



Vocabulary

First Grade



Assignment for Observation

- Pay particular attention to how vocabulary is taught in the Literacy Block.
- Record examples of teacher use of rich vocabulary.
- Record examples of student vocabulary including use of vocabulary in writing.
- Record any examples of student use of vocabulary explicitly taught in the lesson.
- Listen for confusions that could be caused by lack of vocabulary; think about how their vocabulary relates to reading difficulties.
- Notice if children are using book language in speaking and writing, in their discussion of books and in conversations.

Participant Materials

Reading First Notebook

- Arkansas K-12 English Language Arts Framework, Revised 2003
- Arkansas Reading First Comprehensive Literacy Instruction Map
- Arkansas Reading First Classroom Observation Protocol
- *A Closer Look at the Five Essential Components of Effective Reading Instruction*
- *A Focus on Vocabulary*
- Extra copies of V1 Vocabulary Instructional Sequence After a Read Aloud

Texts

Bringing Words to Life: Robust Vocabulary Instruction. Beck
I've DIBEL'd, Now What? Hall

Presenter Materials

All participant materials

Sheila Rae, the Brave. Henke

A Dog Called Bear. Rigby PM Reader

Several Read Aloud texts

Literacy Task Cards, Early Level, Set 2

Student dictionaries

What is Vocabulary?

Vocabulary is defined as knowledge of words and word meanings in both oral and print language and in productive and receptive forms.

A Focus of Fluency

What is Vocabulary?

A Focus on Vocabulary, p. 5, defines vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms.

- productive - the vocabulary that one uses in writing and speaking.
- receptive - the vocabulary that one uses in reading and listening.

K-12 English Language Arts Curriculum Framework

Revised 2003

<http://arkedu.state.ar.us/>

Arkansas K-12 English Language Arts Curriculum Framework

Refer participants to the Arkansas K-12 English Language Arts Curriculum Framework. Have participants work in groups to identify and place a **V** by all Student Learning Expectations that pertain to vocabulary learning. Review the Arkansas Reading First Comprehensive Literacy Instruction Map to determine when the SLE should be included in the year's instruction. Remind participants that they are responsible for all Student Learning Expectations up to and including their grade level. Participants should mark at least the following:

Strand: Oral and Visual Communication

Standard 1. Speaking: Students shall demonstrate effective oral communication skills to express ideas and to present information.

Student Learner Expectations

OV.1.1.1 Use more descriptive and precise vocabulary to name and describe known items

Strand: Writing

Standard 7. Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.

Student Learner Expectations

W.7.1.2 Imitate narrative elements and predictable language patterns derived from known texts.

W.7.1.6 Use newly learned words in writing.

Strand: Reading

Standard 11. Vocabulary, Word Study and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learner Expectations

R.11.1.1 Use knowledge of context clues to make sense of new words.

R.11.1.3 Refine the meanings of words through repeated encounters.

R.11.1.8 Discuss the meaning of new words encountered in independent and assisted reading.

R.11.1.9 Experiment with language, including riddles and nonsense words and using them in speaking, reading, and writing.

Children learn the meanings of most words indirectly:

- They engage daily in oral language
- They listen to adults read to them
- They read extensively on their own

Put Reading First

Indirect Word Learning

Children learn the meanings of most words indirectly. Highlight bullets on ***Put Reading First (PRF)***, p. 35:

- They engage daily in oral language.
- They listen to adults read to them.
- They read extensively on their own.

Read the additional information on each point. Discuss where opportunities for these interactions occur during the Literacy Block.

Oral Language

Refer participants to ***A Focus on Vocabulary***, pp. 13-14. Tab and highlight the following quotes:

p. 13

...the more oral language experiences children have in their early years, the more words and word meanings they acquire. It is the kind and extent of these early oral language experiences that profoundly affect children's later reading and school success. Young children whose experiences include hearing a lot of language and being encouraged to use and experiment with language themselves tend to achieve early reading success; children who have limited experiences with language often have trouble learning to read, and as they progress through school, they remain at risk for reading and learning problems.

p. 14

Once children begin school, the teacher talk they hear throughout the day poses opportunities to familiarize them with the kind of oral language that promotes vocabulary growth. Yet, researchers have found that talk in the primary and elementary school classrooms is often limited to commonly recognized words and largely involves concrete talk about the "here and now."

Read Aloud

While oral language is important for vocabulary development of children daily conversational language does not include the varied word use found in written language.

Highlight ***A Focus on Vocabulary, p. 15***, “Children’s books contain almost twice as many infrequently used or rare words than even adult conversation among college graduates.” Students need exposure to these rare words to acquire the vocabulary they need to comprehend increasingly complex text.

As children listen to adults read to them, they are exposed to a higher level of language through authors’ word crafting skills.

Extensive Independent Reading

Refer to ***A Focus on Vocabulary, p. 18***. Reading extensively provides exposure to a wide range of new and unfamiliar words, contributing to vocabulary growth by providing opportunities for students to make connections among familiar and unfamiliar but semantically related words. Extensive reading also provides opportunities for students to encounter many of the same words in multiple contexts thus extending their base of knowledge accordingly.

Research has determined that students can learn between 5 to 10 percent of previously unknown words from a single reading. The general consensus among researchers currently is that students add approximately 2,000-3,500 words yearly to their reading vocabularies.

ACTIVITY: Vocabulary in the Literacy Block

Groups of participants discuss where opportunities for vocabulary development occur during the Literacy Block. Refer to the First Grade Classroom Observation Protocol. Chart the responses.

Some vocabulary should be taught directly:

- **Specific word instruction**

- Teaching specific words before reading helps both vocabulary learning and reading comprehension.
- Extended instruction that promotes active engagement with vocabulary improves word learning.
- Repeated exposure to vocabulary in many contexts aids word learning
- *Put Reading First*

Direct Vocabulary Instruction

Refer participants to **PRF, p. 36**. Highlight:

Specific word instruction can deepen students' knowledge of word meanings. In-depth knowledge of word meanings can help students understand what they are reading or hearing. It also can help them use words accurately in speaking and writing.

Discuss the following points:

Teaching specific words before reading helps both vocabulary learning and reading comprehension.

Before students READ a text, it is helpful to teach them specific words they will see in the text. Teaching important vocabulary before reading can help students both learn new words and comprehend the text. Pre-teaching vocabulary occurs before students read a text independently.

"If the students are going to have trouble understanding a passage because of a word, pre-teach it"(Graves) .

When first graders begin Guided Reading, pre-teaching vocabulary would be implanting language during the picture walk or predict and locate if the word were one some children may not understand. In Read Aloud or Shared Reading, the teacher would pre-teach one or two words that if misunderstood, may impair the students' understanding of the story.

ACTIVITY: Selection of Vocabulary Words for Guided Reading

Words identified for pre-teaching when previewing the text *A Dog Called Bear* included **crossly (p. 4)**, **squeal (p. 8)** and **shaky (p. 14)**. Students must understand the terms and their meanings in the context of the story in order to fully comprehend this particular text. Students could possibly misunderstand the passages in which these words appear, contributing to a misinterpretation of the text in general.

Extended instruction that promotes active engagement with vocabulary improves word learning.

Children learn words best when they are provided with instruction over an extended period of time and when that instruction has them work actively with the words. The more students use new words and the more they use them in different contexts, the more likely they are to learn the words.

Repeated exposure to vocabulary in many contexts aids word learning.

Students learn new words better when they encounter them often and in various contexts. The more children see, hear and work with specific words the better they seem to learn them.

Choosing Words to Teach

- **Tier One** (consists of the most basic words that rarely require instruction in school).
- **Tier Three** (includes words whose frequency of use is quite low, often being limited to specific domains).
- **Tier Two** (are high-frequency words that appear in a wide variety of texts and in oral and written language of mature language users; thus instruction in these words can add productively to an individual's language ability).

Bringing Words to Life

Choosing Words to Teach

Words have different levels of utility. In this regard, researchers have identified three tiers:

Tier One consists of the most basic words that rarely require instruction in school.

Examples: baby, clock, happy

Tier Two words are high-frequency words that appear in a wide variety of texts and in oral and written language of mature language users; thus, instruction in these words can add productively to an individual's language ability.

Examples: foolish, grumpy, ordinary

Tier Three includes words whose frequency of use is quite low, often being limited to specific domains. These words would not be of high utility for most learners and are probably best learned when a specific need arises, such as introducing **peninsula** during a geography lesson.

Examples: isotope, lathe, peninsula.

Bringing Words to Life, p. 8

Highlight ***Bringing Words to Life, p.16:***

One "test" of whether a word meets the Tier Two criterion of being a useful addition to students' repertoires is to think about whether the students already have ways to express the concepts represented by the words. Would students be able to explain these words using words that are already well known to them? If that is the case, it suggests that the new words offer students more precise or mature ways of referring to ideas they already know about.

Tab and highlight the box on ***Bringing Words to Life***, p. 19, “Some Criteria for Identifying Tier Two Words”:

- ***importance and utility*** - Which words are used by mature adults and are used across a number of domains?
- ***instructional potential*** - Which of these can be worked with in a variety of ways?
- ***conceptual understanding***-Which of these words do the children have a general concept for? Which of these words can be explained in child-friendly terms?

Consider the background of your students to determine what might be Tier II words for those students. Words that are Tier II for adults may not be appropriate for first grade students. Words that are Tier II words for first grade students in one area may not be Tier II words for students in another area.

How do we select the vocabulary to teach to students?

1. Is understanding the word important to understanding the selection in which it appears?
2. Are students able to use the context or structural analysis to discover the word's meaning?
3. Can working with this word be useful in furthering students' conceptual understanding?
4. How useful is this word outside of the reading selection being taught?

What Research Has to Say About Reading Instruction

Selecting Vocabulary to Teach

Teachers often ask how many and which words should they teach. Highlight **PRF, p. 41**, “*You will probably be able to teach thoroughly only a few new words (perhaps eight or ten) per week.*”

A few words well taught are better than many words taught superficially. In *Teaching Reading in the 21st Century*, Michael Graves gives guidelines in the form of questions for teachers to use when selecting words to teach:

1. Is understanding the word important to understanding the selection in which it appears? *If the students are going to have trouble understanding a passage because of a word, pre-teach it. (conceptual understanding)*
2. Are students able to use the context or structural analysis to discover the word's meaning? *If the students will be able to figure out a word's meaning from context or morphology, we do them a disservice by pre-teaching it. We want their skills to grow.*
3. Can working with this word be useful in furthering students' conceptual understanding? *Will this word be used again in instruction for which the concept needs to be developed? (instructional potential)*
4. How useful is this word outside of the reading selection being taught? *Choose words to teach and test that will be useful in real life, not just in school. (importance and utility)*

(Parenthetical statements refer to Beck's criteria for Tier II words.)

Types of Word Learning

- Learning a new meaning for a known word
- Learning the meaning for a new word representing a known concept
- Learning the meaning of a new word representing an unknown concept
- Clarifying and enriching the meaning of a known word

Put Reading First

Types of Word Learning

Another consideration in choosing and teaching vocabulary is the type of word learning. Refer to *PRF*, p. 43. Read and highlight:

- Learning a new meaning for a known word.
*Example: bank of a river when **bank** for **money** is known; may include figurative language, idioms, metaphors and similes. (e.g., **out of this world**).*
- Learning the meaning for a new word representing a known concept. *Example: **plodded** for **walking***
- Learning the meaning of a new word representing an unknown concept.
*Example: the word **snow** for a child living in a tropical region*
- Clarifying and enriching the meaning of a known word.
*Example: extending the meaning of the word **lake** beyond a basic understanding that it is a large body of fresh water to include natural/manmade, as a habitat and recreational uses.*

These types of word learning vary in difficulty. Learning the meaning of a new word for an unknown concept would be the most challenging type of word learning.

ACTIVITY: Model Selection of Vocabulary Words- *Sheila Rae, The Brave*

Use the sample script to model the selection of words to teach in a Read Aloud. List possible words on a chart and talk through the selection of the words to teach.

After modeling, divide the participants into groups of three. Give each group a selected Read Aloud text. Participants will read the text together noting possible Tier II words. The group will work together to select two or three of these words on which they would focus instruction after the Read Aloud. A representative will report out to the whole group.

Sample Script

*I have selected the book **Sheila Rae, The Brave** by Kevin Henkes for Read Aloud for my Kindergarten students. I read through the book ahead of time and noticed several words that I thought would be good to bring to the attention of my children. These words included: **afraid, giggled, attacked, pretended, familiar, evil, horrible, convince, imagined, dashed** and **fearless**. (List on chart.)*

*I look at all the words that I have selected and I will narrow the field down to two or three. I will consider the criteria from the text, **Bringing Words to Life**:*

- **importance and utility**
- **instructional potential**
- **conceptual understanding.**

*I think **giggled, horrible, evil** and **afraid** can be explained with very brief explanations and may not need the extra support of extended interaction. I think **pretended** and **familiar** are words that children will pick up because they are used so often in our language. Now my list has been reduced to **attacked, convince, imagined, dashed** and **fearless**. I am going to introduce the words **dashed** and **fearless** through Beck's vocabulary instructional sequence because these words can be explained in child-friendly terms, can be interacted with in a number of ways and will be used across a variety of domains, and will probably be encountered frequently within recurring language interaction that the children will experience.*

ACTIVITY: Selecting Words to Teach in a Read Aloud

After modeling, divide the participants into groups of three. Give each group a selected Read Aloud text. Participants will read the text together noting possible Tier II words. The group will work together to select two or three of these words that they would choose to focus instruction on after the Read Aloud. The small group will report out to the whole group.

Text Talk Instructional Sequence

- **Contextualize the Word**
- **Say the word together**
- **Student Friendly Definition**
- **Use in Other Contexts**
- **Engage students**
- ***Say the Word Together***
- **Use all the Words Together**

Bringing Words to Life

Vocabulary Instructional Sequence

The instructional sequence outlined here is from *Bringing Words to Life*, p. 51. Refer to **Resource V1 Vocabulary Instructional Sequence After a Read Aloud**.

Contextualize the word.

Tell how it was used in the story; reread the sentence.

This puts the word in the contextual processor and building schema for that word.

Say the word together.

Saying the word puts it in the child's phonological processor.

Give student friendly definition.

Developing effective word explanations for students calls for taking care to explain the concept in language that children can understand.

- Characterize the word and how it is typically used.
- Explain the meaning in everyday language

This links the new word to known concepts.

Use in other contexts.

Give examples in contexts other than the one used in the story.

PRF, p. 36, "Repeated exposure to vocabulary in many contexts aids word learning."

Engage students.

Students interact with target words.

PRF, p. 36, "Extended instruction that promotes active engagement with vocabulary improves word learning."

Say the word together.

Students repeat the word again to reinforce word memory in the phonological processor.

Use all the words together,

All words taught during the lesson are brought together by relating words in one context or the same format.

The more connections that can be built, the more opportunities there are for the child to "get to" the word.

Vocabulary Instructional Sequence After a Read Aloud

Title of Read Aloud:						
Vocabulary Words:						
Contextualize the word. <i>Tell how it was used in the story, reread the sentence.</i>	Say the word together. <i>Put the word in the child's phonological processor.</i>	Give a student friendly definition. <i>Define in own words; pair with an example.</i>	Use in other contexts. <i>Give examples in contexts other than the one used in the story.</i>	Engage students. <i>Students interact with target words.</i>		Say the word together. <i>Repeat the word again to reinforce the phonological processor.</i>
				Questions, Reasons, and Examples	Making Choices	

Use all the words together. <i>Relate the words in the same context or format.</i>						

Variation of Activities that ENGAGE the Students:

- Questions, Reasons, Examples
- Making Choices
- Word Associations
- “Have you ever ____?”
- Applause! Applause!
- Idea Completions

Bringing Words to Life

Engage the Students

Refer to *Bringing Words to Life*, pp. 44-45, 56-57. Model activities that engage students in vocabulary learning.

- **Questions, Reasons, Examples.** “What is something you could do to ____?”
- **Making Choices.** “If any of these are examples of ____ say ____.”
- **Word Associations.** Words that are not synonyms but have a relationship with the vocabulary word, “Which word goes with ____?”
- **“Have you ever ____?”** This activity helps students relate the word in their own experiences.
- **Applause! Applause!** “Clap if you would like to be described as _____,” or “Clap if you would NOT like to be described as _____.”
- **Idea Completions.** Provide students with sentence stems that require them to integrate a word’s meaning into a context in order to explain a situation: “The teacher is **stern** because...”

ACTIVITY: Model and Plan a Vocabulary Lesson

Model a vocabulary lesson for *Sheila Rae, the Brave* using the **Resource V2 Vocabulary Instructional Sequence – Sheila Rae, the Brave**

Plan. Participants will use **Resource V1 Vocabulary Instructional Sequence After a Read Aloud** to plan a vocabulary lesson using one of the provided Read Aloud texts.

Refer participants to **A Closer Look**, pp. 25-27, for an example of explicit teacher language to use with this model.

Vocabulary Instructional Sequence– *Sheila Rae, The Brave*

Title of Read Aloud: *Sheila Rae, The Brave* by Kevin Henkes

Vocabulary Words: fearless, dashed

Contextualize the word. <i>Tell how it was used in the story, reread the sentence.</i>	Say the word together. <i>Put the word in the child's phonological processor.</i>	Give a student friendly definition. <i>Define in own words; pair with an example.</i>	Use in other contexts. <i>Give examples in contexts other than the one used in the story.</i>	Engage students. <i>Students interact with target words.</i>		Say the word together. <i>Repeat the word again to reinforce the phonological processor.</i>
				Questions, Reasons, and Examples-	Making Choices-	
"I am brave," Sheila Rae tried to convince herself. "I am fearless."	fearless	not afraid not scared without fear A lion tamer seems fearless to me.	Someone who jumps from an airplane with a parachute.	Would someone who is fearless: -scream when they see a mouse? -stand up to a bully? -run from their own shadow?		fearless
Sheila Rae grabbed Louise and dashed up the street.	dashed	to move quickly The boy dashed across the finish line to win the race.	Mom dashed to the store when she was out of milk for supper.	Who dashed? -a boy going to the principal's office for fighting or one going to get ice cream? -the lifeguard to rescue a child or a turtle crossing a road?		dashed

Use all the words together. *Relate the words in the same context or format.*

The fireman was **fearless** as he **dashed** into the burning house to rescue the man.

Using words in Speaking:

- Word Wizard
- Wonderful Words

Bringing Words to Life

Word Consciousness

Word consciousness is an awareness of and interest in words and their meanings. Having word consciousness:

- helps students develop a deeper understanding of words
- promotes an understanding of how words and concepts are related across different contexts.

Two ways to help children develop word consciousness are:

- **Word Wizard.** Students earn a point when they hear a word on TV, on the radio or at home. They tell the teacher where and when they heard or saw the word and how it was used. The teacher places student names on the Word Wizard chart and indicates their points with a check or sticker. Word Wizard words may come from Read Aloud or Guided Reading.

Bringing Words to Life, pp. 77, 118-121

- **Wonderful Words.** The teacher places Read Aloud vocabulary words on a bulletin board and uses them in conversations with the children, encouraging the children to use them and modeling how the words are used. After Read Aloud words are introduced, the teacher may copy the cover of the Read Aloud and place the word there. This serves as a visual for the context of the word. Students are encouraged to use the words in speaking and writing.

Bringing Words to Life, pp. 125-126

It is important that the teacher returns to these words and uses them in conversations with the children.

Planning and Discussion

1. Ask the **Master Teacher** to share her thinking as she planned today's vocabulary instruction.

Sample Language

I selected these words in the Read Aloud because _____.

I used the Isabel Beck vocabulary instructional sequence. I chose _____ activity to engage students.

For guided reading I chose to pre-teach the words _____ because _____.

2. Have participants use their Classroom Observation Protocol and anecdotal notes of students' behavior and teacher's language to process the observation. Discuss these questions:
 - Where was vocabulary addressed during the Literacy Block?
 - Was Beck's vocabulary instructional sequence utilized in connection with the Read Aloud? How?
 - What was the evidence?
 - Was there pre-teaching of vocabulary words in connection with the Read Aloud or Guided Reading?
3. Ask participants to analyze the DIBELS WUF student data and observation notes to plan interventions that meet student needs and support classroom instruction.

Interventions

1. Refer to ***First Steps Oral Language Continuum***
2. Use **Literacy Task Cards, Early Level, Set 2**. Determine which cards would be appropriate for vocabulary intervention activities.
3. **I've DIBEL'd, Now What?**