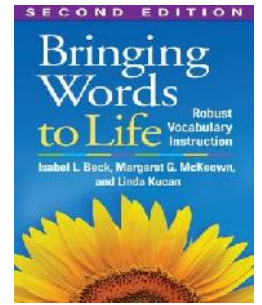




Bringing Words to Life: Robust Vocabulary Instruction by Beck, McKeown, Kucan

Preface: How the 2nd edition is different from the 1st



Chapter 1: Rationale for Robust Vocabulary Instruction – pg.1

- Disparity in knowledge of vocab
- 3-Tier Framework
- What it means to know a word
- 4 Kinds of contexts

Chapter 2: Choosing Words to Teach – pg. 19

- Identifying tier 2 words to teach - evaluating words for possible instruction – pg. 25

Chapter 3: Introducing Word Meanings

- Introducing words: when , how many, and how – pg. 41

Chapter 4: Bringing Vocabulary into the Earliest Grades – pg. 55

- Instructional sequence
- Systematic word introductions
- Follow-up activities

Chapter 5: Instructional Sequences for Later Grades – pg. 62

Chapter 6: Assessing and Maintaining New Vocabulary – pg. 103

- Assessment of students learning about vocabulary
- Maintaining students repertoires after the initial set of instructional activities

Chapter 7: Working with Instructional and Natural Contexts - pg. 117

Chapter 8: Vocabulary and Writing – not much research – pg. 139

“Research supports the notion that that it is not just any kind of vocabulary instruction that affects writing. To affect writing, the instruction has to be robust.”

Chapter 9: Differentiating Vocabulary Instruction – pg. 153

- Increasing intensity or duration of instruction
- ELs – Translation of terms/cognate relationships - roots

Chapter 10: Energizing the Verbal Environment – pg. 172

- Using sophisticated, interesting and precise language

Appendix: Menu of Instructional Activities

- Example/non-example, with five variations
- Word associations, with three variations
- Generating situations, contexts, and examples, with five variations
- Word relationships, with five variations
- Writing, with three variations
- Returning to the story context
- Puzzles, with two variations