

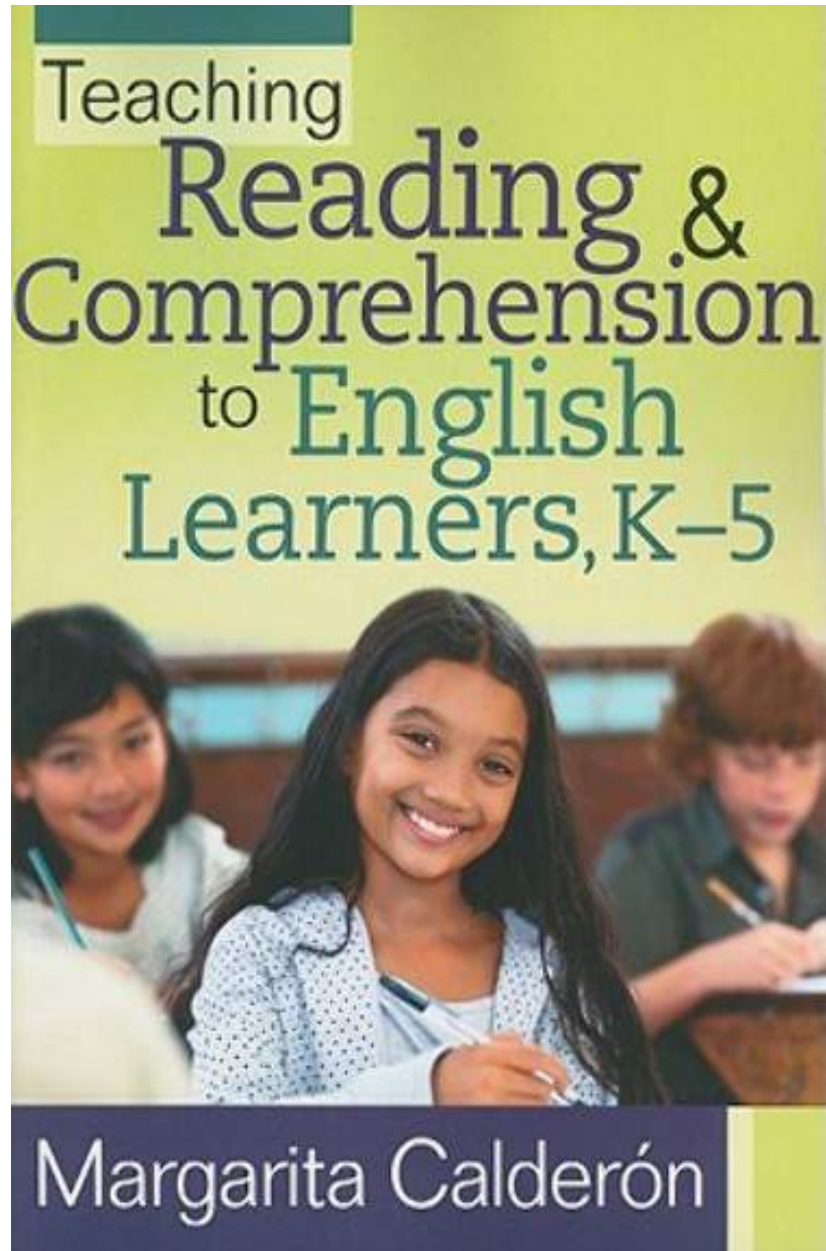


New Mexico Reads to Lead!

Evidence-Based Strategies to Support Student Vocabulary Acquisition

New Mexico Public Education Department

February 26, 2013



Published by Solution Tree Press
(2001)

Attributes of Quality Instruction

- Comprehensive approach to teaching reading
- Special emphasis on vocabulary
- Access prior knowledge
- Language and reading in the content areas



5-Step Vocabulary Strategy

1. Introduce the new word or phrase in a natural setting or with the use of concrete objects.
2. Explain the word using everyday language. Provide a child-friendly definition.
3. Give examples of the word in a variety of contexts. Use complete sentences.
4. Continue using the word at every opportunity.
5. Acknowledge the student's attempts at using the new word.

Calderón (2011)

Selecting Words to Teach

- Academic language/vocabulary
 - the specialized vocabulary, grammar, discourse, and functional skills associated with academic instruction and mastery of academic materials and tasks

Saunders & Goldenberg (2010)



Academic Vocabulary

- All the words that are presented during phonemic awareness activities
- All the words that students are exposed to when being taught basic phonics
- Words and sentences associated with concepts in core subjects
- Words and phrases used for understanding, explaining, and discussing concepts

Word Selection

- Step 1. Review the text
- Step 2. Address standards
- Step 3. Categorize the words into 3 tiers



Tier 3 – Subject Specific

Sample Tier 3 Words (Calderon, 2011)

Math	Science	Social Studies	Language Arts
rectangle	germ	government	shifty character
denominator	matter	capital	cause and effect
divide	power surge	bylaws	inference

About 40% of Tier 3 words are cognates with Latin-derived languages such as Spanish, French, and Italian.

Cognates

English	Spanish
govern	gobernar
radical	radical
rectangle	rectángulo

False Cognates

English	Sounds like	But is in Spanish
exit	éxito (success)	salida
success	suceso (event)	éxito
library	Libreria (bookstore)	biblioteca

Calderón (2011)

Sample Tier 2 Words

Phrases	stored energy, run your hand over, skim through
Idioms, social function words/clusters	In your dreams. Break a leg. It's over his head. I'm just looking. I'm good. I know what you mean. If....then...
Multi-meaning	trunk, power, cell, left, right, light
Information-processing words	display, illustrate, generate, effect, affect
Connectors	although, as well as, however, as a result of
Sophisticated words and words to provide specificity	shuddered, celestial, wholesome

Sample Tier 1 Words

Spelling	tough, phrase, highlight
Pronunciation	sell/cell, axis/exes, ship/chip
Background knowledge	skyscraper, lawnmower, blender
False cognate	embarrassed, exit, success



Calderón (2011)

The Role of the Sun

Without our closest star – the sun – Earth would be a dark and chilly place. Although it is 93 million miles away, the sun plays a huge role in Earth’s climate. Energy from the sun heats Earth’s atmosphere and surface. The sun keeps the plane warm and hospitable to life. (Benchmark Education Company, 2010, p.9)

Tier 1 Simple Words	Tier 2 Process, idioms, clusters, sophisticated words	Tier 3 Story-specific words, key vocabulary
without	although	climate
chilly	plays a huge role	atmosphere
away	Hospitable	energy

Teaching Vocabulary

Knowing a word means a student:

- Knows its meaning when reading it in a variety of texts
- Can pronounce and spell the word correctly
- Recognizes characteristics of the word, such as multiple meanings
- Can explain its meaning within the context of reading
- Can use it as a natural part of his or her writing

Levels of Word Knowledge

- Level 1 – No knowledge of the word
- Level 2 – General sense of the word
- Level 3 – Narrow, context-bound knowledge
- Level 4 – Forgetting the word
- Level 5 – Depth of word knowledge



Beck (2002)



When preteaching the teacher...	
1. Says and shows the word, and asks students to repeat the word 3 times	Say “manage” three times.
2. Reads and shows the word in a sentence	Although many species manage to survive such extreme conditions...
3. Gives the dictionary or glossary definition	(1) Succeed in doing something difficult (2) To be in charge of; to run: manage a company
4. Explains the meaning with student-friendly definitions	I managed to lose ten pounds by exercising
5. Highlights an aspect of the word that might create difficulty	Manage has more than one meaning. Manejar is the cognate.
6. Engages all of the students in an activity to orally use or own the word and concept	Think-pair-share: What have you managed well recently?
7. Assigns peer reading with oral and written summarization activities	Remember to use manage in your summaries.

Teaching Vocabulary During Reading

- Vocabulary on the Run
- Sticky Notes
- New Word/Maybe?/Yes!

New Word for Me	Maybe It Means...	Yes! This Is What It Means



Teaching Vocabulary During Reading, cont.

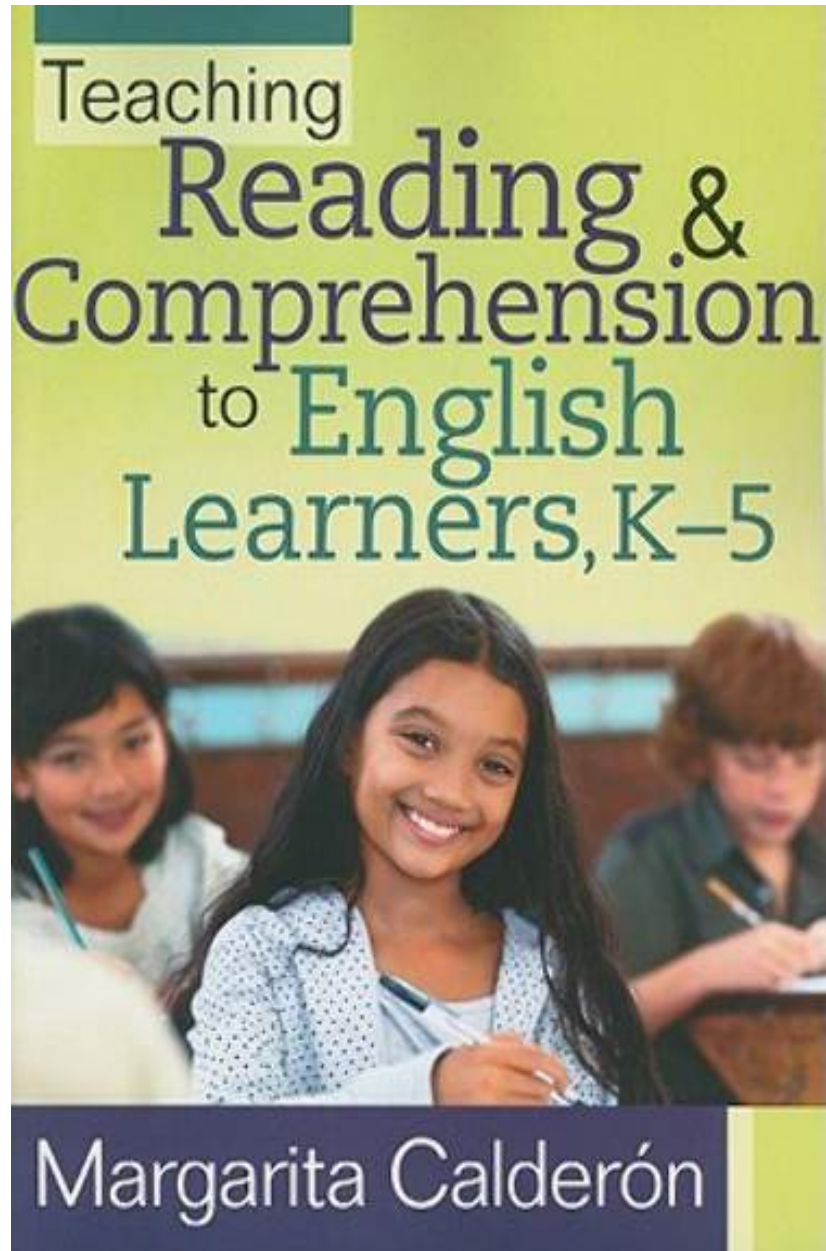
- Attempt the Context

1. Ask, “What word in the sentence does not make sense?”
2. Read the sentence again, and the one before and the one after.
3. Change the word to an easy word you know. Does the sentence make sense now?
4. If you are still not sure, write the word in your learning log or on a sticky note.



Other Vocabulary Strategies

- Labeling drawings and pictures to help students make the connection between oral and written English.
- Imagery – students are asked to draw or picture in their minds the meaning or an association.
- Discussing titles, pictures, and vocabulary in the context of the students' background knowledge.
- Use semantic maps, webs, diagrams, or any graphic organizer to engage students in activating prior knowledge.
- Foldables –
<http://cmase.pbworks.com/f/Foldable+Basics.pdf>



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New Mexico Reads to Lead K–3 Teacher Institute

Date: June 11–12, 2013

Time: 8:00 a.m.–4:00 p.m. MST

Location: Albuquerque Marriott

2101 Louisiana Blvd NE

Albuquerque, NM 87110

- Registration link will be posted at:
<http://www.rec9nm.org/> under “Upcoming Events”
- National and state experts share evidence-based reading instructional strategies aligned with CCSS including the writing/reading connection. (Capacity of 400 participants)