Vocabulary Instruction and Language Development for ALL

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Bismarck, ND
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Types of Vocabulary

<table>
<thead>
<tr>
<th>Receptive</th>
<th>Expressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires a reader or listener to associate a specific meaning with a given label as in reading or listening.</td>
<td></td>
</tr>
<tr>
<td>Requires a speaker or writer to produce a specific label for a particular meaning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words we understand when others talk to us</td>
<td></td>
</tr>
<tr>
<td>Words we use when we talk to others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words we know when we see them in print</td>
<td></td>
</tr>
<tr>
<td>Words we use when we write</td>
<td></td>
</tr>
</tbody>
</table>

The Importance of Vocabulary

“…vocabulary is the glue that holds stories, ideas, and content together…making comprehension accessible for children” (Ripley, Logan, & Nichols, 1998/1999, p. 339).

Vocabulary knowledge:
- is strongly linked to academic success (Becker, 1997; Anderson & Nagy, 1991)
- facilitates accurate word recognition,
- is critical to reading achievement and comprehension (Stanovich, 1993)
- If a word is decoded and pronounced but the meaning is not recognized, comprehension will be impaired.

Vocabulary Gap

- Average child from a welfare family hears about 3 million words a year vs. 11 million from a professional family (Hart & Risley, 1995).
- By age 4, the gap in words heard grows to 13 vs. 45 million

<table>
<thead>
<tr>
<th>Words heard . . .</th>
<th>per hour</th>
<th>100-hr week</th>
<th>5,200 hr year</th>
<th>3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welfare</td>
<td>620</td>
<td>62,000</td>
<td>3 million</td>
<td>10 million</td>
</tr>
<tr>
<td>Working Class</td>
<td>1,250</td>
<td>125,000</td>
<td>6 million</td>
<td>20 million</td>
</tr>
<tr>
<td>Professional</td>
<td>2,150</td>
<td>215,000</td>
<td>11 million</td>
<td>30 million</td>
</tr>
</tbody>
</table>

Tiers of Words

Tier 1- Basic, everyday words that students learn on their own.

Tier 2- Are common enough that most mature readers are familiar with them. They can be found across various contexts and topics and understanding the meaning of these words promotes everyday reading and listening comprehension.

Tier 3- Low-frequency words; many of which are domain specific.

Selecting Tier II Words

- Level II words taught before students read include words:
  - that will be frequently encountered in other texts and content areas.
  - crucial to understanding the main ideas.
  - that are not a part of the students’ prior knowledge.
  - unlikely to be learned independently through the use of context and/or structural analysis.

Beck & McKeown, 1985
Why?

Verbs are where the action is
- Teach *admire*, *admired*, *admires*,…
- Likely to see it again in grade-level text
- Likely to see it on statewide assessments

Why not *eaves*?
- Rarely seen in print
- Rarely used in stories or conversation or content-area information

How Many Words?

- In 1st and 2nd grade, children need to learn 800+ words per year, about 2 per day.
- Children need to learn 2,000 to 3,000 new words each year from 3rd grade onward, about 6-8 per day.
- Most typically developing children need to encounter a word about 12 times before they know it well enough to improve comprehension.

Dictionaries: Proceed with Caution

**Things to consider when asking students to look up words in the dictionary**
- Students must already have some knowledge of the word for the definition to make sense.
- The definition does not explain how the word is different from other analogous words.
- Definitions often use vague language with insufficient information.
- When reading definitions, students have difficulty taking syntax, structure, and part of speech into account.

Not All Definitions are The Same

**Traditional Dictionary**
1) the quality of or state of being delicate; fineness, weakness, sensitivity, etc.
2) a choice food

**Student Friendly Explanation**
1) something good to eat that is expensive or rare: *Snails are considered a delicacy in France.*
2) a careful and sensitive way of speaking or behaving so that you do not upset anyone; tact

He carried out his duties with great delicacy and understanding.
Indirect Learning

Indirect learning has higher effects for students with higher levels of vocabulary.

Direct/Explicit Instruction

“Direct teaching of vocabulary might be one of the most underused activities in K-12 education. The lack of vocabulary instruction might be a result of misconceptions about what it means to teach vocabulary and its potential effect on student learning. Perhaps the biggest misconception is that teaching vocabulary means teaching formal dictionary definitions.”

Knowing a Word

“Simply put, knowing a word is not an all-or-nothing proposition.” (Beck, McKeown, & Kucan, 2002, p. 9).

- **Level 1**: Has never seen or heard the word before
- **Level 2**: Has seen or heard it, but doesn’t know what it means
- **Level 3**: Has a general sense of a word
- **Level 4**: Knows a word, but the word is not part of the student’s speaking vocabulary.
- **Level 5**: Has a deep knowledge of word, its relationship to other words, how it changes across contexts, and its metaphorical uses. Can apply the term correctly to all situations and can recognize inappropriate use.

Instructional Routine

**Introduce**
- Write and say the word
- Have students repeat it

**Explain**
- Use student friendly explanation
- Show picture/demonstrate
- Provide sample sentences and examples/non-examples

**Practice**
- Engage students in activities/elaboration
- Help students connect to self
- Monitor students’ understanding
- Revisit words over time

Beck, McKeown, & Kucan, 2002

An Excellent Resource for Vocabulary Instruction

**Bringing Words to Life: Robust Vocabulary Instruction**

By Isabel Beck, McKeown, and Kucan (2002)

Connect Two

**Before Reading**
Based on what I know, I am going to connect _______ and ________.

**After Reading**
Based on what I read, I would connect _______ and ________.

- unexpected
- menace
- golden retriever
- terrifying
- hurricane
- emergency
- ambulance
Have You Ever?
- Describe a time when you might urge/console/commend someone
- Describe an animal that is dangerous/gruesome
- Describe a time when you felt dread/scared/danger

Idea Completion
- The audience asked the virtuoso to play another piece of music because . . .
- The skiing teacher said Melanie was a novice on the ski slopes because . . .
- Paul called Tim a coward when . . .

Overheard Conversations
- “There’s nothing like it in the world!”
- “It’s fantastic! Better than I could have imagined”
- “That was a weird one”
- “What a drag!”

Concept Word Map with Definition
- Sherbet is a dessert made of ice and juice. It is frozen, icy, sweet, and fruity. Some examples of the flavors that sherbet comes in include rainbow, lemon, and orange.

How Well Do You Know These Words?

<table>
<thead>
<tr>
<th>Word</th>
<th>Before Instruction</th>
<th>After Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>serendipity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pedantic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>miscreant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ribosome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eukaryotic</td>
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</tr>
</tbody>
</table>
Word Scaling

- crying
- sobbing
- wailing
- grieving
- howling
- weeping
- sniveling
- bawling

McKeown & Beck, 2004

Word Lines

How much energy does it take to . . .

1. Embrace a teddy bear?
2. Flex your little finger?
3. Thrust a heavy door shut?
4. Beckon to someone for five straight hours?
5. Seize a feather floating through the air?

Least energy ____________ Most energy

McKeown & Beck, 2004

Yes/No – Why?

- Can a clown be sad?
- Can a police officer be a criminal?
- Can a villain be a philanthropist?
- Can someone recover from a fatal injury?
- Can toddlers avoid getting the cold?

Beck, Perfetti, & McKeown, 1982; Feldman, 2005

Word Pair Analysis

<table>
<thead>
<tr>
<th>Word Pair</th>
<th>Same</th>
<th>Opposite</th>
<th>Go Together</th>
<th>No Relation</th>
</tr>
</thead>
<tbody>
<tr>
<td>admire/like</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disappointed/glad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>coward/kind</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>villain/accomplice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stahl & Kapinus, 2001

Word Maps

- An example for imitation or emulation
- A miniature representation
- One who displays clothes or merchandise

Texas Center for Reading and Language Arts, (2002) Flescher Reading Academies. Austin, TX: TCRLA

Making the Match!

I have a collection with many different kinds of rocks
My teenage brother is a big fan of rock music
My Mom rocks my baby brother to sleep

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High-Quality Oral Language

- Compare spoken language with literate language
- Model good language use
- Read aloud good literature (expository too!)
- Integrate target vocabulary into your language
- Scaffold students oral language
  - Use questions, prompts, and cues
  - Recast students’ responses
  - Ask for clarification/justification/elaboration
  - Engage students in retelling

Modeling Language throughout the Day

- My purpose in teaching you this is....
- The main idea I want to teach is.....
- Compared to yesterday this .....
- Looking at this, I can infer......
- Based on what I know, I can predict....
- If I choose to do this, then I will have to......

Negations

- Children often hear the contracted negative in social conversations.
- Parents/peers rarely use the more formal “not” to indicate negation. TESTS FREQUENTLY DO.

Show me the cow that is not eating.

Using Precise Language

- report
- speak
- tell
- articulate
- conclude
- declare
- claim
- pronounce
- verbalize

Using Precise Language

- glance
- stare
- observe
- view
- peek
- examine
- notice
- watch

Following Directions

1. In the middle of your paper, draw a happy face.
2. On top of the happy face, draw a triangle
3. Above the triangle, draw a sun
4. Below the happy face, draw a table
5. Under the table, draw a heart
6. In the triangle, draw a square
7. Draw a moon, parallel to the sun, on the right side of the paper (close to the edge)
8. Draw a line connecting the sun to the moon.
9. Draw a glass of water on the table (right side)
10. Draw a star behind the left leg of the table.
11. On the top left hand corner, draw a cloud
**Retellings**

1) Teacher reads  
2) Teacher retells using props  
3) Teacher retells while student uses props  
4) Teacher and student retell using props  
5) Student retells  

*Engage students in both narrative and expository retellings*

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**Questions, Reasons, and Examples**

- If you are walking around a dark room, you need to do it *cautiously*. Why? What are some other things that need to be done *cautiously*?

- Which of these things might be *extraordinary*? Why/why not?
  - A shirt that was comfortable, or a shirt that washed itself?  
  - A flower that kept blooming all year, or a flower that bloomed for three days?  
  - A person who has a library card, or a person who has read all the books in the library?

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**Word Consciousness**

- **The Teacher's Role**
  - Read good literature  
  - Provide scaffolded opportunities to experiment with language  
  - Identify "gift of words" in context  
  - Talk about language used by good authors

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**Book Wall**

- *Lava*, *eruption*, *cytoplasm*, *nucleus*, *water*, *photosynthesis*, *leaves*

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**Content Wall**

- *Cytoplasm*, *nucleus*, *photosynthesis*, *leaves*

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Word Detective

Name ____________________

Book Title ____________________

Author ____________________

Word ________________ ________________ ________________ ________________ ________________ ________________ ________________

Page ________________ ________________ ________________ ________________ ________________ ________________ ________________

Adapted from The Florida Center for Reading Research, 2005

Silly Questions

• Would a rock be reluctant to walk?
• Would a whale think that eating ice cream is disgusting?
• Could a house be inundated with dogs?
• Would it be disgusting to eat earthworms?
• Could an enemy do disgusting things?

Academic Vocabulary

Words that represent the important concepts students need to understand in every subject area — Marzano, 2005

Content area vocabulary
• is essential for comprehension of the topic of study
• represents unfamiliar concepts necessary to the topic
• is related to other content vocabulary in the unit/topic
• even ELL who demonstrate higher levels of English language proficiency will benefit from teacher support

process, issue, dilemma, facilitate, analysis, hierarchy, experiment, conclusion, accumulation, organize, factor, attribute, deposit, maintain

Constructing Meaning

<table>
<thead>
<tr>
<th>My Content Dictionary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Word</strong></td>
</tr>
<tr>
<td>Polygon</td>
</tr>
</tbody>
</table>

Words that represent the important concepts students need to understand in every subject area — Marzano, 2005

Polygons

Making Connections: Academic Language and Mathematics for English Learners. Sonoma County Office of Education

Concept Wheel

Double Bubble

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Advantages of Wide Reading

- If Ray, a 5th grader, reads for one hour per day, five days a week, at a fairly conservative rate of 150 words per minute, he will encounter 2,250,000 words in his reading over a school year. If 2 to 5% of the words Ray encounters are unknown to him, he will encounter from 45,000 to 112,500 unknown words. If, as research as shown, students can learn between 5 and 10% of previously unknown words from a single reading, Ray will learn, at a minimum, 2,250 new words each year from his reading.

Stahl, 1999

TV Viewing

- The average U.S. household watched 8 hours and 11 minutes of television a day from September 2004 to September 2005, according to Nielsen Media Research.
- That’s the most since audience measurements began in the 1950s.
- The average person ages 2 and up watched 4 hours and 32 minutes a day last year.

-USA Today (September 30, 2005)

Reading Aloud

- Teacher read-alouds should be roughly two or three grade levels above the students
- Moreover, significant chunks of time (~ 20 minutes) should be devoted to discussion after each read-aloud.
- Students who participate in read alouds conducted in small groups, understand and recall story elements better than when in large groups.

Cornell, Senechal, & Broda, 1988; Cunningham, 2005; Walsh, 2003

Components of Effective Vocabulary Instruction

- Direct, Explicit Teaching of Words
- Teaching and Modelling Word Learning Strategies
- Word Consciousness
- Reading Aloud to Students
- Wide Independent Reading
- High-Quality Oral Language
- Academic Language
- Content and Academic Vocabulary

Less Effective Strategies

1. Asking, “Does anybody know what _____ means?”
2. Having students “look it up” in a typical dictionary
3. Having students use the word in a sentence after #2
4. Telling students to “use context clues” as a primary strategy
5. Students guessing the definition
6. Copying from dictionary or glossary
7. Copying same word several times
8. Activities that do not require deep processing (word searches, fill-in-the-blank, etc.)
9. Rote memorization without context
10. Incidental teaching of words
11. Passive reading as a primary strategy (SSR)

¡Gracias!

Thank You!
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