



Keys to Vocabulary for Students with Learning Disabilities

This version of *The Key Vocabulary Routine* addresses the unique needs that students with learning disabilities have related to vocabulary. Teachers learn how to use differentiation and vocabulary scaffolds in an inclusion classroom to provide support to students who struggle with vocabulary because of a learning disability. In addition, intervention educators learn how to provide more explicit instruction, guided practice, and scaffolding as Tier II support instruction. When used across multiple grade levels, students benefit from a consistent approach to vocabulary instruction as they move from grade to grade and subject to subject. The routine incorporates a combination of direct and indirect instructional practices that have been identified consistently in the research as most effective for growing student vocabulary, and are highly aligned with Common Core literacy standards.

Instructional practices in *Keys to Vocabulary for Students with Learning Disabilities* address these topics, strategies and skills:

- RtI and MTSS tiered instruction models: how to deliver instruction at multiple levels to students with varying levels of literacy skills
- Causes of reading difficulty: neurobiological causes of learning disabilities
- The five components of reading: the difficulties that students with learning disabilities have with basic reading skills that affect vocabulary
- Differentiation and scaffolds: how to provide support to students with learning disabilities in the inclusion classroom
- Activities for previewing vocabulary before reading
- Four activities for teaching words by relating them to background knowledge and related words (categorizing, semantic mapping, semantic feature analysis, scaling)
- Selecting specific words from content to teach in-depth
- Using vocabulary templates to learn everything about a word (Frayer, Concept Definition Map, two-column notes)
- Generating user-friendly definitions
- Teaching use of context to determine the meaning of unfamiliar words
- Using word parts (roots, prefixes, suffixes) to determine the meaning of unfamiliar words
- Promoting word consciousness in the classroom

Who Should Participate: Grades 2-5 elementary teachers, grades 6-12 content classroom teachers, educators who provide support to struggling readers, literacy specialists and coaches, and administrators.

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