



BUILDING A STRONG FOUNDATION FOR LIFELONG LITERACY SUCCESS

MODULE 5: DEVELOPING VOCABULARY— FACILITATOR'S GUIDE

PUBLIC CONSULTING GROUP

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Module 5: Developing Vocabulary

Developing Vocabulary

Module 5, Developing Vocabulary, first examines how children develop oral language and oral language’s effect on vocabulary and reading development. Then the module explores types of vocabulary instruction, including direct and explicit methods for teaching vocabulary, as well as the importance of a language-rich classroom. Interactive and engaging activities to expand and develop vocabulary are also presented. Module 5 addresses the multifaceted aspect of words and provides guidance on morphemic awareness, semantic analysis, graphic organizers, sentence stems, word webs and gradients of meaning strategies that contribute to vocabulary development. The module concludes with the need for children to develop independent strategies for acquiring vocabulary through morphemic analysis, context clues and independent reading.

Introduction: Section overview and pre-assessment	
Introduction to Vocabulary Development	Participants review the Simple View of Reading, Scarborough’s Reading Rope and research on how students develop vocabulary before looking at the connections between the foundational skills, oral language and vocabulary development. Participants will also explore the relationship between vocabulary and comprehension.
Effective Vocabulary Instruction	This section focuses on direct and explicit vocabulary instruction. It first reviews the types of vocabulary and what vocabulary instruction should look like in the classroom. The lesson then reveals how teachers determine specific words to directly teach and offers a six-step process for directly teaching words.
Teaching Morphemes for Meaning	This section delves into strategies for teaching morphemes, which are essential for unlocking word meanings.
Multifaceted Vocabulary Knowledge	This section supports participants in understanding the multifaceted aspects of word knowledge, including semantic properties, semantic features, nuances, multiple-meaning words and figurative language such as idioms, similes and metaphors.
Supporting Vocabulary Development	Participants explore indirect practices that help students acquire vocabulary, such as rich and varied oral language and print language experiences. This section also examines the importance of classroom language, effective Read Alouds, planning instruction and monitoring for vocabulary growth.
Assessing and Supporting Vocabulary Growth	Participants learn about the challenges of assessing students’ vocabulary, considerations for improving classroom-based vocabulary tests and techniques that teachers can adapt to gather evidence of vocabulary knowledge and to track vocabulary growth over time.
Closing: Section summary and post-assessment	

Table 1.1 Developing Vocabulary Overview

A complete list of learning objectives for this module can be found in [Appendix A](#), as referenced in the Detailed Module Outline within the Resource Library of the Learning Management System (LMS). [Appendix B](#) includes the bibliography for Module 5 content.

Facilitation/coaching ideas for each section follow. Note that introductory and closing sections are not included as these are best done asynchronously.

Supporting Alignment Across Classrooms and Tiers of Instruction

The online coursework introduces a large amount of vocabulary and terminology to be used during instruction with students. To support students as they move across grade levels and across settings (e.g., services for English Learners, services across MTSS provided by other professional support staff, specially designed instruction provided outside of the general education classroom), facilitators are encouraged to create a common language for terminology introduced across all modules to create a consistent vocabulary across all classrooms and settings as it relates to literacy instruction. Facilitators are encouraged to begin this discussion and activity early within course content and add to the local “glossary” as new terminology is encountered. During sessions, as terminology is encountered, facilitators can pause to record and have brief discussions related to the common language that will be used.

This practice will benefit all students but is critical for those students who may receive services across settings. Collaborative conversations across classroom teachers and other providers related to this common language can occur through in-person sessions, at grade-level planning meetings or during other conversations facilitated by instructional leaders in the school.

Introduction to Vocabulary Development

In this lesson, participants review the Simple View of Reading, Scarborough's Reading Rope and research on how students develop vocabulary before looking at the connections between the foundational skills, oral language and vocabulary development. Participants will also explore the relationship between vocabulary and comprehension as they work through the following subsections:

- Reviewing the Simple View of Reading and Scarborough's Reading Rope for Language Comprehension
- Vocabulary and Language Connections



Learning Objectives

- Explain the importance of vocabulary instruction and how it fits into the conceptual models.
- Understand how vocabulary influences language comprehension.



Essential Questions

- How does vocabulary instruction support reading development?
- How can the influence of vocabulary improve language/reading comprehension?

Before

- Facilitate online discussion related to current practices in vocabulary instruction and discussion questions (e.g., "How does vocabulary relate to comprehension?").
- Poll participants on their level of understanding of vocabulary development, including self-reporting their level of understanding of related key terms, previous training in this area, current practices or other information that will assist in understanding the prior learning and experiences of participants.

During

Learning Activities



Activating Strategy: Components of Language Carousel

Materials

- 5 large poster-size papers hung around the room, each labeled with a different component of language (i.e., phonology, morphology, semantics, syntax, pragmatics)
- Markers

Directions

1. Divide participants into five groups. Assign each group to start at a different label around the room. Have each group think of one word or phrase related to the label.
2. Have groups rotate and add a word or phrase to the next label they come to.

3. Repeat this process until each group has been around the room (like a carousel!) to each label two to three times.
4. Debrief as a group, reviewing each of the language components introduced in Module 2. Discuss with participants which of these components is most closely related to vocabulary (semantics), and talk through how each of the additional components relates to vocabulary. (Facilitators can reference the interactive video within the Vocabulary and Language Connections subsection.)



Reflection: Characteristics of Readers Think-Pair-Share



Materials

- Handout: [Characteristics of Readers' Vocabulary Knowledge](#)

Directions

1. Direct participants to Successful vs. Struggling Readers within the Vocabulary and Language Connections subsection of the Learning Management System (LMS) and access the [Characteristics of Readers' Vocabulary Knowledge](#) handout.



Have participants pull up any notes and ideas related to the prompt provided within the course content (i.e., "As you read the information in the table, consider what you can do with your students to provides the experiences on the left side of the table to promote their vocabulary knowledge") and identify their key ideas to share.

-----OR-----



Have participants read section content, write down notes and ideas related to the prompt provided within the course content (i.e., "As you read the information in the table, consider what you can do with your students to provides the experiences on the left side of the table to promote their vocabulary knowledge"), and identify their key ideas to share.

2. Have participants find a partner to share their key ideas with.
3. Allow groups to share out to the whole-group and discuss.
- 4.



Building Content Knowledge: Academic and Social Language

Materials

- Whole group recording form

Directions

1. Facilitate a whole-group discussion related to the difference in academic and social language.
2. Prompt participants to think about this topic through the lens of teaching English Learners.
3. Make a T-chart and have participants identify examples of academic language in one column and social language in the other.
4. Discuss how participants might address teaching each type of language in the classroom.

What's Next?

- Upcoming Course Content
 - Effective Vocabulary Instruction
 - Types of Vocabulary Instruction
 - Three Tiers of Words
 - Introduction to Explicit and Direct Vocabulary Instruction
 - Developing Vocabulary: Instructional Implications from Research
 - Before, During, and After Vocabulary Strategies
 - Making Connections and Integrating Prior Knowledge
 - Graphic Organizers to Support Vocabulary Development
- Coaching Opportunities

Effective Vocabulary Instruction

This section focuses on direct and explicit vocabulary instruction. It first reviews the types of vocabulary and what vocabulary instruction should look like in the classroom. The lesson then reveals how teachers determine specific words to directly teach and offers a six-step process for directly teaching words. Participants will move through the following subsections of content:

- Types of Vocabulary Instruction
- Three Tiers of Words
- Introduction to Explicit and Direct Vocabulary Instruction
- Developing Vocabulary: Instructional Implications from Research
- Before, During, and After Vocabulary Strategies
- Making Connections and Integrating Prior Knowledge
- Graphic Organizers to Support Vocabulary Development



Learning Objectives

- Explain the types of vocabulary instruction and how to select tier 2 words for instruction.
- Understand the types of direct instruction methods to support vocabulary development.



Essential Questions

- What routines and practices can I implement to provide research-based vocabulary instruction?
- What words should I explicitly teach to students, and how do I best teach them?

Before

- Poll participants on their current materials and practices alignment with content within the section. Facilitators can list statements and ideas taken from the section content (e.g., “I explicitly teach carefully selected Tier 2 vocabulary words”; “I intentionally plan for incidental vocabulary learning experiences for my students”; “I use a structured routine for introducing vocabulary words selected for direct instruction.”), and have participants “rate” where they fall on a Likert scale for each (1 = disagree, 3 = neutral, 5 = strongly agree).
- Ask participants to bring their instructional materials used for vocabulary instruction and at least one other content area.
- Gather baseline data related to current practices related to vocabulary instruction using the look-for document in [Appendix C](#).

During

Learning Activities

 Building Content Knowledge: Types of Vocabulary Instruction

Materials

- Types of Vocabulary Instruction materials ([Appendix F](#))
- Paper for each pair/small group to record responses

Directions

1. Break participants into partners or small groups and display the list of strategies and activities for participants to sort into categories.
2. Have each pair (or small group) of participants sort the terms and label each category. (This activity is written out as an open sort. Alternatively, facilitators can scaffold the activity by telling participants to sort into three categories or can give participants headings for each category in a closed sort format: *Direct Vocabulary Instruction*, *Indirect Vocabulary Instruction*, *Independent Word Learning*. See answer key below for closed sort.)
3. Debrief as a group and talk about the different ways participants sorted each of the strategies.
4. If time permits, have participants each identify which strategies they currently implement and what additional strategies they would like to incorporate as they learn about its implementation within the online coursework.

Answer key for closed sort:

Direct Vocabulary Instruction	Indirect Vocabulary Instruction	Independent Word Learning
asking text-dependent questions	building word awareness	increasing independent reading of a wide variety of texts
defining words before, during, and after reading	incorporating Read Alouds	using morphemes to derive meanings of words when reading
teaching strategies to figure out the meaning of unknown words	modeling the use of sophisticated language	using dictionaries and other resources to deepen word knowledge
using word walls and word sorts	using lots of language throughout the day	using context clues during reading
providing multiple exposures to words in context over time	including pictures and props to support understanding	



Curriculum Application: Selecting Words for Explicit Instruction

Materials

- Text for upcoming instruction
- Paper for recording individual responses
- Three large poster sizes sheets of paper labeled Tier 1, Tier 2 and Tier 3
- Markers

Directions

1. Remind participants of the tiers of vocabulary words and the focus of explicit instruction: Tier 2 words. Discuss features of Tier 2 words, including importance and utility, instructional potential and conceptual understanding.
2. Have participants identify Tier 2 words for explicit instruction in an upcoming text that will be used in their classroom. Additionally, have participants note any Tier 1 or Tier 3 words within the same text.
3. After participants have identified different tiers of vocabulary words, have participants each add two or three words from each tier onto the large posters.
4. Review and discuss each set of words as a whole group.



Building Content Knowledge: Direct Instruction in Vocabulary Routine



Materials

- Handout: [Direct Instruction Vocabulary Routine in Action](#)
- Video: “Academic Vocabulary Instruction in Kindergarten”

Directions

1. Before beginning the activity:



Have participants review their observations from the “Academic Vocabulary Instruction in Kindergarten” video. Participants can use the [Direct Instruction Vocabulary Routine in Action](#) handout to talk through the parts of the vocabulary routine observed.

-----OR-----



Watch the “Academic Vocabulary Instruction in Kindergarten” video while using their [Direct Instruction Vocabulary Routine in Action](#) handout as a reference.

2. Give participants time to prepare to practice the direct teaching routine with the word *ferocious*

(see pages 2–3 of the [Direct Instruction Vocabulary Routine in Action](#) handout).

3. After giving participants time to prepare, have participants break into pairs and take turns introducing the word using their completed planner.
4. Debrief as a group related to the steps of the routine and have participants reflect on the parts of the routine participants already implement within their current materials and practices and what parts of the routine they might begin to add into their current routines and practices.



Building Content Knowledge: Watch and Learn



Materials

- Handout: [Viewing a Direct Instruction Vocabulary Routine Video](#)
- Videos: “Vocabulary Instruction 2nd Grade” or “Vocabulary Instruction 7th Grade”

Directions

1. Direct participants to the subsection Introduction to Explicit and Direct Vocabulary Instruction and the Watch and Learn: Instructional Routine to Teach Vocabulary Explicitly with the Learning Management System (LMS).



Have participants locate their completed [Viewing a Direct Instruction Vocabulary Routine Video](#).

-----OR-----



Have participants watch one of the videos and record evidence from the video of each step .

2. Discuss participants’ observations as a whole group. any key takeaways from the observation and the alignment of their own current practices and materials to those highlighted and observed within the video.



Curriculum Application: Teaching Vocabulary Explicitly

Materials

- Current instructional materials (literacy and other content areas) and lesson planning materials
- Small-group recording forms
- Whole-group large recording poster paper (can be labeled with each of the bulleted instructional components listed in Step 1)

Directions

1. Break participants into small groups of three or four. Have participants examine their current instructional materials to identify how vocabulary is explicitly taught, including both explicit instruction of vocabulary within their literacy block and within other content areas as they review and reference their course content for specific routines and strategies. Facilitators can prompt participants to consider the following:
 - Explicit instruction of Tier 2 words
 - Explicit teaching routines
 - Depth of word knowledge instruction (consider the lexical quality hypothesis reviewed within the content)
 - Strategies before reading to support vocabulary development
 - Strategies during reading to support vocabulary development
 - Strategies after reading to support vocabulary development
 - Use of graphic organizers to support vocabulary development

NOTE: It might be helpful for participants to list strategies included within their current materials and routines by each of the bulleted areas mentioned above. Facilitators can post these areas in a place for groups to reference and guide their discussion.

2. Debrief as a group, recording where participants identify alignment to research-based practices for explicit vocabulary instruction within their materials and opportunities for growth identified. Record responses for participants to continue to reference throughout the activity and session.
3. Break back into small groups to provide participants time to plan ways in which they will enhance and strengthen their current practices using their instructional materials. If participants also completed the Selecting Words for Instruction Activity, they can use the Tier 2 words selected and the template within the [Direct Instruction Vocabulary Routine in Action](#) handout to plan. Additionally, participants can identify other practices and strategies highlighted through the course content that they plan to implement within their literacy block and across content areas.



Action Planning: Continue, Start, Stop

Materials

- Group or individual recording form
- [Continue, Start, Stop](#) protocol (for facilitator reference)

Directions

1. Using the Continue, Start, Stop protocol, give participants 5 minutes to brainstorm instructional practices that they will continue, start and stop related to vocabulary instruction.

2. Have participants share out responses. If time permits, have participants identify any action steps needed for any identified practices. (Participants can use the [action planning template](#) if needed.)

What's Next?

- Upcoming Course Content
 - Teaching Morphemes for Meaning
 - Morphemes
- Coaching Opportunities (see "After" options below)

After

- Model explicit instruction of new vocabulary using one of the instructional materials and planning documents from the curriculum application activity. Following the lesson, debrief with observation participants.
- Identify model lessons within the school/district/region and provide feedback and coaching related to planning for explicit vocabulary instruction.

Teaching Morphemes for Meaning

This section delves into strategies for teaching morphemes, which are essential for unlocking word meanings. It emphasizes the significance of morphemes in various contexts, such as comprehension, reading, spelling, syntax and vocabulary development through work in the following subsection:

- Morphemes



Learning Objectives

- Learn to link explicit instruction in prefixes, roots and suffixes to build knowledge of word meaning.



Essential Questions

- How can I plan morphology instruction that supports students in understanding word meanings?

Before

- Ask participants to bring current instructional and planning materials from across content areas to complete curriculum application activities.
- Observe and collect baseline data related to morphology instruction to identify strengths and training needs.

During

Learning Activities



Activating Strategy: Morphology and Word Study

Materials

- Blank Frayer Model for each participant/pair of participants (use the [Frayer Model](#) handout from the previous section if needed)
- Large Frayer Model for whole-group debrief

Directions

1. Have participants work individually or in pairs to complete a Frayer Model related to morphology instruction. In the examples box of the graphic organizer, ask them to list examples of instructional strategies and activities they currently use to teach morphology to support automatic word recognition. (Participants can also reference online content for Module 3 if needed.)
2. Debrief as a whole group and complete the large Frayer Model for reference throughout the

session; highlight the focus on morphology instruction for word meaning in this module.



Reflection: Viewing a Video



Materials

- Video: "Year 8 Biology"

Directions

1. Direct participants to Viewing a Video: Instruction in Action within the Morphemes subsection.



Have participants locate any notes and ideas they had related to the reflection questions found within the Learning Management System (LMS) (i.e., "How do you teach morphemes in your classroom? Do your students know how to analyze an unknown word to determine its meaning? What tools can you use to help them?").

-----OR-----



Have participants watch the video corresponding to their grade level and respond to the reflection questions found within Learning Management System (LMS) (i.e., "How do you teach morphemes in your classroom? Do your students know how to analyze an unknown word to determine its meaning? What tools can you use to help them?").

2. Review and discuss reflections as a group. As you answer the final question (i.e., What tools can you use to help them?), talk through some of the resources within the online course content.



Curriculum Application: Teaching Morphemes for Meaning

Materials

- Current instructional and planning materials
- Online content resources (for reference, see list below)

Directions

1. Break participants into small groups by grade level or content area, if possible.
2. Have each group identify meaning affixes and root words within upcoming text.
3. Have participants share out morphemes for explicit instruction with the whole group.
4. Break back into small groups and have participants collaborate as they work to embed the introduction of morphemes and additional instructional strategies into their upcoming lesson plans. Participants might consider the following instructional strategies:
 - [Word webs](#)
 - [Capturing Prefixes, Suffixes and Roots](#)

- Word family work
5. Have participants break into different small groups of three or four. Allow time for each participant to practice explicitly introducing one of the morphemes they have built into an upcoming lesson and then explain additional activities and strategies they will implement.

What's Next?

- Upcoming Course Content
 - Multifaceted Vocabulary Knowledge
 - Semantic Gradients
 - Idioms and Figures of Speech
- Coaching Opportunities (see “After” options below)

After

- Model morpheme instruction to support meaning using instructional materials and plans from the curriculum application activity. Following the lesson, debrief with observation participants.
- Identify model lessons within the school/district/region and provide feedback and coaching related to planning for explicit vocabulary instruction with morphemes.

Multifaceted Vocabulary Knowledge

This section supports participants in understanding the multifaceted aspects of word knowledge, including semantic properties, semantic features, nuances, multiple-meaning words and figurative language, such as idioms, similes and metaphors, as they work through the following subsections:

- Semantic Gradients
- Idioms and Figures of Speech



Learning Objectives

- Learn how to use semantic gradients and semantic features analysis to teach vocabulary.
- Understand the importance of directly teaching figurative language.



Essential Questions

- How can I support students in understanding the multifaceted aspects of word knowledge?
- How do you teach figurative language to support students in understanding the meaning of text?

Before

- Facilitate online discussion related to current practices for teaching figurative language and shades of meaning.

During

Learning Activities



Building Content Knowledge: Semantic Gradients

Materials

- Handout: [Semantic Gradients](#)
- Paper/pens
- 6 large poster-size pieces of paper (label each with one group of example words from page 2 of the [Semantic Gradients](#) handout)

Directions

1. Briefly summarize the semantic gradient content within the online course content and the purpose of semantic gradient activities.

2. Break participants into small groups and have each divide their paper into thirds.
3. Have participants select three sets of example words from page 2 of the [Semantic Gradients](#) handout and then complete a continuum for each group of words within each of the sections on their paper. Ask participants to also keep brief notes on a separate sheet of paper related to key discussion points when coming to a consensus of where along the continuum each word should be placed.
4. Once all participants have completed their three gradients, have each group record their continuum on the corresponding poster-size paper.
5. Review and discuss each group of words, comparing and contrasting the continuums developed by each group and the discussion points leading to each group's consensus.
6. Debrief the usefulness of an activity like this with students.



Curriculum Application: Semantic Feature Analysis

Materials

- Handout: [Semantic Feature Analysis](#)
- Current instructional and planning materials (multiple content areas)

Directions

1. Break participants into small groups by grade level or content area, if possible.
2. Have participants within each group work to develop a semantic feature analysis graphic organizer that can be used in an upcoming unit of instruction.
3. Give each participant time to present their semantic feature analysis to the rest of their group. When presenting, have participants include a description of when and how they plan to use it with their students.

NOTE: Facilitators can collect each graphic organizer at the end of the session to make copies for each participant or small group member so that each participant begins to build a bank of organizers to support their instruction throughout the school year.

Building Content Knowledge: Figurative Language

Materials

- Drawing paper
- Pencils/markers/crayons
- Current instructional materials

Directions

1. Assign each participant one idiom from a list of idioms taken from local curriculum materials or commonly used idioms that students might encounter.

Sample idioms:

It's raining cats and dogs.

Break a leg.

He let the cat out of the bag.

She is feeling under the weather.

The math test was a piece of cake.

It's time to call it a day.

Hold your horses!

It's getting late, so it is time to hit the hay.

I'm all ears.

Two heads are better than one.

She got cold feet before her big performance.

2. Once each participant has practiced, have participants create drawings that include the literal meaning of the idiom on one side and the figurative meaning on the other side.
3. Have participants find a partner, and have each partner practice providing explicit instruction to introduce their idiom (see examples within the online content), using their illustrations to support their instruction.

NOTE: Facilitators can collect each illustration at the end of the session to make copies for each participant or small group member so that each participant begins to build a bank of organizers to support their instruction throughout the school year.

What's Next?

- Upcoming Course Content
 - Supporting Vocabulary Development
 - Introduction to Supporting Vocabulary Development
 - Rich and Varied Oral Language Experiences
 - Planning for and Monitoring Vocabulary Usage
 - The Value of Read Alouds
 - Word Learning Strategies and Activities
- Coaching Opportunities (see "After" options below)

After

- Distribute copies of each semantic feature analysis example and idiom illustrations to all participants as planning and instructional tools as they begin to implement strategies from the module.

Supporting Vocabulary Development

In this section, participants explore indirect practices that help students acquire vocabulary, such as rich and varied oral language and print language experiences. This section also examines the importance of classroom language, effective Read Alouds, planning instruction and monitoring for vocabulary growth. This section is divided into the following subsections:

- Introduction to Supporting Vocabulary Development Experiences
- Rich and Varied Oral Language Experiences
- Planning for and Monitoring Vocabulary Usage
- The Value of Read Alouds for Vocabulary Development
- Word Learning Strategies and Activities



Learning Objectives

- Explain how students can learn vocabulary using indirect methods.
- Understand how powerful a Read Aloud can be when learning new vocabulary words and improving oral language.



Essential Questions

- How do I provide indirect instruction in word meanings to support vocabulary development?

Before

- Observe in multiple classrooms to identify strengths and opportunities for growth related to indirect vocabulary instruction.
- Facilitate online discussion related to current practices and procedures for Read Alouds.
- Ask participants to bring text(s) for upcoming Read Aloud(s) in their classroom.

During

Learning Activities



Activating Strategy: Brainstorming Indirect Vocabulary Instruction

Materials

- Whole group recording form

Directions

1. Have participants brainstorm all the different ways their students learn vocabulary indirectly. Participants can just yell responses out while one person records on a large sheet of paper posted in the room, or participants can write on sticky notes and stick them on the large recording form.

2. Once all ideas are shared and recorded, the group can work together to categorize responses, identify strategies that they build in intentionally, or identify what responses and ideas they want to know more about.
3. Keep the responses posted throughout the session for reference as different strategies are discussed in other activities, and revisit any remaining responses at the end of the session to clarify any outstanding ideas or questions.



Reflection: Indirect Vocabulary Instruction

Materials

- Indirect vocabulary instructional strategy list ([Appendix G](#))
- Paper/pens/pencils

Directions

1. Post the list of indirect vocabulary instruction strategies where each participant can see it. Have participants fold a piece of paper into thirds to create three columns with the following headers:
 - I intentionally plan this throughout my day.
 - I do this sometimes without intentional planning.
 - I don't currently implement this regularly into my instructional routines and classroom practices.
2. Have participants self-reflect and write each strategy under the heading that most applies to their current practices.
3. Have participants identify and prioritize their own next steps for enhancing opportunities for indirect vocabulary instruction within their classroom.

NOTE: If time allows, facilitators can also prompt participants to share additional strategies they use for indirect vocabulary instruction, and each participant can add the strategy under the column corresponding to their current practices.



Curriculum Application: Modeling Elevated Language

Materials

- Handout: [Planning Your Approach](#)

Directions

1. Break participants into small groups by grade level, if possible.
2. Have participants collaborate to develop ways in which they can model sophisticated language in the classroom. Participants can use examples of sophisticated words within the course

content and the template (adapted in any way needed) within the [Planning Your Approach](#) handout to record their ideas.

3. Share out ideas and next steps for implementation as a whole group.



Building Content Knowledge: Read Aloud Watch and Learn

Materials

- Video: "Vocabulary in Read Alouds Sample Video"
- Paper/pens for note-taking

Directions

1. Direct participants to the subsection The Value of Read Alouds for Vocabulary Development within the Learning Management System (LMS).



Have participants locate their notes and reflections related to the strategies observed within the "Vocabulary in Read Alouds Sample Video."

-----OR-----



Have participants watch the video and record how the teacher uses strategies to support vocabulary development and their reflections.

2. Debrief observations and reflections as a group, having participants note any strategies they plan to implement during their next Read Aloud.



Curriculum Application: Using Synonyms to Develop Vocabulary

Materials

- Text to be used for an upcoming Read Aloud
- Handout: [Activities to Promote Vocabulary Development Using Synonyms](#)
- Different colored sticky notes
- Index cards

Directions

1. Review the strategies on the handout [Activities to Promote Vocabulary Development Using Synonyms](#).
2. Have participants examine a text they plan to use for their next Read Aloud and identify opportunities to substitute synonyms to support vocabulary development. Participants can place a sticky note with the synonym they plan to use on the corresponding page.
3. Have participants turn and talk with a partner about the opportunities they identified to substitute synonyms.
4. On another color sticky note, have participants identify words that could be used to develop a

tired word wall (see [Activities to Promote Vocabulary Development Using Synonyms](#) for description of a tired word wall).

5. Have participants turn and talk with their partner about any opportunities identified.
6. Have participants use index cards to create a synonym sort that includes three to five target vocabulary words that will be explicitly taught prior to the Read Aloud.
7. Have participants trade index card sets with their partner, and give them time to sort each other's words.



Building Content Knowledge: Supporting English Learners

Materials

- Video: "Using Cognates in ELL Classrooms"
- Handouts: [Spanish-English Cognates List](#)

Directions

1. Show the brief video "Using Cognates in ELL Classrooms" as a quick overview of cognates.
2. Ask participants to identify how they currently use cognates during instruction.
3. Have participants work with a partner to review the [Spanish-English Cognates List](#) and discuss opportunities for growth related to using cognates to support English Learners in understanding English word meanings.
4. Have pairs share out any identified next steps. Additionally, discuss additional supports that can be used to support English Learners (e.g. images, kinesthetics).

NOTE: The [Spanish-English Cognates List](#) is used as a sample of how cognates can be used. Facilitators can use additional resources for identifying cognates in other languages spoken by students at participant locations.



Action Planning: Continue, Start, Stop

Materials

- Group or individual recording form
- [Continue, Start, Stop](#) protocol (for facilitator reference)

Directions

1. Using the Continue, Start, Stop protocol, give participants 5 minutes to brainstorm instructional practices that they will continue, start and stop related to indirect vocabulary instruction.
2. Have participants share out responses. If time permits, have participants identify any action steps needed for any identified practices. (Participants can use the [action planning template](#) if needed.)

What's Next?

- Upcoming Course Content
 - Assessing and Supporting Vocabulary Growth
 - Assessing and Supporting Vocabulary Growth
 - Challenges of Vocabulary Assessments
 - Traditional Approaches to Vocabulary Assessment
 - Less-Traditional Approaches to Vocabulary Assessment
- Coaching Opportunities (see “After” options below)

After

- Work with individuals or small groups to support planning for Read Alouds.
- Model Read Aloud routines and lessons in a classroom, inviting multiple participants to observe and participate in debriefing and discussing their observations.

Assessing and Supporting Vocabulary Growth

In this lesson, participants learn about the challenges of assessing students' vocabulary, considerations for improving classroom-based vocabulary tests and techniques that teachers can adapt to gather evidence of vocabulary knowledge and to track vocabulary growth over time. This section includes the following subsections:

- Assessing and Supporting Vocabulary Growth
- Challenges of Vocabulary Assessments
- Traditional Approaches to Vocabulary Assessment
- Less-Traditional Approaches to Vocabulary Assessment



Learning Objectives

- Understand assessment of vocabulary



Essential Questions

- How can I use vocabulary assessment to support my instructional planning?

Before

- If facilitating the case study, ask participants to use the [Plan and Prompt](#) and [Listen and Look](#) documents to gather student data related to vocabulary for the student(s) selected for their case study. Additionally, ask participants to complete one of the self-directed assessments with their student(s) selected for the case study.
- Ask participants to bring samples of different ways they assess vocabulary.

During

Learning Activities



Activating Strategy: Monitoring and Planning Review

Materials

- Handout: [Plan and Prompt](#)
- Handout: [Listen and Look](#)

Directions

1. Have participants review the [Plan and Prompt](#) and [Listen and Look](#) handouts that were introduced in the supporting vocabulary development subsection. (If facilitating the case study activity, participants should have completed one monitoring form prior to the session.)
2. Discuss questions that this specific type of student performance data might answer and how this data could be used to inform instruction.



Building Content Knowledge: Watch and Learn



Materials

- Video: "Margaret McKeown Discusses Research on Vocabulary Development"

Directions

1. Direct participants to the subsection Challenges of Vocabulary Assessments within the Learning Management System (LMS) and locate the questions for considerations related to the Watch and Learn activity (i.e., What is needed for vocabulary assessments to be meaningful? How does this information change what you already know about assessing vocabulary?).



Have participants locate their notes/responses to each question.

-----OR-----



Have participants watch the video "Margaret McKeown Discusses Research on Vocabulary Development."

2. Discuss participants' responses to each question as a whole group.



Reflection: Vocabulary Assessment

Materials

- Participant-provided sample vocabulary assessments
- Different colored markers or stickers (5 colors)

Directions

1. Assign each dimension of word knowledge (i.e., generalization, application, breadth, precision, availability) a different color, and have participants draw or stick the corresponding colored dot(s) on each sample assessment they brought.
2. Have participants share the dimensions their assessment(s) addressed.
3. Ask participants to note at the top of each assessment how the information gained from the assessment informs and refines their instruction.
4. Review participant responses as a whole group.
5. Reflect with the group on any trends and patterns of vocabulary assessment noted. Identify any additional assessments that should be considered or any additional information that might be needed to support instructional planning. Ask participants to identify if any of the assessments identified within the section might provide additional information that would provide additional value as they plan for vocabulary instruction.



Case Study: Assessing and Supporting Vocabulary Growth

Materials

- Case study portfolio
- Completed vocabulary assessments used in the classroom and additional collected data (e.g., Listen and Look, Plan and Prompt, self-directed assessment)
- Current instructional and planning materials
- Module 5 online content resources

Directions

1. Have participants review their progress monitoring data and instructional plans previously developed to help assess student progress and identify any instructional changes that might need to be made.
2. Have participants review any existing vocabulary assessments as well as the additional data related to vocabulary prior to the session. Have participants think about the different questions each type of assessment helps answer related to student strengths and needs that can be used for instructional planning.
 - **Listen and Look:** Participants should analyze the evidence collected and consider the following questions:
 - What vocabulary words can the student use accurately when speaking?
 - What vocabulary words can the student use accurately in writing?
 - What vocabulary words does the student speak or write but not use in the correct context?
 - What direct or indirect strategies can I implement to support the student's vocabulary development?
 - **Plan and Prompt:** Participants should analyze the evidence collected and consider the following questions:
 - Can the student accurately identify examples and nonexamples of the target vocabulary word?
 - Can the student identify words that are associated with the target vocabulary word?
 - Can the student accurately complete a sentence stem related to the meaning of the word with the target vocabulary word?
 - Can the student describe/relate an experience to the target vocabulary word?
 - What direct and indirect instruction can I plan to support the student's vocabulary development?
 - Are there any cognates in the student's home language that can be used?
 - **Self-directed assessment:** Participants should analyze the evidence collected and consider the following questions:

- What target vocabulary can the student use accurately after instruction?
 - What target vocabulary does the student know but not use? What opportunities can I create to encourage student use of the target vocabulary?
 - What target vocabulary does the students still need support to know and use even after instruction?
 - What direct and indirect instruction can I plan to support the student's vocabulary development?
3. Using their data analysis, have participants identify words that they may need to explicitly teach and ways to provide intentional indirect instruction and opportunities for students to use new vocabulary. Encourage participants to think about which of these strategies should be used with the whole group, in a small group of students with needs similar to the student(s) selected for their case study or individually.
 4. Have students identify how they will monitor progress related to vocabulary.

NOTE: At the end of this session, participants should have a list of direct or indirect strategies they will implement to support vocabulary development and a plan for how progress will be monitored. These strategies can be embedded within any already occurring instructional support related to phonological awareness, phonics and fluency identified in previous sessions.

What's Next?

- Upcoming Course Content
 - Increasing Reading Comprehension
 - Introduction to Comprehension
 - The Simple View of Reading and Scarborough's Reading Rope
 - English Learner Considerations
 - Text Structures and Text Features
 - Using Text Structures and Features to Support Comprehension
- Coaching Opportunities (see "After" options below)

After

- Continue activities (e.g., modeling, observation and coaching, lesson plan review, peer observations) related to the features of effective instruction, effective phonological awareness instruction, effective phonics and word study instruction, fluency instruction and vocabulary instruction.
- Follow-up with participants related to their case study instructional plan and progress monitoring. Provide support with ongoing planning, implementation and progress monitoring.

Appendix A: Module 5 Objectives

In this module, participants will learn the following:

- Understand the progression of skills needed for students to develop a rich vocabulary.
- Define and identify environmental and cultural factors that are causally related to vocabulary growth.
- Understand the relationship between vocabulary and comprehension.
- Understand how students learn words through direct instruction, indirect instruction, and independent word-learning strategies.
- Learn to link explicit instruction in prefixes, roots, and suffixes to build knowledge of word meaning.
- Learn how to select appropriate words to teach.
- Learn a direct six-step approach to teaching vocabulary.
- Learn varied techniques for vocabulary instruction before, during, and after reading.
- Understand how to help students acquire deep word meaning by presenting the many facets of word knowledge.
- Explore the challenges of struggling adolescent readers.
- Learn how to assess vocabulary growth.

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Appendix C: Walk-Through Look-Fors and Coaching Guide

Example Literacy Leader Walk-Through Tool: Vocabulary

Purpose: Either individually or with your literacy leadership team, leverage this walk-through tool to collect observation data aligned with the science of reading and effective literacy instruction. Carefully consider each indicator. If the observer determines the indicator has been met satisfactorily, consider what evidence is available to support this decision, and add the documentation to the notes section. Following the walk-through and use of this tool, consider patterns and trends observed and/or not observed.

User: School leader, principal, assistant principal, literacy specialist/coach and designated literacy leaders

Vocabulary

The two primary ways to teach vocabulary are direct and indirect instruction. Direct instruction is best when taught in a systematic manner using high-utility academic vocabulary. This is an opportunity to extend and apply phonemic awareness and phonics/spelling skills. For older students, this should include morphology as well as figurative language such as idioms. Vocabulary is one skill every teacher, regardless of the subject, will teach. A school-wide system for teaching new vocabulary will be helpful and a way to ensure all educators are focusing on literacy skill development at all ages.

One top strategy for indirect instruction is a Read Aloud or Masterful Read that can be present at all grade levels.

Another way to develop vocabulary is through word consciousness, which means students are metacognitively thinking about words, talking about words and using interesting words for a purpose. This can be developed through a love of words that comes from having fun with words.

This walk-through document can be used when any teacher, including the physical education teacher or music educator, is teaching content vocabulary. Vocabulary instruction is one of the literacy domains that is ripe for whole-school instruction as it is a literacy area everyone can support.

Look-Fors	Notes	Observed (Y/N)
Student Responses		
Students are engaged during vocabulary instruction as the teacher uses ask/answer, choral response, Turn and Talk and other strategies.		
Students are engaged in reading and writing when direct instruction is not occurring.		
Students are using the newly taught vocabulary in their reading, writing and oral discussions.		
Students talk about words and have fun with words (word consciousness).		
Teacher Actions		
Teacher uses direct instruction to teach new vocabulary words following a systematic process (e.g., Marzano's six steps to teach vocabulary).		

Look-Fors	Notes	Observed (Y/N)
Teacher chooses vocabulary words that are high-utility and academic (e.g., Beck's Tier 2 words).		
Teacher employs Read Alouds, Masterful Reads or recorded text as a means to increase vocabulary.		
Teacher develops word consciousness by having fun with words and encourages students to explore new and interesting words in their environment (e.g., use \$10 words in their daily language).		
Learning Environment and Routines		
Students have access to resources to explore vocabulary and figurative language (e.g., dictionaries, digital reading with hyperlinks and anchor charts).		
Learning environment is word rich with word walls, anchor charts, etc.		

Look-Fors	Notes	Observed (Y/N)
Combinations of large-group, small-group and peer-assisted learning combinations are used to support vocabulary instruction.		
Total number of indicators observed out of 11:		

Example Coaching Guide for Vocabulary

Purpose: A tool designed to support school leaders in their instructional coaching as it relates to ensuring practices connected to the science of reading are observed and implemented.

User: School leaders, principals, assistant principals, literacy coaches/interventionists and any designated literacy leader

Step 1

- What went very well during the observation?
- What evidence will you cite to support the effectiveness of the instruction?
 - Students engaged during vocabulary instruction as the teacher uses Ask and Answer, Choral Response, Turn and Talk and other strategies.
 - Students engaged in reading and writing when direct instruction is not occurring.
 - Students used the newly taught vocabulary in their reading, writing and oral discussions.
 - Students talked about words and had fun with words (word consciousness).
 - Teacher used direct instruction to teach new vocabulary words following a systematic process (e.g., Marzano's six steps to teach vocabulary).
 - Teacher chose high-utility and academic vocabulary (e.g., Beck's Tier 2 words).
 - Teacher employed Read Alouds, Masterful Reads or recorded text as a means to increase vocabulary.
 - Teacher developed word consciousness by having fun with words and encouraged students to explore new and interesting words in their environment (e.g., \$10 words in their daily language).
 - Students had access to resources to explore vocabulary and figurative language (e.g., dictionaries, digital reading with hyperlinks and anchor charts).
 - Learning environment is word rich with word walls, anchor charts, etc.
 - Combinations of large-group, small-group and peer-assisted learning combinations used to support vocabulary instruction.

Step 2: Identify areas you observed that you would like to expand on with the instructor. This coaching conversation is intended to improve practice in a non-judgmental manner, allowing the instructor to reach conclusions through effective question stems and clear observations. Consider the following stems:

- Give me more information about . . .
- Tell me if this captures your . . .
- Is that idea different from . . .
- I'd be interested in hearing more about . . .
- Give me an example of . . .
- What might you see happen if . . .

Step 3: Based on our conversation, what elements of effective instruction do you plan to work on for improvement?

- Collaboratively develop a goal that the educator is willing to work on to improve one element of effective instruction.
- When do you plan to start working on that goal? What support do you need to work on that goal?

Step 4: When do you think you will be ready for me to observe your goal in action? Establish the next coaching session with the intent to look at the goal the teacher is working on and provide feedback on the implementation of the goal.

Suggested Tools

Step 1

Coach's Evidence	Educator's Reaction (to praise)

Step 2: Notes of Educator's Responses to Clarifying Questions

Step 3: SMART Goals (Specific, Measurable, Achievable, Relevant and Time-Bound)

Step 4: Action Plan

• What are the next steps needed for the educator to work on the goal?
• How much practice is needed to master the goal?
• What support is needed to master the goal?
• When does the educator feel they are ready to demonstrate achievement of the goal?

Appendix D: Facilitation Protocols and Activities

Gallery Walk

A gallery walk is a strategy that allows participants (or students!) to move around the learning space to engage with content and each other. Participants have the opportunity to share their work with others and reflect on answers provided by others.

Jigsaw

A jigsaw is a cooperative learning strategy to support the development of content knowledge and improve listening and communication. While this activity is referenced once in the activities in this guide, jigsaws can be used with any other course reading that may need additional exploration.

Directions

1. Determine how and where you will break up content as equally as possible. This will determine how many expert groups are needed (e.g., three subtopics within the topic might need three expert groups).
2. Assign each participant to an expert group to form groups of equal sizes.
3. Give groups time to study their specific topic or section of reading and become experts in the assigned topic.
4. At the end of the assigned time, form new groups that contain one person from each expert group.
5. Have each expert within the new group teach their group about their assigned topic.
6. Repeat until each expert in the group has presented on their topic.

At the end of the jigsaw, each group will have learned about all content within the specific topic.

Action Planning

If your district or location does not already have one, facilitators can use the framework on the following page for goal-setting and action-planning activities throughout the coursework. This can be adapted to meet the needs of the participant group.

Action Planning Template

GOAL:					
Action Step	Begin Date	End Date	Support Needed	Notes	
					☐
					☐
					☐
					☐
					☐

Continue, Start, Stop

The Continue, Start, Stop framework is a reflective tool that can be useful for action planning as they internalize the new content being learned. The framework is specifically designed to first allow users to identify what is currently working well and aligned with science before identifying something new they will start. Additionally, it allows users to identify what the new practice might replace (e.g., stop). When paired with an action plan, this framework can also be useful in prioritizing actions if multiple new practices are identified. Many times closing activities include a continue-start-stop framework.

Continue	Start	Stop
What current practices are in place that align with the evidence-based practices identified in the course content? Are there any methods/practices that you currently implement but can enhance? If so, how?	What research-aligned practices will I introduce to support the development of proficient reading? Are there any methods/strategies that you plan to embed in your instruction? If so, which ones?	What current practices are not aligned with what reading science identifies as effective practice and need to be removed from my instructional routines and practice?

Think-Pair-Share

Think-Pair-Share is another cooperative learning activity. After posing a question or prompt, participants are given time to think before being paired with another participant to share out their own thoughts and discuss.

Free Recall

Free Recall is a retrieval practice that asks participants to recall information about a topic. In this guide, free recall is used as an activating strategy during in-person sessions to promote retrieval of information learned during the asynchronous portions of the online coursework.

I Thought, I Think

The I Thought, I Think routine supports participants in reflecting on their thinking on a topic and how it might have changed throughout the duration of a section of coursework as a result of the instruction.

Quick Write Collaboration

This cooperative learning activity is used as retrieval practice in this module but could be used in a variety of different ways. Participants are broken into small groups and given time to write everything they learned about a module, similar to the Free Recall strategy. However, at the end of the designated time, participants pass their paper to the left, read the information from the other participants and then are given additional time to add thoughts and information. This process is repeated until each participant receives their own paper with input and thoughts from all group members.

Appendix E: Instructional Strategies

CDE Reviewers: The following instructional strategies can be found within this module.

Instructional Strategy	Description	Location in Module
Vocabulary for English Language Learners	A home language support that connects the meaning of words in a student's home language to English. This can include leveraging the first language, teaching basic and base words, reviewing and reinforcing vocabulary, and using cognates.	Section 3: Vocabulary Instruction Strategies
Word Sorts	A vocabulary development strategy that helps students categorize words based on common patterns, meanings, or structures, promoting active engagement, word analysis, and deeper understanding of vocabulary.	Section 3: Vocabulary Instruction Strategies
Keyword Mnemonic Strategies	A strategy to support the recall of vocabulary words that associates a keyword with new vocabulary.	Section 3: Introduction to Explicit and Direct Vocabulary Instruction
Direct Vocabulary Word Routine	A routine that can be used to explicitly teach vocabulary words; can be used before reading a text with selected words.	Section 3: Direct Vocabulary Instructional Routines
Before, During and After Reading Vocabulary Strategies	Strategies for vocabulary learning and comprehension include pre-reading techniques such as direct teaching, decoding, and orthographic mapping supports (e.g., visual, auditory, kinesthetic cues), during-reading strategies that foster incidental vocabulary development (e.g., questioning, student-friendly definitions, synonyms, imagery, morphemic analysis), and extended instruction methods like discussions, sound walls, and think-pair-share to enhance word learning and engagement.	Section 3: Before, During, and After Vocabulary Strategies
Contextual Analysis	An independent word-learning strategy in which students infer the meaning of an unfamiliar word by analyzing the text around it.	Section 3: Before, During, and After Vocabulary Strategies
Sentence Stems	Structured scaffolds for creating and modeling student-friendly explanations of word meanings.	Section 3: Sentence Stems
Concept Sorts	A type of word sort that supports the comprehension of	Section 3: Making

	text and helps students learn and understand important vocabulary words by comparing, contrasting, and classifying words based on characteristics or meanings.	Connections and Integrating Prior Knowledge
Fray Model	A graphic organizer divided into four equal boxes with an oval in the middle; the oval and the four boxes are all labeled with headings the oval's heading is "Term" or "Word/Concept"; the upper left-hand box is labeled "Student-Friendly Definition"; the upper right-hand box is labeled "Characteristics"; the lower left-hand box is labeled "Examples"; and the lower right-hand box is labeled "Non-examples."	Section 3: Graphic Organizers to Support Vocabulary Development
Morphemic Word Families	Explicit instruction in the units of meaning within words to support vocabulary development; morpheme instruction should be organized by degree of transparency, generativity, and complexity.	Section 4: Word Families
Word Webs	A type of graphic organizer that provides concrete, graphic representations of a target word and how it relates to other words; it can be used to generate discussion and activate background knowledge.	Section 4: Wonderful Word Webs
Semantic Gradients	A strategy to foster word consciousness in which students consider a continuum of words by order of degree (e.g., intensity, content).	Section 5: Semantic Gradients
Semantic Feature Analysis	A type of graphic organizer that helps students understand the similarities and differences in related words used to develop vocabulary with literary or informational text.	Section 5: Semantic Feature Analysis
Explicit Instruction of Idioms and Figures of Speech	A strategy especially useful for English Language Learners (ELLs) to support vocabulary development, elevating reading comprehension and writing.	Section 5: Idioms and Figures of Speech
Language Facilitation Strategies	These strategies include an invite to talk, wait time, elaborate and respond with a purpose, and students responding in complete sentences.	Section 6: Rich and Varied Oral Languages Experiences
Word Consciousness	A vocabulary development strategy that fosters an awareness and interest in words by encouraging students to notice, explore, and use new words in meaningful contexts, enhancing their language skills and comprehension	Section 6: Rich and Varied Oral Languages Experiences
Modeling	The embedding of rich, sophisticated vocabulary in	Section 6:

Elevated Language	day-to-day instruction and routines.	Modeling Elevated Language
Listen and Look	A strategy allowing teachers to document evidence of students integrating vocabulary into their oral and written language to be used for instructional planning.	Section 6: "Plan and Prompt" and "Listen and Look"
Plan and Prompt	A strategy in which teachers plan prompts and questions during instruction requiring students to use new vocabulary to clarify and deepen understanding of words and allowing the teacher opportunities to gather evidence about vocabulary learning; prompts might include examples and nonexamples, word associations, and sentence completion.	Section 6: "Plan and Prompt" and "Listen and Look"
Read Alouds/ Masterful Reads	A strategy in which the teacher reads carefully selected text aloud to students to ensure students are learning words orally before being able to read them independently in text, engage with complex syntax, and build knowledge; Read Alouds include planning for before, during, and after reading as well as extending dialogue and interactive experiences.	Section 6: The Value of Read Alouds
Synonym Substitution	The practice of supporting vocabulary development through the use of synonyms during Read Alouds.	Section 6: Synonym Substitutions

Appendix F: Types of Vocabulary Instruction activity

asking text-dependent questions	building word awareness	modeling the use of sophisticated language
using context clues during reading	incorporating Read Alouds	defining words before, during, and after reading
using lots of language throughout the day	using morphemes to derive meanings of words when reading	including pictures and props to support understanding
increasing independent reading of a wide variety of texts	teaching strategies to figure out the meaning of unknown words	using dictionaries and other resources to deepen word knowledge
providing multiple exposures to words in context over time	using word walls and word sorts	

Appendix G: Indirect Vocabulary Instruction

model elevated language

monitor student use of
sophisticated words

provide invitations to talk

provide wait time

read-alouds

embed synonyms

contextual analysis

use of reference aids

facilitate structured
discussions

respond with purpose
(expand, elaborate, scaffold)

morphemic analysis

cognates