

Strategies for Effective Vocabulary Instruction



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Revised Bloom's Taxonomy – Question Starters

Remembering- Knowledge

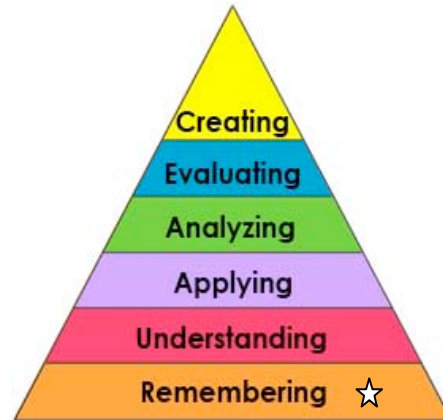
Recall or recognize information, and ideas

The teacher should:

- Present information about the subject to the student
- Ask questions that require the student to recall the information presented
- Provide verbal or written texts about the subject that can be answered by recalling the information the student has learned

Question prompts

What do you remember about _____ ?
How would you define _____ ?
How would you identify _____ ?
How would you recognize _____ ?
What would you choose _____ ?
Describe what happens when _____ ?
How is (are) _____ ?
Where is (are) _____ ?
Which one _____ ?
Who was _____ ?
Why did _____ ?
What is (are) _____ ?
When did _____ ?
How would you outline _____ ?
List the _____ in order.



Anderson & Krathwohl, 2001

Understanding-Comprehension

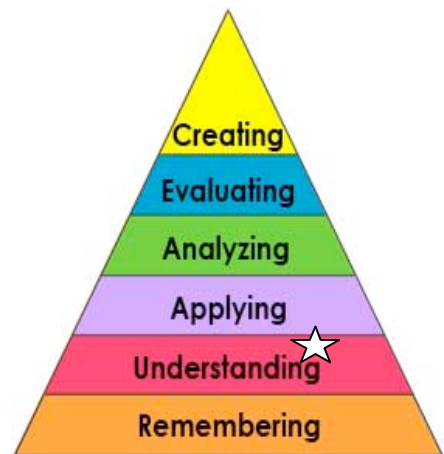
Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

The teacher should:

- Ask questions that the student can answer in his/her own words by stating facts or by identifying the main idea.
- Give tests based on classroom instruction

Question prompts:

How would you compare _____ ? Contrast _____ ?
How would you clarify the meaning _____ ?
How would you differentiate between _____ ?
How would you generalize _____ ?
How would you express _____ ?
What can you infer from _____ ?
What did you observe _____ ?
How would you identify _____ ?
How can you describe _____ ?
Will you restate _____ ?
Elaborate on _____ .
What would happen if _____ ?
What is the main idea of _____ ?
What can you say about _____ ?



Anderson & Krathwohl, 2001

Applying-Application

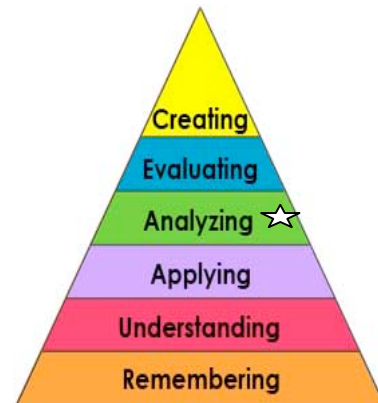
Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

The teacher should:

- Provide opportunities for the student to use ideas, theories, or problem solving techniques and apply them to new situations.
- Review the student's work to ensure that he/she is using problem solving techniques independently.
- Provide questions that require the student to define and solve problems.

Questioning prompts:

What actions would you take to perform _____?
How would you develop _____ to present _____?
What other way would you choose to _____?
What would the result be if _____?
How would you demonstrate _____?
How would you present _____?
How would you change _____?
How would you modify _____?
How could you develop _____?
Why does _____ work?
How would you alter _____ to _____?
What examples can you find that _____?
How would you solve _____?



Anderson & Krathwohl, 2001

Analyzing - Analysis

Break down a concept or idea into parts and show relationships among the parts.

The teacher should:

- Allow time for students to examine concepts and ideas and to break them down into basic parts.
- Require students to explain why they chose a certain problem solving technique and why the solution worked.

Questioning prompts:

How can you classify _____ according to _____?
How can you compare the different parts _____?
What explanation do you have for _____?
How is _____ connected to _____?
Discuss the pros and cons of _____.
How can you sort the parts _____?
What is the analysis of _____?
What can you infer _____?
What ideas validate _____?
How would you explain _____?
What can you point out about _____?
What is the problem with _____?
Why do you think _____?



Anderson & Krathwohl, 2001

Evaluating- Evaluation

Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

The teacher should:

- Provide opportunities for students to make judgments based on appropriate criteria.
- Have students demonstrate that they can judge, critique, or interpret processes, materials, methods, etc. using standards and criteria.

Questioning prompts:

What criteria would you use to assess _____?

What data was used to evaluate _____?

What choice would you have made _____?

How would you determine the facts _____?

What is the most important _____?

What would you suggest _____?

How would you grade _____?

What is your opinion of _____?

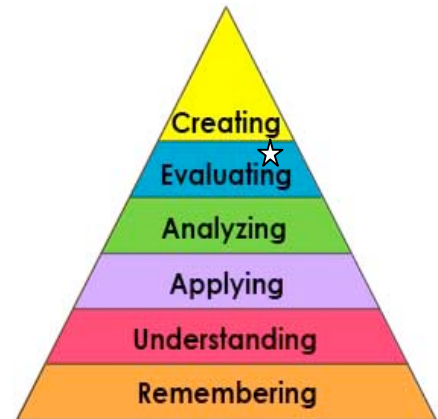
How could you verify _____?

What information would you use to prioritize _____?

Rate the _____.

Rank the importance of _____.

Determine the value of _____.



Creating-Synthesis

Bring together parts of knowledge to form a whole and build relationships for new situations.

The teacher should:

- Provide opportunities for students to assemble parts of knowledge into a whole using creative thinking and problem solving.
- Require students to demonstrate that they can combine concepts to build new ideas for new situations.

Questioning prompts:

What alternative would you suggest for _____?

What changes would you make to revise _____?

How would you explain the reason _____?

How would you generate a plan to _____?

What could you invent _____?

What facts can you gather _____?

Predict the outcome if _____.

What would happen if _____?

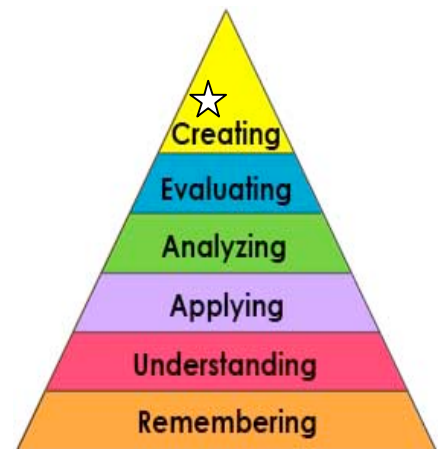
How would you portray _____?

Devise a way to _____.

How would you compile the facts for _____?

How would you elaborate on the reason _____?

How would you improve _____?



Instructional Resource:

MY VOCABULARY PROGRESS

DESIGNED
FOR:
ALL GRADE
LEVELS, ALL
CONTENT
AREAS

Overview:

My Vocabulary Progress (MVP) is a journaling strategy that helps students track the vocabulary they learn. The goal is for students to focus on words unfamiliar to them and not study words they already know.

When to Use:

Before
Reading

During
Reading

After
Reading

How to use:

1. This strategy should be used regularly as part of a journal entry. Provide students with a text and a copy of the graphic organizer.
2. Ask students to record the focus words they would like to study. These words should be the ones they find most difficult or the ones the teacher deems as most important.
3. Allow students time to write what they think the word means in their own words.
4. While reading the text, students should record where the word is located so they can refer to the location in the future.
5. After reading, students should draw a picture, write a synonym, and/or use the word in a sentence to help them connect the term with their life.
6. When students feel they have mastered the term, they should indicate that on the graphic organizer.



Instructional Resource: MY VOCABULARY PROGRESS

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Considerations:

Teachers may want to provide students with a list of Tier II and Tier III focus words/phrases from the text. Students could then choose words from that list to use in their MVP journal.

Differentiation:

1. Students can pair-read the text and complete the graphic organizer with a partner before sharing it with a larger group.
2. Teachers can differentiate the text or the text complexity of the text based on the students' reading levels.
3. Different groups of students can be given different vocabulary words to study. Then time could be given for groups of students to share the words they studied.
4. This graphic organizer can also be used to record vocabulary students learn from watching an educational video.



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My Vocabulary Progress

Name _____

Date _____

Directions: Record the words you intend to study on the chart below. Write the definition in your own words. Then, find the word in the text and record its location. Show an example of the word with a picture, by writing a synonym or using the word in a sentence. When you feel you have mastered the meaning of the word, check the appropriate box.

Focus Word	What I Think It Means	Location	Example	Mastered
1				
2				
3				
4				
5				
6				



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Trade A Thought

Name: _____ Date: _____

My thought:

Classmate's thought:

Classmate's thought:

Instructional Resource:

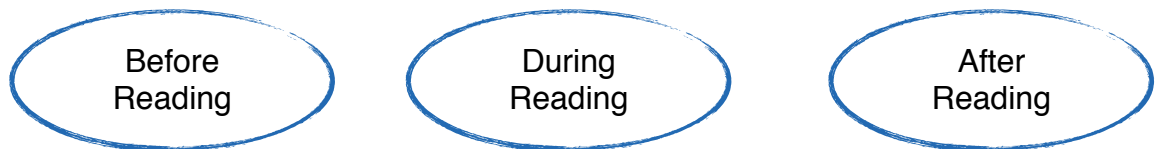
ANTICIPATION GUIDE

DESIGNED
FOR:
ALL GRADE
LEVELS, ALL
CONTENT
AREAS

Overview:

Anticipation Guides have been utilized in classrooms for many years to spark students' interest in upcoming topics. This graphic organizer can be utilized as a pre-assessment and as a way to connect new information to previously learned material.

When to use:



How to use:

1. Write four to six statements about key ideas from the text. These should be constructed to focus students' attention on the top text-dependent information you want students to remember. It is **key** that these statements are text-dependent and not opinion-based.
2. Before students read the text, they should read each statement and mark if they agree or disagree, giving their explanation for their answer. You may also want them to share their thoughts with a partner or with the whole class during class discussion.
3. While reading the text, students should mark the page/paragraph where they found the answer and then indicate whether they were correct in their pre-assessment statement. If possible, you may want to allow students to highlight the text where the answer is found.
4. After completing the reading and graphic organizer, revisit each statement with the students to ensure student understanding is solidified.



Instructional Resource: ANTICIPATION GUIDE

DESIGNED
FOR:
ALL GRADE
LEVELS, ALL
CONTENT
AREAS

Considerations:

If the students are able to correctly complete the first two columns of the guide prior to reading the text and demonstrate they already know the key ideas, the teacher may want to reflect on whether it's valuable to use class time to read the text.

Differentiation:

1. Anticipation Guides can be used orally with students.
2. Teachers can differentiate the statements or the text complexity of the statements for groups of students based on the students' reading levels.
3. This guide could be completed with a partner to encourage collaboration.
4. Anticipation Guides can also be used with videos. Instead of writing the page/paragraph where the answer is found, students would write the direct quote from the video that justifies the correct answer.



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Anticipation Guide

Name _____

Date _____

Text _____

Author _____

Directions: Before reading the text, read the following statements. Mark if you agree or disagree and explain your answer. Then as you read the text, fill in the page where you found the answer. Mark if you were right or not.

Read the statement.	Do you agree or disagree? Explain your answer.	Where was the answer?	Were you right?
1			
2			
3			
4			
5			



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Define it in your own words

Use it in a sentence

Vocabulary Word

Sketch a picture of it

Page Number:

List some synonyms for it

