



READING LINKS

Vocabulary Development Manual Participants

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. BOX 47200
Olympia, Washington 98504-7200

READING LINKS



Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, Washington 98504-7200
(360) 725-6035 - smccune@ospi.wednet.edu

This project was supported by the United States Department of Education, grants [R303K010044A](#) and [R303K000037](#). The information or opinions expressed do not necessarily reflect the opinions or policies of the U.S. Department of Education.

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

This publication was developed by the LINKS project of the Washington Office of the Superintendent of Public Instruction. It was supported by grant [R303K010044A](#) and grant [R303K000037](#) from the U.S. Department of Education as administered by the Fund for Improvement of Education. The information and opinions do not necessarily represent the positions or policies of the Fund for the Improvement of Education or the U.S. Department of Education.

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)

Writers

Dr. Jonelle Adams – Washington Alliance
Dr. Ramona Chauvin – Washington Alliance
Christie McLean Kessler – Washington Alliance
Roxanne Stuart – Longview School District
Dr. Jan Rauth – Longview School District
Sarah Jordan – Longview School District
Jo Robinson – OSPI – Consultant
Mo Anderson – OSPI – Consultant

LINKS Project

Dr. Shirley McCune
Dr. Sarita Schotta
Jackie Hansman
Rena McMurry

LINKS Video Lessons

Limelight Technologies – Multi Media Product
Videos – Technology Based Learning and Research, Arizona State University

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



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

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)

TABLE OF CONTENTS

SECTION 1: REVIEW

What Do I Already Know About Vocabulary Development?	1
What Is Vocabulary	2
Startling Statements? Discussion Starters	3
Why Is Vocabulary Development Important?	5

SECTION 2: OVERVIEW

Key Learning Goals	6
Building Blocks for Teaching Children to Read	7
Vocabulary Development Graphic Organizer	8

SECTION 3: PRESENTATION

What Are Some Principles of Research-based Vocabulary Instruction?	10
What Does Vocabulary Development Include?	11
What Does Effective Vocabulary Instruction Include?	12
Who Is Responsible for Teaching Vocabulary?	13
How Can Vocabulary Development Strengthen Comprehension and Memory?	15
What Are the Challenges for Teachers?	16
Checking for Understanding	17

SECTION 4: ENGAGEMENT AND PRACTICE

Classroom Strategies and Applications	20
Association Strategy	22
Pre-teaching Strategy	24
Context Strategy	27
Categorization Strategy	29
Word Relatedness	33

Word Learning Games	40
Multimedia	43
Assessment & Instruction Guidelines	53
Assessment and Instruction Guide	54
Spelling-by-Stage Assessment	55
Yea/Nay Assessment	56
Participant Engagement	57
CD/Video Modeling	
Contexts and Procedures for CD/Video Viewing	59
CD/Video Modeling Observation Chart	60
Action Planning	
How Can I Put My New Learnings into Practice?	62
Constructing an Action Plan to Meet Instructional Needs of Students	63

SECTION 5: SUMMARY

Vocabulary Development Semantic Map	65
Action Planning	66
Evaluation and Feedback	67

SECTION 6: HELPFUL RESOURCES

SECTION 7: REFERENCES

SECTION 8: GLOSSARY



VOCABULARY DEVELOPMENT

SECTION 1: REVIEW

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.

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)

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).

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.

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)



VOCABULARY DEVELOPMENT

SECTION 2: OVERVIEW

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.

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

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).

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



VOCABULARY DEVELOPMENT

SECTION 3: PRESENTATION



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)

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 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)

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

“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)

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**

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

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!



VOCABULARY DEVELOPMENT

SECTION 4: ENGAGEMENT AND PRACTICE

SECTION 4: ENGAGEMENT AND PRACTICE

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

[Subsection 2: Assessment](#)

[Subsection 3: Video Modeling](#)

[Subsection 4: Action Planning](#)

Subsection 1
Classroom Strategies and Applications

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

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

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.

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)

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)

Knowledge Rating Chart and Visual Connection

Procedures:

STEP 1: Select key words that are pertinent for concept development and list them in the chart.

STEP 2: Have students rate their familiarity with the words as per the column headings.

Word	Can define/use it	Heard it	Don't know it

STEP 3: Compile the information from the Knowledge Rating Chart.

Known Words	New Words

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)

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)

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)

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.

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	

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)

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)

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)

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)

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.

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*.

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...

I 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:

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)

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)

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.

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)

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

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).

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)

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.)

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.

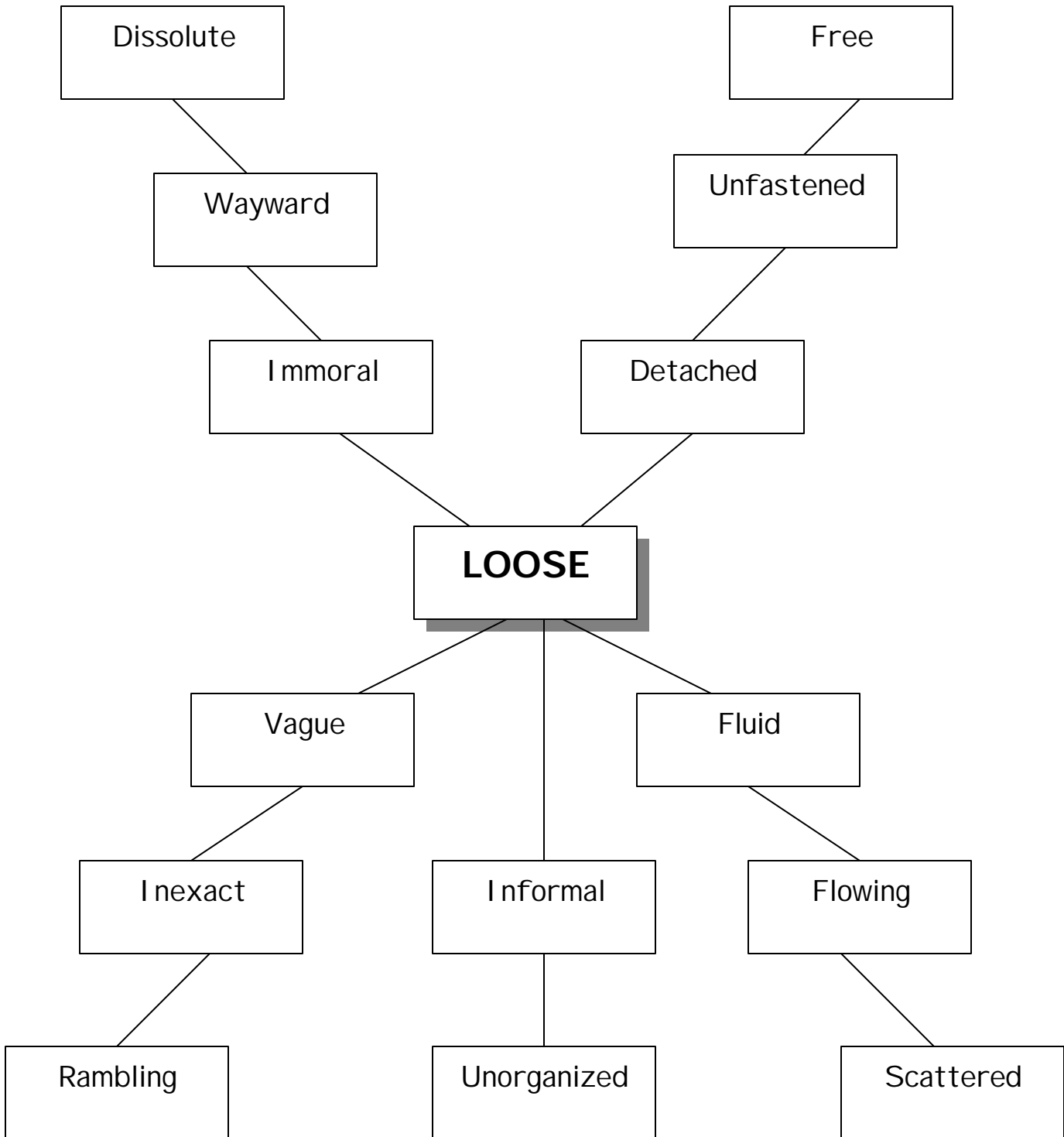
Procedure:

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)

Synonym Web for the Word *Loose*



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)

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)

Word Map

Antonym

Definition

Synonym

Expression or
association

New word and
page number

Another form

Sentence from the book

My original sentence

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.

Subsection 2

Assessment

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)

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

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)

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)

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.

Subsection 3
CD/Video Modeling

Contexts and Procedures for CD/Video Viewing

CD/Videos

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

Arcadia Neighborhood
Learning Center

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>

Subsection 4 Action Planning

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.

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?



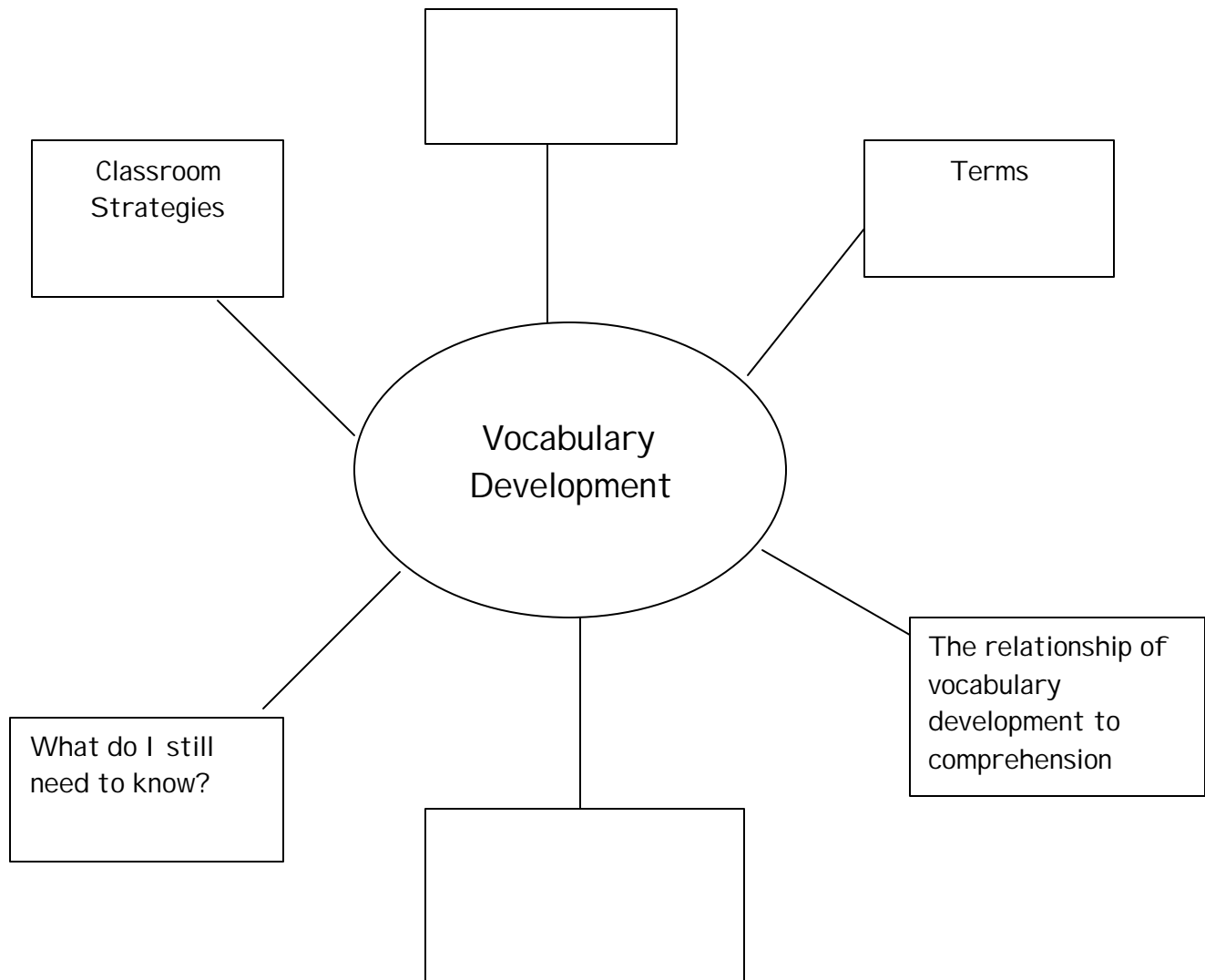
VOCABULARY DEVELOPMENT

SECTION 5: SUMMARY

Section 5: Summary

Vocabulary Development Semantic Map

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





VOCABULARY DEVELOPMENT

SECTION 6: HELPFUL RESOURCES

SECTION 6: HELPFUL RESOURCES

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

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.	

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?	

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?			

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?			

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

SECTION 7: REFERENCES

- Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, D.C.: Partnership for Reading.
- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Merrill, an imprint of Prentice Hall.
- Beck, I. L., & McKeown, M. G. (1983). Learning words well—A program to enhance vocabulary and comprehension. *The Reading Teacher*, 36, 622-625.
- Blachowicz, C., & Fisher, P. (2002). *Teaching vocabulary in all classrooms*. 2nd ed. Upper Saddle River, NJ: Merrill Prentice Hall.
- Blachowicz, C., & Fisher, P. (2000). Vocabulary instruction. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (Eds.) *Handbook of reading research* (Vol. III, pp.503-523). Mahway, NJ: Lawrence Erlbaum Associates, Inc.
- Burns, P., Roe, B., & Ross, E. (1999). *Word recognition and meaning vocabulary: A literacy skills primer*. Boston: Houghton Mifflin Company.
- Cooper, J. D. (2000). *Literacy: Helping children construct meaning*. 4th ed. Boston, MA: Houghton Mifflin Company.
- Fox, B. (2000). *Word identification strategies: Phonics from a new perspective*. Upper Saddle River, NJ: Merrill, an imprint of Prentice Hall.
- Gipe, J. P. (1978/1979). Investigating techniques for teaching word meanings. *Reading Research Quarterly*, 14, 624-644.

- Gipe, J. P. (1980). Use of a relevant context helps kids learn new word meanings. *The Reading Teacher*, 33, 398-402.
- Gipe, J.P. (2002). *Multiple paths to literacy*. 5th ed. Prentice Hall.
- Gunning, T. (2000). *Creating literacy instruction for all children*. 3rd ed. Allyn & Bacon.
- Harmon, J. (2002, April). Teaching independent word learning strategies to struggling readers. *Journal of Adolescent & Adult Literacy*, 45, 606-615.
- Irwin, J. W., & Baker, I. (1989). *Promoting active reading comprehension strategies*. Englewood Cliffs, NJ: Prentice Hall.
- Marzano, R., Paynter, D., Kendall, J., Pickering, D., & Marzano, L. (1995). *Literacy plus*. Columbus, OH: Zaner-Bloser, Inc.
- Lindsay, T. (1984). The affixionary: Personalizing prefixes and suffixes. *The Reading Teacher*, 38, 247-248.
- Nagy, W., & Scott, J. (2000). Vocabulary Process. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (Eds.) *Handbook of reading research* (Vol. III, pp.269-284). Mahway, NJ: Lawrence Erlbaum Associates, Inc.
- National Reading Panel Report, Chapter 4 Part 1 Comprehension – Vocabulary. (can be downloaded—or go to www.reading.org for IRA Summary of NRP Report)
- Pittelman, S. D., Heimlich, J. E., Berglund, R. L., & French, M. P. (1991). *Semantic feature analysis: Classroom applications*. Newark, DE: International Reading Association.
- Readance, J.E., Bean, T. W., & Baldwin, R. S. (1998). *Content area literacy: An integrated approach*. Dubuque, IA: Kendall Hunt.

- Rosenbaum, C. (2001, September). A word map for middle school: A tool for effective vocabulary instruction. *Journal of Adolescent & Adult Literacy, 45*, 44-49.
- Ruddell, M. R., & Shearer, B. (2002, February). "Extraordinary," "tremendous," "exhilarating," "magnificent": Middle school at-risk students become avid word learners with the Vocabulary Self-Collection Strategy (VSS). *Journal of Adolescent & Adult Literacy, 45*, 352-363.
- Rupley, W., Logan, J., & Nichols, W. (1998/1999). Vocabulary instruction in a balanced reading program. *The Reading Teacher, 52*, 336-346.
- Stahl, S. (1999). *Vocabulary development*. Cambridge, MA: Brookline Books.
- Taba, H. (1967). *Teacher's handbook for elementary social studies*. Reading, MA: Addison-Wesley.
- Tonjas, M., Wolpow, R., Zintz, M. (1999). *Integrated content literacy*. Boston, MA: McGraw-Hill College.
- Vacca, R., & Vacca, J. (1999). *Content area reading: Literacy and learning across the curriculum*. New York: Longman.



VOCABULARY DEVELOPMENT

SECTION 8: GLOSSARY

SECTION 8: GLOSSARY

- Vocabulary Development Terms and Concepts
- Types of Vocabulary

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

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

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)



VOCABULARY DEVELOPMENT

SECTION 9: POWERPOINT/OVERHEADS

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
OH#1

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

AGENDA OH #2

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

ROPES OH #3

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

WHAT DO I ALREADY KNOW ABOUT PHONEMIC AWARENESS OH#4

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

VACCA QUOTE "CONTENT AREA TEACHERS..." OH #5

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

WHY CONNECT READING AND WRITING? OH #6

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

WHAT DOES IT MEAN TO CONNECT READING AND WRITING ACROSS THE
CONTENT AREAS OH #7

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

KEY LEARNING GOALS OH #8

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

BUILDING BLOCKS OH #9

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
OH #10

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

WHY IS IT IMPORTANT TO CONNECT READING AND WRITING? OH #11

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

HOW ARE THE PROCESSES OF READING AND WRITING SIMILAR? OH #12

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

WHY IS IT IMPORTANT TO TEACH AND CONNECT READING AND WRITING
ACROSS ALL CONTENT AREAS? #13

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

WHAT ARE THE VISIBLE ASPECTS OF CONTENT AREA LITERACY OR
READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS?
OH#14

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

WHAT ARE THE INVISIBLE ASPECTS OF CONTENT AREA LITERACY OR
READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS?
OH#15

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

WHAT ARE SOME RECOMMENDED PRACTICES FOR CONNECTING READING
AND WRITING ACROSS THE CONTENT AREAS? OH #16

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

WHO IS RESPONSIBLE FOR TEACHING READING AND WRITING
CONNECTIONS ACROSS THE CONTENT AREAS? OH #17

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

WHAT ARE THE CHALLENGES FOR THE TEACHERS? OH #18

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
READING LINKS PARTICIPANT'S MANUAL

SECTION 4: ENGAGEMENT AND PRACTICE OH #19