Vocabulary

USE REFERENCE TOOLS SUCH AS DICTIONARIES, THESAURUSES, AND GLOSSARIES

UNDERSTAND	**Definition**	Readers use many word-learning tools to increase their understanding of words and texts.
	When to teach this strategy	**If you see readers who . . .** • keep reading even though they don't know what the word means. • always ask someone else what the word means. • have exhausted other strategies but still don't know what the word means.
PREPARE	**Why we teach it**	As readers engage in more challenging text, they will come across unknown words, so it is important to have word-learning resources they can use to support themselves as readers and enhance understanding of their own reading.
	Secret to success	It's important to know how word-learning tools work to use them successfully.
TEACH	**How we teach it**	We model and use the word-learning tools often during our whole-class read-alouds or in content teaching. In whole-class lessons, we regularly say, *Let's see what the dictionary says about this word; let's look it up on the computer today* or *What other word could the author have written? Let's check the thesaurus.* Most of our work with word-learning tools is done in an organic, authentic, and positive way to model how real readers use them and to promote their use.
		Suggested language: • *Let's see what the dictionary says about this word; let's look it up on the computer today.* • *What other word could the author have written? Let's check the thesaurus. I am going to put the thesaurus under the document camera, and we'll figure out how we can find this word.*
SUPPORT	**Instructional Pivots**	**Possible ways to differentiate instruction:** • We often put students with partners to use reference tools to support each other while layering on the strategy *Ask Someone to Define the Word for You*. Together the partners work to enhance the application and understanding of this strategy. • When students struggle to use word-learning tools effectively, it can be tempting to have them do rote practice pages, but these readers need our guidance and authentic modeling the most. Reconsider materials, setting, instruction, and cognitive processes.
	Partner Strategies	These strategies may provide support before, during, and after teaching this strategy: • *Use Prior Knowledge and Context Clues* • *Use Pictures, Illustrations, and Diagrams* • *Use Word Parts*