

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 (25 minutes)
- Module 2: The Evidence
 - Recorded (35 minutes)
- Module 3: Selecting the Right Words
 - Recorded (30 minutes)
- Module 4: Design and Delivery
 - Live session August 18, 2020 (1:00 – 3:00pm EDT)
- Module 5: Practice
 - Recorded (30 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

More Fun with Number

- Can you guess what the following numbers represent?
 - $\frac{1}{4}$
 - 3-5
 - 10-12
 - 7,923
 - 30-40

Explicit Vocabulary Instruction

Module 3

Selecting the right words to teach

Activity 1.0

- **Before we get into this information, take a moment to jot down the ways you currently use to select the vocabulary you bring attention to in your classroom**

Effective Instruction

“To understand specific texts, students will have to understand selected words as they are used in context. Effective comprehension instruction includes teaching the words that are central to the meaning of a text and topic...”

Although relying on context can be helpful, this is not always true. “Meanings derived from context may be incomplete, uninformative, or misleading.”

Moats & Tolman, 2019

Selection of Words*

1. Limit number of words given in depth instruction to 4 to 5 words per session. (Robb, 2003)
 - (Additional words can be given “lighter touch” instruction.)
2. Select words that are unknown or words that have multiple meanings which may confuse students
 - Example: “reservation”
 - Common meaning – “something that is set aside”
 - Different contexts
 - A hotel room or a table at a restaurant
 - A tract of land for occupation such as for Native Americans
 - Not fully endorsing or approving

Selection of Words (continued)*

3. Select words that are critical to understanding.
4. Select words that students are likely to encounter in the future and are generally useful. (Stahl, 1986)

Types of Words – Tier 1*

- Conversational Words
 - Most frequent words in language
 - Students acquire on their own.
 - Examples: car, table, sad, brother
- Typically no need to teach these words
 - Exception: English second language learners

Beck & McKeown, 1985; Beck, McKeown & Omanson, 1987; Beck, McKeown & Kucan, 2002

Types of Words – Tier 2*

- General Academic Vocabulary
 - Less likely to be learned independently
 - Used across domains
 - Suitcase Words
 - 8th grade examples: alternate, consecutive, imminent, prevalent
 - Test Directions: analyze, summarize, determine, demonstrate, compare, contrast

Beck & McKeown, 1985; Beck, McKeown & Omanson, 1987; Beck, McKeown & Kucan, 2002

Types of Words – Tier 3*

- Domain Specific Academic Vocabulary
 - Low frequency words
 - Limited to a specific domain
 - Critical for content area understanding and growth

Beck & McKeown, 1985; Beck, McKeown & Omanson, 1987; Beck, McKeown & Kucan, 2002

Activity 2.0

- Identify the following words from a 9th grade level text as Tier 1, Tier 2, or Tier 3
 - cardiovascular organ
 - suitable barrier
 - brain anesthetic
 - healthy suture
 - functions incorporated
 - gradually donate
 - susceptible immunosuppressants

Activity 2.1

- Identify the following words from a 9th grade level text as Tier 1, Tier 2, or Tier 3
 - cardiovascular-3 organ-1
 - suitable-2 barrier-1
 - brain-1 anesthetic-3
 - healthy-1 suture-3
 - functions-2 incorporated-2
 - gradually-2 donate-1
 - susceptible-2 immunosuppressants-3

Conventional Wisdom

- Effective vocabulary instruction takes forethought and previewing
- Some general considerations regarding the decision to teach words in various tiers
 - Tier 1 words do not need explicit instruction but may need attention for some students due to ESL needs
 - Tier 2 words need to be known by all and a school-wide approach might be appropriate
 - Tier 3 words may need just a light touch or may need explicit instruction depending on how critical they are to future learning

Types of Words – Language Arts**

- Tier Three - Rare words limited to a specific domain
- Domain Specific Academic Vocabulary

exposition

folktale

rising action

rhetoric

falling action

diction

resolution

syntax

declarative sentence

parallelism

dependent clause

idiom

Types of Words - Math **

- Tier Three - Rare words limited to a specific domain
- Domain Specific Academic Vocabulary

array

mode

estimate

perimeter

equivalent

parallel

median

endpoints

line segment

intersect

ray

Types of Words – Health**

- Tier Three - Rare words limited to a specific domain
- Domain Specific Academic Vocabulary

nutrition

fitness

development

balanced diet

reproduction

virus

sanitary

puberty

infection

physical activity

heredity

diseases

Types of Words – Social Studies**

- Tier Three - Rare words limited to a specific domain
- Domain Specific Academic Vocabulary

consumer	region	natural resources
customs	democracy	revolution
environment	treaty	continent
geography	veto	interdependence

Types of Words – Science**

- Tier Three - Rare words limited to a specific domain
- Domain Specific Academic Vocabulary

ecosystem

rock cycle

mitosis

habitat

states of matter

metaphase

organism

water cycle

anaphase

forces

mass

telophase

Types of Words – Specials**

- Tier Three - Rare words limited to a specific domain
- Domain Specific Academic Vocabulary

Visual Arts

illustrate

focal point

still life

linear

perspective

Music

crescendo

diminuendo

accent

fortissimo

PE

posture

balance

cardiovascular

warm up

Selection of Vocabulary – Word Relatives**

5. Select words that have word relatives.

- imperial
- imperialism
- imperialistic
- imperialistically

Tricky families

- wild – wilderness
- reform – reformation
- protest – protestant
- nation - national

Selection of Vocabulary – Meaningful Parts

6. Select words that contain “meaningful parts” (prefix, suffix, root) that would generalize to other vocabulary terms.

- Inspection
 - Root word = spect = Latin “to see”
 - Prefixes = in, per, intro, retro
 - Suffixes = or, tion, ive,
- Other words: inspect, inspector, inspected, inspection, perspective, retrospection, introspective

Selection of Vocabulary – Difficult Words

7. Select words that are **more difficult** to obtain.

- Words having an abstract versus concrete reference
 - “civil” (abstract) vs. “civilian” (concrete)
- Words with no synonym or with synonyms not known well by students
 - “exemplify” (illustrative, typify)
- Words not clearly defined in passage or given multiple exposures in the lessons or text

Selection of Vocabulary – Summary*

1. Select a limited number of words
2. Select words that are unknown or words that have multiple meanings that might confuse students
3. Select words critical to passage or unit understanding
4. Select words that can be used in the future
5. Select words that have word relatives
6. Select words that contain “meaningful parts” (prefix, suffix, root)
7. Select difficult words that need interpretation

Activity 3.0

- **The previous slide lists seven conditions to be considered when making a selection of which words to teach. Please do the following:**
 - **Stop the recording and spend 90 seconds reviewing and rehearsing the conditions.**
 - **After 90 seconds, cover the list and see how many you can recite.**
 - **Come back to the recording**

Session Practice - 1** (I do)

Text: *My World*

Chapter 4, Section 3

Publisher: Pearson

Central America and the Caribbean Today

* carnival

* diaspora

* ecotourism

democracy

dictatorship

* microcredit

* Santeria

parliamentary system

indigenous

free-trade agreement

Selection Practice – 1 (answers)

- Light Touch or none
 - carnival
 - Santeria
 - diaspora
 - microcredit
 - ecotourism
 - parliamentary system
- Explicit teaching
 - indigenous
 - democracy
 - dictatorship
 - free-trade agreement

Session Practice - 2** (We do)

Reading Level: Eighth Grade
Series: Prentice Hall

Passage: Breaker's Bridge
Words: *Selected for instruction

obstacle*

district

amplify

writhing*

gorge

imperial

piers*

miniature

emerged

executioner*

defeated

insult

immortals*

desperation

deposited

emperor

supervising

deadline

Selection Practice – 2 (answers)

- Light Touch

- obstacle
- amplify
- gorge
- emperor
- deadline

- Explicit teaching

- writhing
- desperation
- imperial
- emerged
- deposited

Activity 4.0

- **Selection Practice #3 (You do)**

Using the excerpt provided in the materials for this module entitled “The Culture of the Sherpas,” determine which words are worthy of explicit teaching using the selection criteria listed earlier. Remember no more than 3-5.

Also identify words that might need a light touch.

John's Selections

- Explicit Teaching
 - prowess
 - subsistence
 - staple
- Light touch
 - mountaineering expeditions
 - accompanies
 - Mt. Everest / Himalayan
 - porridge

Module 3 Recap

- The purpose of vocabulary instruction is to provide students with access to understanding text that they will read, hear, or see.
- Explicit vocabulary instruction takes time so judicious selection of the words to teach is important
- Done well, explicit vocabulary instruction and other methods of expanding a student's lexicon pays off in terms of academic progress.

Preview Module 4

- Explicit Vocabulary Instruction, “Module 4 – Design and Delivery” is a live event where participants will learn the components of an explicit vocabulary lesson plan, as well as getting the opportunity to practice delivering lessons. This module is the linchpin of the series. Please don’t miss it.

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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