


CORE: SED: TIED: WOH: ECEB: KCU: HAHM: CESP: CSM: LDAC: CRE
 Jan. 15 & 16, 2010 Colorado Springs
 A Collaborative Conference
 for Special Education
**COURAGE
 to RISK**



**The ABCs
 Of Effective
 Vocabulary
 Instruction**

Susan M. Ebbers
 sebbbers@berkeley.edu
 susan@readingway.com

1

Why Vocabulary Matters

Word knowledge predicts reading comprehension
 (RAND Reading Study Group, 2002)

Vocabulary in first grade predicts reading
 comprehension in 11th grade.
 (Cunningham & Stanovich, 1997)

©S. Ebbers 2009 2

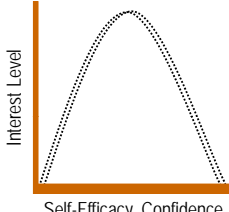
Word Knowledge & Comprehension

Reading with comprehension depends on
 understanding at least 95% of the words,
 and typically, 90% is more reliable

(Carver, 1994; Hu & Nation, 2000; Nation, 2004)

©S. Ebbers 2009 3

Interest Wanes if Text is Incomprehensible



Interest is more likely to engage if the
 task is appraised as challenging but not
 too difficult, within reach but not a
 cakewalk. Instruction offsets the negative
 influence of low self-efficacy

(Hidi & Ainley, 2008; Silvia, 2003;
 Willingham, 2009)

©S. Ebbers 2009 4


Teaching Vocabulary An Effective Use of Instructional Time

Time—measured in just minutes—
 spent on vocabulary instruction
 correlates with growth in reading
 comprehension

- Stahl & Fairbanks, 1986 (a meta-analysis of vocabulary studies at varying grade levels)

©S. Ebbers 2009 5

Thesis: Persistence Vocabulary is a Growth Construct



Slowly the bucket fills,
 through many encounters
 with the word or morpheme
 in varying context over time

A Complete Vocabulary Program (Graves, 2006)

See also Baumann, Ware, and Edwards (2007)

Immersion in a Word Rich Environment

Intentional Vocabulary Instruction

Specific Word Instruction
Vocabulary Strategies
Dictionary Use
Structural Analysis
Context Clues
Cognates (ELL)

Incidental Vocabulary Acquisition

Wide Independent Reading
Read Aloud
Daily Oral Language
Multimedia
Songs
Audio Books

Word Consciousness

©S. Ebbers 2009

7

Big Idea

Select optimal words to teach



Deciding Which Words to Teach

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

The Three Tier Model for Word Selection:

- Tier One: common known words: *farm, sleep, puppy*
- Tier Two: frequently occurring unknown words that are used in varied context and content: *reluctant, constant, desperate, entrance, establish*
 - These words are academic, not heard on soccer fields
- Tier Three: words with highly specialized meanings and/or very rarely used: *yon, tundra, shunt, hieroglyphics, decimal*

Spend Less Time on These Words

- Infrequently occurring words that are unique but not essential to understanding the text
 - *bassoon, quarterdeck, curmudgeon*



Invest Time in Academic Vocabulary (e.g., Tier II words)

- Is the word frequently used across subject areas?
 - *plot, positive, revolution*
- Is it widely related (large root family)?
 - *civil, civilian, civility, uncivil, civilize, civilization, etc.*

Again—Ask Yourself

- Is the word frequently used across domains? Academic?
 - *coincidence, fortunate, reluctant, finish, section, complete, form*
- Is it unknown by most students?
- Is it widely related (large root family)?
 - *wise, unwise, wisely, unwisely, wisdom, words of wisdom, pearls of wisdom, the voice of wisdom*

Big Idea

- a student-friendly definition
 - + word use in context
 - + active engagement
 - + review and reinforcement
- jackpot**



Good Readers Coordinate Information

Phonology + Orthography + Morphology + Vocabulary

(Nagy, Berninger, Abbott, Vaughan, & Vermeulen, 2003)



Specific Word Instruction

- Cognitively engaging and meaningful
- Student-friendly definition
- Examples and non-examples
- Peer discussions using key vocabulary
- Multiple exposures over time (up to 40!)
- Multiple venues: Hear, say, read, write
- Reinforced through semantic sorting and mapping
- Distributed practice, review

Exemplar: Student-Friendly Definition

With Examples, Non-examples, Articulation, Context

- *reluctant*: If people are *reluctant*, they do not want to do something.

Examples:

- I am reluctant to go into a small cave. It's scary.
We are extremely reluctant to jump into a volcano.
She is reluctant—unwilling—to perform on stage.
I am **not** reluctant to win the lottery! (non-example)
- You say reluctant after me, just like me: _____
- Say the 3 syllables one at a time, after me: _____
- Stress the 2nd syllable, after me, just like me: _____

Reluctant—More Elaboration

Usage, Active Responses

- Respond to the following statements by saying, "You are reluctant to _____." or "You are not reluctant to _____."
- Ex: I do not want to eat beets = "You are reluctant to eat beets".
 - I do not want to wear that sweater. _____
 - I do not like to touch worms. _____
 - I love to play basketball. _____ (non-example!)

Make the Usage Explicit

For ELLs especially, explain that reluctant is often followed by *to*.

- We felt reluctant to touch the snake.
 - not reluctant for, not reluctant of, etc.

Student-Generated Context



What are you reluctant to do? Tell a partner.

Start with,
"I am reluctant to...."

Make Morphemic Connections

- Link to Morphological Family Member: *reluctantly*
 - *reluctantly* tells how we do something, like we do not want to
 - Repeat each sentence after me:
 - The children reluctantly made their beds.
 - I reluctantly walked into the ice-cold river.
 - Your turn. Tell a partner a sentence that begins with, "I reluctantly..." _____ (student-generated context)

Caution:

- Memorizing weekly word lists is not effective
 - (Bos & Anders, 1990; Bryant et al., 2003; Jitendra et al., 2004)
- Using the dictionary to learn words is not effective
 - (Bos & Anders, 1990; Bryant et al., 2003; Jitendra et al., 2004)
- Weekly vocabulary lists that are based on phonics or spelling patterns does not make sense, semantically



Example of Explicit and Engaging Instruction (First spoken language, then printed)

- *Brilliant* means 'very bright', like the sun, for example.
- Say brilliant. Say the two syllables. Say the first syllable the loudest.
- Remember, brilliant means very bright. Tell me if my example is likely to be brilliant.
 - If so, say, "That's a brilliant ____."
 - If not, say, "Nah, that's probably not brilliant." (non-example) Also, put your thumbs up or down.

Ex: I say: a beacon on a lighthouse. You say: "That's a brilliant light!"

Ex: I say: a nightlight. You say: "Nah, that's probably not brilliant."

- a candle, a searchlight, the bottom of the sea, a lightning bolt a smile (figurative)

That's a brilliant smile!

Student-Generated Context

- Your turn: Tell a partner a sentence using brilliant.

Advance to Print

- Now let's see what brilliant looks like, how it is spelled!
- bril liant
- brilliant
- brilliantly
- Write the syllables. Write the word. Write a sentence.
- Read your sentence to a partner.

Anchor the Word into the Mind
via Meaning, Pronunciation, Spelling, Morphemes

- Advance from speech to print, grounded in meaning
- Active engagement, gestures, etc.
- With vocalized articulation
 - whole word
 - syllable by syllable
 - syllable accent
 - spoken in meaningful phrases with gestures
- After the word is embedded in expressive vocabulary, show the spelling (this scaffolding approach reduces cognitive load)
 - See example, next two slides

Catastrophe: Beginning with Speech

Listen: *catastrophe*. A *catastrophe* is a **big** (gesture) problem. A *catastrophe* is often a sudden bad surprise, too. Like an earthquake. That's a *catastrophe*. Or running out of gas on the highway is *catastrophic*, too.

Listen: /ku tas' tru fee/. You say it. (signal for a response)

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 gesture.

Listen: Fire spread throughout the kitchen. (signal)

Listen: A sudden tornado tore up the barn. (signal)

Listen: Linda broke her crayon by accident. (signal)

Turn to a neighbor and verbalize an example of a *catastrophe*—some *catastrophic* problem that really happened, or that nearly happened.

Catastrophe: Advancing to Print

Now let's "meet" this word.

See the four parts: (point) **ca tas tro phe**

This word looks funny—Greek ph and long final e.

Say each part when I point to it. (point).

Now read the whole word. (signal)

Here is *catastrophic*: (point) **cat a stroph ic**

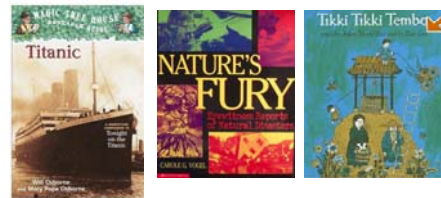
Tell me again! What is a *catastrophe*? (signal)

On my signal, turn to a neighbor. Tell about a future *catastrophe*—a *catastrophic* problem that *could* occur.

Distributed Practice
Catastrophe Across Content

Connect *catastrophe* to context and content

- (expository and narrative)



Example for "pantry"

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?"

Listen: **pantry**. A **pantry** is a **kitchen closet**.

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/ (signal) /tree/ (signal)

A **pantry** is a closet in the kitchen. We keep food and kitchen stuff in it.

If I say something kept in a pantry, you say, "*Look in the pantry!*" (point)

Listen: a box of cereal. (signal)

Listen: a television. (signal)

Listen: paper plates and napkins (signal)

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! What is a **pantry**? (signal)

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

Caution:

- Memorizing weekly word lists is not effective
 - (Bos & Anders, 1990; Bryant et al., 2003; Jitendra et al., 2004)
- Using the dictionary to learn words is not effective
 - (Bos & Anders, 1990; Bryant et al., 2003; Jitendra et al., 2004)
- Weekly vocabulary lists that are based on phonics or spelling patterns does not make sense, semantically



“A robust approach to vocabulary involves directly explaining the meanings of words along with thought-provoking, playful, and interactive follow up”

(Beck, McKeown, & Kucan, 2002, p. 2)

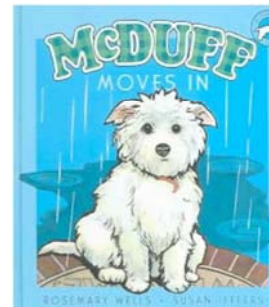


Pictures as Teaching Tools



Reading a Book to the Class? Build Vocabulary Before and After

example
drenched



Use Pictures to Prompt Oral Language

Listen. The word *drenched* means ‘really wet’

You say drenched: ____

If I get drenched, I get really wet, not just damp or moist (non-example)

You say drenched again: ____

I'll show you some pictures. If you think the picture shows something that is *drenched*, use both hands to make the rain come down, like this (model it) and state, “*That ____ is drenched*” Let’s all try it together. (guided practice)

If the picture doesn’t show something that looks drenched, don’t say or do anything.



(raining motion)
“That man is drenched.”

Picture examples and non-examples



(raining motion)
“That dog is drenched.”



(raining motion)
“That lady is drenched.”



This person is not drenched at all. This person is dry and so are all the papers. Maybe this person is “reluctant” to do all that work? Think so? What sentence can we say about this picture? Use reluctant and drenched in one sentence. (Ex: The man is reluctant to work, but he is willing to get drenched in the swimming pool!)

Elaborating on Drenched:
Spelling and Student-Generated Context

Let's look at drenched. See how it is spelled.
 Let's read the word. Let's write the word.

Tell me about a time when you were drenched from the rain.

Tell your partner about a time when you were drenched, but not from the rain—from something else.

Write a sentence using the word drenched (or K might draw a picture)

Networking with Drenched

Let's brainstorm all the words that mean wet—either very wet (drenched) or just a little bit wet:

- damp
- moist
- drenched
- soaking
- sopping
- saturated
- Which word is the most wet—the wettest word of all? (answers may vary—discuss)
- What is the opposite of *drenched*?
 - Dry!

Passage Page
 Read Aloud With the Teacher

RAPID REVIEW transfer, approach, structure, environment

STEP 1 Listen. Then repeat the word and its definition aloud, emphasizing the accented syllable.

saturated *(sach-er-ay-tid) adj.* Saturated means very wet.
 Spanish: saturado, empapado
 If something is saturated, it is soaked with water or something.

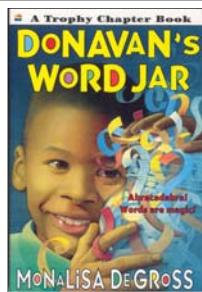
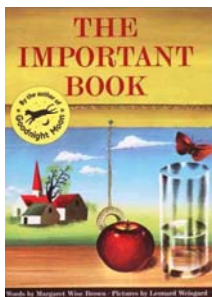
STEP 2 Listen to each passage. Then, read each passage aloud with expression. Stop after each passage and briefly discuss whether the meaning or usage has changed in different contexts.

Some Children's Books Were Written to Prompt Interest in Words

Read Them Together

The Important Book
 -by Margaret Wise Brown

- discuss one page per week
- word attributes, characteristics

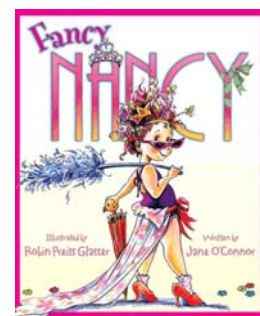


Donovan's Word Jar
 -by MonaLisa DeGross
 start the year with this book
 start a word jar on day one

"Fancy Nancy" series

-by Jane O'Connor

-Use it to teach higher-level synonyms for known words



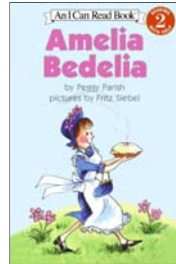
Discuss Idiomatic Expressions

- **Why the Banana Split**

- by Rick Walton

- **Amelia Bedelia**

- by Peggy Parish



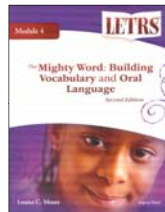
Lemony Snicket, *The Carnivorous Carnival*



But I always insist that the most frightening part of any beast is its belly, for the simple reason that if you are seeing the belly of the beast it means you have already seen the teeth of the beast and the claws of the beast and even the hair of the beast, and now you are trapped and there is probably no hope for you. For this reason, the phrase “in the belly of the beast” has become an expression which means “inside some terrible place with little chance of escaping safely,” and it is not an expression one should look forward to using.

Professional Vocabulary Guides

- Bringing Words to Life
 - Beck, McKeown, & Kucan, 2002
- The Vocabulary Book
 - Graves, 2006
- Speech to Print
 - Moats, 2000



Moats, 2009
LETRS Module 4

“There is a mountain of evidence suggesting that spacing study time leads to better memory of the material”

Daniel Willingham, 2002

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

Distributed Practice Over Time

- Classroom conversations
 - Books, songs, etc.
 - Lexical notebooks
 - Word walls
 - Flashcards
- More conversations
 - Varied context
 - Varied content



An Ever-Changing, Rearranging Word Wall

Change frequently, adding new word cards, discussing where to place them, and why

Summary

Vocabulary is an essential reading component
 Select worthy words to teach, including academic words
 Optimize oral language
 Be explicit and engaging
 Moving from speech to print when teaching words
 Prompt active responses, not just saying single words
 Develop word consciousness, morphological awareness
 Provide ongoing review – distributed practice
 Multiple exposures in varied context, across domains,
 including conversational context
 Provide many opportunities to read, read, read
 Provide many opportunities to speak

- susan@readingway.com,
- sebbers@berkeley.edu
- www.readingway.com
- blog <http://vocablog-plc.blogspot.com>
- Sopris West Publications:
 - Vocabulary Through Morphemes: Suffixes, Prefixes, and Roots for Intermediate Grades
 - Power Readers (consumable interactive decodables with pre-reading and post-reading material)
 - Supercharged Readers: Decodable chapter books with strong vocabulary component
 - Daily Oral Vocabulary Exercises: A Program to Expand Academic Language in Grades 4-12

Anglin, J.M. (1993). Vocabulary development: A morphological analysis. *Monographs of the Society for Research in Child Development* 58 (Serial No. 238).

Baumann, J.F., Edwards, E., Font, G., Tereshinski, C.A., Kame'enui, E.J., & Olejnik, S. (2002). Teaching morphemic and contextual analysis to fifth-grade students. *Reading Research Quarterly*, 37(2), 150-176.

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.

Beminger, V., & Richards, T. (2002). *Brain literacy for educators and psychologists*. San Diego: Academic Press.

Bertram, R., Baayen, R.H., & Schreuder, R. (2000). Effects of family size for complex words. *Journal of Memory and Language* 42(3), 390-405.

Bravo, M.A., Hiebert, E.H., & Pearson, P.D. (2007). Tapping the linguistic resources of Spanish-English bilinguals: The role of cognates in science. In R. K. Wagner, A. E. Muse, & K. R. Tannerbaum (Eds.), *Vocabulary acquisition: Implications for reading comprehension* (pp. 140-156). New York: Guilford.

Bryson, B. (1990). *The mother tongue: English and how it got that way*. New York: Avon Books.

Carfisle, J.F. (2000). Awareness of the structure and meaning of morphologically complex words: Impact on reading. *Reading and Writing*, 12, 169-190.

Carfisle, J.F., & Katz, L. (2006). Effects of word and morpheme familiarity on reading of derived words. *Reading and Writing*, 19(7), 669-693.

Carlo, M.S., August, D., McLaughlin, B., Snow, C.E., Dressler, C., Lippman, D.N., et al. (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39(2), 188-215.

Deacon, S. H., Parrila, R. & Kirby, J. R. (2008). A review of the evidence on morphological processing in dyslexics and poor readers: A strength or weakness? In G. Reid, A. Fawcett, F. Mans, & L. Siegel (Eds.), *The Sage Handbook of Dyslexia*. SAGE publishers.

Ebbers, S.M., & Denton, C.A. (2008). A root awakening: Vocabulary instruction for older students with reading difficulties. *Learning Disabilities Research & Practice*, 23(2), 90-102.

Edwards, E. C., Font, G., Baumann, J. F., & Boland, E. (2004). Unlocking word meanings: Strategies and guidelines for teaching morphemic and contextual analysis. In J. F. Baumann, & E. J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 159-176). New York: Guilford Press.

Finkenslaedl, T., & Wolff, D. (1973, Winter). *Ordered Profusion: Studies in dictionaries and the English lexicon*. Heidelberg.

Graves, M.F. (2006). *The vocabulary book: Learning and instruction*. New York: Teachers College Press.

Henry, M. (1997). The decoding/spelling curriculum: Integrated decoding and spelling instruction from pre-school to early secondary school. *Dyslexia*, 3, 178-189.

Henry, M.K. (2003). *Unlocking literacy: Effective decoding and spelling instruction*. Baltimore: Paul H. Brookes.

King, D. (2000). *English isn't crazy: The elements of our language and how to teach them*. Baltimore: York Press.

Kieffer, M. J., & Lesaux, N. K. (2008). The role of derivational morphology in the reading comprehension of Spanish-speaking English Language Learners. *Reading and Writing: An Interdisciplinary Journal*, 21(8), 783-804.

Lederer, R. (1991). *The miracle of language*. New York: Pocket Books.

Mann, V.A., & Singson, M. (2003). The little suffix that could: Linking morphological knowledge to English decoding ability. In E. Assink & D. Sandra (Eds.) *Morphology and reading: A cross-linguistic perspective*. Amsterdam: Kluwer Publishers.

McBride-Chang, C., Wagner, R.K., Muse, A., Chow, B.W., & Shu, H. (2005). The role of morphological awareness in children's vocabulary acquisition in English. *Applied Psycholinguistics*, 26, 415-435.

McCardle, P., & Chhabra, V. (2004). *The voice of evidence in reading research*. Baltimore: Brookes.

Moats, L. (2000). *Speech to print: Language essentials for teachers*. Baltimore: Paul H. Brookes Publishing Co.

Moats, L. C. (2009). *LETRS Module 4: The mighty word: Building vocabulary and oral language* (9th ed.). Longmont, CO: Sopris West.

Mountain, L. (2005). Rooting out meaning: More morphemic analysis for primary pupils. *The Reading Teacher*, 58-8, 742-749.

Nagy, W.E. (2007). Metalinguistic awareness and the vocabulary-comprehension connection. In R.K. Wagner, A.E. Muse, & K.R. Tannerbaum (Eds.), *Vocabulary acquisition: Implications for reading comprehension* (pp. 52-77). New York: Guilford Press.

Nagy, W.E., & Anderson, R.C. (1984). How many words are there in printed school English? *Reading Research Quarterly*, 19, 303-330.

Nagy, W.E., Anderson, R.C., Schommer, M., Scott, J.A., & Stallman, A.C. (1989). Morphological families in the internal lexicon. *Reading Research Quarterly*, 24(3), 262-282.

Nagy, W., Beminger, V., & Abbott, R. (2006). Contributions of morphology beyond phonology to literacy outcomes of upper elementary and middle school students. *Journal of Educational Psychology*, 98(2), 134-147.

Nagy, W.E., Beminger, V., Abbott, R., Vaughan, K., & Vermulken, K. (2003). Relationship of morphology and other language skills to literacy skills in at-risk second-grade readers and at-risk fourth-grade writers. *Journal of Educational Psychology*, 95(4), 730-742.

Stahl, S.A. (1999). *Vocabulary development*. Newton Upper Falls, MA: Brookline Books.

Stahl, S. A., & Fairbanks, M. M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. *Review of Educational Research*, 56(1), 72-110.

Willingham, D.T. (2002, Summer). Allocating student study time: Massed versus distributed practice. *American Educator*, 47, 37-39.

Wolfe, M. (2007). *Prozac and the squid: The story and science of the reading brain*. New York: Harper.