

TEACHING VOCABULARY:
MORE THAN LISTS OF
WORDS AND
DEFINITIONS

Or:
Vocabulary Instruction: Not Just For English Class
Anymore

1

Understand that explicit vocabulary instruction can/should be done across disciplines

2

Understand how to begin to being to build an interest in words to support vocabulary instruction

3

Walk away with a vocabulary routine that can be implemented tomorrow

OBJECTIVES

- Select a text on your table
- Skim the passage and find 5 words that students:
 - Might not know
 - Would be important to know to be able to better access the information
- Share with your table partners the words that you've selected and why

LET'S GET YOU BUSY

LET'S LEARN SOME VOCABULARY



Receptive: Word meaning supports information **RECEIVED** (listening and reading)



Expressive: Vocabulary allows us to **CONVEY** thinking (reading and writing)

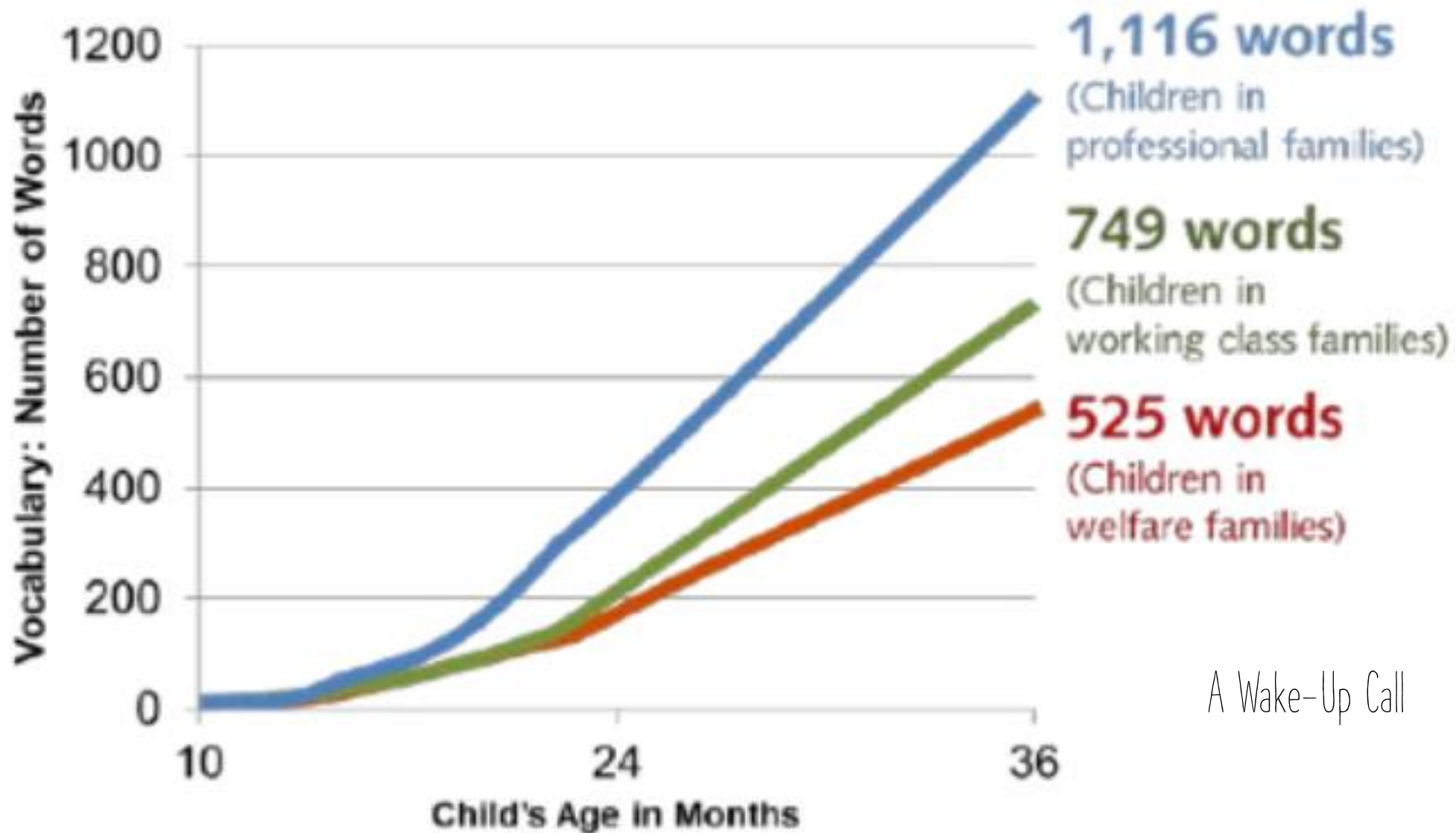
THE REALITY

Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)

By first grade, higher SES groups are likely to know about twice as many words as lower SES children. (Graves, 2006)

After the primary grades, the “achievement gap” between socioeconomic groups is a language gap. (Hirsh, 2002)

The Achievement Gap Starts Early



A Wake-Up Call

of Words in Child's Vocabulary

50K
40K
30K
20K
10K
0

5,000
1,500

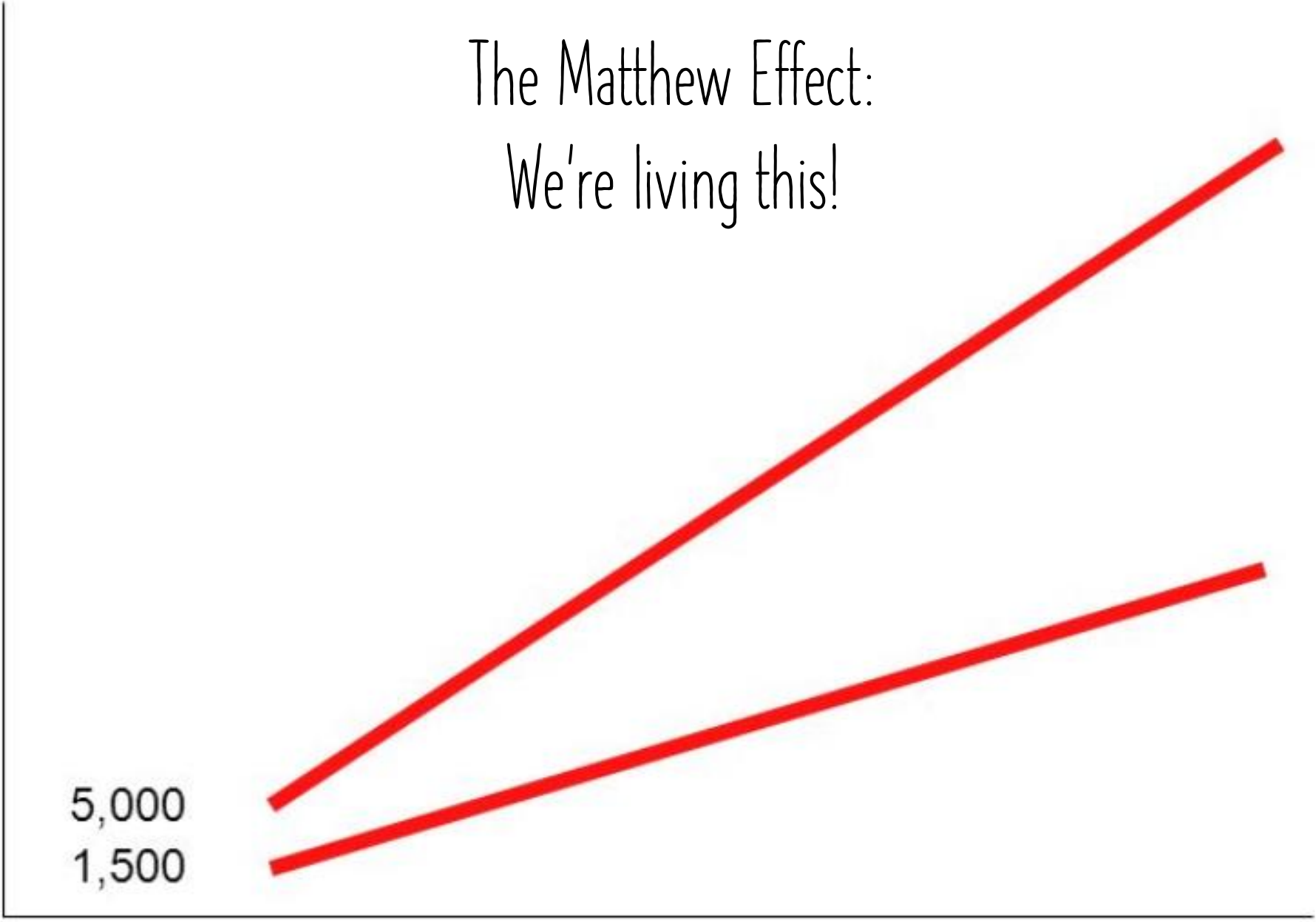
K

12

The Matthew Effect:
We're living this!

45,000

17,000



**Five
Components
of
Reading**

Comprehension

MAZE, ORF,
ORF Retell

ORF **Fluency**

**Alphabetic Principle
& Phonics**

NWF,
ORF

Phonemic Awareness

Vocabulary

**Evidence
Based
Practices
Grounded in
the 5
Components of
Reading**

Based on graphic by Dr.
Stephanie Stollar, Reading
Science Academy

WHAT DOES VOCABULARY
INSTRUCTION LOOK LIKE IN
YOUR BUILDING OR
DISTRICT?



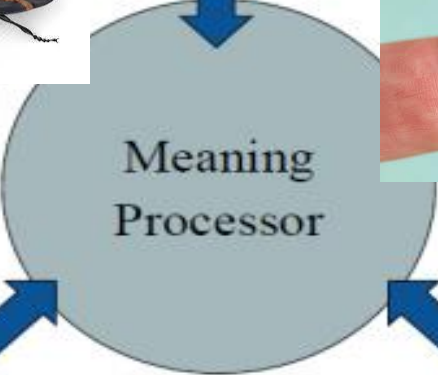
THERE WILL BE A
TEST ON FRIDAY



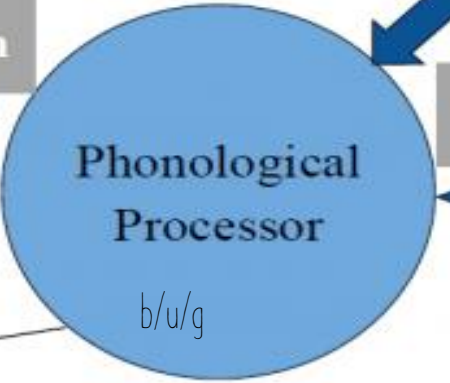
Four-Part Processing Model of Word Recognition



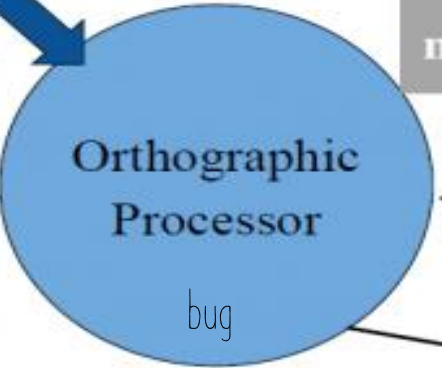
concepts and information;
sentence context;
text structure



speech sound system



phonics



memory for letters

Language Input →
Language Output ←

← Reading Input
Writing Output →



A FEW THOUGHTS ABOUT TEACHING VOCABULARY IN THE DISCIPLINES

There is NOT a most effective time or subject

This is NO one best activity. A combination is BETTER.

Difference between explicit, systematic teaching and incidental exposure...you need both

Reading (or being read to) is THE most important factor

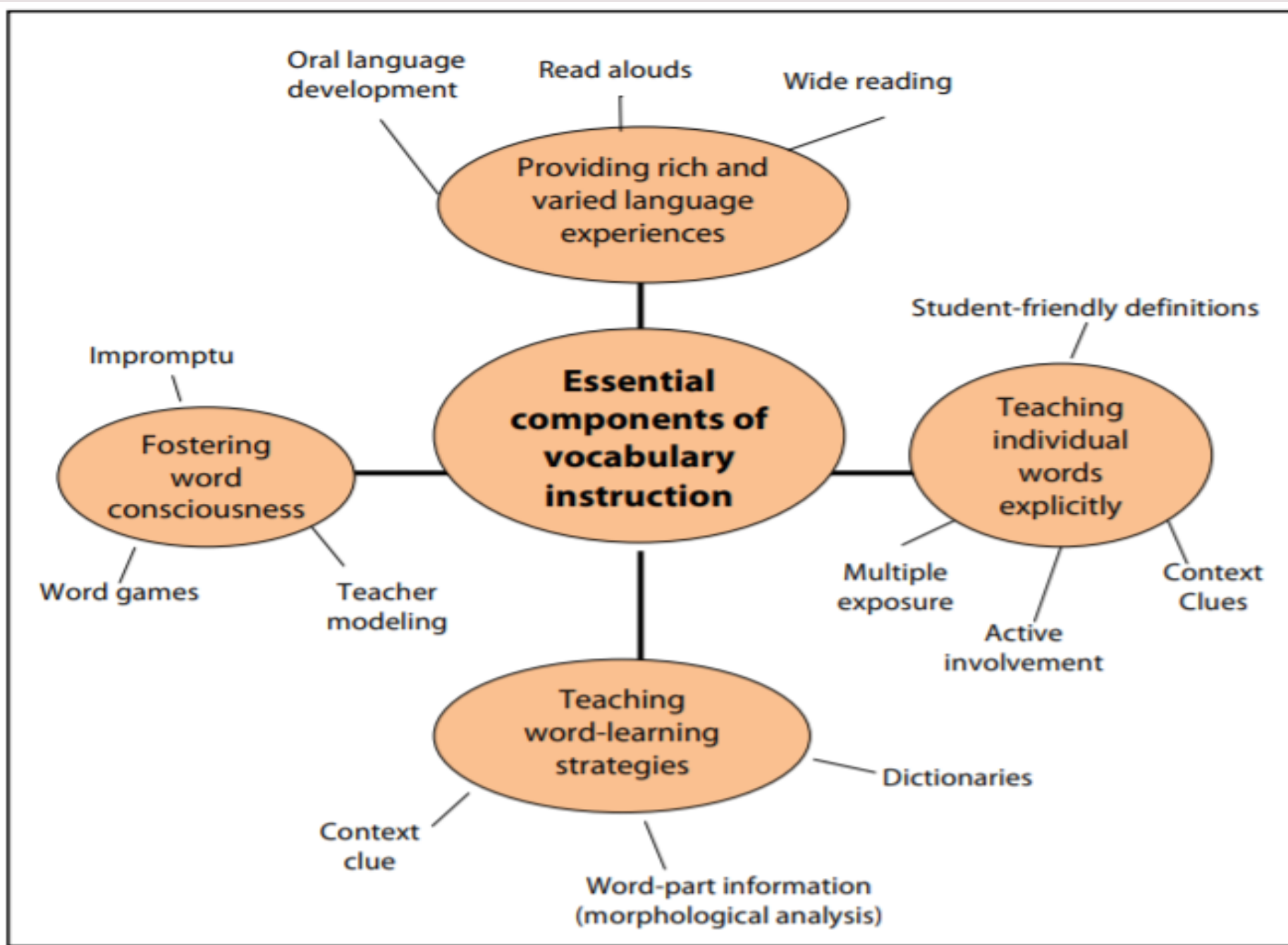
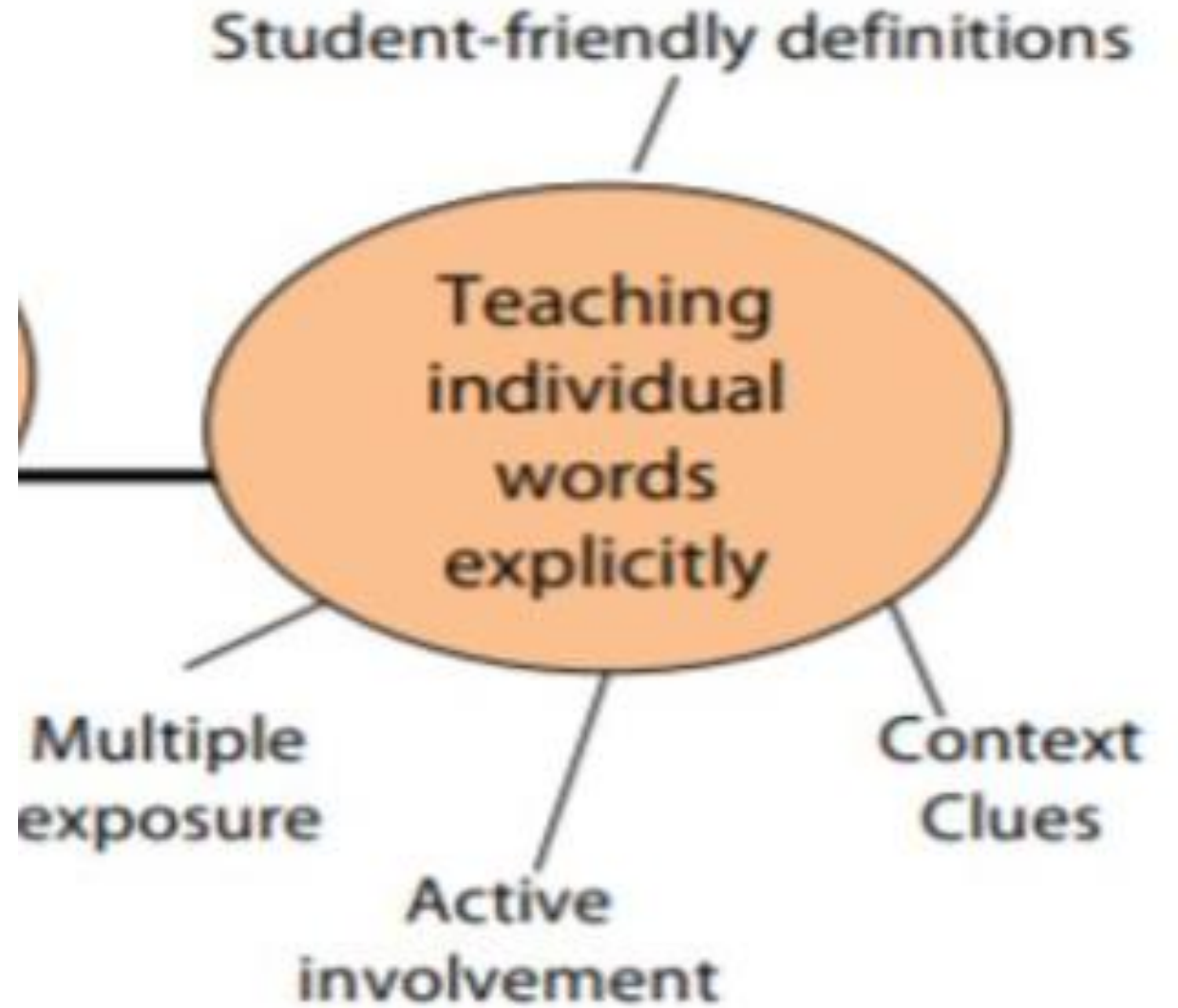


Figure 1. The four essential components of vocabulary instruction. Adapted from Graves, 2006.

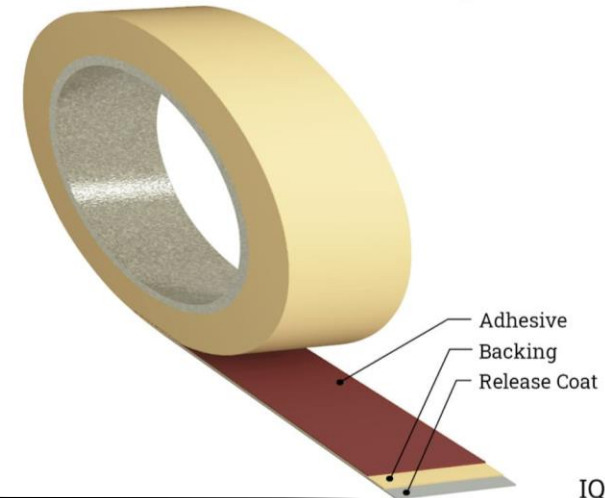
THE ROUTINE



WHY TEACH USING A
ROUTINE?



Components of Masking Tapes



THE ROUTINE

Step by Step



THE TEMPLATE

Word Tier 2/3	
Syllables and Syllabication	
Morphemes (word parts)	Prefixes: Roots: Suffixes
Student Friendly Definition/Example	
Concrete Example (sentence, anecdote, etc.)	
Visual to support the word	
Synonyms and Antonyms	Synonyms: Antonyms:
Families	Prefix Family: Suffix Family:
Examples and Non-Examples	
Visual Organizer	

LET'S PRETEND



STEP 1: WORD SELECTION (DEPTH WORDS) USUALLY TIER 2 OR 3

Useful?	Understanding?	Growth?
Does the word help the student access the text?	Is the word critical to understanding the text or concept?	Does the word support "growing" other words?
Is it a general purpose word or a word that will be found later in the content?		Morphological families?
Will this word come up time and again throughout content?		Multiple meanings?

STEP 1: MY WORD

Dynamics

Useful?	Understanding?	Growth?
Does the word help the student access the text? ★	Is the word critical to understanding the text or concept? ★	Does the word support "growing" other words? ★
Is it a general purpose word or a word that will be found later in the content? ★		Morphological families? ★
Will this word come up time and again throughout content? ★		Multiple meanings? ★

STEP 2 SYLLABLES

d[♥]y-nam-ics
↑↑ ↑↑

STEP 2: MORPHEMES AND WORD PARTS

Dynamics

dyna = force or power

ics = knowledge of...

STEP 3:
STUDENT FRIENDLY DEFINITION

Dynamics

Definition: How **quietly** or **loudly** a piece of **music** should be **played**

Our Definition: quiet, loud, music played

STEP 4 VISUAL AND CONCRETE EXAMPLE

dynamics

- quiet
- loud
- music played

Dynamics' Note Velocity			
Dynamic	Velocity*	Voice	
<i>ppp</i>	16	Whispering	
<i>pp</i>	33	Almost at a whisper	
<i>p</i>	49	Softer than speaking voice	
<i>mp</i>	64] Speaking voice	
<i>mf</i>	80		
<i>f</i>	96	Louder than speaking	
<i>ff</i>	112	Speaking loud	
<i>fff</i>	127	Yelling	

Decrescendo (diminuendo)	Crescendo	Accent

*Note velocity adopted from Logic Pro

STEP 5 SYNONYMS/ANTONYMS DYNAMICS

Synonyms	Antonyms
Change	Constant
Fluctuation	Stable

STEP 6: MORPHEME FAMILIES

DYNAMICS

Prefix Family (dyna = power)	Suffix Family (ics = knowledge of)
dynameters	morphophonemics
dynasty	criminalistics
dynamite	mathematics

STEP 7: EXAMPLE/NON EXAMPLES
CHECK FOR UNDERSTANDING

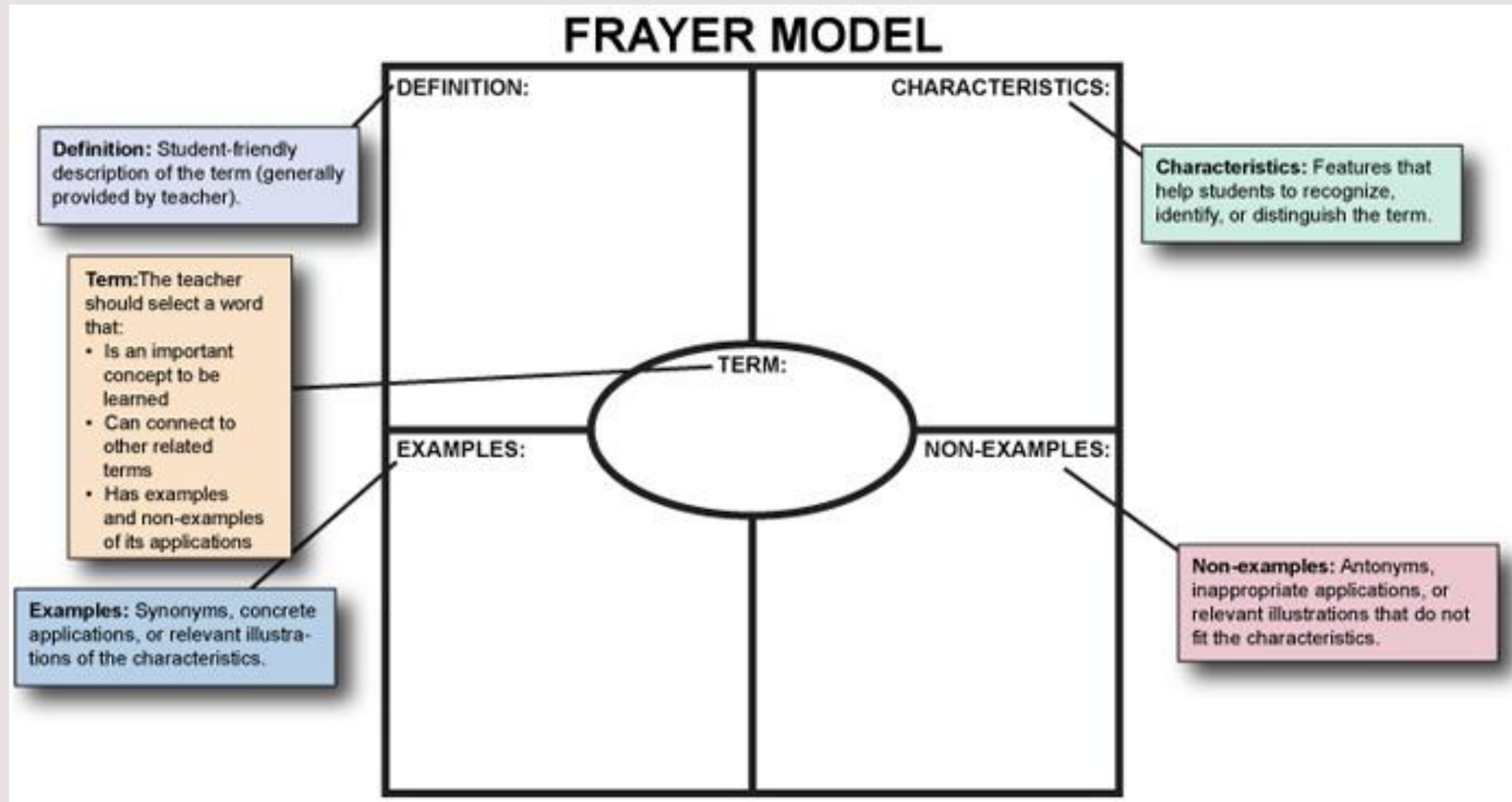
DYNAMICS

The music went louder and louder until it seemed to be soaring above the clouds.

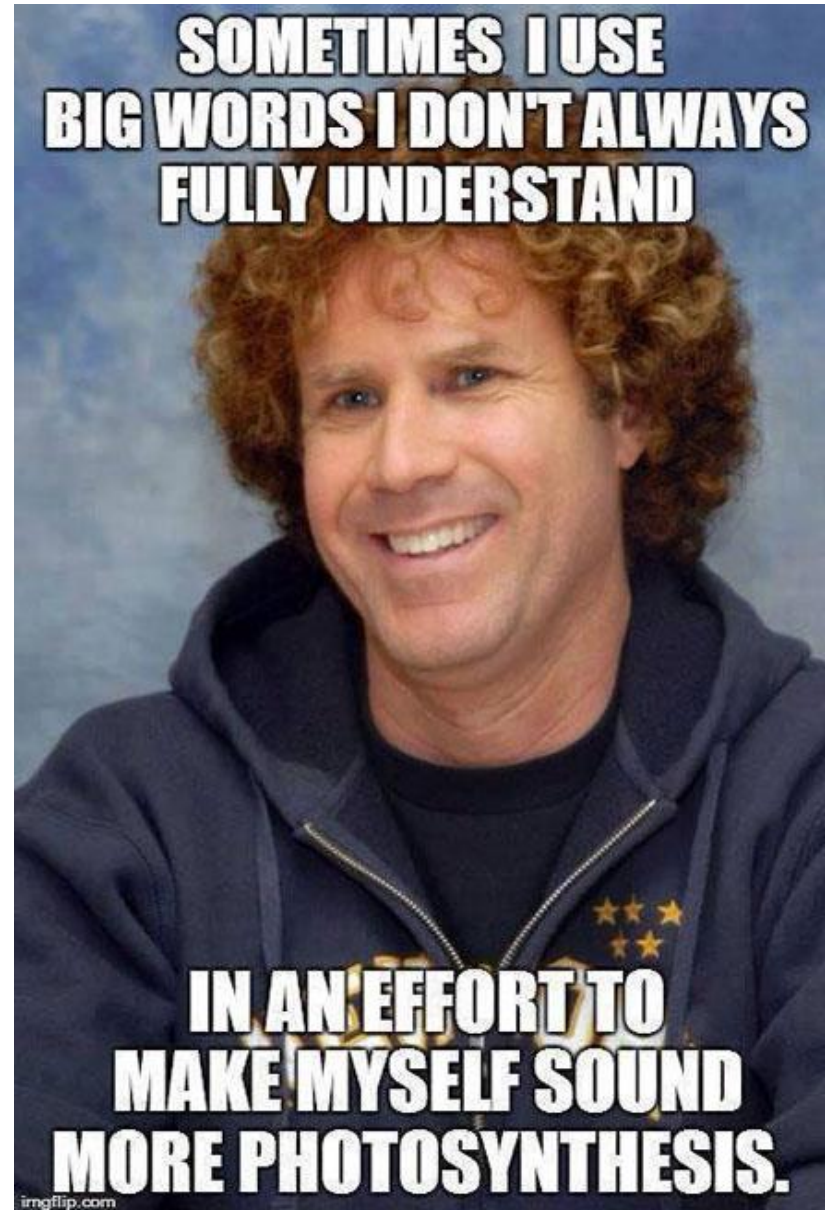
The music sped up and slowed down until I lost track of how to dance to it.

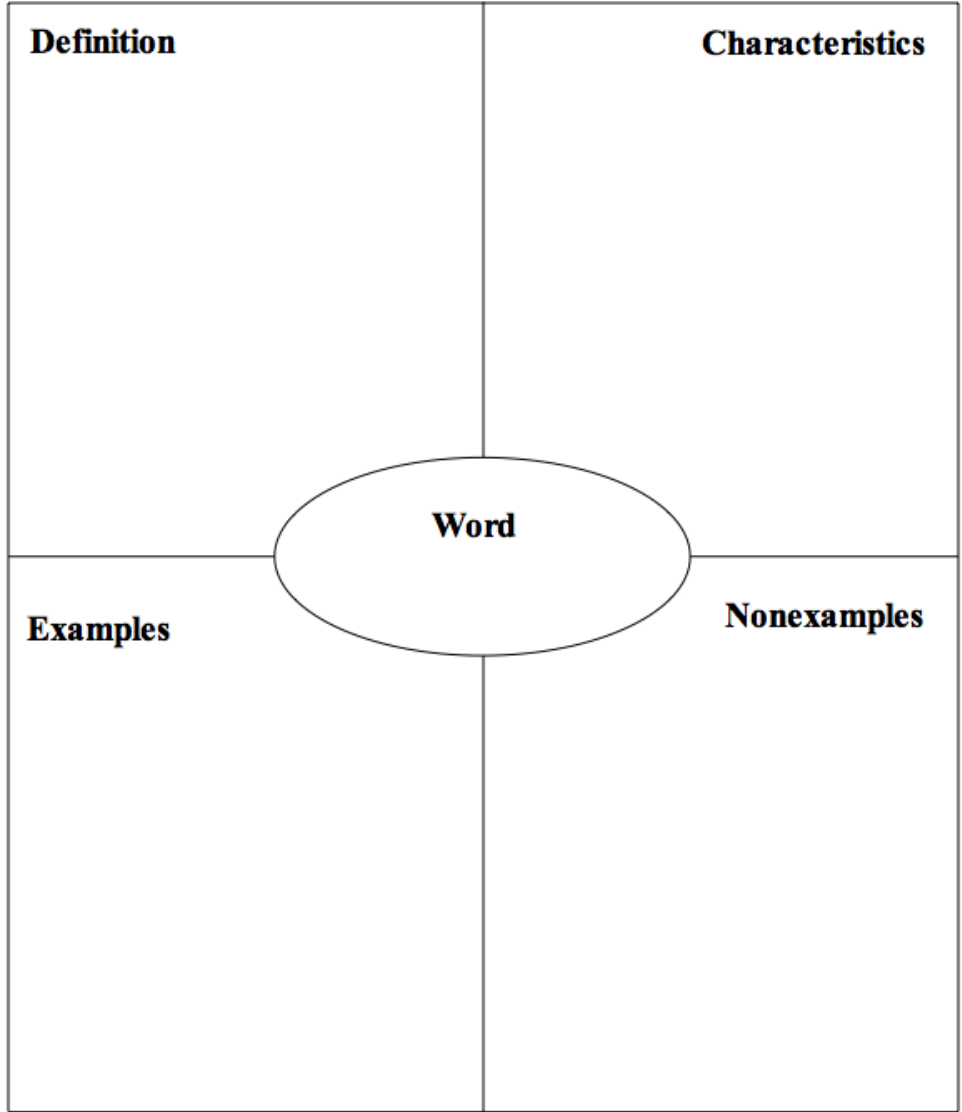


FRAYER MODEL IS A GREAT TOOL



PLEASE GET OUT YOUR
TOTALLY AWESOME,
VERY COOL, STICKER
DECORATED VOCABULARY
NOTEBOOK





YOU KNOW WHAT
TO DO!

OUR FIRST WORD IS...

dynamics

d[♥]y-nam-ics
↑↑ ↑↑

DO YOU SEE ANY PREFIXES, ROOTS, OR SUFFIXES

Dynamics

dyna = force or power
ics = knowledge of...

STEP 6: MORPHEME FAMILIES

DYNAMICS

Prefix Family (dyna = power)	Suffix Family (ics = knowledge of)
dynameters	morphophonemics
dynasty	criminalistics
dynamite	mathematics

WHAT THE HECK DOES IT MEAN

Dynamics

Definition: How quietly or loudly a piece of music should be played

Our Definition: quiet, loud, music played

SYNONYMS/ANTONYMS DYNAMICS

Synonyms	Antonyms
Change	Constant
Fluctuation	Stable


You're so lucky! I'm going to give you a couple of each!

WHAT DYNAMICS LOOKS LIKE

dynamics

- quiet
- loud
- music played

Dynamics' Note Velocity			
Dynamic	Velocity*	Voice	
<i>ppp</i>	16	Whispering	
<i>pp</i>	33	Almost at a whisper	
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Decrescendo (diminuendo) Crescendo > Accent

*Note velocity adopted from Logic Pro

STEP 7: EXAMPLE/NON EXAMPLES CHECK FOR UNDERSTANDING

DYNAMICS

The music went louder and louder until it seemed to be soaring above the clouds.

I just couldn't believe how the beat of the music went from toe tapping, to so fast I couldn't even clap to it.



YOUR TURN

Using the words that you've chosen from the texts on your table (or a word that you know you will teach next year) and the template walk through the steps of creating a lesson around the word using the vocabulary routine.

Remember every word is different. There may be parts of the routine that you won't be able to use.

CONTACT INFORMATION

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