

Differentiation Through Vocabulary: Reaching ALL Learners

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TextProject









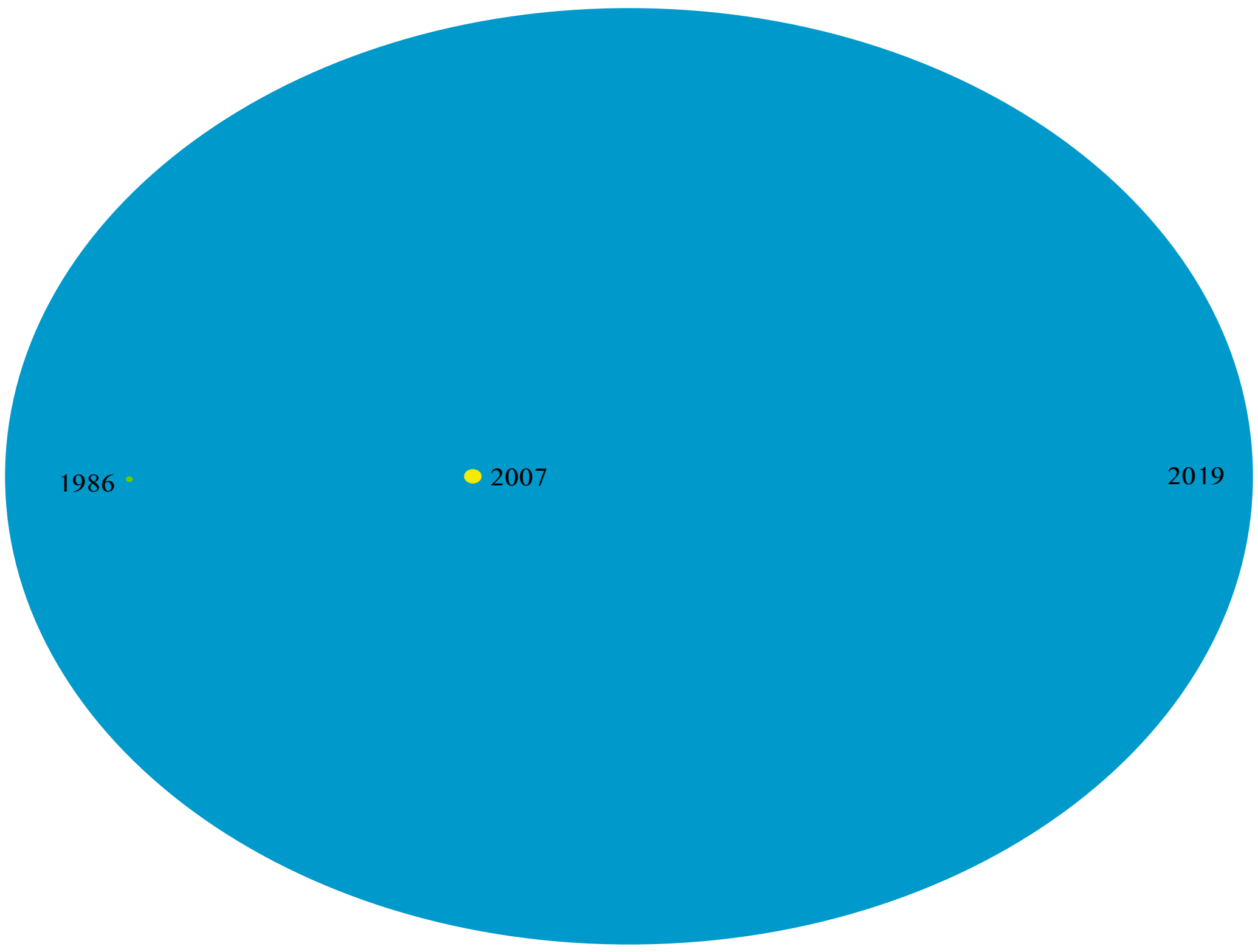


Small Changes



GPS

- Humankind's knowledge is stored in text. We read to learn—both stories and information.



1986

● 2007

2019



CHAPTER 9

Different Labels But the Same Concepts

English Learners

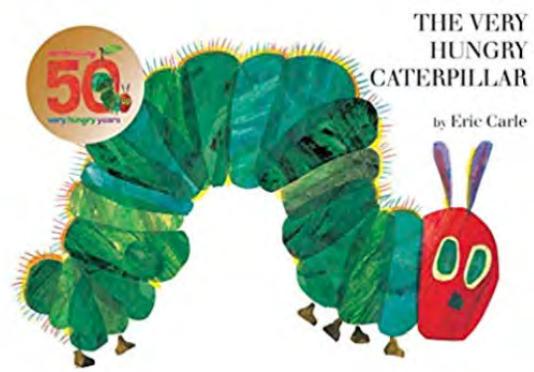
Example 1: “I’m going to catch a crab today,” yelled Sailor Paul. Soon his nets were full and taut, and Paul hauled them up on the deck. “Get away, siffy squid,” scolded Sailor Paul. “Don’t sprawl on my yawl!” (Sailor Paul and the Crabs, Paulson, 2000)

Example 2: The children are drawing pictures. Ann draws a green lawn. What’s on the lawn? A little deer or a fawn is on the lawn. Ben draws a pile of yellow straw. What is in the straw? A fawn lies in the straw. (Drawing Pictures, Hiebert, 2019)

In the United States as we approach a new decade—2020—about 10% of our students enter school speaking native languages other than English (McFarland et al., 2018). English learners (ELs) may not have English labels for concepts, but they do have labels for concepts in their native languages. In the usual materials and approaches of English/Language Arts, ELs are asked to learn to read words for which most young children do not have associated meanings in their native language, such as *taut* and *yawl* in Example 1. Instructional demands such as those represented by the first excerpted text can intensify the challenge for ELs. Example 2 illustrates a text where students’ knowledge of activities (e.g., drawing) and aspects of nature (e.g., animals, growing things) are the foundation for learning new concepts such as *fawn* and *lawn*.

Additionally, evidence points to strengths of ELs, such as their acuity in attending to the sounds of language, which often are not recognized in schools. This chapter develops a perspective in which strengths that ELs bring to language learning are the foundation for the design of learning experiences for those students and in which

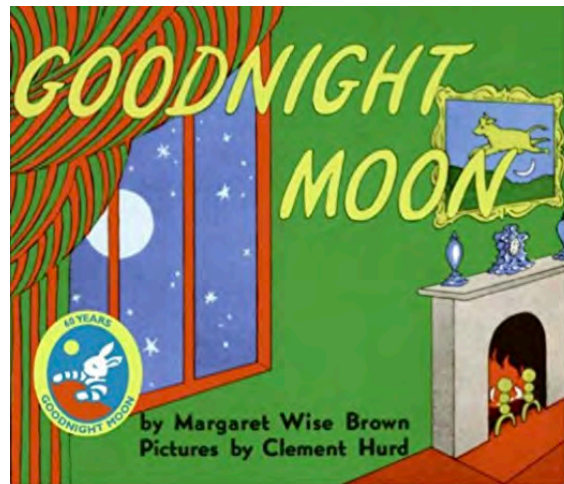
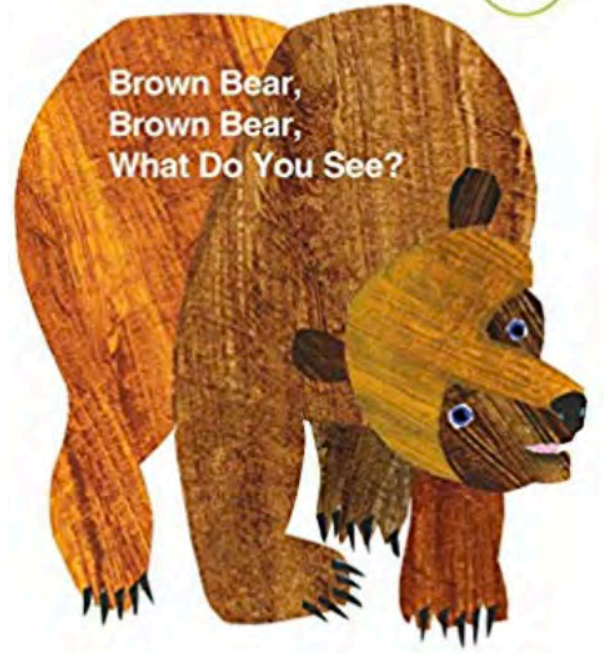




Bill Martin Jr / Eric Carle

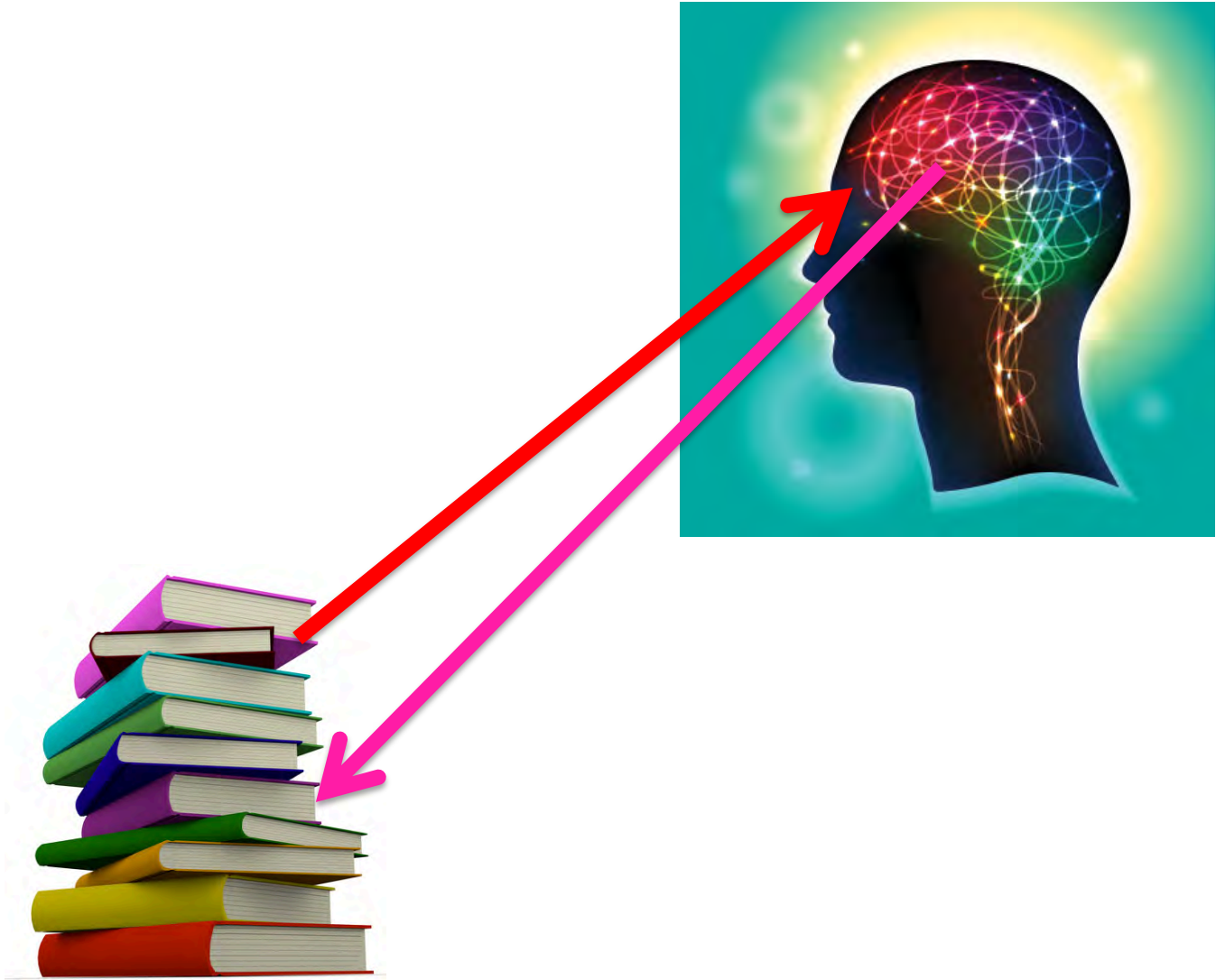


Brown Bear,
Brown Bear,
What Do You See?









DISCUSSION

What percentage of the vocabulary is the same across texts on end-of-year STARR at Grades 3, 5, and 7?

STARR—Grade 3 (Narrative)

Mrs. Snavin looked at the screen, and then she looked at this book, and then back at the screen again. Then she shook her head and let out this big sigh. I could tell she was almost ready to call Mrs. Reed.

I've always liked computers, and I know how to do some stuff with them. Like turn them on and open programs, play games and type, make drawings, and build Web pages, things like that. So I got up from my desk, pointed at the screen, and said, "Mrs. Snavin, if you double-click on that little thing right there, then the program will start running. about number lines."

STARR—Grade 5 (Narrative)

The calf looked over his shoulder at me, then took a step closer to Lewis. That didn't make any sense. Lewis and I were a team; moving close to Lewis was like moving close to me.

Next, Lewis did something that surprised me. He reached out his hand and placed it on the calf's head, the same way he put his hand on my head sometimes. That was the last thing I expected. Could it be that Lewis wanted the calf to stay with us? What was Lewis thinking?

"Where's your mother?" Lewis said.

At that moment everything became clear, like the streams in the mountains.

STARR—Grade 7 (Narrative)

"So small," he said, "millions can fit in a flea's eye." That got my attention.

Then he zeroed in on protons. "Atoms may be mostly space," he said, "but a proton is nothing but a proton. Small as an atom is, a proton is millions of times smaller." "You could squint till your eyeballs pop out and you'll never see one," he said, daring me to try.

"And you know what the coolest thing about protons is?" He said.

"What?" I said.

He clacked his jawbreaker for a while, building the suspense. "You can't do anything to them," he said. "You can't break them."

GPS

- Humankind's knowledge is stored in text. We read to learn—both stories and information.
- Words are the labels for concepts that underlie knowledge. 2,500 word families account for the majority of words in texts.



Oxford English Dictionary

- 282,500 root or head words
- 326,000 derivatives & phrases
- 47,150 obsolete words

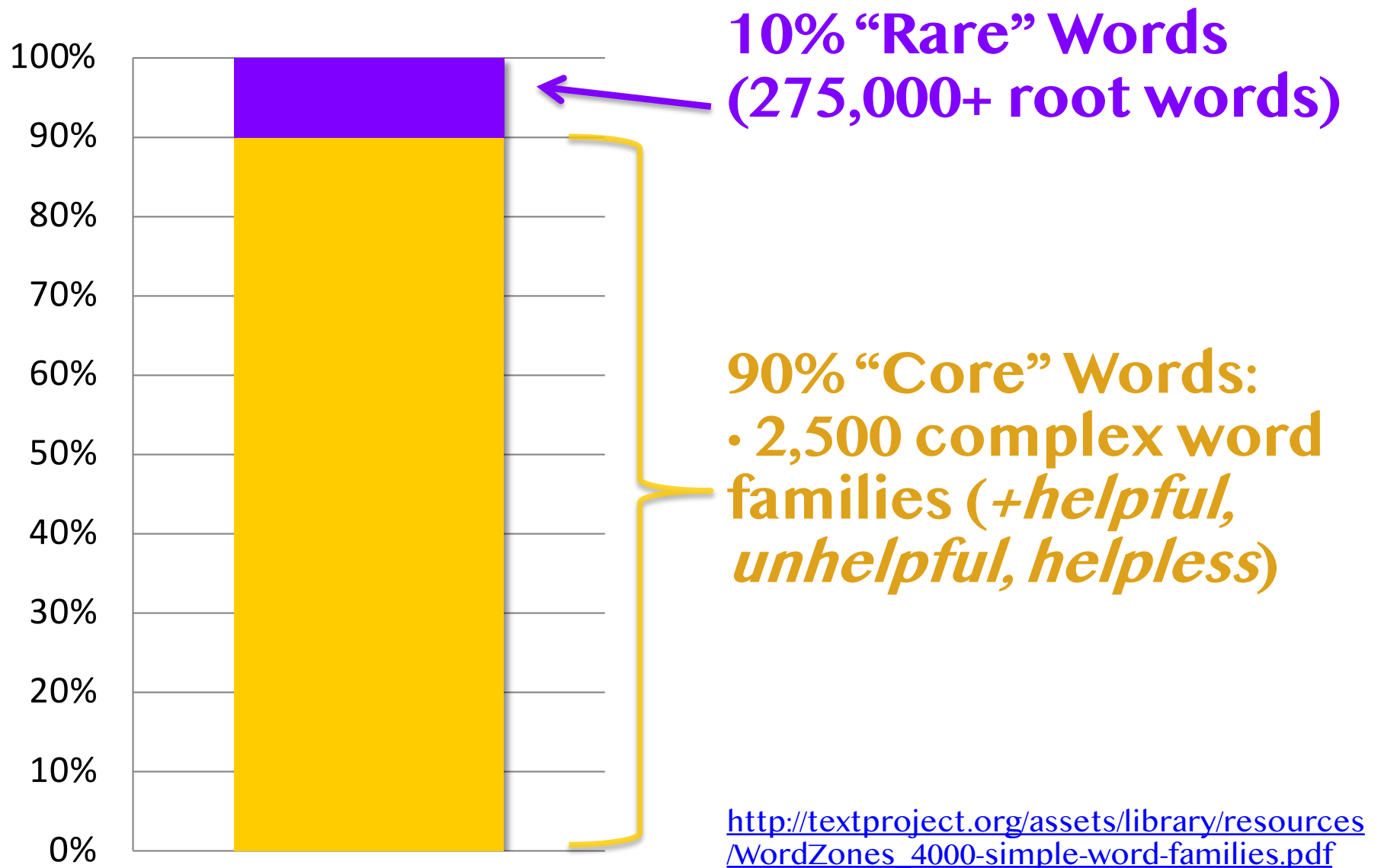


A photograph of a library bookshelf filled with books. The shelves are densely packed with books of various colors and sizes. The text "10,000 texts" is overlaid in a large, bold, red font across the center of the image. The background is a slightly blurred view of the bookshelves, creating a sense of depth. The lighting is even, highlighting the spines of the books.

10,000 texts

	Word Length	UFunction	Age of Acquisition	Complex Morph Family U	Concreteness
ruined	6	13	7.16	34.6445	2.96
feast	5	13	7.81	15.8756	4.3

Distribution of words in written English

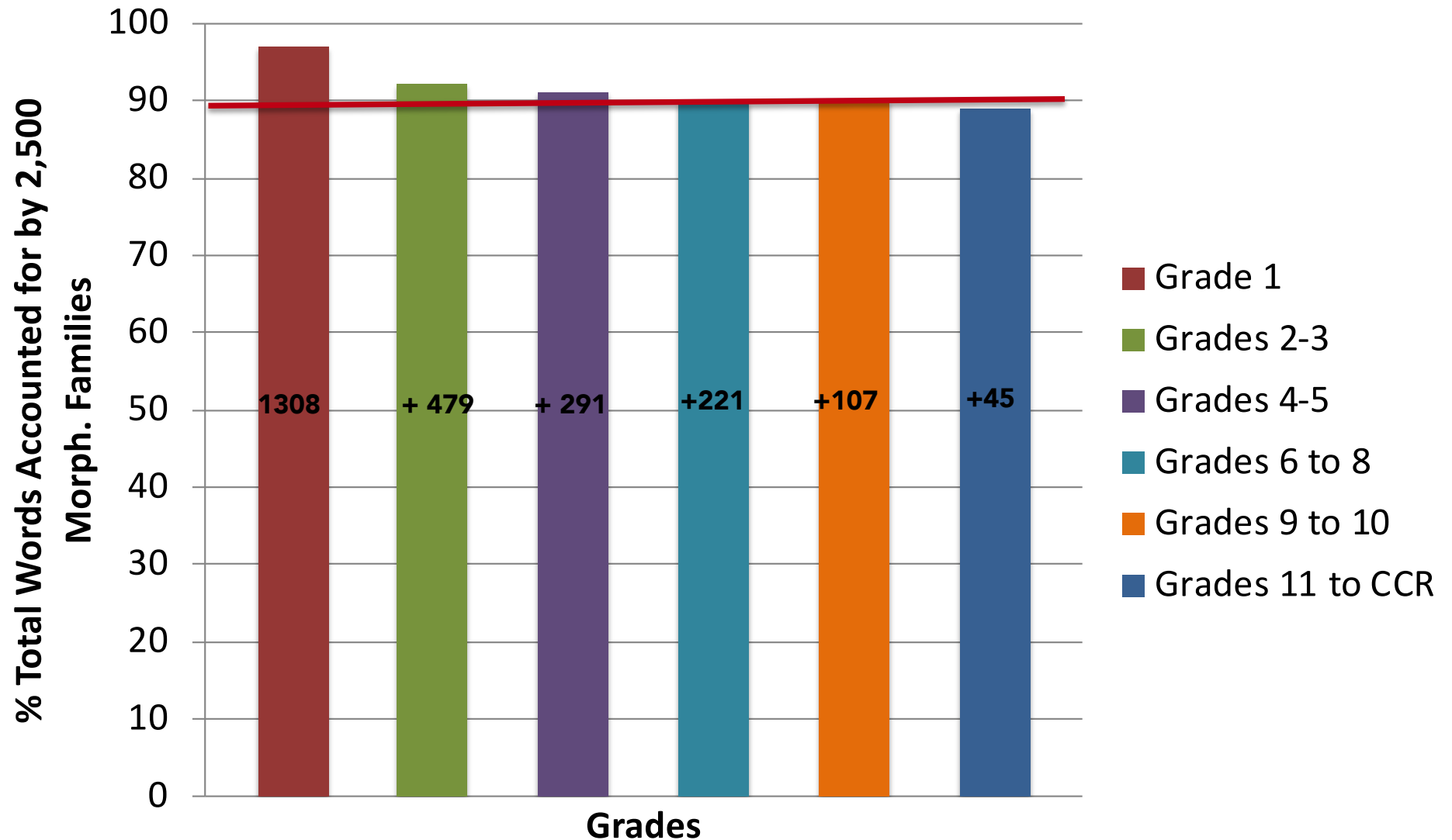


Common Core Exemplars



Analysis of a Million Word Corpus

(Exemplars from Common Core State Standards)



Examples of the Words in the Core Vocabulary

	words
1st 100	the, by, through
101-300	long, great, family
301-1,000	power, strong, answer
1,001-1,500	valley, imagine, motion
1,501-2,000	responsible, presence, trail
2001-2,500	discovery, civilization, assume

GPS

- These families represent major bodies of knowledge & English's linguistic systems.

1. Topic Knowledge



Health & Human Body

- muscles
- ill
- germs

1. Topic Knowledge

Health & Human Body

- muscles
- ill
- germs

Places & Dwellings

- market
- ceiling
- curtains

1. Topic Knowledge

Health & Human Body

- muscles
- ill
- germs

Places & Dwellings

- market
- ceiling
- curtains

Animals

- mammals
- frog
- dragon

1. Topic Knowledge

Jobs

- mayor
- boss
- principal

Health & Human Body

- muscles
- ill
- germs

Places & Dwellings

- market
- ceiling
- curtains

Animals

- mammals
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1. Topic Knowledge

Jobs

- mayor
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Places & Dwellings

- market
- ceiling
- curtains

Machines

- tools
- motor
- technology

Animals

- mammals
- frog
- dragon

1. Topic Knowledge

Jobs

- mayor
- boss
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Places & Dwellings

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Machines

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Animals

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2. Morphological Knowledge



ANGLO-SAXON

Common, everyday, down-to-earth words

New words through compounding:

field (s), airfield (s), battlefield (s), cornfield (s)

2. Morphological Knowledge

ROMANCE

Most literacy and academic words
New Words through derivations:
separate, separates, separating, separated, separation, separately, separable

ANGLO-SAXON

Common, everyday, down-to-earth words
New words through compounding:
field (s), airfield (s), battlefield (s), cornfield (s)

2. Morphological Knowledge

GREEK/ LATIN

Technical words
New words by com-
pounding: graph, para-
graph (s), photograph (s),
telegraph

ROMANCE

Most literacy and academic words
New Words through derivations:
separate, separates, separating, separ-
ated, separation, separately, separable

ANGLO-SAXON

Common, everyday, down-to-earth words
New words through compounding:
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3. Multiple Meanings

A triangle is a **shape**. A circle and a square are **shapes**, too.

Regular exercise helps people get in better **shape**.

In fact, an idea took **shape** in the jackal's mind right away.

Discussion

- **What initiatives are occurring in your school that support students in enriching and extending their vocabularies?**

GPS

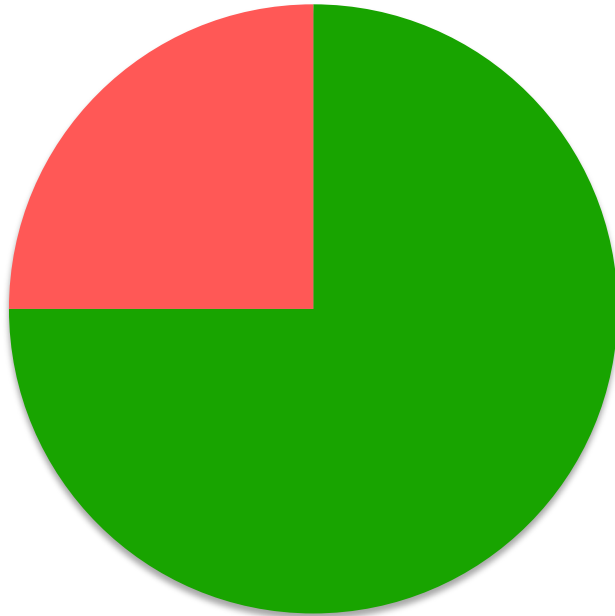
- Students who depend on schools to become highly literate need ELA instruction that focuses on world and word knowledge.



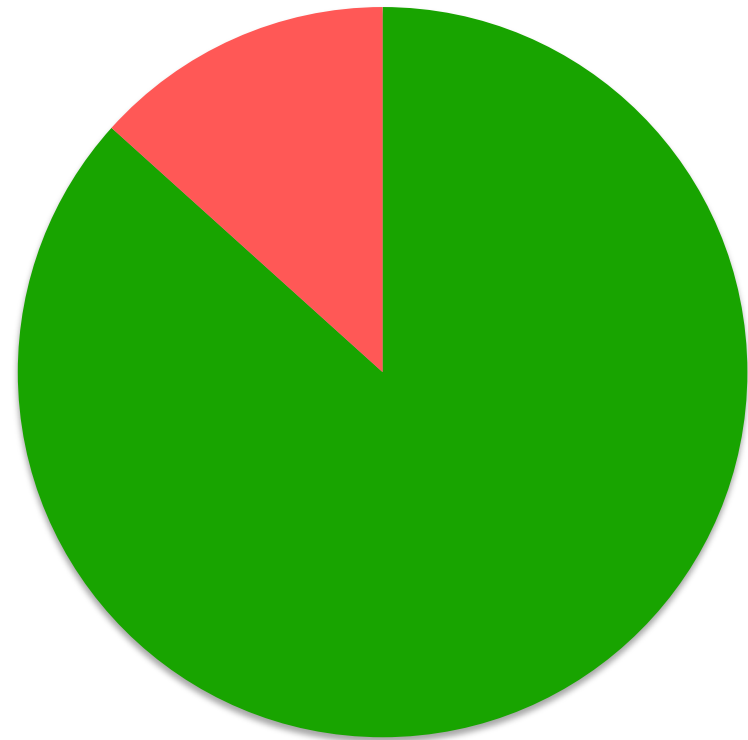
I. Building students' knowledge through texts

Time spent reading

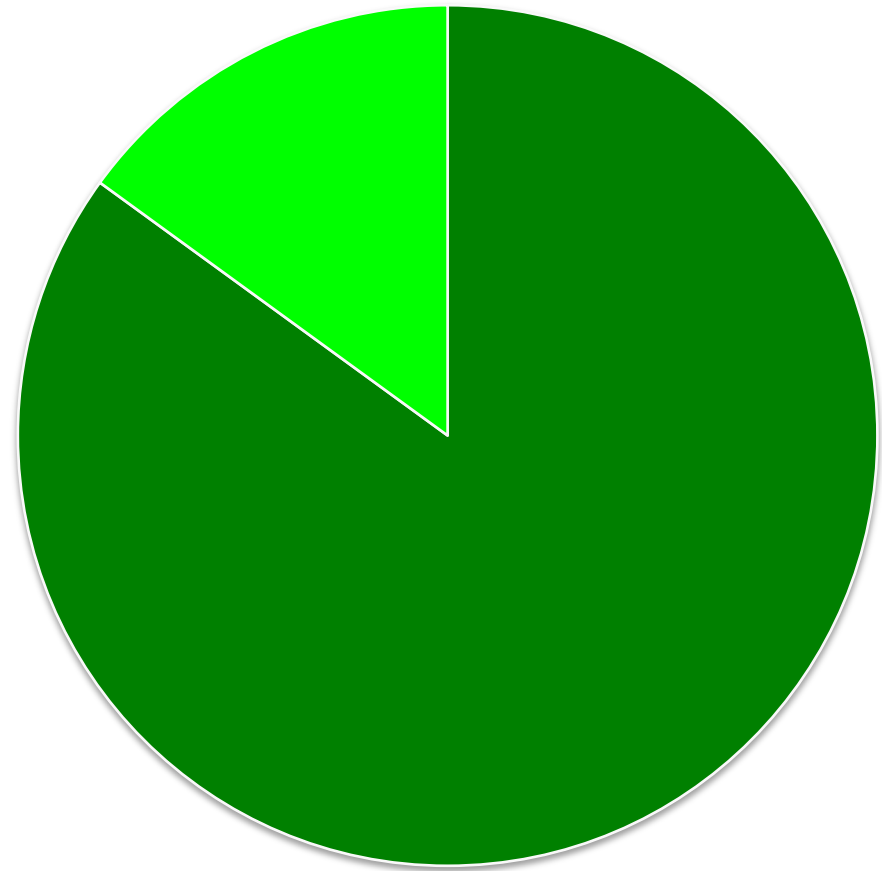
**Reading Instruction (1970s
to late 1980s)**



**Reading Instruction
(late 1990s -)**

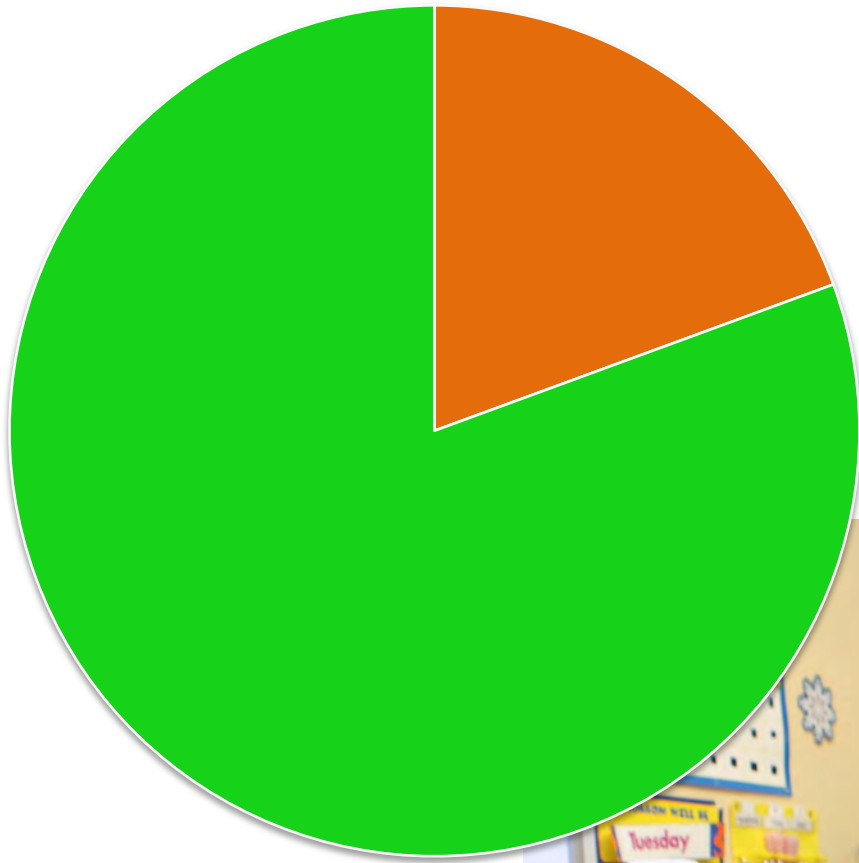


■ Instruction ■ Time Spent reading



■ Other activities ■ Reading

Swanson, Wanzek, McCulley, Stillman-Spisask, Vaughn, Simmons, Fogarty, & Hairrell, 2015.

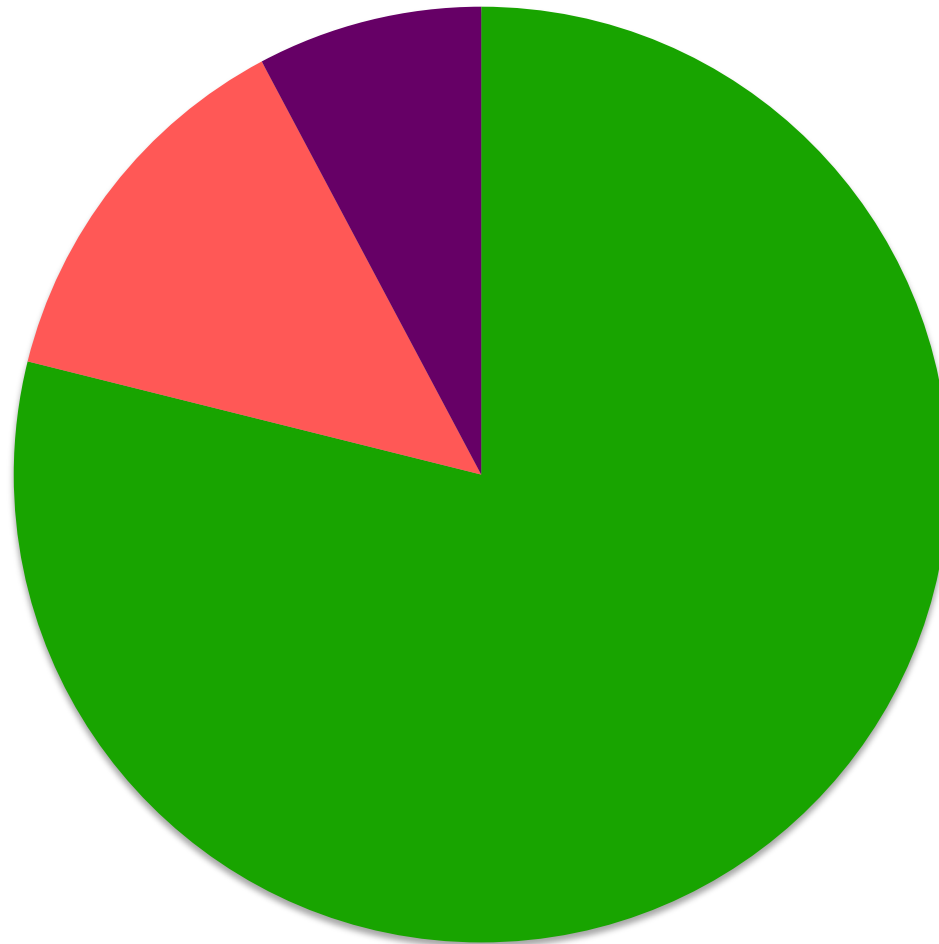


■ Silent Reading

■ Listening, Following Along to Oral Reading



7 Minutes of Additional Reading



■ Instruction ■ Time Spent reading ■ Additional 7 minutes

Texts of a *Typical* Literacy Program*

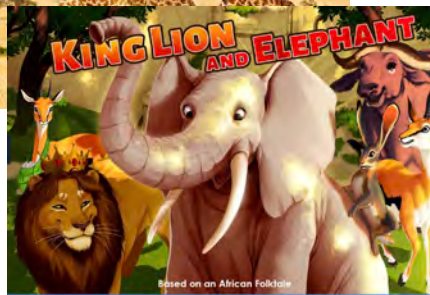
[Grade 2]



*Texts from Leveled Literacy Intervention, Heinemann

Texts of a *Knowledge Literacy Program**

[Grade 2]



*Texts from W.O.R.D., Scholastic

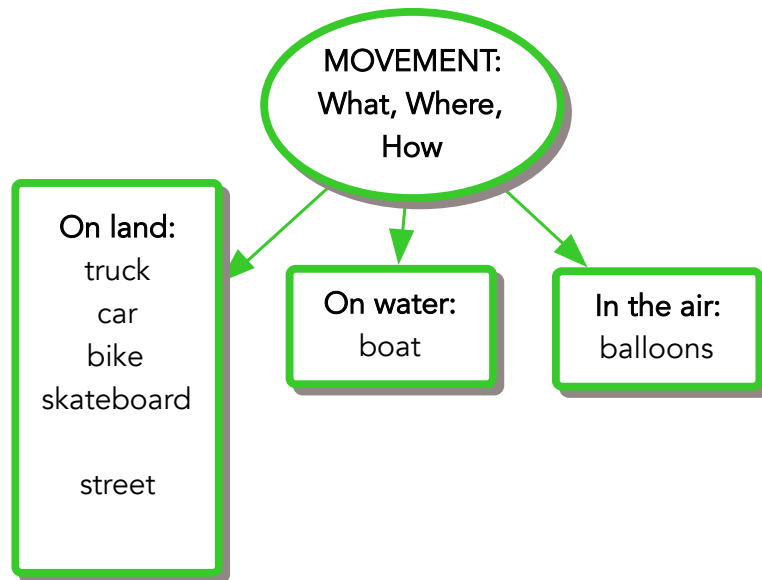
Comparison of Two Text Types

(# of words in each: 11,400)

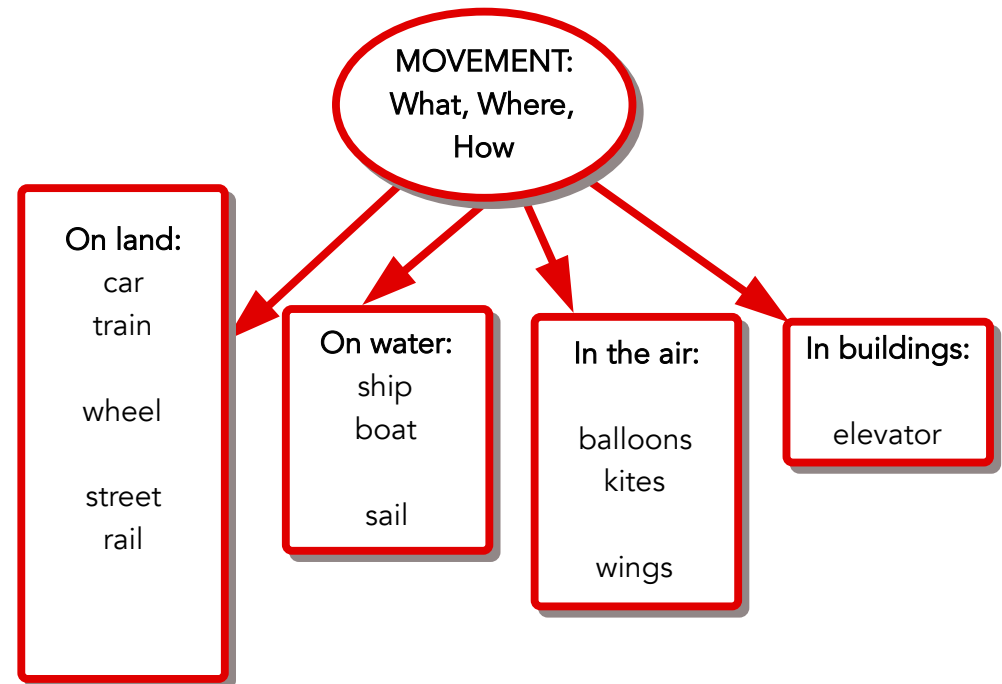
	Typical	Knowledge-Based
# unique words	1,718	1,332
# word families with more than one family member	225	501
% words outside 2,500 Word Families	6%	4%

Size of Critical Semantic Clusters (words with 3+ repetitions)

Typical Program

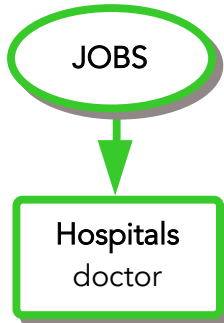


Knowledge-Based Program

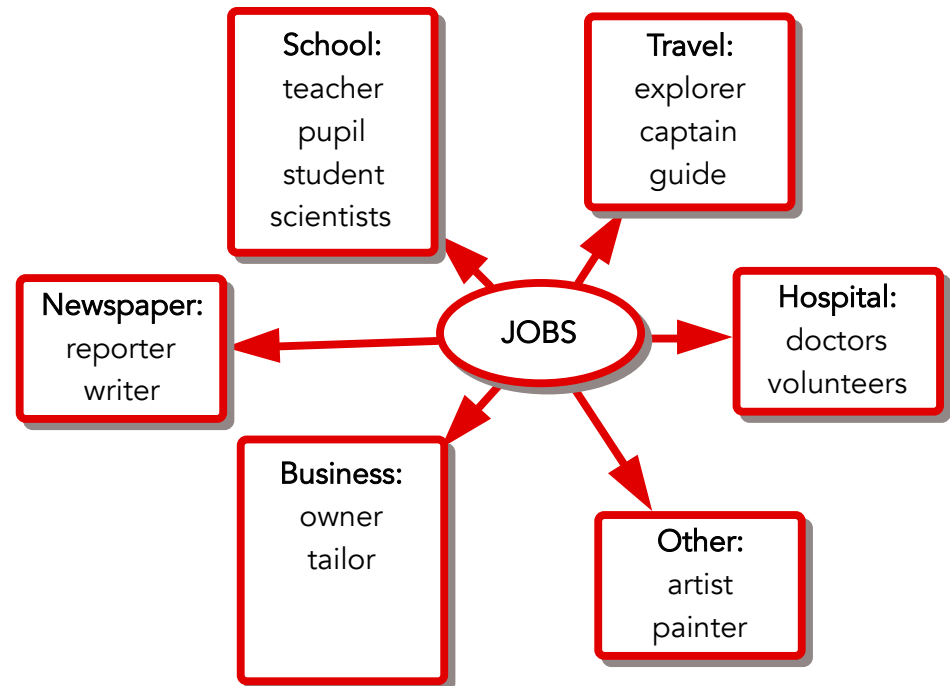


Size of Critical Semantic Clusters (words with 3+ repetitions)

Typical Program



Knowledge-Based Program





Transportation—

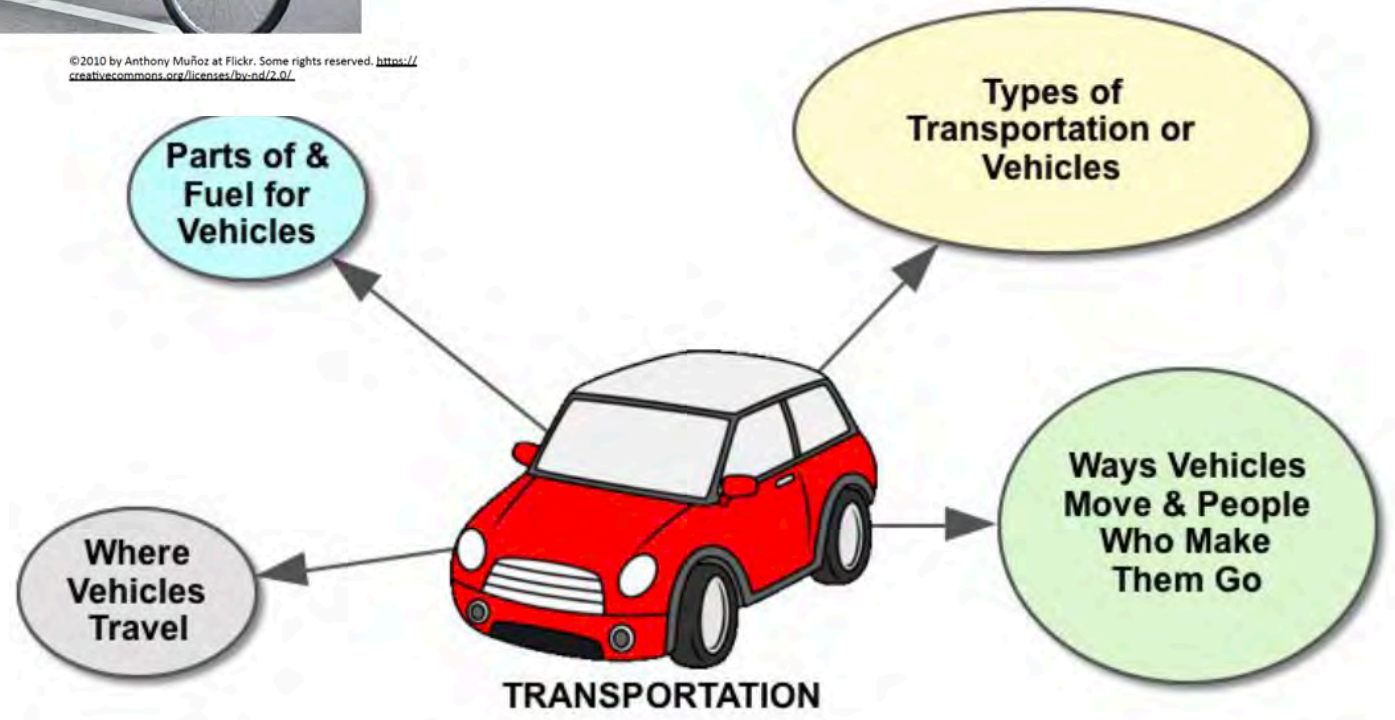
Types of Transportation or Vehicles



TextProject provides sets of pictures for core vocabulary

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bus
(bus)

jet (jet)



Photo: Fat Albert, the support aircraft for the US Navy Blue Angels flight demonstration team. August, 2005. Released into public domain by the United States Navy (Blue Angels).

truck

(truck)



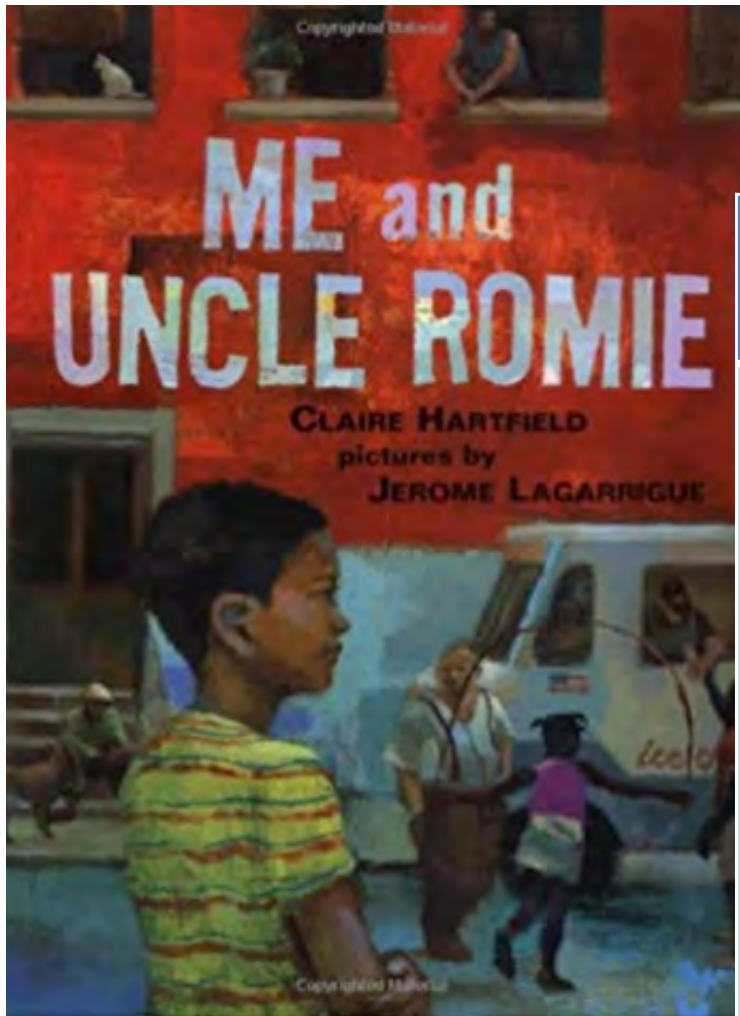


van
(van)

2. Lessons on How Words Work



Typical Choices



Houghton Mifflin Harcourt
(Baumann et al. (2014))

Scott Foresman
(Afflerbach et al., 2013)

ruined



ruined

feast



feast

model

cardboard

concerned

fierce

schedule

flights

yanked

pitcher

streak

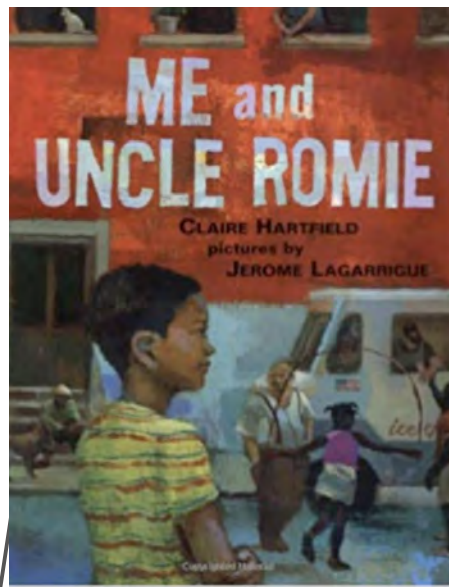
treasure

smear

stoops

glorious

studio

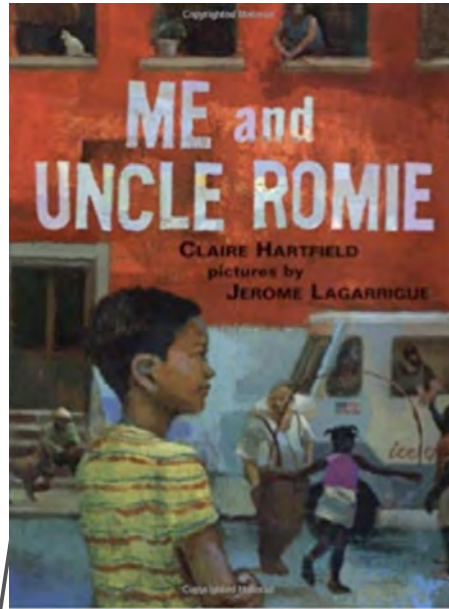


*Me and Uncle
Romie:*
compound words

- skyscrapers
- workroom
- cardboard
- underground
 - doorway
 - stickball
- bald-headed
- home run

- photographers
- subway

- train schedule
- fire escapes
- pepper jelly
- fierce-eyed
- postcards

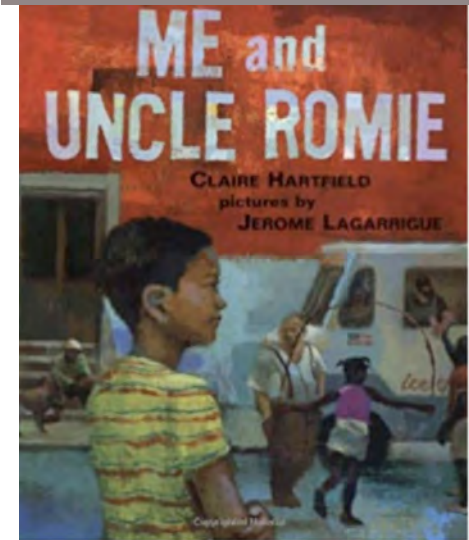


Me and Uncle Romie:
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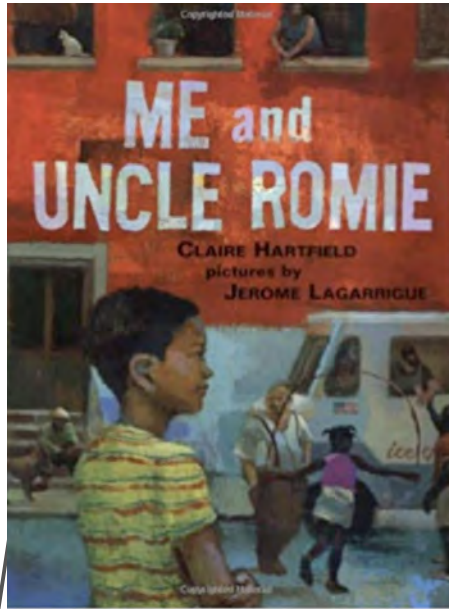
- train schedule
- fire escapes
- pepper jelly
- fierce-eyed
- postcards



Me and Uncle Romie:
Places

- avenue
- ferry
- hydrant
- stoops
- bleachers
- platform
- skyscrapers
- studio
- neighborhood
- underground

- Penn Station
- Harlem
- Statue of Liberty
- Carolina
- Caribbean
- Chicago



Me and Uncle Romie:
compound words

ruined
feast
model
concerned
schedule
yanked
streak
smeared
glorious
studio

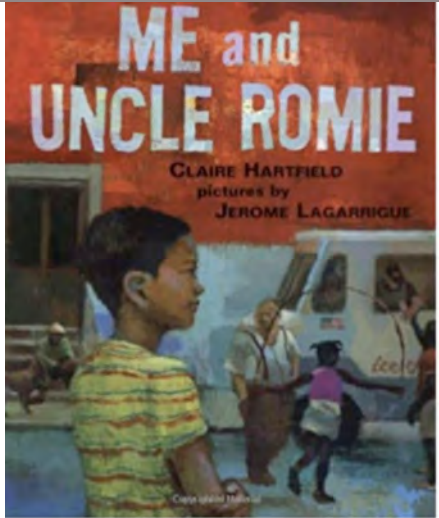
Penn Station
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Statue of Liberty
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ruined
feast
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pitcher
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stoops



Me and Uncle Romie:
Places

avenue ferry
hydrant stoops
bleachers platform
skyscrapers studio
neighborhood
underground

3. Conversations About the Core Vocabulary and Students' Capacity with it



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STARR—Grade 3 (Expository)

She baked all day because she could fit only a few loaves of bread at a time in her wood burning stove. Her oldest sons walked to the homes of the customers and delivered the baked goods.

Soon Mrs. Baird's baked goods were so popular that her sons needed a faster way to deliver them. They began to use their bicycles. Even more people ordered from Mrs. Baird. She had to find a way to bake more products at one time.

In 1915, Mrs. Baird purchased a used oven from a hotel. The oven cost \$75, but Mrs. Baird was able to pay only \$25 in cash.

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