

Dynamic Vocabulary Instruction

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Topics

- Importance of Vocabulary Instruction
- Components of a Vocabulary Program
- Read-Alouds
- Explicit Vocabulary Instruction
- Word-Learning Strategies
- Independent Reading

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Importance of Vocabulary Instruction

- Receptive Language
 - Reading Comprehension (Chall, Jacobs, & Baldwin, 1990; Nagy, 2005; Scarborough, 1998, Stahl & Fairbanks, 1987)
 - Listening Comprehension
- Expressive Language
 - Writing
 - Speaking
- Overall Reading Achievement (Stanovich, et al., 1993)
- Overall School Success (Becker, 1977; Anderson & Nagy, 1991)
- Hallmark of an Educated Individual (Beck, McKeown, Kucan, 2002)

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Importance of Vocabulary Instruction

- Children's vocabulary in the early grades related to reading comprehension in the upper grades.
 - Preschool - Children's vocabulary correlated with reading comprehension in upper elementary school. (Dickinson & Tabois, 2001)
 - Kindergarten - Vocabulary size was an effective predictor of reading comprehension in middle elementary years. (Scarborough, 1998)
 - First Grade - Orally tested vocabulary was a significant predictor of reading comprehension ten years later. (Cunningham & Stanovich, 1997)
 - Third Grade - Children with restricted vocabulary have declining comprehension scores in the later elementary years. (Chall, Jacobs, & Baldwin, 1990)

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Importance of Vocabulary Instruction

- Vocabulary Gap
 - Children enter school with different levels of vocabulary. (Hart & Risley, 1995)
 - By the time the children were 3 years old, parents in less economically favored circumstances had said fewer words in their cumulative monthly vocabularies than the children in the most economically advantaged families in the same period of time.
 - Cumulative Vocabulary (Age 4)
 - Children from professional families 1100 words
 - Children from working class families 700 words
 - Children from welfare families 500 words

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Importance of Vocabulary Instruction

- Vocabulary Gap
 - Meaningful Differences in Cumulative Experiences (Hart & Risley, 1995)

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200 hour year	3 years
Welfare	620	62,000	3 million	10 million
Working Class	1,250	125,000	6 million	20 million
Professional	2,150	215,000	11 million	30 million

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Importance of Vocabulary Instruction

- Vocabulary Gap
 - Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)
 - Children who enter school with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary knowledge. (Baker, Simmons, & Kame'enui, 1997)
 - The number of words students learn varies greatly.
 - 2 versus 8 words per day
 - 750 versus 3000 words per year
 - By the end of second grade, 4,000 word difference in root vocabulary of children in highest vocabulary quartile & lowest quartile. (Biemiller, 2004)

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Importance of Vocabulary Instruction

- Vocabulary Gap
 - Gap in word knowledge persists though the elementary years. (White, Graves, & Slater, 1990)
 - The vocabulary gap between struggling readers and proficient readers grows each year. (Stanovich, 1986)
 - After the primary grades, the “achievement gap” between socioeconomic groups is a language gap. (Hirsh, 2002)
 - For English Language Learners, the “achievement gap” is primarily a vocabulary gap. (Carlo, et al., 2004)

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Importance of Vocabulary Instruction - Conclusion

- To close the vocabulary gap, vocabulary acquisition must be accelerated through intentional instruction.
- Vocabulary instruction must be a focus in all classes in all grades.

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Components of a Vocabulary Program

- **High-quality Classroom Language** (Dickinson, Cote, & Smith, 1993)
- **Reading Aloud to Students** (Elley, 1989; Senechal, 1997)
- **Explicit Vocabulary Instruction** (Baker, Kame'enui, & Simmons, 1998; Baumann, Kame'enui, & Ash, 2003; Beck & McKeown, 1991; Beck, McKeown, & Kucan, 2002; Biemiller, 2004; Marzano, 2004; Paribakht & Wesche, 1997)
- **Word-Learning Strategies** (Buikima & Graves, 1993; Edwards, Font, Baumann, & Boland, 2004; Graves, 2004; White, Sowell, & Yanagihara, 1989)
- **Wide Independent Reading** (Anderson & Nagy, 1992; Cunningham & Stanovich, 1998; Nagy, Anderson, & Herman, 1987; Sternberg, 1987)

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High Quality Classroom Language

- Use high quality vocabulary in the classroom.
- To ensure understanding,
 - Tell students the meaning of words when first used.
“Don't procrastinate on your project. Procrastinate means to put off doing something.”
 - Pair in the meaning of the word by using parallel language.
“Please refrain from talking. Please don't talk.”
“Laws have their genesis...their beginning...in the legislative branch.”
“What is your hypothesis... your best guess?”

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Read-Alouds

- Vocabulary can be gained from listening to others read.
 - Listening to a book being read can significantly improve children's expressive vocabulary. (Nicholson & Whyte, 1992; Senechal & Cornell, 1993)
 - Print vocabulary is more extensive and diverse than oral vocabulary. (Hays, Wolfe, & Wolfe, 1996)
 - Wide disparities exist in the amount of time parents read to their children before 1st grade.
 - Adams (1990) estimated that she spent at least 1000 hours reading books to her son before he entered first grade.
 - Teale (1984) observed that in low-income homes the children were read to for about 60 hours prior to first grade.

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Read-Alouds

- Choose interesting, engaging stories that attract and hold children's attention. The books should also be somewhat challenging. (Biemiller, 1995; Elley, 1989)
- Use performance-oriented reading. Read with expression and enthusiasm.
- Provide students with a little explanation of novel words that are encountered in context. (Brabham & Lynch-Brown, 2002; Brett, Rothlein & Hurley, 1996; Beck, Perfetti, & McKeon, 1982; Elley, 1989; Penno, Wilkinson, & Moore, 2002; Wasik & Bond, 2001; Whitehurst et al., 1998)

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Read-Alouds

- Actively engage students during the story book reading to increase vocabulary gains. (Dickerson & Smith, 1994; Hargrave & Senechal, 2000; Senechal, 1997)
 - Ask questions that promote passage comprehension. Retell and prediction questions are particularly useful.
 - Use a variety of responses including:
 - Group (choral) responses
 - Partner responses
 - Physical responses

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Read-Alouds

- For young students, read the book several times to increase greater gains in vocabulary. (Senechal, 1997)
- Provide a rich discussion before and after reading of the book.
 - *“What was your favorite part of the book?”*
 - *“What really surprised you in the story?”*
 - *“What would be another ending for the story?”*

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Read-Alouds

Did the teacher:

1. Select an interesting, engaging, challenging book? **Yes No**
2. Read the book with enthusiasm and expression? **Yes No**
3. Provide a little explanation of novel words?
Yes No

Example words:

4. Actively engage the students? **Yes No**

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Explicit Vocabulary Instruction

- Preliminary evidence..suggests that as late as Grade 5, about 80% of words are learned as a result of direct explanation, either as a result of the child's request or instruction, usually by a teacher. (Biemiller, 1999)

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Explicit Vocabulary Instruction

- Sources of words for vocabulary instruction
 - WORDS from read-aloud books
 - WORDS from core reading programs
 - WORDS from reading intervention programs
 - WORDS from content area instruction
 - Math
 - Science
 - Social studies
 - Health
 - Art, PE, music, etc.

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Explicit Vocabulary Instruction- Selection of Vocabulary

- Select a **limited number** of words for robust, explicit vocabulary instruction.
- **Three to ten words** per story or section in a chapter would be appropriate.
- Briefly **tell students the meaning of other words** that are needed for comprehension.

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Explicit Vocabulary Instruction- Selection of vocabulary

- Select words that are **unknown**.
- Select words that are **critical** to passage understanding.
- Select words that students are likely to encounter in the **future** and are generally **useful**. (Stahl, 1986)
 - Focus on Tier Two words (Beck & McKeown, 2003)
 - Academic Vocabulary
- Select words that are more difficult to obtain.

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Explicit Instruction of Words- Selection of Vocabulary

(Beck & McKeown, 1985)

- Tier One - Basic words
 - chair, bed, happy, house

- **Tier Two - Words in general use, but not common**
 - concentrate, absurd, fortunate, relieved, dignity, convenient, observation, analyze, persistence

- Tier Three - Rare words limited to a specific domain
 - tundra, igneous rocks, weathering, totalitarian, cellular respiration, genre, foreshadowing

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Explicit Instruction of Words- Selection of Vocabulary

- “Goldilocks Words”
 - Not too difficult
 - Not too easy
 - Just right

(Stahl & Stahl, 2004)

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Activity - Select words for robust, explicit instruction.

Second Graders	Fifth Graders
Enemy Pie by Derek Munson	The Family Under the Bridge by Natalie Savage Carlson (for Chapter 1)
perfect	monsieur
trampoline	cathedral
enemy	cowered
recipe	hidey-hole
disgusting	hyacinths
earthworms	fragile
ingredients	oleanders
horrible	gratitude
nervous	fastidious
invited	loitering
relieved	roguish
boomerang	adventure

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Explicit Instruction of Words- Practice Activity Select 5 words for robust explicit instruction.

Reading Level: Eighth Grade Series: Prentice Hall		Passage: Breaker's Bridge Words: *Selected for instruction in manual.	
obstacle*	district	amplify	
writhing*	gorge	imperial	
piers*	miniature	emerged	
executioner*	defeated	insult	
immortals*	desperation	deposited	
emperor	supervising	deadline	

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Explicit Instruction of Words- Selection of Vocabulary

- In content area classes, add “Academic Vocabulary” to content area words.
- Example: Holt World History: The Human Journey, Chapter 13, Section 2
 - Suggested words - feudalism, fief, vassal, primogeniture, manorialism, serfs, chivalry
 - Added “Academic Vocabulary” - maintain, maintenance; inherit, inheritance; analyze, analyzing, analysis; obligations; complement

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Explicit Instruction of Words- Selection of Vocabulary

- In content area classes, add “Academic Vocabulary” to content area words.
- Example: Prentice Hall, Science Explorer: Earth's Changing Surface Chapter 3, Section 2
 - Suggested words - runoff, rills, gully, stream, river, drainage basin, divide, flood plain, tributary, meander, oxbow lake, alluvial fan, delta, ground water, stalactite, stalagmite
 - Added “Academic Vocabulary” - process, feature, factor, deposit (deposits, deposition)

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Explicit Instruction of Words - Selection of words

- Also, teach idioms (*A phrase or expression in which the entire meaning is different from the usual meaning of the individual words.*)

“The car rolling down the hill caught my eye.”

“Soon we were in stitches.”

“The painting cost me an arm and a leg.”

“The teacher was under the weather.”

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Explicit Instruction - Prepare - Student-Friendly Explanations

- **Dictionary Definition**
 - **relieved** - (1) To free wholly or partly from pain, stress, pressure. (2) To lessen or alleviate, as pain or pressure
- **Student-Friendly Explanation** (Beck, McKeown, & Kucan, 2003)
 - **Uses known words.**
 - **Is easy to understand.**
 - When something that was difficult is over or never happened at all, you feel **relieved**.

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Explicit Instruction - Prepare - Student-Friendly Explanations

- **Dictionary Definition**
 - **Attention** - a. the act or state of attending through applying the mind to an object of sense or thought
b. a condition of readiness for such attention involving a selective narrowing of consciousness and receptivity

- **Explanation from Dictionary for English Language Learners**
(*Elementary Learner's Dictionary* published by Oxford)
 - **Attention** - looking or listening carefully and with interest

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Explicit Instruction- Practice Activity Write Student-Friendly Explanations

Dictionary Definition	Student-Friendly Explanations
disgusting - to cause to feel disgust; be sickening, repulsive, or very distasteful to	
fragile - easily broken, damaged, or destroyed	
gratitude - a feeling of thankful appreciation for favors or benefits received	
loitering - to linger in an aimless way; spend time idly	

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Instructional Routine for Vocabulary

Step 1. Introduce the word.

- a) Write the word on the board or overhead.
- b) Read the word and have the students repeat the word.
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

Introduce the word with me.

“ This word is compulsory. What word?”

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Instructional Routine for Vocabulary (continued)

Step 2. Introduce meaning of word.

Option # 1. Present a student-friendly explanation.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

Present the definition with me.

“When something is required and you must do it, it is compulsory. So if it is required and you must do it, it is _____.”

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Instructional Routine for Vocabulary (continued)

Step 3. Illustrate the word with examples.

- a) Concrete examples.
- b) Visual examples.
- c) Verbal examples.

(Also discuss when the term might be used and who might use the term.)

Present the examples with me.

“Coming to school as 8th graders is compulsory.”

“Stopping at a stop sign when driving is compulsory.”

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Instructional Routine for Vocabulary (Continued)

Step 4. Check students' understanding.

Option #1. Ask deep processing questions.

Check students' understanding with me.

“Many things become compulsory. Why do you think something would become compulsory?”

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Instructional Routine for Vocabulary (continued)

Step 4. **Check students' understanding.**
Option #2. **Have students discern between examples and non-examples.**

Check students' understanding with me.

"Is going to school in 8th grade compulsory?" Yes

"How do you know it is compulsory?" *It is required.*

"Is going to college when you are 25 compulsory?"

"Why is it not compulsory?" *It is not required. You get to choose to go to college.*

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Instructional Routine for Vocabulary (continued)

Step 4. **Check students' understanding.**
Option #3. **Have students generate their own examples.**

Check students' understanding with me.

"There are many things at this school that are compulsory? Think of as many things as you can?"

"Talk with your partner. See how many things you can think of that are compulsory."

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Instructional Routine for Vocabulary

Did the teacher:

1. Introduce the word?
2. Present a student-friendly explanation?
3. Illustrate the word with examples?
4. Check students' understanding?

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Practice Activity: Example A

1. Introduce the word.

This word is **migrate**. What word?

2. Present a student-friendly explanation.

When birds or other animals move from one place to another at a certain time each year, they **migrate**. So if birds move to a new place in the winter or spring, we say that the birds _____. Animals usually migrate to find a warmer place to live or to get food.



3. Illustrate the word with examples.

Sandhill Cranes fly from the North to the South so they can live in a warmer place. Sandhill Cranes _____.

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Practice Activity: Example A continued

The wildebeests in Africa move to a new place so that they can find water and grass. Wildebeests _____.



4. Check students' understanding. (Deep processing question.)

Why might birds migrate? Tell your partner. (The teacher monitors and coaches. Then the teacher calls on individuals.)

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Practice Activity: Example B

1. Introduce the word.

*This word is **survive**. What word?*

2. Present a student-friendly explanation.

*When people or animals don't die when things are very bad or dangerous, they **survive**.*

3. Illustrate the word with examples.

Look at the people on this river. It is very dangerous. However, they don't get hurt or die, they _____.



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Practice Activity: Example B continued

4. Check students' understanding.

(Examples and non-examples)

Get ready to tell me if this group would survive.

If the winter was very cold and all food was buried under the snow, would whooping cranes survive? _____ Ones, tell your partner why they wouldn't survive?

If whooping cranes had plenty of food and the weather was warm, would they survive? _____ Twos, tell your partner why they would survive?

(Deep Processing Questions)

If a rabbit was being chased by a coyote, what could the rabbit do to survive?

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Practice Activity: Example C

1. **Introduce the word.**
“This word is **abundant**. What word? _____.
Again, _____. *Abundant is an adjective.*
2. **Introduce the meaning of the word.**
“When there is plenty of something, there is an **abundant** amount.
So, if you have plenty of something, you have an amount that is
_____.”

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Practice Activity: Example C continued

3. **Illustrate with examples.**
If you have lots of food in your house, you have **abundant food**.
If you had a huge supply of paper, you would have _____.
If you had enough pencils for everyone, you would have _____.
If you had more than enough money to live on, you would have _____.
4. **Check understanding.**
Get read to tell me if this would be abundant. Say **abundant** or not.
If you had 2 pencils for the year? *Not*
If you had 40 pencils for the year? *Abundant*
If the class had 800 books? *Abundant*
If the class had 30 books? *Not*
If the family had enough food for one day? *Not*
If the family had enough food for 3 months? *Abundant*

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Practice Activity: Example D

- 1. Introduce the word.**
"This word is **virtue**. What word? _____.
Again, _____. *Virtue is a noun.*"
- 2. Introduce the meaning of the word.**
"When someone has a really good quality like honesty, that quality is a **virtue**." So someone has really good quality, we can that quality a _____.

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Practice Activity: Example D continued

- 3. Illustrate with examples. (And non-examples)**
Being honest is a virtue. Lying is not a virtue.
Being kind is a _____. Being mean is not a _____.
Being generous is a _____. Being greedy and not sharing is not a _____.
Being reliable is a _____. Being inconsistent so that people can not count on you is not a _____.
- 4. Check understanding.**
Make a T chart on your paper. Now, label the columns 'virtue' and 'not virtue'. With your partner, write in a virtue and then the opposite of that virtue. Let's read my ideas first.

Virtue	Not a Virtue
patient	impatient, feeling annoyed
responsible	irresponsible, careless
orderly	messy
courageous	scared

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Practice Activity: Example E

Step 1: Introduce the word.

*This word is **analyze**. What word?*

Analyze is a verb, an action of people.

Step 2: Introduce the meaning using a student friendly explanation.

*When you carefully think about something in detail so that you can explain it, you **analyze** it. If you carefully think about something in detail so you can explain it, you _____.*

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Practice Activity: Example E continued

Step 3. Illustrate with examples.

For example, when you carefully examine data from a science experiment, you _____.

When you examine carefully a graph in social studies, you _____.

When you carefully compare two meal plans for their nutritional value, you _____.

Step 4. Check understanding.

Tell your partner some things that you analyze in school.

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Practice E - Extensions

■ Word Family - Relatives

Let's read some words related to analyze.

Say each word after me.

analyze
analyzing
analyzed
analysis
analyzable
analyzer

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Practice E - Extensions

This words are in the same word family as analyze. When I touch the word, please say it.

*When we examine the results of a science experiment, we _____ (**analyze**) them.*

*Thus, _____ (**analyzing**) experimental results is a major action in science class.*

*In the past, you _____ (**analyzed**) data in science class.*

*You often had to write up your _____ (**analysis**).*

*If the results were easy to explain, the results were _____ (**analyzable**).*

*When you analyzed the results, you were the _____ (**analyzer**).*

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Practice E - Extensions

■ Synonyms

*Working with your partner, generate a list of words that are synonyms for **analyze**. You may use your dictionary, thesaurus, or electronic reference sources.*

Students suggest:

examine	explore
think	study
contemplate	look over
inspect	check
investigate	monitor
scrutinize	assess

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Practice Activity: Example F

Step 1: Introduce the word.

This word is **category**. What word?

Category is a noun.

Step 2: Introduce the meaning using a student friendly explanation.

When you have a group of people or things that have the same characteristic, they form a category.

So, when you have a group of people or things that have the same characteristic, they form a _____.

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Practice Activity: Example F continued

Step 3. Illustrate with examples.

For example, you could divide people into two groups by gender, male and female. Each gender would be a _____. You could divide people into groups by race. Each race would be a _____. You could divide people into groups by religion. Each religion would be a _____. You can also divide things into categories. For example, you could divide cars into categories by make, color, year made, size of engine, etc. Each of these would be a category.

Step 4. Check understanding.

I will tell you one category. You tell your partner another category.

People. Female. Another category? (male)

Books. Fiction. Another category? (Non-fiction, reference, poetry, etc.)

Political Parties. Republican. Another category? (Democrat, Independent)

With your partner, list sets of categories that students can be grouped in. For example, the categories boys and girls. The categories of blue-eyed, green-eyed, brown-eyed, other. Only school appropriate and respectful categories please.

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Practice F - Extensions

■ Word Family - Relatives

*Let's read some words related to **categories** .*

Say each word after me.

- category *n*
- categories *n*
- categorize *v*
- categorized *v*
- categorizing *v*
- categorization *n*
- categorical *adj*
- categorizer *n*

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Practice F - Extensions

*This words are in the same word family as **category**. When I touch the word, please say it.*

*There is not just one _____ (**category**) of tree.*

*Trees can be put into two _____. (**categories**)*

*You can _____ (**categorize**) trees as deciduous and evergreen.*

*Trees are often _____ (**categorized**) in this manner.*

*You will find that this system of _____ (**categorization**) is found in most books on the subject.*

*When you determine the type of trees in our community, you would be a _____ (**categorizer**).*

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Practice F - Extensions

■ Synonyms

*Working with your partner, generate a list of words that are synonyms for **category**. You may use your dictionary, thesaurus, or electronic reference sources.*

Students suggest:

class
group
type
variety
breed
brand
sort

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Explicit Vocabulary Instruction - Review

- **After teaching the group of vocabulary words, review the words using a “word association” activity.**
- Words written on board or overhead:

enemy, disgusting, invited, relieved

“Tell me the word that I am thinking about.

Someone that hates you might be called an _____.

If you didn’t like a food, you might say it is _____.

When a test is over, you often feel _____.

When you are asked to a party, you are _____.”

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Vocabulary Logs

- Have students maintain a log of vocabulary to facilitate study and review.
- What can be recorded on a vocabulary log?
 - Word
 - Student-friendly explanation
 - Any of these options
 - A sentence to illustrate the word's meaning
 - Examples and non-examples
 - An illustration
- In lower grades, create a group log on a flip chart.

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Word Walls

- Create a word wall in your classroom
 - Post a reminder of the context.
 - Copy of the cover of the read-aloud book
 - Copy of the first page in the story
 - The topic in science or social studies
 - Post the vocabulary words.
 - Incorporate the words into your classroom language.
 - Encourage students to use the words when speaking and writing.

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Practice Activities

- Practice activities should:
 - Be **engaging**.
 - Provide **multiple exposures** to the words.
(Stahl, 1986)
 - Encourage **deep processing** of the word's meaning. (Beck, Mc Keown, & Kucan, 2002)
 - When possible, connect the word's meaning to **prior knowledge**.
- Provide practice over time.

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Example Practice Activity - Yes/No/Why

1. Do territories that are possessions have autonomy?
2. Can incidents cause compassion?
3. Do people always comply with their obligations?

(Beck, Perfetti, & McKeown, 1982; Curtis & Longo, 1997) Items taken from REWARDS PLUS, Sopris West.

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Example Practice Activity - Yes/No/Why

1. Could a disgusting enemy be horrible?
2. Would you be relieved if you could concentrate on the test?
3. Would it be disgusting to eat earthworms?
4. Could an enemy do disgusting things?

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Example Practice Activity - Completion Activity

1. **confine:** to hold or keep in; to limit; imprison; restrict
Things that can be confined are _____.
2. **persistent:** refusing to give up; determined
I was very persistent when _____.
3. **dispersal:** send off in different directions
At school dispersal might involve _____.
4. **globalization:** condition when something spreads across the world
Today, globalization involves the dispersal of _____.

(Curtis & Longo, 1997)

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Example Practice Activity - Word Pairs

(Stahl & Kapinus, 2001)

Word Pair	Same	Opposite	Go Together	No Relationship
nomad - wanderer	X			
nomad - settler		X		
desert - city				X

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Example Practice Activity - Word Lines

(Example designed by Isabel Beck, 2004)

How surprised would you be if....

1. You saw your friend **vault** over the moon?
2. Your teacher **commended** a student for doing good work?
3. A dog started **bantering** with you?
4. The mayor **urged** everyone to leave town?
5. A coach **berated** his team for not making a touchdown?
6. A rabbit **trudged** through a garden?

Least ----- Most
Surprised Surprised

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Example Practice Activity - Word Lines

(Example designed by Isabel Beck, 2004)

How much energy does it take to....

1. **Meander** down a hall?
2. **Vault** over a car?
3. **Banter** with your best friend for an hour?
4. **Berate** someone at the top of your voice?
5. **Stalk** a turtle?
6. Be a **spectator** at a concert?

Least ----- Most
Energy Energy

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Example Practice Activity- Sentence Substitution

1. In mythology, we will study the origin of many common words.
2. The events are in chronological order.
3. The Titans caused a great tumult in the skies.

(Lively, August, Carlo, & Snow, 2003)

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Example Practice Activity- Sentence Substitution

1. When the spelling test was over, Kaiya was relieved.
2. After reading the children's stories, the teacher said that she was very impressed.
3. Marcus couldn't concentrate on his math assignment.

(Lively, August, Carlo, & Snow, 2003)

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Example Practice Activity - Word Sorts

(Gillett & Temple, 1983)

Legislative Branch	Executive Branch	Judicial Branch
House	President	Legality
Senate	Cabinet	Supreme Court
Speaker	Departments	Constitutionality

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Example Practice Activity- “Meaningful Sentence” Writing

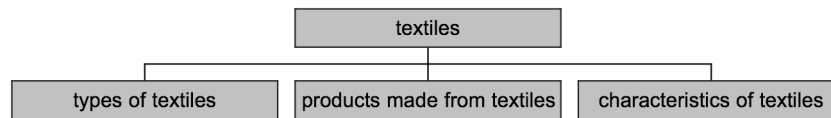
(adapted from Success for All)

- Students write a sentence answering three to four of these questions:
who, what, when, where, why, how
- *Not OK*
It was meager.
- *OK*
At the end of the month, our dinners were meager because we had little money.

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Example Practice Activity - Semantic Mapping - Structured

(Heimlich & Pittelman)



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Example Practice Activity - Semantic Mapping

(Heimlich & Pittelman)

Directions:

1. Have students brainstorm words that come to mind when given a target word.
2. Have students brainstorm possible categories for the words.
3. Have students arrange brainstorm words in categories.

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Example Practice Activity- Word Association

- Present a number of words.

representative . socialism . reform . revolution . tributary

- Play... I am thinking of a word.....

“I am thinking of a word that goes with river.”

“I am thinking of a word that refers to a person that takes ideas to the government.”

“I am thinking of a word that means a change.”

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Example Practice Activity- Word Association - Challenging

- Present a number of words.

concentrate relieved enemy impressed absurd educated

- Play... Select a word. Defend your choice.

“What word goes best with the word humor. Tell your partner and defend your choice.”

“What word goes best with a game. Tell your partner and defend your choice.”

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Word-Learning Strategies

- Use of context clues.
- Use of dictionary, glossary, or other resource.
- Use of meaning parts of the word.
 - Prefixes
 - Suffixes
 - Root words

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Word-Learning Strategies-Use of context clues

- Teach students to use context clues to determine the meaning of unknown vocabulary. (Gipe & Arnold, 1979)
- However, if a student reads 100 unfamiliar words in print, he/she will only learn between 5 to 15 words.
(Nagy, Hermann, & Anderson, 1985; Swanborn & de Glopper, 1999)

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Word Learning Strategies- Use of context clues

■ Strategy #1 - Context Clues

1. Read the sentence in which the unknown word occurs for clues as to the word's meaning.
2. Read the surrounding sentences for clues as to the word's meaning.
3. Look at the parts of the word (prefixes, roots, suffixes) .
4. Ask yourself, "What might the word mean?"
5. Try the possible meaning in the sentence.
6. Ask yourself, "**Does it make sense?**"

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Word Learning Strategies - Use of glossary/dictionary

Strategy #2 - Glossary/Dictionary

1. Locate the unknown word in the glossary or the dictionary.
2. Read each definition and select the best one.
3. Try the possible meaning in the sentence.
4. Ask yourself, "**Does it make sense?**"

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Word Learning Strategies - Compound Words

- Teach students that the meaning of compound words can often be derived from the meaning of the two smaller words.

<u>birdhouse</u>	<u>waiting-room</u>
<u>starfish</u>	<u>fingernail</u>
<u>weekend</u>	<u>mailbox</u>
<u>raincoat</u>	<u>daydream</u>
<u>deadline</u>	<u>network</u>

- But not always!
butterfly
hotdogs

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Word Learning Strategies- Use of meaningful parts of word

Strategy #3 - Meaning Parts of Word

1. Divide the unknown word into meaningful parts.
2. Think what each part means. OR
Think of other words that contain the part.
From those words formulate a meaning of the unknown part.
3. Combine the meanings of the word.
4. Try the possible meaning in the sentence.
5. Ask yourself, "**Does it make sense?**"

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Word Learning Strategies - Use of meaningful parts of words

- Have students determine the meaning of the word using the parts of the word and their knowledge of other words.

Examples:

biosphere

photosynthesis

micrometer

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Word Learning Strategies - Prefixes

- Elements attached to beginning of English words that alter meaning.
- Prefixes are useful because they are
 - used in many words,
 - consistently spelled,
 - easy to identify,
 - clear in meaning. (Graves, 2004)
- Teach very common prefixes. Un, re, in, and dis found in 58% of prefixed words.

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Word Learning Strategies - Prefixes

1. Introduce prefix.
“Re means again. What does re mean?”
2. Determine meaning of a word with prefix.
“ Rewrite means to write again.”
“Tell your partner the meaning of:

List #1	List #2
react	retell
restate	recover
reassure	refill
recapture	reelect
3. List other words with the prefix.
“Make a list of other words that begin with re. Be sure that re means again in the word.”

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The Most Common Prefixes in English

Prefix	Meaning	% of prefixed words	Examples
un	not; opposite	26%	uncover, unlock, unsafe
re	again; back	14%	rewrite, reread, return
in/im/ir/il	not; into	11%	incorrect, insert, inexpensive, illegal, irregular, inability
dis	away, apart, negative	7%	discover, discontent, distrust
en/em	cause to	4%	enjoy, endure, enlighten, entail
mis	wrong; bad	3%	mistake, misread, misspell, misbehave
pre	before	3%	prevent, pretest, preplan
pro	in favor of	1%	protect, profess, provide, process
a	not; in, on, without	1%	atypical, anemia, anonymous, apolitical, apathy

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Word Learning Strategies -Suffixes

- Elements attached to ending of English words.
- Can change the part of the speech or the meaning.
- Focus on common derivational suffixes.
 - able, ful, less, ness, or
- Introduce the suffix and use to determine the meaning of a number of words (**ful** -helpful, truthful, mouthful, joyful).
- But not always! grateful

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Most Common Suffixes in English

Suffix	Meaning	%of prefixed words	Examples
s, es plural	more than one	31%	movies, wishes, hats, amendments
ed past tense	in the past	20%	walked, jumped, helped
ing present tense	In the present	14%	walking, jumping, helping
ly adverb	how something is	7%	quickly, fearfully, easily, happily, majestically, nonchalantly
er, or noun	one who, what/that/which	4%	teacher, tailor, conductor, boxer, baker, survivor, orator
ion, tion, sion noun	state, quality; act	4%	action, erosion, vision, invitation, conclusion, condemnation
able, ible adjective	able to be, can be done	2%	comfortable, likable, enjoyable, solvable, sensible, incredible
al, ial adjective	related to, like	1%	fatal, cordial, structural, territorial, categorical

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Word Learning Strategies

Roots (Greek and Latin Roots)

- When teaching a word with a Greek or Latin root, use it as an opportunity to introduce the meaning of the root. Introduce the root within the target word and then expand to other words.

Example: hydroelectricity

“This word is hydroelectricity.”

*“The first part of the word is **hydro**. Hydro is a root that means water. So in this chapter the word hydroelectricity refers to electricity produced by the movement of water.”*

*“Let’s look at some other words that include **hydro**.”*

dehydration	hydraulic
hydroplane	hydroelectric
hydrophone	hydrophobia

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Common Latin and Greek Roots

aqua	water	Greek	aquarium, aqueduct, aquaculture, aquamarine, aquaplane, aquatic
aud	hearing	Latin	audio, audition, audiovisual, auditorium, audiotape, inaudible
auto	self	Greek	autograph, autobiography, automobile, autocrat, autonomy
astro	star	Greek	astronomy, astrophysics, astrology, astronaut, astronomer, asterisk
biblio	book	Greek	Bible, bibliography, bibliophobia, bibliophile, biblioklept
bio	life	Greek	biography, biology, autobiography, bionic, biotic, antibiotic, biome, biosphere, biometrics
chron	time	Greek	synchronize, chronology, chronic, chronicle, anachronism
corp	body	Latin	corpse, corporation, corps, incorporate, corporeal, corpulence
demo	the people	Greek	democracy, demography, epidemic, demotic, endemic, pandemic
dic, dict	speak, tell	Latin	dictate, dictation, diction, dictator, verdict, predict, contradict, benediction, jurisdiction, predict, indict, edict
dorm	sleep	Latin	dormant, dormitory, dormer, dormouse, dormition, dormitive
geo	earth	Greek	geology, geologist, geometry, geography, geographer, geopolitical, geothermal, geocentric

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Common Latin and Greek Roots

graph	to write, to draw	Greek	autograph, biography, photograph, telegraph, lithograph
hydro	water	Greek	hydroplane, dehydrate, hydroelectric, hydrogen, hydrophone
ject	throw	Latin	reject, deject, project, inject, injection, projection
logos, logy	study	Greek	geology, astrology, biology, numerology, zoology, technology, psychology, anthropology, mythology
luna	moon	Latin	lunar, lunacy, lunatic, interlunar
meter	measure	Greek	meter, thermometer, diameter, geometry, optometry, barometer, centimeter, symmetry, voltammeter
mega	great, large, big	Greek	megaphone, megalith, megalomania, megatons, megalopolis
min	small, little	Latin	minimal, minimize, minimum, mini, miniature, minuscule, minute, minority
mit, mis	send	Latin	mission, transmit, transmission, remit, missile, submission, permit, emit, emissary
path	feeling, suffering	Greek	pathetic, pathology, apathy, antipathy, sympathy, telepathy, empathy, sociopath
ped	foot	Latin	pedestrian, pedal, peddle, peddler, pedicure, pedometer
philia	love, friendship	Greek	philosopher, Philadelphia, philanthropist, philharmonic, Philip

Common Latin and Greek Roots

phono	sound	Greek	phonograph, microphone, symphony, telephone, phonogram, megaphone, phony, euphony, xylophone, phony,
photo	light	Greek	photograph, photosynthesis, telephoto, photometer, photophilia
port	carry	Latin	port, transport, transportation, portable, portage, report
spect	see	Latin	respect, inspection, inspector, spectator, spectacles, prospect
scope	look at	Greek	microscope, telescope, periscope, kaleidoscope, episcopal
sol	sun	Latin	solar, solar system, solstice, solarium, parasol
struct	build, form	Latin	instruct, instruction, construction, reconstruction, destruct, destruction, infrastructure, construe, instrument, instrumental
tele	distant	Greek	telephone, television, telegraph, telephoto, telescope, telepathy, telethon, telegenic
terra	land	Latin	territory, terrestrial, terrace, terrarium, extraterrestrial, Mediterranean Sea, terra cotta, subterranean

Word Learning Strategies- Word Families

- A group of words related in meaning. (Nagy & Anderson, 1984)
- If you know the meaning of one family member, you can infer the meaning of related words.

enthusiasm
enthusiastic
enthusiastically

collect
collecting
collection
collector

educate
educated
education
educator

wild
wilderness

imperial
Imperialism
Imperialistic

predict
prediction
predictable
predictability
unpredictable
unpredictability

communicate
communicated
communicating
communication

evaluate
evaluating
evaluation

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Word Learning Strategies - Word Families

- **Word Family**
educate
educated
education
educator
- **Introduce the words in relationship to each other.**

“Teachers teach you how to read and write. They educate you. When you learn to read and write, you are educated. In school, you get an education. A teacher is an educator.”

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Independent Reading

- “The best way to foster vocabulary growth is to promote wide reading.” (Anderson, 1992)
- “...it must be acknowledged that relying on wide reading for vocabulary growth adds to the inequities in individual differences in vocabulary knowledge.”

Struggling readers do not read well enough to make wide reading an option. To acquire word knowledge from reading requires adequate decoding skills, the ability to recognize that a word is unknown, and the competency of being able to extract meaningful information about the word from the context. Readers cannot be engaged with the latter two if they are struggling with decoding. Thus, depending on wide reading as a source of vocabulary growth leaves those children and young people who are most in need of enhancing their vocabulary repertoires with a very serious deficit.”
p. 6 (Beck, McKeown, & Kucan, 2002)

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Variation in Amount of Reading

Percentile Rank	Minutes per day reading in books	Minutes per day reading in text	Words per year in books	Words per year in text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,597,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.21	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
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000

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Increasing Amount of Independent Reading

- Maximize access to books.
 - Extended library hours
 - Classroom libraries
 - Book sales, book exchanges
- Establish time for independent reading.
 - Silent Sustained Reading
 - Partner Reading
 - BUT don't substitute silent reading for reading instruction.
 - Expect reading outside of class.

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Increasing Amount of Independent Reading

- Encourage selection of books at the independent reading level.
 - Teach the "five-finger test".
- Encourage students to read "familiar" books.
 - Same author
 - Same character
 - Same genre
 - Books in a series

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Increasing Amount of Independent Reading

- Enhance personal motivation.
 - Establish a school climate that encourages reading.
 - Have book-rich environments.
 - Provide book recommendations.
 - Bulletin boards posted with recommendations
 - Book tables
 - Book clubs

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Conclusion

“Words are all we have.”

Samuel Beckett

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Recommended Books

Beck, I. L., McKeown, M. G. & Kucan, L. (2002). *Bringing words to life: robust vocabulary instruction*. New York: The Guilford Press.

Baumann, J. F. & Kame'enui, E.J. (2004). *Vocabulary instruction: research to practice*. New York: The Guilford Press.

Diamond, L. & Gutlohn, L. (2006) *Vocabulary handbook*. Berkeley, CA: CORE. (www.corelearn.com)

Graves, M. F. (2006). *The vocabulary book: Learning and instruction*. New York, New York: Teachers College Pres.

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Recommended Books

- Marzano, R.J. (2004). *Building background knowledge for academic achievement*. Alexandria, VA: ASCD.
- Marzano, R.J., & Pickering (2005). *Building academic vocabulary: Teacher's manual*. Alexandria, VA: ASCD.
- Stahl, S. A. (1998). *Vocabulary development*. Cambridge, MA : Brookline.
- Stahl, S. A., & Kapinus, B. (2001). *Word power: what every educator needs to know about teaching vocabulary*. Washington, DC: NEA.

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Dictionaries with Student-Friendly Explanations

Major distributors

Pearson/Longman Education

(www.longman.com)

(www.idoceanline.com)

Thompson/Heinle

(www.heinle.com)

Another online dictionary

(www.learnersdictionary.com)

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Websites

- www.taggalaxy.com

- www.freerice.com
 - Build vocabulary as you donate rice to the hungry.
- www.elymonline.com
 - Learn what words meant and how they sounded 600 or 2,000 years ago
- www.wordsift.com
 - Paste in text. Identifies academic words in text.

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Read-Aloud References

Beck, I. L., McKeown, M. G. & Kucan, L. (2005).
Read-aloud anthology. Steck-Vaughn.

Beck, I. L., McKeown, M. G. & Kucan, L. (2002).
Bringing words to life: robust vocabulary instruction. New York: The Guilford Press. (At the back of the book, there is a list of read-alouds and selected vocabulary.)

Trelease, J. (2004) *Read aloud handbook*.
Penquin Books.