

Instructional Strategies for Teaching Vocabulary to Diverse Learners: From Research to Practice

Reading First
5th Annual Conference
Nashville, TN 2008

Dr. Kevin Feldman

www.scoe.org kfeldman@scoe.org

Literacy Changes Lives !

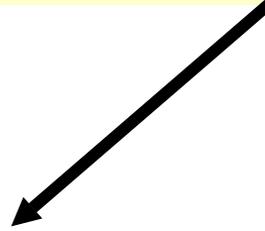
Feldman's Biased Literacy Listserve

e.g. 3 Cups of Tea
by Greg Mortenson

Subscribe at:

www.scoe.org/reading

Easy Access to Previous List Info



QuickTime™ and a
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are needed to see this picture.

GOALS for Today



- 1.) Validation/Motivation
- 2.) Clarify key understandings related to effective vocabulary development in K-3
- 3.) Information to Investigate/Inquire/Explore Beyond Today

A Heuristic for Literacy

* Shefelbine (2001) Juel/Gough (1990)

MOTIVATION (pleasure, purpose, joy, success)

DECODING

COMPREHENSION

Word Recognition

Fluency

Academic Language

Comprehension Strategies

- * 44 phonemes (blend/segment)
- * 26 letters
- * Decode single & Multi-syllable words
- * Strategies to apply in texts

- * Rate WCPM
 - 1st : 50-60
 - 2nd : 90-100
 - 3rd : 115-120
 - 4th : 120-130
 - 5th : 130-140
 - 6-8 : 150+
- * Accuracy (95%+)
- * Prosody

- * Vocabulary & Content Area Knowledge
- * Syntax & text structure
- * Grammar
- ELD as appropriate

- * Active Reading
- * Strategic Reading (e.g. summarizing)
- * Self Monitoring
- * Fix Up Strategies
- * Flexible - adjust to text/purpose

Writing, Listening, Speaking Skills



heuristic

heu · ris · tic n.

1-2-3-4

Synonym	Explanation/Example	Image
	<p>_____ for problem solving (e.g. literacy), guidelines, a method or approach</p>	



To solve the many complex literacy issues facing today's schools educators need a powerful _____.

Why Focus on Vocabulary?



The Need?

Why Focus on Vocabulary Instruction?

Of the many compelling reasons for providing students with instruction to build vocabulary, none is more important than the contribution of vocabulary knowledge to reading comprehension. Indeed, one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension (e.g., Anderson & Freebody, 1981; Baumann, Kame'enui, & Ash, 2003; Becker, 1977; Davis, 1942; Whipple, 1925).

A Focus on Vocabulary

PREL, 2004

Download FREE: http://www.prel.org/products/re_/ES0419bw.pdf

Meaningful Differences

in the Everyday Experience of
Young American Children



Betty Hart & Todd R. Risley

Foreword by Lois Bloom

The Gap Begins LONG
Before Kindergarten

"... a detective story of the most serious academic kind."

—Lois Bloom, Ph.D.

"*The Bell Curve* and similar arguments notwithstanding, ... this book represents ... a counterpunch to those who would have us believe that a child's destiny is mostly in his or her genes."

—Steven F. Warren, Ph.D.

"Lucky the children whose parents read *Meaningful Differences* and take the findings to heart."

—Laura Walther Nathanson, M.D.

"Hart and Risley build upon—but avoid the failures of—the 'War on Poverty'. . . [in] this trailblazing demonstration . . . for helping children to achieve levels of intellectual performance requisite for success in later life."

—Robert Perloff, Ph.D.

Emergence of the Problem

Actual Differences in Quantity of Words Heard

In a typical hour, the average child would hear:

Welfare:	616 words
WorkingClass:	1,251 words
Professional:	2,153 words

**More than a 300%
differential !**

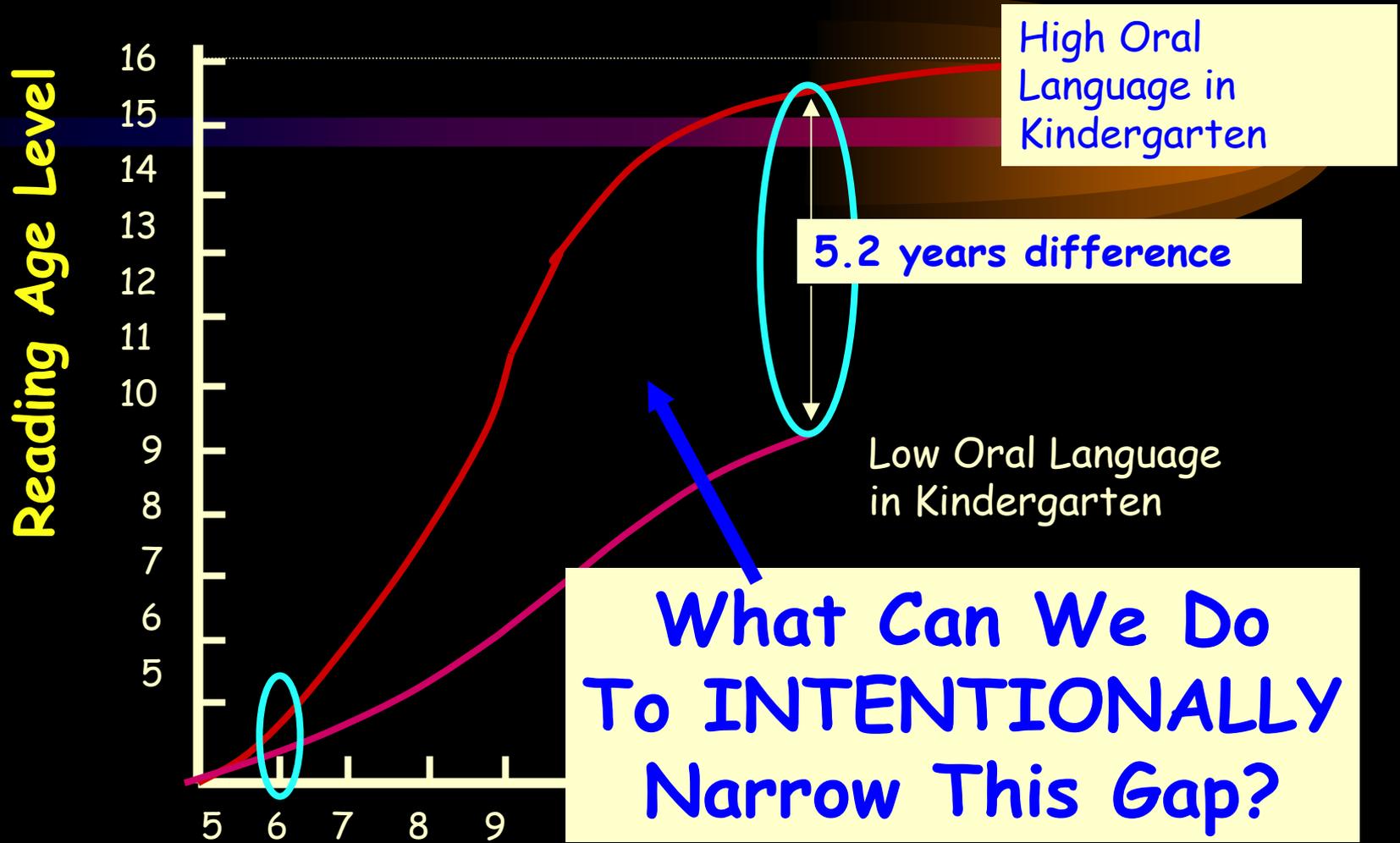
Actual Differences in Quality of Words Heard

Professional:	32 affirmations; 5 prohibitions
WorkingClass:	12 affirmations; 7 prohibitions
Welfare:	5 affirmations; 11 prohibitions

Hart, B. & Risley, T. R. (1995). Meaningful Differences in the Everyday Experience of Young American Children. Baltimore: Paul H. Brookes.

The Effects of Weaknesses in Oral Language on Reading Growth/Academic Achievement

(Hirsch, 1996)



High Oral Language in Kindergarten

5.2 years difference

Low Oral Language in Kindergarten

What Can We Do To INTENTIONALLY Narrow This Gap?

The Gap is Driven By "Word Poverty"

Chronological Age

"Matthew Effects" in Academic Language and Literacy Development

Because poor readers tend to read considerably less than better readers, the gap between good and poor readers in **number of words read**, and both **receptive** and **expressive vocabulary**, becomes progressively greater as the child advances through school.

"The rich get richer and the poor get poorer."

Cunningham, A. & Stanovich, K. (Summer 1998)
What reading does for the mind. *American Educator*.

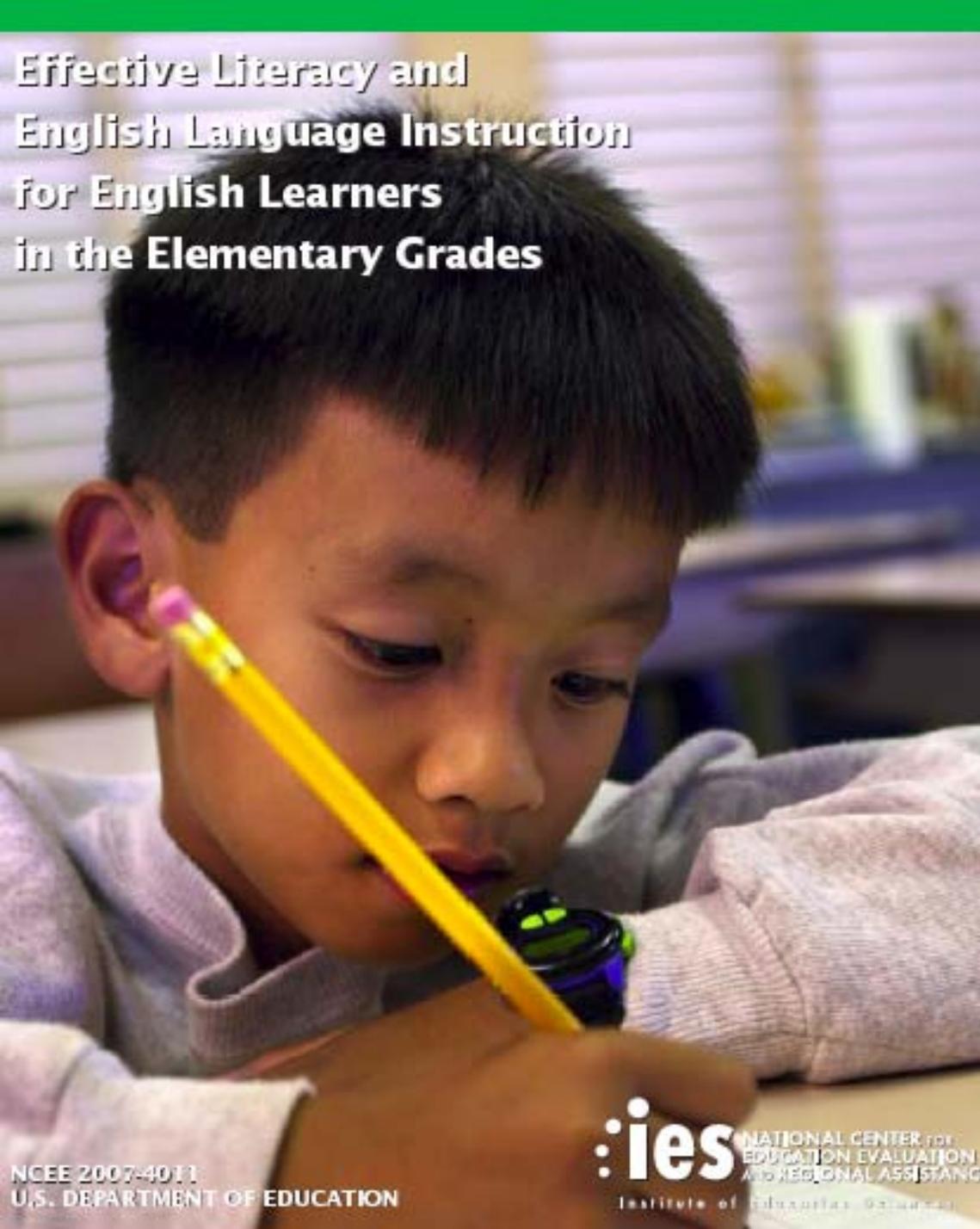
On the Need to Increase Language Practice w/Diverse Learners

Only 4% of English Language Learners' day was spent engaging in "student talk"



Only 2% of ELs' day was spent engaging in "academic talk" (WestED, ELLA Project 2006)

Virtually identical to data reported by Vaughn/Moody et al in 1998 re: engagement of students w/learning disabilities.



Effective Literacy and
English Language Instruction
for English Learners
in the Elementary Grades

Recent Synthesis re: ELLs

Recommendations:

- 1) Screening for reading problems/supports K-6 (8)
- 2) Provide intensive small group reading intervention
- 3) Provide extensive and varied vocabulary instruction
- 4) Develop Academic English
- 5) Schedule regular peer assisted learning opportunities

www.centeroninstruction.org

Job #1 for teaching vocabulary - increase:



Engagement

It IS how Responsive you get
the STUDENTS to Be!

I do it

Ask Anita Archer!

We do it

You do it

** the "WE Do It"
is essentially left out of
our curricula - we must add it - Daily!

Structured Engagement "tool kit": Ensure ALL Are Responding

- 1) **Choral Responses - pronounce it together**
 - teacher cues students to respond (e.g. hand signal, voice, eyes)
 - physical responses too; fingers under the word, chart, picture
 - "thumbs up when you know" (think time)
- 2) **Partner Responses**
 - teacher assigns - provide a label/role "1's tell 2's"
 - alternate ranking (high with middle, middle with lower)
 - thoughtful questions/prompts/up & down Bloom's taxonomy
- 3) **Written Responses**
 - focused prompts increase thinking, accountability, focus
 - structure academic language (e.g. sentence starters)
- 4) **Individual Responses (AFTER rehearsal/practice)**
 - randomly call on individuals, use "public voices"
 - complete sentences, using new vocabulary

Dr. Anita Archer Instructional Video Series

FREE in 3 User Friendly Formats

- ❖ View on the internet - streaming video
- ❖ Download to your desk top in QuickTime
- ❖ Download from iTunes & play as a video podcast on your MP3 player (iPod and such)

www.scoe.org/reading



Instruction

The image features the word "Instruction" in a highly stylized, bubbly font. Each letter is filled with a different color from a rainbow spectrum, starting with pink for 'I', transitioning through red, orange, yellow, green, blue, and ending with purple for 'n'. The letters are outlined in white and have a soft, glowing effect. The word is set against a black background. Behind the text, there is a horizontal pencil graphic with a brown body and a blue eraser. The pencil is oriented horizontally, with the eraser on the right. The word "Instruction" is written across the length of the pencil. The pencil has a white lead tip on the left and a blue eraser on the right. The word "Instruction" is written in a colorful, bubbly font across the length of the pencil. The letters are outlined in white and have a soft, glowing effect. The word is set against a black background. Behind the text, there is a horizontal pencil graphic with a brown body and a blue eraser. The pencil is oriented horizontally, with the eraser on the right. The word "Instruction" is written across the length of the pencil. The letters are filled with a different color from a rainbow spectrum, starting with pink for 'I', transitioning through red, orange, yellow, green, blue, and ending with purple for 'n'. The letters are outlined in white and have a soft, glowing effect. The word is set against a black background. Behind the text, there is a horizontal pencil graphic with a brown body and a blue eraser. The pencil is oriented horizontally, with the eraser on the right. The word "Instruction" is written across the length of the pencil. The letters are filled with a different color from a rainbow spectrum, starting with pink for 'I', transitioning through red, orange, yellow, green, blue, and ending with purple for 'n'. The letters are outlined in white and have a soft, glowing effect. The word is set against a black background. Behind the text, there is a horizontal pencil graphic with a brown body and a blue eraser. The pencil is oriented horizontally, with the eraser on the right. The word "Instruction" is written across the length of the pencil.

Reading Aloud & Vocabulary Development

Most vocabulary in K-3
is learned incidentally
from reading & listening

Yes - No - WHY?

The Effects of Reading Aloud on Vocabulary Learning (Beck et al., 2003)

Effects Varied Widely

- ❑ 4-15% learned/retained if not explained
- ❑ 20-40% IF words were explained (robust teaching)

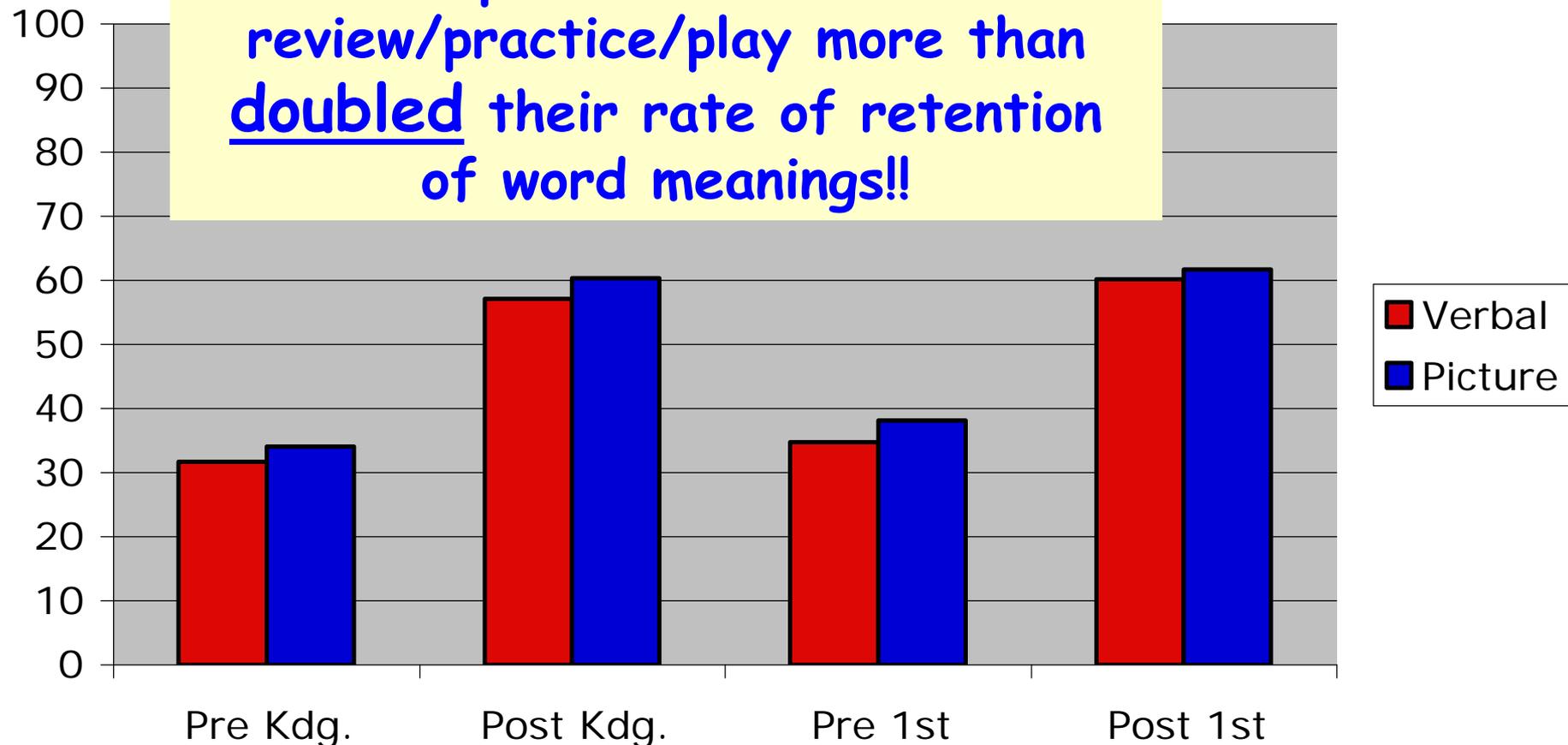
Greater effects found if:

- 1) word is repeated in the text
- 2) word is pictured in the text
- 2) word is a noun (25% vs. verb/adj. 6%)

Beck et al. Does Direct Vocabulary Instruction Work?

Comparison of Pre & Post Picture Task and Verbal Task on all words for Kindergarten and 1st Grade (Study 2)

Students provided with additional review/practice/play more than doubled their rate of retention of word meanings!!



QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

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**Incidental
Instruction**



**No Appreciable
Impact !!**

The Key is...

Read Aloud

PLUS



Plus What?

- ❑ Explicitly teaching *critical* academic vocabulary
- ❑ Routinely stopping* to engage ALL students in using comprehension strategies - "strategic discussion" (miles on the tongue!)
- ❑ Checking for understanding

* can be done on a 2nd reading w/very young children if stopping disturbs the "flow", but be clear - it is not about simply listening - it is about stretching their minds and using emerging academic language skills in context

Recent Research re: Read Alouds & Comprehension

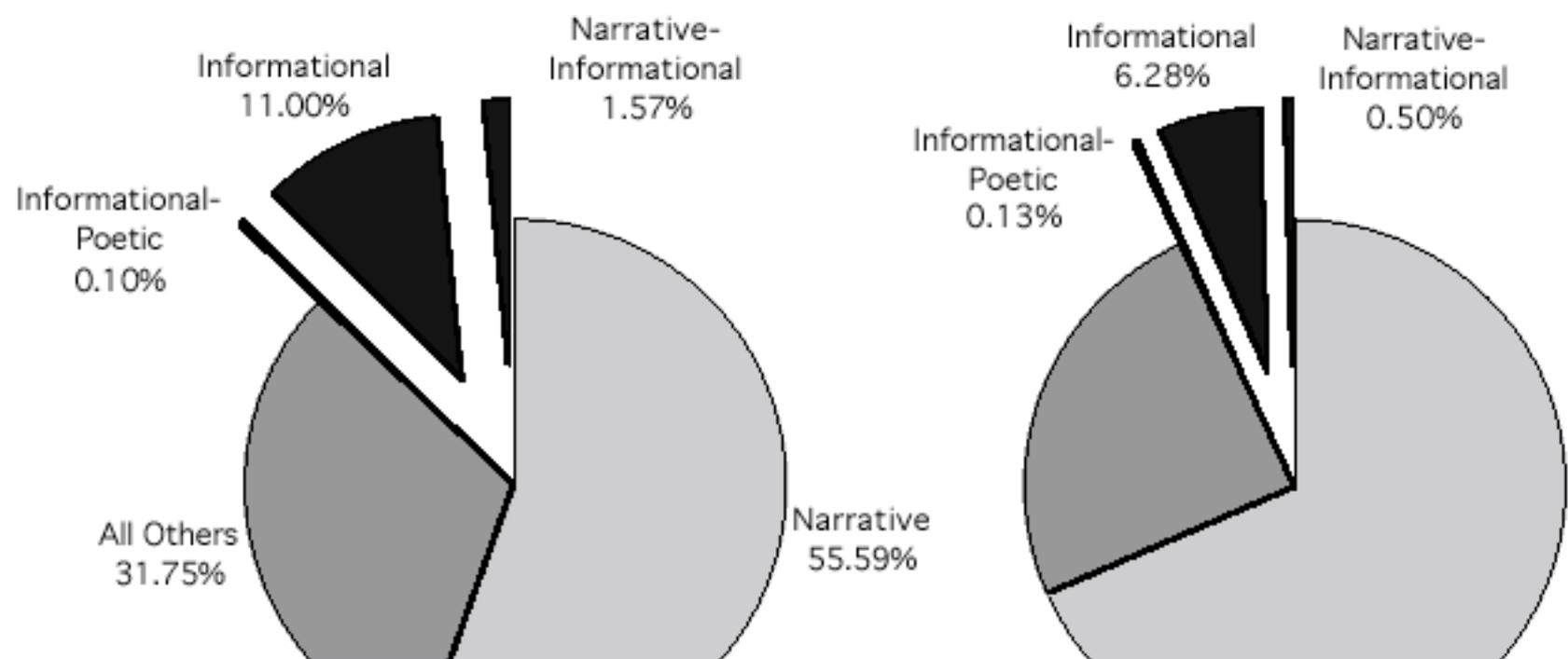
- Santaro, Chard, Howard, Baker, Reading Teacher Feb. 2008

Incorporating comprehension instruction and read-alouds appears to be a promising way to boost student comprehension. There are certainly times when read-alouds can simply focus on the enjoyment of books; however, read-alouds must be carefully planned if they are to affect students' comprehension. Making the very most of read-aloud time requires teaching students to recognize the differences between narrative and information text structure, to know the meanings of target vocabulary, and to become in purposeful discussions about texts.

Table 4
Comprehension Strategy Focus for the Before, During, and After Lesson Components

Before reading	During reading	After reading
<ul style="list-style-type: none">■ Identifying the purpose for reading (e.g., information or story)■ Previewing (title, author, illustrator)■ Predicting/priming■ <u>Defining critical vocabulary</u>	<ul style="list-style-type: none">■ Using a consistent framework to discuss the text (e.g., story elements, K-W-L with focus questions)■ Using question-asking strategies■ Making connections (text-to-text, text-to-self, text-to-world)■ Making inferences■ Self-monitoring■ <u>Vocabulary</u>	<ul style="list-style-type: none">■ Retelling■ <u>Introducing, reviewing, and extending vocabulary</u>

Informational Text Available to First Grade Students in Classroom Libraries, First Visits



What is read aloud makes a BIG difference as well...

High-SES Districts

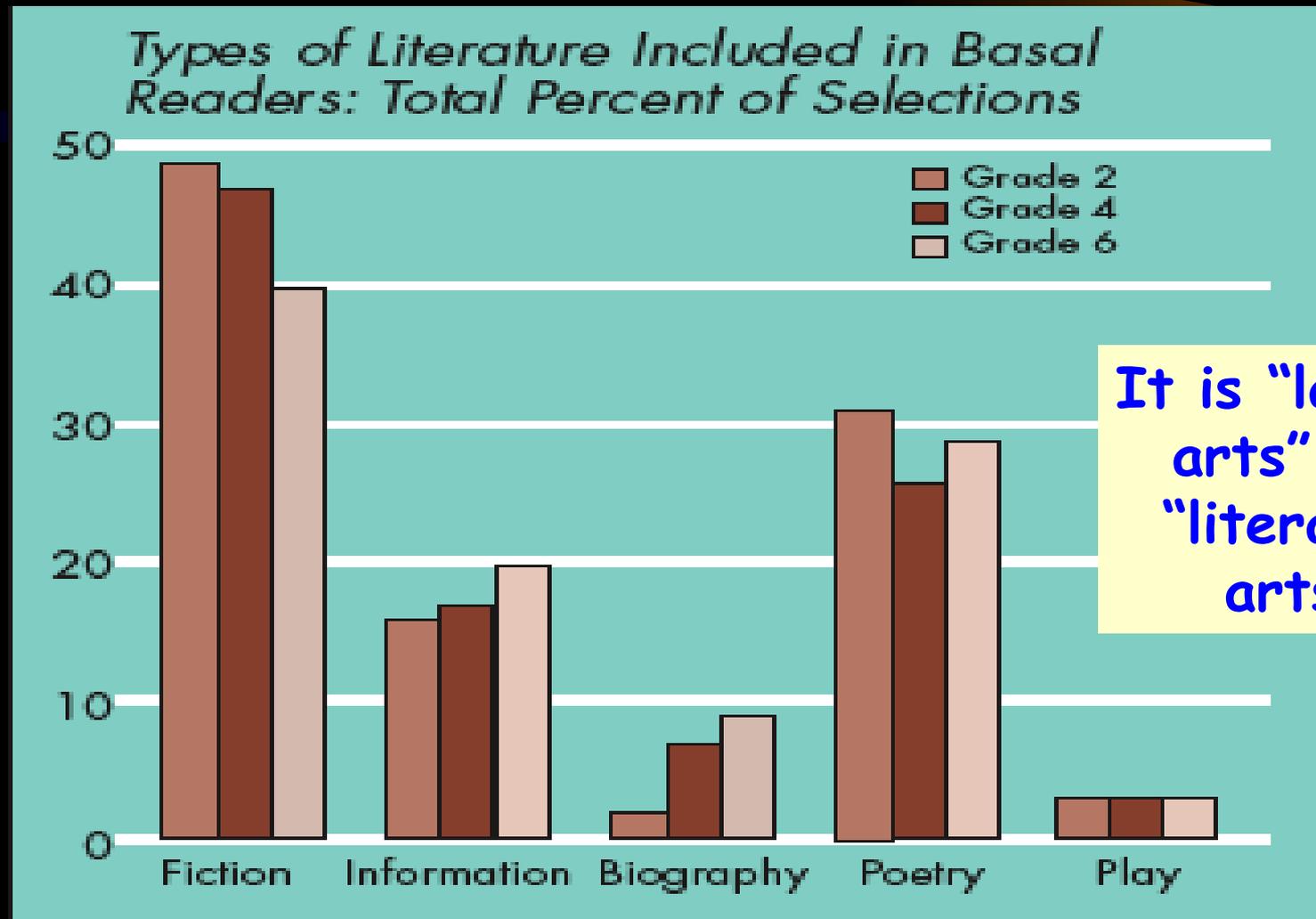
Low-SES Districts

Huge Imbalance of Text Types in Primary Grades!

(from Duke, 2000) See: www.ciera.org

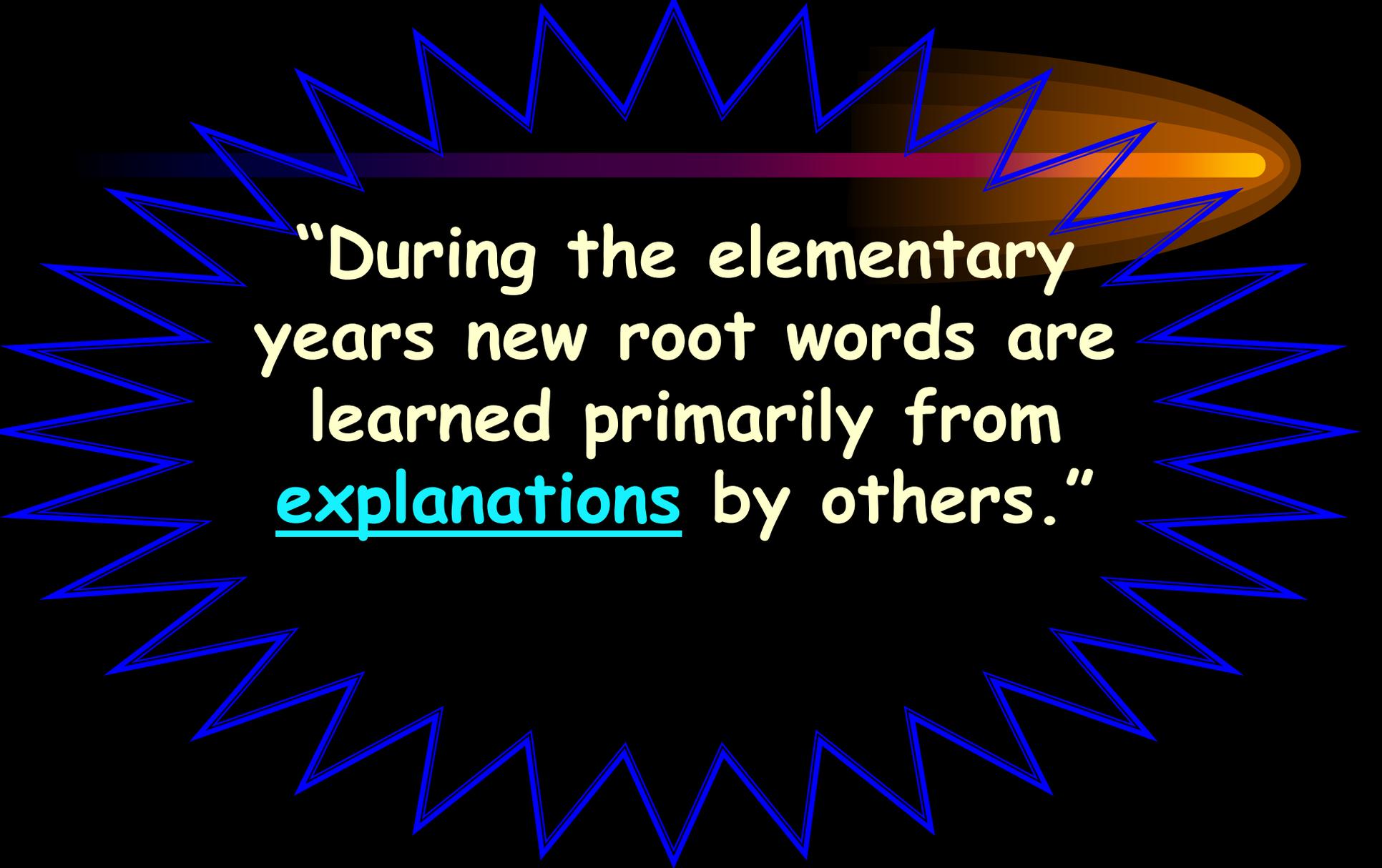
<http://www.ciera.org>

Infuse More Informational Texts & Related Activities In Language Arts



It is "language arts" **NOT** "literature arts" !!

Reading Aloud is Essential But...



“During the elementary years new root words are learned primarily from explanations by others.”

Common Practices That Do Not Reliably Build Long Term Vocabulary Knowledge

1. Asking students, "does anyone know what _____ means?"
2. Various independent activities (e.g. crosswords, puzzles, matching, etc.) w/no guidance, feedback, modeling, oral language ...
3. Directing students to "look it up" in a typical classroom dictionary - use it in a sentence.
4. Incidental teaching of a word "on the fly"
5. Rote memorization of lists of words w/no context
6. Relying on context based guessing as a primary strategy

How Can This Be? What is Going On Here?

CONFUSION

Instruction

or

Activity

- ▶ Teacher directed
- ▶ Clear explanations
- ▶ Guide student use
- ▶ "I do it, we do it, you do it"
- ▶ Precedes application activities

- ▶ Students on their own
- ▶ Definitions not explanations
- ▶ Little guidance or feedback
- ▶ No expressive use of new vocabulary (oral/written)

Research Conclusions: How Do We Build Vocabulary?

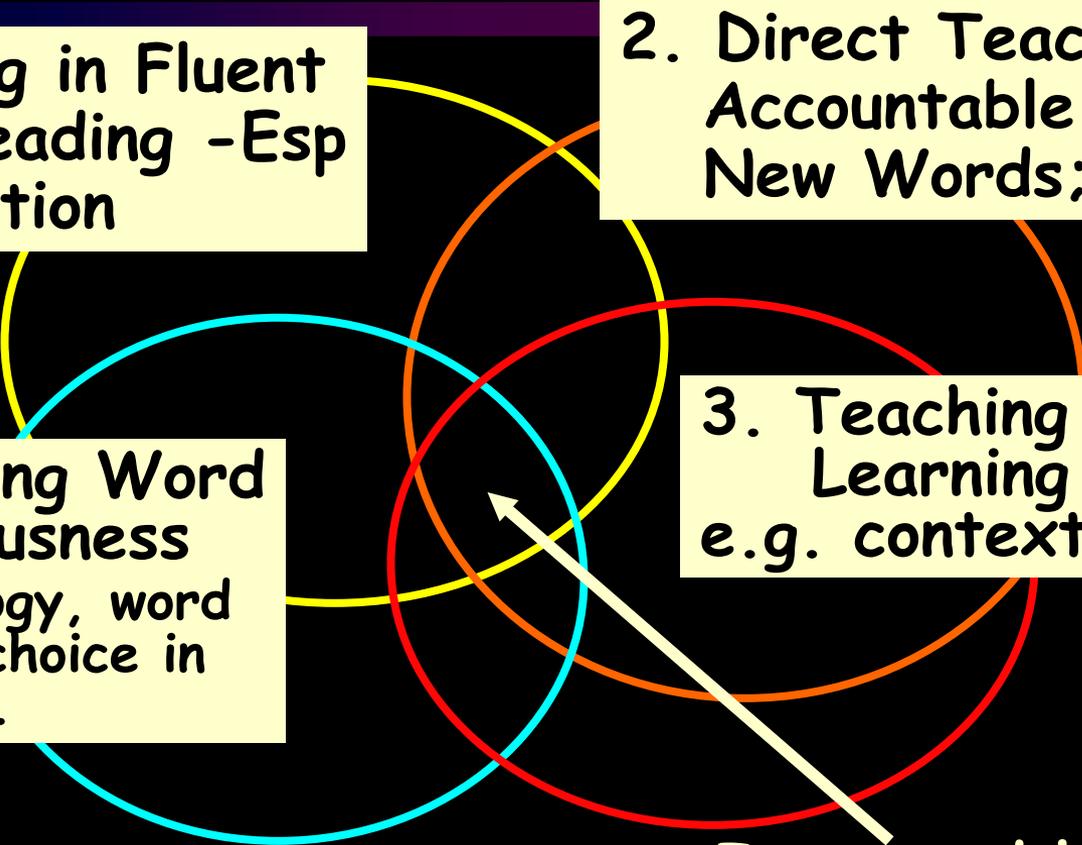
1. Engaging in Fluent Wide Reading -Esp Non-Fiction

2. Direct Teaching & Accountable Use of New Words; Oral/Written

4. Fostering Word Consciousness
e.g. etymology, word play, word choice in writing, etc.

3. Teaching Word Learning Strategies, e.g. context/affixes, roots

Increased lexical power & reading comprehension



The Bottom Line Rationale for DIRECTLY Teaching Vocabulary?

"Given the importance of academic background knowledge, and the fact that vocabulary is such an essential aspect of it, one of the most crucial services that teachers can provide, particularly for students who do not come from academically advantaged backgrounds, is **systematic instruction** in **important** academic terms."

- Marzano & Pickering, 2005

Instructional Guidelines (another Heuristic) for Directly Teaching a New Term

- 1) Pronounce Chorally
- 2) Explain vs. Define
- 3) Provide Examples

-
- 4) Deepen Understanding
 - 5) Review & Coach Use

Quick Teach

Deepen Understanding

in Wide Variety of Ways Depending
on the Word, Kids, Context, etc.

Here's a few of my favorites that also
have empirical evidence supporting them:

- Examples vs. Non-examples
- Non-linguistic representations (e.g. images)
- Acting them out physically
- Quick story
- Graphic organizers
- Computer technology

**** It's all about connecting the New to the Known**

Which words
should we
teach?

Of course the answer is...

Important words...

Words that matter today

AND tomorrow...

- 1) Drive comprehension of key BIG ideas
- 2) Academic "tool kit" words, needed for long term academic proficiency (e.g. Coxhead AWL)

Word Types: A Lens for Thinking About Vocabulary

(Beck et al., 2002) & Choosing Important Words to Teach

Tier 1: Basic Tier 2: High Value Academic Tier: 3 Content Specific

home
dog
happy
see
come
again
find
go
look
boy

analyze
approach
predict
consist
major
require
significant
vary
interpret
respond
consequence

"Mortar"
words

Choose words that
could be used in many
academic contexts/areas

metaphor
photosynthesis
legislature
glacial
abdominal
chromosome
terrain
divide
habitat

"Brick"
words

Choose words that
drive comprehension
of BIG ideas

Vocabulary Words Called Out: Gr. 3 Basal Text in 1 wk.

hauling
artificial
babushka
sewn
scraps
threaded
boarder
poverty
bouquet
challah
linen
handkerchief
huppa
regions
lacquer
unique

Lexus? - Extended/Robust

Honda? - Embedded/Brief

Kia? - "Quick teach"

Academic Terms Used/Not Taught !

summarize, specific, convey, similar,
classify, categorize, selection, intensity,
emphasis, framing, contrast, strategies

Vocabulary Profiler - FREE

http://www.er.uqam.ca/nobel/r21270/texttools/web_vp.html

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Differentiate Instructional Focus Based on Word Type

✓ **Known concepts** - new label = less time, fewer examples, less review, etc.

e.g. altercation - kids know fight

- tend to find words of this type in narratives,

make it a game to use more precise, more descriptive language

✓ **Unknown concepts** - more time, more examples coupled with non-examples, ex. more concrete, more review, etc.

e.g. region, magnetic, membrane

- tend to find these words in informational texts, where students may have little to no background knowledge

BIG Idea Re: Word Choice

The notion that “drives” our choice of which words to teach - is not type (tier 2 or 3, “mortar” or brick)... it **IS**, how important is this word to the lesson/reading today? & how important is this word in various academic pursuits in the future?

- ❖ The reason why type is important, is simply to ensure that “mortar” or Tier 2 words are on our instructional radar screen - they are not called out by the publishers, and they are an essential aspect of academic language - We **MUST** have them on our teacher “radar screens” !!

Implications for Daily Instruction?

- Prioritize terms called out by your textbook & used in questions/directions/etc. in the TE
 - √ key lesson “bricks” that drive comprehension
 - √ useful “mortar” or academic tool kit terms
- Spend more time teaching, assessing, & structuring the usage of the more important terms
- Include words that may not be in the text, but are keys to thoughtful discourse re: the subject
- Discuss/share/reflect with colleagues until this understanding & practice is fluent - automatic

REVIEW &
COACH USE

Vocabulary Review & Games

- ❑ I am thinking of a word... (you supply the meaning)
 - framework -
- ❑ Deep processing questions -requiring application
 - Why are **lexical** skills so related to academic success?
 - Describe a type of **heuristic** you've used to solve a problem, tell how it helped you...
- ❑ An endless array of vocabulary word games
 - vocab hangman
 - vocab jeopardy
 - vocab memory (card matching)
 - etc.

Word Wizards



Challenge students to use "target words" (or whatever you call new words directly taught by the teacher) throughout the day - model this yourself!

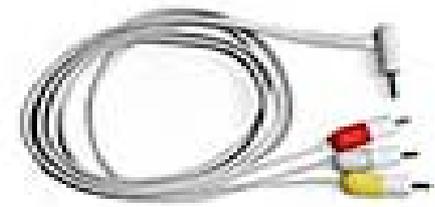
Game - anyone who uses a "target word" correctly w/out being prompted earns a "word wizard point" for the class.

Keep track on the Word Wizard bulletin board/chalk board - some little recognition - popcorn for the read aloud on Friday if you we read 50 points (or

Make Vocabulary/Words a BIG Deal School Wide!

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TIFF (LZW) decompressor
are needed to see this picture.

3 Key BIG Ideas:

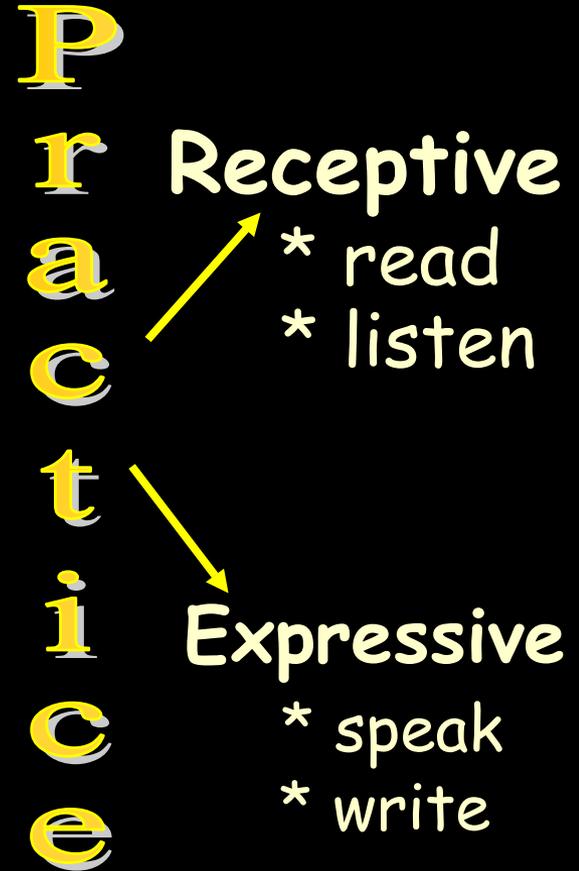
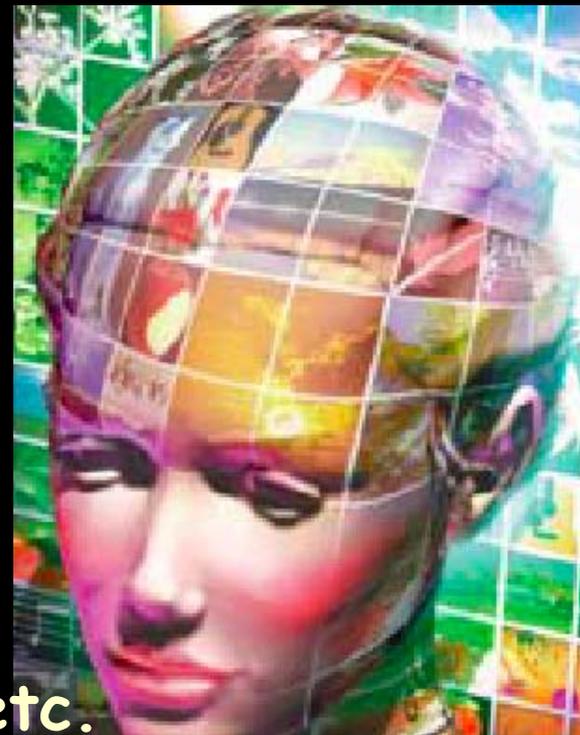


Connect

The new to the known,
Explanations before Definitions

Process

- synonyms/antonyms
- examples
- create images
- compare/contrast
- use in new contexts etc.



Powerful Academic Instruction is a Combination of:

ART

Art (movie clip to the right.)

Heart

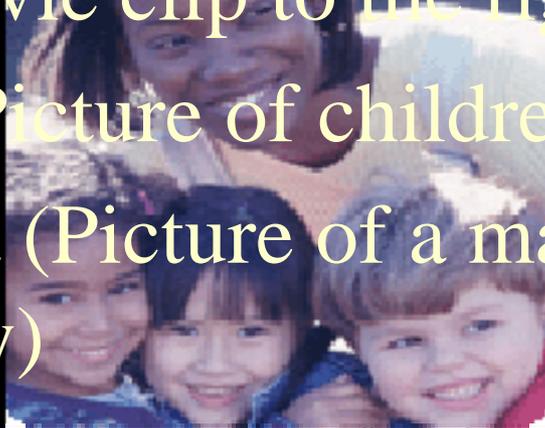
Heart (Picture of children to the right.)

Stamina (Picture of a man holding up a trophy)

Science (Picture of a large piece of doctor's machinery.)

Science

Stamina



QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

- 
- 
- The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.
Michelangelo