Vocabulary Instruction

Foundations

Colorado Reading First
Objectives

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

- Dr. Joe Torgesen  www.fcrr.com
- Dr. Isabel Beck  Bringing Words to Life
  Elements of Vocabulary
- Dr. Robert Marzano  Building Background
  Knowledge
  Academic Vocabulary
fcrr.org - Materials: K-1

A Professional Development DVD and 3 Books:

1. Phonological Awareness and Phonics Student Center Activities
2. Fluency, Vocabulary, and Comprehension Student Center Activities
3. Teacher Resource Guide to accompany the professional development DVD
Starting Out...
NAEP National Assessment of Educational Progress (1998)

- Can read at start of school: 30% of the 60%
- Find learning to read fairly easy: 5%
- Find learning to read challenging: 20-35%
- Experience extreme difficulties: 60%
What’s Vocabulary?

“My teacher said the school has tough new standards and I need to improve my vocabulary. What’s ‘vocabulary’?”
Vocabulary Knowledge

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

Baker, Simmons, & Kame’enui, 1998
The importance of vocabulary knowledge to school success, in general, and reading comprehension, in particular, is widely documented.

Vocabulary Gap
Reading and the Brain

- **Broca’s area**
  - Inferior frontal gyrus
  - (articulation/word analysis)

- **Occipito-temporal**
  - (word form)

- **Parieto-temporal**
  - (word analysis)

Anterior and posterior regions of the brain are indicated.
Closing the Achievement Gap

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

-E.D. Hirsch 2003
Understanding the Language Gap

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

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<thead>
<tr>
<th>Stage</th>
<th>Words</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Pre-raphabetical or Preliterate</td>
<td></td>
<td>Pre-k</td>
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<tr>
<td>Partial or Early Alphabetic</td>
<td>cat, fog, pet, bin</td>
<td>Late k to early grade 1</td>
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<tr>
<td>Full or Late Alphabetic</td>
<td>street, rake, sang, turn</td>
<td>Late grade 1 to early grade 2</td>
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<tr>
<td>Consolidated Alphabetic or Orthographic</td>
<td>un-re-li-a-ble, un-reli-able</td>
<td>Late grade 2</td>
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<td>Grade 3+</td>
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Source: WRFFTAC 2005

Ehri 1995, Moats 2000
## Meaningful Differences

**Actual Differences in Quantities of Words Heard**

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<td>In a typical hour, the average child would hear:</td>
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<td>Welfare:</td>
<td>616 words</td>
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<tr>
<td>Working Class:</td>
<td>1,251 words</td>
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<tr>
<td>Professional:</td>
<td>2,153 words</td>
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**Actual Differences in Quality of Words Heard**

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</thead>
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<tr>
<td>Welfare:</td>
<td>5 affirmations, 11 prohibitions</td>
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<tr>
<td>Working Class:</td>
<td>12 affirmations, 7 prohibitions</td>
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<tr>
<td>Professional:</td>
<td>32 affirmations, 5 prohibitions</td>
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Hart & Risley 1995, 2002
## Meaningful Differences

<table>
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<tr>
<th></th>
<th>Words heard per hour</th>
<th>Words heard in a 100-hour week</th>
<th>Words heard in a 5,200 hour year</th>
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<td>125,000</td>
<td>6 million</td>
<td>26 million</td>
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<td>Professional</td>
<td>2,153</td>
<td>215,000</td>
<td>11 million</td>
<td>45 million</td>
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Hart & Risley 1995, 2002
## Variation in the Amount of Independent Reading

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<th>Minutes Per Day</th>
<th>Words Read Per Year</th>
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<tr>
<td></td>
<td>Books</td>
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<td>98</td>
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<td>90</td>
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<td>2</td>
<td>0</td>
<td>0</td>
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</table>
Importance of Independent Reading

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

Anderson & Nagy, 1992
Partner activity: The GAP keeps getting bigger!!

Discuss how this information may influence your instructional decisions.
How Many Words Do People Know?

- There are roughly 88,700 word families used in books up to 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
- 300-500 words per year can reasonably be taught through direct instruction (8-10 words per week, 50 weeks per year).
- Most of these new words learned must come from context (Sternberg, 1987).
- ELL students rely more heavily on direct instruction.
Vocabulary Instruction
Effective Instruction

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

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

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

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

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

*Colorado Reading First*
Vocabulary instruction is NOT just... 

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

Words are learned directly...

- Explicit instruction
  - Constructing definitions
  - Analyzing word structure
  - Exploring word relationships

- Multiple exposures and examples

- High reading volume and language volume

- School Language - Adult Talk
Words are learned Indirectly

- Listening to stories
- Teacher language
- Independent reading
- Listening to adult talk
Words are learned indirectly…

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

- More words are learned through reading then from spoken language.

- So read, read, read!!!!!
- Vocabulary growth positively affects comprehension
Vocabulary affects comprehension

- Vocabulary knowledge is directly related to comprehension
- Increased vocabulary instruction increases comprehension more than any other intervention
- Fluent word recognition affects comprehension
What is needed for us to understand this?

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

What would you need in order to understand this paragraph?
Who motivated you to read, and how did they do it?
Vocabulary Instruction: Give Them a World of Words

1. **Reading Volume/Reading Wide**
   
   *Independent reading and guided reading*

2. **High-quality classroom language**
   
   *School-wide adult language and classroom/school expectations*

3. **Reading aloud to students**
   
   *Repeated reading*

4. **Direct, explicit vocabulary instruction**
   
   *Multiple and varied exposure and practice*

5. **Structural Analysis- roots and suffixes**
Vocabulary Instruction

Word-Learning Strategies
- Context Clues
- Independent Reading
- Structural Analysis

Strategies Taught
- Word Structure
- Word Consciousness

Specific Word Instruction
- Direct Definitions
- Analogies
- Mapping
- Categorizing And Classifying
- Synonyms Antonyms Homonyms
- Multiple Meaning Words

Strategies Taught
- Word-Learning
- Word-Structure
- Word-Consciousness
Vocabulary Instruction Based On Research

Bringing Words to Life
Isabel Beck
M. McKeown
L. Kucan
Guilford Press
Direct Teaching of Specific Words

Teaching and Modeling Independent Word Learning Strategies

Wide Reading

High-Quality Oral Language

Word Consciousness

Components of Effective Vocabulary Instruction
Least Effective Strategies

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

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

- No vocabulary instruction: 50
- Direct vocabulary instruction (effect size = .32): 62
- Direct vocabulary instruction on words related to content (effect size = .97): 83

Source: Based on data in Stahl & Fairbanks, 1986
Building Background Knowledge for Academic Achievement, Robert Marzano
Activity- Think, Pair, Share

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

- **Before** reading
  - Select and pre-teach meaningful words

- **During** reading
  - Repeated exposure to words
  - Incidental learning
  - Interacting with rich text

- **After** reading
  - Enhance vocabulary through connections (graphic organizers, active involvement with words, center activities…)
  - Create a system to monitor and encourage utilization
  - Word Walls
  - Vocabulary Books/ Key chains
Isabel Beck’s *Three Tier Module* for choosing vocabulary words from text.

- Low Frequency Words
- Technical Words
- Words to Teach
- High Frequency
- High Utility
- Known,
- Common words

Tier 1

Tier 2

Tier 3
Tiers of words (Beck & McKewon, 1985)

- **Tier 1**
  - Basic vocab- happy, talk, cold
  - Clearly important- especially for ELLs and very naïve learners
  - Easy, decodable and already familiar
  - Connected with prior knowledge

- **Tier 2**
  - High frequency – avoid, fortunate, industrious
  - Play a large role in verbal functioning across a variety of domains
  - Necessary to understanding… GENERALIZABLE
  - Goal for instruction – aim to teach 300-500 words per year!!!!

- **Tier 3**
  - Low frequency
  - May be specific to domains (e.g. isotope)
  - Instruct when need arises
Partner Activity-
Tier 1,2,3 Sort

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

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

- Lorita practiced her cartwheels in gymnastics class.

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

- Create a group of 3 – 4 people who have the same colored star as you.
- Sort these vocabulary words into Tier 1, 2, 3.
- Be prepared to share your thought process.
- Are we all in agreement?
  *Why or Why not? What does a teacher’s instructional decisions depend upon?
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<td>work</td>
<td>amusing</td>
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<tr>
<td>convince</td>
<td>little</td>
<td>marsh</td>
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<td>burrow</td>
<td>impatient</td>
<td>warm</td>
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<tr>
<td>noble</td>
<td>clock</td>
<td>shawl</td>
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<td>exhausted</td>
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<td>glider</td>
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<tr>
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<td>story</td>
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<td>Scurry – 2</td>
<td>Reign – 3</td>
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<tr>
<td>Happy - 1</td>
<td>Huntsman – 3</td>
<td>Moon – 1</td>
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<tr>
<td>Delighted – 2</td>
<td>Work – 1</td>
<td>Amusing -2</td>
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<td>Convince – 2</td>
<td>Little - 1</td>
<td>Marsh - 3</td>
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<td>Burrow – 3</td>
<td>Inpatient -2</td>
<td>Warm -1</td>
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<td>Clock</td>
<td>Shawl</td>
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<td>-3</td>
<td>-1</td>
<td>3</td>
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<td>Ear -1</td>
<td>Glider -3</td>
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<td>Story -1</td>
<td>Reluctant -2</td>
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<td>Ship -1</td>
<td>Thicket -3</td>
<td>Angry – 1</td>
</tr>
<tr>
<td>Appropriate – 2</td>
<td>Timid -2</td>
<td>Continent -3</td>
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Two Types of Vocabulary Instruction

✓ Teaching Specific Words
✓ Word Learning Strategies
Steps in Explicit Strategy Instruction

- Direct explanation
- Modeling
- Guided practice
- Feedback
- Application
Teaching specific words

- **Preparation**
  - Select Tier 1, 2, 3 words

- **Instruct on Tier 2 words**
  - Model decoding strategies
  - Teach student friendly definitions
  - Use sentence stems and critical thinking questions
  - Help students make personal connections
  - Model context clues in text
  - Integrate multiple exposures
  - Monitor for its use

- **Follow-up and continual review**
  .. And there’s more
The enormous wolf howled for joy. It was winter season and he was hungry. As a terrified mouse huddled under a nearby bush, he could hear the wolf sniffing the air as he prowled nearby. The fearless mouse was curious about what the ferocious wolf was going to do next.
Tier 2- I do it. We do it. You do it
Explicit instruction

- Touch the word (or some cue)
- This word is enormous
- Say it with me enormous
- What word everyone..... (enormous)
- Enormous means very large.
- What does enormous mean? (very large)
- What does very large mean? (enormous) - Flip flop
- Tell your partner something that is enormous in this room.
- Use it in a sentence stem. Personalize it. Ask questions.
Tier 2 - I do it. We do it. You do it.

Explicit instruction - terrified

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

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

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

- Always leave your students with the correct response!!!
  - See, hear, say and possibly write

- 1. Tell the answer - That word is enormous
- 2. Ask - What word?
- 3. Repeat - Enormous means. (very large)
- 4. Check - What does enormous mean?
Examples and Non-examples

Students say or gesture... Yes or No

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

Show pictures of examples and non examples
- Is this land barren? Why or why not?

Act out examples
- Show us enormous arms

Classification
- Name some things that are
- Name some things that aren’t
Examples and Non-examples

Ask Questions.. Yes or No and Why?
Show pictures of examples and non examples
Act out examples/non-examples
Classification… Name some things that are
Name some things that aren’t
Your turn

Think of some examples and non-examples for:

- Ferocious
- Terrified
- Huddled
Expanding meanings

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

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

- wings
- leaves
- spider
- fur
- stem
- flower
- food
- bark
- antenna

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<th>Plants</th>
<th>Animals</th>
<th>Insects</th>
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Semantic Feature Analysis: Mammals

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<th>Breathe air</th>
<th>Fur</th>
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<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>cat</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>snake</td>
<td>+</td>
<td>-</td>
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</tbody>
</table>
Venn Diagram

- Mouse:
  - Squeaks
  - Fur
  - Tail
  - Whiskers
  - Little

- Dog:
  - Barks
  - Big or little
  - Fur
  - Tail
  - Whiskers
Word/Concept Sort Your Turn
Choose themes from your stories and create a word sort

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

Antonyms and scaling (act #* Moates)

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

putrid foul stinky unpleasant scented fragrant intoxicating
Word map

- Synonyms
- Antonyms
- Analogies

target word
Activity: Create an organizer for each

- Word scale: Small-large
- Word map: Embellished
- Semantic feature map: Baseball, football, basketball
Word-Learning Strategies
Commonly Taught

Context clues
Word structure
Syntactic clues
The deer would be able to eat all they wanted in the meadow, for there was an abundance of grass.

- Why would the deer be able to eat all they wanted?
- How much grass must be in the meadow?
- So, what do you think abundance means? “Enough for everyone”
- Yes, abundance means enough for everyone.

When the lamp fell over and crashed on the floor, my sister screamed, my friend started running in the hall, and the dog started barking. My dad hollered, “What’s all that commotion?”

- ...So, what do you think commotion means?
- Yes, commotion means...
Word Association: Pairing a known word with the new word that was just learned.
- Which word goes with commotion?

Personal Connections Have you ever...? Helps students understand that they have a place for the word in their vocabularies.
- Describe a time when you might have been a part of a commotion.

Idea Completions (sentence stems)
- Something that is ___________________ is a commotion
- Someone who.....

Critical Thinking Questions Yes/No/ Why

Beck, McKeown, Kucan, 2002
Sentence Stems

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

Student Examples: hospitable, unintentionally
Someone who is hospitable would make me feel very welcomed in their home. An example would be…
Something that is done unintentionally would be done by mistake or without much thought or purpose. An example would be…
Your Turn-

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

- forlorn
- inheritance
- microscopic
- detest
Critical Thinking Questions

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

Examples:
- Would shouting out be an example of *inappropriate* behavior?
- Would you *hesitate* to tell someone a secret?
Create Critical Thinking Questions

- Two or more words used

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

Try it...

assistance uncomfortable
immediate emergency
How to Teach Words:
A Seven-Step Process

1. Directly Teach It and Show It
2. Students Restate It and Act It Out
3. Students Picture It/ Draw It
4. Students and Teacher Use It
5. Students Discuss It
6. Students Review It
7. Teacher Monitors It and Utilizes Word Walls
Games
adapted from Lively, August, Carlo & Snow, 2003

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

- Word wall
- Prefix/suffix/base word trees
- Vocabulary definition posters
- Game- Words of the week… Keep visual tallies of use of words during class
- Bingo
- Matching
Teach vocabulary all day long

Then...

- help children use the new words in oral and written language
- build motivation and excitement for independent word study
- develop monitoring systems
## Indicator’s of Effective Instruction

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the words for the selection posted with student friendly definitions?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Is a word wall present in the classroom?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Is the word wall and posted vocabulary accessible for student use?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Are word learning strategies posted?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Does the teacher reference posted resources?</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>
Observing Instruction~ Introduction of Words

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

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

- A **darkroom** is a **room for developing photographs** that has **very dim, special light** and **running water**.

- To **plunder** is to **rob or pillage**, usually by **an invading or conquering group**.
Goal 2: build categorical knowledge

Categorizing Words

1. Sort the words into categories and subcategories.
2. Can you show or represent your categorical knowledge in a “mind map” or graphic organizer?
3. Reflect: What did you need to know to accomplish the task?
   (Note for K-2, you may wish to use picture cards or objects or allow students to draw a response in an organizer)
Goal: get children to use new words in oral and written language

Word substitution activity adapted from Lively, August, Carlo & Snow, 2003

- The sun was **brilliant** this afternoon.
- I came in from recess **grudgingly**.
- Because of the smile on his face I knew he must have been **delighted** that I came.
The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.

Michelangelo
Last activity

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

- This word is ______________ What word?
- __________ means ____________
- What does ______________ mean? *Flip Flop*
- Listen to this sentence…….
- Someone who or something that……. Describe it
- What’s another way of saying (repeat sentence)
- *Flip Flop*
- Personalized thinking question
Structural Analysis

(adapted from Anderson & Nagy, 1992)

- Children encounter the word “unfruitful” in text

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

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

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

- Be prepared to share with the large group.
Using the following words...

Brilliant
Reluctant
Admire

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