



Correlation
between Houghton Mifflin Reading and Scholastic Text Talk

Why is Vocabulary Important?

“Vocabulary plays an important part in learning to read.”

-National Reading Panel

Words are our tools to communicate with others, as well as explore and analyze the world around us. Therefore, it stands to reason that children with a limited vocabulary will be handicapped in their educational progress. The most obvious effect of an underdeveloped vocabulary will be seen in poor reading comprehension, as children struggle to extract meaning from reading passages. Vocabulary knowledge and reading comprehension are strongly correlated, and lack of vocabulary skill is a contributor to low scores on standardized tests of reading.

While explicit vocabulary instruction benefits all students, those students who enter school having had limited opportunities to acquire words during the pre-school years benefit most dramatically. Research shows that without systematic vocabulary instruction during the primary grades, the gap between good and poor readers grows wider. Fortunately, weak vocabulary skills do not predict failure, merely point to the need for direct vocabulary instruction such as provided with Text Talk. If given a chance to improve their vocabulary skills, with a framework of effective instruction like Text Talk, most students can develop vocabulary skills at rates that will significantly impact their comprehension.

The purpose of this document is to share the research and evaluations completed of Houghton Mifflin Reading. While the basal program scores very highly on other elements of reading instruction (phonics, etc.), educators may find that vocabulary gains are lower than desired. The second half of this document shows how Text Talk can supplement Houghton Mifflin Reading on a week-by-week basis, both by offering expanded instruction in vocabulary and by reinforcing key comprehension skills.

RESEARCH AND EVALUATIONS OF VOCABULARY IN READING BASALS

A. Hiebert Analysis

A 2001 Hiebert evaluation of major reading basals finds a “sparing and haphazard use” of critical text factors essential for building strong vocabulary, including:

- Lack of repetition of words
- New words introduced at an inappropriate rate
- Lack of engaging text

The lack of repetition of words is particularly troublesome. Research studies show that students will not acquire vocabulary unless exposed to the vocabulary items multiple times. A study by Dr. Isabel Beck indicates that students need 10-12 exposures to each word through indirect means for the vocabulary to be absorbed by the students.

Yet, in Hiebert’s analysis of major reading textbooks in Houghton Mifflin Reading, 66% of the unique words occur only once. (Hiebert (2001, a,b).

			% of unique words				
	Unique Words/100	Average Words per Passage	Singletons	4+ repetitions	High-Frequency (100 most frequent)	Phonetically Regular (CV & VC patterns)	Multisyllabic
Houghton Mifflin (2000)	38	76	66	13	7	22	36

Text Talk can be used to supplement HoughtonMifflin Reading to offer expanded vocabulary instruction that includes significant repetition of robust vocabulary words.

THE FOLLOWING PAGE SHOWS HOW TEXT TALK FITS INTO HOUGHTON MIFFLIN’S INSTRUCTION PLAN IN 15-20 MINUTES A DAY.

Use Text Talk during Word Work or Writing and Language for 15-20 minutes, 5 days a week

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 10px;">Week 1</div> <div style="text-align: center;"> <h2 style="margin: 0;">Daily Lesson Plans</h2> </div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;"> Half-Day Kindergarten Focus on lessons for tested skills. Then choose other activities as time allows. </div> <div style="text-align: right; font-size: 8px;"> California Lesson Planner CD-ROM Customize your planning with the Lesson Planner. </div> </div>					
Instructional Goals	Day 1	Day 2	Day 3	Day 4	Day 5
Learning to Read ✓ Phonemic Awareness: Blending and Segmenting Onset and Rime; Blending Phonemes Strategy Focus: Question ✓ Comprehension Skill: Text Organization and Summarizing ✓ Phonics Skills Phonemic Awareness: Beginning Sound /h/ Initial Consonant H, h; Short a Compare and Review: Initial Consonants n, b * Additional lessons for phonics skills are included in the Extra Support Handbook and Handbook for English Language Learners. (See Universal Access Plans.) ✓ High-Frequency Word: a ✓ Concepts of Print: Word Spacing, First Letter in a Written Word	Opening Routines, 19-29 <small>19-29, 19-30, 19-31, 19-32</small> Read Before Read <small>19-33</small> • Phonemic Awareness: Blending and Segmenting Onset and Rime; Blending Phonemes <small>19-33, 19-34, 19-35, 19-36</small> Teacher Read Aloud Friends at School, T20-T21 • Strategy: Question • Comprehension: Text Organization and Summarizing Phonics Instruction • Phonemic Awareness, Beginning Sound /h/, T22-T23; Practice Book, 105-106 <small>105-111</small>	Opening Routines, 116-127 <small>116-127, 116-128, 116-129, 116-130</small> Read Before Read <small>116-131</small> • Phonemic Awareness: Blending and Segmenting Onset and Rime; Blending Phonemes <small>116-131, 116-132, 116-133</small> Reading the Big Book Aaron and Gayle's Alphabet Book, T19-T19 • Strategy: Question • Comprehension: Text Organization and Summarizing <small>119-120</small> Phonics Instruction, Practice • Initial Consonant H, T20-T21 <small>105-111, 105-112, 105-113</small> • Practice Book, 107 High-Frequency Word • New Word: a, T22-T23 <small>105-111, 105-112, 105-113</small> • Practice Book, 108	Opening Routines, 126-127 <small>126-127, 126-128, 126-129, 126-130</small> Read Before Read <small>126-131</small> • Phonemic Awareness: Blending and Segmenting Onset and Rime; Blending Phonemes <small>126-131, 126-132, 126-133</small> Reading the Big Book Aaron and Gayle's Alphabet Book, T26-T27 • Strategy: Question • Comprehension: Text Organization and Summarizing, T29; Practice Book, 109 <small>109-110, 109-111</small> • Concepts of Print: Word Spacing, T29 <small>109-110</small> Phonics Practice, Application • Reviewing Consonant H, T24 <small>105-111, 105-112, 105-113</small> Instruction • Blending Short a Words, T24; Practice Book, 110 <small>105-111, 105-112, 105-113</small> • Phonics Library: "hat at Hat," T25 <small>105-111, 105-112, 105-113</small>	Opening Routines, 136-139 <small>136-139, 136-140, 136-141</small> Read Before Read <small>136-142</small> • Phonemic Awareness: Blending and Segmenting Onset and Rime; Blending Phonemes <small>136-142, 136-143, 136-144</small> Reading the Big Book Social Studies Link: "We Read Together," T40-T41 • Strategy: Question • Comprehension: Text Organization and Summarizing <small>140-141</small> • Concepts of Print: First Letter in a Written Word, T42 <small>140-141</small> Phonics Practice • Blending Short a Words, T42-T43; Practice Book, 111 <small>105-111, 105-112, 105-113</small>	Opening Routines, 146-147 <small>146-147, 146-148, 146-149</small> Read Before Read <small>146-150</small> • Phonemic Awareness: Blending and Segmenting Onset and Rime; Blending Phonemes <small>146-150, 146-151, 146-152</small> Revisiting the Literature Comprehension: Text Organization and Summarizing, T48 <small>148</small> Building Fluency • Phonics Library: "hat at Hat," T49 <small>148-149, 148-149</small> Phonics Spiral Review • Consonants, Short a Words, T50 <small>105-111, 105-112, 105-113</small> High-Frequency Word Spiral Review • Words: L, am, my, the, a, T51; Practice Book, 112 <small>105-111</small>
Word Work High-Frequency Word Practice Building Words: Words with Short a	High-Frequency Word Practice • Words: L, my, the, T24 <small>105-111, 105-112, 105-113</small>	High-Frequency Word Practice • Building Sentences, T24 <small>105-111, 105-112</small>	Building Words • Words with Short a, T29 <small>105-111, 105-112, 105-113</small>	Building Words • Words with Short a, T44 <small>136-140, 136-141, 136-142</small>	Building Words • Words with Short a, T52 <small>146-148, 146-149, 146-150</small>
Writing & Language Vocabulary Skill: Using Position Words Writing Skill: Writing a Newsletter	Oral Language • Using Position Words, T25 <small>105-111</small>	Vocabulary Expansion • Using Position Words, T25 • Viewing and Speaking, T25 <small>105-111</small>	Shared Writing • Writing a Newsletter, T27 <small>105-111, 105-112</small>	Interactive Writing • Using Position Words, T45 <small>140-141</small>	Independent Writing • Journal: Recording Information, T53 <small>148-149, 148-149</small>

B. Oregon Reading First Panel Review

The Oregon Reading First Panel has reviewed many of the most widely-used basal reading textbooks, for their inclusion of research-based instruction as recommended by the National Reading Panel.

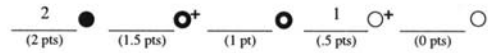
These excerpts from the Oregon Reading First Panel Review show the scores received by Houghton Mifflin for Vocabulary Instruction

Reviewers used the Kame'enui Critical Elements Analysis to rate each textbook series. They rated each item according to a three-point scale that is represented by a full circle (i.e. , 2 points), a partial circle (1 point), or an empty circle (0 points.) A full circle indicates that the program consistently met or exceeded the criterion for that item. A partial circle indicates the program partially met the criterion for that item. An empty circle indicates that the program did not satisfy the criterion for that item.

Discretionary Items — Vocabulary Instruction	
Rating	Criterion
<input type="radio"/> +	1. Reviews previously introduced words cumulatively.
<input checked="" type="radio"/>	2. Provides opportunity for daily listening, speaking, and language experience.
<input checked="" type="radio"/>	3. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts.

Kindergarten Vocabulary Instruction — Discretionary

Tally the number of elements with each rating.

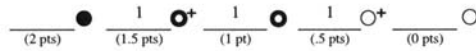


Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

High Priority Items — Vocabulary Instruction	
Rating	Criterion
<input checked="" type="radio"/>	1. Provides direct instruction of specific concepts and vocabulary. (<i>w</i>)
<input checked="" type="radio"/> +	2. Provides repeated and multiple exposures to critical vocabulary. (<i>w</i>) and (<i>st</i>)
<input type="radio"/> +	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. (<i>w</i>)

Kindergarten Vocabulary Instruction — High Priority

Tally the number of elements with each rating.



Discretionary Items — Vocabulary Instruction	
Rating	Criterion
○ ⁺	1. Reviews previously introduced words cumulatively.
●	2. Provides opportunity for daily listening, speaking, and language experience.
●	3. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts.

First Grade Vocabulary Instruction — Discretionary

Tally the number of elements with each rating.

$\frac{2}{(2 \text{ pts})}$ ● $\frac{1}{(1.5 \text{ pts})}$ ○⁺ $\frac{1}{(1 \text{ pt})}$ ● $\frac{1}{(.5 \text{ pts})}$ ○⁺ $\frac{0}{(0 \text{ pts})}$ ○

High Priority Items — Vocabulary Instruction	
Rating	Criterion
○ ⁺	1. Provides direct instruction of specific concepts and vocabulary. (<i>w</i>)
○ ⁺	2. Provides repeated and multiple exposures to critical vocabulary. (<i>w</i>) and (<i>st</i>)
○ ⁺	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. (<i>w</i>)

First Grade Vocabulary Instruction — High Priority

Tally the number of elements with each rating.

$\frac{0}{(2 \text{ pts})}$ ● $\frac{1}{(1.5 \text{ pts})}$ ○⁺ $\frac{1}{(1 \text{ pt})}$ ● $\frac{3}{(.5 \text{ pts})}$ ○⁺ $\frac{0}{(0 \text{ pts})}$ ○

Discretionary Items — Vocabulary Instruction	
Rating	Criterion
○ ⁺	1. Variety of methods [NRP, pg. 4-4]
●	2. Incorporates exposure to a broad and diverse vocabulary through listening to an reading stories and informational texts. [NRP, pg. 4-4]
○ ⁺	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. [NRP, pg. 4-4]
○ ⁺	4. Reviews previously introduced words cumulatively. [NRP, pg. 4-4]
●	5. Teaches strategy for word meanings based on meaning of prefixes and suffixes.
○ ⁺	6. Introduces the prefix or suffix in isolation, indicating its meaning and then connecting it in words.
○ ⁺	7. Illustrates the prefix or suffix with multiple examples.
○ ⁺	8. Restructuring of vocabulary tasks for at-risk, low achieving students.
●	9. Uses examples when the roots are familiar to students (e.g., <i>remake</i> and <i>replay</i> as opposed to <i>record</i> and <i>recode</i> .)
●	10. Separates prefixes that appear similar in initial instructional sequences (e.g., <i>pre</i> , <i>pro</i>).

Second Grade Vocabulary Instruction — Discretionary

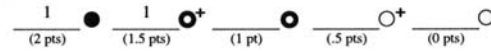
Tally the number of elements with each rating.

$\frac{4}{(2 \text{ pts})}$ ● $\frac{5}{(1.5 \text{ pts})}$ ○⁺ $\frac{1}{(1 \text{ pt})}$ ● $\frac{1}{(.5 \text{ pts})}$ ○⁺ $\frac{0}{(0 \text{ pts})}$ ○

High Priority Items — Vocabulary Instruction	
Rating	Criterion
●	1. Provides direct instruction of specific concepts and vocabulary essential to understanding text. (<i>w</i>) [NRP, pg. 4-4]
○ ⁺	2. Provides repeated and multiple exposures to critical vocabulary. (<i>w</i>) and (<i>st</i>) [NRP, pg. 4-4]

Second Grade Vocabulary Instruction — High Priority

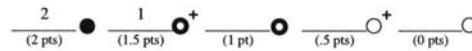
Tally the number of elements with each rating.



Discretionary Items — Vocabulary Instruction	
Rating	Criterion
●	1. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. Uses words in context and that are encountered frequently.
○ ⁺	2. Restructuring of vocabulary tasks for at-risk, low achievers.
●	3. Extends the understanding of concepts and vocabulary of the English language through (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict the meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words.

Third Grade Vocabulary Instruction — Discretionary

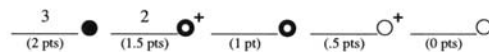
Tally the number of elements with each rating.



High Priority Items — Vocabulary Instruction	
Rating	Criterion
●	1. Teaches strategies to use context to gain the meaning of an unfamiliar word. Context includes the words surrounding the unfamiliar word that provide information to its meaning. (<i>w</i>)
○ ⁺	2. Repeated and multiple exposures to vocabulary. (<i>st</i>) [NRP, pg. 4-4]
○ ⁺	3. Emphasizes direct instruction in specific concepts and vocabulary essential to understanding text. (<i>w</i>)
●	4. Provides exposure to a broad and diverse vocabulary through listening to and reading stories. (<i>ss</i>) [NRP, pg. 4-4]
●	5. Variety of methods; variety of contexts. (<i>ss</i>) [NRP, pg. 4-4]

Third Grade Vocabulary Instruction — High Priority

Tally the number of elements with each rating.



Oregon Reading First Panel found Houghton Mifflin's vocabulary instruction insufficient (receiving a score of less than 75%) for the following grades:

- Grade K 50% of possible score
- Grade 1 25% of possible score

This means that students could fall behind in vocabulary development during these crucial first two grades, a deficiency that might be very difficult to remedy later on.

Text Talk provides comprehensive vocabulary instruction in the following topics, in which ORFP judges Houghton Mifflin to be insufficient:

- “integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts.”
- “provides direct instruction of specific concepts and vocabulary.”
- “provides repeated and multiple exposures to critical vocabulary.”

The above topics are all covered repeatedly in the following areas of the Text Talk lessons:

- Introduce vocabulary
- Develop vocabulary
- Integrate Vocabulary and Comprehension

C. Analysis of the types of words taught

Research by Dr. Isabel Beck and Dr. Margaret McKeown emphasizes that students need systematic instruction that prepares students to deal with “decontextualized language”. Beck explains: “... the kinds of words taught take on a greater role in the texts that students will encounter as they go up the grade levels.” In other words, students need to be explicitly prepared to comprehend the types of words that appear in chapter books, more complex texts, and on standardized tests.

In developing Text Talk instruction through over a decade of research, Dr. Beck and Dr. McKeown recognized that the type of instruction included in most comprehensive reading programs was inadequately preparing students for the vocabulary demands of more complex text.

Thus, Text Talk instruction focuses on robust words. Each word was chosen because it:

Represents a familiar concept - For example, while students may not know that word they already know a simpler word to describe the same concept.

Will appear in more complex text - Students are likely to encounter these words in chapter books and on standardized tests starting in 3rd and 4th grade.

Text Talk words help teachers make the most of limited instructional time by focusing on useful words that give children a healthy vocabulary in the early grades.

The pages that follow list the words that Houghton Mifflin focuses on for vocabulary instruction. As is appropriate for students who enter with limited vocabulary skills, the series focuses on high-utility words that represent concrete objects (neck, wrist, foot) and basic words that describe a student’s immediate world (big, little, huge). The program also does an adequate job of addressing specialized content-area words (parts of a ship, types of fish, dog breeds). However, missing from the instruction is a systematic introduction of “robust words” that teach children to understand and use decontextualized language.

On the pages that follow, the final column shows how the words from Text Talk strengthen the scope and sequence of vocabulary skills for Houghton Mifflin. Text Talk is a useful supplement to this textbook series. When used together, students will be much better prepared to comprehend texts in 3rd and 4th grades.

Houghton Mifflin, Grade K

	Word Work	Oral Language	Vocabulary Expansion	Text Talk Words
Week 1	Previewing the ABC's	Big, Little	<u>Size Words</u> big bigger taller huge jumbo gigantic tiny, itty-bitsy, etc.	n/a
Week 2	Previewing the ABC's	<u>Parts of the Body</u> neck wrist ankle foot toe finger thumb back chest	<u>The Five Senses</u> see smell taste hear feel	n/a
Week 3	Previewing the ABC's	<u>Describing Words (Intro.)</u> plain pretty quiet fancy bit noisy crowded	<u>Using Describing Words</u> noisy busy crowded lots of traffic friendly small quiet friendly busy	n/a
Week 4	Color Words	<u>Using Describing Words</u> red orange green blue yellow purple	<u>Using Describing Words</u> black gray white spotted yellow striped spotted	n/a
Week 5	High Frequency Word <i>I</i>	<u>Naming Words, Animals</u> dog cat monkey bear bird	<u>Using Exact Naming Words</u> Types of Fish from "In the Big Blue Sea" e.g green fish queen angelfish	n/a
Week 6	High Frequency Words <i>I</i> <i>see</i>	<u>Singular and Plural Words</u> (which is which) raccoon birds wolf branches tree trees	<u>Using Plural Names, Animals</u> cat, cats horse, horses cow, cows duck, ducks pig, pigs dog, dogs	n/a
Week 7	High Frequency Words <i>I</i> <i>see</i> <i>my</i>	<u>Movement Words</u> reggae steps zigzag giant steps bunny steps, etc.	<u>Family Words</u> great-grandmother, bisabuela grandmother, abuela mother, mamá grandfather, abuelo, etc.	n/a
Week 8	High Frequency Words <i>I</i>	<u>Exact Naming Words, Clothing</u> pants jeans	<u>Types of Clothing</u> shorts pants	n/a

	<i>see</i> <i>my</i>	shorts dress skirt shirt	T-shirt long-sleeved shirts bathing suits sweaters sun dresses coats jackets	
Week 9	High Frequency Words <i>I,</i> <i>see</i> <i>my</i> <i>like</i>	<u>Using Action Words, Cooking</u> cook mix grind fry press	<u>Using Order Words</u> First Next Then Last	n/a
Week 10	High Frequency Words <i>I</i> <i>my</i> <i>like</i>	<u>Using Position Words</u> on in under	<u>Using Position Words</u> beside on under over	n/a
Week 11	High Frequency Words <i>a</i> <i>I</i> <i>my</i> <i>like</i> <i>my</i> <i>see</i>	<u>Using Action Words</u> run jump hop hug eat dance	<u>Using Action Words</u> play sing tell dance draw laugh	bickering desperately definitely recognized harmony selfish
Week 12	High Frequency Words <i>a</i> <i>I</i> <i>my</i> <i>my</i> <i>see</i> <i>to</i>	<u>Using Action Words</u> pour stir roll peel slice measure chop sprinkle bake wash	<u>Using Action Words</u> build draw color write sing paint run play	amusing detest gumption snarled mimic contented
Week 13	High Frequency Words <i>I</i> <i>see</i> <i>my</i> <i>a</i>	<u>Using Describing Words, Numbers/Colors</u> one two, three, etc. brown red yellow	<u>Using Number Words</u> <i>one</i> through <i>ten</i>	restless wandered searching vendor support responsible
Week 14	High Frequency Words <i>I</i> <i>see</i> <i>my</i> <i>like</i>	<u>Rhyming Words</u> goat, boat fox, box cat, hat dog, log	<u>Naming Words, dog breeds</u> golden retriever poodle dalmation German shepherd cocker spaniel	swapped grateful relief delighted benefit trustworthy
Week 15	High Frequency Words <i>a</i> <i>I</i> <i>go</i> <i>see</i> <i>like</i> <i>to</i>	<u>Using Describing Words</u> noisy quiet busy small	<u>Using Describing Words, Foods and Five Senses</u> re. fried chicken: looks-brown, wrinkled smells-delicious sounds-crunchy feels-crispy, greasy tastes-juicy, wet	disturb ordinary refreshed upset imitate satisfied
Week 16	High Frequency Words <i>like</i> <i>and</i> <i>I</i> <i>see</i>	<u>Using Describing Words</u> hot cold sunny cool warm snowy windy, rainy blustery	<u>Using Describing Words</u> <u>--to describe snow</u> brainstorm ideas/snow looks like: popcorn ice-cream, etc.	gentle soared noticed crisp communicate eager

		stormy		
Week 17	High Frequency Words <i>and</i> <i>I</i> <i>is</i> <i>like</i> <i>my</i> <i>to</i>	<u>Using Weather Action Words</u> shine burn warm glare blow swirl puff fall pour trickle gush	<u>Using Weather Action Words</u> fall, float, drive down, cover, drift, strike, flash, crash, boom rumble	perhaps certainly smooth collected resourceful patience
Week 18	High Frequency Words <i>here, I, is</i>	<u>Using Action Words</u> (brainstorming activities for different types of weather) Sunny and Hot swim in the pool, go to the beach, etc. Cold and Snowy build a snowman, make snow angels, etc. Cloudy and Windy fly a kite, walk to the library, etc.	<u>Action Words, synonyms</u> splash, splatter, slosh, etc. run, dash, dart, hurry, etc. go, rush, hustle	insisted drowsy nuzzled hesitating panic reluctant
Week 19	High Frequency Words <i>a</i> <i>and</i> <i>go</i> <i>I</i> <i>see</i> <i>to</i>	<u>Using Opposites</u> old new up down in out under on	<u>Using Opposites</u> stop go back forth on off cry laugh sit stand	delicious fancy rather shaped boast devoured
Week 20	High Frequency Words <i>see</i> <i>and</i> <i>like</i> <i>to</i> <i>I</i> <i>my</i>	<u>Using Position Words</u> beside, behind in over on in front of	<u>Parts of a Car</u> lights hood steering wheel seat belt wheel door engine	imagine grumpy growls unexpected tame strategy
Week 21	High Frequency Words <i>a</i> <i>for</i> <i>have</i> <i>I</i> <i>my</i>	<u>Using Opposites</u> old young rainy sunny stuck loose win lose fast slow full empty strong, weak big little	<u>Ways to Travel</u> bus taxi car subway train trolley bike motorcycle scooter boat airplane helicopter	embarrassed warn steep thumped concerned frigid
Week 22	High Frequency Words <i>a</i> <i>and</i> <i>is</i> <i>here</i> <i>I</i> <i>my</i>	<u>Naming Words/House</u> window roof wall door steps	<u>Rhyming Words</u> Words that rhyme with.. cow duck pig hen sheep	remind prodded grasped message companions solution

	<i>see</i>			
Week 23	High Frequency Words <i>a</i> <i>and</i> <i>I</i> <i>is</i> <i>like</i> <i>to</i>	<u>Exact Naming Words/Categories</u> Man—Farmer Animal—Cow Building--Barn	<u>Comparisons</u> as tall as as loud as as huge as as hard as as tiny as as quiet as as enormous as as tasty as as neat as	crowded memories proud rippled variety routine
Week 24	High Frequency Words <i>I</i> <i>a</i> <i>the</i> <i>said</i> <i>is</i> <i>see</i> <i>it</i> <i>for</i> <i>my</i>	<u>Singular and Plural Naming Words</u> dog, dogs cat, cats, etc.	<u>Using Naming Words/Baby Animals</u> dog, puppy, cat, kitten, pig, piglet, cow, calf, goat, kid	adorable enormous resist lonely annoyed gregarious
Week 25	High Frequency Words <i>a</i> <i>and</i> <i>for</i> <i>I</i> <i>my</i> <i>said</i> <i>see</i> <i>the</i>	<u>Using Action Words</u> wash hang give play	<u>Using Action Words</u> laugh giggle jump leap walk stroll eat gobble run dash wiggle squirm	clever furiously wonder dashed disguise restore
Week 26	High Frequency Words <i>I</i> <i>can</i> <i>play</i>	<u>Words that rhyme with...</u> see like go	<u>Rhymes with different spellings</u> high-dry shoes-news wreath-teeth	average revolting fussy terrible nutritious appropriate
Week 27	High Frequency Words <i>play</i> <i>she</i> <i>can</i>	<u>Using Order Words</u> At last First Then	<u>Springtime vocabulary</u> robins worms flowers puddles wren inchworm kitten	convince fearless frightening occurred daring switch
Week 28	High Frequency Words <i>I</i> <i>go</i> <i>to</i> <i>see</i> <i>a</i> <i>the</i>	<u>Exact Naming Words</u> <u>Animals in the Woods</u> fox raccoon bear squirrel rabbit,	<u>Comparing Information</u> do vs. do not	expect trust clumsy tremendous congenial determined
Week 29	High Frequency Words <i>a</i> <i>an</i> <i>and</i> <i>for</i> <i>go</i> <i>I</i> <i>it</i> <i>my</i> <i>said</i> <i>see</i>	<u>Words that rhyme with...</u> pig straw brick pot	<u>Words that rhyme with bird names</u> wren, pen jay, hay parrot, carrot	envious forlorn scorched politely ability overjoyed

Week 30	High Frequency Words <i>and</i> <i>can</i> <i>he</i> <i>here</i> <i>play</i> <i>said</i> <i>I</i> <i>she</i>	<u>Using Order Words</u> First Next Then Finally	<u>Pet Names</u> dog cat bird fish hamster rabbit gerbil	horrid responsibility amazing cozy courteous competent
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Houghton Mifflin, Grade 1

	Houghton Mifflin/Word Work	Text Talk
Week 1	<u>High Frequency Words</u> <i>go</i> <i>on</i> <i>the</i> <u>Names for Animals</u> snake hamster mouse, etc. <u>Make Animal Sounds</u> sssss, for snakes, etc.	n/a
Week 2	<u>High Frequency Words</u> <i>an,</i> <i>and,</i> <i>here,</i> <i>jump,</i> <i>not,</i> <i>too,</i> <i>we</i> <u>Words that rhyme with...</u> <i>cat</i> <i>pig</i> <u>School Words</u> books posters wall charts alphabet cards computer, etc.	n/a

Week 3	<u>High Frequency Words</u> <i>a,</i> <i>find,</i> <i>have,</i> <i>one,</i> <i>to,</i> <i>who</i> <u>Shape Words</u> <i>circle,</i> <i>square,</i> <i>triangle,</i> <i>rectangle,</i> <i>diamond</i> <u>Words for Feelings</u> scare surprised angry sad annoyed	n/a
Week 4	<u>High Frequency Words</u> <i>five,</i> <i>four,</i> <i>in,</i> <i>once,</i> <i>three,</i> <i>two,</i> <i>upon,</i> <i>what</i> <u>Number Words</u> one two three four five <u>Fun Things/Toys</u> –ask children for names of favorite playthings, write and teach these words	n/a
Week 5	<u>High Frequency Words</u> <i>do,</i> <i>for,</i> <i>I,</i> <i>is,</i> <i>me,</i> <i>my,</i> <i>said,</i> <i>you</i> <u>Opposites</u> on-off, hot-cold, wet-dry, up-down, rough-smooth <u>Foods</u> Elicit Foods for Breakfast, Lunch, Supper. Write and Teach these words.	n/a
Week 6	<u>High Frequency Words</u> <i>are,</i> <i>away,</i> <i>does,</i> <i>he,</i> <i>live,</i> <i>pull,</i> <i>they,</i> <i>where</i> <u>Days of the Week</u> Monday Tuesday Wednesday Thursday	n/a

	Friday <u>Homographs</u> can (be able) vs. can (tin can)	
Week 7	<u>High Frequency Words</u> <i>animal</i> <i>bird</i> <i>cold</i> <i>fall</i> <i>flower</i> <i>full</i> <i>see</i> <i>of</i> <i>look</i> <u>Seasons of the Year</u> Spring Summer Fall Winter <u>Months of the Year</u> January February March April May June July August September October November December	n/a
Week 8	<u>High Frequency Words</u> <i>all,</i> <i>call,</i> <i>eat,</i> <i>every,</i> <i>first,</i> <i>never,</i> <i>paper,</i> <i>shall,</i> <i>why</i> <u>Possessives</u> 's my mine yours her hers his their theirs <u>Words That Describe Size</u> big little huge tiny gigantic wee enormous itsy-bitsy great small	n/a
Week 9	<u>High Frequency Words</u> <i>also,</i> <i>blue,</i> <i>brown,</i> <i>color,</i> <i>funny,</i> <i>green,</i>	n/a

	<p><i>like,</i> <i>many,</i> <i>some</i> <u>Color Words</u> purple red orange yellow green blue <u>Words That Show Position</u> in out on left up here out off right down there</p>	
Week 10	<p><u>High Frequency Words</u> <i>come,</i> <i>your,</i> <i>people,</i> <i>mother,</i> <i>children,</i> <i>love,</i> <i>father,</i> <i>picture,</i> <i>family</i> <u>Family Words</u> grandfather grandmother uncle mother brother you sister father aunt grandfather grandmother <u>Exclamatory Words</u> Wow! Oh!</p>	n/a
Week 11	<p><u>High Frequency Words</u> <i>today,</i> <i>know,</i> <i>play,</i> <i>friend,</i> <i>write,</i> <i>she,</i> <i>girl,</i> <i>sing,</i> <i>read</i> <u>Sensory Words</u> see, hear, smell, taste, touch <u>Words and Symbols on Signs</u> find and study examples around school</p>	<p>coincidence loyal murmured recited sensitive bitter</p>
Week 12	<p><u>High Frequency Words</u> <i>car,</i> <i>down,</i></p>	<p>delicate drafty raved</p>

	<p><i>hear,</i> <i>hold,</i> <i>hurt,</i> <i>learn,</i> <i>their,</i> <i>walk,</i> <i>would</i></p> <p><u>Question Words</u> Who? What? Where? Why?</p> <p><u>Animal Noise Words</u> chirp meow buzz hiss squeak, etc.</p>	<p>trickster imposter genuine</p>
Week 13	<p><u>High Frequency Words</u> <i>grow,</i> <i>light,</i> <i>long,</i> <i>more,</i> <i>other,</i> <i>right,</i> <i>room,</i> <i>small,</i> <i>these</i></p> <p><u>Opposites</u> big, small, heavy, light, rough, smooth, fancy, plain</p> <p><u>Size Words</u> giant big huge gigantic large</p>	<p>quivered strolled gathered burst compromise obstacle</p>
Week 14	<p><u>High Frequency Words</u> <i>could,</i> <i>house,</i> <i>how,</i> <i>over,</i> <i>own,</i> <i>so,</i> <i>think,</i> <i>world</i></p> <p><u>Social Studies/Geographic terms</u> houses rooms streets towns oceans lakes rivers states continents, etc.</p> <p><u>Names of US States</u></p>	<p>autumn creature harvest snug conclude accomplished</p>
Week 15	<p><u>High Frequency Words</u> <i>could,</i> <i>house,</i> <i>how,</i> <i>over,</i> <i>own,</i></p>	<p>assortment contributed civilized inappropriate orderly concoct</p>

	<p><i>so,</i> <i>think,</i> <i>world</i> <u>base words with -ing</u> sit—sitting + other words that children brainstorm <u>Weather Words</u> raining sunny wind cold hot sticky</p>	
Week 16	<p><u>High Frequency Words</u> <i>morning,</i> <i>found,</i> <i>climb,</i> <i>by,</i> <i>shout,</i> <i>out,</i> <i>show</i> <u>Alphabetical Order</u> have children arrange words in alphabetical order <u>Fruits and Vegetables</u> apples oranges bananas grapes peas carrots squash</p>	<p>perfect suspicious nasty damp gullible versatile</p>
Week 17	<p><u>High Frequency Words</u> <i>there,</i> <i>cow,</i> <i>horse,</i> <i>through,</i> <i>door,</i> <i>table,</i> <i>wall,</i> <i>now</i> <u>Words that rhyme with</u> brainstorm words that rhyme with mouse cat <u>Expressions of Surprise</u> Eek! etc. from anthology</p>	<p>adventure cautiously envy precious fond transform</p>
Week 18	<p><u>High Frequency Words</u> <i>evening,</i> <i>forest,</i> <i>hungry,</i> <i>goes,</i> <i>far,</i> <i>near,</i> <i>been,</i> <i>soon</i> <u>Parts of the Body</u> eyes toes, etc. <u>Animal Action Words (animal movements)</u> slithers jumps bounds leaps</p>	<p>miserable necessities privilege stranded reliable opportunity</p>
Week 19	<p><u>High Frequency Words</u> <i>want,</i> <i>again,</i> <i>both,</i> <i>gone,</i> <i>or,</i></p>	<p>extraordinary impressed inseparable triumphantly doubt misunderstanding</p>

	<p><i>turn,</i> <i>hard</i></p> <p><u>Categorizing (Toys, Food, or Other)</u> bike lemonade book game candy bars stone crayons cars</p> <p><u>Friendship Words</u> sharing, working together, playing, kind, helpful, nice)</p>	
Week 20	<p><u>High Frequency Words</u> <i>tall,</i> <i>afraid,</i> <i>any,</i> <i>bear,</i> <i>follow,</i> <i>most,</i> <i>water,</i> <i>idea</i></p> <p><u>Multiple-Meaning Words</u> company, count, present, quarter, right, run, train</p> <p><u>City Words</u> buildings, train, skyscraper, bus, taxi, bridge, subway, train station,</p>	<p>cellar skyscraper settled straightened diligent efficient</p>
Week 21	<p><u>High Frequency Words</u> <i>build,</i> <i>old,</i> <i>piece,</i> <i>shoe,</i> <i>start,</i> <i>under,</i> <i>very,</i> <i>wear</i></p> <p><u>Syllabication</u> (clap out syllables) pig rubber bubble syrup pancake</p> <p><u>House Words</u> closet, piano, room, window, door, etc.</p>	<p>compliments sputter valuable hero abundance eavesdrop</p>
Week 22	<p><u>High Frequency Words</u> <i>happy,</i> <i>about,</i></p>	<p>custom honored troublesome</p>

	<p><i>because,</i> <i>draw,</i> <i>teacher,</i> <i>part,</i> <i>tiny</i></p> <p><u>Compound Words</u> pinecone baseball bathroom birthday flashlight goldfish haircut, etc.</p> <p><u>Nature Words</u> forest, pinecones, squirrel, trunk, spruce, leaf, mushroom</p>	<p>unfortunate rescue foolish</p>
Week 23	<p><u>High Frequency Words</u> <i>seven,</i> <i>eight,</i> <i>always,</i> <i>body,</i> <i>ready,</i> <i>warm,</i> <i>arms</i></p> <p><u>Science Words</u> experiment, animal, plant, living, earth, space, water, land)</p> <p><u>Color and Pattern Words</u> yellow, orange, purple, stripes, polka-dot, bumpy</p>	<p>destination intricate selected venture enthusiastic merchant</p>
Week 24	<p><u>High Frequency Words</u> <i>carry,</i> <i>kind,</i> <i>put,</i> <i>saw,</i> <i>butter,</i> <i>were,</i> <i>work,</i> <i>person</i></p> <p><u>Homophones</u> too/to, know/no, for/four, hear/here</p> <p><u>Words That Describe Apple Products</u> applesauce apple pie apple cider, etc.</p>	<p>bunch definitely strange finally exceptional original</p>
Week 25	<p><u>High Frequency Words</u> <i>else,</i> <i>dance,</i> <i>around,</i> <i>open,</i> <i>ocean,</i></p>	<p>basking dazzling gazing instead anticipation exhausted</p>

	<p><i>talk,</i> <i>though,</i> <i>ever</i> <u>Days of the Week</u> Homographs</p>	
Week 26	<p><u>High Frequency Words</u> <i>are,</i> <i>away,</i> <i>does,</i> <i>he,</i> <i>live,</i> <i>pull,</i> <i>they,</i> <i>where</i> <u>Sensory Words (words to describe bacon)</u> crunchy, delicious, salty, crisp, brown <u>Family Activity Words</u> playing sports, talking, cooking, telling jokes, reading, walking, swimming</p>	<p>accidental labored permanent sturdy associate cherished</p>
Week 27	<p><u>High Frequency Words</u> <i>after,</i> <i>before,</i> <i>buy,</i> <i>pretty,</i> <i>school,</i> <i>done,</i> <i>off,</i> <i>wash</i> <u>brainstorm synonyms for the following</u> friend, small, big, sad, loud, messy <u>Feeling Words</u> happy, sad, scared, excited worried</p>	<p>astonishment gleefully launched splattered complicated chaotic</p>
Week 28	<p><u>High Frequency Words</u> <i>together,</i> <i>garden,</i> <i>sharp,</i> <i>baby,</i> <i>edge,</i> <i>only,</i> <i>enough,</i> <i>watched</i> <u>Possessive Pronouns</u> my yours our his her their its <u>Bird Words</u> nest,</p>	<p>craving screeched scrumptious joyfully scheme devious</p>

	feathers, beak, wings, bill	
Week 29	<u>High Frequency Words</u> <i>began</i> <i>laugh</i> <i>sure</i> <i>head</i> <i>divide</i> <i>second</i> <i>break</i> <u>Content Area Words: Math</u> half divide equal whole subtraction addition <u>Ordinal Number Words</u> first second third...twelfth	avoid curious familiar struggled assist peculiar
Week 30	<u>High Frequency Words</u> <i>above</i> <i>against</i> <i>begin</i> <i>caught</i> <i>already</i> <i>minute</i> <u>Prefixes dis-, re-</u> appear, disappear like, dislike please, displease appear, reappear read, reread pay, repay join, rejoin trust, distrust honest, dishonest <u>Figurative Language: Comparisons</u> quiet as a mouse slowly as a snail soft as cotton, etc.	clutched crooned gaspd sighed adapt plunged
Week 31	<u>High Frequency Words</u> <i>able</i> <i>eye</i> <i>present</i> <i>thought</i> <u>Suffix -ly</u> slowly quickly kindly happily <u>Clothing Words</u> shoes socks coat cap jeans shirt pajamas	

Houghton Mifflin, Grade 2

Houghton Mifflin	Word Work	Text Talk
Week 1	<p><u>Explanation of homophones/Vocabulary Expansion</u> synonyms for action words ate= wolfed, gobbled, munched, etc. <u>High Frequency Words:</u> <i>bought,</i> <i>front,</i> <i>kitchen,</i> <i>roll,</i> <i>until</i></p>	<p><i>obedience</i> <i>misconceptions</i> <i>melodramatic</i> <i>neglected</i> <i>despair</i> <i>persistent</i></p>
Week 2	<p><u>Explanation of synonyms/Vocabulary Expansion</u> brainstorm synonyms for the following spin, quick, friends, sick, small, fast, ill, tiny, pals, leap, smile <u>Brainstorm slang expressions</u> Explain concept of slang, starting with <i>cool</i>. <u>High Frequency Words:</u> <i>brought,</i> <i>reason,</i> <i>special,</i> <i>surprise</i></p>	<p><i>contagious</i> <i>distraction</i> <i>remedies</i> <i>vanished</i> <i>altered</i> <i>perplexed</i></p>
Week 3	<p><u>Explanation of Multiple-Meaning Words</u> tire, back, sack, down, charged <u>Vocabulary Expansion (Brainstorm Words for Things on a Farm)</u> <u>High Frequency Words:</u> <i>different,</i> <i>floor,</i> <i>letter,</i> <i>move,</i> <i>poor,</i> <i>word</i></p>	<p><i>eerie</i> <i>bleak</i> <i>legend</i> <i>mortified</i> <i>reveal</i> <i>mischievous</i></p>
Week 4	<p><u>Explanation of Compound Words</u> campfire, backpack, anything, waterfalls, rainbow, oatmeal <u>Vocabulary Expansion (Things in Space)</u> planet, comet, galaxy, moon, meteor <u>High Frequency Words:</u> <i>beautiful,</i> <i>even,</i> <i>quiet,</i> <i>straight,</i> <i>year</i></p>	<p><i>vibrated</i> <i>reassured</i> <i>cowered</i> <i>suppressed</i> <i>dumbfounded</i> <i>dismayed</i></p>

Week 5	<p><u>Explanation of Antonyms</u> swiftest-slowest, cut-uncut, undercooked-overcooked, fearful-brave, unhappy-glad, found-lost</p> <p><u>Vocabulary Expansion (Things in Nature)</u> stones, shells, grass, weeds, dirt, fossils, plants, bugs, sand, pebbles</p> <p><u>High Frequency Words:</u> <i>busy,</i> <i>important,</i> <i>later,</i> <i>touch,</i> <i>young</i></p>	<p><i>boarder</i> <i>community</i> <i>gulped</i> <i>grumbling</i> <i>appetizing</i> <i>diversity</i></p>
Week 6	<p><u>Explanation of Multiple-Meaning Words</u> pick, reach, patch, pile, branches</p> <p><u>Vocabulary Expansion (Animal Words)</u> raccoon, terrapin, otter, beaver, cow, goat, bear, deer, skunk, horse</p> <p><u>High Frequency Words</u> <i>across,</i> <i>brother,</i> <i>great,</i> <i>stand</i></p>	<p><i>relocate</i> <i>ferocious</i> <i>queasy</i> <i>lumbered</i> <i>collaboration</i> <i>steadfast</i></p>
Week 7	<p>Dictionary: ABC Order to the Third Letter <u>Vocabulary Expansion (Words for Things We Wash)</u> hands, clothes, dogs, dishes, etc.</p> <p><u>High Frequency Words:</u> <i>during,</i> <i>heard,</i> <i>lion,</i> <i>winter</i></p>	<p><i>description</i> <i>complain</i> <i>suspect</i> <i>mystery</i> <i>sleuth</i> <i>conspiracy</i></p>
Week 8	<p>Dictionary: ABC <u>Beginning, Middle, End (A-K, L-S, T-Z)</u> <u>Vocabulary Expansion</u> (Words for Community Workers.) librarians, trash collectors, doctors, nurses, police officers, letter carriers</p> <p><u>High Frequency Words:</u> <i>clothes,</i></p>	<p><i>masterpiece</i> <i>dreaded</i> <i>anxious</i> <i>ruin</i> <i>compassion</i> <i>nurturing</i></p>

	<i>guess,</i> <i>order</i>	
Week 9	Using Context to infer Meaning Vocabulary Expansion —Making Place Names into Adjectives America-American, Mexico-Mexican, etc. <u>High Frequency Words:</u> <i>behind,</i> <i>soldier,</i> <i>story</i>	<i>sternly</i> <i>contrary</i> <i>ignored</i> <i>glide</i> <i>innovative</i> <i>rivals</i>
Week 10	<u>Dictionary: Entry Words and Definitions.</u> Vocabulary Expansion —Words Connected to Letter Writing paper, pen, envelope, stamp <u>High Frequency Words:</u> <i>board,</i> <i>listen,</i> <i>told</i>	<i>disbelief</i> <i>incredible</i> <i>creation</i> <i>creaky</i> <i>colossal</i> <i>isolated</i>
Week 11	Using a Thesaurus, <u>Vocabulary Expansion—Kinds of Leaders</u> king, queen, president, teacher, etc. <u>High Frequency Words:</u> <i>between,</i> <i>care,</i> <i>weigh</i>	<i>gracious</i> <i>humble</i> <i>fragrant</i> <i>muttered</i> <i>fret</i> <i>practical</i>
Week 12	Dictionary, Parts of a Dictionary Entry <u>Vocabulary Expansion</u> <u>—Animal Groups and Characteristics</u> Mammals have fur, Birds lay eggs, etc. High Frequency Words: <i>ago,</i> <i>field,</i> <i>half,</i> <i>war</i>	<i>gossiped</i> <i>shunned</i> <i>peered</i> <i>constantly</i> <i>exotic</i> <i>simplicity</i>
Week 13	<u>Word Families</u> paint, learn, play, work ... +ed, -ing, -er, -ful <u>Vocabulary Expansion</u> <u>—Words That Name Art Processes</u> drawing, painting, sculpting, etc. <u>High Frequency Words:</u> <i>fair,</i> <i>gold,</i> <i>woman</i>	<i>charred</i> <i>haughtily</i> <i>feverishly</i> <i>awesome</i> <i>prevail</i> <i>suitable</i>
Week 14	<u>Multiple-Meaning Words</u> ring, sow, bow, lead, tear, bass <u>Vocabulary Expansion—Sound Words</u> splash, drip, trickle, gurgle,	<i>advance</i> <i>drenching</i> <i>injure</i> <i>uncertain</i> <i>insecure</i> <i>priority</i>

	<p>roar</p> <p><u>High Frequency Words:</u></p> <p><i>heart,</i> <i>mind,</i> <i>alphabet</i></p>	
Week 15	<p><u>Using Context</u> (context clues in sentence and in surrounding sentences)</p> <p><u>Vocabulary Expansion—Words Describing Artwork</u></p> <p>mural, collage, drawing, painting</p> <p><u>High Frequency Words:</u></p> <p><i>below,</i> <i>neighbor,</i> <i>should</i></p>	<p><i>gleamed</i> <i>mumbled</i> <i>tender</i> <i>tilted</i> <i>yearn</i> <i>cooperative</i></p>
Week 16	<p><u>Word Families</u></p> <p>cares, careless, careful</p> <p><u>Vocabulary Expansion—Words for Age Groups</u></p> <p>infant, preschoolers, young adults, etc.</p> <p><u>High Frequency Words:</u></p> <p><i>middle,</i> <i>trouble,</i> <i>uncle</i></p>	<p><i>prowling</i> <i>trembling</i> <i>extremely</i> <i>generous</i> <i>secure</i> <i>persevere</i></p>
Week 17	<p>Dictionary: Word Meanings/Multiple Meanings in Dictionary Entry</p> <p><u>Vocabulary Expansion—Kitchen Tools</u></p> <p>spoon, knife, spatula, bowl, etc.</p> <p><u>High Frequency Words:</u></p> <p><i>early,</i> <i>hair,</i> <i>instead</i></p>	<p><i>concentrate</i> <i>passion</i> <i>emergencies</i> <i>confidence</i> <i>industrious</i> <i>achieve</i></p>
Week 18	<p>Dictionary: Word Meanings/Multiple Meanings in Dictionary Entry</p> <p><u>Vocabulary Expansion—Birthday Words</u></p> <p>candles, gifts, bows, ice <u>cream</u>.</p> <p><u>High Frequency Words:</u></p> <p><i>aunt,</i> <i>million,</i> <i>pair</i></p>	<p><i>revenge</i> <i>misery</i> <i>mesmerized</i> <i>coaxed</i> <i>regret</i> <i>frustrated</i></p>
Week 19		<p><i>aggressive</i> <i>distress</i> <i>accustomed</i> <i>affection</i> <i>console</i> <i>capable</i></p>
Week 20		<p><i>ancestors</i> <i>slithered</i> <i>wither</i> <i>lulled</i> <i>defenseless</i> <i>intentions</i></p>

Houghton Mifflin, Grade 3

	Word Work	Text Talk Vocabulary Words
Week 1	Vocabulary Skill Instruction: Dictionary ABC Order <u>Vocabulary Expansion—Sea Creatures</u> dolphin eel whale octopus, etc.	<i>obedience</i> <i>misconceptions</i> <i>melodramatic</i> <i>neglected</i> <i>despair</i> <i>persistent</i>
Week 2	Vocabulary Skill Instruction: Dictionary/Multiple Meaning Words (noble, trouble), <u>Vocabulary Expansion—Battle Words</u> army invaders soldier draft battle troops general	<i>contagious</i> <i>distraction</i> <i>remedies</i> <i>vanished</i> <i>altered</i> <i>perplexed</i>
Week 3	<u>Vocabulary Skill Instruction: Parts of a Dictionary</u> entry word, part of speech, first meaning, second meaning, pronunciation, etc. <u>Vocabulary Expansion—Camping Words</u> backpack, set up camp, hike, cookout, scout	<i>eerie</i> <i>bleak</i> <i>legend</i> <i>mortified</i> <i>reveal</i> <i>mischievous</i>
Week 4	<u>Vocabulary Skill Instruction: Word Family</u> root words: joy, thank, gold, cook <u>Vocabulary Expansion—Sewing Words</u> needles, scraps, threaded, mend	<i>vibrated</i> <i>reassured</i> <i>cowered</i> <i>suppressed</i> <i>dumbfounded</i> <i>dismayed</i>
Week 5	<u>Vocabulary Skill Instruction: Dictionary Guide Words</u> pronunciation symbols, thesaurus, spelling and phonics keys <u>Vocabulary Expansion—Ranching Words</u> rodeo, roping, charro, cowboy, etc.	<i>boarder</i> <i>community</i> <i>gulped</i> <i>grumbling</i> <i>appetizing</i> <i>diversity</i>
Week 6	<u>Vocabulary Skill Instruction: Rhyming Words</u> <u>Vocabulary Expansion—Travel Words</u> passport, time zone, airport, souvenir, etc.	<i>relocate</i> <i>ferocious</i> <i>queasy</i> <i>lumbered</i> <i>collaboration</i> <i>steadfast</i>
Week 7	Vocabulary Skill Instruction: Definitions Vocabulary Expansion—Food Words squash, stew, feasts, etc.	<i>description</i> <i>complain</i> <i>suspect</i> <i>mystery</i> <i>sleuth</i> <i>conspiracy</i>
Week 8	Vocabulary Skill Instruction: Using Context, <u>Vocabulary Expansion—Words for Fantasy and Realism</u> real, believable, fact, imaginary,	<i>masterpiece</i> <i>dreaded</i> <i>anxious</i> <i>ruin</i> <i>compassion</i> <i>nurturing</i>

	unbelievable, fiction, etc.	
Week 9	Vocabulary Skill Instruction: Dictionary/Choosing the Correct Meaning <u>Vocabulary Expansion—Italian Words and Phrases</u> buona notte, grazie, etc.	<i>sternly</i> <i>contrary</i> <i>ignored</i> <i>glide</i> <i>innovative</i> <i>rivals</i>
Week 10	Vocabulary Skill Instruction: Dictionary: Pronunciation Key, <u>Vocabulary Expansion—Farm Words</u> ANIMALS mule, chickens, PLACES barn, field, CROPS corn, wheat, etc.	<i>disbelief</i> <i>incredible</i> <i>creation</i> <i>creaky</i> <i>colossal</i> <i>isolated</i>
Week 11	<u>Vocabulary Skill Instruction: Using a Thesaurus.</u> <u>Vocabulary Expansion—Garden Words</u> vine, lawns, gate etc.	<i>gracious</i> <i>humble</i> <i>fragrant</i> <i>muttered</i> <i>fret</i> <i>practical</i>
Week 12	Vocabulary Skill Instruction: Dictionary/Parts of Speech, <u>Vocabulary Expansion—Words for Animal Homes</u> cave, den, hive, lodge, nest, den, pen, lair, den, etc.	<i>gossiped</i> <i>shunned</i> <i>peered</i> <i>constantly</i> <i>exotic</i> <i>simplicity</i>
Week 13	Vocabulary Skill Instruction: Dictionary/More Multiple-Meaning Words Vocabulary Expansion—Words for Young Animals cub, fawn, piglet, calf, pup, etc.	<i>charred</i> <i>haughtily</i> <i>feverishly</i> <i>awesome</i> <i>prevail</i> <i>suitable</i>
Week 14	Vocabulary Skill Instruction: Dictionary/Base Words and Inflected Forms (adjective, verb, etc.), <u>Vocabulary Expansion—Sounds Around Us</u> roar, rattle, whoosh, crunch, squeal, etc.	<i>advance</i> <i>drenching</i> <i>injure</i> <i>uncertain</i> <i>insecure</i> <i>priority</i>
Week 15	Vocabulary Skill Instruction: Dictionary/Syllables Vocabulary Expansion—Words for Ship Parts anchor, deck, mast, rigging	<i>gleamed</i> <i>mumbled</i> <i>tender</i> <i>tilted</i> <i>yearn</i> <i>cooperative</i>
Week 16	Vocabulary Skill Instruction: Analogies, <u>Vocabulary Expansion—Family Words</u> grandmother, parents, cousin, uncle	<i>prowling</i> <i>trembling</i> <i>extremely</i> <i>generous</i> <i>secure</i> <i>persevere</i>
Week 17	Vocabulary Skill Instruction: Homophones would-wood, blew-blue, meet-meat, to-two-too, for-four-fore,	<i>concentrate</i> <i>passion</i> <i>emergencies</i> <i>confidence</i> <i>industrious</i> <i>achieve</i>

	knew-new, know-no <u>Vocabulary Expansion—Family Words</u> grandmother, parents, cousin, uncle	
Week 18	Vocabulary Skill Instruction: Synonyms soft-quiet, raced-hurried, zoomed-raced, <u>Vocabulary Expansion—Names of Languages</u> brainstorm languages students know, write on blackboard and teach to class	<i>revenge</i> <i>misery</i> <i>mesmerized</i> <i>coaxed</i> <i>regret</i> <i>frustrated</i>
Week 19	Vocabulary Skill Instruction: Dictionary Antonyms, <u>Vocabulary Expansion—Night Noises</u> snoring, scraped, wheezed, etc.	<i>aggressive</i> <i>distress</i> <i>accustomed</i> <i>affection</i> <i>console</i> <i>capable</i>
Week 20	Vocabulary Skill Instruction: Dictionary Spelling Table, <u>Vocabulary Expansion—Restaurant Words</u> waitress, customer, booth, menu, etc.	<i>ancestors</i> <i>slithered</i> <i>wither</i> <i>lulled</i> <i>defenseless</i> <i>intentions</i>

TEXT TALK AND COMPREHENSION

Research over 30 years has shown that instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read.

--“Put Reading First”, National Reading Panel

How Text Talk Focuses on Comprehension Strategies:

- Teachers briefly preview the read-aloud story and focus children on key story ideas.
- Each lesson focuses on a comprehension strategy, such as summarizing and problem/solution.
- As teachers page through the book, they help students elaborate, connect, and reflect on important story ideas to enhance their understanding of the text.
- Teachers scaffold comprehension of the read-aloud books by using the open-ended questions and teacher modeling found on the adhesive **Text Talk** Notes
- Children connect the literary element of the story’s genre, such as fantasy, folktale, and fairytale, to the important story ideas and comprehension strategy.

TEXT TALK REINFORCES COMPREHENSION STRATEGIES COVERED BY OPEN COURT, PROVIDING VITAL NECESSARY PRACTICE TO ENSURE STUDENT SUCCESS NOW, AND IN THE FUTURE.

Houghton Mifflin comprehension skill	Reinforced by Text Talk
Sequence of Events	X (under Summarizing)
Predict/Infer	X
Compare and Contrast	X (appears throughout in different sections)
Cause and Effect	X (appears as part of summarizing)
Noting Details	
Fantasy and Realism	X (part of Vocabulary and comprehension, under “Literary Element”)
Story Structure	X (covered in lesson)
Summarize	X
Main Idea, Details, Summarizing	X (called Condensing or Identifying Important Events)
Making Predictions	X (appears in Text Talk Notes)
Categorize and Classify	
Drawing Conclusions	X (appears in Text Talk Notes)
Evaluate	X (appears in Text Talk Notes)
Making Generalizations	X (appears in Text Talk Notes)
Monitor/Clarify	X (appears in Text Talk Notes)
Story Structure	X
Making Predictions	X
Problem Solving	X (appears in lesson as “Problem/Solution”)