

Table of Contents

Introduction to <i>ELVIS</i>	1
Part 1 - Worksheets and Lists for Vocabulary Development	13
1 - Homographs	15
List 1 - Words with Multiple Meanings (Homographs)	17
Homographs in Sentences	21
Homograph Challenge	31
2 - Antonyms (Opposites)	35
List 2 - Antonyms (Opposites)	
Activity 2-1 - Opposites in Phrases	40
Activity 2-2 - Opposites in Sentences	42
3 - Synonyms	47
List 3 - Synonyms	50
List 4 - Descriptive Words	53
Activity 3-1 - Words with Similar Meanings	59
Activity 3-2 - Replace the Word	62
4 - Prefixes and Suffixes	73
List 5 - Prefixes	76
List 6 - Suffixes	78
Activity 4-1 - Creating Words with Prefixes	80
Activity 4-2 - Creating Words with Suffixes	81
Activity 4-3 - Finishing Incomplete Words	82
Activity 4-4 - Defining Words with Prefixes	84
Activity 4-5 - Defining Words with Suffixes	87
5 - Compound Words	89
List 7 - Compound Words	92
Activity 5-1 - Creating Compound Words	97
Activity 5-2 - Finishing Sentences Using Compound Words	98
6 - Defining and Using Words	99
List 8 - Essential Words for School Success	102
Activity 6-1 - Defining Words in Sentence Contexts	109
Activity 6-2 - Select and Define the Word	117
7 - Rephrasing Sentences	123
Activity 7-1 - Creating Sentences with Similar Meanings	125
Activity 7-2 - Maintaining Critical Details in Sentences	132
8 - Using Common Phrases and Idiomatic Expressions	135
List 9 - Two-Word Verbs	138
List 10 - Idiomatic Expressions	144
Activity 8-1 - Defining Two-Word Verbs in Sentences	149
Activity 8-2 - Defining and Using Expressions	152

Part 2 - Building Functional Vocabulary Skills	161
Skills Checklist 1 - Descriptive Language and Social Interaction Checklist	163
Skills Checklist 2 - Skills that Build Vocabulary and Oral Expression	164
Activity Set 1 - Describing and Comparing	165
Activity Set 2 - Giving Explanations	166
Activity Set 3 - Expressing and Supporting Viewpoints	167
Activity Set 4 - Telling Stories	169
Skills Checklist 3 - Telling Stories and Answering Questions	171
Activity Set 5 - Presenting Topic-Centered Oral Reports	172
Skills Checklist 4 - Giving Oral Presentations on a Curriculum-Related Topic ..	174
Appendixes - Additional Vocabulary Lists	175
Appendix A - Academic Vocabulary: Reading and Writing	177
Appendix B - Academic Vocabulary: Math	178
Appendix C - Vocabulary Related to Employment	180
Answer Key	181
References	199

Introduction to *ELVIS*

The *Expressive Language and Vocabulary Intervention Sourcebook (ELVIS)* is a practical vocabulary development resource that can be used to facilitate the development of vocabulary knowledge and expressive language skills in students with language-based learning difficulties. The book includes vocabulary lists, worksheet activities, assessment checklists, and guidelines that will be helpful to speech-language pathologists, special education teachers, reading specialists, and other professionals in implementing research-based instructional strategies for students with special needs. The materials in *ELVIS* were developed primarily for use with students between 9 and 18 years of age who have difficulty understanding and using the vocabulary contained within classroom curriculum materials. This resource will be especially valuable in language development programs for students with communication disorders and students who struggle with vocabulary in the classroom because of limited English language proficiency.

Vocabulary Development and Learning

The close relationship between vocabulary development and academic achievement has been well documented (National Reading Panel, 2000). Vocabulary knowledge is critical for success in all areas of the language arts curriculum. Although the teaching of vocabulary is viewed as critical for learning, systematic instruction to build word knowledge often receives limited attention within school programs (Beck, McKeown, & Kucan, 2002).

As children progress through school, the complexity of the vocabulary contained within classroom reading materials increases dramatically. Many words considered to be essential for the comprehension of classroom material are encountered frequently in books but used only on rare occasions in conversational speech. These

words are most often learned through our experiences in reading or through explicit instruction.

The national standards movement and demands for greater accountability have resulted in increased concern about instructional strategies used to develop literacy skills among students. Much of the emphasis has been placed on promoting the development of literacy skills in the early elementary school grades. Many students who get off to a good start as a result of these programs, however, begin to experience comprehension difficulties in the upper elementary school grades (Greenleaf, Schoenback, Cziko, & Mueller, 2001). The difficulty level of the vocabulary in classroom texts increases dramatically after third grade, making it difficult for many students to comprehend the material that they are exposed to on a daily basis in their classrooms. Classroom reading materials become especially difficult for students with language disorders and students who are learning English as a second language.

Promoting Vocabulary Development

The research evidence indicates that teachers can promote vocabulary development by providing explicit instruction and by providing opportunities for students to experience new words in a variety of contexts (National Reading Panel, 2000). Most academic vocabulary words, however, are acquired incidentally as students participate in a variety of literacy-related activities.

Words should be selected for instruction that will maximize comprehension and be conducive to language learning in the classroom. The student's background and experience in using language need to be considered (Mattes, 1997).

Beck et al. (2002) described "tiers" of vocabulary difficulty that should be considered in planning instructional programs:

Tier One - These words are used with high frequency in daily conversational speech. We encounter these words during everyday social interactions in a variety of contexts.

Tier Two - These words are used by mature language users and are typically learned through reading or through instruction. The term "academic vocabulary" is often used to describe words at this level. The words *initiate* and *generate* are examples of words used frequently in reading material that are encountered much less frequently during conversational speech.

Homographs in Sentences

Instructions: Give the meaning of the underlined words (homographs) in each sentence.

1. Chuck did not mean to say anything mean to the little boy.

Meaning 1: _____

Meaning 2: _____

2. The doctor spoke to the patient who was not patient.

Meaning 1: _____

Meaning 2: _____

3. The women rose from the chair to take the beautiful rose.

Meaning 1: _____

Meaning 2: _____

4. I'll take the train to the city before I train for the event.

Meaning 1: _____

Meaning 2: _____

5. The man with the tie didn't like to tie his shoes.

Meaning 1: _____

Meaning 2: _____

6. The librarian read a story when she was on the second story of the library.

Meaning 1: _____

Meaning 2: _____

Words with Similar Meanings

Instructions: List a word with a similar meaning to the underlined word and use it in a sentence of your own.

1. The little girl was too skinny. _____

Sentence: _____

2. The food has artificial ingredients. _____

Sentence: _____

3. The fast dog won the race. _____

Sentence: _____

4. Marty was sick after the concert. _____

Sentence: _____

5. Tina stood near the door. _____

Sentence: _____

6. We are eligible for the club. _____

Sentence: _____

7. I need to purchase some juice. _____

Sentence: _____

8. We will not approve your plan. _____

Sentence: _____

9. The meeting will be brief. _____

Sentence: _____

10. Allen has a new occupation. _____

Sentence: _____

11. I paid the entire bill. _____

Sentence: _____

12. The tools will be beneficial in your business. _____

Sentence: _____

List 8

Essential Words for School Success

Part 1 - Verbs

abandon	assess	conduct
abbreviate	assimilate	confine
accommodate	associate	confirm
accrue	assume	confiscate
accumulate	attain	conform
acknowledge	attest	confront
adapt	attribute	connote
address	automate	consider
admit	calculate	consist
advocate	captivate	constrain
affect	challenge	constrict
alienate	cite	consult
alleviate	claim	contend
allocate	clarify	contradict
allot	coincide	contrast
allude	collaborate	convert
alter	commemorate	convey
annotate	commence	coordinate
anticipate	compensate	correlate
apply	compile	correspond
appreciate	complement	criticize
apprehend	compose	culminate
arrange	conceive	debate
articulate	conclude	decipher
assemble	condemn	decline
assert	condone	deduce

Defining and Using Expressions

Instructions: Give the meaning of the underlined expression in each sentence. Then replace the expression with other words in a sentence that has the same meaning.

1. The manager tried to call the shots in the office, but the employees didn't obey his orders.

Meaning: _____

Revision: _____

2. The broken computer will be up and running in just a few minutes.

Meaning: _____

Revision: _____

3. Ask the waiter for more soda if you can catch his eye.

Meaning: _____

Revision: _____

4. Eduardo finishes work quickly because he has a lot of get up and go.

Meaning: _____

Revision: _____

5. The new procedure in the office is a breath of fresh air.

Meaning: _____

Revision: _____

6. The beautiful princess is very easy on the eyes.

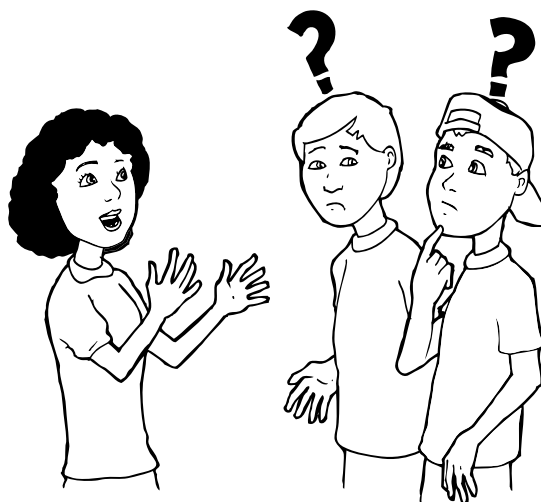
Meaning: _____

Revision: _____

Activity Set 3

Expressing and Supporting Viewpoints

Skill in personal expression requires students to make use of their experience background when conveying information to others. The questions below challenge students to express viewpoints and to support them based on what they have learned and experienced in the past. These questions can be used to generate small group discussions about topics relevant to the students' experiences in school and in the community.



What's your opinion?

1. Should animals be used in medical research?
2. Should gambling be legal?
3. Should smoking be allowed in restaurants?
4. Should drivers be required to wear seatbelts?
5. What laws should be implemented for gun control?
6. What type of security should be provided at airports?
7. What should be done to reduce pollution?
8. What kind of security should be provided in public schools?
9. Should changes be made to the immigration laws?
10. What can be done to improve school programs for young children?
11. Should all young children go to preschool?
12. What laws are needed related to how products are advertised on television?
13. Do children spend too much time watching television?
14. Should all students with disabilities be educated in public schools?
15. Should students be required to wear uniforms at school?
16. Should the government censor content on the internet?