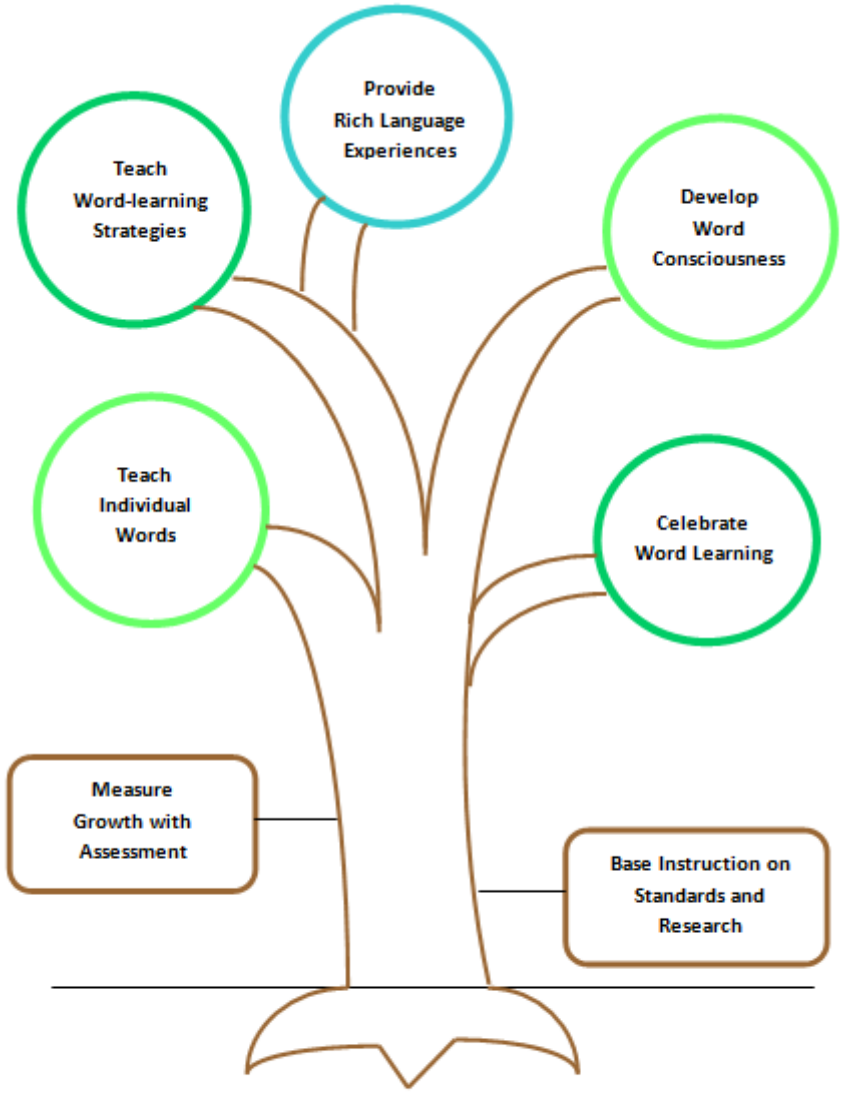
Growing Vocabulary for Student Achievement

Brenda J. Overturf, Ed. D.

Virginia Department of Education

August 5, 2015



How can we nurture our students' growth as vocabulary learners?

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First…

Be rooted in research.

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Research has consistently correlated vocabulary development with reading comprehension and academic achievement. (Anderson & Nagy, 1991)

Students who have a solid word base get ahead faster and achieve more in school, while students with a less-developed vocabulary tend to progress more slowly. (Stanovich, 1986)

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High poverty students often enter school without the vocabulary base necessary to achieve in school (Hart & Risley, 1995; 2003).

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“Meaningful Differences”

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200-hour year	Words heard in 4 years
Group A	616	62,000	3 million	13 million
Group B	1,251	125,000	6 million	26 million
Group C	2,153	215,000	11 million	45 million

(Hart & Risley, 1995)

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Writing is dependent upon the ability to draw upon words to describe an event. (Mayer & Brause, 1986).

Vocabulary knowledge in kindergarten and first grade is a significant predictor of reading and writing comprehension in the middle and secondary grades (Hemphill & Tivnan, 2008).

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NAEP Vocabulary Study 2009, 2011, and 2013

Findings are consistent with a body of research establishing that vocabulary is predictive of reading achievement.

Margaret McKeown

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Next…

Connect to relevant standards.

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Hey, where's vocabulary?

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Virginia Released Item ³ Grade 3

In the online version of the test, the reading passage appears on the left side of the screen.

What does pause mean in line 13?

- **A** Try to remember
- **B** Begin to ask questions
- **C** Think about the past
- **D** Stop for a short time

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Virginia Released Item – 3 – Grade 5

Directions: You do not need to read a passage to answer the question. Read and answer the question. Click and drag the correct shaded words to the boxes.

Which words from this history textbook are synonyms?

Synonyms

colony
a group of people who move to settle in another land but who still remain citizens of their own country

landowner
a person who owns property

settlement
a village of persons in a new country

territory
the land or waters belonging to or under the rule of a government

trading post
a place where the exchange of goods takes place

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Virginia Released Item – 3 – Grade 8

In the online version of the test, the reading passage appears on the left side of the screen.

Complete this analogy.

Skilled is to expert as —

- **A** studied is to lesson
- **B** informed is to elder
- **C** questioned is to rider
- **D** rejected is to horse

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Virginia Released Item – 3 – End of Course

Directions: You do not need to read a passage to answer the question. Read and answer the question. Click on the correct shaded answer.

Which word carries a negative connotation in this sentence?

Patrick's mother is assuming that when her son refrains from fraternizing so much, he will become more accomplished.

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Then…

Plan for research-based vocabulary instruction.

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4-Part Vocabulary Framework

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Teach Individual Words

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Some words are more important to teach than others.

Tier 1	Tier 2	Tier 3
• Words used in everyday speech • Students with a limited vocabulary will need support	• General academic words • Words found more often in written texts across disciplines	• Domain-specific words • Words found more often in written texts within a specific discipline

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Choosing Words to Teach

- There is a converging sense that deep vocabulary study should be restricted to a small number of words that students can build on (Graves et al., 2013; Kelley et al., 2010; McKeown & Beck, 2004).

- Choose words carefully, making sure they are high utility.

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Select 5-7 Words

School's reading program. Using vocabulary from the reading program provides multiple exposures to the words.

Text that students will see. Vocabulary needs to be introduced in meaningful context.

Content and concept specific vocabulary. What vocabulary will meet essential questions?

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Remember…

Different types of words require different types of instruction!

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Teach Word-Learning Strategies

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Word-learning Strategy: USE OF CONTEXT

- Around word
- In word
- Beyond word

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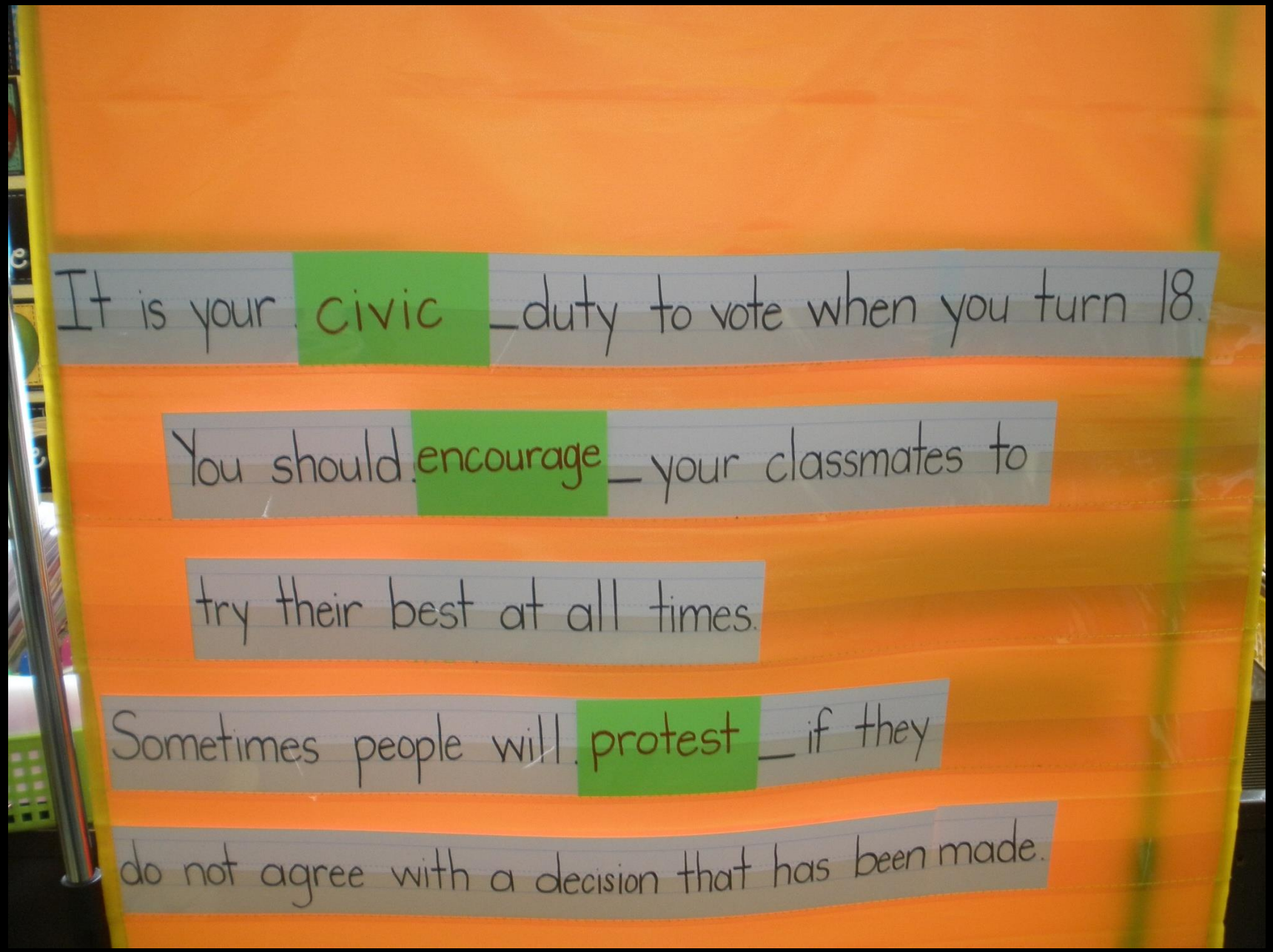

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Word Learning Strategy:
USE OF WORD PARTS

- Multisyllabic words
- Affixes
- Roots
- Basis of many content area words

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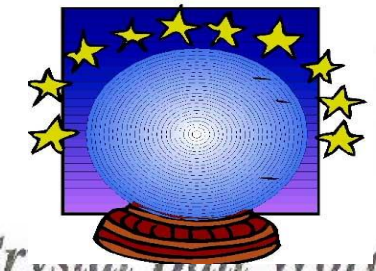
Name DeJaynae Date: 3-25-10



Crystal Ball Words

WORD: Transportation		
Prefix: Trans	Root: port	Suffix: ation
Prefix meaning: across	Root meaning: carry (latin)	Suffix meaning: act or process
Other words with this prefix: Translucent, Transcript, transparent, Transfer, translation, Tranform, transaction, Transfat, translator, transmission, transport, transcribe, transatlantic	Other words with this root: Portland, portal, Airport, portable, Reporter, heliport, Tranport, teliport, important, Porter, Import, export, port-a-potty	Other words with this suffix: acceleration, location, magnification, declaraticon, evaluation, carnation, reincarnation, celebration, nation, translation, precipitation, recreation, evaporation, population, civilication

Crystal Ball Words - Look deep into a word and predict its meaning.

Created by: Leslie Montgomery, Atkinson Elementary 2009 and Brenda Overturf, University of Louisville

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Word Learning Strategy:
USE OF REFERENCE MATERIALS

- Authentic use
- Clarification

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Provide Rich Language Experiences

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Develop Word Consciousness

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Ways to Develop Word Consciousness

- Adding synonyms and antonyms
- Concept word walls
- ò ƒ -••–ƒ ’ ’ ‹ • ‰ ó ” ‡ Ž ƒ – ‡ † ™ ‘ ” ‡ •
- Academic conversation
- Read alouds of brief texts
- Wide reading
- Vocabulary mini-lessons
- Word of the Day
- Word Play (embedding, jokes, riddles, puns)

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Now…

Put the plan into action in a way that is fun for kids!

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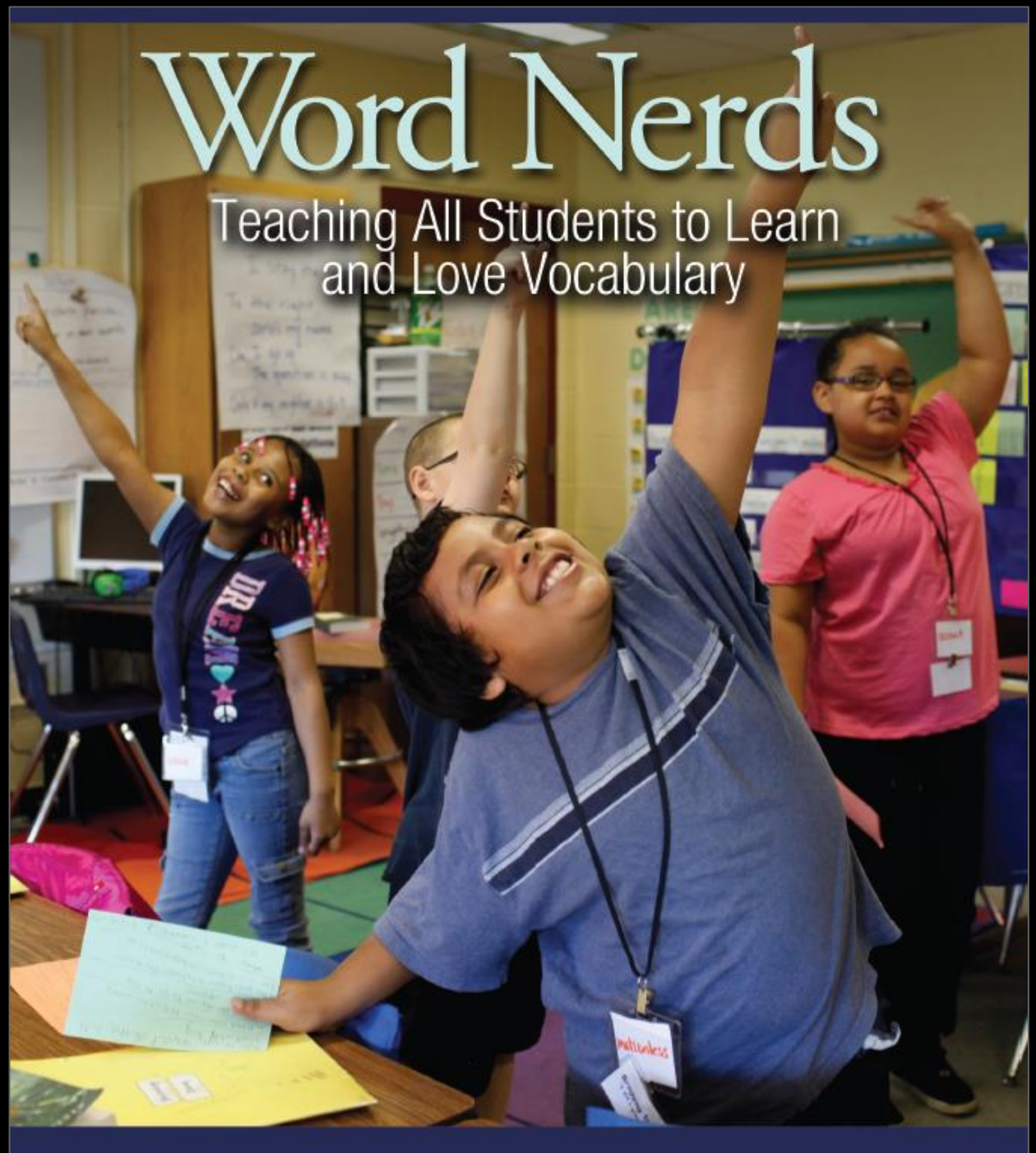

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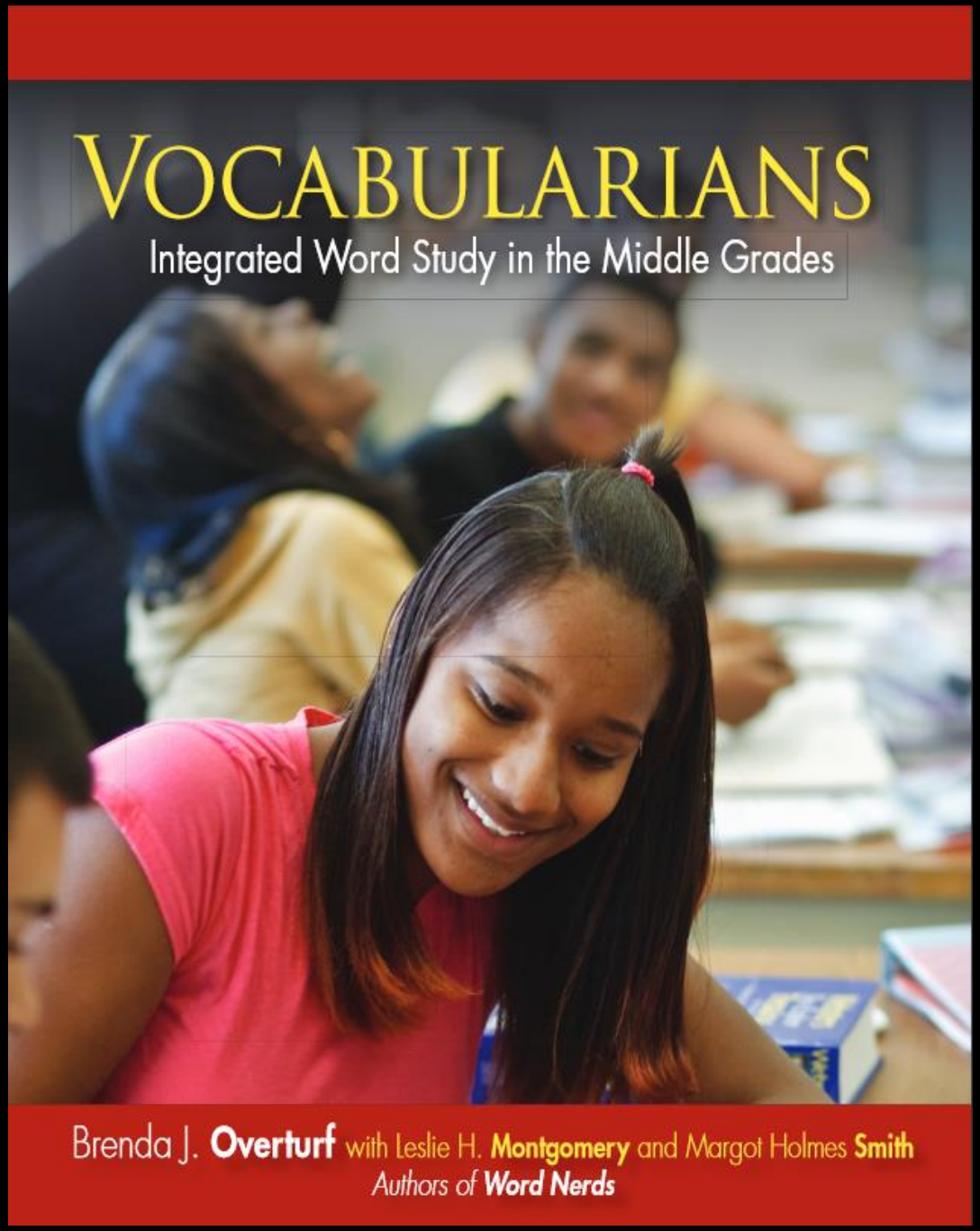

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Growing Vocabulary for Student Achievement: Part II

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Writers…

- Create context
- Choose appropriate words to express meaning
- Include linking words for coherence and organization
- Use figurative language to bring writing to life

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Concept of Definition to Summary

1. Read a passage.
2. Choose a high-utility vocabulary word.
3. Answer:

   What is it? (definition)

   What is it like? characteristics)

   What are some examples?

4. Using the map, write an extended summary definition of the word.

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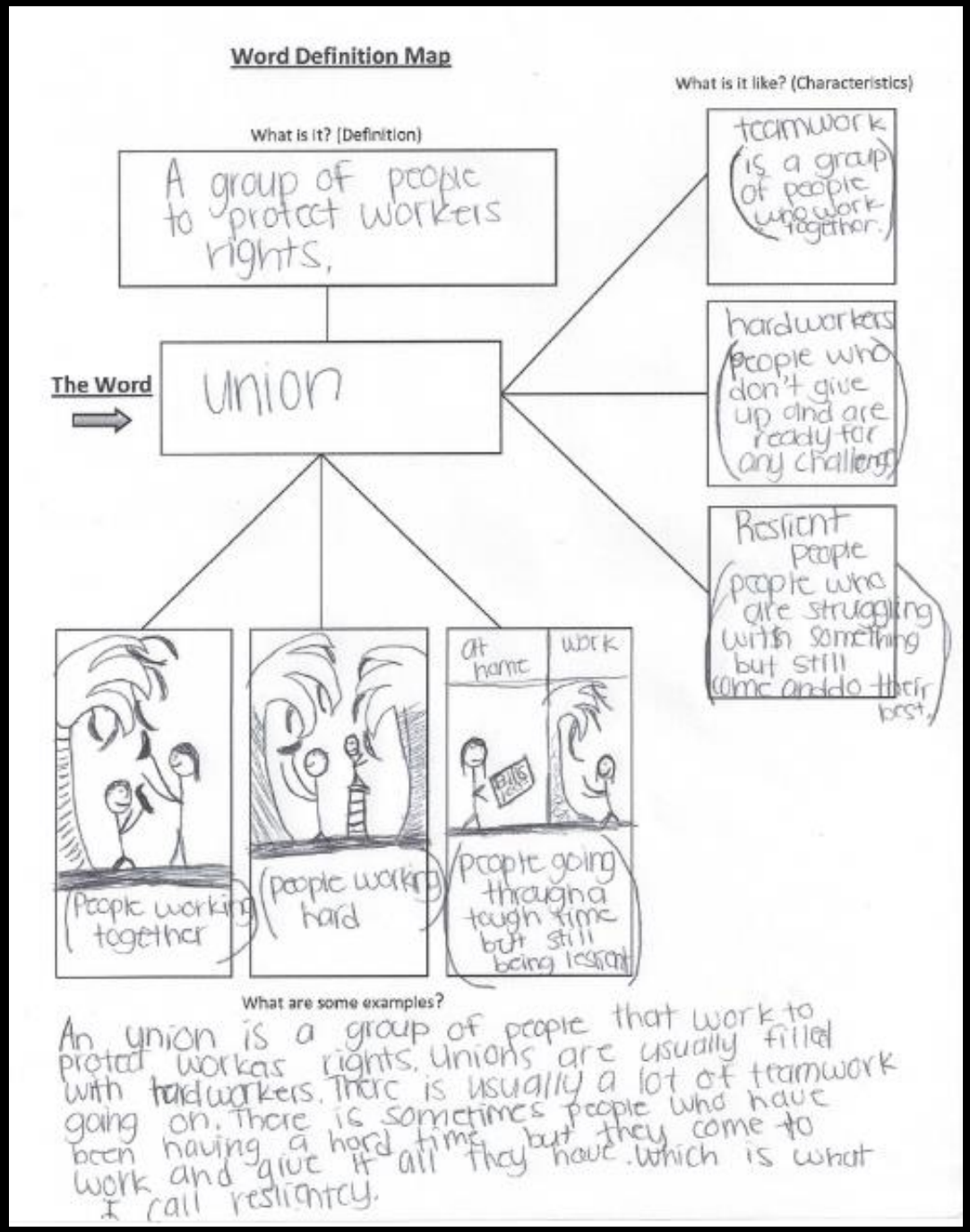
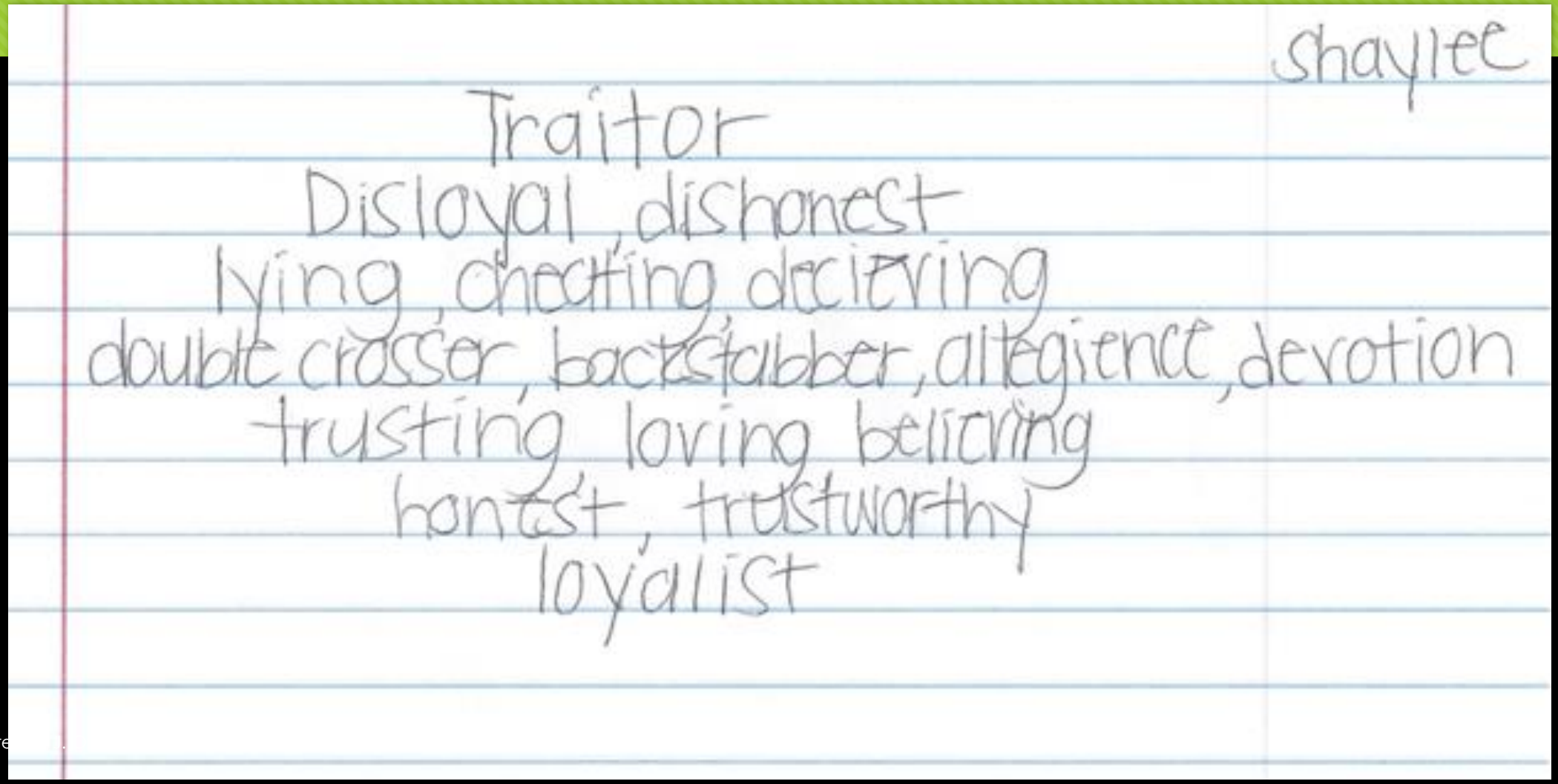


Social Studies Diamante Poem



Shaylee

Traitor
Disloyal, dishonest
lying, cheating, deciering
double crosser, backstabber, allegience, devotion
trusting loving believing
honest, trustworthy
loyalist

© Bre

Modeling an Opinion

- Model with passage #1
- OREO organizer (Opinion-Reason-Evidence-Opinion)
- Use cards with words and phrases to model transitions.

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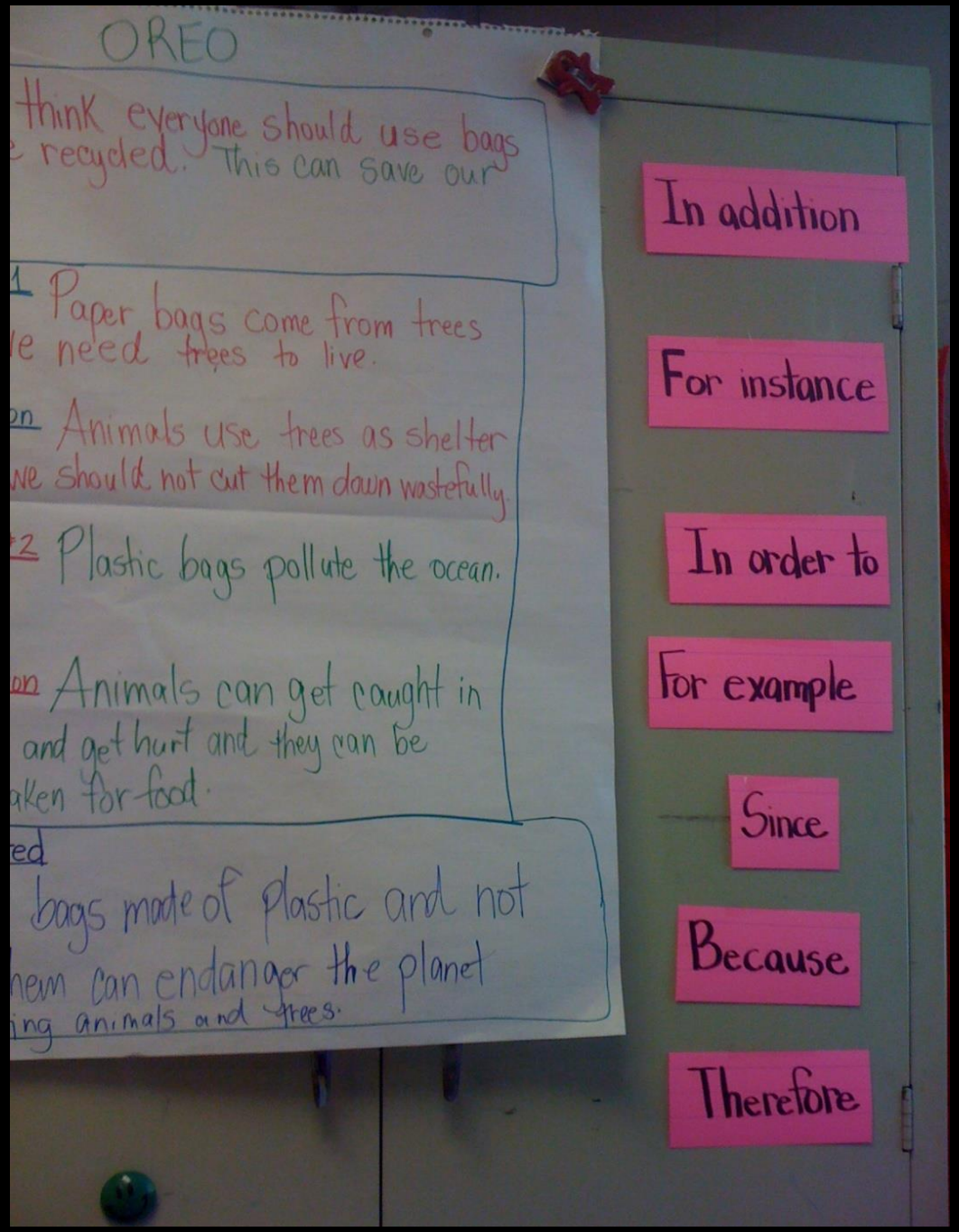
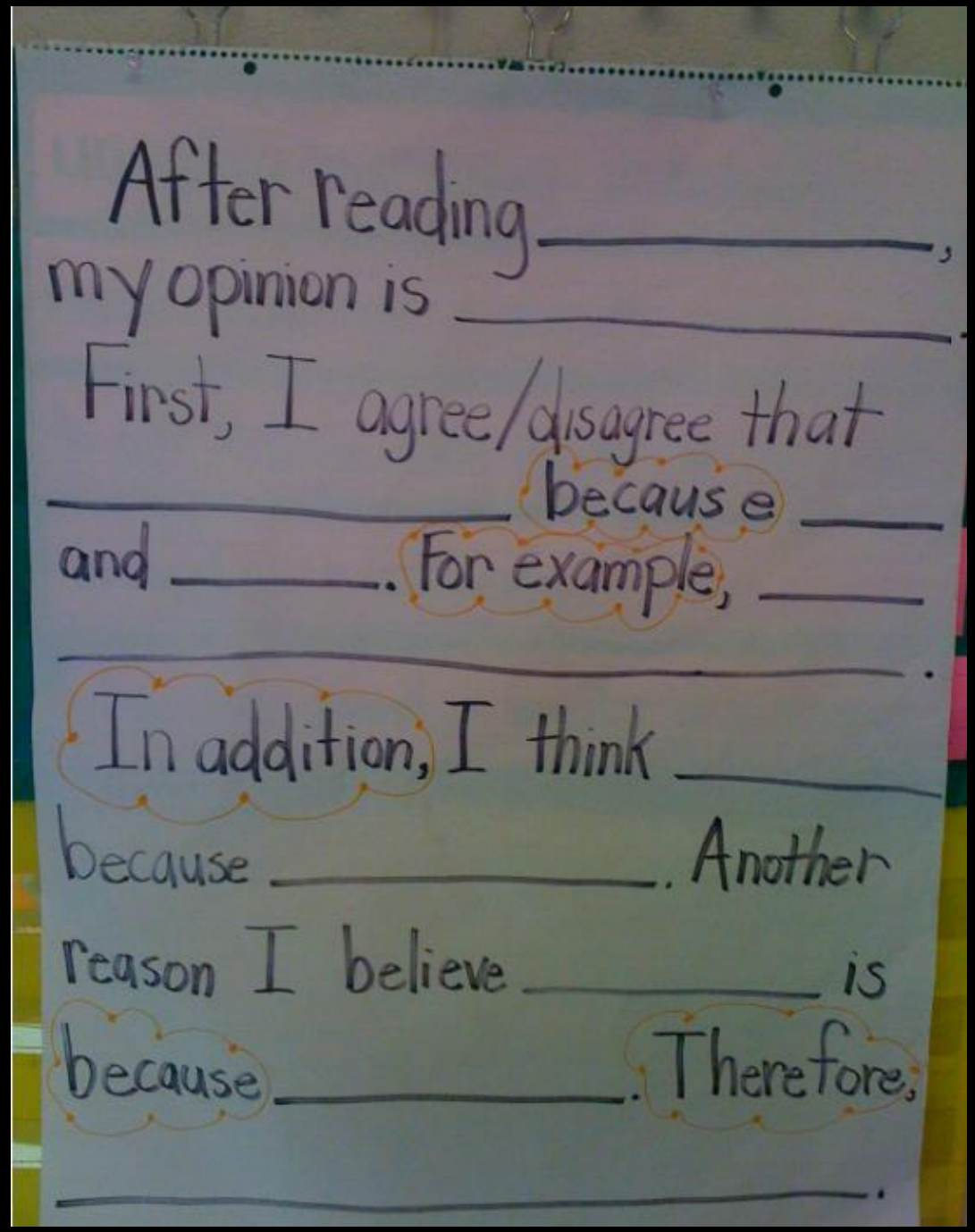


Model Using Sentence Frames

- Follow the organizer.
- Include transition words and phrases.



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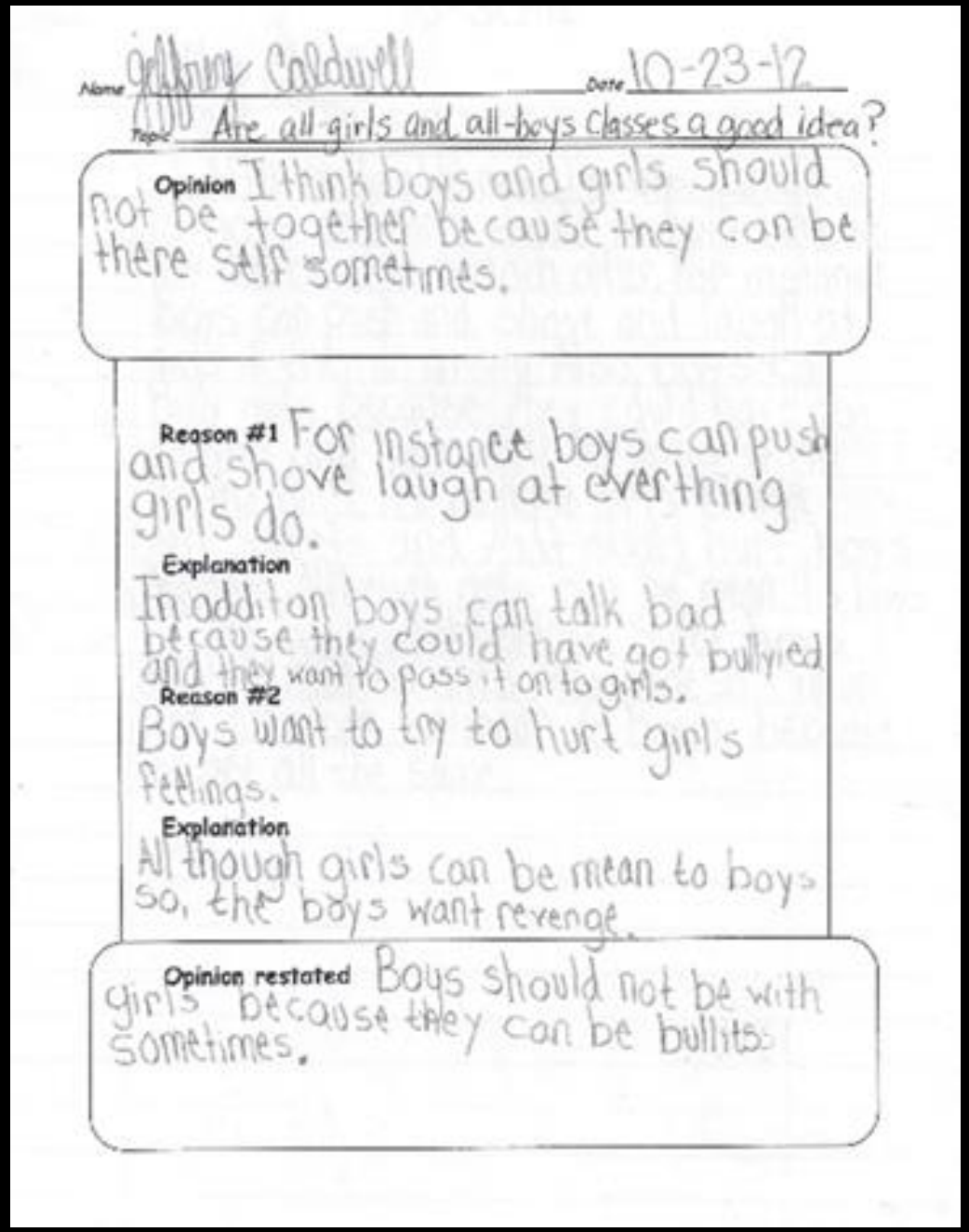
OREO Organizer

- Students read passage #2.
- Students use the OREO organizer to map their opinion essay or response.
- Encourage students to include transition words and phrases.



Name [illegible] Caldwell Date 10-23-12

Topic Are all-girls and all-boys classes a good idea?

Opinion I think boys and girls should not be together because they can be there self sometimes.

Reason #1 For instance boys can push and shove laugh at everthing girls do.

Explanation In additon boys can talk bad because they could have got bullyied and they want to pass it on to girls.

Reason #2 Boys want to try to hurt girls feelings.

Explanation All though girls can be mean to boys so, the boys want revenge.

Opinion restated Boys should not be with girls because they can be bullits sometimes.

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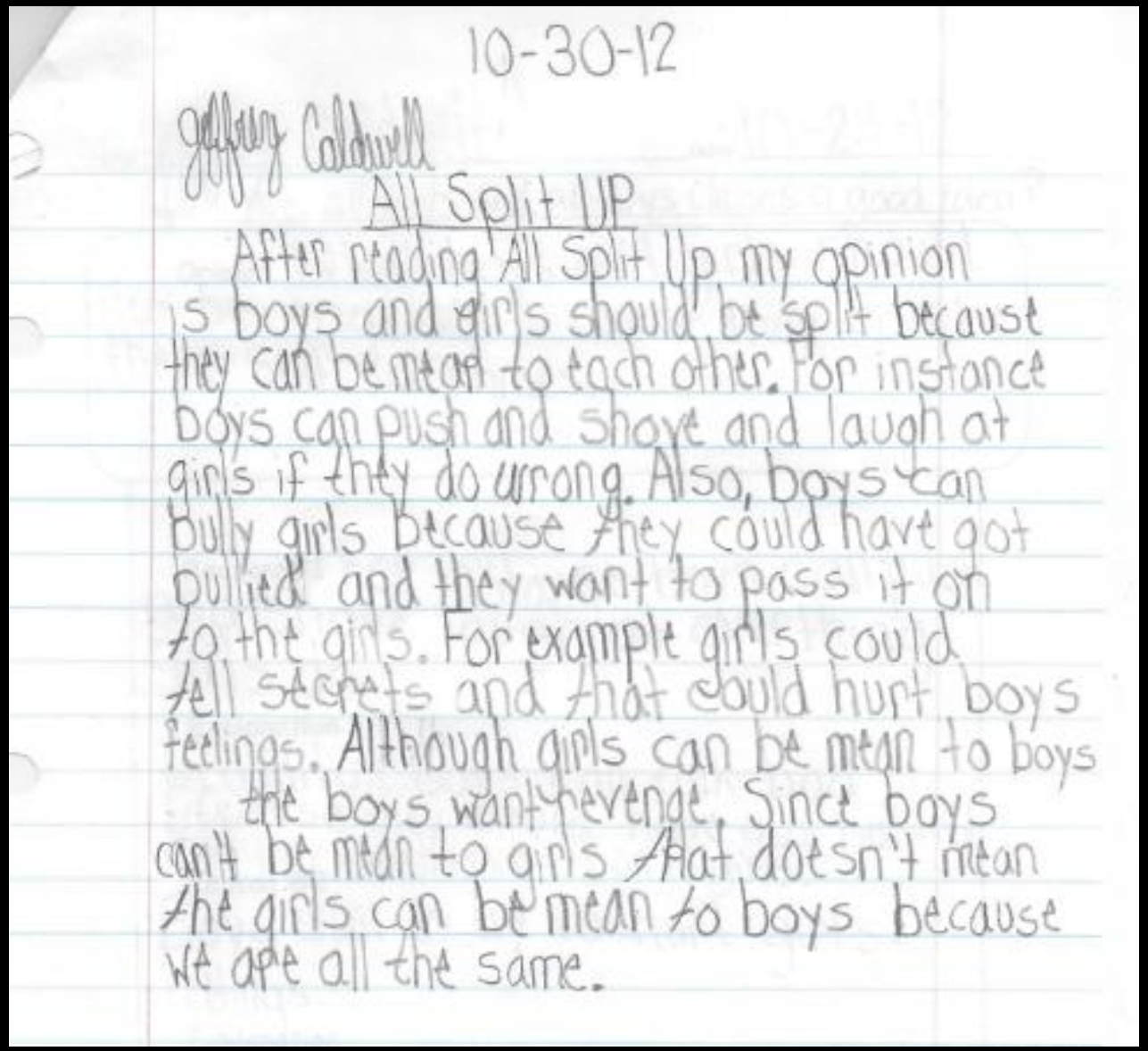
Students Write and Polish their Opinion



10-30-12

Jeffery Caldwell

All Split UP

After reading All Split Up my opinion is boys and girls should be split becaust they can be mean to each other. For instance boys can push and shove and laugh at girls if they do wrong. Also, boys can bully girls because they could have got bullied and they want to pass it on to the girls. For example girls could tell secrets and that could hurt boys feelings. Although girls can be mean to boys the boys want revenge. Since boys can't be mean to girls that doesn't mean the girls can be mean to boys because we are all the same.

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Finally…

Celebrate and assess vocabulary learning!

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Deal or No Deal

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Toasting Party

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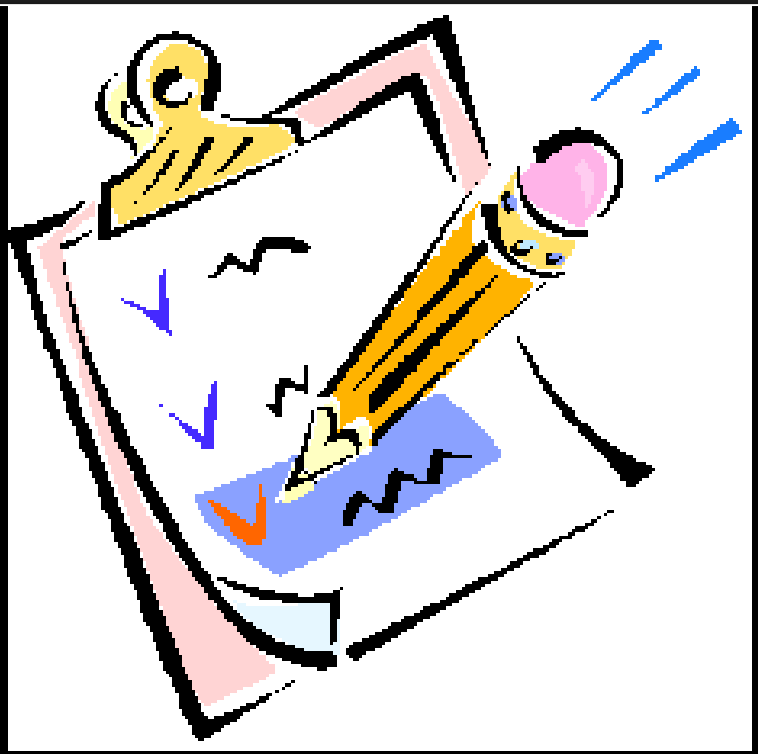
How can we teach thinking through vocabulary assessment?



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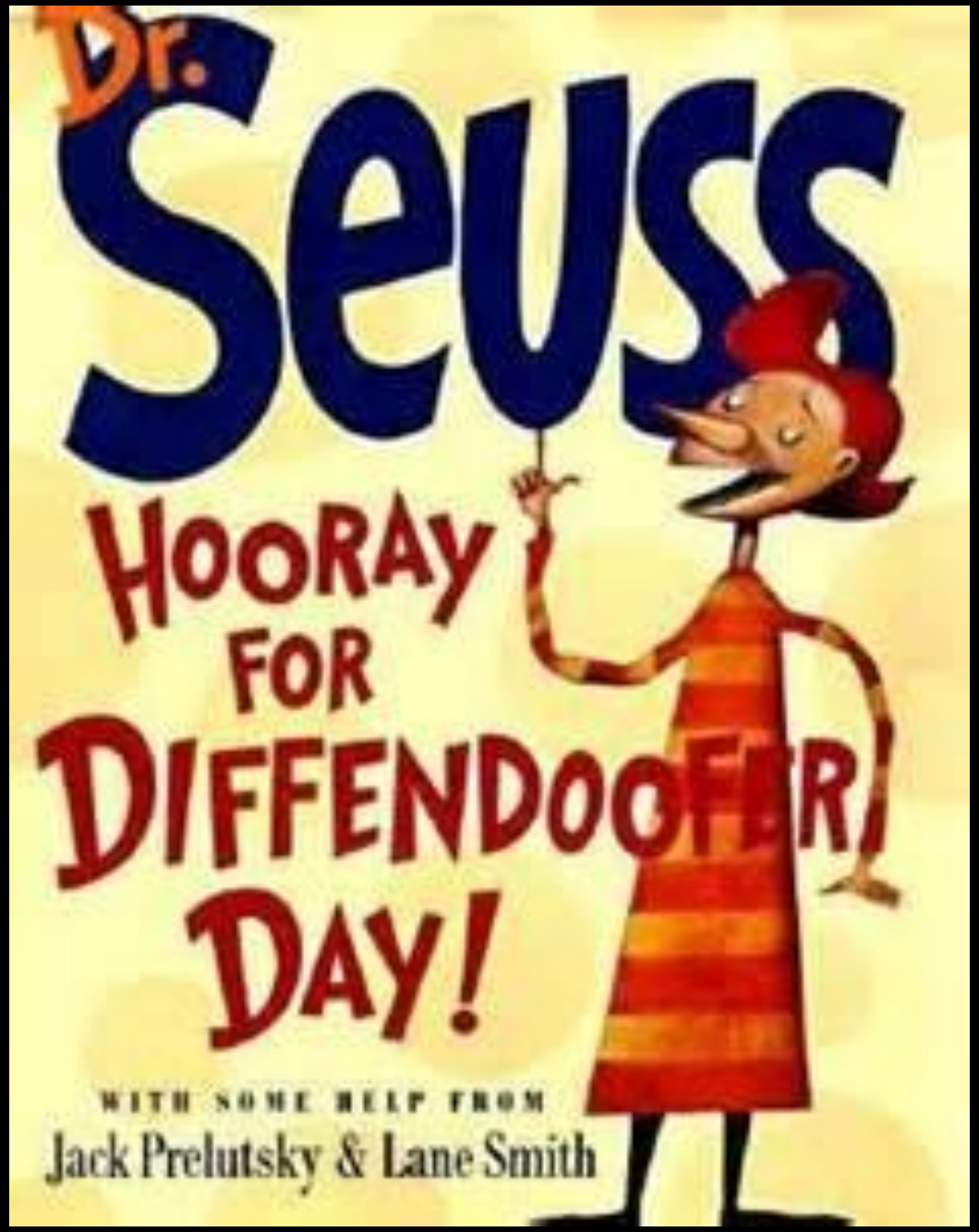

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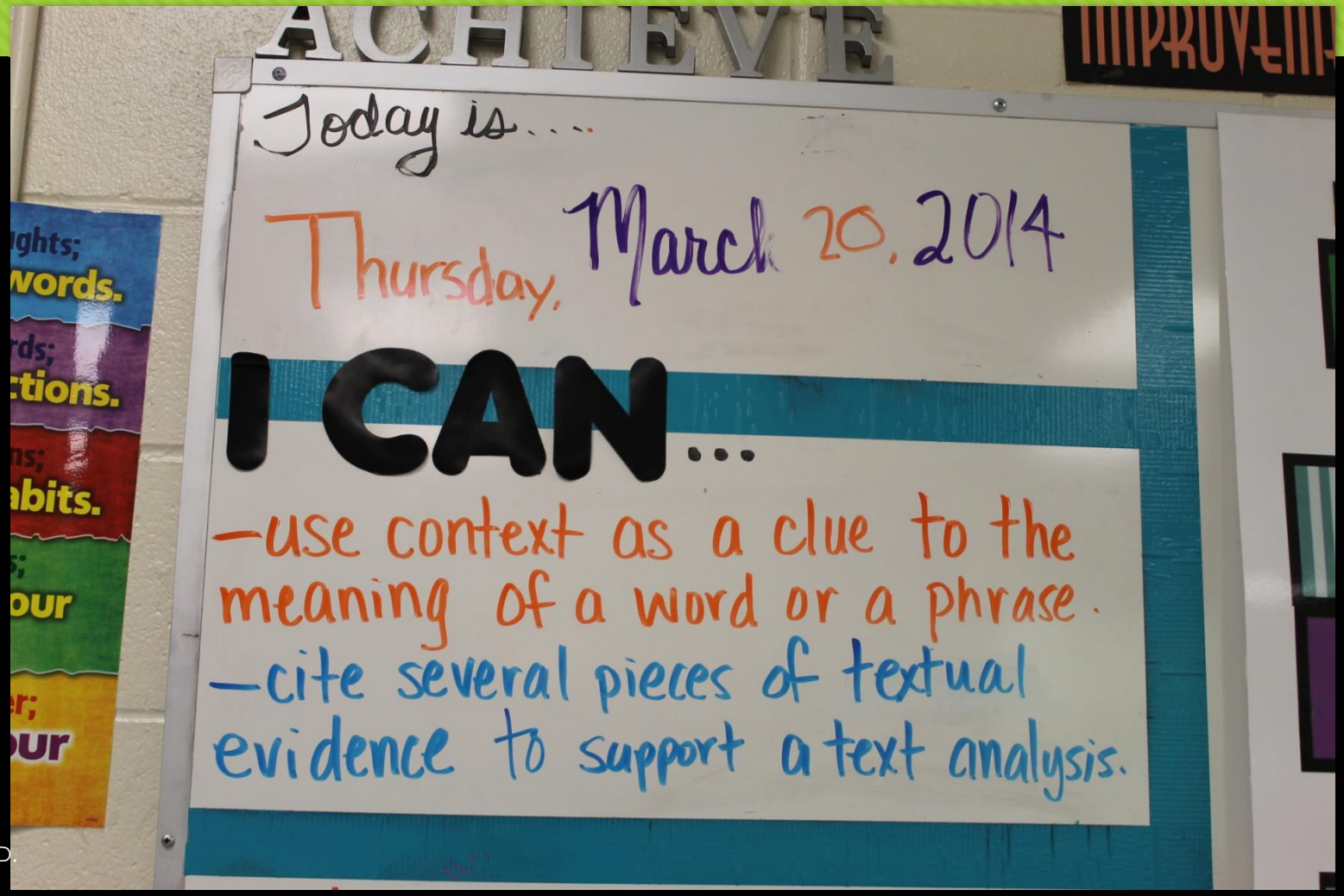
Vocabulary Learning Targets



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Elementary Vocabulary Assessment

VOCABULARY WEEK #4

Name: _____ Date: _____

Word Bank:
scarcity navigate colonization conflict prejudice economy

Dear Mrs. Hammer,

How are you? I wanted to let you know what we have been doing in school this week. In Social Studies class we are learning how explorers from Spain, France, and England came to America (the New World) to find riches and a route to Asia. The riches and resources that were found in the New World were taken back to their sponsor country to improve their _____. Many of these explorers started settlements. These explorations and settlements led to the _____ of the New World. I am excited because we are going to start learning about the first colonies next week!

Many of the explorers plotted a course and used a compass to _____ their way to the New World. After months on the ships, they often arrived to the New World with a _____ of resources. Often _____ was caused between the Europeans and Native Americans when the Europeans took the resources the Native Americans needed to survive. Europeans were unfamiliar with the Native Americans and had a _____ toward them. Often they were treated as unintelligent, heartless savages.

I hope you have a wonderful weekend. I look forward to seeing you on Tuesday!

Sincerely,

Your favorite student

Bonus question: Using your context clues, what does the word "savages" mean in the passage?

_____

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Circle the synonym (word that means the same) that goes with the **bolded** and underlined word.

1. **Revolution** against taxes
a. cease-fire
b. rebellion
c. truce
d. peace

2. **Traitor** to the king
a. loyal
b. confidant
c. friend
d. snitch

3. **Independence** from control
a. freedom
b. reliant
c. dependent
d. childish

4. **Repeal** the stamp act
a. instill
b. enact
c. establish
d. abolish

5. **Union** of the colonies
a. division
b. divorce
c. oneness
d. separation

6. **Neutral** between sides
a. impartial
b. opinionated
c. partial
d. interesting

7. **Constitution** of America
a. framework
b. chaos
c. lawlessness
d. pickles

8. **Amendment** to the law
a. original
b. permanent
c. revision
d. honest

9. **Preamble** to the Constitution
a. conclusion
b. ending
c. last
d. introduction

10. **Citizen** of a country
a. foreigner
b. denizen
c. outsider
d. alien

11. **Security** system
a. safeguard
b. danger
c. jeopardy
d. peril

12. We live in a **democracy**
a. attic
b. monarchy
c. dictatorship
d. government

13. Westward Expansion
a. amplify
b. reduce
c. dwindle
d. diminish

14. **Pioneer** people
a. endemic
b. native
c. horrible
d. frontiersmen

15. **Migration** to warmer region
a. stable
b. permanent
c. move
d. stay

16. **Desolate** environment
a. plush
b. baron
c. flourishing
d. populated

17. **Acquisition** of territory
a. obtain
b. surrender
c. forfeit
d. sacrifice

18. Build a **homestead**
a. temporary
b. unsettled
c. deserted
d. dwelling

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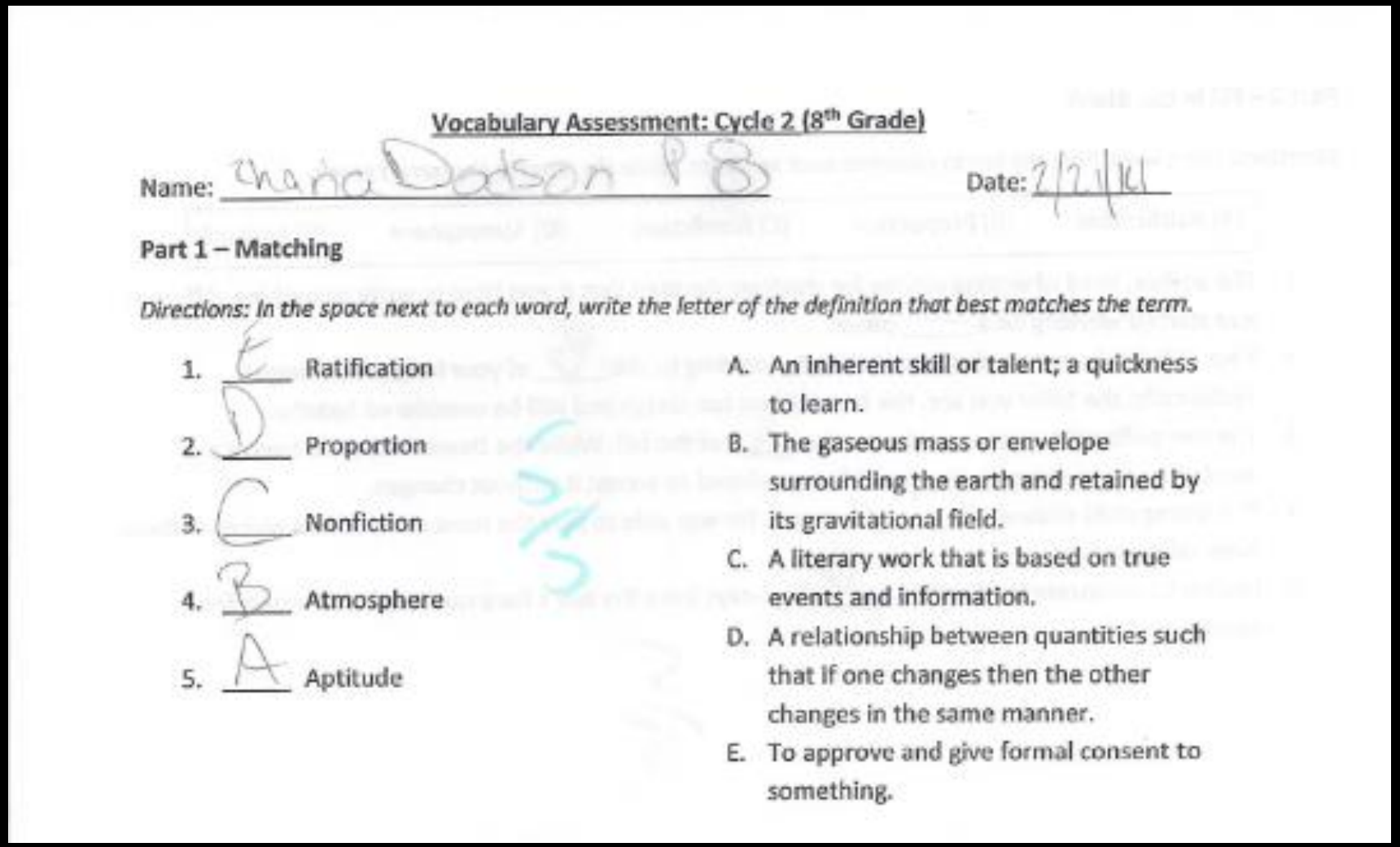
Interdisciplinary Team Assessment



Vocabulary Assessment: Cycle 2 (8th Grade)

Name: Chaina Dodson P8 Date: 2/21/14

Part 1 – Matching

Directions: In the space next to each word, write the letter of the definition that best matches the term.

1. E Ratification
2. D Proportion
3. C Nonfiction
4. B Atmosphere
5. A Aptitude

A. An inherent skill or talent; a quickness to learn.
B. The gaseous mass or envelope surrounding the earth and retained by its gravitational field.
C. A literary work that is based on true events and information.
D. A relationship between quantities such that if one changes then the other changes in the same manner.
E. To approve and give formal consent to something.

5/5

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Part 2 – Fill in the Blank

Directions: Use a word from the box to complete each sentence. Write the letter in the correct space.

(A) Ratification	(B) Proportion	(C) Nonfiction	(D) Atmosphere	(E) Aptitude

1. The author, tired of writing stories for children, decided that it was time to write something different and started working on a C piece.
2. Your BMI (body mass index) is calculated according to the B of your height and weight. Technically, the taller you are, the heavier you can weigh and still be considered healthy.
3. The two political parties argued over the A of the bill. While the Democrats were happy and wanted to move forward, the Republicans refused to accept it without changes.
4. The young child showed an E for music. He was able to play the most complicated pieces without even taking a class.
5. Unable to penetrate the Earth's D, the X-rays from the sun's flare can only be detected from space.

5/5

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ELA Professional Learning Community Assessment

structure	meter
consonance	iamb
contemptuous	colloquial
bias	propaganda

William Shakespeare is revered as one of the greatest poets / playwrights of all time. At least that's what my teacher says. Last week she ***gleefully*** danced into the room and was all smiles before writing the words "Sonnet 18" on the board. Under these words, she added a name...William Shakespeare. She proceeded to tell us how much we were going to love this unit of study, but I feared that her words were full of (1)_____. I didn't know much about this Shakespeare fellow but I'll have to admit I already felt a bit (2)_____ toward him.

I soon learned that Sonnet 18 was some sort of famous poem written by the notorious Shakespeare himself. I knew about poetry; *The Cat in the Hat* and *Green Eggs and Ham* were basically long poems and I had read both. How hard could this be? I would soon find out!

Apparently Dr. Seuss' poetic (3)_____ was a bit different from that of Mr. William Shakespeare! While Seuss used (4)_____ to form humor and rhyme, Shakespeare preferred to use the (5)_____, a metrical foot of stressed and unstressed syllables. I always thought that (6) _____ was just some sort of measurement used at track practice. But there was much more to it than that. It was a tool used by poets to actually create a rhythm in which the poem was to be read. Wow...it seemed like Shakespeare sure did put a lot of effort into his poetry writing!

The more I read and the more I learned, the more I began to understand the way in which Shakespeare wove words together to form a masterpiece. I also recognized the fact that, like Seuss, he was a pretty funny guy. His works were full of jokes and puns and catchy one-liners. Soon, I began to like old Shakespeare. I even read a few of his poems in my spare time.

Although I still have some personal (7)_____ towards the works of Dr. Seuss (*Horton Hears a Who* **IS** a classic), I'm beginning to appreciate the style and sophistication of Shakespeare. Though I prefer the (8)_____ language of my peers, I may even try to incorporate some poetic devices of my own into my speech. After all...it worked for Mr. Shakespeare!

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Choose a synonym / antonym for the underlined word in the sentence. Read carefully to determine whether a synonym or antonym is needed.

8. I felt a bit contemptuous toward the villain in the book. ***(synonym)***

A. hatred
B. polite
C. awkwardness
D. uncertain

9. The poet used consonance to create rhythm and rhyme. ***(antonym)***

A. repetition
B. pattern
C. alliteration
D. dissonance

10. The architect designed the structure for town's new library. ***(synonym)***

A. shape
B. strong
C. plans
D. legitimate

11. People from a certain region or area share a common colloquial language. ***(antonym)***

A. formal
B. conversational
C. informal
D. regional

12. I have a certain bias towards the Kentucky Wildcats; I always think that they will win! ***(synonym)***

A. attitude
B. idea
C. preference
D. impartiality

13. Based on the context clues in the first paragraph, what is the definition of *gleefully*?

a. to sing
b. happily
c. solemn
d. to dance

What context clues in the sentence helped you to define the word ***gleefully***?

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Standards-based Assessment

After reading *How Evil Came Into the World*, answer questions 1 – 6. Use the text to support your answers.

1. What is the meaning of the word **bestow** as it is used in paragraph 1?

   A. To give
   B. To have
   C. To find
   D. To decide

2. Which phrase from paragraph 2 **best** helps clarify the meaning of **bestow**?

   A. "…could not take away any gift that another mortal had given."
   B. "…gift that might balance the account…"
   C. "-a creature made up of all good things…"
   D. "The law of Olympus…"

3. What is the meaning of the word **industrious** as it is used in paragraph 2?

   A. a blacksmith
   B. hard working
   C. a craftsman
   D. friendly

4. Which phrase from paragraph 2 **best** helps clarify the meaning of **industrious**?

   A. "-a creature made up of all good things,"
   B. "…took a lump of clay and mixed it with a little bit of everything."
   C. "…a little bit of heaven and a great deal of earth."
   D. "…sweet things and bitter things and contradictory things:"

5. What is the meaning of the word **undisciplined** as it is used in paragraph 5?

   A. not thinking
   B. forgotten rules
   C. lacking self-control
   D. missing pieces

6. Which phrase from paragraph 5 **best** helps clarify the meaning of **undisciplined**?

   A. "…broke the seal and lifted the lid…"
   B. "Pandora was not a bad girl -."
   C. "…better left alone."
   D. "- just a little too-curious…"

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Become

hyperpolysyllabicomaniacs!

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Thank You!

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