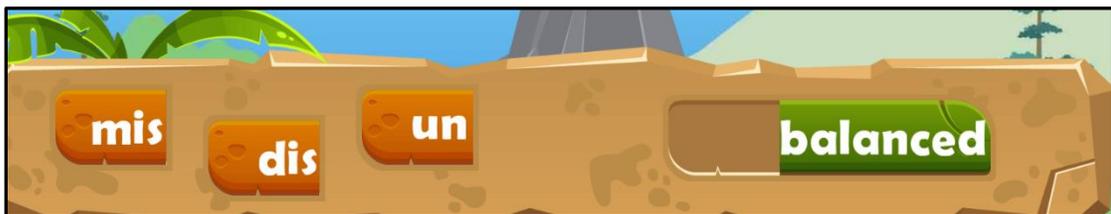
Use the iPad app [Starfall](#) to teach vocabulary instruction for English Language Arts. The app supports the teaching of new vocabulary words and enhances the vocabulary retention of students. This can be an extremely useful tool for MLLs. **If students do not have access to iPads, they can access to [Starfall](#) through the [Starfall](#) website on computers.**



1. Introduce students to [Starfall](#).
2. Guide students on how to navigate the application and what subject matter they will focus on.
3. Let students know what activities they are assigned and must complete. Consider implementing this strategy in centers or rotation stations.
4. As the teacher, monitor your students' progress through your teacher's view. Provide feedback if you notice a student struggling or not progressing to help provide effective learning.
5. Assess your students' vocabulary development through assessments straight through [Starfall](#) alongside the classroom assignments from [Starfall](#).
6. Individually share with students their vocabulary development progression and have them reflected by setting a goal for improvement/ next steps.

Cross-Linguistic Opportunities:

- Because [Starfall](#) is only in English, teachers can use this app to explicitly practice English Language Development. When the teacher monitors student progress, they can connect with an individual student or a small group of students to connect their learning from [Starfall](#) to Spanish through affixes, sound differences and similarities, and word order in sentence structures, punctuation, etc.



Example in English Language Arts:

English	Spanish
<p>Miss Wright grabs the attention of her 2nd grade classroom.</p> <p>Once she has their attention, she lets them know that for their ELA lesson, they will be using the app Starfall on their iPads.</p> <p>She gives students their login information and then instructs them to turn on their laptops and click on the app Starfall.</p> <p>She tells them to log into the app and wait for further instructions.</p> <p>Once everyone has logged in, she explains the assigned assignment. She says that they only have one assignment to complete.</p> <p>She instructs them on how to find this assignment. She tells them that they found this assignment by:</p> <ul style="list-style-type: none"> - Clicking on Grade 2-3 English. - From there they have been assigned to complete "Prefix Practice". <p>Miss Wright then tells students that she can see their progress and if she sees that they are stuck she will send them feedback to help them progress.</p> <p>The students go on to complete the assignment.</p> <p>Miss Wright sends feedback to 2-3 students that had gotten stuck on the assignment and needed help.</p> <p>Once everyone has completed the assignment, she lets students know they can go on to read quietly.</p> <p>Miss wright continues this strategy for the week and then implements an assessment on Starfall.</p> <p>Once the students have taken the assessment, she evaluates their progression and decides what to assign next, and so forth. The strategy repeats.</p>	<p>La señorita Wright capta la atención de su clase de segundo grado.</p> <p>Una vez que tiene su atención, les informa que para la lección de ELA utilizarán la aplicación Starfall en sus iPads.</p> <p>Les entrega la información de inicio de sesión y les indica que enciendan sus computadoras portátiles y hagan clic en la aplicación Starfall.</p> <p>Les dice que inicien sesión en la aplicación y esperen más instrucciones.</p> <p>Cuando todos han iniciado sesión, explica la tarea asignada: solo tienen una tarea por completar.</p> <p>Les indica cómo encontrar la tarea:</p> <ul style="list-style-type: none"> o Deben hacer clic en "inglés de 2^o-3^o grado". o Luego, deben completar "Práctica de Prefijos". <p>La señorita Wright les informa que puede ver su progreso y que, si alguien se atasca, les enviará comentarios para ayudarles.</p> <p>Los estudiantes proceden a completar la tarea.</p> <p>La señorita Wright envía comentarios a 2-3 estudiantes que necesitaban ayuda.</p> <p>Una vez que todos han completado la tarea, les informa que pueden leer en silencio.</p> <p>Continúa con esta estrategia durante la semana y luego implementa una evaluación en Starfall.</p> <p>Después de la evaluación, analiza su progreso y decide qué asignar a continuación, repitiendo la estrategia.</p>

Strategy: Before Reading Sentence Frames for Read Aloud Lessons

Description: Sentence frames are a useful strategy that helps guide both teachers and students. It facilitates lesson planning and harbors deeper thinking and connection-building skills. When incorporated into a read-aloud lesson, teachers can use the sentence frames to encourage deeper thinking or connection building. This strategy is meant to enhance the language acquisition & development of students. For this vocabulary card, we will be focusing on the steps and sentence frames that should be used **BEFORE STARTING** the read-aloud.

Directions: Implement interactive “before, during & after” sentence frames when conducting classroom read-alouds to enhance vocabulary & comprehension learning for students before reading instruction.

1. The teacher picks out the book that is going to be read and introduces it to the students.
2. Before reading, the teacher should identify the purpose of the book/story being read.
 - By emphasizing the book's purpose, students are encouraged to activate their background knowledge and make connections while discussing with classmates.
3. The teacher should identify or review the important vocabulary that will be emphasized throughout the book/story being read.

Cross-Linguistic Opportunities:

- Option 1: When students are sharing with partners or groups, members allow them to speak and use the language they feel comfortable with. This will allow you as a teacher to hear what language they are bringing for this topic or purpose. From here, the teacher can build towards the goal for that lesson/units' language performance when it comes to whole-group participation, writing, or projects.
- Option 2: For sentence frames used in two languages, consider pointing out the differences. For example, if a student has wondering or questions—questions in Spanish require the use of accents and double punctuation marks, one being inverted.

What do I KNOW about pollination?	What am I WONDERING about pollination?
I remember reading...	I am wondering...
Based on the title, I think...	What about...?
I know that...	What if...?
I think that...	How can...?
To me, pollination means...	How many...?
One time, I...	When...?
	Do you think...?
	Why do...?

¿Qué SÉ sobre la polinización?	¿Qué QUIERO saber sobre la polinización?
Recuerdo haber leído...	Me pregunto...
Basándome en el título, creo...	¿Qué dices...?
Sé que...	¿Y si...?
Creo que...	¿Cómo podemos...?
Para mí, la polinización significa...	¿Cuántos...?
	¿Cuándo...?
	¿Crees que...?
	¿Por qué...?

Strategy: Before Reading Sentence Frames for Read Aloud Lessons

Example in English Language Arts: Before Reading

English	Spanish
<p>- Working with the Smithsonian Science Reader <i>Blossoms, Bees, and Seeds</i> for the unit: "How can we find the best place for a plant to grow?" Turn to lesson 1 – <i>Root, Shoot, Flower and Fruit</i>.</p> <ul style="list-style-type: none"> • Ask students: Does the title of this book remind you of another book we have read? Which one and why? • Give students time to turn and talk with their tables (about 1-2 minutes) <p>- Ask students to share what book the title reminded them of.</p> <p>- Identify the format you will use to keep track of what we learn throughout the book.</p> <ul style="list-style-type: none"> • For example, say: We are going to use a KWL chart today. This chart will help us understand what we know and what we want to know about plants and how we can help them find the best place to grow. Watch me as I model what I know and what I want to learn about plant growth. <p>- After reading the title to students, tell them, "Look at the title, the picture, and at some pages to predict what the book is about".</p> <p>- Then, as the teacher, model the type of response you are looking for. Example: "Let me show you..."</p> <p>- Address important vocabulary by explicitly presenting a word and its meaning and having students' practice. Use student-friendly definitions.</p> <ul style="list-style-type: none"> • For example, tell students, "Before we start reading the book, let's review three words that are important to understand the text. The words are 'model' and 'relevant'" (teacher gives a student-friendly definition for each of the words) 	<p>- Trabajando con el lector de ciencias de Smithsonian "Flores, abejas y semillas" para la unidad: "¿Cómo podemos encontrar el mejor lugar para que una planta crezca?" Ve a la lección 1 – "Raíz, brote, flor y fruto".</p> <ul style="list-style-type: none"> • Pregunta a los estudiantes: ¿El título de este libro le recuerda a otro libro que hemos leído? ¿Cuál y por qué? • Dale tiempo a los estudiantes para hablar con sus compañeros (alrededor de 1-2 minutos). <p>- Pide a los estudiantes que compartan qué libro les recordó el título. Identifica el formato que usarás para llevar un registro de lo que aprendemos a lo largo del libro.</p> <ul style="list-style-type: none"> • Por ejemplo, di: Vamos a usar una tabla SQA hoy. Esta tabla nos ayudará a entender lo que sabemos y lo que queremos saber sobre las plantas y cómo podemos ayudarlas a encontrar el mejor lugar para crecer. Obsérvame mientras modelo lo que sé y lo que quiero aprender sobre el crecimiento de las plantas. <p>-Pida que los estudiantes: "Miren el título, la imagen y algunas páginas para predecir de qué trata el libro." Modele: "Déjenme mostrarles cómo..."</p> <p>-Aborda el vocabulario importante presentando explícitamente una palabra y su significado, y haz que los estudiantes practiquen. Usa definiciones amigables para los estudiantes.</p> <ul style="list-style-type: none"> • Di a los estudiantes: "Antes de comenzar a leer el libro, revisemos tres palabras que son importantes para entender el texto. Las palabras son 'modelo' y 'relevante'" (el maestro da una definición amigable para cada una de las palabras)

Strategy: Before Reading Sentence Frames for Read Aloud Lessons

Example continues:

English	Spanish
<p>- Identify what to focus on with the text.</p> <ul style="list-style-type: none">• For example, tell students: “Because this book is an informational book, we will focus on stems, pollination, and seed transport.” <p>- Model strategies that help with comprehension</p> <ul style="list-style-type: none">• “One of the strategies that we have learned is asking questions. What questions can you ask about plants?”.• If needed, emphasize the importance of comprehension. For example, the asking questions strategy: “We have learned the strategy of asking questions. When something is confusing you can ask a question. You can ask questions when you want to learn something. Watch me as I think of a question I want to ask. I want to know how I can figure out what moves seeds. Turn to your partner and discuss what you would like to know about seed transportation.”	<p>-Identifica en qué centrarse con el texto.</p> <ul style="list-style-type: none">• Di a los estudiantes: "Debido a que este libro es un libro informativo, nos centraremos en tallos, polinización y transporte de semillas." <p>-Identifica estrategias que ayuden con la comprensión.</p> <ul style="list-style-type: none">• Una de las estrategias que hemos aprendido es hacer preguntas. ¿Qué preguntas puedes hacer sobre las plantas?• Si es necesario, enfatiza la importancia de la comprensión. Por ejemplo, la estrategia de hacer preguntas: "Hemos aprendido la estrategia de hacer preguntas. Cuando algo te confunde, puedes hacer una pregunta. Puedes hacer preguntas cuando quieras aprender algo. Obsérvame mientras pienso en una pregunta que quiero hacer. Quiero saber cómo puedo averiguar qué mueve las semillas. Habla con tu compañero y discutan lo que les gustaría saber sobre el transporte de semillas."

Adapted from:

Baker, D. L., & Santoro, L. (2023). Quality read-alouds matter: How you teach is just as important as what you teach. *The Reading Teacher*, 77(3), 310–320. <https://doi.org/10.1002/trtr.2241>

Strategy: During Reading Sentence Frames for Read Aloud Lessons

Description:

Sentence frames are a useful strategy that helps guide both teachers and students. It facilitates lesson planning and harbors deeper thinking and connection-building skills. When incorporated into a read-aloud lesson, teachers can use the sentence frames to encourage deeper thinking or connection building. This strategy is meant to enhance the language acquisition & development of students. For this vocabulary card, we will be focusing on the steps and sentence frames that should be used **DURING** the read-aloud.

Directions: Implement interactive “before, during & after” sentence frames when conducting classroom read-alouds to enhance vocabulary & comprehension learning for students during reading instruction.

1. Identify the vocabulary throughout the text.
2. Ask comprehension questions.
3. Clarify concepts or vocabulary questions
4. Teachers should encourage students to listen and focus on the important vocabulary words they hear as the teacher reads.
5. Use charts, tables, graphic organizers, etc. to keep track of ideas and help students keep track of what is happening in the story/book.

Cross-Linguistic Opportunities:

- Option 1: When students are sharing with partners or groups, members allow them to speak and use the language they feel comfortable with. From here, the teacher can build towards the goal for that lesson/units' language performance when it comes to whole-group participation, writing, or projects.
- Option 2: For sentence frames used in two languages, consider pointing out the differences. For example, if I student has wondering or questions—questions in Spanish require the use of accents and double punctuation marks, one being inverted.
- Option 3: Because vocabulary is being clarified, recognize students use of the other program language and leverage it when words are unknown. For example, if the unknown word is *estambre* but it was reviewed in English (*stamen*) the day before, guide students to make that connection.

Adapted from:

Baker, D. L., & Santoro, L. (2023). Quality read-alouds matter: How you teach is just as important as what you teach. *The Reading Teacher*, 77(3), 310–320. <https://doi.org/10.1002/trtr.2241>

What am I **WONDERING** about pollination?

I am wondering...

What about...?

What if...?

How can...?

How many...?

When...?

Do you think...?

Why do...?

¿Qué **QUIERO** saber sobre la polinización?

Me pregunto...

¿Qué dices...?

¿Y si...?

¿Cómo podemos...?

¿Cuántos...?

¿Cuándo...?

¿Crees que...?

¿Por qué...?

Strategy: During Reading Sentence Frames for Read Aloud Lessons

Example in Science: During Reading

English	Spanish
<p>Working with the Smithsonian Science Reader <i>Blossoms, Bees, and Seeds</i>, “How can we find the best place for a plant to grow?”, lesson 1 – <i>Root, Shoot, Flower and Fruit</i>.</p> <p>- Use strategies to foster comprehension.</p> <ul style="list-style-type: none"> Let students know what you plan on doing: “I am going to stop at specific parts of the book and use one of the comprehension strategies you have learned. Listen carefully while I read and watch for the strategies I will use. (Teacher stops on a page where the author talks about pollination). I wanted to know whether plants need to be pollinized or not. What strategy did I use? Why? Turn to your partner and discuss.” <p>- Ask questions to foster comprehension.</p> <ul style="list-style-type: none"> Ask students: “Let me ask you a question. What did we just learn about plants?” <p>- Clarify details to foster comprehension by using strategic pause points during reading to summarize and discuss the main idea/gist of the text. Let’s review: “We just read that plants need to be pollinized by bees. Think about why they need to be pollinized by seed. [Think Time] Raise your hand if you think that it is because it helps get pollen to other plants.”</p> <p>- Address important vocabulary throughout the reading.</p> <ul style="list-style-type: none"> Tell students: “We just heard a vocabulary word, <i>estambre</i>. Remember, <i>estambre</i> means stamen. Let’s see how the text defines the word <i>estambre</i>.” Ask students: “So, what does <i>estambre</i> mean? Say the definition with me. <i>Estambre</i> means the part of the flower that makes pollen. <i>Estambre</i> means to what?”. <p>- Use a framework/graphic organizer to anchor comprehension activities (e.g., information text: KWL chart; story text: story elements chart)</p> <ul style="list-style-type: none"> Tell students: Let’s write some questions, connections on our chart. We learned that plants need to be pollinized. We also learned that seeds move from one place to another.” 	<p>- Use estrategias para fomentar la comprensión.</p> <p>Informe a los estudiantes lo que planea hacer: “Voy a detenerme en partes específicas del libro y usaré una de las estrategias de comprensión que aprendieron. Escuche atentamente mientras leo y observe las estrategias que usaré. (El maestro se detiene en una página donde el autor habla sobre la polinización). Quería saber si las plantas necesitan ser polinizadas o no. ¿Qué estrategia usé? ¿Por qué? Diríjase a su compañero y hablen.”</p> <p>- Haga preguntas para fomentar la comprensión.</p> <ul style="list-style-type: none"> Pregunte a los estudiantes: “Déjenme hacerles una pregunta. ¿Qué acabamos de aprender sobre las plantas?”. <p>- Aclare los detalles para fomentar la comprensión usando puntos de pausa estratégicos durante la lectura para resumir y discutir la idea principal y la esencia del texto. Repasemos: “Acabamos de leer que las plantas necesitan ser polinizadas por las abejas. Piensen en por qué necesitan ser polinizadas por semillas. [Tiempo para pensar] Levanta la mano si crees que es porque ayuda a que el polen llegue a otras plantas.”</p> <p>- Aborda el vocabulario importante a lo largo de la lectura.</p> <ul style="list-style-type: none"> Diles a los estudiantes: “Acabamos de escuchar una palabra de vocabulario, estambre. Recuerda, estambre significa la parte de la flor que produce polen. Veamos cómo el texto define la palabra estambre.” En inglés es <i>stamen</i>. Pregúntales a los estudiantes: “Entonces, ¿qué significa estambre? Di la definición conmigo. Estambre significa la parte de la flor que produce polen. ¿Estambre significa para qué?”. <p>- Usa un marco/organizador gráfico para apoyar las actividades de comprensión (por ejemplo, texto informativo: cuadro SQA; texto de la historia: cuadro de elementos de la historia)</p> <ul style="list-style-type: none"> Diles a los estudiantes: Escribamos algunas notas en nuestro cuadro. Aprendimos que las plantas necesitan ser polinizadas. También aprendimos que las plantas se mueven de un lugar a otro”.

Strategy: After Reading Sentence Frames for Read Aloud Lessons

Description: Sentence frames are a useful strategy that helps guide both teachers and students. It facilitates lesson planning and harbors deeper thinking and connection-building skills. When incorporated into a read-aloud lesson, teachers can use sentence frames to encourage deeper thinking or connection building. This strategy is meant to enhance the language acquisition and development of students. For this vocabulary card, we will be focusing on the steps and sentence frames that should be used **AFTER** completing the read-aloud.

Directions: Implement interactive “before, during & after” sentence frames when conducting classroom read-alouds to enhance vocabulary & comprehension learning for students after reading instruction.

1. Teachers should initiate discussion about what was just read.
2. Engage students in the retelling of the story and summarize using the vocabulary they were focusing on (use of a word bank).
3. Make connections to what was just read by connecting it to students' previous knowledge or experiences (students can reference their KWL/SQA chart).
4. Encourage students to use what they just learned and apply it in their work.

¿Qué he **APRENDIDO sobre la polinización?**

Aprendí que...

Ahora entiendo...

Antes pensaba _____, pero ahora sé _____

Descubrí...

Me di cuenta de que...

Cross-Linguistic Opportunities:

- Option 1: Allow drafts of work (written retell) to be in students complete linguistic repertoire and then work to perform language target for their final draft.
- Option 2: If book for the read aloud was in one language, ask students to write retell in the other program language.
- Option 3: Have students fill out one graphic organizer KWL/SQA in one program language and then use relevant information to retell a story through a story elements chart in the other program language.

Reading Strategy: Summarize an Informative Read-Aloud	Summary Connectors:
<p>Sentence Starters:</p> <ul style="list-style-type: none"> • Pollination occurs when... • Plants are pollinized by bees when... • For a seed to grow,... <p>Sentence Frames:</p> <ul style="list-style-type: none"> • _____, pollination occurs through two methods. • For example, one form of pollination is _____. • The other type is called _____. 	<p>To summarize,</p> <p>Altogether,</p> <p>Overall,</p> <p>To recap,</p> <p>In brief,</p> <p>In general,</p> <p>For the most part,</p> <p>In essence,</p> <p>In other words,</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p style="text-align: center; margin: 0;">Word Bank</p> <ul style="list-style-type: none"> • Plants • Biotic Pollination (insects or birds) • Abiotic Pollination (water, wind) • Environment • Transfer • Travel • Pollen </div>	

Strategy: After Reading Sentence Frames for Read Aloud Lessons

Example in English Language Arts/Science: After Reading

English	Spanish
<p>- Identify strategies to use after reading to improve comprehension (e.g., reviewing & organizing information; retelling).</p> <ul style="list-style-type: none"> • Give instructions: “Let’s get ready to retell what we just read about today.” <p>-Use a framework/graphic organizer to anchor comprehension activities (e.g., information text: KWL chart; story text: story elements chart)</p> <ul style="list-style-type: none"> • Explain to students: “Since we read an informational text, we’re going to use our chart to guide our retell. As we retell, we’re going to answer the questions: “Why do plants need to be pollinized by bees?”, “How do seeds travel to a new location?”, and “What environment does a seed need to be able to grow?”. <p>- Discuss/review the content covered (e.g., main ideas; important details; vocabulary)</p> <ul style="list-style-type: none"> • Ask students: <ul style="list-style-type: none"> - Let’s review what we learned... - Let’s review our vocabulary words... <p>- Identified future activities by connecting to an attention-grabbing, motivating focus</p> <ul style="list-style-type: none"> • Tell students: “Great job today, everyone! We’ll continue reading more about plant growth next time.” 	<p>- Identifique estrategias para utilizar después de leer para mejorar la comprensión (por ejemplo, revisar y organizar información; relatar).</p> <ul style="list-style-type: none"> • Dé instrucciones: “Preparémonos para volver a contar lo que acabamos de leer hoy.” <p>-Utilice un marco/organizador gráfico para actividades de comprensión de anclaje (p. ej., texto informativo: gráfico SQA; texto de la historia: tabla de elementos de la historia)</p> <ul style="list-style-type: none"> • Explícales a los estudiantes: “Como leímos un texto informativo, vamos a usar nuestro cuadro para guiar nuestro relato. Mientras lo contamos, vamos a responder las preguntas: “¿Por qué las plantas necesitan ser polinizadas por las abejas?”, “¿Cómo viajan las semillas a una nueva ubicación?” y “¿Qué entorno necesita una semilla para poder crecer?”. <p>- Analizar/repasar el contenido tratado (p. ej., ideas principales; detalles importantes; vocabulario)</p> <p>- Pregúntales a los estudiantes:</p> <ul style="list-style-type: none"> • Repasemos lo que aprendimos...Repasemos nuestras palabras de vocabulario... <p>- Identificamos actividades futuras conectándolas con un enfoque que capte la atención y motive</p> <ul style="list-style-type: none"> • Dígales a los estudiantes: “¡Buen trabajo hoy, todos! Continuaremos leyendo más sobre el crecimiento de las plantas la próxima vez.”

Adapted from: Baker, D. L., & Santoro, L. (2023). Quality read-alouds matter: How you teach is just as important as what you teach. *The Reading Teacher*, 77(3), 310–320. <https://doi.org/10.1002/trtr.2241>

Strategy: Before Reading Word Chunk Read Aloud (For beginner proficiency students)

Description: The word chunk read-aloud strategy is a strategy where the teacher selects a text but breaks it up in a matter of “word chunks” which are pieces of the text roughly around 200 – 250 words. The text is broken into a series of 4-5 days with the respective word chunks. For example, if there are 5-word chunks from the chosen text, then the lesson will be broken up into 5 days. This strategy is meant to enhance the language acquisition and development of students. For this vocabulary card, we will be focusing on the steps that should be taken **BEFORE STARTING** the read-aloud of the word chunk from the text.

Directions Before Reading Aloud: Implement interactive before-reading read-aloud routines when using the “before, during, and after” word chunk read-aloud strategy to enhance vocabulary and comprehension learning for students before reading instruction.

1. The teacher selects the text that is going to be read over the next four to five days and identifies the word chunks that will be read. Important: The chosen text should be able to be broken into word chunks of around 200-250 words.
2. The teacher introduces the text and word chunks to the students.
3. Before reading, the teacher should choose and identify the important vocabulary that will be emphasized throughout the book/story being read.
4. As a class examine the word chunk and search for three to four vocabulary words to teach.

Cross-Linguistic Opportunities:

Selected Vocabulary:

- Multiple Meaning Words
- Cognates
- Morphological Derivations

Preview the text:

- Option 1: Sentences scaffolds can be offered in both program languages:
Predigo que...
I predict...
- Option 2: Turn and Talks can be a space where student use their entire linguistic repertoire to discuss the selected text

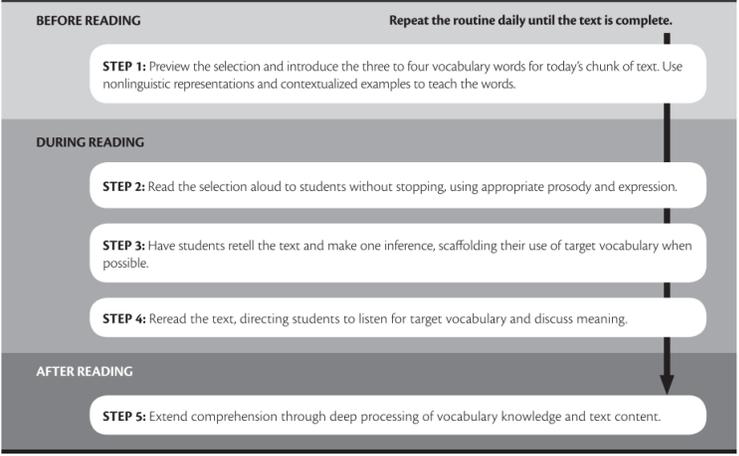
Step 1: Introduce/Preview the story and pre-teach 3-4 vocabulary words First Chunk: pp. 1 - 7	
Select vocabulary words to teach: <i>Focus on high-utility words that can be used across contexts</i>	Selected words to teach: Crops, separate, ordered, courage cultivos, separados, ordenado, la valentía
Preview story and vocabulary: <i>Highlight text features/visuals and activate students' prior knowledge and experiences; make predictions</i>	Plan for previewing read-aloud text (questioning; making predictions): <ol style="list-style-type: none"> 1. Show front and back of book 2. Turn and Talk- Talk about a time when you felt like something that happened wasn't fair. 3. Have students make a prediction (Stem: "I predict that ___") Predigo que... 4. Job for students: Pay attention to what happens to Ruby today, and listen for the new words we have learned
<i>Introduce vocabulary words; present words in written form</i>	Student friendly definitions for vocabulary words: <ol style="list-style-type: none"> 1. <u>crops</u> - a plant that is grown by farmers and used as food (show picture) 2. <u>separate</u> - not together with something else (show visual, use kinesthetic) *cognate/cross-linguistic connection: separado *morphological derivations: separation 3. <u>ordered</u> - when someone in charge tells someone that they must do something (show visual; use real-life example) *cognate/cross-linguistic connection: ordenar 4. <u>courage</u> - being brave when you are in danger, pain, or a difficult situation (show visual; use real-life example)

BEFORE READING **Repeat the routine daily until the text is complete.**

STEP 1: Preview the selection and introduce the three to four vocabulary words for today's chunk of text. Use nonlinguistic representations and contextualized examples to teach the words.

Strategy: Before Reading Word Chunk Read Aloud (For beginner proficiency students)

Example in English Language Arts: Before Reading

English	Spanish
<p>Teachers choose an expository text or story based on the likes of their students.</p> <p>Before reading teachers should focus on the three major goals:</p> <ol style="list-style-type: none"> 1). Select and “chunk” a text 2). Choose key vocabulary terms 3). Introduce the text and new vocabulary terms to students <p>To follow these goals, it also requires teachers to choose texts that can be sectioned into 200 -250-word chunks that can be read over the course of four to five days.</p> <p>As a class, they will then examine each chunk for three to four vocabulary terms to teach.</p> <p>Teachers have a daily cycle they should follow that proceeds onto the next steps: during reading and after-reading routines.</p>	<p>Los profesores eligen un texto o historia expositiva en acuerdo con los gustos de sus alumnos.</p> <p>Antes de leer, los profesores deben centrarse en los tres objetivos principales:</p> <ol style="list-style-type: none"> 1). Seleccionar y “fragmentar” un texto 2). Elegir términos de vocabulario clave 3). Presentar el texto y los nuevos términos de vocabulario a los estudiantes.
 <p>BEFORE READING Repeat the routine daily until the text is complete.</p> <p>STEP 1: Preview the selection and introduce the three to four vocabulary words for today's chunk of text. Use nonlinguistic representations and contextualized examples to teach the words.</p> <p>DURING READING</p> <p>STEP 2: Read the selection aloud to students without stopping, using appropriate prosody and expression.</p> <p>STEP 3: Have students retell the text and make one inference, scaffolding their use of target vocabulary when possible.</p> <p>STEP 4: Reread the text, directing students to listen for target vocabulary and discuss meaning.</p> <p>AFTER READING</p> <p>STEP 5: Extend comprehension through deep processing of vocabulary knowledge and text content.</p> <p>LAST DAY FOR EACH TEXT Choose four to five vocabulary words from previous days that were particularly challenging and in need of further study. Reread or retell the entire story.</p>	<p>Para lograr estos objetivos, también es necesario que los profesores elijan textos que puedan dividirse en fragmentos de 200 a 250 palabras que puedan leerse en el transcurso de cuatro a cinco días.</p> <p>Luego, como clase, examinarán cada parte en busca de tres o cuatro términos de vocabulario para enseñar.</p> <p>Los maestros tienen una rutina diaria que deberían de seguir para proceder a los siguientes pasos: durante la lectura y las rutinas posteriores a la lectura.</p>
<p>There are 5 steps in total including before reading.</p>	<p>Hay 5 pasos en total, incluido antes de leer.</p>

Adapted from: Giroir, S., Grimaldo, L. R., Vaughn, S., & Roberts, G. (2015). Interactive read-alouds for English learners in the elementary grades. *The Reading Teacher*, 68(8), 639–648. <https://doi.org/10.1002/trtr.1354>

Strategy: During Reading Word Chunk Read Aloud

Description: The word chunk read-aloud strategy is a strategy where the teacher selects a text but breaks it up in a matter of “word chunks” which are pieces of the text roughly around 200 – 250 words. The text is broken into a series of 4-5 days with the respective word chunks. For example, if there are 5-word chunks from the chosen text, then the lesson will be broken up into 5 days. This strategy is meant to enhance the language acquisition & development of students. For this vocabulary card, we will be focusing on the steps that should be taken **DURING** the read-aloud of the word chunk from the text.

Directions During Read Aloud: Implement interactive during-reading read-aloud routines when using the “before, during, and after” word chunk read-aloud strategy to enhance vocabulary and comprehension learning for students during reading instruction.

1. The teacher reads the word chunk out loud to the students while making appropriate stops and expressions when necessary.
2. Ask students to retell the text.
3. Clarify concepts or vocabulary questions.
4. The teacher rereads the text while encouraging students to listen and focus on the important vocabulary words the second time around.

Literal Probes
Retell of main events or ideas in text
Who?
What?
Where?
When?
Why?

Sondas inferenciales
Emitir un juicio sobre detalles o contenido que no sea explícitamente evidente en el texto.
¿Cómo podría...?
¿Y si...?
¿Por qué...?

Cross-Linguistic Opportunities:

- Option 1: If students read text in one program language (ex: Spanish), ask students to retell text in the other program language (ex: English). After retelling text, students can make inferences in Spanish.
- Option 2: Sentences scaffolds can be offered in both program languages.
- Option 3: Turn and Talks can be a space where student use their entire linguistic repertoire to discuss the selected text.

DURING READING
STEP 2: Read the selection aloud to students without stopping, using appropriate prosody and expression.
STEP 3: Have students retell the text and make one inference, scaffolding their use of target vocabulary when possible.
STEP 4: Reread the text, directing students to listen for target vocabulary and discuss meaning.

Strategy: During Reading Word Chunk Read Aloud

Example in English Language Arts: During Reading

English	Spanish
<p>During the reading, the teacher will read the word chunk selected from the book aloud to the students without stopping while incorporating appropriate expressions when needed.</p> <p>Students will then retell the text and make one inference, scaffolding their use of target vocabulary when possible</p> <p>Now teachers will prepare to re-read the text but should remind students to listen carefully for the use of target words and should discuss the meaning.</p> <p>This process will continue until the word chunk has been completely read.</p> <p>This will be the same routine to follow when teachers choose word chunks to read with their students.</p>	<p>Durante la lectura, el profesor leerá en voz alta el fragmento de palabra seleccionado del libro a los estudiantes sin detenerse mientras incorpora expresiones apropiadas cuando sea necesario.</p> <p>Luego, los estudiantes volverán a contar el texto y harán una inferencia, estructurando el uso del vocabulario objetivo cuando sea posible.</p> <p>Ahora los maestros se prepararán para volver a leer el texto, pero deben recordar a los estudiantes que escuchen atentamente el uso de las palabras objetivo y deben discutir el significado.</p> <p>Continuaran este proceso hasta terminar de leer el fragmento.</p> <p>Esta rutina será la misma para todos los fragmentos de palabras que lea con sus estudiantes.</p>

Adapted from:

Giroir, S., Grimaldo, L. R., Vaughn, S., & Roberts, G. (2015). Interactive read-alouds for English learners in the elementary grades. *The Reading Teacher*, 68(8), 639-648. <https://doi.org/10.1002/trtr.1354>

Strategy: After Reading Word Chunk Read Aloud

Description: The word chunk read-aloud strategy is a strategy where the teacher selects a text but breaks it up in a matter of “word chunks” which are pieces of the text roughly around 200 – 250 words. The text is broken into a series of 4-5 days with the respective word chunks. For example, if there are 5-word chunks from the chosen text, then the lesson will be broken up into 5 days. This strategy is meant to enhance the language acquisition & development of students. For this vocabulary card, we will be focusing on the steps that should be taken **AFTER COMPLETING** the read-aloud of the word chunk from the text.

Directions After Reading Aloud: Implement interactive before-reading read-aloud routines when using the “before, during, and after” word chunk read-aloud strategy to enhance vocabulary and comprehension learning for students after reading instruction.

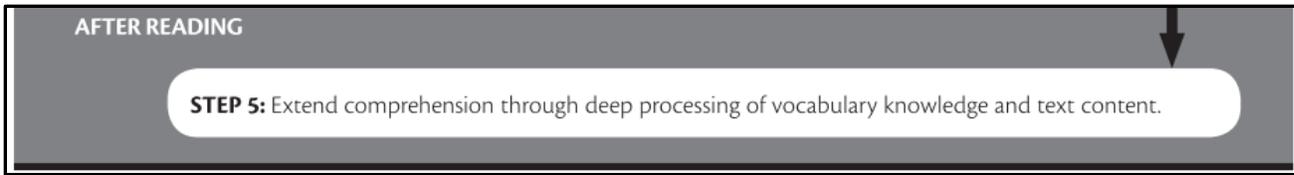
1. The teacher should now have finished reading the word chunk for the second time.
2. Teachers should initiate discussion about what was just read by having student connect text content to their personal lives.
3. Engage students in the retelling of the story and summarize while making connections using the vocabulary they were focusing on.

Cross-Linguistic Opportunities:

- Students can write their retell in the target language, allowing the drafts to be in both languages while the final summarization, connections, or task is in one program language.

For example, the image shows that the story retell will be in Spanish using the Spanish terms from the *banco de palabras* as well as connecting language in Spanish.

<p><u>Estrategia de Lectura: Relatar una historia narrativa</u></p> <p><u>Iniciadores de oraciones:</u></p> <ul style="list-style-type: none">• La historia empieza en...• _____, el protagonista....• El conflicto...• Para solucionar el error,... <p><u>Marcos de oraciones:</u></p> <ul style="list-style-type: none">• El lugar de la historia es _____.• El personaje mas importante es _____ porque _____.	<p><u>Banco de Palabras</u></p> <ul style="list-style-type: none">• Personaje(s)• Acción• Dialogo• Lugar/Ambiente• Problema(s)• Solución• Eventos• Escena• Moraleja	<p><u>Conectores para relatar una historia en secuencia</u></p> <ul style="list-style-type: none">• Al principio...• Primeramente,• Para empezar,• Un día,• Todo empezó... • Después,• Luego,• Entonces,• Además,• También,• Al otro día,• Segundo, • Por ultimo,• Al final,• Finalmente,• En conclusión,
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Strategy: After Reading Word Chunk Read Aloud

Example in English Language Arts: After Reading...

English	Spanish
<p>Now that the text has been read, teachers should encourage students to expand their comprehension by remembering what they just read and connecting it to the target vocabulary they learned while reading.</p>	<p>Ahora que se ha leído el texto, los profesores deben alentar a los estudiantes a ampliar su comprensión recordando lo que acaban de leer y conectándolo con el vocabulario objetivo que aprendieron mientras leían.</p>

Adapted from:

Giroir, S., Grimaldo, L. R., Vaughn, S., & Roberts, G. (2015). Interactive read-alouds for English learners in the elementary grades. *The Reading Teacher*, 68(8), 639-648. <https://doi.org/10.1002/trtr.1354>

Description:

This activity raises students' awareness of relationships among words and engages them in multiple text readings for different purposes. Students create word lists of target words and their collocants (words that go together often) and track them as they appear in the readings in a racecar board-game format. This activity can be done in one-on-one meetings with students or with a small group of students.

Materials:

- a. Selected text/reading material
- b. A list of target words and their collocants (words that go together often with the target words) developed by the students and/or the teacher with paper and a writing utensil
- c. Model race cars (items like cotton balls, paper balls, etc. can be used instead of race car models)
- d. A deck of playing cards to create a 'racetrack'

Directions:

1. The teacher identifies the text that the class will read and determines the purpose for reading the text
2. A racetrack is created by laying out a deck of playing cards,
 - a. the racetrack can be circular, linear, etc.
 - b. the number of cards can vary as needed
3. Students each choose or create a racecar (items like cotton balls, paper balls, etc.)
4. Students are asked to **skim (NOT READ) the text to:**
 - a. **identify words mentioned frequently** (more than once, more than twice, etc.)
 - b. **create a list of collocants** for the words identified in the previous step
5. The teacher decides how the text will be read (as a class, in pairs, in groups, or individually, etc.)
6. While the class reads the text, students will mark how many times their word or their collocant is mentioned in the text by moving their race cars. Students can either
 - a. get up and move their race car one space on the board as soon as the word/collocant is encountered OR
 - b. count the number of times their word/collocant is mentioned and move their race car the total number of times mentioned at the END of the reading
7. Teacher then has students share the word they chose, the number of times their word was (were) mentioned, and collocants they were able to pinpoint

Cross-Linguistic Opportunities:

- Option 1: Students can have access to Spanish and English reading side-by-side to see if they can determine collocants in either language
- Option 2: Students can find collocants in text in one language and then share findings and reasonings in other program language
- Teachers can guide students to notice linguistic characteristics in both nation languages such as adjective-noun agreement once they have worked through this process in both program languages and or an opportunity arises to notice such linguistic differences.

CUATRO ESFERAS

Diez razones principales por las que la hidrósfera es refrescante:

<p>10. La hidrósfera es toda el agua en, sobre y debajo de la superficie de la Tierra. El agua de la Tierra existe en tres formas. Hay agua líquida en lagos, ríos, océanos y en el subsuelo. El agua sólida se encuentra en glaciares y en las capas polares. El vapor de agua gaseoso está en el cielo.</p> <p>9. El agua siempre está en movimiento. Gotea sobre las rocas en los arroyos. El agua de los océanos se mueve alrededor de la Tierra. Si dejas caer en medio del océano un juguete que flota, emprenderá un gran viaje.</p>	<p>8. El agua se evapora en el aire, pero es difícil de ver porque toda el agua superficial no desaparece. El agua también cae de regreso al suelo como lluvia, nieve, aguanieve y granizo. Estas son formas de precipitación.</p> <p>7. El agua cubre aproximadamente el 70% de la Tierra. Se le ha llamado a la Tierra la gran canica azul porque el agua le da ese color azul desde el espacio. La cantidad de agua en la Tierra la hace un planeta único.</p>
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Example in Science:

English	Spanish
<ul style="list-style-type: none"> • Students are provided the Science Reader "Obras Hidráulicas" <ul style="list-style-type: none"> • A student(s) chooses the word "water" and create(s) a list of possible collocations <ul style="list-style-type: none"> ▪ Superficial water ▪ Sweet water ▪ Underground water, etc. • The class decides to read the story as a whole group, popcorn style • As they read the student(s) mark(s) down on a sheet of paper how many times the word 'water' or any collocant appears in the text • At the end of the reading the teacher asks the students to go up to the car race board and move their race car however many times they find their words • When called on by the teacher, the student(s) share(s) <ul style="list-style-type: none"> • "The word I chose was 'water,' a collocation I found in the text was 'water vapor,' which was used ___ times in the text." 	<p>-Se les proporciona el libro de Lectura de Ciencias "Obras Hidráulicas" a los estudiantes</p> <ul style="list-style-type: none"> • Un(os) estudiante(s) elige(n) la palabra "agua" y crea(n) una lista de posibles colocaciones <ul style="list-style-type: none"> ▪ agua superficial ▪ agua dulce ▪ agua subterránea, etc. • La clase decide leer la historia en grupo, al estilo palomitas • Mientras lee(n), el (los) estudiante(s) escribe(n) en una hoja de papel cuántas veces aparece(n) la palabra 'agua' o cualquier colocador en el texto • Al final de la lectura, el maestro les pide a los estudiantes que se acerquen al tablero de carrera de autos y muevan su auto de carreras tantas veces como encontraron sus palabras • Cuando el profesor lo solicita, el/los estudiantes(s) comparte(n) <ul style="list-style-type: none"> • "La palabra que elegí fue 'agua', una colocación que encontré en el texto fue 'vapor de agua' que se usó ___ veces en el texto."

Adapted from:

MacGregor, A. (2014). Young Learners and Lexical Awareness: Children's Engagement with Wordlists and Concordances. *TESOL Journal*, 5(1), 120-149.

Strategy: Connect Two

Description:

This strategy provides a quick review of previously discussed and studied vocabulary words and helps students understand relationships and connections between words/concepts. Students choose two words that are connected from the classroom Vocabulary Word Wall (VWW) and are asked to explain connections between words. The teacher calls on students and they must be able to describe the connections between the two words they selected.

Directions:

1. During a unit or lesson the teacher creates a classroom Vocabulary Word Wall that is displayed somewhere easily visible to students
 - a. vocabulary words should be added continuously throughout the lesson as they are introduced
2. The teacher then asks students to observe at the VWW and choose 2 words that connect to each other
3. The teacher prompts students to think about what connections these two words have and be able to explain the connections to the class. Some modifications can occur,
 - a. have students brainstorm connections in groups, or write down explanations prior to oral explanations (this can vary by grade and language proficiency level)

Cross-Linguistic Opportunities:

- Option 1: Work with students to have bilingual/multilingual word walls.
- Option 2: If the words chosen on word wall are in English, student can be tasked to write a sentence in Spanish using both terms, and vice versa.
- Option 3: Students can write sentences with vocabulary terms in one program language and explain their connection in the other program language.
- Option 4: Student can write the sentence in both Spanish and English and compare the sentence structure between program languages.



Strategy: Connect Two

Example in Social Studies:

English	Spanish
<ul style="list-style-type: none">• The teacher asks students “Look at our social studies word wall. Find two words that are connected and be ready to explain the connection.”• A student might choose the words “refuse” and “boycott”• When called on, a student explanation may sound something like this:<ul style="list-style-type: none">○ “I chose the words refuse and boycott. This is because a boycott is a way people protest where they refuse to participate, use, or buy something”• To keep students sharing, students must actively listen to when one of their words has been used and continue sharing in that order.• For example, student B might have selected the words “boycott” and “injustice,” so they will proceed after student A and repeat the process.	<ul style="list-style-type: none">• El maestro/a les pregunta a los estudiantes: “Miren nuestro muro de palabras de estudios sociales. Encuentra dos palabras que estén conectadas y prepárate para explicar la conexión.”• Un estudiante podría elegir las palabras "rechazar" y "boicotear."• Su explicación, si se les pide, puede ser algo como esto:<ul style="list-style-type: none">○ “Elegí las palabras rechazar y boicot. Esto se debe a que un boicot es una forma en que la gente protesta y rechaza participar, usar o comprar algo.”• Para que los estudiantes sigan compartiendo, deben escuchar atentamente cuándo se ha usado una de sus palabras y continúan compartiendo en ese orden.• Por ejemplo, el estudiante B podría haber seleccionado las palabras "boicot" e "injusticia", por lo que procederá después del estudiante A y se repetirá el proceso.

Adapted from:

Manyak, P. C., Von Gunten, H., Autenrieth, D., Gillis, C., Mastre-O'Farrell, J., Irvine-McDermott, E., ... & Blachowicz, C. L. (2014). Four practical principles for enhancing vocabulary instruction. *The Reading Teacher*, 68(1), 13-23.

Manyak, P. C., Manyak, A. M., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. *The Reading Teacher*, 75(1), 27-39.

Strategy: Find the Imposter

Description:

This strategy is a vocabulary game with points. Students determine if two words are related based on their meanings. To showcase a linguistic understanding, students go beyond spelling and sound to determine if two words are related, so they find the “imposters” or words that are not related to the target word. The goal is for students to see connections and relationships between words through morphemes (roots and affixes).

Directions:

1. Identify what morpheme (roots, suffixes, prefixes, or affixes) you want students to work on identifying similar meanings of words
2. Create a game sheet including a target word and a list of other words that have the same meaning/morpheme and some words that are not related (see image below)
3. Hand out the game sheet to students to work independently
 - a. This can be done with partners or table groups as well
4. Students will first label the morpheme units (root, affix, prefix, or suffix) of the target word by writing a box around the root word and trying to decode its meaning
5. Students will look at the other words and see if they have the same morpheme/meaning as their target word
 - a. words that have the same meaning/morpheme will be circled
 - b. words that don't (the imposter words) will be marked with an X
6. When students are done, the teacher can walk around and award points for completion or correctness. Students can also share connections aloud with their peers.

Cross-Linguistic Opportunities:

- Option 1: Intentionally pair emergent bilinguals learning English with emergent bilinguals learning Spanish so it fosters a space of language negotiation and translanguaging.
- Option 2: Alternate word choice by program language and desired language performance.
- Option 3: Have students' complete games in one program language and see if they can translate the terms to the other program language. With this, students can see if they notice patterns in morphology between both languages. For example, difference-*diferencia*.

Game



Word Game: Find the Imposter (Session 4)

Directions: 1) Find the root word for each **bold word** below. This clue word (root word) helps us figure out the spelling, reading, and meaning of the bigger word. Put a box around this clue word (root).
2) Circle all words that are related and therefore have similar meanings. 3) Cross out any imposters that may look the same but are not related in meaning (i.e., don't have the same root).

						POINT
difference	different	differently	if	fence	indifferent	<input type="checkbox"/>
weightlessness	weighty	weighable	happiness	eight		<input type="checkbox"/>
usually	usualness	unusual	sue	use	happily	<input type="checkbox"/>

Strategy: Find the Imposter

Example in Science:

English	Spanish
<ul style="list-style-type: none">• Students are provided with a game sheet handout including short instructions on how to play the game• They read the instructions and identify that they must box in the root of the word and find the words that share the same root as their target word• The student reads the word “weightlessness” and places a box around weight• They look at their list of words and identify that “weighty” and “weighable” share the same root<ul style="list-style-type: none">○ they circle these words• Now they look at the words “happiness” and “eight” and identify that they don't share a root or have a similar meaning to their target word<ul style="list-style-type: none">○ they mark these with an X• The teacher goes around and gives the student 4 points for identifying the words that shared a meaning and the words that didn't correctly align.	<ul style="list-style-type: none">• Se entrega a los estudiantes una hoja de juego con instrucciones breves sobre cómo jugar• Leen las instrucciones e identifican que deben recuadrar la raíz de la palabra y encontrar las palabras que comparten la misma raíz que la palabra objetivo• El/la estudiante lee la palabra "weightlessness" y recuadra weight• Miran su lista de palabras e identifican que "weighty" y "weighable" comparten la misma raíz.<ul style="list-style-type: none">○ Rodean con un círculo estas palabras• Ahora observan las palabras "happiness" y "eight" e identifican que no comparten raíz ni tienen un significado similar a su palabra de objetivo<ul style="list-style-type: none">○ las marcan con una X.• El profesor da 4 puntos al estudiante por identificar las palabras que comparten un significado y las que no.

Adapted from:

Goodwin, A. P., & Perkins, J. (2015). Word detectives: Morphological instruction that supports academic language. *The Reading Teacher*, 68(7), 510-523.

Strategy: Go Fish

Description:

This vocabulary activity is considered a corpora-informed activity focused on having students work with data from word lists and concordances. The goal is to have students practice and understand word relationships and collocations. Students make a fishing rod with a key word on it, and they must “fish” for collocant words.

Materials:

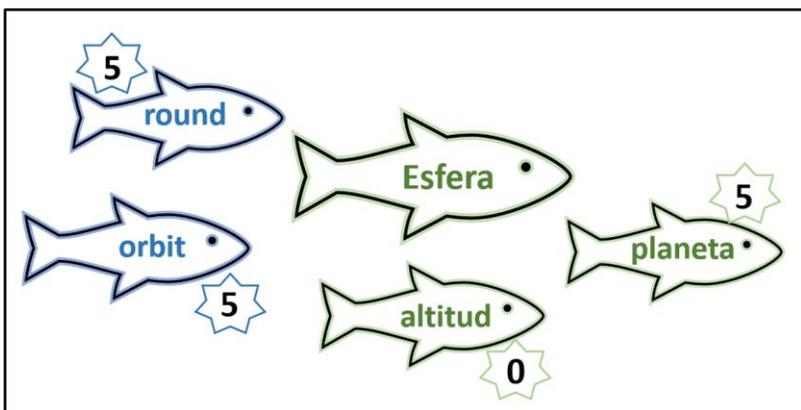
- Fishing rod (can be wooden stick, plastic stick, or even a pencil)
- Tape
- String/yarn
- Paper clips
- Flashcards
- Markers

Directions:

1. Students create fishing rods using the material provided by taping a piece of yarn to their rod and fastening a paper clip hook on the other end
2. In groups of four or with a partner, students will choose a key word that will be used to find collocant “fishes”
3. Collocant “fish” are created using flashcards
 - a. The fish has a word on top and in the back, it has the key words and how many points they would get for hooking that “fish”
4. Students must use their fishing rod to go fishing for collocants of their key word
5. The player with the most points at the end of the allotted time wins

Cross-Linguistic Opportunities:

- Option 1: Target word can be in one program language while collocants are in the other program language
- Option 2: Target word is in one language, collocant words are in both program languages
- Option 2: All words are in one language and once the students catch the terms, they must orally



read the word in English and translate it in Spanish to their partner and vice versa. *The translation of the term can also earn the student a point in the game.

Strategy: Go Fish

Example in Science:

English	Spanish
<ul style="list-style-type: none"> • The teacher introduces the game “go fish” and gives students instructions on how to create their fishing rod • Once students are done creating their fishing rod, the teacher instructs them to choose a target word that they will then have to find collocations for <ul style="list-style-type: none"> ○ A student chooses the target word “sphere” • The teacher then tells students they will create fish with a word in front, and the number of points you will get if your target word is a collocation on the back <ul style="list-style-type: none"> ○ A “fish” is created with the word round on the front, and in the back the points are as follow: <ul style="list-style-type: none"> ▪ sphere 5, planet 5, altitude 0, perpendicular 0 • Once the game begins the student with the target word “sphere” hooks the fish with the word “round” • This student receives 5 points for fishing and a correct collocation • And the game continues 	<ul style="list-style-type: none"> • El/La maestro/a introduce el juego “a pescar” y le da las instrucciones a los estudiantes en cómo crear su caña de pescar • Una vez que los estudiantes terminan de crear su caña de pescar, el/la maestro/a les indica a los estudiantes que elijan una palabra de objetivo para la cual tendrán que encontrar colocaciones <ul style="list-style-type: none"> ○ Un estudiante elige la palabra de objetivo “esfera” • Luego el/la maestro/a les dice a los estudiantes que crearán peces con colocaciones en frente y la puntuación que obtendrán si pueden pescar una colocación de su palabra de objetivo <ul style="list-style-type: none"> ○ Se crea un pez con la palabra redondo/a en el frente, y el parte detrás los puntos son los siguientes: <ul style="list-style-type: none"> ▪ esfera 5, planeta 5, altitud 0, perpendicular 0 • Una vez que comienza el juego el estudiante con la palabra de objetivo “esfera” engancha el pez con la palabra “redondo” • Este estudiante recibe 5 puntos por encontrar una colocación correcta • Y el juego continúa

Adapted from:

MacGregor, A. (2014). Young Learners and Lexical Awareness: Children's Engagement with Wordlists and Concordances. *TESOL Journal*, 5(1), 120-149.

Strategy: Word Solve

Description:

This strategy allows students to understand the meaning of a word by analyzing the meanings of the word through its' root, prefix, and suffix, then putting it together and understanding it in the context of their reading. It is initially taught as a class by the instructor but can be done independently once students understand the process.

Directions:

1. While reading a passage or after finishing reading a text, the teacher and students identify unknown words to which they do not know the meaning of
2. Students are provided with a sheet of paper, and the teacher utilizes a white board to write down the word they will focus on
3. As a class they make a box around the root of the word of focus
4. Then, students identify the meanings of the root, prefix, and suffix of their chosen word creating a list of the definition for each
5. The definitions are then summed together to find the overall meaning of the word
6. To understand the word within the context of the story, students reread the sentence or passage where they extracted the word from. By rereading the word in context with a known definition, this process ensures the hypothesized definition makes sense

Cross-Linguistic Opportunities:

- Partake in the Word Solve Strategy with the target word in one program language and then connect it to the other program language by adding the word and its' morphemes to any previous cognate instruction via a cognate wall, anchor chart or journal.

Target Word	Movement	Movimiento
Root word	Move "to change position, to go"	Mov "cambiar de posición, ir"
Prefix		
Suffix	-ment "the action"	-miento "la acción"

Adapted from:

Goodwin, A. P., & Perkins, J. (2015). Word detectives: Morphological instruction that supports academic language. *The Reading Teacher*, 68(7), 510-523.

Graves, M. F., Schneider, S., & Ringstaff, C. (2018). Empowering students with word-learning strategies: Teach a child to fish. *The Reading Teacher*, 71(5), 533-543.

Strategy: Word Solve

Example in Science:

English	Spanish
<ul style="list-style-type: none"> • Students finish reading a science article • The teachers and students identify the word <u>movement</u> as the word they would like to find the meaning to • The teacher provides the students with paper, and they use a whiteboard at the front of the class • The teacher writes down the word on the board and tells students: <ul style="list-style-type: none"> ○ “Let’s define this word by breaking it down. Are there any smaller words or parts we know inside it?” • The teacher encourages students to see the word <u>move</u> and put a box around it • The students then work together to come up with definitions for <u>move</u>, the teacher writes these on the board <ul style="list-style-type: none"> ○ “to change position” ○ “to go” • The teacher then says <ul style="list-style-type: none"> ○ “Now let’s look at the suffix of the word, <u>-ment</u>” • Students work together again to find a definition and the teacher writes in on the board: <ul style="list-style-type: none"> ○ “the action” • The teacher says, “Now that we have the definitions of both our root and suffix parts, let’s put them together. Movement is the action of changing position.” <ul style="list-style-type: none"> ○ “Now we will understand it within the context our reading” • The teacher and students reread the passage together: <ul style="list-style-type: none"> ○ “Scientists observed the movement of tiny bugs under the microscope” 	<ul style="list-style-type: none"> • Los estudiantes terminan leyendo un artículo de ciencias • El/la maestro/a y los estudiantes identifican la palabra <u>movimiento</u> como la palabra a la que les gustaría encontrar el significado • El/la maestro/a proporciona papel a los estudiantes y el/ella utiliza el pizarrón en frente de la clase • El/la maestro/a escribe la palabra en el pizarrón y les dice a los estudiantes: <ul style="list-style-type: none"> ○ “Definamos esta palabra descomponiéndola morfológicamente. ¿Hay palabras o partes más pequeñas dentro la palabra que conozcamos?” • El/la maestro/a anima a los estudiantes a ver la palabra raíz <u>mov</u> y poner un cuadro alrededor de ella. • Los estudiantes trabajan juntos para elaborar definiciones de <u>mov</u>, el/la maestro/a las escribe en la pizarra <ul style="list-style-type: none"> ○ “cambiar de posición” ○ “ir” • El/la maestro/a dice: <ul style="list-style-type: none"> ○ “Ahora veamos el sufijo de la palabra, <u>-miento</u>” • Los estudiantes trabajan juntos de nuevo para encortar una definición y el/la maestro/a la escribe en la pizarra <ul style="list-style-type: none"> ○ “la acción” • El/la maestro/a dice “Ahora que tenemos las definiciones de nuestra raíz y sufijo, vamos a unirlos. Movimiento es la acción de cambiar de posición.” <ul style="list-style-type: none"> ○ “Ahora lo entenderemos dentro del contexto de nuestra lectura” • El/la maestro/a y los estudiantes vuelven a leer el pasaje juntos: <ul style="list-style-type: none"> ○ “Los científicos observaron el movimiento de pequeños insectos bajo el microscopio”

Strategy: Word Web

Description:

In this morphological strategy students are given a target word (common base word, prefix or suffix) that is written in the center of the paper. Students are asked to come up with as many related words as possible. The associated words are written around the word of focus. All associated words are circled and connected to their target word when students draw a line to symbolize a relationship, creating what looks like a web. The goal is that students practice building connections and finding relationships between vocabulary words to better understand the term as a concept.

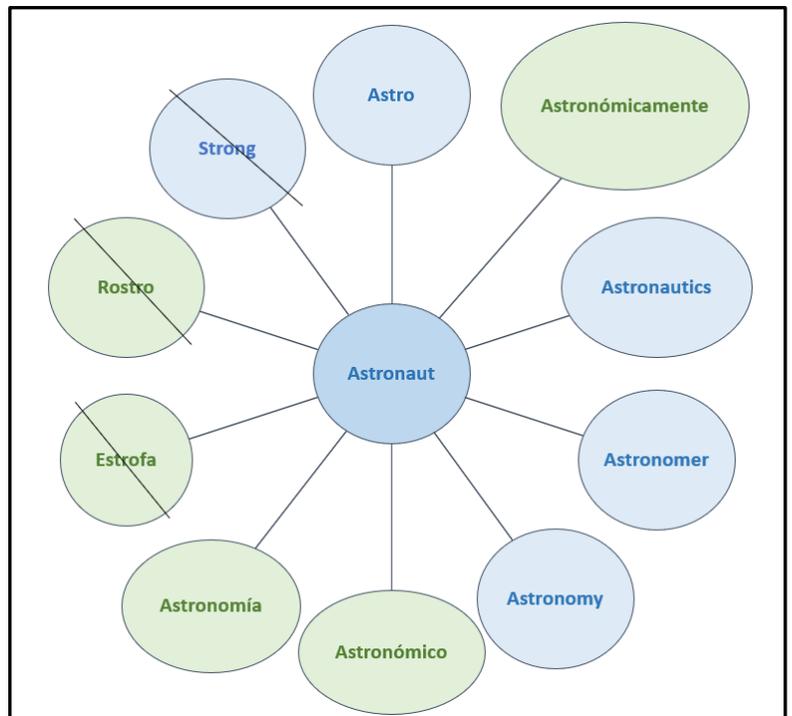
Directions:

1. Identify the subject area and lesson that will be used for this strategy
2. Choose a target vocabulary word that would be beneficial for students to build connections to
3. Using the target vocabulary word to identify the type of connection/association you want your students to make (prefix, suffix, meaning, etc.)
4. Either hand out a piece of paper with the web already on there or a blank piece of paper, and have students write the target vocabulary word in the center of the page inside a circle
5. Explain the meaning of the target word and the ways students can associate terms
6. Give students a set amount of time (time may vary depending on grade and proficiency level) to come up with as many related words as they can
7. As a class review the words that students were able to come up with

*Extension: As a class create a Word Web poster and visibly display as a resource for students to reference

Cross-Linguistic Opportunities:

- Option 1: The target word can be in one program language while collocants can be brainstormed in both program languages at the same time.
- Option 2: All Word Web words are in one language and once the students finish brainstorming new terms in that language, they translate them into the other program language with their partner, either orally or in written format on their Word Web.



Strategy: Word Web

Example in Science:

English	Spanish
<ul style="list-style-type: none">• Students are given a target word and are asked to come up with as many related words as possible within a minute.• Students are given the target word <i>astronaut</i> to think of and write down as many words as possible that share units of meaning, like <i>astro-</i>, <i>astronomy</i>, <i>astro-nautics</i>, and <i>astronomer</i>.• The focus was on overlap in units of meaning, so words that overlapped in sound or spelling, like <i>strong</i> or <i>fast</i>, were not allowed (Goodwin & Perkins, 2015).	<ul style="list-style-type: none">• A los estudiantes se les asigna una palabra objetivo y se les pide que propongan todas las palabras relacionadas que puedan dentro de un minuto.• A los estudiantes se les da la palabra objetivo <i>astronauta</i> y tienen que escribir todas las palabras posibles que compartan unidades del significado, como <i>astro-</i>, <i>astronomía</i>, <i>astronáutica</i> y <i>astrónomo</i>.• La atención se centró en la superposición de unidades del significado, por lo que no se permitieron palabras que se superpusieran en sonido u ortografía, como <i>estrofa</i> o <i>rostro</i> (Goodwin & Perkins, 2015).

Adapted from:

Goodwin, A. P., & Perkins, J. (2015). Word detectives: Morphological instruction that supports academic language. *The Reading Teacher*, 68(7), 510-523.

Pacheco, M. B., & Goodwin, A. P. (2013). Putting Two and Two Together: Middle School Students' Morphological Problem-Solving Strategies for Unknown Words. *Journal of Adolescent & Adult Literacy*, 56(7).

Roessingh, H. (2020). Read-alouds in the upper elementary classroom: Developing academic vocabulary. *TESOL Journal*, 11(1), e00445.

Strategy: Wacky Word Chain

Description:

Students build awareness of morphemic units by using a base word and adding morphemes to create bigger words related to it. Eventually students can create wacky made-up words derived from their base word. This process helps students gain awareness of language and how units make up meaning.

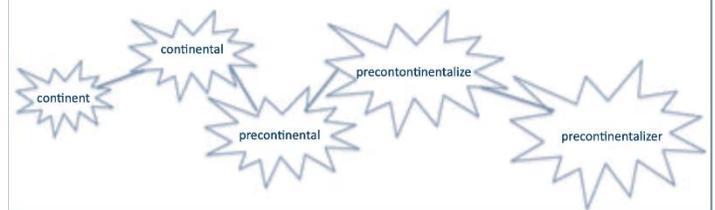
Directions:

1. Find a base word that students know the definition/meaning to
2. Individually, in pairs or groups, students will write this word down first to create the beginning of the chain
3. They will think of morphemes (prefixes and suffixes) they can add to their word to create a new word
 - a. If needed provide students with a list of morphemes or encourage them to use the internet to look some up
4. Tell students to come up with at least 1 new word that is “real” (part of the English dictionary)
5. Allow students to come up with 3-4 new “wacky” words and explain that these can be made up but must build off each other (add a suffix/prefix to the last word they wrote)
6. Have students connect their words by circling them and drawing a line as they come up with new ones. Students can create definitions for their words based on the morphological breakdown.

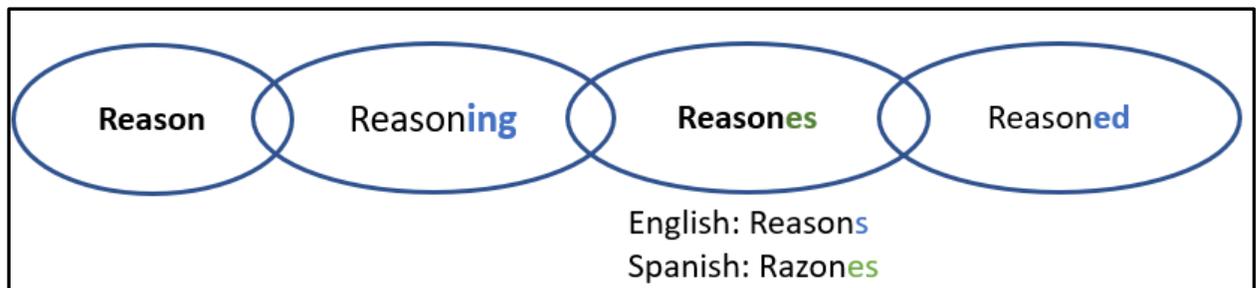
Cross-Linguistic Opportunities:

- Naturally, multilanguage learners merge their nation languages. Allow students to create wacky words using a base word in one language and adding affixes in both languages. These approximations of language will visually show what students know in both program languages.

FIGURE 3 Wacky Word Chain for *Continent*



- The example below shows how student A knows that multiple reasons in Spanish ends with –es. Teacher can take the time to highlight how the student applied their linguistic knowledge of Spanish to English and develop a mini lesson around plurality in both languages.



Strategy: Wacky Word Chain

Example in Science:

English	Spanish
<ul style="list-style-type: none">• The teacher provides the student with the word <i>continent</i>• The students write down this word and create a circle around it• They then come up with a new word by either adding a suffix or prefix:<ul style="list-style-type: none">○ by adding the suffix –al they create <i>continental</i>○ then they add the prefix pre- to make <i>precontinental</i>○ then they add the suffix –ize to create <i>precontinentalize</i>• And lastly, they add –r to create the word <i>precontinentalizer</i>, thus creating a wacky word chain	<ul style="list-style-type: none">• El/ la maestro/a proporciona al estudiante con la palabra <i>continente</i>• El estudiante escribe esta palabra y la circula• Luego inventan una nueva palabra añadiendo un sufijo o prefijo:<ul style="list-style-type: none">○ en añadir el sufijo –al crean <i>continental</i>○ luego añaden el prefijo pre- para crear <i>precontinental</i>○ Luego añaden el sufijo –ize para crear <i>precontinentalize</i>• Y por último le agregan –r para crear la palabra <i>precontinentalizer</i>, creando así una cadena de palabras raras

Adapted from:

Pacheco, M. B., & Goodwin, A. P. (2013). Putting Two and Two Together: Middle School Students' Morphological Problem-Solving Strategies for Unknown Words. *Journal of Adolescent & Adult Literacy*, 56(7).

Strategy: High Card

Description:

Students practice writing and finding the frequency of a chosen word within a text. They then use cards to play a fun card game called War. The goal is to expose students to these target/chosen words through hands-on interaction, gamification, and collaboration.

Directions:

1. Choose an article or piece of text for students to read
2. Students will create keyword cards
 - a. the front side will be a word they find within their text
 - b. the backside will be the number of occurrences within the text (frequency)
3. Students are divided into partners and their cards are shuffled and dealt to both players
4. They will play a common card game called War
 - a. war: this card game includes two players who will have their stack of cards facing down, players draw the top card and flip them over onto the table at the same time, the player with the highest card wins them both, the goal is to have all the cards at the end
 - b. in this case the player with the highest is the one whose word appeared most in the text
5. Level 2 of this game uses a target word instead of a chosen word and uses collocants of that word
6. Students will be given a target word by the teacher, they will create keyword cards
 - a. front side will be a collocants of the target word
 - b. backside will be the number of occurrences within the text (frequency)
7. The War game is played the same way as the first time

Cross-Linguistic Opportunities:

- Option 1: Allow students to engage in this activity in an alternating fashion between Spanish and English based on needed skills, language allocations for content, or available material on topic.
- Option 2: With a focus on the target language, intentionally pair emergent bilinguals learning English with emergent bilinguals learning Spanish, so it fosters a space of language negotiation and translanguaging.

A Cooking is not the only place where the acidity of alum can have benefits. Alum can be an option people choose for personal hygiene. Bacteria mixed with sweat can cause body odor. Companies sell large alum crystals for people to use under their arms. These large crystals are often called deodorant rock. Their acidity kills off the bacteria that can make underarms smelly.

Alum's natural acidity can also be used for medical reasons, such as helping prevent wounds from becoming infected. For this reason, alum is sometimes used as an ingredient in certain toothpastes. These toothpastes are used to treat gum disease. Alum can relieve sores inside the mouth and boost the effects of vaccines, kicking the immune system into action to help protect people from disease. As you can see, alum is very useful.

Strategy: High Card

Example in Science:

English	Spanish
<ul style="list-style-type: none">• Students are provided with the passage below from the science readers• They first read the passage once• Student A chooses the word alum to create a keyword card<ul style="list-style-type: none">○ on the front they write “alum”○ on the back they write the number 7• Student B chooses the word “people” to create a keyword card<ul style="list-style-type: none">○ on the front they write people○ on the back they write the number 3• The students continue making more keyword cards until they have enough for a deck/stack• The students deal the cards to each other and keep their stack facing down• They draw their top card at the same time and place it on the table facing up<ul style="list-style-type: none">○ student A draws the card “alum”○ student B draws the card “people”• Student A takes both cards because their number/frequency of the word was more than student B	<ul style="list-style-type: none">• Se les proporciona con el pasaje debajo de las lecturas de ciencias a los estudiantes• Primero leen el pasaje una vez• Estudiante A escoge la palabra “alumno” para crear una tarjeta de palabra clave<ul style="list-style-type: none">○ en el frente escriben “alum”○ por detrás escriben el número 7• Estudiante B escoge la palabra “personas” para crear una tarjeta de palabra clave<ul style="list-style-type: none">○ En el frente escriben “personas”○ Por detrás escriben el número 3• Los estudiantes continúan creando más tarjetas de palabras claves hasta tener suficiente para una baraja/pila• Los estudiantes se reparten las cartas entre sí y mantienen su pila boca abajo• Sacan su carta de encima a la misma vez y la colocan en la mesa boca arriba<ul style="list-style-type: none">○ estudiante A saca la carta “alumno”○ estudiante B saca la tarjeta “personas”• Estudiante A se lleva ambas cartas porque su número/frecuencia de la palabra es más que la de estudiante B

Adapted from:

MacGregor, A. (2014). Young Learners and Lexical Awareness: Children's Engagement with Wordlists and Concordances. *TESOL Journal*, 5(1), 120-149.

Strategy: Vocabulary Precision/Digital Representation

Description:

These vocabulary cards support students understanding of a word by allowing them to create drawings on notecards or use a digital shared file to represent their understanding/interpretation of the vocabulary word. It creates a visual association for students and allows them to view their peers' representations of the words. It is also meant to support MLLs by providing a visual for a word and allowing them to represent their understanding without needing to use written words.

Directions:

1. Throughout a unit or lesson students create visual representation cards for target vocabulary words
2. The teacher provides students with the target vocabulary words and an index card
3. Students will create a drawing using markers, crayons, and colored pencils, and label it to represent the vocabulary word
4. The index cards will be gathered and posted on the word wall around the vocabulary word
5. The same concept applies through digital platforms
 - a. The teacher creates a shared PowerPoint for students to create digital representations. Students will add a slide and find images to represent the target vocabulary words. This activity can also be done at the end of the lesson as review.

Cross-Linguistic Opportunities:

- Option 1: Students can add target words in another program language.
- Option 2: Student can add a sentence or definition in other program language using the word in context
- Option 3: Student can create vocabulary card in one language and share findings, images, definitions with class or partner in another program language
- Option 4: Have two students work on the same word individually, one in Spanish and one in English and then share work with each other in the program language they used to allow for transfer

In Spanish:
La gravedad

Gravity

Gravity has two definitions. It can also mean:
Of extreme importance or seriousness

gravity pulls me down to earth

The card includes several images: a red apple with a downward-pointing arrow, a photograph of Earth from space, a photograph of an astronaut in space, and a photograph of two astronauts in a space station.

Strategy: Vocabulary Precision/Digital Representation

Example Images from Article:



Example in Science:

English	Spanish
<ul style="list-style-type: none"> • The teacher provides the students with the word “gravity” and an index card • The student draws planet earth with a person standing on it and arrows pointing down/towards the earth • They use color pencils and crayons to color their drawings. • The student labels the earth, the person and the arrows pointing down as force • The rest of the class continues making their drawings • Once done the teacher walks around and collects the index cards • The teacher posts the target word along with the index cards surrounding them on the word wall 	<ul style="list-style-type: none"> • El/la maestro/a proporciona la palabra “gravedad” y una tarjeta a los estudiantes • El/la estudiante dibuja el planeta tierra con una persona parada arriba y flechas apuntando para abajo/hacia el mundo • Usan lápices de colores y crayones para colorear su dibujó • El/la estudiante etiqueta la tierra, la persona y las flecha apuntando para abajo como fuerza • El resto de la clase continúa haciendo sus dibujos • Cuando terminan el/la maestro/a camina alrededor y recoge las tarjetas • El/la maestro/a postea la palabra de objetivo central a las tarjetas dibujadas por estudiantes en la pared de vocabulario

Adapted from:

Joseph Picot, C. (2017). Using academic word lists to support disciplinary literacy development. *The Reading Teacher*, 71(2), 215-220.

Manyak, P. C., Manyak, A. M., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. *The Reading Teacher*, 75(1), 27-39.

Strategy: Two in One

Description:

Students use their target vocabulary words to create complete sentences that incorporate these words. Their classmates evaluate how their peers can use these words. The goal is to have students understand what context target words can be used in as well as how to write new sentences with topic-specific vocabulary that showcases their understanding of the concepts.

Directions:

1. The teacher will create a word wall throughout the unit which will include all the target vocabulary words for students
2. Students will choose 2 or more words from the word wall and write 1-2 sentences that include those words
3. The teacher will then call on students to share their chosen words and read their sentences aloud to the class
4. Peers will then have a chance to evaluate students' use of their chosen words in their sentence
 - a. evaluation can be done verbally by having peers share feedback aloud or having them write feedback on a sticky note and hand it over to the student who is being evaluated

Cross-Linguistic Opportunities:

- Option 1: Work with students to have bilingual/multilingual word walls.
- Option 2: If the words chosen on word wall are in English, student can be tasked to write a sentence in Spanish using both terms, and vice versa.
- Option 3: Students can write sentences with vocabulary terms in one program language and peers can evaluate student word choices via feedback in the other program language.
- Option 4: Student can write the sentence in both Spanish and English and compare the sentence structure between program languages.

The planets in our solar system orbit the sun which means they travel around it.

Los planetas en nuestro sistema solar orbitan el sol que significa que viajan a su alrededor.

Cognates- Cognados

Word Order- Orden de palabras

Word Choice- Selección de palabras

Strategy: Two in One

Example in Science:

English	Spanish
<ul style="list-style-type: none">• A student chooses the words “orbit” and solar system from the word wall• They write a sentence using these words<ul style="list-style-type: none">○ “The planets in our <i>solar system orbit</i> the sun which means they travel around it”• The teacher calls on the student to read their sentence aloud to the class• The student reads their 2 chosen words and then their sentence• A classmate raises their hand and tells them<ul style="list-style-type: none">○ “I like how you explained what orbit meant because...”	<ul style="list-style-type: none">• Un estudiante escoge las palabras “órbita” y “sistema solar” de la pared de palabras• Escriben una oración usando estas palabras<ul style="list-style-type: none">○ “Los planetas en <i>nuestro sistema solar orbitan</i> el sol que significa que viajan a su alrededor”• El/la maestro/a pide al estudiante que lea su oración en voz alta a la clase• El/la estudiante lee sus 2 palabras que escogieron después su oración• Un compañero levanta la mano y les dice<ul style="list-style-type: none">○ “Me gusta como explicaste lo que significa órbita porque..”

Adapted from:

Manyak, P. C., Von Gunten, H., Autenrieth, D., Gillis, C., Mastre-O'Farrell, J., Irvine-McDermott, E., ... & Blachowicz, C. L. (2014). Four practical principles for enhancing vocabulary instruction. *The Reading Teacher*, 68(1), 13-23.

Manyak, P. C., Manyak, A. M., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. *The Reading Teacher*, 75(1), 27-39.

Strategy: Character Trait Writing

Description: Students choose a word from the classroom word wall or vocabulary journal and write 2-3 sentences on how this trait fits a character or person they have previously learned about. This allows students to practice using their vocabulary words in complete sentences and well as recall characters and people they have previously learned about. More importantly, it allows students to focus on description using adjectives and visual language.

Directions:

1. Students will choose a trait word from the classroom word wall or vocabulary journal
2. They will think back on a person or character they have learned about who fits the selected characteristic or trait
3. Students will then write 1-2 sentences explaining how their word describes the character or person they have chosen
4. The teacher will have students share their sentences aloud to the class in a selected program language
5. Classmates will provide feedback to the student on how their trait word described the character/person accurately
 - a. feedback can be done verbally by having peers share their thoughts aloud or having them write on a sticky note and hand it to the student who shared

Cross-Linguistic Opportunities:

- Option 1: Allow students to brainstorm character traits in both languages.
 - Make any connections between both program languages, if needed
 - Ask students to write sentences in the language needed for the desired linguistic outcomeFor example, in the image below—the sentences will be written and read in English
- Option 2: Once students share their sentences in one program language, peers can provide feedback in the other program language.

Neil Armstrong was...

Inteligente
Valiente
Intrépido
Decidido
Determinado
Americano
Trabajador

Smart
Intelligent
Brave
Courageous
Fearless
Determined
American
Hardworking

because...

Strategy: Character Trait Writing

Example in Science:

English	Spanish
<ul style="list-style-type: none"> • The student chooses the traits word “brave” from the classroom word wall/vocabulary journal • They think about the first person on the moon, Neal Armstrong, and how he was brave, and the student writes 2 sentences: <ul style="list-style-type: none"> ○ “Neal Armstrong was <i>brave</i> because he was the first person ever to go to the Moon. And he didn't know if something could wrong during his journey.” • The teacher then asks the student to share their words and sentences aloud • A classmate gives the student feedback saying, <ul style="list-style-type: none"> ○ “You are right, I also think Neal Armstrong was brave because...” 	<ul style="list-style-type: none"> • El/la estudiante elige la palabra de rasgo “valiente” de la pared de palabras/cuaderno de vocabulario en la clase • El/la estudiante piensa en la primera persona que viajó a la luna Neal Armstrong y como él fue valiente, y el estudiante escribe 2 oraciones: <ul style="list-style-type: none"> ○ “Neal Armstrong fue <i>valiente</i> porque fue la primera persona en ir a la Luna. Y no sabía si algo podría salir mal durante su viaje.” • El/la maestra/o le pide al estudiante que comparta sus palabras y oraciones en voz alta • Un/a compañero/a le da retroalimentación diciendo, <ul style="list-style-type: none"> ○ “Tienes razón yo también creo que Neal Armstrong fue valiente porque...”

Adapted from:

Manyak, P. C., Von Gunten, H., Autenrieth, D., Gillis, C., Mastre-O'Farrell, J., Irvine-McDermott, E., ... & Blachowicz, C. L. (2014). Four practical principles for enhancing vocabulary instruction. *The Reading Teacher*, 68(1), 13-23.

Manyak, P. C., Manyak, A. M., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. *The Reading Teacher*, 75(1), 27-39.

Strategy: Cognate Reading

Description: Multilingual students benefit from learning cognates in between languages, in this case Spanish and English. Cognate instruction provides several opportunities for learning:

- Meaning of words
- Morphological connections between languages
- Transfer of linguistic knowledge and skills

This activity suggests teaching students' cognates from a book utilizing the [Children's Choice Cognate Database](#).

Directions:

1. The teacher will utilize the [Children's Choice Cognate Database](#) to select a book and identify the English and Spanish cognates within the selected book
2. The teacher will then engage in an interactive read-aloud with students
3. After the read-aloud is complete the teacher can then guide the student to notice any cognates that were read in the book
4. If applicable, the teacher will explain the root, prefix, and suffix of the cognate and how they have the same meaning in English and Spanish to explicitly highlight a cross-linguistic connection

Children's Choices Cognate Database				
Author	Title	English Cognate	Spanish Cognate	Tier
Gibbs, E.	I Spy Pets	canary	canario	Tier Two
Gibbs, E.	I Spy Pets	cat	gato	Tier One
Gibbs, E.	I Spy Pets	chameleon	camaleón	Tier Two
Gibbs, E.	I Spy Pets	fish	pez	Tier One
Gibbs, E.	I Spy Pets	insect	insecto	Tier Two
Gibbs, E.	I Spy Pets	is	es	Tier One
Gibbs, E.	I Spy Pets	lettuce	lechuga	Tier One
Gibbs, E.	I Spy Pets	my	mi	Tier One
Gibbs, E.	I Spy Pets	peck	picar	Tier Two
Gibbs, E.	I Spy Pets	spy	espíar	Tier Two
Gibbs, E.	I Spy Pets	turtle	tortuga	Tier One

Records 1-11 of 11

Adapted from:

Hernández, A. C., Montelongo, J. A., & Herter, R. J. (2016). Using Spanish–English Cognates in Children's Choices Picture Books to Develop Latino English Learners' Linguistic Knowledge. *The Reading Teacher*, 70(2), 233-239.

Strategy: Cognate Reading

Example in Science:

English	Spanish
<ul style="list-style-type: none"> • The teacher utilizes the Children's Choice Cognate Database and finds the book "<i>Spy Pets</i>" • The teacher looks at the list of cognates from the book provided on the database • The teacher reads the book aloud to the student • After the read aloud the teacher guides the students to identify some cognates that are spelled almost the same in English and Spanish <ul style="list-style-type: none"> ○ canary-canario ○ chameleon-camaleón ○ insect-insecto • The teacher explains to the student <ul style="list-style-type: none"> ○ "These words are called cognates, notice how they are spelled almost the same in English and Spanish. So, whenever you read the word chameleon you can remember that it is camaleón in Spanish because it is spelled and sounds almost the same" ○ Student or teacher can then add words to their cognado anchor chart/wall or journal 	<ul style="list-style-type: none"> • El/la maestro/a utiliza el Children's Choice Cognate Database y encuentra el libro <i>Spy Pets</i> • El/la maestro/a mira la lista de cognados del libro proporcionado en el base de datos • El/la maestro/a le lee el libro en voz alta al estudiante • Después de la lectura en voz alta el/la maestro/a guía al estudiante a identificar unos de los cognados que se escriben casi igual en inglés que en español <ul style="list-style-type: none"> ○ canary-canario ○ chameleon-camaleón ○ insect-insecto • El/la maestro/ a le explica al estudiante <ul style="list-style-type: none"> ○ "Estas palabras se llaman cognados, notas como casi se escriben igual en inglés que en español. Entonces cuando leas la palabra <i>chameleon</i> tu podrás recordar que es camaleón en español porque se escribe y suena casi igual" ○ Luego, el estudiante o el maestro puede agregar palabras a su ancla de aprendizaje/pared o diario de cognado.

Strategy: Word Flooding

Description:

The teacher creates a poster including the target words of a unit or lesson. Then as a class they include an image to represent the concept and additional words that relate or describe the image provided.

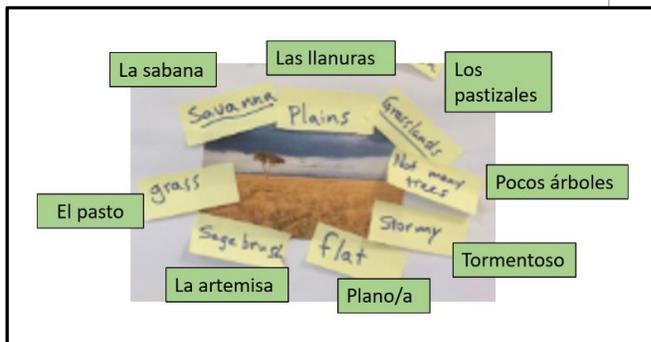
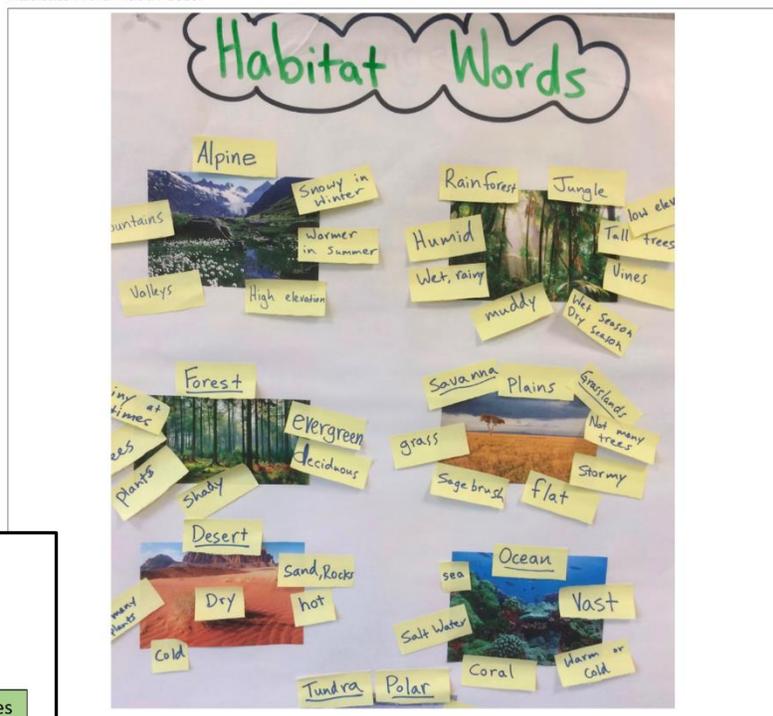
Directions:

1. After reading books and during a unit or lesson the teacher creates a poster that includes key/target concepts and an image to represent the concepts
2. As students learn more about each concept, they complete the poster as class
 - a. students sit on the carpet and brainstorm words they have found in their text/lesson
 - b. The teacher writes these words on sticky notes
 - i. OR you can hand students sticky notes and have them write the words then hand back to you or place by the image they believe corresponds to
 - c. As a class the words are sorted into the correct target words and stuck onto the poster
3. The poster including the target words and related words is hung up in the classroom for students to view

Cross-Linguistic Opportunities:

- Option 1: Students read books in both languages.
- Option 2: Students can brainstorm words for each topic using their entire linguistic repertoire (1st round).
- Option 3: Based on the desired outcome for language performance, ask students to translate and transfer brainstormed words to the other program language to write about that habitat in the other program language.
- Option 4: Have students brainstorm words for each habitat alternating between English and Spanish.

Figure 4
Habitats Word Flood Poster



Strategy: Word Flooding

Example in Science:

English	Spanish
<ul style="list-style-type: none"> • The teacher creates a poster related to habitats including the words alpine, rainforest, forest, plains/grasslands desert, ocean • The teacher prints out corresponding pictures and asks students to hypothesize what picture belongs to what word/concept • Selected students place the picture to the chart to show-case their hypothesis. Then, the class completes readings about each habitat to obtain more information and verify whether their hypothesis was correct • The teacher asks the students to sit at the carpet and reorder the images to the corresponding concepts • As a class they brainstorm more words that are associated with the target words/concepts • Students raise their hands and share words like mountains, grass, sea, dry, humid, vines, muddy, etc. • The teacher writes these words on sticky notes • When they are done compiling a list, the teacher reads the words back to them asking where they should go <ul style="list-style-type: none"> • “Mountains. Where should we put the word mountains?” • The students respond <ul style="list-style-type: none"> • “Alpine” • Teacher asks students to provide the reasoning behind their placement • And the process repeats eventually sorting all the related words into the correct target word • At the end they review the target word and the words that we associated with them • The poster is hung up on the wall 	<ul style="list-style-type: none"> • El/la maestro/a crea un cartel relacionado con los hábitats que incluye las palabras alpino, selva tropical, bosque, llanura/pastizales, desierto, océano y una imagen para representar cada uno • Después de completar unas cuantas lecturas sobre cada hábitat, el/la maestro/a pide a los estudiantes que se sienten en la alfombra • Como clase, piensan en ideas sobre más palabras que estén asociadas con las palabras objetivo • Los estudiantes levantan la mano y comparten palabras como montañas, hierba, mar, seco, húmedo, vides, lodoso, etc. • El/la maestro/a escribe estas palabras en notas adhesivas. • Cuando terminan de hacer la lista, el/la maestro/a les lee las palabras y les pregunta dónde deben ir <ul style="list-style-type: none"> • “Montañas. ¿Dónde deberíamos poner la palabra montañas?” • Los estudiantes responden <ul style="list-style-type: none"> • “Alpinos” • El/la maestro/a le pregunta al estudiante que de su razonamiento • Y el proceso se repite, ordenando todas las palabras relacionadas con la palabra objetivo correcta • Al final, revisan la palabra objetivo y las palabras que asociamos con ella. • El póster se cuelga en la pared.

Adapted from:

Manyak, P. C., Manyak, A. M., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. *The Reading Teacher*, 75(1), 27-39.

Strategy: Secret Word

Description:

A secret word is chosen by the teacher from the word wall. The teacher encourages students to use their vocabulary words throughout the day to try and guess the secret word. The first student who the teacher hears use the word wins. The goal is that students practice using academic language in context.

Directions:

1. The teacher selects a word from the word wall daily which will become the “secret word”
2. The teacher tells the students that she has chosen a secret word and the first student to use this word in a sentence wins the challenge
3. Students are encouraged to use their word wall vocabulary throughout the day to try and use the secret word
4. Once the teacher hears a student use this word in a sentence within the correct context, they are the winner
5. The teacher will announce to the class the student who won, and that student will choose the secret word for the next day.

Cross-Linguistic Opportunities:

- Option 1: Teacher and students can alternate between English and Spanish word walls to select their “secret word” from this way all are exposed to all language and every student can have the opportunity to be a linguistic and content expert.
- Option 2: Once the “secret word” is discovered and used in one language, the class can come up with a sentence using that word in the other program language.
- Option 3: Once the “secret word” is discovered and used in a sentence, student can also use the word in context in the other program language in oral or written format via sticky note.



Strategy: Secret Word

Example in Science:

English	Spanish
<ul style="list-style-type: none"> • The teacher chooses the secret word from the word wall • They remind students of the game <ul style="list-style-type: none"> • "I have chosen the secret word for the day. Remember to try and use your vocabulary from the word wall in sentences that way you can guess the secret word" • As the students work and throughout the day the teacher listens in on conversations to hear if anyone has used the secret word yet • They hear a student Jamie use the word in a sentence, Jamie had said • The teacher then announces that Jamie has guessed the secret word <ul style="list-style-type: none"> • "I just heard Jamie use the secret word of the day. The word was_____." • The teacher then asks Jamie in secret and quietly what she wants tomorrows secret word to be • The next day the word "motion" is the secret word chosen by Jamie 	<ul style="list-style-type: none"> • El/la maestro/a elige la palabra secreta del muro de palabras. • Les recuerda a los alumnos del juego <ul style="list-style-type: none"> • "He elegido la palabra secreta del día. Recuerden usar el vocabulario del muro de palabras en oraciones para que puedan adivinarla". • Mientras los alumnos trabajan y a lo largo del día, escucha las conversaciones para ver si alguien ya ha usado la palabra secreta. • Escucha a un alumno, Jamie, usar la palabra en una oración. Jamie había dicho • El/la maestro/a anuncia que Jamie ha adivinado la palabra secreta_____. • La maestra le pregunta a Jamie en secreto y en voz baja cuál quiere que sea la palabra secreta para mañana • Al día siguiente, la palabra secreta elegida por Jamie es "moción o movimiento."

Adapted from:

Manyak, P. C., Manyak, A. M., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. *The Reading Teacher*, 75(1), 27-39.

Strategy: Dictionary Definition Search

Description:

Students practice finding definitions for multiple-meaning words and identifying which definition fits the vocabulary word in a sentence/context. They will use the context from the sentence to correctly identify the words' definition.

Directions:

1. Compile a list of homophones, homonyms, or heteronyms you would like students to find definitions to
2. Have students work in small groups to find the multiple definitions for each of the given vocabulary words
 - a. can use dictionary or google
3. Review the students' definitions as a class and create a sheet with multiple definitions for each word and display it on the overhead board
4. Create and handout an activity sheet that includes the vocabulary words in sentences
5. Students will have to identify which definition best fits the context in which the word is being used
6. Correct students work as a class by
 - a. having them correct their own work using a marker or pen
 - b. handing it over to a partner to correct

Cross-Linguistic Opportunities:

- Option 1: Based on needed skills in one language, half the class can work on a list of homophones, heteronyms, or homonyms in Spanish and the other half in English, and then they can alternate for the next time this strategy is used.
- Option 2: Alternate teaching multiple meaning words between both program languages when needed for clarity as it arises during read alouds or writing. For example, usage of an accent mark changes the meaning of a word in Spanish. Teachers can touch on how cultural contexts may influence meanings of words, so multiple-meaning words vary between languages due to history of language and borrowed and used sounds.

Homophones	Heteronyms	Homonyms
words that sound alike but have different meanings and often different spellings	words that share the same spelling but have different pronunciations and meanings, often depending on the context	words that share the same pronunciation or spelling (or both) but have different meanings.
Cell-Sell Hear-Here	Object (A thing) Object (to protest)	Bat- A flying mammal Bat-Baseball equipment
Homófonos	Heterónimos	Homónimos
Cierra (<i>he/she closes</i>) Sierra (<i>Mountain range</i>)	Tiro (<i>He/she threw</i>) Tiró (<i>A shot</i>)	Banco- <i>Bench, Bank, or shoal of fish</i>

Strategy: Dictionary Definition Search

Example in Science (example from article):

English	Spanish
<ul style="list-style-type: none"> • Groups of 3-4 students are given the words <i>fly, bat, pound, trunk, orange, horn</i> etc., which they will need to find 2 definitions for each • For the word <i>fly</i> they find the definitions <ul style="list-style-type: none"> ○ move through the air ○ An insect • When they are done finding definitions for all the words, they share them aloud to the class • The teacher writes down 2 definitions for each word and displays them on the overhead projector • Students are handed an activity sheet containing sentences that include each of the vocabulary words • One of the sentences is “Hummingbirds are the only animal that can fly backward” • The student looks at the definitions and identifies the best fit for the context of the sentence <ul style="list-style-type: none"> ○ They choose the definition “move through the air” • Once they have completed and chosen a definition for the remaining sentences the teacher tells them it's time to correct their papers • Students pull out a pen and correct their answers together as a class 	<ul style="list-style-type: none"> • A grupos de 3-4 estudiantes se les asignan las palabras <i>banco, llama, nada, cola</i>, etc. y deberán encontrar dos definiciones para cada una • Para la palabra <i>banco</i> encuentran las definiciones <ul style="list-style-type: none"> ○ Una institución de financia ○ Un mueble donde uno se puede sentar ○ Un grupo grande de pez • Cuando terminan de encontrar las definiciones de todas las palabras, las comparten en voz alta con la clase • El/la maestro/a escribe dos definiciones de cada palabra y las muestra en el proyector • Se les entrega a los estudiantes una hoja de actividades con oraciones que incluyen cada una de las palabras del vocabulario • Una de las oraciones es "El banco de peces es hermoso". • El/la estudiante observa las definiciones e identifica cuál se ajusta mejor al contexto de la oración <ul style="list-style-type: none"> ○ Elige la definición “Un grupo grande de pez” • Una vez que han completado y elegido una definición para las oraciones restantes, el/la maestro/a les indica que es hora de corregir sus tareas • Los estudiantes sacan un bolígrafo y corrigen sus respuestas juntos en clase

Adapted from:

Graves, M. F., Schneider, S., & Ringstaff, C. (2018). Empowering students with word-learning strategies: Teach a child to fish. *The Reading Teacher*, 71(5), 533-543.

Strategy: Visuals to Access Academic Language

Description:

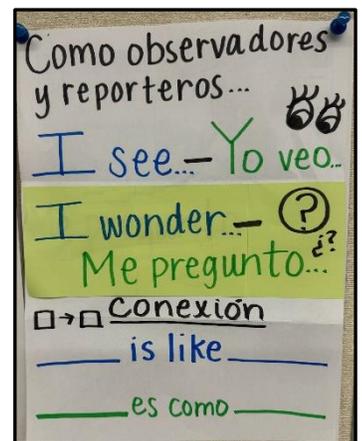
Students are provided with an image to observe. They share their observations as a class, while the teacher adds more observations using academic vocabulary. Students then are asked to write what they observed/answer the teachers' questions in their notebooks. The goal is to connect oral and written literacy and encourage the use and practice of academic language through visuals.

Directions:

1. Find an image/visual you would like students to make observations about
2. Display this image on the screen and ask students to make oral observations. "What do you see in this image?"
3. Allow students to share aloud what they observe in the image
4. As student share their observations, chime in and ask leading questions that will get students to use academic vocabulary
5. When students are done sharing aloud, transition them into writing by having them take out their notebooks
6. Propose the question: "What seems to be happening in the image? Why? And Why do you think that?" and explain to students the difference between describing an image and making inferences
7. Allow students 3-7 minutes (depending on grade) to write down their response to this question. The goal is to get them to make inferences from their observations
 - a. If needed provide the sentence started "In this image..." or any other sentence frames to support students
8. After students are done writing initiate a class discussion by asking for a volunteer to share their sentence(s) aloud
9. Build off the student(s) comment(s) and introduce vocabulary terms that relate to the observations and discussions

Cross-Linguistic Opportunities:

- Option 1: Allow students to make initial observations, connections, or questions in both program languages and then write in target language.
- Option 2: Ask students to complete oral observations in one language and write their inferences in their journal in the other program language.



Adapted from:

Collett, J., & Dubetz, N. (2021). Instruction to Engage Multilingual Learners with Grade-level Content. *The Reading Teacher*, 75(5), 593-602

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Example in Science:

English	Spanish
<ul style="list-style-type: none"> • The teacher displays an image • The teacher asks the students “What do you see in this image?” • The students share their responses aloud <ul style="list-style-type: none"> ○ “I see a dead animal in the snow”, “I see some birds around the dead animal” • The teacher then asks the students a leading question <ul style="list-style-type: none"> ○ “What do you think the wolf is doing in the image?” • A student responds <ul style="list-style-type: none"> ○ “I think the wolf could be hunting, and it’s going to eat the animal” • After some more observations the teacher instructs students to take out their notebooks. They tell students <ul style="list-style-type: none"> ○ “Now that we have made some observations, I want you guys to make some inferences. Inferences are what we think could be happening in the image. So, in your notebook I want you guys to respond to this question, what seems to be happening and why in the image?” • Along with posting the question on the whiteboard, the teacher also posts the sentence starter “In this image ...” • The teacher gives the students 5 minutes to write down their responses in their notebooks • When they are done writing, the teacher says <ul style="list-style-type: none"> ○ “Can I have a volunteer share what they wrote down” • A student raises their hand and shares <ul style="list-style-type: none"> ○ “I wrote that in this image I see a wolf and some birds both wanting to eat the same dead animal.” • The teacher responds using key vocabulary terms <ul style="list-style-type: none"> ○ “Yes, the wolf and ravens are scavenging for the dead animal. Both animals are considered predators” 	<ul style="list-style-type: none"> • El/la maestro/a muestra una imagen • El/la maestro/a les pregunta a los estudiantes “¿Que ven en esta imagen?” • Los estudiantes comparten sus respuestas en voz alta <ul style="list-style-type: none"> ○ “Yo veo un animal muerto en la nieve”, “Yo veo unos pájaros alrededor del animal muerto” • El/la maestro/a luego les hace una pregunta a los estudiantes capciosa <ul style="list-style-type: none"> ○ “¿Que peinas que el lobo hace en la imagen?” • Un estudiante responde <ul style="list-style-type: none"> ○ “Yo creo que el lobo puede estar cazando, y se va a comer al animal” • Después de unas observaciones el/la maestro/a les pide a los estudiantes que saquen sus cuadernos. Les dice a los estudiantes <ul style="list-style-type: none"> ○ “Ahora que hemos hecho algunas observaciones, quiero que hagan algunas inferencias. Las inferencias son lo que creemos que podría estar sucediendo en la imagen. Así que, en sus cuadernos, quiero que respondan a esta pregunta, ¿qué parece estar sucediendo en la imagen y por qué?” • Además de publicar la pregunta en la pizarra, el/la maestro/a también publica la oración inicial “En esta imagen...” • El/la maestro/a les da 5 minutos para que escriban sus respuestas en sus cuadernos • Cuando terminan de escribir el/la maestro/a dice <ul style="list-style-type: none"> ○ “Tengo un voluntario que comparta lo que escribieron” • Un estudiante levanta la mano y comparte <ul style="list-style-type: none"> ○ “Yo escribí que en la imagen veo un lobo y unos pájaros queriendo comerse el mismo animal” • El/la maestro/a responde usando términos de vocabulario <ul style="list-style-type: none"> ○ “Si, el lobo y los cuervos están carroñando por el animal muerto. Ambos animales son considerados depredadores”