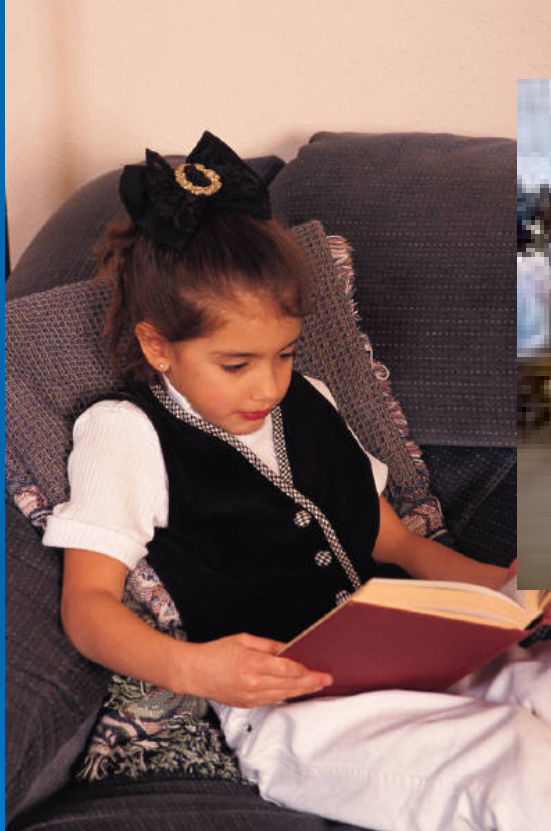


# Vocabulary Instruction



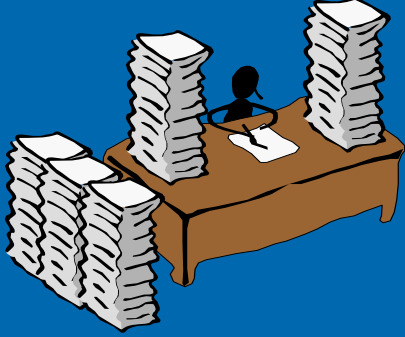
Foundations

*Colorado Reading First*



# Objectives

- To understand the **importance of vocabulary** in terms of reading achievement and school success
- To understand the vocabulary gap and **explore ways that teachers can help close that gap**
- To review **research-based activities that make a difference!**



# The Research

- Dr. Joe Torgesen [www.fcrr.com](http://www.fcrr.com)
- Dr. Isabel Beck Bringing Words to Life  
Elements of Vocabulary
- Dr. Robert Marzano Building Background  
Knowledge  
Academic Vocabulary

# fcrr.org -Materials: K-1

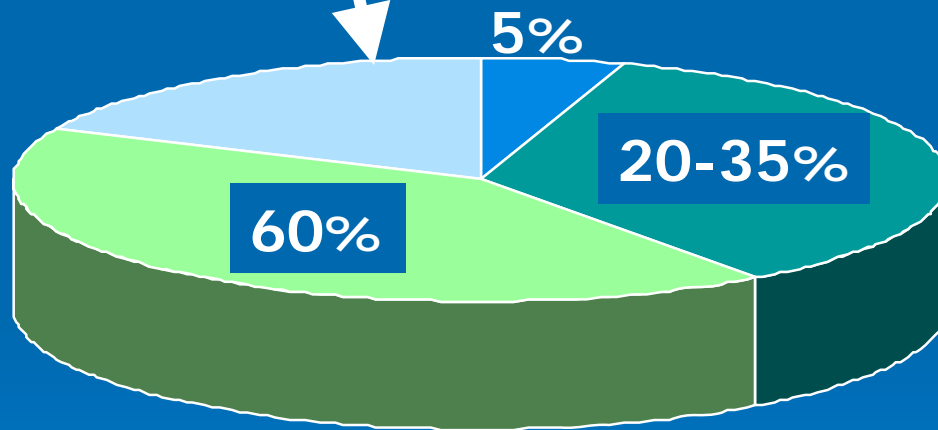
A Professional Development DVD and 3 Books:

1. Phonological Awareness and Phonics  
Student Center Activities
2. Fluency, Vocabulary, and Comprehension  
Student Center Activities
3. Teacher Resource Guide to accompany  
the professional development DVD

# Starting Out...

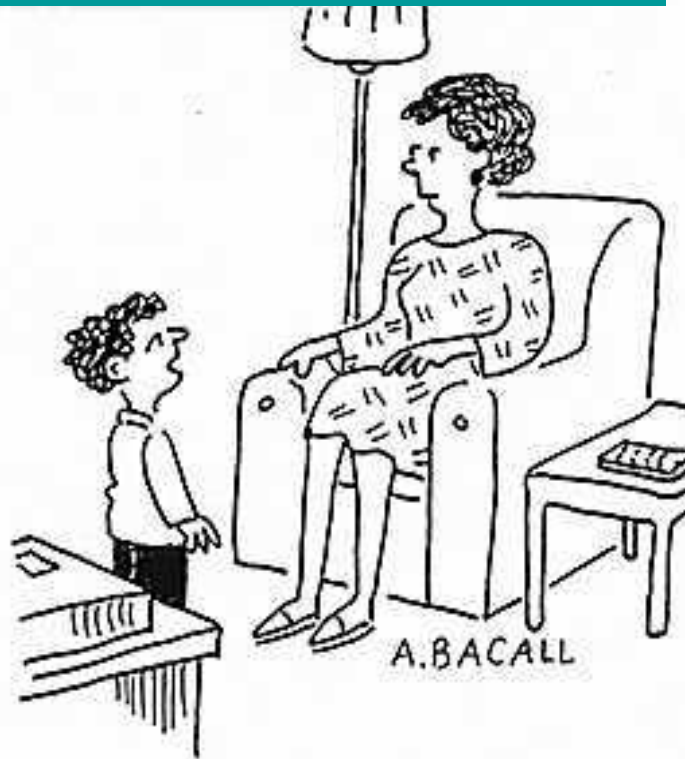
NAEP National Assessment of Educational Progress (1998)

30% of the 60%



- Can read at start of school
- Find learning to read fairly easy
- Find learning to read challenging
- Experience extreme difficulties

# What's *Vocabulary*?



"My teacher said the school has tough new standards and I need to improve my vocabulary. What's 'vocabulary'?"



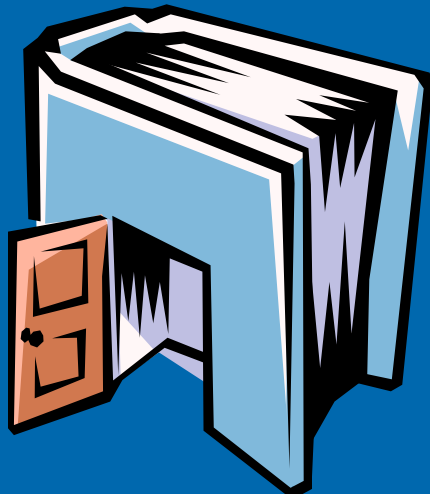
# Vocabulary Knowledge

Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have **access** to the **meanings of words** that teachers, or their surrogates (e.g., other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways (i.e., to learn something new).

Baker, Simmons, & Kame'enui, 1998

# The Importance of Vocabulary

The importance of vocabulary knowledge to **school success**, in general, and reading comprehension, in particular, is widely documented.



Becker, 1977; Anderson & Nagy, 1991

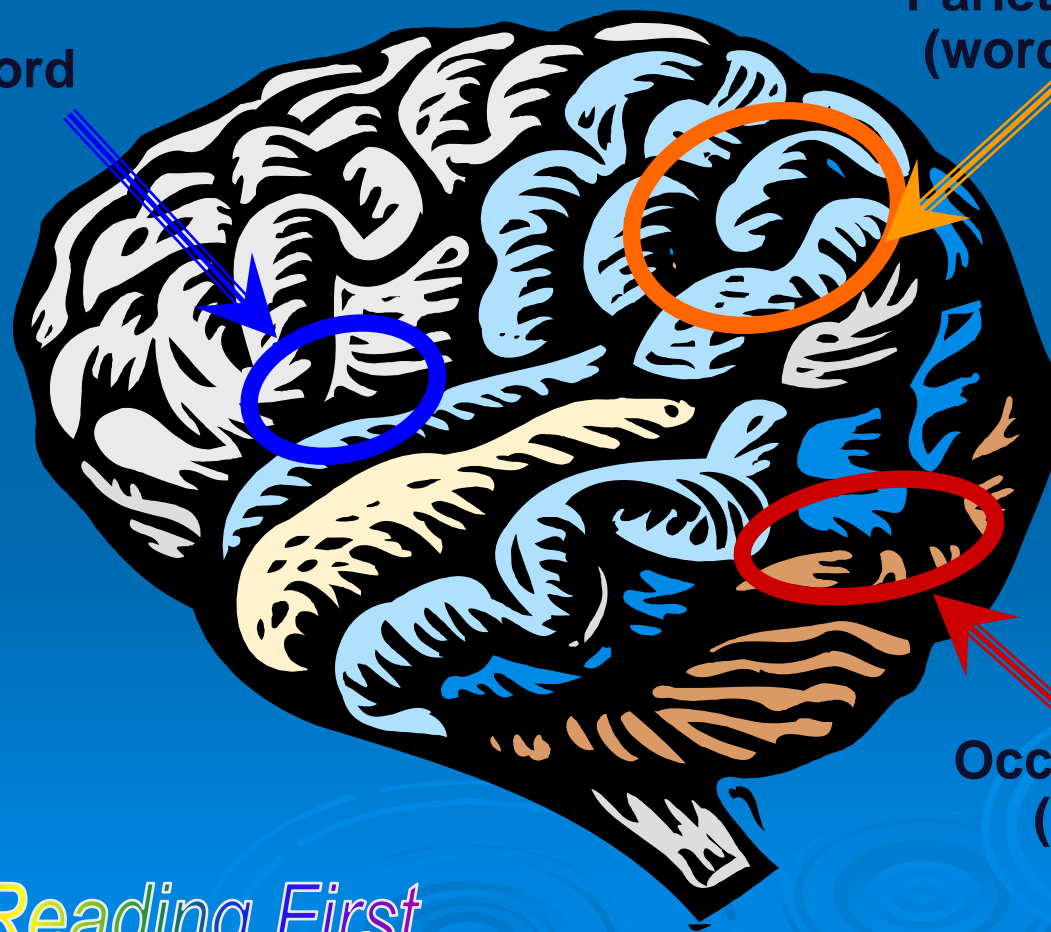


## ➤ Vocabulary Gap

# Reading and the Brain

Broca's area  
Inferior frontal  
gyrus  
(articulation/word  
analysis)

Parieto-temporal  
(word analysis)



anterior

posterior

Occipito-temporal  
(word form)

# Closing the Achievement Gap

It is now well accepted that the chief cause of the achievement gap between socioeconomic groups is a language gap.


-E.D. Hirsch 2003



# Understanding the Language Gap

- High knowledge 3rd graders have vocabularies equal to low performing 12th graders.
- Top high school seniors know 4 times the words of lower performing classmates.
- 1st grade students from high SES groups know about **twice** as many words as lower SES students.
- Students need to learn an estimated 4000-5000 new words each year.
- Vocabulary at the end of 1st grade is a surprising indicator of high school reading achievement.

# Stages of Reading Development

<b>PREALPHABETIC or PRELITERATE</b>		Pre-k
<b>PARTIAL or EARLY ALPHABETIC</b>	cat fog pet bin	Late k to early grade 1
<b>FULL or LATE ALPHABETIC</b>	street rake sang turn	Late grade 1 to early grade 2
<b>CONSOLIDATED ALPHABETIC or ORTHOGRAPHIC</b>	un-re-li-a-ble	Late grade 2
	un-re-li-able	Grade 3+

# Meaningful Differences

## Actual Differences in Quantities of Words Heard

In a typical hour, the average child would hear:

Welfare:	616 words
Working Class:	1,251 words
Professional:	2,153 words

## Actual Differences in Quality of Words Heard

Welfare:	5 affirmations, 11 prohibitions
Working Class:	12 affirmations, 7 prohibitions
Professional:	32 affirmations, 5 prohibitions

Hart & Risley 1995, 2002

# Meaningful Differences

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200 hour year	4 years
Welfare	616	62,000	3 million	13 million
Working Class	1,251	125,000	6 million	26 million
Professional	2,153	215,000	11 million	45 million

Hart & Risley 1995, 2002

# Variation in the Amount of Independent Reading

Percentile Rank	Minutes Per Day		Words Read Per Year	
	Books	Text	Books	Text
98	65.0	67.3	4,358,000	4,733,000
<b>90</b>	<b>21.2</b>	<b>33.4</b>	<b>1,823,000</b>	<b>2,357,000</b>
80	14.2	24.6	1,146,000	1,697,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.2	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
<b>10</b>	<b>0.1</b>	<b>1.0</b>	<b>8,000</b>	<b>51,000</b>
2	0	0	0	8,000



# Importance of Independent Reading

Research has shown that children who read even ten minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading.

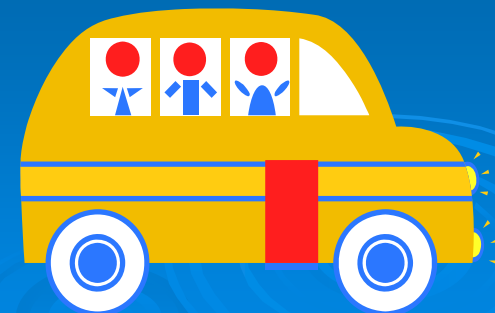


*Colorado Reading First*

Anderson & Nagy, 1992

# Partner activity: The GAP keeps getting bigger!!

- Discuss how this information may influence your instructional decisions.



# How Many Words Do People Know?

- There are roughly 88,700 word families used in books up to 12<sup>th</sup> grade.
- About half the words we read are the **107 words of highest frequency**. Another **5,000 words** account for the next 45%, so that **95%** of the text we read **consists of about 5,100** different words (Adams, 1990).

Steven Stahl, 1999

- 300-500 words per year can reasonably be taught through direct instruction (**8-10 words per week, 50 weeks per year**).
- Most of these new words learned must come from context (Sternberg, 1987).
- **ELL students rely more heavily on direct instruction.**

# ➤ Vocabulary Instruction

# Effective Instruction

- Key ingredients of successful vocabulary development involves the **teaching of specific words AND providing direct instruction in word learning strategies.**



# The Four Peas of Vocabulary

**Provide opportunities** for reading wide and reading volume with accountability.

**Pre-view** the text to determine which words to teach.

**Pre-teach** meaningful words and phrases.

**Provide direct instruction and multiple exposures** of the vocabulary in reading, writing, listening and speaking.



# Vocabulary instruction is NOT just...

- Teaching Dolch words
- Teaching decoding
- Guessing the meaning of a word in a sentence





# Vocabulary Instruction- Words are learned directly...

- **Explicit instruction**
  - Constructing definitions
  - Analyzing word structure
  - Exploring word relationships
- **Multiple exposures and examples**
- **High reading volume and language volume**
- **School Language - Adult Talk**

# Words are learned Indirectly

- Listening to stories
- **Teacher language**
- Independent reading
- Listening to adult talk

# Words are learned indirectly...

- Rarity and variety of words found in children's books is greater than that found in adult conversation!
- More words are learned through reading than from spoken language.
- So read, read, read!!!!



- Vocabulary growth positively affects comprehension

# Vocabulary affects comprehension

- Vocabulary knowledge is directly related to comprehension
- Increased vocabulary instruction increases comprehension more than any other intervention
- Fluent word recognition affects comprehension

# What is needed for us to understand this?

- One farad is a very large capacitance. In many applications the most convenient units of capacitance are microfarad and the picofarad. For any capacitor in vacuum the capacitance  $C$  depends only on the shapes, dimensions and separation of the conductors that make up the capacitor. If the conductor shapes are more complex than those of the parallel-plate capacitor, the expression for capacitance is more complicated.



# What did you learn?

- What would you need in order to understand this paragraph?

# Who motivated you to read, and how did they do it?





# *Vocabulary Instruction: Give Them a World of Words*

## 1. Reading Volume/Reading Wide

*Independent reading and guided reading*

## 2. High-quality classroom language

*School-wide adult language and classroom/school expectations*

## 3. Reading aloud to students

*Repeated reading*

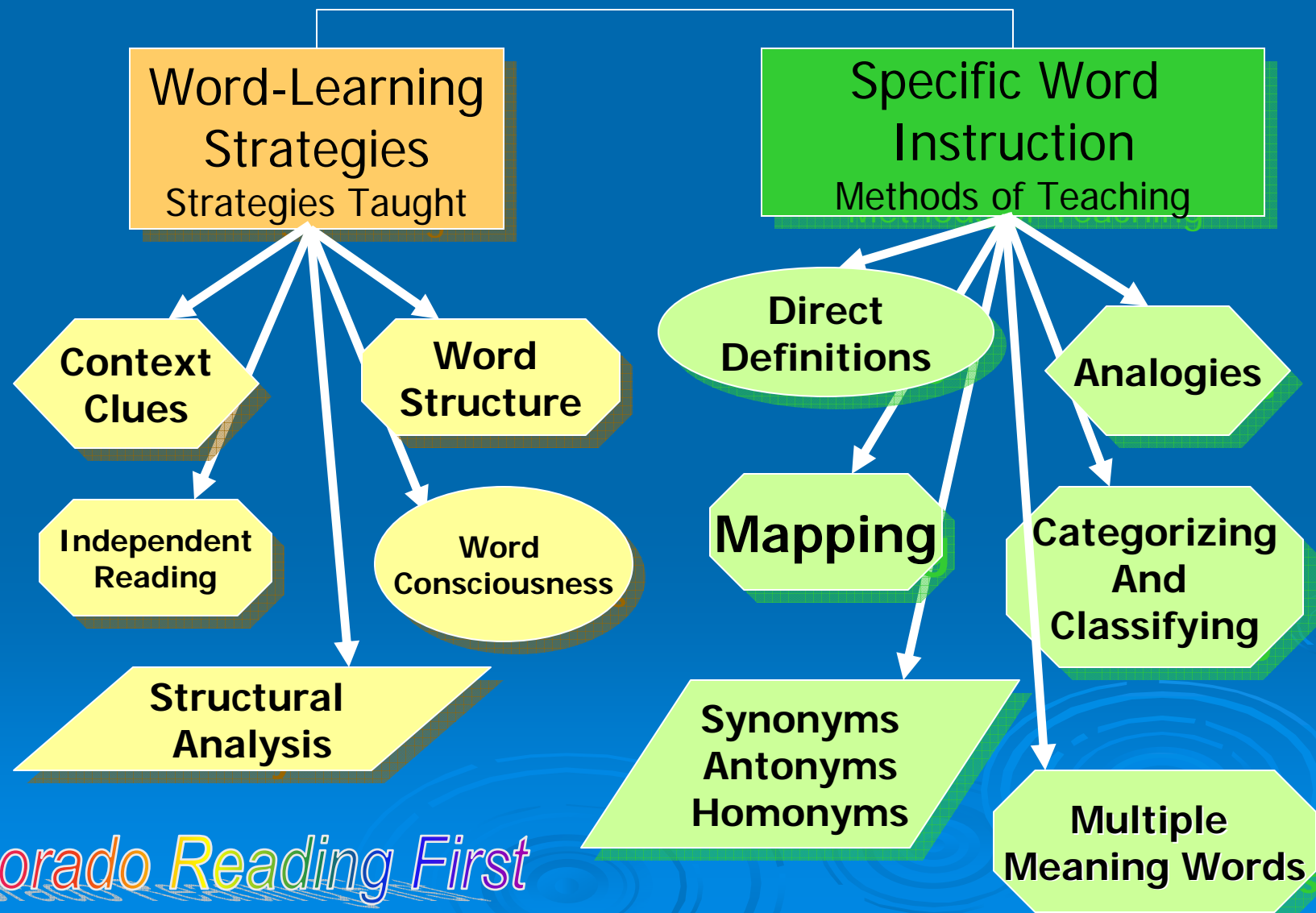
## 4. Direct, explicit vocabulary instruction

*Multiple and varied exposure and practice*

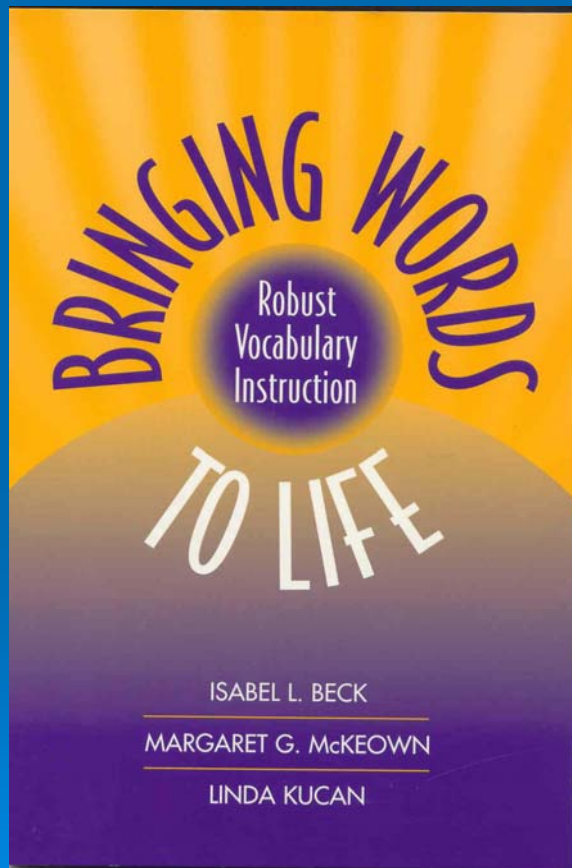
## 5. Structural Analysis- roots and suffixes



# Vocabulary Instruction



# Vocabulary Instruction Based On Research



## Bringing Words to Life

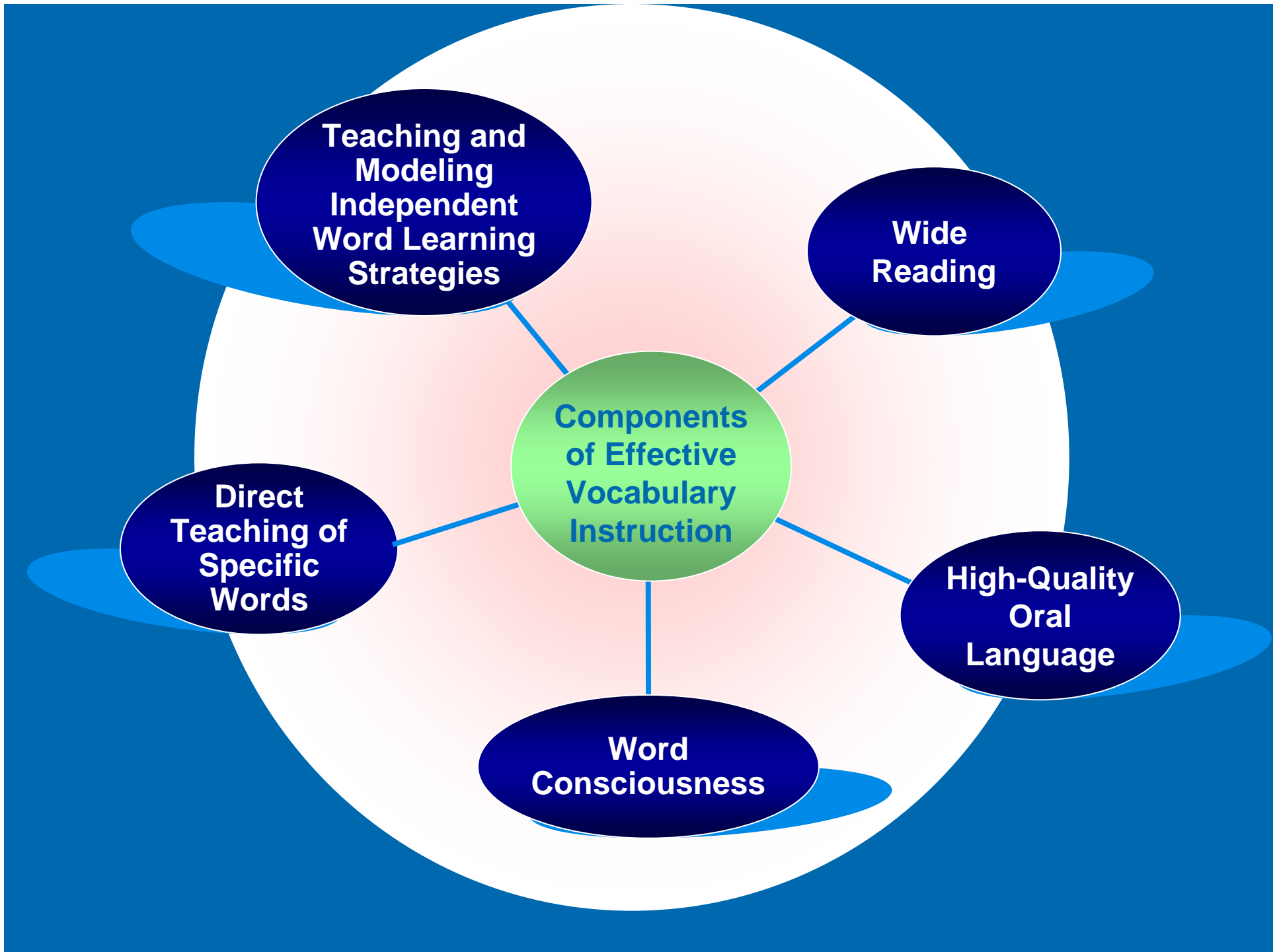
Isabel Beck

M. McKeown

L. Kucan

Guilford Press

*Colorado Reading First*



# Least Effective Strategies

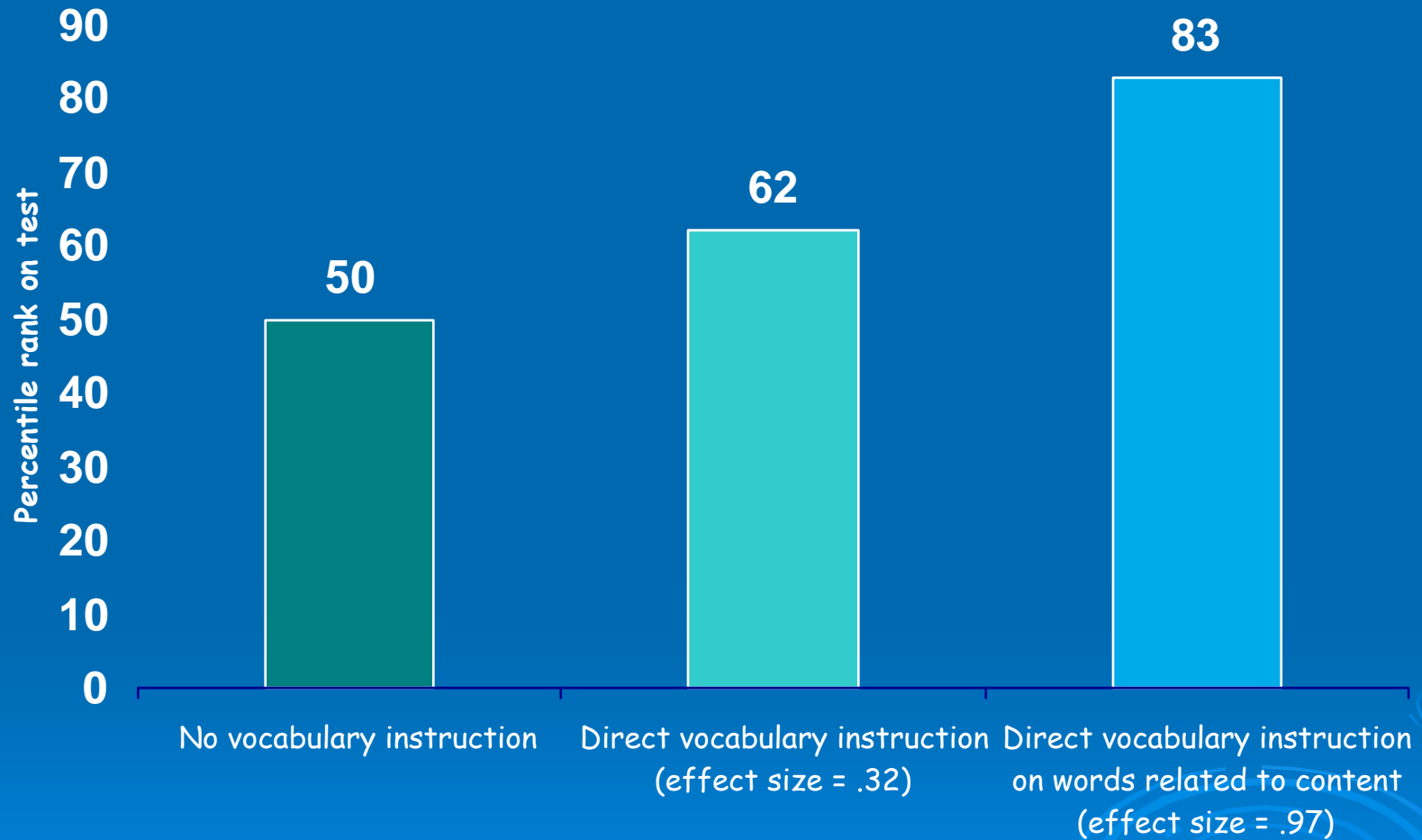
- **copying definitions**
- **writing sentences**
- **memorizing definitions** from a vocabulary study sheet
- **asking students to use context for unknown words** when there is little contextual support

# Most Effective Strategies

- direct, explicit instruction of words in context
- using simple conceptual maps
- teaching specific context clues
- selecting meaningful words to teach
- increasing independent reading
- directly teaching word learning strategies
- connecting new concepts/meanings to existing knowledge base



# Impact of Direct Vocabulary Instruction



Source: Based on data in Stahl & Fairbanks, 1986

Building Background Knowledge for Academic Achievement, Robert Marzano

# Activity- Think, Pair, Share

- How many exposures on a word should be provided?
- List some ways you already provide direct explicit vocabulary instruction
- List some ways you provide for ongoing practice and multiple exposures





# Vocabulary instruction

## ➤ Before reading

- Select and pre-teach meaningful words

## ➤ During reading

- Repeated exposure to words
- Incidental learning
- Interacting with rich text

## ➤ After reading

- Enhance vocabulary through connections (graphic organizers, active involvement with words, center activities...)
- Create a system to monitor and encourage utilization
- Word Walls
- Vocabulary Books/ Key chains



*Isabel Beck's Three Tier Module*  
for choosing vocabulary words from text.

Low Frequency Words  
Technical Words

Words to Teach  
High Frequency  
High Utility

Known,  
Common words

Tier 3

Tier 2

Tier 1

# Tiers of words (Beck & McKewon, 1985)

- Tier 1
  - Basic vocab- happy, talk, cold
  - Clearly important- especially for ELLs and very naïve learners
  - Easy, decodable and already familiar
  - Connected with prior knowledge
- Tier 2
  - High frequency – avoid, fortunate, industrious
  - Play a large role in verbal functioning across a variety of domains
  - Necessary to understanding... GENERALIZABLE
  - Goal for instruction – aim to teach 300-500 words per year!!!!
- Tier 3
  - Low frequency
  - May be specific to domains (e.g. isotope)
  - Instruct when need arises

# Partner Activity-

## Tier 1,2,3 Sort

- Sort words into Tiers 1-2-3
- Discuss how you chose to teach your Tier 2 words

-The desert was barren of any scrub. The boy was hoping to see cacti and tumbleweed.

-Lorita practiced her cartwheels in gymnastics class.

-A caterpillar changes into a pupa before becoming a butterfly.

# Your turn

- Create a group of 3 – 4 people who have the same colored star as you.
- Sort these vocabulary words into Tier 1,2,3
- Be prepared to share your thought process.
- Are we all in agreement?

\*Why or Why not? What does a teacher's instructional decisions depend upon?

scurry	reign	feast
happy	hunter	moon
delighted	work	amusing
convince	little	marsh
burrow	impatient	warm
noble	clock	shawl
exhausted	hear	glider
bright	story	reluctant
ship	thicket	angry
appropriate	timid	continent

# Feedback

Scurry – 2	Reign – 3	Feast – 2
Happy - 1	Huntsman – 3	Moon – 1
Delighted – 2	Work – 1	Amusing -2
Convince – 2	Little - 1	Marsh - 3
Burrow – 3	Inpatient -2	Warm -1

Noble -3	Clock -1	Shawl- 3
Exhausted – 2	Ear -1	Glider -3
Bright -1	Story -1	Reluctant -2
Ship -1	Thicket -3	Angry – 1
Appropriate – 2	Timid -2	Continent -3

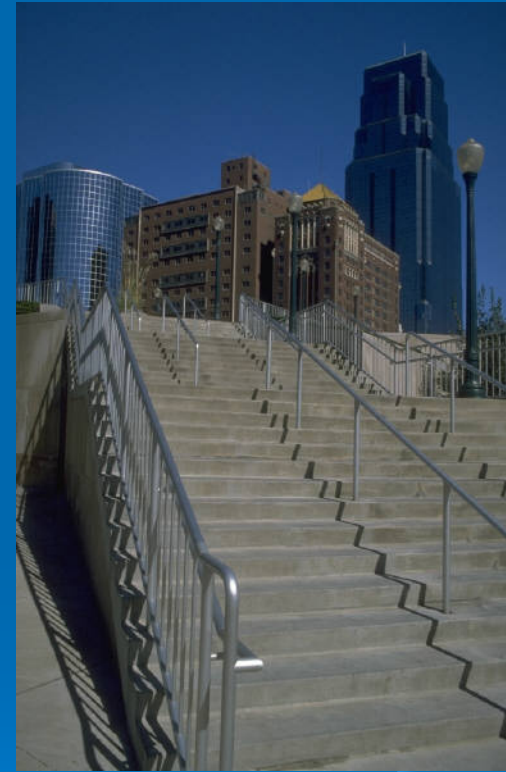


# Two Types of Vocabulary Instruction

- ✓ Teaching Specific Words
- ✓ Word Learning Strategies

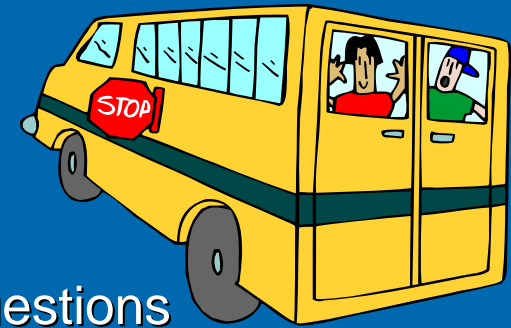
# Steps in Explicit Strategy Instruction

- Direct explanation
- Modeling
- Guided practice
- Feedback
- Application



# Teaching specific words

- Preparation
  - Select Tier 1,2,3 words
- Instruct on Tier 2 words
  - Model decoding strategies
  - Teach student friendly definitions
  - Use sentence stems and critical thinking questions
  - Help students make personal connections
  - Model context clues in text
  - Integrate multiple exposures
  - Monitor for its use
- Follow-up and continual review .. And there's more



# Preparation Select Tier 1-2-3

- The enormous wolf howled for joy. It was winter season and he was hungry. As a terrified mouse huddled under a nearby bush, he could hear the wolf sniffing the air as he prowled nearby. The fearless mouse was curious about what the ferocious wolf was going to do next.

## Tier 2- I do it. We do it. You do it

### Explicit instruction

- *Touch the word (or some cue)*
- *This word is enormous*
- *Say it with me enormous*
- *What word everyone..... (enormous)*
- *Enormous means very large.*
- *What does enormous mean? (very large)*
- *What does very large mean? (enormous)-Flip flop*
- *Tell your partner something that is enormous in this room.*
- *Use it in a sentence stem. Personalize it. Ask questions.*

# Tier 2- I do it. We do it. You do it

## Explicit instruction-*terrified*

- *Touch the word (or some cue)*
- *This word is \_\_\_\_\_*
- *Say it with me \_\_\_\_\_*
- *What word, everyone?..... (response)*
- *\_\_\_\_\_ means \_\_\_\_\_.*
- *What does \_\_\_\_\_ mean? (response)*
- *(Flip Flop) And What does \_\_\_\_\_ mean? (response)*
- *Tell your partner .....*
- *Use it in a sentence stem. Make personal connections*
- *Ask critical think questions yes/no/why*

# *ferocious*

- *Touch the word (or some cue)*
- *This word is \_\_\_\_\_*
- *Say it with me \_\_\_\_\_*
- *What word, everyone?..... (response)*
- *\_\_\_\_\_ means \_\_\_\_\_.*
- *What does \_\_\_\_\_ mean? (response)*
- *Flip Flop And What does \_\_\_\_\_ mean? (response)*
- *Listen to this sentence... say it with me..*
- *What's another way of saying.. Repeat sentence.*
- *Use it in a sentence stem. Make personal connections*
- *Ask critical think questions yes/no/why*

# Partner Activity

## Teach the word *huddled*

- *Touch the word (or some cue)*
- *This word is \_\_\_\_\_*
- *Say it with me \_\_\_\_\_*
- *What word, everyone?..... (response)*
- *\_\_\_\_\_ means \_\_\_\_\_.*
- *What does \_\_\_\_\_ mean? (response)*
- *Flip Flop And What does \_\_\_\_\_ mean? (response)*
- *Tell your partner .....*
- *Use it in a sentence stem. Make personal connections*
- *Ask critical think questions yes/no/why*



# Correction procedure

- Always leave your students with the correct response!!!
  - See, hear, say and possibly write
- 1. Tell the answer -That word is **enormous**
- 2. Ask - What word?
- 3. Repeat -**Enormous** means. (*very large*)
- 4. Check -What does **enormous** mean?

# Examples and Non-examples

Students say or gesture... Yes or No

## Enormous

- *Would an ant be enormous?*
- *Is a rocket ship enormous?*

## Show pictures of examples and non examples

- *Is this land barren? Why or why not?*

## Act out examples

*Show us enormous arms*

## Classification

- *Name some things that are*  
*Name some things that aren't*



# Examples and Non-examples

Ask Questions..Yes or No and Why?

Show pictures of examples and non examples

Act out examples/non-examples

Classification... Name some things that are

Name some things that aren't

# Your turn

- Think of some examples and non-examples for:
  - Ferocious
  - Terrified
  - Huddled

# Expanding meanings

- Elaborate on words that have many meanings
- *Season has different meanings. In our story it means time of year.*
- *Can you think of other meanings for the word **season**? (spice)*
- *Tell your partner what **season** means.*

Word/Sorts  
Concept/  
Classification

# Mapping and graphic organizers

- Especially helpful for ELLs
- Show relationships between words
- Introduce
- Use
- Guide
- Review
- Use chart as a tool to guide summary of the content

# Word/Concept Sort Closed

wings leaves spider fur stem  
flower food bark antenna

Plants	Animals	Insects



# Semantic Feature Analysis: Mammals

<u>term</u>	Born alive	Breathe air	Fur
dog	+	+	+
cat	+	+	+
snake	+ -	-	-

# Venn Diagram

mouse

dog

squeaks

little

fur

tail

whiskers

barks

big or  
little

# Word/Concept Sort Your Turn

Choose themes from your stories and create a word sort


# Further deepen understanding of meaning of word and how it relates to other words

## ➤ Antonyms and scaling (act #\* Moates)

- Gradable antonyms: tiny-----enormous
- Complementary antonyms: dead----alive
- Gradable antonyms lends themselves to caling of terms to show degrees of an attribute

←-----→

putrid   foul   stinky   unpleasant   scented   fragrant   intoxicating

# Word Scale



# Word map



# Activity: Create an organizer for each

- Word scale: Small-large
- Word map: Embellished
- Semantic feature map: Baseball, football, basketball

# Word-Learning Strategies Commonly Taught

Context clues

Word structure

Syntactic clues





# Context Clues

- The deer would be able to eat all they wanted in the meadow, for there was an *abundance* of grass.
  - Why would the deer be able to eat all they wanted?
  - How much grass must be in the meadow?
  - So, what do you think *abundance* means? “Enough for everyone”
  - Yes, *abundance* means enough for everyone.
- When the lamp fell over and crashed on the floor, my sister screamed, my friend started running in the hall, and the dog started barking. My dad hollered, “What’s all that *commotion*?”
  - ...So, what do you think *commotion* means?
  - Yes, *commotion* means...

- **Word Association**: Pairing a known word with the new word that was just learned.
  - Which word goes with commotion?
  
- **Personal Connections** **Have you ever...?** Helps students understand that they have a place for the word in their vocabularies.
  - Describe a time when you might have been a part of a commotion.
  
- **Idea Completions (sentence stems)**
  - Something that is \_\_\_\_\_ is a commotion
  - Someone who.....

### **Critical Thinking Questions Yes/No/ Why**

Kucan, 2002

Beck, McKeown,

# Sentence Stems

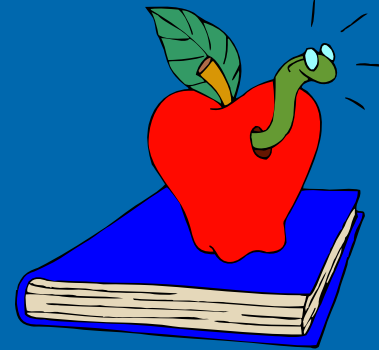
Using the phrases, *Someone who...* or *Something that...* forces students to describe the word.

Student Examples: *hospitable, unintentionally*

***Someone who*** is *hospitable* would make me feel very welcomed in their home. An example would be...

***Something that*** is done *unintentionally* would be done by mistake or without much thought or purpose. An example would be...

# Your Turn-



- With a partner, come up with descriptions for the following words using
- **Someone who...** or **Something that...**

**forlorn**

**inheritance**

**microscopic**

**detest**

## Critical Thinking Questions

- Critical thinking questions use one or several vocabulary words and can be answered Yes/No and/or Why?

Examples:

- Would shouting out be an example of *inappropriate* behavior?
- Would you *hesitate* to tell someone a secret?

# Create Critical Thinking Questions



- Two or more words used

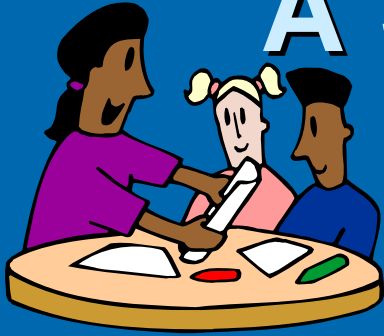
Would you feel forlorn if someone said they detested your outfit? Yes/No and Why?

Try it...

assistance      uncomfortable

immediate      emergency

# How to Teach Words: A Seven-Step Process



1. Directly Teach It and Show It
2. Students Restate It and Act It Out
3. Students Picture It/ Draw It
4. Students and Teacher Use It
5. Students Discuss It
6. Students Review It
7. Teacher Monitors It and Utilizes Word Walls

# Games

adapted from Lively, August, Carlo & Snow,  
2003

- Charades
  - Act Out A Target Word's Meaning
- Word Bee
  - Work together to define the target word and present definition to classmates
- Word substitution
  - Team mates replace a target word in a sentence with another word that means the same thing
- Word guess
  - Guess the word with fewest clues possible
  - I'm thinking of a word
  - Who has.. I have





# Suggested activities

- Word wall
- Prefix/suffix/base word trees
- Vocabulary definition posters
- Game- Words of the week... Keep visual tallies of use of words during class
- Bingo
- Matching

# Teach vocabulary all day long

## ➤ Then...

- help children use the new words in oral and written language
- build motivation and excitement for independent word study
- develop monitoring systems



# Indicator's of Effective Instruction

Are the words for the selection posted with student friendly definitions?      yes      no

Is a word wall present in the classroom?      yes      no

Is the word wall and posted vocabulary accessible for student use?      yes      no

Are word learning strategies posted?      yes      no

Does the teacher reference posted resources?      yes      no

# Observing Instruction~ Introduction of Words

- Does the teacher use a DIRECT INSTRUCTION method to introduction new words? (Teach, Model, Practice, and Apply)
- Are the words chosen appropriate for instruction~Tier 2?
- Does the teacher provide a variety of examples to allow students to interact with the words?
- Does the teacher allow for whole group, active participation when interacting with the words?
- Is evidence of use of the language arts transparency apparent?
- Are students given activities for concept mapping?
- Do students show evidence of 'understanding' when interacting with the words?
- Does teacher assess word knowledge acquisition?
- Does teacher monitor for the use of words?

# Deepening children's understanding of words

- **Goal 1** is to enhance children's understanding or definition of the word
- Goal 2 is to deepen children's understanding of how the word relates to other known words
  - In other words, to build file labels for their mental filing cabinet of words
- Goal 3 is to help children use the new words in oral and written language
- Goal 4 is to build motivation and excitement for independent word study and monitor their use.

# Goal : enhance definition of a *Making Definitions* word


- A darkroom is a room for developing photographs that has very dim, special light and running water.
- To plunder is to rob or pillage, usually by an invading or conquering group.

# Goal : build categorical knowledge

## Categorizing Words

1. *Sort* the words into categories and subcategories.
2. Can you *show* or represent your categorical knowledge in a “mind map” or graphic organizer?
3. *Reflect*. What did you need to know to accomplish the task?

(Note for K-2, you may wish to use picture cards or objects or allow students to draw a response in an organizer)

Goal  3: get children to use new words in oral and written language

## Word substitution activity adapted from Lively, August, Carlo &

Snow, 2003

- The sun was *brilliant* this afternoon.
- I came in from recess *grudgingly*.
- Because of the smile on his face I knew he must have been *delighted* that I came.





The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.

*Michelangelo*

# Last activity

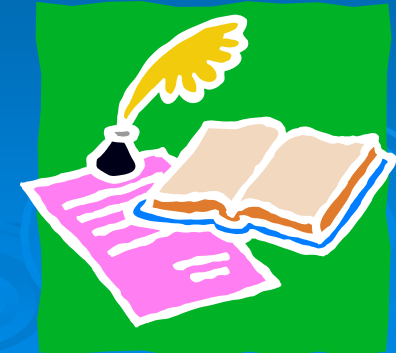
- Choose three to four words from the your material.
- Using the template, design a plan of instruction for each word.
- Be prepared to teach one word to your table group.
- Using the carbon paper, write the plan for one of your words to be submitted to the CRF.





# Teaching Script

- This word is \_\_\_\_\_ What word?
- \_\_\_\_\_ means \_\_\_\_\_
- What does \_\_\_\_\_ mean? *Flip Flop*
- Listen to this sentence.....
- Someone who or something that.... Describe it
- What's another way of saying (repeat sentence)
- *Flip Flop*
- Personalized thinking question



# Structural Analysis

(adapted from Anderson & Nagy, 1992)

- Children encounter the word “unfruitful” in text
  
- Here’s a word I haven’t seen before. The first think I’ll do is see whether there are any parts I know root, prefix, suffix. Ok I see I can divide it into
  - “un” which means not,
  - “fruit”, and
  - “ful” which means full of

# Word syntax – multiple meanings

- Definition of word as it's used in passage
- Present
  - Gift- I got a present today.
  - Right now- Newspapers write about the present.
  - To give- I present you with an award.
- Cold
  - Chilly - (Opposite of hot) -I put on my sweatshirt because I was cold.
  - Runny nose and feeling sick- After my trip I got a cold.

# Activity

- Working with a partner, think of five other vocabulary activities you use that contribute to a rich, robust, interactive vocabulary environment in your classroom.
- Be prepared to share with the large group



# Using the following words...

Brilliant

Reluctant

Admire

- Create a student friendly definition
- Create an idea completion using sentence stem someone who... or something that.....
- Ask a critical thinking question Yes/No/Why
- Create a personal connection... Have you ever...