



Closing the Reading Gap Through Explicit Vocabulary Instruction: Wrapped in Words

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Urgency of Vocabulary Instruction

Children with the lowest vocabularies know 2000 fewer words than their average peers by the end of second grade. In order for K-2 children with low vocabularies to catch up with their grade level peers, they must acquire vocabulary at an accelerated rate.

- Vocabulary as assessed in first grade predicts more than 30% of grade 11 reading comprehension, much more than reading mechanics as assessed in first grade (Cunningham & Stanovich, 1997).
- Large vocabulary differences are present by the end of grade 2. If teachers can find ways of supporting more rapid vocabulary growth in lower grades, more children will be able to comprehend complex texts in the upper grades (Biemiller, 1999, 2002, 2009).

- Vocabulary size in kindergarten is an effective predictor of reading comprehension in the middle elementary years (Scarborough, 1998, 2001).
- Children with restricted vocabulary by third grade have declining comprehension scores in the later elementary years (Chall et al., 1990).

Intentional Teaching of Vocabulary: No Time to Lose!



- In primary grades, intentional teaching of vocabulary through oral sources, ensuring coverage of about 4000 root words by the end of second grade.
- In later elementary grades, continued emphasis on vocabulary development, adding 500-750 new words each year, additional idioms, and increased fluency with derived words.

The average fourth grader knows about 5,000-10,000 words. The average high school graduate knows about 50,000 words. To acquire this extensive vocabulary, the student has to learn about 3,500 words a year.

This translates to learning 10 new words a day!



A Systematic and Sequential Process for Teaching Vocabulary

In order for students to read complex texts, teachers must provide explicit vocabulary instruction daily with opportunities to use the words in meaningful and diverse contexts. The first step in vocabulary instruction is to develop a systematic and research-based process for selecting words for instruction.

First, Identify Words for Vocabulary Instruction

- 1) What should we consider when selecting words?
- 2) What are the most common words acquired by mature speakers and readers at a particular grade?
- 3) How can teachers design a systematic vocabulary instructional approach based on research?

Considerations When Selecting Words

- Representative – Is the word essential for understanding the text?
- Repeatable – Will the word be used again in this text or in this course?
- Transportable – Can the word be used in other content areas?
- Contextual Analysis – Can the student arrive at the meaning through context?
- Structural Analysis- Can the student arrive at the meaning through structure?
- Cognitive Load – How many words are reasonable to teach?

From Fisher, Frey, & Lapp. 2009. In a Reading State of Mind: Brain Research, Teacher Modeling, and Comprehension Instruction. IRA.

And More Considerations . . .

- Which words should we teach for a particular lesson?
- Are there words we could skip for direct instruction?
- What do the students already about related concepts?
- How deeply do students need to examine each word?
- What do we want students to know about each word?
- How much time should we spend on each word?
- What are the best strategies to teach each word (e.g., semantic mapping, feature analysis, concept mapping)?

And a Few More Questions

- Is understanding the word important to understanding the selection?
- Does this word represent a specific concept students definitely need to know?
- Are students able to use context or structural-analysis skills to discover the word's meaning?
- Can working with this word be useful in furthering students' context, structural analysis, or dictionary skills?
- How useful is this word outside of the reading selection currently being taught?

Research-Based Resources to Consider

What are common words acquired by mature speakers and readers at a particular grade level?



Research-Based Lists

Fry's 1,000 Instant Words (Fry & Kress, 2007). The 1,000 most frequent words

Dale's list of 3,000 Words (Chall & Dale, 1995). 3,000 words that most 4th graders know

Beck, McKeown, and Kucan (2002): Words for Tier 1, Tier 2, and Tier 3 instruction. Tier 2 words are used for vocabulary instruction.

Biemiller's Words Worth Teaching in Kindergarten-Grade Two and in Grades Three-Six (Biemiller, 2009). One list of about 2,000 words and one of about 4,000 words.

Coxhead's Academic Word (Coxhead, 2000): 570 word families that occur reasonably frequently over a range of academic texts.

Hiebert's Word Zones: 5,586/3,913 Words grouped into four word zones: 300, 500, 1000, and 2000 words. The 4,000 most frequent word families
<http://www.textproject.org/library/resources>

Biemiller's Words Worth Teaching: Closing the Vocabulary Gap by End of Second Grade

Biemiller's research found that vocabulary knowledge could be classified into three categories. He identified 1600 high priority root word meanings that should be taught between kindergarten and second grade.

Biemiller Classification of Words

- Easy – Meanings known by 80% or more of children; does not require instruction
- High Priority – Meanings known by 40-79% of children; best words for instruction
- Difficult – Meanings known by fewer than 40% of children; appropriate for instruction in later years

Biemiller, A. (2009) Words Worth Teaching. Columbus, OH: SRA/McGraw Hill.

Vaca & Vaca Word Classifications

General Words

- Common to everyday language and have meanings that are widely known (similar to Tier 1 words)

Specialized Words

- Words used more frequently in print than in speech and often possess multiple meanings that are changed by the context (similar to Tier 2 words)

Technical Words

- Words that are specific to an academic content and have a precise meaning (similar to Tier 3 words)

Vacca, R. T., & Vacca, J. L. (1999). *Content area reading: Literacy and learning across the curriculum* (6th ed.) New York: Longman.

Three-Tiered Word System

Tier 1 Words

- Basic words that don't require instruction (e.g., friend, run)

Tier 2 Words

- High-frequency, high-utility words for mature language users (e.g., redundant, justify)

Tier 3 Words

- Low-frequency words usually found in content areas (e.g., ecosystem, separation of powers)

Beck, I.L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.

Levels of Word Knowledge

- No knowledge
- Very general sense
- Narrow, context-bound knowledge
- Having a basic knowledge of a word and being able to use it in many appropriate situations.
- Rich, decontextualized knowledge

Beck, McKeown, & Kucan, 2002

Knowledge Rating Scale

Word	Know It Well	Have Seen or Heard It	Have No Clue

Explicit Vocabulary Instruction



- 1) Provide Tailored Vocabulary Lessons
- 2) Embed Vocabulary into Book Orientations
- 3) Expand Vocabulary Through Writing
- 4) Use Language Frames to Scaffold Vocabulary Knowledge

Tailored Instructional Framework for Increasing Vocabulary Knowledge



Based on Graves, M. (1985). A word is a word . . . Or is it? Scholastic.

Level 1 Support: Known Words

- Pronounce the word
- Provide a student friendly definition
- Use the word in a contextually rich sentence

Level 2 Support: New Words (Based on Known Concept)

- Pronounce the word
- Provide a student friendly definition
- Use the word in a contextually rich sentence
- Provide an activity that requires students to activate prior knowledge or compare and contrast meanings

Level 3 Support – New Concepts

- Pronounce the word
- Provide a student friendly definition
- Use the word in a contextually rich sentence
- Provide an activity that requires students to activate prior knowledge or compare and contrast meanings
- Involve students in actively manipulating meanings, making inferences, and/or searching for applications

In Summary. . .

- Expand vocabulary knowledge – beginning with common, everyday ‘grade-level- words and build connections from those words.
- Create a network of word knowledge – multiple meanings, multiple parts of speech, synonyms, words parts, idioms, phrases.

Embed Concept Vocabulary Into Book Introductions for Beginning Readers

Provide oral exposure to new words for which the child has a concept that can be associated with the written words in the text.

Book Orientation as an Oral Scaffold for Learning New Vocabulary

Here's an example from an
emergent text

An Example of an Emergent Text

Introduce the theme and expose the student to new and interesting vocabulary before the reading. Then as the student turns the pages, the teacher weaves the known and important words from the text into the book conversation.

Frogs live dangerous lives. They are always having to be aware of their surroundings to make sure that something is not going to attack and eat them! Let's look in this book and see if the frog encounters danger, and if he does, what does he do to protect himself.

Teacher builds on the theme of danger, while using known words within a simple language pattern to crosscheck structure and visual information.

T: What can the frog see?
C: He can see the flowers.
T: Are flowers dangerous?
C: No.
T: Can you find the word see?
C: (finds word)
T: Let's read this page together.
T&C: I can see the flowers.

Teacher exposes child to new vocabulary word (dragonfly), while prompting child to use known words within simple pattern to crosscheck structure and visual sources.

T: What can the frog see?
C: A bug.
T: That's a dragonfly. It is like a bug, but it is called dragonfly. Can you say dragonfly?
C: Dragonfly.
T: Do you think a dragonfly would be dangerous to a frog?
C: No!

T: Yes, the frog can see the fish. But let me ask you something really important. Are fish dangerous to a frog?
C: No.
T: Well, take a close look up here (points to the page). What do you see?
C: Something with long legs. And it's looking at the frog.
T: Does the frog see it?
C: No, he's looking at the fish.
T: That is a big bird called a crane. A crane has a long sharp beak. Could that big bird be dangerous to a frog?
C: Yes!
T: Let's turn the page and see if the frog notices the big bird.

The teacher guides the child to check the picture with the text to check on the author's meaning.

T: Do you think the frog sees the big bird now?
C: No, he's not looking at it.
T: Well, let's read the story to check.
T&C: I can see the big bird.
C: Yep, he sees it!
T: Well, what do you think the frog will do on the next page?
C: Jump in the water!
T: Turn the page and see if you are right.

Child confirms prediction. Teacher reinforces the theme of the story, and exposes child to vocabulary (PLOP, dangerous)

C: I was right! He jumped in the water.

T: And just in time, because it looks like the crane was ready to get him!

C: Yeah! He was probably scared.

T: This new word is called Plop. It means 'to make a big sound when dropping in the water.' Can you say Plop?

C: Plop.

T: Let's say it loudly- like a big noise when something falls in the water.

T&C: PLOP!

T: So do you think the frog learned a lesson? Will he pay more attention to things that are dangerous in his environment?

C: Yeah, because a big bird might eat him!

In Grades K-1, children's vocabulary development will occur mostly through oral sources (interactive read aloud, shared reading, retelling, drama, shared writing). Teachers must use these oral experiences to explicitly teach vocabulary.

Learning the New Word, Phrase, or Sentence

✓ to the ear (listening)



✓ to the mouth (speaking)



✓ to the eye (reading)



✓ to the hand (writing)



Vocabulary development occurs through the integration of listening, speaking, reading, and writing in meaningful contexts.



Video
Snapshot
from
Kindergarten
Read Aloud



AD500L (2-3 grade band)

One night, as Mother Bat followed the heavy scene of ripe fruit, an owl spied her. On silent wings the powerful bird swooped down upon the bats. Dodging and shrieking, Mother Bat tried to escape, but the owl struck again and again, knocking Stellaluna into the air. Her baby wings were as limp and useless as wet paper.

Embedding Vocabulary Into
Writing Instruction



Predicting Word Meanings from Reading

gasping = to breathe very hard.
 - The girl ~~was~~ gasping when she came up from swimming.
 escape = to break free
 - to run away
 The girl ~~escaped~~!
 protested = objection - disagree
 - to yell in disagreement
 Martin L. King Jr. protest for civil rights.
 examine = to look at carefully
 - to look at closely
 The Scientist ~~examined~~ the cell.
 jostle = knock against / jar
 - bump or push
 The boys ~~jostled~~ the girls

I got up again. But that time, I had to walk on the ~~slanted~~ beanbags. In the pit it was really fun! Then after a while, I got out of the maze and played outside of the maze.



Laura Jaquez

Reading Response Log

Reading

Vocabulary

Strategies

Text Maps

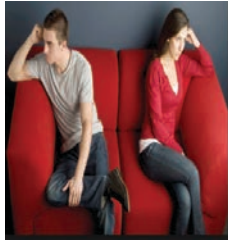
Collect Vocabulary Words and Phrases; Vocabulary Activities

Use Vocabulary Maps to Cluster Words and Establish Semantic Networks

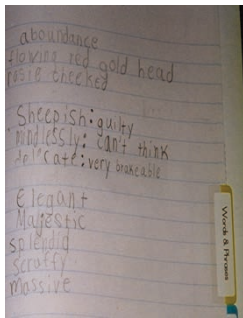
Vocabulary Page

- Word
 - disagree
- Synonym
 - Dispute, quarrel, argue
- Explanation/Example
 - To not like what someone did or said; to not agree
- Use in sentence
 - If you disagree with someone, you should give a good reason.

- Picture



Collecting Words in Reading Log



That's six times as fast as our fastest than our space ships.

Up north at the cabin 11-22-06

• robins that look like shiny pebbles

• I am a great angry dolphin.

• mighty as a desert eagle.

• like an angry northern pike.

Simile

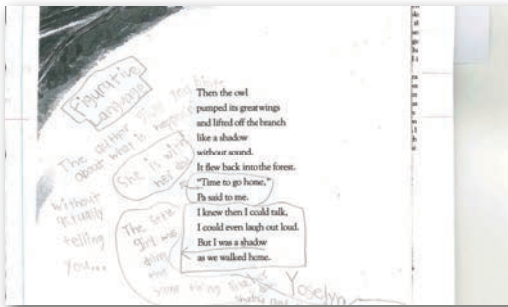
- A simile compares two different things using the words like or as.
- Examples:
- ...sunlight poured through the window like a waterfall.
 - I gobbled mine down like a hungry dog.
 - She nibbled hers like a bird.
- Saturdays and Teacakes by Lester Laminack
- The trees stood still as giant statues.
 - It was as quiet as a dream.

- Collect Words and Phrases from Books
- A simile compares two different things using the word 'like' or 'as'
- Provide examples

Comparing Poetic and Ordinary Words

Home	
Poetic words	Ordinary words
• When the sun paints the desert with its gold.	• When the sun shines.
• Hawk sails on waves of light.	• The Hawk flies in the sunset.
• The fog comes on little cat feet.	• The fog comes.

Annotation and Notes



Names:

Date:

Vocabulary Sketches

Word/Definition	Sketch	Word/Definition	Sketch	Word/Definition	Sketch

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Names: _____ Period: _____ Weeks: _____

Word / Part of speech	Drawing or Symbol for the Word
Definition	
Sentence	

Word / Part of speech	Drawing or Symbol for the Word
Definition	
Sentence	

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Teacher Resources Link
Vocabulary Lessons K-8
Literary and Expository Texts

Teach Vocabulary During Text Discussion

- Use specific vocabulary in complete sentences
- Use sentence stems that describe the meaning of the word
- Ask questions that include the vocabulary in the question
- Retell the story in correct sequence
- Use language signals to explain, sequence, describe, compare, contrast, and summarize information

Language Frames for Supporting Vocabulary Development

A Quick Look at Several Examples

What are Language Frames?

- Partially constructed cloze statements that highlight academic language and syntax required to communicate in a particular form.
- Serve as a temporary scaffold for understanding the conventions of particular discourse forms.
- Enable students to associate particular words and phrases with academic discourse, thus increase their reading, writing, and listening comprehension.

Language Frame in Reading Log

1 4-17-12

Dance At Grandpa's by Laura Ingalls Wilder:
This text reminds me of.....

This text reminds me of Christmas. It reminds me of Christmas because the horses had snowbelles on their hips. The kids had a Christmas sled and it was snowing when they were there. It can snow for 1 or 2 miles. My favorite part was when they danced at Grandpa's and danced until it was the kids bed time. It is a cool book.

Text reads:

This text reminds me of Christmas. It reminds me of Christmas because the horses had snowbelles on their hips. The people had a Christmas sled. It was snowing where they live. It can snow for 1 or 2 miles. My favorite part was when they danced at grandpas and danced until it was the kids bed time. It is a cool book.

Compare and Contrast Frame

_____ and _____ are the same because they _____. Both _____ and _____ have similar _____. Both also have _____ as well as _____. One way they are different is _____. Another difference is _____. Although they share _____, only _____ is the _____-est.

Descriptive Frame

A _____ is a type of _____. It is made up of _____ and looks like _____. Some _____ have _____ such as _____. For example, _____ has several characteristics. One characteristic is _____. Another characteristic is _____, which is important because _____.

Sequence Frame

Here is how a _____ is made. First, _____. Next, _____. Then _____. Finally, _____.

On (date) _____ happened. Prior to that _____ was _____. Then, _____. After that _____. In the end, _____.

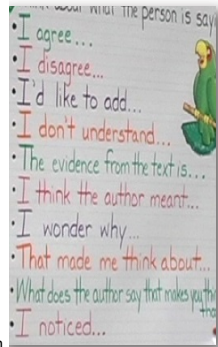
Examples of Language Starters

- We are reading this piece because _____
- When I think about this piece, I am reminded of _____
- I need to know more about _____ because _____
- I noticed this piece is organized like _____
- The author's words show me that _____

And a Few More Examples

- My opinion is _____ because _____
- I take the position that _____
- My first reason is _____
- I agree with _____ because _____
- The most important point is _____
- _____ is important because _____
- At first I thought _____, but now I _____
- On the other hand, _____
- Something that is still not clear is _____

I agree with _____ because _____
 I disagree with _____ because _____
 I'd like to add on to _____
 I don't understand _____
 The evidence from the text supports _____ or does not support _____
 I think the author meant _____ because _____
 I wonder why _____
 That made me think about _____
 What does the author say that makes you think _____?
 I noticed that _____
 I was surprised by _____
 On page _____, the author _____
 My opinion is that _____ because _____
 I predicted that _____ because _____ on page _____, the author _____
 It reminded me of _____ because in both books _____



A Few Examples of Academic Prompts and Questions

- Questioning
 - What do you think the story means?
 - Where can we find the answer to this?
 - This seems a little confusing. What facts from the text can we use to clarify what the author means?
- Summarizing
 - What is your opinion of this passage?
 - How would you summarize this story?
 - Let's combine the main points into the big idea.

General Advice for Planning Instruction

- Teach 8-10 new words a day from research-based lists (mostly Tier 2 words)
- Use sentence stems and language phrases to scaffold oral conversation.
- Explain the word meaning and create opportunities for students to use the word in conversation.
- Create and refer to vocabulary anchor charts.
- Teach strategies for solving words.
- Have children collect words for Vocabulary Section of Reading Log.
- Keep a record of student vocabulary words.
- Embed vocabulary instruction in Writing About Reading.
- Use theme sets for multiple exposure to words.

Procedures for Teaching New Word

- Label and Define: Assign a label and short meaning to an unfamiliar term.
- Contextualize: Read the new word in text.
- Provide Example: Connect to something familiar.
- Elaborate on Attributes: Discuss how the word is similar or different to something else.
- Provide Strategy: Articulate strategy for figuring out the meaning of the word.

Include Language Tools

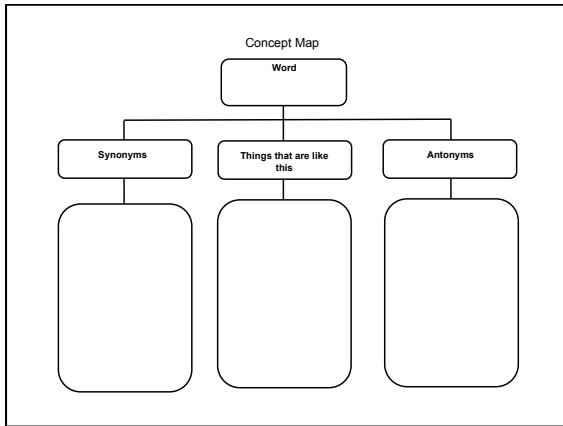
- Anchor Charts
- Vocabulary Strategy Organizers
- Language Frames (sentence, paragraph, literary frames)
- Vocabulary Logs
- Vocabulary Charts

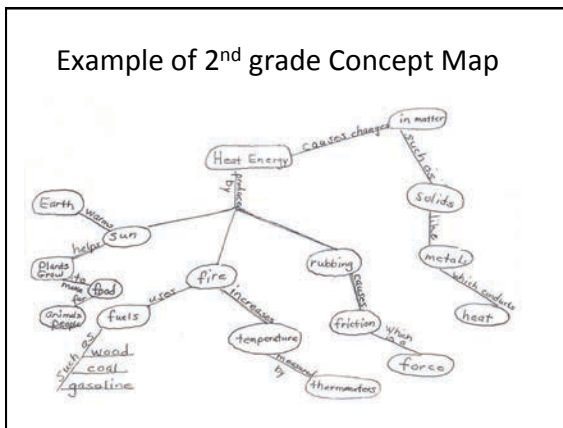
Working With Words in Small Groups

- Concept Sorts – Sort words written on cards according to attributes or characteristics.
- Semantic Feature Analysis – Classify words according to relationships between concepts and determine whether particular attributes are a feature of the word.
- Text Impressions – Use a list of vocabulary from the text to write a paragraph that links all the words together.
- Analogies – Forming relationships between words and the commonality of the relationship.

See www.ualr.edu/literacy

Concept and Vocabulary
Development Literacy Task Cards





Semantic Mapping

- Display a word representing a central concept on board.
- Ask students to work in groups listing as many words related to the central concept as possible.
- Display students' words grouped in broad categories.
- Have students name the categories and suggest new ones.
- Discuss with students the central concept, the other words, the categories, and their interrelationships.

Teaching Vocabulary Before Book Reading

Video Snapshot of Vocabulary Lesson
Before Reading the Book

Sample Template

- Introduce new word from book and use it in context.
- Have students repeat the word.
- Provide child-friendly definition.
- Show memorable visual to illustrate the word's meaning.
- Provide child-friendly examples of using the word.
- Ask students to provide examples.
- Give non-examples and ask students to confirm or disconfirm.



Video Snapshot of Explicit Vocabulary Lesson

High Priority Words – Vocabulary
Lesson about 2 minutes occurs
before reading the book

Explicit Teaching of Vocabulary Through Literature

See Handout Examples
www.ualr.edu/literacy

Example of Explicit Vocabulary Instruction

- **Word:** several (adjective)
- **Contextualize the Word:** Several of the students went home sick.
- **Definition:** The word several means a number that is more than three.
- **Use in Other Contexts:** I collected several rocks during recess. Several of my friends were at the swimming pool.
- **Word Game:** Which number means several? Two or four?
- **Reinforcement:** What is the word that means a number more than three?
- **Word Work:** In the Vocabulary section of your Reading Response Log, write the word several. Draw a picture showing several rocks collected at recess OR several friends swimming at the pool. Write about your picture using the word several.



<http://www.lexile.com>

Stellaluna

Summary

Knocked from her mother's safe embrace by an attacking owl, Stellaluna lands headfirst in a bird's nest. This adorable baby fruit bat's world is literally turned upside down when she is adopted by the occupants of the nest and adapts to their peculiar bird habits. Two pages of notes at the end of the story provide factual information about bats. "Delightful and informative but never didactic; a splendid debut."—Kirkus Reviews

Author: Cannon, Janell

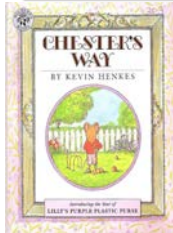
Language: English | Copyright: 1993 | Book Type: Fiction | Age Range: 3 and up

Vocabulary Words

The Lexile "PowerV" Word Selector identifies up to 10 challenging words in each book that are important for students to know. Read more about the PowerV Word Selector.

upside flumps swooped behaved brace
twig howled clutched limb embarrassing

Teaching Vocabulary Through Book Discussions



An Example with
Chester's Way

mind

From the text: Chester's Way
She definitely has a mind of her own. (noun)
What it means:
She thinks for herself.

Other meanings:

- My mom told me to mind my manners. (verb)
- To be on your best behavior
- I use my mind to think. (noun)
- Using your brain
- I don't mind if you play outside. (verb)
- Don't care
- Grandma had to mind the baby. (verb)
- To look after or take care of
- I'm going to lose my mind! (noun)
- Going crazy - can't think

Part of speech: noun or verb

felt

From the text: Jessica
Jessica felt exactly the same way. (verb)
What it means:
She is feeling the same way as someone else.

Other meanings:

- My doll's coat is made out of felt. (noun)
- A piece of fabric
- I felt silly when I fell down. (verb)
- An emotion
- He wore a blue felt hat. (adjective)
- A hat made of felt material

Part of speech: noun, verb or adjective

In summary, here is some general advice for vocabulary instruction.



Guidelines for Teaching Vocabulary

1. Identify vocabulary words from research-based lists of typical words known by mature language users at that grade level.
2. Explain word meanings and create multiple opportunities for children to use words in oral and written contexts.
3. Teach 8-10 words a day. Create a word network of multiple meanings, phrases, idioms, etc. associated with this common word and use these words in everyday conversations.

Guidelines for Teaching Vocabulary (cont)

4. Create anchor charts or vocabulary walls and add new words and phrases to a 'word network' as they occur in texts.
5. Ask students to collect words in the vocabulary section of reading log.
6. Teach vocabulary strategies
Concept Sorts, Semantic Feature Analysis, Text Impressions, Analogies, draw word meanings, create word lines, write student definitions (what it is and what it is not)

Teacher's Instructional Language During Vocabulary Lesson Before Reading

Teacher Instructional Language	Analysis
<p>Vocabulary #1: Deceptive</p> <p>Before you read this next myth, we are going to talk about a couple of quick words. So, you are going to have to listen close, because I'm only going to take two minutes to do it.</p> <p>The first word that you are going to come across in your reading is deceptive.</p> <p>What's the word?</p> <p>Yeah, to be deceptive is to really try and deceive someone, trying to trick someone.</p> <p>I might tell you that in the myth that we just read Odysseus was pretty deceptive to the Cyclops. He was trying to trick him. Would you agree?</p> <p>So, what's the word that we could use to describe the Cyclops or Odysseus?</p> <p>Say that word.</p> <p>So, why was he deceptive? Why would I say Odysseus was deceptive?</p> <p>So, you might consider it deceptive if you say you're spending the night with a friend, but then you go to someone else's house. That's pretty deceptive. You might say it was deceptive if you say you'll split a candy bar with someone, but you get a much bigger piece than they got. That's deceptive. You might say it's deceptive if you copy your friend's homework, and say you did it. That's very deceptive.</p> <p>You try it. What else would be deceptive? And you should start by saying, "It would be deceptive if . . ." Give me a thumbs up when you have an example.</p> <p>Would it be deceptive if you confessed to stealing \$5 from your mother's purse? You confessed to stealing it. No, that is probably not deceptive. You borrow your friend's gym shoes, but you don't tell her? That would be</p>	

deceptive.

Say that word.

Your mom says everyone gets one desert. There is enough for everyone to have one, dinner gets over, and you take two. Would that be deceptive?

Say that word.

What's that word?

Vocabulary Word 2 – Vengeance

The next word we are going to talk about is vengeance.

Say that word. Vengeance.

Vengeance is having anger, and wanting revenge at the same time. So, revenge is wanting to get back at someone. Vengeance is anger with revenge.

And I know that Odysseus acted with vengeance because he stabbed the Cyclops in the eye. Do you think he was angry about what the Cyclops did, and so, he acted with vengeance.

So what's that word?

So, when did Odysseus act with vengeance?

How would your face look if you were acting with vengeance? (Shows photo) I thought this guy looked like he would act with vengeance. Would you agree?

If you hit your brother in the back, he throws something at you, and you smack him in the back, that would be acting with vengeance. If you don't call your friend back after she hurts your feelings at lunch, that's acting with vengeance.

So, you try one. You would be acting with vengeance if . . . Thumbs up if you have an idea.

Purpose for Reading

As you are reading, I want you to watch for those 2 words. I also want you to be thinking about the character

<p>Odysseus and how you would describe him.</p> <p>So, if you choose some of the same words I chose, that's fine, but you need to make sure you are marking the spots that drew you to that conclusion. Right?</p> <p>So, we know as readers, we read what the author has written, but it is our job to be thinking about what the author has written and draw our own conclusion.</p> <p>So, if you don't want to choose one of the words that I've chosen, I have a list of several character traits for you. If you don't know what they mean, you might want to look them up. If you find one that you really want to use, but you can't remember or recall what it means.</p> <p>(Passes out sheet of character traits). As you are reading today, I'd like for you to make sure that you are thinking close and deeply about Odysseus as a character. Right?</p> <p>Ok, put the list down and eyes up here, so you'll know exactly what to do. Because I only have you for about 1 more minute, and then you're going to be on your own.</p> <p>So, I want you to make sure that you are drawing inferences and conclusions as you are reading. So you are thinking about what the author said, what the character did, how the character acted and what they said, and trying to decide which traits would best describe that character. Does that make sense?</p> <p>So, you are going to be writing your thinking, like I did. But I want to make sure that you understand that as I read this book, I didn't just think about one incident, one point in time. I could give you several examples of where I thought that Odysseus was a strong leader.</p> <p>So, you've got to think beyond just one incident, one thing he said and think about him as a whole. Does that make sense?</p> <p>(The episode ends with the teacher assigning the pages for the children to read silently. As they read, she will hold 1-1 reading conferences with each student).</p>	
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K-4 Vocabulary Instruction -Instructional Sequence to use after a Read Aloud (from Bringing Words to Life)

Title: A Chair For My Mother			Set Purpose for Reading:			
Author: Vera Williams DRA Level: Word Count:			Minilesson Comprehension Strategy:			
<u>Contextualize the Word:</u> Tell how it was used in the story, reread the sentence.	<u>Say word together:</u> Puts word into the child's phonological processor.	<u>Student friendly definition:</u> Define in own words, pair with example _____ means ...	<u>Use in other contexts:</u> Examples in contexts other than one in the story	<u>Engage students:</u> Students interact with target words		<u>Say word together:</u> Students repeat the word again to reinforce phonological processor. What is the word that means _____?
				Word Association Have You Ever... 44-45 in BWTL	Applause, Applause Idea Completion 45 in BWTL	
				Questions, Reasons, Examples 56 in BWTL	Making Choices 56 in BWTL	
In the book, Mama empties out the change from tips in her purse for the little girl to count.	Say the word, tips.	In this story a tip is money given to someone who does a job for you.	She tipped the waitress \$5.00 for her good service.	Word Game: What are some things someone might do to earn a tip? Do you think these workers might earn tips? Taxi driver? Waiter? Teacher? A maid/ house cleaner? A hotel bellman? A lawyer? A doctor? etc...		What is the word that means money received for doing a good job?
In the book, Mama says that whenever she gets a good bargain on something she will buy it.	Say the word, bargain.	A bargain is when you buy something for a lower price than usual.	The sweater was a real bargain at \$10.00.	Word Game: Which is the better bargain? Shirt for \$2.50 or \$2.75? Candy bar for \$1.25 or .99? A book for \$5.00 or \$7.25?		What is the word that means sold for a lower price than usual?
In the story, Mama puts all her savings into a jar.	Say the word, savings.	Savings means to money we keep. (Money we don't spend!)	All of my savings go into the bank.	Word Game: Turn to your neighbor and tell them if you have savings. What did you do to earn the money? Where do you keep your savings?		What is the word that means money we don't spend?
<u>Use all the words together:</u> All words taught during the lesson are brought together by relating words, one context for all the words, or same format. Review words from previous weeks. *Make an anchor chart on the wall with this weeks words to help your review all of them.						

K-4 Vocabulary Instruction -Instructional Sequence to use after a Read Aloud (from Bringing Words to Life)

Title: Chicken Sunday			Set Purpose for Reading:		
Author: Patricia Polacco DRA Level: Word Count:			Minilesson Comprehension Strategy:		
<u>Contextualize the Word:</u> Tell how it was used in the story, reread the sentence.	<u>Say word together:</u> Puts word into the child's phonological processor.	<u>Student friendly definition:</u> Define in own words, pair with example _____ means ...	<u>Use in other contexts:</u> Examples in contexts other than one in the story	<u>Engage students:</u> Students interact with target words	<u>Say word together:</u> Students repeat the word again to reinforce phonological processor.
				Word Association Have You Ever... 44-45 in BWTL	Applause, Applause Idea Completion 45 in BWTL
				Questions, Reasons, Examples 56 in BWTL	Making Choices 56 in BWTL
In the book, it says, they were by brothers by a solemn ceremony they had performed in their backyard.	solemn	Solemn means serious.	The flag-raising ceremony is a solemn occasion.	Word Game: Which of these would be solemn occasions? (graduation, recess, awards ceremony, wedding, funeral, party, pledging allegiance to the flag...)	
In the book, it says "when we got the courage to ask about doing odd jobs..."	courage	Courage means bravery.	The fireman showed courage when he entered the burning building.	Word Game: What is something you might do (or have done) to show courage?	
Use all the words together: All words taught during the lesson are brought together by relating words, one context for all the words, or same format. Review words from previous weeks. *Make an anchor chart on the wall with this weeks words to help your review all of them					

K-4 Vocabulary Instruction -Instructional Sequence to use after a Read Aloud (from Bringing Words to Life)

Title: My Great Aunt Arizona			Set Purpose for Reading:			
Author: Gloria Houston			Minilesson Comprehension Strategy:			
DRA Level:			Word Count:			
Contextualize the Word: Tell how it was used in the story, reread the sentence.	Say word together: Puts word into the child's phonological processor.	Student friendly definition: Define in own words, pair with example _____ means ...	Use in other contexts: Examples in contexts other than one in the story	Engage students: Students interact with target words		Say word together: Students repeat the word again to reinforce phonological processor. What is the word that means _____?
				Word Association Have You Ever... 44-45 in BWTL	Applause, Applause Idea Completion 45 in BWTL	
				Questions, Reasons, Examples 56 in BWTL	Making Choices 56 in BWTL	
In the story it says, She wore high-button shoes and many petticoats.	petticoats	She wore petticoats under her dress to make it look fluffy and to help keep her warm.	Grandma hung her petticoats on the line to dry.	Word Game: What other stories have you read in which characters wore petticoats? Discuss and share...		Which word describes an old-fashioned piece of clothing?
In the story, they made a great deal of noise, so the room was called a blab school.	blab	Blab means to talk a lot-- so the room in the story was a room full of talk!	The girls blabbed to each other on the phone for hours.	Finish this sentence... _____ blabbed for hours about _____.		What is the word that means talk a lot?
Use all the words together: All words taught during the lesson are brought together by relating words, one context for all the words, or same format. Review words from previous weeks. *Make an anchor chart on the wall with this weeks words to help your review all of them.						