

# Four Dimensions of a Comprehensive Vocabulary Program

1. **Wide Reading** - vocabulary grows as a consequence of independent reading and increasing reading volume (Nagy, Anderson, & Herman, 1987; Cunningham & Stanovich, 1998).
2. **Direct Teaching of Individual Words** - students learn new words via various teacher directed instructional strategies (Stahl & Fairbanks, 1986, Beck, McKeown, & Kucan, 2002).
3. **Teaching Word Learning Strategies** - students independently learn new word meanings when taught the tools to exploit context, analyze prefixes, and various other word learning strategies (Graves, 2004; Edwards et al., 2004).
4. **Fostering Word Consciousness** - vocabulary develops when students are engaged in various activities to increase language play, word choice in writing, and sensitivity to word parts (Nagy & Scott, 2000; Blachowicz & Fisher, 2004).

## BIG Ideas in Vocabulary Teaching

### CONNECT



#### Explanations BEFORE Definitions

- ✓ student friendly explanations
- ✓ language the students already know
- ✓ examples from students' experiential realm
- ✓ synonyms

### PROCESS



#### Active ELABORATION: Use it or Lose it!

- ✓ generate images (non-linguistic reps)
- ✓ "show you know" sentences
- ✓ synonyms and antonyms
- ✓ graphic organizer/webs
- ✓ use in new contexts, etc.

