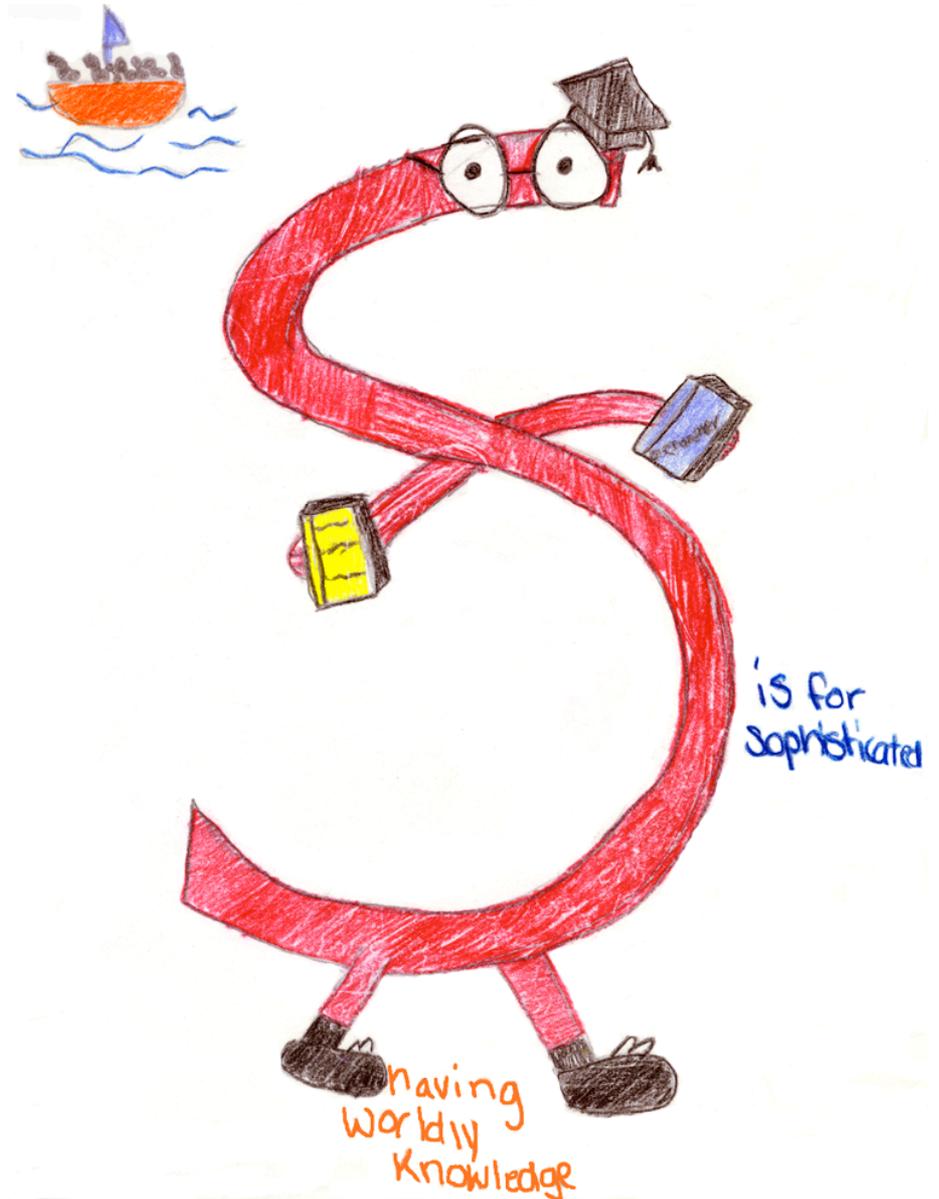


# Enhancing Vocabulary Instruction for Secondary Students



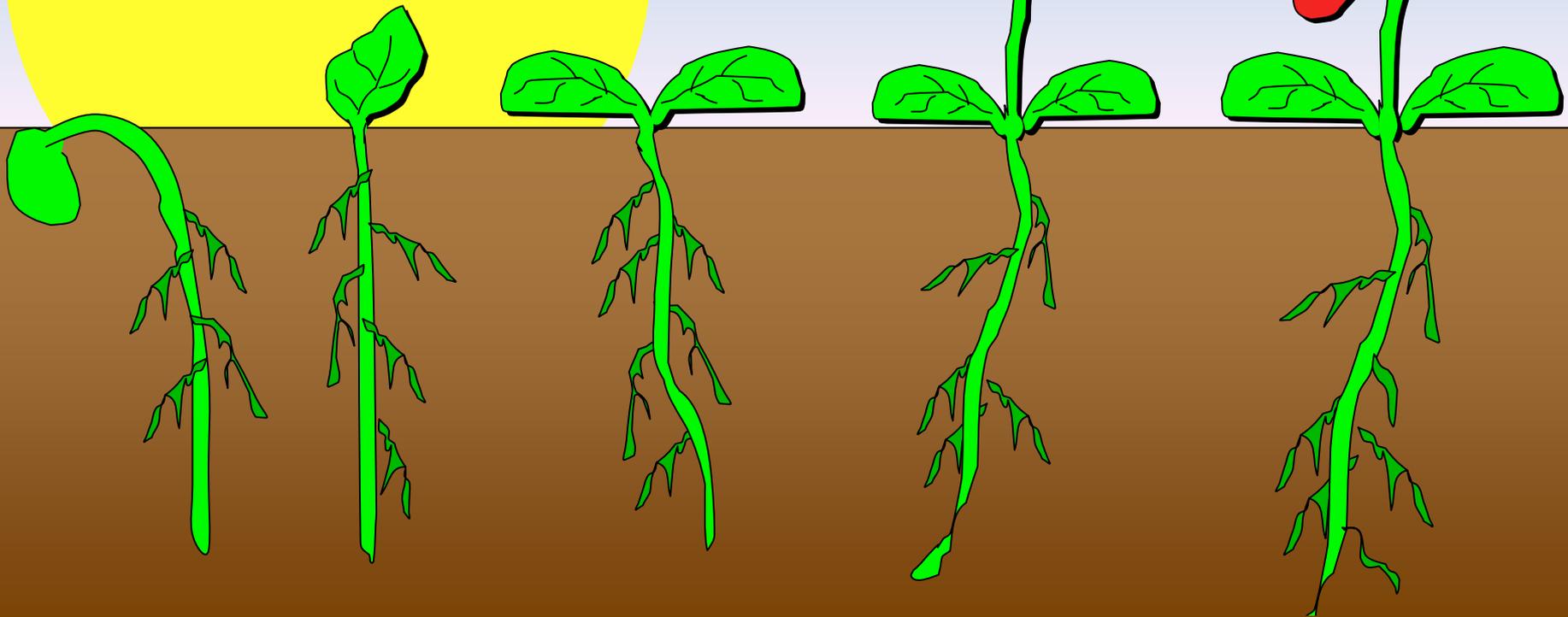
# Objectives



## **Participants will be able to:**

1. Discuss ways in which vocabulary is developed.
2. Explain important features of vocabulary instruction.
3. Explain strategies for teaching vocabulary to secondary students.
4. Develop a lesson that integrates critical features of effective vocabulary instruction and vocabulary strategies.

# Vocabulary Development



# Facts about Vocabulary Development

## **Good readers learn words by the thousands.**

- Students aged 5-6 know between 2,500-5,000 words.
- Students learn an estimated 3,000 words per year during their early school years.
- Students must learn the meaning of about eight new words each day to accomplish this growth.
- There are over 88,500 distinct word families in printed English material in Grades 3 through 9.
- Students learn word meanings incidentally through exposure to oral language and written text.
- 25-50% of annual vocabulary growth can be attributed to incidental learning.

# What Comprises Reading Vocabulary?

**Function words** are common words (e.g., *are, that, to*).

- About 100 function words account for half of the words in written English.

**Content words** are nouns, verbs, adjectives, and adverbs.

Content words can be either **concrete** or **abstract**.

- **Concrete** words can be taught using an object or showing a picture.
- **Abstract** words can be taught using examples and nonexamples.

# What Comprises Content Area Reading Vocabulary?

**General vocabulary** refers to words that are not directly associated with a specific content area.

**Technical vocabulary** refers to words that are associated with a specific content area subject or topic.

**Vocabulary development may require learning a new concept and the words associated with the concept.**

# What Are the Goals of Reading Vocabulary Instruction?



- Enhance students' ability to use complex language
- Expand students' repertoire of new words
- Help students connect new words to existing knowledge
- Facilitate students' application of word knowledge across contexts
- Increase students' word knowledge to facilitate their reading comprehension and academic success

# What Are the Levels of Word Knowledge Processing?

## Association

Words are linked to synonyms, definitions, or contexts.



## Comprehension

Knowledge of word associations is used to categorize words, complete sentences, or generate multiple meanings for words.



## Generation

Word comprehension is expanded by generating discussion or completing activities, such as making up sentences using the words, restating the definition, making connections between new and prior knowledge, or applying word meanings across contexts.

# Characteristics of Effective and Struggling Readers

## **Texas Essential Knowledge and Skills:**

**The student acquires an extensive vocabulary through reading and systematic word study.**

- Knowledge about words
- Use of background knowledge to understand word meanings
- Knowledge of multiple meanings of words
- Understanding of word origins
- Understanding of derivational meanings (word parts)
- Understanding of denotative and connotative meanings

# Characteristics of Effective and Struggling Readers (cont.)

## **Texas Essential Knowledge and Skills:**

**The student acquires an extensive vocabulary through reading and systematic word study.**

- Use of reference materials
- Application of word meanings across content areas
- Strategies to comprehend new word meanings
- Motivation to read and strengthen vocabulary development
- Confidence to tackle new words



# What Do We Know about Vocabulary Characteristics of Students with Disabilities and Dyslexia?

Bright Ideas



- Students exhibit difficulties with the rule-governed structure of language
- Students do not acquire the meanings of words as quickly as students with rich vocabularies
- Students may interpret meanings literally and miss the nuances and connotative meanings of words
- Students may lack an understanding of the semantic connections between words
- Students may exhibit difficulties remembering the meanings of words
- Students may lack effective strategies to learn and remember word meanings

# Success in the General Education Curriculum

## Adaptations

What are the expectations?

What are the setting demands?

What do I know about the student?

What are my choices for adaptations?

**How is it working?**

# Student Success

Bright Ideas



**Instructional  
Design  
Adaptations**

**Behavioral  
Support  
Adaptations**

**Instructional/  
Curricular  
Adaptations**

**Positive Learning Community  
and Access to the General Education Curriculum**

# Instructional Design Adaptations: Know Your Students

Bright Ideas



- **Plan for adaptations**
- **Access resources**
- **Collaborate with others**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**

# Instructional and Curricular Adaptations

Bright Ideas



## Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

## Curricular:

- Make learning visible and explicit
- Highlight key information and concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways for students to demonstrate learning

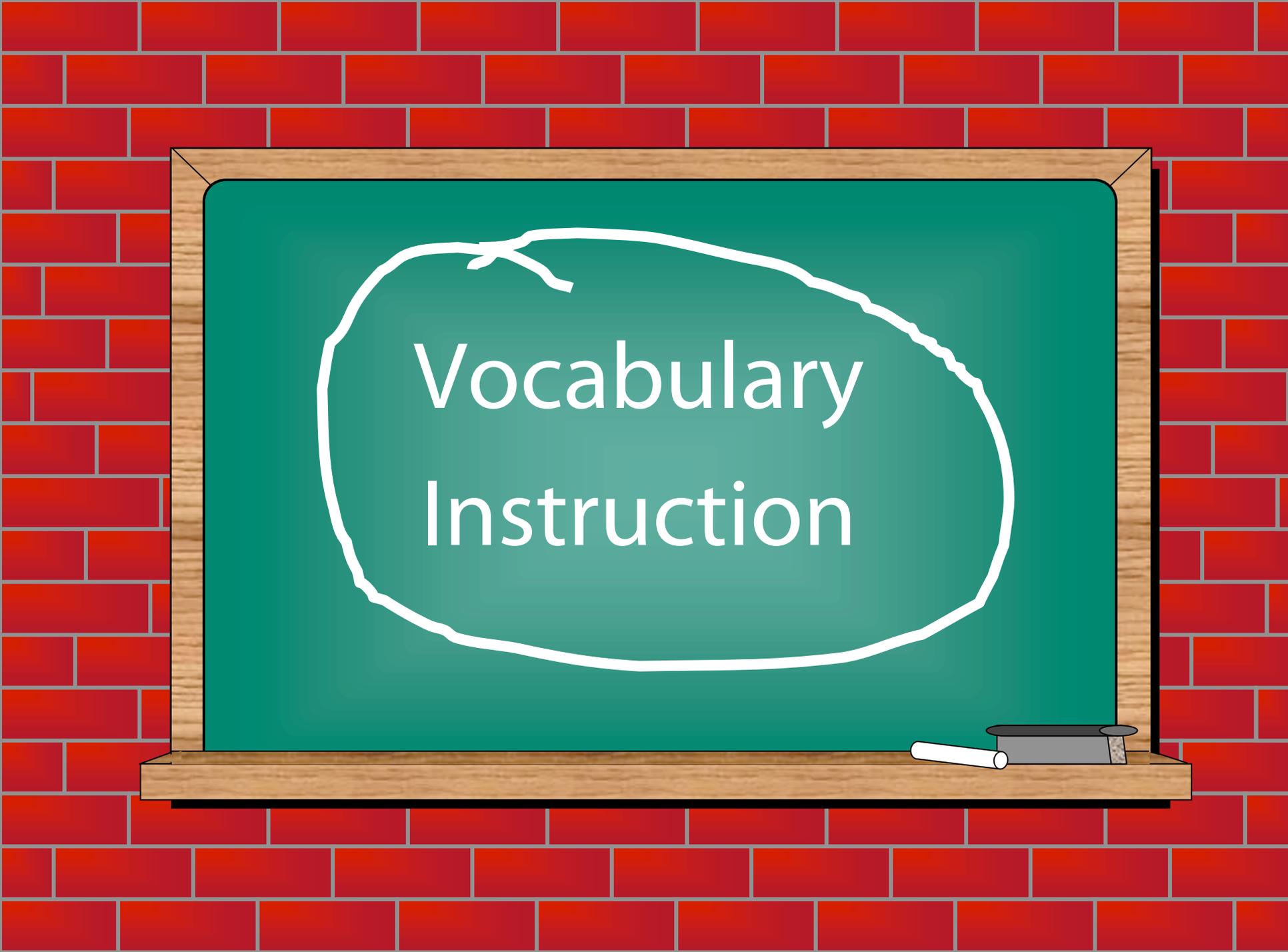
# Behavioral Support Adaptations

Bright Ideas



Strategies to increase appropriate student behaviors:

- **Provide structure and be consistent**
- **Use proactive teaching**
- **Teach alternative behaviors**



Vocabulary  
Instruction

# Critical Features of Effective Vocabulary Instruction

1. Teachers integrate most vocabulary instruction within the context of the lesson.
2. Teachers provide 20- to 30-minute weekly vocabulary lessons for enrichment activities.
3. Prior to the lesson, teachers provide explicit instruction for a limited number of new vocabulary words (such as technical vocabulary) that relate to the central ideas to be taught, using a brief definition, synonym, or association.
4. Teachers provide meaningful opportunities for students to discuss and manipulate vocabulary by creating a verbal environment (talk about words, use words in multiple ways).

# Critical Features of Effective Vocabulary Instruction (cont.)

5. Teachers provide opportunities for students to use the new vocabulary outside of the lesson and class.
6. Teachers teach independent word-learning strategies for figuring out the meaning of vocabulary.
7. Teachers encourage wide reading to develop vocabulary independently.
8. Teachers provide multiple (at least 10) exposures to words to help students develop deeper understandings of meanings.
9. Teachers *combine* both definitional and contextual approaches for determining word meanings.

# Critical Features of Effective Vocabulary Instruction (cont.)

10. Teachers help students make connections between background knowledge and vocabulary.
11. Teachers present new vocabulary in semantically-related groups to help students link new vocabulary to words they know and to their background knowledge.
12. Teachers teach word parts (word origins and derivational meanings).
13. Teachers teach word associations and connotative meanings.

# Critical Features of Effective Vocabulary Instruction (cont.)



14. Teachers model how to use semantic and syntactic clues to determine meanings of new words or concepts in sentences and paragraphs.
15. Teachers teach students how to use reference materials.
16. Teachers help students identify different meanings of vocabulary across content areas.

# How Do We Choose Words to Teach?



## Questions to ask when planning vocabulary instruction:

1. What do students know about the topic for instruction?
2. What vocabulary is important for understanding the topic and text?
3. Which words will students encounter again and again?
4. To what extent do students already know the vocabulary?
5. What level of vocabulary knowledge is necessary for the students to understand the topic?
6. Will students be able to derive the meaning of the vocabulary from the context?

# How Do We Choose Words to Teach? (cont.)

## Procedures for selecting vocabulary to teach:

1. Select the topic for study.
2. Identify learner outcomes (central ideas students must know).
3. Identify key vocabulary related to the learner outcomes.
4. Brainstorm interesting and useful vocabulary.
5. Determine the extent and level of processing necessary for the vocabulary.
6. Decide how to teach the vocabulary to increase the extent and level of students' word knowledge processing.

# Strategies for Teaching Vocabulary

**Vocabulary  
Development**

**Word Parts**

**Word  
Associations**

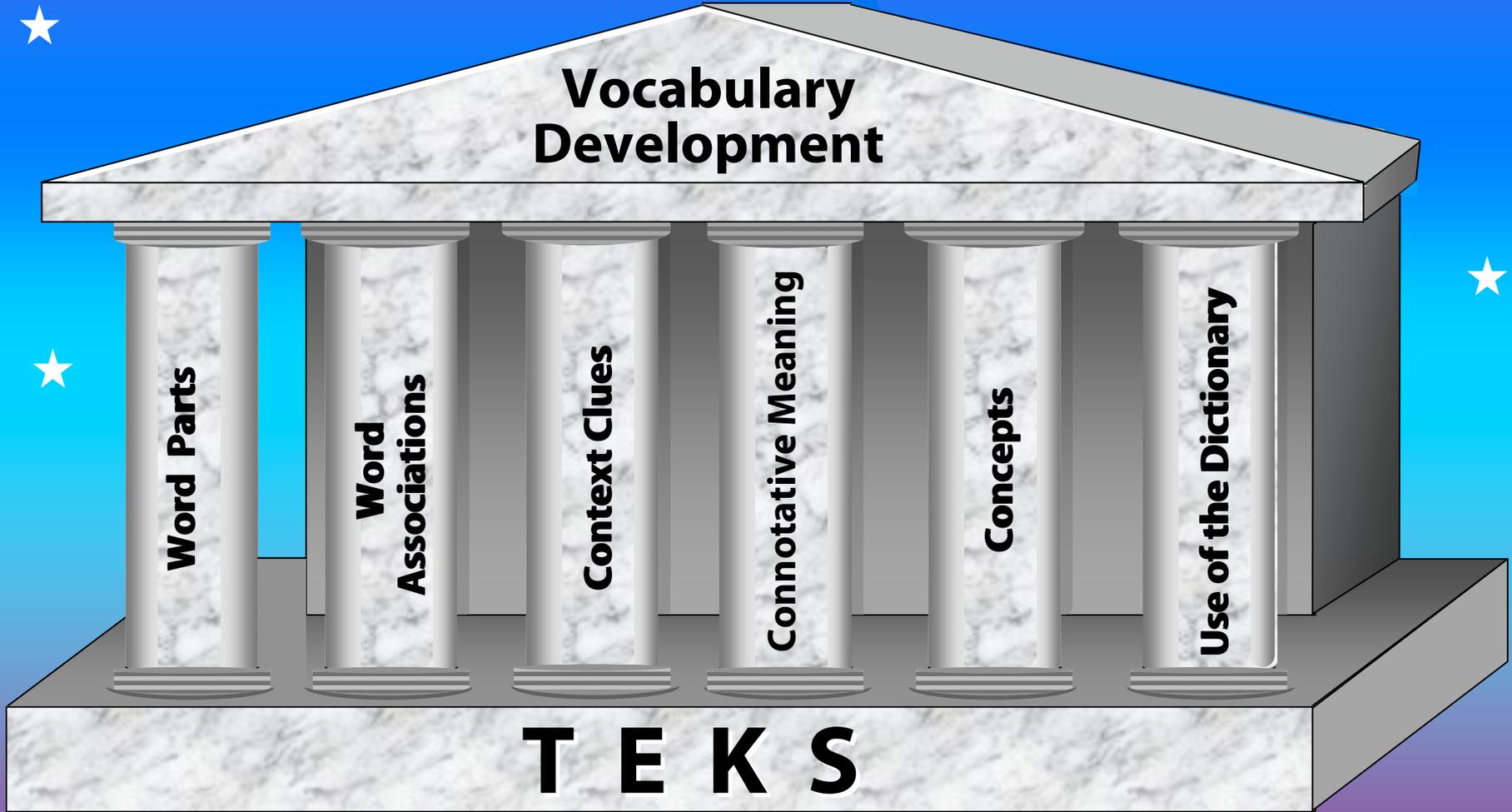
**Context Clues**

**Connotative Meaning**

**Concepts**

**Use of the Dictionary**

**T E K S**





# Word Parts

**Word parts** consist of root words, prefixes, and suffixes.  
They include:

## Morphemes

the smallest units of language that convey or modulate meaning (base words, verb tenses, plurals, possessives, affixes, etc.)

***Happy*** is an example of a free morpheme.

***Un-*** is an example of a bound morpheme.

## Base Words

Word parts that convey most of the word's meaning

***Observe*** is the base of ***observation***.

## Root Words

Word parts that are borrowed from another language (for example, Latin or Greek)

***Microscope*** contains ***micro*** (Greek) and ***scope*** (Greek).



# Strategy: Morphemic Analysis of Word Parts

## What is it?

A procedure for determining the meaning of a word by analyzing the meanings of its parts

## What does it include?

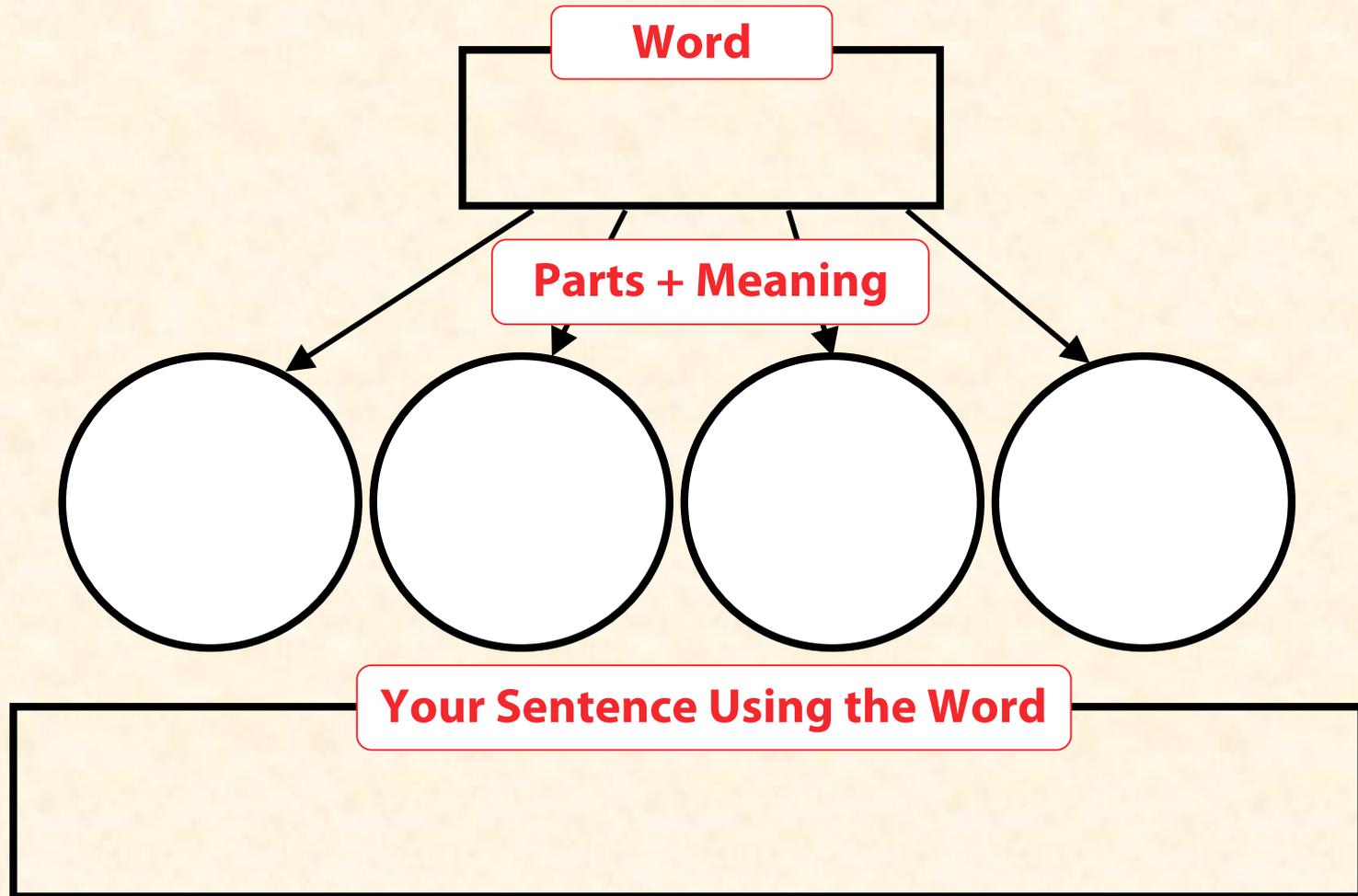
- Vocabulary words
- Information about the meaning of prefixes, suffixes, and base words, including those with Latin and Greek origins

## When can you use it?

- Prior to teaching a vocabulary word
- During the lesson to reinforce key vocabulary



# Morphemic Analysis of Word Parts Map





# Strategy: Word Building

## What is it?

A strategy to teach meaning

## What does it include?

- Vocabulary words
- Prefixes, suffixes
- Information about the meaning of prefixes, suffixes, and base words, including those with Latin and Greek origins



# Word Building: Adaptation 1



## Adaptation 1

### Base Words with Prefixes

#### Procedure:

1. Select a base word from envelope #1. Write it on the line.
2. Select a prefix from envelope #2. If it makes a real word, write it on the line next to the base word.
3. Make a sentence for the new word.



# Word Building: Adaptations 2 and 3



## Adaptation 2

### Base Words with Suffixes

#### Procedure:

1. Select a base word from envelope #1. Write it on the line.
2. Select a suffix from envelope #2. If it makes a real word, write it on the line next to the base word.
3. Make a sentence for the new word.

## Adaptation 3

### Extra Practice with Games

Concentration or Jeopardy

# Word Associations

## Word associations

involve synonyms, antonyms, and analogies.

**Analogies** involve:

- **Synonyms**
- **Antonyms**
- **Classification**
- **Part to whole**
- **Whole to part**
- **Degree of intensity**
- **Characteristics**
- **Cause-effect**
- **Effect-cause**
- **Function**

# Strategy: Word Association Map

## What is it?

A strategy to introduce associations among words

## What does it include?

- Key vocabulary
- Synonyms
- Antonyms
- Analogies

## When can you use it?

- As part of the 20-30 minute weekly vocabulary lesson
- Prior to the lesson

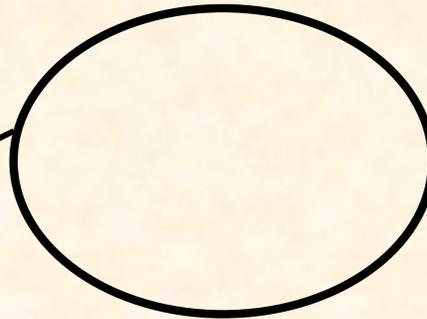
# Word Association Map Worksheet



**vocabulary word**

**synonym**

**antonym**



**analogy**

\_\_\_\_\_ is to \_\_\_\_\_

**as**

\_\_\_\_\_ is to \_\_\_\_\_

# Word Association Map



Examples for teaching analogies:

## Multiple-choice options, simple analogy:

*Big* is to *little* as *hot* is to \_\_\_\_\_.

a) cold   b) summer   c) sun   d) simmer

## Easier analogies

*Night* is to *dark* as *day* is to \_\_\_\_\_.

*Ann* is to *girl* as *Mike* is to \_\_\_\_\_.

## Instruction with modeling and think-aloud

*Night* is to *dark* as *day* is to \_\_\_\_\_.

*Dark* describes the amount of light at night, so *bright* would be a good word to describe the amount of light during the day.

# Strategy: Illustrate and Associate

## What is it?

A strategy to introduce associations among words

## What does it include?

- Key vocabulary
- Synonyms
- Antonyms
- Analogies

## When can you use it?

- As part of the 20-30 minute weekly vocabulary lesson
- Prior to the lesson

# Illustrate and Associate

## Example: Illustrate and Associate Worksheet

<b>Vocabulary Word</b>	<b>Picture of Word</b>
<b>Brief Definition</b>	<b>Antonym or Nonexample</b>
<b>Create your personal sentence.</b>	



# Context Clues

**Context clues** are pieces of information that help the reader figure out the meaning of a word from the text that surrounds it.

An unknown word in context may be deciphered from the meaning of other words within a sentence and from the position of the word within the sentence.





# Types of Context Clues

## Definition:

The word is usually defined in the sentence in which it appears.

---

**If disease reaches your bronchial tubes, *cilia*—tiny hair-like structures—are another barrier to infection.**

## Description:

The word is described by the context so that the reader can usually figure out its meaning.

---

**After taking a spill on her bike, she was able to stand up, get back on the bike, and pedal away of her own *volition*.**

## Contrast:

The word is compared with some other word, usually as an antonym.

**Unlike stratus clouds, *cumulus* clouds are thick, dark clouds with dome-like features that produce storms.**



# Types of Context Clues (cont.)

## Comparison/Analogy:

The word is compared with another word or phrase to illustrate the similarities between them.

**Samuel was exhausted after the *inquisition*, which was like being in a boat on rough seas.**

---

## Synonym:

The word is compared to another word with a similar meaning.

**Sarah interpreted the message *literally*; that is, she believed the message as though every word were *real*.**



# Haversack

## Example 1:

The hiker knew that she had put too many cans in the *haversack* when it started to rip at the bottom, dumping the contents on the ground.

## Example 2:

The hiker loaded up the *haversack* in preparation for the trip, just as she loaded up her backpack with school supplies during the school year.

## Example 3:

The *haversack*, a canvas shoulder bag, is important to a hiker.





# Strategy: Think Aloud to Model How to Use Context Clues

## What is it?

A strategy that teaches the *definition* type of context clues

## What does it include?

- Vocabulary words that are defined in context

## When can you use it?

- As part of a vocabulary lesson in any content area



# Strategy: Think Aloud to Model

## How to Use Context Clues: Example

**The *vociferous* crowd caused me to step outside of the room for a few moments of peace and quiet.**

### We know that:

- Because of its location in the sentence, *vociferous* is being used to describe the *crowd*.
- The author wants to get away from the crowd for a few moments.
- The phrase “peace and quiet” is being used as contrast (or antonym).

### We can conclude that:

- *Vociferous* probably means noisy and loud.



# Strategy: Contextual Analysis

## What is it?

A strategy to teach the use of context clue types to figure out word meaning

## What does it include?

- Vocabulary words
- Examples of types of context clues

## When can you use it?

- As part of the 20-30 minute weekly vocabulary lesson



# Strategy: Clunk Bug

A **clunk** is a word or phrase that the student does not understand.

## What is a clunk bug?

A strategy to teach the *definition* type of context clues

## What does it include?

- Vocabulary words that are defined in context

## When can you use it?

- As part of the 20-30 minute weekly vocabulary lesson
- When teaching types of context clues
- Prior to teaching a lesson
- During reading when students encounter vocabulary words that are defined in context



# Clunk Bug

**Definition:**

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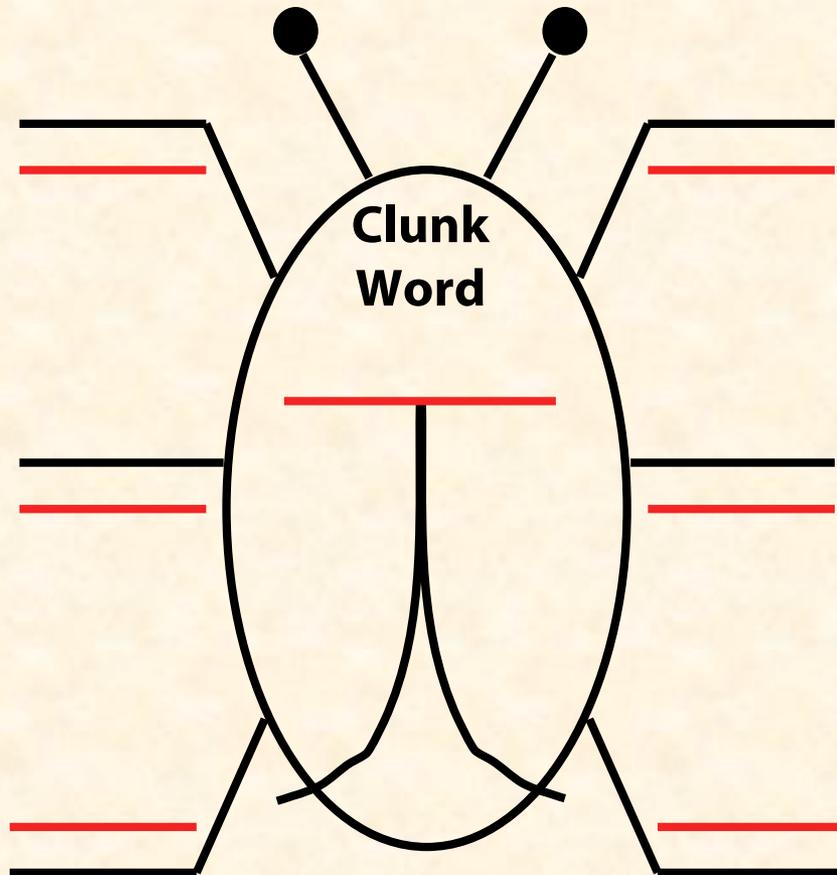
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# Connotative Meaning

**Denotative meaning** is the literal, primary dictionary meaning of a word.

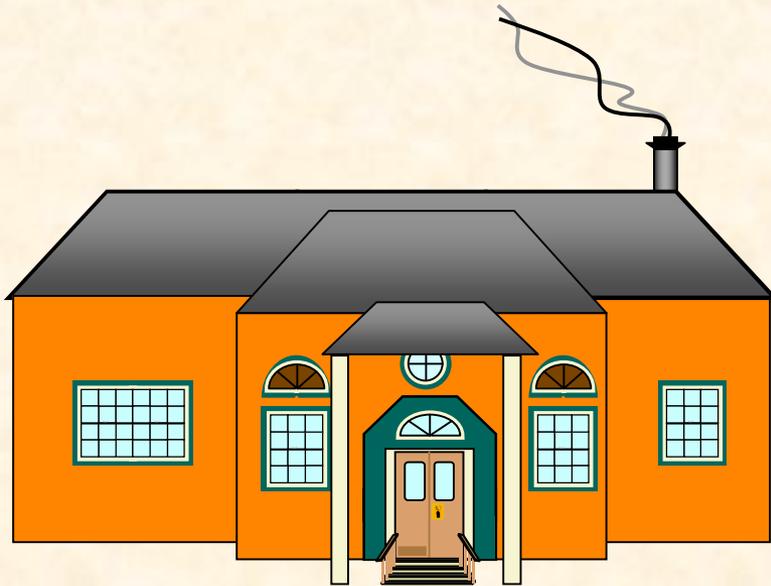
**Connotative meaning** is the associated or secondary meaning added to the explicit primary meaning of the word.

**Connotative meaning** includes implications, undertones, “attachments,” and intimations a person may add to the literal meaning of a word.

For example, the dictionary defines *home* as a house, apartment, or other shelter that is the usual residence of a person, family, or household. Synonyms include “abode,” “dwelling,” “habitation,” and “domicile.”

## Connotative Meaning

# Connotative Meaning (cont.)



The **connotative** meanings of *home* can include personal meanings such as “a warm, inviting, cozy place.”

# Tone

## What is it?

Tone helps readers understand the emotional messages and meanings conveyed by the author's choice of words

# Strategy: Word Play with Acronyms



**Character descriptions** can be used with characters from novels. For example, students can be assigned characters and asked to list character traits in an acrostic format for each character.

Scout in *To Kill a Mockingbird* might be:

**S**trong

**C**urious

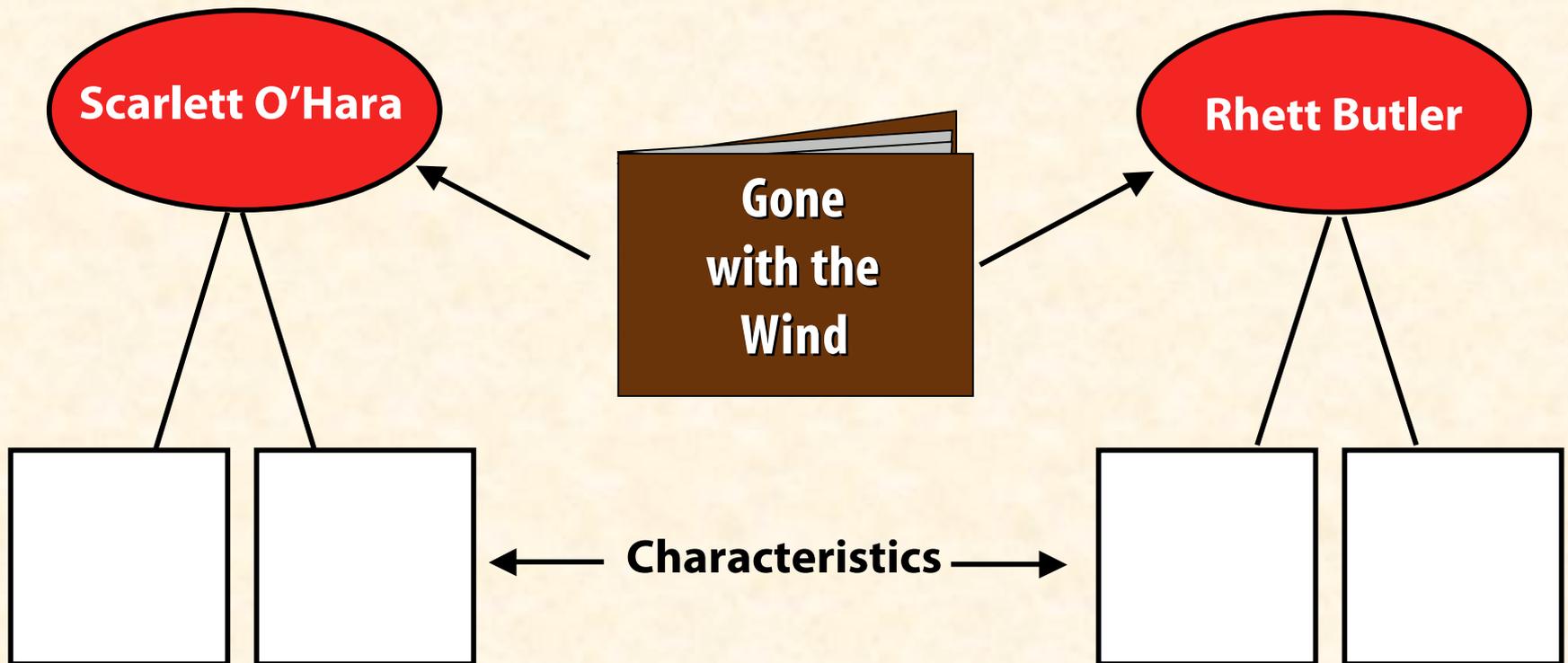
**O**utgoing

**U**p-front

**T**omboy

# Character Mapping

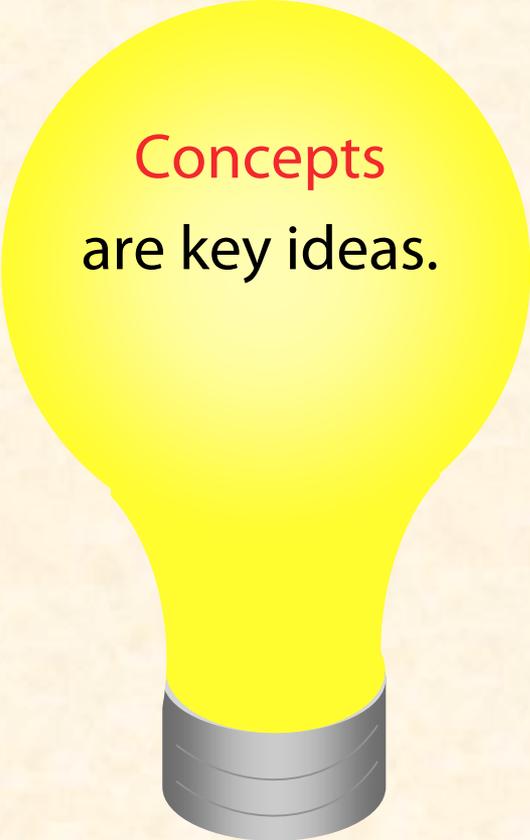
Teachers can illustrate the rich use of language (for example, parts of speech) found in text to describe characters in novels or biographies.



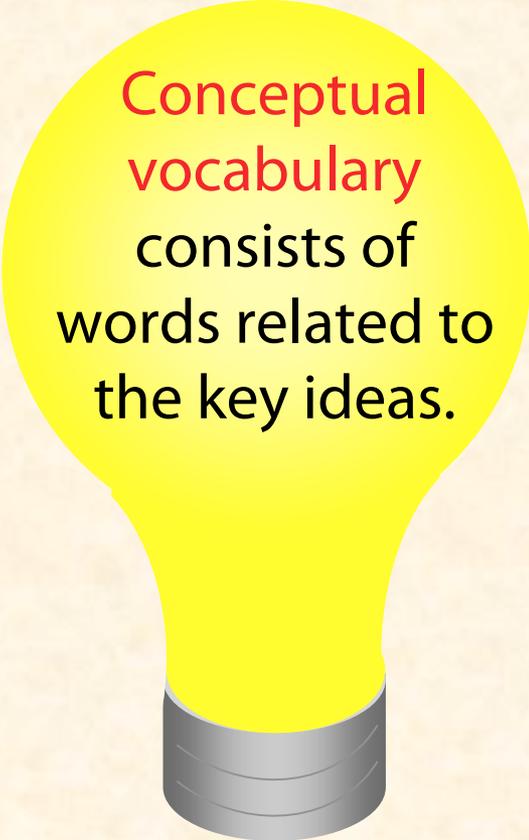


# Concepts

Concept development and vocabulary development are interrelated.

A large yellow lightbulb graphic with a grey base, containing text.

**Concepts**  
are key ideas.

A large yellow lightbulb graphic with a grey base, containing text.

**Conceptual  
vocabulary**  
consists of  
words related to  
the key ideas.



# Strategy: Word Map

## What is it?

A visual representation of a definition

## What does it include?

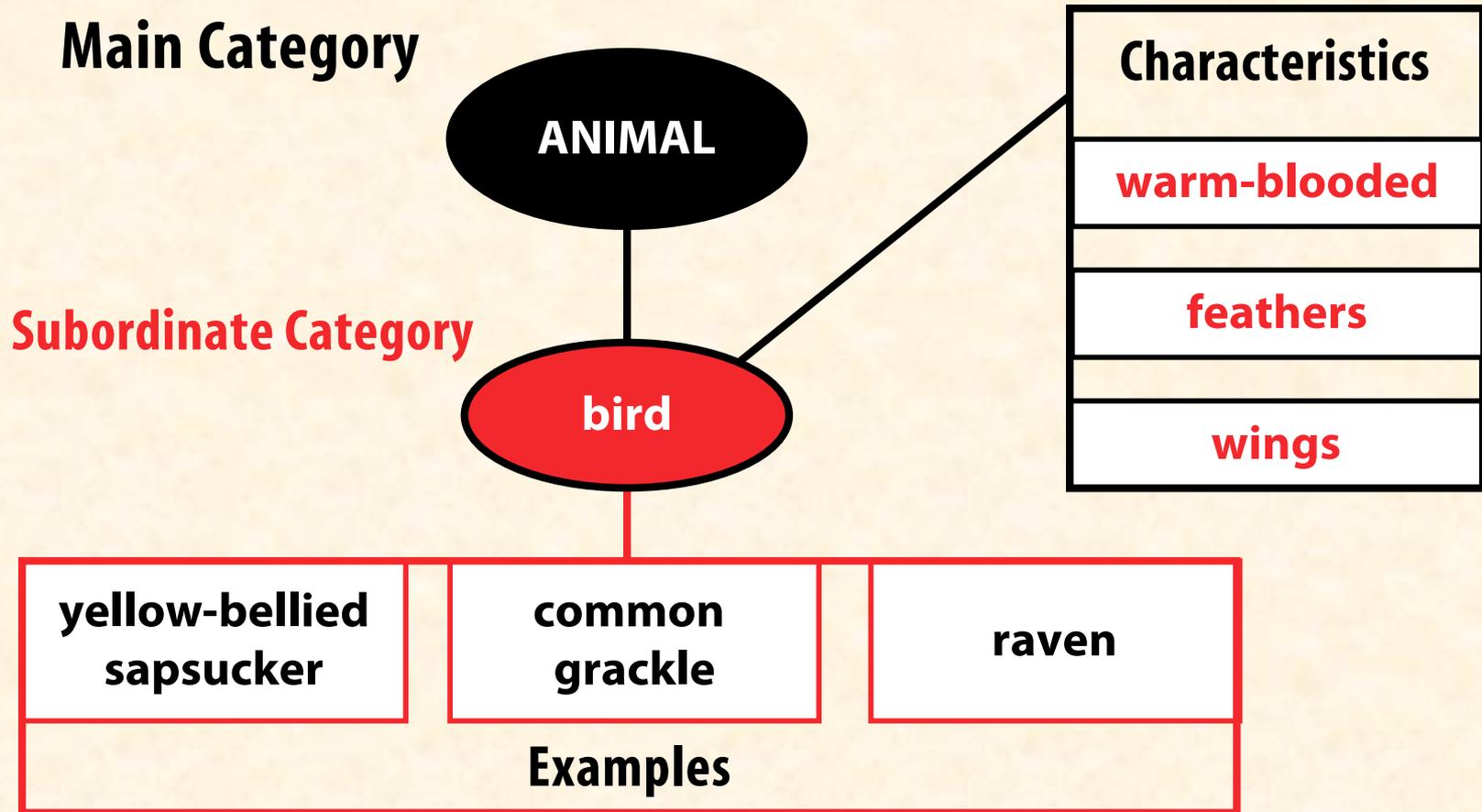
- Main class or category
- Subordinate category
- Primary properties or characteristics
- Examples
- Real world application

## When can you use it?

- Prior to instruction on a key vocabulary word
- During the lesson to reinforce key vocabulary



# Sample Word Map





# Strategy: Semantic Mapping



## What is it?

A graphic display of information that is categorized and related to a central concept. Semantic mapping taps into prior knowledge and expands vocabulary.

## What does it include?

- Concept
- Key vocabulary

## When can you use it?

- Prior to the lesson to activate background knowledge about the concept and related vocabulary
- During the lesson to add new vocabulary to the existing map
- After the lesson to revise the map



# Strategy: Semantic Feature Analysis

## What is it?

A grid that displays information that is categorized and related to a central concept.

## What does it include?

- Concept
- Examples
- Features

## When can you use it?

- During and after the lesson to determine how well students understand the features of vocabulary



# Semantic Feature Analysis

## Example: Lesson with Historical Content

### Important Battles of the Civil War

#### Examples of Battles

#### Features

	<i>Fought in the North</i>	<i>Ulysses Grant a participant</i>	<i>Stonewall Jackson a participant</i>	<i>Won by the South</i>	<i>Battlefield near a river</i>	<i>Fought in 1863</i>
<b>First Manassas</b>	-	-	+	+	+	-
<b>Gettysburg</b>	+	-	-	-	-	+
<b>Chickamauga</b>	-	-	-	+	+	+
<b>Shiloh</b>	-	+	-	-	+	-
<b>Antietam</b>	+	-	+	-	+	-



# Semantic Feature Analysis

## Example: Book with Science Content

### Concept: Distinctive Characteristics of Birds

Examples of Birds	Features			
	Perching	Tree-Clinging	Breeds in Texas	Large (>7")
Common Grackle	+	-	+	+
Chihuahuan Raven	-	+	+	+
Boreal Chickadee	+	-	-	-
Yellow-Bellied Sapsucker	-	+	+	+



# Strategy: VOCAB

## What is it?

A strategy for showing and explaining relationships and connections of key vocabulary and concepts

## What does it include?

- Concepts
- Key vocabulary

## When can you use it?

- During and after the lesson to determine how well students understand the relationships of key vocabulary words



# Components of VOCAB Strategy

**V****ERIFY**

the key vocabulary terms and concepts to be learned and put them on individual vocabulary cards or pieces of paper.

**O****RGANIZE**

the vocabulary words into a diagram that shows the relationship of the words to each other as you understand them in context of what is being learned.

**C**

**COMMUNICATE** your reasoning and share your diagram with a partner and vice versa.

**A****SSESS**

the diagrams: discuss similarities and differences; compare to the teacher's point of view; and adjust your diagram with helpful ideas from your partner.

**B****UILD**

your understanding with self-testing; expand your diagram with new/related words.

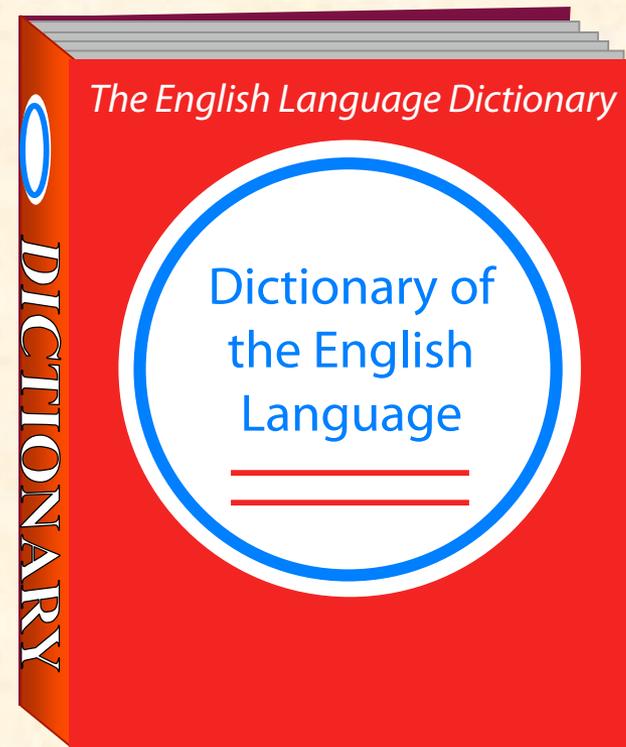


# Use of the Dictionary

**Most vocabulary instruction involves the use of the dictionary to identify definitions of unknown words.**

Typical dictionary use includes:

1. Looking up a word in the dictionary.
2. Selecting the appropriate definition from among several alternatives.
3. Discussing the word and its definition.





# Strategy: Using Dictionary Meanings

- **Have students rewrite definitions in their own words.**
- **Have students provide sentences using the new words.**
- **Present words in semantic groups.**
- **Provide short paragraphs with a context that shows consequences or actions related to the word. Have students select the vocabulary word that best fits the context.**



# Dictionary Strategies



For the word *hermit*:

People decided that the hermit wanted to be left alone. They rarely saw him, and he made no attempt to communicate with them.

- **Have students create contexts that exemplify the vocabulary word. (For the word *hermit*: Describe a hermit's surroundings.)**
- **Have students illustrate words to show their meaning.**

# **Integrating Vocabulary Instruction Into Lessons**

**Topic**

**Levels of Vocabulary Knowledge**

**Vocabulary**

**Critical Features of Effective Instruction**

**Strategies and Activities**

# Sample Lesson and Implementation Plan

