

UNIT

V

Strategies for Developing Vocabulary

There are so many words English language learners need to learn that I can't teach all of them. How do I decide which words to teach, and when do I find the time to teach them?

—Grade 5 Teacher

The number of words that a student knows matters! Vocabulary size is related to comprehension and conceptual understanding, and it is a predictor of reading ability and overall academic achievement (Stahl & Nagy, 2006). Children who speak English as a first language enter kindergarten with a vocabulary of 3,000 to 5,000 English words, and they add approximately 2,000 to 3,000 additional words per year (Stahl & Nagy, 2006). In contrast, English language learners (ELLs) enter schools knowing far fewer words in English, and they must develop English vocabulary as they learn content-area concepts. The limited English vocabularies of ELLs interfere with their ability to read, access content-area text, and learn content (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006).

One of the greatest challenges for ELLs (and other students who enter school with underdeveloped English vocabularies) is the sheer number of words they must master in order to access content and demonstrate content-area understanding. In this regard, ELLs are constantly trying to catch up with their FEP peers.

The relationship between vocabulary and reading is a circular one. Growth in vocabulary is connected to extensive reading, and high-level vocabularies make reading more comprehensible and enjoyable to students. Thus, students who enter school with

large vocabularies are likely to comprehend more when they read, enjoy reading more, read widely, and further develop their vocabularies through reading. On the other hand, students who enter schools with limited vocabularies are more likely to struggle to comprehend written text, read poorly, and read less, thus limiting opportunities for vocabulary development.

Similar to FEP learners, when ELLs repeatedly encounter the same academic vocabulary and phrases in texts, they will likely acquire these words and structures (Schmitt, 2008). To acquire vocabulary through reading, however, ELLs (and FEP learners) must know approximately 98% of running words in the text (Nation, 2001, 2008). High-interest, leveled readers (discussed in Unit IV and VII) help ELLs to develop vocabulary, yet they do not contain many of the academic words that ELLs will need to know. Therefore, it is highly unlikely that reading alone will result in grade-level academic vocabulary growth for ELLs.

FEP learners who cannot yet read at grade level have been shown to learn vocabulary through read-alouds at the same rate as capable readers learn vocabulary through written text (Stahl, Richeck, & Vandivier, 1991). ELLs, too, are likely to acquire vocabulary through read-alouds; however, they must know at least 90% to 95% of the words they hear in order to learn new words from oral input. And ELLs are not always capable of hearing the white spaces between the words, sometimes making even known words unintelligible. The opportunity to learn from oral text is increased when visuals are used to make the text more comprehensible.

Explicit and effective vocabulary instruction is crucial for school success for ELLs and other students (Beck & McKeown, 2007; Marzano, 2004). Yet ineffective traditional methods for teaching vocabulary, such as looking up words in dictionaries, writing words multiple times, and using words in sentences prior to elaborate instruction, have resulted in vocabulary instruction being overlooked in many classrooms (Biemiller, 2000; Carlo, August, & Snow, 2005).

Effective instruction is key! Vocabulary can be effectively taught by presenting each word in student-friendly language, enabling students to make connections between the new word and their world knowledge, and providing meaningful activities that require students to use the word in authentic conversation.

Because there are so many words to teach and there is not time to provide rich instruction for all of these, a multifaceted approach to vocabulary development is warranted. One three-pronged approach includes (1) introducing key words prior to instruction, (2) providing rich instruction for words that represent concepts and for words that build the precision of vocabulary, and (3) implementing review activities that require students to think about words and their meanings (Beck, McKeown, & Kucan, 2002; Graves, 2010).

The focus of Unit V is the use of classroom strategies to build academic vocabulary for ELLs. The unit begins with a description of the process of vocabulary learning and then provides six instructional strategies for developing vocabulary, beginning with Strategy 21: Developing Survival Language for *Starting* and *Emerging* Proficiency, Strategy 22: Selecting Academic Vocabulary for Instruction, Strategy 23: Providing Robust Vocabulary Instruction for Tier 2 Words, Strategy 24: Word Analysis: Building Vocabulary With Word Parts (Tiers 1, 2, 3), Strategy 25: Semantic Mapping (Works Well for Tier 3 Words), Strategy 26: Using Quick Prereading and Review Strategies, and Strategy 27: Interactive Word Walls. Each strategy in this unit is accompanied by a *Strategy in Action* section and *Reflections* exercises.

WHAT YOU WILL LEARN

Unit V provides theory, research, vignettes, and strategies to help you do the following:

1. Understand the importance of building academic vocabulary in all content areas.
2. Develop strategies to select vocabulary for rich instruction.
3. Develop multiple strategies for building vocabulary for ELLs at different proficiency levels.
4. Develop strategies for helping ELLs to become independent vocabulary learners.

WHAT IT MEANS TO KNOW A WORD

Students who already have a fairly extensive English vocabulary may quickly gain a sense of a word when they encounter it while reading or listening, but a full understanding of a word's meaning and the ability to use a word with precision requires multiple and varied encounters with the word (Beck et al., 2002; Stahl & Nagy, 2006). Knowing a word is a multifaceted process that consists of knowing the words used with it (collocations), the word's multiple meanings (polysemy), the word's connotations, and the appropriateness of the word's use (Nation, 2001, 2008). Knowledge of a word can be measured on a continuum from no knowledge to a rich and decontextualized knowledge, as shown in Table V.1.

<i>No Knowledge</i>	<i>General Sense of the Word</i>	<i>Context-Bound Knowledge</i>	<i>Knowledge of, but Inability to Readily Use the Word in Communication</i>	<i>Rich, Decontextualized Knowledge of the Word</i>
"I have no idea what this word means."	"I think <i>ignite</i> has something to do with starting a fire."	"I know <i>ignite</i> relates to the Bunsen burner in science, but I don't know what it means when people use it outside of science class."	"I think <i>ignite</i> means to get it going" when 'to ignite the imagination' is encountered in text."	"The movie ignited my interest in world history."

Source: Adapted from *Bringing Words to Life: Robust Vocabulary Instruction* (p. 10), by I. S. Beck, M. G. McKeown, and L. Kucan, 2002, New York: Guilford Press.

LEARNING WORDS

To learn any new word, the learner must notice and attend to the word, have multiple and intermittent opportunities to retrieve the word (generally thought to be about 12), and then have the opportunity to use the word creatively and generatively (Beck et al., 2002; Nation, 2001; Stahl & Nagy, 2006). This is illustrated in the following example of Maritza, a seventh grade ELL with *Expanding* English language proficiency.

While reading, Maritza encounters the word *parallel*. She notices that this is a word she does not know and attends to this word by recognizing that she does not know its meaning. She may look back to the beginning of the sentence or complete the sentence in an attempt to uncover the meaning of the word. Eventually, she determines the meaning of the word, either independently or with the help of a teacher or peer. During the next few weeks, she encounters the word several more times while reading and while listening to her teacher's instruction. These repetitions provide her with multiple opportunities to retrieve the word. Each time Maritza retrieves the word, the context is slightly different (e.g., parallel thoughts, structures, lines, bars, etc.), and each of these retrievals is likely to deepen Maritza's knowledge of the word. Ongoing opportunities to use the word creatively in focused academic discussions and in writing will further expose Maritza to multiple meanings of the word (Beck et al., 2002), which is likely to further increase her knowledge of this word (Nation, 2001).

Maritza is an example of an ELL who has background knowledge of the concepts underlying the word *parallel*. ELLs who have interrupted or limited schooling in their first languages will need to learn the concepts that underlie many new words as well as the words themselves. Unlike Maritza, ELLs who cannot yet read in English will not encounter academic words in their reading, which makes direct classroom instruction of vocabulary even more critical.

The strategies presented in Unit V are aligned with TESOL standards for teachers (Table V.2) and TESOL Standards for Students (vocabulary) for proficiency levels from *Starting* (Level 1) to *Bridging* (Level 5). Table V.3 illustrates performance indicators for each standard at each proficiency level (TESOL, 2006). The performance indicators are purposefully generic, and you are encouraged to apply these as appropriate for social and academic communication at the grade level you teach.

Table V.2 TESOL Standards for Teachers

Domain 1: Language

- 1.a.2. *Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English. (p. 29)*
- 1.a.4. *Demonstrate proficiency in English and serve as a good language model for ELLs. (p. 31)*
- 1.b.5. *Understand and apply knowledge of the role of individual learner variables in the process of learning English. (p. 37)*


Source: TESOL Teacher Standards Tables: TESOL (2010). *TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education*, Alexandria, VA: TESOL.

Table V.3 Vocabulary Performance Indicators (Based on TESOL)

Standard 1: ELLs use vocabulary to communicate for social and instructional purposes.
<i>Level 1—Starting: Objects, photos, drawings, and gestures are necessary to make everyday words comprehensible. Once ELLs feel comfortable, they begin by speaking simple words and mix these with gestures to convey meaning. They follow one-step directions, respond to routine social communication (greetings, goodbyes, introductions, etc.), and use short and formulaic phrases and sentences to communicate needs.</i>
<i>Level 2—Emerging: Although visuals and gestures remain important, ELLs understand simple and often repeated words and phrases. They follow directions with multiple steps when these are accompanied by visuals and gestures.</i>
<i>Level 3—Developing: In small group settings, ELLs use vocabulary to tell about daily and social events. They begin to differentiate vocabulary depending on the audience (teachers, peers). They recognize and respond to common idioms and slang (at grade level) used in speech.</i>
<i>Level 4—Expanding: ELLs use vocabulary to elaborate on daily and social events. When reminded by teacher or others, they are able to adjust vocabulary for various audiences and appropriately use idioms and slang to participate in conversations.</i>
<i>Level 5—Bridging: ELLs use appropriate vocabulary in role plays and presentations and when communicating with various audiences in different contexts (both in speech and in writing). They understand and use idioms, slang, nuances, and sarcasm appropriately.</i>
Standards 2–5: ELLs will use vocabulary to communicate across the content areas.
<i>Level 1—Starting: Using visuals and gestures, ELLs identify new grade-level words that have been explicitly taught, practice saying target words with a partner, match pictures with target words, and label maps, graphs, models, and other visuals with content-area words that have been explicitly taught.</i>
<i>Level 2—Emerging: As described in Level 1, with gradually decreasing levels of visual support, ELLs use target words in longer phrases and novel constructions.</i>
<i>Level 3—Developing: ELLs use target words in constructions that are continually more complex and unique, in comparative phrases (as appropriate to words), and to describe events (personal or from classroom stories). They identify affixes in target words, and they can use more than one meaning of targeted words (e.g., riverbank, bank where money is deposited, to bank [save] money, to bank on it [count on it]). They use target words with a growing amount of precision (i.e., exhausted rather than tired, satisfied rather than happy).</i>
<i>Level 4—Expanding: ELLs explain multiple meanings of target words and use specialized words (e.g., multiply, describe, analyze) correctly. They begin to use appropriate transition words (finally, then, therefore, etc.) and targeted vocabulary in sentences, paragraphs, short essays, personal essays, logs, journals, descriptions, and so on; and they edit writing for appropriate word choices.</i>
<i>Level 5—Bridging: ELLs appropriately use vocabulary words in presentations and in written stories, narratives, lab reports, explanations, and research reports.</i>

Source: Adapted from *PreK–12 English Language Proficiency Standards* (pp. 47–97), by TESOL, 2006, Alexandria, VA: Author.

STRATEGY RESOURCE

 ReadWriteThink provides general information and lessons for developing vocabulary.

<http://www.readwritethink.org>

Developing Survival Language for Starting and Emerging Proficiency Levels

Strategy

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ELLs who are new arrivals and speak little to no English will clearly benefit from placement in bilingual settings where use of their primary languages creates a bridge to their understanding of academic English. However, when there are too few students in a district to offer a bilingual program, newcomers' classes, which often include native language tutors to explain grade-level instruction, can also be beneficial. These special services are particularly important for ELLs who are at *Starting* and *Emerging* proficiency levels and who have gaps in their schooling, including limited literacy in their first language.

At times, ELLs with *Starting* and *Emerging* levels of English proficiency are placed in regular classrooms with little or no support. This placement presents a very difficult situation for ELLs and for the teachers who teach them. When this placement occurs, teachers, paraprofessionals, and other students can help to support ELLs by creating a classroom climate that is accepting and by teaching survival vocabulary.

THEORY AND/OR RESEARCH UNDERLYING THE STRATEGY

Teachers who create a welcoming classroom climate with a focus on language help make ELLs more comfortable, which in turn lowers ELLs' affective filters and makes language acquisition more likely. Affective filters (Krashen, 1982) are discussed in the introduction to this book.

ELLs who have *Starting* or *Emerging* levels of English proficiency are likely to experience a **silent period**, which is perfectly normal (Krashen, 1982, 1985). The length of the silent period depends on the personality and disposition of the ELL, the way in which she or he acquires language, and the quality of the instructional setting; it may extend from a few days to several months. During this period, teachers should maintain a supportive and welcoming environment and should not pressure ELLs to speak.

During the silent period ELLs, will absorb language and benefit from ongoing comprehensible exposure to English. Total Physical Response (TPR) (Asher, 2009) can be used to teach simple verbs and verb phrases such as *open, close, pick up, put down, write, draw, read, listen*, and so on. TPR is somewhat similar to the game *Charades*, in that the teacher or peer models the behavior (standing up, opening a book, closing a

A **silent period** is a time when ELLs take in language via comprehensible input but do not yet speak.

door) that matches the phrase to be learned. It differs from *Charades* in that there is no guessing; the teacher or student says the phrase (e.g., “I am standing up,” “I am opening the book”) as he or she models the behavior. ELLs then mimic the behavior (e.g., standing up, sitting down, or opening the door) as they repeat the target phrases. Labels and word cards can be used effectively for ELLs who read or who are emergent readers.

Strategy 21 is consistent with TESOL Standard 1 (Social Language) for ELLs with English proficiency levels from *Starting* to *Emerging*.

IMPLEMENTING THE STRATEGY

This strategy is presented in two parts: Steps 1 through 8 focus on preparing other students in the classroom for the arrival of the ELL, and Steps 9 through 16 concentrate on working with the ELL.

Part I. Prior to the arrival of ELLs with English proficiency levels from *Starting* to *Emerging*

1. Engage students in the class to make a list of school-based, survival words that all students must know. Be sure the list includes nouns for places such as the gym, bathroom, cafeteria, nurse’s office, and playground; nouns for people, such as the teacher, principal, nurse, and bus driver; nouns for things such as a book, notebook, pencil, pen, and bus; and verbs that denote processes such as forming a line, obtaining lunch, playing at recess, or completing homework.
2. Prepare labels with English words for items that are in the classroom.
3. Make a word card for each survival word, placing the written word on one side and a pictorial representation on the other (Shore, 2005). Teachers, paraprofessionals, and, depending on grade level, students can prepare word cards.
4. Store the words in a box that the ELL can easily access for practice (Shore, 2005), or use book rings to secure sets of words for each student so he or she can easily practice them at school and at home (Colombo & Fontaine, 2009).
5. Using age-appropriate language, explain the silent stage to other students in the classroom so that they will understand why the ELL may not speak and will not try to pressure the ELL to speak (i.e., “When someone is first learning another language, he might understand you, but may not be able to speak,” or “It’s often very difficult for someone who is learning English to speak at first—she will when she is ready.”).
6. Using age-appropriate language, explain the role of affective filter in acquiring English (i.e., “Remember the first time you went to [name a situation] and you felt a little unsure of yourself and you needed people to be supportive of you . . .”).
7. Label objects in the room, and when possible, add the word in the ELL’s native language to the label.
8. Demonstrate the concept of TPR to students with verbal phrases such as *open the book*, *close the book*, *pick up the pen*, *open the door*, and so on.

Part II. When the ELL arrives

9. Have each student show the ELL a labeled object, pronouncing the English word as she does so. If the ELL appears comfortable doing so, ask her to teach the identified words in her native language to other students in the classroom. This validates the ELL's language and builds community.
10. Teach words to ELLs using word cards with a word in English on one side and an illustration on the reverse. (Teachers, paraprofessionals, and students can present cards to ELLs.) If ELLs are able to read and write in their native language, they can write the word in their native language on the reverse side of the card.
11. Provide ELLs with time to practice survival words and phrases purposefully with native English speakers (e.g., "Where is the office, the line for the bus, the cafeteria?").
12. Honor the silent stage. ELLs will speak when they are ready. To pressure them to speak raises their affective filter, may cause trauma, and will likely delay the acquisition of English.
13. Use and have other students in the classroom use TPR when appropriate (Asher, 2009).
14. As ELLs acquire more vocabulary, add additional words (a few words at a time) to the word boxes or word rings.
15. Provide ELLs time to think and process language before they respond. It is helpful to allow the ELL to speak to his or her buddy and check understanding before he or she tries to speak to a larger group. This reduces the affective filter and enhances language acquisition.
16. Encourage ELLs to use their native language in the classroom. This demonstrates respect for the ELL's native language and is particularly helpful if there is a student, tutor, or paraprofessional who can interpret.

STRATEGY IN ACTION

When Mr. Colón received notification that Sara—a 12-year-old girl from Iraq who, according to the guidance counselor, "spoke almost no English at all,"—had registered for school and would be placed in his seventh grade homeroom, he set about preparing for Sara's arrival.

Student Language Objective: Develop basic vocabulary for social communication

Using Strategy 4 in Unit I of this text, Mr. Colón helped students learn something about Sara's background and home country and about the difficulty that students like Sara might experience when moving to a new country and culture. He also assigned a buddy for Sara. He asked his students to imagine themselves in school in another country where they did not understand the language and provided 10 minutes for students to collaborate in groups of four to brainstorm elements of the process of getting

to school and getting around the school building, both inside and out. Mr. Colón explained the following:

The things we do every day become routines. When we are working with routines, we forget all the steps that we follow. To help Sara learn the routines and the words for each part of a routine, we need to think these through carefully.



At the end of the 10-minute brainstorming session, one student in each group reported to the class and Mr. Colón recorded student responses on the whiteboard, underlining key words, such as *office*, *bathroom sheet*, *lunch*, *book*, and *pen*. He then distributed strips of oak tag on which students created labels for the objects they identified. They then labeled objects within the classroom. Since no one in the class spoke Arabic, students were unable to add Arabic translations to the labels. However, after Sara had settled in and developed rapport with her buddy, Mr. Colón invited students to point to the labeled objects, read the words in English, and ask Sara to supply the word in Arabic. Mr. Colón carefully observed Sara’s comfort level. Sara added the Arabic translation to word labels and students were able to see the difference in the writing systems. Sara said the word in Arabic and the students repeated it, thus giving value to multilingualism within the classroom.

Sara’s buddy sat next to her in homeroom and in each content-area classroom. She used TPR to make phrases such as *open the book*, *write your name*, and so on comprehensible and to build Sara’s survival language.

REFLECTIONS

1. How is including all students in teaching Sara conducive to Sara’s language acquisition and conducive to English-speaking students’ knowledge and social skills? How do native-language students and Sara benefit from the experience?
2. How is it likely that the classroom climate created by Mr. Colón will contribute to Sara’s acquisition of English? Why?

STRATEGY RESOURCES

1.  TPR: A review of the principles underlying TPR, and other articles about the TPR process for language learning
http://www.tpr-world.com/Merchant2/merchant.mvc?Screen=CTGY&Category_Code=200
2.  “About.com: English as a Second Language” provides 20 key points for teaching beginners.
http://esl.about.com/od/teachingbeginners/a/ab_beg_intro.htm

Selecting Academic Vocabulary for Instruction

Strategy

22

THEORY AND/OR RESEARCH UNDERLYING THE STRATEGY

Robust vocabulary instruction, when used as one strategy in a multistrategy program to develop vocabulary, will substantially improve the verbal ability (Beck et al., 2002) of ELLs and FEP learners. Explicit attention to learning new words builds more than target vocabulary (Feldman & Kinsella, 2003; Kinsella, 2005). During discussions about target vocabulary words, ELLs and FEP learners generate other words and constructions that serve to further expand their vocabularies.

With a limited amount of time and the vast number of words that students need to learn, one problem teachers confront is how to choose the academic words for rich instruction. The focus of Strategy 21 is the selection of academic words that merit the time necessary for rich vocabulary instruction.

Graves (2010) suggested that teachers consider the following questions when choosing vocabulary words for rich instruction:

- Is the word important to understanding the text?
- Does the word represent a specific concept that students must know?
- Can students use text context or structural analysis to determine the meaning of the word?
- Can study of this word enhance students' structural analysis or dictionary skills?
- Is the word useful beyond the present reading selection?
- Will learning this word spark students' interest in learning words?

Researchers who study vocabulary development primarily with native English speakers, such as Beck et al. (2002) and Stahl and Nagy (2006), and researchers who focus on vocabulary development for ELLs, such as Nation (2001, 2008) and Schmitt (2008), divide words into three major categories. Beck et al. (2002) refer to these as tiers, a descriptor used throughout this book.

Tier 1 Words

Tier 1 words are frequently and commonly encountered in social situations (high-frequency words): Examples include words like *clock*, *and*, *say*, and *about*. ELLs and

other students are likely to be exposed to Tier 1 words in classrooms that provide time for student interaction and discussion and in normal conversations with English-speaking peers. Survival language instruction for ELLs who have *Starting* and *Emerging* levels of English proficiency will also include some of the most common Tier 1 words.

Based on their observations and assessments of ELLs, teachers should provide explicit instruction for the Tier 1 words that ELLs do not know. Depending on the ELL's level of English language proficiency, she or he will benefit from multiple intermittent exposures, modeling and scaffolding in small groups, and strategies for self-study, such as vocabulary notebooks, word cards, word rings, and so on, in order to comprehend and use Tier 1 words correctly.

Tier 2 Words

Tier 2 words are not commonly used in social conversation, but they are encountered frequently in academic settings; words such as *abandon*, *contribute*, *fund*, and *define* are examples of Tier 2 words.

Most students in the classroom will benefit from rich instruction in Tier 2 words. One source for locating Tier 2 words for older students is the Academic Word List (AWL), which consists of 570 words found in texts across the content areas. It is available online at <http://www.uefap.com/vocab/select/awl.htm> (Coxhead, 2000). Another way to choose Tier 2 words that are appropriate for teaching ELLs and FEP learners at different grade levels relies on the expertise of the teacher, who knows the words that students will need in order to talk about grade-level content and age-appropriate interests. Beck et al. (2002) suggested that teachers choose words for which students already know the word concept and that offer “more precise and mature” (p. 16) ways of expressing the concept. For example, young children, regardless of previous experiences and educational opportunities, are likely to know the word and concept for *tired*, and thus, teaching the word *exhausted* would provide them with a more precise way of expressing this concept.

Expertise enables teachers to identify the academic words that regularly appear in content-area texts and discussions—the words that ELLs must comprehend and use (e.g., *analyze*, *interpret*, *involve*, *structure*, *period*, *theory*, *context*, *establish*, *principle*, *percent*, *variable*, *proceed*, *significant*, *process*, *source*). Teachers who are familiar with content-area texts also are able to identify the words most often used in these texts to signal text structures, such as the following:

- Description—*for instance*, *for example*
- Compare and contrast—*however*, *similarly*, *otherwise*
- Time sequence—*during*, *following*, *meanwhile*, *initially*
- Cause and effect—*therefore*, *consequently*, *as a result of*
- Generalization—*consequently*, *in conclusion*, *generally*

The focus of Strategy 23 is robust instruction for teaching Tier 2 words.

Tier 3 Words

Tier 3 is comprised of two types of words: (1) technical words and terms, such as *metaphor*, *inverse*, and *ionic*, that are typically glossed in textbooks and taught to all

students as part of content-area instruction, and (2) words that are important to the meaning of a passage, but encountered so infrequently that they are best defined for students during reading or lecturing.

Strategy 25, Semantic Mapping, is effective in teaching vocabulary words and terms and their underlying concepts. Semantic mapping helps ELLs to build connections between words, and as a result they learn new words more quickly and deeply because new words are connected to what they know. Strategy 25 is appropriate for ELLs at all English language proficiency levels.

IMPLEMENTING THE STRATEGY

Steps 1 through 4 of this strategy are based on the findings from *Text Talk*, a project developed to enhance students' vocabularies through reading aloud (Beck et al., 2002; Beck & McKeown, 2007), which is consistent with effective instruction for ELLs. In *Text Talk*, teachers select sophisticated vocabulary words from high-interest trade books with age-appropriate themes to enhance students' vocabularies.

1. Select grade-appropriate high-interest trade books to read to ELLs and other students in the classroom. For this strategy, it is important that vocabulary is *not* limited to the reading level of the student. (ELLs must be able to understand 90%–95% of vocabulary; they do not need to be able to read it.)
2. Peruse trade books for words that ELLs and other students are unlikely to know, but with concepts they are likely to know and use in everyday conversation; for example, *nauseating*, *prefer*, *hesitant*, or *hesitate*—found in the first chapter of *Anastasia Krupnik* (Lowry, 1981).
3. Review concepts presented in leveled readers or picture books that you read to the class. Young children, for example, may read *The Very Hungry Caterpillar* (Carle, 1987). The concept of *hungry* can be extended with new vocabulary words such as *famished* or *ravenous*.
4. Explore themes and concepts presented in basal reader selections, and consider words that will help students to discuss the themes or concepts you identify. For example, Theme 1 in Harcourt's Trophies Series for Grade 3 is *Something Special*. Each reading selection in this theme features a character who has a quality or qualities that make her or him special. The vocabulary words *quality/qualities*, *characteristics*, and *unusual*, while not necessarily found in the reading selections, can be taught as part of an extended discussion of the reading.
5. Review expository text (and content units) for vocabulary words that students will likely encounter in subsequent chapters and in other content-area classes, such as *accurate*, *adjust*, *communicate*, *compound*, *interpret*, *interpretation*, *method*, and *presume* (all found in the AWL).
6. Consider providing rich instruction for words that students ask about after they encounter the words while reading, watching television, listening to the radio, or conversing with others. These words are appropriate for rich instruction if they are likely to be encountered frequently in academic contexts.

STRATEGY IN ACTION

Grade 3

Mrs. Wilmot reads big books to her third grade students to build their vocabularies. As she prepares to read *Anansi the Spider: A Tale From the Ashanti* (McDermott, 1987), she considers how she might extend the vocabulary of ELLs and FEP learners with this reading. Mrs. Wilmot decides that one word students will encounter and that will enrich their vocabularies is *collaborate*. She reviews the checklist (Table 22.1) to ensure that *collaborate* is a good word-choice candidate.

Table 22.1 Criteria for Identifying Tier 2 Words

- | |
|---|
| <ol style="list-style-type: none"> 1. Words are used by mature language learners and appear with regularity across content areas. 2. Words can be used in a variety of contexts and promote connections to other words and concepts. 3. Words for which students understand the underlying concept but cannot describe the concept with specificity and precision. |
|---|

Source: *Bringing Words to Life: Robust Vocabulary Instruction* (p. 19), by I. S. Beck, M. G. McKeown, and L. Kucan, 2002, New York: Guilford Press.

She thinks the following:

1. It is a word used by mature language learners and appears with regularity across content areas.
2. It promotes connections to other words, such as *cooperate*. She confirms that *collaborate* is a word that students will use in a variety of social and academic contexts. She knows, for example, that her students will later complete a social studies unit that includes the words *collaboration* and *cooperation*.
3. She believes that ELLs and others know the concept behind the word *collaborate*, but she strongly doubts that they could use this word appropriately, flexibly, and with precision (as indicated in Table 22.1).
4. Mrs. Wilmot decides that *collaborate* is a word for which she will provide rich instruction.

Grade 6

Mr. Peter Collins regularly reviews his sixth grade science curriculum and textbook to identify words for which he should provide rich vocabulary instruction, in addition to the glossed terms that he will teach as part of the content. He is preparing to begin a unit on the solar system. Based on the three criteria outlined in Table 22.1, Mr. Collins has identified the following words: *survive* (*survival*) and *investigate* (*investigation*). Neither of these words is glossed in the sixth grade science text, and yet both are important for ELLs to know well enough to use precisely throughout the sixth grade

science program and in other content areas. Mr. Collins decides that he will informally assess ELLs' abilities to understand and use these words. Depending on the results of this informal assessment, he may provide rich word instruction.



Grade 5



Ms. Sarah Clark, a fifth grade English language arts teacher, tries to balance the words she will teach by including words self-selected by students along with the words she has selected. By including student-selected words, she extends vocabulary study beyond the classroom and makes instruction more relevant to students. Ms. Clark selects trade books that are available as audio recordings to provide increased comprehensibility for the four ELLs in her classroom. She previews each trade book for vocabulary words that lend themselves to rich instruction, following the checklist in Table 22.1: The word is widely used by mature speakers, it makes connections to other words, and students know the concept that underlies the word. She identifies the words *unique*, *proud*, *casual* (*casually*), *puzzled*, *discourage* (*discouraging*), and *educate*. She also encourages ELLs and FEP learners to bring words they have seen in newspapers or magazines or heard while watching the evening news to class. She posts these student-generated words on a wall that is prominent within the classroom. She shares the word selection criteria (Table 22.1) with all students in the classroom so that they can begin to select words that are most appropriate for word study. Using the selection criteria, this week, she and the students review the student-generated words and decide together on four words that they will learn during the week. (The ratio of teacher-selected to student-generated words may vary from week to week.) Once students have made selections, Ms. Clark places a star next to each of the selected words and highlights each word in yellow.

REFLECTIONS

1. How does each of the teachers increase the likelihood of selecting vocabulary words that will substantially improve students' vocabularies?
2. Review your curriculum and reading materials for students. If you will provide rich instruction for 10 words each week, which words will you select for week 1, week 2, and so on? How do these words meet the criteria for rich instruction?
3. How does sharing the selection criteria help students understand the value of word study? How might it help them to become independent vocabulary learners?

STRATEGY RESOURCES

1.   "Selecting Vocabulary Words to Teach English Language Learners," from Colorín Colorado
<http://www.colorincolorado.org/educators/content/vocabulary>

2.  Kinsella (2005), *Preparing for Effective Vocabulary Instruction*. A publication of Aiming High: A Countrywide Commitment to Close the Achievement Gap for English Learners
http://www.scoe.org/docs/ah/AH_kinsella1.pdf
3.  Beck, I., McKeown, M., & Kucan, L., “Choosing Words to Teach” (Chapter 2 from *Bringing Words to Life: Robust Vocabulary Instruction*)
<http://web1.d25.k12.id.us/home/title1/download/choosingwords.pdf>

Providing Robust Vocabulary Instruction for Tier 2 Words

Strategy 23

Once teachers have selected Tier 2 words, they are ready to plan rich vocabulary instruction, Robust Vocabulary Instruction (Beck et al., 2002) is one effective strategy for teaching Tier 2 words, and consists of three steps: 1) Define each word using age-appropriate, child-friendly language, 2) provide direct instruction, and 3) ensure multiple opportunities for ELLs and native English-speaking students to use the word in meaningful conversation. This conversation expands ELLs' ability to use words and English constructions. (Beck et al., 2002)

THEORY AND/OR RESEARCH UNDERLYING THE STRATEGY

Explicit vocabulary instruction is critical to students' academic success (Beck & McKeown, 2007; Marzano, 2004). Robust instruction, which helps ELLs and FEP learners to use academic language with increasing precision is recommended for Tier 2 words—the words that are commonly found in academic language, but used less often in social conversation (Beck & McKeown, 2007).

IMPLEMENTING THE STRATEGY

1. Review the words you have selected to extend reading (especially useful for developing vocabulary in English language arts for ELLs and FEP learners who do not read at grade level), words from reading (especially useful for content-area reading), and words that students have brought to the classroom.
2. Trim the list to approximately 10 words so that ELLs and FEP learners can use the words appropriately in authentic conversations and make connections

between these and other words. Learning only 10 Tier 2 words and their corresponding word families each school week will result in a vocabulary gain of 400 word families each year, thus substantially improving vocabulary (Beck et al., 2002). Remember, students will acquire other words and language structures while they are actively learning new target words.

3. If the new word will extend a concept or theme from the reading, *first read the story to provide context* and then introduce the word. If the word appears in student reading, *introduce and define the word prior to reading* to improve student comprehension of the passage.
4. Write each word on a whiteboard, a word wall, or an oak tag strip.
5. Call students' attention to the written word and say the word aloud so that ELLs and FEP learners know how to pronounce the word. (Words that are pronounceable are easier for students to learn [Nation, 2009].)
6. Ask all students to repeat the word.
7. Define each word in student-friendly language. It is not necessary to provide every possible meaning of the word; rather, define the word as it is used in context.
8. Add this written definition to the word and have students copy the definition onto word cards or into a vocabulary journal.
9. Use the word in a meaningful sentence that extends the reading. For example, "Anansi's sons used their skills to save their father. They *collaborated* to save their father."
10. Introduce words in the same word family in meaningful contexts: "They were collaborative; it was their collaboration that made them successful."
11. Ask students to use the word in meaningful sentences to extend their understanding of the word. For example, "John and I collaborated to write our story about heroes."
12. Post words on the board so students can see each word, its configuration, and its spelling.
13. Revisit words throughout the week so that students have multiple opportunities to retrieve and use the words in conversation and in written work.

STRATEGY IN ACTION

Ms. Wilmot reads *Anansi the Spider* with children. In this Ashanti tale, each of Anansi's sons does his part to save Anansi, and through the sons' collaboration, Anansi is saved. The tale provides context for the word *collaborate*. Following the reading, Ms. Wilmot introduces the word *collaborate*.

Student Language Objectives:

1. Listen to the story *Anansi the Spider*.
2. Discuss the meaning of the word *collaboration*.
3. Use the word *collaboration* in your own conversation.

Ms. Wilmot shows her students the written word, pronounces it and asks all students to repeat it. She tells students that *collaborate* means working together to achieve something, and asks students what each son in the tale did to save Anansi. (His son, See Trouble, knew Anansi was in danger; his son, Road Builder, created a road so that all the sons could travel to rescue him; the son, River Drinker, stopped the fish that swallowed Anansi, etc.) Ms. Wilmot elicits that each son did one thing to save Ananzi. Ms. Wilmot explains, “Yes, they collaborated to save their father.” She then provides examples of *collaborate* to which she thinks students will relate, and to make these clear to the ELLs in her class, she uses visuals and realia:

- She points to the poster of class rules that she and students decided on collaboratively and tells students, “Remember when we established rules for the class? I didn’t decide on the rules and no one student decided on the rules. We collaborated; we worked together, to set the rules.”
- She holds up one of the bilingual (English-Portuguese class books, which were written and illustrated by four students in the classroom and bound by the school librarian. Ms. Wilmot asks, “How did you collaborate to complete this book?” Maria offers, “We collaborated by making a plan, and then Anna wrote some in English, and I wrote some in Portuguese.” “What collaboration!” Ms. Wilmot scaffolds. “I collaborated with them too,” adds David. He points to specific pages in the book: “I did this drawing, and then I did the drawing of the classroom on the next page.”

After providing several other examples that extend the use of the word *collaboration* beyond the tale of *Anansi*, Ms. Wilmot asks students if they can think of times when they have worked collaboratively at home or at school. Knowing that the affective filters of ELLs are lower if they can share with a partner before sharing with the larger class, Ms. Wilmot places students in pairs and asks each to share a time when he or she was collaborative. After a few minutes of discussing in pairs, several students, including ELLs, are encouraged to share their examples. Then, Ms. Wilmot again calls students’ attention to the word, pronounces it, and has students repeat it. She posts the word on the class vocabulary wall and writes the definition next to it. She solicits words from the same family from students and writes these on cards that she places under the word: *collaborated*, *collaboration*, *collaborating*. Students take out their vocabulary card rings; they write *collaborate*, *collaborated*, *collaboration*, and *collaborating* on one side and a definition of collaborate on the other.

Ms. Wilmot knows that students will need many encounters with the new word before it becomes part of their vocabulary, so she is careful to use the word and solicit students’ use of the word frequently throughout the week: Edy, Carlo, and Anna *collaborated* on the playground to decide on the rules for a game; Sandi, Maria, and Freddy *collaborated* to complete a difficult problem from the math box; and two parents and Ms. Wilmot *collaborated* to plan family story night. Ms. Wilmot will keep the word on the wall during the year and ensure that she and students use it regularly and appropriately so that they have ongoing and intermittent exposure to the word, which will result in their using words in this word family with precision.



Other Grades

Mrs. Beland, a first grade teacher, teaches the word *cooperate* based on the class’s reading of *Anansi the Spider*, using the same process as Ms. Wilmot. Mr. Peter Collins and Ms. Sarah Clark use a similar process for introducing, discussing, and reinforcing content-area and student self-selected vocabulary words.

REFLECTIONS

1. What are some of the advantages of building vocabulary by extending a story?
2. Think of some of the Tier 2 words that would be useful for ELLs and other students in your class to learn well and to use with precision. How will you introduce these words, provide practice using them, and ensure multiple and intermittent retrievals of them?

STRATEGY RESOURCE

  Reading Rockets features a research-based article for teaching vocabulary.
<http://www.readingrockets.org/teaching/reading101/vocabulary>

Word Analysis: Building Vocabulary With Word Parts (Tiers 1, 2, 3)

Strategy

24

One way for ELLs and FEP learners to increase their vocabulary is to analyze newly encountered words by breaking them into manageable parts (prefixes, roots, suffixes) and by building words from word parts. In some ways, analyzing word parts seems intuitive. In fact, at a very young age, children develop an understanding of the internal structure of words. Children as young as four are able to make and apply morphological generalizations (add *s* to make a noun plural, *ed* for past tense, etc.) (Berko, 1958). Although many native speakers of English demonstrate the ability to make morphological generalizations at a young age, students who have difficulty with reading often do not continue to develop this skill, and ELLs will need to learn how to analyze words in English. Thus, learning to analyze words is useful to many students in the regular education classroom.

Word analysis builds students' understanding of Latin and Greek roots, which account for over 50% of the polysyllabic words in academic texts (Feldman & Kinsella, 2003; Stahl et al., 1991). Table 24.1 (Stahl et al., 1991) illustrates some common Latin and Greek roots that students in upper elementary and middle school will encounter.

Word analysis is most effective for ELLs with proficiency levels of *Developing* and above, and after they have learned a number of polysyllabic words as unanalyzed wholes (Nation, 2001). Word analysis must be both meaningful and contextual, and it must be quick paced, and enjoyable to students. It is of little benefit to provide ELLs with long lists of word parts to memorize.

Teaching root words in meaningful context and providing ELLs with practice identifying roots and analyzing roots meanings builds ELLs' vocabulary knowledge and use. Calling attention to Latin and Greek roots is useful for ELLs who speak Romance languages, which share Latin and Greek roots with English words.

Knowing the most common prefixes and suffixes builds knowledge of word families. Seventy percent of English words with prefixes begin with *un, re, in, im, il, ir, dis, en, em, non*; 80% of English words with suffixes end with *s, es, ed, ing, ly, ion, tion, ation, ition*, or *er/or* (Stahl & Nagy, 2006, p. 166). Suffixes may be particularly important because, in addition to creating new words, they enable students to understand and interpret the language used in informational text (Nagy, 2010). (Unit VII in this book focuses on second language reading and writing.)

<i>Root</i>	<i>Meaning</i>	<i>Origin</i>	<i>Examples</i>
aud	hear	Latin	audio, audition
astro	star	Greek	astrology, astronaut
bio	life	Greek	biography, biology
dict	speak, tell	Latin	dictate
geo	earth	Greek	geology, geography
meter	measure	Greek	thermometer
min	small, little	Latin	minimum
mit, mis	send	Latin	mission, transmit, remit, missile
ped	foot	Latin	pedestrian, pedal, pedestal
phono	sound	Greek	microphone
port	carry	Latin	transport, portable
scrib, cript	write	Latin	scribble, manuscript, inscription
spect	see	Latin	inspect, spectator, respect
struct	build, form	Latin	construction, destruct, instruct

Source: From *Vocabulary Development*, by S. Stahl, 1999, Brookline MA: Brookline Books.

An effective way to teach prefixes and suffixes is to have students work deductively. For example, the prefix *un* can be taught by presenting students with a list of commonly used words containing *un*. Students work as detectives in pairs or in small groups to identify the prefix, root, and suffix and to infer the meaning of the prefix or suffix from the words they have analyzed (Nation, 2001). This is illustrated with the example of *un* in Table 24.2.

<i>Word</i>	<i>Prefix</i>	<i>Prefix Meaning</i>	<i>Root Word</i>	<i>Word Meaning</i>
Unhappy	un	not	happy	not happy
Untrue	un	not	true	not true
Unreal	un	not	real	not real
Undone	un	not	done	not done
Unfair	un	not	fair	not fair

Source: Adapted from *Learning Vocabulary in Another Language*, by I. S. P. Nation, 2001, Cambridge, UK: Cambridge University Press.

Based on their expertise, teachers should decide which prefixes and suffixes are most appropriate for their grade levels, content areas, and the English proficiency levels of their students. Ongoing and engaging practice making words and breaking multisyllabic words apart builds ELLs' word analysis skills. This three-part strategy (prefixes/suffixes, root words, multisyllabic words) is consistent with TESOL Standards 1 through 5 and proficiency levels *Developing* through *Transitioning*. It works well as a regular filler between instructional activities and is engaging and enjoyable for ELLs and other students.

THEORY AND/OR RESEARCH UNDERLYING THE STRATEGY

When ELLs and FEP learners know the most common prefixes and suffixes, they are able to decode and build multisyllabic words (Nation, 2001, 2008; Stahl & Nagy, 2006). Learning suffixes may be especially important because, in addition to helping ELLs to create new words, fluency with suffixes also enables students to interpret greater amounts of language used in informational text (Nagy, 2010). The ability to manipulate the components of multisyllabic words has been used to help struggling readers to access text and to improve their spelling and writing (Cunningham & Hall, 1998).

IMPLEMENTING THE STRATEGY

1. Choose root words that are meaningful to students (content-area words, commonly used academic words) and affixes that are found in content area reading materials.
2. Introduce one root word, one prefix, or one suffix at a time and in context.

Part 1. Teaching Affixes

1. Choose a prefix (or suffix) that your students should know, such as *anti*, *a*, or *dis*. The prefix should come from a unit of study. For example, a story that students are reading features the words *disengaged* and *disinterested*, a science chapter discusses abiotic features in the rainforest, or a social studies unit focuses on anti-slavery proponents.*
2. Create a word detective chart (such as in Table 24.2), listing multiple examples of words that contain the target affix.
3. Provide students with a few minutes within small groups to deductively define the affix.

*For younger students: Present the prefix *un* by animatedly providing examples: *unhappy*, *unbelievable*, *untrue*, *unfair*. Allow students to infer that *un* means *not*. Place a card with *un = not* written on it on the class word wall. Have students work in small groups to generate other examples. (With younger students, teacher and students chant together the affix, its spelling, the word, and its meaning: *un, u-n, un, unfair, not fair*. Cunningham and Hall [1998] recommend chanting for students of all ages!)

4. Write the meaning of the affix provided by students on the whiteboard, and solicit other examples of words that use the affix.
5. Provide students with the word detective chart and have them work in pairs to complete.
6. Circulate and check charts for student understanding—call on student pairs to share their responses.

Extension: Create an affix wheel. During vocabulary or transition time, spin the wheel and let students work in pairs to generate as many words (and word meanings) as possible.

Part II. Implementing the Strategy: Teaching Roots

1. Choose root words that are meaningful to students, and introduce words in context. For example, in a fifth grade science unit on weather, the terms *thermometer*, *barometer*, *anemometer*, and *meteorologist* appear in the text and are frequently used during classroom hands-on activities. Because students will encounter these words frequently and must know their meaning, it is useful to teach the root *meter*. Connections can be made to math class, where students use meter sticks to measure the perimeter of the room.
2. Provide students with a sample word (*thermometer*), the root (*meter*) and the meaning of the root (*to measure*).
3. Generate a list of other words with the same root. *Thermometer*, *barometer*, and *anemometer* are glossed on the first two pages of the science text. In this example, the teacher provides everyday definitions of *therm* (a measure of heat), *baro* (pressure), and *anemo* (wind). The focus is on learning that *meter* refers to measurement.

Part III. Implementing the Strategy: Working With Multisyllabic Words

1. Make lists or ask students to make lists of multisyllabic words they encounter in their reading, in class, and outside of class.
2. Have students work with the word detective sheet to analyze words on the list.
3. Make word cards by printing multisyllabic words on heavy paper or oak tag and then cutting the words into parts (e.g., dis taste ful, beauty(i) ful, un truth ful) (Cunningham & Hall, 1998).
4. Place word parts in small envelopes, which can be stored in a vocabulary resource box.
5. Provide students with time to build words using the word-part cards during 15-minute segments of class. (This can also be done as a game in which pairs or groups of students compete to make, define, and use the most words in a given period of time.)

STRATEGY IN ACTION

Mr. Collins introduces the reading for his sixth grade unit on biospheres by reviewing (and teaching) the root word *bio*.

Student Language Objectives:

1. Make words using word parts.
2. Use word wall words correctly.

Students collaborate in small groups to generate words that have *bio* as a root (*biosphere*, *biography*, *biographer*, *biology*, *biologist*, *bionic*, etc.) and to define these words without dictionaries. Mr. Collins then asks the students to use each word in context. He provides time for each group to share their words, the meanings, and the ways in which they use each word in context. Mr. Collins's students engage in word part analysis during the last 15 minutes of science class each Friday. He has found this activity to be effective with ELLs and with FEP learners; it is easy to implement and stresses to students the importance of word study. He teaches affixes one at a time, using the process described in Step 1 of *Implementing the Strategy*. He has created and maintained a word wall with the words he has taught, and he regularly reviews these words. He expects students to use these word wall words with increasing degrees of precision.

When Mr. Collins teaches an affix, he posts it on the classroom small word wall. (Strategy 27 provides ways to create, maintain, and use word walls.) Often, during word analysis time, he provides students with three to five words. In small groups, students generate as many words as possible by adding affixes posted on the word wall to these words. This is a quick-paced activity—one minute to generate new words, a few minutes for each group to report out the words they have generated, and three to five minutes for each group to create and share a meaningful sentence that features the word used with precision. For example, *investigate* yields *investigated*, *investigates*, *investigator*, *investigation*, and *investigating*. Meaningful and precise sentences are ones such as “When we *investigated* the ways that levers work, we did an experiment that showed that levers make work easier.”

Grade 4

Mrs. Nancy Clark provides her fourth grade students with short lists of multisyllabic words featuring familiar root words and the affixes she has taught in class (i.e., *unavailable*, *unhappiness*, *sadness*) and a graphic organizer, such as the one shown in Table 24.3. In small groups, students break words into parts and identify the meaning of each prefix and suffix. They then determine the meaning of the multisyllabic word and use the word in context. The purpose of this word detective game is to help ELLs and FEP learners to develop skills that will enable them to build vocabulary through word parts.

<i>Word</i>	<i>Prefix</i>	<i>Prefix Meaning</i>	<i>Root Word</i>	<i>Suffix</i>	<i>Suffix Meaning</i>	<i>Word Meaning</i>

Grade 1

Mrs. Beland uses word parts to build on the *sparkle words* that her students have collected. As part of *sparkle words*, students bring words to the class that they have heard outside of school. Mrs. Beland places these words on the *sparkle word wall*, defines the words in child-friendly language, purposefully uses the words in meaningful context throughout the week, and encourages students to use the words in their discussions. She then teaches students how to analyze the polysyllabic *sparkle words* using a word detective table.

Student Language Objectives:

1. Bring sparkle words to class.
2. Use sparkle words in your own sentence during the week.
3. Find the parts in sparkle words.

REFLECTIONS

1. How does helping students to analyze words build their vocabulary?
2. How might the ability to analyze words improve reading comprehension?
3. Think about your content area. What root words, prefixes, and suffixes are most important for students to (1) understand, (2) be able to use, and (3) be able to manipulate to form new words?

Semantic Mapping (Works Well for Tier 3 Words)

Strategy

25

Semantic mapping, an instructional strategy that can be traced to Johnson and Pearson (1984, as cited in Stahl & Vancil, 1986), is an effective strategy to build concept and word knowledge for ELLs because it engages them in academic discussions supported by comprehensible input. It provides rich and deep instruction for teaching words as well as for teaching underlying concepts. In addition to promoting vocabulary development, semantic mapping features the added benefits of activating and building knowledge prior to reading and other instructional activities. It is the rich discussion that is involved in the creation of semantic maps that makes it so effective for vocabulary learning (Stahl & Nagy, 2006; Stahl & Vancil, 1986).

THEORY AND/OR RESEARCH UNDERLYING THE STRATEGY

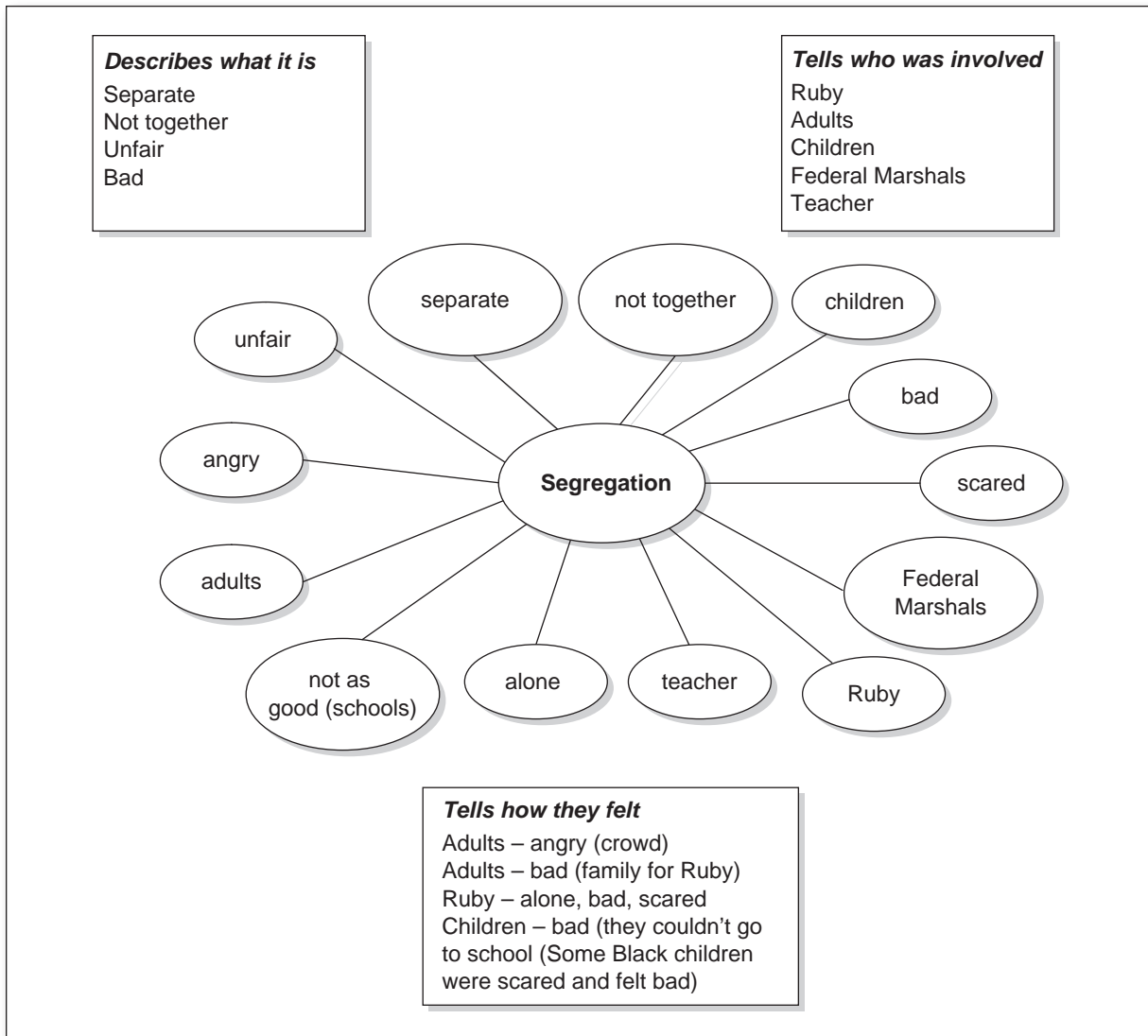
Semantic mapping engages ELLs and FEP learners in meaningful academic conversations about words, and it therefore supports overall oral language while building proficiency with specific vocabulary words. The development of academic language fosters overall literacy development (August & Shanahan, 2006) as well as greater conceptual understanding (Michaels, O'Connor, & Resnick, 2007). Thus, academic language proficiency contributes to the overall academic success of ELLs in learning content (Francis et al., 2006).

IMPLEMENTING THE STRATEGY

1. Identify a target word or term that students will encounter and need to know for an upcoming reading or classroom activity, and write it on the whiteboard. For example, in an upcoming unit about the weather, a teacher knows that students will need to know the meaning of the word *meteorology*.
2. Together with students, brainstorm words related to that target word. For example, the teacher writes the target word *meteorology* in the center of the whiteboard. Students then brainstorm words such as *weather*, *forecaster*, *news*, *weather person*, *radar*, *thermometer*, *barometer*, *storms*, *sunny*, and so on. (Build comprehension by explaining and discussing words that students do not seem to know [Stahl & Nagy, 2006].)

3. Once a comprehensive list (or wheel, see Figure 25.1) of related words has been generated, ask students to decide how they will categorize these words. With the meteorology example, *weather* might be a category that includes *storms* and *sunny*. Measurement tools might be a category that includes *thermometer* and *barometer*, and so on.
4. Next, students discuss the words and arrange categories with words on a semantic map. This should be a teacher-guided activity until students understand how to use this strategy; then it can also be completed in small groups. It should always be a discussion-based activity.
5. Have students read the selection or engage in the learning activity.
6. Guide students in a discussion about the reading (or activity), and add to the map as appropriate.

Figure 25.1 Fourth Grade Student-Generated Wheel and Categories From Ruby Bridges Unit



STRATEGY IN ACTION

Mr. Peterson regularly creates semantic maps with his students. Initially, he used whole-group lessons to guide students through each step of the process. Students now understand the process and are able to work more autonomously within their groups. Mr. Peterson's eighth grade students are about to begin an instructional unit about the Earth, which includes the geosphere, atmosphere, hydrosphere, and biosphere. The first section of their text (and supplementary comprehensible reading) is based on the geosphere. This is clearly a concept and term that all students must know in order to make sense of the instructional unit. Mr. Peterson has introduced the word *geosphere* and has used an apple as a metaphor for the layers of the geosphere. ELLs and FEP learners have worked together in groups of four; each group has cut open an apple to examine its layers. Today, Mr. Peterson focuses on the Earth's crust—the skin of the apple.

Mr. Peterson writes *crust* in the center of the whiteboard. He says the word aloud and asks students to repeat it. He tells students that this is a word with multiple meanings. Many students recognize *crust* as the outer layer of bread. Mr. Peterson then assigns students to work in groups of four for 10 minutes to generate as many relevant words as possible. They are encouraged to use their books, supplementary materials, photos, and models to generate a list of words that are related to the Earth's crust. Students begin working immediately, collaborating within their groups, turning pages of their text, studying the models and the photos, and writing lists of words. After 10 minutes, Mr. Peterson asks students to stop and to prepare to share the words each group has generated.

He calls on groups one at a time. A spokesperson from each group shares three words, which Mr. Peterson writes on the whiteboard. Students must listen attentively and attend to the whiteboard so that they do not repeat words. Collectively, students generate the list shown in Table 25.1.

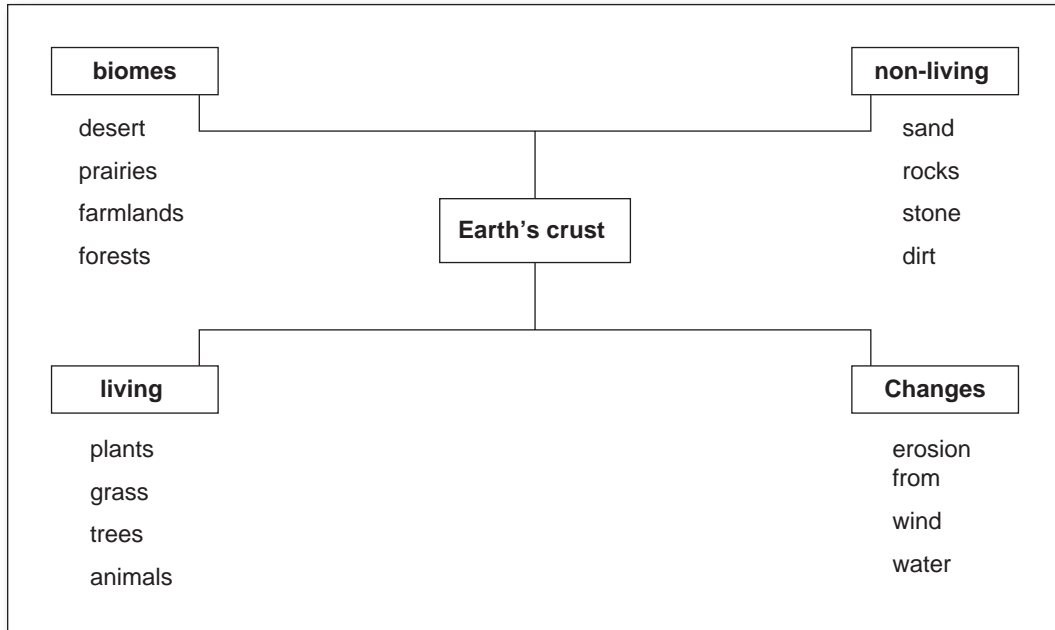
Table 25.1 Student-Generated Vocabulary

Rocks	dirt
Desert	mountains
Erosion	erosion from water
Sand	forests
Erosion from wind	farmlands
Prairies	plants
Trees	grass
People live there	animals live there

As a student in each group reports the words, Mr. Peterson checks for understanding and explains any word that students do not know. He then asks student to work in their groups for five minutes to decide how they might classify the words—that is, the categories they might use. Figure 25.2 illustrates the categories and the words that students have placed in each category.

(For ELLs with proficiency levels *Starting* through *Developing*, the use of pictures will make each word comprehensible. Pictures will also be effective for early grades and for preliterate ELLs at any grade level.)

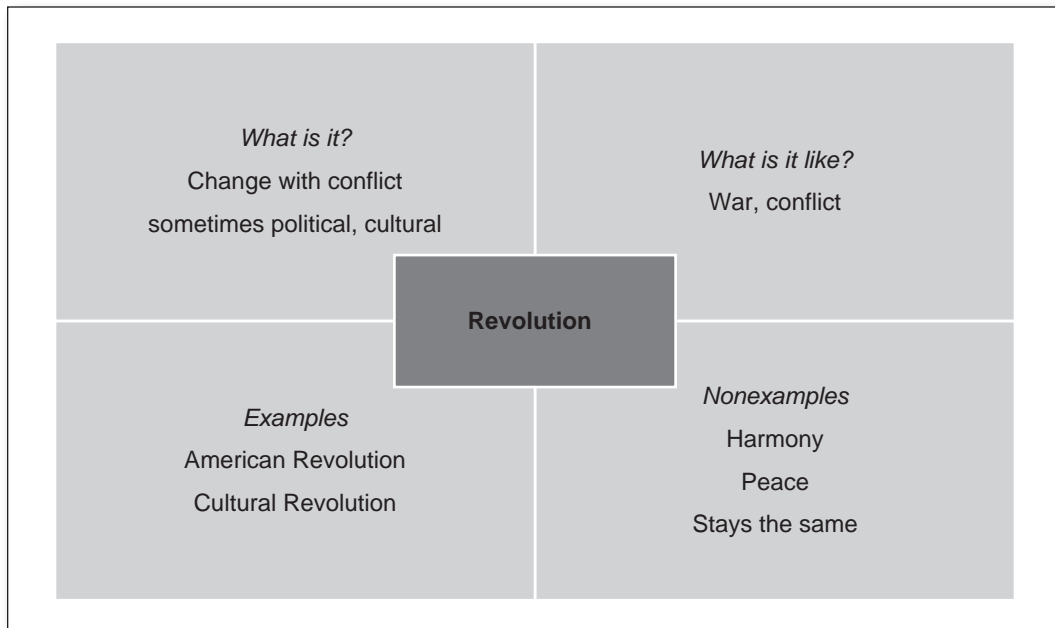
Figure 25.2 Semantic Map—Crust



A variation on semantic mapping is the Frayer model (Frayer, Frederick, & Klausmeier, 1969), which is designed to be completed within small heterogeneous groups. Similar to semantic mapping, the Frayer model's strength is that it promotes discussion about words and concepts between ELLs and native English speakers. Through this discussion, vocabulary words and concepts are elaborated upon and deepened.

In the Frayer model, teachers provide students with a word or term that represents a concept. Using a variation of the Frayer model provided by Stahl and Nagy (2006), students and their teacher discuss what the word is, what it is like, and examples and nonexamples. Figure 25.3 illustrates this model.

Figure 25.3 Variation of Frayer Model—Revolution



REFLECTIONS

1. How is semantic mapping useful for teaching both new words and underlying concepts?
2. How would you use the Frayer model to teach and reinforce a concept for your content area?
3. What words in your content area might you teach with semantic mapping?

Strategy

26

Using Quick Prereading and Review Strategies

There is not time to teach all the words that students must understand to comprehend readings and lessons. In an article written for *The Reading Teacher*, Richek (2005) presented several ways to promote vocabulary understanding and development. Strategy 26 is actually comprised of two quick (20 minutes and under) strategies. The first, Semantic Expressions, is used for prereading or prior to listening; the second, Connect Two, is a review activity. Both Semantic Expressions and Connect Two engage ELLs in interactive academic discussions with the teacher and with other students.

THEORY AND/OR RESEARCH UNDERLYING THE STRATEGY

Semantic Impressions is a 20-minute activity for previewing words. It was piloted and tested with elementary school ELLs, and it resulted in an increase in targeted vocabulary (Richek, 2005). In addition, it promotes depth of understanding because ELLs use new words in their own stories. Connect Two (Richek, 2005), a vocabulary review, includes interactive discussion about words and about text that was read by, or read aloud to, ELLs and other students. Because the level of the reading material determines the words that are woven into Semantic Expressions and Connect Two, these strategies are appropriate for all age groups, reading levels, and English proficiency levels. (ELLs with lower levels of English proficiency will need increased scaffolding. Please see Table V.3.)

IMPLEMENTING THE STRATEGY

Semantic Impressions

Preview students' reading (or a story that will be read aloud) for words that are essential: Richek (2005) suggests 5 to 20 words. The following implementation is adapted from Richek (2005, p. 416):

1. Write the words on the whiteboard in the order they are found in the story.
2. Explain to students that they will create a meaningful story using the words.
3. Briefly explain the meaning of each word and check for understanding.
4. Present and discuss three rules that students must follow: (1) the words must be used in order, (2) words that have been used may be used again, and (3) the form of words can be changed, including plurals, tenses, and parts of speech.
5. Provide students with time to discuss the words in small heterogeneous English-language proficiency groups.
6. Ask students to begin to create the story.
7. As students give sentences or phrases with the words, write these on the whiteboard next to the list of words. (The list of words stays visible throughout the lesson.)
8. Guide students to create a narrative that makes sense.
9. Once the story is complete, you may edit it with students.
10. Read the published story with students.

STRATEGY IN ACTION

Student Language Objectives:

1. Discuss the meaning of each word on the board within your group.
2. Write a paragraph using all the words on the board.

To introduce *Cloudy With a Chance of Meatballs* (Barrett, 1978) for a reading lesson, Richek (2005) chose the following words and phrases:

1. pancakes
2. weather
3. rain
4. snow
5. prediction
6. sanitation department
7. took a turn for the worse
8. damaged
9. abandon
10. new land
11. supermarket

Source: Reprinted with permission: Richek, M.A. (2005). Words are wonderful: Interactive, time-efficient strategies to teach meaning vocabulary. *The Reading Teacher*, 58(5), 414–423. doi:10.1598/RT.58.5.1

The story in Table 26.1 was created collaboratively by a class of third grade ELLs.

Table 26.1 Day of Snow

Yesterday I woke up at 5 a.m. and I ate pancakes. That morning the weather was very cold. It was so cold that the rain became ice and snow covered the streets. The weather prediction was wrong because they had predicted a sunny day. The pancakes didn't fill me, so I was still hungry. I called the sanitation department to move the snow so I could go out and buy food. The weather took a turn for the worse so the sanitation department got stuck in the snow. Their truck's motor was damaged by the snow, so they had to abandon it. A day later, the snow melted. When the snow melted, the place looked like a new land. I was very happy because I could go to the supermarket.

Source: Reprinted with permission: Richek, M.A. (2005). Words are wonderful: Interactive, time-efficient strategies to teach meaning vocabulary. *The Reading Teacher*, 58(5), 414–423. doi:10.1598/RT.58.5.1

IMPLEMENTING THE STRATEGY

Connect Two

Connect Two (Richek, 2005) is a review strategy that students can complete in small groups. Again, the teacher chooses words that are central to understanding the text that students will read. These words are displayed and discussed prior to reading. Words, along with photos or images and student-friendly definitions, remain on the classroom word walls. Connect Two challenges students to make connections between words.

1. Select approximately 20 words that are important to the content-area reading.
2. Place the words in two columns (approximately 10 words in each column).
3. Working in pairs or small groups, students must find something that a word from column 1 has in common with a word from column 2. (As references, students may use their textbooks, supplementary leveled reading, graphic organizers generated during the unit of study, and the word wall with photos and images.)
4. Students must connect the words and explain their thinking.

STRATEGY IN ACTION

Mr. John Rogers's eighth grade class recently completed a chapter about the events leading to the U.S. Civil War. Mr. Rogers taught the words in Table 26.2. Then, each student in the class became an expert on one word (Richek, 2005), learning all she or he could about the word and creating a small 5 × 8-inch poster with the word, its definition, and any photos or drawings to illustrate the word.

Student Language Objectives:

1. Become an expert on one word.
2. Write the word's definition in your own words.
3. Illustrate the word.

emancipate	slaveholder
conflict	run away
slavery	bondage
adequate labor	personal liberty
territories	dispute
settle	liberate
enslaved	controversy
criticize	citizens

The posters are displayed around the word wall. At the end of the week, ELLs and other students collaborate in a Connect Two activity.

Some connections made by students include the following:

- *Settle* and *dispute*: “What they have in common is that people work to settle disputes.”
- *Conflict* and *dispute*: “Both show disagreement about something. A conflict is more serious than a dispute.”
- *Enslaved* and *liberate*: “Enslaved and liberated are opposites because to enslave is to make someone a slave and to liberate someone is to set them free.”
- *Slavery* and *slaveholder*: “The connection is that slavery kept African Americans as slaves who were owned by slaveholders.”

REFLECTIONS

1. What are some of the ways that prereading and review strategies are helpful to ELLs?
2. Review the reading that students will complete in one unit that you teach. Select a chapter or a story, and then select 10 to 20 words that students can use in a Semantic Impression. How will this be useful to ELLs?
3. What words would you select for review?
4. What other pre- and postreading vocabulary strategies do you think would be useful to the ELLs in your classroom?

Strategy

27

Interactive Word Walls

Interactive word walls are a must in a mixed ability classroom, and are effective for building spelling and reading skills as well as for developing vocabulary. Word walls for commonly used words (Tier 1) that frequently are misspelled or confused by ELLs and FEP learners provide students with a reference, such as *too, to, and two, their and there, then and than, here and hear*, and so on. Word walls also provide an excellent venue for displaying Tier 2 words, many of which are on the Academic Word List (AWL), including words such as *analyze, distribute, estimate, identify, factor, principle, and theory*. Word walls can also be used for word parts, showing the most common root words and affixes that students will encounter during the school year.

THEORY AND/OR RESEARCH UNDERLYING THE STRATEGY

Students need multiple and intermittent exposures to a word in order to learn it (McKeown, Beck, Omanson, & Pople, 1985). To know a word in depth, students need to understand the multiple contexts in which the word can be used (Beck et al., 2002) and attach a visual image to the word (Pressley, Levin, & McDaniel, cited in Harmon, Wood, Hedrick, Vintinner, & Willeford, 2009). Word walls have been shown to be very effective in deepening word knowledge, especially when students are provided some choice regarding the words (Strategy 22), when words have been taught using rich instruction (Strategies 23, 24, and 25), and when a visual or image accompanies each word (Harmon et al., 2009).

IMPLEMENTING THE STRATEGY

1. Dedicate a place (or several places) in the classroom to word walls: One word wall might contain commonly misspelled or misused words, such as homonyms (*to, too, two*, etc.), another might contain words chosen and taught for rich instruction, and a third might contain word parts (commonly used roots, prefixes, and affixes [see Strategy 24]).

2. Write or have students write the selected word on colored card stock. Using colors that students associate with the word helps students make connections with the word (Harmon et al., 2009).
3. For word cards, supply or have students supply an image, such as a photo, symbol, or drawing, and discuss how the image is associated with the word.
4. For roots and affixes, provide clear examples of how each is used, and display these on the board.
5. Refer to the word wall during discussions and instruction.
6. Instruct ELLs and other students to use the word wall in discussions and in writing.
7. Hold ELLs with proficiency levels of *Developing* and higher accountable for using word wall words correctly.

Extension: Developing Word Cards From Word Walls

While some words may be present on a classroom word wall throughout the better part of the year, words will change. ELLs and FEP learners should be encouraged to use word cards for word wall words. Students can copy the word on one side of the card with a drawing and multiple examples of the word in use on the reverse. Practicing with word cards provides ELLs with ongoing opportunities for word retrieval, which in turn strengthens students' word knowledge. Nation (2001) noted that word cards provide several advantages: They are an efficient use of time and energy, they provide ELLs with word meanings that may be more useful than dictionary meanings, and they foster independent learning by giving ELLs complete control over the number of retrievals they make. Nation recommended that ELLs use small (2 inches × 3 inches) index cards for portability.

STRATEGY IN ACTION

Grade 2

As part of her vocabulary instruction, Mrs. Wilmot asks students to work in pairs to create a 5 x 8-inch poster for each of the vocabulary words she teaches each week. Each pair is responsible for one word, and draws a picture and writes a sentence to accompany their word. After Mrs. Wilmot has reviewed the completed posters for accuracy, she has each pair present their word and their sentence. Words are then displayed on the class word wall for easy reference.

Grade 4

Mrs. Allen has several word walls in her fourth grade classroom: One is dedicated to general vocabulary words, another to terms students have learned in the content areas, and one is dedicated to words that most FEP learners know (and ELLs are often still learning) but often misspell, including homophones such as *to*, *too*, and *two*, *there* and *their*, *threw* and *through*, and words commonly confused in their written form, such as *then* and *than* and *are* and *our*. Mrs. Allen has chosen these words based on an assessment of the writing of ELLs and FEP learners. She introduces each word before posting it on the word wall by displaying, defining, and explaining when to use the word. She encourages

ELLs to define the words in their first languages and writes (or has ELLs write) this definition on the board. She has the ELL pronounce the word and has the class repeat the pronunciation. She then generates examples of the word use with students. For example for the word *their*, students and Mrs. Allen generated *their room*, *their car*, *their ball*, and so on. Mrs. Allen wrote the phrases on the whiteboard. When she decided that students (ELLs and FEP learners) had generated a sufficient number of phrases to show their understanding, she called for a raise of hands to decide which phrase would be placed on the word wall to accompany the word.

Each word on Mrs. Allen's word wall is accompanied by a phrase, symbol, or image that helps students remember its meaning. For example, two is accompanied by the number 2, to has a picture of a boy walking and the phrase *to the park*, too has a picture of the boy and his little sister and the phrase *His sister is going too (also)*. Mrs. Allen has arranged the words in alphabetical order so that students can easily locate the correct spelling of a word that they would like to use in their writing. She also calls students' attention to the word wall when they are editing their writing.

Grade 6

Mr. Collins uses one of the word walls in his classroom to post root words. His students engage in word part analysis during the last 15 minutes of science class each Friday. He teaches word roots, such as *bio*, and creates a web of all the words that ELLs and FEP learners have generated in small groups: *biosphere*, *biography*, *biographer*, *biology*, *biologist*, *bionic*. Mr. Collins writes the student-generated definition next to each word.

REFLECTION

- How will interactive word walls benefit ELLs and FEP learners as they acquire content-area vocabulary and read and write in the content areas?

STRATEGY RESOURCES

1. TheSchoolBell.com website provides an overview of the benefits of using interactive word walls and several links to useful activities.
http://www.theschoolbell.com/Links/word_walls/words.html
2. Word wall activities for middle and secondary grades
<http://www.markville.ss.yrdsb.edu.on.ca/mm/oise2005/bestpractice/wordwall.htm>
3. Word walls in the mathematics classroom
<http://www.broward.k12.fl.us/studentssupport/ese/PDF/MathWordWall.pdf>