



Teaching Vocabulary in all Classrooms

BOOK REVIEW BY LINA B. SOARES AND CHRISTINE A. DRAPER

The increased demand in word knowledge has far-reaching implications as limited word knowledge directly influences students' abilities to read and comprehend difficult textual content. Blachowicz's and Fisher's newest book, *Teaching Vocabulary in All Classrooms*, is a powerful resource for both preservice and inservice teachers to address the increasing demands in vocabulary across all content-area disciplines and all grade levels. Each chapter is smartly organized to offer readers a quick content overview with a brief evaluation activity to assess prior knowledge. Following this initial preparation, each chapter contains a strategy overview guide, connections to the Common Core, instructional ideas, and book club suggestions for professors to use in higher education.

One prominent feature in this book is the abundance of strategies and helpful tips that all classroom teachers will welcome for effective vocabulary instruction. From giving students choice to learn new concepts and vocabulary, to creating ways to build word consciousness, and to using strategic reading instruction to teach vocabulary, *Teaching Vocabulary in All Classrooms* (Blachowicz & Fisher, 2014) has something to offer all classroom teachers. Readers will appreciate how the book continues to focus on the best practices of vocabulary instruction while offering classroom teachers of older students, new spelling and morphology instructional techniques and smart ideas for using the learner's dictionary. Additionally, classroom teachers will find this fifth edition provides meaningful strategies to teach the vocabulary needs of both ESL and struggling readers, emphasizing the need to provide students the opportunity to use multiple modalities with vocabulary learning.

To understand the heart and soul of this text, Chapter One, "Spotlight on Vocabulary: A Theoretical and Practical Perspective," sets the focus for the text. Drawing upon the Common Core State Standards (CCSS, 2010), The National Reading Panel Report (2002), and multiple examinations of research in the field, the first chapter artfully presents the theoretical foundation that grounds the purpose of the book – vocabulary instruction – and provides the basis for the authors' rationale in choosing the classroom-tested vocabulary strategies the text features. As leaders in the literacy field, Blachowicz and Fisher (2014)

highlight important aspects garnered from research to build effective vocabulary instruction:

1. We all have multiple vocabularies.
2. Word learning is incremental: it happens bit by bit.
3. We develop our vocabularies when we engage with words.
4. We learn words incidentally from contextual experiences.
5. We learn words intentionally from good instruction.

From research to practice, the authors then present readers with five guiding principles that teachers need to know to help their students build their vocabularies and strengthen their reading comprehension. The guiding principles are:

1. Provides word-rich environment/word awareness
2. Develops independent strategies
3. Develops language and word-learning behaviors
4. Develops general, academic, and domain vocabulary
5. Uses assessment to match instruction (p. 11).

These five guidelines provide the basis for effective word learning strategies that are developed throughout the remaining chapters of the text, building a comprehensive approach to vocabulary instruction. In each chapter, classroom teachers will welcome the valuable resources from classroom-tested strategies to Common Core connections, and the many technological tools for word learning.

Blachowicz's and Fisher's (2014) newest book, *Teaching Vocabulary in All Classrooms*, is a valuable resource for classroom teachers to help their students build an appreciation for words and to motivate students to take ownership of their word learning. Having read this book in preparation for the review, we now have an immediate response for the preservice teachers we instruct and the veteran teachers we interact with on a weekly basis when they ask: *What does effective vocabulary instruction look like?*

Blachowicz, C. and Fisher, P. J.
Teaching Vocabulary in all Classrooms (5th Ed.)
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