

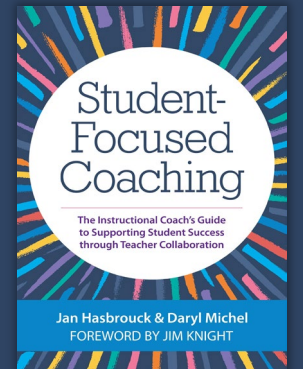
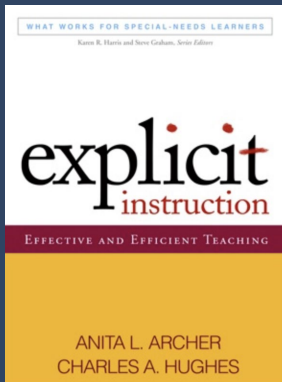
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Explicit Vocabulary Instruction & Assessment

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Working Agenda

- Introductions
- Discuss Explicit Instruction
- Examine Vocabulary Instruction
- Practice research-based exercises
- Explore the connection to writing and thinking



Working Agreements

- Listen for new understandings and note them.
- If you wonder it, ask it.
- Withhold judgment; presume good intentions.
- Balance listening and speaking.
- Encourage participation.



“An extensive and rich vocabulary enables readers to make sense of what they are reading. A reader with rich auditory and oral vocabularies will find it easier to read through texts that contain words they have not seen in print before. If the student can use their growing decoding skills and match their result with a word they already know the meaning of, they will be more confident in their abilities and will spend less overall effort on reading a text.”

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

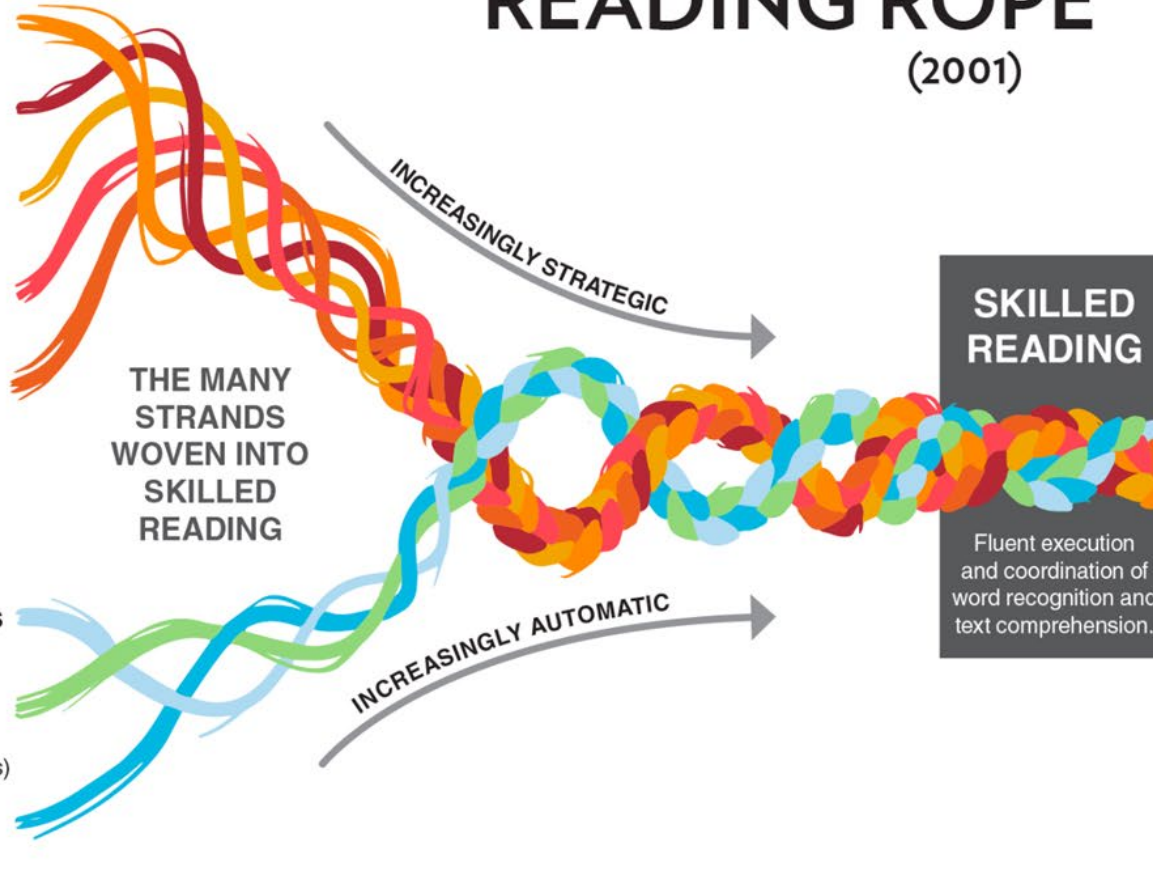
WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SCARBOROUGH'S READING ROPE (2001)



Differentiated, Sustained Professional Learning: A PLC Focused on Vocabulary

“Good vocabulary instruction helps children gain ownership of words, instead of just learning words well enough to pass a test. Good vocabulary instruction provides multiple exposures through rich and varied activities to meaningful information about the word.”

Stahl & Kapinus, 2001, p. 14

Meadows Center for Preventing Educational Risk:
Research-based Vocabulary Practices

Vocabulary Research

What are some effective vocabulary practices?

What are some that are not so effective?

Vocabulary Research

What it is

Direct

- Step-by-step instructions
- Models
- Demonstrations
- Graphic organizers
- Analyze word parts

Indirect

- Discussing with partners
- Making connections while reading
- Engaging in daily oral language
- Listening to adults read
- Reading independently

What it is not

Limiting student talk

Confining to English language arts and reading

Matching words with definitions

Looking up words in the dictionary

Placing words on a word wall

Explicit Vocabulary Instruction

Research has shown that direct and **explicit** vocabulary instruction is an effective way for students to acquire vocabulary knowledge.

Hiebert & Kamil, 2005; McKeown & Beck, 2004; Stahl & Nagy, 2006

Explicit is a/an:

...systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students.

Rosenshine, 1987

...unambiguous and direct approach to teaching that incorporates instruction design and delivery.

Archer & Hughes, 2011

Explicit Instruction

Some explicit instruction elements...

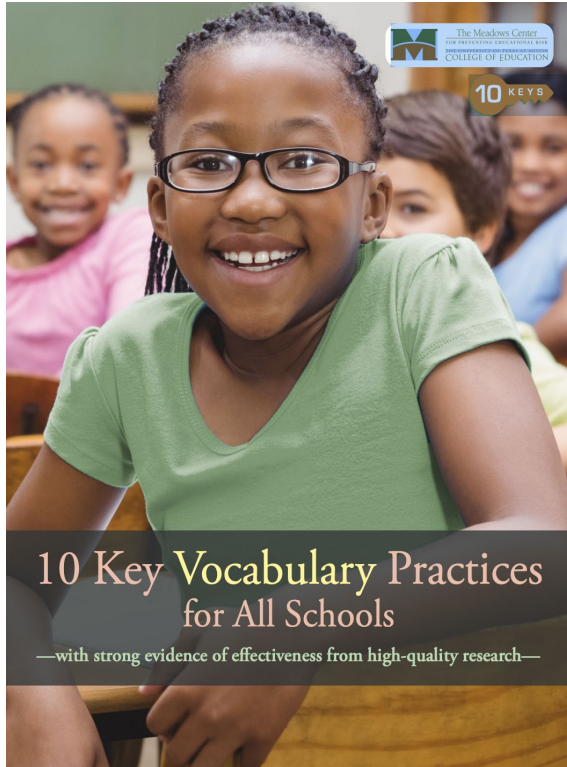
- Determine critical content
- Sequence skills logically
- Review previously learned material and build on prior knowledge
- State the lesson goal and make relevant connections

(Hasbrouck & Michel, 2022, Student-Focused Coaching)

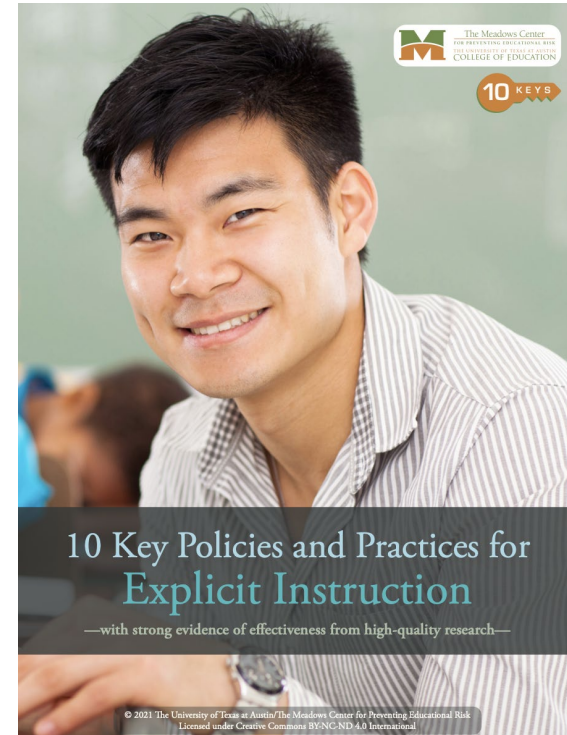
Explicit Instruction - Before Assessing

- Present material in small steps
- Think aloud and provide step-by-step demonstrations
- Use unambiguous language to explain or model
- Provide examples and nonexamples
- Provide guided and supported practice

(Hasbrouck & Michel, 2022, Student-Focused Coaching)



[Link](#)



[Link](#)



Explicit Instruction

“Research supports the need for explicit, targeted, and intensive instruction, especially for struggling students.”

1. Let's examine each key term - explicit, targeted, intensive
2. What does each term mean?
3. What could be an example?
4. Non-example?

Identify Words to Teach

Tier 1: Common - most basic words

swim

cat

look

Tier 2: Academic - high utility, used across domains, frequently used in academics

analyze

distribute

collaborate

Tier 3: Content-specific - specialized words

igneous rock

isosceles

pantheon

Beck, McKeown, & Kucan, 2013

Vocabulary Strategy to Assess Understanding

Critical attribute or attributes	Examples	Non-examples
Contentious - always ready to argue	No matter the issue or the person, Mrs. Regent is willing to argue. Mrs. Regent is contentious.	No matter the issue or the person, Mrs. Regent is open-minded and positive, wanting to learn other people's viewpoints. Mrs. Regent is not contentious.

Vocabulary and Assessment

Let's try one together.

- 5 Which decimal values are equivalent to the given fractions?

Select the correct answer for each box. Not all answers will be used.

A 2.3 **B** 2.03 **C** 2.103 **D** 0.023 **E** 23 **F** 0.23

$$2\frac{3}{100} = \boxed{\text{A } \text{B } \text{C } \text{D } \text{E } \text{F}}$$

$$2\frac{3}{10} = \boxed{\text{A } \text{B } \text{C } \text{D } \text{E } \text{F}}$$

Vocabulary and Assessment

What terms might students need to know to answer the question? Based on what we discussed so far, how could the term be taught? Turn and Talk.

Read the play “The Spelling Test.” Based on the information in the play, write a response to the following:

Explain how Herbie’s behavior changes and how this is developed by the playwright.

Write a well-organized informational essay that uses specific evidence from the play to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Vocabulary and Assessment

Potential new STAAR question

A Prickly Feast

5 The cholla cactus also provides tasty meals for many other desert animals. Bees enjoy the pollen of its colorful blooms. Birds, insects, reptiles, and mammals dine on the cholla's juicy fruit.

6 The cholla and other desert plants roll the buds on open fire. Once ready to eat, it is important to go

A Safe Haven

7 Food and shelter from the collected objects of a cholla keep predators the wood rats keep warm during winter months.

8 The cactus with the wood rat nest high in a cactus large nest is well protected by its prickly spines from would-be intruders.

Read the question carefully. Then enter your answer in the box provided.

Based on paragraph 7 of the article "The Cholla Cactus," why does the wood rat use the cholla cactus to build its nest? Support your answer with evidence from the article.

The wood rat uses the cholla cactus to build its nest because the cactus protects it from other animals and the hot sun. "The sharp spines of the cactus keep predators away from their nests. And the thick covering of the cholla also helps the wood rats keep cool during the hot summer and maintain body heat during cold winter months."

RLA, Grade 4 Lesson

Chapter 1

Bills to Pay

THE BIG QUESTION
Why did the British government tax the colonists, and why did that make the colonists angry?

Review
1754
war
struggle
British

Draft a Paragraph

Use the space below to write a cause and effect paragraph, explaining how the French and Indian War eventually led to the Stamp Act and colonial protests.

- Use your own words.
- Use cause and effect transition words whenever possible.

During the French and Indian War, many Native Americans chose sides. Some fought with the British, while others fought with the French. Battles were won and lost on both sides. However, as is often the case in war, there is a turning point. In this war, it was a battle fought in a part of Canada controlled by the French.

In 1759, British soldiers sailed up the St. Lawrence River and attacked the French city of Québec. The British were victorious in the Battle of Québec and then went on to take Montréal the next year. Montréal's fall signaled the end of large battles between the French and British in North America. Sporadic fighting continued until 1763, when the Treaty of Paris finally ended the French and Indian War.

Webb's DOK

To sum it up...

From the SAILS model

“Use validated instructional strategies and materials. Paper does not teach; teachers teach.”

- Select materials that have evidence of effectiveness
- Appropriate for age and skill level
- Directly related to lesson objectives
- Motivating and intriguing for students

Reflections

- What are some takeaways that you have today?
- Are there any adjustments you might make for vocabulary instruction?
- What is something that you already do well or something you observed that's a best practice?

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