



READING LINKS

Vocabulary Development Manual

Participants & Facilitators

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The LINKS Project

The mission of the LINKS project is to develop educational multi-media products that can support school improvement and educational reform. The project has focused on the development of a website and the development of web assisted professional development programs.

Reading LINKS is a multi-media program that provides information and models ways that scientific reading research may be incorporated in classroom instruction. Reading LINKS began with the filming of teachers demonstrating the five components of reading instruction included in the Report of the National Reading Panel (NRP). These include phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. Reading LINKS was expanded to include early oral language development, English language learners, turning a school around, and strategic change. A total of 18 lessons are provided on the LINKS website (www.linkslearning.org) as well as on CDs.

Reading LINKS also includes eight training modules and participant materials that can be used in three to six hour workshops at schools, districts, regional or state conferences or meetings. The information provided in the lessons endeavors to provide teachers, administrators, parents, and citizens with information about ways reading research can be used to increase children's reading skills.

The LINKS project partnered with teachers and staff from Washington Alliance of Schools to highlight the importance, complexity, and elegance of effective teaching and learning.

These teachers along with a reading consultant and a Scottsdale, Arizona teacher are featured in the videos. They demonstrate a wealth of reading knowledge, skills in curriculum design, instruction and assessment, as well as an obvious concern and caring for the children they teach.

The LINKS project wishes to express its appreciation to the Washington Alliance that played a major role in the Reading LINKS project, the teachers who were filmed, and the teachers who participated in field-testing and evaluation.

In addition staff from the Longview, Washington School District and teachers from Washington Alliance districts have provided valuable feedback and suggestions.

It is our hope that the electronic and print Reading LINKS materials will provide information and models for new teachers, will stimulate discussion and experimentation with experienced teachers, and be useful in ensuring that all children learn to read and read well by the end of third grade and to continue their reading skills development throughout their school experience.

Shirley McCune
Links Project Director

Reading LINKS

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The LINKS project wishes to thank the many persons who contributed to the training materials that support and extend 18 Reading LINKS videos. (www.linkslearning.org)

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NOTES TO THE FACILITATOR

Before beginning a Reading Links training session, please read the “Tips to Facilitating the Reading Links Modules.” It is found in the back of this manual under tab 10, “Tips to Facilitating.” These tips outline the essentials for conducting a successful training session. The sections “Equipment and Materials,” “Introducing Yourself and Participants,” and “Workshop Expectations” are particularly useful, because they describe how to begin a session. “Room Arrangement” may also be helpful.

The Agenda opposite this page is written as a generic guide to a Reading Links training session. Before you begin, personalize the top portion by adding the date, times, location, and module to the training you will be delivering. This can also be adapted to serve as an advertisement or flyer.

Materials to gather before beginning Vocabulary Development:

- 1.) *The Report of the National Reading Panel* – find this downloadable document at www.nationalreadingpanel.org.
- 2.) *Put Reading First: The Research Building Blocks for Teaching Children to Read* – also downloadable at www.nifl.gov.

Optional:

- 3.) 6 copies of *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* by Bear, Invernizzi, Johnston, and Templeton (or 1 for each group of participants).
- 4.) *Word Matters* by Pinnell and Fountas (for word list resources in the back).

SUPPORT MATERIALS

OH/PPT #1: Vocabulary Development

OH/PPT #2: Agenda

SESSION ACTIVITIES

Introductions

1. Display OH/PPT #1 and welcome the participants to your training.
2. Introduce yourself and describe your background and experience in education.
3. Have participants do a nametag or tent according to your preference.
4. Introductory activities for participants are outlined in the “Tips” document. Choose one according to how well the participants know each other, how much time is allotted for the training, and how many people are present.
5. Walk through the Agenda, connecting the information to the times and particular module you are delivering.

READING LINKS AGENDA

10 minutes	Introduction and Expectations
10 - 15 minutes	Overview Reading Links Project ROPES Guiding Structure Participant Manual Layout
25 - 30 minutes	Section 1: Review Participant Background Knowledge and Understanding
15 minutes	Section 2: Overview Key Learning Goals Building Blocks
15 minutes	Section 3: Presentation Research-based Information and Content
10 minutes	BREAK
75 - 85 minutes	Section 4: Engagement and Practice Classroom Strategies and Applications Assessment Video Modeling Action Planning
10 - 15 minutes	Section 5: Summarizing Key Learnings
10 - 15 minutes	Evaluation and Feedback

NOTES TO THE FACILITATOR

The opposite page provides the participants with an overall understanding of the Reading Links project and how it fits into the Links Learning Web site. Be sure to read it carefully before beginning your training session in order to answer questions as they arise. There is no need to have your participants read it. Your overview of the contents will be sufficient.

A FAQ about these materials is, "How can a school or district use them?" Along with the Reading Links overview, tell the participants why the materials were developed and guide them to finding the best use for their school or district if needed. Here is a list of suggested purposes for these materials:

1. To explain the scientific basis of teaching children to read using teacher friendly materials.
2. To connect the evidence to classroom practice.
3. To explain assessment choices that match instruction of the module.
4. To provide additional support to schools/districts so they can critically evaluate their curriculum.
5. To provide teachers with a resource for further observation and study.

SUPPORT MATERIALS**SESSION ACTIVITIES**

1. Continuing with the Overview of the training, explain the Reading Links project to the participants, highlighting how it began and what it is being used for in our state.
2. Post the above list to help school or district personnel focus their use of the materials.



Reading LINKS Lessons

Parent: Early Oral Language Development	Joan Moser: Comprehension II
Marti MacPhee: Oral Language/ Pre-Reading Development	Robin Totten: Upper Elementary Comprehension Strategies (Non-Fiction)
Kessler School: Phonemic Awareness	Robin Totten: Upper Elementary Comprehension Strategies (Fiction)
Kessler School: Phonics Instruction	Judy Rex: Comprehension and Vocabulary
Anita Archer: Primary Grades Reading	Judy Rex: Vocabulary and Pre-writing
Gail Boushey: Early Guided Writing	Kathy Garcia: ESL Instruction I
Gail Boushey: Early Comprehension/Fluency	Kathy Garcia: ESL Instruction II
Anita Archer: Intermediate Grades Reading	Kessler School: Turning a School around
Joan Moser: Comprehension I	Mark Jewell/Tom Murphy: Strategic Change

Also available at: www.linkslearning.com

NOTES TO THE FACILITATOR

These manuals are written using a visual organizer known as ROPES. It stands for Review, Overview, Presentation, Engagement and Practice and Summary. Each section has a purpose in the overall training session. Review the ROPES structure with the participants, pointing out the purpose of each section. Note the acronym and connect it to the manual's tabs. For example, the purpose of "R" or Review is to activate the participant's prior knowledge, provide entry learnings, and focus the session. Explain this and then connect the tabs in the manual to the section purpose. The pages that contain background knowledge are then found under the Review tab. Continue to go through each ROPES acronym, purpose, and connection to the manual. Be sure to credit Dr. Robert Carkhuff for its development. You may wish to use this power point slide as you introduce each new section during your training. Put this OH/PPT up on the overhead projector as an advanced organizer.

SUPPORT MATERIALS

OH/PPT #3: ROPES: A
Guiding Structure

SESSION ACTIVITIES

1. Explain the ROPES structure to the participants, outlining what each section's purpose is to the training.
2. Highlight the acronym.
3. Connect each section of ROPES to the tabs on the participant's manual. Have them locate each one.
4. The footer indicates the current section of ROPES with the use of capitals.
5. Indicate and explain the three final sections of the manual; Helpful Resources, References, and Glossary.

ROPES: A GUIDING STRUCTURE FOR LEARNING

R	Review – entry learning designed to activate and assess prior knowledge and to focus the session
O	Overview – explicit statement of the goals and objectives of the session
P	Presentation – presentation and discussion of research-based concepts that are needed to build background knowledge
E	Engagement and Practice – modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions
S	Summary – summarizing key learnings

(adapted from a model designed by R. Carkhuff)

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REVIEW NOTES



VOCABULARY DEVELOPMENT

SECTION 1: REVIEW

NOTES TO THE FACILITATOR

The activities on this page serve two purposes. For the participants, it activates their background knowledge of Vocabulary Development. For you, these activities help you assess your participants' previous knowledge. Use it to gain information in order to adapt your session accordingly. For example, after the participants have marked the continuum of familiarity, note where most of their X's fell. If your participants have answered '1' (unfamiliar), monitor the following 4 Square activity closely. How well can the participants define vocabulary? Do they realize the importance of vocabulary? If their answers are vague, incorrect, or absent, go through "Presentation" carefully and stop more frequently in order to provide time to share new understandings with each other and ask questions.

SUPPORT MATERIALS

Blank Overheads
OH projector markers

OH/PPT #4: Think-Ink-Pair-Share

SESSION ACTIVITIES

1. Ask the participants to rate their familiarity with Vocabulary Development on their own by marking an 'x' on the continuum.
2. Think - Ink: Next, the participants answer each of the 4 questions.
3. Pair-Share: Participants talk with partners about their answers.
4. On blank overheads or on newsprint, have the participants summarize the group's answers and share on the front projector.

What Do I Already Know About Vocabulary Development?

Think, Ink, Pair, Share

Think: Rate your general familiarity with vocabulary development by placing an X on the continuum and then completing the Guiding Questions below.

1 2 3 4 5

Unfamiliar

Very familiar

Ink: Respond to the Guiding Questions below.

1. What is vocabulary?	2. Why is vocabulary development important?
3. How do you expand your own vocabulary?	4. How do you help your students expand their vocabularies?

Pair - Share: Pair up at your table and discuss your responses to the Guiding Questions.

NOTES TO THE FACILITATOR

This page builds on the discussion from the initial 4 Square activity. Be sure to tie in the participants' previous answers with the additional information on the page. For example, you may have found that the participants in your training had difficulty defining vocabulary. That is to be expected, as you can see on this page. Compliment your participants for their collective knowledge and varied attempts.

SUPPORT MATERIALS

OH/PPT #5: What is Vocabulary?

SESSION ACTIVITIES

1. Review the concepts that define vocabulary.
2. Remember to use any verbiage from your participant responses to the 4 Square activity on the previous page and explain which bullets their previous knowledge has already covered.
3. You may wish to summarize by identifying the four vocabularies:
 - a. Listening
 - b. Speaking
 - c. Reading
 - d. Writing

What Is Vocabulary?

Vocabulary refers to the words we must know to communicate effectively. It includes the words -

- ❖ we need to know to understand what we hear

- ❖ we use when we speak

- ❖ we need to know to understand what we read

- ❖ we use in writing

(Armbruster, Lehr, & Osborn, 2001)

NOTES TO THE FACILITATOR

This activity helps the participants begin their understanding of vocabulary by giving them small amounts of information at a time. Each statement is designed to pique interest and elicit discussion. These overheads may be best shown as a "reveal" technique. Put the overhead on the projector and cover it with an opaque paper. Slide the opaque paper down the transparency to "reveal" one statement at a time. It "marks" you way as you move it down.

This beginning exercise is designed to create the "D" or dissatisfaction in the formula $D \times V \times FS > RC$ found in the "Tips for Facilitating" module. Review the sections "Dealing with Change" and "Formula for Helping Teachers Change" if you haven't already for a full explanation.

SUPPORT MATERIALS

OH/PPT #6: Startling Statements? (discussion starters)

SESSION ACTIVITIESAnswers

1. 2000 - 4000
2. 7 words
3. 8000
4. 400
5. 20
6. 3 - 5
7. 2000

Startling Statements?

Discussion Starters

Listed below you will find a number of statements with a number or numbers left out. See if you can estimate the correct answers.

1. Low socioeconomic students enter school with about _____ words in their vocabulary and middle class students enter school with about _____. (Graves, Brunette and Slater, 1982).
2. The proficient elementary student learns about _____ words per day. (Beck and McKeown 1996).
3. The typical 3rd grader knows about _____ words (Nagy and Anderson 1985).
4. Teaching _____ words explicitly to elementary students per year will result in knowledge and comprehension improvements (Beck, et al, 1982).
5. It is estimated that _____ minutes of reading a day could lead to an incidental gain of 1000 words or more per year (Nagy, Anderson and Human, 1987).

NOTES TO THE FACILITATOR

This activity asks the participant to fill in number estimates in each of the blanks. This could be a continuation between the partners in the previous activity, or this could be done in small groups. The purpose of the activity is to give participants some general factual information to help raise their awareness regarding (1) The differential rates of vocabulary preparedness, (2) The differential rates of vocabulary development, (3) The need for intentional and systematic vocabulary instruction; and (4) The need to devote additional time to vocabulary instruction in most classrooms.

SUPPORT MATERIALS**SESSION ACTIVITIES**

1. Ask individuals to read the startling statements and make estimates of the numerical data needed, (2 minutes)
2. Encourage them to discuss the material with their partners or others. (5 minutes)
3. "Process" with groups by giving the answers.
4. Encourage discussion by asking questions such as "How many did you know? Which surprised you? How would these compare to your experiences and classroom?"

6. English language learners can learn conversational English in two years or less; but may require from _____ to _____ years to catch up with their monolingual peers in academic vocabulary.
7. The _____ most frequently used words in the English language constitute 90 percent of the words in the average school texts.
8. I spend an average of _____ minutes per day teaching or supporting vocabulary activities.

NOTES TO THE FACILITATOR

The crucial elements to expand and emphasize from this overhead are the first and last bullets. Comprehension is lost or hindered when students do not have the vocabulary needed to make sense of what they are reading. Vocabulary development should not be thought of as an 'add-on' but rather a component of comprehension, communication and concept development.

SUPPORT MATERIALS

OH/PPT #7: Why is
Vocabulary Development
Important?

SESSION ACTIVITIES

1. Summarize the overhead in your own word.
2. Emphasize the first and last bullets.

Why Is Vocabulary Development Important?

- Vocabulary development is an **essential** component of **comprehension**.
- Beginning readers **use** their **oral vocabulary** to **make sense** of the words they see in print.
- Readers **must know what** most of the **words mean** before they can **understand** what they are reading.
- **Vocabulary** refers to the words we **must know** to **communicate effectively**.
- Vocabulary has a **long-term impact** upon individual powers of **communication, learning, understanding,** and **applying** information.

(Armbruster, Lehr, & Osborn, 2001)

OVERVIEW NOTES



VOCABULARY DEVELOPMENT

SECTION 2: OVERVIEW

NOTES TO THE FACILITATOR

This begins Section 2: Overview in the manual

SUPPORT MATERIALS

OH/PPT #8: Key Learning Goals

SESSION ACTIVITIES

Key Learning Goals

1. Read through each of the goals, emphasizing the main idea of each one such as 'connecting', 'learn the difference', 'learn to assess', and 'create an action plan'. Be sure to note that the 3rd bullet is the classroom application portion that provides the practical instruction piece to the training.
2. Explain that the goals pertain to the session as well as the manual.

Key Learning Goals



The participants will:

- Understand the connection between vocabulary and reading development.
- Learn, model and teach research-based strategies for vocabulary development.
- Learn to assess students' levels of vocabulary, determine instructional strategies, and develop appropriate interventions.
- Create action plans to apply key learnings from this module to their classroom practice.

NOTES TO THE FACILITATOR

The “Building Blocks for Teaching Children to Read” are the five major reading components included in the report of the National Reading Panel. The Reading Links project has highlighted the five essential components in teaching children to read as outlined in the Report of the National Reading Panel. However, Reading Links also acknowledges that the job encompasses more than that. Therefore, other components of a student’s reading growth, such as Oral Language Development, Connecting Reading and Writing and ELL instruction, are also included. There are manuals and training sessions that deal with these other reading components.

SUPPORT MATERIALS

Materials: *Put Reading First* document

OH/PPT #9: Building Blocks for Teaching Children to Read

SESSION ACTIVITIES

Building Blocks

1. Show the *Put Reading First* document to the participants.
2. Discuss its link to The Report of the NRP as an instructional view of the evidence.
3. This graphic explains the “blocks” for teaching children to read as outlined in *Put Reading First*.
4. Explain that by participating in Reading Links training sessions. Participants are receiving research-based classroom applications for each of the PRF and NRP 5 major components as well as others.

Building Blocks for Teaching Children to Read

Comprehension
of Written
Text

Fluency
Practice

**Reading &
Writing
Connections**

Vocabulary
Development

Oral
Language
Development

Phonemic
Awareness

Phonics
Instruction

NOTES TO THE FACILITATOR

Vocabulary Development happens in two ways - - incidentally and intentionally. This manual contains classroom applications that pertain to the intentional teaching of vocabulary. This does not mean that a teacher need only focus on this category. In fact, to foster efficient learning classrooms should provide many opportunities for students to learn vocabulary in different contexts. The incidental learning happens while students read, listen to a read aloud, and discuss concepts. Teachers should provide instruction in these activities; however, they are not addressed as part of this manual/training.

SUPPORT MATERIALS

OH/PPT#10: Vocabulary
Development

SESSION ACTIVITIES

Vocabulary Development

1. Show the overhead.
2. Explain that there are two types of vocabulary development - intentional and incidental. Describe the classroom activities under each heading.
3. This manual's resources belong to the second category: intentional or explicit instruction.
4. However, much vocabulary development happens incidentally. Therefore, each learning classroom should provide ample opportunities in the first three contexts.

Vocabulary Development

Children learn the meanings of most words indirectly through everyday experiences with oral and written language.

They learn word meanings indirectly or implicitly in three ways; by:

- o Interacting with others daily in oral language,
- o Listening to adults or older students read to them, and
- o Reading extensively on their own,

Vocabulary should also be taught directly.

- o Teaching specific key words before reading helps both vocabulary learning and reading comprehension.
- o Provide instruction that promotes active engagement with vocabulary words.
- o Expose vocabulary words to children in a variety of ways over time.
- o Create word awareness by calling attention to words and playing with words (Armbruster, Lehr & Osborn, 2001).

NOTES TO THE FACILITATOR

The primary focus of this overhead is to expand on the incidental classroom practices that facilitate an increase of student vocabulary. Discuss the four bullets and explain their importance. This is where students learn most of their new words. Although our manual focuses on the intentional or explicit classroom practices described at the bottom of the page, each classroom should provide opportunities to provide the experiences outlined under the first four bullets.

SUPPORT MATERIALS

OH/PPT #11: What methods are used to teach vocabulary?

SESSION ACTIVITIES

1. Ask participants to read the overhead.
2. Then, in pairs or groups of four, ask them to identify examples of how they could apply these methods.
3. Allow 5 - 7 minutes for this activity. Then "process" some of the ways they can be applied by asking for their reports.

Vocabulary Development

Incidental or Implicit Instruction

- Oral Language Engagement
- Reading to, with, and by adults or peers
- Independent reading
- Interactions with peers

Intentional or Explicit Instruction

- Active Engagement in Literacy-rich Contexts
- Restructuring Tasks: Procedures, Process, and Materials
- Repeated/Multiple Exposure
- Instructional Practices
 - o Word Learning Strategies
 - o Multimedia

Types of Vocabulary

1. Listening/Hearing
2. Speaking
3. Reading
4. Writing

PRESENTATION NOTES



VOCABULARY DEVELOPMENT

SECTION 3: PRESENTATION

NOTES TO THE FACILITATOR

This begins Section 3: Presentation of the manual.

SUPPORT MATERIALS

OH/PPT #12: What Are
Some Principles of Research-
Based Vocabulary
Instruction?

SESSION ACTIVITIES

1. This overhead is to be read with equal importance on each bullet.
2. Suggest teachers may use this as a guide to help them assess the balance of their classroom practices.



What Are Some Principles of Research-based Vocabulary Instruction?

Implications of research suggests that:

- Vocabulary should be taught both directly and indirectly.
- Repetition and multiple exposures to vocabulary items are important.
- Learning in rich, varied context is valuable for vocabulary learning.
- Vocabulary tasks should be restructured (changing materials or procedures) to ensure word understanding e.g. substituting easy for hard words, structuring the learning, working in groups.
- Vocabulary learning should involve active engagement in learner tasks.
- Computer technology can be used to teach vocabulary.
- Vocabulary can be acquired through incidental learning.
- How vocabulary is assessed and evaluated can have differential effects on instruction.
- Use of a single vocabulary instructional method will not result in optimal learning.

(National Reading Panel, 2000)

NOTES TO THE FACILITATOR

This page is written in a Cloze technique. The participants will fill in the blanks as you explain the page. A variation is having the participants read the page, then supply the answer that they think best fits the sentence. Talk about their answers and give them an opportunity to change them. Next, discuss each bullet.

SUPPORT MATERIALS

OH/PPT #13: What Does Vocabulary Development Include?

Note: This is the beginning of the presentation section.

Answer: Explicit and Implicit

SESSION ACTIVITIES

Explain

1. Discuss each bullet.
2. Give the participants the opportunity to include any of their own ideas.
3. Ask the participants if they see incidental or intentional learning on the listed bullets.
4. Ask them to identify which bullets would fall under incidental learning and which would fall under intentional learning.

What Does Vocabulary Development Need to Include?

Vocabulary development needs to include _____ and _____ teaching and learning as well as

- Oral language engagement
- Reading to, with, and by
- Active engagement in literacy-rich environments
- Restructuring tasks (e.g., procedures, processes and materials)
- Repeated/multiple exposures
- Explicit and implicit instructional practices
 - Word learning strategies (e.g., context, association methods, mnemonics, keyword, pre-teaching, etc.)
 - Multi-media (e.g., computer technology, graphic representations, semantic mapping, American Sign Language, etc.)

(Armbruster, Lehr, & Osborn, 2001; Harris & Hodges, 1995; NRP, 2000)

NOTES TO THE FACILITATOR

This page changes the focus from the students' learning to the teacher's instruction. It highlights three big ideas for instruction. The 2nd bullet, integrating as a part of writing, relates to the repeated exposure idea. Specifically, if the students are encountering words in reading, practicing the words in speaking, and then integrating the words into writing, they are receiving repeated exposure.

SUPPORT MATERIALS

OH/PPT #14: What Does Effective Vocabulary Instruction Include?

SESSION ACTIVITIES

Explain

1. Vocabulary instruction should be related to content which reflects the words students need to know for their reading within the context of other content areas (e.g. math, science, etc.);
2. Exercises such as having them identify powerful words before writing, revising to sharpen their word use; and
3. Developing word awareness through the use of games and activities.

What Does Effective Vocabulary Instruction Include?

Vocabulary instruction should also include ongoing and purposeful instruction:

- Related to and integrated with curriculum content
- Integrated as part of writing instruction
- Incorporated in engaging games and activities

(Armbruster, Lehr, & Osborn, 2001; Harris & Hodges, 1995; NRP, 2000)

NOTES TO THE FACILITATOR

Every teacher is responsible for teaching vocabulary, because vocabulary is connected to comprehension in many subject areas. We cannot depend on language arts alone to emphasize vocabulary. All content areas (such as social studies, science, health, the arts) have their own unique vocabulary that must also be taught. Vocabulary is integrated into all subjects and must be taught by all teachers.

SUPPORT MATERIALS

OH/PPT #15: Who is Responsible for Teaching Vocabulary?

SESSION ACTIVITIES

Explain

1. Discuss each section.
2. Explain that vocabulary needs to be addressed in language arts as well as in content areas. One area alone cannot be responsible for vocabulary development.
3. Read the final section to expand instruction beyond the content areas.

Who Is Responsible for Teaching Vocabulary?

Every teacher is responsible.



Vocabulary instruction should be an **integral part of** all instruction because **every discipline** has a specialized vocabulary.

Vocabulary instruction may begin with the **major concepts or "big ideas"** of the content, but it should also be expanded to include words identified from:

- Literature in texts
- Class discussions
- Videos and newspapers
- Other information sources

NOTES TO THE FACILITATOR

This quote comes from *Content Area Reading* by Vacca and Vacca – two very well known authors/researchers in Content Literacy.

SUPPORT MATERIALS

OH/PPT #16: Vacca and
Vacca Quote

SESSION ACTIVITIES

1. Read this quote.
2. Emphasize “multiple opportunities”. This means in many contexts, day after day, by writing, reading and speaking, etc.
3. Explain that this means the students cannot learn a new word the first time it is taught.

“Teaching [vocabulary] well means giving students multiple opportunities to learn how words are conceptually related to one another in the material they are studying.”

(Vacca & Vacca, 1999, p. 315)

NOTES TO THE FACILITATOR

This page takes three major ideas and describes them in terms of student actions. Tell your participants that the student actions will be encouraged in the Engagement and Practice applications following this section of the manual. Tell them to make a mental note of the actions that are most important to them and to look for the applications that address these actions.

SUPPORT MATERIALS

OH/PPT #17: How Can
Vocabulary Development
Strengthen Comprehension
and Memory?

SESSION ACTIVITIES

Explain

1. Discuss each bullet.
2. Explain that this page has lots of verbs that describe what the students will be doing in a classroom. Have the participants make note of them and ask them to relate the activities to the applications that they themselves will be participating in the following section.

How Can Vocabulary Development Strengthen Comprehension and Memory?

When students:

- Relate the content/words by **experiencing** it, by **visualizing** it, and by **using other sensory experiences**
- Represent words by **brainstorming**, identifying **associations**, comparing/**contrasting** words, structured **mapping**, **visual organizers**, **drawing**, **writing** about the words, or **using** them in **conversations**
- Reason with words/concepts by developing their **definitions**, **identifying** cluster **associations**, **classifying** words, **discussing** words, **acting** them out, **using** them in **creative writing**

NOTES TO THE FACILITATOR

This final list of instructional considerations is described as 'challenges' to the teacher. This is a way of emphasizing their importance in the classroom.

SUPPORT MATERIALS

OH/PPT #18: What Are the Challenges for the Teacher?

SESSION ACTIVITIES

Explain

1. Ask for comments to the following question: What do you see as a challenge to your instruction from the information that you have learned up to this point?
2. Whole group discussion of the challenges for teachers.
3. Talk through the bullets that the participants have not already mentioned.
4. Emphasize the 2nd and 3rd bullets. This can be easier said than done but it is crucial to students' interest in learning new words. Repeated exposure and review is particularly important for ELL students; new words in various contexts are the key to vocabulary development.
5. Ask the participants about a new word they have learned recently or a new term that has been used in the session.
6. Ask them how many times they feel they will need to encounter it before it is a part of their permanent vocabulary.
7. Tell them that their students will need the same amount of exposure, maybe more.

What Are the Challenges for Teachers?

The challenges are for teachers to:



- Understand, choose, model, and use varied teaching and learning strategies
- Provide multiple sources or contexts for encountering new words
- Use clear images or concrete objects, either visual or auditory or both
- Include authentic opportunities that require active participation for students to use words being studied
- Integrate oral and written language across all content areas and throughout the whole day

NOTES TO THE FACILITATOR

The purpose of this activity is to give participants time to process the information they have just learned. Because the "Presentation" section of the manuals provides the capacity building for the component, you can decide to use this at any appropriate time. Be aware of when the participants have 'had enough' new information and need time to digest it. It is not necessary to have an OH of the opposite page. Tell the participants which steps to follow. Be sure to watch a clock and explain when to switch turns.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Partner Review

1. Have each participant choose a partner.
2. Each pair designates a '1' and a '2.'
3. Everyone reviews his/her notes.
4. Proceed with the directions on the page.
5. Provide time for open discussion and questions at the end.

Checking for Understanding

Partner Review

What Have You Learned So Far?

- Review your notes.
- Partner 1 reviews new learning for 90 seconds.
- Partner 2 for 45 seconds.
- Partner 1 again for 30 seconds.
- Partner 2 finishes by reviewing for 15 seconds.
- Write any remaining questions.



Remember: You cannot repeat what your partner shares!

ENGAGEMENT & PRACTICE NOTES



VOCABULARY DEVELOPMENT

SECTION 4: ENGAGEMENT AND PRACTICE

NOTES TO THE FACILITATOR**SUPPORT MATERIALS**

OH/PPT #18: Section 4:
Engagement and Practice

SESSION ACTIVITIES

Introduce

1. Explain Section 4 as a very large portion of the manual because it provides examples of classroom applications.

Explain

1. Section 4 has been divided up into 4 subsections in each manual because it is large.
2. Describe each of the subsections and their content.

For example, "Classroom Strategies and Applications" contains numerous strategies for teaching vocabulary development that you can use in your room tomorrow. We will be practicing some of those as a whole group. We will then discuss various tools for assessing vocabulary that are teacher and classroom-friendly. The next subsection - CD/Video Modeling - is where you will see classroom strategies being taught in a teacher's actual classroom with real students. Finally, Action Planning provides the time for you to apply some of what you have learned to your own classroom and students.

SECTION 4: ENGAGEMENT AND PRACTICE

[Subsection 1: Classroom Strategies and Applications](#)

[Subsection 2: Assessment](#)

[Subsection 3: Video Modeling](#)

[Subsection 4: Action Planning](#)

NOTES TO THE FACILITATOR

In this section of the manual (Classroom Strategies and Applications), there are many considerations for the facilitator. Not all of the Applications in the manual can be covered in a single training session. Instead, you must choose which classroom strategies to model. Keep in mind that there are two opportunities for the participants to experience and review the strategies and applications – once in a whole group setting with your facilitation and individually during Action Planning.

In order to decide how to train the whole group portion of the session, first review all of the strategies in this section. Choose which ones best fit your training by considering the following:

- **Background knowledge level of the participants** - It may be best to plan 1 or 2 activities under each category and adjust accordingly.
- **Audience** - If the participants in your session are content area teachers, it may be best to emphasize content driven applications such as the Knowledge Rating Chart because they will most likely be taught on that level. If your audience is primarily first through sixth grade teachers, the application you choose will have a broader range of classroom appeal.
- **Staff development needs** - The principal or contact person who hired you to do the training may have a particular need that he/she wants emphasized.
- **Time allotment** - How much time is remaining? Have I followed the timeframe laid out on the Agenda closely? Or has discussion and questioning been heavy for this session? How much time does the activity take as a whole group? Can I describe some of the activities just as well as model them?

Subsection 1
Classroom Strategies and Applications

NOTES TO THE FACILITATOR

- **Flexibility and adaptability** – Some of the activities are highly adaptable to many vocabulary tasks. Modeling these lessons as a whole group and providing the variation information will give the teachers many possible ideas from one lesson.
- **Engagement level for adults** – Sometimes what is engaging for may not be engaging for adults. Choose applications you feel adults would like to do.
- **Room set up and space available** – Is there room enough for all of the participants to get out of their seats? Can you demonstrate a lesson using a small group when space doesn't allow for more?
- **Materials and Supplies** – Be sure to review each application you plan on modeling. The materials needed to teach it may require addition supplies beyond the generic list in the "Tips for Training a Reading Links Module".

IMPORTANT NOTE:

An option for using the Vocabulary applications: During whole group teaching, have your participants engage in the activities you have chosen according to the above criteria. Stop when you get to Semantic Mapping. There are 5 different types of maps in this manual. Divide the group into 5 smaller groups and assign each one a different map. Instruct the group to learn about that map sufficiently enough to teach it to the rest of the group. Provide time for the participants to learn their given map. Reconvene as a large group and have each map group teach their application to the rest of the participants.

Use the subsequent blank pages to make your own notes about which applications you chose to model, required materials, time frames, or other helpful information.

Classroom Strategies and Applications for Vocabulary Development

❖ Word Learning Strategies

Association Strategy

Keyword

Pre-teaching Vocabulary

Knowledge Rating Chart with Visual Connection

Context Strategy

Contextual Redefinition

Categorization Strategy

List, Group, and Label

Word Sorts to Word Hunts

Vocabulary Notebooks

Word Relatedness

Root Words and Affixes

Affixionaries

Create a Word, Create an Animal

Etymologies

NOTES TO THE FACILITATOR

Now pick your whole group demonstration classroom applications using the criteria bulleted at the beginning of Section 4. Use this space to record your training notes if you chose to demonstrate the application on the opposite page. All the applications are written using step-by-step directions.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Classroom Strategies and Applications for Vocabulary Development (continued)

Word Learning Games

Homophone Rummy

Scattergories and More!

❖ **Multimedia**

Semantic Mapping

Semantic Clusters

Semantic Feature Analysis

Synonym Web

Root Word or Antonym Tree

Word Map

American Sign Language

Hypertext

NOTES TO THE FACILITATOR

Use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Association Strategy

Keyword Method

A mnemonic device that:

- uses imagery to connect words with their definitions
- uses auditory and visual clues
- can be superficial learning; therefore, ideally suited for learning new words in a beginning form
- best combined with another method or multiple exposures

To Teach

1. After selecting the "target word" or new vocabulary word that your students are to learn, have your students think of another familiar word that looks or sounds like it. For example, for the target word brilliant, a student might select Brillo. The following are further examples:

<u>Target Word</u>	<u>Familiar Student Word</u>
apex	ape
dispensable	pen
gradient	grade
modality	model

2. The next step for students is to relate their familiar word with the definition of the target word using imagery. For example, the definition of brilliant is shining brightly so a student might see a *Brillo*™ pad scrubbing a pan until it shines. In another example, the definition of apex is the highest point so a student might see an *ape* like King Kong on the highest building.

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Keyword Method (continued)

Other examples may include the following:

Dispensable-to give out or distribute

Image-a student handing out *pens* to classmates

Gradient-a slope

Image-a student's report card displaying *grades* from low to high in the subject areas

3. The final step is to teach the students to retrieve the definition of the target word by using their image as a link. In other words, after the image is evoked, it is deliberately used to recall the meaning of the target word.

Option:

Have your students draw their mnemonic to further imprint the image.

(Blachowicz & Fisher, 2002)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Pre-teaching Strategy

Knowledge Rating Chart with Visual Connection

Pre-teaching strategy:

- Students are taught or introduced to the definitions of relevant vocabulary words before reading them in context.
- Teaching important vocabulary before reading can help students learn new words and comprehend the text (NRP, 2000).

Knowledge Rating Chart and Visual Connection

- Students first evaluate how well they know a word.
- The teacher activates and assesses students' prior knowledge.
- The teacher customizes a vocabulary list tailored to students' background knowledge.
- Students generate enthusiasm for the reading task.
- The physical representations used in the visual connection in this lesson help students use a symbol to remember meanings.

(Blachowicz & Fisher, 2002)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Knowledge Rating Chart and Visual Connection (continued)

STEP 4: Share this information with the class.

TEACHER TALK:

"The words you all **know** are in this **first** column. (*Pointing to first column*) This is your background knowledge. We'll be building on this knowledge as we go through the unit. Then **these** (*pointing to second column*) are the terms some of you **don't** know. From this column, I will select the key concept words for this lesson."

STEP 5: Pre-teach the key words to help with vocabulary learning and reading comprehension (*Put Reading First*, 2001). Using visuals to represent the concepts and associating concrete objects, or the familiar, with new concepts, or the unknown, helps all students, including English Language Learners, to internalize their learning. (Blachowicz & Fisher, 2002)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Context Strategy

Contextual Redefinition

- Students use context clues embedded in paragraphs to help them learn meanings of the target vocabulary words (NRP, 2000).
- This strategy introduces new words in rich contexts that help students define the words and remember them by giving the words meaningful associations.

To Teach:

1. Select unfamiliar words. (Choose a few words that may present trouble to students and that may be central to understanding the important concepts in their reading.)
2. Write a sentence. Try using existing text material the students are about to read.
3. Present the words in isolation. Ask the students to provide a meaning for each one of the words. Have the class come to a consensus when possible.
4. Present the words in a sentence. Ask the students to provide a meaning based on the sentence and to defend their definition.
5. Dictionary verification. Have the students look up the word to verify the students' ideas.

Option: Examine the units of meaning (morphemes) present in the word during step 5.

(Gipe, 1978/1979; 1980; Readance, Bean, Baldwin, 1998)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Example of Contextual Redefinition (continued)

1. Define the following terms in your own words.
 - a. Carapace
 - b. Insipid

2. Define the same words after reading them in the following sentences:
 - a. Without its carapace, the turtle would be subject to certain death from its enemies or the elements.
 - b. His teaching lacked spirit. He had presented his lesson in a dull manner, failing to challenge or stimulate the students. The teacher knew he had made an insipid presentation.

Definitions:

- a. Carapace
- b. Insipid

Option: This lesson can be taught in reverse (*Put Reading First*, 2001). In that case, the teacher would begin with the context sentences with the target words blanked out. The students, working individually or in pairs, brainstorm semantic matches to complete the sentence. The teacher inserts the student choices for the class to analyze. The best two are chosen and the original sentence is revealed. This lesson can be extended to making connections through Word Relatedness by creating lists of synonyms using the brainstormed words that the class provided. This can also lead to synonym webbing (see Multimedia).

Option for Younger Classrooms: The teacher selects words that are suitable to his/her grade level.

(Gipe, 1978/1979; 1980; Readance, Bean, Baldwin, 1998)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Categorization Strategy

Application 1: List, Group, and Label

- List, Group, and Label is a technique attributed to Hilda Taba (1967), which asks students to list words related to a given topic, group them, and then specify the criterion they used for grouping with a label.
- This categorization strategy can be used to teach a content area.
- The categorization of the words is the structure in which students begin to learn definitions and meanings.
- These applications allow the student an opportunity to develop their vocabulary without having to be concerned with definitions or supplying meanings.

To Teach:

1. The teacher asks the students to think of words having to do with danger. The brainstormed list might include:

enemy	alarm	fire	shelter
firefighter	fright	scare	cry
siren	help	shoot	wolf
2. Next the students work with the entire list in order to break it down into categories and place the words accordingly. For example, students may select *wolf*, *poison*, and *enemy* to be things that are dangerous or *shout*, *cry*, and *shoot* to be done when encountering danger.
3. Finally, the students label and display their categories.

Recommendation: Limit the list to 25 words; however, consider grade level and ability when adjusting the amount.

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Categorization Strategy

Application 2: Word Sorts to Word Hunts

Teacher-Directed Word Sorts

To Teach:

1. Read the selected words with the students and talk about any unclear meanings. Invite students to make observations about the words by asking, "What do you notice?"
2. Selected words for this sort:

stream	grease	sneak	street
please	bleed	extreme	Pete
cheese	squeal	break	beast
speech	cease	feast	cheek
steak	peach	knead	league
3. Sort the words by the vowel sound in the middle.
4. Continue to sort by visual differences of the long e spelling.
5. Scramble and resort under designated headings or key words.
6. Ask students to sort independently and then confirm with a partner.
7. Store words for more sorting and activities on subsequent days.

Open Sort Using R-Influenced Vowels

1. Introduce the sort by reading the words together and discussing meanings. Ask, "What do you notice?", inviting students to make observations.
2. Possible words for this sort:

bark	bare	air	war
chart	share	chair	yarn
hair	warm	large	sharp
fair	square	pear	
warn	stare	bear	

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

WORD SORTS (continued)

3. Ask students to sort the words into categories of their own choosing. Call on different children to describe the rationale for their sorts.
4. Designate key words or headers and ask all the students to sort the same way.
5. Ask the students to scramble their words and re-sort a second time.
6. Ask students to identify the homophones.
7. Store words for future sorting activities.

Word Hunt

1. Word Hunts are excellent for independent student work. Students can work alone, in pairs, or in small groups. Students reread a recent passage to find words that fit a particular sound or pattern.
2. Words that fit the desired patterns are written down in Word Books (see application on the next page for more information).
3. Students meet together in small groups and read their words aloud. The children or teacher may record the words on chart paper for display.
4. Students are asked what words they can group together.
5. Students check to see what words they can add to their Word Books.

Variations:

Students can hunt for words related to a topic, sight words, or compound words, etc. (e.g., use newspapers, magazines, etc.)

(Bear, Invernizzi, Templeton, & Johnston, 2000; Marzano et. al., 1995)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Categorization Strategy

Application 3: Vocabulary Notebooks or Word Books

- The vocabulary notebook or word book is a diary and collection of words students have studied either in teacher-directed lessons or as a record of interesting words or phrases, encountered in independent reading.
- The notebooks document students' word study and vocabulary program, and help teachers assess student activity and growth.
- Words can be grouped by:
 - sound
 - orthographic patterns
 - meaning
 - content area topic
 - alphabetically
 - thinking verbs
 - alliterations

To Teach:

1. Word study notebooks are used almost daily.
2. Students use them at the end of previous sorts, to document their work, in small groups, or to add to after a class list is made.
3. They can also be used for later discoveries or connections made by the students.
4. Collection is made with *use in writing* as a primary intention.

(Bear, Invernizzi, Templeton, & Johnston, 2000; Marzano et. al., 1995)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Word Relatedness

Root Words and Affixes

Teaching tips

1. Knowing some common prefixes and suffixes (affixes), base words, and root words can help students learn the meaning of many new words.
2. For example, if students learn just the four most common prefixes in English (un-, re-, in-, dis-), they will have important clues about the meaning of about two thirds of all English words that have prefixes.
3. Prefixes are relatively easy to learn because they have clear meanings, they are usually spelled the same way, and they always occur at the beginnings of words.
4. Suffixes are slightly more difficult, yet they can still yield helpful clues to word meanings.
5. For example, -less means 'without' and -ful means 'full of' providing the student with clues to such words as hopeful and hopeless.
6. Latin and Greek word roots are commonly found in content-area school subjects, especially in science and social studies.
7. As a result, Latin and Greek word parts form a large proportion of the new vocabulary that students encounter in their content-area textbooks.
8. Teachers should teach the word roots as they occur in the texts students read.
9. They should primarily teach the root words that students are likely to encounter often.

(Armbruster, Lehr, & Osborn, 2001)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Word Relatedness

Application 1: Affixionaries

In this application, students construct their own 'affixionaries' using the traditional dictionary structure as a guide. The student (class or teacher) decides which affixes are listed alphabetically, with one page for each affix. The entry on each page might have the definition at the top, followed by words using the affix and sentences that have examples of the words. Students can choose to list prefixes and suffixes separately to avoid confusion.

Example: The prefix con- means 'together'.

Construct	Builders construct houses.
Converge	The train and the bus converged at incredible speeds.
Conference	The conferences on dieting attracted 2,000 people.
Connect	He connected the TV to the VCR with a cable.

(Blachowicz & Fisher, 2002; Lindsay, 1984)

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Word Relatedness

Application 2: Create-a-Word and Create-an-Animal

Create-a-Word and Create-an-Animal are lessons in which the students create new words from roots and affixes. Begin by discussing the meanings of each morpheme and then let the students mix and match them to create original words. Conclude by having the students write the unique word and definition and sharing them with the whole class.

Create-a-Word

To Teach:

With the following list on the board, have the students choose a number from each column. Next, they write the root or affix they choose to create a word. Using the key, the student writes the corresponding meaning for the new word.

	A	B	C	D
1.	trans	luno	graph	ological
2.	tele	helio	vis	ic (or al)
3.	proto	stella	phon	ology
4.	neo	terre	trop	phobia

Example: 1-2-1-4 = transheliographobia (fear of writing across the sun)

Have students use the key on the next page to create new words.

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Word Relatedness

Application 2: Create-a-Word (continued)

KEY:

trans--across	graph--write
tele--distant	vis--see
proto--first	phon--sound
neo--new, modern	trop--turning
luno--moon	ological--having to do with
helio--sun	ic (al)--having to do with
stella--star	ology--science of
terre--earth, land	phobia--fear of

New Word	Definition

Variations:

- Have groups create new words and then have other groups define them using the key.
- With young students, provide the prefix or the affix with the root word.
- Have students illustrate their made-up word.
- Put together a book with the students' words on each page and name it *Our Own Words*.

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Word Relatedness

Application 2: Create-an-Animal

Imagine you are a scientist exploring a wilderness that has never before been visited by man. Many unusual animals inhabit the area, and it is your job to name them. The names must be understood by scientists around the world; so, we will have to use prefixes, roots, and suffixes that come from ancient languages--Latin and Greek--and are understood by people in many countries. The first animal you see is a lineatus bicephalotriped. As soon as I looked at my chart, I knew your animal must look like...

Illustrate what a lineatus bicephalotriped looks like in the space provided below. Use the Scientists' Vocabulary Chart on the next page, which shows terms that scientists use for naming living things, to help you with the illustration.

A lineatus bicephalotriped looks like this:

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Word Relatedness: Create-an-Animal

Scientists' Vocabulary Chart

mono--one	pedi--foot	melano--black
bi--two	cornis--horn	leuco--white
tri--three	cephalus--head	erythro--red
quadro—four	lineatus--lined	bruno--brown
penta--five	punctata--dotted	

Describe, illustrate, and name your animal using terms from the Scientists' Vocabulary Chart. You may use the terms as prefixes, roots, or suffixes.

Description	Illustration	Scientific Name

Variations:

- Have students illustrate their animals on the board for others to identify.
- Have students write the scientific name of their animals on the board for others to illustrate.
- Have students generate new "keys" or lists of terms related to content being studied.
- Put together a book with the new animals.

(Irwin & Baker, 1989)

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Word Relatedness

Application 3: Etymologies

This strategy offers a colorful means of helping students remember word meanings. It includes a word's history, where it originated, and how it came to be a part of the language. The etymological portion of a dictionary entry, when given, generally follows the pronunciation guide and part of the speech and is enclosed in boldfaced brackets.

For example, this is the etymological entry for 'chauvinism'.
[F 'chauvinisme,' fr. Nicolas Chauvin, character noted for his excessive patriotism and devotion to Napoleon in Theodore and Hippolyte Cogniard's play *La Cocarde tricolore* (1831)]

Originally, chauvinism referred to excessive patriotism or loyalty to a cause or creed. Today it is used more broadly to refer to strong dedication or loyalty to a place, group or phenomenon.

The following content-related words have interesting word origins:

Science

alkali
barnacle
cobalt
crayfish

Social Studies

assassin
ballot
boycott
filibuster

English

anecdote
dumbbell
enthrall
fib

(Readance, Bean, & Baldwin, 1998)

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Word Learning Games

Application 1: Homophone Rummy

This is a game for 2-6 students. The object of the game is to discard the cards in one hand as well as to get the most number of homophone pairs or points.

Materials:

Several prepared decks of homophone pairs (52 cards, 26 pairs).
Select words your students know. (See the Helpful Resources section for a list of homophones.)

To Teach:

1. Each player is dealt ten cards (2 players); seven cards (three to four players); 6 cards (five to six players).
2. Players check their hands for already-existing pairs. Once they find a pair, they must give the meaning for each word in order to receive points. In giving definitions, the players may use the actual word in a sentence to show the meaning until they become well versed in homophone definitions; then, they must give a definition of the word separate from its use in a sentence or a synonym for the word. Each pair receives one point; any other additional homophone for the pair receives one additional point.
3. The remainder of the deck is placed in a central location as the drawing pile in which the first card is turned up.
4. The person to the left of the dealer goes first. Each player draws from the deck or the discard pile. Note: If a card is taken from the discard line, all cards appearing below the desired card must also be taken. Also, the top card must be used.

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Word Learning Games

Application 1: Homophone Rummy (continued)

5. The player lays down any pairs as described in number 2. The player must then discard one card to end the turn.
6. The game is over when one player has no cards left. That person yells "rummy!" Then the pairs are counted up.

Variations:

1. Rather than having a random mix of homophone pairs, the decks can be divided into homophones by sound or homophones by syllable accent. This creates an opportunity to examine homophones by both sound and spelling patterns as well as syllable and accent patterns. Each deck of cards can consist of two to four contrasting sound patterns or syllable/accent patterns which the children have to sort.
2. A player can be challenged by someone else disagreeing with the definitions. The person who challenges looks up the words in the dictionary. Whoever is right gets to keep the pair.
3. Each player can play off of other players' cards, receiving additional points for each homophone found.
4. If a player has a card that can be added to a set of sequence but does not realize it and discards it, another player detecting what happened can pick up the card discarded, and add it to a sequence. That player then gets to discard one card.
5. Homophone synonyms can be used in this game. For each homophone, a child has to come up with a least one synonym.

(Bear, Invernizzi, Templeton, & Johnston, 2002)

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Word Learning Games

Application 2: Scattergories and More!

Scattergories can be played as the commercial version or one adapted for instructional use. In the adapted version, a set of 5-10 letters or blends is determined – for example, vegetables, countries, presidents' last names or rivers. The categories can also be developed from themes or content areas students are studying. Working with a time limit of several minutes, individuals or groups of players think of words that begin with the given letters and fit the category. Players with the greatest number of unique words (words chosen by only one individual or team) win that round.

Other Game Ideas:

- Vocabulary Bingo
- Vocabulary Uno
- Concentration
- Cross Word Puzzles
- Jokes, Riddles, and Puns
- Hink Pinks
- Vocabulary Jeopardy
- Word Study Trivial Pursuit
- Scrabble

NOTES TO THE FACILITATOR

“Jigsaw” learn and teach the Semantic Mapping section as described below.

An option for you to use the Vocabulary applications: During whole group teaching, have your participants engage in the activities that you have chosen according to the above criteria. Stop when you get to Semantic Mapping. There are 5 different types of maps in this manual. Divide the group into 5 smaller groups and assign each one a different map. Instruct the group to learn about that map sufficiently enough to teach it to the rest of the group. Provide time for the participants to learn their given map. Reconvene as a large group and have each map group teach their application to the rest of the participants.

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Multimedia

Semantic Mapping

In multimedia, vocabulary is taught by going beyond the text to include other media.

- Semantic mapping involves students in categorizing new words into familiar topics.
- New words are learned by identifying similarities and differences with related, known words.
- Target words are often introduced in categories.

Many webbing activities offer a unique opportunity to use discussion as a primary learning venue for the students. Often, it is not the map itself that provides the learning impact, but it is the usage and building of the map to go along with product that enhances the learning.

Application 1: Semantic Clusters and Picture/Word Books

Semantic Clusters are groups of words whose meanings are in some way related. Robert Marzano and his colleagues in *Literacy Plus* (1995) created 61 major or general clusters, called super-clusters, from words found in student textbooks, leisure reading materials, and standardized tests. Students study and cluster words in Picture/Word Books based on instructional levels, interests, and content being studied. The goals are to provide students with a list of target words and structures to record/study new words as well as relate/associate new words (the unknown) to words already known (the familiar).

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Multimedia

Application 2: Semantic Feature Analysis

1. Select a category (tools). Begin with categories that are concrete and within the experience of your students and then progress to more abstract or less familiar categories. Beginning categories might include the following: games, occupations, tools, plants, vegetables, food, buildings, vehicles, pets, clothing, animals, furniture.
2. List in a column some words within the category (hammer, saw).
3. List in a row some features shared by some of the words (pounds, cuts).
4. Put pluses or minuses beside each word beneath each feature. (See the chart on the next page.)
5. Add additional words.
6. Add additional features.
7. Complete the expanded matrix with pluses and minuses.
8. Discover and discuss the uniqueness of each word. This is crucial.
9. Repeat the process with another category.

Note: It is also recommended that you duplicate a large stack of single page grid sheets for individual or small group use.

(Pittelman, Heimlich, Berglund, & French, 1991)

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Example of a Semantic Feature Analysis

FEATURES of TOOLS

TOOLS	Pounds	Cuts	Grips	Has Handle(s)	
hammer	+	-	-	+	
saw	-	+	-	+	
scissors	-	+	-	+	
pliers	-	-	+	+	
hoe	-	+	-	+	

Practice:

Create a Semantic Feature Analysis chart in the space provided below.

FEATURES OF _____ (cars, trees, cities, etc.)

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Multimedia: Semantic Mapping

Application 3: Synonym Web

Often students are taught that synonyms are words that have the same meaning. This is not exactly true, however. Synonyms have similar meanings, allowing us to express the same idea in a variety of ways.

Procedure:

1. Students brainstorm various synonyms and use a thesaurus to identify others.
2. The teacher then works with the students to determine which of the words "go together". This requires the students to categorize the words in some way and to demonstrate an understanding of how the meanings are related.
3. The words are connected on a web to show their relationship.
4. The students copy the web into their Vocabulary Notebooks.

Note: Teaching *connotation* and *denotation* of a word may be helpful, as this difference is likely to come up when students become more familiar with synonyms. The *connotation* of a word is what may be suggested by or associated with the use of the word. The *denotation* of a word is its general or literal meaning.

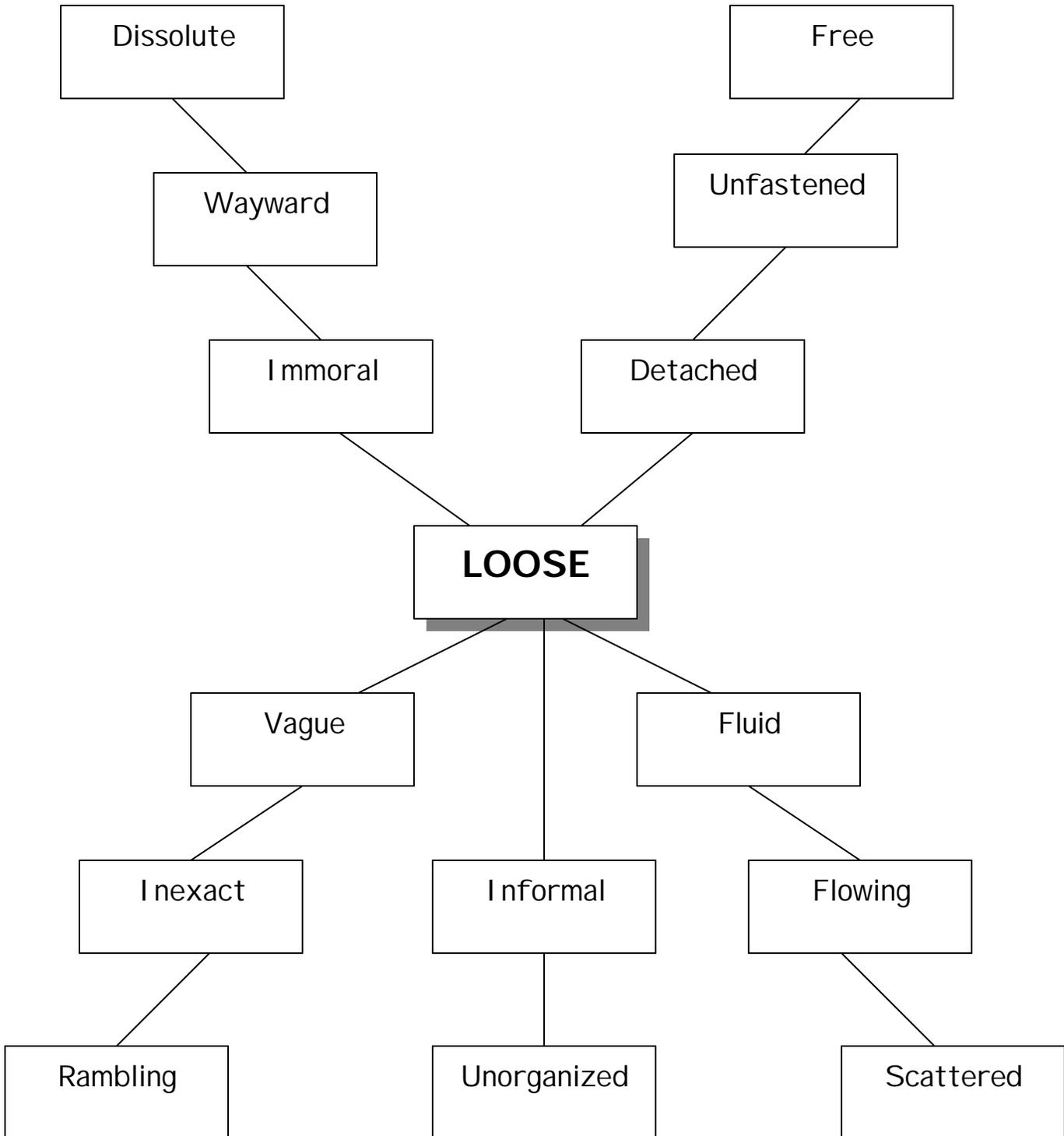
(Blachowicz & Fisher, 2002)

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Synonym Web for the Word *Loose*



NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Multimedia: Semantic Mapping

Application 4: Root Word Tree and Antonym Tree

Just as no two synonyms are exactly alike in meaning, no two antonyms are exact opposites. To develop the concept of opposites, antonyms can be grouped according to their general meaning. Most activities suggested for synonyms can be modified for antonyms.

Root Word Tree

To Teach:

1. When creating a root word tree, write a root word such as 'aud' on the trunk. Have the students brainstorm words with 'aud' in them.
2. Have the students write those words on the leaves of that tree.
3. Talk about the meaning of all of the words- what they have in common and how the root word provides the substance to the definition.

Antonym Tree

To Teach:

1. A root or target word is put on the bottom of the trunk of a visual representation of a tree. (The tree has a trunk and branches but no leaves.)
2. Students prepare 'leaves' for the tree by writing words that mean the opposite of the root or target word.
3. Discuss the use of prefixes and suffixes as students will soon discover their usefulness in this activity.

(Gipe, 2002)

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Multimedia: Semantic Mapping

Application 5: Word Map

To Teach:

1. In any reading, the student or teacher writes a new word and page number in the center bubble and writes the sentence in which it was found in the first elongated bubble.
2. Next, a dictionary definition is written above the word with a synonym and antonym beside it. (Manipulation of prefixes is very helpful to students discovering antonyms and should be modeled easily and frequently. In some cases a nonexample, as in the Frayer Model, is helpful because not all words have antonyms. In either case, discussion with the teacher or other students will help a child develop the concept of polarity or oppositional thinking.)
3. Another form of the word is written next to the word and page number. This is essential for the learning of morphological features and structural analysis, extending a student's learning. When a new word with a similar root or affix is encountered, the reader will have knowledge of at least some of the word.
4. The student then writes an expression or unique association that helps them to memorize it. This engages the student personally and is often the most helpful part of the map.
5. Finally, the student writes an original sentence using the new word independently and appropriately.

Option for Younger Students: This map is very thorough and utilizes many aspects of quality vocabulary development. When considering the development and grade level of your students, it can be simplified by reducing the number of options.

(Rosenbaum, 2001)

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Word Map

Antonym

Definition

Synonym

Expression or
association

New word and
page number

Another form

Sentence from the book

My original sentence

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Multimedia

American Sign Language

American Sign Language has been used to increase vocabulary, capitalizing on its tactile nature to help students develop vocabulary.

Computer Use for Vocabulary Instruction

When computers were used with vocabulary development, a small trend of studies showed gains for student learning compared to traditional methods. Having students access hypertext is one way in which a computer has been utilized.

NOTES TO THE FACILITATOR

Subsection 2 of the Engagement and Practice section is Assessment. Vocabulary Development can be taught and assessed at the same time. In other words, many of the applications you just taught your participants could also be used as an assessment.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Subsection 2

Assessment

NOTES TO THE FACILITATOR

Explain to the participants that vocabulary instruction and assessment are closely related. Review the guideline suggested by Donald Bear and his colleagues in *Words Their Way* (2000, p. 34). If you have optional copies of this text as suggested in the preface to this manual, share these with the participants as you review the guidelines.

SUPPORT MATERIALS

OH/PPT # 19: Assessment and Instruction Guidelines

SESSION ACTIVITIES

1. Explain that assessment and instruction for vocabulary (and word study) are closely related.
2. Explain the 5 guidelines, highlighting the need to connect assessment to instruction and growth over time, using a developmental model that integrates the literacy behaviors of reading, spelling, and writing.

ASSESSMENT and INSTRUCTION GUIDELINES

- **Work from a developmental model** that integrates the literacy behaviors of reading, spelling, and writing (For an example, see Figure 2-1 on p. 14 of *Words Their Way*, 2000).
- **Use informal assessments as you teach.**
 - o Observations and anecdotal records
 - o Checklists
 - o Literacy/learning interviews and attitude surveys
 - o IRI s, running records, miscue analysis
 - o Fluency checks
 - o Reading, spelling, and writing samples
- **Be prepared for surprises when you read what the assessments say about individual children.** (What students can do and what they want to show many not match expectations based on the developmental model.)
- **Do not assess students at their frustration level.**
- **Start with what students can do and track progress over time.**

(adapted from Bear, Invernizzi, Templeton, & Johnston, 2000, p. 34)

NOTES TO THE FACILITATOR

The “How Do I Assess Vocabulary? When Do I Teach Which Method?” chart includes several ways to assess the vocabulary development of the students in your participants’ classrooms. The first four have been provided in the Engagement and Practice section. Suggest that the participants go back through their manuals, locate each application and look at it again through the eyes of an assessor.

SUPPORT MATERIALS

OH/PPT # 20: Assessment and Instruction Guide: How Do I Assess Vocabulary? When Do I Teach Which Method?

SESSION ACTIVITIES

1. Explain again that assessment and instruction for vocabulary are closely related.
2. Describe the tools on this chart.
3. Have the participants go back through Engagement and Practice and locate the tools.
4. Write the page numbers where they can be referenced again.
5. Have the participants read the application but now apply it to possible assessment situations.
6. Explain that the Yea/Nay tool will be described on an upcoming page.
7. In small or whole group, share ways in which the participants could use these tools in the classroom.

ASSESSMENT and INSTRUCTION GUIDE

How Do I Assess Vocabulary? When Do I Teach Which Method?

Use the chart below to inform your assessment and instruction.

Assessment/ Instruction	Source	Use when you want to...	Other things to know...
Knowledge Rating Chart	Blachowicz	Assess prior knowledge for a content area or topic	Use the same chart before and after the topic or unit and compare
Semantic Mapping		Assess depth of meaning of a word	Appropriate before/after reading or in a small group
Context Method	Gipe, 1978/1979; 1980; Readance, Bean, & Baldwin, 1998	Assess if students are relying on and utilizing context	CLOZE Procedure works well
Vocabulary Word Books	Marzano et. al., 1995	Students to self assess	Can use as a record of student findings or goal setting
Spelling-by- Stage	Bear, et. al 2000	Assess students' orthographic knowledge as a way to inform word study instruction	Can be used to monitor growth
Yea/Nay	Beck & McKeown, 1983	Assess rapid recall of new meanings	Whole class setting in a game-like context

NOTES TO THE FACILITATOR

Review the "Spelling-by-Stages" orthographic assessment tool constructed by Bear and his colleagues (2000), which includes phonics, vocabulary, and spelling strategies/activities based on the instructional needs of students.

SUPPORT MATERIALS

OH/PPT # 21: Spelling-by-Stages

SESSION ACTIVITIES

1. Explain again that assessment and instruction for vocabulary are closely related.
2. Display the overhead and review the 3 steps.
3. Refer to the pages in the text if you have the optional copies.

Spelling-By-Stage Assessment

1. **Collect spelling samples** (See p. 35 and p. 287 in “Words Their Way” for lists of primary, elementary, intermediate, upper level and content-specific inventories).

Primary Spelling (pp. 295 – 296)

Elementary Spelling (pp. 288 – 291)

Upper Elementary Spelling (pp. 297 – 298)

McGuffey Qualitative Spelling Inventory (K – 8; p. 299)

Upper Level Qualitative Inventory and Error Guide (pp. 300-301)

Biology, Geometry, and U.S. History Inventories (pp. 302-305)

2. **Analyze the samples for stage of development and orthographic knowledge** (Use the feature/error guides that correspond to the inventory you administer; use the classroom composite for spelling inventories (pp. 307-308).
3. **Monitor growth and plan instruction.**

NOTE: *Words Their Way* (Bear, et. al., 2000) includes phonics, vocabulary, and spelling strategies/activities based on the instructional needs of students).

(Bear, et. al., 2000)

NOTES TO THE FACILITATOR

The Yea/Nay Assessment was referenced on the “How Do I Assess? When Do I Know Which Method to Teach?” chart of the Instruction and Assessment Guide. It was not described in the Engagement and Practice section and therefore was added here.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Explain the procedures for this tool.

Yea/Nay Assessment

Using a game-like activity called Yea/Nay can provide a quick assessment of word knowledge.

Procedures:

1. Provide students with two different cards (one that says Yes and one that says *No*).
2. The teacher presents words in pairs and asks questions.

Example: Would a **turtle** be good at being a part of a marathon?

3. After asking the question, the teacher gives the students 10-15 seconds to think and then says, "Yea or Nay? 1, 2, 3." On the count of 3, the students put up the card that coincides with their response and holds up the card while the teacher calls on students to explain their choices.

Option: Have individuals record initial responses if you want a formal record.

(Beck & McKeown, 1983)

NOTES TO THE FACILITATOR

The Participant Engagement activity can be done as a Think-Link-Pair-Share. In other words, tell your participants to consider each question first on their own, record their thoughts, talk in small groups, then have a whole group discussion regarding their answers.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Participant Engagement: Assessment

1. List the vocabulary development assessments you already use in your classroom/school/district.

2. What are other methods that you could use to assess vocabulary development?

3. Given the specific aspects of vocabulary development, what assessments do you think you need to focus on with your students?

- ▶ Share your responses with a partner, the colleagues at your table, or the whole group.

NOTES TO THE FACILITATOR

The CD/video modeling subsection is the time for participants to view a “real teacher” (not a simulated classroom or actor) demonstrating classroom application strategies from this module. Some of the videos are explicit teaching of strategies; some are models of a strategy integrated into many lessons. In either case, preview the entire video. You will need to make decisions on how to use it most effectively for your training. You can:

- Highlight a portion(s) of the CD/video rather than showing it in its entirety
- Use the Pre/Post teaching interviews during this session or save them for another time
- Reserve the CD/video to be shown again at a future time
- Use the CD/Video Modeling Observation Chart for the first viewing and the Checklist in the Helpful Resources for additional viewings.

Subsection 3
CD/Video Modeling

NOTES TO THE FACILITATOR

Judy Rex teaches in a 5th - 6th grade multilevel classroom in Arizona. The CD/video of her class includes ways to teach vocabulary using "powerful words."

SUPPORT MATERIALS**SESSION ACTIVITIES**

CD/Video of Judy Rex

Contexts and Procedures for CD/Video Viewing

CD/Videos

Context #1: Powerful Words
Judy Rex (3rd – 4th grades)

Arcadia Neighborhood
Learning Center

NOTES TO THE FACILITATOR

This Observation Chart is a recording device to be used by the participants as they watch Judy teach.

SUPPORT MATERIALS

CD/Video of Judy Rex

SESSION ACTIVITIES

CD/Video Viewing

1. Have the participants read the 4 guiding questions on the Observation Chart.
2. Introduce the video the participants are about to see by describing the lesson(s) you previewed and chose for this session.
3. Explain that the cd/video was filmed in the teacher's real classroom with his/her students present.
4. View the cd/video or sections of cd/video you have chosen to be seen.
5. Have the participants record their observations to the guiding questions on the observation chart as they view the video.
6. Discuss each question and the observations at the end of the viewing.

CD/Video Modeling Observation Chart

<p>What activities for teaching vocabulary did the teacher use?</p>	<p>What classroom management strategies did the teacher use to support instruction?</p>
<p>How did the teacher assess, engage, or reinforce student success?</p>	<p>What else did you observe? (e.g. other literacy enrichment, physical environment, and/or accommodations)</p>

NOTES TO THE FACILITATOR

Action Planning is designed to give participants time to apply what they have learned to their classrooms. See “Key Learning Goals” #5 in Overview that states “The participants will create an action plan to apply key learning from this module.” Encourage them to plan small and start soon.

Subsection 4 Action Planning

NOTES TO THE FACILITATOR**SUPPORT MATERIALS****SESSION ACTIVITIES**

Action Planning

1. Encourage the participants to follow the 3-step process to begin teaching Vocabulary Development in their classrooms tomorrow.
2. Read the 3 steps – Review, Revise, and Plan.
3. Give time for each participant to follow the plan.
4. Ask for questions.

Action Planning: How Can I Put My New Learnings into Practice?

1. **Review:** Look over the notes you made during the Think-Link-Pair-Share activities completed at the beginning of this session.
2. **Revise:** What additions or revisions can you make to your notes?
3. **Plan:** What are your next steps to incorporate vocabulary purposefully into your lesson plans tomorrow?

How will those plans meet the instructional needs of your students?

Using the form on the next page, **construct an action plan** that will help you address the instructional needs of your students.

NOTES TO THE FACILITATOR

As the participants are planning, roam around the room, providing assistance where needed. For example, give guidance to those who are having difficulty and provide feedback to those who finish quickly.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Action Planning Recording Page

1. Instruct the participants to record their plans on this page.
2. Share plans in small or whole group(s).

Constructing an Action Plan to Meet the Instructional Needs of Students

What plans can I try tomorrow?	How will the plans address the instructional needs of my students?

SUMMARY NOTES



VOCABULARY DEVELOPMENT

SECTION 5: SUMMARY

NOTES TO THE FACILITATOR

This is the time for participants to summarize what they have learned from the training session.

The participants will now do an exercise called a Semantic Map. This process involves constructing a map or web on the topic of vocabulary development with subtopics 4 given (i.e., classroom strategies, terms, the relationship of vocabulary development to comprehension, and what do I still need to know) and 2 subtopics to be identified by the participant.

SUPPORT MATERIALS

Flip chart paper
Overhead transparencies

SESSION ACTIVITIES

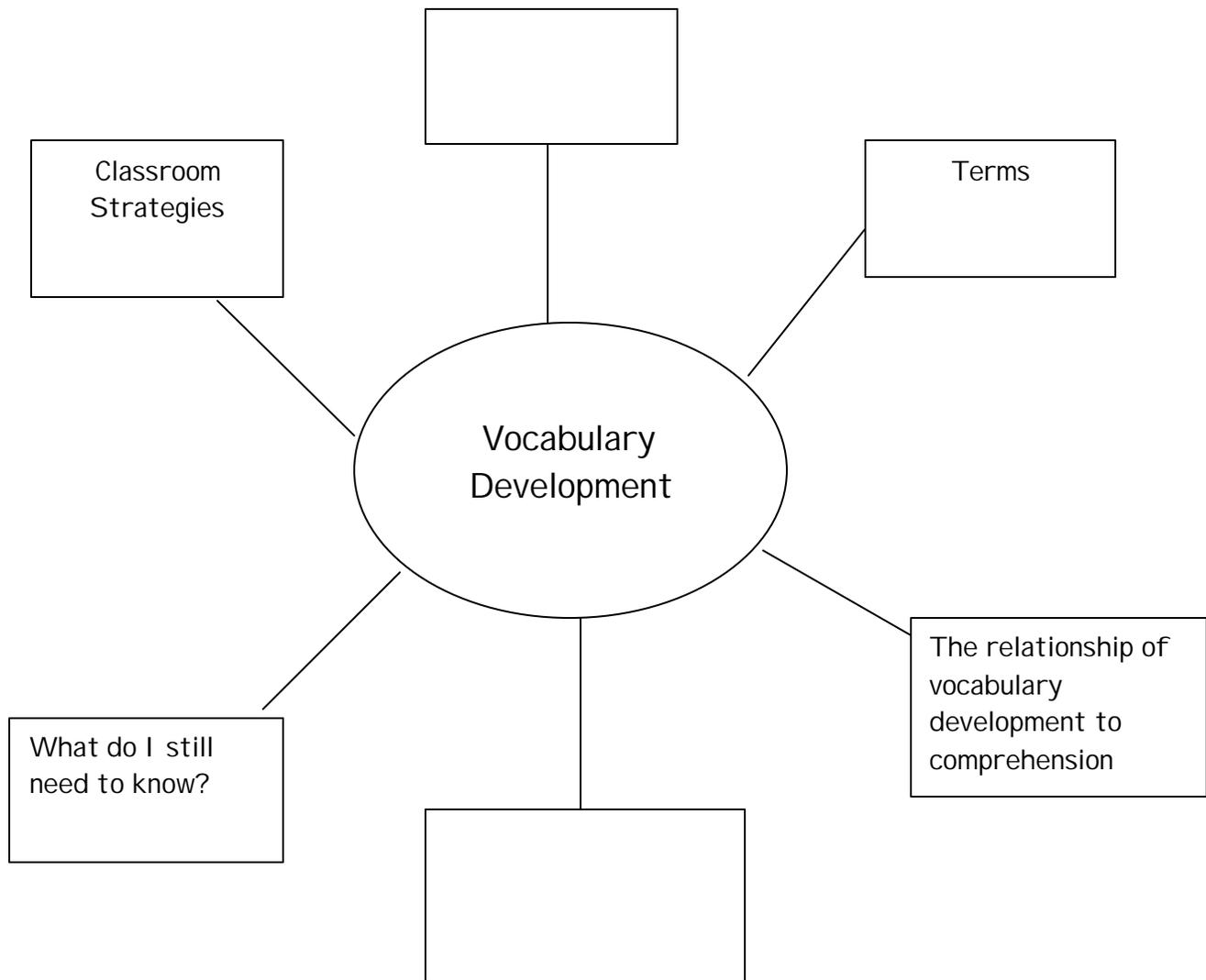
Vocabulary Development Semantic Map

1. Have the participants think about and map what they know now about vocabulary development (classroom strategies, terms associated with vocabulary development, the relationship of vocabulary development to comprehension)
2. Have the participants identify and map their learnings about two additional subtopics related to vocabulary development (e.g., assessment tools, materials, procedures for probe development, etc.).
3. Have the participants respond to the question on the map: What do I still need to know?
4. The participants write their ideas in the sections provided on the opposite page (or on chart paper or transparencies if completed by small groups).
5. Share maps as a whole group.

Section 5: Summary

Vocabulary Development Semantic Map

Summarize and document your key learnings about vocabulary development by creating a semantic map.



NOTES TO THE FACILITATOR

As the participants are planning, roam around the room, providing assistance where needed. For example, give guidance to those who are having difficulty and provide feedback to those who finish quickly.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Action Planning

1. What information or insights have you gained from this session?

2. What activities do you plan to use to increase vocabulary instruction in your classroom?

[Explicit Instruction](#)

[Incidental Instruction](#)

3. How will you assess student progress in vocabulary acquisition?

NOTES TO THE FACILITATOR

After the summarizing activity, conclude your training session. Acknowledge the commitment that the participants have made to their students, classrooms, and themselves by taking the time beyond their already busy jobs to learn more. Celebrate with them that their learning is also important, and that by putting aside the time to grow as educators. They are creating a healthy balance in their lives as they learn strategies that will benefit their students.

Finally, have the participants fill out an evaluation of the training before they leave.



VOCABULARY DEVELOPMENT

SECTION 6: HELPFUL RESOURCES

NOTES TO THE FACILITATOR

Section 6: Helpful Resources section is similar to an appendix.

Possible Uses for Section 6:

Section 6: Helpful Resources consists of 2 sections – Checklist for Evaluating Instructional Materials and CD/Video Modeling Checklist. The Checklist for Evaluating Instructional Materials is a guide to assessing the content and uses of instructional aides. The CD/Video Modeling Checklist is a guide to watching the videos for effective teaching behaviors. The Material and CD/Video Modeling Checklists are designed to be used at a later date. If a staff member wanted to reconvene, for example, and peruse its curriculum, it could use the Materials Checklist as a guide to the strengths and weaknesses of the classroom materials. In addition, as suggested in the Video Modeling subsection, a staff member may want to view the videos for this module over two or three separate occasions. The CD/Video Modeling Checklist offers additional observational categories and content.

This would be a good time to share *Word Matters* by Irene Fountas and Gay Su Pinnell. The back of the book has many appendices that are helpful to vocabulary development such as homophones, Greek and Latin stems, and others.

Section 7: References

This section lists the resources cited within the manual. It can be used for additional searches or pursuing deeper research information.

Section 8: PowerPoint and Overheads

This section exists only in the Facilitator's Manual of any module. It will help you organize overhead transparencies and/or PowerPoint slides for this training session.

Section 9: Tips to Facilitating

Like section 9, this section exists only in the Facilitator's Manual. It is a module in and of itself that contains the general guidelines for facilitating a Reading Links training session.

SECTION 6: HELPFUL RESOURCES

- CD/Video Modeling Checklist
- Checklist for Evaluating Instructional Materials

NOTES TO THE FACILITATOR

CD/VIDEO MODELING CHECKLIST

CD/VIDEO MODELING CHECKLIST

EFFECTIVE TEACHING CHARACTERISTICS	If observed, make notes as to how the teacher handled this characteristic
LEARNING ENVIRONMENT	
1. Communicates a warm interest in and respect for the students.	
2. Provides a literacy-rich learning environment.	
MANAGEMENT	
1. States objectives, expectations, and routines.	
2. Takes actions to keep all students engaged.	
INSTRUCTION	
1. Uses a variety of teaching/learning methods.	
2. Paces instruction to keep the class involved.	
3. Uses a variety of grouping strategies to increase student engagement and interaction.	
4. Models the designed behaviors and provides think-alouds.	
5. Asks open-ended questions and provides adequate wait time for thinking.	

NOTES TO THE FACILITATOR

CD/VIDEO MODELING CHECKLIST CONT.

CD/VIDEO MODELING CHECKLIST (continued)

INSTRUCTION (cont)	
6. Ensures extensive reading/writing time for students on a daily basis (e.g. instructional as well as independent)	
STRATEGIC TEACHING	
1. Explicitly explains how strategies can help reader/writers.	
2. Makes connections between new strategies/information and what students already know.	
3. Provides opportunities for guided practice in strategy application.	
ASSESSMENT	
1. Uses a variety of ongoing assessment techniques to improve instruction (observations, checklists, anecdotal records, informal inventories, etc.)	
2. Evaluates the lesson and diagnoses what was learned and what needs to be covered?	

NOTES TO THE FACILITATOR

CHECKLI ST FOR EVALUATING I NSTRUCTI ONAL MATERI ALS

Checklist for Evaluating Instructional Materials

Use the checklist below to guide your decision-making processes when considering which instructional aids will best meet the needs of students.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

TOPIC ADDRESSED	YES	NO	COMMENTS
Content			
1. Is the instructional material aligned with state/school standards?			
2. Is the information and approach research-based?			
3. Is the focus aligned with the scope and sequence of your school/district's reading program?			
4. Are the materials and strategies appropriate for your students' needs?			
Instruction			
1. Will the materials cover the range your students need?			

NOTES TO THE FACILITATOR

CHECKLI ST FOR EVALUATING I NSTRUCTI ONAL MATERI ALS CONT.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS (continued)

TOPIC ADDRESSED	YES	NO	COMMENTS
Instruction (cont)			
2. Are the materials student and teacher - friendly and clearly presented?			
3. Does the instructional design provide for a balanced approach to reading?			
4. Is there a coherent instructional progression of skills and strategies?			
5. Do the lessons include a variety of engaging student activities?			
6. Are there teaching options offered to accommodate for a variety of teaching and learning styles?			
7. Are opportunities provided for skills development and strategies?			
Support			
1. Are supplemental materials provided?			
2. Is teacher support available?			
3. Is teacher in-service offered?			

NOTES TO THE FACILITATOR

CHECKLI ST FOR EVALUATING I NSTRUCTI ONAL MATERI ALS CONT.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
 (continued)

TOPIC ADDRESSED	YES	NO	COMMENTS
Support (cont)			
4. Are there opportunities for ongoing professional development?			
Assessment			
1. Is there an appropriate assessment component that is aligned with the standards/objectives?			
2. Does the assessment program include a variety of formal and informal evaluation activities?			
3. Are the performance skills and strategies identified in the lessons?			



VOCABULARY DEVELOPMENT

SECTION 7: REFERENCES

NOTES TO THE FACILITATOR

SECTION 7: REFERENCES

SECTION 7: REFERENCES

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GLOSSARY NOTES



VOCABULARY DEVELOPMENT

SECTION 8: GLOSSARY

NOTES TO THE FACILITATOR

SECTION 8: GLOSSARY

SECTION 8: GLOSSARY

- Vocabulary Development Terms and Concepts
- Types of Vocabulary

NOTES TO THE FACILITATOR

VOCABULARY DEVELOPMENT TERMS AND CONCEPTS

Vocabulary Development Terms and Concepts

Term	Definition
Active engagement in literacy-rich contexts	Students learn to identify relationships between words, respond to words both affectively and cognitively; learn and apply words to/in various contexts
Explicit instruction (as it relates to vocabulary development)	Instruction that is clearly stated, makes explicit the connections between new words and familiar words, and includes the teaching of vocabulary development strategies
Implicit instruction (as it relates to vocabulary development)	Indirect instruction intended to engage students through authentic, meaningful everyday experiences with oral and written language
Incidental learning	Change in behavior that is not directly taught or sought
Intentional learning	Change in behavior that is consciously directed and goal oriented
Keyword method	Approach used to instruct students to learn the meanings of new words by learning a keyword "word clue," which is often acoustically similar to a salient part of the vocabulary word

NOTES TO THE FACILITATOR

VOCABULARY DEVELOPMENT TERMS AND CONCEPTS CONT.

Vocabulary Development Terms and Concepts (continued)

Oral language engagement	Involves student activity, interaction, and dialogue with/about words and word study
Pre-teaching	Students are taught or exposed to definitions of relevant vocabulary words before reading them in context
Reading to, with, and by (e.g., wide reading)	Listening to text, silent/oral reading text: peer, parent, partner reading (increases number of exposures to words and frequency of text readings)
Repeated multiple exposures	Involves more than one exposure or encounter of words in a variety of contexts
Restructuring tasks	Clarifying, altering, or adapting procedures, processes and/or materials

(adapted from Ambler, Lehr, & Osborn, *Put Reading First*, 2001; National Reading Panel Report, 2000; Harris & Hodges, *The Literacy Dictionary*, 1995)

NOTES TO THE FACILITATOR

TYPES OF VOCABULARY

Types of Vocabulary

Term	Definition
Controlled vocabulary	Vocabulary whose rate of new word introduction has been limited, as in basal readers
Core/technical vocabulary	Basic words and meanings needed to understand a special field, textbook, topic, etc.
Listening/hearing vocabulary	The number of words an individual understands when they are heard in speech
Reading vocabulary	The number of different words an individual recognizes and understands in silent reading
Speaking/oral vocabulary	The number of different words an individual ordinarily uses for meaningful oral communication
Writing vocabulary	The number of different words an individual ordinarily uses in writing; usually but not always smaller than reading, speaking, and listening vocabularies

(adapted from Armbruster, Lehr, & Osborn, *Put Reading First*, 2001; National Reading Panel Report, 2000; Harris & Hodges, *The Literacy Dictionary*, 1995)

POWERPOINT/OVERHEADS NOTES



VOCABULARY DEVELOPMENT

SECTION 9: POWERPOINT/OVERHEADS



Vocabulary Development

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VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL
VOCABULARY DEVELOPMENT OH#1

READING LINKS AGENDA

10 minutes	Introduction and Expectations
	Overview
10- 15 minutes	Reading Links Project ROPES Guiding Structure Participant Manual Layout
25 - 30 minutes	Section 1: Review Participant Background Knowledge and Understanding
	Section 2: Overview
15 minutes	Key Learning Goals Building Blocks
	Section 3 Presentation
15 minutes	Research-based Information and Content
10 minutes	Break
	Section 4: Engagement and Practice
75 - 85 minutes	Classroom Strategies and Applications Assessment Video Modeling Action Planning
10- 15 minutes	Section 5: Summarizing Key Learnings
10- 15 minutes	Evaluation and Feedback

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

AGENDA OH #2

ROPES: A GUIDING STRUCTURE

R	<u>Review</u> - entry learning design to activate and assess prior knowledge and focus the session
O	<u>Overview</u> - explicit statement of the goals and objectives of the session
P	<u>Presentation</u> - and discussion of research-based concepts are needed to build background knowledge.
E	<u>Engagement</u> - and practice - modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions
S	<u>Summary</u> - summarizing key learnings

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

ROPES OH #3

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

WHAT DO I ALREADY KNOW ABOUT VOCABULARY DEVELOPMENT OH#4

What is Vocabulary?

Vocabulary refers to the words we must know to communicate effectively. It includes the words -

- We need to know to understand what we hear
- We use when we speak
- We need to know to understand what we read
- We use in writing



VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

WHAT IS VOCABULARY OH #5

Startling Statements?



Discussion Starters

1. Low socioeconomic students enter school about _____ words in their vocabulary and middle class students enter with about _____. (Graves, Brunette & Slater, 1982)
2. The proficient elementary student learns about _____ words per day. (Beck & McKeown 1996)
3. The typical 3rd grader knows about _____ words (Nagy & Anderson 1985).
4. Teaching _____ words explicitly to elementary students per year will result in knowledge and comprehension improvements (Beck, et, al, 1982).
5. It is estimated that _____ minutes of reading a day could lead to a gain of 1000 words or more per year (Nagy, Anderson & Human, 1987).
6. English language learners can learn conversational English in two years or less; but may require from _____ to _____ years to catch up with their monolingual peers in academic vocabulary.
7. The _____ most frequently used words in the English language constitute 90 percent of the words in the average school texts.
8. I spend an average of _____ minutes per day teaching or supporting vocabulary activities.

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL
STARTLING STATEMENTS? OH #6

Why is Vocabulary Development Important?

- Vocabulary development is an essential component of comprehension.
- Beginning readers use their oral vocabulary to make sense of the words they see in print.
- Readers must know what most of the words mean before they can understand what they are reading.
- Vocabulary refers to the words we must know in order to communicate effectively.
- Vocabulary has a long-term impact upon individual powers of communication, learning, understanding, and applying information.

(Armbruster, Lehr, & Osborn, 2001)

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

WHY IS VOCABULARY DEVELOPMENT IMPORTANT OH #7

Key Learning Goals



Participants will:

- Understand the connection between vocabulary and reading development.
- Learn, model and teach research-based strategies for vocabulary development.
- Learn to assess students' levels of vocabulary, determine instructional strategies, and develop appropriate interventions.
- Create action plans to apply key learnings from this module to their classroom practice.

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL
KEY LEARNING GOALS OH #8

Building Blocks for Teaching Children to Read

Comprehension
of Written
Text

Fluency
Practice

Reading &
Writing
Connections

Vocabulary
Development

Oral
Language
Development

Phonemic
Awareness

Phonics
Instruction

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL
BUILDING BLOCKS OH #9

Vocabulary Development

Children learn the meanings of most words indirectly through everyday experiences with oral and written language by:

- Interacting with others daily in oral language,
- Listening to adults or older students read to them, and
- Reading extensively on their own,

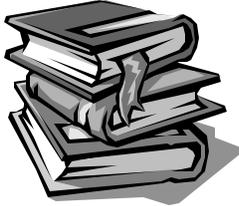
Vocabulary should also be taught directly.

- Teaching specific key words before reading helps both vocabulary learning and reading comprehension.
- Provide instruction that promotes active engagement with vocabulary words.
- Expose vocabulary words to children in a variety of ways over time.
- Create word awareness by calling attention to words and playing with words (Armbruster, Lehr, & Osborn, 2001).

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

VOCABULARY DEVELOPMENT - CHILDREN LEARN THE MEANINGS OF MOST
WORDS INDIRECTLY... OH #10

What Methods Are Used To Teach Vocabulary?



Incidental or Implicit Instruction

- Oral Language Engagement
- Reading to, with, and by adults or peers
- Independent reading
- Interaction with peers

Intentional or Explicit Instruction

- Active Engagement in Literacy-rich Contexts
- Restructuring Tasks: Procedures, Process, and Materials
- Repeated/Multiple Exposures
- Instructional Practices
 - Word Learning Strategies
 - Multi-media

Types of Vocabulary

- Listening/Hearing
- Speaking
- Reading
- Writing



VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

WHAT METHODS ARE USED TO TEACH VOCABULARY? OH #11

What Are Some Principles of Research-based Vocabulary Instruction?



Implications of Research suggests that:

- Vocabulary should be taught both directly and indirectly.
- Repetition and multiple exposures to vocabulary items are important.
- Learning in rich, varied context is valuable for vocabulary learning.
- Vocabulary tasks should be restructured (changing materials or procedures) to ensure word understanding e.g. substituting easy words for hard words, structuring the learning, working in groups.
- Vocabulary learning should involve active engagement in learner tasks. Computer technology can be used to teach vocabulary.
- Vocabulary can be acquired through incidental learning.
- How vocabulary is assessed and evaluated can have differential effects on instruction.
- Use of a single vocabulary instructional method will not result in optimal learning.

(National Reading Panel, 2000)

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

WHAT ARE SOME PRINCIPLES OF RESEARCH-BASED VOCABULARY
INSTRUCTION? OH #12

What does Vocabulary Development Need to Include?

Vocabulary Development needs to include _____ and _____ teaching and learning as well as:

- Oral Language engagement
- Reading to, with, and by
- Active engagement in literacy-rich environments
- Restructuring tasks (e.g., procedures, processes, and materials)
- Repeated/multiple exposures
- Explicit and implicit instructional practices
 - Word learning strategies (e.g., context, association methods, mnemonics, keyword, pre-teaching, etc.)
 - Multi-media (e.g., computer technology, graphic representations, semantic mapping, American Sign Language, etc.)

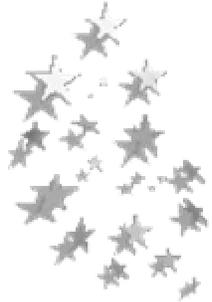
(Armbruster, Lehr, & Osborn, 2001; Harris & Hodges, 1995; NRP, 2000)



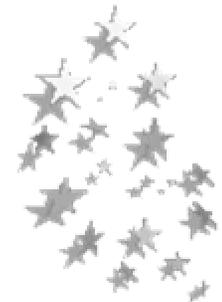
WHAT DOES VOCABULARY DEVELOPMENT NEED TO INCLUDE? #13

What Does Effective Vocabulary Instruction Include?

Vocabulary instruction should also include ongoing and purposeful instruction:



- Related to integrated with curriculum content
- Integrated as part of writing instruction
- Incorporated in engaging games and activities



(Armbruster, Lehr, & Osborn, 2001; Harris & Hodges, 1995; NRP, 2000)

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

WHAT DOES EFFECTIVE VOCABULARY INSTRUCTION INCLUDE? OH#14

Who Is Responsible for Teaching Vocabulary?

Every teacher is responsible.



Vocabulary instruction should be **an integral part of** all instruction because **every discipline** has a specialized vocabulary.

Vocabulary instruction may begin with the **major concepts or “big ideas”** of the content, but it should also be expanded to include words identified from:

- Literature in texts
- Class discussions
- Videos and newspapers
- Other information sources

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

WHO IS RESPONSIBLE FOR TEACHING VOCABULARY? OH#15

“Teaching [vocabulary] well means giving students multiple opportunities to learn how words are conceptually related to one another in the material they are studying.”

(Vacca & Vacca, 1999, p.315)



VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

VACCA & VACCA QUOTE OH #16

How Can Vocabulary Development Strengthen Comprehension and Memory?



When Students:

- Relate the content/words by **experiencing** it, by visualizing it, and by **using other sensory** experiences
- Represent words by **brainstorming**, identifying **associations**, comparing/**contrasting** words, structured **mapping**, **visual organizers**, **drawing**, **writing** about the words or using them in **conversations**.
- Reason with words/concepts by developing their **definitions**, **identifying** cluster **associations**, **classifying** words, **discussing** words, **acting** them out, **using** them in **creative writing**.

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

HOW CAN VOCABULARY DEVELOPMENT STRENGTHEN COMPREHENSION AND
MEMORY? OH #17

What Are the Challenges for the Teacher?



The challenges are to:

- Understand, choose, model, and use varied teaching and learning strategies.
- Provide multiple sources or contexts for encountering new words.
- Use clear images or concrete objects, either visual or auditory or both.
- Include authentic opportunities that require active participation for students to use words being studied.
- Integrate oral and written language across all content areas and throughout the whole day.

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

WHAT ARE THE CHALLENGES FOR THE TEACHERS? OH #18

Section 4: ENGAGEMENT & PRACTICE

Subsection 1: Classroom Strategies and Applications

Subsection 2: Jigsaw Teaching

Subsection 3: Assessment

Subsection 4: CD/Video Modeling

Subsection 5: Action Planning



VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

SECTION 4: ENGAGEMENT AND PRACTICE OH #19

Assessment and Instruction Guidelines

- **Work from a developmental model** that integrates the literacy behaviors of reading, spelling, and writing
- **Use informal assessments as you teach.**
 - o Observations and anecdotal records
 - o Checklists
 - o Literacy/learning interviews and attitude surveys
 - o IRI s, running records, miscue analysis
 - o Fluency checks
 - o Reading, spelling, and writing samples
- **Be prepared for surprises when you read what the assessments say about individual children.**(What students can do and what they want to show many not match expectations based on the developmental model.)
- **Do not assess students at their frustration level.**
- **Start with what students can do and track progress over time.**

(adapted from Bear, Invernizzi, Templeton, & Johnston, 2000, p.34)

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

ASSESSMENT AND INSTRUCTION GUIDELINES OH#20

Assessment and Instructional Guide

How Do I Assess Vocabulary? When Do I Teach Which Method?

Assessment/ Instruction	Source	Use when you want to...	Other things to know...
Knowledge Rating Chart	Blachowicz	Assess prior knowledge for a content area or topic	Use the same chart before and after the topic or unit and compare
Semantic Mapping		Assess depth of meaning of a word	Appropriate before/after reading or in a small group
Context Method	Gipe, 1978/1979; 1980; Readance, Bean & Baldwin, 1998	Assess if students are relying on and utilizing context	CLOZE Procedure works well
Vocabulary Word Books	Marzano et. Al, 1995	Students to self assess	Can use as a record of student findings or goal setting
Spelling-by-Stage	Bear, et.al, 2000	Assess students' orthographic knowledge as a way to inform word study instruction	Can be used to monitor growth
Yea/Nay	Beck & McKeown, 1983	Assess rapid recall of new meanings	Whole class setting in a game-like context

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL

ASSESSMENT AND INSTRUCTIONAL GUIDE OH#21

Spelling-By-Stage Assessment

- 1. Collect spelling samples** (See p. 35 and p. 287 in “Words Their Way” for list of primary, elementary, intermediate, upper level and content-specific inventories).
Primary Spelling (pp. 295 – 296)
Elementary Spelling (pp. 288 – 291)
Upper Elementary Spelling (pp. 297 – 298)
McGuffey Qualitative Spelling Inventory (K – 8; p. 299)
Upper Level Qualitative Inventory and Error Guide (pp. 300 – 301)
Biology, Geometry, and U.S. History Inventories (pp. 302-305)
- 2. Analyze the samples for stage of development or orthographic knowledge**
(Use the feature/error guides that correspond to the inventory you administer; use the classroom composite for spelling inventories (pp. 307 – 308))
- 3. Monitor growth and plan instruction.**

NOTE: *Words Their Way* (Bear, et. Al., 2000) includes phonics, vocabulary, and spelling strategies/activities based on the instructional needs of students.

(Bear, et. Al., 2000)

VOCABULARY DEVELOPMENT
READING LINKS PARTICIPANT'S MANUAL
SPELLING-BY-STAGE ASSESSMENT OH #22



VOCABULARY DEVELOPMENT

SECTION 10: TIPS TO FACILITATING THE READING LINKS MODULES

Tips to Facilitating the Reading Links Modules

This information may also be accessed as a separate LINKS facilitator's manual.

Introduction

The LINKS training modules are designed to help teachers understand how reading research can be put into practice in today's classrooms. Recognizing that teachers are the true change agents in education, these modules are intended for current classroom teachers and/or students pursuing teaching credentials.

This LINKS facilitator's module includes: a list of equipment and materials needed for the training session, room arrangement suggestions, and cooperative group procedures with a chart for cross-referencing to other LINKS modules. It is important to study and understand this section before beginning the training.

ROPES Lesson Design

The LINKS training modules use the ROPES model as a framework for instruction. The ROPES framework provides a lesson design known to promote the acquisition and retention of new learnings. The following lesson design will help guide you as well as your participants.

The following is a diagram of your training plan.

R	Review - or affective entry learning designed to activate prior knowledge and to focus the session.
O	Overview - explicit articulation of the goals and objectives of the training
P	Presentation - concepts and information that are needed to achieve the lesson objective are provided
E	Exercise or Practice - activities that demonstrate the understanding of the content are practiced
S	Summary - action planning into specific plans for classroom use

Dr. Robert Carkhuff designed the ROPES model.

Equipment and Materials

The following equipment and materials should be gathered and in place prior to beginning the training:

Equipment (make sure these are in working order before you begin)

- Overhead projector
- Laptop computer (or other computer) with compact disc player and means to project for large group viewing
- Overhead screen
- Extension cords (if needed)
- Timer (an overhead timer is desirable)
- Tape recorder (for Fluency Module)

Materials

- Overhead transparencies (These are supplied in blackline form and you will need to make them into transparencies.)
- Training manuals (one for each participant and a few extras)
- Name tags
- Fine point pens for name tags
- Chart paper
- Chart pens
- Overhead pens
- Masking tape or other sticky medium for hanging chart paper on walls
- 3"x 5" lined cards or cut paper for making notes and submitting questions to trainer

Optional (but appreciated)

- Coffee, water, snacks
- Signs in the building directing participants to the training room
- Attendance sign-in sheet (required by some districts)
- Copies of training compact discs (one for each participant)
- Large version of agenda with breaks noted

Workshop Expectations

Trainers need to establish some simple group expectations at the beginning of the workshop. This should be done quickly and in an upbeat manner.

"We want your training to be meaningful and worthwhile. To ensure the success of this workshop for all participants, we'd like you to commit to the following."

Sample list of expectations:

- Everyone will participate; group tasks are followed and carried out
- Stay on task with the group; please refrain from correcting student work, doing needlework, or talking while others are talking
- If you need to communicate with your neighbor, pass notes instead of visiting
- Be respectful to each participant
- Keep on the main area of focus - don't take the group off track
- Disagree agreeably
- Turn off cell phones and pagers or switch to text messaging

Number of Participants

Although you may have no choice in this matter, 16-35 is the recommended number of participants for maximum efficacy.

Time Allotments

The agenda for each LINKS module will include approximate times. "Housekeeping" items such as passing out materials, filling out registration and clock hour forms, and brief breaks may increase your time frame.

The size of your group may influence the length of time you need to complete each module. Larger groups may require more time for group processes.

Room Arrangement

Many room arrangements are workable. The room arrangement should allow all participants to view the overhead and computer projection as well as process the new learnings in cooperative groupings.

When planning your classroom arrangement, make sure no participants have their backs to you or your visuals. Walk around the room to see what the participants will be able to see from various seats.

The best arrangements also allow for participants to interact easily with one another. Leave space for the trainer to circulate around the room and interact with each participant. This is especially important when the trainer monitors participants for understanding.

Groupings of 4-6 work best.

Cooperative Group Procedures

Brain research states new learning is remembered if it is broken into small, meaningful units and actively processed in some manner.

Cooperative learning group procedures help participants take new learnings and process them.

“ When the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially” (Slavin, 1982).

When group procedures are used, be sure to give clear, specific directions and the reason why the procedure is being used.

The following cooperative learning procedures will also be embedded in your facilitator’s script.

LINKS Project Cooperative Learning Ideas

LINKS Modules

Cooperative Learning Ideas	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension		
Jigsaw	X	X		X			
Literature Circles					X		
Partner or Paired Reading			X		X		
Partner Review	X	X		X			
Reciprocal Teaching					X		
Think/Ink/Pair/Share <ul style="list-style-type: none"> • Filling the Head • Participant Engagement • Synectics Search • Word Sort (Categorization) <ul style="list-style-type: none"> -- Comparative Thinking 	X	X	X	X	X	X	X
Modeling and group/partner practice are essential in all modules.	X	X	X	X	X		

Jigsaw (modified for LINKS modules)

This procedure is used when there is a lot of material to cover and not much time. The participants each take one piece of the material, learn it, and then share the learning with the others in the group.

1. Each participant is given a specific task, reading selection, teaching strategy, or new learning to practice.
2. Each participant practices until he or she is able to teach the concept to the group.
3. The participants then teach each other the new learnings. Everyone in the group should know all the learnings at the end of the jigsaw.

Literature Circles

This comprehension strategy is used to promote interest in reading and book discussion.

Participants read the same story or book. Group roles and responsibilities are assigned. Discussion rules are also outlined. Discussion is centered on the text and each participant's interpretation of the text. Leadership of the group may vary.

Partner or Paired Reading

This fluency and comprehension strategy is used with two students or one student and one adult.

Partners sit next to each other. The first student reads orally as the other partner reads along silently giving support if a word is miscued. The first student stops at a predetermined spot, usually after a paragraph or two has been read, and retells/discussed the text.

A variation of this strategy is to have both partners read together. As soon as the first student is comfortable, a signal (such as a tap on the table) is given and the second partner drops out. The second partner gives support if the first student miscues on a word. Then the students read in tandem again until the first student gives the signal again for the second student to follow along silently.

3-Minute Partner Review

This is an ideal way to process new information with a partner.

1. Partners take turns sharing what they have learned so far by reviewing their notes.
2. The first partner starts by orally reviewing for 1½ minutes (use your timer here).
3. The second partner orally reviews for 45 seconds and cannot repeat anything the first partner said.
4. The first partner orally reviews for 30 seconds adding only new information.
5. The second partner finishes by orally reviewing for 15 seconds. Again, only adding new information and not repeating anything previously stated.
6. At the end have the pair write down any questions they still have on a 3"x 5" card. Cards are submitted to the facilitator.

Reciprocal Teaching

This comprehension strategy is used for small groups or whole class discussions.

The facilitator takes turns with the participants being “teacher.” Reading text is divided into sections, usually paragraphs. The “teacher” asks the group to respond to the text section. Participants are asked main idea questions, to summarize what has just been read, to make predictions, and to clarify any unclear sections of the text. The “teacher” and other participants give feedback. After each section of text has been discussed, another “teacher” is chosen to lead the discussion.

Think – Ink - Pair – Share

Participants have a chance to think of their own answers, reflect with a partner, and then share with the group.

1. The trainer poses a question or topic to the group.
2. Each participant (working individually) takes a specified amount of time (usually 1-3 minutes) to “think” and write a response.
3. After the time has elapsed, participants “pair” with another person at the table and discuss the question or topic and their responses.
4. Pairs then “share” with the rest of the participants at their table.

Variations of Think - Ink - Pair - Share

Filling the Head

In this variation, two participants work together to think, share with another pair, then share with the group. This strategy involves a concept mapping strategy called the Frayer Model of Concept Attainment (Frayer, Frederick, & Klausmeier, 1969). Participants form pairs and complete a concept map together. After each pair has completed their concept map, they share their work with another pair. Individuals or pairs then share with the whole group.

Participant Engagement

Participants are asked to extend the learning by completing a "think sheet" and then sharing responses with a partner, and/or with the small table group, and/or the whole group.

Synectics Search (Simile)

For this activity, participants use a synectics process to summarize key learnings. This synectics process involves constructing, comparing, and/or associating a mental image or picture of a concept with other words, pictures, or experiences in their background knowledge. Participants complete a simile on their own and share with a partner or with the whole group.

Example:

_____ is like _____ because _____

Word Sort (Categorization)

Participants are asked to look over a list of words critical to an area of study. Words are then sorted into categories. Participants are asked to share their lists with a partner. This activity can also be extended to sharing with the small table group and/or the whole group.

Comparative Thinking

This activity is similar to “Word Sort.” It is used as a summarization of new learnings. With a partner, participants reflect on their new learnings and sort critical words into categories. Comparisons are made as to what was already known before the module and what was learned. Participants share with the small table group and/or the whole group.

Dealing with Change

Sometimes when new information is presented to veteran teachers, misperceptions may develop (e.g., some people may think that if the new information is different from their past practices in teaching, they’ve been doing things “wrong”). Teachers deserve respect and support for what they have already contributed to education and what they will become as educators.

During a workshop, “treat the past with respect. Frame whatever is passing as useful to what you are moving toward. Remember that people may identify with past practices in a positive way. Never demean the old way of doing things” (Garmston, 1997).

Keeping this in mind, though, part of your job as a facilitator is to establish a *need* to make pedagogical changes among participants by providing specific, research-based information to effect and support that change.

Formula for Helping Teachers Change

Training can be a tool for helping change instructional practice.

This formula for change has been built into the structure of this module.

$$D \times V \times F \times S > RC$$

D = DISSATISFACTION - Help teachers discover dissatisfaction with where they are today

V = VISION - Give teachers a good picture or vision of what researched- based Reading strategies look like

F = FIRST STEPS -Help teachers discover specific reading instructional strategies that will help move toward the vision

S = SUPPORT - Provide follow-on support and systems to help manage the journey in their classrooms

RC = RESISTANCE TO CHANGE - As a trainer you must work on building this side of the equation (D x V x F x S) in order for teachers to break through their inertia, fear of change, barriers etc. that would impede their progress toward the vision

Less is More

The LINKS training should be “teacher friendly” and include the salient points of reading acquisition. Too much information in one session can be overwhelming.

DeFour and Eaker (1998) emphasize in *Professional Learning Communities at Work*, “While there is no single way to eliminate nonessential content, it is difficult to overstate the significance of the task” (p. 166).

As facilitators, we know the vastness of the knowledge base in reading. The LINKS modules emphasize only the most essential elements.

Modeling

Many of the good teaching practices you incorporate into your training of teachers may be generalized for use by teachers with their own students.

Remember to model all new practices. "I do it, we do it, you do it" (Anita Archer) is a simple way to explain this idea. Always model for the students using exemplary practice and procedures. Continue by practicing together – teacher and students – before expecting students to perform independently. In the training sessions, the teachers are your students.

Theory, suggest Joyce and Showers (1980), provides increased conceptual control and rationale; however, it is with the addition of modeling and practice that mastery is acquired. Feedback and reflection regarding the new learning change behaviors over the long term.

TIPS TO FACILITATING THE READING LINKS MODULES NOTES
