

VOCABULARY BUILDING STRATEGIES FOR IMPROVED LITERACY OUTCOMES

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AGENDA

Introduction

Literacy Framework

Components of Vocabulary

Robust Vocabulary Instruction

Strategies

Resources

Questions

ABOUT ME

Currently working with the Auditory Outreach POP- Principal and SLP

Certified Teacher - French Immersion

SLP for school boards in ON, AB and BC

Alberta Children's Hospital (12 yrs) with a focus on Alternative and Augmentative Communication and DHH clinic - SLP and Manager

Private Practice (12 years)- preschool and school age

Mom, Skier, Hiker, Biker, Swimmer, Dog Owner, Coach, Traveler, Outdoor Enthusiast!

ABOUT AUDITORY OUTREACH

We are experts in remote microphone technologies and focus on the unique skills and learning needs of students who have cochlear implants.

Auditory Outreach consultative support for students with cochlear implants includes but is not limited to:

- Audiology, SLP and TDHH consultative support
- Assessments
- Assistive Listening equipment validation, implementation and technical support
- Long term and short-term goal identification including IEP support, and strategies for school teams
- Resource sharing, training and education for students, school teams, community teams and families
- Promotion of inclusion and advocacy for students who have cochlear implants in school environments
- Professional Development
- On-line groups targeting social connection to other students with CIs and social language

Many Strands Are Woven into Skilled Reading

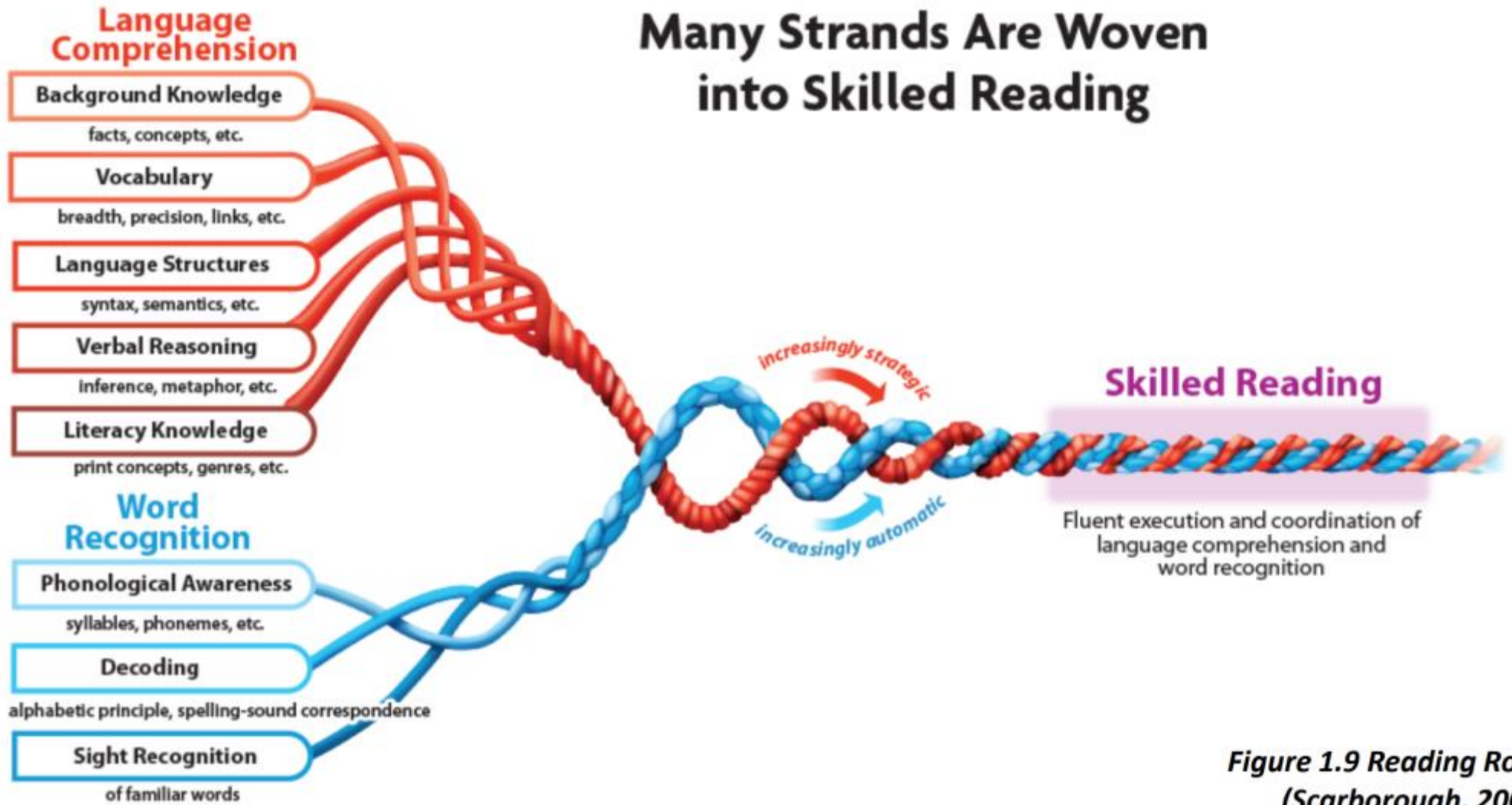
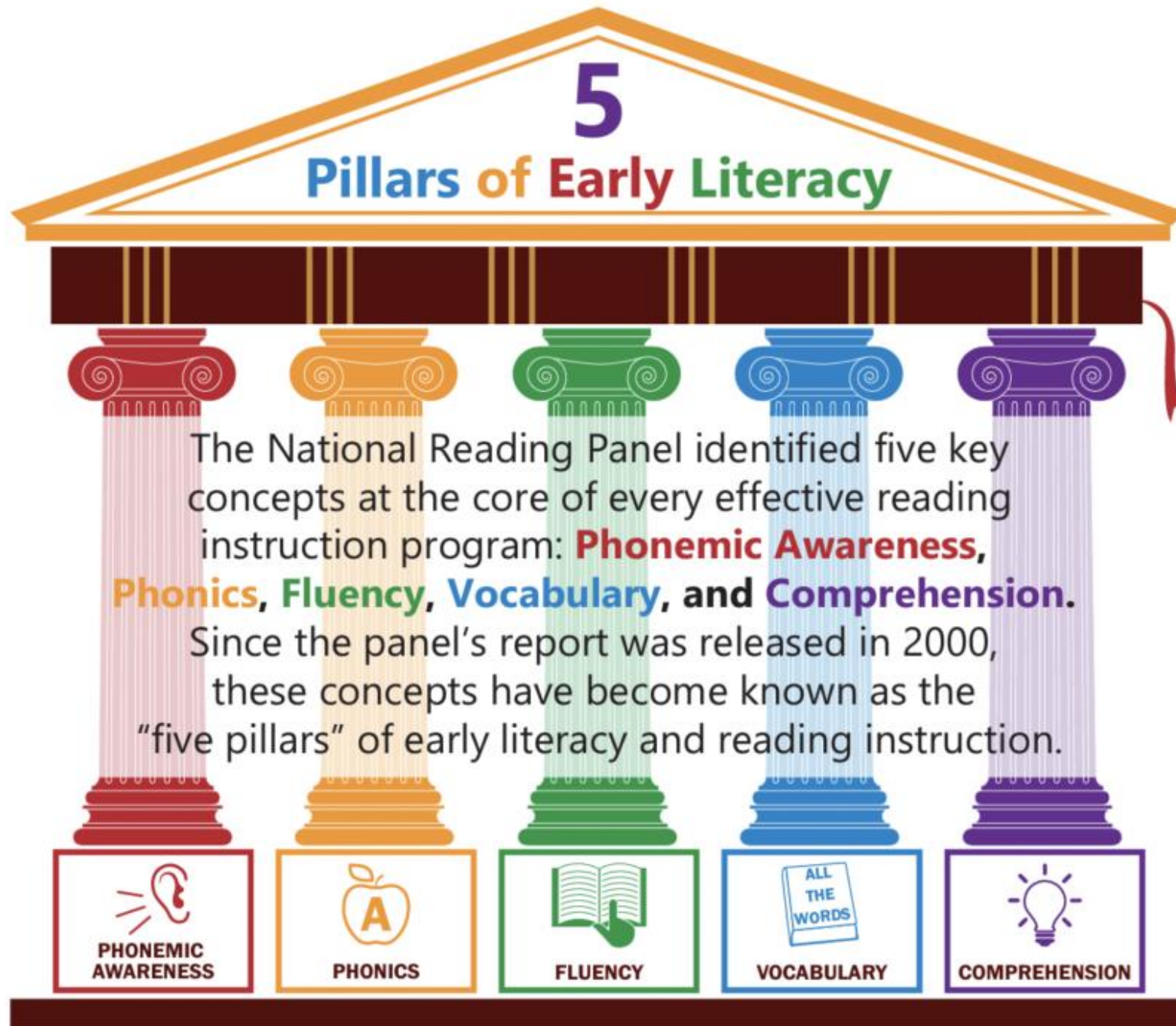


Figure 1.9 Reading Rope (Scarborough, 2001)



ELEMENTS OF WORD KNOWLEDGE



Relationships to other words

Register

Semantic

Pronunciation

Spelling

Morphology

Syntax

TO REALLY KNOW A WORD IS TO:

- Share an informal definition/ explanation
- Use a synonym or antonym
- Give categorical information
- Recognize nuances between similar words
- Recognize word parts (morphological understanding)
- Connect to personal experience/ context
- Recognize multiple meanings

VOCABULARY TIERS

1

TIER 1: BASIC WORDS

Words that students are familiar with and use in conversation

Examples: happy, left, no, beside

2

TIER 2: CONTEXT WORDS

Robust, high-frequency words that are encountered across multiple contexts

Examples: migrate, adjust, severe

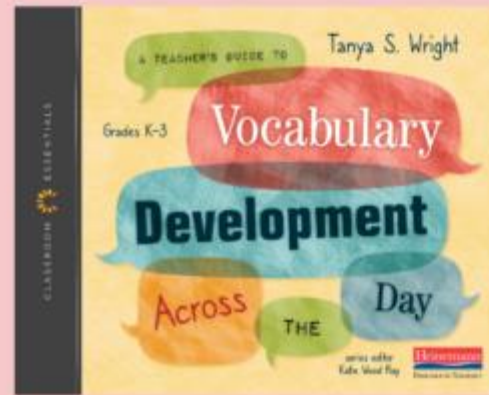
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TIER 3: GENRE SPECIFIC

Low frequency words that are content specific

Examples:
Photosynthesis,
democracy, hypotenuse

ACTIVE PROCESSING



ON THE PODCAST

VOCABULARY DEVELOPMENT ACROSS THE DAY

With Tanya Wright and Katie Wood Ray

[A Teacher's Guide to Vocabulary Development Across the Day - Tanya Wright](#)

MORPHOLOGY

An important part of vocabulary instruction that requires explicit instruction!

“Suddenly she was surrounded by wolves”





HOME VOCABULARY LESSON

Hilarious – Instead, used the word *comical*

Swagger – looked it up in the dictionary and it said “to walk *pompously*”, so had to look up *pompously*

Synonym- *Strut*

We all walked with *swagger*, *strutted*, then walked *sullenly* (the opposite of *swagger*) – talked about adverbs, describing how we walk



ROBUST VOCABULARY INSTRUCTION

- Instruction needs to be intentional and direct – evidence shows better learning than “through context”
- Vocabulary instruction needs to be pre planned using student friendly explanations
- Let go of looking words up in the dictionary
- Enrich your “read alouds”
- Tie robust vocabulary instruction into science and social studies lessons
- If you don’t know the words, you can’t share your knowledge of the content

ROBUST VOCABULARY INSTRUCTION



Selection

Limited number of words per week

Sourced from text of interest to students and/or curriculum

Tier 2 vocabulary: sophisticated, familiar, applicable to multiple contexts



Teaching

Preplan student friendly explanations

Vary language for each definition and explanation

Identify word associations: link to situations and context

Model using the word

ROBUST VOCABULARY INSTRUCTION



Learning

Lots of exposure, multiple encounters across the week

Identifying examples and non- examples

Activities: Discrete and linked to text

12-20 meaningful exposures to learn a word (McKeown, Beck, Omanson, and Pople, 1985)



Assessing

Identifying personal definition

Generating examples and non-examples

Making inferences

Completing sentence stems

Using word in correct context



Principles of Robust Vocabulary Instruction

- Language rich environment
- Avoid memorizing the definition
- Vary definitions and contexts
- Multiple Meanings
- Choose words from conversation and more complex children's literature, rather than texts at their reading level

SOPHISTICATED LANGUAGE

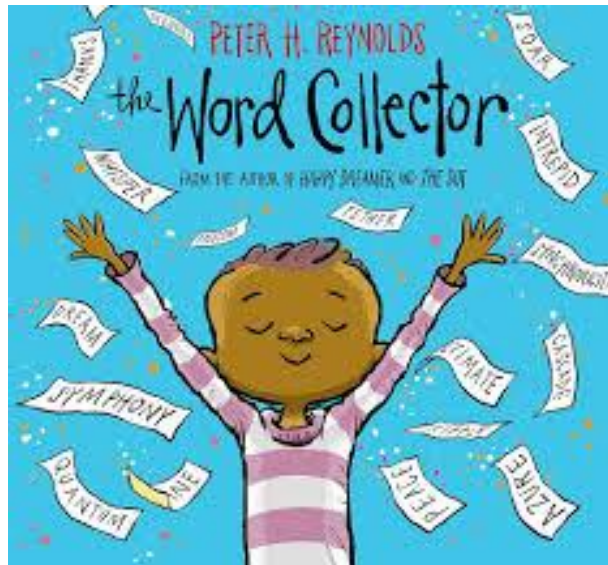
Regularly and intentionally use sophisticated language and vocabulary throughout the day!

Waznek, Wood & Schatschneider (2022). *Teacher Vocabulary Use and Student Language and Literacy Achievement*.

- “Academic words used by teachers continued to predict student vocabulary outcomes”
- “All teachers who used more academic words in their instruction and discussion had students with higher vocabulary at the end of the school year.”

SOPHISTICATED LANGUAGE

Regularly and intentionally use sophisticated language and vocabulary throughout the day



DEVELOPING STUDENT FRIENDLY EXPLANATIONS

- Student friendly explanations are NOT dictionary definitions
- 2 basic principles:
 - 1) Capture the essence of the word and how it is typically used
 - 2) Explain the meaning in everyday language
- Exercise- share some student friendly explanations for the following words: covert, disrupt, illusion, improvise, morbid

SPECIAL POPULATIONS



- Can learn and target the same words as other students, and will need to hear them more frequently, with more modeling
- Hearing differences – known *discrepancy* in expressive and receptive vocabulary
- Students who are non-verbal: make a word web on their communication device, use symbols
- English Language Learners – Use *cognates*
- Choose 5 target words, 3 “grade level”, one lower and one higher
- Many of these students also require explicit instruction of Tier 1 vocabulary and Tier 2 vocabulary

STRATEGIES

1. Word Matrix
2. Word web
3. Word collection notebook – individual and class
4. Word of the Day: Calendar or website
5. Have you ever...? Connects to personal experiences and context. E.g.,
“Describe a time that you might *urge* someone.” “Describe a time you have *commended* someone.”

STRATEGIES CONTINUED

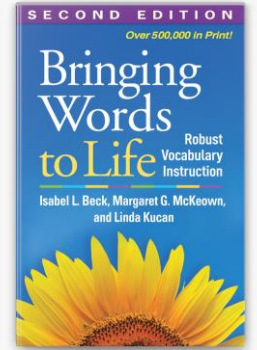
6. Applause, *Applause!* Clap to *indicate* how much you would like to be described by the target words: *frank, verbose, impish, conceited, valiant*.
7. Would you rather- vocab style – Would you rather *elevate* your best friend or a refrigerator? Would you rather *interact* with sharks or kittens?
8. Fill in the blank, finish the sentence
9. Word Wall- word wizard, student gets to ring the bell when they use a target word

STRATEGIES CONTINUED

10. Example/ Non- Example: *Precarious*, say the word if it applies. E.g., walking across a rickety bridge over an *expansive* canyon, snuggling into fluffy blankets
11. Vocabulary bingo, Guessing Clues
12. Highlighting or writing down words you don't know while reading or listening

RESOURCES

- Engage with the Page
- Heinemann.com- free teacher resources
- Vocabulary Across the Day- Book and Podcast
- Bringing Words to Life (2013) Beck, McKeown & Kucan
- Article a Day- Readworks.org
- Word of the Day websites: <https://www.merriam-webster.com/word-of-the-day>, New York Times
- Word Ninja: <https://vocabularyninja.co.uk/word-of-the-day/>
- Vocabulary Bingo: <https://myfreebingocards.com/bingo-card-generator/edit/h8bt2>



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QUESTIONS?



THANK YOU

