

# **OELAS Conference 2013**

**Focusing Instruction Through the Language Lens  
Marriott Tucson**



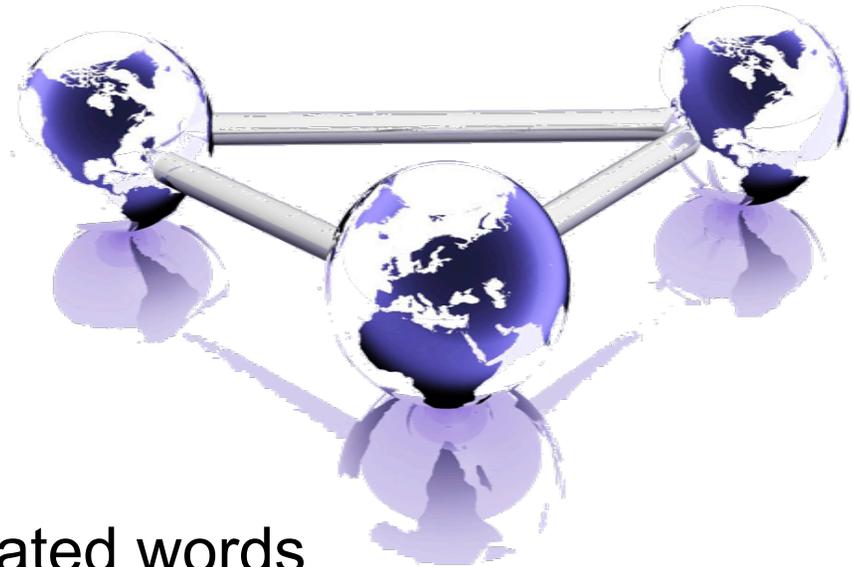
**A r i z o n a**  
Department of Education

## **VOCALIZED VOCABULARY INSTRUCTION MEANINGFUL, MEMORABLE, MORPHOLOGICAL**

**Susan M. Ebbers**  
**susan@readingway.com**  
**December 12, 2013**

# THREE BIG IDEAS

- **Enjoy Words**
  - overcome apathy
- **Verbalize Words**
  - enunciate, discuss
- **Relate Words**
  - build networks of related words



No single method is effective for teaching every word, in part because words and phrases vary greatly in characteristics and complexities (Nagy & Scott, 2000)

However, two things are necessary for optimized word learning: a simple definition and context (Stahl & Fairbanks, 1986)

# VOCAB STANDARDS Kindergarten (STAGE I)

AZ ELP Standards

AZ Common Core

<b>Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.</b>		
<b>Vocabulary</b>	HI-1: naming and sorting common objects and pictures into self-selected categories and providing rationale.	K.L.5
	HI-2: identifying the meaning of and using sight words.	(K.L.4)
	HI-3: identifying the meaning of and using high frequency words.	(K.L.4)
	HI-4: completing synonym and antonym word pairs.	K.L.5
	HI-5: using key words, symbols or operations that represent grade specific academic vocabulary within a given context.	
	HI-6: determining word meaning within context.	K.L.4.a,b

## SOME STANDARDS SPAN STAGES II-V

Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.

HI-1: classifying words into conceptual categories and providing rationale.

1.L.5.a,b

HI-4: using grade specific academic vocabulary and symbols within context.

(1.L.4.a)

(2.L.4.a)

Today, we focus primarily on these two standards, along with a few others.

# AZ VOCAB STANDARDS GRADES 3-5 (STAGE III)

AZ ELP Standards

AZ Common Core

HI-11: pronouncing a homograph in context based on meaning.	(5.L.5.c)
---	-----------

Eventually, focus on homographs where the syllabic stress changes, the grammatical function changes from noun to verb, and the meaning changes:

***record – record, refuse – refuse, convict – convict***

# AZ Vocab Standards Grades 9-12 (STAGE V)

AZ ELP Standards

AZ Common Core

HI-7: analyzing how affixes change base/root words. (e.g., adding <i>-ly</i> to <i>quick</i> makes it an adverb instead of an adjective.)	(8.L.4.b)
---	-----------

**Words ending with *-ic* are adjectives (*heroic, angelic*)**

**Words ending with *-ate* are verbs (*calculate, operate*)**

**Words ending with *-ity* are abstract nouns (*purity, sincerity*)**

**See more derivational suffixes at my edublog:**

<http://vocablog-plc.blogspot.com/p/suffixes.html>

# DECIDING WHICH WORDS TO TEACH

See *Bringing Words to Life* (Beck, McKeown, & Kucan, 2002)

## The Three Tier Model for Word Selection:

- **Tier One:** commonly known words: *bed, sleep, puppy*
- **Tier Two:** frequently occurring unknown words that are used in varied context and content: *constant, desperate, entrance, establish*
- **Tier Three:** words with highly specialized meanings and/or very rarely used: *tundra, shunt, hieroglyphics, decimal*

## **WHEN CHOOSING WORDS, ASK YOURSELF:**

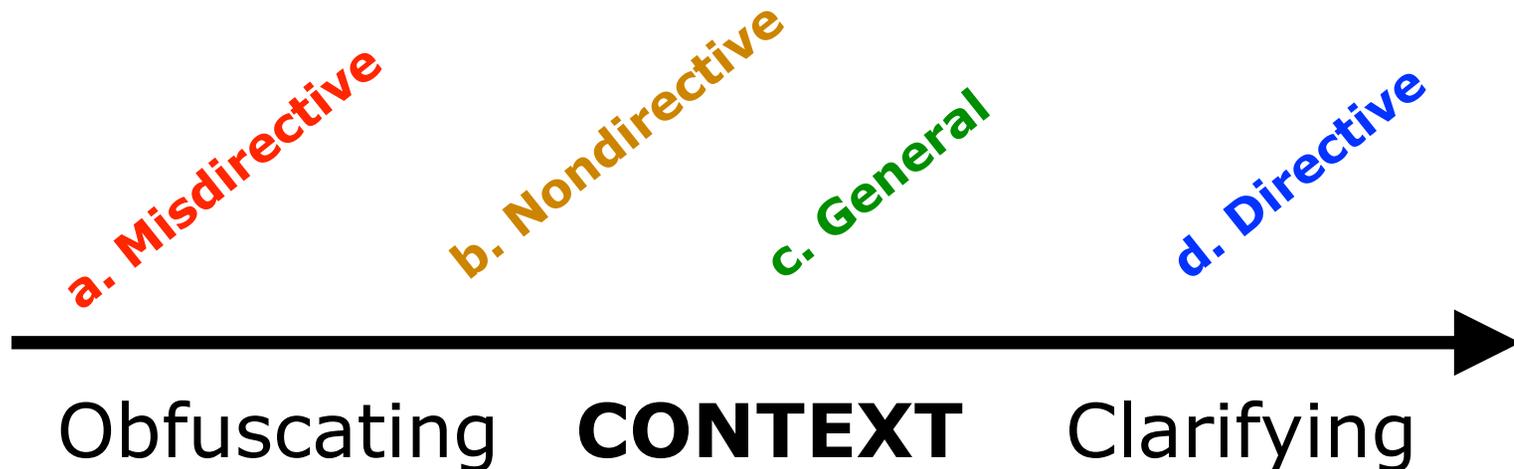
- **Is it key to understanding the unit of study, or the story?**

**Or:**

- **Is it frequently used across academic domains?**
  - establish, reinforce, perhaps, section, complete, form, progress
- **Does it belong to a fairly large morphological family?**
  - wise, unwise, wisely, unwisely, wisdom, words of wisdom, pearls of wisdom, the voice of wisdom, etc.
- **(Don't bother with words they already know.)**

# THE CONTEXT DILEMMA

## From Confusing to Clear Context Clues



More often than not, context clues are not directive and clear.

Source: *Bringing Words to Life* (Beck, McKeown, & Kucan, 2002)

# THE DICTIONARY DILEMMA



See Bos & Anders, 1990; Bryant et al., 2003; Jitendra et al., 2004; Nagy, 2007

# USE STUDENT-FRIENDLY DEFINITIONS

- **Simple definitions generated by the teacher and/or the students**
- **Some student-friendly dictionaries exist:**
  - Longman Publishing House
  - Heinle Cengage Newbury House Dictionary
  - Collins Cobuild Dictionary
  - Some teacher or kid-friendly digital dictionaries:
    - [www.wordsmyth.net](http://www.wordsmyth.net)
    - [www.wordhippo.com](http://www.wordhippo.com)
    - <http://nhd.heinle.com/home.aspx>

# **Comprehensive Vocabulary Plan**

## **Four Components**

**Graves (2000, 2006, 2009)**

- 1. Providing rich and varied language experiences**
- 2. Teaching individual words**
- 3. Teaching word-learning strategies**
- 4. Fostering word consciousness**

# OPTIMIZING ORAL LANGUAGE

Oral discussion of content and content vocabulary is a common component of many successful reading interventions (Nagy, 2007)

## **EVERY MOMENT COUNTS**

- **Leverage spoken language**
  - “This way to the great egress”

# COLLEGE TALK IN THE CLASSROOM

Using academic synonyms in conversation and instructions:

**You are being too *garrulous*. Stop talking so much!**

**Let's *establish* the rules of the game now.**

# USE ACADEMIC WORDS IN THE CLASSROOM

<b>Commonly Known Word</b>	<b>Unknown Academic Word</b>
<b>find a pencil</b>	<b>locate a pencil</b>
<b>help a friend</b>	<b>assist a friend</b>
<b>get a ruler</b>	<b>obtain a ruler</b>
<b>near the door</b>	<b>near the entrance</b>

**Note: ELLs may not already know the common English words yet.**

**VOCALIZED VOCABULARY METHOD  
MEANINGFUL, MEMORABLE,  
MORPHOLOGICAL**

**Advance from speech to print**

**Prompt phrasal responses, not single words,  
thus teaching language AND vocabulary.**

# VOCALIZED VOCABULARY METHOD

- Each lesson is brief, lasting about 3-7 minutes
- Progress from speaking & listening to reading & spelling
- Active engagement, gestures, TPR
- Prompt pronunciation and usage:
  - whole word
  - syllable by syllable, with syllable accent
  - students respond with phrases or short sentences
  - include a derivative (*catastrophe, catastrophic*)
- After meaning is learned, work on reading and spelling

# SAMPLE LESSON SCRIPTS

Be sure to use an expressive tone, body language, and perhaps pictures or realia, if available.

**Hey Class!**  
**I have always wanted a pantry,**  
**and finally I am getting one!**

A *pantry* is a closet for food. It's usually in a kitchen.

Listen: /pan' tree/. You say it. (signal for a response)

Say each part after me: /pan'/ (signal) /tree/ (signal)

Say the first part the loudest, after me: /pan'/ /tree/ (signal)

A pantry is a closet in the kitchen, or it could be a really big cupboard. But usually it is a small room, a closet for dry food and other kitchen stuff.

If I say something that's stored in a pantry, you point to the imaginary pantry, and say, "Look in the pantry!" (point)

Listen: Where is the cereal? (signal), Where's the TV? (signal), Where's the bag of rice? (signal) Where's Grandma? (signal), Where's the milk?

Now let's see what this word looks like. See the two parts: (point) pan try

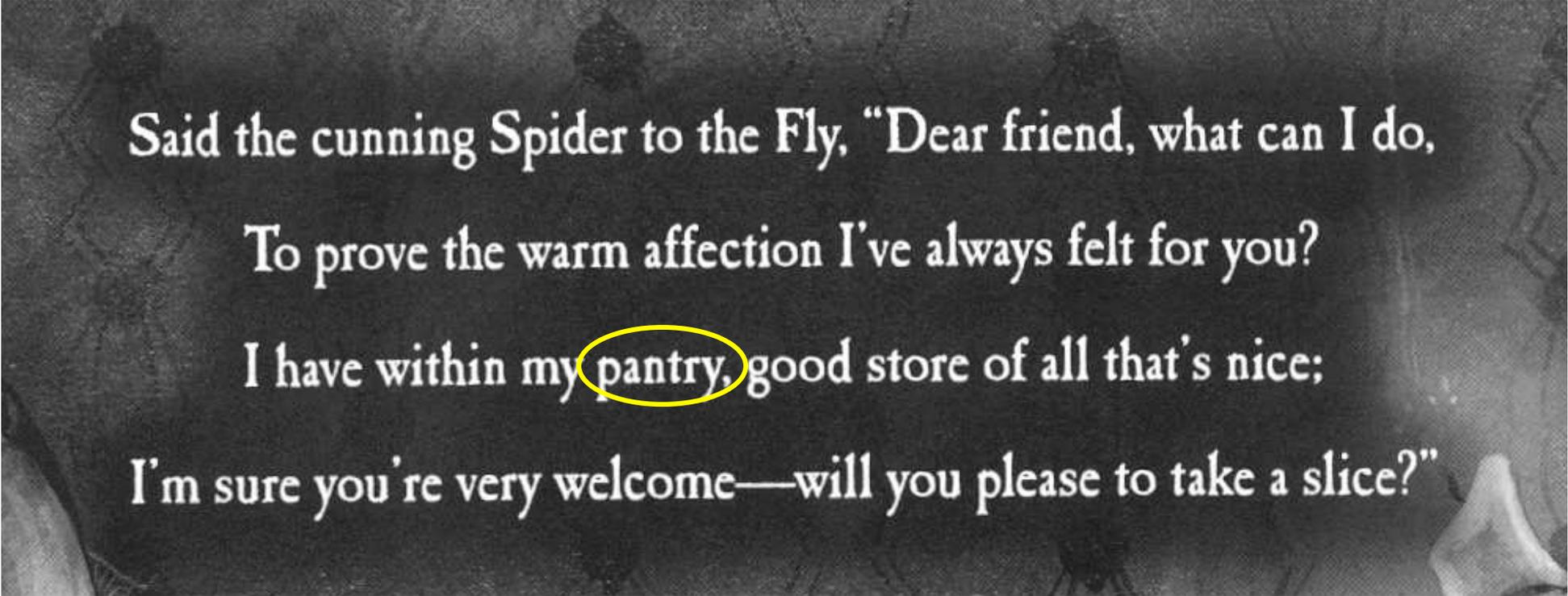
Say each part when I point to it. (point). Now read the whole word. (signal)

Do you see *pan* in pantry? The last syllable is not the word *try*, is it?

Tell me, everyone! What is a pantry? (signal)

Turn to a neighbor and use *pantry* in a silly sentence, with...rabbit.

Notice the context clues do not clearly reveal the meaning of *pantry*. Context is usually not reliable.



Said the cunning Spider to the Fly, "Dear friend, what can I do,  
To prove the warm affection I've always felt for you?  
I have within my pantry, good store of all that's nice;  
I'm sure you're very welcome—will you please to take a slice?"

# EXAMPLE: CATASTROPHE, CATASTROPHIC

*Could begin with 30-second personal story, to elicit interest.*

Listen: **catastrophe**. A **catastrophe** is a **big** (motion) problem. A **catastrophe** is often a sudden bad surprise, too. Like an earthquake. That's a **catastrophe**. Yes, it's **catastrophic**!

Say the 4 parts after me (wait for each signal): / ku **tas'** tru fee/

Say the second part (**tas'**) the loudest, like this: /ku **tas'** tru fee/. (signal)

If I tell about a big problem, you say, "**What a catastrophe!**" and throw up your hands in despair. (Option: Group B says: "It was catastrophic!")

**Listen:** Suddenly, fire spread throughout the kitchen. (signal)

**Listen:** A sudden tornado tore up the barn and the corn field. (signal)

**Listen:** Linda broke her favorite crayon. (signal)

**Listen:** Rosa broke her newly painted fingernail, just before the dance.

Now let's SEE this word. See the four parts: (point) ca tas tro phe

Read it. Say each part when I point to it. (point). Now read the whole word. (signal)

Write the phrase "What a catastrophe!"

## NEXT WEEK, CATASTROPHE MEETS PANTRY

On my signal, turn to a neighbor. Wait for the signal.

Tell about a future *catastrophe* — a *catastrophic* problem that could occur in the *pantry*.

Waiting for my signal. Thinking of your short story....

Thinking.... gathering your thoughts

Go!

# EXAMPLE: SPHERE, SPHERICAL

I received a sphere for my birthday. My sphere was round. It was orange with black stripes. Guess what the sphere was? A basketball! A basketball is one example of a sphere. A sphere is round on all sides, like a ball. It is not flat on any sides.

Say *sphere* everyone \_\_\_\_\_. It's hard to say. Listen again. Say it! \_\_\_ Good!

If something is a *sphere*, it is round in shape. My ball is spherical. So is the sun. Let's practice saying sphere – ic – al. It's a tongue twister! (in syllables, stress the first one)

If I name an object that is shaped like a sphere, group A says, "That is a sphere" and makes the shape of a ball. Then group B says, "Yes, it's spherical."

Listen! A baseball. (A: "That is a sphere. B: Yes, it's spherical.")

Listen! A Frisbee (non example, round but flat)

Listen! The planet Earth Listen! A paper plate (nope)

Listen! The tires on a car Listen! (nope) The moon (yes)

Tell your neighbor a sentence, using the words *sphere* and *pantry*.

Let's read and spell these two words now...

## NEXT WEEK, SPHERE MEETS PANTRY

On my signal, turn to a neighbor. Wait for the signal.

Think of three dry food items stored in a pantry that are shaped like a sphere. They might be stored in a box, a bag, a can...

Waiting. Generating ideas...

Say, "Some things stored in a pantry are spherical. For example, \_\_\_ is spherical, \_\_\_ is spherical, and \_\_\_ is spherical as well."

Thinking.... collecting your thoughts...

Go!

# Students Sort Pictures While Speaking

- Sort pictures of “spherical objects” and “catastrophic events” and “things that belong in a pantry”
- Encourage students to speak as they sort.
- Provide them with a framed sentence:
  - “This \_\_\_\_\_ is a spherical object, round on all sides, so it belongs in this group, with the other spheres.”
  - “This \_\_\_ belongs in the pantry, because it is food that does not belong in the refrigerator or freezer”
  - “This \_\_\_ shows a catastrophic event, because there is a big, bad, problem. The catastrophe here is...”

# CREATING LINKS, BUILDING BRIDGES

**Effective vocabulary instruction actively engages students in constructing links between new information and previously known information.**

- relate new word to known word
- restate it in their own words
- generate examples and non-examples
- generate antonyms and synonyms
- generate sentences, definitions, new context

Stahl, 1999, p. 32

**English language learners benefit from instruction that shows how words can be grouped together in meaningful ways, including synonyms, antonyms, and word family associations.**

(Echevarria, Vogt, & Short, 2004; Gorgnet et al., 2000)

# INTERACTIVE SEMANTIC SORTING

- Use relevant vocabulary
- Add a morphological element – derivatives
- Embedded in spoken language
- Work with a peer
  - Defend or justify word placement
  - Debate options
  - Not a right/wrong proposition

# LINKING CONCEPTS AND COGNATES

## buildings

farmhouse  
barn  
chicken coop  
pig sty  
stable  
shed

## products

milk  
cheese  
eggs  
corn



## animals

cows  
horses  
pigs  
chickens  
sheep  
rabbits

## farm

homestead  
plantation  
*rancho*

## equipment

tractor  
back hoe  
pickup truck  
hay wagon  
wheel barrow

## morphologically related

farmyard  
farmer  
farms, farming, farmed  
*Farmer in the Dell*

## actions

planting  
irrigating  
fertilizing  
harvesting  
milking

**kinds**

whole milk  
chocolate milk  
buttermilk  
nonfat milk  
soy milk  
evaporated milk  
condensed milk



**milk**  
*leche*

**description**

wet  
white  
watery  
liquid  
(milky)

**packaging**

carton  
jug  
bottle

**morphologically**

**related**

milky  
milkshake  
milkweed  
Milky Way  
*Eight Maids a Milking*

**workers**

dairy farmer  
trucker  
packager  
grocery clerk

## LINK TO THE TEXT

up, like  
in a loft

When a hot-air or gas balloon surged aloft, it could only float where the wind blew it. By rising or sinking the balloon, the pilot looked for a certain kind of wind. When the pilot found that wind, it was smooth sailing ahead!

a concept  
map

a concept  
map

# MORPHOLOGICAL FOUR SQUARE

<b>pardon</b>	
<b>definition</b>  -to forgive -to excuse -to overlook poor manners	<b>sketch</b>   “Oops! Pardon me!”
<b>common phrases</b>  pardon me a presidential pardon a pardonable offense	<b>morphological family</b>  pardoned pardoning pardonable unpardonable

# FOUR SQUARE PLUS

(adapted from Graves, 2009)

**buoyant**

**definition**

If something can float, it is buoyant.

**examples**

fishing bobbers  
boats, ships, rafts  
buoys  
people swimming

**non-examples**

bricks  
holed hulls (sunken ship)  
newspapers

**morphological family**

buoy, buoys  
buoyancy  
buoyantly

**sentences**

I am so *buoyant* in this water. Never have I seen water with so much *buoyancy*. Amazing!

# **SYNONYMS AND ANTONYMS**

- **Gradable opposites**
- **Spectrums of intensity**
- **Shades of meaning**

It's a \_\_\_ day so my flowers \_\_\_ need some water.  
(*may, will, certainly, desperately, urgently*).

**Warm**

**Hot**

**Steaming**

**Blazing**

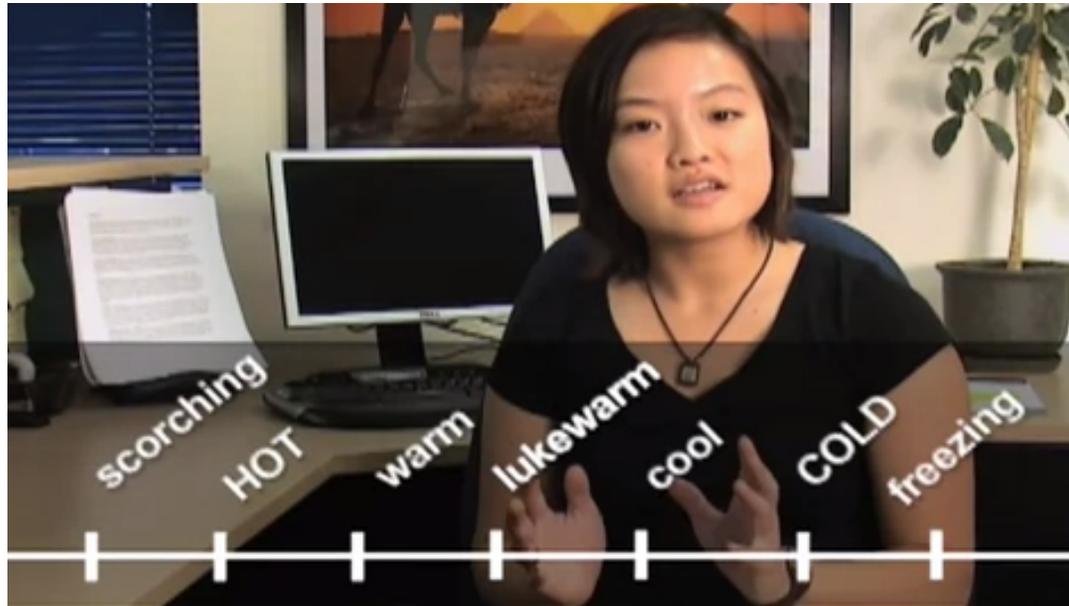
**Scorching**

**SYNONYM SPECTRUM**

**SPOKEN ALOUD, VIA A  
FRAMED SENTENCE**

# GRADABLE OPPOSITES VIDEO

- ESL teacher, conveying “lukewarm” to young adults
- Good idea? YES! Can you improve upon it? YES!
- Critique the video; find strengths and weaknesses.



Video URL: <https://www.youtube.com/watch?v=Y4z4rUEvwa0>

# SYNONYM SORTING LESSON

- With a partner, write four words that mean “big” (brainstorm the synonyms, or refer to a word bank)
  - Write each word on a separate small card
  - Order the word cards by degree of intensity
- **Explain WHY**
  - Responses are subjective, no wrong answers
  - Encourage (model) a pointed discussion

# PAINT SWATCH SORT

SUBTLE SAGE

BAY LEAF

AWESOME AVOCADO

thriving

living

wilting

moribund



# DISTRIBUTED PRACTICE

- Student notebooks
- Word walls
- Flashcards
- Daily conversation
- Ongoing context in varied content

# LEARNERS NEED MULTIPLE EXPOSURES

- **Learners need at least 6 exposures to learn the new word**
  - Jenkins, Stein, & Wysocki, 1984
- **Better results with 12 exposures**
  - McKeown, Beck, Omanson, & Pople, 1985
- **Even better with 20 exposures**
  - Beck & McKeown (2004)
    - Some of the primary-grade students still did not learn all the new words
- **This varies**
  - By word and learner characteristics

# SUMMARY

- **Select worthy words to teach**
- **Teach the target word and a derivative** (*heal, health*)
- **Optimize oral language and encourage discussion**
  - Model how to pronounce the word
  - Have students use it in phrases or short sentences
  - Provide framed sentences and conversation starters
- **Be explicit and engaging**
  - Start with speech and progress to print
  - Include TPR techniques
- **Provide ongoing review**

## PLEASE STAY IN TOUCH!

- susan@readingway.com
- **My vocabulary edublog, Vocabulogic**  
<http://vocablog-plc.blogspot.com>
- **My website, with samples from my books and curriculum:** [www.readingway.com](http://www.readingway.com)