



NEW YORK STATE MIGRANT EDUCATION PROGRAM

Title: Reading Comprehension: Vocabulary Development

Description: These strategies help teachers develop vocabulary to support students' comprehension. The video also includes information about selecting words and providing student-friendly definitions. After a demonstration, participants have time to practice various strategies to develop vocabulary. This module includes specific strategies for building English Learners' vocabulary to support comprehension.

Developer: Kathleen M. Lord, Ph.D., Associate Professor of Literacy Education, Department of Teaching and Learning, SUNY New Paltz.

Series: The Reading Comprehension series includes nine modules with targeted strategies to teach students how to manage their reading. The modules can be used in any order.

Facilitator Guide

INDIVIDUAL ACCESS/SELF-SERVE (*for Individuals viewing this module independently*): While a robust conversation between colleagues is an enriching way to learn, so is self-reflection. Read and use this Guide as the Facilitator of your own learning. To get the most out of the activities and questions, make sure you have the recommended handouts and supplies before beginning.

CTLE CREDIT

Group Workshop: If you are facilitating this workshop for your METS, you will have to decide which process you will use for granting CTLE credit. You can use your local LEA process, or the M-TASC process:

- a. Contact M-TASC in advance of the workshop to confirm date and module.
- b. Use the M-TASC Participant Sign-In Sheet and submit.
- c. Submit Workshop Evaluations via link or hard copy. If you use the Evaluation link, M-TASC will forward the compiled evaluations once you have informed the office that all evaluations are complete.

Individual Access/Self-Serve: For those who would like to request Continuing Teacher Leader Education (CTLE) credit for On-Demand professional development, please complete the CTLE Credit Request for each module. Find the link for this process on the NYS-MEP website:

<https://www.nysmigrant.org/resources/pd>

OBJECTIVES/LEARNING TARGET(S)

- Learn the importance of building vocabulary
- Selecting which words are most important to teach
- Defining words and using words
- Explore strategies to support English Learners

WORKSHOP/MODULE DESIGN

This workshop is designed for teachers and can be completed as a stand-alone or with any of the other Comprehension modules.

CONNECTION TO THE NYS MEP

THEORY OF ACTION

Subject Content and Instruction

- This activity is instructional and supports student's comprehension.

SUPPLIES AND MATERIALS

- **Video:** *Comprehension: Vocabulary Development*
 - Use the video link on the NYS migrant website in the Professional Development section for this workshop, "*Reading Comprehension: Vocabulary Development.*"
- **Participant Handouts**
 1. Power Point Notes
 2. Strategy 1 Instructions – Semantic Gradients
 3. Strategy 2 Instructions – Context Clues
 4. Context Clue Cards
 5. Words in Context-Graphic Organizers

- **Reading A-Z Readers** – use a mixture of the Literature/Fiction and Non-Fiction/Informational text.
 - Grade 1 – Elephants: Giant Mammals
 - Grade 2 – The Drum
 - Grade 2 – Coral Reefs
 - Grade 3 – Carlos's Puzzle (in English and Spanish)
 - Grade 3 – Soccer
 - Grade 4 – The Gossip Monster
 - Grade 5 – Leaving Home
 - Grade 5 – The Plague!
 - Grade 5 – What is Water Worth?
- **Additional Resources**
 - Strategy 3 Instructions- Morphological Awareness
 - Morphemic Elements-Affix Match
 - Morphemic Elements-Root-A-Word
 - Morphemic Elements-Word Dissect
 - Morphemic Elements-Root-O!
 - Strategy 4 Instructions – Multiple Meaning Words
 - Word Meaning-Word Web
 - Word Knowledge- Homophone Hunt
 - Strategy 5 Instructions- Academic Words
 - High-Incidence Academic Word List
- Scissors, Index Cards
- Workshop Sign-in
- Workshop Evaluation

Facilitator Note: Some of the graphic organizer handouts are student resources that are used with permission from the Florida Center for Research: home page <http://www.fcrr.org>

Kathleen identifies five strategies for vocabulary development. She demonstrates two of these strategies in the video (Strategy 1 – Semantic Gradients and Strategy 2 – Context Clues). Find instructions and handouts for the rest of the strategies listed under “Additional Resources.”

GETTING STARTED

(Video: 13 minutes. Stopping for the Practice Activities: additional 10 – 15 minutes.)

1. Disseminate handouts and supplies.
2. Start the Video Presentation: *Comprehension: Vocabulary Development*.

Key Points

- Vocabulary is important for speaking, writing, listening, and reading.
- How Educators select which vocabulary words to teach is import.
- Select words that are most important to the story.
- Select words you can use and the students can continue to practice.

Facilitator Note: The presenter, Kathleen, demonstrates Strategies 1 and 2. After each demonstration, there will be time for participants to practice the strategy demonstrated. You will hear a bell tone when Kathleen starts giving directions for a practice activity. The graphic on the video will say, “STOP HERE AND PRACTICE.” A brief musical riff will play when the directions are complete and it is time to stop the video for participants to practice the activity.

PRACTICE ACTIVITY: Strategy 1 – Semantic Gradients: Synonyms/Antonyms

Key Point

- Linking new words to meanings/words that students already know.

Facilitator Note: Kathleen mentions that she uses the Thesaurus on her word processor to find synonyms and antonyms. The video and power point notes have a link to a student-friendly dictionary on-line. This link is in the Strategy 1 Instructions handout. Participants can click on the link if they have an electronic copy of the handout.

Handout: Strategy 1 Instructions – Semantic Gradients

Supplies: Scissors, Index Cards

A-Z Readers: Use a mixture of Literature/Fiction and Instructional/Non-Fiction stories.

Non-Fiction/Informational text	Literature/Fiction
Grade 1: Elephants: Giant Mammals	Grade 2: The Drum
Grade 2: Coral Reefs	

Grade 3: Soccer
Grade 5: The Plague!
Grade 5: What is Water Worth?

Grade 3: Carlos's Puzzle – in English
and Spanish
Grade 4: The Gossip Monster
Grade 5: Leaving Home

Facilitator Note: The *Strategy 1 Instructions* handout includes word cards for the sample activity: hot, cold, warm and icy. The handout has blank rectangles to use in the workshop, if index cards are not available. Index Cards might be easier to use with students.

Practice, process and return to the video.

Facilitator Note: For groups, process the activity as a large group before returning to the video. Possible questions for processing: How did it go? What student could you use this with?

PRACTICE ACTIVITY: Strategy 2 – Context Clues

Key Point

- Students need to be taught how to look for context clues.

Handouts: Strategy 2 Instructions – Context Clues

Context Clue Cards

Words in Context (*book marks and graphic organizer*)

A-Z Readers: You can use a mixture of Literature/Fiction and Instructional/Non-Fiction stories.

Facilitator Note: Within the group of A-Z readers suggested for use with this reading comprehension series, the non-fiction readers seem to provide the more obvious context clues.

Practice, process and return to the video.

Facilitator Note: For groups, process the activity as a large group before returning to the video. Brainstorm how to use this in different tutoring settings.

FOLLOW UP – Additional Resources to Share

Facilitator Note: Students and teachers can be overwhelmed when given too much. You can let participants practice with the handouts used above, and save the additional resources below for future professional development as an opportunity to return to building background knowledge and increase their strategies. Plan 10-15 minutes for each activity in order to walk through the instructions and practice the strategy.

PRACTICE ACTIVITY

Strategy 3 – Morphological Awareness

Key Points

- A morpheme is the smallest unit of language that has meaning.
- Understanding these meaningful units of words supports vocabulary and comprehension as well as decoding (reading), encoding (spelling), and fluency.

Handouts: Strategy 3 Instructions – Morphological Awareness
Morphemic Elements – Affix Match
Morphemic Elements – Root-A-Word
Morphemic Elements – Word Dissect
Morphemic Elements – Root-O!

PRACTICE ACTIVITY

Strategy 4 – Multiple Meaning Words

Key Point

- Everyday words often have more than one meaning.

Handouts: Strategy 4 Instructions – Multiple Meaning Words
Word Meaning – Word Web
Word Knowledge – Homophone Hunt

A-Z Readers: Use a mixture of Literature/Fiction and Instructional/Non-Fiction stories.

PRACTICE ACTIVITY

Strategy 5 – Academic Words

Key Point

- Academic Vocabulary is used in many disciplines.

Handouts: Strategy 5 Instructions – Academic Words
High-Incidence Academic Word List

Closure for Group Workshops

- Facilitators are welcome to use the Workshop Evaluation provided on the website or you can use your own version.
- *Continuing Teacher Leader Education (CTLE)* – Follow the CTLE process at your METS program center for staff who are tracking credit.

Closure for Individual Access/Self-Serve

- Complete the Workshop Evaluation and give it to your Director.
- *Continuing Teacher Leader Education (CTLE)* – If you would like to request credit for this module, please follow the CTLE Credit Request process. Find the link for this process on the NYS-MEP website: <https://www.nysmigrant.org/resources/pd>