

# Dr. Anjali Morris Education and Health Foundation **NEWSLETTER**



*All it takes is a helping hand*

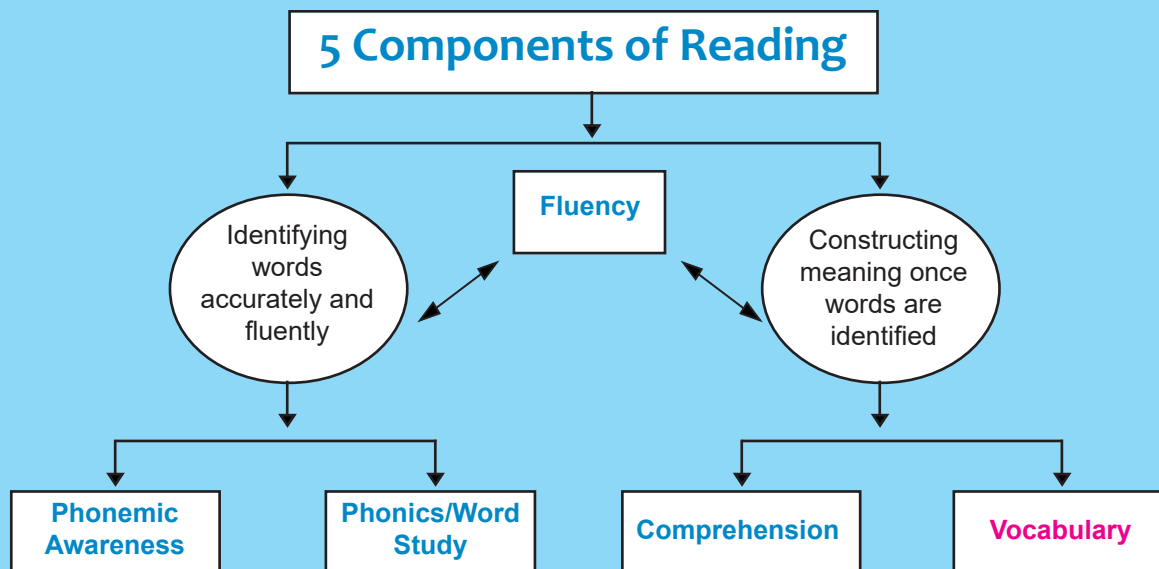
Edition 7

Date: 15 October, 2021

Pune

**Components of Reading:** In the last newsletter (Edition 6), we discussed some reading components like phonological awareness, phonics, fluency and reading comprehension. In this edition, we will discuss another domain of reading - **Vocabulary**.

The National Reading Panel (NRP) explains five key areas of reading instruction to help parents, teachers and policymakers identify the key skills necessary to achieve reading success.



**Vocabulary:** Vocabulary plays a fundamental role in the reading process and is critical to reading comprehension.

## 1. Definition:

As Steven Stahl (2005) puts it, "Vocabulary is the knowledge of a word that implies a definition, but also implies how that word fits into the world."

The term vocabulary refers to words we need to know to communicate with others and acquire knowledge. There are four types of vocabulary: listening, speaking, reading, and writing.

### Four Types of Vocabulary

*Listening:* words we understand when others talk to us

*Speaking:* words we use when we talk to others

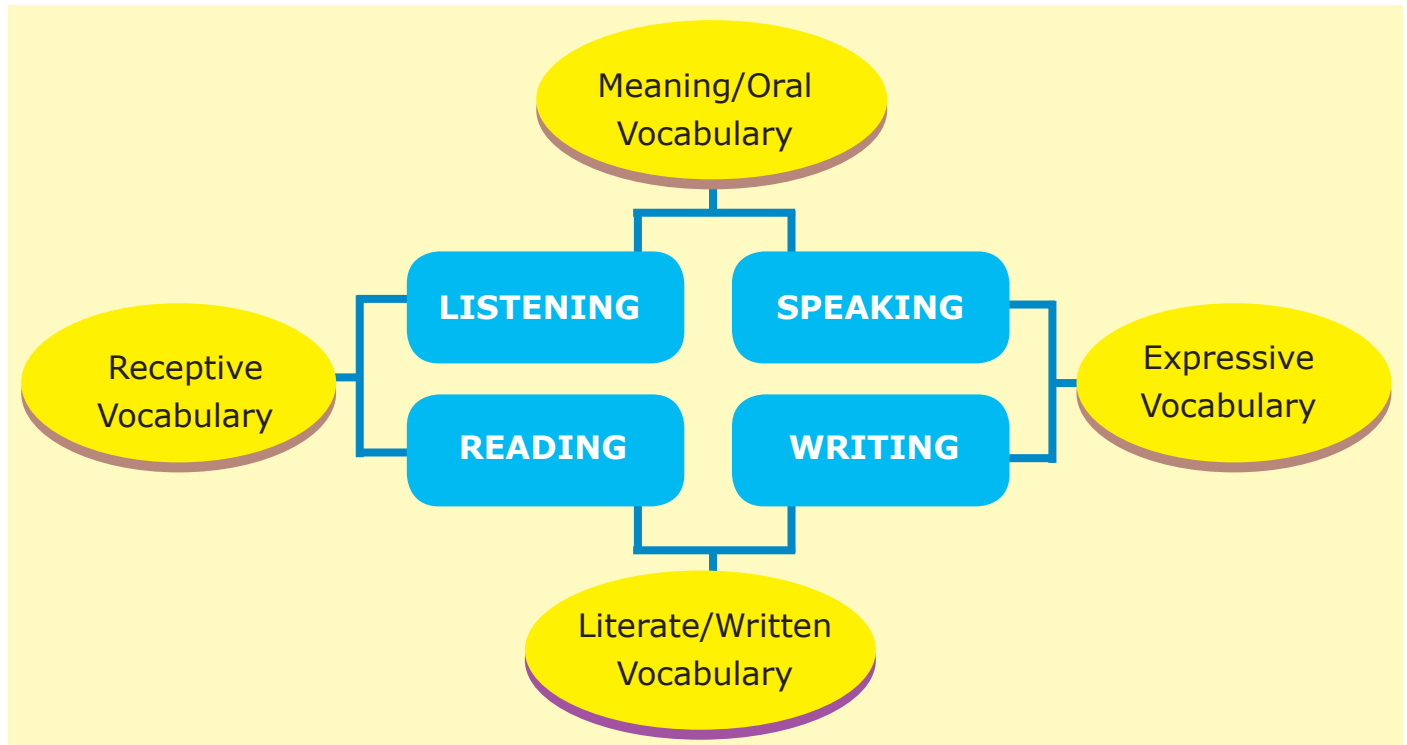
*Reading:* words we know when we see them in print (sight words and words we can decode)

*Writing:* words we use when we write.



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## VOCABULARIES



The importance of vocabulary to success in reading is well known. The studies examined in the NRP Report (NICHD, 2000) suggested that vocabulary instruction does lead to gains in comprehension, but methods must be appropriate to the reader's age and ability.

### Research Evidence

- **It Improves Reading Comprehension.** Research has shown that students need to understand 98% of the words they read to understand what they are reading.
- **It's Important to Language Development.** Students who develop a rich vocabulary tend to be deeper thinkers, express themselves better and read more. Expanding a student's knowledge of words provides unlimited access to new information."
- **Communicating Ideas.** Successful communication or "saying what you mean" is dependent upon a good vocabulary base. Using the right words when talking, makes you a more effective communicator.
- **Expressing Yourself in Writing.** Having a good vocabulary to draw from can help you write more effectively. Students need to use a more formal tone when writing – not conversational language – and to do that, they need a richer vocabulary to tap into those words we don't use when we speak.
- **Occupational Success.** Researchers found that "a person's vocabulary level is one of the factors affecting occupational success."

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## 2. Development of vocabulary:

*How do we develop vocabulary?*

Children learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed direct instruction by providing explicit, clearly written definitions, well-chosen examples and by teaching word-learning strategies that students can use to learn words on their own.

Direct instruction helps students learn difficult words, such as words that represent complex concepts that are not part of the students' everyday experiences.

Effective vocabulary instruction includes opportunities for



**indirect AND direct**  
word learning



### Direct learning

1. Specific word instruction
2. Explicitly taught words
3. Word learning strategies

### Indirect learning

1. Conversations
2. Being read to
3. Reading independently

### Components of vocabulary instruction:

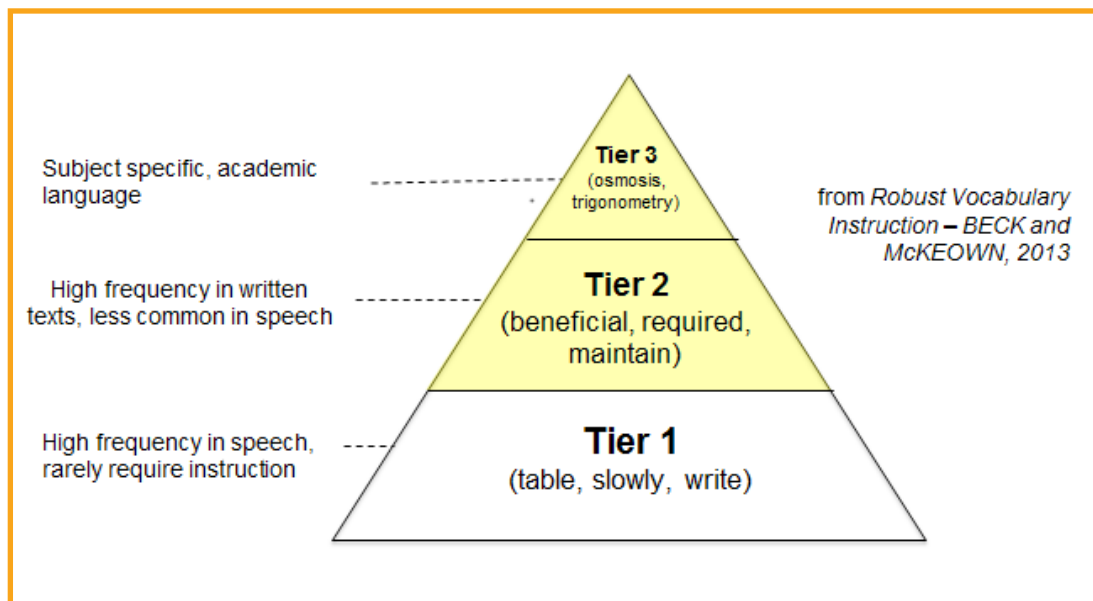
- Direct/Explicit vocabulary learning: According to the National Reading Panel (2000), explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. To deepen students' knowledge of word meanings, specific word instruction should be robust (Beck et al., 2002).
- Indirect vocabulary learning: The scientific research on vocabulary instruction reveals that most vocabulary is acquired indirectly through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own.

Kamil and Hiebert (2005) reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts. Cunningham (2005) recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students.

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## • Tiers of vocabulary:

Not all words have equal importance in language instruction. We consider three types of vocabulary words—three tiers of vocabulary; each tier has its own implications for instruction. Tiered vocabulary is an organizational framework for categorizing words. The word's frequency of use, complexity, and meaning determines which tier it will fall.



## 3. Strategies:

Nearly all strategies of increasing vocabulary knowledge result in greater learning than occurs during typical opportunities. Words can be known at different levels of understanding.

### **A** Read Read Read !

One of the ways that students build their vocabularies is through reading. If students read 60 minutes per day, five days a week, they will read more than 2,250,000 words per year. In 2003, researchers Mason, Stahl, Au, and Herman estimated that this level of reading will result in students learning 2,250 words per year, far more than could ever be taught through direct instruction alone. Students need practice with a lot of texts so that they build their background knowledge and vocabulary.

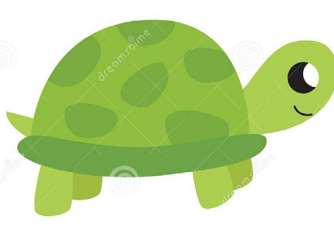


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## **B** Fostering word consciousness

A more general way to help students develop vocabulary is by fostering word consciousness, an awareness of and interest in words. It can be developed at all times and in several ways through word play, teaching similes, metaphors, idioms and through research on word origins or histories. According to Graves (2000), "If we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest."

**GUESS THE WORD**



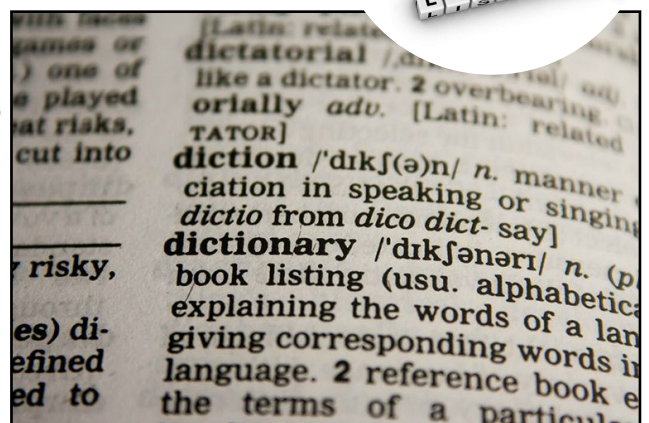
\_\_\_\_\_

U T T  
L E R



## **C** Multiple exposures in multiple contexts

One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning. There is great improvement in vocabulary when students encounter vocabulary words often (National Reading Panel, 2000). According to Stahl (2005), students probably have to see a word more than once to place it firmly in their long-term memories. "This does not mean mere repetition of the word," but to see, hear, read and write the word in different and multiple contexts. In other words, it is important that vocabulary instruction provides students with opportunities to encounter words repeatedly and in more than one context.

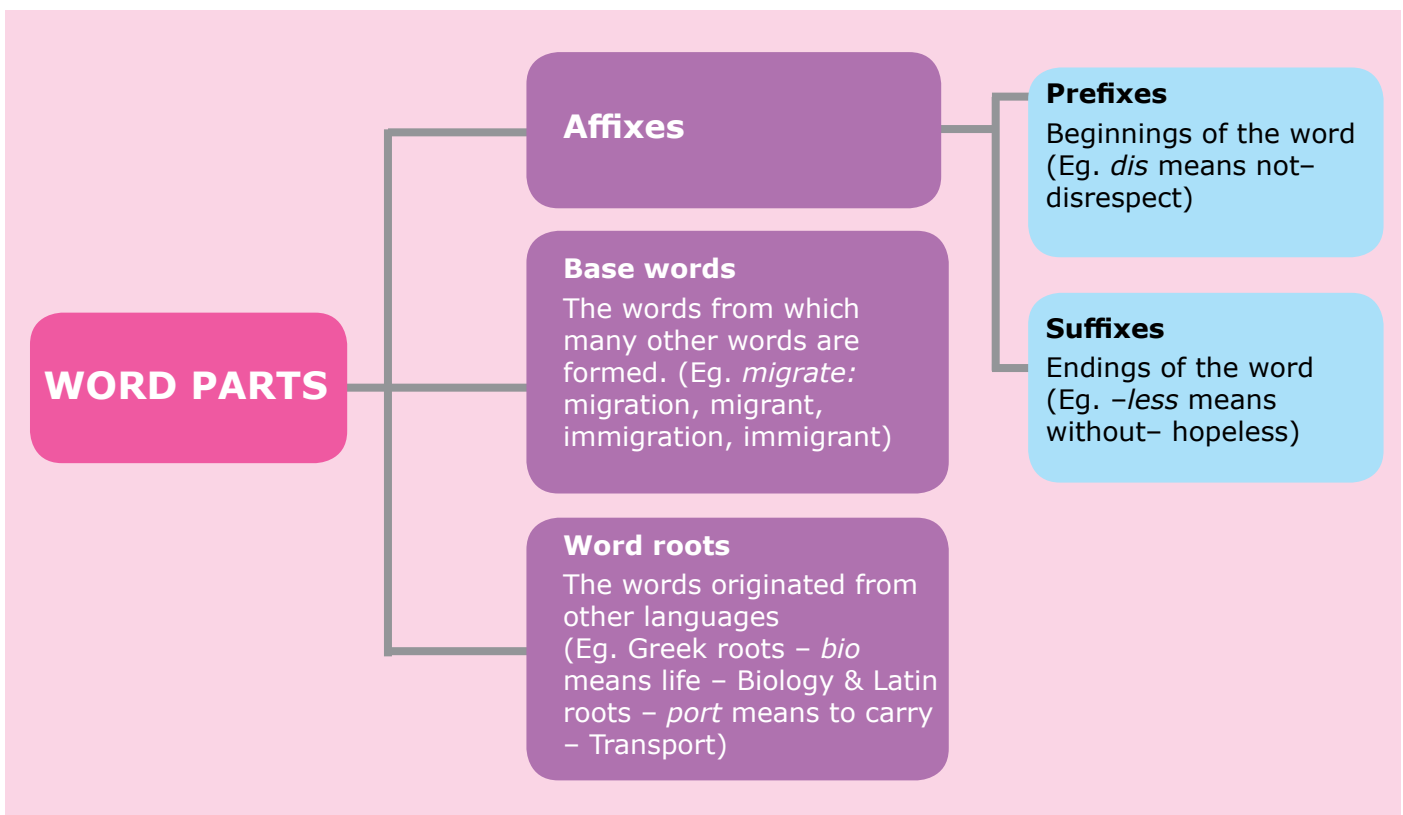


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## D Word learning strategies

Students also need to be able to determine the meaning of words that are new to them but not taught directly to them. They need to develop effective word-learning strategies. Word-learning strategies include:

- **How to use dictionaries and other reference:** Students must learn how to use dictionaries, glossaries, and thesauruses to help broaden and deepen their knowledge of words, even though these resources can be difficult to use. The most helpful dictionaries include sentences providing clear examples of word meanings in context.
- **How to use information about word parts:** Knowing some common prefixes and suffixes (affixes), base words, and root words can help students learn the meanings of many new words. Latin and Greek word parts form a large proportion of the new vocabulary that students encounter in their content-area textbooks.



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## • How to use context clues to determine word meanings:

Context clues are hints about the meaning of an unknown word that are provided in the words, phrases, and sentences that surround the word. Context clues include definitions, restatements, examples, or descriptions. Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively. (For example, the teacher explores with the class how the word fishing has different meanings depending on the context—fishing for trout, fishing for her keys in the bag, or fishing for a compliment.)

**Context Clues**

When you use clues in a story to figure out the meaning of a new word you are using **context clues**.



- Q Clues are in the same sentence as the new word and the sentences around it too.
- Q Clues can be found by thinking about how the word is used in the sentence.
- Q Clues can also be found by thinking about the main idea and details of the story.

**Context Clues**


**D**efinition- Mr. Fry is an affable principal. He is pleasantly easy to approach and always friendly.

**S**ynonym- Mr. Fry is quite affable. In fact, he reminds me of Ms. Baker. Do you remember how kind she was?

**A**ntonym- I miss Mr. Fry. Our new principal is cranky and unapproachable. Mr. Fry was so affable.

**E**xample- Mr. Fry is an affable principal. He knows everybody's name. If you have a problem, talk to him.

**I**nference- You don't need to worry about talking to Mr. Fry. He is an affable principal.

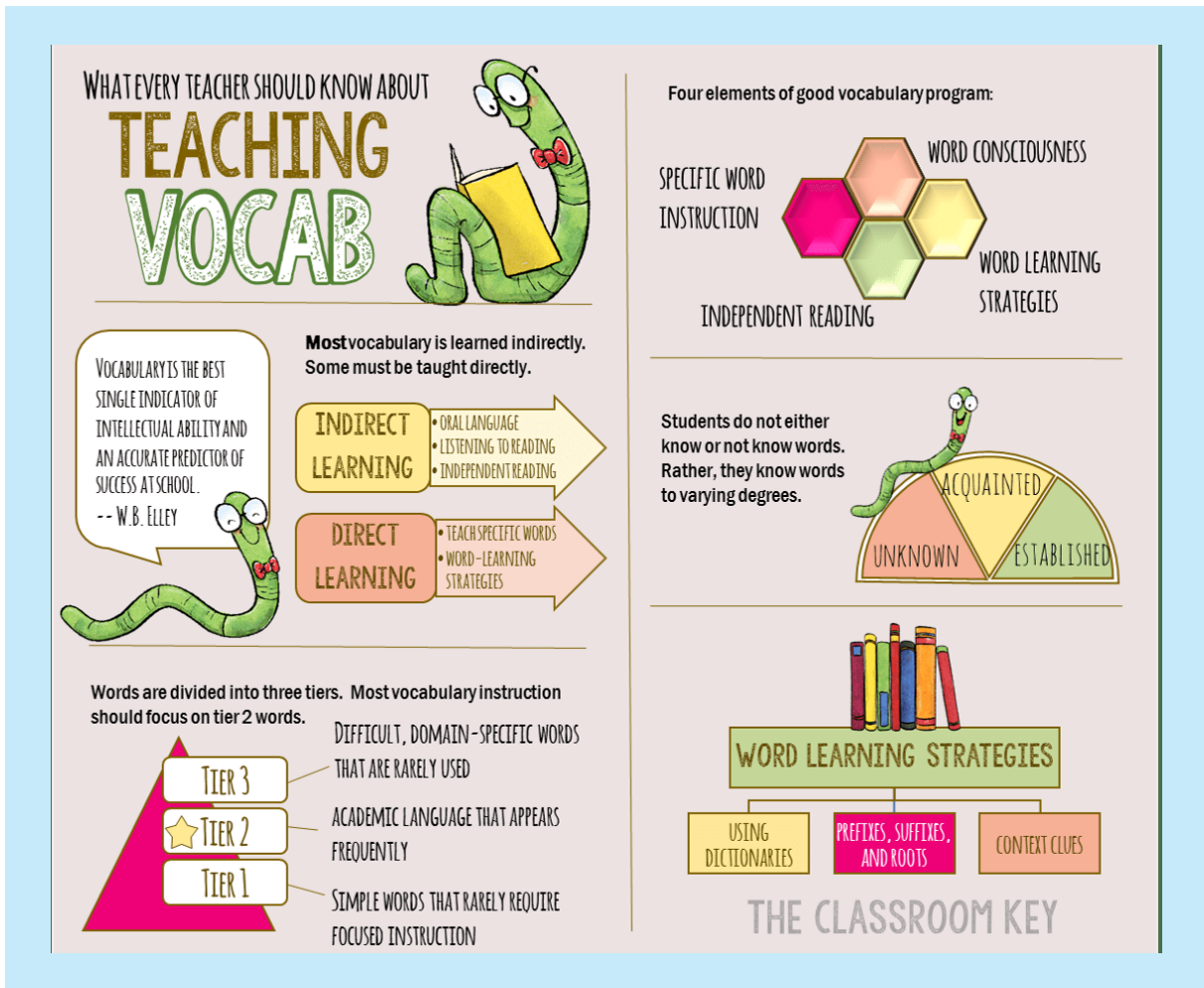


## **E** Semantic mapping

Semantic maps help students develop connections among words and increase learning of vocabulary words. (Baumann et al., 2003; Heimlich and Pittleman, 1986). For example, by writing an example, a non-example, a synonym, and an antonym, students must deeply process the word "persist".



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**WHAT EVERY TEACHER SHOULD KNOW ABOUT TEACHING VOCAB**

VOCABULARY IS THE BEST SINGLE INDICATOR OF INTELLECTUAL ABILITY AND AN ACCURATE PREDICTOR OF SUCCESS AT SCHOOL.  
-- W.B. ELLY

**Most vocabulary is learned indirectly. Some must be taught directly.**

- INDIRECT LEARNING**
  - ORAL LANGUAGE
  - LISTENING TO READING
  - INDEPENDENT READING
- DIRECT LEARNING**
  - TEACH SPECIFIC WORDS
  - WORD-LEARNING STRATEGIES

Words are divided into three tiers. Most vocabulary instruction should focus on tier 2 words.

- TIER 3** - DIFFICULT, DOMAIN-SPECIFIC WORDS THAT ARE RARELY USED
- TIER 2** - ACADEMIC LANGUAGE THAT APPEARS FREQUENTLY
- TIER 1** - SIMPLE WORDS THAT RARELY REQUIRE FOCUSED INSTRUCTION

**Four elements of good vocabulary program:**

- SPECIFIC WORD INSTRUCTION
- WORD CONSCIOUSNESS
- INDEPENDENT READING
- WORD LEARNING STRATEGIES

Students do not either know or not know words. Rather, they know words to varying degrees.

ACQUAINTED  
UNKNOWN ESTABLISHED

**WORD LEARNING STRATEGIES**

- USING DICTIONARIES
- PREFIXES, SUFFIXES, AND ROOTS
- CONTEXT CLUES

THE CLASSROOM KEY

## 4. Success story:

Neha's journey with Morris started around six years ago, she was fortunate enough to be guided by them from an early age. When she was referred to Morris, she was very low on confidence and an introvert child. She was weak in academics. Her reading and writing skills were below as compared to other students of her age.

After joining Morris, a new chapter opened in her life as her teachers understood her needs and knew how to guide her and as parents we were also guided. Initially her basic skills were first developed with proper guidance and support. The changes began to take place which gave Neha confidence in due course of time. She was able to read and write and started interacting with other children. The foundation also interacted with the school so she was helped by her school teachers as well.

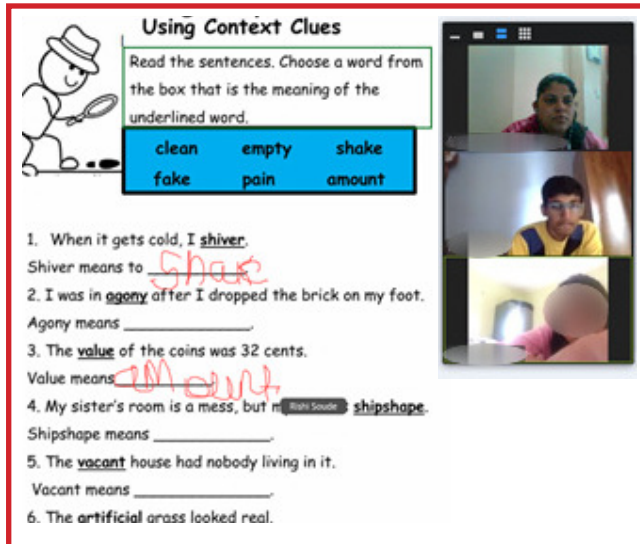
Morris also conducts various activities for the students along with parents which has developed her various skills.

- Written by Neha's Father



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## 5. Photos:

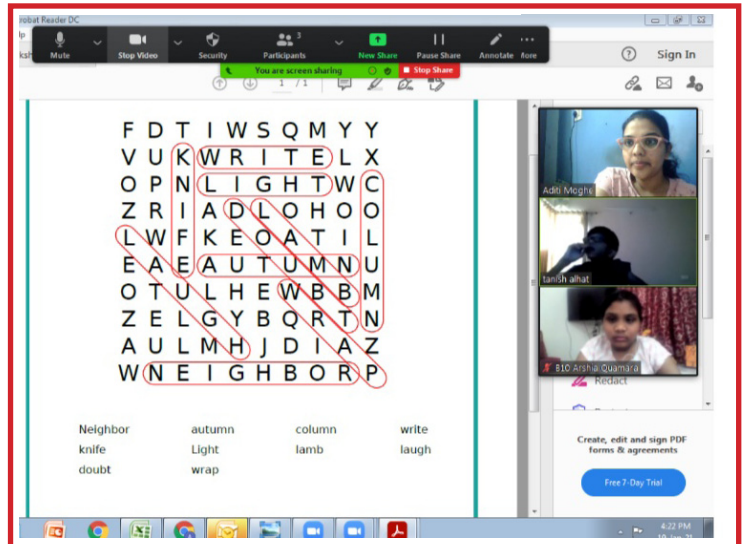


**Using Context Clues**

Read the sentences. Choose a word from the box that is the meaning of the underlined word.

clean empty shake  
fake pain amount

- When it gets cold, I shiver.  
Shiver means to shake.
- I was in agony after I dropped the brick on my foot.  
Agony means \_\_\_\_\_.
- The value of the coins was 32 cents.  
Value means amount.
- My sister's room is a mess, but it is shipshape.  
Shipshape means \_\_\_\_\_.
- The vacant house had nobody living in it.  
Vacant means \_\_\_\_\_.
- The artificial grass looked real.



Zoom Meeting

Participant: 3

Sign In

Neighbors

Autumn

Column

Write

Knife

Light

Lamb

Laugh

Doubt

Wrap

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