

PRACTICAL STRATEGIES FOR BUILDING VOCABULARY ACROSS THE CURRICULUM AND THROUGHOUT THE SCHOOL

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FEBRUARY 9, 2008

Comprehensive Vocabulary Development Instruction is designed to narrow the achievement gap through massive exposure to vocabulary at every grade level and in each subject area

Components Include:

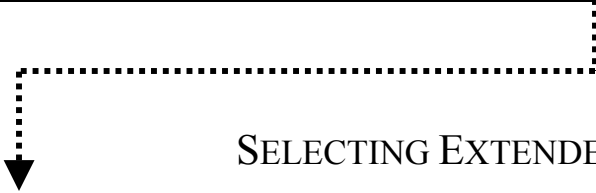
- ★ Vocabulary instruction embedded in every lesson
- ★ Vocabulary words selected from grade level textbooks and literature
- ★ Instructional methods designed to address three domains of vocabulary knowledge
 - **Declarative Domain:**
Word Knowledge
 - **Procedural Domain:**
Clarifying strategies
 - **Conditional (Metacognitive) Domain:**
Self-monitoring & self-regulation
- ★ Vocabulary Instruction that Provides Students with a Well-Balanced Diet of Words, Wide Reading/Read Aloud, and Rich, Oral Language

SORTING WORDS INTO INSTRUCTIONAL TIERS

Grade: _____ Content Area: _____ Text: _____

Tier 1	Tier 2	Tier 3
Words Most English-Speaking Students Know; Teach to ELL	High Utility, High Frequency Words Most Students Do <u>Not</u> Know	Low Frequency, Low Utility Words- <u>Not</u> Worth Teaching

*Based on Beck, McKeown, & Kucan, 2002



SELECTING EXTENDED VOCABULARY WORD

Core (Tier 2) Vocabulary	Morphological Extensions (members of the same word family)	Semantic Extensions (words related by meaning)

Feature Analysis: Monsters of the Deep

Put a check in each box if the word describes the "monster". For example, there is a check in the first box because the kraken was a mythical monster. You can add your own creatures at the bottom of the chart.

Name: _____ Date: _____

	mythical	tentacles	camouflage	gigantic	venomous	lethal	harmless
kraken	√						
squid							
giant octopus							
blue-ringed octopus							
sea wasp							
puffer							
grouper							
sea snake							
stonefish							
manta ray							

WORD SCALES

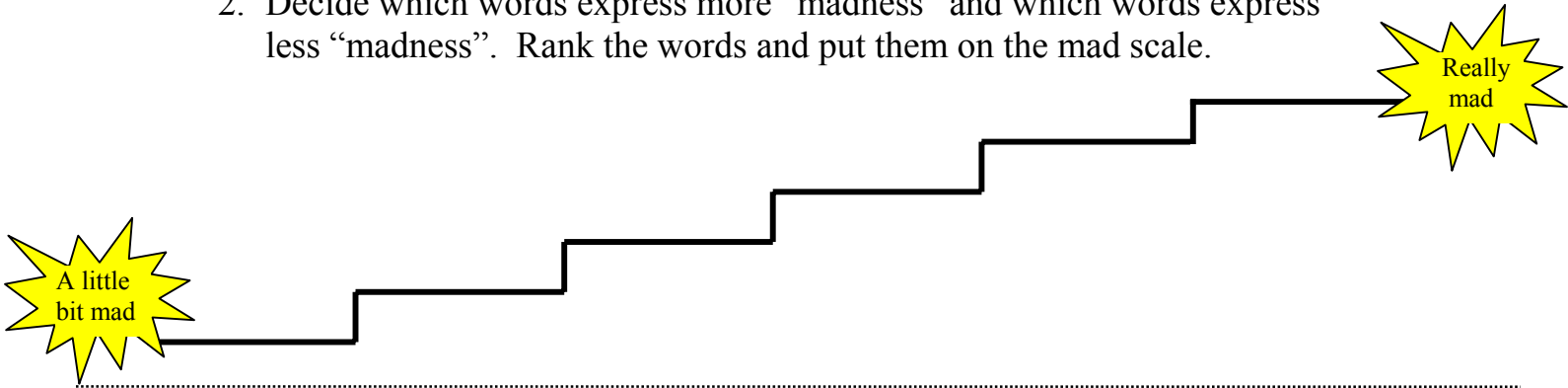
NAME: _____

Replace simple, boring words with rich vocabulary. Let's try the word "mad".

1. Brainstorm all of the words you can think of for "mad".

Mad Box	
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2. Decide which words express more "madness" and which words express less "madness". Rank the words and put them on the mad scale.

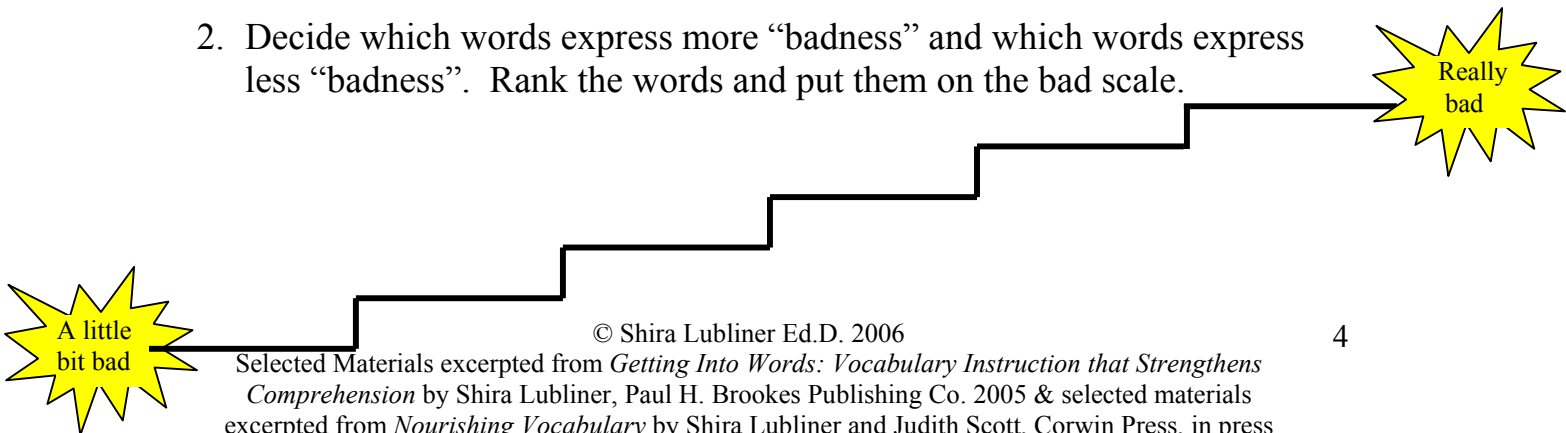


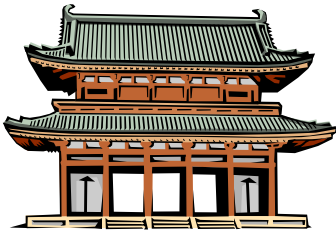
Now try the word "bad"

1. Brainstorm all of the words you can think of for "bad".

Bad Box	
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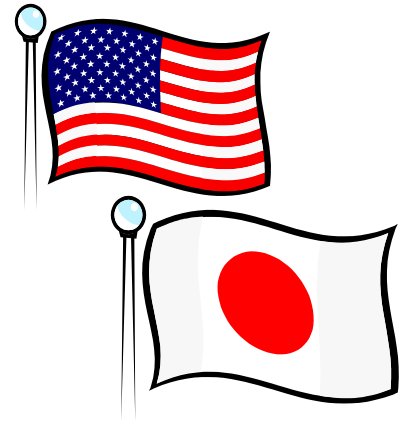
2. Decide which words express more "badness" and which words express less "badness". Rank the words and put them on the bad scale.





Words that Belong Together

Based on the story *Grandfather's Journey*
(Say, 1993)



Name: _____

Some words belong together and other words don't get along!

–These are some examples of words that belong together:

ride in a car, ride on a bus, get out of a car, get off a bus

Imagine that you were traveling with Grandfather on his journey from Japan to America. What stories would you tell?

I longed for _____

I was excited by _____

I was amazed by _____

I was bewildered by _____

I marveled at _____

I remembered _____

I was reminded of _____

Describe your favorite place on the journey:

CLARIFYING CUE CARD

WHEN YOU FIND A WORD YOU DON'T UNDERSTAND TRY THE FOLLOWING STRATEGIES:

MINE YOUR MEMORY: Have you ever seen this word before? Can you remember what it meant?

STUDY THE STRUCTURE: Do you know the base word or root? Does the word have a prefix or suffix that you know? Try to use clues in the word to figure out the meaning.

CONSIDER THE CONTEXT: Look at the information in the sentence and the whole paragraph and see if you can figure out the meaning of the word.

SUBSTITUTE A SYNONYM: When you think you know what the word means try putting a word with a similar meaning in the sentence. Does it make sense?

ASK AN EXPERT: Does someone in your group know what the word means? Can you figure it out together?

PLACE A POST-IT: If you can't figure out the meaning of the word put a post-it in the book and check with the teacher or look it up in the dictionary later.

CLARIFYING FOR SPANISH-SPEAKERS

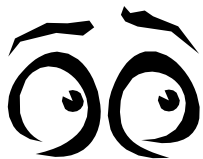
CATCH A COGNATE: Does it look or sound like a word you know in Spanish? Try the Spanish word meaning to see if it makes sense.

CLARIFYING CUE CARD FOR KIDS

CALLING ALL WORD DETECTIVES...

ALERT! TRICKY WORDS HAVE BEEN SPOTTED IN THIS CLASSROOM. WE NEED YOUR HELP!

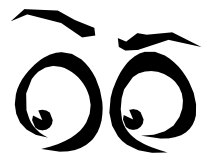
**DIRECTIONS FOR WORD DETECTIVES:
SEARCH FOR CLUES!**



CLUE #1: LOOK AT THE WORD:
Have you seen or heard it before?

CLUE #2: LOOK AROUND THE WORD:
Can you tell what it means when you look at the rest of the sentence or the paragraph?

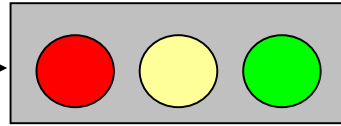
CLUE # 3: LOOK INSIDE THE WORD:
Can you tell what it means by looking for word parts that you already know?



CLUE #4: THINK ABOUT IT!
Does the word make sense?
If not - ask another detective for help.



STOPLIGHT VOCABULARY



NAME: _____

Follow these steps for Stoplight Vocabulary:

If you don't know the word at all color the light red. If you have heard of it but aren't sure what it means color it yellow. If you know the word and can use it in a sentence color it green. Write a sentence with each green light word.

1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	

7. _____	
8. _____	
9. _____	
10. _____	
11. _____	
12. _____	

Green Light Sentences:

PLANNING TEMPLATE

Subject: _____ Text: _____ Chapter: _____

Date	Core Vocabulary	Extended Vocabulary	Instructional Methods	Classroom Discourse	Clarifying/ Metacognitive Skill Instruction

SCOPE AND SEQUENCE OF VOCABULARY DEVELOPMENT PROGRAM

	DECLARATIVE KNOWLEDGE (WORD KNOWLEDGE)	PROCEDURAL SKILLS (CLARIFYING STRATEGIES)	CONDITIONAL SKILLS (SELF-MONITORING & SELF-REGULATION)
Kindergarten & First Grade	<ul style="list-style-type: none"> • Creation of a “word-rich environment” • Repeated read aloud of high interest, thematically-related and culturally relevant stories • Use of new words in classroom discourse 	<ul style="list-style-type: none"> • Beginning use of memory and context strategies with prompts such as “Have you heard it before?” “Can you tell what it means from the other words in the sentence?” 	<ul style="list-style-type: none"> • Simple self-monitoring prompts such as “Do you know that word?” “Have you heard the word before?”
Second & Third Grade	<ul style="list-style-type: none"> • Repeated read aloud of high interest, thematically-related and culturally relevant stories • Use of new words in classroom discourse • Word prediction and sorting • Cloze activities 	<ul style="list-style-type: none"> • Strategy use based on <i>Clarifying Cue Card for Kids</i> • Beginning use of structure strategy with an emphasis on base words and inflected endings • Beginning use of context strategy 	<ul style="list-style-type: none"> • Self-monitoring with <i>Stop Sign</i> during read aloud • Use of prompts such as "Does it sound like a word you know?"
Fourth, Fifth, and Sixth Grade	<ul style="list-style-type: none"> • Read aloud of books with rich vocabulary • Use of new words in classroom discourse • Picture prediction and sorting • Cloze activities • Graphic organizers for important vocabulary words (word webs, word scales, feature analysis) • <i>Word Study Journal</i> 	<ul style="list-style-type: none"> • Use of multiple strategies based on the <i>Clarifying Cue Card</i> • Expanded use of structure strategy with and an emphasis on affixes and Latin roots • Expanded use of context strategy including <i>Signal Words</i> 	<ul style="list-style-type: none"> • Self-monitoring with <i>Stoplight Vocabulary</i> • Internalization of clarifying strategies • Use of <i>Clarifying Strategy Decision Tree</i> during independent reading