
  
**Looking at Vocabulary**  
**Video Note Taking Guide**  
 Presenters:  
 Mike Barney  
 Lynn Figurate



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**Session Goals**


Participants will gain awareness level knowledge about:

1. Vocabulary as a component of reading instruction
2. Research-based vocabulary-building strategies
3. Direct and indirect methods of vocabulary instruction
4. Using context to get clues to meaning

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**What is it All About?**


- What is this author saying?
- Discuss with your partner:
  - "Paula put down her pirn, wrapped her self in a paduasoy, and entered puerperium."
  - Story about birthing
  - Pirn — tool for weaving
  - Paduasoy — silken robe of Japanese style
  - Puerperium — the time that was the beginning of labor to birth
- *No access to meaning because we didn't get the vocabulary...*

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## The Major Dimensions of Reading



- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



Source: US Department of Agriculture

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## Framework for Reading

MOTIVATION							
DECODING				COMPREHENSION			
Word Recognition Strategies		Fluency		Academic Language		Comprehension Strategies	
Concepts of Print	Phonemic Awareness	Phonics	Sight Words	Automaticity	Background Knowledge	Vocabulary	Syntax & Text Structure
					Comprehension Monitoring		(Re)organizing Text

John Shefelbine/Developmental Studies Center [See p. 20 of the CA Reading/ELA Framework]

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## Is Vocabulary Important?



- \_\_\_\_\_ was absent yesterday because he was playing football. He was hurt in the growing area.
- \_\_\_\_\_ has been absent because he had two teeth taken off his face.
- \_\_\_\_\_ will not be in school cuz he has an acre in his side.
- Please excuse \_\_\_\_\_ from P.E. a few days, yesterday she fell off a tree and misplaced her hip.
- Please excuse \_\_\_\_\_ from school because he has very loose vowels.

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If one subscribes to their (Nagy, Herman, Stahl, Fairbanks) logic, then direct vocabulary instruction is not only ill advised, but downright foolish. The argument, however, is not entirely accurate. In fact, an analysis of the research provides a strong case for systematic instruction in vocabulary at virtually every grade level.

(Marzano, Pickering and Pollock, 2001)

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### Research about Vocabulary



- Kindergarten students' vocabulary size is a predictor of comprehension in middle school. (Scarborough, 1998)
- Students with poor vocabulary by third grade have declining text comprehension scores in fourth and fifth grade. (Chall, Jacobs and Baldwin, 1990)
- A single book reading improved significantly children's expressive vocabulary. (Senechal and Cornell, 1993)
- Vocabulary instruction has a strong connection to comprehension. (McKeown, Beck, Omanson and Perfetti, 1983)
- Pre-instruction of words gave fourth grade students greater gain. (Brett, Rothlein and Hurley, 1996)

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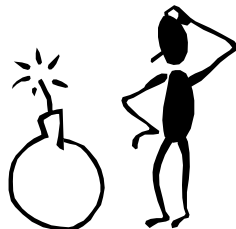
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### Words Heard in an Hour



- Poverty: 615 words
- Middle class: 1251 words
- Professional: 2,153 words

Hart and Risley, 1995




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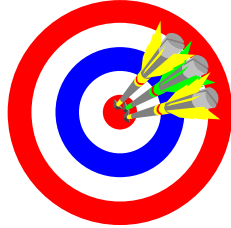
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## Where are the Less Frequently Used Words?



- **Printed Text**
  - Newspapers - 68
  - Adult books - 52
  - Comic books - 53
  - Children's books - 30
- **Television**
  - Adult shows - 22
  - Children shows - 20
  - Cartoons - 30
- **Adult Speech**
  - College grad - 17
    - Haynes and Ahrens (1988)



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## NRP Recommendations



- **Taught directly and indirectly**
- **Repetitions**
- **Rich context**
- **Active learning (thinking)**
- **Use multiple vocabulary instruction methods**



NRP, 2000

Source: US National Oceanic and Atmospheric Administration

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## Three-tiered Approach



- **First Tier Words**
  - Basic words
    - run, ball, is
- **Second Tier Words**
  - Academic words
  - Found in many curriculum areas
    - vocabulary, example, create, add
- **Third tier words**
  - Content words
  - Low-frequency words
  - Words needed to understand the concept
    - nutrient, digestive, ingesting

Beck and McKeown, 1985

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## Teaching a Word



<u>Definition</u>	<u>Examples</u>
<u>Explanation</u>	<u>Non-Examples</u>
<u>Word</u>	
<u>Picture</u>	<u>Questions and Answers</u>

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## How To Select Words



### ▪ Pick 3-5 words for direct teaching - the basic instructional sequence is:

- Select words for direct instruction
  - unfamiliar to the students
  - big ideas of the author
  - words used to summarize the text
  - words that "travel well" (Tier Two words)

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## Direct Teaching Words



- **Contextualize the word within the story.**
  - "In the story, Lisa was reluctant to leave ...."
- **Have the children say the word.**
  - " Say the word - reluctant"
- **Provide (teacher or student) a student-friendly explanation or description of the word.**
  - "Reluctant means you are not sure you want to do something."
  - Versus a definition.
    - Reluctant - 1. Striving against; opposed in desire; unwilling disinclined; loth.

Webster's Revised Unabridged Dictionary (1913)

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## Teaching Words Continues



- **Present examples of the word used in contexts different from the story context**
  - Someone might be *reluctant* to eat a food that he or she never had before.
  - Students provide an example.
- **Give a non-linguistic representation of the words**
  - Students generate one.

Marzano, Pickering and Pollock, 2001

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## Engage the Students



- **Generate Examples**
  - Tell about something you would be reluctant to do. Try to use reluctant when you tell about it.
  - You could start by saying something like. "I would be reluctant to \_\_\_\_"
- **Answering Questions/Giving Reasons**
  - Why might a person be reluctant to eat a new food?
  - Why might a child be reluctant to come here?
  - Show me how a reluctant broccoli eater would look?
- **Put the new words in a Vocabulary Log**

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## Which Words Do I Teach?



- ***Bloodsuckers* by Sarah Houghton**
  - Like some of the bloodsuckers we met earlier, vampire bats have a way to keep a wound open until the bat is finished drinking. A special substance in the bat's saliva stops the victim's blood from clotting.
- **Select a word.**

Text from Redbrick Learning

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## Word Parts



▪ **Word parts include affixes (prefixes and suffixes), and base words.**

- *Affixes* are word parts that are "fixed to" either the beginnings of words (prefixes) or the ending of words (suffixes).
- *Base words* (root words) are words from which many other words are formed.



*Put Reading First: The Research Building Blocks for Teaching Children to Read, 2001*

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## Using Word Parts



▪ **Certain groups of letters that have meaning**

▪ **Introspective**

- Prefix: INTRO -- within or inward
- Root: SPECT -- look
- Suffix: IVE -- to tend to or to lean towards

▪ **Definition -- to tend to look inward**

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## More Direct Teaching of Words, Word-Learning



▪ **Prefixes**

- "no" or "not"
  - anti
  - in
  - mis
  - un
- TIME
  - post
  - pre
- NUMBERS
  - bi
  - multi
  - tri

▪ **Suffixes**

- Able to be
  - able
  - ible
- Relating to
  - al
  - ance
  - ence
- One who
  - er
  - ite
  - or
- Full of
  - ful
  - y

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## Defining Words by Parts



- **Memorial Day by Helen Frost**
  - Memorial Day is a **national** holiday in the United States.
- **What parts help to define *national*?**
- **Nation -- country**
- **al -- relating to**

Text from Redbrick Learning

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## Context Vocabulary Learning



To learn a word in context, students need to be exposed to the word at least 6 times.

Jenkins, Stein and Wysocki, 1984

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## What Contextual Clue Can I Use?



- **Punctuation (dashes, parentheses, brackets, commas)**
- **Helping words (that is, meaning, such as, or, is called, for example)**
- **Background knowledge**
- **Before or after a sentence**
- **For example,...**

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## Signal Words



Structure (signal words)	Graphic Organizer
Examples: <ul style="list-style-type: none"><li>• for example</li><li>• for instance</li><li>• such as</li><li>• is like</li><li>• including</li><li>• to illustrate</li></ul>	

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## Find Words that Help



### ▪ ***Bloodsuckers* by Sarah Houghton**

- A leech has several eyes on its front end. It has a sucking disc at both ends. Some leeches also have teeth in the disc at the front. They use these teeth to *puncture* the skin of their prey. Then the leech can suck blood through these holes in the skin.

### ▪ **What words help to define *puncture*?**

Text from Redbrick Learning

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## More Contextual Clues



### ▪ ***Bloodsuckers* by Sarah Houghton**

- *Vampire bats* are a type of bat that feeds on the blood of other animals.

### ▪ **What word tells the reader a definition is coming?**

Text from Redbrick Learning

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## Primary Grade Example



- **Memorial Day by Helen Frost**
  - This day sometimes was called *Decoration* Day. People *decorated* soldiers' graves with wreaths and flags.
- **What words help to define *Decoration*?**

Text from Redbrick Learning

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## Summing up Vocabulary



- **Vocabulary is important because**
  - readers use their oral vocabulary to make sense of the words they see in print.
  - readers must know what most of the words mean before they can understand what they are reading.
- **Vocabulary can be developed**
  - indirectly, when students engage daily in oral language, listen to adults read to them, and read extensively on their own.
  - directly, when students are explicitly taught both individual words and word-learning strategies.

Put Reading First: The Research Building Blocks for Teaching Children to Read, 2001

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