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**Increasing Vocabulary
Acquisition in
Reading Wings**

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Part I:

Background Knowledge

Hink Pinks

Directions:

1. Work with a partner to identify the answers to the following hink pinks.
2. Check your answers with your team.
3. Take turns making introductions to the team.
4. Discuss the answer to the question: How does this activity foster vocabulary development?

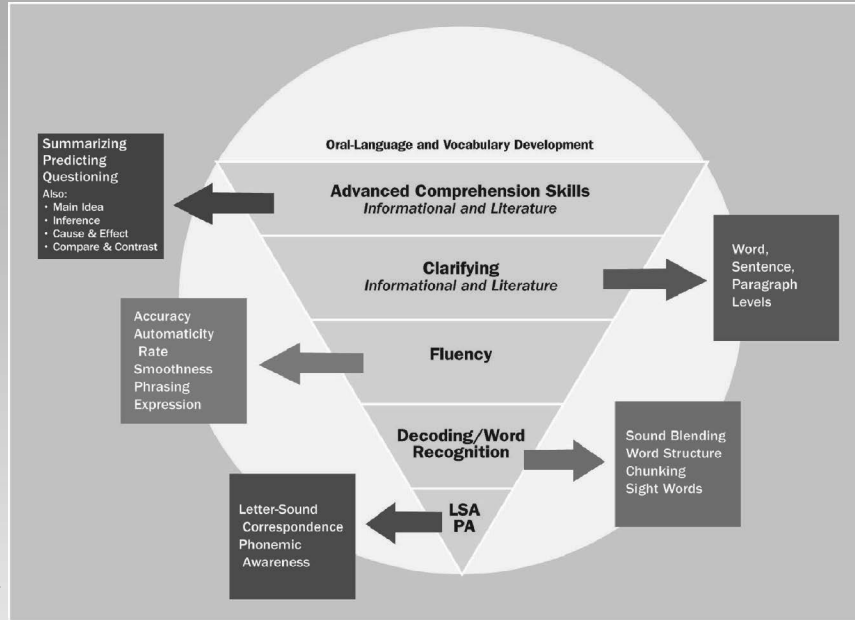
an angry boy	a mad lad
a tiny sphere	
a spicy place	
two children who split a sandwich equally	
a rabbit that tells jokes	
a large swine	
a drenched dog	

How does this activity foster vocabulary development?

Goals

- Students will self-evaluate their knowledge of words.
- Students will increase the number of words that they know.
- Students will expand their use of words beyond the text and the classroom.
- Teachers will refine and enhance vocabulary instructional processes.

Reading Skills Targets



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Current consensus among researchers suggests that students need to add approximately 2,000 to 3,500 words yearly to their reading vocabulary.

Source: Lehr, Fran; Osborn, Jean; & Hiebert, Elfrieda (2004). *A Focus on Vocabulary*. Honolulu: Pacific Resources for Education and Learning. www.prel.org/products/re_ES0419.pdf.

Root Causes: Why do students struggle with vocabulary acquisition?

- Socioeconomic status (SES)/“Word Poverty” (Moats)
- Lack of background knowledge
- Lack of balanced vocabulary curriculum
- Failure to reach young readers at the opportune time
- Lack of assessment tools to monitor vocabulary achievement

Knowing a Word

Directions:

1. Read the list of words.
2. If you know the word, put a check in the box to the right of it. Put a question mark if you do not know the word.
3. Briefly list the criteria that you used to judge whether you know the word.
4. Share the criteria with your team.

devour	
effervescent	
gregarious	
incendiary	
serendipity	

Criteria for knowing a word:

How does the process of rating words help students “know” a word?

Effective Vocabulary Instruction

- Provide opportunities for direct and incidental learning of vocabulary words.
- Engage students in rich oral-language experiences throughout the day.
- Encourage students to use the words in their dialogue and their writing.
- Ensure that students are exposed to the words multiple times and in multiple contexts.
- Teach word parts and word-learning strategies.
- Provide opportunities for students to connect to words outside of the classroom.
- Select vocabulary that will be useful and meaningful to building student comprehension.
- Include games and wordplay.

Sources:

Lehr, Fran; Osborn, Jean; & Hiebert, Elfrieda (2004). *A Focus on Vocabulary*. Honolulu: Pacific Resources for Education and Learning. www.prel.org/products/re_/ES0419.pdf.

Beck, Isabel; McKeown, Margaret; & Kucan, Linda (2002). *Bringing Words to Life*. New York: Guilford Press.

Marzano, Robert & Pickering, Debra (2005). *Building Academic Vocabulary*. Virginia: Association for Supervision and Curriculum Development.

Receptive and Productive Vocabulary

Receptive vocabulary: words that we recognize when we hear or see them.

Productive vocabulary: words that we use when we speak and write.

Tiered Words

Tier One words: basic words that rarely require instruction in school (e.g., *fun, tree, up, happy*)

Tier Two words: high-frequency words for mature language users (e.g., *bolted, advise, wise, admitted*)

Tier Three words: low-frequency words that are often content-specific (e.g., *atom, cell, mammal, isosceles*)

Source: Beck, Isabel; McKeown, Margaret; & Kucan, Linda (2002). *Bringing Words to Life*. New York: Guilford Press.

Part II: Making Connections to the Vocabulary Process in Reading Wings

Characteristics of Effective Vocabulary Instruction in Reading Wings

Directions: Identify the part(s) of the Reading Wings curriculum that addresses each characteristic of effective vocabulary instruction. If you cannot match a characteristic to a part, write N/A. Refer to the Reading Wings 4th Edition Instructional Process chart on the next page if necessary.

Characteristics of Effective Vocabulary Instruction	Vocabulary Processes and Routines in Reading Wings
Provide opportunities for direct and incidental learning of vocabulary words.	
Engage students in rich oral-language experiences throughout the day.	
Encourage students to use the words in their dialogue and their writing.	
Ensure that students are exposed to the words multiple times and in multiple contexts.	
Teach word parts and word-learning strategies.	
Provide opportunities for students to connect to words outside of the classroom.	
Select vocabulary that will be useful and meaningful to building student comprehension.	
Include games and wordplay.	

Reading Wings 4th Edition with Literature Targeted Treasure Hunts Instructional Process

	Day One	Day Two	Day Three	Day Four	Day Five	Day Six	
Active Instruction	Opening	<ul style="list-style-type: none"> Students rate new vocabulary words in journals. 	<ul style="list-style-type: none"> Two-Minute Edit (TP/SR) 	<ul style="list-style-type: none"> Two-Minute Edit (TP/SR) 	<ul style="list-style-type: none"> Two-Minute Edit (TP/SR) 		
	Success Review And Keeping Score (TP)	<ul style="list-style-type: none"> Celebrate super teams. Remind students about team celebration points. Guide team goal setting. 					
	Team Cooperation Goal (TP)	<ul style="list-style-type: none"> Describe cooperative behavior for new cycle-team cooperation goal. Use looks like/sounds like chart to explain expectations. Praise use of goal behavior throughout lesson. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	
	Set the Stage	<ul style="list-style-type: none"> Introduce story, author, and reading objective. Point out strategy target. Review narratives. Build/activate background knowledge. 	<ul style="list-style-type: none"> Review story, author, and reading objective. Point out strategy target. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Introduce the test. Review story maps. Introduce section students will read for the test. 	<ul style="list-style-type: none"> Introduce the writing goal.
	Vocabulary (TP)	<ul style="list-style-type: none"> Review ratings. Introduce new vocabulary words. Review Student Routine (SR). Award team celebration points. Review Vocabulary Vault. 	<ul style="list-style-type: none"> Rate words. Review ratings. Teams review vocabulary words. Celebrate Vocabulary Vault. Award team celebration points. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Remind students vocabulary and Word Power skill are on the test. Teams review vocabulary words. 	
	Using the Targeted Skill/Strategic Review	<ul style="list-style-type: none"> Model, prompt, or elicit targeted-skill use. 	<ul style="list-style-type: none"> Students summarize reading to this point. Students make predictions and give evidence. Students think of and share questions. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<div style="background-color: #cccccc; text-align: center; padding: 5px;">Build Background</div> <ul style="list-style-type: none"> Introduce specific aspect of topic, audience, purpose, or format.
	Listening Comprehension	<ul style="list-style-type: none"> Use text to model, prompt, or elicit targeted-skill use when reading. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 		
	Preview Team Talk (TP)	<ul style="list-style-type: none"> Preview Team Talk questions. Guide reflection of Write-On question. Randomly assign team leaders. 	<ul style="list-style-type: none"> Preview Team Talk questions. Guide reflection of Write-On question. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<div style="background-color: #cccccc; text-align: center; padding: 5px;">Prepare Students for the Test</div> <ul style="list-style-type: none"> Distribute and preview the test. Ask students to underline key words/phrases in skill question. 	
	Test (Day 5)					<ul style="list-style-type: none"> Allow students to begin. Monitor timing. Collect pens and pencils. 	
	Partner Reading (TP)	<ul style="list-style-type: none"> Review Student Routine (SR). Students read and restate. Students review Team Talk questions. 	<ul style="list-style-type: none"> Review Student Routine. Students read and restate. Students review passage for Fluency in Five. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 		<div style="background-color: #cccccc; text-align: center; padding: 5px;">Planning</div> <ul style="list-style-type: none"> Introduce the activity, prompt, and scoring guide. Model using graphic organizer. Have students plan and share ideas.

Teamwork		Adventures in Writing (TP)					Drafting	
Team Discussion (TP)	<ul style="list-style-type: none"> Review Student Routine (SR). Strategy-use discussion Students individually write answers to the Write-On question. Review use of role cards Remind students to review rubrics to prepare for Class Discussion. Students work on story maps. Award team celebration points. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Review Student Routine (SR). Have students discuss independent strategy use and answers on the test. Prompt discussion of the skill question. Ask students to add to their answers. Award team celebration points. Discuss additions to story maps. 	<ul style="list-style-type: none"> Explain use of graphic organizers to write drafts. Remind students to use prompt and scoring guide to check writing. Give feedback. Have students read drafts aloud to partners. Ask one or two students to share drafts with the class. 		
Class Discussion (TP)	<ul style="list-style-type: none"> Review Student Routine (SR). Have a strategy-use discussion. Have a Think-and-Connect discussion. Have a Write-On discussion. Award team celebration points. Record individual scores on teacher cycle record form. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Ask students to share additions to test answers. Collect test answers. Discuss strategy use. Award team celebration points. Review and celebrate team discussions. Celebrate Vocabulary Vault. 	<ul style="list-style-type: none"> Introduce Student Routine (SR). Have students share and respond with partners. Remind students how to revise. Ask one or two students to share how they will revise. Ask class to make revisions. 		
Fluency in Five (TP)	<ul style="list-style-type: none"> Explain fluency and the fluency rubric. Model fluent, then non-fluent reading. Students give feedback using rubric. 	<ul style="list-style-type: none"> Review routine and rubric for fluency (SR). Display pages of fluency passage. Remind partners to give feedback. Have students read for one minute. Prompt partners to give feedback. Have partners switch roles. Assign individual fluency goals. Have two or three students read for scores. Award team celebration points. Record individual scores on teacher cycle record form. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Introduce idea of editing. Create editing checklist. Have students check their drafts and partners' drafts. Have students share edits. 		
Word Power (TP)	<ul style="list-style-type: none"> Introduce Word Power skill and Captain Read More's clue. Review Student Routine (SR). Review Skill Practice and Building Meaning. Check responses and meaningful sentences. Award team celebration points. Remind students about Vocabulary Vault. 	<ul style="list-style-type: none"> Review Word Power skill and Captain Read More's clue. Review Student Routine (SR). Review Skill Practice and Building Meaning. Practice word lists (Grade 2 only) Check responses and meaningful sentences. Award team celebration points. Remind students about Vocabulary Vault. 	<ul style="list-style-type: none"> Review Word Power skill and Captain Read More's clue. Review Student Routine (SR). Review Skill Practice and Building Meaning. Practice word lists (Grade 2 only) Check responses and meaningful sentences. Award team celebration points. Remind students about Vocabulary Vault. 	<ul style="list-style-type: none"> Review Word Power skill and Captain Read More's clue. Review Student Routine (SR). Review Skill Practice and Building Meaning. On My Own lists (Grade 2 only) Check responses and meaningful sentences. Award team celebration points. Remind students about Vocabulary Vault. 	<ul style="list-style-type: none"> Review Word Power skill and Captain Read More's clue. Review Student Routine (SR). Review Skill Practice and Building Meaning. On My Own lists (Grade 2 only) Check responses and meaningful sentences. Award team celebration points. Remind students about Vocabulary Vault. 	<ul style="list-style-type: none"> Introduce rewriting. Have students rewrite. Celebrate by having one or two students share with the class. Collect and score. 		
Book Club					<ul style="list-style-type: none"> Have students share self-selected reading. Celebrate and record completion on teacher cycle record form. 			
Team Celebration	<ul style="list-style-type: none"> Total tallies on team score sheets, and add points to team celebration poster. Guide student reflection about points and team cooperation goal and related behavior. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Total tallies on team score sheets, and add points to team celebration poster. Use overlay to show team celebration scores. Guide student reflection about points and team cooperation goal and related behavior. 	<ul style="list-style-type: none"> Same as Day 1 		

Evaluating Instructional Processes for Vocabulary

Reflect on the following instructional processes for vocabulary and how effectively they are currently in place in your classroom.

Rating Vocabulary Words

effectively in place

can do better

Students rate their knowledge of vocabulary words by asking themselves, “Can I say the word?” and “Do I know what it means?” The students write a “+” next to the word if they answer “yes” to both questions. The students write a “?” next to the word if they cannot answer “yes” to both questions. The students continue to self-evaluate their understanding of the words. The students discuss their ratings with the team, and the teacher monitors and assesses student understanding throughout the cycle, helping the students target the words they need to learn.

Vocabulary Presentation and Partner Practice

effectively in place

can do better

The teacher begins by discussing the teams’ ratings of words, and awards team celebration points for Random Reporters who share information. The teacher introduces new vocabulary words by pointing to and reading each word on the teacher-prepared chart, explaining how to use the identification strategy and reviewing the word’s meaning. The students repeat each word after the teacher says it.

The students then practice their vocabulary words with their partners. They take turns pronouncing words, giving definitions, and using the words in sentences. The students show progress in their knowledge of the words throughout the cycle by beginning to explain the meanings in their own words and by creating their own unique sentences. The students continue to rerate their words by asking themselves “Can I say the word?”, “Do I know what it means?”, and “Can I use it in a sentence?”

Word Power

effectively in place

can do better

The students are introduced to word-study skills that help them develop the correct pronunciation and understanding of the meanings of words. They apply the skill in skill-practice activities and by making connections while discovering words that demonstrate the skill they are learning. The students then build on their comprehension of the vocabulary words by completing building-meaning activities that consist of one meaningful sentence and one other activity that may include a cloze, multiple-choice, or example/non-example question, or drawing a visual representation of a word.

Vocabulary Vault

effectively in place

can do better

The students look for vocabulary words outside of their assigned reading. As they discover new words in their environment, the students complete Vocabulary Vouchers that indicate the word and the context in which they found it. Upon sharing the words in the Vocabulary Vault, students who are able to successfully explain the word earn team celebration points.

Part III: **Refinement and Interventions**

Vocabulary Intervention Cards

Expand Discussion of the Vocabulary Words That Students are Learning

When: Listening Comprehension

How:

1. Select one or two words to highlight during Listening Comprehension. The word(s) can be from the vocabulary list or any additional words that will enhance student comprehension of the text.
2. Use questions to ask students about the word. Provide follow-up questions if necessary. Restate and rephrase student responses to elicit deeper conversation about the meaning of the word. Make sure questions get at the meaning of the word as well as its relation to the overall meaning of the text. Reread portions of the text if necessary.

Example:

Teacher: “Maggie shivered as the wind howled around her.” What does it mean to shiver?

Daniel: To be cold.

Teacher: Yes, Maggie was cold. That is why she shivered. But what does it mean to shiver?

Paula: It means to shake. That’s what I do when I go outside in the winter without a coat. Then my mom tells me to put my coat on.

Teacher: That’s right. When we shiver, we shake. Let’s all practice shivering. (Model the act of shivering and have the students do the same.) Paula, you said that you shiver when you go outside without a coat. Maggie doesn’t have a coat on either. Why not?

Mika: Maggie’s old coat is too small for her. Her mom does not have enough money to buy her a new coat right now.

Intervention Links: realia, Act It Out, Draw It Out, concept maps, word parts/derivations

Concept Maps

When: Vocabulary introduction and review, Listening Comprehension, Class Discussion, Word Power (connotation/denotation)

How: Create concept maps for words that are challenging. Content-specific words or words where students have little background are most appropriate. Maps can be a simple web or a more detailed T-chart for examples and non-examples.

1. Create a concept map as you introduce the selected word on day 1.
2. Ask students if anyone knows what the word means. Add it to the map.
3. Provide the definition and add information to the map.
4. As you read during Listening Comprehension, add any ideas that relate to the word.
5. Do the same during Class Discussion after students have read the text.

Pictures/Realia

When: Vocabulary introduction and review

How:

1. Select words that you think will be challenging, especially for ESL students.
2. Bring in objects or pictures that relate to the word.
3. Present the pictures or objects as you introduce each word.

Draw It Out or Act It Out

When: Vocabulary introduction and review (after partner review when using Random Reporter), Listening Comprehension, and Word Power (Building Meaning)

How:

1. As you call on students to share a word, the meaning, and a sentence, have them either draw a visual representation on the board or act out the meaning.
2. For especially difficult words, ask the students to draw the picture in their journals and add to it throughout the week. This can also be done for ESL students having difficulty with less advanced words.
3. When acting words out, encourage all students to join in once the student demonstrates the action.

*Another version of this activity is to have students Draw It Out or Act It Out and have the rest of the class guess what the word is.

Making Connections with Examples and Non-Examples

When: Vocabulary introduction and review and Word Power (Building Meaning)

How:

1. Select a word from the vocabulary list.
2. Create several examples and non-examples.
3. Have students raise their hands if it is an example; have them make a buzzing sound if it is a non-example.

Example:

Word: *bolted*

1. Lizzie ran to the ice cream truck.
2. The turtle slowly walked to the flower.
3. The mouse moved under the cabinet when it saw the cat.

Hink Pinks

When: Vocabulary introduction and review (after partner review when using Random Reporter)

How:

1. Think of two words that rhyme.
2. Create the clue or question for the two words.
3. Vocabulary words can be part of the answer or the clue.

Examples:

1. heavy feline – fat cat
2. seafood on a plate – fish dish
3. a wise messenger – a sage page

Hinky pinky consists of two-syllable rhyming words.

Hinkity pinkity consists of three-syllable rhyming words.

Guess the Word

When: Vocabulary introduction and review (after partner review when using Random Reporter)

How:

1. Prepare game cards on index cards.
2. List the vocabulary word and any words that you do not want the student to say that would give the word away.
3. Ask the student to read the card and to describe the word to the class. Have the rest of the class guess the word.
4. Call on another student for the next word, and repeat the process.

Using Words All Day

When: Throughout the day (This activity will require planning with other school staff.)

How:

1. Add vocabulary words to a word wall. Have students create small grab bags, envelopes, or journals with the words that they can take with them throughout the day.
2. Create bookmarks or cards that can be hole-punched. When a student successfully uses a bookmark word in his or her discussion or writing, the teacher punches the card.
3. Celebration occurs after a student receives a certain number of punches.

*Encourage students to find other words they would like to add to the word wall in addition to the words in their vocabulary lists.

Planning for Refinement and Interventions

Review the list of vocabulary processes and interventions. Select one or two that you would like to focus on in the near future. Identify where it exists or where it can be used in the process and how it will improve your students' vocabulary achievement.

Vocabulary Process or Intervention	Where does it exist or where can it be used in the instructional process?	How will working on this process or intervention increase your students' vocabulary achievement?
Rating vocabulary words		
Vocabulary presentation and partner practice		
Word Power		
Vocabulary Vault		
Expand discussion of vocabulary words that students are learning		
Concept maps		

Vocabulary Process or Intervention	Where does it exist or where can it be used in the instructional process?	How will working on this process or intervention increase your students' vocabulary achievement?
Pictures/Realia		
Draw It Out or Act It Out		
Making connections with examples and non-examples		
Hink Pinks		
Guess the Word		
Using Words All Day (extension of Vocabulary Vault)		

Sample Vocabulary List for Modeling Interventions

Word and Page Number	Identification Strategy	Definition	Sentence
debates page 73	chunk: de-bates	disagrees, argues	No one <i>debates</i> whether being friendly is a good quality.
unique page 73	-nique = /neek/ chunk: u-nique	one-of-a-kind, special	Zoey is a <i>unique</i> girl with many special talents and skills.
inflate page 75	chunk: in-flate	fill up with air	I can <i>inflate</i> my lungs and then hold my breath for 30 seconds.
occurs page 77	chunk: oc-curs	happens	Nothing special <i>occurs</i> on normal days.
tighten page 77	base word + ending: tight + en	fasten, make more secure	Molly told Lisa to <i>tighten</i> her shoelaces before she went running.
investigate page 79	chunk: in-ves-ti-gate	look into, study	The scientists wanted to <i>investigate</i> why water dries up after it rains.
feature page 79	chunk: fea-ture	show off, display	Good movies often <i>feature</i> good actors.
bound page 79	blend	likely, apt	If you practice hard each day, you're <i>bound</i> to become a good musician.

Part IV: Assessment

Assessing Vocabulary Acquisition

Already in place:

- Word Power Test (part of Student Test)
- Meaningful Sentences
- Reading Wings 4th Edition: Class Summary of Vocabulary (Meaningful Sentences and Word Power)
- Scholastic Reading Inventory and Gates-MacGinitie Reading Test (if used)

Other possibilities:

- Create a quarterly vocabulary test from the list of words learned over the quarter.
- Use a rubric that students use to self-assess. When students demonstrate that they know a word, the word is recorded on a special chart.

Reading Wings 4th Edition: Class Summary of Vocabulary (Meaningful Sentences and Word Power)

Grading Period: 1 Teacher: Mark Jones Level: 4 Period: 3 Date: 11/4/2011

Lesson Cycle Start Date	Lesson Cycle Title	L/I	Word Power Objective	Meaningful Sentences Average	Word Power Test Average
Sept. 12–16, 2011	1. Mack MacLean, Kid Detective – Cycle 1	Literature	Base word and ending	82	75
Sept. 19–23, 2011	2. Mack MacLean, Kid Detective – Cycle 2	Literature	Synonyms	83	75
Sept. 26–30, 2011	3. Fantastic Mr. Fox – Cycle 1	Informational	Abbreviations	83	78
Oct. 3–7, 2011	4. Fantastic Mr. Fox – Cycle 2	Literature	Base word and ending	87	83
Oct. 10–14, 2011	5. Capital Monuments: Memories in Stone	Informational	Prefix and base word	84	74
Oct. 17–21, 2011	6. Amazing Animals	Informational	Latin roots	90	75
Oct. 24–28, 2011	7. The Wump World	Literature	Synonyms	89	82
Oct. 31–Nov. 4, 2011	8. Uncle Jed’s Barbershop	Literature	Compound words	93	90

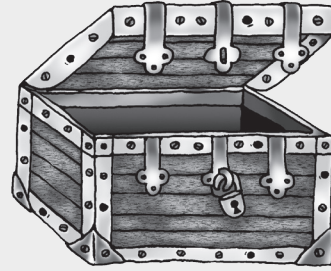
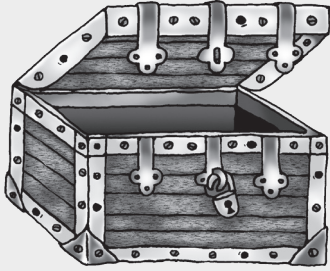
Students	1		2		3		4		5		6		7		8		AVERAGES	
	MS	WP	MS	WP	MS	WP	MS	WP	MS	WP	MS	WP	MS	WP	MS	WP	MS	WP
Brittany Harrison	80	85	80	80	90	70	90	85	90	80	90	80	100	85	100	90	90	82
Douglas Davis	80	75	90	71	80	80	90	86	90	80	90	80	100	90	90	100	89	83
Jaime Estevez	90	80	80	70	80	75	90	81	90	75	90	70		80	100	95	89	78
Julio Verde		76	80	70	80	75	70	85	80	75	80	72	80	75	90	85	80	77
Kendra Johnson	80	81	90	85	90	86	90	90	80	80	90	80	90	85	90	85	88	84
Kyle Jeffers	90	86		80	90	90	90	85	80	80	90	80	80	85	100	95	89	85
Liza Lemmon	80	65	80	66	80	80	90	76		71	90	70	80	80	90	90	84	75
Mario Bateman	80	71	80	76	80	76	90	85	80	75	90	76	90	85	100	90	86	79
Morgan Collins		80	90	81	90	75	80	80	80	70	90	75	90	80	90	90	87	79
Olivia Hernandez	80	55	80	80	80	80	80	86		80	90	80	90	85	90	100	84	81
Tyrone Winters	90	75	80	70	80	70	90	85	90	65	100	70	90	80	100	85	90	75
Vinny Cervone	70	81	80	80	80	85	90	81	90	80	90	80	90	85	80	90	84	83
Yusef Rasshad	80	65	80	60	80	66	90	70	70	51	90	60		76	90	75	84	65
Averages	82	75	83	75	83	78	87	83	84	74	90	75	89	82	93	90	86	79

MS = meaningful-sentence rubric score, WP = Word Power test score

Vocabulary Self-Assessment Bookmark



Fold



Do I know the word?

- I have used the word correctly at least two times in my conversation.
- I have used the word correctly at least two times in my writing.
- I can give multiple meanings of the words if applicable.

Word: _____

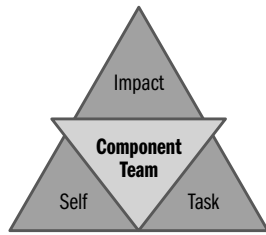
- conversation
- writing
- multiple meaning

Word: _____

- conversation
- writing
- multiple meaning

Word: _____

- conversation
- writing
- multiple meaning



TEACHER COMPONENT TEAM

Sample Agenda #17

Focus: Enhancing Vocabulary

Bring It Back

- Bring the class summary reports for vocabulary and the most recent set of lesson cycle tests.
- Report results, and share evidence that students have made progress toward improving lesson cycle test scores.

Bring It On

- Review the information about vocabulary in the *Reading Wings 4th Edition Guide* on pages 87–96.
- View the video about vocabulary in Reading Wings classrooms.
- Look at the class summary report for vocabulary:
 - Have Word Power test scores generally improved since the beginning of the grading period?
 - Identify students who always score high, those who always score low, and those who are inconsistent. Are these patterns similar for both Word Power and meaningful sentences?
- Review the most recent set of lesson cycle tests from your class:
 - With which vocabulary words and test items were most students in the class successful?
 - What related skills were required for the words and test items that caused more difficulty?

Work It Out

- Discuss why each of these lesson activities is effective (or not) at this time for preparing your students to master vocabulary words:

– rating words	– teacher modeling of meaningful sentences
– teacher presentation of vocabulary words	– writing meaningful sentences
– vocabulary practice routine	– feedback with the meaningful-sentences rubric
– Word Power instruction and student practice	– Vocabulary Vault
- Brainstorm what can be done to strengthen instruction and practice through the lesson activities listed above.
- For specific students, are there issues related to listening, language acquisition, word strategies, fluency, basic comprehension, or writing that need to be addressed as part of your focus on vocabulary?
- If lesson activities are being fully utilized, consider and add to this list of vocabulary exploration and extension ideas:
 - Practice using varying forms of the same word in different sentences (e.g., brave, bravest, bravely).
 - Provide extra modeling and Think Alouds for vocabulary words during listening comprehension.
 - Create concept maps for challenging vocabulary words.
 - Select, read, and discuss a professional book or article about vocabulary development at a future meeting.
- List information that is needed, ideas that are not fully understood, or actions that will improve student mastery of vocabulary.

Get It Done

- Set a goal for the class or for low-performing students. **Examples:** *95% of the students will earn the maximum number of points for vocabulary fill-in-the-blank and multiple-choice test items; or Morgan will earn 80 points for his meaningful sentences in the next lesson cycle.*
- Commit to taking actions that will help to meet the goal. **Examples:** *base the vocabulary review on the students' word-rating information; act out word meanings; give specific rubric-based feedback for rewriting meaningful sentences; or give team celebration points for effective vocabulary practice.*
- Agree to bring new test samples or the class summary report for vocabulary as evidence related to the goal to the next component team meeting.

Bring It Up Next

- Decide on, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: vocabulary concept maps; Vocabulary Vault; vocabulary journals; or Word Power lessons.

Knowing a word means that you...

- have been exposed to the word several times and in different contexts.
- know the multiple meanings of a word if applicable.
- can explain and use the word often and appropriately.
- understand how a word relates to background knowledge.
- can appreciate its connotations and subtleties (metaphors, idioms, jokes, slang, and puns).

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