

Vocabulary

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Language Development

Oral Language

- Receptive ~ Listening & Understanding
- Expressive ~ Speaking

Print Language

- Reading
- Writing

How “Word Wise” Are You?

Word

Know well
can explain

Can relate
to a situation

Have seen
or heard it

Do not know
at all

KNOW a word

1. Spelling - Recognition
2. Pronunciation
3. Meaning(s)
4. Collocations (what words do you often see with the word)
5. Associations (topic, synonyms, antonyms)
6. Specific use (technical, common)

Direct instruction that promotes vocabulary learning

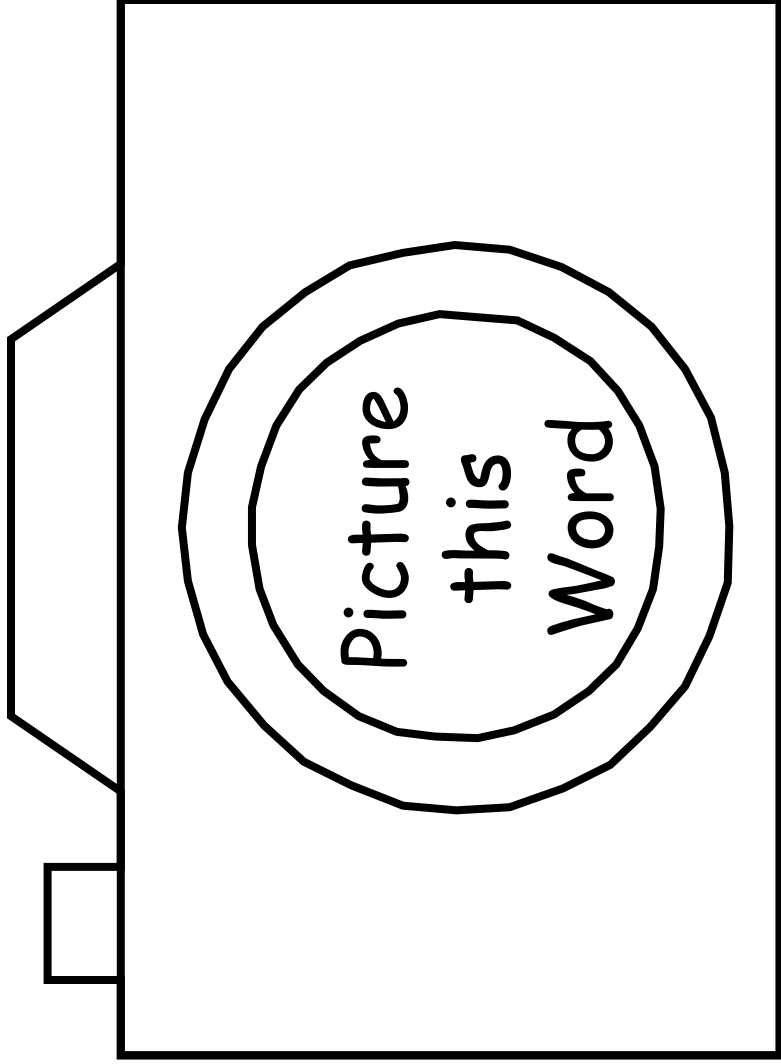
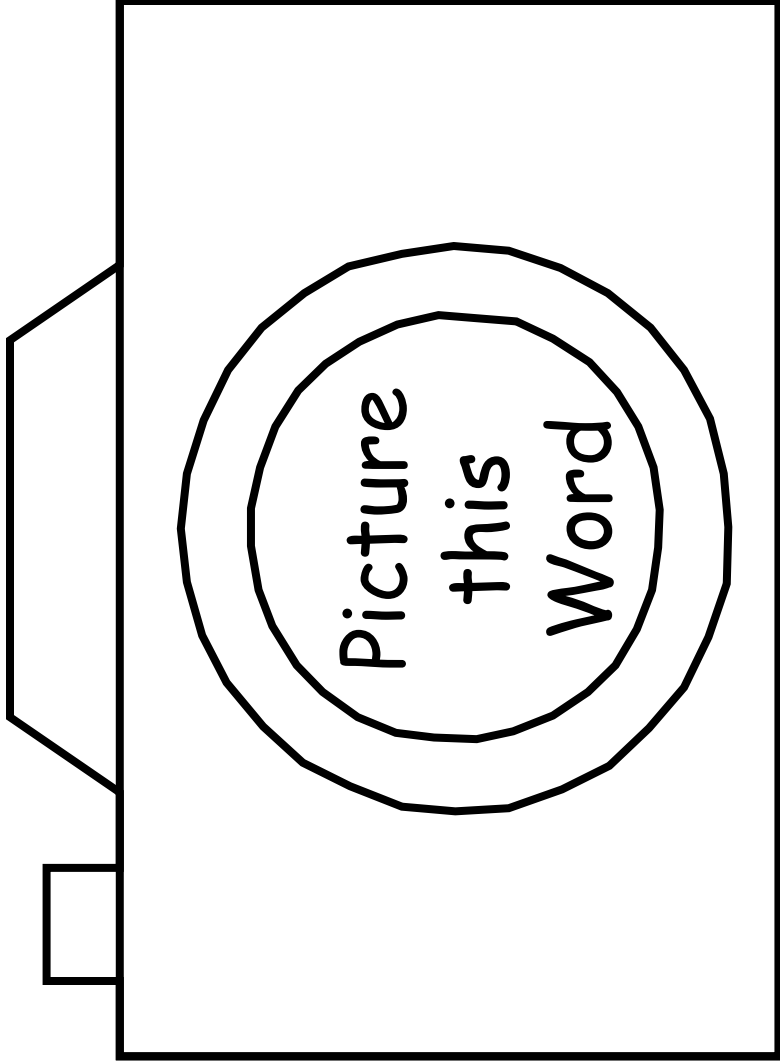
- Engaging in word mapping
- Explaining the definition
- Teaching key words before reading
- Seeing/Hearing the word
- Word in multiple texts
- Strategies for independent word learning
- Learning word-part, word-root information
- Working with synonym word lists
- using motivation for word learning

Everyday Opportunities

- Read to them (fiction and nonfiction – along with everyday reading opportunities)
- Get them to read
- Value oral language activities
- Utilize Games & Songs
- Teach them
(ask how important and useful are they?)
- Relate new words to known words

Environment for Language Building

- Cooperative Groups
- Social Areas
- Inquiry Based Activities
- “Your Turn” Talk
- Interaction with staff, other classes, older students
- Share Thoughts & Information
- Write/Read Share



Word

Picture

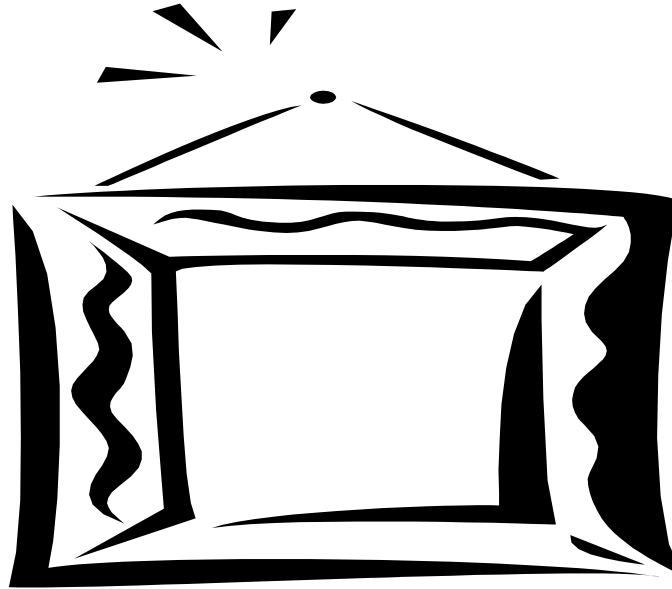
Word

Picture

Word

Picture

Picture Talk



Each word on the list...

- is portable; it is likely to appear across subjects at that grade level and beyond,
- is vital to comprehension of academic text,
- helps students express their academic understanding,
- is essential for participation in academic discussions and writing, and
- is not typically used by students without explicit instruction

1st Grade

always	next
argue	observe
begin	often
better	opinion
between	order
both	organize
chart	participate
consequence	pass
describe	predict
discover	reason
discuss	review
during	seem
effect	should
event	since
explore	still
far	sure
few (n)	those
finish	thought
keep	type of
left	until
likely	unusual
locate	usual
main	usually
maybe	while
might	experience
never	

2nd Grade

above	miss(ing)
ago	model
apply	object (n)
area	plan
argument	
arrange	portion
behind	possible
benefit	prepare
category	probably
characteristics	prove
check	purpose
clear	rank
compare	rare
complete	ready
conclusion	reduce
decide	relate to
deep	relationship
direct	restate
enough	results
ever	reverse
explanation	several
few (adj)	solution
free	Solve
important	soon
impossible	special
in common	state (v)
interest	though
interesting	trait
introduce	unique
item	useful
less	wonder

3rd Grade

although	include
analyze	information
anticipate	investigate
cause	justify
characterize	label
claim	maximum
class/classify	minimum
collect	occur
comparison	organize
completely	Place
conclude	point out
constant	prior
contrast	process
create	question
critical	reason
defend	recall
define	regularly
determine	request
disagree	require/required
discuss	research
draw (draw conclusion, draw upon...)	respond
effect	response
event	review
evidence	sequence
exclude/include	significant
former	specific/specifically
frequently	strategy
general, in general	structure
however	summarize
identify	support
	various

List of Related Citations
“Language & Vocabulary”
Presented by Staff Development for Educators (SDE)
Donna J. Whyte

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

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Lyle, Susan (1993). *An Investigation into Ways in Which Children Talk Themselves into Meaning*. *Language and Education*, 7(3), 181 -87.

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