

words
have
power

Academic Vocabulary 4 Hour Online Course

Preston

2023

Course Outcomes

1. Understand Academic Vocabulary and its importance.
2. Understand progressions of the academic words should flow K-8.
3. Identify strategies that will support mastery of academic words.
4. Organize a list of words for your grade level in any content

Self-paced Training –How it works.....

1. Make sure you register at Macon Piatt ROE:
<https://www.maconpiattroe.org/> Click on the Sign up for PD button,
2. When you complete the training you will receive an email that has an evaluation. Fill out the evaluation and within minutes you should get a email with the website to print off your hours.
3. Participants will go through the power point, viewing each slide.
- 4. Tasks will be in RED and they need to be completed and sent to me. Please send when training is completed.**
5. Slides 4 and 5 give my information for sending task answers.
6. Please contact me if you are having any trouble with the training.

Put your answers in a WORD or PPT document. I cannot open Google or One Drive here at the office. Thank you.

Online Training Information

In this training, you will learn about academic vocabulary. Please watch the videos embedded in the power point.

You will be required to complete several TASKS that will always be in RED.

The Tasks should be sent to my email:

prestonb@roe39.org when you finish the training. Send them when you are finished labeled by Training Title and Task Number. Please have them in before . Example of submission-next slide

Example for submission to me by email:

Your Name and Email: Barbara Preston
prestonb@roe39.org

Title of Training: Academic Vocabulary

Task One- answer

Task Two- answer --etc.,

Send all tasks in one document or you can copy the task slide, answer it, and send it into a power point. Word document can be used too.

**PLEASE TAKE THIS TEST NOW AND AT THE END OF TRAINING
Send with your answers when you complete the training.**

Pre/Post Test for Academic Vocabulary ---

The following statements related to the targets of this training session.

Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

Copy the pre and post tests and send to me.

Academic Vocabulary Statements	Pre	Post
1. I understand why Academic Vocabulary should be explicitly and systematically taught K-12.		
2. I can identify the Three Tiers of Vocabulary researched by Isabel Beck.		
3. I know what my classroom should sound like, feel like, and look like for successful vocabulary instruction and engaging participation .		
4. I can locate resources to support my efforts in teaching vocabulary, especially academic vocabulary.		
5. I understand that using academic vocabulary in my classroom questioning will support students when taking the IAR test.		

What is Academic Vocabulary?

- Academic vocabulary refers to the *specialized*, high-utility words used in the classroom
- Academic vocabulary includes *high-use academic words* (e.g., analyze, summarize, evaluate, formula, respond, specify)
- **Academic language** includes the vocabulary, grammar & syntax necessary to competently discuss a topic

TASK TWO-Please watch these videos. Then go to the second website and read the nonfiction selection, Prairie Ecology. Answer the questions and send to me by email.

Video of ELL teacher teaching vocabulary to students. It is a strategy to use with any student. <https://www.youtube.com/watch?v=snXOWLnOxyk> 5.15 min.

Video on Academic Tier Two Vocabulary

<https://www.youtube.com/watch?v=p9DPKgBrJQE> 4.15 min

1. What could you use from these videos in your own classroom?

2. **Suggested questions to ask yourself when choosing words to teach.**

- How many vocabulary words are there in the selection?
- How many of these words can be seen as useful “tools” which students will confront frequently as they read at this grade level?
- Which words are worth investing in?
- What would it look like to create three columns of words – ignore, target, and infer?
- What is the impact, for the author, of including the words in which you are choosing to invest?
- What task could you create that would get students writing using those words?

3. Answer the last question below:

<https://teacher.depaul.edu/Skill-Focused-Readings/documents/Grade6MeaningofaWordfromContext-NonfictionPrairieEcologyreadingwithmultiplechoiceandshortresponse.pdf>

Look at this 6th grade nonfiction text. They underlined the words they would choose to teach. What other words would you choose and why?

Isabel Beck's Vocabulary Work-Mentioned in the Video

Tier One

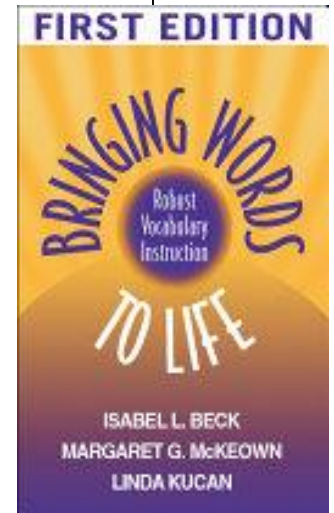
- **Basic words, sight words, high frequency words**
 - Experiential adjectives and adverbs
 - Ball, baby, happy **84% of what we read contain these words.**

Tier Two

- **Used across a variety of domains**
 - Multisyllabic
 - Acquired through conversation, reading & instruction
 - Coincidence, absurd, industrious, fortunate, **analyze, recite, dictate, formulate (ACADEMIC VOCABULARY)**

Tier Three

- Low frequency words
- Use limited to specific domain: **content specific words**
 - Have few synonyms
 - Situation-specific therefore require instruction
 - Isotope, metonymy, photosynthesis, Asymptote



From: Beck, Isabel, McKeown, Margaret G., & Kucan, Linda.(2002). *Bringing Words to Life*.

Key to Unlocking Meaning: Words that are substantively related to plot or meaning in the text and will be most useful in helping students understand the text or a part of the text. **Tier 2 words**

Author's Word Choice: Words that may be familiar to students but which illustrate the power of an author's word choice to reveal information about a character, situation, or concept. **Tier 2 words**

Importance and Utility: Words that are characteristic of mature language users and appear frequently across a variety of domains., **Tier 2 words**

Conceptual Understanding: Words for which students understand the general concept but provide precision and specificity in describing the concept. **Maybe Tier 3 words**

Instructional Potential: Words that can be worked with in a variety of ways so that students can build rich representations of them and of their connections to other words and concepts **Tier 2 words**

Task Three 7th grade RST –Released IAR

RST = Research Simulation Task

Today, you will research animal migration. First, you will read a passage that discusses animal migration in general. Next, you will read an article about butterfly migration. Finally, you will watch a video about tracking hawk migration. As you review these sources, you will gather information about the connection between various features of animal migration in order to write an essay. Write an essay that analyzes how each source presents information about animal migration in a different way. Make sure to use evidence from all three sources in your response.

TASK Three

- 1. What words should be taught from the paragraph above?
Choose 4 academic words.**
- 2. What do students need to know in order to understand this question on the IAR test?**

Answer these questions, please.

Tier Two Words from Science (by grade level)

Notice the grade levels

1. hypothesize
2. explain
3. observe
4. opposites
5. classify
6. categorize
7. materials
8. discover
9. measure
10. form
11. decide
12. record
13. examine
14. describe
15. investigate
16. direction
17. question
18. repeat
19. search
20. evaluate
21. conclude
22. calculate
23. analyze
24. demonstrate
25. evidence
26. justify
27. develop
28. predict
29. orbit
30. revolve
31. primary
32. recognize
33. represent

k&1

2

3

34. simplify
35. separate
36. essential
37. estimate
38. adaptation
39. cause
40. confirm
41. effect
42. effective
43. eliminate
44. influence
45. establish
46. accurate
47. consistent
48. expansion
49. vertical
50. dimension
51. artifact
52. chronology
53. congruent
54. consequence
55. advance
56. manipulate
57. abstraction
58. tentative
59. solution
60. frequency
61. delineate
62. inconclusive
63. infer
64. succession
65. deduce
66. significant

4

5

6

These words cross contents but are used in Science, Math, Literature etc.,

Recent Studies on Vocabulary suggest

“that only **6% of time is spent on systematic and explicit teaching of vocabulary** in classrooms and of that time, the instruction was mentioning the words and assigning them rather than teaching them. (Scott, Jamieson-Noel, and Asselin 2003)

“Walsh 2003 and Dunn, Bonner, and Huskees 2007 found that after **systematically teaching with direct instruction of vocabulary, scores increased 30 percentile points in comprehension.**

The studies also found...

- ❑ **Direct instructional approaches** of teaching vocabulary increased vocabulary and comprehension scores. (Kamil 2004)
- ❑ **Systematic vocabulary instruction means that each teacher at each grade level builds on the one before.** This means each child is exposed to the same words so that when they move from grade to grade the words are reviewed with new words always being introduced.
- ❑ **Content area terms should be selected carefully and apply word learning strategies** that engender interest in using the words to communicate. (Bloachowicz & Fisher, 2000)
- ❑ **Multiple exposures** to words can occur if teachers are collaborating and talking. (Kamul 2004)

What is direct instruction or explicit instruction?

Direct instruction is a teacher-centered instructional approach that is most effective for teaching basic or isolated skills (Kroesbergen & Van Luit, 2003). It can be a scripted program that is very systematic with a step-by-step format requiring student mastery at each step. It is generally fast-paced instruction and often used with a small group of students. Students respond to instruction and receive immediate feedback. Direct instruction also includes **continuous modeling by teachers, followed by more limited teacher involvement and then fading teacher involvement as students begin to master the material** (Maccini & Gagnon, 2000).

Explicit Instruction is:

I DO, WE DO, TWO DO, and YOU DO.

I DO

- Start with explicit modeling, including showing students what is going on inside your head as you are completing the strategy (what you are thinking, wondering, etc)

WE DO

- The teacher is still engaged in the process, but complete the strategy together as a whole group and guiding the class in their attempts into successful methods

TWO DO

- The teacher backs away and students work with classmates to collaborate on the task, consolidate learning, look to peers for clarification, and completing the process in small group –**This is when the teacher formatively assesses if students are ready to go on to the YOU DO process.**

YOU DO

- Allow them to practice independently, and discuss/share results. This step allows you to decide if more guided practice is needed or if they are ready to use the strategy independently in assignments

IF YOU LEAVE ONE OF THESE STEPS OUT OF YOUR INSTRUCTION, IT WILL SHOW WHEN STUDENTS TRY TO MASTER STANDARDS.

Why are so many words called so many different things?

Is it important to have a common vocabulary used among classrooms?

Look at the next slides.....

THE LANGUAGE OF WORDS Word Recognition, Sinatra 2003

<i>PHRASE EDUCATORS CALL CERTAIN WORDS</i>	<i>GENERAL MEANING OF THESE WORDS</i>
Familiar words-Basic Words TIER ONE	Known and understood –school, home, mom, dad, church, day, night etc.,
Sight words	Frequently used and students learn these first
High Frequency Words	You can sound them out-sat, bat, hi, me, I
Function words	Articles, prepositions, and conjunctions are some
Content words-TIER THREE	Name things, actions, and qualities, nouns etc
<u>What do we call these words in our district?</u>	

Reader's Sight Word	Recognized immediately as familiar 84% of what we read are sight words, high frequency words, and basic words.
Word Analysis, word attack, word identification, breaking the code	Terms to describe the process of figuring out unfamiliar words
New Reading Words	Words that can be learned with one or two repetitions because of word family connection-word recognition
Vocabulary Words	Unfamiliar words-these words can be learned through reading even though the words may not be pronounced correctly
Concept Words-TIER TWO	Powerful words that categorize themselves in a child's lexicon system. The words open up a way of telling about what happens-Migration does not just mean "move" it means animals and people have to find food etc., for survival.
Content-based words	Words that can be figured out by content

Task FOUR –Reflection

What happens when Kindergarten calls nouns NAMING WORDS and First Grade calls them nouns?

What if in Elementary School themes are created around ADJECTIVES AND ADVERBS, but they don't call them Adjectives and Adverbs.

In your opinion-HOW IMPORTANT IS IT TO HAVE COMMON VOCABULARY WORDS ACROSS GRADE LEVELS?

Jim Burke says it best....

“A thorough survey of various textbooks, assignments, content area standards, and examinations yields the following list of words. You cannot expect to succeed on assignments if you do not understand the directions. The words fall into several categories, which are not identified on this sheet:

nouns (e.g., What you read or create);

verbs (e.g., What the assignment asks you to do);

adjectives (e.g., specific details about what you must do);

adverbs, which provide very important information about how to do the assignment.”

Academic Vocabulary

Marzano's Academic Vocabulary

- What words do we teach?
- What grade level needs to introduce the words, practice the words, master the words, and review the words?
- <http://www.opsu.edu/www/education/BuildAcademicVoc.pdf> **Look at this document. Then look at the lists they provide.**
- <https://sde.ok.gov/building-academic-vocabulary>

This website has lists of words for each content area.

What academic words do you see?

These are words from questions on the IAR Test .

3rd Gr.

As it is used	Titled	Statement supports	Actions of characters
Events of a story	Essay	Shown through details	Affect
Detail	Phrase	Plot	Lessons
Responds	Central message		

4th Gr.

Phrase	Supporting evidence	Column	Statement	Summarizes
Speaker's thoughts	Different structures	Structural elements	Setting	Rhyme
Dialogue	Rhythm	Stanza	Descriptions	Theme
Communicate ideas	Main idea			

5th gr.

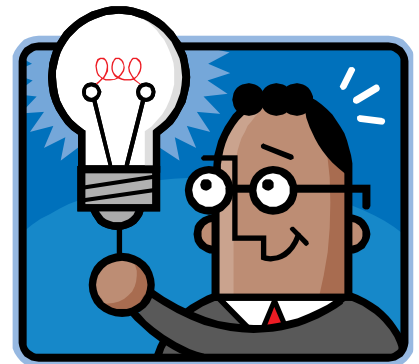
Research	Analyze a passage	Influence of the	Narrator's point of view	Contribute
Theme	Compare	Quotation	Retelling	From another point of view
Diagram	Cause	Effect	Response	Overall structure
Point of view	Event sequence	Create a summary		

TASK Five—

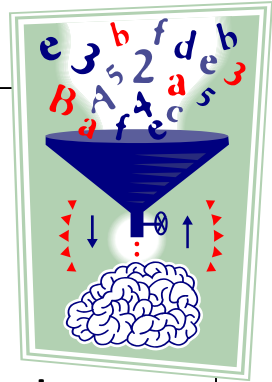
1. So what do you think? How do we know that by 5th grade all students have mastered what the test writer is asking them to do by using these words?
2. What is the vocabulary being used in the standards?
3. How can grade band teachers know what to teach?

Intentional Teaching of Academic Vocabulary

- Structure academic conversations by providing sentence starters:
 - I predict _____ because _____.
 - My analysis of the theme in the two readings is _____.
- Encourage students to use “smart” words:
 - *accurate* instead of good
 - *hypothesize* instead of guess
 - *illustrate* instead of draw
 - *comment* instead of tell
 - *seek* instead of find



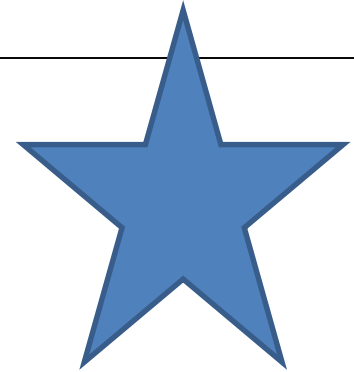
Reader and task considerations



- Cognitive capabilities
 - Attention, memory, critical analytic abilities
 - Motivation and engagement with task
 - Purpose, interest in the content, confidence as a reader
 - **Prior knowledge and/or experience**
 - **Vocabulary, domain and topic, comprehension strategies, linguistic structures, discourse styles, genres**
 - Reader's purpose and intended outcome
 - Type of reading
 - Skimming to get the gist, studying for retention
- More in Appendix A, Common Core State Standards in ELA & Literacy*

Word Learning Strategies

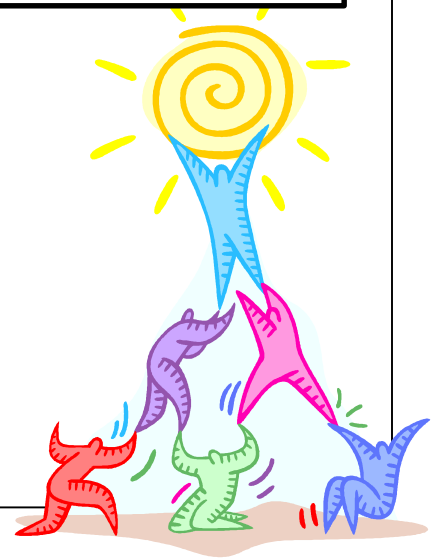
- Using context clues
- Utilizing morphemic analysis
- Teaching the word families
- Teaching cognate awareness
- Fostering word consciousness
- Exposing students to vocabulary multiple times and in various manners



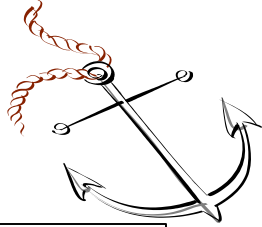
Instructional Supports

- **Identifying similarities/differences**
- **Summarizing and note-taking**
- Reinforcing effort & providing recognition
- Homework Practice
- **Nonlinguistic representations**
- Cooperative learning
- **Setting objectives and providing feedback**
- **Generating hypothesis and testing it**
- Questions, Cues, Advanced organizers
- Specific types of knowledge
- Vocabulary
- Details
- Organizing Ideas
- Skills and Processes

The bolded bullets have high effect sizes on learning and memory



Have an academic word wall



This word wall could hold all the vocabulary words that you teach in content areas.

It could be by content, alphabetical, or by noun, verb, adjective, or adverb.

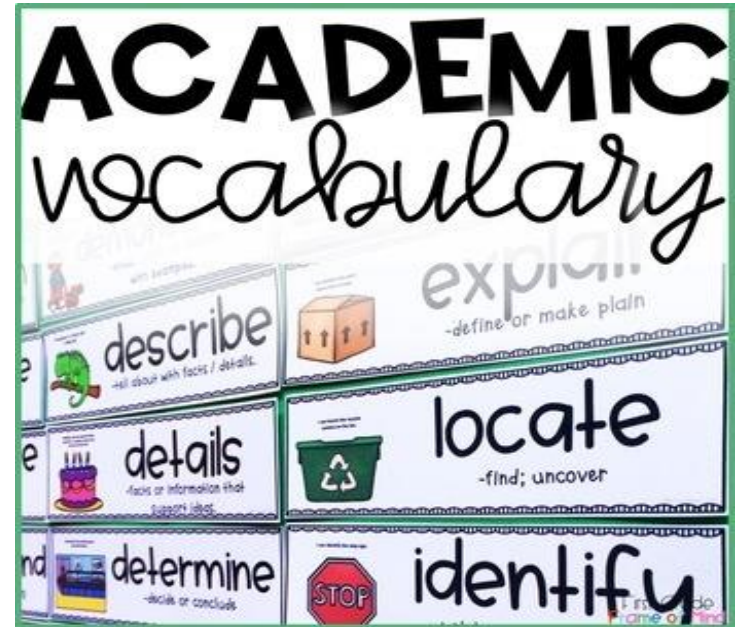
Could be put on chart paper that could be portable.

These word walls lend themselves to conversations about words and students use them as anchors as they learn.

After teaching the lessons where students learn and gain practice with the words, what do you do?

- **It's important to integrate academic language into your daily classroom practice.**
- **Use the words in your objectives for other lessons, use the words in classroom discussions, and ask students to use them in their writing across disciplines.**
- **Use academic words in the questions you ask students.**
- **Use academic language tickets to have students practice the words after lessons have been taught.**
 - **as morning work, or as independent practice. Just because you teach the lesson, doesn't mean you or your students are done with the word.**
- **It's important to continue the practice throughout the year.**

Academic Words -Across Contents



POWER

ANALYZE

- Break A part

COMPARE

- all the ways they are Alike

CONTRAST

- all the ways they are different

DESCRIBE

- tell all About

EXPLAIN

- tell how

EVALUATE

- Judge

WORDS:

FORMULATE

- Create

INFER

- Read between the lines

PREDICT

- What will happen Next?

SUMMARIZE

- Tell me the Short version

SUPPORT

- Back it Up with details

TRACE

- Outline

Antonio Rivera © 2014

THE A-LIST: Essential Academic Words

Created by Jim Burke

1	Analyze break down • deconstruct • examine	break something down methodically into its parts to understand how it is made, what it is, how it works; look at something critically in order to grasp its essence
2	Argue claim • persuade • propose	provide reasons or evidence in order to support or oppose something; persuade another by reason or evidence; contend or maintain that something is true
3	Compare/Contrast delineate • differentiate • distinguish	identify similarities or differences between two or more items in order to understand how they are alike, equal, or analogous to each other
4	Describe illustrate • report • represent	report what one observes or does in order to capture and convey to others a process, impression, or a sequence of events in a narrative
5	Determine establish • identify • resolve	consider all possible options, perspectives, results, or answers in order to arrive at a decision; provide guidance by establishing what is most important or relevant
6	Develop formulate • generate • elaborate	improve the quality or substance of; extend or elaborate upon an idea in order to give it greater form; add more complexity or strength to an idea, position, or process
7	Evaluate assess • figure out • gauge	determine the value, amount, importance, or effectiveness of something in order to understand if it matters or means something
8	Explain clarify • demonstrate • discuss	provide reasons for what happened or for one's actions in order to clarify, justify, or define those events, actions, causes or effects
9	Imagine anticipate • hypothesize • predict	form a picture of in one's mind; speculate or predict what might happen under certain conditions; envision a range of possible outcomes, obstacles, or opportunities
10	Integrate combine • incorporate • synthesize	make whole by combining the different parts into one; join or make something part of a larger unit; synthesize many disparate parts into one form
11	Interpret conclude • infer • translate	draw from a text, data set, information or artwork some meaning or significance; make inferences or draw conclusions about what an act, text, or event means
12	Organize arrange • classify • form	arrange or put in order according to some guiding principle; impose coherence, order, structure, or function according to type, traits, or other quality
13	Summarize outline • paraphrase • report	retell the essential details of what happened, what someone did or said, in order to better understand and remember it; outline key details in accessible language
14	Support cite • justify • maintain	offer evidence, examples, details, or data in order to illustrate or bolster your claim or conclusion; cite those sources of information that justify your position
15	Transform alter • change • convert	change in form, function, or nature in order to reveal or emphasize something; convert data from one form into another; alter something through a process

Task Six What do you think?



Tell me what you think:

- 1. What do you already have in place that is explicit and systematic for academic vocabulary across grade bands?**
- 2. Do you know what words students have been taught, practiced, and mastered at the K-8 grades? Why or Why not?**
- 3. How important is academic vocabulary instruction for all educational mastery?
Meaning: Is this necessary to make sure it happens in your school?**

Common Core Vocabulary

Standards

L.CCR.4:
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.CCR.5:
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

How do you make the connection?

L.CCR.6:
Acquire and use accurately a range of general **academic and domain specific words and phrases** **sufficient for reading, writing, speaking, and listening at the college and career readiness level;** demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

When teaching a new word....

- Use **dual coding** (verbal associations and visual imagery.)
- Have students **give a definition or description of the major features** of a word.
- Make sure they **include the images** because this has an effect size of 1.15 for retaining the words.
- Selected subject areas should be targeted to **direct instruct on identifying the words needed to be known** by a student. This has an effect size of .97 if they are directly taught even over years.
- **Multiple exposures** to words over time in different contents will ensure retention.
- Students use their **own word curiosity to find words in their own reading that they would like to know more about.** Students should **interact with another student about the words** and do some talking about them and finding out more about them. **Common core demands collaboration.**

6-Types of External Context Clues

1. Definition or explanation clue

The periphery or outer region, of the river was littered with container trash from the nearby factories.

2. Example clue

Like road banks along an interstate highway, the periphery of the river was littered with container trash from the nearby factories.

3. Restatement or synonym clue

The periphery or bank of the river was littered with container trash from the nearby factories.

4. Contrast or antonym clue

The periphery of the river, unlike the water that flowed within its banks, was littered with container trash from the nearby factories.

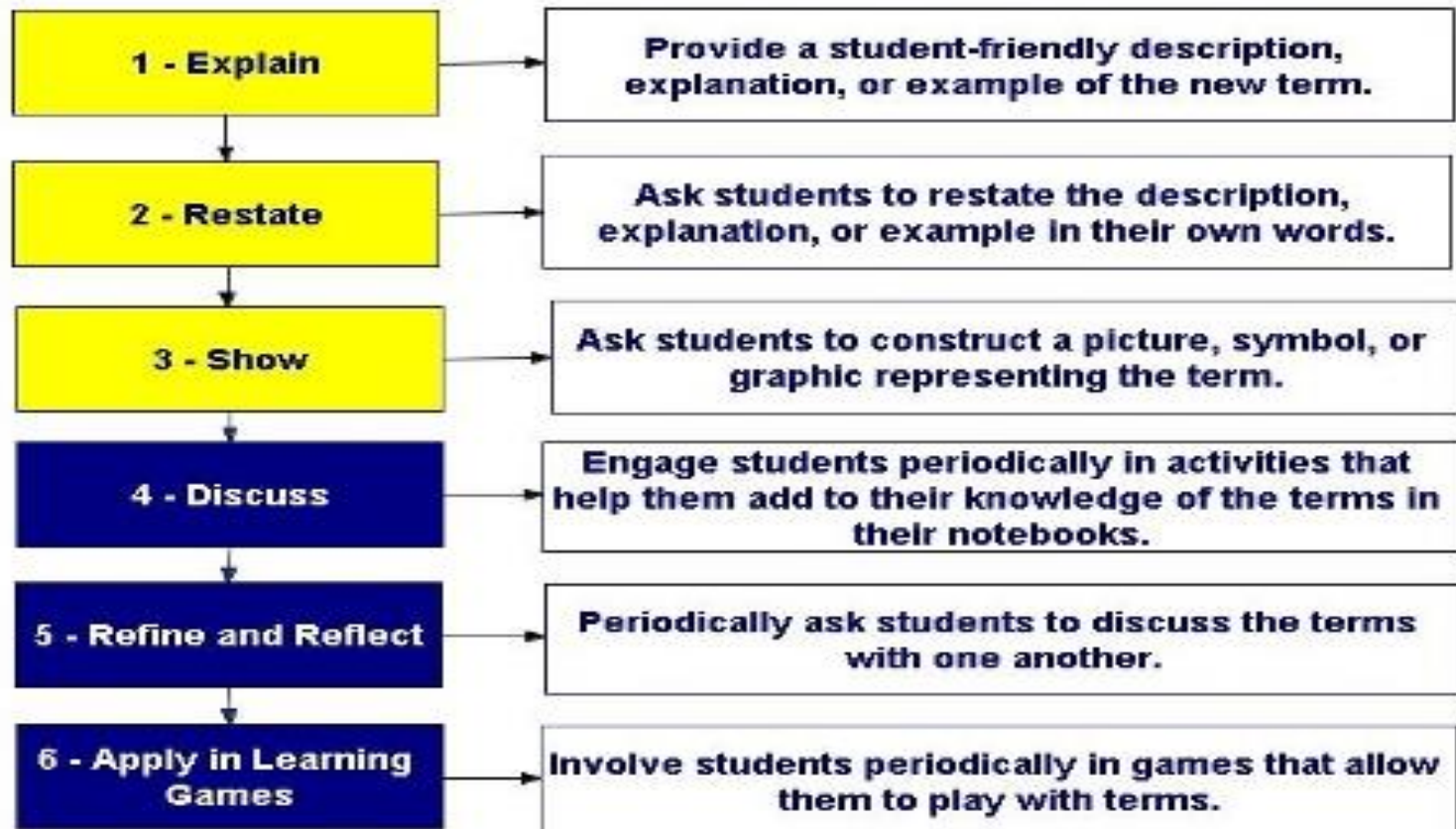
5. Inference through general context clue

The periphery of the river was littered with container trash from the nearby factories while the fast moving water appeared clear of debris.

6. Punctuation and syntax clues: word order, dashes, quotations, parenthesis

The periphery—the perimeter—of the river was littered with container trash from the nearby factories.

Marzano Six-Step Process for Teaching Vocabulary



Six Step Process for Building Academic Vocabulary

1. Give a description, explanation, or example of the new term.

- ☐ Determine what the learner already knows about the term
- ☐ Have learners share what they know as you monitor for misconceptions
- ☐ Use this knowledge as a foundation for more learning-
DON'T BE REDUNDANT
- ☐ Utilize examples, descriptions, but NO DEFINITIONS.
Defining terms is not a recommended way of learning a word
- ☐ Point out grammar of the word-Proper Noun, Noun, Adjective, Verb etc.,

Step 2

Ask the learner **to give a description, explanation, or example of the new term in her/her own words.**

- ☐ Do not copy from others-use your own words
- ☐ Scaffold them if any confusion of the word exists
- ☐ Provide more descriptions and examples if they are having difficulty
 - ☐ You might have students record these in their **Academic Notebook Worksheet**. These notebooks travel with the students from grade level to grade level of terms mastered.

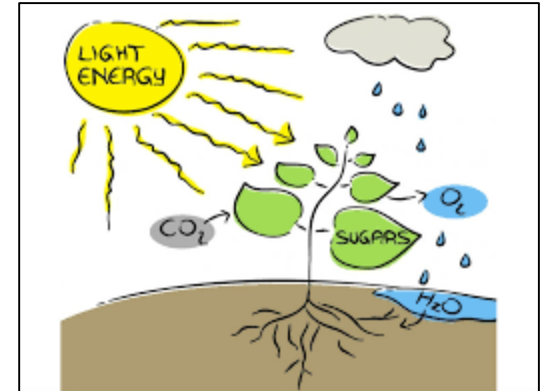
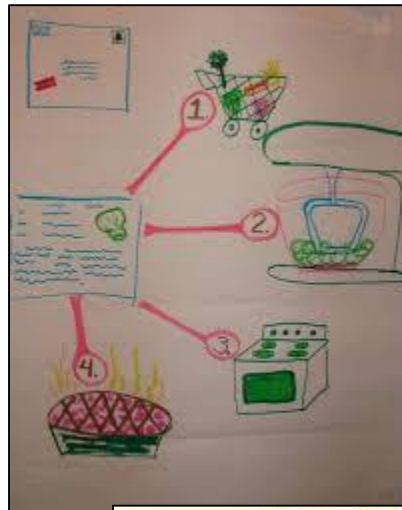
Step 3

Ask the learner to **draw a picture, symbol, or locate a graphic to represent the new term**

- ☐ Provide a nonlinguistic method of vocabulary mastery
 - ❖ **Nonlinguistic Representation high effect size .67 in vocabulary research (Hattie,2009)**
- ☐ Have examples of others' drawings or allow students to work in teams to help those who can't draw
- ☐ Use graphics from magazines or internet
- ☐ Teach speed drawing
- ☐ Ask them to share their work
- ☐ Use symbols, graphics, drawing the term itself, cartoons are all acceptable

http://www.waterbury.k12.ct.us/userfiles/-4/my%20files/nr_activities.pdf?id=533026 article on Neurolinguistic Representations. This is a good site.

Examples of Nonlinguistic Representation



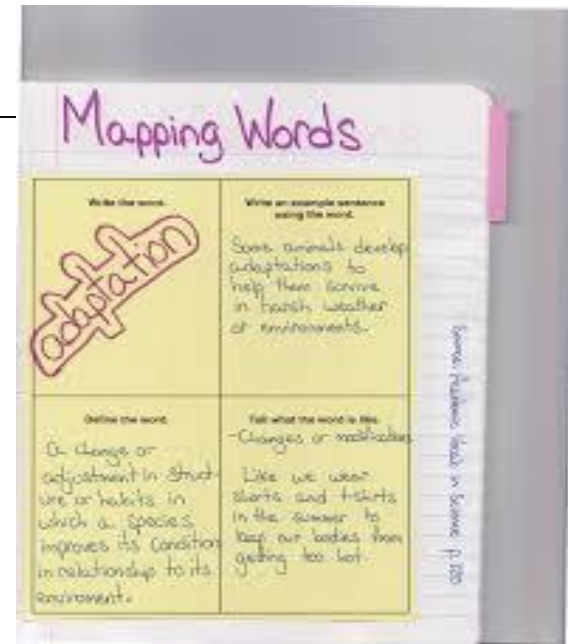
CIRCLE MAP & CARICATURE



Step 4

Participation in their Academic Vocabulary Notebooks helps them with more knowledge of words

- ❑ Use their own words
- ❑ Give them the sheet to work on
- ❑ Identify PREFIXES, SUFFIXES, ANTONYMS, SYNONYMS, RELATED WORDS as “new information” on the sheet



Step 5

Discuss the words with other learners

☐ Think Pair Share

☐ Triad share

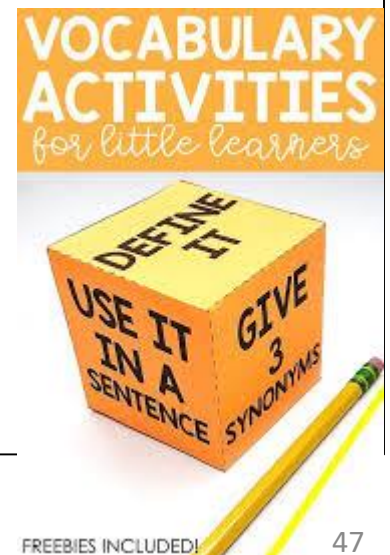
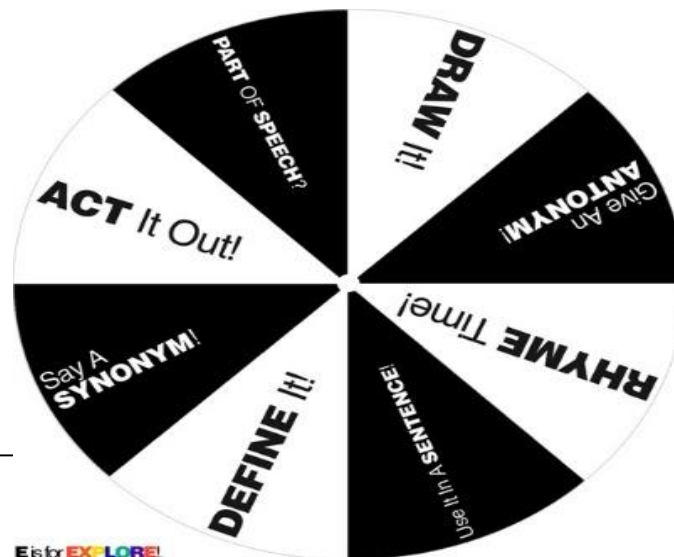
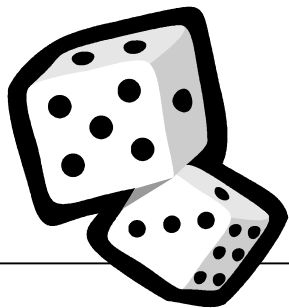
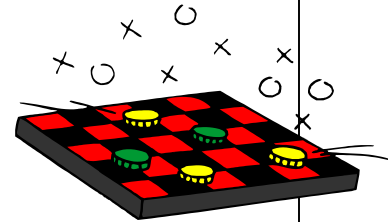
☐ Group share

- **The brain has to talk about what is being learned or the information will never make it to the working memory. We are social beings and talking helps our brain categorize, remember, and make things more explicit.**

Step 6

Games are available and should be used by the students to review and retain.

- [*Balderdash*](#), [*Taboo*](#), [*Scrabble*](#), [*Blurt*](#), [*Bananagrams*](#)
- <http://www.scholastic.com/wordgirl/synonymtoast.htm>



VOCAB TWISTER

GLACIER

TSUNAMI

ATOM

ION

KINETIC
THEORY

MEIOSIS

SOLAR
FLARES

CATYLS

Vocabulary Twister DIRECTIONS:

Use adhesive velcro to connect a vocabulary word to each color circle. As you read a definition players (Two teams (3-4 per team)) put a hand or foot on the proper word.

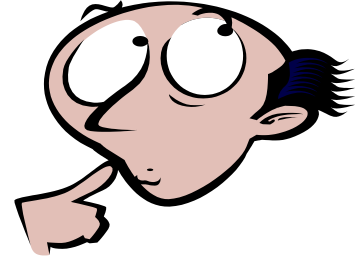
The Twister Game can be made from coloring circles with permanent markers on a plastic shower curtain.

VOCAB TWISTER

Landsdown Method-Activity

1. Fold a piece of paper 8 by 11 paper HB style.
2. Draw the word on side one.
3. Put a synonym for the word on side two.
4. Write a sentence with the synonym on side three
5. Put word on the back side.

Landsdown 2



- ☐ Partners show the picture of the word first and they guess the meaning of the word.
- ☐ If they can't guess, they show them the synonym
- ☐ If they still can't guess, show them the sentence with the synonym in it.
- ☐ If they still are clueless, show them the word.
- ☐ You can keep score by how many guesses they needed to get the word.
- ☐ Then keep all of these so they can practice and review them.

Landsdown Card Example

Side one



Side two

fairness

Side three

The fairness of the court system is supposed to find the truth.

Side four

Justice

Academic Word



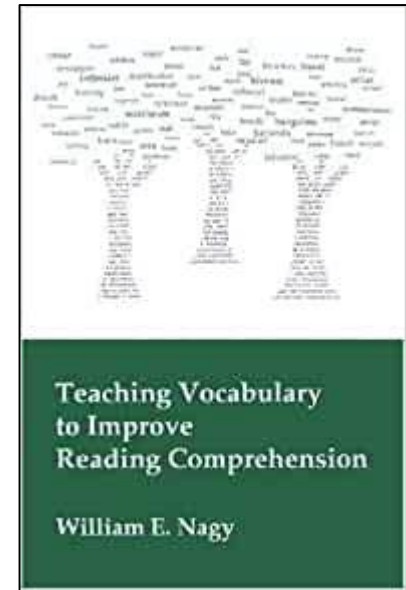
Proof

The proof of the incident only makes the suspect more guilty.

EVIDENCE

Nagy suggests this type of instruction

1. Integrates words with other knowledge: **Knowledge consists of sets of relationships and new information must be linked to what we already know.**
2. Put the word up and let the students talk or discuss what they already know.
TEACHER MUST PLAN FOR THIS.....
 - ❖ Teacher must be **ready to scaffold with questions and clues**
 - ❖ Teacher can **think aloud about their connections**
 - ❖ This **activates prior knowledge**, teacher can **assess students' knowledge of the word**, and the **discussion enriches all the students' background knowledge** connected to the new word.
 - ❖ **Talk about a word without mentioning the word itself. See if students can think of synonyms for the word.**



Vocabulary Instruction is most important for struggling readers because we have so many different vocabularies in our lives.

- Listening vocabulary
- Thinking vocabulary
- Speaking Vocabulary
- Reading Vocabulary
- Writing Vocabulary

- **Free morphemes** are single, standing words containing its own meaning (script)
- **Bound morpheme** is another morpheme attached to the free morpheme to contribute to additional meaning. (prescription)
- **Inflections** does not change the basic category of the root word (boy to boys)
- A **derivation** can alter word meaning when a affix is added to a free morpheme (state to statement)
- **Compounding** can be complex with words that are hyphenated, two words together, or word and morpheme joining (portfolio-port means to carry and folio is a sheet of paper)

VALUABLE INFO

The most used prefixes you should teach are:

- ❑ Un- (782 words with this prefix)
- ❑ re- (401 words with this prefix)
- ❑ in- (313 words with this prefix)
- ❑ Pre- is one that you should include
- ❑ -Im, -Ir, -Il will be helpful to know.

When do we introduce, practice, and master these?

Students need to be taught how to

- ☐ Derive contextual analysis
- ☐ Manipulate words through group activities
- ☐ Use morphemic analysis, awareness of multiple meaning words, derivations and origins
- ☐ Figure out meanings from roots and affixes
- ☐ Approach an unknown word
- ☐ Use the dictionary and know that this is not going to always give you the meaning of a word
- ☐ Use a thesaurus and synonyms through technology.

Task Seven- What can you do?

- Start by having all teachers come up with a list of words that are on the tests they give and words they have seen on IAR?
- Then by grade bands PreK-1, 2-3, 4-6, 7-8, HS
- Decide what words are necessary to teach explicitly and use in preparing of their lessons and tests.
- Then set up an explicit, systematic way of doing this. When will they be introduced, practiced, mastered, and reviewed?

Look at this website and pick 3 things that you could use in your classroom with vocabulary instruction.

- <https://www.heinemann.com/shared/studyGuides/E02612/studyGuide.pdf> this can guide you.

Last Task Eight

Many ideas have been presented here.

Choose something in this training that you would like to try in your classroom. Tell me about it and why you want to try it.

Choose one idea that you believe to be the best for your school to incorporate? Tell me about it and how you could present this to your staff when school returns.

Thank you for participating

Words have power.

Words are interpreted uniquely.

How teachers approach vocabulary is very crucial for comprehension.

Words Matter.

My hope is that you learned at least one thing you can use in your classroom.

