

## Seven-Step Process for Pre-Teaching Vocabulary in Grades 2 Through 12

1. Teacher says the word (or phrase). Then the teacher asks students to repeat it three times.
2. Teacher states the word in context—states the sentence where it is found in the text or from a teacher's explanation.
3. Teacher provides a dictionary definition(s).
4. Teacher explains the meaning with student-friendly definitions or examples.
5. Teacher highlights one trait of the word or phrase: grammatical aspect, spelling, polysemy, cognate, and so on.
6. *Teacher asks students to practice using the word in five or more sentences, each with a partner to anchor the word and concept knowledge.*
7. Teacher reminds the students how they will be held accountable for using the word (e.g., in peer summaries, exit passes, or other writing assignments).

Sources: Calderón (2007); Calderón et al. (2011–2016).

All seven steps are laid out on a PowerPoint slide or on chart paper when presented to the students. The teacher's Steps 1 to 5 should only take 1 minute or perhaps 2 minutes in the first few trials with this strategy. This is teacher time. Do not ask students to guess what the meaning is or who has heard this word before or such questions. This will only distract the students from your brisk but effective explanation by taking up precious time.

For *Step 1* students need to repeat the word at least three times after the teacher to become familiar with its pronunciation. Teachers like to add creativity to this step. A teacher will ask students to repeat the word three times after her or him and, following that, to whisper the word three more times to their buddies. This helps them become comfortable with the word before they use it in sentences during Step 6.

*Step 2* is for the teacher to present the word in the sentence exactly as it appears in the text they are about to read. This helps