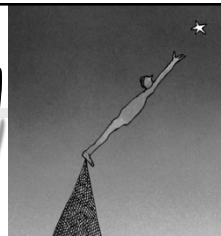


The Pivotal Role of Vocabulary & Academic Language in Accelerating Literacy K-6

Wyoming State Conference
July 29, 2010

Dr. Kevin Feldman
www.scoe.org/reading kfeldman@scoe.org

GOALS for Today



- 1.) Validation/Motivation
- 2.) Clarity on how to create an "evidence based" School-wide AL/vocabulary program K-5/6
- 3.) Practical tools/strategies/resources to utilize as you take your "next steps" individually AND collectively as school teams.

Feldman's Biased Literacy Listserve

Reading/Language Arts

This section of the Sonoma County Office of Education (SCOE) website provides a collection of reading/language arts resources and information designed to support teachers, administrators, parents, and anyone else concerned with improving literacy in Sonoma County and beyond. Formerly known as the Reading, Writing, & Early Intervention.

Quick Links

- Reading/Language Arts Professional Development Classes
- Early Intervention Resources
- Response to Intervention Resources

Dr. Anita Archer's Strategic Literacy Instruction Videos

Dr. Anita Archer is one of our nation's most talented and beloved teachers of teachers. Her new series of online videos, produced with support from the Sonoma County Office of Education, is a gift to the education community. We are posting her videos, along with viewing guides, as production on each video in the series is completed. Take a look at this emerging resource! These files are free to download, podcast, or view online.

Literacy Listserve

Dr. Feldman runs a free "literacy listserve" to provide up-to-date information on research and activities related to literacy, from pre-kindergarten to grade 12. To sign up for the listserv, send an email to literacy@lists.scoe.org, then follow the instructions in the automated email response you receive.

Subscribe at:

www.scoe.org/reading

Why Focus on Boosting Academic Vocabulary?

The Need?

The Importance of Vocabulary

- Graves 2008

Vocabulary knowledge is a crucial factor underlying reading comprehension and thinking more generally (Davis, 1944; Stahl & Stahl, 2004; Thorndike, 1973-1974; Wittgenstein, 1953).

Vocabulary knowledge in kindergarten and first grade is a significant predictor of reading comprehension in the middle and secondary grades (Cunningham & Stanovich, 2005; Scarborough, 1998).

Vocabulary is the **primary** factor influencing the readability of text (Chall & Dale, 1995; Klare, 1984).

Helping ALL Students Build Strong Vocabularies

Helping average students achieve vocabularies of 50,000 (average HS graduate) words is a very substantial task.

Helping students with small vocabularies catch up with their peers is an even more substantial task.

Only a rich and multifaceted **INTENTIONAL school-wide vocabulary program** is likely to help students accomplish these tasks (Baumann & Kaméenui, 2004; Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Graves, 2006; Stahl & Nagy, 2006).

**** This is Our Goal Today** - Taking concrete - evidence based steps towards realizing this important achievement.

Academic Vocabulary

One Example: Tennessee's State-Wide Academic Vocabulary Project
<http://jc-schools.net/tutorials/vocab/index.html>

Menu

- About the Project
- Site Map/Process
- Looking for descriptions?
- Student Vocabulary Notebook
- Tracking Progress
- PowerPoint Games
- Game Boards
- WORDO
- Excel Games
- Academic Vocabulary
- Trainer Game
- Library Off-Ramp
- Quick, a tool for learning vocabulary
- Vocabulary Log (Courtesy of Jessica Taylor)
- Fly Swat (Courtesy of Martin Oprea)
- Lower Case Letter Tiles & Upper Case Letter Tiles (Print several copies to use for spelling practice)

2009 Updated Academic Vocabulary is an initiative of Tennessee's Department of Education. The goal of this project is to provide teachers a list of common terms or phrases aimed at improving vocabulary development of students in Tennessee. Although there is no single best way to teach terms and phrases, Dr. Marzano's research and theory on vocabulary development does point to a few generalizations that provide strong guidance. This site is dedicated to the sixth step in that process by providing a collection of games and activities designed to review and strengthen vocabulary development. Complete 2009 Document

Vocabulary Lists:

Kindergarten
 Language Arts / Math / Science / Social Studies

First Grade
 Language Arts / Math / Science / Social Studies

Second Grade
 Language Arts / Math / Science / Social Studies

Game Cards K-6

Kindergarten
 Reading/Language Arts
 Math
 Science
 Social Studies

Grade 1
 Reading/Language Arts
 Math
 Science
 Social Studies

Grade 2
 Reading/Language Arts
 Math
 Science
 Social Studies

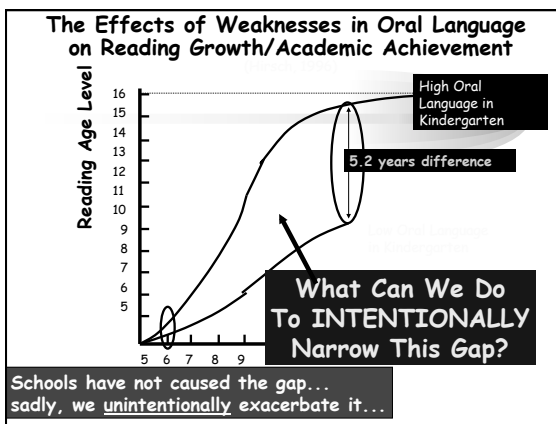
Grade 3
 Reading/Language Arts
 Math
 Science
 Social Studies

Make Your Own Games

PowerPoint Games
 Word Search Puzzles

The scope of our...

Challenge



Impossible to Dramatically Improve Academic Language & Vocabulary Unless We Change the "Discourse Paradigm" in EVERY Classroom

"Matthew Effects"
 in Academic Language and Literacy Development

Because poor readers tend to read considerably less than better readers, the gap between good and poor readers in **number of words read**, and both **receptive** and **expressive vocabulary**, becomes progressively greater as the child advances through school.

"The rich get richer and the poor get poorer."

Cunningham, A. & Stanovich, K. (Summer 1998)
 What reading does for the mind. *American Educator*.

Solutions

Engagement is the Foundation

Structured Engagement Scaffolds: Critical "tools" for Ensuring Active Participation

- 1) **Choral Responses** -pronounce it together
 - pronounce the word together, read it aloud together, etc.
 - physical responses too: fingers under the word, chart, picture
 - "thumbs up when you know", "hands up if you agree", etc.
- 2) **Partner Responses**
 - teacher assigns - provide a label/role "I's tell 2's"
 - alternate ranking (high with middle, middle with lower)
 - thoughtful questions/prompts/up & down Bloom's taxonomy
- 3) **Written Responses**
 - focused prompts increase thinking, accountability, focus
 - structured academic language (e.g. sentence starters)
- 4) **Individual Responses** (AFTER rehearsal/practice)
 - randomly call on individuals, use "public voices"
 - complete sentences, using new vocabulary

Engagement Comes Down To the Quantity/Quality of Student:

☐ **Saying** - Oral Language



☐ **Writing**- Written Language



☐ **Doing** - pointing, touching, demonstrating, etc.



**** NEVER more than 2-10 Rule ****

The Essence of Direct/Explicit Teaching Comes Down To (Archer)

I do it - modeling (including thinking aloud)

We do it - teacher guided

Y'all do it - partner practice
(thanks to Ed Ellis, Alabama native)

You do it - independent practice (w/feedback)

heart & soul
of effective
instruction...

Academic Language

✦ **Vocabulary:** the specialized words used in academic settings: content specific (e.g. magma) & high use academic terms (e.g. analyze, comparatively, variable)

✦ **Syntax:** the way words are arranged in order to form sentences or phrases

✦ **Grammar:** the rules according to which the words of a language change their form and are combined into sentences

Where is Academic English Found? - In Print!

Frequency of Word Use in Major Sources of Oral and Written Language (Hayes & Ahrens, 1988)

	Rare Words per 1,000
I. Printed texts	
Abstracts of scientific articles	128.0
Newspapers	68.3
Popular magazines	65.7
Adult books	52.7
Children's books	30.9
Preschool books	16.3
II. Television texts	
Prime-time adult shows	22.7
Prime-time children's shows	20.2
III. Adult speech	
Expert witness testimony	28.4
College graduates talk to friends/spouses	17.3

Most Gr. 2 & up
Info Texts

Explicit/Intentional Vocabulary Focus: Learn to Talk/Write Like a Scientist (Mathematician, etc.)

Everyday Language	Scientific Language
figure out	conclude
group	categorize, classify
guess, think	predict, infer
see	observe, analyze, discover
show	demonstrate
tell	report, explain
write down	record
home	habitat
clues, proof	evidence


Intentional Teaching

<http://seedsofscience.org/> - Pearson, 2008

Implications: INTENTIONALLY Building Academic Language

- ❑ Become a "say the whole thing" school
- ❑ Provide sentence starters routinely when structuring conversations/turn Q into part of A.
e.g. "I predict _____"
later "I predict _____ because _____."
- ❑ Daily structured writing - using Academic Lang.
- ❑ Encourage kids to use more precise language or "smart words" (vernacular to academic)
- happy to *delighted*, right to *accurate*, etc.

Take the Academic Language Oath !!



"I will ensure that EVERY single student in my class speaks, and often also writes, *at least one* meaningful academic sentence EVERY day!"

A School-Wide Framework for developing: Academic -

Vocabulary

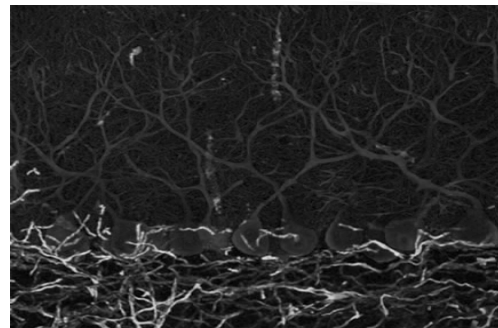
Evidence Based School-wide Academic Vocabulary Program

1. Engaging in Accountable Wide Reading/Listening - Esp. Non-Fiction
2. Direct Teaching & Accountable Use of Important New Words: Oral/Written (sentences & more)
3. Teaching Word Learning Strategies, e.g. context/affixes, roots, dictionaries, etc.
4. Fostering Word Consciousness e.g. etymology, word play, word choice in writing, etc.

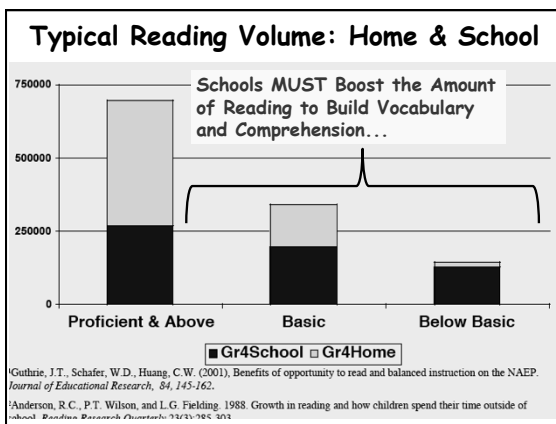
- adapted from Graves, 2006

Within a Context of Active Structured Engagement:
ALL Students Developing Their Academic Language Every Day

Effective Instruction Creates CONNECTIONS New - to the Known



Branching Cells (Purkinje) Cerebellum



Recent evidence from Reading First Classrooms

Length of Instructional Blocks	Time with eyes on text (in minutes)
90-minute	17.57
100-minute	16.25
120-minute	19.25
Overall	18.33

See: www.textproject.org
Dr. Elfrieda Hiebert

(Brenner, Tompkins, & Hiebert, 2006)

The Strong Relationship Between Amount of Reading, Fluency of Reading & Reading Comprehension/Vocabulary

- Buck & Torgesen (2004; www.fcrr.org)
Oral Reading Fluency (ORF) & FCAT: $r = .70$
[also: Good, Simmons, & Kame'enui (*Scientific Studies of Reading*, 2001) ORF & Oregon Statewide Assessment: $r = .67$]
- Kuhn & Schwanenflugel (in press): Data from the seven classes most successful in increasing reading rate were compared to 7 least successful classes: students in former read 7 minutes more daily than students in latter.

A Plan for Increasing Stamina (& Fluency & Comprehension)

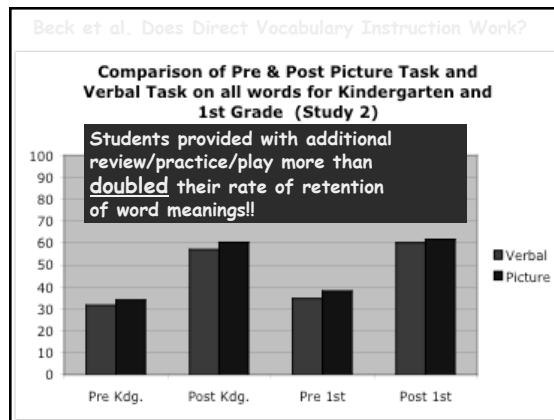
Grade	Teacher-guided	"Scaffolded" Silent Reading (e.g., Centers, "Seatwork")	
1	10 minutes daily @35 wpm: 63,000	7 minutes daily @ 30 wpm: 37,800	100,800
2	15 minutes daily @80 wpm: 216,000	15 minutes daily @80 wpm: 216,000	432,000
3	20 minutes daily @100 wpm: 360,000	20 minutes daily @100 wpm: 360,000	720,000
TOTAL	639,000	613,800	1,252,800

Hiebert, 2008
www.textproject.org

Reading Aloud & Silently is Essential But...

"During the elementary years new root words are learned primarily from explanations by others."

- Andrew Biemiller, Teaching Vocabulary in the Primary Grades



The Key is...

Read Aloud PLUS

Plus What?

- ☐ Explicitly teaching critical academic vocabulary
- ☐ Routinely stopping to engage **ALL** students in using comprehension strategies - "strategic discussion" (miles on the tongue!)
- ☐ Checking for understanding

** can be done on a 2nd reading w/very young children if stopping disturbs the "flow", but be clear - it is not about simply listening - it is about stretching their minds and using emerging academic language skills in context

Recent Research re: Read Alouds & Comprehension

- Santaro, Chard, Howard, Baker, Reading Teacher Feb. 2008

Incorporating comprehension instruction and read-alouds appears to be a promising way to boost student comprehension. There are certainly times when read-alouds can simply focus on the enjoyment of books; however, read-alouds must be carefully planned if they are to affect students' comprehension. Making the very most of read-aloud time requires teaching students to recognize the differences between narrative and information text structure, to know the meanings of target vocabulary, and to become active participants in purposeful discussions about texts.

Table 4
Comprehension Strategy Focus for the Before, During, and After Lesson Components

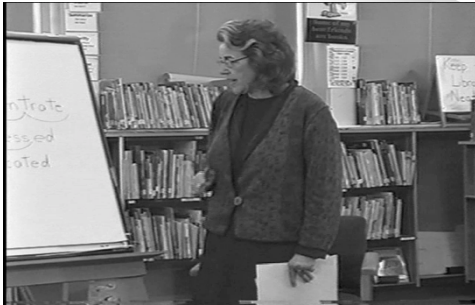
Before reading	During reading	After reading
<ul style="list-style-type: none"> Identifying the purpose for reading (e.g., information or story) Previewing (title, author, illustrator) Predicting (e.g., vocabulary) Defining (e.g., vocabulary) 	<ul style="list-style-type: none"> Using a consistent framework to discuss the text (e.g., story elements, KWL with focus questions) Using question-asking strategies Making connections (text-to-text, text-to-self, text-to-world) Making inferences Self-monitoring Vocabulary 	<ul style="list-style-type: none"> Retelling Introducing new words and extending vocabulary

Vocabulary Example from OC Grade One Read Aloud

- ☐ Write the following words on the board & say them
commitment **continents**
- ☐ Ask the students what commitment is and have them give examples of commitments people make. If necessary explain that a commitment is an important promise to do something and not quit until it is done.
- ☐ Explain that a continent is a large landmass and that Earth has 7 continents.

Task: "beef up" - enhance these rather tepid suggestions with our evidenced based heuristic to make the instruction robust - effective for EVERY student (including Els)

Robust Vocabulary Instruction w/ Dr. Anita Archer - 2nd Graders



Free to view/download at www.scoe.org/reading

Instructional Guidelines (another Heuristic) for Explicitly Teaching a New Term

- 1) Pronounce Chorally
 - 2) Explain **BEFORE** Define
 - 3) Provide Examples
- "Quick Teach" -----
- 4) Deepen Understanding
 - 5) Review & Coach Use

Deepen & √ Understanding in Wide Variety of Ways Depending on the Word, Kids, Context, etc.

Here's a few of my favorites that also
have empirical evidence supporting them:

- ☐ Examples vs. Non-examples
- ☐ Morphological parts (e.g. bio·graphy, re·use)
- ☐ Non-linguistic representations (e.g. images)
- ☐ Acting them out physically
- ☐ Quick story
- ☐ Graphic organizers - web/charts/etc.
- ☐ Word families - elaboration in context

**** It's all about connecting the New to the Known**

Word Families/Types Primary Grade Implications

Verbs - teach commonly used tenses, esp. helpful
for ELLs and struggling readers

predict predicting predicted

Other Common Word Forms (usually noun-verb)

prediction

Contextualize practice - use the forms in sentences

"My _____ is _____."
"My _____ is similar to Sarah's, I also think _____."

Dictionaries Are Not Necessarily Productive Learning Tools

Definition: categorize, v.t.

Random House Webster's Dictionary (2001):
to arrange in categories; classify.

Longman Advanced American Dictionary (2001):
to put people or things into groups according to what
type, level, etc. they are, or to say what group they are in.

*The population is categorized according to age, gender
and occupation.
How would you categorize your relationship with your
parents?*

Dictionaries Serve 2 Primary Functions

- 1) **Confirmation** - spelling and/or meaning
- 2) **Elaboration** - other meanings, word
forms, uses, etc.

However, for initial learning - too often typical
dictionaries don't explain (teachers do!), they use
other forms of the word or more obtuse and unusual
words to define the term in question!

Lexical Resources: Learner Dictionaries

FREE on the web:

Longman - <http://www.ldoceonline.com/>

Heinle - <http://nhd.heinle.com/home.aspx>

Collins CoBuild -
<http://www.linguistics.ruhr-uni-bochum.de/ccsd/>

A Few Vocabulary "FAQs"

1) When to teach new terms - before or after a reading?

✓ Generally if a narrative, after the reading since the words are not essential for comprehension... For informational text, usually before the reading IF the terms are keys to grasping the big ideas of the reading, often we also clarify during reading AND extend/elaborate after reading!!

2) What is "best practice" for multiple meaning words?

✓ Only teach the meaning used in the reading today if the other meanings are more abstract, less common ... However, if there are other common meanings your students are likely to know - remind them of these as "non-examples" and contrast the meaning used in the text (e.g. wave as in hi, surf to group of people)

A Few Vocabulary "FAQs"

3) Should I teach other word forms?

✓ Yes IF the form is very common, e.g. predict as a verb, and prediction as a noun - don't be limited by the form used in the text/called out by the TE

4) How about cognates for Spanish speakers?

✓ Yes, very helpful - many academic terms in English, have an **every day** cognate in Spanish - easy to find using free online English-Spanish dictionaries
e.g. prevention - prevencion (<http://www.spanishdict.com/>)

Which Words
Should We
Teach?

Of course the answer is...

Important words...
Words that matter today
AND tomorrow...

- 1) Drive comprehension of key **BIG** ideas
- 2) Academic "tool kit" words, needed for long term academic proficiency (e.g. Coxhead AWL)
- 3) Abstract words that really need explaining...

Differentiating Vocabulary Teaching:

3 Basic levels of vocabulary instructional intensity
w/ endless possible variations

- ☐ Thorough Robust Treatment
 - all 5 "levels" - no limit to # of steps, but until you see the kids have it...
- ☐ Quick Teach
 - first 3 levels - no more than a few min.
- ☐ Mention in Passing
 - say the word, quick synonym - less than one min.

Vocabulary Words Called Out: Gr. 3 Basal Text in 1 wk.

hauling
artificial
babushka
sewn
scraps
threaded
boarder
poverty
bouquet
challah
linen
handkerchief
huppa
regions
lacquer
unique

"Big Dogs" - Extended/Robust

"Puppies" - Embedded/Quick Teach

"Protozoan" - Very Brief

Academic Terms Used/Not Taught !

summarize, specific, convey, similar, classify, categorize, selection, intensity, emphasis, framing, contrast, strategies

Implications for Daily Instruction?

- ☐ Prioritize terms called out by your textbook & used in questions/directions/etc. in the TE
 - ✓ key lesson "bricks" that drive comprehension
 - ✓ useful "mortar" or academic tool kit terms
- ☐ Spend more time teaching, assessing, & structuring the usage of the more important terms
- ☐ Include words that may not be in the text, but are keys to thoughtful discourse re: the subject
- ☐ Discuss/share/reflect with colleagues until this understanding & practice is fluent - automatic

Teaching...

Word Learning Strategies

Directly Teach Key Word Learning Strategies

- 1) In K-3 - learning to read accurately/fluently & frequently
- 2) 4-12 the key tools are:
 - ☐ Affixes - prefixes modify meaning
- suffixes the part of speech (usually)
 - ☐ Dictionaries - pick a solid "learner dictionary"
 - ☐ Latin/Greek roots - in context - make connections
 - ☐ Contextual analysis - reread/think/guess/check
 - ☐ Latin cognates for Spanish speakers
 - ☐ Value independent word learning - e.g. Word Detectives

Using context as a fix up strategy

-David Pearson, 2007

- ☐ Use a cloze or a "placeholder" approach (nonsense word "blank")
- ☐ Have students substitute an uncommon word for a common word--or vice-versa
- ☐ Lots of modeling and group problem-solving when uncommon words are encountered

✓Research re: context is rather *anemic* but...

The Most Common Prefixes in English

Prefix	Meaning	% of prefixed words	example
un	not; reversal of	26%	uncover
re	again, back, really	14%	review
in/im	in, into, not	11%	insert
dis	away, apart, negative	7%	discover
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

** Changes the meaning of the base or root word

The Most Common Suffixes in English			
Suffix	Meaning	% of suffixed words	example
s, es	more than one verb marker	31%	characters
ed	in the past; quality/state	20%	walked
ing	when you do something; quality, state	14%	walking
ly	how something is	7%	safely
er, or	one who, what/that which	4%	drummer
tion, sion	state, quality; act	4%	action/mission
able, ible	able to be	2%	disposable, reversible
al, ial	related to, like	1%	final, partial

**** Usually changes the word type (part of speech) and preserves the meaning...**

Family	Prefix	Meaning	Examples
Not	dis-	not, opposite of	dishonest, disagree
	il-	not, opposite of	illegal, illiterate
	im-	not, opposite of	impossible, impatient
	in-	not, opposite of	independent, inactive
	ir-	not, opposite of	irresponsible, irregular
	non-	not, opposite of	nonliving, nonsense
Over/Under	un-	not, opposite of	unfinished, unhappy
	super	over, really big	supermarket, superpower
	over	more than, to	overpower, overload
Together	sub	under, below	submarine, subway
	com-	together, with	community, compress
	con-	together	conform, congress
Number	co-	together, with	coauthor, cohabitant
	uni-	one	unicorn, unicycle
	bi-	two	bisect, bipolar
	tri-	three	triangle, tricolor
	quad-	four	quadrilateral, quadruplets
	penta-	five	pentagon, pentameter

Chart from Baumann, Ware, Edwards. (2003) IRA Elva Knight Research Grant. Chart constructed by E. C. Edwards.

Power of Latinate Cognates for Spanish Speakers: Examples from AWL 1st Sublist	
70% of the AWL have a Spanish cognate	
analyze	<i>analizar</i>
benefit	<i>beneficio</i>
define	<i>definir</i>
distribute	<i>distribuir</i>
identify	<i>identificar</i>
indicate	<i>indicar</i>
individual	<i>individual</i>

**** many are everyday "tier 1" words in Spanish**
Great tool for teachers: <http://www.spanishdict.com/>

Teaching...


Word Consciousness

Six Basic Types of Word Consciousness Activities

- Creating a Word-Rich Environment
- Recognizing and Promoting Adept Diction
- Promoting Word Play/Games/Purposeful "goofing around"
- Fostering Word Consciousness Through Writing
- Involving Students in Original Investigations
- Prompting Students to Use New Words on Their Own
- Teaching Students about Words (types/etymology, etc.)

* adapted from Graves & Taffe, 2007

Word Wizards



Challenge students to use "target words" (or whatever you call new words directly taught by the teacher) throughout the day - model this yourself!

Game - anyone who uses a "target word" correctly w/out being prompted earns a "word wizard point" for the class.

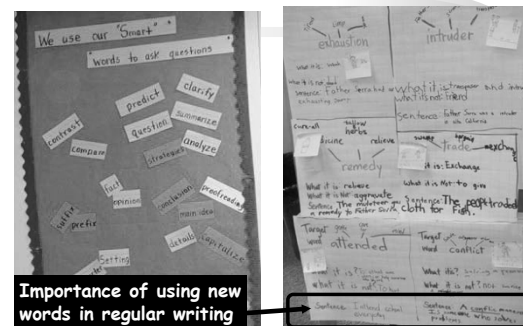
Keep track on the Word Wizard bulletin board/chalk board - some little recognition - popcorn for the read aloud on Friday if you we read 50 points (or

Children Taught to Use More Precise Language



School-Wide Focus on Academic Vocabulary

- Clear indicators/evidence in EVERY Classroom



Make Vocabulary/Words a BIG Deal School Wide!



Word of the Day "Ritual"

Options:

- 1) Create your own tied to themes/topics/interests
- 2) Free internet sites that supply terms
- 3) Purchase Word of the Day programs (usually \$15-20)
- 4) Tie to student investigations - they share in supplying the word of the day!

Key Idea

✓ it's really not about the one word today, it is the daily focus on learning new words, making it a essential part of every day's opening ritual - keeps vocabulary and the importance of language on everyone's "radar screen" AND.... it is FUN!

Independent Word Learning - Students Share the Responsibility for Flexing Their "Lexical Muscles"

Word Detectives



- ☐ notice words you don't know and/or are unsure of in your independent reading
- ☐ keep a "Word Detectives" learning log (organized using teacher format)
- ☐ try to figure out the meaning (use context, note part of speech, affixes, roots, etc.)
- ☐ share in class (we'll explain, look 'em up and otherwise explore them)

Using Independent Reading to "harvest" New Vocabulary Words

- Note "new" or "interesting" words on vocabulary log sheets or book marks
- Add words to a class Word Wall from Independent Readings
- Use the Vocabulary Self-Collection Strategy (Haggard, 1982)
- Quick Pic w/7Up sentence, group sharing, Explain why they found it fu/interesting

NEAT Words


Write new, interesting, or unusual words

Name _____

Date _____

Book _____

Vocabulary Notebooks



Why Vocabulary Notebooks?

- ☐ Elaboration/Practice
- ☐ Multiple Exposures
- ☐ Accountability - Students AND Teachers
- ☐ Easy to do - low prep - BIG payoff

✓ student friendly definitions/explanations (AWL & Content Area)

✓ image/story/reminder connected to the meaning

✓ examples - non examples

✓ note taking guide (grades 3/4 - up)

✓ cumulative over a unit/semester/year - across the school

✓ used for games, review, spot quizzes, writing, etc.

Name _____ Story/Chapter _____

Word	My Own Words	Image/Representation

Computer Technology Can Be a Powerful Vocabulary Amplifier

"Computer technology can be used effectively to help teach vocabulary."
- National Reading Panel, pg. 4-5

Examples:

- ✓ visual dictionaries
- ✓ visual thesaurus
- ✓ specialized vocab computer programs
- ✓ internet web based program

See www.fcrr.org ; detailed objective reviews of reading programs, including technology based

Useful Websites to Support Your Vocabulary /Comprehension Instruction

Learner Dictionaries (controlled vocabulary + examples)

- <http://www.ldoceonline.com/>
- <http://nhd.heinle.com/>

Tools for Teachers & Older Students (images, synonyms, etc.)

- Word Sift <http://www.wordsift.com/>
- Tag Galaxy <http://taggalaxy.de/>
- AWL text analyzer
www.er.uqam.ca/nobel/r21270/texttools/web_vp.html

Games/Videos & Word Play

- <http://www.freerice.com>
- <http://pbskids.org/wordgirl/>
- <http://www.netrover.com/~kingskid/hanglist.html>



Putting It ALL Together

Intentionally Building an Evidence Based School-Wide Vocabulary Model

- 1) Agreement on the need/rationale for a school-Wide model to systematically bolster vocabulary development.
- 2) Grade level commitments - establish norms (specific) for address all 4 domains (reading more, direct teaching of important words, word learning strategies, developing word consciousness).
- 3) Agree on key indicators/evidence of progress towards specific goals by grade level relative to each domain.
- 4) Teacher collaboration/admin support and MUTUAL accountability - collect classroom data, refine & do it!

What's Possible in K-6 Vocabulary Learning?

One Example(Biemiller, 2004)

Oral Read Aloud + Direct Instruction

1. Teachers explained/prompted use of 3-10 words a day
2. Words selected from BOTH fiction & non-fiction
3. 30 min. per day allocated using both Core ELA and Social Studies / Science sources
4. Words were cumulatively reviewed/practiced/"played with"
5. Systematically re-read books - exploring more words, and reviewing previous taught words in 1 week cycles
6. Keep a notebook of words taught/vocab word wall

Results suggest lowest students adding an additional 400 words per year - over 3 years could potentially narrow the gap by approximately 2/3 relative to average vocab levels

Thank You !

Additional FREE Resources, Videos, Articles,
Links re: Vocabulary and Academic Literacy
posted at: www.scoe.org/reading.... Please send
along any implementation questions as they
come up!

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