

Vocabulary Lesson Components

Language comprehension is a crucial building block for learning to read. The breadth, depth, and fluency with individual word meanings in various contexts and of word parts, or morphemes (e.g., prefixes, roots, and suffixes), allows students to make meaning more easily from texts—the goal of reading. The Simple View of Reading is based on the idea that reading comprehension is the product of word recognition and language comprehension ($RC = WR \times LC$). In the early grades, this instruction may be done orally, through read-alouds, and discussions. In the upper grades, this may be done through students reading the text themselves after discussing the new vocabulary they will encounter. Instruction in vocabulary and morphemes, or units of meaning within words, helps expand students' understanding of the text and increase their comprehension.

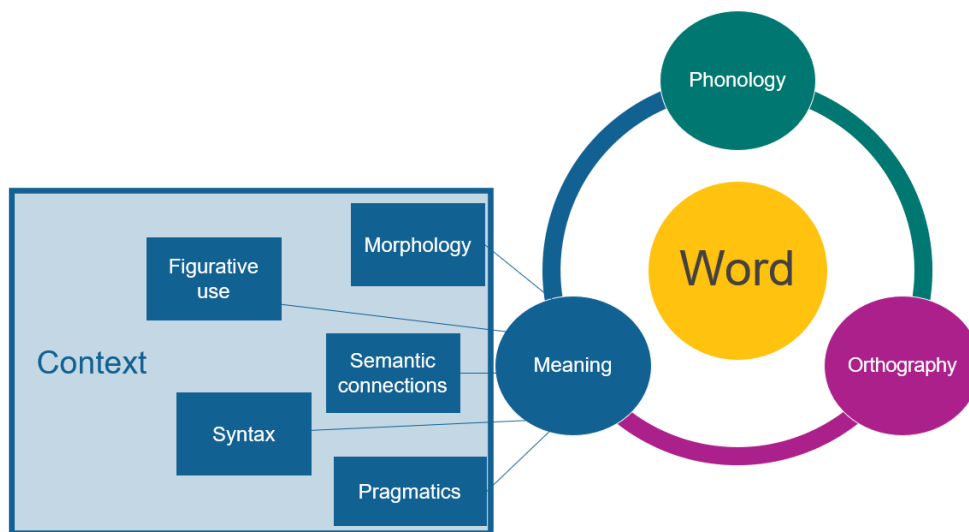
$$RC = WR \times LC$$

Reading Comprehension is the product of **Word Recognition** and **Language Comprehension**

Source: Formula based on Philip B. Gough and William E. Tunmer, "Decoding, Reading, and Reading Disability," RASE: Remedial & Special Education 7, no. 1 (1986): 6-10.

Advancing word knowledge

Using comprehensive word learning routines to teach vocabulary and morphology can help students move from merely pronouncing the words on the page to understanding them deeply and gaining the skills, strategies, and confidence they need to become fluent comprehenders. The Vocabulary Lesson Components provides a simple, 5-minute instructional routine educators can implement daily to advance students' knowledge of words. It can be used to create lessons for teacher-chosen high-impact words or to organize and expand upon locally adopted curriculum materials. The companion **Vocabulary Learning Walk Tool** can support educator reflection and learning on the instruction of new words.



Adapted from: Nancy E. Hennessy, *The Reading Comprehension Blueprint: Helping Students Make Meaning from Text*, First Edition, (Baltimore, MD: Paul H. Brookes Publishing, 2021).

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TASK	TIME	INSTRUCTIONAL NOTES
<p>Vocabulary review</p> <p>Review previously learned words or word part(s).</p>	<p>1 min.</p>	<p>Review previously learned words and/or word part(s) with students before introducing the new word. Show each word on a screen or on index cards in random order. Ask students to respond by either (1) showing the gesture that corresponds to each word, (2) telling their partner the meaning, or (3) saying a sentence and asking which of the two words shown relates better (if subjective question, ask students to discuss why).</p> <p>Words for review:</p> <p>Notes:</p>
<p>New word introduction</p> <p>Introduce the new word or word part(s).</p>	<p>2 min.</p>	<p>Say and have students echo the word while showing it on an index card or screen. Then, connect the spelling of the word to the sounds, either by phoneme (short words) or syllable/morpheme (long words). Finally, introduce the meaning with a student-friendly definition.</p> <p>Word(s):</p> <p>Meaning(s):</p> <p>Sample script: <i>In the book, we'll see this word, .</i> <i>Say, " ."</i> Say the sounds as I point to <i>the parts of the word (display on an index card or screen).</i> <i>means .</i></p>
<p>Active engagement</p> <p>Students practice to refine their understanding of the word or word part(s).</p>	<p>2 min.</p>	<p>Connect the new word or word part(s) to the context of the book, then introduce an associated gesture for the word. Practice by providing 3–5 sentences as examples and ask students to respond by either saying [the word], if it relates, or [not the word], if it doesn't relate to the sentence. Finally, give students a sentence stem containing the word and ask students to turn and talk to complete the sentence.</p> <p>Sentence examples:</p> <p>Sentence stem:</p>
<p>Total time</p>	<p>5 min.</p>	<p>Note: To build fluency and independence, multiple exposures are needed, so continue to practice the word throughout the week using varied practice activities and subsequently through review activities.</p>



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