

The Gift of Words: Vocabulary Instruction for Adolescents

Shared by
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November 2011

Note:

The materials shared on this drive represent an early draft. For the final product, including digital files of all handouts and references, please email me at gould.sherri@gmail.com.

The Gift of Words: Vocabulary Instruction for Adolescents

“Words make the difference: which words we use, how we understand them, and how we intend them to be understood.” --Garrard Beck

What We Know about Vocabulary Instruction

- Good: Some is better than none.
- Better: Using both definitional and contextual
- Even Better: Activating prior knowledge and comparing/contrasting word meanings
- Best: Active learning, inferences, prior knowledge, frequent encounters

Comprehensive Vocabulary Program

- Rich and varied language experiences
- Teaching individual words
- Teaching word-learning strategies
- Promoting word consciousness

Rich and Varied Language Experiences

- Listening
- Reading
- Discussing
- Writing

Teaching Individual Words

“To expand a child’s vocabulary is to teach that child to think about the world.” —Stahl and Stahl

- First Things First
 - Levels of Word Knowledge
 - Word Learning Tasks
 - Choosing Words
 - Getting the Best Possible Results

Strategies for Teaching Individual Words

- Teaching New Words—Known Concepts
 - Context-Dictionary-Discussion
 - Definition-Plus Rich-Context
 - Context-Relationship
 - Conveying
 - Rationale
 - Rich Instruction

Strategies for Teaching Individual Words

- Teaching New Words/New Concepts
 - Frayer Model
 - Focused Discussion

Strategies for Teaching Individual Words

- Teaching New Meanings for Known Words
 - Introducing New Meanings
- Enriching Meanings of Known Words
 - Possible Sentences
 - Semantic Mapping
 - Semantic Feature Analysis
 - Venn Diagrams

Word-Learning Strategies

- Using Context Clues
- Using Word Parts
- Using the Dictionary
- Making a Personal Commitment

Fostering Word Consciousness

(the awareness of & interest in words)

“Word consciousness—and especially understanding the power of word choice—is **essential** for sustained vocabulary growth. Words are the **currency** of written language. Learning new words is an **investment**, and students will make the required investment to the extent that they believe the investment is **worthwhile**.” Judith Scott and William Nagy

Concept-Relationship Procedure

Dignity

“It was beneath Miss Emily’s ***dignity*** to accept any sort of charity. Her ***dignity*** caused her to hold her head high and to expect people to treat her with respect. A person with ***dignity*** behaves in a way that shows respect for herself and for others.”

Dignity means

- A. Poise and self-respect
- B. Odor and texture
- C. Lack of understanding

“Every word you know
is a
window upon the world.”

--Garrard Beck

Resources

Carleton, Lindsay and Robert J. Marzano. (2010). *Vocabulary Games for the Classroom*. Bloomington, IN: Marzano Research Laboratory.

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Graves, Michael F. (2006). *The Vocabulary Book: Learning & Instruction*. New York, New York: Teachers College, Columbia University.

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Marzano, Robert J. (2009). *Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction*.