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for downloadable resources.

Companion Website Resources

Access these resources on the book's companion website at
www.corwin.com/vocabularyiscomprehension

Chapter 2

Reproducible Forms

- Understanding Descriptive Words to Visualize
- Make and Define Multisyllable Words
- Understanding Personification
- Write to Show Understanding of Words
- Synonyms, Antonyms, and Multiple Meanings
- Concept T-Chart
- Connotations and Associations
- Tweeting to Show Understanding ("The Gettysburg Address")
- Four Words
- Multiple Forms, Multiple Meanings

Complex Texts

- Chapter I, "My Early Home," From *Black Beauty* by Anna Sewell
- Excerpt From *Horrible Henry* by Jaime Lockhart
- Excerpt From "The Nightingale" by Hans Christian Andersen
- "The Nightingale" by Hans Christian Andersen
- Excerpt From *Two Regions in Our Solar System* by Lucas Hustick
- Excerpt From *Athena and Arachne* retold by Allen Brownwell
- Athena and Arachne* retold by Allen Brownwell
- Excerpt From *Narrative of the Life of Frederick Douglass* by Frederick Douglass
- Excerpt From *Narrative of the Life of Frederick Douglass* by Frederick Douglass (Longer Excerpt)
- "The King and the Shirt" by Leo Tolstoy
- "The Two Brothers" by Leo Tolstoy
- "The Gettysburg Address" by Abraham Lincoln
- Sojourner Truth's Speech "Ain't I a Woman?"
- Excerpt From "The Canterville Ghost" by Oscar Wilde

Chapter 3

Reproducible Forms

- Alliteration ("Three Things to Remember")
- Alliteration ("O Wind, Why Do You Never Rest")
- Metaphor ("The Highwayman")
- Metaphor ("Forecast")
- Onomatopoeia ("A Train Went Through a Burial Ground")
- Onomatopoeia ("Bedtime")
- Repetition ("It's All I Have to Bring Today")
- Repetition ("If I Can Stop One Heart From Breaking")
- Simile ("Flint")

Simile (“Frost”)
Symbols and Symbolism (“The Land of Counterpane”)
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Idioms
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First Steps: Feel, Talk, and Write About the Poem
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Complex Texts
First Stanza From “The Raven” by Edgar Allan Poe
“She Sweeps With Many Colored Brooms” by Emily Dickinson
Excerpt From “The Village Blacksmith” by Henry Wadsworth Longfellow
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Twenty Most Common Suffixes
Words in Different Situations
Related or Unrelated
Make Words With Prefixes, Suffixes, and Roots
Make Words With Prefixes
Denotative and Connotative Meanings of Words

Chapter 5

Reproducible Forms
Rate Your Own Word Knowledge
ABC List and Link
Concept Map and Writing
Words in the World
Create Original Analogies
Types of Analogies
Tweeting to Show Understanding (Word Learning)
Complex Texts
1866 Public Resolution

Chapter 6

Reproducible Forms
Vocabulary Lesson Observation Form
3–2–1 Self-Evaluation
Checklist for Self-Evaluating Vocabulary Learning

Complex Texts

- Excerpt From *Twelve Years a Slave*, Narrative of Solomon Northup
- Excerpt From Chapter 3, *Twelve Years a Slave*, Narrative of Solomon Northup (Longer Excerpt)
- “August Heat” by Anonymous
- “A Word Is Dead” by Emily Dickinson

Additional Resources

- Academic Word List: Most Frequent Words in Families
- Burke Academic Vocabulary List
- Coxhead General Academic Word List
- Greek and Latin Roots
- More About Figurative Language
- Student Vocabulary Survey
- Ten Ways Students Can Expand Their Vocabularies
- Vocabulary Lists for Fourth–Eighth Grades

Additional Poems for Extra Practice

Alliteration

- “Song of the Witches” by William Shakespeare
- “Loveliest of Trees, the Cherry Now” by A. E. Housman
- “Fairy’s Song” by William Shakespeare

Personification

- “I’ll Tell You How the Sun Rose” by Emily Dickinson
- “The Wanderer” by Eugene Field
- “Because I Could Not Stop for Death” by Emily Dickinson

Symbols and Symbolism

- “O Captain! My Captain!” by Walt Whitman
- “The Empty Boats” by Vachel Lindsey
- “The Erlking” by Johann Wolfgang von Goethe
- “Woodman, Spare That Tree!” by George Pope Morris

Onomatopoeia

- “The Village Blacksmith” by Henry Wadsworth Longfellow
- “Windy Nights” by Robert Louis Stevenson
- “The Owl” by Alfred, Lord Tennyson

Repetition

- “The Lake Isle of Innisfree” by William Butler Yeats
- “A Diamond or a Coal?” by Christina Rossetti
- “Sea Fever” by John Masefield
- “August Heat” by Anonymous

Simile and Metaphor

- “I Wandered Lonely as a Cloud” by William Wordsworth
- “Roses” by George Eliot
- “A Fantasy” by Sara Teasdale

Denotative and Connotative Meanings

- “Concord Hymn” by Ralph Waldo Emerson

“The Morns Are Meeker Than They Were” by Emily Dickinson

“The Eagle” by Alfred, Lord Tennyson

Additional Poems for Extra Practice for English Language Learners and Developing Readers

Repetition

“If I Can Stop One Heart From Breaking” by Emily Dickinson

“Who Has Seen the Wind?” by Christina Rossetti

Alliteration

“O Wind, Why Do You Never Rest” by Christina Rossetti

“Bedtime” by Anina Robb

Idioms and Expressions

“Expressions” by Christina Rossetti

Simile and Metaphor

“Fog” by Carl Sandburg

“Frost” by Anina Robb

“Forecast” by Anina Robb

Denotative and Connotative Meanings

“The Kind Moon” by Sara Teasdale

“How Doth the Little Crocodile” by Lewis Carroll

Complex Texts by Genre

Access these texts on the book's companion website at
www.corwin.com/vocabularyiscomprehension

Poems

Anonymous.....	“August Heat”
Author unknown, a traditional Anglo-Scottish ballad.....	“Lord Randal”
William Blake	“Three Things to Remember”
Emily Dickinson.....	“Because I Could Not Stop for Death”
	“I Like to See It Lap the Miles”
	“If I Can Stop One Heart From Breaking”
	“I’ll Tell You How the Sun Rose”
	“I’m Nobody”
	“It’s All I Have to Bring Today”
	“The Morns Are Meeker Than They Were”
	“She Sweeps With Many Colored Brooms”
	“There Is No Frigate Like a Book”
	“To Make a Prairie”
	“A Train Went Through a Burial Ground”
	“A Word Is Dead”
John Donne	“No Man Is an Island”
George Eliot.....	“Roses”
Ralph Waldo Emerson.....	“Concord Hymn”
Eugene Field.....	“The Wanderer”
Robert Frost.....	“The Road Not Taken”
Johann Wolfgang von Goethe	“The Erlking”
A. E. Housman.....	“Loveliest of Trees, the Cherry Now”
Vachel Lindsey	“The Empty Boats”
Henry Wadsworth Longfellow	“The Village Blacksmith”
John Masefield	“Sea Fever”
George Pope Morris.....	“Woodman, Spare That Tree!”
Alfred Noyes	“The Highwayman” (first stanza)
Edgar Allan Poe	“The Raven” (first stanza)
Anina Robb.....	“Bedtime”
	“Forecast”
	“Frost”
Christina Rossetti	“A Chill”
	“A Diamond or a Coal?”
	“Expressions”
	“Flint”
	“O Wind, Why Do You Never Rest”
	“Who Has Seen the Wind?”
Carl Sandburg	“Fog”
William Shakespeare.....	“Fairy’s Song”
	“Song of the Witches”

Robert Louis Stevenson	“The Land of Counterpane” “Windy Nights”
Sara Teasdale	“A Fantasy” “The Kind Moon”
Alfred, Lord Tennyson.....	“The Eagle” “The Owl”
Walt Whitman	“O Captain! My Captain!”
William Wordsworth.....	“I Wandered Lonely as a Cloud”
William Butler Yeats.....	“The Lake Isle of Innisfree”

Nonfiction

Frederick Douglass	<i>Narrative of the Life of Frederick Douglass</i> (excerpt)
Lucas Hustick.....	<i>Two Regions in Our Solar System</i> (excerpt)
Abraham Lincoln	“The Gettysburg Address”
Jaime Lockhart.....	<i>Horrible Henry</i> (excerpt)
Solomon Northup	<i>Twelve Years a Slave</i> (excerpt from Chapter 3) <i>Twelve Years a Slave</i> (excerpt)
1866 Public Resolution	
Sojourner Truth.....	“Ain’t I a Woman?”

Fiction

Hans Christian Andersen	“The Nightingale”
Allen Brownwell.....	<i>Athena and Arachne</i> retold
Anna Sewell	<i>Black Beauty</i> (Chapter I, “My Early Home”)
Leo Tolstoy	“The King and the Shirt” “The Two Brothers”
Oscar Wilde.....	“The Canterville Ghost” (excerpt)

How the Research Is Distilled Into This Book

There are many, many books on teaching vocabulary to choose from, and many of them are highly effective. What I'd like to think sets *Vocabulary Is Comprehension* apart from the others is that I'm publishing it in this moment in time when the Common Core is galvanizing us to not only get serious about teaching vocabulary but marrying it to complex text reading. With this in mind, I thought about how best to organize a book so that teachers can easily put "it all"—those many important strands of research on vocabulary and comprehension—into their daily instruction. First, the practical solutions I came up with:

- ▶ Extended lessons chunked into 10 to 15 minutes a day that give students interactions with words over 3 to 5 days
- ▶ 50+ brief, complex text or passages right in the book so students are exposed to complex literary and informational texts
- ▶ A lesson structure that ensures student practice
- ▶ Reproducible practice pages students do in class (or at home)

The Lesson Structure: 10 to 15 Minutes a Day

There is a Goldilocks phenomenon to vocabulary professional books: Some are too big (too academic and broad for a teacher to efficiently put to use), some are too small (the 101 lists and games approach that don't provide students with sound word knowledge), and some are just right because they offer a comfortable amount of daily word learning that reflects what we know about best practice. The lesson structure I outline here I think gives a "just right" framework that appeals to teachers and students with its mix of explicit demonstrations, shared reading, collaborative practice, and independent work:

- ▶ **Title:** The title states the lesson focus
- ▶ **Short Complex Text:** Lessons use an excerpt from a literary or informational text to make the connection between word learning and comprehension concrete. Introduce the lesson using the text and then have students practice with texts online (see www.corwin.com/vocabularyiscomprehension) and texts they are reading independently
- ▶ **Goals:** States what's to be achieved in the lesson and why it matters
- ▶ **Materials:** What students need; what the teacher needs
- ▶ **Tips for ELLs and Developing Readers:** Ideas for adjusting the lesson to meet these students' needs as well as suggestions for scaffolds
- ▶ **Reproducible:** A one-page sheet of tasks that have students think and write about the lesson's new vocabulary. Students complete it on the last day of the sequence
- ▶ **How I Might Follow Up This Lesson:** Suggestions for supporting all learners once students have completed the lesson

The lesson structure is based on the premise that merely "doing" vocabulary once or twice a week won't cut it. The Common Core vocabulary standards apply to all subjects, and therefore we have to up the ante and offer consistent instruction *across the curriculum*. I believe that if we devote 10 to 15 minutes a day on word learning that

relates to general academic vocabulary (Tier Two words) and domain specific vocabulary (Tier Three words), we can make a tremendous difference in students' achievement across the board. Ten to 15 minutes a day can help close the poverty-of-words gap because it provides students with the consistent and comprehensive instruction needed to enlarge academic and domain-specific vocabulary. The remaining chunk of instructional time—a minimum of 30 minutes—is for your curriculum.



Students benefit from one-page reproducible forms that ask them to think and write about new vocabulary after each lesson.

The Big 10 Approach to Reading Words Closely

I knew that beyond a teacher-friendly lesson structure and a nicely succinct time frame, I wanted to devise a concrete method to help teachers execute the lessons in this book—and their own lessons—in a way that honors what we know about literacy *and* what we know about how students best learn. So I developed a list I call “The Big 10,” a handful of principles that will help you teach words in a dynamic array of settings. These principles meet each Common Core vocabulary standard and are based in current research on vocabulary. More than anything, The Big 10 help you truly correlate building students’ rich vocabularies *while they comprehend complex texts*. And they give you an approach to consistently teaching vocabulary as a way to invest in students’ development as readers (Baker, Simmons, & Kame’enui, 1998; Beck, Perfetti, & McKeown, 1982; NAEP, 2011).



#1 Promote Meaningful Talk

Research on early childhood and word learning shouts the importance of talk, listening to others talk, and creating our own oral texts, in learning vocabulary. Clearly, the value of talk at home and in school needs to be reexamined. Meaningful talk is crucial to language development and children’s ability to speak, think, understand, read, write, and communicate. One way children learn words is by hearing them used in diverse contexts, by asking adults questions about words to clarify their understanding, and by discussing them with peers and teachers (Beals, 1997; Graves, 2006; Marzano, 2009a; Rosenberg, 2013; Rowe, 2012). In his book, *Choice Words* (Johnston, 2004), researcher Peter Johnston explains, through classroom literacy stories, how what teachers say and the way they say it affects students’ thinking; he lists questions and statements that enable students to articulate their ideas in meaningful discussions. Johnston states,

If we have learned anything from Vygotsky (1978), it is that “children grow into the intellectual life around them.” That intellectual life is fundamentally social, and language has a special place in it. Because the intellectual life is social, it is also relational and emotional. (p. 2)



#2 Study Word Parts: Roots, Prefixes, Suffixes

Knowing the meanings of Greek and Latin roots and constructing a set of words related to a root enlarges students’ vocabulary and knowledge of word relationships: for example, *inspect, inspector, inspection, inspected, inspecting, introspective*. Rasinski, Padak, and Newton (2008) point out that students learn 1,000 to 4,000 words a year. The study of roots and affixes can enlarge students’ vocabulary because they learn eight or more words related to a root and tip word learning closer to 4,000 than to 1,000 words annually (Rasinski et al., 2008). Baumann and Kame’enui point (2004) out that studying roots and affixes is an efficient way for students to learn multiple words related to a root and the words’ meanings. Since more than 90 percent of English words of two or more syllables are from Greek and Latin roots, it’s crucial to bring this type of word study to all disciplines (Rasinski et al., 2008).

Prefixes change the meanings of words, and knowing their meanings along with the meaning of a specific root can support students’ figuring out unfamiliar words while reading. Analyzing word parts is a surefire way to expand vocabulary and observe relationships among words as well as shore up the decoding of multisyllable words

(Bear, Invernizzi, Templeton, & Johnston, 2011; Ganske, 2008; Graves, 2004; Kinsella, Stump, & Feldman, 2003; Rasinski et al., 2008; Robb, 2013).

#3 Attend to Figurative Language and Connotations



Interpreting figurative language and the connotative meanings and associations of words aids students' comprehension of complex texts. Teach students how to use a text to validate their interpretation of figures of speech and to explain the shades of meaning or connotations of specific words in a text.

An understanding of figurative language in a text can help readers visualize an abstract idea by using an example from the real world. Figurative language assists readers with recall and deepens their comprehension of concepts (Giora, 2003; Glucksberg & McGlone, 2001). For example, in *The Great Fire* by Jim Murphy (2010), the author tells readers that in 1871 Chicago was "bound by a combustible knot." The metaphor of a knot, tying things securely together, heightens students' visualization of Chicago as a city with wooden buildings, surrounded by wooden streets and sidewalks, that was ready to ignite.

Bear et al. (2011) in *Words Their Way* suggest how important it is to develop students' sensitivity to words and figurative language because such sensitivity develops readers who can use words, figures of speech, and denotative and connotative meanings to engage with texts, visualize details, and explore layers of meaning.

#4 Situate Words in Various Contexts



Once students have studied and discussed a word, talk about specific situations that a word works in. Knowing situations supports students' writing to show their understanding of a word (Beck et al., 2013; Moore & Moore, 1986; Robb, 2013; Stahl & Nagy, 2006). For example, take a new word, *gargantuan*, meaning huge, very large: A list of situations where gargantuan can be successfully used include describing Godzilla, the Yeti, a spaceship, an airplane, a mountain, an alien creature, an elephant, a skyscraper, and so on.

Providing model sentences that show students how you use a new word and related words in a specific situation can help them craft their own sentences as well as gain additional insights into how a word functions. Sentences can also be used to preteach vocabulary, for with strong context clues, students can figure out the meaning of new words by the way they will be used in the text (Akhavan, 2007; Beck et al., 2013; Moore & Moore, 1986).

#5 Use New Vocabulary in Writing



Students can write using words and pictures to demonstrate their knowledge of words' meanings, of figurative language and connotations, of how words work in diverse situations, and to show relationships and connections between and among words (Beck et al., 2013; Graham & Hebert, 2010). When the English novelist E. M. Forster wrote, "How do I know what I think until I see what I say?" he called our attention to writing as thinking, analysis of ideas, and problem solving.

The litmus test for whether students have absorbed words into their long-term memories is this: Can they think and talk with these words and use them in essays and stories? A goal of comprehensive, long-term vocabulary instruction is for words to become part of students' DNA so they use them to analyze, think, and problem solve on paper.



#6 Build Concepts

Learning words involves more than knowing a definition and how to use a word to show understanding. Effective word learning includes being able to categorize or group words to show the relationship between words and a concept. For example, *instruments* is a concept with diverse categories. One category of instruments relates to the orchestra: percussion, strings, brass, woodwind instruments. These four categories can be subdivided into the kinds of string, percussion, brass, and woodwind found in orchestras. Concept connections can also look at the instruments included in baroque, symphonic, chamber, or jazz orchestras.

Another way to categorize the concept of instrument is to think of specific professions. A surgeon uses instruments: scalpels, lasers, scissors, clamps, staples, needles. A carpenter uses instruments: saw, screwdriver, hammer, nails, levels, pry bar, and so on. The ability to categorize words by concept is complex and should be part of vocabulary learning; analyzing the semantic features or characteristics of words to show how they relate to a concept can deepen and enlarge students' vocabularies (Graves, 2008; Scott & Nagy, 2004).



#7 Make Connections

Connections or associations can help learners remember new words. This strategy is especially helpful for ELLs. Encourage students to make as many connections as they can because these connections will construct deeper understanding and support recall. Take the word *enervating*, meaning to weaken or exhaust. Connections can include noting synonyms—to drain energy—and antonyms—to add energy or strengthen. Students can list things that enervate and connect the new word to their prior knowledge—the flu, running a marathon, extreme heat, dehydration, a high fever—or associate it with a personal experience, such as feeling enervated after taking a long exam (Allen, 1999; Baumann & Kame'enui, 2004; Graves, Juel, & Graves, 1998; Kinsella et al., 2003).

Discussing and understanding denotative and connotative meanings foster connections beyond literal meanings and improve visualization and close reading to explore multiple meanings in a complex text.

Analogies also create connections because each one starts with a comparison, a simile that features a specific relationship and helps learners complete the second part of an analogy (see Chapter 5 for more on analogies).



#8 Tap Into Technology

Since technology is an integral part of students' lives, students should use technology to learn words and their multiple meanings. Using Twitter, blogs, wikis, and interactive computer word games asks students to play with words (Burke, 2012; Gottlieb & Ernst-Slavit, 2014). Playing word games deepens their knowledge of how specific words are used in texts and nudges students to move beyond contextual meanings to understanding words' multiple meanings and relationships. Reference materials that students use will be online dictionaries and thesauri.



#9 Promote Independent Reading

Research shows that students who have rich independent reading lives and read long, diverse texts grow large vocabularies and build extensive background knowledge

(Allington, 2009; Allington & Gabriel, 2012; Allison, 2009; Brozo, Shiel, & Topping, 2008; Cunningham, 2005; Hoyt, 2013a, 2013b; Kamil & Hiebert, 2005; Krashen, 1993; Nagy, Herman, & Anderson, 1985). Independent reading enlarges students' words knowledge as readers repeatedly meet the same words in diverse contexts over long periods of time. When students read, read, read, they fulfill Nagy's (2005) belief that the most effective vocabulary instruction is long-term and comprehensive. Independent readers bump into words dozens of times over months and years. These "word meetings" become comprehensive as students deepen their knowledge of the multiple meanings of words by experiencing how words work.

#10 Deliver Daily Read-Alouds



When teachers read quality literary texts aloud, they tune students' ears to complex syntax and new vocabulary and at the same time build students' listening capacity and background knowledge of a genre and a topic as well as raise their word consciousness (Beck et al., 2013). The next step is to take teacher read-alouds beyond listening and enjoying literary texts to creating interactive read-aloud lessons (see Chapter 2, pages 58–59) that ask students to participate in word-building experiences that can enlarge vocabulary and related concepts and illustrate how figurative language impacts word meaning (Cunningham, 2005; Fisher, Flood, Lapp, & Frey, 2004; Hoyt, 2013a, 2013b; Robb, 2013; Scott & Nagy, 2004).

The Big 10 and the Common Core Vocabulary Standards

The chart that follows lists the Big 10 and the Common Core vocabulary standards that each one addresses. Use the chart to quickly check that you are meeting all the standards as you weave vocabulary instruction into your curriculum.

THE BIG 10	COMMON CORE VOCABULARY STANDARDS
1. Meaningful Talk	4a, 4d, 5a, 5b, 5c, 6
2. Word Parts: Roots, Prefixes, Suffixes	4b, 5b, 5c, 6
3. Figurative Language and Connotations	4d, 5a, 5b, 5c
4. Situations and Sample Sentences	4a, 4c, 4d, 5b, 5c, 6
5. Vocabulary and Writing	4c, 4d, 5a, 5b, 5c, 6
6. Build Concepts	4a, 4b, 4d, 5a, 5b, 5c, 6
7. Connections	4a, 4b, 4c, 4d, 5a, 5b, 5c, 6
8. Technology	4a, 4b, 4c, 4d, 5a, 5b, 5c, 6
9. Independent Reading	4a, 4b, 4d, 5a, 5b, 5c, 6
10. Read-Alouds	5a, 5b, 5c, 6

What's Ahead in This Book

In Chapters 2 through 6, I share lessons and strategies that address the CCSS and these 10 principles; taken together, they will help your students jump the toughest

LESSON
6

Connecting Words to a Text's Concepts



Build Concepts



4a, 4b, 4d, 5a, 5b, 5c, 6

Complex Text:

Excerpt From *Narrative of the Life of Frederick Douglass* by Frederick Douglass

Concept T-Chart

NAME: _____ DATE: _____

DIRECTIONS:

- Think of four words or short phrases that come to your mind when you think of "slavery."
- In the first column of the chart, write the word or phrase.
- In the second column, explain how the word or phrase connects to slavery.

WORD OR PHRASE	CONNECTION TO "SLAVERY"
1.	
2.	
3.	
4.	

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If at any one time of my life more than another I was made to drink the bitterest dregs of slavery, that time was during the first six months of my stay with Mr. Covey. We were worked in all weathers. It was never too hot or too cold; it could never rain, blow, hail, or snow, too hard for us to work in the field. Work, work, work, was scarcely more the order of the day than of the night. The longest days were too short for him, and the shortest nights too long for him. I was somewhat unmanageable when I first went there, but a few months of this discipline tamed me. Mr. Covey succeeded in breaking me. I was broken in body, soul, and spirit. My natural elasticity was crushed,

my intellect languished, the disposition to read departed; the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me; and behold a man transformed into a brute!

Note: See a longer excerpt of this narrative memoir at www.corwin.com/vocabularyiscomprehension

Goals: The benefit of this vocabulary exercise is having students think through the connections between a word or phrase and the concept. By making connections, students can deepen their understanding of words in a text as well as related words they suggest. By sharing connections, students provide peers with snippets of stories and experiences that can support recall and a clearer understanding of a word or phrase. The selected words are *languished*, *disposition*, and *lingered*.

Materials: Copies of excerpt from *Narrative of the Life of Frederick Douglass* and the reproducible Concept T-Chart for each student (see www.corwin.com/vocabularyiscomprehension), chart paper or a computer and whiteboard

- ▶ Give students the excerpt from *Narrative of the Life of Frederick Douglass* and read it out loud.
- ▶ Ask students to identify words they don't understand.
- ▶ Have students read the sentence that contains each tough word and use context clues to figure out the word's meaning. In some cases, students might have to read the sentence that comes before or after the word to determine meaning. Having students do this prior to reading the selection on their own can help you decide whether the text is too difficult for them. If students need a more accessible text, choose one from online or your class library.
- ▶ Skip this lesson if students are advanced readers and understand the vocabulary.

Day 1

- ▶ Have students turn to a partner and discuss what slavery means to them. Record students' ideas on chart paper or in a computer that projects onto a whiteboard.

Day 2

Here's what eighth graders suggested: "no rights, property, can't make decisions, controlled by a master, often abused and tortured."

- ▶ Write the words you selected on the chalkboard, chart paper, or a whiteboard. I write *languished*, *disposition*, *lingered*.
- ▶ Organize students into pairs.

- ▶ Help students say the words and ask them if they think they know anything about each word.
- ▶ Write an accessible sentence for each word that uses the word the way the text uses it.
- ▶ Have students use each sentence to figure out the word's meanings.
- ▶ Here are the three sentences I post:

My muscles languished because I could not exercise.

Because I missed so much school, the disposition to study for the unit test was not there.

The odor of pot roast cooking lingered in the kitchen and dining room.
- ▶ Invite pairs to share with classmates what they learned about each word.

Day 3

- ▶ Give students the excerpt from *Narrative of the Life of Frederick Douglass* and read it out loud.
- ▶ Ask students to read the selection once to get the gist and a second time to recall details of Douglass's life as a slave.
- ▶ Tell students that the class will start a T-chart about the concept of *slavery*.
- ▶ Explain to students that they can find words and phrases about slavery in the selection, and they can offer other words and phrases that relate to slavery from their experiences.
- ▶ Provide a model for students. Here's what I say for *bitterest dregs*:

Dregs can be coffee grinds or tea leaves at the bottom of a cup. They can also be bits and pieces at the bottom of a bottle of wine. This connects to slavery because Douglass's master, Mr. Covey, made him feel the bitter part of being a slave—whippings, long days of work, not enough time to eat.
- ▶ Invite pairs to use text details to connect *tamed* and *discipline* to the concept of slavery. Here's what students said:

tamed	Made Douglass listen—tamed implies taking a spirited person and training them to listen to orders
discipline	Owners disciplined or made slaves obey by beating them, depriving them of food and sleep, and making them work day and night.

Eighth-grade students connect words to concept of slavery

Day 4

- ▶ Ask students to complete the reproducible Concept T-Chart.

Tips for English Language Learners and Developing Readers

- ▶ Organize students into groups of three.
- ▶ Find an alternate text if the selection is at students' frustration level.

- ▶ Read the selection out loud for ELL students and developing readers who can then read the selection independently.
- ▶ Ask students to identify words that are unfamiliar and discuss these with students.
- ▶ Work one-to-one with students and help them generate a list of words for the reproducible.

How I Might Follow Up This Lesson

- ▶ If students have difficulty connecting words to the concept of slavery, I'd review the meaning of slavery and think aloud to show how I use what I know about slavery to connect a word or phrase to it.



To help ELL students and developing readers, organize students into groups of three and ask them to discuss any words from the text they are unfamiliar with.

Simile

Complex Text:

“There Is No Frigate Like a Book” by Emily Dickinson

There is no Frigate like a Book	1
To take us Lands away,	2
Nor any Coursers like a Page	3
Of prancing Poetry.	4
This Traverse may the poorest take	5
Without oppress of Toll—	6
How frugal is the Chariot	7
That bears the Human soul.	8

Simile (“Flint”)

NAME: _____ DATE: _____

“Flint” by Christina Rossetti

An emerald is as green as grass.	1
A ruby red as blood;	2
A sapphire shines as blue as heaven;	3
A flint lies in the mud.	4
A diamond is a brilliant stone,	5
To catch a world’s desire;	6
An opal holds a fiery spark;	7
But a flint holds fire.	8

DIRECTIONS: Read the poem twice and answer the questions using details from the poem.

1. What is first? If you’re unsure, look it up in an online dictionary.

2. Why does the poet call the poem “Flint”?

Simile (“Frost”)

NAME: _____ DATE: _____

“Frost” by Anna Robb

I wanted to say	1
The snow is like cotton balls	2
but is so cold that the snow	3
is as crunchily as popcorn beneath my boots.	4
With every step it’s a crackle	5
and a pop like the kindling	6
in the fire that I wish	7
I were beside.	8

DIRECTIONS: Read the poem aloud and then silently. Answer the questions using details from the poem.

1. What does the poet compare snow to in the first stanza?

2. How does the simile in the second stanza help you hear steps in the snow?

3. Can you find two onomatopoeic words and explain why these help you enjoy the poem?

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Goals: With this lesson, we want students to understand simile and recognize how this type of comparison builds strong visual images. Students should know that simile is a figure of speech that compares two unlike things that have something

in common. A simile uses *like* or *as* to make the comparison. Over time, we want students to discover that fully understanding an author’s similes helps them grasp theme and main idea.

In this two-stanza poem, Dickinson compares books to frigates (boats) and coursers (horses) to show how books can take us to the past, into the future, and introduce us to people and places around the world. Since the similes and images evoke travel and movement—*sailing, prancing, traverse, chariot*—they convey the motion, energy, pleasure, and new experiences that books offer.

Materials: Copies of the Emily Dickinson poem, the reproducible “Flint” for proficient and advanced readers and the reproducible “Frost” for ELL and developing readers (see www.corwin.com/vocabularyiscomprehension)

Day 1

- ▶ Read the poem out loud.
- ▶ Organize students into pairs and ask them to take turns reading the poem out loud.
- ▶ Ask individuals to underline words on the poem—words whose meaning they’re unsure of and share these with the class.

Seventh graders offer frigate, coursers, traverse, frugal.

- ▶ Use an online dictionary to help students determine the meanings of these words so they match the poet’s context.

Day 2

- ▶ Invite the same pairs to discuss the similes in the first stanza.

Here’s what students said:

“She [Dickinson] compares a frigate to a book. A frigate is a boat that can travel to different places, but she says a book is better and can take you to more and better places.”

“The second simile compares a book of poetry to riding a horse and reading poetry is even better than riding a horse.”

- ▶ Ask students to find the words that relate to travel and discuss these.

Students offer frigate, coursers, prancing, lands away, traverse, toll. They agree that all the words make you feel like you’re moving to other places—to lands away. And you can get a book free at a library and not pay a fare or toll.

Day 3

- ▶ Have students complete the reproducible “Flint” or “Frost.”

Olivia, a seventh grader, uses simile to see the beauty in "Flint."

Simile ("Flint")



NAME: *Olivia Adams*

DATE: _____

"Flint" by Christina Rossetti

An emerald is as green as grass,	1
A ruby red as blood;	2
A sapphire shines as blue as heaven;	3
A flint lies in the mud.	4
A diamond is a brilliant stone,	5
To catch a world's desire;	6
An opal holds a fiery spark;	7
But a flint holds fire.	8

DIRECTIONS: Read the poem twice and answer the questions using details from the poem.

1. What is flint? If you're unsure, look it up in an online dictionary.

Flint is a type of rock that you can start a fire with.

2. Why does the poet call the poem "Flint?"

The poem is called Flint because that is the main focus of the poem.

3. Explain the mood in lines 1 to 3 and how the similes create this mood.

The mood in lines 1 to 3 is somewhat happy because it is talking about the beautiful stones.

4. Why does the mood change in line 4?

The mood changes in line 4 because in that line it switches from the nice stones to the flint in the mud and makes it seem useless.

5. Explain the meaning of "But a flint holds fire." Include connotations in your explanation.

"But a flint holds fire" means that even though the other stones may be beautiful the flint is the most useful because it can cook food.

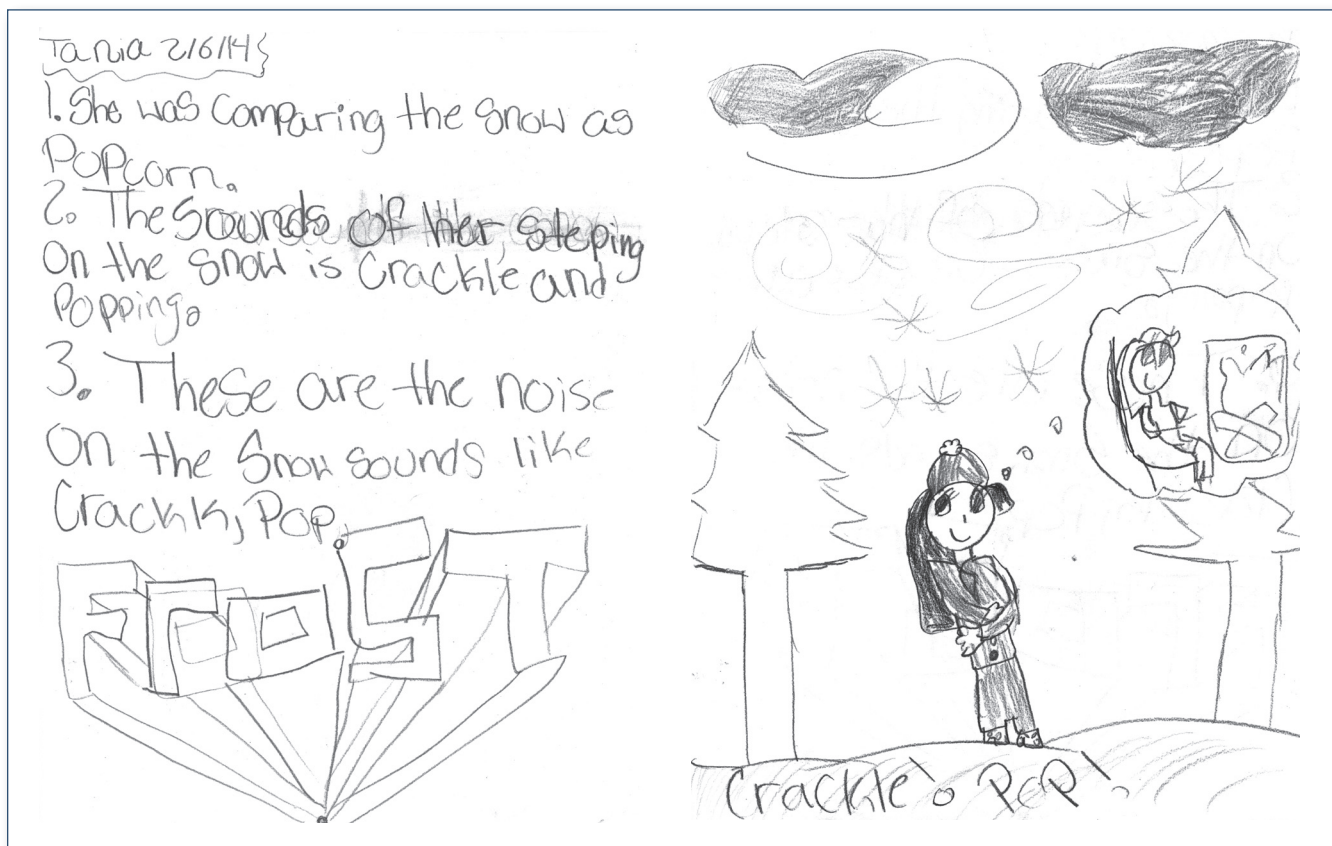
Tips for English Language Learners and Developing Readers

- ▶ To deepen students' knowledge of simile, help them compose original similes for items they suggest from daily life, such as hair, bus, fingers, eyes, and so on.
- ▶ Find other poems with simile and discuss these with students (see www.corwin.com/vocabularyiscomprehension).
- ▶ Help those who require it complete the reproducible "Frost."

How I Might Follow Up This Lesson

- ▶ I might have a lesson on meter and show students the connection between "prancing poetry" and metric foot.
- ▶ To help students see the diversity of simile in literature, I would ask them to bring in examples from song lyrics, their independent reading, and overheard conversations.

Tania, a fifth grader whose second language is English, understands the poem's sounds through simile.



Symbols and Symbolism
“Land of Counterpane”

NAME: _____ DATE: _____

“Land of Counterpane” by Robert Louis Stevenson

When I was sick and lay a-bed, 1
 I had two pillows at my head, 2
 And all my toys beside me lay, 3
 To keep me happy all the day, 4
 And sometimes for an hour or so 5
 I watched my leader soldiers go, 6
 With different uniforms and drills, 7
 Among the bed-clothes, through the hills; 8
 And sometimes sent my ships in fleets 9
 All up and down among the sheets; 10
 Or brought my trees and houses out, 11
 And planted cities all about, 12
 I was the giant great and still 13
 That sits upon the pillow-hill, 14
 And sees before him, dale and plain, 15
 The pleasant land of counterpane. 16

DIRECTIONS: Read the poem twice and answer the questions using details from the poem.

1. What is a counterpane? What does it symbolize in this poem?

Symbols and Symbolism
“Fog”

NAME: _____ DATE: _____

“Fog” by Carl Sandburg

The fog comes 1
 on little cat feet. 2
 It sits looking 3
 over harbor and city 4
 on silent haunches 5
 and then moves on. 6

DIRECTIONS: Read the poem aloud and then silently. Answer the questions using details from the poem.

1. How does the author personify fog? Evaluate this choice.

2. How does personifying the fog help you visualize fog?

Reprinted from *Symbolism in Comprehension* by Laura Riehl. Thousand Oaks, CA: Corwin. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Goals: With this lesson, we want students to understand the role of symbols. Symbolism is the use of one object to represent something else. Symbolism offers writers opportunities to express double or even multiple levels of meaning. Everyday examples are white symbolizes purity, our flag symbolizes America and patriotism, a rose symbolizes love.

In Frost’s poem, the two roads symbolize the choices we make during our lives as well as our individual paths that symbolize the life we’ve led.

Materials: Copies of the poem “The Road Not Taken,” the reproducible “The Land of Counterpane” for proficient and advanced readers and the reproducible “Fog” for ELL and developing readers (see www.corwin.com/vocabularyiscomprehension)

Day 1

- ▶ Read the poem out loud.
- ▶ Organize students into groups of four and have each member read a stanza of the poem out loud to one another.
- ▶ Have each member from the groups of four summarize one stanza of the poem in order to understand that these roads differed greatly only in Frost’s memory.

Here’s a sixth grader’s summary of stanza 2: “In the second stanza Frost says that the roads were equally worn, making you think that they were the same.”



Another pair jumped in and pointed out that in the last stanza, he says he took the road less traveled by.

“Why this contradiction?” I ask.

“Maybe,” a student suggested, “he’s trying to convince himself that he took the better road—the one less traveled.”

“Any other interpretations?” I ask.

“Yeah,” a pair blurt out. “We think that memory changes things. So he remembers it in a different way. Maybe so he won’t have regrets because he can’t go back.”

- ▶ Encourage such discussions as they offer diverse interpretations and enrich the experience for all students.

- ▶ Invite groups to collaborate to identify the symbols in this poem and explain their meaning using details from the poem.

Day 2

Students identified two symbols for the road:

“Because there were two roads that diverged, the roads symbolize the choices all of us have to make in life. Sometimes we can’t do it all—travel both roads, but can only follow one. Going back and redoing choices is pretty impossible and that’s what he [Frost] is saying.

“The road also symbolizes our path of life—the life we live. The poem shows this with the choice, and then the poet looks into the future and how he might feel.”



- ▶ Have students complete the reproducible “The Land of Counterpane” or the reproducible “Fog.”

Day 3

Tips for English Language Learners and Developing Readers

- ▶ Spend time helping these students understand the terms *symbol* and *symbolism* using items they are familiar with, and gather images from online to show a rose, a red heart, a flag, and a peace sign. Discuss hues that are known to symbolize (white for innocence, black for evil and death); discuss animals that are known to symbolize (dove for peace, owl for wisdom, tiger for strength, and so on).
- ▶ Find other poems to read and discuss with students and help them identify the symbols and what each means in the context of the poem.
- ▶ Help those who require it complete the reproducible “Fog.”

How I Might Follow Up This Lesson

- ▶ To help students see figurative language, especially symbolism, as natural to reading, writing, and speaking, I’d provide multiple opportunities for them to discuss poetry and symbolism in narrative and informational texts. Rich discussions can help students clarify authors’ meanings and observe diverse interpretations supported with text evidence.
- ▶ I might ask all or a group of students to compose a poem that uses and develops a symbol. To help students, I’d share several different poems with symbolism (see www.corwin.com/vocabularyiscomprehension for more poems).