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| Semantic Gradients | Semantic |
| Semantic Feature  Analysis | Semantic Maps |
| Vocabulary Floods | Polysemous Words |
| Direct Vocabulary Instruction | Incidental Vocabulary Learning |

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| Related to word meanings. | Words with related meanings that describe different degrees or a continuum of that meaning. |
| Lists or groups of thematically and conceptually related terms. | Using a grid to break down the details of how sets of words are related to each other, including their similarities and differences. |
| Words with multiple meanings. | Word rich classrooms, inundated with new and related words through varied strategies. |
| Acquiring new words haphazardly and often unintentionally, typically through independent reading and context clues. | Using a variety of methods such as active and repeated encounters, to intentionally study words. |

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| Active Processing | Flexible Knowledge |
| Receptive Vocabulary | Affixes |
| Definitional Limitations | Expressive Vocabulary |
| Integration | Language Gestalts |

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| Students understand the varied meanings of a particular word or idea and can apply that understanding to new and varied settings. | Students use a variety of methods to interact with words, including linking them with known concepts, creating descriptions and explanations, organizing and grouping them in different ways, performing varied tasks, etc. |
| Morphemes or word components, such as prefixes and suffixes, attached to a base, stem or root of a word to form a new word. | Terms that are understood when encountered in text or when others use them. |
| Terms that are known well enough that a person can readily use them in speaking and writing. | Solely memorizing word meanings from dictionaries leads to challenges in using words correctly and understanding subtleties and changes in meanings in varied contexts. |
| Words that are parts of an overarching complex concept or whole, that is more than the sum of those word parts. | Linking new words to related words and concepts and meaning clusters to support increases in vocabulary acquisition. |

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| Meaningful Use | Repetition |
| Hyponym | Hypernym |
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| Multiple exposures to new words that include hands-on, minds-on methods and use of semantic clusters, etc. | When students interact with and explore words and their varied meanings physically, visually, creatively, verbally, and in speaking, reading and writing. |
| An overarching category or abstract concept that unifies a set of concrete terms, objects, etc. | Concrete terms or objects that can be included under the umbrella of a larger category or concept. |
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