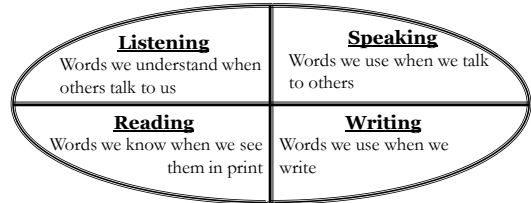


# Vocabulary Instruction and Language Development for ALL Students

María Elena Argüelles, Ph.D.  
Title I and Special Education Fall Conference  
North Dakota – October 2009

## 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.



## Instruction for ELL

- Use knowledge of stages of language development to plan instruction and choose materials
- Distinguish between concepts and labels
- Consistently provide meaningful feedback
  - Recasting
  - Changing the mode of response

*The hedge parted and first Mr. and then Mrs. Golding and then a redhead girl walked into the Dunn's yard.*

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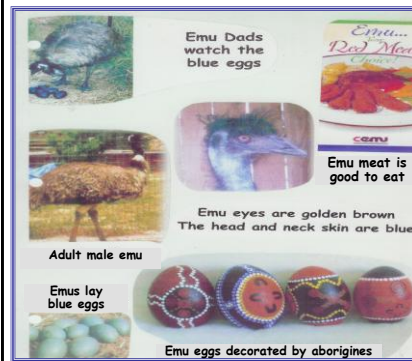
## Concept Board

**How are these dams different?**



Joe Robinson, 2005

## Concept Board



Joe Robinson, 2005

## Recasting

*"Shes like how it plays ball".*

- **Expansions** refine the grammar.  
*She likes how he plays with the ball.*
- **Expiations** expand the meaning.  
*She admires how well he plays basketball.*

Barbara Gaiser

## Business vs. Process Language

- Provide students with frequent opportunities to use oral language in the classroom.
- Encourage parents to read to their children and engage them in meaningful conversations.

## 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.

## Sentence Frames

- I believe/imagine/predict
- I agree with \_\_\_\_\_ that ...
- I conclude/ deduce/suspect/speculate
- As \_\_\_\_\_ already pointed out, I think that
- I want to find out more about/I am beginning to wonder if
- \_\_\_\_\_ told me/explained to me/mentioned/shared
- I found out that ...
- I learned/ heard/ discovered ...
- I was surprised that ...
- I now realize ...
- In my opinion ...
- I think ...
- \_\_\_\_\_ emphasized that ...
- It seems to me that ...

Girard, 2003

## Sentence Frame Sorting Activity

SOLID

LIQUID

GAS

milk

no definite shape or volume

has a certain size or shape

no color

television

can be poured

chair

oxygen

water



AISED

## Using Precise Language

report

speak

tell

articulate

conclude



SAY

utter

state

declare

pronounce




convey

describe


claim

verbalize

## Using Precise Language



### LOOK



gaze	glimpse	view
stare	peep	examine
glance	peek	observe
glare	watch	notice

## 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

## Referents

<i>Mary</i>	<b>1</b>	<i>Sally</i>	<b>2</b>	<i>grandma</i>	<b>3</b>
<i>cookies</i>	<b>4</b>	<i>kitten</i>	<b>5</b>	<i>house</i>	<b>6</b>

Sally came over to play at Mary's house. She was so excited to visit her house because she had heard it was a beautiful place. When she got there, Mary's grandmother opened the door. Her grandmother offered her some cookies and milk while she waited for her friend to show up. She came out of the kitchen carrying a great big tray full of different kinds of cookies. They were delicious. Finally, her friend showed up with a surprise in her hands. It was a fluffy, white kitten! It was tiny and soft. They played with it the entire afternoon.

## Sentence Scramble

children
new  
will
The
the  
school
go
to

## Most Frequent Phrases

- have to go
- it was new
- they did not
- work on it
- then you give
- can come here
- was to come
- they will go
- he has been
- are so long
- what we know
- before this one
- that old man
- as long as
- in and out
- but not me
- not up here
- be here again
- have been good

Girard, 2003

## 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
Welfare	620	62,000	3 million	10 million
Working Class	1,250	125,000	6 million	20 million
Professional	2,150	215,000	11 million	30 million

## 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 & Gildes, 1987; Scott & Nagy, 1989, 1997; Vacca & Vacca, 1996.

## Student-Friendly Explanations

- Characterize the word and explain how it is regularly used
- Describe the meaning of the word in everyday language. Include words like something, someone, or describes. These words assist students in attending to the whole definition

Beck, McKeown, & Kucan, 2002

## SFE for Young Children

- If something is **dazzling**, that means that it's so bright that you can hardly look at it. After lots of long, gloomy winter days, sunshine on a sunny day might seem **dazzling**.
- **Strange** describes something different from what you are used to seeing or hearing.
- **Exhausted** means feeling so tired that you can hardly move.
- When people are **amusing**, they are usually funny or they make you happy to watch them. A clown at a circus is **amusing**.
- When someone is a **nuisance**, he or she is bothering you.

## 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

## Differentiating Between Implicit and Explicit Instruction

**Indirect:** Implicit instruction reinforces word knowledge through experiences and modeling. Works well for good “incidental learners”. Does not provide for multiple repetitions and word knowledge expansion.

**Direct:** Explicit instruction reinforces word knowledge through a sequential and intentional process and works well for students who need multiple repetitions and word knowledge expansion.

Barbara Gaiser

## Vocabulary Instruction

- Actively involve students
- Provide multiple exposures (Stahl & Fairbanks, 1986)
  - Discuss the meaning of the same word in different sentences
- Encourage deep processing
  - Connect to prior knowledge
  - Provide opportunities for students to use the words
  - Discuss new word together with related words
  - Suggest when/how to use the word
  - Have students create sentences
    - Answer 3 or 4 of these: *what, where, when, how, who, why* (adapted Success for All)
- Provide practice over time
- Monitor students' understanding

Archer 2006

## 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

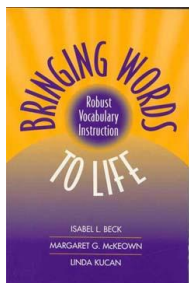
- Engage students in activities/ elaboration
- Help students connect to self
- Monitor students' understanding
- Revisit words over time

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 \_\_\_\_\_ :

### **After Reading**

- Based on what I read, I would connect \_\_\_\_\_ and \_\_\_\_\_ :

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

## RIVET: A Pre-Reading Activity

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

### **Who?:**

**Isabelle (12 years old)**

### **Where?:**

**The neighborhood**

Cunningham, 2000

## 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

unique

extraordinary

monotonous

peculiar

- "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!"

## Word Scaling

crying

sobbing

yowling

wailing

tearing up

grieving

howling

weeping

sniveling

keening

bawling

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/accomplice</i>				

Stahl & Kapinus, 2001

## Example/Non-Example

A mother tells her children that they should remember to take their vitamins every morning	<u>urge</u>	Children tell their mother that they already took their vitamins
The class makes plans for a Flag Day assembly	<u>chorus</u>	The whole class says the Pledge of Allegiance to the flag
A child asks politely for a band-aid after falling down	<u>wail</u>	A child screams after falling down
Our neighbors once told us that they had lived in Florida	<u>mention</u>	Our neighbors are always talking about when they lived in Florida

McKeown & Beck, 2004

## High-Quality Oral Language

- Compare spoken language with literate language
- Model good language use
  - Complete sentences
  - Precise language
  - Academic and testing language
  - Integrate target vocabulary into your language

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

## 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.*

## 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.....

## High-Quality Oral Language

- Scaffold students oral language
  - Use questions, prompts, and cues
  - Recast students’ responses
  - Ask for clarification/justification/elaboration
  - Engage students in retelling (narrative and expository)

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

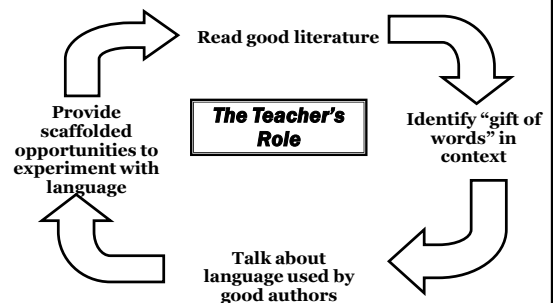
## Retellings

- 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

## Word Consciousness



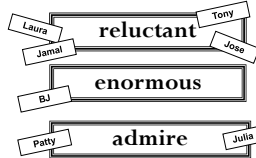
Scott & Nagy, 2004

## Word Consciousness

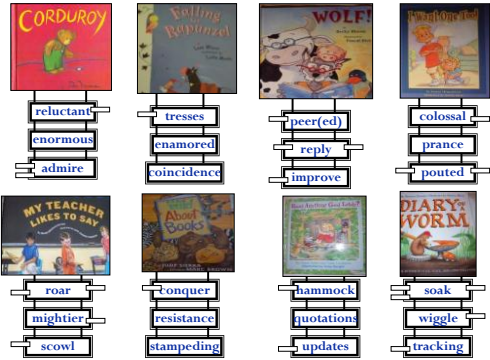
"You used a million dollar word!"

"You're a great word detective!"

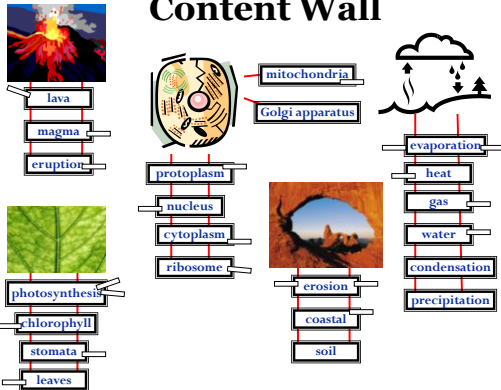
"You have your word antenna on today!"



## Book Wall



## Content Wall



- 1) echolocation
- 2) molting

## Self-Collection Strategy

Students are asked to bring in one word that is "good for our class to learn"

- (a) where they found the word
- (b) the context
- (c) why it was selected

radiation, terra cotta, rendezvous, nocturnal, carbohydrate

- Peer group usage
- Strong emotion
- Immediate usefulness
- Adulthood/sound/interesting
- General usefulness

Haggard, 1986; Ruddell & Shearer, 2002

## 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?

## 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?

## 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</i> and <i>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

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

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

4. 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

## Advantages of Wide Reading

- “Research has shown that children who read even 10 minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading.”

Anderson & Nagy, 1992 -p. 46

## 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.

—*USA Today* (September 30, 2005)

## 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*

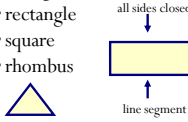
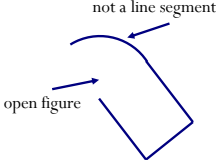
## Constructing Meaning

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*

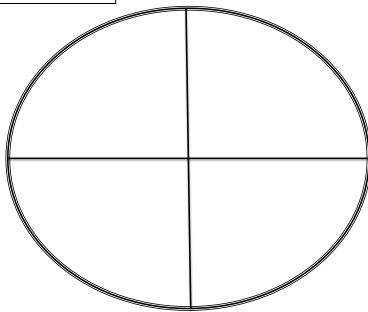
## Activities

### Frayer Model

<u>Characteristics</u>	<u>Non-Characteristics</u>
<ul style="list-style-type: none"> <li>• closed figure</li> <li>• sides are line segments</li> </ul>	<ul style="list-style-type: none"> <li>• open figure</li> <li>• sides are not line segments</li> </ul>
<u>Examples</u>	<u>Non-Examples</u>
<ul style="list-style-type: none"> <li>• triangle</li> <li>• rectangle</li> <li>• square</li> <li>• rhombus</li> </ul> 	

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

## Concept Wheel



## Talking a Mile a Minute

### Types of Animals

mammal  
spider  
reptile  
amphibian  
bird  
insect  
fish

### Civil War

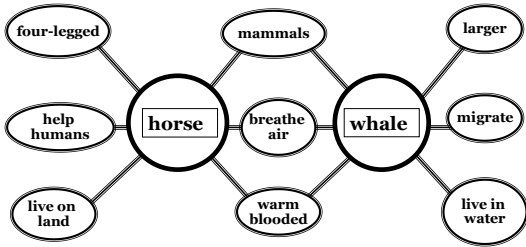
Abraham Lincoln  
Emancipation  
Proclamation  
slavery  
Gettysburg  
Robert E. Lee  
Ulysses S. Grant  
Antietam

### Artists

Vincent Van Gogh  
Picasso  
Michelangelo  
Leonardo da Vinci  
Rembrandt  
Monet  
Andy Warhol

Marzano & Pickering, 2005

## Double Bubble



Marzano & Pickering, 2005

## Content Area Word Wall

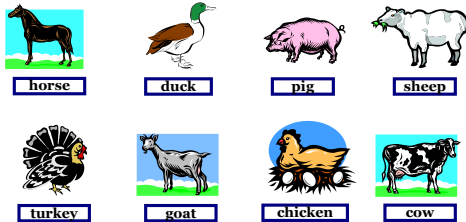
### PHOTOSYNTHESIS



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

## Content Area Word Wall

### FARM ANIMALS



## 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

## Vocabulary Logs

### Why?

- Elaborative/additional practice
- Multiple exposures
- Accountability
- Cumulative
- Used for games/reviews/quizzes/writing
- Easy to do, low prep, big payoff

Feldman, 2005



## Vocabulary Logs

### What?

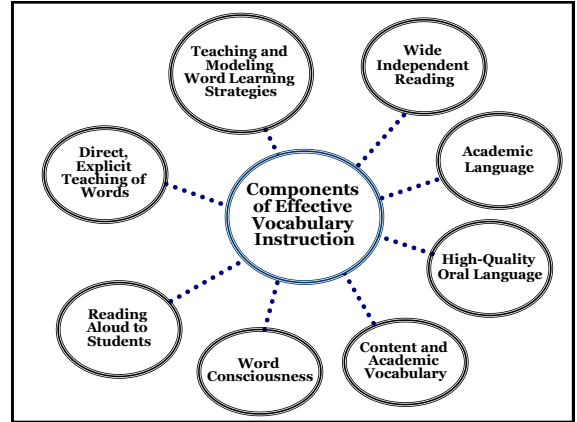
- Word
- Student-friendly explanation
- Sample sentences
- Picture
- Part of speech
- Cognate
- Context (story/image/topic)
- Examples/non-examples
- Synonyms/antonyms
- Related words
- Activities (Yes/No – why?)
- Diagrams

Feldman, 2005

## Student Vocabulary Log

Word	Student Definition	What it is Not	Sentence	Picture
merchant	person or business that buys and sells goods	Producer; manufacturer; the one who makes the goods	Clothing <i>merchants</i> often have their stores in shopping malls	
sherbet	A frozen dessert made of ice and juice	Ice cream	I love to eat <i>sherbet</i> on hot summer days	

Feldman, 2005



## Less Effective Strategies

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

Adapted from Feldman, 2005

*¡Gracias!*

**Thank You!**  
**marguelles@aol.com**