

K-3 Literacy Pilot: MoMEntum Common Professional Learning #11 Webinar



Vocabulary:
A K-3 Literacy Essential

Learning Intentions

Educators will:

- discuss the importance of vocabulary instruction.
- develop a common understanding of vocabulary components.
- discuss instructional implications.

Vocabulary

“Words are not just words. They are the nexus—the interface—between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.” ~Marilyn Jager Adams (2009, p. 180)

Importance of Vocabulary

“It is widely accepted among researchers that the difference in students’ vocabulary levels is a key factor in disparities in academic achievement, but vocabulary instruction has been neither frequent nor systematic in most schools.”(Appendix A of Common Core State Standards for ELA).

Importance of Vocabulary

John Hattie	
Vocabulary programs	.67 effect size
Classroom discussions	.82 effect size
Close Reading Repeated Readings	.67 effect

Nell Duke	
Modeling/ Demonstrating	
Explicit Instruction	
Motivation and Engagement	
Build Vocabulary	

Importance of Vocabulary

The Common Core State Standards for ELA place a predominant emphasis on vocabulary. Not only do specific standards within the Language strand focus on vocabulary acquisition and use, but there are standards within the Reading, Writing, and Speaking and Listening strands that also underscore vocabulary development.

Vocabulary Defined

There are four types of vocabulary:

- **Listening vocabulary:** the words we need to know to understand what we hear
- **Speaking vocabulary:** the words we use when we speak
- **Reading vocabulary:** the words we need to know to understand what we read
- **Writing vocabulary:** the words we use in writing

These four vocabulary types can be divided into two primary categories:

- **Receptive vocabulary** refers to the words which are recognized and understood through listening and reading.
 - **Expressive vocabulary** refers to the words which are used to communicate ideas through speaking and writing.

Vocabulary Defined

- **Tier 1** – Basic, concrete words encountered in conversation/oral vocabulary; words most student will know at a particular grade level (e.g., *school, house, walk, eat, animal, road*)
- **Tier 2** –Abstract, general academic words encountered across content areas and in written language; high utility across instructional areas (e.g., *consistent, expectation, observation, relative, accumulate*)
- **Tier 3** – Highly specialized, subject-specific words; low occurrences in texts; lacking generalization (e.g., *trapezoid, tonsillectomy, geosystem, carburetor, lava*)

Vocabulary Defined

Tier 2 words “academic words” are important because they:

- are critical to understanding academic texts
- appear in all sorts of texts and are highly generalizable
- require deliberate effort to learn, unlike Tier 1 words
- are far more likely to appear in written texts than in speech
- often represent subtle or precise ways to say otherwise relatively simple things
- are seldom heavily scaffolded by authors or teachers, unlike Tier 3 words

Vocabulary Defined

Five dimensions of knowing a word:

1. **Generalization** through definitional knowledge
2. **Application** through correct usage
3. **Breadth** through recall of words
4. **Precision** through understanding examples and nonexamples
5. **Availability** through use of vocabulary in discussion

(Cornbach, 1942, cited in Fisher, Frey & Hattie, 2016)

Four levels of knowing a word, in student language:

1. I never saw the word before.
2. I've heard of it, but I don't know what it means.
3. I recognize it in context, and I can tell you what it's related to.
4. I know the word well.

(Dale & O'Rourke, 1986 cited in Diller, 2007)

Instructional Implications

Educators should refine instruction to:

- develop students' ability to use and access words that appear in everyday text and that may be slightly out of reach.
- explicitly teach strategies that can be transferred across content-areas.
 - Discriminate between the tiers of vocabulary; choose Tier 2 vocabulary (academic) to teach before, during and after reading, listening and viewing.
 - Teach Tier 3 vocabulary (domain-specific) in the context of the discipline.
- determine the words that students will read most frequently and spend the majority of time on those.
- teach fewer words; but, teach word associations rather than words in isolation.

Instructional Implications

Consider the following criteria when selecting academic vocabulary:

- The word should be central to understanding the text.
- The word choice and nuance are significant.
- Students are likely to see this word frequently.
- Students will be able to use this word when writing in response to the text.
- The word is a more mature or precise label for concepts children already have under control.
- The word lends itself to teaching a web of words and concepts around it.

Vocabulary Instruction

Direct Instruction of Vocabulary Words

- <https://www.youtube.com/watch?v=w3K4yFQZm74&t=27s>

Did You Notice?



Teacher	Students	Impact on Learning
Teacher asked students for the meaning of the six words. The words were written in context.	Students were encouraged to think and share examples of the meaning of the words based on the word in context.	Because the teacher had students provide examples of the meaning of the words before the reading of the text, she has scaffolded their understanding.

Instructional Implications

Deep learning of vocabulary requires **direct instruction of word meaning** and instruction in **word learning strategies**, as well multiple opportunities to interact with words to **practice** using them.

Instructional Implications

- Word Consciousness
- Direct Instruction
- Word – Learning Strategies (Indirect Learning)
- Trying Out the Word in New Contexts

Instructional Implications

- **Word Consciousness:** awareness and love of new words.
 - read – alouds (fiction and nonfiction)
 - talking with students using rich language
- **Direct Instruction:** explicitly teaching students new Tier I, II & III words.
 - before, during and after reading

Instructional Implications

- **Word – Learning Strategies**
 - Use the picture
 - Look at the other words before and after the new word for clues about its meaning.
 - Substitute another word that makes sense there.
 - Ask someone its meaning
 - Use a dictionary or glossary.
- **Trying Out the Word in New Contexts**
 - before, during and after the reading
 - writing
 - different and new texts

Vocabulary Instruction

Explicit Vocabulary Instruction

<https://www.youtube.com/watch?v=-NMzKYWRBJg>

ArcherKVocab

<https://www.youtube.com/watch?v=OW4eduynQ1E>

Did You Notice?

Explicit Vocab Instruction	
Techniques	Impact
Defines vocabulary word and provides a visual image.	All students have knowledge to connect the vocabulary word to.
Archer K Vocabulary	
Techniques	Impact
Defines/ provides examples of the word and has students turn and tell a partner their example of the word.	All students have knowledge to connect the vocabulary word to.

Instructional Implications

Students need incremental, repeated exposure to both the content-specific vocabulary and the more general “academic vocabulary” that is used across content areas.

A variety of strategies embedded into content instruction should be used to provide incremental, repeated exposure in a variety of contexts, making multiple connections between the most important words and students' own experiences.


College and Career Readiness Anchor Standards for Language

- **Knowledge of Language Standard 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **Vocabulary Acquisition and Use Standard 4, 5 & 6:**
 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
 5. Demonstrate understanding of word relationships and nuances in word meanings.
 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Instructional Implications

- To successfully accomplish **Standards for Reading, Writing, Speaking & Listening and Language**, we need to build students' knowledge and vocabulary while we are helping them learn to navigate increasingly complex texts. This requires two types of reading experiences: **close** reading and **volume** reading.

Close Reading	Volume of Reading
Less pages	More pages
Grade-level complex text	Text at different levels of complexity
All students same text	Student or teacher choice of text
Teaches students to attend to vocabulary in text and teach vocabulary strategies	Rapidly builds knowledge & vocabulary as well as strategies



Close Reading	Volume of Reading
Heavy support	Light support
Solely instructional	Guided or Independent
Exposes students to higher-level content	Builds knowledge of words and the world
Gives all students access	Builds love of reading

Close Reading: Vocabulary Focus

- https://stateofmaine.adobeconnect.com/_a827390218/p58z4ho9ux6/?launcher=false&fcsContent=true&pbMode=normal

Viewing assignments:

- K- 1: 6: 11 – 24:48
- 2nd – 3rd : 26:00 – 40:43

Download and complete Here's What! graphic organizer to be uploaded later.

What Are You Wondering?

- Think about what we have considered so far.
- What has surprised you? What are you wondering?
- Turn and talk to a partner.
- Be prepared to share your thinking during the live vocabulary professional learning.

Completing the Survey

Copy and paste the link to the survey into a browser window.

<https://www.surveymonkey.com/r/webvocabulary>

Complete the survey.

A certificate of one contact hour will be issued by your literacy coach.