

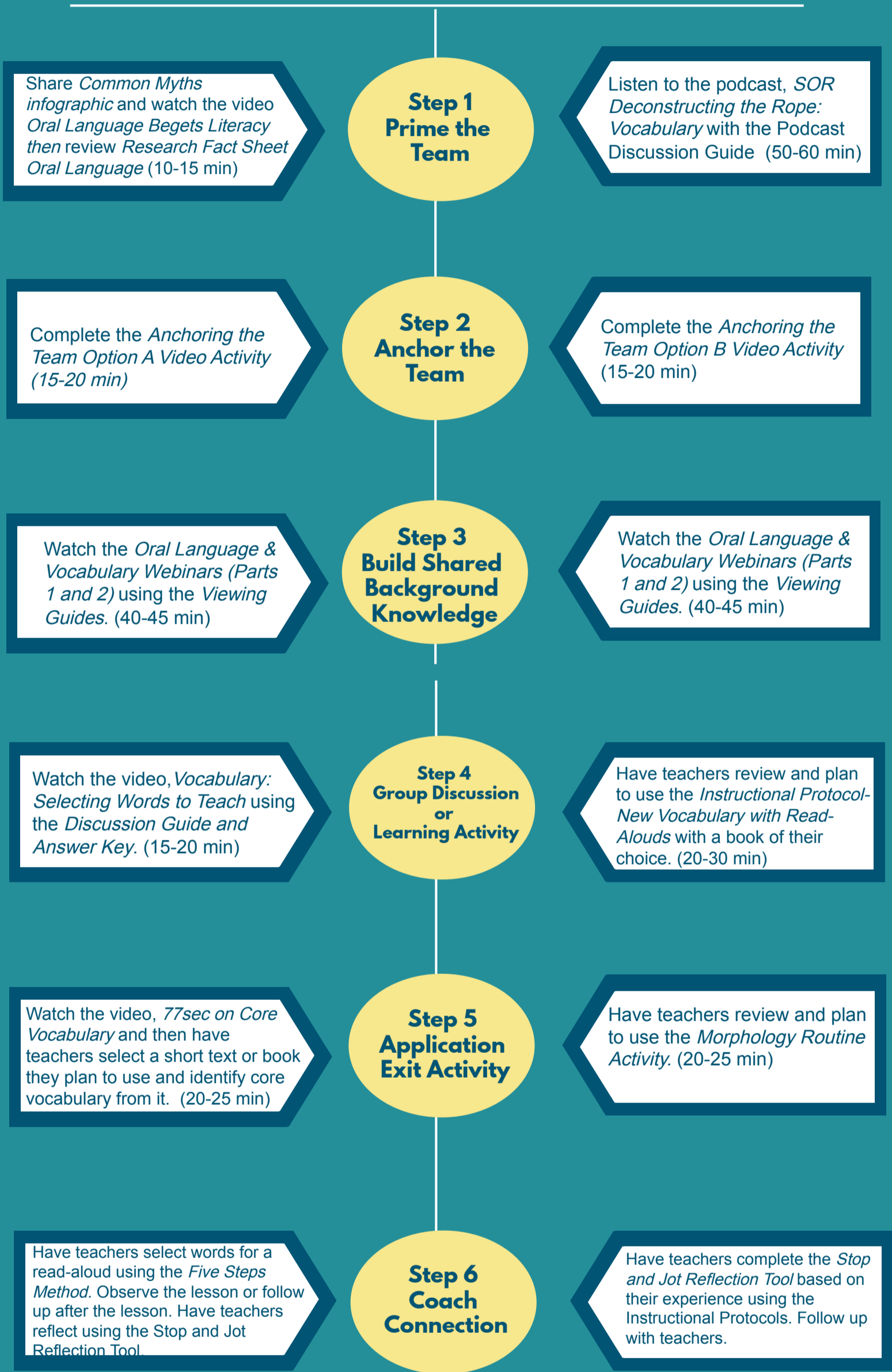
## ORAL LANGUAGE & VOCABULARY

New to thinking about oral language and vocabulary? Select activities from Option A. A little more experienced with the topic? Look at Option B ideas. Pick and choose the items that meet the needs of your teachers! Direct links to all activities and resources can be found at the bottom of this page.



### Option A

### Option B



### Resources:

- [Common Myths Infographic](#)
- [Video: Oral Language Begets Literacy](#)
- [Research Fact Sheet Oral Language](#)
- [Anchoring the Team Option A Video Activity](#)
- [Anchoring the Team Option B Video Activity](#)
- [Podcast: SOR Deconstructing the Rope: Vocabulary and Discussion Guide](#)
- [VALUE video: Oral Language and Vocabulary](#)
- [Oral Language & Vocabulary Webinar- Part 1 and Viewing Guide](#)
- [Oral Language & Vocabulary Webinar - Part 2 and Viewing Guide](#)
- [Video: Vocabulary: Selecting Words to Teach and Discussion Guide and Answer Key](#)
- [Instructional Protocol- New Vocabulary with Read-Alouds](#)
- [Video: 77sec on Core Vocabulary](#)
- [Morphology Routine Activity](#)
- [Five Steps Method](#)
- [Stop and Jot Reflection Tool](#)

## Using the Professional Learning Guides

Welcome! We are thrilled to share with you some resources we have curated to help you in your efforts to support teachers as they align instruction with science-based reading research. We developed this guide with you in mind – to meet the needs of coaches, reading specialists, and support personnel whose aim is to improve instruction.

We also know that time is our most valuable resource – and it is limited. We have been where you are! Sometimes PD looks like a captive audience at a faculty or grade-level meeting, other times it feels like trouble shooting together with a teacher while you stand together in the lunch line. No two schools look alike.

We recognize that YOU are the expert on the teachers you serve. You know their strengths, their challenges, their backgrounds, and their willingness to try new things. Our goal is to provide tools and resources you can use to build their knowledge and strengthen their practice around science-based reading instruction.

We have developed our professional learning guides with flexibility in mind. We know sometimes you have a group of individuals who are eager to learn new things and have lots of great questions. We also know some teachers are doing their very best and don't have room for much more at this moment. We trust that you will make the right decisions for your staff.

With that in mind, we built these professional learning guides so they can be adapted to different time frames, levels of knowledge, and presentation modes. You can select from several options to complete the six steps with materials that best fit your needs. Choose what works for you!

### **Step 1: Prime the Team**

This is the 'prep work' for your discussion. With multiple options to choose from, we tried to make this 'portable.' Examples include podcasts that teachers might listen to on their way to work, during a walking group, or a planning period. If time is short, you could ask teachers to review the infographic and make some quick notes. Or you might pose a question on a post-it note and drop them in teacher mailboxes to have them start brainstorming about the topic. The goal is for these to be done independently and have those that attend your session already thinking about things!

## **Step 2: Anchor the Team**

Ready to build buy-in? We share some great thought-provoking videos or questions that allow others to bring their voice and experience to the discussion. This step allows everyone an opportunity to stop and think about how the topic impacts them and the students they serve – in an enjoyable way!

## **Step 3: Build Shared Background Knowledge**

We all know the best lessons start with students having similar background knowledge! The Anchor activity was created to do just that – give everyone a shared experience and jumping off point for further discussion. A great option for this step is the subject-based webinar. We've even suggested some great places to stop and share thoughts – with suggested conversation starters and questions!

## **Step 4: Group Discussion or Learning Activity**

Engagement all the way! This part of the PD is all about letting participants share their voice and show their knowledge. We share different ideas for getting participants involved and thinking critically about the content. This is also the place where you can see how well your message was received and check for understanding!

## **Step 5: Application Activity**

Taking new content beyond the scope of the discussion is paramount if you want new practices to take hold. We provide options for an exit activity that lets participants leave with something they can apply in their classrooms the next day!

## **Step 6: Coach Connection**

Research tells us only 10% of new content makes it into the classroom from workshops alone – it is the follow-up that really matters! The coach connection is how you make that happen. We provide plenty of follow-up resources you can use when you revisit the topic with teachers in their own classrooms or future discussions!

# Vocabulary & Oral Language Option A Planning Sheet

## Activity

## Notes

Show the Common Myths Infographic.

### Step 1 Prime the Team

Put a copy of the infographic in each teacher's box prior to the meeting. Hang a larger copy in the workroom by the copier.

Complete the anchoring the team video

### Step 2 Anchor the Team

Print out Anchoring the team Activity. Watch the video and have teachers complete the activity in groups. Then, discuss it as a whole.

Watch Webinars using the Viewing Guide.

### Step 3 Build Shared Background Knowledge

Watch the webinar together, stopping at designated points. After the meeting, email link to webinar for teachers to refer back to.

Watch the video, Vocabulary: Selecting Words to Teach using the Discussion Guide and Answer Key

### Step 4 Group Discussion or Learning Activity

Print out the discussion guide ahead of the meeting. Have partners complete the discussion guide as a group.

Watch the video, 77sec on Core Vocabulary

### Step 5 Application Exit Activity

Email directions ahead of the meeting, asking teachers to bring a copy of a short text or book they will be teaching.

Have teachers select words for a read-aloud using the Five Steps Method.

### Step 6 Coach Connection

Give teachers time to plan in the next meeting. Observe the lesson or follow up after the lesson. Have teachers reflect using the Stop and Jot Reflection Tool.

# Vocabulary & Oral Language Option B Planning Sheet

## Activity

## Notes

Listen to the podcast, *SOR Deconstructing the Rope: Vocabulary*

### Step 1 Prime the Team

Put a copy of the discussion guide in teachers mailboxes for preview prior to listening to the podcast.

Complete the anchoring the team video

### Step 2 Anchor the Team

Print out Anchoring the team Activity Option B. Watch the video and have teachers complete the activity in groups. Then, discuss it as a whole.

Watch Webinars using the Viewing Guide.

### Step 3 Build Shared Background Knowledge

Watch the webinar together, stopping at designated points. After the meeting, email link to webinar for teachers to refer back to.

Review and plan to use the *Instructional Protocol - New Vocabulary with Read - Alouds*

### Step 4 Group Discussion or Learning Activity

Have teachers look ahead to read alouds coming up. Ask them to pick one to work with. Print out the *Instructional Protocol* to review before. Use the time to collaborate and plan.

Review and plan to use the *Instructional Protocol - Morphology Routine*

### Step 5 Application Exit Activity

Print out the *Instructional Protocol* to review before. Use the time to collaborate and plan.

Complete the *Stop and Jot Reflection Tool* based on their experiences using the Instructional Protocols.

### Step 6 Coach Connection

Print out the *Stop and Jot Reflection Tool* prior to the meeting and place in teacher mailboxes. Follow up with teachers after meeting based on responses and need.

# Vocabulary & Oral Language Planning Sheet

**Activity**

**Notes**

**Step 1  
Prime the  
Team**

**Step 2  
Anchor the  
Team**

**Step 3  
Build Shared  
Background  
Knowledge**

**Step 4  
Group Discussion  
or  
Learning Activity**

**Step 5  
Application  
Exit Activity**

**Step 6  
Coach  
Connection**