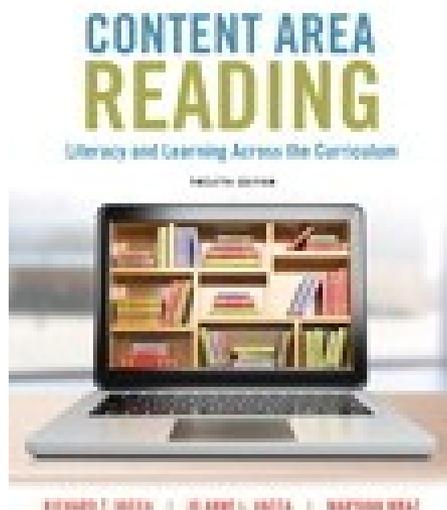


Content Area Reading: Literacy and Learning Across the Curriculum

12th edition

Vacca, Vacca, and Mraz



Chapter 8 Developing Vocabulary and Concepts

Developed by:
Jean Vintinner, Ph.D.
UNC Charlotte

Organizing Principle

- Teaching words well means giving students multiple opportunities to develop word meanings and learn how words are conceptually related to one another in the texts they are studying.

Frame of Mind

- Why should the language of an academic discipline be taught within the context of concept development?
- What are the relationships among experiences, concepts, and words?
- How can a teacher activate what students know about words and help them make connections among related words?

Frame of Mind

- How do graphic organizers help students anticipate and understand important concepts in content area texts?
- How do activities for vocabulary and concept development help students refine their knowledge of special and technical vocabulary?
- How can knowledge of word structure help students to understand word meanings?

Key Terms

- Brainstorming
- Categorization
- Closed word sort
- Concept of Definition (CD) Word Map
- Concept circles
- General vocabulary
- Graphic organizer
- Knowledge ratings
- List-Group-Label
- Logographic clues
- Magic Squares
- Modified cloze

Key Terms

- Morpheme
- Open word sorts
- OPIN
- Semantic feature analysis (SFA)
- Special vocabulary
- Syntactic and semantic clues
- Technical vocabulary
- Typographic clues
- Vocabulary self-collection strategy (VSS)
- Vocabulary triangles
- Word exploration

Types of Reading Vocabulary in Textbooks

- General
 - Everyday words with widely acknowledged meanings in common usage
- Special
 - General vocabulary that takes on specialized meanings when adapted to a particular content area
- Technical
 - Words that have usage and application only in a particular subject matter field

Choosing Words on Which to Focus

- Tier 1
 - High-frequency, high-utility words commonly used in everyday language
- Tier 2
 - High-frequency, high-utility words used by more advanced or mature language learners
- Tier 3
 - Low-frequency words needed to understand content area material

(Beck, McKeown, and Kucan [2002], p. 242)

What Are Concepts?

- Create mental images
- Represent anything that can be grouped together by common features or similar criteria
- Reduce the complexity of our environment and the necessity for constant learning

Constructing Graphic Organizers

- Analyze the vocabulary of the learning task.
- Arrange the list of words until you have a scheme that shows the interrelationships among the concepts.
- Add to the scheme vocabulary.
- Evaluate the organizer.
- Introduce the students to the learning task by showing them the scheme.
- As you complete the learning task, relate new information to the organizer where it seems appropriate.

Tips for Effectively Implementing Graphic Organizers

- Be consistent when implementing graphic organizers.
- Use graphic organizers to coherently depict relationships among concepts.
- Seek creative ways to integrate graphic organizers across content areas and throughout different stages of a lesson or unit.

Activating What Students Know about Words

- Word Exploration
- Brainstorming
- List-Group-Label
- Word Sorts
 - Open word sorts
 - Closed word sorts
- Knowledge Ratings

Implementing the Vocabulary Self-Collection Strategy (VSS)

- Divide the class into nominating teams of two to five students.
- Present the word that each team has selected to the entire class.
 - Where is the word found in the text?
 - What do the team members think the word means?
 - Why did the team think the class should learn the word?

Concept of Definition (CD) Word Maps

Three types of relationships:

- General class or category in which the concept belongs
- The attributes or properties of the concept and those that distinguish it from other members of the category
- Examples or illustrations of the concept

Reinforcing and Extending Vocabulary

- Semantic Feature Analysis (SFA)
- Categorization Activities
- Concept Circles
- Vocabulary Triangles
- Magic Squares

Vocabulary-Building Strategies

- Using context to approximate meaning
 - Typographic clues
 - Syntactic and semantic clues
 - Logographic cues
- Context-related activities
 - Modified cloze passages
 - OPIN
 - Word structure
 - Using the dictionary as a strategic resource

Types of Syntactic and Semantic Contextual Clues

- Definition
- Linked synonyms
- Direct description
 - Examples
 - Modifiers
 - Restatements
- Contrast
- Cause and effect
- Mood and tone

Word Structure

- Morpheme: smallest unit of meaning in a word
- Reciprocal relationship between morphology knowledge and vocabulary knowledge.

Tips for Using the Dictionary as a Strategic Resource

- Help students determine the “best fit” between a word and its definition.
- If you do assign a list of words to look up in a dictionary, choose them selectively.
- Help students with the pronunciation key in a glossary or dictionary as the need arises.