Explicit Vocabulary Instruction Series

Module 5: Practice

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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 (2 hours)

- Module 5: Practice
  - Recorded (30 minutes)

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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

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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

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Agenda

1.0 Brief Series Review

2.0 Practice

3.0 Remote instruction

4.0 Wrap up

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Intended Outcomes

- At the end of the session today, participants will

- Become familiar with a handful of practice activities appropriate for secondary students

- Have resources and ideas for supporting remote instruction of vocabulary

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1.0 Brief Series Recap

Big Ideas

- Module 1
  - Teaching vocabulary is one part of a comprehensive before, during, and after reading process leading to comprehension
- Module 2
  - Teaching vocabulary in various ways is critical to development of a student's ability to comprehend text
- Module 3
  - Explicitly teaching vocabulary is powerful but can be time-consuming. Choose terms judiciously
- Module 4
  - Effective teaching of vocabulary is best done as a predictable routine

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Components of a Comprehensive Vocabulary Instruction Plan

- Teacher talk

- Wide Reading

- Word learning strategies

- Direct explicit instruction

- Connect new vocabulary to existing lexicon

- Intentional distributed practice

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

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The Routine - IPIC

- **I**ntroduce the word
- **P**rovide a Student-Friendly Explanation
- **I**llustrate with Examples
- **C**heck for understanding

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Oops … Forgot!

- The following can be very helpful in developing student-friendly explanations
  - Collins CoBUILD Dictionary
    - http://news.collinselt.com/cobuild-dictionary-online/
  - Longman Online Dictionary
    - https://www.ldoceonline.com/

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2.0 Practice

Excellent Resources

Strengthening the Student Toolbox
Study Strategies to Boost Learning
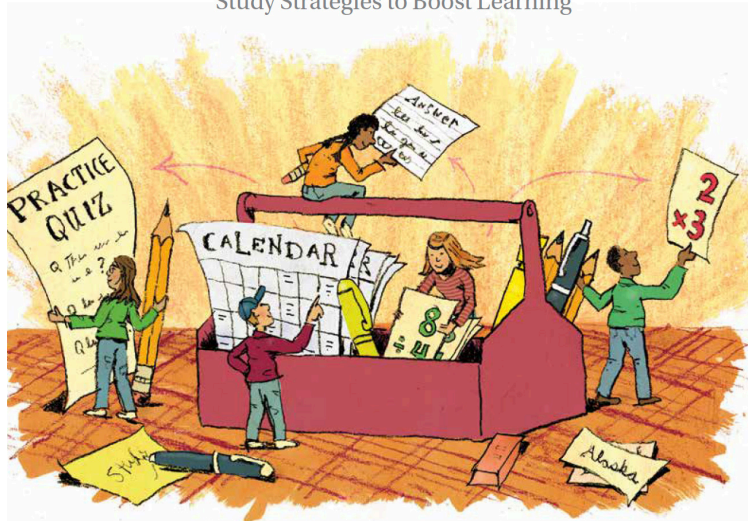
American Educator
(Dunlovsky, 2013)

- The Learning Scientists blogsite:

"Six Strategies for Effective Learning: A Summary for Teachers"

https://www.learningscientists.org/blog/2019/11/28-1

And for online instruction:

https://www.learningscientists.org/blog/2020/5/7-1

- Michigan's MiMTSS Technical Assistance Center website:

"Considerations when using Instructional Packets"

https://mimtsstac.org/covid-19-resources

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Study Habits that Do and Don't Work

Effectiveness of Techniques Reviewed

Table 1

Technique	Extent and Conditions of Effectiveness
Practice testing	Very effective under a wide array of situations
Distributed practice	Very effective under a wide array of situations
Interleaved practice	Promising for math and concept learning, but needs more research
Elaborative interrogation	Promising, but needs more research
Self-explanation	Promising, but needs more research
Rereading	Distributed rereading can be helpful, but time could be better spent using another strategy
Highlighting and underlining	Not particularly helpful, but can be used as a first step toward further study
Summarization	Helpful only with training on how to summarize
Keyword mnemonic	Somewhat helpful for learning languages, but benefits are short-lived
Imagery for text	Benefits limited to imagery-friendly text, and needs more research

(Dunlosky, 2013)

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Activity 2.1

- Review the list of "dos an don'ts from the previous slide. Highlight the practices you consistently use.

- Self-reflection: "Am I engaging my students in the most effective methods to promote long-term learning? What can I strengthen or change to support this level of learning?"

Vocabulary Practice Ideas

- Two levels of knowing
  - "Breadth of Vocabulary: recognizing a lot of words given context"
  - "Depth of Vocabulary: being able to provide a complete, accurate definition for known words and knowing their multiple meanings"
- "Words are more likely to be learned well if they are learned in relation to other words"

(Moats and Tolman, 2019)

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Dimensions of Word Knowledge

- Categorization & classification
- Synonyms, antonyms, & multiple meanings
- Word structure & word families

(Moats & Tolman, 2019)

Categorization & Classification Activities

- Create Venn Diagrams for comparing two or more terms such as democracy vs. republic or antagonist vs. protagonist

- Set up word sorts by categories and sub-categories

- Engage students in a semantic feature analysis

See examples provided in handout entitled "Word Learning Practice Activities"

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Synonym & Antonym Activities

- Scale gradable synonyms and antonyms

- Create word analysis webs

- Identify multiple meanings of a word

See examples provided in handout entitled "Word Learning Practice Activities"

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Word Structures and Word Family Activities

- Identify all the words that contain a particular morpheme
- Create a paragraph using multiple forms of the word in the paragraph

See examples provided in handout entitled "Word Learning Practice Activities"

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Another Helpful Resource

- *Teaching Basic, Advance, and Academic Vocabulary* by Robert J. Marzano

- Copyright 2020

- Marzano Resources

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3.0 Remote Instruction

Dr. Archer Webinar Links

- https://www.youtube.com/playlist?list=PLb7wzqvUjI5NqvfN6j2ZWWwrwQ1HBygf

  - Especially #4

- https://www.youtube.com/playlist?list=PLb7wzqvUjI5NqvfN6j2ZWWwrwQ1HBygf

  - Especially Part 1

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Independent Study Example

Integer
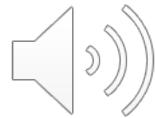
integer (noun)

in te ger

Directions (in blue):
- *Play the pronunciation*
- *Repeat the word out loud and tell what part of speech it is*
- *Say / tap the parts*
- *Say the word again*
- *Spell the word*
- *Say the word one more time*

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integer (noun) explanation

- An integer is either
  - A positive whole number (like 5 or 27)
  - A negative whole number (like -5 or -27)
  - Or zero (0)

- Directions:
- *Listen to the explanation then read the explanation out loud twice more. See if you can put it into your own words*

integer examples

- 6 is an integer because it is a positive whole number

- -7 is an integer because it is a negative whole number

- 0 is an integer because it is zero

Summary: An integer can be any positive whole number, any negative whole number, or it can be zero.

Directions:
- *Read each example and the summary statement.*
- *Close your eyes and see if you can say the summary statement without looking*

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integer non-examples

- 1.25 is not an integer because it's not a whole number nor is it zero

- $\dfrac{3}{4}$ is not an integer because it's not a whole number nor is it zero

- -3.5 is not an integer because it's not a whole number nor is it zero

Directions:
- *Read each non-example. Repeat the original explanation from memory.*

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integer Check for understanding with immediate feedback

- Is -24 an integer? Why or why not?

- -24 is an integer because it is a negative whole number

- Is -10 5/8 an integer? Why or why not?

- -10 5/8 is not an integer because it's not a whole number nor is it zero

- Is 2.8333 an integer? Why or why not?

- 2.83333 is not an integer because it's not a whole number nor is it zero

Directions:
- *Read each question and tell why each one **is or is not** an integer advancing to the next question. Check each answer with the one provided.*

Integer Check for understanding with immediate feedback

- Is 150 an integer? Why or why not?

- 150 is an integer because it is a positive whole number

- Is 0 an integer? Why or why not?

- 0 is an integer because it is zero

- Is 9/10 an integer? Why or why not?

- 9/10 is not an integer because it's not a whole number nor is it zero

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integer check for understanding

1. Integers are _____, _____, or _____.

2. 6 is / is not an integer because _____.

3. -3 is / is not an integer because _____.

4. $-2\frac{1}{3}$ is / is not an integer because _____.

5. Jane said that -3.6 is an integer because it is a negative number. Is she correct? Why or why not? _____.

Directions:
- *Print off this page and fill in your answers or write the statements complete with the answers on a blank piece of paper*
- *Turn this in for your teacher to see*

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Vocabulary Log

Word: _____

Definition: _____

Example: _____

Non-Example _____

Directions:
Fill in the answers and submit for teacher review. Keep a copy for your
vocabulary log.

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Setting up for Success

- Explicitly teach the routine (I do. We do. You do.) rather than tell or worse, just assign

- Provide feedback on the "Check for Understanding"

- Set up one-on-one spot checks to ensure the routine is understood and going well

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4.0 Closure

"By words we learn thoughts,
and by thoughts we learn life."
Jean-Baptiste Girard

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Thank you!

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