

# USD 475 Framework for Teaching Vocabulary

6 T's (common features of effective elementary literacy instruction)	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Time</b>	<ul style="list-style-type: none"> <li>▪ Direct or explicit vocabulary instruction should occur for 10-15 minutes per day. This instruction should include providing students with specific word instruction and teaching students word-learning strategies.</li> <li>▪ Indirect vocabulary learning will occur as students see words used in many different contexts throughout the school day.</li> </ul>			<ul style="list-style-type: none"> <li>▪ Direct or explicit vocabulary instruction should occur for 15-20 minutes per day. This instruction should include providing students with specific word instruction and teaching students word-learning strategies.</li> <li>▪ Indirect vocabulary learning will occur as students see words used in many different contexts throughout the school day.</li> </ul>		
<b>Texts</b>	<p>Teachers are expected to use the following resources:</p> <ul style="list-style-type: none"> <li>▪ District adopted materials (Harcourt Brace and <i>Success For All</i> material)</li> <li>▪ Student texts with a variety of genres and modes of text (narrative, expository, technical, and persuasive)</li> </ul> <p>Additional resources that are recommended:</p> <ul style="list-style-type: none"> <li>▪ 4 Blocks materials and resources</li> <li>▪ <i>Words Their Way</i> by Bear, Invernizzi, Templeton, and Johnston</li> <li>▪ <i>Reading with Meaning</i> by Debbie Miller</li> <li>▪ <i>EDLCore Vocabulary</i> by Steck-Vaugh Company</li> </ul>			<p>Teachers are expected to use the following resources:</p> <ul style="list-style-type: none"> <li>▪ District adopted materials (Harcourt Brace and <i>Success For All</i> material)</li> <li>▪ Student texts with a variety of genres and modes of text (narrative, expository, technical, and persuasive)</li> </ul> <p>Additional resources that are recommended:</p> <ul style="list-style-type: none"> <li>▪ 4 Blocks materials and resources</li> <li>▪ <i>On the Same Page</i> by Janet Allen</li> <li>▪ <i>Words Their Way</i> by Bear, Invernizzi, Templeton, and Johnston</li> <li>▪ <i>EDLCore Vocabulary</i> by Steck-Vaugh Company</li> </ul>		
<b>Teaching</b>	<ul style="list-style-type: none"> <li>▪ The gradual release of responsibility model should be followed as a model of instructional delivery</li> <li>▪ Oral language development should occur on a daily basis by giving students numerous opportunities to use language in interactions with adults and each other, both one-on-one and in small groups.</li> <li>▪ Language rich opportunities should include:               <ol style="list-style-type: none"> <li>1. engaging students in extended conversations</li> <li>2. encouraging students to tell and retell stories and describe events</li> <li>3. discussing a wide range of topics</li> <li>4. modeling use of new and unusual words</li> <li>5. discussing word meanings</li> <li>6. asking open-ended questions</li> <li>7. challenging students to justify their thinking</li> </ol> </li> <li>▪ Teachers can facilitate vocabulary development through shared readings, read alouds, and think alouds.</li> <li>▪ Direct instruction of specific words should occur three ways:               <ol style="list-style-type: none"> <li>1. teach specific words before reading                   <ul style="list-style-type: none"> <li>➢ teach thoroughly only 8-10 words per week</li> <li>➢ choose carefully from important words, useful words, and difficult words (homographs, homophones similes, metaphors, idioms)</li> </ul> </li> <li>2. have students work actively with new words over a period of time and use them in different contexts</li> <li>3. give students repeated exposure to see, hear and work with new words</li> </ol> </li> <li>▪ Direct instruction of word-learning strategies should occur. The word-learning strategies that should be taught are:               <ol style="list-style-type: none"> <li>1. how to use dictionaries, glossaries, thesaurus' and other reference aids to deepen knowledge of word meanings</li> <li>2. how to use information about word parts to figure out the meanings of words in text (prefixes, suffixes, base words, and root words)</li> <li>3. how to use context clues to determine word meanings</li> </ol> </li> <li>▪ Encourage students to read more outside of school</li> <li>▪ Word wall activities</li> </ul>					

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	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<b>Talk</b>	<ul style="list-style-type: none"> <li>▪ Show enthusiasm/interest in word learning (teacher shows enthusiasm for word consciousness)</li> <li>▪ Use higher level vocabulary when speaking/teaching</li> <li>▪ Provide opportunities for many conversations about new words/concepts</li> <li>▪ Ask open-ended questions/challenge children to justify their thinking</li> </ul>					
<b>Tasks</b>	<ul style="list-style-type: none"> <li>▪ interactive/acting out/drawing</li> <li>▪ incorporate in writing</li> <li>▪ picture sorts, word sorts, concept sorts, word hunts, word study notebook, written sorts, speed sorts</li> </ul>					
<b>Testing</b>	<ul style="list-style-type: none"> <li>▪ Basic concepts: directional, positional, color, shapes, comparisons</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assess through comprehension</li> <li>▪ On-going and frequent</li> </ul>				

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