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EDG511 - Chapter 3 Klingner Quiz

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Question #1

What are the four stages of knowing a vocabulary word?

The four stages of knowing a vocabulary word are:

1. The student knows nothing about the word, never saw or heard it before.
2. The student heard the word but has no idea what it means.
3. The student knows something about the word when he or she hears or reads it in context.
4. The student knows the word well.(Klingner et al., 2015)

Question #2

What are the 5 steps to determine when students already know about words?

1. Review the unit or story. Select the key words that students need to know to understand the story. If there are relatively few words(3 to 5), also select difficult words that may not be essential to understanding the story but would enhance students' vocabulary.
2. Consider ways to group words together. Grouping can be based on several types of linkage that the words have in common. If reading a narrative story, all the words describing characters in the story can be linked together(Klingner et al., 2015)

3. Read the words aloud to students and show them the word groupings. Ask them to tell you why the words go together in a group. Support students' responses by extending and linking their ideas with the word meanings and their connection to text.
4. Ask students to work with a partner and to brainstorm keywords or associations that describe or inform the vocabulary words selected.
5. Ask students to share their words and associations. Be sure to clarify if students are providing information that is not related to the word or is misleading.(Klingner et al., 2015)

Question #3

What are three suggestions for assisting students in vocabulary learning?.

1. Provide a student-friendly explanation of the word by (a) describing it in everyday language that the students can understand; (b) using connected language to describe the word in different situations, not single words or short phrases and (c)include references to “you”, “something” and “someone” to help students make a connection with the new word and their own lives.
2. Ask students to repeat and write the word.
3. Students are asked to say and read the word again to establish a link to its phonological representation(Klingner et al., 2015)

Question #4

What is the role of a semantic map?

Semantic maps are used to help students learn important words and to make connections with related key words or ideas. They are often created as webs with linkage designated by connecting lines. Teachers can have a semantic mapping activity for students to do prior to reading, in order to introduce key terms. These maps can also be used after reading to summarize and review key terms and ideas and to informally assess student understanding. (Klingner et al., 2015)

Question #5

What are the 5 steps used to help a student figure out a word in context?

1. **Read and paraphrase** - The teacher or student reads the passage with the unknown word and then restates the passage. Initially the teacher paraphrases the passage but students should take over this strategy when they become more familiar with the strategy.
2. **Establish the context** - Students are taught to ask and answer questions such as “What is going on?” or “What is this passage about?” When students are first learning this step, the teacher guides the questioning and probes responses until the students are able to correctly describe the context.
3. **Initial identification and support** - the student is asked to state what the word could mean and to provide support from the context for his or her choice. “What do you think unsatisfactory might mean?”
4. **Other opinions** - In this step the student is asked to generate other plausible word meanings and to defend his or her choices. Students are encouraged to consider several opinions because there isn’t always one correct word meaning. Students are asked, “What else might unsatisfactory mean?” and then, “Can you think of other meanings?”

5. **Summarize** - In the final step, the student is asked to put all of the information together. In this way, the student learns to reflect on the contextual information that might be used to find the meaning of an unknown word(Klingner et al., 2015)

Klingner, J. K., Vaughn, S., & Boardman, A. (2015). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press.