



## Section V Vocabulary

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

## Components of Effective Vocabulary Instruction

### Incidental Vocabulary Learning

#### Rich Oral Language Experiences

##### Wide Reading

Teacher Read-Alouds  
Independent Reading

### Intentional Vocabulary Teaching

#### Specific Word Instruction

Rich and Robust Instruction of Words in Text

#### Word-Learning Strategies

Dictionary Use  
Morphemic Analysis  
Contextual Analysis  
Cognate Awareness (ELL)

**Word Consciousness** Adept Diction • Word Play • Word Origins

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## Vocabulary Forms

### RECEPTIVE

### PRODUCTIVE

#### ORAL

#### Listening

words we understand when others speak or read aloud to us

#### Speaking

words we use when we talk to others

#### PRINT

#### Reading

words we understand when we read them

#### Writing

words we use when we write

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# Dale's Levels of Word Knowledge

**Level 1** Have never seen or heard the word before.

**Level 2** Have seen or heard the word before, but don't know what it means.

**Level 3** Vaguely know the meaning of the word; can associate it with a concept or context.

**Level 4** Know the word well; can explain it and use it.

# Specific Word Instruction

- Direct teaching of specific vocabulary words relevant to a given text can deepen students' knowledge of word meanings.
- Specific words can be directly introduced through teacher-read alouds or through independently read text.

# Selecting Words to Teach

## The Three-Tier System

- **Tier One** basic words whose meanings students are likely to know
- **Tier Two** general-purpose words that occur occur across a wide variety of domains
- **Tier Three** specialized words that are specific to a particular content area or subject matter

# Selecting Words for ELLs

- **Concreteness**

Is the word concrete or abstract? Can it be shown or demonstrated?

- **Cognate Status**

Does the English word have a Spanish cognate?

- **Depth of Meaning**

Does the word have multiple meanings

- **Utility**

Is the meaning of the word key to understanding the selection?

# Rich and Robust Instruction

- **Use Words Contextualized in Literature**
- **Develop Word Meanings Through . . .**
  - Student Friendly Explanations
  - Teacher-Created Contexts
  - Active Engagement with Words
- **Develop In-Depth Word Knowledge Through . . .**
  - Use the words
  - Explore facets of word meaning
  - Consider relationships among words
- **Extend Word Use Beyond the Classroom**



# Word-Learning Strategies

- Dictionary Use
- Morphemic Analysis
- Contextual Analysis

Independent word learning strategies can help students determine the meanings of unfamiliar words that have *not* been explicitly introduced to them.

# Guidelines for Using the Dictionary



The first entry that you find for a word might not be the one you are looking for. Make sure you have found and read all the entries for a word.



When you find the right entry, read all the different meanings, or definitions, that the dictionary gives for the word. Do not just read part of the entry.



Choose the dictionary meaning that best matches the context in which the word is used. One meaning will make sense, or fit better, than any other.

# Morphemic Analysis

## Using Word-Part Clues to Derive Word Meaning

Step	Action	Example Word: disagreement
1	Look for the Root Word. <i>What does it mean?</i>	agree = to have the same opinion
2	Look for a Prefix. <i>What does it mean?</i>	dis = not or opposite
3	Look for a Suffix. <i>What does it mean?</i>	ment = state or quality of something
4	Put the Meanings of the Word Parts Together. <i>What is the meaning of the whole word?</i>	dis + agree + ment = state or quality of not having the same opinion

Based on Baumann et al. 2003, 2005.

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# Contextual Analysis

## USING CONTEXT CLUES

When you come across an unfamiliar word in your reading:

1. Look for words or phrases that may be clues, or hints, to the word's meaning.
2. First, look for clues in the sentence that contains the word. Then, if you need to, look for clues in the sentences that come before or after.
3. Using the context clues, try to determine the meaning of the unfamiliar word.
4. Try out meaning in the original sentence, to check whether or not it makes sense.

# Combined Morphemic and Contextual Analysis

## THE VOCABULARY STRATEGY

To figure out the meaning of an unfamiliar word that you come across while reading:

- 1. Look for Context Clues** in the Words, Phrases, and Sentences Surrounding the Unfamiliar Word
- 2. Look for Word-Part Clues** Within the Unfamiliar Word
  - A. Try to Break the Word into Parts. (If you can't, skip to Step 3.)
  - B. Look at the Root Word. What does it mean?
  - C. Look at the Prefix. What does it mean?
  - D. Look at the Suffix. What does it mean?
  - E. Put the Meanings of the Word Parts Together. What is the meaning of the whole word?
- 3. Guess the Word's Meaning** (Use Steps 1 and 2.)
- 4. Try Out Your Meaning in the Original Sentence** to Check Whether or Not It Makes Sense in Context
- 5. Use the Dictionary**, if Necessary, to Confirm Your Meaning

*Based on Baumann et al. 2003, 2005.*

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# Word Consciousness

- Awareness of words
- Enjoyment of words
- Playing with words
- Interest in words
- Appreciation of words
- Satisfaction in using words well

# Fostering Word Consciousness

- Adept Diction
- Word Play
- Word Histories and Origins

# Layers of the English Language

## **Greek**

Specialized words used mostly in science and technology.

*astronaut, geology, automatic*

## **Latin**

Longer, more sophisticated words used in formal contexts, such as content-area texts and literature.

*audible, dictate, inspect*

## **Anglo-Saxon**

Short, everyday words used frequently in ordinary conversation and beginning reading texts.

*house, happy, play*