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INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Vocabulary: An Important Component of Reading for Meaning

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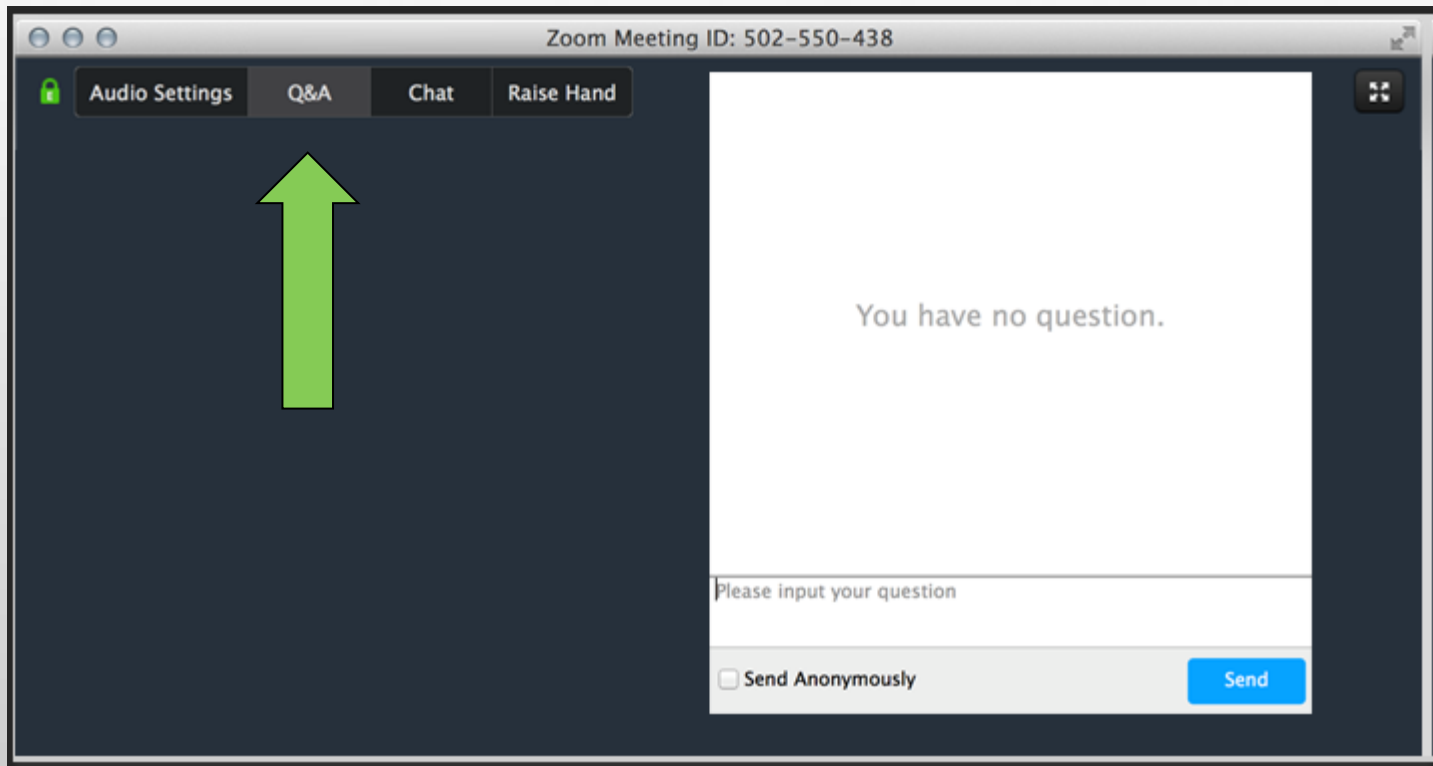
Welcome!

This Webinar is being recorded and will be posted in the IPDAE Webinar Archive.

- If you have question, please type it into the **Q&A** option.

- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

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Print Skills (Alphabetics)

- **Phonemic Awareness**
- **Word Analysis - phonics**
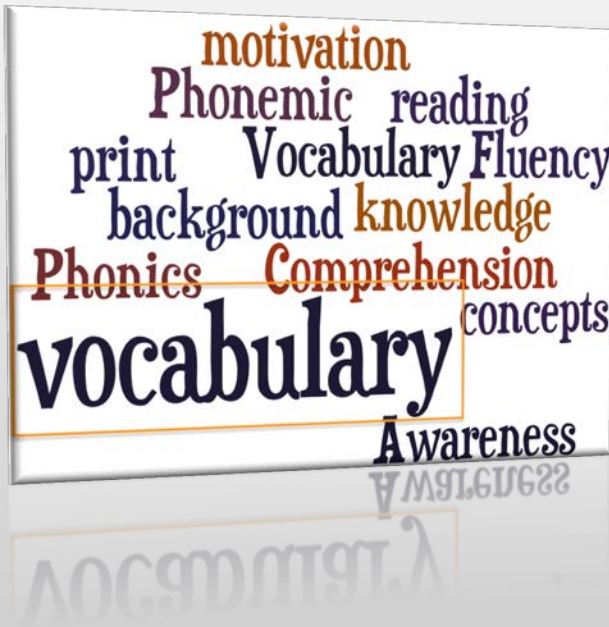- **Word Recognition**
- **Spelling**
- **Fluency**
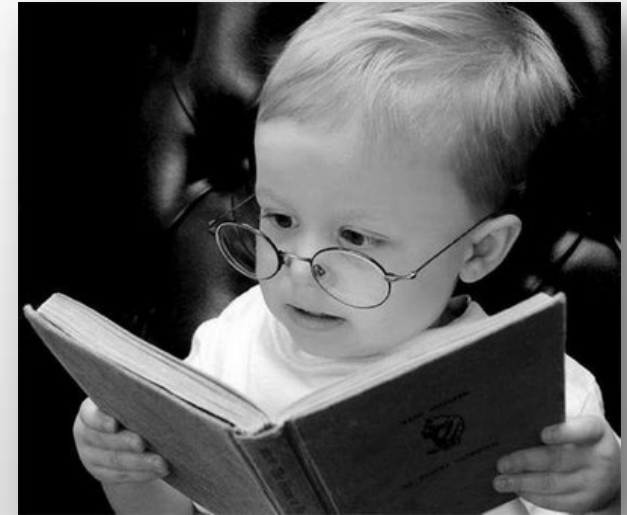
Meaning Skills

- **Word Meaning (Vocabulary)**
- **Background Knowledge**
- **Silent Reading Comprehension**

Workbook – 7-9

In this session, we will:

- Identify ways to select vocabulary words
- Discuss effective instructional practices for teaching vocabulary
- Share resources

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CCR.R.ABE.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, analyze how specific word choices shape meaning or tone.

CCR.LA.ABE.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate

CCR.LA.ABE.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrases important to comprehension or expression.
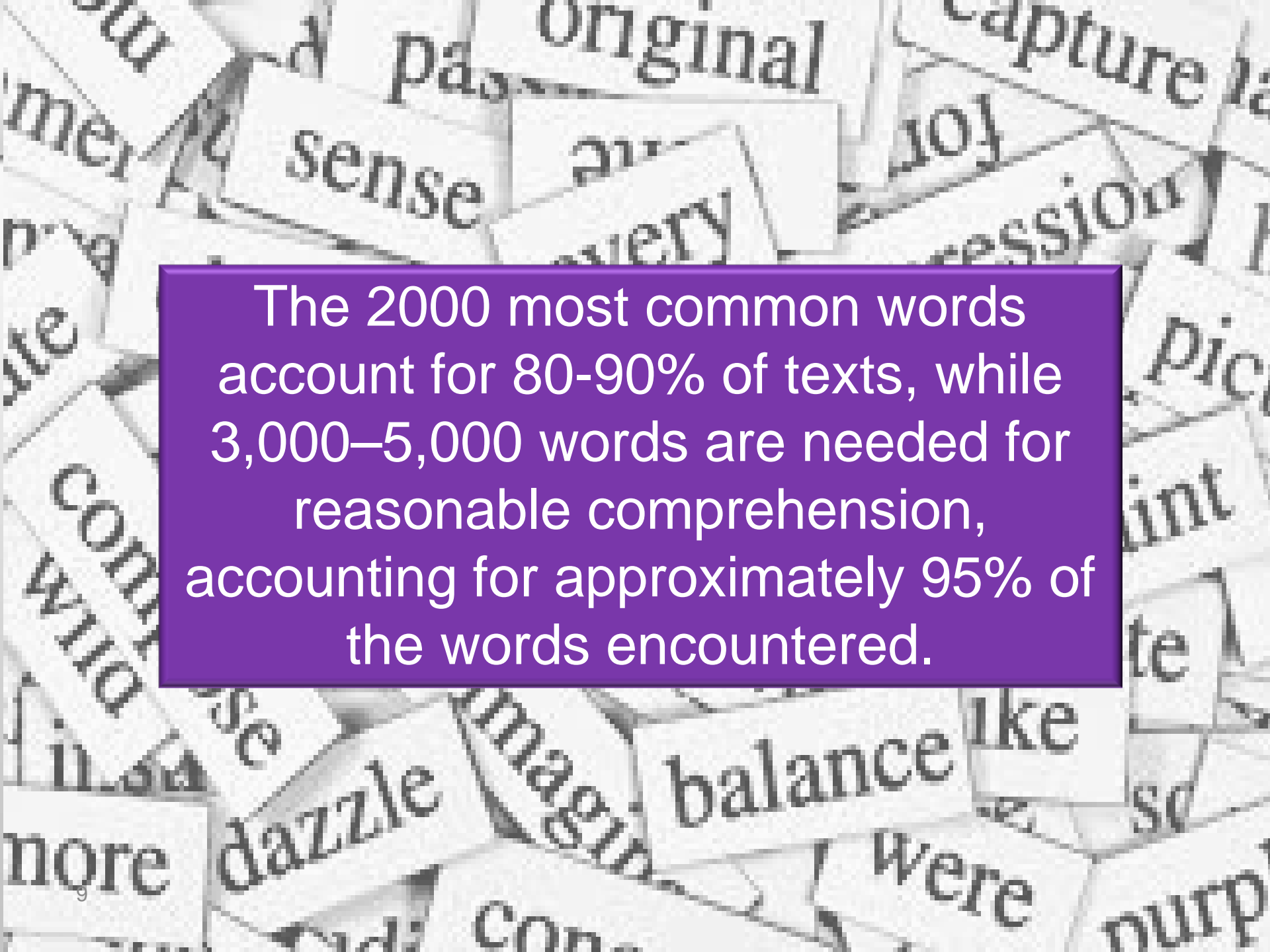
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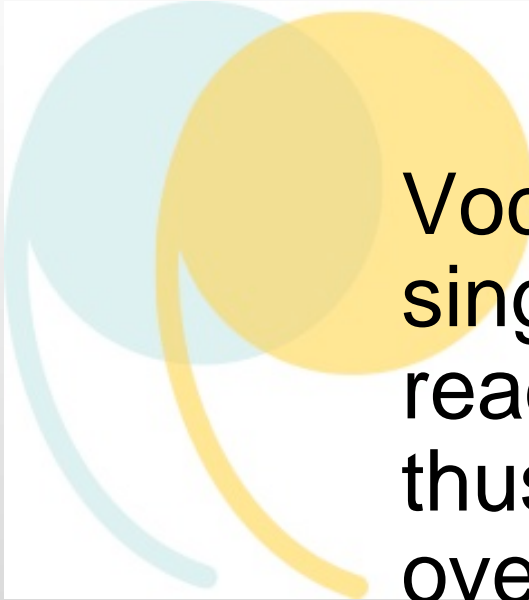
Vocabulary knowledge is the single greatest contributor to reading comprehension and thus a strong predictor of overall academic achievement.

- Kate Kinsella, Isabel Beck, Robert Marzano, Doug Fisher, et. al.

Vocabulary falls into four categories:

1. Listening: the words we understand when we hear them

2. Speaking: the words we use when talking

3. Reading: the words we understand when we read

4. Writing: the words we use when writing

The 2000 most common words account for 80-90% of texts, while 3,000–5,000 words are needed for reasonable comprehension, accounting for approximately 95% of the words encountered.

How many words does a typical native speaker know?

a. 5,000

b. 10,000

c. 20,000

d. 40,000

What words should I teach?

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Workbook – 10

Tier 3
Domain-specific academic vocabulary

Tier 2
High-utility academic vocabulary found in many content texts, cross-curricular terms

Tier 1
Everyday words, familiar to most students primarily learned through conversation
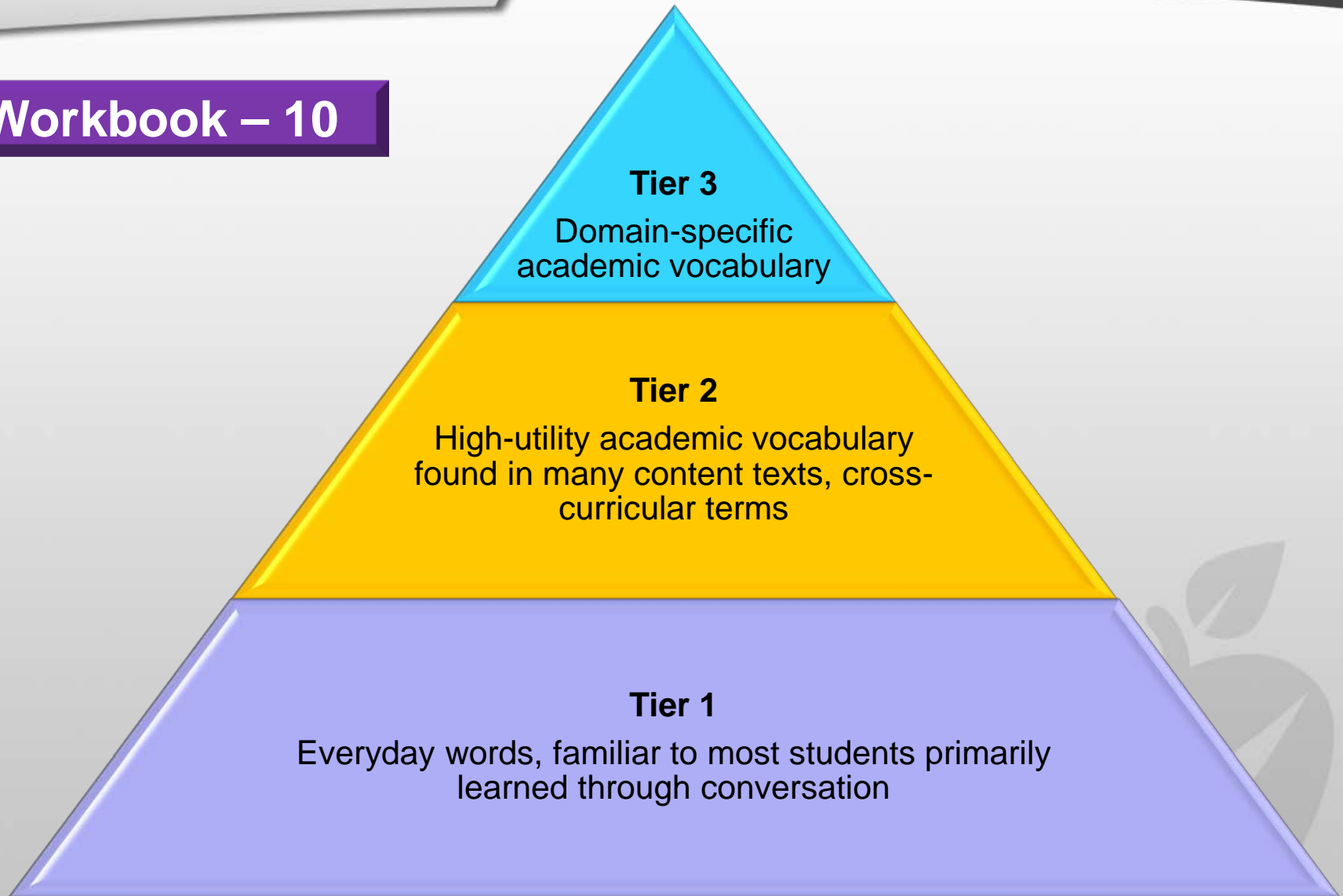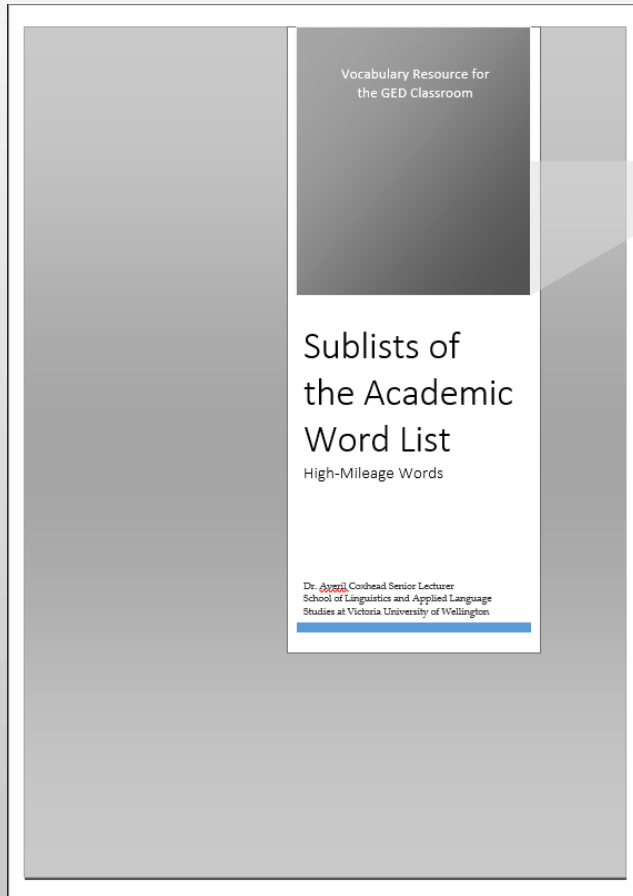
Sample Word Family - interpret ⟵

Most common form of the word family

interpretation
interpretations
interpretative
interpreted
interpreting
interpretive
interprets
misinterpret
misinterpretation
misinterpretations
misinterpreted
misinterpreting
misinterprets
reinterpret
reinterpreted
reinterprets
reinterpreting
reinterpretation
reinterpretations
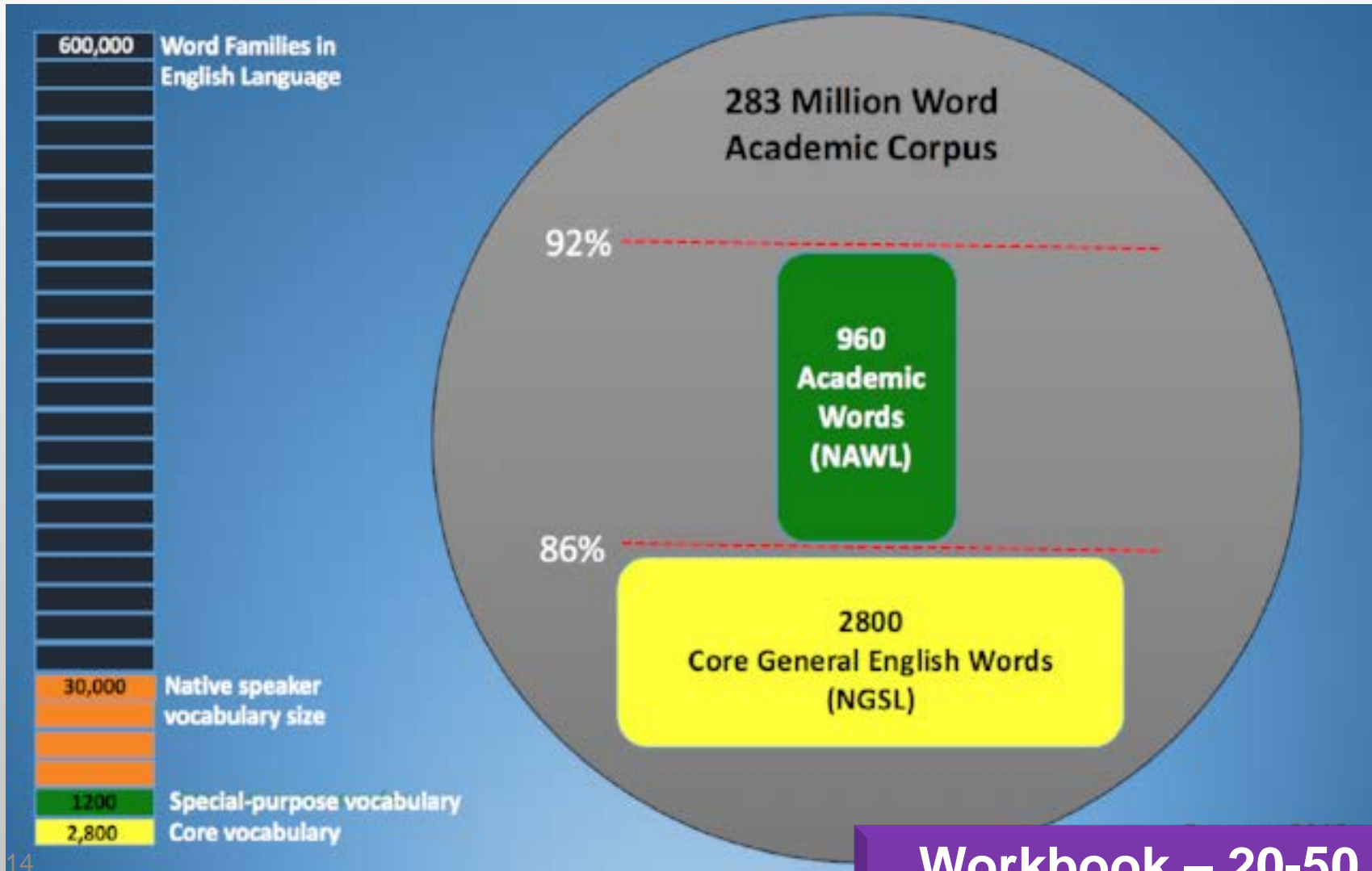
Vocabulary Resource for the GED Classroom

Sublists of the Academic Word List
High-Mileage Words

Dr. Averil Coxhead Senior Lecturer
School of Linguistics and Applied Language
Studies at Victoria University of Wellington

Workbook – 20-50

A NEW GENERAL SERVICE LIST (VERSION 1.0)

the most important words for second language learners of English

CONTACT: BROWNE@LTR.MEIJIGAKUIN.AC.JP

With the guidance of Professor Paul Nation and approved use of the Cambridge English Corpus, Dr. Charles Browne, Dr. Brent Culligan and Joseph Phillips have worked together to create a new General Service List (NGSL) of important vocabulary words for students of English as a second language . Please feel free to download this interim list, read articles about how it was created and to leave comments and suggestions for its improvement...

A New General Service List: Celebrating 60 years of Vocabulary Learning

In 1953, Michael West published a remarkable list of about 2000 important vocabulary words known as the General Service
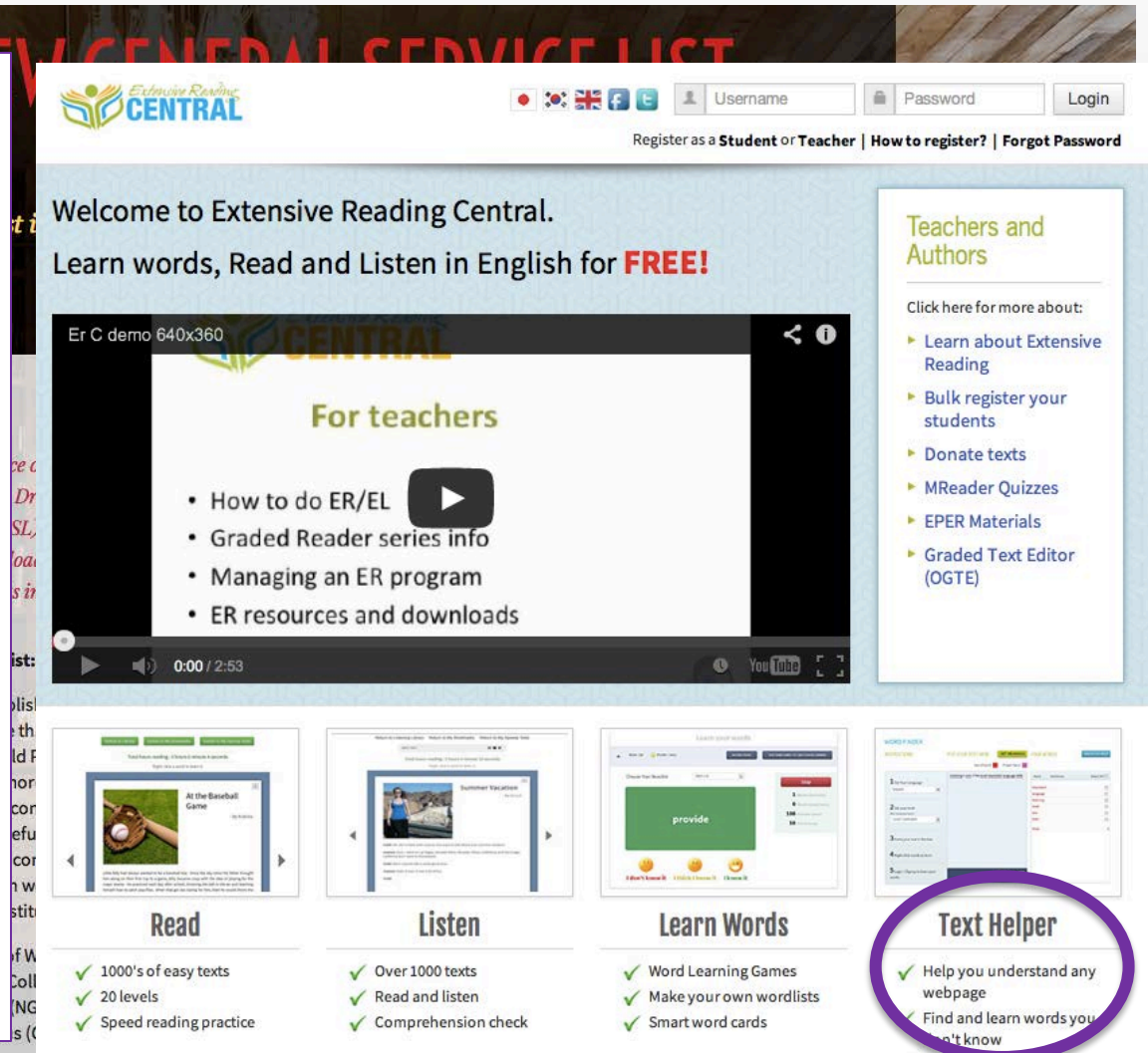
http://www.newgeneralservicelist.org/

and subjective criteria to come up with a list of words that would be of "general service" to learners of English as a foreign language. However, as useful and helpful as this list has been to us over the decades, it has also been criticized for being based on a corpus that is considered to be both dated, as well as too small by modern standards (the initial work on the GSL was based on a 2.5 million word corpus that was collected under a grant from the Rockefeller Foundation in 1938), and for not clearly defining what constitutes a "word".

On the 60th anniversary of West's publication of the GSL, my colleagues (Dr. Brent Culligan & Joseph Phillips of Aoyama Gakuin Women's Junior College) and I (Dr. Charles Browne, Meiji Gakuin University) would like to announce the creation of a New General Service List (NGSL), one that is based on a carefully selected 273 million-word subsection of the 2 billion word Cambridge English Corpus (CEC). Following many of the same steps that West and his colleagues did (as well as the many thoughtful and useful suggestions of Professor Paul Nation, project advisor and vocabulary specialist extraordinaire), we have

DOWNLOAD NGSL
NGSL ARTICLES
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Free Text Helper Tool identifies/gets meanings/gives learning tools for words out of a specific level.

http://www.er-central.com/

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Instructions ⓘ

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Refresh OGTE ⟳

New GSL ➡   Level1:NGSL ➡

In List   Out of Level   In Level

Out of List   Ignore List   Statistics

All

Statistics

Total Length :	432
Type/Token Ratio :	46.53%
Number In List :	388
Percentage In List :	89.81%
Number Out of Level :	182
Percentage Out of Level :	42.13%
Number Out of List :	30
Percentage Out of List :	6.94%
Number of Words Ignored :	11
Percentage of Words Ignored :	2.55%
Number of Polysemic Words :	0
Percentage of Polysemic Words :	0.00%
Number of Propernoun Words :	14
Percentage of Propernoun Words :	3.24%

THE ONLINE GRADED TEXT EDITOR

Another Extensive Reading Central free service for the EFL community

This is a BETA version and works reliably in Firefox in Windows. Compatibility for other browsers is coming soon.

Out of List 6.94%   Out of Level 42.13%   In List 89.81%   Ignored 2.55%   Ignore this word   Export Text   Analyser On 💡

YOU don't know about me without you have read a book by the name of The

Adventures of Tom Sawyer; but that ain't no matter. That book was made

by Mr. Mark Twain, and he told the truth, mainly. There was things

which he stretched, but mainly he told the truth. That is nothing. I

never seen anybody but lied one time or another, without it was Aunt

Polly, or the widow, or maybe Mary. Aunt Polly Tom's Aunt Polly, she

Is and Mary, and the Widow Douglas is all told about in that book, which

is mostly a true book, with some stretchers, as I said before.

Now the way that the book winds up is this: Tom and me found the money

that the robbers hid in the cave, and it made us rich. We got six

thousand dollars apiece all gold. It was an awful sight of money when

it was piled up. Well, Judge Thatcher he took it and put it out

at interest, and it fetched us a dollar a day apiece all the year

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NEW RECATS - Dbl-Click or type to add words (Tokens, not Families)

Alt-Dbl-Click words to send to Thesaurus Box

Reading silently improves students' understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When we read silently, we can form mental pictures of the topic being discussed. Also, we do not need to read one word at a time.

When you encourage your students to read silently, you are helping them develop the strategies they need for reading faster and with better comprehension. This is called reading efficiency, and it will help your students to read any text with maximum attention to meaning.

Silent reading also helps develop the skills of reading for a purpose, as the focus is on understanding the content without the additional burden of having to pay attention to pronunciation.

Research has shown that people read in sense groups, which means, roughly, that we read a number of words together so that they make sense to us. For example, this is how I read the first sentence of this paragraph:

Reading silently/improves students' understanding/because it helps them/ concentrate on/what they are reading/rather than the pronunciation of individual words.

Within these groups of words, our eyes stop at the content words, such as the following: reading, silently, improves, students' because, helps, concentrate, etc. However, we skip over grammatical words such as articles and other determiners like it, them, on, the, of, etc.)

There are strategies that students can use to become more efficient readers. Including reading in sense groups, practicing reading a variety of materials, building vocabulary, and participating in timed reading activities and learning how they can flex their reading rate.

Students need to learn that the purpose for reading a particular text influences how they need to read. Different materials require

Current profile (token %)		
K-1	(74.95)	74.95
K-2	(12.31)	87.26
K-3	(8.64)	95.90
K-4	(1.30)	97.20
K-5	(0.43)	97.63
K-6	(0.43)	98.06
K-7	(0.43)	98.49
K-9	(0.22)	98.71
K-16	(0.22)	98.93
OFF	(1.08)	≈100%

REPEATED 2+ K-Families
to remove with care
when simplfying
to lower K or C level

2_article
2_attention
2_example
2_include
2_individual
2_material
2_maximum
2_purpose
3_concentrate
3_develop
3_improve
3_pronounce
3_recall
3_research
10_text
2_content
2_efficient
2_etc
2_strategy

reading silently improves student understanding because it helps them concentrate on what they are reading rather than the pronunciation of individual words when we read silently we can form mental pictures of the topic being discussed also we do not need to read one word at time

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within these groups of words our eyes stop at the content words such as the following reading silently improves students because helps concentrate etc however we skip over grammatical words such as articles and other determiners like it them on the of etc

become more efficient readers reading variety of materials building activities and learning how they can flex their reading rate

students need to learn that the purpose for reading particular text influences how they need to read different materials require different levels of comprehension and recall

http://www.lextutor.ca/vp/eng/

Signal Words

- Words that students need to know and use

- Give hints about what is going to happen

- Help you understand the order of events or details in a paragraph

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- Continuation
- Change-of-Direction
- Sequence
- Time
- Illustration
- Emphasis

- Cause, Condition, Result
- Spatial
- Comparison-Contrast
- Conclusion
- Fuzz
- Non-Words

Workbook – 51-52

Last Thursday was a cold and rainy day. *As a result,* I decided to do some things around the house. *First*, I baked some cookies. *Then* as they were baking, I cleaned the kitchen. *Finally,* the cookies were done. I let them cool *and* got busy cleaning out my closet. *Finally*, I sat down, read a book, *and* ate those wonderful, fresh-baked cookies. *In short*, it was a great day*!*

Higher Priority

- **Focus On High Mileage Words**
  - **Abstract words**
  - **Nuanced words**
  - **Words with frequently used morphemes**

Lower Priority

  - **Cognates**
  - **Words whose meanings are direct and imaginable**
  - **Words whose morphemic parts easily give context***

*(provided word study skills have been learned; common roots, suffixes and prefixes)

Teaching Vocabulary

- Research
- Strategies
- Resources

1. I never saw or heard the word before.

2. I've heard it, but I don't know what it means.

3. I recognize it in context – it has something to do with…

4. I know it and I can tell you what it means. (In other words, I can use the word.)

- Edgar Dale

Marzano's Characteristics of Effective Vocabulary Instruction

➤ Use student friendly descriptions, not definitions
➤ Use linguistic and nonlinguistic representations (gestures, draw pictures)
➤ Gradually develop word meanings through multiple exposures (discuss what they mean in different contexts)
➤ Teach students how to use word parts
➤ Use different types of instruction for different types of words (ex. Verbs always show a relationship between two nouns, so explicitly tell the students this.)
➤ Have students discuss the terms they are learning
➤ Use challenging and engaging vocabulary games
➤ Focus on academic vocabulary relevant to the curriculum being taught

Work with words in multiple ways

- Synonyms and antonyms
- Roots and cognates
- Connecting new words to known words
- Multiple meanings
- Word families
- Affixes (ly, s, etc./prefixes/suffixes)
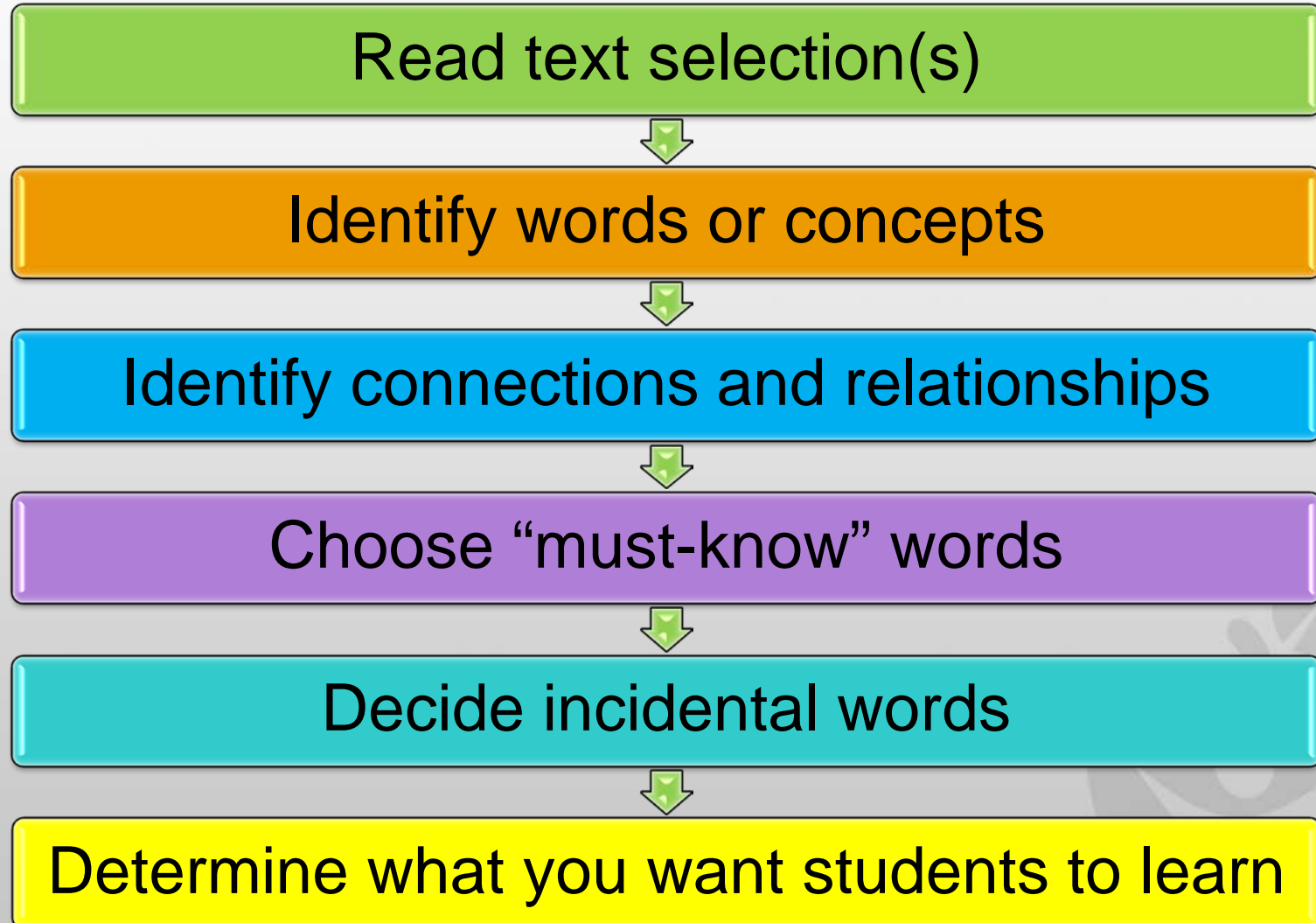- Idioms and figurative speech
- Real-world connection

27
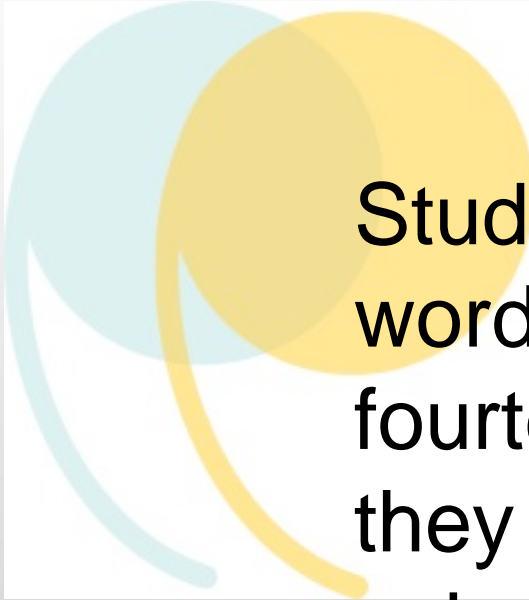
Students must use a word between six and fourteen times before they are capable of using it independently.

— Billmeyer, 2001

Read text selection(s)

⬇

Identify words or concepts

⬇

Identify connections and relationships

⬇

Choose "must-know" words

⬇

Decide incidental words

⬇

Determine what you want students to learn

Select

Teach

Activate

Revisit

Help students build deeper knowledge

Marzano recommends that words be defined using "student friendly" language and nonlinguistic representation whenever possible.

Workbook – 14

Vocabulary Notebook

Word & Page Number:	Resource:
Sentence in which the word was used in the text:	
Student-Friendly Definition:	

Antonyms	Synonyms	Picture/Drawing/Symbol

Vocabulary Notebooks

Word & Page Number: labyrinth. pg. 11	Resource: Name of a Text
Sentence in which the word was used in the text: Behind the castle was a labyrinth of hedges in which to hide from suspicious eyes.	
Student Friendly Definition: A maze – like a maze of bushes or plants or like a maze in design.	

Antonyms	Synonyms Maze	Picture/Drawing/Symbol

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Frayer Model

Definition in your own words	**Facts/characteristics**
Examples	**Nonexamples**

Word

Workbook – 15-16

Developing Effective Practices in Vocabulary Instruction
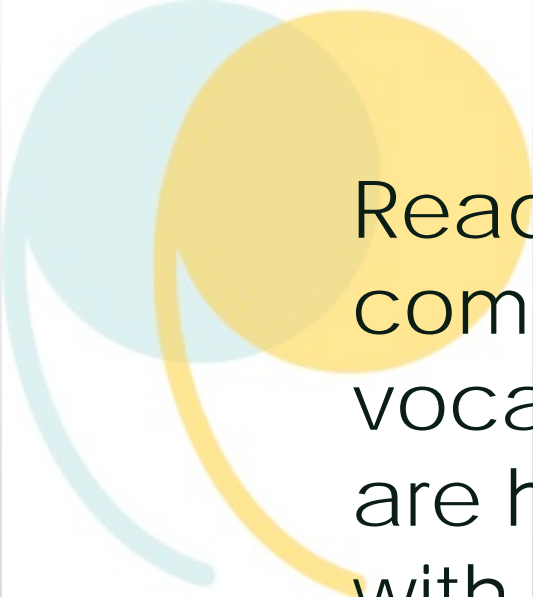
| Increase	Decrease
• Time for reading • Use of varied, rich text • Opportunities for students to hear or use words in natural sentence contexts • Use of concrete contexts when possible (pictures, artifacts) • Opportunities for students to use words in meaningful ways • Opportunities for students to connect new words/concepts to those already known • Study of concepts rather than single, unrelated words • Explicit instruction of concepts and incidental encounters with words • Teaching strategies leading to independent word learning • Study of words or concepts that will have the biggest impact on comprehension rather than "covering" many words superficially • Opportunities for making or drawing inferences	• Looking up definitions as a single source of word knowledge • Asking students to write sentences for new words before they've studied the word in depth • Notion that all words in a text need to be defined for comprehension • Using context as a highly reliable tool for increasing comprehension • Assessments that ask students for single definitions

Workbook – 11

Reading comprehension and vocabulary knowledge are highly correlated with one another.

— Stahl and Nagy 2009

Check out IPDAE resources . . .

- Vocabulary Webinar Guide and Resources
- ABE/ESOL Lesson Plans
  - Determining the Meaning of Unknown Words
  - Academic Vocabulary
  - Understanding Affixes to Unlock Meaning
- CCRS ELA E-Training Modules
- Upcoming Grab and Gos – Narrative Chains
- More . . .
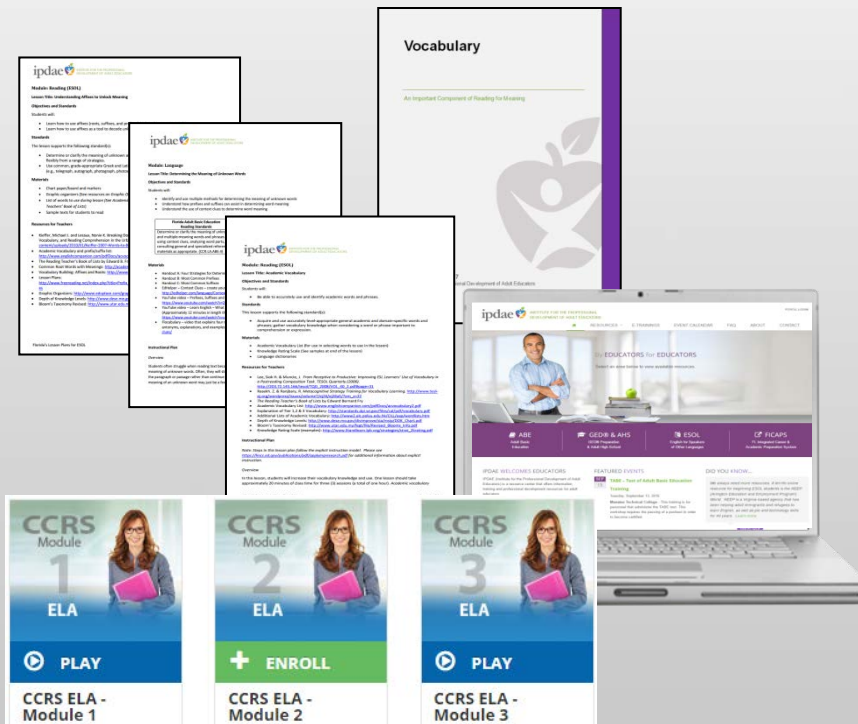
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Always here to assist!

The IPDAE Team

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