



Lesson 7

Lesson Highlights

- Vocabulary is important in oral reading instruction and word knowledge is critical to comprehension. Vocabulary activities should be designed to activate prior knowledge to be combined with new knowledge.
- Although students develop most of their vocabulary indirectly through such activities as reading, writing, listening, they need to learn words directly through explicit instruction on word instruction and word learning strategies in order to comprehend oral and written text.
- The scientific research on vocabulary suggests that students learn words indirectly in three ways: engaging in daily oral language, listening to adults read to them, and reading extensively on their own.
- The following are core steps for identifying vocabulary words to be taught during a unit of study:
 - Determine the theme of the unit of study.
 - Identify key terms that are related to the unit's theme.
 - Decide on appropriate strategies to introduce and reinforce the words (e.g., a graphic organizer).
 - Identify the general words that are not necessarily central to the theme of the unit, but that lend themselves to various word-learning strategies that promote independence (e.g., modeling words in context).
- Vocabulary assessment should be varied, meaningful, and it should match instruction. For example: How do you decide which words to test? What does it mean to know a word? How do you actually test the word?
- Students should be provided with activities that require them to recognize and generate attributes, characteristics, examples, and non-examples of a concept.
- Learning about the origins of words, idioms, and sayings are helpful for students learning the English language.



- When learning a basic oral vocabulary, students should actively rehearse and use the words in many different ways.
- When choosing key vocabulary, teachers should identify the "high-utility" words and provide direct instruction focusing on them.

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