



Implicit Vocabulary Instruction

SESSION 2
ACADEMIC VOCABULARY



Do Now

- Read the excerpt from *Narrative of the Life of Frederick Douglass* on the Participant Handout
- Identify two examples each of Tier 2 word and Tier 3 Words.
- With a partner, share your examples and why you identified them as Tier 2 or 3.
- With your partner, identify which of these words you would spend more or less time teaching.



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



Objectives

01. Explain implicit vocabulary instruction and why it matters
02. Apply and analyze implicit vocabulary instruction

Agenda

01. Opening
02. Principles of Implicit Vocabulary Instruction
03. Practice
04. Analyzing and Adapting a Lesson
05. Reflection



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



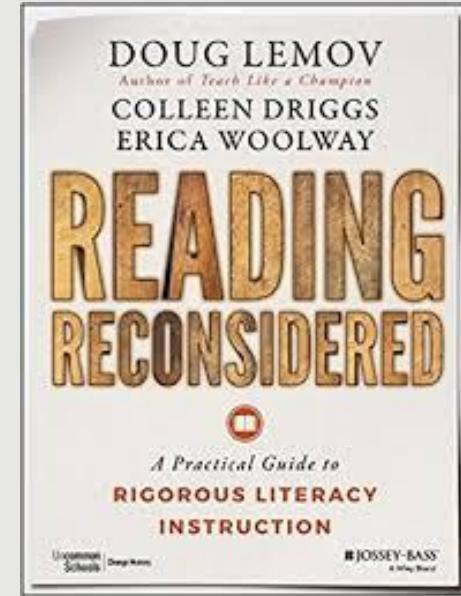
Principles of Implicit Vocabulary Instruction

“Advertisement” should answer:

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

Get creative! Consider:

- Attention grabbing tagline or title
- Metaphors
- Drawings
- Addressing a possible teacher





Key Takeaways: Principles of Implicit Vocabulary Instruction



- Implicit vocabulary instruction occurs “in the moment”
- Goal is to maximize students’ vocabulary absorption rate
- **Key is to teach quickly in order to rapidly return to the text**
- Prioritize academic (Tier 2) or domain-specific (Tier 3) words most likely to be encountered again in the future/are most critical for comprehension
- Engage students in practice with the word across all four literacy domains: listening, speaking, reading, and writing.
- Methods include:
 - Word categorization (“A *chrysanthemum* is a type of flower.”)
 - Margin note/drop-in definition
 - Picture
 - Define and practice using follow-up question
 - Use clue & contrast words (“The party felt *dull* instead of exciting.”)
 - Etymology



Today's 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
- Lesson broadens 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



Practice

Directions (15 min):

- Revisit (and add to, if needed) your list of Tier 2 and Tier 3 words from the text excerpt.
- Select 2-3 additional words to implicitly teach.
- Plan how you would implicitly teach them using your choice of the strategies below. Prepare a 2 minute skit to share your plan with the group!
 - Drop in a Definition
 - Encourage a margin note!
 - Could follow this up with “Call and Response”
 - Drop in a Picture
 - Glossary
 - Context Clues
 - Teacher models or asks students to define word using context clues.
 - Define and Practice
 - Students practice using the word through responding to questions about the text



Implicit Vocabulary Instruction Skits

As you watch, consider:

- What words did they focus on? Why?
- What implicit instruction strategies did they use to support students' understanding of vocabulary?
- What was effective about the example?

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Closing

Reflection:

- Consider one student in your classroom who is currently struggling with grade-level complex texts due to vocabulary. How can implicit vocabulary instruction help to ensure that this student has equitable opportunities in literacy?
- What is one next step you can take in your classroom tomorrow?

For Our Next Session:

- Bring an upcoming lesson and text.
- What Tier 2 and Tier 3 vocabulary would you prioritize for that text? Why?