

Michigan's MTSS Technical Assistance Center (MiMTSS TAC)

formerly Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

Explicit Vocabulary Instruction Series

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Explicit Vocabulary Instruction Series Overview

- Module 1: The Goal is Comprehension
 - Recorded (20 minutes)
- Module 2: The Evidence
 - Recorded (30 minutes)
- Module 3: Selecting the Right Words
 - Recorded (30 minutes)
- Module 4: Design and Delivery
 - Live session August -- , 2020 (times)
- Module 5: Practice
 - Recorded (20 minutes)

Acknowledgements

- Dr . Anita Archer
 - Slides denoted with an asterisk indicates content modified or taken direction from Dr. Archer's content with permission
- John Vail, Nicole Coleman and Melissa Nantais, for creation and vetting of the content of this series

Online Expectations

We have attempted to create modules that are succinct and build upon each other. For the benefit of coherence and comprehension, you may find it helpful to do the following:

- Set up in a quiet environment as free from distractions as possible
- Download / Print a copy of the power point and any other documents needed prior to initiating session
- Place your phone and other devices on mute and out of sight

Can you guess ...

- what the following numbers represent?
 - 34
 - 50
 - 80
 - 40
- What is the best predictor of who goes to university regardless of socio-economic background... of life income, career options, even life partner choices.

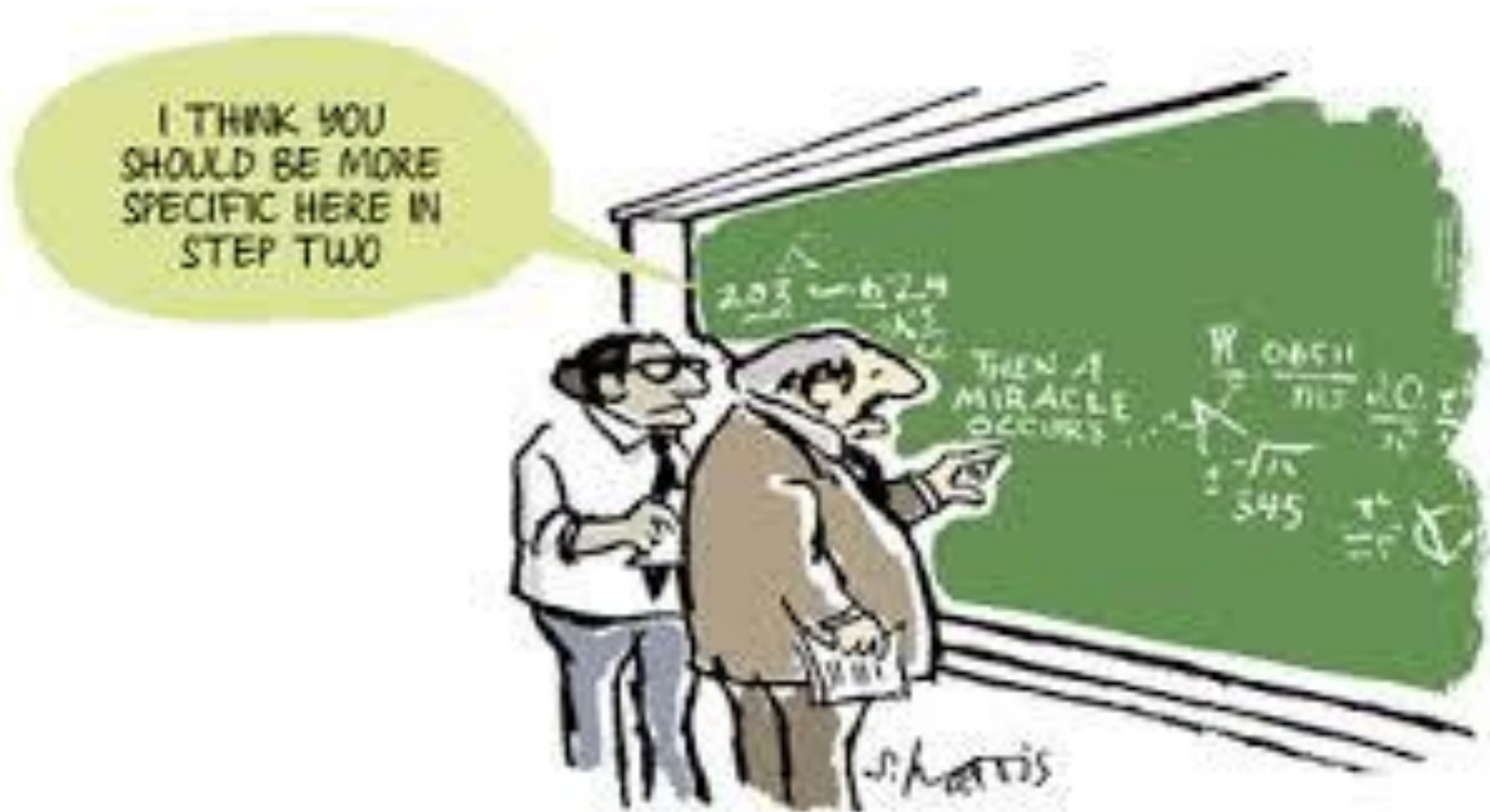
Explicit Vocabulary Instruction Module 1

The Goal is Comprehension

Purpose

The purpose of Module 1 is to provide understanding that the strategy of explicit vocabulary instruction is a member of a comprehensive set of strategies needed for comprehending text.

Some Missing Steps



The Reason

- The reason we teach students how to decode is to allow them to access and comprehend written text.
- The reason we teach students grammar and syntax is to improve their comprehension of written and spoken text.
- The reason we teach students to summarize, question, and infer is to improve their comprehension of text.
- So, THE reason we teach students the meaning and use of words is to improve their ...comprehension

Big Idea*

- Comprehension is not a strategy ... it is an outcome!
 - The goal of teaching strategies is to have students who:
 - Can read the words accurately and fluently
 - Understand the meaning of the words
 - Have adequate background knowledge
 - Focus on critical content within the text
- Teaching vocabulary is one element, albeit a very important element, in ensuring comprehension

Comprehension is not a strategy, it is an outcome!

- Teaching a student to comprehend well involves teaching strategies students will use **before** reading
- Teaching a student to comprehend well involves teaching strategies students will use **during** reading
- Teaching a student to comprehend well involves teaching strategies students will use **after** reading

Developing Comprehension

Before, During, After
Reading, Listening, Viewing

Before Reading Strategies Purpose*

- The purpose of **before** reading strategies is to
 - Activate and attach to prior knowledge
 - Make text accessible to students
 - Provide a clear purpose for reading

Before Reading Strategies*

- Explicit Vocabulary Instruction
- Pre-teaching of critical background knowledge
- Previewing of article/chapter/segment of chapter (e.g., headings, graphics, questions)
- Developing a clear purpose for reading, listening, or viewing

During Reading Strategies Purpose*

- The purpose of **during** reading strategies is to have students
 - Focus on critical content
 - Increase attention, concentration, and metacognition
- Executive function is required for comprehending oral and written language.

Cain & Bigrell, 2014

During Reading Strategies*

- Passage reading procedures that promote reading practice by all students
- Read Stop Respond
 - Respond – Questions
 - Teacher generated text dependent questions
 - Student generated questions

During Reading Strategies (continued)*

- Respond – Strategies - Informative
 - Verbally retell topic and key details
 - Generate main idea statements
 - Annotate the passage
 - Take two column notes on content
 - Map the content
- Respond – Strategies – Narrative
 - Story Grammar
 - Theme

After Reading Strategies Purpose*

- The purpose of **after** reading strategies is to
 - Summarize information learned, especially as it pertains to the stated purpose for reading
 - Allow for application, analysis, synthesis and evaluation of new knowledge and understanding.

After Reading Strategies*

- Discuss content in response to well-designed questions/tasks
- Summarize Passage Content – Written
 - Sentence Summary
 - Paragraph Summary – Strategy
 - Paragraph Summary – Writing Frame

The Need to Read!

3.5 minutes...really?!



Swanson, et al (2016)

Assignment

- Use this link (<https://tinyurl.com/EVModule1>) to take you to the [Google Form](#) that will prompt you to respond to the following questions:
 - In core classes in your class or school, how much reading is required of students?
 - To what extent are before, during and after comprehension strategies taught and incorporated into that reading?
 - Learning and mastering comprehension strategies are dependent on practice and feedback. What barriers to implementation exist that need to be busted?

Preview Module 2: The Evidence

- Explicit Vocabulary Instruction, “Module 2 – The Evidence” will tie the research to best practices for classroom use and give a solid understanding of the compelling why for this practice.

References

Reference for the information provided in this and the following Explicit Vocabulary Instruction Modules are provided at the end of the Explicit Vocabulary Training Plan document.

Thank you!

Questions: Feel free to email me at
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