CELLA CONNECTIONS[™] Speaking Vocabulary: Level A Kindergarten

Skills

Speaking Vocabulary at Level A.—Kindergarten addresses production of basic vocabulary words at the Kindergarten level. Students may be expected to demonstrate the following skills: say everyday English words to label objects that are common in students' environment (e.g., eyes, glass, shoes, tomato); use comparative and superstrive adjectives (those made by adding "en' and "est" enfines); use action verbs (e.g., the girl is pouring the water); use spatial prepositions (e.g., give a complete answer to common academic English words (e.g., unput), book).

Instructional Activities

Each of the following instructional activities and strategies is based on best pridesigned for initial instruction, bills all an amount appropriate for practice and activities of the properties of practices. They include individual, small group, or large group activi-

Select Instructional Activity

Instructional Activity: Handprint Words and Art

A structured vocabulary exercise to create art projects for different themes that you are studying (e.g., oceans, trees, thanksgiving) using the student's handprint. Directions are given for six different art projects. This activity is designed for individual or small group instruction.

Instructional Activity. Circles, squares, and managers and non examples of shapes. Script and worksheet are provided. This activity is designed for individual or small group instruction. Plus, there is an independent practice component for this activity.

Research

- Instruction for English learners should include the acquisition of meanings of everyday wordsthat native speakers know and that are not necessarily part of the academic curriculum (August, Carlo, Dressler, & Snow, 2005)
- Studies show oral language vocabulary proficiency for ELL students is directly connected to reading comprehension skills. (August & Shanahan, 2008).
- English vocabulary and word reading skills are related, suggesting that vocabulary knowledge supports partial phonological recoding skills in beginning readers (Gottardo, 2002).
- Researchers conclude that an enriched vocabulary development program can substantially close the gap between native and non-native speakers in vocabulary knowledge and reading comprehension (Carlo, et al., 2004).
- Studies show oral vocabulary knowledge is related to writing proficiency. (August & Shanahan, 2008).
- Most scholars believe that instruction in academic English vocabulary—done early, consistently, and simultaneously across content areas
 —can make a difference in English learners' ability to understand the core curriculum. August & Hakuta (1997); Balley (2006); Francis,
 Rivera, et al. (2006): Genese, Lindolm-Leary, Saunders, & Christian (2006); Goldenberg (2006); Scarcella (2003); Schleppegnell (2001,
 2004); Snow & Fillmore (2000).
- All primary as well as secondary grades, instructional time should include explicit instruction of academic English vocabulary, August & Hautu (1997); Bally (2008); Callahan (2005); Francis, Rivera, et al. (2006); Genesee et al. (2006); Gidenberg (2006); Meltzer & Harnan (2006); Scarcella (2003); Schlepegrell (2001, 2004); Snow & Fillmore (2000).
- English vocabulary and word reading skills are related, suggesting that vocabulary knowledge supports partial phonological recoding skills in beginning readers (Gottardo, 2002).
- Provide high-quality vocabulary instruction throughout the day. In addition, use instructional time to address the meanings of common words, phrases, and expressions not yet learned (Gersten, et al, 2007).
- Academic Oral Language: Instruction focused on academic English should not well until students are able to read and write in English.
 Before English learners are reading, the development of age-appropriate academic English—morphology (understanding word parts), syntax (rules of sentence structure), and more complex or content-specific vocabulary—can be accelerated only through planned and deliberate daily instruction. Francis, Rivera, et al. (2008); Saunders, Foorman, & Carlson (2006); Schleppegrell (2004); Fillmore (2004); Scarcella (2003).

Selected References

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