

Evidence-Based Facilitator Guide: Improving Intermediate Literacy

Recommendation 1: Explicit Vocabulary Instruction

September 2020



IMPROVING INTERMEDIATE LITERACY
Professional Development Facilitator's Guide

Recommendation 1: Explicit Vocabulary Instruction

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Materials checklist and notes

Item	Consumable Y or N	Quantity	Notes
Computer			
Projector			
Clicker			
PowerPoint presentation on flash drive or computer			
Handouts			
Chart paper and pens			
Sticky notes			
Agenda			
Sign-in forms			
Evaluation form			
Articles to be read			
Blue and yellow highlighters			
Miscellaneous			

State Department of Education/Background

About the guide

Designed to help instructional leaders deliver effective training to teachers, this guide provides nine evidence-based strategies for supporting literacy in grades 4–8. It includes practical application ideas and examples, as well as resources for immediate implementation. This guide is based on *Improving Adolescent Literacy*, a practice guide from the Institute of Education Sciences (IES). More information is available at www.ies.ed.gov.

This guide, as well as the accompanying presentation materials, were compiled by the Region 17 Comprehensive Center at Education Northwest for the Idaho State Department of Education.

How to use the guide

This guide is designed to complement the training provided to an instructional leader (e.g., coach, teacher, administrator) who supports teachers in using evidence-based strategies to improve outcomes for students in grades 4–8. The instructional leader will be trained to facilitate and lead learning in a school and/or district. This guide includes a suggested script for each slide in the accompanying PowerPoint presentation. The facilitator can also use the supplemental handouts. For additional information on word recognition, phonological awareness, decoding, sight words recognition, language structure, and more, see <https://courses.lumenlearning.com/suny-hccc-childrenslit> and <https://courses.lumenlearning.com/literacypractice>.

*Note: The presentation slides that correspond to this guide are based on the **first** of four IES recommendations; there are four presentations total, and the first 19 slides are the same in each one. Thus, if you are delivering more than one of these presentations to the same audience during the same professional learning event, after describing the session outcomes (see Slide 1), you can skip ahead to Slide 20 after your first presentation, and begin with the section. This guide is focused on Recommendation 1: “**Explicit vocabulary instruction.**”*

The design of this guide provides flexibility to facilitators to respond to school or district needs in a targeted manner. Each evidence-based practice can be provided as a brief training session over the course of a school year. These recommendations can be grouped into common threads and provided as a full- or half-day professional development session. The practices and subsequent activities are not content-specific; they can help improve literacy across content areas in grades 4–8.

What participants need to bring

Participants should bring their core instructional materials, teacher manuals, textbooks, and/or grade-level standards. Throughout the professional learning session, they will be asked to reference and make connections to the instructional tools (i.e., core instructional materials) they are using.

Presenter's facilitation script

Outcomes (post on chart paper)

- Describe two to three evidence-based research practices for providing explicit vocabulary instruction in a specific content area.
- Identify and apply those practices to current core instructional materials, teacher manuals, textbooks, and/or grade-level standards.

Engagement structures

- Structured partners (pairs at table)
- Table groups
- Pairs-to-square (two partner pairs come together to create a group of four)
- Conversation placemat (from Discussion module—will be used as the engagement and discussion structure in this module)
- Talking chips
- Additional engagement strategies (e.g., quick writes, weighty words, inside-outside circle, cold call, whip around)

Slide 1: Welcome

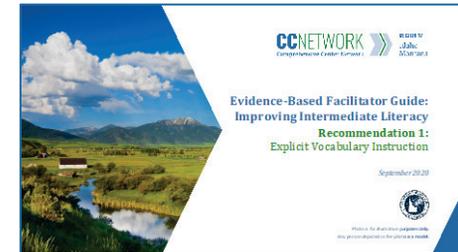
(Introduce yourself and invite colleagues and participants to introduce themselves. Establish structured partners and have partners identify whether they will be a “1” or a “2” during partner work.)

Today’s presentation was developed in partnership with the Idaho State Department of Education and the Region 17 Comprehensive Center at Education Northwest, a nonprofit organization.

The goal of this professional development is to share evidence-based recommendations for improving intermediate literacy. It is designed to provide research and practical ideas for meeting the needs of all students, including struggling readers across content areas. We have two outcomes for today (*point to chart paper*). By the end of this training, you will be able to:

- Describe two to three evidence-based research practices for providing explicit vocabulary instruction in a specific content area.
- Identify and apply those practices to current core instructional materials, teacher manuals, textbooks, and/or grade-level standards.

Our shared goal is to provide support for Idaho educators; together, we must equip students in grades 4–8 with the literacy skills they need to succeed.



Slide 2: An important insight

Take a minute to read and reflect on this quote.

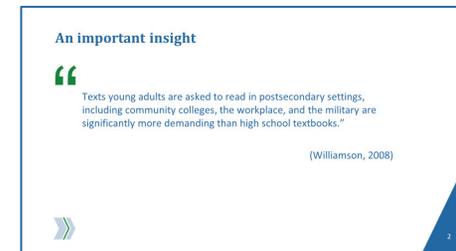
(Allow time for reflection)

What does this make you think about?

(Allow participants to share their thoughts)

What implications does this have for you and your students?

(Ask participants to share their thoughts)

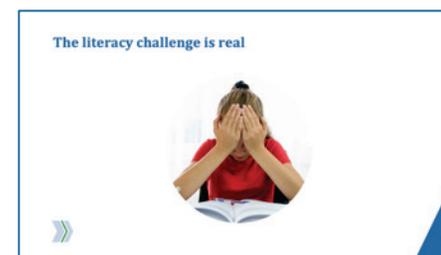


Every day and in every classroom in Idaho, teachers and students are using texts to communicate through speaking, listening, writing, and reading. We are preparing our students for a world of informational texts. This presentation has been prepared for ALL of you here today.

The one common factor across content areas is the ability to read critically. Whether you teach math, science, social studies, English, or technology, we ALL teach literacy.

Slide 3: The literacy challenge is real

The literacy challenge is real for students, teachers, and families. In 2019, the National Assessment of Educational Progress (NAEP), was administered at schools across the nation. The 2019 report card shows that, in most states, fourth- and eighth-grade students have stalled or declined in reading proficiency over the last decade. Two-thirds of students did not score proficient in reading on the most recent test. A third of the nation's fourth-graders tested "below basic." (Baumhardt, 2019).



In Idaho, 34 percent of fourth graders and 37 percent of eighth graders scored at or above proficient in reading. Both of these scores were above the national average. Further, across the board, Idaho is in the top 15 in the national rankings. However, the eighth-grade reading score decreased by four points in 2019—a statistically significant drop.

Students considered proficient or advanced by NAEP standards possess the literacy skills necessary for academic success. National statistics show that many students leave middle school unable to read adequately and are, therefore, unprepared to learn from textbooks at the high school level and beyond.

According to the stages of reading development (Chall, 1983), in grades 4 and above, students move from “learning to read” to “reading to learn.” During this stage, students read increasingly more demanding academic texts that contain challenging words and complex concepts beyond their oral vocabularies and knowledge base. In the critical transition period from “learning to read” to “reading to learn,” we often see a drop-off in reading scores, particularly among students from socioeconomically disadvantaged backgrounds.

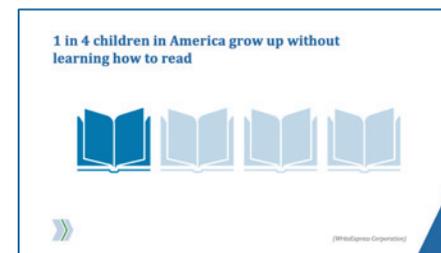
Research shows that students who are poor readers at the end of grade 1 almost never acquire average-level reading skills by the end of elementary school (Francis et al., 1996; Shaywitz et al., 1999; Torgesen & Burgess, 1998.) When children fail at early reading and writing, they begin to dislike reading. When struggling readers do not receive effective intervention, they read less—and learn less from reading—than students who are proficient readers. This delayed development of reading skills affects students’ exposure to texts. As a consequence, they do not gain vocabulary, background knowledge, and information

about how reading material is structured. In short, the word-rich get richer, and the word-poor get poorer. (Bend Learning Center, n.d.)

Slide 4: 1 in 4 children in America grow up without learning how to read

Educators who work with students in grades 4–8 know that, unfortunately, not all children learn to read by the time they leave elementary school.

In fact, 1 in 4 children in the United States grows up without learning how to read. How does this affect content area learning? What does it do for their future? Statistically, two-thirds of students who cannot read proficiently by the end of grade 4 end up in jail or on welfare (WriteExpress Corporation, n.d.).



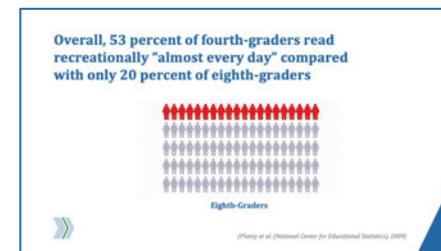
Slide 5: Overall, 53 percent of fourth-graders read recreationally “almost every day” compared with only 20 percent of eighth-graders

(Read slide aloud)

What is happening from elementary school to junior high? How are you supporting the students who have failed year after year to read at grade level? How might this affect motivation? *(Structured partner share)*

Here are some schools’ ideas:

- Librarians who know students’ reading level and suggest appropriate books
- Intervention classes targeted to students’ core deficits in reading—not simply blanket intervention programs that may or may not address specific student needs
- Reading clubs in which students sign up for books to read
- Grade-level audiobooks for students who need additional support
- Strong Tier 1 instruction that meets the needs of all students, not just those who read at grade level



Slide 6: Students who don't read proficiently by third grade are four times likelier to drop out of school

Although students who fall behind rarely catch up without intensive intervention, research has demonstrated that secondary students can make significant gains with proper instruction. Research also suggests that with adequate time for instruction and data-based instructional practices, struggling middle school readers can improve their reading skills.



Slide 7: A close relationship between illiteracy and crime

Did you know there is a close connection between illiteracy (reading on or below the fourth-grade level) and crime? *(Read quote on slide)*



Slide 8: Teaching reading: If not me, then who?

Let's read this quote in unison. Ready? "Learning to read..."

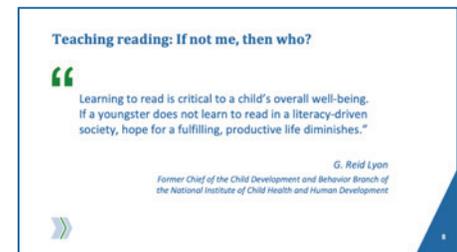
Do you agree or disagree with this quote? *(Thumbs -up or thumbs-down)*

Why? *(Discuss)*

(Before advancing to the next slide, have participants quickly synthesize the information from slides 3–8 with the activity below)

Write the following question on a sticky note: Why focus on improving literacy **instruction** in ALL content areas? Get out your conversation place mat and turn to your structured partner.

Our key question is written on your sticky note. This is what is in the circle of the place mat. We are going to use "Conversation Skills for Supporting Ideas with Examples," located on the top right side of the place mat.



1. Partner 1 will pose the question from the sticky note but reword it using one of the question prompts in the “Supporting Ideas with Examples, Prompting” section. For example, if I were partner 1, I could say, “Can you give me an example from the information introduced thus far as to why we need to focus on improving literacy instruction in ALL content areas?”
2. Partner 2 will respond using one of the sentence starters from the responding section of the place mat, citing a fact from slides 3–8.
3. Switch roles.

Slide 9: Why focus on improving literacy instruction?

When we think about improving literacy instruction, nothing will replace an effective teacher. *(Tell participants to write “20x” on a sticky note)*

The teacher is the most important factor in student learning, as good instruction is 15-20 times more powerful than any other variable in predicting student progress and growth (U.S. Congress House Committee on Education and Labor, 2008). However, there is more variance from classroom to classroom than there is from school to school or district to district.

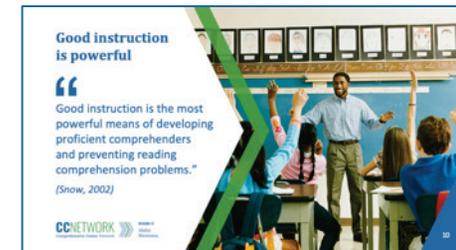


Slide 10: Good instruction is powerful

(Read the quote aloud)

As we previously discussed, the ability to read critically is the one common factor across all content areas. Whether you teach math, science, social studies, or technology, we ALL must provide good literacy instruction to ensure students have the skills and strategies necessary to be successful in school and beyond.

Today, our goal is to provide some tools for improving literacy instruction in grades 4–8. You were asked to bring some teaching materials so that you can apply these new tools during today’s session.



Slide 11: Idaho Content Standards

Recognizing the value of consistent, real-world learning goals to ensure all students are graduating from high school prepared for college, career, and life, our state adopted the Idaho Content Standards in 2011.

(Pull up the standards on the website and show where the literacy standards are and where their content standards are)

Although labeled on the Idaho State Department of Education (SDE) website as “English Language Arts/Literacy,” these standards provide a framework for literacy across content areas. Today’s information on improving intermediate literacy fits into Idaho’s English Language Arts (ELA)/Literacy Standards (Reading: Literature; Reading: Informational Text; and Literacy in History/Social Studies, Science, and Technical Subjects). Standards and curriculum work together to guide teachers in understanding what students should know and be able to do.

Idaho has adopted these ELA/literacy standards, as well as content standards for various disciplines, such as history, science, health, and the arts. The content standards for a specific content area or discipline provide guidance on **what** content teachers should teach. In contrast, the ELA/literacy standards in history, social studies, science, and technical subjects provide guidance on **how** teachers can use reading, writing, listening, and speaking to help students access and learn the content. Content teachers are not expected to be reading teachers—but they are responsible for using their content area expertise to help students meet the challenges of reading, writing, speaking, and listening in their respective fields.

The SDE website provides a link to the standards by grade level, and that link is listed in the references.

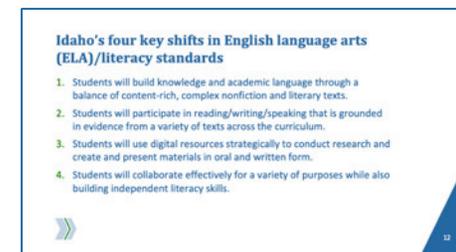


Slide 12: Idaho’s four key shifts in English language arts (ELA)/literacy standards

The standards incorporate four key shifts in ELA, history/social studies, science, and technical subjects:

1. Students will build knowledge and academic language through a balance of content-rich, complex nonfiction and literary texts.

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an



important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. (Corestandards.org, n.d.)

The ELA/literacy standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that as students advance in grade level, they are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary—words that appear in a variety of content areas (such as “ignite” and “commit”). The standards call for students to grow their vocabularies through a mix of conversation, instruction, and reading.

2. Students will participate in reading/writing/speaking that is grounded in evidence from a variety of texts across the curriculum.

The Idaho Core standards emphasize the use of evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read texts with care.

The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of *text-dependent* questions.

3. Students will use digital resources strategically to conduct research and create and present materials in oral and written form.

Conducting research is an inquiry-based process that involves identifying a question, gathering information, analyzing and evaluating evidence, drawing conclusions, and sharing the knowledge gained. The ability to conduct research is a critical skill that students need in order to be ready for college and careers. To support struggling students who may face difficulties in carrying out this process, teachers can use technological tools to personalize instruction.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge—and tightened their link to other forms of communication. Digital texts confront students with the potential for continuously updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio (NGA & CCSSO, 2010).

4. Students will collaborate effectively for a variety of purposes while also building independent literacy skills. (Idaho SDE, 2018).

The standards for speaking and listening center on the idea that college- and career-ready students must be able to work collaboratively and present information to audiences in various formats. Just like the reading and writing standards, these anchor standards are the result of skills developed from kindergarten through grade 12.

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; compare and contrast; and analyze and synthesize ideas in various domains (NGA & CCSSO, 2010). This also involves students being able to present for various purposes and in front of audiences, using media and representations of data to make their presentations more effective.

Slide 13: Grades 6-12 literacy in history/social studies, science, and technical subjects (examples)

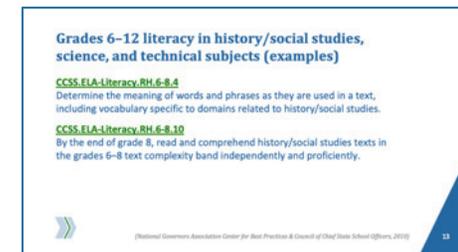
Here are two example standards for literacy in history/social studies, science, and technical subjects for grades 4–8.

(Reiterate that the standards for grades 6–12 are divided into two sections: one for ELA and the other for history/social studies, science, and technical subjects—and that this division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while recognizing that other teachers must also play a role.)

In the standards, informational texts play a critical role in both reading and writing instruction. Starting in kindergarten, there is a 50/50 split between informational and literary texts, which gradually shifts to 70/30 by high school (NGA & CCSSO, 2010). The 70/30 split does NOT mean ELA teachers should spend only 30 percent of their instructional time with literary texts. Rather, the 70/30 recommendation is across the school day and includes the informational texts students are reading in content area classes. ELA teachers are encouraged to add more informational texts surrounding the literary texts, but their focus should remain primarily on literary texts.

Students encounter the majority of informational texts in content area classes. Students must learn through domain-specific texts in their science and social studies classes; rather than teachers referring to the text, they must use the text in ways that require students to learn content from what they read.

Thus, all teachers—not just ELA teachers—play a role in ensuring students meet the standards.



Slide 14: Vertically aligned standards (examples)

The SDE website also provides another great resource: [Idaho Content Standards: English Language Arts/Literacy Vertical Alignments](#).

Vertically aligned standards (example)

READING STANDARDS FOR LITERATURE KEY IDEAS AND DETAILS	
Standard 2	
CC.8-12.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) 14

Slide 15: Grades 4 – 8

Here is an example of vertically aligned standards for grades 4–8.

What do you notice about word progression at each grade level? (*Discuss and share*)

How might you use the vertically aligned standards document when planning lessons? (*Wait time and sharing*)

Remember: These standards broadly reflect the research on improving adolescent literacy.

Now, let's dive into today's session on how **explicit vocabulary instruction** improves intermediate literacy!

Grades 4 – 8

RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

(National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) 15

Slide 16: Skilled readers

One of our goals as teachers is to develop skilled readers so that students are fully prepared for the rigor of college or a career.

What are some essential components of being a successful/skilled reader?

Think about someone you would consider a skilled reader and describe how they think and what they can do.

(Have participants turn and talk with a partner. Then ask them to share their thoughts as you generate a mind map to display background schema)

Skilled readers
What are some essential components of being a skilled reader?

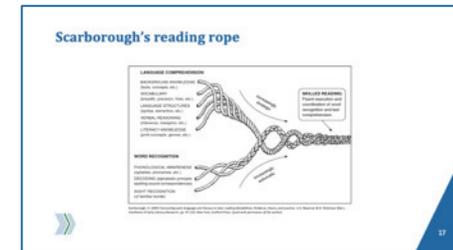
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Slide 17: Scarborough's reading rope

Let's consider two essential components represented in Scarborough's Reading Rope (2002): language comprehension and word recognition.

In the illustration, the twisting ropes represent the underlying skills and elements that come together to form two necessary braids, which represent the two essential components of skilled reading. For either of the two essential components to develop successfully, children need to be taught the elements necessary for automatic word recognition (i.e., phonological awareness, decoding, sight recognition of frequent/familiar words) and strategic language comprehension (i.e., background knowledge, vocabulary, verbal reasoning, literacy knowledge). Word recognition is developed through intentional, systematic, and explicit instruction in the structure of the English language, such as phonics. Language comprehension is developed in various ways through exposure to ideas, conversation, teacher "read-alouds," student-to-student dialogue, and more.

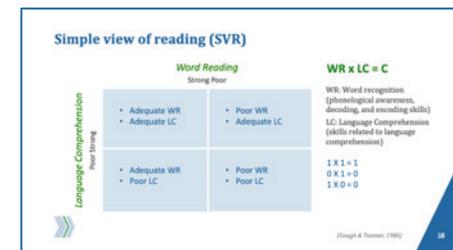


In other words, to unlock comprehension of text, two keys are required: being able to read the words on the page, and understanding what the words and language mean within the texts that children are reading (Davis, 2006).

Slide 18: Simple view of reading (SVR)

The simple view of reading (SVR) (Gough & Tunmer, 1986) characterizes skillful reading comprehension as the combination of the two separate—but equally important—components depicted in Scarborough's Rope: word recognition and language comprehension.

Gough and Tunmer present SVR in a mathematical algorithm: $WR \times LC = C$. WR refers to word-level reading, and LC refers to the ability to understand spoken (oral) language. It is a simple multiplication problem—if one element is low, it affects the final outcome. Just as Scarborough's Rope illustrates, if any of these pieces are missing, it affects the end result: comprehension. How can this help us get more targeted with our instruction and intervention?



According to SVR, there are four basic profiles of readers.

Look at Box 1. These readers may have adequate word recognition and language comprehension. We hope all our readers are at least adequate in the two components. And wouldn't it be great if they were really good in both components?

Look at Box 2. These readers may have poor word recognition and adequate language comprehension, which results in poor reading comprehension. In other words, when the text is read to them, these learners can make adequate inferences and answer the kinds of questions that demonstrate an understanding of the text.

Look at Box 3. These readers may have adequate word recognition and poor language comprehension, which results in poor reading comprehension. Some English learner students fall into this category, especially if their first language shares an alphabetic sound system, such as Spanish. Native English speakers who fall into this category are sometimes referred to as “word callers.” They can read every word but cannot understand the text. Another more technical term is hyperlexic. This is similar to when you learn to read another language (such as Italian) and can pronounce the words, but you can’t track the meaning due to poor vocabulary knowledge or not understanding the grammar and syntax.

Look at Box 4. These readers may have poor word recognition and poor language comprehension, which results in poor reading comprehension. If a student has poor word recognition, you will need to assess language comprehension using read-alouds (or something similar) to determine if they also struggle with language comprehension.

Our task is to find out why a reader is having difficulties. We want to find each reader’s strengths and capitalize on them. We also want to find each reader’s weaknesses and intervene accordingly.

Again, Box 1 is the goal because we know children who have success with reading comprehension are skilled in both word recognition and language comprehension.

This is a big concept. Let’s take a moment to synthesize the information learned on this slide. Take out your conversation place mat. This time, we will use the box labeled “Synthesize Conversation Points” located on the bottom center of the place mat.

1. Partner 1 will ask a question listed in the prompting section. For example, if I were Partner 1, I could say, “What key ideas can we take away?”
2. Partner 2 will respond using one of the sentence starters from the responding section of the place mat, citing information from slides 3–8.
3. Switch roles.

When thinking about Scarborough’s Rope, SVR, and the effects of illiteracy, it becomes clear that all teachers are teachers of literacy skills. Do you agree? Disagree? What things come to mind when you hear this? *(Pause and allow teachers to share with table groups)*

Slide 19: A collection of the best available evidence

This guide is based on *Improving Adolescent Literacy* (Kamil et al., 2008), a practice guide from the Institute of Education Sciences (IES).

Facilitator's Note:

“The Institute of Education Sciences (IES) publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide’s panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each

recommendation is explicitly connected to supporting evidence. Using common standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices. Strong evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice. Moderate evidence means well-designed studies show positive impacts, but there are questions about whether the findings can be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective. Minimal evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest” (Baker et al., 2014, p. 72).



Slide 20: Five recommendations for improving literacy

IES recommends five evidence-based practices for improving literacy.

When a practice is recognized as evidence-based:

- It is shown to have a positive effect on student outcomes.
- The research design allows you to infer that the practice led to student improvement.
- Multiple high-quality studies have been conducted.

Read the five recommendations. (*Wait time*)

Why do you think IES identified these five things? (*Wait time and allow for sharing*)

Today's session is focused on Recommendation 1: **“Explicit vocabulary instruction.”**

Our goal is to provide some tools for improving student literacy in grades 4–8, specifically through **explicit vocabulary instruction in literacy learning** for all content areas.



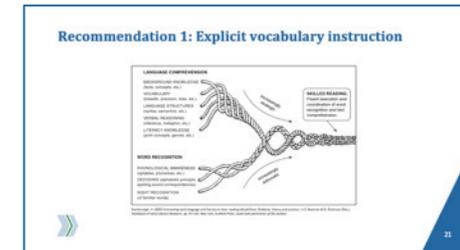
At the end of this session, you will be able to:

- **Describe two to three evidence-based research practices**
- **Identify and apply those practices to current core materials**

More information on the five recommendations is available at www.ies.ed.gov.

Slide 21: Recommendation 1: Explicit vocabulary instruction

Before we jump into this topic, let's discuss how **explicit vocabulary instruction** fits into the larger picture of becoming a skilled reader by connecting today's focus back to Scarborough's Rope. Remember, the rope characterizes skillful reading comprehension as a combination of two separate but equally important components: word recognition and language comprehension. Vocabulary knowledge is a prominent predictor of reading comprehension, and it is depicted as a central thread in the language comprehension component because of its connections to background knowledge and language structures (Scarborough, 2002).



A student's vocabulary knowledge level is a strong predictor of reading comprehension (Duncan et al., 2007). Simply put, not knowing the meaning of words in a text makes it quite difficult to comprehend that text.

Partner activity

Look for a “new-to-you” partner and introduce yourself. Take turns sharing your understanding of Scarborough's Rope, as well as any questions you have. *(If needed, partners can use “Synthesize Conversation Points” from the conversation place mat to structure their discussion)*

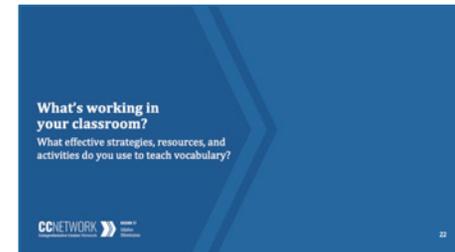
Slide 22: What's working in your classroom?

What strategies, resources, and activities do you use in your classroom for **teaching and learning vocabulary**? Why?

(Have participants answer the question above by completing the following activity. As participants share, post a piece of chart paper titled “Strategies for Teaching Vocabulary” at the front of the room. This will be used in the last step of the activity.)

1. Take out a sticky note. Think about strategies you use in your classroom for teaching and learning vocabulary. You will have 60 seconds to write down as many as you can. *(Set timer)*
2. Now turn to your structured partner. Share what you've written.
3. Taking into account everything you've both written, collaboratively choose your *two* most successful strategies.
4. Join another set of partners from another table to form a group of four.
5. Each set of partners should share their two ideas.
6. As a group, choose one of the four strategies to share with the whole group.
7. Select one person from your group to write this strategy on the chart paper up front.

Once all groups have written their strategy on the chart paper, share ideas from the list and discuss.



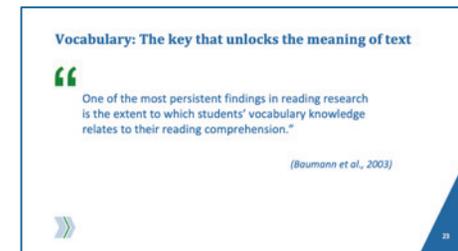
Slide 23: Vocabulary: The key that unlocks the meaning of text

Thank you for sharing the strategies you use in your classroom.

(Take one minute to complete the activity below)

Read the quote on the slide. If you had to choose five “weighty words” from the slide—words that carry the most meaning and punch—what would they be? Share with your structured partner.

Remember, knowing the meanings of words in a text is necessary to fully understand the message being conveyed. Integrating explicit vocabulary instruction into content areas, such as science or social studies, enhances students' ability to acquire textbook vocabulary—which leads to a deeper understanding of content information. It is also interesting to note that comprehension and vocabulary have a reciprocal relationship. For example, the stronger a student's vocabulary knowledge, the better they are able to comprehend a text. Accordingly, the more they read and comprehend, the more words they encounter, resulting in greater vocabulary knowledge.



Slide 24: Successful readers vs. struggling readers

Let's look at this chart. As you read it, think about a student in your classroom who has difficulty reading text related to the content you teach. Consider the following:

- What parts of the simple view of reading (D, LC, or both) might they be lacking and why?
- How does this feed into the outcomes or behaviors for struggling readers we see on the slide?
- Of the strategies you listed on your sticky note and discussed with your partner (Slide 22), which have been most successful in supporting this student?

Please keep this student in mind today as we discuss ways to improve vocabulary instruction for ALL your students.

Successful Readers	Struggling Readers
Are exposed to a breadth of vocabulary words in conversation and print at home and at school from a very early age.	Have limited exposure to new words. May not enjoy reading and therefore do not select reading as an independent activity.
Understand most words when they are reading at least 90 percent and can make sense of unknown words to build their vocabulary knowledge.	Read texts that are too difficult and, thus, are not able to comprehend what they read or to learn new words from reading.
Learn words incrementally through multiple exposures to new words.	Lack the variety of experiences and exposures necessary to gain deep understanding of new words.
Have content-specific prior knowledge that assists them in understanding how words are used in a particular context.	Often have limited content-specific prior knowledge that is not sufficient to support word learning.

Slide 25: What is explicit vocabulary instruction?

Explicit vocabulary instruction is a name for a family of strategies that can be divided into two major approaches:

1. *Direct instruction in word meaning*, such as retaining word meanings and using words in productive language (speaking and writing) by using graphic displays (for example, semantic maps) of the relationships among words
2. *Instruction in strategies* to promote independent vocabulary-acquisition skills, including context clues or using word parts (such as prefixes, roots, and suffixes) to derive the meaning of unfamiliar words

Two strategies that have been identified to increase vocabulary and independent word learning are word parts (prefixes, suffixes, and root words) and context clues. Because context clue instruction is often one of the most widely used strategies in classrooms, our “instruction in strategies” discussion will focus on word parts.

We will first explore strategies for direct instruction in word meaning, and then we will look at strategies for teaching word parts.

What is explicit vocabulary instruction?
A family of strategies that can be divided into two major approaches:
1. Direct instruction in word meaning
2. Instruction in strategies

Slide 26: How to provide explicit vocabulary instruction

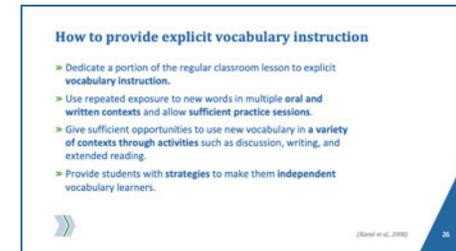
The IES guide recommends these strategies for providing explicit vocabulary instruction. Today, we will be exploring, practicing, and connecting these things to your core materials.

(Use the following activity to deepen understanding of the information on the slide)

1. *Direct participants to take a small piece of paper and tear it into three pieces. Explain that these are their “talking chips.”*
2. *On a piece of chart paper, write the following three key ideas:*
 - *Vocabulary and Standards*
 - *Current Implementation—Looks Like*
 - *Growth*
3. *Use the chart paper as a reference point to ask participants the questions listed below. Ask one question at a time and have participants discuss in table groups, using their talking chips to ensure equality in the discussion.*

Questions:

- *How important is vocabulary to your content and literacy standards?*
- *Which elements are you implementing? What does this look like in your classroom?*
- *In which area do you need to grow the most?*



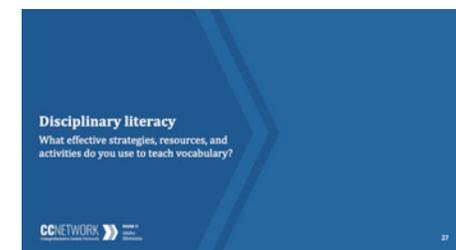
Slide 27: Disciplinary literacy

Shanahan and Shanahan (2018) propose a three-phase model of reading development:

1. **Basic literacy:** Learning to decode words, develop a reading vocabulary, and comprehend text
2. **Intermediate literacy:** Using general strategies for decoding longer words and comprehending narrative and expository text
3. **Disciplinary literacy:** Using specialized strategies for comprehending and responding to texts that reflect the demands of a specific discipline

What is disciplinary literacy, and why is it important to vocabulary instruction?

- Terminology is specific to the fields of study.



- Students require different ways to identify and learn different types of words.
- The study techniques depend on the type of words that are learned.

Disciplinary literacy focuses on teaching students the differences among the various texts used across disciplines and the specialized reading practices required for comprehension and critical analysis of ideas in each one. These differences include specialized vocabulary, types of language used to communicate ideas, text structures and features (e.g., boldface headings and vocabulary, diagrams, charts, photographs, captions), and sources of information in and across disciplines. (Annenberg Learner, n.d.)

Slide 28: Identification of word categories will help determine a method of instruction

Which words should you teach your students, and how should you teach them? Let’s look at different word categories to help us answer this question.

Read these examples of word categories. *(Point to screen and wait time)*

Level 1 words are used in everyday speech, and they are usually learned in the early grades or at home, although not at the same rate by all children (Biemiller, 2007). Level 1 words are learned mostly through conversation and are not often considered challenging beyond the early grades. Students who don’t know Level 1 words can easily be left behind.

Identification of word categories will help determine a method of instruction

Level 1 (Common)	Level 2 (Academic Words)	Level 3 (Content- or Domain-Specific)
<ul style="list-style-type: none"> • Basic • Conversational Examples: girl, smile, table, run	<ul style="list-style-type: none"> • High frequency • High utility • Frequently occurring in academic settings Examples: formulate, equate, provide, sequence	<ul style="list-style-type: none"> • Highly specialized • Not frequently encountered Examples: amoebas, hypotenuse, Jacksonian, pi

How would you distinguish between Level 2 words and Level 3 words? *(Share with a structured partner)*

Level 2 words are general words that are transferable or portable, that is, words that can be used in writing and speaking across many disciplines. Level 2 words “characterize written and especially academic text—but are not so common in everyday conversation” (Beck, McKeown, & Kucan, 2002). Level 2 words appear in various content areas and text types: academic texts (“relative,” “vary,” “formulate,” “specify,” “accumulate”), technical writing (“calibrate,” “itemize,” “structure”), and literary texts (“misfortune,” “dignified,” “faltered,” “unabashedly”). Level 2 words are far more likely to appear in writing than speech. The standards refer to Level 2 words as **academic vocabulary**.

These words require particular instructional attention. They are often vital to comprehension, will reappear in many texts, and are frequently part of word families or semantic networks. The challenge to teachers is to be alert to the presence of Level 2 words, determine which ones need to be taught, and which ones deserve more time and attention for richer understanding. (Liben, 2013).

Level 3 words are domain-specific words, that is, words particular to a content area or subject. They are unique to a domain or field of study (“lava,” “fuel injection,” “legislature,” “circumference,” “aorta”) and key to understanding a new concept in the

text. Because of their specificity, Level 3 words are often explicitly defined by the text and repeatedly used. Thus, the author takes care to have the text itself provide much support in the learning of Level 3 words. In addition, since Level 3 words contain the ideas necessary to understanding a new topic, teachers often define and reinforce them before and after students encounter them in a text.

When thinking about what set of words to teach, consider both categories. You can also consider any vocabulary words suggested by the authors of your teacher texts and generate a set of academic vocabulary words you will teach across several days using various instructional activities.

Slide 29: Identification of words

(Check for understanding)

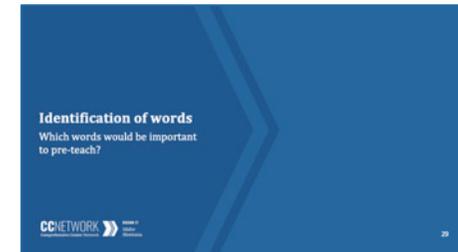
Which words would be important to pre-teach? *(Wait for responses)*

(Add the following to the responses, if needed)

- New words not common to oral language
- Mature or more precise labels for concepts already under students' control (e.g., "ravenous" for "hungry")
- Abstract words not easily pictured (e.g., "sensation," "predicament")
- Words that require background knowledge for concept development
- Multiple-meaning words
- Words that carry the meaning in the content being read

Examples:

- Background knowledge: "Igneous rocks" require knowledge of the process to understand
- Multiple-meaning words: "net," "volume," and "table" in math



Slide 30: Core curriculum connection

What difficulties do students encounter with vocabulary when reading in your discipline?
How do you address them? *(Talk with a partner and share with the whole group)*

Identifying and pre-teaching specific words will increase your students' understanding of the text. Let's do an activity to help you identify which types of words to pre-teach.

Activity: Handout 1 (“Which Words Do I Teach? Practice Identifying Tier 2 and 3 Vocabulary for Instruction”)

(Complete this activity with a structured partner and then meet with a structured group to share and compare findings)

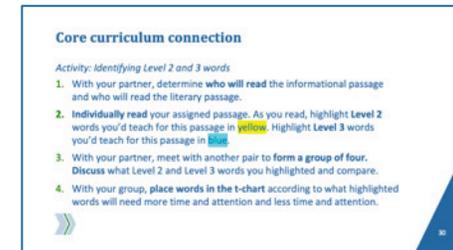
Activity: Identifying Level 2 and 3 words

1. With your partner, determine who will read the informational passage and who will read the literary passage.
2. Individually read your assigned passage. As you read, highlight Level 2 words you'd teach for this passage in **yellow**. Highlight Level 3 words you'd teach for this passage in **blue**.
3. With your partner, meet with another pair to form a group of four. Identify the person in your group who read the same passage you read. Discuss what Level 2 and Level 3 words you highlighted and compare.
4. With your group, place words in the t-chart according to what highlighted words will need more time and attention and less time and attention.

Facilitator's note: *Discuss participant findings from the activity, using the notes below as a reference.*

Let's look at Passage 1. This excerpt contains 321 words: nine Level 3 words and phrases and 10 Level 2 words. Understanding of all nine Level 3 words is necessary to fully comprehend this passage. As noted in the introduction, these words are often repeated and defined in context. “Segregated” is introduced in the second paragraph, although determining its meaning from this paragraph might be difficult without a clear grasp of “discrimination.” However, the next paragraph provides more context, as well as repetition.

The second paragraph contains a high proportion of Level 3 words not repeated later in the text, as well as one Level 2 compound word. With this many words, students might struggle with the words packed together, so determining meaning from context becomes more difficult. These terms may have been described earlier in the book, but that's not likely since this excerpt was taken from the introduction. In these situations, if students are to have the opportunity to read independently and



learn from their reading, some words (especially Level 3 words) might need to be introduced before reading. The remaining Level 3 words, “poll tax” and “registered,” are well supported by the context of the last paragraph and would not likely need any pre-teaching. In general, introductions are more likely to need support before reading, but even here, a third of the Level 3 words could be determined from context.

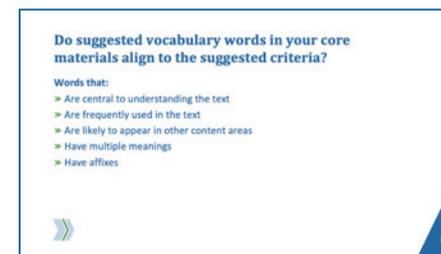
The first Level 2 word, “determined,” is essential to understanding the passage. Here, the power of “determined” lies in the notion that skin color in Montgomery, Alabama, at that time was the causal agent for all that follows. The power of the word and its connection to the topic merit intensive instruction. It is also a word with multiple meanings, it is likely to appear in future texts, and it is part of a word family (determine, determination, determined, terminate, terminal). “Second-class,” “worship,” and “obstacle” are more concrete and supported by the text. Although “literacy” is less concrete, as well as part of a word family (literate, literature), it is not central enough to the meaning of the passage to warrant intensive instruction. “Rigged,” “disqualify,” “harassment,” and “grievances” are more central to the text and the topic in general and are likely to appear in future social science texts. On this basis, they would merit more intensive discussion. (Liben, 2013).

(Allow time for discussion and check for understanding)

Slide 31: Do suggested vocabulary words in your core materials align to the suggested criteria?

Now it’s time to apply this to your core instructional materials. To complete the activity, work through the same process you just used.

1. Identify a passage of text from your core instructional materials.
2. Preview your assigned passage.
3. Identify Level 2 and Level 3 words.
4. Complete the t-chart for the words you identify. Which words will need more time/attention, and which words will need less time/attention?
5. Use the questions on the slide to reflect. Of the words you’ve identified as needing more time/attention, which four would you pre-teach and why? If these words are already identified in your core instructional materials, does this information align with or support your choices? Why or why not?



(Allow time for participants to discuss with a partner or table group. Tell them to keep the handout with the four words they chose at hand, as we will use it for several activities later in the session.)

Facilitator’s note: If needed, here are some possible questions and examples:

- What words in the passage would be central to the text? (Possible answers: “environment,” “exhibit,” “impact,” “investigation”)
- Were there any frequent words? (“Natural environments,” etc.)
- What words were portable or fit under general academic vocabulary?
- Were there any words with multiple meanings? (“Environment”—as in an ecosystem or one’s surroundings)
- Any words with affixes? (Perhaps “exhibit”—“expose” and “exhibition” morphological variants)

Slide 32: Different disciplines use different words

(Share examples on the slide)

A fantastic way for teachers to identify words quickly is using [Academic Word Finder](#) from Achieve the Core. *(Show examples from the website if time allows)*

Discipline	Vocabulary Feature
History	Metaphorical terms with political points of view (War of Northern Aggression/War Between the States vs. Civil War, The Gilded Age, movements vs. uprisings)
Science	Greek and Latin roots (precise, stable, show relationships)
Math	Words that are precise but have different meanings than general use (factor, prime)
ELA	Words describing emotions, states of mind, and the senses (“he insane joy of the hunt,” “as I climbed the rock, my face contorted,” “hunting voluptuously senseless words”)

Slide 33: Use of prefixes and suffixes

Words are made up of individual sounds (phonemes), as well as word parts that linguists call morphemes. Morphemes are the smallest units of meaning in words (to remember this, consider that “morphemes” and “meaning” both begin with “m”). The root “morph” means “shape or form,” so a morpheme is the smallest thing that forms a particular idea or meaning. In school, we call them prefixes, affixes, suffixes, roots, or base words.

There are two basic types of morphemes: free and bound. Free morphemes can stand alone; they do not have to be combined with any other morpheme to make a word. Bound morphemes must be attached to or “bound” to another morpheme to make a word. The majority of morphemes in English come from one of three ancient languages: Greek, Latin, or Anglo-Saxon.

All words contain at least one morpheme, or unit of meaning. However, when it comes to different disciplines, the frequency or value of prefixes, suffixes, and combining forms differs. Let’s look at some examples.

Use of prefixes and suffixes
Of course, different disciplines use different words, but the frequency or value of prefixes, suffixes, and (especially) combining forms also differs by discipline.
(Gustaf & Beaudin, 2014)

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Slide 34: Most frequent prefixes

White, Sowell, and Yanagihara (1989) identified 20 prefixes that are frequently found in the texts we use in schools. Teaching students word-learning strategies that include prefix instruction provides access to the meaning of words. These are common meanings, but they are not exhaustive.

How is this important to your content area? *(Discuss the chart and give examples)*

“Dis” means “away from,” not “opposite.”

The prefix “de” often means “down/away,” such as in “descend.”

Think about your subject areas and where you might put an “X” on this chart. *(Wait time and discuss)*

Prefix	Meaning	Example	ELA	Math	Social Studies	Science
anti-	against	antibody				
dis-	not, opposite of	disagree				
dis-	not, opposite of	disagree				
dis-	not, opposite of	disagree				
dis-	not, opposite of	disagree				
dis-	not, opposite of	disagree				
dis-	not, opposite of	disagree				
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dis-	not, opposite of	disagree				
dis-	not, opposite of	disagree				
dis-	not, opposite of	disagree				
dis-	not, opposite of	disagree				
dis-	not, opposite of	disagree				

Slide 35: Most frequent prefixes (continued)

“Un” is another example of a prefix. Explicit instruction of prefixes is an effective strategy for deriving meaning from words.

I’m going to model this for you. *(Show a colored index card with “un” on it.)* “Un” means “not.” Let’s try some words using our prefix “un.”

(Show a white index card with “familiar” on it.) Our base word is “familiar.” Where does the prefix go? *(Pause for participants to answer.)* Yes, the beginning of the word. *(Place the prefix “un” in front of “familiar.”)* Now we have “unfamiliar.” Tell me again, what does “un” mean? *(Not)* What does “unfamiliar” mean? *(Not familiar)* *(Repeat the process with “happy” and “likely.”)*

Now it’s your turn. *(Ask participants to choose a prefix and try this explicit instruction technique.)*

Prefix	Meaning	Example	ELA	Math	Social Studies	Science
anti-	against	antibody				
anti-	against	antibody				
anti-	against	antibody				
anti-	against	antibody				
anti-	against	antibody				
anti-	against	antibody				
anti-	against	antibody				
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anti-	against	antibody				
anti-	against	antibody				
anti-	against	antibody				
anti-	against	antibody				
anti-	against	antibody				
anti-	against	antibody				

Slide 36: Most frequent suffixes

Here are the most frequent suffixes.

We define morphemes to provide students with clues to word meanings. And as you may recall, when we discussed how readers come to critical strategic comprehension (Scarborough’s Rope), knowledge at the word level plays a role—and in this case, a student’s knowledge of word structure.

Most frequent suffixes

Suffix	Meaning	Example	ELA	Math	Social Studies	Science
-able, -ible	can be done	conscientious				
-ed, -ed	having characteristic of	permeated				
-ed	past tense verb	divided				
-er	maker of	wooden				
-er	comparative	greater				
-er, -or	one who	teacher, doctor				
-est	superlative	greatest				
-ful	full of	confident				
-ic	having characteristic of	linguistic				
-ing	present participle	figuring				
-ion, -tion, -ation, -ition	act, process	subtraction, validation				

Slide 37: Most frequent suffixes (continued)

How could we apply explicit instruction to suffixes? (*Wait time and invite responses*)

We can use the same explicit instruction routine we used for prefixes.

Most frequent suffixes (continued)

	ELA	Math	Science	Social Studies
-al	+	+	+	+
-er	+	+	+	+
-ity	+	+	+	+
-less	+	+	+	+
-ness	+	+	+	+
-ous	+	+	+	+
-sion	+	+	+	+
-tion	+	+	+	+
-ive	+	+	+	+
-ment	+	+	+	+

Slide 38: 14 valuable morphemes: Root words

Activity: Handout 2 (“14 Valuable Word Roots”)

Knowing the meaning of one root word can provide a bridge to the meaning of other words related in meaning. (Vocabulary 101 – OnCourse Systems) The 14 root words in your handout and on the slide provide clues to the meaning of over 100,000 words!

Root words are a type of morpheme. Unlike base words, which are recognizable English words, root words are from words that predate English (such as Greek and Latin). Their spelling will vary, depending on the grammatical use of the word, because ancient languages had specific rules about how the roots would morph based on the context of the sentence or use of the word. As discussed on Slide 33, root words can be bound or free.

To help students understand how root words work in English, use specific word-teaching strategies (Handout 2 may be a helpful reference). Instead of having students memorize root words and their meanings, use what they already know and transfer that knowledge to new words that contain the same root word.

14 valuable morphemes: Root words

» Cept	» Plic
» Duct	» Pos
» Fact	» Scrib
» Fer	» Sist
» Graph	» Spect
» Mit	» Tend
» Ology	» Tent

With your structured partner, choose a root word from the list and brainstorm at least five words that have this root and are also related in meaning. If you finish early, choose another root word and try the process again.

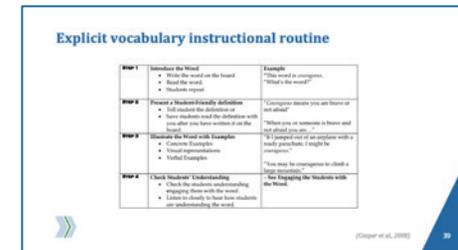
Example: The Latin root “spect” means “see”: inspect, spectator, spectacle, inspection, perspective

Slide 39: Explicit vocabulary instructional routine

Activity: Handout 3 (“Instructional Routine”)

Anita Archer has established a routine for explicit vocabulary instruction. (*Review the handout with participants*)

1. Introduce the word
 - Show students the word
 - Read the word aloud
 - Have students repeat the word aloud
2. Present a student-friendly definition
3. Illustrate the word with examples
 - Provide students with a demonstration, object, action, or picture that represents the word
4. Engage in deep processing of the word by ask students to:
 - Offer additional examples or nonexamples
 - Provide additional synonyms or antonyms
 - Compare, contrast, justify, categorize, or create using the word



Demonstrate the four-step routine with the word "incline."

1. The word is incline. What word? (*Incline*)
2. An incline is something that slopes. Something that deviates from the straight horizontal or vertical can be called an incline.
3. The Latin root of "incline" is "inclinare" (*in-clin-ar-ay*), which means "to bend or slope (*clinare*) toward (*in*)." If you like to walk up and down hills, you enjoy walking on inclines. Think of riding a bike on a ramp to do a jump. The ramp is sloped up—it has an incline.

4. Option 1: Thumbs-up/thumbs-down

- Would you find an incline if you were driving up a steep mountain road? (*Thumbs-up*)
- Does a wheelchair ramp have an incline? (*Thumbs-up*)
- Does a flat road have an incline? (*Thumbs-down*)
- Does a slide on a playground have an incline? (*Thumbs-up*)

Option 2: Movement

At your table, discuss this question: What would be a good movement to help us remember “incline”? (*After a few minutes, ask participants to demonstrate their movement*)

Let’s watch Anita Archer as she models this explicit vocabulary routine. (*Ctrl+Click graph on slide to follow link*) As you watch this video, think about the following questions:

1. What steps were used in the vocabulary instructional routine to introduce each of the vocabulary words?
2. What other procedures were used to extend vocabulary instruction?
3. What delivery skills were used?

(Discuss video)

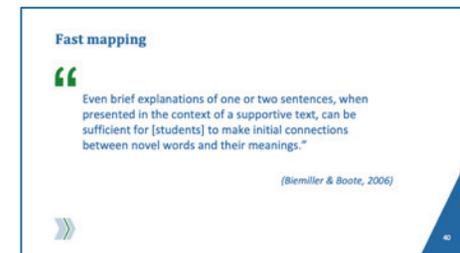
Did you notice that Anita Archer doesn’t have students “draw” the word like that common teacher activity? Why might that be? (*Ask for responses*)

Slide 40: Fast mapping

(Take one minute to complete the activity below)

Read the quote on the slide. If you had to choose five “weighty words” from the slide—words that carry the most meaning and punch—what would they be? Share with your structured partner.

Fast mapping is another method for addressing unknown words in a text. Instead of pre-teaching these words, they would be addressed during reading. According to Biemiller and Boote (2006), “Even brief explanations of one or two sentences, when presented in the context of a supportive text, can be sufficient for [students] to make initial connections between novel words and their meanings.” This method would be useful for words that are unknown but require less instructional time.



When mapping a word for students, do so quickly and efficiently so that you do not interrupt the flow of the text reading. In many ways, it is like apposition within a text—where a quick definition quickly follows the targeted vocabulary word. The goal is to provide a quick definition of the word to foster comprehension of the text.

Slide 41: Fast mapping (example)

(Model fast mapping by using the script below. Tell participants that as you read a science text excerpt, they should watch for when you quickly leave the text to “map” the word—then reenter the text so that you do not interrupt comprehension.)

“The chemical formula behind water is surprisingly simple. First, it starts with two parts hydrogen and one part oxygen. Then, these two parts are combined to form a molecule of water.

“Oxygen is abundant on earth ... when something is abundant, there is plenty of it—it is overflowing. The earth is overflowing with oxygen—it is abundant ... and because of this, many scientists theorize that any source of hydrogen could have easily served as the origins ... or beginnings ... of Earth’s water.”

Which words were fast mapped? How might this technique be used with words that need to be taught but need less instructional time? *(Connect back to the t-chart activity in which participants listed words that needed the most and the least instructional time)*

Fast mapping (example)

The chemical formula behind water is surprisingly simple. First, it starts with two parts hydrogen and one part oxygen. Then, these two parts are combined to form a molecule of water.

Oxygen is abundant on Earth and because of this, many scientists theorize that any source of hydrogen could have easily served as the origins of Earth’s water.

(Fast Mapping: Cony’s & Bardick’s Study and the Relation to Extended Mapping, 2012)

Slide 42: Your turn

(Point to the slide) Choose one of these words and practice fast mapping with a partner. How would you quickly map the word?

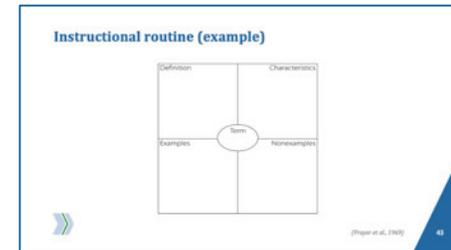
Can you find words in your content materials that you could fast map?

Your turn

Discipline	Word
Social Studies	Assessor
Science	Friction
Math	Inequality
ELA	Process

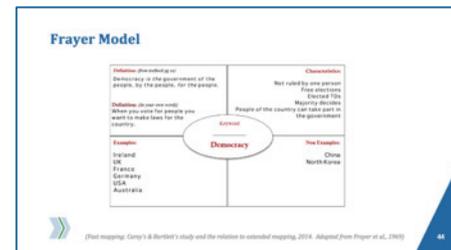
Slide 43: Instructional routine (example)

Graphic organizers are another strategy for vocabulary instruction. This one is often called a four-square or Frayer Model. Here's an example.



Slide 44: Frayer Model

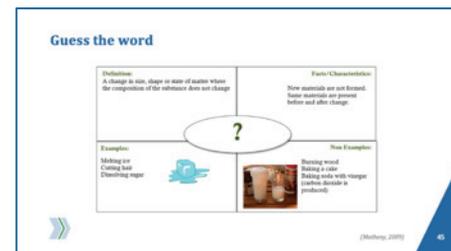
(Discuss the example on the slide)



Slide 45: Guess the word

Take a minute to see if you can figure out the word or concept that needs to go in the middle of this graphic organizer. *(Wait and discuss)*

The word is _____.



Slide 46: Student-friendly definitions of “memoir” (example)

Activity: Handout 4 (“Vocabulary Graphic Organizer”)

(Following the slides, complete the activity as a group)

For another example, we are going to use the word “memoir.” Remember, the Frayer Model is not appropriate for all words—planning ahead is essential. Let’s read the traditional definition of “memoir” together. Ready? A historical account or ...

Now, talk with a partner and then write a student-friendly definition on your handout.

Student-Friendly Definition	Traditional Definition
A writer creating events that occurred during his or her life	A historical account or biography written from personal knowledge or special sources

»

Slide 47: Memoir characteristics

In the next box, write some characteristics of a memoir.

(Continue model; read slide)

Memoir characteristics

- Does not always tell about a person’s entire life
- Includes at least one life-changing event
- Usually told in the first person
- Nonfiction
- A type of autobiography

»

Slide 48: Examples and nonexamples

(Continue model)

Nonexamples can cause confusion if a student’s understanding of a word is poor.

Nonexamples can also cause greater confusion for English learner students.

Explain to students that the difference between examples and nonexamples may not always be clear. Always allow students to explain their reasoning behind their choices.

Examples and nonexamples

- Provide multiple examples/synonyms
- Use caution with nonexamples
- Useful examples and nonexamples
 - Closely related to topic and characteristics
 - Concrete and personally or culturally relevant

»

Slide 49: Memoir examples

(Continue model; discuss why each bullet point is an example)

Facilitator's note: Michael Jordan retired from basketball and played minor league baseball for one season in 1994.

Memoir examples

- A short story about the day I broke my arm
- A diary kept by a child who grew up in a war zone
- A book by Michael Jordan about his experience playing baseball

»

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Slide 50: Memoir nonexamples

(Continue model; discuss why each one is a nonexample)

(If there is time, have participants refer to their identified list of Level 2 and Level 3 words from their core content [Slide 31.] Then have them identify one of the four words they had determined needed more instructional time. Explain that using the Frayer Model would be another way to provide instruction for that word. Have participants plan instruction for that word using the Frayer Model.)

Memoir nonexamples

- A short story about turning into a superhero
- A fictional diary of a teenager who is having trouble at school
- A book an author writes about Michael Jordan's time playing baseball

»

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Slide 51: Visual and kinesthetic representations

(Demonstrate “maneuver” by moving around objects)

Remember that we also added movement earlier when we were teaching the definition of “incline.” Integrating movement into vocabulary work helps words stick. Adding a kinesthetic connection can help students create a mental image of abstract concepts and strengthen the way they think about or understand those concepts (Block, Parris, & Whiteley, 2008). In addition, Medina (2008) notes that “when touch is combined with visual information, recognition learning leaps forward by almost 30 percent” (p. 208).

(If time allows, show the video “A Math Lesson in Algebra Vocabulary” (NewJerseyMathTeacher, 2011) and discuss how the teacher used visuals and kinesthetic representations)

Visual and kinesthetic representations

- Demonstrations
 - “Maneuver”
- Pictures of examples and nonexamples
 - “Boat”

»

51

Slide 52: Reflections: Think, write, and share

Our final activity is a think, write, and share reflection. Think about your responses to the questions, jot down your answers, and share your ideas with a partner.

(If short on time, have participants simply share their reflections with their structured partner. If time allows, complete the inside-outside circle activity.)

1. Remember your number: 1 or 2.
2. All 1s should stand up and make a large circle. After that, turn to face outward.
3. All 2s should stand up and make an outside circle around the 1s. After that, turn to face the 1s.
4. Discuss question 1 from the slide with the person in front of you. The 1s will share first.
5. When both people have shared, the outside circle should move clockwise two spaces.
6. Discuss question 2 from the slide with the new person in front of you. This time, the 2s will share first.
7. Continue in this manner until all the questions have been discussed.

(Close by reviewing today's outcomes [reference the outcomes on the chart paper])

- Describe two to three evidence-based research practices for providing explicit vocabulary instruction in a specific content area.
- Identify and apply those practices to current core instructional materials, teacher manuals, textbooks, and/or grade-level standards.

We've met our outcomes for the day!

Reflections: Think, write, and share

- What information was new? What was a good reminder?
- What implications does this information have for your classroom?
- What is one thing you would like to try with your students?
- How might you use this information when planning a lesson?

Slides 53, 54: References

(Thank participants for their time and focus)

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Handouts

1. “Which Words Do I Teach? Practice Identifying Tier 2 and 3 Vocabulary for Instruction”
 - 1a. Key for Handout 1
2. “14 Valuable Word Roots”
3. “Instructional Routine”
4. “Vocabulary Graphic Organizer”
5. “Academic Conversation Placemat”

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