The Power of Words — Vocabulary Ventures

Components of Effective Literacy

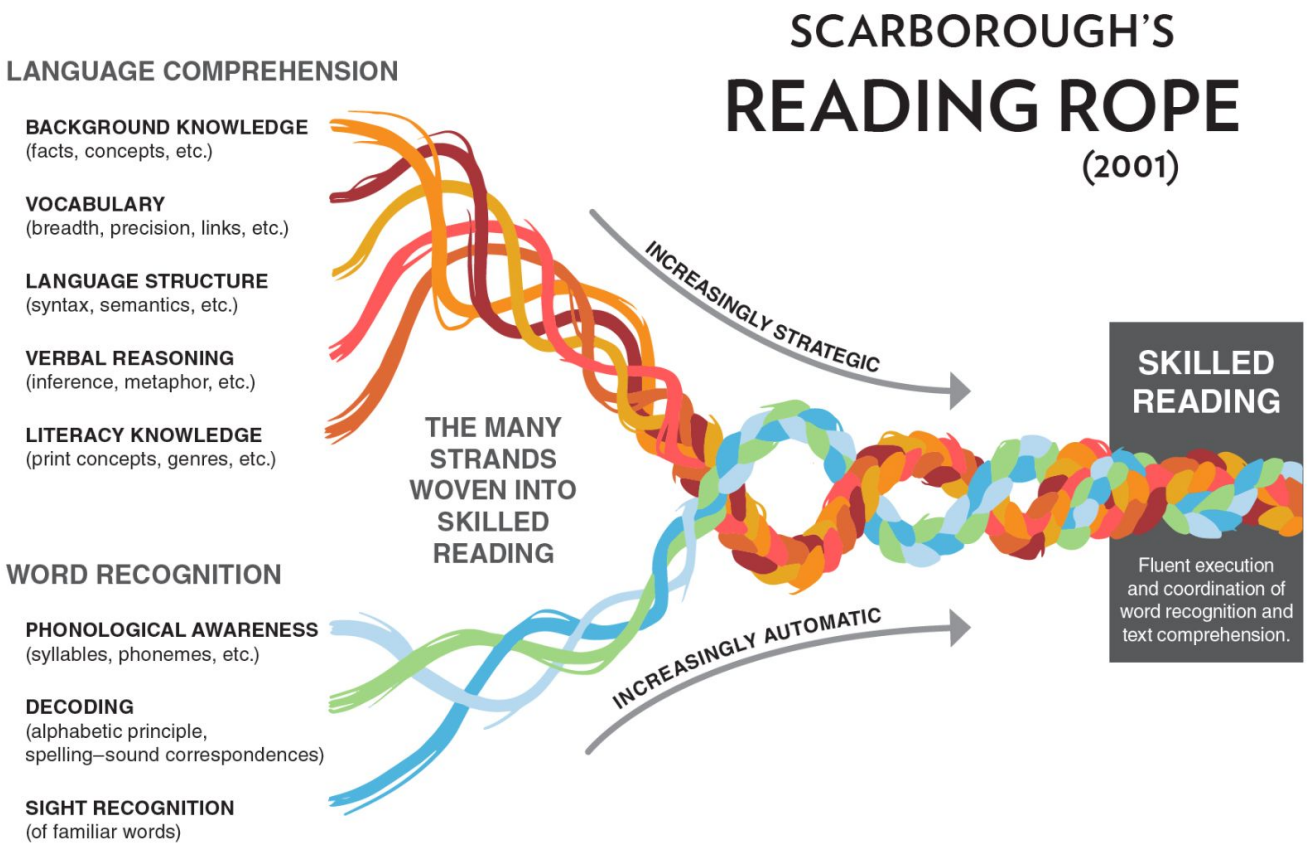
Young children's listening and speaking competence is in advance of their reading and writing competence.

That is, they can understand much more sophisticated content presented in oral language than they can read independently. ...we need to take advantage of their listening and speaking competencies to enhance their vocabulary development rather than holding back adding vocabulary...

Bringing Words to Life: Robust Vocabluarly Instruction by Isabel L. Beck, Margaret G. McKeown and Linda Kucan

Padlet!

www.t.ly/utvm


SCARBOROUGH'S
READING ROPE
(2001)
LANGUAGE COMPREHENSION
BACKGROUND KNOWLEDGE
(facts, concepts, etc.)
VOCABULARY
(breadth, precision, links, etc.)
LANGUAGE STRUCTURE
(syntax, semantics, etc.)
VERBAL REASONING
(inference, metaphor, etc.)
LITERACY KNOWLEDGE
(print concepts, genres, etc.)
WORD RECOGNITION
PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)
DECODING
(alphabetic principle,
spelling–sound correspondences)
SIGHT RECOGNITION
(of familiar words)
THE MANY STRANDS WOVEN INTO SKILLED READING
INCREASINGLY STRATEGIC
INCREASINGLY AUTOMATIC
SKILLED READING
Fluent execution and coordination of word recognition and text comprehension.

Simple View of Reading

Gough and Tunmer (1986)

D	x	LC	=	RC
Decoding Word recognition		**Language Comprehension**		**Reading Comprehension**
1	X	1	=	1
1	X	0	=	0
0	X	1	=	0
1	X	0.5	=	?

READING
Rockets

4 Types of Vocabulary

- Listening Vocabulary
- Speaking Vocabulary
- Reading Vocabulary
- Writing Vocabulary

Adapted from: Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten Through Grade 3, a publication of The Partnership for Reading.

Two ways we learn vocabulary

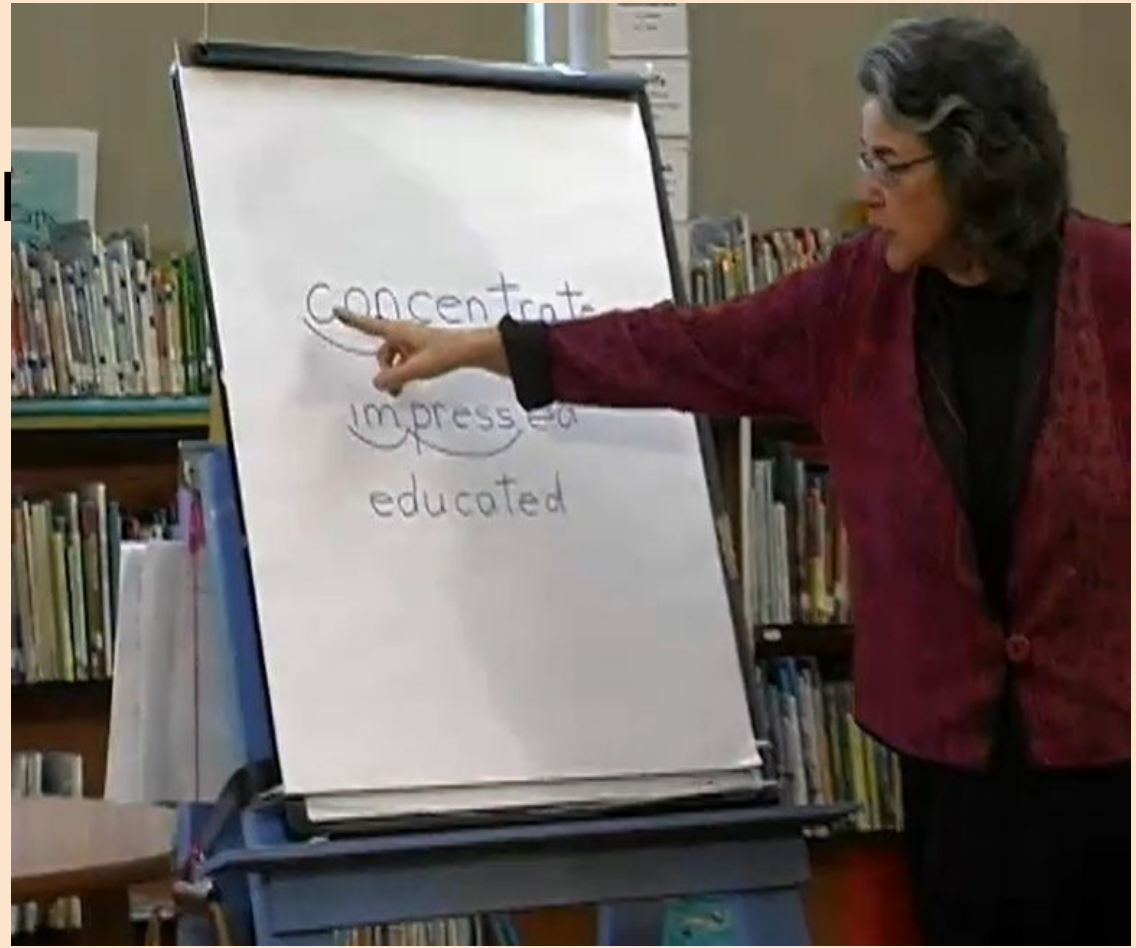
1. Indirect - through everyday experiences with oral and written language
2. Direct instruction

1

2

Vocabulary Instructional Routine

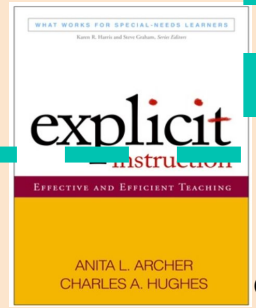
1. Introduce the word's pronunciation and spelling
2. Provide a student-friendly meaning of the words
3. Illustrate the word with examples/non-example
4. Check student's understanding
5. *(Read it, Say it, Use it and Write it)*
6. Elicit student word uses



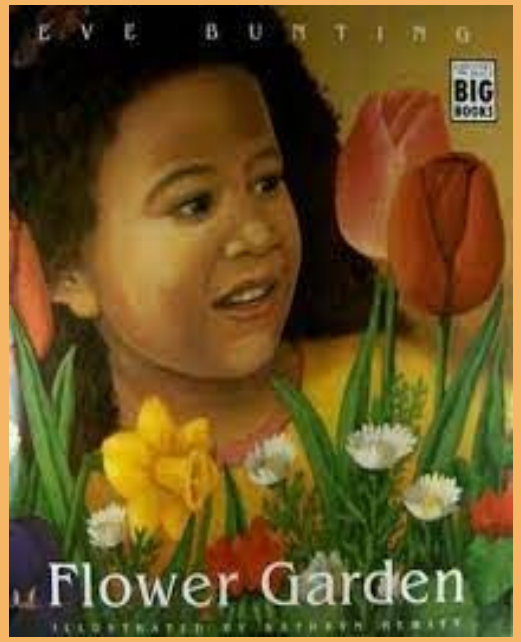
Focus: As you watch this video, ask yourself:

1) What instructional steps were used to introduce each of the vocabulary words?

2) What other good instructional practices did you observe?



There is no formula for selecting age-appropriate vocabulary words despite lists that identify "fifth-grade words" or "seventh-grade words." As long as the word can be explained in known words and can apply to what students might talk or write about, it is an appropriate word to teach.



get

cart

father

and

birthday

for

garden

girl

flower

look

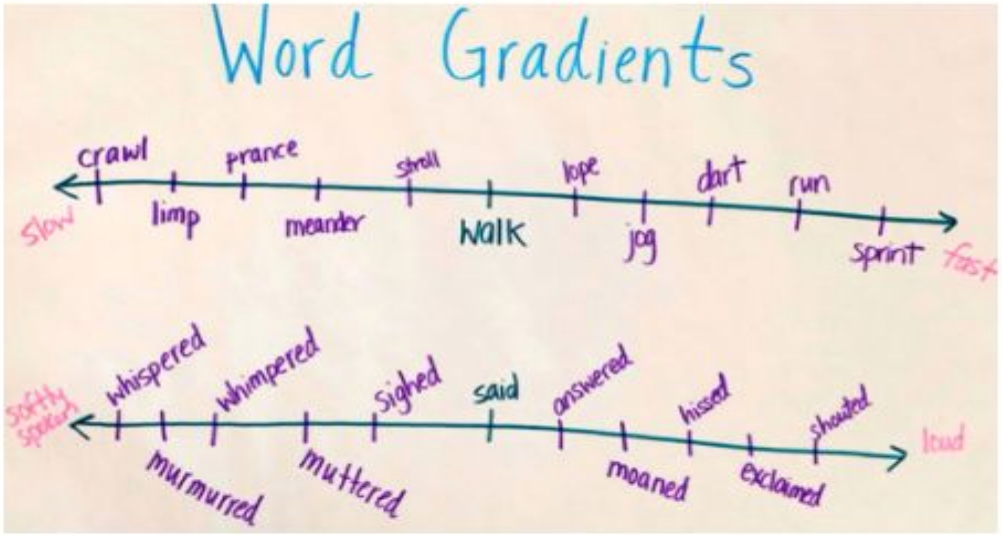
Reading

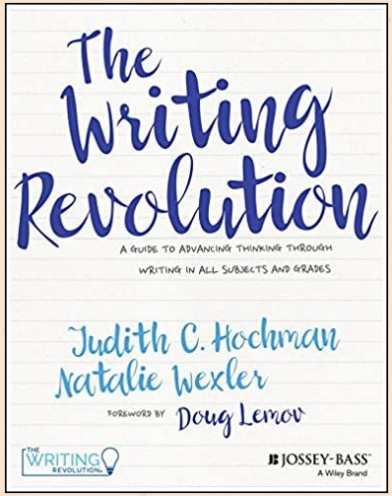
Word Swat!

Encourage students to discuss the differences among words.

Semantic Gradients

Semantic gradients are a way to broaden and deepen students' understanding of related words.

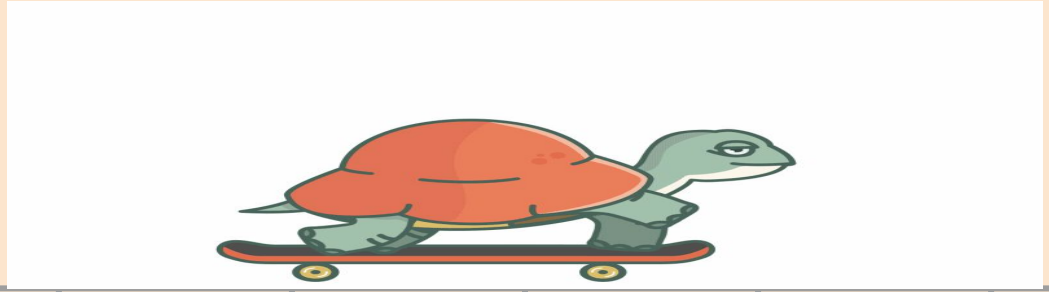




Who? Subject	Did What? Predicate

Sentence Level Expansion

Who?	Did What?	When?	Where?	How? Why?



A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X-Y-Z

State Standards: Vocabulary

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

With assistance, develop an understanding of vocabulary. • *Using words and phrases acquired through conversations, reading and being read to, and responding to texts*	**K.R.1.B** *K.R.1.B.e*

Develop an understanding of vocabulary. • *Identifying common root words and their inflectional endings* • *Using words and phrases acquired through conversations, reading and being read to, responding to texts*	**1.R.1.B** *1.R.1.B.b* *1.R.1.B.i*

Develop an understanding of vocabulary. • *Using prefixes, root words, and suffixes to determine the meaning of words* • *Using context to determine the meaning of a new word or multiple-meaning words in text* • *Using conversational, general academic and domain-specific words and phrases*	**2.R.1.B** *2.R.1.B.a* *2.R.1.B.c* *2.R.1.B.h*

https://tinyurl.com/yjmq87bl

Explicit Vocabulary Instruction

Guide students through systematic mastery of the key components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension

- ➔ Pronounce and read the word
- ➔ Examine the spelling
- ➔ Identify similar parts (morphemes)
- ➔ Student Friendly Definitions
- ➔ Use the word several times - say more about the word.
- ➔ Ask questions about the word's meaning
- ➔ Examine examples of the word in context
- ➔ Elicit word use by students

Adapted from Dr. Louisa Moats' webinar, *"Explicit Language Teaching is the Heart of Structured Literacy." (2020)*

Language Objective: Participants will be able to explain how to explicitly teach vocabulary.

"Words in our expressive vocabulary are (ideally) ones that we know a lot about and can use selectively to convey precise meanings when we speak or write. Knowing a word well means knowing its synonyms, antonyms, connotations, multiple meanings and uses, appropriate contexts, and structure. The well-known word is stored in our minds in relation to knowledge of conceptual content. Thus, we tend to know and use words in relation to other words and ideas that we have already learned."

– Dr. Lousia Moats

Which word or phrase resonates with you the most?

slidesgo