

# Vocabulary

## Implications for Vocabulary Instruction

1. Vocabulary should be taught both **directly and indirectly**.
2. Vocabulary should be taught in **many, varied contexts** with **repeated** and **multiple exposures**. Instruction occurs across the curriculum and is not isolated.
3. Vocabulary should be taught in **rich contexts** that are **useful to the learner**, such as content area material, to better equip the learner to deal with specific reading matter.
4. Vocabulary tasks should be **restructured** when necessary. Providing tasks alternatives during classroom activities to focus on vocabulary acquisition may be most beneficial for low-achieving or struggling students.
5. Vocabulary learning should entail **active engagement** in learning tasks.
6. Vocabulary instruction can be effectively helped by **computer technology**.
7. Vocabulary learning can be acquired through **incidental learning**. Incidental learning of vocabulary words is benefited by **repetition, richness of context, and motivation**.
8. Vocabulary assessments should **match instructional goals**. Assessments vary and have different impacts on instruction.
9. Vocabulary should be taught using **multiple methods**. Effective vocabulary methods emphasized multimedia, richness of context, and frequency of word exposure.

## Five Main Vocabulary Instruction Methods

1. **Explicit instruction-** definitions or other word attributes of words to be learned are provided. Teaching words is done by providing definitions or other attributes, such as word roots or affixes.
2. **Implicit (Indirect) instruction-** wide, varied reading opportunities are used to expose students to vocabulary. By exposing students to words it is assumed students infer meaning from the text.
3. **Multimedia method-** beyond the text, semantic mapping, hypertext, sign language (touch and movement), etc. is incorporated to enhance text with other media.
4. **Capacity method-** practice is used to make reading automatic. The automaticity of orthography or oral representations of vocabulary is increased to free up cognitive capacity to concentrate on the meaning of words.
5. **Association method-** connections are drawn between known and unknown words. Students are taught to draw connections (e.g., semantic, contextual, sound) between background knowledge, such as known words, and encountered unknown words.

## Assessment

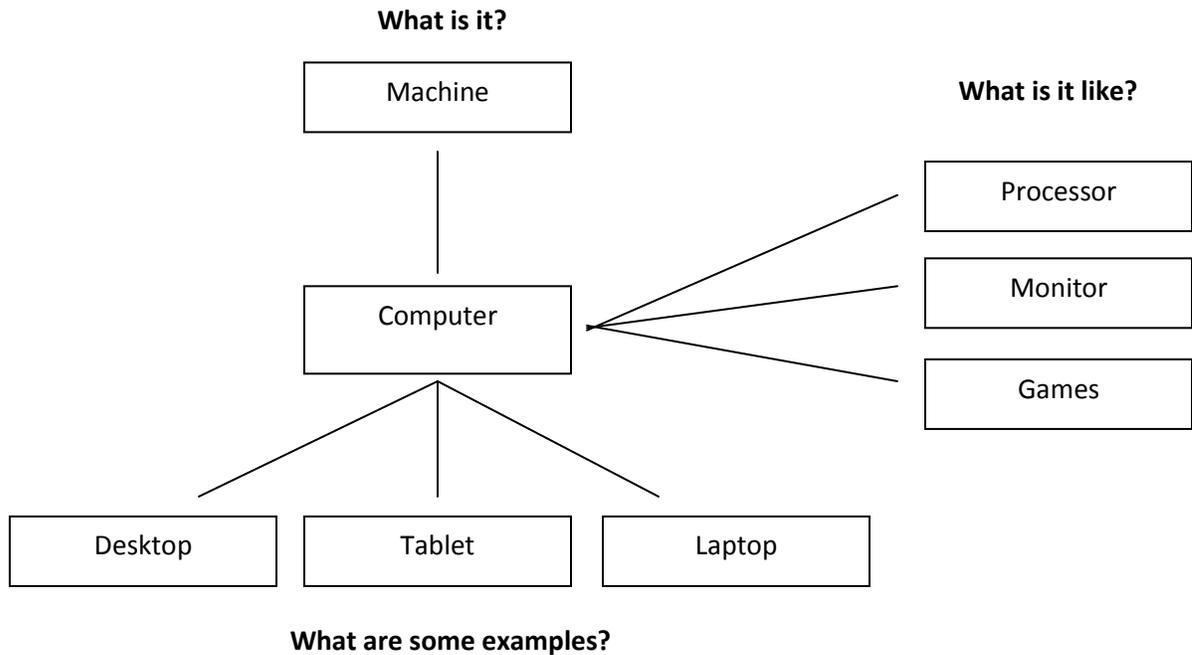
- Types of vocabulary: writing, reading, speaking, listening
- Assessments may focus on a specific category of vocabulary, such as receptive, expressive, or sight.
- Standardized assessments may be used for identifying students with needs.
- Teacher generated assessments may be best for assessing growth.
- Using multiple assessments is critical for a sound evaluation of vocabulary.
- Assessments are limited by the number of words used.

## National Reading Panel Comment

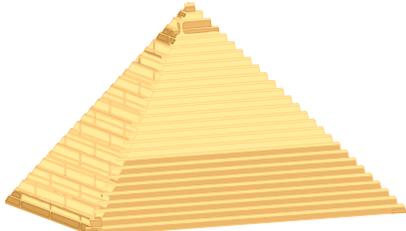
“A variety of direct and indirect methods of vocabulary instruction can be effective. Effective instructional methods emphasized multimedia aspects of learning, active student participation, and the number of exposures to words that the learner will receive. “

# Vocabulary Organizers

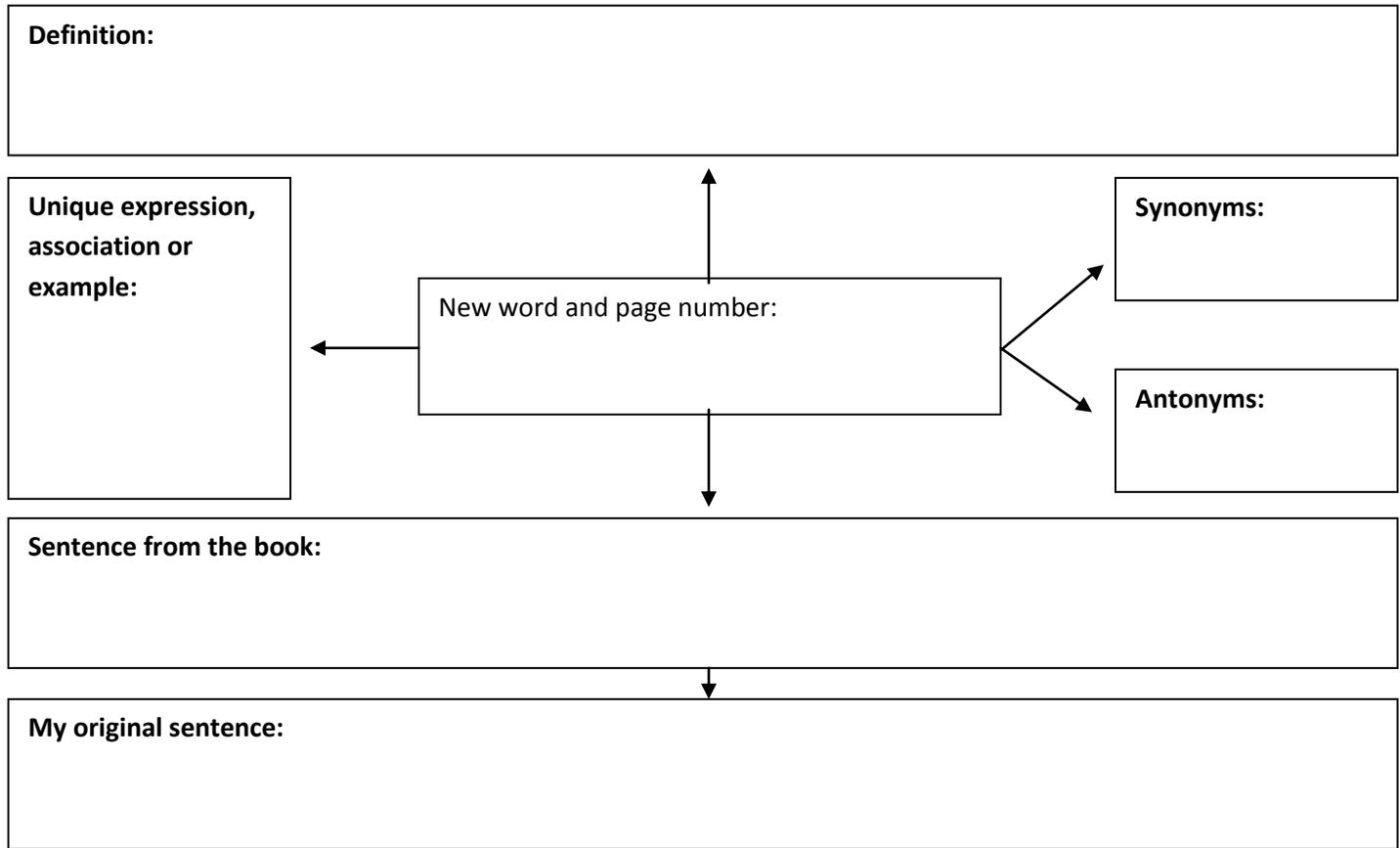
## Clarifying Word Definition Task (Schwartz and Raphael, 1985)



## The Subjective Approach to Vocabulary (Manzo, 1983)

<p><b>The New Word</b></p> <p>Pyramid</p>	<p><b>Dictionary Meaning</b></p> <p><i>Architecture</i></p> <ol style="list-style-type: none"> <li>a. A quadrilateral masonry mass having smooth, steeply sloping sides meeting at an apex, used as a tomb.</li> <li>b. A quadrilateral masonry mass, stepped and sharply sloping, used as a tomb or a platform for a temple.</li> </ol>
<p><b>Personal Association</b></p> <p>In history class, we watched a video on the making of the Egyptian pyramids. I once made a model of the Great Pyramid of Giza.</p>	<p><b>Illustration</b></p> <div style="text-align: center; margin-top: 20px;">  </div>

**Word Study Map for Text-Based Vocabulary (Rosenbaum, 2001)**



**Semantic Feature Analysis (SFA): Subject Area Vocabulary Reinforcement (SAVOR) (Stieglitz and Stieglitz, 1981)**

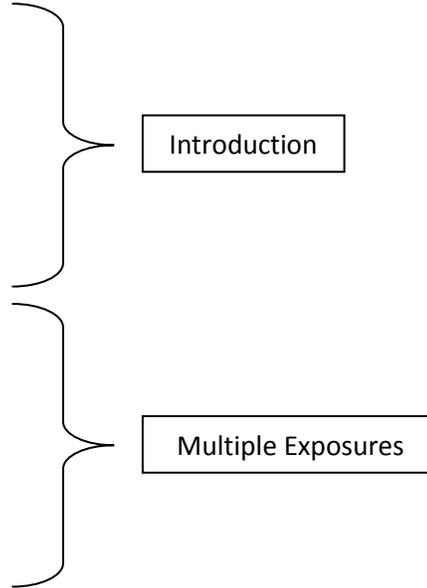
<b>Shapes</b>	<b>Four-Sided</b>	<b>Curved or Rounded Lines</b>	<b>Line Segment</b>	<b>All Sides Equal in Length</b>	<b>Right Angles</b>
Triangle	-	-	+	+	+
Rectangle	+	-	+	-	+
Circle	-	+	-	-	-
Square	+	-	+	+	+

<b>Monsters</b>	<b>Hairy</b>	<b>Huge</b>	<b>Strong</b>	<b>Mean</b>	<b>Transforming</b>
King Kong	+	+	+	+	-
Dracula	-	-	-	+	+
Cookie Monster	+	-	-	-	-
Godzilla	-	+	+	+	-

## Additional Vocabulary

### Six-Step Process for Teaching Vocabulary (Marzano, 2004)

1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, pictograph, or symbolic representation of the term.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that enable them to play with terms.



### Word Tiers (Beck, McKeown, Kucan, 2002)

Word Tiers	Word Tiers as Crayon colors
<p><b>Tier 1- Basic words, rarely require instruction, most only have one meaning</b></p> <p><b>Tier 2- The most important words for instruction. High frequency words across multiple domains, considered mature language found in adult conversations and literature.</b></p> <p><b>Tier 3-Low frequency, domain specific, important for understanding specific concepts.</b></p>	<p><b>Tier 1- Green, Blue, Brown</b></p> <p><b>Tier 2- Tan, Gold, Gray</b></p> <p><b>Tier 3-Beaver, Shadow, Neon Carrot</b></p>