

Creating Word Conscious Classrooms Through Intentional, Incidental & Independent Vocabulary Instruction

presented by

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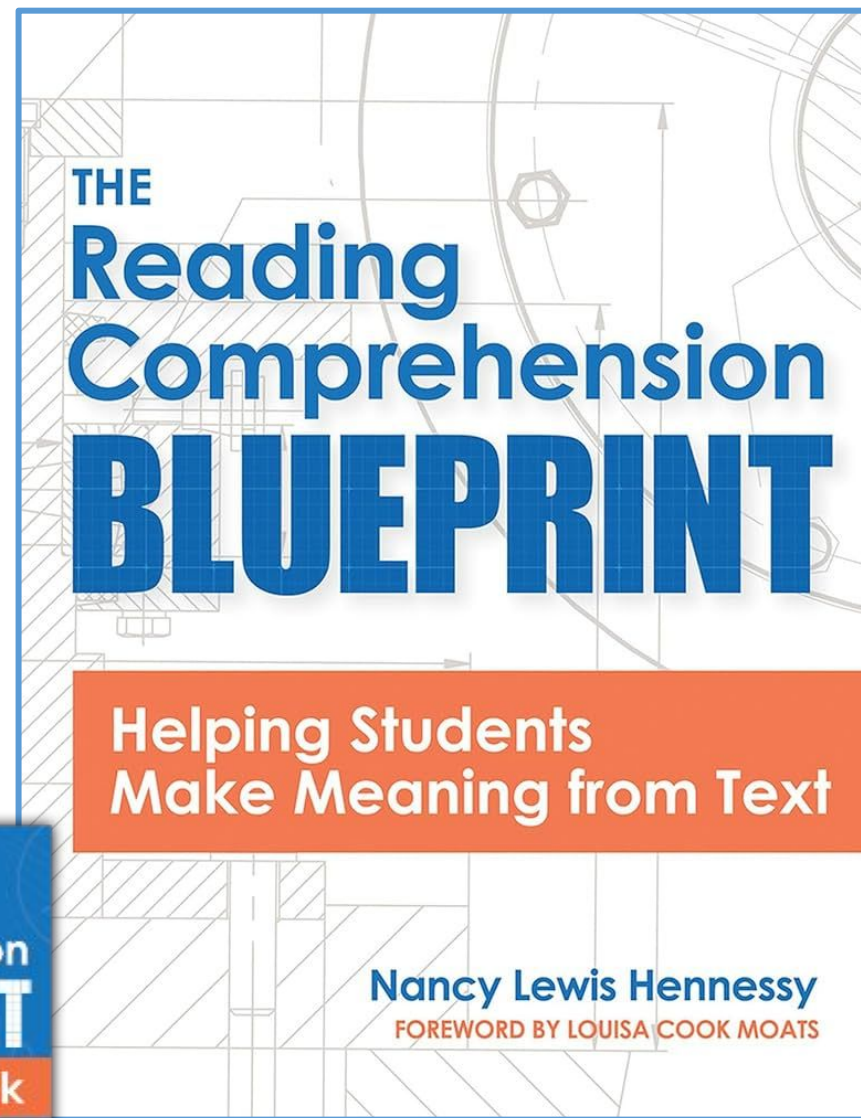
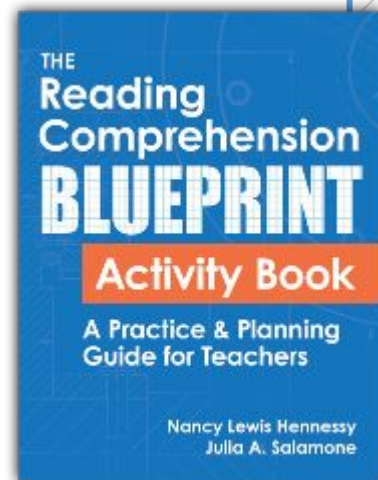
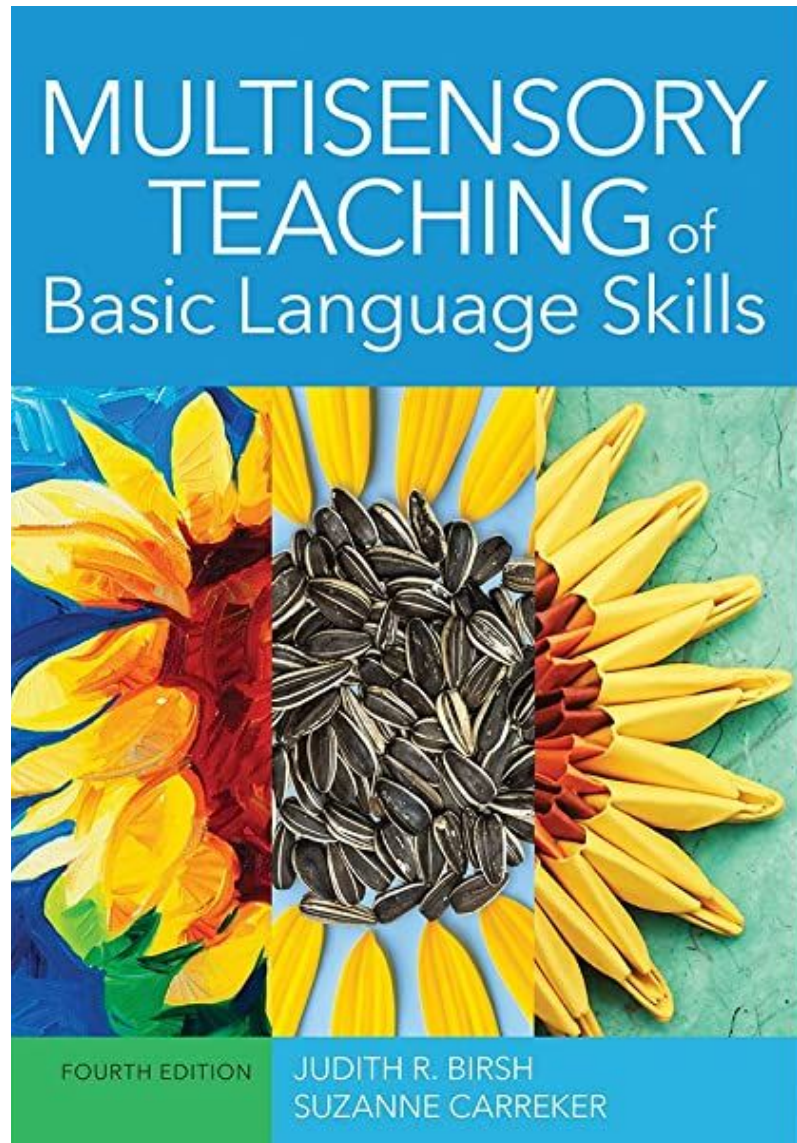
Outcomes

- 1** | Understand how the role of vocabulary supports reading comprehension
- 2** | Acquire a knowledge of factors that inform the design and delivery of effective vocabulary instruction
- 3** | Identify practices that support intentional and incidental learning instruction



We are *verbivores*, a species that lives on words, and the meaning and use of language are bound to be among the major things we ponder, share and dispute.

~Pinker (2007, p24)





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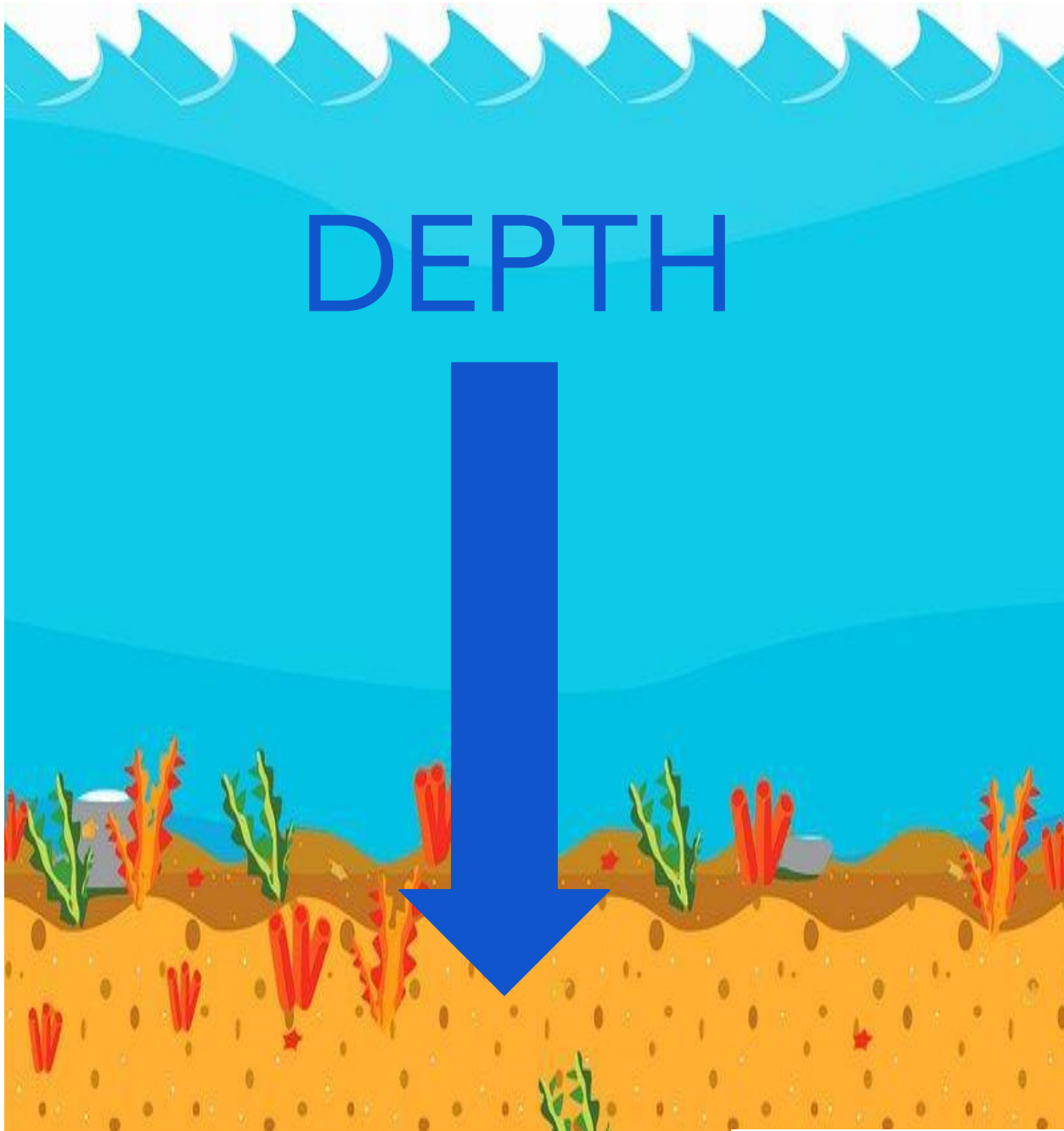
Demonstration

The snables tramped the mengs to the dwip. The dwip dropped. The mengs clambled a sib boogle. The snables gicked and gicked.

1. What did the **snables** do to the **mengs**?
2. What happened to the **dwip**?
3. What kind of **boogle** did the **mengs clamb**?
4. What did the **snables** eventually do?



5 Factors that
Inform How to
Design and Deliver
Effective Instruction



FLUENCY



BREADTH



1



DOG

DOG

DOG

DOG

2



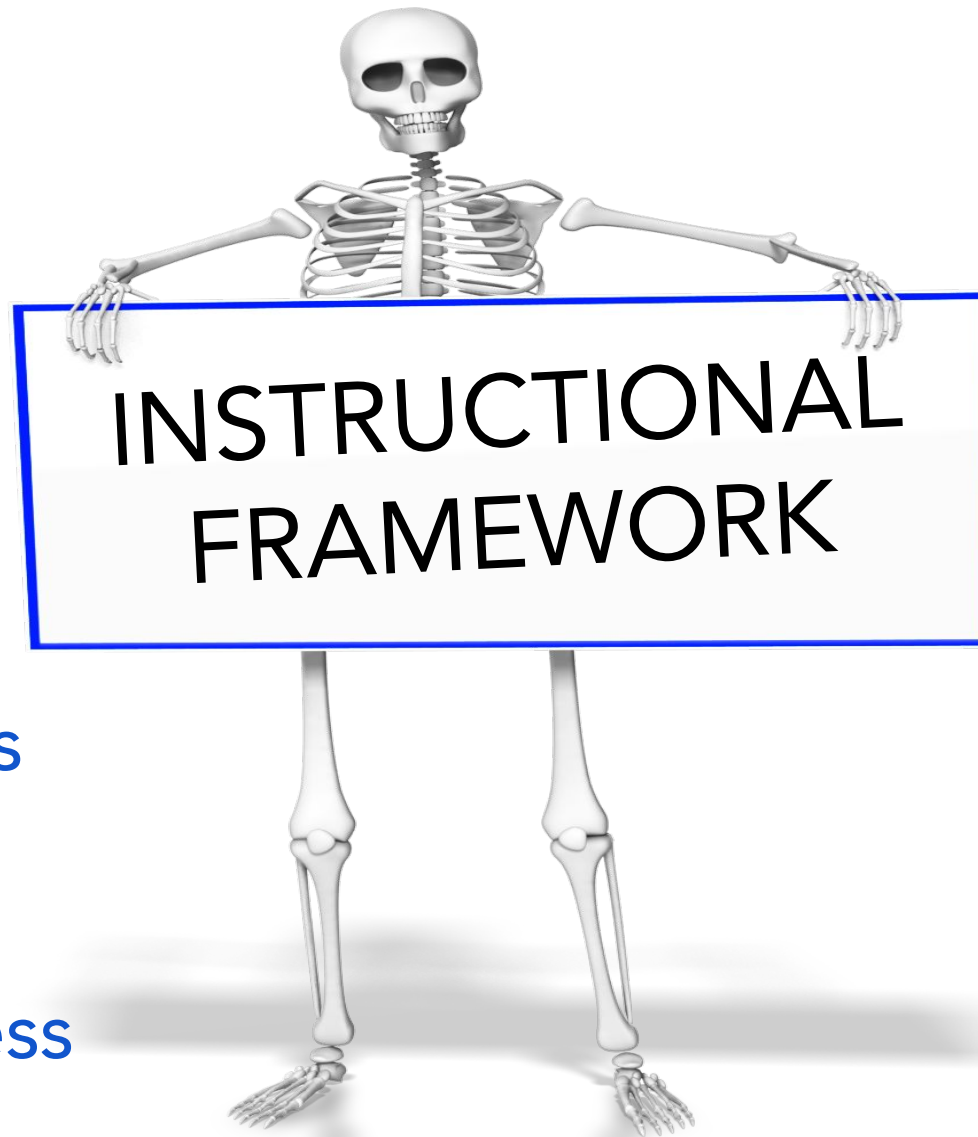
GOALS OF INSTRUCTION

3

rich/ varied
language
experiences

teach individual
words and word
learning strategies

foster
word-consciousness



explicit instruction

use cognitive/
metacognitive
strategies

incorporate
questioning

opportunities to
practice with
feedback

4

1

How many words can a teacher target for *Explicit Instruction*?

☐ 10- 15 words per week

☐ 300-400 words per year

2 How many words are in our students' mental dictionaries by the time they are a high school graduate?

- 40,000-50,000 word meanings

Creating Word Conscious Classrooms

Intentional Instruction

Direct, explicit teaching of individual words

Incidental On-Purpose Instruction

Intentionally creating language rich environments where students are immersed in words through reading, writing, speaking, and listening

Independent

Directly teaching independent word learning strategies

5

Creating Word Conscious Classrooms

Intentional Instruction

Direct, explicit teaching of individual words

5

Intentional Instruction

- ★ Choosing Words
 - *tiers of vocabulary*
- ★ Principles of Vocabulary Instruction
 - *definition/ context, engagement, exposures*
- ★ Instructional Routines
 - *simple and complex routines*
- ★ Use the Words
 - *opportunities to use words, connections, relations*
- ★ Create Representations
 - *visual representations*

Choosing Words

Tier 1	Tier 2	Tier 3
common basic words used everyday	sophisticated words high utility can be used across domains	narrow, content/ domain specific

Usefulness and Importance	Understanding	Growth
Does the word provide accessibility to the text? Is it general purpose word that will be encountered in other academic texts? Does the word have enduring importance?	Is the word critical to understanding varied levels of text?	Does the word support growing/ generating learning of other words? <ul style="list-style-type: none"> • Morphological family • Demantic relatives • Multiple meanings

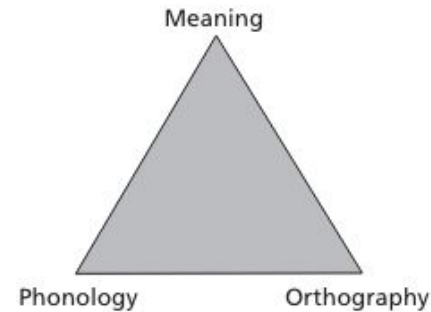
Principles of Instruction

Definition and Contextual information about targeted words	Opportunity for Engagement in deep processing of word-generating information that connects to known information	Multiple exposure to targeted words both expressively and receptively
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Instructional Routines

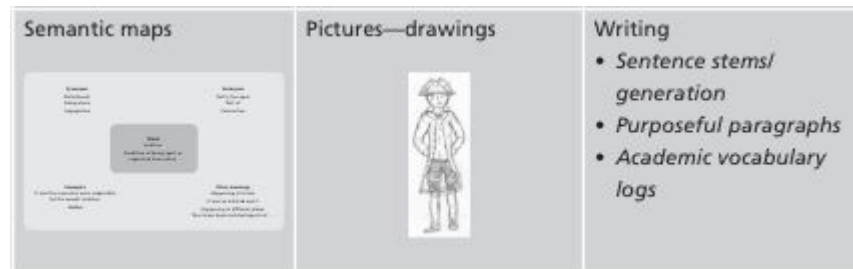
Simple Vocabulary Routine

- *Listen (teacher says the target word, discusses structure).*
- *Repeat (students echo the word).*
- *Define (teacher explains in everyday language).*
- *Use (teacher provides an example, students provide an example).*
- *See, say, write (teacher writes the word, students say and write the word, discuss structure/parts of speech).*



Processing and Practice Activities

<i>Connections</i>	<i>Representations</i>	<i>Use</i>
<ul style="list-style-type: none"> <input type="checkbox"/> semantic maps <input type="checkbox"/> scaling <input type="checkbox"/> concept maps <input type="checkbox"/> semantic feature analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> visuals/ pictures <input type="checkbox"/> word walls <input type="checkbox"/> gestures/ movement 	<ul style="list-style-type: none"> <input type="checkbox"/> questions <input type="checkbox"/> writing prompts <input type="checkbox"/> conversation prompts



INclusive Practices

English Learners and Students with Disabilities

- ❑ include relationships to cognates for tier 2 words
- ❑ additional scaffolding when creating semantic maps
- ❑ create sentence stems, word banks
- ❑ include gestures
- ❑ combination of modalities

Creating Word Conscious Classrooms

Incidental On-Purpose Instruction

Intentionally creating language rich environments where students are immersed in words through reading, writing, speaking, and listening

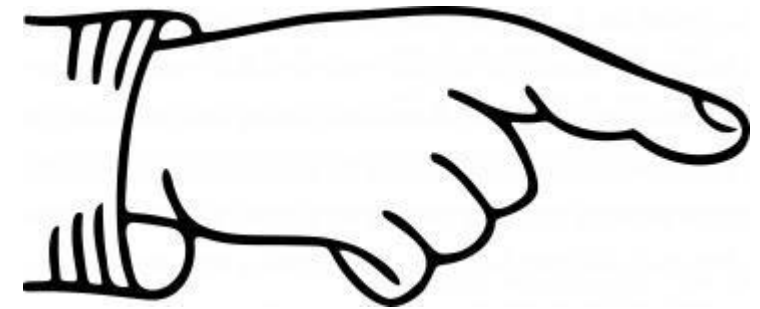
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Incidental On-Purpose

- ★ Point of Contact Teaching
 - *“just in time”, substitutions, synonyms*
- ★ Teacher-Student Talk
 - *rich oral language, academic, Socratic Circles*
- ★ Wide Reading (Shared, Independent)
 - *structured independent*

Point of Contact Teaching

- ❑ *“just in time”, substitutions, synonyms*
- ❑ *intentional word choice*
- ❑ *should not interrupt the flow of reading*
- ❑ *limited number of words per page*
- ❑ *student or teacher led*

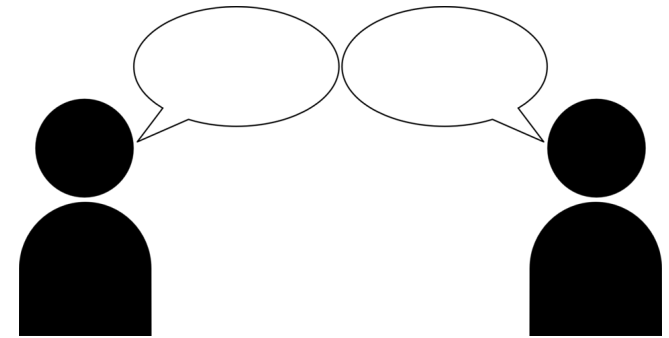


Teacher-Student Talk

- ❑ *Rich oral language- quality over quantity*
- ❑ *Academic Conversations or Socratic Circles*

Core discussion skills:

- *elaborate & clarify*
- *support ideas with examples*
- *build on and challenge partner's idea*
- *paraphrase and synthesize*



Wide Reading

Shared and Independent

- ❑ *academic text-more unique words*
- ❑ *independent reading powerful predictor of student vocabulary and background knowledge*
- ❑ *Readers in K-6 learn more words by listening to read alouds, and it facilitates the understanding of complex text (Carlisle and Katz, 2005)*



Wide Reading *Shared*

Purposeful planning matters- Guidelines (Kindle, 2009)

- *identify words for incidental on-purpose instruction*
- *identify appropriate strategies (synonym, gestures, question, etc)*
- *Infuse the words in the classroom*



Wide Reading *Independent*

Purposeful planning matters- Guidelines (Kindle, 2009)

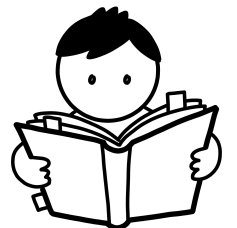
- *book choice plays a role in vocabulary acquisition*
- *independent reading should be active*

General Questions:






Identify at least one new word you learned.

Identify what you think the author wanted you to learn.

Identify why this reading is important.



AN INSTRUCTIONAL ROAD MAP FOR VOCABULARY

Word choice	Definition	Connect—semantic relationships	Represent—visuals	Use—speaking and writing				
Guidelines <i>Usefulness</i> <i>Growth</i> <i>Understanding</i>	Word maps <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <i>Word</i> <i>Category</i> <i>Features</i> <i>Examples</i> </div>	Semantic maps 	Pictures—drawings 	Writing <ul style="list-style-type: none"> • <i>Sentence stems/ generation</i> • <i>Purposeful paragraphs</i> • <i>Academic vocabulary logs</i> 				
Lists <ul style="list-style-type: none"> • <i>Academic vocabulary lists (Coxhead, 2004)</i> • <i>Words worth teaching (Biemiller, 2010)</i> • <i>Middle school vocabulary lists (Greene & Coxhead, 2015)</i> 	Four Square <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">In your words</td> <td style="width: 50%;">Just the facts</td> </tr> <tr> <td>Paint a picture</td> <td>Could be related but</td> </tr> </table>	In your words	Just the facts	Paint a picture	Could be related but	Scaling <div style="text-align: center;">  <i>good bad</i> </div>	Vocabulary videos http://www.vocabahead.com	Using your words: Examples, questions, connections <ul style="list-style-type: none"> • <i>Why would . . .</i> • <i>When have you . . .</i> • <i>Would you want to be . . .</i>
In your words	Just the facts							
Paint a picture	Could be related but							
Tiers One through Three (Beck, McKeown, & Kucan, 2002) 	Dimensions 	Attributes <i>Sight, sound, smells, places</i>	Word walls <ul style="list-style-type: none"> • <i>Parts of speech</i> • <i>Morphological families</i> Shared word walls http://www.padlet.org	Approaches <ul style="list-style-type: none"> • <i>Academic conversations</i> • <i>Socratic circles</i> 				

INclusive Practices

English Learners and Students with Disabilities

- ❑ scaffold word wall with visuals
- ❑ language frames or prompts
- ❑ benefits of read alouds
- ❑ audiobooks

Creating Word Conscious Classrooms

Independent

Directly teaching independent word learning
strategies

5

Independent

★ Dictionaries

- *different types*
- *online resources*



★ Context Clues

- *should be taught why and when to use context clues*
- *how to look for clues*
- *how to use clues*

Independent

- ★ Morphology
 - *morphemes carry meaning*
 - *strong relationship between morphological awareness and vocabulary knowledge*
 - *60% of word meaning can be predicted through morphemes (Nagy & Anderson, 1984)*
 - *teach students an instructional routine to determine word meaning*

INclusive Practices

English Learners and Students with Disabilities

- ❑ intensive instruction with visual cues
- ❑ increased amount of time for practice
- ❑ teach cognates when applicable

Creating Word Conscious Classrooms

Intentional Instruction

- ★ Choosing Words
- ★ Principles of Instruction
- ★ Instructional Routines
- ★ Use the Words
- ★ Create Representations

Incidental On-Purpose Instruction

- ★ Point of Contact Teaching
- ★ Teacher-Student Talk
- ★ Wide Reading (Shared, Independent)

Independent

- ★ Dictionaries
- ★ Context Clues
- ★ Morphology

How do you know where to start
with vocabulary instruction?



ASSESSMENT DATA

Word Knowledge Survey

Vocabulary Knowledge Rating Checklists

Vocabulary Word	Can define	Have seen/heard	Don't know

Blachowicz, 1986

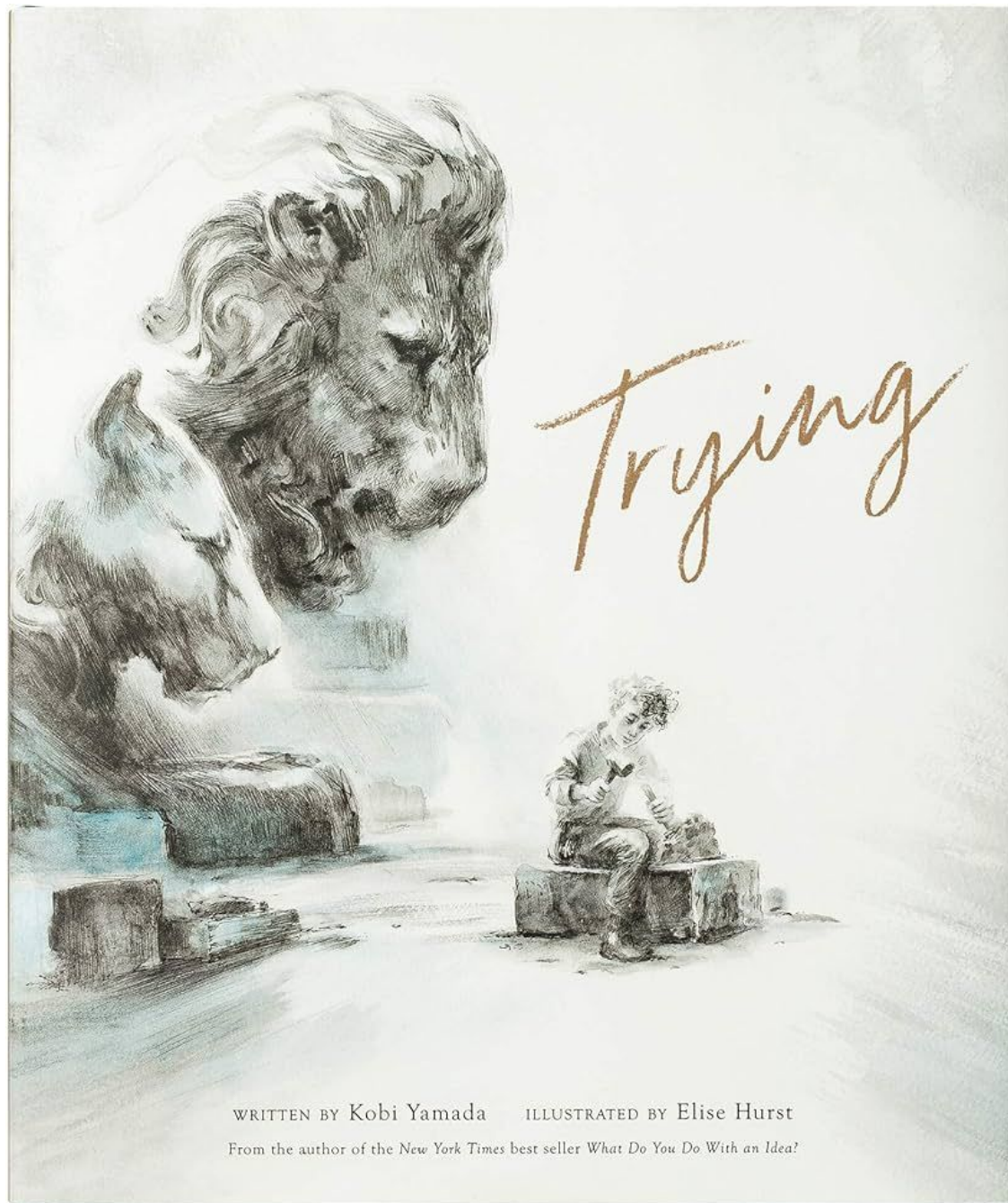
Word	Know it well, can explain it, use it	Know something about it, can relate it to a situation	Have seen or heard the word	Do not know the word

Beck, McKeown, Kucan, 2002

Word	Never met (have not seen or heard before)	Met (seen or heard occasionally but do not really know)	Friends (hang out together, know some things)	BFF (best friends forever; know everything)
albedo				
atmosphere				
constellation				
ice giant				
nebula				
orbit				
pulsar				

Figure 3.6. Word knowledge survey.

The Reading Comprehension Blueprint: Helping Students Make Meaning from Text, Hennessy - Paul H. Brookes Publishing - 2021)



Vocabulary

sculpture (5/20)

incredible (17/20)

strike (10/20)

deflated (12/20)

temporary (7/20)

emerging (8/20)

gestured (8/20)

Creating Word Conscious Classrooms

Intentional Instruction

Incidental
On-Purpose
Instruction

Independent

WORD(s): emerging

Strategy: Simple
Instructional routine

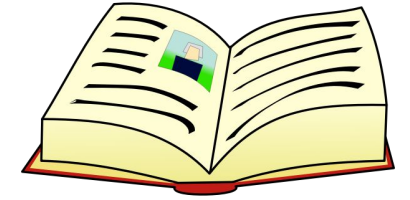
WORD(s): temporary

Strategy: "just in time",
synonym

WORD(s): sculptor,
deflated

Strategy: morphology

Application



ReadWorks®

Save Monarch Butterflies with Milkweed

Directions:

1. Read the passage
2. Determine which vocabulary words to teach
3. Identify the instructional strategy you will use to teach each word and a rationale for your choice

Save Monarch Butterflies with Milkweed

This text is provided courtesy of the National Fish and Wildlife Foundation.



a monarch butterfly on milkweed
iStock

When you think “butterfly,” what image appears in your mind? You might picture a monarch butterfly. Monarch butterflies have orange and black wings, and they are considered to be one of the most well-known butterflies in North America.

In addition to being beautiful, monarchs have an amazing story. Monarch butterflies travel as many as 100 miles a day during their 3,000-mile migration south from Canada and the northern United States to Mexico, where they spend their winters. As they travel, monarchs smell with their antennae to find food. They taste nectar from flowers using special hairs on

Word Consciousness

*Successful language users develop word consciousness, or "an awareness of and interest in words and their meanings."
~Graves
(2006,p.7)*

What insights
have you gained
about vocabulary
instruction?

Outcomes

- 1** Understand how the role of vocabulary supports reading comprehension
- 2** Acquire a knowledge of factors that inform the design and delivery of effective vocabulary instruction
- 3** Identify practices that support intentional and incidental learning instruction

Thank you for your participation!

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