

DYNAMIC VOCABULARY INSTRUCTION

Words, Words, Words



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Vocabulary

- "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Steve Stahl, 2005

Topics

- Importance of Vocabulary Instruction
- Explicit Vocabulary Instruction
- Word-Learning Strategies

The content of this presentation is expanded in Chapter 3 of the following book:
Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*.
NY: Guilford Publications.

IMPORTANCE OF VOCABULARY INSTRUCTION

Vocabulary Gap

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)

Vocabulary Gap

- Gap in word knowledge **persists though the elementary years.** (White, Graves, & Slater, 1990)
- The vocabulary gap between **struggling readers** and proficient readers grows each year. (Stanovich, 1986)

Vocabulary Gap

- After the primary grades, the “achievement gap” between socioeconomic groups is a **language gap**. (Hirsh, 2002)
- For English Language Learners, the “achievement gap” is primarily a **vocabulary gap**. (Carlo, et al., 2004)

Why - Vocabulary Instruction

Vocabulary is related to reading comprehension.

“Indeed, one of the most enduring findings in reading research is the extent to which students’ vocabulary knowledge relates to their reading comprehension.”

(Osborn & Hiebert, 2004)

Why - Vocabulary Instruction

“direct vocabulary instruction has an impressive track record of improving students’ background knowledge and comprehension of academic content”

Marzano, 2001, p. 69

EXPLICIT INSTRUCTION OF VOCABULARY

Why - Explicit Vocabulary Instruction

- ...evidence suggests that as late as Grade 6, about 80% of words are learned as a result of direct explanation, either as a result of the child's request or instruction, usually by a teacher.

(Biemiller, 1999, 2005)

Why - Explicit Vocabulary Instruction

Teaching word meanings significantly improved children's **vocabulary knowledge** as well as improving their **comprehension** of texts containing the taught words. (Effect size .97)

(Stahl and Fairbanks, 1986)

Additional studies (Beck, Perfetti, & McKeown, 1982; McKeown, Beck, Omanson, & Perfetti, 1983; McKeown, Beck, Omanson, & Pople, 1985)

Selection of Vocabulary

- Select a **limited number** of words for **in-depth** explicit vocabulary instruction.
 - **Three to five words** per selection for in-depth instruction.
 - **Ten to fifteen words** per week for in-depth instruction.
- Briefly **tell students the meaning of other words** that are needed for comprehension.

Selection of Vocabulary

- Select words that are **unknown**.
- Select words that are **critical** to understanding.
- Select words that students are likely to encounter in the **future** and are **generally useful**. (Stahl, 1986)

Types of Words

(Beck & McKeown, 1985; Beck, McKeown & Omanson, 1987; Beck, McKeown & Kucan, 2002)

- **Tier One – Conversational Words**
 - Most frequent words in language
 - Students acquire on their own.
 - **Examples:** chair, bed, happy, house

Types of Words

- **Tier Two – General Academic Vocabulary**
 - Less likely to be learned independently
 - Used across domains
- **Suitcase Words**
- **Examples:**
 - analyze, summarize, determine, demonstrate, compare, contrast
 - absurd, fortunate, relieved, dignity, convenient, persistent

Types of Words

Tier Three - *Domain Specific Academic Vocabulary*

- Low frequency words
- Limited to a specific domain
- Critical for content area understanding and growth
- **Examples by domain**

Types of Words

- **Tier Three - *Domain Specific Academic Vocabulary***

Language Arts

setting

characters

plot

events

problem

solution

paragraph

synonym

context clues

Types of Words

- **Tier Three – *Domain Specific Academic Vocabulary***

Math

square

rectangle

cylinder

greater than

less than

equal

parallel

array

addend

fraction

table

centimeter

Types of Words

- **Tier Three – *Domain Specific Academic Vocabulary***

Social Studies

town

city

suburb

transportation

communication

family

relatives

generation

ancestors

Types of Words

- **Tier Three – *Domain Specific Academic Vocabulary***

Science		
cycle	water cycle	precipitation
evaporation	condensation	climate

Selection of vocabulary

Select words that have **word relatives**.

invent

inventing

invented

invention

inventor

wild

wilderness

reform

reformation

Selection of Vocabulary

Select words that contain “**meaningful parts**” (prefix, suffix, root) that would generalize to other vocabulary terms.

- autobiography
 - auto – self
- other words
 - automobile
 - autocrat
 - autoimmune system

Selection of vocabulary

Select words that are **more difficult** to obtain.

- Words having an **abstract** versus a concrete reference
- Words with no known synonym
- Words not clearly defined in passage

Selection of Vocabulary - Summary

- ❖ Select a **limited number** of words.
- ❖ Select words that are **unknown**.
- ❖ Select words **critical** to passage or unit **understanding**.
- ❖ Select words that can be used in the **future**.
- ❖ Select words that have **word relatives**.
- ❖ Select words that contain “**meaningful parts**” (**prefix, suffix, root**).
- ❖ Select **difficult words** that need interpretation.

Selection of Words for Explicit Vocabulary Instruction

(Narrative Text)

Enemy Pie by Derek Munson Second Grade Read-Aloud

perfect	disgusting	nervous
trampoline	earthworms	invited
enemy	ingredients	relieved
recipe	horrible	boomerang

Selection of Words for Explicit Vocabulary Instruction

(Narrative Text)

The Family Under the Bridge by Natalie Savage Carlson Fifth Graders reading Chapter 1

monsieur	hyacinths	fastidious
cathedral	fragile	loitering
cowered	oleanders	roguish
hidey-hole	gratitude	adventure

Selection of Words for Explicit Vocabulary Instruction

(Informational Text)

Tornadoes by Gail Gibbons Second Graders

tornado

updraft

devastation

humid

downdraft

violent

thunderhead

damage

meteorologist

condensation

well-constructed

Student-Friendly Explanation

- **Present a student-friendly explanation:**
 - Definition language is understandable
 - Aligns with the meaning of the word used in context
- **Options**
 - Use a student-friendly explanation in sentence form
 - Break the definition into the critical attributes

Student-Friendly Explanations

Dictionary Definition

Attention - a. the act or state of attending through applying the mind to an object of sense or thought b. a condition of readiness for such attention involving a selective narrowing of consciousness and receptivity

Use a student-friendly explanation in sentence form

*If you give someone or something your **attention**, you look at them, listen to them, or think about them carefully.*

On-line Dictionaries with Student-friendly Explanations

Collins Cobuild Dictionary of American English

<http://www.collinslanguage.com/free-online-cobuild-ESL-dictionary>
dictionary.reverso.net/english/cobuild

Longman' s

<http://www.ldoceonline.com>

(Longman' s Dictionary of Contemporary English Online)

Heinle' s

<http://www.nhd.heinle17e.com/home.aspx>

(Heinle' s Newbury Dictionary for American English)

Merriam Webster' s

<http://www.learnersdictionary.com>

(Pronunciation assistance: www.howjsay.com)

Meaning – Critical Attributes

Definition: Suffrage is the right to vote in political elections

Break the definition into the critical attributes.

Suffrage

- the right
- to vote
- in political elections

Vocabulary Instructional Routine

Step 1: Introduce the word's pronunciation.

Step 2: Introduce the word's meaning.

Step 3: Illustrate the word with examples.

(and non-examples when helpful)

Step 4: Check students' understanding.

Teach the meaning of critical, unknown vocabulary words.

Instructional Routine

Step 1. Introduce the word's pronunciation.

- a) Write the word on the board or display the word on the screen.
 - b) Read the word and have the students repeat the word.
 - c) To ensure the correction pronunciation of the word, have students repeat the word a number of times OR have students tap and say the oral syllables in the word.
- This word is **relieved**. What word? *relieved*
 - Tap and say the syllables in **relieved**. *re lieved*
 - Again. *re lieved*
 - What word? *relieved*

Teach the meaning of critical, unknown vocabulary words.

Instructional Routine (continued)

Step 2. Introduce the word's meaning.

Option 1: Present a **student-friendly explanation**.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

When something that is difficult is over or never happened at all, you feel **relieved**. So if something that is difficult is over, you would feel _____ . *relieved*

Teach the meaning of critical, unknown vocabulary words.

Instructional Routine

Step 2. Introduce the word's meaning.

Option 2: Break the definition into critical attributes.

Definition in text: A plain is a landform that is a large area of flat land with few trees.

plain

- landform
- large area
- of flat land
- with few trees

Teach the meaning of critical, unknown vocabulary words.

Instructional Routine

Step 3. Illustrate the word with examples.

- a) Concrete examples
- b) Visual examples
- c) Verbal examples

Teach the meaning of critical, unknown vocabulary words.

Instructional Routine

Step 3. Illustrate the word with examples.

a) Concrete examples

Object

Actions or gestures

Watch me show **relieved**. (Teacher demonstrates relieved.) Show me how you would feel if you were **relieved**. (Students demonstrate relieved.)

Teach the meaning of critical, unknown vocabulary words.

Instructional Routine

Step 3. Illustrate the word with examples.

b) Visual representations

Displayed on screen



Marcus was **relieved** when the job interview was over. He felt _____
relieved

Teach the meaning of critical, unknown vocabulary words. Instructional Routine

Step 3. Illustrate the word with examples.

c) Verbal examples

- When a difficult spelling test is over, you feel _____ *relieved*
- When you have finished giving the speech that you dreaded, you feel _____ *relieved*

Teach the meaning of critical, unknown vocabulary words.

Instructional Routine

- Step 4.** **Check students' understanding.**
Option #1. **Ask deep processing questions.**

When Maria was told that the soccer game had been cancelled, she said, “I am so **relieved**.” Why might Maria feel **relieved**? (Provide thinking time.)

Ones, tell your partner why Maria might feel **relieved**. Begin by saying: Maria might be **relieved** because.....

Teach the meaning of critical, unknown vocabulary words.

Instructional Routine

- Step 4. **Check students' understanding.**
Option #2. **Have students discern between examples and non-examples.**

If you were nervous singing in front of an audience,
would you feel **relieved** when the concert was over
(Provide thinking time.) *yes* Why?

If you loved singing in front of an audience, would you feel **relieved** when the concert was over
(Provide thinking time.) *no* Why not?

Teach the meaning of critical, unknown vocabulary words.

Instructional Routine

Step 4.

Option #3

**Check students' understanding.
Have students generate their own
examples.**

Think of a time when you felt **relieved** because something difficult was over or never happened.

First ones - then twos, tell your partner a time when you were **relieved**. Begin by saying:

One time when I was **relieved**
was_____.

Vocabulary Instructional Routine

Step 1: Introduce the word.

Step 2: Introduce the word's meaning.

Step 3: Illustrate the word with examples.

(and non-examples when helpful)

Step 4: Check students' understanding.

Explicit Instruction of Vocabulary

Secondary Example (Tier 3 – Domain Specific)

Step 1. Introduce the word's pronunciation.

- a) Show the word on the screen.
- b) Read the word and have the students repeat the word.
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times or say the parts of the word as they tap.

Introduce the word with me.

*This word is **suffrage**. What word? suffrage*

Tap and say the parts of the word. suf frage

Read the word by parts. suf frage

What word? suffrage

***Suffrage** is a noun.*

Explicit Instruction of Vocabulary

Step 2. Introduce meaning of word.

Have students locate the definition in the glossary or text and break the definition into the critical attributes. OR

Present the definition using critical attributes.

Glossary: **Suffrage** - the right to vote

suffrage

- the right
- to vote

Explicit Instruction of Vocabulary

Step 3. Illustrate the word with examples.

- a. Concrete examples
 - objects
 - acting out
- a. Visual examples
- b. Verbal examples

Explicit Instruction of Vocabulary

Suffrage Examples

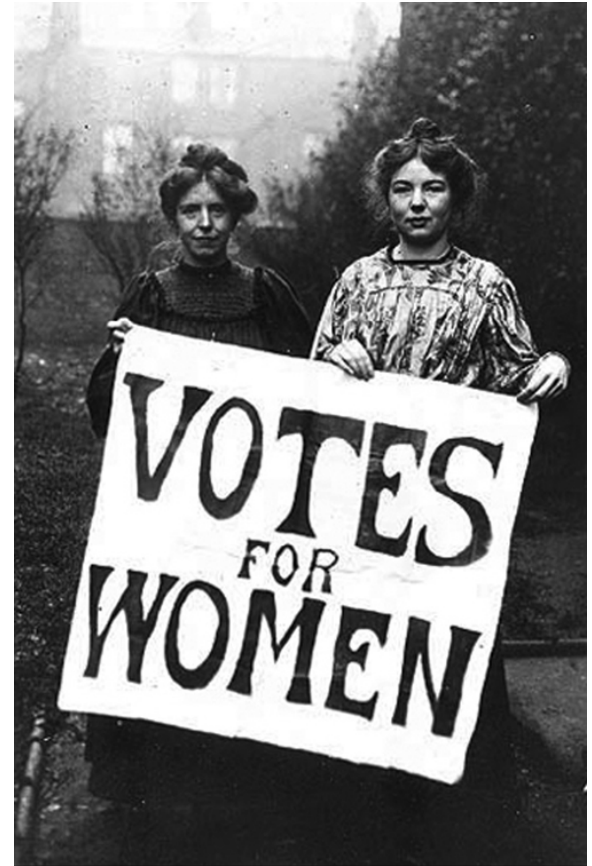
When the United States was founded only white men with property had suffrage.

At the time of the American Civil War, most white men had been granted suffrage.

Explicit Instruction of Vocabulary

Suffrage Examples

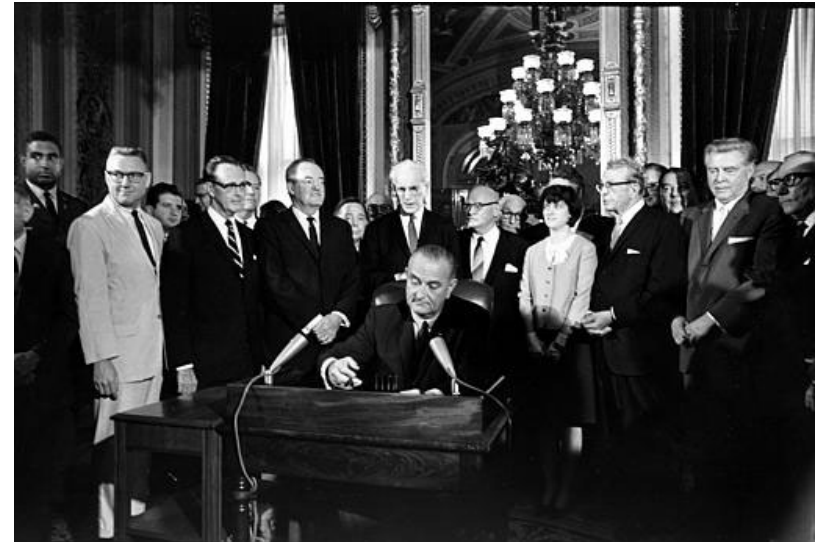
In 1920, women were granted suffrage. The passage of the Nineteenth Amendment granted women the right to vote in all United States elections.



Explicit Instruction of Vocabulary

Suffrage Examples

The *Voting Rights Act of 1965* outlawed discriminatory voting practices that denied **suffrage** to many African Americans in the United States.



Explicit Instruction of Vocabulary

Step 4. **Check students' understanding.**

Option #1. **Ask deep processing questions.**

Check students' understanding with me.

Why is suffrage a critical aspect of a democracy?

Begin by saying or writing:

Suffrage is a critical aspect of democracy for the following reasons. First, _____

Explicit Instruction of Vocabulary

Step 4. Check students' understanding.

Option #2. Have students discern
between examples and non-examples.

Check students' understanding with me.

Tell me **suffrage** or **not suffrage**.

The right to run for elected office. **not suffrage** Why not?

The right to vote. **suffrage** Why?

The right to develop ads for a candidate. **not suffrage** Why not?

Explicit Instruction of Vocabulary

Step 4. Check students' understanding.

Option #3. Have students generate their own examples.

Check students' understanding with me.

*Make a list of ways that **suffrage** could be limited or compromised.*

Explicit Instruction of Vocabulary

Step 4. **Check students' understanding.**

Option #4. **Compare and contrast.**

Check students' understanding with me.

*Think of how the words **suffrage** and **legislation** are similar and different.*

Explicit Instruction of Vocabulary

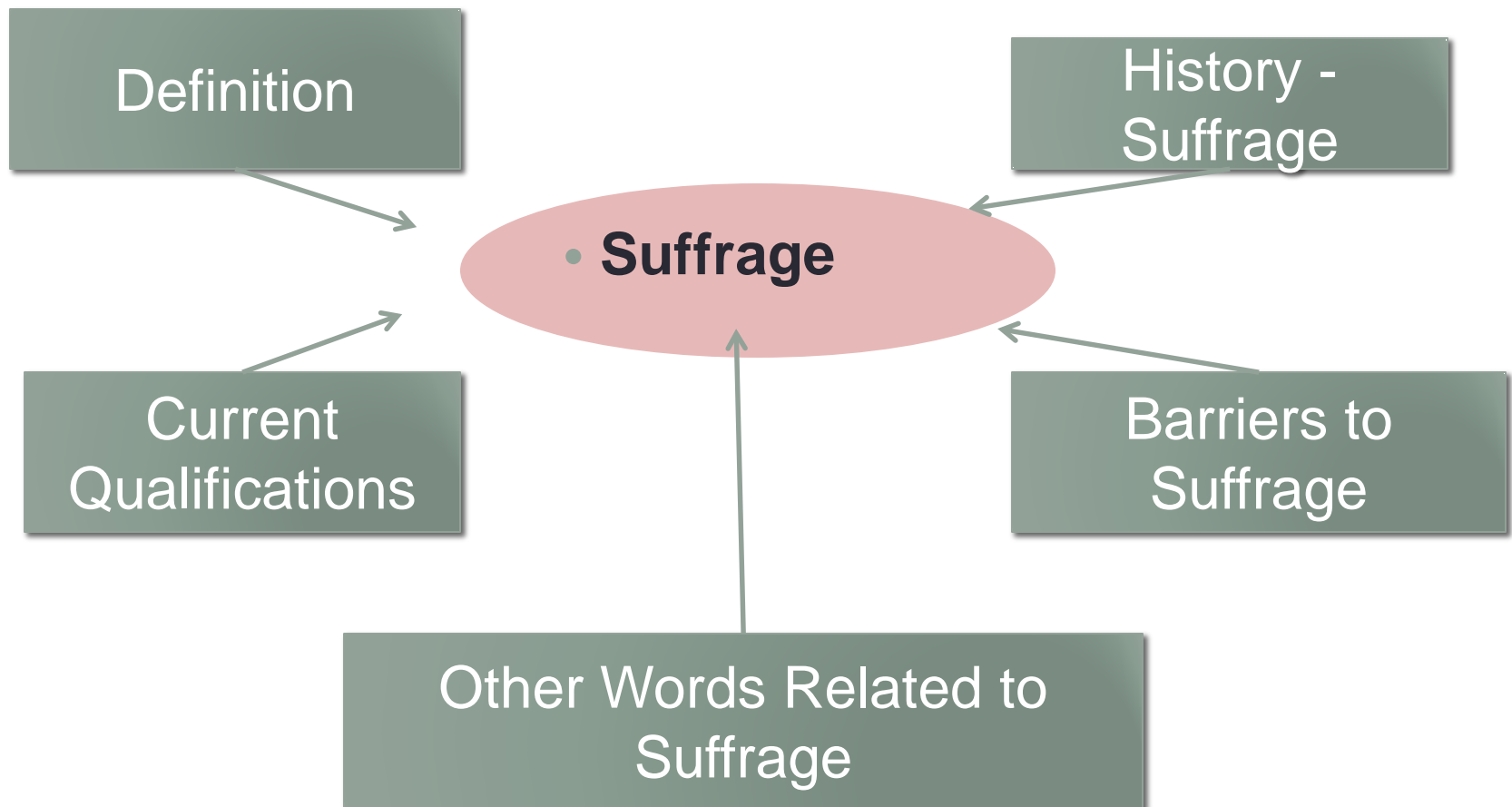
suffrage noun

suffragist noun



In 1917, all women in the United States did not have **suffrage**, the right to vote. **Suffragists** in New York City collected more than a million signatures of women demanding voting rights. They then paraded down Fifth Avenue with the signature placards.

Suffrage – Knowledge Network



Explicit Instruction of Vocabulary

Secondary Example (Tier 2 – General Academic Vocabulary)

Step 1. Introduce the word's pronunciation.

- a) Show the word on the screen.
- b) Read the word and have the students repeat the word.

If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times or say the parts of the word as they tap.

Introduce the word with me.

This word is **complication**. What word? *complication*

Tap and say the parts of the word. *com pli ca tion*

Read the word by parts. (loop under the parts of the word) *complication*

What word? *complication*

Complication is a noun.

Explicit Instruction of Vocabulary

Step 2: Introduce the word's meaning.

Tell students the explanation. OR Have them read the explanation with you.

A **complication** is something that makes a situation harder to deal with or more difficult to do.

Step 3: Illustrate the word with examples.

Construction of Panama Canal 1881 – 1914

complications

- hot temperatures
- jungle environment
- mosquitos
- disease
- deaths
- engineering challenges
- and many MORE

Step 3: Illustrate the word with examples.

Situation	Complication
You are preparing to study.	You left your book at school. That is a ...
You are going to wash the family's clothes.	The washing machine is broken. That is a ...
You are going to a friend's birthday party.	You don't know the friend's address and you don't have a present. Those are ...
You are fixing spaghetti for a family dinner.	There is no pasta in the cupboard. That is a ...

Step 4: Check students' understanding.

Everyday complications

Situation	Complication
You are hoping to run a marathon.	One complication is ...
You have to walk one mile to school.	One complication is ...
You are babysitting two children, ages 3 and 5.	One complication is ...
You are planning a trip to Florida in the winter.	Some complications include ...

Vocabulary Instruction - Extensions

1. Introduce the **part of speech**.
2. Introduce **synonyms** (same) and/or **antonyms** (opposite).
3. Tell students when and where the word is often **used**.

Vocabulary Instruction - Extensions

4. When appropriate, introduce the **history** or **origin** of the word.
5. Introduce other words in the same **word family**.

Vocabulary Instruction

Remember: *After a word has been taught, introduce students to the word relatives.*

conform

conforms

conformed

conforming

conformity

conformist

non-conformist

non-conforming

non-conformity

Vocabulary Logs

- What can be recorded on a vocabulary log?
 - Word
 - Meaning in their own words OR
 - Critical attributes
 - Any of these options
 - A sentence to illustrate the word's meaning
 - Examples and non-examples
 - An illustration (quick draw)
- In lower grades, create a group log on a flip chart.

WORD LEARNING STRATEGIES

Word-Learning Strategies

- Use of context clues.
- Use of meaningful parts of the word.
 - Compound words
 - Prefixes
 - Suffixes
 - Word families
- Use of dictionary, glossary, or other resource.

Word Learning Strategies - Use of context clues

Strategy - Context Clues

1. **INSIDE** - Find **parts of the word** that give you **hints** about the meaning of the word.
2. **OUTSIDE** - Read the **sentence**. Find **hints** as to the word's meaning.
3. **OUTSIDE** - Read the **surrounding sentences**. Find **hints** as to the word's meaning.
4. Ask yourself, **“What might the word mean?”**
5. **Try the possible meaning in the sentence.**
6. Ask yourself, **“Does it make sense?”**

Context Clues – I do it.

A hippo can **submerge** in the water to stay cool under the hot African sunshine. Sometimes you can't even see the hippo in the watering hole.

Context Clues - We do it.

The hippo lives on the African **savannah**, a dry, hot grassland. A small number of shrubs and trees are scattered across the savannah.

Context Clues – We do it.

During the day, hippos remain cool by staying in the water or mud. At dusk, they **emerge** out of the water to graze on grasses.

Context Clues – You do it.

While hippos rest near each other in the water, grazing is a **solitary** activity. The hippos spread out to eat on the Savannah.

Word Learning Strategies – Compound Words

- Teach students that the meaning of compound words can often be derived from the meaning of the two smaller words.

birdhouse waiting-room

starfish fingernail

weekend mailbox

raincoat daydream

- But not always!
butterfly
hotdogs

Word Learning Strategies - Prefixes

- Elements attached to beginning of English words that alter meaning.
- Prefixes are useful because they are
 - used in many words,
 - consistently spelled,
 - easy to identify,
 - clear in meaning. (Graves, 2004)
- Teach very common prefixes. Un, re, in, and dis found in 58% of prefixed words.

The Most Common Prefixes in English

Prefix	Meaning	% of prefixed words	Examples
un	not; reversal of	26%	uncover
re	again, back, really	14%	rewrite
in/im	in, into, not	11%	incorrect, insert
dis	away, apart, negative	7%	discover, discontent
en/em	in; within; on	4%	entail
mis	wrong	3%	mistaken
pre	before	3%	prevent
pro	in favor of; before	1%	protect
a	not; in, on, without	1%	atypical

Word Learning Strategies - Prefixes

1. Introduce prefix.

“Re means again. What does re mean?”

2. Determine meaning of a word with a prefix.

“Read the word.” rewrite

“If you rewrite your paper, you write it ____.” again

“Read the word.” rebuild

“If you rebuild a house, you build it ____.” again

(Repeat with retell, redo, repaint, remake.)

But not always! real, rent, reign

Word Learning Strategies - Suffixes

- Elements attached to ending of English words.
- Can change the part of the speech or the meaning.
- Focus on common derivational suffixes.
 - able, ful, less, ness, or
- Introduce the suffix and use to determine the meaning of a number of words (**ful** -helpful, truthful, mouthful, joyful).
- But not always! grateful

The Most Common Suffixes in English

Suffix	Meaning	%of prefixed words	Examples
s, es	more than one; verb marker	31%	movies
ed	in the past; quality/state	20%	walked
ing	when you do something; quality, state	14%	walking
ly	how something is	7%	lovely
er,or	one who, what/that/which	4%	teacher, tailor
tion, sion	state, quality; act	4%	action;erosion
able, ible	able to be	2%	comfortable
al, ial	related to, like	1%	fatal

Word Learning Strategies

Roots (Greek and Latin Roots)

- When teaching a word with a Greek or Latin root, use it as an opportunity to introduce the meaning of the root. Introduce the root within the target word and then expand to other words.

Example: hydroelectricity

“This word is hydroelectricity.”

*“The first part of the word is **hydro**. Hydro is a root that means water. So in this chapter the word hydroelectricity refers to electricity produced by the movement of water.”*

*“Let’s look at some other words that include **hydro**.”*

dehydration

hydraulic

hydroplane

hydroelectric

hydrophone

hydrophobia

Common Latin and Greek Roots

aqua	water	Greek	aquarium, aqueduct, aquaculture, aquamarine, aquaplane, aquatic
aud	hearing	Latin	audio, audition, audiovisual, auditorium, audiotape, inaudible
auto	self	Greek	autograph, autobiography, automobile, autocrat, autonomy
astro	star	Greek	astronomy, astrophysics, astrology, astronaut, astronomer, asterisk
biblio	book	Greek	Bible, bibliography, bibliophobia, bibliophile, biblioklept
bio	life	Greek	biography, biology, autobiography, bionic, biotic, antibiotic, biome, biosphere, biometrics
chrono	time	Greek	synchronize, chronology, chronic, chronicle, anachronism
corp	body	Latin	corpse, corporation, corps, incorporate, corporeal, corpulence
demo	the people	Greek	democracy, demography, epidemic, demotic, endemic, pandemic
dic, dict	speak, tell	Latin	dictate, dictation, diction, dictator, verdict, predict, contradict, benediction, jurisdiction, predict, indict, edict
dorm	sleep	Latin	dormant, dormitory, dormer, dormouse, dormition, dormitive
geo	earth	Greek	geology, geologist, geometry, geography, geographer, geopolitical, geothermal, geocentric

Common Latin and Greek Roots

graph	to write, to draw	Greek	autograph, biography, photograph, telegraph, lithograph
hydro	water	Greek	hydroplane, dehydrate, hydroelectric, hydrogen, hydrophone
ject	throw	Latin	reject, deject, project, inject, injection, projection
logos, logy	study	Greek	geology, astrology, biology, numerology, zoology, technology, psychology, anthropology, mythology
luna	moon	Latin	lunar, lunacy, lunatic, interlunar
meter	measure	Greek	meter, thermometer, diameter, geometry, optometry, barometer, centimeter, symmetry, voltammeter
mega	great, large, big	Greek	megaphone, megalith, megalomania, megatons, megalopolis
min	small, little	Latin	minimal, minimize, minimum, mini, miniature, minuscule, minute, minority
mit, mis	send	Latin	mission, transmit, transmission, remit, missile, submission, permit, emit, emissary
path	feeling, suffering	Greek	pathetic, pathology, apathy, antipathy, sympathy, telepathy, empathy, sociopath
ped	foot	Latin	pedestrian, pedal, peddle, peddler, pedicure, pedometer
philia	love, friendship	Greek	philosopher, Philadelphia, philanthropist, philharmonic, Philip

Common Latin and Greek Roots

phono	sound	Greek	phonograph, microphone, symphony, telephone, phonogram, megaphone, phony, euphony, xylophone, phony,
photo	light	Greek	photograph, photosynthesis, telephoto, photometer, photophilia
port	carry	Latin	port, transport, transportation, portable, portage, report
spect	see	Latin	respect, inspection, inspector, spectator, spectacles, prospect
scope	look at	Greek	microscope, telescope, periscope, kaleidoscope, episcopal
sol	sun	Latin	solar, solar system, solstice, solarium, parasol
struct	build, form	Latin	instruct, instruction, construction, reconstruction, destruct, destruction, infrastructure, construe, instrument, instrumental
tele	distant	Greek	telephone, television, telegraph, telephoto, telescope, telepathy, telethon, telegenic
terra	land	Latin	territory, terrestrial, terrace, terrarium, extraterrestrial, Mediterranean Sea, terra cotta, subterranean

Word Learning Strategies - Use of glossary/dictionary

Strategy - Glossary/Dictionary

1. Locate the unknown word in the glossary or the dictionary.
2. Read each definition and select the meaning that best fits the sentence.
3. Try the possible meaning in the sentence.
4. Ask yourself, “Does it make sense?”

Word Learning Strategies-

Word Families

- A group of words related in meaning. (Nagy & Anderson, 1984)
- If you know the meaning of one family member, you can infer the meaning of related words.

enthusiasm
enthusiastic
enthusiastically

collect
collecting
collection
collector

educate
educated
education
educator

wild
wilderness

reform
reformation

protest
protestant

Conclusion

“Words are all we have.”

Samuel Beckett