



Vocabulary Resource

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UFLI Foundations Vocabulary Resource

Teacher Guidance

UFLI Foundations lessons are designed to develop fluent readers. When students read fluently, they can devote their mental energy to making sense of what they're reading. In other words, reading fluency supports reading comprehension.

Another important factor that supports reading comprehension is vocabulary knowledge. When students understand the meaning and appropriate usage of a wide variety of words, their reading comprehension increases.

While *UFLI Foundations* does not explicitly teach vocabulary, there are ample opportunities to include vocabulary support for the words students are learning to read. This resource provides a selection of student-friendly explanations for high-utility words used in *UFLI Foundations* lessons.

Why add vocabulary support to *UFLI Foundations* lessons?

Connecting the meaning of a word to its spelling and pronunciation leads to better long-term retention. If teachers can support students in understanding the meaning of the words they are learning to read and spell, they will be supporting their overall reading development.

All students will benefit from this type of vocabulary support. For some, it is crucial. Emergent multilingual students, or those who are striving towards proficiency in multiple languages, and students experiencing delayed language development will be more likely to increase their overall reading proficiency with this type of added vocabulary support.

Student-Friendly Explanations

The use of this resource is optional and it should not prolong or alter the explicit format of the 8-step *UFLI Foundations* lesson. This resource is not designed to address every word within the lessons that may be unknown to students. Instead, it is a guide that should lead to an understanding of how to explain unfamiliar words to students while teaching *UFLI Foundations* lessons and throughout the school day.

How to Use This Resource

When used appropriately, the teacher should be able to guide students in reading (or spelling) a word and seamlessly explain its meaning without extending

Suggested Teacher Steps

1. Teacher reads the word
2. Teachers and students read the word
3. Teacher reads the provided explanation
4. Teacher and students repeat the explanation

the lesson step in any way. This requires the teacher to preview the student-friendly explanations prior to teaching the lesson. See the above suggested teacher language and the examples on the following page. The teacher must also know if the majority of students would benefit from having the specified words explained. If an explanation is not necessary, do not spend time on it. These explanations are a resource, not a mandate. It is possible that some lessons may not require any explanations and that's fine.

Important Considerations

UFLI Foundations lessons are most impactful when teachers adhere to the lesson plans, provide students the correct lesson dosage (one concept over two days), and monitor and respond to student needs. This resource supports the overall effectiveness of *UFLI Foundations* lessons. Yet, there are specific considerations that must be noted prior to use.

1. This resource has been designed as a simple way to support word learning (vocabulary) for all students. It is intended to be user-friendly, but it is not comprehensive. It is an addition to *UFLI Foundations* lessons, but it cannot serve as a substitute for *UFLI Foundations* lessons.
2. Additionally, this resource is not intended to supplement any vocabulary curriculum your school or district may have in place; nor does it represent a comprehensive list of required vocabulary for any grade level.
3. This resource should not be used to assess students' word knowledge, determine the need for language services, or replace any aspect of the *UFLI Foundations* lesson.
4. Lastly, the use of this resource should not lengthen the time or alter the pace for *UFLI Foundations* lessons.

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Example 1

Let's read together

age huge
wage

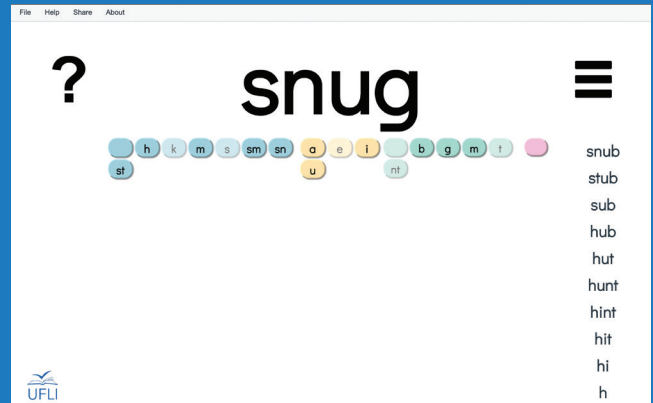


Slide for Lesson 61, Step 5 (Read, "We do")

After reading the word "wage" with students, use the suggested teacher steps from this resource to support students' understanding of the word and its meaning.

This word is wage. Say it with me: wage. A wage is the money you earn from work. Repeat that with me: A wage is the money you earn from work.

Example 2



Blending Board for Lesson 24, Step 4

After students read the word "snug," the teacher can quickly provide an explanation by saying:

Let's pause. That word is snug. When something is snug, it is a little tight.

This would take about 10 seconds. If students need a bit more, the teacher could prepare a quick gesture or example:

Let's pause. That word is snug. When something is snug, it is a little tight and often comfortable. If I wrap a blanket tight around me, I can say it is snug.

This would take about 10-15 seconds. Be sure you do not go into more detail than this and do not divert into a full vocabulary lesson. Each explanation should take less than 30 seconds and should not detract from the flow and purpose of the lesson routine.