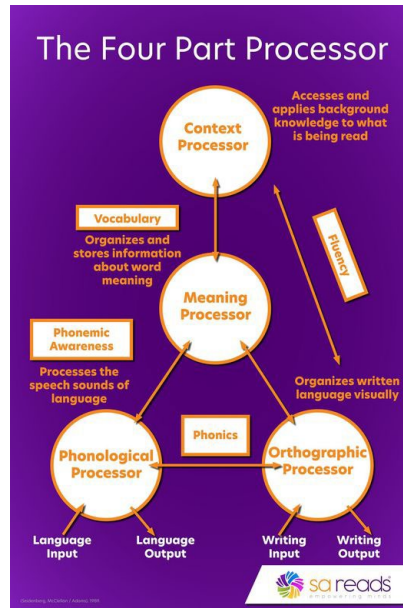
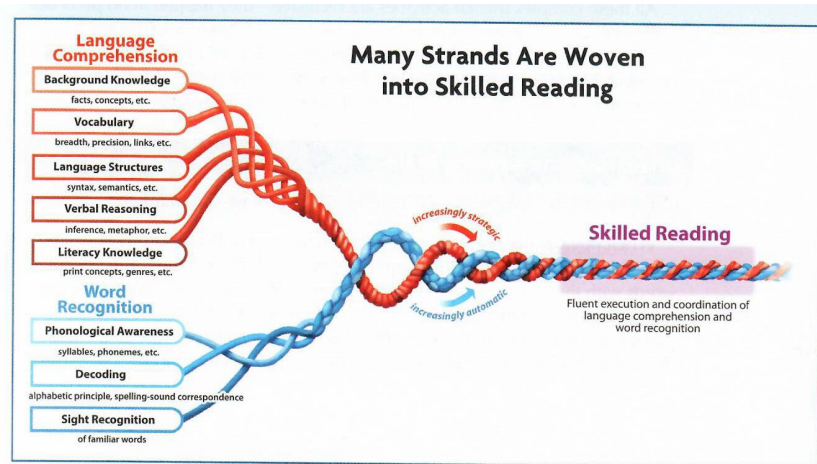


GUIDED NOTES: SESSION 4

Circle on the 4-Part Processor where vocabulary occurs



Circle on Scarborough's Rope where vocabulary occurs.



Why is vocabulary important (maybe even arguably the MOST important component) to the reading process?

What are the 4 vocabularies? Circle the receptive vocabularies. Put a box around the expressive vocabularies.

Define each of the following:

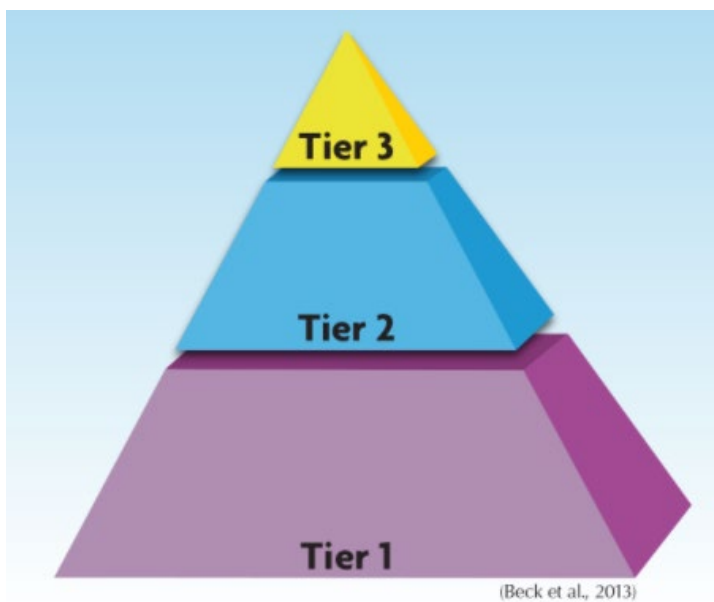
1. Phonological Lexicon:

2. Semantic Lexicon:

What percentage of individual word knowledge account for the variance in reading comprehension?

Draw a picture that represents the difference between "breadth" and "depth."

Write a brief description of each tier of words (I, II, and III) by the pyramid below.



About how many words should a teacher set a goal to explicitly teach in a school year?

Every vocabulary strategy should focus on which three components?

- 1.
- 2.
- 3.

What three ways can incidental instruction of vocabulary words occur?

- 1.
- 2.
- 3.

What grade(s) can students usually begin reading independently?

What are 3 independent word-learning strategies a student can utilize?

- 1.
- 2.
- 3.

Sample Test Questions:

1. A third-grade teacher's reading instruction includes sources from multiple content areas. During a science lesson, students are reading a trade book about plants; the book contains many new and difficult vocabulary words, such as "chlorophyll," "germinate," and "photosynthesis." Which of the following teaching activities will best help the students develop an understanding of the new words?
 - A. Making lists of words from the science book to post on a word wall in the classroom
 - B. Planning direct instruction using multimedia methods to introduce words in rich contexts
 - C. Having students assume definitions for the new words and relate them to words they already know
 - D. Giving the students Venn diagrams to sort the new vocabulary into well-defined categories

2. A fourth-grade teacher works with a small group of students who decode well but demonstrate poor comprehension. Through various informal assessments, the teacher determines that the students do not effectively apply knowledge of prefixes, suffixes, roots, and bases when words change form, and therefore students often lack understanding of academic text. Which THREE of the following activities best help students improve morphological analysis for better reading comprehension?
 - A. Combining word parts written on cards to form new words
 - B. Making lists of words with similar affixes in a vocabulary notebook
 - C. Completing a cloze by using a bank of word parts to fill in blanks in sentences
 - D. Examining word affixes and roots on semantic map posters
 - E. Studying words with common bases and roots for a spelling quiz

3. Which of the following is the most effective strategy for building and extending students' vocabulary knowledge?
 - A. Showing students how to use roots and affixes to determine meanings
 - B. Asking students to use unfamiliar words in a sentence
 - C. Asking students to look up the definitions of unfamiliar words to determine meanings
 - D. Requiring students to memorize the spelling of unfamiliar words

4. A kindergarten teacher prepares to use an interactive read-aloud to enhance students' vocabulary knowledge. Which of the following best describes a guideline the teacher should adhere to when selecting the vocabulary words the students will learn?
 - A. Words that are abstract in meaning should be chosen, because they require more frequent exposure before students can conceptualize them.
 - B. Words that are used multiple times should be chosen, because they provide students with repeated exposure in a meaningful context.
 - C. Words that represent a variety of disparate themes should be chosen, because they help to broaden students' background knowledge.
 - D. Words that are unique to an individual text should be chosen, because they are not likely to be seen elsewhere by students.

5. A teacher provides students with sentences to use to determine the meanings of words according to their contexts. Which of the following sentences best fulfills the teacher's purpose?
 - A. "Decomposers" are beneficial to the environment.
 - B. Please "reanalyze" the errors in the assignment.
 - C. "Omnivorous" animals prefer eating both plants and meat.
 - D. My "radius" is broken, but the doctor says the injury is not life threatening.

6. When using a newspaper article for a shared reading activity, no students in the class can explain the meaning of the word “absence” in the following passage.

Sam was chosen because he is considered the best investigator of mechanical failures. The bridge collapsed overnight, yet the video shows no people, animals, or warnings of a problem. Sam read the report twice, yet he still could not overcome the absence of cause and gain a clear understanding about the factors that explained the disaster.

Based on the passage, which of the following teacher-directed questions is most appropriate for students learning to identify the meaning of unknown words?

- A. Which definition in the dictionary explains the meaning of the word “absence”?
 - B. Was Sam confused because there were no people or animals near the bridge?
 - C. How would you use the word “absence” in a sentence?
 - D. Do the surrounding words offer a clue about the meaning of the word “absence”?
7. The instructional strategy list-group-label is most effective for teaching which of the following?
- A. Vocabulary
 - B. Phonics skills
 - C. Concepts
 - D. Phonological Awareness
8. While reading a short passage from a realistic fiction story aloud to the class, a student reads the following sentence.

“I didn’t think what I had done was so bad, but my mother sure knows how to make a mountain out of a molehill.”

The teacher focuses the students’ attention on the author’s use of the phrase “to make a mountain out of a molehill” as an example of figurative language. Which of the following teacher actions is the most appropriate next step in helping students understand the phrase?

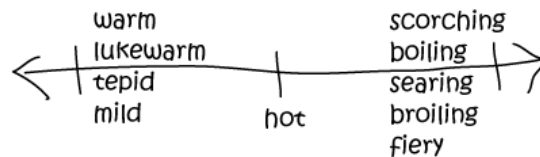
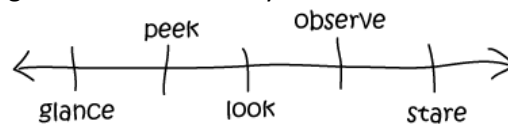
- A. Having students recall other texts in which an author has used other unique linguistic structures
- B. Asking students to decide whether the literal meaning of the phrase is the author’s intended message
- C. Adding the phrase to a student-created poster of author’s tools used to convey meaning by using language in interesting ways
- D. Requiring that students write explanations of their personal reactions to the author’s purpose for selecting the phrase to convey meaning

9. The following sentence appears in a nonfiction book that fourth-grade students are reading in class. Unfamiliar words selected by students are underlined in the excerpt.

The duck-billed platypus is a peculiar animal in that its snout, which does not look like a nose, helps it recognize sources of food.

Which of the following instructional methods will best help students understand and retain the meaning of the new words?

- A. Asking students to look up the definitions of the words and write them in their reading journals
 - B. Helping students find easily understood synonyms for each word and write them in place of the new vocabulary
 - C. Advising students to examine the use of each word in context and narrow connotations for the words to a singular context
 - D. Discussing each new word by asking students probing questions that require the students to support their answers with reasoning
10. A fifth-grade teacher wants students to create semantic gradients like the ones below to expand their understanding of known vocabulary words.



The teacher provides students with a children's thesaurus to help them complete the assignment. Which of the following is a major limitation of using only a thesaurus for this activity?

- A. The students may not be able to spell the words correctly.
- B. A thesaurus does not distinguish between shades of meaning.
- C. Students cannot distinguish between synonyms and antonyms.
- D. The thesaurus does not have a wide variety of words in it.

11. A teacher designs a lesson on black holes as part of a unit on the solar system. Before reading the following paragraphs to the students, the teacher underlines words that are likely to be unfamiliar to them.

A black hole is a region in space where the pulling force of gravity is so strong that light is not able to escape. The strong gravity occurs because matter has been pressed into a tiny space. This compression can take place at the end of a star's life. Some black holes are a result of dying stars.

Because no light can escape, black holes are invisible. However, space telescopes with special instruments can help find black holes. They can observe the behavior of material and stars that are very close to black holes.

Which of the following instructional strategies is most appropriate to use to develop students' deep understanding of the meaning of the targeted underlined words?

- A. Having students refer to a dictionary or science Web site to locate the etymology of each underlined word, study it, and record it in a reading journal
 - B. Having students create a visual organizer that displays a definition, synonyms and antonyms, examples and nonexamples, and one or two contextual uses for each underlined word
 - C. Asking students to independently locate each underlined word in a reference source, write the definition of each word using their own words in a journal, and share personal findings with peers
 - D. Asking students to add the underlined words to personal word banks in their journals, use each word in a sentence, and prepare note cards to use for periodic review and practice activities
12. A fifth-grade student applies metacognitive strategies learned during instruction while reading a novel of choice during free-reading time. While conferencing with the teacher about the novel, the student mentions that there are many unfamiliar vocabulary words in the text. Which of the following metacognitive strategies is best for the teacher to suggest when helping the student decipher unknown vocabulary?
- A. Making notes in the margins of the novel
 - B. Using context clues and knowledge of affixes
 - C. Completing a self-created graphic organizer while reading
 - D. Going back to reread text for clarification

13. Ms. Kirkpatrick, a fifth-grade teacher, writes the following sentences on the whiteboard.

While walking through the woods, I saw a vixen and her six pups. I was amazed at the beauty of the red pelt that covered her body.

The teacher begins a lesson on ways to determine the meaning of the unknown underlined word in the sentence by sharing ideas aloud with students while mentally processing information the author provides. Ms. Kirkpatrick then writes her thoughts on the board, indicating that what the unknown word describes must be an animal, a female, and have red fur.

The teacher's instructional strategy helps students to develop word knowledge by figuring out the meaning of an unknown word using primarily which of the following types of context clues?

- A. Giving information about word meaning by using signal words that show contrast to the unknown word
- B. Looking for other words or phrases that define an unknown word directly and clearly in the sentence in which it appears
- C. Restating a word's meaning by using other terms in a sentence with similar meanings to the unknown word's meaning
- D. Unlocking a word's meaning that is not directly described but needs to be inferred based on information given by an author

Constructed Response

Read the scenario below and then respond to the TWO tasks in the answer sheet booklet. The suggested time to spend on this question is 10 minutes.

Scenario

A fourth-grade teacher plans to have students read an informational article about animals that live in the Serengeti National Park in Tanzania. In preparing for instruction, the teacher recognizes that students may not have previously encountered a variety of the multisyllabic, domain-specific words in the text and plans to provide instruction in strategies to decode and determine the meaning of the new vocabulary. The teacher's plan also includes providing instruction in the features of text students will encounter to support students' comprehension of the material as they read.

Tasks

- I. Identify and describe TWO word-learning skills for which the teacher can provide explicit instruction to help students decode and determine the meaning of unfamiliar multisyllabic, domain-specific vocabulary.
- II. List TWO text features students may encounter that the teacher can introduce before students read the informational article. Briefly explain the purpose of each text feature listed.