Brief vs. Expanded Instructional Routine for Vocabulary

Brief Routine

1. Selecting the words to teach

2. Pronouncing and defining the words

Expanded Routine

1. Selecting the words to teach

2. Pronouncing and defining the words

3. Generating examples and nonexamples

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

Stahl, S. A. (1999). *Vocabulary development*. Cambridge, MA: Brookline.

Pronouncing and Defining Words Routine

◊ **Write the word on the board with the syllables identified.**

◊ **Say the word with the students:**

  » **Speak slowly, enunciating each syllable.**

  » **Stress each accented syllable.**

◊ **Repeat two or three times at a normal rate of speech.**

◊ **Tell students the simplified explanation or have them read the explanation with you.**

◊ **Repeat the word and its definition.**

Frayer Model: Generating Examples and Nonexamples

Definition

Characteristics

Term

Examples

Nonexamples
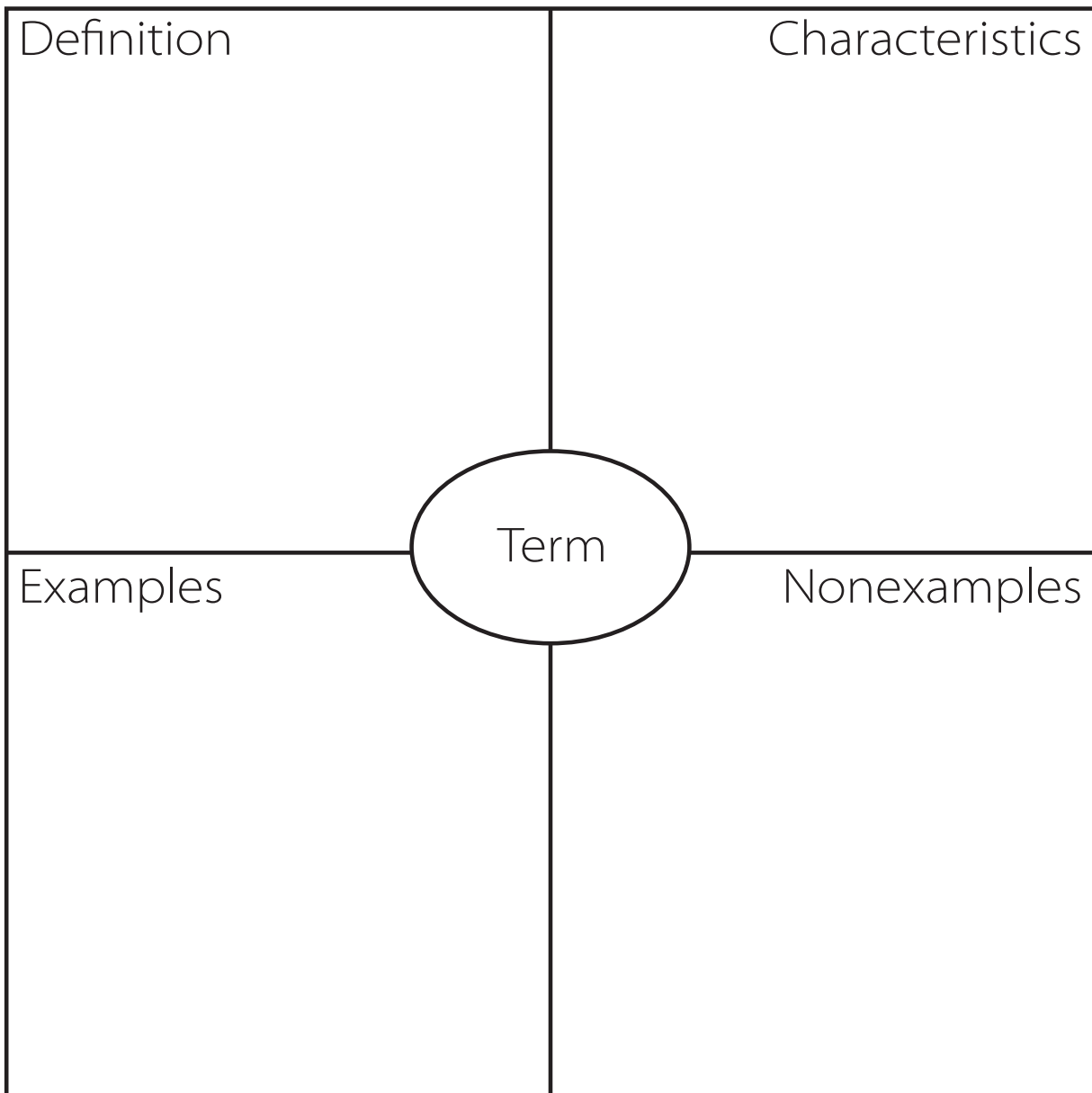
Frayer Model adapted from:

Frayer, D. A., Frederick, W. C., & Klausmeier, H. G. (1969). *A schema for testing the level of concept mastery* (Technical report No. 16). Madison, WI: University of Wisconsin Research and Development Center for Cognitive Learning.

Johnson, D. D., & Pearson, P. D. (1984). *Teaching reading vocabulary* (2nd ed.). New York: Holt, Rinehart and Winston.

Anticipation-Reaction Guide

Before reading: Think about whether you agree or disagree with each statement written below. Tell why or why not.

During reading: Look for evidence that supports or presents a counterargument for each statement. Write your evidence in the Evidence column and record the page number where you found it.

Statement	Reader's Opinion	Evidence	Page	Discussion	Reader's Conclusion

After reading: Discuss how the evidence relates to your opinion. State your conclusion about the statement, using the text evidence.

Head, M. H., & Readence, J. E. (1992). Anticipation guides: Enhancing meaning through prediction. In E. Dishner, T. Bean, J. Readence, & D. Moore (Eds.), *Reading in the content areas: Improving classroom instruction* (pp. 227–233). Dubuque, IA: Kendall/Hunt.

Herber, H. (1978). *Teaching reading in content areas* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Get the Gist

1. Name the "who" or "what."

2. Tell the most important information about the "who" or "what."

3. Say it in 10 words or less.

Notes Log Template

Topic/Title	Pages

Main Ideas	Notes

Main Idea of Section

Summary

Adapted from Pauk, W. (2000). *How to study in college* (7th ed.). New York: Houghton Mifflin.

Construct a summary of the passage.

1. List

2. Underline

3. Combine

4. Number

5. Write

6. Edit