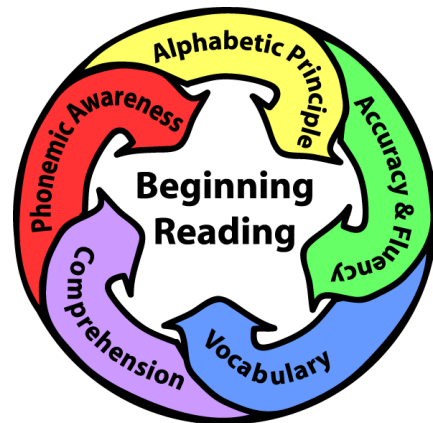


Institute on Beginning Reading

Chapter V Big Ideas in Vocabulary Instruction



Institute for the Development of
Educational Achievement
College of Education
University of Oregon

Vocabulary



Big Idea: Beginning readers should develop a rich and functional vocabulary.

Vocabulary Knowledge

What is it? . . .

Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers, or their surrogates (e.g., other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways (i.e., to learn something new).

(Baker, Simmons, & Kame'enui, 1998)

Vocabulary Knowledge

What is it? . . .

Expressive Vocabulary: Requires a speaker or writer to produce a specific label for a particular meaning.

Receptive Vocabulary: Requires a reader or listener to associate a specific meaning with a given label as in reading or listening.

Why is Vocabulary Knowledge Important?

- Importance of vocabulary knowledge to school success, in general, and reading comprehension, in particular, is widely documented (Becker, 1977; Anderson & Nagy, 1991).
- The National Research Council (1998) recently concluded that vocabulary development is a fundamental goal for students in the early grades.

Meaningful Differences

Children enter school with “meaningful differences” in vocabulary knowledge (Hart & Risley, 1995).

What doesn't matter:

race/ethnicity, gender, birth order

What matters:

relative economic advantage

Meaningful Differences

By the time the children were 3 years old, parents in less economically favored circumstances had said fewer different words in their cumulative monthly vocabularies than the children in the most economically advantaged families in the same period of time (Hart & Risley, 1995).

	<u>Cumulative Vocabulary</u>
Children from professional families	1100 words
Children from working class families	700 words
Children from welfare families	500 words

Cumulative Experience

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200-hour year	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

Hart & Risley, 1995

The Vocabulary Gap

- Children who enter 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 vs. 8 words per day

750 vs. 3000 per year

Instructional Priorities: Kindergarten

Instructional Priority: Oral Vocabulary^a	1	2	3	4	5	6	7	8	9
Focus 1: Concept Naming and Use									
* 1a: Names pictures of common concepts									
* 1b: Uses words to describe location, size, color, and shape									
* 1c: Uses names and labels of basic concepts									
Focus 2: Categorization									
2a: Identifies and sorts pictures of common words into basic categories									
Focus 3: Vocabulary Development and Use									
* 3a: Learns new vocabulary through stories and instruction									
3b: Listens to new vocabulary in multiple contexts to understand its use									
3c: Uses newly learned vocabulary on multiple occasions to reinforce meaning									

- *. high priority skill
- a. Skills in this category are not sequenced according to prerequisites and should be given ongoing emphasis

Instructional Priorities: First Grade

Instructional Priority: Oral Vocabulary^a	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Sorts grade-appropriate words with or without pictures into categories									
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words introduced in stories and informational passages									
* 2b: Increases knowledge of word meanings and uses new vocabulary in speaking and writing									

- *. high priority skill
 - a. Skills in this category are not sequenced according to prerequisites and should be given ongoing emphasis

Instructional Priorities: Second Grade

Instructional Priority: Oral Vocabulary^a	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes words into sets and groups									
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and texts									
2b: Understands and explains common antonyms and synonyms									
* 2c: Increases knowledge of vocabulary through independent reading									
2d: Uses new vocabulary									
2e: Examines words usage and effectiveness to expand descriptive vocabulary									
2f: Makes inferences about the meaning of a word based on its use in a sentence									
2g: Uses word structure to learn meaning									
2h: Identifies simple multiple-meaning words									

*. high priority skill

a. Skills in this category are not sequenced according to prerequisites and should be given ongoing emphasis

Instructional Priorities: Third Grade

Instructional Priority: Oral Vocabulary^a	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes increasingly complex words into sets and groups									
1b: Categorizes words hierarchically									
1c: Draws and uses semantic maps and organizers to convey word relations									
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and passages									
* 2b: Increases knowledge of vocabulary through independent reading									
2c: Uses new vocabulary									
2d: Uses more descriptive vocabulary									
2e: Determines the meaning of a word based on its use in a sentence									
2f: Uses dictionary to determine word meaning									
2g: Uses knowledge of prefixes and suffixes to determine word meaning									

- *. high priority skill
- a. Skills in this category are not sequenced according to prerequisites and should be given ongoing emphasis

What We Know About Effective Vocabulary Instruction

Vocabulary instruction in grades K-3 is informed by two distinct literatures:

- Vocabulary Literature
- Storybook Literature

Three Goals for Vocabulary Instruction

- **Provide students with skills/opportunities to learn words independently.**
- **Teach students the meanings of specific words.**
- **Nurture a love and appreciation of words and their use.**

(Bauman, Kame'enui, & Ash, in press)

Provide Students with Skills/Opportunities to Learn Words Independently

Vocabulary Literature:

“The best way to foster vocabulary growth is to promote wide reading”

“Research has shown that children who read even ten minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading” (Anderson & Nagy, 1992, p. 46).

Variation in Amount of Independent Reading

Percentile Rank	Minutes Per Day		Words Read Per Year	
	Books	Text	Books	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	1,697,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.2	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

Anderson, R. C.
(1992)

Provide Students with Skills/Opportunities to Learn Words Independently

Vocabulary Literature:

Contextual Analysis - A strategy readers use to infer or predict a word from the context in which it appears.

Morphemic Analysis - A strategy in which the meanings of words can be determined or inferred by examining their meaningful parts (i.e., prefixes, suffixes, roots, etc.)

Provide Students with Skills/Opportunities to Learn Words Independently

Storybook Literature:

Students learn new vocabulary from oral language experiences like listening to storybooks (Robbins & Ehri, 1994; Elley, 1989).

“The relative rarity of the words in children’s books is, in fact, greater than that in all of adult conversation, except for courtroom testimony. Indeed, the words used in children’s books are considerably rarer than those in the speech on prime time adult television” (Cunningham & Stanovich, 1998).

Provide Students with Skills/Opportunities to Learn Words Independently

Guidelines for Storybook Reading:

- **Repeated Readings**
- **Performance Orientated**
- **Rich Dialogic Discussion Before and After Readings**
- **Small Groups of 4-6 Students**

Provide Students with Skills/Opportunities to Learn Words Independently

Recommendations:

- **Primary focus of instruction K-3 should be on developing critical reading skills**
- **Read storybooks to younger children to develop vocabulary**
- **Teach older students strategies for contextual analysis and morphemic analysis**

Teach Students the Meanings of Specific Words

Vocabulary Literature:

300 - 400 new word meanings can be taught a year through direct instruction. This is a significant proportion of the words that students who are at risk will learn.

(Stahl & Shiel, 1999)

Teach Students the Meanings of Specific Words

Vocabulary Literature:

Selecting words to teach. . .

- Words that are important for understanding text.
- Words that students will encounter often, functionally important words (Stahl, 1986).

Teach Students the Meanings of Specific Words

Vocabulary Literature:

- Using both context and definitions
- Encourage “deep” processing

Finding a synonym or antonym

Making up a novel sentence with the word

Classifying the word with other words

Relating the definition to one’s own experience

- Give multiple exposures (Stahl, 1986)

Oral Vocabulary Teaching Strategies

- (1) **Modeling:** When it is impossible to use language to explain the meaning of a word (e.g., between, in).
- (2) **Synonyms:** When a student knows a word(s) that can explain the meaning of a new, unknown word (e.g., damp means a little wet).
- (3) **Definitions:** When students have adequate language to understand a longer explanation and when the concept is too complicated to be explained through a synonym (e.g., service station is a place where gasoline is sold and cars are repaired).

Teaching Procedures for Modeling

- (1) Model positive and negative examples of the new concept. (e.g., “This is a mitten.” or “This is not a mitten.”).
- (2) Test students on their mastery of the examples . (e.g., “Is this a mitten or not a mitten?”).
- (3) Present different examples of the new word along with examples of other previously taught words. Ask for names (e.g., “What is this?,” “What color is this?” or “Tell me about how I’m writing.”).

Teaching Procedures for Synonyms

- (1) Teacher equates a new word (huge) with a known word(s) (very big). (e.g., Here is a new word. Sturdy. Sturdy means strong.”).
- (2) Teacher tests a set of positive and negative examples for the new word. (e.g., “Tell me sturdy or not sturdy.”).
- (3) Teacher provides practice in applying several recently taught synonyms. (e.g., “Is that sturdy? Is it tidy? Is it mild?”).

Teaching Procedure for Definitions

- (1) Teacher tells the students the definition and has them repeat it. (e.g., “An exit is a door that leads out of a building. What is an exit?”).
- (2) Teacher tests the students on positive and negative examples to ensure that the students understand the definition and that they are not just memorizing a series of words. (“Is this an exit or not an exit? How do you know?”).
- (3) Teacher provides a review of previous words. (“What is this? How do you know?”).

Examples that Encourage Deep Processing

- ★ Which word goes with fabulous - o.k. or super?
Why does super go with fabulous?
- ★ Is fabulous if you fall and scrape your knee?
What would it be?
- ★ Maria thought her car was fabulous because. . .
- ★ The family had a fabulous time at the park.
How could a family have a fabulous time?
When have you had a fabulous time?
- ★ Is a masterpiece fabulous? Why?
- ★ The concert was the best he had ever heard.
Every note seemed perfect.
Am I talking about fabulous or discover?

Teach Students the Meanings of Specific Words

Storybook Literature:

**“Because children with weaker vocabularies are less likely to learn new words from listening to stories than children with larger vocabularies, teachers need to provide more explicit vocabulary instruction for children with smaller vocabularies”
(Robbins & Ehri, 1994)**

Teach Students the Meanings of Specific Words

Recommendations: *for younger children*

- Choose 2-5 words to teach directly from storybooks
- Choose words that are important for the story or important for students to know
- Give simple definitions (i.e., examples, synonyms, or definitions) & discuss them in the context of the story
- Provide students with the opportunity to process the words “deeply”
- Discuss the words multiple times

Teach Students the Meanings of Specific Words

Recommendations: *for older students*

- Choose words that will enhance the meaning of what students are reading or important for students to know
- Use both context and definitions
- Teach word meanings by using examples, synonyms, and definitions
- Provide students with the opportunity to process the words “deeply”
- Discuss the words multiple times

Nurture a Love and Appreciation of Words and Their Use

Vocabulary Literature:

“Word awareness” - Good vocabulary teaching makes students excited about words and leads them to attend more closely to them (Stahl & Shiel, 1999).

Storybook Literature:

“It is important to choose stories that attract and hold children’s attention” (Elley, 1989).

Nurture a Love and Appreciation of Words and Their Use

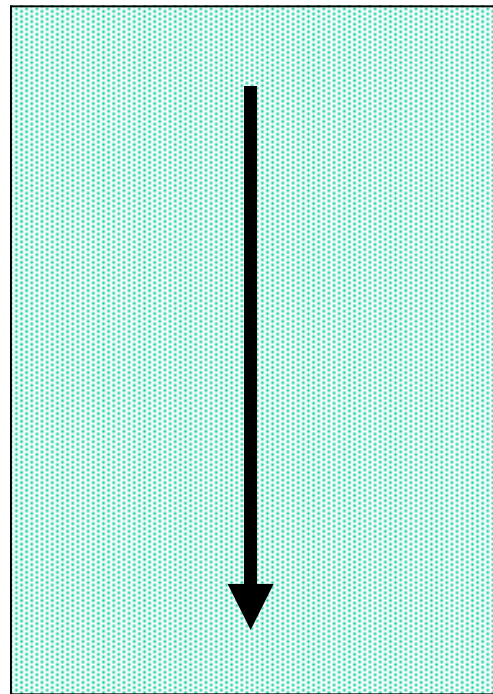
Recommendations:

- **Choose quality storybooks that children enjoy listening to**
- **Model “word awareness” and show students that words are important, interesting, and fun**
- **Provide students with rich oral language experiences**

Assessment: How Do I Know What Students Know and Whether They are Learning Enough?

Knowing a vocabulary word is
all-or- nothing proposition.”
(Beck & McKeown, 1991)

Depth of
Knowledge
(Stahl, 1986)



Association

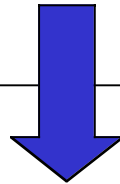
Comprehension

Generation

Levels of Vocabulary Knowledge

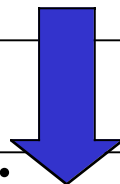
Association Processing:

Students associate words with a definition or single context.



Comprehension Processing:

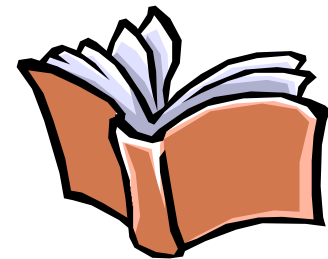
Students classify the word with other words, complete fill-in-the-blank sentences, etc.



Generation Processing:

Students state the definition in their own words, relate the word to personal experiences, create contexts for the word, etc.

Do we consider that a word is known if a student recognizes the meaning (i.e., can select the correct definition from an option set), or must he or she be able to produce a definition? Further, how detailed must the definition be? Is it enough for a student to indicate that an ax has a sharp blade, or is the understanding of a word judged to be adequate only when the student distinguishes the ax from other tools with sharp blades? Similarly, is it enough to teach students just one meaning of words that have multiple meanings? (Carlisle, 1993, p. 98)





Big Idea:

Assessment formats should parallel the type of instruction provided and the instructional objective (Simmons & Kame'enui, 1990).

Assessment Formats

Multiple Choice:

assembly means:

- (a) people who vote on election day
- (b) people meeting together for a common purpose
- (c) people living in the same country
- (d) people who fight in times of emergency

equal means:

- (a) the same
- (b) not the same
- (c) better

Assessment Formats

Matching:

Draw a line from the word to its meaning:

- | | |
|---------------|-------------------------------|
| inflate ● | ● able to be bent or changed |
| picturesque ● | ● about to happen |
| flexible ● | ● leave out |
| imminent ● | ● very colorful or attractive |
| omit ● | ● to fill up with air |

Assessment Formats

Production (Definition):

“What does _____ mean?” or “What is a _____?”

e.g., “What is an assembly?”

Sample Response: “A bunch of people talking about something.” or “A group of people meeting together for a common purpose.”

e.g., “What does equal mean?”

Production (Sentence):

e.g., “Use the word assembly in a sentence.”

Sample Response: “A bunch of people had an assembly.” or “We have assemblies in the gym after most of the teacher meetings.”

Assessment Formats

Contexts Test:

CBI-VG (IDEA, University of Oregon):

Present card with 2 circles and 6 paper clips (put 4 paper clips in one circle and 2 in the other). "Are the two boxes equal? How do you know?"

Stallman et al. (1995):

Could birds assembly a tree?

Is an assembly a group of people meeting together?

Can one person be an assembly?

Could an assembly make an important decision?

Yes	No	Don't Know
Yes	No	Don't Know
Yes	No	Don't Know
Yes	No	Don't Know

Assessment Formats

Fill-in-the-Blank

Fill in the blanks in the sentences with the words below:

inflate picturesque flexible imminent omit

1. This postcard shows a _____ day in Oregon.
2. Don't _____ any words when you copy the sentence.
3. Rubber is a _____ material.
4. We asked the mechanic to _____ our front tires.
5. With only two seconds and our team ahead by eight points, I think victory is _____.

Assessment Formats

Test of Words in Passages:

Lean Context: John was late and the rest of Parliament was waiting. The population was in an uproar and John hoped this assembly could be the solution. . .

John hoped. . .

- (a) the soldiers could solve the problem.
- (b) a new law could solve the problem.
- (c) they could solve the problem my meeting.
- (d) the colonial people could solve the problem.

Rich Context: When the first people came to our country, they saw a dark, living cloud of birds. The cloud was so huge that it almost eclipsed the sun. When this happened, the people could hardly see what was happening.

What does an eclipse do to the sun?

Storybook Reading Lesson 1

- A. Story Introduction 3-4 min.
 - Title, author, illustrator
 - Rationale for reading/personal connection
 - Cover - Prediction
 - Story Elements (character, setting, etc.)
 - Introduce Magic Words
- B. The Reading 4-6 min.
 - Pauses for target words
 - Brief discussion of words
- C. Post-Discussion 3-5 min.
 - Questions relating the vocabulary and story to student experience

Storybook Reading Lesson 2

- A. Story Introduction 3-4 min.
 - Title, author, illustrator
 - Recall question
 - Review story element
 - Review Magic Words
- B. The Reading 4-6 min.
 - Pauses for vocabulary
 - Definitions and student responses to extend context
- C. Post-Discussion 3-5 min.
 - Questions that reconstruct the story/use target vocabulary

Storybook Reading Lesson 3

- A. Vocabulary Review
 - Reintroduce Words
- B. Vocabulary Activity
 - Word Games
- C. Story Retell
 - Students narrate
 - Questions about central problem in the story