Advanced Word Study:
Incorporating Word Recognition in the Intermediate Classroom

Debbie Hartwig
Regional Literacy Specialist
State Support Team 9

Cheryl Byrne
Regional Literacy Specialist
State Support Team 7
Targets

→ Teach decoding to MS & HS students using more complex words from all content areas
→ Practice time efficient and effective advanced word study
→ Practice strategies that all teachers can use to address automaticity of complex word recognition
Acromegaly
Cholecystitis
Dysfibrinogenemia
Hypochloremia
Osteochondromas
Spondylolisthesis
Sympathomimetics
How did you do?

• Were you able to use any strategies to determine the meaning of the words?
• Share your thoughts with someone around you.
The Simple View of Reading

Gough & Tunmer

2 domains

Decoding
Printed
Word Recognition

X

Language Comprehension

= Reading Comprehension

Phonological &
Phonemic
Awareness

Fluency

Vocabulary

Text Comprehension

The 5 Components of Literacy

Phonics
Basic and Advanced

The 5 Components of Literacy

Language Comprehension

Decoding
Printed
Word Recognition

Phonological &
Phonemic
Awareness

Fluency

Vocabulary

Text Comprehension

Phonics
Basic and Advanced

The 5 Components of Literacy

Language Comprehension

Decoding
Printed
Word Recognition

Phonological &
Phonemic
Awareness

Fluency

Vocabulary

Text Comprehension

Phonics
Basic and Advanced

The 5 Components of Literacy

Language Comprehension

Decoding
Printed
Word Recognition

Phonological &
Phonemic
Awareness

Fluency

Vocabulary

Text Comprehension

Phonics
Basic and Advanced

The 5 Components of Literacy

Language Comprehension

Decoding
Printed
Word Recognition

Phonological &
Phonemic
Awareness

Fluency

Vocabulary

Text Comprehension

Phonics
Basic and Advanced

The 5 Components of Literacy
### Changing Emphasis of the Subskills of the Five Components of Reading (Appendix I)

<table>
<thead>
<tr>
<th>Component</th>
<th>K</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>Blend &amp; Segment</td>
<td>Phonomeme Analysis: Addition, Deletion &amp; Substitution; Spelling Dictation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Sounds/Basic Phonics</td>
<td>Advanced Phonics &amp; Multisyllabic</td>
<td></td>
<td></td>
<td>Multisyllabic &amp; Word Study</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Sounds and Words</td>
<td>Words &amp; Connected Text</td>
<td></td>
<td></td>
<td>Connected Text</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Speaking and Listening</td>
<td>Listening, Reading, &amp; Writing</td>
<td></td>
<td>Reading &amp; Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Speaking &amp; Listening</td>
<td>Listening, Reading, &amp; Writing</td>
<td></td>
<td>Reading &amp; Writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading Rope

Reading Skills Older Readers May Struggle With

→ Word Recognition
→ Vocabulary
→ Fluency

Buck, & Torgesen, 2003; Schatschneider, Fletcher, Francis, Carlson, Foorman, 2004
When we say word recognition we mean the act of saying (labeling) the word that the print represents.

The ability to recognize whole words depends on the ability to recognize all the units from which a word is built: letters, graphemes, syllables, and morphemes.
Word Recognition - the ability to sound out words because we know sound/ symbol correspondences and spelling patterns

→ At the middle school/high school level this involves breaking up multisyllable words into components and then using meaningful parts such as; un-, anti-, -ment to decipher the word.
Ultimate goal of word recognition is word automaticity to facilitate comprehension.
Students in grades 4 - 12 may struggle with

- Specifically breaking down multisyllabic words
- Using meaning parts of words - morphology
- Recognizing words with automaticity
Multisyllabic Word Reading

- To progress in reading, students must have strategies for decoding big words.

- From fifth grade on, the average student encounters about 10,000 new words each year. Most of these words are multisyllabic. (Nagy and Anderson 1984)

- It is helpful for students to be familiar with the common rules for syllable division. Knowing these rules and being able to apply them flexibly will help students decode longer multisyllabic words. (Carreker 2005; Henry 2010b)
Multisyllabic Word Reading

- According to Shefelbine and Calhoun 1991, “Low decoders, correctly pronounced fewer affixes and vowel sounds, disregarded large portions of letter information and were two to four times more likely to omit syllables.”

- Several studies have shown that teaching students strategies for decoding longer words improves their decoding ability. (Archer et al. 2006)
Recognizing a Decoding Problem

Symptoms:

➔ Guesses at words from context
➔ Avoids sounding out new words
➔ Confuses similar sounds, symbols, and/or words
➔ Inaccurate reading of nonsense words or words out of context
➔ Inadequate sight word vocabulary
➔ Tires easily, looks away, is easily frustrated, hates to read
Do ALL administrators and teachers in your building believe ALL students can read?

Video: Public Shame
Adults can interpret behaviors differently

- Laziness
- Lack of vocabulary
- Lack of exposure to books/print material
- Comprehension problems
- Visual impairments
- Inability to use context clues and/or guess
Thinking Reading

Misconceptions About Reading and Their Consequences

by James & Dianne Murphy

• If students have not learned to read by high school, it’s too late.
  – Students can achieve given the right instruction.

• Low reading achievement equates to low intelligence.
  – Lack of reading skills has denied students access to reading materials that would have developed their knowledge of the world.

• Intelligence is innate and fixed.
  – Students who are labelled “slow learners”, who are given access to effective reading instruction, can very quickly display high levels of intelligence.

• The student has a processing deficit that prevents them from learning to read.
  – This places the focus of the problem on the child, not with the instruction and releases teachers and schools from accountability.
Everyone has a favorite attraction at an amusement park, and I am no different. However, unlike most people who seem to prefer roller coasters, my favorite ride is a little more gentle. Every time I go to Coney Island, Navy Pier, or the Santa Monica Pier, I absolutely have to ride the Ferris wheel. The Ferris wheel is simple and yet also quite complex. That is, riding it is easy, but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates vertically around an axis, and gravity keeps the carts upright. As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels.
Everyone has a favorite ride at an amusement park, and I am no different. However, unlike most people who seem to prefer roller coasters, my favorite ride is a little more gentle. Every time I go to Coney Island, Navy Pier, or the Santa Monica Pier, I absolutely have to ride the Ferris wheel. The Ferris wheel is simple and yet also quite complex. That is, riding it is easy, but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates around an axis, and gravity keeps the carts upright. As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels.
Everyone has a favorite attraction at an amusement park, and I am no different. However, unlike most people who seem to prefer roller coasters, my favorite ride is a little more gentle. Every time I go to Coney Island, Navy Pier, or the Santa Monica Pier, I absolutely have to ride the Ferris wheel. The Ferris wheel is simple and yet also quite complex. That is, riding it is easy, but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates around an axis, and gravity keeps the carts upright. As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels.
Everyone has a favorite attraction at an amusement park, and I am no different. However, unlike most people who seem to prefer roller coasters, my favorite ride is a little more gentle. Every time I go to Coney Island, Navy Pier, or the Santa Monica Pier, I absolutely have to ride the Ferris wheel. The Ferris wheel is simple and yet also quite complex. That is, riding it is easy, but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates vertically around an axis, and gravity keeps the carts upright. As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels.
We can integrate these strategies to build word recognition.

→ Phonemic Awareness/Phonics
→ Vocabulary/ Morphology
→ Fluency
### Changing Emphasis of the Subskills of the Five Components of Reading (Appendix I)

<table>
<thead>
<tr>
<th>Component</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>Blend &amp; Segment</td>
<td></td>
<td>Phoneme Analysis: Addition, Deletion &amp; Substitution; Spelling Dictation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Sounds/BASIC Phonics</td>
<td>Advanced Phonics &amp; Multisyllabic</td>
<td></td>
<td>Multisyllabic &amp; Word Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Sounds and Words</td>
<td></td>
<td>Words &amp; Connected Text</td>
<td></td>
<td>Connected Text</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Speaking and Listening</td>
<td></td>
<td>Listening, Reading, &amp; Writing</td>
<td></td>
<td>Reading &amp; Writing</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Speaking &amp; Listening</td>
<td></td>
<td>Listening, Reading, &amp; Writing</td>
<td></td>
<td>Reading &amp; Writing</td>
<td></td>
</tr>
</tbody>
</table>
Phonemic Awareness for Older Students

• Correct pronunciations of multisyllable words. Point out where the correction is made and contrast the sounds.

• Work with students to segment words auditorily by phoneme AND syllable before writing words.

• Draw attention to phonemes to help correct spelling errors and to help students make spelling connections to unexpected spellings.

• Provide deeper level manipulation tasks for struggling readers: addition, deletion, substitution, reversal.

PHONEMES and SYLLABLES!
One minute drills from David Kilpatrick’s book provide practice and intervention in advanced Phonemic Awareness for middle school students to adults.

LET’S TRY THIS!
Phonics & Word Recognition

Review with Syllabication

• For most older readers, instruction in advanced word study or decoding multisyllabic words is a better use of instructional time than decoding single syllable words.
Changing Emphasis of the Subskills of the Five Components of Reading (Appendix I)

<table>
<thead>
<tr>
<th>Component</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>Blend &amp; Segment</td>
<td></td>
<td>Phoneme Analysis: Addition, Deletion &amp; Substitution; Spelling Dictation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Sounds/Basic Phonics</td>
<td>Advanced Phonics &amp; Multisyllabic</td>
<td></td>
<td></td>
<td>Multisyllabic &amp; Word Study</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Sounds and Words</td>
<td>Words &amp; Connected Text</td>
<td></td>
<td></td>
<td>Connected Text</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Speaking and Listening</td>
<td>Listening, Reading, &amp; Writing</td>
<td></td>
<td></td>
<td>Reading &amp; Writing</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Speaking &amp; Listening</td>
<td>Listening, Reading, &amp; Writing</td>
<td></td>
<td></td>
<td>Reading &amp; Writing</td>
<td></td>
</tr>
</tbody>
</table>
Syllabication instruction teaches a struggling reader strategies to decode multisyllable words quickly.

Students learn to systematically break a multisyllable work into small manageable syllables, identify the vowel sounds within each syllable and “sound out” the word syllable by syllable.

As students progress through the lessons, they will internalize the process and apply it easily and effortlessly.

They will become faster, more efficient and fluent readers who comprehend at a higher level.
Let’s Try This!
Syllabication
8 Syllable Types &
3 Division Patterns
Let’s do this!!!!
• REVIEW - What letters of the alphabet are vowels;
  – a, e, i, o, u, y
  – Introduce open and closed syllables - could use the multisensory aid of open and closed doors

CLOSED SYLLABLE - A short vowel sound with a consonant after the vowel
  – At, bit, not, pic/nic, hel/met

OPEN SYLLABLE – A long vowel sound with a single vowel and no consonant after the vowel
  – She, no, o/pen (o = open; pen = closed)
You will need your white board, marker and eraser from your toolkit...
2 Syllable VC/CV Division Pattern

• Write M-A-G-N-E-T on the white tag board.
• Find and label the first two vowels.

```
MAGNET
 V  V
```

• Draw a bridge to connect the vowels

```
MAGNET
V  \ V
```

36
2 Syllable VC/CV Division Pattern

• Label the consonants on the bridge.

\[ \text{MAGNET} \]
\[ \text{VCCV} \]

• Divide using the pattern VC/CV

\[ \text{MAGNET} \]
\[ \text{VCCV} \]

• Sound out the word

măg nĕt
magnet
2 Syllable VC/CV Division Pattern

• Write B-A-N-J-O on the white tag board
• Find and label the first two vowels
  \[
  \underline{\text{BANJO}} \\
  \underline{V \ V}
  \]
• Draw a bridge to connect the vowels
  \[
  \underline{\text{BANJO}} \\
  \underline{V \ V}
  \]
2 Syllable VC/CV Division Pattern

• Label the consonants on the bridge
  
  \[ \underline{BA} \underline{NJO} \underline{VCCV} \]

• Divide using the pattern VC/CV
  
  closed \hspace{1cm} open
  
  \[ \underline{BA} \underline{NJO} \underline{VCCV} \]

• Sound out the word
  
  băn  jō
  
  banjo
• Write I-N-T-R-I-N-S-I-C on the white tag board

• Find and label the first two vowels

  \[ \text{INTRIN\,SIC} \]

  \[ V \quad V \]

• Draw a bridge to connect the vowels

  \[ \text{INTRIN\,SIC} \]

  \[ V \quad \quad V \]
3 Syllable VC/CV Division Pattern

• Label the consonants on the bridge
  \_INTR\_INSIC
  VC C V

• Divide using the pattern VC/CV
  \( \text{cl} | \text{cl} \)
  IN TRINSIC
  VC Č V
3 Syllable VC/CV Division Pattern

• Locate the last vowel and mark it. Draw another bridge.

    cl   cl
    ĮN TRĮNSĮC
    VCČV    V

• Label the consonants on the bridge and divide between them.

    cl   cl   cl
    ĮN TRĮNSĮC
    VC ČVCCV

• Sound it out. Įn trė̆n sǐc
    intrinsic
Advanced Phonics

Syllabication

*Syllabication practice with vocabulary words is a great way to review all of basic and advanced phonics in a respectful and more age-appropriate way.*

What are the Syllable Types?
Closed Syllables

A syllable in which a single vowel is followed by a consonant. The vowel is usually short.

50% of all syllables in words are closed syllables.

Examples:
- man
- stop
- got
- in/sect
- dis/cuss
- com/pass
Exceptions are not issues when they are explicitly taught.
About 25% of all syllables are closed.

Open and closed syllables account for almost 75% of syllables in English words.

Examples:
Go/ze/ro
Me/so/lo
She/Plu/to
Vowel Teams (Combinations)

A syllable in which the vowel sound is spelled with two to four letters.

Vowel sound can be short, long or a diphthong such as ai, ea, ee, oi, oy, au, ie, oa, ow, ay, ue, ou, oo.

Examples: proof/read, south/east
A syllable in which the vowel is followed by the single letter r. The vowel sound is ‘controlled’ by the r such as or, ar, ir, ur, er, ear

Examples: earth/worm  work/force
            em/bar/go      bor/der/line
Common Syllable Types

Vowel-Consonant e  VCe

Examples:
- time/line
- lime/stone
- like/wise

A syllable in which the long vowel sound is spelled with one vowel followed by one consonant and a silent e.
Consonant - *le*  

*Cle*

An unaccented final syllable in which a consonant is followed by *-le*.

Examples:  
- *sam/ple*  
- *ti/tle*  
- *dwin/dle*  
- *bat/tle*  
- *exam/ple*
Final Stable (Suffixes as Syllables)

Vocabulary:

Affixes - prefixes and suffixes

Prefixes - affixes that come before the root words

Suffixes - affixes that follow the root words

A final syllable that has a stable or consistent pronunciation, such as

-age, -ive, -sion, -tion, -ture

-er, -est, -s, -es, ing, -ed, -y

Examples: cap/tion

sculp/ture
Schwa Syllable

The Schwa syllable occurs in an unstressed, unaccented syllable with a vowel (often, but not exclusively the a). SCHWA MAKES THE /ʕ/ SOUND WHEN THE WORD IS PRONOUNCED.

- A/ LONE
- BA/ NAN/ A
- EM/ PHA/ SIZE
- JA/ PAN
- SA/ LUTE
3 Syllable Division Patterns

- **DIVISION PATTERN 1**: VC/ CV
  - Congress
  - transgress
  - vanish

- **DIVISION PATTERN 2**: V/ CV (75%) & VC/ V
  - bestow
  - frequent
  - rothund

- **DIVISION PATTERN 3**: V/ V
  - triumph
  - poet
  - diagram
  - vidrio
  - museum
Flexible Syllabication

Students do not need to mark words forever!

These Syllabication for Spelling Strategies will help students read longer words accurately and fluently.

1. Box any familiar suffixes. (e.g., -ing, -ous, -ful)
2. Circle any familiar prefixes. (e.g., re-, un-)
3. Locate and put a line under each vowel grapheme in the word
   a. Do not mark silent e
   b. Vowel teams are one sound
   c. If needed, mark the vowel and consonants sequences with V or C
4. Use knowledge of syllables to decode vowel sounds. Scoop with a pencil or your finger under each syllable (sounding the word out left to right).
5. Say the whole word. If needed, check the context for clarification.
Flexible Syllabication

Students do not need to mark words forever!

per fec tion

MATERIALS: Magnetized syllable blocks with an erasable surface that can be attached to a magnetized surface. (Could use a grid with an erasable surface.)

1. Say a multisyllabic word to students and have them repeat it (more than once initially).
2. Instruct students to place a blank syllable block for each spoken syllable.
3. Pronounce each syllable while students write the letters on a syllable block. Help students segment the sounds and remember spelling correspondences.
4. Have students write the whole word and read it back.
5. Have students cover up the word and try to write it from memory.
MORPHOLOGY - The study of the smallest meaningful units of language
Why Morphology?

• Morphological knowledge has the potential to affect literacy skills in at least three ways, through word recognition, comprehension, and motivation.

• Morphological knowledge impacts decoding, spelling, vocabulary knowledge, and comprehension.
Morphological Awareness

Refers to the ability to consciously consider and manipulate the smallest units of meaning in spoken and written language, including base (and root) words and affixes.

Morphological Awareness:

- Makes a powerful contribution to word reading abilities.
- Impacts reading comprehension positively.
- Improves spelling and written compositions.
- Explains 4 to 15% of students’ reading abilities as measured by literacy assessments.
Morphemes and Word Recognition

Morphological knowledge is a further factor supporting efficient and accurate word recognition.

How do you pronounce –ea– in reach?

How do you perceive and pronounce –ea– in react?
What is a Morpheme?

Free and Bound Morphemes

Free Morphemes
• Base words that stand alone:
  house, tea
• A "compound" is two free morphemes combined in one word:
  backpack, pinecone

Bound Morphemes
• Bound morphemes can't stand alone. They are not free!
• Prefixes, roots, suffixes, and combining forms:
  sub – ject – ive
  dys – lex – ia
What is a Morpheme?

Types of Morphemes

Free
- Content
- Base words and compounds

Bound
- Function
- Grammatical "glue" words
- Roots
- Prefixes
- Inflections
- Suffixes
- Derivations
Two Types of Suffix Morphemes

Inflectional
- learned early
- Do not change part of speech, tense, number, possession, comparison & degree

Derivational
- Added to a root
- Changes part of speech
- Numerous
- Usually Latin

Inflectional:
- jump – jumped
- four – fourth
- girl – girl’s
- tough – tougher
tough - toughest

Derivational:
- nation – national
- subject – subjective
govern – government
social - socialize
These programs provide auditory exercises with morphology. The process is similar to auditory exercises in the Heggerty Phonemic Awareness curriculum. Students would benefit from an orthographic element (lesson with print) before, during and after the lessons especially in the prefixes and root level.
Use your dry erase board as a surface on which to work. Take out the different colored squares out of your toolkit.

Watch as a demonstration and/or participate using the paper squares from your toolkit.
## So What Does Good Morphology Teaching Look Like?

<table>
<thead>
<tr>
<th>1. Teach Morphology in the Context of Rich, Explicit Vocabulary Instruction</th>
<th>3. Teach the Underlying Morphological Knowledge Needed in Two Ways - Both Explicitly and in Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teach Students to Use Morphology as a Cognitive Strategy with Explicit Steps</td>
<td>4. For Students with Developed Knowledge of Spanish, Teach Morphology in Relation to Cognate Instruction</td>
</tr>
</tbody>
</table>

How do we put this all together?
## Changing Emphasis of the Subskills of the Five Components of Reading (Appendix I)

<table>
<thead>
<tr>
<th>Component</th>
<th>K</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>Blend &amp; Segment</td>
<td>Phoneme Analysis: Addition, Deletion &amp; Substitution; Spelling Dictation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Sounds/Basic Phonics</td>
<td>Advanced Phonics &amp; Multisyllabic</td>
<td>Multisyllabic &amp; Word Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Sounds and Words</td>
<td>Words &amp; Connected Text</td>
<td>Connected Text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Speaking and Listening</td>
<td>Listening, Reading, &amp; Writing</td>
<td>Reading &amp; Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Speaking &amp; Listening</td>
<td>Listening, Reading, &amp; Writing</td>
<td>Reading &amp; Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommendation #1: Teachers should provide students with explicit vocabulary instruction both as part of reading and language arts classes and as part of content-area classes such as science and social studies.
Recommendation #1 - Strong Evidence

Probability that a student will learn new words while reading is relatively low - about 15%. Page 11

Dedicate a portion of the regular classroom lesson to explicit vocabulary instruction

- The amount of time is dictated by the vocabulary load of the text to be read keeping in mind the students’ prior knowledge.
- How do the teachers in your school provide practice with vocabulary?
Use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions.

- Words are usually learned only after they appear several times.
  - Exposures are most effective if they appear over an extended period of time.
- Words that appear only once or twice in a text are typically not words that should be targeted for explicit instruction, but students should be provided with definitions.
Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, extended reading.

- Students acquire a range of meanings for the words, the correct way to use the words, and recognizing them in print.
Provide students with strategies to make them independent vocabulary learners.

- Explicitly teach morphology (roots, prefixes, and suffixes) of words to derive the meaning.
What can this look like?

Let’s learn some new words!
Explicit Vocabulary Instruction

• “direct vocabulary instruction has an impressive track record of improving students’ background knowledge and comprehension of academic content.” (Marzano, 2001, p. 69)

• .97 effect size for direct teaching of vocabulary related to content attainment (Stahl & Fairbanks, 1986)

• Hattie effect size for vocabulary programs 0.67
How to select words to teach.

*Teacher departments/disciplines should meet and agree on most used Tier 2 and Tier 3 vocabulary.*

1. Teachers determine how frequently is the word used. Choose high frequency unknown words.
2. Use a tiered system for choosing words.
   - **Tier 1** words are those typically in readers’ vocabulary and should not be the focus of instruction.
   - **Tier 2** words should be the focus of explicit instruction based on frequency and utility.
   - **Tier 3** words are rare, specific words from content areas that are recommended for instruction only when they are encountered in a text.
Selection of Vocabulary

• **Limit number of words given in depth instruction** to 4 to 5 words per session.  (Robb, 2003)
  (Additional words can be given “lighter touch” instruction.)

  Select a **limited number** of words.
  Select words that are **unknown**.
  Select words **critical** to passage understanding.
  Select words that can be used in the **future**.
  Select **difficult words** that need interpretation.
Vocabulary Instructional Routine

**Step 1:** Introduce the word’s pronunciation.

Divide the words into syllables, morphemes...

**Step 2:** Introduce the word’s meaning.

Use word origins and morphemes when helpful.

**Step 3:** Illustrate the word with examples (and non-examples)

**Step 4:** Check student’s understanding.

**Step 5:** Post the word(s).
Word Matrix and Word Sum, *with the Root* – *Sign* (to mark with a sign, in-scribe, affix a seal to)

Can you create other words using the word parts in the matrix?
Frayer Model & Word Web

Definition

Characteristics/Illustration

Examples

Non-Examples

Word Web

telepathy

telecommunications

television

telegraph

telekinetic

telestar

telecommunications

telegraph

telekinetic

telestar

telepathy

Create a word wall in your classroom

- Post a reminder of the context
- Post the vocabulary words
- Incorporate the words into your classroom language
- Encourage students to use words when speaking and writing
An Example Lesson

• This lesson and other examples can be found in Chapter 3 of this book:
Vocabulary Routine for Parallel
Content Area: Math

1. Introduce the word’s pronunciation.

- This word is parallel. What word? parallel
  Tap and say the syllables in parallel.
- Again.
- What word? parallel
- Write the word parallel in your log.
  (Circulate and monitor.)
Vocabulary Routine for Word - *Parallel*
	Content Area: Math

2. **Introduce the word’s meaning.**

- Let’s read the parts of the definition.
- two lines
- equal distance from each other
- will not intersect

- When we have two lines that are equal distance from each other and will never intersect, we say the lines are _________. *parallel*

- List the parts of the definition in your math log.
3. Illustrate with examples and non-examples.
These two lines are parallel. They are an equal distance from each other and will never intersect.
Vocabulary Routine for *Parallel*
Content Area: Math

3. **Illustrate with examples and non-examples.**
These two lines are not parallel. They are not an equal distance from each other and they intersect.
3. Illustrate with examples and non-examples.
   These two lines are not parallel. They are not an equal distance from each other and will intersect.
3. Illustrate with examples and non-examples.

Hold your arms straight up so that your arms are parallel.

Now hold your arms so that your arms are not parallel.
3. Illustrate with examples and non-examples.

Hold your arms in front of you. Make them parallel.

Now hold your arms in front of you so that your arms are not parallel.
4. Check students’ understanding using examples and non-examples.

**Agree/Disagree/Why**

These lines are parallel.
Practice 4
4. Check students’ understanding using examples and non-examples.

Agree/Disagree/Why
These lines are parallel.
Vocabulary Routine for *Parallel*
Content Area: Math

4. **Check students’ understanding.**
Have students generate examples and non-examples.

Make a T chart. Label the columns **parallel** and **not parallel.**
Add examples and non-examples of parallel and not parallel.
(Model by drawing a t-chart and adding labels.)
Example T Chart

- Parallel
- Not Parallel
Vocabulary Paint Chips

https://www.teachingchannel.org/video/build-student-vocabulary
Intervention for struggling readers and writers can begin with strong content area vocabulary instruction in the regular classrooms.
Nonie Lesaux PhD is Academic Dean of Harvard Graduate School of Education. Her research focuses on promoting the language and literacy skills of today’s children from diverse backgrounds.

While studying effective reading interventions for sixth grade students, she discovered that the quality of “Teacher Talk” in the classroom improved students’ reading and vocabulary test scores.

Teachers who used just 20 more academic vocabulary words in their classrooms per class period, grew their students’ vocabularies and reading levels one standard deviation which roughly equals one year’s growth.

“We tuned students into the kind of talk that really matters for reading.”
“Words do two major things: they provide food for the mind and create light for understanding and awareness.” Jim Rohn

“Do the best you can until you know better. Then when you know better, do better.” - Maya Angelou

Thank you for all you do everyday!
References


