



Vocabulary Instruction

“Learners move from not knowing a word, to being somewhat acquainted with it, to attaining a deeper, richer knowledge that allows them to use new words in many modalities of expression.”

-Camille Blackowicz and Peter Fisher

Why Is Vocabulary Instruction Important?

- Effective vocabulary instruction has an enormous impact on reading comprehension and therefore needs to be taught explicitly

Receptive and Productive Vocabulary

- **Receptive Vocabulary:** words we use to



- **Productive Vocabulary:** words we use to communicate as a speaker or writer



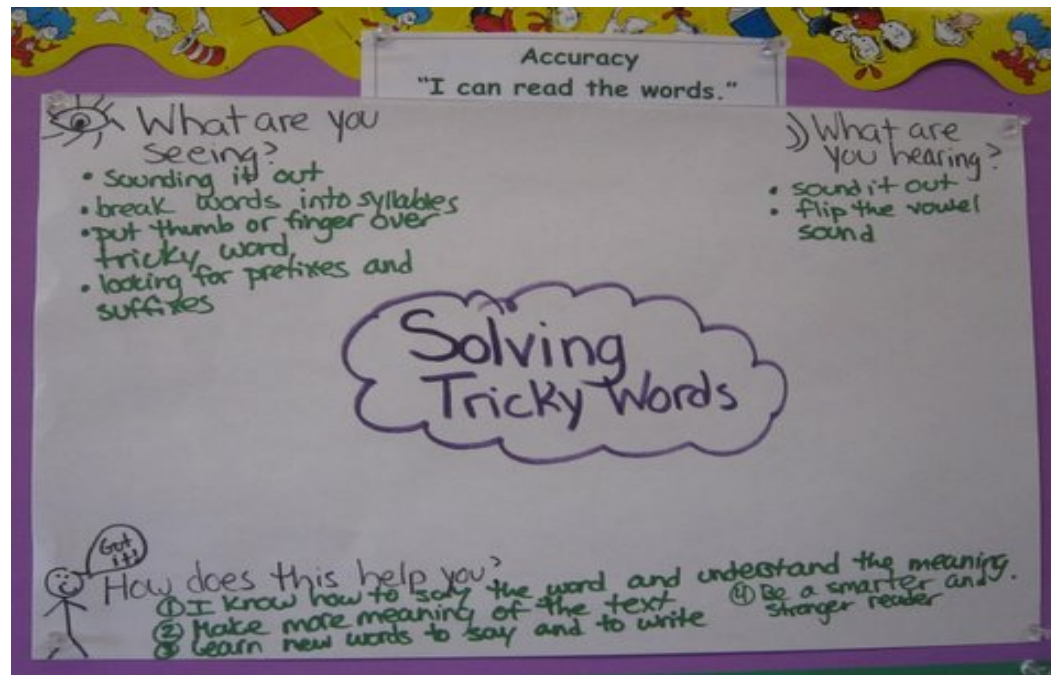
Vocabulary Tiers

Source: Linda Kucan, *The Reading Teacher*, “What Is Most Important To Know About Vocabulary?”, March 2012, Volume 65, Issue 6.

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none">• Words that are easily explained and understood, such as <i>sidewalk</i> or <i>cereal</i>.	<ul style="list-style-type: none">• Words that students will encounter in many texts but are unlikely to be exposed to in everyday contexts. They are words that are precise, interesting, and sophisticated; words that mature language users include in their conversation; words that authors include in their stories and articles.	<ul style="list-style-type: none">• Words that are domain specific, such as <i>embargo</i> or <i>photosynthesis</i>. Such words are specific to the domains of social studies and science, respectively, and refer to concepts that require explanations.

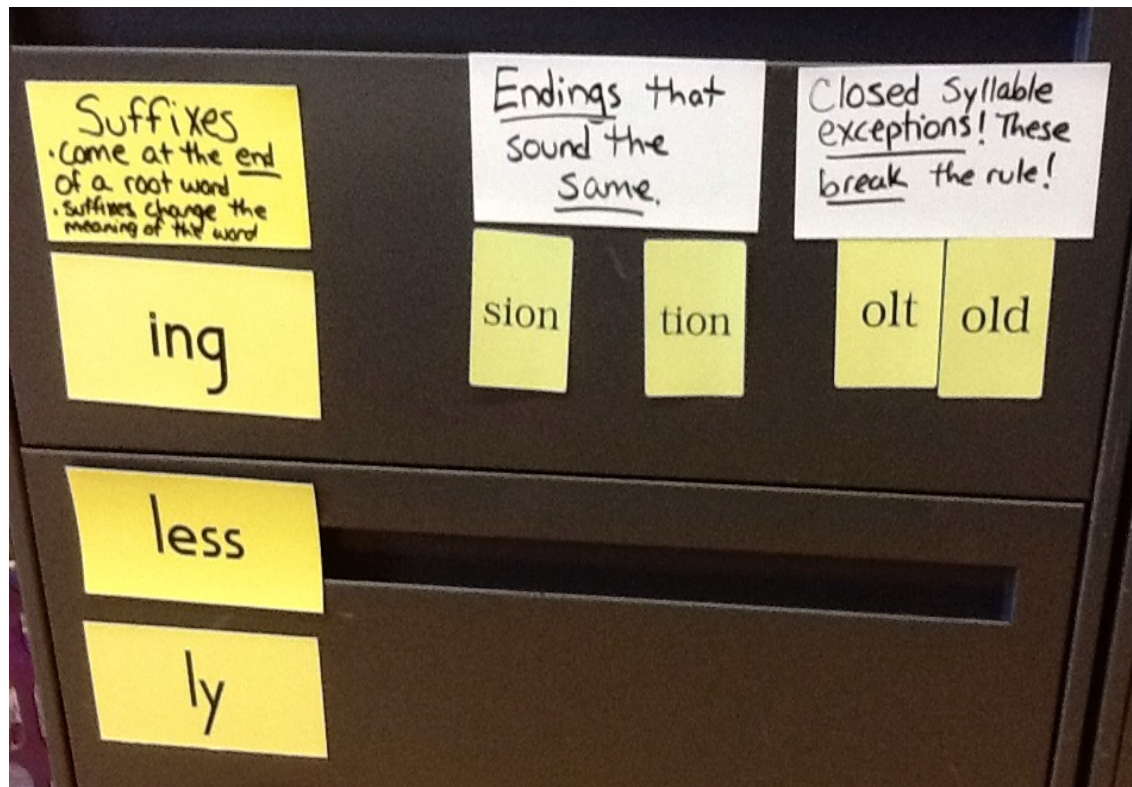
Vocabulary Instruction

- When learning new words students need to know the following:
 - What they are seeing while learning new words
 - What they are hearing while learning new words
 - How learning new vocabulary helps them



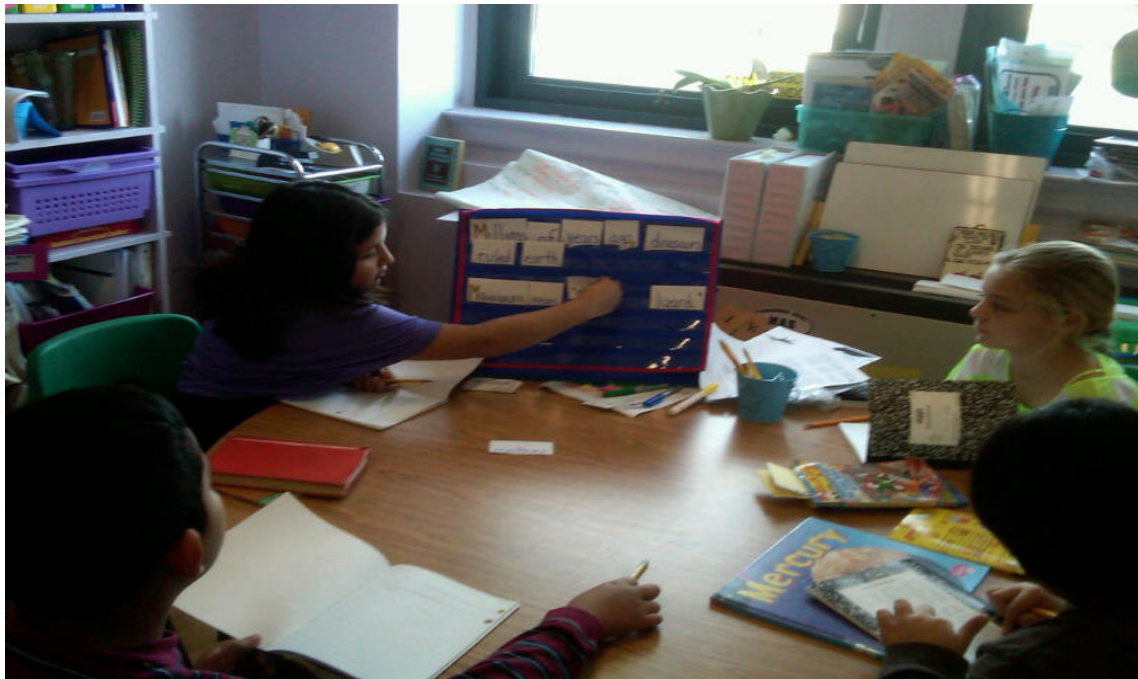
Vocabulary Instruction

- In order for students to understand new vocabulary words they need to have a basic of how words work in order to learn new vocabulary. The following illustrates suffix and syllable work.



Vocabulary Instruction

- Students understand best when they read new vocabulary words in contexts (e.g., shared reading poems, independent reading texts, guided reading texts, book club texts).



Vocabulary Strategies

Source: Moser and Boushey's, *The Café Book*

- **Voracious Reading** (read A LOT)
- **Tune in** to interesting words and use new vocabulary in speaking and writing
- Use **pictures**, illustrations and diagrams
- Use **word parts** to determine meaning of words (prefixes, suffixes, origins, abbreviations)
- Use **prior knowledge** and **context** to predict and confirm meaning
- **Ask someone** to define the word for you
- Use **dictionaries**, thesauri, and glossaries as tools

Vocabulary Activities

Source: Owocki's, *The RTI Daily Planning Book*

- **Key Word Study**

- Purpose: Students explore concepts of vocabulary in content-area reading
- Students read the selected text and choose 4-8 that they feel are most important to understanding the material.
- The teacher charts the suggested words and notes their location in the text.
- Students work in pairs (or teams) to figure out the meaning of the words, using examples and evidence from the text.

- **Vocabulary Studies**

- Purpose: Students study words using contextual clues context help deepen comprehension.
- The teacher selects words that are critical to understanding key concepts of a text.
- Students use graphic organizers, such as those provided in *The RTI Daily Planning Book*, as a scaffold to understand new vocabulary.

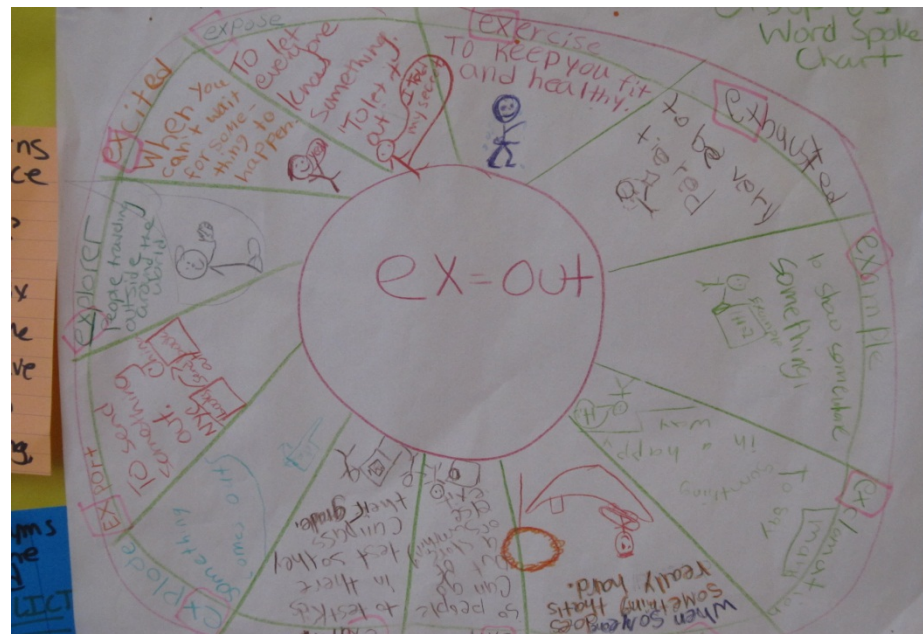
Vocabulary Activities

Source: Readingresource.net

- Make a Vocabulary Dictionary
- My Word Meanings
 - Draw and define words
- Make a New Word Grid
 - Make personal connections to new words
- My Own Schema
 - Create a personalized schematic map
- Synonyms and Antonyms
 - Make lists, use songs, write raps
- Prefixes and Suffixes
 - Play with parts of words to understand meanings
- Play with idioms

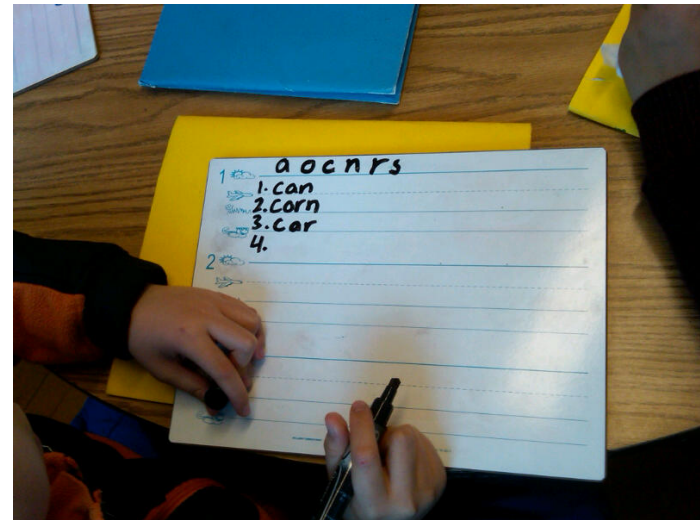
Vocabulary Activity; Word Wheels

- Words wheels help students see that many words come from the same origin, have a common suffix and therefore have a common meaning.



Vocabulary Activity; Making Words

- Pat Cunningham's word play games are fantastic for getting kids to manipulate letters and to help them make words.

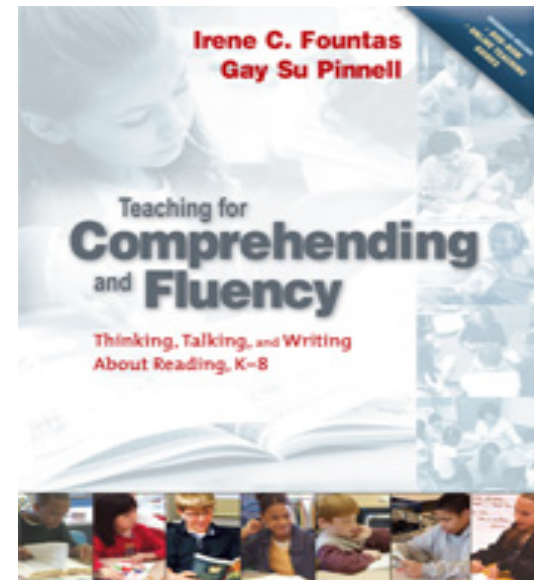


Vocabulary Lesson Possibilities

Source: Fountas and Pinnell's, *Teaching for Comprehending and Fluency*

Examples of explicit vocabulary lessons on the topics listed below can be found in *Teaching for Comprehending and Fluency*.

- Early concept words
- Labels
- Synonyms
- Antonyms
- Nouns
- Verbs
- Adjectives and adverbs
- Homophones
- Compound words
- Figurative use of words
- Blended words
- Onomatopoeic words
- Words with multiple meanings
- Multisyllabic words
- Technical or scientific words
- Idioms
- Words from many languages
- Words from names
- Words from initials
- Clipped words and abbreviations
- Palindromes
- Greek and Latin roots of words
- Content words



Sample Shared Reading Lesson; Introducing Synonyms

(Sing to tune of "Miss Mary Mack")

