



# Supporting Comprehension in Secondary Classrooms Session Three:

## Multiple Exposures: Increasing Vocabulary Retention through Extension Activities, Part 2

[mimtsstac.org](http://mimtsstac.org)

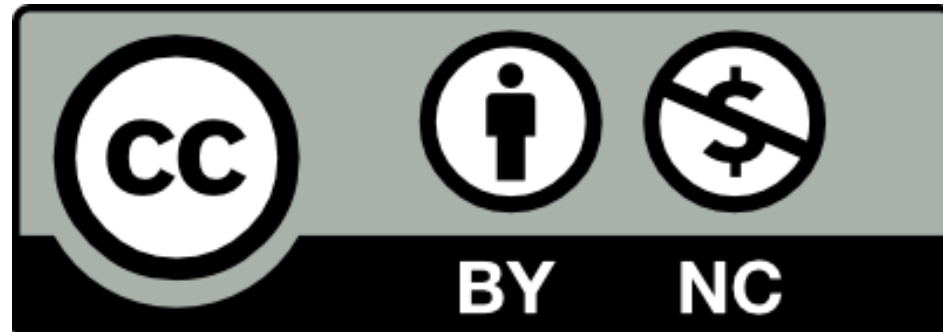


# Acknowledgments

The content for this training day was developed based on the work of:

- Institute of Education Sciences Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices
- Institute of Education Sciences: Providing Reading Interventions for Students in Grades 4-9 (Educator's Practice Guide)
- Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook
- Anita Archer
- William Van Cleave

# Creative Commons License Information



You are free to share or adapt the resources for non-commercial purposes. We ask that you always attribute MiMTSS TA Center. All publications, materials, and resources on this site are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

# Purpose

This session will provide educators with a range of activities that strengthen word consciousness and enhance students' ability to become independent word learners

# Agenda

1.0 Making Connections: Multiple Exposures, Part One Recap

2.0 Word Learning Activities

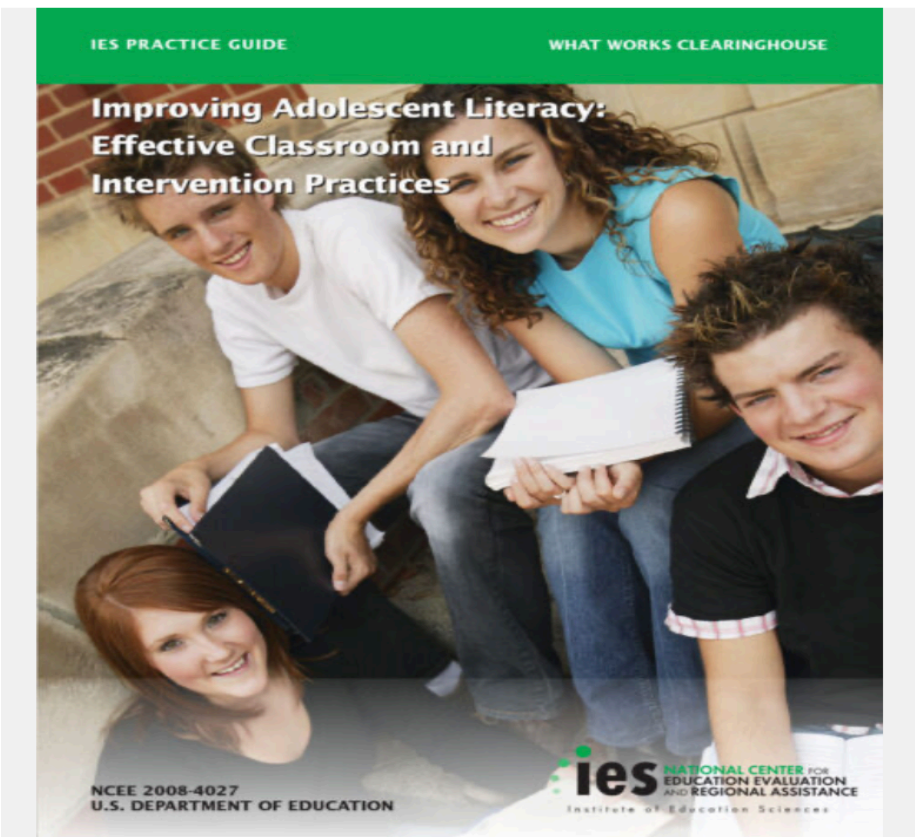
3.0 Implementation Considerations

4.0 Next Steps and Wrap Up

# 1.0 Making Connections

## Multiple Exposures, Part One Recap

# Research



- Institute of Education Sciences (IES) Practice Guide, Improving Adolescent Literacy: Effective Classroom and Intervention Practices
  - Recommendation One: Provide Explicit Vocabulary Instruction

# Recommendation One: Explicit Vocabulary Instruction

- Dedicate a portion of regular classroom lessons to explicit vocabulary instruction
- Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction
- Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading
- Provide students with word learning strategies to make them independent vocabulary learners



# Remember the Foundation: Explicit Vocabulary Instruction

- Explicit Vocabulary Instruction Routine: IPIC
  - **Introduce** the Word
  - **Provide** a Student-Friendly Explanation
  - **Illustrate** with Examples
  - **Check** for Understanding

(Archer & Hughes, 2011)

# Supporting Vocabulary Retention: TA Center Offerings

- Multiple Exposures Session, Part One
  - Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction
  - Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading
- Multiple Exposures Session, Part Two (Today's Content)
  - Provide students with word learning strategies to make them independent vocabulary learners



## Activity 1.1: Reflection

- Read the quote below and share your general thoughts in the chat

“By the time they get to middle school, certainly by early high school, kids are already word wizards in their own way. They are making new languages, coining new terms, and inventing lyrics on the spot. Word study is a way of leveraging that mastery and curiosity and bridging it to a more academic register. It’s about bringing a level of consciousness to it—so they know we’re talking about how words work, about syllabication and morphology. That’s what pure acceleration in learning is. The intention is not to slow things down and over-scaffold for these kids: it’s to tap into their own curiosity and capacity for self-directed learning.”

~Zaretta Hammond

## 2.0 Word Learning Instructional Practices

### I. Morphological Awareness

# Word Learning Instruction: Morphological Awareness

- Morphological Awareness refers to the ability to consciously consider and manipulate the smallest units of meaning in spoken and written language, including base (and root) words and affixes, or prefixes and suffixes. ~Kenn Apel
  - How many units of meaning do you see in the word:

## Psychoneuroendocrinological

Reference to the interactions between the mind (psycho), the nervous system (neuro), and the body's hormone-producing system (endocrine).

# Morpheme Types in English

| Historical Layer of English        | Morpheme Structures                                                                                                                                                                                                                    |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anglo-Saxon Layer<br>(Grades 1-3)  | <ul style="list-style-type: none"><li>• Compounds (e.g., daylight, railroad)</li><li>• Inflections (e.g., -ed, -s, -es, -ing)</li><li>• Base words (e.g., neighbor, eat, sky)</li><li>• Suffixes (e.g., -s, -en, -ly, -ward)</li></ul> |
| French/Latin Layer<br>(Grades 4-6) | <p>Prefixes (e.g., con-, mis-, fore-)</p> <p>Roots (e.g., form, ject, spect)</p> <p>Suffixes (e.g., -ment, -ness,)</p> <p>Latin plurals (e.g., curricula)</p>                                                                          |
| Greek Layer<br>(Grades 6 and up)   | <p>Combining forms (auto-, ology, hydro-)</p> <p>Plurals (e.g., phenomenon to phenomena)</p>                                                                                                                                           |

# Prefix Information

- A word part attached before the base of a word to alter the meaning
- Teaching prefixes is valuable because they are used in many words, easy to identify, clear in meaning, and consistently spelled
- Consider exploring examples, non-examples, and silly words to bolster consciousness
- Begin with teaching/reviewing the most common prefixes:
  - Un, re, dis
  - In, im, ir, il

## Example Prefix Lesson

- Step One: Introduce the prefix and provide its meaning
  - The prefix is “un.” Un means not or the opposite
- Step Two: Provide examples of the prefix with various words
  - Some words with this prefix are: unbreakable, unwelcome, and unhealthy. If a door is unbreakable, it is not breakable...



## Example Prefix Lesson, continued

- Step Three: Guide students in determining the meaning of words with the prefix
  - Let's try unhealthy. What is the prefix?
  - What is the meaning of the prefix?
  - Ones, tell your partner the meaning of unbreakable
  - Very good. Listen to my sentence. "The plant is unhealthy. It is not healthy."
  - Now it's your turn. Think of a sentence that includes the word unhealthy. Twos, then ones, share your sentence with your partner.

# Suffixes

- A word part attached after the base of a word
- Suffixes change the part of speech or meaning of a word
- Instructional considerations:
  - Focus on common derivational suffixes
  - Introduce the suffix and use it to determine the meaning of multiple words
    - Example: --ful (truthful, joyful, hopeful)
    - Make students aware of exceptions (such as grateful)
  - Bring attention to the pronunciation of suffixes (able, tion, ive)



## Activity 2.1: Prefix and Suffix Resource Review

- Please access and review the “Most Frequently Used Prefixes and Suffixes” handout
- Based on your content area, which affixes would be beneficial to introduce/review with your students?
  - Please share your response in the chat

# Considerations

- While teaching morphological awareness can be helpful, it is not a foolproof strategy. Students will need to monitor their understanding since some words with affixes can be misleading. This makes non-examples helpful during morphological awareness instruction
  - Example: matchless (more than without a match, it means superior, or at the top of a scale)
- Consider spelling the affixes during instruction because it remains consistent while pronunciation changes (ex., jumped and dented)

# Greek and Latin Roots

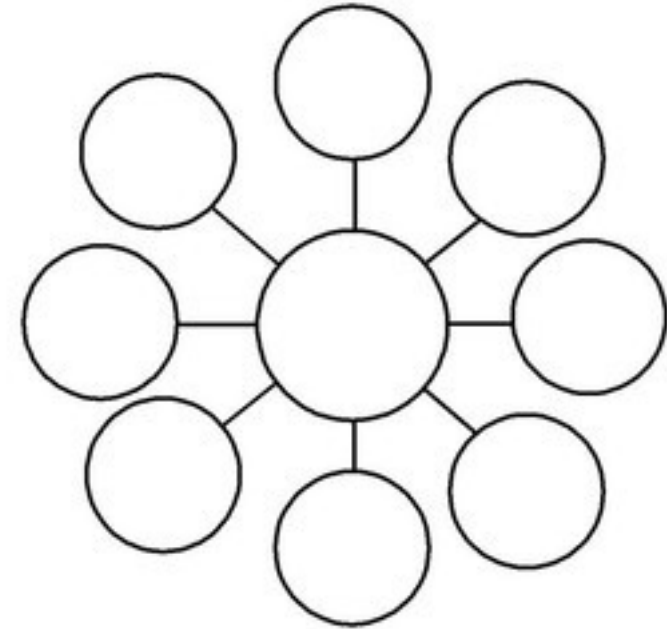
- What percent of upper-level English words (middle and high school, science, law, medicine) come from Latin or Greek?

## Instructional Consideration: Greek and Latin Roots

- When teaching a word with a Greek or Latin root, use it as an opportunity to introduce the meaning of the root
- Introduce the root within the target word and then expand to other words
  - Example: Biography
    - “Graph” means write in Greek. Biography means a writing (or account) of a person’s life
    - Other words that include “graph” include
      - Autograph, Photograph, Telegraph

## Activity 2.2: The Power of Root Words

- When you learn one root, you learn exponentially more words!
- Let's try it with a listing activity
  - -struct- (to build)
  - List as many words that you know that have this root word in the chat



# Morphological Awareness Instructional Activities

- Incorporate the identification of morphemes into your Explicit vocabulary instruction as a first touch
- Review a list of high-frequency prefixes and suffixes as a group (Introductory exercise)
- Have students underline prefixes and suffixes in each word in a word list (Consider using your weekly vocabulary)
- Provide students with a list of words and identify the root



## Additional Instructional Activities

- Have students create words by adding a prefix and/or suffix to a base or root word
  - Word Webs or Lists
  - Word Matrix
- Build the Word, Use the Word: After students create words from a word matrix or word web, have them create a meaningful sentence

# An Example Word Matrix

## Basic Word Matrix Work

word matrix

|     |              |      |
|-----|--------------|------|
| un  | <b>teach</b> | able |
| re  |              | er   |
| pre |              | es   |
| mis |              | ing  |

word sums

teach + er → teacher



## Activity 2.3: Resource Review and Reflection

- Review the instructional resources provided in the handout
  - Common Content Area Roots and Affixes
  - Morpheme Matrices Resource
  - Word Matrix Builder
- As you think about your content area (or the content area you support), is there a need to give more attention to morphological awareness within your vocabulary instruction?

## Final Thoughts on Morphological Awareness

- Address any personal intimidation to teaching morphology: Take time to deepen your knowledge of morphology and learn alongside your students
- Talk with your colleagues about the vocabulary used to discuss morphology—maintain consistency as much as possible
- Identify morphemes that deserve intentional learning opportunities for your content area
- Remember that even a few minutes of targeted instruction can help students deepen their word knowledge and strengthen comprehension

# Word Learning Instruction

## II. Context Clues

# Context Clues

- Context clues are the words, phrases, and sentences surrounding an unfamiliar word that can give hints or clues to its meaning
- Helping students find and interpret context clues will help them figure out unfamiliar words

# Types of Context Clues

- **Definition:** The word's meaning is explained
- **Description:** The word is described by information in the sentence
- **Synonym/Comparison:** A word similar in meaning is used near the word
- **Antonym:** The author uses a word nearly opposite in meaning
- **Example:** The author provides an example word or idea
- **General:** The author provides several words or statements that give clues to the word's meaning

What type of clues typically appear in your content area resources?

# Assist Students in Recognizing Context Clues

- **Context clue: Definition/Description**

- What to look for: A definition in the sentence
- Signal hints: signal punctuation, such as a comma. Signal words such as is, are, is called, means, or
- Example: A brick made of sun-dried clay is called adobe

- **Context clue: Synonym**

- What to look for: A word with a similar meaning to the unknown word
- Signal words: also, as, like, same, similarly, too
- Example: The Zuni men used sun-dried clay to build their homes. The other tribes also used adobe



# Additional Context Clue Types

- **Context clue: Antonym**

- What to look for: A word or phrase with the opposite meaning of the unknown word
- Signal words: But, however, in contrast, on the other hand, though, unlike
- Example: The whales remain submerged underwater, but the hippos emerge from it to graze on the grass

- **Context clue: Example**

- What to look for: several examples in a list
- Signal words: Such as, for example, for instance, like, including
- Example: The farmers grew crops such as beans, squash, and corn

# Context Clue Instructional Recommendation: Inside/Outside

1. **Inside:** Find parts of the word that give you hints about the meaning of the word
2. **Outside:** Read the sentence. Find hints as to the word's meaning. (Consider punctuation or signal words)
3. **Outside:** Read the surrounding sentences. Find hints as to the word's meaning
4. Ask yourself, "What might the word mean?"
5. Try the possible meaning in the sentence
6. Ask yourself, Does it make sense?

## Activity 2.3: Practice the Inside/Outside Routine

1. Inside: Find parts of the word that give you hints about the meaning of the word
  2. Outside: Read the sentence. Find hints as to the word's meaning. (Consider punctuation or signal words)
  3. Outside: Read the surrounding sentences. Find hints to the word's meaning
  4. Ask yourself, "What might the word mean?"
  5. Try the possible meaning in the sentence
  6. Ask yourself, Does it make sense?
- English orthography is **morphophonemic**. It has a deep alphabetic writing system organized by sound-symbol correspondences and morphology



Word Play:

Strengthening Word Consciousness

# Idioms

- A phrase that can't be understood by the meaning of individual words (peculiar phraseology)
  - Piece of cake
  - Under the weather
  - Cut to the chase
  - Raining cats and dogs
  - The elephant in the room
  - Once in a blue moon

## Additional Forms of Expression

- Slang: informal language that can be regional or developed from communities and subcultures
  - Examples: Cram, lit, ghosted
- Slogans: short phrases that are memorable
  - Examples: Just do it. A diamond is forever. Eat fresh!
- Catchphrases: A widely recognized and memorable phrase
  - Examples: It is what it is. Live long and prosper

# Proverbs

- A short, well-known saying that presents a general truth or piece of advice
  - Actions speak louder than words
  - Where there's a will, there's a way
  - Every cloud has a silver lining
  - All that glitters isn't gold
  - Honesty is the best policy

# Word Formations

- Acronyms: An abbreviation formed from the initial letters of other words and pronounced as a word
  - CIA: Central Intelligence Agency
  - SONAR: Sound Navigation and Ranging
  - TBD: To Be Determined
  - FOMO: Fear Of Missing Out
- Portmanteaus: a word blending the sounds and combining the meaning of two words
  - Brunch: Breakfast and Lunch
  - Anklet: Ankle and Bracelet
  - Biopic: Biography and Picture
  - Emoticon: Emotion and icon



# Word Manipulations

- Anagrams: words formed by rearranging the letters of another word
  - Scar - Cars
  - Refill
  - Listen
  - Cider
  - Rustic
- Palindromes: words, numbers, or phrases that read the same forward and backward
  - Radar
  - Eye
  - Civic
  - Refer
  - Never odd or even

# Instructional Activities

- Teach Me Tuesdays:
  - Students work in small groups to discuss a current cultural word or phrase that they think would be helpful for their teacher to know. The students develop a short, constructed response detailing the word or phrase, its meaning, origin, and why the teacher should know it

## An Additional Word Play Activity

- Break the Code:
  - The teacher displays an idiom or other form of expression on the board and allows students to guess its meaning. Students are then given the opportunity to identify a school-appropriate form of expression to present to the class, allowing students to figure it out. (Consider including emojis from texting as well)



## Assignment 2.1: Word Play Reflection

- Word Play activities provide students with opportunities to develop their curiosity and express creativity through language. Recognizing the demands on instructional time, where could word play activities be included throughout a student's school day?
  - Morning or Afternoon announcements (Class competitions)
  - Students create an acronym list to teach during a class warm-up
  - Spirit week competitions

## 3.0 Implementation Considerations

## As You Move Forward

- Keep the overarching focus in mind: providing explicit vocabulary instruction, which includes opportunities for practice and exposure to word learning strategies
- Practice with identifying roots, affixes, and word consciousness activities is valuable and can take place in short increments of time:
  - Weekly warm-up or wind-downs
  - Substitute instructional plans
  - Reinforcement

## An Additional Consideration

- We referenced instructional plans during part one of this session. Consider revisiting any plans drafted in reference to when and what type of vocabulary instruction/practice opportunities students will engage in:
  - Monday: Explicit vocabulary instruction
    - Highlight any key Greek/Latin roots in the content area vocabulary
  - Tuesday: Meaningful sentences
  - Wednesday/Thursday: Academic discussions
  - Friday: Word Play Activity

## 4.0 Session Wrap Up



# References

- Denton, C. A., Vaughn, S., Wexler, J., Bryan, D., & Reed, D. (2012). *Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook*. Paul H. Brookes Publishing Company.
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.
- Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). *Providing Reading Interventions for Students in Grades 4–9* (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://whatworks.ed.gov/>.

# Stay Connected to the MiMTSS TA Center



@MiMTSSSTACenter

[facebook.com/MiMTSSSTACenter](https://facebook.com/MiMTSSSTACenter)

#MiMTSS



[tinyurl.com/MiMTSSListserv](https://tinyurl.com/MiMTSSListserv)

TA Offering, updates



@MiMTSSSTACenter

[youtube.com/@MiMTSSSTACenter](https://youtube.com/@MiMTSSSTACenter)

Videos & Playlists



@MiMTSSSTACenter

[instagram.com/MiMTSSSTACenter](https://instagram.com/MiMTSSSTACenter)

#MiMTSS

