Vocabulary
Content Standards

- Recognize
  - The three types of word knowledge
  - The three tiers of vocabulary words

- Recognize effective ways to teach vocabulary through
  - Indirect instruction/Strategies
  - Direct instruction/Specific Words
Oral vocabulary is key when a beginning reader makes the transition from oral to written forms ...

McCardle and Chhabra, 2004
New Words Per Grade Level

Grade 1  Grade 2  Grade 3

Middle Class

Disadvantaged

Baker, Simmons, & Kame'enui, 1997
How Many Words Do People Know?

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

- The average child by the end of high school, may know about half or 45,000 different words.

- If a child enters 1st grade knowing about 6,000 words, then he must learn about 3,000 new words per year.

Stahl, 2003
How Many Words Do You Know?
...word knowledge is strongly related to reading proficiency in particular and school achievement in general.

Adapted from Beck, McKeown, and Kucan, 2002
Types of Word Knowledge

- Terry Gerber: Unknown
- Tom Cruise: Known
- Your mother/father, Your husband/wife: Own
Activity: Word Classification

- **Unknown**: Haven’t seen or heard this word or you’ve seen or heard it but can’t define it.

- **Known**: You can define this word.

- **Owned**: You can define this word and you can relate it to other words and terms.
Activity: Word Classification

1. Get a set of cards and work on your own.
2. Sort the cards into 3 columns.
3. In the column on the left, place the words that are *unknown* to you.
4. In the middle column, place the words that you *know*, but do not own.
5. In the column on your right, place the words that you *own*. 

unknown  known  own
Reading Component: Vocabulary

Activity: Word Classification

- Cherimoya
- Deadeye
- Loupe
- Mantic
- Rancor
- Tricotine
- Ruthful
- Wall Rue
- Feet of Clay
... in teaching vocabulary the intent is for the child to regard any new word as more than just a label but as a fully formed idea.

Shaywitz, 2004
What words should we teach?
Choosing Words to Teach

Beck, McKeown, Kucan, 2002

- Tier 1: Everyday Words
- Tier 2: Extended Words
- Tier 3: Expert Words

So many words, so little time.
Tier 1: Everyday Words

- Basic words that rarely require instruction
- Examples: clock, baby, happy, walk
Tier 3: Expert Words

- Words that are low in frequency of use
- They are often limited to a specific domain
- Examples: stethoscope, barometer, sauté, eviscerated
Tier 2: Extended Words

- Words that are of high frequency for mature language users
- Words that extend and enrich students’ reading and writing vocabularies
- Examples: ridiculous, fortunate, grateful, coincidence, curious
Introducing Tier 2 Words in a Story

Nan and the Ant
a poem

Nan saw an ant
Creeping, crawling up her knee.
She gave it a crumb
And said, “Come and play with me.”
Together they sat
Beneath a shady tree,
Nan and the ant,
Just as happy as can be!

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Two Types of Vocabulary Learning

Indirect Vocabulary Learning
Effective Ways to Promote Vocabulary Learning

Indirect Vocabulary Learning

- Read alouds
Effective Ways to Promote Vocabulary Learning

Indirect Vocabulary Learning

- Word rich environment
Two Types of Vocabulary Learning

Indirect Vocabulary Learning

Direct Vocabulary Learning
Effective Ways to Promote Vocabulary Learning

- Specific word instruction

Direct Vocabulary Learning
Common Methods of Teaching Specific Words

- Direct definitions
- Analogies
- Categorizing and classifying
- Antonyms, synonyms, homonyms
- Semantic mapping
- Feature analysis
Critical Features of Specific Word Instruction

1. Multiple exposures
2. Use synonyms and antonyms
3. Make up novel sentence
4. Classify with other words
5. Direct definitions
6. Relate the definition to one’s own experiences
Activity: Coding the Text

1. Find the article “Taking Delight in Words,” and the card that lists “The Critical Features of Specific Word instruction.”

2. Form into groups of four.

3. Your job will be to review the article and find examples of where the authors have embedded critical features of word instruction into their activities.

4. Each time you find an example of a critical feature, write the number of that feature on your article next to the corresponding text.
Effective Ways to Promote Vocabulary Learning

Direct Vocabulary Learning

- Specific word instruction
A Continuum of Read Alouds

No Interaction  Text Talk  Too Much Interaction
Text Talk
Beck and McKeown, 2001

- Enhances students’ comprehension and understanding of a text
- Requires systematic planning
- Entails Interaction with students while reading aloud
Teaching Vocabulary through Text Talk

After the story is read:

1. Read the sentence in the story that contains the targeted word.
2. Ask the children to repeat the word.
3. Explain the meaning of the word.
4. Provide examples other than those used in the story.
5. Ask children to provide their own examples.
6. Ask children to say the word again.
Teaching Vocabulary Through Text Talk

Step 1: Read the sentence in the story that contains the targeted word.

“Lisa was reluctant to leave the laundromat without Corduroy.”
Teaching Vocabulary through Text Talk

Step 2: Ask the children to repeat the word.

“Say the word reluctant with me.”
Teaching Vocabulary Through Text Talk

Step 3: Explain the meaning of the word.

“Reluctant means you are not sure you want to do something.”
Teaching Vocabulary Through Text Talk

Step 4: Provide examples other than those used in the story.

“Someone might be reluctant to ride a roller coaster because it looks scary.”
“Tell about something you would be reluctant to do. You can start by saying, ‘I would be reluctant to ______________’.”

Step 5: Children provide their own examples.
Teaching Vocabulary Through Text Talk

Step 6: Children say the word again.

“What’s the word we’ve been talking about?” (Reluctant)
Reading Component: Vocabulary

**Activity:** Now You Try It!

#1: My mother says I’m a curious kid.

#2: I notice the feathers of a bird, or the golden eye of a frog.
Reflection: Start, Stop, Continue

- What could you **start** doing based on today’s information?
- What could you **stop** doing?
- What could you **continue** to do?
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 ... use to guide them into contemplating known concepts in novel ways

Baker, Simmons, Kame‘enui, 1998
Do remember...

To a great extent within classrooms, the language used by teachers and students determines what is learned and how learning takes place.

Wilkinson and Silliman, 2000
Thank you!
This concludes the presentation.