

The Teacher-to-Teacher initiative was created by the U.S. Department of Education to provide the latest strategies and research on educational practices that work in the classroom. This series features teachers from across the country presenting techniques that can be used with students of all ages. This series is just one way the Department of Education is helping teachers get the support they need so “No Child is Left Behind.” (MUSIC) Hi, my name is Lynn Figurate. I’m a 3<sup>rd</sup> grade teacher at Manuel L. Real Elementary School and my name is Mike Barney, I’m a Reading Coordinator for Riverside County, Office of Education. The first part of our session will deal with direct teaching of vocabulary. And the second part will be dealing with prefixes and suffixes and our final part will be talking about context clues. It will be the indirect vocabulary instruction (MUSIC). The one group norm we really want you to kind of hit hard today is the participation one. And you have, you have really three choices. You have one, by giving us, by giving us responses, or giving us some more insight into the activities that we provide through experiences you’ve actually had. Two, by asking questions, or three, if you’re shy and you don’t want to do those kind of more overt participations, turn to your neighbor and discuss with your neighbor the different ideas that you’re, that you’re getting from us. And the thing that we’ll be doing today is just straight cutting each other off. And it is an important part of what we’re doing here during this presentation. We always feel that we have a room full of experts and Lynn and I are not really the experts in the room. We just expect that participation. In any group, in group dynamics, if you’ve taken any one of these classes before, you know that group dynamics you have forming, then you norming, and then you have storming, and then you’re performing. Really what we need to do quickly in this room today is that we really need to move beyond the forming and the norming and even the storming. If we have any differences we need to put them aside and really get to that place where we’re forming today. Because its important for us to really kind of have that responsibility to engage in that learning together. There’ll be an activity, a couple of activities today, when really we’re sharing with each other and we really want you to participate, we really want you to be engaged with each other and to listen to each other. A lot of times in presentations we’re listening just to the speaker and how vital it is for us to be able to collaborate, have that partnership with each other, to be able to do what we need. Today we’re going to be talking about the scientifically based reading research “closing the achievement gap.” It is important for us, today, to be able to recognize that we are, we are looking at, just not any research, but we’re looking at the scientifically based reading research. It is important for us to see that. Today, we’re going to be looking at basically three major parts of vocabulary instruction. We’re going to be taking a look at the direct instruction for vocabulary. We’re going to be taking a look at the indirect vocabulary instruction. In direct vocabulary instruction we’ll be taking a look at specifically how to attack a word. We’ll also be taking a look at, kind of taking, taking words apart, looking at word parts as well. And then on the indirect instruction we’ll be taking a look at some of the context clues. So it will be important for us to spend that time, then to role-play how that teaching is going to happen as well, and then to rehearse the vocabulary instruction before, during

and after the actual session. We're going to be taking a look at this sentence here and I want you to discuss it with the person that's sitting next to you. In fact, right now I want you to take a moment and look to the person next to you, introduce yourself, tell them where you're from, and say "we're going to be partnered up today." Go ahead, do that right now. (Inaudible) I want you to take a look at the sentence and I want you to discuss it with your partner and what it means. Paula put down her pirn, wrapped her self in a paduasoy, and entered puerperium." (Inaudible) Are there any context clues that help us to get the meaning of this word? I'm sorry? Okay, wrapped herself, okay. And that could be literal, or that could be figurative, right? You could be wrapped up in, you could like wrap yourself in cellophane for your honey, or like you could be like wrapped up in the details that's something that could be more figurative. So is a paduasoy a object you wrap yourself in? Is that, It could be? (Inaudible) A what? (Inaudible) Ooh, great! Fantastic! Great! What about entered? (Inaudible) Okay. Same thing – could be literal or figurative. Very good. What's important, I think, for us is then to be able to provide that maybe a pre-instruction and maybe that will help us in a way. Let's take a look at this and maybe this helps us. Now if I were to say to you this was a story about birthing would that help you with this at all? Which word is about birthing? (Laughter) Hey, how many mothers in the group can identify puerperium as that, yeah I went through that? That's right. But if we give some more specific instruction in this I think that's what's necessary for us to really get that understanding. Pirn is a tool for weaving. Paduasoy is a silken robe of Japanese style. Puerperium is the time that was the beginning of labor to birth. So I think what's important for us to recognize is that sometimes it is important that we give direct vocabulary instruction. Its not enough that we give pre-instruction or just kind of give the a theme about what we're talking about, but sometimes its incredibly important that we spend time doing really direct vocabulary instruction, because we have no access to learn because we did not get the vocabulary. Today we're going to be talking about the five pillars of reading – one part of the five pillars of reading – and that will be vocabulary instruction. At this conference, you will be able to attend the other workshops from Riverside County – Phonemic Awareness, Phonics, Fluency, Comprehension. How many people have attended any of those workshops yet? Okay, very good! And those of the five pillars of reading according to the NNRP, which is this document right here. How many people have this document? Okay, very good! And so we'll be talking about vocabulary instruction today. Go ahead Mike. It's on the web. You can download sections of it on the web or you can order it. I think you have to pay for it if you get it in the book form. But you can actually download this section. A lot of the activities you talk about today came from that document. And some of you may have the smaller version – how many of you would like the smaller version? That one's my version. This is the one we wanted to take to the conference, but Mike kept saying – insisting – no you need to carry this larger one. The other thing you want to reference is something else from the Department of Ed is, it's in your packet, for this document and it talks about a lot of these kind of documents that are available the Department of Ed. So do look through this as a resource for

you. John Shefelbine from Cal State – Sacramento – he came up with this framework for reading. And one of the things that John Shefelbine said, was that, in order for us to get comprehension in reading, we really need to go for that vocabulary. But it's not just any vocabulary that we're going for. We're going for the academic language. You see, a lot of times what students come into the schools with is they have they have their basic interpersonal communication. They are able to speak, they're able to communicate, some of the they're using, we say "Oh, clearly this kid should be able to read at level." And they seem to be doing just fine communicating with everyone, but the problem is that they haven't had the cognitive academic language proficiency. And that's what we need to go for. That's the kind of vocabulary that we need to be teaching kids in schools. It's that academic language that's so important. So we're going to go ahead and start on our first activity. The question here is are the mistakes vocabulary issues or are they actually spelling issues? So the first one is "Lynn was absent yesterday because he was playing football. He was hurt in his growing area." (Inaudible) So what we'd like you to do is go ahead and turn to your neighbor. Pick one of those bulleted sentences and decide – is it a spelling issue or is it a vocabulary issue? By the way Mike's mom actually did send this note "Please excuse Mike from school because he had very look vowels." And you'll also get that in the phonics workshop. (Laughter) He knew exactly what he was talking about there. Yes, absolutely. The next one though, "he had two teeth taken off his face" that's just a way of saying it, she's just talking in terms of, obviously the teeth were in his mouth – so it actually becomes a vocabulary issue -- And just listening to the tables as they talk, I mean the issue has become one was a huge one was the vernacular issue of using the word 'cause versus because. So sometimes parents are writing in a more informal style of writing which isn't too big of an issue because it is just a note to the teacher. But some are the issue of, it's a vocabulary issue. What Motes found is when linguistically-advantaged students first graders come to school with about 20,000 words. Linguistically-disadvantaged students come to school with only 5,000 words. In my opinion, that's actually not too bad, but the problem is some of those 5,000 words, kids only have partial meaning. In other words, they think they know the word, but in reality they don't know the word – they're dead wrong! So you can imagine if they're reading text and they're thinking this word means something, but yet it does not mean that, so they're going to be very confused with the text. 'Cause remember there's a direct correlation between vocabulary and comprehension. So what I think a lot of these spelling mistakes, which I originally would be spelling mistakes, are actually vocabulary issues because it could be that the parents might have some partial-meaning issues also. That they don't necessarily fully understand what this word really means – they're getting it confused with another common word. In the case of growing versus groin, okay, maybe they think growing and they always think of groin – which would be really interesting articles that they're reading, wouldn't it? (Laughter) Your son is growing well. He's what? Anyway, let's go to the research. The first two bullet items – and if you hadn't figured out from the presentations from yesterday, that all the slides are inside your binder – we're session number 13. In the back of

your slides are actually some handouts that we blew up some of the slides because of the small print issue. Again, Carolyn Snowbarger did talk about the issue that these will be on the website, so please go to the website some time in August and you'll be able to find the full presentation so you don't have to worry about the smallness. The issue of the first two, it's clearly that if kids do not walk away from kindergarten with strong vocabularies they're going to suffer then the rest of their educational career. So this is very applicable for kindergarten, even pre-K, all the way up to, of course, 12<sup>th</sup> grade, adulthood and beyond. A lot of you it looks like are in here are mostly in 2<sup>nd</sup> grade and beyond so we'll try to focus the workshop on those issues. And then the last three ones are clearly a strong correlation between just kids reading, which we always knew, okay, strong correlation – kids reading, they build a vocabulary – but more importantly the second bullet item talks about vocabulary instruction. That vocabulary instruction leads to higher gains in vocabulary, okay. And so its important then that we use a variety of tools for kids to understand words and to get more words in their vocabulary. And I think it's important that we recognize how important it is that we do some kind of a pre-instruction for kids. Robert Marzano here in this book "Classroom Instruction of Words" – how many people have this book? Very important – we will pass this around. In this book, Marzano goes into how important it is for us to be pre-instructing. If we just, at the very basic level, we just hand a kid a piece of paper and we told them the definition of the words, we would increase their ability to have context clues and meaning for the words by 33% - that's amazing! So, its important for us to be able to give them at least a little bit of instruction. Its also important, as Marzano points out, that we don't slack off and go to more of a indirect kind of approach, solely, that we're looking at how important direct instruction is, because what happened was, a lot of the researchers were taking a look at the fact that kids are receiving about 5,000 words a year. Well, direct instruction only needs about 300 to 500 words a year. So that must mean they're getting everything from context. No, that's just not true. It's important that we're doing both as classroom teachers. We're directly instructing them and we're also teaching them how to find the context clues as well. But kids must master these strategies. So keep that in mind. You don't want to do all nine in one year, okay? You clearly do not want to do all nine. You want to master them and then move on. The other thing we want to consider then is what do our kids do when they come to us. Well, if we look at just the issue of economics, in a poverty household kids are getting about 615 words an hour. And in a professional household they're getting about 2,100 words per hour. So clearly some kids come to us with some deficiencies, so it's our job as teachers to build on that deficiency. What are the words that, as Lynn talked about, the academic vocabulary – the words they tend not to hear – we call it the 4<sup>th</sup> grade slump. 4<sup>th</sup> grade slump really is that they're finally getting material that there are words inside that material that they've never seen or heard before – clearly never seen or heard before. So vocabulary instruction becomes even more important as they hit the upper grades. Newspaper, per thousand words, there's going to be 68 words that are just not commonly used in our English language. And so most of us in this room we're college graduates,

so we're having about 17 words per thousand that are those rare words that are important for kids to be hearing. And look at cartoons – 30. So clearly it would be better for Sponge Bob Square Pants to raise your children than we would. No, no. No, no, no, we've got to leave that one out – that example - we'll let teachers figure that out for themselves. The other thing that we want to consider, again, it's back to the green book, the National Reading Panel recommendations – again Lynn's kind of emphasized these already - the idea that we're going to directly teach words, but we're also going to indirectly teach words too. Again, its not one way works. That we know we need to directly teach words because it turns kid on to words, but they also have to be exposed to a vast majority of words during indirect means – so there's got to be an indirect - that there's repetition. Because again the issue is they've never seen or heard these words. So they've got to see and they've got to play with these words over and over again so they can internalize them. That the words come out of our context or content that we're teaching - for social science teacher, we're hitting those words that are in our social studies text – we're not grabbing a vocabulary book and going words one at a time – that they're actually using words that are in context. And its rich context – it's not just that it has context in it because there are different types of context. We'll be talking about this in a little bit. We'll move over to this chart over here. You have misdirective, you have non-directive, general context, and directive context. It's important for us to recognize that not all text has the same types of context. Some of them will tell you – this is exactly what this is. And then some of them, its almost like, wow! A child would not be able to find the meaning of those words. And its important for us as teachers to recognize that we have to go for those texts that are going to be rich in having that context that provides the kids the necessary clues. And then the next one is then the active learning – getting kids actively involved in words. Again, it goes back to the repetition issue. And then the bottom line – again it talks about directly and indirectly multiple methods are used. So kids are obtaining new words in a variety of means. Okay, we're not advocating any one way. And in NRP, there are 22 listed in the back that are important to have for vocabulary instruction – today we're doing about 42 so that's (laughter) we're doing quite a few of them today. So we want to go ahead and look then at some work that Beck has done out of Pitt, and what she found is she found, she found words that – she's divided the words into three kinds of areas. The first area is your basic words – they're the words that most kindergarteners come to, they come with dog, cat, and so on – words that are commonly used in most households, so they come prepared. That why there's a big difference between a kindergartener's vocabulary and, of course, a 4<sup>th</sup> grader's vocabulary. The second one, again this is what Lynn alluded to, the issue that these are academic words. These are the words that are found in most curricular materials. They're words like vocabulary, example, create, add – they're still not your content words, but they're words commonly found in multiple curriculums. And then the last group of words, are your tier 3. Those are strictly your content words that are mostly found just in that content area. So if you're studying science, these happen to be science words – photosynthesis would be a classic content word for the area of science

as we look at that. They are low frequency words. We're going to focus on tier 2 words. Now, I want to go ahead and look at a list. If you look in the back of your packet in the handout, there's a blown-up version of this slide for you. I want to reference the web-site at the top so there is a reference for you if you want to go look at that reference. The researcher is Coxhead and she's out of New Zealand, and what she did is she looked at commonly used words – academic words – found in entry-level college textbooks – entry-level college textbooks. But you're thinking "I'm a kindergarten teacher – why do I care what words they're going to be exposed to as freshmen at the college level?" This is the very first list – there's ten lists. These words happened at the college level – every three pages you found one of these words. These are the Deutsch words of academic, of the academic language or the academic word, okay? They're high frequency words, but they're academic high frequency, very different than the typical just high frequencies. As you look at this list, you start looking at – I always pick out, as a kindergarten teacher myself – look at the word create. We're creating everything, all the time, in kindergarten – from creating our Thanksgiving decorations, to doing Mother's Day issues, creating a community for our social studies, so its constantly create. Maybe create would be one of those words I'd probably want to write up on the blackboard, just so Johnny gets a visual of create – even though he can't read it as a beginning kindergartener. But he starts seeing that word and that becomes a very familiar with him, because it's a word he's going to be using his rest of his academic career. Now I want to go ahead and give you an opportunity to glance at that list – and it depends on your grade level. Select one word that you think would be important for your grade level. And we're going to go ahead and do what I call popcorn sharing and go around and have everyone just share out their word – their grade level and their word. (Inaudible) What I'll ask you to do – it's call popcorn sharing – and what I try to do within the classroom or within my workshop sessions are the same activities I do with my students. So this is a way to have every kid participate. Because you remember learners that are not doing well in our classrooms are typically passive learners. They're the ones sitting back doing the TV watching as we go ahead and give our instruction and the other kids participate. We're going to have everybody participate so if you were in my classroom you'd see every child participating as much as I could get them to participate. So this is one way to get every child--for this audience I need you to just say your grade level and then state your word please. 4<sup>th</sup> grade – consistent. K through 5 – definition. Grade 5 – procedure. 1<sup>st</sup> grade – definition. 4<sup>th</sup> grade – messy. I teach 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup>, so I picked three. I picked 3<sup>rd</sup> grade – area, 4<sup>th</sup> grade – function, and 5<sup>th</sup> grade – variable. Very good! Fantastic! Now keep in mind, certainly the high school teachers go to our web-site, they've got the thousand words, which are beneficial to you. But also they've got a list of base words. Hey, Mike, can we, based on this evidence, can we assume that the variables in the data are consistent with the methods and procedures required in these areas? Did he do good? He did good! He sounded good, he sounded good! If you're getting ready for a job interview, or you're getting ready for a presentation, it would be good to look over this list and have them kind of working

in your mind so you just use all of them and you just sound smart. Just put them all together. I doesn't even matter if it doesn't even make sense. People think "Wow, that was an incredible statement!" Alright, we're going to have you turn to your packet again. This is in the back of your packet too, there's a little bigger blow-up of the slide. This is then going to be the direct teaching model that we're going to use. So we're going to have when we attack a word we're going to have you read some text, or we're going to read some text to you, have you select a word, we're going to define that word, we're going to give an explanation of that word, I'll kind of define those terms for you as we go through it, ask for examples for that word, non-examples for that word, draw a picture for that word and then ask questions and get answers about that word. So let's go ahead and look at the text. The first text I want you to go ahead, that we're going to reference then is our leech text. And this is just a piece of text from a larger piece. "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." Please select one of those words. Please consider this as you're selecting the word. First, I want you to consider, is it academic? In other words, is it a word you're going to find across curricular areas – not just, in this case, just science, so it might be Language Arts or English, Social Studies or other curricular areas – Math. And the other thing I want you to do is consider, if you had to summarize this selection, what words would you need to summarize this selection? So, those are the words I want you to look for. We're going to only select one, so go ahead and see if you can find a word in there that you might want to directly teach, if you were teaching this selection. (Inaudible) Some of the words that come up is disc, puncture - did I leave out one? – prey are the words that tend, most audiences select. We're going to go ahead and select puncture in this case. So puncture is our word. What I ask the students then to do is go ahead and say the word three times. Let's go ahead and say the word three times. Puncture, puncture, puncture. And what I'm telling the students then the reason we need to say it three times – 'cause remember these are words we haven't seen or heard before, so we're going to go ahead and get our brain used to saying and seeing these words. So that's why we're going to see them multiple times. We then go ahead and put the word in context. And the context then is they use, they use these teeth to puncture the skin. And then we can go ahead and start talking with the students about, considerably go ahead and start talking about, what is the definition or what do you think the definition might sound like – and getting those responses from students. We're going to give you the definition, but I want you to look carefully at this definition. I want you to tell me then, what's the problem with this definition. Perforating with something pointed. Perforating is clearly the problem – clearly the problem, because now we've got to go to another definition. Now, Lynn if you'll pull up those two dictionaries. I want you to, we're going to pass these around just briefly because of time issues. But, as the problem with definitions is, you've got the picture, a picture dictionary at home and then you've got your collegiate dictionary that you use for college – there's nothing in between. Kate Kinsella at San Francisco State recommends

that they need to start looking at dictionaries that are really for elementary, middle school and high school. The two dictionaries that Lynn is holding up – one is Longman, which you can find at any Barnes and Noble – the other one is the Newbury Advanced. Newbury also has a Newbury Basic. So as we pass these around you can copy them all down – highly recommend them. The Longman is for second-language learners going into college – about 44,000 definitions. The definitions are simple, straight-forward, and more importantly, the sentence that goes with each word is clear and concise. So, I highly recommend these dictionaries. We'll pass those around so you get those. So as you're looking for – the problem is we can't use those definitions because of that issue. The other thing is Webster doesn't reference my context. Webster's not reading the leech selection for his student and defining it based on the leech selection. So that's why we go ahead and we use explanation. So if you'll flip go ahead and flip explanation. So the big difference between an explanation and a definition is clearly that a definition is for general purposes and an explanation is particular to the text you are reading, okay? So in this case the explanation is... Puncture means to make a small hole in something. So as we're going to, it particularly looks at the text we're doing. In this case, the leeches are making a small hole in their prey that they're about to get some blood from. Clearly it just directs it toward that context. The other thing I want to do is go ahead and provide some examples for that word. And in this case, I punctured the balloon with a small needle. So we can talk about examples and we can ask students then "do you have another example – why else would we use the word puncture?" Well, kindergarten teachers, 1<sup>st</sup> graders – anybody who's got a cafeteria that sells juice bottles is going to be using the word puncture – because they've got to puncture the juice bottle with the straw so that they get their juice out. So we can use some active participation just by having everybody puncture their juice bottles together. The other thing we can do is we can ask for thumbs up – thumbs down. So everyone go ahead and put your thumb against your chest and I'm going to go ahead and say a statement. Please tell me if it's true, or if it's false. With a small sewing needle I punctured my finger – is that true or false? Yeah, it's going to be true, so your thumb's up. We're can have students then elicit examples, and then we can have the rest of the class give us a thumbs up if they agree with the student, or thumbs down if they disagree. Now if they disagree, or if they do not have the same answer that I think is correct – and the key word there is "I think it's correct" – then I'm going to ask them just to clarify why they think what they think – because they actually might be on the right train of thought. It's really important – I don't want students to leave my class today not understanding this word puncture. I don't want them to be confused – no partial meanings allowed. One way to do that is ask for non-examples. And then well, first before you go on Mike, I want to say something about examples. It's important that you help the students to recognize really how that word is used in a variety of ways. Because like here we have anesthetic used from Charlotte's Web in the seventh chapter, and we have the definition "a drug that causes temporary loss of bodily sensations, it's the venom a spider gives to the fly that makes them numb – but it can also be used at the dentist I got an anesthetic so

they could take out the cavity and put in a filling. And then, really, eliciting those responses from the kids – you want synonyms – anything that can really kind of draw them in. What would be another way of saying this? For my kids – numb shot, they said – sleeping drug, paralyzing venom, just great ways for them to come with – really giving themselves examples. And I think we really need to spend some time there so that they know exactly where it is and how it all fits. You look over at this poster over here you have in Dogzilla – the big cheese tried to catch up to the hot dog with all the relish he could muster. Now, you have a lot of language going on in there and how many times my kids have read that and they don't laugh, or crack a smile – pretty much like you people right now. (Laughter) But, the thing is that what we really want them to do is that when they're reading that, that they find the humor in that. We're going to have some time on relish, right? And really talk about that multiple meaning word – relish is used this way and its used this way and talk about even puns, like muster, mustard – its important for us to spend that time and to really go through those words. And so you won't have just one example – you'll probably have several examples – and then when you're hitting those multiple meanings you might want to have to make two on each of those as well. So yeah, you might actually need a graphic organizer for one meaning of relish, and then another graphic organizer for the other meanings. And really it will prepare you for the activity that's coming up, because you'll actually choose a word, and if it's a multiple meaning word, it would be wise to choose which definition or if you're going to do all of them in that activity. So we're going to go ahead and look at non-examples. And non-examples – I'm going to ahead and give you a statement – but what we're finding as we do this with certainly elementary students, is we're finding just giving them antonyms for the word – so they clearly know it is not – it is not puncture – so they're not confused. Again – the issue of partial meaning. We don't want them to get a partial meaning. In this case, a large hole was created. So, what's another non-example of puncture? What's an antonym of puncture? A large hole, okay? We could just keep it at that simple form. So we want them to know when we talk about a puncture, we're typically going to talk about something that's small, and that's also been exploded out. And it's also important to spend some time really predicting what you think the kids are going to say about puncture. What are they going to think puncture is? Well, they're going to think it's the needle, or they're going to think it's the balloon, or you know, they're going to think it's a lot of things. It's important for us, I think, clearly to show them what it's not. Again, back to anesthetic. What is it not going to be? Here we have a drug that causes temporary loss of bodily sensations. Some of you are going to get a “oh, drugs. Oh yeah, my dad uses drugs, and he's taking anesthetics all the time.” (Laughter) Or the dentist room right? We've referenced the dentist so we have to predict that and let them know – no, it's not the dentist's drill, its not a spider's bite, its not a needle and its not the fangs either. And then the next thing we're going to have them do is go ahead and do a non-linguistic picture to go with it. And really, what the research is telling us is that, and Marzanno references research, the one research that I've always heard about is this SAT prep course on a Saturday that was happening. One group

was – they were both doing vocabulary – one group was doing sentences, definitions, and a test when they came back and returned the next Saturday on the last week’s words. The other class was doing the exact same thing. The difference was that this class was drawing a picture, or what they called an icon, to go with those words. They both scored well on their weekly tests. What the difference was that the picture-drawers, or the icon-drawers, scored higher on the SAT. So clearly the graphic organizer – the picture of the word helps them to just to retain it – gives them a visual representation so they can start clueing it in on their brain – put the hooks into the brain in some way. So in the case I’ve got a puncture of the balloon as they’re going through there, as they’re looking at puncture what does it actually mean? I did a balloon, but more importantly that’s just my example – it’s not my students’ example. So then we want to go ahead and have the students then draw their own picture. The key thing is make it quick and simple – its not an art project, its just a graphic representation of the word so it hooks it on – but its their graphic representation. Now what are some other ways that we could non-linguistically represent a word? “act it out” Yeah, you could act it out – some kind of kinesthetic activity. What else can you do? Chris? (inaudible) Oh, cutting out pictures out of a magazine – perfect! Marzano says there are five activities that you want to do in order to enhance the development of linguistic representation--linguistic representation of words. Number 1 – graphic organizers, we’re doing that, just by doing this activity alone. Physical models – we’re going to hold that balloon up, you know, for them and we want to show them, pop, you can also give them out each a balloon, right, let them blow them up? no, you wouldn’t want to do that – not in my classroom. Mental picture, that’s important. Hey, how important it is that we give kids mental pictures, right? We’re doing this in classrooms all the time, we don’t even recognize it, but it’s important for us to be doing this all the time. Telling them the stories. Hey, you know one time I was over at the cafeteria and I needed to get some milk and I was getting frustrated and I was really just squeezing on that milk and I need to get that puncture right in there with the thing and I was squeezing it and I didn’t realize how much I was squeezing that and when I hit it – boom – it just blew up all in my face, and was all over me – and you know kids, they really latch onto that, don’t they. In fact, two months later, you’ll be teaching something totally different and they’ll be like “ah, Mr. Figurate, remember when you punctured that milk and it went all over your face – that was really funny.” Well, thank you honey, let’s come back to what we were talking about. Haven’t you ever? – happens to me all the time. But you know those kind of mental pictures really stay with kids and it’s important for us to recognize how powerful they really are for them. Also, drawing pictures – picture graphs – we’ve covered that and the kinesthetic activity. So getting them to act out. And then the last thing then is get them to generate questions. So, of course, we generate first, and then they generate questions. The question that we have is “Can you puncture a piece of paper with a pencil?” Okay, so again, I typically do a lot of thumbs up, thumbs down, because I don’t have to pass anything out at that time. So it’s ask questions, then having groups go ahead and generate questions then in the grade level and then start asking their peers about those kinds of words.

The last thing that we're going to have them do is go ahead and put that word in their vocabulary log. Now the one book that Lynn's going to show you is the cartoon book. It's a vocabulary book and what it does, it does a great job of showing the students a picture graph – so graphic representation of the word. It gives a silly kind of definition of the word to help them remember it – kind of taking the words. And then it gives them lots of context, so it becomes then a nice little vocabulary exercise for kids to start building their words. Lynn, you got one for us? Yeah, right here, like escapade, then you have ice capade as the link and so they have these, you have these guys kind of doing an escapade with ice capades doing an escapade. So, it's great. We'll pass this around, these are wonderful! They also have one that is larger, kind of a student version – something you could kind of make the overhead on and then kind of show the kids. And also this is a higher level one. This is a higher level one, there's also a primary version too – so as we look at some of that. But the key thing in the vocabulary log is they're putting down the word, they're putting down the explanation, and I typically have them draw an icon or a picture to go with it. So those are the key things that I wanted them to constantly keep in their vocabulary log. And I think something that's just incredibly important, is that we make those connections – we have those links with kids. Like, for example, as we've been going through the slides we have reluctant. What could we do? Well, then we could talk to the kids about “its my real uck aunt, its not my real pretty aunt, its my real uck aunt, and here's a picture of her – whew!” You know, I mean, but you do, you make those kinds of links along with things. Like in our class during math time we talk about the rhombus. You know, you draw a rhombus on there, and then you put wheels on it and then you say “you know what, you will never want to get on the wrong bus – this is the rhombus.” (Laughter) And then they see that and they come back to that time and time again. “Oh, draw that rhombus again.” But, you know, they have it and they know it for testing time. So what we're going to ask you to do right now, is we're going to ask you to select some text. And just to let you know the text that is around the room is blue in color is the narrative text, and the black in color is the expository. So keep in mind that certainly elementary students are typically not exposed to more expository text than narrative. And, of course, as you hit middle school – well 4<sup>th</sup> grade and beyond – expository text becomes very important to their success in school, and, of course, in college. So there is some expository text, but there's also some great, kind of, we call core literature in California that is just wonderful literature in the blue writing. So go ahead and select ones. If you don't want to get out of your seat, this is the time to get up if you choose to. We did put some books on your desks that are mostly expository. You can go ahead and look through those. Also, on your table you have then a black-line with a vis-à-vis in a bag. So go ahead and, with your group, select one word and work through the chart together and give you an opportunity to kind of practice what we've just been talking about. (Inaudible) I said uncertain, I would think uncertain would also. Yes. (Inaudible) We need to have it in context first, right? In context it says, some divers compete—so we need the definition before we can give the explanation. (Inaudible) A non-example is celebrate. It's not my birthday. What

is it not? Celebrate is not a holiday. It's not my birthday. It's the action that you  
take. That's right. There you go. (MUSIC)

(MUSIC) What I want you to consider, and we got an opportunity to go around and talk to each table, so really the whole purpose of this activity amongst teachers was just really to get you to discuss why are you choosing what you're choosing – and why did you choose the word – and then also I think the non-example that Lynn brought up – the idea of where kids can be confused about that word that you're trying to teach them. Where when they mention a word, in the case they chose celebrate, if you mention the word celebrate, what are kids going to get confused. They're going to think it's a party, and in reality we know celebrate is not necessarily a party. You can have a party – it can be part of a celebration – but it's not necessary – to celebrate doesn't mean you have to have a party. So it's getting those confused and taking care of those confusions. The other issue – a lot of you chose the word that the publisher probably would not have chosen. So clearly you're probably choosing a word that's across multiple curriculums – truly across multiple curriculums – and that's really what you want to hit. Because the publisher is only worried about that book – only worried about that book. And, important for us to recognize, Marzano is saying that if you just choose any vocabulary, you're going to increase their percentage on a reading test about twelve points. But, if you give them the academic language, those kinds of words, those frequently used words that are in academic – academic language, if you use those kinds of words, you're actually increasing their percentage on a reading test, excuse me, their reading score, the straight score, by 34%. So if you have two kids that are the same and they score a 50 without any instruction, if you give one instruction, just on any words, you're going to only gain about a 62. But if you give them specific words to that content, you're going to get up to an 84. So it's important for us to go for the right amount of words. Like Beck says, and a wonderful resource – we highly recommend it – but it's one of those things that you really want to go for the tier two words. We don't have an opportunity to pick all the words, so we have to be real critical about the words, and I want you to be critical. And the publisher might not know the correct words, but we, of course, do, as teachers. That's the professionalism that lends to it. And we can only teach three to five words – keep that in mind. So you can't teach them all – some you're going to give – some you're going to use with context – some we're going to use with prefixes and suffixes, and some we're going to directly teach. Now the next section that we're going to be talking about is another example of word instruction – another example of direct teaching. And those are teaching the word parts. If you went to the Phonemic Awareness – you've talked about Phonemes. If you went into Phonics, you talked about graphemes, and now we're going to be talking about morphemes. It's important for us to make a bridge so it works. Because you see, one of the things that we cannot do is that we can't simply do every word. So what we want to do is we want to build a bridge to other words, and the way that we do that is to talk about and to have some specific instruction on word parts. We want to teach it explicitly, we want to teach it systematically. Now, between prefixes and suffixes, which are the hardest to teach? Suffixes, for sure – because they're more abstract in their meaning. Like, for example, *ness* means “the state of”, and you say that to a kid and what do they say? “Uh, do you mean the state of

Florida?” No, what I mean is the state of confusion. So, it's important then we recognize that their going to be a little bit more difficult. Now there's a difference between a base word and a root word. A base word are words that are formed – that form other words. Like, for example, migrate, you can get migration, migrant, immigration, immigrant, migraine headaches – no you can't get migraine headaches from there – but I'm getting one now (Laughter). Root words are words that are from other languages – usually Latin or Greek – in fact, 60% of all of our English words have those kinds of roots in them, and so it's important for us to know those as well. Here we have introspective. We want to teach that explicitly. Intro means within, we have spect that means to look, and we have ive that means to tend to. And then we're going to teach them “to tend to look inward”. And then what we're going to do is we're going to make a bridge from there to other words. What other words can we have – let's go ahead and say them now – what other words do we have once we know intro and spect and ive? Introduce, very good! Introvert, very good! Spectator, inspect, inspector – so, the thing is that we have to decide then, what are we going to go for? Because, you see, it would be very noble of use – foolish, but very noble of us – to teach every prefix and every suffix that comes along. It's important for us to hit them, and to give them the definition, and to explicitly teach all of those. But how is it that we're going to be able to go through each one? Well I think that an important part of doing that is that we need to make some informed decisions about what we're doing with prefixes and suffixes. What they have available to us is some of the rankings that we have in prefix and suffix words. Like, for example, of prefix words “un” has 26% of all prefix words. This is ranked #1 – this would be very important to go for, right? Hey, what grade level do you think would be important to teach “un”? Kindergarten, you think – 1<sup>st</sup> grade? (Inaudible) Very good, so we want to expose them as quickly as we can and what we think that they're going to be able to capture that meaning. But “un” will certainly be one. “Re” – you have 14% of all prefix words and so on. These are the highest ranked. Of the suffixes “s, es”, I think that pretty much makes sense. “ed” the “ing” – all of those will be high percentages. Hey, you know, another important part about this – I think that's important for us as educators is that we do not only horizontal articulation – but we do vertical articulation – that we're actually talking through the grade levels. So, let's say at kindergarten you're going to teach “un” and maybe “re” – what are we going to be doing in the 1<sup>st</sup> grade? You see, if we just kind of talk with each other and really get them to recognize, we need to systematically go to the really important ones. Wow, we're going to be hitting a lot of them. Rather than every year, you know, they're kind of attacking the same ones over and over again. And we're all going really explicitly on the same ones. And they go “yeah, yeah, yeah, we all know this – and we all know this,” and by 3<sup>rd</sup> grade you give them a test and they're all getting A's on it, but if you gave it to them early at the beginning, they were all getting A's as well. So I think that's why it's so essential for us that we have that vertical articulation that's going on as well. So here, then, in the context, you see Memorial Day is a national holiday in the United States – what parts help us to define national? Well we have “nation” that means country. Are there any

context clues in there that tell us what national could mean? (Inaudible) United States – its right in there. So it's important for us to be able to put that in at the time. We're going to do a little activity with you right now, because we're just really collaborating. Because, again, what we think is that we're not the experts in this particular thing, but that it's really all of us. So, in terms of taking parts of words, we have little cards that we had – but now we don't have the cards. (Laughter) So, but what we're going to do is just pretend like we have prefixes and suffixes and let's just share with each other some of the things that we might be able to do with prefixes and suffixes. So, if you will all stand up? Let's all get in a circle, please. Actually before, how about if they write a prefix or suffix down on their card? Sounds like a great idea. There's post-it notes in the bag – go ahead and write a prefix off the chart, and if somebody wants to write an affix or a base word, that's fine. Now I don't know about you, but I have people that are on my team at school. And every year it's a little bit different. We have changes – people move to other places, people do a variety of things – let's go ahead and move that part of the line come on up and let's make a circle. And you know every year we have a different group that's together and we share things with each other and we do things like this where we just bring in kind of part of an activity and we put it on the table and we say "What do you think is the best way to really teach this?" It wasn't important that we had particular cards – its only important that we just kind of have these parts of these words and then to really discuss with each other, what are the best activities? And so let's really, spend some time really thinking of some of the best things that we could do to really teach students word parts. Does someone have an idea? I wonder if it would be helpful if we had all the prefixes grouped together since they wouldn't get confused with the idea of how do I put "re" and "dis" together so if we put the prefixes together and the suffixes together so that would be sort of a categorizing activity maybe, first, before we start. And they could then make a subgroup if they mean "not". They could introduce themselves as their suffix or prefix and tell what they do and like give each other examples so they're up and moving around and talking to each other. I'll have them think of words that start with the two letters and then whoever has the most, and of course they're going to come up with words that re- is not a suffix, I mean prefix, and then we talk about how this word, how does this word have a prefix and then they do come up with words that don't make sense, like re-table and re-carpet (laughter) so that helps them determine where do you have a prefix and where don't you have it. That's right. So we could go back then to the categorizing, we could go ahead and categorize nonsense words or words that aren't used correctly, the prefix or suffix and then words that are. So, perfect. You see how we're getting smarter as we go along? Someone else. You're dying to say it and you're just shy? I'm just dying to say it. (laughter) Alright. I'll take the word "dis". Alright. Because "dis" isn't a prefix anymore. Don't "dis" me. (Laughter) That's good. Using that kind of humor I think with students, they get that, and they laugh, and that's, I think that's the wonderful part about teaching is that they really kind of get that academic language versus what's going on with the slang as well. Well, thank you very much. See, our power is that we collaborate and when we do these kinds of

activities, we just create this moment with each other where we have a ton of activities. Oh, I'll try that one, or I'll try parts of these ones, or I'm not going to do it like anyone else in here – this is what I have. So then share that, because that's really, I think, where we need to be going in education. The thing is that we can go to a lot of workshops with a lot of experts, but we have to listen to each other – because there's a lot of knowledge that happens in any room when we get together as educators. Okay, if you would please make your way back to your seat. We want to take a look at this particular quote – we've seen this. "To learn a word in context, students need to be exposed to a word at least 6 times." Now, not only – this presents a problem doesn't it? – not only do we have a problem with context and the amount of exposure that we're going to give to them, but, like I said before, another problem that we get into is the particular type of context that we have in any passage. You see, you can have a context that's misdirective, you could have a context that's non-directive, you could have a context – a general context, or a directive context. What we want to have is a directive context – let me explain that a little bit. A misdirective context is when you're reading a passage and it really kind of gives you the idea that its kind of sending you in another direction – like, for example, the poster that we have with *The Lion, the Witch and the Wardrobe* – "You stop grumbling, Ed" said Susan "ten to one it'll clear up in an hour or so and in the meantime we're pretty well off. There's a wireless and lots of books." What is a wireless? What are kids going to believe a wireless is? They're gonna think it's a cell phone. Oh, yeah, there are a lot of things to do with a cell phone. You've got games, and you can call your friends – whew – we're having a big time! But, when C. S. Lewis wrote this book back, whenever he wrote this book, it was important that, at that time, a wireless was a what? It was a radio, very good. And so we could have really kind of a situation where kind of this historical misdirection that we're really kind of sending the kids and we need to make sure that we're paying attention to that. We also have non-directives. Sometimes there are no clues – like going back to *pirn* and *paduasoy* – there are no real directives at all that tell us what the context is right there. Oh yeah, you could be wrapped up in cellophane with your honey, but that's not really telling us what a *paduasoy* is. We also have a general context, where it kind of is giving you the general meaning. That's pretty good – but its really not telling us specifically what it's about. What we really need to go for in context and you'll really be helping the kids to understand is we want to be able to recognize when it's a directive context. And really, when it's all of these. What it is, I have to look up that word, when I need a little bit more time, and when I can find that directive context. And let me tell you, that's a difficult thing to teach. Because, when I'm sitting in a small group, and I'm reading with them about bald eagles, and we're talking about the text that says "Eagles have talons, or claws, that help them to hold wriggling fish." Well, see, it said, right in the sentence didn't it, what is the definition of talons? What is it? Claws. But when you ask a student that they say "I have no idea." What we need to teach them, is we need to teach them how to attack context clues. And so its important for us to recognize that there are some strategies that we're going to use then to be able to do that very thing. We want to explicitly teach them how to attack context

clues. We want them to be able to have strategies available to them that they know that they have to look for definitions or synonyms, to look for concrete examples, to look for contrasting clues, to look for description clues. We also want them to be able to know when there are stated or implied meanings or repeating words. And so on context clues, one of the things – I just want to deal with a couple of these, these will be available to you later on – but the context clues, we want to be able to help them sort of recognize some of the signal words, or some of the punctuation signals that they are going to be able to have, that really shows them how to get to the context. Like I said before, “talons, or claws”. Its important for us to show them that signal word “or” and have these up around the classroom to really show them. So, here, when we’re looking definitions or synonyms, “or”, “is called”, “that is”, “in other words”. For some of your better readers, you’re going to have in your text “i.e.”. What is “i.e.”? It means “that is” – its “id est” in Latin. And so it’s important for kids to recognize that’s going to show up sometimes and its going to be a definition or a synonym. Then we have in concrete examples you may have words such as target, excuse me, signal words “such as”, “including”, “for instance”, “to illustrate” or “examples of” for example – hey, what’s the Latin little initials for “for example”? Eg, yeah that’s right – another Latin expression that really shows them and so we need to teach them that and really show them how to go for those things. Hey, here on bloodsuckers again – “A leech has several eyes on its front end and has a sucking disc at both ends. Some leeches have teeth in the disc at the front. They use these teeth to puncture the skin of their prey. Then the leech can suck the blood through the holes in the skin.” Now, let’s say that we didn’t do any direct teaching. Are there any context clues in this passage that really help us to get the puncture? Okay, “teeth”, very good. “holes”, very good. Okay, “suck blood through” it, right. Especially when you hit “then”, right? It’s then – its like kind of steps in a process, right? Then we’re sucking the blood, right. Hey, and what kind of context is it? Now, do we have signal words in here? Is that more of a description? Is it contrasting – are we looking for the opposite meaning there? No. Is it unstated or implied? I would say so. I’d say more of a description or unstated or implied. You need to know a little bit something about puncture, about teeth, and what it does, and that “then” the sucking, you need to know a little bit. You need to kind of bring something to the table. But do you see how important it is for us to spend that time with students? Either way that it is – whether they say that is, “Oh, that’s a description, or they say unstated or that’s an implied meaning”. We still need to spend that time really explicitly teaching them how to find that. Because sometimes what we do is we can say “Just read the sentence over again,” or sometimes we just say “reread it again”. Now that’s really great, if it’s a directive context. But, what if it’s not – you know, what if it’s more of a description, or what if its implied? You know, we need to help kids to read between the lines. Okay, so now today what we’ve talked about – we’ve taken a look inside and outside the words. We’ve taken a look at the word parts, and we’ve taken a look at really direct teaching of a word, and giving them that prior knowledge before they attack a text. We’ve also taken a look at the context clues – how important that is. But its also important that we help

them to recognize the mood of what's going on in the story, so they can kind of figure out the context as well, and kind of figure out definitions of words. So we have a couple of posters here. Do you see up here with Stone Fox – I'm sorry if you've never read Stone Fox before – here you have a story that's really giving away an ending. But it's important to help them to recognize the mood of what's going on in the story. "The crowd cheered madly when they saw little Willy come into view at the far end of Main Street, and even more madly when they saw that Stone Fox was right on his tail. 'Go, Searchlight, go!' Searchlight forged ahead, but Stone Fox was gaining! 'Go, Searchlight, go!' little Willy cried out. Searchlight gave it everything she had. She was a hundred feet from the finish line when her heart burst. She died instantly. There was no suffering." And, you know, time and time again kids, they ask me, "Mr. Figurate, why were they so mad at him?" What do you mean, so mad? "This word madly." Well, let's put that in context – let's talk about the mood, and the excitement that the author is really building up there. So maybe that word really doesn't mean that they were mad – maybe there's this excitement, there's this frenzy that's going on in the crowd, and there's an excitement that's going on around them. But then dying instantly, and no suffering, I mean, all of those really work into the mood. And so we also have, we have here, we have Dogzilla. "Alright, Dogzilla, shouted The Big Cheese. No more Mr. Mice Guy. It's bath time. Suddenly a blast..." you see you're hearing that and what are we getting from the mood there? It's humorous, right? And we want them – when it's sad, we want them to feel that deep emotion. And when it's fun, and when it's exciting, we want them to laugh – we want them to be able to get "The Big Cheese tried to catch up with The Hot Dog with all of the relish he can muster." Hey, kids, what's funny about that? "Oh, the pictures, Mr. Figurate, see they have the mice and they're all dressed up and they're". Yes that's funny, but what's funny about the words in the text? "Uh, uh, um, uh – hot dog." Yes, what's funny about that? "Uh, because he's hot?" You know, I mean, really, that's the important part about vocabulary instruction – really going for that mood. The other thing you want to consider then about mood is when you're looking at expository text – again the black text is expository – you want to consider then the author's purpose. Okay, the author's purpose of why they're even writing it. Is it a book about pollution that's going to help you clean up something, or is it a book about information about pollution that is going to tell you the background information about pollution. So, in narrative text, it's always the mood – the author's mood that he's trying to get across, or she's trying to get across. And expository it's always then the purpose – what's the purpose? But I want to go back a couple of slides for you. I want to just reiterate one thing for you, because Lynn's kind of emphasized the issue of signal words. There's a whole list of them in the back of your packet and they're defined or separated based on – some of them based on text structure, and some based on purpose. In this case, you see the purpose is example. So it's really important, and Lynn gave a great example of the "or, a claw" where kids don't even start associating that word "or" and indicate that's an indicator of academic language, it's found throughout your career as a student, but that next word is probably going to define the previous word that is a more sophisticated

word – a more content base word. So it's really important that kids understand the signal words that authors give – mostly you find signal words in narrative text, but mostly you find it in expository text. And, again, what are kids mostly going to read when they hit middle school, high school and college? Probably going to be expository in nature. So, how do I attack that expository text? They gave you some graphic organizers to go with each structure. That's some words by Kate Kinsella that we took from her work. Okay, so the activity that we want you to do in terms of context right now, is to take a look at this, that is sitting on your table, and if you would pull this out and put it in front of you and have a discussion with each other. Choose one of the charts around the room, and decide which of those words that you would probably be teaching. And if you taught those words, would you have enough context? Would it be misdirective, non-directive, general context, or directive context? Memorial Day is a National Holiday in the United States. Americans celebrate Memorial Day the last Monday in May. Ok, does it go on to say anything about what they do to celebrate? Let me see if it's somewhere else. And that's a word I would totally take for granted because I use it so often. But we have to use context, right? Because we have to say if the context is misdirective or non-directive. I have a question on this, because I'm wondering, when he was saying this I wasn't exactly clear. Is this like a teacher's tool, I'm trying to figure out, is this a tool for me? No, but I'm. I wasn't sure. I'm thinking that the kids need to also know that there's these different things and how do they know that it's... Up here, we talking about rigid – Fern grew rigid on her stool – which is a lot different than Fern grew rigid in her stool (laughter) It's important that we recognize, well, you know, is that a word that's non-directive, or what's going on? And remember it's important for us – it's telling us how we're going to instruct from that point. It may be non-directive, but we want to stand back and look at the story as a whole. Wilbur is learning, really for the first time, she decides to go for it and just give him the whole truth. This is what's going to happen. You just gonna be slugged – they're going to kill you. And, you know, how is Fern reacting to all that. And then, you know, it's really great discussion that happens with the students at that point, to really say, "you know, how would you feel if someone is just telling somebody else the straight truth about however, you know, what's going on?" Do you think that they're relaxed? Do you think they're really tense and up tight about that? Really its kind of that really instructional moment that I think is so important for us to recognize as educators. So, although we may not have the context that we're teaching them right now, but yes, it is, it's informing our instruction on really what we're going to do next – whether we're in a small group or whether we're in one whole group. Hopefully you understand that there's a lot of things going on with students. That students come to us with a lot of vocabulary, but also have to be directly taught vocabulary. And through prefixes and suffixes, or actually picking a word, and then also indirectly helping students out with context clues and teaching them that sometimes the context clue is not clear – simply is not clear. And that kids need that direct instruction. You guys were a wonderful audience. We really appreciate it. There are evaluations... (MUSIC) For more information or a free online follow-up to this program, log on to [www.ed.gov/teacherinitiative](http://www.ed.gov/teacherinitiative). This

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