

GROUP NORMS

Ask Questions

Share Responsibilities

Celebrate Ideas

Tame your Technology

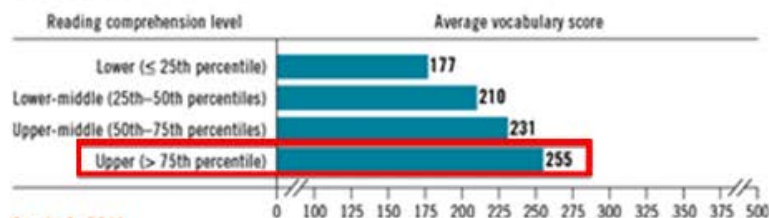
Take Care of your Needs

Honor the Time Schedule

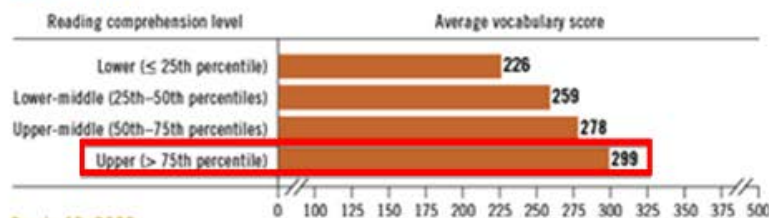
What is learned here leaves here!

Good Reading Performance Is Connected to Good Vocabulary Skills

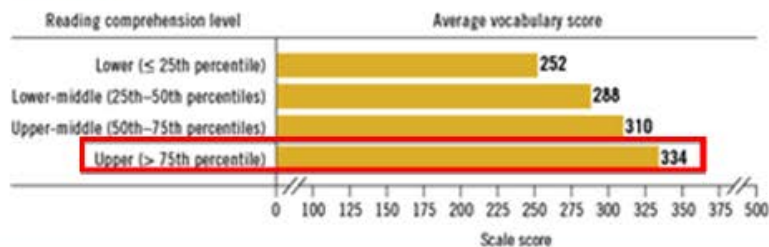
Grade 4: 2011



Grade 8: 2011



Grade 12: 2009



Vocabulary

Successful Readers	Struggling Readers
Are exposed to a breadth of vocabulary words in conversations and print at home and at school from a very early age.	Have limited exposure to new words. May not enjoy reading and therefore do not select reading as an independent activity.
Understand most words (at least 90 percent) when they are reading and can make sense of unknown words to build their vocabulary knowledge.	Read texts that are too difficult and thus are not able to comprehend what they read or to learn new words from reading.
Learn words incrementally, through multiple exposures to new words.	Lack the variety of experiences and exposures necessary to gain deep understanding of new words.
Have content-specific prior knowledge that assists them in understanding how words are used in a particular context.	Often have limited content-specific prior knowledge that is insufficient to support word learning.

Word Tiers

Word tiers are used to identify words or kinds of words that need to be taught through robust vocabulary instruction.

Tier 1

- Basic words that reflect informal, everyday experiences of learners; usually familiar words

Tier 2

- More sophisticated words that have high utility for literate language users; characterize written text, but not typically common in everyday language; consider whether the words are likely to be found within a variety of contexts

Tier 3

- Words that apply to specific domains; infrequently used in other oral or written discourse

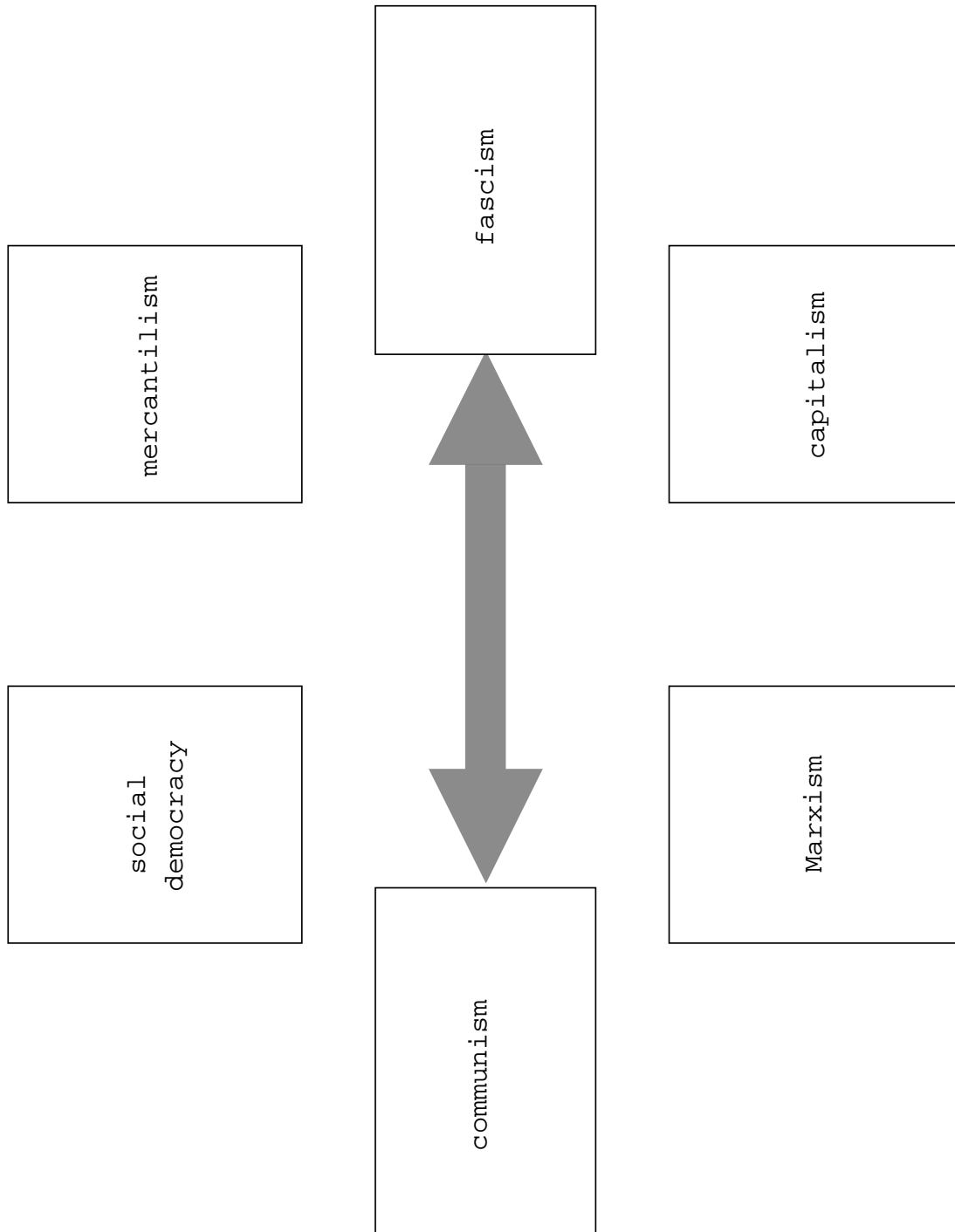
Adapted from Beck, McKeown, & Kucan, 2008

FIGURE 54. WHICH WORDS DO I TEACH?

Which Words do I Teach?			
3-Tier Vocabulary			
Type	Definition	Examples	Instruction
Common words	Basic words used often in everyday conversation	dog go happy drink phone play afraid	These words do not need to be explicitly taught, especially in upper grades with native English speakers.
Academic words	More complex, frequently occurring words in academic settings	coincidence pollution neutral fortunate admire plead represent environment collaborate	Teach these words. Students will see and use these words often in academic texts.
Content-specific words	Highly specialized words that are related to a specific discipline	pogrom quagmire locution polyglot neptunium sonata isosceles nova	Teach these words when a specific lesson requires knowledge of the word and underlying concept.

Based on Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.

Deep Processing



Adapted from Florida Center for Reading Instruction. *Student center activities, grades 2–3*. Retrieved January 23, 2007, from <http://www.fcrr.org/curriculum/studentCenterActivities23.htm>

10 Principles for Effective Vocabulary Instruction (and 10 Things to Avoid!)



DO THIS

1. Select words to teach.



2. Use strategies to engage students in word study.



3. Help students to come up with their own definitions.

4. Assess student use of words in authentic writing and speaking.

Teach students morphological strategies to figure out words they do not know, in addition to context-clue strategies.



- 5.

6. Use symbols and pictures to help bring vocabulary to life.



7. Highlight and use a word wall in classroom instruction.

8. Use and apply vocabulary words regularly (versus isolated practice).



9. Allow opportunities for wide reading so students are exposed to words all the time in a variety of books.

10. Model the use of academic language at all times, setting high expectations for language use.

NOT THAT ❌

1. Assign long lists of words (six to eight a week is recommended) but never teach about the words selected.



2. Have students look up lists of words in a dictionary, write arbitrary sentences, or copy words multiple times.

3. Have students simply copy definitions.

4. Give students matching tests that show only memorization of definitions.



5. Tell students to use only context clues to figure out unknown words.



6. Lack the use of visual cues in the classroom to assist with vocabulary instruction.

7. Lack or misuse a word wall in the classroom.

8. Spend a large chunk of language arts time working on vocabulary in isolation.



9. Teach only whole-class books/texts with controlled vocabulary study.

10. Use "kid" language around students and allow students to speak "kid" back.

Adapted from
Vocabulary Strategies That Work: Do This—Not That
by Lori B. Wilfong

