Word Learning

Building Bridges to Better Vocabulary Instruction

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Overview

I. How Important is Vocabulary?

II. What Types of Instructional Strategies Promote Vocabulary Development?

III. Where Can Vocabulary Resources be Found?

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How Important is Vocabulary?

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How Important is Vocabulary?

- The extent of one's vocabulary determines one's fluency and comprehension (Allington, 2006; Samuels, 2002).
- Vocabulary is both an *outcome of* and a *prerequisite for* comprehension (Nagy & Scott, 2000)
- Students with large vocabularies score higher on achievement tests than students with small vocabularies (Stahl & Fairbanks, 1986).
- Vocabulary factors into "fourth-grade slump"

The Importance of Vocabulary

- Most Vocabulary is learned indirectly.
- Some vocabulary should be taught directly.
- Limited vocabulary can be symptomatic of a disability (language, literacy and/or cognitive).
- Background knowledge is essential to vocabulary learning.

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"Word meanings are not just unrelated bits of information, but are part of larger knowledge structures." (Stahl, 1999).

Adapted from Hiebert, 2005

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K.8 The student will expand vocabulary.
a) Discuss meanings of words.
b) Develop vocabulary by listening to a variety of texts read aloud.

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
• Teachers reading texts aloud provide opportunities for students to have language modeled for them and expose them to new words in order to expand their working vocabularies. • Vocabulary growth aids in development of reading and comprehension.	To be successful with this standard, students are expected to • discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings. • identify new meanings for familiar words and apply them accurately (e.g., knowing *water* as a drink and learning the verb *water the flowers*). • use common adjectives to distinguish objects (e.g., the *small red* square; the *shy white* cat). (Students are not required to know the term adjective at this level.) • ask and respond to questions about unknown words in a text.

1.8 The student will expand vocabulary.
a) Discuss meanings of words in context.
b) Develop vocabulary by listening to and reading a variety of texts.
c) Ask for the meaning of unknown words and make connections to familiar words.
d) Use text clues such as words or pictures to discern meanings of unknown words.
e) Use vocabulary from other content areas.

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
• The intent of this standard is that students will expand their vocabulary by participating in a variety of literacy experiences. • Teachers reading texts aloud provide opportunities for students to have language modeled for them and expose them to new words, in order to expand their working vocabularies.	To be successful with this standard, students are expected to • understand and discuss the meanings of new words as presented in context. • develop their vocabulary by listening to and reading a variety of texts (e.g., predictable, decodable, and narrative/expository texts written in the original, natural language of the authors). • use vocabulary from other content areas in literacy tasks

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2.7 The student will expand vocabulary when reading.
a) Use knowledge of homophones.
b) Use knowledge of prefixes and suffixes.
c) Use knowledge of antonyms and synonyms.
d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
e) Use vocabulary from other content areas.

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
• The intent of this standard is that students will expand their vocabulary through an understanding of homophones, prefixes, suffixes, synonyms, and antonyms. • Students will also develop vocabulary by discussing meanings of words and by listening and reading a variety of text across the content areas. •**Homophones** are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints)	To be successful with this standard, students are expected to • use knowledge of homophones (e.g., such as *pair* and *pear*). • identify and recognize meanings of common prefixes and suffixes (e.g., un-, re-, mis-, dis-, -y, -ly, -er, -ed, -ing, -est, -ful, -less, -able). •use specific vocabulary from content area study to express interests and knowledge (e.g., in discussions, by summarizing, through generating and answering questions).

3.4 The student will expand vocabulary when reading.
a) Use knowledge of homophones.
b) Use knowledge of roots, affixes, synonyms, and antonyms.
c) Apply meaning clues, language structure, and phonetic strategies.
d) Use context to clarify meaning of unfamiliar words.
e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
f) Use vocabulary from other content areas.
g) Use word reference resources including the glossary, dictionary, and thesaurus.

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
• The intent of this standard is that students will expand their vocabulary when reading. •Students will use combined knowledge of phonics and word analysis skills in decoding words (e.g., prefixes, suffixes, multisyllabic words).	To be successful with this standard, students are expected to • apply understanding of language structure to make meaning from text by - using transition words of time sequence; - using transition words of compare-contrast; - using transition words of cause-effect - using vocabulary from history and social science, mathematics, and science; and - using the glossary, dictionary, and thesaurus as reference resources to learn

4.4 The student will expand vocabulary when reading.
a) Use context to clarify meanings of unfamiliar words.
b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
c) Use word-reference materials, including the glossary, dictionary, and thesaurus.
d) Develop vocabulary by listening to and reading a variety of texts.
e) Use vocabulary from other content areas.

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
• The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. • Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words. • Students will use word-reference materials to learn new words. • Students will use vocabulary from	To be successful with this standard, students are expected to • use context to select the applicable definition of a word from a glossary or dictionary. • identify and consult the word-reference material(s), including the glossary, dictionary, and thesaurus… • develop vocabulary by listening to and reading a variety of texts. • determine the meaning of general academic and content-specific words or phrases in a text. • study word meanings across content areas.

5.4 The student will expand vocabulary when reading.
a) Use context to clarify meaning of unfamiliar words and phrases.
b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
d) Identify an author's use of figurative language.
e) Use dictionary, glossary, thesaurus, and other word-reference materials.
f) Develop vocabulary by listening to and reading a variety of texts.
g) Study word meanings across content areas.

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
• The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. • Students will build their knowledge of word origins by learning about Greek and Latin affixes. • Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to	To be successful with this standard, students are expected to • begin to learn about Greek and Latin affixes. • identify when an author uses language figuratively. • use word references and context clues to determine which meaning is appropriate in a given situation. • identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed.

The Importance of Vocabulary: SOL Blueprints

Reporting Category	Grade 3	Grade 4	Grade 5	
English/ Reading Assessment				
Use word analysis strategies and word reference materials	7	7	8	
Comprehension (F & NF)	33	33	32	
Writing Assessment			MC/T El	Writing
Research, plan, compose, and revise for a variety of purposes			7	16
Edit for correct use of language, capitalization, punctuation, and spelling			15	8

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How Important is Vocabulary?

Discussion point

Has your understanding of the importance of vocabulary been changed or challenged by this information?

If so, how?

If not, how was it confirmed?

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What Types of Instructional Strategies Promote Vocabulary Development?

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National Reading Panel Report (2000)

1. The importance of direct instruction of vocabulary items for a specific texts

2. The importance of repetition and multiple exposure to vocabulary items

3. Learning in rich contexts is valuable for vocabulary learning. *Vocabulary words should be those that the learner will find useful in many contexts.*

4. Vocabulary tasks should be restructured as necessary.

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National Reading Panel Report (2000)

5. Vocabulary learning is effective when it entails active engagement in learning tasks.
6. Computer technology can be used effectively to help teach vocabulary.

7. Vocabulary can be acquired through incidental learning.

8. Dependence on a single vocabulary instruction method will not result in optimal learning.

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Promoting Vocabulary Development

Graves' four-pronged approach:

1. Provide rich and varied language experiences

2. Teach individual words

3. Teach word-learning strategies

4. Promote word consciousness

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Promoting Vocabulary Development

- **Reading Aloud**

- **Three Tiered Approach**

- **Direct Vocabulary Instruction: Explaining not Defining**

- **Student course notebooks with vocabulary section**

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Promoting Vocabulary Development

Reading Aloud

"Several studies have found that children learn words as efficiently from having stories read to them as they can from reading stories themselves."

~ Steven Stahl, 1999.

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Three-Tiered Approach

Tier	Description	Examples
1	Words that need little to no instruction in school.	table, window, sister, happy
2	High-frequency words for mature language users; instruction in these words add to an individual's language ability.	accidental, superb, brilliant
3	Words used infrequently, often being limited to specific domains. (e.g., content area vocabulary).	geothermal, Celsius, chlorophyll

Beck, McKeown, & Kucan, 2002

Criteria for Identifying Tier Two Words

Importance and Utility

Instructional Potential

Understanding the Concept

Beck, McKeown, & Kucan, 2002

Choosing Tier Two Words

1. Review the text that will be read to, with or by the students.
2. List all the words found in the text that are likely to be unfamiliar to students
3. Analyze your list:

   Which words are Tier Two?

   Which words are most important for comprehension?

   Which words will need direct instruction?

Beck, McKeown, & Kucan, 2002

Choosing Tier Two Words Activity

An excerpt from:

Stories of Great Inventors Fulton, Whitney, Morse, Cooper, Edison by Hattie E. Macomber Release Date: October 13, 2006

[Project Gutenberg EBook #19533]

Robert did not go to school till he was eight years old. His mother taught him at home. He knew how to read and write, and a little arithmetic. His first teacher was a Mr. Johnson. Mr. Johnson was a Quaker. He thought Robert a dull pupil. Robert did not learn his lessons very well. But Mr. Johnson soon found that he was never idle. He did not care to play at recess. He stayed in and used his pencil in drawing. He often spent hours in this way. Robert soon became fond of going into the machine shops.

Direct Vocabulary Instruction: Explaining not Defining

Routine for Direct Vocabulary Instruction

1. Before, during or after reading, **pause** to point out the word.
2. Have **children say the word**.
3. Provide a **student-friendly definition**.
4. Give **examples** and **non-examples**
5. Have **children say the word again**.

Direct Instruction of Vocabulary Video Example: Anita Archer (Second grade lesson, 8 minutes)

Vocabulary section in student course notebooks

Word		
My Description	**Representation**	**New Insight**
Students restate the teacher's explanation of the word using their own words.	Students create a nonlinguistic representation of the new word. Examples include graphic organizers, pictures, or pictograms.	Student provides additional clarity or nuances over time as the word is revisited.

Instructional Strategies Promoting Vocabulary Development

Discussion point — **What information/strategy are you eager to put into practice?**

What new information/strategy will you decide to share with a colleague?
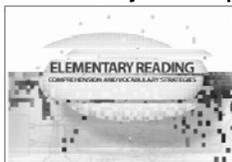

Where Can Vocabulary Resources be Found?

Where Can Vocabulary Resources be Found?

Elementary School Vocabulary and Comprehension Strategies Videos

Virginia teachers demonstrating strategies and activities that can be used in vocabulary and comprehension instruction.

ELEMENTARY READING
COMPREHENSION AND VOCABULARY STRATEGIES

http://www.doe.virginia.gov/instruction/english/elementary/index.shtml

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Where Can Vocabulary Resources be Found?

Middle School Vocabulary Videos

Virginia teachers demonstrating strategies and activities that can be used in vocabulary instruction.

PLAY VIDEO   PLAY VIDEO   PLAY VIDEO

http://www.doe.virginia.gov/instruction/english/middle/vocabulary/index.shtml#

Where Can Vocabulary Resources be Found?

COBUILD Learner's Dictionary

COBUILD Student's Dictionary

Please see last slide for disclaimer

Where Can Vocabulary Resources be Found?

Collins Free Cobuild Online Dictionary for English Learners

http://www.collinslanguage.com/free-online-cobuild-ESL-dictionary.aspx

Please see last slide for disclaimer

Where Can Vocabulary Resources be Found?

Online Etymology Dictionary

http://etymonline.com/

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Where Can Vocabulary Resources be Found?

New Words Added to Dictionary

http://www.merriam-webster.com/info/new_words.htm

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Thank You!

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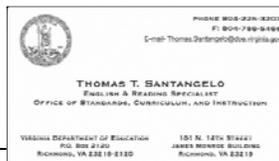
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