

“The studies reviewed suggest that vocabulary instruction does lead to gains in comprehension, but that the methods must be appropriate to the age and ability of the rea

The growth of word knowledge is slow and incremental, requiring multiple exposures to words (Hirsch, 2003; Stahl, 2004). This does not mean simply repeating the word and a defi

and vocabulary are best served by spending extended time on reading (and listening) to texts on the same topic and discussing the facts and ideas in them. This kind of immersion in a topic not only improves reading and develops vocabulary, it also develops writing skills (Hirsch, 2003).

Direct Vocabulary Instruction

Promote “word consciousness”

Word consciousness means having an interest and awareness of words.

- Identify words students may know based on their prefixes, suffixes and base or root words. If structural elements help students determine words' meanings, don't teach them directly.
- Consider students' prior knowledge. Words can be discussed as you activate and build prior knowledge. Words can also be extended.
- Determine the importance of the word. Ask yourself: "Does the word appear again and again? Is the word important to comprehending the passage? Will knowledge of the word help in other content areas?"
- Remember, words taught before students read include:
 - Words that will be frequently encountered in other texts and content areas.

Meaning

believe that Ginny liked or admired Sandra's dancing, when in fact grudge means "a feeling of resentment or ill will".)

Students need to learn an alternative strategy if the context is nondirective or misdirective, most likely going to a source that provides information about words, such as a dictionary.

Teach how to effectively use a dictionary

For many years, the

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