

Words Matter: Teaching **Academic** Vocabulary

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Today's Presentation

- Vocabulary in the Common Core
- Vocabulary & the Brain
- Elements of Effective Vocabulary Instruction
- Types of Vocabulary
- Levels of Word Knowledge
- Activities to Promote Word Learning
- Resources

Vocabulary in the Common Core

- Threads throughout
- 3 Anchor standards:
 - Craft & Structure
 - Knowledge of Language
 - *And Vocabulary Acquisition and Use*
- 'I can' statements
- *In Common Core, emphasis on grappling...thinking...kids figuring it out for themselves*

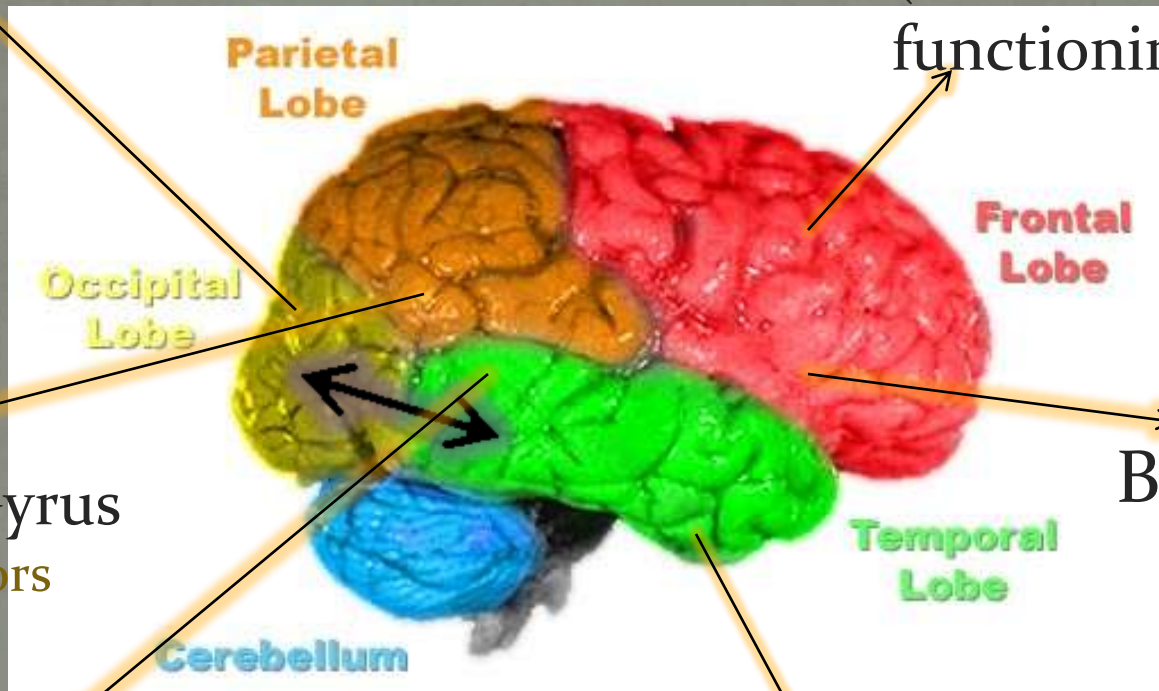
Vocabulary & the Brain

- Reading a word involves almost all areas of the brain
- Requires background knowledge, prior experiences, decoding, and word knowledge to make meaning
- Vocabulary =
 Understanding a word + using the word
 (receptive) (expressive)

Vocabulary & the Brain

1. Shape recognition

2. Decision making
(attention & executive
functioning)



Angular Gyrus
Metaphors

Broca's Area
Expression

Wernicke's Area
Understanding

3. Semantics/Comprehension

Types of Vocabulary

- Basic Vocabulary (sight words)
 - Heard commonly in spoken language
 - Require little to no direct instruction
- Academic Vocabulary (analyze, filing, process, pitch)
 - Found widely in texts
 - Used across contexts
 - Meaning changes with content
- Technical Vocabulary (internet, photosynthesis, RTI)
 - Specific to one content area
 - Usually bolded or highlighted in textbooks

Levels of Word Knowledge

- No knowledge
- General 'sense' (positive or negative connotation)
- Context-bound knowledge
- Basic knowledge (use in a variety of contexts)
- Decontextualized knowledge
 - Use in multiple contexts
 - Understand relationship to other words
 - Understand metaphorical uses
 - 'devouring' a book

So...Try This

“Somites are blocks of dorsal mesodermal cells adjacent to the notochord during vertebrate organogenesis.”

- What is the purpose of this statement?
- What is necessary to understand this definition?

Some content text and vocabulary does appear this way to our students.

Elements of **Effective** Vocabulary Instruction

- Must consider knowledge of the brain, vocabulary types and the levels of word knowledge
- Must **model** word solving strategies
 - Pseudopseudohypoparathyroidism
 - Context clues
 - Morphology (Word Parts)
 - Resources
- Promote Word Consciousness
 - Atmosphere can help lessen time needed
 - Word learning in incremental

Effective Instruction Cont'd

- Give definition *AND* context
- Provide multiple exposures
 - Immediately and over time
 - Define
 - Use in sentence (you & students)
 - Play word games
- Promote active processing
 - Connections to prior knowledge
 - Defining in own words
 - Visualizing (Picture cues)
 - Examples/non-examples

Effective Instruction Cont'd

- Review & Remind over time
 - Before, during, and after reading/studying concept
 - Return/connect to terms in new units
- Engage in discussion of word meanings
 - Exposure to multiple contexts
 - Fosters expressive language
 - Learn from each other
- Allow for active grappling
 - Time & Exposure = deeper understanding of terms

Sample Activities

- Frayer Model
- Connect Two/Possible Sentences
- Semantic Feature Analysis
- Cubing
- Knowledge Rating Scale

Resources

- *In a Reading State of Mind* by Doug Fisher, Nancy Frey, & Diane Lapp
- *Teaching Individual Words* by Michael Graves
- *Overcoming Dyslexia* by Sally Shaywitz
- *Instructional Strategies for Teaching Content Vocabulary* by Janis Harmon, Karen Wood, & Wanda Hedrick
- *Improving Reading Skills Across the Content Areas* by Rebecca Rozmiarek

Resources

- *Subjects Matter* by Harvey Daniels & Steve Zemelman
- *Building Academic Language: Essential Practices for content Classrooms* by Jeff Zwiers
- Louis Mangione....
- *JAAL, ASCD, & Reading Teacher* articles

