



Literacy Snapshot Module

Selecting Words for Vocabulary Instruction

Facilitator Notes

Preparation

Facilitator Key	When using the Facilitator's Guide, note: Bold Print indicates actions for the facilitator; <i>Italic print</i> indicates suggested dialogue for the facilitator; LSM represents Literacy Snapshot Module(s).
Prior to Session	<p>Background Knowledge: Participants need to understand that it is not possible to explicitly teach all unknown words encountered. Because of this, the intentional selection of words for explicit instruction is crucial.</p> <ul style="list-style-type: none">➤ Prepare and review materials listed.<ul style="list-style-type: none">✓ Download and print session handouts 1-4 for participants✓ Computer and speakers✓ Projector and screen for group presentations➤ Secure and set up space➤ Facilitate initial discussion including overall guiding questions. For example: <i>As you consider selecting words for vocabulary instruction, think about the following questions as they relate to the students in your classroom.</i><ul style="list-style-type: none">✓ <u>"What do we want all students to know and be able to do?"</u>✓ <u>"How will we know if students are learning?"</u>✓ <u>"How will we respond when students do not learn?"</u>✓ <u>"What will we do when students are already proficient?"</u>
Time Frame 	<ul style="list-style-type: none">➤ <u>Initial Discussion (2-3 minutes)</u>➤ <u>Viewing of the Literacy Snapshot (20-25 minutes)</u>➤ <u>Next Steps/Discussion (5 minutes)</u>

Presentation

Slide 2

Literacy Snapshot –Selecting Vocabulary Words to Teach

Explain:

- Each LSM provides examples of skills or strategies that follow these guiding questions:
 - ✓ What do we want all students to know and be able to do?
 - ✓ How will we know if students are learning?
 - ✓ How will we respond when students do not learn?
 - ✓ What will we do when students are already proficient?(adapted from works by DuFour/Eaker related to Professional Learning Communities)
- LSM are designed to be used in a variety of settings (small groups, team meetings, individuals, staff meetings, etc.)
- All LSM utilize the explicit instruction model.
 - ✓ Content is modeled (I do it...)
 - ✓ Participant practices (We do it...)
 - ✓ Participant implements in classroom (You do it...)

Slide 3

Scarborough Rope Model



Review the Scarborough Rope Model and **discuss** how the skills and strategies fit together to create a proficient reader. The text box(es) highlighted in blue point(s) out the specific location of the skill addressed in this Literacy Snapshot. (This is a recurring slide in all LMS that explains how intertwined the skills and strategies are in the reading process.)

Slide 4

Session Goal



Read session goal:

The goal of this snapshot is to provide participants with a process for selecting vocabulary words for explicit instruction.

Slide 5

Session Objectives



Participants read session objectives. At the end of this session, participants are expected to:

- Identify all Tier II words found in a passage; and
- Select 3-5 of those words for explicit vocabulary instruction.

Pause and **discuss** the lesson objectives.

<p>Slide 6</p> 	<p>Research</p> <p>Review research in the presentation.</p> <p>Additional findings from research:</p> <ul style="list-style-type: none"> ➤ By the second grade, students may know anywhere between 2,000 and 5,000 words (Graves, Juel, and Graves 1998). ➤ As their reading and writing develops, students learn, on average, 3,000 to 4,000 words a year. (Nagy and Anderson, 1984; Nagy and Herman, 1987). ➤ If you were to try to directly teach all of those words, you would have to teach over 20 words a day (Stahl, 1999); therefore, students learn words they need to know through a combination of direct instruction and wide reading.
<p>Slide 7</p> <p>Handout 1</p> 	<p>Three-Tier System</p> <p>Pause and review the three types of words identified by Isabel Beck. Focus specifically on the words categorized as Tier II words.</p>
<p>Slide 8</p>	<p>Word Selection Process</p> <p>Preview with the participants the process outlined on Slide 8. Guide the participants to think about this process in relation to their current practices with selecting vocabulary words to teach.</p>
<p>Slide 9</p>	<p>“I Do It” – Modeling the Process</p> <p>Guide participants to follow along with the modeling of the process. Ask the participants to note how the process is used to select a small number of words from the many possible words contained in the passage.</p>
<p>Slide 10</p> <p>Handouts 1-3</p>	<p>“We Do It” – Facilitator Led Practice</p> <ul style="list-style-type: none"> ➤ Verify that each participant has Handouts 1-3. ➤ Suggest that participants partner with someone for this activity. ➤ Remind participants they can refer to Handout 1 to review the definition and examples of Tier II words. ➤ Review the steps of the Word Selection Process on Handout 2. ➤ Discuss each step with the participants. ➤ Explain that participants may use the table at the bottom of Handout 3 to note the Tier II word found in the passage, and to record the 3-5 words they would choose from the passage for explicit instruction.

	<ul style="list-style-type: none"> ➤ Allow a few minutes for participants to read the passage, discuss the Tier II words and select the 3-5 Tier II words they might teach explicitly. ➤ Facilitate a discussion about how participants worked through the steps outlined on Handout 2 to guide their word selection. ➤ Accept any reasonable thinking concerning selecting the words to teach. ➤ Share words they might have selected: ward, pangs, grumblings, maxim, apply, experiencing, perfection, stream, crooked, branch, elm, fashioned, earthworms and bait. ➤ Point out the number of words (14) that might be classified as Tier II words in this short passage. Remind participants that this is why we cannot teach ALL Tier II words, and making intentional selection of vocabulary words to teach is extremely important.
Slide 11	Wrap up
	Review the key ideas presented in this LSM.
Slide 12	"We Do It" – Next Steps
Handout 4	<p>Lead a discussion with participants, focusing on the following questions:</p> <ul style="list-style-type: none"> ➤ Determine next steps for using the vocabulary selection process. ➤ When and how will you use this process during planning and instruction? ➤ What support will you need? ➤ When and how will you meet with colleagues to discuss the use of this process?
Follow Up	
	<p>Facilitate a discussion regarding how using the LSM, Selecting Vocabulary Words for Instruction, has benefited participants with vocabulary instruction. Reference the overall guiding questions.</p> <p><i>Considering the content learned at the last session, think about the following questions as they relate to the students in your classroom and the lesson(s) taught.</i></p> <ul style="list-style-type: none"> ➤ <i>"What did you want all students to know and be able to do?"</i> <p>Analyze change in instructional practice and how students have responded.</p> <p>Discuss students' ability to comprehend text with the modifications</p>



	<p>made in vocabulary instruction. Discuss any barriers encountered with this process and identify solutions to these.</p> <ul style="list-style-type: none"> ➤ <u>“How did you know if students were learning?”</u> Determine how student responses (text conversations, admit/exit slips, program assessments, writing samples, etc.) reflect students’ growth in vocabulary acquisition. What evidence indicates students are becoming more proficient in vocabulary understanding? ➤ <u>“How did you respond when students did not learn?”</u> Discuss specific incidents when students demonstrated little or no ability to understand the text or portions of the text after instructing the selected vocabulary words. As a group, elaborate how struggling students were supported and might be supported in the future. ➤ <u>“What did you do when students were already proficient?”</u> Discuss specific students who have more advanced word knowledge before instruction. As a group, elaborate how instruction was and can be differentiated for these students.
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<p>*NOTE</p>	<p>This module focuses solely on a process for intentionally selecting vocabulary words for explicit instruction. This is a vital step in effective vocabulary instruction, setting the stage for the implementation of high quality instructional practices. In addition to support with selecting words to teach, teachers may need assistance in finding quality resources to support their instruction. This module cites <i>Isabel Beck’s Bringing Words to Life</i> (2002, Guilford Press), which provides guidance for vocabulary instruction. <i>The Vocabulary Book</i>, by Michael Graves (2005, Teachers College Press) and <i>Creating Robust Vocabulary</i> (2008, Guilford Press) by Beck also provide instructional support. A resource developed by the Kentucky Department of Education, <i>Vocabulary Instructional Menu</i>, can be found on the department’s website at: http://www.education.ky.gov/kde/instructional+resources/reading+first+in+kentucky/instruction/for+coaches/reading+first+instructional+menus.htm While these are only a few of the available resources, they will provide teachers with a substantial repertoire of scientifically research-based strategies and activities.</p>
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Resources

<p>Publications</p>	<p>Graves, M., Juel, C. & Graves, C. (2007). <i>Teaching Reading in the 21st Century</i>. Boston, MA:</p>
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Allyn & Bacon.

Nagy, W.E. and Anderson, R.C. (1984). How many words are there in printed English? *Reading Research Quarterly*, 19, 304-330

Nagy, W.E. and Herman, P.A. (1987). Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In M. McKeown and M. Curtis (Eds.), *The Nature of Vocabulary Acquisition*, (pp. 19-35). Hillsdale, NJ: Erlbaum Associates.

Scarborough, H. (2001). Connecting Early Language and Literacy to Later Reading Disabilities: Evidence, Theory, And Practice. S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy Research* (pp.97–110). NewYork: Guilford Press.