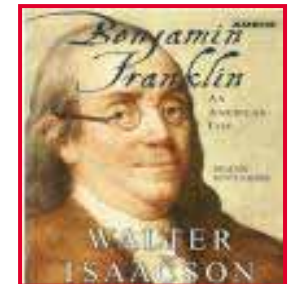




# *A Multifaceted Approach to Vocabulary Instruction*



John J. Pikulski, Ph.D.  
Professor, University of Delaware  
Author, Houghton Mifflin Harcourt Publishers

Beck, I.L., McKeown, M.G., & Kuchan, L. (2002.)  
*Bringing words to life*. New York: Guilford  
Press.

Graves, M.F. (2006.) *The vocabulary book*. New York:  
Teachers College Press.

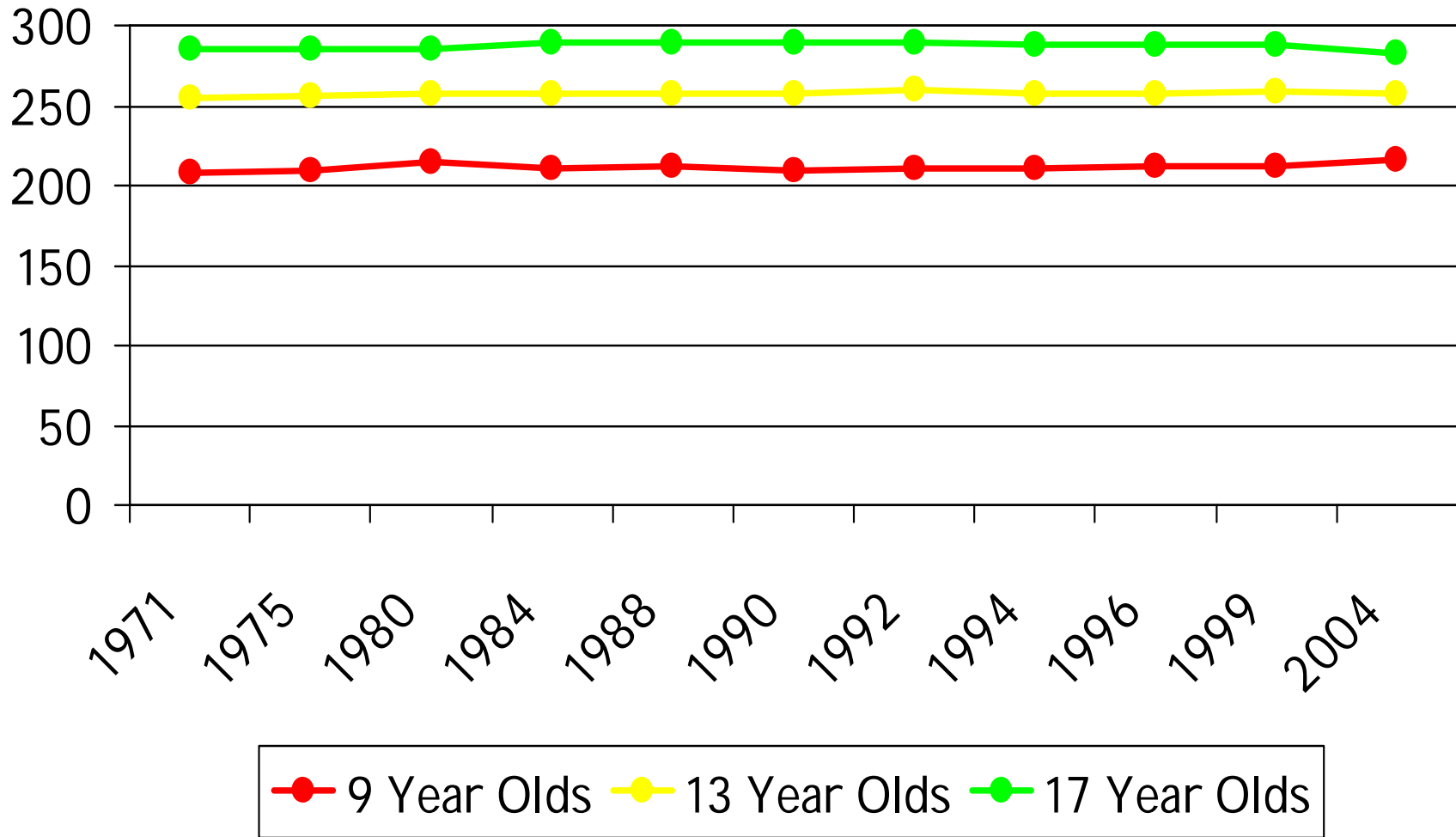
Hart, B. & Risley, T.R. (1995.) *Meaningful differences in  
the everyday lives of young American children*.  
Baltimore, MD: Paul Brookes

Stahl, S.A. & Nagy, W.E. (2006.) *Teaching word  
meanings*. Mahwah, NJ: Lawrence Erlbaum.

The story the data tell is simple, consistent, and alarming. Although there has been some progress in recent years in reading ability at the elementary level, all progress appears to halt as children enter their teenage years. There is general decline in reading among teenage and adult Americans. Most alarming, both reading ability and the habit of regular reading have greatly declined among college graduates. These negative trends have more than literary importance. The declines have demonstrable social, economic, cultural, and civic implications.

To Read or Not to Read: A Question of National Consequence. (November, 2007). National Endowment of the Arts. [www.nea.gov/research/ToRead](http://www.nea.gov/research/ToRead)

# Average NAEP Reading Scores for the Nation



“Previously ‘unimportant’ reading difficulties may appear for the first time in fourth grade when children are dealing more frequently, deeply, and widely with nonfiction materials in a variety of school subjects.” Snow, p.79

## THE Fourth Grade Slump

“While we have encouraging results for younger children, our nation's recent education report card has shown no progress for high school students in 30 years. So, it's time to focus on improving high schools.”

Margaret Spellings, National Press Club Address, Sept. 21, 2005

If education is ever to make serious generational progress, educators must somehow stop the pendulum by focusing their efforts to improve education on programs that are effective, rather than on those that are merely new and sound good.

Education can make a difference. Some studies have found that good school experiences can overcome the effects of a limited early environment; others have found no impact of school attendance on children's vocabulary.

Stahl and Nagy, 2006, p.5

A comprehensive, multifaceted, complex, long term approach to increasing vocabulary must be taken in order for it to have a significant effect on student vocabulary growth.

# Research Based Reading Programs: Six Essential Components

- Phonemic Awareness
- Phonics
- Fluency
  - Basic
  - Advanced
- Vocabulary
- Comprehension
- Motivation

Sort of Easy,  
Part of a researched  
based reading  
program

Hard, Requires  
much teacher  
persistence and  
creativity

*VOCABULARY*

## Average Rate of Meaning vocabulary Growth in the Elementary Grades

Rate = 2,500 – 3,000 words per year

Rate = About 15 words per school day

Rate = 7 + words every day of the year

Cited in Snow, C .et al. (1998). Preventing reading difficulties in young children.

## 4 Major Elements of A comprehensive program of Vocabulary Development

- ❖ Provide a rich, stimulating language/vocabulary environment.
  - ❖ Encourage wide reading.
  - ❖ Use frequent instructional read aloud events.
- ❖ Teach, model, and encourage the application of independent word learning strategies such as: use of morphological units (e.g. prefixes, suffixes, root words); reference works (e.g. dictionary, thesaurus); sentence and passage context; and their integration.

## A comprehensive program of Vocabulary Development (continued)

- ❖ Provide systematic, explicit instruction in the meanings words and clusters of words.
- ❖ Create a keen awareness of and a deep interest in language and words (Word Consciousness.)

# Instructional Read Aloud Activities

## BOOKS

- Beck, I.L., McKeown, M.G., & Kuchan, L. (2002.) *Bringing words to life*. Guilford.
- Graves, M.F. (2006.) *The vocabulary book*. Teachers College Press.
- Hart, B. & Risley, T.R. (1995.) *Meaningful differences in the everyday lives of young American children*. Paul Brookes
- Stahl, S.A. & Nagy, W.E. (2006.) *Teaching word meanings*. Lawrence Erlbaum.

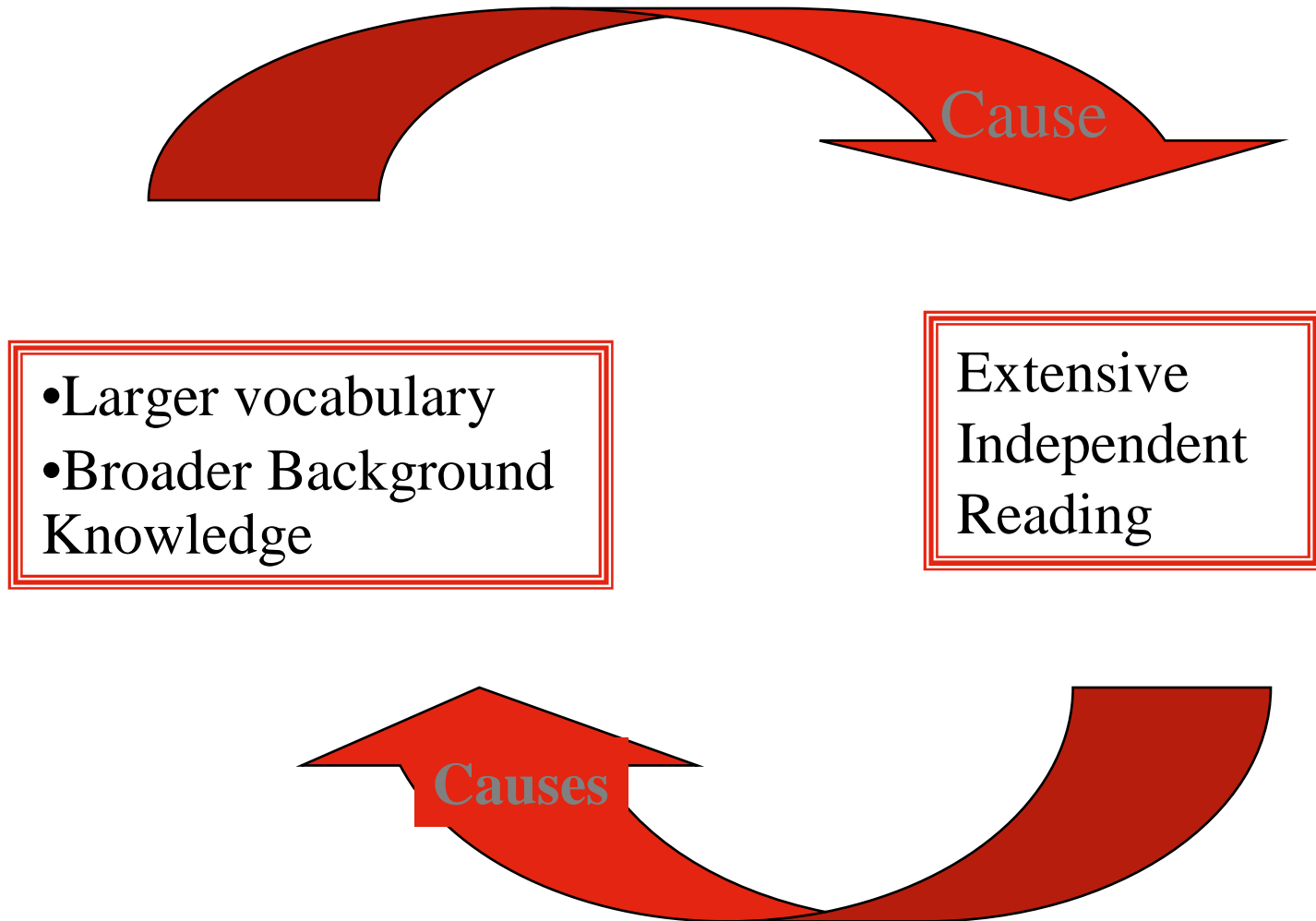
## ARTICLES

- Baumann, J., et. al. (2007) Bumping into spicy, tasty words. *The Reading Teacher*, 61,2.
- Biemiller, A & Boote, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology*, 98, 1.
- Lane, H. and Wright, T. Maximizing the effectiveness of reading aloud. (2007). *The Reading Teacher*, 60,77.
- McGee, L. and Schickendanz, J. (2007). Repeated interactive read-alouds in preschool and kindergarten, *The Reading Teacher*, 60, 8.
- Silverman, R. A comparison of three methods of vocabulary instruction during read-alouds in kindergarten. (2007). *Elementary School Journal*, 108,2.

*Motivate students to  
Read Widely.*

# Principle of Reciprocal Causation

(Matthew Effects)



# Major Sources of Vocabulary

(A. Cunningham & Stanovich, 1998)

	Rare Words, 1,000
I. Printed Texts	
Abstracts of Scientific Articles	128.0
Newspapers	68.3
Adult Books	52.7
Children's Books	30.9
Preschool Books	16.3
II. Oral Texts	
Prime-time Adult Shows	22.7
Prime-time Children's shows	20.2
Expert Witness Testimony	28.4
College Graduates, Friends, Spouses	17.3

# Research Based Read Aloud Recommendations

- Carefully select books based on difficulty, interest, and instructional value.
- Build Background and Vocabulary before, during, and after reading.
- Choose instructional vocabulary carefully.
  - Look for “Goldilocks” Words.
- Reread some books several times.
  - Reread books selectively and in small groups (some children become bored with rereadings of some books.)
- Do both whole class and small group interactive/instructional read alouds.
- Review/reinforce target vocabulary.
- Use at least 50% informational texts.

*Teach an  
Independent  
Word Learning Strategy*

## Why Learning Vocabulary From Context is Important

- Even a very robust program of vocabulary cannot teach all the words students need to learn

Why TEACHING students how to independently derive word meanings is important

- Studies suggest that students arrive at a reasonable understanding of less than 5% of the “new” words they encounter in their reading
- Studies suggest that we can raise their chances to about 15% if we actively teach and model how to independently derive word meanings

# Usefulness of Context

- 24% of the time - facilitates meaning
- 24% of time - misleads as to meaning
- 50% of the time - does not lead to meaning
- Is less useful with informative, content area texts
- Is less useful with very challenging texts

**We MUST be honest and realistic with our students**

# Deriving Word Meanings Strategy

Carefully look at the word; decide how to pronounce it

Look around the word:

- Within the sentence
- Reread previous sentences
- Read ahead for more clues

Look in the word:

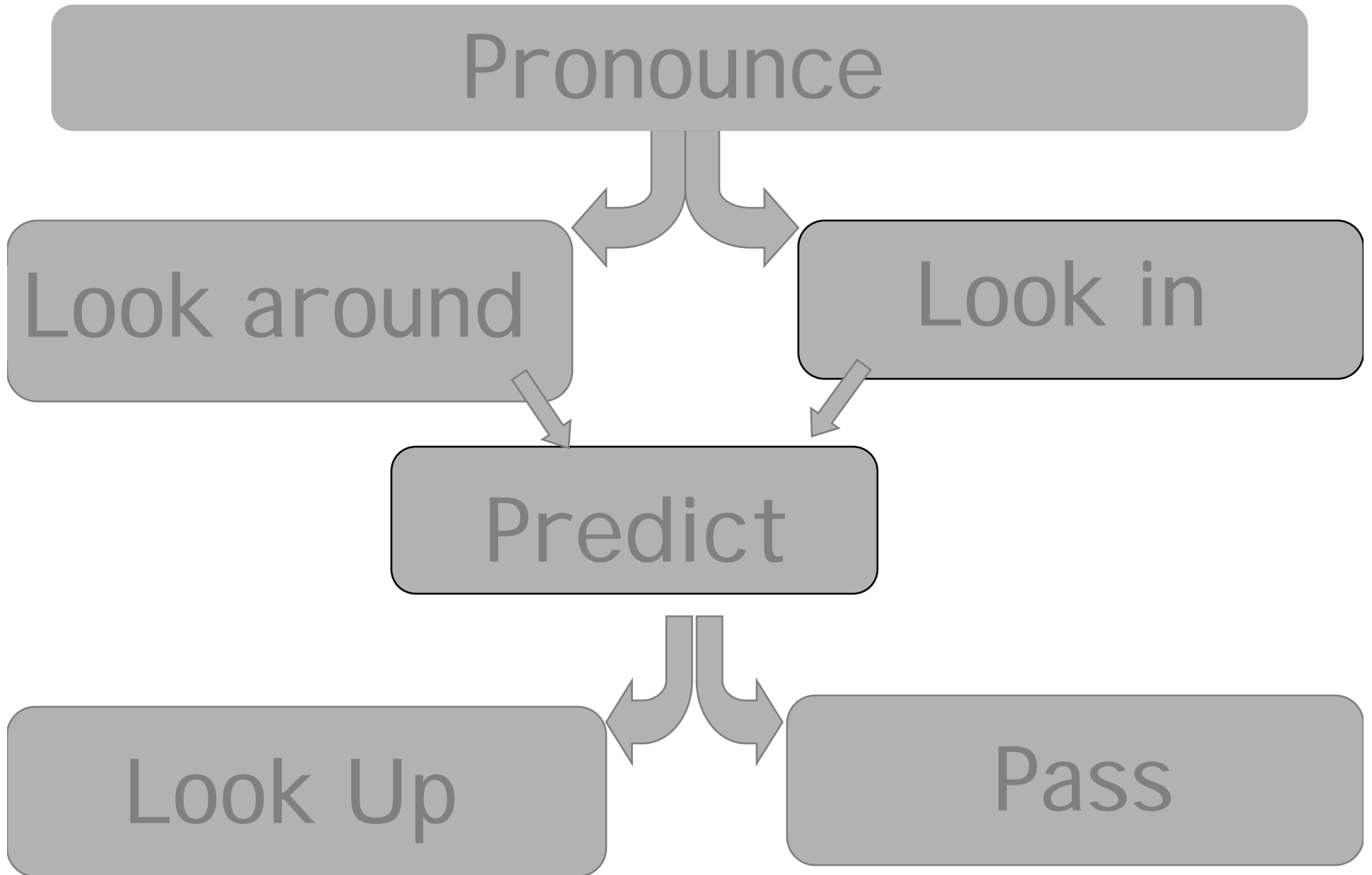
- Affixes
- Base words
- Root words

Make your best guess at the word's meaning

If you don't know the meaning and if the word seems important: use a dictionary or glossary

If you think you have figured out the meaning of the word or if the word doesn't seem important: Keep reading

# 3 LP Word Strategy



Pronounce

Look Around

Look In

Predict

Look Up

Pass

pellucid

\puh-LOO-sid\,

In her scrupulous and **pellucid** prose, she appears to distance herself from the optimistic Californian light.

-Cynthia Ozick, "What Writer's Writers Write.", *New York Times Magazine*, Jan 2, 2000

The prevailing atmosphere as one cruises the busy strip where most of Cancun's 122 hotels are clustered, is like that of an Orlando or a Las Vegas dropped intact next to **pellucid** Caribbean waters.

-- Larry Rohter, "What's Doing in Cancun.", *New York Times*, March 8, 1998

1. Transparent; clear; not opaque. 2. Easily understandable.

The primary value of teaching Latin and Greek roots may be the interest they create in words and how they operate as well as helping students remember words in which the roots are found.

# Stages of Knowing a Word

- Stage 1: I have never seen or heard it before.
- Stage 2: I know it is a word; I've seen or heard it before; I don't know its meaning.
- Stage 3: I know something about the word, like its part of speech, its positive or negative connotations, or the general context in which it is used, but I can't give its meaning.
- Stage 4: I know the word.

*Link vocabulary expansion to concept development, background building, and content area instruction.*

In their analysis of the content of the passages of major standardized tests, Calkins et. al. (A Teacher's guide to standardized tests, 1998, Hienemann) found that 50-85% of the texts are informational.)

Percent of informational text in most recent NAEP Reading Assessment

- 50% at 4<sup>th</sup> grade
- 73% at 8<sup>th</sup> grade

*#6 Teach words  
explicitly, systematically,  
thoroughly.*

# Three Major Reasons for Teaching/Developing Vocabulary

- To facilitate/enhance students' comprehension of a selection they are to read.
- To equip students for success in educational settings and in life.
- To enhance students appreciation of the pleasures to be derived through language.

“Academic language – the more difficult, abstract, technical, and specialized vocabulary and concepts used in texts and tests.” (p.401) JP Note: this refers to mature, advanced, sophisticated vocabulary needed for success in academic and professional settings--- not just vocabulary from academic disciplines.

**DRAFT** Reading/language arts/English/language development adoption criteria.  
California Department of Education, September, 2005

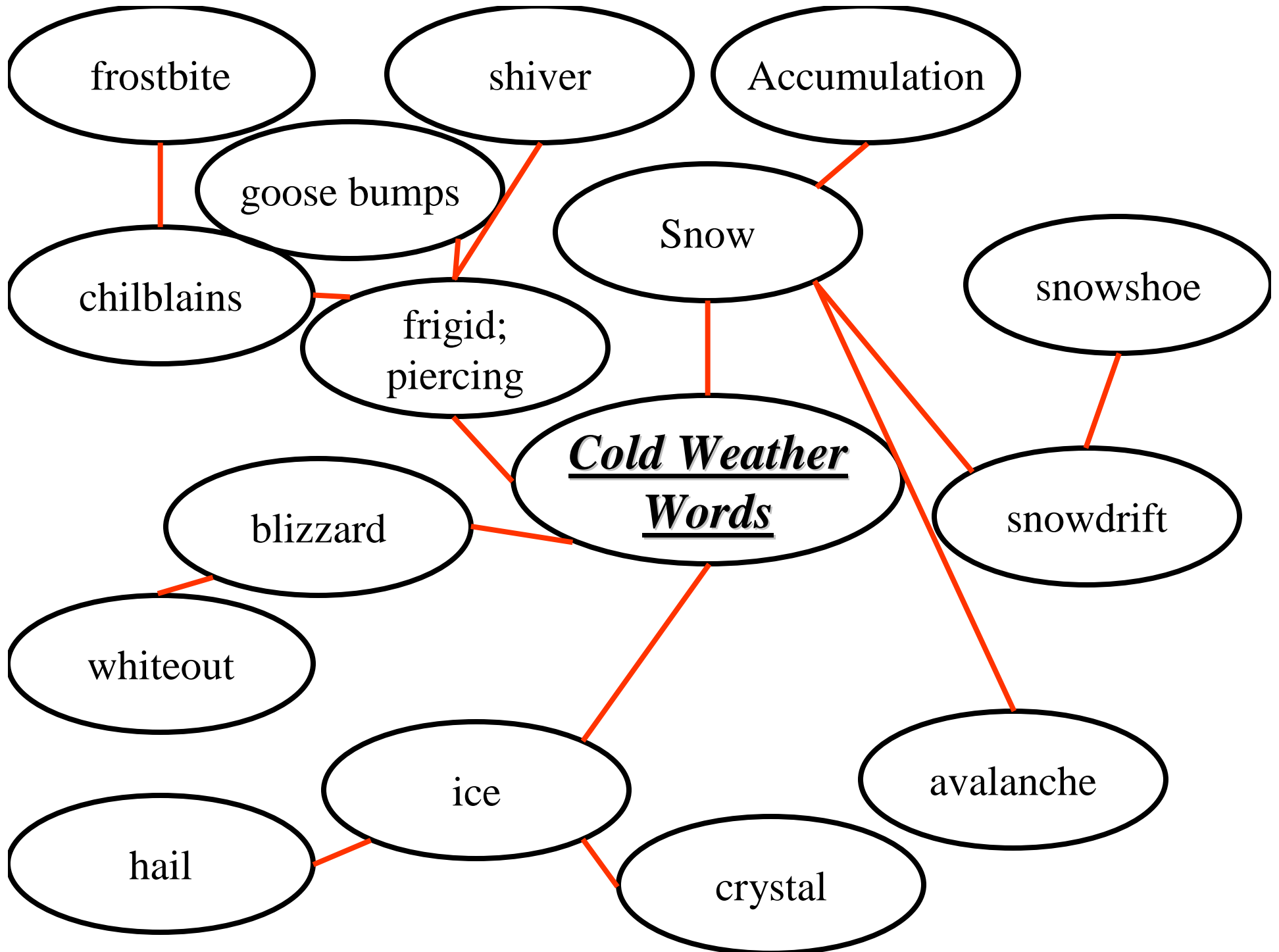
# Tiers of Vocabulary

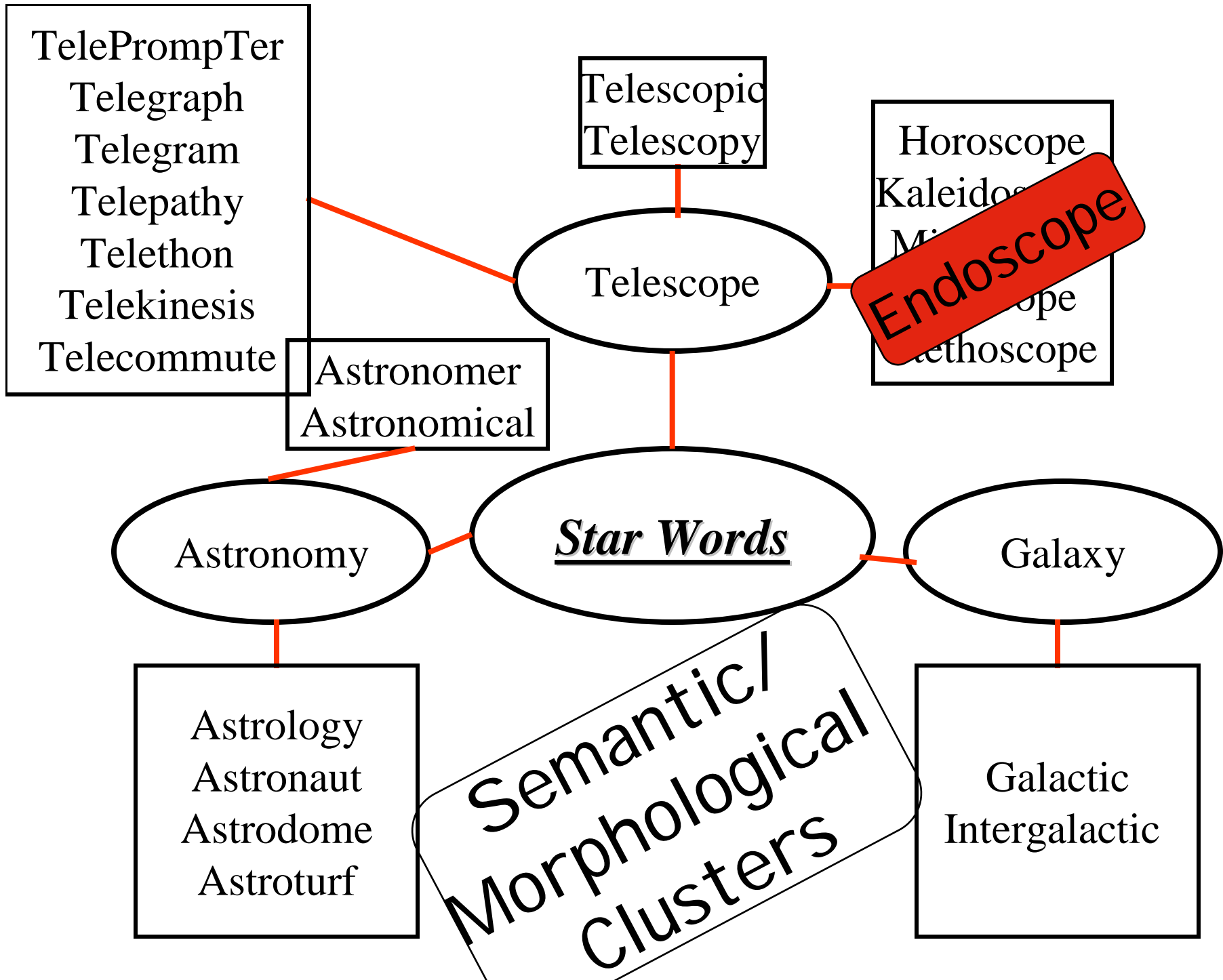
- Tier 1 - very basic, common words - happy, good, hand, telephone, house.
- Tier 2 - high frequency for mature language - correlate, authority, authentic, coincidence, **remote, absurd, delinquent, travesty**. Beck et al estimate 8,000; 800/year K-9; 600/year 9-12).
- Tier 3 - low frequency words often limited in use to a particular domain - digraph, schwa, schemata, Matthew effects.
- J.P Level 4 - exotic words not likely to be encountered even by well educated individuals; however, they may be useful for teaching morphemes or developing interest in

# Classes of Words

- Conversational
  - Survival
- Selection/Concept
- Academic
  - Core Academic
  - Content Academic
- Interesting/Rare/Morphologically useful

*#7 Teach words, not individually, but in Morphological and Semantic Clusters, going beyond "the words in the story."*





*Become excited about  
word learning and  
communicate that  
**Enthusiasm**  
to your students*

[m-w.com](http://m-w.com)

[wordsmith.org](http://wordsmith.org)

[Dictionary.com](http://Dictionary.com)

# Swivet

A state of anxiety, discomposure or agitation.  
(Usually used in the phrase "in a swivet".)

Stat (stat) adverb - Immediately (mostly used in a medical context).

*To keep your marriage brimming,*

*With love in the loving cup,*

*Whenever you're wrong,*

*admit it;*

*Whenever you're right,*

*shut up.*

*-Ogden Nash, author(1902-1971)*