

# Vocabulary Maps for Pre-teaching Vocabulary

CALI READS WEBINAR  
APRIL 2022

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## Objectives

Discuss the kinds of vocabulary words older readers need to learn to read and understand complex text.

Learn how to use vocabulary maps to introduce key vocabulary words to students before they read a text?

Practice applying the steps of the vocabulary map.

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## Vocabulary Maps

What?

Who?

When?

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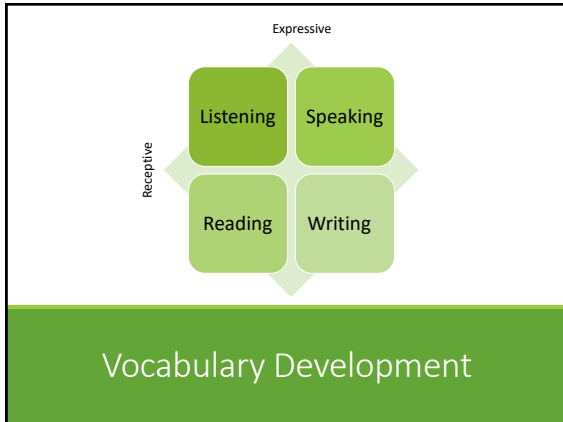
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### Academic Language

- A specific way of using language not typically encountered in everyday settings (e.g., family and peer talk or social media).
- Vocabulary, more complex sentence structures, and rhetorical forms used in academic settings.

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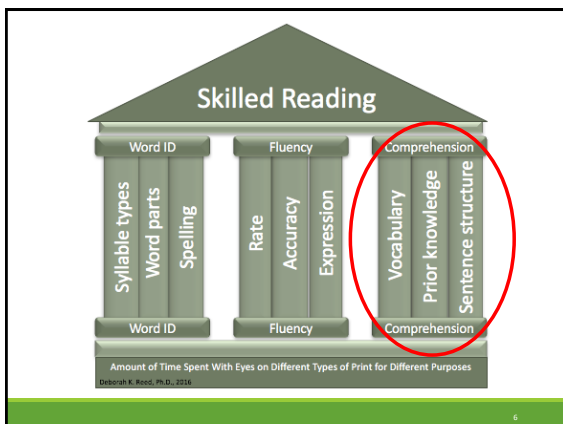
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Vocabulary:  
More  
Instructional  
Time

The “what” of the lesson

The “how” of the lesson

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Vocabulary:  
Less  
Instructional  
Time

Prevent confusion

Improve the sophistication  
of language

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Ask Yourself:

Is the word critical (i.e., conceptually central) for understanding the selection?

Is the word important for the students to know in future years?

Has the student had previous experience or exposure to this word?

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**ACTIVITY:****Practice Determining Which Words to Teach**

(1 min to read, 4 min to select words)

We have tiny "blueprints" in our bodies' cells called chromosomes. Each chromosome has thousands of bits of protein called genes. These genes control how our bodies grow and develop. Half of our chromosomes come from our mothers, and the other half from our fathers. They determine many aspects of our physical appearance, including the color of our eyes, whether our hair is straight or curly, how tall we will grow, and the color of our skin.

A branch of biology called genetics focuses on this process. Geneticists study how genes work. In addition to traits such as height, hair type, and eye color, genes influence other attributes, such as strength and intelligence. A person's genes can even determine if he or she is particularly susceptible to, or likely to get, a disease.

Your ethnic heritage, much like your genes, can influence your looks. Each ethnic group has genetic features that influence hair, skin, and eye color. Many families are a blend of different ethnic groups, which may cause offspring to reflect the genetic traits of more than one group.

&gt;&gt;Voyager Expanded Learning, 2010, p. 2-3

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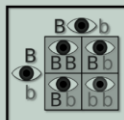
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Term/concept: **Trait**Cognate or Spanish translation: **rasgo/characteristic**

Student friendly definition: characteristics, such as eye color or height, that you inherit



Synonym(s): characteristic, feature

Two sentences using the word:

- In addition to traits such as height, hair type, and eye color, genes influence other attributes, such as strength and intelligence.
- One trait of dogs that people value is that dogs show affection to their owners.

**Turn and Talk**

- What makes a trait different from a habit or a skill?
- What kinds of traits can people inherit that you cannot see?

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**Format Options**

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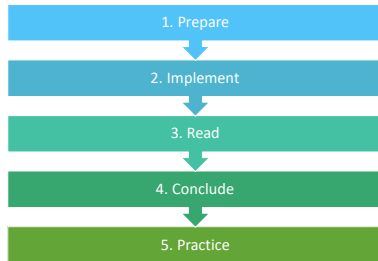
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## Steps of Implementing Vocabulary Maps



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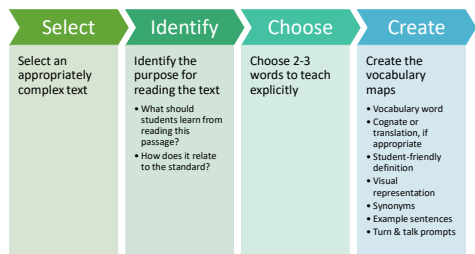
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### Step 1: Prepare

(Meadows Center, 2016)

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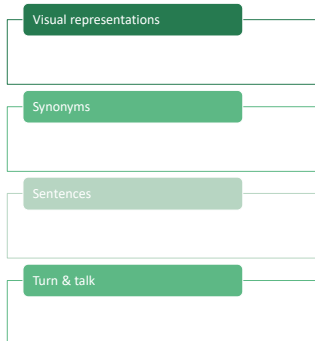
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### Typical Difficulties Preparing the Maps



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## ACTIVITY: Create a Vocabulary Map (7 minutes)

### Gandhi



Mahatma Gandhi is known throughout the world for his compassion, dedication to peace, and commitment to nonviolence. He enacted a great deal of change in his lifetime and made life better for many people of India. His success inspired other leaders, such as Martin Luther King Jr., to adopt nonviolent resistance techniques in their own struggles against injustice. But Gandhi was not born a leader. Specific events early in his life led him to that path.

Like India, South Africa was still under British rule when Gandhi moved there in 1893. In South Africa, Gandhi realized that the large numbers of Indians (people from India) who were settled there were looked down upon as racial outcasts. South African whites considered the Indians inferior just because they were Indian. One day, Gandhi boarded a train with a first-class ticket in his hand. But when he sat down in the compartment, a white passenger complained about the presence of a dark-skinned man in first class. The conductor ordered him to move back to third class. When Gandhi refused, because he had purchased a first-class ticket, the conductor threw him and his luggage off the train. He sat through a cold winter night in a waiting room, trying to decide whether he should stay and fulfill his obligations to his law client or return to India. He decided to stay.

(MEADOWS CENTER, 2016)

Use the template and Gandhi passage to prepare for explicitly teaching the word *injustice*.

- Vocabulary word
- Cognate or translation, if appropriate
- Student-friendly definition
- Visual representation
- Synonyms
- Example sentences
- Turn & talk prompts

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## Step 2: Implement

State the purpose of the lesson

Explicitly teach one vocabulary word at a time

- Vocabulary word
- Cognate or translation, if appropriate
- Student-friendly definition

• Visual representation

• Synonyms

• Example sentences

• Turn & talk prompts

30 sec

30 sec

15 sec

45 sec

3-4 min

17

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## Structuring the Lesson



Display map—don't distribute



Turn & talk

Students turn to shoulder partner. Teacher monitors conversations to check for understanding. Selected students share ideas from discussion with the whole group.

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### Model Lesson: Grade 6 Unit on Civil Rights

"Before we read our article about Gandhi, we will discuss the words *compassion* and *injustice*. These words are found in the text we are about to read. Having a solid understanding of what *compassion* and *injustice* mean will help you better understand the article. I will show you some vocabulary maps while we talk about these words."

(Meadows Center, 2016)

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### Modeling with a Map

**compassion (com-pas-sion)**  
Showing great care or concern

**Synonyms:**  
kindness, sympathy

**Example Sentences**

1. The Red Cross workers showed great compassion toward the people of Haiti after the earthquake struck by providing food and shelter to many homeless people.
2. Mahatma Gandhi is known throughout the world for his compassion, dedication to peace, and commitment to non-violence.

**Turn and Talk**

1. Tell your partner about a time you showed compassion toward others.
2. Why do you think that Gandhi is known for his compassion?

Map: <https://www.meadowscenter.org/grade6/grade6-vocabulary-map/>

(Meadows Center, 2016)

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### ACTIVITY: Your Turn to Practice

(10 min)

**Click to add title**  
Click to add text

**Synonyms:**  
Click to add text

**Example Sentences**

1. Simple sentence containing the targeted word.
2. An excerpt from the text you're reading that contains the word.


**Turn and Talk**

1. A question to spark students' discussion that is something related to their prior knowledge or experience.
2. A question to spark discussion that relates the word to your course content.

(Meadows Center, 2016)

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### Gandhi

Mahatma Gandhi is known throughout the world for his compassion, dedication to peace, and commitment to nonviolence. He enacted a great deal of change in his lifetime and made life better for many people of India. His success inspired other leaders, such as Martin Luther King Jr., to adopt nonviolent resistance techniques in their own struggles against injustice. But Gandhi was not born a leader. Specific events early in his life led him to that path.

Like India, South Africa was still under British rule when Gandhi moved there in 1893. In South Africa, Gandhi realized that the large numbers of Indians (people from India) who were settled there were looked down upon as racial outcasts. South African whites considered the Indians inferior just because they were Indian. One day, Gandhi boarded a train with a first-class ticket in his hand. But when he sat down in the compartment, a white passenger complained about the presence of a dark-skinned man in first class. The conductor ordered him to move back to third class. When Gandhi refused, because he had purchased a first-class ticket, the conductor threw him and his luggage off the train. He sat through a cold winter night in a waiting room, trying to decide whether he should stay and fulfill his obligations to his law client or return to India. He decided to stay.

(MEADOWS CENTER, 2016)

## Step 3: Read

### Options

- Teacher reads with cloze procedure
- Students partner read
- Students silent read

### Monitor comprehension during reading

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## Step 4: Conclude

Ask students about the words  
Use the words to ask questions about the text

## Step 5: Practice

Multiple exposures and deeper understanding  
Example or nonexample questions: students listen to a sentence and determine whether it is an example or nonexample of the target word

## Final Steps

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## Examining Student Work: Specific Feedback

Correct pronunciation during introduction of words

Turning and talking with a partner about the questions

Reading the passage with the words

Responding during the lesson wrap-up

Continued practice with the words

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Prepared in  
entirety by teacher

Pre-reading

Why  
Vocabulary  
Maps Are  
Not a Word  
Learning  
Strategy

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### Vocabulary Maps as One Form of Literacy Support

USE IN THE STAGES OF READING	CONNECT WITH OTHER STRATEGIES
<b>Before Reading</b> <ul style="list-style-type: none"> <li>Vocabulary maps</li> </ul>	<b>Before Reading</b> <ul style="list-style-type: none"> <li>Activate background knowledge</li> <li>Preview the text</li> </ul>
<b>During Reading</b> <ul style="list-style-type: none"> <li>Use word learning strategies</li> </ul>	<b>During Reading</b> <ul style="list-style-type: none"> <li>Repair breakdowns in comprehension</li> </ul>
<b>After Reading</b> <ul style="list-style-type: none"> <li>Frustration Model</li> <li>Cumulative review</li> </ul>	<b>After Reading</b> <ul style="list-style-type: none"> <li>Summarize</li> <li>Close reading</li> </ul>

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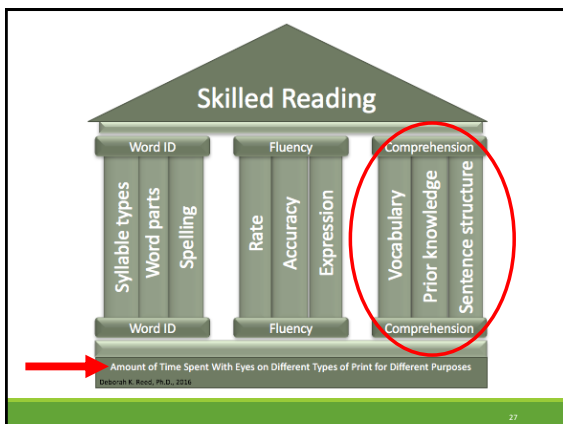
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How will you plan to implement  
Vocabulary Maps?

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### **“You Are What Your Genes Make You – Or Are You?”**

Danny Melendez hoped to be taller than girls in his class. Janie Martin wanted straight, blond hair. Amir Makabi hoped he would not be bald at age 30 like his father had been. But, Danny, Janie, and Amir had genes that said otherwise.

We have tiny “blueprints” in our bodies’ cells called chromosomes. Each chromosome has thousands of bits of protein called genes. These genes control how our bodies grow and develop. Half of our chromosomes come from our mothers, and the other half from our fathers. They determine many aspects of our physical appearance, including the color of our eyes, whether our hair is straight or curly, how tall we will grow, and the color of our skin.

A branch of biology called genetics focuses on this process. Geneticists study how genes work. In addition to traits such as height, hair type, and eye color, genes influence other attributes, such as strength and intelligence. A person’s genes can even determine if he or she is particularly susceptible to, or likely to get, a disease.

Your ethnic heritage, much like your genes, can influence your looks. Each ethnic group has genetic features that influence hair, skin, and eye color. Many families are a blend of different ethnic groups, which may cause offspring to reflect the genetic traits of more than one group.

Genetic research tells us that genes play a role in your physical appearance and what diseases you may be more likely to develop, but things like intelligence, physical strength, and personality are more dependent on how you live and how you use the talents and strengths you have. Your genes can influence your abilities and talents, but your environment and opportunities can enhance your genetic traits. In other words, genetics matters far less than how people choose to live and use their basic talents.

You cannot change some attributes of your genetic makeup. Your height and skin tone are basically unchangeable. However, you can do a lot to affect other parts of your genetic inheritance. You can choose to make the most of the genes that have been passed down to you. With hard work and perseverance, you can continually try to develop your mind and body in ways you desire.

Passage Source (do not reprint without permission):

Voyager. (2010). *Passport reading journeys III*. Dallas, TX: Voyager Expanded Learning.

**Words to Teach Directly**

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**Words to Briefly Introduce**

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Term/concept: \_\_\_\_\_

Cognate or Spanish translation: ( \_\_\_\_\_ )

Student friendly definition:

*Picture or visual representation*



**Synonym(s):**

Two sentences using the word:

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- 

***Turn and Talk***

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Word:

**Student-Friendly Definition**

**Visual Representation of Word**

**Synonyms**

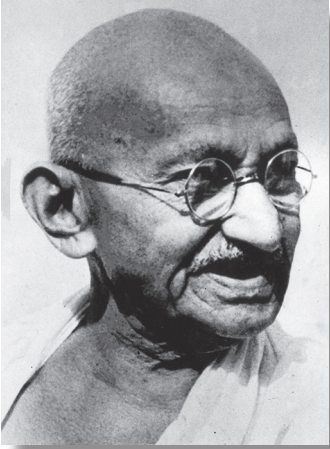
**Example Sentences**

**Turn and Talk**

## Sample Reading Passage

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# Gandhi



Mahatma Gandhi is known throughout the world for his compassion, dedication to peace, and commitment to nonviolence. He enacted a great deal of change in his lifetime and made life better for many people of India. His success inspired other leaders, such as Martin Luther King Jr., to adopt nonviolent resistance techniques in their own struggles against injustice. But Gandhi was not born a leader. Specific events early in his life led him to that path.

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Term/concept: \_\_\_\_\_

Cognate or Spanish translation: ( \_\_\_\_\_ )

Student friendly definition:

*Picture or visual representation*



**Synonym(s):**

Two sentences using the word:

- 

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***Turn and Talk***

- 

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Word:

**Student-Friendly Definition**

**Visual Representation of Word**

**Synonyms**

**Example Sentences**

**Turn and Talk**