

Vocabulary Instruction



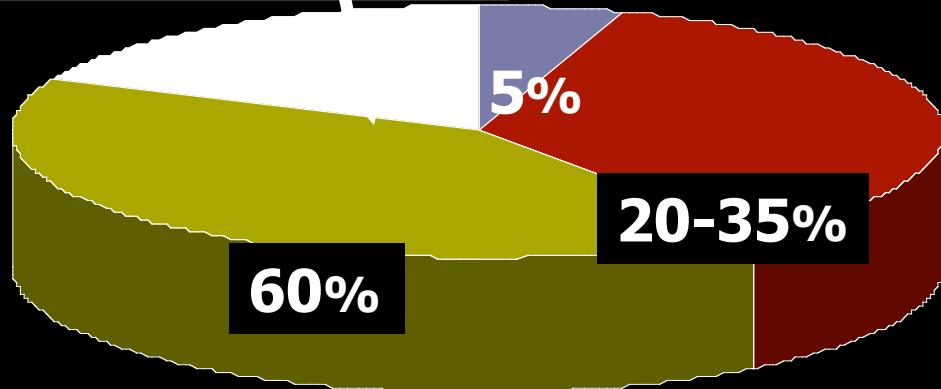
Foundations

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?



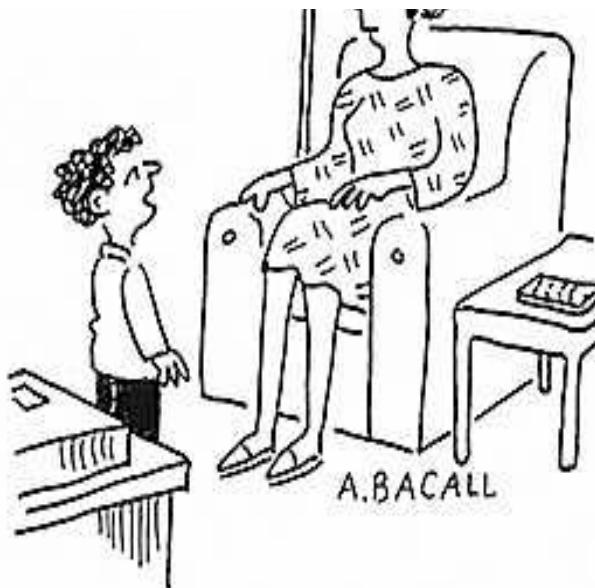
Knowledge of words & word meanings

Oral

Listening
Speaking

Print

Reading
Writing



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

Vocabulary Instruction Pre-Survey

Think about what you already know about vocabulary instruction & how you are presently teaching vocabulary.



Vocabulary affects comprehension

- Vocabulary knowledge is directly related to comprehension
- Decoding is NOT enough, you must understand what words mean
- Fluent word recognition affects comprehension

Vocabulary is the bridge between the word level processes of phonics and the cognitive processes of comprehension

Vocabulary is NOT just...



- Teaching sight, irregular, or word wall 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**.



Story Impressions: Before Reading

- Introduce the vocabulary words
- List vocabulary words/phrases in the order they appear in the text
- Students work with a partner to brainstorm possible connections between the words & make predictions about the content of the text
- Students write their prediction using all the words in order
- Students read the text to check their predictions/impressions



Your Turn

- Have some fun! Try Story Impressions!
- Great strategy for reading, science, & social studies



Words are learned...

- 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

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

Vocabulary Knowledge

Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge.

Learners must have **access to the meanings of words** that teachers, or their surrogates (e.g., other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways (i.e., to learn something new).

Baker, Simmons, & Kame'enui, 1998

The Importance of Vocabulary

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

Becker, 1977; Anderson & Nagy, 1991

Closing the Achievement Gap

- It is now well accepted that the chief cause of achievement gap between rich and poor is:

Matthew Effect:
■ “The rich get richer and the poor
get poorer.”

Stanovich (1986)

gap.

B. Hirsch 2003

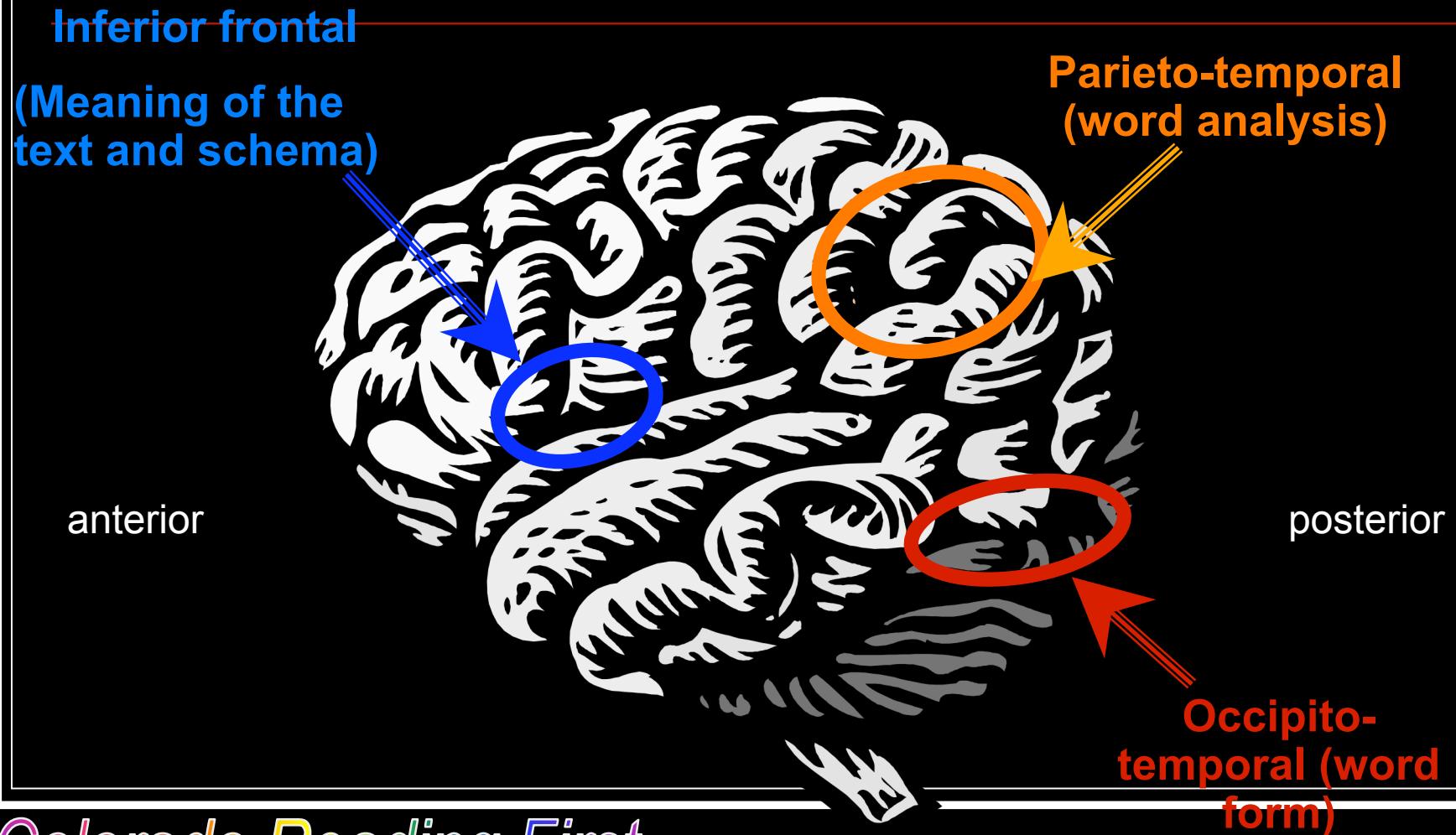
Understanding the Language Gap

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

Effective Instruction

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

Reading and the Brain



Colorado Reading First

I cdnuolt blveiee that I cluod aulacit
uesdnatnrd what I was rdanieg. The
phaonmneal pweor of the hmuanc mnid,
aoccdrnig to a rscheearch at Cmabrigde
Uinervtisy, it dseno't mtaetr in what oerdr the
Itteres in a word are, the olny iproamtant tihng
is that the frsit and lsat Itteer be in the rghit
pclae. The rset can be a taotl mses and you
can still raed it whotuit a pboerm. This is
bcuseae the huamn mnid deos not raed ervey
Iteter by istlef, but the word as a wlohe.
Azanmig huh? Yaeh and I awlyas tghuhot
sipeling was ipmorantt!

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-reli-able	Grade 3+

Meaningful Differences

Actual Differences in Quantities of Words Heard

In a typical hour, the average child would hear:

Welfare:	616 words
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Working Class:	1,251 words
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Professional:	2,153 words
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Actual Differences in Quality of Words Heard

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

- There are roughly 88,700 word families used in books up to 12th 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?

- 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.

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

Least Effective Strategies

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

Most Effective Strategies

- 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



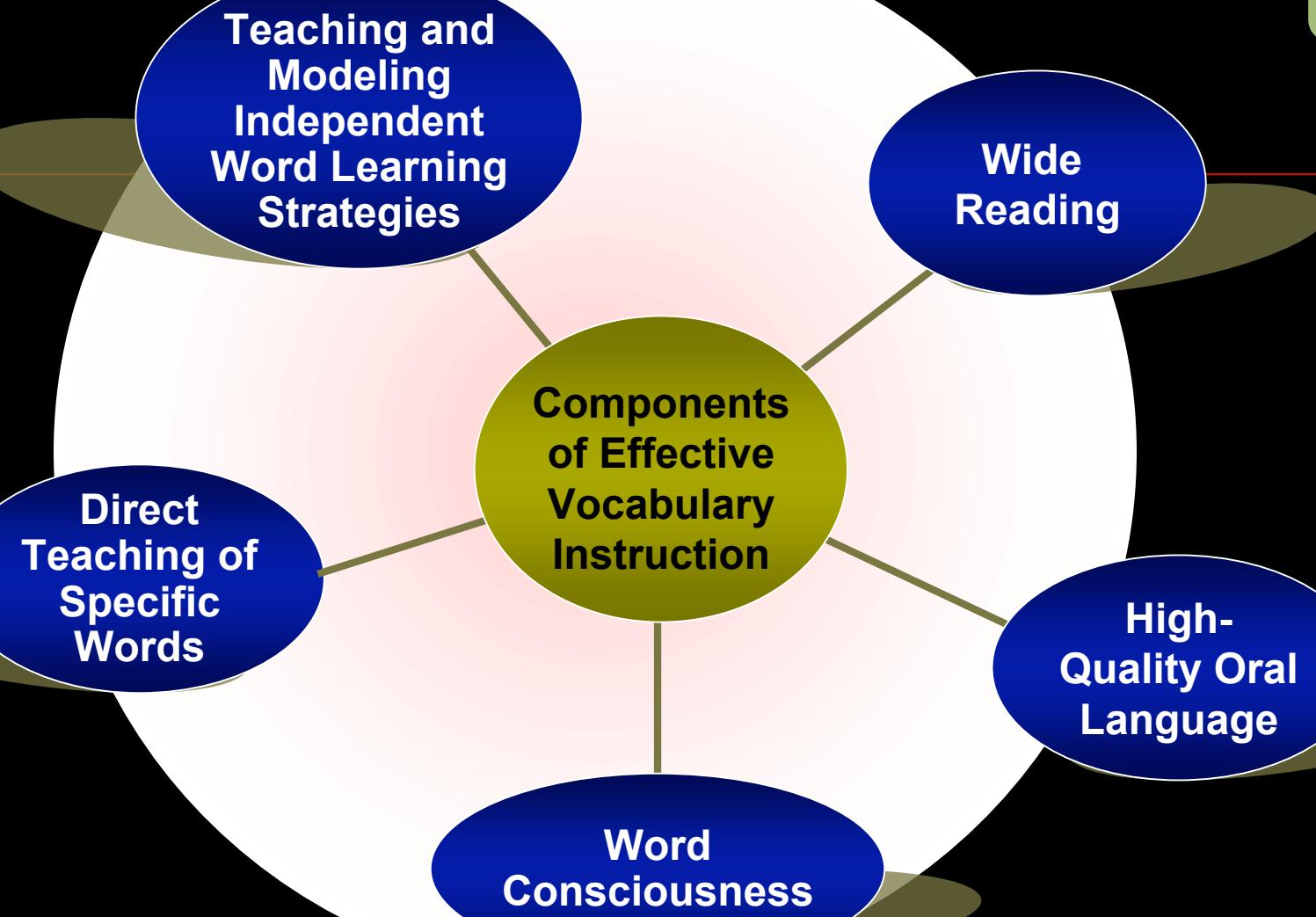
The Vocabulary TASK

- Need to learn approximately **3000 words per year**
- Equates to **17 words per day!**
- No more than **8 to 10 words per week** can be effectively & thoroughly taught (**8 to 10 exposures**)
- This means approximately **400 words** can be taught **in a school year**
- That leaves **2,600 words** that students must learn in other ways than from direct instruction

Word-Learning Strategies

To learn words, children need
Exposure to & interaction with increasingly
complex & rich oral language & by
encountering lots of new words in text,
either through their own reading or by being
read to (NRP, 2000)

Nagy, 1988



Colorado Reading First

Importance of Wide Reading

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

Anderson & Nagy, 1992



Use High-Quality Oral Language

Provide many opportunities
to compare spoken language

Conscious choices on the parts of teachers,
parents, family members to use language in
ways that encourage children to ask &
answer questions and to hear & read words
that expand their vocabularies

PREL, 2004



Promote Word Consciousness

- Word consciousness is the knowledge of and interest in words
- Word-conscious students enjoy learning new words and using words in a variety of ways
- Word consciousness promotes an understanding of how words and concepts are related across different contexts

Two Types of DIRECT Vocabulary Instruction

- ✓ Word Learning Strategies
- ✓ Teaching Specific Words

Word-Learning Strategies Commonly Taught–Card #17 A

- Word structure
- Syntactic clues
- Context clues

Steps in Explicit Strategy Instruction

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

Strategy for Reading Big Words

- Look for word parts that you already know like prefixes and suffixes
- Look for letter combinations that you already know, such as *ea* or *th*
- Use what you know about dividing words into syllables.
Sound out and blend the syllables to say the word.
- Ask yourself if the word sounds right. If not, try changing the sound of the vowel from short to long or from long to short.
- If the word is in text, ask yourself if it makes sense in the sentence.



Inferring Word Meaning from Context

- Stop when you don't know a word
- Reread the sentence at least one more time; look for clues to its meaning
- Go back & reread 1 to 2 sentences before it; look for clues to its meaning
- When you think you know its meaning, read the sentence again substituting the meaning for the word & see if the sentence makes sense
- If it doesn't, ask someone or use a dictionary

Michael F. Graves, 2006



Using the Dictionary

- Explicitly teach students how to use a dictionary:
 - Be sure & read all, NOT just part, of the definition
 - Remember that many words have more than 1 meaning
 - Be sure & check all the definitions, not just the first one
 - Decide which definition makes sense in the passage

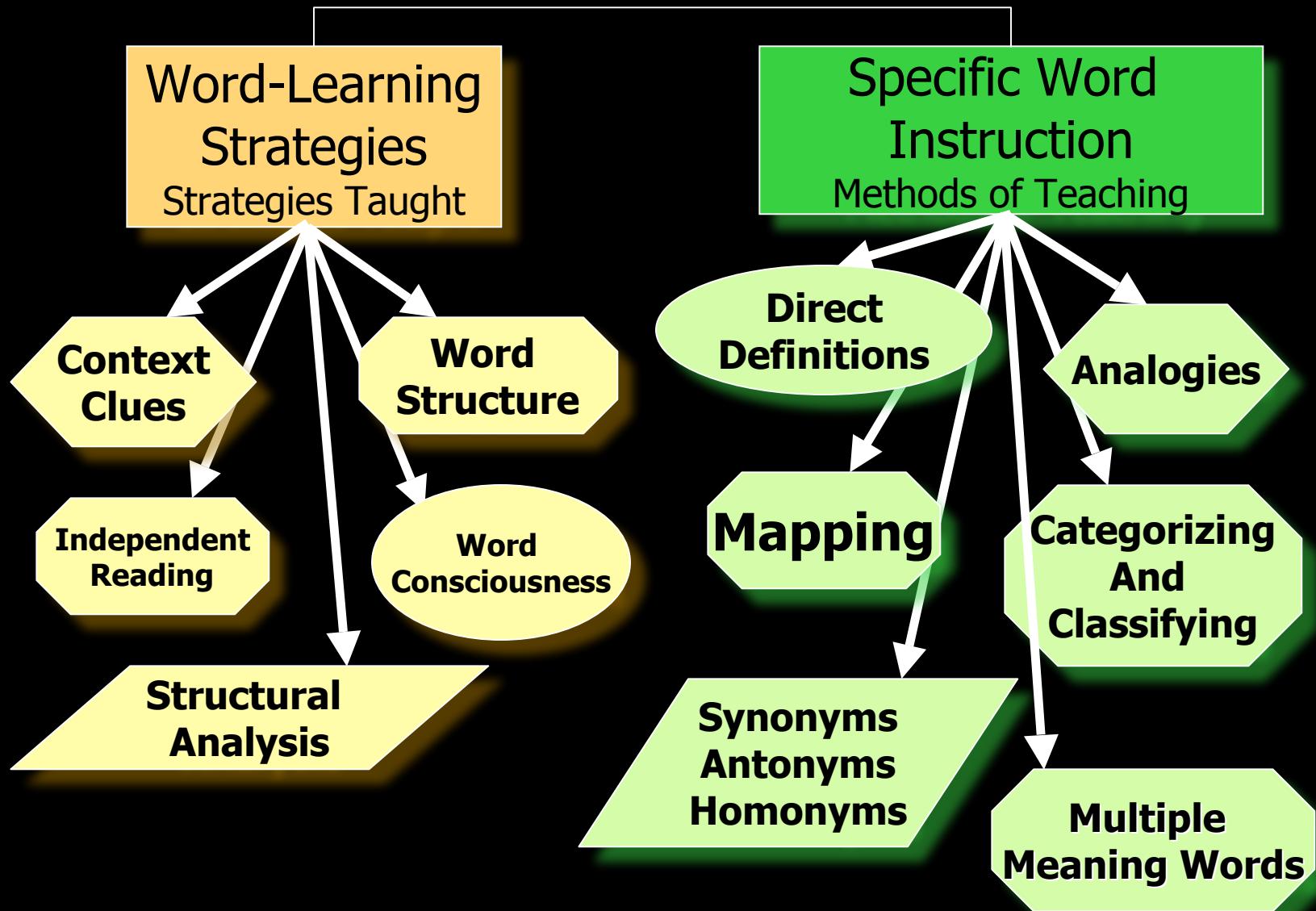
Strategy in Action!

- fi/nal/ly
- for/ma/tion
- un/for/gett/able
- im/per/fect

Common Methods of Teaching Specific Words in Grades 2-8

- Direct definitions
- Analogies
- Categorizing and classifying
- Antonyms, synonyms, and homonyms
- Semantic mapping
- Feature analysis

Vocabulary Instruction



Specific Word Instruction

Knowing a word is not an all-or-nothing proposition; it is not the case that one either knows or does not know a word. Rather, knowledge of a word should be viewed in terms of the extent or degree of knowledge that people possess.

Beck & McKeown,
1991



What does it mean to *know* a word...



General levels of word knowledge...

- **Know word well; can explain it and use it**
- **Have a clear understanding of the word; can explain it; but doesn't use it**
- **Know something about word; can relate it to a situation**
- **Have seen or heard the word**
- **Do not know the wordxs**

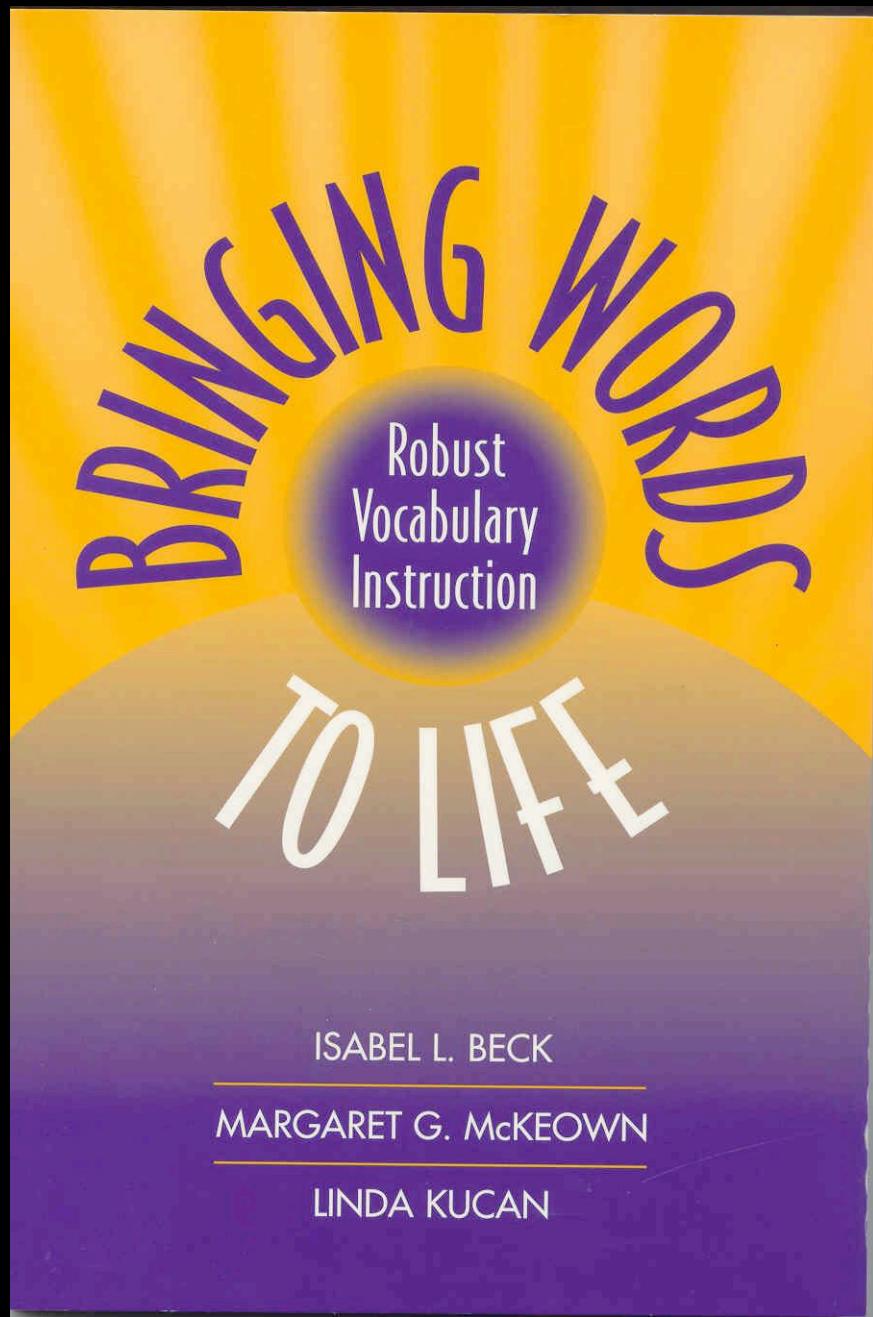


How Well Do You Know a Word?



Vocabulary instruction

- 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 & active involvement with words...)
- Create a system to encourage ongoing usage of words



Critical Features of Specific Word Instruction

- Multiple exposures
- Use synonyms and antonyms
- Make up a novel sentence
- Classify with other words
- Direct definitions
- Relate the definition to one's own experiences

Big Ideas in Beginning Reading, University of Oregon



What words should we teach?

Colorado Reading First



Selecting Words To Teach

- **Tier 1** – Basic; Generally familiar to majority
 - clock, baby, happy, talk, walk, etc.
- **Tier 2** – High frequency; High utility; Conceptual; Generalizes
 - Coincidence, absurd, industrious, fortunate, etc.
- **Tier 3** – Low frequency; Specifically connected to a particular domain
 - Isotope, lathe, refinery, peninsula, etc.

B p. 6



It is the **Tier 2** Words we need to focus on teaching...

- These are words that appear frequently in a wide variety of texts.
- These words are in the written and oral language of mature language users



Identifying Tier Two Words in Text

Johnny Harrington was a kind master who treated his servants fairly. He was also a successful wool merchant, and his business required that he travel often. In his absence, his servants would tend to the fields and cattle and maintain the upkeep of his mansion. They performed their duties happily, for they felt fortunate to have such a benevolent and trusting master.

(Kohnke, 2001, p. 12)



Tier Two words

merchant

required

tend

Maintain

performed

fortunate

benevolent

Students likely expressions

salesperson or clerk

have to

take care of

keep going

did

lucky

kind



Your Turn to Practice

ANTS

Find and list on sticky notes :

- **3 Tier I Words**
- **3 Tier II Words**
- **3 Tier III Words**



Selecting Tier II Words p. 8

- **The words' importance and utility:**
 - Words that are important to understanding the story & appear frequently across a variety of domains
- **The words' instructional potential:**
 - Words that can be worked with in a variety of ways so that students can build rich representations of them & their connections to other words & concepts
- **The students' conceptual understanding:**
 - Words for which students understand the general concept but provide precision and specificity in describing a concept



Teaching Tier II Words... P. 11

- Consider the number of words to be taught:
 - 8 to 10 words per week
 - 8 to 10 exposures
- Consider which words will be most useful in helping students understand the story or text.



Tier 2 words play the largest role and focus should be placed on direct instruction of this tier in order to make the most productive and powerful impact on verbal functioning.

- * 400 to 700 Tier 2 Words taught a year would make a significant contribution to an individual's verbal functioning.



Additional Considerations: p. 8

- Teacher judgment
- Powerful words & phrases
- Not enough Tier II words??



Your Turn

- Select a story in your TE
- Analyze the selected vocabulary words
- Apply what you have learned about selecting vocabulary words to teach
- Fill out the chart on p. 9



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

Explicit instruction

- *Touch the word (or some cue)*
 - *This word is enormous*
 - *Say it with me enormous*
 - *What word everyone..... (enormous)*
 - *Enormous means very large.*
-
- *What does enormous mean? (very large)*
 - *What's another way of saying very large? (enormous)*
 - *Tell your partner something in this room that is enormous.*
 - *Use in a sentence. (Humpback whales are enormous animals.)*



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

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



Examples and Non-examples

Students say or gesture...Yes or No

Teacher asks questions to clarify (e.g., Why or Why Not?)

- *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?*



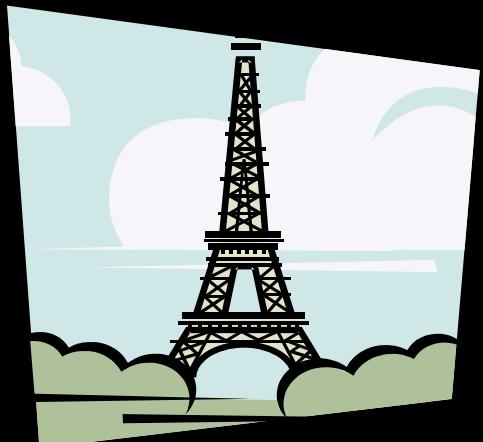
Examples and Non-examples

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.
- Is it enormous? Why or why not?





Teaching Examples and Non-examples

Ask question: Would a ____ be ____ ?

Yes, No, and Why

Classification: Name something that is ____

Name something that isn't ____



Explicit Instruction: Multiple Meaning Words

- 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.*



Introducing the word is the first step... p. 11

Just providing information--even rich, meaningful explanations, will not result in deep sustained knowledge of a word.

Multiple encounters over time are called for if the goal is more than a temporary surface-level understanding.

Active Engagement



Card 17B Specific Word Instruction

- Direct definition: Student friendly explanation
 - If something is dazzling, that means it's so bright that you can hardly look at it.
- Use synonyms & antonyms (or examples & non-examples)
- Make up a novel sentence
- Classify with other words
- Relate the definition to one's experience

Graphic Organizers B pp. 18-23



Taking a Closer Look at Card #17B Procedures Word Associations

- After having presented explanations for words, ask students to associate one of their words with a presented word or phrase
 - Ex. Which word goes with crook? (accomplice)
 - Ask the students why the connection was made and explain the reasoning
 - Note that the associations are not synonyms, but rather a relationship developed



Applause, Applause

- Students are asked to clap in order to indicate how much they would like (not at all, a little bit, a lot) to be described by the vocabulary words: *frank, impish, vain, stern*.
- And, as always, include **why** they would feel that way.



Idea Completions

- This is in contrast to the traditional “write a sentence using the new word”
 - Provide students with sentence stems that require them to integrate a word’s meaning into a context in order to explain a situation.
 - Ex. The audience asked the *virtuoso* to play another piece of music because...
 - Ex. The skiing teacher said Maria was a *novice* on the ski slopes because...



Other Activities

- You can engage students actively and simply by asking questions about newly introduced words...
 - When might you...?
 - How might you...?
 - Why might you...?



Vocabulary Expansion p. 12-13

- **Introduce the words in context.**
 - Identify for students ‘specific’ context clues in the text that support understanding of the word if any are present. Teacher reads aloud word in context of a sentence in the story.
 - Example: Point out that the author uses a **direct definition** to indicate the meaning of colonies-“**Ants live and work together in busy, crowded groups called colonies.**” Point out the signal word-‘called’.



Vocabulary Expansion B p. 12-13

- **Provide concise, short (student-friendly) definitions based on the context (Inside Information)**

- colonies-a group of insects that live together
- carpenter-one who builds
- fastening-putting together
- herd-group of animals
- tending-taking care of
- munching-chewing noisily
- experts-people who know a lot about a certain thing



Vocabulary Expansion B p. 12-13

- **Use discussion starters to clarify word meanings (Word Express, Word Why, & Ask-Explain-List)**

- Provide opportunities for unison response
- Questioning works well to help students parse out the nuance of the meaning
 - If a bee lives in a *colony*-does he live alone or with a group of bees?
 - If I wanted to build a new room on my house, would I hire a *carpenter* or a painter?
 - Would I want the carpenter to be an *expert* or a novice?
 - If I am *fastening* a belt-am I putting it together or taking it off?
 - If I am tending a fire-am I helping it grow or putting it out
 - Which of these words might summarize the story?



Vocabulary Expansion B p. 12-13

- **Develop relationships among words (Word Wake Up)**
 - Pair words so students have to consider how meanings interact with one another
 - What might a *carpenter* use to *fasten* together two pieces of wood?
 - What type of *experts* would study a *colony*?



Vocabulary Expansion p. 12-13

- **Record the words (Word Wise & Word Study Notebook, p. 16)**
 - Have students record concise definitions and examples of Tier II words in a Vocabulary Notebook for later reference.
 - Post vocabulary word charts



- As with teaching other strategies, these are extended processes...
 - ☞ Modeling the strategy
 - ☞ Providing explicit explanations of how, why, and when to use it
 - ☞ Providing guided practice
 - ☞ Gradually holding students accountable for independently using the strategy
 - ☞ Providing intermittent reminders to apply it to reading across content areas

Indicator's of Effective Instruction

Are the words for the selection posted with student friendly definitions?	yes	no
Is a word wall present in the classroom?	yes	no
Is the word wall and posted vocabulary accessible for student use?	yes	no
Are word learning strategies posted?	yes	no
Does the teacher reference posted resources?	yes	no

Observing Instruction~ Introduction of Words

-
- Does the teacher use a DIRECT INSTRUCTION method to introduce 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?



Your Turn–Final Activity

- Work with a partner or as a small group
- At the top, write your school name
- Select a story from your TE: Write the title
- Select one Tier II word & write the word
- Plan a lesson using p.14
- Number & label each step on p. 14
- Then write the specific activity you would use with the word
- Use Card #17 Side B: Procedures for Specific Word Instruction & pp. 12 & 13 for ideas

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