

Enhancing  
Vocabulary Instruction  
for  
Secondary Students  
(Revised)



UTCRLA

University of Texas Center for Reading & Language Arts  
THE UNIVERSITY OF TEXAS AT AUSTIN  
COLLEGE OF EDUCATION

[www.texasreading.org](http://www.texasreading.org)

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# INTRODUCTION

## What Is the University of Texas Center for Reading and Language Arts?

The University of Texas Center for Reading and Language Arts (UTCRLA) is in the College of Education at The University of Texas at Austin. When the Texas Education Agency (TEA) first funded it in 1996, UTCRLA's efforts focused entirely on assisting Texas educators in implementing the newly adopted state standards for the Reading and Language Arts Texas Essential Knowledge and Skills (TEKS). Now UTCRLA has expanded from one state-funded project, the Center for Educator Development in Reading and Language Arts, to many projects funded by state, federal, and private entities. This "diversified portfolio" of projects has allowed UTCRLA to expand its mission beyond Texas by funding critical research to determine effective practices for teaching students to read, leading to the timely incorporation of these findings into cutting-edge professional development materials for teachers across the country.

## About This Guide

This professional development guide, *Enhancing Vocabulary Instruction for Secondary Students*, is designed to provide an overview of vocabulary development and to focus on strategies that enhance vocabulary instruction. The guide includes specific instructional strategies for teaching vocabulary skills based on the Texas Essential Knowledge and Skills (TEKS) including word parts, word association, context clues, connotative meaning, and concepts. This guide also contains information on making adaptations for struggling readers and writers, including students with disabilities and English language learners. Adaptations of several of the strategies are included. Also provided are critical features of effective instruction and specific information on integrating the strategies into the classroom.

UTCRLA originally developed this guide in 2000 as a Center for Educator Development product for the Texas Education Agency with Academics 2000 funding from the TEA. The original guide's developers included a UTCRLA Core Writing Team of Diane Pedrotty Bryant, Kellie Higgins, Nicole Ugel, Lanny van Allen, and Sharon Vaughn. The vocabulary focus group consisted of Jennifer Hargrave, Kellie Higgins, John Hutka, Judith Judy, Justin Noble, Hilda Ollman, Rebecca Spencer, and Lanny van Allen.

In 2001, a team of developers headed by Diane Pedrotty Bryant introduced changes to this manual by including curricular and instructional adaptations provided by the Special Education Reading Project (SERP). SERP is a professional development branch of the University of Texas at Austin Center for Reading and Language Arts.

The 2003 version of this guide was updated and revised by Pam Bell Morris, Bonnie O'Reilly, Jessica Ross, Susan Sivek, Elana Wakeman, Jennifer Wick, Johnnie Blevins, Carlos Treviño, and Chris Latham. Recommendations for the revised version were provided by the educator focus group, comprised of Antonio Fiero (ESC Region XIX), Theresa Fuentes (Balmorhea ISD), Denisa Garcia (Tornillo High School), Alice Hawkins (Miller High School), Melva Kitchens (Pewitt High School), Al Lozano (Alpine High School), Opal Pate (Pewitt High School), Markay Rister (Stamford High School), Janie Solis (Pharr-San Juan-Alamo ISD), Jennifer Wiltsie (Rio Grande ISD), and Sarah Crippen (TEA).

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## **Organization and Content**

This professional development guide is organized into four sections:

### **1) Presentation Slides**

Presentation slides contain key points for the workshop. They may be used as either color overhead transparencies or as an Adobe Acrobat PDF presentation.

### **2) Presenter Notes**

Detailed notes have been provided for the workshop presenter. The Presenter Notes section includes a snapshot of the presentation slide on the left side and the corresponding presenter notes on the right side.

The following formatting features, found on the slides and presenter notes pages, are designed to facilitate implementation:

- Icons indicate when activities occur.
- Directions to the presenter are printed in a different font so they are easy to distinguish from text the presenter says aloud.

A sample of the presenter notes pages can be found on the following pages.

### **3) Handouts**

Handouts include activities, note-taking pages for participants with snapshots of presentation slides, and informational handouts that expand on the ideas presented on the slides.


### **4) References**

The References are suggestions for further reading.

## **Considerations for Struggling Readers and Writers**

Included in this guide are transparencies that focus on making adaptations for students with special needs so that they have greater access to the general education curriculum. These may include students with:

- Learning disabilities;
- Behavioral and emotional disabilities;
- Mild to moderate cognitive disabilities;
- Physical disabilities;
- Attention problems;
- Various categories of PDD (pervasive developmental disorder); and
- Sensory impairments (deaf/hard of hearing; visual impairments).

Identified by the symbol , these adaptation slides assist participants in recognizing general adaptations that will benefit not only students with disabilities, but many other learners as well.

As a presenter, you may want to use chart paper and self-sticking notes so that the participants can record and display the adaptations they generate during the workshop. Participants may write their adaptations on the self-sticking notes and put the notes on chart paper. This can be an ongoing activity throughout the workshop.

## **Preparing for the Workshop**

It is recommended that presenters review the activities and obtain participant materials prior to conducting the workshop.

### **Materials**

Distribute copies of all handouts to each participant before beginning the workshop. Some activities require additional materials such as chart paper, markers, and pencils (one for each participant).

### **Equipment**

The presenter may use presentation slides in one of two methods: as color transparencies with an overhead projector and screen; or as an Adobe Acrobat PDF presentation with a computer, LCD projector, and screen.

### **Room Arrangement**

Activities are designed for large group participation and cooperative work in small groups. Seating should be arranged to facilitate interaction in small groups. All participants will need to be able to see the overhead screen.

<Title of Slide>



Key points are featured on the slide.

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Title of Program

1

SAMPLE

References: List of references used for this slide and corresponding presenter notes

Title of Program

## <Title of Slide>



Presenter notes contain detailed notes that elaborate on the content of the corresponding slide. Also included are instructions on how to conduct activities and work with handouts.

Because there is an activity icon at the top of this page, an activity will be described here.

Snapshots of presentation slides appear on the page opposite the corresponding notes.

Directives, appearing in a different font, give instructions to the presenter.

SAMPLE

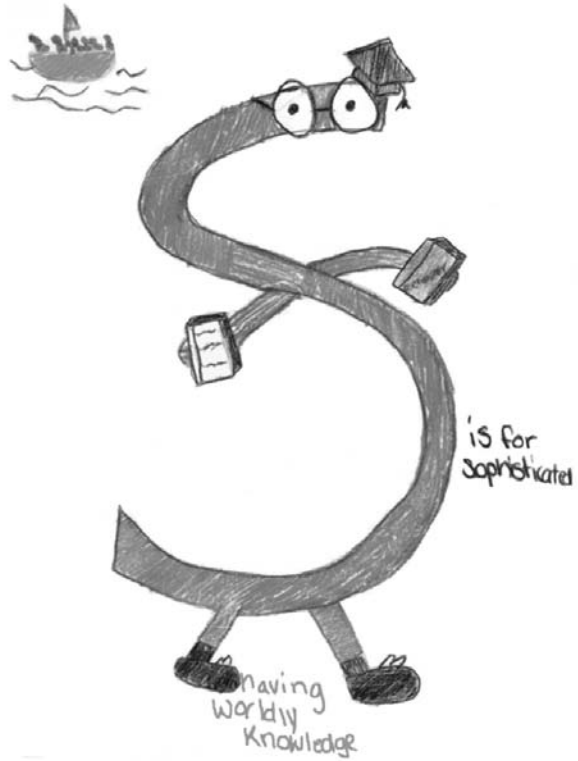


University of Texas Center for Reading & Language Arts

**Enhancing  
Vocabulary Instruction  
for  
Secondary Students  
(Revised)**

PRESENTER  
NOTES

# Enhancing Vocabulary Instruction for Secondary Students





# Enhancing Vocabulary Instruction for Secondary Students

The purpose of this workshop is to provide participants with an overview of vocabulary development and to focus on strategies that enhance vocabulary instruction.

Although vocabulary development entails listening, speaking, and reading, the emphasis of this workshop is on “reading vocabulary,” because that seems to be the most problematic aspect of vocabulary development for struggling students.

There is a reciprocal relationship between reading comprehension and vocabulary development. We know that vocabulary knowledge and reading comprehension are highly correlated. To promote reading comprehension, students need to develop an understanding of how words can be used across different contexts and be able to understand the meaning of words quickly as they read.

# Objectives

## **Participants will be able to:**

1. Discuss ways in which vocabulary is developed.
2. Explain important features of vocabulary instruction.
3. Explain strategies for teaching vocabulary to secondary students.
4. Develop a lesson that integrates critical features of effective vocabulary instruction and vocabulary strategies.



# Objectives

The four major sections of this workshop are: vocabulary development; vocabulary instruction; strategies for teaching vocabulary; and integrating vocabulary instruction into a lesson. Handouts provide supplemental information.

The goal of this workshop is for teachers to leave with new ways to teach vocabulary to their students.

To begin the workshop, let's review some key terms pertinent to the information and activities that will be presented. This self-assessment activity will help you discover how familiar you are with these vocabulary-related terms.

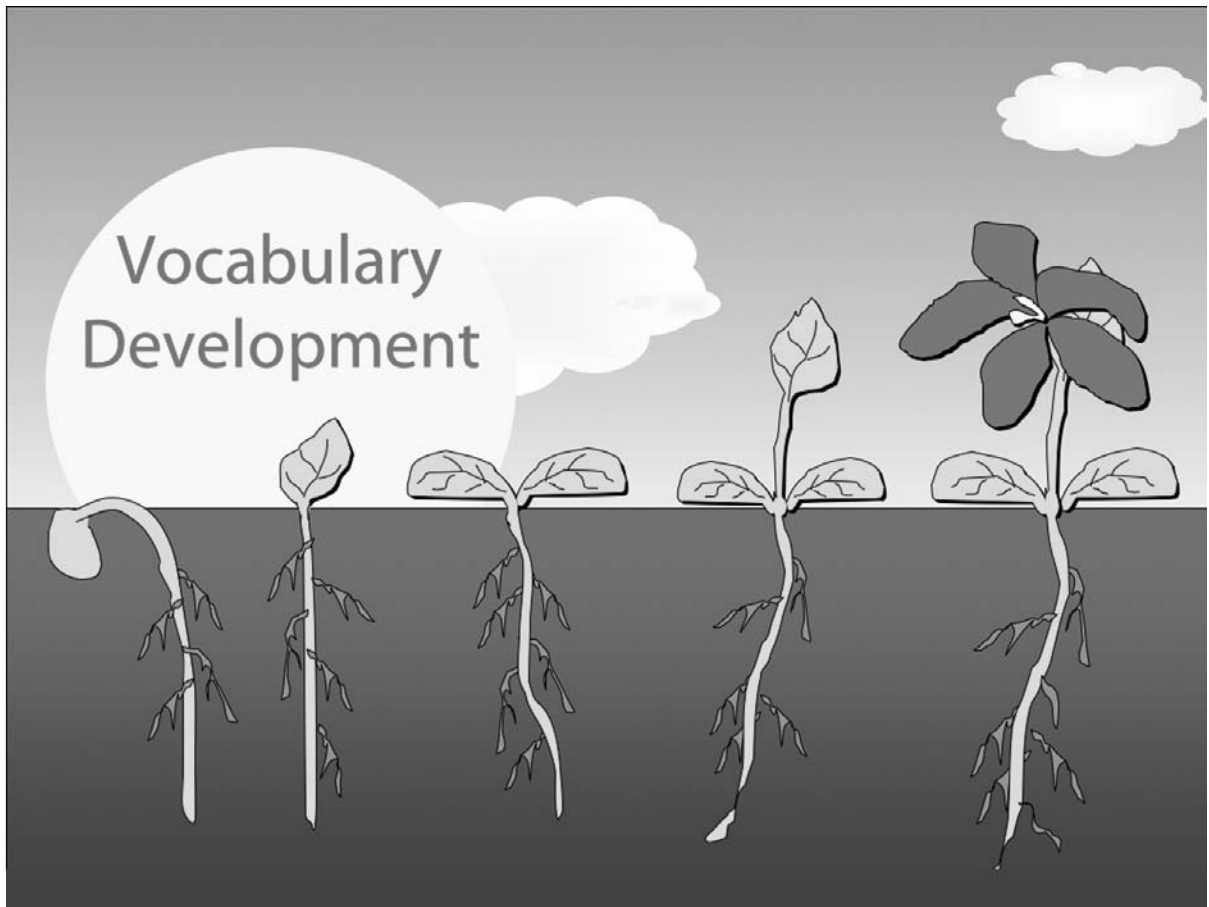
With a partner, complete the vocabulary matching activity found on Handout 1: "Vocabulary Matching Activity." You have ten minutes.

**Allow 10 minutes.**

Now correct your exercise using "Answers to Vocabulary Matching Activity" on Handout 1.

**Allow 3 minutes.**

Assessments like this one can be conducted with students prior to teaching a topic. Students can self-correct with a colored pencil. Teachers can examine students' work to determine which terms students will need extra help to understand.



# Vocabulary Development

The first section of this workshop focuses on vocabulary development. This section contains discussions of the following:

- Facts about vocabulary development;
- The difference between reading vocabulary and content area reading vocabulary;
- The goals of reading vocabulary instruction;
- The levels of word knowledge processing; and
- The characteristics of effective and struggling readers.

# Facts about Vocabulary Development

## **Good readers learn words by the thousands.**

- Students aged 5-6 know between 2,500-5,000 words.
- Students learn an estimated 3,000 words per year during their early school years.
- Students must learn the meaning of about eight new words each day to accomplish this growth.
- There are over 88,500 distinct word families in printed English material in Grades 3 through 9.
- Students learn word meanings incidentally through exposure to oral language and written text.
- 25-50% of annual vocabulary growth can be attributed to incidental learning.

# Facts about Vocabulary Development

This slide displays facts and figures related to students' vocabulary development. Take a moment to read through this information.

Pause.

Teachers cannot possibly teach the meanings of all the of words that students must learn over time. Instead, most students come to school with a sizable vocabulary that developed as a result of growing up in a language-rich environment. Once in school, students acquire word meanings through teacher instruction, frequent interaction with a variety of texts, and participation in myriad language activities. Also, some studies have shown that about 20 minutes of daily reading can increase student vocabulary by approximately 1,000 words annually.

Struggling readers' vocabulary size and subsequent vocabulary growth are greatly affected by their reluctance to engage in wide reading. For English language learners, knowledge of vocabulary is the most important factor affecting academic achievement.

Thus, the gap in vocabulary development between effective and struggling readers widens. This lag in vocabulary development directly affects struggling students' ability to comprehend both narrative and expository text. We know that vocabulary growth deficiencies appear early and increase over time.

# What Comprises Reading Vocabulary?

**Function words are common words (e.g., *are, that, to*).**

- About 100 function words account for half of the words in written English.

**Content words are nouns, verbs, adjectives, and adverbs.**

Content words can be either **concrete** or **abstract**.

- **Concrete** words can be taught using an object or showing a picture.
- **Abstract** words can be taught using examples and nonexamples.



# What Comprises Reading Vocabulary?

Each of us has a vocabulary of thousands and thousands of words. We have four kinds of vocabulary: listening, speaking, reading, and writing.

Our listening vocabulary is made up of words that we hear and understand. Our speaking vocabulary is made up of words that we use to converse.

Many children come to school with highly developed listening and speaking vocabularies, as a result of their prior experiences and opportunities to learn about words and their meanings.

For these children, reading and writing vocabularies develop further as a result of many experiences, including formal instruction.

English language learners may have rich vocabularies in their native language, but may have limited English vocabularies. Therefore, their reading and writing vocabularies may be limited, like those of many struggling students.

This workshop focuses on reading vocabulary. Reading vocabulary is comprised of “function” words and “content” words.

Function words are common and relatively easy for most students to learn because they help sentences make sense and occur frequently in print. In fact, about 100 function words account for half of the words students encounter as they read.

For students who are learning English, some function words are particularly difficult. Even for those students who seem to master the language, location and spatial order words such as “on,” “in,” and “below” are easily confused.

Content words are nouns, verbs, adjectives, and adverbs. Knowledge of content words helps students comprehend passages and figure out the meanings of unfamiliar words. Content words can be either concrete or abstract.

Concrete content words can be taught using an object or showing a picture. Abstract content words can be taught using examples and nonexamples.

Abstract content words are most challenging for struggling students and English language learners who may have limited background knowledge and vocabulary development.

# What Comprises Content Area Reading Vocabulary?

**General vocabulary** refers to words that are not directly associated with a specific content area.

**Technical vocabulary** refers to words that are associated with a specific content area subject or topic.

Vocabulary development may require learning a new concept and the words associated with the concept.



# What Comprises Content Area Reading Vocabulary?

General vocabulary is very important at the secondary level as students begin to grapple with more complex ideas. General vocabulary refers to words that are not directly associated with words specific to a content area.

Technical vocabularies also become increasingly important at the secondary level as students take more content area subjects and are expected to learn the vocabulary specific to each subject (that is, technical vocabulary).

Often the technical vocabulary of a content area contains words that require students to understand word origins (for example, Greek, Latin) and their meanings and derivatives (for example, prefixes, root words, suffixes).

Technical words may have one meaning in one content area and a different meaning in another content area. Students must be able to discern the different meanings. For example, *brush* means one thing to an artist and another to a geographer.

Content area concepts are words that may be abstract (for example, photosynthesis) and encompass related technical vocabulary (for example, *organism*, *chlorophyll*, *carbon dioxide*, *cells*, *light*).

Now, think about technical vocabulary words used in your subject area. Make a list of about ten words for use during the workshop. You have five minutes.

Allow 5 minutes. Ask several participants to share their lists of words.

# What Are the Goals of Reading Vocabulary Instruction?

- Enhance students' ability to use complex language
- Expand students' repertoire of new words
- Help students connect new words to existing knowledge
- Facilitate students' application of word knowledge across contexts
- Increase students' word knowledge to facilitate their reading comprehension and academic success

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References: Allen, J., 1999; Allen, V. F., 1983; Beck & McKeown, 1991; Carver, 1994; Nagy, 1998; Nagy, Anderson, & Herman, 1987

# What Are the Goals of Reading Vocabulary Instruction?



The goals of reading vocabulary instruction are to:

- Enhance students' ability to use complex language;
- Expand students' repertoire of new words;
- Help students connect new words to existing knowledge;
- Facilitate students' application of word knowledge across contexts; and
- Increase students' word knowledge to facilitate their reading comprehension and academic success.

To elaborate on these goals, form small groups of three to five. Brainstorm regarding the role of vocabulary in your content area, and your goals for vocabulary instruction. Identify: (1) the role vocabulary plays in your content area; and (2) at least three goals for instruction. Record your ideas on chart paper. You have ten minutes.

Allow ten minutes. Ask a member from each group to share the role of vocabulary in their content area and one goal for instruction.

At the secondary level, there is a shift away from “learning to read” to “reading to learn,” and there are dramatic increases in the amount of vocabulary that students need to comprehend their texts. Vocabulary development is critical if students are to acquire the content of the secondary curriculum. Thus, explicit vocabulary instruction is essential to teach students critical content area word meanings.

You can coordinate your vocabulary instruction efforts with colleagues to create an environment that encourages vocabulary development across contexts. For instance, instructional teams that share a common planning time and instructional objectives can work together to promote vocabulary development and use across subjects.

# What Are the Levels of Word Knowledge Processing?

## **Association**

Words are linked to synonyms, definitions, or contexts.



## **Comprehension**

Knowledge of word associations is used to categorize words, complete sentences, or generate multiple meanings for words.



## **Generation**

Word comprehension is expanded by generating discussion or completing activities, such as making up sentences using the words, restating the definition, making connections between new and prior knowledge, or applying word meanings across contexts.

# What Are the Levels of Word Knowledge Processing?

The levels of word-knowledge processing include:

- Association: words are linked to synonyms, definitions, or contexts;
- Comprehension: knowledge of word associations is used to categorize words, complete sentences, or generate multiple meanings for words; and
- Generation: word comprehension is expanded by generating discussion or completing activities, such as making up sentences using the words, restating the definition, making connections between new and prior knowledge, or applying word meanings across contexts.

We process word knowledge in a way that makes learning more meaningful and helps us to “own” the word.

“Deep processing” of word knowledge means that we enhance memory retention of vocabulary by making connections to prior knowledge and by spending time manipulating words in a variety of ways.

For instance, activities that require students to use words in sentences, tell how new words relate to previously learned content, and engage in word play, require a deeper level of processing and understanding of new words than does merely writing dictionary definitions.

Think about vocabulary activities you use in the classroom, and try to identify which level of processing these activities require.

# Characteristics of Effective and Struggling Readers

**Texas Essential Knowledge and Skills:**  
**The student acquires an extensive vocabulary through reading and systematic word study.**

- Knowledge about words
- Use of background knowledge to understand word meanings
- Knowledge of multiple meanings of words
- Understanding of word origins
- Understanding of derivational meanings (word parts)
- Understanding of denotative and connotative meanings



# Characteristics of Effective and Struggling Readers

The Texas Essential Knowledge and Skills (TEKS) regarding vocabulary are shown on this slide. These are the skills all students need to achieve. But struggling students typically have only a limited vocabulary skills.

Students should have a good understanding of word associations (for example, synonyms, antonyms), be able to use word parts to figure out the meaning of words, and be able to interpret connotative meanings.

Students from limited language backgrounds may not have the vocabulary knowledge needed to succeed in content area classes. Teachers cannot assume that students possess the vocabulary that is prerequisite to understanding their content area curriculum.

English language learners may have great difficulty learning the numerous word meanings encountered in text, even though they may demonstrate some proficiency with listening and speaking English vocabulary. Written or literate English is more formal than spoken English and takes time to comprehend.

English language learners face two challenges. They must concentrate to read words in English and also focus on understanding the meaning. Often English language learners have to reread passages several times before comprehending them.

Moreover, English language learners and struggling readers who do not enjoy reading may not engage in wide reading, which helps develop a rich reading vocabulary.

# Characteristics of Effective and Struggling Readers (cont.)

**Texas Essential Knowledge and Skills:**  
**The student acquires an extensive vocabulary through reading and systematic word study.**

- Use of reference materials
- Application of word meanings across content areas
- Strategies to comprehend new word meanings
- Motivation to read and strengthen vocabulary development
- Confidence to tackle new words



## Characteristics of Effective and Struggling Readers (cont.)

This slide lists further TEKS for vocabulary. Take five minutes to scan these. Then write down some difficulties related to the TEKS skills that your struggling readers have.

Allow 5 minutes, then use the “Dueling Charts” approach to record participants’ ideas. Use slides 9 and 10 to generate ideas for this activity. Place two charts at the front of the room on either side of the presenter’s station. Label each chart with a different heading that relates to the activity. For example, one chart might be labeled “Understanding Meanings of Derivatives” and the other chart might be labeled “Use of Reference Materials.” Ask for two volunteers to help record participants’ ideas. As participants provide ideas for each heading on the charts, the volunteers take turns recording ideas for their respective heading.

## What Do We Know about Vocabulary Characteristics of Students with Disabilities and Dyslexia?

- Students exhibit difficulties with the rule-governed structure of language
- Students do not acquire the meanings of words as quickly as students with rich vocabularies
- Students may interpret meanings literally and miss the nuances and connotative meanings of words
- Students may lack an understanding of the semantic connections between words
- Students may exhibit difficulties remembering the meanings of words
- Students may lack effective strategies to learn and remember word meanings



# What Do We Know about Vocabulary Characteristics of Students with Disabilities and Dyslexia?

Students with language and reading disabilities and dyslexia may exhibit additional characteristics beyond those of struggling readers. These characteristics may relate specifically to their disability, in terms of understanding and using receptive (listening, reading) and expressive (speaking, writing) language. Some possible characteristics include:

- Students exhibit difficulties with the rule-governed structure of language;
- Students do not acquire the meanings of words as quickly as students with rich vocabularies;
- Students may interpret meanings literally and miss the nuances and connotative meanings of words;
- Students may lack an understanding of the semantic connections between words;
- Students may exhibit difficulties remembering the meanings of words; and
- Students may lack effective strategies to learn and remember word meanings.

These characteristics may be related to memory, linguistic, and processing problems. Students with sensory impairments may possess even more restricted vocabulary knowledge than students with language and reading disabilities, because they cannot acquire word knowledge through sensory experiences.

For those of you who work with students with disabilities and dyslexia: What are some difficulties you have noticed when teaching vocabulary or when these students encounter new words?

Seek responses.

# Success in the General Education Curriculum

## Adaptations

What are the expectations?  
What are the setting demands?  
What do I know about the student?  
What are my choices for adaptations?

**How is it working?**

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# Success in the General Education Curriculum

This slide is the first in a series that focuses on adaptations for struggling readers and writers, who may be students with learning disabilities, emotional/behavioral disorders, mild to moderate cognitive disabilities, physical disabilities, attention problems, the spectrum of autistic behaviors, and sensory impairment (hearing and/or visual impairment).

Adaptations are key to the successful participation of struggling readers and writers in the general education curriculum. Four questions are asked when making adaptations for struggling readers and writers.

- What are the expectations for learning (that is, what are the student outcomes that you expect, which may vary for individual students)? For example, your goal for a student may include reading at grade level by the end of the year.
- What are the setting demands (that is, what are the specific tasks the student is expected to perform and what does the student have to do to successfully complete the task)? For example, the student can read, summarize, and answer a variety of questions about grade-level reading material.
- What do I know about the student in the general education classroom in relation to his or her learning strengths and needs? For example, what are the student's specific strengths and needs in reading?
- What are my choices for adaptations? For students with disabilities, think about what the IEP requires and what resources you might need to make these adaptations. For example, will the student need high-interest/controlled-vocabulary text to be able to access subject matter on a topic?

Answering these four questions assists teachers in selecting adaptations. It is also important to collaborate with other specialists, such as vision, auditory, speech/language, and technology.

After implementing the adaptation, be sure to determine how it is working and make adjustments accordingly. This is an important key to the student's success in the general education curriculum. For example, is the student able to successfully answer inferential comprehension questions?

An overview of some of the steps that must be considered can be found on Handout 2: "Planning for Students with Special Needs."

Note to Presenter: With the reauthorization of the Individuals with Disabilities Education Act (IDEA '97), the participation of students with disabilities in the general education curriculum and state/district assessments has increased, as has general education teachers' participation in the IEP process. You may want to highlight these recent changes, using the information provided below as one resource.

(notes continued on next page)

# Success in the General Education Curriculum

## Adaptations

What are the expectations?  
What are the setting demands?  
What do I know about the student?  
What are my choices for adaptations?

How is it working?

**DUPLICATE**

12



(notes continued)

- The law (IDEA '97) requires that accommodations or adaptations, modifications, supports, and supplementary aids and services be provided to ensure the success of students with disabilities in the general education curriculum (refer to IEP).
- IDEA '97 has also increased the participation of students with disabilities in district/state assessments. Under IDEA, special education students are expected to: (1) take the standard assessments; (2) take them with accommodations; or (3) take alternative assessments. The IEP specifies whether accommodations and modifications in the administration of these assessments or alternative assessments are to be used.
- IDEA '97 has also increased the general education teacher's role in the development, implementation, review, and revision of the student's Individualized Education Program. For example, goals and objectives may be targeted to be met in the general education classroom, and monitoring is the responsibility of the general and special education teachers. Handout 3: "Related Service Personnel" lists others who may be involved in this process.

# Student Success

**Instructional  
Design  
Adaptations**



**Behavioral  
Support  
Adaptations**

**Instructional/  
Curricular  
Adaptations**



**Positive Learning Community  
and Access to the General Education Curriculum**

# Student Success

Adaptations for students can be organized into three categories: designing instruction; adapting instruction or curriculum; and providing behavioral support. An adaptation for “designing instruction” might be including fewer problems per page. For “adapting instruction or curriculum,” an example might be enlarging print for a child with limited vision. An example of “behavioral support adaptations” might be having a behavior plan in place to alter out-of-seat behavior.

In pairs, discuss one student with whom you have worked successfully. List and explain three adaptations you used to support that student in each of these three areas. You have five minutes.

Allow 5 minutes. You may wish to use chart paper and self-sticking notes for participants to display their ideas. Hang one piece of chart paper for each of the three types of adaptations. Ask participants to write their adaptations on the notes and put the notes on the appropriate chart paper. This can be an ongoing activity throughout the workshop.

# Instructional Design Adaptations: Know Your Students



- **Plan for adaptations**
- **Access resources**
- **Collaborate with others**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**

# Instructional Design Adaptations: Know Your Students

Instructional design is critical for making adaptations. For struggling readers and writers to benefit from instruction, the teacher must plan for adaptations, access resources, collaborate with others, integrate technology, assess learning, and monitor student progress.

# Instructional and Curricular Adaptations

bright ideas



## **Instructional:**

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

## **Curricular:**

- Make learning visible and explicit
- Highlight key information and concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways for students to demonstrate learning

# Instructional and Curricular Adaptations

For successful instructional adaptations, remember to:

- Consider student's literacy levels and needs;
- Activate background knowledge;
- Use clear, simple directions;
- Provide opportunities to respond; and
- Adjust pacing and provide feedback.

For successful curricular adaptations, you can:

- Make learning visible and explicit;
- Highlight key information and concepts;
- Break task or activity into steps;
- Use games to provide practice; and
- Provide multiple ways for students to demonstrate learning.

Research supports these adaptations. More ideas are listed on Handouts 4: "Suggestions for Adaptations."

# Behavioral Support Adaptations



Strategies to increase appropriate student behaviors:

- **Provide structure and be consistent**
- **Use proactive teaching**
- **Teach alternative behaviors**



# Behavioral Support Adaptations

A third type of adaptation focuses on behavioral support. Students learn better when behavioral supports are in place. Primary behavioral support adaptations include:

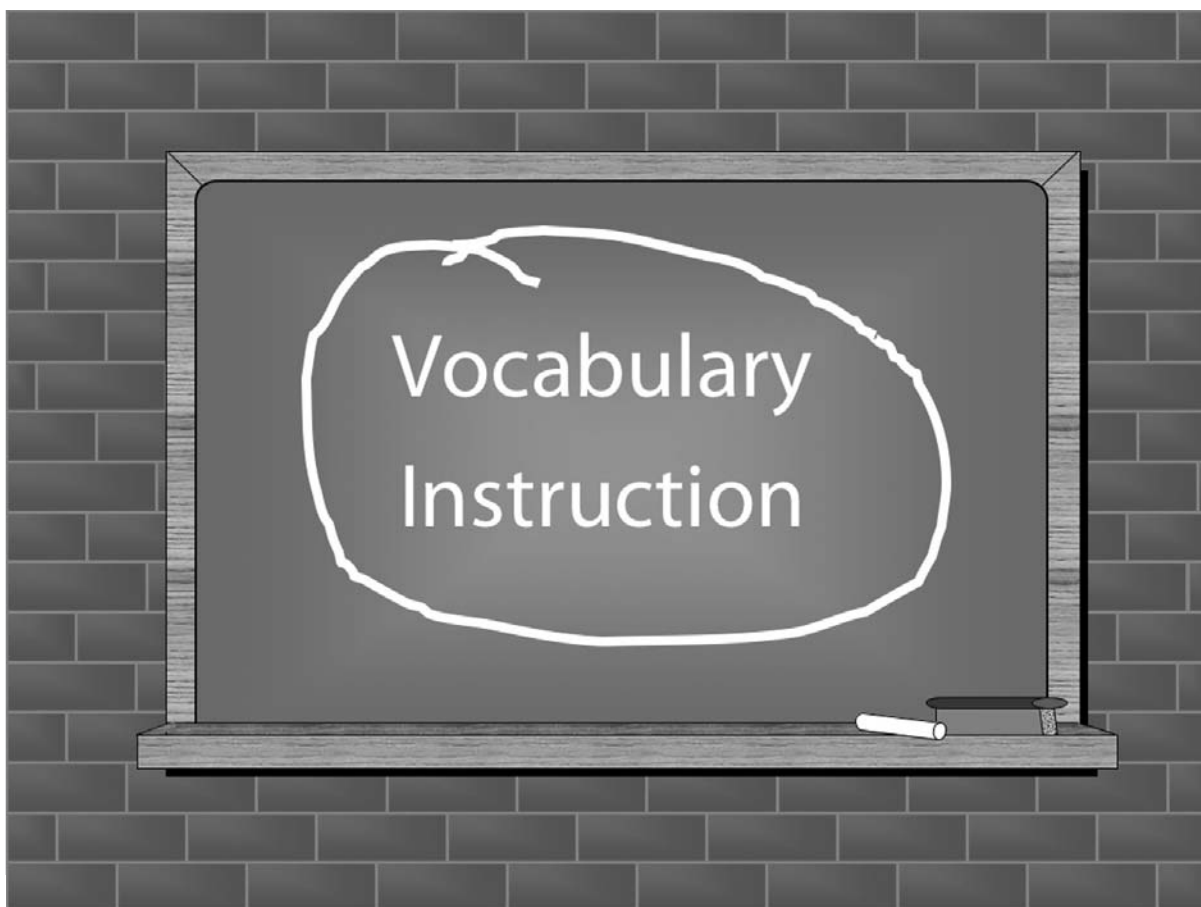
- Provide structure and be consistent;
- Use proactive teaching; and
- Teach alternative behaviors.

What are some examples of inappropriate classroom behaviors that interrupt the teaching and learning process? What strategies do you use to promote positive behavior and a positive learning environment?

Seek responses from a few participants.

Continue to think about this as we continue the workshop. The handouts provide more ideas for behavioral support adaptations.

Self-sticking notes and chart paper activity can be continued.



# Vocabulary Instruction

In the second section of this workshop, we will focus on vocabulary instruction.

This section discusses the critical features of effective vocabulary instruction, and how to choose vocabulary words to teach.

# Critical Features of Effective Vocabulary Instruction

1. Teachers integrate most vocabulary instruction within the context of the lesson.
2. Teachers provide 20- to 30-minute weekly vocabulary lessons for enrichment activities.
3. Prior to the lesson, teachers provide explicit instruction for a limited number of new vocabulary words (such as technical vocabulary) that relate to the central ideas to be taught, using a brief definition, synonym, or association.
4. Teachers provide meaningful opportunities for students to discuss and manipulate vocabulary by creating a verbal environment (talk about words, use words in multiple ways).

# Critical Features of Effective Vocabulary Instruction

Some of the critical features of effective vocabulary instruction are listed on this slide. Take a minute to read these features.

Allow 1 minute.

The research literature acknowledges that the critical features of vocabulary instruction include using a variety of methods, frequent exposure to key vocabulary, and extended use of words in activities outside the classroom.

The best method of vocabulary instruction depends on the goals of instruction, words to be learned, and characteristics of the learners. When introducing new vocabulary to English language learners, for example, studies have found that “less is more” (Gersten & Jiménez, 1994).

Teachers should encourage active processing of vocabulary using the critical features of instruction and strategies (described later in this guide) to facilitate association, comprehension, and generation.

Teaching the definitions of words and the use of the dictionary in isolation from other instructional approaches, such as using context clues and determining the meaning of word parts, is not an effective vocabulary development strategy. Many definitions are not very helpful and are not appropriate to the selection being read. Definitions do not always provide sufficient information, nor do they tell the reader how to use a word.

Teaching the use of context clues in isolation from other instructional approaches also is not an effective vocabulary development strategy. Textbooks may be difficult to read and context clues may be implicit rather than explicit, making it challenging for students to figure out the meaning of unfamiliar words. Vocabulary words can be learned incidentally, but for less-skilled learners, relying on context clues as the only strategy is not very effective.

## Critical Features of Effective Vocabulary Instruction (cont.)

5. Teachers provide opportunities for students to use the new vocabulary outside of the lesson and class.
6. Teachers teach independent word-learning strategies for figuring out the meaning of vocabulary.
7. Teachers encourage wide reading to develop vocabulary independently.
8. Teachers provide multiple (at least 10) exposures to words to help students develop deeper understandings of meanings.
9. Teachers *combine* both definitional and contextual approaches for determining word meanings.

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References: Anderson & Nagy, 1991; Baumann & Kame'enui, 1991; McKeown & Beck, 1988; Stahl & Fairbanks, 1986

# Critical Features of Effective Vocabulary Instruction (cont.)

This slide lists more critical features of effective vocabulary instruction. Take another minute to read these.

Allow 1 minute.

A balanced instructional approach that uses a mixture of definitional and contextual information is superior to either approach in isolation.

The definitional approach in isolation is ineffective because:

- Many definitions are not appropriate to the selection being read;
- The definitions, even if accurate, do not always give enough information;
- Definitions do NOT tell you how to use a word; and
- Used in isolation, this method of instruction does not promote reading comprehension.

The contextual approach in isolation is ineffective because:

- Natural contexts vary in effectiveness for deriving word meaning; and
- Factors that promote learning from context vary in textbooks and include:
  - frequency of occurrence of the vocabulary word;
  - proximity of a clue to an unknown word;
  - explicitness of a clue;
  - proportion of difficult words; and
  - richness of context (that is, not all contexts are created equal).

## Critical Features of Effective Vocabulary Instruction (cont.)

10. Teachers help students make connections between background knowledge and vocabulary.
11. Teachers present new vocabulary in semantically-related groups to help students link new vocabulary to words they know and to their background knowledge.
12. Teachers teach word parts (word origins and derivational meanings).
13. Teachers teach word associations and connotative meanings.



## Critical Features of Effective Vocabulary Instruction (cont.)

Read these features of effective vocabulary instruction.

Allow 1 minute.

For English language learners, teachers are most successful when they speak clearly and precisely, without references to reading material and information unfamiliar to the students.

Teachers enhance language development and vocabulary by engaging in instructional conversations with students. For example, frequently use “Tell me more about . . .” and “What do you mean by . . . .” Instructional conversations also include restating what the student has said in other words.

## Critical Features of Effective Vocabulary Instruction (cont.)

14. Teachers model how to use semantic and syntactic clues to determine meanings of new words or concepts in sentences and paragraphs.
15. Teachers teach students how to use reference materials.
16. Teachers help students identify different meanings of vocabulary across content areas.



## Critical Features of Effective Vocabulary Instruction (cont.)

This slide lists the last three features of effective vocabulary instruction. Our next activity will explore ways of providing explicit instruction on vocabulary words which are central to the topic you will teach. Use Handout 5: “Fifteen Minutes of Explicit Instruction on Three to Five Key Vocabulary Words.”

Activity Version 1: If participants are seated in theater-style rows, try this version of the activity.

Have participants form small groups. Depending on how many small groups you arrange, assign one or two points from the Critical Features of Effective Vocabulary Instruction slides to each group. Ask groups to brainstorm how they address the ideas in their point(s) (5-8 minutes). For example, for the first point, participants can describe ways they teach vocabulary as part of their lessons, such as a mini-lesson prior to instruction, a semantic map with new vocabulary, and so forth. Then, have participants turn to the group next to them and take turns sharing ideas for each point (5-8 minutes).

Activity Version 2: If participants are seated in small groups, try this version of the activity.

Have participants count off 1 through 8 until each person has a number. Have the 1s meet in a group, the 2s in a group, and so forth. Assign a point to each group and ask them to brainstorm ways they address the ideas in the point (5 minutes). Then have the participants return to their original group, and ask each person to share the ideas from their small group discussion within the original group (8 minutes).

# How Do We Choose Words to Teach?

## Questions to ask when planning vocabulary instruction:

1. What do students know about the topic for instruction?
2. What vocabulary is important for understanding the topic and text?
3. Which words will students encounter again and again?
4. To what extent do students already know the vocabulary?
5. What level of vocabulary knowledge is necessary for the students to understand the topic?
6. Will students be able to derive the meaning of the vocabulary from the context?



## How Do We Choose Words to Teach?

When preparing a lesson, teachers must decide which topic-related vocabulary words are most critical for students to understand so that they can benefit from instruction and learn the content.

Teachers can begin by conducting an activity, such as K-W-L, to determine what students already know about the topic.

Teachers can identify key technical words; these words may not always be the boldface terms in the text.

Teachers should identify words that reappear frequently, and thus require student understanding.

English language learners perform better when, before the lesson, teachers review key vocabulary both in English and in students' native languages to help them access knowledge and skills from their native languages.

Through discussion, teachers can ascertain how well students understand the key vocabulary.

Teachers can determine the level of knowledge (association, comprehension, generation) necessary for students to learn the content, then structure learning accordingly.

Finally, teachers should examine the text to determine how well students will be able to derive word meaning from the context (for example, frequency of occurrence of the vocabulary word, proximity of a clue to an unknown word, explicitness of a clue, proportion of difficult words).

Take out the list of technical vocabulary words you wrote earlier in the workshop. With a partner or with your small group, discuss the criteria you use for selecting key vocabulary to teach. You have five minutes.

Allow 5 minutes. Have 5-6 participants volunteer ideas for the large group.

## How Do We Choose Words to Teach? (cont.)

### Procedures for selecting vocabulary to teach:

1. Select the topic for study.
2. Identify learner outcomes (central ideas students must know).
3. Identify key vocabulary related to the learner outcomes.
4. Brainstorm interesting and useful vocabulary.
5. Determine the extent and level of processing necessary for the vocabulary.
6. Decide how to teach the vocabulary to increase the extent and level of students' word knowledge processing.

## How Do We Choose Words to Teach? (cont.)

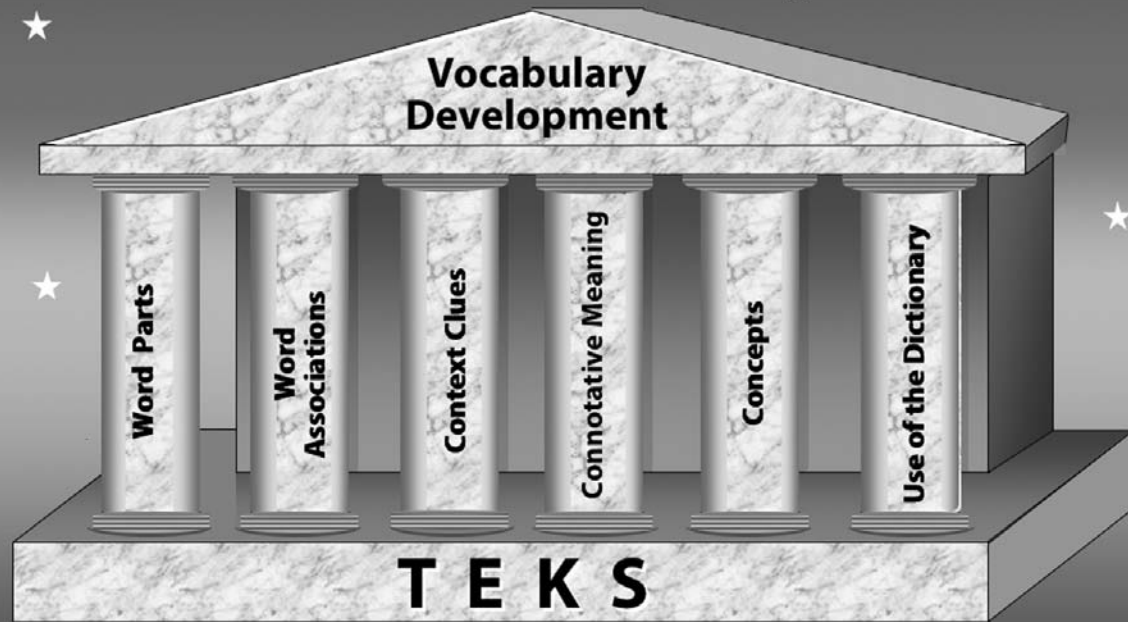
As they select vocabulary to teach, teachers need to review the material and determine difficult words, such as technical vocabulary, that should be taught.

Teachers can use the following criteria for selecting words to teach:

- Is the word important to understanding the text?
- Is the word going to appear again and again?
- Will the students be able to derive the meaning from the context?
- How thoroughly will the words need to be taught? (Decide whether it is better to teach a larger number of words or to cover one or two new concepts.)
- How do the words group semantically? Semantically-related words may be easier for students to learn.

Teachers can use Handout 6: “How Well Do I Know the Vocabulary Words?” to get a sense of how well students think they know the vocabulary chosen for instruction. Students write the vocabulary word in the first column if they have not seen or heard the word before, in the second column if they can provide a synonym or antonym and use the word in a sentence (association and comprehension processing), and in the last column if they can rephrase the definition of the word and connect the word to their personal experiences (generation processing).

# Strategies for Teaching Vocabulary





# Strategies for Teaching Vocabulary

The third section of this workshop focuses on specific strategies to teach the TEKS vocabulary skills. Strategies are suggested for word parts, word associations, context clues, connotative meaning, concepts, and use of the dictionary. This section also provides adaptations of several of the strategies for struggling students.



# Word Parts

**Word parts** consist of root words, prefixes, and suffixes.

They include:

## Morphemes

the smallest units of language that convey or modulate meaning (base words, verb tenses, plurals, possessives, affixes, etc.)

***Happy* is an example of a free morpheme.**

***Un-* is an example of a bound morpheme.**

## Base Words

Word parts that convey most of the word's meaning

***Observe* is the base of *observation*.**

## Root Words

Word parts that are borrowed from another language (for example, Latin or Greek)

***Microscope* contains *micro* (Greek) and *scope* (Greek).**

# Word Parts

Knowledge of word parts helps students focus on the parts of words that have meaning and that can be used to comprehend key vocabulary words. Teaching word parts helps students independently figure out the meaning of vocabulary.

Word part instruction includes knowledge of morphemes, base words, and root words.

A morpheme is the smallest unit of language that has meaning. Students can figure out the meaning of words based on what they know about the meaning of the smaller word parts.

There are two types of morphemes: free, which means the morpheme can stand alone and has meaning (for example, *happy*); and bound, which means the morpheme must be linked to words or morphemes (for example, the prefix *un-*), to have meaning.

The most commonly used prefixes and suffixes (bound morphemes) are listed on Handout 8: “Prefixes and Suffixes.”

A base word is a free morpheme that conveys most of the word’s meaning (for example, *observe* is the base of *observation*).

A root is a word part that is borrowed from another language. Approximately 80% of words in a dictionary contain Greek or Latin roots. Handout 7: “Common Greek and Latin Roots” shows the origins of word parts borrowed from those languages and their meanings. Many English and Spanish technical and scientific words share the same roots.

What are some of the prefixes, suffixes, and roots that appear most frequently in vocabulary pertinent to your subject areas?

Call on a few participants for responses.



## Strategy: Morphemic Analysis of Word Parts

### **What is it?**

A procedure for determining the meaning of a word by analyzing the meanings of its parts

### **What does it include?**

- Vocabulary words
- Information about the meaning of prefixes, suffixes, and base words, including those with Latin and Greek origins

### **When can you use it?**

- Prior to teaching a vocabulary word
- During the lesson to reinforce key vocabulary

## Strategy: Morphemic Analysis of Word Parts

The Morphemic Analysis of Word Parts strategy requires students to take multisyllabic words and break them into meaningful parts. They can then determine the meaning of the word by analyzing the meanings of its parts.

This strategy reinforces students' knowledge of vocabulary words, along with their recognition of prefixes, suffixes, and base words, including those with Latin and Greek origins.

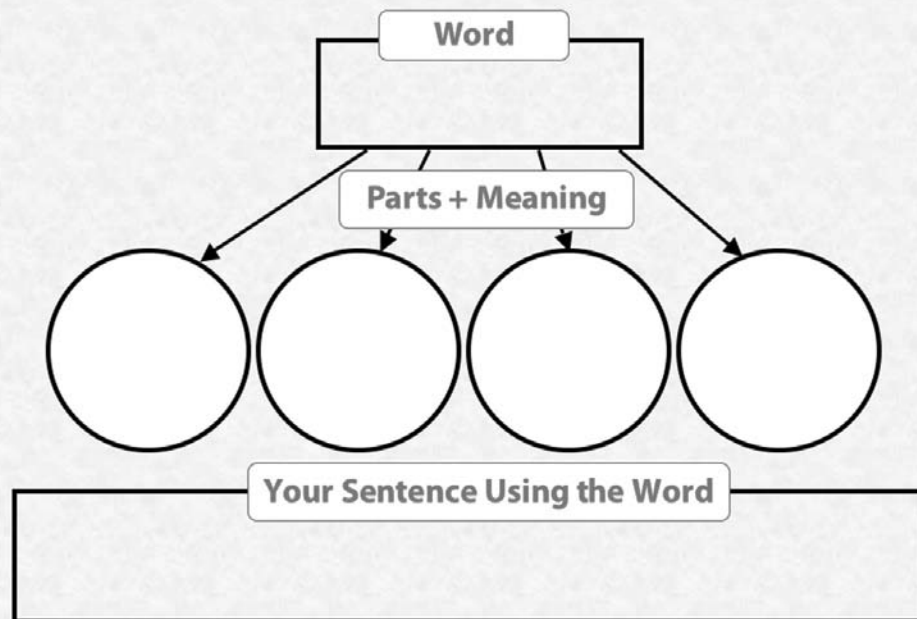
Handout 9: "Morphemic Analysis" lists the steps of this strategy. Students should discuss the meaning of each part and decide the meaning of the word in its entirety. Then students should use the word in their own sentences.

You can use this lesson at many times, including:

- Prior to teaching a key vocabulary word; and
- During the lesson to reinforce key vocabulary.



# Morphemic Analysis of Word Parts Map



# Morphemic Analysis of Word Parts Map



Ask a participant to volunteer one of his or her vocabulary words from the content area vocabulary list to be used as an example for this strategy. Model on a blank transparency or chart paper how the word can be divided into morphemes and their meanings. Create a sentence using the word.

Now take five minutes to practice this strategy, using two or three of the vocabulary words from your own technical vocabulary list. You can use the blank form provided on Handout 9: “Word Parts Map.”

Allow 5 minutes. Ask participants to share their answers with their neighbors. Call on a few participants for examples of words that lend themselves to this strategy.



## Strategy: Word Building

### **What is it?**

A strategy to teach meaning

### **What does it include?**

- Vocabulary words
- Prefixes, suffixes
- Information about the meaning of prefixes, suffixes, and base words, including those with Latin and Greek origins



## Strategy: Word Building

The Word Building strategy helps students learn the meaning of prefixes and suffixes and determine how the meaning of base words changes with the addition of prefixes and suffixes.

For English language learners, it is more effective to teach a few common prefixes and suffixes than to present a large number at once.

Handout 10: “Word Building” provides details of this strategy. Consider how you might use this strategy, and which words from your list of technical vocabulary would lend themselves well to it.

This strategy can help students learn additional words that can be useful in content area instruction. How many words can you create by building on the base word *electric*? What are some of the words you have created?

Call on a few participants for responses.



# Word Building: Adaptation 1

bright ideas



## Adaptation 1

### Base Words with Prefixes

#### Procedure:

1. Select a base word from envelope #1. Write it on the line.
2. Select a prefix from envelope #2. If it makes a real word, write it on the line next to the base word.
3. Make a sentence for the new word.

# Word Building: Adaptation 1

For students with disabilities, struggling students, and English language learners, the Word Building strategy can be adapted by simplifying the task and having students work with base words using prefixes only. Read the adaptation on the slide.

Pause.



# Word Building: Adaptations 2 and 3

## Adaptation 2

### Base Words with Suffixes

bright ideas



#### Procedure:

1. Select a base word from envelope #1. Write it on the line.
2. Select a suffix from envelope #2. If it makes a real word, write it on the line next to the base word.
3. Make a sentence for the new word.

## Adaptation 3

### Extra Practice with Games

Concentration or Jeopardy

## Word Building: Adaptations 2 and 3

Other adaptations of the Word Building strategy can be used, including using base words with suffixes and Extra Practice with Games.

In Extra Practice with Games, students can play Concentration and Jeopardy to reinforce the meaning of prefixes and suffixes.

What are some other games you play with your students to provide extra practice with new vocabulary words?

Seek responses.

# Word Associations

## **Word associations**

involve synonyms, antonyms, and analogies.

## **Analogies** involve:

- **Synonyms**
- **Antonyms**
- **Classification**
- **Part to whole**
- **Whole to part**
- **Degree of intensity**
- **Characteristics**
- **Cause-effect**
- **Effect-cause**
- **Function**

# Word Associations

Word associations involve synonyms, antonyms, and analogies.

Analogies involve various associations and relationships between words and concepts, such as:

- Synonyms;
- Antonyms;
- Classification;
- Part to whole;
- Whole to part;
- Degree of intensity;
- Characteristics;
- Cause-effect;
- Effect-cause; and
- Function.

At the association and comprehension processing levels, students should be able to make word associations by providing synonyms and antonyms for words. Students who “kind of” know word meanings may be able to supply at least synonyms or antonyms for the key vocabulary words.

Analogies involve higher-level thinking processes, including the ability to see associations among words and to categorize words based on some dimension (for example, a particular characteristic). Students with disabilities or English language learners may struggle with analogies because they lack the in-depth understanding of word meanings needed to make connections across words.



## Strategy: Word Association Map

### **What is it?**

A strategy to introduce associations among words

### **What does it include?**

- Key vocabulary
- Synonyms
- Antonyms
- Analogies

### **When can you use it?**

- As part of the 20-30 minute weekly vocabulary lesson
- Prior to the lesson



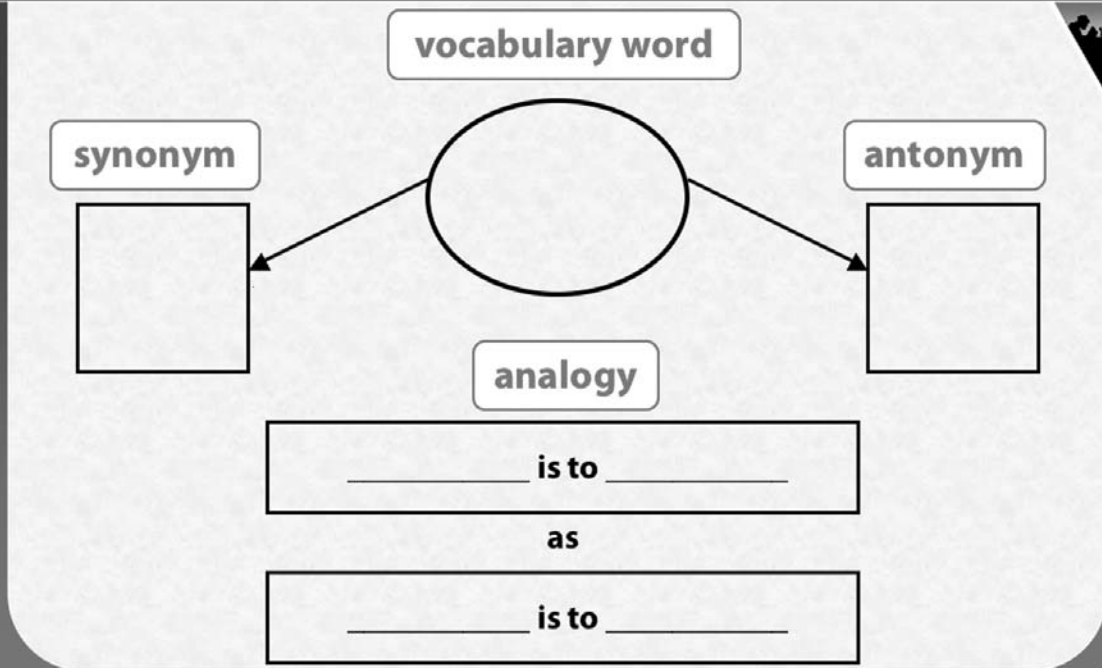
## Strategy: Word Association Map

The Word Association Map strategy is intended to help students identify synonyms, antonyms, and analogies for key vocabulary that has been identified for instruction.

Handout 11: “Word Association Map” provides details for this lesson. To complete the map, students use a dictionary and/or a thesaurus to generate synonyms and antonyms for a new word. These words are placed on a map and then discussed with the whole class. The teacher works with the class to develop analogies for each word used.

This strategy taps students’ association and comprehension processing levels. It can be used in a 20- to 30-minute vocabulary lesson or prior to another lesson.

# Word Association Map Worksheet



The diagram is a word association map. At the top center is a rounded rectangle labeled "vocabulary word". Below it is a large empty circle. Two arrows point from the circle to two empty square boxes. The left box is labeled "synonym" and the right box is labeled "antonym". Below the circle is a rounded rectangle labeled "analogy". Under the "analogy" label are two horizontal boxes. The first box contains the text "\_\_\_\_\_ is to \_\_\_\_\_" and the second box contains the text "\_\_\_\_\_ is to \_\_\_\_\_".

vocabulary word

synonym

antonym

analogy

\_\_\_\_\_ is to \_\_\_\_\_

as

\_\_\_\_\_ is to \_\_\_\_\_



# Word Association Map Worksheet

Model completing the Word Association Map for participants. Use a word of your choice or a word suggested by participants.

Now complete your own Word Association Map, using one word from the vocabulary list you generated earlier. When you finish, work with a partner to (1) state the word you chose for this exercise and the rationale for choosing this word, and (2) explain your answers on your map. You have ten minutes.

Allow 10 minutes. Ask the large group for examples of maps.

# Word Association Map

Examples for teaching analogies:

**Multiple-choice options, simple analogy:**

*Big is to little as hot is to \_\_\_\_\_.*

a) cold b) summer c) sun d) simmer

**Easier analogies**

*Night is to dark as day is to \_\_\_\_\_.*

*Ann is to girl as Mike is to \_\_\_\_\_.*

**Instruction with modeling and think-aloud**

*Night is to dark as day is to \_\_\_\_\_.*

*Dark describes the amount of light at night, so bright would be a good word to describe the amount of light during the day.*

Bright Ideas



# Word Association Map

Word associations, particularly analogies, can be challenging for students with disabilities and English language learners.

Analogies can be presented in small steps.

First, provide the analogy with multiple-choice options containing the correct answer. Introduce analogies using simple concepts.

Second, select analogies that initially use synonyms and antonyms and whole-part/part-whole associations. Later, as students become more familiar with the task and vocabulary, introduce analogies with cause-effect/effect-cause, function, and degree of intensity.

Third, model analogy completion by thinking aloud, so that students learn the rationale for the word chosen to complete the analogy.



## Strategy: Illustrate and Associate

### **What is it?**

A strategy to introduce associations among words

### **What does it include?**

- Key vocabulary
- Synonyms
- Antonyms
- Analogies

### **When can you use it?**

- As part of the 20-30 minute weekly vocabulary lesson
- Prior to the lesson

## Strategy: Illustrate and Associate

The Illustrate and Associate strategy is intended to help students learn vocabulary words through a visual association (picture), an antonym or a nonexample of the word, and a sentence that uses the vocabulary word to convey a personal meaning.

This strategy can be used with English language learners and struggling students because it involves a more concrete connection to the vocabulary words, which can create more meaning than dictionary definitions.

Students can complete the strategy in pairs or small groups. It can be implemented during the designated vocabulary instructional time or prior to other lessons.

Find Handout 12: “Illustrate and Associate.” Take a minute to review the steps and worksheet provided.

Pause.

# Illustrate and Associate

Example: Illustrate and Associate Worksheet

|                                       |                              |
|---------------------------------------|------------------------------|
| <b>Vocabulary Word</b>                | <b>Picture of Word</b>       |
| <b>Brief Definition</b>               | <b>Antonym or Nonexample</b> |
| <b>Create your personal sentence.</b> |                              |





# Illustrate and Associate

Use the model on the transparency to explain how to use the Illustrate and Associate strategy. Select a word and fill in the blanks.

Students write the vocabulary word, provide a brief definition, illustrate the word, and provide an antonym or nonexample. Finally, students use the word to write a sentence that makes sense to them.

Select one of the vocabulary words from your list and use the Illustrate and Associate strategy. Remember to provide all five components of the strategy. You have three minutes.

Allow 3 minutes. Ask participants to share their examples with their neighbors.

# Context Clues

**Context clues** are pieces of information that help the reader figure out the meaning of a word from the text that surrounds it.

An unknown word in context may be deciphered from the meaning of other words within a sentence and from the position of the word within the sentence.



# Context Clues

Context clues are pieces of information that help the reader figure out the meaning of a word from the text that surrounds it.

An unknown word in context may be deciphered from the meaning of other words within the sentence and from the position of the word within the sentence.

The use of context clues as a strategy for vocabulary learning requires the ability to determine information from the context, which can be used as a way to figure out word meaning. This strategy requires comprehension of word associations (semantics), and an understanding of the location of the word within the sentence structure (for example, an adjective describes a noun) to connote meaning (syntax).

Research has shown that the use of context clues may be effective in expository text, but less so in narrative text. With explicit instruction, modeling, and practice, context clues can be a somewhat useful strategy to figure out the meaning of unknown words in expository text.

Students can become independent learners if they learn to use the surrounding context of an unfamiliar word to figure out its meaning.

Several factors must be taken into consideration if the use of context clues is to be effective for struggling students. This section discusses those factors along with strategies.

# Types of Context Clues

**Definition:**

The word is usually defined in the sentence in which it appears.

If disease reaches your bronchial tubes, *cilia*—tiny hair-like structures—are another barrier to infection.

**Description:**

The word is described by the context so that the reader can usually figure out its meaning.

After taking a spill on her bike, she was able to stand up, get back on the bike, and pedal away of her own *volition*.

**Contrast:**

The word is compared with some other word, usually as an antonym.

Unlike stratus clouds, *cumulus* clouds are thick, dark clouds with dome-like features that produce storms.

# Types of Context Clues

This slide and the next display the types of context clues most frequently found in content area expository text. This slide provides examples for three types: definition, description, and contrast.

In definition context clues, the word is usually defined in the sentence in which it appears. Description context clues give so much information about the word that the reader can usually figure out its meaning. When a word is compared with another word, usually an antonym, a contrast context clue has been provided.

Take a moment to read these examples.

Pause.

## Types of Context Clues (cont.)

### Comparison/Analogy:

The word is compared with another word or phrase to illustrate the similarities between them.

**Samuel was exhausted after the *inquisition*, which was like being in a boat on rough seas.**

---

### Synonym:

The word is compared to another word with a similar meaning.

**Sarah interpreted the message *literally*; that is, she believed the message as though every word were *real*.**

## Types of Context Clues (cont.)

These are the other two types of context clues: comparison and synonym. In comparison clues, the word is compared with another word or phrase to illustrate the similarities between them. For synonym context clues, the word is compared to another word with similar meaning. Read the examples provided for these types.

Pause.

The types of context clues must be taught to students through modeling and think-alouds, with specific examples taken directly from text. Students will need explanations of the surrounding clues to help them figure out the meaning of the vocabulary word.

Which types of context clues are most commonly found in the text you use with students? What are some difficulties students encounter with the use of context clues? How have you tried to address these difficulties?

Seek responses.

# Haversack

## Example 1:

The hiker knew that she had put too many cans in the *haversack* when it started to rip at the bottom, dumping the contents on the ground.

## Example 2:

The hiker loaded up the *haversack* in preparation for the trip, just as she loaded up her backpack with school supplies during the school year.

## Example 3:

The *haversack*, a canvas shoulder bag, is important to a hiker.





# Haversack

With a partner, determine the type of context clue that is illustrated by each of the examples shown on the slide. You have five minutes.

Allow 5 minutes. Ask for volunteers to share their answers and give an explanation for each answer. (Answers: Example 1: description; Example 2: comparison; Example 3: definition).

This type of activity can be conducted with students. The most important component of the activity is students' explanations for choosing the types of context clues. The explanation demonstrates students' understanding of the use of context clues and helps other students hear how the context can be analyzed to determine the meaning of unfamiliar words.

## Strategy: Think Aloud to Model How to Use Context Clues

### What is it?

A strategy that teaches the *definition* type of context clues

### What does it include?

- Vocabulary words that are defined in context

### When can you use it?

- As part of a vocabulary lesson in any content area

## Strategy: Think Aloud to Model How to Use Context Clues

Thinking aloud and modeling are important components of effective vocabulary instruction. They can be used during a vocabulary lesson on context clues to show students how to figure out a word's meaning using the context. This strategy can be incorporated into a vocabulary lesson in any content area.



## Strategy: Think Aloud to Model How to Use Context Clues: Example

**The *vociferous* crowd caused me to step outside of the room for a few moments of peace and quiet.**

We know that:

- Because of its location in the sentence, *vociferous* is being used to describe the *crowd*.
- The author wants to get away from the crowd for a few moments.
- The phrase “peace and quiet” is being used as contrast (or antonym).

We can conclude that:

- *Vociferous* probably means noisy and loud.

## Strategy: Think Aloud to Model How to Use Context Clues: Example

Read the example shown on the slide.

Pause.

In this example of thinking aloud, a contrast context clue (a comparison with another word, usually as an antonym) is illustrated.

Think aloud for students to show how the meaning of the word *vociferous* can be determined based on its context.

You can say, “Because of its location in the sentence, we know that the word *vociferous* is being used to describe the crowd. And we see that *peace and quiet* is being used as contrast. So, we can conclude that *vociferous* probably means noisy, loud, or rowdy.”

What are some ways you might use this strategy?

Seek responses.



## Strategy: Contextual Analysis

### **What is it?**

A strategy to teach the use of context clue types to figure out word meaning

### **What does it include?**

- Vocabulary words
- Examples of types of context clues

### **When can you use it?**

- As part of the 20-30 minute weekly vocabulary lesson

## Strategy: Contextual Analysis

Contextual analysis teaches students to use context clues to figure out the meaning of words and to identify different types of context clues.

It is a good strategy to incorporate into the weekly vocabulary lesson. Students can be reminded to use their knowledge of context clues as they read independently and in groups.

Handout 13: “Contextual Analysis” describes the strategy in detail. Find this handout and scan it.

Pause.

Now you will practice the Preparation stage shown on Handout 13. Refer to your list of vocabulary words developed earlier and select three vocabulary words. For each word, develop a sentence, providing context clues for the word. Each sentence should use a different type of context clue. When finished, share your work with a partner or with your small group. You have ten minutes.

Allow 10 minutes. Ask for volunteers to share examples with the whole group.

Strategies for English language learners could include having students:

- Figure out the part of speech of the word;
- See if the word is used elsewhere in the context or if a contrast or analogy is implied; and
- Use their knowledge of the word or of the specific context of the reading to deduce possible meanings.



# Strategy: Clunk Bug

A **clunk** is a word or phrase that the student does not understand.

**What is a clunk bug?**

A strategy to teach the *definition* type of context clues

**What does it include?**

- Vocabulary words that are defined in context

**When can you use it?**

- As part of the 20-30 minute weekly vocabulary lesson
- When teaching types of context clues
- Prior to teaching a lesson
- During reading when students encounter vocabulary words that are defined in context



## Strategy: Clunk Bug

A middle-school science teacher developed the Clunk Bug strategy in response to his students' difficulties learning science vocabulary. In particular, he was concerned that students could not recognize the definition type of context clue, which was commonly found in the science text.

A clunk is a word or phrase that the student does not understand. The Clunk Bug requires students to identify the vocabulary word and to search the sentence in which the word is located for clues to the word's meaning. Students use the clues to construct their own definition of the word.

The strategy can be used to teach definition context clues as part of a vocabulary lesson, prior to instruction, or when students encounter difficult words in text.

# Clunk Bug

**Definition:**

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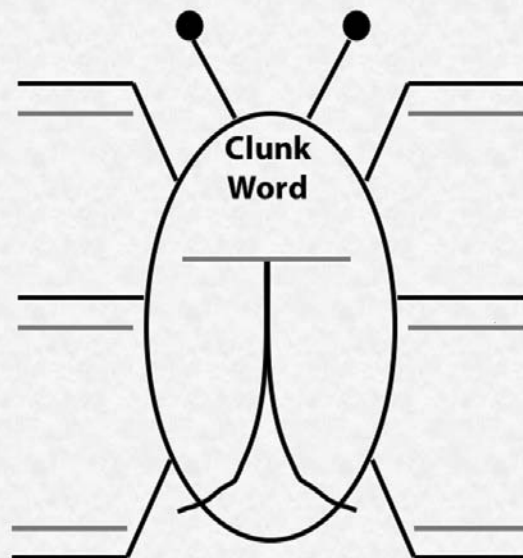
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# Clunk Bug

Teachers can model the Clunk Bug strategy by thinking aloud.

Fill out the blank Clunk Bug on the slide using the sample sentence. Think aloud for participants.

The haversack, a canvas shoulder bag that holds food, is an important supply for a hiker.

*Haversack* is the vocabulary word, so I'll write it on the back of the bug. Now I'll look for clues about its meaning from the words in the sentence. There is a comma after *haversack*, so I think this is a definition type of context clue. So, I'll take some of the key words from the rest of the sentence. On one leg I'll write *a canvas bag*, on another leg I'll write *holds food*, and on another leg I'll write *important supply*. These all seem to be pretty important words. I know I do not have to fill up each leg of the bug.

Now, I have to write my sentence: 'Haversack means a sturdy bag that you carry food in when you go hiking.'

Handout 14: "Clunk Bug" gives details of this strategy and a Clunk Bug Worksheet.

What are your thoughts about using the Clunk Bug? Is this something you might try with students? How might you introduce the use of the bug? What can you do with the bugs when students complete them? (The science teacher created a Clunk Bug Wall and used the words in quizzes and in games such as Jeopardy.)

Call on volunteers for responses.

# Connotative Meaning

**Denotative meaning**  
is the literal, primary  
dictionary meaning of a  
word.

**Connotative meaning**  
is the associated or secondary  
meaning added to the explicit  
primary meaning of the word.

Connotative meaning includes implications, undertones, "attachments," and intimations a person may add to the literal meaning of a word.

For example, the dictionary defines *home* as a house, apartment, or other shelter that is the usual residence of a person, family, or household. Synonyms include "abode," "dwelling," "habitation," and "domicile."

# Connotative Meaning

Denotative and connotative meanings are different. Denotative meanings are dictionary-style definitions representing the primary meanings of words. Connotative definitions are associated or secondary meanings added to the explicit primary meaning of a word.

Teaching connotative meaning helps students own words. Vocabulary words take on a personal meaning for students because learning about connotations helps them to choose more precise words for speaking and writing.

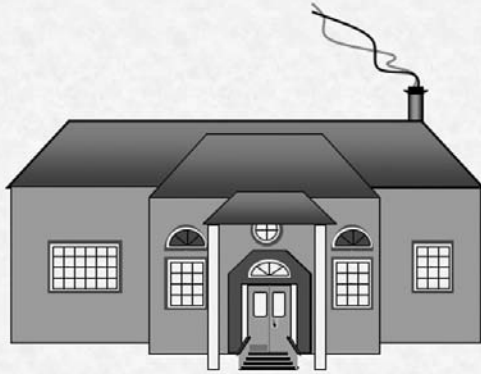
Connotative meaning includes implications, undertones, “attachments,” and intimations a person may add to the literal meaning of a word.

For example, the dictionary defines *home* as a house, apartment, or other shelter that is the usual residence of a person, family, or household. Synonyms include *abode*, *dwelling*, *habitation*, and *domicile*. Yet these synonyms do not mean exactly the same thing to us as *home*; they all carry different emotional values and suggestions. *Domicile*, for instance, sounds like a legal term for home. It has a different connotation.

**Connotative  
Meaning**

## Connotative Meaning (cont.)

The connotative meanings of *home* can include personal meanings such as "a warm, inviting, cozy place."



## Connotative Meaning (cont.)

The denotative or dictionary definition of home is neither positive nor negative. The student brings to the word his or her own positive or negative feelings. A student who has had a happy life in a loving home will tend to place a warm, positive connotation on the word home. A student who has lived in a series of foster homes, a state home, or on the street may have negative connotations for home.

How do you introduce connotative meaning to students?

Seek responses.

**What is it?**

Tone helps readers understand the emotional messages and meanings conveyed by the author's choice of words



# Tone

Understanding tone requires students to think about the emotional messages and meaning conveyed by an author's choice of words.

An understanding of tone will improve comprehension of text and help students be more specific in their writing and speaking.

When teaching tone to English language learners, it is helpful to add exaggerated gestures.

## Strategy: Word Play with Acronyms

Character descriptions can be used with characters from novels. For example, students can be assigned characters and asked to list character traits in an acrostic format for each character.

Scout in *To Kill a Mockingbird* might be:

**S**trong  
**C**urious  
**O**utgoing  
**U**p-front  
**T**omboy



## Strategy: Word Play with Acronyms

Character descriptions can be used with characters from novels. For example, students can be assigned characters and asked to list character traits in an acrostic format for each character.

Most students will have developed opinions about the characters in a story, perhaps comparing them to people they know. The purpose of this activity is to have the students engage in word play by creating name acronyms. They use words to describe the character traits of people in the story and to provide specific examples of behaviors exhibited by the characters to justify the descriptors.

This activity also allows students to explore synonyms and antonyms and to think of descriptors that relate to the tone and mood of the novel associated with the characters.

Divide the participants into groups of four or five, to create an even number of groups. Assign each group the name of two characters from *To Kill a Mockingbird* (for example, Scout, Jem). The characters should have different personalities and traits. Be sure to assign two groups the same characters so that, during later discussion, participants can discuss similarities and differences among their responses.

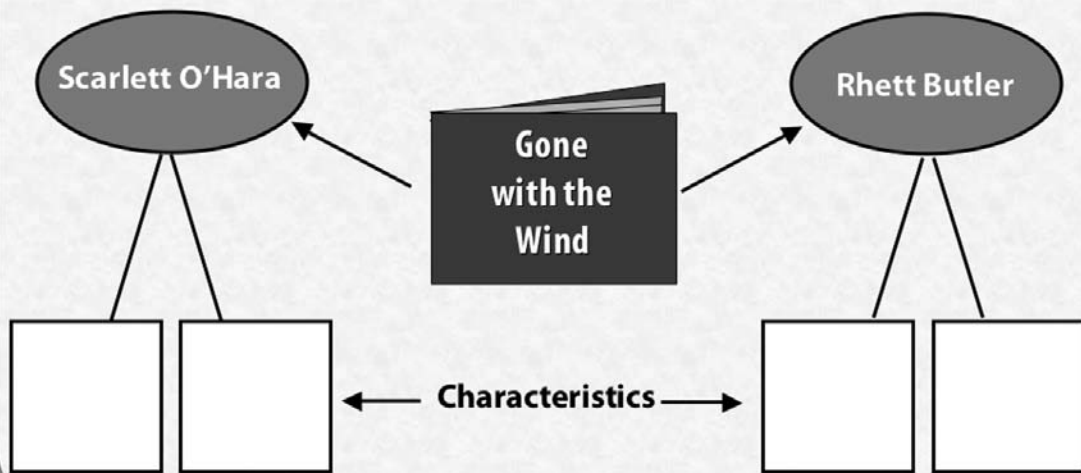
Now, write the names of the characters in a top-down alignment (acrostic). The descriptors' first letters must coincide with the letters in the characters' names. After each descriptor, write something done by the character in the story to earn that particular descriptor. Finally, one synonym and one antonym should be included to expand the vocabulary lesson. You have ten minutes.

Allow 10 minutes. Ask each group for its acrostic and an explanation of its selections. Encourage discussion among the groups regarding their choices.

Handout 15: "What Kind of Character Is He, Anyway?" provides an activity on connotation using the idea of villains in literature.

# Character Mapping

Teachers can illustrate the rich use of language (for example, parts of speech) found in text to describe characters in novels or biographies.





# Character Mapping

Characters in stories come to life based on their characteristics, both favorable and unfavorable. Because characters can evoke strong emotions in readers and contribute to the tone and mood of the novel, exploring characters' personalities and characteristics is an engaging way to increase students' vocabulary.

For example, the spirited, willful, courageous, and sometimes unscrupulous nature of heroine Scarlett O'Hara in Margaret Mitchell's *Gone with the Wind* contrasts interestingly with gentle, meek Rebecca in Sir Walter Scott's *Ivanhoe*.

Character mapping challenges students to use their knowledge of adjectives to describe the characters in a story or lesson. Showing how certain characters share specific attributes or possess contrasting characteristics allows students to discuss the relationships among these characters and their interaction. Comparisons of characters' attributes can be made to real-life figures as a way to generate discussion on people's motivations.


Work with a partner to identify two descriptors each for Scarlett O'Hara and Rhett Butler. Write these on your own character map like the one shown on the slide.

Ask a few participants to share their maps with the large group.

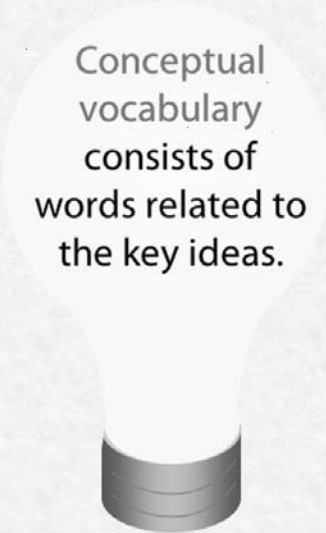


# Concepts

Concept development and vocabulary development are interrelated.

A large white lightbulb with a grey base, containing the text 'Concepts are key ideas.'

Concepts  
are key ideas.

A large white lightbulb with a grey base, containing the text 'Conceptual vocabulary consists of words related to the key ideas.'

Conceptual  
vocabulary  
consists of  
words related to  
the key ideas.

# Concepts

Many lessons focus on a key idea or concept to be learned. It is important to distinguish between concepts and the conceptual vocabulary that helps define and expand the concept. In other words, concepts are key ideas, and conceptual vocabulary words relate to key ideas.

For example, the key idea or concept of democracy is defined using conceptual vocabulary, including words and phrases like *freedom of speech*, *liberty*, and *right to vote*.

Concept development and vocabulary development are interrelated. In the next few slides, we will show ways to expand concepts through conceptual vocabulary. You can help your students increase their vocabularies by assigning meaning to concepts through the use of word maps, semantic feature maps, and vocabulary strategies.



## Strategy: Word Map

**What is it?**

A visual representation of a definition

**What does it include?**

- Main class or category
- Subordinate category
- Primary properties or characteristics
- Examples
- Real world application

**When can you use it?**

- Prior to instruction on a key vocabulary word
- During the lesson to reinforce key vocabulary



## Strategy: Word Map

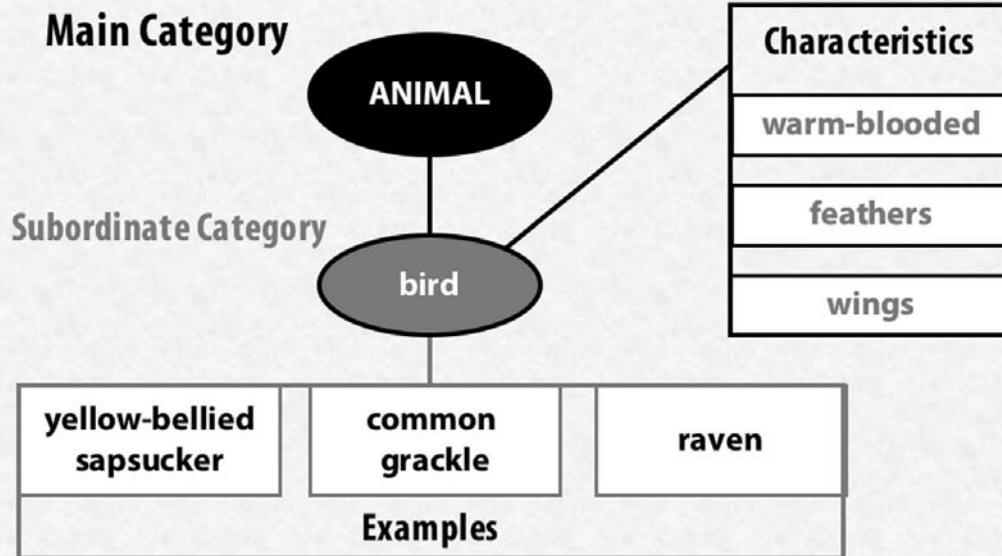
Word Maps are excellent tools to use before students read passages to introduce key vocabulary words, or to use during reading to promote comprehension.

Word Maps provide graphic depictions that begin with main classes (for example, animal) and progress through subordinate categories (bird) to specific examples (sparrow). In addition, Word Maps allow for the delineation of various properties or characteristics of general classes, subordinate categories, or specific examples.

Word Maps allow for an examination of semantic categories that are critical for understanding a story or lesson. Those categories can be used to introduce words that will appear in the story or lesson, or perhaps to discuss the power of words as enhancers of or deterrents to text comprehension.



# Sample Word Map



# Sample Word Map

This slide shows a sample Word Map. A main category, animal, is selected.

Its subordinate category, bird, is then listed, along with selected characteristics (feathers, wings). Lines connect characteristics graphically to the word being described.

Examples of the subordinate category, birds, are then provided. Obviously, the examples must share similar characteristics (for example, they all are warm-blooded animals with feathers and wings). Students should be asked to provide nonexamples as well as examples of birds.

The use of Word Maps helps prepare students for the content of the upcoming story or lesson, as it encourages them to expand their knowledge of semantic classes and attributes.

Handout 16: “Word Map” explains the use of Word Maps.



## Strategy: Semantic Mapping

### What is it?

A graphic display of information that is categorized and related to a central concept. Semantic mapping taps into prior knowledge and expands vocabulary.

### What does it include?

- Concept
- Key vocabulary

### When can you use it?

- Prior to the lesson to activate background knowledge about the concept and related vocabulary
- During the lesson to add new vocabulary to the existing map
- After the lesson to revise the map



## Strategy: Semantic Mapping

Semantic maps are graphic displays of information that is categorized and related to a central concept. Semantic mapping taps students' prior knowledge and expands their vocabularies.

You can use semantic mapping before a lesson, during a lesson to add vocabulary, and after a lesson to revise and refine the map.

For English language learners, semantic mapping is an excellent tool for associating new concepts to students' prior knowledge. Through discussion, the students relate vocabulary to concepts and organize them in a hierarchy, which is depicted visually on a map. When English language learners encounter a word from the map while reading, the entire map will come to mind.

Handout 17: "Semantic Map" explains the steps for designing a semantic map with students.

Now find Handout 1, the list of 24 vocabulary words. Work in small groups to develop a semantic map. The central idea or topic is vocabulary, which should be written in the center circle of the map. The 24 words are related to vocabulary. Categorize the words, develop a categorical label for each group, and develop the semantic map. You have ten minutes.

Allow 10 minutes. Have group leaders share their maps and explain why they grouped words as they did. Then, have the participants discuss the activity of semantic mapping in terms of (1) the need to understand the word meanings and their relationships, and (2) the need to understand the semantic map well enough to be able to explain the map and the rationale for its development.



## Strategy: Semantic Feature Analysis

**What is it?**

A grid that displays information that is categorized and related to a central concept.

**What does it include?**

- Concept
- Examples
- Features

**When can you use it?**

- During and after the lesson to determine how well students understand the features of vocabulary

## Strategy: Semantic Feature Analysis

Semantic Feature Analysis (SFA) is an instructional strategy designed to build students' vocabulary for specific topics of study. SFA increases the depth of students' general and specialized vocabularies by focusing on how words within conceptual categories are alike and different.

Using SFA, students work cooperatively to enhance their comprehension of material to be read, or to expand their knowledge of material following their readings. By exploring words related to key concepts in a story or lesson, students are more likely to develop a deeper understanding of the concepts presented in the text.

SFA has been used effectively at all grade levels in reading, writing, and the content areas. This is also an excellent strategy for English language learners.

Refer to Handout 18: "Semantic Feature Analysis" for more information on this strategy.



# Semantic Feature Analysis

## Example: Lesson with Historical Content

### Important Battles of the Civil War

#### Examples of Battles

#### Features

|                | <i>Fought in the North</i> | <i>Ulysses Grant a participant</i> | <i>Stonewall Jackson a participant</i> | <i>Won by the South</i> | <i>Battlefield near a river</i> | <i>Fought in 1863</i> |
|----------------|----------------------------|------------------------------------|--|-------------------------|---------------------------------|-----------------------|
| First Manassas | -                          | -                                  | +                                      | +                       | +                               | -                     |
| Gettysburg     | +                          | -                                  | -                                      | -                       | -                               | +                     |
| Chickamauga    | -                          | -                                  | -                                      | +                       | +                               | +                     |
| Shiloh         | -                          | +                                  | -                                      | -                       | +                               | -                     |
| Antietam       | +                          | -                                  | +                                      | -                       | +                               | -                     |



## Semantic Feature Analysis Example: Lesson with Historical Content

Semantic Feature Analysis can be a useful tool in reading or as part of an integrated curriculum involving content area classes (for example, history, social studies). Historical events in literature (such as *The Red Badge of Courage* or *All the President's Men*) can be analyzed with regard to certain features.

For example, students are assigned to read Stephen Crane's *The Red Badge of Courage*, which takes place during the Civil War. As a prereading activity, students can discuss features of significant Civil War battles. This is especially relevant if students are studying the Civil War in their history or social studies classes.

The activity can also be used as a postreading activity to help students expand their knowledge through further exploration. In this activity, several battles of the Civil War are listed in rows, and features of the battles are shown in columns.

If a feature applies to a particular battle, a plus sign (+) is entered; if the feature does not apply, a minus sign (-) is entered. Collaboration with content area teachers is encouraged to make the exercise relevant to other disciplines.



# Semantic Feature Analysis

## Example: Book with Science Content

### Concept: Distinctive Characteristics of Birds

| Examples of Birds        | Features |               |                 |             |
|--------------------------|----------|---------------|-----------------|-------------|
|                          | Perching | Tree-Clinging | Breeds in Texas | Large (>7") |
| Common Grackle           | +        | -             | +               | +           |
| Chihuahuan Raven         | -        | +             | +               | +           |
| Boreal Chickadee         | +        | -             | -               | -           |
| Yellow-Bellied Sapsucker | -        | +             | +               | +           |

## Semantic Feature Analysis Example: Book with Science Content

In the example shown on the slide, Semantic Feature Analysis is used in an integrated Language Arts curriculum to support a science chapter on birds. The reading is a collection of Edgar Allen Poe's work, including "The Raven."

Here, names of birds are listed along rows and features of birds are listed in columns. Again, if a feature applies to a particular bird, a plus sign (+) is entered; if the feature does not apply, a minus sign (-) is entered. Consider what other features one might examine for birds (for example, an unpleasant shrill cry, pleasingly colored).



## Strategy: VOCAB

### What is it?

A strategy for showing and explaining relationships and connections of key vocabulary and concepts

### What does it include?

- Concepts
- Key vocabulary

### When can you use it?

- During and after the lesson to determine how well students understand the relationships of key vocabulary words



## Strategy: VOCAB

VOCAB is a strategy that has been used effectively with middle and high school students to help them understand key concepts and words in a reading passage or lesson. More specifically, the strategy is intended to:

- Enhance comprehension and learning of concepts;
- Assess prior knowledge;
- Integrate new learning;
- Evaluate understanding of vocabulary and concepts; and
- Introduce or review vocabulary and concepts.

The strategy enhances students' comprehension of passages or lessons by helping them before reading to understand key concepts and specialized vocabulary that they will encounter. The letters of VOCAB represent the components of the strategy, which are listed on the next slide.



## Components of VOCAB Strategy

**V****ERIFY**

the key vocabulary terms and concepts to be learned and put them on individual vocabulary cards or pieces of paper.

**O****RGANIZE**

the vocabulary words into a diagram that shows the relationship of the words to each other as you understand them in context of what is being learned.

**C**

**OMMUNICATE** your reasoning and share your diagram with a partner and vice versa.

**A****SSESS**

the diagrams: discuss similarities and differences; compare to the teacher's point of view; and adjust your diagram with helpful ideas from your partner.

**B****UILD**

your understanding with self-testing; expand your diagram with new/related words.



# Components of VOCAB Strategy

This slide displays the components of the VOCAB strategy. Like all strategies, this step-by-step sequence builds toward completion of the objective, which in this case is increased understanding of words and concepts that will appear in the passage or lesson. Take a moment to read the steps of the strategy on the slide.

Pause.

Handout 19: “VOCAB” gives more information on this strategy.

Try VOCAB yourself. Take the list of vocabulary words you generated earlier in the workshop. Take a sheet of paper and fold it into eight squares. Tear the paper into eight separate squares and write one word on each of the squares.

Organize the words in any way that you think shows the relationship of the words to each other as they relate to the topic. You have two minutes.

Allow 2 minutes.

Now turn to a partner and explain how and why you arranged your words. Take turns explaining in two minutes.

Allow 2 minutes.

Based on the discussion with your partner, rearrange your words if you think you now have a different understanding of the meaning of the words.



# Use of the Dictionary

**Most vocabulary instruction involves the use of the dictionary to identify definitions of unknown words.**

Typical dictionary use includes:

1. Looking up a word in the dictionary.
2. Selecting the appropriate definition from among several alternatives.
3. Discussing the word and its definition.





# Use of the Dictionary

Dictionary use is prevalent in most classes, and students should learn how to use the dictionary as an independent word learning strategy. However, teaching vocabulary by having students use dictionary meanings in isolation from other activities that promote a deeper understanding of the words does not enhance students' learning and retention of the definitions.

Many definitions are not particularly good in helping struggling readers to understand word meaning. In many cases, students cannot read the words of the definition or decide which definition, if several are presented, is the best one for the specific vocabulary word, given the subject and context.

Definitions may not always provide students with enough information to understand word meanings. Class discussions of dictionary meanings can help students come to understand word meanings. The critical piece of dictionary instruction is to have students use the dictionary entries in meaningful activities to help them comprehend word meanings.

Have you found that some dictionaries are easier for your struggling students to use and understand? Which are they?

Seek responses.



## Strategy: Using Dictionary Meanings

- **Have students rewrite definitions in their own words.**
- **Have students provide sentences using the new words.**
- **Present words in semantic groups.**
- **Provide short paragraphs with a context that shows consequences or actions related to the word. Have students select the vocabulary word that best fits the context.**

## Strategy: Using Dictionary Meanings

Janet Allen (1999) noted that most teachers respond, “Look it up in the dictionary” to a student who asks, “What does \_\_\_\_ mean?”

Many students shrug their shoulders at this response. Not only is the task less than thrilling, but many students know beforehand that they may not understand the words in the definitions, or will be unable to select the correct definition from among multiple choices based on the word’s context in a passage.

As Allen pointed out, students often select the dictionary definition that is shortest, not necessarily the one that fits its context. Thus, the student who does “look it up in the dictionary” may end up no closer to the correct definition than when the word was first encountered. Still, the dictionary can be a valuable tool for vocabulary acquisition if its use is supervised and monitored.

Several strategies can help students productively use the dictionary as a vocabulary tool.

- Students can demonstrate their understanding of the definition by rewriting it in their own words.
- Students can write a sentence using the word to further demonstrate their understanding of the word’s meaning.
- Organizing words in semantic clusters helps students identify how word meanings share similar attributes. This activity can be helpful in writing because it allows the writer to use a variety of words to convey similar thoughts or ideas.
- Combining sentences into short paragraphs helps students use the words in contexts similar to those in which the words first appeared. This is particularly important for words having multiple meanings.



# Dictionary Strategies

For the word ***hermit***:

People decided that the hermit wanted to be left alone. They rarely saw him, and he made no attempt to communicate with them.

- **Have students create contexts that exemplify the vocabulary word. (For the word *hermit*: Describe a hermit's surroundings.)**
- **Have students illustrate words to show their meaning.**



# Dictionary Strategies

Teach students a variety of strategies to help them use the meanings of words to develop a deeper understanding of what the words mean. Having students create their own sentences, noting the connection between semantically similar words, and examining contextual setting are rich activities that extend the use of dictionary meanings.

Using the dictionary can be a very useful habit for English language learners. Initially, you may allow them to use bilingual dictionaries, but as soon as they are more proficient in English, encourage the use of standard English dictionaries.

Modeling and thinking aloud are two powerful features of vocabulary instruction that can be used to teach students how to construct their own sentences using new words based on dictionary definitions. Thus, the teacher might read aloud the dictionary definition, think aloud to paraphrase the meaning of the word, and construct a sentence using the new word and the dictionary content.

Work in small groups for five minutes to generate your own dictionary strategies. Identify how the strategies integrate the critical features of vocabulary instruction with strategy instruction, as in the example of modeling and thinking aloud. The example of *hermit* on the slide may also be useful.

Allow 5 minutes. Have small groups share their ideas about strategies they will use and how they will teach them.

# **Integrating Vocabulary Instruction Into Lessons**

**Topic**

**Levels of Vocabulary Knowledge**

**Vocabulary**

**Critical Features of Effective Instruction**

**Strategies and Activities**

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# Integrating Vocabulary Instruction Into Lessons

Vocabulary instruction involves explicit teaching on key vocabulary words, plus lessons to teach strategies, such as word maps, semantic mapping, and clunk bugs.

Vocabulary instruction also involves integrating activities into instruction on a topic or book, so that students have multiple exposures to words before, during, and after instruction.

# Sample Lesson and Implementation Plan







# Sample Lesson and Implementation Plan

Students can learn about word associations and engage in activities that tap the association, comprehension, and generation levels of vocabulary instruction through lessons.

Find Handout 20: “Student Directions for ABC Vocabulary Book.” Students develop their own ABC books with key vocabulary words. This project is ongoing throughout a semester and requires students to add words continually.

Work in small groups to design a lesson that integrates the components of vocabulary instruction discussed in this workshop. Discuss:

- Topic for instruction;
- Instructional objective;
- List of key vocabulary (discuss how these words are chosen);
- The vocabulary strategy that will be used prior to the lesson to teach several key vocabulary words (include a description of the critical features of instruction that will be used);
- How the vocabulary lesson or strategy will be modified to accommodate students with special needs (see Handout 4 for ideas);
- The lesson, including two or three vocabulary strategies that will be used; and
- How student learning will be evaluated.

You have 15 minutes.

Allow 15 minutes. Have participants share their lessons briefly with another small group or the large group.



# PARTICIPANT NOTES



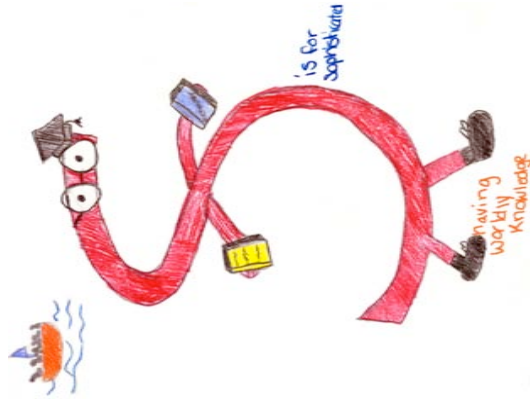
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University of Texas Center for Reading & Language Arts  
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COLLEGE OF EDUCATION

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# Enhancing Vocabulary Instruction for Secondary Students



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## Objectives

### Participants will be able to:

1. Discuss ways in which vocabulary is developed.
2. Explain important features of vocabulary instruction.
3. Explain strategies for teaching vocabulary to secondary students.
4. Develop a lesson that integrates critical features of effective vocabulary instruction and vocabulary strategies.

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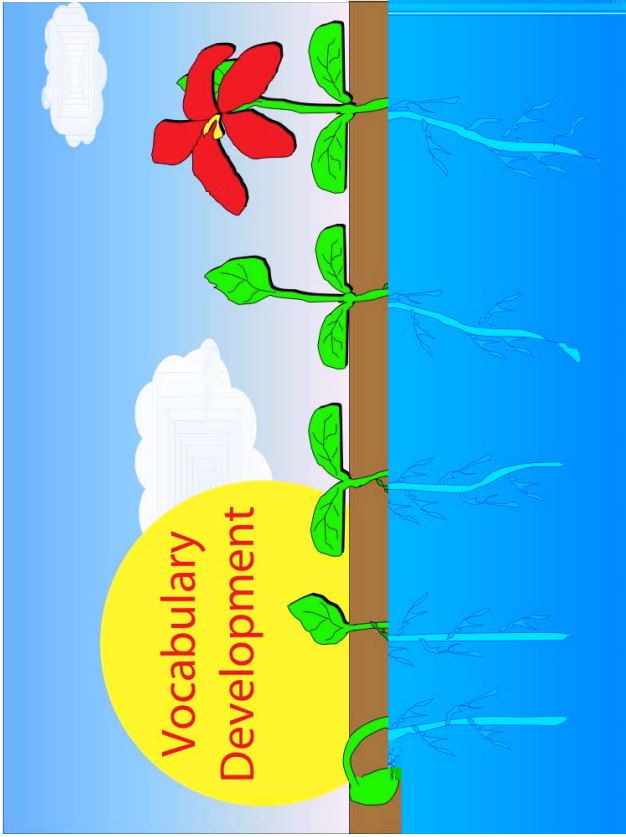
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## Facts about Vocabulary Development

**Good readers learn words by the thousands.**

- Students aged 5-6 know between 2,500-5,000 words.
- Students learn an estimated 3,000 words per year during their early school years.
- Students must learn the meaning of about eight new words each day to accomplish this growth.
- There are over 88,500 distinct word families in printed English material in Grades 3 through 9.
- Students learn word meanings incidentally through exposure to oral language and written text.
- 25-50% of annual vocabulary growth can be attributed to incidental learning.

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## What Comprises Reading Vocabulary?

**Function words** are **common words** (e.g., *are*, *that*, *to*).

- About 100 function words account for half of the words in written English.

**Content words** are **nouns, verbs, adjectives, and adverbs**.

Content words can be either **concrete** or **abstract**.

- **Concrete** words can be taught using an object or showing a picture.
- **Abstract** words can be taught using examples and nonexamples.

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## What Comprises Content Area Reading Vocabulary?

**General vocabulary** refers to words that are not directly associated with a specific content area.

**Technical vocabulary** refers to words that are associated with a specific content area subject or topic.

Vocabulary development may require learning a new concept and the words associated with the concept.

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## What Are the Goals of Reading Vocabulary Instruction?

- Enhance students' ability to use complex language
- Expand students' repertoire of new words
- Help students connect new words to existing knowledge
- Facilitate students' application of word knowledge across contexts
- Increase students' word knowledge to facilitate their reading comprehension and academic success

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## What Are the Levels of Word Knowledge Processing?

### Association

Words are linked to synonyms, definitions, or contexts.



### Comprehension

Knowledge of word associations is used to categorize words, complete sentences, or generate multiple meanings for words.



### Generation

Word comprehension is expanded by generating discussion or completing activities, such as making up sentences using the words, restating the definition, making connections between new and prior knowledge, or applying word meanings across contexts.

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## Characteristics of Effective and Struggling Readers

**Texas Essential Knowledge and Skills:**  
The student acquires an extensive vocabulary through reading and systematic word study.

- Knowledge about words
- Use of background knowledge to understand word meanings
- Knowledge of multiple meanings of words
- Understanding of word origins
- Understanding of derivational meanings (word parts)
- Understanding of denotative and connotative meanings

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## Characteristics of Effective and Struggling Readers (cont.)

**Texas Essential Knowledge and Skills:**  
The student acquires an extensive vocabulary through reading and systematic word study.

- Use of reference materials
- Application of word meanings across content areas
- Strategies to comprehend new word meanings
- Motivation to read and strengthen vocabulary development
- Confidence to tackle new words

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## What Do We Know about Vocabulary Characteristics of Students with Disabilities and Dyslexia?

Bright Ideas



- Students exhibit difficulties with the rule-governed structure of language
- Students do not acquire the meanings of words as quickly as students with rich vocabularies
- Students may interpret meanings literally and miss the nuances and connotative meanings of words
- Students may lack an understanding of the semantic connections between words
- Students may exhibit difficulties remembering the meanings of words
- Students may lack effective strategies to learn and remember word meanings

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## Success in the General Education Curriculum

### Adaptations

- What are the expectations?
- What are the setting demands?
- What do I know about the student?
- What are my choices for adaptations?

How is it working?

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# Student Success



**Instructional  
Design  
Adaptations**

**Behavioral  
Support  
Adaptations**

**Instructional/  
Curricular  
Adaptations**

**Positive Learning Community  
and Access to the General Education Curriculum**

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# Instructional Design Adaptations: Know Your Students



- Plan for adaptations
- Access resources
- Collaborate with others
- Integrate technology
- Assess learning
- Monitor student progress

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## Instructional and Curricular Adaptations



### Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

### Curricular:

- Make learning visible and explicit
- Highlight key information and concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways for students to demonstrate learning

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## Behavioral Support Adaptations



### Strategies to increase appropriate student behaviors:

- **Provide structure and be consistent**
- **Use proactive teaching**
- **Teach alternative behaviors**

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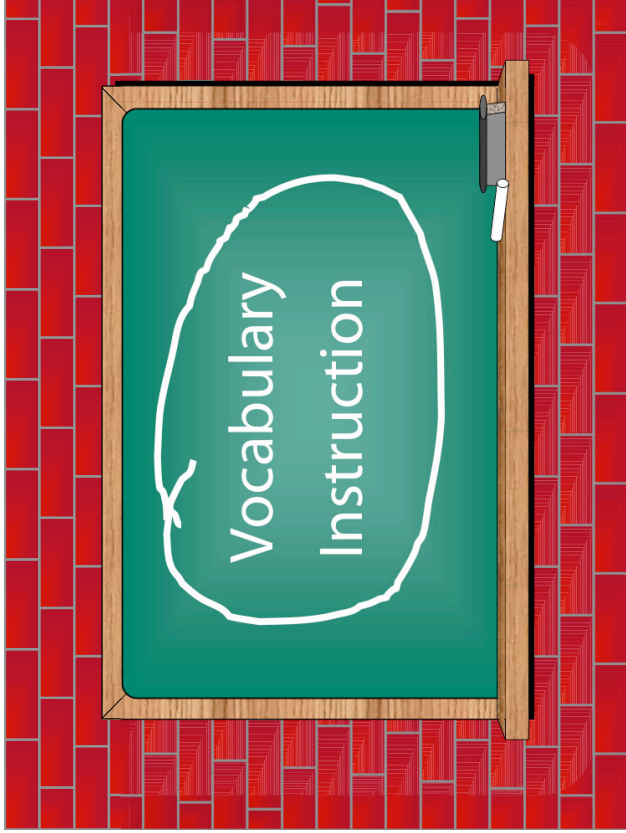
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## Critical Features of Effective Vocabulary Instruction

1. Teachers integrate most vocabulary instruction within the context of the lesson.
2. Teachers provide 20- to 30-minute weekly vocabulary lessons for enrichment activities.
3. Prior to the lesson, teachers provide explicit instruction for a limited number of new vocabulary words (such as technical vocabulary) that relate to the central ideas to be taught, using a brief definition, synonym, or association.
4. Teachers provide meaningful opportunities for students to discuss and manipulate vocabulary by creating a verbal environment (talk about words, use words in multiple ways).

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## Critical Features of Effective Vocabulary Instruction (cont.)

5. Teachers provide opportunities for students to use the new vocabulary outside of the lesson and class.
6. Teachers teach independent word-learning strategies for figuring out the meaning of vocabulary.
7. Teachers encourage wide reading to develop vocabulary independently.
8. Teachers provide multiple (at least 10) exposures to words to help students develop deeper understandings of meanings.
9. Teachers *combine* both definitional and contextual approaches for determining word meanings.

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## Critical Features of Effective Vocabulary Instruction (cont.)

10. Teachers help students make connections between background knowledge and vocabulary.
11. Teachers present new vocabulary in semantically-related groups to help students link new vocabulary to words they know and to their background knowledge.
12. Teachers teach word parts (word origins and derivational meanings).
13. Teachers teach word associations and connotative meanings.

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## Critical Features of Effective Vocabulary Instruction (cont.)

14. Teachers model how to use semantic and syntactic clues to determine meanings of new words or concepts in sentences and paragraphs.
15. Teachers teach students how to use reference materials.
16. Teachers help students identify different meanings of vocabulary across content areas.

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## How Do We Choose Words to Teach?

### Questions to ask when planning vocabulary instruction:

1. What do students know about the topic for instruction?
2. What vocabulary is important for understanding the topic and text?
3. Which words will students encounter again and again?
4. To what extent do students already know the vocabulary?
5. What level of vocabulary knowledge is necessary for the students to understand the topic?
6. Will students be able to derive the meaning of the vocabulary from the context?

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## How Do We Choose Words to Teach? (cont.)

### **Procedures for selecting vocabulary to teach:**

1. Select the topic for study.
2. Identify learner outcomes (central ideas students must know).
3. Identify key vocabulary related to the learner outcomes.
4. Brainstorm interesting and useful vocabulary.
5. Determine the extent and level of processing necessary for the vocabulary.
6. Decide how to teach the vocabulary to increase the extent and level of students' word knowledge processing.

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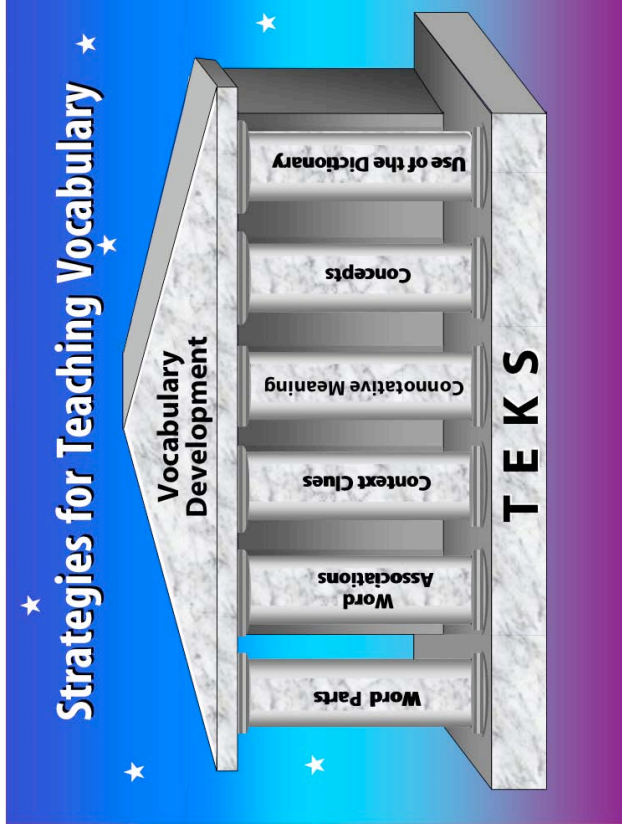
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## Word Parts

**Word parts** consist of root words, prefixes, and suffixes.

They include:

### Morphemes

the smallest units of language that convey or modulate meaning (base words, verb tenses, plurals, possessives, affixes, etc.)

**Happy** is an example of a free morpheme.

**Un-** is an example of a bound morpheme.

### Base Words

Word parts that convey most of the word's meaning

### Root Words

Word parts that are borrowed from another language (for example, Latin or Greek)

**Microscope** contains *micro* (Greek) and *scope* (Greek).

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## Strategy: Morphemic Analysis of Word Parts

### What is it?

A procedure for determining the meaning of a word by analyzing the meanings of its parts

### What does it include?

- Vocabulary words
- Information about the meaning of prefixes, suffixes, and base words, including those with Latin and Greek origins

### When can you use it?

- Prior to teaching a vocabulary word
- During the lesson to reinforce key vocabulary

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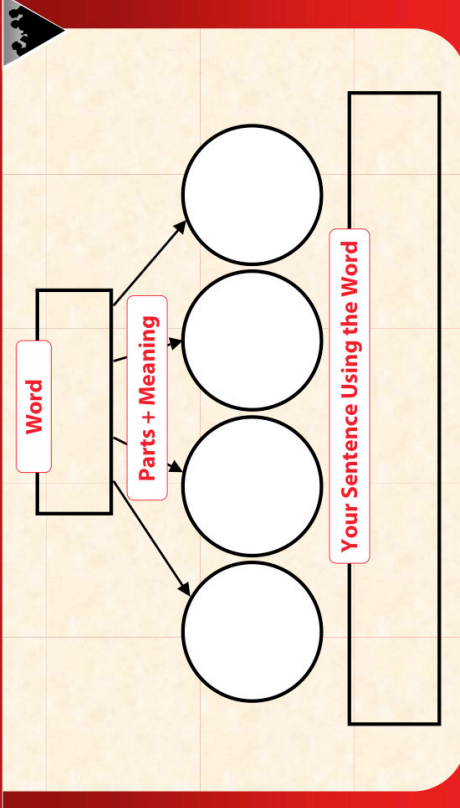
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## Morphemic Analysis of Word Parts Map



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## Strategy: Word Building

### What is it?

A strategy to teach meaning

### What does it include?

- Vocabulary words
- Prefixes, suffixes
- Information about the meaning of prefixes, suffixes, and base words, including those with Latin and Greek origins

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## Word Building: Adaptation 1

### Adaptation 1

#### Base Words with Prefixes

##### Procedure:

1. Select a base word from envelope #1. Write it on the line.
2. Select a prefix from envelope #2. If it makes a real word, write it on the line next to the base word.
3. Make a sentence for the new word.



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## Word Building: Adaptations 2 and 3

### Adaptation 2

#### Base Words with Suffixes

##### Procedure:

1. Select a base word from envelope #1. Write it on the line.
2. Select a suffix from envelope #2. If it makes a real word, write it on the line next to the base word.
3. Make a sentence for the new word.



### Adaptation 3

#### Extra Practice with Games

Concentration or Jeopardy

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## Word Associations

### Word associations

involve synonyms, antonyms, and analogies.

### Analogies involve:

- Synonyms
- Antonyms
- Classification
- Part to whole
- Whole to part
- Degree of intensity
- Characteristics
- Cause-effect
- Effect-cause
- Function

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## Strategy: Word Association Map

### What is it?

A strategy to introduce associations among words

### What does it include?

- Key vocabulary
- Synonyms
- Antonyms
- Analogies

### When can you use it?

- As part of the 20-30 minute weekly vocabulary lesson
- Prior to the lesson

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# Word Association Map Worksheet

**vocabulary word**

**synonym**

**antonym**

**analogy**

\_\_\_\_\_ is to \_\_\_\_\_

as

\_\_\_\_\_ is to \_\_\_\_\_

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# Word Association Map

Examples for teaching analogies:

**Multiple-choice options, simple analogy:**

*Big is to little as hot is to \_\_\_\_\_.*

a) cold b) summer c) sun d) simmer

**Easier analogies**

*Night is to dark as day is to \_\_\_\_\_.*


*Ann is to girl as Mike is to \_\_\_\_\_.*

**Instruction with modeling and think-aloud**

*Night is to dark as day is to \_\_\_\_\_.*

*Dark describes the amount of light at night, so **bright** would be a good word to describe the amount of light during the day.*

Bright Ideas



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## Strategy: Illustrate and Associate

### What is it?

A strategy to introduce associations among words

### What does it include?

- Key vocabulary
- Synonyms
- Antonyms
- Analogies

### When can you use it?

- As part of the 20-30 minute weekly vocabulary lesson
- Prior to the lesson

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## Illustrate and Associate

Example: Illustrate and Associate Worksheet

| Vocabulary Word                | Picture of Word       |
|--------------------------------|-----------------------|
| Brief Definition               | Antonym or Nonexample |
| Create your personal sentence. |                       |

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**Context clues** are pieces of information that help the reader figure out the meaning of a word from the text that surrounds it.



An unknown word in context may be deciphered from the meaning of other words within a sentence and from the position of the word within the sentence.

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**Definition:**

The word is usually defined in the sentence in which it appears.

If disease reaches your bronchial tubes, *cilia*—tiny hair-like structures—are another barrier to infection.

**Description:**

The word is described by the context so that the reader can usually figure out its meaning.

After taking a spill on her bike, she was able to stand up, get back on the bike, and pedal away of her own *volition*.

**Contrast:**

The word is compared with some other word, usually as an antonym.

Unlike stratus clouds, *cumulus* clouds are thick, dark clouds with dome-like features that produce storms.

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## Types of Context Clues (cont.)

**Comparison/Analogy:**

The word is compared with another word or phrase to illustrate the similarities between them.

Samuel was exhausted after the *inquisition*, which was like being in a boat on rough seas.

**Synonym:**

The word is compared to another word with a similar meaning.

Sarah interpreted the message *literally*; that is, she believed the message as though every word were *real*.

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## Haversack

**Example 1:**

The hiker knew that she had put too many cans in the *haversack* when it started to rip at the bottom, dumping the contents on the ground.

**Example 2:**

The hiker loaded up the *haversack* in preparation for the trip, just as she loaded up her backpack with school supplies during the school year.

**Example 3:**

The *haversack*, a canvas shoulder bag, is important to a hiker.

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## Strategy: Think Aloud to Model How to Use Context Clues

### What is it?

A strategy that teaches the *definition* type of context clues

### What does it include?

- Vocabulary words that are defined in context

### When can you use it?

- As part of a vocabulary lesson in any content area

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## Strategy: Think Aloud to Model How to Use Context Clues: Example

The *vociferous* crowd caused me to step outside of the room for a few moments of peace and quiet.

### We know that:

- Because of its location in the sentence, *vociferous* is being used to describe the *crowd*.
- The author wants to get away from the crowd for a few moments.
- The phrase “peace and quiet” is being used as contrast (or antonym).

### We can conclude that:

- *Vociferous* probably means noisy and loud.

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## Strategy: Contextual Analysis

### What is it?

A strategy to teach the use of context clue types to figure out word meaning

### What does it include?

- Vocabulary words
- Examples of types of context clues

### When can you use it?

- As part of the 20-30 minute weekly vocabulary lesson

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## Strategy: Clunk Bug

A **clunk** is a word or phrase that the student does not understand.

### What is a clunk bug?

A strategy to teach the *definition* type of context clues

### What does it include?

- Vocabulary words that are defined in context

### When can you use it?

- As part of the 20-30 minute weekly vocabulary lesson
- When teaching types of context clues
- Prior to teaching a lesson
- During reading when students encounter vocabulary words that are defined in context

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# Clunk Bug

**Definition:**

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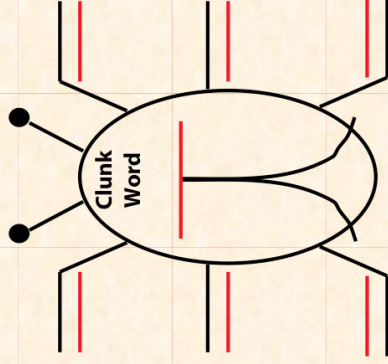
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# Connotative Meaning

**Denotative meaning** is the literal, primary dictionary meaning of a word.

**Connotative meaning** is the associated or secondary meaning added to the explicit primary meaning of the word.

**Connotative meaning** includes implications, undertones, "attachments," and intimations a person may add to the literal meaning of a word.

For example, the dictionary defines *home* as a house, apartment, or other shelter that is the usual residence of a person, family, or household. Synonyms include "abode," "dwelling," "habitation," and "domicile."

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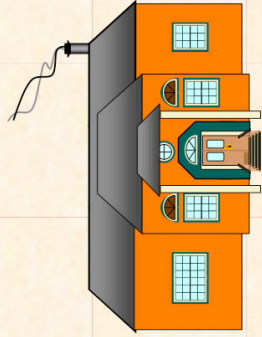


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## Connotative Meaning (cont.)



The **connotative** meanings of *home* can include personal meanings such as "a warm, inviting, cozy place."

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## Tone

### What is it?

Tone helps readers understand the emotional messages and meanings conveyed by the author's choice of words

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## Strategy: Word Play with Acronyms

Connotative  
Meaning

**Character descriptions** can be used with characters from novels. For example, students can be assigned characters and asked to list character traits in an acrostic format for each character.

Scout in *To Kill a Mockingbird* might be:

**S**trong  
**C**urious  
**O**utgoing  
**U**p-front  
**T**omboy

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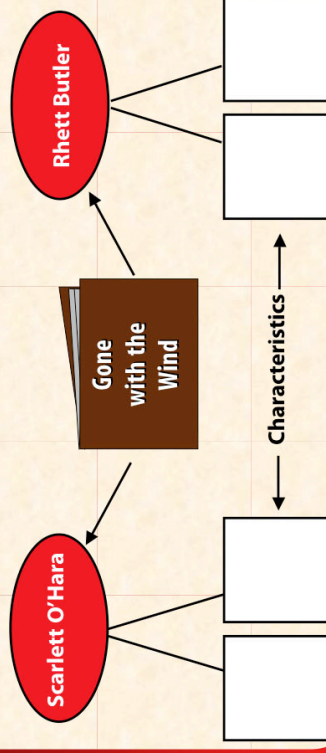
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## Character Mapping

Connotative  
Meaning

Teachers can illustrate the rich use of language (for example, parts of speech) found in text to describe characters in novels or biographies.



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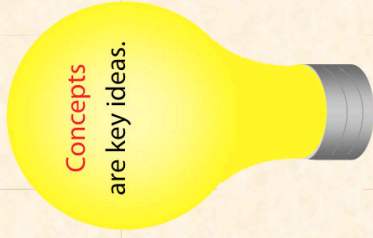
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Concept development and vocabulary development are interrelated.



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**What is it?**

A visual representation of a definition

**What does it include?**

- Main class or category
- Subordinate category
- Primary properties or characteristics
- Examples
- Real world application

**When can you use it?**

- Prior to instruction on a key vocabulary word
- During the lesson to reinforce key vocabulary

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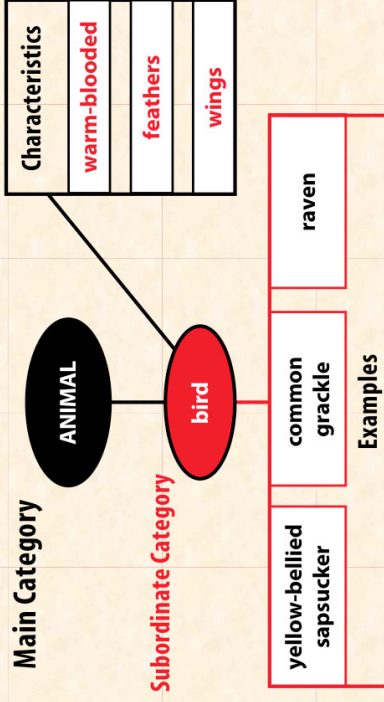
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## Sample Word Map



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## Strategy: Semantic Mapping

### What is it?

A graphic display of information that is categorized and related to a central concept. Semantic mapping taps into prior knowledge and expands vocabulary.

### What does it include?

- Concept
- Key vocabulary

### When can you use it?

- Prior to the lesson to activate background knowledge about the concept and related vocabulary
- During the lesson to add new vocabulary to the existing map
- After the lesson to revise the map

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Concepts

# Strategy:

## Semantic Feature Analysis

**What is it?**

A grid that displays information that is categorized and related to a central concept.

**What does it include?**

- Concept
- Examples
- Features

**When can you use it?**

- During and after the lesson to determine how well students understand the features of vocabulary

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Concepts

# Semantic Feature Analysis

## Example: Lesson with Historical Content

### Important Battles of the Civil War

| Examples of Battles | Fought in the North | Ulysses Grant a participant | Stonewall Jackson a participant | Won by the South | Battlefield near a river | Fought in 1863 |
|---------------------|---------------------|-----------------------------|---------------------------------|------------------|--------------------------|----------------|
| First Manassas      | -                   | -                           | +                               | +                | +                        | -              |
| Gettysburg          | +                   | -                           | -                               | -                | -                        | +              |
| Chickamauga         | -                   | -                           | -                               | +                | +                        | +              |
| Shiloh              | -                   | +                           | -                               | +                | +                        | -              |
| Antietam            | +                   | -                           | +                               | -                | +                        | -              |

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## Concept: Distinctive Characteristics of Birds

| Examples of Birds        | Features |               |                 |             |
|--------------------------|----------|---------------|-----------------|-------------|
|                          | Perching | Tree-Clinging | Breeds in Texas | Large (>7") |
| Common Grackle           | +        | -             | +               | +           |
| Chihuahuan Raven         | -        | +             | +               | +           |
| Boreal Chickadee         | +        | -             | -               | -           |
| Yellow-Bellied Sapsucker | -        | +             | +               | +           |

[illegible]

## What is it?

## A strategy for showing and explaining relationships and connections of key vocabulary and concepts

## What does it include?

- Concepts
- Key vocabulary

## When can you use it?

- During and after the lesson to determine how well students understand the relationships of key vocabulary words

[illegible]



Concepts

## Components of VOCAB Strategy

**V**

ERIFY

the key vocabulary terms and concepts to be learned and put them on individual vocabulary cards or pieces of paper.

**O**

RGANIZE

the vocabulary words into a diagram that shows the relationship of the words to each other as you understand them in context of what is being learned.

**C**

OMMUNICATE

your reasoning and share your diagram with a partner and vice versa.

**A**

SSESS

the diagrams: discuss similarities and differences; compare to the teacher's point of view; and adjust your diagram with helpful ideas from your partner.

**B**

UILD

your understanding with self-testing; expand your diagram with new/related words.

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## Use of the Dictionary

Most vocabulary instruction involves the use of the dictionary to identify definitions of unknown words.

Typical dictionary use includes:

1. Looking up a word in the dictionary.
2. Selecting the appropriate definition from among several alternatives.
3. Discussing the word and its definition.



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## Strategy: Using Dictionary Meanings

- Have students rewrite definitions in their own words.
- Have students provide sentences using the new words.
- Present words in semantic groups.
- Provide short paragraphs with a context that shows consequences or actions related to the word. Have students select the vocabulary word that best fits the context.

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## Dictionary Strategies

For the word **hermit**:

People decided that the hermit wanted to be left alone. They rarely saw him, and he made no attempt to communicate with them.

- Have students create contexts that exemplify the vocabulary word. (For the word *hermit*: Describe a hermit's surroundings.)
- Have students illustrate words to show their meaning.

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## Integrating Vocabulary Instruction Into Lessons

### Topic

### Levels of Vocabulary Knowledge

### Vocabulary

### Critical Features of Effective Instruction

### Strategies and Activities

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## Sample Lesson and Implementation Plan



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# HANDOUTS



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## Vocabulary Matching Activity

Write the letter of the definition on the line next to the correct word.

|                         |   |
|-------------------------|---|
| 1. Free Morpheme        | a. relationship between words and ideas   |
| 2. Compound Word        | b. a morpheme that can stand by itself  |
| 3. Root                 | c. combinations of root words with prefixes or suffixes or both   |
| 4. Syntax               | d. an expression of the differences between persons, ideas, concepts, etc.  |
| 5. Comparison           | e. an expression of the similarities between persons, ideas, concepts, etc.   |
| 6. Analogy              | f. separate words that combine to form a new word   |
| 7. Derivatives          | g. meaningful unit in language that occurs only when attached to words  |
| 8. Bound Morpheme       | h. smallest unit of a word that can exist and retain its basic meaning  |
| 9. Semantic Clue        | i. word order or position of a word within the sentence   |
| 10. Contrast            | j. a clue to gain meaning   |
| 11. Connotative Meaning | k. prefixes and suffixes  |
| 12. Affix               | l. emotional associations of a word that stem from individual background experiences  |
| 13. Prefix              | m. a letter or letters attached to the ending of a word that changes its meaning  |
| 14. Context Clue        | n. words that have similar meanings   |
| 15. Suffix              | o. the smallest unit of language that has meaning   |
| 16. Combining Forms     | p. piece of information contained in the surrounding text of a particular word in the form of a synonym, antonym, definition, explanation, etc., that helps give meaning to the particular word |
| 17. Morpheme Analysis   | q. a letter or letters attached to the beginning of a word that changes its meaning   |
| 18. Synonyms            | r. the specific meaning of a word   |
| 19. Antonyms            | s. any word part, usually taken from another language (e.g., Greek, Latin), that can join with another word or part of a word to form a new word  |
| 20. Homographs          | t. words that are spelled the same but have different meanings  |
| 21. Denotative Meaning  | u. words with opposite meanings   |
| 22. Morpheme            | v. the analysis of affixes and roots to decode words  |

**Answers to Vocabulary Matching Activity**

|     |   |
|-----|---|
| 1.  | b |
| 2.  | f |
| 3.  | h |
| 4.  | i |
| 5.  | e |
| 6.  | a |
| 7.  | c |
| 8.  | g |
| 9.  | j |
| 10. | d |
| 11. | l |
| 12. | k |
| 13. | q |
| 14. | p |
| 15. | m |
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| 18. | n |
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## Planning for Students with Special Needs

Teachers should take several steps to address the needs of students with disabilities in the general education classroom. The steps must be revisited as you learn more about the student and what makes him or her successful in the classroom.

### The Student and the Task

#### Student expectations

It is essential to know students' strengths and needs to help them be successful in the classroom. Look at previous samples of their schoolwork. What goals and objectives are stated on the IEP? What do you need to learn about particular students' disability? What suggestions have other teachers, professionals, and students' parents made for this student to be successful? Gathering all the information you can will help you and the rest of the team develop the most appropriate educational plan possible for each student.

#### Identify the task demands

Identifying task and setting demands will help to determine which part of the instruction and/or assignment is too challenging. What is expected of the other students? What is important for this student to learn? What is the student capable of? Knowing the demands of the task and setting, as well as being familiar with the student's abilities, will help you modify the task so that the student can achieve the desired outcomes.

### The Team

#### Collaboration

It is important to collaborate with other professionals and with parents when preparing instructional adaptations for students with special needs. Parents can provide a wealth of information about the student, including a history of what has proven successful for the student in the past.

Working as a team makes your job as the classroom teacher easier and maximizes outcomes for students with special needs. General and special education teachers and other specialists should share responsibilities and work together to identify, access, and gather resources necessary for adaptations. When developing an IEP for a student with a disability, there should be a consensus in decision-making regarding the identification of a student's educational goals and objectives.

When considering these goals, student participation in the general education curriculum should be taken into account. This may vary depending on the student's learning levels and disabilities relative to the goals of the lesson. For example, a struggling reader may use taped books and partner reading, along with study guides, to access the social studies textbook. In contrast, a student with moderate cognitive disabilities may be learning to recognize and demonstrate key concepts of the lesson.

Problems will naturally arise (e.g., special materials not available, student with autism disrupting class with occasional outbursts). Use formal (e.g., grade level/cohort planning meetings, student study teams, teacher assistance teams) and informal problem solving to resolve student problems. The key is to communicate as needs arise and to support each other to assist students in attaining their goals.

For a list of professionals who typically work with students with special needs and a brief description of their duties, see Handout 3: "Related Service Personnel."

## **Technology**

All students can benefit from integrating technology into the classroom, but it can be especially beneficial to struggling readers and writers, and students with special needs. The use of technology in the classroom can range from very sophisticated and expensive equipment or programs to very simple, common items. It is important to keep students' needs in mind and to be parsimonious when choosing technology. Sometimes the simplest interventions can be the most effective and least intrusive.

### High-Technology

The term "technology" includes "high-tech" and "low-tech" devices. "High-tech" usually refers to electronically engineered, state-of-the-art devices. Examples of "high-tech" include:

- Computer-assisted reading and writing instruction;
- Augmentative communication;
- Adaptive switches;
- Writing tools assisting with word processing including spelling and grammar checkers;
- Laptop computers for note-taking and handwriting assistance;
- Auditory trainers and voice recognition programs;
- Optical character recognition software/scanner;
- Voice recognition software and peripherals;
- Alternative keyboards;
- Instructional software; and
- Word prediction programs.

Since technology changes quickly, it is important the team stays informed regarding new technology for students with disabilities.

### Low-Technology

The term "low-technology" refers to very basic tools or materials that are used to perform simple tasks. These items may or may not be specifically designed for assisting students with disabilities. Examples of "low-tech" items include:

- Colored paper;
- Highlighters;
- Velcro;
- Pencil grips;
- Carbon paper;
- Tape recorders;
- Simple magnifying devices;
- Calculators;
- Picture boards;
- "Talking" picture frames;
- Communication books ; and
- Audio-taped instructions or books.

There are dozens of simple, low-cost items that can assist students with special needs in the classroom. Office supply stores, pharmacies and large discount stores are excellent places to find "low-tech" materials.

## **Monitoring Progress**

Monitoring struggling readers and writers' progress and providing feedback help the teacher determine when these students require extra assistance. Monitoring of and feedback on a student's progress should be frequent and ongoing. The information from this feedback should be used to adjust your instruction accordingly.

Using self-monitoring is one way to involve students in their own progress. Assisting students in setting individual, academic, and behavioral goals is effective, especially at the secondary level. For example, students can chart their reading rate or number of math problems completed. Students are more likely to improve if they have ownership of their goals and objectives.

Assessment is an essential component of instruction for students with special learning needs. It is important to determine whether the instruction and adaptations for the student you are working with are indeed effective. While planning for assessment, be sure to consider student needs and any adaptations necessary for the students during assessment. Check the "modifications" section of the student's IEP to determine whether any special considerations during the assessment must be implemented.

## **Effective Behavioral Strategies In the Classroom**

Effective behavioral strategies are helpful for all students, not just those with behavioral difficulties. Good general classroom management includes the strategies listed below:

- Plan and arrange the environment. Organization enhances student attention.
- Establish rules, routines, and expectations. Rules should be positively stated, displayed, and limited (e.g., using specific numbers). Have the class generate the rules and expectations in order to promote their participation.
- Use natural and logical consequences for positive and negative behaviors (e.g., call on students who raise their hand and redirect students who speak out of turn).
- Prepare students for transitions and change by giving frequent cues. Establish time limits for transitions.
- Be consistent.
- Be proactive. Anticipate situations, statements or activities that can elicit undesirable classroom behaviors.
- Notice when students are on-task and are working well. Reinforce their efforts.
- Identify reasons for specific problem behavior. For example, if a student regularly engages in a number of avoidance behaviors (e.g., sharpening pencil, searching in desk, talking to neighbor) when a math problem-solving assignment is given, it may be that the work is too difficult for the student to do independently. The teacher should determine if this assumption is correct and if so, modify the task accordingly.
- If there is a specific student with a disability whose behavior you are concerned about, consult with the special education teacher to determine the behavioral support plan that may be identified in the IEP.
- Effective behavioral support focuses on teaching students appropriate alternative behaviors. Modeling the appropriate behavior and then having the student practice the new behavior will help build alternative positive behaviors.



## Related Service Personnel

| Specialist   | Possible duties  |
|--|--|
| Speech Language Pathologist  | Helps students with speech and language disorders; conducts speech and language evaluation.  |
| Vision Educator  | Assesses student's visual skills to determine eligibility; procures adaptive material; trains students in specific adaptive skills.  |
| Audiologist  | Assesses hearing loss and auditory problems; provides auditory training; supports assistive technology.  |
| Licensed Physical Therapist (LPT)<br>Licensed Physical Therapist Aides (LPT Aides) | Implements postural and gross motor interventions.   |
| Occupational Therapist   | Directs activities that improve fine motor muscular control and develop self-help skills.  |
| School Psychologist  | Evaluates individual student learning abilities; provides behavioral interventions.  |
| Rehabilitation Counselor   | Facilitates transition planning and evaluation of older students; specializes in the assessment of work potential and training needs of students.                                    |
| Nurse  | Coordinates medical screening; provides for medical needs (e.g., medication).  |
| Social Worker  | Collects information from the family; provides social and educational histories; conducts case studies.  |
| Behavior Specialist  | Designs behavior interventions; conducts functional assessments.   |
| Orientation and Mobility Specialist (O&M)  | Teaches students with visual impairments the skills needed to travel safely, efficiently, and independently.   |
| Deaf/Hard-of-Hearing Educator  | Assesses impact of hearing loss on progress in the curriculum; procures and adapts materials to accommodate language level; provides direct instruction to hard-of-hearing students. |
| Inclusion Teacher  | Provides instruction to and supports students with special needs in general education classrooms using co-teaching and/or consultation.  |
| Transition Specialist/Job Developer  | Facilitates transitioning students with special needs from school-to-work or post-secondary setting; provides job training.  |
| 504 Coordinator  | Coordinates and monitors 504 plans developed under Vocational Rehabilitation Act of 1974.  |



## Suggestions for Adaptations

| Presentation Techniques  | Practice Techniques   | Assignments/Tests   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Make learning visible and explicit</li> <li>• Use modeling</li> <li>• Use clear, simple directions</li> <li>• Adjust pacing</li> <li>• Highlight key information</li> <li>• Reduce amount of information/skills taught</li> <li>• Check frequently for understanding</li> <li>• Use study guides, semantic maps, graphic organizers</li> <li>• Activate background knowledge</li> <li>• Allow alternative ways to demonstrate learning</li> </ul> | <ul style="list-style-type: none"> <li>• Use peer and cross-age tutoring</li> <li>• Use cooperative learning</li> <li>• Use games</li> <li>• Use manipulatives</li> <li>• Use more frequent practice on less information/skills</li> <li>• Use computer programs</li> <li>• Ensure mastery before moving onto next skill</li> <li>• Provide additional practice</li> <li>• Provide a variety of practice opportunities (e.g., manipulative, problem solving, explanations)</li> </ul> | <ul style="list-style-type: none"> <li>• Reduce assignments/tests (require only those necessary to demonstrate mastery)</li> <li>• Allow alternative ways to demonstrate learning</li> <li>• Use cooperative projects</li> <li>• Provide extra time</li> <li>• Divide projects into steps; students submit work and receive feedback for each step</li> <li>• Use individual contract</li> <li>• Use alternative exam formats (e.g., oral exam, objective rather than essay)</li> </ul> |
| Textbooks/Materials  | Content   | Behavior/Classroom Management   |
| <ul style="list-style-type: none"> <li>• Highlight key points/concepts</li> <li>• Provide books on tape with study guides</li> <li>• Reduce amount of reading</li> <li>• Use shared reading or peers to read to student</li> <li>• Provide study guides</li> <li>• Highlight directions</li> <li>• Use high-interest/controlled-vocabulary books</li> <li>• Use trade/textbooks written at various levels</li> </ul>   | <ul style="list-style-type: none"> <li>• Use task analysis to divide task into smaller steps</li> <li>• Identify and check to see if students have prerequisite skills</li> <li>• Teach the vocabulary of instruction (e.g., direction words)</li> <li>• Teach technical vocabulary</li> <li>• Relate concepts to each other using organizers such as semantic maps</li> </ul>  | <ul style="list-style-type: none"> <li>• Be consistent and provide structure</li> <li>• Establish clear rules, routines, and expectations</li> <li>• Inform students of consequences</li> <li>• Use logical consequences</li> <li>• Recognize and reinforce appropriate behavior and learning</li> <li>• Teach alternative behaviors for inappropriate behaviors</li> <li>• Check that work is at the students' instructional levels</li> </ul>   |





**Fifteen Minutes of Explicit Instruction  
on Three to Five Key Vocabulary Words**

|          |   |
|----------|---|
| <b>1</b> | Teacher says words.   |
| <b>2</b> | Teacher provides definitions.   |
| <b>3</b> | Teacher tests:<br>Student sees a word and says the definition.<br>Student sees the definition and says the word.        |
| <b>4</b> | Teacher gives a sentence using the word:<br>Student says example or nonexample of a sentence using the vocabulary word. |
| <b>5</b> | Student generates other examples of sentences using the vocabulary word.  |
| <b>6</b> | Teacher reviews words and definitions.  |



### *Enhancing Vocabulary Instruction for Secondary Students*

**Key Words Students Should Know:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

[illegible]



### Common Greek and Latin Roots

| Root          | Meaning       | Origin | Examples                               |
|---------------|---------------|--------|--|
| aud           | hear          | Latin  | audiophile, auditorium, audition       |
| astro         | star          | Greek  | astrology, astronaut, asteroid         |
| bio           | life          | Greek  | biography, biology                     |
| dict          | speak, tell   | Latin  | dictate, predict, dictator             |
| geo           | earth         | Greek  | geology, geography                     |
| meter         | measure       | Greek  | thermometer, barometer                 |
| min           | little, small | Latin  | minimum, minimal                       |
| mit, mis      | send          | Latin  | mission, transmit, remit, missile      |
| ped           | foot          | Latin  | pedestrian, pedal, pedestal            |
| phon          | sound         | Greek  | phonograph, microphone, phoneme        |
| port          | carry         | Latin  | transport, portable, import            |
| scrib, script | write         | Latin  | scribble, manuscript, inscription      |
| spect         | see           | Latin  | inspect, spectator                     |
| struct        | build, form   | Latin  | construction, destruction, instruction |



## Prefixes and Suffixes

| Prefixes |                        |                              |
|----------|------------------------|------------------------------|
| ante-    | before, front          | antechamber                  |
| anti-    | against                | antidepressant               |
| co-      | with, together         | coworker                     |
| de-      | down, remove, reduce   | dethrone, devalue            |
| de-      | do the opposite        | deactivate                   |
| dis-     | opposite               | distrust, distaste           |
| en-      | to cause to be         | enslave                      |
| ex-      | former, from           | expatriate                   |
| hyper-   | above, more, excessive | hyperactive, hyperventilate  |
| hypo-    | below, less            | hypothermia                  |
| im-      | not, in, into          | impatient, implant           |
| in-      | not, in, into          | incomplete                   |
| inter-   | between, together      | interact                     |
| ir-      | not, into              | irreversible                 |
| mis-     | wrong                  | miscalculate, misinformation |
| non-     | not                    | nonstop                      |
| out-     | beyond, exceed         | outlast, outside             |
| pre-     | before, in front of    | prewash, precaution          |
| pro-     | before, in front of    | proactive                    |
| re-      | again, backward motion | rewind                       |
| semi-    | partial                | semiautomatic                |
| sub-     | under, less than       | subtitle                     |
| super-   | above, superior        | superliner                   |
| trans-   | across, beyond         | transcontinental             |
| un-      | not                    | unlucky, unclear             |

| Suffixes |  |                           |
|----------|--|---------------------------|
| -able    | capable of, tendency to                      | dependable                |
| -age     | result of action or place                    | breakage                  |
| -al      | pertaining to                                | personal                  |
| -ance    | changing an action to a state                | hindrance                 |
| -ation   | changing to a state                          | determination             |
| -ant     | one who (occupation)                         | accountant                |
| -en      | noting action from an adjective              | harden, loosen            |
| -ence    | changing an action to a state                | dependence                |
| -er      | denotes occupation<br>or relativity          | lawyer, writer<br>smaller |
| -ful     | full of                                      | bountiful, joyful         |
| -fy      | to make                                      | clarify                   |
| -ible    | capable of, tendency to                      | collectible               |
| -ish     | belonging to, characteristic of              | greenish                  |
| -ist     | one who (occupation)                         | artist                    |
| -ive     | changes action to characteristic or tendency | creative                  |
| -less    | unable to, without                           | harmless, thoughtless     |
| -ly      | denotes adverbs                              | loudly, friendly          |
| -ment    | result of an action (noun)                   | entertainment, excitement |
| -ness    | quality, state of being                      | happiness, deafness       |
| -or      | notes occupation of person                   | actor                     |
| -ous     | full of, having                              | victorious, harmonious    |
| -some    | quality or state                             | bothersome                |
| -tion    | changing an action to a state                | adaptation                |
| -ward    | turning to                                   | homeward                  |
| -y       | characterized by, inclined to                | dirty, sleepy             |



## **Morphemic Analysis**

### **Strategy Directions**

#### **Objective:**

The student will divide a vocabulary word into morphemes, identify the meaning of each part, and make a sentence using the word.

#### **Materials:**

- Morphemic Analysis Student Handout
- Key multisyllabic vocabulary words that contain prefixes and suffixes (some of which have Greek and Latin origins)

#### **Procedure:**

1. The teacher identifies the vocabulary word to be divided.
2. The teacher models how to divide the word into morphemes.
3. The teacher completes the Word Parts Map transparency while “thinking aloud” the steps of morphemic analysis.
4. The teacher gives each pair of students a handout to complete for another vocabulary word.
5. The teacher asks students to share their maps.

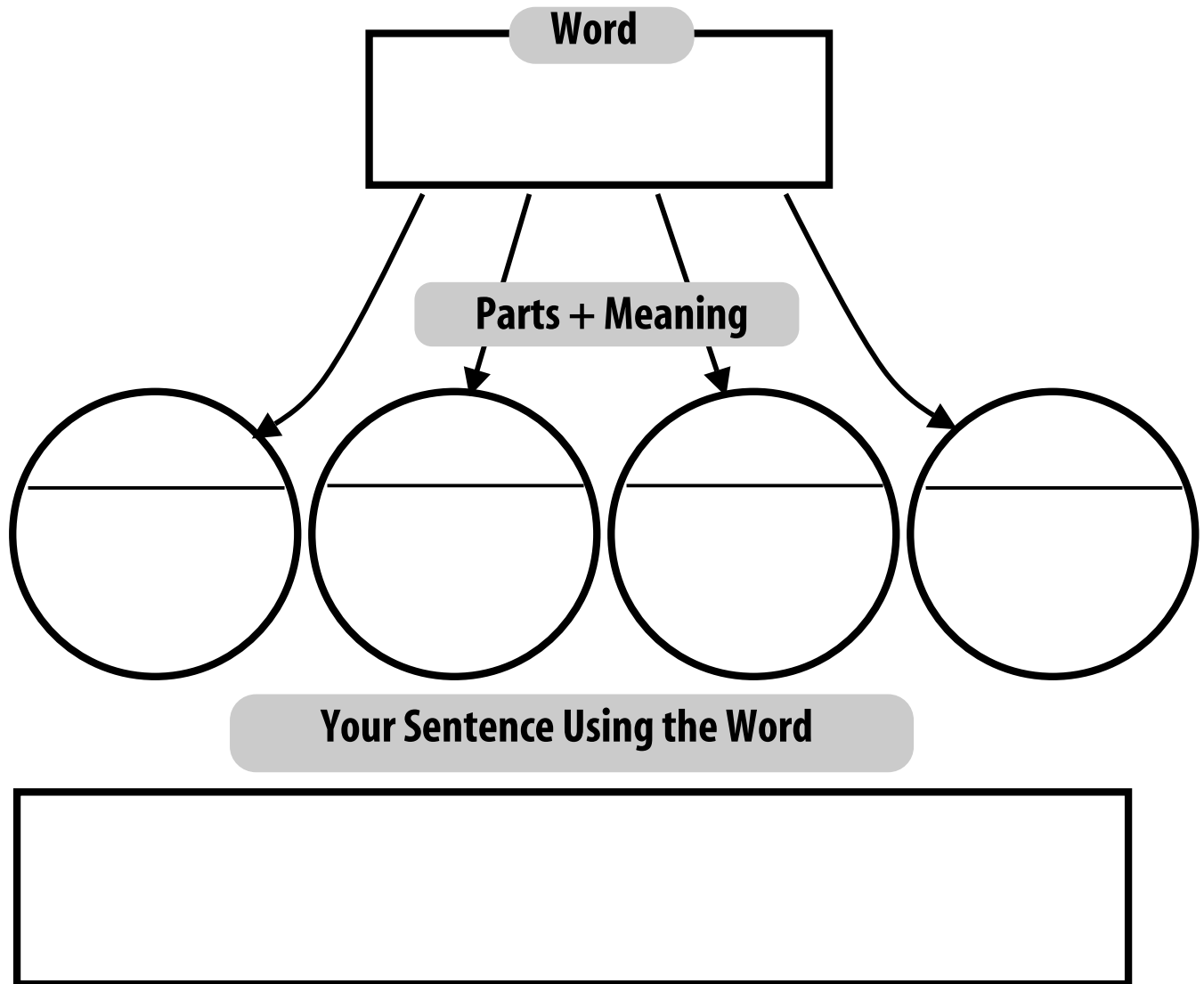
#### **Evaluation:**

Students generate maps by dividing words and giving their meanings correctly. Sentences make sense.

**Morphemic Analysis**  
Student Handout

|   |   |
|---|---|
| 1 | Divide the unknown word into meaningful parts (morphemes) and label the Word Parts Map. |
| 2 | Think about the meaning of each word part.  |
| 3 | Combine the meanings of the word parts to form the meaning of the unknown word.         |
| 4 | Make a sentence using the word.   |

## Word Parts Map



The diagram is a hierarchical structure for analyzing a word. At the top is a rectangular box labeled "Word". Below it, four arrows point from the bottom of the "Word" box to four separate circles. The second circle from the left is labeled "Parts + Meaning". Below the four circles is a large rectangular box labeled "Your Sentence Using the Word". Each circle has a horizontal line across its middle, and the large box at the bottom is empty for writing.

**Word**

**Parts + Meaning**

**Your Sentence Using the Word**



## Word Building

**Objective:**

The student will create words correctly using base words, prefixes, and suffixes, and make a sentence that uses the word accurately.

**Materials:**

- From novels or units to be studied, vocabulary words that contain prefixes and/or suffixes (some of which have Greek and Latin roots)
- Three envelopes: one with cards containing base words, one with prefixes, and one with suffixes
- Poster displaying selected list of prefixes and suffixes (next to those from Greek and Latin language)
- Student Words handout

**Procedure:**

1. The teacher tells students that they are going to work in small groups to play Word Building. The game involves building multisyllabic words using base words, prefixes, and suffixes, then developing sentences for the new words.
2. The teacher reviews quickly the short list of prefixes and suffixes and their meanings on the poster.
3. In small groups, students are given envelope #1 that contains cards with base words, envelope #2 that contains prefixes, and envelope #3 that contains suffixes.
4. The students select a base word, prefix, and/or suffix to make a word they know. They can refer to the poster for assistance with remembering the meanings of prefixes and suffixes.
5. The students write a sentence using each newly created word.
6. The teacher posts the newly created words on the classroom Word Wall for future reference by students as they read novels or complete assignments. (Note: Review student words to make sure that they are actual words.)

**Evaluation:**

Students create words and sentences that make sense.

**Student Words**

1. Select a card with a base word from envelope #1. Write the base word on the line.
2. Select a card with a prefix from envelope #2. Write the prefix on the line before the base word if it makes a real word.
3. Select a card with a suffix from envelope #3. Write the suffix on the line after the base word if it makes a real word.
4. Make a sentence for each new word.

**Prefix****Base****Suffix**

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

## Word Association Map

**Objective:**

The student will create a word association map for key vocabulary chosen for instruction.

**Materials:**

- Word Association Map Worksheet
- Key vocabulary words

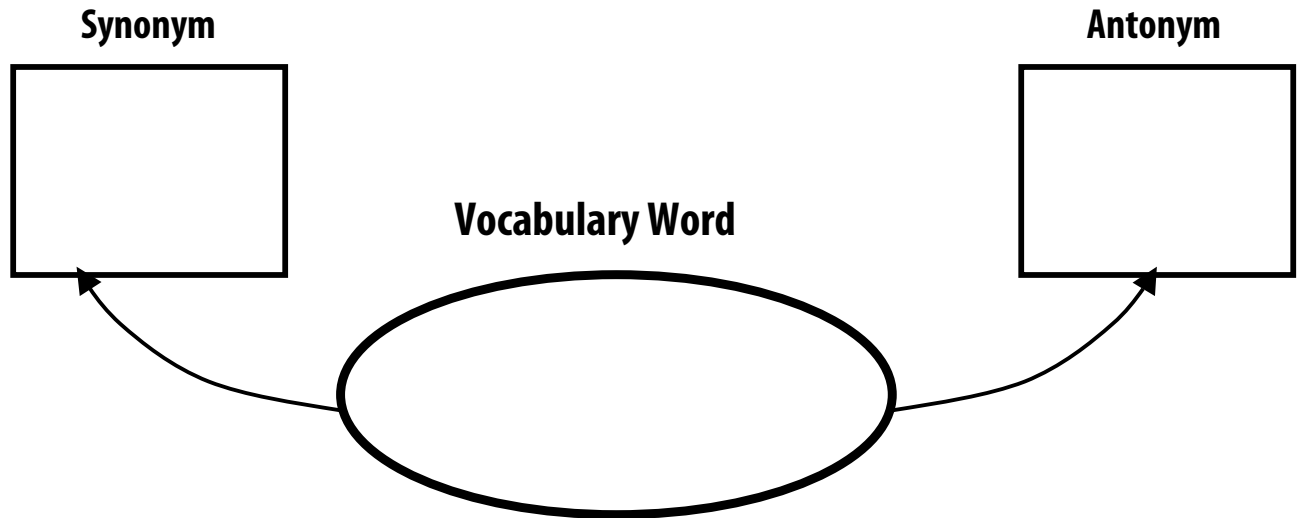
**Procedure:**

1. The teacher identifies the key vocabulary words to be taught.
2. The teacher models using a word association map.
3. The teacher writes the first key vocabulary word in the center of the map.
4. The teacher asks students to form small groups and to use a dictionary and/or thesaurus to fill in the shapes on the map.
5. The students share their maps with the class.
6. The teacher works with the whole class to develop an analogy for each word using the synonyms and antonyms already generated by the students.

**Evaluation:**

Students generate word association maps that contain appropriate information for synonyms, antonyms, and analogies.

## Word Association Map Worksheet



### Analogy

\_\_\_\_\_ is to \_\_\_\_\_

as

\_\_\_\_\_ is to \_\_\_\_\_



## **Illustrate and Associate**

### **Objective:**

The student will create visual and linguistic associations for vocabulary words.

### **Materials:**

- Vocabulary words that can be represented visually
- Illustrate and Associate Worksheet

### **Procedure:**

1. The teacher selects a key vocabulary word and writes it in the top left box of the worksheet.
2. In the bottom left box, the teacher writes a brief definition of the word, explaining that it is a short definition of the key word.
3. In the top right box, the teacher draws a picture to illustrate the meaning of the word and explains that the picture is a way to help remember the meaning of the word.
4. In the bottom right box, the teacher writes an antonym or nonexample (if the word has no antonym) and explains that the antonym is the opposite of the word, or that the nonexample tells what the word does not mean. The nonexample can be something that is personal to the student.
5. The teacher writes a sentence that is personally meaningful using the word.
6. The students work in pairs or small groups to complete the same activity for the next vocabulary word.
7. The students can make posters of their words, share their worksheets, or create a Jeopardy-type game with the words.

### **Evaluation:**

Students define the words successfully on a quiz or in a group project.

**Illustrate and Associate Worksheet**

Name: \_\_\_\_\_

| Vocabulary Word                     | Picture of Word       |
|-------------------------------------|-----------------------|
|                                     |                       |
| Brief Definition                    | Antonym or Nonexample |
|                                     |                       |
| Create your own sentence.           |                       |
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |                       |

## Contextual Analysis

### Objective:

The student will use types of context clues to figure out the meaning of vocabulary words.

### Materials:

- Vocabulary words
- Contextual sentences for each vocabulary word using the types of context clues (definition, description, contrast, comparison, and synonym)

### Procedure:

#### *A. Preparation*

1. Select several vocabulary words.
  - Identify key vocabulary for understanding the topic or important concepts.
2. Develop a context for each word.
  - Select a type of context clue.
  - Using the vocabulary word, write a sentence or sentences that illustrates a type of context clue. For example, "Comparison" might be used as one type of context clue for one of the vocabulary words. "Description" might be chosen as another type of context clue for a different vocabulary word, and so forth until each vocabulary word is represented.
3. Make context clues into sentence strips.
  - Write one context clue type on each sentence strip.
  - Provide an explanation and example on the sentence strip for each context clue type.

#### *B. Instruction*

1. Present the vocabulary words in isolation.
  - Ask for definitions of the words.
  - Write the words and the students' definitions on the chalkboard.
  - Ask for explanations of how definitions were derived. For example, a student might use word parts to figure out the meaning of a word.
2. Present the context clues.
  - Review each context clue type, its explanation, and example.
  - Display the sentence strips for student reference.
3. Present the vocabulary words in context.
  - Use the context for each vocabulary word developed in Step 2 of Preparation.
  - Have students work in pairs to analyze the context to figure out the meaning of each vocabulary word.
  - Ask students to record their definitions for each word.
  - Ask students to define the vocabulary words and to explain how they used context clues to figure out the meaning.
  - Ask students to identify which type of context clue they used for each vocabulary word.
  - Have students compare their definitions from context to their definitions in isolation (from Step 1 of Instruction).
4. Check the dictionary.
  - Have students look up the vocabulary words in the dictionary and read their definitions.
  - Have students explain how the dictionary definition fits with their definition from context clues.

### Evaluation:

Using their own words, students write the definitions of the words.



## Clunk Bug

**Objective:**

The students will use the “clunk bug” to write definitions of words in their own words.

**Materials:**

- Vocabulary words that are defined in context using the “definition” type of context clue
- “Clunk bugs” for each student

**Procedure:***A. Preparation*

1. Select several vocabulary words.
  - Identify words that are defined in context using the “definition” type of context clue.
2. Prepare a list of signal words or punctuation.
  - Select words or punctuation that indicate a vocabulary word is going to be defined in context.
  - Signal words may include “is,” “means,” “i.e.,” “that is.”
  - Signal punctuation may include a dash or a comma.

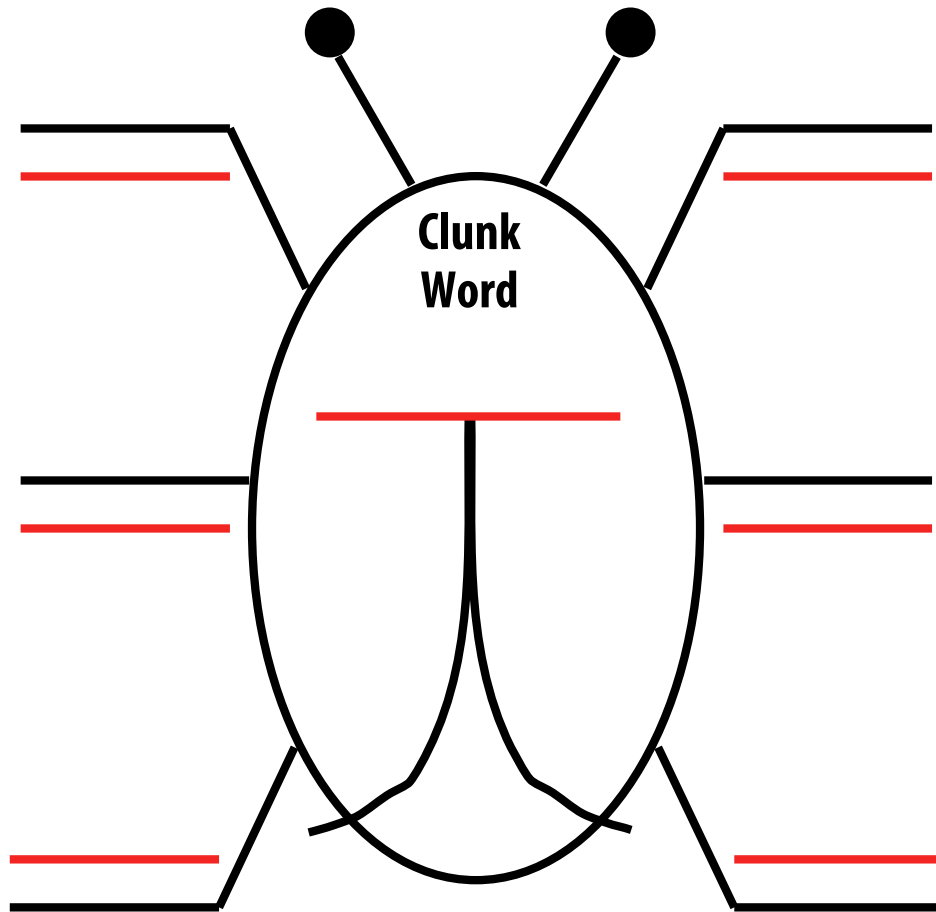
*B. Instruction*

1. Have students read the sentence with the vocabulary word and write the vocabulary word on the back of the clunk bug.
2. Have the students identify key words in the sentence and write one word on each of the clunk bug’s legs.
3. Have the students use the words on the legs and write the definition of the vocabulary word in their own words.
4. Have students refer to the dictionary or the glossary in the textbook to verify their answers.

**Evaluation:**

Using their own words, students write the definitions of the words.

## Clunk Bug Worksheet



**Definition:**

---

---

---

---

## What Kind of Character Is He, Anyway?

### Connotation and Secondary Level Literature

Let's Look at **Villains!**

The Great Predicament: Using A Thesaurus

**1. Discuss with students:**

Is Mr. Hyde really a **villain**? Is Simon Legree? Is Grandpa Trenker? Is Brint? Is Cassius? Is the Doctor? Is Mark? How can you be sure he's not just a regular bad guy? Maybe **villain** is too strong a word. Write down his characteristics as the author described him. The author helps you decide what term to use for the bad guy or antagonist in a piece of literature. Does a villain do something bad one time, or he is mean and bad throughout his life? If a person does something bad one time, does that make him a scoundrel or worker of iniquity?

**2. Look in the dictionary:**

In a dictionary, some synonyms given for **villain** might include knave, rascal, rascalion, rogue, scamp, cruel malicious person, outrageously bad person, vile person, objectionable person, and unpleasant person.

**3. Look in the thesaurus:**

A thesaurus might include these: bad person, wrongdoer, worker of iniquity, evildoer, sinner, transgressor, scoundrel, devil incarnate, black sheep, viper, serpent, demon, monster, castaway, prodigal reprobate, blackguard, sneak, culprit, delinquent, malefactor, criminal, felon, convict, and outlaw.

**4. Assign each group of students a piece of literature previously studied.**

Some possibilities include:

*Dr. Jekyll and Mr. Hyde* (Stevenson), *Uncle Tom's Cabin* (Stowe), *Gentlehands* (M.E. Kerr), *I Am the Cheese* (Cormier), *Julius Caesar* (Shakespeare), *The Pearl* (Steinbeck), and *Killing Mr. Griffin* (Lois Duncan).

**5. Use a dictionary:**

Use a dictionary (unabridged is better) to supplement the context of the literature; decide to what degree your character is a villain.

Using the thesaurus and the context helps students choose more precise, accurate words in speaking and writing. Teachers can point out the rich use of language by writers to describe characters in fiction or in biographies. Good writers choose the most precise words to give readers a very clear picture.





## Word Map

**Objective:**

The student will create a word map on key vocabulary words for the lesson.

**Materials:**

- Word Map Worksheet
- Key vocabulary words

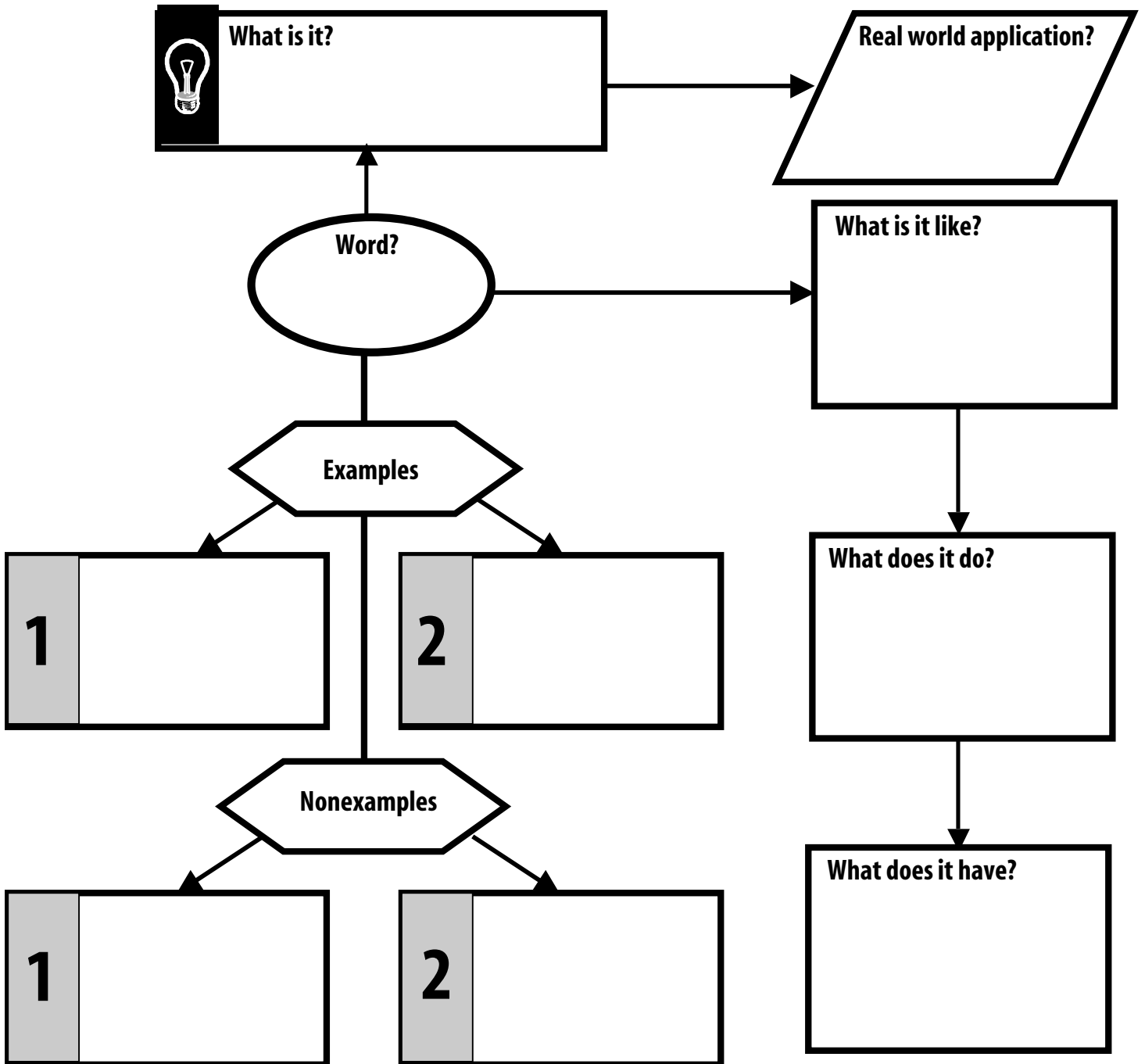
**Procedure:**

1. The teacher identifies key vocabulary words to be taught.
2. The teacher models how to generate a word map.
3. Students work in pairs to complete a word map on designated key vocabulary words.
4. Students share word maps with the entire class.

**Evaluation:**

- Students generate word maps that contain appropriate information for category, properties, examples, and real world applications.
- Students can state in their own words the meaning of the key vocabulary words.

# Word Map Worksheet



## Semantic Map

### Objective:

The student will create a semantic map for a concept in the lesson.

### Materials:

- Semantic Mapping Example handout
- Concept

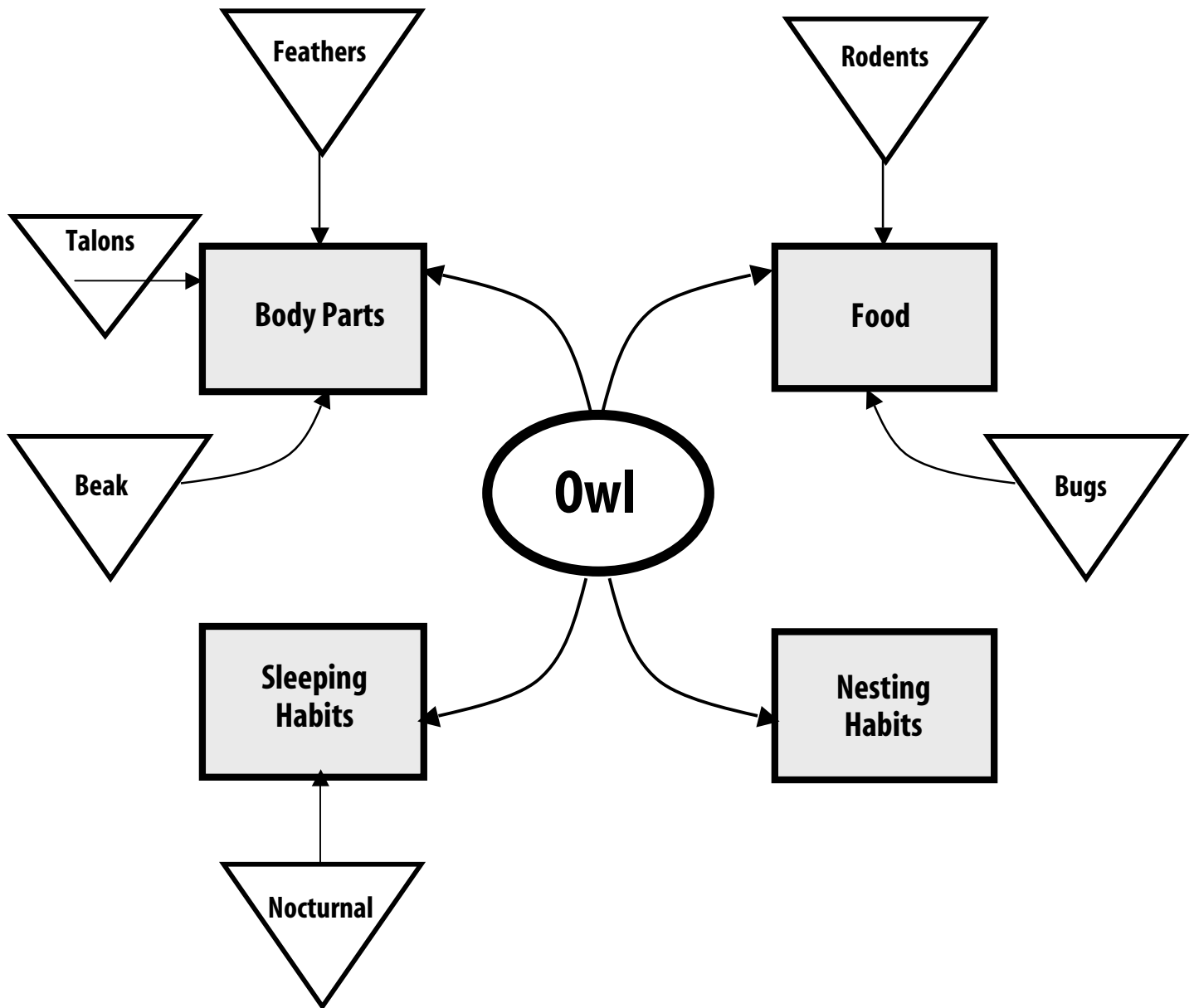
### Procedure:

1. The teacher identifies the concept to be taught.
2. The teacher models how to develop a semantic map.
3. The teacher writes the concept (the big idea) on the chalkboard or overhead transparency.
4. The teacher asks students to think of words (the little ideas) that are related to or associated with the concept.
5. The teacher writes these words and groups them into categories.
6. The teacher has students label each category.
7. Students work in pairs or small groups to construct a semantic map on a designated concept.
8. Students share word maps with the entire class.
9. The teacher concludes the session with a discussion of the concept, the related vocabulary words, categories, and the interrelationships among these words.

### Evaluation:

- Students generate semantic maps that contain appropriate information for categories and subcategories.
- Students can explain in their own words the meaning of the concept and relate key vocabulary words.

**Semantic Mapping Example**  
Expository Text



Adapted from Bryant, Ugel, Thompson, & Hamff, 1999.

## Semantic Feature Analysis

### Objective:

The student will create a semantic feature analysis grid for a concept and related vocabulary in the lesson.

### Materials:

- Semantic Feature Analysis Grid Worksheet handout
- Concept
- Related vocabulary
- Features

### Procedure:

1. The teacher identifies the concept to be taught.
2. The teacher models how to develop a semantic feature analysis grid.
3. The teacher writes the concept next to the grid on an overhead transparency.
4. The teacher lists the related vocabulary down the left column and the features across the top row.
5. The teacher reviews each vocabulary word and asks if it contains the features; if it does, then students put a "+" in the corresponding box, if not, they put a "-" in the box.
6. The teacher asks students to explain why they chose to put "+" or "-" in the box.
7. Students work in pairs or small groups to construct a semantic feature analysis grid on a designated concept and related vocabulary.
8. Students share their grids with the entire class.
9. The teacher concludes the session with a discussion of the concept, the related vocabulary words, and the features.

### Evaluation:

- Students generate semantic feature analysis grids that contain "+" and "-" for each vocabulary word and can explain their reasons for assigning a "+" or "-".
- Students can explain in their own words the meaning of the concept and related key vocabulary.

## Semantic Feature Analysis Grid Example

### Distinctive Characteristics of Birds

**Concept: Birds**

| Examples                        | FEATURES |               |              |             |
|---------------------------------|----------|---------------|--------------|-------------|
|                                 | Perching | Tree-Clinging | Breeds in TX | Large (>7") |
| <b>Common Grackle</b>           | <b>+</b> | <b>-</b>      | <b>+</b>     | <b>+</b>    |
| <b>Chihuahuan Raven</b>         | <b>-</b> | <b>+</b>      | <b>+</b>     | <b>+</b>    |
| <b>Boreal Chickadee</b>         | <b>+</b> | <b>-</b>      | <b>-</b>     | <b>-</b>    |
| <b>Yellow-Bellied Sapsucker</b> | <b>-</b> | <b>+</b>      | <b>+</b>     | <b>+</b>    |

**Semantic Feature Analysis Grid Worksheet****CONCEPT:** \_\_\_\_\_

| <b>EXAMPLES:</b> | <b>FEATURES</b> |  |  |  |
|------------------|-----------------|--|--|--|
|                  |                 |  |  |  |
|                  |                 |  |  |  |
|                  |                 |  |  |  |
|                  |                 |  |  |  |
|                  |                 |  |  |  |





# VOCAB

**Objective:**

The student will use the VOCAB strategy to explain the relationship of the vocabulary and concept.

**Materials:**

- Concept
- Vocabulary words on a transparency
- Slips of paper

**Procedure:**

1. The teacher tells students the concept they are studying.
2. The teacher asks students to take a sheet of paper and fold it into eight squares (using three folds). Students should tear the paper into eight separate squares and write one vocabulary word on each square.
3. The teacher asks students to organize the words in any way that they think shows the relationship of the words to each other (2 minutes).
4. The teacher has students turn to a partner and explain how and why they arranged their words. Each person should have a turn explaining (2 minutes).
5. The teacher asks students, based on the discussion with their partner, to rearrange their words if they think they have a different understanding of the meaning of the words.
6. The teacher circulates among pairs and monitors student discussions.
7. The teacher can ask several students to share their arrangements with the class.

**Evaluation:**

Students generate arrangements and can provide reasonable explanations for their arrangements that demonstrate accurate understanding of the vocabulary words.

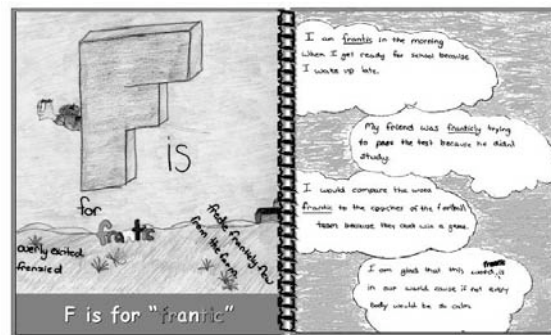


## Student Directions for ABC Vocabulary Book

In this activity, students develop their own ABC Vocabulary Books of key vocabulary words.

1. Choose only one vocabulary word for this project.
2. On the front side of the paper are the first letter of the word, the word, and the definition of the word. On the front you will also find the word used in your reading; copy down the exact quote that your word appears in OR write a sentence using alliteration and your word.
3. On the back side of the paper, there are four items to write about regarding the word:
  - a) Make a personal connection with what your word represents. Does it make you think of anything personal? Write a sentence using the word and yourself.
  - b) Apply the word to how other people use your word. Write a sentence with the word.
  - c) Compare and contrast the word to something else or somebody else. For example, compare the word *practice* to the Dallas Cowboys, because they practice every day to get better at playing professional football.
  - d) Make a judgment about your word. Give your reaction to what the word represents. Do we need this word in the world? What would our world be like without it? Example: In this world we need the word *practice*, because without it there would be no one practicing things to become better at them.

This activity is ongoing over the course of a semester; words are added continually.



(Developed by Kristin Mainz, Covington Middle School, Austin Independent School District)



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