

Vocabulary Instruction in the Content-Areas

Twitter: @j_trussell #BestPracticesDeafEd2018

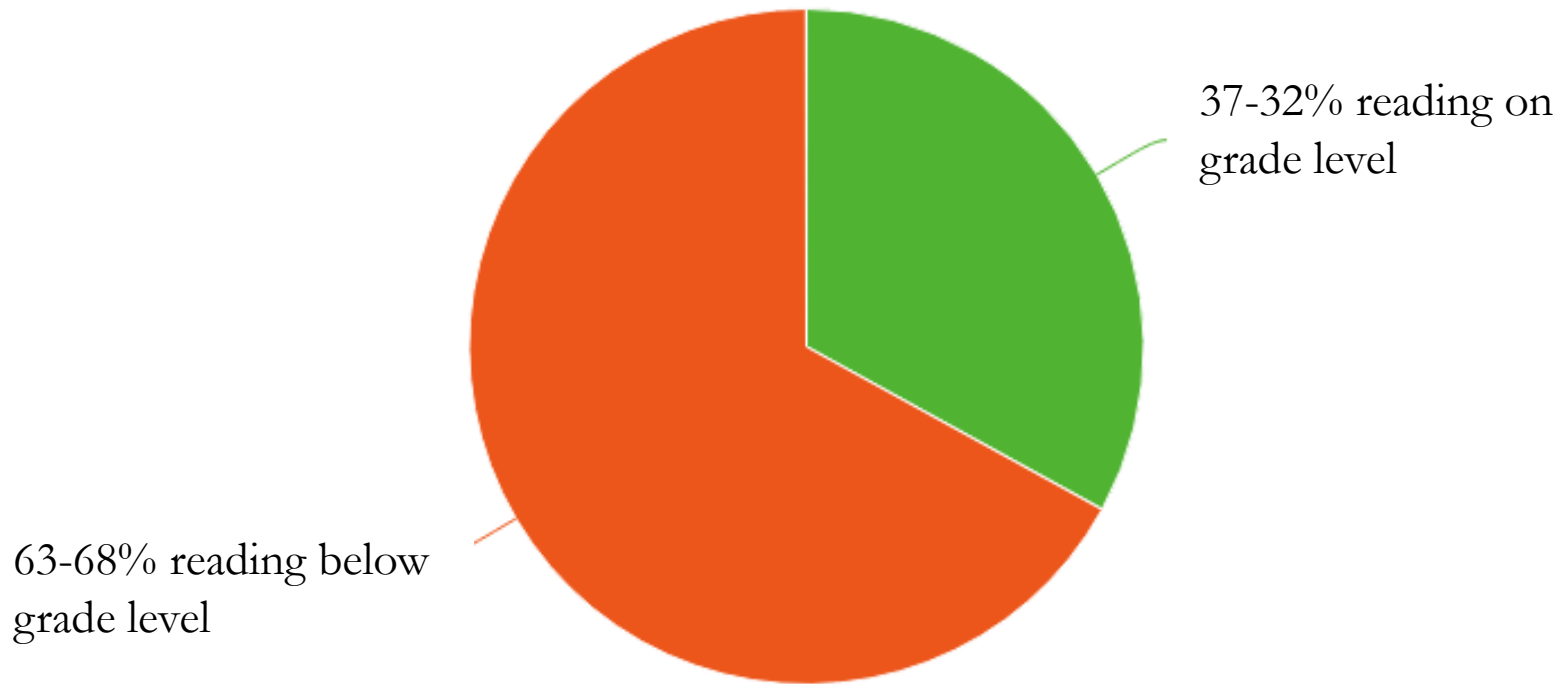
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Best Practices in Mainstream Education of Deaf and Hard of Hearing Students
July 27, 2018

Agenda

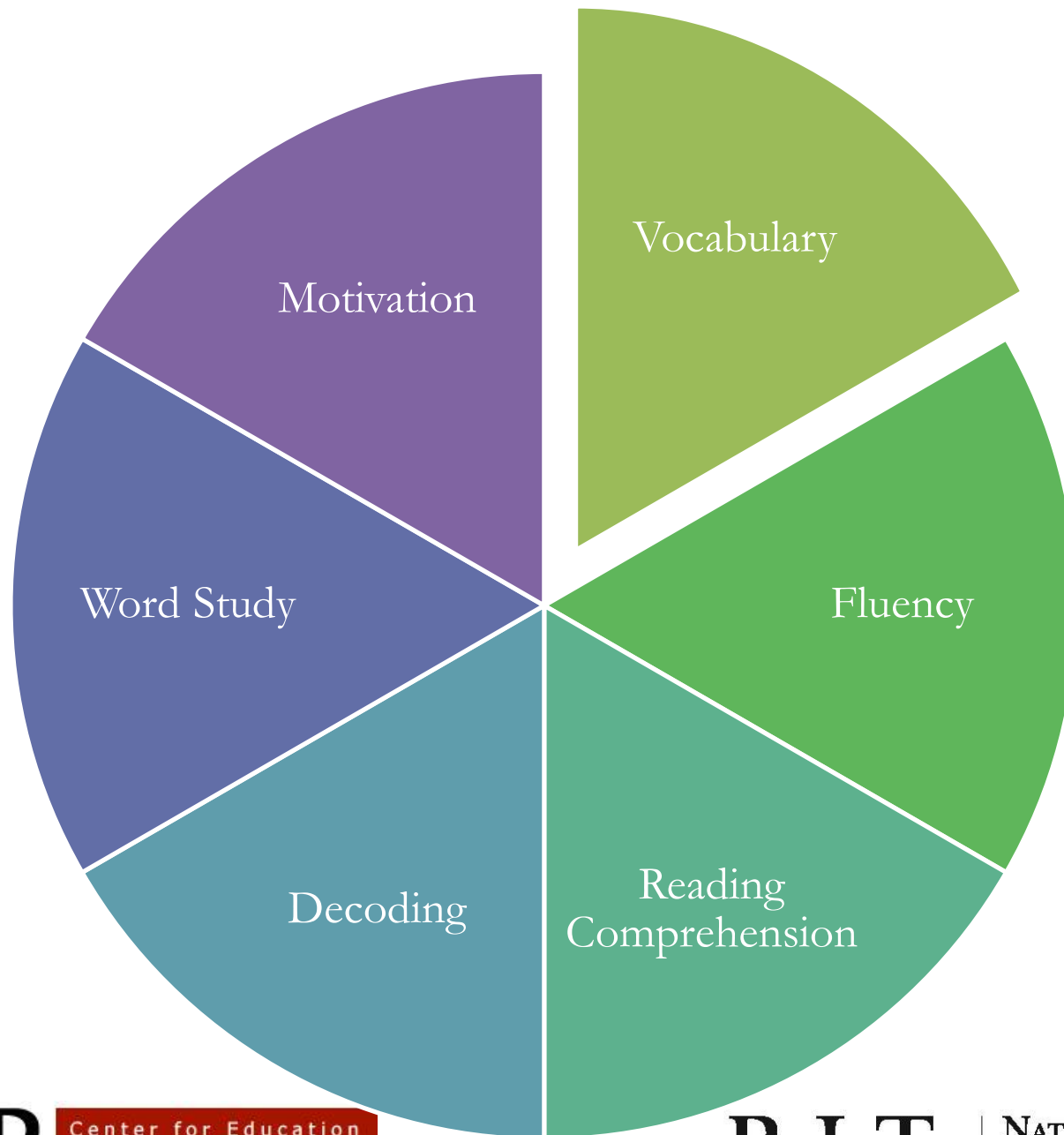
- What is vocabulary and why do we care?
- What is currently happens in vocabulary instruction?
- What strategies are best for teaching vocabulary in the content-areas?

Adolescent Readers with Disabilities: A Call to Action



National Assessment of Educational Progress, 2015





What are we doing now?

In English Language Arts Classes:

- 39% of vocabulary instructional time is dedicated to definitions, mostly through dictionary and worksheets

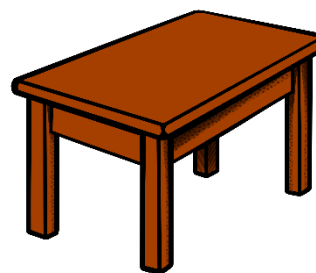
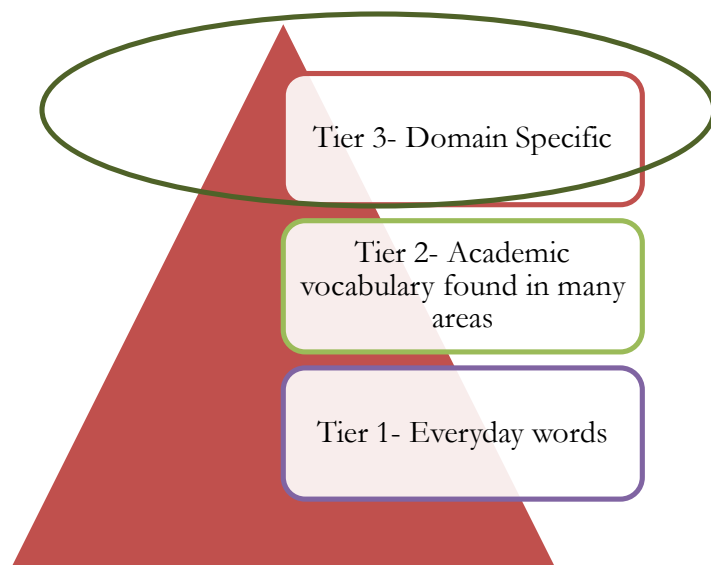
In the content-areas:

- 1.4% of instructional time is devoted to vocabulary development

» Scott, Jamieson-Noel & Asselin, 2003

Vocabulary in the Content-Areas

Vocabulary Term	I've never heard of the term	I've seen or heard of this term before	I think I know this term	I know this term and can explain it
Infection	1	2	3	4
Nutrients	1	2	3	4
Sternum	1	2	3	4



Test Scores

Interval	Tally	Frequency
90-100		10
80-89		3
70-79		5
60-69		2
Below 60		1

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What is Vocabulary?

- Storehouse of words and their meaning that students use to plan expressive language, understand receptive language, and to comprehend text

» Moats, 2005

Vocabulary Instruction for all Content-Areas

Integration	Must relate new words to known words and concepts
Repetition	Many opportunities to see and use the word
Meaningful Use	Actively engaging the students in higher level processing when using the new words

Nagy, 1988

Model Word Solving

1. Context Clues
2. Word Parts
3. Resources

Wide Reading



Vocabulary Self Selection

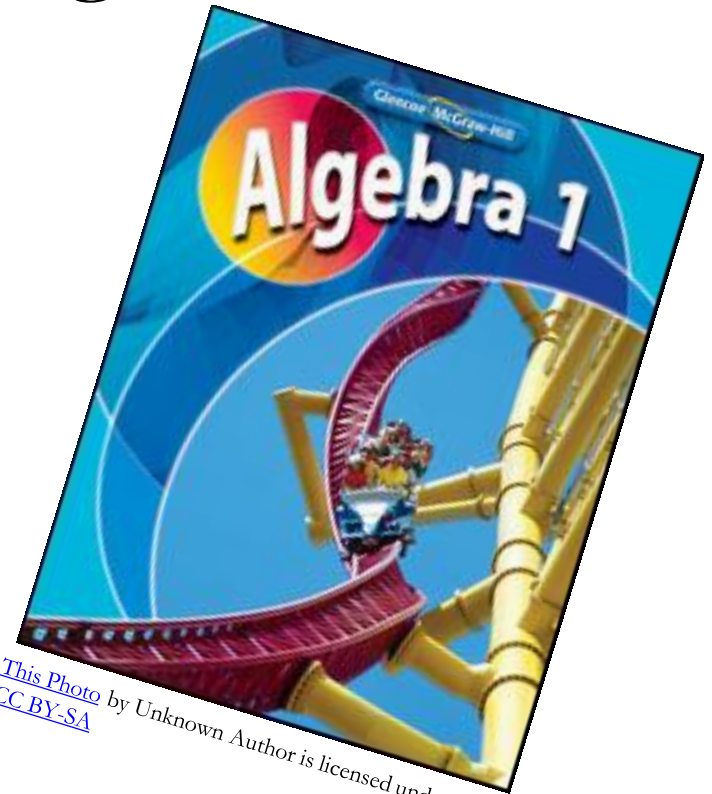
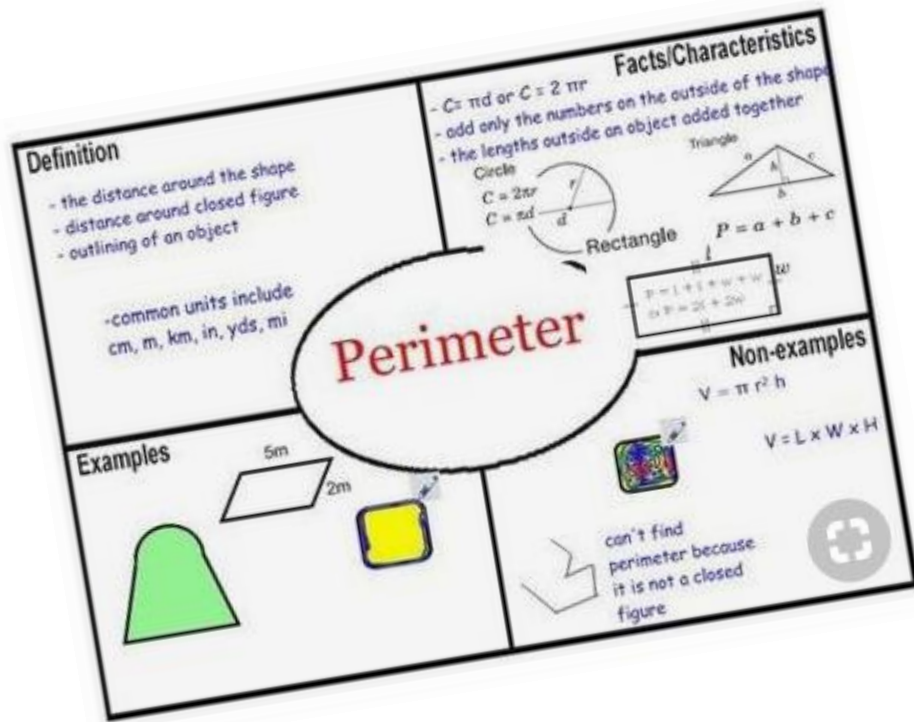
- Choose words.
- Present to the teacher
 - Where the word is found?
 - What do they think it means?
 - Why do they think it should be on the word list?
- Record words in a personal vocabulary journal.

Contextual Redefinition

Predict the definition of each word based on schema and word parts. Read the passage and revise the definition for each word based on the context provided in the text. Determine the types of clues that helped you understand the meaning of the words: definition/explanation, synonym/restatement, antonym/contrast, inference/general, and punctuation context.

Word	Predicted Definition	Definition Based On Context	Context Clues Used

Vocabulary Learning in Math



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English versus “Math” English

Quadri+later+al= quadrilateral

Vocabulary Learning in Social Studies

- Teach geographic place vocabulary
- Pre-teach vocabulary terms
- Spoken word activity (Grubaugh & Metzger, 1986)
 - Student presents their ideas about the word, defines the words and provides an example from their personal experiences
- Categorize words: people, places and events
- Word parts: infra + structure = Infrastructure

Vocabulary Learning in Science



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Possible Sentences Strategy

One word... Three morphemes

Constellation= con + stella + tion

Can you think of other words that include con- or stella?

Con- With, together, relating to

Stella - stars

-tion - State or condition of

Possible Sentences

Reading

Writing

Vocabulary

Words

Math

Science

Teacher

Student

1. Define the words and pair related words.
2. Write sentences using your word pairs. The sentences should be ones that you expect to read in the text.
3. Read the text and compare your sentences.
4. Correct any of your possible sentences.

Vocabulary Learning in Science



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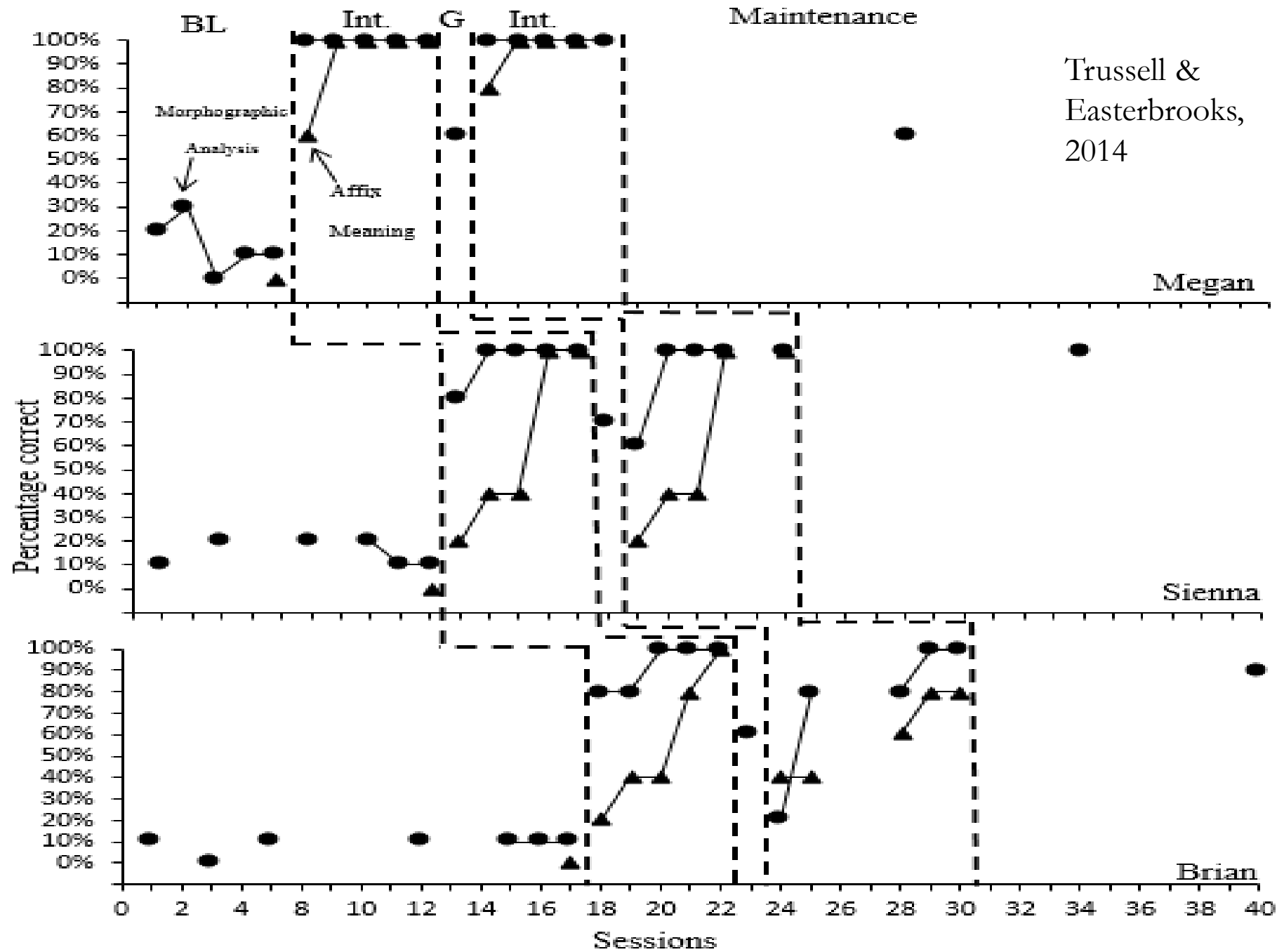
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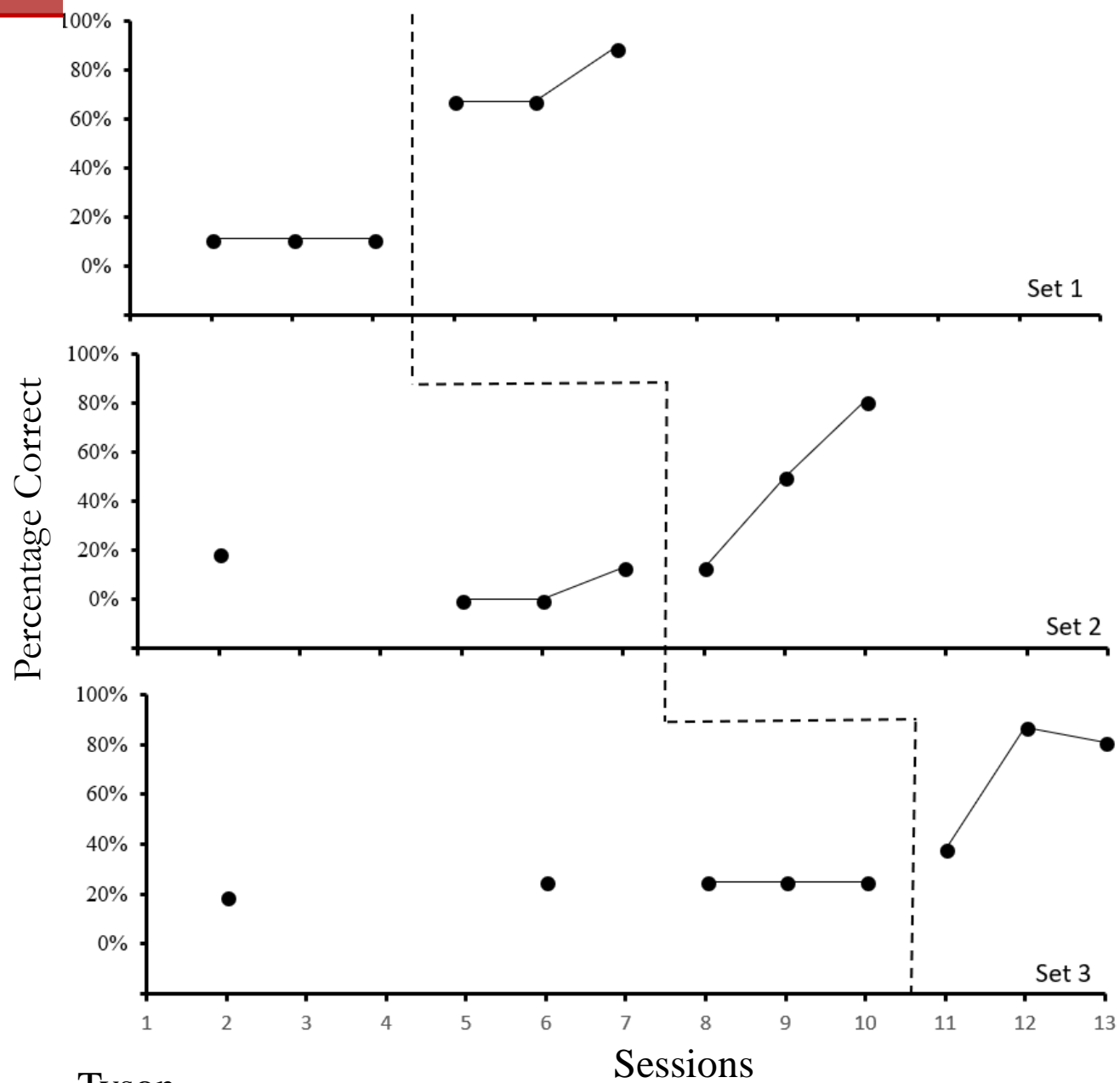
What have all the content-area strategies
had in common?

When researchers start talking about
their research...

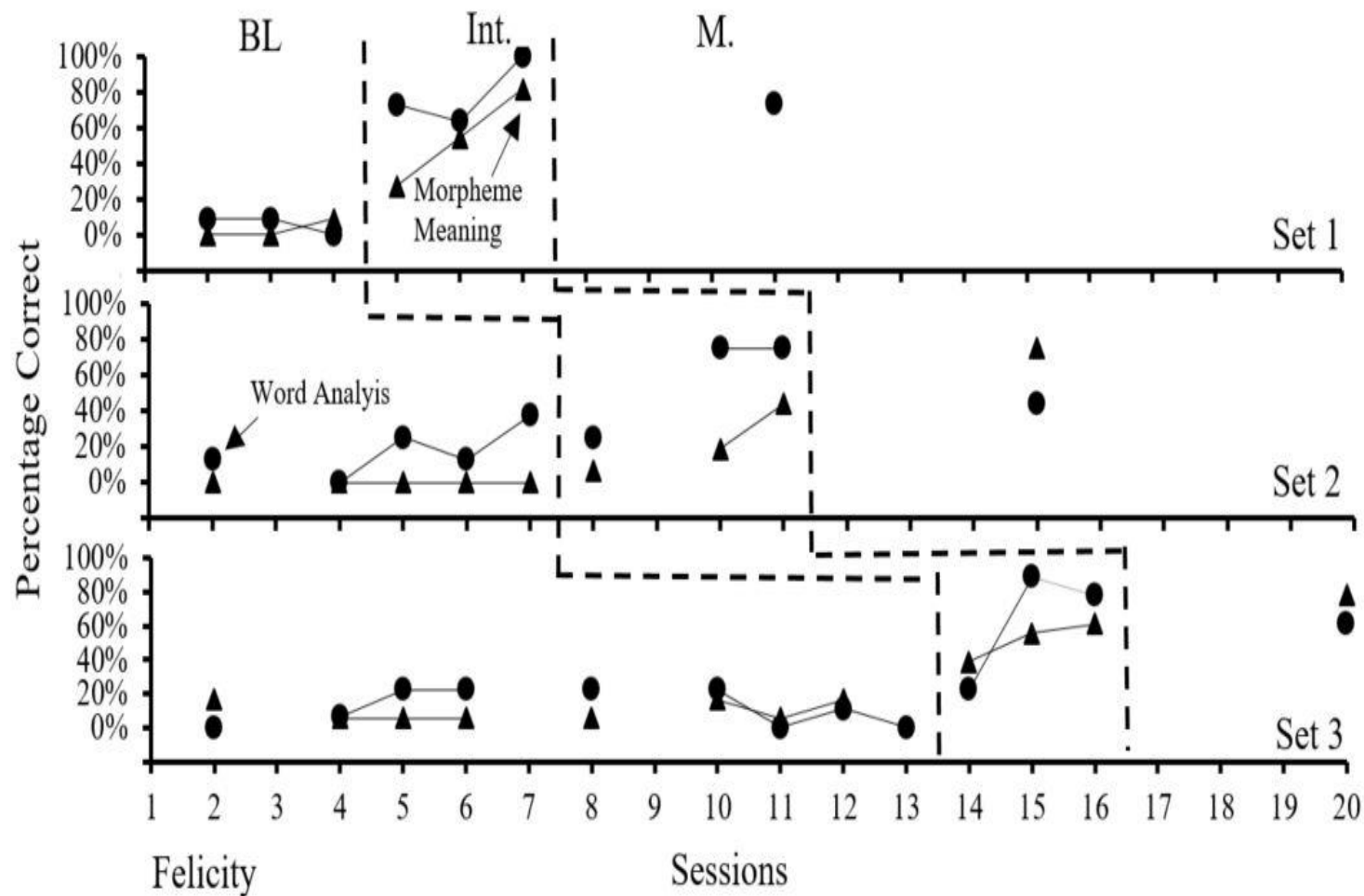


Trussell &
Easterbrooks,
2014

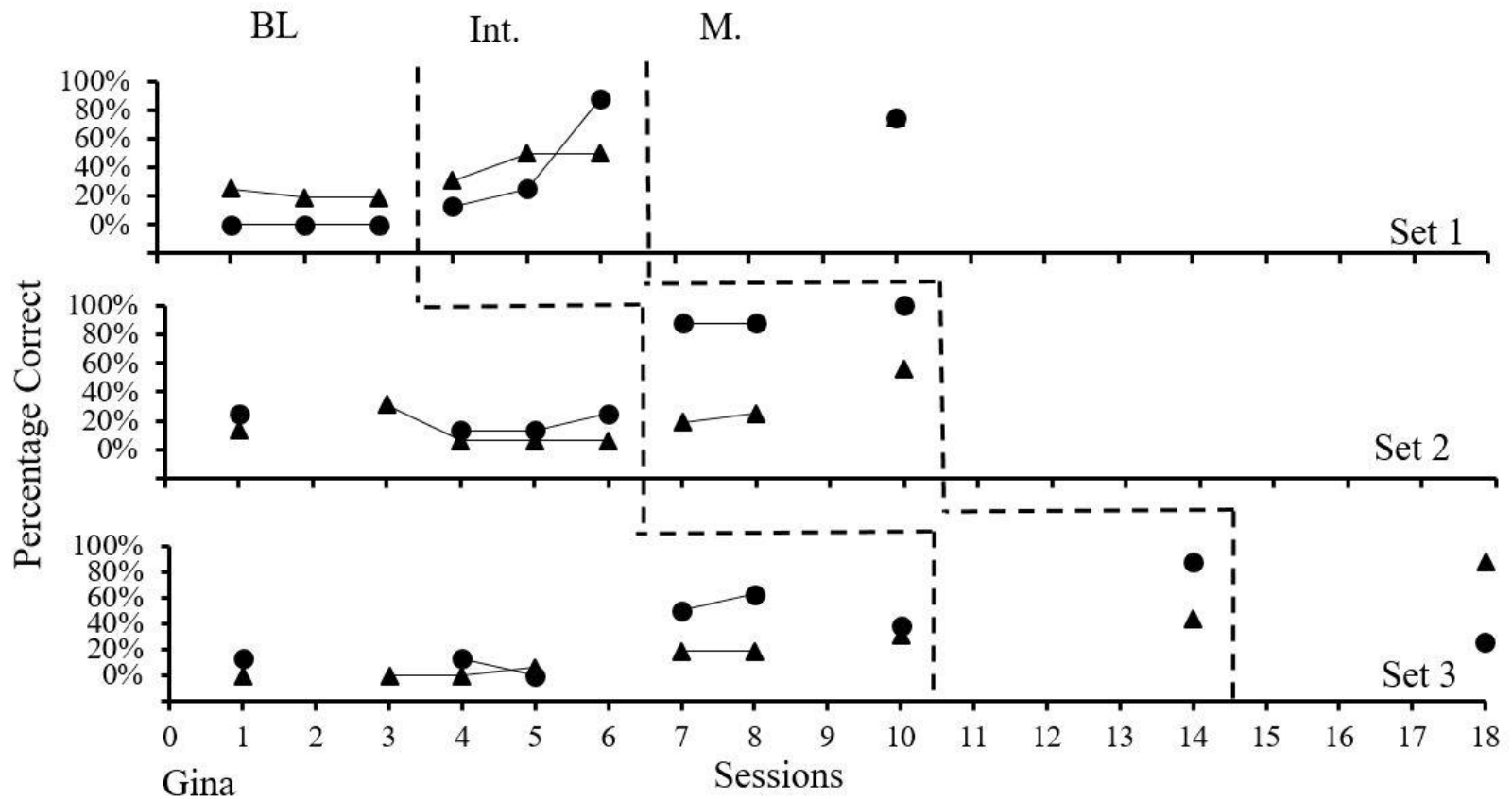




Tyson



Trussell et al., 2018



Trussell et al., 2018

Word Detectives Approach

- teach the affixes and roots as well as their meanings
- analyze a word's structure using morphological knowledge.
- teach the rules for combining morphemes
- use the surrounding words in a sentence to check the meaning of the words (Berninger et al, 2003)

Word Detectives

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“We know too much to say we know too little, and we know too little to say that we know enough. Indeed, language is difficult to put into words.”

- Baumann & Kameenui, 1991

Thank you!

- Any questions about this presentation?