



Research and Standards

Research noted by the Learning Disabilities Association of America recommends strategies for teaching individuals with learning disabilities, such as breaking learning into small steps; providing teacher feedback; and using diagrams, graphics, and pictures when possible (2006). *Real-World Vocabulary* follows these guidelines by presenting small chunks of knowledge at a time, offering a variety of assessment opportunities for teachers to provide feedback, and including real-world graphics.

Because students may have difficulty connecting their real-world knowledge to school subjects like vocabulary, and vice versa, these connections must be presented through multiple classroom experiences and carefully guided instruction. Research cited by Jitendra and colleagues says, “Explicit instruction should include the use of a word’s context and definition” (2004). The activities in this binder do just that. On each page, a word is introduced with its definition. The word is then shown in context in a real-world format that students are likely to encounter in their daily lives.

To meet the needs of students with special needs, the activities in this binder are presented in a clear, concise format. The vocabulary words are varied and relevant. As students complete the activities in this binder, they will

- recognize and apply real-world vocabulary,
- identify and analyze information needed to comprehend words in context,
- understand the meanings of a variety of words, and
- build new vocabulary through practice and application.

These skills address standards presented by the National Council for Teachers of English and the International Reading Association, including:

- “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).” (2009).

Jitendra, A. K., et al. (2004). What research says about vocabulary instruction for students with learning disabilities. *Exceptional Children*. <http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=12409135&site=ehost-live> (accessed February 16, 2009).

Learning Disabilities Association of America. (2006). Successful strategies for teaching students with learning disabilities. <http://www.ldanatl.org/aboutld/teachers/understanding/strategies.asp> (accessed March 8, 2008).

National Council of Teachers of English/International Reading Association. (2009). Standards for the English language arts. *National Council of Teachers of English*. <http://www.ncte.org/standards> (accessed July 7, 2009).