

Effective Vocabulary Instruction

- Research Validated Practices for Addressing Common Core Vocabulary Standards

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- Most of the specific Vocabulary Strands are found in the K-12 Language Strand. The CCSS L. 4, 5, 6 Vocabulary Strands and require that students are able:
- **Standard 4-** To “determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level...”
- **Standard 5-** To “demonstrate understanding of figurative language, word relationships and nuances in word meanings.”
- **Standard 6-** To “acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.”

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Common Core State Standards :

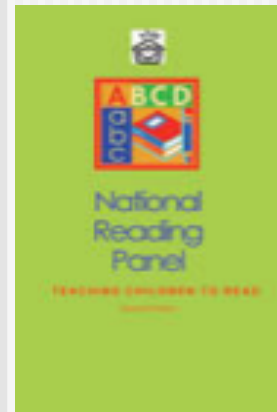
- Outline the end of year standards that students at different grade levels should meet. (Destination)
- Intentionally **DO NOT** tell how standards are to be taught. (How do we get to the destination?)



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Report of the National Reading Panel- (2000) www.nationalreadingpanel.org



- **5 Key Instructional Components for Reading**
- Phonemic Awareness
- Phonics
- Fluency
- **Vocabulary**
- Comprehension Strategies

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Evidence Based Presentation

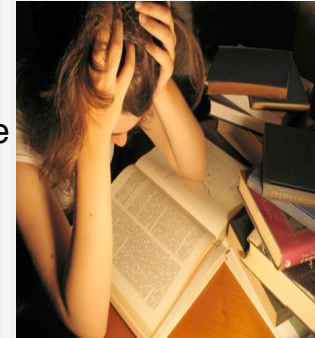
- Importance of Vocabulary Instruction
 - Structuring Student Engagement to Maximize Instruction
-
- Components of a Vocabulary Program:
 1. High Quality Classroom Language
 2. Reading Aloud to Students
 3. **Explicit Vocabulary Instruction**
 - Choosing Words for Instruction
 - Instructional Routine for Teaching Vocabulary
 4. Word Learning Strategies
 - Practice Activities
 - Instructional Activities

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What is Vocabulary?

- Words we use to communicate.
- All the words that someone knows, learns or uses.
- The words that are used when talking about a particular subject.



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Stages of Word Knowledge

(Beck, McKeown, & Kucan, 2002)

Do not know the word

Have seen or heard the word : know something about it- can relate it to something familiar.

Know it well ; can explain it and use it well

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Why is Vocabulary Instruction Important?

- Vocabulary instruction leads to gains in reading comprehension. (Chall, Jacobs, & Baldwin, 1990; Scarborough, 1998, Stahl & Fairbanks, 1987)

To comprehend, a student must know the meanings of 90-95% of the words being read.

The unknown 5-10% can be inferred from text.
Reid Lyon 2004

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Why is Vocabulary Instruction Important?

Children's vocabulary in the early grades is related to reading comprehension in the upper grades.

Preschool- Children's vocabulary correlated with reading comprehension in upper elementary school (Dickinson & Tabois 2001)

Kindergarten- Vocabulary size was an effective predictor of reading comprehension in middle elementary grades. (Scarborough 1998)

First Grade- Orally tested vocabulary was a significant predictor of reading comprehension ten years later. (Cunningham & Stanovich, 1997)

Third grade- Children with restricted vocabulary have declining comprehension scores in later elementary years. (Chall, Jacobs & Baldwin, NEU 2017)

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Why is Vocabulary Instruction Important?

Vocabulary instruction is related to :

- Overall Reading Achievement (Stanovich, et. Al, 1993)
- Overall School Success (Becker, 1977; Anderson & Nagy, 1991)
- Hallmark of an Educated, Literate Individual (Beck, McKeown, Kucan, 2002)

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Why is Vocabulary Instruction Important?

A vocabulary gap exists :

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

Children who enter school with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary knowledge. (Baker, Simmons, & Kame'enui, 1997)

The number of words students learn varies greatly.

2 versus 8 words per day

750 versus 3000 words per year NEU 2017

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Why is Vocabulary Instruction Important?

A vocabulary gap exists :

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)

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)

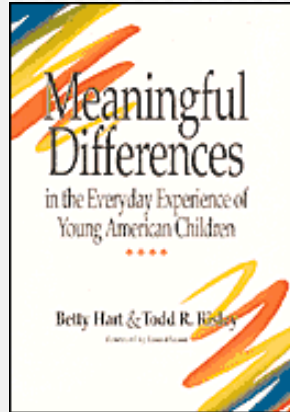
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Interview with Dr. Todd Risley

www.childrenofthecode.org/interviews/risely.htm

- Co-Author of the landmark book *Meaningful Differences in the Everyday Experiences of Young American Children*.



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Meaningful Differences in Vocabulary Knowledge

(Study by Hart & Risley 1995)

By the time the children were 3 years old, parents in less economically favored circumstances had said fewer words in their cumulative monthly vocabularies than the children in the most economically advantaged families in the same period of time

	Cumulative Vocabulary
Children from professional families	1100 words
Children from working class families	700 words
Children from welfare families	500 words

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Meaningful Differences Over Time-

(Study by Hart & Risley 1995)

	Words heard per hour	Words heard in a 100 hour week	Words heard in a 5,200 hour year	Words heard over 4 years
Welfare	616	62,000	3 million	13 million
Working Class	1,251	125,000	6 million	26 million
Professional	2,153	215,000	11 million	45 million

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Meaningful Differences in Oral Language Experiences

(Study by Hart & Risley 1995)

Difference in the *Quantity* of Words

In a typical hour, the average child would hear :

Children from professional families	2153 words
Children from working class families	1,251 words
Children from welfare families	616 words

Differences in the *Quality* of Words

In a typical hour, the average child would hear:

Professional families	32 affirmations, 5 prohibitions
Working class families	12 affirmations, 7 prohibitions
Children from welfare families	5 affirmations, 11 prohibitions

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The Good News.....

“ Vocabulary instruction has not been emphasized in schools. **IF** we begin to provide effective vocabulary instruction and make this instruction a high priority we have a chance to overcome this gap.” Isabel Beck 2001

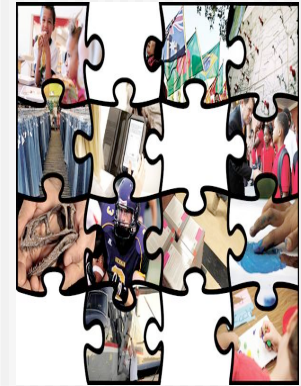


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Closing the Vocabulary Gap :

- Vocabulary acquisition must be accelerated through **active participation and intentional instruction.**
- Vocabulary instruction must be a focus in all classes in all grades.



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Structuring Student Engagement to Maximize Learning

- The students in **MOST** need of the teacher's instruction
- Are the **LEAST** engaged in it.



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“No matter how well planned, stimulating, relevant, exciting and colorful the lesson – if the teacher does all of the interacting with the material, the teacher's, **NOT** the student's brain will grow.”

Pat Wolfe, *Mind, Memory and Learning* (1993)

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A boy and his dog

- “ I taught Spot how to whistle”, bragged the boy to his friend.
- “I don’t hear Spot whistling, replied the friend.
- “I said I taught him. I didn’t say he **learned** it”



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What’s A Teacher To Do?

Answer :
Structure the classroom environment to maximize active participation.



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Structuring Student Engagement to Maximize Instruction

- 1) **Choral Responses** (answers are short/same)
 - students cue you they are attending (“eyes on me”)
 - provide thinking time
 - signal group response
- 2) **Partner Responses** (answers long/different)
 - teacher assigns - provide a label/role “1’s tell 2’s”
 - alternate ranking for partnering
 - specific topics/jobs - no one is passive
- 3) **Written Responses**
 - list first, then share
 - touch something - “put your finger on the ___”
- 4) **Individual Responses** (AFTER practice)
 - randomly call on individuals to share

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Model of Direct, Explicit Instruction !

Dr. Anita Archer

I do it
We do it
You do it

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First Component of a Vocabulary Program

■ High Quality Classroom Language



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High Quality Classroom Language

Add more interesting words in daily use

The door is *ajar*, would you please close it.

The plant is *dehydrated*, we need to water it.



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To Ensure Student Understanding

- Tell students the meaning of the word when first used. Keep it simple. **Fast mapping**- brief explanations given for many words.

“Don't procrastinate getting to work on your project. Procrastinate means to put off doing something”

- Pair in the meaning of the word by using **parallel language**.

“Please refrain from talking. Please don't talk”

“Laws have their genesis..their beginning..in the legislative branch.”

“What is your hypothesis....your best guess?”

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Second Component of a Vocabulary Program

Quality Read Alouds



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Read Alouds : Why? Beneficial for Vocabulary Acquisition

- ❑ Read Alouds are validated as a way to increase vocabulary through 8th grade.
- ❑ Print vocabulary is more extensive and diverse than oral vocabulary. (Hayes, Wolfe & Wolfe, 1996)
- ❑ Listening to a book being read can significantly improve children's expressive vocabulary. (Nicholson & Whyte, 1992; Senechal & Cornell, 1993)
- ❑ For K-2 students, trade books that teachers read aloud are **better sources for vocabulary than the books that students read on their own** independently (Beck et al)



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Read Alouds : How ?

1. Most appropriate for vocabulary instruction to take place **after the story or chapter has been read**. The context of the story/chapter provides a rich example of the word's use, support for initial learning and to reinforce what was taught. Note : The opposite is true for content area textbooks
2. **Provide students with a little explanation of novel words** that are encountered in context- e. g. **Fast Mapping**. "When ducks molt, they lose their feathers." (Brabbam & Lynch-Brown, 2002; Brett, Rothlein & Hurley, 1996; Beck, Perferti & McKeon, 1982; Elley, 1989; Penno, Wilkinson & Morre, 2002; Wasik & Bond, 2001; Whitehurst et al, 1998).
3. **Choose interesting, engaging and challenging stories** that attract and hold student interest (Biemiller, 1995, Elley 1989)
4. **Read with expression and enthusiasm** (performance based reading)

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Read Alouds : How

- **Actively engage students** during the story book reading to increase vocabulary gains. (Dickerson & Smith 1994; Hargrave & Senechal, 2000; Senechal, 1997)
- **Ask questions that promote passage comprehension**- particularly retell and prediction questions.
- **Use a variety of responses**- Choral, Partner, Physical



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Read Alouds : How ?

- **For young students, read the book several times** to increase greater gains in vocabulary (Senechal, 1997)
- **Provide a rich discussion before and after the reading of the book :**
 - "What was your favorite part of the book?"
 - "What really surprised you in the story?"
 - "What would be another ending for this story?"
- Second Day- **shift responsibility to student**.
 - "Tell your partner the first setting of the story. Start with" The first setting of the story was _____"

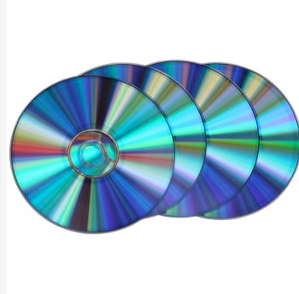
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Read Aloud Demonstration

explicitinstruction.org Anita Archer videos

- Did the teacher :
 1. Select an interesting, engaging, challenging book?
 2. Read the book with enthusiasm and expression?
 3. Provide a little explanation of novel words (fast map)
- Examples :
 4. Actively engage the students?



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Third Component of a Vocabulary Program

Explicit Vocabulary Instruction

Choosing Words for Instruction

Instructional Routine for Teaching Vocabulary



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Explicit Vocabulary Instruction

- **300 to 400 new word meanings can be taught a year through direct instruction** This is a significant portion of the words that students who are at risk will learn (Stahl & Shiel, 1999)
- **Children can acquire and retain 2-3 words a day through instruction** involving contextualized introduction and explanation (Biemiller, 1999; Stahl, 1999)
- **Preteaching of vocabulary words facilitates both vocabulary acquisition and comprehension** (Brett, Rothlein & Hurley, 1996; Wixson, 1986, Carney, Anderson, Blackburn & Blessing, 1984)



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The Problem with Learning Vocabulary through Context :

It occurs only in small increments.

To acquire vocabulary from context, students must :

- Be able to read difficult text and read widely in order to Encounter lots of words
- Have prior knowledge and skills to infer meaning

The reality is:

- Students in need of vocabulary instruction do not engage in wide reading (Kucan & Beck, 1996)
- To acquire word knowledge from reading requires adequate decoding skills (Beck, 2002).
- Most authors do not convey the meaning of set words in stories
- Depending upon wide reading as a source of vocabulary development leaves at risk students with a serious deficit. (Beck



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Acquisition of Vocabulary

Evidence...suggests that as late as Grade 5, 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)

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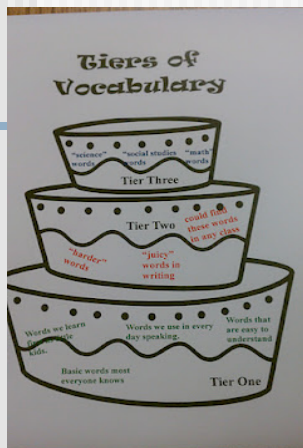
Choosing Words for Vocabulary Instruction

- Select :
 - WORDS from core reading programs
 - WORDS from reading intervention programs
 - WORDS from content area instruction
 - Math
 - Science
 - Social studies
 - Health
 - Art, PE, music, etc.



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Three Tiers of Vocabulary Words

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Tier One Words

First Tier Words rarely require instructional attention. (Beck, 2001)

❖ They consist of basic words.

❖ Examples are: baby, clock, happy, walk, jump, hop, slide, girl, boy, dog

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Tier Three Words Domain Specific Vocabulary in CCSS

Tier Three words are made up of words whose frequency of use is quite low and often limited to specific domains.

- Examples are: Isotope, lathe, peninsula, refinery
- These words are best learned when a specific need arises such as a geography lesson.

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Tier Two Words- General Academic Vocabulary in CCSS

Tier Two words contain high frequency words that are found across a variety of domains.

- ❖ Examples are: compare, contrast, analyze, coincidence, absurd, industrious, fortunate,
- ❖ Rich knowledge of words in this tier can have a powerful impact on verbal functioning (Beck,2001).

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Choosing Words for Vocabulary Instruction

- Select a **limited number** of words for robust, explicit vocabulary instruction.
- **Three to ten words** per story or section in a chapter would be appropriate.
- Briefly **tell students the meaning of other words** that are needed for comprehension.

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Choosing Words for Vocabulary Instruction

Choose words that may be **unknown to students**.

Choose words that are **critical** to passage comprehension.

Choose Words that students are likely to encounter or use in the **future**. (Stahl 1993)

Focus on:

Tier Two Words (Beck and McKeon, 2003)
Academic Vocabulary

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Choosing Words for Vocabulary Instruction

Choose words that are more difficult for students to obtain:

Words that have an abstract versus concrete reference

Words with an unknown concept

Words not clearly defined in the passage

Polysemous words

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What About Words Being on Grade Level?

- No formula exists for selecting age appropriate vocabulary words
- No basis for determining which words students should learn at different grade levels.
- A word is inappropriate for a certain level if:
 - The words used to explain it are unknown to the students. In that case, the word is probably too hard for that grade.

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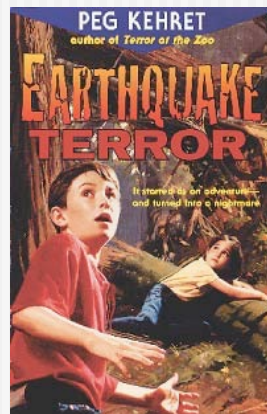
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Fifth Grade HM Vocabulary: Earthquake Terror

■ TARGET WORDS

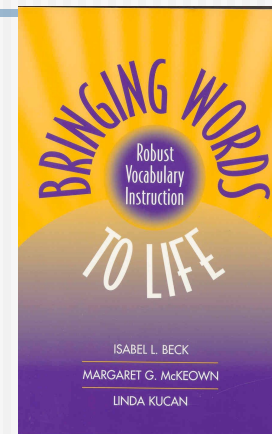
- *frantic*: -extremely hurried, not very organized
- *isolate*: -make or keep one person or thing separate from others
- *jolt*: -sudden shock
- *ominous*: -making you feel that something bad is about to happen
- *stifling*: -to stop something from happening, developing, or being

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Text Talk

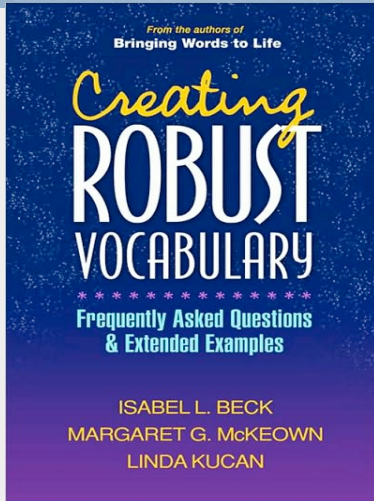


- Identified 80 trade books and 1500 words for Grades K, 1st, 2nd.
- Words that are:
 - Likely to be unknown
 - Might used in conversation
 - Tier 2 kind of words
- Goals: enhance comprehension by asking open-ended questions and increase vocabulary
- Includes strategies for developing vocabulary in later grades and a section on what's different for secondary

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Creating Robust Vocabulary



- Picks up where Bringing Words to Life left off.
- Provides additional tips and tools
- Includes Detailed Explanations as to
 - Which words to teach
 - When and how to teach them
 - How to adapt instruction for English Language Learners.

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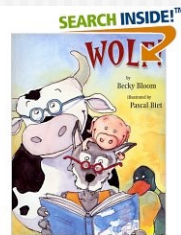
Kindergarten WOW Words

- The Little Old Lady Who Was Not Afraid of Anything (path, pair started)
- Gregory, the Terrible Eater (proud, picky, horrible)
- Lucy's Picture (edge, clever, trimmed)
- Dream Snow (few, dashed, gently)
- The Rainbow Fish (advice, amazed, admire)
- Have You Got My Purr? (nervously, discouraged,determined)
- The Rain Came Down (moaned, bickering, ruckus)
- Tops and Bottoms (yanked, risky, scowled)
- Rumble in the Jungle (handsome, shivers, polite)
- Miss Spider's Tea Party (fragile, damp, ignored)

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Choosing Words for Vocabulary Instruction- Practice Activity

Provide robust, explicit instruction	Book : Wolf by Becky Bloom 2nd graders
Yes No	village
Yes No	dangerous
Yes No	concentrate
Yes No	swashbuckling
Yes No	impressed
Yes No	storybook
Yes No	educated
Yes No	wolf
Yes No	gentle



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Choosing Words for Vocabulary Instruction- Practice Activity

Enemy Pie by Derek Munson- 2nd grade	The Family Under the Bridge by Natalie Carlson- 5th grade
perfect	invited
trampoline	relieved
recipe	cowered
disgusting	hidey-hole
earthworms	roguish
ingredients	adventure
horrible	hyacinths
nervous	fragile
	oleanders
	gratitude

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Teach Idioms

- A phrase or expression in which the entire meaning is different from the usual meaning of the individual words
- “The car rolling down the hill caught my eye”
- “Soon we were in stitches.”
- “This bracelet cost me an arm and a leg
- “The teacher was feeling under the weather.”



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Teach Academic Vocabulary

- Tier Two Words
- Words used in the classroom, in textbooks and included on tests.
- Likely to be encountered across content settings
- Different from the words commonly used outside the classroom in every day discussions in terms of vocabulary, syntax and grammar.



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Importance of Academic Vocabulary

Second Language Students : _____

develop basic conversational skills well before they become proficient in academic language development.

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Importance of Academic Vocabulary

English only students, particularly _____ struggling readers:

often have trouble understanding words that are specifically used within a school setting in spite of their large social vocabularies.

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Importance of Academic Vocabulary

When students do not understand the language of school.....

they often do not fully comprehend what they have read, have difficulty participating in class discussions and responding appropriately to written assignments.

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Example of Distinction between *Conversational* and Academic Language

- When a student walks up to a newsstand and purchases a newspaper or magazine, he uses conversational skills to converse with the clerk and make the purchase.



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Example of Distinction between Conversational and *Academic* Language

- In contrast, completely different language skills are needed to :
- read and understand the front page article as well as
- discuss pros and cons of policy change.
- compare the writer's opinion to his own and others



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Choosing Words to Teach

Select:

Academic words commonly found on state assessments.

Academic words commonly found in writing assignments.

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Twelve Words That Trip Up At Risk Students on Tests

Larry Bell, 2003
Strategies that Close the Gap



- Trace
- Analyze
- Infer
- Evaluate
- Formulate
- Describe
- Support
- Explain
- Summarize
- Compare
- Contrast
- Predict

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Academic Writing Words

Adams & Van Zant 2008



- *contrast*
- *compare*
- *summarize*
- *explain*
- *analyze*
- *discuss*
- *define*
- *outline*
- *justify*
- *evaluate*
- *illustrate*
- *clarify*
- *review*
- *differentiate*
- *interpret*
- *trace*
- *list*
- *prove*
- *enumerate*
- *relate*
- *persuade*
- *defend*
- *state*
- *critique*

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Academic Writing

- Academic writing is analytical writing, the type of writing that is expected in school.
- Reflects logical thinking by stating the main idea and providing examples and details to support the main idea.
- Purpose is to present information which demonstrates the writer's understanding of the subject.

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The Academic Word List

Compiled by Averil Coxhead, 2000

www.vuw.ac.nz/lals/research/awl/

- Developed at the [School of Linguistics and Applied Language Studies at Victoria University of Wellington](http://www.vuw.ac.nz/lals/research/awl/), New Zealand.
- 570 word families that are NOT in the most frequent 2000 words of English
- Occur frequently over a wide range of academic texts
- Grouped into sublists which reflect word frequency and range.
- Each word in italics is the most frequently occurring member of the word family in the Academic Corpus. For example,
 - *analysis* is the most common form of the word family *analyse*.
 - British and American spelling is included in the word families, so contextualise and contextualize are both included in the family *context*.

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Sublist 1 of Academic Word List

- analyse
- analysed
- analyser
- analysers
- analyses
- analysing
- analysis
- analyst
- analysts
- analytic
- analytical
- analytically
- analyze
- analyzed
- analyzes
- analyzing

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The following is a brief list of some representative tier 2 words chosen from thousands of such words in English. The list is suggestive, not exhaustive. The words are listed in approximate grade-level bands to show that there are important tier 2 words to be taught and tested at every grade level. These words are used in many different contexts and exhibit various shades of meaning based on those contexts. Students who know tier 2 words like the ones listed here are greatly advantaged in the close, analytic reading required by the Common Core standards.

Partial, Representative List of Tier 2 Words

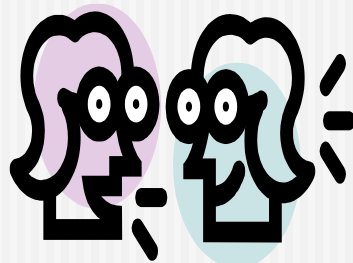
Likely to be in the 3-5 grade band	Likely to be in the 6-8 grade band	Likely to be in the 9-11 grade band
Different	Assume	Specify
Important	Identify	Technique
Choose	Conclude	Compensate
Faithful	Alternative	Arbitrary
Stable	Consist	Random
Exactly	Contribute	Suffice
Center	Define	Verify
Explain	Distinct	Perspective
Excuse	Evident	Pertinent
According	Expand	Evaluate
Actually	Indicate	Feasible
Bound	Individual	Passive
Declare	Initial	Simultaneous
Experience	Intense	Component
Figure	Major	Formulate
Fortunate	Method	Magnitude
Gradually	Publish	Manipulate
Necessary	Structure	Ultimate
Ordinary	Emphasize	Criterion
Measure	Illustrate	Hypothesis
Approach	Exaggerate	Fluctuate
Period	Approximate	Innovation
Establish	Complicate	Respect
Achieve	Modify	Subsequent
Ignore	Tradition	Benevolent
Select	Transmit	Malign
Automatic	Restrict	Abstraction
Concentrate	Negative	Coherent
Construct	Convert	Emanate
Consult	Analyze	Impervious
Establish	Consequent	Succumb
Demonstrate	Impact	Transitory
Interpret	Potential	Empirical
Obtain	Precise	Entity

Smarter Balanced English Language Arts Item Specifications 4/13/12

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Quick Review : Choosing Words to Teach

- Choose words that may be _____ **to students.**
- Choose words that are _____ to passage comprehension.
- Choose Words that students are likely to encounter or use in the _____. (Stahl 1993)
- Focus on:
- **Tier _____ Words and/or _____ Vocabulary**



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Third Component of a Vocabulary Program

Explicit Vocabulary Instruction

Choosing Words for Instruction

Instructional Routine for Teaching Vocabulary



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COMMON TEACHING PRACTICES THAT DO NOT RELIABLY BUILD LONG TERM VOCABULARY

1. Asking students “ Does anyone know what the word means?”
2. Telling students to use context as a primary instructional strategy.
3. Directing students to “look it up” in a typical classroom dictionary and then use it in a sentence.
4. Incidental teaching of a word “on the fly”.
5. Rote memorization of lists of words without context
6. Silent Sustained Reading and Read Alouds as the primary strategy.

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Vocabulary Casserole

*From the kitchen of Kylene Beers
“When Kids Can’t Read What Teachers Can Do”*



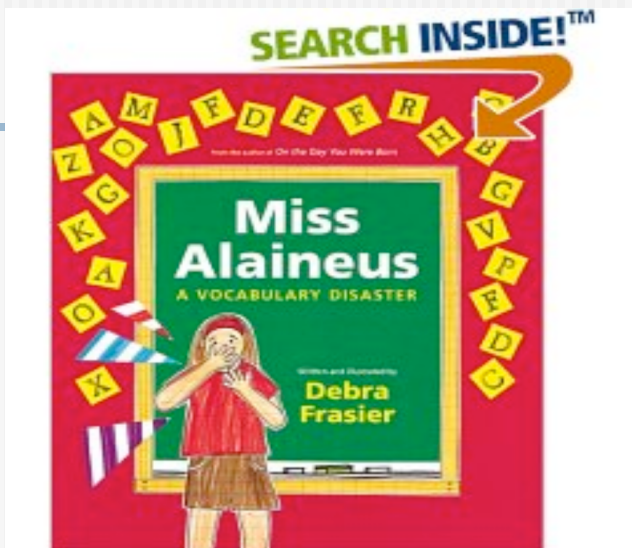
Ingredients Needed:

- 20 words no one has ever heard of before in their life
- 1 dictionary with very confusing definitions in it
- 1 matching test to be distributed on Friday
- 1 teacher who just wants the students to be quiet on Mondays copying words

Mix 20 words onto the blackboard. Have students copy each word and then look them up in the dictionary. Make students copy down all the definitions. For a little spice, require the students to write the words in sentences. Leave alone all week. Top with a boring test on Friday.

Perishable: This casserole will be forgotten by Saturday afternoon.

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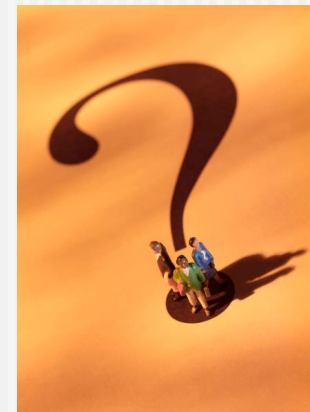
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Question: What can we do instead???

Answer :

Use a research
based
instructional
routine to teach
vocabulary



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Preparation : Student Friendly Explanations

Dictionary Definition

Attention- a. the act 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.

Explanation from Dictionary for English Language Learners

Attention- looking or listening carefully and with interest.

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Instructional Routine for Teaching Vocabulary :Preparation

- Longman Dictionary of American English (Free) www.longman.com, www.ldoceonline.com
- Collins Cobuild New Student's Dictionary
 - Sentence definitions- www.collinslanguage.com
- Miriam Webster- www.learnersdictionary.com(Free)
 - Audio pronunciation, sentence definitions
- Heinle's Newbury House Dictionary of American English- www.heinle.com

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Instructional Routine for Teaching Vocabulary : Preparation

- **Preparation - Student-Friendly Explanation**
- **Dictionary Definition**
 - **greedy** - (1) Having greed. (2) Having an excessive desire to acquire, possess, or consume more than would be reasonably expected
- **Student-Friendly Explanation**
 - **Uses known words.**
 - **Is easy to understand.**
 - When people are greedy, they want more than their share.

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Instructional Routine for Vocabulary : 4 Steps

Step 1. Introduce the word.

- a) Write the word on the board, overhead, document camer
- 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.

“ ***This word is greedy. What word?***”

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Instructional Routine for

Step 2 : Introduce the meaning of the word. Present a student-friendly explanation.

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

“Greedy means that you want more than your share. So, if you wanted more than your share, you would be _____”

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Instructional Routine for Vocabulary (continued)

Step 3. Illustrate the word with examples.

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

Present the examples with me.

“When a child wants all of the cake, the child is greedy.”

“The greedy child demanded her brother’s

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Instructional Routine for Vocabulary (Continued)

Step 4. Check students’ understanding.
Option # 1 Ask deep processing questions.

***“What might these greedy people want :
a greedy toddler
a greedy teenager
a greedy adult”***

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Instructional Routine for Vocabulary (continued)

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

***“If this is an example of greedy, say greedy.
Paul wanted all of the crayons
Paul gave Mark two of the crayons
Maria lent her books to her friend
Maria did not want anyone to touch her books.***

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Instructional Routine for Vocabulary (continued)

Step 4 Check students' understanding.

Option #3. Have students generate their own examples.

“Tell your partner about a time that you felt greedy”

“Talk with your partner. Tell about a time someone was greedy and wouldn't share with you”.

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Instructional Routine for Vocabulary- Review

1. Introduce the word and have students _____.
2. Present a student friendly _____.
3. Illustrate the word with _____.
4. Check the students' _____.

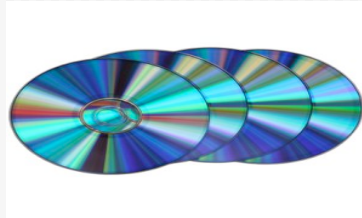
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Vocabulary Instruction Demonstration

www.explicitinstruction.org Anita Archer videos

- Did the teacher :
 1. Introduce the word and have students repeat?
 2. Provide a student friendly explanation?
 3. Provide examples
 4. Check for understanding?
Examples :
- 5. Actively engage the students?



What other good practices were noted?

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Instructional Routine for Vocabulary Word Association Review

- After teaching a group of vocabulary words, review the words with a word association activity.

Words written on board or overhead:
enemy, disgusting, invited, relieved

Tell me the word I am thinking about.

Someone that hates you might be called an _____.

If you didn't like a food, you might say it is _____.

When a test is over, you often feel _____.

When you are asked to a party, you are _____.

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Instructional Routine for Vocabulary Word Choice Review

- After teaching a group of vocabulary words, review the words with a word choice activity.

- Words written on board or overhead:

enemy, disgusting, invited, relieved

If you felt relieved after a test, was the test probably easy or difficult?

If an enemy gave you the answers before a test, would you think the answers might be correct or incorrect?

If the food was disgusting, would you ask for more of it or spit it up?

If you were invited to a party, would you be asked to come or stay away?

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Example :Second Grade HM Vocabulary: Exploring Parks with Ranger Dockett

Word Associations

- Which word goes with a tall building? (urban) Why?
- Which word goes with the Rain Forest? (habitat) Why?
- Which word goes with a museum? (tour) Why?
- Which word goes with watering plants and trees? (nature) Why?
- Which word goes with walking into a cave? (exploring) Why?



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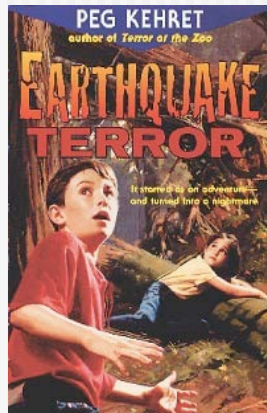
Example: Fifth Grade-Earthquake Terror

WORD ASSOCIATIONS

Ask for an explanation after each student response.

Which word goes with...

- a girl sitting alone at recess?
- dark clouds in the sky?
- a parent of a lost child at Disneyland ?
- a car backfiring?



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Instructional Routine for Vocabulary: Vocabulary Logs

For 3rd grade and above, have students maintain a vocabulary log to use for study and review.

In lower grades, create a group log on a flip chart

Record :

Word

Student-friendly explanation

Any of the following :


A sentence to illustrate meaning

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Example :Vocabulary Log


Name _____ Story/Chapter _____

Word	Word Explanation	Sentence	Picture or Example
Greedy	Want more than your share	My greedy brother kept all the money for himself.	

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Example :Student Vocabulary Log

Word	Student Definition	What it is not	Sentence	Picture
1. reluctant	reluctant means not wanting to do something	eager, fast to do it	I am reluctant to eat cauliflower.	
2.				
3.				
4.				

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Instructional Routine for Vocabulary: Vocabulary Logs

- Post a reminder of the content
 - Cover of Read Aloud
 - Content Area Topic- Social Studies, Science, Academic Writing Words
- Post the vocabulary word
- Incorporate the words into your classroom language
- Encourage students to use the words in speaking and writing.



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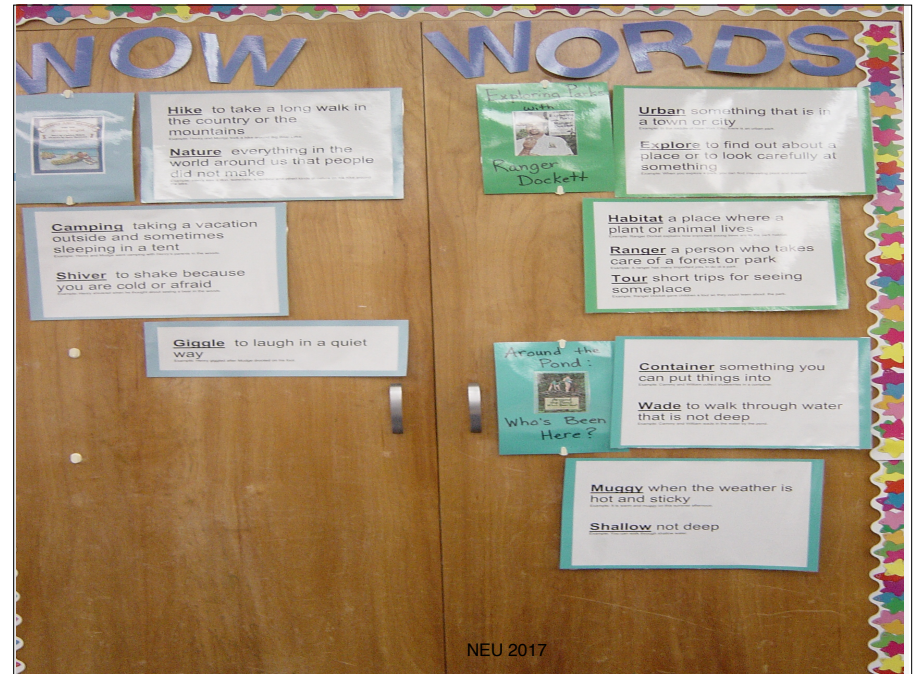


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Reading Theme Focus Walls

Santa Maria Bonita School District

- **Theme title** ● **Theme concept:** Found on the "Theme at a Glance" page in your Teacher's Edition or in the Scope and Sequence pamphlet
- **Title, Author, and Illustrator:** Some teachers have added copies of the title page of the anthology story as well as pictures of the author and/or illustrator. Check out www.eduplace.com for information about story authors and illustrators. ●
- **Selection genre:** Check out the genre definition posters on the [Posters, Charts, etc.](#) tab.
- **Comprehension Strategy:** Check out the Comprehension Strategy posters on the [Comprehension tab.](#) ●
- **Comprehension Skill:** Comprehension Skill posters are also available on the [Comprehension tab.](#)

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Focus Walls

Santa Maria Bonita School District

- **Key Vocabulary:** Key story vocabulary from the current story selection. Remember, there may be additional vocabulary words in the selection that your students are unfamiliar with, so add these to your Focus Wall if needed. Searching www.google.com (Images tab) or any other clip art resource for pictures to support the vocabulary provides a great scaffold for your students. Student generated definitions, synonyms, and antonyms can also be added to provide additional support.
- **Spelling Words**
- **"Launching the Theme Projects:** These projects run throughout the theme and can be included on your Focus Wall. ●

Realia and Information related to the theme

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Fourth Grade- Theme 2: American Stories

Theme 2: AMERICAN STORIES

Story: Tomás and the Library Lady Strategy Focus: Predict / Infer

Vocabulary: libro, chattered, glaring, eager, lap, storyteller, borrow, check out

Reading Objectives:

- Sequence of Events
- Making Inferences
- Making Generalizations
- Categorize and Classify

Word Work Objectives:

- Contractions
- /ou and /ol sounds
- Antonyms
- Word Roots: sign and /is/ and /oo/
- Entry Words and Suffixes: -er, -or, and -ing
- /r/, /ar/, and /ir/
- Using Context

Writing and Language:

- Proper Nouns
- Singular and Plural Nouns
- Correcting Run-on Sentences
- More Plural Nouns
- Singular and Plural Nouns

Writing Theme: An Essay

Courtesy of Seeley Elementary Seeley, California

Multiple Meaning NEU 2017

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Fourth Component of a Vocabulary Program

- Word Learning Strategies :
- Practice Activities
- Instructional Strategies



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Word Learning Strategies : Practice Activities

- Yes/No/Why Questions
- Completion Activity
- Sentence Substitution – Oral or Written
- Meaningful Sentence Generation
- Word Pairs
- Word Sorts
- Semantic Mapping
- Semantic Feature Analysis
- Semantic Concept Maps
- Linear Arrays

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Word Learning Strategies: Practice Activities

Select **practice** activities that :

Are **engaging**.

Provide **multiple exposures** to the words. (Stahl, 1986)

Encourage **deep processing** of the word's meaning. (Beck, Mc Keown, & Kucan, 2002)

Connect the word's meaning to **prior knowledge** whenever possible.

Provide practice over time.

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Word Learning Strategies: Practice Activities

Yes/No/Why Questions Longo & Curtis, 2001

1. Model the “Yes – No – WHY?” process with a number of words the students are familiar with:
“e.g. Is research always accurate?”
2. Couple words from the class vocabulary list in the form of “yes-no-why” questions and guide students through thoughtful responding.
“e.g. “Is a grouchy person enchanting?”
3. Select 3-4 pairs of words from chapter or unit vocabulary list- frame questions as yes/no/why for the vocabulary portion of the test.

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Second Grade HM Vocabulary: Exploring Parks with Ranger Dockett

Whose habitat might be urban? Why?

What kind of habitat would you want to explore? Why?

Would a ranger give a tour?

Why?



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Word Learning Strategies: Practice Activities

Completion Activity Longo & Curtis, 1997

Confine : *If you keep someone or something in a certain place, you confine it.*

Things that can be confined are _____

Persistent : *If you keep doing something again and again, OR you keep trying and never give up, you would be persistent.*

I was very persistent when _____

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Word Learning Strategies: Practice Activities

Completion Activity Longo & Curtis, 1997

Reformer : *someone who works to improve a social or political system*

A reformer might be likely to _____

Heritage: *the beliefs and customs of a family*

Three words to describe my heritage are _____.

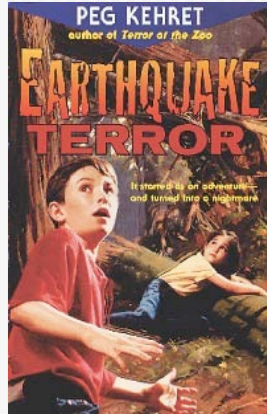
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Earthquake Terror

HAVE YOU EVER?

- Describe a time when you might... become frantic.
- feel isolated from a group.
- describe something as being ominous.
- have to stifle an emotion.



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Word Learning Strategies: Practice Activities

Sentence Substitution (Lively, August, Carlo & Snow 2003)

Oral

- Say a sentence that includes the meaning of the word.
- Have students repeat the sentence using the word.
- Teacher : Listen to this sentence. Get ready to say the sentence using the word tranquil. At dusk, the park was calm and quiet.
- Students: At dusk, the park was tranquil.

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Word Learning Strategies: Practice Activities

Sentence Substitution (Lively, August, Carlo & Snow 2003)

Written

- Give students a written sentence containing the meaning of the target word.
- Have students **write** the sentence using the target word
- **Example** : victorious, tranquil, effective, competition, trophy, tournament
- The baseball teams entered a contest to determine the winner.
- The locker room was calm and quiet after the teams had

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Word Learning Strategies: Practice Activities : Meaningful Sentence Generation (Success for All)

1. Have students generate a meaningful sentence that includes the target word.
2. No other word should **fit** in the sentence, except the target word.
3. Teach students to expand their sentences by answering the following questions.

Who What When Where Why How

Provide a non-example and teach the students how to fix it up to make it meaningful...

“ **He won a tournament.**”

-who “Sergio Garcia won a tournament.”

-what “Sergio Garcia won the Masters Golf tournament.”

-where “Sergio Garcia won Masters Golf tournament in Augusta, Georgia.

-when- “**Sergio Garcia won the Masters Golf tournament in Augusta Georgia on April 11, 2017. It was his first major win.**”

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Word Learning Strategies:
Practice Activities : **Word Pairs** (Stahl & Kapinus 2001)

Word Pair	Same	Opposite	Go Together	No Relationship
Nomad-wanderer	X			
Nomad-settler		X		
Desert-city				X

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Word Learning Strategies:
Practice Activities : **Word Sorts** (Gillett & Temple, 1983)

Word Sorts

Give students a list of related terms and ask them to sort the words.

Examples : Categories (words related to people or things)

Characteristics - natural, man made

Connotations- good or bad

Parts of speech- noun, verb, adverb, adjective

Prefixes and suffixes

If a word could go in more than one category, circle the word and prepare to defend the selection

(Note for K-2, may need to use picture cards or objects or allow students to draw a response in an organizer)

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Activity : Word Sorts
Think Pair Share

Sort the following words into three categories :
Legislative Branch, Executive Branch, Judicial Branch

President, cabinet, judge, law, constitution, legality,
house, senate, speaker, members, department,
supreme court, constitutionality trials, regulations,
representatives

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Example Practice Activity -
Word Sorts

(Gillett & Temple, 1983)

Legislative Branch	Executive Branch	Judicial Branch
House	President	Legality
Senate	Cabinet	Supreme Court
Speaker	Departments	Constitutionalit

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Word Learning Strategies: Practice Activities

Semantic Mapping

Categories provided - e.g. tournament

1. Have students brainstorm related words- think, pair share.
2. Support students' thinking by providing categories for brainstorming - e. g. sports, prizes, equipment, people, feeling when competing.

Student Generated Categories- Select a word- e. g. pollution

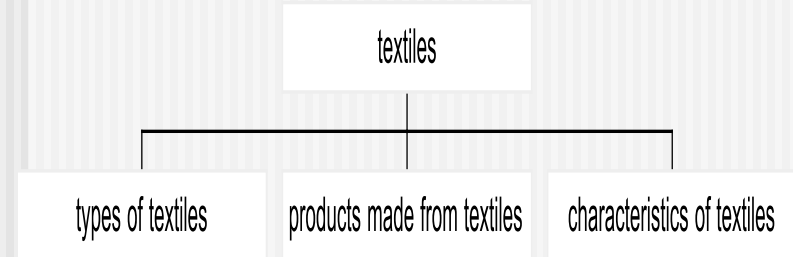
1. Have students generate related categories- e. g. things that could become polluted, things that pollute, effects of pollution
2. Have students generate words for each category

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Example Practice Activity - Semantic Mapping

(Heimlich & Pittelman)

Alternative #1: Give students categories and have them add words.
Alternative #2: Have students generate list of related words.
Then, have them work with a partner or team to put the word into categories.



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Example Practice Activity : Semantic Feature Analysis

Word	Animal	Mammal	Fur
dog	+	+	+
cat	+	+	+
snail	+	-	-

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Semantic Concept Map

What is it?

What is it like?

A long, slithery animal with scales

Long, scaly, legless,
cold-blooded
sheds skin, slithers

serpent

Examples:

Non-examples:

cobra
python
garter snake
water moccasin

lizard
alligator
earthworm

Adapted from Word Power: What Every Educator Needs to Know About Teaching Vocabulary and Barbara Kapinus. Copyright © 2001

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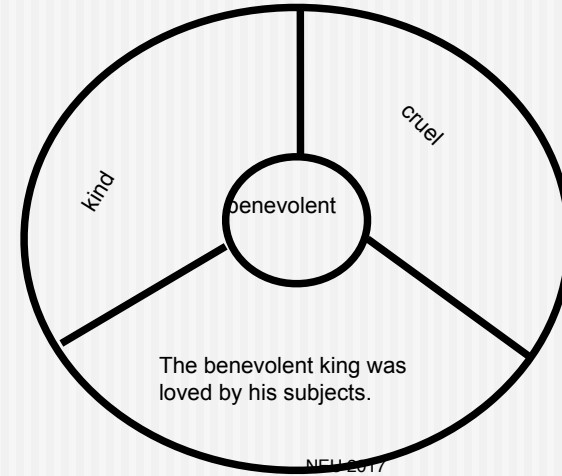
Four Square Concept Map : Eeds & Cockrum 1985

Essential Features- Yes	Example
<ul style="list-style-type: none"> •Carrying out actions that show awareness of how personal actions affect others in the 	<ul style="list-style-type: none"> • Following Rules and Laws •Taking care of the environment
citizenship	
Essential Features: No	Non-examples:
<ul style="list-style-type: none"> •Being popular •Getting other people to think just like you do 	<ul style="list-style-type: none"> •Not letting other people express ideas •Speeding or littering

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Synonym-Antonym Concept Map



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Word Learning Strategies: Practice Activities

Linear Arrays

Give students a list of terms. Have them put the words in order to illustrate degrees

Example : Put these terms in order

City, Neighborhood, Continent, World, State, Nation

Example :Give students the beginning of a list and have them add words to illustrate degree

whisper, talk

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Activity : With your partner, put these gradable antonyms in order beginning with most offensive

Unpleasant, intoxicating, putrid, scented, stinky, fragrant, foul

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Word Learning Strategies: Practice Activities : **Word Lines** (Isabel Beck, 2004)

How surprised would you be if

1. You saw your friend vault over the moon?
2. Your teacher commended a student for doing good work?
3. A dog started bantering with you?
4. The mayor urged everyone to leave town?
5. A coach berated his team for not making a touchdown?
6. A rabbit trudged through a garden?

Least Surprised-----Most Surprised

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Word Learning Strategies: Practice Activities : **Word Lines** (Isabel Beck, 2004)

How much energy does it take to

1. Meander down a hall?
2. Vault over a car?
3. Banter with your best friend for an hour?
4. Berate someone at the top of your voice?
5. Stalk a turtle?
6. Be a spectator at a concert?

Least Energy-----Most Energy

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Fourth Component of a Vocabulary Program

- Word Learning Strategies :
- Practice Activities
- **Instructional Strategies**



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Word Learning Strategies : **Instructional Activities**

Teach Students To :

- Use context clues
- Use the dictionary, glossary or other resource
- Use the meaningful parts of the word

- Compound Words
- Prefixes
- Suffixes
- Word Families

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Word Learning Strategy : Context Clues

- Teach students to use context clues to determine the meaning of unknown vocabulary. (Gipe & Arnold, 1979)
- When using context clues, students infer the meaning of the unknown word by examining the surrounding text.
- However, if a student reads 100 unfamiliar words in reading, he/she will only learn between 5 to 15 words. (Nagy, Hermann, & Anderson, 1985; Swanborn & de Glopper, 1999)

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Word Learning Strategies : Instructional Activity : Context clues

- Teach students the following strategy for using context clues:
 1. Read the sentence in which the word occurs for clues as to the word's meaning.
 2. Read the surrounding sentences for clues as to the word's meaning.
 3. Tell yourself what the text is about.
 4. Ask yourself, "What might the word mean?"
 5. Try the possible meaning in the sentence.
 6. Ask yourself, "Does it make sense?"

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Word Learning Strategies : Instructional Activity : Context clues

- Beginning in kindergarten, model how to determine the meaning of an unfamiliar word using context clues
- Provide simple practice in inferring word meanings from context
- But not always.....
- Example : Jason went into the school. He was very anxious.

(Anita Archer 2003)

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Word Learning Strategy : Use of a dictionary/ glossary

- Teach students the following strategy for using a dictionary or glossary:
 1. Locate the unknown word in the glossary or the dictionary.
 2. Tell yourself what the text is about.
 3. Read each definition and select the best one.
 4. Try the possible meaning in the sentence.
 5. Ask yourself, "Does it make sense?"

(Anita Archer 2003)

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Word Learning Strategy : Using the meaning of parts of words -compound words

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

- birdhouse
- starfish
- weekend
- raincoat
- waiting-room
- finger-nail
- mailbox
- daydream

But not always.....

- butterfly
- hotdogs

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Word Learning Strategy : Using the meaning of parts of words

1. Divide the unknown word into meaningful parts.
2. Think of what each part mean OR
Think of other words that contain the part. From those words formulate a meaning of the unknown part.
3. Combine the meanings of the word
4. Try the possible meanings in a sentence.
5. Ask yourself, "Does it make sense?"

Example : bilateral. Bi means two. Lateral means side part of something
Bilateral means two sides.

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Word Learning Strategy :Using the meaning of parts of words : Prefixes

- Elements attached to the 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 are found in 58% of prefixed words

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Word Learning Strategies : Instructional Activity :Prefixes

Introduce prefix

“ Re means again. What does re mean?”

Determine the 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

(Anita Archer, 2013)

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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

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Word Learning Strategy : Using the meaning of parts of words : Suffixes

- ❑ Elements attached to the ending of English words
- ❑ Can change the part of 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

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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

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Common Latin and Greek Roots

aqua	water	Greek	aquarium, aquaduct
aud	hearing	Latin	audio, audition
auto	self	Greek	autograph, autobiography
astro	star	Greek	astronomy, astrophysics, astrology
bibilo	book	Greek	bibliography, bibliophobia
bio	life	Greek	biography, biology
chrono	time	Greek	synchronize, chronology
corp	body	Latin	corpse, corporation, corps
demo	the people	Greek	democracy, demography

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Common Latin and Greek Roots

dict	speak, tell	Latin	dictate, predict
dorm	sleep	Latin	dormant, dormitory
geo	earth	Greek	geology, geography
graph	write, draw	Greek	autobiography, biography
hydro	water	Greek	hydroplane, dehydrate, hydroelectric
ject	throw	Latin	reject, deject, project, projectory
logos, logy	study	Greek	geology, astrology, biology,
luna	moon	Latin	lunar, lunacy
meter	measure	Greek	thermometer, diameter

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Common Latin and Greek Roots

mega	great, large	Greek	megaphone, megatons
min	small, little	Latin	minimal, minimize, minimum
mit, mis	send	Latin	mission, transmit, remit, missile
path	feeling, suffering	Greek	pathetic, pathology
ped	foot	Latin	pedestrian, pedal
phillia	love, friendship	Greek	philanthropist
phono	sound	Greek	phonograph, microphone, symphony
photo	light	Greek	Photograph, photosynthesis
Port	Carry	Latin	Transport, portable

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Common Latin and Greek Roots

spect	see	Latin	Inspection, spectator
scope	look at	Greek	microscope, telescope
sol	sound	Latin	Solar, solstice
struct	build, form	Latin	Instruction, construction, destruct
tele	distant	Greek	telephone, television
terra	land	Latin	territory, terrestrial

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Word Learning Strategy : Using the meaning of parts of words : **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
 - Educate, educated, education, educator
 - Collect, collecting, collection, collector
- Teach the words in relation to one another
 - Teachers teach you how to read and write. They educate you. When you learn to read and write, you are educated. In school, you get an education. A teacher is an educator.

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Fifth Component of a Vocabulary Program : **Independent Reading**

Once students are reading independently, the amount of time they spend reading is one of the best predictors of their vocabulary size.

If a students read for **one hour** each day, **five days a week**, at a fairly conservative rate of **150 WPM**, they **will encounter 2,250,000 words over a school year.**

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Fifth Component of a Vocabulary Program : **Independent Reading**

If **2 to 5 percent** of the words they encounter are unknown to them, they will encounter from **45,000 to 112,500 unknown words.**

If, as research has shown, students can **learn between 5 and 10 percent** of previously unknown words from a single reading, **they will learn, at a minimum, 2,250 new words each year from their reading.**

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Caution:It must be acknowledged that relying on wide reading for vocabulary growth adds to the inequities in individual differences in vocabulary knowledge”

“Struggling readers do not read well enough to make wide reading an option.

To acquire word knowledge from reading requires adequate decoding skills, the ability to recognize that a word is unknown and the competency of being able to extract meaningful information about the word from the context.

Thus, depending upon wide reading as a source of vocabulary growth leaves those children and people who are most in need of enhancing their vocabulary repertoires with a very serious deficit” (Beck, McKeon & Kucan, 2002)NEU 2017

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Variation in Amount of Student Reading

Percentile	Minutes per day reading in books	Minutes per day reading in text	Words per year in books	Words per year in text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,597,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.21	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000

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Encouraging Independent Reading

- **Maximize access to books**

 - Extended library hours

 - Classroom libraries

 - Book exchanges, book sales

- **Establish time for independent reading**

 - Silent sustained reading

 - Partner reading

 - Don't substitute silent reading for reading instruction**

 - Expect reading outside of class

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Encouraging Independent Reading

- **Encourage selection of books at the independent reading level**

 - teach the “five finger test”, use Accelerated Reader, Lexile, Scholastic Book Counts

- **Encourage students to read “familiar” books**

 - same author, character, genre, books in a series

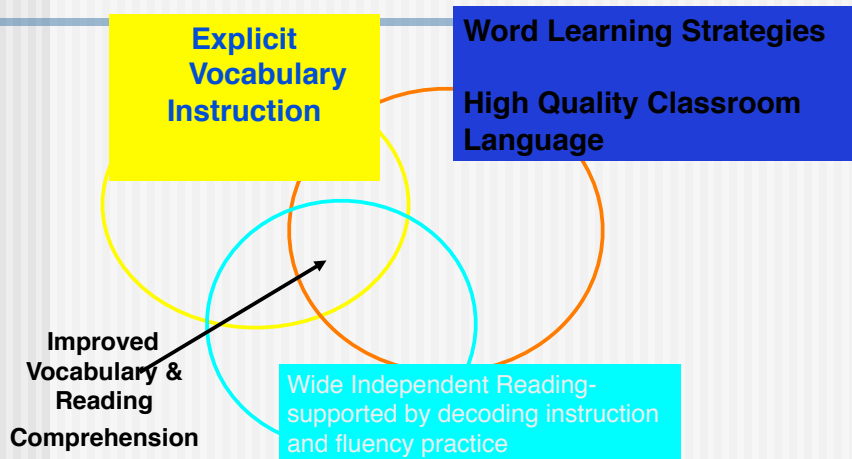
- **Enhance personal motivation**

 - School climate, book-rich environment, recommendations, book clubs

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Recipe for Success !



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Vocabulary Treat

Adapted From the Kitchen of Kylene Beers



Ingredients Needed:

5-10 GREAT words that you could really use

1 student friendly explanation dictionary

Vocabulary logs

Engaging practice activities which encourage deep processing

1 teacher who makes vocabulary instruction fun

Directions:

Mix 5-10 words into the classroom. Have students test each word for flavor. Write student friendly explanations on vocabulary logs and let us draw pictures of words to remind us what they mean. Toss with lots of engaging practice activities. Stir often all week by a teacher who keeps the words “on the agenda” Top with a cool game on Friday’s like jeopardy or bingo to see who remembers the most.

Serves: Many

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Food for Thought.....

“All words are pegs to hang ideas on.”

Henry Ward Beecher

“Words are vehicles that can transport us from the drab sands to the dazzling stars.”

M. Robert Syme

“Words are all we have.”

Samuel Beckett

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Recommendations

Books :

Beck, McKeown, & Kucan *Bringing words to life : robust vocabulary instruction*. New York : Guilford Press. Includes list of read alouds and selected vocabulary.

Baumann, J.F. & Kame'enui, E. J. (2004) *Vocabulary Instruction : research to practice*. New York : The Guilford Press

Diamond, L. & Gutlohn, L. (2006) *Vocabulary handbook*. Berkeley, CA : CORE www.corelearn.com

Graves, M. F. (2006) *The vocabulary book : Learning and Instruction*. New York, New York : Teachers College Press

Marazano, R. J (2003) *Building background knowledge for academic achievement*. Alexandria, VA : ASCD

Marazona, R. J & Pickering (2005) *Building Academic Vocabulary: Teacher's manual*. Alexandria, VA : ASCD

Stahl, S. A (1998) *Vocabulary development*. Cambridge, MA : Brookline

Stahl, S. A & Kapinus, B (2001) *Word power: what every educator needs to know about teaching vocabulary*. Washington D. C. NEA

Trelease, J. (2004) *Read aloud handbook*. Penguin Books

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