Reading to Learn: Vocabulary Strategies for Older Students

What we know about vocabulary instruction for DHH

- Oral language & productive vocabulary is good predictor of literacy outcomes
- Gaps in background experience linked to language
- Contexts that facilitate language acquisition are important across contexts

Prerequisites

- Good environment for listening
- Experiences that provide the opportunity to build the lexicon but do not have to be direct in order to provide opportunity for new word learning (reading books, discussing pictures…)
- Multiple contexts to broaden meaning across situations; shades of meaning
- Needs a language expert to help them access new concepts, "file' the word in the appropriate vocabulary network (as many ways to access the work in the brain conceptually as possible)

Beck, McKeown & Kucan – Bringing Words to Life – Robust Vocabulary Instruction (2002) 2 books available

- Provide frequent exposure to new words, extend exposure outside of classroom, provide a rich exposure to new words
- Facets: *Ever since getting sick, the boy had been a real fighter. The fighter raised his fists.*

Incidental vs Instructional

- First words picked up through exposure incidentally
- However, reading by itself will not provide the degree of vocabulary growth needed; students may be able to read but not know how to derive and connect meaning while reading; meaning may not be clear from context

Intentional Instruction – what and when

Word tiers

1. Basic, familiar everyday words
2. More sophisticated but of very high utility for learning through reading
3. Rare words, includes words that apply to very specific domains (i.e., prescription)

Focus on Tier 2 words for Instruction

- They characterize written text and are unlikely to be learned through daily language
- DHH may be missing Tier 1 words but they can be learned conversationally
- Words should be selected that children will encounter while reading literature and content material

Selecting 'passage critical' words (Johnson 2001) – make a difference to the overall comprehension of the text.

Principles to Guide Instruction

- Relate them to other words known, in a category – create connections
- Teach words in prereading activities to activate knowledge and use them in post reading discussion, response and retelling
- Teach words systematically and in depth

When to teach

- If better comprehension – preteach passage critical skills
- If developing overall vocab skills post-teach through context related to child's experiences
- Pre-Teaching = Clarification
- Post teaching = Elaboration

Pre-Teaching

- Necessary to understand in order to assure comprehension of a passage to follow plot or capture a concept
- Important when students are reading independently
- Should be a small set of key words

- Point of Use – preferred time to clarify words – while you are reading provide 'friendly' definitions – short and sweet
- After – comprehension discussions of the word with examples, connect to experience would interrupt the reading process.

After Reading
- Choose words to add richness to the story and have long term benefit for the child's overall vocabulary
- These teaching activities can make use of the story context to fully connect words and expand on personal experience and background – do later to not distract from story comprehension

How to teach
1. Add 'friendly definition' containing words that are known; consider the essence of the word when offering friendly definitions. "Hesitate" involves both slowness and being unsure. "Sassy involves naughtiness and energy. Help create word boundaries by giving examples and non-examples of the word. McKeown 1993
2. Active processing calls for the child to make a judgment about a word (compare/contrast; answer question) will help to cement understanding. "Would you be *envious* of someone who lives in a *dingy* house?
3. Mapping/Networking – graphic representations of word relationships to
   o Teach concept of networking through rebus maps at the pre-reading stage – picture icons
   o Continue to develop sophisticated maps with known words (semantic map for "shoe") – written
   o Once mapping is an established concept, new words may be taught through mapping
   o App – Popplet by Notion = platform for ideas;; FREE Lite version or $4.99 for full version to create a visual map. Helps to build vocabulary connections with known concepts.
   o Create a wordline – order: huge, immense, big, gigantic, enormous. OR commotion, disturbance, pandemonium, confusion, chaos as a way to teach word boundaries and when they might be used.

READ, WRITE, GOLD – provides word definitions, pictures – computer program

Putting Vocabulary Back into Your Classroom

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Vocabulary Support in Content Areas

"It is important that using simple definitions to teach or test vocabulary will not suffice. A student may be able to state "the process by which green plants make their own food" as the definition of photosynthesis, yet still have only a very superficial understanding of the concept."
(Armbruster, Nagy, 1992)

Jangur - To snop the bip from luggies.
Test:
1. What does jangur mean?
2. What might you do with the bip that comes from luggies?
3. Do you think janguring should be legal? Why or why not?

- Different from reading lesson vocabulary. (Tier One, two and three) Two – new label for a concept student already possess – Tier three is a totally new concept too! – So often reading lesson vocab if unknown, kids can still comprehend text. Also reading selection vocab word are often unrelated, whereas content vocab is related ex-photosynthesis, chlorophyll.
- Target= new concepts from unit (photosynthesis) Prereq=concept words, background needed before (food, energy) - prereq may need to be pretaught but target vocab should not be pretaught! Need concept to put a label on. Plus we take away our opportunity to teach kids how to learn from info text so address target vocab during and after reading and model how to derive the meanings of words from texts. (give a fish or teach to fish)
- Semantic mapping works well because content vocab is related – support vocab and content concepts when explaining the relationships among the words

- Teacher choses 8-12 words including a few target, prerequ, and context supporting known words. (ex – front, barometer, humidity, (t), weather, rain, storm, etc (p) Students are then asked to come up with sentences that could possibly be in the text containing at least 2 of the words. Accurate and inaccurate guesses are put on board. They then read the passage. After reading they return to the sentence and identify which could be true. Those that could not be are fixed.   - Found that the group discussion it generates was a very important ingredient to vocab instrudtion.
- Meaningful conversation and purposes to use are essential. Memorizing definitions was most ineffective vocab instruction!

Slide and above from:
https://www.google.com/search?q=Beck%2C+McKeown%2C+Kucan+FAQ&rlz=1C1TSNO_enUS511US511&aq=f&oq=Beck%2C+McKeown%2C+Kucan+FAQ&aqs=chrome.0.57.12476&sourceid=chrome&ie=UTF-8

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