

Glossary of Vocabulary Terms & Concepts

WORD	DEFINITION	EXAMPLE
Abstract Words	Abstract Words are words that are difficult to demonstrate or picture.	Ex: cousin, democracy, or reluctant
Academic words	Academic words appear in all sorts of texts and are highly generalizable. They often represent subtle or precise ways to say relatively simple things (e.g., "saunter" for "walk"). They are not unique to a particular discipline.	Ex: contemplate for think, saunter for walk
Adept Diction	Adept Diction is the skillful use of words in speech and writing.	
Affix	Affix is a morpheme or a meaningful part of a word that is attached before or after a root to modify its meaning: a category that includes prefixes, suffixes, and infixes.	Ex: The <i>affix</i> in the word "attendance" is "-ance."
Anglo-Saxon Words	Anglo-Saxon words are short, everyday words used frequently in ordinary conversation and beginning reading texts.	Ex: house, happy, play, boy, girl
Antonym	Antonyms are words that are opposite or nearly opposite in meaning.	Ex: The Antonym of hot is cold.
Base Word	Base Word is a free morpheme, usually of Anglo-Saxon origin, to which affixes can be added.	house, boy
Biemiller List	Biemiller List is a list of 2,300 common root words from Dale-Chall List.	
Bound Morpheme	A bound morpheme cannot stand alone as words; is a meaningful part of a word that makes words only in combination with other morphemes; includes inflections, roots, prefixes, and derivational suffixes.	Ex: Prefix: dis-, in-, re-; Derivational Suffixes: -ful, -less, -ly; Inflectional Suffixes: -ed, -es, -ing, -s; Greek Roots: bio, graph, scope; Latin Roots: dict, ject, struct
Breadth of Word Knowledge	Breadth of knowledge refers to the quantity of words for which a student may have some level of knowledge. Words understood in context only.	Ex: For the word plight--The reader understands the word in context but cannot tell the meaning of it and does not use it in speech or writing.
BUSD's Academic Word List		
Cognate	Cognates are words in two languages that share a similar meaning, spelling, and pronunciation.	Ex: English Cognate- attention; Spanish Cognate - atencion
Concrete Words	Concrete Words are words that can be pictured, felt, or hear.	Ex: cottage, scalding or shrill
Connotation	Connotation is an idea or feeling that a word invokes in addition to its literal or primary meaning.	Ex: The word "discipline" has unhappy connotations of punishment and repression".
Context	Context is the language that surrounds a given word or phrase (linguistic context), or the field of meaningful associations that surrounds a given word or phrase (experiential context).	Ex: His rancor, or hatred, of his brother has caused him to live his life as a lonely person. The synonym of rancor is hatred and helps the reader understand rancor in context.
Context Clues	Context Clues are words or phrases that give readers hints or suggestions to the meaning of unfamiliar words.	Examples of Context Clues are: definition, synonyms, antonyms, examples, and general.
Dale-Chall List	Dale-Chall List is a list of 3,000 words known by student in and by Grade 4.	
Degrees of Knowing a Word	Degrees of knowing a word include several dimensions.	These include: recognizing the word, knowing the word, owning and using the word.
Depth of Word Knowledge	Depth of knowledge refers to the degree to which a student knows a word.	Ex: plight--The reader understands the word in context and can tell the definition and uses it regularly in speech and writing.
Derivational Suffix	Derivational Suffix is a type of bound morpheme; a suffix such as -ity,-ive, and -ly--that can change the part of speech of the root or base word to which it is added.	Ex: The derivational suffix "ian" is added to music to create a new word musician.
Eymology/Word origin (in depth of word knowledge)	Eymology/word origin refers to the history and development of the structures and meanings of words.	Ex: track--Word Origin is from the late 15th century (in the sense 'trail, marks left behind'): the noun from Old French <i>trac</i> , perhaps from Low German or Dutch <i>trek</i> 'drawing, pull'; the verb (current senses dating from the mid 16th century) from French <i>traquer</i> or directly from the noun.
Expressive/Productive Vocabulary	Expressive/Productive Vocabulary are words that a person uses in writing or speaking.	Ex: Words that a persons knows in depth of knowledge.
Flexibility	Flexibility is the ability to be easily modified to respond to altered circumstances or conditions.	
Free Morpheme	A free morpheme is a morpheme (or word element) that can stand alone as a word.	Ex: "A word like 'house' or 'dog' is called a free morpheme because it can occur in isolation and cannot be divided into smaller meaning units.
Four-Part Processor--4-Part Processor	The 4-Part Processor (1986) explains the mental activities that work proficiently and interactively during skilled reading.	Phonological Processor, Orthographic Processor, Meaning Processor, and Context Processor
Gradable Antonym	A Gradable Antonym is learning how to arrange words in a scale, or semantic gradient.	Ex: Gradable antonyms for hot to cold: boiling, hot, warm, cool, cold, freezing, subzero
Graphic organizers	Graphic organizers are visual and graphic displays that depict the relationships between facts, terms, and/or ideas within a learning task.	
Greek Words	Greek words are specialized words used mostly in science and technology.	Ex: astronaut, geology, phonograph
Hart & Risley Study	Hart & Risley study concluded that Oral language (expressive and receptive vocabularies) is an important pre-cursor to reading.	30,000,000 million word gap
Homographs	Homographs are words that are spelled the same but have different meanings and different origins.	Ex: bark (tree covering); bark (sound a dog makes)
Incidental word learning	Incidental word learning is the learning that occurs through rich oral language experiences and through encounters with words daily rather through formal instruction.	Ex. Read-Alouds provide rich oral language experiences, Independent Reading and conversations.
Idiom (in depth of word knowledge)	Idiom is an expression that cannot be understood by the meanings of the individual words within it	Ex: to cut the mustard; to be in a pickle
Inflectional Suffixes	Inflectional Suffixes are a type of bound morpheme; a grammatical ending that does not change the part of speech of a word but that marks its tense, number or degree in English.	Ex. -s, -ed. -ing. Run to runs--- they are both still running
Language	Language is a code made up of rules (phonology and orthography) that include what words mean (vocabulary), how to make words (morphology), how to put them together (syntax and semantics), and what word combinations are best in what situations (pragmatics). Speech is the oral form of language.	Ex: English, Spanish, German, etc.

Latin Words	Latin words are longer, more sophisticated words used in formal contexts, such as content-area texts and literature.	Ex: audible, dictate, pedal, inspect
Mapping	Mapping is a general term to describe the process that occurs when information input gets connected to prior context. Mapping fosters continuity of thought. When it fails is when the reader must generate an inference.	Ex: The word "write" and to write antonyms, synonyms, and multiple meaning, idioms, cognates, common phrases, and homographs.
Meaning processor	Meaning processor is a neural network in the brain that attaches meaning to words that have been heard or decoded.	
Mental Lexicon	A Mental Lexicon is the name for the mental dictionary in every person's linguistic processing system.	
Metaphor (in depth of word knowledge)	Metaphor is a comparison of two things that are not signaled by using the words like or as.	Ex: My friend is a walking encyclopedia.
Morpheme	Morpheme is the smallest meaningful unit of a language; it may be a word or part of a word; it may be one or more syllables; word-part clues; meaningful parts of words.	Ex: un-inter-rupt-ible
Morphology	Morphology is the study of the meaningful units in a language and how they are combined in a word formation.	
Multiple meanings (in depth of word knowledge)	Multiple meanings refers to the fact that many words have more than one meaning and/or more than one use.	Ex: in English, run or stand
NRP recommended strategies (2000)	The National Reading Panel (2000) report identified 8 specific strategies that were most effective in supporting vocabulary and recommended that they be used in combination. These strategies include: 1.Intentional, direct instruction of vocabulary words is required for specific texts; 2.Repetition and multiple exposures to vocabulary items are important; 3.Learning in rich contexts is valuable for vocabulary learning; 4.Vocabulary tasks should be reconstructed as necessary; 5.Vocabulary learning is effective when it entails active engagement that goes beyond definitional knowledge; 6.Computer technology can be used effectively to help teach vocabulary; 7.Vocabulary can be acquired through incidental learning; 8.Dependence on a single vocabulary instructional method will not result in optimal learning.	
Orthography	Orthography is a writing system for representing language.	Ex: our manuscript and cursive handwriting
Phonology	Phonology is the rule system within a language by which phonemes can be sequenced, combined, and pronounced to make words.	
Pragmatics (in depth of word knowledge)	Pragmatics involves the choices of language people make in social interaction and of the effects of these choices on others.	Ex: manners, gestures, tones to get a point across.
Precise	Precise is the exact, accurate understanding of the word in context.	
Prefix	A Prefix is a morpheme that is added to the beginning of a root word that changes its meaning.	Ex: The word "turn" is changed when "re" is added to it to make --return.
Pronunciation (in depth of word knowledge)	Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability.	
Receptive Vocabulary	Receptive Vocabulary is the word meanings a person understands when the words are encountered in reading or listening.	Ex. Radio, being read to, or talking
Root Word	A Root Word is a single word that cannot be broken into smaller word or parts: a bound morpheme, usually of Latin origin, that cannot stand alone but that is used to form a family of words with related meanings.	Ex: In the word "disagreement"---agree is the root
Scarborough's Rope Model	Scarborough's Rope Model (2001) emphasizes that fluent reading for meaning depends on successful mastery of a number of subskills within the word-recognition and language comprehension domains.	
Semantics	Semantics is the study of word and phrase meanings and relationships.	
Semantic representation	Semantic representations are meaning-based and refer to information constructed from background, syntactic and semantic cues, and vocabulary.	
Sentence structures	Sentence structures refer to the syntax of a sentence and how words, phrases, and clauses can be sequenced.	
Simile	Simile is a comparison of two things that are not the same by using the word like or as.	Ex: as easy as pie; float as a butterfly
Simple View of Reading	The Simple View of Reading (1986) is a powerful but simple concept that reading comprehension is the product of printed word recognition (decoding) and higher-level thinking processes (language comprehension).	
Semantic Overlap	Semantic overlap is when words that fit into similar categories due to common features, though are not synonyms of one another.	Ex. Part of the body: head, nose, mouth, vs. stomach, heart, lungs
Suffix	Suffix is a word part added to the end of a root word that changes its meaning; a derivational morpheme (added to a root or base word) that often changes the word's part of speech and modifies it meaning.	Ex.help to helpful or helpless
Synonym	Synonyms are word that are very close in meaning; a word that means the same thing as the target word but is spelled and pronounced differently.	Ex: happy/glad
Three Tiers of Vocabulary	Three Tiers of Vocabulary comes from Isabel Beck's system for classifying words for instruction.	Tier 1: every day words; Tier 2: academic words; Tier 3: content specific words
Vocabulary	Vocabulary is the collection of word meanings in an individual's mental dictionary (lexicon).	
Word consciousness	Word consciousness is the awareness of word choice, word characteristics, and word structure, as well as an intrinsic interest in knowing about words.	Ex: awareness of words, enjoyment of words, playing with words, interest in words, appreciation of words, satisfaction in using words well.

Word Families	Word Families are a group of words related in meaning.	Ex: collect, collected, collection, collects, collecting, collector
Word Learning Strategies	Word learning strategies help students determine the meanings of unfamiliar words independently; Explicitly teaching WLS along with target words instruction helps increase their vocabulary and become better independent word learners (Baumann, 2003).	Ex: Precise and Flexible meanings; Semantic Overlap; Creating Word Networks, Gradable Antonyms; Morphological Structure; Contextual Analysis; and Proper Dictionary Use
Word Play	Word Play is a playful attitude toward word in particular and language in general.	Ex. Word Games: puns, riddles, tongue twisters; Word Manipulations: anagrams, acronyms ,etc.
Word Web	Word Web displays the variety of meanings a word can have, and show the semantic relatedness to target words to other words and concepts.	Ex: the word write and automobile from power point

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Adept Diction	Adept Diction is the skillful use of words in speech and writing.	Ex: use words "into analyze this" instead of "lets break this down"
Affix	Affix is a morpheme or a meaningful part of a word that is attached before or after a root to modify its meaning; a category that includes prefixes, suffixes, and infixes.	Ex: The <i>affix</i> in the word "attendance" is "-ance."
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Breadth of Word Knowledge	Breadth of knowledge refers to the quantity of words for which a student may have some level of knowledge. Words understood in context only.	Ex: For the word plight--The reader understands the word in context but cannot tell the meaning of it and does not use it in speech or writing.
BUSD's Academic Word List	BUSD's Academic Word List was developed by culling words from the Coxhead Academic Word List, the EAP Academic Word list and other lists including roots, suffixes, prefixes, and Spanish cognates.	
Cognate	Cognates are words in two languages that share a similar meaning, spelling, and pronunciation.	Ex: English Cognate- attention; Spanish Cognate - atencion
Concrete Words	Concrete Words are words that can be pictured, felt, or hear.	Ex: cottage, scalding or shrill
Connotation	Connotation is an idea or feeling that a word invokes in addition to its literal or primary meaning.	Ex: The word "discipline" has unhappy connotations of punishment and repression".
Context	Context is the language that surrounds a given word or phrase (linguistic context), or the field of meaningful associations that surrounds a given word or phrase (experiential context).	Ex: His rancor, or hatred, of his brother has caused him to live his life as a lonely person. The synonym of rancor is hatred and helps the reader understand rancor in context.
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Derivational Suffix	Derivational Suffix is a type of bound morpheme; a suffix such as -ity,-ive, and -ly--that can change the part of speech of the root or base word to which it is added.	Ex: The derivational suffix "ian" is added to music to create a new word musician.
Etymology/Word origin (in depth of word knowledge)	Etymology/word origin refers to the history and development of the structures and meanings of words.	Ex: track--Word Origin is from the late 15th century (in the sense 'trail, marks left behind'): the noun from Old French <i>trac</i> , perhaps from Low German or Dutch <i>trek</i> 'drawing, pull'; the verb (current senses dating from the mid 16th century) from French <i>traquer</i> or directly from the noun.
Expressive/Productive Vocabulary	Expressive/Productive Vocabulary are words that a person uses in writing or speaking.	Ex: Words that a persons knows in depth of knowledge.
Flexibility	Flexibility is the ability to be easily modified to respond to altered circumstances or conditions.	Ex: bark of a dog and barking out an order exhibits flexibility in the word "bark"
Free Morpheme	A free morpheme is a morpheme (or word element) that can stand alone as a word.	Ex: "A word like 'house' or 'dog' is called a free morpheme because it can occur in isolation and cannot be divided into smaller meaning units.
4-Part Processor	The 4-Part Processor (1986) explains the mental activities that work proficiently and interactively during skilled reading.	Phonological Processor, Orthographic Processor, Meaning Processor, and Context Processor
Gradable Antonym	A Gradable Antonym is learning how to arrange words in a scale, or semantic gradient.	Ex: Gradable antonyms for hot to cold: boiling, hot, warm, cool, cold, freezing, subzero
Graphic organizers	Graphic organizers are visual and graphic displays that depict the relationships between facts, terms, and/or ideas within a learning task.	Ex: Venn Diagram
Greek Words	Greek words are specialized words used mostly in science and technology.	Ex: astronaut, geology, phonograph

Hart and Risley's Three Key Findings:

1. The variation in children's IQs and language abilities is relative to the amount parents speak to their children. 2. Children's academic successes at ages nine and ten are attributable to the amount of talk they hear from birth to age three. 3. Parents of advanced children talk significantly more to their children than parents of children who are not as advanced.

What we learn as educators from this study, is that there is a real necessity to engulf students in serious, targeted, and explicit instruction and intervention in the early literacy classroom and beyond in order to close this gap.

Homographs are words that are spelled the same but have different meanings and different origins.

Homonyms: Words are spelled the same, sound the same, but have different meanings. "bear" and "bear"

30,000,000 million word gap It's important for us as educators to know how vocabulary is learned and to be intentional about creating opportunities to learn words new words everyday.

Hart & Risley study concluded that Oral language (expressive and receptive vocabularies) is an important pre-cursor to reading.

Ex: bark (tree covering); bark (sound a dog makes)----same writing

Ex: "bear" and "bear"----same name

Hart & Risley Study

Homographs

Homonyms

Homophones	Homophones: Words that sound the same, but spelled differently.	Ex: "their" and "there"--same sounds
Idiom (in depth of word knowledge)	Idiom is an expression that cannot be understood by the meanings of the individual words within it.	Ex: to cut the mustard; to be in a pickle
Incidental Vocabulary	Incidental vocabulary are the words that are learned through reading, speech, discussion, and experiences. This is actually where most of the words are learned though these words aren't often deeply known until many associations are made with the word.	Incidental word learning is the learning that occurs through rich oral language experiences and through encounters with words daily rather through formal instruction. Ex. Read-Alouds provide rich oral language experiences, Independent Reading and conversations.
Inflectional Suffixes	Inflectional Suffixes are a type of bound morpheme; a grammatical ending that does not change the part of speech of a word but that marks its tense, number or degree in English.	Ex. -s, -ed, -ing. Run to runs--- they are both still running
Intentional Vocabulary	Intentional Vocabulary: These are the words that are taught through direct instruction. Targeted word instruction attacks the meaning of words in context, the synonyms and antonyms and other features of the words. These words are known more deeply if taught well.	Word Learning Strategies: Creating Word Networks, Gradable Antonyms, Semantic Overlaps (Synonyms), Morphological Structures, Contextual Analysis, Proper Dictionary Use; Targeted
Language	Language is a code made up of rules (phonology and orthography) that include what words mean (vocabulary), how to make words (morphology), how to put them together (syntax and semantics), and what word combinations are best in what situations (pragmatics). Speech is the oral form of language.	Ex: English, Spanish, German, etc.
Latin Words	Latin words are longer, more sophisticated words used in formal contexts, such as content-area texts and literature.	Ex: audible, dictate, pedal, inspect
Mapping	Mapping is a general term to describe the process that occurs when information input gets connected to prior context. Mapping fosters continuity of thought. When it fails is when the reader must generate an inference.	Ex: The word "write" and to write antonyms, synonyms, and multiple meaning, idioms, cognates, common phrases, and homographs.
Meaning processor	Meaning processor is a neural network in the brain that attaches meaning to words that have been heard or decoded. The Mental Lexicon is stored in this processor.	
Mental Lexicon	A Mental Lexicon is the name for the mental dictionary in every person's linguistic processing system. It is stored in the neural network of the brain called Meaning Processor.	
Metaphor (in depth of word knowledge)	Metaphor is a comparison of two things that are not signaled by using the words like or as.	Ex: My friend is a walking encyclopedia.
Morpheme	Morpheme is the smallest meaningful unit of a language; it may be a word or part of a word; it may be one or more syllables; word-part clues; meaningful parts of words.	Ex: un-inter-rupt-ible
Morphology	Morphology is units of meaning within words; the way words are formed (morphemes) The study of the meaningful units in a language and how they are combined in a word formation. Units of meaning within words; the way words are formed (morphemes)	If the teacher holds up a pencil and says to a student, "Here is one pencil." Then holds up two pencils and says to the student "Help me finish this sentence: Here are two _____," pencils. The student knows to add s to the end because it represents more than one. Ex: in English, run or stand
Multiple meanings (in depth of word knowledge)	Multiple meanings refers to the fact that many words have more than one meaning and/or more than one use. The National Reading Panel (2000) report identified 8 specific strategies that were most effective in supporting vocabulary and recommended that they be used in combination.	These strategies include: 1.Intentional, direct instruction of vocabulary words is required for specific texts; 2.Repetition and multiple exposures to vocabulary items are important; 3.Learning in rich contexts is valuable for vocabulary learning; 4.Vocabulary tasks should be reconstructed as necessary; 5.Vocabulary learning is effective when it entails active engagement that goes beyond definitional knowledge; 6.Computer technology can be used effectively to help teach vocabulary; 7.Vocabulary can be acquired through incidental learning; 8.Dependence on a single vocabulary instructional method will not result in optimal learning.
NRP recommended strategies (2000)		
Orthography	Orthography is a writing system for representing language. It is spelling patterns.	For example: A child can apply the <i>cvc rule and the hard c rule</i> when writing the word <i>mice</i> .
Phonology	Phonology is the basic sound units of language (phonemes) The rule system within a language by which phonemes can be sequenced, combined, and pronounced to make words.	Ex:What's the first sound you here in the word "mama?" /m/
Pragmatics (in depth of word knowledge)	Pragmatics involves the choices of language people make in social interaction and of the effects of these choices on others. Pragmatics is appropriate word choice and use in context to communicate effectively.	For example: When a young child greets an adult coming into a room, this shows appropriate use of language in a social setting.
Precise	Precise is the exact, accurate understanding of the word in context.	Ex: unique only means unique
Prefix	A Prefix is a morpheme that is added to the beginning of a root word that changes its meaning.	Ex: The word "turn" is changed when "re" is added to it to make --return.
Pronunciation (in depth of word knowledge)	Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability.	
Receptive Vocabulary	Receptive Vocabulary is the word meanings a person understands when the words are encountered in reading or listening.	Ex. Radio, being read to, or talking
Root Word	A Root Word is a single word that cannot be broken into smaller word or parts: a bound morpheme, usually of Latin origin, that cannot stand alone but that is used to form a family of words with related meanings.	Ex: In the word "disagreement"--agree is the root

Scarborough's Rope Model	Scarborough's Rope Model (2001) emphasizes that fluent reading for meaning depends on successful mastery of a number of subskills within the word-recognition and language comprehension domains.	Language Comprehension component includes: Vocabulary, Background Knowledge, Language Structures, Literacy Knowledge and Verbal Reasoning.
Semantics	Semantics is the study of word and phrase meanings and relationships. The ability to make meaning of a spoken word or the way language conveys meaning.	For example: if the teacher says to a student, "I have on the table a cup, a spoon, and a bowl. Hand me the bowl."
Simile	Simile is a comparison of two things that are not the same by using the word like or as.	Ex: as easy as pie; float as a butterfly
Simple View of Reading	The Simple View of Reading (1986) is a powerful but simple concept that reading comprehension is the product of printed word recognition (decoding) and higher-level thinking processes (language comprehension).	Decoding x Language Comprehension = Reading Comprehension $D \times L = RC$
Semantic Overlap	Semantic overlap is when words that fit into similar categories due to common features, though are not synonyms of one another.	Ex. Part of the body: head, nose, mouth, vs. stomach, heart, lungs
Suffix	Suffix is a word part added to the end of a root word that changes its meaning; a derivational morpheme (added to a root or base word) that often changes the word's part of speech and modifies its meaning.	Ex.help to helpful or helpless
Syntax	Syntax is the ability to construct sentences according to appropriate word order and use. It is phrase and sentence structure – what makes sense (grammar)	For example: When a young child moves from: "Store, me go." to "Me go to the store." to "I go to the store." This shows syntax
Synonym	Synonyms are words that are very close in meaning; a word that means the same thing as the target word but is spelled and pronounced differently.	Ex: happy/glad
Three Tiers of Vocabulary	Three Tiers of Vocabulary comes from Isabel Beck's system for classifying words for instruction.	Tier 1: every day words; Tier 2: academic words; Tier 3: content specific words
Vocabulary	Vocabulary is the collection of word meanings in an individual's mental dictionary (lexicon). Vocabulary is having knowledge of the meaning and pronunciation of words.	Ex: A child's lexicon is his word bank.
Word consciousness	Word consciousness is the interest in word games, word origins, various uses of words and the appropriateness and proper use of words leads to students understanding more of the language and ultimately have more word knowledge.	Ex: awareness of words, enjoyment of words, playing with words, interest in words, appreciation of words, satisfaction in using words well.
Word Families	Word Families are a group of words related in meaning.	Ex: collect, collected, collection, collects, collecting, collector
Word Learning Strategies	Word learning strategies help students determine the meanings of unfamiliar words independently; Explicitly teaching WLS along with target words instruction helps increase their vocabulary and become better independent word learners (Baumann, 2003).	Ex: Precise and Flexible meanings; Semantic Overlap; Creating Word Networks, Gradable Antonyms; Morphological Structure; Contextual Analysis; and Proper Dictionary Use
Word Play	Word Play is a playful attitude toward word in particular and language in general.	Ex. Word Games: puns, riddles, tongue twisters; Word Manipulations: anagrams, acronyms ,etc.
Word Web	Word Web displays the variety of meanings a word can have, and show the semantic relatedness to target words to other words and concepts.	Ex: the word write and automobile from power point