

Planning for Robust Vocabulary Instruction

Selecting Tier Two Words

Read the story and mark any Tier Two words that you think are candidates for after-reading robust instruction.

Introducing the Words

Robust vocabulary instruction can be divided into two stages: Introduction and Follow-up. The Introduction occurs immediately after the selection has been read. The Follow-up occurs on subsequent days.

- Contextualize the word
- Providing a student-friendly explanation
- Presenting alternative contexts for the word
- Inviting students to interact with the word in a meaningful way

Contextualize each word – describe how each word is used in the story.

Develop student-friendly explanation for each word.

Create contexts for using the words that go beyond the text.

Develop a short activity that requires students to interact with each word's meaning. Since this should be a quick activity, it is best not to require any writing.

Example: *gregarious*

In the story, the cat was described as gregarious. Someone who is gregarious is friendly and wants to be with other people. Someone who is gregarious would talk with other people when he rode on a bus.

Say "Gregarious" if I describe someone who is gregarious. Say "No" if someone is not gregarious. (Students should be asked why they respond as they do).

- Someone who can't wait to get to a party
- Someone who talks to everyone he meets
- Someone who loves to stay home and watch TV
- Someone who only goes to the movies with her friends

Follow –Up Interactions with the Words (3 days)

6 words – 3 to 15 minutes per day

8-10 words – 5 to 20 minutes per day

10-15 words – 10 to 25 minutes per day

Example/nonexample

If I say something that sounds precarious, say “Precarious.” If not, don’t say anything. Students should be asked why they responded as they did.

- Walking over a rickety bridge that spans a deep canyon
- Exploring a new tall school building
- Standing on a tall ladder on one foot

Word Associations

With the words *tedious*, *extravagant*, and *pretentious*, you might ask which of the following comments goes with a target word.

- I spent all my allowance for 6 months on that video.
- I just can’t face another minute of this!
- You’re so lucky that I am part of your team.

Generating Situations, Contexts, and Examples

What might a *clever* dog learn to do when his owner comes home?

What might an audience say about a *splendid* musician?

How might a cook show they are *versatile*?

Word relationships

Phrase a question around two words and ask students to respond and then explain their answers. For example,

Do people with *prestige* prosper?

A *determined* person is someone who is really set on getting something done, while a person who is *wavering* is...

Writing

Students complete sentence stems such as:

The King was *miserable* because....

The child was *perplexed* because...

Assessment

- What is your purpose?
 - Recognize the meaning
 - Choose the correct target word
 - Know how well students have learned a word and if they can use it flexibly

Multiple choice – which is easier?

diligent

- fast
- hardworking
- lost
- punished

diligent

- *making a lot of money*
- *working at an interesting job*
- *always trying your best*
- *remembering everything*

Deep Understanding

- *Require students to use their language to construct responses*
 - *What might an ally do for you? Why might someone need an ally?*
 - *What is something you might want to be inspired about?*
 - *Describe how someone acts that shows they are diligent.*