



# Section 4. Vocabulary and Comprehension

Vocabulary: Specific Word Instruction Routine



# Building Background: Why is this important?



1. Read this text to yourself.
2. Turn to the person sitting next to you.
3. Tell them a summary of what you read.

Human immunodeficiency virus (HIV)-based lentiviral vectors (LVs) hold immense promise for gene delivery applications because of their relatively large packaging capacity and their ability to infect a range of cell types. The genome of HIV non-specifically integrates into the host genome, and this promotes efficient, stable transgene expression in dividing cells. However, integration can also be problematic because of variations in gene expression among cells, possible gene silencing and, most importantly, insertional mutagenesis which can lead to undesirable effects such as malignant transformation. In order to alleviate these problems, we have developed a range of non-integrating LVs (NILVs) by introducing point mutations into the catalytic site, chromosome binding site, and viral DNA binding site of the viral integrase (IN). In addition, we have mutated the IN attachment (att) sites within the HIV long terminal repeats (LTRs). All of the vectors produced show efficient reverse transcription and transgene expression in dividing cells and prolonged expression in non-dividing myotubes. Finally, we show that NILV can be used for achieving highly effective gene transfer and expression in muscle *in vivo*.



How successful were you in comprehending the passage?

What were the barriers?

What were you feeling as you were reading this passage?

**You must be able to read and understand the words in order to comprehend the text!**



# What is Vocabulary?

- Vocabulary refers to the words we must know to comprehend and communicate effectively.
- Instruction and intervention in language-based skills (e.g., language, vocabulary, and listening comprehension) should start at the very beginning of schooling.
- This instruction is often a part of oral language activities in the early grades.



# Vocabulary Learning and Teaching

- Incidental Vocabulary Learning
  - Rich Oral Language Experiences
  - Wide Reading (Read-Alouds and Independent Reading)
- Intentional Vocabulary Teaching
  - Specific Word Instruction
  - Word-Learning Strategy Instruction
- Word Consciousness (e.g., word play)

Source: Diamond, L. & Gutlohn L. 2006. *Vocabulary Handbook*. Consortium on Reading Excellence, Inc. (CORE).

# Vocabulary Instruction

- Specific word instruction should occur ***before*** reading, ***during*** reading, and ***after*** reading. Before reading, briefly introduce vocabulary words and pre-teach only words that ***will interfere with comprehending*** the text.
- Vocabulary specific word instruction is characterized by explicit conspicuous teaching that includes both ***contextual and definitional information with multiple exposures***.



## 4.1

# Vocabulary: Specific Word Instruction Routine Components



# Locate the **Vocabulary Specific Word Instruction Routine** in the Appendix in the back of the workbook:

Explain

Model

Practice for Students Only

Check for Understanding

Correcting Student Errors

## Vocabulary: Specific Word Routine

**Materials:** Vocabulary words with student-friendly definition to display for all students to see (e.g., written on cards, chart paper, sentence strips, displayed on white board, and so forth).

**Explain:**  
You're going to learn the meaning of new vocabulary words, and you will practice using those words in sentences.

**Practice for students only:** Use the routine for each vocabulary word. \* Have students sitting by their talk partners. **Your turn.**

### \*Routine for each vocabulary word

1. This word is [vocabulary word]. Introduce the new vocabulary word.
2. **What word?** Have the students repeat the vocabulary word.
3. Repeat steps 1 and 2 for difficult-to-pronounce words.
4. **[Vocabulary word] means [student friendly definition].** Tell students the student-friendly definition for the word. Have students repeat the student-friendly definition with you (as you point to the words).
5. **What word?** Have the students repeat the vocabulary word again.
6. **Provide examples** of the vocabulary word that will help your students understand the word. Here are some options:
  - a. Pictures
  - b. Acting out the word
  - c. Novel sentences using the word
  - d. Sentences from read-aloud texts containing the vocabulary word
  - e. Sentences from student texts that contain the vocabulary word
7. **Check for understanding** by asking students questions where they will have to use the vocabulary word correctly in their answer. Choose one to two of these options for the vocabulary word. Provide a sentence frame for student responses. For example: **Start your answer with [sentence frame].**
  - a. Ask the students questions that will prompt a complete understanding of the use of the vocabulary word or its meaning.
  - b. Ask students to generate examples or nonexamples to show that they understand the correct use of the vocabulary word.
  - c. Ask students to say a sentence that uses the vocabulary word.
8. Use steps 1 through 7 for each vocabulary word.

(page 2)  
Vocabulary: Specific Word Routine

### Correcting Student Errors

- **My turn. [Vocabulary word] means [student-friendly definition].**
- Provide necessary scaffolds to guide the student to develop a sentence that is the correct use of the vocabulary word.
- If the student is still struggling or nonresponsive, give them a sentence example and have them repeat it. Use a lot of positive reinforcement to encourage the student to take risks when trying to use vocabulary.
- **Your turn. Now you tell me the sentence using the word.** Make sure the student uses the sentence frame and answers in a complete sentence.

# Vocabulary: Specific Word Instruction Routine

- Materials



exploring	studying or looking into
habitat	the place where a plant or animal normally lives or grows
protect	to keep from harm, attack, or injury
tours	short trips for seeing someplace
urban	having to do with or located in a city



# Vocabulary Planning Tools

L=280

T=245

## Paper Version:

*Vocabulary: Specific Word Instruction Planning Form*

<b>Step 1:</b> Introduce the Word	"The word is _____. What word?"	"The word is _____. What word?"	"The word is _____. What word?"
<b>Step 2:</b> Student Friendly Definition			
<b>Step 3:</b> Illustrate the Word with Examples and Non- Examples			
<b>Step 4:</b> Check Students' Understanding			

## PowerPoint Version:

**exploring**  
looking at or studying something in a careful way to learn more about it

ex-plor-ing  
explore  
explores  
explored

The word is exploring.  
What's the word?  
Whisper the word.  
Say the word like a robot.  
Say the word in a baby voice.  
What's the word?  
Clap the parts in exploring.

Exploring means...(read definition)  
What does exploring mean?  
Exploring means...  
So, if you are looking at something to learn more about it, you are...what's the word everyone?

What's the word?

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## 4.2

# Vocabulary: Specific Word Instruction Trainer Demonstration

## Vocabulary: Specific Word Routine

**Materials:** Vocabulary words with student-friendly definition to display for all students to see (e.g., written on cards, chart paper, sentence strips, displayed on white board, and so forth).

**Explain:**

You're going to learn the meaning of new vocabulary words, and you will practice using those words in sentences.

**Practice for students only:** Use the routine for each vocabulary word. \* Have students sitting by their talk partners. Your turn.



\*Routine for each vocabulary word

1. This word is [vocabulary word]. Introduce the new vocabulary word.
2. **What word?** Have the students repeat the vocabulary word.
3. Repeat steps 1 and 2 for difficult-to-pronounce words.
4. [Vocabulary word] means [student friendly definition]. Tell students the student-friendly definition for the word. Have students repeat the student-friendly definition with you (as you point to the words).
5. **What word?** Have the students repeat the vocabulary word again.
6. **Provide examples** of the vocabulary word that will help your students understand the word. Here are some options:
  - a. Pictures
  - b. Acting out the word
  - c. Novel sentences using the word
  - d. Sentences from read-aloud texts containing the vocabulary word
  - e. Sentences from student texts that contain the vocabulary word
7. **Check for understanding** by asking students questions where they will have to use the vocabulary word correctly in their answer. Choose one to two of these options for the vocabulary word. Provide a sentence frame for student responses. For example: **Start your answer with [sentence frame].**
  - a. Ask the students questions that will prompt a complete understanding of the use of the vocabulary word or its meaning.
  - b. Ask students to generate examples or nonexamples to show that they understand the correct use of the vocabulary word.
  - c. Ask students to say a sentence that uses the vocabulary word.
8. Use steps 1 through 7 for each vocabulary word.

L=257  
T=231

# Trainer Demonstration: Vocabulary: Specific Word Routine

exploring	looking at or studying something in a careful way to learn more about it
habitat	the place where a plant or animal normally lives or grows
protect	to keep from harm, attack, or injury
latch	to lock or fasten
urban	having to do with or located in a city



List all 5 words with definitions and review daily! Have students repeat, read, or echo both the word and the definition.

## Vocabulary List Unit X / Week X



exploring	looking at or studying something in a careful way to learn more about it
habitat	the place where a plant or animal normally lives or grows
protect	to keep from harm, attack, or injury
latch	to lock or fasten
urban	having to do with or located in a city



# exploring

looking at or studying something in a careful way to learn more about it

ex-plor-ing

explore

explores

explored

The word is exploring.  
What's the word?  
Whisper the word.  
Say the word like a robot.  
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What's the word?

Clap the parts in exploring.

Exploring means...(read definition)  
What does exploring mean?  
Exploring means...  
So, if you are looking at something to  
learn more about it, you are...what's the  
word everyone?

What's the word?

# exploring

looking at or studying something to learn more about it



Word?  
Meaning?

Example



These two are **exploring** the solar system by looking at the planets through the telescope.

Non-example



This child is not **exploring**. We know that because they are not looking at or studying something to learn more about it.

# exploring

looking at or studying something to learn more about it

Trainer  
Demo

Word?  
Meaning?

Example



This person is **exploring** this bird. They are looking at or studying it to learn more about it.

Non-example



This child is not **exploring**. We know that because they are not looking at or studying something to learn more about it.



# exploring

looking at or studying something to learn more about it



Word?  
Meaning?

***Exploring*** nature with children is a fun part of the job.



This week we are reading stories about park rangers.

Exploring nature with children is a fun part of the job.



# exploring

looking at or studying something to learn more about it

Trainer  
Demo

Word?  
Meaning?

Ever since then, he has been ***exploring*** nature with others.



This week we are reading stories about park rangers.

Exploring nature with children is a fun part of the job.



# exploring

looking at or studying something to learn more about it



Trainer  
Demo



Word?  
Meaning?

Sam and I went ***exploring*** at the park to see what we could find.

They must enjoy ***exploring*** the forest.

The children were ***exploring*** the bugs they found next to the pond.

# exploring

looking at or studying something to learn more about it

Trainer  
Demo

Word?  
Meaning?

## Exploring or Not Exploring?

- I looked carefully at the dragonfly to see how many wings it has.
- The girl put her head down on her desk and closed her eyes.
- The man ate an ice cream cone with three scoops of ice cream.
- The class got an ant farm to study how ants live.





# exploring

looking at or studying something to learn more about it

Word?  
Meaning?

I wish I was exploring \_\_\_\_\_.



Yellow Partner: Tell your partner what you would like to be exploring.

Blue Partner: Tell your partner what you would like to be exploring.



# exploring

looking at or studying something to learn more about it



Word?  
Meaning?

Compare and contrast these vocabulary terms:

1. exploring
2. studying

**Blue Partner:** How are these words similar?

**Yellow Partner:** How are they different?



Pre-teaching  
vocabulary  
before reading.

# Vocabulary Weekly Plan Example

Guide, p. X

Day 4	Day 5	Day 1	Day 2	Day 3
Quick Introduction of all words.	Review of all words.	Review of all words.	Review of all words.	Review of all words.
Deep: one word	Deep: one word	Deep: one word	Deep: one word	Deep: one word
Review Activity	Review Activity	Review Activity	Review Activity	Review Activity
				Check for Mastery
Text: (e.g., Extensions)	Text: (e.g., Review)	Text: (e.g., Read Aloud)	Text: (e.g., Anthology)	Text: (e.g., Anthology)



# Demonstration Reflection and Discussion



ACTIVITY

- How much time did the lesson take?
- How many times did the students say or hear the word?
- How many times did the students say or hear the definition?
- What different engagement strategies were used during the lesson?
- How many of the students were involved in saying and using the word in context?



## 4.3

# Vocabulary: Specific Word Instruction Planning and Practice

## Vocabulary: Specific Word Routine

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  - c. Ask students to say a sentence that uses the vocabulary word.
8. Use steps 1 through 7 for each vocabulary word.

# Planning for Practice: Vocabulary: Specific Word Routine

L=257  
T=231

Vocabulary: Specific Word Instruction Planning Form

Step 1: Introduce the Word	"The word is _____ What word?"	"The word is _____ What word?"	"The word is _____ What word?"
Step 2: Student Friendly Definition			
Step 3: Illustrate the Word with Examples and Non- Examples			
Step 4: Check Students' Understanding			

**exploring**  
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ex-plor-ing  
explore  
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The word is exploring.  
What's the word?  
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So, if you are looking at something to learn more about it, you are...what's the word everyone?

What's the word?

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# Vocabulary Planning

Step 1: Select the word.

Step 2: Provide a student-friendly definition.



# Word Selection

- *Important*: critical to understanding a text.
- *Established*: possess a level of knowledge for comprehension to be successful.
- *Useful*: found in many contexts.

Carnine, Silbert, Kame'enui, Tarver, & Jungjohan (2006);  
Beck, McKeown, & Omanson (1987)



# Word Selection

	Tier 1	Tier 2	Tier 3
Description	The most basic words	High frequency for mature language users and found across a variety of domains	Frequency of use is low, often limited to specific domains
Examples	clock, table, desk, happy, work	absurd, maintain, fortunate	peninsula, isotope, isthmus
Instruction	Require instruction for English learners	Instruction geared toward these words can be the most productive	Best learned when a specific need arises



# Go back to your Core reading program planner and look for vocabulary word selections:



ACTIVITY



	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>80-90 minutes</b></p> <p><b>Reading</b> Phonics Comprehension</p> <p><b>Leveled Readers</b> • Fluency Practice • Independent Reading</p>	<p><b>Daily Routines, T112-T113</b> Phonics and Language Activities</p> <p><b>Listening Comprehension, T114-T115</b> <i>A Moose in the Bathroom</i></p> <p><b>Phonics, T116-T117</b> Consonant Clusters (r, l, s) T Two Sounds for c T</p> <p><b>Reading Decodable Text, T119-T121</b> <i>A Trip to Central Park</i></p> <p><b>Leveled Readers</b> <i>A City Park</i> <i>The Best Ranger</i> <i>The Empty Lot</i> <i>City Animals</i></p> <p>Lessons and Leveled Practice, T164-T167</p>	<p><b>Daily Routines, T124-T125</b> Phonics and Language Activities</p> <p>Building Background, T126</p> <p><b>Key Vocabulary, T127</b> exploring protect tours habitat ranger urban</p> <p><b>Reading the Selection, T128-T137</b></p> <p><b>Comprehension Strategy, T128</b> Evaluate</p> <p><b>Comprehension Skill, T128, T135</b> Fact and Opinion T</p> <p><b>Leveled Readers</b> <i>A City Park</i> <i>The Best Ranger</i> <i>The Empty Lot</i> <i>City Animals</i></p> <p>Lessons and Leveled Practice, T164-T167</p>	<p><b>Daily Routines, T140-T141</b> Phonics and Language Activities</p> <p><b>Rereading the Selection, T128-T137</b> Comprehension Check, T142 Responding, T142</p> <p><b>Comprehension Skill, T144-T145</b> Fact and Opinion T</p> <p><b>Rereading for Understanding, T146</b> Visual Literacy: Photographs As Illustrations Genre: Nonfiction</p> <p><b>Leveled Readers</b> <i>A City Park</i> <i>The Best Ranger</i> <i>The Empty Lot</i> <i>City Animals</i></p> <p>Lessons and Leveled Practice, T164-T167</p>	<p><b>Daily Routines, T148-T149</b> Phonics and Language Activities</p> <p><b>Reading the Poetry Link, T150-T151</b></p> <p><b>Comprehension: How to Read a Poem, T150</b></p> <p><b>Phonics Review, T153</b> Long Vowels o, u, e</p> <p><b>Reading Decodable Text, T154-T155</b> <i>Zeke and Pete Rule!</i></p> <p><b>Leveled Readers</b> <i>A City Park</i> <i>The Best Ranger</i> <i>The Empty Lot</i> <i>City Animals</i></p> <p>Lessons and Leveled Practice, T164-T167</p>	<p><b>Daily Routines, T158-T159</b> Phonics and Language Activities</p> <p><b>Comprehension: Rereading for Understanding, T160</b> Topic/Main Idea/Details Making Generalizations</p> <p><b>Rereading for Fluency, T128-T137</b> Cross-Curricular Responding Activities, T143</p> <p><b>Information and Study Skill, T161</b> Using a Graph</p> <p><b>Leveled Readers</b> <i>A City Park</i> <i>The Best Ranger</i> <i>The Empty Lot</i> <i>City Animals</i></p> <p>Lessons and Leveled Practice, T164-T167</p>
<p><b>20-30 minutes</b></p> <p><b>Word Work</b> Vocabulary High-Frequency Words Spelling</p>	<p><b>Vocabulary, T113</b> Matching Game</p> <p><b>High-Frequency Words, T118</b> <i>busy, later, important, touch, young</i> T</p> <p><b>Spelling, T122</b> Review, Practice: Words with Consonant Clusters T</p>	<p><b>Vocabulary, T125</b> Riddles</p> <p><b>High-Frequency Words, T124</b> Word Wall</p> <p><b>Spelling, T138</b> Review, Practice: Words with Consonant Clusters T</p>	<p><b>Vocabulary, T141</b> What's the Same?</p> <p><b>High-Frequency Words, T140</b> Word Wall</p> <p><b>Spelling, T147</b> <b>Vocabulary Connection:</b> Words with Consonant Clusters T</p>	<p><b>Vocabulary, T152</b> Antonyms T</p> <p><b>High-Frequency Words, T148</b> Word Wall</p> <p><b>Spelling, T156</b> Game, Proofreading: Words with Consonant Clusters T</p>	<p><b>Vocabulary, T159</b> Vocabulary Expansion</p> <p><b>High-Frequency Words, T158</b> Word Wall</p> <p><b>Spelling, T162</b> Test: Words with Consonant Clusters T</p>
<p><b>20-30 minutes</b></p> <p><b>Writing and Oral Language</b> Writing Grammar Listening/Speaking/Viewing</p>	<p><b>Writing, T113</b> Daily Writing Prompt</p> <p><b>Grammar, T123</b> Commands T</p> <p><b>Daily Language Practice</b> 1. do not swim in the lake. (Do not swim in the lake.)</p> <p><b>Listening/Speaking/Viewing, T114-T115</b> Teacher Read Aloud</p>	<p><b>Writing, T139</b> A Paragraph</p> <p><b>Grammar, T138</b> Practice: Commands T</p> <p><b>Daily Language Practice</b> 2. please sep up to home plate next. (Please step up to home plate next.)</p> <p><b>Listening/Speaking/Viewing, T132, T137</b> Stop and Think, Wrapping Up</p>	<p><b>Writing, T142</b> Write Park Rules</p> <p><b>Grammar, T147</b> Activity: Commands T</p> <p><b>Daily Language Practice</b> 3. please take a trip to see us. (Please take a trip to see us.)</p> <p><b>Listening/Speaking/Viewing, T142</b> Responding</p>	<p><b>Writing, T157</b> Main Idea and Details</p> <p><b>Grammar, T156</b> Practice: Commands T</p> <p><b>Daily Language Practice</b> 4. do not touch the bird's nest. (Do not touch the bird's nest.)</p> <p><b>Listening/Speaking/Viewing, T150</b> Discuss the Link</p>	<p><b>Writing, T159</b> Daily Writing Prompt</p> <p><b>Grammar, T162</b> Improving Writing</p> <p><b>Daily Language Practice</b> 5. please hold hands and don't get loste. (Please hold hands and don't get lost.)</p> <p><b>Listening/Speaking/Viewing, T163</b> A Descriptive Presentation</p>

# Word Selection

1. Look at your Core program vocabulary selections.
2. Are the words:
  - Tier 2 words?
  - Important?
  - Established?
  - Useful?
3. Flag the words you will use for Specific Word Instruction (4 steps).



### Key Vocabulary

*These words support the Key Concept and appear in the selection.*

---

**exploring** studying or looking into

**habitat** the place where a plant or animal normally lives or grows

**protect** to keep from harm, attack, or injury

**ranger** a person who works in and watches over a forest or park

**tours** short trips for seeing someplace

**urban** having to do with or located in a city



e • Glossary  
e • WordGame

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*See Vocabulary notes on pages T130, T131, T133, and T136.*

# Word Selection – Additional Words?

1. Look at your Core program texts.
2. Are there other words that are:
  - Tier 2 words
  - important
  - established
  - Useful
3. Flag the words in the text you will use for Specific Word Instruction.

She walked out to the bathroom in back and turned on the water. While she was busy splashing her face, the door creaked behind her. *I forgot to latch the door!* she thought. I wonder who that is? She turned around.

A moose had poked its head in and was staring right at her! It looked just like the pictures her mom and dad had shown her. Carrie looked at its big calm brown eyes and its long, velvety antlers and knew it would not hurt her. H'm, what should I say? she thought.

Carrie took a deep breath. "Moose," she said firmly, "you are very beautiful, and I am sure you are also very nice. I just like to be alone when I'm in the bathroom. I will be here all summer and I can talk to you another time. Would you mind leaving me alone right now?"

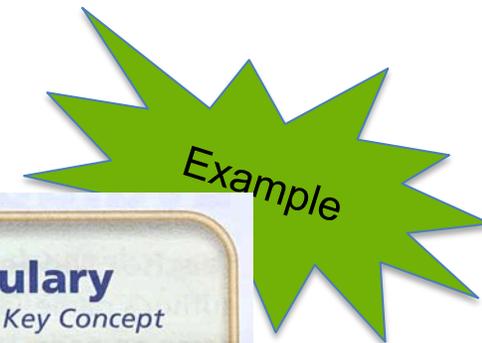
The moose blinked its long eyelashes at her, then turned around and did just that.



Example

# Student-Friendly Definitions

1. Examine your Core program vocabulary definitions.
2. Are they student-friendly? Will your students understand the words in the definition?
3. Use the definition or modify it to make it more student-friendly.



**Key Vocabulary**

*These words support the Key Concept and appear in the selection.*

---

**exploring** studying or looking into

**habitat** the place where a plant or animal normally lives or grows

**protect** to keep from harm, attack, or injury

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e • Glossary  
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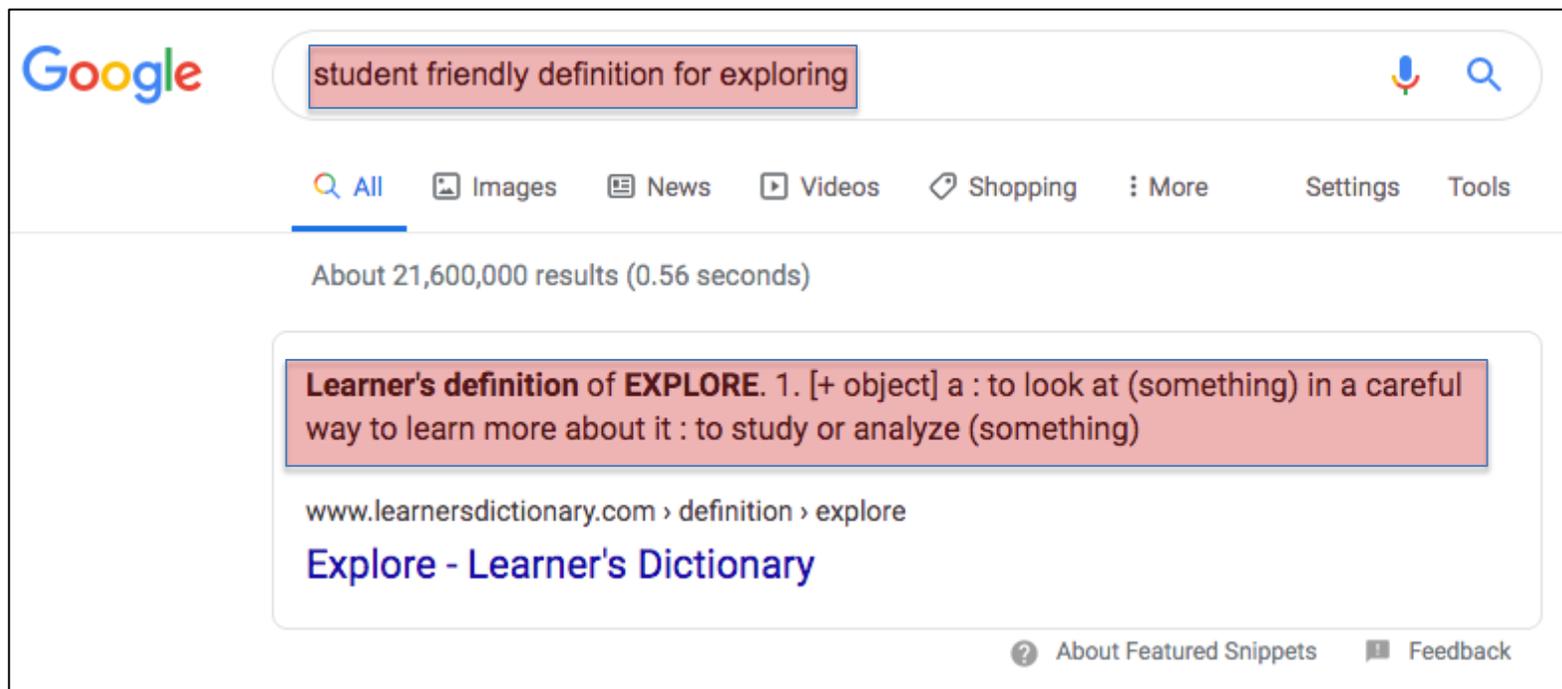
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*See Vocabulary notes on pages T130, T131, T133, and T136.*

# Student-Friendly Definitions

If you need to modify the definition or write a new definition, you can use Google.

In the search bar, type in: ***student-friendly definition for [insert the word]***





# exploring

looking at or studying something in a careful way to learn more about it

ex-plor-ing

explore

explores

explored

The word is exploring.  
What's the word?  
Whisper the word.  
Say the word like a robot.  
Say the word in a baby voice.  
What's the word?

Clap the parts in exploring.

Exploring means...(read definition)  
What does exploring mean?  
Exploring means...  
So, if you are looking at something to  
learn more about it, you are...what's the  
word everyone?

What's the word?



# Steps 1 and 2: Your Turn!

## Word and Student-Friendly Definition



ACTIVITY

1. Go back to the week in your Core program (where you flagged the vocabulary and comprehension activities).
2. Identify the Core program vocabulary words for the week. Are the words:
  - Tier 2 words?
  - Important?
  - Established?
  - Useful?
3. Flag the words you will use for Specific Word Instruction (4 steps).
4. Select **ONE** of these words to use for practice planning today.
3. Examine your Core program vocabulary definition. Is the definition student-friendly?
4. Use the definition or modify it to make it more student-friendly.



# Vocabulary Planning:

Step 3: Illustrate the word with examples  
and non-examples.

## Step 3: Illustrate the word with examples and non-examples (provide multiple contexts for the word)

- a. Pictures
- b. Acting out the word
- c. Novel sentences using the word
- d. Sentences from read-aloud texts containing the vocabulary word
- e. Sentences from student texts that contain the vocabulary word

# exploring

looking at or studying something to learn more about it



Word?  
Meaning?

Example



These two are **exploring** the solar system by looking at the planets through the telescope.

Non-example



This child is not **exploring**. We know that because they are not looking at or studying something to learn more about it.

# exploring

looking at or studying something to learn more about it

From  
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Demo

Word?  
Meaning?

Example



This person is **exploring** this bird. They are looking at or studying it to learn more about it.

Non-example



This child is not **exploring**. We know that because they are not looking at or studying something to learn more about it.

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Word?  
Meaning?

***Exploring*** nature with children is a fun part of the job.



This week we are reading stories about park rangers.

Exploring nature with children is a fun part of the job.





# exploring

looking at or studying something to learn more about it



Word?  
Meaning?

Ever since then, he has been **exploring** nature with others.



This week we are reading stories about park rangers.

Exploring nature with children is a fun part of the job.





# exploring

looking at or studying something to learn more about it



Word?  
Meaning?

Sam and I went ***exploring*** at the park to see what we could find.

They must enjoy ***exploring*** the forest.

The children were ***exploring*** the bugs they found next to the pond.

## Step 3: Your Turn!

Provide multiple examples and context for the word.



ACTIVITY

Use 2-3 of the following to provide context:

- a. Pictures
- b. Acting out the word
- c. Novel sentences using the word
- d. Sentences from read-aloud texts containing the vocabulary word
- e. Sentences from student texts that contain the vocabulary word



# Vocabulary Planning:

Step 4: Check student's understanding.



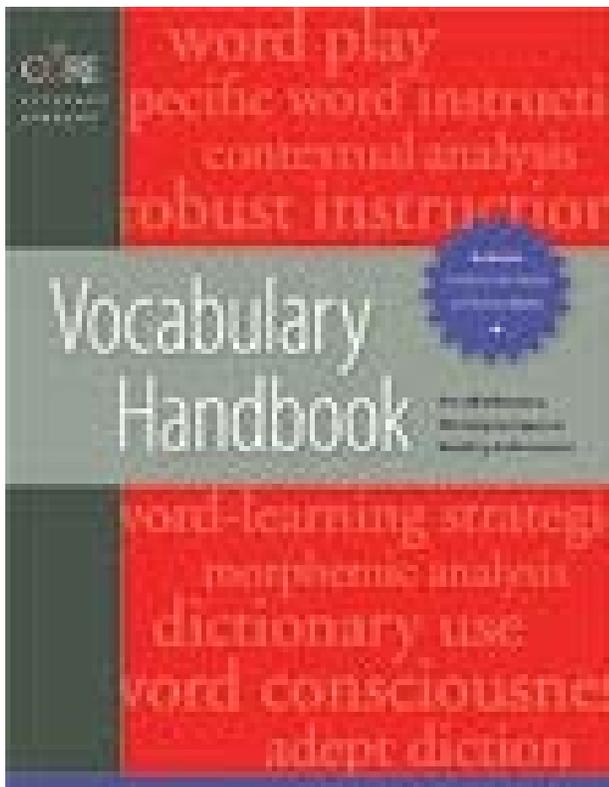
## Step 4: Check Students' Understanding

- a. Ask the students questions that will prompt a complete understanding of the use of the vocabulary word or its meaning.
- b. Ask students to generate examples or nonexamples to show that they understand the correct use of the vocabulary word.
- c. Ask students to say a sentence that uses the vocabulary word.

NOTE: *Provide a sentence frame for student responses.*

***Start your answer with... [sentence frame].***

# Resource: Vocabulary Handbook (CORE)



- Diamond, L. & Gutlohn L. 2006. *Vocabulary Handbook*. Consortium on Reading Excellence, Inc. (CORE).

<http://www.corelearn.com/Products/Publications/>



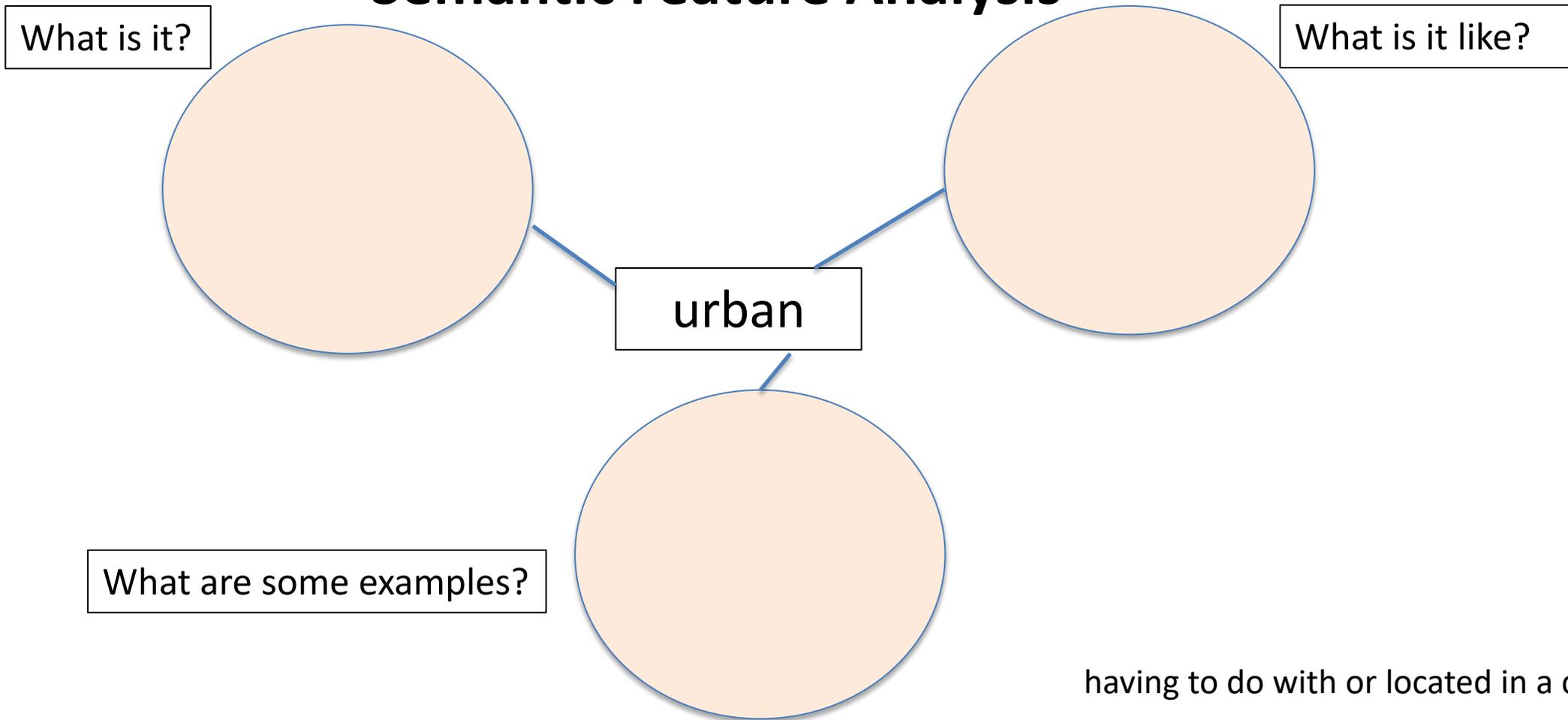
# Step 4: Check Students' Understanding

## Four-Square Vocabulary

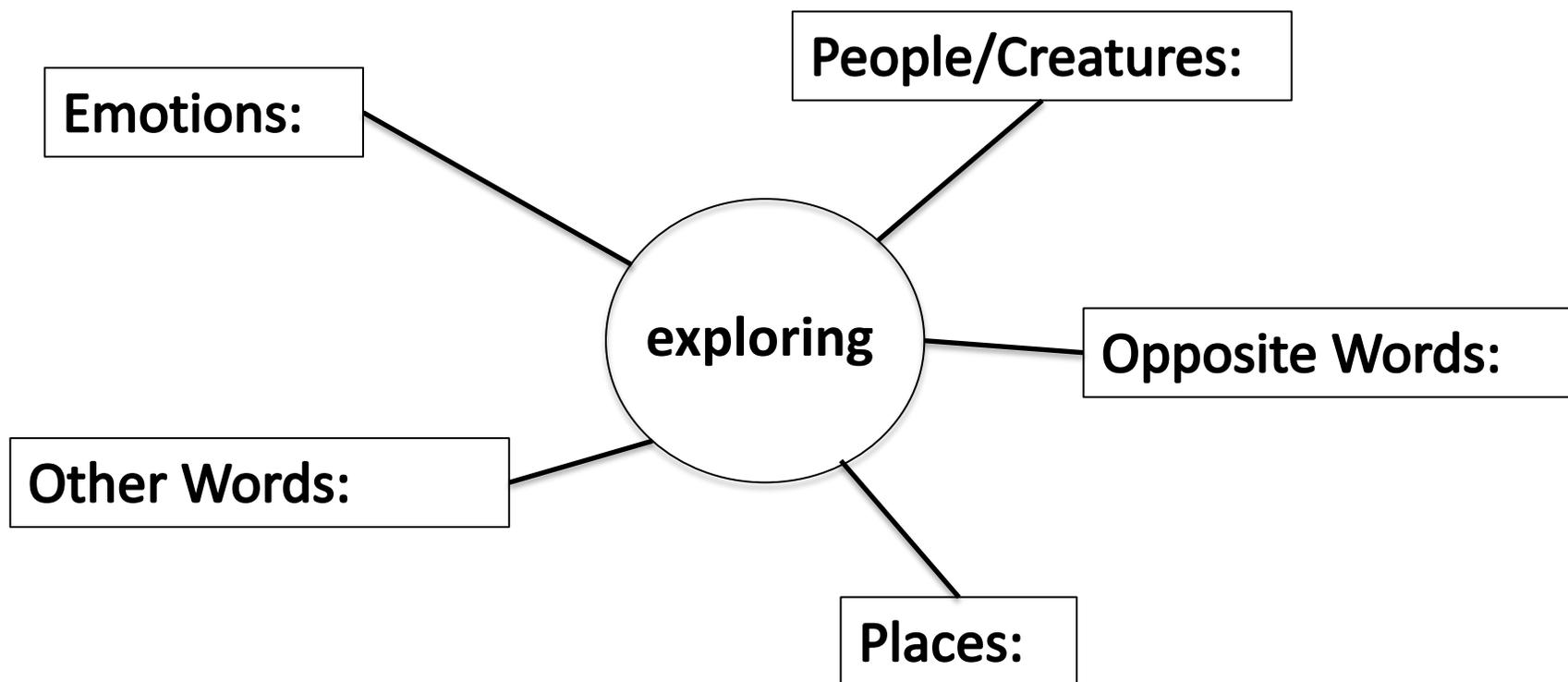
Word	Definition
Examples	Non-Examples

# Step 4: Check Students' Understanding

## Semantic Feature Analysis



# Practice/Check for Understanding: Semantic Mapping and Concept Definitions



# exploring

looking at or studying something to learn more about it



Word?  
Meaning?

## Exploring or Not Exploring?

- I looked carefully at the dragonfly to see how many wings it has.
- The girl put her head down on her desk and closed her eyes.
- The man ate an ice cream cone with three scoops of ice cream.
- The class got an ant farm to study how ants live.





# exploring

looking at or studying something to learn more about it



Word?  
Meaning?



I wish I was exploring \_\_\_\_\_.

Yellow Partner: Tell your partner what you would like to be exploring.

Blue Partner: Tell your partner what you would like to be exploring.

# exploring

looking at or studying something to learn more about it



Word?  
Meaning?

Compare and contrast these vocabulary terms:

1. exploring
2. studying

**Blue Partner:** How are these words similar?

**Yellow Partner:** How are they different?

# Step 4: Your Turn!

## Check student's understanding.



ACTIVITY

Use 2-3 activities to check student's understanding of the word:

- a. Ask the students questions that will prompt a complete understanding of the use of the vocabulary word or its meaning.
- b. Ask students to generate examples or nonexamples to show that they understand the correct use of the vocabulary word.
- c. Ask students to say a sentence that uses the vocabulary word.

NOTE: *Provide a sentence frame* for student responses.

***Start your answer with... [sentence frame].***



# Your Turn! Planning for Active Engagement and Preparing to Present



ACTIVITY

Go back and examine each step of your vocabulary word lesson and check that you have the following carefully planned:

- Where and how you will have all students repeating the word and student-friendly definition multiple times (unison choral response).
- Did you have pictures selected and ready to use?
- Do you have other active engagement strategies planned (e.g., partner responses, graphic organizers)?
- Do you have sentence frames prepared for student responses?



## Vocabulary: Specific Word Routine

**Materials:** Vocabulary words with student-friendly definition to display for all students to see (e.g., written on cards, chart paper, sentence strips, displayed on white board, and so forth).

**Explain:**

You're going to learn the meaning of new vocabulary words, and you will practice using those words in sentences.

**Practice for students only:** Use the routine for each vocabulary word. \* Have students sitting by their talk partners. Your turn.



\*Routine for each vocabulary word

1. This word is [vocabulary word]. Introduce the new vocabulary word.
2. **What word?** Have the students repeat the vocabulary word.
3. Repeat steps 1 and 2 for difficult-to-pronounce words.
4. [Vocabulary word] means [student friendly definition]. Tell students the student-friendly definition for the word. Have students repeat the student-friendly definition with you (as you point to the words).
5. **What word?** Have the students repeat the vocabulary word again.
6. **Provide examples** of the vocabulary word that will help your students understand the word. Here are some options:
  - a. Pictures
  - b. Acting out the word
  - c. Novel sentences using the word
  - d. Sentences from read-aloud texts containing the vocabulary word
  - e. Sentences from student texts that contain the vocabulary word
7. **Check for understanding** by asking students questions where they will have to use the vocabulary word correctly in their answer. Choose one to two of these options for the vocabulary word. Provide a sentence frame for student responses. For example: **Start your answer with [sentence frame].**
  - a. Ask the students questions that will prompt a complete understanding of the use of the vocabulary word or its meaning.
  - b. Ask students to generate examples or nonexamples to show that they understand the correct use of the vocabulary word.
  - c. Ask students to say a sentence that uses the vocabulary word.
8. Use steps 1 through 7 for each vocabulary word.

# Group Practice: Vocabulary: Specific Word Routine

1. Work in a Group of 5 (one presenting and four acting as students).
2. Take turns presenting your vocabulary word following your plan.
3. Practice using the active student engagement strategies that you have planned!



## 4.4

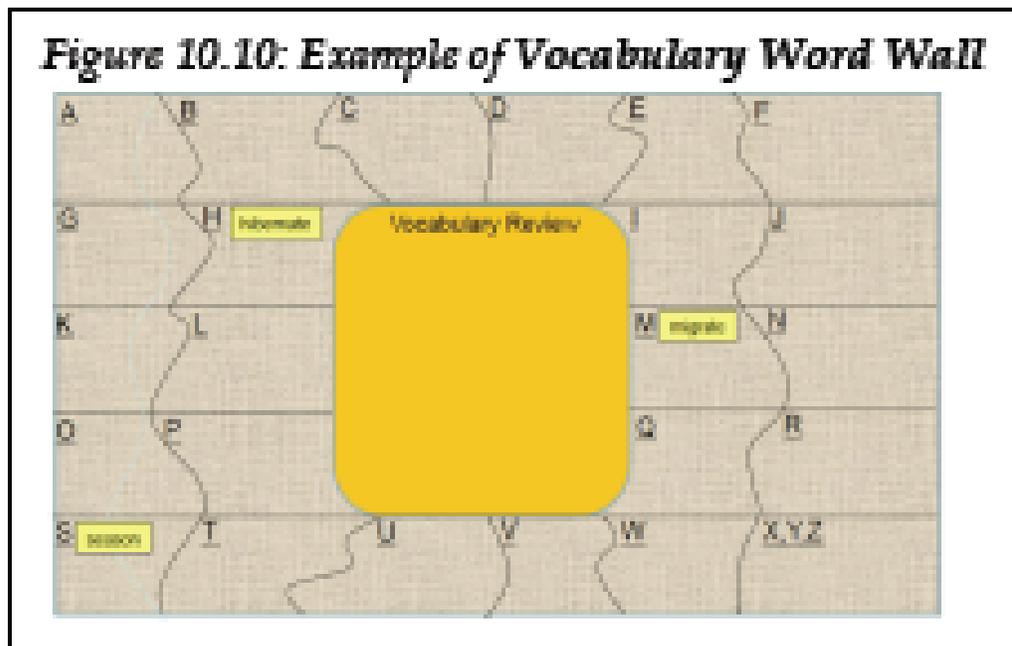
# Vocabulary: Systematic Vocabulary Review

L=189  
T=169

# Systematic Vocabulary Review Activities

- Vocabulary Word Wall
- Vocabulary Word Sorts
  - Vocabulary Review Examples
- Vocabulary Review Games
  - Deal or No Deal
  - Password
  - 20 Questions
  - Jeopardy
  - Go Fish

L=190  
T=170





# Vocabulary Word Sorts

Using the “Vocabulary Word Work” section of your Vocabulary Wall, have a different word sort activity every few days.

L=189

T=169

## Examples:

- Words I can use in a sentence when I am talking about...(animals, food, school, etc.)
- Words that are a noun (person, place or thing).
- Words that are a verb (an action word).
- Words that could be used to describe the character in the story we are reading this week.
- Words that could be used to talk about the story we are reading this week.
- Post words and ask students to identify vocabulary words that are synonyms of these words.
- When a student correctly uses a vocabulary word (either orally or in their writing, they can put their name on a post-it flag and stick it on the vocabulary card.



A away Amuse address act	B best bound brave bunches batch	C Celebrate cheetah Crushed career Cooperate chart Change comedy Choreography Creation	D details different dack done	E eat	fix fresh factory fine fin floating flash
G grin glad glide	H hatch habitat humorous	<p>Use vocabulary words to write sentences about:</p> <p><b>food</b></p>		I independent instrument	J junk
K kernal's	L lays low link label locate llama leftover			M mat might mops munch	N neighbor not
O Over	P pass poster protect packets path provided perform	Q quick	R Relatives rip riddle rag ripe research robot rehearse recycle responsibility	S subs stack shadow stuck swig sack seeds select safe similar sequel smooth sleds survive sparkled stove	T tan task tag tricks topic track tardy terrific
U	V	W Wide wade wheat	X	Y yip yield	Z



ACTIVITY



# More Review Activity Examples



# Review: Fist to Heart

Write 3 vocabulary words:

1. exploring
2. protect
3. habitat

Teacher will read definition and students will hold up a finger for the vocabulary word.



# Review: Brain Drain

Write 4 vocabulary words:

1. habitat
2. exploring
3. urban
4. Protect

**Yellow Partner:** Tell your partner the definition (or a sentence using) for as many words as you know

**Blue Partner:** Tell your partner the definition (or a sentence using) for as many words as you know



# Review: Quick write (1 min)

Write vocabulary words:

1. urban
2. habitat
3. exploring
4. protect

Write the definition for as many words as you know.

Use daily to see if they can beat their score.



## 4.5

# Vocabulary: Wrap-Up and Reflection



Pre-teaching  
vocabulary  
before reading.

# Vocabulary Weekly Plan Example

Guide, p. X

Day 4	Day 5	Day 1	Day 2	Day 3
Quick Introduction of all words.	Review of all words.	Review of all words.	Review of all words.	Review of all words.
Deep: one word	Deep: one word	Deep: one word	Deep: one word	Deep: one word
Review Activity	Review Activity	Review Activity	Review Activity	Review Activity
				Check for Mastery
Text: (e.g., Extensions)	Text: (e.g., Review)	Text: (e.g., Read Aloud)	Text: (e.g., Anthology)	Text: (e.g., Anthology)



# Vocabulary Reflection and Discussion



ACTIVITY

- How will Vocabulary: Specific Word Instruction look back in your classroom?
- How will your grade-level team work together to plan for vocabulary instruction?
- What other questions do you have?