

## **Vocabulary Development**

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### **What Research Says About Vocabulary**

Research has long supported the critical role that vocabulary plays in literacy education (Davis, 1944, 1968). Vocabulary knowledge is strongly related to reading proficiency in particular and school achievement in general. As teachers, we know that students with rich and flexible vocabulary knowledge are successful writers, speakers, readers, and listeners. Recent research suggests that a truly robust approach to vocabulary instruction involves direct instruction about the meaning of words along with thought-provoking, playful, and interactive follow-up. (Beck, McKeown, & Kucan, 2002). In other words, good vocabulary instruction facilitates an ongoing curiosity about language that moves beyond the classroom as students become lifelong learners.

### **Effective Vocabulary Instruction**

Effective vocabulary instruction is about the recursive process of word learning, not about static definitions. Encourage students to take ownership of the language of instruction by modeling and directly teaching academic vocabulary in authentic speaking, reading, and writing tasks. Through multiple meaningful encounters with a variety of words in familiar and unfamiliar contexts, your students will expand and deepen conceptual frameworks needed to succeed in school.

#### **Provide rich and varied language experiences.**

Be sure students have time and materials to read voraciously across content areas and topics of interest.

#### **Teach individual words.**

Give both definitional and contextual information that allow your students to actively process new word meanings. Provide direct instruction and multiple encounters with unfamiliar words. Teach words in students' oral vocabularies. Read selection vocabulary aloud and ask students to practice speaking these words. Teach new labels for known concepts as well as words for new concepts. Clarify and enrich the meanings of words students already know.

#### **Teach word learning strategies.**

Directly teach students to effectively use context, word parts, affixes, roots, and word resources to develop their vocabulary knowledge.

#### **Foster word consciousness.**

Encourage students' curiosity about language by inviting them to create associations between words and concepts. Engage students in talking about

situations a word might describe. Brainstorm for characteristics of words, or ask students to differentiate between examples and nonexamples of targeted vocabulary.

### **How *Glencoe Literature* Support Effective Vocabulary Instruction?**

***Glencoe Literature*** offers teachers and students both short- and long-term strategies for learning vocabulary.

**Before Reading** Each lesson provides teachers with key words to preteach before students read. Because the selection vocabulary targets the words most critical for understanding and most likely to be used as students read other academic texts, it is helpful to engage students in rich classroom discussion and lively vocabulary activities before they read.

**During Reading** Highlighted vocabulary at point of use helps students process words in context. Footnotes and selection definitions reinforce what students learn before they read. Visual vocabulary is helpful for English learners who benefit from enriched vocabulary support.

**After Reading** Vocabulary Practice returns students to selection vocabulary after they read. Students also focus on academic vocabulary using sentence frames. Vocabulary Workshops target strategic skills such as multiple-meaning words, word parts, context clues, and idioms. Through a variety of formative assessment tools including graphic organizers and daily writing activities, teachers can inform future vocabulary instruction. Throughout the program, ***Glencoe Literature*** provides robust and comprehensive vocabulary instruction that will help your students become active lifelong learners.

### **Research**

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