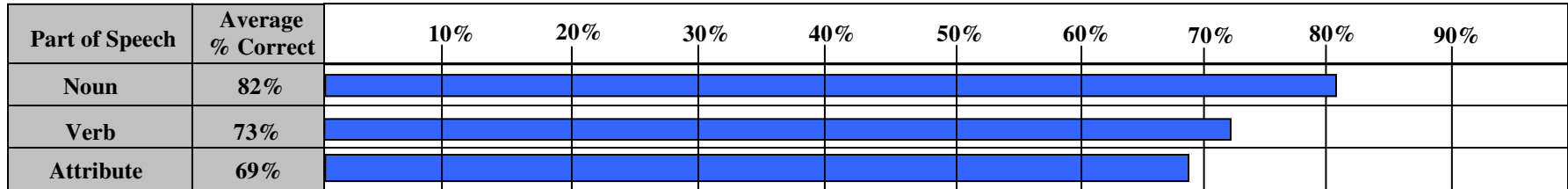




Examinee Name	Form	Test Date	Noun			Verb			Attribute		
			Attempted	Correct	% Correct	Attempted	Correct	% Correct	Attempted	Correct	% Correct
Rashee Acton	A	2/28/2007	64	57	89%	13	9	69%	26	19	73%
Mahir Bodine	A	12/22/2006	62	51	82%	12	10	83%	23	15	65%
Amy Brown	A	12/4/2006	62	50	81%	13	10	77%	24	17	77%
Castulo Javae	B	11/11/2006	41	28	68%	6	5	83%	7	3	42%
Galo Kiki	B	12/12/2006	59	42	71%	9	6	67%	12	8	67%
Oliver Hudge	B	12/23/2006	70	65	93%	17	12	71%	18	14	78%
Raimi Ogden	A	12/22/2006	62	51	82%	12	7	58%	24	19	79%
Alvero Rico	B	12/18/2006	68	53	78%	14	11	79%	16	10	63%
Simon Weng	A	11/24/2006	68	62	91%	15	10	67%	27	21	78%
Vallerie Westberg	B	2/21/2007	50	44	88%	9	7	78%	11	7	64%



Effective vocabulary interventions are informed by the accumulated scientific evidence concerning how individuals learn new words, why some individuals lag in their vocabulary development, and what kinds of interventions are most effective for bringing about change in vocabulary development. The accumulated evidence suggests that effective vocabulary interventions will reflect five principles. When collectively applied to the design of vocabulary interventions, the five principles will provide a robust means for accelerating the vocabulary growth of infants through adults.

- *Principle of Interest:* This principle emphasizes the importance of promoting an individual's interest in words as objects of attention and scrutiny.
- *Principle of Use:* This principle emphasizes the importance of an individual's active engagement with words as an effective route to learning new words.
- *Principle of Explicitness:* This principle emphasizes the need to provide clear connections between words and their meanings to facilitate learning.
- *Principle of Repetition:* This principle emphasizes that one learns the meaning of a word only gradually over time and with repeated exposures to that word in a variety of different contexts.
- *Principle of Intensity:* This principle emphasizes the importance of addressing as many words as possible within vocabulary interventions to promote breadth of knowledge.

Based on the group's average age of 14, the activities listed below are suggested to further develop the vocabulary skills of this group. The full activity descriptions are provided at the end of this report.

HS/A–E1. Joke and Riddle Creation

HS/A–E2. Definition Frames

HS/A–E3. Word Experts

Additionally, *The Bridge of Vocabulary* (sold separately) by Judy K. Montgomery offers an explicit set of vocabulary intervention activities that are tied to evidence-based research and to curriculum standards that were developed for both general and special educators. Each activity in *The Bridge of Vocabulary* directly links a specific vocabulary intervention to a research-based strategy and a state-level curriculum standard and presents a systematic, intensive approach to help you foster vocabulary and language growth.

High School/Adult (HS)

Topic/Code	Activity Title
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Antonyms & Synonyms

- | | |
|--------|----------------------------|
| HS 1.1 | Define the Opposite |
| HS 1.2 | Same or Different? |
| HS 1.3 | In Other Words... (Part 1) |
| HS 1.4 | In Other Words... (Part 2) |
| HS 1.5 | Synonym Sentences (Part 1) |

Classification & Categorization

- | | |
|--------|------------------------------|
| HS 2.1 | Three of a Kind |
| HS 2.2 | Does the Word Fit? |
| HS 2.3 | Which Words Belong? (Part 1) |

Compound Words

- | | |
|--------|-------------------|
| HS 3.1 | Create a Compound |
|--------|-------------------|

Meaning & Usage

- | | |
|--------|---------------------------|
| HS 4.1 | Sentence Creator |
| HS 4.2 | You Define It |
| HS 4.3 | Word Application (Part 1) |
| HS 4.4 | Which Definition? |
| HS 4.5 | Use It Right (Part 1) |

Storytelling

- | | |
|--------|---------------------------|
| HS 5.1 | Story Starters |
| HS 5.2 | Read and Respond (Part 1) |

Word Parts (Prefixes, Suffixes, and Roots)

- | | |
|--------|------------------------|
| HS 6.1 | Prefix Picker (Part 1) |
| HS 6.2 | Add an Ending (Part 1) |
| HS 6.3 | Root Word Detective |

Word Play

- | | |
|--------|-----------------|
| HS 7.1 | Adjective Bingo |
|--------|-----------------|

HS/A–E1. Joke and Riddle Creation

For student/adult learners, creating jokes and riddles can be a motivating, enjoyable, and effective way for improving vocabulary skills. Helping students/adults to apply strategies that enable them to reflect upon words and play with their meanings can strengthen not only vocabulary skills but metalinguistic awareness as well. One activity that can be used to help students/adults create jokes and riddles was described by Blachowicz and Ogle (2001) based on the work of Thaler (1988). In this activity, the learner first selects a subject and makes a list of words that relate to the subject. For the subject of “skunks,” items on the list might include *stink*, *smell*, *furry*, and *black*. Next, one of the words is selected (e.g., *stink*), the first letter or consonant cluster is removed (e.g., ink), and as many possible words starting with this pattern are created (e.g., *inkpen*). Then, the missing letters are put back onto the start of the word (e.g., *stinkpen*), and jokes and riddles are created using the newly created word:

Riddle: What does a skunk write with?

Answer: A stinkpen!

In activities such as this that have multiple steps, it is particularly important that each step be systematically modeled for the learner. To ensure the positive effects of such activities upon vocabulary skills, educators can embed structured discussions about the meanings of words within each step and help learners explore how a single word can have several different meanings (e.g., smell).

References:

Blachowicz, C., & Ogle, D. (2001). *Reading comprehension: Strategies for independent learners*. NY: Guilford Press.

Thaler, M. (1988, April-May). Reading, writing, and riddling. *Learning* (pp. 58–59).

HS/A–E2. Definition Frames

Student/adult learners can become more independent in their vocabulary development if they learn to use a range of resources to support their own development. One approach is using the dictionary. However, the information contained in a dictionary listing is not always straightforward, and learners can benefit from being taught how to strategically seek the information they desire about a word when using a dictionary. One approach to helping students/adults use dictionaries to find the information they need is called dictionary frames (Schwartz & Raphael, 1985). A dictionary frame specifies the exact information that a student needs to find out about a word from its dictionary definition. A frame involves answering these questions about a word:

1. What is it? (category)
2. What's it like? (synonyms, examples)
3. What are its features? (attributes, uses)

The frame is used by the student/adult to generate a definition in their own words using the information contained in the dictionary definition, as in: A spade (target word) is a gardening utensil (category) much like a shovel (synonym), which is used to scoop and shovel small amounts of soil (use). The use of frames, as the name implies, helps learners to “frame” the information contained in dictionary definitions to differentiate useful information from less useful information.

References:

Schwartz, R. M., & Raphael, T. E. (1985). Concept of definition: A key to improving students' vocabulary. *The Reading Teacher*, 39, 198–205.

HS/A–E3. Word Experts

Student/adult learners may need to develop an expressive vocabulary that is highly specific to a job, a course, a unit of study, or a hobby. One way to support word learning of a body of highly specific words is use of Word Expert Cards (Lansdown, 1991). With this strategy, learners are challenged to become the “expert” of a set of words, to the extent that they are skilled enough in their meaning to teach these words to others.

In using this activity, the first step is for the educator and learners to generate a master list of all the vocabulary words relevant to an area of study. Then, the words are divided so that the educator and students/adults have an equal share of words. Each of the Word Experts then seeks information on each of their words, placing this information on individual cards for each word. This information should contain a definition of the word and examples of its uses, including personal sentences and even illustrations. Once the learners have completed their set of cards and have become Word Experts for their words, they teach these words to others using peer-teaching sessions in which learners work in pairs and rotate the role of “expert” and “learner.” Repetitions of this activity with additional topics results in a large set of Word Expert Cards for which a student/an adult learner has a strong sense of ownership.

References:

Lansdown, S. (1991). Increasing vocabulary knowledge using direct instruction, cooperative grouping, and reading in junior high school. *Illinois Reading Council Journal*, 19, 15–21.

Richek, M. A. (2005). Words are wonderful: Interactive, time-efficient strategies to teach meaning vocabulary. *The Reading Teacher*, 58, 414–415.