

CREATING A VOCABULARY RICH CLASSROOM

The Schenck School Reading Model

Lisa Murray & Janet Street
 AOGPE *Diversity in Dyslexia* Conference
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National Reading Panel's report (2000)

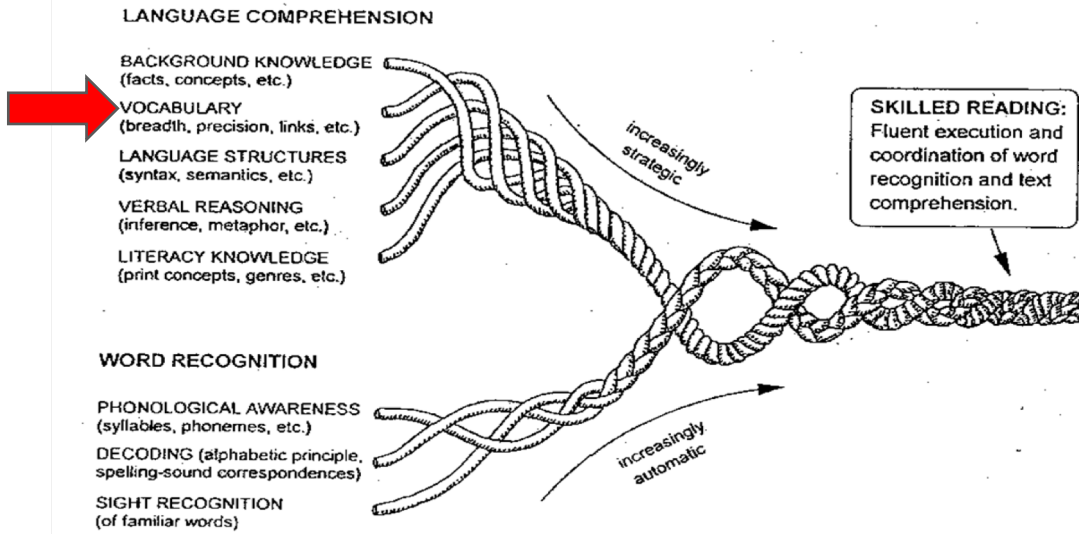
The 5 areas of reading:

- Phonemic awareness
- Phonics
- Fluency
- **Vocabulary**
- Text Comprehension



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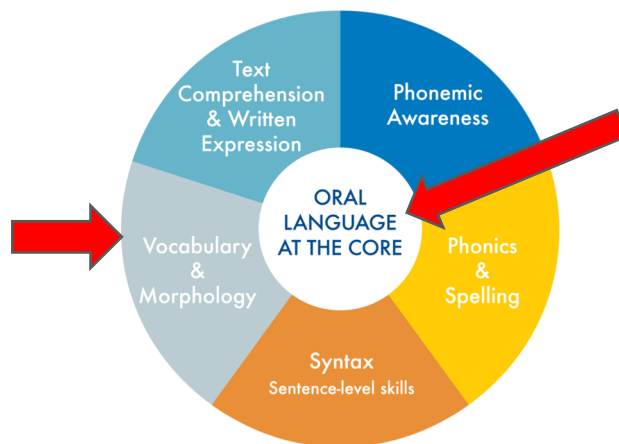
The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)



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Literacy How's 'Reading Wheel'

Margie B. Gillis, Ed.D.



- Schenck students: strong verbal skills: vocabulary, reasoning, etc.
- Language rich classroom environment/discourse

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Researchers often refer to **4 types** of vocabulary:



- Listening vocabulary
- Speaking vocabulary
- Writing vocabulary
- **Reading vocabulary**

Put Reading First: The Research Building Blocks for Teaching Children to Read, September 2001

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The Importance of Vocabulary Instruction

- **Preschool:** Children's vocabulary correlated w/reading comprehension in upper elementary school (Dickinson & Tabois, 2001)
- **Kindergarten:** vocabulary size was an effective predictor of reading comprehension in middle elementary years. (Scarborough, 1998)
- **1st grade:** orally tested vocabulary was a significant predictor of reading comprehension 10 years later. (Cunningham & Stanovich, 1997)
- **3rd grade:** children w/restricted vocabulary have declining comprehension scores in the later elementary years. (Chall, Jacobs, & Baldwin, 1990)

Vocabulary must be taught in all grades.

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What does scientifically-based research tell us about vocabulary instruction?

It tells us that:

- Most vocabulary is learned **indirectly**
- Some vocabulary must be taught **directly**

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“Children learn the meanings of most words *indirectly*, through everyday experiences with oral and written language.”

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Does this hold true for our dyslexic students?

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INDIRECT VOCABULARY LEARNING

Children learn word meanings *indirectly* in 3 ways:

- They engage daily in oral language
- They listen to adults read to them
- They read extensively on their own

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Although a great deal of vocabulary is learned *indirectly*, our dyslexic learners could be at a disadvantage due to lower print exposure.
(Remember: *indirect* = conversation, adult read-alouds, independent reading.)

Conclusion:
Vocabulary should be taught directly.

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VOCABULARY COMPREHENSION

- Measures of vocabulary are strong predictors of:
listening & reading comprehension
- A meta-analysis of 37 vocabulary intervention studies showed that:
these effects are EVEN STRONGER for children with reading difficulties than for children without reading difficulties

(On the importance of listening comprehension, T. Hogan, S. Adloff, C. Alonzo; International Journal of Speech-Language Pathology, June 2014)

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DIRECT VOCABULARY LEARNING

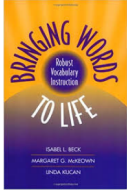
Children learn word meanings *directly* when explicitly taught:

- **word-learning strategies**
- **individual/specific word instruction**

Direct vocabulary instruction aids reading comprehension.

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Direct/Explicit Vocabulary Instruction

1. Word-Learning Strategies	2. Specific Word Instruction
<ul style="list-style-type: none"> ● Morphology: the smallest unit of meaning ● Student friendly definitions ● Context clues 	<ul style="list-style-type: none"> ● <u>Pre-teach</u> words ● Instruction over an <u>extended period</u> of time ● Repeated exposure in <u>many contexts</u>

Put Reading First: The Research Building Blocks for Teaching Children to Read, September 2001

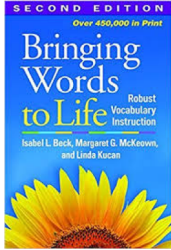
Bringing Words to Life: Robust Vocabulary Instruction, Beck, McKeown, Kucan, 2002

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1. Word-Learning Strategies

- Morphology: the smallest unit of meaning
 - Taught in language/phonics class
- Student friendly definitions
 - Resources: Collins Cobuild Dictionary, Longman Dictionary
- **Context clues**
 - Explicit teaching & discussion is required

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Deciphering word meaning from Context Clues can be quite challenging for students **WHY?**

- **Directive contexts** lead the student to a specific, correct meaning
- General contexts only provide enough for the student to generally categorize
- Nondirective contexts are no assistance in directing the student to a correct meaning
- Misdirective contexts direct the student to an incorrect meaning

Bringing Words to Life: Robust Vocabulary Instruction, Beck, McKeown, Kucan, 2002

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Directive Contexts

- These contexts seem likely to lead the student to a specific, correct meaning for a word.

When the cat pounced on the dog, he leapt up, yelping, and knocked down a shelf of books. The animals ran past Wendy, tripping her. She cried out and fell to the floor. As the noise and confusion mounted, Mother hollered upstairs, "What's all that commotion?"

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General Contexts

- These contexts seem to provide enough information for the reader to place the word in a general category but not enough for specificity of meaning.

Joe and Stan arrived at the party at 7 o'clock. By 9:30, the evening seemed to drag for Stan. But Joe really seemed to be having a good time at the party. "I wish I could be as gregarious as he is," thought Stan.

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Nondirective Contexts

- These contexts seem to be of no assistance in directing the reader toward any particular meaning of a word.

Dan heard the door open and wondered who had arrived. He couldn't make out the voices. Then he recognized the lumbering footsteps on the stairs and knew it was Aunt Grace.

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Misdirective Contexts

- Those contexts that rather than revealing the meaning of the target word, seem to direct the student to an incorrect meaning.
- Here is an example from a dialogue between Wilbur and Charlotte in Charlotte’s Web:

“It’s time I made an egg sac and filled it with eggs.”
 “I didn’t know you could lay eggs.” said Wilbur in amazement.
 “Oh sure,” said the spider, “I’m versatile.”
 “What does versatile mean? Full of eggs?” asked Wilbur
 “Certainly not,” said Charlotte.

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A word about vocabulary teaching resources:

Reading/Book Group (picture books, novel studies, non-fiction)	Wordly Wise (& other pre-published materials)
Teachers choose words, student-friendly definitions & teaching strategies.	Vetted word lists & ‘ready-to-go’ student exercises & practice.
Students choose unfamiliar words & student-friendly definitions.	
Teachers create assessment tools.	‘Ready-to-go’ assessments.
High interest, authentic reading.	High interest passages.

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Direct/Explicit Vocabulary Instruction

1. Word-Learning Strategies	2. Specific Word Instruction
<ul style="list-style-type: none"> • Student friendly definitions • Morphology: the smallest unit of meaning • Context clues 	<ul style="list-style-type: none"> • <u>Pre-teach</u> words • Instruction over an <u>extended period</u> of time • Repeated exposure in <u>many contexts</u>

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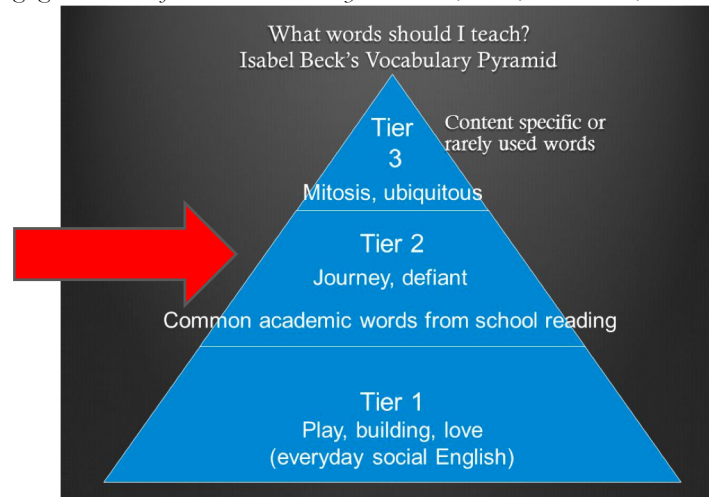
2. Specific Word Instruction

- Pre-teach words - HOW TO CHOOSE WHICH WORDS?!?!
- Instruction over an extended period of time
- Repeated exposure in many contexts

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How to Choose Words Using Beck's 3 Tiers Framework

Bringing Words to Life: Robust Vocabulary Instruction, Beck, McKeown, Kucan, 2002



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TIER 2 Words are the words you want to choose to teach!

Tier 2 words are of high utility for mature language users and are found across a variety of domains:

contradict, circumstances, precede, auspicious, fervent and retrospect

Instruction directed toward Tier 2 words can be most productive.

Bringing Words to Life: Robust Vocabulary Instruction, Beck, McKeown, Kucan, 2002

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How to choose **Tier 2** Vocabulary Words from Texts/Stories (to ensure *robust* vocabulary instruction)

Is the word CLEVER & <u>USEFUL</u> ?	RICH
Is the word SPECIFIC & <u>USEFUL</u> ?	FREQUENT
Is the word FLEXIBLE & <u>USEFUL</u> ?	EXTENDABLE

Bringing Words to Life: Robust Vocabulary Instruction, Beck, McKeown, Kucan, 2002


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Choosing words to teach: Some examples of Tier 1 & **Tier 2** words

bad/**vile**
big/**jumbo**
box/**crate**
sad/**glum**
sing/**croon**
fake/**bogus**
sleep/**slumber**
find/**scout**

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WILLIAM STEIG
Doctor De Soto





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WILLIAM STEIG
Doctor De Soto



Dr. DeSoto:
(a vocabulary rich picture book)



quiver	yank
lugging	hoist
timid	caress
protect	whimper
morsel	stumble
delicate	particle
daze	dignity

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Introducing & Teaching Words: A Suggested Instructional Sequence



Beck, McKeown, Kucan

- 1) Read the story.
- 2) Contextualize the word within the story.
- 3) Have children say the word.
- 4) Provide student-friendly explanation of the word (could use student discussion).
- 5) Present examples of the word used in contexts different from the story.
- 6) Engage children in activities that get them to interact with the words.
- 7) Have children say the word.

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What?! How many words?!



- There are 88,500 word families (introduce, introduction, introducing, etc.)
- Half of those are so rare that even avid readers encounter them only once in their lifetime of reading
- 15,000 word families should be familiar in order to read with minimal disturbance from unknown vocabulary
- Since 8,000 of those are Tier 1 words, then that **ONLY** leaves 7,000 that we have to directly teach in the K-12 timeframe – **an average of 400 per year!**

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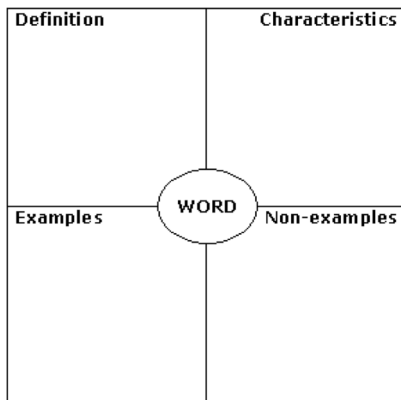
Other teaching thoughts...

- A suggested guideline: 3-10 words per story or section in a chapter with follow-up activities. (A. Archer)
- It's important to show different contexts and specific nuance of a word's meaning.
- Writing, pictures and games are emphasized.

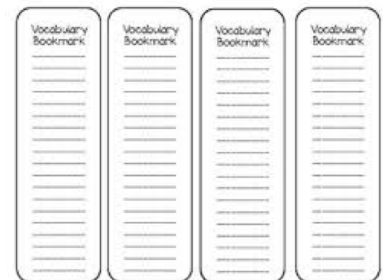
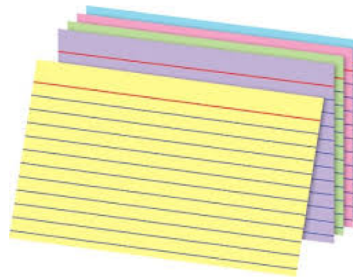
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Graphic Organizers, Decks, etc.

Fruyer Model



Fruyer, Frederick, and Klausmeier, 1969



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Present examples of the word used in contexts different from the story.

- If a woman bought a lacy dress, would you say it was *delicate*?
- What are some *delicate* things in your house?
- Sometimes when you wear new boots, you tend to *stumble* because you are not used to walking in them. What are some other times you *stumble*?
- If you did not like the smell of a certain food and only wanted to taste a small bit of it, you could say, “I’ll have a *morsel*.” When else would people or animals eat only a *morsel*?

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Get Children to Interact with Words

I have some sentences that need finishing...

- I wanted to eat just a *morsel* of green beans because...
- The puppy *stumbled* on the sidewalk because...
- The vase was so *delicate* that...

I have sentences, and I want you to tell me if they make sense (yes or no).

- Many flowers are small and *delicate*.
- People can *stumble* when they do not watch where they are going.
- The trunk of a tree is *delicate*.
- Eating a *morsel* of chocolate might make you want more.
- Runners hope they will *stumble*.
- After eating a *morsel* of bread, you are full.

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Classroom Activities

- Example/Non-example
- Word Associations
- Generating Situations
- Word Relationships
- Writing
- Returning to the Story Context
- Puzzles

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Simple Word Wall & Bean Jar



To encourage use of vocabulary in everyday authentic oral language (AKA CONVERSATION!)

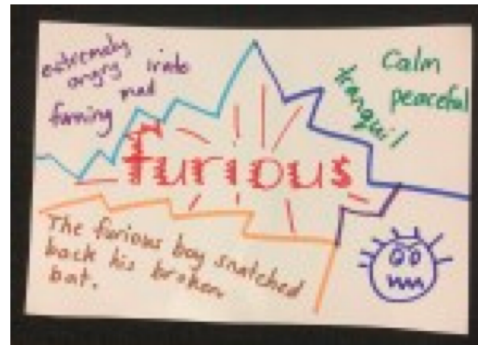
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GRAFFITI WORD WALL



Nurtures the practice of *noticing* new words & investigating them.



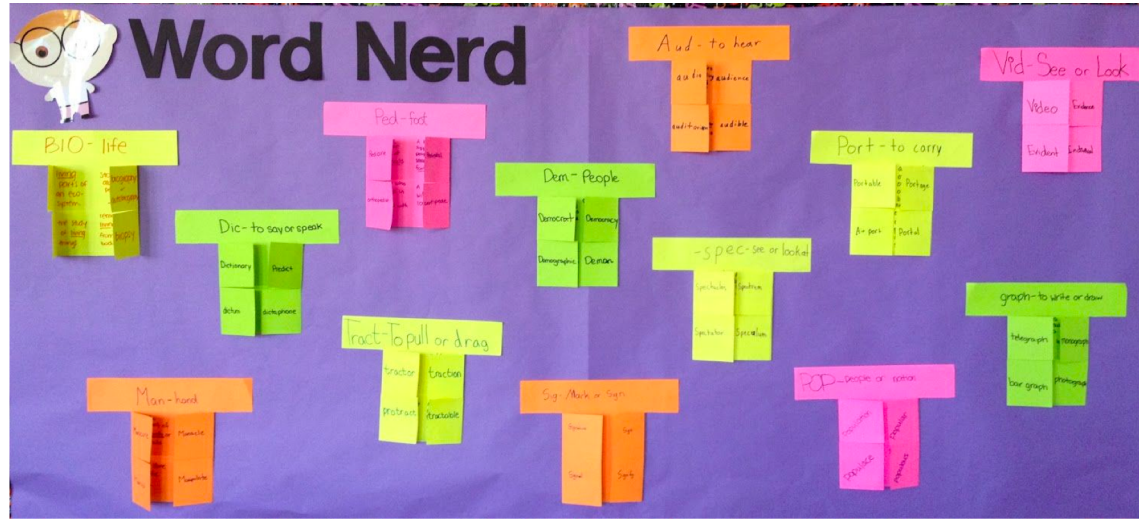
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Word Wall: Categories NOT Alphabetized



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Word Wall: Roots



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PICTURE WORD WALL

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TO SUMMARIZE:

Instructional Components of a Vocabulary Rich Classroom



High quality classroom language/discourse (Dickinson, Cote, & Smith, 1993)

Reading aloud to students (Elley, 1989; Senechal, 1997)

Explicit vocabulary instruction (Beck, McKeown, & Kucan, 2002; Biemiller, 2004; Marzano, 2004)

Word-learning strategies (Buikima & Graves, 1993; Edwards, Font, Baumann, & Boland, 2004)

Wide independent reading (Anderson & Nagy, 1992; Cunningham & Stanovich, 1998)

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Citations



Put Reading First: The Research Building Blocks for Teaching Children to Read, CIERA, September 2001

The Many Strands that are Woven Into Skilled Reading, H. Scarborough, 2001

On the importance of listening comprehension, T. Hogan, S. Adloff, C. Alonzo; International Journal of Speech-Language Pathology, June 2014

Bringing Words to Life: Robust Vocabulary Instruction, Beck, McKeown, Kucan, 2002

Dynamic Vocabulary Instruction in the Elementary School, A. Archer



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Questions?

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The Dyslexia Resource

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