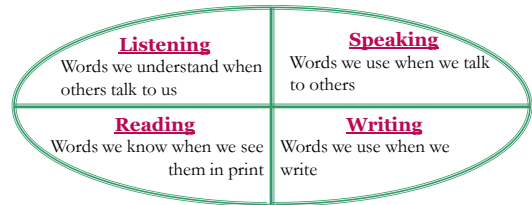


# Vocabulary Instruction and Language Development for ALL

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Bismarck, ND  
October 2008

## Types of Vocabulary

Receptive	Expressive
Requires a reader or listener to associate a specific meaning with a given label as in reading or listening.	Requires a speaker or writer to produce a specific label for a particular meaning.



## The Importance of Vocabulary

*"...vocabulary is the glue that holds stories, ideas, and content together...making comprehension accessible for children"* (Rupley, Logan, & Nichols, 1998/1999, p. 339).

### Vocabulary knowledge:

- is strongly linked to academic success (Becker, 1997; Anderson & Nagy, 1991)
- facilitates accurate word recognition.
- is critical to reading achievement and comprehension (Stanovich, 1993)
  - If a word is decoded and pronounced but the *meaning* is not recognized, comprehension will be impaired.

## Vocabulary Gap

- 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

	Words heard . . .			
	per hour	100-hr week	5,200 hr year	3 years
<b>Welfare</b>	620	62,000	3 million	10 million
<b>Working Class</b>	1,250	125,000	6 million	20 million
<b>Professional</b>	2,150	215,000	11 million	30 million

## Tiers of Words

**Tier 1-** Basic, everyday words that students learn on their own.

**Tier 2-** Are common enough that most mature readers are familiar with them. They can be found across various contexts and topics and understanding the meaning of these words promotes everyday reading and listening comprehension.

**Tier 3-** Low-frequency words; many of which are domain specific.

Beck & McKeown, 1985

## Selecting Tier II Words

- Level II words taught before students read include words:
  - that will be frequently encountered in other texts and content areas.
  - crucial to understanding the main ideas.
  - that are not a part of the students' prior knowledge.
  - unlikely to be learned independently through the use of context and/or structural analysis.

## Choosing Words to Teach



- Why?
- Verbs are where the action is
  - Teach *admire, admired, admires,...*
  - Likely to see it again in grade-level text
  - Likely to see it on statewide assessments
- Why not *eaves*?
  - Rarely seen in print
  - Rarely used in stories or conversation or content-area information

## Selecting Tier II Words

Owl butterflies don't need to hide. They have markings that scare their enemies. Big round spots on their wings look just like an owl's eyes! If a bird comes close, the butterfly silently spreads its wings. That is all it has to do. When the bird sees the eyes, it trembles with fear. It thinks a real owl is looking at it.

## How Many Words?

- In 1<sup>st</sup> and 2<sup>nd</sup> 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 3<sup>rd</sup> grade onward, about 6-8 per day.
- Most typically developing children need to encounter a word about 12 times before they know it well enough to improve comprehension.

Biemiller; Nagy & Anderson

## Dictionaries: Proceed with Caution



### Things to consider when asking students to look up words in the dictionary

- Students must already have some knowledge of the word for the definition to make sense.
- The definition does not explain how the word is different from other analogous words.
- Definitions often use vague language with insufficient information.
- When reading definitions, students have difficulty taking syntax, structure, and part of speech into account.

Beck, McKeown, & Kucan, 2002; Miller & Gildea, 1987; Scott & Nagy, 1989, 1997; Vacca & Vacca, 1996.

## Not All Definitions are The Same

### Traditional Dictionary

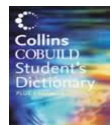
- 1) the quality of or state of being delicate; fineness, weakness, sensitivity, etc.
- 2) a choice food

### Student Friendly Explanation

- 1) something good to eat that is expensive or rare: *Snails are considered a delicacy in France.*
- 2) a careful and sensitive way of speaking or behaving so that you do not upset anyone; tact  
*He carried out his duties with great delicacy and understanding.*

## Dictionaries with Student-Friendly Explanations

- *Oxford Elementary Learner's Dictionary*
- *Collins Cobuild Student's Dictionary*
- *Heinle's Newbury House Dictionary of American English* (<http://nhd.heinle.com/home.aspx>)
- *Longman Dictionary of American English* (<http://www.ldoceonline.com>)



## Indirect Learning



***Indirect learning has higher effects for students with higher levels of vocabulary***

## Direct/Explicit Instruction

*“Direct teaching of vocabulary might be one of the **most underused** activities in K-12 education. The lack of vocabulary instruction might be a result of misconceptions about what it means to teach vocabulary and its potential effect on student learning. Perhaps the biggest misconception is that teaching vocabulary means teaching formal dictionary definitions.”*

-Marzano et al. 2002

## Knowing a Word

*“Simply put, knowing a word is not an all-or-nothing proposition.”* (Beck, McKeown, & Kucan, 2002, p. 9).

- **Level 1:** Has never seen or heard the word before
- **Level 2:** Has seen or heard it, but doesn't know what it means
- **Level 3:** Has a general sense of a word
- **Level 4:** Knows a word, but the word is not part of the student's speaking vocabulary.
- **Level 5:** Has a deep knowledge of word, its relationship to other words, how it changes across contexts, and its metaphorical uses. Can apply the term correctly to all situations and can recognize inappropriate use.

## Instructional Routine

### Introduce

- Write and say the word
- Have students repeat it

### Explain

- Use student friendly explanation
- Show picture/demonstrate
- Provide sample sentences and examples/non-examples

### Practice

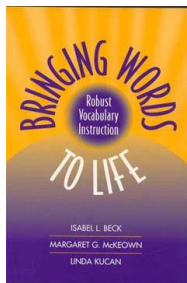
- Engage students in activities/elaboration
- Help students connect to self
- Monitor students' understanding
- Revisit words over time

Beck, McKeown, & Kucan, 2002

## An Excellent Resource for Vocabulary Instruction

### **Bringing Words to Life: Robust Vocabulary Instruction**

By Isabel Beck, McKeown, and Kucan (2002)



## Connect Two

### **Before Reading**

Based on *what I know*, I am going to connect \_\_\_\_\_ and \_\_\_\_\_.

- unexpected
- menace
- golden retriever
- terrifying
- hurricane
- emergency
- ambulance

### **After Reading**

Based on *what I read*, I would connect \_\_\_\_\_ and \_\_\_\_\_.

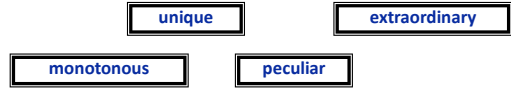
## Have You Ever?

- Describe a time when you might urge/console/commend someone
- Describe an animal that is dangerous/gruesome
- Describe a time when you felt dread/scared/danger

## Idea Completion

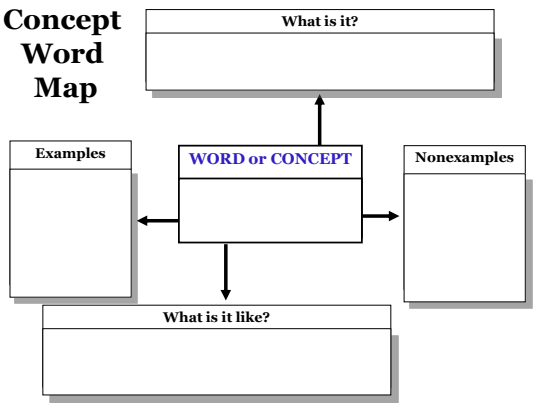
- The audience asked the virtuoso to play another piece of music because ...
- The skiing teacher said Melanie was a novice on the ski slopes because ...
- Paul called Tim a coward when ...

## Overheard Conversations

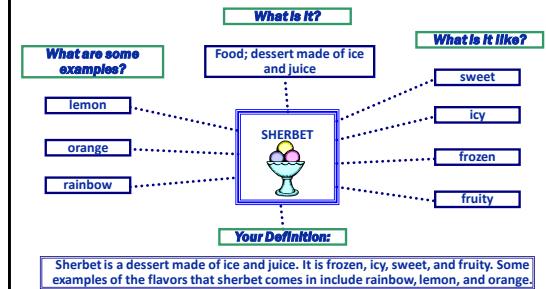


- "There's nothing like it in the world!"
- "It's fantastic! Better than I could have imagined"
- "That was a weird one"
- "What a drag!"

## Concept Word Map



## Concept Word Map with Definition



## How Well Do You Know These Words?

### HIGH KNOWLEDGE

- 4 = I could teach it to the class
- 3 = I am pretty sure what it means

### LOW KNOWLEDGE

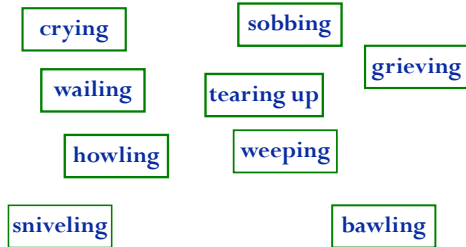
- 2 = I recognize it but need a review
- 1 = I have no clue what it means

Word	Before Instruction	After Instruction
serendipity		
pedantic		
miscreant		
ribosome		
eukaryotic		

## How Well Do You Know These Words?



## Word Scaling



McKeown & Beck, 2004

## Word Lines

How much energy does it take to ...

1. *Embrace* a teddy bear?
2. *Flex* your little finger?
3. *Thrust* a heavy door shut?
4. *Beckon* to someone for five straight hours?
5. *Seize* a feather floating through the air?

Least energy \_\_\_\_\_ Most energy

McKeown & Beck, 2004

## Yes/No – Why?

- Juxtapose 2 or more vocabulary words into a question
- Requires student to think relationally using the meaning of the words to explain their answers
- Can be both a practice activity or an assessment tool

- Can a *clown* be *sad*?
- Can a *police officer* be a *criminal*?
- Can a *villain* be a *philanthropist*?
- Can someone *recover* from a *fatal* injury?
- Can *toddlers* *avoid* getting the cold?

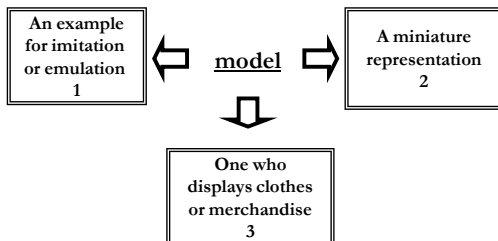
Beck, Perfetti, & McKeown, 1982; Feldman, 2005

## Word Pair Analysis

Word Pair	Same	Opposite	Go Together	No Relation
<i>admire/like</i>				
<i>disappointed/glad</i>				
<i>coward/kind</i>				
<i>villain/accomplish</i>				

Stahl & Kapinus, 2001

## Word Maps



Texas Center for Reading and Language Arts. (2002). *Teacher Reading Academies*. Austin, TX:TCRLA

## Making the Match!

<b>ROCK</b>	to move back and forth
a stone	a type of music

I have a collection with many different kinds of **rocks**

My teenage brother is **all** into **rock** r.

My Mom rocks my baby brother to sleep

## High-Quality Oral Language

- Compare spoken language with literate language
- Model good language use
- Read aloud good literature (expository too!)
- Integrate target vocabulary into your language
- Scaffold students oral language
  - Use questions, prompts, and cues
  - Recast students' responses
  - Ask for clarification/justification/elaboration
  - Engage students in retelling

Texas Center for Reading and Language Arts. (2002). *Teacher Reading Academies*. Austin, TX: TCRLA

## Modeling Language throughout the Day

- My purpose in teaching you this is....
- The main idea I want to teach is.....
- Compared to yesterday this .....
- Looking at this, I can infer.....
- Based on what I know, I can predict....
- If I choose to do this, then I will have to.....

## Negations

- Children often hear the contracted negative in social conversations.
- Parents/peers rarely use the more formal “not” to indicate negation. TESTS FREQUENTLY DO.

**Show me the cow that is not eating.**

## Using Precise Language

## Using Precise Language

## Following Directions

1. In the middle of your paper, draw a happy face.
2. On top of the happy face, draw a triangle
3. Above the triangle, draw a sun
4. Below the happy face, draw a table
5. Under the table, draw a heart
6. In the triangle, draw a square
7. Draw a moon, parallel to the sun, on the right side of the paper (close to the edge)
8. Draw a line connecting the sun to the moon.
9. Draw a glass of water on the table (right side)
10. Draw a star behind the left leg of the table.
11. On the top left hand corner, draw a cloud

## Retellings

- 1) Teacher reads
- 2) Teacher retells using props
- 3) Teacher retells while student uses props
- 4) Teacher and student retell using props
- 5) Student retells

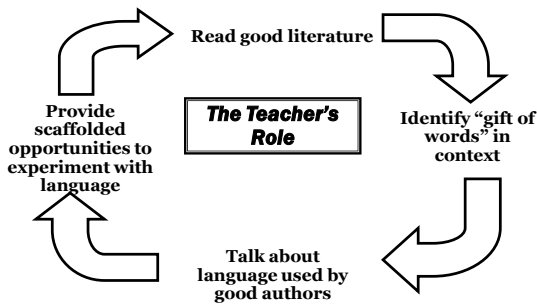
*Engage students in both narrative and expository retellings*

Texas Center for Reading and Language Arts. (2002). Teacher Reading Academies. Austin, TX:TCRLA

## Questions, Reasons, and Examples

- If you are walking around a dark room, you need to do it *cautiously*. Why? What are some other things that need to be done *cautiously*?
- Which of these things might be *extraordinary*? Why/why not?
  - A shirt that was comfortable, or a shirt that washed itself?
  - A flower that kept blooming all year, or a flower that bloomed for three days?
  - A person who has a library card, or a person who has read all the books in the library?

## Word Consciousness



Scott & Nagy, 2004

## Word Consciousness

## Book Wall

## Content Wall

# Word Detective Bookmark

**Word Detective**

Name \_\_\_\_\_  
 Book Title \_\_\_\_\_  
 Author \_\_\_\_\_

Word	Page

Adapted from The Florida Center for Reading Research, 2005

## Silly Questions

- Would a rock be *reluctant* to walk?
- Would a whale think that eating ice cream is *disgusting*?
- Could a house be *inundated* with dogs?
- Would it be *disgusting* to eat earthworms?
- Could an *enemy* do *disgusting* things?

## Academic Vocabulary



Words that represent the important concepts students need to understand in every subject area —Marzano, 2005

### Content area vocabulary

- is essential for comprehension of the topic of study
- represents unfamiliar concepts necessary to the topic
- is related to other content vocabulary in the unit/topic
- even ELL who demonstrate higher levels of English language proficiency will benefit from teacher support

*process, issue, dilemma, facilitate, analysis, hierarchy, experiment, conclusion, accumulation, organize, factor, attribute, deposit, maintain*

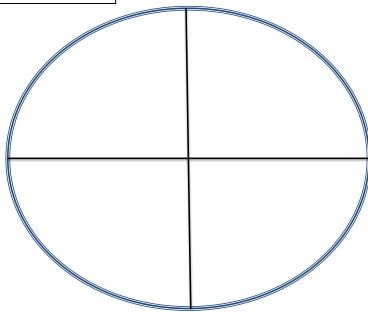
## Constructing Meaning

My Content Dictionary				
New Word	My Definition	Example	Non-Example	Sentence
Polygon	A polygon is a closed figure whose sides are all line segments			A rectangle is a polygon with opposite sides parallel and four right angles A quadrilateral is a polygon with four sides

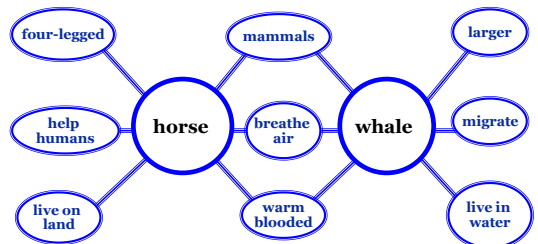
Making Connections: Academic Language and Mathematics for English Learners. Sonoma County Office of Education

## Concept Wheel

\_\_\_\_\_



## Double Bubble



Marzano & Pickering, 2005

## Content Area Word Wall

### PHOTOSYNTHESIS



leaves	chlorophyll	oxygen
mesophyll cells	carbon dioxide	sun light
stoma	chloroplasts	glucose
algae	synthesis	water
	autotrophs	

## Content Area Word Wall

### FARM ANIMALS



horse



duck



pig



sheep



turkey



goat



chicken



cow

## Content Area Word Wall

### WRITING WORD PROBLEMS

bar graph	measure	minutes
fraction	half	second
numerator	product	sum
denominator	less than	width

Texas Center for Reading and Language Arts. (2002). Teacher Reading Academies. Austin, TX: TCRLA

## Wide Reading and Vocabulary

Major Sources	Rank of Median Word
Abstracts of scientific articles	4389
Newspapers	1690
Popular magazines	1399
Adult books	1058
Comic books	867
Children's books	627
Preschool books	528
Popular prime-time adult shows	490
Popular prime-time children shows	543
Cartoon shows	598
<i>Mr. Rogers and Sesame Street</i>	413
Expert witness testimony	1008
College graduates to friends/spouses	496

Printed texts

Television texts

Adult Speech

Adapted from Hayes & Ahrens (1988)

## Advantages of Wide Reading

Percentile Rank	Min. of reading per day	Words read per year
98	65.0	4,358,000
90	21.1	1,823,000
80	14.2	1,697,000
70	9.6	622,000
60	6.5	432,000
50	4.6	282,000
40	3.2	200,000
30	1.8	106,000
20	0.7	21,000
10	0.1	8,000
2	0.0	0

Adapted from Anderson, Wilson, & Fielding (1988)

## SSR/DEAR Plus

- Careful match of student to text
- Structured book choices
- Accountability
  - quick writes, sentence frames
  - random selection of 3-5 journals to read daily and comment

Title of reading	My original title
Key quote	Why I chose this quote
Brief casual summary	Graphic representation

- Purposeful and explicit mini-lessons

Adapted from Feldman, 2005

## Advantages of Wide Reading

- If Ray, a 5<sup>th</sup> grader, reads for one hour per day, five days a week, at a fairly conservative rate of 150 words per minute, he will encounter 2,250,000 words in his reading over a school year. If 2 to 5% of the words Ray encounters are unknown to him, he will encounter from 45,000 to 112,500 unknown words. If, as research as shown, students can learn between 5 and 10% of previously unknown words from a single reading, Ray will learn, at a minimum, 2,250 new words each year from his reading.

Stahl, 1999

## TV Viewing

- The average U.S. household watched 8 hours and 11 minutes of television a day from September 2004 to September 2005, according to Nielsen Media Research.
- That's the most since audience measurements began in the 1950s.
- The average person ages 2 and up watched 4 hours and 32 minutes a day last year.

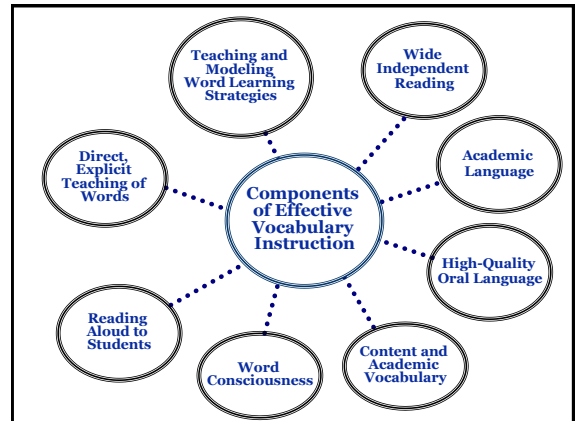
—*U.S.A Today* (September 30, 2005)

## Reading Aloud

*Reading aloud can provide a level of lexical difficulty that extends beyond every conversational language. These benefits persist beyond the age when children are capable of reading independently.*

- Teacher read-alouds should be roughly two or three grade levels above the students
- Moreover, significant chunks of time (~ 20 minutes) should be devoted to discussion after each read-aloud.
- Students who participate in read alouds conducted in small groups, understand and recall story elements better than when in large groups.

Cornell, Senechal, & Broda, 1988; Cunningham, 2005; Walsh, 2003



## Less Effective Strategies

1. Asking, "Does anybody know what \_\_\_\_\_ means?"
2. Having students "look it up" in a typical dictionary
3. Having students use the word in a sentence after #2
4. Telling students to "use context clues" as a primary strategy
5. Students guessing the definition
6. Copying from dictionary or glossary
7. Copying same word several times
8. Activities that do not require deep processing (word searches, fill-in-the-blank, etc.)
9. Rote memorization without context
10. Incidental teaching of words
11. Passive reading as a primary strategy (SSR)

*¡Gracias!*

**Thank You!**  
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