



TEACHING WORD RECOGNITION WITH VOCABULARY, GRADES 5-10



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For older students:

- **Reading words assists comprehension**
- **Comprehension assists word reading**
- **Slow rate impedes this spiral of mutual assistance**

Word Study Strategies

- **Phonemic Awareness and Phonic Analysis**
 - Teach most common sound for each letter
- **Structural Analysis**
 - Letter combinations; Silent –e rule
- **Multisyllable Word Strategies**
 - Doubling rule; Affixes
- **Morphemic Analysis**
 - BEST
 - Teach meaningful parts of words
- **Contextual Analysis**
 - After a student tries a pronunciation: Does that make sense?

Fluency is Insufficient

- Fluency did not improve decoding or vocabulary in our studies.
- If students have difficulty in either area, add additional instruction to practice time reading aloud
- Consider 5-minute additions:
 - Decoding,
 - Vocabulary,
 - Comprehension

Decoding Instruction

- How Regular a Language is English?
- Reading vs. Spelling
 - Rite
 - Right
 - Horse
 - Hoarse

Check the Highly Regular Combinations (Teach if needed):

th	oa	qu	oi
er	ar	ay	oy
ing	ea	igh	ph
ch	oo	ol	wr
wh	ee	ir	au
or	ai	ur	aw
ou	sh	kn	

General Considerations

- Every syllable has at least one vowel
 - magnanimous
 - independently
 - entertainment
- Two consonants usually divide, unless they're blends

BEST for Multisyllable Words

- Break apart (peel off affixes)
- Examine the root
- Say the parts
- Try the whole thing

BEST Examples (Shackleton)

- understandingly
- frantically
- unknown
- Antarctic
- Uninhabited

Glass Analysis for Decoding

may

- What word?
- Which letter says /mm/?
- Which letters say /ay/?
- A-y. What sound?
- M. What sound?
- [take away letters and ask what's left]

way

layer

delaying

day

paying

payment

rays

mayor

Sundays

every

- What word?
- Which letters say /ev/?
- Which letters say /er/?
- Which letter says /y/?
- E-v. what sound?
- E-r. What sound?
- y. What sound?
- [take away letters and ask what's left]

never

clever

evident

devil

crevice

nevertheless

level

several

revolution

Important Rules for Reading & Spelling

(Reteach if needed)

- Drop the –e when you add a word part with a vowel
 - close+ing, close+ly, sense +ible, sense+less
- Double the consonant when words end in –cvc and you add a word part with a vowel
 - Drip+ing, drip+less, win+ing, wonder+ful

Q: When do you double the consonant?

- When word ends in –cvc and the next part begins with a vowel
 - drip + ing
 - drip + less
 - win + ing
 - flat + ly
 - stop + ed

Teaching Vocabulary Words

What works:	What <u>doesn't</u> work :
<ul style="list-style-type: none">• Direct teaching• Frequent review• Production responses	Look it up Choose the best meaning Fill in the sentence


Teaching Morphemes

--The meaningful parts of words--

- “not”
 - Un, dis, in, im (disloyal, unaware, invisible, imperfect)
- “excess”
 - Out, over, super (outlive, overflow, superhuman)
- “number”
 - Uni, mono, bi, semi (uniform, monofilament, bicolor, semiarid)
- “in the direction of”
 - Ward (skyward, northward)
- “full of”
 - Ful (merciful, beautiful)

Inter-- means between

- What does *inter--* mean?
- So what does *interstate* mean?
- What would you call a highway between states?
- What would *interperson* mean?
- So what are *interpersonal skills*?



“It is true that not all of the words that appear in students’ environments will be learned. But, then again, if students do not encounter new words, there is no possibility of learning them.”

---Beck et al. (2002)

Prodigy

- A **prodigy** is a person with wonderful talent.
 - What's a prodigy?
 - What do we call a person with wonderful talent?
- Is Harry Potter a prodigy?
 - How do you know?
- Michael Smith has no special skills. Is he a prodigy?
 - How do you know?
- What does prodigy mean?
 - So--What would a *child* prodigy be?
 - Mozart was a child prodigy.

Expedition

- **Expedition means: a long trip or journey.**
 - What does expedition mean?
 - What word means a long trip or journey?
- **What's another way to say: Shackleton took a long trip to Antarctica?**
- **Lewis and Clark took canoes from Washington, DC to Washington state. Was that an expedition?**
 - How do you know?
- **I walked next door. Did I take an expedition?**
- **What would you call a hike from Baltimore to Los Angeles?**

Features of Vocabulary Instruction

- Tell the definition or synonym.
- Have children repeat it.
- Have children use the word and the definition at least 7 times during your instruction.
- Direct instruction of new vocabulary with positive and negative examples (Kame'enui, Dixon, & Carnine, 1987; Baumann, Edwards, Boland, Olejnik, & Kame'enui, 2003)



Try It!

- Dissect
- Ambiguous
- Dwelling
- License



Words Tiers

- One way to look at the utility of words and identify ones that would be useful for teaching is by grouping them into 3 tiers.

Tier 1 words

- Most basic words
- Simple enough that a quick explanation or picture would be adequate for students to understand.
- Rarely require instruction in school.
 - Except for some EL students.
- Examples:
 - happy
 - drop
 - fish
 - match
 - throat
 - clock

Tier 2 words

- Word meaning insecure
 - Generally useful words
 - May be heard or seen across domains
 - Meanings can be explained in everyday language
 - Helpful for comprehending text read in school
- Examples:
 - balcony
 - murmur
 - required
 - benevolent
 - maintain
 - examine

Tier 3 words

- Word meaning most likely not known
 - Low-frequency words
 - Words limited to specific domains
 - Best to learn as need arises
- Examples:
 - anthracite
 - nebula
 - isotope
 - hypotenuse
 - lanthanides
 - Majority Whip

Which tier should I teach?

- Tier 2 words are the best candidates for explicit instruction.
 - They occur frequently in language.
 - They are often important for comprehending text.
 - They are often used by mature language users.



Let's practice...

Which words from the passage would be Tier 2?

Charles Darwin grew up in comfortable middle class surroundings. While English society did not yet enjoy the use of inventions—such as washing machines and vacuum cleaners—the Darwins did not suffer from the lack of labor-saving devices, for their small army of servants took care of every need. Charles was also fortunate to have three older sisters who smothered him with affection, especially after the death of their mother when Charles was eight. In most respects, Darwin's boyhood years were idyllic.

Charles Darwin by David C. King



Principles of Vocabulary Instruction

- Select key words to teach
- Provide student-friendly definitions
- Make the most of sentence writing
- Teach words related to a theme or concept

Two Good Books

- Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.
- Biemiller, A. (2010). *Words worth teaching*. Columbus, OH: McGraw-Hill.



Teaching Words Thematically

Clarifying tables:

What it is, and isn't

Concept maps:

Visual representation that shows definition, examples, descriptive words, what it is not

Clarifying Table

Word:

Definition:

Examples:

- 1.
- 2.
- 3.

Nonexamples:

- 1.
- 2.
- 3.

Concept Map (1 word)

- **Select a key concept**
- **Display concept and ask students to brainstorm words that relate**
- **Generate categories around the words to create the map**
- **Use the map for discussions and expansion**

Compare/Contrast Ecosystems

	Climate	Plants	Animals
Tundra	Very cold, little rain	Moss, grass, shrubs, lichens	Reindeer, fox, wolf, eagles, flies, lemmings
Grassland			
Rainforest			
Desert			

The Main Idea:

Who or what is this about? What happened?

- Tom cooked two eggs. He poured orange juice into a glass. He put cereal in a bowl. He poured milk into the bowl.
- Robert threw a fish to a seal. He poured milk in a bowl for the cat. He put hay in the barn for the cows.
- A dog walked on its back legs. A bear rode a bicycle. A seal balanced a ball on its nose.
- **Checking: Does that tell about the whole thing? 10 words or less?**

QARs: Question-Answer Relationships

(Raphael & Pearson)

Are answers likely to be:

- In the Book
 - Right there?
 - Put it together?
- In my Head
 - Author & me
 - On my own



QARs with Shackleton

- How did Shackleton save the lives of his crew?
- Describe some of the hardships faced by Shackleton's crew.
- What kind of leader was Shackleton?
- What thoughts do you imagine went through Shackleton's mind before he set off with just 5 of his crew?

Shackleton Graphic

Setting & characters

Problem

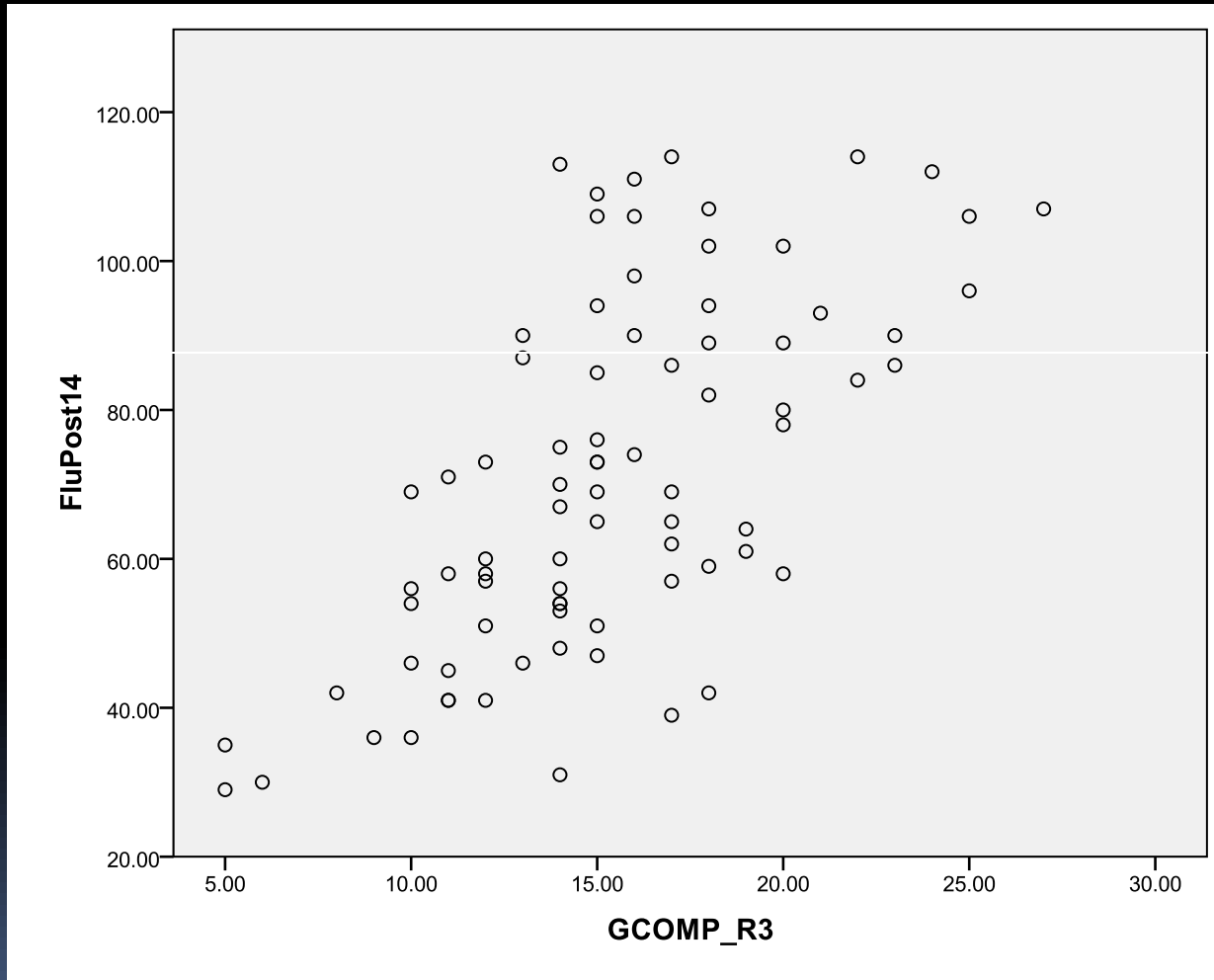
Events & hardships

Resolution (ending)

5-Minute Additions to Programs

- Decoding
 - Letter patterns, BEST, morphemes, Glass analysis
- Vocabulary development
 - Direct teaching, clarifying tables, concept maps
- Comprehension strategies
 - Main idea or questioning

How Fast is Fast Enough?



Keys to Successful Intervention

- **Determine where the student falls on the reading continuum**
- **Choose an intervention with a strong research base**
- **Students with reading difficulties will need 7-20 practice sessions or more to master a new concept**
- **Use the student's progress to determine the next appropriate intervention**