

### Research-based Principles (continued)

- Teachers should include definitional, contextual, and usage information when explicitly teaching words (Stahl, 1999). However, teachers should not expect single contextual exposures to adequately familiarize students with word meanings (Baldwin & Schatz, 1985).
- Students do not automatically understand how dictionaries work or how to most effectively obtain information from them. (Blachowicz & Fisher, 2004)
- Instruction focusing on structural analysis or morphology (the learning of word parts, such as the Greek roots *tele-* and *graph*) can help students learn new words while reading, as long as a teacher encourages students to engage in independent problem solving. (Blachowicz & Fisher, 2004)

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### Which Vocabulary Instruction Strategies Were Recommended by the NRP?

- Keyword Method
- Incidental Learning
- Repeated Exposure
- Pre-teaching Vocabulary
- Restructuring Reading Materials
- Context Method

(NRP, 2000)

L31804-2002

### What Does Effective Vocabulary Instruction Include?

Vocabulary instruction should include ongoing and purposeful instruction:

- Related to integrated with curriculum content
- Integrated as part of writing instruction
- Incorporated in engaging games and activities

(Anibruster, Lev, A Osborn, 2001; Harris & Hodge, 1995; NRP, 2000)

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