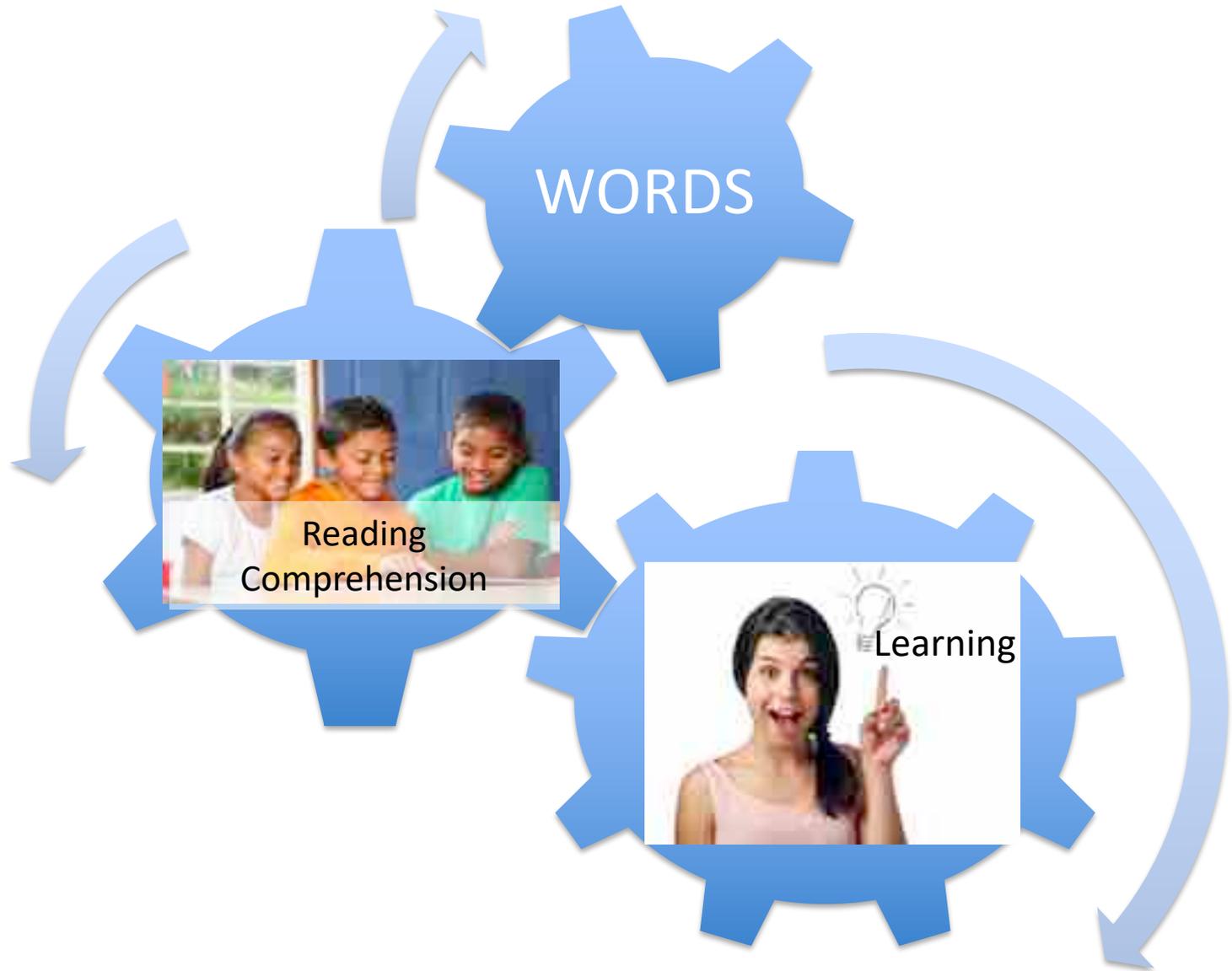


# IC InferCabulary

Literacy Brought to Life



Beth Lawrence, MA, CCC-SLP & Deena Seifert, MS, CCC-SLP  
Co-Founders



*Silverman & Hantraft, 2011*

# Existing Pedagogy



BLOOM'S TAXONOMY

# Flashcard Fail

**prudent** [prood-nt] adjective

Wise or judicious in practical affairs;  
sagacious; discreet or circumspect; sober

**11<sup>th</sup> grade words in a definition to “learn” a 6<sup>th</sup> grade word**

**Better...**

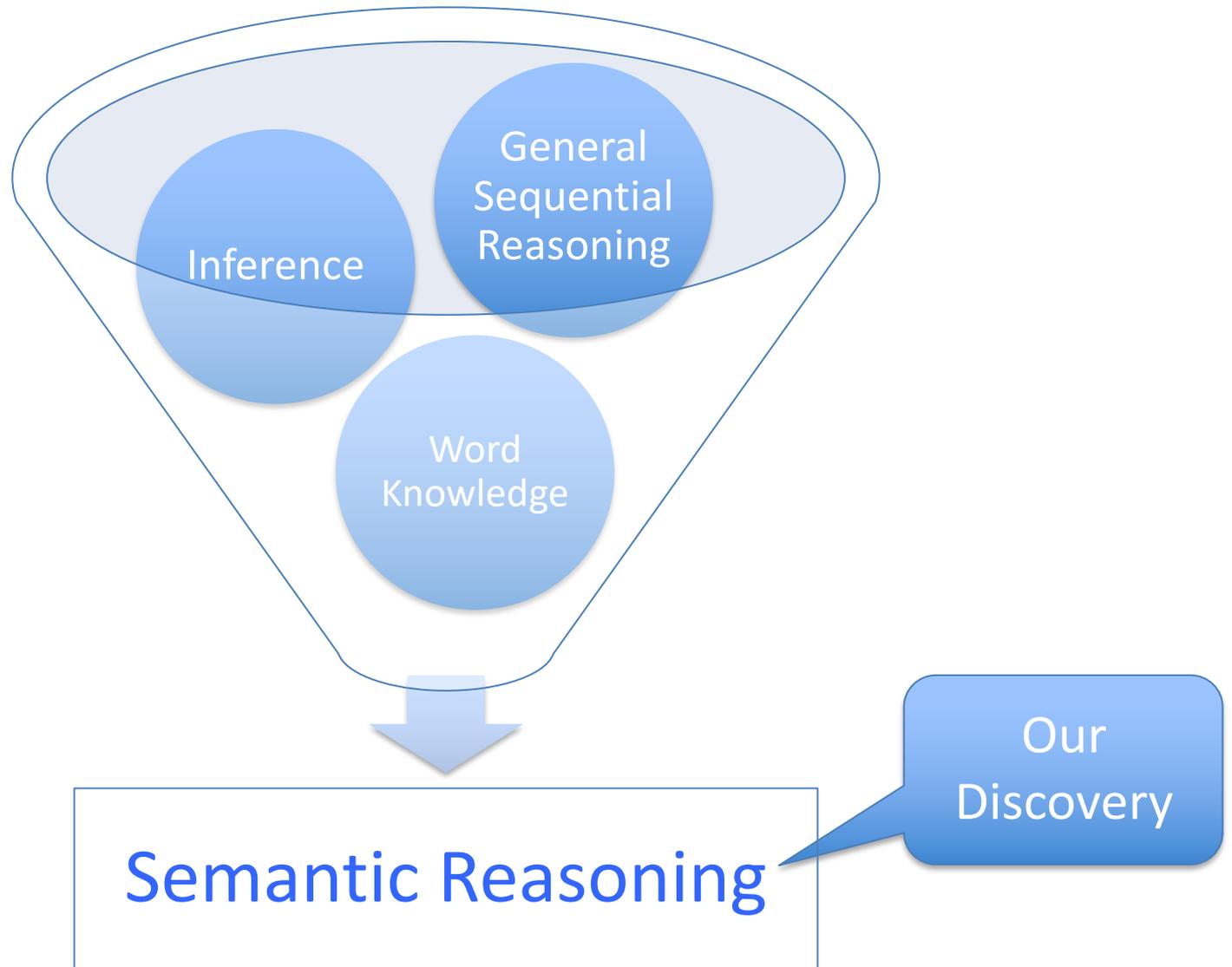
**But...**

**prudent** [prou-dnt] adjective

Describes someone who makes smart decisions;  
wise



# Pedagogy Turned Upside-Down



# Semantic Reasoning

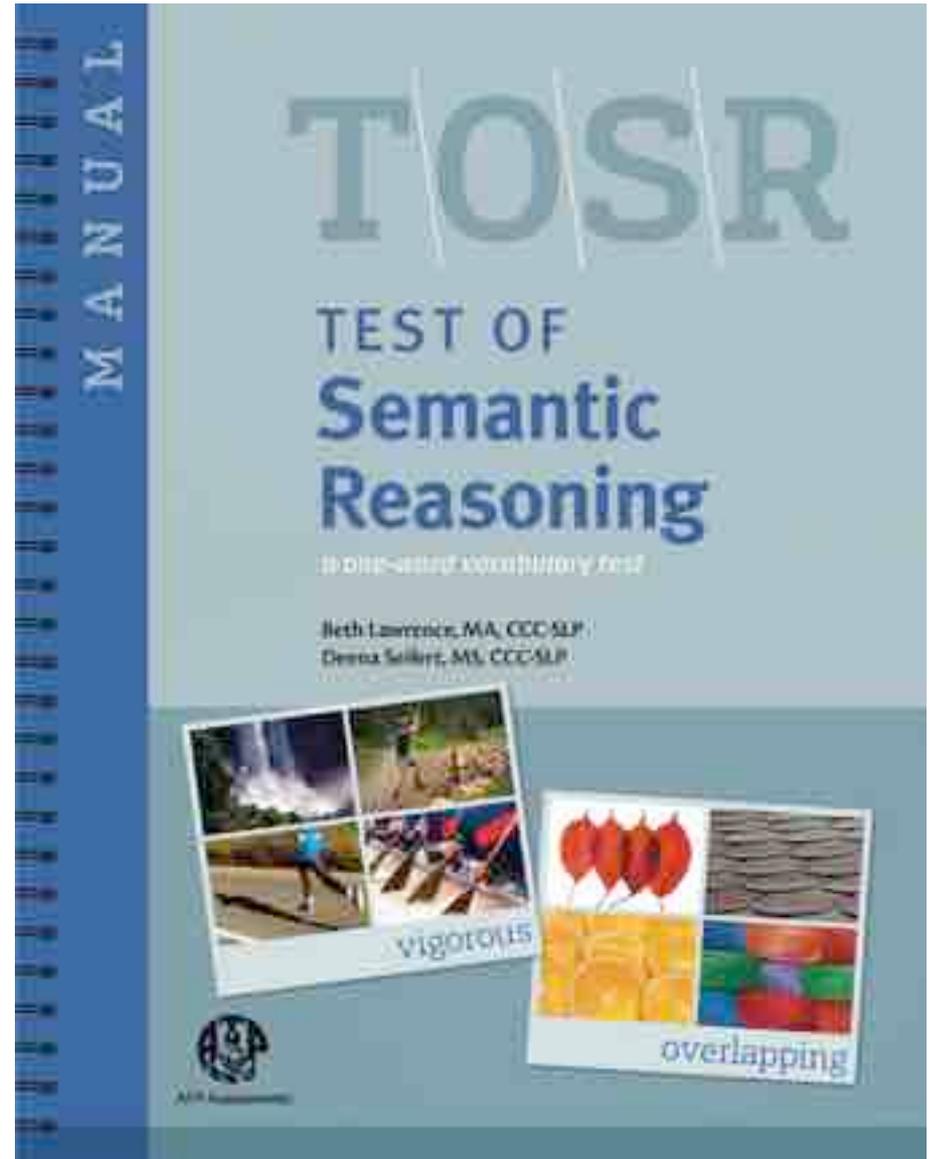
# Semantic Reasoning

Co-authored by Beth Lawrence & Deena Seifert

Published by *Academic Therapy Publications*

Norm-referenced

Found high correlation with students who struggle with language and learning



# Semantic Reasoning



skin

peeled

kernels

removed

# Semantic Reasoning is the Secret Sauce in InferCabulary Basecamp



BONUS CARABINIER: 0/3

Click all the pictures to learn more about this word.



# And InferCabulary Climb

Choose the word that goes with the pictures.

ASCENT / 0123



tradition

shallow

misfortune

sturdy

Play



# Instruction Must Emphasize

1. Active engagement
2. Multiple contexts
3. Simple Language
4. Using visuals
5. Morphology (parts of words)
6. Semantics (word relationships)
7. Kinesthetic (drama)
8. Repetition

*Beck & McKeown, 2013*

# Which Vocabulary to Teach?

## Tier 3

low frequency use  
limited to specific knowledge domains

isotope, lathe,  
peninsula, refinery

## Tier 2

high frequency,  
mature language users  
found across a variety of knowledge domains

clock, baby, ball,  
happy, run

coincidence, absurd,  
industrious

## Tier 1

basic words  
rarely require instruction  
Experienced frequently

# Breadth & Depth of Vocabulary

# Two Phases of Learning Vocabulary

## Fast Mapping (Breadth)



Ability to learn a new word or concept with minimal exposure to it.  
Overgeneralization or under-generalization.

## Extended Mapping (Depth)



Linking words to other known words. Adds specificity

**After our PD,  
a high school teacher/  
learning specialist  
changed her quizzes to emphasize  
depth and critical thinking**

What She Had Been Doing	Issues
Multiple Choice Definitions	Rote-memorizers score well ≠ understand
	Poor memorizers do poorly (may have understood concept)
	Definitions don't tell if they understand contexts of use
Fill in Blank	Word retrieval errors
	Unfamiliar with provided context (no depth yet)
Write a Sentence with Newly-Learned Word	Typical instruction → not enough contexts (We assume they have depth we do!)
	Gross errors sometimes show they “missed the boat entirely”

# High School Vocabulary Quiz Part 1

## “Deadline” Vocab Quiz Ch. 1-6

Directions: Use your knowledge of the vocabulary to answer the following questions. (2 pts. Each)

- 1) Circle all words that could describe someone’s Demeanor:  
bewildered    grave    glib    grandeur    peaked
- 2) Sometimes life is difficult. If, after having a tough time, a person is described as Resilient, what is being said about that person’s ability to deal with the situation?
- 3) Identify a situation in which Candor is beneficial.
- 4) Would you enjoy being at a dinner with someone who likes to pontificate? Why or why not?

# High School Vocabulary Quiz Part 2

Circle the letter of the sentence that uses the word incorrectly  
(1 point)

- a) John had always found math challenging, but after a particularly difficult class, he was sure that Calculus was INCOMPREHENSIBLE.
- b) My mother claims that she finds it INCOMPREHENSIBLE that we love ice cream with our chocolate cake.
- c) During this particularly difficulty presidential election, it became clear that many members of both major parties found the stance of people in the opposing party INCOMPREHENSIBLE.
- d) Even though she had taken years of Spanish, when she travelled to Spain, she found the talking speed of the native speakers made the language INCOMPREHENSIBLE unless she asked them to slow down or repeat themselves.

# High School Vocabulary Quiz Part 3

Directions: Look at the images provided, then answer the question related to the image (2 pts.)

How is Google portrayed as VORACIOUS in the cartoon?



Why would “ZEAL” be a good name for this line of health food products?

# Anecdotal Evidence in a Maryland High School

## 10th/11th Grade English Classes

Before using InferCabulary, 29% of 10th/11th graders failed vocabulary quizzes that required application of understanding to new contexts.

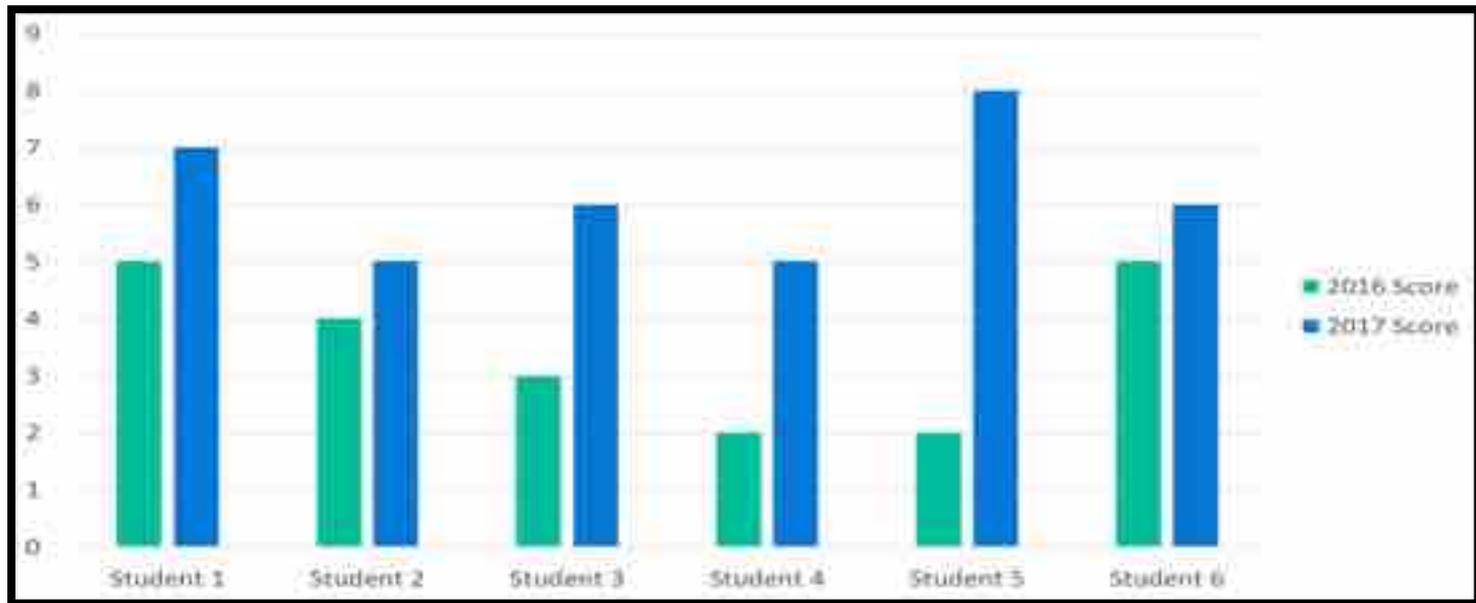
After using InferCabulary, 86% of students received a 90% or above, and no students failed.

## Computer Lab

Given a choice of ten educational tools, students regularly chose InferCabulary through the entire school year.

# ERB Testing Scores Improved with InferCabulary

6 students receiving ELA instruction with Learning Specialist scored stanine scores of 5 or below in 2016. After one school year of 20 minutes classroom, and 20 minutes homework 3/month, all students scored stanine of 5 or higher using Semantic Reasoning instruction (InferCabulary).



# Questions

This presentation, UVA research study results, and PD materials can be downloaded from [InferCabulary.com/resources/](https://InferCabulary.com/resources/)

# PART TWO

# Classroom Use of InferCabulary & Extension Activities

# Classroom Instruction 5<sup>th</sup> Grade

# Instruction Tips

# Self-rating Vocabulary Scale

Have your student do a self-rating scale.

Words	4 I know it well	3 I know it, but can't say what it means	2 I've heard it or seen it, but not sure what it means	1 I've never heard it before
reluctant			✓	
oblivious				✓
prominent			✓	
protrude		✓		

Use the words that were rated #1 and #2.

# Think Aloud Script

 prominent

WORD CHAMBER: 3/3

Click all the pictures to learn more about this word.



# Think Aloud Questions During Instruction

Why are ALL of these pictures on this page?

What do I notice about these pictures?

What do the pictures have in common?

How do these pictures relate to the word?

What additional information do the captions reveal about the pictures?

How does my definition compare with this definition?

Should I adjust my thinking about the word?

# Noun Definitions

# Definition Formula for Nouns

## DEFINITION

A \_\_\_\_\_ is a kind of \_\_\_\_\_



category

that \_\_\_\_\_ and is or has:



function



size



shape



color



goes with



parts



smell



sound



taste

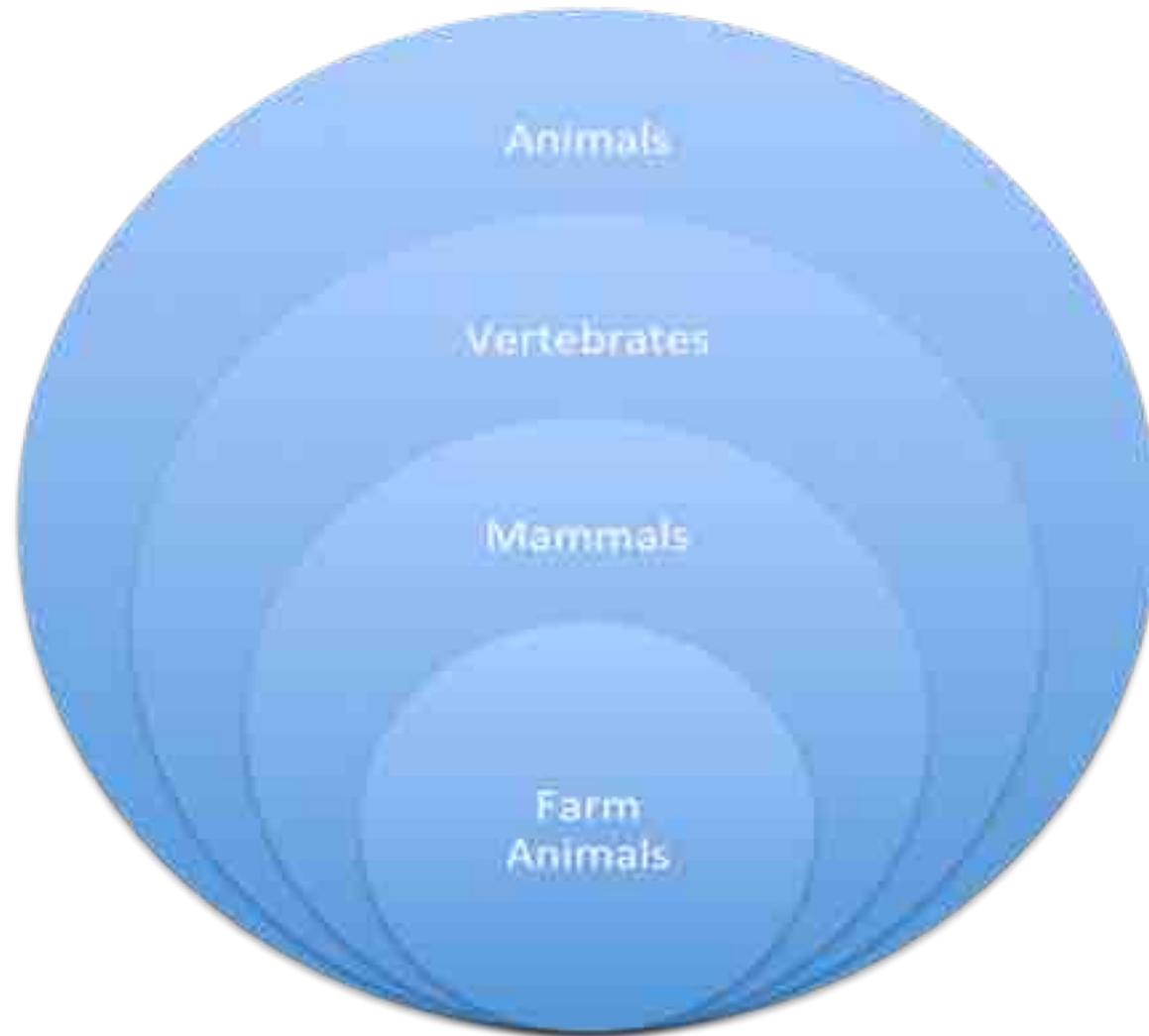


temperature



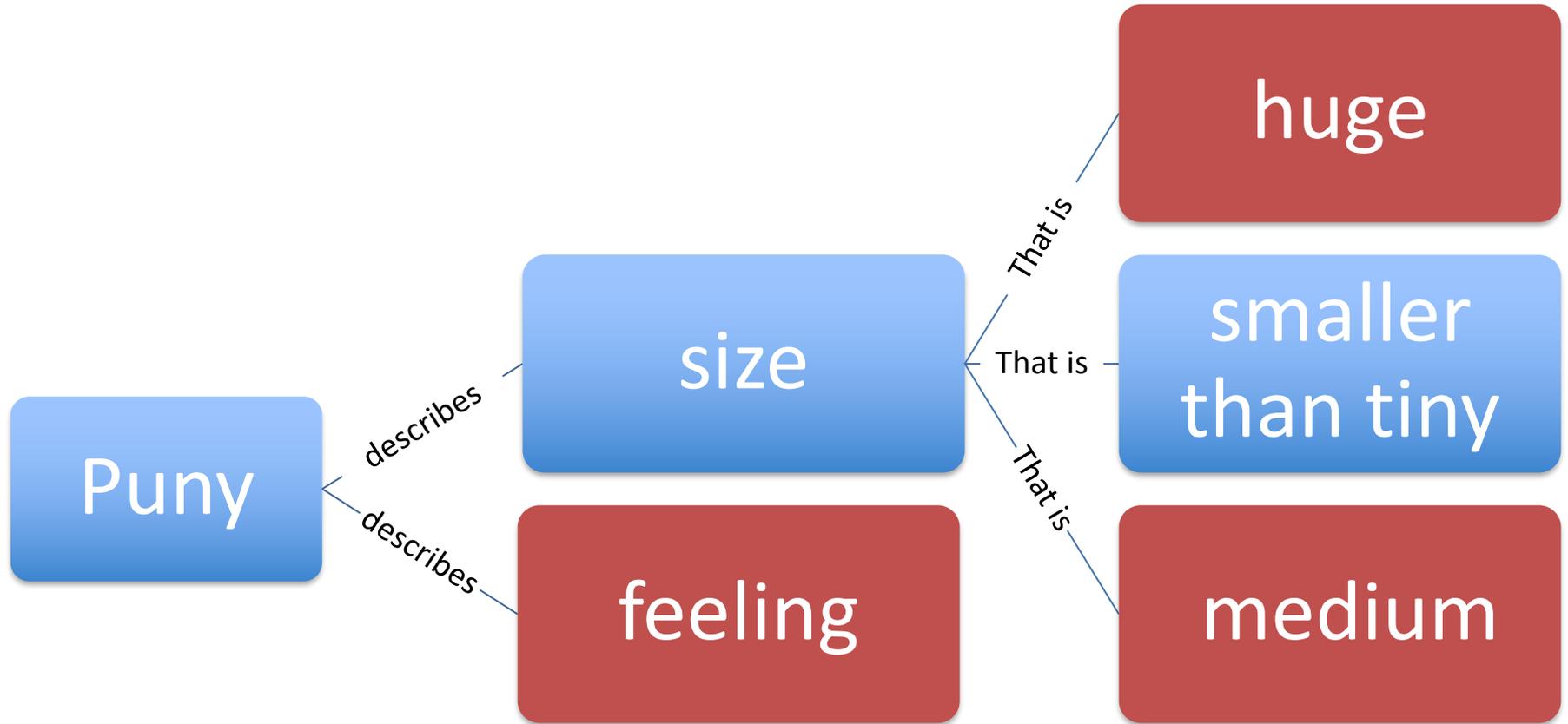
where

# Subcategories Are More Specific Than Categories

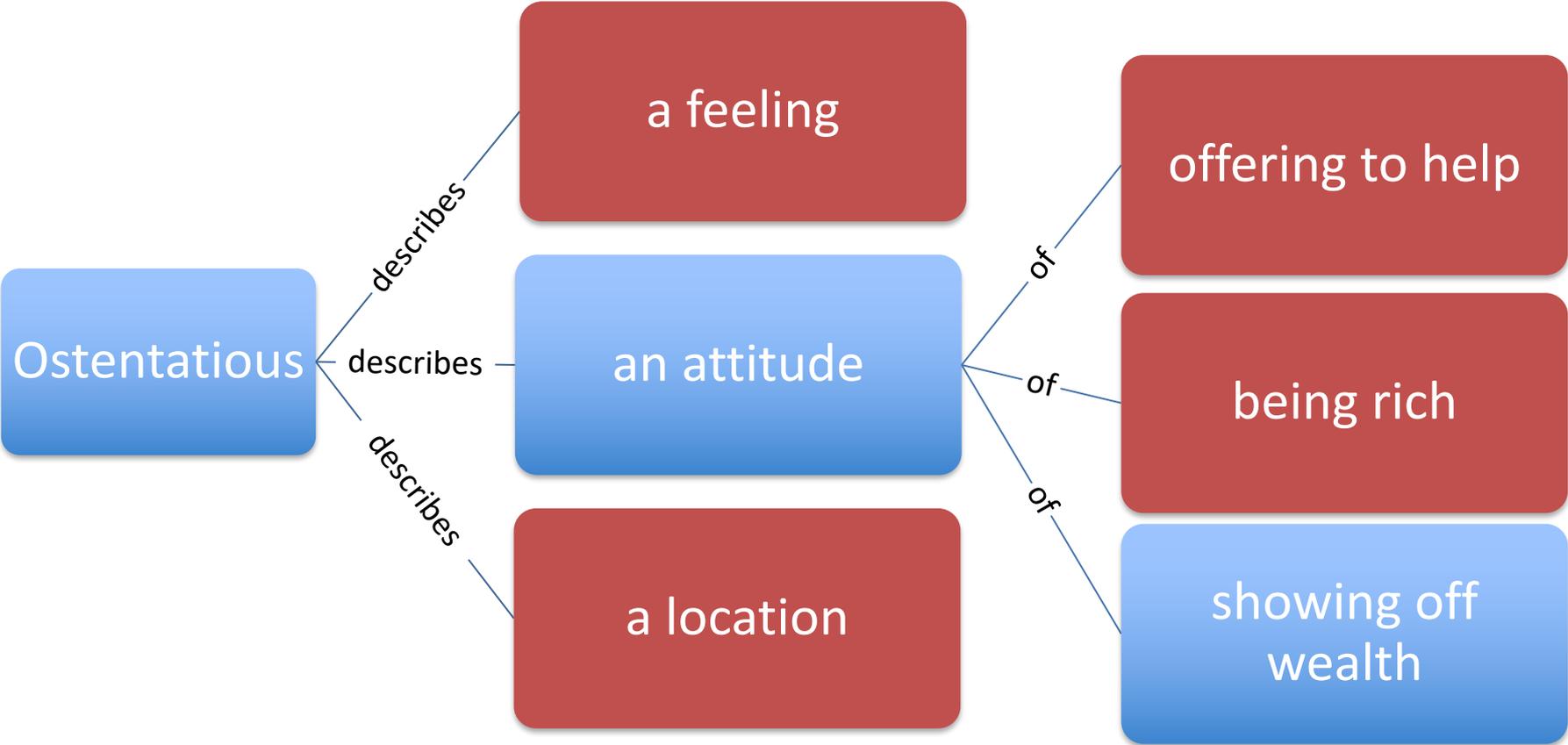


# Adjective Definitions

# Lower Level Adjective Framework Example



# Higher Level Adjective Framework Example



# Word Continuum



# Questions

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# Additional Information

# One-on-One: Struggling Student (Language *and* Inference)

**InferCabulary:**  
**Basecamp**  
Learning Mode

# Teacher Experience

