



VOCABULARY  
INSTRUCTION IN MIDDLE  
SCHOOL AND HIGH  
SCHOOL

Or:  
Vocabulary Instruction: Not Just For English Class  
Anymore

1

Understand that explicit vocabulary instruction can/should be done across disciplines

2

Understand how to BEGIN TO build an interest in words to support vocabulary instruction

3

Walk away with a vocabulary routine that can be implemented tomorrow

## OBJECTIVES

- Select a text on your table
- Skim the passage and find 5 words that students:
  - Might not know
  - Would be important to know to be able to better access the information
- Share with your table partners the words that you've selected and why

LET'S GET YOU BUSY

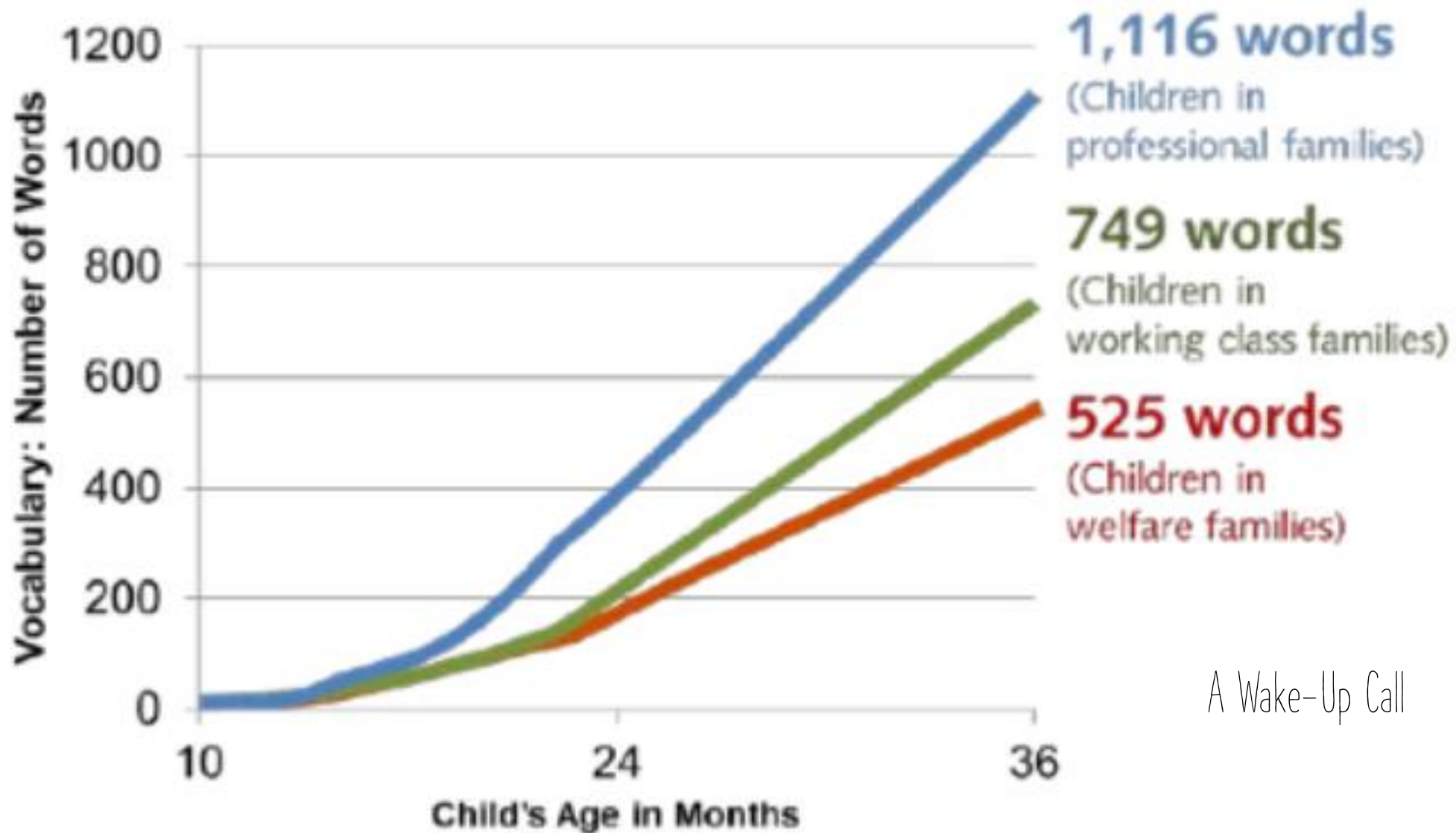
# THE REALITY

Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)

By first grade, higher SES groups are likely to know about twice as many words as lower SES children. (Graves, 2006)

After the primary grades, the “achievement gap” between socioeconomic groups is a language gap. (Hirsh, 2002)

## The Achievement Gap Starts Early



A Wake-Up Call

# of Words in Child's Vocabulary

50K  
40K  
30K  
20K  
10K  
0

5,000  
1,500

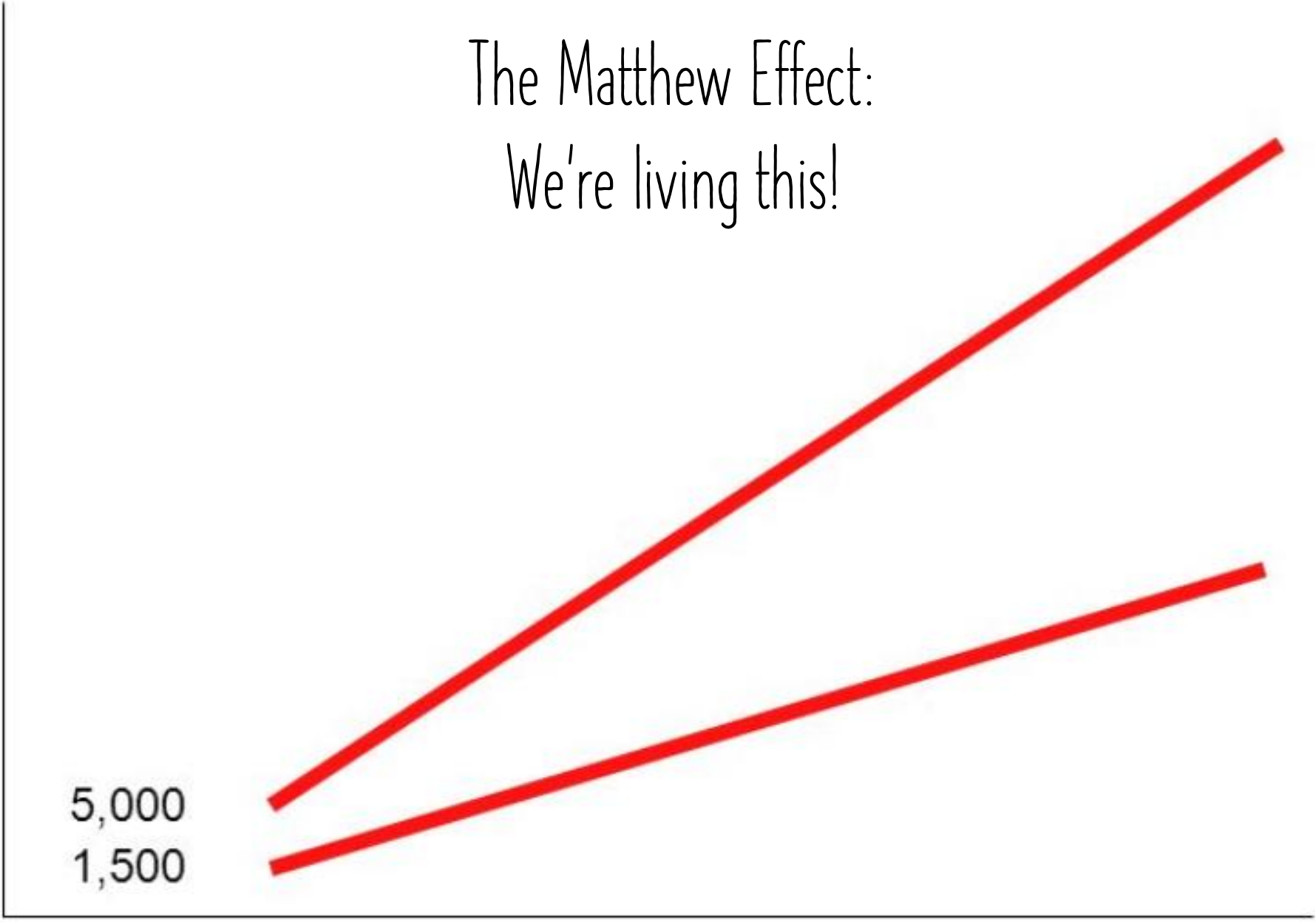
K

The Matthew Effect:  
We're living this!

12

45,000

17,000



# THE COMPREHENSION HOUSE

## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

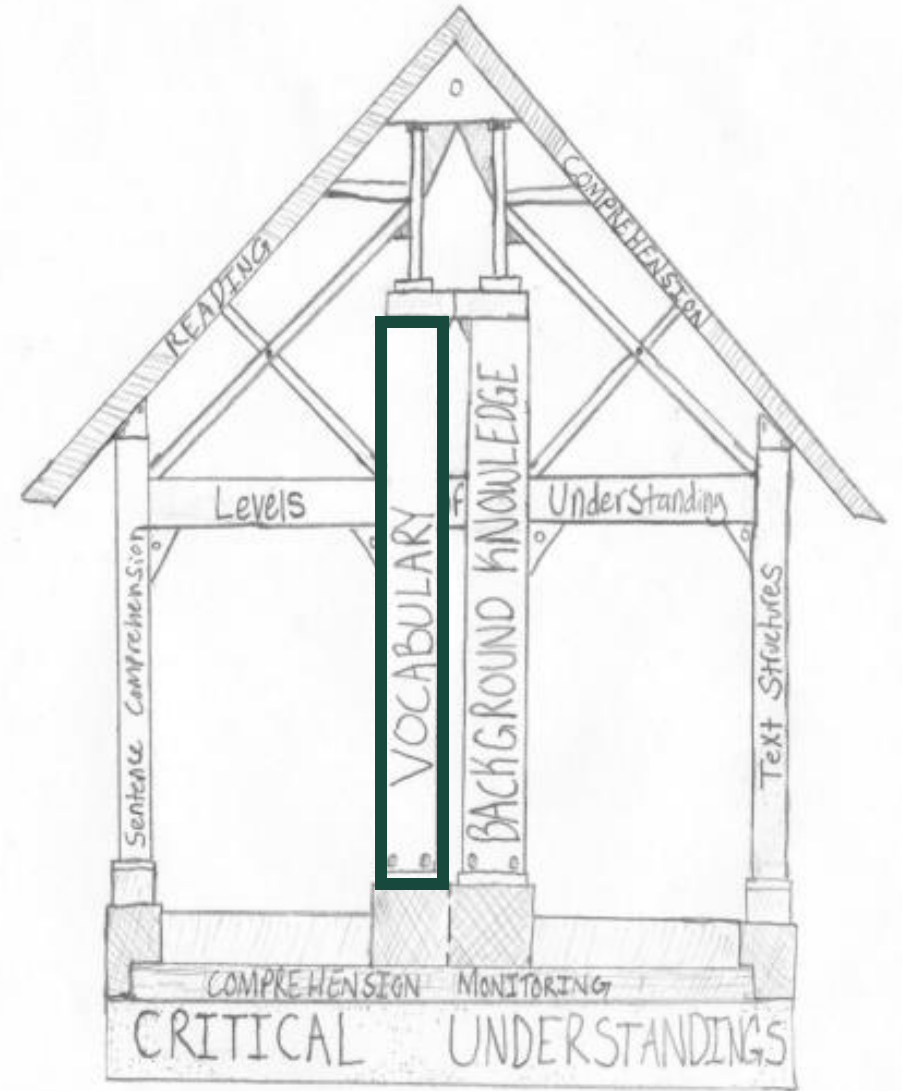
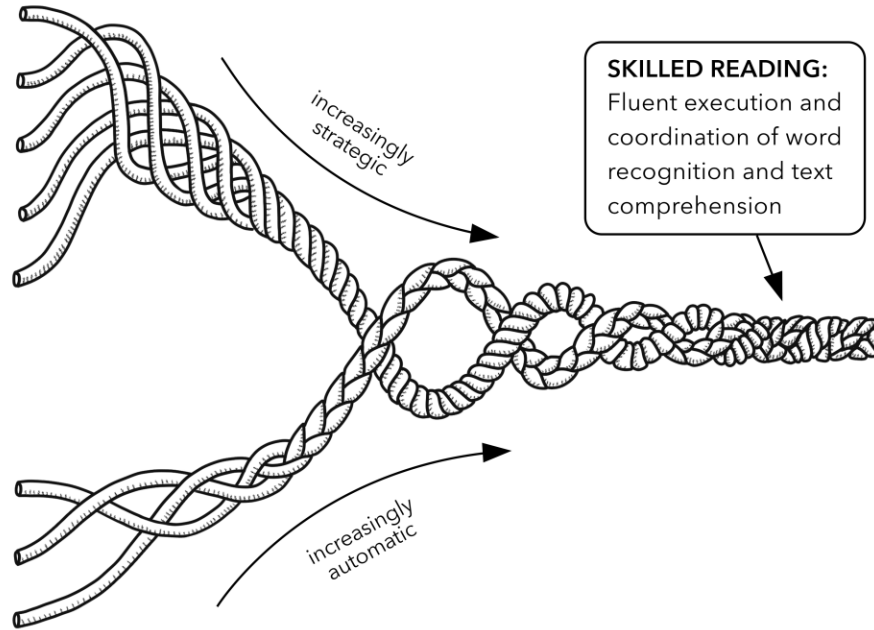
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



Nancy Lewis Hennessey, The Reading Comprehension Blueprint

# VOCABULARY

"Students need a continuum of direct and indirect learning opportunities" (Hennessy, p.62).

Think Depth and Breadth

Providing rich and varied language experiences

Teaching individual words

Teaching word learning strategies

Fostering word consciousness



# THINKING ABOUT TEACHING VOCABULARY

<b>Intentional Instruction (Direct/Explicit)</b>  Depth	<b>Intentional On Purpose Instruction (Indirect/Purposeful)</b>  Breadth	<b>Intentional Independent Word Learning Strategies (Direct/Explicit)</b>  Depth/Breadth
Word Choice Principles of Instruction Instructional Routines Processing and Practice Activities	Structured Point of Contact Teaching Structured Teacher-Student Talk Structured Shared Reading Structured Independent Reading	Using Dictionary Using Context Clues Using Morpheme Analysis
Word Consciousness	Word Consciousness/Purposeful Activities	Word Consciousness

TAKE A MINUTE AND  
DISCUSS:

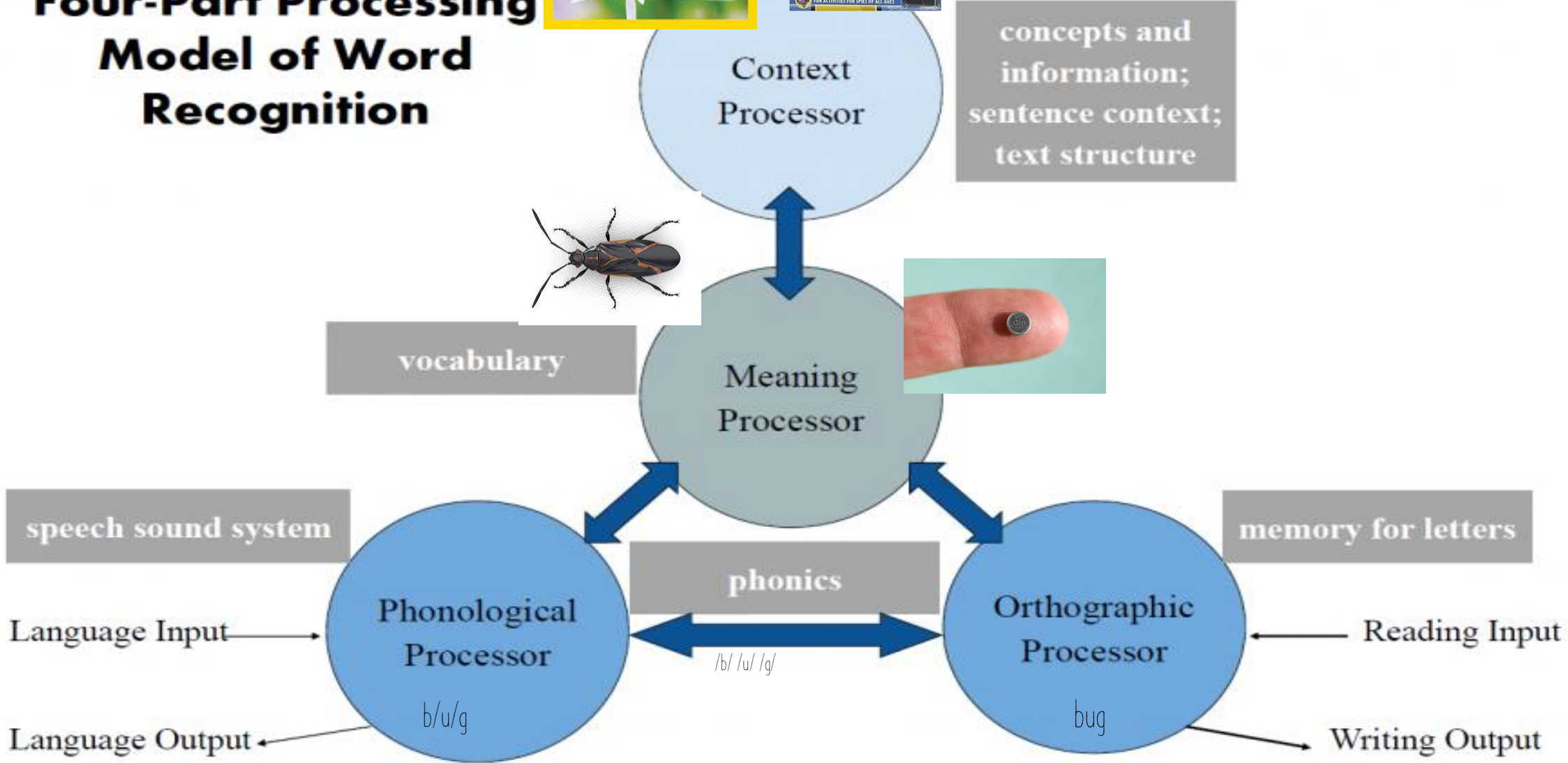
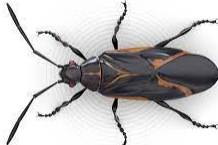
WHAT DOES VOCABULARY  
INSTRUCTION LOOK LIKE IN  
YOUR BUILDING OR DISTRICT?



THERE WILL BE A  
TEST ON FRIDAY



# Four-Part Processing Model of Word Recognition



# A FEW THOUGHTS ABOUT TEACHING VOCABULARY IN THE DISCIPLINES

There is NOT a most effective time or subject

This is NOT one best activity. A combination is BETTER.

Difference between explicit, systematic teaching and incidental exposure...you need both

Reading (or being read to) is THE most important factor

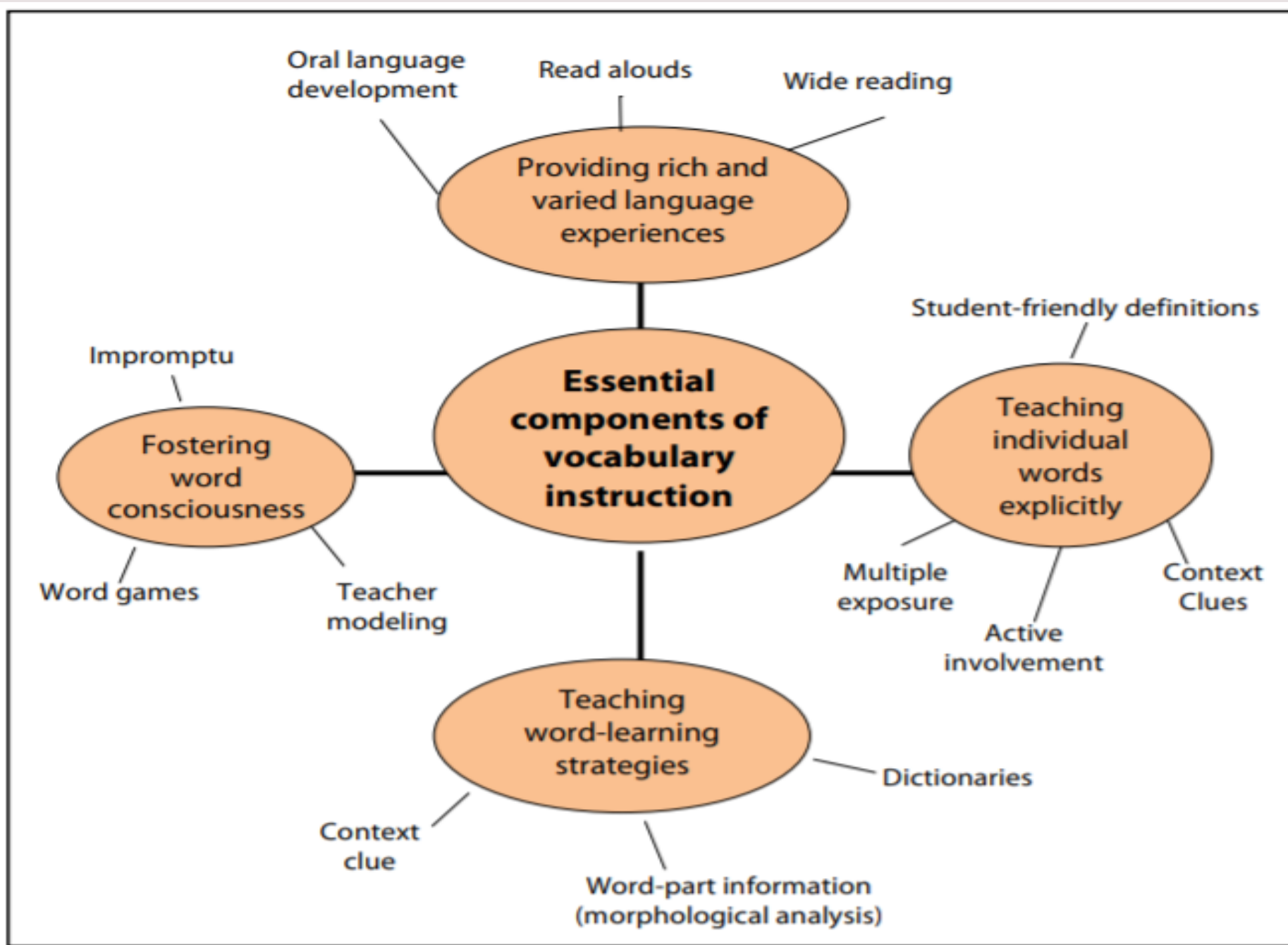
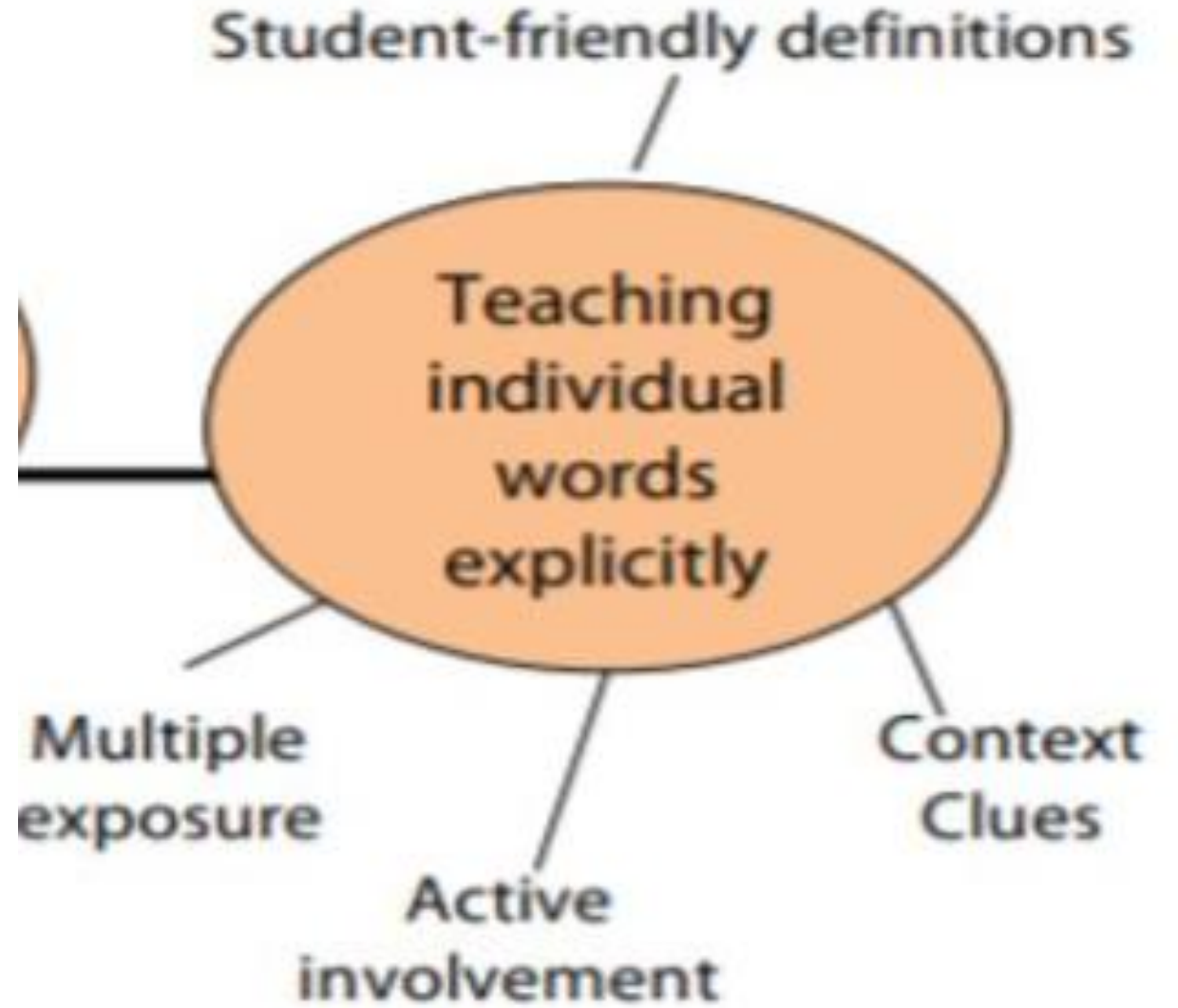


Figure 1. The four essential components of vocabulary instruction. Adapted from Graves, 2006.

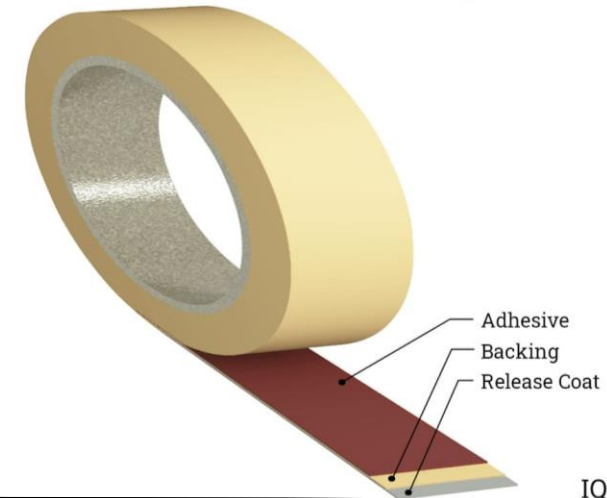
# THE ROUTINE



WHY TEACH USING A  
ROUTINE?



Components of Masking Tapes





# LET'S LEARN SOME VOCABULARY



Receptive: Word meaning supports information **RECEIVED** (listening and reading)  
Shallow/Breadth



Expressive: Vocabulary allows us to **CONVEY** thinking (reading and writing) Deep

# THE ROUTINE

Step by Step



# DIRECT, EXPLICIT INSTRUCTIONAL ROUTINES

Simple Instructional Routine  
Anita Archer

## Instructional Routine for Vocabulary

Did the teacher:

1. Introduce the word?
2. Present a student-friendly explanation?
3. Illustrate the word with examples?
4. Check students' understanding?

# THE TEMPLATE

Word Tier 2/3	
Syllables and Syllabication	
Morphemes (word parts)	Prefixes:  Roots:  Suffixes
Student Friendly Definition/Example	
Concrete Example (sentence, anecdote, etc.)	
Visual to support the word	
Synonyms and Antonyms	Synonyms:  Antonyms:
Families	Prefix Family:  Suffix Family:
Examples and Non-Examples	
Visual Organizer	

LET'S PRETEND



# STEP 1: WORD SELECTION (DEPTH WORDS) USUALLY TIER 2 OR 3

Useful?	Understanding?	Growth?
Does the word help the student access the text?	Is the word critical to understanding the text or concept?	Does the word support "growing" other words?
Is it a general purpose word or a word that will be found later in the content?		Morphological families?
Will this word come up time and again throughout content?		Multiple meanings?


# RESOURCES TO CHECK OUT


About Us Join the Network Blog Events

ACHIEVE THE CORE

Log In

Professional Learning Planning for Instruction Classroom Resources



 Academic Word Finder

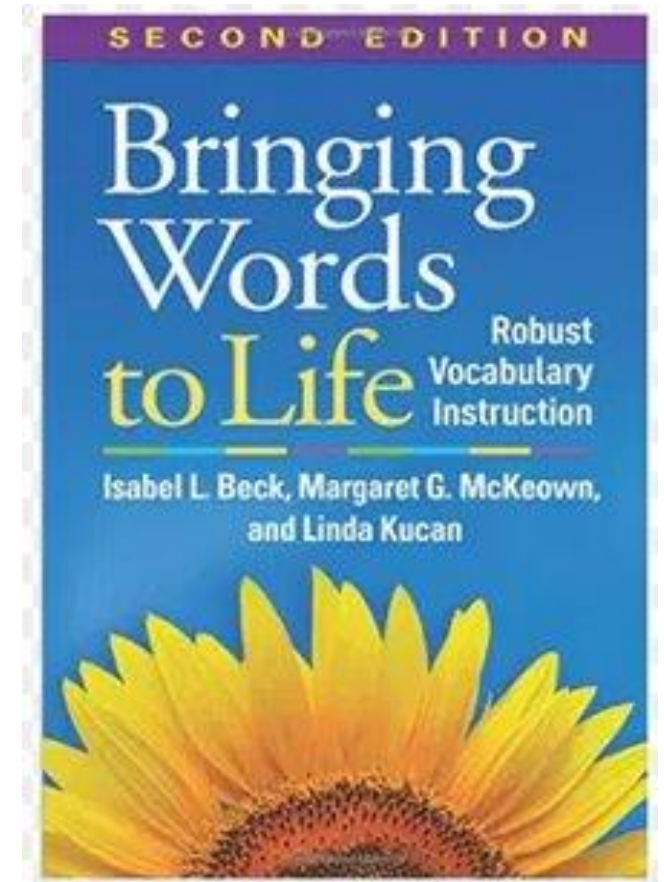
Find the high-value, tier two vocabulary in any text

[Get Started ↗](#)

Learn more about the Academic Word Finder.

A tool specifically designed to surface the high-value words from complex texts

[Learn More](#)



# STEP 1: MY WORD


## Dynamics

Useful?	Understanding?	Growth?
Does the word help the student access the text? ★	Is the word critical to understanding the text or concept? ★	Does the word support "growing" other words? ★
Is it a general purpose word or a word that will be found later in the content? ★		Morphological families? ★
Will this word come up time and again throughout content? ★		Multiple meanings? ★



# STEP 2 SYLLABLES

dy-nam-ics



The word 'dy-nam-ics' is written in a simple, black, sans-serif font. Below the word, there are four teal arrows pointing upwards. The first two arrows are positioned under the letters 'n' and 'a' in the 'nam' part of the word. The second two arrows are positioned under the letters 'i' and 'c' in the 'ics' part of the word. This visualizes the division of the word into three syllables: 'dy-', 'nam-', and 'ics'.

## STEP 2: MORPHEMES AND WORD PARTS

Dynamics

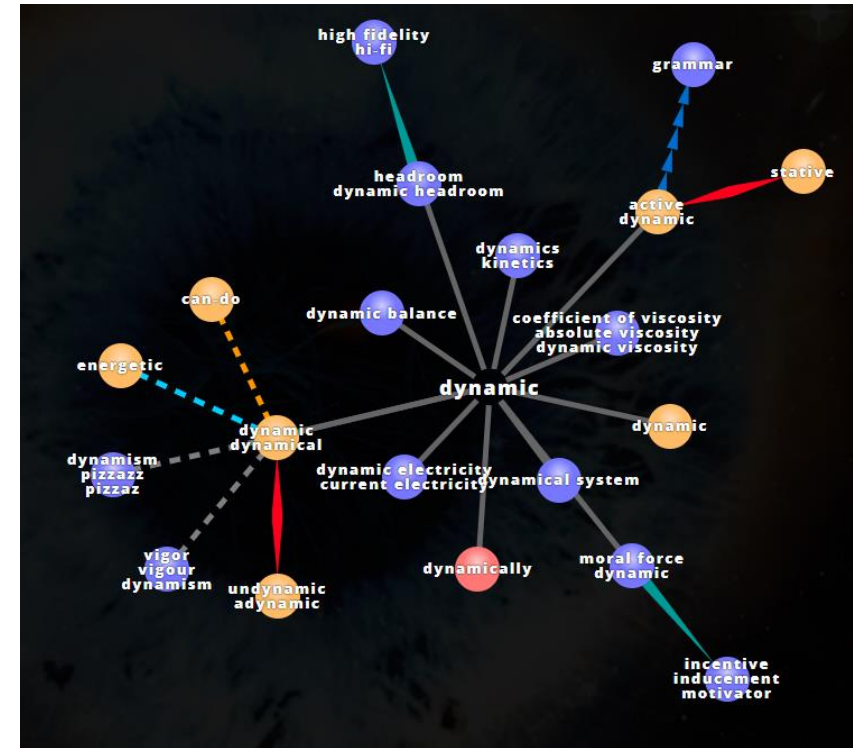
dyna = force or power

ics = characteristics or knowledge of...

# A LITTLE HELP



[Etymonline](#)



[Visuwords](#)

STEP 3:  
STUDENT FRIENDLY DEFINITION

Dynamics

Definition: How **quietly** or **loudly** a piece of **music** should be **played**


Our Definition: quiet, loud, music played

# STEP 4 VISUAL AND CONCRETE EXAMPLE

dynamics

- quiet
- loud
- music played

Dynamics' Note Velocity			
Dynamic	Velocity*	Voice	
<i>ppp</i>	16	Whispering	
<i>pp</i>	33	Almost at a whisper	
<i>p</i>	49	Softer than speaking voice	
<i>mp</i>	64	] Speaking voice	
<i>mf</i>	80		
<i>f</i>	96	Louder than speaking	
<i>ff</i>	112	Speaking loud	
<i>fff</i>	127	Yelling	



Decrescendo (diminuendo)      Crescendo      > Accent

\*Note velocity adopted from Logic Pro

# STEP 5 SYNONYMS/ANTONYMS DYNAMICS

Synonyms	Antonyms
Change	Constant
Fluctuation	Stable

# STEP 6: MORPHEME FAMILIES

## DYNAMICS

Prefix Family (dyna = power)	Suffix Family (ics = knowledge of)
dynameters	morphophonemics
dynasty	criminalistics
dynamite	mathematics

STEP 7: EXAMPLE/NON EXAMPLES  
CHECK FOR UNDERSTANDING

DYNAMICS

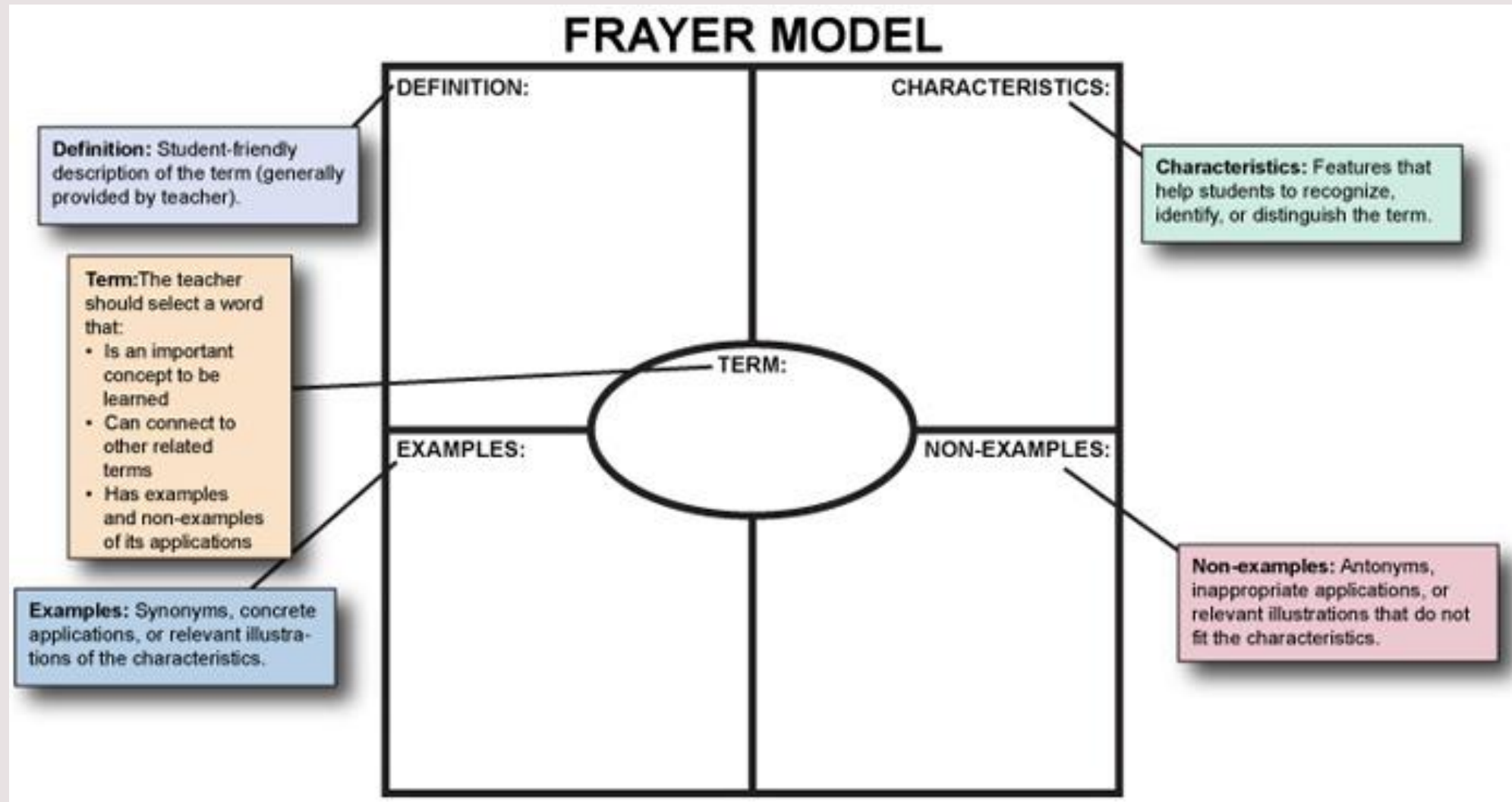
The music went louder and louder until it seemed to be soaring above the clouds.

The music sped up and slowed down until I lost track of how to dance to it.

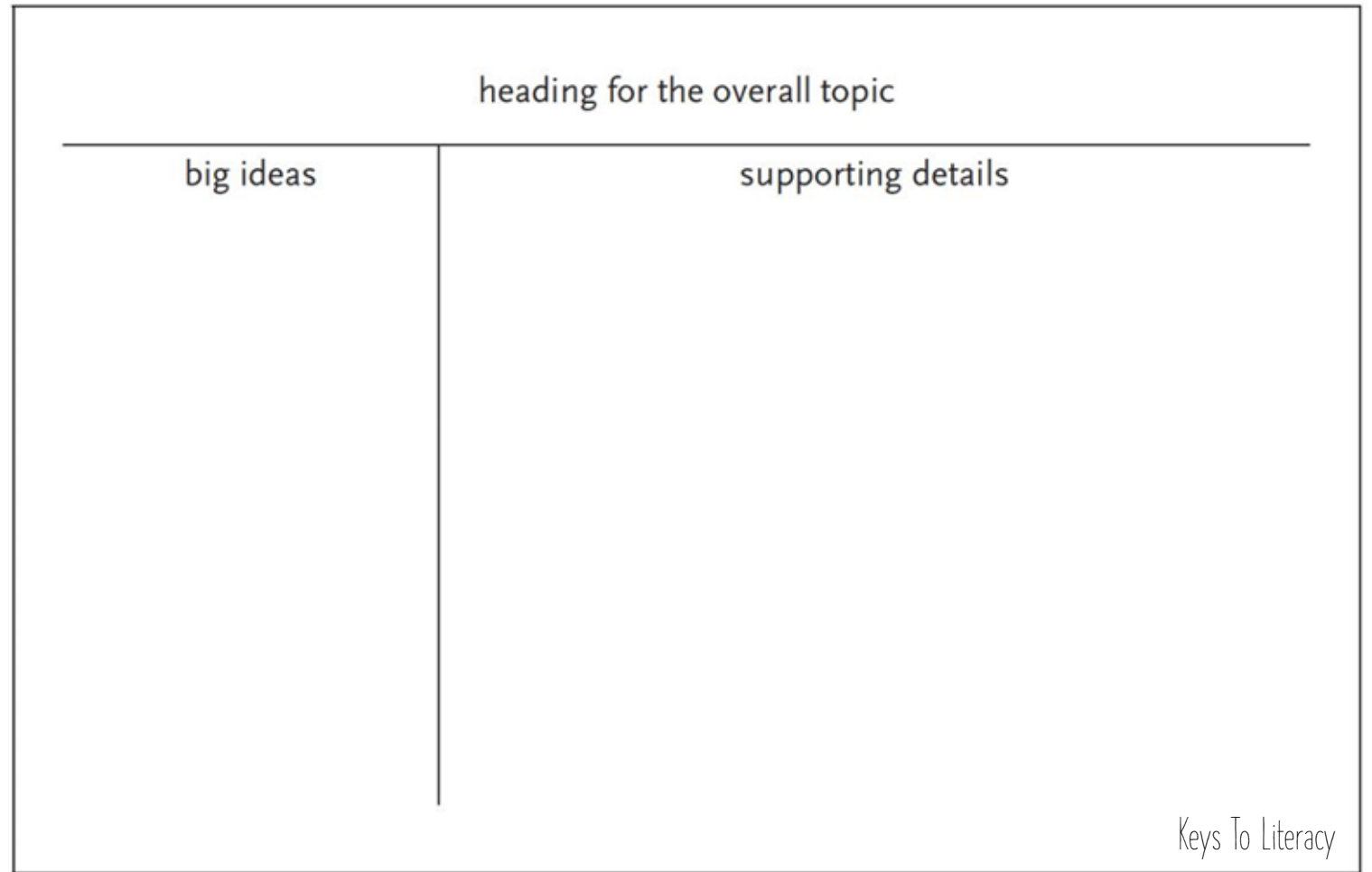




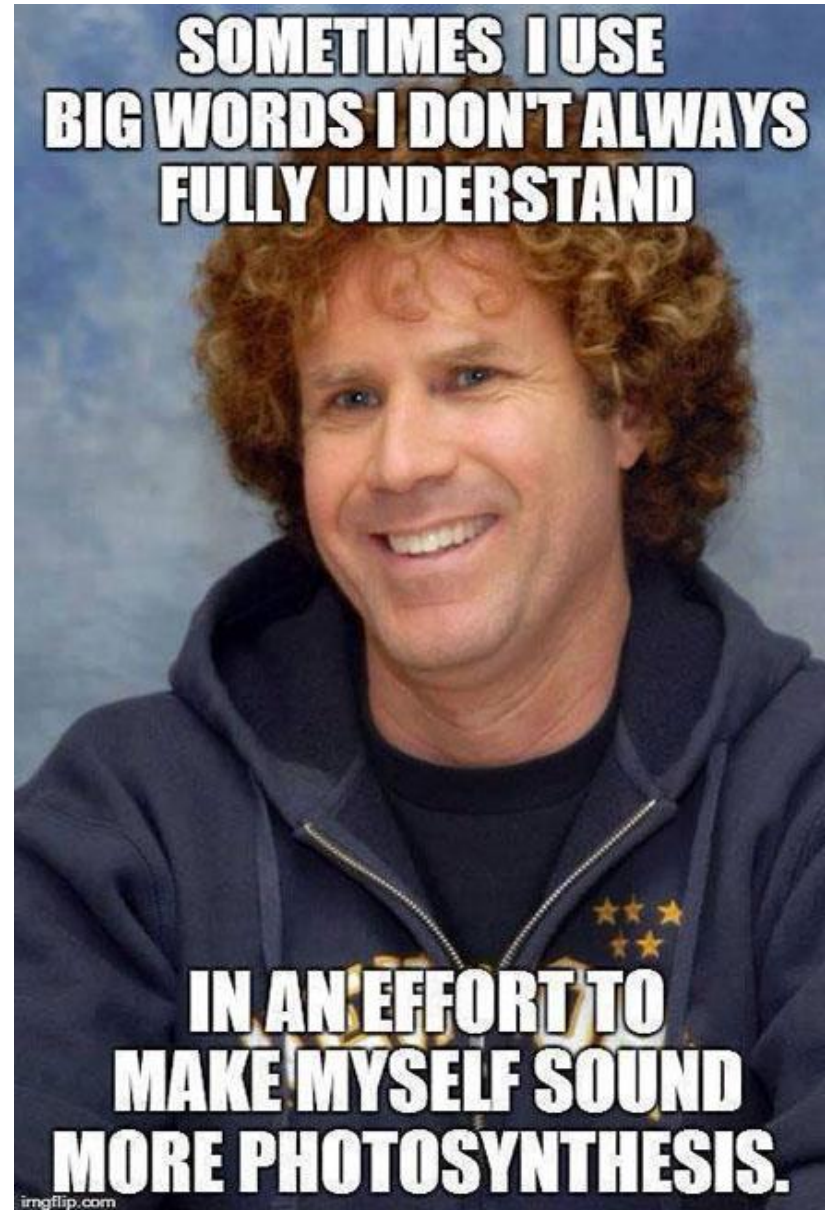
# FRAYER MODEL IS A GREAT TOOL

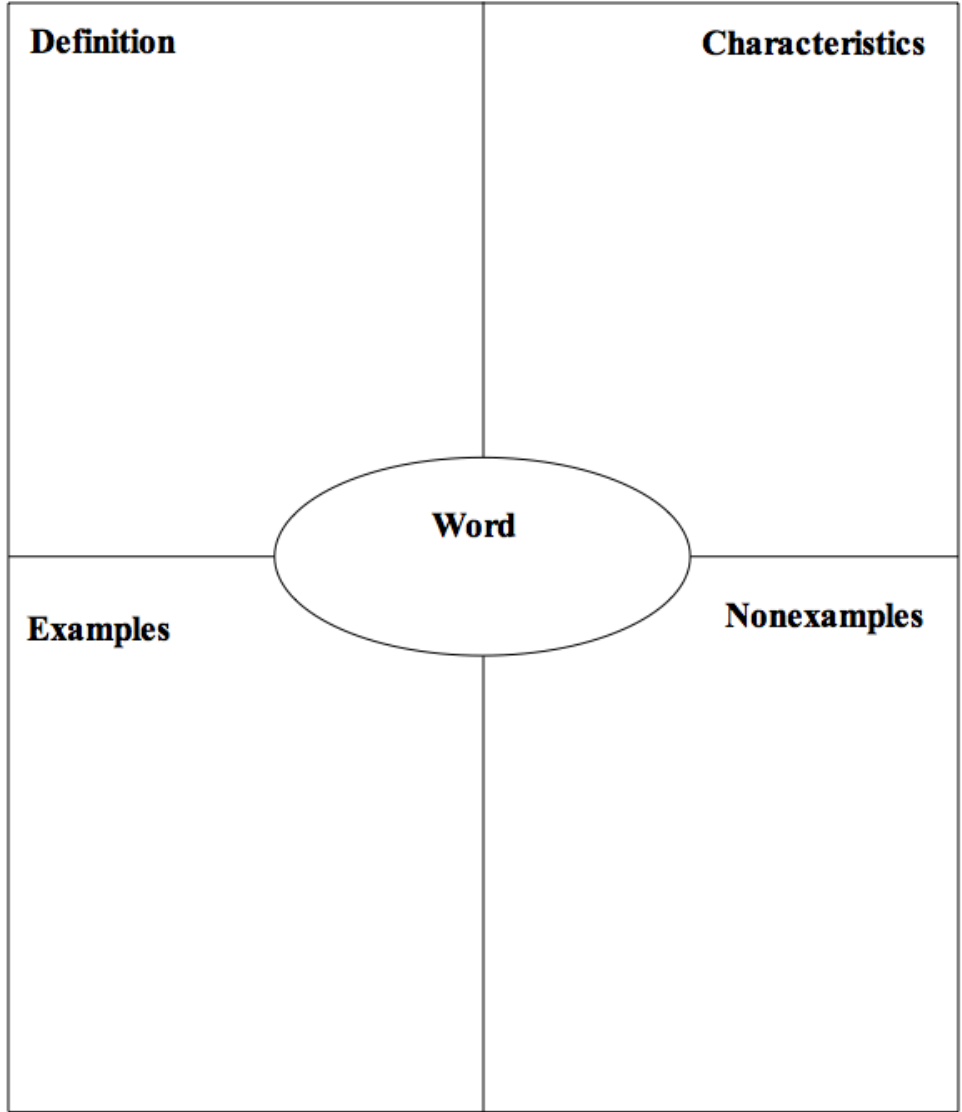


# ANOTHER WAY TO ORGANIZE



PLEASE GET OUT YOUR  
TOTALLY AWESOME,  
VERY COOL, STICKER  
DECORATED VOCABULARY  
NOTEBOOK





YOU KNOW WHAT  
TO DO!

OUR FIRST WORD IS...

dynamics

dy-nam-ics  
↑↑ ↑↑

DO YOU SEE ANY PREFIXES, ROOTS, OR SUFFIXES

Dynamics

dyna = force or power  
ics = knowledge of...

# STEP 6: MORPHEME FAMILIES

## DYNAMICS

What

Prefix Family (dyna = power)	Suffix Family (ics = knowledge of)
dynameters	morphophonem <sup>ics</sup>
dynasty	criminalist <sup>ics</sup>
dynamite	mathemat <sup>ics</sup>

# WHAT THE HECK DOES IT MEAN

## Dynamics

Definition: How quietly or loudly a piece of music should be played

Our Definition: quiet, loud, music played



# SYNONYMS/ANTONYMS DYNAMICS

Synonyms	Antonyms
Change	Constant
Fluctuation	Stable

You're so lucky! I'm going to give you a couple of each!




# WHAT DYNAMICS LOOKS LIKE

dynamics

- quiet
- loud
- music played

Dynamics' Note Velocity			
Dynamic	Velocity*	Voice	
<i>ppp</i>	16	Whispering	
<i>pp</i>	33	Almost at a whisper	
<i>p</i>	49	Softer than speaking voice	
<i>mp</i>	64	] Speaking voice	
<i>mf</i>	80		
<i>f</i>	96	Louder than speaking	
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<i>fff</i>	127	Yelling	

		
Decrescendo (diminuendo)	Crescendo	Accent

\*Note velocity adopted from Logic Pro

# STEP 7: EXAMPLE/NON EXAMPLES CHECK FOR UNDERSTANDING

## DYNAMICS

The music went louder and louder until it seemed to be soaring above the clouds.

I just couldn't believe how the beat of the music went from toe tapping, to so fast I couldn't even clap to it.



# WORD OF THE WEEK

MONDAY

WORD

abundant

DEFINITION:

present in large quantities

PART OF SPEECH:

adjective



TUESDAY

I'VE USED THIS WORD BEFORE.

YES OR NO

EXPLAIN WHAT THE WORD MEANS IN YOUR OWN WORDS:

to have plenty or more than is needed

WEDNESDAY

INSERT OR DRAW A PICTURE THAT REPRESENTS THE WORD



THURSDAY

USE THE WORD IN A SENTENCE.

Living next to a lake means we have an abundant supply of water.

SYNONYM

FRIDAY

ANTONYM

**Word:** \_\_\_\_\_

SYLLABLES AND SYLLABICATION:

Morphemes:

- Prefixes:
- Roots:
- Suffixes:

**Concrete Example:**

Synonyms:

Antonyms:

*Student-Friendly Definition:*

**Examples:**

*Word Families:*

**Non-Examples:**

## Definition(s)/Part(s) of Speech:

Adj. unique; nonconforming; unusual

## Facts/Characteristics/Word History

# of syllables: 7

Language of Origin: Latin

History and meaning of word parts:

*"in-" = not; "dividuus" = divisible; The word "individual" was probably first used first in the 15th century for the Trinity. "-ist" = one who does; The suffix "ic" makes the word an adjective*

Word: individualistic

## Synonyms:

Independent, original, uncommon

## Antonyms:

Multiple, common

## Sentence Sense

(See the samples linked on the previous slide.)

Connected word/Unit #:

Unique / Unit 1

Original sentence Using both words:

An individualistic person is unique since he or she is truly "one of a kind," the meaning of both words.

## YOUR TURN

Using the words that you've chosen from the texts on your table (or a word that you know you will teach next year) and the template walk through the steps of creating a lesson around the word using the vocabulary routine.

\*Remember every word is different. There may be parts of the routine that you won't be able to use.\*



CONTACT INFORMATION

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