

## An instructional Sequence for Explicitly Teaching Critical Words to Support Reading Fluency and Lesson Comprehension (Grades 4-12)

### 1) Contextualize the word for students.

*This article focuses on development of students' academic English lexicon through wide reading and explicit instruction. Lexicon is a formal word rarely used in casual conversational English. It is a technical word used by dictionary authors and teachers who conduct research on how children learn vocabulary.*

### 2) Guide students in reading and pronouncing the word several times.

*Say the word lexicon after me: first slowly in parts (lex' i con), now quickly (lexicon). Call on 3-4 individual students to say the word, then ask the entire class to repeat the word one more time: Jena-lexicon, Jose-lexicon, Rick-lexicon, all together-lexicon.*

### 3) Provide a relatively brief, student-friendly explanation. Use familiar vocabulary, words every student would understand and clarify the part of speech.

*The word lexicon is a concrete noun, a thing, something a person could have. The word lexicon is related to vocabulary. It is a collection of words.*

*Technically, the term lexicon is usually used in two specific contexts:*

- 1) to refer to all of the words used in a particular language, for example Spanish*
- 2) to refer to the specialized vocabulary used by people who share a common interest, hobby or profession.*

### 4) Provide a visual representation of the word and/or an illustrative "showing" sentence.

*Showing sentence: K-12 teachers have a lexicon, including specialized terms not widely used in other professions such as inservice, scaffolding and standards-based.*

### 5) Rephrase the simple definition/explanation (and add a second/third example), asking students to complete the statement by chorally stating the word.

*If you want to order a decent cup of coffee in a trendy café, you had best learn to distinguish between an Americano, a latte and a cappuccino because these are critical distinctions in the coffee master or barista \_\_\_\_\_ (Students repeat lexicon).*

### 6) Deepen understanding and structure students' oral and written use of the new word with focused questions/tasks to assess if students grasp the meaning.

*Based on your interactions with skaters at your school site, would you say that they have a viable lexicon? Thumbs up or down. Using this sentence starter, provide one reason why you believe that skaters do or do not have an identifiable lexicon:*

*I (don't) believe skaters have a lexicon because \_\_\_\_\_*

*With your partner, think of a group of people who participate in a particular sport or hobby who use specific words to refer to their equipment, clothing, activities, etc.*

*We believe that \_\_\_\_\_ have a lexicon because they use words like \_\_\_\_\_ to refer to \_\_\_\_\_*