

NO MORE "LOOK UP THE LIST"  
VOCABULARY INSTRUCTION

DEEP ENGAGEMENT FOR STUDENT  
WORD LEARNING



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What does work for learners....  
Getting to **Deep Engagement**

- Ensuring meaningful context(s)/integrated instruction where they hear, see, read and work with words as they learn
- Engaging students in semantic manipulation and meaningful use
- Constructing, making visible and playfully reviewing student-friendly definitions
- Developing word consciousness (interest in and awareness of how we use words )

What is Word Consciousness  
(Interest+Knowledge)

- Interest in and awareness of words ----knowledge of how they work and how they are used by writers and speakers.





- What kind of activities stimulate Word Consciousness?

(Graves & Watts-Taffe,2002; Scott & Flinspach, 2006-13).

Let's try  
**Most Important Word**

- Awareness of author's word choices  
CCSS- Craft and Structure  
4. ...analyze how specific word choices shape meaning or tone.
- Reading text closely
- Using word choice as evidence from text in discussing and supporting ideas
- Keep or modify ideas based on arguments of others



Bleich, David. 1975. *Readings and Feelings: An Introduction to Subjective Criticism*. Urbana, IL: NCTE.

What's YOUR most important word?


- A single word that is your **evidence** for something important the author is trying to communicate?
- Look at the author's word choice to figure out a point she wants to make

**6 T's =**

But you need to have a base of  
Important Understandings  
about Vocabulary Instruction

1. Vocabulary Learning Is Incremental

- Takes **TIME** to develop fully articulated meanings;
- incremental learning



2. **TALK/(Language)** is critical...

3 kinds of talk:

- Conversational
- **Problem Solving**
- Academic/Presentational

Importance? THE GAP



Hart and Risley(1995) Meaningful Differences.

3. Along with Talk: The **TOTAL** Literacy Environment

Because we can't teach directly all the words students need to know!!! (4000 per school year)

- Volume of Reading
- Volume of Writing
- Vocabulary
- Visibility




4. What **TYPE** of vocabulary should you teach?

- Tier 3- specific to content-domain/discipline specific- e.g. **dividend**
- Tier 2- useful in real life pursuits (e.g. school, work, etc.) and general academic vocabulary – e.g. **problem**
- Tier 1- **everyday words** (should be known by most in oral vocabulary but not always the case)

Beck & McKeown

5. **TRANSLATE** words into “kid friendly definitions”-tools



“Translation word walls”-“student-friendly” definitions

Scientific Language	Everyday Language
categorize	
report	
Observe *	
demonstrate	
explain	
record -- /re cord' / *	
habitat	
evidence	

Blachowicz, C.L.Z., Baumann, J.F., Manyak, P. & Graves, M. (2013) Flood, Fast, Focus: Integrating Vocabulary in the Classroom. IRA E-Essentials-Reading, What's New? IRA; Newark, DE. <http://www.reading.org/general/Publications/e-essentials/e8027>

**6. TEACH**  
in Varied ways

### Focus Instructional examples

- **Vocabulary Framing**- a model for focus vocabulary instruction that is reflected in growth of vocabulary use in writing
- Engaging review to support and “cement” learning

### Vocabulary Framing: Solid Research Foundation

- **Creating and using graphic records builds student understanding** of words and concepts and enhances reading comprehension gives them language to talk about their learning (D.Johnson, Manyak, Blachowicz)
- **Similarly, pre-writing thinking & planning produce better writing** (D. Graves; L. Calkins, Smokey Daniels, Steve Zemelman) with elaborated vocabulary
- **Talk is a key to word learning** (Stahl and Vancil, 1987). Preparing students, especially those who are reluctant speakers, before discussion helps them participate more fully (Evans, 2002)

### Frame Variety

**Basic Frames**

- Character Trait Analysis-revisiting context (Manyak)
- Vocab-o-gram- using story grammar as a frame (Blachowicz)
- Knowledge Rating- Using content structure (Blachowicz)
- KWL-Ogle

**Complex Frames**

- I-Chart- Hoffman
- Vocabulary Visits-for a content unit-(Blachowicz & Obrochta)

### Knowledge Rating

	3-Know	2-Some	1=?
<b>tipi</b>			
<b>villa</b>			
<b>dacha</b>			
<b>lean-to</b>			
<b>condo</b>			
<b>trullo</b>			
<b>geodesic dome</b>			

### Engaging revisiting/review of words

### Review

- Can engage and develop word consciousness
- Provides an engaging routine that students and teachers come to expect and enjoy
- Personalizes word learning for students
- Increased exposure in varied contexts
- Emphasizes important of commitment to word learning

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### Be a Mind Reader

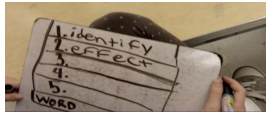
- Adapted from Patricia Cunningham's Word Wall Activities
- Prep Time: 2-5 minutes
- Class Time: 5-10 minutes
- Organization: whole class/teacher-directed
- Materials: vocab chart; prepared word clues; paper & pencil for students



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### Procedure

- Choose a mystery word.
- Prepare a set of 5 clues.
- Students number their paper/whiteboard 1-5
- Teacher reads each clue.
- Students write a word from the list that fits the clue and any preceding clues.
- Ask students who guessed the word on the 5<sup>th</sup> clue, 4<sup>th</sup>, 3<sup>rd</sup>, 2<sup>nd</sup>, 1<sup>st</sup>.



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### Leverage Strategies

- Assessment with Semantic Based Word Sorts

- Diagnostic
- Formative
- Summative



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### Open Word Sorts – Diagnostic-Day 1

- Sort these words into groups of at least two
- Be prepared to explain your thinking

rhombus	obtuse	rays
rectangle	parallel	quadrilateral
acute	right	perpendicular
segments	square	

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### Quick Writes - Formative

- What is the relationship between acute and obtuse angles?
- Explain the features of each in your response.

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### Closed Sort - Summative

- Sort these words according to the headings listed below.
- After sorting, write a paragraph for each heading explaining why you included those words.

rhombus	obtuse	rays
rectangle	parallel	quadrilateral
acute	right	perpendicular
segments	square	

Two-Dimensional Figures	Angles	Lines
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### Vocabulary Framing

- Organize vocabulary
- Create semantically meaningful structures
- Tap into background knowledge
- Support comprehension and rich discussion
- Provide scaffolds for writing


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### Vocabulary Frame Examples

- Vocab-o-gram
- Fruyer model
- Vocabulary journals

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### Fruyer Model

<b>Definition:</b> a government by the people exercised either through direct action or through elected representatives		<b>Characteristics of a democracy:</b> <ul style="list-style-type: none"> <li>people set up their own government</li> <li>leaders are elected</li> <li>the majority decides</li> <li>has a written constitution</li> <li>has free and open elections</li> <li>people are active in their own government</li> </ul>	
<b>Definition in my own words:</b> a form of government where people in a country vote and elect representatives to govern their country			
<b>DEMOCRACY</b>			
<b>Examples</b> United States Canada France Brazil Argentina India	<b>Nonexamples</b> China North Korea	<b>Illustration</b> 	

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### Vocabulary Journals - Examples

Word	Illustration	Word:	Page in text:	Part of speech:
Definition		Definition:		
Connection		Illustration:		

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### Vocabulary Journals - Examples

Word	Sentence in text	Why I chose this word

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## Sentence Frames : Connect Two Exit Slips

\_\_\_\_\_ and \_\_\_\_\_ are connected because  
\_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ are **not** connected because  
\_\_\_\_\_.

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