

# Frayer Model

## Wisconsin State Standards Strand

Language

- Vocabulary Acquisition and Use

## Grade Level

6-12

## Purpose

Use with students to support vocabulary development: introduce new vocabulary words and explicitly teach how to use resource materials

## When to Use

Before Reading  
During Reading  
After Reading

## Grouping

Whole class  
Small group  
Partners  
Individual

## ABOUT THE STRATEGY

A FRAYER MODEL is a graphic organizer that helps students determine or clarify the meaning of vocabulary words encountered while listening, reading, and viewing texts. It is used before reading to activate background knowledge, during reading to monitor vocabulary, or after reading to assess vocabulary. This strategy supports students' acquisition of new words and using resource materials by providing students with a structure to examine words for their definitions, characteristics, examples, and non-examples. Word learning requires multiple exposures to the word within meaningful contexts.

## IMPLEMENTATION OF THE STRATEGY

- Select a word from a self-contained passage of text.
- Establish the purpose of the strategy.
- Provide students with a Frayer Model and use a think-aloud as you model the process of using the Frayer Model to analyze the word and determine its meaning.
  - Write the selected word.
  - Write the characteristics of the selected word. Scaffold as needed.
  - Write examples of the selected word. Scaffold as needed.
  - Write non-examples of the selected word. Scaffold as needed.
  - Write a definition for the selected word in your own words. Scaffold as needed.
  - Check the meaning of the word with the dictionary definition.
- Have students use the Frayer Model to determine the meaning of words. Scaffold as needed.

## MEASURING PROGRESS

- Teacher observation
- Conferencing
- Student journaling
- Frayer Model as a formative assessment

## RESEARCH

- Rosenbaum, C. (2001). A word map for middle school: A tool for effective vocabulary instruction. *Journal of Adolescent & Adult Literacy*, 45, 44-49.
- Winters, R. (2009). Interactive frames for vocabulary growth and word consciousness. *The Reading Teacher*, 62, 685-690.

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# Frayer Model

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Write the selected word. Identify characteristics of the word. Identify examples of the word. Identify non-examples of the word. Create your own definition of the word. Check the meaning of the word with the dictionary definition.

Definition	Characteristics
Examples	Non-examples

