

Vocabulary Village

Building and Sustaining a Robust Vocabulary



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mdek12.org



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December 2021





1

ALL Students Proficient and Showing Growth in All Assessed Areas



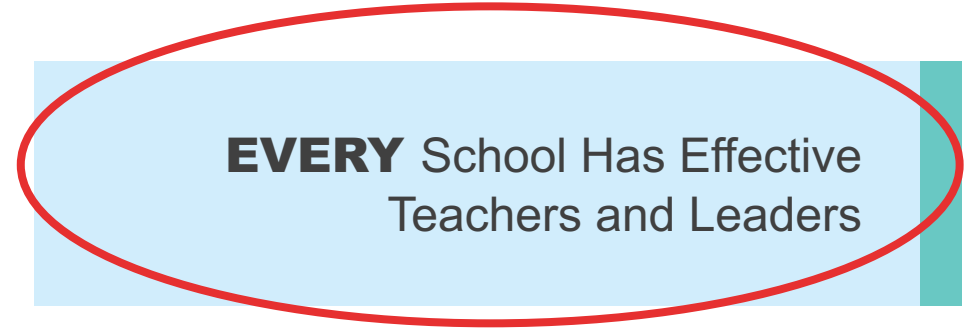
2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program



EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated "C" or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

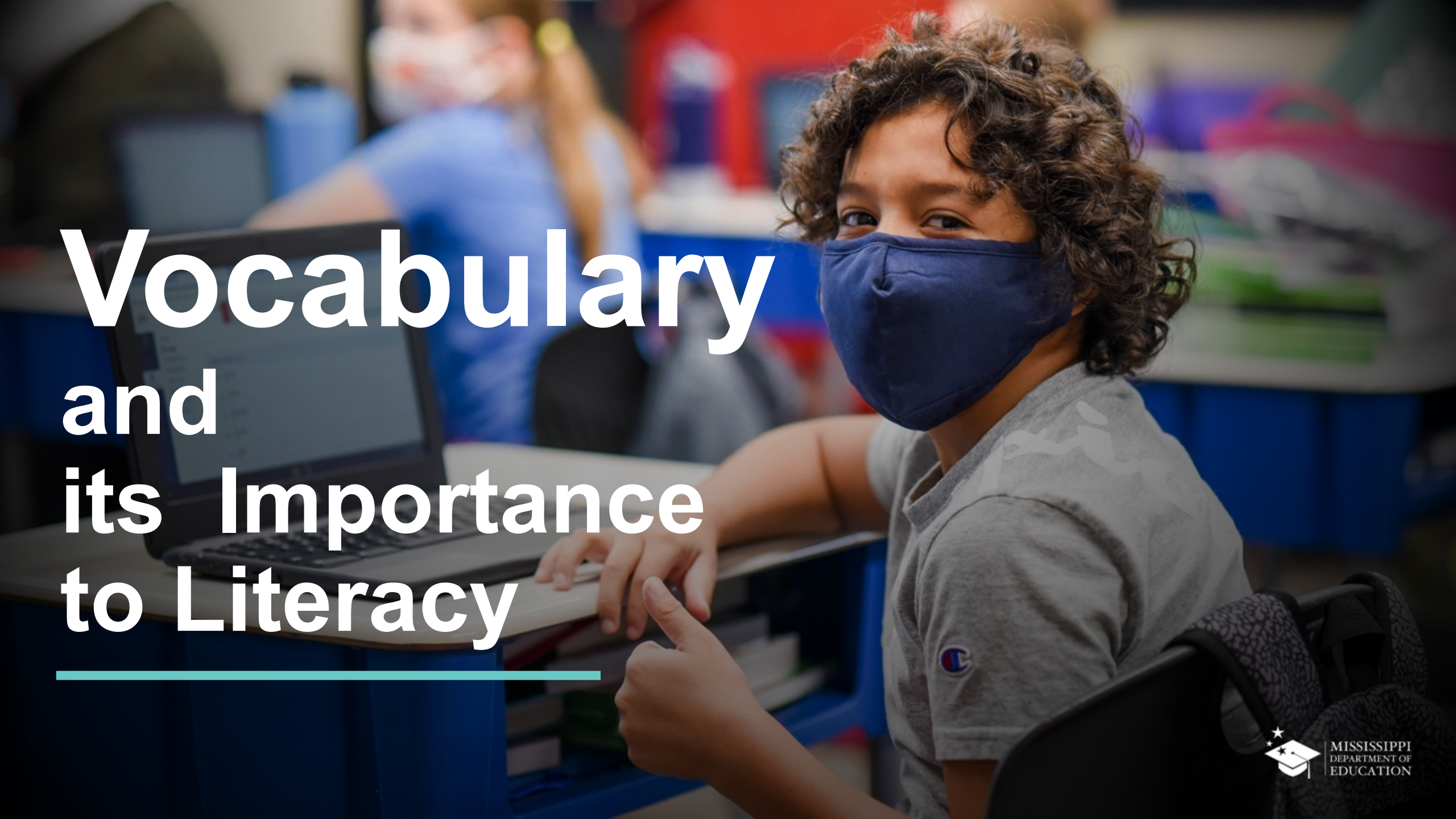
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

- Please check and/or reply to emails during the scheduled breaks
- Silence cell phones
- Be an active participant
- Do not hesitate to ask questions





- Define vocabulary and its importance to literacy
- Explore vocabulary research
- Revisit the tiers of vocabulary
- Determine how to incorporate vocabulary instruction as a classroom teacher and an administrator
- Discover how family activities can be used to enhance vocabulary



Vocabulary and its Importance to Literacy



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- Vocabulary refers to the knowledge of word meanings.
- Vocabulary knowledge is not only the knowledge of a definition, but also knowledge of how that word fits into the world (Steven Stahl, 2005).
- Vocabulary knowledge aids in comprehension and in effective communication.

-Teaching Reading Sourcebook

Vocabulary knowledge is demonstrated through reading, writing, and oral language (listening and speaking).

Receptive Vocabulary

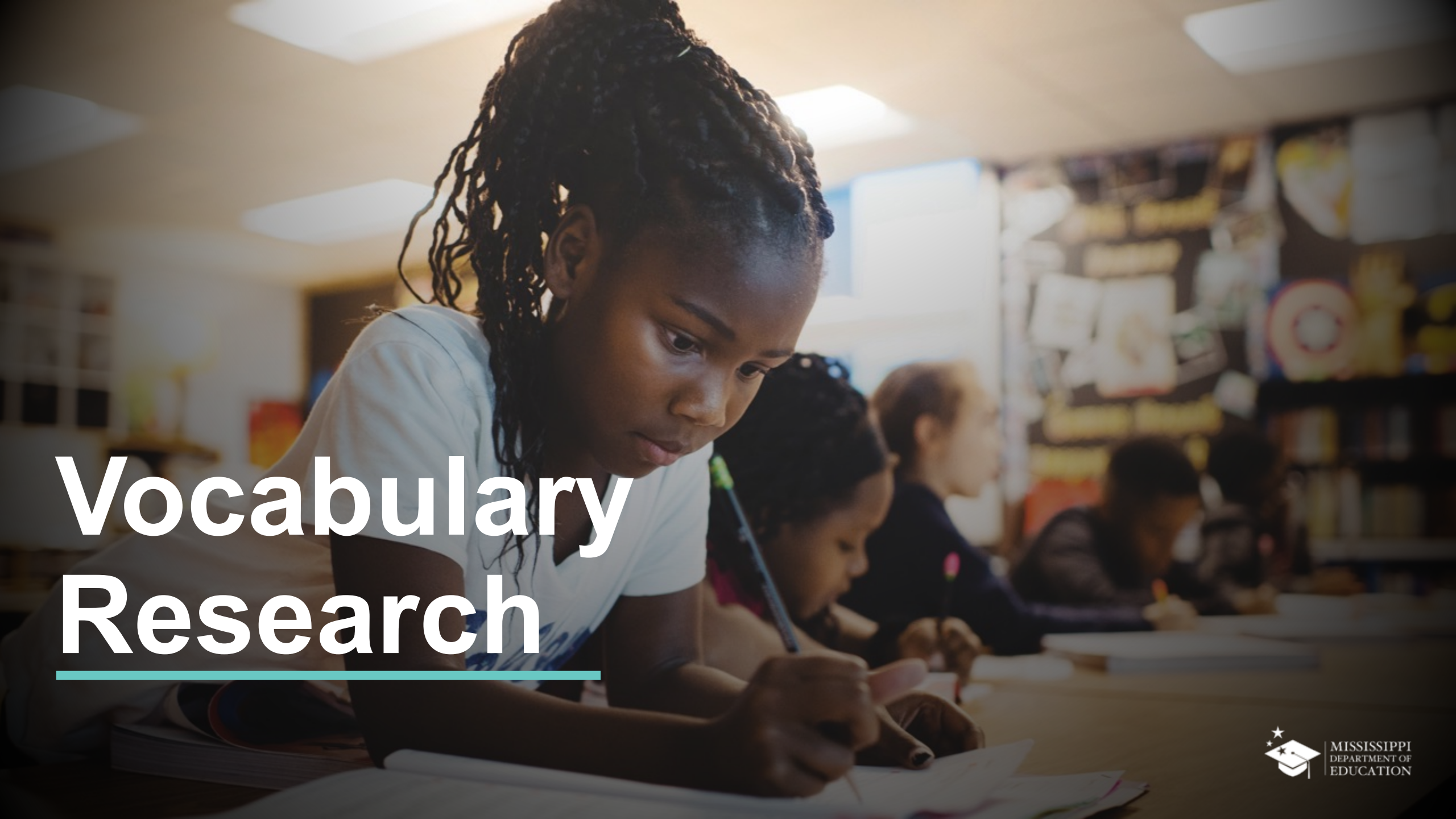
Reading and Listening



Expressive Vocabulary

Writing and Speaking





Vocabulary Research

"Children with better vocabulary knowledge have higher reading comprehension scores concurrently and longitudinally."

Cain, 2016

"...Successful comprehension depends on accessible, well-specified, and flexible knowledge of word forms."

Perfetti & Adlof, 2012

"It has been reported that adequate reading comprehension depends on a person already knowing between 90% and 95% of the words in a text."

Nagy & Scott, 2000



Although some vocabulary should be taught directly, students learn most new vocabulary indirectly through conversations with adults, being read to, and reading widely on their own.

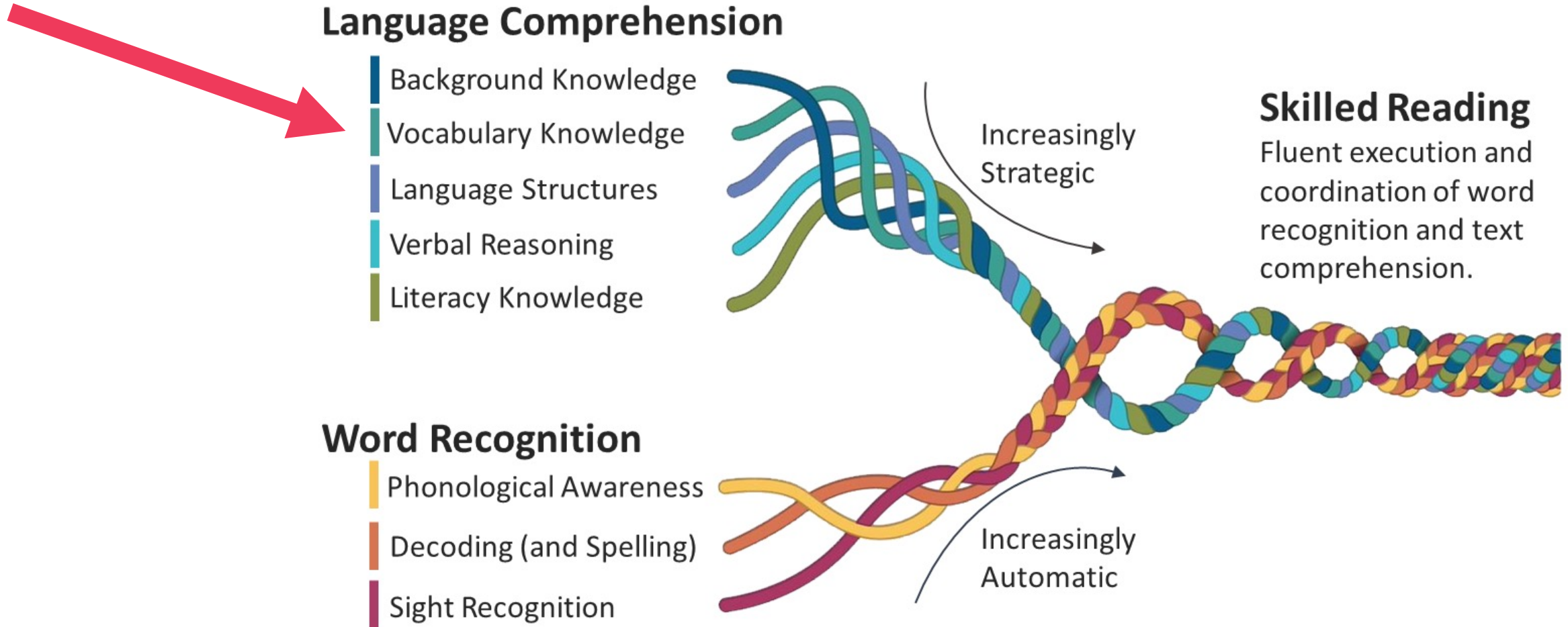
-Partnership for Reading, 2001



Students will learn 800-1,000 new word meanings each year from kindergarten through sixth grade.

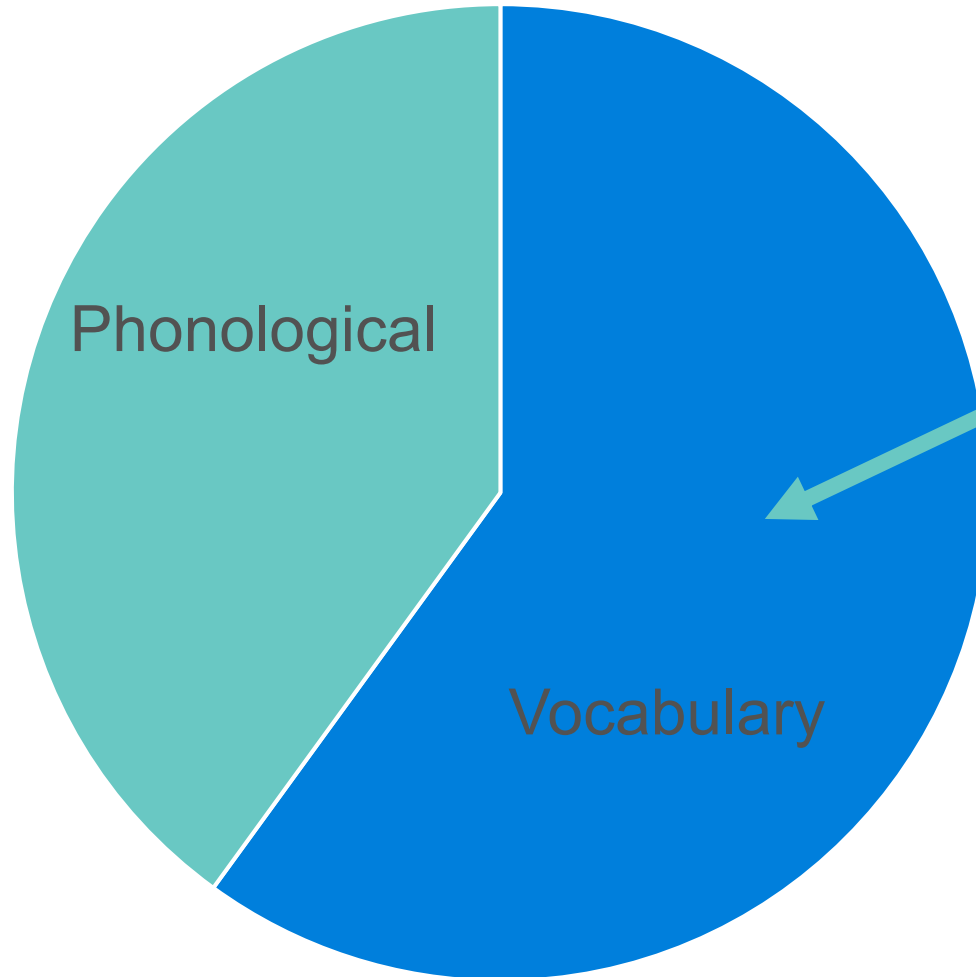
Teachers can only teach about 10 words directly and explicitly each week.

Other words must be learned indirectly through exposures during listening and reading.



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

4th Grade Text



Vocabulary accounts for approximately 50-60 percent of the variance in reading comprehension (Stahl & Nagy, 2006).

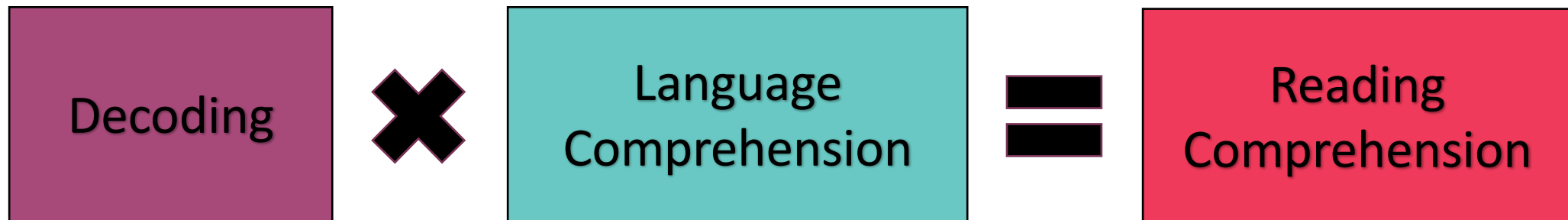
Indirect Vocabulary Instruction:

- Daily Read Alouds (even in upper grades)
- Independent Reading
- Oral Language



- Younger students who are learning to read text accurately and fluently must also be taught language comprehension through **oral language** communication.
- Word recognition (foundational skills) and language comprehension are **both** needed for students to read with understanding.

Simple View of Reading



Vocabulary increases when children engage in conversations *with* other people, especially adults.

Tips for Adults:

- Engage children in conversations about books that have been read
- Have conversations with children during meals
- Use unusual words in conversation



Which Words When?

Exploring the Tiers



Tier 3: Specialized words—Words that are needed to understand a specific text

Tier 2: High dollar words-Many have multiple meanings; *critical focus for direct instruction*

Tier 1: Everyday words-Many basic, early reading words



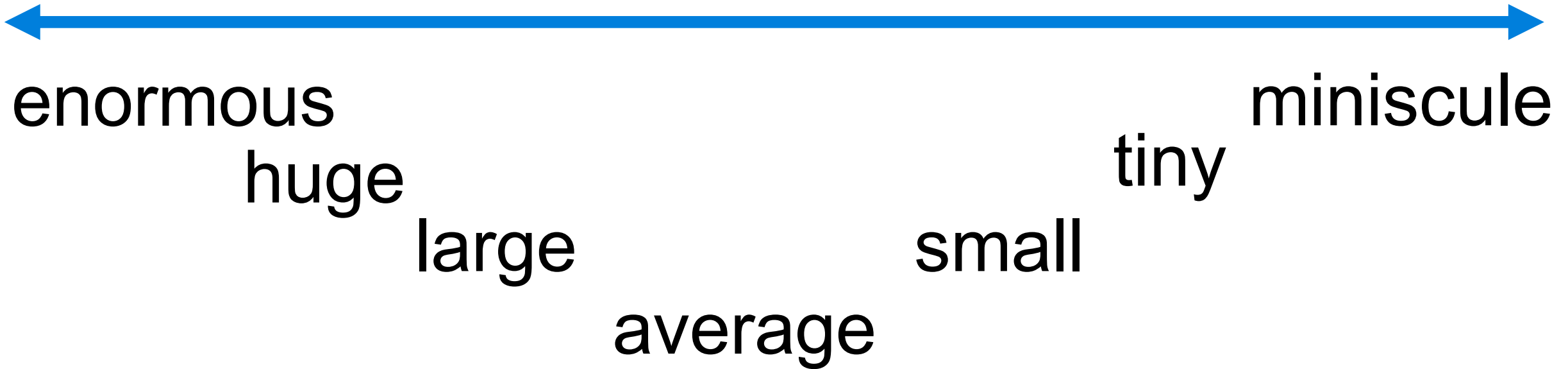
Sleigh bells ring, are you listening? In the lane,
snow is glistening. A beautiful sight, we're happy
tonight, walking in a winter wonderland.

In the meadow, we can build a snowman. We'll
pretend that he is Parson Brown. He'll say, "Are
you married?" We'll say, "No, man. But you can
do the job when you're in town."

Later on, we'll conspire as we dream by the fire.
To face unafraid, the plans that we've made
walking in a winter wonderland.

Lyrics excerpt from Michael Bublé

Scaling Gradable Antonyms



LETRS (3rd edition):

Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.

You Tell



sad	excited	joyous
cheerful	hopeless	ecstatic
miserable	blue	happy

A photograph of a classroom scene. In the foreground, a young boy with short dark hair, wearing a dark long-sleeved shirt, is sitting at a desk and pointing his right index finger upwards. He has a focused expression. Behind him, two girls are sitting at the same desk, looking down at their papers and writing. The girl next to him has long brown hair and is wearing a dark blue sweatshirt. The girl behind her has dark hair and is wearing a pink shirt. The desk is cluttered with papers, books, and writing utensils. In the background, there are blue walls decorated with various posters, including one that says "KNOWLEDGE IS POWER" and another with a Superman logo. The lighting is warm and indoor.

Vocabulary

In the Classroom

Multisensory Instruction

- Stronger neural connections & better retention
- Students learn differently
- More engaging approach



-Orton Gillingham Online Tutor

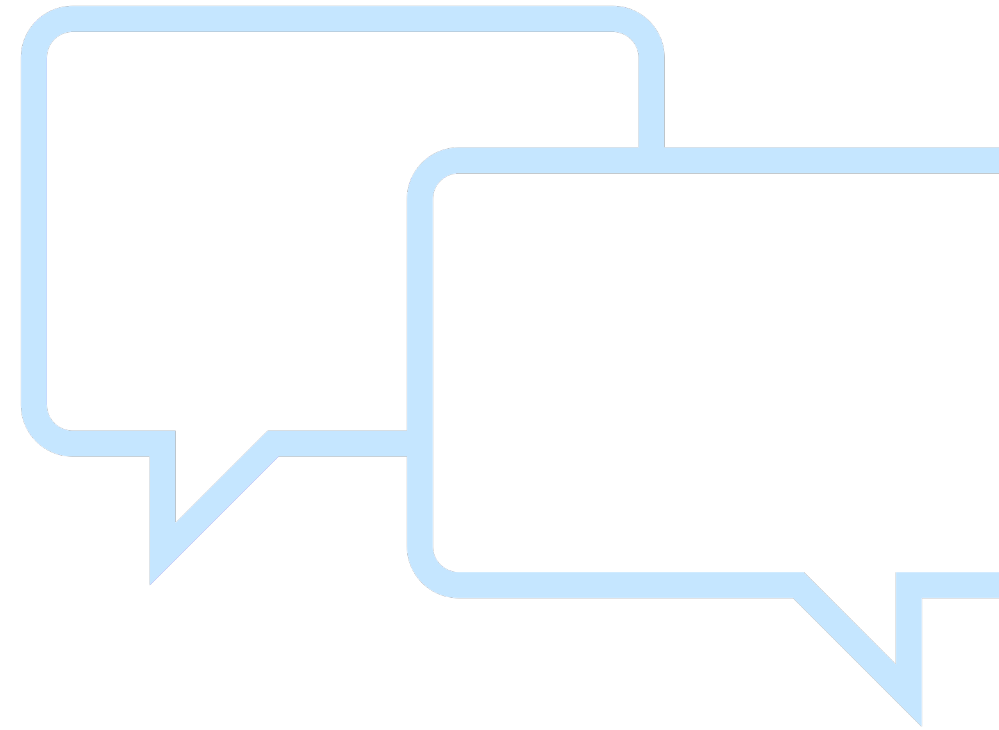
Multisensory Instruction

- Pictures
- Hand motions
- Songs
- Prints
- Videos



Multisensory Instruction

- Nod
- Pester
- Admire
- Sob
- Perhaps
- Ecstatic



1

Syllables,
morphemes,
spelling, part
of speech,
etymology

2

Student
friendly
definition
and/or visual
and
experiential
supports

3

Word talk;
use it in
different
examples

4

Yes or no
about the
word's
meaning

5

Think-Pair-
Share
*What are
some
examples of
____?
*Can you
use the word
in a
sentence?

Responsibility

1

Syllables, morphemes, spelling, part of speech, etymology

- **re-spon-si-BIL-i-ty**
- **Base word: Responsible**
- **Responsibility is a noun**

2

Student friendly definition and/or visual and experiential supports

- **A responsibility is a task that you are trusted to do.**
- **(Hold hands out then bring hands in to chest for a multisensory connection to a personal task)**

3

Word talk; use it in different examples

- **Most of us learn responsibility as we grow up. Being prepared for school each day is a responsibility.**

4

Yes or no about the word's meaning

- **Is packing up your own backpack a responsibility? (Yes) Why?**
- **Should a baby be given responsibilities? (No) Why?**

5

Think-Pair-Share

- **What are some examples of responsibility?**
- **Use responsibility in a sentence.**

- Use the morning meeting to review vocabulary words that have been previously covered.
- "Front load" vocabulary words that will be covered and used throughout the day or unit.
- Play quick vocabulary games such as charades, the flyswatter game, or trashcan basketball.
- Show words, definitions, and/or pictures to enhance vocabulary instruction and to review words.

- I Spy Vocabulary
- Open and Closed Sorts
- Scooping Synonyms and Antonyms
- Multiple Meaning Word Activities
- Semantic Word Mapping
- Polar Opposites



I Spy Vocabulary



Thomas Kinkadee

Decode academic vocabulary words using phonetic skills.

Pre-plan introduction of new vocabulary words in various subjects to correlate with units of study.

Use words that are already on a word wall to engage students in practice.

Practice, practice, practice words throughout the school day.

HELLO

I am...

Time
Saver

- Transitions
- Technology Resources
- Posted Words
- Anchor Charts
- Labeled Tables/Groups
- Discussions in
Library/Cafeteria/Gym/Dismissal



Vocabulary Strategies For Administrators



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Determine overall themes or study units from the school's reading curriculum

2

Base vocabulary choices on school-wide read-alouds, seasons, school and/or district celebrations and holidays

3

Use school themes to share new vocabulary words

4

Wear words, post words, and share words over the intercom while announcing during the mornings and afternoons

5

Teach faculty new words related to pedagogy and professional growth with the 5-step explicit routine

- Increase word consciousness and mastery of words
- Encourage participation of all members of the school community to participate and learn
- Use an incentive to support schoolwide goals for citizenship and vocabulary

LETRS (3rd edition):

Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.

The *way* a teacher or an administrator uses language directly affects student vocabulary growth by increasing:

- **Quality of language**, especially the use of unusual words. This is more important than the number of words used.
- Classroom and school campus **conversations between teachers and students *and* administrators and students**. This can be a powerful antidote to impoverished home language environments.

Use descriptive, unusual words during routine moments and **capitalize on the moments** you can speak with students.

Instead of: “Emily and Jerome did a great job on their story.”

Try: “Emily and Jerome collaborated and generated a captivating narrative.”

Use sophisticated language to discuss reading themes

For *Little Bear Lost*: “American Indians who resided on the plains were nomadic; they had to live simply to be ready to move, and follow their main source for survival, the bison. Bison is the word used today for buffalo.”

LETRS (3rd edition):

Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.

Rephrase student responses in more sophisticated language

Administrator: "I understand you've been learning about inventors in class. Tell me what you've discovered."

Student: "They was not famous and people didn't think they was smart."

Administrator: "Yes, but the inventors you are studying were very clever, persistent, and eventually got patents, or legal protections for their work."

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Vocabulary on the Go Home Connections



Remember: Many of the following supports can also be used in the classroom and school!

- Begin talking to young children even as babies when they are not yet old enough to respond.
- Keep conversations with children hearty and robust.
- Give a brief explanation of words that children do not know.
- Be purposeful in using interesting and unusual words.
- Incorporate words from books you are reading into daily life to extend the learning.

Scholastic.com

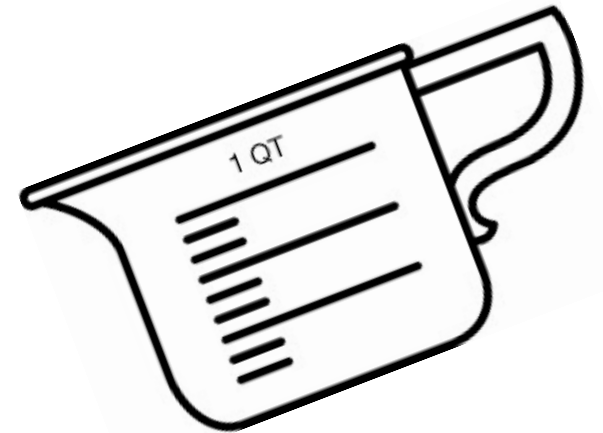
- Choose a toy that represents an animal.
- Discuss how the toy looks and use words like texture, rough, smooth, etc.
- Identify the type of animal the toy represents and use words like mammal, reptile, amphibian, etc.
- Use words like habitat and ecosystem to describe where the animal lives in the real world.



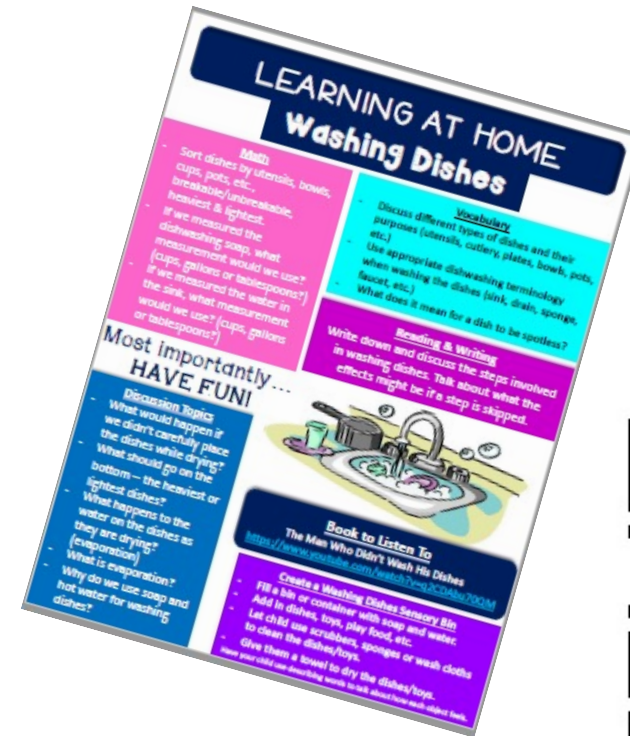
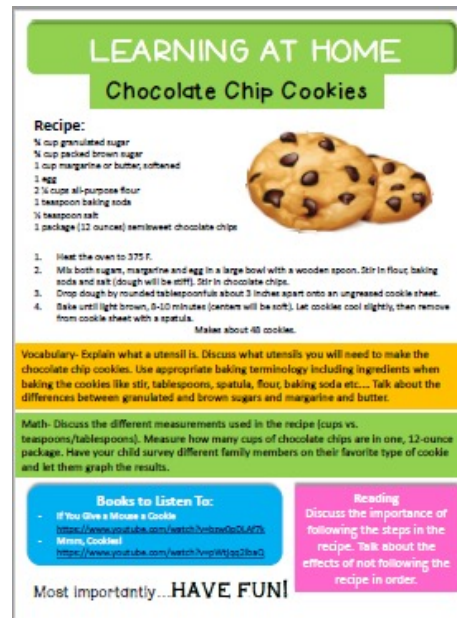
- Choose a toy that represents a vehicle.
- Discuss the features of the toy, and use words like bumper, hitch, fender, tank, emergency, etc.
- Identify the type of job the toy would do and use words like haul, transport, passengers, etc.
- Discuss where the vehicle this toy represents may be seen in real life.



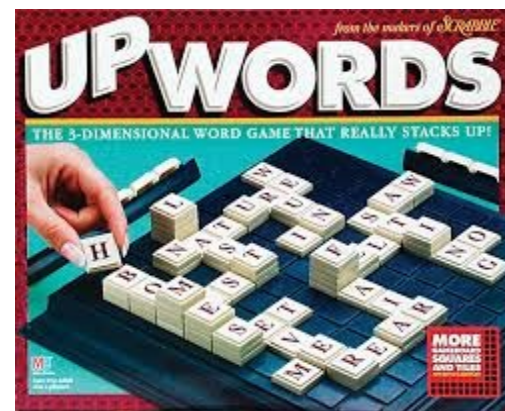
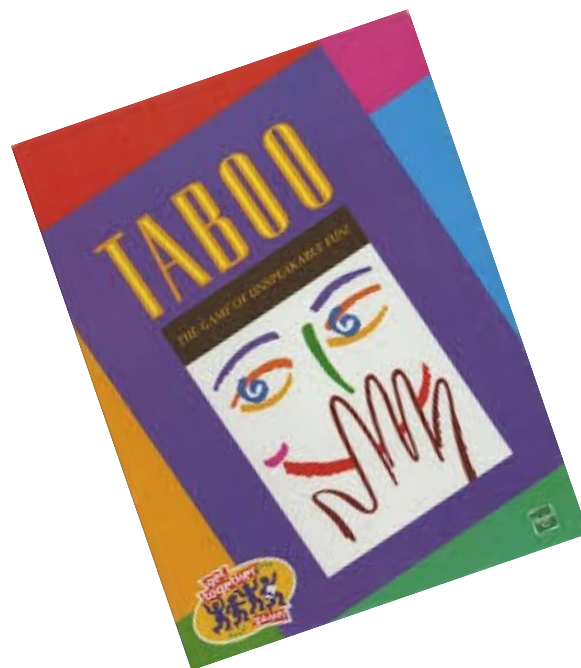
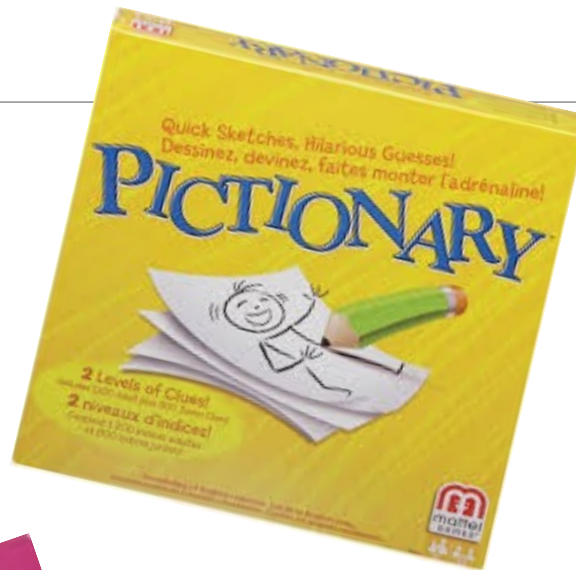
- Think about baking cookies.
- Consider the vocabulary words that can be used while baking cookies.
- Discuss the words with your child while you are baking the cookies.



We would like to share some parent resources with you!



- Pictionary
- Boggle
- Scrabble
- Upwords
- Taboo





"Reading aloud to children provides a powerful context for word learning (Biemiller & Boote, 2006; Bravo, Hiebert, & Pearson, 2007). Books chosen for read alouds are typically engaging, thus increasing both children's motivation and attention (Fisher, Flood, Lapp, & Frey, 2004) and the likelihood that novel words will be learned" (Bloom, 2000).



Readingrockets.org

- Continue to read with children even after they are strong readers.
- Choose books that offer new words to expand children's vocabularies.
- Use some of the words in conversations.



Scholastic.com

"Multiple opportunities to practice using new words is an important part of vocabulary instruction."

-Texas Center for Learning Disabilities





- Scholastic.com
- ReadingRockets.org
- LETRS 3rd Edition
- Texas Centers for Learning Disabilities
- Teaching Reading Sourcebook



Strong Readers Strong Leaders Mississippi

Strongreadersms.com website developed to help families assist children with building their reading skills. The site provides activities, resources and information for children from birth through grade 5 to become strong readers.





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