



Literacy Links

April, 2008
Volume 4, Number 8

Monthly E-Newsletter of Maine Reading First

Previous issues of Literacy Links have spotlighted each of the five essential elements of reading. The last issue revisited vocabulary; this issue will take a second look at vocabulary.

As Teachers, we have to step out of the privacy of our own work and publicly open ourselves to the critiques of others.

Carl D. Glickman



We use words to think; the more words we know, the finer our understanding is about the world.

--Stahl, 1999

Spotlight on...

A Deeper Look at Vocabulary Instruction

The June 2005 and March 2008 editions spotlighted vocabulary in relation to the other four essential elements of reading and research based practice. (<http://www.maine.gov/education/rf/newsletters/1005newsletter.htm>). This issue will look deeper at vocabulary in respect to explicit, systematic instructional methods in order to achieve independence in learning.

What is essential for vocabulary instruction?

It has long been known that vocabulary instruction is critical to reading and writing development. Research has shown that teachers can effectively teach vocabulary in two ways - through **direct instruction** of the meanings of specific words and by helping students **independently** apply word learning strategies to new words. Let's explore a variety of features of vocabulary instruction that have proven to be effective in building student's essential vocabulary knowledge to boost reading comprehension.

To refine teaching practice, we must consider the **components of vocabulary instruction** based on scientifically based reading research (NRP 2000).

- Direct instruction of key vocabulary
- Repeated exposures to vocabulary
- Task restructuring
- Active engagement
- Teaching word learning strategies
- Incidental learning through reading.

All these components of vocabulary instruction are important, and can be folded into various instructional routines in a comprehensive literacy program. The emphasis, pacing, and integration in teaching these vocabulary components is directly dependent on student's prior Knowledge, content area, context, text level, genre, and purpose for reading.

A closer look at these components:

- Direct instruction of key vocabulary-- Teach the pronunciation and meaning of difficult to read and critical, unknown words in advance of

Upcoming Maine Reading First Events

2008 Summer Institute: A Day with Debbie Diller

August 20 @
Verrillo's in
Portland

August 21 @ Jeff's
Catering in
Brewer

Registration
information can
be obtained at:
<http://www.maine.gov/education/rf/summerinstitutes.htm>

reading. When children map the sounds and meanings of new words in their brains, they are more easily able to retrieve this information and apply it as they are reading. Knowing these words helps readers to construct meaning as they read. Select words to teach that are important for understanding the text and that students will encounter often. Use both context and child-friendly definitions to build students' knowledge of word meanings. A great resource for child-friendly definitions is an English Language Learner dictionary.

- Multiple exposures—Students have to see a word more than once to place it firmly in long term memory—"this does not mean mere repetition or drill of the word," but seeing the word in different and multiple contexts (Stahl, 2005). Encourage "deep processing" of word meanings by helping children:
 - Find synonyms or antonyms for the new word (ex. Which of these words means the opposite of fabulous—excellent, terrible, wonderful?)
 - Make up novel sentences using the new word (ex. Maria thought her car was fabulous because it drove so smoothly.)
 - Classify the word with other words (ex. Which word goes with fabulous—o.k. or super?)
 - Relate the definition of the word to their own experiences (Is it fabulous when you go to see an exciting movie?)
- Task restructuring -- Use instructional routines that allow students to concentrate on learning the content, rather than the task. The restructuring of learning materials or strategies in various way leads to increased learning--"once students know what is expected in a vocabulary task, they often learn rapidly" (Kamil, 2004).
- Engagement – "Seeing vocabulary in rich contexts provided by authentic texts rather than in isolated vocabulary drills produces robust vocabulary learning (NRP 2000). Rich and robust vocabulary instruction (Beck 2002) goes beyond definitional knowledge: it gets the students actively engaged in using and thinking about word meanings and in creating relationships among words" (Diamond and Gutlohn, p.11).
- Word Learning Strategies--"Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not been explicitly introduced in class" (Diamond and Gutlohn, p.11).
 - Dictionary Use--teaches students about multiple meanings and choosing the appropriate definition for the particular context.
 - Use of Word Parts (Morphemic Analysis)--deriving a word's meaning by analyzing its meaningful parts (i.e. root words, prefixes, suffixes).
 - Using Context Clue—inferring meaning from both generic and specific context clues. However, not all contexts are helpful to determining word meaning. Some contexts give little information or might lead the reader to the wrong interpretation of the word's meaning. Instruction in use of context clues should help children learn to use clues effectively.

Save the dates:

SUMMER 2008

**August 5,6,7,
2008~**
Annual Seamless
Transitions
Conference:
Celebrating Literacy
and the Arts, for Pre
K-Grades 12.
University of Maine,
Orono.
Organizers of this
conference are
excited to announce
J. Patrick Lewis,
children's poet
extraordinaire as a
keynote.
Contact Amy Cates
at 581-2438 for
more information.



- Cognate Awareness (ELL)—Strategies that work with English only students are also effective with English language learners. In addition use cognates (words in two languages that share a similar spelling, pronunciation, and meaning) from the student's first language to expedite vocabulary learning (Diamond and Gutlohn, p. 84).
- Incidental Learning -- The area of incidental vocabulary teaching includes rich oral language experiences provided by wide reading through teacher read-alouds and independent reading.

The instructional ideas section of this *Literacy Links* edition provide explicit examples of some vocabulary routines that emphasize direct instruction, multiple exposures, engagement, and routines. Additionally, some of these instructional routines are demonstrated by Anita Archer in videos available free from www.linkslearning.org.

Summary and conclusions:

Effective vocabulary instruction includes direct instruction of specific words and word-learning strategies, as well as reading aloud to your students, and encouraging students to read outside school. Find ways for children to enjoy words and be curious about words so they will be eager to learn.

Description of Instructional Idea...

Teaching Tier Two Vocabulary A Six-Step Sequence (instructional routine)

Adapted from Beck, McKeown & Kucan (2002) by Moore and Lyons (2005) in New Essentials for Teaching Reading in Pre-K-2. Scholastic. ISBN0439623685.

- 1. Contextualize the word for its role in the story.** Teacher: "In the story, Lisa was *reluctant* to leave the laundromat without Corduroy."
- 2. Ask the students to repeat the word so that they can create a phonological representation of it.** Teacher: "Say the word *reluctant* with me."
- 3. Explain the meaning of the word.** Teacher: "*Reluctant* means you are not sure you want to do something."
- 4. Provide examples in contexts other than the one used in the story.** Teacher: "Someone might be *reluctant* to eat a food that they never had before, or someone might be *reluctant* to ride a roller coaster because it looks scary."
- 5. Encourage students to interact with examples or provide their own examples.** Teacher: "Tell about something you would be *reluctant* to do. Try to use *reluctant* when you tell about it. You could start by saying; I would be *reluctant* to _____."
- 6. Have students say the word again to reinforce its phonological representation.** Teacher: "What's the word we've been talking about?"

FALL ALERTS

September 25-26, 2008 ~

60th Annual New England Reading Association (NERA) Conference, "Striving Readers and Writers: Literacy for all TODAY and TOMORROW", will be held at the Marriot, Springfield, MA; National and Regional Presenters and Authors! Topical Panels and Teacher Roundtable Sessions. More information available at <http://www.nereading.org>

September 27, 2008 ~
2nd Annual Nonfiction Institute,

Featuring Susan Kirch, science education scholar and associate professor at NYU. Sponsored by the University of Maine College of Education and Human Development— Literacy Unit; Contact Amy Cates at 581-2438 for registration information

Teaching Vocabulary Using Storybooks

The *Big Ideas in Reading* website from the University of Oregon provides educators with a very explicit description of how to build students' vocabulary using storybook reading as well 3 different lessons for doing so. This description can be found at: http://reading.uoregon.edu/voc/voc_sbooks.php.

Additionally, Beck, McKeown, and Kucan have written a helpful article about how to use oral language and story book reading to build young children's vocabularies. The article contains a number of practical ways to build vocabulary through conversations related to read-alouds. The article can be accessed at: http://www.aft.org/pubs-reports/american_educator/spring2003/words.html.

Selection of Words for Decoding Instruction

[Adapted from work of Anita Archer (NRFC Presentation-2006)]

1. Use the list of difficult to read words provided by your program.
2. If a list is not provided or is inadequate for your students, preview the passage to select difficult to read words.
3. Divide the difficult to pronounce words into two categories for instructional purposes:
 - a. Tell Words (irregular words, words containing untaught elements)
 - b. Strategy Words (words that can be decoded when minimal assistance is provided)

Tell Words: [there, along, upon, woman]

- This word is _____.
- What word?
- Spell and read the word.

Single Syllable Words.... [rain, boat, seed]

1. Pre-correct the difficult part of the word.
 - Look at the underlined letters.
 - What sound?
 - Sound out the word. (Pause)

Multi-syllabic Words: [condensation, atmosphere, evaporation]

1. Segment the word into decodable parts. Indicate parts with loops under the word.
2. Guide students in reading each part of the word.
 - What part? _____
 - What part? _____
 - What part? _____
3. Blend the syllables together for read the word.
What word? _____

Summary of Professional Literacy Text...

Vocabulary Handbook: For All Educators, Working to Improve Reading Achievement



By Linda Diamond and Linda Gutlohn (2006) is available from Paul H. Brookes, Publishing and the ISBN-10 is 1-55766-928-7. The *Vocabulary Handbook* is an indispensable resource for vocabulary instruction. This Core Learning Library text clearly presents the what, when, and how of effective vocabulary instruction. It presents three critical components of vocabulary instruction: specific word instruction, word-learning strategies, and word consciousness. The teacher friendly format of what and how to teach vocabulary has practical lesson models that synthesize and align scientifically based research of vocabulary instruction and the needs of striving readers.

Suggested text-set on teaching Vocabulary:

Bringing Words to Life: Robust Vocabulary Instruction. (2002)

By Isabel I. Beck, Margaret G. McKeown & Linda Kucan. Guilford Press. ISBN-10 is 1-57230-753-6

Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12

(2008). By Janet Allen. Stenhouse Publishers. ISBN is 978-1-57110-399-4.

Teaching Word Meanings (2005) By Steven A. Stahl & William E. Nagy. Erlbaum. ISBN-10 is 0-80584-364-7.

Vocabulary Instruction: Research to Practice (Solving Problems In Teaching of Literacy) (2004). Edited by James F. Baumann, And Edward J. Kame'enui. ISBN-10 is 1-57230-933-4.

Vocabulary Development (From Reading Research to Practice V.2) (1998). By Steven A. Stahl. Brookline Books. ISBN-10 is 1-57129-072-9.

Teaching Vocabulary in All Classrooms (3rd Edition). (2006). By Camille Blachowicz & Peter J. Fisher. Upper Saddle River, NJ: Merrill/Prentice-Hall. ISBN-10 is 0-13119-803-3.

Teaching Vocabulary to Improve Reading Comprehension (1988). By William E. Nagy. IRA. ISBN-10 is 0-87207-151-0.

The Vocabulary Book: Learning & Instruction (2005). Language and Literacy Series. By Michael F. Graves. Teachers College Press. ISBN-10 is 0-80774-627-4.

For the Love of Words: Vocabulary Instruction that Works, Grades K-6 (2005). By Paynter, Bodrova, and Doty. Jossey-Bass Teacher. ISBN-10 is 0-78797-784-5.

When children “know” a word, they not only know the word’s definition and its logical relationship with other words, they also know how the word functions in different contexts.

--Stahl & Kapinus, 2001

Children's Literature Title...

Maria's Comet

Written by Deborah Hopkinson and illustrated by Deborah Lanino

In this story, inspired by the life of Maria Mitchell, America's first woman astronomer, Hopkinson and Lanino capture Maria's discovery of her passion for astronomy, inspired by her "Papa". Both the acrylic illustrations and poetic imagery carry the reader with Maria and a special brother, Andrew, as they dream about "exploring the world" and then take action to make their dreams come true.

This is an excellent source for teaching tier II words, especially multiple meanings, and would work well as a read-aloud. It would fit well in text sets of biographies of scientists, astronomy, or comets.

Maria's Comet (paperback) was published in 2003 by Aladdin and the ISBN is 0-689-85678-4.

Other texts about the life of Maria Mitchell, the first woman astronomer, include:

Maria Mitchell, Life, Letters, and Journals by Maria Mitchell published 2008 by Read Books (306 pages) ISBN-10: 1408619547.

Maria Mitchell, The Soul of an Astronomer by Beatrice Gormley, published in 2004 by Eerdmans Books for Young Readers, Reading level: ages 9-12, ISBN-10: 0802852645.

Maria Mitchell (Earth Science: Cycles and Patterns in Space) by Kara Britt published in 2006 by Houghton Mifflin, ISBN-10 0618770011.

Maria Mitchell: Astronomer (Women in Science) By Dale Anderson, published in 2003 by Chelsea House, reading level: ages 4-8 (110 pages). ISBN-10: 0791072495.

Maria Mitchell: A Life in Journals and Letters By Henry Albers, by College Press, (370 pages), ISBN-10: 1883551897.

Sweeper in the Sky: The Life of Maria Mitchell by Helen Wright published in 1997 by Attic Studio Press, ISBN-10; 1883551439.



Vocabulary instruction should happen anytime and all the time.

---McKeown & Beck,
2004

News from Maine Reading First...

Maine Reading First is pleased to announce that the 2008 Maine Reading First Summer Institute will be held on August 20 at Verrillo's in Portland and on August 21 at Jeff's Catering in Brewer. The featured speaker will be Debbie Diller, author of Making the Most of Small Groups: Differentiation for All, Literacy Work Stations: Making Centers Work, and Practice with Purpose: Literacy Work Stations for Grades 3-6. Debbie will be focusing on small group reading instruction practices and literacy center design to promote student learning. Registration information can be obtained at:

<http://www.maine.gov/education/rf/summerinstitutes.htm>.

If you would like more information about this session please contact:

Leeann.Larsen@maine.gov.

Check it out...

www.linkslearning.org

Links Learning began in 1998 as a multi state project, it has grown to become a state of the art professional development resource, managed by Washington State. The site is organized in two basic ways – by roles of key educational stakeholders such as kids, teachers, principals, superintendents and parents, **and** by areas of subject matter content.

One of its very valuable resources for educators at all levels is **Reading Links**. Reading Links is a set of 18 multimedia lessons that demonstrate reading strategies. The videos at this site are free for professional development use and can be found in the index of the home page: <http://www.linkslearning.org>. These videos include Anita Archer demonstrating and teaching vocabulary lessons.

www.prel.org

The Pacific Resources for Education and Learning (PREL) is an independent, non-profit organization whose mission is “Building Capacity Through Education”. This organization aims to bridge the gap between research and practice. Numerous publications are available for download on the PREL website. PREL has developed a “Research-Based Practices in Early Reading Series” which includes the following documents:

- A Focus on Fluency
- A Focus on Vocabulary
- A Focus on Comprehension
- A Focus on Professional Development
- Assessing Reading Fluency

PREL has recently created the “Early Literacy and Assessment for Learning (K-3) Series” which includes the following publications:

- Assessment *for* Learning: A Teacher’s Story
- Letter Knowledge: A Teacher’s Story
- Print Literacy: A Teacher’s Story
- Word Identification: A Teacher’s Story
- Exploring Comprehension through Retelling: A Teacher’s Story

This is a very limited list of the publications available through PREL. To access their complete list of products, visit the main website <http://www.prel.org/index.asp> and then click products, topic, and reading/language.

Newsletter Archives

There are several earlier editions of *Literacy Links* available on the Maine Reading First website at <http://www.maine.gov/education/rf/homepage.htm>

Edition	Spotlight Topic
March, 2005	Maine Reading First



April, 2005	Maine Reading First Course
May, 2005	Reading Fluency
June, 2005	Vocabulary
September, 2005	Phonemic Awareness
October, 2005	Phonics
November, 2005	Comprehension
December, 2005/January, 2006	DIBELS
February, 2006	Literacy Centers
March, 2006	Interactive Read Aloud
April, 2006	Nonfiction
May, 2006	Word Walls
June, 2006	Classroom Design
September, 2006	Shared Reading
October, 2006	Automaticity
November, 2006	Using Assessment to Guide Instruction
December, 2006	Deepening Comprehension
January, 2007	Selecting Quality Children's Books (part 1)
February, 2007	Selecting Quality Children's Books (part 2)
March, 2007	Making Instruction Explicit
April, 2007	Motivation and Engagement
May-June 2007	Grouping for Instruction
September 2007	Making Instruction Systematic
October, 2007	Pacing Instruction
November, 2007	Managed Independent Practice
December, 2007	A Deeper Look at Phonemic Awareness
January, 2008	Phonics at the K-2 Grade Span
February, 2008	Phonics and Word Work Grades 3-5
March, 2008	Vocabulary Revisited



For additional information about any of the items in this newsletter or to sign up to receive this e-newsletter, please email Leeann.Larsen@maine.gov

Click here to view the Maine Reading First website
<http://www.maine.gov/education/rf/homepage.htm>

The professional development opportunities and materials are listed in *Literacy Links* for informational purposes only and are not necessarily endorsed by the Maine Department of Education's Maine Reading First Initiative.