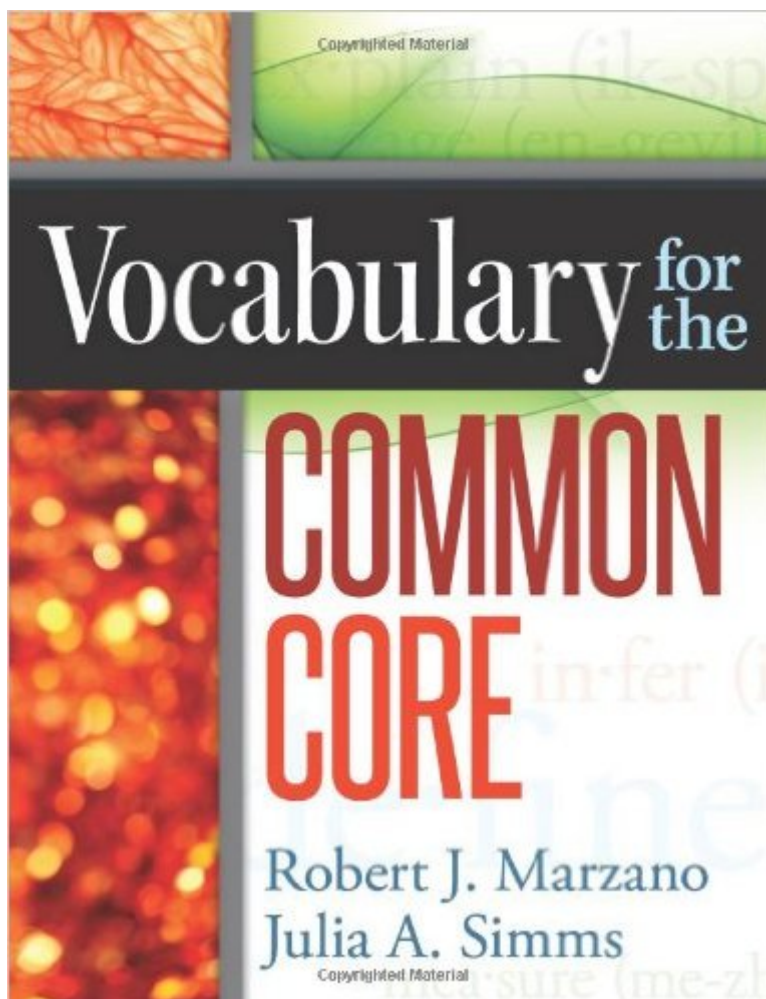


The book was found

Vocabulary For The Common Core



Synopsis

The Common Core State Standards present unique demands on students ability to learn vocabulary and teachers ability to teach it. The authors address these challenges in this resource. Work toward the creation of a successful vocabulary program, guided by both academic and content-area terms taken directly from the mathematics and English language arts standards. Benefits - Learn to incorporate CCSS vocabulary into teaching and student learning. - Recognize the impact that quality vocabulary instruction can make on reading ability, mental process, and academic achievement. - Understand how students learn vocabulary. - Make academic and content-area terms from the CCSS relevant to students. - Create a system of assessment that tracks students progress with CCSS vocabulary.

Book Information

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Teaching > Schools & Teaching > Instruction Methods > Language Arts

Customer Reviews

So far, the only book that addresses one of the fundamental problems listed in the Common Core State Standards document that is now implemented in most states: the importance of direct vocabulary instruction. The authors are quite careful in providing its audience an accessible textbook that can discuss the theoretical foundations for direct vocabulary instruction without getting too technical. Anyhow, they do point out the importance of oral vocabulary, the family's socio-economic background in building that vocabulary, and the dire need for direct instruction of academic vocabulary to help students succeed in an academic environment. The part of the book I found most useful was Marzano's six-step process of teaching a word, which is based on the

principle that the more exposure students receive on a word, the more they enhance their vocabulary. The first stage consists on the teacher's explanation of the word, including providing examples; the second stage has the student restate that explanation and provide his own examples; the third stage requires the student to illustrate the definition of the word; at the fourth stage, students would be exposed in multiple forms to the word; during the fifth stage students will discuss words with peers; and finally, the teacher reinforces the vocabulary through exciting vocabulary games. Although the process seems simple, the authors provide their audience with a thorough discussion for each stage. In addition to this, Marzano does not ignore institutional factors that might affect vocabulary teaching, discussing how it is better for a group of teachers to meet to plan vocabulary instruction in their school. Moreover, additional sections serve as reference to key words for each subject matter that should be taught under the CCSS. The authors support well the theoretical foundations for teaching vocabulary. A caveat: although English Language Arts is included, English as a second language is not addressed. Nevertheless, this does not prevent me from applying any principle or suggestions presented in this book. Thus, I found this book quite useful and accessible.

I feel like, if you've read one of Marzano's books, you've read them all. It seems to be the same research regurgitated into a different title.

I am through ordering anything more that carries a title or subtitle of "Common Core." I've thrown away more money on all these regurgitated theories that we were indoctrinated with in undergraduate and graduate school. Don't waste your money on this; it's just pages and pages of how to spend endless instructional hours teaching vocabulary and all the (cited ad-nauseum) research underlying the theories (yawn) behind each instructional approach/technique. I was originally receptive to the whole common core initiative, but, after spending a few hundred dollars and precious prep time hours, I realize the whole overly-touted educational paradigm is actually a profit-driven enterprise that is moving us further and further away from success. Perhaps, if we got politicians and publishers out of our educational system, got parents to interact with their kids and keep them off video games and Facebook, then they could start to increase their vocabulary naturally - by reading extensively and broadly!! if it has "common core" in the title - take a pass. As for this rehash Marzano - please save your hard-earned money. I gave it one star because they don't have half-stars!!

I was disappointed in this book. The majority of the book is just a plethora of word lists for the Common Core which is already in sources our district and state provide.

There are intensive vocabulary teaching methods which I would use for a few essential words. But for all vocabulary teaching, these methods would consume far too much time. There are too many other details to be addressed in the teaching of Language Arts to spend this much time on vocabulary. I have read and absorbed the approach and will modify it as needed.

Great resource. I am using it as a special education teacher to create assessment to determine my students' academic vocabulary. It is good to have a resource right at hand that has the essential common core vocab. I recommended it to our RTI and literacy coach and it is now part of our school teachers' library. It is easy-to-read and has some useful charts to see how vocab is used across grade levels.

This book provides the research behind making the change to the traditional way of vocabulary lessons to lessons/teachings that support Common Core. The list of vocabulary words by Tiers is invaluable and saves you time figuring out on your own which words to be taught.

I don't really care for this book because it doesn't really say anything...it just contains lists of words. I read some other posts that indicated that this book was good for vocabulary. I disagree. There are other resources that are way more helpful. As a teacher, I don't need a list of vocabulary words to teach, instead I need ideas on how to teach the vocabulary in engaging and effective ways to my students. This book was a waste of my money.

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