Key Vocabulary Routine: Recognizing Classroom Use

How can you tell if *The Key Vocabulary Routine* is being used with students? Several indications are described below.

Implementation Folders
At the end of initial training, teachers are given an *Implementation Folder* for saving examples of *Key Vocabulary* lessons and student work samples. Teachers should bring their folders to follow up professional development. A quick review of folder contents provides a good indication of which *Key Vocabulary* strategies are being taught.

Lesson Plans
The Key Vocabulary Routine is designed to be embedded in content classroom instruction. One indication of classroom use is inclusion of the activities noted below in daily lesson plans.

Classroom Evidence of Use
There are five components in the routine that teachers should use in their classrooms. They are detailed below.

1. Previewing difficult vocabulary before reading
The goal of previewing is to provide enough information about unfamiliar words so that students will not "stumble" over them while reading. The goal of previewing is NOT to provide in-depth instruction about all of these words.

Indications of use include:
- Previewing by the teacher of text to determine words that are essential to understanding the text but may be unfamiliar to students
- Lists of previewing words the teacher has selected and given to students
- Class discussion to activate existing background knowledge about these words and to provide some familiarity with the words
- Use of student knowledge rating checklists (see example below)

| *Word*	Know it well, can explain it, use it	Know something about it, can relate it to a situation	Have seen or heard the word	Do not know the word

2. Using activities that connect vocabulary to background knowledge and related words
Students will learn new words faster if they can connect them to existing related background knowledge or other related words. *The Key Vocabulary Routine* uses these four connecting activities: *Semantic Mapping, Categorizing, Semantic Feature Analysis, Scaling*. (see the examples below)

Semantic Mapping: students are asked to brainstorm all the words they can associate with a key vocabulary term. Then they are asked to group the words (see examples below).
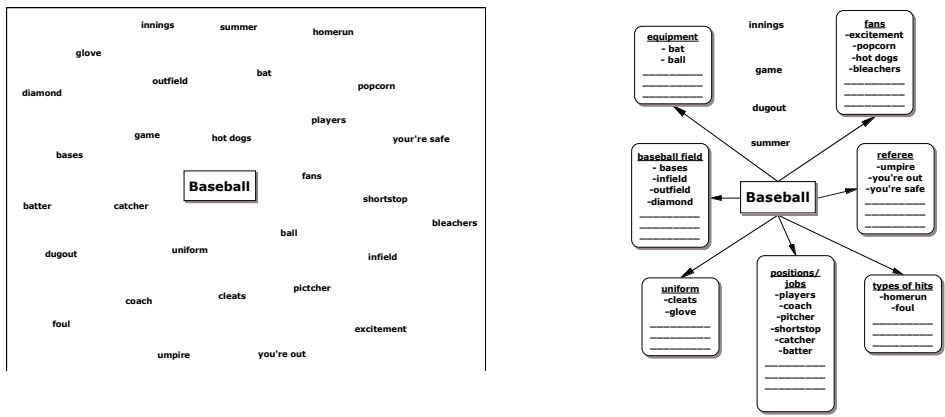
Categorizing: students are asked to organize a list of vocabulary words into categories and then label the categories.

Semantic Feature Analysis: students are asked to complete a matrix that makes connections between a list of related words and associated features (see example below).

	Narrow	Wide	Paved	Unpaved	For walking	For driving
Path						
Trail						
Road						
Lane						
Boulevard						
Freeway						
Turnpike						

Scaling: students are asked to generate a list of related words along a continuum when provided a pair of opposite words (see examples below).

```
↑  scorching
   broiling
   hot
   warm
   lukewarm
   tepid
   cool
   cold
↓  freezing
```

```
↑  introvert
   withdrawn
   timid
   shy
   social
   well adjusted
   independent
   secure
   confident
   self-assured
   outgoing
↓  extrovert
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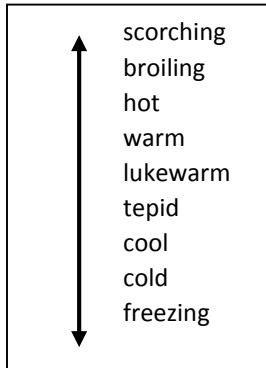
3. Selecting specific words to teach in-depth

Teachers cannot directly teach all of the words that students may not know. However, it is important to teach some essential content words in-depth. First, teachers need to have a model for determining which words to teach. Then they must teach these words in-depth using.

Indications of use include:
- Teachers using a 3 Tier-Model for selecting words
- Teachers and students using templates to teach each word in-depth (see examples below)
- Students generating user-friendly definitions (see examples on the next page)

<div align="center">Frayer Method</div>

Define the word, include picture if possible	List key characteristics and attributes
Example	Non-example

Two-Column Notes for Vocabulary

Word:	Definition:
	Synonym:
	Opposite:
	Category, related words:
	Multiple meanings:
	Use in sentence:

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│                                                   │
│            User Friendly Definitions              │
│                                                   │
│                                                   │
│   A *noun* is a _____ that _____.                 │
│                                                   │
│                                                   │
│                                                   │
│                                                   │
│   To be *adjective* is to _____ such as_____.     │
│                                                   │
│                                                   │
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4. Teaching word learning strategies

Students can be taught how to use the content or word parts to help determine the meaning of an unfamiliar word. Teachers should identify opportunities in their classroom using content reading material to explicitly teach students these strategies.

Indications of use include:
- Teachers taking the time to point out examples in the text of how using the context can be helpful
- Explicit instruction during class of basic prefixes, suffixes and root words
- Teachers pointing out to students how a word can be broken into meaningful parts

5. Promoting word consciousness

Teachers should promote an interest in words throughout the school day.

Indications of a word conscious classroom include:
- Use of word walls
- Use of activities that incorporate word play
- Discussion about word origins
- Taking the time to note new and unusual words