

Vocabulary Instruction

Stephanie Al Otaiba, Ph.D.

Marcia L. Grek, Ph.D

Joe Torgesen, Ph.D.

The Florida Center for Reading Research

Florida State University

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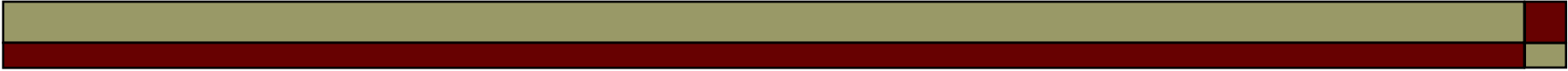
Agenda

- Understand the relationship between vocabulary and comprehension
- Understand the vocabulary gap
- Identify ways words are learned
- Learn research-validated strategies to close the gap
 - Selecting appropriate words to teach
 - Show children how to learn words in context of text
 - Deepen their understanding of a word
- Culminating Activity
 - (a) Identify appropriate words to teach from your own texts;
 - (b) Devise strategies to help you teach those words
 - (c) Decide whether you are likely to use those strategies, before, during, or after reading
- Reflect and close
- Walk through the references



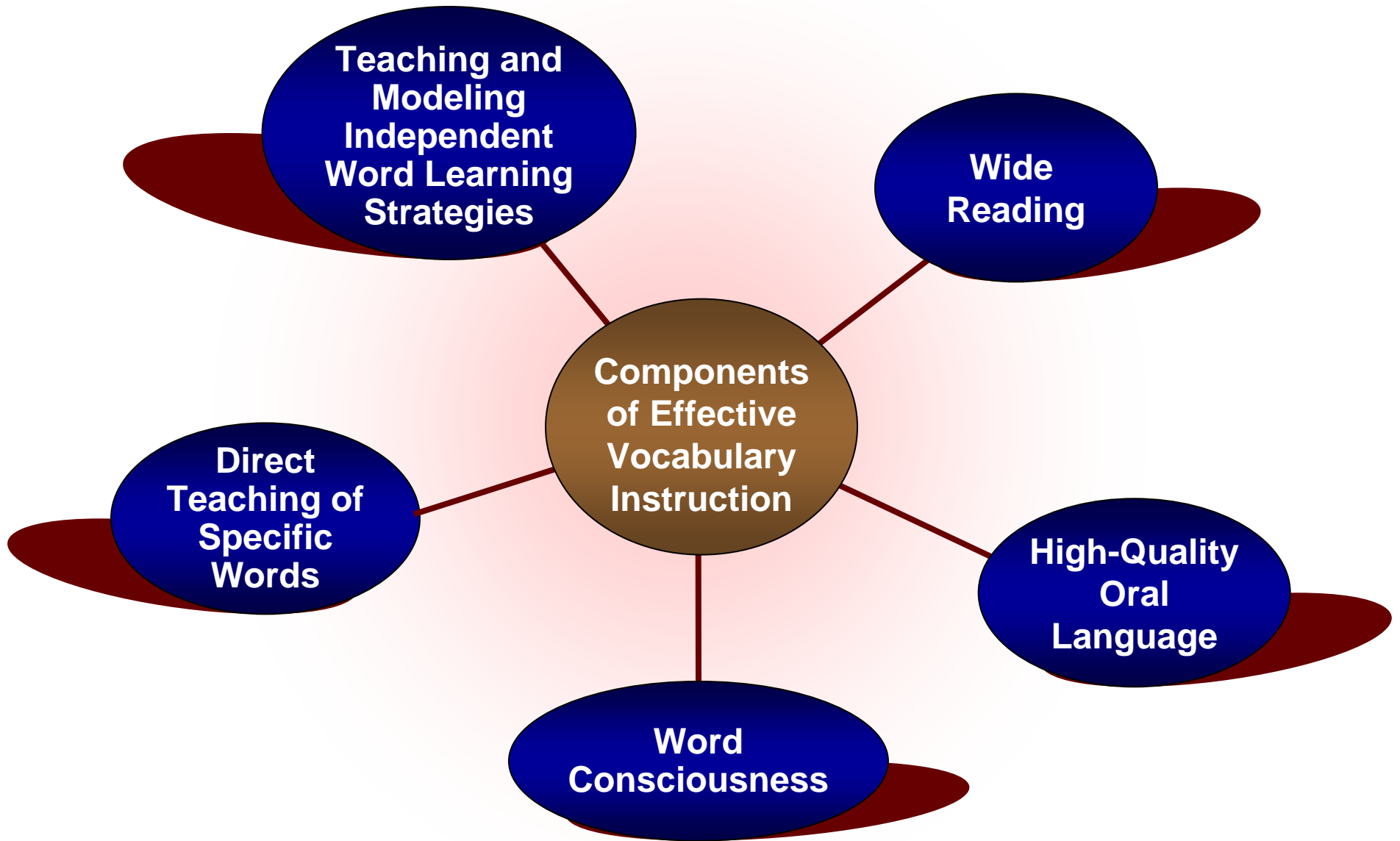
Vocabulary

- The five areas of reading instruction are phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Our primary focus today is *vocabulary* instruction.



The larger a student's vocabulary, the easier it is for him to make sense of text- so what is “vocabulary”?

- A storehouse or filing cabinet of words in the mental dictionary.
- Two types of vocabulary
 - Oral
 - Words for which you know the meaning
 - Print
 - Words with meanings you figure out from text
- More than
 - traditional Dolch words (they, though)
 - the number of words children can decode phonetically by sight (cat, batman)





Comprehension Depends on Knowing Word Meanings

- ❑ Vocabulary knowledge is strongly related to overall reading comprehension.
- ❑ If a word is decoded and pronounced but the *meaning* is not recognized, comprehension will be impaired.
- ❑ If a word is not recognized automatically and efficiently (*fluently*), comprehension, may also be affected.
- ❑ Knowledge of a word's meaning also facilitates accurate word recognition.

The Vocabulary Gap



Differences in vocabulary development starts very early

- Average child from a welfare family hears about 3 million words a year vs. 11 million from a professional family (Hart & Risley, 1995).
 - By age 4, the gap in words heard grows to 13 vs. 45 million
 - Children from a professional family spoke more words than parents in a welfare family



Practical differences

- Children enter school with a listening vocabulary ranging between 2500 to 5000.
- First graders from higher SES groups know twice as many words as lower SES children (Graves & Slater, 1987)
- Vocabulary differences at grade 2 may last throughout elementary school (Biemiller & Slonim, in press)
- College entrants need about 11 to 14,000 *root* words (meter in thermometer or centimeter)

Ways words are learned



Identify ways words are learned

- By reading a lot (*reading volume influences differences in children's vocabulary*)
 - Rarity and variety of words in children's books is greater than that in adult conversation
 - at the right level of difficulty
 - in sufficient amounts
 - with sufficient motivation to pursue understanding
- Through multiple exposures and multiple examples in context, spoken and written
- Through explicit instruction:
 - Constructing definitions and using a dictionary
 - Analyzing word structure
 - Exploring word relationships



Indirect Learning

- Just listening to storybooks or narrative text helped teach meanings of unfamiliar words
 - Higher effects for students with higher vocab
- Characteristics of words impact recall & understanding more than the text features
 - Nouns harder than (verbs, adv. & adj)
 - Abstract harder than concrete or easy to image words
- *Active* participation (Readers' theatre, dialogic reading, reciprocal teaching) creates better vocab gains than *passive* listening to a narrative.



Think of ways you learn and remember new words

Through becoming aware or conscious of words you have learned (knowing what you know)

- of the word's sounds and morphemes
- of the word's origins
- of the word's usage and multiple meanings
- of other words you know with similar meanings
- of something you know about that word

Closing the Vocabulary Gap



Encouraging Findings from the National Reading Panel

- Vocabulary instruction leads to gains in comprehension
- Should be taught *directly*
 - *This means big (giant)*
- Should also be taught to use *context* or *incidental* learning so students learn how to learn about figuring out what words mean
 - *The giant is taller than a building.*



NRP findings continued...

- Before reading:
 - Preview or pre-instruction of words
- During reading activities
 - Incidental learning while reading or listening
 - Vocabulary builds through reading- more words are learned from reading than from spoken language
 - Repeated exposure to words
- After reading
 - Substituting or define using easy words (covert means secret)
 - Build connections
 - Define & deepen word knowledge (graphic organizers, categorization and classification tables, semantic word webs, questioning activities, reader's theatre, charades)
- Combined approaches may be best



NRP findings continued...

- Choose your text keeping the goal of building vocabulary in mind (Text matters!)
 - Repeated *multiple exposures* to words enhances vocabulary gains and deepen understanding
 - Interacting with *rich text* helps too
 - Informational (non-fiction) text
 - Content-area vocabulary



How many words should teachers teach per day to help close the gap?

- ❑ In 1st and 2nd grade, children need to learn 800+ words per year, about 2 per day.
- ❑ Children need to learn 2,000 to 3,000 new words each year from 3rd grade onward, about 6–8 per day.
- ❑ Remember- your students who are already behind by 1st grade need a more intense and ambitious focus to help them catch up!
- ❑ Research has shown that most typically developing children need to encounter a word about *12 times* before they know it well enough to improve their comprehension.

Biemiller; Nagy & Anderson

Choosing words for vocabulary instruction

Words matter



Choosing words

- Jose avoided playing the ukulele.
- Which word would you choose to pre-teach?



Avoided

- Why?
- Verbs are where the action is
 - Teach avoid, avoided, avoids,....
 - Likely to see it again in grade-level text
 - Likely to see it on FCAT
 - We are going to start calling these useful words “Tier 2 words”
- Why not ukulele?
 - Rarely seen in print
 - Rarely used in stories or conversation or content-area information



You can't pre-teach every hard word

- Choose words carefully
 - Critical to the meaning of the story
 - Not defined in context of story (so hard for kids to pick up on own indirectly)
 - Likely to be seen again
 - Usefulness
 - Math vocabulary (see Fry Teacher Book of Lists)
 - Figurative speech or idiomatic expressions

5 Stages of word knowledge

(Beck, McKeown, & Kucan, 2002)

Word	Know it well, can explain and use it	Know something about it, relate it to something familiar	Have seen or heard the word	Do not know the word
Phonological awareness				
Phonics				
Phonemic awareness				



Tiers of words (Beck & McKewon, 1985)

- Tier 1
 - Basic vocab- happy, talk, cold
 - Clearly important- especially for ELLs and very naïve learners
- Tier 2
 - High frequency – avoid, fortunate, industrious
 - Play a large role in verbal functioning across a variety of domains
 - Goal for instruction – aim to teach 400 word per year!!!!
- Tier 3
 - Low frequency
 - May be specific to domains (e.g. isotope)
 - Instruct when need arises



Text Talk

(Beck & McKeown, 2001)

- Goals: enhance comprehension by asking open-ended questions and increase vocabulary
- Identified 80 trade books and 1500 words
 - Likely to be unknown
 - Might used in conversation
 - Tier 2 kind of words



Choosing words activity



Instructional Strategies to Close the Vocabulary Gap

Building depth and breadth



Teaching kids to use context



Teach them to teach themselves

- Stahl (1999) suggests that most words are learned from context so show students *how* to find the definition of a word within a passage
 - *Model or think aloud* to students how to do so
 - Target words are carefully chosen to ensure there are enough clues for students to determine the meaning of the word within a passage
 - Often done by using a synonym or antonym
 - It is important for beginning readers to learn *phonemic awareness*, which is the an auditory awareness of phonemes, or the smallest sounds of speech.
 - Harder if negative
 - Most good readers acquire *phonemic awareness*, not only phonological awareness, by first grade.
 - Harder when implied or described rather than stated explicitly.
 - *Phonemic awareness*, a foundation for phonics, is important.



Understanding the task

- ❑ Don't assume student knows what the task is:
learning a new word from the context of a book
- ❑ Group learning may help
- ❑ Simplify materials
- ❑ Peer tutoring
- ❑ Use graphic organizers
- ❑ Evaluate whether they understand the word



Questioning to evaluate student understanding

- Answer a question about a target word to show they have a clear understanding.
 - K-2: Name three situations that make you feel *nervous*.
 - 3-5: What are three words that describe your *heritage*?
- Decide whether people with certain characteristics act in a certain way.
 - K-2: What would a *fireman* do? (put out a fire; play a game; build a fire?)
 - 3-5: What would a *reformer* be likely to do? (go to the park for a picnic; work to change rules that are not fair; notice someone in trouble but do anything)



Deepening children's understanding of words

- Goal 1 is to enhance children's understanding or definition of the word
- Goal 2 is to deepen children's understanding of how the word relates to other known words
 - In other words, to build file labels for their mental filing cabinet of words
- Goal 3 is to help children use the new words in oral and written language
- Goal 4 is to build motivation and excitement for independent word study



1st Goal: enhance definition of a word

Making Definitions (Activity #5, Moats)

- A darkroom is a room for developing photographs that has very dim, special light and running water.
- To plunder is to rob or pillage, usually by an invading or conquering group.



Games

adapted from Lively, August, Carlo & Snow, 2003

- Charades
 - Act Out A Target Word's Meaning
- Word Bee
 - Work together to define the target word and present definition to classmates
- Word substitution
 - Team mates replace a target word in a sentence with another word that means the same thing
- Word guess
 - Guess the word with fewest clues possible



2nd Goal: build categorical knowledge

Categorizing Words

(Activity #4, Moats)

1. *Sort* the words into categories and subcategories.
2. Can you *show* or represent your categorical knowledge in a “mind map” or graphic organizer?
3. *Reflect*: What did you need to know to accomplish the task?

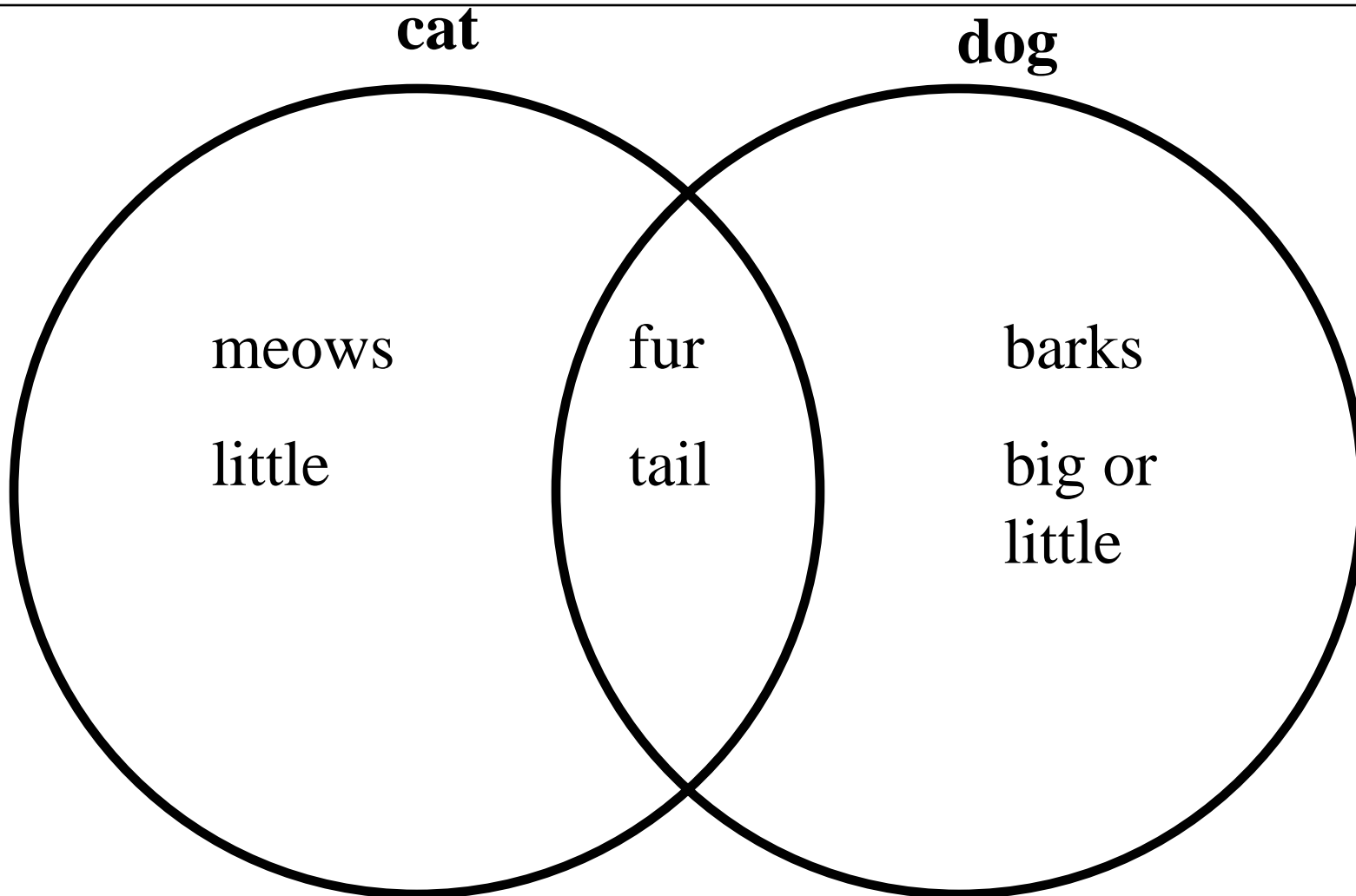
(Note for K-2, you may wish to use picture cards or objects or allow students to draw a response in an organizer)

Semantic Feature Analysis

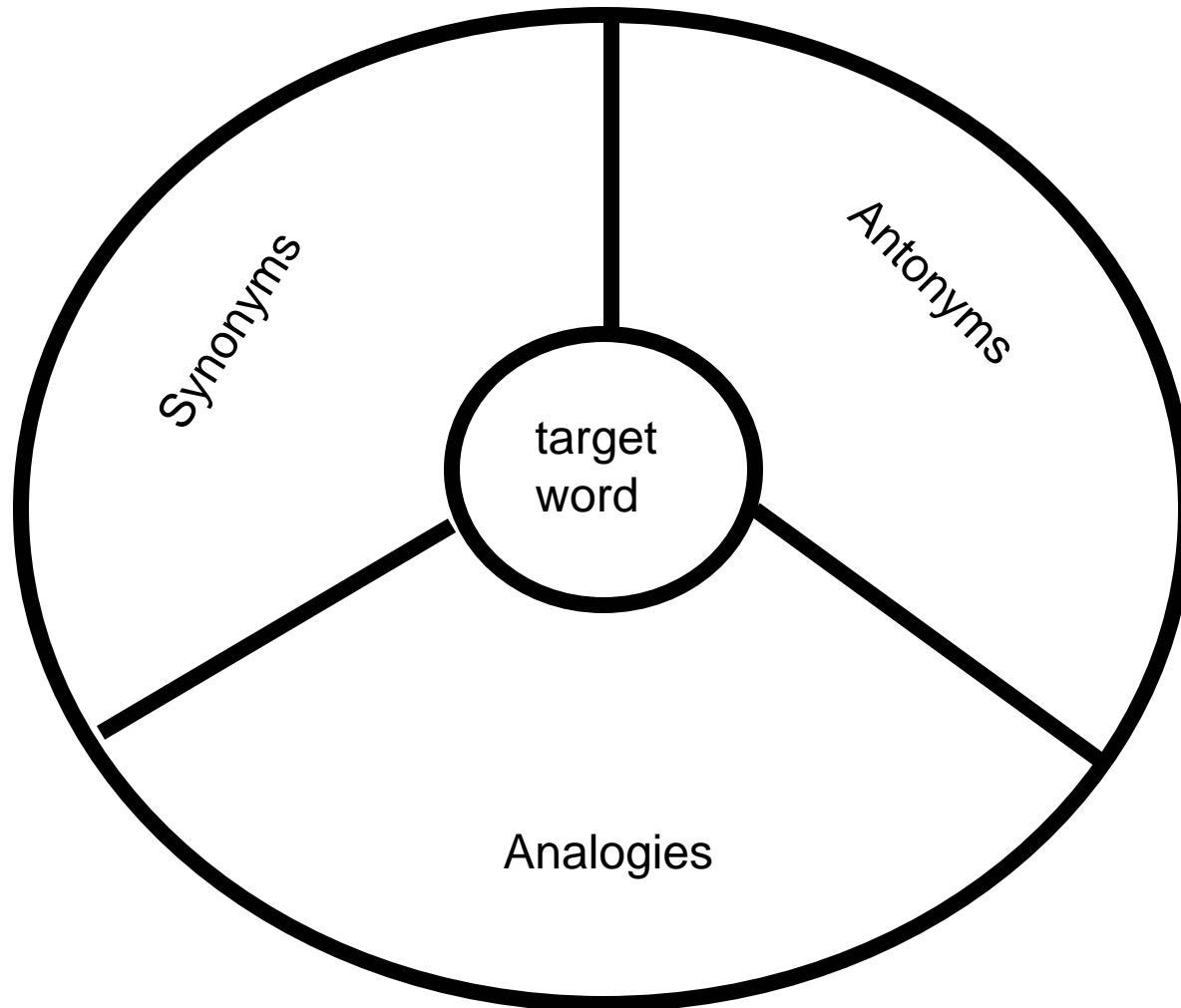
<u>term</u>	animal	mammal	fur
dog	+	+	+
cat	+	+	+
snake	+	-	-



Venn Diagram



Vocabulary Instructional Example





Mapping and graphic organizers

- ❑ Especially helpful for ELLs
- ❑ Show relationships between words
- ❑ Supports schema- understanding of the concept of the word
- ❑ 1- Determine the tool
- ❑ 2- Present topic through visual tool
- ❑ Introduce relationship using map or chart
- ❑ Use map or chart to set purpose for reading
- ❑ Guide students to confirm predictions made on chart or clarify their understanding
- ❑ Review and integrate after reading
- ❑ Use chart as a tool to guide summary of the content



Structural Analysis

(adapted from Anderson & Nagy, 1992)

- Children encounter the word “unfruitful” in text

- Here’s a word I haven’t seen before. The first think I’ll do is see whether there are any parts I know root, prefix, suffix. Ok I see I can divide it into
 - “un” which means not,
 - “fruit”, and
 - “ful” which means full of



DISSECT Lenz & Hughes, 1990

- Discover the context
- Isolate the prefix
- Separate the suffix
- Say the root word
- Examine the root word
- Check with someone
- Try the dictionary



Most common prefixes

- Un- 782 words
- Re- 401 words
- Im/in/ir/il - 313 words
- Dis- 216 words



Prefix Activity: Closed Sort

- Circle the prefixes in each of the following words
 - abdicate, abduct, coauthor, cooperate, coincide, absent

- Next, sort the words under the category ‘togetherness’ or ‘separateness’.

Note: this activity would be conducted after the prefixes ab- and co- have been taught.

3rd Goal: get children to use new words in oral and written language

Word substitution activity adapted from Lively, August, Carlo & Snow,

2003

- I feel angry when I see *discrimination*.
- The *prospect* of summer vacation makes me happy.
- I feel most happy when I am in my own *environment*.



Goal: Help children remember the meaning of a new word (more helpful for upper grades)

Keyword and Mnemonic Methods

– adapted from Mastropierri & Scruggs

- Keyword
- Define the unfamiliar word
- Choose a keyword that is related
- Link the two
- Recall the meaning of the unfamiliar word
 - associate a word familiar to learner with a new word
 - E.g., ranidae = common frogs (think of rain as keyword)
- Letter strategies to remember lists of things
 - E.g. FARM-B (fish, amphibian, reptile, mammal, bird)



Cognates- for ELLs

- Especially for spanish-speaking students
- Share latin and greek root words, some look and sound similar and have these same meaning
- Baby- bebe
- Boat- bote
- Computer- computadora
- Secret-secreto
- “tion” = cion
- “ent” = ente
- “cy” = “cia”



4th Goal: Word Study

- Build on structural analysis (see Yoshimoto article)
- Teach multiple meanings
- Teach idioms
- Teach children to use references
 - Start young with glossaries
 - Use picture dictionaries
 - Teach use of computer thesaurus



Apply strategies to teaching text

Moats exercise 9

1. Identify appropriate words to teach from your own texts;
2. Devise strategies to help you teach those words
3. Decide whether you are likely to use those strategies, before, during, or after reading



Teaching vocabulary all day long

- Informational text is useful (Duke, 2000)
- Content-area vocabulary
 - Science text
 - Offers more prefix and suffix words
 - Offers repetition
 - May offer hands-on learning of vocabulary in an authentic and meaningful context

