



## ***Keys to Vocabulary for SEI and English as a Second Language***

**Description:** This version of *The Key Vocabulary Routine* emphasizes the unique needs that English language learners (ELLs) have related to vocabulary. This instructional routine teaches students vocabulary and vocabulary learning strategies in any subject areas. During professional development, educators learn how to teach vocabulary in an SEI (Sheltered English Immersion) classroom using existing content reading and instructional materials. They also learn how to use Key Vocabulary strategies to consolidate content to make it more accessible to ELLs, and to create opportunities for elaborated talk about content between ELLs and fluent English peers. Adoption of *The Key Vocabulary Routine* across multiple grade levels in a school or district provides students a consistent approach to comprehension 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, including ELLs, and are highly aligned with Common Core literacy standards.

Instructional practices in *Keys to Vocabulary for SEI and English as a Second Language* address these topics, strategies and skills:

- ELLs and the five components of reading: how difficulty with basic reading skills affects the vocabulary of ELLs
- Differentiation and scaffolds for ELLs: how to provide support to ELLs who bring a wide variety of educational and cultural experiences to the 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 (Fruyer, Concept Definition Map, two-column notes)
- Generating user-friendly definitions
- Teaching use of context 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 grades 2-12 administrators for these teachers.

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