

Explicit Vocabulary Instruction Routine

Explicit Instruction, Chapter 3

Why Explicit Vocabulary?

- Clear and unambiguous
- Easy-to-access meanings and contextual examples
- Multiple exposures
- Sufficient instructional time devoted to vocabulary
- Students actively engaged

Vocabulary Selection

- Limited number of words
 - 3-10 words per story, portion of story, or section of chapter
- Briefly tell students meanings of other words needed for comprehension
 - **Tier 1 Words: Basic Words**
 - Chair, bed, happy, etc.
 - **Tier 2 Words: General Academic Vocabulary**
 - Absurd, analyze, miasma, negligible, etc.
 - **Tier 3 Words: Background/Content Vocabulary**
 - Igneous rocks, acetate, perpendicular, foreshadowing, abolitionist, cadence, garrison, etc.

Step 1: Introduce the word.

- Write the word/ show ppt
- Read the word and have the students repeat the word
- “Chunk” the word by syllables if word is multisyllabic
- If the word is difficult to pronounce or unfamiliar, have the students repeat the words a number of times

Step 2: Introduce the meaning of the word.

- Resources for student-friendly definitions:
 - www.collinslanguage.com
 - www.ldoceonline.com
 - www.learnersdictionary.com
- **Option #1-** Present a student-friendly explanation
 - Tell students the explanation OR
 - Have them read the explanation with you
- **Option #2-** Have students locate break the definition into critical attributes.
 - Ex: Suffrage- the right to vote
 - Suffrage
 - The right
 - To vote

- **Option #3-** Introduce the word using the meaningful parts in the word
 - Ex: Autobiography
 - Auto= self
 - bio= life
 - graph= letters, words or pictures

Step 3: Illustrate the word with examples

- Concrete examples
 - realia, objects
- Visual examples
 - Video, photos, illustrations
- Verbal examples
 - Descriptive language

Step 4: Check students understanding

- **Option #1:** Have students discern between examples and non-examples
 - Example: “Tell me suffrage or not suffrage. The right to run for elected office.” “*Not suffrage.*” “Why not?”
- **Option #2:** Have students generate their own examples
 - Ex: Make a list of ways that suffrage could be limited or compromised in current times.
- **Option #3:** Ask deep processing questions.
 - Ex: Why is suffrage a critical aspect of a democracy? Begin by saying “Suffrage is a critical of democracy for the following reasons. First....”
 - Write the response, then read to a partner

Extensions: (Explicit Instruction, pgs. 84-90)

“The instructional routine can be thought of as the ‘cake’ and the extensions as the ‘frosting’.” (Explicit Instruction, p. 84)

- Synonyms
- Antonyms
- Word Family
- Word Parts
- Multiple-meaning words
- Graphic organizers
- Vocabulary logs
- Word Walls
- Semantic mapping
- Concept map
- Homonyms/Homographs