The Need for Highly-Effective Vocabulary Instruction for English Language Learners Is Greater than Ever Before:

What We Have Learned Since the National Reading Panel Report

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Vocabulary Practices of Exemplary Literacy Teachers:
A Research Investigation by Dr. Cathy Collins Block and Dr. John N. Mangieri

Importance

Exemplary Literacy Teachers

- Students received direct vocabulary instruction, and were significantly aware that vocabulary was an important skill.
Words Taught

**Exemplary Literacy Teachers**

- These teachers used word lists developed by such literacy experts as Dolch, Fry, Kucera-Francis, and Harris-Jacobson.
Vocabulary: Status Report

• When vocabulary is measured, no state has reported performance gains in vocabulary.

• Only 4% of 8th grade ELL students scored at the proficient or advanced levels on the reading portion of the 2005 National Assessment of Educational Progress (2005)
Vocabulary: Status Report

- The typical third grade student knows between 2,500 and 25,000 words (Anderson & Nagy, 2008).
- To be successful after graduation from high school, a person needs to know approximately 200,000 words (Herbert, 2008).
To learn 175,000 words between third grade and college, a student has to learn:

- about 17,500 words every year.
- about 97 words every school day.
- about 16 words every hour.
Currently, how many words has research found that our students are learning:

Students learn 3-7 words per day.

Students in grade 3 - 12 encounter in their reading experiences between 500,000 and 1,000,000 words per year (Biemiller & Boote, 2007)

What this research means is that for less able students, they know less than 1% of the new words that they encounter in print. For highly skilled readers, they know only 4% of these new words.
Vocabulary Practices of Exemplary Literacy Teachers
A Research Investigation by Dr. Cathy Collins Block & Dr. John N. Mangieri

1. They provided direct instruction for 15-20 minutes a day.
2. They taught words which not only appeared on state and national measures of literacy but also which had the potential to generate the acquisition and understanding of numerous additional words.

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3. They taught in a multi-modal manner, with an emphasis on tactile learning when providing literacy instruction to struggling readers.

*Non-exemplary literacy teachers used:
Definitions - - “Definitions can not be depended upon to provide complete knowledge of unfamiliar words” (McKeown)
Dictionary - - - “Instruction that relies heavily on inference is ‘ineffectual’ and a ‘waste of time’” (Miller & Gildea)
4. Non-exemplary literacy teachers: “During vocabulary instruction do 91% of the talking about the words being learned” (Labbo, 2007)

- Exemplary literacy teachers use new strategies like we have built into Word Forward that today’s students must have to learn.
POWERFUL VOCABULARY FOR READING SUCCESS

Written by Recognized Literacy Experts
Cathy Collins Block, PhD    John N. Mangieri, PhD

15 Minutes a Day to Hundreds of New Words a Year!

- First Vocabulary Program Designed for Today's Tests
- Research-Based
- Aligns to State Standards and No Child Left Behind
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The Vocabulary-Enriched Classroom

Practices for Improving the Reading Performance of All Students in Grades 3 and Up

Cathy Collins Block
John N. Mangieri

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Our Objectives

• Can we better teach the enormous number of words that urban students need, when they do not have as large a listening or academic vocabulary as prior generations (Block & Mangieri, in press; Biemiller, 2005)?

• Can we meet the special needs of the large populations of English Language Learners?

• Can we create better vocabulary building strategies/assessments that enable urban youth to comprehend and independently *unlock* the meaning of novel words?
New Research

• This year, for the first time, the majority of USA pupils live in large, mostly low socioeconomically-based urban centers (Florida, 2008). Urban youth’s ability to participate in post-secondary education and high paying careers is likely to be sealed by grade 4 (ACT, 2009).

• May have suffered from reduced brain development in problem-solving, reasoning and creativity because of fewer books in homes, less reading time, and fewer game-based experiences (Knight, in press).
New Research

• They have had fewer first, hands-on knowledge about concepts and objects that existed 15 miles from their homes that prior generations (Block & Mangieri, under review; Carlo, August, McLaughlin, et. al., 2004; Damon, 2008).

• Have been exposed to thirty million fewer words than a same-aged peer who is a member of a professional family (Hart & Risley, 1995).

• Past instruction has not significantly accelerated urban students’ vocabularies/comprehension (Baumann, 2008; Block & Mangieri, in press; 2004; 2007; 2008).
Recent Research

- Past vocabulary-building methods relied heavily on memorization, parental/teacher explanations, and wide reading.
- More effective teaching of vocabulary is being posited as the best means of increasing urban youth’s equitable educational access, success in society, & positive reading attitudes (Block & Mangieri, 2004; Snow, Burns & Griffin, 1998; RAND, 2002).
Look Who’s Talking

Percentage of people age 5 and older who speak a language other than English at home in each state, D.C. and Puerto Rico.

Sources: 2006 American Community Survey, 2006 Puerto Rico Community Survey
“Fast mapping” occurs when students generate at least six explanations or examples of a vocabulary building principle before you teach another vocabulary building principle.

Fast mapping creates a new neurological pattern that increases students’ metacognition, vocabulary consciousness, retention, and desire to learn new vocabulary processes.
THE Three-Pound Enigma

THE HUMAN BRAIN AND THE QUEST TO UNLOCK ITS MYSTERIES

SHANNON MOFFETT
The Effects of Powerful Vocabulary for Reading Success on Students’ Reading Vocabulary and Comprehension Achievement
Our Research Study

- This study involved 495 students from three urban elementary schools and one urban middle school in MD, NJ and TX, 15-20 minute lessons for 80 days (fast mapping), basal stories. Every lesson had two parts:
  - **Direct Instruction through Modeling, Demonstration, & Think-Alouds (5-10 minutes).**
  - **Independent Application, Fast Mapping and Generative Learning (5-10 minutes a day).**
Vocabulary Building Strategy 1

FIRST WORD CLUE--- FREQUENTLY APPEARING WORDS:

- Think about the part of speech the word is performing in the sentence PLUS
- ADD context clues around the word together
- AND ADD 1st syllable sound
SECOND WORD CLUE: WORDS WITH PREFIX/SUFFIX:

• Learn affix meanings
• PLUS add meanings in word together
• AND think about that word’s “vocabulary building family”.

By learning a root’s meaning, the meaning of many “word family” members become clear.
## Top 20 Common Prefixes

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>% of All</th>
<th>Prefixed Words</th>
<th>MEANING</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Un-</td>
<td>26%</td>
<td></td>
<td>Not, opposite of</td>
<td>Unaware, unbelievable, unsure</td>
</tr>
<tr>
<td>Re-</td>
<td>14%</td>
<td></td>
<td>Again</td>
<td>Redo, replay</td>
</tr>
<tr>
<td>Im-, in-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>il-, ir-</td>
<td>11%</td>
<td></td>
<td>Not</td>
<td>Impossible, incapable, illogical, Dis-</td>
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<tr>
<td></td>
<td>7%</td>
<td></td>
<td>Not, opposite of</td>
<td>Dishonest, disgraceful, discover</td>
</tr>
<tr>
<td>En-, em-</td>
<td>4%</td>
<td></td>
<td>Cause to</td>
<td>Enable, emblaze</td>
</tr>
<tr>
<td>Non-</td>
<td>4% (66%)</td>
<td></td>
<td>Not</td>
<td>Nonstick, nonfiction, nonexistent</td>
</tr>
<tr>
<td>In-, im-</td>
<td>3%</td>
<td></td>
<td>In, into</td>
<td>Inject, import</td>
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<tr>
<td>Over-</td>
<td>3%</td>
<td></td>
<td>Too much</td>
<td>Overtime, overeat</td>
</tr>
<tr>
<td>Mis-</td>
<td>3%</td>
<td></td>
<td>Wrongly</td>
<td>Misunderstand, misuse</td>
</tr>
<tr>
<td>Sub-</td>
<td>3%</td>
<td></td>
<td>Under</td>
<td>Subsurface, subway</td>
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</tbody>
</table>
# Top 20 Common Prefixes (Continued)

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>% of All</th>
<th>MEANING</th>
<th>EXAMPLES</th>
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</thead>
<tbody>
<tr>
<td>Pre-</td>
<td>3%</td>
<td>Before</td>
<td>Prepay, preschool</td>
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<tr>
<td>Inter-</td>
<td>3%</td>
<td>Between</td>
<td>International, interact</td>
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<tr>
<td>Fore-</td>
<td>3%</td>
<td>Before</td>
<td>Forethought, foresight</td>
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<tr>
<td>De-</td>
<td>2%</td>
<td>Opposite of</td>
<td>Decaffeinate, dehydrate</td>
</tr>
<tr>
<td>Trans-</td>
<td>2%</td>
<td>Across</td>
<td>Transatlantic</td>
</tr>
<tr>
<td>Super-</td>
<td>1%</td>
<td>Above</td>
<td>Superhero, supermodel</td>
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<tr>
<td>Semi-</td>
<td>1%</td>
<td>Half</td>
<td>Semiannual, semicolon</td>
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<tr>
<td>Anti-</td>
<td>1%</td>
<td>Against</td>
<td>Antiwar, antisocial</td>
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<tr>
<td>Mid-</td>
<td>1%</td>
<td>Middle</td>
<td>Midyear, midnight</td>
</tr>
<tr>
<td>Under-</td>
<td>1%</td>
<td>Too little</td>
<td>Underweight, underpaid</td>
</tr>
</tbody>
</table>

All other prefixes 3% total

*Taken from 2007 Literacy Teachers’ Research and Resources. Austin, TX: Texas Education Agency, pp. 233-235.*
# Top 20 Common Suffixes

<table>
<thead>
<tr>
<th>SUFFIX</th>
<th>% of All Suffixes</th>
<th>MEANING</th>
<th>EXAMPLES</th>
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</thead>
<tbody>
<tr>
<td>-s, -es</td>
<td>31</td>
<td>Plural of noun</td>
<td>Cats, boxes</td>
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<tr>
<td>-ed</td>
<td>20</td>
<td>Past tense of verb</td>
<td>Sailed</td>
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<tr>
<td>-ing</td>
<td>14</td>
<td>Progressive tense of verb</td>
<td>Jumping, racing</td>
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<tr>
<td>-ly</td>
<td>7</td>
<td>Usually an adverb</td>
<td>Slowly, lovely</td>
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<tr>
<td>-er, -or (agent)</td>
<td>4</td>
<td>Noun (agent)</td>
<td>Runner, professor</td>
</tr>
<tr>
<td>-tion, -ation, -ition</td>
<td>4 (80%)</td>
<td>Noun</td>
<td>Action, vacation</td>
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<tr>
<td>-able, -ible</td>
<td>2</td>
<td>Adjective</td>
<td>Lovable, incredible</td>
</tr>
<tr>
<td>-al, -ial, -y</td>
<td>1</td>
<td>Adjective</td>
<td>Global, logical, funny</td>
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<tr>
<td>-ness, -ity , -ty</td>
<td>1</td>
<td>Abstract noun</td>
<td>Kindness, activity</td>
</tr>
<tr>
<td>-ment</td>
<td>1</td>
<td>Noun</td>
<td>Merriment</td>
</tr>
<tr>
<td>-ic</td>
<td>1</td>
<td>Adjective</td>
<td>Historic</td>
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<tr>
<td>-ous, -eous, -ious</td>
<td>1</td>
<td>Adjective</td>
<td>Hideous, spacious</td>
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<tr>
<td>-en</td>
<td>1</td>
<td>Verb</td>
<td>Quicken, thicken</td>
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<td>-er (comparative)</td>
<td>1</td>
<td>Adjective</td>
<td>Bigger</td>
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<tr>
<td>-ive, -ative, -tive</td>
<td>1</td>
<td>Adjective</td>
<td>Alternative, pensive</td>
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<tr>
<td>-ful</td>
<td>1</td>
<td>Adjective</td>
<td>Wonderful</td>
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<tr>
<td>-less</td>
<td>1</td>
<td>Adjective</td>
<td>Effortless</td>
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<td>-est</td>
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<td>Strongest</td>
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<td>All others</td>
<td>7% when taken all together</td>
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[[Taken from 2007 Literacy Teachers' Research and Resources. Austin, TX: Texas Education Agency, pp. 233-235.]]
WORD CLUE 3---CONTENT-SPECIFIC WORDS:

• ARE NOUNS (name specific things)
• AND KNOW that long, difficult words are related to title or topic SO
• READ to END OF PAGE to connect the new word’s meaning to the other content-specific words
WORD CLUE 4---WORDS THAT HAVE UNUSUAL LETTER ORDERS or SOUNDS:

• **SOUND** of word is not like any other word you’ve ever heard so think of possible foreign word meanings

• **ASK** for meaning

• **CREATE** a personal clue to
“Half the Wall of Words:
Concept Circles/Squares

(Rupley & Nichols, 2005)

Builds Gen Y’s background knowledge
encourages brainstorming, discussion, and questioning
Types

- Times
- Squared
- Cubed
- Area
- Volume
- Find
- Split
- Cut

Inductive Reasoning

- Given
- Conclusion
- Prove

Deductive Reasoning

- Given
- Conclusion
- Prove
Corresponding Angles
Alternate Interior Angles
Alternate EXterior Angles
Same Side INterior Angles
Same Side EXterior Angles

IF the lines are parallel, THEN the angles are congruent!
IF the angles are congruent, THEN the lines are parallel!
Frequently Appearing Words
- Think about the part of speech the word is performing
- Add context clues around
- Add 1st syllable sound

**#1**

Words with Prefix/Suffix
- Learn affix meaning
- Add meanings in word together
- Think about words vocabulary building family

**#2**

Content Specific Words
- Are NOUNS (specific thing)
- Know that long difficult words are related to title or topic
- Read to page’s end to connect to other content specific words

**#3**

Unusual Letter Orders or Sounds
- Sound of word is unlike other known words--think of foreign words
- Ask for meaning
- Create personal clues to meaning **(#4)**
Table 1: Mean Stanford Vocabulary Subset and Total Scores for Control- and Experimental-Groups by Grade Level

Note: ANCOVAs, *p < .05, ** p < .01. S. D. in parentheses.

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<th>Type III</th>
<th>Type IV</th>
<th>Total</th>
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<td>63</td>
<td>6.00 (1.38)</td>
<td>7.11 (1.80)</td>
<td>7.47 (1.89)*</td>
<td>3.14 (1.10)</td>
<td>22.72* (5.20)</td>
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<tr>
<td>Experimental</td>
<td>73</td>
<td>5.97 (1.56)</td>
<td>7.11 (1.92)</td>
<td>7.72* (1.61)</td>
<td>2.94 (1.10)</td>
<td>24.75 (4.88)</td>
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<td>Fourth Grade Control</td>
<td>60</td>
<td>3.90* (1.54)</td>
<td>4.32* (1.82)</td>
<td>6.00* (2.44)</td>
<td>7.68** (3.51)</td>
<td>21.90* (8.67)</td>
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<tr>
<td>Experimental</td>
<td>88</td>
<td>4.40 (1.15)</td>
<td>4.72 (1.46)</td>
<td>6.57 (2.03)</td>
<td>8.94 (2.58)</td>
<td>24.63 (6.41)</td>
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<tr>
<td>Sixth Grade Control</td>
<td>94</td>
<td>11.22** (1.92)</td>
<td>6.05** (1.97)</td>
<td>3.81 (1.57)</td>
<td>1.30** (.91)</td>
<td>22.38** (4.90)</td>
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<tr>
<td>Experimental</td>
<td>117</td>
<td>11.84 (1.88)</td>
<td>6.91 (1.62)</td>
<td>3.94 (1.39)</td>
<td>1.64 (.85)</td>
<td>24.41 (4.25)</td>
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Table 2: Mean Stanford Comprehension Subset and Total Scores for Control- and Experimental-Groups by Grade Level

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<th>N</th>
<th>Main Idea</th>
<th>Remember Details</th>
<th>Inference</th>
<th>Sequence</th>
<th>Draw Conclusions</th>
<th>Apply to Life</th>
<th>Total</th>
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</thead>
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<tr>
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<td>63</td>
<td>4.57 (1.69)</td>
<td>7.41 (3.99)</td>
<td>3.62 (2.78)</td>
<td>6.97 (3.72)</td>
<td>11.48 (4.89)</td>
<td>4.42 (1.50)</td>
<td>38.46 (10.04)</td>
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<tr>
<td><strong>Experimental</strong></td>
<td>73</td>
<td>4.53 (1.58)</td>
<td>7.29 (4.19)</td>
<td>3.22 (3.23)</td>
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<td>10.59 (4.75)</td>
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<td>36.59 (9.76)</td>
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<tr>
<td><strong>Fourth Grade Control</strong></td>
<td>60</td>
<td>2.08* (1.32)</td>
<td>7.98* (3.24)</td>
<td>2.83* (2.05)</td>
<td>9.97* (5.98)</td>
<td>7.76* (3.41)</td>
<td>2.73* (1.56)</td>
<td>33.36* (13.30)</td>
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<tr>
<td><strong>Experimental</strong></td>
<td>88</td>
<td>6.21 (2.32)</td>
<td>6.99 (2.64)</td>
<td>8.53 (2.56)</td>
<td>--</td>
<td>--</td>
<td>7.04 (3.50)</td>
<td>5.63 (3.02)</td>
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<tr>
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<td>94</td>
<td>6.66* (2.01)</td>
<td>13.74* (3.75)</td>
<td>4.86* (2.05)</td>
<td>--</td>
<td>--</td>
<td>6.18* (1.87)</td>
<td>6.23* (2.12)</td>
</tr>
<tr>
<td><strong>Experimental</strong></td>
<td>117</td>
<td>6.88 (1.89)</td>
<td>14.40 (3.35)</td>
<td>4.96 (1.44)</td>
<td>--</td>
<td>--</td>
<td>6.45 (1.77)</td>
<td>6.35 (1.78)</td>
</tr>
</tbody>
</table>
In Summary: Our Objectives

- Can we better teach the enormous number of words that urban students need, when they do not have as large a listening or academic vocabulary as prior generations (Block & Mangieri, in press; Biemiller, 2005)? **YES**
- Can we meet the special needs of the large populations of ELLs? **YES**
- Can we create better vocabulary building strategies/assessments that enable urban youth to comprehend and *independently unlock* the meaning of novel words? **YES,** and every comprehension skill assessed...
Implications for Instruction

- To build comprehension and vocabulary:
- teach vocabulary in context of a paragraph or more text;
- Fast-map lesson six days of opportunities;
- Lessons are rapid paced, 15-20 daily including direct instruction and student generation of examples of words not taught;
Implications for Instruction

- Vocabulary-building strategies need to have one meaning-based strategy, one intra-word strategy, and one global, comprehension focus (Frequently occurring: syntax, context clue, 1st syllable sound;
- Affixed words: meaning of prefix, word meaning family, and infer;
- Content-specific: noun, theme related, read to end;
- Unusual words: recognize strange sounds/letter orders, relate to mnemonic/foreign origin, ask someone.