

Supplemental Facilitator's Guide: PowerPoint and Handouts

Academic Vocabulary



Title: Vocabulary Instruction and the Common Core

Intended Audience: Teachers, Administrators, District and School Leaders

Description: This workshop was held as part of a Summer Workshop Series facilitated by ISBE during the summer of 2012. This workshop consists of a PowerPoint presentation and handout materials. The workshop is designed to provide participants with not only an overview of effective vocabulary instruction as it is described by the Common Core State Standards, but to provide participants two different methods of academic vocabulary instruction.

Suggested Uses for this Presentation:

1. Professional Development Coordinators may use these materials to inform and familiarize personnel with Academic Vocabulary instruction as it applies to the Common Core State Standards.
2. Teachers may use this information to determine the academic vocabulary needed to be taught in their grade as well as strategies to explicitly teach academic vocabulary.

Materials Necessary:

1. PowerPoint: "Vocabulary Instruction and the Common Core"
2. Slide notes (may be used as a guide for the presenter)
3. Handouts One and Two

For further information/feedback: Contact—Kathi Rhodus: krhodus@stclair.k12.il.us


Illinois State Board of Education
www.isbe.net

100 N. 1st Street • Springfield, IL 62777
100 W. Randolph, Suite 14-300 • Chicago, IL 60601



Facilitator's Guide
CCSS Introduction
PowerPoint



Session Description

The session is designed for a 50-90 minute workshop. The length may vary depending upon pacing. The presenter may adjust the schedule below to fit their needs. During this workshop, participants will not only be presented with information, but will also engage in a small group activity.

Goal of the Session

Participants will leave the presentation having a better understanding of academic vocabulary as it is described by the Common Core State Standards, as well as the motivation, research, and justification for why this issue needs to be addressed nationally. This presentation would be ideal for teachers or administrators who design and implement curriculum.

Pre-session Preparation

Review the PP and slide notes.

| TIME | CONTENT/ACTIVITIES | MATERIALS |
|------------|---|------------|
| 10-15 min. | Introduction/Targets/Overview Present slides 1-5. (See notes.) | PowerPoint |
| 5 min. | Context Clue Strategy Present slides 6 & 7. On slide 8, the presenter can model how to use the SLAP strategy with the sentences provided. | PowerPoint |
| 15-20 min. | Presentation: Present slides 9 -15. (See notes). | PowerPoint |
| 20 min. | Small Group Activity: This activity may be modified or adapted to fit the number of participants. (See slide for directions.) | Handout #1 |

| TIME | CONTENT/ACTIVITIES | MATERIALS |
|------------|--|------------------------------|
| 5 min. | <p>Presentation: Proceed through slides 19-20. (See notes.)</p> | PowerPoint |
| 10-15 min. | <p>Presentation: Proceed through slides 21-28. Pass out handout #2 at the beginning of slide 21.</p> | Handout #2 PowerPoint |
| 10 min. | <p>Presentation: Wrap up last slides and make closing statements.</p> | PowerPoint |

Illinois State Board of Education

Vocabulary Instruction and the Common Core

Illinois State Board of Education
English Language Arts Content Specialists

Hosted by Kathi Fihodus - June, 2012

Illinois State Board of Education

Today's Targets

- ▶ Identify how the English Language Arts Common Core Standards address vocabulary
- ▶ Look at context clue instruction
- ▶ Become familiar with the concept of academic vocabulary (Tier 2 words) and why they are important to teach
- ▶ Explore strategies and resources for teaching vocabulary

Illinois State Board of Education

ELA Common Core Vocabulary Standards

Reading Strand
Reading Anchor Standard #4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, *analyze how specific word choices shape meaning or tone.*

Language Strand
Language Anchor Standard #4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using *context clues, analyzing meaningful word parts, and consulting general and specialized reference materials* as appropriate.

Language Anchor Standard #6
Acquire and use accurately a range of general *academic* and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate *independence in gathering vocabulary knowledge* when encountering an unknown term important to comprehension or expression.

Illinois State Board of Education

Research Behind Vocabulary Instruction

- Effective vocabulary instruction has to start early, in preschool, and continue throughout the school years (Nagy, 2005).
- Teaching vocabulary helps develop phonological awareness (Nagy, 2005) and reading comprehension (Beck, Perfetti, & McKeown, 1982).
- Vocabulary instruction needs to be long-term and comprehensive (Nagy, 2005) for ELLs (Carlo, August, & Snow, 2005; Calderón et al., 2005).

Illinois State Board of Education

More Research....

- *Command of a large vocabulary frequently sets high-achieving students apart from less successful ones (Montgomery, 2000).*
- *The average 6-year-old has a vocabulary of approximately 8000 words, and learns 3000-5000 more per year (Senechal & Cornell, 1993).*
- *Vocabulary in kindergarten and first grade is a significant predictor of reading comprehension in the middle and secondary grades (Cunningham, 2005; Cunningham & Stanovich, 1997; Chall & Dale, 1995; Denton et al. 2011).*

Illinois State Board of Education

Context Clue Steps

| For Students | For Teachers |
|---|---|
| <ol style="list-style-type: none"> 1. Identify the unknown word. 2. Look for the words that give hints about its meaning in the sentence. 3. If you need more cues, read the sentences before and after the one with the word in it. 4. Infer the word's meaning based on what you found. | <p>Then model it... <i>"As Tom stepped out of the tent, the moist grass soaked his shoes and he wondered if it had rained."</i></p> <p>Say aloud... <i>"The grass is moist. It soaks Tom's shoes. Tom thinks it rained. Rain makes things wet. Moist must mean...."</i> <i>"Now try 'wet' in place of moist to see if it makes sense."</i></p> |

Adapted from Vocabulary Instruction Module developed for Reading Excellence Act, Graves (2002)

Illinois State Board of Education

The SLAP Strategy

- ✓ Say the word.
- ✓ Look for clues.
- ✓ Ask yourself what the word might mean; think of a word that expresses that meaning.
- ✓ Put the word in the passage in place of the unfamiliar word. Does it make sense?

Illinois State Board of Education

Trying out the SLAP strategy

He tried to open the box with no luck. He couldn't find the key, so he decided to use a smidget.

- ✓ Say the word.
- ✓ Look for clues.
- ✓ Ask yourself what the meaning might be.
- ✓ Put word in the passage; does it make sense?

Illinois State Board of Education

Academic Vocabulary

Isabel L. Beck, Margaret McKeown and Linda Kucan (2002, 2008) have outlined a useful model for conceptualizing categories of words readers encounter in texts and for understanding the instructional and learning challenges that words in each category present. They describe **three levels, or tiers**, of words in terms of the words' commonality (more or less frequently occurring) and applicability (broader to narrower).

Common Core State Standards, Appendix A, page 33

Illinois State Board of Education

Academic Vocabulary

... is not unique to a particular discipline and as a result are not the clear responsibility of a particular content area teacher. What is more, many Tier Two words are far less well defined by contextual clues in the texts in which they appear and are far less likely to be defined explicitly within a text than are Tier Three words. Yet Tier Two words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading. Teachers thus need to be alert to the presence of Tier Two words and determine which ones need careful attention.

A) Common Core State Standards (English Language Arts, Appendix

Illinois State Board of Education

3 Tiers of Words

- ▶ **Tier 3** – Highly specialized, subject-specific; low occurrences in texts; lacking generalization
 - E.g., *lava, aorta, legislature, circumference*
- ▶ **Tier 2** – Abstract, **general academic** (across content areas); encountered in written language; high utility across instructional areas
 - E.g., *vary, relative, innovation, accumulate, surface, layer*
- ▶ **Tier 1** – Basic, concrete, encountered in conversation/oral vocabulary; words most student will know at a particular grade level
 - E.g., *clock, baby.*

Common Core State Standards, Appendix A, page 33

Illinois State Board of Education

Why are “academic words” important?

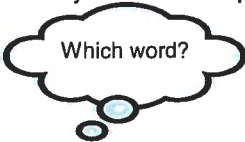
- They are critical to understanding academic texts.
- They appear in all sorts of texts.
- They require deliberate effort to learn, unlike Tier 1 words.
- They are far more likely to appear in written texts than in speech.
- They often represent subtle or precise ways to say otherwise relatively simple things.
- They are seldom heavily scaffolded by authors or teachers, unlike Tier 3 words.

Common Core State Standards, Appendix A, page 33

Illinois State Board of Education

Choosing words

- Jose avoided playing the ukulele.
- Which word would you choose to pre-teach?



Which word?

Illinois State Board of Education

Avoided

Why?

- Verbs are where the action is
 - Teach avoid, avoided, avoids
 - Likely to see it again in grade-level text
 - Likely to see it on assessments
 - We are going to start calling these useful words “Tier 2 words”
- Why not ukulele?
 - Rarely seen in print
 - Rarely used in stories or conversation or content-area information


Illinois State Board of Education

How do I determine that a word is TIER 2?


| Word | Is this a generally useful word? | Does the word relate to other words and ideas that students know or have been learning? | Is the word useful in helping students understand text? | If you answer “yes” to all three questions, it is a Tier 2 word. If not, it is probably a Tier 3 word. |
|------|----------------------------------|---|---|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Illinois State Board of Education

In this presentation, we will look at a variety of strategies to teach academic vocabulary.



Isabel Beck, Margaret Mckeown & Linda Kucan




Robert Marzano & Debra Pickering

Illinois State Board of Education

Step by Step Vocabulary Instruction
For Tier 2 words

1. **Read the story/text.**
2. **Contextualize the word.**
3. **Have the children say the word.**
4. **Provide student friendly definition.**
5. **Give an example in another context.**



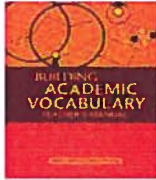
Illinois State Board of Education

6. **Engage children in interacting with words.**
 - a. Respond with actions.
 - b. Answer questions/give reasons.
 - c. Identify examples and non-examples.
7. **Have students repeat the word again.**
8. **Review and use the new words.**

(Adapted from Bringing Words to Life by Isabel Beck, Margaret McKeown, Linda Kucan, 2000)

Illinois State Board of Education

Marzano's Building Academic Vocabulary



Illinois State Board of Education

EIGHT RESEARCH BASED CHARACTERISTICS OF EFFECTIVE VOCABULARY INSTRUCTION

1. Effective vocabulary instruction does not rely on definitions
2. Students must represent their knowledge of words in linguistic and nonlinguistic ways
3. Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures.
4. Teaching word parts enhances students' understanding of terms.
5. Different types of words require different types of instruction.
6. Students should discuss the terms they are learning.
7. Students should play with words.
8. Instruction should focus on terms that have a high probability of enhancing academic success.

(Adapted from Building Academic Vocabulary by Robert Marzano and Debra Pickering, 2005)

Illinois State Board of Education

A Six-Step Process for Teaching New Terms

Step 1: Provide a description, explanation, or example of the new term.

Step 2: Ask students to restate the description, explanation, or example in their own words.

Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.

Adapted from Building Academic Vocabulary by Robert Marzano and Debra Pickering, 2005

Illinois State Board of Education

A Six-Step Process for Teaching New Terms

Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

Step 5: Periodically ask students to discuss the terms with one another.

Step 6: Involve students periodically in games that allow them to play with terms.

Adapted from Building Academic Vocabulary by Robert Marzano and Debra Pickering, 2005

Illinois State Board of Education

Students use a Graphic Organizer to Record The Information

| Terms | My Understanding | Object |
|-----------|------------------|--------|
| Describe: | | |
| Draw: | | |

Adapted from Building Academic Vocabulary by Robert Marzano and Debra Pickering, 2005

Illinois State Board of Education

How Many Words?

- In school settings, students can be explicitly taught a deep understanding of about 300 words each year.
- Divided by the range of content students need to know (e.g., math, science, history, literature), of these 300–350 words, roughly 60 words can be taught within one subject area each year.
- It is reasonable to teach thoroughly about eight to ten words per week. (Chall, 1996)


Illinois State Board of Education

Implications for Instruction

- Teach fewer words.
- Focus on important Tier 2 (high utility, cross-domain words) to *know & remember*.
- Simply **provide** Tier 3 (domain-specific, technical) words with a definition.

Illinois State Board of Education

Vocabulary Casserole



Ingredients Needed:
 20 words no one has ever heard before in his life
 1 dictionary with very confusing definitions
 1 matching test to be distributed by Friday
 1 teacher who wants students to be quiet on Mondays copying words

Put 20 words on chalkboard. Have students copy then look up in dictionary. Make students write all the definitions. For a little spice, require that students write words in sentences. Leave alone all week. Top with a boring test on Friday.


Perishable. This casserole will be forgotten by Saturday afternoon.

Serves: No one.

Adapted from *When Kids Can't Read, What Teachers Can Do* by Kylene Beers

Illinois State Board of Education

Vocabulary Treat



Ingredients Needed:
 5-10 great words that you really could use
 1 thesaurus
 Markers and chart paper
 1 game like Jeopardy or BINGO
 1 teacher who thinks learning is supposed to be fun

Mix 5 to 10 words into the classroom. Have students test each word for flavor. Toss with a thesaurus to find other words that mean the same. Write definitions on chart paper and let us draw pictures of words to remind us what they mean. Stir all week by a teacher who thinks learning is supposed to be fun. Top with a cool game on Fridays like jeopardy or BINGO to see who remembers the most.

Serves: Many

Adapted from *When Kids Can't Read, What Teachers Can Do* by Kylene Beers

Illinois State Board of Education

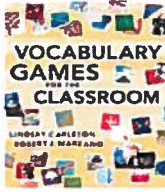
Effective Vocabulary Instruction

- Increase independent reading time.
- Facilitate read-alouds.
- Keep vocabulary in circulation.
- Keep vocabulary interactive.
- Use graphic organizers.

Illinois State Board of Education

Game Resources

- Scattergories
- Taboo
- Crossword puzzles
- Boggle
- Upwords
- Balderdash
- Prop box



Illinois State Board of Education

Vocabulary Websites

- ▶ <http://www.wordsift.com/> Word maps, word clouds
- ▶ <http://quizlet.com/> Make flash cards & games
- ▶ <http://jc-schools.net/tutorials/vocab/> Academic vocabulary games
- ▶ <http://www.vocabulary.com/> More games, including games using Latin & Greek roots
- ▶ www.worldwidewords.com
- ▶ Definitions, history and short essays on words
- ▶ <http://www.visualthesaurus.com/> Visual thesaurus
- ▶ www.vocabgrabber.com
- ▶ www.wordle.com

Illinois State Board of Education

Online resources for games...

- <http://www.vocabulary.co.il/>
- http://www.freereading.net/index.php?title=Vocabulary_Reintroduce_and_Build_Mastery_Activities
- <http://www.visuwords.com/>
- <http://www.pppst.com/templates.html>
- <http://jc-schools.net/tutorials/gameboard.htm>
- <http://its.leesummit.k12.mo.us/gamesresources.htm>
- http://people.uncw.edu/ertzberger/ppt_games.html
- <http://reading.pppst.com/vocabulary.html>

Illinois State Board of Education

Recommended Resources

- Beck, I.L., McKeown, M.G. & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press.
- Baumann, J.F. & Kameenui, E.J. (2004). *Vocabulary Instruction: Research to Practice*. New York: The Guilford Press.
- Graves, M.F. (2006). *The Vocabulary Book: Learning and Instruction*. New York: Teacher's College Press.
- Diamond, L. & Gutlohn (2006). *Vocabulary Handbook*. Berkeley, CA: Consortium on Reading Excellence, Inc.
- Hart, B., & Risley, T.R. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, MD: Paul H. Brookes.
- Heibert, E.H. & Kamil, M. (2005). *Teaching and Learning Vocabulary: Bringing Scientific Research to Practice*. Mahwah, NJ: Erlbaum.
- Marzano, R.J., & Pickering, D.J. (2005). *Building Academic Vocabulary: Teacher's Manual*. Alexandria, VA: ASCD.
- Stahl, S.A. (1998). *Vocabulary Development*. Cambridge, MA: Brookline.
- Stahl, S.A. & Kapinus, B. (2001). *Word Power: What Every Educator Needs to Know About Teaching Vocabulary*. Washington, DC: NEA.

Illinois State Board of Education

References


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

Chall, J.S. (1996). American reading achievement: Should we worry? *Research in the Teaching of English*, 30, 303-310.

Graves, M.F., editor. *Essential Readings on Vocabulary Instruction*. International Reading Association 2009.

Marzano, R.J., & Pickering, D.L. (2005) *Building Academic Vocabulary: Teacher's Manual*. Alexandria, VA: ASCD.

"Common Core State Standards Initiative." National Governor's Association Center for Best Practices, Council of Chief State School Officers, 2010. Web. 12 Jun 2012.

 Illinois State Board of Education

Contact Information

Sarah McCusker, 100 N. First Street, Springfield, Illinois
smccuske@isbe.net (217) 524-4832

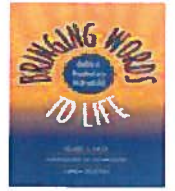
Erik Iwersen, Area I-A,B,D eiwersen@s-cock.org
(708) 544-4891

Amy Robinson, Area I-C arobinson@dupage.k12.il.us
(630) 495-6080

Jill Brown, Area II jbrown@kidsroe.org
(815) 636-3060

Katy Sykes, Area III and IV ksykes@i-kan.org
(815) 937-2950

Kathi Rhodus, Area V and VI krhodus@stclair.k12.il.us
(618) 825-3957



Building Academic Vocabulary

Word _____

1. **Read the story/text.**
2. **Contextualize the word.**
3. **Have the students say the word.**
4. **Provide a student friendly definition.**
5. **Give an example in another context.**

6. **Engage students in interacting with words by:**
 - a. Responding with actions;

 - b. Answering questions/giving reasons; and

 - c. Identifying examples and non-examples.

7. **Have students repeat the word again.**

8. **Review and use the new words.** (How might you do this?)

Building an Academic Vocabulary

Six Steps [Dr. Marzano](#) describes a six-step process in the instruction of vocabulary ([Building Academic Vocabulary](#)). The first three steps are to assist the teacher in direct instruction. The last three steps are to provide the learner practice and reinforcement.

Step 1: The teacher will give a description, explanation, or example of the new term.

Step 2: The teacher will ask the learner to give a description, explanation, or example of the new term in his/her own words.

Step 3: The teacher will ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.

Step 4: The learner will participate in activities that provide more knowledge of the words in their vocabulary notebooks.

Step 5: The learner will discuss the term with other learners.

Step 6: The learner will participate in games that provide more reinforcement of the new term.

Step 1: The teacher will give a description, explanation, or example of the new term.

- Provide learners information about the term.
- Determine what the learner already knows about the term.
- Ask learners to share what they already know as a means of monitoring misconceptions.
- Ask learners to share what they already know to use this knowledge as a foundation for more learning.
- Utilize examples, descriptions, but **not definitions**. **Definitions** are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.

Step 2: The teacher will ask the learner to give a description, explanation, or example of the new term in his/her own words.

- Remind learners to not copy, but use their own words.
- Monitor students to determine if any confusion exists.
- Provide more descriptions, explanations, or examples if necessary.
- Request that students record these in their Academic Notebooks. These notebooks can travel with the learner as he/she moves through each grade level. Notebooks become a compilation of vocabulary terms mastered.

Step 3: The teacher will ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.

- Provides learners a nonlinguistic method of vocabulary mastery.
- Share examples of other learners' drawings or allow students to work in teams to help those who need assistance.
- Teach the concept of speed drawing for those who labor too long over their work.
- Ask learners to share their work.
- Use graphics from magazines or the Internet.
- Illustrate terms through symbols, drawing the actual term, illustrating with a cartoon, or drawing an example of the term.

Step 4: The learner will participate in activities that provide more knowledge of the words in their Academic Notebooks.

- Remind learners to not copy, but use their own words.
- Distribute the Academic Notebook Worksheet to assist learners in organizing their vocabulary terms.
- Encourage learners to identify prefixes, suffixes, antonyms, synonyms, or related words for the vocabulary term as "new information" on the Academic Notebook Worksheet.
- If English is a second language for the learner, provide an opportunity to translate the word into the native language (BabelFish).

Step 5: The learner will discuss the term with other learners.

Pair-Share Strategy:

1. **THINK:** Allow think time for learners to review their own descriptions and images of the terms.
2. **PAIR:** Put learners in pairs to discuss their descriptions, images, and any new information related to the terms.
3. **SHARE:** Provide opportunity for groups to share aloud and discuss conceptions and misconceptions.

Monitor as learners help each other identify and clear up confusion about new terms.

Step 6: The learner will participate in games that provide more reinforcement of the new term.

Name _____

Vocabulary Term _____ My Understanding 1 2 3 4

(Describe) _____

| | |
|------|-------------------|
| Draw | Other Information |
|------|-------------------|

Vocabulary Term _____ My Understanding 1 2 3 4

(Describe) _____

| | |
|------|-------------------|
| Draw | Other Information |
|------|-------------------|

Vocabulary Term _____ My Understanding 1 2 3 4

(Describe) _____

| | |
|------|-------------------|
| Draw | Other Information |
|------|-------------------|