



Professional Book Discussion Guide

Book Title: *The Key Vocabulary Routine*

Summary of Book: *This is the training book used during professional development for “The Key Vocabulary Routine”. Part I provides an overview of the program and best practices for effective vocabulary instruction. Part II presents instructional suggestions for the five instructional components in the routine: (1) Preview for Difficult Vocabulary, (2) Use Activities to Connect Vocabulary, (3) Select Specific Words to Teach In-Depth, (4) Identify Opportunities to Teach Word Learning Strategies, (5) Promote Word Consciousness. The last chapter provides examples of how all of the components of the routine can be applied to vocabulary words from different subjects and grade levels.*

Part I

Chapter 1: What is *The Key Vocabulary Routine*?

- What are the five components of *The Key Vocabulary Routine*? (Figure A)
- Explain to a colleague the difference between *breadth* and *depth* of word knowledge.
- Describe who is receiving professional development for this program in your school or district. Will a sufficient number of teachers use the program to provide consistency as students move from grade to grade?
- Give an example from your teaching where you have used the *Gradual Release of Responsibility* model.
- Make a list of the literacy state standards that will be your focus as you use *The Key Vocabulary Routine*.

Chapter 2: Vocabulary Instruction

- Complete Activity 1 and share your response with colleagues.
- Explain the relationship between vocabulary and comprehension. If a student’s vocabulary knowledge is insufficient for his grade level, how might this affect his reading comprehension?
- Complete Activity 2 and share your response to the questions with a colleague.
- Read the information on pages 21-23 about how students acquire new vocabulary and then review the charts in Figures C and D. Jot down one reaction or question you have about the charts.
- Explain the heading on p. 23 *The Gap in Vocabulary Knowledge Widens*.
- Summarize to a colleague what has been identified in the research as effective vocabulary instruction. Which of these practices do you already use?
- What is your reaction to the information under the heading *What Doesn’t Work* about copying dictionary definitions? Do you agree?
- Explain in your own words the difference between *direct* and *indirect* methods for teaching vocabulary.
- Is the author suggesting that dictionaries are not helpful?
- What is the difference between evaluative/summative assessment and formative/informal assessment of vocabulary knowledge?

Part II

Chapter 3: Component 1 - Preview for Difficult Vocabulary

- Explain to a colleague the purpose and goal of previewing vocabulary before reading.

- Generate a previewing list in Activity 1.
- Review the previewing suggestions on pages 40-43. Do you already incorporate any of these suggestions?
- Can you use the *Word Knowledge Checklists* in Figures A or B? If not, how might you adapt them so you can?
- Complete all parts of Activity 2 and share your response with colleagues.
- Develop a previewing lesson in Activity 3 and share your lesson with colleagues.

Chapter 4: Component 2 - Use Activities to Connect Vocabulary

- List the four activities presented in this chapter. Do you use any of them in your classroom on a regular basis?
- Work with several colleagues to complete Activity 1.
- Create your own semantic map activity (Activity 2). Share your lesson with a colleague.
- Work with several colleagues to complete Activity 3 (categorizing).
- Complete Activity 4 and share your response with a colleague.
- Work with several colleagues to complete Activity 5 (semantic feature analysis).
- Complete Activity 6 and share your response with a colleague.
- Work with several colleagues to complete Activity 7 (scaling).
- Complete Activity 8 and share your response with a colleague.
- Which of the four activities presented in this chapter do you think would be most helpful for helping your students grow their vocabularies?

Chapter 5: Component 3 - Select Specific Words to Teach In-Depth

- Review the information about why it is important to teach some words in-depth on p. 75. What is your reaction to the maximum numbers of words suggested by research that can be taught in-depth per year?
- Summarize what is meant by *academic vocabulary*, including the difference between general academic words and subject-specific academic words.
- Are you already familiar with the *Three Tier Model* presented in Figure B? Do you think it could be helpful to determine which words to teach in-depth? Why or why not?
- Review the suggestions on pages 79-81 for how to select words to teach in-depth. Which suggestions are most helpful to you as you consider words to teach in-depth?
- Complete Activity 1. Then explain why you selected your words to a colleague.
- Summarize the suggestions provided for how to teach words in-depth provided on pages 83-87).
- Complete Activity 2 and share your visual with colleagues.
- Complete Activity 3 and share your response with colleagues.
- Look over the 3 templates and examples presented in Figures E, F, and G. Then choose at least one template to teach one of the words you identified to teach in-depth. Share your completed template with a colleague.
- Complete Activity 5 and share your response with a colleague.
- Complete Activity 7 (user-friendly definitions) and share your definitions with a colleague.
- Review the information provided about word lists on pages 98-102. Can you use the word lists provided in Figures J and K with your students? If not, how might you adapt them so you can?

Chapter 6: Component 4 - Identify Opportunities to Teach Word-Learning Strategies

- Explain what Frey and Fisher mean when they say, “*look inside the word and outside the word to see what you know.*”
- Can you use *The Vocabulary Strategy* shown in Figure B with your students? If not, how might you adapt it so you can?

- Complete Activity 1 (using the context) and share your response with colleagues.
- Describe how you already teach students about word parts.
- Explain to a colleague the terms *morpheme* and *morphological awareness*. Also explain why it is helpful for students to develop morphological awareness.
- Choose one of the charts in Figure D and create a list of words that can be generated using the word parts in the chart (Activity 2).
- Complete Activity 3 and share your response with colleagues.
- What does the author mean by *opportunistic moments*?
- Complete Activity 4 with some colleagues. Do you think you might use *neologisms* in your classroom to build morphological awareness?
- How might you make the lists of prefixes, suffixes and roots in Figures G, H, I, and J accessible to your students?
- Do you agree with the author’s statements about direct instruction of specific prefixes, suffixes, and roots: “*while the usefulness of teaching prefixes is apparent, there is less agreement about the value of teaching suffixes*” and “*there are several reasons why it may not make sense to provide direct instruction of very many specific root words*”? If you agree, then what is the best way to teach suffixes and roots?

Chapter 7: Component 5 - Promote Word Consciousness

- Review the section about word-rich classrooms on pages 135-136. Then describe to a colleague things you do to create a word-rich classroom.
- Complete Activity 1. In addition to identifying words, choose one and look up the etymology of that word. Share this history with a colleague.
- Do you already use *word play* in your classroom? Can you use any of the suggestions provided on pages 138-139?
- Do you already use word walls in your classroom for teaching vocabulary?
- Complete Activity 2 and share your response with colleagues.

Chapter 8: Applying Multiple Components of the Routine

- Review the four examples of the application of the routine. Then, using the space in Activity 1, apply all of the components of the routine using your classroom vocabulary.
- Develop an action plan for incorporating *The Key Vocabulary Routine* using the space in Activity 2.

Final Reflection

- Which of the teaching practices from this book are already areas of strength for you as a teacher? In which area(s) do you intend to grow?
- What is the most practical take away that you will implement in your classroom as soon as possible?