What’s the Word?
Linking vocabulary to reading and writing
Introductions!

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We are the solution for:

1. Thematic Inquiry Core Curriculum
2. K-12 Reading Instruction & Assessment
3. Expertly Curated Classroom Libraries
4. Teacher and Leadership Learning in English and Spanish
Humdingers!

- Mary Had a Little Lamb
- The Wheels on the Bus
- The Itsy Bitsy Spider
- Happy Birthday
History of vocabulary instruction

Fairbanks and Stahl (1986) meta-analysis:
   1. Does vocabulary instruction have a significant effect on children’s comprehension of texts?
   2. What types of vocabulary instruction are most effective?

CB Zimmerman (1997) empirical study:
   Do reading and interactive vocabulary instruction make a difference?

Scott, Noel, and Asselin (2003) observational study:
   Examined when, where, how often, and how effectively vocabulary instruction occurred in more than 20 schools.

Here we are in 2016 STILL talking about vocabulary instruction!
SESSION GOALS:

WHY
• Examine the role that vocabulary plays in the development of literacy.

HOW
• Explore metacognitive strategies that develop strong vocabulary.

WHAT
• Consider next steps for incorporating high-leverage vocabulary strategies into ongoing instruction.
Why teach vocabulary?

Poor readers often lack adequate vocabulary to get meaning from what they read. Consequently, reading is difficult and tedious for them, and they are unable (and often unwilling) to do the large amount of reading they must do if they are to encounter unknown words often enough to learn them. This situation contributes to what are called “Matthew Effects,” that is, interactions with the environment that exaggerate individual differences over time, with “rich get richer, poor get poorer” consequences. Good readers read more, become even better readers, and learn more words; poor readers read less, become poorer readers, and learn fewer words. Indeed, the vocabulary problems of students who enter school with poor or limited vocabularies only worsen over time. –Texas Education Agency
Why Vocabulary?

- Vocabulary experts agree that adequate reading comprehension depends on a person already knowing between 90 and 95 percent of the words in a text (Hirsch, 2003).

- Knowing at least 90 percent of the words enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn new words (Sedita, 2005).
Learning Standards...

Read and comprehend complex literary and informational texts independently and proficiently.
Vocabulary Development

1. Increases reading comprehension.
2. Assists in developing knowledge of new concepts.
3. Improves range and specificity in writing.
4. Help students communicate more effectively.

—Janet Allen, 1999
Jot Thoughts!

Why vocabulary?

~Kagan
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There is no one best method!

- Directly and indirectly
- 400 words per year can be explicitly taught
- Roots and affixes (suffixes and prefixes)
- Exposure
- Read, read, read!!!
Definitional vs. Contextual
“Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime.”

1. Wide or extensive independent reading to expand word knowledge
2. Instruction in specific words to enhance comprehension of texts containing those words
3. Instruction in independent word-learning strategies
4. Word consciousness and word-play activities to motivate and enhance learning

Graves (2000)
“Language choice is a matter of craft for both writers and speakers.”

Appendix A, CCSS

New words and phrases are acquired through:

1. Reading and/or being read to.
2. Direct vocabulary instruction.
3. Purposeful classroom discussions around rich content.
“Reading is the single most important factor in increased word knowledge.”

—Anderson & Nagy, 1991
READING IS NOT ENOUGH

Students need:

extensive reading AND direct instruction in word learning strategies in order to become independent readers, writers, speakers, and thinkers.

—Janet Allen, 1999
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Give One, Get One!
~Kagan
Louisiana Standards L 5.4

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

✓ a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

✓ b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

✓ c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Selecting Vocabulary Words

• Before instruction, preview the text, even when using text that has pre-selected vocabulary words.

• Read the passage and identify vocabulary words you think students will find unfamiliar. Ask yourself: “How difficult is this passage to understand?”

• Select words that are important to understanding the text.

• List words you predict will be challenging for your students. You may not be able to teach all of these words. Research supports teaching only a few words before reading.

• Determine which words are adequately defined in the text. Some may be defined by direct definition and others through context. Expand on these words after reading, rather than teaching them directly before reading.

Selecting Vocabulary Words

- Identify words students may know based on their prefixes, suffixes, and base or root words. If structural elements help students determine words’ meanings, don’t teach them directly.
- Consider students’ prior knowledge. Words can be discussed as you activate and build prior knowledge. Words can also be extended.
- Determine the importance of the word. Ask yourself: “Does the word appear again and again? Is the word important to comprehending the passage? Will knowledge of the word help in other content areas?”
- Remember, words taught before students read include:
  - Words that will be frequently encountered in other texts and content areas.
  - Words that are important to understanding the main ideas.
  - Words that are not a part of your student’s prior knowledge.
  - Words unlikely to be learned independently through the use of context and/or structural analysis

WHICH WORDS DO I TEACH AND HOW?

How does knowing the key aspects of each tier of words assist in planning effective vocabulary instruction?

I = Instructional Implications

* = Key Idea

? = What ideas or concepts do you question?
In early times, no one knew how volcanoes formed or why they spouted red-hot molten rock. In modern times, scientists began to study volcanoes. They still don’t know all the answers, but they know much about how a volcano works.

Our planet is made up of many layers of rock. The top layers of solid rock are called the crust. Deep beneath the crust is the mantle, where it is so hot that some rock melts. This melted, or molten, rock is called magma.

Volcanoes are formed when magma pushes its way up through the crack in Earth’s crust. This is called a volcanic eruption. When magma pours forth on the surface, it is called lava.

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Developing Meaning...

In introducing words, here are things to keep in mind:

• Make word meanings explicit and clear. Develop student-friendly explanations or create instructional contexts for discussing word meanings.

• Get students actively involved with thinking about and using the meanings right away.

• Full understanding and spontaneous, appropriate use of new words develops gradually, but a strong start is essential to allowing those processes to occur.
The dictionary: Not the only source!

- Dictionary definitions must be brief due to space restrictions. The brevity of many dictionary definitions leaves too much assumed, and young learners often make incorrect assumptions or are unable to put the ideas together at all.
- Dictionary definitions are so often unhelpful due to the format.

What are some other sources to use in addition to the dictionary?
Vocabulary Development

✓ Dictionaries/Thesauruses
✓ Genre Patterns and Clues
✓ Synonyms/Antonyms
✓ Figurative Language
✓ Latin/Greek Affixes; Root Words
✓ Notice and Acquire Genre-Specific Vocabulary Through Binging on a Series
8 to 10 exposures and practice with a word leads to retention!
Vocabulary Support

Word Learning Strategies

1. Context clues (read before/read ahead)
2. Prefixes and suffixes (teach their function)
3. Synonyms and antonyms (Frayer Model)
4. Nuances in word meaning (idioms, figurative lang.)
5. Latin and Greek roots (teach their function)
6. Dictionaries and Thesauruses (cross-checking tools)
7. Cognates (ELLs)
Common Prefixes

**Turn and Talk**

With your partner, jot down all negation prefixes and write down a few words to demonstrate each one.

- -dis
- -non
- -un
- -im, -in, -il, -ir

• SAY IT → USE IT → NEGATE IT → USE IT
20 prefixes becomes 3,000 words!
MORPHOLOGICAL PROBLEM SOLVING

“The meanings of 60% of words can be figured out using knowledge of the units of meaning (i.e., root words like right and affixes like -ous and –ness) that make up the word.”

—Nagy & Anderson, 1984
LIFTING THE LEVEL OF LANGUAGE

Using combined knowledge of Greek or Latin affixes and roots as clues to the meaning of a word.

PERISCOPE

about or around

watch and see
Vocabulary ideas!

- Frayer model
- $1,000 pyramid
  - Take off, touch down. Say a definition, then say “take off” if it’s ____,”touch down” if it’s____.
- Blank board games. Roll if it’s right!
- Jeopardy (template PowerPoint)
- Jot Thoughts (*modeled in this session*)
- Connect Two
- Word Wizards
More ideas!

• Clarify

• Postcard. Students create a postcard that highlights a vocabulary word as if it were a place.

• Give one, get one (*modeled in this session*)

• Previewing vocabulary with a board, a box of clues, a study guide, etc.

• Fix It! Make a list of all the words you can think of with that prefix.

• I have... who has?
Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.
$1,000 Pyramid

• Modeled after the popular TV game show
• Words are assigned a dollar amount
• Student(s) A sit with their back against the board so they can not see the words
• Student(s) B face the board and give their definition(s) of the word and the player (Student A) has to say the word.
• They earn points (money) as a team!
I asked my tutor to assist me with my arduous homework.
Root Words Activity
Frayer Model
Fix It!

• Make a list of all the words that you know that have these prefixes

• Use a timer and make it a challenge!
Word Wizards

• Be alert to these words being used throughout the day.
• Write down the context you heard them being used in.
• Each instance=1point

• Fearless
• Replied
• Ridiculed
• Aggression
• Hypocrisy
• Tattered
• Weary
• Settlements
Your turn!

Please visit the tables around the room. There are two sets of the same 5 activities. You are welcome to take any copies that are available!

Have Fun!
Reflection!

What did you notice about the activities? What resonated with you?
LIFTING THE LEVEL OF LANGUAGE

Raise your hand.

- Elevate your palms.
- Lift your digits to a higher altitude.
- Appendages in the air.
Words are not just words. They are the nexus—the interface—between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.”

—Marilyn Jager Adams, 2009
“Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.”

–President Barack Obama