

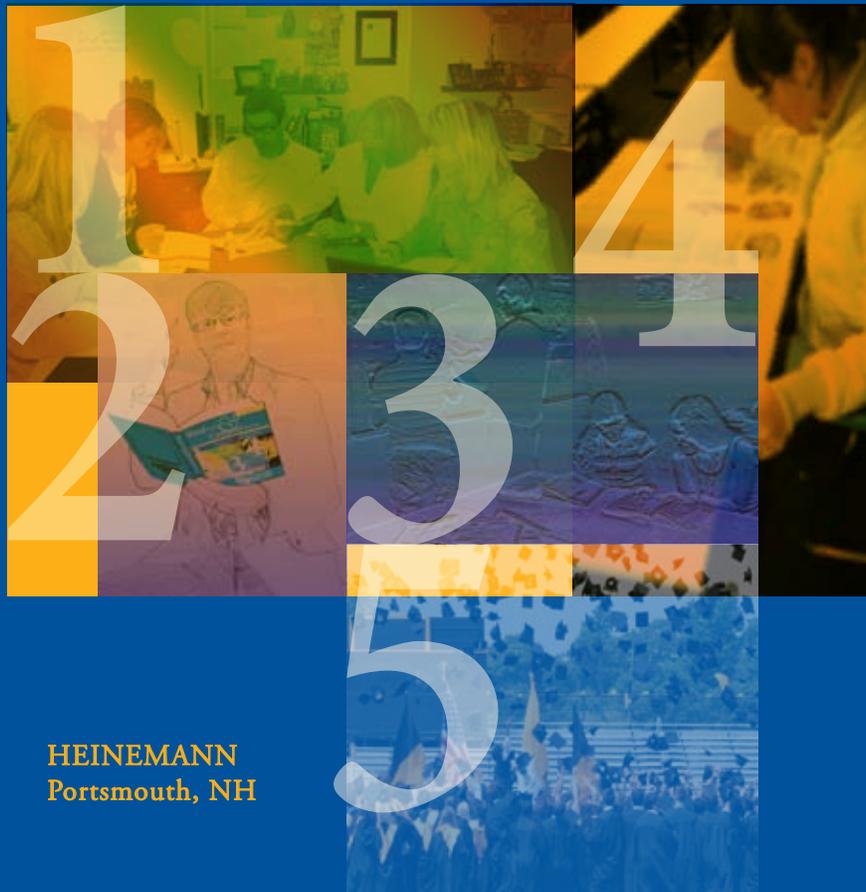
A **STUDY GUIDE** *for*

Word **WISE** *&*
Content **RICH**

GRADES 7-12

FIVE ESSENTIAL STEPS TO TEACHING ACADEMIC VOCABULARY

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Portsmouth, NH

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Word WISE & *Content* RICH

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This Study Guide is intended to support your understanding of the concepts presented in *Word Wise and Content Rich: Five Essential Steps to Teaching Academic Vocabulary* by Douglas Fisher and Nancy Frey.

You can use this study guide as you finish each chapter or after you complete the whole book. Prompts and questions are intended to promote personal reflection but could also be used to foster small-group discussions between colleagues.

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Words (Still) Matter in Middle and High School



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1. Fisher and Frey talk about the unmet vocabulary needs of secondary students. Discuss several of the reasons for these unmet needs within the context of your own school experiences.
2. Discuss the research that relates vocabulary knowledge to the ability of college freshmen to read informational text. What implications does this have for middle and high school classrooms?
3. As mentioned in Chapter 1, reading and writing have a recursive nature. Discuss how word knowledge might play a role in the clarification of ideas.
4. Word knowledge often lies along the continuum of shallow to deep. Discuss the degrees of understanding that have been described by researchers such as Dale, O'Rourke, and Bamman.
5. Discuss the differences between general, specialized, and technical words. Is it important to teach words from each of these categories?
6. Fisher and Frey have developed an academic vocabulary model that consists of five big ideas. The chart on the next page shows a rubric that could be used by educators to evaluate how they are integrating these big ideas across the school day as part of a schoolwide initiative. Using the rubric, how might you describe the vocabulary efforts at your school?

■ Fostering a Schoolwide Vocabulary Initiative

How do students acquire and extend their academic vocabulary across the school day?					
	5	4	3	2	1
<i>Intentional Instruction:</i> Words are identified by course and/or department.	Words are identified using a framework for selection. Word lists include general, specialized, and technical vocabulary and are shared across departments.	All courses and departments select a range of general, specialized, and technical vocabulary, but these are shared only within the department.	Some courses and/or departments have selected words, although these are driven by textbook lists (primarily technical vocabulary).	Individual teachers are applying a framework for selecting vocabulary, although these are not being shared outside the department.	Individual teachers have identified words using the textbook (technical vocabulary), and these are not known to others in the department or school.
<i>Transparent Instruction:</i> Teacher modeling and think-alouds	All teachers have received professional development in modeling and use it daily in their instruction. They share their practices with one another.	Some departments have received professional development in modeling and are using it daily.	All teachers have received professional development, but it is not yet being regularly implemented.	Individual teachers are sharing their modeling practices with one another through peer visits.	There are individual experts using teacher modeling, but there is no opportunity to share practices with others.
<i>Usable Instruction:</i> Peer talk and small-group collaboration	Oral language practices are schoolwide and all teachers integrate peer talk and/or small-group collaboration daily.	Some departments use oral language daily and are emerging as skilled practitioners.	Some departments are planning ways to integrate peer talk and small-group collaboration into daily practice.	There are individual teachers who use peer talk and small-group collaboration but there has not been an opportunity to work with others.	Instruction is dominated by whole-group lectures followed by silent, independent work.
<i>Personalize Instruction:</i> Independent and individual learning	Students schoolwide consolidate their understanding through activities that promote spiral review and metacognition.	Departments are collaborating to build professional knowledge with colleagues.	Some departments have developed a plan for how students increase vocabulary metacognition and spiral review.	Individual teachers are becoming skilled at personalizing instruction, although there is no mechanism for sharing practice.	Independent work emphasizes isolated skills and memorization.
<i>Prioritizing Vocabulary:</i> Words of the Week and Wide Reading	The school has implemented the plan and teachers receive regular professional development to refine practice.	The school has created a plan for schoolwide vocabulary and wide reading (SSR and independent reading).	The school has created a plan for either schoolwide vocabulary or wide reading.	The school is studying schoolwide vocabulary and wide reading for future planning.	There is no plan, and no current initiative to examine these schoolwide practices.