Explicit Vocabulary Instruction

Words for Everyone

Across Grades and Domains

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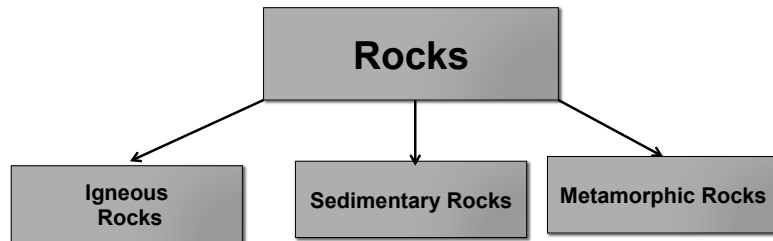
Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching.* NY: Guilford Publications.

www.explicitinstruction.org

Long Term Goal

By the end of high school, college-ready students will need to acquire about 80,000 words. (Hirsh, 2003)

BIG PICTURE - EXAMPLE

Science Class

Rocks

Igneous Rocks

Sedimentary Rocks

Metamorphic Rocks

igneous rock noun

- a rock
- formed when melted rock material cools and hardens

igneous rock example

Basalt is an igneous rock.

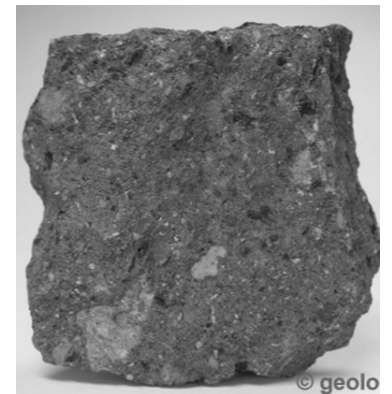Basalt is formed when melted rock material cools and hardens.

© geolo

igneous rock example

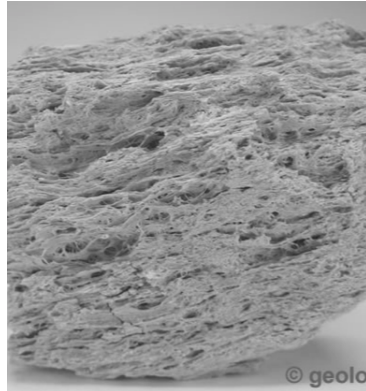**Tuff**
Tuff is an igneous rock.

Tuff is formed when

_____

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igneous rock example

Pumice

Pumice is an igneous rock.

Pumice is formed when _____

igneous rock example

Granite
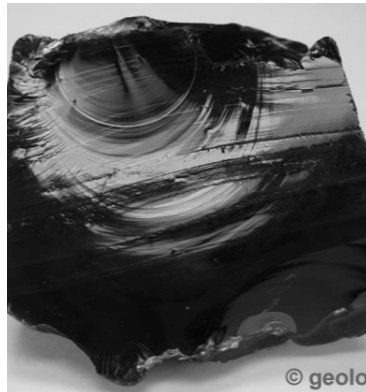
Granite is an igneous rock.

Granite is formed when _____

igneous rock Check Understanding

Obsidian is formed when melted rock material cools and hardens.

Is obsidian an igneous rock?   Why or why not?

igneous rock Check Understanding

Shale is a rock formed under heat and pressure from another kind of rock.

Is shale an igneous rock? Why or why not?
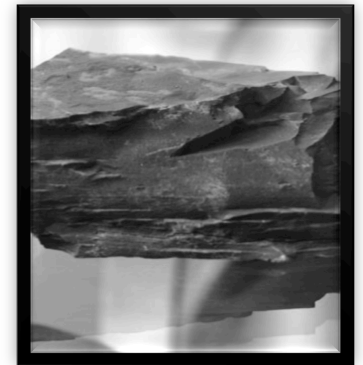
igneous rock Word Study

Word Origin

Latin

The word "igneous" is derived from the Latin ignis, *meaning* "of fire".

BIG PICTURE - EXAMPLE

Art Class

linear perspective Introduce the pronunciation and meaning of the vocabulary term.

- parallel lines
- recede in the distance
- appear to get closer together and converge
- creates illusion of depth and distance

linear perspective Example

linear perspective Example

linear perspective Check understanding
How did the artist use linear perspective to create depth and distance?

linear perspective A Street in Venice by Sargent
Check understanding.
How did the artist use linear perspective to create depth and distance?

IMPORTANCE OF VOCABULARY INSTRUCTION

Vocabulary Gap

Linguistically "poor" first graders knew 5,000 words; linguistically "rich" first graders knew 20,000 words. (Moats, 2001)

Vocabulary Gap

- Gap in word knowledge **persists though the elementary years.** (White, Graves, & Slater, 1990)

- The vocabulary gap between **struggling readers** and proficient readers grows each year. (Stanovich, 1986)

Vocabulary Gap

- After the primary grades, the "achievement gap" between socioeconomic groups is a **language gap.** (Hirsh, 2002)

- For English Language Learners, the "achievement gap" is primarily a **vocabulary gap**. (Carlo, et al., 2004)

Why - Vocabulary Instruction

Vocabulary is related to reading comprehension.

"Indeed, one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension."

(Osborn & Hiebert, 2004)

Why - Vocabulary Instruction

"direct vocabulary instruction has an impressive track record of improving students' background knowledge and comprehension of academic content"

Marzano, 2001, p. 69

Importance of Vocabulary Instruction - Conclusion

- To close the vocabulary gap, vocabulary acquisition must be accelerated through intentional instruction.

- Vocabulary instruction must be a focus in all domains in all grades.

SELECTION OF VOCABULARY FOR EXPLICIT INSTRUCTION

Selection of Vocabulary

- **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.)

Selection of Vocabulary

• Select words that are **unknown.**

• Select words that are **critical** to understanding.

• Select words that students are likely to encounter in the **future** and are generally useful. (Stahl, 1986)

Types of Words
(Beck & McKeown, 1985; Beck, McKeown & Omanson, 1987; Beck, McKeown & Kucan, 2002)

• **Tier One – Conversational Words**
  • Most frequent words in language
  • Students acquire on their own.

  • **Examples:** chair, bed, happy, house

Types of Words

• **Tier Two – General Academic Vocabulary**
  • Less likely to be learned independently
  • Used across domains
  • **Suitcase Words**

  • **Examples:** analyze, summarize, determine, demonstrate, compare, contrast

  • absurd, fortunate, relieved, dignity, convenient, persistent

Types of Words

Tier Three - *Domain Specific Academic Vocabulary*

  • Low frequency words
  • Limited to a specific domain
  • Critical for content area understanding and growth

  • **Examples by domain**

Types of Words

- **Tier Three** - *Domain Specific Academic Vocabulary*

Language Arts		
setting	characters	plot
events	problem	solution
paragraph	synonym	context clues

Types of Words

- **Tier Three** – *Domain Specific Academic Vocabulary*

Math		
square	rectangle	cylinder
greater than	less than	equal
parallel	array	addend
fraction	table	centimeter

Types of Words

- **Tier Three** – *Domain Specific Academic Vocabulary*

Social Studies		
town	city	suburb
transportation	communication	family
relatives	generation	ancestors

Types of Words

- **Tier Three** – *Domain Specific Academic Vocabulary*

Science		
cycle	water cycle	precipitation
evaporation	condensation	climate

Selection of vocabulary

Select words that have **word relatives.**

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imperial
imperialism
imperialistic
imperialistically

Selection of Vocabulary

Select words that contain **"meaningful parts"** (prefix, suffix, root) that would generalize to other vocabulary terms.

- autobiography
  - auto – self
- other words
  - automobile
  - autocrat
  - autoimmune system

Selection of vocabulary

Select words that are **more difficult** to obtain.
- Words having an abstract versus concrete reference
- Words with no known synonym
- Words not clearly defined in passage

Selection of Vocabulary - Summary

❖Select a **limited number** of words.
❖Select words that are **unknown.**
❖Select words **critical** to passage or unit **understanding**.
❖Select words that can be used in the **future.**
❖Select words that have **word relatives.**
❖Select words that contain **"meaningful parts" (prefix, suffix, root).**
❖Select **difficult words** that need interpretation.

Selection of Words for Explicit Vocabulary Instruction (Narrative Text)

Enemy Pie by Derek Munson Second Grade Read-Aloud		
perfect	disgusting	nervous
trampoline	earthworms	invited
enemy	ingredients	relieved
recipe	horrible	boomerang

Selection of Words for Explicit Vocabulary Instruction

Text: *American Journey* Chapter 11, Section 1 Publisher: Glencoe Jacksonian Democracy			
favorite son	majority	plurality	mudslinging
landslide	nominating convention	tariff	suffrage
nullify	secede		

Student-Friendly Explanation

- **Present a student-friendly explanation**:
  - Definition language is understandable
  - Aligns with the meaning of the word used in context

- **Options**
- Use a student-friendly explanation in sentence form
- Break the definition into the critical attributes

Student-Friendly Explanations

Dictionary Definition
Attention - a. the act or state of attending through applying the mind to an object of sense or thought b. a condition of readiness for such attention involving a selective narrowing of consciousness and receptivity

Use a student-friendly explanation in sentence form

*If you give someone or something your **attention**, you look at them, listen to them, or think about them carefully.*

Meaning – Critical Attributes

Definition: Suffrage is the right to vote in political elections

Break the definition into the critical attributes.
Suffrage
- the right
- to vote
- in political elections

EXPLICIT INSTRUCTION

Vocabulary Routine

Vocabulary Instructional Routine

Step 1: Introduce the word's pronunciation.

Step 2: Introduce the word's meaning.

Step 3: Illustrate the word with examples.

(and non-examples when helpful)

Step 4: Check students' understanding.

Vocabulary Instruction Routine

Step 1. Introduce the word's pronunciation.
   a) Write the word on the board or display the word on the screen.
   b) Read the word and have the students repeat the word.
   c) To ensure the correction pronunciation of the word, have students repeat the word a number of times OR have students tap and say the oral syllables in the word.

- This word is **relieved.**   What word? *relieved*
- Tap and say the syllables in **relieved**. *re lieved*
- Again. *re lieved*
- What word? *relieved*

Vocabulary Instruction Routine

Step 2. Introduce the word's meaning.

Option 1:   Present a **student-friendly explanation.**

a) Tell students the explanation. OR
b) Have them read the explanation with you.

When something that is difficult is over or never happened at all, you feel **relieved.** So if something that is difficult is over, you would feel _____. *relieved*

Vocabulary Instruction Routine

Step 2. Introduce the word's meaning.

Option 2: Break the definition into critical attributes.

Definition in text: A plain is a landform that is a large area of flat land with few trees.

plain
- landform
- large area
- of flat land
- with few trees

Vocabulary Instruction Routine

Step 2. Introduce the word's meaning.
Option 3: Analyze the parts of the word.

reconstruction
re   construct   tion
again   build   a noun

Vocabulary Instruction Routine

Step 3. Illustrate the word with examples.
a) Concrete examples
b) Visual examples
c) Verbal examples

Vocabulary Instruction Routine

Step 3. Illustrate the word with examples.

a) Concrete examples

Object

Actions or gestures

Watch me show **relieved**.

Something difficult is over and I am relieved. (Teacher demonstrates relieved.) Show me how you would feel if you were **relieved.** (Students demonstrate relieved.)

Vocabulary Instruction Routine

Step 3. Illustrate the word with examples.

b) Visual representations

Displayed on screen	
	Marcus was **relieved** when the job interview was over. He felt _____ *relieved*

Vocabulary Instruction Routine

- **Step 3. Illustrate the word with examples.**
  ## c) Verbal examples

- When a difficult spelling test is over, you feel _____. *relieved*

- When you have finished giving the speech that you dreaded, you feel _____ *relieved*

Vocabulary Instruction Routine

Step 4.   **Check students' understanding.**
Option #1.   **Ask deep processing questions.**

When Maria was told that the soccer game had been cancelled, she said, "I am so **relieved**." Why might Maria feel **relieved**? (Provide thinking time.)

Ones, tell your partner why Maria might feel **relieved**. Begin by saying: Maria might be **relieved** because.....

Vocabulary Instruction Routine

Step 4.   **Check students' understanding.**
Option #2. **Have students discern between examples and non - examples.**

If you were nervous singing in front of an audience, would you feel **relieved** when the concert was over (Provide thinking time.) *yes* Why?

If you loved singing in front of an audience, would you feel **relieved** when the concert was over? (Provide thinking time.) *no* Why not?

Vocabulary Instruction Routine

Step 4.   **Check students' understanding.**
Option C   **Have students generate their own examples.**

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Think of a time when you felt **relieved** because something difficult was over or never happened.

First ones - then twos, tell your partner a time when you were **relieved.** Begin by saying:

*One time when I was **relieved** was_____.*

Instructional Routine

Step 1. Introduce the word's pronunciation.
  a)   Show the word on the screen.
  b)   Read the word and have the students repeat the word.
         If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times or say the parts of the word as they tap.

Introduce the word with me.

*This word is **suffrage**. What word?* suffrage
Tap and say the parts of the word. suf frage
Read the word by parts.   suf frage
What word? suffrage
***Suffrage** is a noun.*

Instructional Routine (continued)

Step 2. Introduce meaning of word.
Option # 1. Present a student-friendly explanation.
  a)   Tell students the explanation. OR
  b)   Have them read the explanation with you.

Present the definition with me.

*When someone has **suffrage**, they have the right to vote in an election.*

Instructional Routine (continued)

Step 2. Introduce meaning of word.

Option # 2. Have students locate the definition in the glossary or text and break the definition into the critical attributes. OR

Present the definition using critical attributes.

Glossary: **Suffrage -** the right to vote

suffrage
- the right
- to vote

Instructional Routine (continued)

Step 2. Introduce meaning of word.
Option # 3. Introduce the word using the meaningful parts in the word.

autobiography
auto = self
bio = life
graph = letters, words, or pictures

hydroelectricity
hydro = water

telescope
tele = distant
scope = look at

NOTE: 88% of key science words have Spanish cognates;
1/2 are high frequency words in Spanish

Instructional Routine (continued)

Step 3. Illustrate the word with examples.

a. Concrete examples
- objects
- acting out
a. Visual examples
b. Verbal examples

Instructional Routine (continued)

Suffrage Examples

When the United States was founded only white men with property had <u>suffrage.</u>

At the time of the American Civil War, most white men had been granted <u>suffrage.</u>

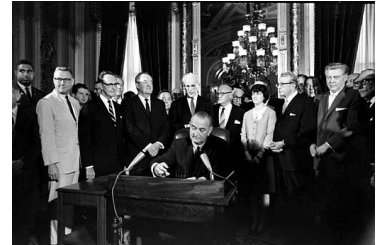# Instructional Routine (continued)

Suffrage Examples

In 1920, women were granted <u>suffrage.</u> The passage of the Nineteenth Amendment granted women the right to vote in all United States elections.

Instructional Routine (continued)

Suffrage Examples

The *Voting Rights Act of 1965* outlawed discriminatory voting practices that denied **suffrage** to many African Americans in the United States.

Instructional Routine (continued)

Step 4. **Check students' understanding.**
Option #1. **Ask deep processing questions.**

Check students' understanding with me.

Why is suffrage a critical aspect of a democracy?

Begin by saying or writing:

Suffrage is a critical aspect of democracy for the following reasons. First, _____

Instructional Routine (continued)

Step 4. **Check students' understanding.**
Option #2. **Have students discern between examples and non-examples.**

Check students' understanding with me.

Tell me **suffrage** or **not suffrage.**

The right to run for elected office. **not suffrage** Why not?
The right to vote. **suffrage** Why?
The right to develop ads for a candidate. **not suffrage** Why not?

Instructional Routine (continued)

Step 4. **Check students' understanding.**
Option #3. **Have students generate their own examples.**

Check students' understanding with me.

*Make a list of ways that **suffrage** could be limited or compromised.*

Instructional Routine (continued)

suffrage   noun
suffragist   noun

In 1917, all women in the United States did not have **suffrage**, the right to vote. **Suffragists** in New York City collected more than a million signatures of women demanding voting rights. They then paraded down Firth Avenue with the signature placards.

Vocabulary Instructional Routine

Step 1: Introduce the word's pronunciation.

Step 2: Introduce the word's meaning.

Step 3: Illustrate the word with examples.
(and non-examples when helpful)

Step 4: Check students' understanding.

Vocabulary Instruction - Extensions

1. Introduce the **part of speech.**

2. Introduce **synonyms** (same) and/or **antonyms** (opposite).

3. Tell students when and where the word is often **used.**

.

Vocabulary Instruction -
Extensions

4. When appropriate, introduce the **history** or **origin** of the word.

5. Introduce other words in the same **word family**.

Vocabulary Instruction

Remember: *After a word has been taught, introduce students to the word relatives.*

conform
conforms
conformed
conforming
conformity
conformist
non-conformist
non-conforming
non-conformity

Vocabulary Logs

- What can be recorded on a vocabulary log?
  - Word
  - Meaning in their own words OR
  - Critical attributes
  - Any of these options
    - A sentence to illustrate the word's meaning
    - Examples and non-examples
    - An illustration (quick draw)

- In lower grades, create a group log on a flip chart.

Conclusion

"Words are all we have."

Samuel Beckett