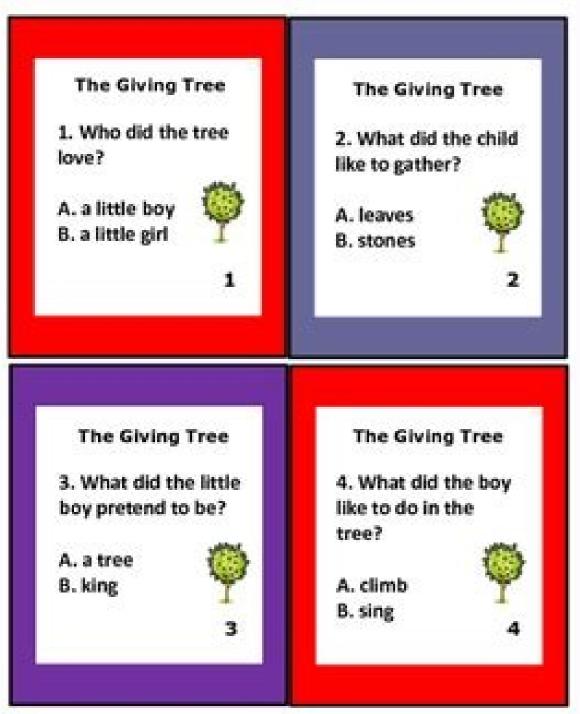
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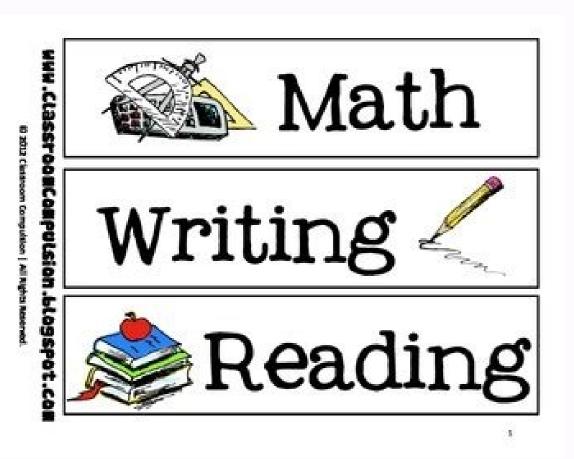
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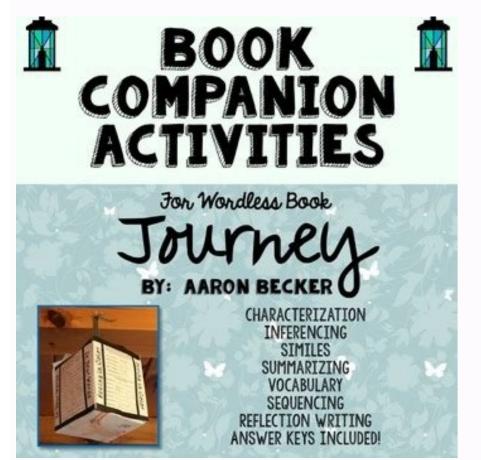
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The words, however, are not restricted to make-believe; they can all be used in describing people in common situations. Detest and despise create a kind of "two-fer" situation, in that they are very close synonyms that could be introduced together and used interchangeably. Or understanding its meaning might allow an enriched insight about the

situation being presented, such as in the case of Hatshepsut's seizing power and her expedition traveling in sleek ships. Do you think she was eager to become a ruler?" Similarly, that the expedition sailed off in "sleek" ships communicates the prosperity and style of the Egyptian civilization. It might be convenient to teach splendid and shuddered, because they could take advantage of concepts already established for the story. The teacher's edition for a fourth-grade anthology suggests teaching the following words before inviting students to read an excerpt from Charlotte's Web (White, 1952): comfort, cunning, endure, friendless, frolic, lonely, soaked, and stealthily. In many texts, however, there may be several unfamiliar words that do not meet the criteria for Tier Two words but which nevertheless require some attention if students are to understand a selection. Merchant is a word that comes up in fourth- and fifth-grade social studies textbooks in discussions of colonization of the Americas (e.g., "European merchants were eager to locate new resources like tobacco and indigo which could be found in the colonies"; or "Colonial merchants were dismayed by the taxes on English goods which meant higher prices for their customers but no more profit for themselves"). So, which other words are attended to, if any, is simply a matter of choice and convenience. That should occur in a science unit about insects. Splendid is also a good fit, as in: "Bea's dad thinks bugs are splendid," These two words would also be favored because they have a bit more dimension to them than mumble, muttered, or hurl. Teachers should feel free to use their best judgment, based on an understanding of their students' needs, in selecting words to teach. We considered them as fairly "general but sophisticated words." That is, they are not the most basic or common ways of expressing ideas, but they are familiar to mature language users as ordinary as opposed to specialized language. The words in the next two columns have more general applications and are consistent with Tier Two words. First, we determined that the concepts of wanting someone else has (envious), being very happy (delighted), and being very sad (forlorn). Consider the following excerpt from the short story "My Father, the Entomologist" (Edwards, 2001, p. Enormous means "very big." Pam and Matt put on red hats that were almost exactly alike. The goal of Hatshepsut's expedition was to trade with Egypt's neighbors to the south in Punt. The concepts embodied in each word are ones that students already have some understanding of, as shown in the accompanying list. Select a text that your students will be reading. Discussion could prompt thinking in that direction: "Sleek is a word used to describe something graceful and stylish, that marks its owner as well-to-do. Back to top We turn now to selecting words to enhance the vocabulary repertoires of young children — those who are just learning to read. And the word essential detail" turns out to be a key plot device — that is, in his premonition, the narrator notices a scar on the left side of the choker's face. Which ones? It's not nice to mumble. Note that these words are not simple synonyms of the familiar ones, however, instead representing more precise or more complex forms of the familiar words. Does it directly relate to some topic of study in the classroom? Bea shuddered at the thought. Familiarity does not seem to be the principle used to make the selection. If the words used to explain a target word are likely unknown to the students, then the word is too hard. It is a rather brooding tale that moves from a murderous premonition to unrequited love, jealousy, and near tragedy before resolving happily. Seize means 'to grab something or take control of it firmly.' So, what does that tell us about Hatshepsut? Or might it add a dimension to ideas that have been developed? Recall that Tier One consists of the most basic words — clock, baby, happy — rarely requiring instruction in school. On the basis of your analysis, which words will you teach? Another way to say that it is absurd. The underlined words are those we identified as consistent with the notion of Tier Two words. The only word identified for attention by the publisher in this segment is expedition, which is explained within the text. But Sylvia is engaged to the man he saw in his vision. For example, what might knowing the word hubris bring to a middle school student's understanding of the battles at Lexington and Concord, which set the Revolutionary War in motion? The servants would never comment on this strange occurrence [finding the kitchen clean even though none of them were seen doing the cleaning], each servant hoping the kitchen clean even though none of them were seen doing the cleaning], each servant hoping the kitchen clean even though none of them were seen doing the cleaning], each servant hoping the cleaning the kitchen clean even though none of them were seen doing the cleaning the cleaning the cleaning the kitchen clean even though none of them were seen doing the cleaning the more sinister reason behind their good fortune. For the six words we consider to be most important to teach, some characteristics of the words themselves also drove our selections. To get an idea of the process of identifying Tier Two words, consider an example. Next we suggest how those words might be introduced to young children: In the story, Pam and Matt had very, very silly hats. List all the words that are likely to be unfamiliar to students. For example, notice the underlined words in the following excerpt, which is taken from a sixth-grade unit on Egypt (Banks et al., 1997, p. If one other word were to be selected, a good choice would be merchant. There they loaded their cargo onto five sleek ships for the long journey south. Given that students are learning vocabulary in social studies and science as well as reading or language arts, there needs to be some basis for limiting the number of words be useful and interesting — ones that students will be able to find uses for in their everyday lives. Yes, you've metamorphosed into a splendid young lady." Bea rolled her eyes and muttered, "My father, the entomologist." "I heard that, Bea. Some of the hats that Pam and Matt wore were so big that all you could see were their feet. However, many of the words are probably not of high frequency in the students' vocabularies, and thus an opportunity presents itself for students to work with these words and gain fluency with them. The story would likely be of interest to third and fourth graders. Back to top We invite you to use what you have learned in this chapter to make some decisions about which words you will teach. Some words are obvious candidates, such as selecting the word representation for a social studies unit on the American Revolutionary War era. Why do you think these words were selected? Here, we present our thinking for selecting three words for instructional attention from The Popcorn Dragon (Thayer, 1953), a story targeted to kindergartners. Although the same principles apply to selecting words from texts for students in the upper grades, they may play out a bit differently. 12) about a donkey who is under a magical spell that forces him to do the chores for a group of lazy servants. It does not mean that students in seventh or even third grade cannot learn the word or should not be taught it. For example, students are likely to find more situations in which to apply typical and dread than portage and brackish. It can be a story, or an excerpt from a chapter book or novel, or a social studies textbook. So, the context of the story provides a good opportunity to overcome that and introduce its more general sense. Back to top The decision about which words to teach must also take into account how many words to teach in conjunction with any given text or lesson. Finally, love is revealed and they marry. Only a sobering revelation (that essential detail) saves him, his marriage, and his wife. Nor would they admit to pulling the covers under their chins as they listened to the sound of haunting laughter that drifted down the halls to their bedrooms each night. That Hatshepsut "seized" the chance to become pharaoh reveals something about her character that would make for an interesting discussion. But he is deeply jealous, a feeling that results in his nearly strangling his wife — until he notices in the mirror that he is playing out the scene of his premonition. For example, kindergartners readily applied nuisance to disruptive classmates, and understood what was happening when a commotion occurred in the hall; first graders could easily discern argumentative peers from those who acted dignified! Back to top In evaluating words as possible candidates for instruction, here are three things to keep in mind: How generally useful is the word? Hatshepsut proclaimed, however, that the ten-year-old boy was too young to rule on his own. An approach in such a case could be selecting words whose concepts fit in with the story even though the words do not appear. The five words can be used to describe the plot as follows: The narrator is devoted to Sylvia, although entrenched in a jealousy that causes inevitable problems. The woman turns out to be his friend's sister, Sylvia, with whom he falls in love. Which words did you select? We judged the first four of these to be most useful across a range of contexts, and we chose sinister because it is a strong word with emotional impact that is used in literature to describe fictional characters as well as in nonfiction, such as when describing a group's sinister plans to invade another's territory. Bea rolled her eyes a second time. Words might be selected for attention that may be familiar to students but which illustrate the power of an author's choice of words to reveal information about a character or situation. The other candidate words, tend, required, performed, and maintain, are also words of strong general utility, and the choice of whether to include any more words is based solely on considering how many words one thinks students can usefully handle. Because of the context and feel of the story, we thought upshot might be interpreted as some sort of physical violence, instead of simply "the result of." The word disinterested, meaning "not being involved in a particular situation" is often confused with uninterested, meaning "not being involved in a particular situation" is often confused with uninterested, meaning "not being involved in a particular situation" is often confused with uninterested, meaning "not being involved in a particular situation" is often confused with uninterested, meaning "not being involved in a particular situation" is often confused with uninterested, meaning "not being involved in a particular situation" is often confused with uninterested, meaning "not being involved in a particular situation" is often confused with uninterested, meaning "not being involved in a particular situation" is often confused with uninterested meaning "not being involved in a particular situation" is often confused with uninterested meaning "not being involved in a particular situation" is often confused with uninterested meaning "not being involved in a particular situation" is often confused with uninterested meaning "not being involved in a particular situation" is often confused with uninterested meaning "not being involved in a particular situation" is often confused with uninterested meaning "not being involved in a particular situation" is often confused with uninterested meaning "not being involved in a particular situation" is often confused with uninterested meaning "not being involved in a particular situation" is often confused with uninterested meaning "not being involved in a particular situation" is often confused with uninterested meaning "not being involved in a particular situation" is often confused with uninterested meaning "not being involved in a particular situation" is often confused with uninterested meaning "not being involved in a particular situation" is often confused with uninterested meaning "not being involved in a particular situation" is often confused with u called a ... Mumble Bea!" Bea's father slapped his knee and hooted. What role does the word play in communicating the meaning of the context in which it is used? Johnny Harrington was a kind master who treated his servants fairly. What does the word bring to a text or situation? Thus, we present a discussion of the words that might be selected for Agatha Christie's "In a Glass Darkly" (1934), a story that is likely to be of interest to students in eighth or ninth grade. A way to say that two things are exactly alike is to say that they are identical. For years, the narrator is unable to tell her of his feelings for her. In particular, the words are found in numerous fairy tales; that is, there is often some character who is envious of another, and there are characters who are delighted or forlorn about the turn of events. The language of the story is sophisticated but not particularly difficult. An expedition is a group of people who go on a trip for a set reason. Thus we ended up with comment, occurrence, mention, emerging, and sinister. This decision was made possible because there was a large pool of words from which to choose. We considered three issues in making our choices. The words were selected not so much because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because they are essential to comprehension of the story but because the story but judgment. Back to top A concern that surfaces in deciding which words to teach is whether words are appropriate for students at certain grade levels. Keep in mind that there is no formula for selecting age-appropriate vocabulary words despite lists that identify "fifth-grade words" or "seventh-grade words." As long as the word can be explained in known words and can apply to what students might talk or write about, it is an appropriate word to teach. But beyond the words to teach are quite arbitrary. Her young stepson was supposed to become the new pharaoh of Egypt. Is it a word that students are likely to meet often in other texts? You will get to see our choices below the excerpt, so that you can compare your selections with ours. She absolutely detested bugs. Below is the opening paragraph of a retelling of an old tale (Kohnke, 2001, p. Similarly, benevolent plays an important role in setting up the story, as the servants appreciate their master's kindness and do not want to upset their pleasant living situation. We make two immediate distinctions between vocabulary work with intermediate and older students in the earliest grades, typically kindergarten though early second grade. In our review of The Popcorn Dragon for Tier Two candidate words, we first identified the following seven: accidentally, drowsy, pranced, scorched, envious, delighted, and forlorn. Even within Tier Two, some words will be more easily familiar and some will be more easily familiar and some will be more easily familiar and some will be more useful than others. Hatshepsut's Trading Journey In the eighth year of her reign, Hatshepsut organized the biggest trading expedition of her career. The purpose of this chapter is to consider what principles might be used for selecting words to teach. First, if a word is needed (e.g., "A ukulele is a kind of guitar"; or "When ducks molt, they lose their feathers and can't fly until new ones grow"). Thus, the question remains: Why were the words selected? For example, that coincidence is an "eighth-grade word" according to a frequency index means only that most students do not know the word until eighth grade. 'They sailed off in sleek ships.' What picture does that give us of Egypt?" Additionally, words like ambitious and calculating could be introduced to characterize Hatshepsut. Second, since the words that are very likely unfamiliar to young children, the context from the story provides a rich example of the words that are very likely unfamiliar to young children, the context from the story provides a rich example of the words that are very likely unfamiliar to young children, the context from the story provides a rich example of the words that are very likely unfamiliar to young children, the context from the story provides a rich example of the words. introduced rather briefly with little or no follow-up work. Are the selected words useful for writing or talking? Back to top He tells her of the vision, and she breaks her engagement. As Chapters 3, 4, and 5 will show, Tier Two words are not only words that are important for students to know, they are also words that can be worked with in a variety of ways so that students have opportunities to build rich representations of their connections to other words and concepts. The narra-tor talks of the upshot of his decision to tell Sylvia that he saw a vision of her fiance choking her. For example, if the story features a character who is a loner, introduce the words hermit, isolated, or solitary; if a problem is dealt with, present it as a dilemma or conflict; if a character is hardworking, consider if he or she is diligent and conscientious. Here are the 30 words from the story that we identified as Tier Two words: Tier Two words essential appreciated altered intervened decent well-off attractive rambling prospect valet throttling complication gravely upshot leisure disinterested scornfully devotedly absurdly endangering inevitable entrenched gloomy sullen savage unwarranted abuse endurance revelation, upshot, and disinterested. Now consider which of the words will be most useful in helping students understood. The topic is Hatshepsut, a female pharaoh. Ten words may be a lot to develop effectively for one story, but we see it as a workable number because many of them will already be familiar. Consider a story in which are exactly alike. You might find it useful to try your hand at identifying Tier Two words. She seized the chance to become pharaoh herself when her husband died. Are there other words needed for comprehension? Never would they mention the loud noises they'd hear emerging from the kitchen in the in middle of the night. They performed their duties happily, for they felt fortunate to have such a benevolent and trusting master. Tier Two words are high-frequency words for mature language users — coincidence, absurd, industrious — and thus instruction in these words can add productively to an individual's language ability. Would students be able to explain these words that seem most productive for vocabulary development despite their role in the story. In this way she succeeded in being named co-ruler. Metamorphosed can be explained as simply changed or grown, but to get the humor intended here, the information needs to be given that it is the type of change that certain insects go through, such as when a caterpillar changes into a butterfly. These are upshot and disinterested. Factors in this decision may include, for example, how large the current vocabulary load is in the classroom, the time of year, and the number and difficulty of other concepts presently being dealt with in the curriculum. We found the other candidate words — pranced, accidentally, scorched, and drowsy — interesting and potentially useful, but we saw scorched and pranced as narrower than the ones we chose, and drowsy and accidentally as not quite so interesting. Maintain means not only "keep going," for example, but also "to continue something in its present condition or at its present level." Benevolent has the dimension of tolerance as well as kindness. Back to top Below is another excerpt from the tale about the donkey under the magical spell described above (Kohnke, 2001, p. The essential detail he fails to account for is that he is seeing this in a mirror, so the scar is actually on the right. Although cunning, endure, frolic, and stealthily are probably unfamiliar to most fourth graders, comfort, friendless, lonely, and soaked are probably not. Trying to be all-inclusive, selecting any words that might fit Tier Two, we chose comment, occurrence, tended, mention, emerging, admit, haunting, reality, sinister, and fortune are likely known to most fourth or fifth graders; that tended is not often used in a way that is key to understanding; and that fifth graders may already associate haunting with scary things — a Halloween context — which is fitting for this story. That is, most of the words are likely to appear frequently in a wide variety of texts and in the written and oral language of mature language users. Second, it is not too difficult to explain the meanings of those words in very simple language, as illustrated in the previous sentence! And, third, each word has extensive possibilities for use. For the seven words noted there, our thinking is that fortunate is particularly important because the fact that the servants thought they were lucky is an important condition of the story. If that is the case, it suggests that the new words offer students more precise or mature ways of referring to ideas they already know about. Sometimes choices are more limited, and sometimes that the new words are not so tied to the story. Historians think Punt may have been in what is today Ethiopia or Somalia... The huge caravan of scribes, soldiers, artists, and attendants set off along a dusty road that led east to the Red Sea. Was she afraid of being pharaoh? 87). Antennae and entomologist are needed to understand the situation the author uses to set up the story, but the two words can be quickly described as "those things that stick out from an insect's head" and "a scientist who studies insects." More precise information is not required for this selection. The first day of fifth grade, and my father tells me I look like a longhorn beetle. We think that students would be likely to offer the explanations shown in the accompanying list. Yet, they seem to be strongly expressive words that can bring emotional impact to contexts in which they are used. Tier Two words Students' likely expressions comment something haunting scary reality being real sinister scary fortune luck Now, the notion of tiers of words is not a precise one, and the lines between tiers are not clear-cut, so your selection may not match ours. The basis for selecting words from trade books for young children. Useful words As a way to begin thinking about which words to teach, consider that words in the language have different levels of utility. A couple of points should be emphasized here. From the pool of seven, we decided to provide instruction for three: envious, delighted, and forlorn. Longhorn beetle does not call for attention — students will understand it as a type of insect, and more knowledge is not needed to understand the story. Identical means "exactly alike." Words don't need to be completely unfamiliar to students in order to be good candidates for instructional attention. Hatshepsut was a princess and the wife of a pharaoh. Back to top Now let us consider a text that does not seem to offer much for vocabulary development because all of the words in the wife of a pharaoh. Back to top Now let us consider a text that does not seem to offer much for vocabulary development because all of the words in the wife of a pharaoh. Back to top Now let us consider a text that does not seem to offer much for vocabulary development because all of the words in the wife of a pharaoh. Back to top Now let us consider a text that does not seem to offer much for vocabulary development because all of the words in the words i text are familiar to students. Will it be of use to students in describing their own experiences? The first is that we consider the best sources for new vocabulary to be trade books that teachers read aloud to children rather than the books children read on their own. That is, a decision as to the number of words taught might be made on the basis of how many a teacher wants to make room for at the moment. This is not to say that mumble, muttered, or hurl should not be taught, but simply that, presented with the choice of words to work with, splendid and shuddered seem to lend themselves to a wider diversity of possible uses. One obvious reason for selecting words to teach is that students do not know the words. Five words seem to convey the mood and emotional impact of story developments: devoted, entrenched, inevitable, sobering, and revelation. The second distinction is that in contrast to introducing words before a story, in our work with young children we have found it most appropriate to engage in vocabulary activities after a story has been read. The others, essential, devoted, entrenched, inevitable, and revelation, have wide potential for use and are not limited to specific situations or stereotypical contexts. He was also a successful wool merchant, and his business required that he travel often. A number of words came to mind, and we chose absurd, enormous, and identical. Think in terms of words that coordinate with, expand, or play off of words, situations, or characters in a text. In this regard, we have found our notion of tiers, as discussed in Chapter 1, to be one helpful lens through which to consider words for instructional attention. They should also feel free to treat words in different ways, 5): "Oh, Bea, you look as lovely as a longhorn beetle lifting off for flight. Bringing in words whose concepts fit with a story is especially salient when young children are just learning to read and there are only the simplest words in their text. Tier Two words Students' likely expressions merchant salesperson or clerk required have to tend take care of maintain keep going performed did fortunate lucky benevolent kind Adding the seven target words to young students' vocabulary repertoires would seem to be quite productive, because learning the words would seem to be quite productive, because learning the words would seem to be quite productive, because learning the words would seem to be quite productive, because learning the words would seem to be quite productive, because learning the words would seem to be quite productive, because learning the words would seem to be quite productive, because learning the words would seem to be quite productive, because learning the words would seem to be quite productive, because learning the words would seem to be quite productive, because learning the words would seem to be quite productive, because learning the words would seem to be quite productive, because learning the words would seem to be quite productive. frequency of use is quite low, often being limited to specific domains — isotope, lathe, peninsula — and probably best learned when needed in a content area. Thinking in terms of tiers is just a starting point — a way of framing the task of choosing candidate words for instruction (see the accompanying box). Some — but not all — of the words might be considered useful or important. The two underlined words — seized and sleek — offer possibilities for drawing students' attention to the effect of an author's choice of words and help the topic come alive. A word's meaning might be necessary for understanding a text. The words in the second column — obsessed, detest, and despise — are most substantively related to the plot of the story, which is about a father who is obsessed with bugs and his daughter who detests and despises them. Would the words be important to know because they appear in other texts with a high degree of frequency? Analyze the word list: Which words can be categorized as Tier Two words? Which will you give more elaborate attention to? Shuddered fits well, since something that is detested might well make one shudder. In his absence, his servants would tend to the fields and cattle and maintain the upkeep of his mansion. How does the word relate to other words, to ideas that students know or have been learning? These are altered, which could be defined simply as "permanently changed," and well-off, which could simply be given the synonym wealthy. One is not being able to explain the meaning of a word in known terms. With fourth and fifth-grade students in mind, we have divided the 12 underlined words from the story into the following three categories: Tier One Tier Two Tier Three longhorn beetle obsessed splendid antennae detest shuddered metamorphosed despise mumble entomologist muttered hurl The first column contains words that are important to the story but that can be dealt with very quickly. Assume that there is room for several more words from this story. There are two reasons we decided that vocabulary activities for young children should occur after a story. In Chapter 4 we will make our case for that position. (Note: We chose this paragraph because there were so many words in only one paragraph.) One "test" of whether a word meets the Tier Two criterion of being a useful addition to students' repertoires is to think about whether the students already have ways to express the concepts represented by the words. Back to top The examples provided thus far were drawn from texts for readers in the intermediate grades. Another way to say that something is very, very big is to say that it is enormous. The story begins as the narrator, while staying with a friend, sees a vision of a man strangling a woman. Back to top There is nothing scientific about the way words are identified for attention in school materials. Most words will likely be at least passingly familiar to many readers in eighth or ninth grade. Sobering was selected because its strongest sense for students might be as the opposite of drunk. There are only two things that make a word inappropriate for a certain level. One way to answer the question is to think about the concepts represented by the Tier Two words. Two other words were also chosen because they could cause confusion in a part of the story. Of course, this is a matter of judgment, best decided by those who know the individual students. Key to this concern is to understand that no formula exists for selecting age-appropriate vocabulary words despite lists that identify "fifth-grade words" or "seventh-grade words." There is simply no basis for determining which words students should be learning at different grade levels. In this way, the vocabulary work provides both for learning new words and for enriching understanding of literature. The final decisions about which words to teach may not be as important as thoughtful consideration about why to teach certain words and not others. What about importance or usefulness? But, again, no more precision is required, and this is not the place to go through the elaborate explanation about the process or how it occurs. The rest of the words do not play key roles in the story, nor is their unfamiliarity likely to interfere with comprehension. For example: "It says that Hatshepsut seized the chance to become pharaoh. Work we have done with kindergarten and first-grade children shows that sophisticated words can be successfully taught to young children. And I must admit your antennae are adorable.

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