



TEXAS LITERACY INITIATIVE



Vocabulary and Oral Language Development





Objectives

- Look purposefully at vocabulary instruction
- Discuss how this component is effectively taught
- Collaborate to plan for strategic instruction in vocabulary and oral language development





Vocabulary and Oral Language Development

“Good vocabulary instruction helps children gain ownership of words, instead of just learning words well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word.”

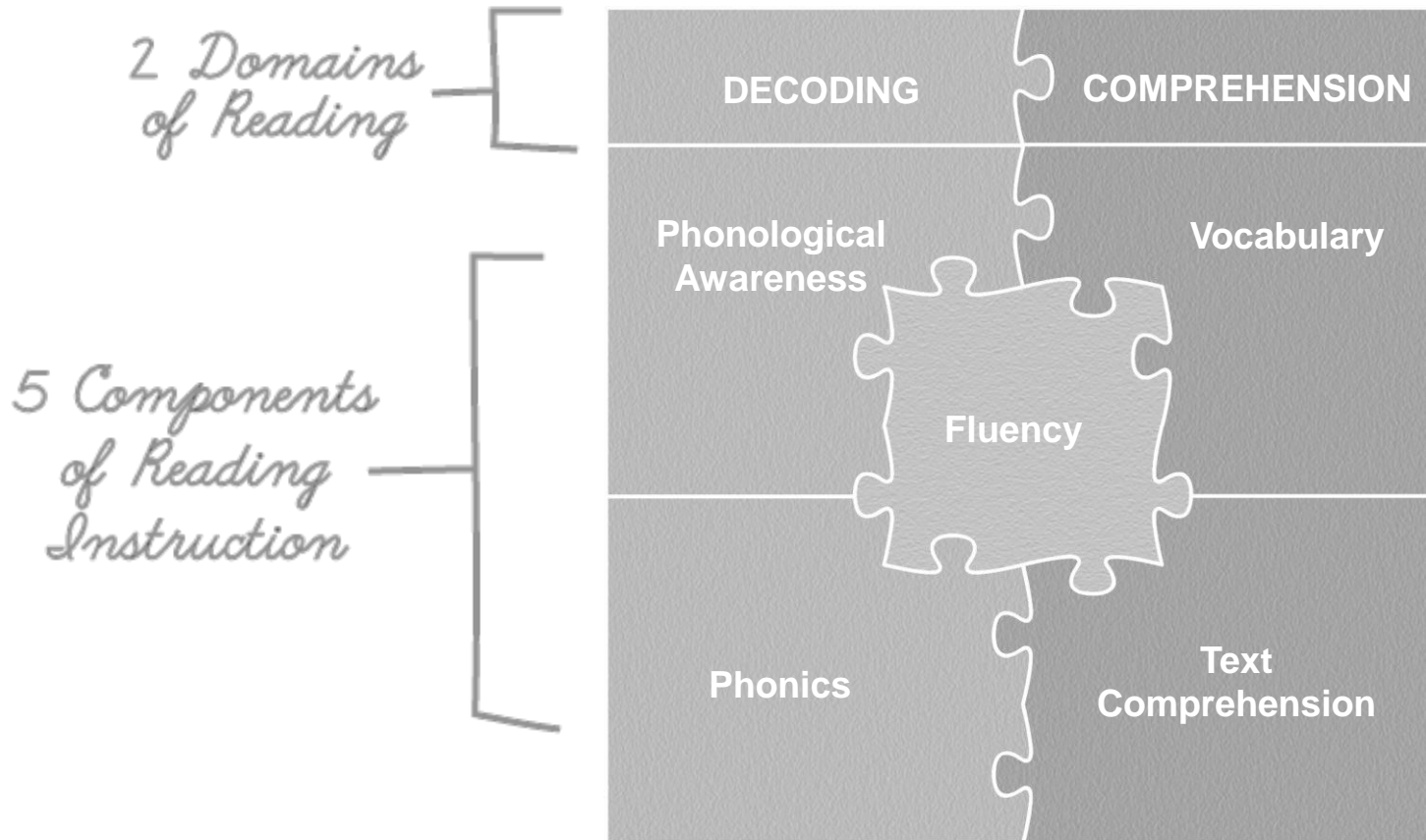
(Stahl & Kapinus, 2001, p. 14)





Reading is...

...the product of decoding (*the ability to read words on a page*) and comprehending language (*understanding those words*).



(Moats, 2005)





Vocabulary

- Words that make up speech (oral) or text (reading and writing) and their meanings
- Distinctions:
 - **Receptive vocabulary:** Requires a reader to associate a specific meaning with a given label
 - Oral vocabulary
 - Reading vocabulary
 - **Expressive vocabulary:** Requires a speaker or writer to produce a specific label for a particular meaning
 - Oral vocabulary
 - Writing vocabulary

(Cunningham, 2005; Nagy, 2005; Stahl & Nagy, 2006)





Vocabulary Instruction: What It Is

- **Indirect:** Engagement in discussions and reading
- **Direct:** Explicit instruction of words through the following:
 - Teaching the use of context
 - Using models, demonstrations, illustrations, graphic organizers, and classroom discussions

(Cunningham, 2005; Nagy, 2005; Stahl & Nagy, 2006)





Vocabulary Instruction: What It Is Not

- Expecting students to learn words through reading alone
- Limiting student talk
- Confining instruction to reading/language arts
- Limiting activities to the following:
 - Matching words with definitions
 - Looking up definitions in the dictionary
 - Placing words on a word wall





State Standards, K–1

English Language Arts and Reading Texas Essential Knowledge and Skills, Reading/Vocabulary Development:

- **Kindergarten (5)(A)–(5)(D)** include recognizing that compound words are made up of shorter words and putting pictures and objects into categories
- **Grade 1 (6)(A)–(6)(E)** include determining meaning of compound words, using context, and putting pictures and objects into categories





State Standards, 2–3

- **Grade 2 (5)(A)–(5)(D)** include using prefixes and suffixes to determine word meaning, using context to determine relevant meaning of unfamiliar and multiple-meaning words, and identifying synonyms and antonyms
- **Grade 3 (4)(A)–(4)(D)** include identifying the meaning of common prefixes; using context to determine relevant meaning of unfamiliar and multiple-meaning words; and identifying and using synonyms, antonyms, homographs, and homophones





State Standards, 4–5

- **Grade 4 (2)(A)–(2)(D)** include determining the meaning of grade-level academic English words derived from linguistic roots and affixes, using context to determine relevant meaning of unfamiliar and multiple-meaning words, completing analogies, and understanding common idioms
- **Grade 5 (2)(A)–(2)(D)** include determining the meaning of grade-level academic English words derived from linguistic roots and affixes, using context to determine relevant meaning of unfamiliar and multiple-meaning words, producing analogies, identifying and explaining common idioms, and explaining the meaning of foreign words and phrases commonly used in written English





State Standards, 6–7

- **Grade 6 (2)(A)–(2)(D)** include determining the meaning of grade-level academic English words derived from linguistic roots and affixes, using context to determine relevant meaning of unfamiliar and multiple-meaning words, completing analogies, and explaining the meaning of foreign words and phrases commonly used in written English
- **Grade 7 (2)(A)–(2)(D)** include determining the meaning of grade-level academic English words derived from linguistic roots and affixes, using context to determine the meaning of unfamiliar or ambiguous words, completing analogies, and identifying the meaning of foreign words and phrases commonly used in written English, with emphasis on Latin and Greek words





State Standards, 8

Grade 8 (2)(A)–(2)(D) include determining the meaning of grade-level academic English words derived from linguistic roots and affixes; using context to determine the meaning of unfamiliar words, ambiguous words, and words with novel meanings; completing analogies; and identifying common words or word parts from other languages that are used in written English





State Standards, English I

English I (1)(A)–(1)(D) include determining the meaning of grade-level technical academic English words in multiple content areas derived from linguistic roots and affixes, analyzing textual context to distinguish between the denotative and connotative meanings of words, producing analogies, and describing the origins and meanings of foreign words or phrases used frequently in written English





State Standards, English II

English II (1)(A)–(1)(D) include determining the meaning of grade-level technical academic English words in multiple content areas derived from linguistic roots and affixes, analyzing textual context to distinguish between the denotative and connotative meanings of words, inferring word meaning through the identification and analysis of analogies and other word relationships, and showing the relationship between the origins and meanings of foreign words or phrases used frequently in written English and historical events or developments





State Standards, English III

English III (1)(A)–(1)(D) include determining the meaning of grade-level technical academic English words in multiple content areas derived from linguistic roots and affixes, analyzing textual context to draw conclusions about the nuance in word meanings, inferring word meaning through the identification and analysis of analogies and other word relationships, and recognizing and using knowledge of cognates in different languages and of word origins to determine the meaning of words





State Standards, English IV

English IV (1)(A)–(1)(D) include determining the meaning of technical academic English words in multiple content areas derived from linguistic roots and affixes, analyzing textual context to draw conclusions about the nuance in word meanings, using the relationship between words encountered in analogies to determine their meanings, and analyzing and explaining how the English language has developed and been influenced by other languages





Why Should We Teach Vocabulary?

Each month, children in high-poverty homes are exposed to 600 fewer different words than children in professional homes.

Cumulative Monthly Vocabulary Spoken in the Home	
Children in professional homes	1,100 words
Children in working-class homes	700 words
Children in high-poverty homes	500 words

By age 4, children in high-poverty homes have heard 32 million fewer words than those in professional homes.

(Hart & Risley, 2003)





Why Should We Teach Vocabulary Explicitly and Systematically?

- Vocabulary knowledge is the key that unlocks the meaning of text: Vocabulary knowledge improves comprehension and fluency.
- Research has shown that direct and explicit vocabulary instruction is an effective way for students to acquire vocabulary knowledge.

(Hiebert & Kamil, 2005; McKeown & Beck, 2004; National Center for Education Statistics, 2012; Stahl & Nagy, 2006)





Supporting English Language Learners in Vocabulary Instruction

- Provide vocabulary support throughout all content areas with direct instruction and scaffolding.
- Use native language as a resource (e.g., Spanish-English cognates and false cognates).
- Use pictures and visuals to help students connect words and meanings.

(August, Carlo, Dressler, & Snow, 2005; Calderón et al., 2005; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006)





Supporting English Language Learners in Vocabulary Instruction (cont.)

- Screen text for unfamiliar words.
- Emphasize academic English.
- Teach difficult or multiple-meaning words in advance.

(August et al., 2005; Calderón et al., 2005; Francis et al., 2006)





Multiple-Meaning (or Polysemous) Words

light

- There is too much *light* in this room.
- Paco's suitcase is very *light*.
- Grandma's sweater is *light* blue.
- The baby is a *light* sleeper.





Planning Effective Vocabulary Instruction: **Before Reading**

- Select text with opportunity for vocabulary development.
- Determine words to directly teach.
- Explicitly teach vocabulary words and activate prior knowledge.
- Record words and ideas on visual models and discuss new words.
- Teach these models with explicit language and modeling.





Steps for Explicit Vocabulary Instruction

1. Have students say the word.
2. Provide a definition of the word, using student-friendly explanations and visuals.
3. Have students discuss what is known about the word.
4. Provide examples and nonexamples of the word.
5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.
6. Provide scaffolds so that students can create powerful sentences with the new word.

(August et al., 2005; Vaughn & Linan-Thompson, 2004)





Steps for Explicit Vocabulary Instruction (cont.)

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Planning Effective Vocabulary Instruction: **During Reading**

- Ask students to listen for new words and discuss their context.
- Continue to allow students to discuss new words.
- Continue to record words and ideas on a visual model.





Planning Effective Vocabulary Instruction: **After Reading**

- Review new words in a variety of ways.
- Have students use words in different contexts.
- Discuss words from other content areas.
- Use centers and workstations.
- Revisit and review words frequently.





Explicit Vocabulary Instruction Example

<p>Have students say the word.</p>	<p>Write the word <i>solar</i> on the board.</p> <p>“Today we are going to learn the word <i>solar</i>. Let’s say the word together: <i>solar</i>.”</p>
<p>Provide a definition of the word, using student-friendly explanations and visuals.</p>	<p>“We are going to study a definition for the word <i>solar</i>. The definition for <i>solar</i> is ‘something that is connected to the sun.’ <i>Solar</i> is an adjective that describes a noun.</p> <p>Here is how we would use the word <i>solar</i> in a sentence: Solar energy is energy that comes from the sun.</p> <p>Other ways we can use this word include solar system and solar panel.”</p>





Explicit Vocabulary Instruction Example (cont.)

<p>Have students discuss what is known about the word.</p>	<p>“Think about the word <i>solar</i>. What do you already know about the word?</p> <p>Turn to your partner and tell him or her one idea about the word <i>solar</i>.</p> <p>Be prepared to share with the rest of the group what you and your partner talk about.”</p>
<p>Provide examples and nonexamples of the word.</p>	<p>“Some examples of <i>solar</i> are <i>solar system</i> and <i>solar energy</i>. Both terms refer to things that are connected or related to the sun.</p> <p>The word <i>solar</i> does not mean ‘having to do with planets or other stars.’ It refers only to the sun.”</p>





Explicit Vocabulary Instruction Example (cont.)

<p>Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.</p>	<p>“Analyze the word <i>solar</i> and categorize it with other words like it.” OR</p> <p>“Compare and contrast the word <i>solar</i> with the word <i>lunar</i> and complete a Venn diagram graphic organizer.” OR</p> <p>“Act out the word <i>solar</i> so that your classmates can guess its meaning.”</p>
<p>Provide scaffolds so that students can create powerful sentences with the new word.</p> <p>Provide sentence stems as a scaffold.</p>	<p>“Powerful sentences help us understand the word by using the word within the correct context.</p> <p>For example, a powerful sentence for the word <i>solar</i> is: The sun produces solar energy that we can use to turn on our lights and heat our homes.”</p>





Explicit Vocabulary Instruction: Your Turn!

- Choose one word (per pair of participants).
- Follow the routine for explicit vocabulary instruction.
- Practice teaching and learning your word.





Effective Vocabulary Instruction: Things to Remember

- Teach vocabulary throughout the day and across content areas.
- Create opportunities for interactive classroom talk.
- Engage students in discussions of words, their meanings, and their uses, usually through read-alouds.
- Make connections to students' background knowledge.
- Teach word meanings directly.
- Use multiple strategies to involve students in active exploration of words.

(August et al., 2005; Hiebert & Kamil, 2005; McKeown & Beck, 2004; Stahl & Nagy, 2006)





Effective Vocabulary Instruction: Things to Remember (cont.)

- Ensure that students encounter new words multiple times.
- Use dictionaries strategically.
- Use semantic maps and graphic organizers.
- Use examples and nonexamples.
- Explain synonyms and antonyms.
- Engage students in activities that require them to determine relationships among, between, and within words.

(August et al., 2005; Hiebert & Kamil, 2005; McKeown & Beck, 2004; Stahl & Nagy, 2006)

