

HOW WILL I KNOW A GOOD VOCABULARY PROGRAM WHEN I SEE ONE?

PROVIDES A WORD-RICH ENVIRONMENT

Teacher shows enthusiasm for words and word learning:

- Daily read-aloud
- Word of the day or word activity of the day
- Students indicate teacher loves words and word play

Classroom shows physical signs of word awareness:

- Word charts or word walls (showing student input)
- Books on words, word play, specialized dictionaries (where students can easily access them)
- Labels in classroom
- Student-made word books, dictionaries, card stacks, organizers

RESPONDS TO THE DIVERSE NEEDS OF STANDARD ENGLISH LEARNERS

- Academic English is explicitly modeled and practiced
- Students are provided instructional opportunities to use language interactively, and are encouraged to share knowledge and experience with each other
- Students are encouraged to negotiate and clarify meaning throughout the lesson
- Teacher activates and uses student background knowledge
- Visuals, manipulatives, and graphic organizers are used to explain concepts
- Appropriate questioning techniques are employed (referential questions, wait-time, and comprehension checks)
- The classroom is a risk-free learning environment

BUILDS THE BASE FOR INDEPENDENCE

- Students show enthusiasm for words and word learning and are responsible for their own learning
- Spend part of each day reading on an appropriate level, with help from teachers who are aware of student reading levels
- Have personal reading dictionaries or word logs
- Have a strategy for dealing with unknown words
- Have strategies for self-selection and self-study

MODELS, SUPPORTS, AND DEVELOPS GOOD STRATEGIES

- Rich instruction on content area and cross-content vocabulary words, where definitional and contextual information are provided
- Use of mapping, webbing, and other graphics to show word relationships
- Multiple exposures and chances to see, hear, write, and use new words
- Wide reading with follow-up discussion of new words
- Emphasis on strategies

USES VARIED ASSESSMENT

- Differ depending on goal
- Differ depending on entry knowledge level of learners
- Assess both breadth and depth