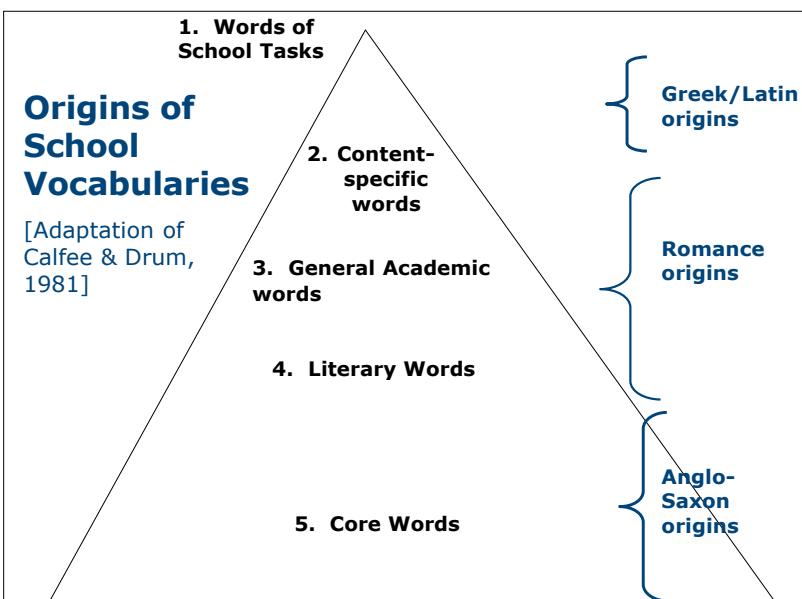


## Aims of Today's Presentation

- I. The Five Vocabularies of School Literacy
- II. The Fifth Vocabulary and English Language Learners in middle schools
- III. How to support the Fifth Vocabulary with ELLs in middle schools

### The Five Vocabularies of School

1. Words of School Tasks
2. Content-specific words
3. General Academic words
4. Literary Words
5. Core Words

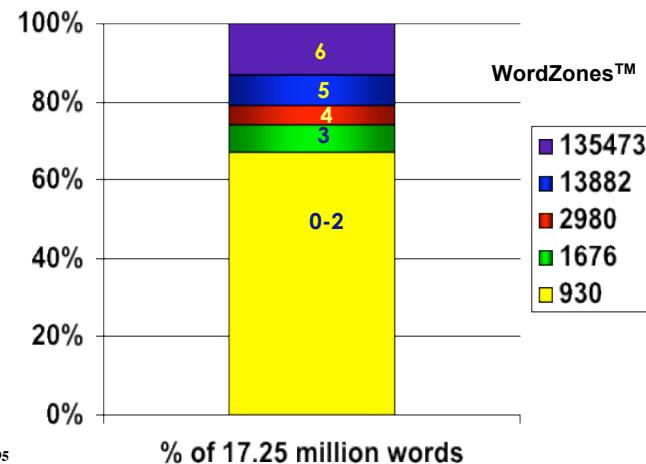


## II. The Fifth Vocabulary and English Language Learners in middle schools

- A. Why is the core vocabulary critical?
- B. How are English Language Learners doing with the core vocabulary?
- C. What are the linguistic challenges presented by the core vocabulary?
- D. What are instructional challenges presented by the core vocabulary?

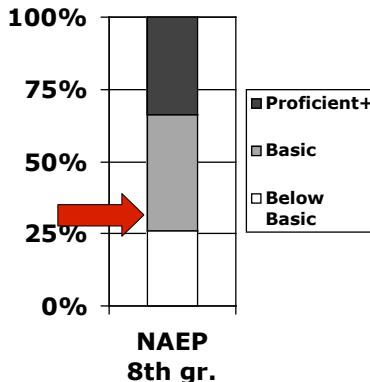
## A. Why is the Core Vocabulary Critical?

Words in American Schoolbooks



## B. How are English Language Learners doing with the core vocabulary?

National Assessment of Educational Progress (2007): Hispanic students had a score of 247-- approximately at 29th percentile



Sample Text from NAEP (2007)

When the science fair **rolled** around, *Ellie* presented her findings with **computer-generated charts** and graphs. Her classmates weren't very interested in her **project**. "It's not like they have to drive a car or put money in a **parking** meter, she **explains**. But her **project** was a huge hit with parents. More than 50 of them lined up that night to share their own **parking-meter** horror stories with *Ellie*.

## Sample items: NAEP (2007)

- The author included this information to
  - A. show how the city saves money.
  - B. describe the city budget
  - C. emphasize Ellie's achievement
  - D. criticize the city of Berkeley.
- Percentage correct:
  - At basic: 72
  - Below basic: 45

## **Sample items: NAEP (2007)**

- Item: Choose two things Ellie Lammer did and explain what those things tell about her. Use examples from the article to support your answer.
- Percentage attaining "4" (Extensive)
  - At Basic: 29
  - Below Basic: 8

## **C. What are the linguistic challenges presented by the core vocabulary?**

- Compound words
- Idioms
- Polysemous meanings
- Variant vowels

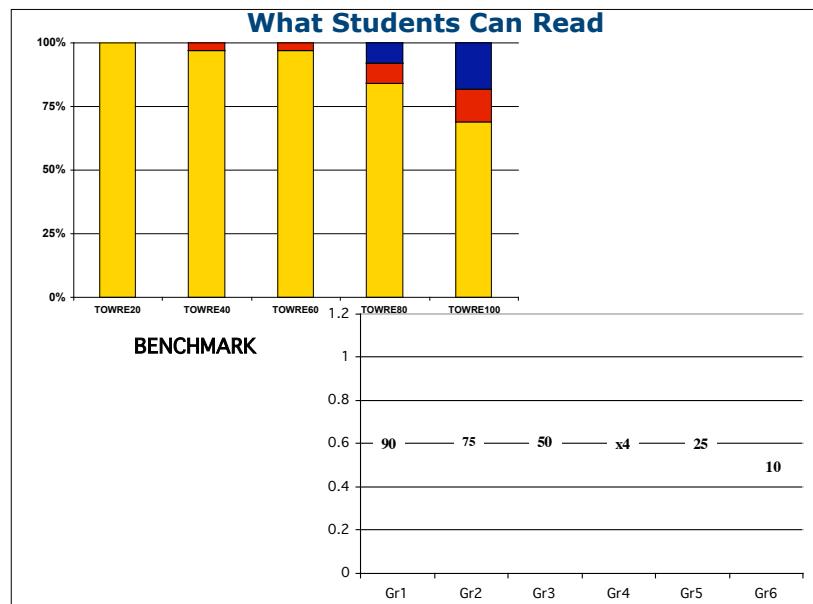
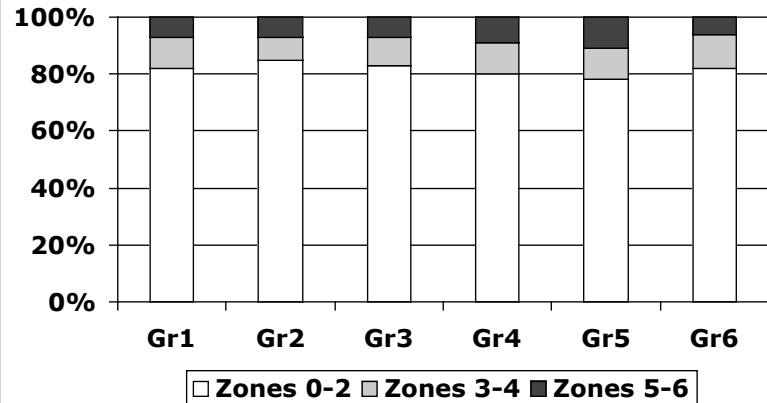
## **Illustration of Prolificness of Compounding & Idioms**

|       | <b>Compound</b>   | <b>Idioms</b>  |
|-------|---|--|
| off   | off season, off-ramp, off-line, offset, offshoot, offshore, offspring, offstage, off-the-record, off-the-wall   | off on the wrong foot, off the mark, off the record, off the hook  |
| under | underachiever, underage, undercharge, underclass, undercover, undercut, underdog, underestimate, undergo, undergraduate, underground, undergrowth, underhand, underhanded, underlie, underline, undermine, underneath, undernourished, underpaid, underpants, underpass, underprivileged, underrated, underscore, undershirt, underside, undersized, understaffed, understand, understandate, understudy, undertake, undertone, undertow, underwater, underweight, underworld, underwrite | under a cloud, under control, under cover, under fire, under one's belt, under one's breath, under one's nose, under one's own steam, under the sun, under the table, under the weather, under the wire, under the weather, water under the bridge |
| high  | knee-high, waist, high, high-born, highbrow, highchair, high-class, high-definition, high explosive, high-frequency, high-grade, high heels, high jinks, high jump, highlands, high-level, highlight, high-minded, high-pitched, high-powered, high pressure, high-profile, high-rise, high roller, high school, high-speed, high-spirited, high-strung, high-tech, high tide, high-tops, highway,  | high noon, high and low, be left high and dry  |

## **D. What are instructional challenges presented by core vocabulary?**

- Underlying perspective of text difficulty in current core reading programs
- Amount of time devoted to reading text

## Texts from Grades 1-6 of a © 2007 Core Reading Program



### III. How to support the Fifth Vocabulary with ELLs in middle schools

- A. Be economical about “novel studies” and narratives.
- B. Ensure content-area instruction
- C. Instruction & Experiences with the 5th vocabulary

#### A. Be economical about “novel studies” and narratives.

- Vocabulary: Narrative texts generally have higher percentages of single-appearing, rare words than informational texts (Armbruster & Nagy, 1993; Biber, 1988).
- Content: Narratives are (a) deliberately cultural, (b) are often intentionally ambiguous (i.e., literary quality is a function of sustaining multiple interpretations), and (c) often use extremely economical language (Bernhardt, in press).

## B. Ensure content-area instruction

### Vocabulary:

- Rare and multisyllabic vocabulary tends to be repeated in content-area texts (Armbruster & Nagy, 1993; Biber, 1988)
- Tends to have more Romance-based cognates (Lubliner & Hiebert, 2008)

### Content:

- Less cultural exclusivity and greater likelihood of access (including through hands-on experiences) (Bernhardt, in press)
- Great likelihood that content will be needed in subsequent endeavors.

## C. Providing Experiences with the 5th Vocabulary

- i. Extensive reading
- ii. The texts of extensive reading
- iii. Instruction in compounds and idioms

### i. Extensive reading

Definition: Extensive reading is “rapidly reading book after book” for meaning (Palmer, 1917/1968)

Goal: To get students reading and “liking it” (Day & Bamford, 1998, p. 6)

Evidence:

- In 11 studies in ESL & EFL contexts, all but one found beneficial results on comprehension, vocabulary, & word recognition (Day & Bamford, 1998)
- Findings subsequent to *National Reading Panel* report:
  - Reutzel, Fawson, & Smith (in press): Both Scaffolded Silent Reading (ScSR) (i.e., monitored silent reading) & “Guided Repeated Oral Reading” produced similar effects on 3rd graders’ fluency & comprehension.
  - Lewis (2002): Meta-analysis showed moderately strong, positive relationship between in-school independent reading & reading achievement—especially for struggling readers, primary-level readers, and English Language Learners.

### ii. The texts of extensive reading

*Converging evidence that texts for (at least some of) extensive reading should emphasize core vocabulary:*

Reviews:

- Hiebert & Fisher (2005): positive effects in NRP meta-analysis of fluency came from studies that used texts with high % of core vocabulary
- Menon & Hiebert (in press): In studies that led Kuhn & Stahl (2003) to recommend instructional or even frustration-level texts for fluency: Gains for treatment over control group was the predominant trend (not text difficulty)

Descriptive studies:

- Rashotte and Torgeson (1985): repeated reading was not more effective when stories had few shared words than same amount of nonrepetitive reading.
- Matthes and Fuchs’s (1993): Neither text difficulty nor repeated reading made significant differences.
- Compton, Appleton, and Hosp (2004): % high frequency decodable words made unique contributions to fluency.
- Young and Bowers (1995): significant declines in rate, accuracy, and prosody with each increase in text difficulty.
- Sindelar, Monda, & O’Shea (1990): LD students recognized words faster on mastery vs. instructional texts

## Texts (continued):

### *Intervention studies:*

- Kuhn (2005; Kuhn Schwanenflugel, Morris, Morrow, Woo, Meisinger, Sevcik, Bradley, & Stahl, 2006): Wide reading is as/more effective than repeated reading of single texts
- Menon and Hiebert (2005): Texts with high % of core vocabulary produced significantly higher performances than texts with low %
- Stahl & Heubach (2005): students rarely texts with less than 85% accuracy and typically in 90-92% accuracy range
- O'Conner, Bell, Harty, Larkin, Sackor, and Zigmond (2002): Students who began with lower fluency made stronger gains when text was matched to reading level; while students with higher fluency profited from either reading texts at their level or grade-level

|          |   |
|----------|---|
| <b>A</b> | <b>300 most-frequent words; short and long vowels</b>             |
| <b>B</b> | <b>500 most-frequent words; short, long, r-controlled vowels</b>  |
| <b>C</b> | <b>1,000 most-frequent words; all monosyllabic words</b>          |
| <b>D</b> | <b>1,000 most-frequent words; all morphological "derivatives"</b> |
| <b>E</b> | <b>2,500 most-frequent words</b>                                  |
| <b>F</b> | <b>5,000 most-frequent words</b>                                  |

| Program  | % Unique Words in WordZones 5 & 6 | % Unique Words in WordZones 5 & 6 + Multisyllabic + Single-Appearing |
|--|-----------------------------------|--|
| <b>Barnell-Loft</b>                                | <b>20</b>                         | <b>&lt;1</b>   |
| <b>Edge (Hampton-Brown)</b>                        | <b>13</b>                         | <b>6</b>   |
| <b>Reading for Content (EPS)</b>                   | <b>8</b>                          | <b>6</b>   |
| <b>Reading in the Content Areas (Globe-Fearon)</b> | <b>13</b>                         | <b>9</b>   |
| <b>Read 180</b>                                    | <b>38</b>                         | <b>17</b>  |

## C. Instruction in Compounds & Idioms

Collecting & categorizing: Vocabulary logs & notebooks

Focusing on key words:

- Compound words: Some common words are highly prolific in compound words and idioms (Lewis, 1997)
- Compound words are frequent in content-specific areas (e.g., *calcium carbonate*, *carbon dioxide*, *air pressure*, *scientific method*)

Using resources: Dictionaries for ESL (e.g., *Longman's Dictionary of American English*)

Developing awareness of vocabulary in text:

- *learning more vocabulary is not just learning new words; it is often learning familiar words in new combinations* (Woolard, 2000)
- "Words at play" (*English Journal*)