Unit 2:
Vocabulary Instructional Routines

TEXAS
TALA
ADOLESCENT
LITERACY
ACADEMIES

Module 1:
Selecting Words

Participant Notes

The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

VAUGHN GROSS CENTER
· FOR READING & LANGUAGE ARTS ·
THE UNIVERSITY OF TEXAS AT AUSTIN

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TEXAS EDUCATION AGENCY

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Module 1:
Selecting Words

Vocabulary Instructional Routines

Module	Title
1	Selecting Words
2	Pronouncing and Defining Words
3	Generating Examples and Nonexamples

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Objectives

- Understand the importance of preteaching critical vocabulary to struggling readers.

- Distinguish between common, academic, and content-specific words.

- Identify appropriate academic and content-specific words to teach.

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Why Should We Focus on Vocabulary?

The relationship between students' vocabulary knowledge and their reading comprehension increases as they advance in grade levels.

(Snow, 2002)

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Why Should We Focus on Vocabulary? (cont.)

- Vocabulary knowledge is an especially important factor in the reading comprehension and performance of English language learners.

  (García, 1991; Grabe, 1991; Laufer & Sim, 1985; McLaughlin, 1987)

- For English language learners, the "achievement gap" is primarily a vocabulary gap.

  (Carlo et al., 2004)

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Types of Vocabulary

Common Words

- Basic
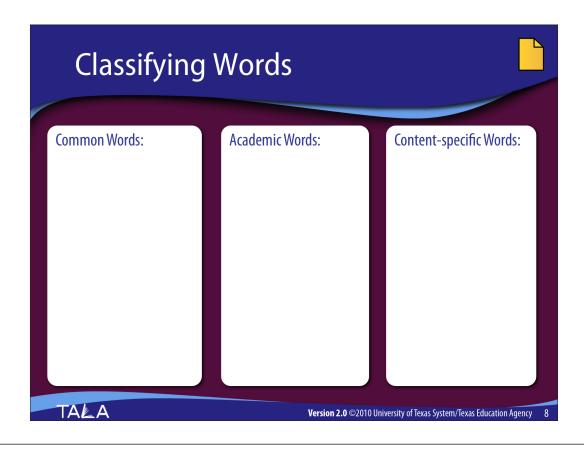- Conversational

Academic Words

- High function
- High utility
- Frequently occurring in academic settings

Content-specific Words

- Highly specialized
- Related to a specific discipline
- Not frequently encountered

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Examples of Words

Common Words:
- Circle
- Eight
- Letter
- Money
- Mountain
- New
- Share
- Together
- Warm
- Yellow

Academic Words:
- Contrast
- Dominant
- Equate
- Infinite
- Legitimate
- Luxury
- Prohibited
- Provoke
- Reluctantly
- Sequence
- Similarly

Content-specific Words:
- Amoeba
- Dénouement
- Détente
- Hypotenuse
- Jacksonian
- Morpheme
- Onomatopoeia
- Plebiscite
- Sine
- Trapezoid
- Zygote

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Classifying Words

Common Words:

Academic Words:

Content-specific Words:

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Preteach the Academic and Content-specific Words

- New words not common to oral language

- Mature or more precise labels for concepts already under the student's control

- Abstract words and words not easily pictured

- Words that require background knowledge for concept development

- Multiple-meaning words

Selecting Vocabulary Words to Teach

- You may not be able to teach directly all of the academic and content-specific words you identified.

- Consider which of these words to:

  – Define for the students

  – Teach using an extended instructional routine

How Many Words Should Be Taught?

- Students need to learn about 3,000–4,000 words per year to maintain average vocabulary growth.

  (Baumann & Kame'enui, 2004)

- Many students with low vocabularies need to learn more words to make progress toward catching up with their peers.

- **Students must learn through direct instruction and incidentally through exposure and wide reading.**

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Brief vs. Expanded Instructional Routine for Vocabulary

Brief Routine	Expanded Routine
1. Selecting the words to teach	1. Selecting the words to teach
2. Pronouncing and defining the words	2. Pronouncing and defining the words
	3. Generating examples and nonexamples

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Planning for Vocabulary Instruction

- When deciding whether to use the expanded instructional routine, consider whether the word is:

    – Critically important for comprehension

    – Frequently encountered

    – A multiple-meaning word defined differently in other contexts

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Summary

- Understand the importance of preteaching critical vocabulary to struggling readers.

- Distinguish between common, academic, and content-specific words.

- Identify appropriate academic and content-specific words to teach.

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Reflection Log

Selecting Vocabulary Words

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs.

- – What seemed particularly useful to you?

- – What ideas were new and interesting?

- – What confirmed or challenged your previous beliefs?

- – What questions do you still have?

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