

4 Components of an Effective Vocabulary Program

1. Wide or extensive 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.

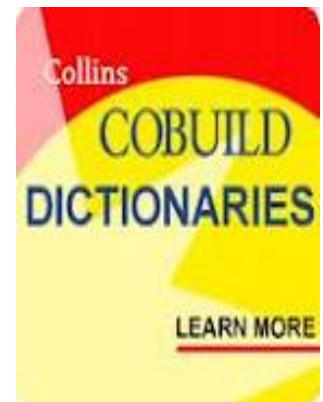
Michael Graves, 2000

Direct or Intentional Vocabulary Instruction

- Explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies.
- –National Reading Panel (2000)

Research-based Strategies for Vocabulary Development

- **Wide and Extensive Reading**
- **Morphemic Analysis**
- **Contextual Analysis**
- **Dictionary Use**
- **Cognate Analysis (ELL)**

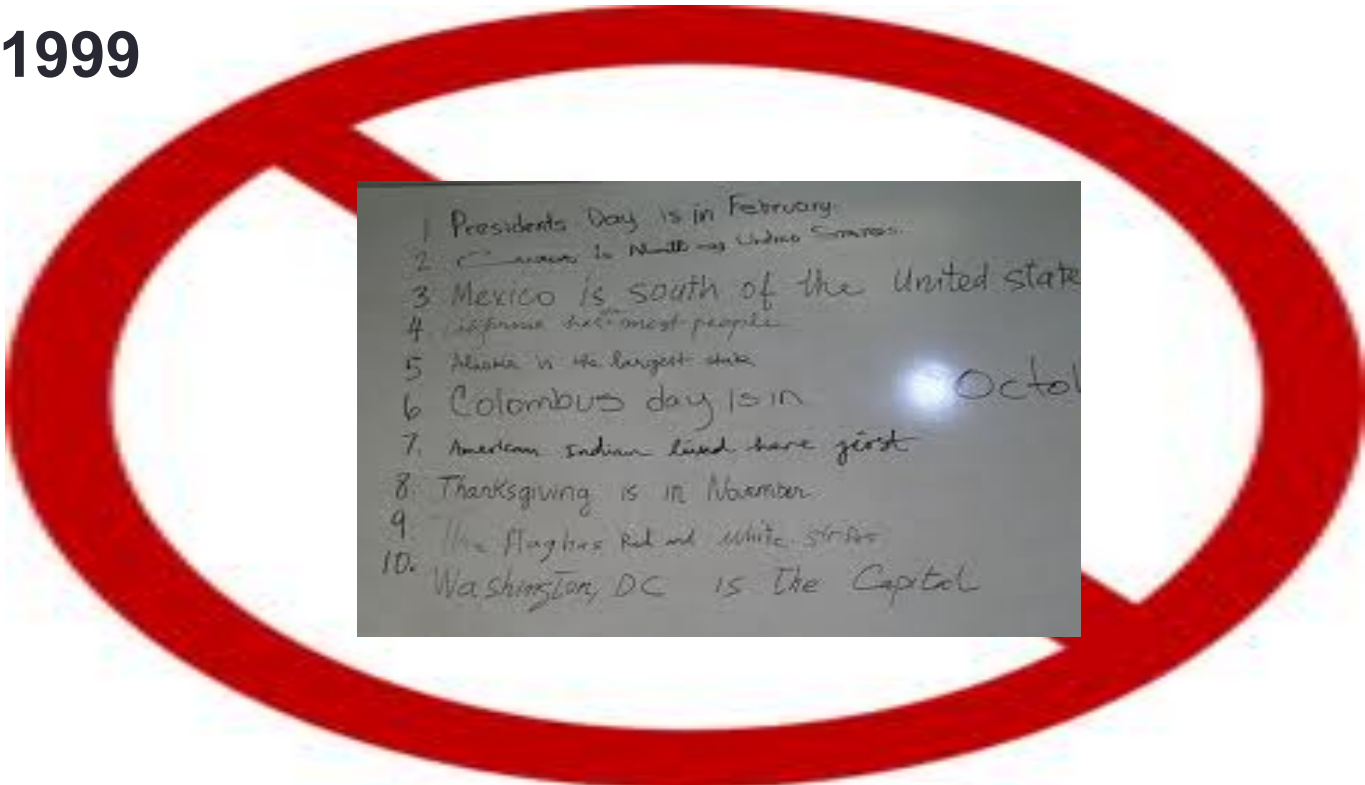


Word knowledge is much more than word identification or even definitional knowledge—

“It takes more than definitional knowledge to know a word, and we have to know words in order to identify them in multiple reading and listening contexts and use them in our speaking and writing.” (Allen, 1999)

Finding definitions and writing those words in sentences have had little apparent impact on their word knowledge and language use.

Janet Allen, 1999

- 
1. Presidents Day is in February.
2. Canada is north of the United States.
3. Mexico is south of the United States.
4. Japanese are most people.
5. Alaska is the largest state.
6. Columbus day is in October.
7. American Indian lived there first.
8. Thanksgiving is in November.
9. The flag has Red and white stripes.
10. Washington, DC is the Capitol.

Dictionary Use!

- When students have been provided dictionary definitions and asked to create sentences or answer brief questions about the words, research has shown:
 - 63 percent of the students' sentences were judged to be “odd” (Miller & Gildea, 1985)
 - 60 percent of students' responses were unacceptable (McKeown, 1991; 1993)



Read Aloud

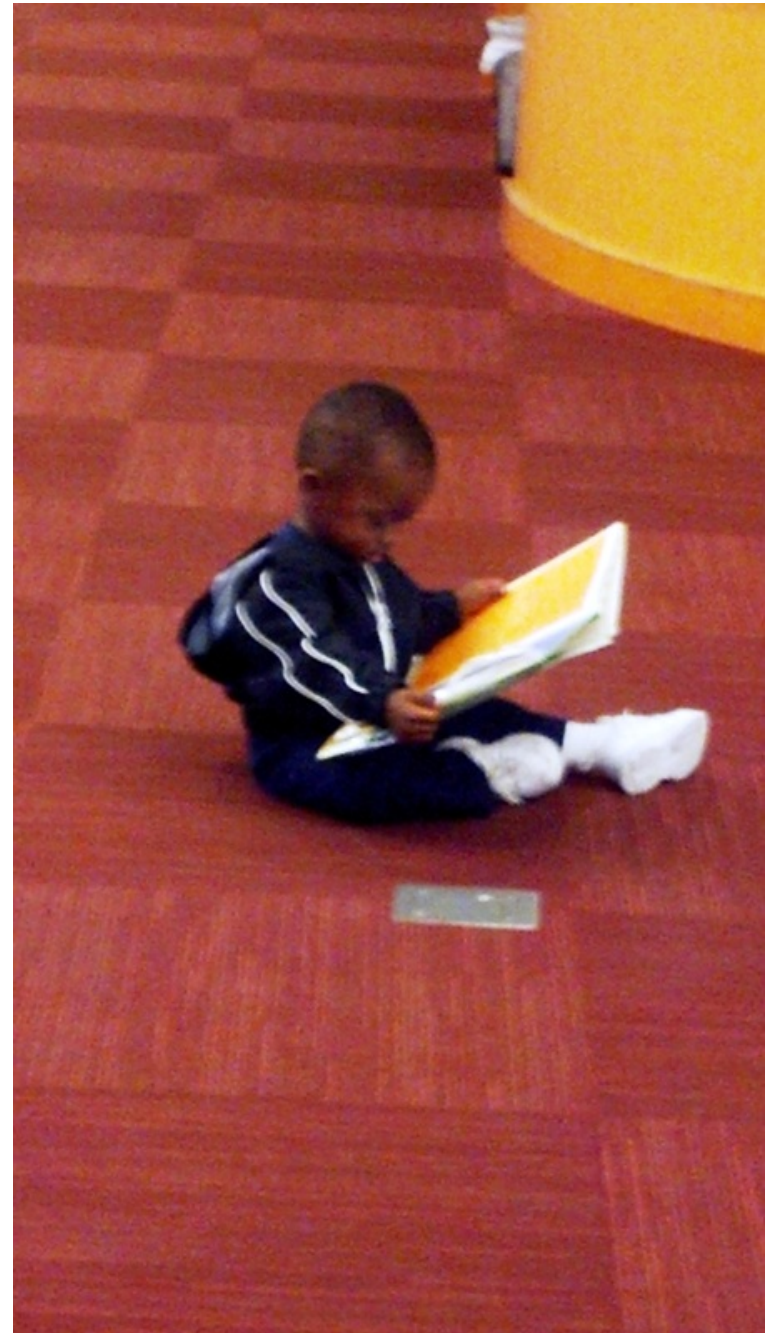
"The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."

Becoming a Nation of Readers (1985)



Wide Reading

- Students learn more words a year than we can teach
- Best way for students to learn many words in conjunction with learning word parts



Vocabulary Instruction

Direct teaching of vocabulary can help improve comprehension when we follow these guidelines (Cooper, 1993):

- **A few critical words are taught.**
- **The words are taught in a meaningful context. (including nonlinguistic representations)**
- **Students relate the new words to their background knowledge.**
- **Students are exposed to the words multiple times.**

Planning- Which Words to Choose?

Fiction

- Words that are important to the theme
- Words necessary to understand the story

Nonfiction

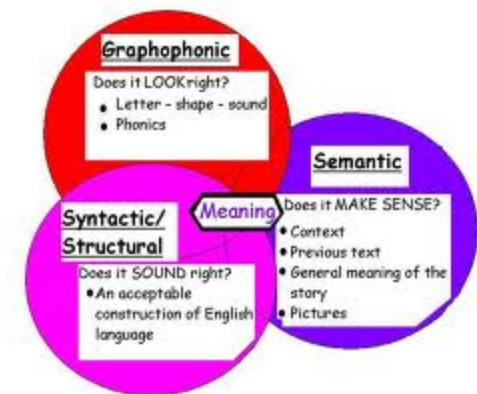
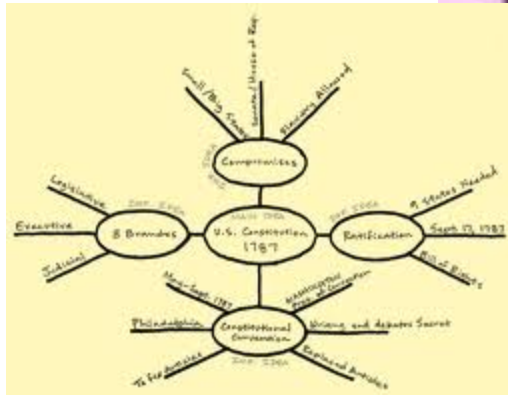
- Words necessary to understand the text (usually in bold or italics)

Words that are common across many contexts (tier 2 words)

Planning- Instruction Routine

- Students need repetition with the words that will be explicitly taught
 - Have a routine for explaining the words
 - Deep understanding of the words
- Have a routine for practice with the words
 - Engage in activities with the words
 - Encourage students to discuss the words
 - Read the words in context

What are exemplary strategies for vocabulary instruction?



Explicit Vocabulary Instruction

Vocabulary instruction is embedded within the instructional routine for reading and follows a **before**, **during** and **after** reading format.

Before Reading

Instruction

- Archer's Instructional Routine for Vocabulary
- Marzano's *Building Academic Vocabulary*-Steps 1-3
- Beck's Questioning Strategies

Activities

- Frayer Model
- Semantic Mapping
- Word and Concept Sorts

During Reading

Instruction

- Model strategy use
- Monitor/support student strategy use
- Providing affirmative and corrective feedback

Activities

- Vocabulary Tree Map
- Dictionary

After Reading

Instruction

- Marzano's *Building Academic Vocabulary-Steps 4-6*
- Beck's Questioning Strategies

Activities

- Frayer Model
- Semantic Mapping
- Word and Concept Sorts

Before Reading Strategies



Marzano's Six Step Process

- Step 1- Provide a description, explanation or example of the new term
- Step 2- Ask students to restate the description, explanation or example in their own words
- Step 3- Ask students to construct a picture, symbol, or graphic representation of the term
- Step 4- Engage students periodically in activities to help them add to their knowledge of the terms in their notebooks
- Step 5- Ask students to discuss the words with one another.
- Step 6- Involve students periodically in games that allow them to play with terms

Word Sorts- organizing words into categories

cold front

meteorologist

hurricanes

temperature

barometer



Why is this a good before reading strategy?

Word Sorts

cold front

meteorologist

hurricanes

temperature

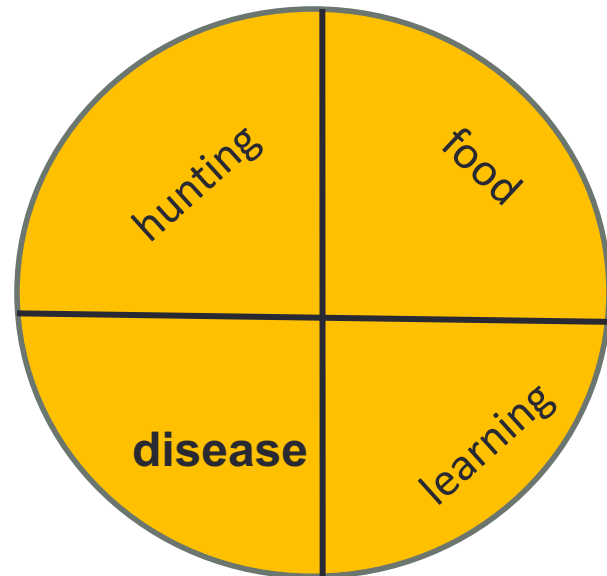
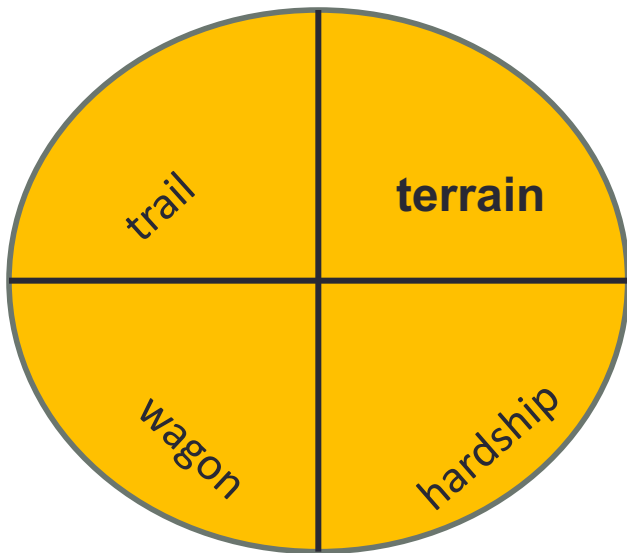
barometer

- Provide students with a set of vocabulary word cards (related to a specific concept or topic).
- Work in groups to sort the words into categories.
- Encourage students to find more than one category for the vocabulary words.
- Students then discuss with teacher & peers their rationale for categorizing words.

Let's sort!

Concept Circles Before Reading: Westward Movement

Describe the meaning and relationships between and among the words in the sections of the concept circles.

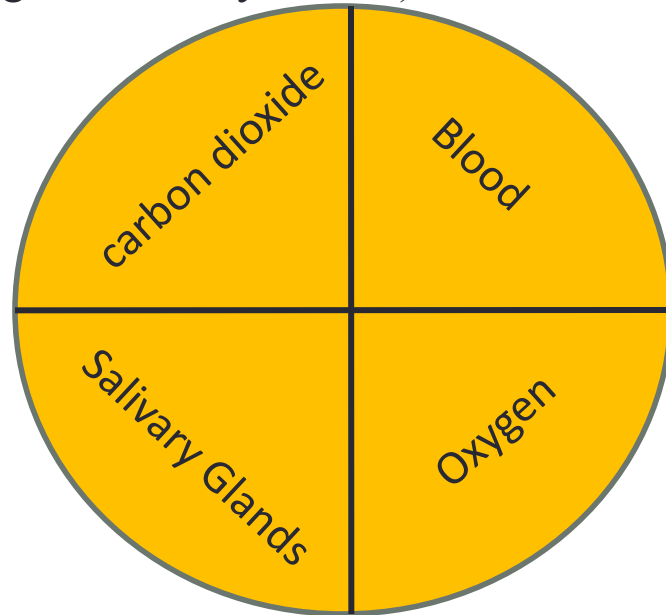
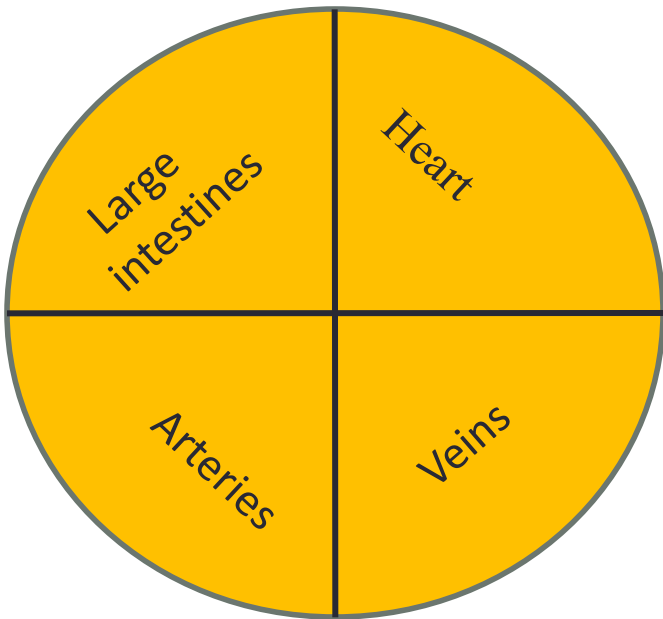


Traveling west had many hardships. One of the many hardships were **diseases** that the people had without medical help. Wagons would need to hold many delicacies.

For instance, food you'd need to eat and live on were carried in them. The trails could have bad **terrain**, or could be all flat. Hunting was important and learning how to hunt for buffalo, elk, deer, and birds was learned while on the trail and served as good food for all.

Concept Circles Assessment: Circulatory System

Describe the meaning and relationships between and among the words in the sections of the concept circles. (Which word does NOT belong? Write why below.)



Migrate

- Sentence from text- Philpe's family migrates from Virginia to Florida every year to pick oranges.



What is it?

To move regularly from one region to another

What is it like?

moving around

relocating

traveling

Part of speech

verb

migrate

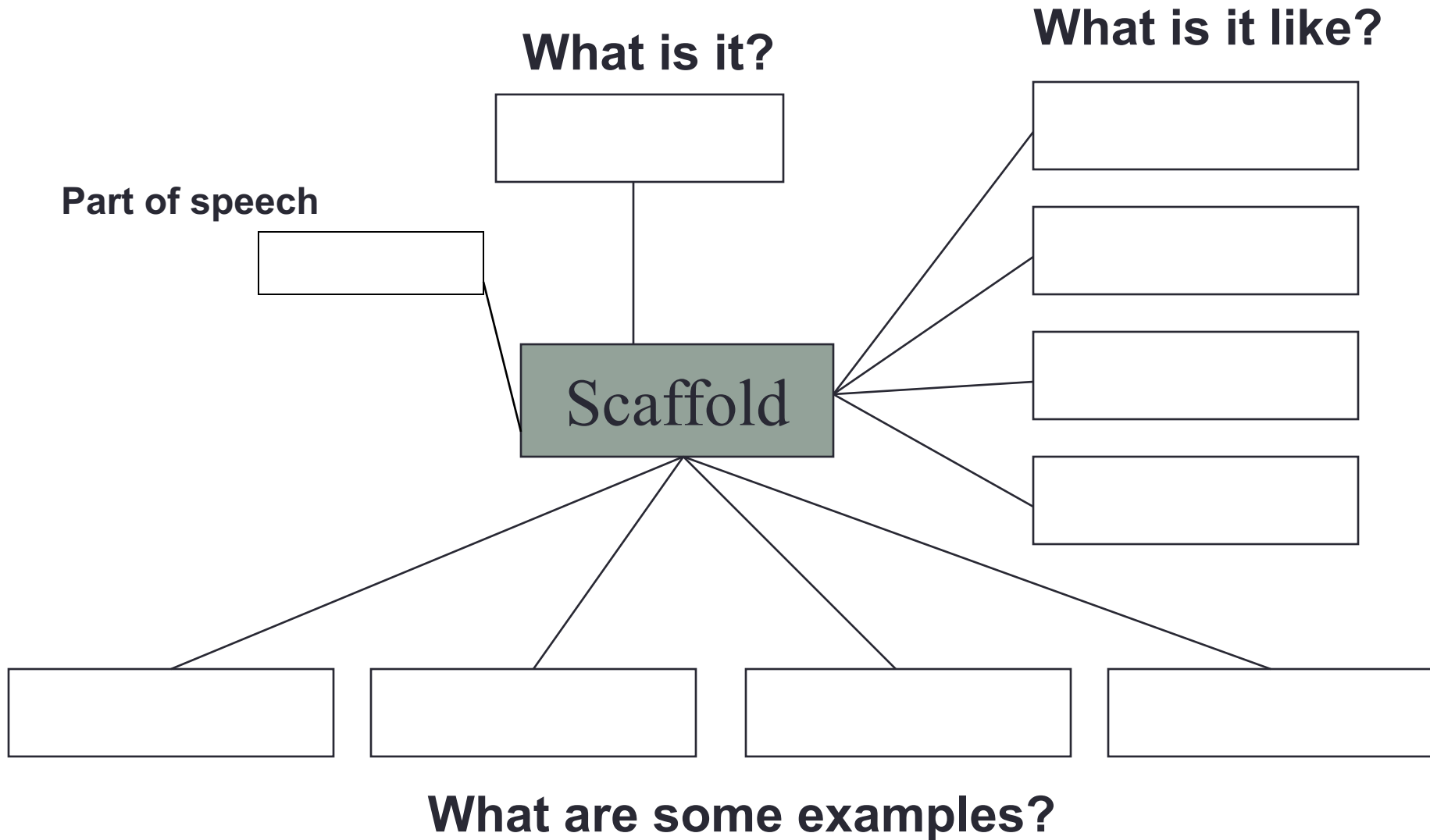
**people working
for seasonal jobs**

birds

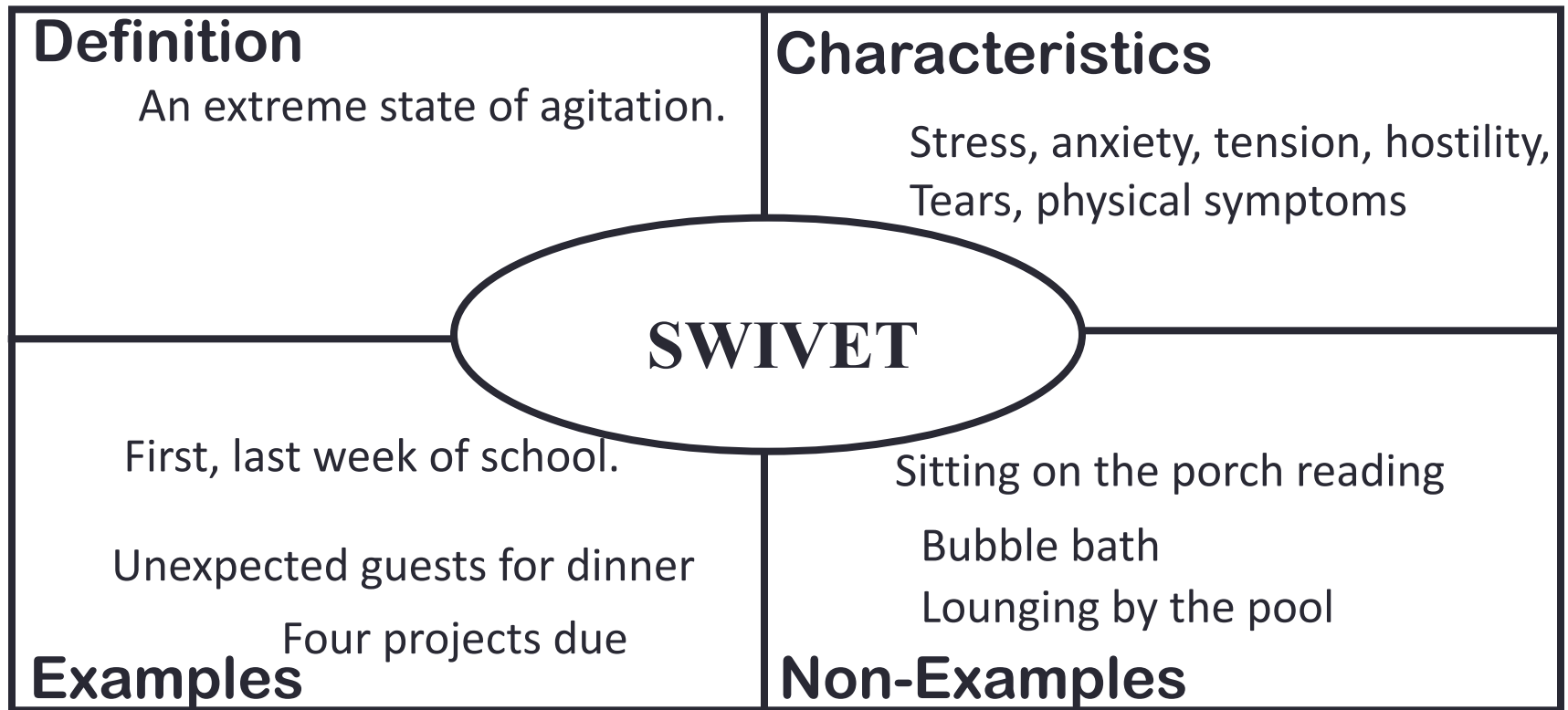
Nomads

What are some examples?

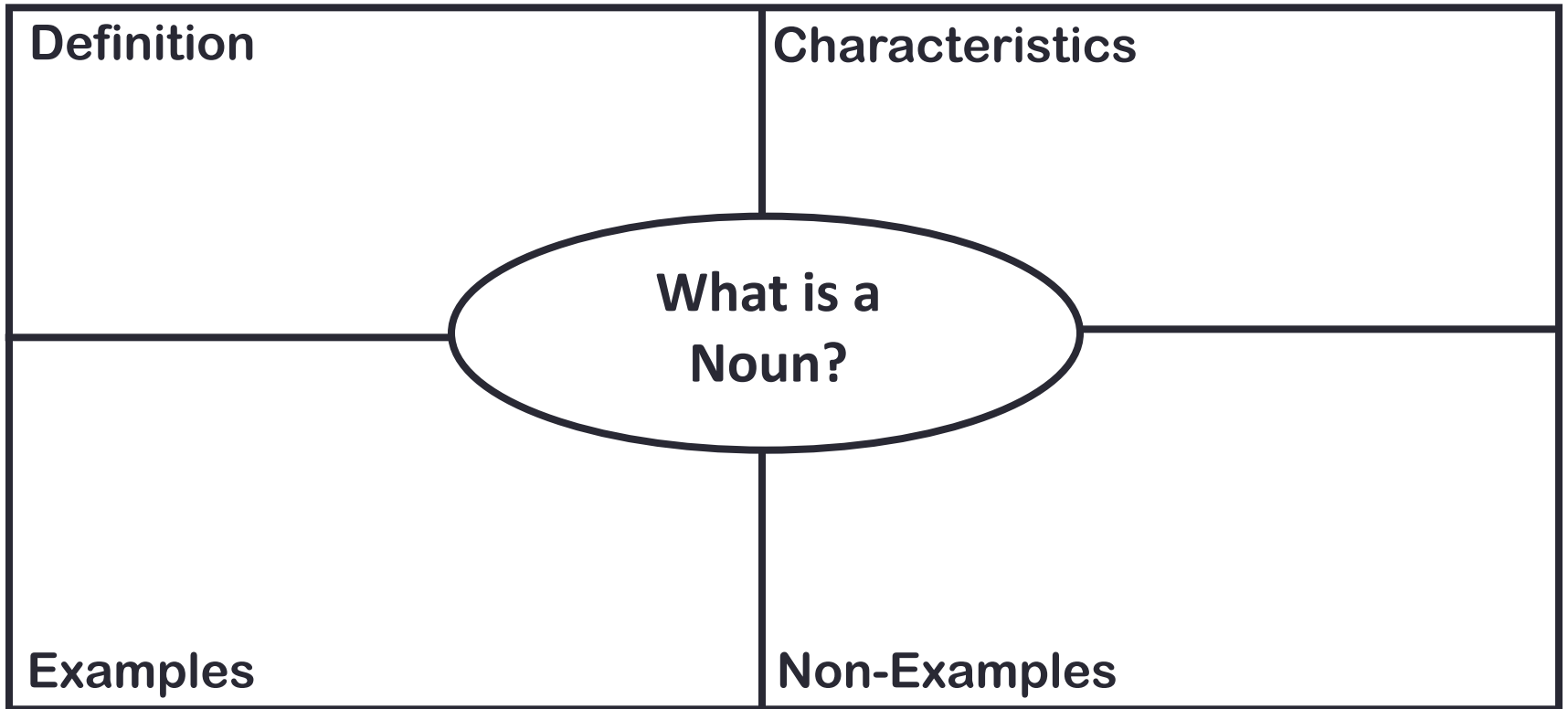
Word Map



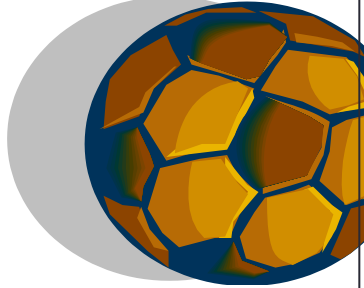
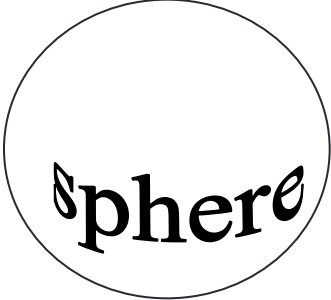
Frayer Model



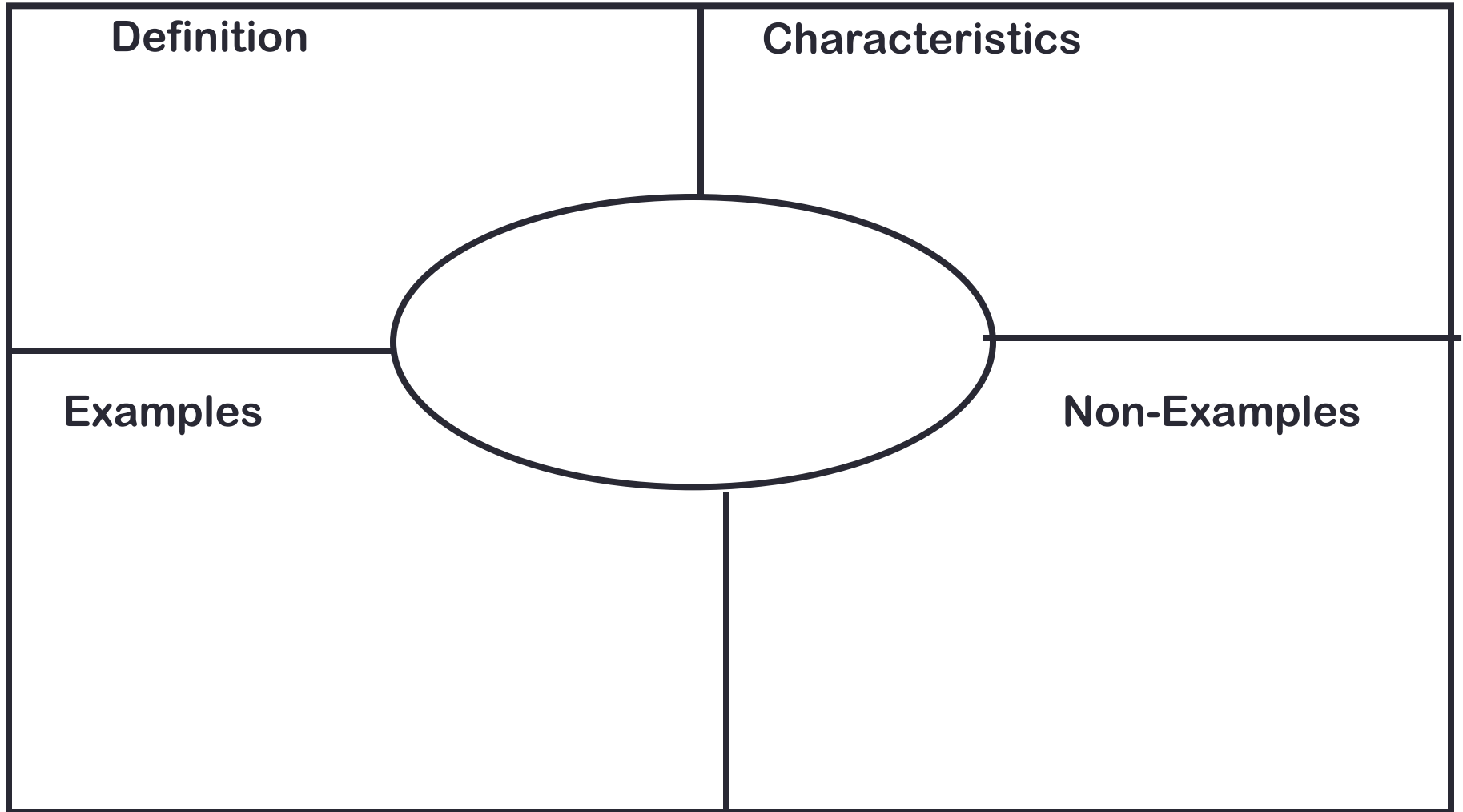
Frayer Model



Fryer Model

<p>Term</p> <p>sphere</p>	<p>Visual Representation</p> 
<p>Definition</p> <p>A round 3-D shape</p>	<p>Personal Association</p> <p>My ball is the shape of a sphere.</p> 

Frayer Model- Choose a word from the PRIME text



During Reading Strategies



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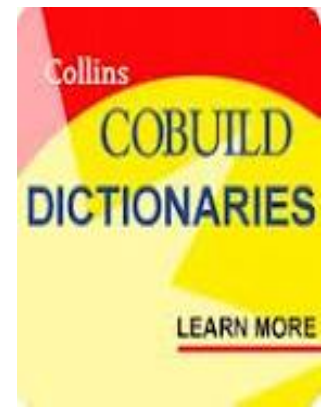
During Reading- Scaffolding

- Brief explanation of words not important to concept or theme, but helpful to understanding the text
 - Moccasins- show a picture or provide a good explanation
- Give synonyms, antonyms and examples
- Point out word parts that the students are familiar

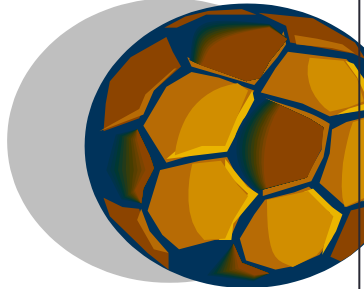
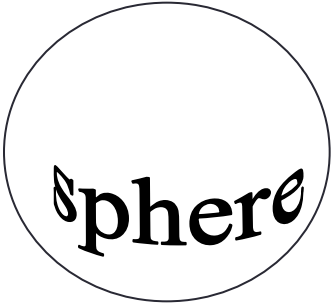


During Reading- Scaffolding

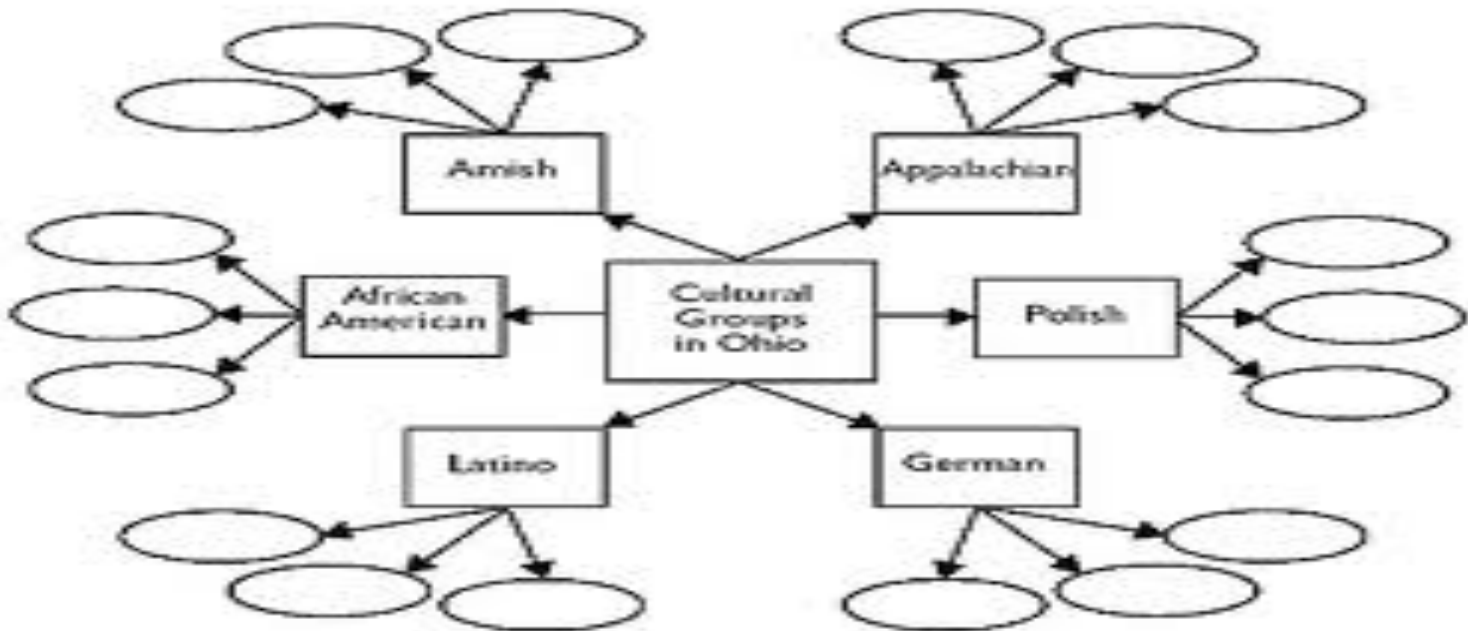
- Dictionary
 - How do you use the dictionary?
 - Only helpful when have context to help figure out the meaning
 - May need to revisit after reading to check for understanding



Fryer Model- During Reading

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<p>Definition</p> <p>A round 3-D shape</p>	<p>Personal Association</p> <p>My ball is the shape of a sphere.</p> 

After Reading Strategies



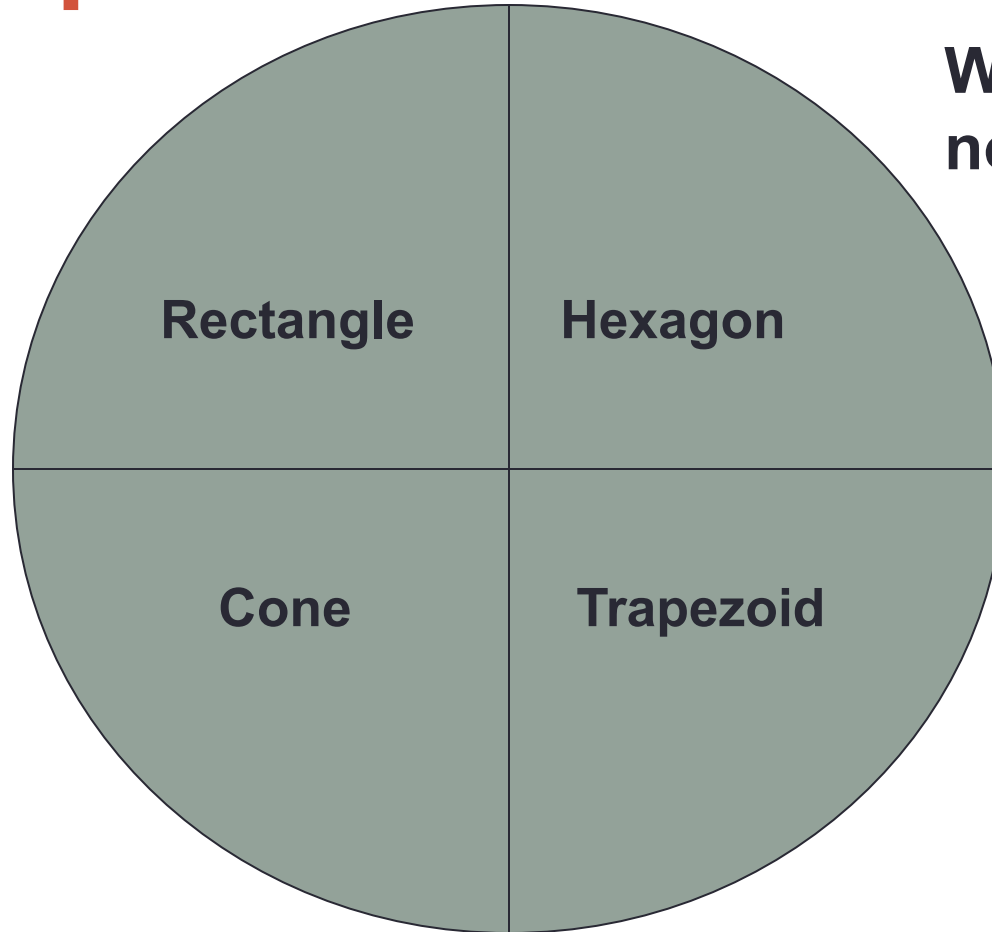
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Interactive Notebooks

- Students keep a log or journal to record what they are learning
- Teacher provides a concept or word.
- Students write quickly & spontaneously (free write/quick write) everything they know about the word.
- Analyze word parts.
- Draw a graphic representation.
- Include graphic organizer and foldables used to learn the word.
- Peer and/or teacher response.

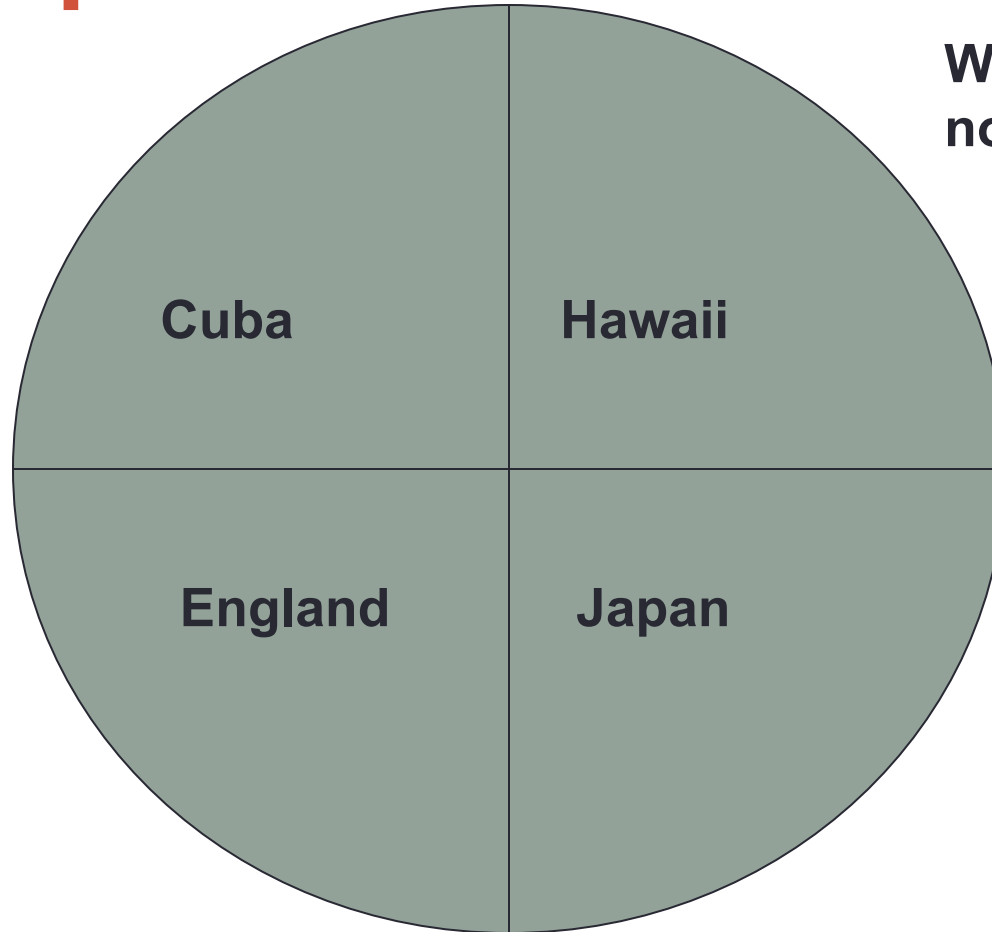
Concept Circles



Which word does not belong?

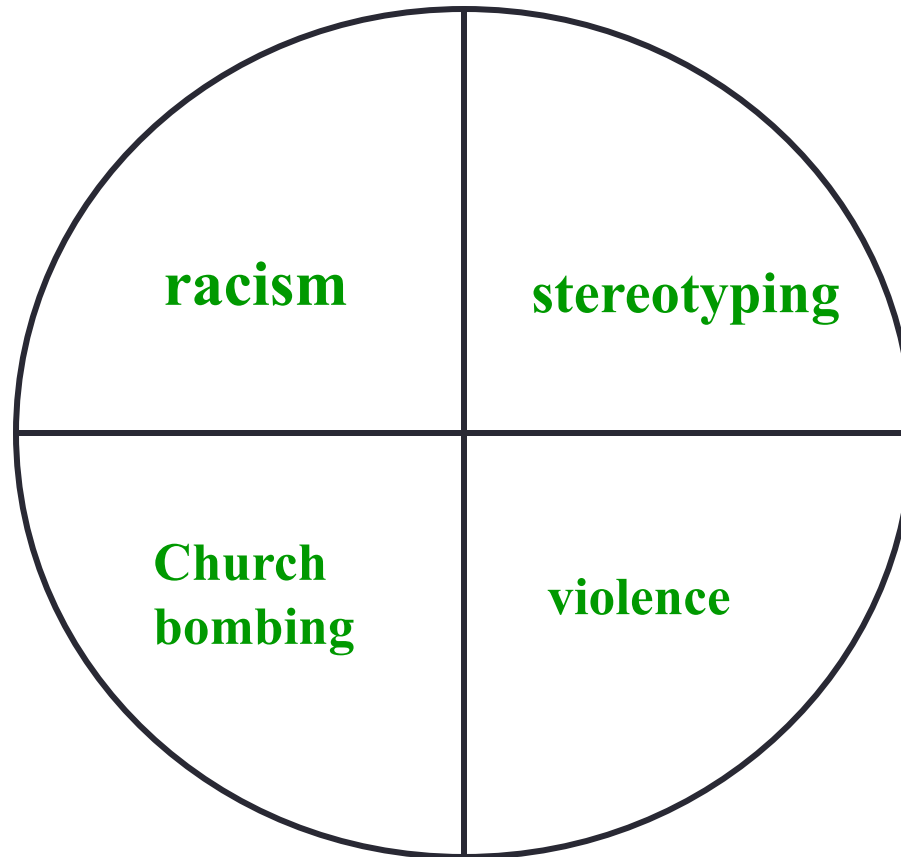
Why? _____

Concept Circles

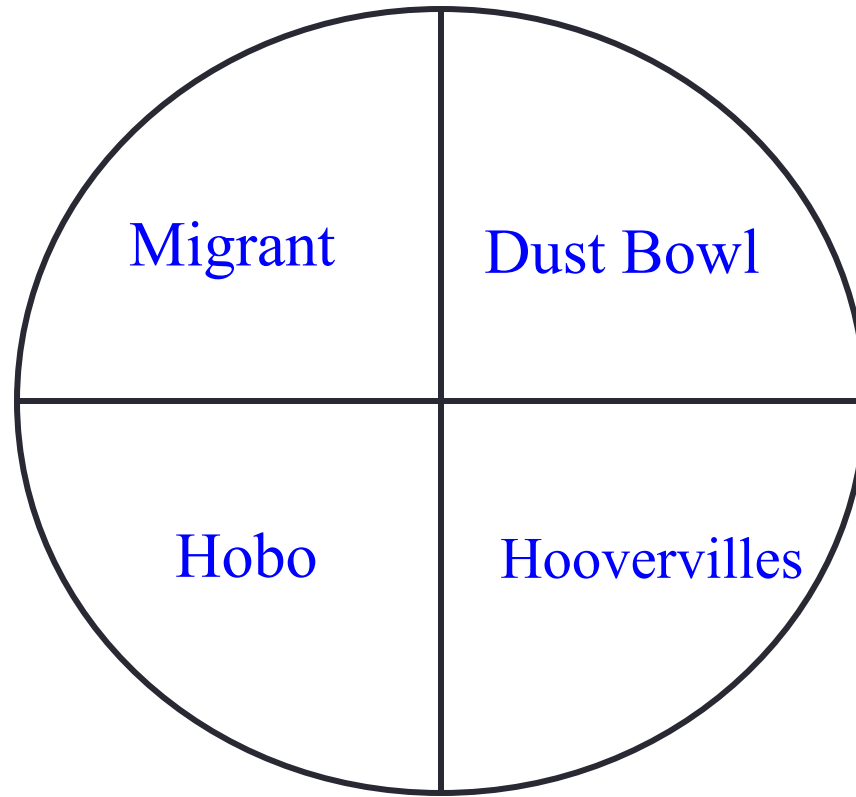


Which word does not belong?

Why? _____



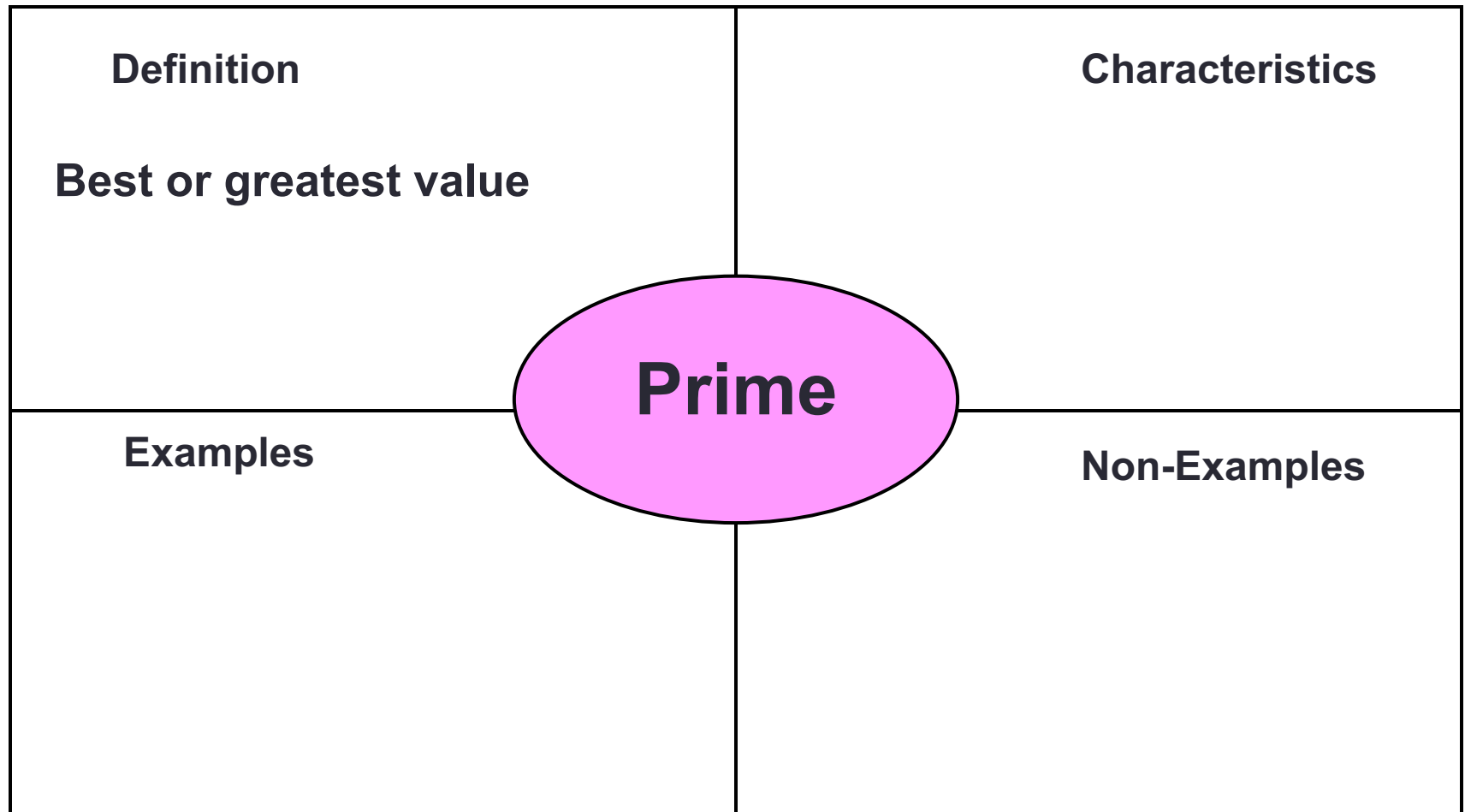
Concept: Civil Rights Movement



Concept: The Depression

Frayer Model

(Frayer, Frederick, & Klausmeier, 1969)



Frayer Model (Frayer, Frederick, & Klausmeier, 1969)

Content for this example taken from Baron & Heideima, (2002) *Teaching Reading in the Content Areas* (Supplement), McRel.

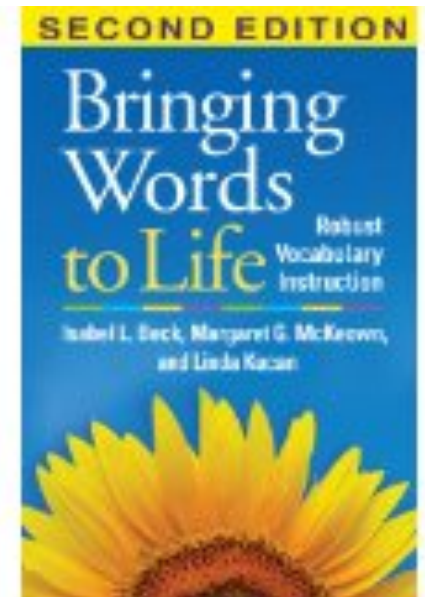
Definition A whole number with exactly two divisors (factors)	Characteristics <ul style="list-style-type: none">• 2 is the only even prime number• 0 and 1 are not prime• Every whole number can be written as a product of primes
Examples 2, 3, 5, 7, 11, 13, 17, ...	Non-Examples 1, 4, 6, 8, 9, 10. . .

Frayer or Fryer Model- another version

<p>Term</p> <p>sphere</p>	<p>Verb- spher<u>e</u>d, spher<u>ing</u></p> <p>To enclose into a sphere</p>
<p>noun</p> <p>A round 3-D shape</p>	<p>Adjective- spher<u>ical</u></p> <p>In the shape of a sphere</p>

Beck's Questioning Strategies

- Great sponge activities
- A way to informally assess student's knowledge of the words
- Encourages students to truly understand the meaning of the words



Questions, Reasons and Examples

- Why might you walk around a dark room cautiously?
- What is something that you could do to impress your teacher? Why?
- Which of these things might be extraordinary?

Making Choices

- If any of the things I say might be examples of people clutching something say “Clutching”. If not, don’t say anything.



Making Choices



- I'll say some things, if they sound leisurely, say "Leisurely." If you'd need to be in a hurry say "Hurry."

Choices

- Ask the children to choose between two words

If you and your friends were watching a funny TV show together and began to laugh a lot, would you sound pounce or raucous?