Vocabulary & Language Use
How can we go broader & deeper?

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Vocabulary is *almost always addressed most effectively after reading* (Hammond, 1984)

1. Is the word/phrase necessary for text comprehension AND not defined in the text?
2. Is the /phrase necessary for text comprehension BUT defined *explicitly* in the text?
3. Is the /phrase necessary for text comprehension AND defined *partially or implicitly* in the text?
4. Is the /phrase *not necessary* for overall comprehension, *but perhaps interesting*?
5. Is the /phrase *not necessary* for overall comprehension, AND of *little interest or relevance*?

Karin Hess, 2011
Vocabulary is *almost always addressed most effectively after reading* (Hammond, 1984)

1. Is the word/phrase necessary for text comprehension AND not defined in the text?

   **Use the text as the content for exploring ...**
   
   • Is the word/phrase necessary for text comprehension BUT defined *explicitly* in the text?
   
   • Is the word/phrase necessary for text comprehension AND defined *partially or implicitly* in the text?
   
   • Is the word/phrase *not necessary* for overall comprehension, but perhaps interesting?
   
   • Is the word/phrase *not necessary* for overall comprehension, AND of *little interest or relevance*?
A useful formula

Reading comprehension is the product of decoding (D) skills and language comprehension (L).

- \( D \times L = RC \)
- \( 0 \times L = 0 \) *(poor decoding, strong language comprehension)*
- \( D \times 0 = 0 \) *(strong decoding, poor language comprehension)*
Language Comprehension is affected by

- Inadequate vocabulary and oral language
- Insufficient background/world knowledge
- Poor working memory (have no mental schemas)
- Insensitivity to causal structures that connect information (e.g., conversely, as opposed to, simultaneously) or change meaning (e.g., adding affix)
- Lack of identification of semantic relationships (seeing semantic cues in texts: “once upon a time” = story; “... is a dilemma = information organized as problem-solution structure)
- Inability to make (and support) inference

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Multiple Levels of Understanding

- **Verbal association understanding**
  - Definitional, single context, learn as you go in context
  - Wide & varied; everyday use

- **Partial conceptual understanding**
  - Deeper/multiple meanings
  - Extend definitional knowledge
  - Strategies match text purpose (e.g., graphic organizers integral to text’s meaning)

- **Full conceptual understanding**
  - Word families, word structure
  - nuanced meanings; can discriminate a word from similar words
  - Integrates meanings & uses
  - Explicit strategies to connect & extend definitions to related concepts

Source: Janet Allen
What does a K-6 learning progression look like?

- **E.RWL.a** acquiring understanding of new words from shared literacy activities
- **E.RWL.c** applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)
- **E.RWL.e** determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)
- **E.RWL.g** applying grade-level phonics and word analysis skills/word structure (e.g., syllables) when decoding and interpreting word meaning
- **E.RWL.k** distinguishing literal from figurative meanings of words and phrases used in different contexts
- **M.RWL.a** determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words
What does a gr 7-12 learning progression look like? [2]

• **M.RWL.e identifying and** interpreting use of literal or figurative language in a variety of contexts & discourse styles (e.g., satire, humor)

• **M.RWL.g making conceptual connections** between known and unknown words, using word structure, word relationships, or context

• **M.RWL.h using word derivation to expand vocabulary use to new contexts** (e.g., historical, cultural, political, mathematical)

• **M.RWL.k interpreting use of words/ phrasing** (e.g., figurative, symbolic)

• **H.RWL.a utilizing specialized or content-specific reference tools** (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking

• **H.RWL.c making conceptual connections between known** and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts

• **H.RWL.e analyzing intent, style, or impact of language used in print/non-print texts with more complex topics or themes** (e.g., figurative, symbolic or abstract language, potential bias-laden phrasing)
Areas for Vocabulary Instruction: Building Depth & Breadth

• *Oral Language & World Knowledge*

• *Strategic Thinking*

• *Inference Making with Supporting Evidence*
Building Language Comprehension
Strategy: Linear Array

Building Language Comprehension: Articulating Shades of Meaning

- **Task:** fill in continuum of words found in a text

  freezing -------------- boiling

- Supports writing descriptively, builds language knowledge, selecting precise meaning

- Where do these phrases/words in text ‘fit’ along a continuum & why: icy sheets, warmth, toasty, freezing feet, burning coals, shivering, tingles, frosty, seeing your breath

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Strategic Thinking
Recognizing Strategic Thinking

• Moves from pre-existing/prior knowledge to expected learning/deeper understanding
• We begin to see a range of performance: how students organize ideas, facts; mental models/schema
  ✓ “Novice” Learners (distracted by surface features & unrelated content; have no mental models or faulty mental models; must use of all working memory space)
  ✓ “Expert” learners (use little working memory space, rely on patterns rather than bits of information), have mental models to organize new information)

• Depth, breadth, complexity, strategy use, ability to generalize/transfer in a variety of contexts ...
Strategy: What do I know about these words?

Oral Language, Strategic Thinking, & World Knowledge: Activate and extend prior knowledge (before reading texts/start of unit)

HANDOUT: What do I know about these words?

- Silently read the words. Which column best describes what you know now about each word/phrase/term.
- Discuss with a partner the meaning of each word/phrase/term within the context of this topic or text.
- List the words/phrases under the column that best describes your current understanding.
TOPIC: Immigration

WORD LIST*

“a better life”
escape
potato famine
emigration
economic migrant
population ecology
Hitler
“green card”
disparaging
exodus
Underground Railroad
Huddled Masses

*generated by texts to be read, Internet searches using key words, etc.
Strategy: Exclusion Brainstorming

Strategic Thinking & World Knowledge: Activate and extend prior knowledge

➢ **Task:** Cross out words you do not think will be found in the text; circle those you’re likely to find

- **Topic:** Factory Reform
- **Terms:** hate, reparations, disaster, fairness, humanitarian, survivor, rules, locked doors, unharmed, insurance, investigation, fire
### Strategy: Connect-Correct-Collect

<table>
<thead>
<tr>
<th>Connect</th>
<th>Correct</th>
<th>Collect</th>
</tr>
</thead>
<tbody>
<tr>
<td>How large was the <em>Titanic</em>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When did it sail?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many people were on the ship?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write one other important fact you know:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Strategy: Concept Circles

Strategic Thinking & World Knowledge: Analyze connections; integrate information

➢ Task: describe relationships among terms & topic

– Topic: Civil Rights Movement
– Each circle section has a related concept or phrase: racism, stereotyping, church bombing, violence
Inference Making with Supporting Evidence
Strategy: “One pager”

Making Inferences

➢ **Task:** select a quote from text that has implicit (rather than explicit) information and illustrate and explain your interpretation using supporting evidence from within or outside of the text (illustrations can also be models/diagrams that show relationships or create analogies)

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Some Vocabulary & Language Resources

- *Bringing Words to Life* by Beck, McKeown, & Kucan
- *Teaching Vocabulary in All Classrooms* (3rd ed.) by Blachowicz & Fisher
- *Words, Words, Words* by Janet Allen
- *Choice Words* by Peter Johnston
- *Accelerated Vocabulary Instruction* by Nancy Akhavan
- *Building Background Knowledge for Academic Achievement* by Robert Marzano
- Search a word to find multiple uses/contexts [http://sentence.yourdictionary.com/](http://sentence.yourdictionary.com/)
- Word sift website (will show most used words) [http://www.wordsift.com/](http://www.wordsift.com/)