Vocabulary: Assignments and Activities

Assignments and Activities Title 1: Student Vocabularies

Learning Outcome 1: Demonstrate an understanding of the various vocabularies a student has and how they are connected.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.3: As a result, candidates will demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Candidates
- can articulate developmental aspects of oral language and its relationship to reading and writing.
- can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- can describe when students are meeting developmental benchmarks.
- know when to consult other professionals for guidance.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

Standard 4: Creating a Literate Environment
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.1: As a result, candidates use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.
Candidates

- assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
- can use appropriate technology to collect this information.
- collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
- select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
- can use technology to gather and to use this information in instructional planning.
- can articulate the research base that grounds their practice.

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Assignment Introduction Text: In this article, the authors present a connection between an extensive vocabulary and strong reading comprehension. As you read this excerpt, consider how vocabulary is defined, make a connection to the types of vocabularies that students have, and explain “ownership” of a word.

Artifact Asset: “A Focus on Vocabulary” by Lehr, F., Osborn, J., & Heibert, E. H. from Enhancing Instruction for Striving Readers

Source:
http://media.pearsoncmg.com/ab/ab_ab_myeducationlab_1/readings/06.EISR_AFocuseonVocabulary.pdf

Lesson Lab: (see attached file)

Question 1 Text: How do the authors define vocabulary in this article?
Question 1 Hint: Consider the different structures the authors refer to as they explain the different views of vocabulary.
Questions 1 Feedback: The authors generally define vocabulary as knowledge of words and word meanings. They become more specific as they note the oral and print forms of words. Oral vocabulary is used in listening and speaking. Print vocabulary recognizes the words used in reading and writing.

Question 2 Text: Explain the continuum of listening, speaking, reading, and writing vocabularies.
Question 2 Hint: How do these vocabularies affect each other?
Questions 2 Feedback: The largest vocabulary students have is the listening vocabulary. These are the words that students hear and understand but do not necessarily use in personal speech. The speaking vocabulary includes the words that students hear, understand, and use themselves. The next level is the reading vocabulary that students read and understand, and is a smaller set of words from the listening and speaking vocabularies. The writing vocabulary is the smallest and includes words that are a part of
listening, speaking, and reading vocabularies and can be reproduced in writing. In order to build students’ word knowledge, new vocabulary terms must be a part of the continuum, starting with the listening vocabulary.

**Question 3 Text:** What is meant by “knowing” what a word means?

**Question 3 Hint:** What do the authors mean when they talk about owning a word?

**Question 3 Feedback:** The authors state that recognizing a word by sight or by giving the dictionary definition is not “knowing” the word. They suggest using the word correctly in context or understanding in a variety of contexts indicates a better knowledge of a term. It is reflected in the accuracy of meaning that is demonstrated and through the purposes and connotations applied when the word is used.

**Assignments and Activities Title 2: Sight Words**

**Learning Outcome 2:** State the importance of sight vocabulary and its effects on the understanding of text.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

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**Assignment Introduction Text:** The teacher in this video is working with a small group of students who are learning basic sight words. She presents each word with a very structured lesson, offers guided practice, and gradually increases the expectation of response. As you watch, think about the instructional approach and why she teaches sight words in this manner.

**Video Asset:** *Sight Words*
Question 1 Text: Why does the teacher use a structured teaching strategy when teaching sight words?

Question 1 Hint: Consider the aural and visual cues when learning the words.

Question 1 Feedback: Sight words are so identified because many times they do not strictly follow the established phonetic rules used for decoding words. Sight words also must be instantly recognizable and not dependent on breaking apart the word to “sound it out.” The teacher reviews the letters and the sounds of the word to reinforce the sound-letter relationship, but students are not to be dependent on those cues to determine what the word is. She picks up the speed of review, indicating a goal of instant recognition for each child.

Question 2 Text: Explain why strong knowledge of a high-frequency word list (sight words) aids student comprehension.

Question 2 Hint: Consider how instant recognition of high-frequency words enhance student understanding.

Question 2 Feedback: A student who may have to stop to recall or decode high-frequency sight vocabulary may lose a sense of the content being read. Immediate recognition may help a student focus more quickly on passage meaning. These high-frequency words may also help provide some context for understanding the rest of the content material.

Question 3 Text: Some sight words, as noted in the video, are function sight words that provide little meaning on their own (e.g., of, be, and, the, it). Why should those words be taught in isolation and in context?

Question 3 Hint: Think about how students use these function words.

Question 3 Feedback: Function words are more difficult to learn because they may have no concrete meaning and can sometimes be easily confused with words similar in style, structure, and/or word usage. Learning them in context allows students to make a text connection and provide clarity for the learning.

Assignments and Activities Title 3: Word Parts

Learning Outcome 3: Examine the various structures of word parts and how a broad knowledge of parts and meanings will enhance a student’s vocabulary.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.
Standard Element 1.4: As a result, candidates will demonstrate knowledge of the **major components of reading** (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

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**Assignment Introduction Text:** In this video clip, a teacher helps his students understand that knowledge of affixes can help them determine the meaning of unfamiliar words. The students examine a group of words, discuss the meanings, and sort the words. As you watch the video, note the ways the teacher encourages students to apply background knowledge to determine meaning for the unfamiliar words.

**Video Asset:** *Applying Affixes*

**URL:**

**Question 1 Text:** Consider how the teacher begins the lesson on the prefixes. What value is there in making a connection with known words?

**Question 1 Hint:** How does prior knowledge of known words and application of mastered skills connect to this lesson?

**Question 1 Feedback:** As the teacher discusses with the small group, he draws on prior background knowledge and connections that serve two purposes. This discussion first establishes the base of what students already know, eliminating unnecessary repetition, and second, makes instruction “gaps” or misunderstanding of ideas and concepts more apparent. Gathering such information may help the teacher structure the lesson and scaffold the learning, rather than repeat information.

**Question 2 Text:** Why would a word sort be a helpful activity for this lesson?

**Question 2 Hint:** Remember that the teacher gave each student a new, unused pack of vocabulary words to examine for the word sort.

**Question 2 Feedback:** The students needed to examine each of the words without the benefit of hints from the small group instruction. Decisions about sorting had to be made based on student understanding of the expected criteria. Looking at the words and sorting
helps students to compare and contrast the features of the words. Students are looking for the visual cues of similar prefixes, although the word sorts could focus on other criteria when examining the given set.

**Question 3 Text:** What might be elements of instruction when teaching affixes?
**Question 3 Hint:** State three elements to include in instruction.
**Question 3 Feedback:** Specific instruction of prefixes and suffixes should include a visual recognition of the prefix or suffix, an identification of the new word that has had a prefix or suffix added, and knowledge of the meaning of the added prefix or suffix. It is also helpful to determine the meaning of the new word with the inclusion of the affix.

**Question 4 Text:** Some prefixes are considered “active” and others are “absorbed.” Absorbed prefixes at one time functioned as an independent meaning syllable, but now are included as a part of the word (e.g., *adj*—*adjacent* or *com*—*combine*]. Active prefixes are added to a root word and may influence a change in meaning. Why might a teacher want to spend time teaching the separate groups of prefixes?
**Question 4 Hint:** What is the learning objective for teaching each group of prefixes?
**Question 4 Feedback:** Teaching active prefixes is a way to strengthen and extend word recognition. Students will be able to decode the meaning of a word if they have knowledge of the meanings of the prefix and the root word. Teaching absorbed prefixes may add some depth and complexity to a student’s vocabulary. Knowing the meaning of the absorbed prefixes will help a student determine a general meaning of an unknown word, but the word parts do not stand alone.

**Assignments and Activities Title 4: Using Context Clues**

**Learning Outcome 4:** Identify and define the multiple approaches of context clues to determine the meaning of unknown words.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the **major components of reading** (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.
Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a **wide range of instructional practices**, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a **wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text:** In this video clip, a teacher works with a student individually to determine meanings of unfamiliar words in a content-based text. She questions the student on the strategies he uses to determine the meaning of unknown words. As you watch the video, think about the observed strategies and other context clues strategies he might use.

**Video Asset:** *Context Clues*

**URL:**
**Question 1 Text**: What strategies for determining meanings of unknown words did the student use while he read?

**Question 1 Hint**: Think about the different approaches he verbalized and those you might observe.

**Question 1 Feedback**: The student explained to the teacher that he used context by thinking about the words around the unknown word and determining what might make sense. He replaced the new word with another he knew and checked for meaning. He reread the material and thought about the meaning of the text for the whole page, not just a sentence. He drew on his prior knowledge to help him connect to the new concepts and words.

**Question 2 Text**: Identify at least four context clue patterns that may be used to help students determine meaning of unknown words in a text.

**Question 2 Hint**: Think about the context clue patterns that are found in textbooks and other instructional materials.

**Question 2 Feedback**: There are at least six common patterns of context clues that may be found in textbooks and instructional materials.

1. Definition—a key word or concept may be defined in the body of the text, usually as a phrase or sentence immediately following the new word.
2. Explanation/Examples—a key word or concept is expanded on with additional details and representations.
3. Description—a key word or concept has additional details and is highlighted with the use of *that is* or *i.e.*, which points out key ideas or multiple examples.
4. Comparison/Contrast—showing similarities and differences between a new word or concept and known ideas or examples. A simile or metaphor may be incorporated into the sentence structure to clarify the meaning.
5. Synonyms/Antonyms—a new word may be explained or defined by using a more familiar synonym in the body of the sentence. Contrast may be noted through the use of antonyms, indicating the differences. Each may add clarity and further information to the text.
6. Homographs (Multiple Meanings)—word placement within a sentence and surrounding words will provide clues for the specific meaning of a word that fits the subject and content of the text.

**Question 3 Text**: How do prior knowledge and/or schema influence the success of using context clues?

**Question 3 Hint**: Explain the connection of prior knowledge and schema to learning new terms.

**Question 3 Feedback**: Because the English language is full of interpretations and nuances in progressively more difficult text, the strategy of connecting with prior knowledge and schema helps students make links to new terms, which in turn aid comprehension and retention of meaning. Some connections are easily acquired, while others must be more deliberately guided or established. As students continue to build on the context clues patterns, they become more aware of the hints in the text and more readily able to discern new meanings.
Assignments and Activities Title 5: Content Vocabulary Instruction

Learning Outcome 5: Explain the connections between vocabulary instruction in content material and the strengthening of student understanding.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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Assignment Introduction Text: In the article, Michael Olenchalk compares the traditional approach to teaching specific content vocabulary, and the strategies that he uses and finds more effective. He explains his reasoning and gives examples of student success when using his recommended strategies.
Question 1 Text: Why does Mr. Olenchalk find the traditional approaches to vocabulary development in his text resources to be ineffective?

Question 1 Hint: What is the purpose of those activities?

Question 1 Feedback: The purpose of the activities found in the resources is to focus on word recognition and increase the students’ exposure to the words. The activities such as crosswords and fill-ins do provide the students with practice with the words, but do little to enhance student understanding of the terms and related concepts.

Question 2 Text: What is meant by “scaffolding” of new vocabulary terms and concepts?

Question 2 Hint: Think about the connection between students’ prior knowledge and scaffolding.

Question 2 Feedback: Scaffolding is making the connections between prior knowledge and experiences and creating new knowledge with new information. By developing relationships between new terms or concepts and prior knowledge, students are building the connections that help them retain understanding and apply new knowledge in classroom learning experiences.

Question 3 Text: How does Mr. Olenchalk use reciprocal teaching (Palincsar & Brown, 1985) to evaluate students’ understanding of new terms?

Question 3 Hint: Think about the four elements of reciprocal teaching instruction. Then look at the different pre-reading and extension activities that the teacher uses.

Question 3 Feedback: The four elements of reciprocal teaching instruction include summarizing, questioning, clarifying, and predicting. Some of the elements are found in this modeled lesson. The teacher uses a small group pre-reading activity that establishes a focus for the content. He then has students work in small groups to read the content, summarize the concepts with the help of text features, use a graphic organizer to gather information and clarify new and unfamiliar concepts and terms, and complete a quick write (a method of writing that is a brief, informal response to a reading that encourages the student to express an opinion, or to react to a topic) that uses the familiar and new terms to show the group’s understanding of the concept.

Question 4 Text: Why might the teacher use extension activities with a content vocabulary lesson?

Question 4 Hint: Think about the understanding and application of the concepts within the content presentation.

Question 4 Feedback: The extension activities can be used to reinforce the new terms and concepts and provide additional review as needed. The more students are engaged with the terms and concepts, the more likely the students will have a strong...
understanding for application of the material. Making connections between the new knowledge and prior experiences links this material in a way that in turn becomes the basis for learning and scaffolding new terms.

Assignments and Activities Title 6: Strategic Vocabulary Instruction

Learning Outcome 6: Have knowledge of vocabulary instructional strategies that are used to present and develop meaning for unknown words.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

From Standards for Reading Professionals (Revised 2003). Copyright 2004 by the International Reading Association. Used with permission of the International Reading Association.
Assignment Introduction Text: The document contains descriptions of seven different vocabulary strategies that may be used with students at all levels, with adaptations that may be age-level/grade-level appropriate.

Artifact Asset: “Vocabulary Strategies” from Enhancing Instruction for Striving Readers

Source: http://media.pearsoncmg.com/ab/ab_ab_myeducationlab_1/readings/06.EISR_VocabularyStrategies.pdf
Lesson Lab: (see attached file)

Question 1 Text: In what ways are specific word instruction strategies distinguished from word learning strategies?
Question 1 Hint: Compare and contrast the two groups of strategies.
Question 1 Feedback: Specific word instruction strategies are designed to help students acquire the meaning of new terms and make connections with prior knowledge and concepts. Students engage in purposeful active reading as they interact with the terms. Word learning strategies are designed to guide students to examine word parts (with meanings students already know) that will help them deconstruct the meaning of an unfamiliar word. Context clues are considered a part of word learning strategies. Both sets of strategies may be used in any content or context to determine meanings of unfamiliar words. Using multiple strategies to decipher new words strengthens students’ connections to meaning.

Question 2 Text: Compare a concept definition map and a semantic map.
Question 2 Hint: Consider the similarities between the two strategies.
Question 2 Feedback: Both strategies use graphic organizers as a means to create a relationship between concepts and ideas. Concept definition mapping is designed to help students grasp the meaning of new words and concepts. Through purposeful reading, students identify characteristics, examples and nonexamples, and categories that connect with the new terms. A semantic map offers a visual representation of a specific topic or concept by showing connections between the terms associated with the topic or concept. Students are encouraged to expand on semantic maps as the understanding of the topic or concept increases.

Question 3 Text: How does the Keyword Method use visualization to support learning of new meanings?
Question 3 Hint: State how a mnemonic strategy may help comprehension of new terms.
Question 3 Feedback: As students look at new words, they are asked to associate a picture that sounds like part of the new term. They then visualize an interaction between the picture and the term. When the new term is encountered again in text, the image and connections are recalled to associate meaning.