



**Whatever It Takes:**

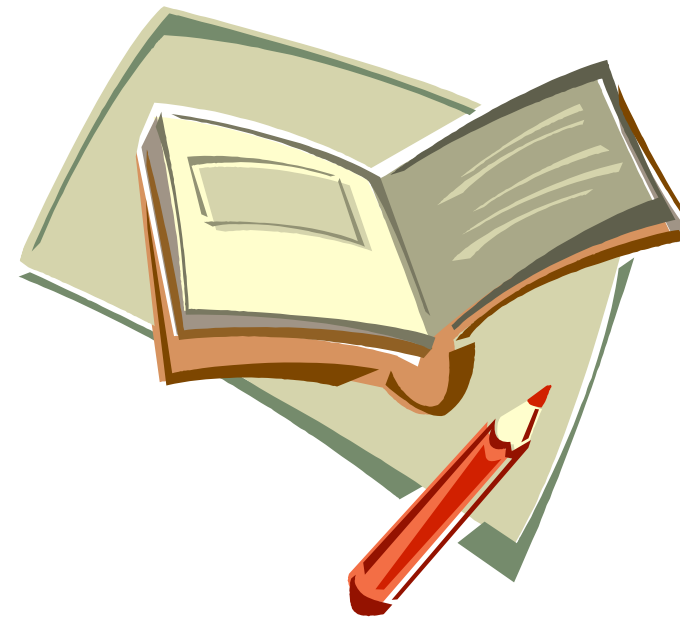
**Motivating Students who Lack  
Vocabulary Experiences**



- Participants will...
  - Understand the importance of direct instruction of vocabulary.
  - Become aware of research-based practices for vocabulary instruction.
  - Attain instructional procedures that will enhance vocabulary instruction within informational text.

# The 10 Most Important Words

Write the “10 Most Important Words” or phrases you feel are related to increasing students’ vocabulary. Share with an elbow partner; revise your list if you wish. Report out your “10 Most Important Words”.



# What Is Vocabulary?



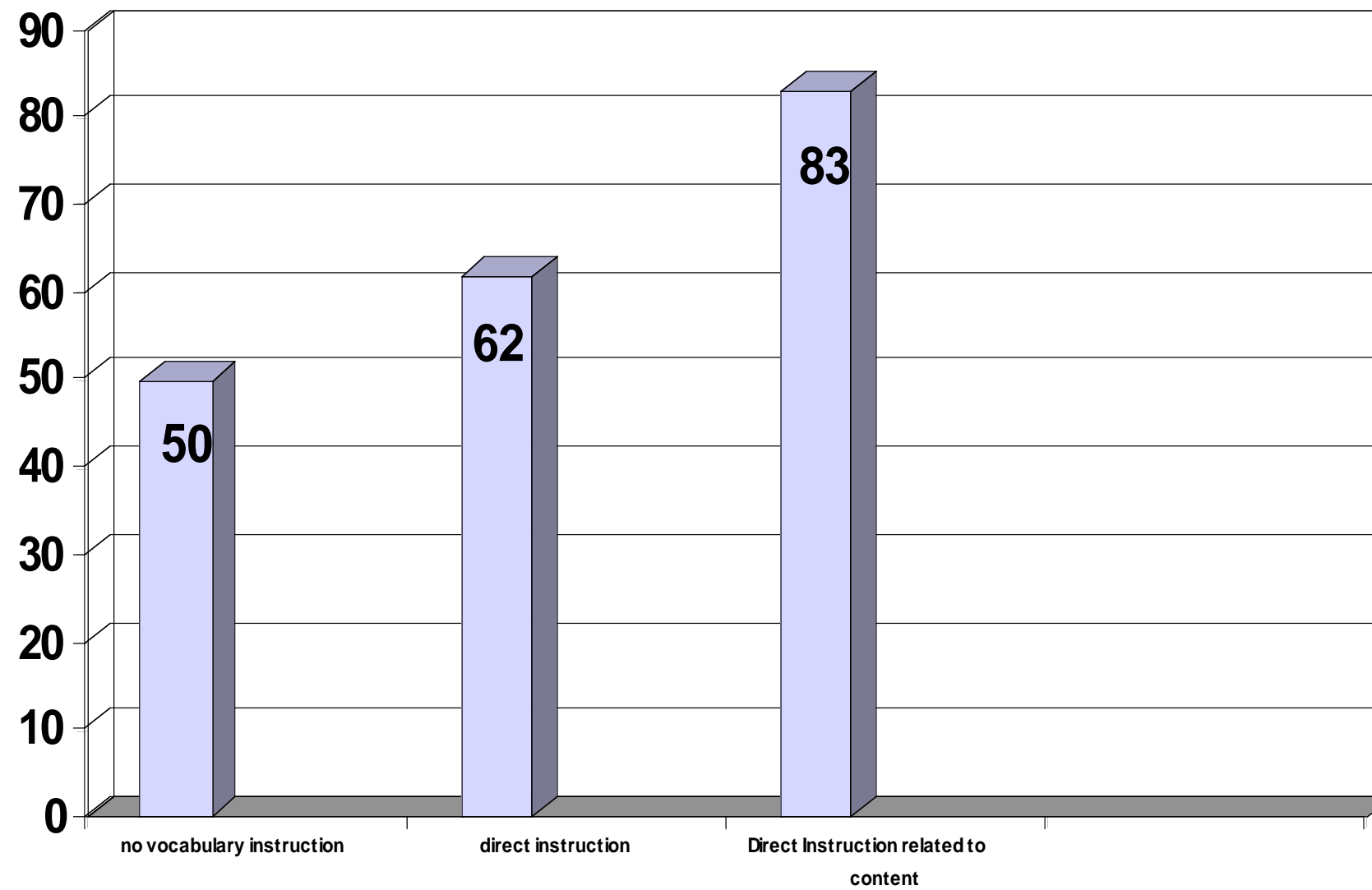
According to *Put Reading First* (2001), vocabulary refers to the words we must know to communicate effectively.

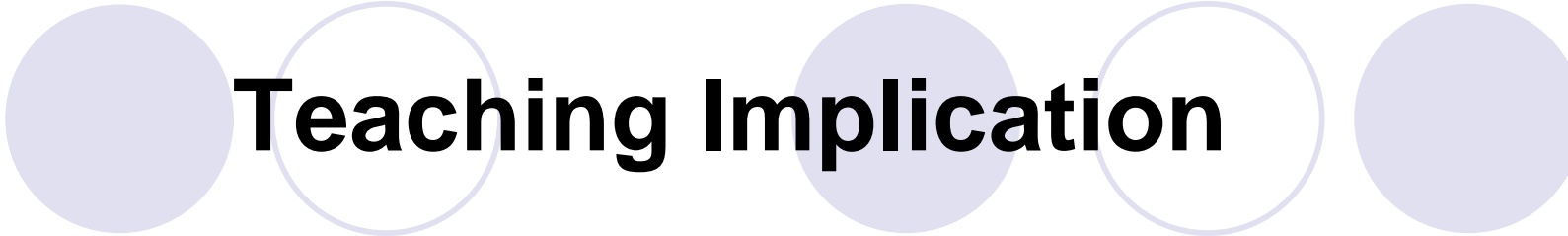
According to *The Literacy Dictionary* (1995), vocabulary is defined as follows:

- A list of words, as in a dictionary or glossary; lexicon
- Those words known or used by a person or group
- All of the words of a language
- Nonverbal forms of expression, as the vocabulary of the painter

# Impact of Direct Vocabulary Instruction

Stahl & Fairbanks, 1986 Marzano, 2005





# Teaching Implication

- Vocabulary is important in oral reading instruction  
*(NRP, 2001)*
- Word knowledge is critical to comprehension  
*(Davis, 1944).*
- “Beginning readers use their oral vocabulary to make sense of the words they see in print. Readers must know what most words mean before they can understand what they are reading.”  
*(Armbruster, Lehr, Osborn, 2001, p. 45)*



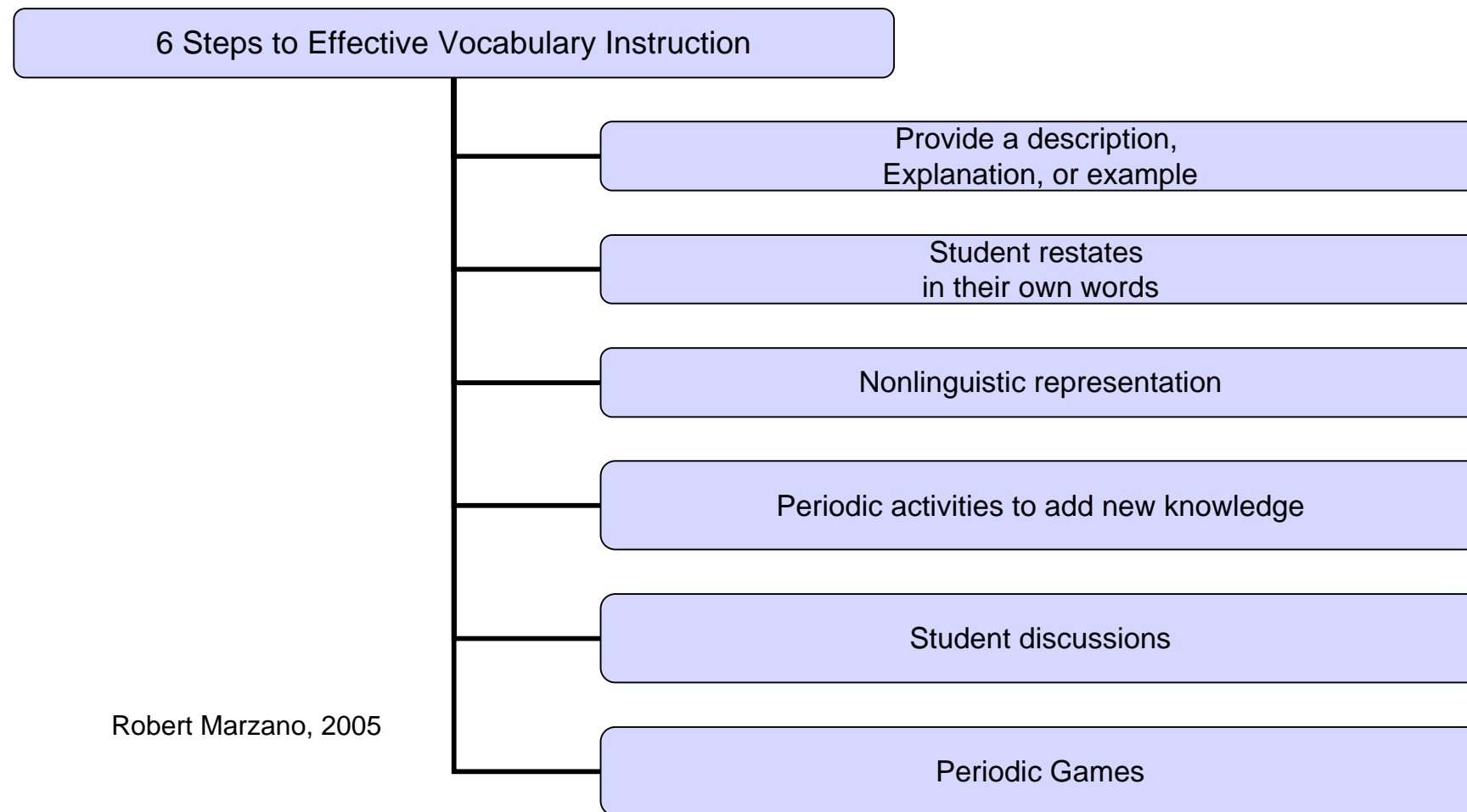
## Building Background

- .66 correlation between background knowledge and new learning (Marzano, 2005)
  - 1<sup>st</sup> graders from high SES have 4700 more words in their vocabulary (Nagy and Herman 1984)
- What works:
    - Rely on descriptions
    - Represent in linguistic and nonlinguistic ways
    - Gradual release
    - Word parts
    - Discussion
    - Create meaningful and enjoyable activities
    - Focus on important terms

## New Vocabulary / Informational Text

- Readability refers to all the factors that affect success in reading and understanding a text.
- These factors include:
  - Interest and motivation
  - Complexity of sentences
  - Words
  - Percent of new ideas and vocabulary
- “Directly below the upper epidermis is the palisade layer of cells. The palisade layer is made up of long, thin, tightly packed cells. ...For this reason, this layer is called the spongy layer.” (5<sup>th</sup> grade text 7.2 readability)

# Six Steps to Effective Vocabulary Instruction



Robert Marzano, 2005

● ○ You TRY it! ○ ●





## Pause and Reflect

- Take a moment to write:
  - Three things the activity helped you understand about how students learn vocabulary.
  - Two ideas that will help content area teachers at your school site.
  - One question or lingering thought you might have.
- Share with group!



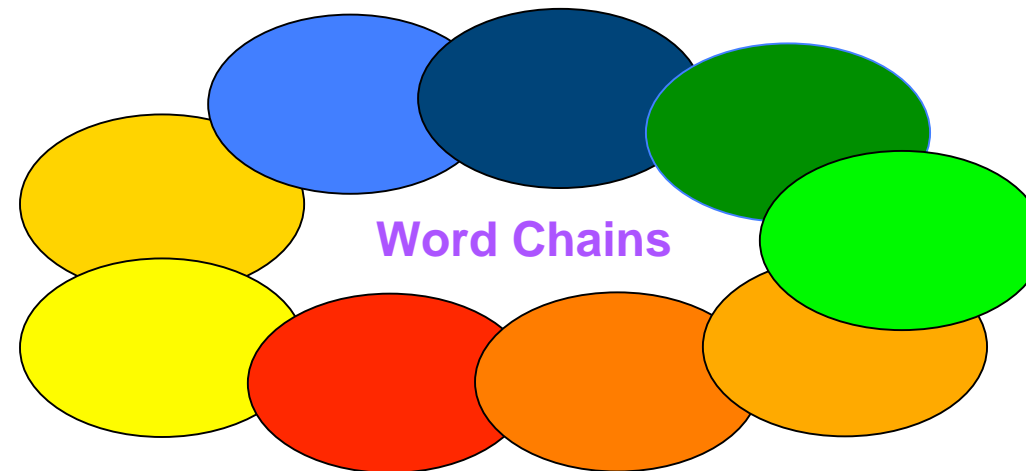
## **Additional Activities to Support Vocabulary**

- Connecting
- Word sorts (activity with whole class)
- Independent Rdg. Bookmarks
- Cloze (content area passage)
- Word Analysis
- Vocabulary Attention Please

# Making Connections

“Strategies to help students relate new words to their background experience as well as other words are desired”

*(Graves and Graves, 1994; Nagy, Herman, & Anderson 1985).*





# Word Sorts

- Closed Sorts
- Open Sorts

“When you take into consideration that many of the content area vocabulary words are multisyllabic in nature, the challenge grows even greater.”

“One efficient way to build vocabulary growth and to specially support connections between vocabulary words and the related patterns they represent is through word sorting activities.”

(Brown, Sheron 2005)



# Passage Critical Words

**“Teachers should directly teach passage-critical words” (Snow, Burns, & Griffin, 1998).**

**Teachers do not need to teach every unknown word.**

**Teach the words important to the understanding of the text or words that students are likely to encounter again.**

**This is in contrast to the grade level word list method which is predominate in schools because this method treats all words as if they are integral to the understanding of the text (Nagy, 1988).**

**“Teach only 8 or 10 words per week” (Armbruster et al, 2001).**

## Critical Word CLOZE

Nall was so \_\_\_\_\_. She was \_\_\_\_\_ to the \_\_\_\_\_ with Charkle. She would \_\_\_\_\_ a \_\_\_\_\_ so she could \_\_\_\_\_ out \_\_\_\_\_. Charkle \_\_\_\_\_ her \_\_\_\_\_ out the \_\_\_\_\_.  
“\_\_\_\_\_, Charkle,” jibbed Nall \_\_\_\_\_ly.  
“Now we can \_\_\_\_\_ out \_\_\_\_\_ together!” \_\_\_\_\_ Charkle \_\_\_\_\_ly.

# Word Analysis

## Active Word Learning

**“Word learning must be active—not passive dictionary definition learning”  
(Stahl, 1986).**

Draw a vertical arrow.

With an elbow partner, place words from the word pool along the arrow deciding where each word should be placed (closer to preposterous or silly).

**Word Pool**  
Foolish  
Nonsensical  
Idiotic  
Absurd  
Asinine  
Boneheaded  
Loony  
Loopy  
Zany  
Wacky  
Witless  
Crazy  
Stupid  
Goofy

Word #1

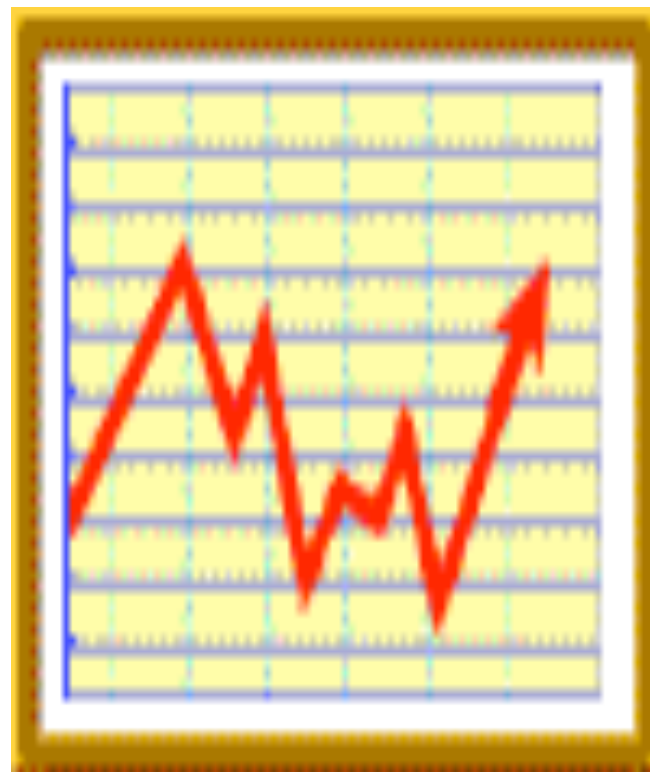
Word #2

# Vocabulary Attention Please

Vocabulary Attention Please! allows students to self-assess and helps them set a purpose for reading. It is also an assessment tool (progress monitoring) for teachers, helping them determine how much vocabulary instruction and practice will be needed. Great with informational text!

	Known	Acquainted	Unknown
Word #1	_____	_____	_____
Word #2	_____	_____	_____
Word #3	_____	_____	_____
Word #4	_____	_____	_____
Etc.	_____	_____	_____

# Closed Sort: Janet Allen's Effective Practices in Vocabulary Development



Janet Allen (1999) has synthesized the research on vocabulary instruction and created a chart highlighting teaching practices to increase and decrease during vocabulary instruction in order to improve the word learning of students.

# Reflection

According to your knowledge and that which you have gained today, group Allen's Effective Practices in Vocabulary Development into 2 piles — those to increase and those to decrease. Work in teams of 3.



# Effective Practices in Vocabulary Development

Increase	Decrease
<ul style="list-style-type: none"><li>• Time for reading.</li><li>• Use of varied, rich text.</li><li>• Opportunities for students to hear or use words in natural sentence contexts.</li><li>• Opportunities for students to use words in a meaningful way.</li><li>• Use of concrete contexts when possible (pictures, artifacts).</li><li>• Opportunities for students to connect new words/concepts to those already known.</li><li>• Study of concepts rather than single, unrelated words.</li><li>• Teaching strategies leading to independent word learning.</li><li>• Finding the word or concept that will have the biggest impact on comprehension rather than covering many words superficially.</li><li>• Opportunities for inference.</li></ul>	<ul style="list-style-type: none"><li>• Looking up definitions as a single source of word knowledge.</li><li>• Asking students to write sentences for new words before they've studied the word in depth.</li><li>• Notion that all words in a text need to be defined for comprehension.</li><li>• Using context as a highly reliable tool for increasing comprehension.</li><li>• Assessment that ask students for single definitions.</li><li>• Explicit concept instruction and incidental encounters with words.</li></ul>

Taken from Janet Allen (1999) *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. Stenhouse Publishers: York, ME.



We appreciate you being here to learn with us today.

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