

8-10-2022

Multimodal Vocabulary Instruction: An Approach for Supporting Reading Comprehension

Mary K. Van Singel
Grand Valley State University

Follow this and additional works at: <https://scholarworks.gvsu.edu/theses>



Part of the [Language and Literacy Education Commons](#)

ScholarWorks Citation

Van Singel, Mary K., "Multimodal Vocabulary Instruction: An Approach for Supporting Reading Comprehension" (2022). *Masters Theses*. 1065.
<https://scholarworks.gvsu.edu/theses/1065>

This Thesis is brought to you for free and open access by the Graduate Research and Creative Practice at ScholarWorks@GVSU. It has been accepted for inclusion in Masters Theses by an authorized administrator of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

Multimodal Vocabulary Instruction:
An Approach for Supporting Reading Comprehension
by
Katie Van Singel
August 2022

Master's Project
Submitted to the College of Education
At Grand Valley State University
In partial fulfillment of the
Degree of Master of Education



The signature of the individual below indicates that the individual has read and approved the project of **Katie Van Singel** in partial fulfillment of the requirements for the degree of Master of Literacy Studies.

Nancy DeFrance

August 5, 2022

Nancy DeFrance, Ph.D., Project Advisor

Date

Accepted and approved on behalf of the
Literacy Studies Program

Elizabeth Stolle

Elizabeth Stolle, Ph.D., Graduate Program Director

8/10/2022

Date

Accepted and approved on behalf of the Literacy
Educational Foundations & Technology Unit

Mary Bair

Mary Bair, Ph.D., Unit Head

8/11/2022

Date

Abstract Page

Children bring a wide range of vocabulary knowledge and prior experiences with them when they enter school. Research suggests that in order to bridge childrens' word knowledge and the word knowledge needed for academic success, teachers must take on a multimodal instructional approach to foster vocabulary development and reading comprehension in students. This project explores how word knowledge develops in children as well as various research based features of vocabulary instruction to support word learning in the classroom. The project is designed to offer teachers professional development that works to grow teacher expertise for what effective vocabulary instruction is, the time and space to plan for instruction, as well as an opportunity for job embedded feedback and support in a collaborative community of professionals.

Table of Contents

Abstract.....	3
Table of Contents.....	4
Chapter One: Introduction	
Problem Statement.....	6
Importance and Rationale of Project.....	6
Background of the Project.....	8
Statement of Purpose.....	9
Objectives of the Project.....	10
Definition of Terms.....	11
Scope of Project.....	11
Chapter Two: Literature Review	
Introduction.....	13
Theory/Rationale.....	13
Research/Evaluation.....	17
Summary.....	30
Conclusion.....	31
Chapter Three: Project Description	
Introduction.....	32
Project Components.....	33
Project Evaluation.....	38

Project Conclusions.....	39
Plans for Implementation.....	40
References.....	42
Appendices	
Appendix A - Professional Learning Sessions at a Glance.....	48
Appendix B - Sample Facilitator Guide - Session.....	50
Appendix C - Baseline Reflection Survey.....	53
Appendix D - Post Reflection Surveys.....	55
Appendix E - Final Reflection Survey.....	59
Appendix F - Vocabulary Instruction at a Glance.....	61
Appendix G - Exploring Depth of Knowledge.....	63
Appendix H - Word Tiers and Choosing Words to Teach.....	65
Appendix I - Definition & Word Analysis.....	67
Appendix J - Meaningful Contexts.....	69
Appendix K - Word Knowledge Assessment.....	71
Appendix L - Vocabulary Lesson Planning Guide.....	73
Appendix M - Sample Vocabulary Lesson Planning Template.....	75
Appendix N - Observation Data Collection Form.....	79
Appendix O - Vocabulary Lesson Reflection Form.....	81

Chapter 1: Introduction

Problem Statement

Children come to school with a wide range of exposure and experiences with language (Biemiller, 2003). Differences in word knowledge can cause gaps for learning when children enter school (Coyne et al., 2018). The level of one's vocabulary knowledge and development has been found to strongly determine one's reading comprehension (Wanzek, 2014; Wright & Cervetti, 2016). However, many early elementary teachers, grades kindergarten through first grade, tend to leave direct and explicit vocabulary instruction out of their day (Coyne et al., 2018; Wanzek 2014). This is problematic because a student's knowledge of word meaning encountered in texts supports overall student understanding of texts read (Wanzek, 2014). If students do not have the background knowledge and conceptual understanding for words they encounter in text, then they become at risk to struggle to comprehend (Wright & Cervetti, 2016).

However, there is plenty of research that supports the positive impact teachers have when they build upon students' word knowledge to develop rich understanding of vocabulary in order to support reading comprehension (Duke & Block, 2012; Wanzek, 2014; Wright & Cervetti, 2016). By providing teachers with training and resources for choosing high leverage words found in text and direct best practice vocabulary instruction, teachers can set their students on the trajectory for successful reading and learning (Coyne et al., 2018).

Importance and Rationale of the Project

Reading is complex and many variables contribute to why students fall below grade level. In order for students to read with grade level proficiency they must be able to comprehend the texts they read. Vocabulary is a strong predictor for reading comprehension (Wright & Cervetti, 2016). Research suggests that when vocabulary instruction in schools is explicit and direct,

children make gains not only in their vocabularies but grow in their reading comprehension as well (Biemiller, 2003). However, vocabulary instruction is a rare occurrence in early grades, kindergarten through second (Coyne et al., 2018; Duke & Block, 2012; Wanzek, 2014). Teachers tend to focus a majority of their literacy instruction on foundational skills such as phonological awareness, phonics, and word recognition (Duke & Block, 2012). This is concerning because as children begin to grow as readers and move into more complex texts, they begin to encounter words that require contextual understanding and background knowledge for comprehension to occur (Duke & Block, 2012). If children are not supported in acquiring new words, then we begin to see a widening gap which begins prior to third grade (Biemiller, 2003; Coyne et al., 2007). Biemiller (2003) points out “. . . by third grade 95 percent of children (in a nonnative sample) could read more words than they could understand.” Children must be introduced to as many new words as they can in addition to developing deep knowledge for words as well (Coyne et al., 2009).

Additionally, if new words and concepts are being taught, the instruction is occurring with very little intent and preparation (Duke & Block, 2012). The problem with this kind of on the fly approach is that it leads to the lack of depth and exposure that children need to fully understand the concept(s) of a word. The depth of knowledge for words allows children to distinguish from other words and understand a word's meaning in a specific context (Coyne et al., 2009). As children are able to successfully read and comprehend texts, they are able to continue to build upon their pre-existing knowledge as they read and grow as learners. This leads one to think that teachers lack an overall understanding of the importance of why we must create rich, robust experiences for learning new words, acquiring deep word knowledge, and how to effectively teach it.

The good news is there is a growing body of research that supports that direct vocabulary instruction in the early grades is extremely beneficial for supporting children's vocabulary development and reading comprehension (Coyne et al, 2009; Wanzek, 2014). Planned implementation of teaching word meanings over time has been found to positively increase the amount of words students know (Coyne et al, 2018). Studies done by Biemiller and Boote (2006) showed that children who were explicitly taught brief child friendly definitions of words grew their knowledge by 22% compared to the 12% increase in words not explicitly taught (as cited in Coyne et al., 2009, p. 2). In addition to the benefits of children learning new words, it is important for teachers to build upon childrens' conceptual understanding as well. Conceptual understanding further supports reading comprehension (Coyne et al., 2009). In fact, a meta-analysis done by Stahl and Fairbanks (2006) found that vocabulary instruction had an effect size of .97 on students' overall reading comprehension (as cited in Wanzek, 2014, p. 141). When students have deep knowledge of words they read they are more able to determine the correct meaning of the word and build upon their overall understanding for the word or ideas they encounter in text.

Background of the Project

The National Reading Panel (NRP, 2000) reported that vocabulary has long been an important part of reading instruction since 1925, as identified by Whipple. Early research conducted by Davis (1942) identified two measures for reading ability; word knowledge and the ability to make meaning while reading, also referred to as "reasoning" in reading. Davis (1942) further explains that individuals who have large knowledge for word meanings have quicker access to understanding what it is they are reading. The NRP (2000) argues that Davis' findings are still relevant today.

Children first begin developing oral language (Biemiller, 2003). Beginning oral language is often shaped and influenced by that of their home and surrounding environment prior to school age (Biemiller, 2003). Once children enter school, their oral vocabularies can begin to help them to comprehend text, but only if the words they encounter in text are part of their oral vocabulary (Kamil & Biebert, 2005). If the words are not part of the oral vocabulary, then the reader will be unable to comprehend the text (National Reading Panel, 2000). One's oral language serves as a bridge between being able to decode a word and understanding what the text means (Kamil & Hiebert, 2005). As the NRP (2000) suggests, it “. . . is a key to [making] the learning transition from oral to written forms” (pp. 4-3).

Based upon the vocabulary knowledge children have requires direct and explicit instruction to ensure gaps in vocabulary and reading comprehension do not occur (Coyne et al., 2007; Coyne et al., 2009; Wanzek, 2014). In addition, children also need multiple modes of exposure and experiences with words in order to develop deep word knowledge (Silverman & Crandell, 2010). However, explicit vocabulary instruction has been missing from early elementary classrooms for decades. In a study conducted by Becker more than 4 decades ago, classrooms were found to lack vocabulary instruction and as a result, student reading comprehension broke down (Biemiller, 2003). Moreover, gaps in vocabulary acquisition can also begin to grow (Coyne et al., 2007; Coyne et al., 2009; Wanzek, 2014). Vocabulary instruction must take on an intentional and multidimensional approach woven throughout an instructional day in order to effectively grow readers.

Statement of Purpose

The purpose of this project is to develop, present, and evaluate a teacher in-service program to support primary elementary teachers in effective implementation of vocabulary

instruction in the classroom. This professional development will provide teachers with the importance of why vocabulary instruction must be explicitly implemented into a daily instructional routine, high leverage strategies to effectively grow student vocabulary development, and ways to fit the instruction into their day. This project addresses the problem as it will equip teachers with the knowledge for how sound vocabulary instruction grows student development in word meaning, builds background knowledge and conceptual understanding in order to make meaning of the texts they encounter. It is unique in that it will support teachers to grow their practice for creating rich experiences, multiple exposures, and practice for learning new words, thus developing deep word knowledge which will support students in their reading comprehension, thus moving students to read at grade level proficiency.

Objectives of the Project

The work of this project will be to develop professional learning for the elementary school teachers. It will support teachers in successful and effective implementation of high leverage vocabulary instruction that will develop student vocabulary. The main objectives for this project are:

1. Grow teacher knowledge and understanding of the importance for why vocabulary instruction must be part of daily literacy instruction.
2. Equip teachers with instructional routines and strategies for instruction that grow students vocabulary and foster deep conceptual understanding for words.
3. Structured opportunities for teacher implementation and practice.
4. Offer and provide embedded support via small group collaboration through reflection and feedback.
5. Provide practical ways to assess and monitor student vocabulary acquisition.

Definition of Terms

High Leverage Words: Words that “occur often in the language of school and text” (Coyne et al., 2018, p. 165).

Reading comprehension: “. . . acquisition and integration of printed text . . . to extract meaning” (Stanley et al., 2018, p. 133).

Reading proficiency: A student is considered a proficient reader when they can read a grade level text with “. . . 95% accuracy (no more than 5 mistakes)” and at a “. . . rate which basic comprehension [is] achieved” and the student can “. . . infer characters’ motivation, explain a theme, identify elements of an author’s craft, find evidence to support an argument, distinguish fact from opinion, and draw conclusions” (Snow & Matthews, 2016, p. 57).

Vocabulary knowledge: A person’s understanding or “knowledge of words” (Wright & Cervetti, 2016, p. 203).

Scope of the Project

This project will be created for the implementation of professional development for teachers in an elementary school setting. Primarily, this project will work to grow knowledge around best practice for vocabulary instruction as well as support transfer of practice into the classroom, particularly for teachers in the early elementary grades, kindergarten through second grade. However, the learning and application this project will provide could support teachers in the upper grades, third through fifth. It will do so in that it will summarize and present the research to provide sound rationale behind why we must incorporate vocabulary instruction into our students' day, how to choose high leverage words from texts to build student vocabulary, and effective strategies for building conceptual knowledge for words.

More explicitly, the professional development will take place over five one hour sessions. Teachers will reflect on their overall practice for vocabulary instruction in order to provide baseline data from which qualitative growth can be reflected upon throughout the course of the inservice. Throughout the course teachers will be introduced to sound strategies for ways to effectively teach and build depth of knowledge for words, make plans for implementation into their practice, as well as be offered support for implementation. Time for discussion and reflection will be incorporated into each session prior to the new learning, giving teachers time to revise and build upon their prior experience in order to grow their individual practice in a supportive and collaborative group setting.

The factors that may hinder or obstruct the implementation and effectiveness of this project are teacher buy in and time. Teachers today are already feeling overwhelmed by the amount of grade level content they must teach and feel there is little to no additional time to implement one more instructional block into their day. Furthermore, unless this learning is able to be conducted within a school day, they would need to be willing to commit to time either before or after school, lengthening their work day.

In efforts to alleviate some of these roadblocks, the inservice will be provided in a small group setting to ensure that teachers feel supported through collaboration with colleagues and a facilitator. Time together will be spent in small one hour time frames over five sessions so as to not inundate teachers with information and to foster learning in manageable chunks. In addition, the inservice is designed with embedded opportunities for transfer into practice, support, and reflection to make the learning meaningful, relevant, and fun.

Chapter 2: Literature Review

Introduction

Vocabulary development is a strong predictor of reading comprehension in the primary grades (Wanzek, 2014; Wright & Cervetti, 2016). Word knowledge fosters proficient reading comprehension as it allows students to focus on the meaning of text as opposed to focusing on definitions and meanings of words (Kinstch, 1988; Wanzek, 2014). Research has shown that when classroom instructional practice supports a rich environment for growing student depth of knowledge for words, reading comprehension grows as well (Coyne et al., 2018; Wanzek, 2014). Within this chapter are two theories that work together to support how student vocabulary and word knowledge acquisition grows, fostering reading comprehension for children. Schema theory provides a way to understand how students organize and make sense of their prior knowledge and experience which fosters and supports reading comprehension and learning. The construction-integration theory of text procession explains how new knowledge from a text is integrated into learners' pre-existing knowledge, thus supporting meaning making of a text. A third and final model for professional learning is explained as it guides the development for creating a learning environment that supports and sustains learning based upon adult learning principles.

Theory/Rationale

Schema Theory

Schema is the mental integration of how things are connected and supports how one comes to make sense of the world around them (Anderson, 1984). It does so by providing a way to organize and store known abstract information from previous experience in a way that is interrelated or connected (Little & Box, 2011). The knowledge, or schema, one holds is believed

to be determined by the world and experiences around them and provides the foundation for future learning (Anderson, 1984). New learning takes place when one's schema is "activated" by the thing or concept being introduced and connections are made or incorporated into a prior network of knowledge (Anderson & Pearson, 1984). As one reads, they bring prior knowledge or experience to the text that supports overall text comprehension. Based upon one's background knowledge around the text topic, vocabulary, concepts and ideas presented in the text, the reader drives the process for connecting the information to pre-existing schema, making sense and meaning of what is being read (Little & Box, 2011). Thus, the more a reader is supported in the development of schema, the more it will support them in their overall word knowledge development and text comprehension (Little & Box, 2011).

Construction Integration Model

Walter Kintsch (1988) describes construction integration model as a model that "combines a construction process in which a text base is constructed from the linguistic input as well as from the comprehender's knowledge base, with an integration phase, in which [the] text base is integrated into a coherent whole" (p. 164). More simply put, it is a model for how readers comprehend text (Hwang & Duke, 2020). According to Kintsch (1988), the text is broken down into propositions which are small units of meaning derived from words, sentences, or phrases. The propositions form a hierarchy for understanding the text as the more important information is at the top and more detailed information is at the bottom (Weaver & Kintsch, 1996). Information from the text combines with the reader's prior knowledge, associating and making sense of the information (Kintsch, 1988). Hwang and Duke (2020) break prior knowledge down into three components; "lexical knowledge (information about meanings of words), featural knowledge (information about characteristics of objects and ideas), and

script/scenario knowledge (episodic information about different situations)” (pp. 2-3).

Vocabulary knowledge is important as it supports readers to name and define words as background information supports readers’ conceptual understandings. As new information is received, the reader’s thinking and knowledge will adjust, supporting the reader to make meaning from the text (Kintsch, 1988).

Model for Teacher Professional Learning

Due to the complex nature of adult learning, there is not one set theory for how adults learn (Rohling and Spelman, 2014). Rather, Rohling and Spelman (2014) look to two separate theories that propose a framework for professional learning. Andragogy, as suggested by Knowles (1975), is a term that defines adult learning as post secondary education that considers the whole adult experience and can take place throughout one’s life. Within the andragogy theory are six assumptions which define adult learning (Rohling & Spelman, 2014). Knowles suggests adults have their own set of unique experiences and personal knowledge built over time, are often self directed in their learning, seek out learning that is relevant to their current development, are “life centered” to access the learning required, are more externally motivated than internally, and need to understand “the why” behind what they are learning (as cited in Merriam et al., 2006, p. 84). Transformational learning, according to Mezirow (1978), is defined by new learning being integrated into prior experience fostering one to re-examine current beliefs, and then apply new learning into practice. Both work together to provide a model for professional learning by which four recurring themes; experience, reflection, dialogue, and context, work together to support adult learning principles for professional development (Rohling & Spelman, 2014).

All adults bring prior experiences to learning. Prior experience provides a knowledge base from which new learning can take place (Rohling & Spelman, 2014). The learning experience must be relevant to the development of the work adults are currently doing in order for it to be incorporated into their current knowledge (Knowles, 1975; Rohling & Spelman, 2014). Not only is it important for the learning to be relevant, but also applied immediately (Knowles, 1975). Jarvis defines reflection as the process for learning in which adults plan, monitor, and reflect (as cited in Rohling & Spelman, 2014, p. 234). Mezirow (1978) suggests that adult learning is propelled by self reflection which results in exploring long held beliefs that must result in an integration of the new learning in order for true learning to take place.

Dialogue, or “collaborative conversation”, allows learning participants to create a common understanding for the learning experience (Rohling & Spelman, 2014). Through dialogue, adults share their understanding for the learning which in turn shapes further understanding (Rohling & Spelman, 2014). In addition, one’s confidence for the learning is made stronger through the supportive social environment (Mezirow, 1978).

Finally, the context for which adults learn plays a key role in shaping their learning (Rohling & Spelman, 2014). Knowles (1978) suggests learning taking place should be at a time and place that is convenient for participants, as most adults are “part time learners” (p. 87). Ease of location and time make adult learning accessible to working adults. Having positive presuppositions for participants also works to support adult learners in the context of the professional setting. *Standards of the National Staff Development Council* assume that professional learners work to better student learning, come ready to learn, can learn, and learn in different ways and contexts (as cited in Rohling & Spelman, 2014, p. 236).

Research/Evaluation

Importance of Grade Level Reading Comprehension

It is important for students to read proficiently at grade level as it places students on the trajectory for future success in high school, college, and ultimately, employment (Missall et al., 2019). Moreover, student reading proficiency should be identified because it is a strong predictor for achievement throughout one's life (Missall et al., 2019). The 2019 National Assessment of Educational Progress (NAEP) identified that over half of fourth graders are not performing as proficient in reading. That is they were not competent over challenging subject matter for reading comprehension (NAEP, 2019). Students who are not proficient in reading at grade level are at risk of falling behind. Therefore, it is important to examine the contributing factors which support reading proficiency as well as review the researched based features of vocabulary instruction.

Vocabulary Supports Reading Comprehension

Cromley & Azevedo (2007) suggest that vocabulary and background knowledge make the greatest contribution to reading comprehension and have a "reciprocal relationship" (as cited in Apthorp et al., 2006). As children begin to read, their oral vocabularies can help them to understand what is being read because they understand the meaning of the words found in the text (Apthorp et al., 2006). Additionally, children in early grades with high levels of vocabulary are more likely to read because they are able to make meaning of the text which in turn supports additional exposure to words, thus supporting comprehension at higher levels (Wanzek, 2014). Ultimately, vocabulary is a strong predictor of reading proficiency as emergent readers become more developed in their phonological awareness and word recognition skills (Coyne et al., 2007).

Contributing Factors to Low Grade Level Reading Comprehension

Teacher Knowledge

The level of teacher knowledge for reading instruction can have lasting implications on students learning for reading (Duguay et al., 2015). Studies have shown that preservice teachers, as well as teachers in the field, tend to focus a majority of their reading instruction on necessary foundational skills such as letter-sound correspondence, phonemic awareness, and decoding (Duke & Block, 2012). However, vocabulary instruction is also needed (Duguay et al., 2015). In a study conducted by Duguay et al. (2015) teachers' vocabulary knowledge was measured. The study found that on a scale of emergent, intermediate, and expert vocabulary knowledge, the majority of teachers were scored as intermediate. The results suggested a need for further professional learning for the developing student's vocabulary knowledge as “. . . teacher knowledge in a domain can impact teacher practice, which can in turn affect student growth” (Duguay et al., 2015, p. 322). While some curricular programs for vocabulary have embedded training for teachers, they do not offer the sustained implementation support that teachers often need (Jayanthi et al., 2018).

Explicit Instruction

It is a common belief that through incidental exposure children will learn new vocabulary as they read and encounter words (Coyne et al. 2007). However, direct instruction of vocabulary can produce bigger gains than indirect exposure (Wanzek, 2014). Yet, very little teacher-led instruction is happening in grades prior to third (Coyne et al., 2007; Jayanthi et al., 2018). In fact, Duke and Block (2012) report that after 600 hours of observations in 55 kindergarten classrooms it was found that very little direct vocabulary instruction was conducted and, upon the rare occurrence it was happening, it was done with little to no planning.

Student Knowledge

How well one knows a word supports their ability to determine meaning from other words and contexts (Coyne et al., 2009). Depth of knowledge can range from having no knowledge to having complete understanding for the words which supports reading comprehension (Coyne et al., 2009). Student word learning builds over time through stages by first never having heard the word before being able to define it, and use or identify the word in many contexts (Goldstein et al., 2017). Students who have lower knowledge must rely on the context in order to derive meaning (Beck & McKeown, 2018). When children depend on context to understand a word, they focus more on the meaning of the word and not on the overall understanding of the text being read (Goldstein et al., 2017). Students who do not have as deep of word knowledge require a multimodal approach as students need varying levels of instruction to grow their knowledge (Coyne et al., 2007). Multimodal instruction leads to increased comprehension as it leads children to fluently access the meaning of the word through immediate recall while reading (Apthorp et al., 2006).

A Multimodal Approach for Vocabulary Instruction

Beck and McKeown (2018) report that students need robust vocabulary instruction. Robust instruction requires teachers to take on a multimodal approach. Multimodal instruction can be defined as explicit and direct instruction that provides both definitional and contextual meaning for words for multiple exposures that includes opportunities for deep processing, as well as to interact and talk about the words beyond the text (Apthorp et al., 2006; Coyne et al., 2007; Golstein et al., 2017). Explicit explanation and multiple exposures with words results in greater word learning and enhances word meaning which is necessary for greater comprehension gains (Wanzek, 2014). The instructional setting is rich with exposure to language and words that foster both intentional and natural opportunities for word learning (Blachowicz et al. 2016).

Structured activities allow for students to engage in deep and active thinking for words which has been found to develop deep word knowledge (Apthorp et al., 2006). Vocabulary instruction becomes more than a set list of words to be taught each week and understanding for how to develop deep word knowledge becomes a shared philosophical practice amongst a professional teaching community (Blachowicz et al., 2006). This varied and dimensional instruction is suggested for the whole class setting, particularly for primary grades (Beck & McKeown, 2007).

Therefore, a framework for what constitutes research based instruction is presented. It is important to note that there is not research which suggests one feature is more important than the other. Rather research suggests that it is a multitude of research based features for effective vocabulary instruction which supports and motivates students for deep word learning (Blachowicz et al., 2016).

Research Based Features of Vocabulary Instruction in the Classroom

Different Representations of Words

Role of Print. Reading aloud, also known as shared book reading or story book exposure) has been found to be a major predictor for building vocabulary knowledge (Zhang et al., 2017). Orally reading to and exposing students to print is a common and powerful instructional practice in primary grades as it exposes students to rich and complex texts they might not otherwise have access to in a way that allows students to enjoy and interact with print (Leung, 2008). It allows students to move beyond what they currently know and helps them access new words and information (Leung, 2008). Embedded vocabulary instruction is conducted within the context of a teacher reading aloud to students (Goldstein et al., 2017). When reading, the teacher provides child-friendly definitions of targeted words that support student understanding of the story (Goldstein et al., 2017). This supports student understanding

for words as their meanings are explained in language they can understand as well as provided in a context from which they can build deeper understanding for the words (Leung, 2008). In a recent report, Baker et al. (2020) investigated the effect of read aloud embedded instruction on first grade vocabulary knowledge in a whole group setting. The study confirmed that children in the treatment condition learned more words as well as deep word knowledge compared to the control group which did not receive embedded instruction (Baker et al., 2020). In addition, in an observational study conducted by Silverman and Crandell (2010) found that acting out and illustrating words within read alouds was positively linked to student vocabulary growth on a standardized measure as it provided opportunities to actively engage with the words.

It is also important to note that repeated readings of the read alouds benefit student learning as it provides students with embedded opportunities for multiple exposures to the target words and their meaning (Leung, 2008; Zhang et al., 2017). This helps to build upon student receptive vocabulary, words children hear which they can understand, as well as build their expressive vocabulary, words students use when speaking (Leung, 2008). As the teacher reads and word meanings are provided, oral discussion between the teacher and students often ensue, allowing children to hear the words being used in dialogue in a meaningful way as well as allowing them to have practice using the newly learned words from the story (Leung, 2008).

Role of Verbalization. Verbalization also plays an important role in providing robust vocabulary instruction for students. In fact, Beck et al. (2002) suggest that a rich verbal environment can occur all the time throughout the school day. Verbalization can take place in specific instructional routines and settings, as well as by the teacher simply incorporating and explaining the meanings of the words used in everyday interactions with students (Beck et al., 2002). By infusing rich oral language in a natural setting, students can experience words they

have heard in context of a read aloud or other area of instruction which helps to foster the multiple exposures they need to learn new words (Beck et al., 2002).

Additionally, verbalization can also take place through dialogue which can occur contextually within a read aloud (Blachowicz et al., 2006), as well as can take place while engaging in, what Silverman & Crandell (2010) refer to as, “analytical talk” (p. 118). Dialogue provides a powerful way for students to engage in scaffolded conversation during and after the read aloud (Blachowicz et al., 2006). By teacher guided questioning, providing additional information needed, and prompting, students are engaged in conversation which has been found to significantly produce word learning (Blachowicz et al., 2006). Verbalization via “analytical talk” can take place either within or out of a read aloud. More specifically, Silverman & Crandell (2010) suggest identifying uncommon words that can be defined by their . . . “definitions, picture clues, sentence context, story meaning and deep processing of word meanings . . .” through dialogic conversation led by the teacher which supports vocabulary acquisition for students (p. 118).

Furthermore, research suggests that having students simply verbalize and say a word aloud can have a positive impact on word learning (Silverman & Crandell, 2010). Researchers report that after introducing target words to students, along with providing definitions and picture support, students that practiced saying the word and identifying when they heard the word read aloud in the story gained word knowledge (Silverman & Crandell, 2010). In addition, Blachowicz et al. (2006) reports that when students are given the opportunity to verbalize and explain how words are semantically connected word learning occurs.

Role of Image. Images that illustrate word meaning as well as lexical representation of target words have been found to be just as effective as analytical and contextual instruction

(Silverman & Crandell, 2010). Specifically, images are particularly powerful when new words are introduced and provided in a context where children must discriminate meaning from one word to another (Silverman & Crandell, 2010). Illustrating new words has also been found to support new word learning as it requires students to actively engage and think about how to physically represent word meaning (Silverman & Crandell, 2010). It is important to note that the role of image has been found to be most effective with students who might need extended opportunities for engaging with new words as students who have prior knowledge of the target words presented may not benefit from this type of instruction (Silverman & Crandell, 2010).

Linguistic Representations of Words

Morphophonemic. Structural analysis of words, or learning of the meaning for word parts has shown to support student word learning when reading (Blachowicz & Fisher, 2004; Blachowicz et al., 2006; MAISA GELN, 2016). Word parts; root words and affixes, work together to form the meaning of a word. As children read and come to an unknown word they can look for word parts that provide insight for what the word means (Blachowicz et al., 2006). In addition, as readers determine known word parts, general context clues within the sentence can further support students in deriving meaning (Blachowicz et al., 2006). Research suggests that when instruction for morphology is integrated into classroom curriculum, students' are more equipped to infer meaning of words as well as begin to move towards independence for solving word meaning as they read (Blachowicz & Fisher, 2004; Blachowicz et al., 2006).

Semantic. The study for how words and concepts are related is a powerful instructional practice for students for developing and deepening word knowledge (Blachowicz et al., 2006). Semantic analysis of words includes comparing and contrasting words by clustering or mapping synonyms or antonyms of a word or concept (Silverman & Crandell, 2010). Clustering or

mapping words, depending on their relatedness, allows students to explore the nuanced nature of words which helps to build upon or create networks of meaning between words (Silverman & Crandell, 2010). Silverman and Crandell (2010) report that by adding the study of semantic relatedness of words coupled with defining and providing context of words had significant gains for word learning in a kindergarten classroom. In addition, by providing students instruction that shows how words are connected in a contextualized setting, students are more equipped to remember particular word meanings (Chilton & Ehri, 2015). Specifically, when words are embedded within sentences where word meanings are “activated”, students are more likely to learn word meanings and understand how a word functions than in unrelated contexts (Chilton & Ehri, 2015). As children study the relatedness of words and the functions they serve, they become better equipped to incorporate additional meaning of a word into their pre-existing knowledge, supporting further word learning and reading comprehension (Chilton & Ehri, 2015).

Word Knowledge

Deep knowledge of words is complex and is built over time through natural encounters as well as through instructional contexts (Chilton & Ehri, 2015). Knowing a word consists of understanding how to pronounce a word, its meaning and syntax in a sentence, the semantic network or context surrounding a word, as well as being able to recognize its written form. (Chilton & Ehri, 2015). In addition, children’s word knowledge varies depending on one’s level of experience and understanding of words they have encountered (Beck et al. 2002). Through the work of Beck, McKeown, and Omanson (1987) we can attempt to measure one’s understanding of a word by following a continuum:

- No knowledge.
- General sense, such as knowing *mendacious* has a negative connotation.

- Narrow, context bound knowledge, such as knowing that a *radiant* bride is a beautifully smiling happy one, but unable to describe an individual in a different context as radiant.
- Having knowledge of a word but not being able to recall it readily enough to use it in appropriate situations.
- Rich, decontextualized knowledge of a word's meaning, its relationship to other words, and its extension to metaphorical uses, such as understanding what someone is doing when they are *devouring* a book (as cited in Beck et al., 2002, p. 10).

Due to the nuanced nature of vocabulary acquisition, providing contexts in which word learning is integrated with prior knowledge and new information helps students to add to their network of knowledge which supports deep learning (Blachowicz, 2016). As reported by Nagy and Scott (2000), words become a part of stored memory that when encountered multiple times and in different contexts continually grows understanding moving one to know a word more fully (as cited in Chilton & Ehri, 2015, p. 440). Thus, the learner takes an active role as the new information is integrated (Blachowicz et al., 2006). As children begin to incorporate and build upon their understanding they become less reliant upon “shared social and physical context” for the meaning of words, illustrating that a multimodal approach which encompasses research based features for classroom instruction is beneficial for student word learning (Silverman & Crandell, 2010, p. 334).

Wide Reading

Wide reading, also referred to as extensive reading, can be defined as an approach where students have access to and read a wide range of texts that are within their ability to read (Suk,

2016). Blachowicz et al. (2006) reports that a large range of studies (Herman, Anderson, Pearson, & Nagy, 1987; Nagy et al., 1985) show this kind of reading supports vocabulary knowledge as word learning occurs incidentally over time (p. 527). It does so in that extensive reading exposes readers to many high frequency words repeatedly reinforcing knowledge of those words (Suk, 2016). Wide reading also exposes learners to new words in a context that is familiar to the reader allowing the reader to infer meaning from the text (Suk, 2016). New vocabulary introduced in texts that are accessible to the reader tend to have information that is connected to the readers' prior knowledge, which strengthens and supports not only further word learning, but also supports text comprehension when the information is new to the reader (Chilton & Ehri, 2015). In fact, Suk (2016) reports that wide reading led participants to understand 65% of predetermined vocabulary words from texts. Reading volume and access to a wide range of texts should be an integrated component of vocabulary instruction as not only does it support word learning, but comprehension as well (Suk, 2016).

Choices for Instruction to be Made

Tier 2 Words. It would be impossible to teach children every single word they need to know. Yet, there are words which teachers can strategically choose to teach that will support students more so than others. The work of Beck et al. (2002) suggests three tiers of words to help guide which words to choose for instruction and their implications for how they grow students' vocabulary. Tier one words are words students most likely already know and have had multiple exposures to (Beck et al., 2002). Tier three words are words that children do not have exposure to and do not necessarily need to know the meanings of in order to be successful in school (Beck et al., 2002). These words are very often specific to a field of study or work (Beck

et al. 2002). However, tier two words are words that are found in text that are fundamental for reading comprehension (Beck et al., 2007).

According to Goldstein et al. (2017), tier two words are considered academic words found across the curriculum, either spoken or written. They are words that are found in written language which are important to childrens' future learning and part of a person's literate vocabulary (Apthorp et al., 2006). Nagy and Townsend (2012) report that words considered as tier two are of top priority for growing student vocabulary and supporting success across content areas (as cited in Goldstein et al., 2017). As suggested by Goldstein et al. (2017), tier two words also greatly support student learning long term.

Extended Instruction. Extended vocabulary instruction is instruction that takes place beyond the oral read aloud (Goldstein et al., 2017). Furthermore, Wanzek (2014) points out, extended instruction can also take place outside of student independent reading. Extended instruction is varied and rich, consisting of many different activities which help to expose children to and deepen word knowledge (Wanzek, 2014). Deep processing allows for students to move beyond dictionary definitions to being able to understand words at a richer, more complex level, describing how they relate to one another and to their own experience (Beck & McKeown, 2003, as cited in Coyne et al. 2007, p.76). By engaging students in oral discussion (Wanzek, 2014), being asked questions about the word and inviting them to provide a rationale or evidence for their thinking, help to support deeper processing for the meaning of the word (Beck & McKeown, 2018).

Children should have exposure to words in multiple contexts. Multiple exposures supports growing depth of knowledge for the word as students often refer back to the original context from which they learned the word and not the definition (Beck & McKeown, 2018).

Extended activities engage students in reflective and analytical thinking that allow them to think about words and their meanings and can identify and explain appropriate uses for words (Back & McKeown, 2018). It is also recommended that students hear the word, see the word in print, and attend to some or all of the letters (Silverman & Crandell, 2010). This helps emergent readers to be able to determine differences in words and remember them as well (Silverman & Crandell, 2010).

Word Play. Much research emphasizes the importance of word play for building motivation and engagement of word learning for students (Beck et al., 2002; Blachowicz & Fisher, 2004; Blachowicz et al., 2006). Creating word rich environments where learning words is fun and encouraged has been confirmed as a way to support vocabulary development as well help students to be aware of new words they encounter through incidental and intentional learning experiences (Blachowicz et al., 2006). Techniques such as teacher modeling of excitement about newly introduced words, having students share when they encounter new words, and posting new vocabulary on a class word wall have all been identified as additional ways to foster natural curiosity and excitement for words in the classroom (Blachowicz & Fisher, 2004). Furthermore, additional word play and practice take just a few instructional minutes, yet create positive interactions with words that work to build a community of word learners (Blachowicz & Fisher, 2004).

Logistics of Instruction

Direct Instruction. Direct vocabulary instruction for children can include providing explicit definitions of words (Apthorp et al., 2006; Wanzek, 2014), providing word meaning examples and in novel situations (Beck & McKeown, 2018), teaching words in context (Wanzek, 2014), and introducing words in everyday language that is connected and not a text based

definition (Beck & McKeown, 2018). Explicit introduction to new words and their meanings provide students with basic levels of words knowledge they need in order to continue to grow their knowledge (Goldstein et al., 2017). A study conducted by Coyne et al. (2007) found that direct instruction of word meaning alone builds student word knowledge. Furthermore, it provides access to students who might not have the ability to infer word meaning through incidental exposure, such as in spoken discourse or teacher read alouds (Coyne et al, 2007). However, it is important to note that Silverman and Crandell (2010) also investigated the effects explicit definitions of words have on student learning. It was reported that children with high vocabularies made the most growth compared to children who have lower vocabularies and most likely would benefit from further instruction in order to provide scaffolds for learning (Silverman & Candell, 2010).

Instructional Minutes. The Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (MAISA GELN, 2016) recommends that to effectively build student vocabulary knowledge in order to support reading comprehension, robust classroom instruction must be daily. Research supports that in order for students to have significant vocabulary gains instructional minutes must take on a sufficient amount of time (Conner et al., 2014). Moreover, Conner et al. (2014), reported that high quality instruction; teacher led instruction by explaining the meanings of words, providing examples, and word knowledge elaboration, should take place between 25-35 minutes daily. The work of Coyne et al. (2007) further confirms this as the researchers suggest that embedded instruction within a read aloud might take 10-20 minutes long coupled with extended activities that might take 10-15 minutes in order to make positive gains in student learning for words.

Summary

In summary, there is much research to support that reading comprehension and vocabulary achievement are predictors for success (Conner et al., 2014). Vocabulary and comprehension are directly related and support the growth of one another (Duke & Block, 2012). Primary school children come to school with a wide range of word knowledge (Biemiller, 2003). As children continue to develop their oral language, many new vocabulary is introduced in print and written forms. Pre-existing schema supports student understanding for words found in text when the words they encounter are part of receptive language (Anderson, 1984). However, as texts become more complex, students need rich and robust experiences that work to build and support future word knowledge (Little & Box, 2011).

As students are introduced to new words, concepts, and ideas in text, they incorporate the new information to their pre-existing schema by integrating the new information into a hierarchical format from which new knowledge is constructed (Kintsch, 1988). Overtime, as texts are read and new words are integrated forming new knowledge, more complex texts are accessed and more word knowledge is stored, thus growing student vocabularies and supporting reading comprehension.

A multimodal approach for vocabulary instruction is needed if teachers are to meet the demands of varying degrees of word knowledge students bring to the classroom. Through the planning and implementation for robust instruction (Beck & McKeown, 2018), teachers provide students with experiences where they are introduced to new words in meaningful contexts (Beck & McKeown, 2018), have rich discussions and practice using words and opportunities for deep processing (Apthorp et al., 2006; Coyne et al., 2007; Golstein et al., 2017).

Conclusion

In closing, the research for what constitutes high leverage vocabulary instruction and the importance for teaching are misaligned with teacher practice in the primary grades. With the demands placed on teachers today to meet the diverse needs of their students, teachers need professional learning that is informative, practical, easily accessible, as well as support for implementation. Based upon the individual knowledge children bring to school, students need daily vocabulary instruction that is direct and rich which connects to their prior knowledge and continues to build upon their deep understanding of words.

Chapter Three: Project Description

Introduction

Grade level reading proficiency is one of the most important variables in a child's education as it puts students on track for academic success and future achievement (NRP, 2000). That is, not only must children be able to read the words in text, but they must also be able to understand the meaning of the words they read (Duke et al., 2021). Children in primary grades need vocabulary instruction that helps to bridge the gap between their oral language acquired outside of school and the language of school including the written discourse of texts (Athrop et al., 2012). Ideally, vocabulary instruction would occur daily (MAISA GELN, 2016) to develop deep understanding for words that will support early elementary students' academic learning (Beck et al., 2018). However, early elementary teachers are devoting very little intentional and robust instruction, if any, to supporting children's vocabulary knowledge (Coyne et al., 2018; Wanzek 2014). Therefore, this professional development is designed to help teachers grow their understanding and implementation of research informed practices for vocabulary instruction in order to foster growth in student word knowledge and reading comprehension.

The chapter will begin by providing a brief overview of the local historical context for the project as well as the objectives for learning to take place. Additionally, the chapter will lay out a detailed description of each of the project components along with explanations and references to the supporting elements provided in the appendices. This chapter will provide rationale for why vocabulary instruction supports student learning, what multimodal instruction is, and ways for how to implement instruction in the classroom. Furthermore, the chapter will also provide rationale for why teachers will be offered embedded planning, reflecting, and

revising opportunities around classroom implementation throughout the professional learning sessions.

Project Components

This project was designed with the intention to be implemented in two kindergarten through fourth grade public elementary school buildings located in Spring Lake, Michigan. Currently, the elementary schools' primary literacy curriculum includes the Lucy Calkins Units of Study for Reading, Writing, and Phonics as well as the Heggerty Phonemic Awareness program. The district adopted curricula heavily supports instruction of the foundational skills for reading (e.g., phonemic awareness, alphabet knowledge, phonics), but currently does not have a curriculum in place which explicitly teaches vocabulary words, nor is there a required, dedicated block of time for vocabulary instruction. Teachers have access to opportunities for literacy learning and instructional support from a district literacy coach as well as district mandated professional development which supports yearly pre-planned, district mandated literacy goals. Yearly iReady diagnostic data suggests that students within the two elementary buildings are underperforming in vocabulary, prompting teachers to ask what is the best way for teaching vocabulary and how the instruction can be effectively implemented into their day.

Therefore, the objectives for this project provide opportunities for teachers that are purposeful to their practice and build upon their current understanding of fostering vocabulary knowledge in students. In efforts to make the learning relevant, the components are designed to provide an experience that allows teachers to reflect upon their current knowledge, build and integrate new knowledge through embedded structured opportunities for processing and dialogue, as well as planning time for implementation with observation and feedback (Rohling & Spelman, 2014).

The professional development includes four one to one and a half hour learning sessions. *Multimodal Instruction for Teaching Vocabulary: Professional Learning at a Glance* (Appendix A) provides an overview of the topics and objectives participants can expect to be covered during each session. This document is intended as a way to invite teachers to the professional development as well as provide an overview for what participants can expect as they move through each session. The *Sample Facilitator Guide for Session 1* (Appendix B) serves as a detailed sample guide of the activities and learning to take place during Session 1, as all subsequent sessions to follow will flow in a similar format. However, each component within this professional development will be further explained throughout this chapter.

Teacher Knowledge & Reflective Experience

As described in Chapter 2, this project leans on the work of Knowles (1975) and Mezirow (1978) as a model to support and build upon teacher knowledge and experience. In order for new learning to take place, individual teacher experience must be acknowledged and established as to set a baseline for the prior knowledge participants bring to the professional learning as well as establish what it is they would like to learn (Mezirow, 1978). The *Baseline Reflection Survey* (Appendix C) allows teachers to examine their current practice and beliefs for vocabulary instruction in order to set a baseline from which the learning of this professional development intends to build upon (Rohlwing & Spelman, 2014). In addition, each session within the professional development culminates with *Post Sessions Reflections* (Appendix D) that aligns to each session's learning objectives. *Post Sessions Reflections* (Appendix D) supports teacher learning throughout the sessions as it fosters reflection on how the learning connects to teacher prior knowledge, what new learning has taken place, and questions that may still remain (Rohlwing & Spelman, 2014). A *Final Reflection Survey* (Appendix E) invites

teachers to reflect upon the learning objectives from across the professional development and compare their learning to that of their baseline funds of knowledge in order to see how their practice for vocabulary instruction has grown.

Research Supported Rationale for Vocabulary Instruction

Teachers seek out professional learning that is relevant to their practice (Merriam et al., 2006). Teachers also become more motivated to learn when they understand the importance of what it is they are learning (Merriam et al., 2006). *Vocabulary Instruction at a Glance* (Appendix F) provides teachers with highlights of vocabulary instruction that works as a resource to inform their practice for why it should be incorporated into their daily instructional routine, what it means to know a word, and how to support vocabulary development in students. In addition, it is important for teachers to have a common understanding of the rationale for why a multimodal approach to vocabulary instruction is needed (Rohling & Spelman, 2014). *Exploring Depth of Knowledge* (Appendix G) will allow teachers to engage in an activity intended to help them experience that meanings of words are more than just simple definitions and that context plays an important role when fostering learning for the nuances of words (Blachowicz, 2016).

Research Based Features of Vocabulary Instruction

Words are complex and mean more than just simple definitions found in dictionaries. Teachers will be introduced and add to their knowledge research based features for multimodal, or robust vocabulary instruction (Beck & McKeown, 2018) . In addition, the following elements described also serve as resources teachers can refer to when planning for future instruction. First, teachers must understand the criteria for choosing what words to teach. *Word Tiers and Choosing Words to Teach* (Appendix H) describes the different categories words fall under and

highlights step by step guidance for what words children need to know for academic success and adds to their literate repertoire (Beck et al., 2002).

Children also need opportunities for explicit instruction that provides definitions of words in language they can understand (Beck et al., 2002) and opportunities for word play (Beck et al., 2002; Blachowicz & Fisher, 2004; Blachowicz et al., 2006) and word analysis (Blachowicz et al., 2006). *Definition and Word Analysis* (Appendix I) highlights guidelines for defining words, provides question prompts to connect students to develop deeper word meaning, as well as steps for how to explore and analyze the different parts of a word.

Meaningful Contexts (Appendix J) introduces and guides teachers through three examples for creating meaningful contexts for students. By introducing words within read alouds, relatable contexts which children can apply their word knowledge, and by offering experiences for children to use the words in writing, supports the integration of new knowledge into preexisting knowledge (Little & Box, 2011). Within the sessions teachers will be explicitly introduced to these elements one by one and invited to collaborate with colleagues to explore and plan as well as share about their experience to the group to facilitate discussion for learning.

Assessment

Teachers will explore one possible way to assess and monitor student word knowledge. The *Word Knowledge Assessment* (Appendix K) provides teachers guidance for conferencing with students about their knowledge of a word, as well as provides guidance for determining how well a student knows a word (Beck et al. 2002). The *Word Knowledge Assessment* (Appendix K) offers teachers a way to check and monitor understanding for target words introduced by the teacher and can be used during informal conversations about words students encounter in texts

they read independently. Appendix K allows teachers insight for how to adjust or determine appropriate instruction for students.

Planning

The *Vocabulary Lesson Planning Guide* (Appendix L) introduces teachers to a planning framework for vocabulary instruction that is robust (Beck et al., 2018) as well as guides their thinking for planning for the components for multimodal vocabulary instruction. The *SAMPLE - Vocabulary Lesson Planning Guide* (Appendix M) offers a sample lesson plan to serve as an example for teachers to collaboratively explore and analyze the features of vocabulary instruction present and process how the lesson works to foster student word learning. Teachers will also have time and space to plan for vocabulary instruction during the professional development.

Implementation & Feedback

Teachers benefit not only when learning is relevant to their practice, but also when the learning provides opportunity for immediate implementation (Knowles, 1975). Teachers will be offered the opportunity for the facilitator to observe their lesson in practice before attending the final session for professional learning. The *Observation Data Collection Form* (Appendix N) will be introduced and explained as a way to collect teacher elicited questions and prompts as well as student responses during the lesson. The form will serve as a way for the professional learning group to collaboratively analyze, provide feedback around, and grow instructional practice for vocabulary development (Rohlwing & Spelman, 2014). The *Observation Data Collection Form* (Appendix N) with scripted notes taken during the lesson observed for each participant. The facilitator and participants will work together to analyze and discuss the questions and prompts provided by the teacher as well as explore the kind of responses presented

by students as evidence of student learning. Through dialogue and feedback teachers work together to support and strengthen areas in their practice in efforts to deepen student learning. It is through the collective nature of the session which works to grow teacher practice (Rohlwing & Spelman, 2014).

Teachers that reflect upon their overall implementation and then share their experience with colleagues further shapes teacher understanding (Rohlwing & Spelman, 2014). In the *Vocabulary Lesson Reflection Form* (Appendix P) teachers will provide qualitative information for what went well, things they might grow around for the future, and wonderings they might have about vocabulary instruction. The reflection will also provide the facilitator for additional topics to cover for possible extended professional learning opportunities for participants in the future.

Project Evaluation

The ultimate goal of this project is to support teachers in successful implementation of a multimodal approach to vocabulary instruction in order to support student vocabulary development. The project includes two evaluations.

The first evaluations are the reflection surveys (Appendix C, Appendix D, and Appendix E) and the *Observation Data Collection Form* (Appendix N) as described in Project Components. The purpose of the evaluations is to determine whether or not the objectives for the project were met. The *Baseline Reflection Survey* (Appendix A), *Post Session Reflection Surveys* (Appendix D), and the *Final Reflection Survey* (Appendix E) work to determine:

- if teacher knowledge and understanding for vocabulary instruction grew over the professional development

- how teachers plan to implement instructional routines and strategies to grow student vocabulary development
- how supported teachers felt by the feedback provided for implementation and practice. teacher knowledge and understanding of the importance for why vocabulary instruction must be part of daily literacy instruction.

The second evaluation is the *Observation Data Collection Form* (Appendix N) which works to provide a way to evaluate student learning by collecting teacher prompts and the student responses that are elicited. By collectively examining the prompts and responses, teachers are able to identify prompts that supported and grew student understanding of words as well as determine what prompts may have been less productive, thus working to strengthen their teaching practice of vocabulary instruction.

Project Conclusions

Teaching children how to read is complex and is one of the most important elements for setting children on the trajectory for academic and post education success (Missell et al., 2019). Primary school teachers serve as the providers for instruction that lay the foundational skills which support student grade level reading proficiency. Vocabulary instruction remains as one of the key components that builds upon student word knowledge which supports student comprehension of the texts (NRP, 2000). Word knowledge and reading comprehension have a reciprocity that works together over time that serves to build upon one another for students to move into higher and more complex texts (Apthorp et al., 2006).

Instruction for vocabulary for primary school children must take on a robust approach that helps students to build upon their prior knowledge and roots understanding in contextual ways. In order for students to have success they need explicit introduction of the word and its

meaning, multiple exposures to and practice using the word, as well as extended activities to support new word learning and depth of knowledge of the word.

This project helps to bridge the gap between what research suggests vocabulary instruction needs to be and what is currently happening in the classroom today. Teachers need and deserve professional learning that works to grow their practice in ways that are accessible and applicable, as well as sustainable. By providing professional learning that is on site coupled with embedded reflection and feedback, teachers can feel confident in growing student word knowledge and reading proficiency.

Questions still remain as to how this professional development impacts teacher and student learning as the project has yet to be implemented. In addition, the components of the project were designed with gradual release of responsibility for vocabulary instruction in mind. It has yet to be determined based upon the results of the embedded project reflection surveys whether or not the design of the program supports teachers in meeting objectives for each session.

Plans for Implementation

Vocabulary instruction is a recommended instructional practice that can benefit students in grades kindergarten through fifth grade. This project was designed to be shared with and provide support for teachers and their students primarily in kindergarten through second grade, as the evidence presented within this project points to these grade levels needing the instruction. The four one to one half hour sessions will be offered to teachers as an invitation for learning. Based upon teacher inquiry for participating, an exact time and location will be determined that meets the needs of interested teachers.

This project is an effort to support the ever increasing demands for reading placed on teachers by providing a professional learning environment and experience that works well with teachers' schedules, is delivered over time in manageable one to one half hour chunks over the course of a semester, and provides opportunity for reflection and collaboration as the instruction is implemented in order to support student vocabulary development and reading comprehension.

References

- Anderson, R. C. (1984). Some reflections on the acquisition of knowledge. *Educational Researcher*, (139), 5-10.
- Anderson, R. C., & Pearson, P. D. (1984). *A schema-theoretic view of basic reading comprehension*. (Report No. 306) University of Illinois Center for the Study of Reading, 1-82.
- Apthorp, H. S. (2006). Effects of a supplemental vocabulary program in third-grade reading/language arts. *The Journal of Educational Research*, 100(2), 67-79.
- Baker, D. L., Santoro, L., Biancarosa, G., Baker, S. K., Hank, F., & Otterstedt, J. (2020). Effects of a read aloud intervention on first grade student vocabulary, listening comprehension, and language proficiency. *Reading and Writing: An Interdisciplinary Journal*, (33), 2697-2724.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press.
- Beck, I. L., & McKeown, M. G. (2007). Increasing young low-income children's oral vocabulary repertoires through rich and focused instruction. *The Elementary School Journal*, (107)3, 251-271.
- Beck, I. L., & McKeown, M. G. (2018). Deepening knowledge through vocabulary learning: *Effective vocabulary instruction: The underlying reasoning and research*. *Impact* (3), 6-11.
- Biemiller, A. (2003). Vocabulary: Needed if more children are to read well. *Reading Psychology*, 24 (3-4), 323-335.
- Blachowicz, C. L. B., & Fisher, P. (2004). Vocabulary Lessons. *Educational Leadership*, 66-69.

- Blachowicz, C. L. B., Fisher, P., Ogle, D., & Watts-Taffe, S. (2006). Vocabulary: Questions from the classroom. *Reading Research Quarterly* (41)4, 524-539.
- Chilton, M., W., & Ehri, L. C. (2015). Vocabulary learning: Sentence contexts linked by events in scenarios facilitate third graders' memory for verb meanings. *Reading Research Quarterly*, (50)4, 439-458.
- Conner, C. M., Day, S. L., Ingebrand, S. W., Spencer, McLean, L., Spencer, M., Giuliani, S., & Morrison, F. J. (2014). Capturing the complexity: Content, type, and amount of instruction and quality of the classroom learning environment synergistically predict third graders' vocabulary and reading comprehension outcomes. *Journal of Educational Psychology*, (106)3, 762-778.
- Coyne, M. D., McCoach, D. B., & Kapp, S. (2007). Vocabulary intervention for kindergarten students: Comparing extended instruction to embedded instruction and incidental exposure. *Learning Disability Quarterly*, (30)2, 74-88.
- Coyne, M. D., McCoach, D. B., Loftus, S., Zipoli., R., & Kapp, S. (2009). Direct vocabulary instruction in kindergarten: Teaching for breadth versus depth. *The Elementary School Journal*, (110)1, 1-18.
- Coyne, M. D., McCoach, D. B., Ware, Sharon, Austin, C. R., Loftus-Rattan, S. M., & Baker, D. L. (2018). Racing against the vocabulary gap: Matthew effect in early vocabulary instruction and intervention. *Exceptional Children*, 85(2), 163-179.
<https://doi.org/10.1177/0014402918789162>
- Davis, F. B. (1942). Two new measures of reading ability. *Journal of Educational Psychology*, (33)5, 365-372.

- Duguay, A., Kenyon, D., Haynest, E. August, D., & Yanosky, T. (2016). Measuring teachers' knowledge of vocabulary development and instruction. *Reading and Writing: An Interdisciplinary Journal* (29)2, 321-347.
- Duke, N. K., & Block, M. K. (2012). Improving reading in the primary grades. *The Future of Children*, 22(2), 55-72.
- Goldstein, H., Ziolkowski, R. A., Bojczyk, K. E., Marty, A., Schneider, N., Harpring, J., & Haring, C., D. (2017). Academic vocabulary learning in first through third grade in low-income schools: Effects of automated supplemental instruction. *Journal of Speech, Language, and Hearing Research* (60)11, 3237-3258.
- Hiebert, E. H., & Kamil, M. L. (2005). *Teaching and learning vocabulary: Bringing research to practice*. Taylor & Francis Group.
- Hwang, H., & Duke, N. K. (2020). Contents counts and motivations matters: Reading comprehension in third-grade students who are English learners. *AERA Open*, (6)1, 1-17.
- Jayanthi, M., Dimino, J., Gerstena, R., Taylora, M. J., Haymonda, K., Smolkowskia, K., & Newman-Goncharb, R. (2018). The impact of teacher study groups in vocabulary on teaching practice, teacher knowledge, and student vocabulary. *Journal of Research on Educational Effectiveness*, 11(1), 83-108.
- Kintsch, W. (1988). The role of knowledge discourse comprehension: A construction-integration model. *Psychological Review*, (95)2, 163-182.
- Knowles, M. S. (1975). Adult education: New dimension. *Educational Leadership*, (33)2, 85-88.

- Little, C. D., & Box, J. A. (2011). The use of a specific schema theory strategy semantic mapping to facilitate vocabulary development and comprehension for at-risk readers. *Reading Improvement, (48)1*, 24-31
- Leung, C. (2008). Preschoolers' Acquisition of scientific vocabulary through repeated read-aloud events, retellings, and hands-on science activities. *Reading Psychology (29)2*, 165-193.
- Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). *Essential instructional practices in early literacy: K to 3*. Lansing, MI: Authors.
- Merriam, S. B., Caffarella, R.S., & Baumgartner, L. M. (2006). Knowles's andragogy, and models of adult learning by McClusky, Illeris, and Jarvis. *Learning in adulthood : A comprehensive guide*. (3rd ed., pp. 83-104). John Wiley & Sons.
- Mezynski, K. (1983). Issues concerning the acquisition of knowledge: Effects of vocabulary training on reading comprehension. *Review of Educational Research, (53)2*, 253-279.
- Mezirow, J. (1978). Perspective transformation. *Adult Education Quarterly, (28)2*, 100-110.
- Missall, K. N., Hosp, M. K., & Hosp, J. L. (2019). Reading proficiency in elementary: Considering statewide testing, teacher ratings and rankings, and reading curriculum-based measurement. *School Psychology Review, 48(3)*, 267-275.
<https://doi.org/10.17105/SPR-2017-0152.V48-3>
- National Reading Panel & National Institute of Child Health and Human Development (U.S.). (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its*

- implications for reading instruction*. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health.
- Rohlwing, R. L., & Spelman, M. (2014). Characteristics of adult learning: Implications for the design and implementation of professional development programs. In L. E. Martin, S. Kragler, D. J. Quatroche, & K. L. Bauserman (Eds.), *Handbook of professional development in education* (pp. 231-245). The Guilford Press.
- Silverman, R., & Crandell, J. D. (2010). Vocabulary practices in prekindergarten and kindergarten classrooms. *Reading Research Quarterly, 45*(3), 318-340.
[dx.doi.org/10.1598/RRQ.45.3.3](https://doi.org/10.1598/RRQ.45.3.3)
- Snow, C. E., & Matthews, T. J. (2016). Reading and language in the early grades. *The Future of Children, 26*(2), 57-74.
- Stanley, C. T., Petscher, Y., & Catts, H. (2018). A longitudinal investigation of direct and indirect links between reading skills in kindergarten and reading comprehension in tenth grade. *Reading and Writing, An Interdisciplinary Journal, (31)*1,133-153.
<https://doi.org/10.1007/s11145-017-9777-6>
- Suk, N. (2016). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading Research Quarterly, (52)*1, 73-89. doi:10.1002/rrq.152
- Wanzek, J. (2014). Building word knowledge: Opportunities for direct vocabulary instruction in general education for students with reading difficulties. *Reading & Writing Quarterly, (30)*2, 139–164. <https://doi.org/10.1080/10573569.2013.789786>
- Weaver, C. A., & Kintsch, W. (1996). Expository Text. In Barr, R., Kamil, M. L., Mosenthal, P. B., & Pearson, P. D. (Eds.), *Handbook of reading research* (1st ed., Vol. 2, pp. 230-245). Routledge.

- Wright, T. S., & Cervetti, G. N. (2016). A systematic review of the research on vocabulary instruction that impacts text comprehension. *Reading Research Quarterly*, 52(2), 203-226.
- Zhang, S. Z., Georgiou, G. K., Xu, J., Lui, J., M., Li, M., & Shu, H. (2017). Different measures of print exposure predict different aspects of vocabulary. *Reading Research Quarterly*, (53)4, 443-454. doi:10.1002/rrq.205

Appendices

Appendix A

Professional Learning Sessions at a Glance

Multimodal Instruction for Teaching Vocabulary Professional Learning Sessions at a Glance				
Four - 1/1.5 Hour Sessions				
Session	ONE	TWO	THREE	FOUR
Topic	Exploring the Research	Multimodal Instruction	Planning for Implementation & Observation	Reflection, Revisions, & Opportunity for Feedback
Objectives	Participants will: <ul style="list-style-type: none"> ● reflect upon their knowledge and practice of vocabulary instruction. ● grow knowledge and understanding of the importance for why vocabulary instruction must be part of daily literacy instruction. ● deepen their understanding of what it means to know the meaning of a word. ● reflect and provide feedback on their learning. 	Participants will: <ul style="list-style-type: none"> ● gain knowledge of instructional routines and strategies for instruction that grow students vocabulary and foster deep conceptual understanding for words. ● reflect and provide feedback on their learning. 	Participants will: <ul style="list-style-type: none"> ● learn about possible ways for assessing and monitoring student vocabulary learning. ● explore a possible framework for planning for instruction. ● plan for implementation of vocabulary instruction in their classroom. ● reflect and provide feedback on their learning. 	Participants will: <ul style="list-style-type: none"> ● reflect upon the implementation experience. ● Identify and analyze observational evidence collected for student learning. ● reflect and provide feedback on their learning.
Project Components	<ul style="list-style-type: none"> ● Teacher knowledge & reflective experience ● Research supported rationale for vocabulary instruction 	<ul style="list-style-type: none"> ● Teacher knowledge & reflective experience ● Research based features of vocabulary instruction 	<ul style="list-style-type: none"> ● Teacher knowledge & reflective experience ● Assessment ● Planning ● Implementation & feedback 	<ul style="list-style-type: none"> ● Teacher knowledge & reflective experience ● Implementation & feedback

Appendix B
Sample Facilitator Guide - Session 1

Session 1 - Facilitator Guide			
Exploring the Research			
Time	Content	Detail	Resources/Materials
2 mins.	Welcome	Introductions: Name, grade, years of service.	Table caddies: Highlighters, pens, markers, post its, chocolates, gum.
2 mins.	Objectives	Participants will: <ul style="list-style-type: none"> reflect upon their knowledge and practice of vocabulary instruction. grow knowledge and understanding of the importance for why vocabulary instruction must be part of daily literacy instruction. deepen their understanding of what it means to know the meaning of a word. reflect and provide feedback on their learning. 	Objectives written in anchor chart paper and displayed.
2 mins.	Agenda	<ol style="list-style-type: none"> Working Agreements Inclusion Activity Why Teach Vocabulary? What Does it Mean to Know the Meaning of a Word? <ol style="list-style-type: none"> Teacher Activity How to Support Vocabulary Development? 	Agenda written on anchor chart paper and displayed in the room.
4 mins.	Working Agreements	<ul style="list-style-type: none"> Focus: Keep to time and agenda items. Use technology to support learning Growth Mindset: be open to new ideas that challenge thinking. Respect: Take care of the group and make sure all voices are heard. Have fun! <p>Offer and amend based upon the groups' considerations and suggestions.</p> <p>Revise the anchor chart as necessary.</p>	Working agreements written on anchor chart paper and displayed in the room.
10 mins.	Inclusion Activity	Baseline Reflection Survey: <ul style="list-style-type: none"> Introduce and explain purpose. Individual reflection time. Partner Pair Share Whole group share. 	Appendix C Baseline Reflection Survey
5 mins.	Why Teach Vocabulary?	<p>-Vocabulary development is a strong predictor for reading comprehension in early elementary students.</p> <p>-Vocabulary instruction grows students' vocabulary knowledge.</p>	Appendix D Vocabulary At a Glance

		<p>-Vocabulary instruction helps to bridge the gap between childrens' oral language and that found in print.</p> <p>-Vocabulary learning supports word recognition.</p> <p>-Vocabulary learning can be fun and engaging for children.</p>	
15 mins.	What Does it Mean to Know a Word?	<p>1. Participant Activity:</p> <ul style="list-style-type: none"> Assessing our own knowledge of the meaning of a word. Purpose: to allow participants to experience what it means to know the meaning of a word (not to be used with young students). <p>2. What Does it Mean to Know a Word?</p> <p>-Word meaning is more than just a simple definition of a word.</p> <p>Knowing a word means knowing . . .</p> <p>-Antonyms and synonyms of a word</p> <p>-Concepts and ideas related to the word</p> <p>-The word can have more than one meaning</p> <p>-How to use a word in figurative language</p>	<p>Appendix E Exploring Depth of Knowledge Activity</p> <p>Appendix D Vocabulary at a Glance</p>
5 mins.	How to Support Development?	<p>Children learn words by. . .</p> <ul style="list-style-type: none"> directly introducing new words and explicitly teaching word definitions. having multiple exposures and practice in various contexts with words. Engaging in conversation and talking about words. learning words that support academic development. having opportunities to discriminate word meaning in various contexts. reading a range of texts. 	<p>Appendix E Vocabulary at a Glance</p>
10 mins.	Session Reflection	<ul style="list-style-type: none"> Introduce and explain. Individual reflection time. Partner Pair Share Whole group share 	<p>Appendix F Post Learning Reflection Survey</p>
5 mins.	Future Sessions at a Glance	Distribute and introduce	<p>Appendix A Professional Learning Sessions at a Glance</p>

Appendix C
Baseline Reflection Survey

Baseline Reflection Survey

Participant Name: _____

1. Describe your instructional approach for how you support and build upon students' vocabulary knowledge.

2. What is going well for you in this area of instruction?

3. What do you find challenging about teaching vocabulary to students?

4. What would you like to learn or grow more around this topic?

Appendix D
Post Reflection Surveys

Post Reflection Survey - Session 1

Participant Name: _____

1. What is aligning to your current vocabulary instructional practice?

2. What connections have you made between the learning and your teaching of vocabulary?

3. What new learning has taken place?

4. What questions might you have?

Post Reflection Survey - Session 2

Participant Name: _____

1. What instructional routines and strategies are aligning to your current vocabulary instructional practice?

2. What instructional routines and strategies have you learned about and will support your teaching of vocabulary?

3. How has this session benefitted your practice?

4. What questions might you have?

Post Reflection Survey - Session 3

Participant Name: _____

1. What have you learned about assessing and monitoring student vocabulary learning?

2. How will the learning from today inform your practice for teaching vocabulary?

3. What new learning has taken place?

4. What questions might you have?

Appendix E
Final Reflection Survey

Final Reflection Survey

Participant Name: _____

1. Review your Baseline Reflection Survey from Session One. Summarize with specific examples for how the past learning sessions have supported and grown your practice for vocabulary instruction?

2. How has the collaborative nature of this professional learning series supported you?

3. What suggestions or other comments do you have that would add to this professional learning series?

Appendix F
Vocabulary Instruction at a Glance

Vocabulary Instruction at a Glance
Why Teach Vocabulary?
<ul style="list-style-type: none"> ● Vocabulary development is a strong predictor for reading comprehension in early elementary students. ● Vocabulary instruction grows students' vocabulary knowledge. ● Vocabulary instruction helps to bridge the gap between childrens' oral language and that found in print. ● Vocabulary learning supports word recognition. ● Vocabulary learning can be fun and engaging for children.
What Does it Mean to Know a Word?
<p>Word meaning is more than just a simple definition of a word. Words are nuanced!</p> <p>Knowing a word means knowing . . .</p> <ul style="list-style-type: none"> ● antonyms and synonyms of a word. ● concepts and ideas related to the word. ● the word can have more than one meaning. ● how to use a word in figurative language.
How to Support Vocabulary Development?
<p>Children learn words by . . .</p> <ul style="list-style-type: none"> ● directly introducing new words and explicitly teaching word definitions. ● having multiple exposures and practice in various contexts with words. ● engaging in conversation and talking about words. ● learning words that support academic development. ● having opportunities to discriminate word meaning in various contexts. ● reading a range of texts.

Appendix G
Exploring Depth of Knowledge

Exploring Depth of Knowledge (To be used with teachers to “experience” what word knowledge means)	
Word	precipitation
Definition	
Use in a sentence	
Concepts/ideas related to the word	
Antonyms	
Synonyms	
Illustrative Representation(s)	

Appendix H
Word Tiers and Choosing Words to Teach

Word Tiers & Choosing Words to Teach		
Word Tiers		
Tier I	Tier II	Tier III
Tier I words are considered basic and ones your children most likely already know based upon their age. These words do not need teaching. Think of simple nouns (i.e. boy, dress), verbs (i.e. run, yell), and adjectives (ugly, funny).	Tier II words are fundamental to student reading comprehension. They are considered academic words that are spoken or written and are part of a person's literate vocabulary.	Tier III words are very specific to a field of study or profession (i.e. quantum physics, bosonic theory). Students do not necessarily need these words in order to be successful in school.
Choosing Words to Teach		
<ol style="list-style-type: none"> 1. Choose a text to read aloud. 2. Read the text. 3. As you're reading, consider the following: <ol style="list-style-type: none"> a. Words that are important for understanding the story. b. Are the words fundamental to students' understanding of the text? They are considered academic words that are spoken or written and are part of a person's literate vocabulary. c. Words that might be unfamiliar to your students. 4. Choose 3 to 4 words to teach. 5. Introducing the words in a meaningful context. 		

Appendix I
Definition & Word Analysis

Definition & Word Analysis	
Defining Words	<ol style="list-style-type: none"> 1. Introduce the new words. 2. Define the words in child friendly language. <p>Considerations:</p> <ul style="list-style-type: none"> ● How do you use the word? ● What context is the word being introduced in? ● Look up its definition in a dictionary. ● Explain in language children can understand.
Questions to Connect Meaning	<ul style="list-style-type: none"> ● Can you describe the word? ● Can you give an example of what the word means? ● Can you relate or connect the word to another word or words you know? ● Can you describe how the words relate? ● Can you act out the word?
Morphophonemic Analysis	<ol style="list-style-type: none"> 1. Display the word. 2. Segment the word into parts <ol style="list-style-type: none"> a. Prefix, root word, suffix 3. Describe the meaning of each part of the word 4. Discuss and determine the meaning of the word based upon the word parts. 5. Determine, explore, and discuss other known words that have similar word parts and their meanings.

Appendix J

Meaningful Contexts

Meaningful Contexts	
Within Read Alouds	<ol style="list-style-type: none"> 1. As the word is encountered within the text, call attention to the word. 2. Reread the context the word is presented in. 3. Ask students to think about what the word means within context. 4. Model aloud your thinking for the explanation for what the word means and why. 5. Provide child friendly definitions of the words. 6. Have students say the word. 7. Provide a visual of the word. 8. Provide follow up questions that would help to scaffold student thinking.
Word Application	<ol style="list-style-type: none"> 1. Review the target word(s): <ol style="list-style-type: none"> a. Display the word. b. Say the word. c. Review the original context of the word. d. Provide the definition of the word. 2. Present a question about the word that would provide context for how the word might be used. <ol style="list-style-type: none"> a. Example: <i>hesitant</i> b. <i>In the read aloud today, the author said the boy was hesitant to learn how to ride his bike.</i> c. <i>Hesitant means you feel unsure about doing or trying something.</i> 3. Present a context or ask a question that allows students to use the word in a sentence. <ol style="list-style-type: none"> a. <i>I was hesitant to jump off the diving board into the pool because it was in the deep end. When was a time you may have been hesitant to do or try something?</i>
Writing	<p>Shared or Interactive Writing</p> <ul style="list-style-type: none"> ● Incorporate the word into the morning message. ● Incorporate the word into a class constructed narrative piece as a mentor text. <p>Student Independent Writing</p> <ul style="list-style-type: none"> ● Encourage students to use the word(s) in their own writing. ● Encourage students to elevate their writing by swapping out a word or two with a word that has similar meaning.

Appendix K
Word Knowledge Assessment

Student Name:

Date:

Word Knowledge Assessment	
Assessment	The word knowledge assessment found within <i>Bringing Words to Life: Robust Vocabulary Instruction</i> serves as one possible resource for assessing student word knowledge (Beck et al., 2002, p. 12).
Source	Beck, I. L., McKeown, M. G., & Kucan, L. (2002). <i>Bringing Words to Life: Robust Vocabulary Instruction</i> . New York: The Guilford Press.

Guidelines for Discussion & Assessment:

1. Say the targeted word aloud and write the word on a whiteboard or index card.
2. Ask the student if they have heard or seen the word before.
3. Ask the student what they know about the word.
 - a. Where or when did they hear the word?
 - b. How was the word used?
 - c. What does the word mean?
 - d. Can they use the word in a sentence and provide additional information about the word, such as connecting it to other concepts or ideas?

Appendix L
Vocabulary Lesson Planning Guide

Vocabulary Lesson Planning Guide					
Book Title		Grade Level		Genre/Level	
Objective(s)					
Standard (s)					
Words to Teach					
Word	Page #	Child Friendly Definition/Use in a Sentence			
Before Reading					
During Reading					
After Reading					
Extended Activities					

Appendix M
Sample Vocabulary Lesson Planning Template

SAMPLE - Vocabulary Lesson Planning Guide					
Book Title	<i>Creak! Said the Bed</i> , by Phyllis Root Illustrated by Regan Dunnick	Grade Level	Kinder	Genre/Level	Fiction F&P: L
Objective(s)	Students will be introduced to and understand three new vocabulary words that are critical to understanding the story. Students will explore the nuanced meanings of three vocabulary words introduced. Students will discuss the meaning of and practice using the newly acquired words while engaging in conversations with peers.				
Standard (s)	CCSS.ELA-LITERACY.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. CCSS.ELA-LITERACY.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				
Materials	Text Elmo/Projector 3 Note cards with one vocabulary word written on each card Pocket chart or place to make words visible to children				
Words to Teach					
Word(s)	Page #	Child Friendly Definition/Use in a Sentence			
creak	front cover	To make or move with a grinding or squeaking noise. (verb) <i>The chair went creak as you sat down.</i>			
squeak	p. 2	To make a high pitched sound. (verb) <i>Your bike wheels make a squeak when you put on the breaks.</i>			
boom	p. 12	To make a deep loud noise (verb) <i>The fireworks made a loud boom in the sky.</i>			
crack	p. 18	To break apart with a snapping sound. <i>The branch made a crack when I jumped on it.</i>			
Lesson Sequence					
Before Reading	<p>1. Engage students thinking with the following prompt: <i>Have you ever woken up in the middle of the night and wanted to climb into bed with your parents, guardian, etc.? What might have been the reason you wanted to do that? For example, when I was little, I woke up feeling a little scared from a dream I had, so then I went to climb into my parents' bed to feel safe. Turn and talk to your partner.</i></p> <p>2. Recap some of the reasons children might seek out their parents' bed to sleep in. Then introduce the title and show the front cover of the text. Ask: <i>What do you notice? What do you see? Why do you think this story is entitled <u>Creak! Said the Bed</u>.</i> Turn and talk to your partner.</p>				

	<p>3. Name some of the responses heard. Then ask: <i>What do you think creak means? Do you think the bed really said alouds the word creak? What do you think the author means or is trying to tell us when the bed says "creak"?</i> Have students turn and talk and then call on a few to share out. Clarify that the bed makes a creaking noise as the people get in it because they move the bed as they climb in and that the bed really doesn't speak.</p> <p>4. Display the creak word card, say the word, ask students to say the word, Introduce the child friendly definition: <i>The word creak means that something made a squeaking or grinding noise when it moved. What kinds of things creak?</i></p> <p>5. As we read today we will encounter a few other words we will stop to explore a little more. Today we will pay close attention to a few words the author uses in her story. Pay special attention to how some of the words are used, like how the "bed said creak."</p>
During Reading	<p>1. Begin reading the text. On page 2., stop to ask what the students noticed. Voice over that yes, the door said "squeak". <i>Did the door really say that? What does the author mean by that?</i> Elicit and then name reponses. <i>Yes, when the door opened, it made a "squeaking" sound, but it didn't really say the word squeak.</i> Display the word card and say: <i>This is the word squeak. What's the word?</i> Have children say it. <i>The door made a squeak when it opened. Can you make a squeaking sound?</i> Have children act out the squeaking sound. <i>Yes, a squeak is a high pitched sound.</i></p> <p>2. Continue reading, as you come to each new vocabulary word, stop after reading the word. Ask if the object really said the word, state the words are sounds things make, define the word, display the word, have students practice saying the word, and making the sound of the word as they did above.</p> <p>3. As you continue to read, ask students what they might expect to happen when they hear the word squeak? Reinforce that yes, every time they hear that word a new character comes into the bed. And every time someone comes into the bed, ask what does the bed do? Reinforce that yes, the bed makes another creak. Before coming to the word crack on page 18, ask students what they think is going to happen to the bed. Ask why they think this way?</p> <p>4. Check their predictions. Ask if their prediction came true. Ask why this happened.</p>
After Reading	<p>1. Recap the story using the vocabulary words in context of the recap. Hold up each word card as you and the children work to recall the story..</p> <p>2. Say: <i>In the beginning, who was sleeping in the bed? Yes, Momma and Poppa were sleeping in the bed, and then the door went squeak! Make a squeaking sound. And their daughter Evie jumped into bed and the bed went creak! Make a creaking sound.</i></p> <p>Continue this as each character jumps into bed as you recall the story, finally getting to the event of the bed breaking and students make a cracking sound.</p> <p>3. Ask the students if they can think of any other words of things objects such as beds and doors can make. Add them note cards and display them on the anchor chart.</p> <p>Examples: scratch, scape, screech, break, clack, click</p>
Extended Activities	<p>Shared writing activity: Write a short story following the storyline of this story, but use an example from the playground equipment such as the slide or the tire swing. Have children pay attention to sounds they hear things make throughout their day and</p>

	<p>add them to the anchor chart.</p> <p>Encourage students to use some of the sound words in their own writing.</p> <p>Add picture cards of objects that make the sounds displayed in the anchor chart.</p>
--	---

Appendix N
Observation Data Collection Form

<p>OBSERVATION DATA COLLECTION</p> <p>Questions and Prompts & Student Responses</p> <p>TEACHER: _____</p> <p>GRADE: _____ DATE: _____</p> <p>TIME IN: _____ TIME OUT: _____</p>	<p>TOTAL QUESTIONS:</p> <p>RESPONSE TYPES:</p> <p>SINGLE WORD (S):</p> <p>INCOMPLETE SENTENCE (I):</p> <p>FULL SENTENCE (F):</p> <p>NO RESPONSE (N):</p>
QUESTION/PROMPT	STUDENT(S) RESPONSE

Appendix O
Vocabulary Lesson Reflection Form

Vocabulary Lesson Reflection Form

What went well in the lesson?

What did you find challenging during the lesson?

Wonderings you still have?