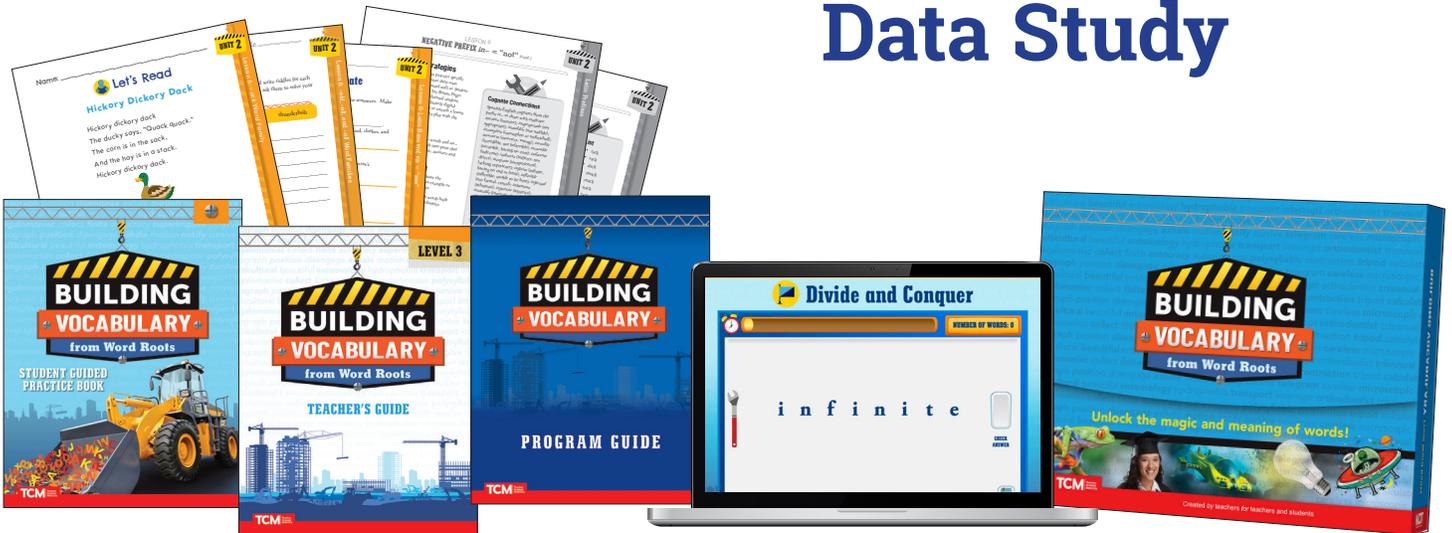


BUILDING VOCABULARY

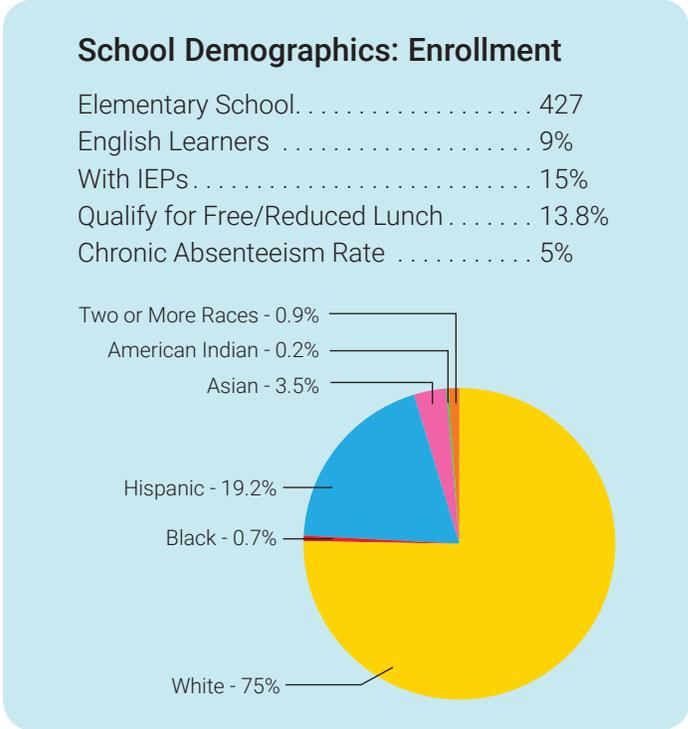
Data Study

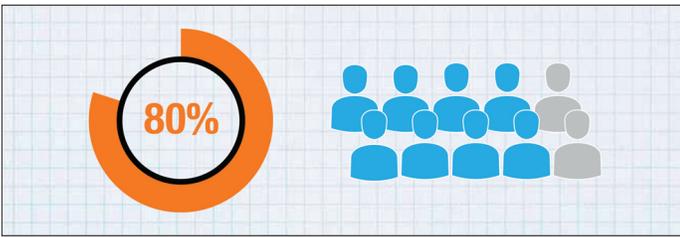


Overview and Challenge

At the end of the 2016–2017 school year, 42% of 3rd–5th grade students within a mid-size suburban Illinois school district who took the English Language Arts Partnership for Assessment of Readiness for College and Careers (ELA PARCC) met or exceeded expectations. During that same time period, an average of 67% of 3rd–5th grade students met or exceeded expectations on the vocabulary portion of the Measures of Academic Progress (MAP) assessment (and an average of 62% in ELA overall).

In 2018, this school’s Strategic Improvement Plan included efforts to make organizational, structural, and instructional changes that would support students’ learning and increase academic achievement. Among the goals of the plan were that by the spring of 2020, 100 percent of students will receive daily guided reading at their instructional level. Further, students who are identified as needing additional instruction will receive targeted intervention focusing on comprehension.





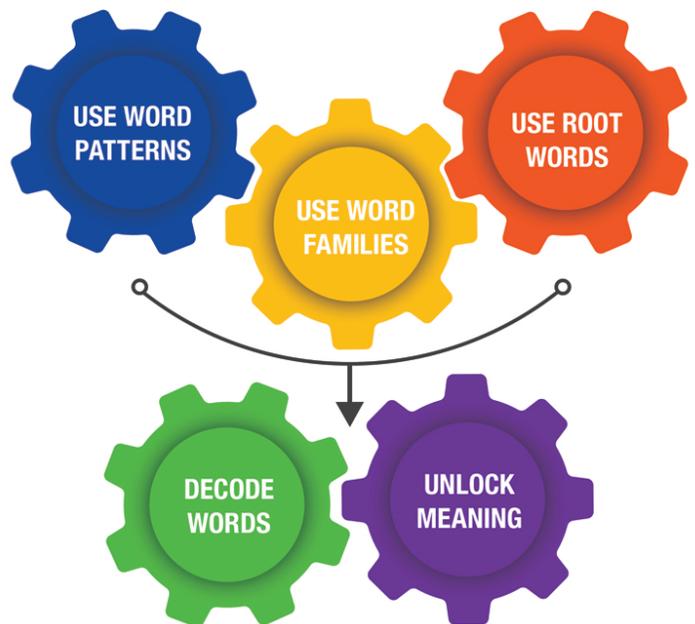
Research shows that over 80 percent of students’ reading comprehension test scores can be accounted for by vocabulary knowledge (Reutzel and Cooter 2015). To support the goals of the school’s Strategic Improvement Plan and achieve measurable success results for students, this Illinois elementary school partnered with Teacher Created Materials to implement the ***Building Vocabulary, 2nd Edition*** program in Grade 3.

The ***Building Vocabulary, 2nd Edition*** program provides approximately 15 minutes of daily academic vocabulary practice to help students learn key Greek and Latin roots and strategies for deciphering challenging words and their meanings across the content areas. Professional development training, lesson plans, and student materials were provided to the participating teachers.

Program

Building Vocabulary, 2nd Edition is the key to unlocking academic vocabulary. Instead of learning words and definitions in isolation, students learn key roots and strategies for deciphering challenging words and their meanings across the content areas. Grounded in actual classroom application, ***Building Vocabulary, 2nd Edition*** transforms word study for students and teachers by providing interesting, fun-filled, thought-provoking opportunities to learn strategies for accessing the meaning of over 90 percent of multisyllabic English words.

Building Vocabulary, 2nd Edition is based on the latest literacy research, which demonstrates the efficacy of using roots and linguistic patterns as an approach for teaching English vocabulary. In ***Building Vocabulary: Foundations, 2nd Edition***, students learn to “divide and conquer” words by separating initial consonants from the most common word families while in ***Building Vocabulary from Word Roots, 2nd Edition*** the focus shifts to learning words through their Greek and Latin roots and derivational constancy.



Program Components include:

- Teacher’s Guide
- Program Guide
- Student Guided Practice Book
- Multiple opportunities for assessment
- Digital resources, including slides, bonus student pages, and digital games

Implementation

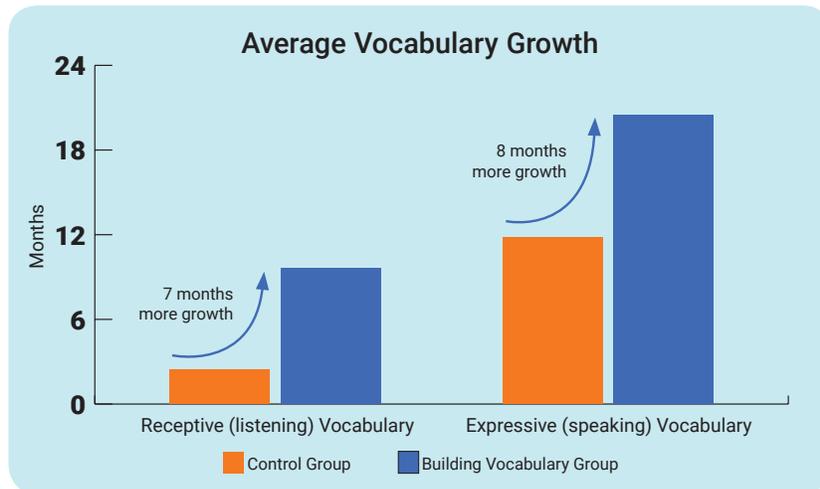
The goal of the implementation of the **Building Vocabulary, 2nd Edition** program was to strengthen students' vocabularies using a roots-based approach in order to aid in their reading comprehension and language skills.

The study was implemented for four weeks in one third-grade classroom using a random sample of 14 students. A second third-grade classroom using a random sample of 14 students was used as a control group. The vocabulary skills of all 28 students were measured directly before and after the implementation of the program to measure growth using the Montgomery Assessment of Vocabulary Acquisition (MAVA) assessment.

The MAVA is a norm-referenced assessment that is designed to measure the development of children's oral language by assessing listening and speaking vocabulary. Scores are generated in two categories: receptive age and expressive age. The receptive score shows their age for listening vocabulary. The expressive score shows their age for speaking vocabulary.

Results

At the conclusion of the four-week study, students receiving instruction with **Building Vocabulary, 2nd Edition** increased their receptive (listening) vocabulary by 9 months and their expressive (speaking) vocabulary by 1 year, 8 months. Students in the control group grew their receptive (listening) vocabulary an average of 2 months, and their expressive (speaking) vocabulary an average of 1 year. TCM continues to partner with schools and districts across the country to study the effects of **Building Vocabulary, 2nd Edition**.



Research Cited

Reutzel, D. Ray, and Robert B. Cooter Jr. 2015. *Teaching Children to Read: The Teacher Makes the Difference*. 7th ed. New York: Pearson.
 Montgomery, Judy K. 2008. *Montgomery Assessment of Vocabulary Acquisition*. Super Duper Publications.

Meet the Root
 Directions: Turn to your partner. Talk about the meaning of "not" in each of the words. Fill in the blank spokes with two other *in-* words that have the meaning of "not."
 Words shown: incorrect, invisible, incomplete, inactive.
 Write sentences for four of the words. Make sure that "not" is part of the meaning. Share your sentences with your classmates.

Divide and Conquer
 Directions: Draw a slash after the prefix in each word. Write the meaning of the word in the first blank. In the second blank, rewrite the base word. Then, write the definition from the Definition Bank. Write the letter in the box.
 Words: credible, formal, edible, expensive, visible.
 Definition Bank:
 A. casual
 B. amazing; hard to believe
 C. cheap; not costly
 D. out of sight; unseen
 E. not fit to eat

Developed by Experts

The *Building Vocabulary, 2nd Edition* series was developed by nationally recognized researchers, teacher educators, and authors.

"I love the notion that *Building Vocabulary* is respectful of teachers' time constraints. Instead of cramming an entire lesson into one long and tedious time period, *Building Vocabulary* spreads instruction out over the course of a week, using different activities so that students can examine the targeted word patterns from a variety of different perspectives."
—Tim Rasinski



Timothy Rasinski Ph.D.

is a professor of literacy education at Kent State University. He has written over 150 articles and has authored, coauthored, or edited over 15 books and curriculum programs on reading education.



Nancy Padak Ed.D.

is an active researcher, author, and consultant. She was a Distinguished Professor in the College and Graduate School of Education, Health, and Human Services at Kent State University.



Rick M. Newton Ph.D.

holds a doctoral degree in Greek and Latin from the University of Michigan and is now an emeritus professor of Greek and Latin at Kent State University. He holds the Distinguished Teaching Award from the Kent State College of Arts and Science.



Evangeline Newton Ph.D.

is a professor of literacy education at the University of Akron, where she served as the first director of the Center for Literacy. She teaches a variety of literacy methods courses and professional development workshops.

Our Mission

Teacher Created Materials develops innovative and imaginative educational materials and services for students worldwide. Everything we do is created by teachers for teachers and students to make teaching more effective and learning more fun.

For more information on *Building Vocabulary, 2nd Edition* and any of our standards- and research-based products, please visit us at www.tcmpub.com.

Phone: 800.858.7339