

Dynamic Vocabulary Instruction in the Elementary School

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Topics

- Importance of Vocabulary Instruction
- Components of a Vocabulary Program
- High Quality Language
- Read-Alouds
- Explicit Vocabulary Instruction
- Word-Learning Strategies
- Independent Reading

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Importance of Vocabulary Instruction

- Receptive Language
 - Reading Comprehension (Chall, Jacobs, & Baldwin, 1990; Nagy, 2005; Scarborough, 1998, Stahl & Fairbanks, 1987)
 - Listening Comprehension
- Expressive Language
 - Writing
 - Speaking
- Overall Reading Achievement (Stanovich, et al., 1993)
- Overall School Success (Becker, 1977; Anderson & Nagy, 1991)
- Hallmark of an Educated Individual (Beck, McKeown, Kucan, 2002)

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Importance of Vocabulary Instruction

- Children's vocabulary in the early grades related to reading comprehension in the upper grades.
 - Preschool - Children's vocabulary correlated with reading comprehension in upper elementary school. (Dickinson & Tabois, 2001)
 - Kindergarten - Vocabulary size was an effective predictor of reading comprehension in middle elementary years. (Scarborough, 1998)
 - First Grade - Orally tested vocabulary was a significant predictor of reading comprehension ten years later. (Cunningham & Stanovich, 1997)
 - Third Grade - Children with restricted vocabulary have declining comprehension scores in the later elementary years. (Chall, Jacobs, & Baldwin, 1990)

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Importance of Vocabulary Instruction

□ Vocabulary Gap

- Children enter school with different levels of vocabulary. (Hart & Risley, 1995)
- By the time the children were 3 years old, parents in less economically favored circumstances had said fewer words in their cumulative monthly vocabularies than the children in the most economically advantaged families in the same period of time.
- Cumulative Vocabulary (Age 4)
 - Children from professional families 1100 words
 - Children from working class families 700 words
 - Children from welfare families 500 words

Importance of Vocabulary Instruction

□ Vocabulary Gap

- Meaningful Differences in Cumulative Experiences (Hart & Risley, 1995)

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200 hour year	3 years
Welfare	620	62,000	3 million	10 million
Working Class	1,250	125,000	6 million	20 million
Professional	2,150	215,000	11 million	30 million

Importance of Vocabulary Instruction

□ Vocabulary Gap

- Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)
- By the end of second grade, 4,000 word difference in root vocabulary of children in highest vocabulary quartile & lowest quartile. (Biemiller, 2004)

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Importance of Vocabulary Instruction

□ Vocabulary Gap

- Children who enter school with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary knowledge. (Baker, Simmons, & Kame'enui, 1997)
- Gap in word knowledge persists though the elementary years. (White, Graves, & Slater, 1990)
- The vocabulary gap between struggling readers and proficient readers grows each year. (Stanovich, 1986)

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Importance of Vocabulary Instruction - Conclusion

- To close the vocabulary gap, vocabulary acquisition must be accelerated through **intentional instruction**.
- There is an urgent need to focus on vocabulary development in all grades.

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Components of a Vocabulary Program

- High-quality Classroom Language** (Dickinson, Cote, & Smith, 1993)
- Reading Aloud to Students** (Elley, 1989; Senechal, 1997)
- Explicit Vocabulary Instruction** (Baker, Kame'enui, & Simmons, 1998; Baumann, Kame'enui, & Ash, 2003; Beck & McKeown, 1991; Beck, McKeown, & Kucan, 2002; Biemiller, 2004; Marzano, 2004; Paribakht & Wesche, 1997)
- Word-Learning Strategies** (Buikima & Graves, 1993; Edwards, Font, Baumann, & Boland, 2004; Graves, 2004; White, Sowell, & Yanagihara, 1989)
- Wide Independent Reading** (Anderson & Nagy, 1992; Cunningham & Stanovich, 1998; Nagy, Anderson, & Herman, 1987; Sternberg, 1987)

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High Quality Classroom Language

- Use high quality vocabulary in the classroom.
- To ensure understanding,
 - Tell students the meaning of words when first used.
“Don’t procrastinate on your project. Procrastinate means to put off doing something.”
 - Pair in the meaning of the word by using parallel language.
“Please refrain from talking. Please don’t talk.”
“Laws have their genesis...their beginning...in the legislative branch.”
“What is your hypothesis... your best guess?”

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Read-Alouds

- Vocabulary can be gained from listening to others read.
 - Listening to a book being read can significantly improve children’s expressive vocabulary. (Nicholson & Whyte, 1992; Senechal & Cornell, 1993)
 - Print vocabulary is more extensive and diverse than oral vocabulary. (Hays, Wolfe, & Wolfe, 1996)
 - Wide disparities exist in the amount of time parents read to their children before 1st grade.
 - Adams (1990) estimated that she spent at least 1000 hours reading books to her son before he entered first grade.
 - Teale (1984) observed that in low-income homes the children were read to for about 60 hours prior to first grade.

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Read-Alouds

- Choose interesting, engaging stories that attract and hold children's attention. The books should also be somewhat challenging. (Biemiller, 1995; Elley, 1989)
- Use performance-oriented reading. Read with expression and enthusiasm.
- Provide students with a little explanation of novel words that are encountered in context. (Brabham & Lynch-Brown, 2002; Brett, Rothlein & Hurley, 1996; Beck, Perfetti, & McKeon, 1982; Elley, 1989; Penno, Wilkinson, & Moore, 2002; wasik & Bond, 2001; Whitehurst et al., 1998)

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Read-Alouds

- Actively engage students during the story book reading to increase vocabulary gains. (Dickerson & Smith, 1994; Hargrave & Senechal, 2000; Senechal, 1997)
 - Ask questions that promote passage comprehension. Retell and prediction questions are particularly useful.
 - Use a variety of responses including:
 - Group (choral) responses
 - Partner responses
 - Physical responses

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Read-Alouds

- For young students, read the book several times to increase greater gains in vocabulary. (Senechal, 1997)
- Provide a rich discussion before and after reading of the book.
 - *“What was your favorite part of the book?”*
 - *“What really surprised you in the story?”*
 - *“What would be another ending for the story?”*

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Read-Alouds

Did the teacher:

1. Select an interesting, engaging, challenging book? **Yes No**
2. Read the book with enthusiasm and expression? **Yes No**
3. Provide a little explanation of novel words? **Yes No**
Example words:
4. Actively engage the students? **Yes No**

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Explicit Vocabulary Instruction

- Preliminary evidence..suggests that as late as Grade 5, about 80% of words are learned as a result of direct explanation, either as a result of the child's request or instruction, usually by a teacher. (Biemiller, 1999)

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Explicit Vocabulary Instruction

- Sources of words for vocabulary instruction
 - WORDS from read-aloud books
 - WORDS from core reading programs
 - WORDS from reading intervention programs
 - WORDS from content area instruction
 - Math
 - Science
 - Social studies
 - Health
 - Art, PE, music, etc.

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Explicit Vocabulary Instruction- Selection of Vocabulary

- Select a **limited number** of words for robust, explicit vocabulary instruction.
- Three to ten words** per story or section in a chapter would be appropriate.
- Briefly **tell students the meaning of other words** that are needed for comprehension.

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Explicit Vocabulary Instruction- Selection of vocabulary

- Select words that are **unknown**.
- Select words that are **critical** to passage understanding.
- Select words that students are likely to encounter in the **future** and are generally **useful**. (Stahl, 1986)
 - Focus on Tier Two words (Beck & McKeown, 2003)
 - Academic Vocabulary

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Explicit Instruction of Words- Selection of Vocabulary (Beck & McKeown, 1985)

- Tier One - Basic words
 - chair, bed, happy, house

- Tier Two - Words in general use, but not common**
 - concentrate, absurd, fortunate, relieved, dignity, convenient

- Tier Three - Rare words limited to a specific domain
 - tundra, igneous rocks, weathering

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Explicit Instruction of Words- Selection of Vocabulary

- “Goldilocks Words”
 - Not too difficult
 - Not too easy
 - Just right

(Stahl & Stahl, 2004)

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Explicit Instruction - Practice Activity - Select words for robust, explicit instruction.

Second Graders	Fifth Graders
Enemy Pie by Derek Munson	The Family Under the Bridge by Natalie Savage Carlson (for Chapter 1)
perfect	monsieur
trampoline	cathedral
enemy	cowered
recipe	hidey-hole
disgusting	hyacinths
earthworms	fragile
ingredients	oleanders
horrible	gratitude
nervous	fastidious
invited	loitering
relieved	roguish
boomerang	adventure

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Explicit Instruction of Words- Practice Activity Select 5 words for robust explicit instruction.

Reading Level: Eighth Grade Series: Prentice Hall		Passage: Breaker's Bridge Words: *Selected for instruction in manual.
obstacle*	district	amplify
writhing*	gorge	imperial
piers*	miniature	emerged
executioner*	defeated	insult
immortals*	desperation	deposited
emperor	supervising	deadline

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Explicit Instruction of Words - Selection of words

- Also, teach idioms (*A phrase or expression in which the entire meaning is different from the usual meaning of the the individual words.*)

“The car rolling down the hill caught my eye.”

“Soon we were in stitches.”

“The painting cost me an arm and a leg.”

“The teacher was under the weather.”

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Explicit Instruction - Prepare - Student-Friendly Explanations

- **Dictionary Definition**
 - **relieved** - (1) To free wholly or partly from pain, stress, pressure. (2) To lessen or alleviate, as pain or pressure

- **Student-Friendly Explanation** (Beck, McKeown, & Kucan, 2003)
 - **Uses known words.**
 - **Is easy to understand.**

 - When something that was difficult is over or never happened at all, you feel **relieved**.

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Explicit Instruction - Prepare - Student-Friendly Explanations

- **Dictionary Definition**
 - **Attention** - a. the act or state of attending through applying the mind to an object of sense or thought
b. a condition of readiness for such attention involving a selective narrowing of consciousness and receptivity

- **Explanation from Dictionary for English Language Learners**
(*Elementary Learner's Dictionary* published by Oxford)
 - **Attention** - looking or listening carefully and with interest

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Explicit Instruction- Practice Activity Write Student-Friendly Explanations

Dictionary Definition	Student-Friendly Explanations
disgusting - to cause to feel disgust; be sickening, repulsive, or very distasteful to	
fragile - easily broken, damaged, or destroyed	
gratitude - a feeling of thankful appreciation for favors or benefits received	
loitering - to linger in an aimless way; spend time idly	

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Instructional Routine for Vocabulary

(Note: Teach words AFTER you have read a story to your students and BEFORE students read a selection.)

Step 1. Introduce the word.

- a) Write the word on the board or overhead.
- b) Read the word and have the students repeat the word.
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

Introduce the word with me.

“ This word is relieved. What word?”

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Instructional Routine for Vocabulary

(continued)

Step 2. Present a student-friendly explanation.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

Present the definition with me.

“When something that is difficult is over or never happened at all, you feel relieved. So if something that is difficult is over you would feel _____.”

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Instructional Routine for Vocabulary

(continued)

Step 3. Illustrate the word with examples.

- a) Concrete examples.
- b) Visual representations.
- c) Verbal examples.

Present the examples with me.

“When the spelling test is over, you feel relieved.”

“When you have finished giving the speech that you dreaded, you feel relieved.”

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Instructional Routine for Vocabulary

(Continued)

Step 4. Check students' understanding.

Option #1. Ask deep processing questions.

Check students' understanding with me.

When the students lined up for morning recess, Jason said, “I am so relieved that this morning is over.” Why might Jason be relieved?

When Maria was told that the soccer game had been cancelled, she said, “I am relieved.” Why might Maria be relieved?

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Instructional Routine for Vocabulary

(continued)

Step 4. Check students' understanding.

Option #2. Have students discern between examples and non-examples.

Check students' understanding with me.

“If you were nervous singing in front of others, would you feel relieved when the concert was over?”

Yes “Why?”

“If you loved singing to audiences, would you feel relieved when the concert was over?” no “Why not?” It was not difficult for you.

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Instructional Routine for Vocabulary

(continued)

Step 4. Check students' understanding.

Option #3. Have students generate their own examples.

Check students' understanding with me.

“Tell your partner a time when you were relieved.”

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Instructional Routine for Vocabulary

(continued)

Step 4. Check students' understanding.

Option #4. Provide students with a "sentence starter". Have them say the complete sentence.

Check students' understanding with me.

Sometimes your mother is relieved. Tell your partner when your mother is relieved. Start your sentence by saying, "My mother is relieved when _____."

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Instructional Routine for Vocabulary

Did the teacher:

1. Introduce the word?
2. Present a student-friendly explanation?
3. Illustrate the word with examples?
4. Check students' understanding?

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Explicit Vocabulary Instruction - Review

- After teaching the group of vocabulary words, review the words using a “word association” activity.**
- Words written on board or overhead:

enemy, disgusting, invited, relieved

“Tell me the word that I am thinking about.

Someone that hates you might be called an _____.

If you didn't like a food, you might say it is _____.

When a test is over, you often feel _____.

When you are asked to a party, you are _____.”

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Vocabulary Logs

- Have students maintain a log of vocabulary to facilitate study and review.
- What can be recorded on a vocabulary log?
 - Word
 - Student-friendly explanation
 - Any of these options
 - A sentence to illustrate the word's meaning
 - Examples and non-examples
 - An illustration
- In lower grades, create a group log on a flip chart.

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Word Walls

- Create a word wall in your classroom
 - Post a reminder of the context.
 - Copy of the cover of the read-aloud book
 - Copy of the first page in the story
 - The topic in science or social studies
 - Post the vocabulary words.
 - Incorporate the words into your classroom language.
 - Encourage students to use the words when speaking and writing.

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Practice Activities

- Practice activities should:
 - Be **engaging**.
 - Provide **multiple exposures** to the words. (Stahl, 1986)
 - Encourage **deep processing** of the word's meaning. (Beck, McKeown, & Kucan, 2002)
 - When possible, connect the word's meaning to **prior knowledge**.
- Provide practice over time.

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Example Practice Activity - Yes/No/Why

1. Do territories that are possessions have autonomy?
2. Can incidents cause compassion?
3. Do people always comply with their obligations?

(Beck, Perfetti, & McKeown, 1982; Curtis & Longo, 1997) Items taken from REWARDS PLUS, Sopris West.

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Example Practice Activity - Yes/No/Why

1. **Could a disgusting enemy be horrible?**
 2. **Would you be relieved if you could concentrate on the test?**
 3. **Would it be disgusting to eat earthworms?**
 4. **Could an enemy do disgusting things?**
-

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Example Practice Activity - Completion Activity

1. **confine:** to hold or keep in; to limit; imprison; restrict
Things that can be confined are _____.
2. **persistent:** refusing to give up; determined
I was very persistent when _____.
3. **dispersal:** send off in different directions
At school dispersal might involve _____.
4. **globalization:** condition when something spreads across the world
Today, globalization involves the dispersal of _____.

(Curtis & Longo, 1997)

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Example Practice Activity - Word Pairs

(Stahl & Kapinus, 2001)

Word Pair	Same	Opposite	Go Together	No Relationship
nomad - wanderer	X			
nomad-settler		X		
desert-city				X

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Example Practice Activity - Word Lines

(Example designed by Isabel Beck, 2004)

How surprised would you be if....

1. You saw your friend **vault** over the moon?
2. Your teacher **commended** a student for doing good work?
3. A dog started **bantering** with you?
4. The mayor **urged** everyone to leave town?
5. A coach **berated** his team for not making a touchdown?
6. A rabbit **trudged** through a garden?

Least -----Most
Surprised Surprised

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Example Practice Activity - Word Lines

(Example designed by Isabel Beck, 2004)

How much energy does it take to....

1. **Meander** down a hall?
2. **Vault** over a car?
3. **Banter** with your best friend for an hour?
4. **Berate** someone at the top of your voice?
5. **Stalk** a turtle?
6. Be a **spectator** at a concert?

Least -----Most
Energy Energy

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Example Practice Activity- Sentence Substitution

1. In mythology, we will study the origin of many common words.
2. The events are in chronological order.
3. The Titans caused a great tumult in the skies.

(Lively, August, Carlo, & Snow, 2003)

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Example Practice Activity- Sentence Substitution

1. When the spelling test was over, Kaiya was relieved.
2. After reading the children's stories, the teacher said that she was very impressed.
3. Marcus couldn't concentrate on his math assignment.

(Lively, August, Carlo, & Snow, 2003)

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Example Practice Activity - Word Sorts

(Gillett & Temple, 1983)

Legislative Branch	Executive Branch	Judicial Branch
House	President	Legality
Senate	Cabinet	Supreme Court
Speaker	Departments	Constitutionality

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Example Practice Activity- “Meaningful Sentence” Writing (adapted from

Success for All)

- Students write a sentence answering three to four of these questions:

who, what, when, where, why, how

- Not OK*

It was meager.

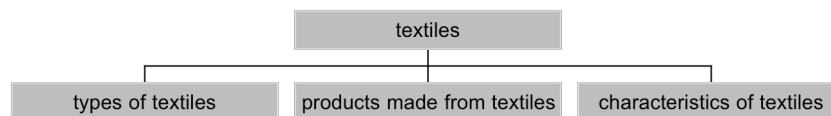
- OK*

At the end of the month, our dinners were meager because we had little money.

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Example Practice Activity - Semantic Mapping - Structured

(Heimlich & Pittelman)



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Example Practice Activity - Semantic Mapping

(Heimlich & Pittelman)

Directions:

1. Have students brainstorm words that come to mind when given a target word.
2. Have students brainstorm possible categories for the words.
3. Have students arrange brainstorm words in categories.

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Example Practice Activity- Word Association

-
- Present a number of words.

representative . socialism . reform . revolution . tributary

- Play... I am thinking of a word.....

"I am thinking of a word that goes with river."

"I am thinking of a word that refers to a person that takes ideas to the government."

"I am thinking of a word that means a change."

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Example Practice Activity- Word Association - Challenging

- Present a number of words.

concentrate relieved enemy impressed absurd educated

- Play... Select a word. Defend your choice.

“What word goes best with the word humor. Tell your partner and defend your choice.”

“What word goes best with a game. Tell your partner and defend your choice.”

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Word-Learning Strategies

- Use of context clues.
- Use of dictionary, glossary, or other resource.
- Use of meaningful parts of the word.
 - Compound words
 - Prefixes
 - Suffixes
 - Word families

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Word Learning Strategies

Use of context clues

- When using the context clues, students infer the meaning of the word by scrutinizing the surrounding text.

- Teach students to use context clues to determine the meaning of unknown vocabulary. (Gipe & Arnold, 1979)

- However, if a student reads 100 unfamiliar words in reading, he/she will only learn between 5 to 15 words. (Nagy, Hermann, & Anderson, 1985; Swanborn & de Glopper, 1999)

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Word Learning Strategies

Use of context clues

- Strategy - Context Clues
 1. Read the sentence in which the word occurs for clues as to the word's meaning.
 2. Read the surrounding sentences for clues as to the word's meaning.
 3. Ask yourself, "What might the word mean?"
 4. Try the possible meaning in the sentence.
 5. Ask yourself, "Does it make sense?"

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Word Learning Strategies

Use of context clues

- Beginning in kindergarten, model how to determine the meaning of an unfamiliar word using context clues.

 - Provide simple practice in inferring word meanings from context.

 - But not always!
Example: *Jason went into the school. He was very anxious.*
-

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Word Learning Strategies

Use of glossary/dictionary

- Strategy - Glossary/Dictionary
1. Locate the unknown word in the glossary or the dictionary.
 2. Read each definition and select the meaning that best fits the sentence.
 3. Try the possible meaning in the sentence.
 4. Ask yourself, "Does it make sense?"
-

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Word Learning Strategies - Compound Words

- Teach students that the meaning of compound words can often be derived from the meaning of the two smaller words.

bird <u>house</u>	wait <u>ing-room</u>
star <u>fish</u>	finger <u>nail</u>
week <u>end</u>	mail <u>box</u>
rain <u>coat</u>	day <u>dream</u>

- But not always!
butterfly
hotdogs

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Word Learning Strategies Prefixes

- Elements attached to beginning of English words that alter meaning.
- Prefixes are useful because they are
 - used in many words,
 - consistently spelled,
 - easy to identify,
 - clear in meaning. (Graves, 2004)
- Teach very common prefixes. Un, re, in, and dis found in 58% of prefixed words.

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Word Learning Strategies - Prefixes

1. Introduce prefix.

“Re means again. What does re mean?”

2. Determine meaning of a word with a prefix.

“Read the word.” rewrite

“If you rewrite your paper, you write it ____.” again

“Read the word.” rebuild

“If you rebuild a house, you build it ____.” again

(Repeat with retell, redo, repaint, remake.)

But not always! real, rent, reign

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Word Learning Strategies Suffixes

- Elements attached to ending of English words.
 - Can change the part of the speech or the meaning.
 - Focus on common derivational suffixes.
 - able, ful, less, ness, or
 - Introduce the suffix and use to determine the meaning of a number of words (**ful** -helpful, truthful, mouthful, joyful).
 - But not always! grateful
-

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The Most Common Prefixes in English

Prefix	Meaning	% of prefixed words	Examples
un	not; reversal of	26%	uncover
re	again, back, really	14%	rewrite
in/im	in, into, not	11%	incorrect, insert
dis	away, apart, negative	7%	discover, discontent
en/em	in; within; on	4%	entail
mis	wrong	3%	mistaken
pre	before	3%	prevent
pro	in favor of; before	1%	protect
a	not; in, on, without	1%	atypical

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The Most Common Suffixes in English

Suffix	Meaning	% of prefixed words	Examples
s, es	more than one; verb marker	31%	movies
ed	in the past; quality/state	20%	walked
ing	when you do something; quality, state	14%	walking
ly	how something is	7%	lovely
er, or	one who, what/that/which	4%	teacher, tailor
tion, sion	state, quality; act	4%	action, erosion
able, ible	able to be	2%	comfortable
al, ial	related to, like	1%	fatal

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Common Latin and Greek Roots

aqua	water	Greek	aquarium, aquaduct
aud	hearing	Latin	audio, audition
auto	self	Greek	autograph, autobiography
astro	star	Greek	astronomy, astrophysics, astrology
biblio	book	Greek	bibliography, bibliophobia
bio	life	Greek	biography, biology
chrono	time	Greek	synchronize, chronology
corp	body	Latin	corpse, corporation, corps
demo	the people	Greek	democracy, demography
dict	speak, tell	Latin	dictate, predict,
dorm	sleep	Latin	dormant, dormitory
geo	earth	Greek	geology, geography

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Common Latin and Greek Roots

graph	to write, to draw	Greek	autograph, biography
hydro	water	Greek	hydroplane, dehydrate, hydroelectric
ject	throw	Latin	reject, deject, project, projectory
logos, logy	study	Greek	geology, astrology, biology, numerology
luna	moon	Latin	lunar, lunacy
meter	measure	Greek	thermometer, diameter
mega	great, large, big	Greek	megaphone, megatons
min	small, little	Latin	minimal, minimize, minimum
mit, mis	send	Latin	mission, transmit, remit, missile
path	feeling, suffering	Greek	pathetic, pathology
ped	foot	Latin	pedestrian, pedal
philia	love, friendship	Greek	philanthropist

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Common Latin and Greek Roots

phono	sound	Greek	phonograph, microphone, symphony
photo	light	Greek	photograph, photosynthesis
port	carry	Latin	transport, portable
spect	see	Latin	respect, inspection, spectator
scope	look at	Greek	microscope, telescope
sol	sound	Latin	solar, solstice
struct	build, form	Latin	instruction, construction, destruct
tele	distant	Greek	telephone, television
terra	land	Latin	territory, terrestrial

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Word Learning Strategies- Word Families

- A group of words related in meaning. (Nagy & Anderson, 1984)
- If you know the meaning of one family member, you can infer the meaning of related words.

enthusiasm
enthusiastic
enthusiastically

collect
collecting
collection
collector

educate
educated
education
educator

wild
wilderness

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Word Learning Strategies Word Families

- Word Family**
 - educate
 - educated
 - education
 - educator
- Introduce the words in relationship to each other.**

“Teachers teach you how to read and write. They educate you. When you learn to read and write, you are educated. In school, you get an education. A teacher is an educator.”

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Independent Reading

- “The best way to foster vocabulary growth is to promote wide reading.” (Anderson, 1992)
- “...it must be acknowledged that relying on wide reading for vocabulary growth adds to the inequities in individual differences in vocabulary knowledge.”

Struggling readers do not read well enough to make wide reading an option. To acquire word knowledge from reading requires adequate decoding skills, the ability to recognize that a word is unknown, and the competency of being able to extract meaningful information about the word from the context. Readers cannot be engaged with the latter two if they are struggling with decoding. Thus, depending on wide reading as a source of vocabulary growth leaves those children and young people who are most in need of enhancing their vocabulary repertoires with a very serious deficit.” p. 6 (Beck, McKeown, & Kucan, 2002)

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Variation in Amount of Reading

Percentile Rank	Minutes per day reading in books	Minutes per day reading in text	Words per year in books	Words per year in text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,597,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.21	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000

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Increasing Amount of Independent Reading

- Maximize access to books.
 - Extended library hours
 - Classroom libraries
 - Book sales, book exchanges

- Establish time for independent reading.
 - Silent Sustained Reading
 - Partner Reading
 - BUT don't substitute silent reading for reading instruction.
 - Expect reading outside of class.

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Increasing Amount of Independent Reading

- Encourage selection of books at the independent reading level.
 - Teach the "five-finger test".

- Encourage students to read "familiar" books.
 - Same author
 - Same character
 - Same genre
 - Books in a series

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Increasing Amount of Independent Reading

- Enhance personal motivation.
 - Establish a school climate that encourages reading.
 - Have book-rich environments.
 - Provide book recommendations.
 - Bulletin boards posted with recommendations
 - Book tables
 - Book clubs

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Recommended Books

Beck, I. L., McKeown, M. G. & Kucan, L. (2002). *Bringing words to life: robust vocabulary instruction*. New York: The Guilford Press.

Baumann, J. F. & Kame'enui, E.J. (2004). *Vocabulary instruction: research to practice*. New York: The Guilford Press.

Diamond, L. & Gutlohn, L. (2006) *Vocabulary handbook*. Berkeley, CA: CORE.
(www.corelearn.com)

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Recommended Books

□ Stahl, S. A. (1998). *Vocabulary development*. Cambridge, MA : Brookline.

□ Stahl, S. A., & Kapinus, B. (2001). *Word power: what every educator needs to know about teaching vocabulary*. Washington, DC: NEA.

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Dictionaries with Student-Friendly Explanations

Oxford Elementary Learner's Dictionary
(ISBN 0-19-431275-5)

Heinle's Newbury House Dictionary of
American English (ISBN0-838426573: www.heinle.com)

Longman Basic Dictionary of American English
(www.longman.com)

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Read-Aloud References

Beck, I. L., McKeown, M. G. & Kucan, L.
(2005). *Read-aloud anthology*. Steck-
Vaughn.

Beck, I. L., McKeown, M. G. & Kucan, L.
(2002). *Bringing words to life: robust
vocabulary instruction*. New York: The
Guilford Press. (At the back of the book, there is a list of read-
alouds and selected vocabulary.)

Trelease, J. (2004) *Read aloud handbook*.
Penquin Books.

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