

## SECTION V: Vocabulary

**Quick Quiz 12 Answers** • Introduction, pp. 407–418 • Chapter 11: Specific Word Instruction, pp. 419–486

1. **Which is a description of receptive vocabulary?**
  - a. Words we understand when heard or read (page 408)
  - b. Words we use when we talk or write
  - c. Words we use daily
2. **According to Dale, what is the highest level of word knowledge?**
  - a. The student can explain the meaning of a word and use it. (page 409)
  - b. The student can associate a word with a concept or context.
  - c. The student has heard the word before but doesn't know its meaning.
3. **How many root words can be taught directly during a school year?**
  - a. About 20 per day
  - b. About 2 per day (page 412)
  - c. About 8 per day
4. **Which statement describes the relationship between vocabulary knowledge and word recognition?**
  - a. If a word is part of a reader's oral vocabulary, the reader can more easily decode and understand it. (page 414)
  - b. Each time a student sounds out a word, it is easier to remember what it means.
  - c. A student cannot decode a word if its meaning is unknown.
5. **Which is a critical element in specific word instruction?**
  - a. Focus on introducing words found on word lists
  - b. Focus on memorization of definitions of words
  - c. Focus on contextualized words that are useful to know (page 420)
6. **All of the following are primary goals of specific word instruction except for which one?**
  - a. Recall instructed words well enough to use them when speaking and in writing.
  - b. Use instructed words in understanding a text containing those words.
  - c. Find each instructed word in the dictionary, and use it in a sentence. (page 420)
7. **In the three-tier system for selecting vocabulary words to teach, which word tier is best suited for explicit instruction?**
  - a. Tier One
  - b. Tier Two (pages 421–422)
  - c. Tier Three
8. **When selecting specific words to directly introduce to ELLs, which modification of the three-tier system should be considered?**
  - a. Introduction of all Tier-Three words
  - b. Introduction of Tier-One, concrete words
  - c. Introduction of function words. (page 425)
9. **All of the following are research-based methods for introducing specific vocabulary words except which one?**
  - a. Providing dictionary definitions of the words (pages 428–429)
  - b. Providing short, playful opportunities for word engagement
  - c. Providing student-friendly explanations of the words
10. **What is the purpose of using graphic organizers for specific word instruction?**
  - a. To encourage students to use new words at home
  - b. To help students visualize word relationships (page 431)
  - c. To provide students with a different context