



Explicit Vocabulary Instruction Series

Module 4: Design and Delivery

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mimtsstac.org



Acknowledgements

- Dr . Anita Archer
 - Slides denoted with an asterisk indicates content modified or taken direction from Dr. Archer's content with permission
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Online Suggestions

- 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

Group Expectations - Virtual

Be Responsible

- Return from breaks on time

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Actively Participate

- Use participant features of raise hand, thumbs up, etc.
- Type short answer or questions in chat box
- Respond to poll questions, if provided

Agenda

1.0 Modules 1-3: Recap

2.0 Design and Delivery

- 2.1 Introduce the word
- 2.2 Provide a student-friendly explanation
- 2.3 Illustrate with examples
- 2.4 Check for Understanding

3.0 IPIC - Putting it all together

4.0 Wrap up

Intended Outcomes

- At the end of the session today, participants will
- Understand each of the four components of an explicit vocabulary lesson and be able to describe key features of each
- Identify missing elements in a lesson
- Be ready to practice delivery of a lesson on their own

1.0 Modules 1-3 Recap

Retrieval Practice

Module 1: The Goal is Comprehension

- The purpose of Module 1 is to provide understanding that the strategy of explicit vocabulary instruction is just one of a comprehensive set of strategies needed for comprehending text.
- Poll Time:
 - Explicit Vocabulary Instruction is most often used as a
 - a. before reading strategy
 - b. during reading strategy
 - c. after reading strategy

Module 2: The Evidence

- Big Idea – Vocabulary instruction is important!

If students can accurately pronounce and understand the meaning of critical vocabulary terms in the passage, their comprehension will be enhanced.

- Although there are several factors that determine one’s ability to comprehend text, “...vocabulary is the most important single factor, once children have learned the alphabetic code.” (Moats & Tolman, 2019)

- Poll Time:

- The better predictor of comprehending a piece of text is _____.
(Choose one: background knowledge, verbal ability)

Module 3: Selecting the Right Words to Teach

- 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.

Module 3: Selecting the Right Words to Teach (cont.)

- Retrieval Practice Challenge:
 - There were seven criteria provided to help in the selection of words to explicitly and thoroughly teach. You will have one minute to write down as many of those criteria you can retrieve from memory.

Memory Check: Selection of Vocabulary

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

Fun with Numbers - Revisited

1. Percentage of adults for whom reading is a struggle a. 3
2. Percentage of students who do no reading outside of school b. 10
c. 25
d. 34
3. Percentage of 8th graders who were proficient on the NAEP e. 40
f. 80
4. Number of minutes secondary students read in an ELA or SS class in study (Swanson, et al. 2016)

2.0 Explicit Vocabulary Instruction: Design and Delivery

Increasing learning for all

The Elephant (not) in the Room



How We Learn Does Not Change

- The boundary of working memory still exists
 - Routines are important
 - Background knowledge is a major factor
- Students need to actively participate in their learning
- Targeted feedback is key to incremental progress
- Purposeful practice is required to improve and lock in learning
- Motivation is more a result of success and confidence than of novelty

Challenges of Remote Instruction

- Active participation of all is difficult to ensure
 - Absence is more prevalent, especially of the at-risk students for a whole host of reasons outside teacher's control
 - Use of recorded lessons does not allow for redirection during lesson
- Individual student progress is less visible making provision of immediate feedback more challenging and less targeted
- Less instruction time requires very well thought out, focused, and sequential learning targets (this may be a good thing)

Still Effective and at Our Disposal

- Routines
- Accessing and/or building background knowledge (lesson planning)
- Active participation response methods (response slates, hand signals, individual responses – needs to be planned)
- Provision of feedback (build in self-check opportunities)
- Requirement of purposeful practice (show what you know, written products)
- Creating incremental success (lesson planning)

Resources

- In Module 5, I will provide links to supports for online learning (both live and recorded) and make connections to explicit vocabulary instruction.
- In the meantime, these two brief articles from The Learning Scientist may prove helpful:
 - <https://www.learningscientists.org/blog/2019/11/28-1>
 - <https://www.learningscientists.org/blog/2020/5/29-1?rq=Spaced%20practice>

The Routine - IPIC

- Introduce the word
- **Provide a Student-Friendly Explanation**
- Illustrate with Examples
- **Check for understanding**

Example

What's not to Enjoya?! (p. 3)

Uplifting values abound...

TRADER JOE'S Fearless Flyer®

Vol. 2 No. 6.5 | ALWAYS FREE... *Summer Times* ...& WORTH EVERY PENNY | June 2018

TJ'S SUMMER WINE WORKSHOP

It's Wine O' Clock Somewhere...

TODAY'S LESSON:
Trader Joe's Reserve Meritage
2014 Red Wine
Monterey County,
Lot #168

Workshop is now in session! We love words and the meanings behind them, almost (but not quite) as much as we love great products at incredible values. First, some **DEFINITIONS:**

Trader Joe's Reserve: a high quality wine that would sell for upwards of \$20 in other stores, offered under the TJ's label for around \$10.

Monterey County: a wine appellation that can only be assigned to wines originating from a narrow region of California's Central Coast.

Meritage [MARE-ih-tidge]: a blend of the words "merit," and "heritage," coined to describe American wines crafted with a blend of two or more of the "noble" Bordeaux grape varieties.

Lot 168: the identification number assigned to this particular wine in the TJ's Reserve family.

THE CHEAT SHEET: TJ's Monterey County Reserve Meritage explodes with ripe, juicy fruit flavors and layers of cherries, herbs, & dark chocolate. It was aged for eighteen months in oak barrels, giving it grippy tannins to offer balance and make it a universally food-friendly wine. We could continue commenting on the merits of this Meritage—or, you could complete the lab portion of this workshop and taste it for yourself! Head to your local Trader Joe's, where we're selling 750mL bottles of this outstanding wine for **\$9.99** (slices) for **\$4.49**, every day.

Example



- Trader Joe's Reserve Meritage 2014 Monterey County, Lot 168
- Trainer Tested!

2.1 Introduce the Word

Design and Delivery

Introduce the Word – Slide Design

- Use lower case letters
- Show word separated into parts
- Provide the part of speech

Introduce the Word – Design Example

desertification (noun)

de ser ti fi ca tion

Introduce the Word - Delivery

- Key Concepts
 - Students won't use a word they cannot pronounce
 - Students say in parts
 - Students say whole word several times throughout lesson
 - Teacher monitors pronunciation and reinforces / corrects
 - Students: Say – Spell - Say

Introduce the Word - Model

Meritage (noun)

mer – i – tage

- Rhymes with “heritage”
- Originated by combining the words “merit” and “heritage”

Activity 2.1 – Breakout 1 (5 min.)

- Your Turn
 - Using Slide 1 from the handout entitled “**Example Lesson hyperbole**”
 - Tell the design features of slide 1
 - Each take a turn at introducing the word while the others act as students

2.2 Provide a Student-Friendly Explanation

Design and Delivery

Student-friendly Explanation – Slide Design

- Use bullet points whenever possible
- Use familiar language
- Keep it simple - Don't distract with too many pictures

Student Friendly Explanation– Design Example

desertification (noun) – explanation

- A process
- Fertile land gradually dries out and becomes desert
- Can be caused by climate, human activities, or both

Student-Friendly Explanation- Delivery

- Key Concepts
 - Explanation should include words and concepts already understood by the students
 - Explanation should align with the meaning appropriate for the text being used
 - As mentioned previously, use bulleted points rather than full sentences
 - Use of gestures or images make explanation more memorable (dual coding)

Student-Friendly Explanation - Model

- **Meritage** - explanation
 - A type of red wine
 - American made
 - A blend of at least two “Bordeaux” grape varieties (e.g. merlot, cabernet sauvignon, Malbec or cabernet franc)

Activity 2.2 – Breakout 2 (5 min.)

- Your Turn
 - Using Slide 2 from the handout entitled “**Example Lesson hyperbole**”
 - Tell the design features of slide 2
 - Each take a turn presenting a student-friendly explanation while the others act as students

2.3 Illustrate with Examples

Design and Delivery

Illustrate with Examples – Key Concepts

- It is rare that one example is adequate
 - Use multiple examples to show range of meaning
- When appropriate use nonexamples
 - Distinguishes defining characteristics and lines of discrimination
- Consider word analysis when it applies
 - Prefixes, suffixes, root word, morphemes, language of origin help with word attack and word understanding
- Use word families when appropriate
 - Expands vocabulary rapidly

Illustrate with Examples– Slide Design

- Pictures are good but ...
 - Make sure the illustration is visually obvious and accurately depicts the explanation
 - Be careful not to have too many pictures or too much clutter on the slide
- The best examples provide clear compliance with the bullet points in the explanation while a non-example would be missing one or more of the bulleted criteria

Illustrate with Examples – Design Example

desertification - example

Natural cause: During a drought, marginal land can turn into desert as less plants will grow. Without plants to hold the dry soil in place, desert winds will pick up and carry away the soil, leading to **desertification**.



Illustrate with Examples - Delivery

- Key Concepts
 - Provide multiple examples
 - Use nonexamples to teach discrimination and logic
 - Use word study to expand vocabulary
 - Word families
 - Morphology (a.k.a. meaningful word parts)

Illustrate with Examples – Delivery Example

desertification - example

Human cause: Human activities that contribute to **desertification** include the expansion and intensive use of agricultural lands, poor irrigation practices, deforestation, and overgrazing.



Illustrate with Examples – Model meritage

- Cameron Hughes red wine is a blend of cabernet sauvignon, merlot, cabernet franc, and Malbec that is produced in Napa Valley, CA
- Franciscan Estate red wine produced in California and is a blend of merlot and cabernet sauvignon
- Chateau St. Michelle red wine made of cabernet franc, Malbec, and merlot that is produced in Washington State

Illustrate with non-Examples – Model

Not heritage

- Yellowtail red wine is a blend of Cabernet Sauvignon and Syrah produced in New Zealand
- Chateau Grand Village red wine is produced in France and is a blend of merlot and cabernet franc

Activity 2.3 Breakout 3 (6 min.)

- Your Turn
 - Using Slides 3 -5 from the handout entitled “**Example Lesson hyperbole**”
 - Tell the design features of the slides
 - Each take a turn presenting one of the examples or non-examples while the others act as students

2.4 Check for Understanding

Design and Delivery

Check for Understanding– Slide Design

- Design slides to promote deep thinking rather than just recognition
 - If all you want is for them to recognize the definition, then why spend the time teaching it so thoroughly?
- Keep the focus on the critical attributes of the student-friendly explanation

Check for Understanding– Design Example



- Partner 1 tell partner 2 what evidence you see in the picture that this area is in the process of desertification by saying, “I believe this area is becoming desert because...”
- Partner 2 tell partner 1 what may be one factor causing this saying, “I believe one factor causing desertification is ...”

Check for Understanding - Delivery

- Actively monitor and reinforce, correct, or reteach as needed
- Require responses that
 - Use the term within a complete sentence
 - Use academic language

Check for Understanding – Delivery Example



- Complete the following sentence:

“This is / is not an example of desertification because _____.”

Partner 2 read your response to partner 1.

Partner 1 respond saying “I agree / disagree this is an example of desertification because _____.”

Check for Understanding – Model 1

- You and your business partner are on a trip to California. You stop at a store that offers wine tasting (on your off time of course) to do some sampling. The sign says that the special today is a red blend of Merlot and tempranillo grapes from Spain. Your partner says, “oh that’s a meritage blend.” You respond, I believe you are mistaken. The defining characteristics of a **meritage** blend are _____ , _____ , and _____. This special only meets the meritage criteria of _____.

Check for Understanding – Model 2

Design your own blended wine;

Tell the type of wine (red, white, rose')

Indicate what types of grapes are used

Tell where it was made

Partner: “I agree / disagree that this is a **meritage** because

_____ .

Activity 2.4 Breakout 4 (6 min.)

- Your Turn
 - Using Slides 6-10 from the handout entitled “**Example Lesson hyperbole**”
 - Tell the design features of the slides
 - Each take a turn presenting one of the check for understanding slides while the others act as students

Design and Delivery - Summary

- One comment heard repeatedly from teachers who have designed vocabulary lessons ...

“This process really has made me much more aware of what I want students to know and what is needed to get them to know it.”

(paraphrased)

3.0 IPIC – Putting it all together

Activity 3.1 (4 min.)

- On your own, review slides 2-5 on the handout entitled “**Analysis of a Vocabulary Lesson**”
- What quality elements are present?
- What quality elements are missing or could be improved?

Activity 3.2 – Breakout 5 (6 min.)

- In your groups report out your findings from Activity 3.1
- Together, review slides 7-14 of the same handout
- What improved?
- What may still need improvement (if anything) and why?

Best Times for Explicit Instruction of Vocabulary

- Vocabulary instruction is best as a routine prior to reading new text
- Frequent lessons, few words at one time
- Teaching words for an entire unit at the beginning of the unit does not promote use nor lasting understanding
- Spaced retrieval practice is critical if the words are to become a part of the student's lexicon
 - One Day – One Week – One Month
- Look for rehearsal opportunities – keep words visible

General Tips for Delivery

- Be prepared – winging it can be disastrous
- Be true to the routine – don't skip parts
- Use a brisk pace – bring energy
- Use extensive and varied active participation procedures
- Monitor engagement – all means all
- Monitor understanding – learning happens in the feedback
- Correct errors – don't allow misconceptions to take hold

Activity 3.3

- Final Model – “adjacent angles”
 - Please be my students
 - I will deliver this lesson in it's entirety.

4.0 Wrap up

Closing Review

- Introduce the term
- Present a student-friendly explanation
- Illustrate with examples
- Check for Understanding

Completing the series

- Module 5 will be online and available after Labor Day
- The topics are Implementation fidelity and student practice
- Please complete the following prior to accessing Module 5
 - You have been given several practice lessons in a document entitled “**Lesson Delivery Practice Slides.**” In a mirror, with a significant other, with your kids, to your dog ... practice delivering each of the lessons at least twice. Get comfortable with the routine.

Thank you for your participation today

Questions: Contact me at jvail@mimtss.org