Developing & Deciphering Academic Vocabulary through Word Study & Morphology

Language Matters Fall Conference - Loyola University
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Introduction
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Vocabulary Background
- Spanish
- Striving Readers- Words Their Way
- Word Web Vocabulary
- Latin & Greek Roots/Morphology
- Putting it all together

Other...
- Science
- Dominican/ Loyola University
Session Objectives

By the end of this session participants will....

1. Reflect on current teaching of Foundational Skills & Vocabulary (FS&V)

2. Understand research re: development of FS&V

3. Learn strategies for classroom instruction

4. Have access to resources for teaching FS&V
Agenda

- Our current vocabulary practices (5 min)
- Research (10 min)
- Teaching Strategies (30 min)
- Resources & Questions (5 min)
Discussion!

- How do you currently teach vocabulary in your classroom?
- If you’re not in a classroom, how do you think it is/should be taught?
Mammals are **endothermic**.

“Place” is a **polysemic** word.

We **synchronized** our watches.
<table>
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<th>Grade Level</th>
<th>Grade Level</th>
<th>Literature</th>
<th>Informational Text</th>
<th>Foundational Skills</th>
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Goals N/A
“Root Awakening”
(So you can sound smart to family & friends)

- 90% of English words with +1 syllable are Latin based & most of the remaining 10% are Greek based.
- A single root can help us understand 5-20 related English words.
- English Language has between 1,200,000 & 2,000,000 words.
- It is estimated that technology is adding roughly 20,000 new words annually. *(What’s an emoticon?)*
- 75% of Spanish language is descended from Latin.
Why English Stinks

Incrementality
“Knowing a word is not an all-or-nothing matter”.
  - Ex. Freedom and Love have evolving definitions...

Multidimensionality
Subtle contextual differences between synonyms
  - Ex. Believe and Allege

Polysemy Multiple meanings!
  - “Place” → Horse, Location, Action

Heterogeneity: Semantic and Syntactic meanings.
  - Stand in place, place 1st, place the plate on the table.

No 1:1 correspondence
Not every letter makes a sound. (Ex. Straightened)
But, there’s good news!

1) Vocabulary can be seen as a BRIDGE between “word-level processes of phonics and the cognitive processes of comprehension.”

2) Everything we know about how to teach vocabulary applies to both first- and second-language learners.

3) Once roots are learned, they are very rarely forgotten!
Application for ELL students

Encourage students to think about language practices and the power of language.

Emergent bilinguals need to become linguists—comfortable analyzing language, developing metalanguage skills, comparing languages, and thinking aloud about languages. They also need to have practice with subject content and academic language. In addition, emergent bilinguals need to challenge and expand their notions about language and its use... explicit translanguaging pedagogies are also congruent with theory and research on the education of emergent bilinguals and so are pedagogies that develop critical multilingual awareness. Educating for critical multilingual awareness not only foregrounds metalinguistic knowledge for students, that is, understanding the nature of language such as how grammatical and discourse structures vary in different languages and contexts, but also the role of language in social life, that is, the relationship between languages, values, and power relations.

Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners- by Jo Anne Kleifgen and Ofelia Garcia
Word Structures

Roots = Semantic unit (has meaning)

Three kinds of Roots:
- Prefix
- Base (Root not = to base)
- Suffix

Always encourage students to look at base 1st
- Cognate $\rightarrow$ (g)nat ("born") + co ("together")
- Pregnant $\rightarrow$ (g)nat ("born") + pre ("before")

*If students use the base first, they’ll be more likely to understand the word.
Word Play with “mot”

- Motor (Motorized, Motored)
- Motorcycle (motorcyclist)
- Locomotive (Locomotion)
- Motion (motions, motioned)
- Promoted (promotion, promoted, promotional)
- *Remote
- Commotion
- Motivate (motives, Motivating, Motivates)
- Demoted (Demotion, demoting, demotes)
- *Emotion (Emotional, Emotions, Emoting)
- *Emoticon
The essential function of a suffixes is to indicate the **syntax** (part of speech).

- Noun, Adjectival, and Verbal suffixes.

The ending of a word rarely poses problems for students’ comprehension.

Suffixes worth teaching:

- -ology, -able/ible, -er, -est, -ful, -less
You fancy, huh?

Etymology ("Study of the truth")
- To confirm that a word comes from a particular root.
- "terr" = Earth
  - (terrarium, terrain, terrace, territory, extraterrestrial, Mediterranean, terrier)
- There are false etymologies 😞
  - (terrible, terror, terrify)
- Talk about word connotations (+/-)
Teaching *Grammar* with Vocabulary:

- Revaccination
- Unreasonableness
- Uncivilized
- Malnourished

- Root 1\textsuperscript{st} (noun)
- Suffix 2\textsuperscript{nd} (verb/adjective)
- Suffix 3\textsuperscript{rd} (Noun, past tense)
- Prefix 4\textsuperscript{th} (changes semantics)
Strategy I: Word Webs

Day 1 - Think of as many words you know that have “phon”.

Day 2 - Use a dictionary to look up more words and add any words that you know in another language.

Day 3 - Write a creative story using 6-10 of the words. *The most creative story will be used on the quiz!

Day 4 - Charades/Act it Out

Day 5 - Quiz
# Creative Story Rubric

<table>
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<tr>
<th>Story Components</th>
<th>3 (1-2 errors)</th>
<th>2 (3-5 errors)</th>
<th>1 (More than 6 errors)</th>
<th>0 (More than 10 errors)</th>
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<td><strong>Grammar</strong></td>
<td></td>
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</tr>
<tr>
<td>Subject Verb Agreement, capitals, same tense, punctuation, and no run-ons.)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Vocabulary Words</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>All 8 used correctly Underlined/highlighted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cohesiveness</strong></td>
<td>X</td>
<td>Creative &amp; Cohesive Story!</td>
<td>Story could fit together better, some words don’t fit.</td>
<td>Story’s not connected at all, words are in isolation.</td>
</tr>
<tr>
<td>Story is logical, connected, and related to the words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>X</td>
<td>Concise, creative, capitalized and pertinent!</td>
<td>OK, could be better 😊</td>
<td>No title present</td>
</tr>
<tr>
<td>Concise, creative, capitalized and pertinent to story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ________________________________

Score: _______ / 10
I woke up at 7. At least I think it was around 7. Since I was a __________ that made his living off of writing history books, I didn’t really need a clock. I usually woke up around the same time thanks to my _________________. Five years ago, I wouldn’t have imagined myself with this job. In college I went into ______________, unfortunately no one told me that examining rings on trees doesn’t bring in a lot of cash! My dad offered me a job building ________________, both the thought of making things that measure the short intervals of the time made me sick. I refused this generous offer and settled on writing ______________ about Japanese history. I tried to write them in _______ order but skipped about 100 years in a book by accident. I developed a _____________ pain in my knee around the time I wrote the sixth volume so I joined a ____ swimming team to help with the pain. That is basically how I ended up being a historian/author educated in the study of tree rings that does organized swimming in a pool!
Strategy II: Words Their Way

- Day 1 - Say word out loud, sort, split into morphemes
- Day 2 - Front page of worksheet together
- Day 3 - Second page of worksheet alone
- Day 4 - Review, Extensions
- Day 5 - Quiz

*Can make some days homework and cut down to 3 times a week (20 mins a day)*
More Ideas for Instruction

- Morphology Webs
- 9 boxes with various roots to make words
- Odd Word Out (False Cognates)
- Word Theater/Charades/Skits
- Morphology Jeopardy
- Newspaper Word Search
- Wordo/Bingo
- Writing: Creative Stories, Cloze activities
- Students create their own Word Sort worksheets
References/Resources


http://www.pearsonhighered.com/educator/series/Words-Their-Way-Series/10888.page

http://www.wordwebvocabulary.com/
Websites

Etymology Online
http://www.etymonline.com/

Pinterest Morphology Page
https://www.pinterest.com/mserinm/morphology/

NWEA Foundational Skills and Vocabulary Resources
https://sites.google.com/a/wfsd.k12.ny.us/nwea/map-reading-activities

CCSS & Morphology Academic Article
Questions?

PRESENTATION FINISHED

ANY QUESTIONS...