☺ Vocabulary Do's & Don'ts

Do's You should...	Don'ts You should not...
Provide multiple exposures to words. New words are learned and meaning is shaped through many exposures over time.	Have students only look up words in the dictionary and copy definitions. Don't over-rely on dictionary definitions.
Have students create non-linguistic representations for keywords - images, pictographs, and acting out new words supports word learning.	Teach too many words at one time. Students will only learn words at a cursory level and quickly forget them.
Focus on academic vocabulary for instruction. Examples: **Tier 2**: sequence, distribute, generate, conduct, compare, etc. **Tier 3**: integer, photosynthesis, geometric, continent	Introduce words and promptly forget about them. New words are learned over time through a variety of exposures.
Support independent reading in a variety of genres and text types. Wide reading builds a rich, useful, and diverse vocabulary.	Think you need to assess every single word. Use a variety of assessment methods to determine word learning.
Harness the power of digital tools for practice, review, and to connect words to images. Use link below to access 21 tools to build vocabulary. [21 Tools to Build Vocabulary](#)	Require students to use new vocabulary in sentences too quickly. Students need more familiarity with words in order to use them in speaking and writing.
Directly teach individual words. Pronounce each word, spell it, provide a kid-friendly definition, and encourage elaborations & non-linguistic.	Arbitrarily assign lists of words for students to learn. Connect vocabulary to a context - text, language, writing, - in order for word learning to be rooted in meaning.
Read aloud to students-picture books, trade books, and informational text. Reading aloud exposes students to higher-level vocabulary.	Rely solely on leveled books for word learning. Children's literature, including picture books, will introduce students to advanced vocabulary in context.
Create semantic maps and webs of words to make word learning visible. It is critical to discuss the relationships of words to support word learning.	Forget the power of a print-rich environment to support word learning. Classroom libraries, books, read alouds, & discussion flood students with language and new vocabulary.
Teach students independent word-learning strategies. These include word parts, context clues, reference tools. **"Inside, Outside, Outside"** **Inside:** *What word parts can help you define the word?* **Outside:** *What context clues around the word help you define the word?* **Outside:** *What reference tool can help you define this word?*	Get overwhelmed with the amount of words students need to know. Focusing on cross-curricular terms (tier 2 words) can make an important difference in academic growth.