



Archived Information

Looking at Vocabulary

Greeting



Hello (Hello)

Hello, how are you?

I'm fine. (I'm fine)

And I hope that you are, too.

Shake hands. (Shake hands)

With the one who's next to you.

Shake hands (Shake hands)

And say, "How do you do?"

Group Norms



- **Be respectful**
- **Listen to understand**
- **Participate fully**
- **Take responsibility for your own learning**

Session Goals



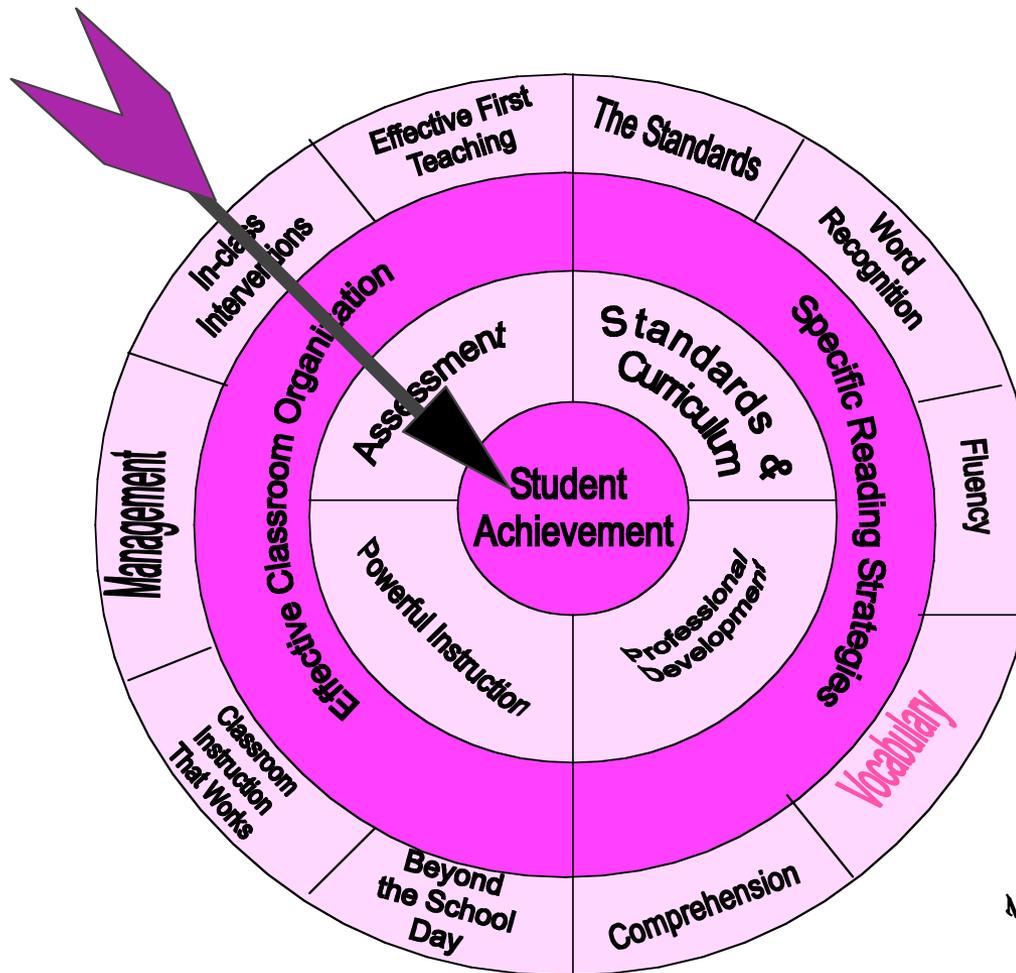
- **Review scientifically-based reading research on vocabulary.**
- **Review research-based vocabulary-building strategies.**
- **Practice direct and contextual methods of vocabulary instruction.**
- **Rehearse vocabulary instruction before, during, and after reading.**
- **Role-play the teaching of how to use context to get clues to meaning.**

What is it All About?



- **What is this author saying?**
- **Discuss with your partner:**
 - "Paula put down her pirn, wrapped her self in a paduasoy, and entered puerperium."**
 - **Story about birthing**
 - **Pirn — tool for weaving**
 - **Paduasoy — silken robe of Japanese style**
 - **Puerperium — the time that was the beginning of labor to birth**
- ***No access to meaning because we didn't get the vocabulary...***

Targeting Student Achievement



MIM(c)2003

The Major Dimensions of Reading



- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Comprehension**



Source: US Department of Agriculture

Framework for Reading

MOTIVATION										
DECODING					COMPREHENSION					
Word Recognition Strategies			Fluency		Academic Language			Comprehension Strategies		
Concepts of Print	Phonemic Awareness	Phonics	Sight Words	Automaticity		Background Knowledge	Vocabulary	Syntax & Text Structure	Comprehension Monitoring	(Re)organizing Text



“People who do not know the meanings of many words are probably poor readers.”

(Anderson and Freebody, 1983)

Is Vocabulary Important?



- _____ was absent yesterday because he was playing football. He was hurt in the growing area.
- _____ has been absent because he had two teeth taken off his face.
- _____ will not be in school cuz he has an acre in his side.
- Please excuse _____ from P.E. a few days, yesterday she fell off a tree and misplaced her hip.
- Please excuse _____ from school because he has very loose vowels.



If one subscribes to their (Nagy, Herman, Stahl, Fairbanks) logic, then direct vocabulary instruction is not only ill advised, but downright foolish. The argument, however, is not entirely accurate. In fact, an analysis of the research provides a strong case for systematic instruction in vocabulary at virtually every grade level.

(Marzano, Pickering and Pollock, 2001)

Research about Vocabulary



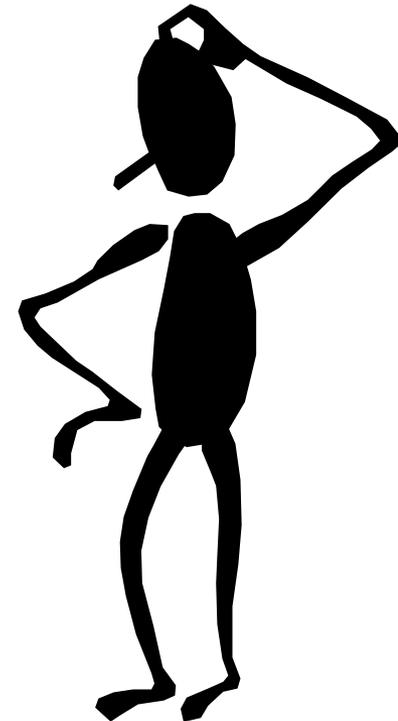
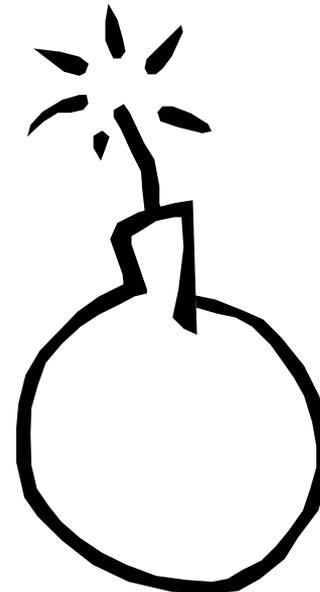
- **Kindergarten students' vocabulary size is a predictor of comprehension in middle school. (Scarborough, 1998)**
- **Students with poor vocabulary by third grade have declining text comprehension scores in fourth and fifth grade. (Chall, Jacobs and Baldwin, 1990)**
- **A single book reading improved significantly children's expressive vocabulary. (Senechal and Cornell, 1993)**
- **Vocabulary instruction has a strong connection to comprehension. (McKeown, Beck, Omanson and Perfetti, 1983)**
- **Pre-instruction of words gave fourth grade students greater gain. (Brett, Rothlein and Hurley, 1996)**

Words Heard in an Hour



- **Poverty: 615 words**
- **Middle class: 1251 words**
- **Professional: 2,153 words**

Hart and Risley, 1995



Where are the Less Frequently Used Words?



▪ Printed Text

- Newspapers - 68
- Adult books - 52
- Comic books - 53
- Children's books - 30

▪ Television

- Adult shows - 22
- Children shows - 20
- Cartoons - 30

▪ Adult Speech

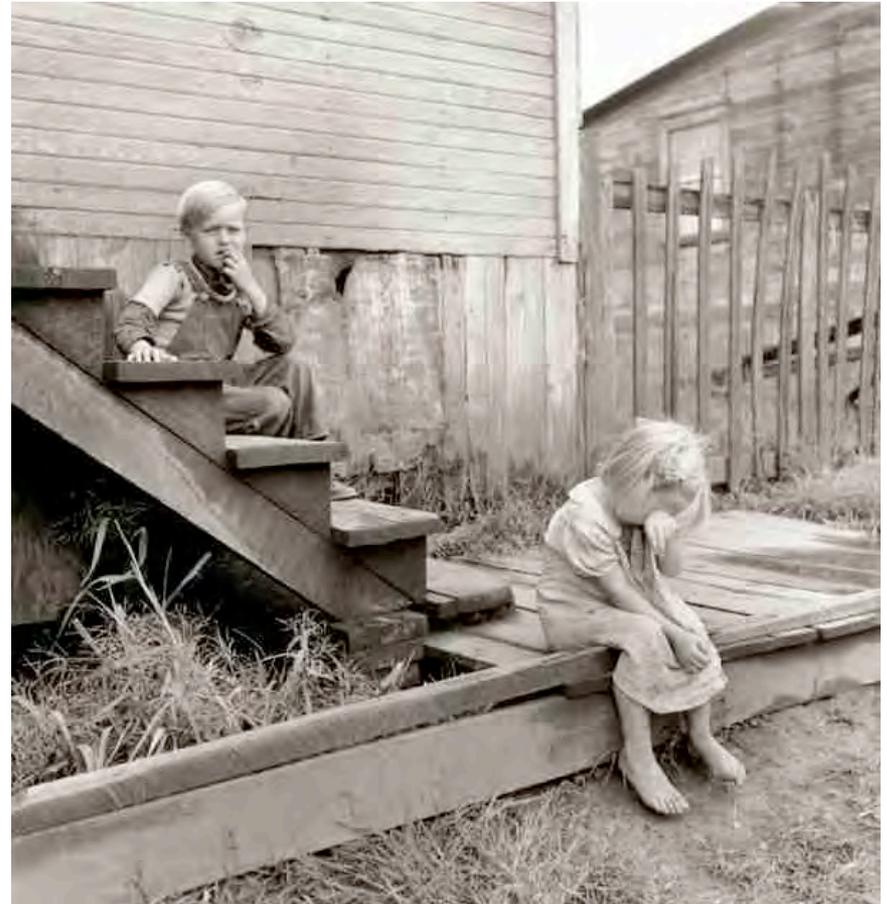
- College grad - 17
 - Haynes and Ahrens (1988)



Two Types of Vocabularies



- **Oral/Listening**
- **Reading/Writing**



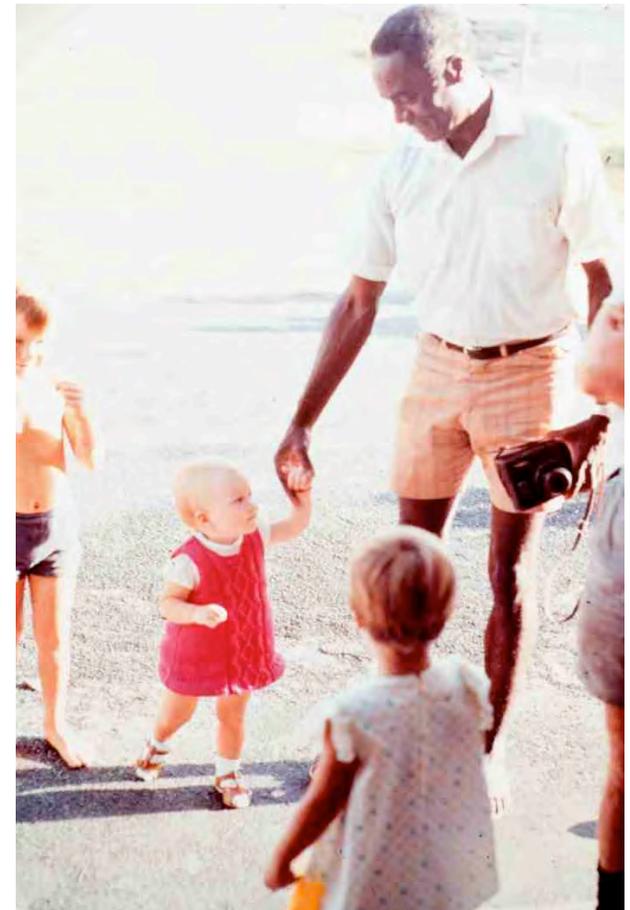
Source: US Department of Agriculture

NRP Recommendations



- **Taught directly and indirectly**
- **Repetitions**
- **Rich context**
- **Active learning (thinking)**
- **Use multiple vocabulary instruction methods**

NRP, 2000



Source: US National Oceanic and Atmospheric Administration

Three-tiered Approach



▪ **First Tier Words**

- Basic words
 - run, ball, is

▪ **Second Tier Words**

- Academic words
- Found in many curriculum areas
 - vocabulary, example, create, add

▪ **Third tier words**

- Content words
- Low-frequency words
- Words needed to understand the concept
 - nutrient, digestive, ingesting

Beck and
McKeown, 1985

Some Words to Teach



Frequent Academic Words <http://www.vuw.ac.nz/lal>

(Refer to packet for copies.)

Teaching a Word



<u>Definition</u>	<u>Examples</u>
<u>Explanation</u>	<u>Non-Examples</u>
<u>Word</u>	
<u>Picture</u>	<u>Questions and Answers</u>

(Refer to packet for multiple copies.)

How To Select Words



- **Pick 3-5 words for direct teaching - the basic instructional sequence is:**
 - Select words for direct instruction
 - unfamiliar to the students
 - big ideas of the author
 - words used to summarize the text
 - words that "travel well" (Tier Two words)

Direct Teaching Words



- **Contextualize the word within the story.**
 - "In the story, Lisa was reluctant to leave"
- **Have the children say the word.**
 - " Say the word - reluctant"
- **Provide (teacher or student) a student-friendly **explanation** or description of the word.**
 - "Reluctant means you are not sure you want to do something."
 - Versus a definition.
 - Reluctant - 1. Striving against; opposed in desire; unwilling disinclined; loth.

Teaching Words Continues



- **Present examples of the word used in contexts different from the story context**
 - Someone might be *reluctant* to eat a food that he or she never had before.
 - Students provide an example.
- **Give a non-linguistic representation of the words**
 - Students generate one.

Engage the Students



▪ **Generate Examples**

- Tell about something you would be reluctant to do. Try to use reluctant when you tell about it.
- You could start by saying something like. “I would be reluctant to _____”

▪ **Answering Questions/Giving Reasons**

- Why might a person be reluctant to eat a new food?
- Why might a child be reluctant to come here?
- Show me how a reluctant broccoli eater would look?

▪ **Put the new words in a Vocabulary Log**

Which Words Do I Teach?



- ***Bloodsuckers* by Sarah Houghton**
 - Like some of the bloodsuckers we met earlier, vampire bats have a way to keep a wound open until the bat is finished drinking. A special substance in the bat's saliva stops the victim's blood from clotting.
- **Select a word.**

Activity



- **Using your text, select 1 to 5 words you might directly teach before your students read the text.**
- **Write an explanation for each one.**
- **Write possible engagement sentences for each word.**

What Are You Doing?



- **Pair up**
- **Decide who will go first. (A)**
- **(A) begins to mime something.**
- **(B) asks, "What are you doing?"**
- **(A) answers by stating something he is not doing.**
- **(B) begins to mime what (A) said.**

from *The Laughing Classroom*

Word Parts



- **Word parts include *affixes* (prefixes and suffixes), and *base words*.**
 - *Affixes* are word parts that are "fixed to" either the beginnings of words (prefixes) or the ending of words (suffixes).
 - *Base words* (root words) are words from which many other words are formed.

Put Reading First: The Research Building Blocks for Teaching Children to Read, 2001





- **Certain groups of letters that have meaning**
- **Introspective**
 - Prefix: INTRO -- within or inward
 - Root: SPECT -- look
 - Suffix: IVE -- to tend to or to lean towards
- **Definition -- to tend to look inward**

Using Word Parts: Examples



- A **second-grade** teacher wants to teach the base word *play*
 - Students brainstorm “**play**” words
 - How do the words relate to *play*?

Put Reading First: The Research Building Blocks for Teaching Children to Read, 2001

- **Brainstorm List**
 - *player*
 - *playful*
 - *playpen*
 - *ballplayer*
 - *playing field*

More Direct Teaching of Words, Word-Learning



▪ Prefixes

- “no” or “not”
 - anti
 - in
 - mis
 - un
- TIME
 - post
 - pre
- NUMBERS
 - bi
 - multi
 - tri

▪ Suffixes

- Able to be
 - able
 - ible
- Relating to
 - al
 - ance
 - ence
- One who
 - er
 - ite
 - or
- Full of
 - ful
 - y



- ***Memorial Day* by Helen Frost**
 - Memorial Day is a **national** holiday in the United States.
- **What parts help to define *national*?**
- **Nation -- country**
- **al -- relating to**

More Defining Words by Parts



- ***Lions* by Kevin J. Holmes**
 - Some **poachers** kill lions accidentally. They use snares to trap and kill other animals. Lions often become caught in these snares by mistake.
- **What parts help to define **poachers**?**

Freddy Flea



**On my toe is Freddy flea,
Now he's climbing up on me.
Past my tummy, past my nose,
On my head where my hair grows.
On my head is Freddy flea,
Now he's climbing down on me.
Past my tummy, past my knee,
On the floor, take that you flea!**

Context Vocabulary Learning



To learn a word in context, students need to be exposed to the word at least 6 times.

Jenkins, Stein and Wysocki, 1984

What Contextual Clue Can I Use?



- **Punctuation (dashes, parentheses, brackets, commas)**
- **Helping words (that is, meaning, such as, or, is called, for example)**
- **Background knowledge**
- **Before or after a sentence**
- ***For example,...***

Signal Words



Structure (signal words) Graphic Organizer Examples: for example for insta

<ul style="list-style-type: none">••••••	A graphic organizer diagram consisting of a large rectangular box at the top with a thick black border. Three lines extend downwards from the bottom edge of this box to three smaller rectangular boxes. Two boxes are positioned on the left and right sides, and one is centered below them. All boxes are empty.
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(More text structures found in packet.)



- ***Bloodsuckers* by Sarah Houghton**
 - A leech has several eyes on its front end. It has a sucking disc at both ends. Some leeches also have teeth in the disc at the front. They use these teeth to *puncture* the skin of their prey. Then the leech can suck blood through these holes in the skin.
- **What words help to define *puncture*?**

More Contextual Clues



- ***Bloodsuckers* by Sarah Houghton**
 - **Vampire bats** are a type of bat that feeds on the blood of other animals.
- **What word tells the reader a definition is coming?**

Text from Redbrick Learning

Primary Grade Example



- ***Memorial Day* by Helen Frost**
 - This day sometimes was called *Decoration* Day. People **decorated** soldiers' graves with wreaths and flags.
- **What words help to define *Decoration*?**

Text from Redbrick Learning

Summing up Vocabulary



- **Vocabulary is important because**
 - readers use their oral vocabulary to make sense of the words they see in print.
 - readers must know what most of the words mean before they can understand what they are reading.
- **Vocabulary can be developed**
 - indirectly, when students engage daily in oral language, listen to adults read to them, and read extensively on their own.
 - directly, when students are explicitly taught both individual words and word-learning strategies.

Put Reading First: The Research Building Blocks for Teaching Children to Read, 2001

Snowball



- **Find a scrap piece of paper.**
- **Write one nugget of new information you received today.**
- **Crumble up the paper into a ball.**
- **Join the group with your crumbled paper in a circle.**
- **Throw your snowball on THREE.**