

Vocabulary Intervention Toolbox

June 16, 2018

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Young Child:

Conversations between child and parents were the most influential contributors to vocabulary before school entry (Hart & Risley, 1995)

List of conversation tips:

- Get on child's level
- Ask open-ended questions
- Rehash today's events
- Planning experiences based on children's interests
- Provide play-based learning experiences and talk to them throughout the event
- Talk about a wide variety of topics
- Use gestures and objects to illustrate the meaning of words if necessary
- Engage children in pretending and making up stories
- Draw something next to a child and make up a story about it

Children learn word meanings indirectly in 3 ways:

1. Daily conversations and oral language experience with adults and other children
2. Listening to adults read to them
3. Reading extensively on their own

Definition of Explicit Vocabulary Instruction:

National Reading Panel defined explicit vocabulary instruction as that which provides children with direct definitions and other attributes of words to be learned

Average child needs 12-15 exposures for a new word to become automatic

2 Evidence-Based Methods to Select Target Vocabulary Words:

1. Andrew Biemiller – Words Worth Teaching – Closing the Vocabulary Gap
2. Beck, McKeown, and Kucan- Tier System

Additional Resources for Building Academic Knowledge:

1. Building Background Knowledge for Academic Achievement by Robert Marzano
2. Bringing Words to Life Robust Vocabulary Instruction (2nd Edition) by Beck, McKeown, and Kucan

3. Creating Robust Vocabulary – Frequently asked questions and extended examples by Beck, McKeown, and Kucan

9 Evidence-Based Vocabulary Intervention Techniques

1. Lexical Depth – synonyms, antonyms, word sorts, and similarities and differences
2. Use the target vocabulary word in a sentence
3. Morphology
4. Phonology
5. Contexts
6. Active Engagement
7. Repetition
8. Definition
9. Demonstration

Acronym: LUMP CARDD

Informal Vocabulary Assessment

- a) Formative
- b) Summative

Understanding falls into 2 categories

- 1) Discrimination tasks
- 2) Generative tasks

Vocabulary IEP Objectives (2 Examples)

Within 36 instructional weeks, when provided with minimal prompts and visual cues, the “Student” will demonstrate understanding and use age-appropriate academic vocabulary by providing synonyms, antonyms, generating examples, and/or answering specific questions regarding the target vocabulary word with accuracy with minimal cues.

Within 36 instructional weeks, when provided with minimal prompts and visual cues, the “Student” will demonstrate understanding and use age-appropriate curriculum vocabulary during therapy and classroom activities. Success will be measured using observations and therapy notes/data with 85% accuracy with minimal cues.

4 Types of Vocabulary

1. Listening
2. Speaking
3. Reading
4. Writing

Reading is the most important mechanism for vocabulary development as they get older (Anderson & Nagy, 1992).

Contexts:

Encouraging children's exposures to novel words outside of the book reading context may prove helpful for promoting flexible and generalized use of target words (Kaderavek & Justice, 2002).

Resources for Secondary Education:

Academic Word Lists Words (Coxhead, 2000)

Reading Sage – High Incidence Academic Vocabulary

Idioms and Context Clues:

Idioms may be learned through repeated exposures in both spoken and written language. Then, the students gradually infer its meanings from the context. (Nippold & Martin, 1989).

Context Clues:

Directive Context Clues

General Context Clues

Nondirective Context Clues

Misdirective Context Clues

