Increasing Intensity in Vocabulary Instruction

Reading First Coaches Meeting
November 15, 2007
Combining Materials/Sources of Information

1. Comprehensive Reading Program
   - Always a good place to start
   - Use the read-alouds, anthologies, words, etc. from your comprehensive reading program
Combining Materials/Sources of Information

2. Lesson Maps and Templates
   - Still use the Lesson Maps, Routines, and Templates as you have been
   - Today’s activities should not add time
   - The activities will make instruction more explicit
Combining Materials/Sources of Information

3. Research on Comprehension and Vocabulary Instruction
Combining Materials/Sources of Information

4. New Routines
   - Still use the Lesson Maps, Routines, and Templates
   - They will allow you to teach specific strategies more explicitly.
   - They should be usable with the Comprehensive Reading Program that you teach.
   - You can use them right away.
Why the Vocabulary Gap?

- Children enter school with different levels of vocabulary. (Hart & Risley, 1995)
  - Cumulative Vocabulary (age 4)
    - Children from professional families: 1100 words
    - Children from working class families: 700 words
    - Children from welfare families: 500 words

- The vocabulary gap between struggling readers and proficient readers grows each year. (Stanovich 1986)
The Challenge of Vocabulary Instruction

- Currently, the lowest quartile of children learn about 500 – 600 words a year.

- They must add another 500 words a year to even approach “closing the gap.”

  (Biemiller, 2005)
The Challenge of Vocabulary Instruction

“To have a useful impact on vocabulary growth, an intervention would need to add several hundred root word meanings per year. This is considerably more meanings that are presently addressed in classroom programs.

“Until schools are prepared to emphasize vocabulary acquisition, especially in the primary grades, less advantaged children will continue to be handicapped even if they master reading written words.”

What do we know from research about the best ways to teach vocabulary?

1. Vocabulary should be taught both directly and indirectly.

Primary conclusions from report of NRP (2000)
What do we know from research about the best ways to teach vocabulary?

2. Repetition and multiple exposures to vocabulary items are important.

Primary conclusions from report of NRP (2000)
What do we know from research about the best ways to teach vocabulary?

3. Learning in rich contexts is valuable for vocabulary learning.

Primary conclusions from report of NRP (2000)
What do we know from research about the best ways to teach vocabulary?

4. Vocabulary learning should entail active engagement and learning tasks.

Primary conclusions from report of NRP (2000)
What do we know from research about the best ways to teach vocabulary?

5. Dependence on a single vocabulary instructional method will not result in optimal learning.

Primary conclusions from report of NRP (2000)
Active Participation

What are some ways that students can respond in a lesson?

1.
2.
3.
4.
5.
6.
Active Participation

What are some ways that students can respond in a lesson?

1. Think – Pair – Share
2. Write – Pair – Share
3. Choral Responses
4. Partners
5.
6.
Read Aloud: The Why

- Enhance language abilities
- Increase vocabulary
- Enhance comprehension abilities
Read Aloud: The Why

- Gives students exposure to rich vocabulary
- Provide students with a model of effective reading strategies
- Models for the students how to think about text in their journey towards becoming fluent and independent readers
Read Aloud: The What

- Strategically chosen text
- Well-prepared teacher talk
- Strategic opportunities for students to interact with each other, the teacher, and the text

Teacher reading a text in front of students in small and large groups.
High Quality Literature

Selections should (when possible):

- reflect students’ cultures.
- reflect students’ interests.
- be above the independent reading level of the students.
- have ample rich vocabulary.
Structured Text Talk

- Focus on important story ideas
- Construct meaning from decontextualized language
- Analytic in nature

**Teacher Challenge:**

Students tend to ignore text information, instead relying upon pictures and background knowledge.
Highlight on Active Engagement

Increase the effectiveness of reading aloud by:

- Giving students opportunities to reflect
- Asking questions that require more than an easily retrieved answer.

Think - Pair - Share during the Read Aloud!
Teach the Meaning of Critical, Unknown Vocabulary Words

**BIG IDEA:** If students understand the meaning of critical vocabulary in the passage, their comprehension will be enhanced.
Fast Mapping

- Direct, brief explanation of meaning can establish initial “fast mapping” of meaning.
- Substitute critical unknown vocabulary with a student-friendly synonym or brief phrase.

As initially mapped words are encountered in other contexts, their meaning is extended and deepened.
Fast-Mapping

Example: “How I spent My Summer Vacation”

- The text reads, “each day I **discovered** some new cowboy tricks.”
  - What is a student-friendly synonym or phrase for **discovered**?

- The text reads, “It will do you some good to **relax** for awhile.”
  - What is a student-friendly synonym or phrase for **relax**?
Check for Student Understanding

- Think – Pair – Share
- Choral responses
- Signaling

**Purpose of Active Engagement:**

1. Teachers – Monitor student understanding
2. Students – Practice thinking and talking about text
Video Model: Honk!

- Write down the active engagement strategies you observe.
- Which words are fast mapped?
- What other good practices did you see?
Clock Buddies

Stack and Pack...

Find your three o’clock buddy!
Your Turn! Taking Stock.

- Take out your teacher’s manual. Let’s look at what your CRP already has prepared for you.

- **Step 1:** Find where or if your CRP directs you to develop *background knowledge*.

  - Does the suggested activity meet the needs of your students? Why or why not?
Your Turn! Taking Stock.

Step 2: Find the *vocabulary* work list to teach in conjunction with this story. Check your lesson map for the list.

- Which words are the most and least important for your students?
- What do you notice about the provided student-friendly definitions?
Your Turn! Taking Stock.

- **Step 3:** Quickly peruse the story.
  - Which words would be helpful to fast-map?
  - Are these words from the provided vocabulary list or not?
Your Turn! Taking Stock.

**Step 4:** Find where the CRP directs you to engage the students.

- Which active engagement strategies are suggested by the CRP?
- What could you do to increase student practice and opportunities to check for understanding?
Clock Buddy Practice continued

- Practice your routine for Teaching Vocabulary within Read Alouds
Teach the Meaning of Critical, Unknown Vocabulary Words

Instructional Routine

(Note: Teach words AFTER you have read a story to your students and BEFORE students read a selection.)
Teach the Meaning of Critical, Unknown Vocabulary Words

Instructional Routine

- **Step 1: Introduce the Strategy**
  - A. Write the word on the board.
  - B. Read the word. Students repeat.
  - C. Repeat for unfamiliar words.

“This word is relieved. What word?” ___________
Teach the Meaning of Critical, Unknown Vocabulary Words

Instructional Routine

- **Step 2: Present a Student-Friendly Definition**
  
  A. Tell students an explanation, *or*
  
  B. Have the students 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 _______________.”
Teach the Meaning of Critical, Unknown Vocabulary Words

Prepare Student-Friendly Definitions

**Student-Friendly Explanation** (Beck, McKeown, & Kucan, 2003)
- Uses known words.
- Is easy to understand.
- “When something that was difficult is over or never happened at all, you feel **relieved**.”

**Dictionary Definition**
- **Relieved** - (1) To free wholly or partly from pain, stress, pressure. (2) To lessen or alleviate, as pain or pressure.
Teach the Meaning of Critical, Unknown Vocabulary Words

Prepare Student-Friendly Definitions

Student-Friendly Definition Example

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

Explanation from Dictionary for English Language Learners *(Elementary Learner’s Dictionary published by Oxford)*

- **Attention** - looking or listening carefully and with interest
Teach the Meaning of Critical, Unknown Vocabulary Words

Instructional Routine

- **Step 3: Illustrate the Word with Examples**
  - Concrete Examples
  - Visual representations
  - Verbal examples

  “When the 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: Deep Processing Questions
  - Option 2: Examples and Non-Examples
  - Option 3: Students Generate Examples
  - Option 4: Sentence Starter
Teach the Meaning of Critical, Unknown Vocabulary Words

Instructional Routine

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

When the students lined up for morning recess, Jason said, “I am so relieved that this morning is over.” *Why might Jason be relieved?*

When Maria was told that the soccer game had been cancelled, she said, “I am relieved.” *Why might Maria be relieved?*
Teach the Meaning of Critical, Unknown Vocabulary Words

Instructional Routine

- Option 2: **Have students discern between examples and nonexamples.**

  “If you were nervous singing in front of others, would you feel relieved when the concert was over?”
  
  **Yes**  “Why?”

  “If you loved singing to audiences, would you feel relieved when the concert was over?”
  
  **No**  “Why not?”  *It was not difficult for you.*
Teach the Meaning of Critical, Unknown Vocabulary Words

Instructional Routine

- Option 3: Have students generate their own examples.

“Tell your partner a time when you were relieved.”
Option 4: Provide students with a story starter. Have them say a complete sentence.

Sometimes your mother is relieved. Tell your partner when your mother is relieved. Start your sentence by saying, “My mother is relieved when ________.”
Teach the Meaning of Critical, Unknown Vocabulary Words

Instructional Routine

Instructional Routine Checklist:

- Did the teacher:
  1. Introduce the word?
  2. Present a student-friendly explanation?
  3. Illustrate the word with examples?
  4. Check students’ understanding?
Teach the Meaning of Critical, Unknown Vocabulary Words

Instructional Routine

- Vocabulary Review:
  - After teaching the group of vocabulary words, review the words using a “word association” activity.
  - Words written on board or overhead:
    - enemy, disgusting, invited, relieved

“Tell me the word that 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 _____.”
Teach the Meaning of Critical, Unknown Vocabulary Words

Did the teacher:
1. Introduce the word?
2. Present a student-friendly explanation?
3. Illustrate the word with examples?
4. Check students’ understanding?
5. Review the words?
Video Model: Teach the Meaning of Critical, Unknown Vocabulary Words

- Once again....... 
- **Did the teacher:**
  1. Introduce the word?
  2. Present a student-friendly explanation?
  3. Illustrate the word with examples?
  4. Check students’ understanding?
  5. Review the words?
Your Turn… Stack and Pack…

Find your nine o’clock partner.

Practice the routine card

### Instructional Routine for Teaching Critical, Unknown Vocabulary Words

**PROCEDURES:** Use in Combination with Template #17.

<table>
<thead>
<tr>
<th><strong>Step 1</strong></th>
<th><strong>Introduce the Strategy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Write the word on board.</td>
</tr>
<tr>
<td>B.</td>
<td>Read word. Students repeat.</td>
</tr>
<tr>
<td>C.</td>
<td>Repeat for unfamiliar words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Step 2</strong></th>
<th><strong>Present a Student-Friendly Explanation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Tell students explanation, or,</td>
</tr>
<tr>
<td>D.</td>
<td>Have students read explanation with you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Step 3</strong></th>
<th><strong>Illustrate the Word with Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Concrete examples</td>
</tr>
<tr>
<td></td>
<td>• Visual representations</td>
</tr>
<tr>
<td></td>
<td>• Verbal examples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Step 4</strong></th>
<th><strong>Check Students’ Understanding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1:</td>
<td>Deep processing questions</td>
</tr>
<tr>
<td>Option 2:</td>
<td>Examples/Nonexamples</td>
</tr>
<tr>
<td>Option 3:</td>
<td>Students generate examples</td>
</tr>
<tr>
<td>Option 4:</td>
<td>Sentence starter</td>
</tr>
</tbody>
</table>

**Example**

- "This word is reluctant."
- "What word?"
- "Reluctant means you are not sure you want to do something."
- "When you are not sure you want to do something, you are …"
- "If your mother asked you to try a new food, you might be reluctant."
- "You may be reluctant to watch a scary movie."
- "Why would a student be reluctant to go to a new school?"
- "Would you be reluctant to go to recess on a warm, sunny day?"
- "Tell your partner something you would be reluctant to do."
- "Tell you partner something a cat might be reluctant to do. Start your sentence by saying, ‘A cat might be reluctant to ___.’ Then tell why."

To save time….Use the same word you used in the Read Aloud practice
Instructional Strategies for Practicing Vocabulary Words

- Yes/No/Why
- Completion Activity
- Graphic Organizer
- Word Lines
- Sentence Substitution
- Meaningful Sentence
- Template #17

<table>
<thead>
<tr>
<th>Types of Practice</th>
<th>Receptive</th>
<th>Expressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>Listening</td>
<td>Speaking</td>
</tr>
<tr>
<td>Print</td>
<td>Reading</td>
<td>Writing</td>
</tr>
</tbody>
</table>
Your turn: Yes, Stack and Pack
... Find your six o’clock buddy

- Look over the ideas for Instructional Strategies for Practicing Vocabulary Words
- Choose one word and one activity. Share this activity with your buddy.
Next Steps..

- Preparing for building site presentations.