

Robust Vocabulary Instruction for ELLs

Article # 16
Visible Literacy Series



The goal of this infographic is to share a process that allows ELs to learn vocabulary in context.

Tiered Words

(Beck, McKeown, & Kucan, 2002)

Tier 1 Words

common language, concrete objects, rarely require direct instruction

ie: tree

This is a tree.

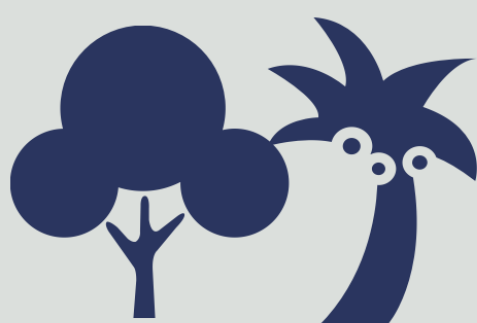


Tier 2 Words

used across a range of disciplines, often abstract, require direct instruction

ie: vary

Trees vary in shape and size.



Tier 3 Words

specific to a domain or discipline, appear infrequently, require in-context direct instruction, usually abstract

ie: deforestation

The rate of deforestation has increased significantly.



2 Ways to Develop Vocabulary



Free Reading

Create a free reading program to expose students to a range of words. Practice using context clues to infer meaning (Cunningham & Stanovich, 1998).



T1 Words Strategy

Usually, no continuous direct instruction required.

Simply use the ELs' first language to access vocabulary by having students search via Google Translate and Google Images to quickly understand non-abstract vocabulary.

EmpoweringELLs.com



Beck, I.L., McKeown, M.G. & Kucan, L. (2002). Bringing words to life: robust vocabulary instruction. New York: The Guilford Press.

Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. American Educator, 22(1 & 2), 1-8. Retrieved September 10, 2016, from http://www.csun.edu/~krowlands/Content/Academic_Resources/Reading/Useful_Articles/Cunningham-What_Reading_Does_for_the_Mind.pdf