A Study Guide for Word Wise & Content Rich

FIVE ESSENTIAL STEPS TO TEACHING ACADEMIC VOCABULARY

Douglas Fisher and Nancy Frey

HEINEMANN
Portsmouth, NH
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.
1. Why might teachers explain their thinking when reading a piece of text? How could you use this strategy?

2. What does it mean to model context clues? Discuss the four categories for natural contexts that were developed by Beck, McKeown, and McCaslin (1983).

3. What are the five ways in which context clues are provided by authors?

4. Fisher and Frey suggest that teachers devote time to modeling morphology and word parts. What prefixes, suffixes, root words, cognates, and/or word families might you teach in your content area?

5. How could a teacher model the use of resources when deciphering word meaning?

Reference