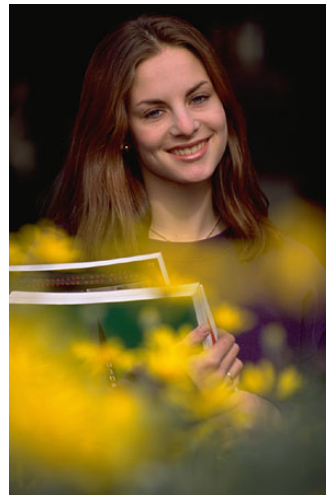


Vocabulary

Just Read, Florida!
Professional Development
Transparencies

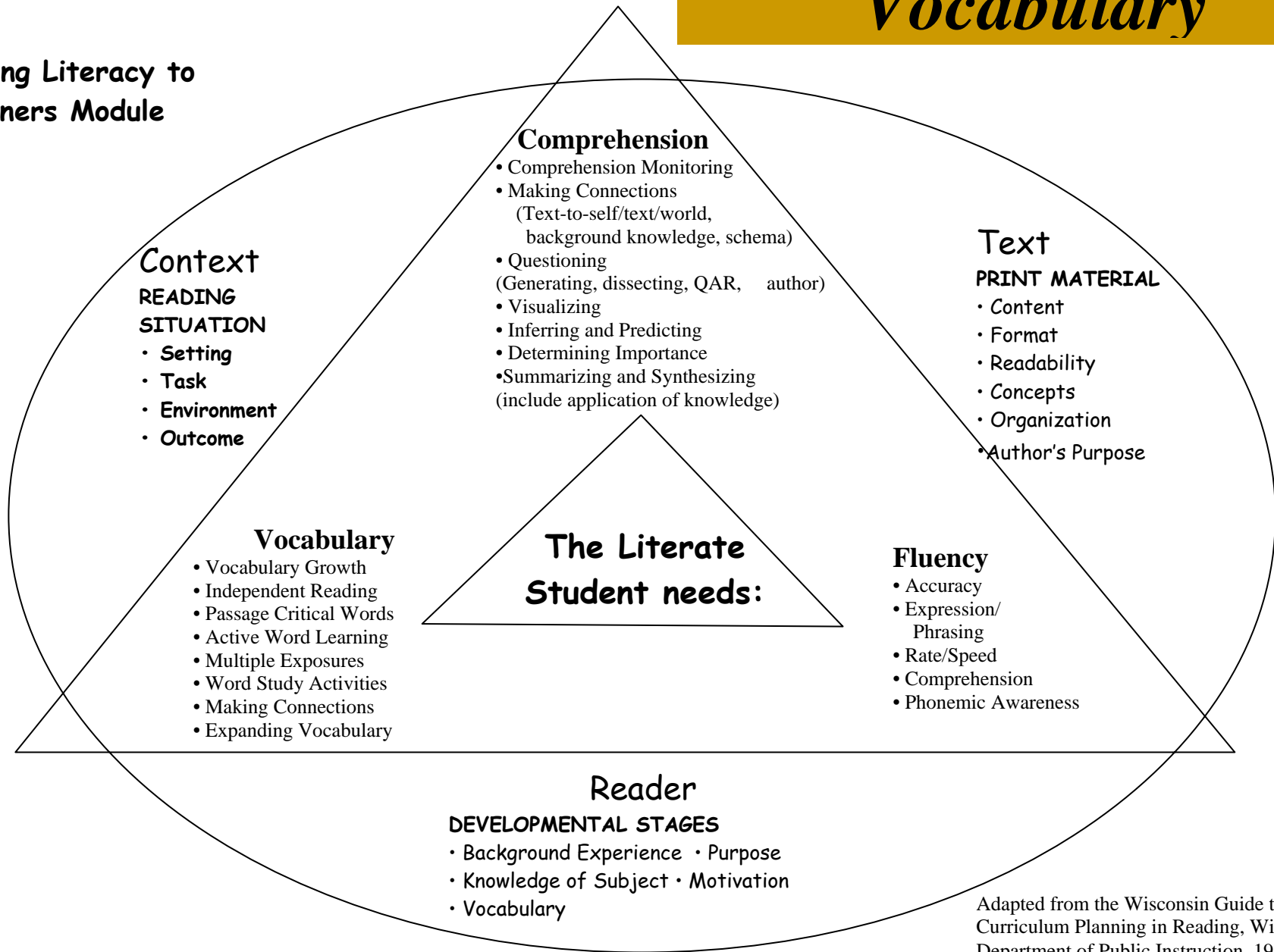
Florida K-12 Reading Endorsement
REESOL Bundle Inservice Training
Vocabulary



FLaRE is a Project of Just Read, Florida!

Vocabulary

Linking Literacy to Learners Module



Adapted from the Wisconsin Guide to Curriculum Planning in Reading, Wisconsin Department of Public Instruction, 1986.

Vocabulary

Linking Literacy to Learners

I. Comprehension

Comprehension Monitoring
Questioning
Visualizing
Making Connections
Inferring and Predicting
Determining Importance
Summarizing

III. Fluency

Accuracy
Prosody
Rate/Speed

II. Vocabulary

Vocabulary Growth
Reading
Passage Critical Words
Active Word Learning
Multiple Exposures
Word Study Activities
Making Connections
Morphemic Knowledge

Each component contains the following areas:

Research
Strategic Teaching and Learning
Learner Modifications
Types of Assessment

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.

The 10 Most Important Words

Write the “10 Most Important Words” or phrases you feel are related to increasing students’ vocabulary.

Share with an elbow partner; revise your list if you wish.

Report out your “10 Most Important Words”.



What Is Vocabulary?

According to *Put Reading First* (2001), vocabulary refers to the words we must know to communicate effectively.

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



- A list of words, as in a dictionary or glossary; lexicon
- Those words known or used by a person or group
- All of the words of a language
- Nonverbal forms of expression, as the vocabulary of the painter

Teaching Implication

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

Vocabulary

Interesting Research Facts

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

We have **2** mental vocabularies: phonological (we use when we listen and talk) and orthographic (we use when we read and write).

By age **6**, most children have an oral vocabulary of up to 14,000 words (*Clark, 1993*).

Nagy and Anderson (1984) concluded that high school graduates know **45,000** words.

Until **30**, we learn about 3,500 new words a year, for a total of about **100,000** 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 *active language* use rather than *explicit* instruction.

Children who do not think about or *use* a word after initial instruction are *unlikely* 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*).**

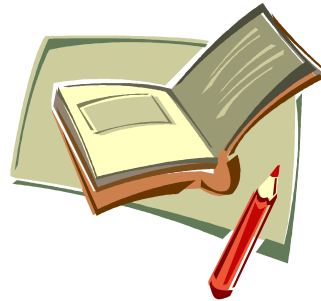
Vocabulary Trends

Respond to these questions:

Do these trends surprise you?

What are the implications in these facts for classroom teachers?

Discuss with an elbow partner, and then report your conclusions to the entire group.



Vocabulary

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*).**

Eight Principles of Vocabulary Instruction

- **Vocabulary Growth**
- **Independent Reading**
- **Passage Critical Words**
- **Active Word Learning**
- **Multiple Exposures**
- **Word Study Activities**
- **Making Connections**
- **Expanding Vocabulary**

Vocabulary

Alignment of Principals of Vocabulary Instruction with NRP Instruction Methods

Principles of Vocabulary Instruction	NRP Instruction Methods	Examples of Vocabulary Strategies that Support Principles
1. Vocabulary Growth	Deriving Word Meanings Text Revision Concept Method Association Method Discussion, Current Events Literature Circles, Read Aloud	10 Most Important Words Word Bank I Heard a Word Personal Storytelling
2. Independent Reading	Wide Reading Passage Integration Training Text Revision Literature Circles Discussion Flexible Grouping	Vocab Day Sticky Notes ID Vocabulary Enricher Vocab Bookmark
3. Passage Critical Words	Pre-Instruction of Vocabulary Words	Vocab Attention Please! 10 Most Important Words Known-Acquainted-Unknown Graphic Organizers
4. Active Word Learning	Elaborate/Rich Instruction TOAST Method Basic Mnemonic Techniques Interactive Vocabulary Techniques	Readers Theatre, Storytelling Vocab Attention Please! 10 Most Important Words Known-Acquainted-Unknown Graphic Organizers Word Bank

Vocabulary

Alignment of Principals of Vocabulary Instruction with NRP Instruction Methods

Principles of Vocabulary Instruction	NRP Instruction Methods	Examples of Vocabulary Strategies that Support Principles
5. Multiple Exposures	Wide Reading Computer/Multimedia Instruction Association Methods Basic Mnemonic Techniques	Graphic Organizers Word Bank I Heard a Word Word Chains
6. Word Study Activities	Elaborate/Rich Instruction Dictionary/Glossary Basic Mnemonic Techniques Association Method	Word Analysis Word Bank I Heard a Word Word Sorts Graphic Organizers
7. Making Connections	Contextual Analysis Task Clarification Association Method	Vocab by Analogy Word Chains Word Sorts Graphic Organizers
8. Expanding Vocabulary	Deriving Word Meanings Roots/Affix Analysis Decoding Instruction Basic Mnemonic Techniques	Graphic Organizers Word by Analogy Word Chains Word Bank I Heard a Word

Vocabulary

Vocabulary Growth

“Teachers need to devote instructional time to vocabulary growth (NRP, 2000). Extended periods of time devoted to vocabulary instruction will ensure better understanding words. Read aloud to students and discuss the selection before, during, and after you read. Teachers should foster word consciousness and encourage students to play with words by engaging them in word play.”

Armbruster et al, 2001



Vocabulary

Vocabulary Growth Through Extended Periods of Instruction

Model the use of dictionaries, thesauruses, glossaries, footnotes, and handbooks.

Connect individual words to a larger concept, especially one that is based on background knowledge.

Show why some words are more difficult to understand (and require deeper analysis) than others.

Use word walls—a specific chart on the wall for listing new or unfamiliar words so students can see and use them often.

Point out multiple meanings of words.

Use memory links to help students remember words (visuals, objects, stories, graphic organizers).

Teach specialized vocabulary before beginning content area study.

Show students how to use context to find meaning.

Facilitate the use of highlighters and sticky-notes to help students identify unfamiliar vocabulary words for further study.

Adapted from J. Allen, 1999

Personal Storytelling

Storytelling connects and extends oral and written vocabulary.

“Oral vocabulary is a key to learning to read. Oral vocabulary assists the transition from oral to written forms. Reading vocabulary is crucial to the comprehension processes of a skilled reader.”

NRP, 2001

Personal Storytelling

Think about a trip you took and do not want to take again. Jot down a few things to help you recall the story.

Team up with a partner and share your story with someone at a different table/group.

The listening participant should jot down items to help them respond to the storyteller.

Discuss the story development, use of language, and structure of story and language used in the story. Repeat so the other person can share their story.

Vocabulary

Independent Reading

Teachers should encourage and facilitate independent reading (*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

What are the implications for instruction?

Vocabulary

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

Vocabulary

Instructional Methods to Support Reading Growth & Independent Reading

During independent reading, students need to learn how to be critical readers and decoders.



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.

Passage Critical Words

**“Teachers should directly teach passage-critical words
(*Snow, Burns, & Griffin, 1998*).**

Teachers do not need to teach every unknown word.

**Teach the words important to the understanding of the text
or words that students are likely to encounter again.**

**This is in contrast to the grade level word list method which
is predominate in schools because this method treats all
words as if they are integral to the understanding of the text
(*Nagy, 1988*).**

“Teach only 8 or 10 words per week (*Armbruster et al, 2001*).

Critical Word Cloze #1

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.

Critical Word Cloze #2

Nall was so plamper. She was larping to the flannerby with Charkle. She would grunk a flannery barp so she could crooch out books. Charkle lanted her gib out the neb.

“Parps, Charkle,” jibbed Nall plamperly.

“Now we can crooch out carples together!” pifed Charkle trigly.

- **Who were the characters in the story?**
- **Where were they larping?**
- **Why did she want to grunk a flannerby barp?**

Critical Word Cloze #3

Nall was so excited. She was going to the library with Charkle. She would get a library card so she could check out books. Charkle helped her fill out the form.

“Thanks, Charkle,” jibbed Nall excitedly.

“Now we can check out books together!” laughed Charkle happily.

Adapted from *Creating Support for Effective Literacy Education* by C. Weaver, L. Gillmeister-Krause, & G. Vento-Zogby, (1996).

Vocabulary

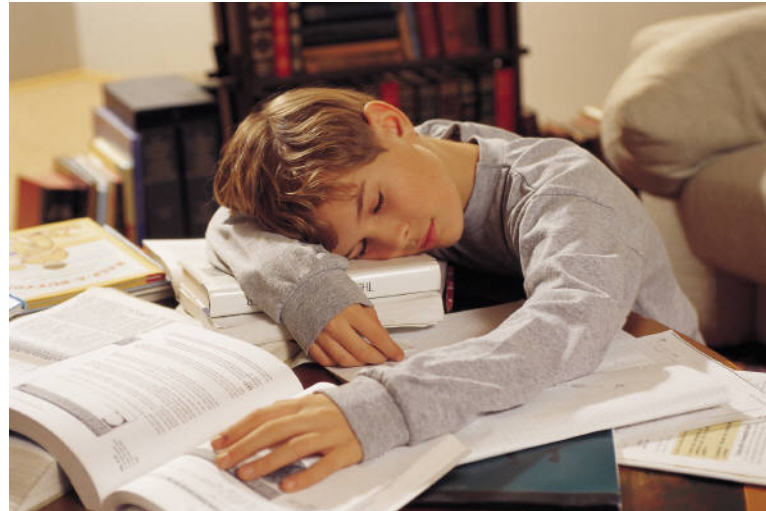
Vocab Attention Please

Before we read the following text on describing statistical data with graphs, determine whether you know the word, are acquainted with it, or it is unknown to you by placing an “x” on the line depending upon your assessment of 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	_____	_____	_____

Active Word Learning

“Word learning must be active—not passive dictionary definition learning” (Stahl, 1986).



**Brainstorm active word-learning strategies
with an elbow partner.**

Word Analysis

Draw a vertical arrow.

With an elbow partner, place words from the word pool along the arrow deciding where each word should be placed (closer to preposterous or silly).

Word Pool:

Foolish

Nonsensical

Idiotic

Absurd

Asinine

Boneheaded

Loony

Loopy

Zany

Wacky

Witless

Crazy

Stupid

Goofy

Preposterous



Silly

What's Your Thought?

Word analysis supports ESOL learners.

Word analysis promotes vocabulary growth.

Word analysis expands vocabulary.

Word analysis is an active learning technique.

Word analysis can teach students how to use resources.

Vocabulary

The Snakes

Mary Oliver

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.

Multiple Exposures

“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”.

“One of the strongest findings about vocabulary instruction, whether direct instruction or learning words from context, is that multiple encounters are required before a word is really known, that is, if it is to affect a student’s comprehension and become a useful and permanent part of the student’s vocabulary repertoire.”

Beck, McKeown, Kucan, 2002

Vocabulary

1. Find an Activity Partner.
2. Determine who is A and who is B.
3. A read out loud to B (B make no comments).
4. B read to A (A make no comments).
5. Discuss: What do students often do in this type of situation?

The boys' arrows were nearly gone so they sat down on the grass and stopped hunting. Over at the edge of the woods they saw Henry making a bow to a little girl who was coming down the road. She had tears in her dress and also tears in her eyes. She gave Henry a note which he brought over to the group of young hunters. Read to the boys, it caused great excitement. After a minute but rapid examination of their weapons, they ran down the valley. Does were standing at the edge of the lake making an excellent target.

Buswell, G.T. (1920). An experimental study of eye- voice span in reading. Supplementary Education Monographs. No. 17.

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”.

1. Divide into groups of 4 to 5 people.
2. Brainstorm alternatives to having students look-up words in the dictionary on chart paper.
3. Share your list with the whole group and record ideas.

Words, Words, Words, *Reading Assignments*

Art teachers read Pages 84-85

Health & P.E. teachers read Pages 85-86

Language Arts teachers read Pages 86-89

Math teachers read Page 89

Science teachers read Pages 90-91

Social Studies teachers read Pages 91-93

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, by asking students what terms they can think of that are related to the topic. Activating students' prior knowledge, each student's contribution triggers additional terms that expand the initial word bank.

Procedures:

- The teacher describes a word bank.
- The teacher introduces a new topic to the class.
- The teacher models adding words to a word bank.
- The students brainstorm terms that they recognize as being related to the topic/study.
- The students write each new word on a 5" x 7" index card, with a definition written on the back along with an illustration.
- The students add new vocabulary to the word bank as the words are learned.

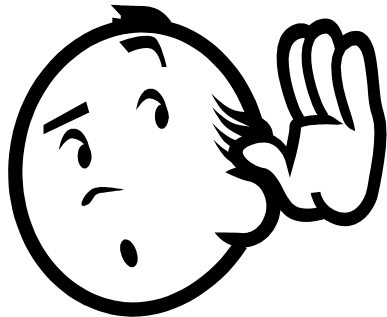
Adapted from A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas (2000) by Stephens & Brown.

Vocabulary

I Hear A Word

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)*

Making Connections

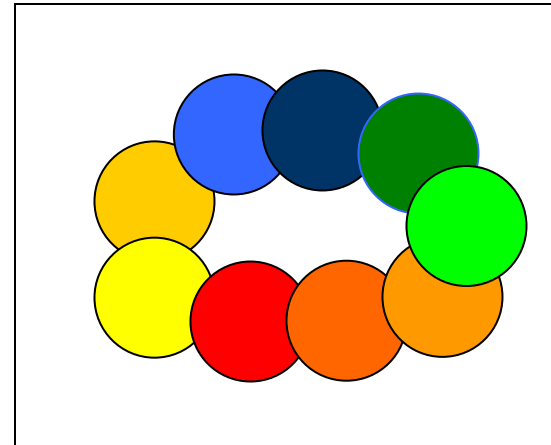
“Strategies to help students relate new words to their background experience as well as other words are desired” (*Graves and Graves, 1994; Nagy, Herman, & Anderson 1985*).



Have students activate prior knowledge, predict, and self-assess their knowledge of words they will be reading.

Word Chains

1. Select a partner.
2. With the set of words given explore how the words are related or connected to each other.
3. Develop a word chain to demonstrate the relationship of the words.
4. Share your word chain with another pair, describing the connections.
5. 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.

Expanding Vocabulary

Phonic analysis, structural analysis, and contextual analysis help students independently acquire new words.

Phonic analysis is the ability to distinguish speech sounds such as syllables, rhyme and individual phonemes (the smallest unit of speech that distinguishes one word from another).

Structural analysis requires the learner to use morphemes, or meaning units in the analysis of words, such as using suffixes, prefixes and roots of words.

Contextual analysis requires the learner to use the surrounding text of the sentence to give meaning to a new word.

Expanding Vocabulary

“Students need strategies to independently acquire new words through phonic analysis, structural analysis, and contextual analysis (*Allen, 1999; Johnson & Baumann, 1984*).

Teach students to use word parts to figure out the meanings of words in text. “Knowing some common prefixes and suffixes (affixes), base words, and root words can help students learn the meanings of many new words” (*Armbruster et al, 2001, p. 38*).

Teach students to use context clues to determine word meanings and teach students to use dictionaries and other reference aids to deepen knowledge of word meanings”.

Context and Structural Analysis Together Are Powerful!

Teach them to use word parts to figure out the meanings of words in context.

Encourage them to use context to determine word meaning.

Vocabulary by Analogy

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

Vocabulary

Using Morphemes

Consider the word: **miscreant**

What does it mean? Write your thoughts.

Why do you think this way?

Using Handouts V 17-18 to practice figuring out
miscreant by analogy.

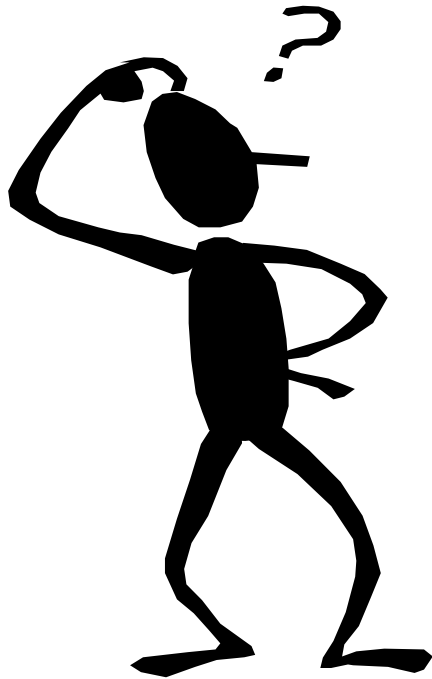
Look at the sentence from which it came (context).

The **miscreant** was imprisoned for his deeds.

Does it confirm or reject your original thoughts?

Assessment

**Johnson (2001) identifies 3 problems
assessing vocabulary**



How do you decide which words to test?

What does it mean to know a word?

How do you actually test the word?

Vocabulary and Testing

“Students need to be able to demonstrate word knowledge. Students should be taught to utilize strategies for taking standardized tests. Teachers should provide students with practice in common vocabulary testing formats.”

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

“Vocabulary assessment should be varied, meaningful, and match instruction” (NRP, 2000).

Johnson offers some suggestions for testing word knowledge.

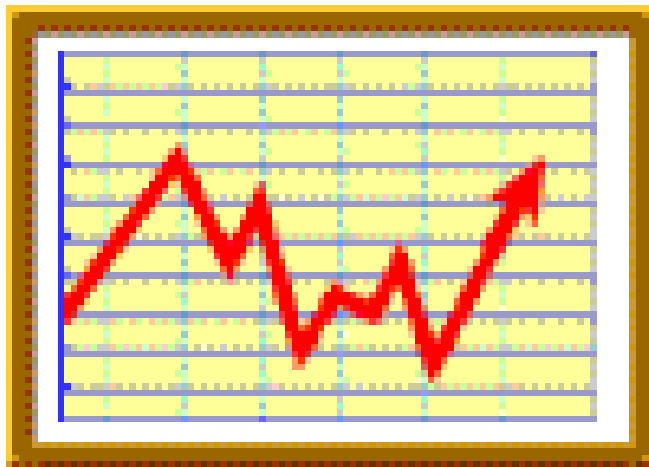
We could ask the child to:

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

Closed Sort: Janet Allen's Effective Practices in Vocabulary Development

According to your knowledge and that which you have gained today, group Allen's Effective Practices in Vocabulary Development into 2 piles — those to increase and those to decrease. Work in teams of 3.



Share your results with another group.

Compare to Allen's.

Vocabulary

Effective Practices in Vocabulary Development

Increase	Decrease
<ul style="list-style-type: none">• Time for reading.• Use of varied, rich text.• Opportunities for students to hear or use words in natural sentence contexts.• Opportunities for students to use words in a meaningful way.• Use of concrete contexts when possible (pictures, artifacts).• Opportunities for students to connect new words/concepts to those already known.• Study of concepts rather than single, unrelated words.• Teaching strategies leading to independent word learning.• Finding the word or concept that will have the biggest impact on comprehension rather than covering many words superficially.• Opportunities for inference.	<ul style="list-style-type: none">• Looking up definitions as a single source of word knowledge.• Asking students to write sentences for new words before they've studied the word in depth.• Notion that all words in a text need to be defined for comprehension.• Using context as a highly reliable tool for increasing comprehension.• Assessment that ask students for single definitions.• Explicit concept instruction and incidental encounters with words.

Taken from Janet Allen (1999) *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. Stenhouse Publishers: York, ME.

Exit Pass

Respond to the following prompts:

1. List three things you learned today about vocabulary instruction
2. What activity or strategy will you *MOST* likely use in your classroom? Why?
3. What activity or strategy would you be *LEAST* likely to use? Why?

