



GRADES 4 & 5

# READING TO LEARN

ACADEMIES

GRADE 5

Vocabulary

# Section Objectives



This section will enhance your knowledge of the following:

- The difference between depth and breadth of vocabulary
- The vocabulary instruction continuum to plan engaging vocabulary lessons and create a language-rich environment

# Effective Vocabulary Instruction



**“Good vocabulary instruction helps children gain ownership of words, instead of just learning words well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word.”**

— Stahl & Kapinus, 2001, p. 14

# Vocabulary Is Essential



**“One of the most enduring findings in reading research is the extent to which students’ vocabulary knowledge relates to their reading comprehension.”**

— Lehr, Osborn, & Hiebert, 2004, p. 3

# Vocabulary



- **Definition:** Words that make up speech or text and their meanings
- **Receptive vocabulary:** Requires a listener or reader to associate a specific meaning with a given label; includes listening vocabulary and reading vocabulary
- **Expressive vocabulary:** Requires a speaker or writer to produce a specific label for a particular meaning; includes speaking vocabulary and writing vocabulary

	Expressive	Receptive
Oral	Speaking	Listening
Text	Writing	Reading

# Breadth Versus Depth of Vocabulary

- Breadth of vocabulary: The number of words a person knows
- Depth of vocabulary: How much a person knows about specific words
- Both correlate with and predict reading ability (word reading and comprehension).

# Assessing Your Vocabulary Depth



**I own this  
term.**

**I know  
something  
about this  
term.**

**I don't know  
this term.**

morphology

hink pink

polysemous

connective

nominalization

# Vocabulary Instructional Elements



## Develop Depth of Vocabulary

- Teach individual words directly
- Teach relationships among words
- Teach and have students practice word-learning strategies

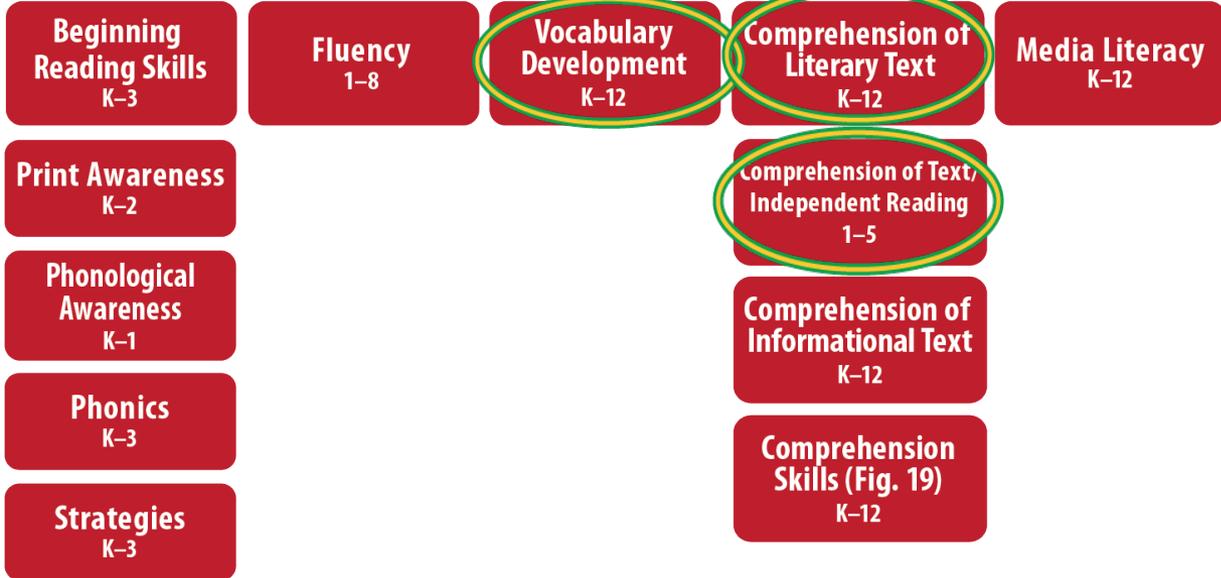
## Develop Breadth of Vocabulary

- Model and practice word consciousness.
- Embed definitions during read-alouds or discussions.
- Use sophisticated academic language.
- Read books aloud to students.
- Involve students in academic discussions.
- Have students read widely.

# English Language Arts and Reading TEKS



## Reading Strand



## Oral and Written Conventions Strand



## Listening and Speaking Strand



# Teach Individual Words Directly

- Purposefully select words to teach from a text that you will read aloud or that students will read in partners or groups.
- Create an instructional plan for teaching each word—before, during, and after reading.
- Create extension activities to provide students with multiple opportunities to use the words.

# Purposefully Select Words



- Learn to distinguish among
  - basic words (Level 1),
  - words to own (Level 2), and
  - content area words (Level 3).
- Choose Level 2 words that
  - help students understand the text,
  - are likely not in students' receptive or expressive vocabularies, and
  - can be used across contexts.

# Create an Instructional Plan: Before Reading



- First, plan specific elements of a word to teach, such as the following:
  - Student-friendly definition
  - Examples and nonexamples
  - Synonyms and antonyms
  - Graphic organizers or visuals
  - Questions for deeper processing
- Then, use an instructional routine to plan your lesson delivery.

# Create an Instructional Plan: During Reading



- Identify places in the text where you will stop while reading aloud.
- Use flags or sticky notes to remind yourself where to pause, what to ask, and how to have students respond, such as in the example below.

Why did the character think the situation was hilarious?  
*Think-pair-share*

Which of our vocabulary words describes this character?  
*Pinch paper*

Can you use the word *splendid* in a sentence to describe the setting?  
*Turn to your partner*

# Create an Instructional Plan: After Reading



- Review the vocabulary words in various ways.
- Have students use the words in different contexts.
- Use activities that have students do more with the words (e.g., fill out graphic organizers, answer deep-processing questions).



# Practice: Teaching Words Directly



**Use your planned instructional routine to teach your Level 2 word to your partner.**

- Preteach the word before reading.
- Ask one or two questions related to the word during reading.
- Engage in after-reading activities like asking deep-processing questions and using the word in sentences.

# Plan Extension Activities

- Combine vocabulary words from across lessons for extended review and practice.
- Create a vocabulary word wall to use with activities.
- Create a workstation with activities with previously learned words.

# Teaching Relationships Among Words



- Helps students “store” words by building connections among them
- Aids effective, efficient retrieval of words when speaking or writing
- Can be done by using the following:
  - Graphic organizers
  - Feature analyses
  - Word categorizing
  - Knowledge of morphological word families

# Teach and Practice Word-Learning Strategies

- Starting in upper elementary school, students come across 10,000 new words a year in their reading.
- More than half of these words are morphologically complex, meaning they have multiple meaningful parts that can be used along with context to infer their meanings.
- It is not realistic to teach all of these words.
- Students must have strategies for figuring out these words on their own.

# Teach and Practice Word-Learning Strategies (cont.)



- Teach multiple strategies for figuring out the meanings of new words.
  - Using context clues
  - Breaking words up into meaningful parts
  - Using a dictionary
- Teach students to be flexible when using these strategies.
- Ensure that students take part in a lot of guided and independent practice using the strategies.

# Model and Practice

## Word Consciousness

- Motivate students to pay attention to words and ask questions about them.
- Help students see the power of words.
- Create an atmosphere that supports experimenting with words and language.
- Be willing to admit (often) that you don't know a word or phrase and model your interest in figuring out its meaning.

# Model and Practice

## Word Consciousness (cont.)



- Have students watch or listen for previously learned words in texts, conversations, etc.
- Use word-play activities such as puns and hink pinks.
- Have students use a word journal or bookmark to keep track of words they find interesting and want to know more about.
- Ask students to discuss words they hear or see at home, on TV, on the Internet, in text messages, in the grocery store, on signs, etc.
- Encourage students to use new words in their speaking and writing.

# Word Play: Hink Pinks and Hinky Pinkies



## Hink Pinks

Synonymous Phrase	Hink Pink
obese feline	
intelligent beginning	
unhappy father	
tidy road	

## Hinky Pinkies

Synonymous Phrase	Hinky Pinky
great detective	
smarter boxer	
tired flower	
numeral sleep	

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tired flower	lazy daisy
numeral sleep	number slumber

# Word Play: Hinkety Pinketies



## Synonymous Phrase

## Hinkety Pinkety

drum talk

smoggy driver

evil preacher

happier dog

# Word Play: Hinkety Pinketies



## Synonymous Phrase

drum talk  
smoggy driver  
evil preacher  
happier dog

## Hinkety Pinkety

percussion discussion

# Word Play: Hinkety Pinketies



## Synonymous Phrase

drum talk  
smoggy driver  
evil preacher  
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## Hinkety Pinkety

percussion discussion  
polluter commuter

# Word Play: Hinkety Pinketies



## Synonymous Phrase

drum talk  
smoggy driver  
evil preacher  
happier dog

## Hinkety Pinkety

percussion discussion  
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# Word Play: Hinkety Pinketies



## Synonymous Phrase

drum talk  
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evil preacher  
happier dog

## Hinkety Pinkety

percussion discussion  
polluter commuter  
sinister minister  
merrier terrier

# Embed Definitions in Read-Alouds and Discussions

- Provide quick definitions or synonyms, or act out the word.
- Make sure these embedded explanations do not interfere with the flow of the text or discussion.
- Example:  
“Some stars send out **lethal** (*deadly*) amounts of **radiation** (*energy*), which fry the surrounding planets and their moons. Our sun is a long-lived, **stable** (*lasting*) star—perfect for supporting life.”

Source: Aguilar, 2013

# Embedding Definitions: Practice



“The moon is our closest companion in space. Only three days away by spacecraft, it’s a dramatic reminder of how violent and chaotic the early solar system was. With just a pair of binoculars, we can see how the moon’s terrain was smoothed by the lava flows of ancient volcanoes or scarred with impact craters a hundred miles in diameter.”

Source: Aguilar, 2013

# Embedding Definitions:

## Possible Definitions, Synonyms, or Actions

“The moon is our closest **companion** (*friend*) in space. Only three days away by **spacecraft** (*rocket*), it’s a **dramatic reminder of** (*it helps us remember*) how **violent and chaotic** (*full of powerful, wild forces*) the early solar system was. With just a pair of **binoculars** (SHOW), we can see how the moon’s **terrain** (*land*) was smoothed by the lava **flows** (*streams*) of **ancient** (*very old*) volcanoes or **scarred** (*marked*) with **impact craters** (*where meteorites hit*) a hundred miles in **diameter** (*across—DRAW*).”

# Use Academic Language Effectively



- Model the use of newly learned words across contexts.

Word	Arrival	Snack time	Dismissal
<i>fortunate</i>	Everyone came in and began working so diligently. What a <b>fortunate</b> teacher I am!	Were you <b>fortunate</b> enough to get the snack you wanted today?	At home tonight, ask your parents what makes them feel <b>fortunate</b> .

- Use more sophisticated or precise terms.
  - *Magnificent* rather than *really good*
  - *Bounded* instead of *jumped*
- Use more advanced syntax with connectives that link ideas together.

# Read Texts Aloud to Students



- Choose texts that are one to three grade levels above the grade level you teach.
- Find texts that contain Level 2 words that your students will have to read and understand in the next few years.
- To ensure student understanding of the reading, build background knowledge before reading the text.
- Embed synonyms or definitions as you read the text.
- Ask questions to check for understanding during and after reading.

# Involve Students in Academic Discussions



- Use response techniques, such as
  - think-turn-talk and
  - think-write-share.
- Allow students to work in collaborative groups to
  - scaffold and support one another at literacy workstations,
  - discuss their thinking while practicing comprehension strategies,
  - brainstorm and organize ideas for writing, and
  - provide feedback on one another's writing.
- Provide scaffolds like sentence and question stems and academic vocabulary word walls.

# Have Students Read Widely

**“Although not a substitute for direct and explicit instruction in reading, independent reading increases reading ability and is a particularly potent mechanism of increasing language skills.”**

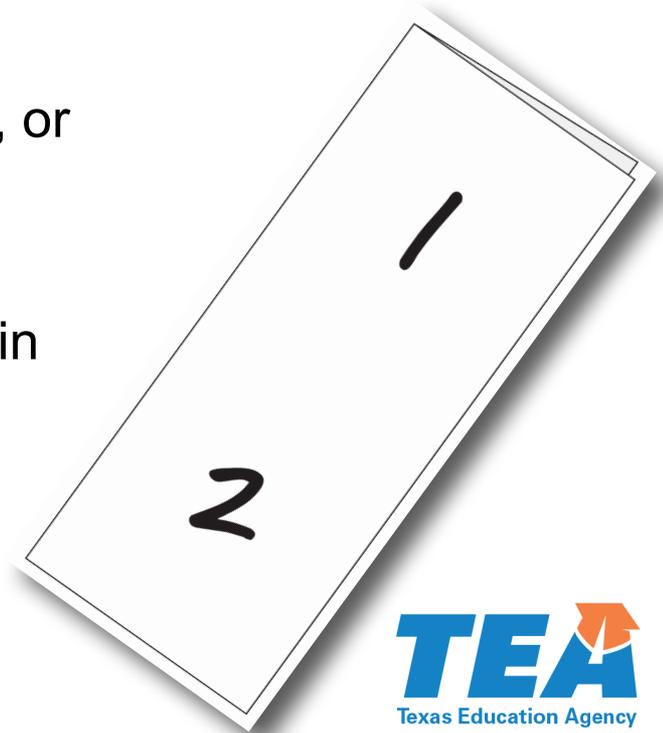
— Cunningham, 2005, p. 58

# Assessing Vocabulary



Use assessments such as the following:

- Answering open-ended questions
- Using words in written sentences or more extended texts
- Completing analogies
- Matching words with pictures, synonyms, or antonyms
- Examining a word's morphology
- Evaluating students' vocabulary use within written assignments
- Using pinch papers
- Using portfolios, anecdotal records, or informal checklists



# Taking a Closer Look



- Examine the instructional checklist for vocabulary.
- Note that row three contains the vocabulary activities and lessons that we have discussed.
- Use the checklist to examine grouping formats, explicit instruction elements, activities and lessons, and materials within a vocabulary lesson.
- After the video, work with your tablemates to compare notes.

# Consider Diversity: English Language Learners



**Explicit and contextualized vocabulary instruction is essential for English language learners.**

# Remember

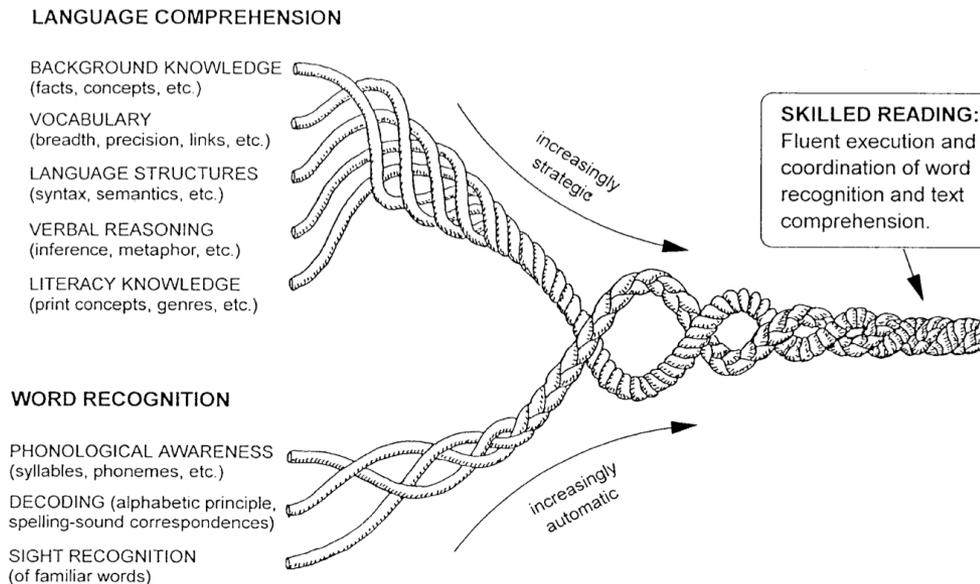
**“A person who knows more words can speak, and even think, more precisely about the world... Words divide the world; the more words we have, the more complex ways we can think about the world.”**

— Stahl & Nagy, 2006, p. 5

# The Reading Rope



How do these instructional practices benefit English language learners, struggling students, and gifted students?



Scarborough, 2001

# My Synthesis and Summary



Three to four **example activities and lessons** you want to use

Three to four **workstation ideas**

## Vocabulary

Two to three ideas you want to use with **struggling learners**

At least one scaffold you will provide to **English language learners** who need it