Introduction to Vocabulary Instruction and Why It Matters

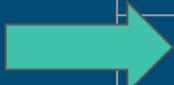**SESSION 1**

SHARED LEARNING

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Do Now

- Why is vocabulary instruction critical for equity in literacy for all students, including (and especially) English Language Learners, students who are struggling readers, or students with special needs?

- What does vocabulary instruction currently look like in your classroom? What is the impact?

- What do you want to learn?

Content Cycle Overview

Session	Type of Learning	Focus Area
1	Shared Learning	Introduction to Vocabulary and Why It Matters
2	Shared Learning	Implicit Vocabulary Instruction
3	Planning & Practice	Implicit Vocabulary Instruction
4	Shared Learning	Explicit Vocabulary Instruction
5	Planning & Practice	Explicit Vocabulary Instruction
6	Student Progress	Implicit and Explicit Vocabulary Instruction
7	Shared Learning	Text Sets
8	Planning & Practice	Text Sets
9	Shared Learning	Maintaining & Extending Vocabulary
10	Planning & Practice	Maintaining & Extending Vocabulary
11	Student Progress	Text Sets, Implicit and Explicit Vocabulary

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Objectives

01. Explain why vocabulary instruction matters for equity

02. Identify which words to teach and why

03. Create personal planning and practice goals to accelerate learning for all students

Agenda

01. Welcome

02. The WHY

03. Word Selection

04. Practice

05. Goal-Setting

Our Norms

- **OWN** your learning

- **RESPECT** the learning space

- **CONNECT** with the learning tools and each other

- **PROTECT** learning time and minimize disruptions

- **HONOR** every voice and experience

- **PRACTICE** vulnerability and trust

Step into Students' Shoes!

Summarize the Text

████████ of the ██████ hung in every house next to the ██████ and ████████████ with the ████████ beneath: *In this house* ██████ *is* █████ The ████ face of a young ████████ man wearing a █████ █ █████ hat and a ████████████ █ █████ looked down ████████████ at my mother as she read her ████████ ████████ and dreamed of meeting the great love of her life. Sometimes in her ████████████ her great love wore the handsome young ████████ face. Never having seen him my mother could not know the █████ was heavily ████████

By the time my mother married my father, however, she knew all about the true ██████ of the ████████. Family friends, whom she had ████████ had ████████ away of their own ████████ turned out to have been ████████████ That same year, ████████████ ordered the overnight ████████ of some eighteen thousand ████████, who had come across the ██████ to work on ████████ █ ████████ for ███ e wages. It was from my father that my mother learned why ████ hated █████ with such a ████████, how he ████████ his own ████ █ ████████
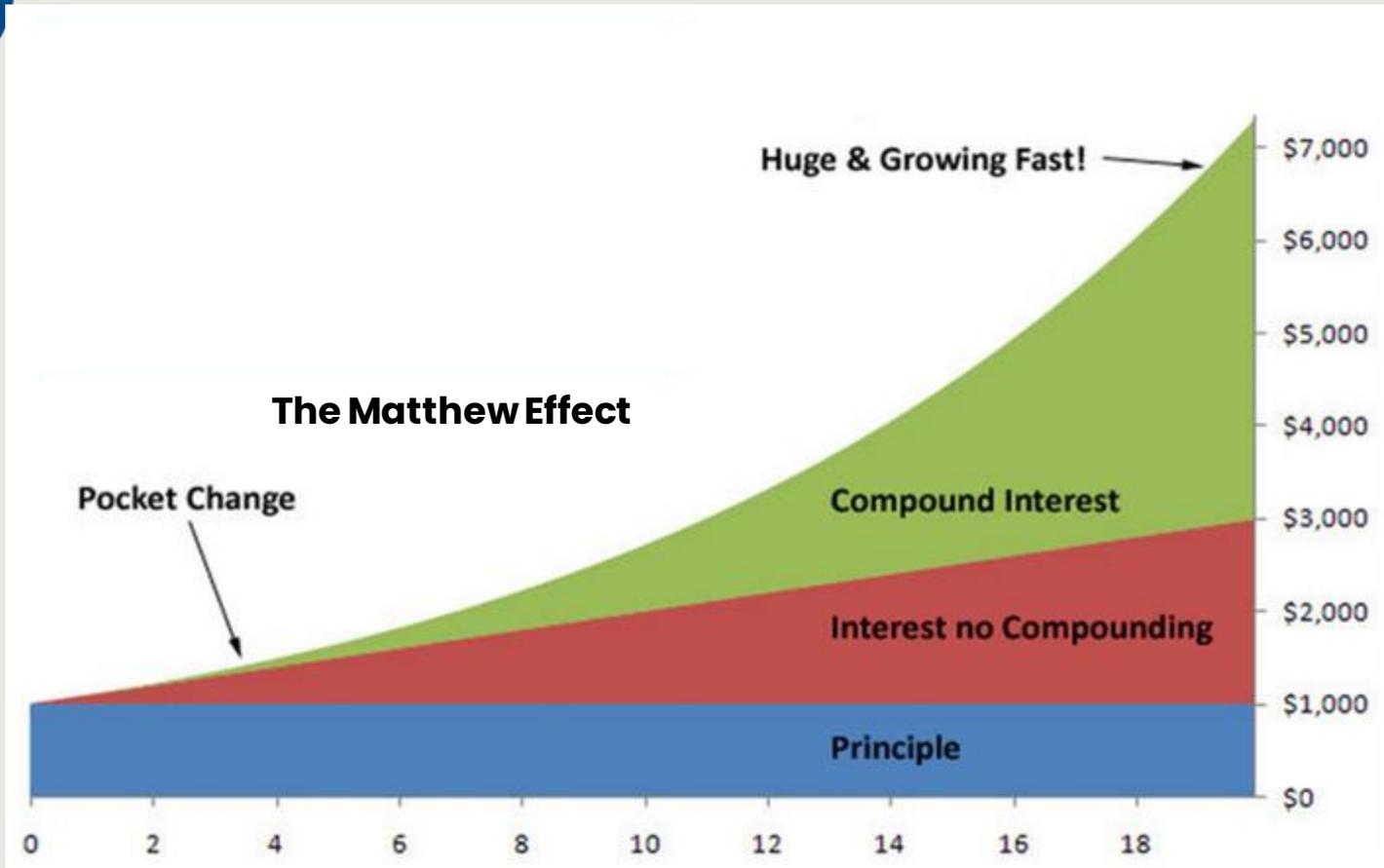
Reflection

Discuss with a partner:

- How well were you able to summarize the passage? Why?
- Why didn't you use context clues to figure out unknown words?
- How did this experience feel for you?

▓▓▓ of the ▓▓▓ hung in every house next to the ▓▓▓ and ▓▓▓▓▓ with the ▓▓▓▓ beneath: *In this house* ▓▓ *is* ▓▓▓ The ▓▓▓ face of a young ▓▓▓ man wearing a ▓▓▓ ▓▓▓ hat and a ▓▓▓▓▓▓ ▓▓▓ looked down ▓▓▓▓ at my mother as she read her ▓▓▓ ▓▓▓ and dreamed of meeting the great love of her life. Sometimes in her ▓▓▓▓ her great love wore the handsome young ▓▓▓▓ face. Never having seen him my mother could not know the ▓▓▓ was heavily ▓▓▓▓▓.

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The Matthew Effect

Huge & Growing Fast!

Pocket Change

Compound Interest

Interest no Compounding

Principle

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Kentucky Academic Standards:
Reading Literature & Informational Text

"The standards place equal emphasis on the sophistication of what students read and the skill with which they read. For example, Reading Literature and Reading Informational Text Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading and incorporates the reading strategies as the foundation to comprehension. Current research and best practice suggest that **students comprehend texts best when they are able to activate schema, make meaning and recognize vocabulary.** Exposing students to multiple texts and interdisciplinary content provides opportunities to build knowledge in meaningful ways." (KAS, p.9)

Guiding Principle 4: Language

Craft and Structure	
4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Kentucky Academic Standards: Language

"Within these standards, students must demonstrate command of Standard English grammar, usage and mechanics as well as understand how language functions in various contexts. With prior support, students may independently determine or clarify the meaning of grade appropriate words, come to appreciate nonliteral and shades of meaning and **expand their vocabulary** in the course of studying content. Using interdisciplinary literacy practices to develop skills in a logical progression, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks." (KAS, p. 9)

Vocabulary Acquisition and Use	
4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Check for Understanding

Written Response

Explain the relationship between vocabulary instruction and equity.

Use research in your response.
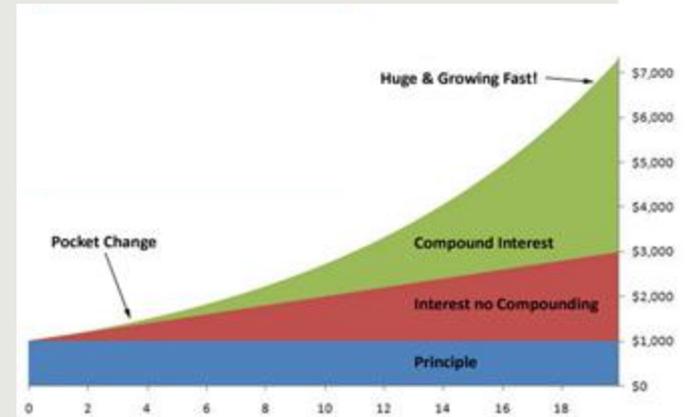
Key Takeaways

- Strong understanding of vocabulary is essential for reading comprehension. Difficult vocabulary plays the largest role in student difficulty with grade-level complex texts. (Nelson et al 2012)

- Lack of vocabulary is a primary cause of the achievement gap. (Becker 1977, Baumann & Kameenui 1991, Stanovich 1986)

- The Matthew Effect explains the phenomenon whereby students who are behind stay behind. Vocabulary instruction is critical to disrupting this equity gap. (Stanovich, 1986)

- English Language Learners often have lower comprehension because they don't know as many English vocabulary words in the texts they encounter. (Calderón and Soto, 2017)

- Students from low-income households often enter school with smaller vocabularies than their more affluent peers and need vocabulary instruction to help them better reach their academic potential. (Hart and Risley 1995, Biemiller 2010)

Which Words Should We Teach?

Return to Your Pre-Work

1. Define and give examples of Tier 1, Tier 2, and Tier 3 words.

1. How do we know which words to spend the most time on?
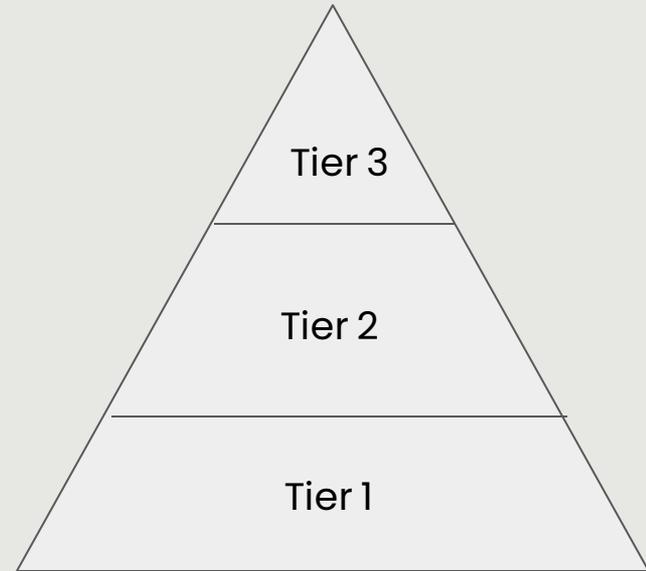
Tier 3

Tier 2

Tier 1

Today's Look For

❏ Questions and tasks focus on academic or domain-specific words that are most likely to be encountered again in the future or are most critical for comprehending the text

Teacher Goals

Read the Look Fors under "Teacher Goals"

- How do these look fors connect to the focus of our learning for this cycle?
- Are there any look fors you would add to this list? Add them in!

TEACHER GOALS
While implementing these look-fors, teachers will reflect on patterns between their planning and practice and student outcomes, with attention to outcomes for subgroups of students considering race, gender, language, learning needs, and socioeconomic status, in service of all students meeting the student goals.

Planning and Practice Look-Fors

- ❏ Questions and tasks focus on academic or domain-specific words that are most likely to be encountered again in the future or are most critical for comprehending the text
- ❏ Lessons broaden students' word knowledge through instructional strategies (e.g. text-dependent questions, drop-in definitions, glossary, etc.) that teach words that can be understood quickly during reading
- ❏ Weekly lessons deepen students' word knowledge by explicitly defining, modeling, and giving students active practice with 6-10 vocabulary words
- ❏ Over the course of the unit, students have opportunities to maintain and extend vocabulary through additional practice with words previously taught

Practice

Using the charts from "Choosing Which Words to Teach", identify Tier 2 & 3 words in a text you teach.

- With a partner or independently:
- Highlight Tier 2 words in yellow and highlight Tier 3 words in blue. Or, you may chart them on a sheet of paper.
- With a partner, discuss the questions in the Your Turn Section of "Choosing Which Words to Teach"

Today's Look For:
- ❏ Questions and tasks focus on academic or domain-specific words that are most likely to be encountered again in the future or are most critical for comprehending the text

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Self-Reflection

- Complete the Self-Reflection
- Select 1-2 look fors that you will prioritize in your planning and practice

SELF-REFLECTION
Review the look-fors below and reflect on how you would rate your current planning and instruction. Then, prioritize the look-fors that you want to focus on most deeply during the upcoming weeks with an accountability partner and determine what data or evidence you will collect to measure progress towards your goals.

In my classroom planning and practice:

Questions and tasks focus on academic or domain-specific words that are most likely to be encountered again in the future or are most critical for comprehending the text				Lessons broaden students' word knowledge through instructional strategies (e.g. text-dependent questions, drop-in definitions, glossary, etc.) that teach words that can be understood quickly during reading			
Rarely	Sometimes	Frequently	Always	Rarely	Sometimes	Frequently	Always
Weekly lessons deepen students' word knowledge by explicitly defining, modeling, and giving students active practice with 6-10 vocabulary words				Over the course of the unit, students have opportunities to maintain and extend vocabulary through additional practice with words previously taught			
Rarely	Sometimes	Frequently	Always	Rarely	Sometimes	Frequently	Always

My Focus Look-Fors What are 1-2 look fors that you will prioritize in your planning and practice?	**Data and Evidence** What data will you collect to measure progress toward your goal?
	❑ Unit analyses and annotations ❑ Lesson plan analyses and annotations ❑ Student work analyses ❑ Observation notes ❑ Other:

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Student Goals

- Read the student goals listed.

- Select 6 students you will monitor progress on throughout the content cycle.

STUDENT GOALS

Student Look Fors	Data and Evidence
	What data will you bring to Student Progress sessions to measure your students' progress toward the goals?
Example goals: ❑ Students average 80% on unit/domain assessment ❑ Students average 1 point of growth on a prioritized unit/domain writing task (see rubric guidance below) ❑ Students average a 3 (proficient) on a prioritized writing task (see rubric guidance below) Given the focus of this content cycle, teachers may use these rubrics to assess students' writing for demonstration of reading comprehension.	❑ Unit or domain assessment ❑ Vocabulary assessment ❑ Exit tickets or other written responses to complex texts ❑ Performance Tasks

Focus Students
Use the criteria below to select 6 students who will anchor your progress monitoring throughout the Content Cycle.

Selected students:
- ❑ Currently reflect a range of proficiency levels (high, medium, low)
- ❑ Reflect the overall class demographic, including race, gender, language, learning needs, and socioeconomic status
- ❑ Include at least two English Learners who are currently Level 2 or Level 3 in the Reading and Writing Domains.

Focus Students:
1.
2.
3.
4.
5.
6.

Next Steps

Implicit Vocabulary Pre-Work:

Read the excerpt from ***Reading Reconsidered*** and capture your thinking in response to these questions:

- What is implicit vocabulary instruction?
- How do we determine which words to implicitly teach?
- What are some strategies for implicit vocabulary instruction?