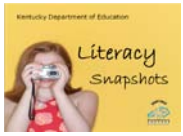
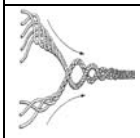


Literacy Snapshot Module:
Levels of Word Knowledge
Facilitator Notes

Preparation

Facilitator Key	When using the Facilitator's Guide, note: **Bold Print** indicates actions for the facilitator; *Italic print* indicates suggested dialogue for the facilitator; LSM represents Literacy Snapshot Module(s).
Prior to Session	**Background Knowledge**: Participants need to understand that there are different levels at which words can be known. ➢ **Prepare** and **review** materials listed. ✓ Download and print handouts 1-2 for the participants. ✓ Set up computer and speakers. ✓ Prepare projector and screen for group presentations. ✓ Teachers bring common text for upcoming instruction (could be weekly reading selection or content text). ➢ **Secure** and **set up** space. ➢ **Facilitate** initial discussion including overall guiding questions. For example: *As you consider how to teach the levels of word knowledge, please think about the following questions as they relate to the students in your classroom.* ✓ *"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?"*
Time Frame	➢ Initial Discussion (2-3 minutes) ➢ Viewing of the Literacy Snapshot (7-10 minutes) ➢ Next Steps/Discussion (10-15 minutes)

Presentation	
Slide 2	***Literacy Snapshot Module: Levels of Word Knowledge***
	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 related to Professional Learning Communities by DuFour/Eaker) ➢ LSMs are designed to be used in a variety of settings (small groups, team meetings, individuals, staff meetings, etc.). ➢ All LSMs 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. A text box highlighted in red indicates a strand of the reading process addressed in the LSM. (This is a recurring slide in all LSM that explains how intertwined the skills and strategies are in the reading process.)
Slide 4	***Session Goal***
	Read session goal**.** The goal of this session is to provide participants with an understanding of the levels of word knowledge and how this understanding of words improves student comprehension.
Slide 5	***Session Objectives***
	Participants read session objectives. At the end of this session, participants are expected to: ➢ Understand and be able to discuss the levels at which a word might be known; ➢ Identify a set of words to use when incorporating levels of word knowledge into vocabulary instruction. **Pause** and **discuss** the lesson objectives.

Slide 6	***Research***
	➢ **Facilitate** a discussion with teachers concerning how this information might impact the planning and implementation of vocabulary instruction in their classrooms. o *Do your students have multiple opportunities to interact with weekly vocabulary?* o *Do your students use taught words outside the classroom?* **Additional findings from research:** ➢ Students need to be able to quickly recall the meanings of words and make connections between that word and other words to comprehend text. ➢ Another Beck study found that even after 40 exposures to a word, knowledge of that word was still not complete (Beck et al. 1982, 1983, 1985).
Slide 7	***Explanation***
 Handout 1	**Ask** participants to refer to Handout 1. **Pause** and **discuss** the headings **noting** the levels at which words can be known. Additional information: Beck's work notes Dale's four levels of word knowledge: ➢ "I know the word well," means I can explain the word as it is encountered in the text as well as its meaning in other contexts. I can use the word correctly in sentences I construct. ➢ "I know something about the word" means that I know what this word means in at least one situation. ➢ "I have seen or heard the word" simply means the word is not totally unfamiliar to me. It is a word I have either heard or seen, but I cannot discuss it. ➢ "I do not know the word" means the word is one I have never encountered, and I have no clue about its meaning.
Slide 8	***"I Do It" – Modeling***
Handout 1	➢ **View** the Levels of Word Knowledge lesson. ➢ **Facilitate** a reflection of how this strategy was used to increase "word consciousness," leading to improved comprehension.
Slide 9	***"We Do It"***
Handout 1	**Allow** approximately 5-10 minutes for this activity. ➢ **Ask** participants to preview text for upcoming instruction. ➢ **Assist** teachers in selecting the words they plan to discuss with their students before reading. ➢ **Facilitate** discussion about possible ways to teach students to become conscious of their levels of word knowledge when reading.

Slide 10	***Wrap up***
	Connections between research and objectives are made within the LSM.
Slide 11	***"You Do It"***
Handout 2	**Facilitate** discussion of the next steps (record on Handout 2) 1. **Determine** when and how participants will implement instruction related to the levels of word knowledge. (For example, how will attention to "word consciousness" be conveyed at your grade level; how many words should be selected; how frequently and for what duration should teachers ask students to complete the organizer; what information will the organizer convey to you about the vocabulary instructional needs of your students; what are your immediate next steps for using information gained – a whole group vocabulary lesson, a mini lesson, a vocabulary routine, etc.; will you teach all target words?) **Provide** support to teachers who need modeling and coaching in the classroom. 2. **Discuss** and determine what student work will demonstrate their growth in word knowledge (i.e., graphic organizer completed before and after instruction, student reflections on vocabulary growth, use of taught words in daily writing, responses to comprehension questions involving the taught words, anecdotal notes of student conversations). 3. **Determine** a date when teachers will meet to discuss the selected student work samples. **Provide** sufficient time for instruction and practice of the skill. Consider a date (2-3 weeks in the future).

Follow Up	
Student Work Analysis	**Facilitate** a discussion regarding the various levels of word knowledge. **Reference** overall guiding questions**.** ➢ *"What did you want all students to know and be able to do?"* **Analyze** completed examples of the organizer, reflections, other student work and/or teacher anecdotal notes. **Discuss** students' ability to determine their initial understanding of a word as well as recognize their growth after experiences with the word. **Discuss** instructional events that have led students to greater understanding of selected words. ➢ *"How did you know if students were learning?"* **Determine** how work samples and/or teacher anecdotal notes of student conversations reflect students' growth in word knowledge. How has growth in word knowledge impacted students' comprehension? What evidence indicates students are becoming more "word conscious?" For example, students are using a greater variety of words in oral and written language; a wider variety of books are read; and an increased interest in learning about words. How is growth in "word consciousness" impacting their comprehension? ➢ *"How did you respond when students did not learn?"* **Discuss** specific students who demonstrated little or no word knowledge growth. As a group, **elaborate** how struggling students received support. ➢ *"What did you do when students were already proficient?"* **Discuss** specific students who were able to apply target words in a variety of contexts. As a group, **elaborate** how instruction was differentiated for proficient students.

Resources

Publications

Beck, I. & McKeown, M. *Bringing Words to Life: Robust Vocabulary Instruction*. (2002). New York: Guilford Press.

Beck, I., McKeown, M. & Kucan, L. *Creating Robust Vocabulary.* (2008). New York: Guilford Press.

Baumann, J. F. & Kame'enui, E. J. (Eds.). (2003). *Vocabulary instruction: Research to practice*. New York: Guilford.

Just, M., & Carpenter, P. (1987). *The Psychology of Reading and Language Comprehension*. Boston: Allyn & Bacon.

Graves, M. F. (2006). T*he Vocabulary Book: Learning and instruction*. Newark, DE: International Reading Association.

Websites

At this site you will find the document "A Focus on Vocabulary." This document contains additional information related to the levels of word knowledge. **http://www.prel.org/products/re_/ES0419.htm**