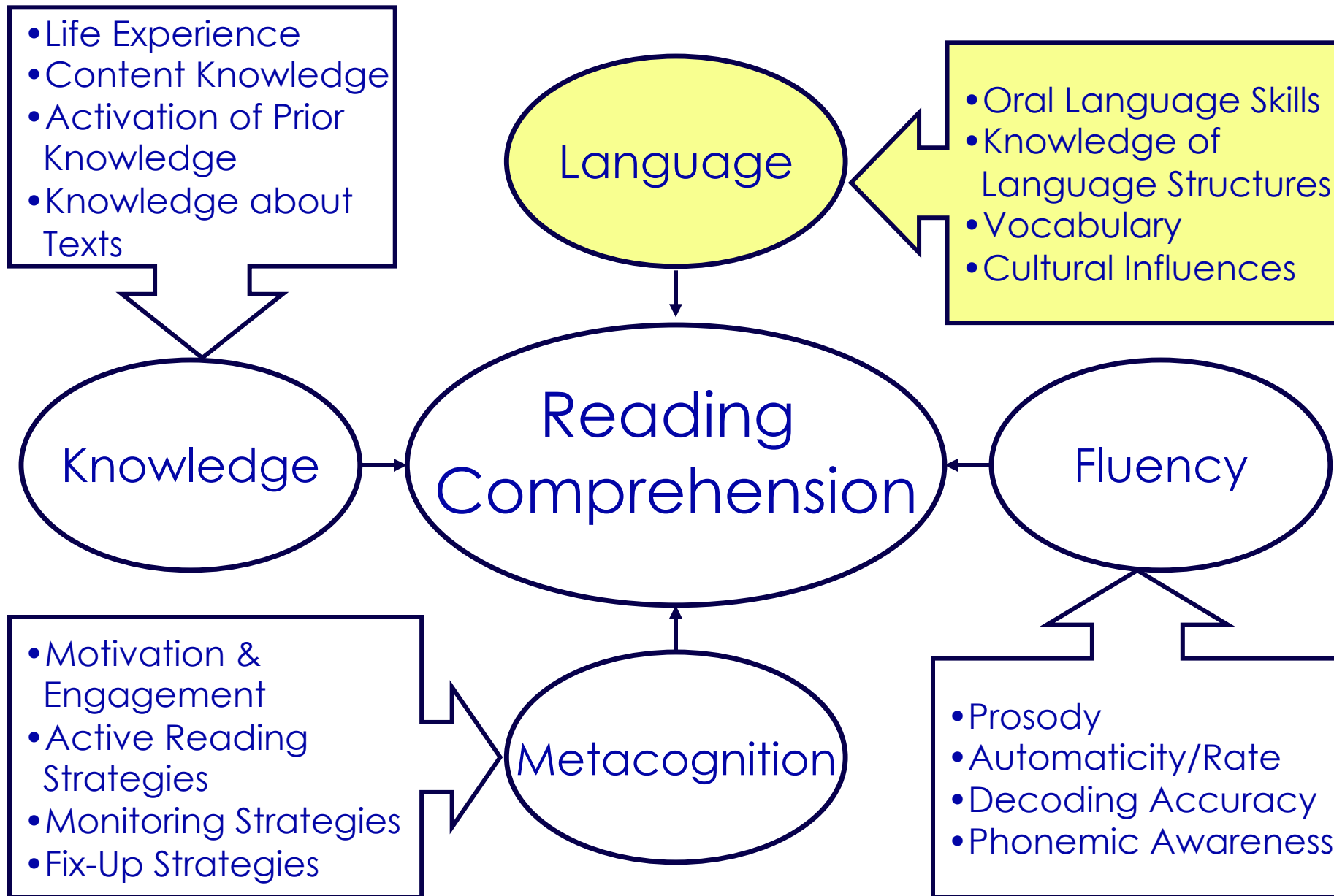




UFLI

Language

James Patterson  Literacy Challenge



Why should we learn about language?

Teaching reading is a job for an expert.

Contrary to the popular theory that learning to read is natural and easy, learning to read is a complex linguistic achievement.

Why should we learn about language?

The teacher who understands language and how children are using it is more likely than others to impart clear, accurate, and organized information about sounds, words, sentences, and discourse.

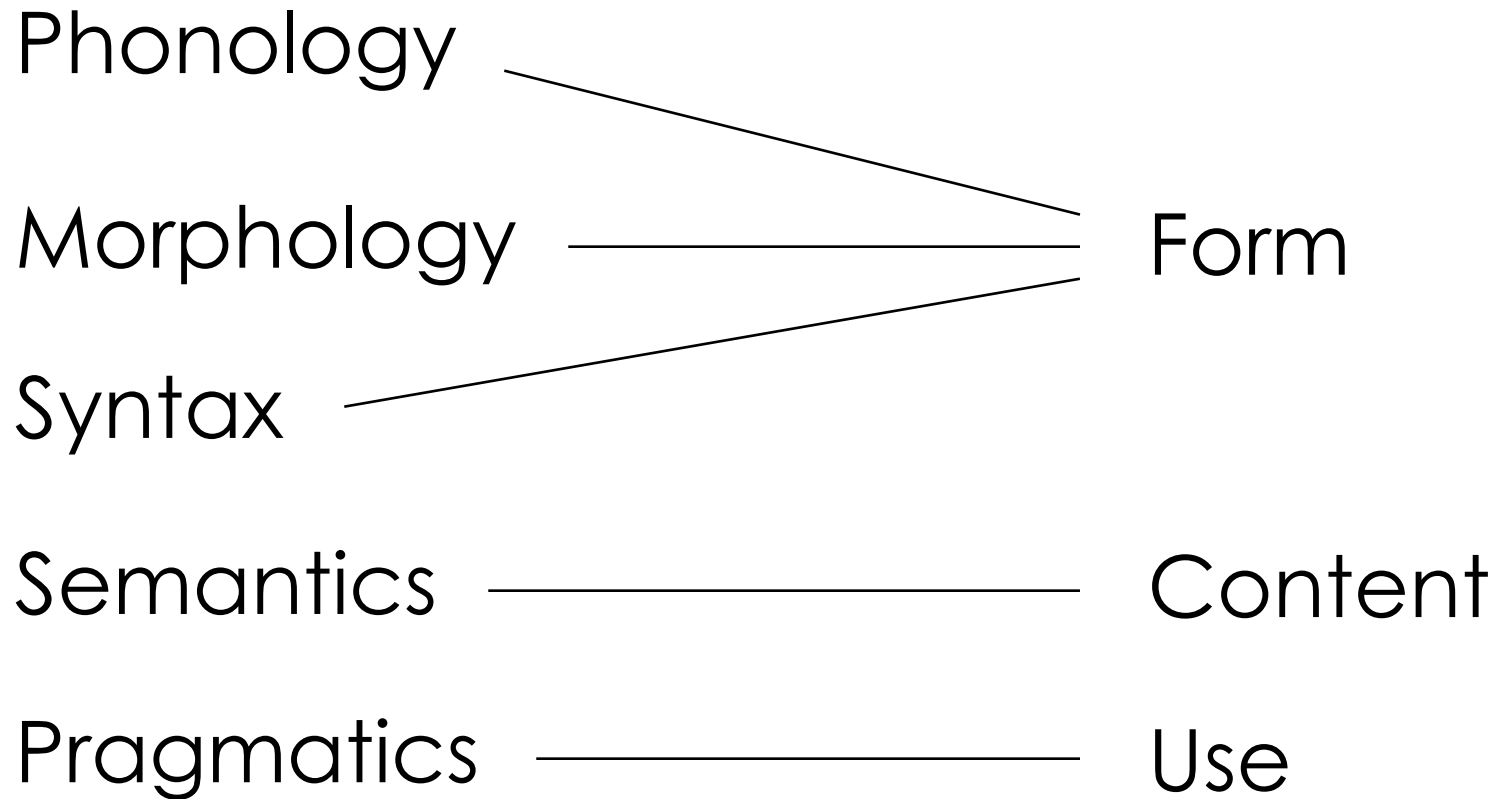
(Moats, 2010, p. 2).

What do we know about language?

Our brain organizes and uses language based on several linguistic dimensions:

- ✓ Phonology: The sound system
- ✓ Morphology: The rules of word formation
- ✓ Syntax: The rules of sentence formation
- ✓ Semantics: The meaning system
- ✓ Pragmatics: The rules of language use

What do we know about language?



What do we know about language?

Orthography: The conventional spelling system of language

Etymology: The study of word origins

Phonetics: The study and classification of speech sounds

- **Preschool** – Children's **vocabulary correlated with reading comprehension in upper elementary school.** (Tabors, 2001)
- **Kindergarten** – **Vocabulary size was an effective predictor of reading comprehension** in middle elementary years. (Scarborough, 1998)
- **First Grade** – Orally tested **vocabulary was a proficient predictor of reading comprehension ten years later.** (Cunningham and Stanovich, 1997)
- **Third Grade** – Children with **restricted vocabulary have declining comprehension scores** in later elementary years. (Chall, Jacobs, & Baldwin, 1990)
- **Fourth Grade-** Vocabulary accounts for **approximately 50–60 % of the variance** in reading comprehension for fourth graders (Stahl & Nagy, 2006).

Thinking about words

- Think about a word you've learned as an adult in real life.
 - What was the word?
 - What was the context in which you learned the word?
- It is important to use what you know about your own word learning to promote your students' vocabulary growth.

What does research say about vocabulary instruction?

- Students are often overloaded with inappropriate vocabulary (Gentry, 1990).
- It is better to learn a few words well than many words superficially (Nagy, 1989).
- Vocabulary instruction often fails to produce measurable gains in reading comprehension, because much of the instruction does not produce a sufficient depth of word knowledge (Nagy, 1988).

What does research say about vocabulary instruction?

- Vocabulary instruction does not increase comprehension when the focus is on superficial, rote learning of definitions (Beck & McKeown, 1991; Durson & Coggins, 1991).
- A diet of synonyms and short glossary definitions runs the danger of failing to produce usable knowledge of those words, and creates simplistic beliefs that can interfere with future word learning (Nagy & Scott, 2000).

What does research say about vocabulary instruction?

- Studies of vocabulary growth where students are asked to look up a dictionary definition and use the word in sentence have found...
 - 63% of the students' sentences were judged to be "odd" (Miller & Gildea, 1985)
 - 60% of students' responses were unacceptable (McKeown, 1991, 1993)
 - Students frequently interpreted one or two words from a definition as the entire meaning (Scott & Nagy, 1989)

usurp

to take without right

The blue chair was usurped from the room.

The thief tried to usurp the money from the safe.

correlate

establish a mutual or reciprocal relation between

Me and my parents correlate, because without them, I wouldn't be here.

meticulous

with great attention to every detail; marked by extreme or excessive care

I was meticulous about falling off the cliff.

redress

to set right, as a wrong; to repair, as an injury; to make amends for; to remedy

The redress for getting well when you're sick is to stay in bed.

Using Dictionaries Effectively

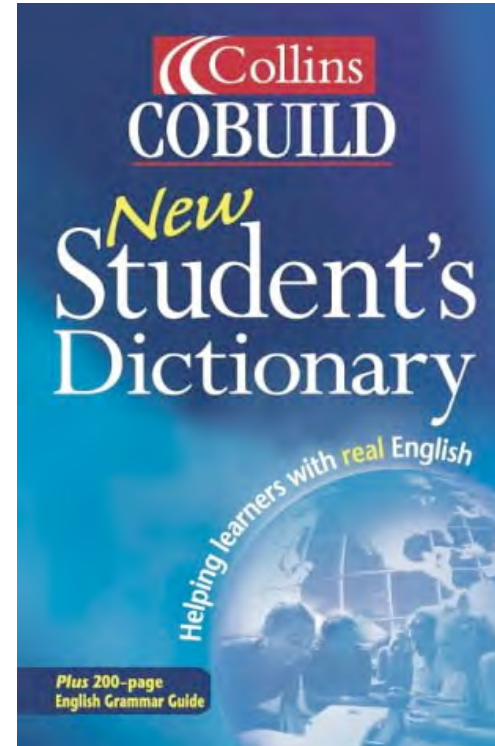
Dictionaries can be useful for independent word learning if students are taught **how** to use them...

- Use the dictionary **after** reading a word in context, rather than before.
 - This is how adults use dictionaries.
 - Context aids in understanding the dictionary definition.
- Understand how dictionary definitions are designed.
 - Typical dictionary definitions include the category for the defined word and how that word differs from other members of the same category.

Using Dictionaries Effectively

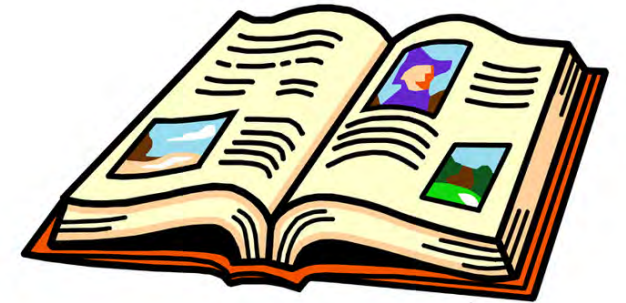
- Try some nontraditional dictionaries.
 - The **COBUILD** English Dictionary (Harper Collins) defines words by using them in sentences.

(Stahl & Kapinus, 2001)



Words in Text

- About 50% of the text we read is composed of the 107 most common words.
- Another 5,000 words account for the next 45%.
- This means that 95% of the text we read is composed of about 5,100 different words.
- The rest of the text we read is composed of about 83,000 other words.



So, which words should we teach?

(Stahl, 1999)

Selecting Words to Teach

Frederick was likely to avoid playing the ukulele.

Selecting Words to Teach

Frederick was likely to avoid playing the ~~ukulele~~.

Selecting Words to Teach

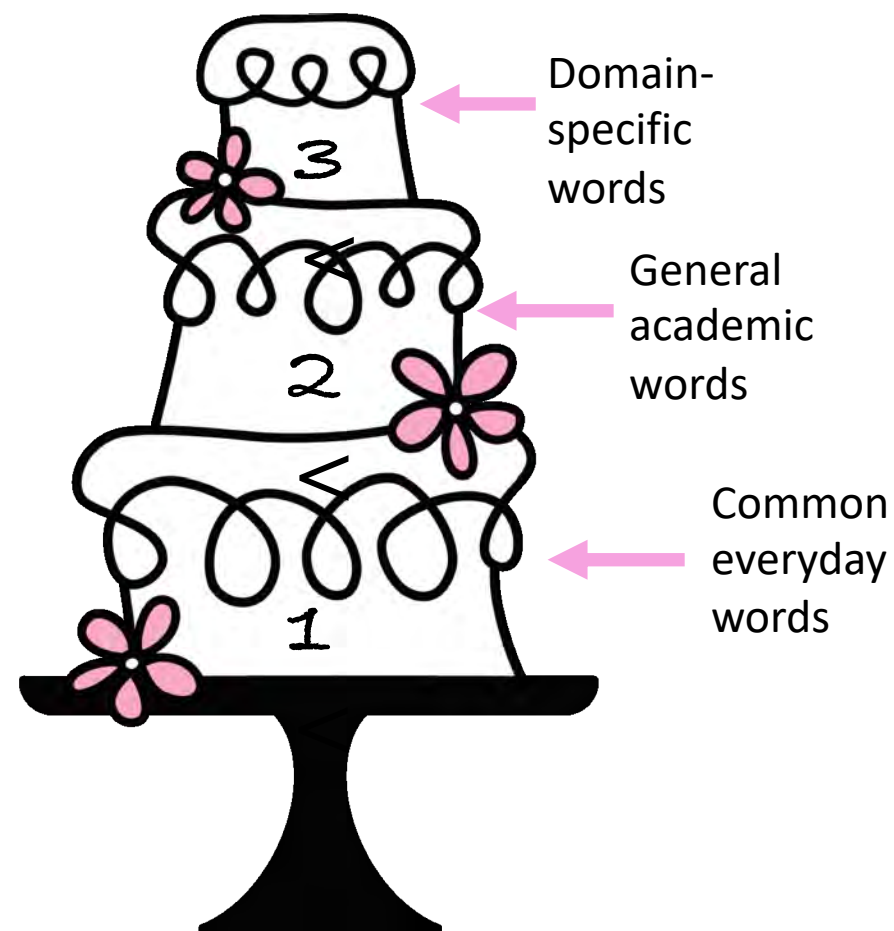
Choose words that ...

- can be connected to what students know.
- can be explained with words students know.
- will be useful and interesting to students.

Selecting Words to Teach

Consider different levels of utility...

- **Tier One:** probably know already (e.g., *pretty, kind*)
- **Tier Two:** high-frequency words for mature language users (e.g., *benevolent, mention, occurrence*)
- **Tier Three:** lower frequency, content-specific, and best learned in the content area (e.g., *photosynthesis, parallel*)



Selecting Words to Teach

Word Tier-anny:

Which “tier” is each of these words?

forget

hostile

find

forlorn

hungry

fund

ceiling

isotope

lathe

peninsula

break

coincidence

triumphant

industrious

devour

absurd

corner

fricative

filibuster

amicable

trivial

Selecting Words to Teach

Word Tier-anny:

Which “tier” is each of these words?

forget - 1

hostile - 2

find - 1

forlorn - 2

hungry - 1

fund - 2

ceiling - 1

isotope - 3

lathe - 3

peninsula - 3

break - 1

coincidence - 2

triumphant - 2

industrious - 2

devour - 2

absurd - 2

corner - 1

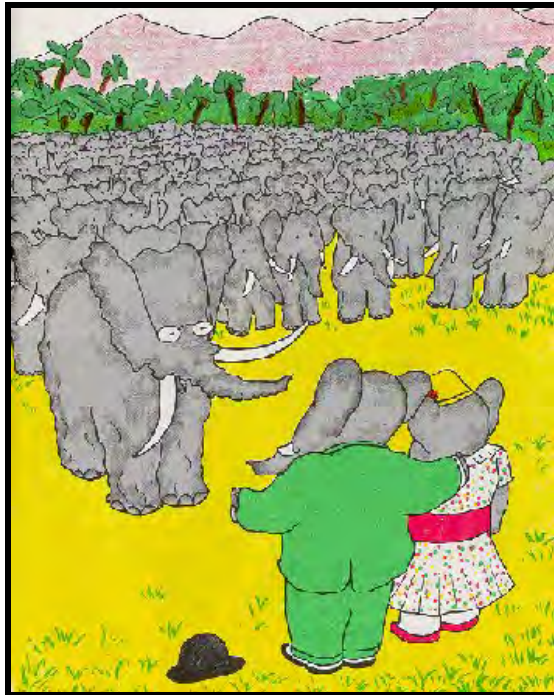
fricative - 3

filibuster - 3

amicable - 2

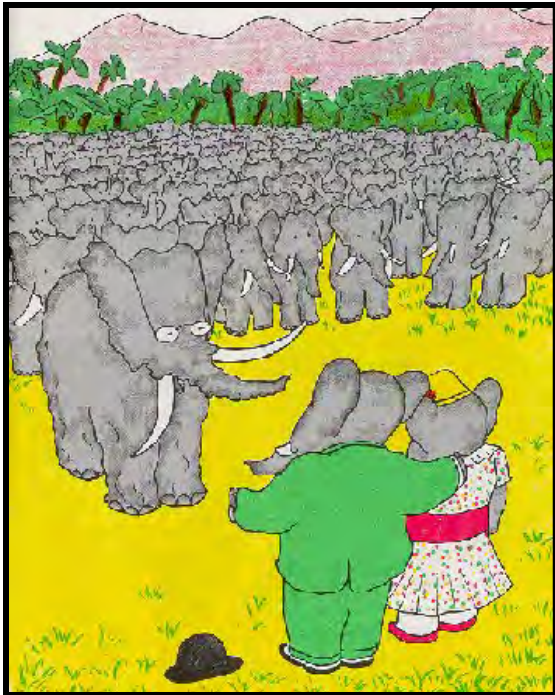
trivial - 2

“I want to thank you one and all,” said Babar, “but before accepting your proposal, I must explain to you that, while we were traveling in the car, Celeste and I became engaged. If I become your King, she will be your Queen.”



“Long live Queen Celeste! Long live King Babar!” cry all the elephants without a moment’s hesitation. And thus it was that Babar became King.

“I want to thank you one and all,” said Babar, “but before accepting your proposal, I must explain to you that, while we were traveling in the car, Celeste and I became engaged. If I become your King, she will be your Queen.”



“Long live Queen Celeste! Long live King Babar!” cry all the elephants without a moment’s hesitation. And thus it was that Babar became King.

Initial Word Introduction

- Create a “**student-friendly**” explanation.
- Use instructional contexts.
- Require students to use and interact with the word by thinking about its meaning.

The goal is to make word meaning **explicit** and **clear** and to *actively* engage students in thinking about and using the meanings right away.

Creating Student-Friendly Explanations

- Ask yourself, “When do I use this word?” “Why do we have this word?”
- Use everyday language to explain the meaning of the word.
- Keep focused on the central meaning or concept of the word rather than the multiple meanings of the word.
- Try to include **something**, **someone**, or **describes** in your explanation to clarify how the word is used.

Dictionary Definition vs. Student-Friendly Explanation

Word	Dictionary Definition	Student-Friendly Explanation
contagious	able to be spread by contact	An illness is contagious if you can catch it easily from another person who is sick with it.
attention	thoughtful care or kindness	If someone is getting attention they are being taken care of.
unexpected	not expected; surprising	If something is unexpected you are surprised about it.
eavesdropping	listening secretly to a conversation	If you are eavesdropping, you are listening to what other people are saying without them knowing.

Creating Student-Friendly Explanations

- **Discard**... If you **discard** something you get rid of it because you no longer want or need it.
- **Persist**... When you **persist** in doing something you continue to do it even though it is difficult.
- **Excess**... An **excess** of something is a larger amount than is needed or allowed.
- **Skimpy**... **Skimpy** describes something that is too small in size or amount.

Creating Student-Friendly Explanations

Ask yourself, “When do I use this word?” “Why do we have this word?”

Use everyday language to explain the meaning of the word.

Keep focused on the central meaning or concept of the word rather than the multiple meanings of the word.

Try to include *something*, *someone*, or *describes* in your explanation to clarify how the word is used.

Creating Student-Friendly Explanations

Ask yourself, “When do I use this word?” “Why do we have this word?”

I use the word proposal when I’m talking about something I want somebody else to do.

Use everyday language to explain the meaning of the word.

plan, idea, suggestion, something to think about, something to decide on

Keep focused on the central meaning or concept of the word rather than the multiple meanings of the word.

marriage proposal → the specific meaning that children may be familiar with

Try to include *something*, *someone*, or *describes* in your explanation to clarify how the word is used.

When someone makes a “proposal” they are making a plan, idea, or suggestion, that other people must think about and decide on.

Creating Student-Friendly Explanations

Create a student-friendly explanation for the following words:

temperamental: liable to unreasonable changes of mood

splendid: processing or displaying splendor; magnificent, sumptuous

solemn: formal or dignified; dour, somber

Creating Student-Friendly Explanations

Create a student-friendly explanation for the following words:

temperamental . . . If someone is temperamental, they have moods that change often and suddenly.

splendid . . . If something is splendid, it is very good or beautiful.

solemn . . . Someone who is solemn is very serious and not cheerful.

Text Talk

- Text talk combines the elements of vocabulary instruction discussed thus far.
- To plan a text talk lesson, select a book to read aloud to your students.
- Pick a book that has a variety of Tier 2 words to choose from and pick 3 to 5 words.
- Create a student-friendly definition for each word, and come up with examples and activities to use.



Text Talk

Step One: Read (and discuss) the story with your students.

Step Two: Introduce the targeted words one at a time.

Step Three: Ask students to repeat the word.

Step Four: Introduce your student-friendly explanation.

Step Five: Share examples of the word in different contexts from the context in the story.

Step Six: Engage students in thinking about and using the meaning of the word.

Step Seven: Ask students to repeat the word again to reinforce its phonological representation.

Step Eight: Keep your students interacting with the words after the lesson.



Supporting Oral Language Development

- As with any other skill, oral language improves with **practice**, and it improves more with **guided practice**.
- Modeling mature language, and expecting students to follow your lead is the first step to enhancing the oral language skills.
 - Teach students explicitly what a complete sentence is.
 - Then, expect responses that are complete sentences.

Supporting Oral Language Development



Supporting Oral Language Development



Supporting Oral Language Development



Supporting Oral Language Development

In addition to Text Talk, there are other methods of engaging students in talk about books. Here are a few that have been shown to increase oral language skills and comprehension:

- Dialogic reading
- C.A.R. Strategy
- Book Clubs
- Literature Circles

C.A.R. Strategy



1. **C**omment and wait.
2. **A**sk questions and wait.
3. **R**espond by adding a little more.

Talking & Books

www.wlearning.com

Wait Time

Wait time is the period of silence between the time a stimulus is presented (e.g., a question or comment) and the time when one or more students respond to that stimulus.

As a child's language is developing, it's critical to allow sufficient time for students to process thoughts into language.

Wait Time

Slowing down may be
a way of speeding up!

Mary Budd Rowe, Ph.D.
UF Professor
Science Education

Talking About Books

One way to promote the development of oral language skills in the classroom is the implementation of **book discussions**, in which students have the opportunity to talk about and share their ideas.

(Fisher, Flood, & Lapp, 1999)

Talking About Books

- ✓ Talking about books challenges and stimulates learning and provides an interesting topic of conversation.
- ✓ Talking about books helps children reach a deeper understanding of the meaning of the text.
- ✓ Discussing books also engages students in “academic talk” that is expected in school.
- ✓ Talking about books helps children organize their thinking.

Book Clubs

During **book club meetings**, students learn to...

- State their points to others
- Back up their remarks with the words in the text
- Politely discuss and defend their remarks
- “Read into” the words in the text, or make inferences about what the author is saying
- Discover new or multiple meanings for words and new perspectives on themes
- Collaborate with others to build an understanding

Literature Circles

During **Literature Circles**, each member of the group has a structured role to play in the discussion.

- *Discussion Director*: guides the discussion, keeps group members on task
- *Connector*: makes connections to other texts, to the world, and to experiences
- *Passage Master*: selects passages to clarify, challenge, question, or emphasize
- *Illustrator*: graphically depicts a key point or event from the text
- *Questioner*: records questions that came up during reading to share with group
- *Summarizer*: develops a statement that conveys the gist of the text in a few words

Connector

Name _____

Book _____ Assignment _____

Connector: Your job is to find connections between the material your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school or in the community, to other learning you have, to other knowledge you have, or within the reading itself. There are no right or wrong answers here—whatever connections you see are worth sharing!

Some connections I found between this reading and other people, places, events, authors...

1. _____

Encourage Student Talk

Observations reveal that teachers do most of the **talking** in classrooms, making about twice as many utterances as do students...

In over **half** of the interactions that teachers have with students, students do not produce any language...

When students do respond, typically they provide only simple information recall statements.

This pattern of teacher/student interaction not only limits a student's opportunity to create and manipulate language freely, but also limits the student's ability to engage in more complex learning.



Our goal, therefore, should be to ensure active student learning through interactive teaching.



Engaging students with books and in discussions surrounding those books will enhance both vocabulary and text comprehension.

Word Consciousness

Supporting Word Consciousness

- Students who are **word conscious** know many words, know them well, and use them well.
- They are aware of the subtleties of word meaning and of the power words can have.
- **Word conscious** students enjoy words and word play and are eager to hear and learn new words.
- Word consciousness is especially important for kids with limited vocabulary exposure.

(Graves et al., 1998; Watts & Graves, 1995; Lane & Allen, 20

Supporting Word Consciousness

- Providing models of mature language use is the best way to enhance students' vocabularies.
- Simplistic vocabulary may be appropriate for initial instruction, as it supports students' understanding of a new concept.
- Once students develop a basic understanding, it's time to elevate our language to enhance their vocabularies.
- Be careful not to dumb-down language. Kids are smarter than we think. After we introduce a concept how can we elevate their language?
 - ABC order
 - take away

Thinks of words you use in your daily classroom routines and interactions...

Managing classroom supplies

Walking in line

Group activities

Discussing behavior

Classroom supplies

**distribute
allocate
issue
dispense
allot
dole
replenish
deplete
collect
gather
amass
stockpile
hoard
accumulate
hoard
reserve
arrange**

Walking in line

**queue
file
remain
pause
halt
linger
proceed
procession
adjacent
vicinity
proximity
parallel
perpendicular
approach
efficiently
orderly
disorderly
rapidly
swiftly**

Group time

**assemble
disband
disperse
cooperate
contribute
converse
convey
elaborate
elucidate
portray
verbalize
express
articulate
coherent
lucid
deliberate
determine
ascertain
participate**

**satisfactorily
agreeable
pleasant
affable
amiable
courteous
gracious
respectful
decorous
compassionate
considerate
sympathetic**

**conflict
bicker
quarrel
squabble
resolve
rectify
amends**

**impolite
discourteous
uncouth
offensive
vulgar
boorish
coarse**

**correct
suitable
proper
appropriate
superior
proficient
accomplished
precise
exemplary
masterful**

**wrong
incorrect
inaccurate
erroneous
inadequate
flawed
awkward
invalid**

Science: plant life

meandering

abundant

fertile

flourish

lush

thrive

burgeoning

dwindling

tend

neglect

sow

Science: space

universe

vast

infinite

immeasurable

orb

globe

trajectory

celestial

remote

miniscule

existence

Social Studies:

civilizations

hardy

resistant

resourceful

dominant

nomadic

prosperity

customary

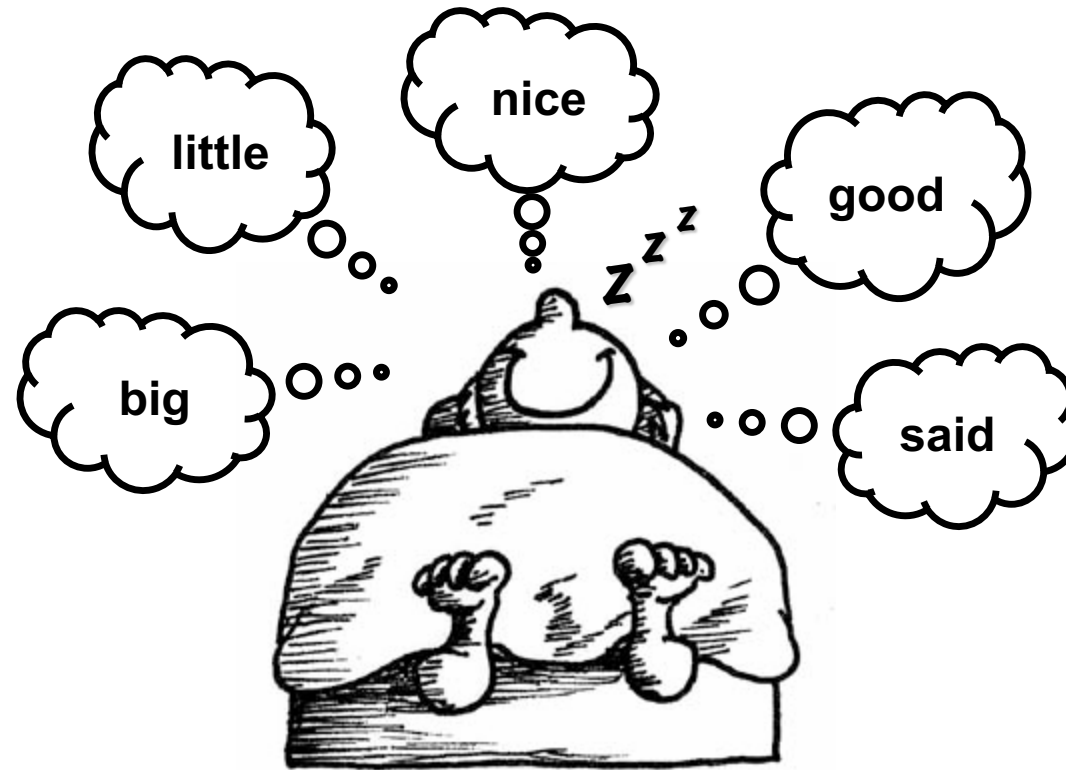
cooperation

stability

hierarchy

obligation

Tired Words



Word Wall for Tired Words

big

huge
enormous
humongous
grand
great
vast
giant
prominent
gigantic
swollen
rotund
immense
gargantuan
tremendous

little

microscopic
tiny
teensy
diminutive
miniscule
modest
petite
puny

nice

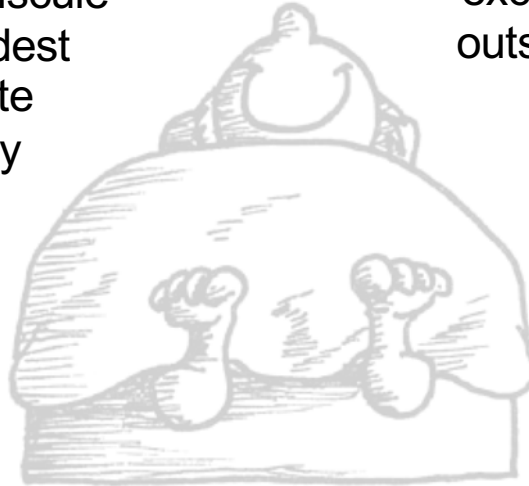
kind
saintly
generous
gracious

good

spectacular
awesome
fabulous
excellent
exceptional
outstanding
worthy
groovy
nifty
grand

said

stated
yelled
uttered
conveyed
recited
reported
noted
alleged
posited
claimed
exclaimed
proclaimed
announced
asserted



Word Wall for Tired Words

WORDS TO USE INSTEAD OF "VERY"	
✗ very noisy	✓ deafening
✗ very often	✓ frequently
✗ very old	✓ ancient
✗ very old-fashioned	✓ archaic
✗ very open	✓ transparent
✗ very painful	✓ excruciating
✗ very pale	✓ ashen
✗ very perfect	✓ flawless
✗ very poor	✓ destitute
✗ very powerful	✓ compelling
✗ very pretty	✓ beautiful
✗ very quick	✓ rapid
✗ very quiet	✓ hushed
✗ very rainy	✓ pouring
✗ very rich	✓ wealthy
✗ very sad	✓ sorrowful
✗ very scared	✓ petrified
✗ very scary	✓ chilling
✗ very serious	✓ grave
✗ very sharp	✓ keen
✗ very shiny	✓ gleaming
✗ very short	✓ brief
✗ very shy	✓ timid
✗ very simple	✓ basic

Facilitating Frequent Encounters with Targeted Words

- *Model* how to use *mature* words in your own language.
- Incorporate *new words* in your daily message.
- Help students to create a personal dictionary or word box with word meanings and sample sentences.
- Encourage students to use new words in their writing.
- Ask students to share when they have a “new word sighting.”
- Work with students to apply new words to new stories.

Facilitating Frequent Encounters with Targeted Words

- The vocabulary research strongly points to the need for **frequent encounters with new words** if they are to become a permanent part of an individual's vocabulary repertoire.

Beck, McKeown, & Kucan (2002)

- The number of times students encounter a word is a strong predictor of how well they will learn it.

McKeown et al. (1985)

- The best predictor of learning is the richness and variety of meaningful contexts in which words are used.

Nagy & Anderson (1985)

What is morphology?

Morphology is the study of morphemes, the smallest units of meanings.

antidisestablishmentarianism

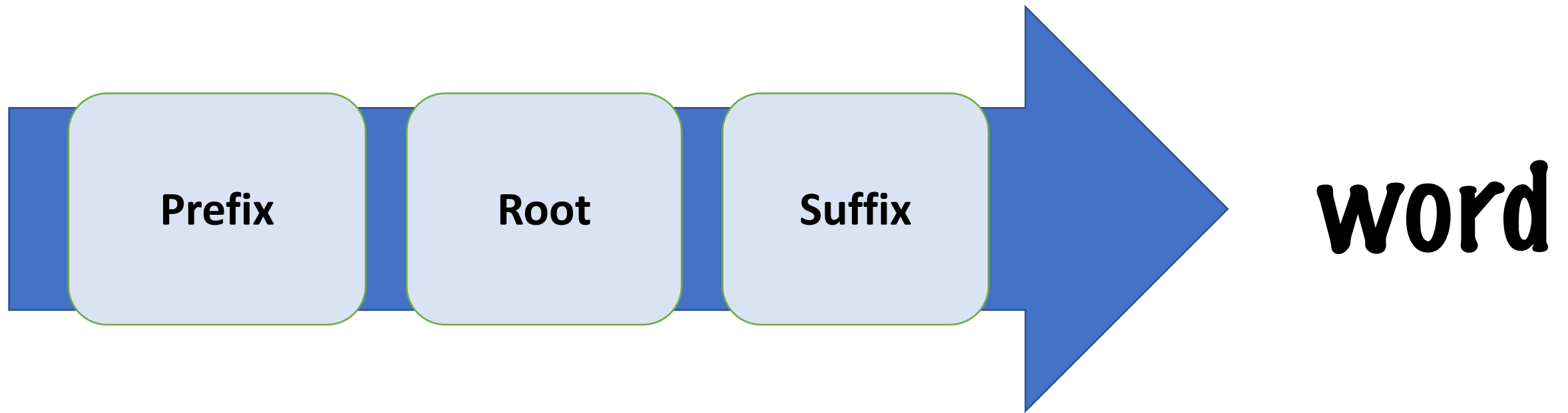
What are the morphemes in this word?

anti + dis + *establish* + ment + ari + an + ism

What can you figure out about the meaning of this word by examining its morphemes?

- Opposition to the disestablishment of a state religion
- Opposition to the removal of the Church of England as the official church

Morphological Awareness



Morpheme

- A **morpheme** is the smallest unit of meaning in a word.
- A **free morpheme** can stand alone as a meaning bearing unit (e.g., **cat**)
- A **bound morpheme** is a meaning bearing unit that cannot stand alone (e.g., **s** in **cats**).

Types of Morphemes

- A **base** or **root** is a morpheme in a word that gives the word its principle meaning.
- An **affix** is a bound morpheme that occurs before or after a base.
 - An affix that comes before a base is called a **prefix**.
 - An affix that comes after a base is called a **suffix**.
- **Inflectional** morphemes change tense, number, degree of comparison with suffixes.
- **Derivational** morphemes change word category with affixes.
- **Compounding** morphemes combine roots.
- English morphemes can trace their origins to **Latin**, **Greek**, and **Anglo-Saxon**.

Syllables vs. Morphemes

syllables

morphemes

instructor
autograph
salamander
unleaded
kangaroo
interjection
bookkeeper
rattlesnake
marker

syllables

morphemes

manuscript
handshake
population
mustang
thermostat
river
ambulance
canine
vegetables

Syllables vs. Morphemes

	syllables	morphemes		syllables	morphemes
instructor	3	3	manuscript	3	2
autograph	3	2	handshake	2	2
salamander	4	1	population	4	3
unleaded	3	3	mustang	2	1
kangaroo	3	1	thermostat	3	2
interjection	4	3	river	2	1
bookkeeper	3	3	ambulance	3	2
rattlesnake	3	2	canine	2	1
marker	2	2	vegetables	3/4	2

Morphological Awareness

- Awareness that words are made up of smaller, meaningful units
- Awareness that meaning is achieved by stringing morphemes together

Development of Morphological Awareness

- Implicit morphological awareness is demonstrated early in childhood
- Ability to identify and generate morphemes on given tasks is evident in early primary grades
 - “Mom, you’re a good cooker!”
 - “Look, it’s flyable!”
 - “This is the bestest!”
- “By 10 years of age, knowledge about the structure of words is a better predictor of decoding abilities than is phonological awareness”

(Mann & Singson, 2003)

What is the benefit of having strong morphological awareness skills?

- **Decoding**-Readers who recognize morphemes read with increased *word accuracy* and *automaticity*
- **Encoding/Spelling** -Morphemes are units that are *predictable*
- **Vocabulary**-Knowing the meaning of word parts expands vocabulary exponentially
- **Comprehension**-Prepare for multimorphemic words in science and math textbooks

Steps to Introducing Prefixes

1. Practice blending the prefix.
2. Model adding the prefix to familiar base words and teach the meaning.
3. Divide the prefix from the base word with a slash.
4. Model blending each part of the word and then blending both parts to make the whole word.
5. Discuss the meaning of the new word.
6. Explain that the letters that form the prefix (e.g., un) don't always form a prefix.
7. Provide examples and non-examples.

uncle	untie	under	undo
unkind	unhappy	unify	unlock

Etymology

Etymology is the study of word origins. Knowledge of where a word comes from promotes understanding of the word's meaning and spelling.

Anglo-Saxon Morphemes

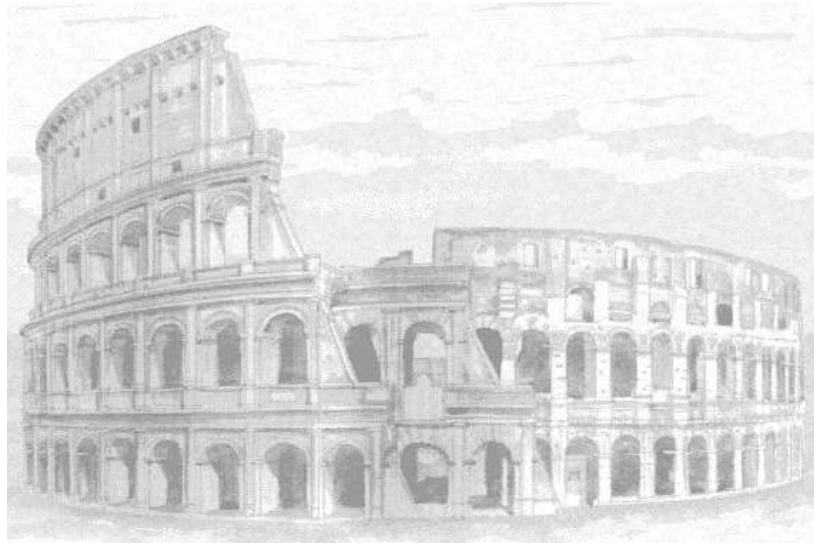
- Short, everyday words (especially those that refer to the home, the family, or the farm) commonly found in most text
 - like, is, home
- Often compound to form new words
 - lighthouse, sidewalk



- Often affix by adding common prefixes and suffixes
 - unlikely, walked

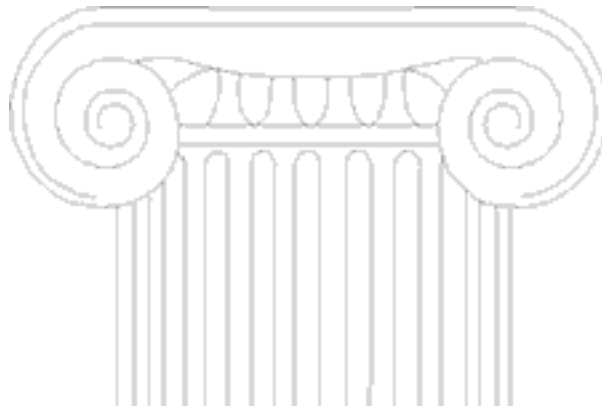
Latin Morphemes

- Usually affix to bound roots
- Includes many words connected with knowledge, the arts, religion, or education
 - intelligence, scribe, inspire, educate



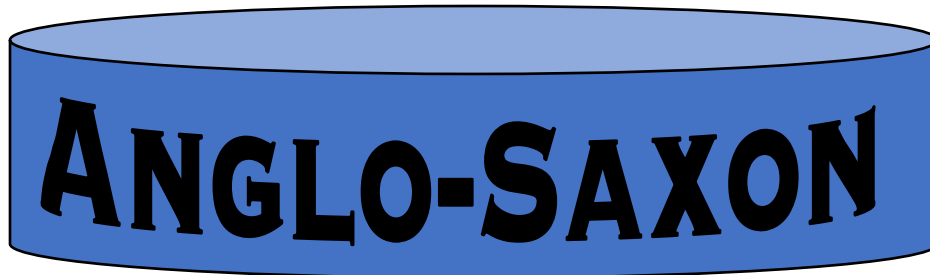
Greek Morphemes

- Compound two roots, rather than affix
 - telegraph, arachnophobia, microscope
- Many words related to civilization, science, or the Renaissance
 - philosophy, democracy, metropolis, biology



Word Origins

Anglo-Saxon words make up only 1% of all the words in the English dictionary. However, these words are many of the most common words in text.



600 - 1100 C.E.

Word Origins

In 1066, William the Conqueror led an invasion from France into England. This act led to major changes to English language.

French became the language of the ruling class, while Anglo-Saxon became the language of commoners.



Word Origins

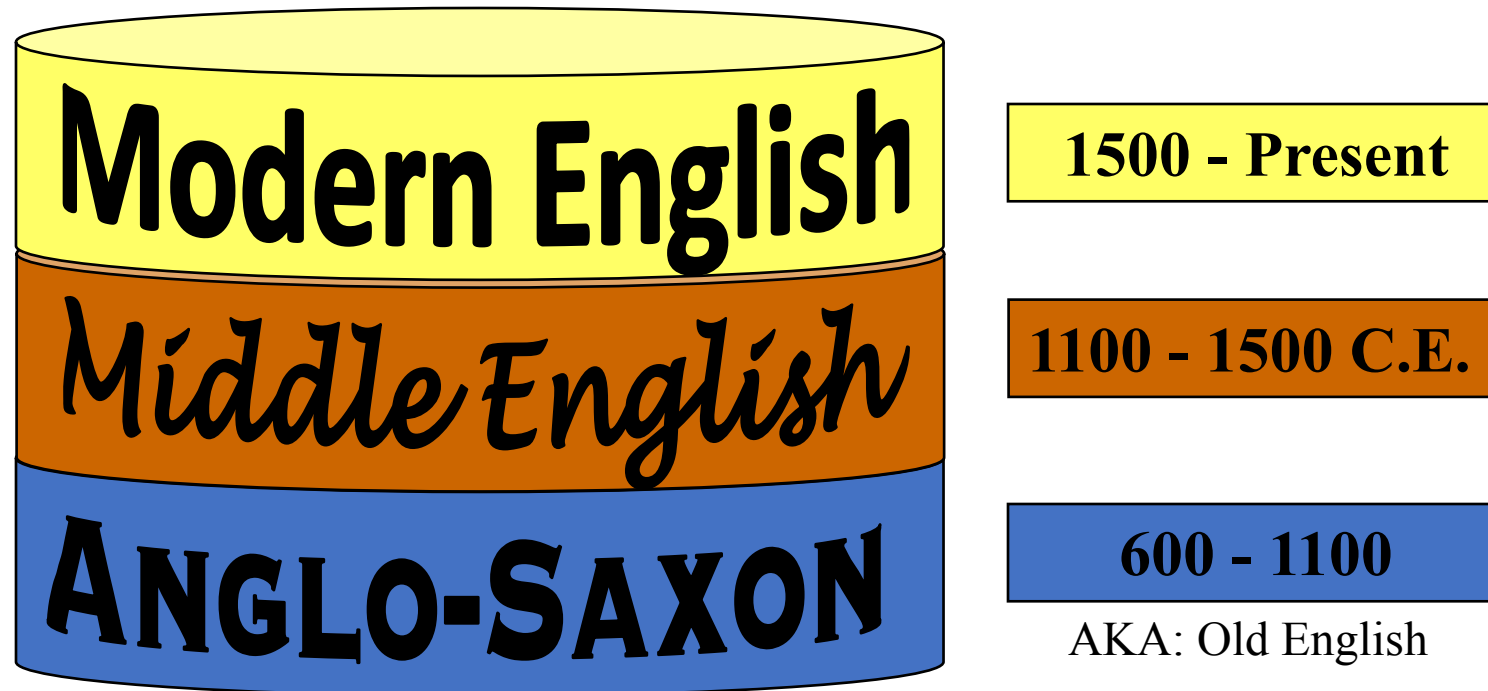
The French language includes many Latin words. As French words became incorporated into the English language, so did Latin words.

Hence over 50% of our English words originate from Latin.



Word Origins

The Renaissance, a time of new ideas, science and trade, demanded a growing stock of words, so Greek and Latin words were added.



Word Origins

ANGLO-SAXON

Old English

earth

fire

water

Middle English

Latin

terrain

ignite

aquatic

Modern English

Greek

geographic

pyre

hydrogen

concrete



abstract

Primary



4th – 7th



7th – 12th

Key Take-away: Exposing students to a rich array of sophisticated words will enhance their comprehension.