



Vocabulary Development and Instruction K-5 - What to Know and How to Grow

Just Read, Florida!



Goals and Objectives

Participants will:

- Develop knowledge needed to implement effective vocabulary instruction using B.E.S.T. English Language Arts (ELA) Standards;
- Actively engage in research to develop explicit vocabulary instruction; and
- Understand two strategies and activities designed to support implementation in the grades K-5 classroom.



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Vocabulary Knowledge

“...vocabulary is the glue that holds stories, ideas, content together... making comprehension accessible to children.”

Rupley, Logan, & Nichols (1999)

B.E.S.T. ELA Vocabulary Standards

Grade	V.1.1 Academic Vocabulary	V.1.2 Morphology	V.1.3 Context and Connotation
K	Use grade-level academic vocabulary appropriately in speaking and writing.	Ask and answer questions about unfamiliar words in grade-level content.	Identify and sort common words into basic categories, relating vocabulary to background knowledge.
1	Use grade-level academic vocabulary appropriately in speaking and writing.	Identify and use frequently occurring base words and their common inflections in grade-level content.	Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of unknown words.
2	Use grade-level academic vocabulary appropriately in speaking and writing.	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.	Identify and use context clues, word relationships, reference materials and/or background knowledge to determine the meaning of unknown words.

B.E.S.T. ELA Vocabulary Standards

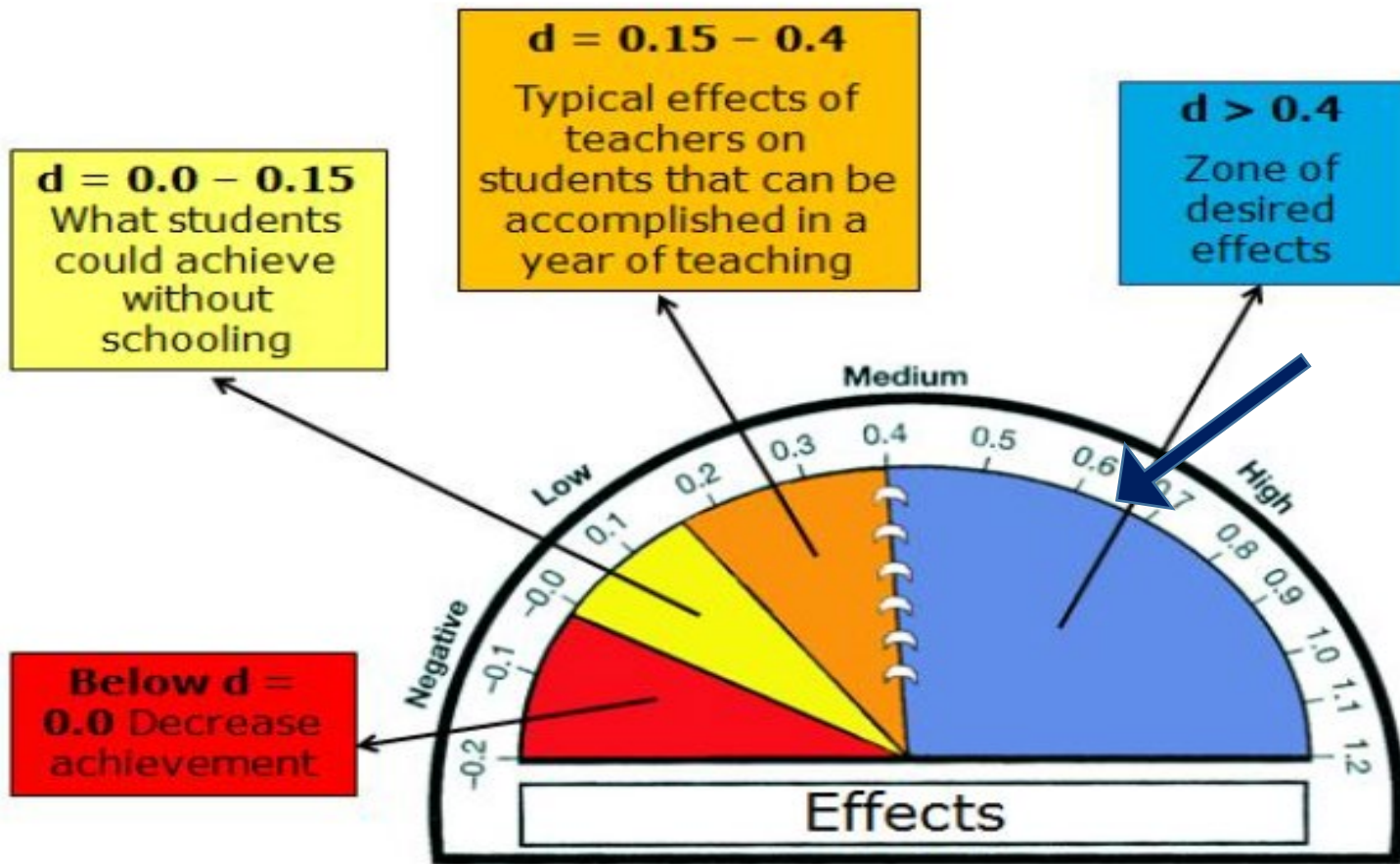
Grade	V.1.1 Academic Vocabulary	V.1.2 Morphology	V.1.3 Context and Connotation
3	Use grade-level academic vocabulary appropriately in speaking and writing.	Identify and apply knowledge of common Greek and Latin roots , base words and affixes to determine the meaning of unfamiliar words in grade-level content.	Use context clues, figurative language , word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
4	Use grade-level academic vocabulary appropriately in speaking and writing.	Identify and apply knowledge of common Greek and Latin roots, base words and affixes to determine the meaning of unfamiliar words in grade-level content.	Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
5	Use grade-level academic vocabulary appropriately in speaking and writing.	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech , to determine the meaning of unfamiliar words in a grade-level text.	Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Connecting the Continuum

Grade	Shows an understanding of words and their meanings (receptive)	Uses increased vocabulary to describe objects, actions and events (expressive)
Prekindergarten	<p>Benchmark a: Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</p>	<p>Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) typically has a vocabulary of more than 1,500 words)</p>
	<p>Benchmark b: Demonstrates mastery of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) when describing people and settings in multiple environments</p>	<p>Benchmark b: Uses a variety of word-meaning relationships (e.g., part whole, object-function, object-location)</p>
	<p>Benchmark c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)</p>	<p>Benchmark c: Identifies unfamiliar words asking for clarification</p>
		<p>Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings</p>

What research has to say...

Barometers of Influence



Strong vocabulary programs fall into the 0.67 effect size, well into the zone of desired effects!

The Power of Vocabulary



[Expert literacy videos](#)

- Why is vocabulary important for language and literacy education?
- How is vocabulary instruction important for literacy learning?

Getting Started...

ORAL LANGUAGE	“Taking Delight in Words: Using Oral Language to Build Young Children’s Vocabularies” by Isabel Beck, Margaret McKeown & Linda Kucan
ACADEMIC VOCABULARY	“Fostering Academic Language in Primary Grades-Keys to Literacy” by Joan Sedita
DIALOGIC READING	“Dialogic Reading: Having a Conversation about Books” by Jessica Sidler Folsom

WHAT

- **What** does the article say about the topic?
- List two to three key ideas
(What I learned...
What seems important...)

SO WHAT?

- **Why** is this information important?
- What implications does this information have?

How to Grow Vocabulary Knowledge

- Modeling
- Immersion
- Interactions
- Teaching

Drs. William & Persida Himmele, "4 Keys to Developing Academic Vocabulary" (2014)



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Modeling

Provide meaningful interactions with linguistically proficient people.

Walking in line

- approach
- file
- halt
- swiftly
- linger

Group time

- cooperate
- express
- verbalize
- disperse
- participate

Holly Lane & Stephanie Allen, "The Vocabulary-Rich Classroom: Modeling Sophisticated Word Use to Promote Word Consciousness and Vocabulary Growth" (2010)



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Other Ideas

What are examples of other classroom experiences that lend themselves to supporting students with more sophisticated vocabulary acquisition?



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Immersion

- Environment where students read
- Environment where students are read to

Read Aloud and Vocabulary

Levels of Instruction		
Level of instruction	Example	Explanation
Incidental exposure	I don't know what I would have done. <i>Curiosity</i> might have gotten the better of me.	Teacher infuses a Tier 2 word into a discussion during the read aloud.
Embedded instruction	And he's using a stick-an oar-to help move the raft [pointing to illustration].	Teacher provides a synonym before the target term oar, pointing to the illustration.
Focused instruction	Let's get <i>set</i> means let's get ready [elicit examples of things students get ready for].	Teacher leads a discussion on what it means to get <i>set</i> , including getting <i>set</i> for school and Christmas.

Karen J. Kindle, "Vocabulary Development During Read Alouds: Primary Practices" (2009)

Your Turn!

"Corduroy"		
Level of Instruction	Example	Explanation
Incidental exposure	I notice that Corduroy is <i>searching</i> right below the shelf he was on. Good place to start looking, right?	Teacher infuses a Tier 2 word into a think aloud prompt during read aloud.
Embedded instruction		
Focused instruction		

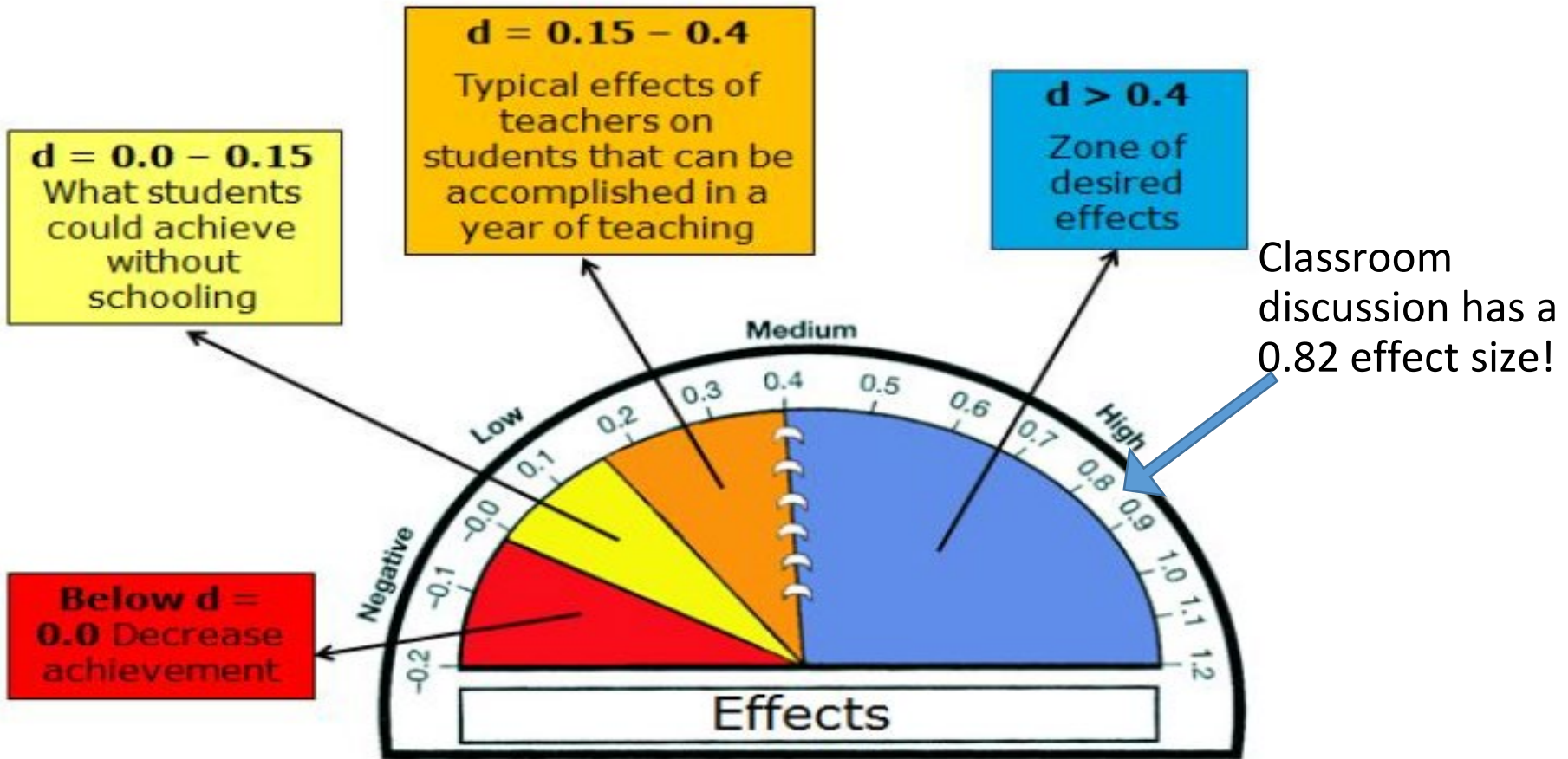


Interactions

Create an environment that fosters active participation and cognitive engagement.

What research has to say...

Barometers of Influence



Hattie, "Visible Learning for Literacy" (2016)

Discussion Strategies that Engage Students

- Rules of conversation lessons
- Discussion sentence starters (e.g., “I’m thinking...” “I learned...” “How do you know?” “I agree with you because...”)
- Conversation chips
- Conversation stick
- Numbered Heads Together
- Colored Conversation

Indirect Vocabulary Learning

Occurs when children learn the meanings of words indirectly, through everyday experiences with oral and written language.

Direct Vocabulary Instruction

Provides students with instruction in specific words that are important to students' content learning or understanding of a particular text and teaches students more general word-learning strategies that they can apply to a variety of words, such as analyzing parts of words (e.g., root words).



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Teaching

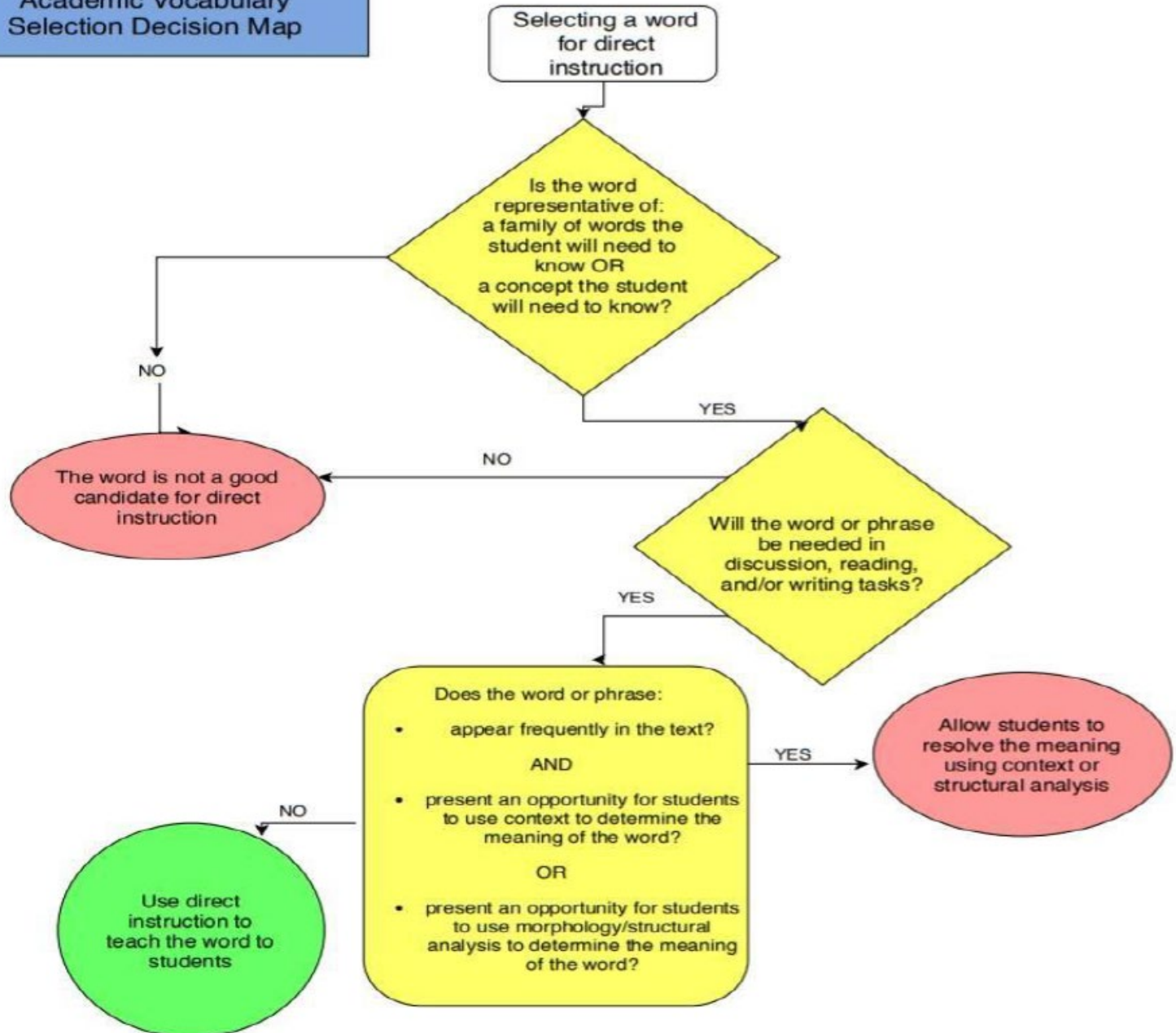
- What words to teach
- How to teach them

Vocabulary Tiers

In their three-tiered model of vocabulary development, Beck, McKeown & Kucan (2013) classify words as follows:

- **Tier 1:** These are the common, everyday words that most children enter school knowing already. Since we do not need to teach these, this is a tier without tears!
- **Tier 2:** This tier consists of words that are used across the content areas and are important for students to know and understand. Included are process words like *analyze* and *evaluate* that students will run into on many standardized tests and that are also used at the university level, in many careers and in everyday life. We really want to get these words into students' long-term memory.
- **Tier 3:** This tier consists of content-specific vocabulary, the words that are often defined in textbooks or glossaries. These words are important for imparting ideas during lessons and helping to build students' background knowledge.

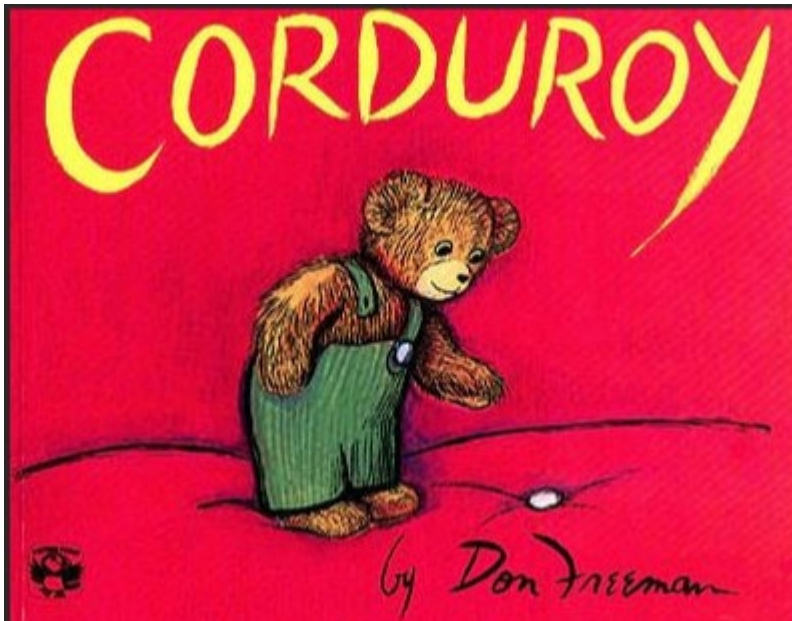
Academic Vocabulary Selection Decision Map



B.E.S.T. ELA Standards Appendix D

“Corduroy”

Sort the following into Tier 1,
Tier 2 or Tier 3 words:



- carefully
- girl
- mommy
- amazing
- palace
- green
- escalator
- gasped
- home
- admiring

The “HOW” of Teaching Vocabulary

- **Integration:** connecting new vocabulary to prior knowledge
- **Repetition:** encountering/using the word/concept many times
- **Meaningful Use:** multiple opportunities to use new words in reading, writing and discussion

Nagy, “Teaching Vocabulary to Improve Reading Comprehension” (1988)



Activities for Teaching Words to Young Children Should:

- Include both definitional information and contextual information about each word's meaning;
- Involve children more actively in word learning; and
- Provide multiple exposures to meaningful information about the word.

Final Reminders about Teaching Vocabulary Words

- Be highly selective about which words to teach
- Provide multiple encounters with targeted words
- Provide students direct instruction on how to infer word meanings
- Promote in-depth word knowledge
- Provide students with opportunities to extend their word knowledge

E. Sutton Flynt & William G. Brozo, "Developing Academic Language: Got Words?" (2008)

Dr. Christopher Lonigan, Professor of Psychology at Florida State University

Doing What Works

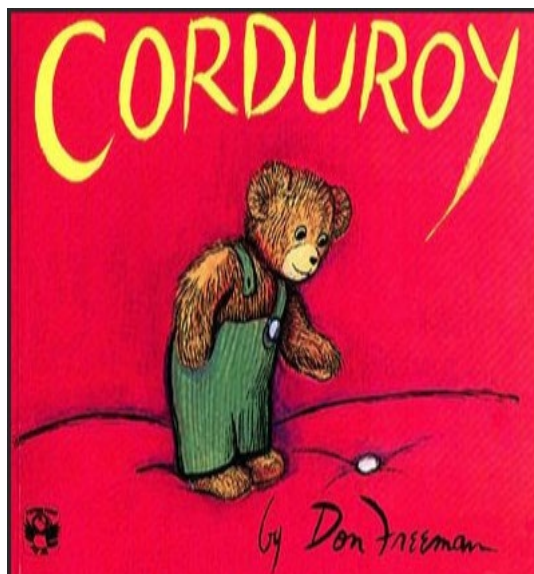
Excerpts from:
Implementing Dialogic Reading

<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-6-4/>

Dialogic Reading: CROWD Questioning



CROWD STRATEGY PLANNING SHEET



TITLE:	
AUTHOR:	Illustrator:

Create at least 2 prompts for each category for your book that you can use to prompt and build upon children's language during dialogic reading. Include the page number that corresponds to the appropriate opportunity to use each prompt.

Completion- The reader creates an incomplete sentence to prompt the children to come up with the appropriate response (i.e., fill-in-the-blank). (Ex: Lily's purse is _____ and she brings it _____).

Recall- The reader asks a question designed to help children remember key elements of the story. (Ex: What happened when Jose went back to school? What was missing from Corduroy's overalls? How did Stephanie wear her hair?)

Open-ended- The reader asks a question or makes a statement that requires children to describe part of the story in their own words beyond just a "yes" or "no" response. (Ex: Tell me what you think is happening in this picture. How is Josie going to carry all those apples?)

Wh-questions- The reader asks a question about the story that begins with what, where, who, or why. (Ex: What do you think shy means? What does it mean to be embarrassed?)

Distancing- The reader helps children make connections between events that happen in the story to those that occur in their own lives. (Ex: Tell me about a time when you felt lost or you lost something. How did you feel when your friend moved away?)



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Now What?

After engaging and collaborating around effective vocabulary development and instructional practices, please reflect on ‘Now What?’



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