

Welcome!
Thank you for joining the webinar

Effective Vocabulary Instruction

The session will begin shortly.

Hawaii Department of Education
Office of Curriculum, Instruction and Student Support



Welcome!
Thank you for joining the webinar

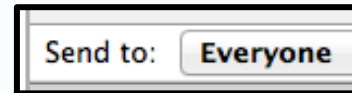
Effective Vocabulary Instruction

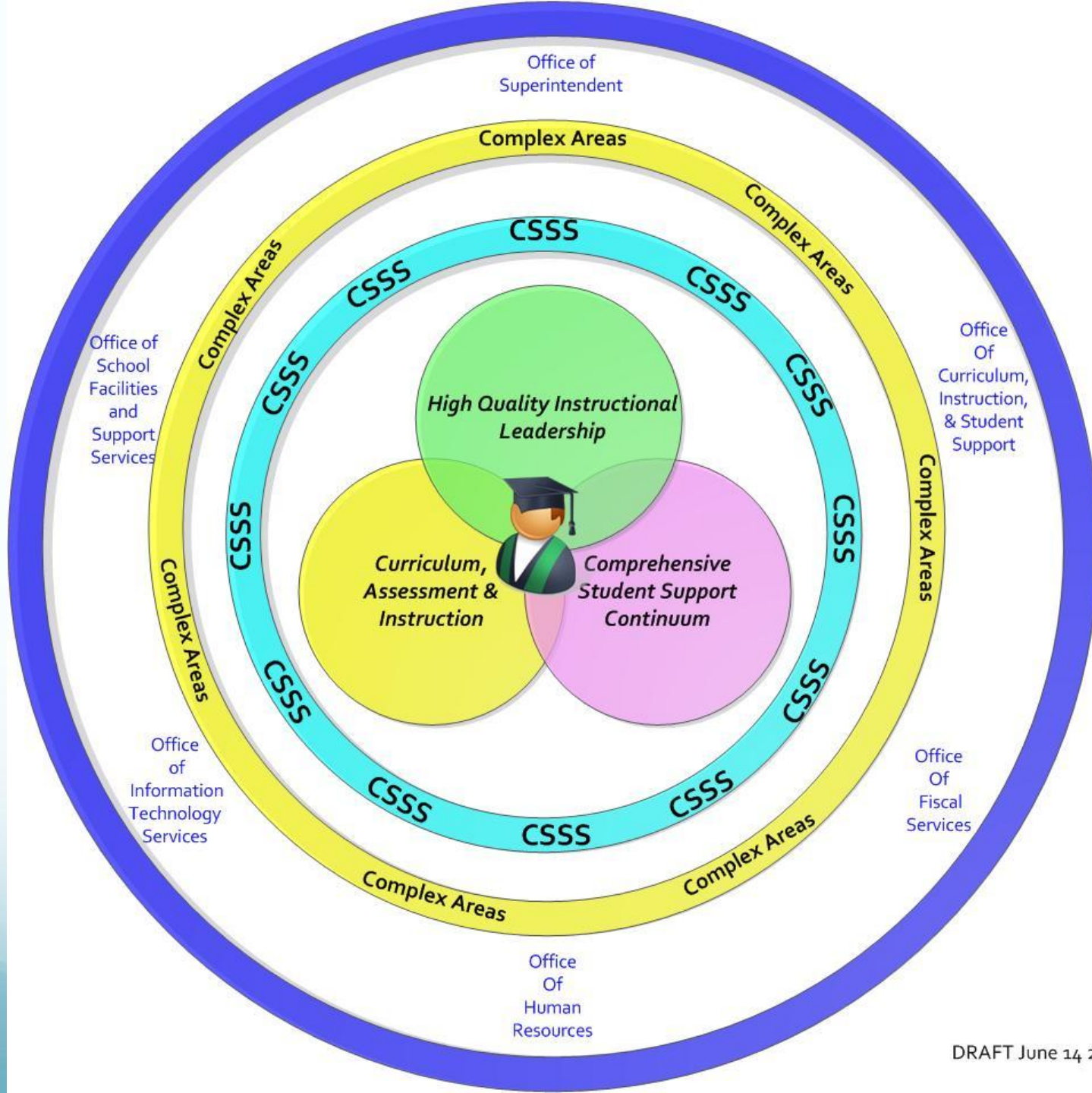
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Webinar reminders

- Close all other applications on your computer.
- Please make sure to mute your microphones and keep them muted unless otherwise instructed.
- Please ask all questions through the chat box.
- Make sure your chat box is set for “everyone.”
- Questions will be addressed during Q & A.
- This session is being recorded.





Hawaii DOE's Strategic Plan

July 1, 2011- June 30, 2018

Assure all students are college and career ready through effective use of standards-based education

Ensure and sustain a rich environment and culture for life long learning

Continuously improve the effectiveness, efficiency and responsiveness of the educational system

GP # 1 Assessment of and for learning drives instruction

GP # 2 Evidence-based instructional strategies

GP # 4 Instructional leadership and professional learning

GP # 6 School, home, and community partnerships

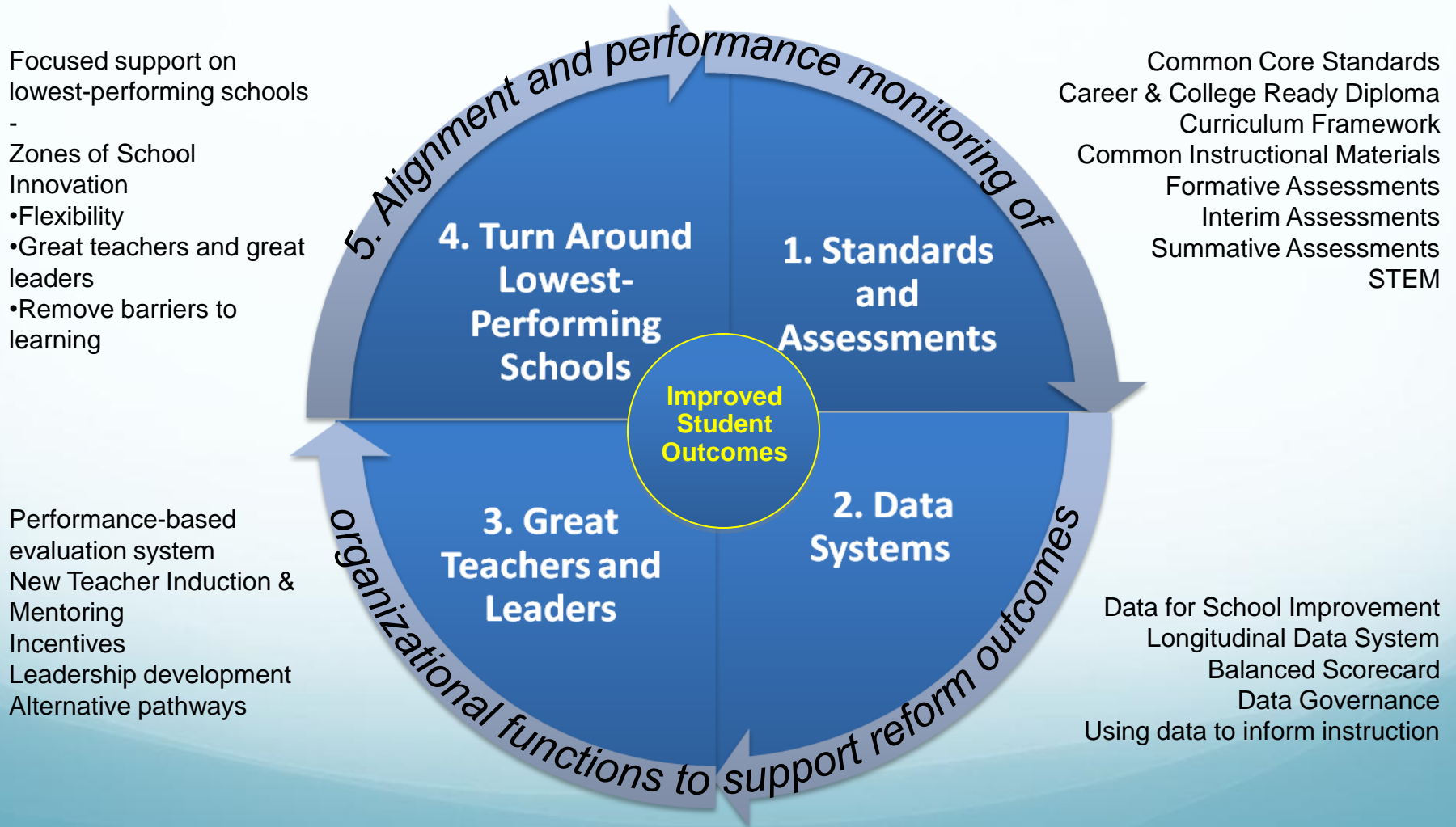
GP # 3 Aligned policies and resources across school, complex area, and state levels

GP # 5 Accountability



Hawaii's Five RTTT Pillars

Systems of Support to enable schools to do their best work – reprioritize and reorganize State resources; establish Human Resources Unit in Zones of School Innovation; automate



Effective Vocabulary Instruction Webinar Overview

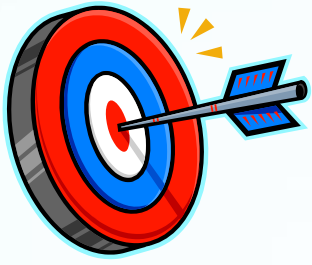
- Rationale for vocabulary instruction
- Tiers of vocabulary words
- Vocabulary strategies
- Questions & answers



Essential Question

What are effective vocabulary instructional practices?





Desired Outcomes

- Increase understanding of vocabulary instruction in relation to the Common Core
- Increase understanding of different tiers of vocabulary
- Learn various vocabulary strategies to use in the classroom



College and Career Ready?

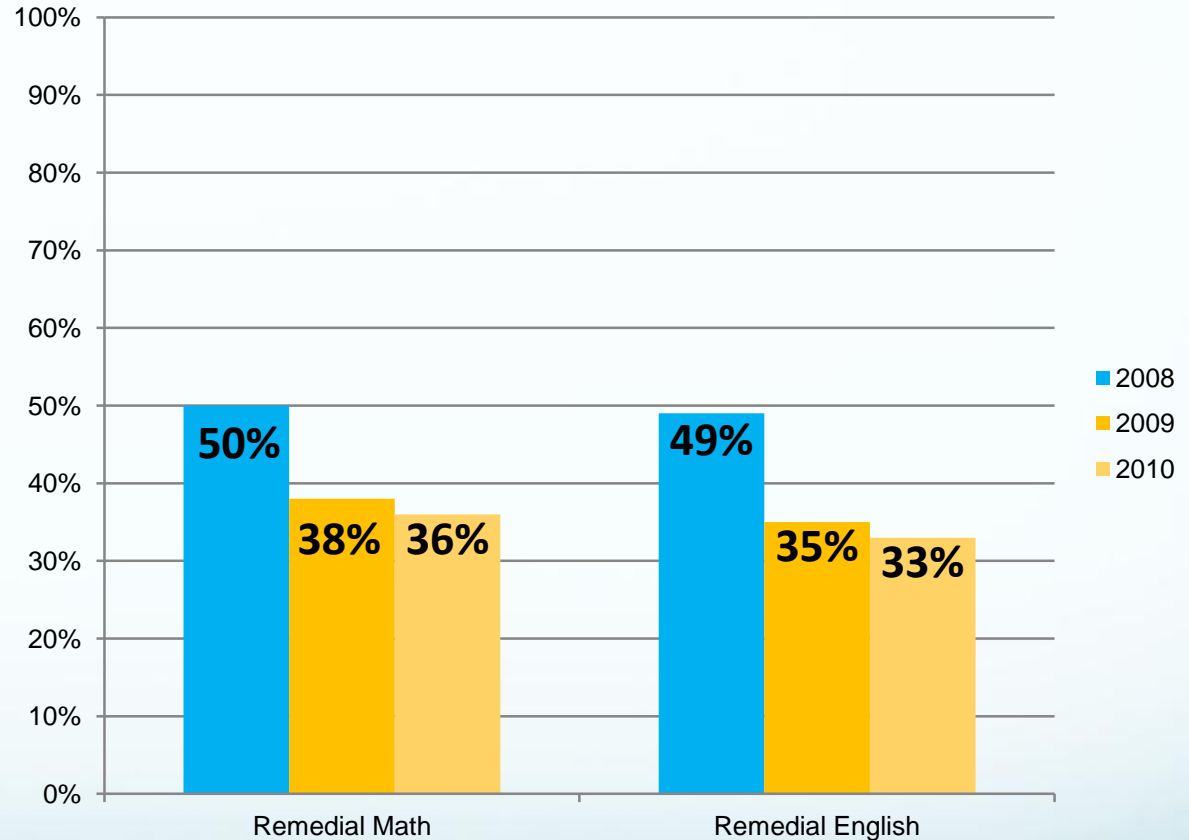
Poll question: In 2010, what percent of Hawaii DOE graduates were enrolled in remediation-level English courses in the University of Hawaii system?



College and Career Ready



*Percent of Hawaii DOE Graduates Enrolled in Remediation-level Courses in the University of Hawaii system**



College and Career Ready?

40% of students today
lack the literacy skills
required by employers

Source: Achieve, Inc. (2007) as cited in Hawaii State Department of Education, Office of Curriculum, Instruction and Student Support(2009). *Literacy for learning*. Honolulu, HI.



College and Career Ready

- Reading requirements for entry-level jobs higher than university/college.
- Higher for blue collar than white collar roles.
- Literacy skills critical to ALL students



“A word is the skin of a living thing.”

--Oliver Wendell Holmes



Traditional Vocab Instruction

- **Monday:** List words from the reading. Students look up definitions in dictionary.
- **Tuesday:** Write original sentences using vocabulary words.
- **Wednesday:** Collect homework. Assign additional vocab homework.
- **Thursday:** Grade and give back homework.
- **Friday:** Multiple-choice vocab test.







Why didn't you study? Why did you fail the test? I spent an entire week teaching these words!



Definitions Don't Work!

balm*y [bah-mee]

*Adjective, balm*i*er, balm*i*est*



1. mild and refreshing; soft; soothing: *balmy weather*
2. having the qualities of balm; aromatic; fragrant: *balmy leaves*
3. producing balm: *balmy plants; a balmy shrub*
4. *Informal.* crazy; foolish; eccentric

POLL TIME



Traditional Vocabulary Instruction

LA.7.3.4 - Describe literary devices (e.g., sarcasm, symbolism) and stylistic elements (e.g., simile, metaphor, personification).

Advanced (13 or 14 correct)	Proficient (10 – 12 correct)	Partially Proficient (9-10 correct)	Novice (7 and below correct)
Explain, in clear and precise detail, an extensive variety of literary devices and stylistic elements	Describe, in detail, a variety of literary devices and stylistic elements	Identify a few literary devices or stylistic elements	Recognize one or two literary devices and stylistic elements

Part I

Correctly match the literary device with the definition.

- _____ 1. sarcasm
- _____ 2. metaphor
- _____ 3. allusion
- a. an indirect reference or suggestion.
- b. the attachment of meaning or significance to objects—something that stands for something else.
- c. a comparison between two unlike things using “like” or “as.”





Why don't you
know what a
metaphor is?



Context Clues Alone Don't Help!

“Although Marti was very comely, her roommate was grotesque.”



Rationale for Direct Vocabulary Instruction

Decades of research prove that:

- Differences in students' vocabulary levels is a key factor of differences in academic achievement
- Vocabulary instruction not frequent or systematic in most schools

Source: Common Core State Standards Initiative (2011). Appendix A: Research supporting key elements of the standards. In *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*.



Rationale for Direct Vocabulary Instruction

- Harder for students to comprehend informational text than narrative text due to its features
- Much of our knowledge base comes from informational text
- Vocabulary comes largely from informational text

Source: Pimentel, S. (2011). *Transitioning to the common core state standards.*



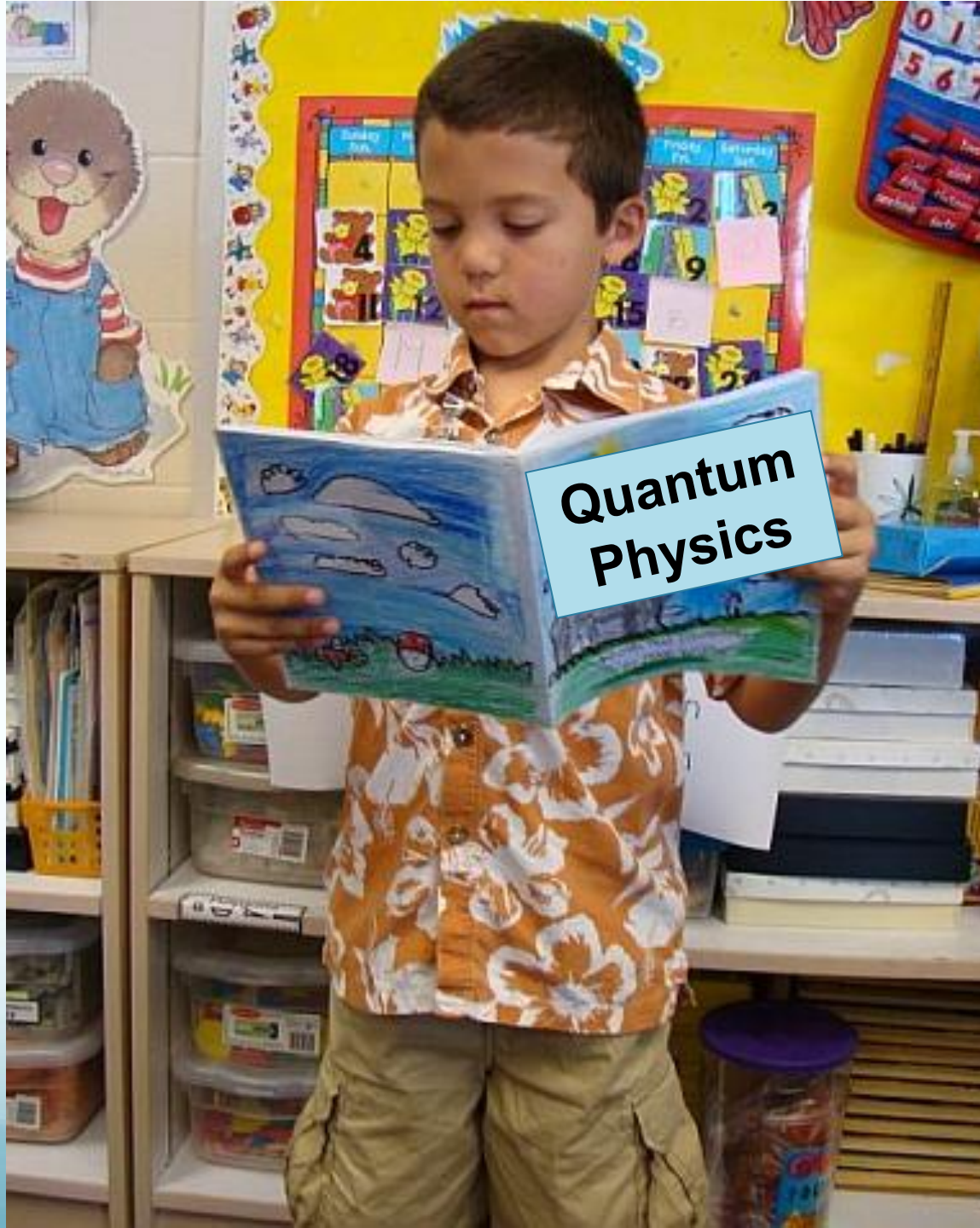
Rationale for Direct Vocabulary Instruction

Poll Questions:

- Informational text makes up ____% of required reading in college/workplace.
- In grades K-8, informational text makes up ____% to ____% of overall reading.
- CCSS moves percentages to 50:50 at elementary level and 75:25 at secondary level

Source: Pimentel, S. (2011). *Transitioning to the common core state standards.*





Common Core College and Career Readiness Vocabulary-Related Standards

Read the Common Core State Standards



English Language Arts Standards



Mathematics Standards

Download the Standards:



Introduction to the Common Core State Standards



Application of the Standards for English Language Learners



Application to Students with Disabilities



Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects



English Language Arts Appendix A

Reading Anchor Standards 4 & 10

Language Standards 4, 5 & 6

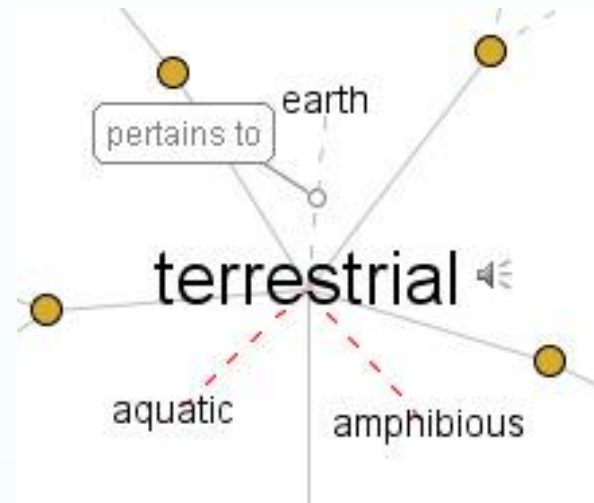


<http://www.corestandards.org/the-standards>

Common Core College and Career Readiness Vocabulary-Related Standards



words and phrases



relationships

guffaw
snicker
chuckle
chortle

nuances

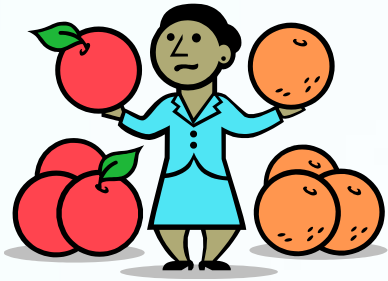
**Academic
and
Domain-Specific Words**



Susan Pimentel Video Clip

Lead writer of CCSS for
English Language Arts and
Literacy





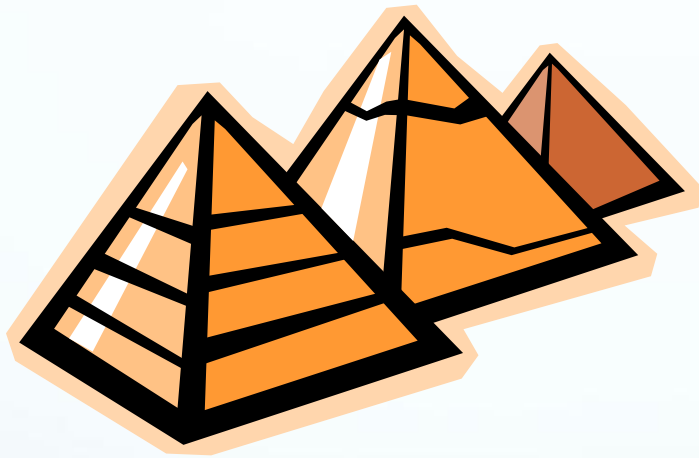
Question:

What is the difference
between
“general academic” and
“domain-specific”
vocabulary?

Type your response into the chat.



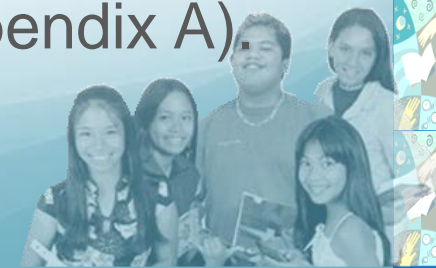
Academic vs. Domain Specific Vocabulary



Three Tiers

Beck, McKeown, and Kucan (2002) developed three tiers to categorize words

(further detailed on pages 33-35 of CCSS Appendix A)




CCSS Appendix A


Read the Common Core State Standards


» English Language Arts Standards

» Mathematics Standards


Download the Standards:

 Introduction to the Common Core State Standards

 Application of the Standards for English Language Learners

 Application to Students with Disabilities

 Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects

 English Language Arts Appendix A



<http://www.corestandards.org/the-standards>



Three Tiers of words: Tier 1

- “Everyday” speech
- Most students already know
- No instructional time needed



Three Tiers of Words: Tier 2

“General Academic Words”

- Appear in written text more than speech
- Across content areas
- Informational, literary, technical texts (relative, vary, calibrate, accumulate, falter)
- Subtle ways to say simple things (saunter vs. walk)



Three Tiers of Words: Tier 2

“General Academic Words”



- Multiple meanings—vary with context



Example: Texas was **admitted** to the union; he **admitted** his errors; **admission** was too expensive.

The people **consumed** their dinner; the citizens **consumed** their supply of gravel through wanton development.



Three Tiers of Words: Tier 2

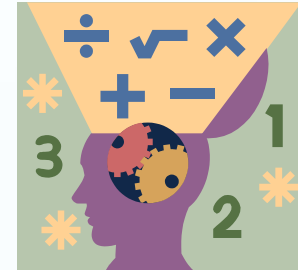
“General Academic Words”

- “Assessment” and “instruction” type words
- What to read or create (chronology, abstract)
- What assignment asks student to do (evaluate, formulate, define, demonstrate)



Three Tiers of Words: Tier 3

- “**Domain-specific words**”
- Specific content areas
- Learned easiest within context
- Must be specifically taught.
- Vital to understanding a new concept with a text
- Far more common in **informational** than literary text
- Examples: *polynomial, realism, tariff*



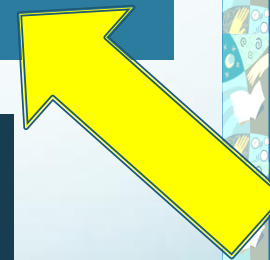
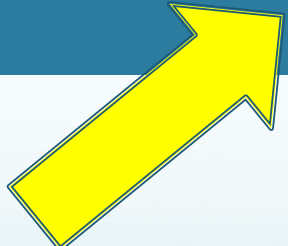
Tier 3
Low Frequency
Content-Specific
Vocabulary

Tier 2
High Frequency
Multiple Meaning
Vocabulary

Tier 1
Basic Vocabulary

Examples

Tier 1: Basic	Tier 2: Frequent Academic	Tier 3: Content Specific
home	analyze	metaphor
dog	approach	photosynthesis
happy	predict	legislature
see	consist	glaciated
come	interpret	abdominal
look	consequence	habitat



Choose words that could be used in many academic contexts/areas

Choose words that drive comprehension

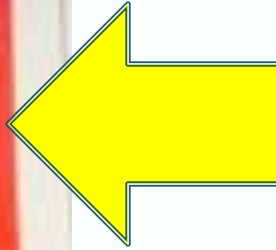


Explicit Vocabulary Focus

Address students using academic vocabulary!

Everyday Language	Academic Language
figure out	conclude
group	categorize, classify
guess, think	predict, infer
see	observe
show	demonstrate
write	explain, record
home	habitat
proof	evidence





Set the expectation that students will use academic language to ask and answer questions.



Systematic Vocabulary Study is Key!



Students need multiple exposures,
contexts, and connections to truly
learn vocab words



**Ok, so now I know
WHAT
vocab words to teach,
but
HOW
do I teach them?**



Strategies to Teach Vocabulary!



HURRAY!

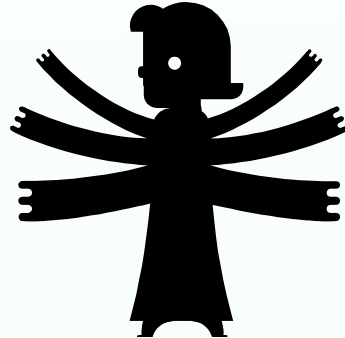


Why Use Student Vocabulary Notebooks ?

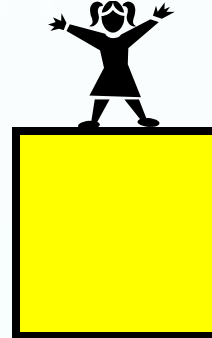
elaboration



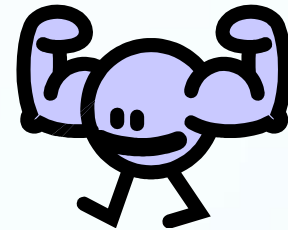
multiple exposures



formative checks



low prep, big payoffs



cumulative



accountability



Student Vocabulary Notebooks

Thomas Jefferson wanted to buy Louisiana, but he was **reluctant** to stretch the power of the federal government.



Student Vocabulary Notebooks

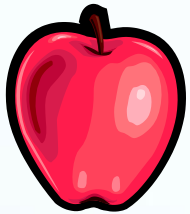
Step 1: Teacher taps students' prior knowledge of term

Were you ever unsure about trying a
food you've never eaten before?



Student Vocabulary Notebooks

Step 2: Provide description (not definition) of term and examples



Description: "*Reluctant* means you are not sure you want to do something."



Versus a definition: *Reluctant* -Striving against; opposed in desire; unwilling, disinclined.



Student Vocabulary Notebooks

Step 2 (Cont'd):

- Present examples of the word used in contexts different from the original context
 - Someone might be *reluctant* to eat a food that he or she never had before.
 - Students provide examples of when they were reluctant



I was reluctant to try
broccoli!



Student Vocabulary Notebooks

Step 2 cont'd:

■ Generate Examples

- Tell about something you would be *reluctant* to do. Try to use *reluctant* when you tell about it.
- You could start by saying something like. “I would be *reluctant* to _____”

■ Answering Questions/Giving Reasons

- Why might a person be *reluctant* to eat a new food?
- Why might a child be *reluctant* to come here?



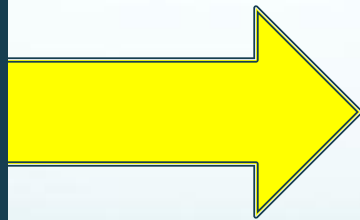
Student Vocabulary Notebooks

- **Step 3: Non-linguistic Representations**

Pictures, graphics, symbols

“Show me how a *reluctant* broccoli eater would look.”

This dog is
a *reluctant*
broccoli
eater!



Student Vocabulary Notebooks

Step 4: Notes and/or New Understanding

Students use this section to:

- Highlight new information
- Record new insights
- Draw additional pictures
- List related words
- Write similes, metaphors, analogies
- Write brief cautions or reminders for common confusion
- **Translate the word first language if ELL**



Student Vocabulary Notebooks

Step 5: Student self-assesses understanding:

- 4: I understand even more about the term than I was taught
- 3: I understand the term and I'm not confused about any part of what it means
- 2: I'm a little uncertain about what the term means, but I have a general idea
- 1: I'm very uncertain about the term. I don't understand what it means



NAME: _____ DATE: _____

SUBJECT: _____

Term: _____

Description in my "own words": _____

STEPS 1 & 2

- ★ Teacher taps students' prior knowledge of term then provides description and examples.
- ★ Students write description based on peer and teacher description and examples.

Illustration

(picture, symbol, graphic representation)

STEP 3

Notes and/or New Understanding

STEP 4

Students use this section for different purposes, for example...

- ★ Highlight new information
- ★ Record new insights
- ★ Draw an additional picture
- ★ Identify synonyms or antonyms for the term
- ★ List related words
- ★ Write metaphor, simile, analogy
- ★ Write brief cautions or reminders for common confusion
- ★ Translate the term into another language, if English is the student's second language

STEP 5: Self Assessing My Understanding

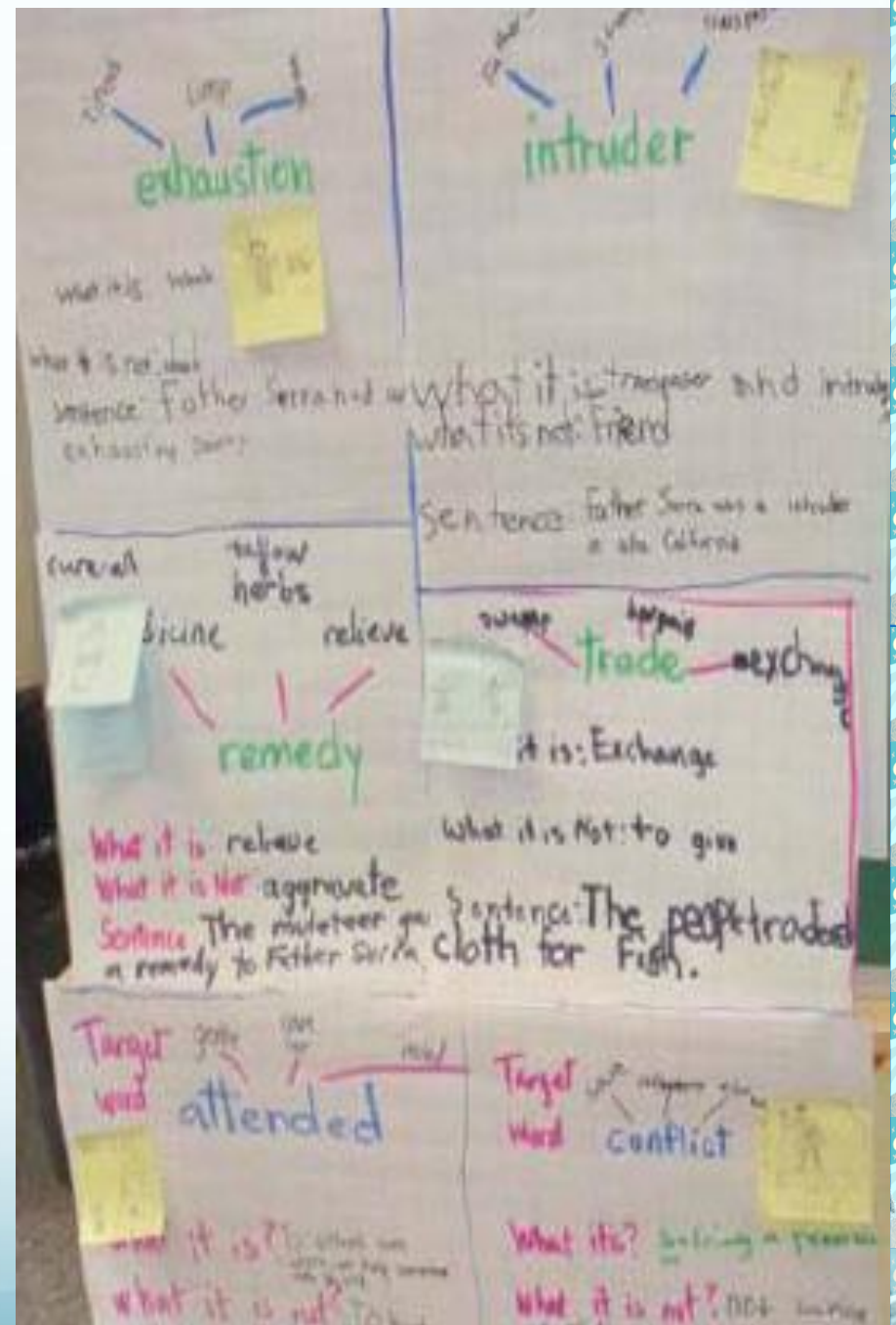
4 3 2 1

- 4 I understand even more about the term than I was taught.
- 3 I understand the term and I'm not confused about any part of what it means.
- 2 I'm a little uncertain about what the term means, but I have a general idea.
- 1 I'm very uncertain about the term. I really don't understand what it means.

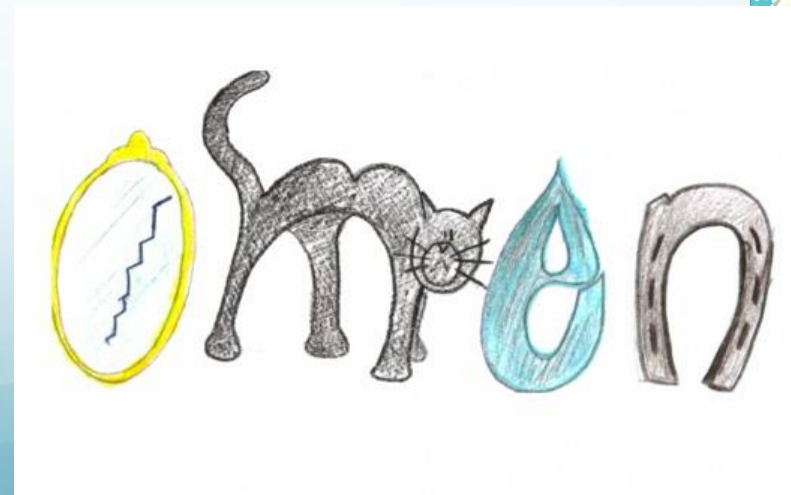
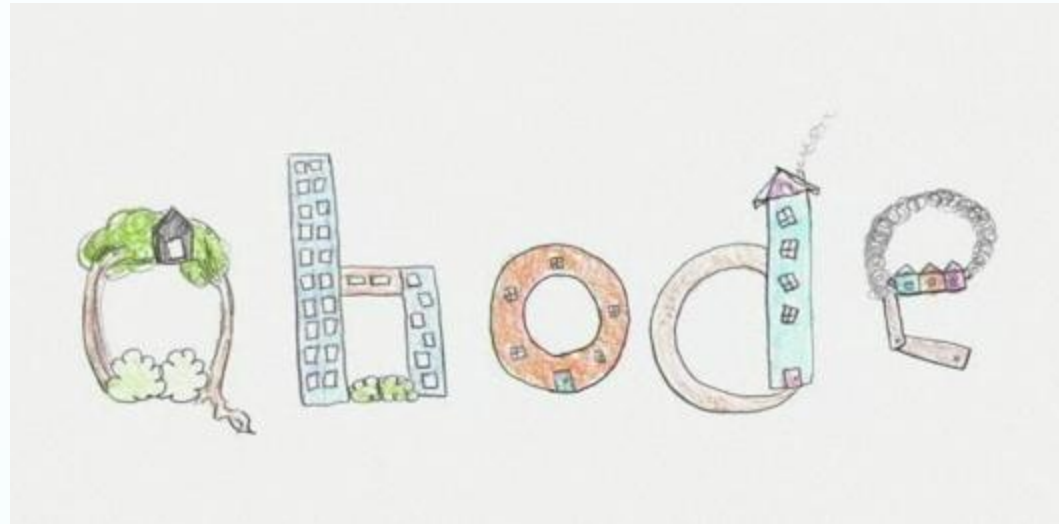
For younger students, you can use symbols instead of 4-3-2-1.



Occasionally allow students to work cooperatively to complete vocabulary notebooks or complete as a class activity.



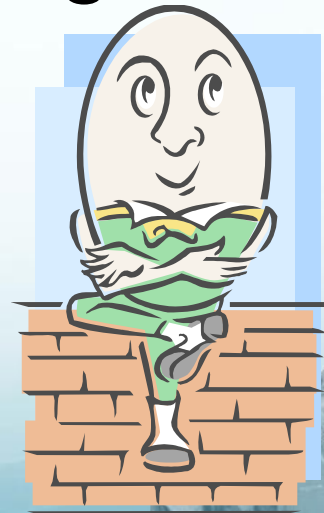
Word Sketches



Word Walls

A word wall:

- Is an organized display of key words
- Provides visual reference throughout term, theme, or unit of study



Why Use Word Walls?



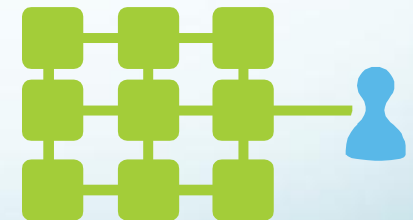
targeted words

independence



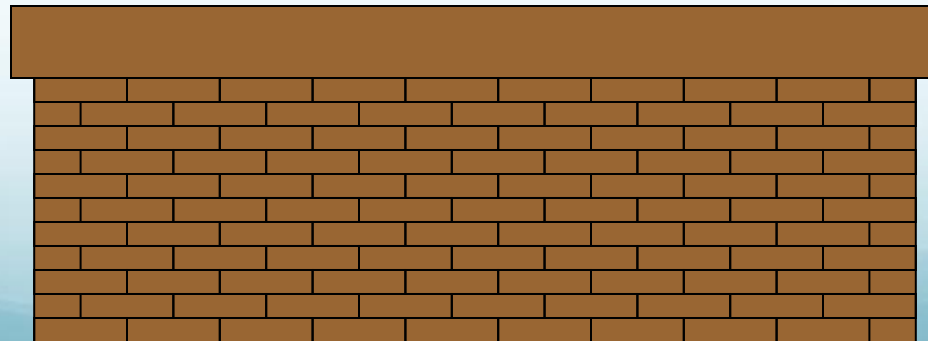
visual cues &
reference

connections



Using Word Walls

1. Identify critical words/phrases
2. Provide instruction
3. Limit words (5-7)



Using Word Walls

- All levels, not just elementary
- Across grades to highlight academic or domain-specific vocabulary
- Add words throughout year
- Incorporate with vocab notebook and other tools



Foreign Language

La servilleta



El tenedor



El Pimentero



El salero

La cucharilla



Tier 2 Words

The image displays nine hand-drawn educational cards on a corkboard background, organized into three rows and three columns. Each card focuses on a specific Tier 2 word.

- Row 1: Summarize**
 - Card 1 (Top Left):** Titled "Summarize" in green. Definition: "Summarize is to state briefly the important parts." It features two columns labeled "Story" and "Summary" with horizontal lines for writing.
 - Card 2 (Top Middle):** Titled "Summarize" in green. Definition: "Definitions: To state briefly or make a summary of." The word "LONG STORY" is written in large, red, block letters.
 - Card 3 (Top Right):** Titled "Summarize!" in a bubbly font. Definition: "TO SUMMARIZE IS TO make something shorter." It shows a diagram where a large box labeled "IMPOSSIBLE" with wavy lines inside is connected by an arrow to a smaller box labeled "POSSIBLE" with wavy lines inside. Below it, it says "It's like making a story shorter with the important details."
- Row 2: Cause and Effect**
 - Card 4 (Middle Left):** Titled "CAUSE & EFFECT" in red and green. It includes a simple diagram showing a stick figure on the left and a box on the right, with an arrow pointing from the figure to the box.
 - Card 5 (Middle Middle):** Titled "Cause and Effect" in red. It features a diagram with a vertical line of small figures on the left, a central figure holding a green ball, and a circular diagram on the right showing a face with a mustache.
 - Card 6 (Middle Right):** Titled "Word: Cause and effect" in red. It includes a small drawing of a person with a red hat and a small cross on the ground.
- Row 3: Describe**
 - Card 7 (Bottom Left):** Titled "Describe" in green. Definition: "To tell in more detail." It shows a stick figure on a hill with a thought bubble above it, and a green mountain in the background.
 - Card 8 (Bottom Middle):** Titled "Word: Describe" in red. Definition: "Definition: To tell or write about." It features a stick figure with a speech bubble saying "What a beautiful scene!" and a brown house with a window in the background.
 - Card 9 (Bottom Right):** Titled "describe" in a bubbly font. Definition: "Definition: To tell or to write about to picture some thing." It shows two speech bubbles, one containing the text "The house was very big and old." and the other containing "It had a red roof and a chimney."



Cross-Classification Charts

A ***cross-classification chart*** is a graphic organizer displaying multiple attributes of related concepts or phenomena.



Social Studies Example

Types of Government	What does it mean?	What does it stand for?	How do leaders come to power?	Example Countries
Democracy				
Republic				
Monarchy				
Aristocracy				
Dictatorship				
Communist				



Why use Cross-Classification Charts



**support vocab
development**



**organize, record,
process**



**connections and
differences**



How to use Cross-classification Charts

1. *Select targeted words*



Mathematics Example

Types of Measurement				
<i>Linear</i>				
<i>Liquid Capacity</i>				
<i>Weight</i>				
<i>Perimeter</i>				
<i>Area</i>				
<i>Volume</i>				

How to use Cross-classification Charts

2. Determine the categories for classification

- *Identify the attributes that you want students to compare and contrast about the key terms or events selected.*



Mathematics Example

Types of Measurement	What the measurement describes	Standard units of measure	Metric units of measure	How to determine the measure
Linear				
Liquid Capacity				
Weight				
Perimeter				
Area				
Volume				



How to use Cross-classification Charts

3. Class discussion about how analyzing the headings of the chart is a valuable pre-reading strategy

- *What are some the important ideas that I should be looking for while reading the text?*



How to use Cross-classification Charts

4. Model how to complete the chart

- *Class discussion to collaboratively complete all of the categories (attributes) for one of the key terms.*



Mathematics Example

Types of Measurement	What the measurement describes	Standard units of measure	Metric units of measure	How to determine the measure
Linear	Lengths of lines, distances	Inches, feet, yards, miles	Millimeter, centimeter, meter, kilometer	Ruler, measuring tape, pedometer
Liquid Capacity				
Weight				
Perimeter				
Area				
Volume				

How to use Cross-classification Charts

5. Provide students with time to complete the chart for the other key terms

- *When appropriate, promote collaborative learning by organizing students into teams of 2-3 people.*



Mathematics Example

Types of Measurement	What the measurement describes	Standard units of measure	Metric units of measure	How to determine the measure
Linear	Lengths of lines, distances	Inches, feet, yards, miles	Millimeter, centimeter, meter, kilometer	Ruler, measuring tape, pedometer
Liquid Capacity	Amount of liquid in a container	Ounces, cups, quarts, gallons	Milliliters, Liters, Kiloliters	Measuring cups, beakers
Weight	Force required to support an object	Ounces, pounds, tons	Milligrams, grams, kilograms	Scale
Perimeter	Distance around the edges of a plane figure	Inches, feet, yards, miles	Millimeter, centimeter, meter, kilometer	Add the lengths of all sides, use formulas
Area	The flat space covered by a plane figure	in. ² , ft. ² , yds. ² , mi. ² (SQUARE units)	mm. ² , cm. ² , m. ² , km. ² , (SQUARE units)	Count the number of square units covered
Volume	The space enclosed by a 3D figure	in. ³ , ft. ³ , yds. ³ , mi. ³ (CUBIC units)	mm. ³ , cm. ³ , m. ³ , km. ³ , (CUBIC units)	Count the number of cubic units that fit into a 3D figure

How to use Cross-classification Charts

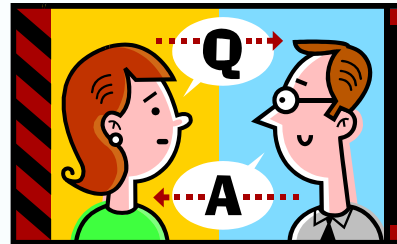
- 6. Compare, contrast, summarize and draw conclusions regarding the key terms**
 - *Have students share their insights with another cooperative learning team or present to the whole class.*



Why Use Semantic Feature Analysis ?



Examine related concepts/words



Conversations









Make distinctions between concepts/words



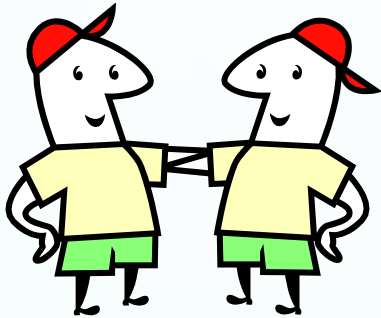
Science Example

Component	Plant Cells Only	Animal Cells Only	Both Plant and Animal Cells	Neither Plant nor Animal Cells
Cell membrane	O	O	+	O
Cell wall	+	O	O	O
Ribosomes	O	O	+	O
Mitochondrion	O	O	+	O
Chloroplast	+	O	O	O

English Language Arts Example

Character	Apprehensive	Sage	Roguish	Nonchalant	Aloof
Johnny					
Darry					
Dallas					
Two-Bit					

Shades of Meaning



Subtle
differences
between closely
related words

overjoyed

ecstatic



Shades of Meaning

acquaintance

ally

friend

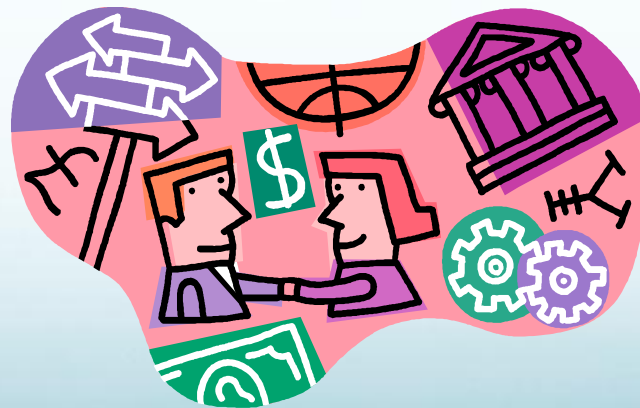
confidant

Hint: Use free paint chips to model

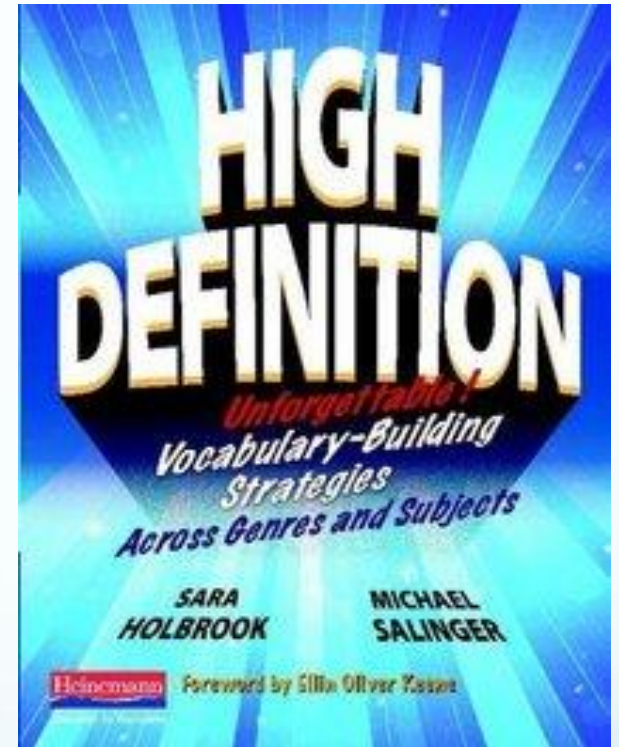
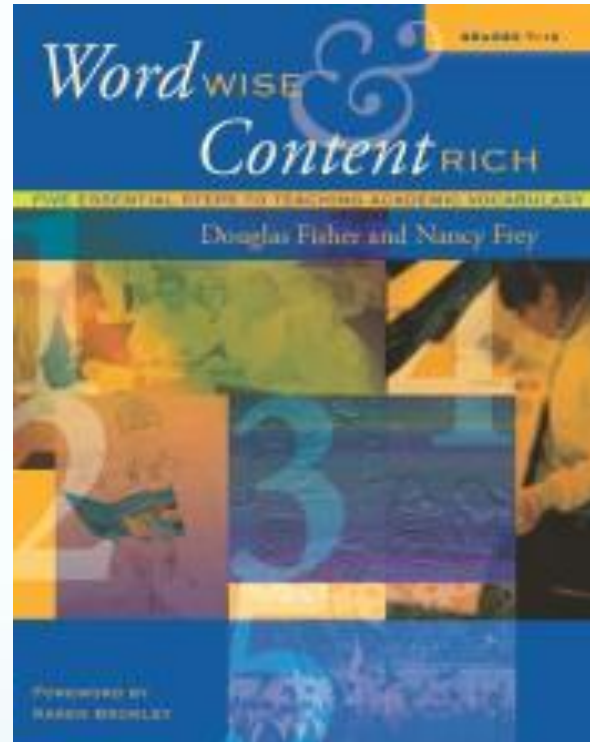
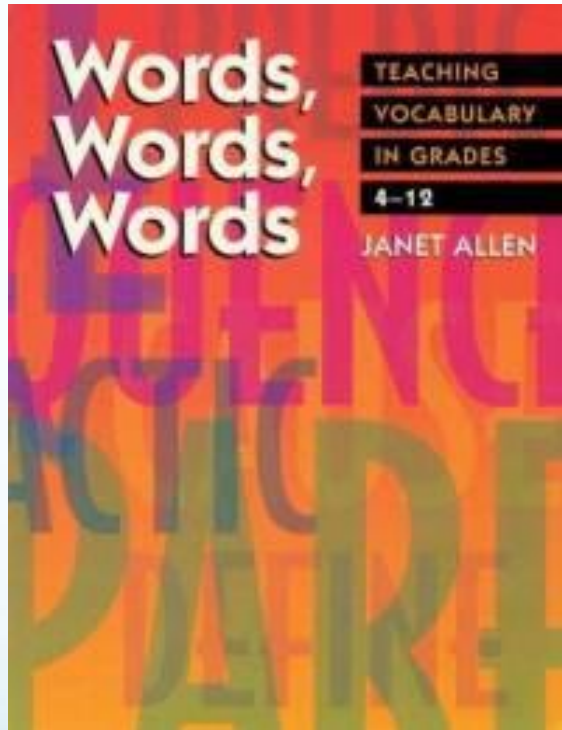


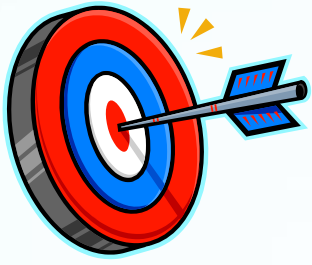
Effective Vocabulary Instruction

- Read about more strategies
- Mix it up
- Play games and have kids invent them, too



Resources





Desired Outcomes

- Increase understanding of vocabulary instruction in relation to the Common Core
- Increase understanding of different tiers of vocabulary
- Learn various vocabulary strategies to use in the classroom



References

Common Core State Standards Initiative (2011). Appendix A: Research supporting key elements of the standards. In *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*.

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Pimentel, S. (2011, July). *Transitioning to the common core state standards*.

Presentation to Hawaii State Department of Education, Honolulu, HI.



Questions and Answers



Thank you for joining us!

- A recording of this webinar will be posted on the Standards Toolkit website.
- If there are any questions, please e-mail:
- Dewey Gottlieb, Mathematics Specialist
- Monica Mann, Acting Administrator
- Petra Schatz, Language Arts Specialist, or
- Derrick Tsuruda, Science Specialist

