Listen.
Think.
Speak!

Daily Oral Vocabulary Exercises
A Program to Expand Academic Language
Get a Grip on Learning
Get a Grip on Academic Vocabulary
“Nearly half of incoming freshmen cannot read their textbooks fluently”

(Carnegie Corporation, 2002)
Limited Academic Vocabulary Inhibits Comprehension

• Poor comprehension outcomes in middle school are frequently due to limited vocabulary and academic language (e.g., August & Shanahan, 2006; Buly & Valencia, 2003)

• Lack of knowledge of academic words impedes comprehension of academic texts (e.g., Carlo, 2005; Stahl & Nagy, 2006; Stanovich, 1986)
DOVE Invests in Worthy Words

• 72 target words and ~450 related words
• Target words drawn primarily from:
  – The Academic Word List (Coxhead, 2000)
    • The most frequently used academic words in secondary and tertiary texts, ordered by frequency of use.
    • Dove targets words from the first five sublists
  – The Living Word Vocabulary (Dale & O’Rourke, 1981)
    • Lists ―know‖ vocabulary, fourth grade thru college
    • The vocabulary basis for Childcraft Encyclopedia
    • Average grade level for LWV words used in DOVE: 5.9
  – Spanish-English Cognates
    • 83% of the DOVE word list
Exposure Counts and Source Information

The “Teach” column indicates how many times a form of the word is contextualized in its designated Passage Page and Partner Practice Page. The “Review” column indicates how many times a form of the word is contextualized in subsequent pages (or prior pages as preview). Exposure totals include all related derivational forms (e.g., benefit includes beneficial; occur includes occurrence).

The “AWL Sublist” column lists the word’s location in the Academic Word List (Coxhead, 2000). The “LWV” column refers to the Living Word Vocabulary (Dale & O’Rourke, 1981) and indicates the percent of students who knew the word at a given grade. Note that if a target word was not listed on the AWL or LWV, closely related derivations were referenced (e.g., adjustment for adjust on AWL, superabundant for abundant on LWV).

Note: Shaded bars indicate the last word in a unit.

<table>
<thead>
<tr>
<th>Academic Word</th>
<th>Exposure Count</th>
<th>AWL Sublist</th>
<th>LWV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teach</td>
<td>Review</td>
<td>Total</td>
<td>Gr.</td>
</tr>
<tr>
<td>1. transfer</td>
<td>26</td>
<td>47</td>
<td>73</td>
<td>2</td>
</tr>
<tr>
<td>2. approach</td>
<td>31</td>
<td>34</td>
<td>65</td>
<td>1</td>
</tr>
<tr>
<td>3. structure</td>
<td>31</td>
<td>41</td>
<td>72</td>
<td>1</td>
</tr>
<tr>
<td>4. environment</td>
<td>20</td>
<td>28</td>
<td>48</td>
<td>1</td>
</tr>
<tr>
<td>5. saturated</td>
<td>22</td>
<td>22</td>
<td>44</td>
<td>8</td>
</tr>
<tr>
<td>6. illuminate</td>
<td>30</td>
<td>31</td>
<td>61</td>
<td>10</td>
</tr>
<tr>
<td>7. analyze</td>
<td>24</td>
<td>27</td>
<td>51</td>
<td>1</td>
</tr>
</tbody>
</table>
analysis
approach
area
assessment
assume
authority
available
benefit
concept
consistent
constitutional
context
contract

method
occur
percent
period
policy
principle
procedure
process
required
research
response
role
section

This is an excerpt of the full list from which many DOVE words were drawn.
Display Unit Posters

Eight units
Nine words per unit

Words conveyed in related networks, totaling ~45 words per unit (~450 total in the whole program)

Each word appears an average of ~51 times over the course of the year
DOVE Unit 2
available
boundary
major/minor
develop
require
adjust
emphasize
purpose
achieve

DOVE Unit 4
familiar
occur
assist
individual
labor
former
separate
cycle
element

ACADEMIC LANGUAGE EVERY DAY
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DOVE Unit 6
variety
particular
incident
affect
interior
constant
indicate
previous
alternate

DOVE Unit 8
anxious
condition
custom
tradition
region
immigrate
assemble
accustomed
secure
Appraise and Chart Vocabulary Growth

Each unit begins and ends with a scale survey by which students assess word knowledge.

<table>
<thead>
<tr>
<th>WORDS</th>
<th>No clue</th>
<th>Some idea</th>
<th>Can Explain it</th>
</tr>
</thead>
<tbody>
<tr>
<td>previous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>element</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>indicate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1st self-screening

2nd self-screening

Based on Dale, 1965
# Vocabulary Rating Scale

Make an X on the line to rate your current comfort with each vocabulary word.

<table>
<thead>
<tr>
<th>Ø</th>
<th>?</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have no idea what this word means.</td>
<td>I have heard or read this word and know something about its meaning.</td>
<td>I know this word well enough to use it in my own speaking and writing.</td>
</tr>
</tbody>
</table>

## Target Word

<table>
<thead>
<tr>
<th>How well I know this word</th>
</tr>
</thead>
<tbody>
<tr>
<td>transfer</td>
</tr>
<tr>
<td>approach</td>
</tr>
<tr>
<td>structure</td>
</tr>
</tbody>
</table>
DOVE Lesson Plan: 10 Minutes a Day

• Day 1: 10 minutes
  – Teach word pronunciation, definition, cognate
  – Model, read, and discuss fluency passages
  – Highlight related words in passages

• Day 2: 10 minutes
  – Complete the practice page with a partner

• Review and assess at end of unit
  – Each unit takes 18 days, 9 words

• Continue for 165 days, 8 units total
  – 72 target words, 450 related words
    • Synonyms, derivations, etc.
DOVE’s Four Vocabulary Venues

• Listening
  – To the teacher model the word and passage
  – To a peer responding to a discussion prompt
• Speaking
  – Fluently and expressively (as modeled)
• Reading
  – The definition, the passages, the partner prompts
• Writing
  – Short responses to student-relevant prompts
Four-Part Processing Model
(Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001)

DOVE was designed with all four in mind
How is Meaning Conveyed?

An illustration (picture)
A student-friendly definition
A Spanish-English cognate or translation
Context
  Several different passages per word
  Narratives, informational passages, poems, quotes
  Student generated context on partner pages

LOTS OF REVIEW (average of 51 exposures per word in the course of the program)
How Do Students Interact with the Words?

• Articulating the word, accenting stressed syllables
• Saying and reading the Spanish cognate or translation
• Listening to a fluent model
• Reading the passages aloud
• Discussing usage and meaning
• Highlighting related words
• Discussing and debating questions with a partner
• Rethinking and juxtaposing word meanings in ongoing reviews and assessments
Plenty of Partner Discussion in DOVE

Especially effective for adolescents with learning difficulties and for language learners

- Bos and Anders (1990) found that junior high students with learning disabilities participating in discussion oriented, collaborative, semantic-mapping activities significantly outperformed students learning in the definitional model on measures of vocabulary as well as reading comprehension.

— Such systematic discussion utilizing student background knowledge and text information may be particularly fruitful in terms of generating long-term learning” (p. 40)
Optimize Oral Language for Adolescents

- Provide adolescents with instruction that includes discussion of text and concepts (Torgesen et al., 2007).

- Oral discussion of content and content vocabulary is a common component of many successful reading interventions (Nagy, 2007).
Example Lesson

Keyword: Approach

Day 1) Passage Page
Teacher models
10 minutes

Day 2) Partner Practice Page
Teacher facilitates
10 minutes

For more intensive needs, allocate 15-20 minutes per day and provide more explicit modeling each day, with repeated reading of passages.
Step 1: Listen. Then repeat the word and its definition aloud, emphasizing the accented syllable.

**approach**

*approach: (uh-proach)*  
*To approach* is to come toward something or someone.

Spanish: aproximarse a, acercar

You can *approach* anything—a person, place, thing, problem, idea, etc.
Step 1
Listen. Then repeat the word and its definition aloud, emphasizing the accented syllable.

approach (uh-proach) v: To approach is to come toward something or someone.
Spanish: aproximarse a, acercar
You can approach anything—a person, place, thing, problem, idea, etc.

Step 2
Listen to each passage. Then, read each passage aloud with expression. Stop after each passage and briefly discuss whether the meaning or usage has changed in different contexts.

A. It’s closing time at a huge shopping mall. A young lady leaves work and approaches the elevators. Her car is parked on the third floor of the parking garage. She enters an elevator and presses the button marked three. As her elevator approaches the third floor, she transfers her cell phone from her purse to her coat pocket. Next, she transfers her car keys from her purse to her hand. When the elevator stops, she exits, approaching her car. Shadows loom in every corner of the huge garage. “What lurks in the shadows?” the woman wonders.

This young lady is normally friendly and approachable, but not right now. In this dim garage, she has no smile on her face as she crosses the concrete slab. She doesn’t want strangers to approach her. Keeping her head up, she walks quickly to her car, keys in hand. A moment later, she arrives safely at her vehicle.
B. Or, approach (n) can mean how you face a problem, a plan of action, or a method.
The ship has a problem, and the problem is mice. Approaches to the problem are not very nice. Sailors approach it with mousetraps and sprays. Tomcats approach it in sneak-attack ways. Cook has a method—he puts out a treat. Mice enter his cage for a small slice of meat.

C. Some people get hiccups for hours, or even for days. Believe it or not, one man had hiccups for fifty years! This man is seeking an approach or procedure to solve his problem.

Nonstop hiccups—an everyday pain!
An unending problem—a hammer on my brain!
How shall I approach it? How shall I proceed?
Which process must I follow to get the peace I need?
Is there a procedure, a step-by-step plan?
Is there a procedure? Help me if you can!

Step 3 Find and mark review words and words related to the target word.

Students highlight the key word and all related words, including synonyms and all derivational forms of the key words.
DAY 2: 10 minutes

Partner Page Promotes Learning via Vocabulary–Pertinent Peer Conversations
**approach**

**Exercise A:** Take turns reading each word form aloud with its part of speech.

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>(an) approach</td>
<td>to approach</td>
<td>approachable</td>
<td>unapproachable</td>
</tr>
</tbody>
</table>

**Exercise B:** Check the box by each phrase that means nearly the same thing as *approach*.

- **approach (v): getting closer**
  - X a racehorse nearing the finish line
  - O a bird flying away
  - O a plane taking off
  - O walking up to a friend

- **approach (n): plan or way**
  - O a strategy for winning the game
  - O a way to solve a problem
  - O a plan to keep ants out of the kitchen
  - O a method to get hiccups to stop
**Exercise C:** Check the column that describes how you feel about the following people. Are they *approachable* (kind, helpful) or *unapproachable* (snobbish, unkind, aloof)?

<table>
<thead>
<tr>
<th></th>
<th>approachable</th>
<th>unapproachable</th>
<th>approachable</th>
<th>unapproachable</th>
</tr>
</thead>
<tbody>
<tr>
<td>principal</td>
<td>⊘</td>
<td>⊘</td>
<td></td>
<td></td>
</tr>
<tr>
<td>neighbor</td>
<td>⊘</td>
<td>⊘</td>
<td></td>
<td></td>
</tr>
<tr>
<td>police officer</td>
<td>⊘</td>
<td>⊘</td>
<td></td>
<td></td>
</tr>
<tr>
<td>coach</td>
<td></td>
<td></td>
<td>⊘</td>
<td></td>
</tr>
<tr>
<td>librarian</td>
<td></td>
<td></td>
<td></td>
<td>⊘</td>
</tr>
<tr>
<td>best friend</td>
<td></td>
<td></td>
<td></td>
<td>⊘</td>
</tr>
</tbody>
</table>

**Exercise D:** Circle the words and phrases that mean nearly the same as *approach* (v) and *approach* (n).

<table>
<thead>
<tr>
<th><em>approach</em> (v)</th>
<th><em>approach</em> (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>go away</td>
<td>chance</td>
</tr>
<tr>
<td>draw closer</td>
<td>plan</td>
</tr>
<tr>
<td>transfer</td>
<td>strategy</td>
</tr>
<tr>
<td>escape</td>
<td>luck</td>
</tr>
<tr>
<td>advance</td>
<td>idea</td>
</tr>
<tr>
<td>leave</td>
<td>method</td>
</tr>
<tr>
<td>come toward</td>
<td>process</td>
</tr>
<tr>
<td>proceed</td>
<td>random</td>
</tr>
</tbody>
</table>
# Unit 1 Review

Mark each word with one of the following letters to show how it relates to the target word:

<table>
<thead>
<tr>
<th>S</th>
<th>A</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Synonym:</strong> the same or nearly the same; a definition or a description, as in <em>big</em>—<em>large</em>.</td>
<td><strong>Antonym:</strong> the opposite or nearly the opposite, as in <em>black</em>—<em>white</em>.</td>
<td><strong>Relative:</strong> a derivational form of the word with the same root, as in <em>export</em>—<em>portable</em>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>approach</th>
<th>structure</th>
<th>environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ to come toward</td>
<td>____ a building</td>
<td>____ surroundings</td>
</tr>
<tr>
<td>____ approaching</td>
<td>____ something that was built</td>
<td>____ environmental</td>
</tr>
<tr>
<td>____ to leave</td>
<td>____ construct</td>
<td></td>
</tr>
</tbody>
</table>
Unit 1 Assessment

Directions: Read the passage. Then, write the correct word on each line to complete the story. Use each word in the Word Bank. Use one word twice. Do not change the word endings. Then, reread the passage.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyzed</td>
</tr>
<tr>
<td>saturated</td>
</tr>
</tbody>
</table>

Alone in the Forest

Bruce was hiking in the woods late one afternoon. It began to rain hard, and soon Bruce’s sweatshirt was _________________. His surrounding _________________ was wet, muddy, and prickly with pine needles. It was getting dark outside.

As Bruce _________________ the top of a hill, he could see a small _________________ made of logs. He knocked, but nobody answered the door. Then he wiped his feet, so he would not _________________ any mud into the house. Walking into the cabin, he flipped a light switch, but nothing
## Assessment for Learning: Units 1 and 2

Is the statement right? Does it make sense? Is it used correctly? Answer yes, no, or not sure (???).

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>???</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To <strong>transfer</strong> something is to keep it.</td>
<td></td>
<td>![red check mark]</td>
<td>question mark</td>
</tr>
<tr>
<td>2. Minor is usually more important than <strong>major</strong>.</td>
<td>![red check mark]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To <strong>assess</strong> something is to rate it, grade it, or test it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Normally, the <strong>purpose</strong> of a vase is to keep food cold.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. People <strong>require</strong> food and water to live.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To <strong>approach</strong> something is to come toward it.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discuss it. Accept NO or ???, based on discussion. Transfer might imply keeping, as in transferring one’s cash from one account to another, etc. Make the discussion a valued aspect of the task.

Use ASLs to adapt instruction to needs.
Example 2, Unit 4

Target word: Labor

See next slides
Networking or Linking the Lexicon

—There is considerable evidence that words, both spoken and written, are remembered in relation to other words and that word meanings are not stored in our memory as isolated wholes that resemble separate entries in a dictionary‖ (Moats, 2000, p. 72)

Source: Visual Thesaurus
www.visualthesaurus.com
Rapid Review: familiar, occur, assist, individual

Step 1: Listen. Then repeat the word and its definition aloud, emphasizing the accented syllable.

**labor**

* labor: (lay-ber) v: To labor is to work hard; n: Labor is hard work. Spanish: laborar, trabajar

Step 2: Listen to each passage. Then, read each passage aloud with expression. Stop after each passage and briefly discuss whether the meaning or usage has changed in different contexts.

A. Farmers labor in the field,
   Digging dirt that will not yield.
   Builders labor, lifting rocks,
   Strong and mighty, like an ox.

   Laborers sweat with muscles working,
   Digging, chopping, pushing, jerking!
   Laboring hard beneath the sun,
   Toiling till the work is done.

B. Labor Day (the first Monday in September)
   is in honor of the working man or woman.
   It is a day of rest—a national holiday.
   Post offices are closed on Labor Day. Mail
   will be distributed on the Tuesday after Labor Day. Schools are also closed on Labor Day. Assignments will be distributed on the Tuesday after Labor Day. On Labor Day, we remember the hard-working men and women of America.
C. “Everything that is really great and inspiring is created by the individual who can labor in freedom.”—Albert Einstein (1879–1955)

D. **Labor Unions**

A labor union is an organization that protects the rights of its members. Workers who do a similar kind of work (for example, driving trucks) join the same labor union. This makes the individual more powerful and less weak. The union tries to make sure each employee (worker) gets paid fairly. It attempts to make sure each employee gets treated right. In America, there are many different labor unions.

E. Workers in a labor union have a meeting—a reunion. Planning how to help employees. Better treatment. Better pay. Then they picket on the sidewalk, holding up a protest sign. Out on strike to force a bargain. Standing in a protest line.

**Step 3** Find and mark review words and words related to the target word.
Words from DOVE’S *Labor Unions* passage (prior slide) were inserted into the wordsift program at www.wordsift.com (the larger font indicates more frequent occurrence of that word in the passage, and academic words are orange).
Exercise A: Take turns reading each word form aloud with its part of speech.

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>labor</td>
<td>to labor</td>
<td>laborious</td>
<td>laboriously</td>
</tr>
<tr>
<td>laborer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise B: Write each word in the appropriate box.

Means nearly the same as labor:

Lazy    Rest
Industry Chores
Employment Leisure
Effort   Relax
Grunt work    Job
Work      Toil

Means nearly the opposite of labor:


Exercise C: With your partner, discuss, then individually complete the following sentences.

Partner 1:
Even though it would take a lot of labor, something I would really like to achieve in my lifetime is ____________________________________________

Partner 2:
Even though it would take a lot of labor, something I would really like to achieve in my lifetime is ____________________________________________

Exercise D: Place a checkmark by the activities that involve labor.

☐ watching a football game on television
☐ playing a professional football game
☐ going for a swim in a pool
☐ raking leaves and putting them in bags
☐ phoning a friend

☐ reading my favorite book again
☐ reading an assigned textbook for a quiz
☐ hanging out with my friends
☐ cleaning my room
☐ doing chores on a farm

Daily Oral Vocabulary Exercises
## Cumulative Assessment: Units 1–4

### Directions:
Are the two words related? How? Check one column. In some cases, there are two possible answers.

### Synonyms, Antonyms, Derivations, and Other Relationships

<table>
<thead>
<tr>
<th>words</th>
<th>synonym</th>
<th>antonym</th>
<th>derivation</th>
<th>other</th>
<th>not related</th>
</tr>
</thead>
<tbody>
<tr>
<td>give, take</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>happy, glad</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>farm, farmer</td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>school, books</td>
<td></td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>pencil, lake</td>
<td></td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>environment, sky</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cycle, circle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>similar, different</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>transfer, benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DOVE Passages Become Increasingly Academic
Step 1

Listen. Then repeat the word and its definition aloud, emphasizing the accented syllable.

symbol

symbol (sim-bull) n. A symbol is something that stands for something very important. Most symbols represent something invisible, like love or freedom.

Spanish: simbolo
A symbol is an icon, an emblem, a sign.
It's a picture, a sketch, a simple design.

One symbol for peace is a snow-white dove.
But a blood-red heart is symbolic of love.
A health-care symbol is a simple red cross,
But the poison symbol has bones across.

We symbolize justice with a pair of scales.
Could we weigh the truth, if all else fails?
We symbolize danger with lightning bolts.
They stand for shocking electrical jolts.
B. A flag is a symbol too. It's an emblem. Each nation has a different flag. The flag is symbolic of the government. When the American flag is lowered to half-mast, it represents the death of an important leader, such as a president. Flags are also lowered to remember fallen citizens and/or soldiers on Patriot Day (Sept. 11), Memorial Day, and Pearl Harbor Day (Dec. 7). When the flag is removed and replaced by a different flag, it might mean that there is a different government. A new emblem, or symbol, replaces the old.

C. Yin and yang can symbolize the unity in opposites. There's strength when things dissimilar unite. Yin and yang remind us of the energy in differences: There's power in the daylight and the night.

Step 3 Find and mark review words and words related to the target word.
## Exercise A:
Take turns reading each word form aloud with its part of speech.

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>symbol</td>
<td>to symbolize</td>
<td>symbolic</td>
<td>symbolically</td>
</tr>
</tbody>
</table>

## Exercise B:
Match each symbol with what it represents.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>![Flag]</td>
<td>A</td>
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<td>J</td>
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<td>M</td>
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individual

*individual* (in-duh-vij-oo-ul) *n.* An *individual* is one person, like a single human being. It also means one thing.

Spanish: individuo, única

**Step 2**

Listen to each passage. Then, read each passage aloud with expression. Stop after each passage and briefly discuss whether the meaning or usage has changed in different contexts.

Fifty states make up the United States of America. Each state is different. Each individual state has its own governor, its own laws, and its own boundaries. The symbols on the flags for each individual state are different. And yet, the fifty individual states are united, or joined together to make one nation that is indivisible. “One nation, under God, indivisible, with liberty and justice for all.” Individually, each state is separate and different. Together, they are united and similar.

Indivisible but individual, inseparable yet unique,
Only one nation, yet more than one state,
A haven that welcomes the weak.
Quotations Include Target Words

There is no reason for any individual to have a computer in his home.

Ken Olsen, President, Digital Equipment, 1977
Exercise C: With your partner, discuss, then individually complete the following sentences.

Partner 1:
Some of my favorite things to do *individually* are ____________________________

Partner 2:
Some of my favorite things to do in a group are ____________________________
—Learning things is easy. But remembering them — this is where a certain hopelessness sets in”

Wolf, 2008
“There is a mountain of evidence suggesting that spacing study time leads to better memory of the material”

Willingham, 2002
Distributed Practice is Optimal
No Massed Cramming in DOVE

Keppel’s Experiment, 1967
(in Willingham, 2002, American Educator)

<table>
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<th>Type of Learning</th>
<th>One day delay</th>
<th>One week delay</th>
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<td>2.1</td>
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<tr>
<td>Distributed</td>
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Multiple Encounters with Each Word

Average Word Encountered 51 Times in DOVE

Distribution of Word Exposures

27 exposures in two-day lesson
24 in review (latter words previewed)
51 total

Ebbers and Carroll 2009
Minimum, Median, Maximum & Outliers

Ebbers and Carroll 2009

Daily Oral Vocabulary Exercises

Teach Practice Review Preview Cumulative

Ebbers and Carroll 2009
A new cave was discovered today…. As the two associates stepped further into the cavern, the interior grew darker, but Mason had a source of illumination. “I always pack my flashlight when I climb. Light is one important element of rock climbing,” Mason explained.

Deep in the cave’s dark interior, the two explorers found a metal box. Tyler tried to open the box, but the rusty lid was stuck. “I need your assistance!” Tyler told Mason, indicating the box. “Help me open this thing!” Together, the two individuals worked with purpose. Finally, the chest burst open as they achieved their goal. Shining his light into the box, Mason illuminated an old document. The document had an X on it — the symbol for buried treasure.

etc…
Learning Word Meanings
One Exposure at a Time

• Readers need at least 6 exposures to learn the new word
  – Jenkins, Stein, & Wysocki, 1984
• Better results with 12 exposures
  – McKeown, Beck, Omanson, & Pople, 1985
• Even better with 20 exposures
    • Some of the primary-grade students still did not learn all the new words
• This varies
  – By word and learner characteristics
a world of concepts within each word
Written to prompt interest, intellectual curiosity, language skills, transfer, and generalization of learning
Contact

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  – susan@readingway.com

• Jill Carroll
  – jillcarroll@verizon.net

• Sopris West Cambium Learning
  • www.sopriswest.com