

# Vocabulary

## Bringing Words to Life

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## Why vocabulary is important

- \* Vocabulary is related to reading proficiency
  - \* Especially reading comprehension
  - \* And written expression
- \* If you misunderstand a word, it can throw off the whole concept
- \* If you don't know specific words, your writing is very nondescript

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## Differences among vocabulary knowledge among different learners

- \* First-grade children from higher-SES groups
  - \* About twice as many words as lower SES children
- \* High school seniors near the top of their class
  - \* About 4 times as many words as their lower-performing classmates
- \* High-knowledge 3<sup>rd</sup> graders
  - \* Had vocabularies about equal to lowest-performing 12<sup>th</sup> graders

Page 1 in I. Beck – *Bringing Words to Life*, 2002

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## How to change these statistics?

- \* **Robust vocabulary education**
  - \* Must teach vocabulary through context
  - \* Must use multisensory instruction
  - \* Must include explicit instruction

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## Levels of utility - Tiers

- \* From Isabel Beck, *Bringing Words to Life*
- \* Different tiers have different levels of utility in reading comprehension and written expression
- \* **Tier I**
  - \* Consists of the most basic words
  - \* *Clock, baby, happy*
  - \* These rarely require instruction in school – except for ESL

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## Tier II

- \* **Tier II**
  - \* High-frequency words for mature language users
    - \* *Coincidence, absurd, industrious*
  - \* Instruction in these words can add productively to an individual's language ability
    - \* Example:
      - \* Johnny Harrington was a kind master who treated his servants fairly. He was also a successful wool merchant, and his business required that he travel often. In his absence, his servants would tend to the fields and cattle and maintain the upkeep of his mansion. They performed the duties happily, for they felt fortunate to have such a benevolent and trusting master.

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## Tier 2 words

- \* Students usually already have ways to express the concepts represented by the words
- \* The new words offer students more precise or mature ways of referring to ideas they already know about
- \* Examples from 3<sup>rd</sup>/ 4<sup>th</sup> grade students
  - \* \_\_\_\_\_.....salesperson or clerk
  - \* \_\_\_\_\_.....have to
  - \* \_\_\_\_\_.....take care of
  - \* \_\_\_\_\_.....keep going
  - \* \_\_\_\_\_.....did
  - \* \_\_\_\_\_.....lucky
  - \* \_\_\_\_\_.....kind

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## Criteria for Identifying Tier II words

- \* *Importance and utility*
  - \* Words that are characteristic of mature language users and appear frequently across a variety of domains
- \* *Instructional potential*
  - \* Words that can be worked with in a variety of ways so that students can build rich representations of them and their connections to other words and concepts
- \* *Conceptual understanding*
  - \* Words for which students understand the general concept but provide precision and specificity in describing the concept

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## Tier II for older students

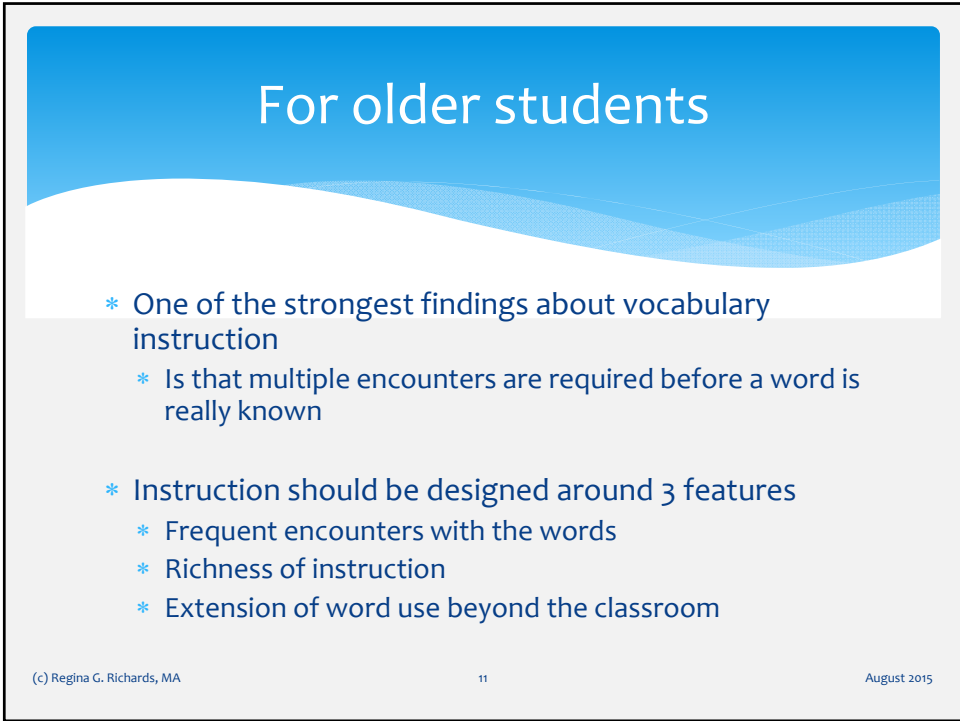
- \* For 8<sup>th</sup> or 9<sup>th</sup> graders reading Agatha Christie's *In a Glass Darkly* (1934).
  - \* A tale that moves from a murderous premonition to unrequited love, jealousy and near tragedy before resolving happily
  - \* Language of the story is sophisticated but not particularly difficult
  - \* We can identify 30 of the words at Tier II words
    - \* Of these 30 words, we could decide to focus on 10

## Older students - continued

- |              |                 |
|--------------|-----------------|
| * Essential  | * Inevitable    |
| * Altered    | * Sobering      |
| * Well-off   | * Revelation    |
| * Devoted    | * Upshot        |
| * Entrenched | * Disinterested |

*Altered* and *Well-off* can be introduced briefly with little or no follow-up work. These words are critical for understanding the story

All in all, many of these words were chosen because they seem integral to the mood and plot. Thus, we're enriching students' understanding of literature.



For older students

- \* One of the strongest findings about vocabulary instruction
  - \* Is that multiple encounters are required before a word is really known
- \* Instruction should be designed around 3 features
  - \* Frequent encounters with the words
  - \* Richness of instruction
  - \* Extension of word use beyond the classroom

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Activities

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## Facets of meaning

- \* Banter

- \* A husband & wife argue about what to have for dinner
- \* A husband & wife kid each other about who ate more at dinner

- \* Impatient

- \* A boy tells his friends about his birthday party and hopes they can come
- \* A boy counts the days until his birthday and wishes the time would go faster

## Alternative definitions

- \* Ambitious

- \* Really wanting to succeed in becoming rich or important
- \* Wanting to get ahead by becoming powerful
- \* Wants great success in life

- \* Stern

- \* Being very strict about how you look and what you do
- \* Very demanding about how you and others behave
- \* Acts hard and serious

## Word wizard

- \* A system in which students gain points for bringing in evidence of hearing, seeing, or using target words outside the classroom
- \* This enlivens the word environment
- \* Helps students develop understanding about the words that enhances their literacy

## Word choices

- \* Squint or gape
  - \* Which would you probably do if you needed to wear glasses but didn't have any?
- \* Inspector or spectator
  - \* What would you probably call every person watching a football game?
- \* Glimpse or scrutinize
  - \* Which can you do more quickly?
- \* Focus or glimpse
  - \* Which would you probably do if you couldn't see out of your binoculars?



## Word insertion

- \* Inspector – focus – squints --- spectator
- \* The accomplice\* wiped away the burglar’s fingerprints before the police came, so the \_\_\_ couldn’t find any clues to the crime.
- \* The virtuoso\* must have trouble seeing because she always \_\_\_ when she looks at the music.
- \* The photographs I took always came out fuzzy until I learned how to \_\_\_ the camera.
- \* My brother is going to lead the band in the parade. But I’m just going to watch and be a \_\_\_.

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## Similar words

- \* Devour/fast --- spectator/inspector --- embrace/seize
- \* They’re both people who use their eyes in special ways. One watches something for fun; the other one checks things for a living.
- \* They both have to do with food. With one, you eat a lot; with the other, you stay away from eating food.
- \* They both have to do with taking hold of someone or something. With one, you hold someone lovingly; with the other, you grab suddenly.

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## Tier II for younger students

- \* Best to use trade books
- \* While reading the book, briefly explain any necessary words
  - \* *Ukulele* is a kind of guitar
  - \* When ducks *molt* they lose their feathers and can't fly until they get new ones
- \* Select words that are not too difficult to explain to young children

## Tier II for kindergarten – using *Popcorn Dragon*

- \* Story contains 7 Tier II words. Select 3
- \* *Envious* --- *Delighted* --- *Forlorn*
- \* Easy to understand concepts
  - \* Being very sad
  - \* Being very happy
  - \* Wanting something someone else has
- \* Not too difficult to explain the meanings
- \* Each word has extensive possibilities for use

## Tier III

- \* **Tier III**

- \* Words whose frequency of use is quite low
- \* Often limited to specific domains
- \* *Isotope, lathe, peninsula*
- \* Probably best learned – when needed – in context

## Words learned from context

- \* Written context lacks many of the features of oral language that support new word meanings
- \* Of 100 unfamiliar words met in reading
- \* To change this
  - \* Children must read a lot and must read widely
  - \* Must have skills to infer word meaning information from contexts

## Examples of context

- \* Misdirective contexts

- \* *Every step she takes is so perfect and graceful, Ginny said grudgingly as she watched Sandra dance.*

- \* Nondirective contexts

- \* *Dan heard the door open and wondered who had arrived. He couldn't make out the voices. Then he recognized the lumbering footsteps on the stairs and knew it was Aunt Grace.*

## Examples of context - 2

- \* General contexts

- \* *Joe and Stan arrived at the party at 7 o'clock. By 9:30, the evening seemed to drag for Stan. But Joe really seemed to be having a good time at the party. "I wish I could be as gregarious as he is," though Stan.*

- \* Directive contexts

- \* *When the cat pounced on the dog, he leapt up, yelping, and knocked down a shelf of books. The animals ran past Wendy, tripping her. She cried out and fell to the floor. As the noise and confusion mounted, Mother hollered upstairs, "What's all the commotion?"*

# Isabel Beck et al

- \* *Bringing Words to Life: Robust Vocabulary Instruction*
- \* Pages 131 to 140
  - \* Contain a list of recommended books for K-2, along with some of the recommended Tier II vocabulary words
  - \* PLUS – a list of “books for a lively verbal environment”

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# Vocabulary – important things to remember

An important component of comprehension and written expression efficiency

- \* Have fun
- \* Use the words
- \* Focus on word parts (morphology)
- \* Attend to multiple meaning words

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## Malapropisms

- \* I resent your insinuedoes
- \* Because the election is over, all these questions are irreverent
- \* My grandmother still has all her facilities

## Some general principles

- \* From Louisa C. Moats
  - \* In *Speech to Print: Language Essentials for Teachers*
  - \* Page 193 and 194 (2<sup>nd</sup> edition)
- \* Networks of meaning
- \* Linguistic and situational context
- \* Multiple meanings
- \* Referents for nouns, pronouns, and phrases







# Activities

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## Vocabulary with movement cues

- \* right angle
- \* tripod
- \* distract
- \* calmly
- \* monkey



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# Multi-sensory

- \* Divide class into small groups – each group have one vocabulary word to focus on
- \* Each group determines a single movement to help rest of the class understand the meaning behind the word
- \* Then each group teaches the rest of the class their word
- \* Can be used as a review before a test
- \* Students who felt uncomfortable acting out the word in front of the class can draw a picture of the word

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# Word knowledge

**milk**

good for you      common drink

Simple vocabulary map  
*Source for Learning & Memory Strategies* p 92

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## Word associations

- \* Explain and explore words
  - \* *Accomplice* --- *virtuosos* --- *philanthropist* --- *novice*
- \* Ask
  - \* Which word goes with crook?
  - \* Which word goes with piano?
  - \* Which word goes with kindergartner?
  - \* Which word goes with 'gift to build a new hospital'?
- \* These associations are NOT synonyms – explore the possible relationships

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## Have you ever....?

- \* Helps associate newly learned words with contexts and activities from students' own experiences
- \* Helps students understand that they have a place for the word in their vocabularies
- \* Describe a time when you might *urge someone*
  - \* *Commend someone*
  - \* *Banter with someone*

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# Teaching vocabulary with visuals

- \* Using visuals is a valuable way to teach vocabulary
- \*
- \* The impact is even greater if you can highlight part of the word to add an additional cue
  
- \* The following 2 examples are taken from *Marie's Words* - [www.marieswords.com](http://www.marieswords.com)

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**ABOUND**(ANT)



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# prosaic

proh-**zey**-ik


*definition*  
(adj.) plain; lacking liveliness; unimaginative

*Whereas the mosaic is intricate and beautiful, its counterpart is plain and prosaic.*

<p><i>synonyms</i> banal, boring, hackneyed</p>	<p><i>antonyms</i> creative, imaginative</p>
---	--

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# Mnemonics



Borenstein School of  
Memory Training  
West Los Angeles  
213-478-2056

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# Mnemonics



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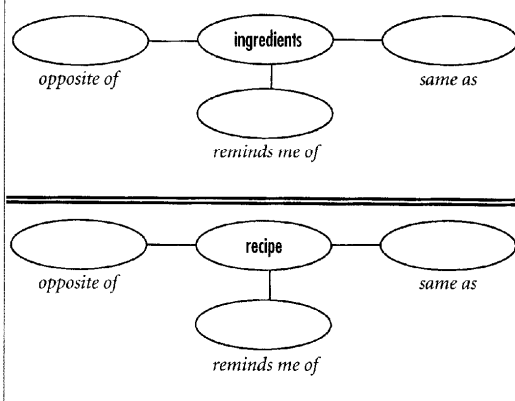
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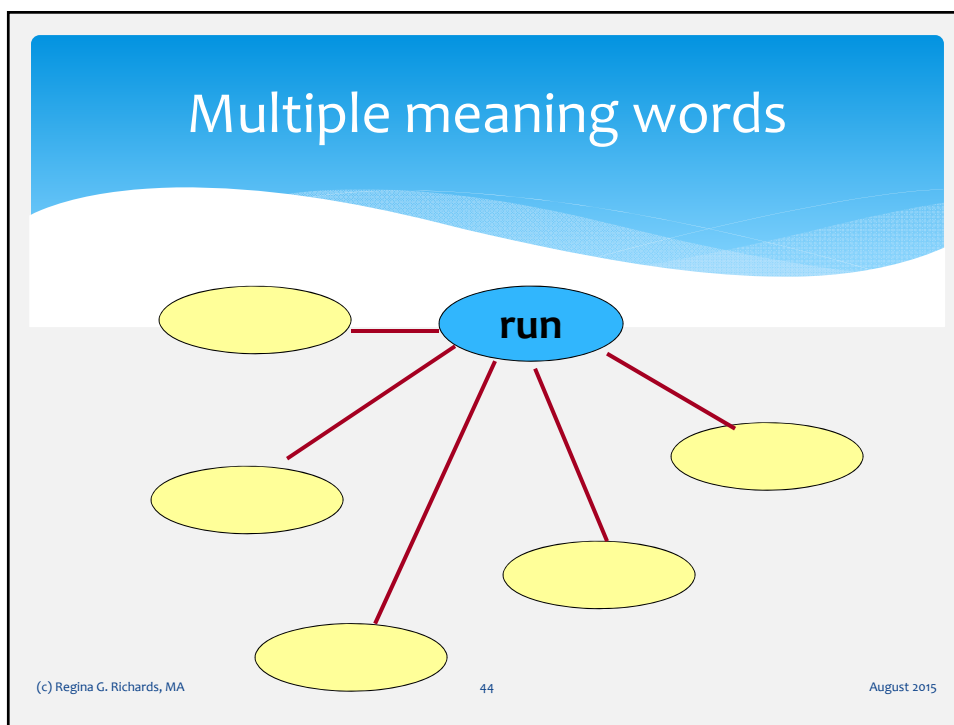
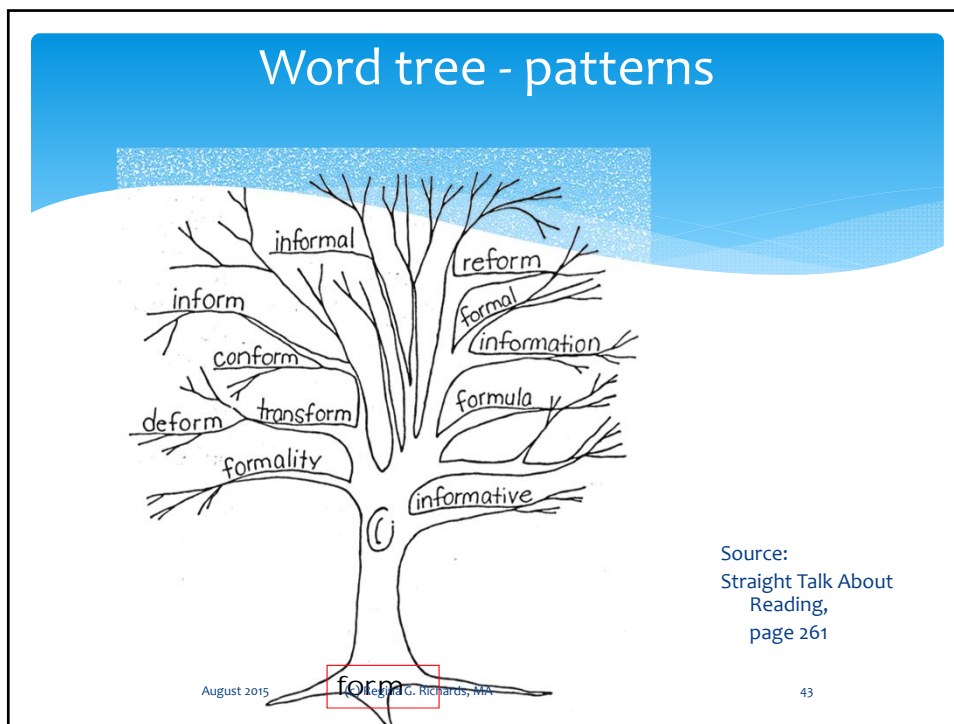
# Benefits of graphic organizers

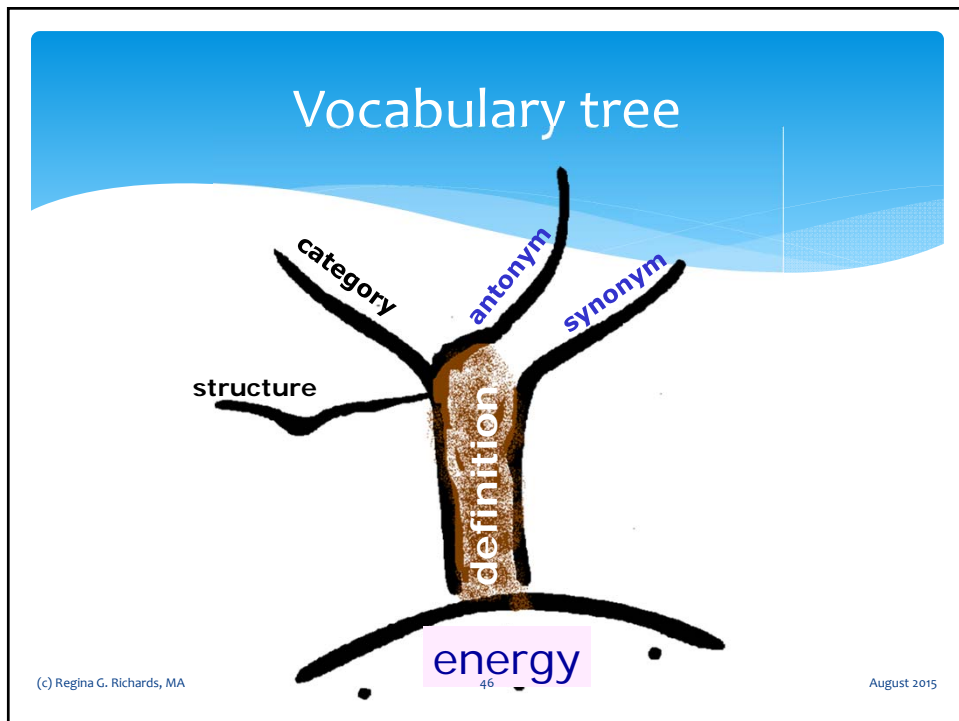
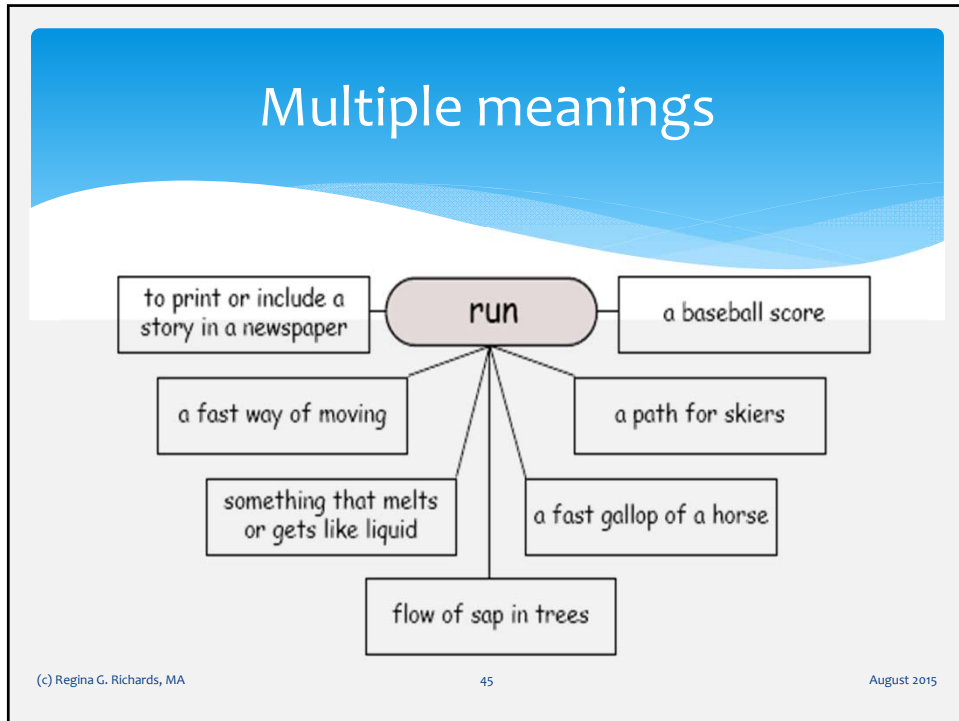
- \* Provides students with the ability to
  - \* Identify main concepts
  - \* Assign specific labels to concepts
  - \* Sort relevant and non-relevant cues
  - \* And much more!

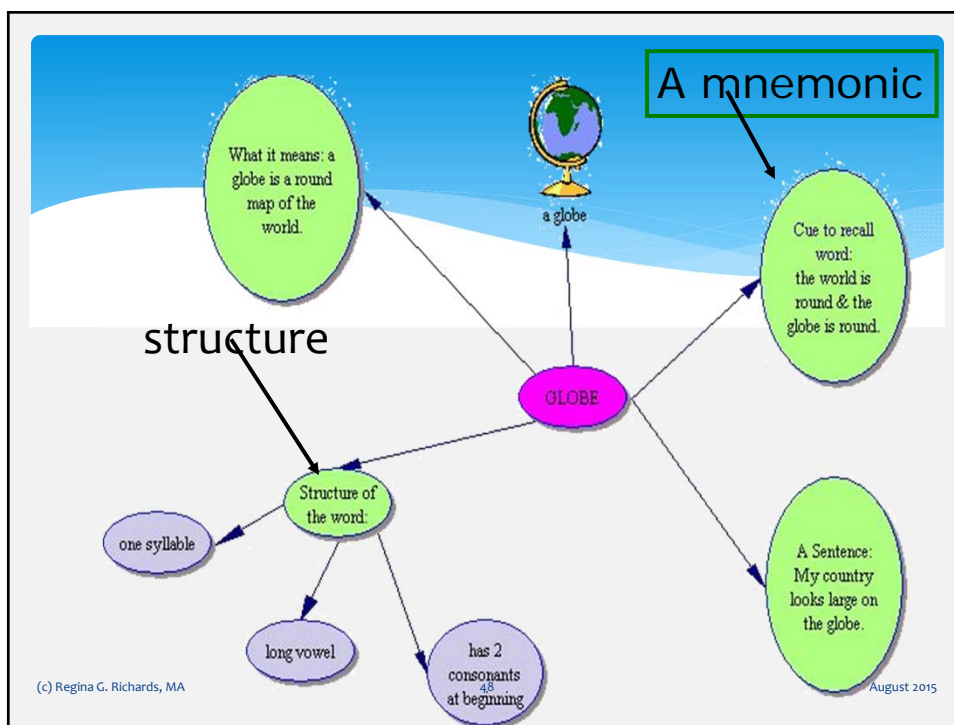
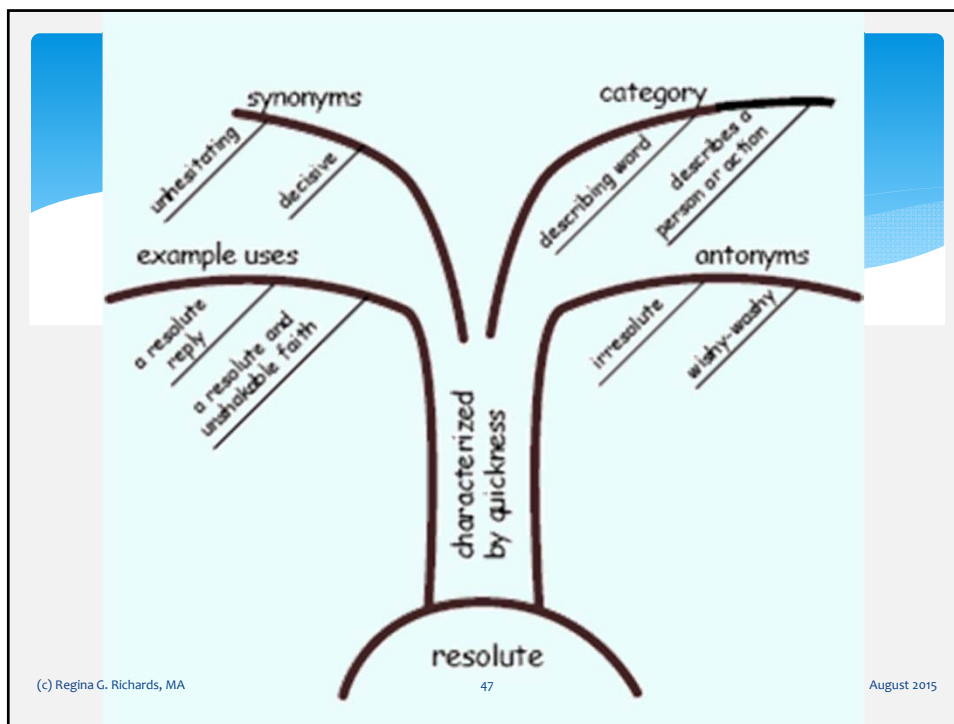
## VOCABULARY

Directions: Fill in the circles for each word.

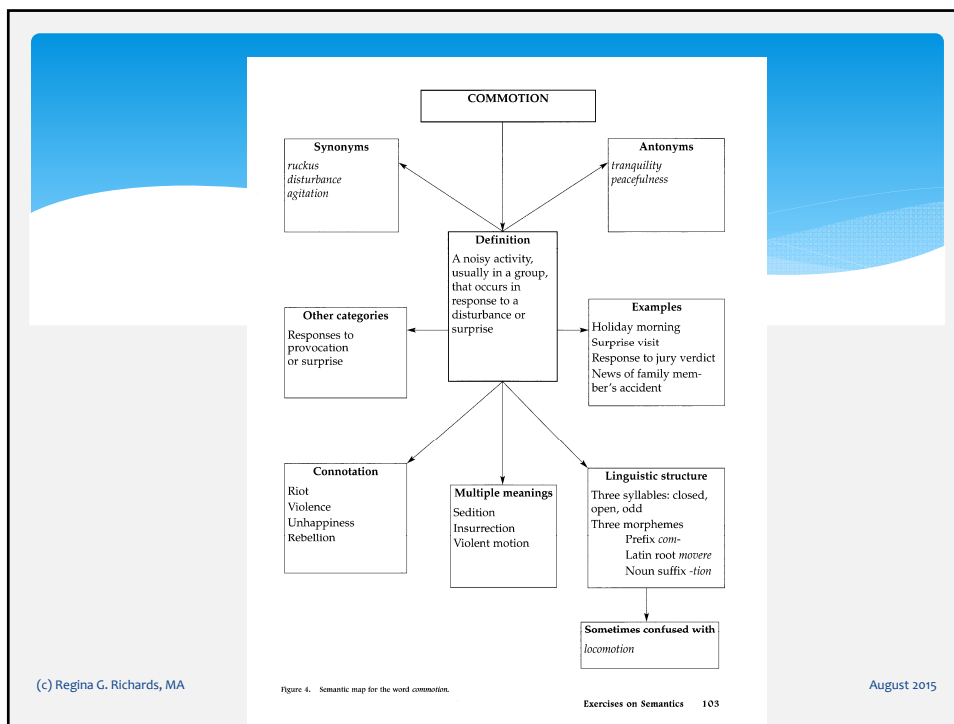












## Use of sign language

\* Also aids Spelling

TACIT

\* Means unspoken, silent, implicit

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## Music

- \* Our thinking cap
  - \* the neocortex
- \* Strongly influenced by patterns
- \* Music can maximize recall



Song from  
“Sing the Science Standards”  
*Living or Non-living Things*  
[sciexplo@aol.com](mailto:sciexplo@aol.com)



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SuperGroupers

Things that are living

Things that are not living

Things that are living  
eat, grow, need air

bee

tree

dog

girl

crab

Things that are not living

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# The Water Cycle

Evaporation	Push both arms up
Condensation	Push with both arms straight out to side
Precipitation on my head	Pretend to rain on head
Accumulation	Make arms sweep in front
Water cycle	Arms rotate in circle in front
And we start all in again	Turn around in place in a circle

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**Which critter is which?**

**1** Look at the different kinds of animals in the Symbol libraries.

**2** Find as many examples of each kind as you can. Go to Writing view to tell what makes these groups special.

<b>insect</b>	<b>bird</b>	<b>mammal</b>	<b>reptile</b>
			

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## Word continuums

\* Elated ←————→ depressed

\* Scalding ←————→ freezing

\* Expensive ←————→ cheap

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# Morphology

- \* Derived words with affixes are relatively more numerous among less common content words
  - \* Example: *demoralization*
- \* Listening, speaking, reading, and writing such words should be interwoven

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# Morphology exercise

- \* angiocentesis
- \* craniotomy
- \* cardioplasty

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### Value of morphology

Verbs →	<b>-centisis</b> (puncture)	<b>-tomy</b> (incision)	<b>-plasty</b> (surgical repair)
Nouns ↓			
Angio- (vessel)	angiocentisis	angiotomy	angioplasty
Cranio- (skull)	craniocentisis	craniotomy	cranioplasty
Cardio- (heart)	cardiocentisis	cardiotomy	cardioplasty

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### Value of morphology

Verbs →	<b>-centisis</b> (puncture)	<b>-itis</b> (inflammation)	<b>-sclerosis</b> (hardening)
Nouns ↓			
<b>Derma</b> (skin)			
<b>Gastro</b> (stomach)			
<b>Osteo</b> (bone)			

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## Teaching morphology has great value

saurus \_\_\_\_\_

tyranno- \_\_\_\_\_

pod \_\_\_\_\_

brachy- \_\_\_\_\_

cera \_\_\_\_\_

brachio- \_\_\_\_\_

tops \_\_\_\_\_

[www.enchantedlearning.com/subjects/dinosaurs/allabout/nameroots.shtml](http://www.enchantedlearning.com/subjects/dinosaurs/allabout/nameroots.shtml)

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## Value of morphology

tyrannosaurus

brachiosaurus

triceratops

brachypodsaurus

brachyceratops

[www.enchantedlearning.com/subjects/dinosaurs/allabout/nameroots.shtml](http://www.enchantedlearning.com/subjects/dinosaurs/allabout/nameroots.shtml)

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# Visual organizers

- \* Strategies for using visual organizers:
  - \* Vocabulary
  - \* Story review
  - \* Prewriting
  - \* Explaining concepts
  - \* Providing a model for a concept
  - \* Brainstorming
  
- \* Can you add any more to the above list?

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## The RAVE-O Model

The More A Student Knows About a Word, the Faster the Word can be Decoded and Comprehended

**APPLICATION!**

Read for fluency  
Read for meaning  
Read to think new thoughts

<http://www.raveotown.com/>  
<http://ase.tufts.edu/crlr/RAVE-O/>

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## The RAVE-O Curriculum

- \* RAVE-O is the first comprehensive research and evidence-based approach to reading fluency in the literature
  - \* one that addresses both overt reading behaviors like word recognition skills and comprehension, and
  - \* underlying components including visual scanning, orthographic pattern recognition, semantic and syntactic development and lexical retrieval.
  - \* RAVE-O simultaneously addresses the need for automaticity in phonological, orthographic, semantic, syntactic and morphological systems as well as the importance of teaching explicit connections among these systems.
  - \* The goal throughout is to teach systematic, theoretical principles that underlie fluency and decoding through:
    - \* explicit instruction in skills underlying fluency and comprehension
    - \* imaginative, whimsy-filled opportunities for practice
    - \* a set of strategies that embolden discouraged children to look at written language with whole new eyes.

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## Upcoming TCB Events

- \* **FREE** – video presentation of *Read Me Differently*
  - \* Corona Public Library
  - \* Wednesday October 14<sup>th</sup> at 6 pm
  - \* Followed by panel discussion
  - \* <http://readmedifferently.Eventbrite.com>
- \* **Annual Spring Conference** – *Strategies for Struggling Learners*
  - \* More information - <http://dyslexia-ca.org/conf16> - coming soon

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