

Research-Based Practice: Explicit Instruction of Vocabulary

Research on Importance of Explicit Instruction of Vocabulary

- Academic vocabulary knowledge affects students' access to subject-area content and predicts their overall academic achievement (Townsend, Filippini, Collins, & Biancarosa, 2012)
- There is a strong relation between students' vocabulary knowledge and reading comprehension skills (Cunningham & Stanovich, 1997; Rupley & Nichols, 2005).
- Systematic vocabulary instruction improves struggling readers' word knowledge (Kennedy, Deshler, & Lloyd, 2015; Lawrence, Rolland, Branum- Martin, & Snow, 2014; O'Connor, Beach, Sanchez, Bocian, & Flynn, 2015).

Citations:

- Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology*, 33(6), 934-945.
- Kennedy, M. J., Deshler, D. D., & Lloyd, J. W. (2015). Effects of multimedia vocabulary instruction on adolescents with learning disabilities. *Journal of Learning Disabilities*, 48(1), 22-38.
- Lawrence, J. F., Rolland, R. G., Branum- Martin, L., & Snow, C. E. (2014). Generating vocabulary knowledge for at-risk middle school readers: Contrasting program effects and growth trajectories. *Journal of Education for Students Placed at Risk*, 19, 76-97.
- O'Connor, R. E., Beach, K. D., Sanchez, V., Bocian, K., & Flynn, L. J. (2015). Building BRIDGES: A design experiment to improve reading and United States history knowledge of poor readers in eighth grade. *Exceptional Children*, 81(4), 399-425.
- Rupley, W. H., & Nichols, W. D. (2005). Vocabulary instruction for the struggling reader. *Reading and Writing Quarterly*, 21, 239-260.
- Townsend, D., Filippini, A., Collins, P., & Biancarosa, G. (2012). Evidence for the importance of academic word knowledge for the academic achievement of diverse middle school students. *Elementary School Journal*, 113, 497-519.

Strategies to Consider When Delivering Explicit Instruction of Vocabulary

1. Use student friendly language to define the word using simple, descriptive language.
2. Provide synonyms and short definitions.
3. Provide antonyms.
4. Make connections to the students' personal experiences.
5. Act out the meaning of words.
6. Present words in the context of a sentence or short paragraph.
7. Use pictures to help illustrate the meaning of the word (e.g. for 'bravery' show a picture of a Chihuahua barking at a German Shephard)
8. Use short video clips to help students understand the meaning of the word (e.g. for 'eruption' show a video clip of a volcano erupting).
9. Have students create their own definitions of the words.
10. Have students use the words in original sentences and use words during various writing activities.