



Session 9:
Vocabulary

Teacher Professional Development Series



Recap

In our last session, we spent time...

- explaining the importance of building a solid knowledge base among students - particularly K-2 students.
- explaining how knowledge impacts comprehension.



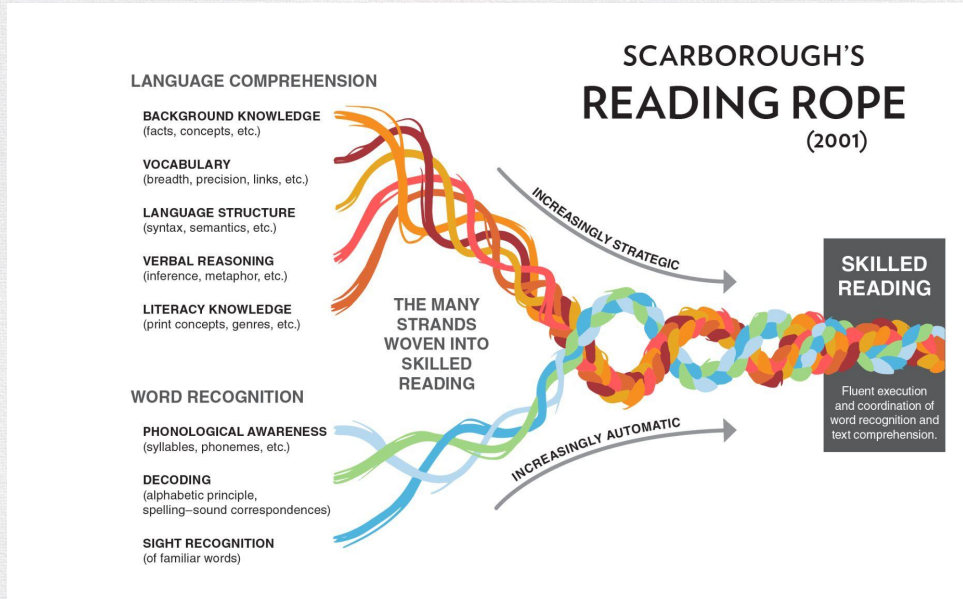
Today's Objective

By the end of this session, participants will be able to:

- ★ explain how vocabulary is an essential part of reading comprehension
- ★ share ideas for how you can build your students' vocabulary so that they can engage more deeply with complex texts.



How is vocabulary related to reading comprehension?



What is vocabulary and why is it important?

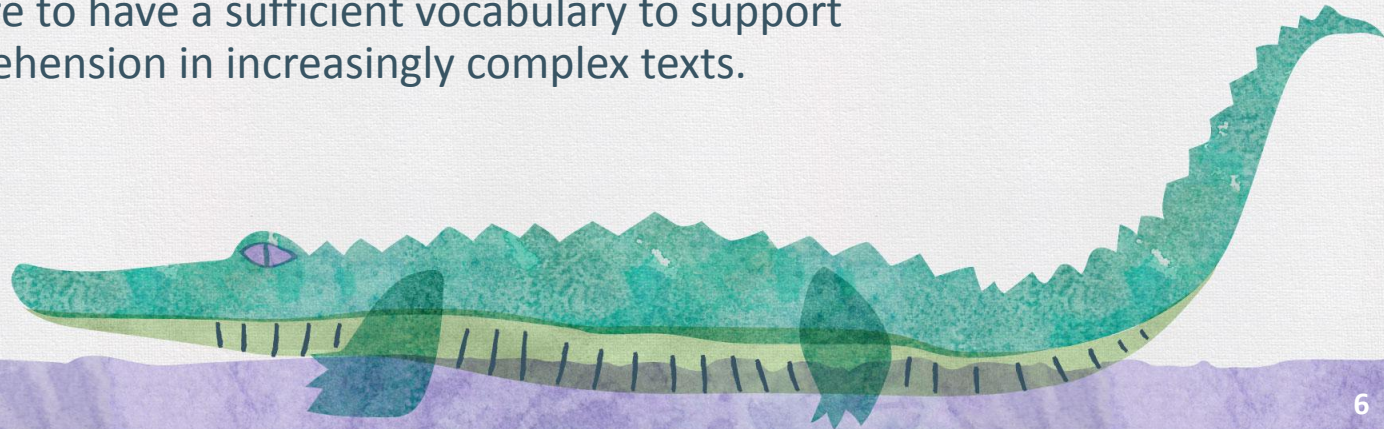
- The National Reading Panel (2000) identifies vocabulary as one of the five key components of effective reading instruction.
- Students with larger vocabularies can understand new ideas and concepts much easier than those with more limited vocabularies.
- Language measures - such as vocabulary - in young children can predict later difficulties with reading comprehension.



SOURCE: Sedita, 2005; Catts, 2014; Oakhill, Cain, and Elbro, 2015

What is vocabulary and why is it important?

- “Students who lack adequate vocabulary have difficulty getting meaning from what they read, so they read less because they find reading difficult” (Sedita, 2005).
- Students must add significantly to their vocabulary each year if they are to have a sufficient vocabulary to support comprehension in increasingly complex texts.



What is vocabulary and why is it important?



Vocabulary refers to the the words that students can both understand and use to express ideas.

Receptive/Listening vocabulary - words that students understand

Expressive/Speaking vocabulary - words that students can use appropriately to communicate their thoughts or ideas

*It is not uncommon for students to have a larger receptive vocabulary than expressive vocabulary.

What is vocabulary and why is it important?

When we think of a student's vocabulary, there are three things to consider:

- Breadth - How many words do students recognize?
- Depth - How many words do students know deeply?
- Precision - Are students able to use words precisely?



How do we teach vocabulary?



M. Graves (2006) suggests a four part approach to teaching vocabulary:

1. Providing frequent, rich, and varied language experiences
 - reading, writing, discussion, listening
 - read as much and as widely as possible

How do we teach vocabulary?

2. Teaching individual words

- active and robust instruction
- word selection
- include definitional and contextual information
- activate prior knowledge
- compare and contrast word meanings
- make inferences
- opportunities for frequent encounters



How do we teach vocabulary?

3. Teaching word-learning strategies
 - context clues
 - word parts
 - resources (web or print dictionaries, thesauruses, tools)



How do we teach vocabulary?

4. Fostering word consciousness

- creating a word-rich environment
- recognizing and promoting adept diction
- promoting word play
- fostering word consciousness through writing
- involving students in original investigations



How do we teach vocabulary?

Target Word: scrumptious

T: “In our read-aloud today, we heard that the birthday cake was scrumptious. Say the word *scrumptious* with me.”

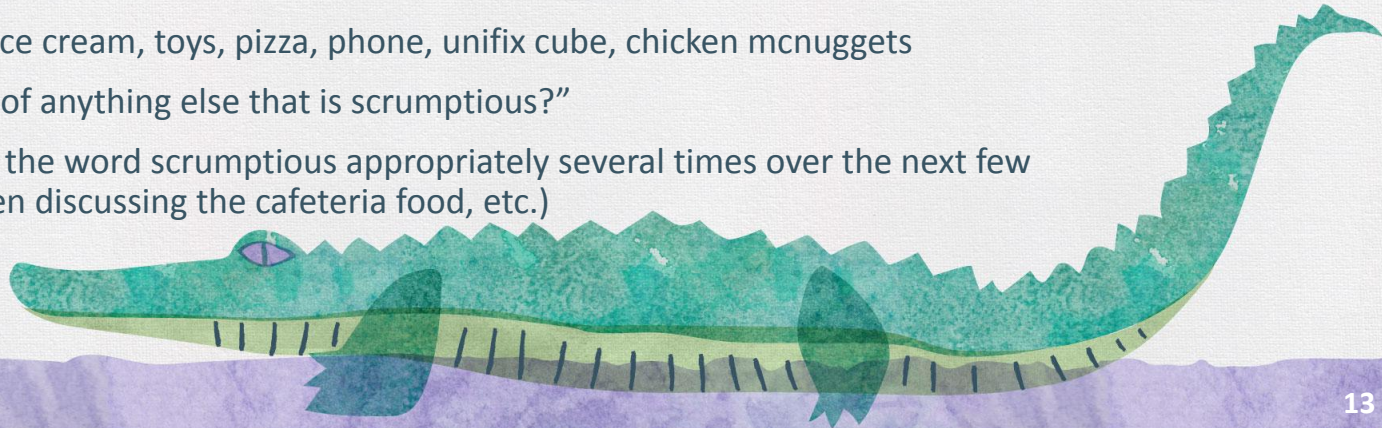
S: Scrumptious

T: “Scrumptious means extremely tasty or delicious. Another example is that macaroni and cheese is scrumptious.” I’m going to tell you some words, and I want you to tell me whether or not these things are scrumptious (that’s scrumptious!) or not scrumptious (that’s not scrumptious!)”

Examples: table, ice cream, toys, pizza, phone, unifix cube, chicken mcnuggets

T: “Can you think of anything else that is scrumptious?”

(NOTE: Try to use the word scrumptious appropriately several times over the next few days - maybe when discussing the cafeteria food, etc.)



How do we teach vocabulary?

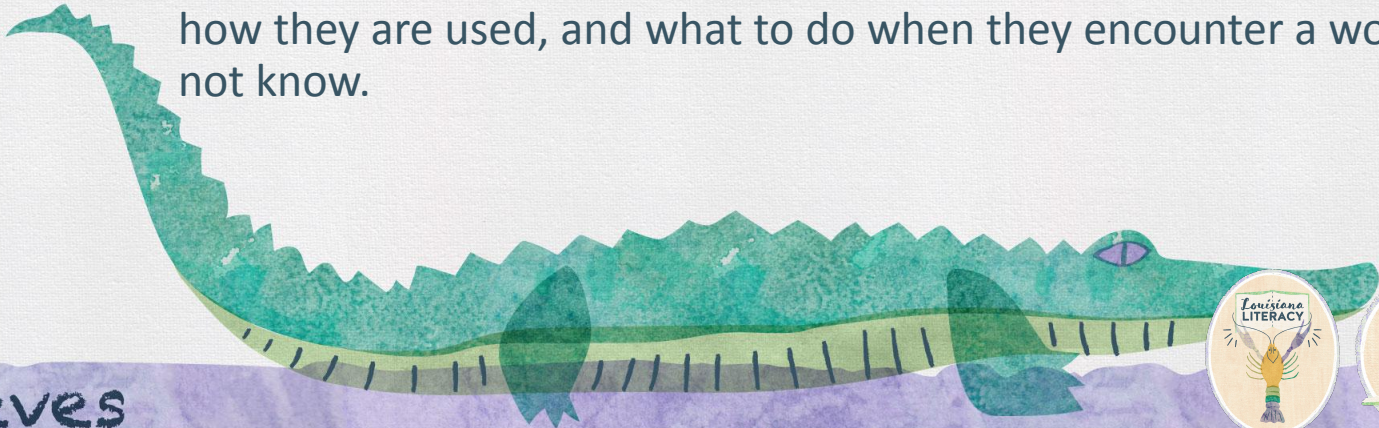
- Repeated exposure to vocabulary items is important for learning gains. The best gains were made in instruction that extended beyond single class periods and involved multiple exposures in authentic contexts beyond the classroom.
- Repetition and multiple exposure to vocabulary items are important. Students should be given items that will be likely to appear in many contexts.



SOURCE: National Reading Panel (2000)

Final Thoughts

- Vocabulary instruction is crucial for reading comprehension.
- Vocabulary instruction should be provided through multiple modalities - direct instruction, implicit instruction, extensive reading and speaking opportunities, word learning, and developing word consciousness.
- Students must come to know and understand words: what they mean, how they are used, and what to do when they encounter a word they do not know.



Engage!



How does vocabulary impact comprehension? How will you incorporate vocabulary instruction into your ELA block?



Questions or Suggestions?

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