

Vital Vocabulary for Every Age: Transitioning to Work or College

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Instructions for submitting forms for ASHA CEUs

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- Attend the entire 60 minutes of the live session (confirmed by ReadyTalk log in time)
- Complete the
 - Attendance Sheet (only if more than one person is at your site)
 - ASHA Participant Form
 - Evaluation Form

Mail the forms postmarked no later than **5-16-2018** to

Darlene Davis, Pearson
19500 Bulverde Road, Ste. 201
San Antonio, TX , 78259

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Questions about CEUs?

Contact Darlene Davis at darlene.k.davis@pearson.com



Snapshot of Speaker:

- From 1968 – 1989 worked in schools as a speech pathologist, classroom teacher, & school psychologist
- From 1989 – 2009 worked for test & curriculum publishers
- Now semi-retired, independent consultant for school districts and publishers
- Is a Nationally Certified School Psychologist (retired) and holds Indiana Life License – Elementary Teacher
- Has a B.S. in speech pathology, M.Ed. in elementary education, M.A. in educational psychology, and Ph.D. in school psychology

Disclosure for Dr. Williams:

- **Financial:**
 - Author
 - *Expressive Vocabulary Test (EVT-2)*
 - *Phonological and Print Awareness (PPA) Scale*
 - *Building Early Literacy Skills: Phonological and Print Awareness Activities*
 - Co-author
 - *OWLS-2 Reading Comprehension Scale*
 - Receive royalties for all of the above
- **Nonfinancial:**
 - Author
 - *Group Reading Assessment & Diagnostic Evaluation (GRADE)*
 - *Group Math Assessment & Diagnostic Evaluation (G•MADE)*
 - *Reading Level Indicator (RLI)*
 - *Math Level Indicator (MLI)*
 - *Reading Fluency Indicator (RFI)*
 - Receive no royalties on these assessments

Learner Outcomes

- *As a result of this activity, the participants will be able to:*
 - Summarize for instructional team members the research that supports the value of a rich and broad knowledge of vocabulary throughout a person's lifespan
 - Demonstrate age-appropriate vocabulary development activities for high school students
 - Implement a course of vocabulary development for students in high school and those transitioning to work and/or college that can be shared directly with students, as well as parents and teachers

Time-Ordered Agenda

1:00 to 1:05 pm	Overview
1:05 to 1:20 pm	Review of relevant research on the value of vocabulary knowledge for high school students
1:20 to 1:55 pm	Age-appropriate, <i>level-focused</i> , and research-based strategies for developing the vocabulary skills of adolescents
1:55 to 2:00 pm	Wrap-up and questions

What is “Vocabulary”?

- Lexical Store
 - Mental dictionary of known meanings of words and idioms
 - Some may be inaccurate or incomplete
- Receptive vocabulary
 - Recognition vocabulary
 - For listening and reading
- Expressive vocabulary
 - Productive vocabulary
 - For speaking and writing
- Not the number of words one can decode in print
- Can be significant differences in receptive and expressive vocabulary skills
 - Not common, but plausible
 - Differences *differ* from age to age

Differences Differ

- More commonality between receptive and expressive at younger ages
 - Development of vocabulary depth
- Less commonality as child starts school and progresses through grades
 - Development of breadth of vocabulary
 - Wider exposure
- More commonality as an individual ages
 - Knows and uses a vocabulary set
- Acculturation
 - Consider the history of “mandatory free education” in this country

Receptive Better than Expressive

- Individual scores higher on PPVT than EVT
 - Has more knowledge than facility with usage
- Has developed partial knowledge
 - However, may not be able to “fill in the blanks” when listening because this partial knowledge is not at the same level as same age peers
- Good store of knowledge, but may have a problem with retrieval when speaking
 - May or may not be evident in written expression, depends if demand for message is “timed”
- Strong knowledge of the prevailing culture
- Broad experiential background

Expressive Better than Receptive

- Individual scores higher on EVT than PPVT
 - Seems to be more “capable” or knowledgeable when allowed to speak or “put things in own words”
- Lack of automaticity
 - Can speak at own pace
- Deep processing vs. superficial
 - Will engage if activity is active (speaking) and not passive (listening)
- Limited experiential background
- Different cultural or “world knowledge” base
 - Can choose own words when speaking

Reading to Learn

- The “Matthew” Effect
 - The more words you know, the more you can read
 - The more you read, the more words you will learn
 - Stanovich (1986) refers to this as a reciprocal relationship that “continues throughout reading development and remains in force for even the most fluent adult readers” (p. 379)
 - For the child starting out with a limited vocabulary, “more” reading does not result in “more” vocabulary
- According to Farber (1999)
 - many high school students develop reading skills through a sixth-grade level but “haven’t actually read enough to develop the vocabulary or general knowledge that more advanced reading requires” (p. 1)
- Students must have vocabulary to learn to read and comprehend, but then they gain vocabulary by continued reading

Reading to Learn

- The oral language skills (vocabulary and syntax) young children have help them to comprehend what they read
- What they read and comprehend further develops their oral language skills and expands their background and world knowledge
- Well-developed oral language skills and wide background knowledge help students comprehend more difficult and complex literature and texts in the content areas as they progress through school...and life

Effective Vocabulary Instruction

- Develop phonological and morphological awareness
- Wide reading at home and in school
- Provide illustrations in natural contexts
- Demonstrate use of context to derive meaning
- Provide exposure to different definitions
 - 7 ways to define a word
- Build conceptual foundation & semantic relations
- Provide ways to remember basic word meanings
- Apply the information processing model

Applying an Information Processing Model to Verbal Learning

- 3 steps to verbal learning (what we learn by listening and reading)
 - **Step One: Pay attention**
 - Focus, engage to incoming stimuli
 - **Step Two: Encode**
 - Put new information into personally meaningful form
 - Actively process information individually or with peers
 - **Step Three: Build associative links**
 - Link new information to what you already know
 - Move from immediate memory into long-term memory

Morphological Awareness

Morphological Awareness Research

- By age 10, knowledge of the structure of words (morphological awareness) better predicts decoding ability than phonological awareness
 - Mann and Singson, 2003
- Students who understand how words are formed by combining prefixes, suffixes, and roots tend to have larger vocabularies and better reading comprehension than peers without such knowledge and skills
 - Prince, 2009
- A review of morphological instructional studies indicated significant improvements in the literacy abilities of the participants, especially among those students with identified reading problems.
 - Carlisle, 2010

Morphological Awareness

- The recognition, understanding, and use of the word parts that carry significance
 - Base words, Latin or Greek roots, prefixes, suffixes, and grammatical inflections are all morphemes which can alter or indicate the meaning of a word
- Knowledge of morphological units and its influence on vocabulary acquisition or decoding of unknown words is highly related to successful reading comprehension, and spelling
- Using a morphological approach, a student can decode an unknown multisyllabic word by breaking it into parts and then logically predict the meaning in association with context clues

Morphological Awareness

- Need to help students make the bridge from a basic “sound-it-out” phonetic approach to decoding to the more morphological “break-it-down” approach required when decoding advanced, multisyllabic words
 - Poor readers continue to struggle because they try to sound out every word and, in doing so, lose the comprehension of the text.
 - Decoding single-syllable words using a sound-symbol approach is feasible for beginning readers handling simple, decodable text.
 - But the approach is not efficient when textual material becomes more advanced.
- Need to guide struggling readers away from just sounding out or guessing at unknown words to implementing more efficient practices based on morphological awareness.

Morphological Awareness

- The metalinguistic ability to understand and manipulate the smaller meaningful parts of language
 - prefixes (*re-*), suffixes (*-ing*), base words, and roots (*recycle, cycling, recycling, cyclist*)
- Extensive research reveals the parallel importance of “morphological awareness” and “phonological awareness” to success with
 - Vocabulary development
 - Sight word reading
 - Decoding
 - Reading comprehension
 - Spelling ability

Prefixes

- A prefix is a *morpheme*
 - A morpheme is the smallest unit within a word that carries meaning
 - Each prefix has a meaning and alters the base word by that meaning
- Twenty prefixes account for 97% of occurrences
 - All other prefixes are used in only 3% of words
 - Most common prefix is *un-*
 - Changes the meaning of the base word to the opposite

My personal embarrassment:
“irregardless”

Most Common Prefixes

Prefix	Meaning
<i>un-</i>	not, opposite of
<i>re-</i>	again, back
<i>in-, im-, ir-, ill-</i>	not, opposite of
<i>dis-</i>	not, opposite of
<i>en-, em-</i>	cause to
<i>non-</i>	not, opposite of
<i>in-, im-</i>	in or into
<i>over-</i>	too much, above
<i>mis-</i>	wrongly
<i>sub-</i>	under, lower
<i>pre-</i>	before
<i>inter-</i>	between, among
<i>fore-</i>	before
<i>de-</i>	opposite of, down
<i>trans-</i>	across
<i>super-</i>	above, beyond
<i>semi-</i>	half
<i>anti-</i>	against
<i>mid-</i>	middle
<i>under-</i>	too little, below

How many numerical prefixes do you know?

- bi-, bin-, di-, du-, duo-
 - 2
- cent-, centi-, hect-
 - 100 or 100th
- dec-, deca-, deci-
 - 10 or 10th
- demi-, hemi-
 - $\frac{1}{2}$
- giga-
 - billion
- hept-
 - 7
- hex-
 - 6

- kilo-
 - 1000
- mon-, mono-
 - 1
- oct-
 - 8
- pent-
 - 5
- tetra-
 - 4
- tri-
 - 3
- uni-
 - 1

Suffix

- A suffix is also a *morpheme*
 - It is added to the end of the base word
- Twenty suffixes account for 93% of occurrences
 - All other suffixes are used in only 7% of words
 - Most common suffix is –s or –es
 - Makes the plural form of most regular words
 - Next most common suffix is –ed
 - Makes the past tense of many verbs

Most Common Suffixes

Suffix	Meaning
<i>-s, -es</i>	plural, more than one
<i>-ed</i>	past-tense verb, "has happened"
<i>-ing</i>	present participle verb "happening"
<i>-ly</i>	characteristic of
<i>-er, -or</i>	person connected with
<i>-ion, -tion, -ation, -ition</i>	act or process
<i>-ible, -able</i>	can be, or can be done
<i>-al, -ial</i>	having characteristic of
<i>-y</i>	characterized by
<i>-ness</i>	state of, condition of
<i>-ity, -ty</i>	state of
<i>-ment</i>	action or process
<i>-ic</i>	having characteristic of
<i>-ous, -eous, -ious</i>	possessing the qualities of
<i>-en</i>	to make or made of
<i>-er</i>	more, comparative
<i>-ive, -ative, -itive</i>	adjective form of a noun
<i>-ful</i>	full of
<i>-less</i>	Without
<i>-est</i>	most, comparative

Base or Root Words

- Fluent readers do not decode sound-by-sound, letter-by-letter
- They automatically recognize the simple base word and apply the meaning of the prefix, suffix or both to the meaning of the base word
 - Average 5th grade student knows 8400 base words
 - College entrants need to know 11,000 to 14,000 base words
- Need to demonstrate how to recognize the base word and how its meaning was altered
- Fluency in word reading develops as this process develops

What Words?

- Reading Teacher's Book of Lists
 - \$26.14
- EDL Core Vocabularies
 - \$29.99
- Children's Writer's Word Book
 - \$13.53
 - Includes reading levels of synonyms
- Google "Andrew Biemiller"
 - 2300 root words children should know by grade 4

Base Word	-ed	-er	-est	-ing	-ly	-s or -es
answer						
bank						
brave						
camp						
clear						
dust						
high						

Morphological Awareness Activities Using Prior Knowledge

- Build a word family starting with a word the student knows
 - *“act” is a Latin root meaning “to do.”*
 - *Write a list of words with the “act” root by adding a suffix, prefix, or both.*
 - Examples: action, actor, react, transact, enact
- Decode a new word based on a word the student knows
 - *The suffix “-ant” means “a person who”*
 - *You know what the word “command” means*
 - *What does the word “commandant” mean?*
- Build new words using prefixes
 - *If centennial means 100 years, what does bicentennial mean?*

Roots

- Most English words originated in other languages, mostly Greek and Latin
- Building word families using a Greek or Latin root and prefixes and suffixes can:
 - Demonstrate to students how to decode the meaning of new multi-syllabic words
 - Help students build a broader, more useful oral and written vocabulary
 - Give students a strategy for reading and writing independently

Greek & Latin Roots

Examples	Root	Meaning
phonograph, symphony, telephone, microphone, phonics	<i>phon-</i>	<i>sound</i>
animate, animosity, animal, inanimate		
credit, discredit, incredible, credential, credulous		
bicycle, cyclone, cycle, recycle		
judge, judicial, jury, jurisdiction, justice, justify		

Greek & Latin Roots

Root	Meaning	Example
act	do	<i>actor, action, react</i>
aero	air	
aqua	water	
chron	time	
geo	earth	
loc	place	
mort	death	
ped	foot	

Illustration: The Power of Teaching Morphological Awareness

Code Orange, by Caroline B. Cooney

On Friday, Mr. Lynch walked around the classroom making sure everybody had written down the due date in their assignment books. Luckily, he started at the far side, giving Mitty Blake time to whisper to his best friend, “Due date for what?”

“Notes for the term paper,” whispered Derek. “The one you’ve been working on for four weeks?”

Mitty hadn’t even chosen a topic yet.

But Mr. Lynch had been teaching for years. He had encountered many Mittys. So although the paper itself didn’t have to be turned in until February 18, on this coming Monday, February 2, each student in advanced biology had to submit an outline, ten pages of notes and a bibliography including four physical books.

Sight Words

- The 25 most frequent words make up one-third of all print material.
- Words 1-25:
 - *the of and a to*
 - *in is you that it*
 - *he was for on are*
 - *as with his they I*
 - *at be this have from*

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100 Most Frequent Words

- The first 100 most frequent words make up half of all print material.
 - **Words 26-50:** *or, one, had, by, word, but, not, what, all, were, we, when, your, can, said, there, use, an, each, which, she, do, how, their, if*
 - **Words 51-75:** *will, up, other, about, out, many, then, them, these, so, some, her, would, make, like, him, into, time, has, look, two, more, write, go, see*
 - **Words 76-100:** *number, no, way, could, people, my, than, first, water, been, call, who, am, its, now, find, long, down, day, did, get, come, made, may, part*

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Words with Prefixes and Suffixes

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So....

- Proficient readers attempt to make what is read sound like language and make sense
- Less proficient readers attempt to identify all words correctly

7 Ways to Define a Word

- Ways to define a word – not by copying definitions from a dictionary or the internet
- All seven approaches encourages the student to write a definitions that:
 - Requires encoding
 - Makes the definition personally meaningful
 - And builds associative links
 - Helps commit the meaning to long term memory
- Requires critical thinking and processing of information

7 Ways to Define a Word

1. Example
2. Description
3. Metaphor
4. Contrast
5. Synonym
6. Antonym
7. Origin

7 Ways to Define a Word

- Example
 - An example of a *pasture* would be a place of grass where cows could eat.
 - *fact*
- Description
 - An *octagon* is an eight sided, closed figure.
 - *harvest*
- Metaphor
 - Make an abstract concept more understandable by comparing it to something familiar
 - The *chronicle* of a famous person is a written diary of personal events.
 - *currency*

7 Ways to Define a Word

- Contrast
 - He wasn't just gloomy, he was *morose*.
 - *toxic*
- Synonym
 - He enjoyed the praises and the *accolades*.
 - *accurate*
- Antonym
 - It was not a case of *ecstasy*, but one of dejection and the blues.
 - *capacity*
- Origin
 - The word *mnemonic* has to do with memory.
 - *inaudible*

Resources

- On-line Book Stores
 - BetterWorldBooks.com
 - Free shipping
 - Inexpensive new and used books
 - Nonprofit
 - AbeBooks.com
 - Inexpensive textbooks and literature collections for middle and high school students
- Free Comic Book Day in May
 - 5 million given away in 2017

References & Resources

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If there are multiple attendees at one location, each person attending the webinar who is requesting ASHA CEUs must sign the Attendance Roster and submit a completed ASHA Participant and Evaluation form.

Forms can be downloaded:

- At speechandlanguage.com up to the day of the webinar.
- From an attachment on your webinar reminder email.

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Darlene Davis
Pearson Assessment
19500 Bulverde Road, Suite 201
San Antonio, TX 78259

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Obtaining an Attendance Certificate

If you listened to the entire live presentation on 9/9/18 and you are not requesting CEUs, *you do not need to submit any additional paperwork.*

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Please allow 10 business days for delivery of your Attendance Certificate.

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