Giving the Gift of Words

Regional Meetings
December 2 & 3, 2008
A Vision of Classrooms Where Students Receive the Gift of Words


1. Opportunities for *scaffolded* silent reading
2. Rich language by teachers through read-alouds
3. Direct instruction of thematic groups of words from informational text
4. Direct instruction of semantic clusters of words from literary/narrative texts
1. Scaffolded Silent Reading SSR

(Hiebert, 2008; Reutzel, Jones, Fawson, & Smith, 2008; Gambrell, 2008)

- **What it is...**

  - time for students to *practice reading skills and strategies*
  - opportunity for students to develop an extensive reading habit as they *gain vocabulary and conceptual knowledge*
  - *structured* opportunity for students *to engage with peers* on literacy-related discussion and activities
  - time for teachers to *conference with students and provide guidance*
Elements
(Gambrell, 2008)

- Access to books
- Teacher read-aloud/book sharing
- Choice/bounded choice
- Transfer of strategies
- Social interaction
- Teacher-student conferences
- Teacher record keeping
Planning Considerations
(Hiebert, 2008; Gambrell, 2008; Guthrie, McRae, & Klauda, 2007)

- Task Structure
  - Text
  - Purpose
  - Accountability

- Student Motivation
  - Relevance
  - Choice
  - Collaboration
  - Challenge/Success
2. Rich Language Through Read-Alouds

- In preparation for the Read-Aloud, the teacher should read the book from beginning to end
- Pre-teach the vocabulary
  - Take advantage of the relationships among words!
Rich Language Through Read-Alouds

• Decide how to build necessary background knowledge
  - *Down Comes the Rain*
    by Franklyn M. Branley
    *LET’S-READ-AND-FIND-OUT-SCIENCE*

■ Nell Duke’s Experience-Text-Relationship
Rich Language Through Read-Alouds

- Decide whether to highlight one or more text structures
  - Sequential
  - Cause/Effect
  - Compare and Contrast
  - Descriptive
  - Problem/Solution
  - Question and Answer

- Decide whether to highlight one or more comprehension strategies
Turn and Talk

What kinds of discussion and writing activities would support this experience-text-relationship?
3. Direct Instruction of Thematic Groups of Words From Informational Text

What to teach...

1. Content Specific Words

2. General academic words such as system, process, and form
1. Text should be content-specific
   - Consider possible morphological forms such as *combine/combinination*, *solution/dissolve*, *vapor/evaporate*
   - Many compound words and phrases are present in informational texts.
Rich in Morphological Word Families

Designing Mixtures

Substances

- Ingredient
- Mixture
- Solution
- Chemical
- Pure

Elfrieda H. Hiebert, 2008
Rich in Morphological Word Families

Designing Mixtures

Substances

- substances
  - (un)substantial(ly)
  - substantiation
  - substantiate

- ingredient
- mixture
- solutions
  - soluble
  - solve

- solutions
- pure
  - purer
  - purest
  - purely
  - purity
  - purifies

- mixtures
  - mix (-ed, -es, -ing)
- chemicals
  - chemically
  - chemistry
  - chemist

Elfrieda H. Hiebert, 2008
Turn and Talk

As a table, brainstorm words associated with water and the water cycle.
The Water Cycle
Learning Standards 10 and 11

Evaporate
Evaporates
Evaporation

Condensate
Condensates
Condensation

Precipitate
Precipitates
Precipitation

Locations
Lake(s)
Ocean(s)
Puddle(s)
River(s)
Creek(s)
Pond(s)
Underground
Atmosphere
Cloud(s)

Water Cycle

Forms
Raindrop(s)
Snow
Ice
Drop, Droplet(s)
Moisture
Frost
Vapor

Climate
Arid
Tropical
Oceanic
Mediterranean
Subarctic
Polar
Informational Vocabulary

- General academic words---such as system, process, and form should be taught
- Academic Word List (AWL) (Coxhead, 2000): Drawn from university level textbooks.
4. Direct Instruction of Semantic Clusters of Words From Literary/Narrative Texts

**Goal:**

Strengthen language skills, develop concept knowledge, expand vocabulary, and build background knowledge using the core program.
An Example

• Identify Unit Theme
• Identify Story Theme
• Select important words
  - Look at core program vocabulary selection
  - Identify additional words/ideas to teach
    • Theme
    • Morphemes
    • Extensions of the word (synonyms, antonyms)
    • Idioms and figurative language connected to the unit and story theme
Expected outcomes include:

- Teachers will revisit theme vocabulary throughout the unit
- Students will recognize the connections among stories
- Students will develop vocabulary pertaining to familiar and unfamiliar concepts
- Students will use the vocabulary during oral language activities and writing
- Students will maintain the use of the language
You try it!

• Unit Theme: Perseverance
  - Synonyms
  - Antonyms
  - Character traits of those (persevering and quitting)
  - Character actions
  - Idioms and figurative language
  - Other interesting words
References


Hiebert, E. (2008, October). *Strategic vocabulary selection: Choosing words from narrative and informational texts*. Presented at the Massachusetts Reading First Advanced Seminar, Marlborough, MA.