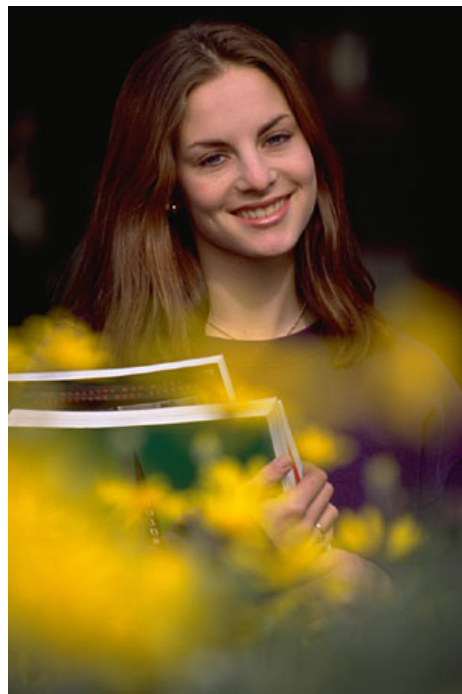


Just Read, Florida!
Professional Development
Participant Handouts

Florida K-12 Reading Endorsement
REESOL Bundle Inservice Training

Vocabulary



FLaRE is a Project of Just Read, Florida!

REESOL Bundle Inservice Training Participant Handouts

Vocabulary

Table of Contents

Florida K-12 Reading Endorsement Competencies	ii
Agenda	iii
Overview	iv
Objectives for Vocabulary and Teaching Implications	v
Reflections Log.....	viii
Outcomes	1
10 Most Important Words.....	2
Definitions.....	3
Interesting Research Facts	4
Vocabulary Trends.....	5
Guidelines of Principals Vocabulary Instruction.....	6
Independent Reading	7
Vocab Bookmark	8
Reading Strategies You Can Use.....	9
Instructional Methods to Support Reading	10
Critical Word Cloze	10
Vocab Attention Please!	11
Word Pool	12
The Snakes	13
Active Word Learning Strategies	14
Word Chain.....	15
Analogy Theatre.....	16
Common Root Words, Prefixes, and Suffixes.....	17
Problems Assessing Vocabulary, Testing Vocabulary, Assessing Vocabulary	19
Professional Resources	21

Vocabulary

This module addresses the following **Florida K-12 Reading Endorsement Competencies**:

Competency 1: Foundations in Language and Cognition

Has substantive knowledge of language structure and function and cognition for each of the five major components of the reading process.

Competency 2: Foundations of Research-Based Practices

Understands the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronize and scaffolds each of the major components of the reading process toward student mastery.

Competency 5: Application of Differentiated Instruction

Has knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students, including students with disabilities and from diverse populations.

Competency 6: Demonstration of Accomplishment

Applies knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students of diverse populations.

Knowledge

- | | |
|-------|---|
| 1.D.1 | Identify and apply principles of English morphology as they relate to language acquisition |
| 1.D.2 | Identify principles of semantics as they relate to vocabulary development |
| 2.D | Identify explicit, systematic instructional plans for scaffolding vocabulary concept development |
| 2.F.2 | Identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills |

Skills

- | | |
|-----|---|
| 5.7 | Apply research-based instructional practices for developing both general and specialized content area vocabulary |
| 6.5 | Demonstrate knowledge of research-based practices for developing both general and specialized content area vocabulary |

Linking Literacy to Learners Vocabulary – Agenda

Opening Activities

Welcome and Introductions

- Overview of Module
- Reflections Log
- Outcomes for Vocabulary

Defining Vocabulary

- 10 Most Important Words

Teaching Implications

- Vocabulary Facts Cloze

Interesting Vocabulary Research Facts

- Vocabulary Research Facts Cloze
- Vocabulary Trends

Principles of Research-Based Vocabulary Instruction

- Eight Guidelines

Vocabulary Growth

- Introduction
- Personal Storytelling

Independent Reading

- Think, Pair, Share
- Bookmarks
- Instructional Methods

Critical Passage Words

- Introduction
- Critical Word Cloze
- Known, Unknown, Acquainted

Active Word Learning

- Introduction
- Word Analysis

Multiple Exposures

- Introduction
- Multiple Meanings Passage

Word Study Activities

- Introduction
- Word Bank
- I Heard a Word

Making Connections

- Introduction
- Word chains
- Predicting the Message
- Concept Definition Map

Expanding Vocabulary

- Introduction
- Analogy Theatre
- Using Morphemes to Make Connections

Vocabulary Assessment

Low-progress Reader Considerations

Exit pass

Vocabulary Overview

According to *Put Reading First* (2001), vocabulary refers to **the words we must know to communicate effectively**. The American Federation of Teachers' report titled *Teaching Reading IS Rocket Science* (1999) maintains that effective reading instruction includes vocabulary instruction in a variety of methods designed to engage students in the exploration of relationships among words, word structure, word origin, and meaning.

Vocabulary is important in oral reading instruction, and word knowledge is critical to comprehension (Davis, 1944). The *National Reading Panel* (2000) concluded that vocabulary instruction leads to gains in comprehension, but that the methods utilized must be geared to the age and ability of the reader. "Beginning readers use their oral vocabulary to make sense of the words they see in print." (Armbruster, Lehr & Osborn, 2001, p. 45).

Children need to learn words directly through explicit instruction in order to comprehend oral and written text. "Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary" (National Institute for Literacy, 2001, p. 34). The NRP (2000) has given specific teaching recommendations, but cautions that reliance on one method of vocabulary instruction will not yield desired improvements.

Summary of Research-based Guidelines for Vocabulary Instruction

Type of Instruction	Definition and Rationale for Instruction	Why Instruct?	Procedures Taught or Practiced
<p>Devote Consistent Instructional Time to Vocabulary Growth</p>	<p>Extended periods of time devoted to vocabulary instruction will ensure better understanding of words.</p>	<p>Building students' word knowledge will enable them to comprehend complex texts with greater ease.</p>	<ul style="list-style-type: none"> • Read aloud to students and discuss the selection before, during, and after you read. • Foster word consciousness and encourage students to play with words by engaging them in word play
<p>Encourage and Facilitate Independent Reading</p>	<p>Reading is the most important way that students build word knowledge. Reading allows students to “meet” new words.</p> <p>Independent reading allows students to practice independent word learning strategies.</p>	<p>Many students choose not to read independently. Helping students develop a desire to read independently will enable them to acquire new words throughout their lifetimes.</p>	<ul style="list-style-type: none"> • Sticky Note Vocab I.D. • Vocab Bookmark • Vocab Day • Flexible Reading Groups • Recreational Reading Programs • “Before, During or After” school Literature Circles

Type of Instruction	Definition and Rationale for Instruction	Why Instruct?	Procedures Taught or Practiced
Teach Passage-Critical Words	Teachers do not need to teach every unknown word. Teach the words important to the understanding of the text or words that they are likely to encounter again.	Limiting the number of vocabulary words increases the retention of new words and helps students see the relevance of word learning.	<ul style="list-style-type: none"> • Limit vocabulary words to 8-10 per week. • Vocab Attention Please! • 10 Most Important Words • Known-Acquainted-Unknown • Graphic Organizers •
Engage Students in Active Word Learning	Word learning must be active, not passive dictionary definition learning. Words that are memorized by rote are often quickly forgotten, yielding no net learning.	Active word learning improves retention of new words and helps students develop confidence using new vocabulary in context.	<ul style="list-style-type: none"> • Reader's Theater • Storytelling • Book Talks • Debates • Current Event or Show-and-Tell • Write and Perform Skits
Provide Multiple Exposures to New Words	Students must have multiple exposures to a word to learn it well (NRP, 2000). Repeated exposure to vocabulary in a variety of contexts improves word learning.	Multiple exposures increase retention of important new words.	<ul style="list-style-type: none"> • Graphic Organizers • Word Banks • I Heard a Word • Word Chains • Wide Reading

Type of Instruction	Definition and Rationale for Instruction	Why Instruct?	Procedures Taught or Practiced
Word Study Activities	Having students write definitions of words is not recommended (Miller, 1996). Word study activities can help students enhance the acquisition of learning strategies.	Students need to develop learning strategies that will aid them in acquiring new words for the rest of their lives.	<ul style="list-style-type: none"> • Word Analysis • Investigating Etymologies • Word Bank • I Heard a Word • Word Sorts
Relate New Words to Students' Background Experiences	It is easy to teach new labels for known concepts, but more difficult to teach new concepts themselves. Teachers should help students fit new words into their conceptual framework by relating new words to students' existing background experiences.	When students develop a conceptual framework for new words, meaning construction is enhanced.	<ul style="list-style-type: none"> • Vocab by Analogies • Field Trips • Guest Speakers • Visual Aids • Use of Computers and Multimedia
Teach strategies for independently acquiring new words	Students need strategies to independently acquire new words through phonic analysis, structural analysis, and contextual analysis. While the teaching of specific words may be useful only in limited contexts, the teaching of learning strategies is more broadly useful	Students need to be able to acquire new words independently while reading or listening.	<ul style="list-style-type: none"> • Teach students to use word parts to figure out the meanings of words in text – roots, suffixes and prefixes. • Encourage students to use context to determine word meaning. • Vocab by Analogy • Using Morphemes

Research has identified different strategies and methods for increasing students' oral and reading vocabularies, which are included in this module. Of course, the teacher is the critical decision maker when determining which approaches are best suited to the needs of the students. Teachers should remember that no new strategy or method should be embraced uncritically; there is no one instructional practice that is the key to unlocking student success. However, when implementing any classroom practice, a reflective and well-informed teacher is the ultimate key to student achievement.

Reflections Log

New things I've learned	How do I plan to use this information?	Questions I still have	How can I learn more?

Vocabulary Outcomes

Knowledge

Participants will be able to:

- Define vocabulary.
- Clarify the role of vocabulary in reading development.
- Explain the importance of vocabulary instruction.
- Differentiate between effective and less effective vocabulary instruction.
- List different ways students acquire vocabulary.
- Describe various ways to assess and modify vocabulary instruction.
- Explore vocabulary development as an interactive process involving the reader's prior knowledge, the text, and contextual factors.
- Identify principles of English morphology as they relate to language acquisition.
- Identify principles of semantics as they relate to vocabulary development.
- Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development.

Skills

Participants will be able to:

- Utilize strategies to promote vocabulary acquisition.
- Apply principles of English morphology as they relate to language acquisition.

Attitudes

Participants will:

- Agree with the view that vocabulary plays a significant role in the comprehension processes of a skilled reader.

10 Most Important Words

Description:

The 10 Most Important Words is designed to help students become aware of the value of key concepts in developing content knowledge. This strategy develops an understanding of the importance of prior knowledge and helps students to see the connections among various topics within a content area. It can be used prior to reading a specific selection or during the launching phase of a unit; it can also be used at the conclusion for evaluation or reflection.

Procedures:

1. The teacher engages students in a discussion designed to have them think about what they already know and activate their prior knowledge on a topic of study.
2. Students are asked to predict individually and list what they think the 10 most important
 1. words or phrases in the reading selection or unit will be (there can be less words).
 2. Have students compare their lists in pairs or small groups, discussing why they selected each word. Next, each pair or small group revises a list of the 10 most important words.
3. Students then read the material, paying attention to key concepts.
4. Each pair or group revises their original list and creates a graphic organizer showing the relationship of the words to each other, developing a written rationale for their final list.

Adapted from *A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas* (2000) by Elaine Stephens & Jean Brown

Fill-in the definitions below:

According to *Put Reading First* (2001), vocabulary refers to

According to *The Literacy Dictionary* (1995), vocabulary is defined as follows:

Additional Definitions of Vocabulary

Teaching Implications (Why Learn about Vocabulary?)

Fill-in the blanks below:

- Vocabulary is important in _____ reading instruction (*NRP, 2001*)
- Word knowledge is critical to _____ (*Davis, 1944*).
- “Beginning readers use their _____ vocabulary to make sense of the words they see in print. Readers must know what _____ words mean before they can understand what they are reading”. (*Armbruster, Lehr, Osborn, 2001, p. 45*).

Interesting Research Facts

Fill-in the blanks below:

Research demonstrates that children learn most words _____, through reading, writing, listening, and talking (Stahl, 1986).

We have _____ mental vocabularies: phonological (we use when we listen and talk) and orthographic (we use when we read and write) (Clark, 1993).

By age _____, most children have an oral vocabulary of up to 14,000 words (Clark, 1993).

Nagy and Anderson (1984) concluded that high school graduates know _____ words.

Until _____, we learn about 3,500 new words a year, for a total of about _____ words (Gleitman, 1988).

Johnson (2001) suggests that the fact that an individual's vocabulary may increase from 14,000 words at age 6 to 100,000 words as an adult means many words are learned through _____ use rather than _____ instruction.

Children who do not think about or _____ a word after initial instruction are _____ to add it to their vocabulary repertoire. (Beck, Perfetti, & McKeown 1982).

Vocabulary Trends

- High school seniors near the top of their class knew about four times as many words as their lower-performing classmates (*Smith, 1941*).
- High-knowledge third graders had vocabularies about equal to lowest performing 12th graders (*Smith, 1941*).

In more recent research:

- First-grade children from higher-SES groups knew about twice as many words as lower SES children (*Graves, Brunetti, & Slater, 1982; Graves & Slater, 1987*).
- Once established, differences in vocabulary knowledge appear difficult to ameliorate (*Biemiller, 1999; Hart & Risley, 1995*).

Eight Guidelines for Vocabulary Instruction

1. Extended periods of instructional time must be devoted to vocabulary growth. (*NRP, 2000*).
2. Independent reading should be encouraged and facilitated. (*Nagy, 1988*).
3. Words important to the understanding of the text (passage-critical words) should be directly taught. (*Snow, Burns, & Griffin, 1998*).
4. Word learning must be active. (*Stahl, 1986*).
5. Students should have multiple exposures to a word to learn it well. (*NRP, 2000*).
6. Word study activities facilitate vocabulary growth. (*Miller, 1996*).
7. Relating new words to students' background experiences contribute to vocabulary growth. (*Graves & Graves, 1994; Nagy, Herman, & Anderson, 1985*.)
8. Phonic analysis, structural analysis, and contextual analysis help students independently acquire new words. (*Allen, 1999; Johnson & Baumann, 1984*).

Guidelines of Principals of Vocabulary Instruction with NRP Instruction Methods

Principles of Vocabulary Instruction	NRP Instruction Methods	Vocabulary Strategies (List those demonstrated and/or discussed today and those previously known)
1. Vocabulary Growth	Deriving Word Meanings Text Revision Concept Method Association Method Discussion, Current Events Literature Circles, Read Aloud	
2. Independent Reading	Wide Reading Passage Integration Training Text Revision Literature Circles Discussion Flexible Grouping	
3. Passage Critical Words	Pre-Instruction of Vocabulary Words	
4. Active Word Learning	Elaborate/Rich Instruction TOAST Method Basic Mnemonic Techniques Interactive Vocabulary Techniques	
5. Multiple Exposures	Wide Reading Computer/Multimedia Instruction Association Methods Basic Mnemonic Techniques	
6. Word Study Activities	Elaborate/Rich Instruction Dictionary/Glossary Basic Mnemonic Techniques Association Method	
7. Making Connections	Contextual Analysis Task Clarification Association Method	
8. Expanding Vocabulary	Deriving Word Meanings Roots/Affix Analysis Decoding Instruction Basic Mnemonic Techniques	

Independent Reading

Teachers should encourage and facilitate independent reading. The amount of reading, especially independent reading has a profound effect on the comprehension, fluency, and understanding of the material being read. Some students seem to be independent readers from the age of three, while others are struggling to be independent readers in high school. As educators, we directly identify struggling readers as those who have limited vocabulary, fluency, and comprehension. Teachers need to create an environment to support independent reading by every student so that they can build their oral and written vocabularies.

Nagy, 1988

Amount of Time Spent Reading and Reading Achievement of 5th graders (N=155)

Percentile Rank	Minutes of Text Reading Per Day	Estimated number of words read per year
98	90.7	4,733,000
90	40.4	2,357,000
70	21.7	1,168,000
50	12.9	601,000
20	3.1	134,000
10	1.6	51,000

Anderson et al 1988

Importance of Reading & Vocabulary

“You can’t build a vocabulary without reading. You can’t make friends if you never meet anybody, but stay with yourself all of the time. In the same way, you can’t build up a vocabulary if you never meet any new words. And to meet them, you must read. The more you read, the better. A book a week is good, a book every other day is better, a book a day is still better. There is no upper limit. Keep on reading. Keep on meeting unfamiliar words on printed pages. Keep on getting acquainted with the faces of words.”

Flesch & Lass, 1996, p. 105

Vocab Bookmark

Description:

A Vocab Bookmark (adapted from Brown, Phillips, and Stephens, 1993) is a bookmark made from laminated paper with spaces for students to list unfamiliar words when they encounter them in their reading. There is space to put the page number where the word was located so that students can go back to it easily. This is a one way for students to make their own vocabulary lists. Students can identify new words while reading and write them on the Vocab Bookmark with a Vis-a-Vis pen. That way, the bookmark can be reused. Students can immediately interact with new terms encountered.

Procedures:

1. The teacher models finding unfamiliar words while reading and how to record them on a bookmark. The bookmarks can be pre-made or students can make their own.
2. On the bookmark, students list new words or unusual words that may be used in an unfamiliar context.
3. On the bookmark students list the page number where the word was found.
4. The new words can be put in their vocabulary notebooks where students define them and demonstrate how to use them or the teacher may wish to have students complete some active word learning activities (see another variation, Vocab Day, below).

Vocab Day

Please date your entry. From your bookmark, choose three new or unusual words from your reading group book which you have encountered during reading.

1. **Please include the page number where you found the word in your reading book.**
2. **Write a definition for the word (using your own words, not the dictionaries).**
3. **Put the new or unusual word in a sentence.**
4. **Write one synonym for the new or unusual word (a similar word).**
5. **Write one antonym for the new or unusual word (an opposite word).**

Instructional Methods to Support Reading Growth & Independent Reading

- **Flexible Reading Groups** – These allow students at all instructional levels to work together to encounter new words.
- **Recreational Reading Programs** – Initiate the support and help of your school’s media specialist to instill high quality independent reading into your recreational reading program. The media specialist can implement programs that involve the whole family, thus ensuring that the students read, are read to and have authentic discussions with an adult.
- **Cross-curricular projects** - A variation of the Senior Project popular in many high schools, cross-curricular projects utilize students’ interests in creating content area projects (such as science or social studies fair projects or service learning projects). With the help of English teachers, students should be required to read books or magazines or write a paper based on the topic.

Critical Word Cloze

1. Read the cloze passage with words missing.
2. Independently, complete the cloze.
3. Share with group.

Nall was so _____. She was _____ to the _____ with Charkle. She would _____ a _____ _____ so she could _____ out _____. Charkle _____ her _____ out the _____.

“_____, Charkle,” jibbed Nall _____ly.

“Now we can _____ out _____ together!” _____ Charkle _____ly.

Vocab Attention Please!

Description:

Vocab Attention Please! makes students aware of important terms prior to reading. Lack of vocabulary knowledge is an obstacle for many students. Often they skip over unfamiliar words, and lack a full understanding of what they read. Vocab Attention Please! allows students to self-assess and helps them set a purpose for reading. It is also an assessment tool for teachers, helping them determine how much vocabulary instruction and practice will be needed.

Procedure:

1. The teacher selects the most important terms from the reading, being careful to limit them to a manageable number (5-9), and prepares a Vocab Attention Please! form (students can also keep these terms in a learning log). These terms can be displayed on a word wall.
2. The teacher writes Vocab Attention Please! On the board and the students assess their familiarity with each term using a form/log (is it known, unknown, or are they acquainted with the word).
3. Then the teacher describes the importance of the terms within the context of the topic to be learned to and prepare students for the reading selection.
4. As the students read the selection, they pay special attention to the Vocab Attention Please! terms and write information about them on the form/log.
5. The teacher then engages the class in a discussion of the terms to further clarify and develop their understanding of the words.

Adapted from *A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas* (2000) by Elaine Stephens & Jean Brown

Example

Before we read the following text on describing statistical data with graphs, determine whether you know the word, are acquainted with it, or if it is unknown to you by placing an “x” on the line depending upon your knowledge of each word. If you are acquainted with the word or it is unknown to you, please prepare for the reading ahead of time and focus on these words in the context of the reading to make each word known.

	Known	Acquainted	Unknown
Frequency Distribution	_____	_____	_____→
Bimodal	_____	_____	_____→
Bar Graph	_____	_____	_____→
Histogram	_____	_____	_____→
Stem & Leaf	_____	_____	_____→
Frequency Polygon	_____	_____	_____→
Positively skewed	_____	_____	_____→
Negatively skewed	_____	_____	_____→

Word Pool

Foolish

Loopy

Nonsensical

Zany

Idiotic

Wacky

Absurd

Witless

Asinine

Crazy

Boneheaded

Stupid

Loony

Goofy

The Snakes

**I once saw two snakes,
northern racers,
hurrying through the woods,
their bodies
like two black whips
lifting and dashing forward;
in perfect concert
they held their heads high
and swam forward
on their sleek bellies;
under the trees,
through vines, branches,
over stones,
through fields of flowers,
they traveled
like a matched team
like a dance
like a love affair.**

Mary Oliver

Active Word Learning Strategies

Word Bank

A word bank is a collection of words organized around a theme, topic, or unit. The teacher begins the new unit, topic, or theme, asking students what terms they can think of that are related to the topic. Activating students' prior knowledge, each student contribution triggers additional terms that expand the initial word bank.

Procedures:

1. The teacher describes a word bank.
2. The teacher introduces a new topic to the class.
3. The teacher models adding words to a word bank.
4. Students brainstorm terms that they recognize being related to the topic/study.
5. Each new word is written on a 5" x 7" index card, with a definition written on the back and an illustration.
6. As new vocabulary is learned they are added to the word bank.

Adapted from *A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas* (2000) by Elaine Stephens & Jean Brown.

I Heard a Word

A variation of the word bank is "I Heard a Word".

1. Students can sign up each day to present a word to the class.
2. Have students use the following format in the presentation.
3. Have students record all of the words presented in vocabulary notebooks.
4. All students record all of the words their classmates have presented.

I heard the word _____ and it was used in this sentence:

- **I thought it meant** _____
- **I found out it meant** _____
- **The sentence I wrote is** _____
- **The association I made is** _____

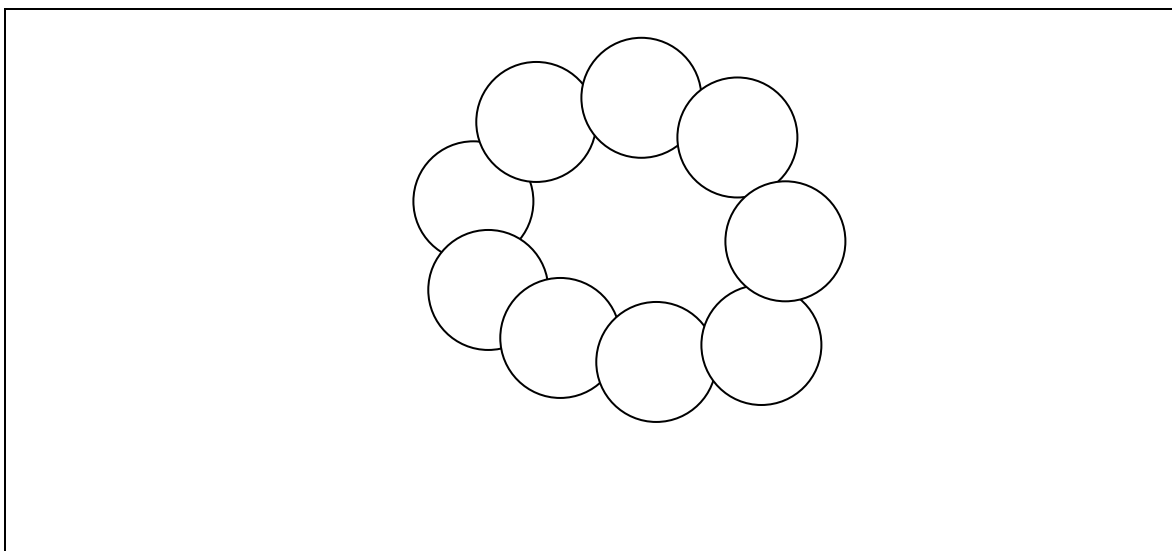
Source: *Wild About Words, A Teacher's Desktop Vocabulary Handbook*. Miami Dade County Public Schools, Division of Language Arts/Reading (2000).

Word Chain

In this strategy students connect and organize 5-7 new vocabulary words after they have been introduced by the teacher. In most content areas, new vocabulary words are related to other new words or previously learned words. A word chain provides is a structure which allows students to explore relationships among words, understand how they can be used, and remember their meanings. This requires higher-level thinking, so teachers need to model this strategy with the whole class before asking them to do it independently.

Procedures:

1. Select 5-7 new vocabulary words that are related to the same concept.
2. Model how to develop a word chain based on their relationships and connections. (words can be associated to each other in several ways; therefore, more than one word chain can often be created using the same words).
3. The students (in pairs) are given a set of words. They explore how the words are related or connected to each other. Then they develop a word chain to demonstrate their relationship.
4. In pairs, they share their word chains with the class, describing the connections. Each student writes a short paragraph using the new words in a way that demonstrates their connection.



Adapted from A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas (2000) by Elaine Stephens & Jean Brown.

Analogy Theatre

Analogy Theatre is a fun way for students to learn how analogies work, and how to recognize them and use them to strengthen their independent reading comprehension.

Here are the procedures for using Analogy Theatre:

- The teacher presents several analogies related to a concept and models how they are developed.
- From a list supplied by the teacher, the students—usually in pairs or small groups – choose a concept to develop an analogy.
- Students explore the concept and record its elements or characteristics.
- Next, they find a familiar concept that has elements or characteristics that are roughly parallel to the concept. They develop the analogy and present it to the class in a skit or as readers’ theatre.

Variations

- Some teachers help students learn to use analogies by presenting both parts of the comparison and then having students develop the analogy. For example, a teacher might ask a government class how a hockey game is like diplomatic negotiations. The students then develop the extended comparison.
- Some teachers use paired analogies (e.g. dog: cage as turtle: shell) to help students develop an understanding of vocabulary relationships.
- Some teachers have students draw cartoons or other visual representations to accompany the analogies.

Example:

As a physical education/health teacher, Beth Cooper was interested in the number of sports analogies that politicians were using in a recent campaign. She had her students “collect” the analogies that they heard. She had them look at the message that they sent about sports. Then she had the class develop their own analogies using sports compared with health concepts.

Analogy Theatre Adaptation: This teacher could then have students write scripts and produce a sports news show using their analogies.

Adapted from *A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas* (2000) by Elaine Stephens & Jean Brown.

Common Root Words, Prefixes, and Suffixes

Root	Meaning	Examples
act	do	action, actor, react, enact
aud	hear	audience, audition, auditorium
cred	believe	credit, credulous, incredible
dic	speak	dictate, predict, contradict, verdict
graph	write	autograph, paragraph, photograph
loc	place	locate, dislocate, allocate
man	hand	manual, manufacture, manipulate
mot	move	motor, demote, motion
ped	foot	pedal, pedestal, pedestrian
pop	people	population, popular, populace
port	carry	export, import, portable
sign	mark	signal, signature, significant
spec	see	inspect, spectacle, suspect
tract	pull, drag	attract, subtract, tractor, contract
volve	roll	involve, revolve, evolve
Prefix	Meaning	Examples
ad-	to	adapt, add, addict
an-	not	anorexia, anonymous, anarchy
auto-	self	autograph, automobile, autobiography
co-	together	cooperate, coincide, coauthor
de-	opposite	deplete, descend, deactivate
dis-	opposite	disagree, disgust, disarm
for-	not	forgo, forbid, forget
il-	not	illegible, illogical, illiterate
im-	into	immediate, immigrant, illogical
ir-	not	irregular, irresponsible, irreconcilable
mal-	bad	malice, malfunction, maladjusted
mis-	bad	misfortune, misbehave, misconduct
pro-	before	program, prologue, prognosis
re-	again	rewrite, redo, relive
sub-	under	submarine, submerge, subject
trans-	across	transcribe, transfer, translate
un-	not	unhappy, uncertain, uncomfortable

Suffix	Meaning	Examples
-ade	action or process	parade, escapade, blockade
-age	action or process	voyage, marriage, pilgrimage
-ant	one who	immigrant, merchant, assistant
-cle	small	particle, cubicle
-dom	state or quality act	freedom, wisdom, boredom
-ent	one who	superintendent, regent, resident
-er	one who	writer, reader, painter
-ful	full of	joyful, careful, fearful
-ic	relating to	historic, comic, poetic
-less	without	tireless, careless, ageless
-ly	every	weekly, daily, monthly, yearly
-ment	state or quality of	amusement, instrument, ornament
-or	one who	auditor, doctor, actor

Problems Assessing Vocabulary

Johnson (2001) identifies 3 problems with assessing vocabulary.

1. How do you decide which words to test?
2. What does it mean to know a word?
3. How do you actually test the word?

Vocabulary and Testing

Johnson (2001) recommends three formats:

1. Given a list of three or four words, which one does not belong.
2. Choose the word that best fits in the sentence.
3. Given a list of three or four words, choose the closest in meaning to fit in the sentence.

Assessing Vocabulary

Johnson (2001) suggests that teachers assess vocabulary in their classrooms using written work, cloze passages, hinky pinkies (riddles), memory games, teacher tests, and by asking students directly.

Johnson offers some suggestions for testing word knowledge.

We could ask the child to:

1. Read the word and circle a picture of it.
2. Look at a picture and circle the word for it.
3. Read the word and circle a definition.
4. Read the word and circle a synonym.
5. Read the word and circle an antonym.
6. Read the word in context and circle a definition, synonym, or antonym.
7. Read a sentence and write the missing word.
8. Read a sentence and supply the missing word orally.
9. Read the word and draw a picture or tell about it.
10. Read the word and put it in a category.
11. Find the word in a category in which it doesn't belong.

Vocabulary Professional Resources

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