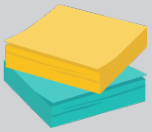
Routine for Explicit Vocabulary Instruction

Steps		Tips
1.	Have students **say** the word.	
2.	Provide a definition of the word using **student-friendly** explanations and **visuals**.	Use a Post-It to help plan your instruction. 
3.	Have students discuss what is **known** about the word.	
4	Provide **examples** and **nonexamples** of the word.	
5.	Engage in **deep-processing activities** by asking **questions**, using **graphic organizers**, or having **students act** out the word.	Choose a deep-processing word from the box. Using a Post-It, plan questions and/or activities that incorporate the word.
6.	**Scaffold** students to **create powerful sentences** with the new word.	Remember the "Seven-Up" Rule: Powerful sentences are seven words and up!

Deep Processing Words	
Compare	Decide
Categorize	Justify
Design	Create
Contrast	Verify
Rate	Imagine
Recommend	Predict

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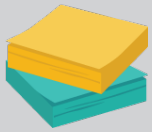
Rutina para la instrucción explícita de vocabulario

	Pasos	Ideas
1.	Pedir a los estudiantes **que digan** la palabra.	
2.	Proveer una definición de la palabra usando **explicaciones a nivel de los estudiantes e ilustraciones**.	Use una nota adherible para ayudar a planear su instrucción. 
3.	Pedir a los estudiantes que discutan lo que **saben** sobre la palabra.	
4.	Dar **ejemplos** y **contra-ejemplos** de la palabra.	
5.	Utilizar **actividades de procesamiento intensivo**; haciendo **preguntas**, usando **organizadores gráficos**, o **dramatizando** la palabra.	Escoja una palabra. Usando una nota adherible, planee preguntas y/o actividades que incorporen la palabra.
6.	Ayudar a los estudiantes a **crear oraciones poderosas** con la palabra nueva.	Acuérdese de la regla "Siete o Más" ¡Las oraciones poderosas tienen siete palabras o más!

Palabras de procesamiento intensivo	
Comparar	Decidir
Categorizar	Justificar
Diseñar	Hacer
Contrastar	Verificar
Calificar	Imaginar
Recomendar	Predecir

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Routine for Explicit Vocabulary Instruction Example: *wail*

Before-Reading Routine

1. Have students say the word.
   - "Say the word *wail*." (Students echo.)
   - Show the word: *wail*.
   - Say, "wail." (Students echo.)

2. Provide a student-friendly explanation.
   - "*Wail* means 'to cry loudly for a long time.' What does *wail* mean?" (Students echo.)
   - Use the word in a sentence: "The little girl wailed when her mother took her to school."
   - Use a visual.

3. Have students discuss what is known about the word.
   - "Think about the word *wail*. What do you already know about the word?" Pause.
   - "Turn and tell your partner one idea about *wail*. Be ready to share with the whole group."

4. Provide examples and nonexamples of the word.
   - "If you broke your toe, would you wail?" (Thumbs up)
   - "After a sad movie, a tear rolled down the woman's check. Did she wail?" (Thumbs down)
   - "Does a young child wail when he doesn't get what he wants?" (Thumbs up)
   - "The boy cried quietly into his pillow. Did he wail?" (Thumbs down)

After-Reading Routine

5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.

   Word web:
   - "Think about the word *wail*. What are some other words that are similar to *wail*?" (*cry, sob, whimper, whine*)
   - "Where might you hear someone wail?" (Nursery, hospital, cemetery, daycare) Write students' responses on a word web.
   - "Who might wail?" (Babies, small children, someone who's hurt, a really sad person) Write students' responses on a word web.
   - "Why might they wail?" (Really sad, someone hurt them, someone left them, didn't get what they wanted.) Write students' responses on a word web.

   Antonym continuum: "Working in pairs, use these words to create an antonym continuum." Show students the cards and have them begin. (Example continuum: *wail – cry – whimper – chuckle – laugh – cackle*)

   Role-playing: "Working in partners, act out the word *wail* so your classmate can guess its meaning. Then, act out the word *sob* to show the difference between the two words."

6. Scaffold students to create powerful sentences with the new word.
   Have students work in partners to create sentences using posted sentence starters:
   - "I would wail if…"
   - "I would never wail if…"
   - "I heard ____ wail because…"

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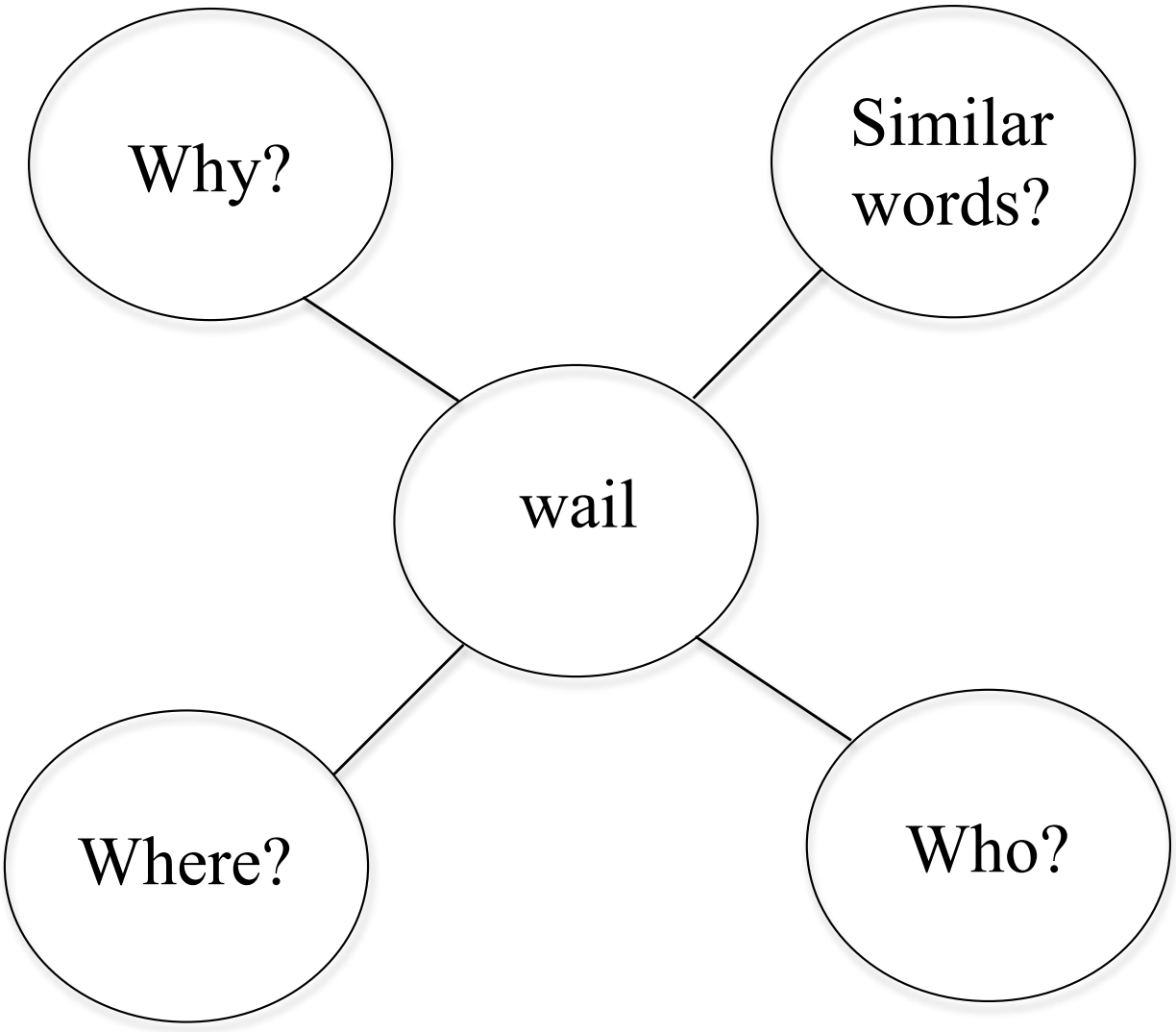

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Explicit Vocabulary Instruction Planning Template

BEFORE-READING ROUTINE	
1. Have students say the word.	
2. Give a student-friendly explanation. Use the word in a sentence. Use a visual.	
3. Have students discuss what is known about the word.	
4. Provide examples and nonexamples of the word.	

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AFTER-READING ROUTINE	
5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.	
6. Scaffold students to create powerful sentences with the new word.	

Adapted from Archer & Hughes, 2011; Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

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