Using Word Mapping to Teach Vocabulary

What is the evidence base?
- This is a research-based practice for students with disabilities (SLD, ED, LD) based on one methodologically sound group experimental study across
  - 16 students with SLD
  - 2 students with ED
  - 1 student with ID
  - 4 students with OHI
  - 1 student with Autism
  - 206 students without disabilities

Where is the best place to find out how to do this practice?

The best place to find out how to implement REWARDS Program is through the following research to practice lesson plan starters:

- [Using Word Mapping to Teach Vocabulary (Harris et al., 2011)](#)

With whom was it implemented?
- 9th grade high school students with and without disabilities
- Males (n=118), females (n=112)
- Ethnicity
  - African American (n=83)
  - Caucasian (n=81)
  - Hispanic (n=49)
  - American Indian (n = 5)
  - Asian (n = 3)
  - Other/did not specify (n = 9)

What is the practice?

The Word Mapping Strategy (WMS; Harris et al., 2011) is a set of cognitive and behavioral steps students can use to predict the meanings of unknown words using the mnemonic device MAPS to help students learn and remember the names of the steps. The strategy involves (a) Step 1 - breaking words into their morphemic parts (i.e., prefix, suffix, root); (b) Step 2 - attaching meaning to each word part; (c) Step 3 - making a prediction about the meaning of the unknown

word based upon the meaning of each part; and (d) Step 4 - checking the dictionary for the definition.

In the study used to establish the evidence base for word mapping to teach vocabulary, through 10 sessions, 45 min each, and included using a three-phase process:

- Phase I (3 lessons): Orientation – Teacher explains components of the word mapping strategy. Then, teacher explains and models one vocabulary example working through each step of the word mapping strategy while students completed templates with the teacher. Activities were provided to supplement instruction. Students collaborated with the teacher to complete each step of the word mapping strategy in another example.
- Phase II (3 lessons): Instruction – guided practice; collaboration was provided to practice the word mapping strategy for Word List A. Teacher prompted student responses, "Map out the parts", "Attack the word part meanings", and "Predict the word's meaning", and "See if you are right".
- Phase III (3 lessons): Partner practice – students applied the word mapping strategy with a partner using the template for Word List B.

Where has it been implemented?

- Inclusive general education setting during 9th grade English (15-20 students per group)

How does this practice relate to Common Core Standards?

- Broad standard from www.corestandards.org ELA Grades
  - CCSS.ELA-LITERACY.RL.9-10.4
    Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

How does this practice relate to the Common Career Technical Core?

- List Career Ready Skills addressed (broad) and/ or Specific Career Clusters at www.careertech.org/CCTC
  - 2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

References used to establish this evidence base:

Harris, M. L., Schumaker, J. B., Deshler, D. D. (2011). The effects of strategic morphological analysis instruction on the vocabulary performance of secondary students with and without disabilities. Learning Disability Quarterly, 34, 17-33.

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