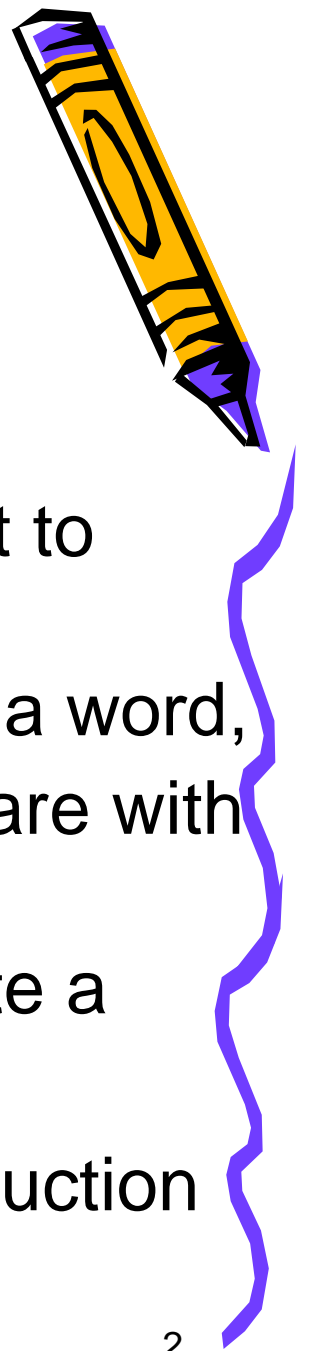




Instructional Approaches for Enhancing Vocabulary

Facilities Seminar
April, 2010



By the time we finish today

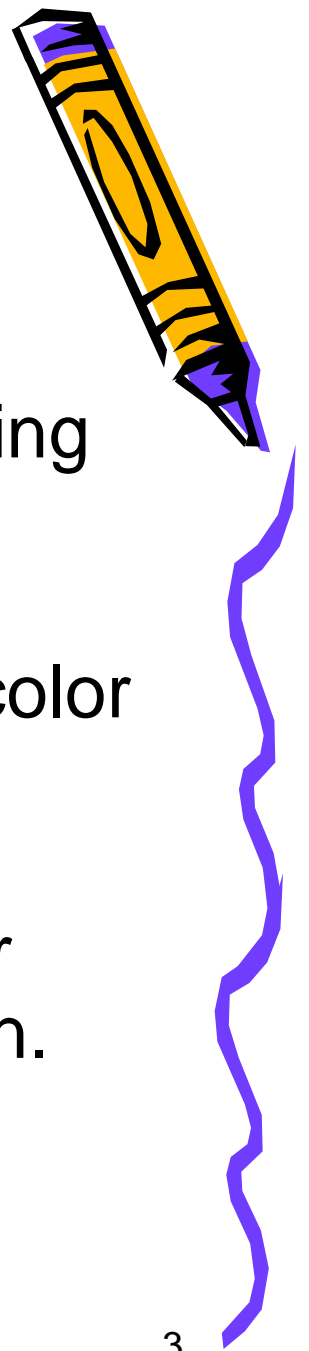
I hope you will:

- Be able to discuss why it is important to teach vocabulary,
- Understand what it means to “know” a word,
- Know two vocabulary activities to share with your teachers,
- Have skills to lead a process to create a word bank for your facility,

Be ready to address vocabulary instruction in you setting.



Some Important Definitions



You have been given strips of paper containing information about important vocabulary words from the Washington Post.

One color contains the word and the other color the definition.

Your task is to circulate until you find the person who has the appropriate match for your strip - either the word or the definition.



When You Have Found Your Match

- Work together to create a sentence using your word with the meaning in the definition.
- Please raise your hands when you are ready to share.



Exploring Values & Beliefs About Vocabulary



What you believe has more power than what you dream or wish or hope for. You become what you believe.”

» Oprah

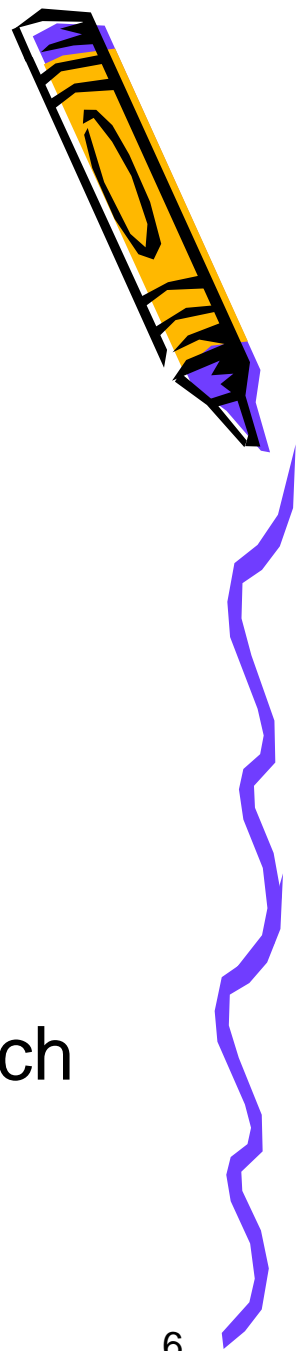


Reflecting on Current Beliefs & Practices

Think-pair-share

What do I believe about:

- How students *acquire* vocabulary?
- The vocabulary skills of students in my facility?
- *Teaching* vocabulary? I.e., Importance, choice of words, time it should take. . .
- The skills of teachers in my facility to teach vocabulary?



Why Vocabulary?



- Understanding vocabulary is essential to reading comprehension and content acquisition.
- Both reading comprehension and academic performance correlate with vocabulary scores (Davis, Spearritt, Diederich & Carlton).
- And there is some correlation with occupational success and vocabulary skill (O'Connell).



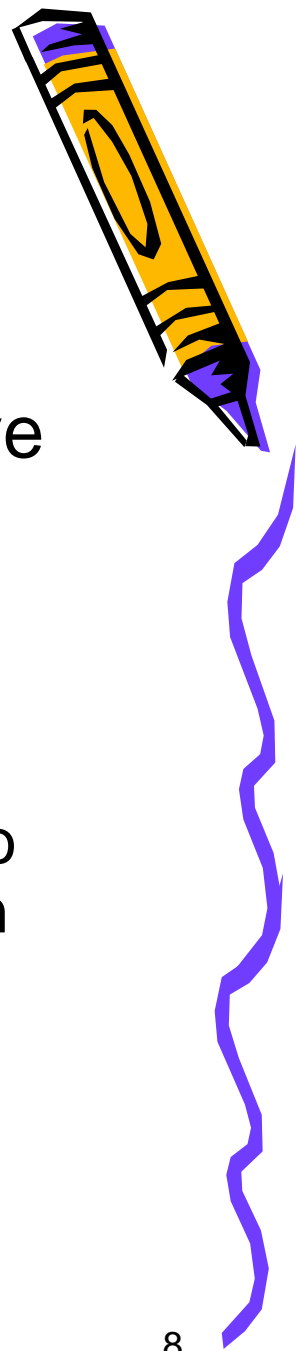
But-

Many students with learning challenges have limited vocabularies

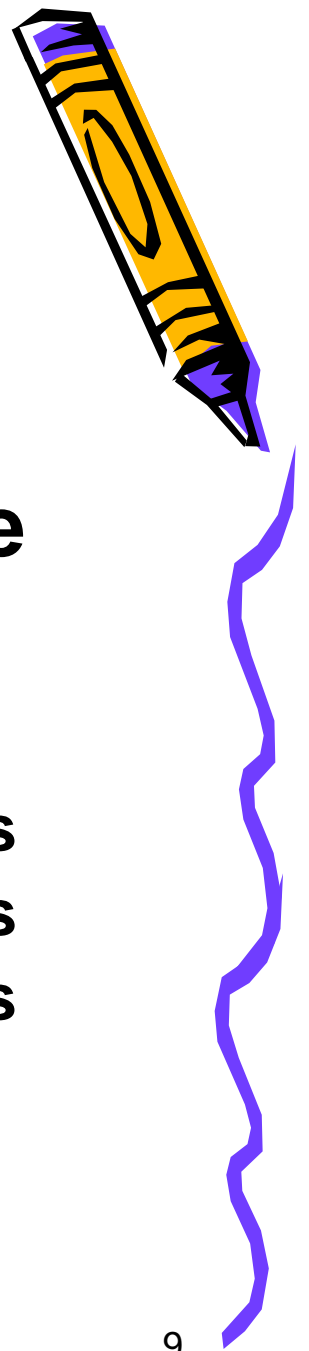
- Language disorders
- Limited exposure to language
- Second language learners

Students with weaker vocabularies are less likely to learn new words from incidental exposure than children with larger vocabularies.

(Nicholson & Whyte, 1992; Penno et al., 2002; Robbins & Ehri, 1994)



The Grim Reality



- **The cumulative words of language experience for four year olds:**

– Professional	45 million words
– Working Class	25 million words
– Welfare	13 million words

» Hart and Risley, 1995



The Grim Reality: The Matthew Effect

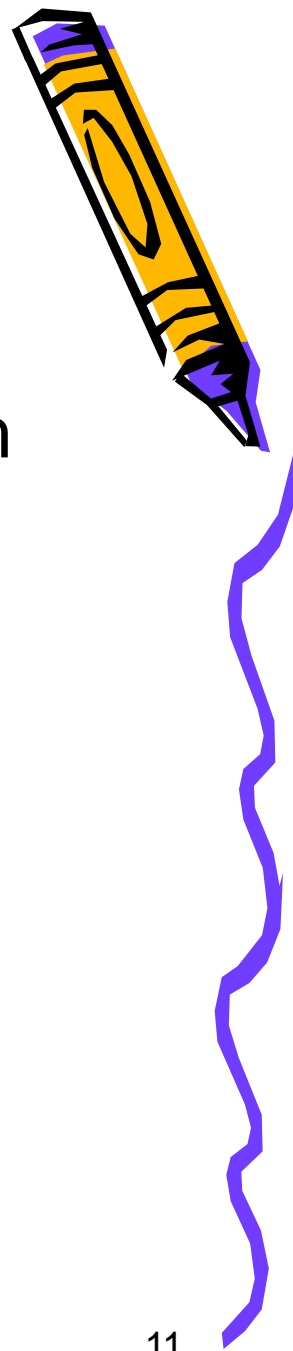


Matthew 25:29: “the rich get richer and the poor get poorer”

- Applied to vocabulary development: good readers read more, become better readers and learn more words. Poor readers read less, become poorer readers and learn fewer words.



Summing It Up: Couple of Good One Liners



- Language, after all is the vehicle by which most teaching is accomplished.
 - Arthur Combs
- Language is the primary vehicle thorough which knowlede influences behavior
 - Whitman, 1990
- One does not listen to what one does not understand!
 - Nickola Nelson

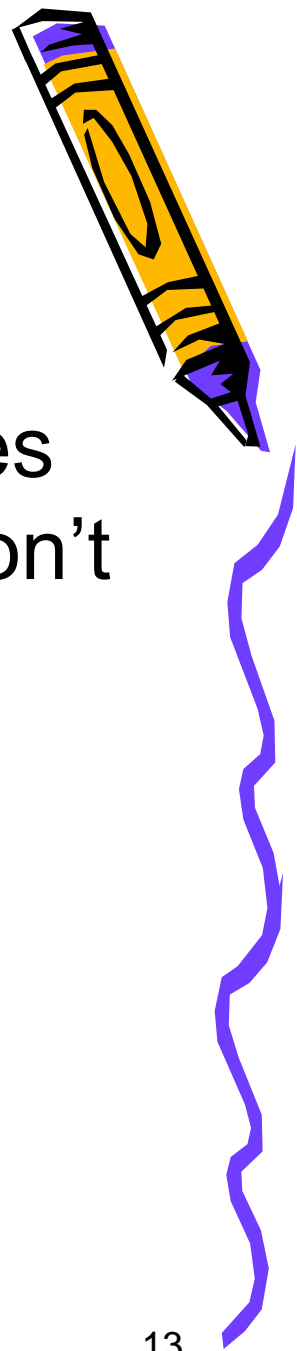


Good Thing, Then, That---

- Vocabulary is fun to teach and to learn
- Research shows teaching vocabulary results in students learning vocabulary! (Mary Meeker).



Well, Then Let's Teach It

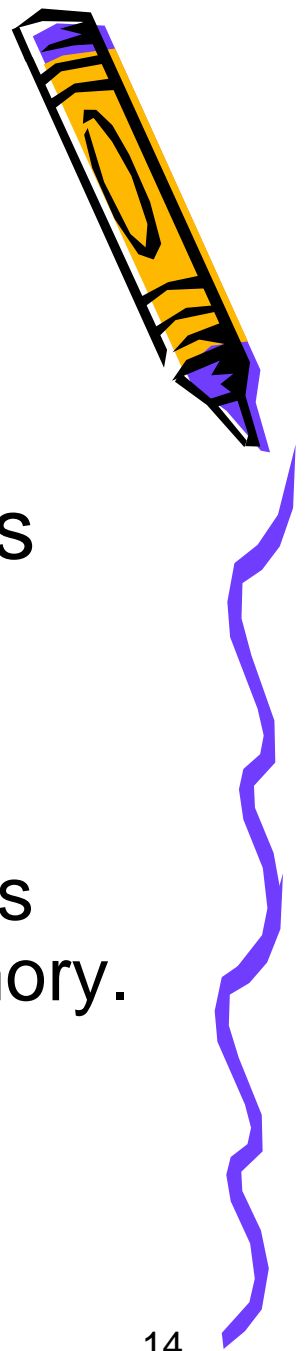


- Problem: Many traditional techniques typically used to teach vocabulary don't work!
 - Least effective: Look and remember
 - Students stare at term and definition
 - Not effective: rote verbal rehearsal - saying it over and over again.



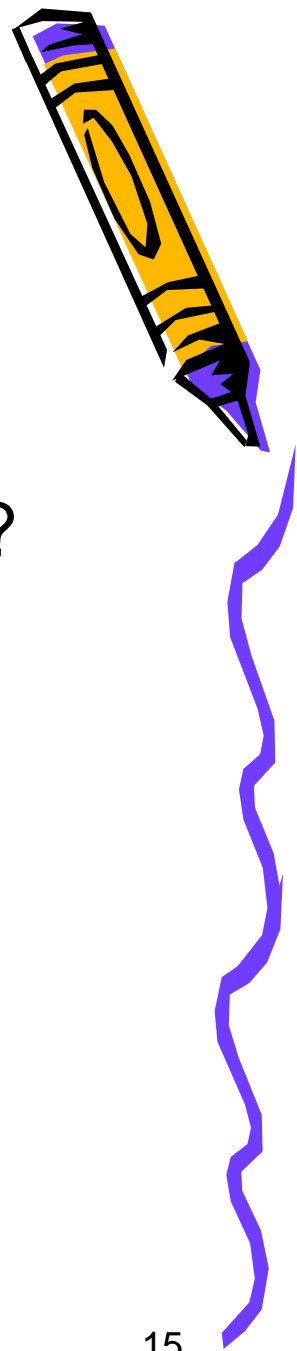
What DOES Work

- Defining word in language and examples already familiar to students
 - The more connections made, the more likely the term will be networked in the brain and thus, “owned.”
 - Tactics and strategies to encourage this elaboration increase learning and memory.

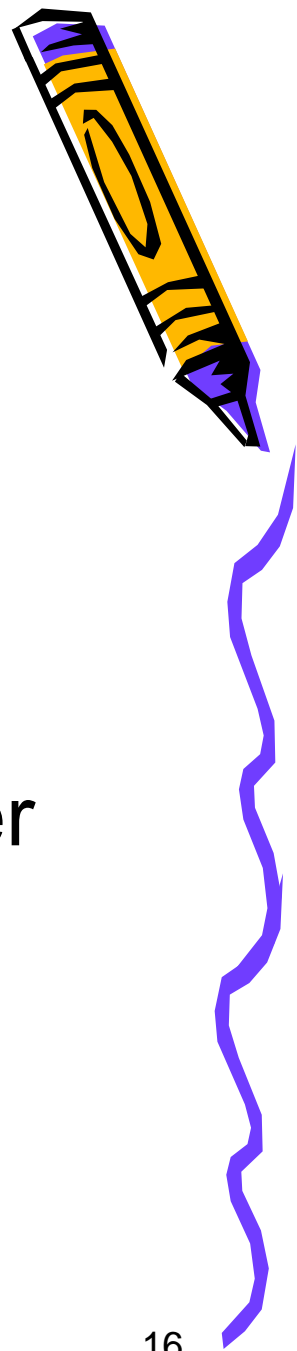


Example: Momo

- A Japanese word
- What is your first impression of that word?
- What kind of link can you make to what it means?
 - What visual can use to link to it?
 - What sound association can you make?
- We'll see if at the end of the day you can remember it.



O.K., So What Vocabulary Do I teach?



Well, we can't teach 'em all!

Let's think about words in Tiers

- Tier One, Two and Three words
- Not to be confused with a “Three Tier Model” for services in Rtl.



Tier One Words

- Those words that students are likely to know: clock, baby, happy.
- For instructional purposes, these can be ignored.



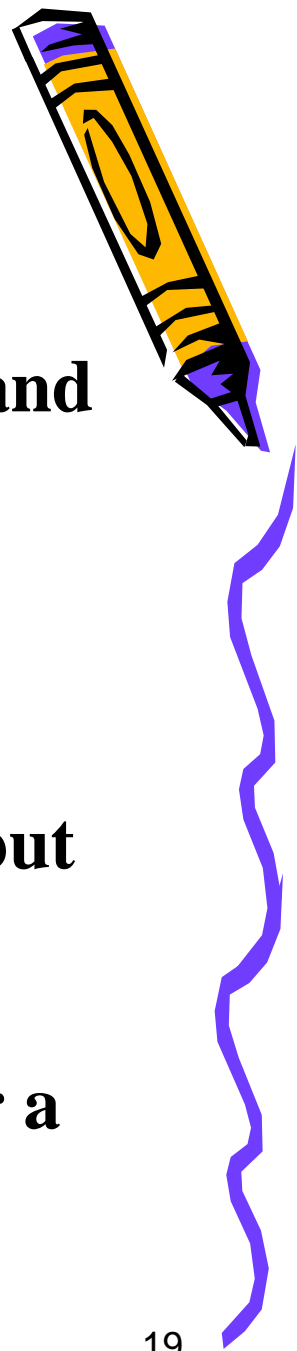
Tier 2 Words



- Tier 2 words are more complex than Tier 1 words. They may also be more abstract than concrete.



Tier Two Words



1. Useful to understanding the text

Ex: character, setting, plot, even numbers, and country.

2. Connect to other words and concepts

Ex: between, among, by, combine, and estimate.

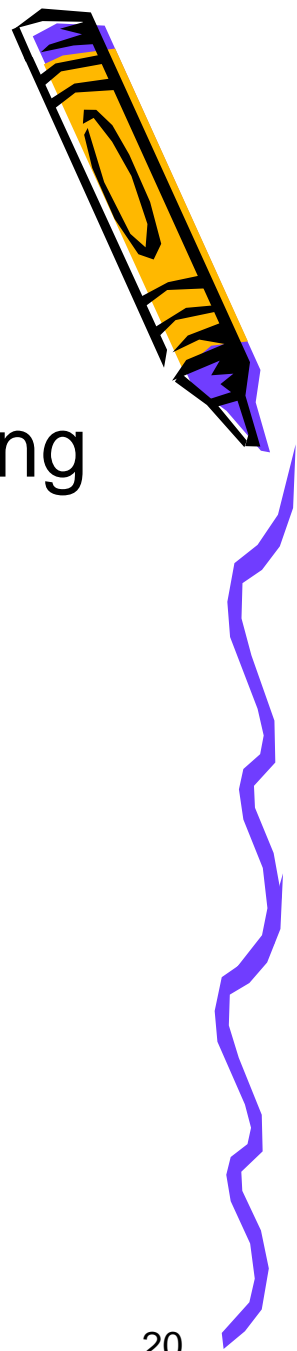
3. Students understand the general concept, but need greater precision and specificity in describing a concept or a person

Ex: sets, tables (for math or science, or for a table of contents), shy, ashamed, and stubborn.



Tier Two Words

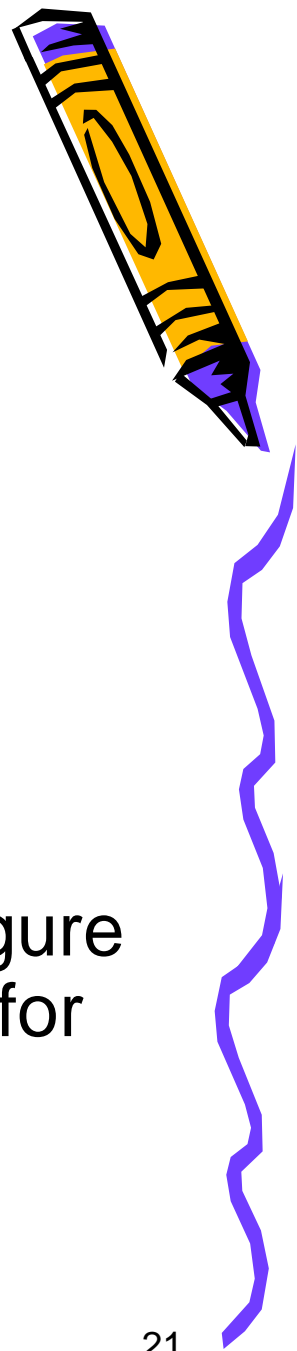
- This is where you get the biggest bang for your instructional “buck!”
- More on this in a minute.



Tier Three Words

These are words that appear in text rarely.

- Examples: irksome, pallet, retinue
- They are often unknown to students.
- They appear in texts in limited ways.
- Teach students to use the context to figure out meaning or to check the dictionary for these words.



What Does It Mean To “Own” a Word?



- Knowing a word by sight and being able to give the word’s dictionary definition is not the same as knowing how to use the word correctly and understanding when it is heard or seen in various contexts.

» (Miller & Gildea, 1987)



Owning a Word

Word Schema: A network of knowledge related to a word.

What the word means

Connections of the word to other words of similar meaning

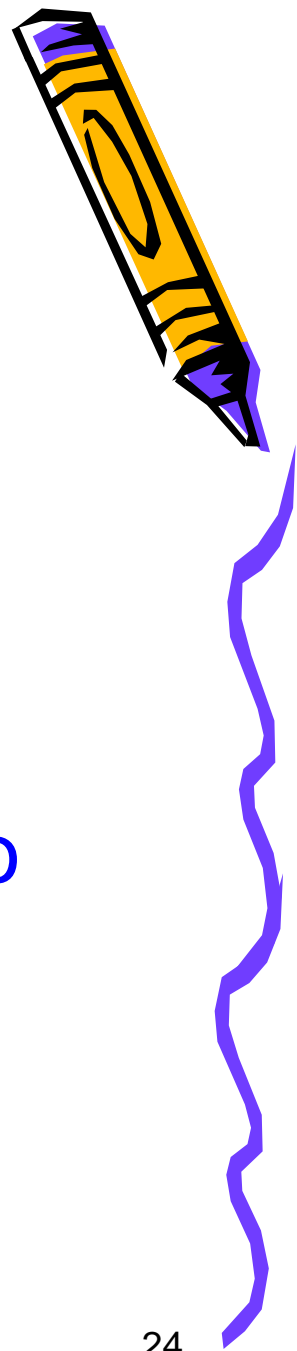
Understanding of the root.

Word schema allows one to

- **define a word**
- **recognize when to use that word**
- **know multiple meanings for the word**
- **decode and spell the word**



Speaking of Owning Words---



Examples from my students:

1. What *digestive juice* flows in your mouth?

Answer: Orange Juice.

2. How do people choose someone to serve or *represent* them in gov't?

Answer: They introduce them.



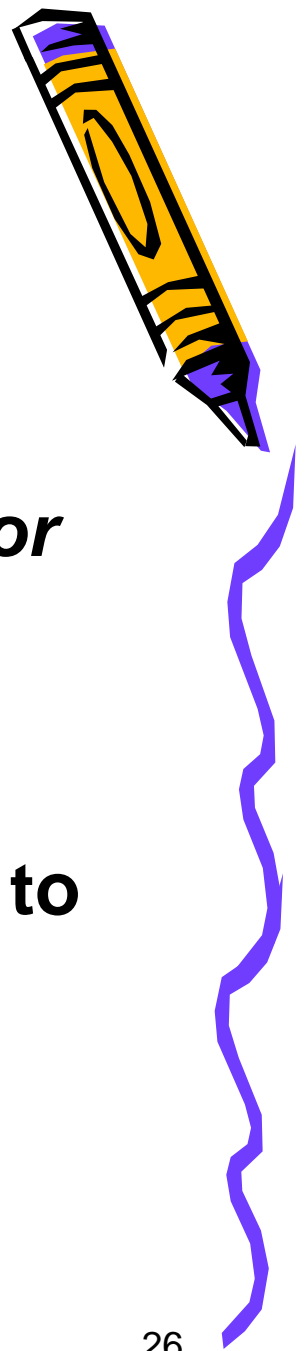
How Do Students Learn New Words?



- **Incidental learning: exposure to and interaction with increasingly complex and rich oral language.**
- **Intentional and Explicit Instruction: necessary to acquire in-depth knowledge of specific words. This is absolutely necessary for challenged learners.**



How do I Best Teach Vocabulary?

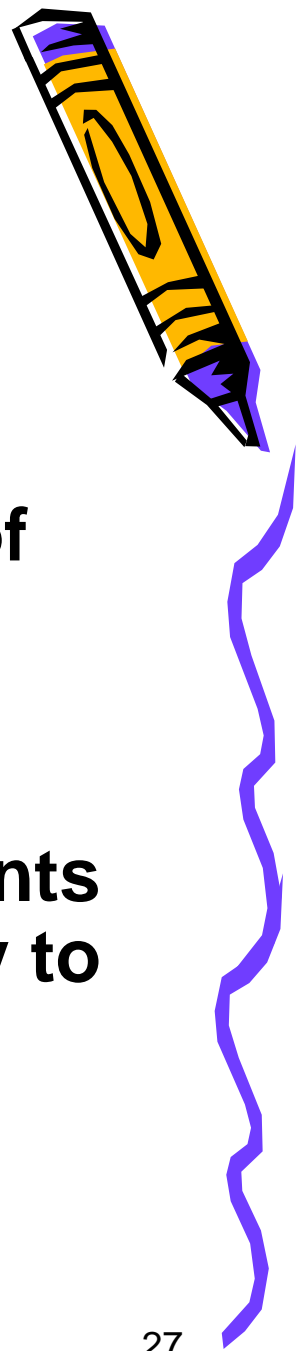


Do Three Things!

1. Identify and focus on the “*big bang for your buck*” words,
2. Make word learning part of the *daily routine*,
3. Use effective instructional strategies to teach the words.



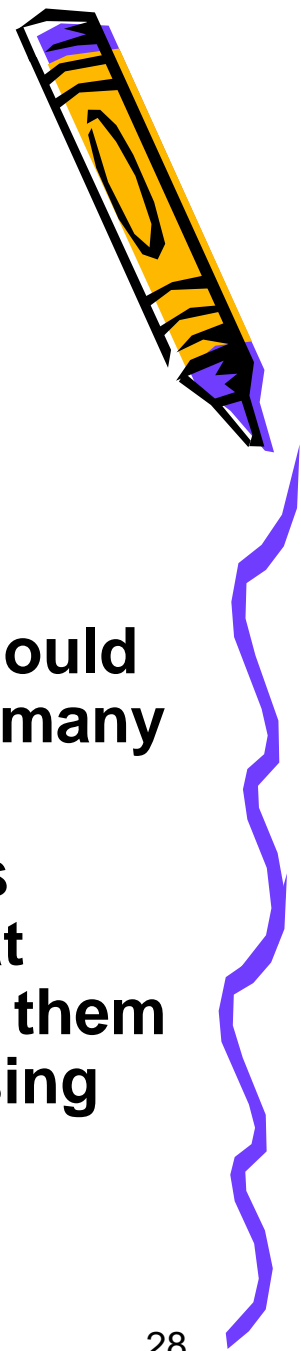
Gems of Wisdom from the National Reading Panel Report, 2000



- 1. There is a need for direct instruction of vocabulary items required for specific text.**
- 2. Repetition and multiple exposure to vocabulary items are important. Students should be given items that will be likely to appear in many contexts.**



Gems of Wisdom from the National Reading Panel Report, 2000 - Cont'd.



- 3. Learning in rich contexts is valuable for vocabulary learning. Vocabulary words should be those that the learner will find useful in many contexts.**
- 4. Vocabulary tasks should be restructured as necessary. It is important to be certain that students fully understand what is asked of them in the context of reading, rather than focusing only on the words to be learned.**



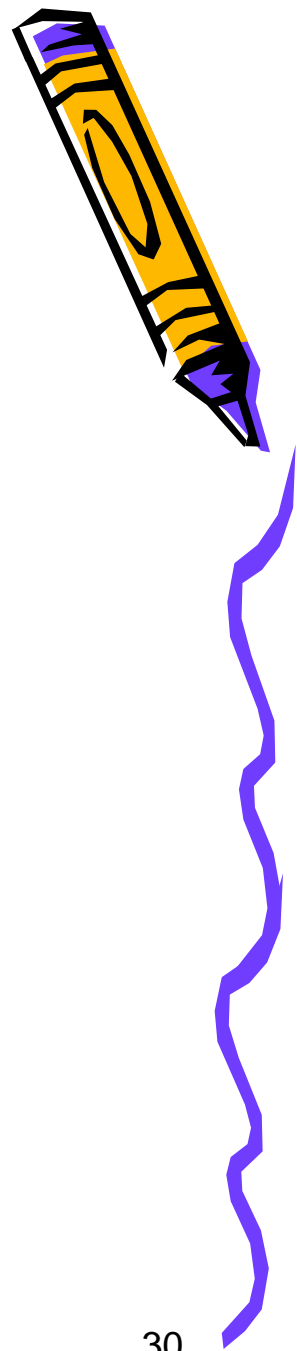
Gems of Wisdom from the National Reading Panel Report, 2000 - Cont'd.

- 5. Vocabulary learning is effective when it entails active engagement in learning tasks.**
- 6. Computer technology can be used effectively to help teach vocabulary.**
- 7. Vocabulary can be acquired through incidental learning. Much of a student's vocabulary will have to be learned in the course of doing things other than explicit vocabulary learning.**



Bottom Line

- This isn't as easy as it first seemed!



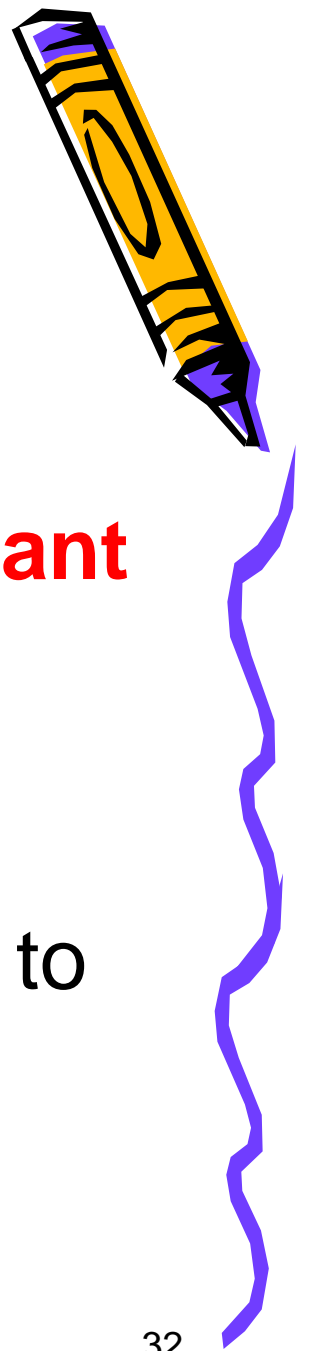
Time to Reflect



- Review the slides we have just considered for **two minutes**.
- Count off one to three. Form a small gp.
- One person will talk for **one minute** about what was important to him/her from the information presented.
- The other people will then add to what the first person said for **one minute each**.
- Share reflections with the big group



How do I Best Teach Vocabulary?



- Do Three Things

1. Identify and focus on most important words

2. Make word learning part of the daily routine

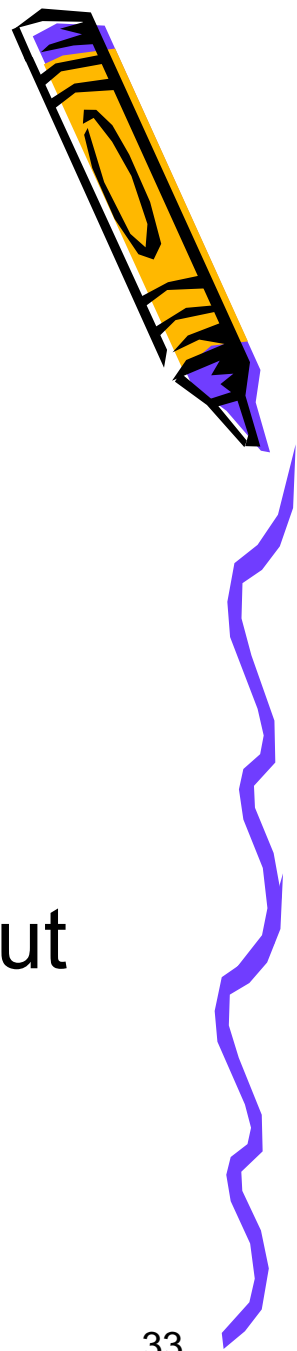
3. Use effective instructional strategies to teach the words.



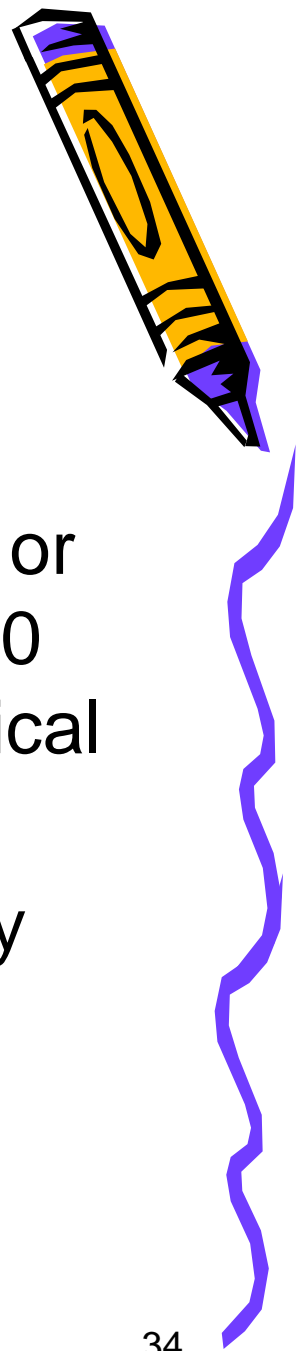
Guidelines for Selecting Words

Do's

1. Less is more: fewer words in more depth.
2. Teach terms central to the unit or theme: words so impt. Students couldn't understand the topic without them.



Guidelines for Selecting Words



Do's

3. Teach terms that address key concepts or ideas. A text chapter may contain 15 -20 vocabulary words, but only 4 - 5 are critical to the main concepts.
4. Teach terms that will be used repeatedly through out the semester.



Guidelines for Selecting Words - Don'ts

Avoid

1. Teaching words just because they're highlighted.
2. Teaching words because they appear on a list at the end or beginning of the chapter.
3. Teaching words with little utility.



Guidelines for Selecting Words - Don'ts

Avoid

4. Assigning words the teacher cannot define.
5. Assigning large numbers of words.
6. Assigning words students will not encounter again.

Ellis & Farmer, *The Clarifying Routine*, 1998



Criteria for Choosing Words - You Can't Teach 'em All!



1. Importance and utility: words that are characteristic of mature language users and appear frequently across a variety of domains
2. Instructional potential: words that can be worked with in a variety of ways so that students can build deep knowledge of them and of their connections to other words and concepts.



Criteria for Choosing Words - You Can't Teach 'em All! - Cont'd.

3. Conceptual Understanding: Words for which students understand the general concept but provide precision and specificity in describing the concept.

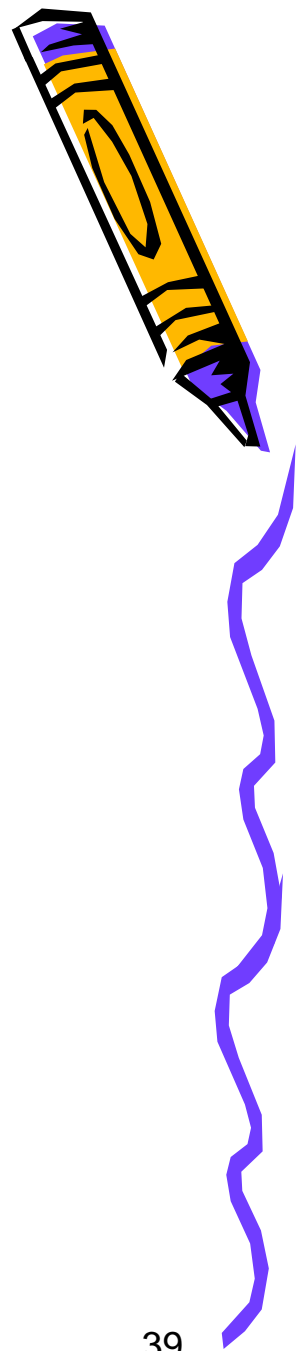
Beck, McKeown, Kucan, *Bringing Words to Life*,
2002



Based on this advice

What three things would you tell a teacher as she began to address vocabulary in her classroom?

- Develop your list now.



Primary Resource for the Following Slides

Worth buying!

*Building Academic Vocabulary, Teacher's
Manual*

- Robert Marzano and Debra Pickering,
- ASCD publication, 2005
- There is also a *Student's Manual*

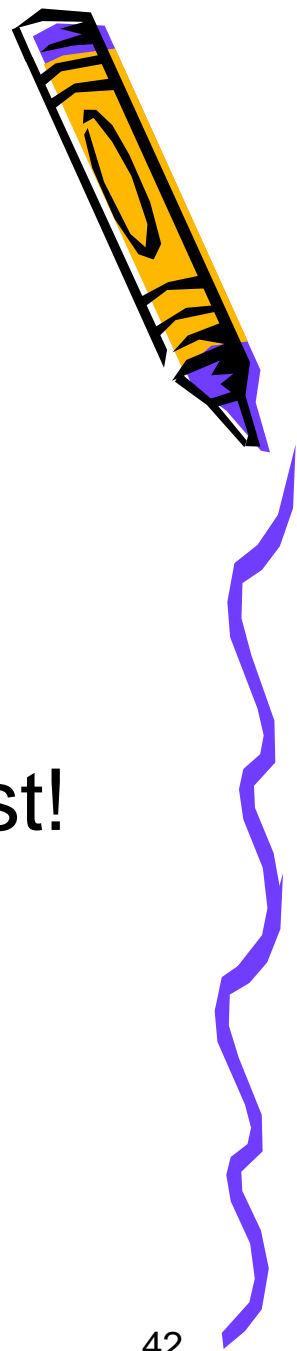


B-b-but what words?

- Marzano and Pickering have developed an extensive list for consideration.
 - 7,923 words
 - Drawn from state and national standards documents
 - Organized by 11 subject areas
- The words are organized by levels
 - Level 1: k-2
 - Level 2: 3-5
 - Level 3: 6-8
 - Level 4: 9-12



Let's Look at a Sample



- See the sample of the words for *English Language Arts*
- These are not all the words on the list!



Using Selection Criteria and the Sample Word List



Let's go through the steps to develop your facilities' Academic Vocabulary Bank

To think about:

- You may want to appoint a committee to take this on.
- If beginning with all content areas is too much, start with just one area or department.



Phase One: Decide How Many Words to Teach



Make decisions about the target number of words to be taught at each grade level, across grade levels or in multi grade spans. Consider whether students will need to learn words at a lower level than their actual grade.



Things to Think About in Phase One

- How many new terms do you think are practical to introduce each week?
- Will the expectations be the same for all situations?
- Will we teach new words in every content area?
- Will we organize the list by grades or levels or some other way?

Once you know the answers to this you are ready to identify the words you want in your “Bank.”



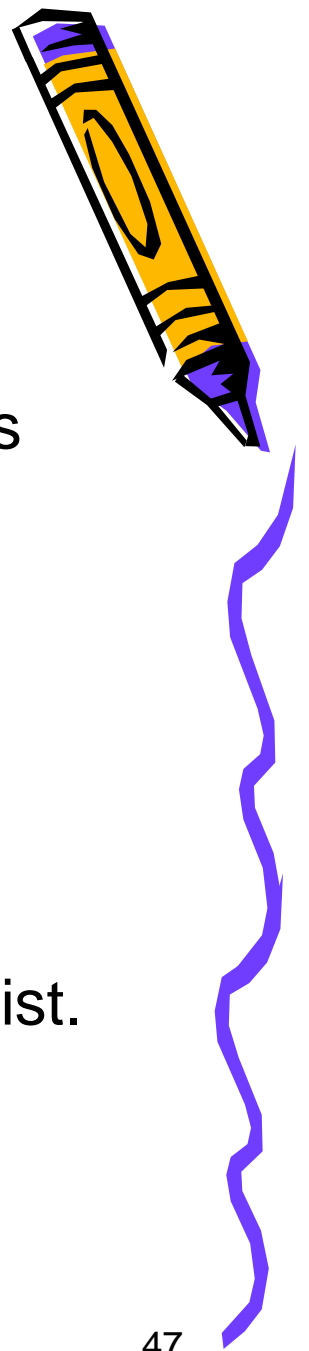
Take Some Time

Answer these questions as best as you can right now.

Talk over your thoughts with a neighbor.



Phase Two: Create a Rank Ordered List



Each committee member scans the terms and rates from 1 - 4, reflecting individual opinion.

- 1=definitely not be on the list
- 2=probably not be on the list
- 3= probably be on the list
- 4=definitely be on the list

Take a couple of minutes to try this on the sample list.



Phase Two - Cont'd.



- Next, committee members generate a list that they feel should be on the list but aren't
- Then, committee members collate their scores to determine total score or average score for each word on the original list.
- Now consider additional words and repeat the process with these.

Again, do this yourself now. Can you think of 2-3 words not on the list? Share with your neighbor.



Phase Two - Cont'd.

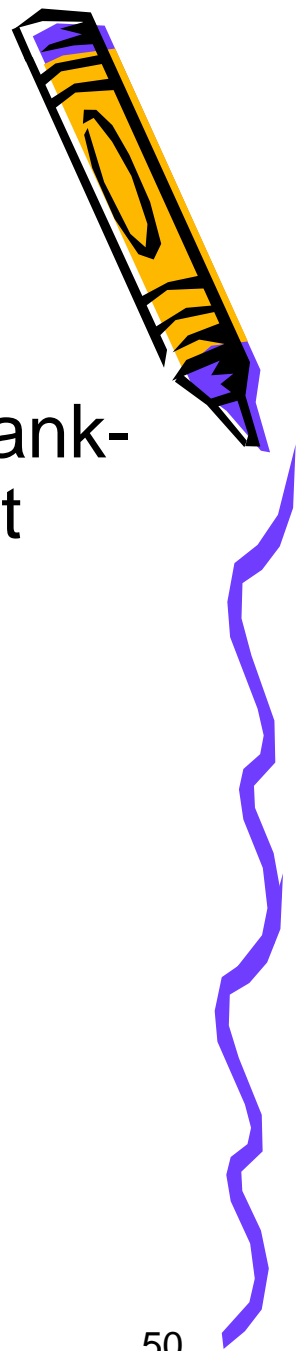
- The rating will result in a rank-ordered list of terms.
- Determine a cut score for what words to consider. (i.e., words above 3.5 stay, below they go.)



Phase Two - con't

For each academic content area, create a rank-ordered list of words considered important but not on the list.

Add these to the list you already have.



Phase Three

Based on the length of your lists, determine how many terms should be taught in each subject area.

- Assign a percentage to each academic area, such as:
 - 30% Social Studies
 - 20% Science
 - 30% Math
 - 10% each English and Health
- This may not be practical for your facility.



Phase Four: Generate the Final List



- The committee uses its approximate calculations and the rank ordered lists generated in preceding phases to create the final list.
- i.e., if the committee has determined that 135 words will be taught in math for 4 -5 graders, then they will include the first 135 words from the rank ordered list.
 - Important to remember that depth is better than breath.



Phase Five

Assign terms to specific grades or levels.

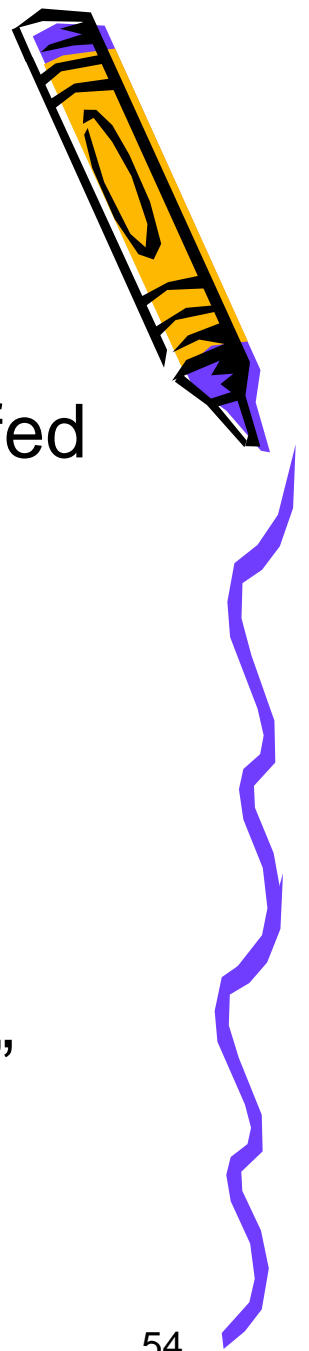
The Marzano list provides a band of grade levels that are appropriate for the general population.

This will need some discussion in our situation because we can't assume that students will possess the vocabulary at the levels below their current grades.

Your committee will need to customize your list.



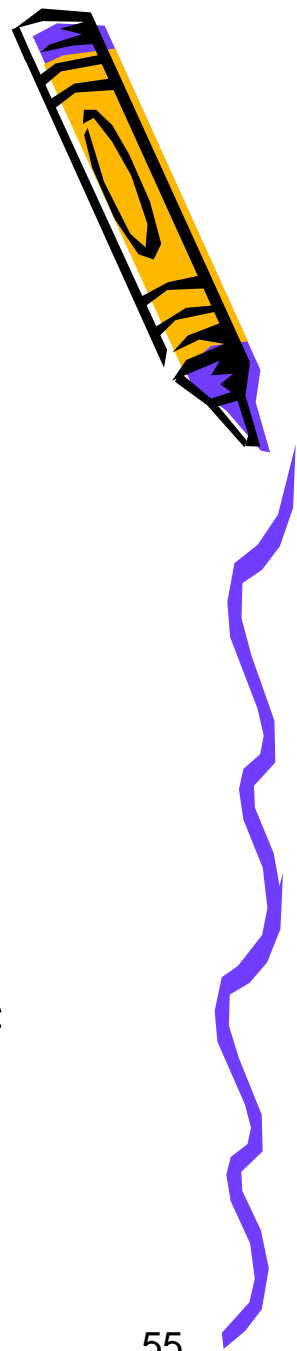
Phase Five - Cont'd.



- The committee would consider the identified word list.
- Reexamine each term
- Decide which terms are basic to the understanding of other terms on the list
- Assign these to be taught at earlier levels and/or early in the year.
- Insure that students at higher levels “own” these words/phrases.



Once You Have a Word Bank

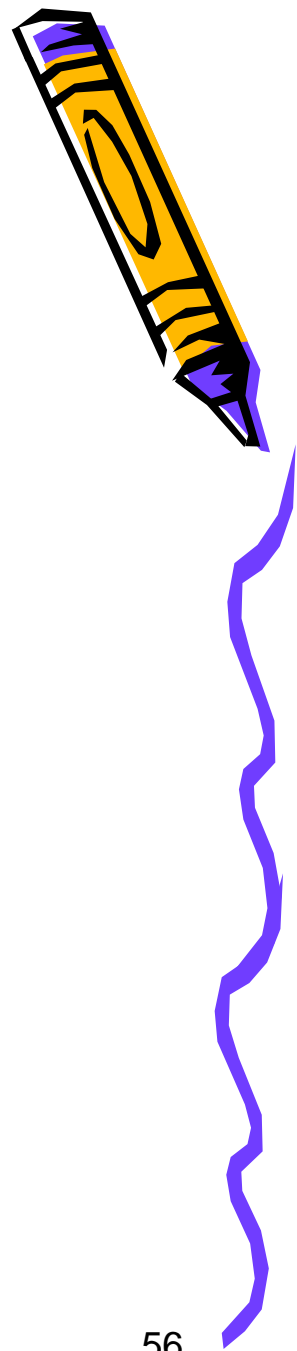


You have the foundation for a School-Wide Vocabulary approach to:

- Monitor Student Progress
- Choose important words
- Post everywhere you can
- Send words “home” for extra practice
- Hold vocabulary assemblies and celebrations
- Graph school wide vocabulary growth in a public place



Meanwhile, Back to Our New Words -**Practicing** Our New Vocabulary



Refer to the ***Neologisms from Washington Post*** list.

Choose a word that appeals to you.

Use that word to complete the *Own a Word* chart.



One More Vocabulary Activity to **Apply** Our New Learning

Weave - A - Story

This is a stretch - let's give it a try!

Number off 1 - 5.

You will use the word you picked for the "Own the Word" activity.

No. 1 uses their word in a sentence that begins the story.

Each person follows in order, using their word in a sentence that weaves into the story.



Application - To Do Back “Home”



Work with one or more folks in your faculty to develop a Word Bank for one content area.

Choose the top 8 words from the Word Bank list and use the *Knowledge Rating Scale* with your students to see their level of knowledge of these words.

You may want to graph the students' responses on a group progress chart.

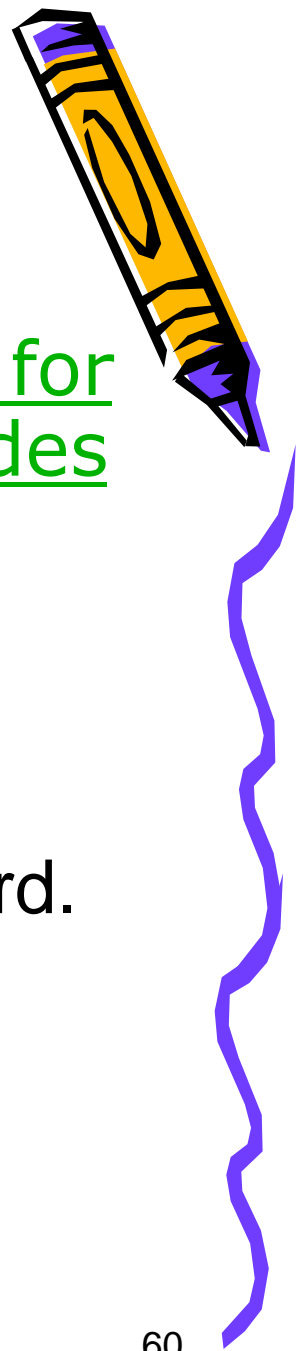


Stay Tuned

- ✓ Next time we'll talk about building a routine into class schedules,
and
- ✓ Learn a process for teaching academic vocabulary.



Great Resources



- Allen, J. (2007) [Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12](#), Stenhouse.
- Beck, I.L., McKeown, M.G., & Kucan, L. (2002). [Bringing Words to Life: Robust Vocabulary Instruction](#), New York: Guilford.



Great *Free* Resources

- *Promoting Vocabulary Development, Texas Reading Initiative, 2002 Online.*

<http://ritter.tea.state.tx.us/reading/practices/redbk5.pdf>

- *Word Study for Student with Learning Disabilities and English Language Learners, Texas Center for Reading and Language Arts, 2002.*

http://www.meadowscenter.org/vgc/downloads/primary/booklets/Word_Study.pdf

