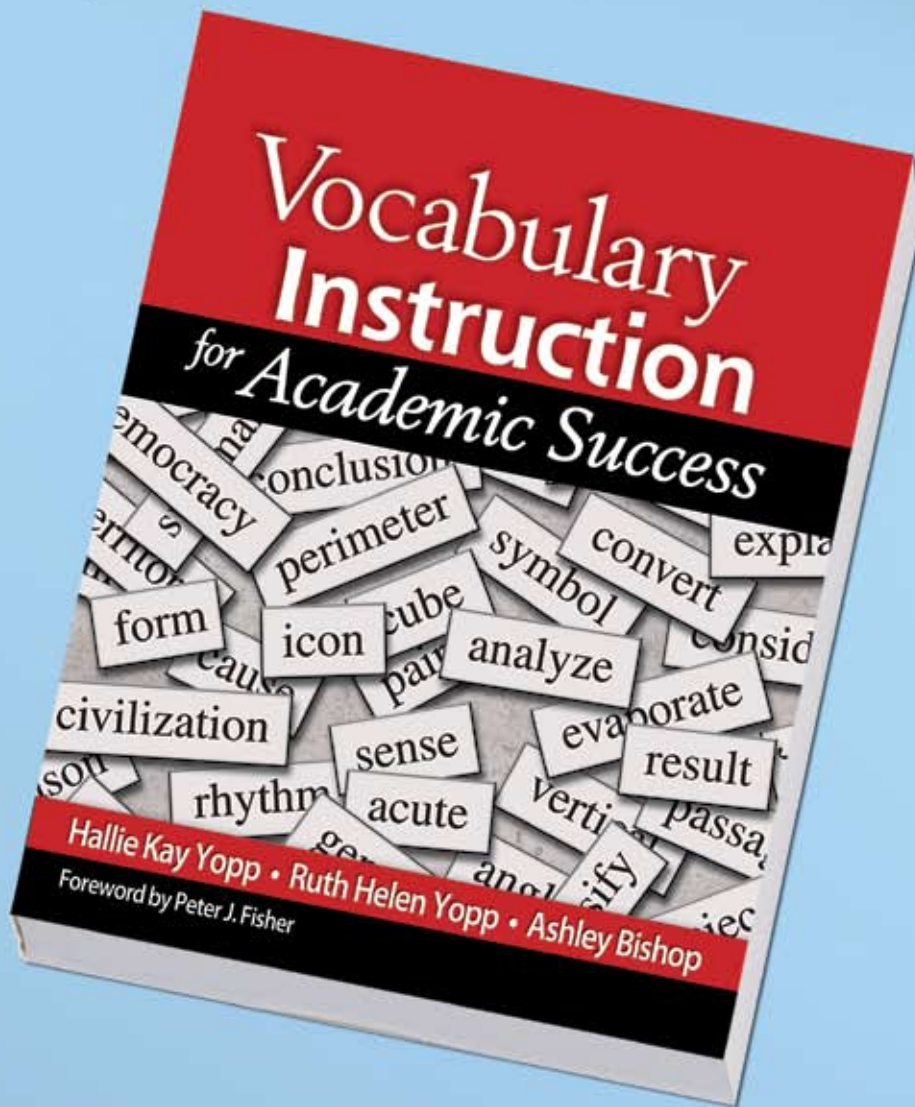




# Book Study Guide

for



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# Introduction

There is no doubt that vocabulary growth is essential to academic success. The teacher's role in vocabulary development is critical. *Vocabulary Instruction for Academic Success* is filled with valuable research and practical strategies for enhancing students' vocabularies.

## Overview of Book Study Guide

This guide provides you with a road map as you make your way through *Vocabulary Instruction for Academic Success*. This guide supplements and extends the work completed in the professional book as a professional development tool. Each section contains a preview activity, a chapter summary, a list of strategies presented in the chapter, and a suggestion for how to use the activity as evidence of demonstrated learning for new teacher induction programs or for documenting professional development hours. Finally, there are thought-provoking reflections to help teachers prepare for successful implementation. Most activities can be conducted with numerous participants as part of a professional learning community or individually with slight modifications.

## Overview of Core Book

As you read *Vocabulary Instruction for Academic Success*, you will see that current research makes it very clear that vocabulary growth is essential to academic success. The teacher's role in this process is critical. This book provides concrete information about the importance of vocabulary instruction through oral language, wide reading, a word-conscious environment, and direct teaching of words. Each chapter also provides practical strategies to use in the classroom to develop students' vocabularies to their fullest potential.

# Introduction *(cont.)*



## Preview Activity

Ask participants to write a response to each of the following prompts:

1. Describe one positive and one negative personal experience you've had with vocabulary instruction.

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2. Describe one meaningful and one meaningless vocabulary assignment you've given students.

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Discuss the answers with the whole group. Help teachers understand that this book will provide them with strategies they can use to develop an effective vocabulary program that will meet the needs of all students.

# Chapter 1

## Vocabulary Instruction



### Preview Activity

Complete the “True or False” quiz on page 11 of *Vocabulary Instruction for Academic Success*. Write your answers in the book or on a separate sheet of paper.

Below, write about an experience when knowledge of an unfamiliar vocabulary word impacted your own learning. Encourage participants to share their experiences.

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### Read and Reply

Review the three fundamental understandings about words and word-learning as described on pages 18-24 in *Vocabulary Instruction for Academic Success*. On your own, or with your professional learning community, describe one way you interpret the following in your own classroom:

- Word knowledge is complex.
- Vocabulary instruction must be multifaceted.
- Vocabulary instruction must be a curriculum-wide commitment.

Discuss the following questions with your group: If you are working through this book individually, respond in your own journal or blog.

1. How does a rich vocabulary support understanding of a text?
2. What is the relationship between vocabulary knowledge and academic success?
3. What causes discrepancies in vocabulary development in children?
4. How do you incorporate the principles suggested in this chapter into your teaching? Where can you improve?

# Vocabulary Instruction *(cont.)*



## Apply It: Group

Refer to pages 25–26 of *Vocabulary Instruction for Academic Success*. Reread the section on English language learners. Ask each person to describe a situation, either from personal experience or observation, when he or she witnessed one of the principles put into practice.

Encourage each person to share his or her experiences during the session. The comments can initiate a discussion about the best ways to incorporate these principles into instruction.



## Documentation and Evidence

**Recommendation:** Videotape or document a scenario in your class that demonstrates your understanding of vocabulary development. Keep this record in your own portfolio or notebook to show how you engage and support all students; how you connect students' prior knowledge, life experience and interests with learning goals; and how you use a variety of instructional strategies and resources to respond to students' diverse needs.



## Reflection

Reread the “Think About It!” scenario presented on pages 28–29 of *Vocabulary Instruction for Academic Success*. Pay particular attention to the six ways Mrs. Sanchez promoted vocabulary development. Brainstorm a list of other ways in which you, as the teacher, could provide a rich vocabulary experience for students within and across content areas.

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# Chapter 2

## Promoting Oral Language



### Preview Activity

Complete the activity called “Possible Sentences” on page 31 of *Vocabulary Instruction for Academic Success*. Write a sentence for each set of words. You may write in the book or on a separate sheet of paper. If you are unsure of the meaning of a word, you may guess. How do your students respond to a task if they don’t know the meaning of some of the words? Write down some of the different student behaviors you have experienced.

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### Read and Reply

Research reveals that a student’s environment will affect his or her language development. The more complex and varied the language a child hears, the more sophisticated his or her vocabulary will be. This chapter describes sources of language input and output. Review pages 32–43 in *Vocabulary Instruction for Academic Success*, then discuss the following questions or write your responses in your own journal:

1. How can you deliberately plan to use rich language in your interactions with students?
2. Share an experience when you overheard students using specialized vocabulary (e.g., when talking about a hobby).
3. List three things you can do to give students new opportunities to experience language without making drastic changes to your daily routine.
4. How do you make your classroom safe for students to interact?

# Promoting Oral Language *(cont.)*



## Apply It: Group

Review the “Strategies for Encouraging Classroom Discourse” on pages 43–58 of *Vocabulary Instruction for Academic Success*. Ask each participant to select one strategy that he or she has not tried before. Have teachers conduct a lesson in their classes using that strategy and report back on its success at the next meeting. If possible, ask participants to videotape the lesson or bring back lesson plans and student work to share with the group. Allow each person to talk about the experience. Provide guidance and feedback for each participant.



## Documentation and Evidence

**Recommendation:** Collect samples of student work and combine them with anecdotal observation notes or videotaped lessons to show evidence of engaging and supporting all students in learning. Highlight the various instructional strategies and resources you use to respond to students’ diverse needs, and emphasize how you facilitate learning experiences that promote autonomy, interaction, and choice.



## Reflection

Observe another teacher practicing vocabulary instruction. Write down the positive ways he or she encouraged vocabulary development. What can you do to stay conscious of providing a rich vocabulary to students in your own class?

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# Chapter 3

## Promoting Wide Reading



### Preview Activity

Complete the “Reading Questionnaire” on pages 61–62 of *Vocabulary Instruction for Academic Success*. You can write your answers in the book or respond in your own journal or blog. Discuss your responses with your professional learning community or reflect on them on your own. Below, write down some of your own reading behaviors and describe what these may be unconsciously communicating to your students.

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### Read and Reply

In the previous chapters, you learned that children learn words incidentally and through rich oral language experiences. In this chapter, the authors describe the most important factor in vocabulary growth: wide reading.

Review the “Strategies for Promoting Independent Reading” on pages 67–76 in *Vocabulary Instruction for Academic Success*, then discuss the following questions with your professional learning community:

- Why is it important to move students beyond their immediate reading interests?
- Describe a way in which you have encouraged wide reading.
- What are the independent-reading opportunities you provide to your students?
- How would you describe your classroom library?



### Apply It: Group

Text sets are a collection of books related to a common theme. They can center on any content area, time period, historical event, individual, or theme. Text sets include nonfiction resources, historical fiction, picture books, audiotapes, maps, and many other artifacts.

# Promoting Wide Reading *(cont.)*



## Apply It: Group *(cont.)*

Create a text set with other grade-level teachers in your school. Decide on a theme or common event, then gather books and other print resources on the topic. Create a unit plan and rotate its use with other teachers during the school year. After each teacher uses the resources in the unit, have him or her contribute comments and suggestions about what worked and what didn't. Consider videotaping some lessons or collecting some samples of student work as evidence. Keep these in a portfolio to travel with the text set.



## Documentation and Evidence

**Recommendation:** Share the contents of the unit and the text set you create on a blog or with your professional learning community. Use the unit design and samples of student work to demonstrate your knowledge of subject matter content and student development, and to demonstrate how you interrelate ideas and information within and across subject matter areas.



## Reflection

What motivates you to read? Do you read aloud to your students? How will you alter your practice in light of what you have learned in this chapter?

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## Chapter 4

# Establishing a Word-Conscious Environment



### Preview Activity

Complete the activity titled “Fun with Words!” on page 89 of *Vocabulary Instruction for Academic Success*. Challenge participants to create riddles of their own. Post these new riddles on chart paper and ask other teachers to guess the answers.



### Read and Reply

Sparking interest in words enhances a rich oral and written language environment. Getting students curious about words—learning words, playing with words, and using words creatively—increases their chances of developing large vocabularies.

Review the “Strategies for Creating Word Consciousness” on pages 91–111 of *Vocabulary Instruction for Academic Success*. Discuss the following questions with your group:

- Do you enjoy playing word games? Do you like learning about words?
- How do you encourage word consciousness in your students?
- Make a list of some popular children’s books that play with words.



### Apply It: Group

Review the paragraph on “Technology” (Item 12) on page 109 of *Vocabulary Instruction for Academic Success*. Conduct an Internet search of word games appropriate for students. Download or bookmark these resources and share them with other teachers in your grade level.

Try at least one of the word games with your students. Record the results of the lesson. Consider videotaping or documenting the students’ responses. Analyze if the game was a success or if you would do anything differently. Share your analysis with your professional learning community or keep your reflection in your own journal.



# Chapter 5

## Teaching Words



### Preview Activity

Complete the activity called “Knowledge Ratings” on page 113 of *Vocabulary Instruction for Academic Success*. In your group, discuss possible explanations of the strategies you don’t know. Below, write down one strategy you would like to learn more about, and why it interests you.

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### Read and Reply

In addition to providing students with rich oral language experiences, promoting wide reading, and creating a word conscious environment, teachers need to be very deliberate about the words they select to teach students. Teachers should plan instructional experiences that ensure active engagement with words and provide a rich context for new vocabulary.

Review the strategies, graphic organizers, and mapping tools discussed in Chapter 5 of *Vocabulary Instruction for Academic Success*, pages 113–155. Which strategy best supports each tier of vocabulary instruction? Sort the strategies on a three-column chart. Label the columns: Tier 1, or High-Frequency Words; Tier 2, or Multiple Times and Contexts; Tier 3, or Low-Frequency Words. Which tier of instruction do you predict will require the most attention?



### Apply It: Group

Ask each participant to select an upcoming chapter in a content-specific book. Work together to plan and deliver a lesson using one strategy from this chapter, then report the results back to your group. Teachers can provide documentation of the lesson by recording the teaching experience or by bringing samples of student work to their professional learning community.



# Chapter 6

## Teaching Word-Learning Strategies



### Preview Activity

Complete the activity called “Make a Match” on page 157 of *Vocabulary Instruction for Academic Success*, and answer the questions on pages 157–158. Describe the thinking process you used to infer the meanings of the words you didn’t know.

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### Read and Reply

Given the number of words to teach, it is impossible for students to learn every word through direct instruction. But, equipping students with independent word-learning strategies can complement explicit instruction. This chapter describes how morphological knowledge helps students derive word meanings and also explores how to use context to infer the meanings of unknown words.

Review the section called “Morphology” on pages 160–171 of *Vocabulary Instruction for Academic Success*. In your group or on your own, comment on the following questions:

- How do you alert students to different forms of words?
- What are some developmentally appropriate ways to incorporate morphology into instruction at various grade levels?



### Apply It: Group

Review the activity called “Find a Partner” (Item 3) on page 177 of *Vocabulary Instruction for Academic Success*. Write down several compound words on note cards. Cut the words apart and distribute one card to each participant. Prompt teachers to stand up and move around the room to find the other half of the compound word. Then ask partners to stand together and say the word aloud.

Conduct the same activity using words that have common roots, or use shared vocabulary words from a particular grade level or content area.

# Teaching Word-Learning Strategies *(cont.)*



## Apply It: Individual

Choose a challenging passage from a current text to read with your class. Model some strategies for teaching use of context for the words that may be unfamiliar. Then ask students to each read another passage on their own and highlight or write on a sticky note the specific context clue they each used to determine the meaning of any unknown words. Make a poster that reminds students of the context clues and refer to it often. Students can create their own dictionaries based on the words they learn.



## Documentation and Evidence

**Recommendation:** Use student samples to demonstrate how to sequence subject matter concepts and word relationships to support learning across different subject matter areas. Providing word-learning strategies also supports students' second language learning as they monitor and assess their own learning and build skills in self-reflection. Use notes from student conferences to show how you are reviewing and revising learning goals with students over time.



## Reflection

Review a current or upcoming unit of instruction and make a list of morphologically complex words from the text. Revisit the suggestions provided in this chapter and make a plan to introduce at least two strategies to your students, so that they can determine the meanings of these words on their own. Describe your plan for assessing their success.

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# Conclusion

## Final Words



### Preview Activity

Read the quote below from page 203 of *Vocabulary Instruction for Academic Success*: “Vocabulary enables us to interpret and to express. If you have a limited vocabulary, you will also have a limited vision and a limited future.” Write about a time when you felt limited by your lack of vocabulary.

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### Read and Reply

Review the concluding chapter titled “Final Words” on pages 203–204 of *Vocabulary Instruction for Academic Success*. The authors have selected 30 words from this book that they felt were especially important. Challenge the participants to select the 10 most important words that they recall from the reading. Add the words to the authors’ list of words on page 204. Guide a group discussion to categorize all the words in a logical way.



### Apply It: Individual

Conduct a “Final Words” activity in your class at the end of a unit of instruction. Ask students to compile and submit their own lists of the most important words from the unit. Create a master list and use the words on a summative test. Share the list with other teachers in your grade or content area and consider how explicitly teaching these words could influence your instruction the next time you teach that unit.

