

# FSPS Vocabulary Instruction Guidelines K-6

## CCR Reading Anchor Standard 4 Meanings of Words & Phrases

Grade	Common Core State Standard 6 for Language
<b>Kindergarten</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts
<b>First</b>	Use words and phrases acquired through conversations, reading and being read to and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g., because)
<b>Second</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy.)
<b>Third</b>	Acquire and accurately use grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them.)
<b>Fourth</b>	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic ( e.g., wildlife, conversation, and endangered when discussing animal preservation)
<b>Fifth</b>	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)
<b>Sixth</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Identifying Tier Two Words for Instruction

**Importance of Utility:** Which words are used by mature adults and can be used across a number of domains?

**Instructional Potential:** Which words can be used in a variety of ways?

**Conceptual Understanding:** Which words can be explained in child-friendly terms of which students have a general concept?

## Vocabulary Instructional Sequence

**Before Reading:** The teacher uses vocabulary in the text overview.

**During Reading:** The teacher provides a brief explanation of new or unfamiliar words.

**After Reading:** The teacher chooses Tier 2 words for explicit instruction.

### After Reading Instructional Sequence:

1. Contextualize the word from the story.
2. Students say the words together to reinforce the phonological processor.
3. Give student friendly definition. (see <http://nhd.heinle.com/home.aspx> for helpful definitions)
4. Use the word in contexts other than the one used in the story.
5. Engage the student in using the word in other contexts.
6. Relate all three words together.

# FSPS Vocabulary Instruction Guidelines K-6

Strategy	Steps to Engage Students in Extended Contexts <i>Bringing Words to Life ( pp. 44-46)</i>
<b>Word Association</b>	After presenting the word (i.e. accomplice, philanthropist, novice) ask students to make an association. <b>Note:</b> Have students explain their thinking. Which word goes with crook? Which word goes with a gift to build a new hospital? Which word goes with kindergartener?
<b>Have You Ever</b>	Students associate newly learned words with contexts and activities from their own experiences. Describe a time when... <ul style="list-style-type: none"> <li>• you were miserable.</li> <li>• you dreaded doing something.</li> <li>• you made a masterpiece.</li> </ul>
<b>Applause, Applause!</b>	Students clap to indicate how much they would like to be described as the target word: (i.e. vain, stern, impish) No clap: not at all; one clap: a little bit; two claps: a lot.
<b>Questions, Reasons, and Examples</b>	If you were walking around in the dark, you would need to do it cautiously. Why? What are some other things you would need to do cautiously? Which of these things might be extraordinary? Why or why not? A shirt that was comfortable or a shirt that washed itself? A flower that kept blooming all year or a flower that bloomed in three days? A person who has a library card or a person who has read all the books in the library?
<b>Questioning Connections</b>	Ask: When might you.....? How might you .....? Why might you.....?
<b>Making Choices</b>	If anything I say might be examples for clutching something say clutching: Holding tight to a purse Holding a fistful of money

## The SLAP Strategy

- ✓ Say the word.
- ✓ Look for clues.
- ✓ Ask yourself what the word might mean; think of a word that expresses that meaning.
- ✓ Put the word in the passage in place of the unfamiliar word.  
Does it make sense?

## Vocabulary Resources & Activities

- ▶ <http://www.wordsift.com/> Word maps, word clouds
- ▶ <http://quizlet.com/> Make flash cards & games
- ▶ <http://jc-schools.net/tutorials/vocab/> Academic vocabulary games
- ▶ <http://www.vocabulary.com/> More games, including games using Latin & Greek roots
- ▶ [www.worldwidewords.com](http://www.worldwidewords.com) Definitions, history and short essays on words
- ▶ <http://www.visualthesaurus.com/> Visual thesaurus
- ▶ [www.vocabgrabber.com](http://www.vocabgrabber.com)
- ▶ [www.wordle.com](http://www.wordle.com)