

# Vocabulary Instruction



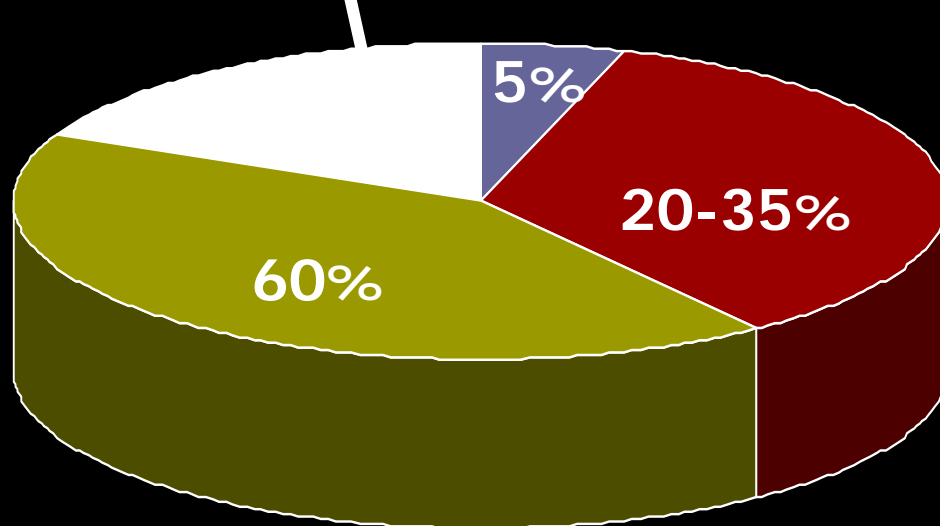
Foundations

*Colorado Reading First*

# 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*?

receptive

oral



expressive

print

# Vocabulary Knowledge

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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

- Matthew Effect, “The rich get richer and the poor get poorer.”

Stanovich (1986)

# Closing the Achievement Gap

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

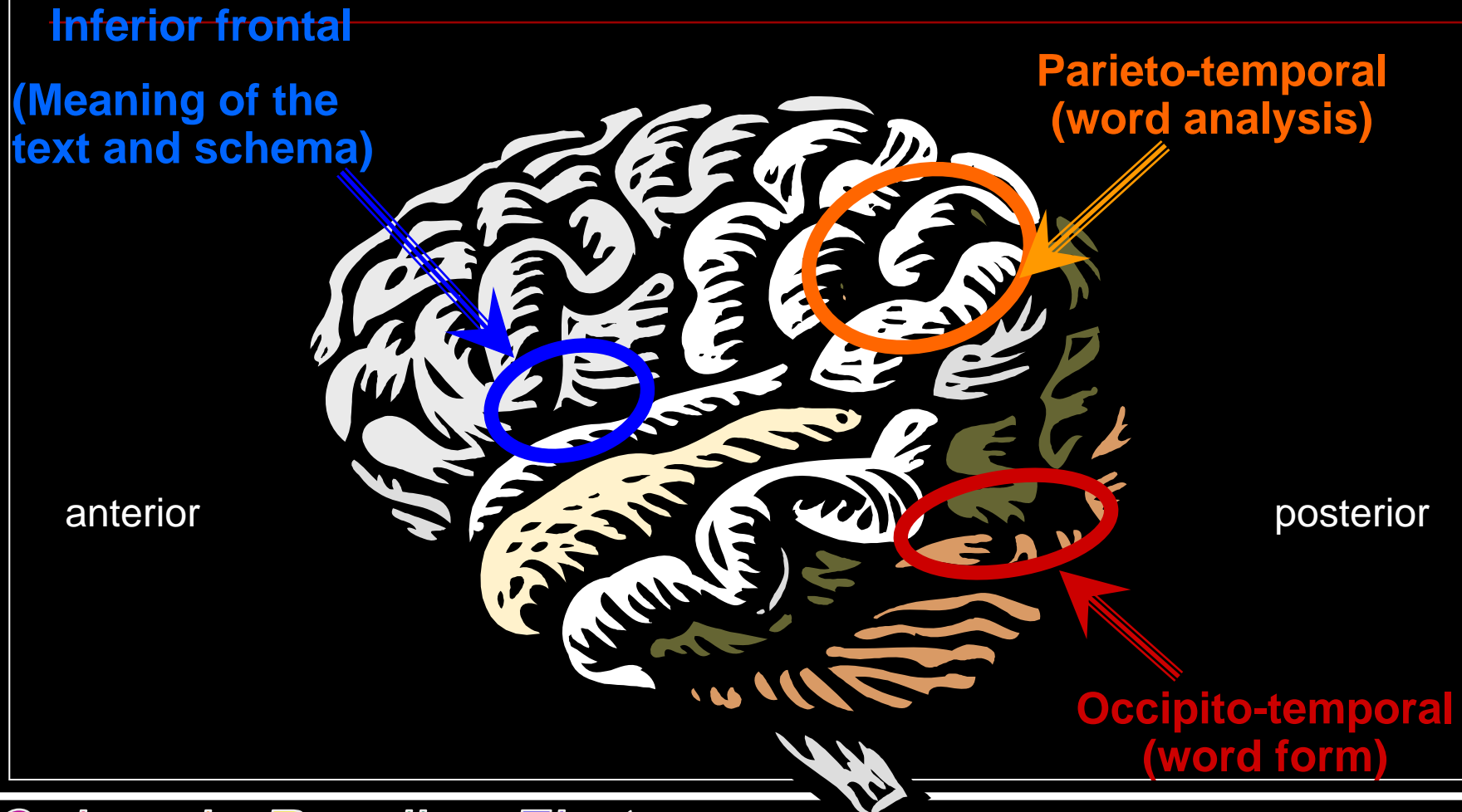
-E.D. Hirsch 2003

# Effective Instruction

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


# Reading and the Brain





I cdnuolt blveiee that I cluod aulacity uesdnatnrd  
what I was rdanieg. The phaonmneal pweor of  
the hmuan mnid, aoccdrnig to a rscheearch at  
Cmabrigde Uinervtisy, it dseno't mtaetr in what  
oerdr the ltteres in a word are, the olny  
iproamtant tihng is that the frsit and lsat ltteer be  
in the rghit pclae. The rset can be a taotl mse  
and you can still raed it whotuit a pboerlm. This  
is bcuseae the huamn mnid deos not raed ervey  
lteter by istlef, but the word as a wlohe.  
Azanmig huh?

# Stages of Reading Development

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

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# The Vocabulary Gap

# Understanding the Language Gap

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- 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.

# 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

# How Many Words Do People Know?

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- 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

# How Many Words Do People Know?

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- 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.



# Partner activity: The GAP keeps getting bigger!!

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- Discuss how this information may influence your instructional decisions.
- How can schools help to close this the gap?

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# Ways Words Are Learned

# Importance of Independent Reading

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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.

Anderson & Nagy, 1992

## 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
90	21.2	33.4	1,823,000	2,357,000
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
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000

# Vocabulary affects comprehension

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- Vocabulary knowledge is directly related to comprehension
- Decoding is NOT enough, you must understand meaning to comprehend text
- Fluent word recognition affects comprehension

# What is needed for us to understand this?

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- 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.



# Vocabulary is NOT just...

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- Teaching Dolch words
- Teaching decoding
- Guessing the meaning of a word in a sentence
- But rather...a **robust** approach that is direct, **thought-provoking**, **playful**, and **interactive**.

# Words are learned...

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- Rarity and variety of words found in children's books is greater than that found in adult conversation!

So read, read, read!!!!

More words are learned through reading than from spoken language.



# Partner Share

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- Who motivated you to read?
- How did they do it?
- Was there a particular situation that motivated you?

# Words are learned...

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- Explicit instruction
  - Constructing definitions
  - Analyzing word structure
  - Exploring word relationships
- Multiple exposures and examples
- High reading volume

# Words are learned...

## Indirect learning of vocabulary

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- Listening to stories
- Active participation better than passive
  - High student response rate
  - Teacher Talk



# Activity- Think, Pair, Share

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- How have you learned new words?
- Are there any words you learned incorrectly? Why?

**Teaching and Modeling Independent Word Learning Strategies**

**Wide Reading**

**Components of Effective Vocabulary Instruction**

**Direct Teaching of Specific Words**

**High-Quality Oral Language**

**Word Consciousness**

# Least Effective Strategies

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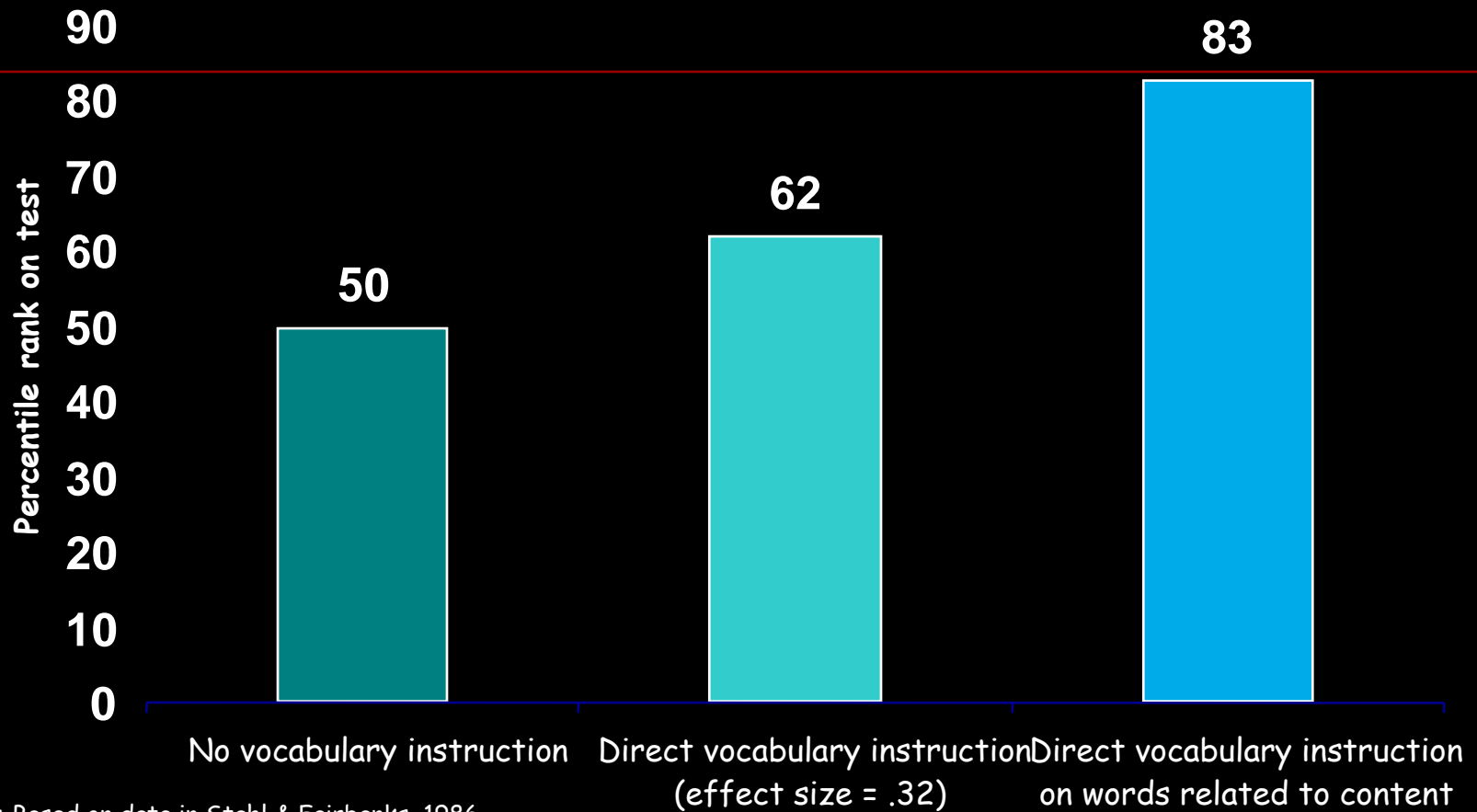
- copying definitions
- writing sentences
- memorizing definitions from a vocabulary study sheet
- asking students to use context for unknown words when there is little contextual support

# Most Effective Strategies

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- using simple conceptual maps
- teaching specific context clues
- selecting Tier II 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



# Vocabulary instruction

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- **Before** reading
  - Pre-teach essential words (Tier II)
- **During** reading
  - Repeated exposure to words
  - Incidental learning
  - Interacting with rich text
- **After** reading
  - Enhance vocabulary through connections (graphic organizers, active involvement with words...)
- Create a system to encourage ongoing utilization

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

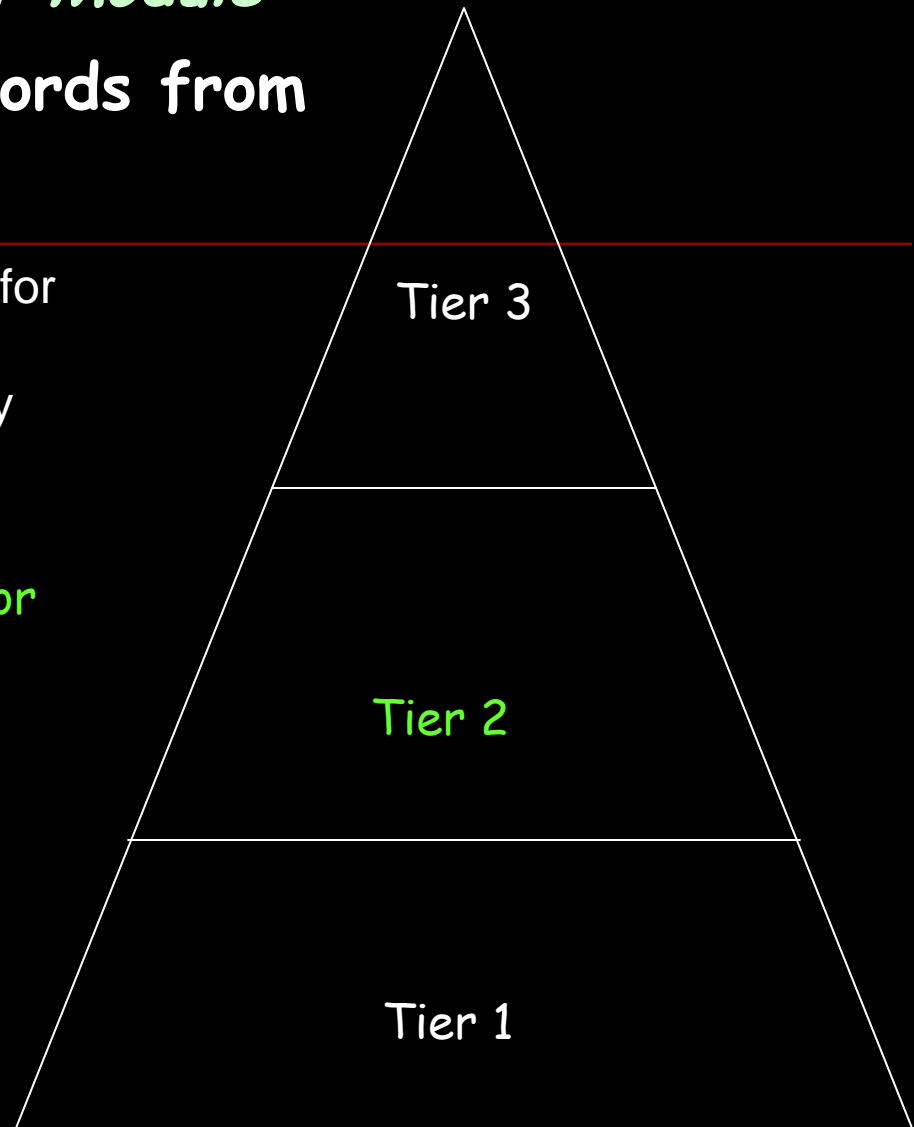
Low Frequency Words...may need for  
specific passages/themes, but not  
generally needed nor high frequency

Words to Teach

High Frequency words necessary for  
understanding

High Utility      GENERALIZABLE

Known, Common words  
Connected with prior knowledge  
*Very important for ELL and students  
with limited experiences*



# Partner Activity- Tier 1,2,3 Sort

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- Which words would you choose to pre-teach? Why?
  - Lorita practiced her cartwheels in gymnastics class.
  - A caterpillar changes into a pupa before becoming a butterfly



# Your Turn

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- Create a group of 2 or 3
- From the following slide, choose 3 vocabulary words to fit in each Tier... 1,2,3
- Be prepared to share your thought process.
- Are we all in agreement?
  - Why or What?
  - What does a teacher's instructional decision depend on?

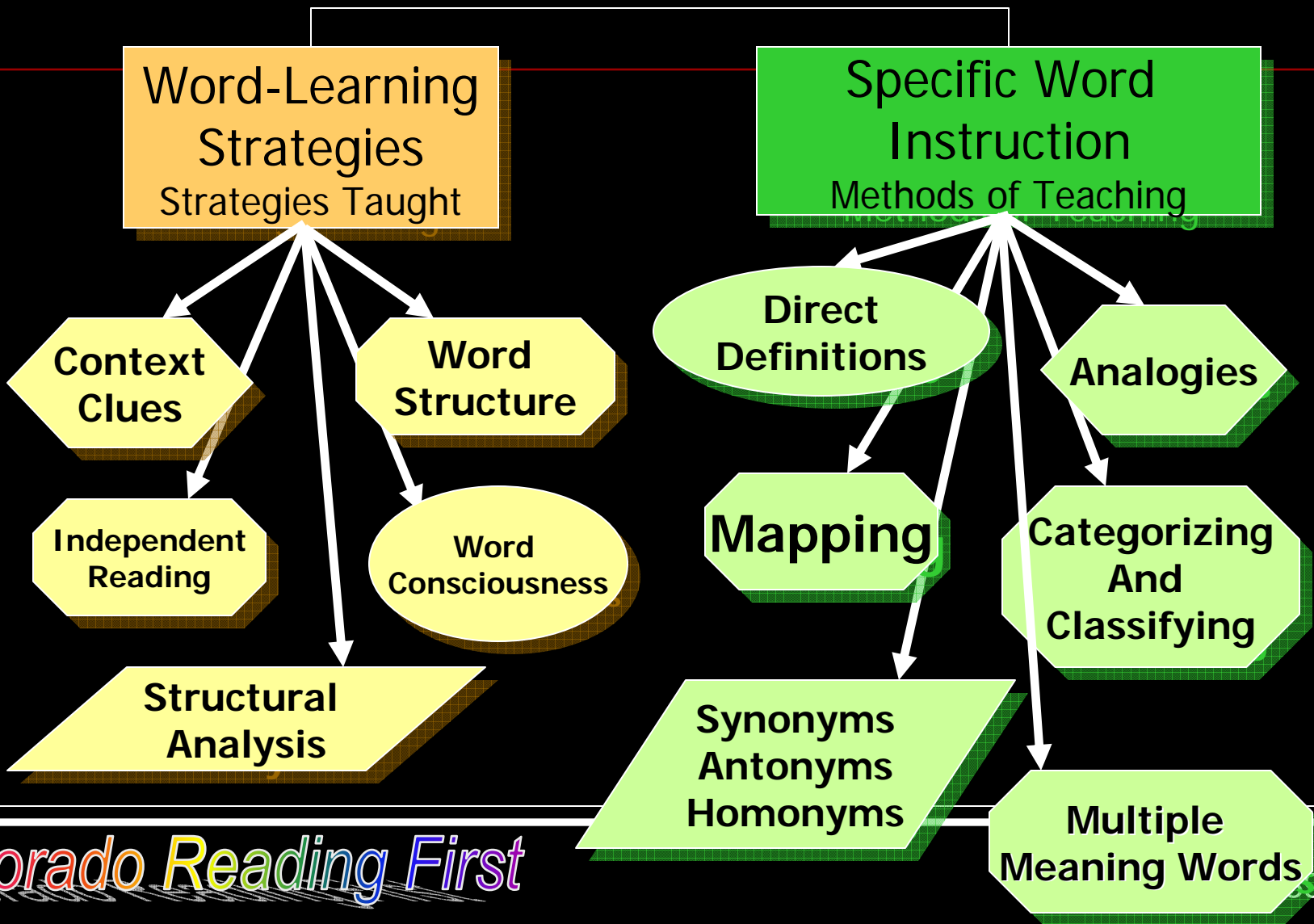
scurry	reign	feast
happy	hunter	moon
delighted	work	amusing
convince	little	marsh
burrow	impatient	warm
noble	clock	shawl
exhausted	hear	glider
bright	story	reluctant
ship	thicket	angry
appropriate	timid	continent

# Two Types of Vocabulary Instruction

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- ✓ Word Learning Strategies
- ✓ Teaching Specific Words

# Vocabulary Instruction



# Steps in Explicit Strategy Instruction

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



# Word-Learning Strategies Commonly Taught

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- Context clues
- Word structure
- Syntactic clues

# Context Clues: When I see a word I don't know I'm going to...

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- The deer would be able to eat all they wanted in the meadow, for there was an *abundance* of grass.
  - 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?  
“Lots”...“Enough for everyone”
  - Yes, *abundance* means enough for everyone.

(Adapted from Beck, Mckeown, Kucan)

# Context Clues: When I see a word I don't know I'm going to...

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- 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*?”
  - What are some things that are happening?
  - ...So, what do you think *commotion* means?
  - Yes, *commotion* means...

(Adapted from Beck, Mckeown, Kucan)

## ■ **Word Association:**

- Which word goes with **abundance**? Feast or snack? Why or why not?
- 

## ■ **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:**

- There was an **abundance** of food on the table because...
- When might you...
- How might you...
- Why might you...

# Structural Analysis

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(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

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- Definition of word as it's used in passage
- Present
  - I got a **present** today.
  - Newspapers write about the **present**.
  - I **present** you with an award.
- Cold
  - I put on my sweatshirt because I was **cold**.  
After my trip I got a **cold**.

# Teaching Specific Words

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- Preparation
  - Select Tier 1,2,3 words
- Instruct on Tier 2 words
  - Model decoding strategies
  - Teach student friendly definitions
  - Model context clues in text...connections
  - Integrate multiple exposures
- Follow-up and continual review

# Preparation

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- 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.





# Select Tier 1,2,3, words

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- Tier 1 –
- Tier 2 –
- Tier 3 –

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

## Explicit instruction

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- *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's another way of saying very large? (enormous)*
- *Tell your partner something in this room that is enormous.*
- *Use in a sentence. (I think...)*

# Using the following words...

- Brilliant
- Ferocious
- Reluctant
- Admire

# Tier 2- *I do it. We do it. You do it* Explicit instruction – Your turn

- *Touch the word (or some cue)*
- *This word is ...Response*
- *Say it with me ...Response*
- *What word everyone..... Response*
- *... means ...*
  
- *What does ... mean?*
- *What's another way of saying ...?*
- *Tell your partner...*
- *Use in a sentence. (I think...)*

# Correction procedure

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

# Examples and non-examples

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Students say or gesture... Yes or No

Teacher asks... Why or Why Not?

## ■ Ask questions:

- *Would an ant be **enormous**? What would it be?*
- *Is a rocket ship always **enormous**?*
- *The building was **enormous**. Was it very big or small?*
- *To see the top of the tree, I had to lean my head way back and look up and up and up. Was the tree **enormous** or colorful?*

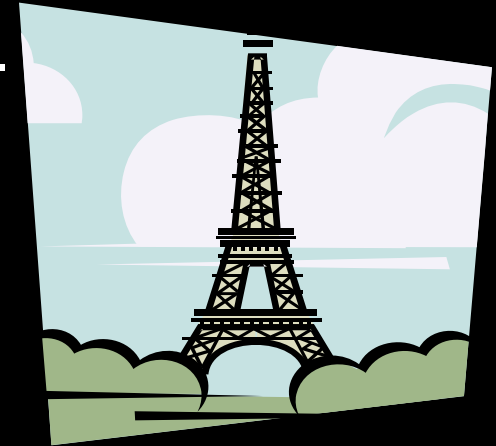
# Examples and Non-examples

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Students say or gesture... Yes or No  
Teachers Ask...Why or Why Not?

Show pictures of examples and non examples

- This is a famous tower in Paris, France.
- Is it enormous? Why or why not?
- *Show us enormous arms*



# Teach Examples and non-examples

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Ask question: Yes, No, and Why or Why Not

- ‘If your best friend came over to play would you feel delighted?’
- “If your best friend was sick would you feel delighted?”



# Expanding meanings

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- 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.*

# The Four Peas of Vocabulary

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- **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.



# Deepening children's understanding of words

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- **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.

# 1<sup>st</sup> Goal: enhance definition of a word

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## ***Making Definitions*** (Activity #5, Moats)

- 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.

# Games

adapted from Lively, August, Carlo & Snow, 2003

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- 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

# 2<sup>nd</sup> Goal: build categorical knowledge

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## Categorizing Words

(Activity #4, Moats)

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)

# Word Sort Activity

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- Pass out the word in the envelope to your group.
- Read your word and group yourselves in some way according to the words they have.
- After grouping yourselves, discuss why you grouped yourselves the way you did.
- Sit down and write out how they might organize these words in writing using some type of graphic representation.
- Share!

# Semantic Feature Analysis

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<u>term</u>	animal	mammal	fur
dog	+	+	+
cat	+	+	+
snake	+	-	-





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

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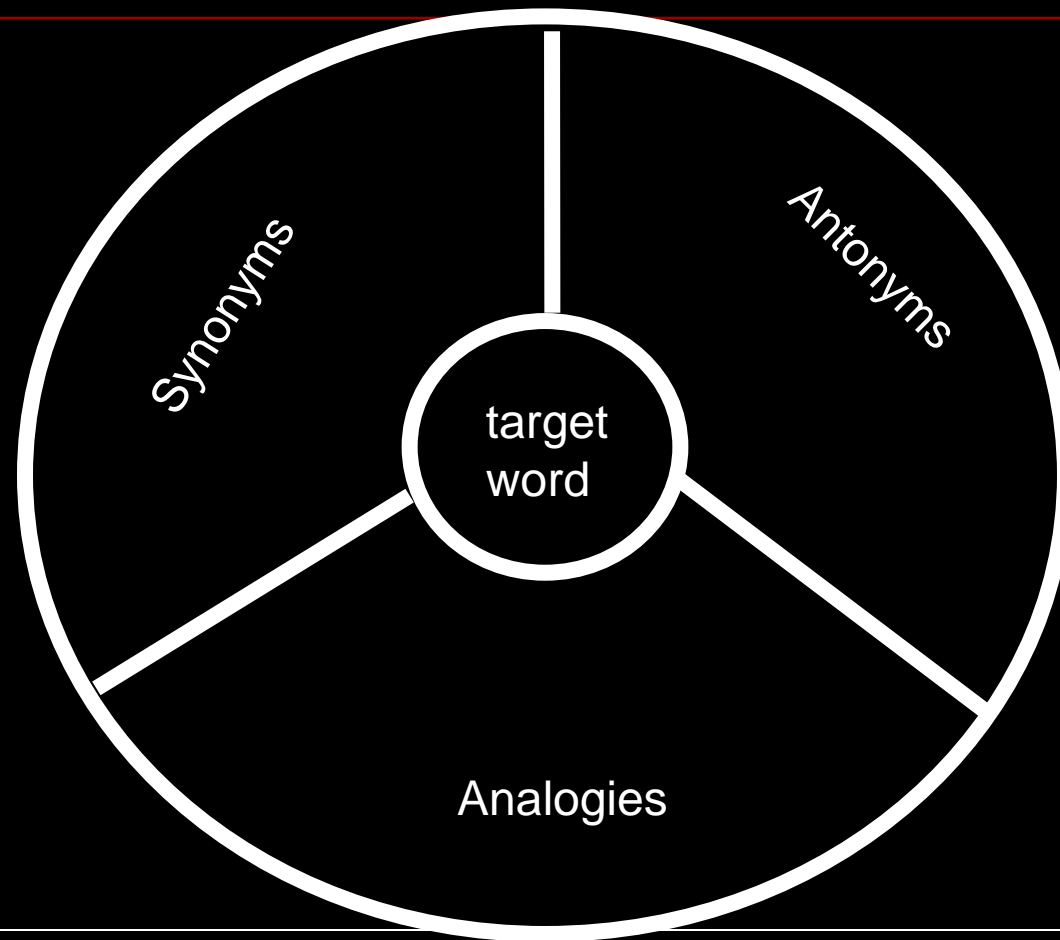
## Antonyms and Scaling (Activity #8, Moats)

- Gradable antonyms: tiny----enormous
- Complementary antonyms: dead----alive
- Gradable antonyms lend themselves to scaling of terms to show degrees of an attribute.

← putrid    foul    stinky    unpleasant    scented    fragrant    intoxicating →

# Vocabulary Instructional Example

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# Mapping and graphic organizers

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- Especially helpful for ELLs
- Show relationships between words
- Supports schema- understanding of the concept of the word
- 1- Determine the tool
- 2- Present topic through visual tool
- Introduce relationship using map or chart
- Use map or chart to set purpose for reading
- Guide students to confirm predictions made on chart or clarify their understanding
- Review and integrate after reading
- Use chart as a tool to guide summary of the content

## 3<sup>rd</sup> Goal: get children to use new words in oral and written language

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### 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.

# Teaching vocabulary all day long

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- Informational text is useful (Duke, 2000)
- Content-area vocabulary
  - Science text
    - Offers more prefix and suffix words
    - Offers repetition
    - May offer hands-on learning of vocabulary in an authentic and meaningful context

# Suggested activities

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- 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

BRINGING WORDS  
Robust  
Vocabulary  
Instruction  
TO LIFE

ISABEL L. BECK

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MARGARET G. McKEOWN

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LINDA KUCAN



# Indicator's of Effective Instruction

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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

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- 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 II?
- Does the teacher provide a variety of scaffolded 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?



# 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

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*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