

Making Words Stick

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Why are the students having trouble reading & comprehending?

and

What can teachers do about it?

One thought as to "why?"...

Welcome To
The Language Of
Our Kids...

Whatever

"JK"

Ya-right

Wassup?

Dawg

My bad

Straight up

What it is

That rocks

Explicit Vocabulary Instruction

Many people use dictionaries for vocabulary instruction.



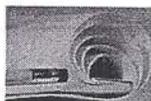
What do you think?
Is it effective?

2/29/2012

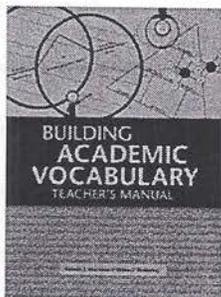
Past Practice: Dictionary

“Rote memorization of words and definitions is the **least effective** instructional method resulting in little long-term effect.”

(Kameenui, Dixon, Carine 1987)



Robert Marzano



Explicit Vocabulary Teaching Strategies

- Step 1 - Student-friendly descriptions
- Step 2 - Restate in own words
- Step 3 - Nonlinguistic representations
- Step 4 - Multiple exposures
- Step 5 - Students should discuss terms
- Step 6 - Periodically students are involved in games

Marzano (2004)

Which vocabulary words to pick?

- Words that are important for understanding the text.
- Words that are critically important for the content area.
- Words that students will encounter often, functionally important words (*Stahl, 1986*)
- High priority words (*Beck, 2002*)

Resource: Robert Marzano's "Building Academic Vocabulary"

The Three-Tier System

A "system" or "algorithm" for selecting the words in a text for direct explanation and focused instruction:

- **Tier-One Words:** basic words, such as *the, and, daddy, food...* These words rarely require instruction in school.
- **Tier-Two Words:** occur frequently in language, and are central to comprehension, and are understood by most mature language users.
- **Tier-Three Words:** low-frequency "specialized" words that are often limited to specific content areas such as social studies or science. These words should be taught only as they arise.

Beck and McKeown (1985)

Word Types: A Lens for Thinking About Vocabulary
(Beck et al., 2002) & Choosing Important Words to Teach

Tier 1: Basic	Tier 2: Frequent Academic	Tier 3: Content Specific
home dog happy see come again find go look boy	analyze approach role consist major require significant vary interpret respond consequence	volcano lava pumice glaciated abdominal peninsula molt phonological diphthong

"Mortar" words **"Brick" words**

Research: See Coxhead <http://www.victoria.ac.nz/ols/resources/academicwordlist/>

Resource for academic vocabulary K-12

<http://je-schools.net/tutorials/vocab/index.html>

How Many Vocabulary Words to Directly Introduce?

Read Alouds Grades K-2

- > About 4-6 words.
- > Should be important to the comprehension of the plot.

Independently Read Text Grades 2 – 8

- > About 8 to 10 words per selection at one selection per week.
- > The more complex the words, the fewer words should be presented

Based on Beck et al. 2002.

Vocabulary Notebook Pages

Word:	My knowledge: 1 2 3 4
Description:	Picture:
Synonym:	Antonym:
Sentence:	

**Students restate in their own words: One way....
A Student Notebook**

<i>My Description</i>	<i>My Representation</i>	<i>New Insight</i>

Levels Of Word Knowledge

- No Clue
- Have Heard/Seen It
- Think I Know It
- Know It Well/Can Use It in a Sentence
- 1 - 4



Word Knowledge Rating		
	HIGH KNOWLEDGE	LOW KNOWLEDGE
	4 - I could teach it to the class. 3 - I am pretty sure what it means.	2 - I recognize it but need a review. 1 - I have no clue what it means.
Term	Before Instruction	After Instruction
outspoken, adj..		
daring, adj.		
wisdom, n.		
elegant, adj.		
ultimatum, n.		

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Marzano (2004)

Why are we concerned about background knowledge?

What students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content.

Marzano, 2004

2/29/2012

Background Knowledge Activity

The questions that _____ face as they raise _____ from _____ to adult life are not easy to _____. Both _____ and _____ can become concerned when health problems such as _____ arise any time after the _____ stage to later life.

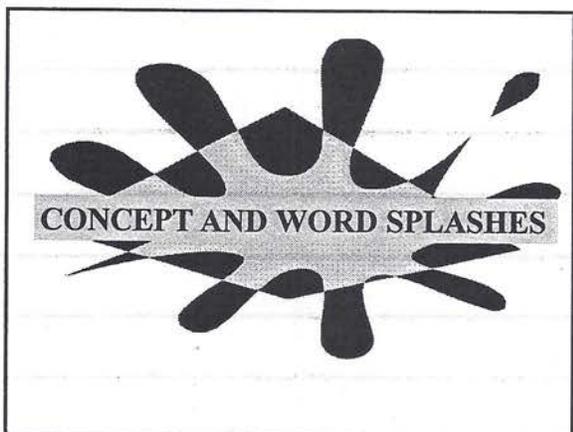
Background Knowledge Activity Answers

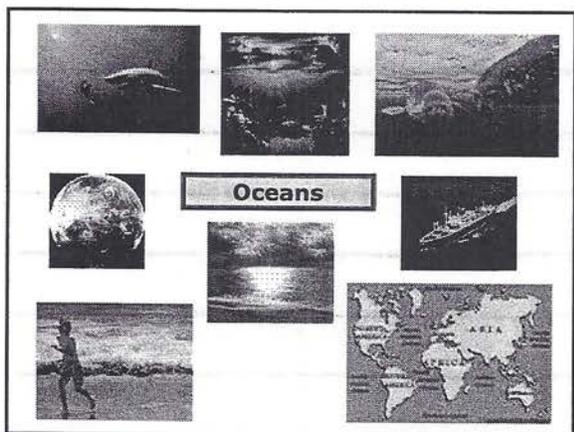
The questions that **poultrymen** face as they raise **chickens** from **incubation** to adult life are not easy to **answer**. Both **farmers** and **merchants** can become concerned when health problems such as **coccidiosis** arise any time after the **egg** stage to later life.



“Teaching vocabulary is synonymous with teaching background knowledge.”

Marzano (2004)







WORDSTORMING



1. Students write down all words they can think of related to a given concept.
2. When list-making slows, increase words to the list by asking more guided questions.

Wordstorming continued:



3. Ask students to group and categorize their words. One column might be left for miscellaneous.
4. Introduce any words that you think should be included. Students must decide what category in which to place the added word.

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Marzano (2004)

**Definitions vs.
Descriptions/Explanations**

Word	Definition	Description/ Explanation
Tamper	To interfere in a secret or incorrect way	To change something secretly so that it does not work right or could hurt someone.
Disrupt	Break up; split	To cause trouble that stops something from happening easily or peacefully.
Illusion	Appearance or feeling that misleads because it is not real.	Something that looks like one thing but is really something else or is not there at all.

- Tools to Develop Word Learning through
"Student Friendly" Descriptions**
- Co-Build Student Dictionary (ISBN-0-00-712034-6)
<http://dictionary.reverso.net/>
 - Longman Publishers
<http://www.ldoceonline.com/>
 - Heinle & Heinle Publishers
<http://nhd.heinle.com/>
 - Merriam Webster's
<http://www.learnersdictionary.com>
<http://www.wordcentral.com/>
 - Wordsmyth
<http://www.wordsmyth.net/>

- Explicit
Vocabulary Teaching
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- Marzano (2004)

Make A Picture
Non-linguistic Representation

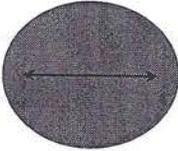
- Construct a visual image that connects the target word with the meaning.
- One connection could be auditory. "Carlin" means old woman. The word part "car" could generate a picture of an old woman driving a car. Or, the student could just draw a picture of an older woman.

50% more retention!!!



Picture, Symbol, Graphic Representation

- Diameter



Marzano, R. J. & Pickering, D. J., 2005. p 23. 2/29/2012

Picture, Symbol, Graphic Representation

- Food Chain



Marzano, R. J. & Pickering, D. J., 2005. p 24. 2/29/2012

**Explicit
Vocabulary Teaching
Strategies**

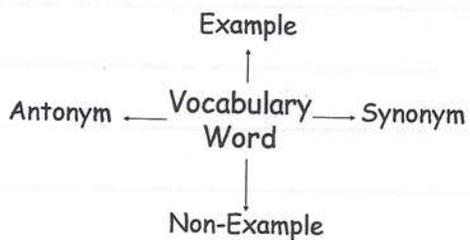
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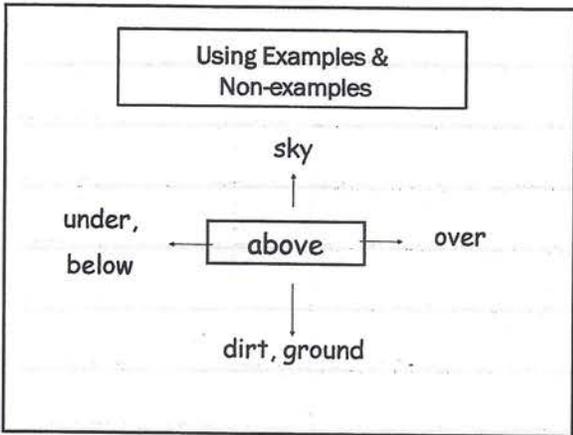
Marzano (2004)

Linear Array

freezing	cold	tepid	hot	boiling
always				never

**Using Examples &
Non-examples**





Word Parts

- Enhances student understanding of the term
- Teach those prefixes occurring most frequently: un-, re-, in-, dis-
- Teach suffixes that occur most frequently -s, /es, -ed, -ing.

More Direct Teaching of Words, Word-Learning

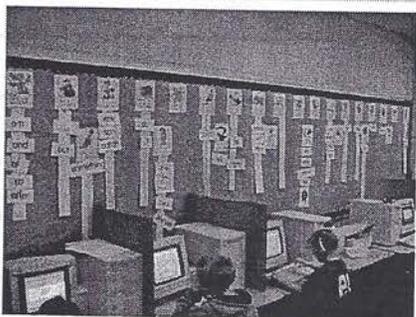
<p>Prefixes</p> <ul style="list-style-type: none"> • "no" or "not" • anti • in • mis • un • TIME • post • pre • NUMBERS • bi • multi • tri 	<p>Suffixes</p> <ul style="list-style-type: none"> • Able to be • able • ible • Relating to • al • ance • One who • er • ite • or • ence • Full of • ful • y
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WORD WALLS

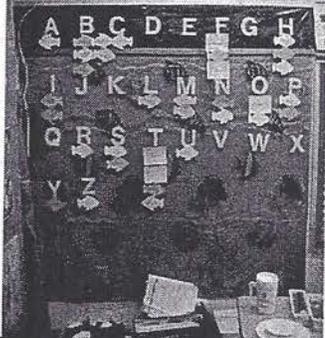
- Repetition reinforces previously learned material
- Encourages students to use the vocabulary words in writing, class discussion, and builds discipline specific language.
- Recommended alphabetic or thematic

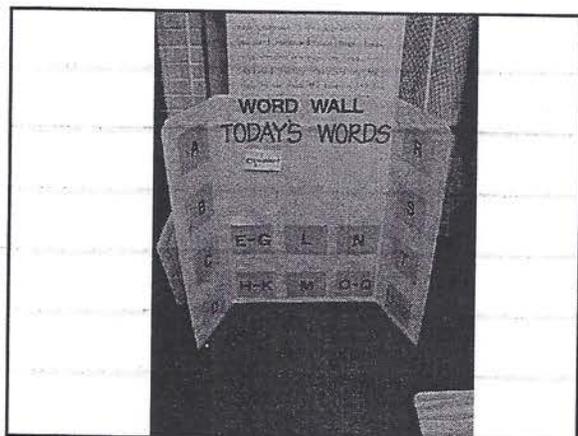
EXAMPLES

WORD WALLS



WORD WALL





**An Example of a Review Activity:
Connect Two**

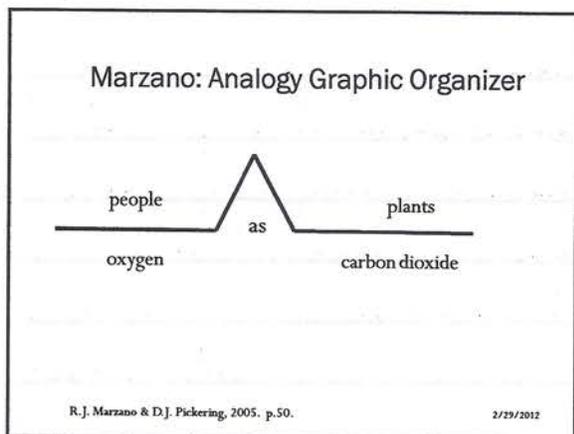
An approach suggested by Richek (2005)
—is a good illustration of a review activity.

*** Note that with review activities, there is no teaching involved. Students just need the opportunity to think about words and meanings that they've already learned.

- Give students two columns of 5-10 words each.
- Ask them to pick pairs of words.
- Ask them to explain the relationship between the words

ACTIVITY

halt	relate
connive	create
salt	estate
awake	recite
behave	repel



Word Pair Analysis

Word Pair	Same	Opposite	Go Together	No Relation
Country/ continent				
Govern/rule				
Past/history				
Globe/map				
Independent/ dependent				
Desert/ocean				

Word Sort

What Are Word Sorts?

- In **closed word sorts** the teacher defines the process for categorizing the words. This requires students to engage in critical thinking as they examine sight vocabulary, corresponding concepts, or word structure.
- In **open word sorts** the students determine how to categorize the words, thereby becoming involved in an active manipulation of words.

Silent Sort

Word Sort

acute	Line segment	intersection
area	obtuse	height
perpendicular	degrees	right

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PASSWORD
A Vocabulary Review Activity



Setup Directions:

- One student stands with back to presentation.
- The class gives the student clues to the vocabulary word onscreen as a clock keeps time.
- The student tries to guess the word before the buzzer.

The **PASSWORD** is...

dinosaur



www.ferr.org

Teaching and Learning

Florida Center for Reading Research

Student Center Activities Resource - K-1, 2-3, 4-5

Florida Assessments for Instruction in Reading (FAIR)

Instructional Materials

Research

Activities

Professional Learning Walk Through

Information for Parents

Research by Instructional - FAIR

The Florida Center for Reading Research (FCRR) is a research center within the University of Florida. Our work, staff from the Florida Center for Reading Research, and our resources are available to all Florida educators. We are committed to providing high-quality, research-based resources to support student center activities.

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Vocabulary

Word Knowledge

Memory Word Match

V.001

Objective

The student will identify the meaning of words.

Materials

Memory Word Match cards (Activity Master V.001.AM1) - V.001.AM10)

Choose a target set (i.e., numbers, shapes, contractions, or abbreviations).

Activity

Students match words to corresponding meanings (i.e., symbols, contractions, or abbreviations) while playing a memory game.

- Place the Memory Word Match cards face down in rows.
- Taking turns, students select two cards, read or name them orally, and determine if cards match (e.g., seven, 7).
- If there is a match, pick up the cards, place in the aside, and take another turn. If cards do not match (e.g., seven, 8) return them to their original places.

Resource Materials and Technology Center for the Deaf and Hard of Hearing

207 North San Marco Avenue
St. Augustine, Florida 32084
813-338-6278

http://rmtc.fstlb.k12.fl.us

eBooks

What do you think of when you hear about eBooks? To some, it means online versions of books (especially children's books). To others, it means any book that is electronic. Many think of it as text that has been digitally preserved and made available to use with software that reads the text. This page will link to online children's storybooks, and to children's storybooks that can be downloaded to use in software programs (like PowerPoint and Clicker).

Effective teaching of vocabulary is essential!

Reading Instruction

National Reading Panel, 2000

- Direct instruction of vocabulary items is required for comprehension of specific text.
- Repetition and multiple exposure to vocabulary items are important. Students should be given items that will be likely to appear in many contexts.
- When vocabulary items are derived from content learning materials, the learner will be better equipped to deal with specific reading matter in content areas.

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My knowledge:
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Description:

Picture:

Synonym:

Antonym:

Sentence:

Questions

2 Evaluations

2/29/2012
