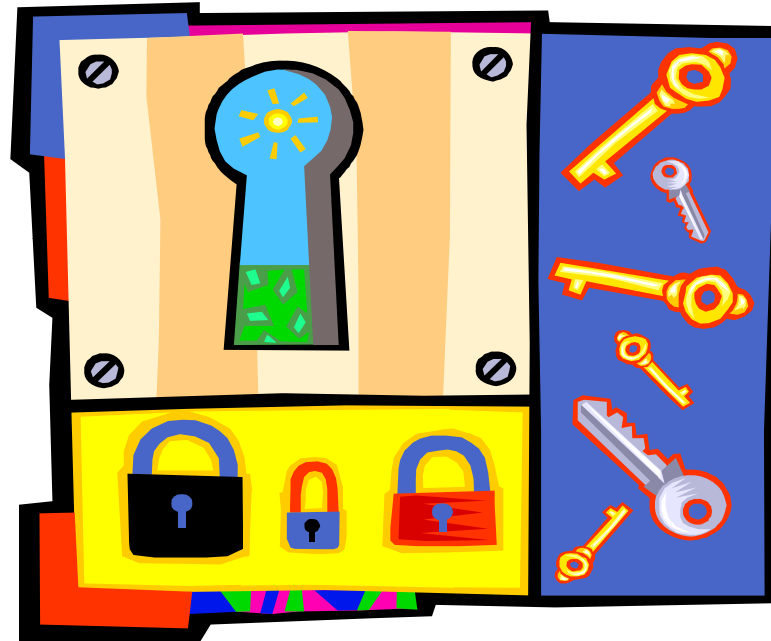


# Vocabulary: Unlocking the Secret to Comprehension



**Just Read Florida Conference 2008**

**Miami-Dade County Public Schools  
Curriculum & Instruction  
Division of Language Arts/Reading**



# Session Objectives:

- **Utilize M-DCPS FCAT Question Task Cards to demonstrate how vocabulary development ensures deeper comprehension**
- **Provide engaging strategies to focus vocabulary instruction**

# Research Says...

- **Kindergarten students' vocabulary size is a predictor of reading comprehension in middle school. (Scarborough, 1998)**
- **Orally tested vocabulary at the end of first grade is a significant predictor of reading comprehension ten years later. (Cunningham & Stanovich, 1997)**
- **Children with restricted vocabulary by third grade have declining comprehension scores in the later elementary years. (Chall, Jacobs, & Baldwin, 1990)**
- **Vocabulary knowledge is highly related to reading achievement. (Beck, McKeown, & Kucan, 2002, Bringing Words to Life)**

Vocabulary



Comprehension

**“Reading comprehension is a complex cognitive process that cannot be understood without a clear description of the role that vocabulary development and vocabulary instruction play in the understanding of what has been read.”**

NRP, 2000



# What to do?

***Teach vocabulary early,  
often,  
and never stop!***

What do we see presently in schools....



# How do children develop vocabulary?

## Indirect Learning

- Engagement in oral communication
- Listening to adults read to them
- Reading extensively on their own

## Direct Learning

- Learning word meanings
- Word learning strategies
- Using reference tools
- Identifying word parts
- Using context clues

**Making the Grade with the New 2006 Sunshine State Standards!  
Grades 3-5**

<b>Old Benchmark</b>	<b>New Benchmark (Formerly Known as Content Focus)</b>	<b>Content Focus</b>
<b>Cluster 1 Words and Phrases in Context</b>		
LA.A.1.2.3 Vocabulary	LA.3-5.1.6.2 Context Clues	Context
	<b>*LA.3-5.1.6.6 Shades of Meaning</b>	
	LA.3-5.1.6.7 Base Words and Affixes	Base Words Prefixes Suffixes
	LA.3-5.1.6.8 Antonyms, Synonyms, Homographs, Homophones	Antonyms Synonyms Homographs Homophones Word relationships Analysis/Inference
	LA.3-5.1.6.9 Multiple Meanings in Context	Multiple meanings
	LA.5.1.6.11 Familiar Greek and Latin Roots and Affixes	Root words Affixes

# Miami-Dade FCAT Task cards

## VOCABULARY (LA.3-5.1.6.2, 1.6.7, 1.6.8, 1.6.9)

*Design a question that requires students to determine the meaning of a word in context, including the use of prefixes, suffixes, root words, multiple meanings, synonyms, antonyms, homonyms, and word relationships.*

- *Read this sentence from the passage.*

*Copy sentence or phrase from passage here.*

*What does the word \_\_\_\_\_ mean?*

*What does the author mean when he says \_\_\_\_\_?*

- *Choose the word that means the SAME as \_\_\_\_\_.*
- *Choose the word that means the OPPOSITE of \_\_\_\_\_.*
- *What two words best describe the word \_\_\_\_\_.*
- *Which two words mean the same/opposite?*
- *Which sentence below uses the word \_\_\_\_\_ the same way as the story/article?*
- *Which word has the SAME root as \_\_\_\_\_?*

# ELEMENTARY FCAT VOCABULARY

*Other Ways to Say...*

## Vocabulary

same  
opposite  
describe  
mean

## Main Idea

summary  
retell  
portion  
good title  
essential message  
central idea  
primary topic

## Chronological Order

just before  
right after  
first  
last  
retell  
portion  
events (leading up to)

## Author's Purpose

mean	describe
purpose	persuade
agree	explain
statement	
include	
description	
inform	

## Cause and Effect

cause  
effect  
happen  
events  
results  
particular action  
reason(s)

## Compare/Similarities

alike  
similar  
similarities

## Contrast/Differences

different  
difference(s)  
dissimilar  
change  
beginning  
end

## Plot Development/Resolution

problem	lead
change	resolution
beginning	character
end(ing)	setting
indicates	
solved	
events	

# Selecting Words to Teach

Words have different levels of utility:

Tier 1	Tier 2	Tier 3
<p>Rarely require instructional attention</p> <p>baby, clock, happy, jump, hop, slide, girl, boy, dog, etc.</p>	<p>Mature language – <u>Instruction in these words will lead to significant vocabulary increases</u></p> <p>coincidence, absurd, fortunate, maintain, performed, etc.</p>	<p>Frequency of use is quite low. Connected to a particular subject area or domain. Best learned as the need arises</p> <p>larvae, aphids, isomorphism, polygon, peninsula, cholesterol, etc.</p>



# Reading Standards Instructional Procedure

## Teacher-Directed Instruction – Selected Grade-level Text

### Teacher Planning & Before Reading

- Activate/build background knowledge
- Preview selection to determine text structure and text features
  - ★ *title, sub-titles, pictures & captions, sidebar*
- Select critical vocabulary
- Quick predictions
- Identify a purpose for reading



# MAMMALS

## The World of Primates: Apes and Monkeys

**O**n the surface, apes, monkeys, and humans aren't much alike. There are 14 kinds of apes and 158 kinds of monkeys. Some weigh more than 600 pounds, and some are as small as a mouse. Then there are humans—animals that walk upright and talk. We're very different from one another. But we have one thing in common: We're all primates!

### What Makes a Primate?

First of all, primates are mammals. They have warm blood and fur. Primates are also social animals. They enjoy time with friends and family. Instead of paws, primates have hands. Many even have thumbs and fingernails. Most primates are good climbers. They grab and swing using their hands and feet. A few use long tails to help them climb.

### Where Primates Hang Out

Most primates come from warm places in Africa, South America, and Asia. Many live in jungles and rain forests. There they play together, swing and run through trees, search for food, and look out for dangerous animals like snakes, eagles, and tigers.

Sometimes, though, primates live in zoos. Away from their home, they could get bored and upset. Zoo keepers build special climbing walls, add new toys and games, and bring surprises to keep the primates happy and interested.



### Some Great Apes

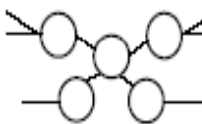
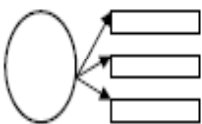

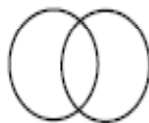
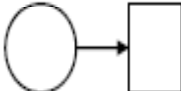
As primates, monkeys and apes have a lot in common. But they also have a few differences. Unlike monkeys, apes have no tail and can walk upright for a short time. Apes are generally smarter than monkeys. Here are the four main types of apes:

**GORILLAS:** The biggest primates in the world, they weigh up to 650 pounds. These gentle giants live in West Africa, where they eat nuts and leaves.

**GIBBONS:** They live in the treetops of the Far East and Southeast Asia. Their long arms let them swing amazingly fast from branch to branch. One type of gibbon yells so loudly, it can be heard a mile away.

**CHIMPANZEES:** Chimpanzees travel in groups throughout the forests and grasslands of Africa. Chimpanzees are so smart, they have a language. Instead of words, they use sounds and facial expressions.

**ORANGUTAN:** The second-biggest ape, it can weigh up to 200 pounds. These intelligent, red-furred apes live in the rain forests of Borneo and Sumatra. In fact, they almost never come down from their branches.

Text Structures in Informational Texts													
Text Pattern	Definition	Key Words	Maps/Webs	Examples of Texts	Examples of Student Writing								
Description	Descriptive details about characteristics, actions, etc.	<i>Descriptive adjectives and words like: on, over, beyond, within, behind, underneath, on the left/right, appears to be, as in, looks like</i>		<i>The crocodile is the master of deception in water. It stalks its prey and then swiftly closes in for the kill.</i>	<i>Goose bumps make me shiver. I get little bumps on my skin. They look like sesame seeds.</i>								
Problem/Solution	Sets up a problem and its solutions.	<i>propose, conclude, a solution, is resolved, result, the reason for, the problem or question, the effect, one idea</i>		<i>One problem to resolve in crocodile watching is transportation. How can an observer get close enough...</i>	<i>Goose bumps make me shiver. But they disappear as soon as I cover up with a jacket or sweater.</i>								
Time/Chronological Order	Gives information in order of occurrence	<i>first, second, third, later, before, after, finally, now, then, next, earlier, during, afterwards, until, meanwhile, eventually, next week, tomorrow, today, immediately, initially, as soon as, following, preceding</i>		<i>Archaeologists have helped us to understand that the evolution of the crocodile began with...</i>	<i>Goose bumps make me shiver. First I get cold. Then I shake all over.</i>								
Comparison/Contrast	Looking at two or more items to establish similarities/differences	<i>while, yet, but, unlike rather, instead, on the other hand, although, even though, still, otherwise, as opposed to, like, similarly, likewise, same, both, as well as, in common</i>		<i>The power of the crocodile is like that of a monstrous machine. With one lunge it can... Compared to the alligator the crocodile...</i>	<i>Some people get goose bumps from fear. Others get goose bumps when they are touched emotionally.</i>								
Cause/Effect	Give reason/explanation for happening	<i>because, since, if then, due to, as a result, for this reason, on account of, consequently, in order to, effects of, is caused by, when...then, leads to</i>		<i>We observed the crocodile as it stalked a raccoon...As a result of the noise we made, the rabbit bolted...</i>	<i>Goose bumps make me shiver. When the temperature drops below 45 degrees, my skin crinkles into goose bumps...</i>								
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Position	Support												

# Mammals

## The World of Primates: Apes and Monkeys

Tier 1	Tier 2	Tier 3
<b>monkey</b> <b>fangernails</b> <b>climb</b>	<b>humans</b> <b>upright</b> <b>bored</b> <b>gorilla</b> <b>social</b> <b>dangerous</b> <b>Africa</b> <b>South America</b> <b>Asia</b>	<b>gibbon</b> <b>orangutan</b> <b>rainforest</b> <b>grasslands</b> <b>mammals</b> <b>primates</b>



## Selecting Key Vocabulary to Ensure Comprehension:

What words should I pre-teach?

- **Select and compile a list of words that are supportive of the storyline or main idea**
- **Determine which of these words are adequately defined in the text**
- **Identify the words students can use to determine meaning utilizing prefixes, suffixes, or base words.**
- **Choose a key concept word that is critical to the meaning of the story to be pretaught.**

*mammal*  
*primates*  
*upright*  
*social*  
*grasslands*

# Teaching Vocabulary Words

## Direct definitions

- Introduce the word in context  
**Example: Mammals have warm blood and fur.**
- Provide short, student-friendly definitions  
**Mammals are warm-blooded animals with hair or fur that have live births.**

## Use discussion starters to clarify word meaning

- Ask a question to engage students in discussion.  
**If a hummingbird has feathers and lays eggs is it a mammal?**

# Teaching Vocabulary Words...continued

## Develop relationships among words

- **Antonyms, synonyms, homonyms**

**Are there other words that mean the same (the opposite, or sound the same)?**

**Provide examples: horse, cat, dog, bear, gerbils, humans, etc.**

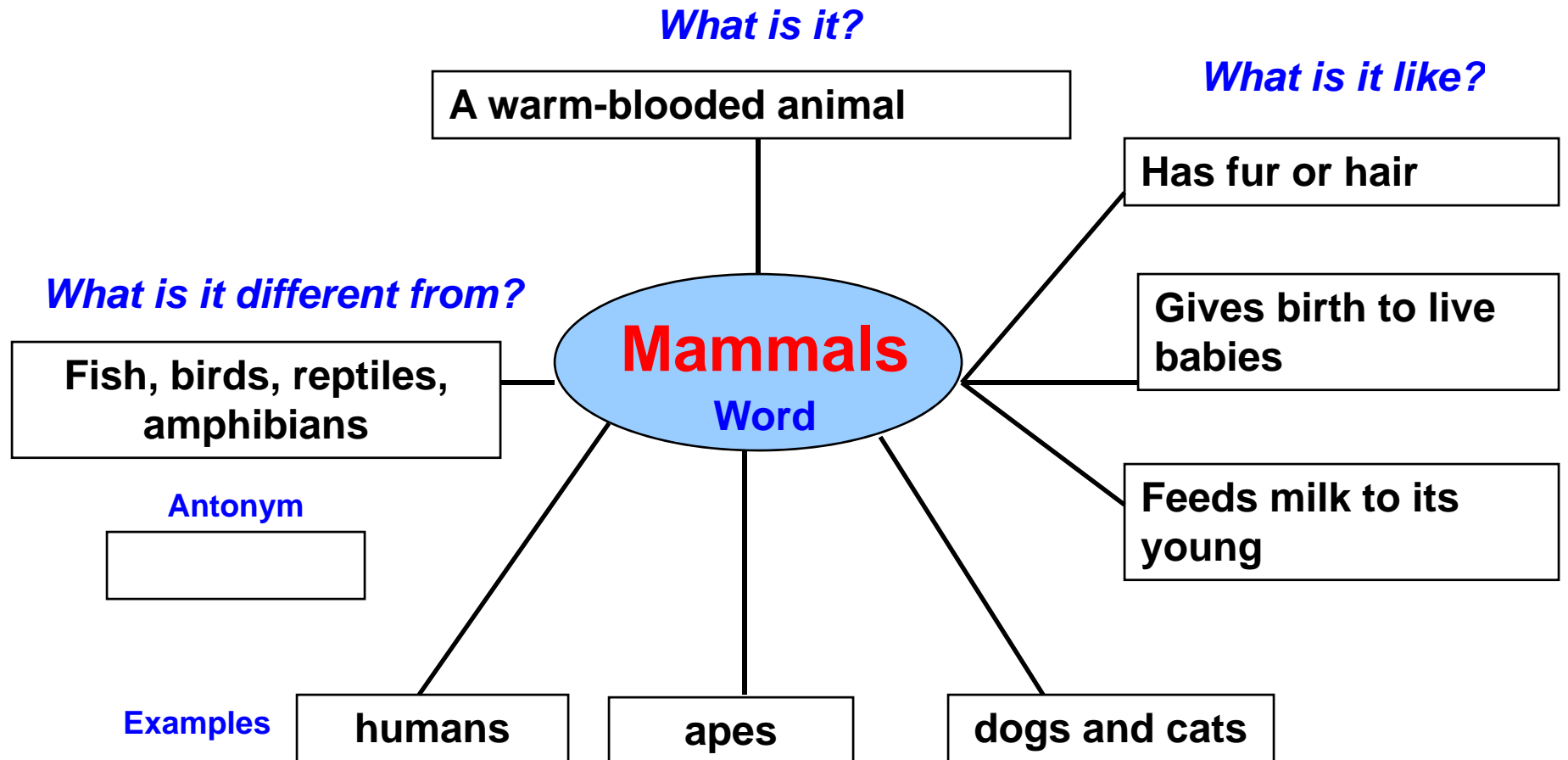
## Utilize graphic organizers

- **Semantic mapping, concept maps, etc.**

**Word jars, student notebooks, vocabulary journals**

**Provide students with  
MULTIPLE EXPOSURES**

# Concept Definition Map





# Connecting Instruction to Assessment

**Now it's your turn...**

**Refer in your handout packet to M-DCPS' FCAT Task Cards and use the vocabulary task card to create an FCAT type question for the word **mammal**.**





# Connecting Instruction to Assessment

**Choose the word that means the SAME as,  
mammal?**

- A. amphibian**
- B. social**
- C. primate**
- D. birds**

# Reading Standards Instructional Procedure

## Teacher-Directed Instruction – Selected Grade-level Text

### **During Reading**

- Reading the text using different modes; re-reading the text for different purposes and to model “think aloud” process

**Teachers should be stopping to model  
the “think aloud” process...**



# Connecting Instruction to Assessment

**Now it's your turn...**

**Refer in your handout packet to M-DCPS' FCAT Task Cards and use the vocabulary task card to create an FCAT type question for the words **upright or social**, using **context clues**.**



# Context Clues

**Read these sentences from the passage.**

*Away from their home, they could get bored and upset. Zoo keepers build special climbing walls, and new toys and games, to keep the primates happy and interested.*

**Choose the word that means the OPPOSITE of bored.**

- A. dangerous**
- B. interested**
- C. smart**
- D. upset**



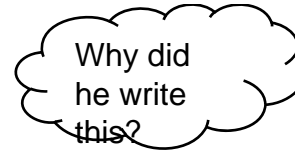
# Reading Standards Instructional Procedure

## Teacher-Directed Instruction – Selected Grade-level Text

**After  
Reading**

- **Use selection to teach appropriate strategy/organizer for comprehension and application of strategy/skill**

# Author's Intent



<i>Story/Poem</i>	<i>Article</i>
<i>To tell</i>	<i>To teach</i>
<i>To entertain (with a scary story, humorous story)</i>	<i>To show (effects, similarities/differences)</i>
<i>To share</i>	<i>To inform</i>
<i>To teach (fable/moral)</i>	<i>To give facts</i>
<i>To show</i>	<i>To make it clear</i>
	<i>To persuade/convince</i>
	<i>To explain</i>
	<i>To demonstrate</i>
	<i>To give an account of (biographies)</i>
	<i>To develop (a setting, an idea, a character)</i>
	<i>To encourage</i>



+

Main Idea

=

**Author's Purpose**

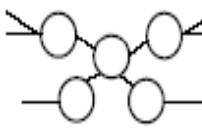
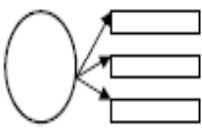

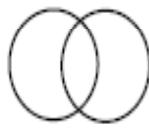
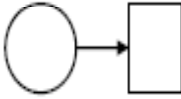
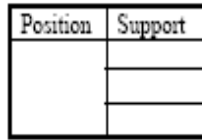
**Example: Q: Why did the author write this article?**

**A: The author wrote this article to give facts about elephants living in central Africa.**

# Connecting Instruction to Assessment

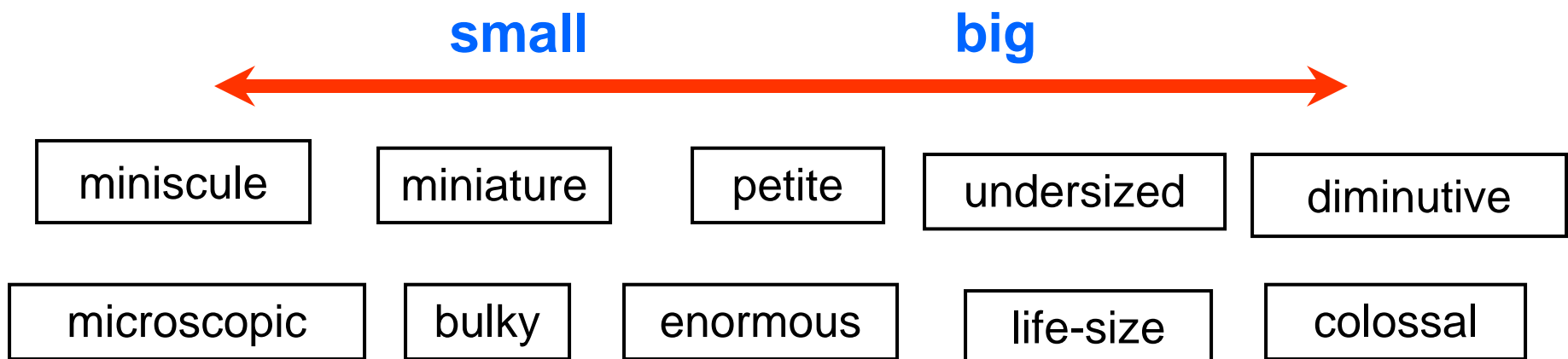
**Why did the author write *Mammals, The World of Primates: Apes and Monkeys*?**

- A. to tell where apes and monkeys hang out**
- B. to entertain the reader about how primates play**
- C. to teach the reader about the world of primates**
- D. to tell facts about the gentle giants of West Africa**

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# Word Array / Shades of Meaning

Select a word from the passage that will lead students to develop a greater understanding of the shades of meaning through the use of synonyms and antonyms for the selected word.



***Order these words along the continuum shown above. Are there words below that should be placed “beyond” small and big? Are there other words that you could add? (These words may differ according to content/situation.)***





# Connecting Instruction to Assessment

**Now it's your turn...**

**Refer in your handout packet to M-DCPS' FCAT Task Cards and use the vocabulary task card to create an FCAT type question that requires students to know and understand **shades of meaning** for the word **small**.**





# Connecting Instruction to Assessment

Choose the word that means almost the **SAME** as **upright**.

- A. flat
- B. horizontal
- C. uneven
- D. vertical

# Word Jars

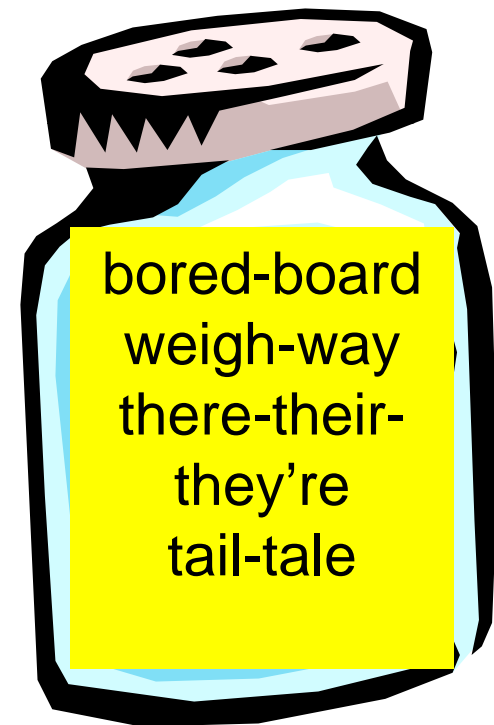
## Compound Words



## Affixes

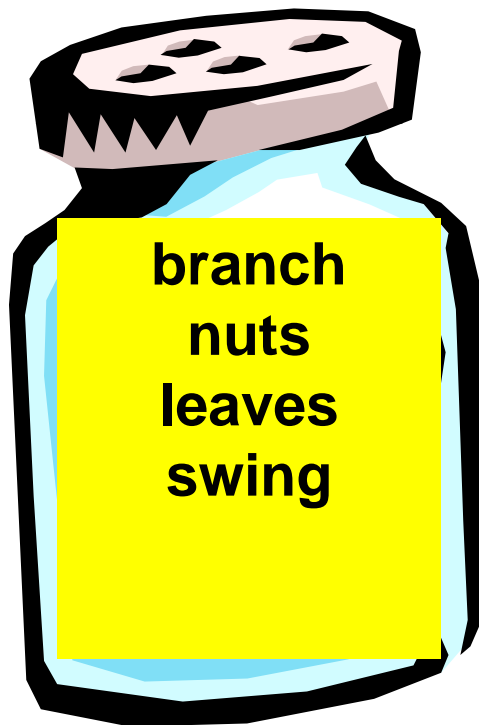


## Homophones

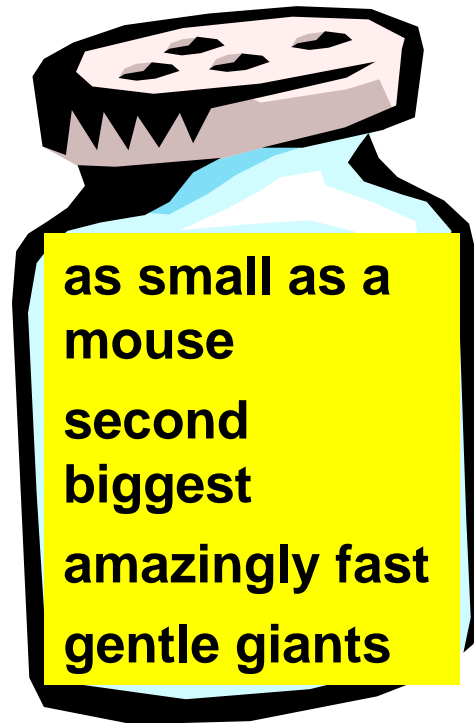


# Word Jars

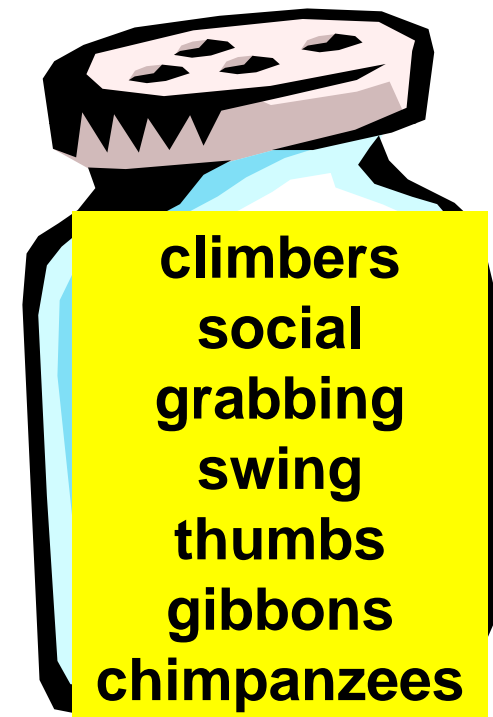
**Multiple-meaning  
words**



**Descriptive  
Language**



**Primate  
Words**



# Killing Two Birds...

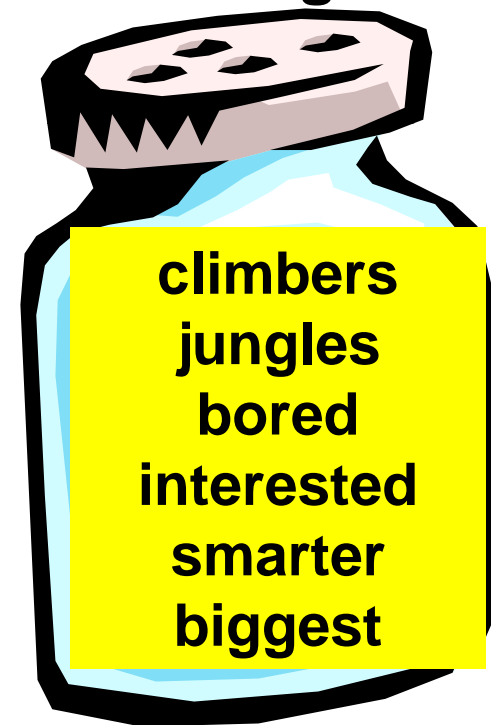
## Use of Apostrophes



## Pronouns



## Inflectional Endings



# Vocabulary: Unlocking the Secret to Comprehension

- **Students who are word conscious know many words, know them well, and use them well.**
- **They are aware of the subtleties of word meaning and of the power words can have**
- **Word conscious students enjoy words and word play and are eager to hear and learn new words.**



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- <http://languageartsreading.dadeschools.net>

