



**BUILDING A STRONG
FOUNDATION FOR LIFELONG
LITERACY SUCCESS FOR
ADMINISTRATORS/PRINCIPALS**
*MODULE 5: DEVELOPING
VOCABULARY—FACILITATOR'S GUIDE*

PUBLIC CONSULTING GROUP

Table of Contents

Developing Vocabulary	1
Supporting Alignment Across Classrooms and Tiers of Instruction	2
Introduction to Vocabulary Development	4
Before	4
During	4
After	6
Effective Vocabulary Instruction	7
Before	7
During	8
After	11
Leading Vocabulary	12
Before	12
During	12
After	15
Appendix A: Module 5 Objectives	16
Appendix B: Module 5 Bibliography	17
Appendix C: Facilitation Protocols and Activities	23
Gallery Walk	23
Jigsaw	23
Action Planning	23
Action Planning Template	24
Continue, Start, Stop	25
Think-Pair-Share	25
Free Recall	25
I Thought, I Think	25
Quick Write Collaboration	25
Appendix D: Instructional Strategies	26
Appendix E: Types of Vocabulary Instruction Activity	27

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.

		Required Coursework	
		5-hour	20-hour
Introduction: Section overview and pre-assessment		Y	Y
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.	N	Y
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.	N	Y (3 subsections)
Teaching Morphemes for Meaning	This section delves into strategies for teaching morphemes, which are essential for unlocking word meanings.	N	N
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.	N	N

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.	N	N
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.	N	N
Leading Vocabulary	In this section, participants consider the topic of leading vocabulary instruction centered around data-driven decision-making, classroom walk-throughs, providing coaching feedback, and how these processes inform the collective and collaborative inquiry about effective teaching and learning.	Y	Y
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 coursework introduces a large amount of vocabulary and terminology to be used during instruction with students. One primary responsibility of school and/or district leaders is to ensure coherent learning systems and structures 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). The pursuit of coherent systems and structures begins with ensuring all staff members commit to using a common instructional language. It is highly recommended that facilitators emphasize the importance of common instructional language by explicitly teaching 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

(Required 20-hour coursework)

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: Vocabulary Carousel

Materials

- Large poster-size papers hung around the room, each labeled with a different key term related to vocabulary (e.g. vocabulary acquisition, semantics, contributors to vocabulary knowledge, academic vs. social language, academic language)
- 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, phrase, or question 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. Discuss each key idea with participants and the ideas and questions shared during the activity.



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 school-wide supports and learning opportunities for teachers should be provided to support teachers in providing 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 school-wide supports and learning opportunities for teachers should be provided to support teachers in providing 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.



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 supporting teachers at their locations in 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
- Coaching Opportunities (see “After” option below)

After

- Support participants with any follow up on opportunities identified in the Characteristics of Readers activity.

Effective Vocabulary Instruction

(Required 20-hour coursework)

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



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 words should be explicitly taught to students, and how are they best taught?

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., “Teachers at my location explicitly teach carefully selected Tier 2 vocabulary words”; “Teachers at my location intentionally plan for incidental vocabulary learning experiences for my students”; “Teachers at my location 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 instructional materials from their location used for vocabulary instruction and at least one other content area.

During

Learning Activities



Building Content Knowledge: Types of Vocabulary Instruction

Materials

- Types of Vocabulary Instruction materials ([Appendix E](#))
- 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: Direct Vocabulary Instruction, Indirect Vocabulary Instruction, Independent Word Learning.)
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 observe being implemented at their location and what additional strategies they would like to see incorporated as they learn about its implementation within the online coursework.

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 size 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 they would recommend to a teacher for explicit instruction in an upcoming text that will be used in the 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 observe being implemented at their location with the current materials and practices and what parts of the routine they might support the addition of into 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 current practices and materials at their locations to those highlighted and observed within the video.



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 to continue, start and stop related to vocabulary instruction at their location.
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
 - Leading Vocabulary
 - Data-Driven Decisions: The Vocabulary Health of Students
 - School Leader Literacy Walk-Through and Observation: Vocabulary
 - Coaching Guides for Vocabulary
 - Professional Learning and Vocabulary
- Coaching Opportunities (see "After" options below)

After

- Work with a teacher willing to model explicit instruction of new vocabulary using one of the instructional materials and planning documents from the curriculum application activity in a classroom at participants locations for observation or at another mini-session. Following the lesson, debrief with observation participants.
- Identify model lessons within the school/district/region for participants to observe.

Leading Vocabulary

(Required 5- and 20-hour coursework)

In this section, participants consider the topic of leading vocabulary instruction centered around data-driven decision-making, classroom walk-throughs, providing coaching feedback, and how these processes inform the collective and collaborative inquiry about effective teaching and learning. This module is divided into the following subsections:

- Data-Driven Decisions: The Vocabulary Health of Students
- School Leader Literacy Walk-Through and Observation: Vocabulary
- Coaching Guides for Vocabulary
- Professional Learning and Vocabulary



Learning Objectives

- Leaders will use data collected from interim/benchmark assessments and literacy walk-throughs for effective instruction of vocabulary to guide decisions around coaching and professional development.
- Leaders will consider a process of conducting observation using a walk-through guide of elements to look for to help make coaching and professional development decisions.



Essential Questions

- What are the key look-fors in vocabulary instruction?
- How can I use student data and walk-through data to support coaching and professional development decisions?

Before

- Have participants access and have available data for their location related to vocabulary (e.g. interim/benchmark data, screening data) disaggregated by classroom.

During

Learning Activities



Application: Data-Driven Decisions and Next Steps

Materials

- Interim/benchmark/screening vocabulary data for their location disaggregated by classroom
- Teacher schedules

Directions

1. Review the following considerations when looking at vocabulary data identified within the coursework and address any questions and comments:
 - Vocabulary is a part of core instruction for kindergarten through twelfth grade.
 - Vocabulary should be measured as part of your benchmark data (at least three times a year) and in alignment with your curriculum units.
 - Vocabulary is taught explicitly and implicitly as part of the literacy curriculum.
 - Vocabulary is taught through expressive (writing and speaking) and receptive (reading and listening) domains of language.
 - Knowledge of word parts (morphemes) plays a role in vocabulary development.
2. Have participants access and review screening and benchmark data related to vocabulary and identify the percent of students in each classroom who are on level, need strategic support, or need intensive support.
3. Have participants identify and prioritize classrooms that they will complete instructional walkthroughs for during instruction in vocabulary using the [Literacy Leader Walk-Through Tool: Vocabulary](#). If some of the same classrooms are identified for walk-throughs of other areas, participants can also do a second walk-through observing phonemic awareness or phonics/spelling instruction to monitor growth or application of next steps identified during coaching following the first walk-through.
4. If time permits, have participants prepare blank forms for each walk-through and block/schedule time on their calendar to complete walk-throughs as soon as possible after the session. Additionally, participants can share any observations from previous walk-throughs they have completed related to previous modules.



Application: Walk-Throughs and Coaching

Materials

- Handouts: [Example Coaching Guide for Vocabulary](#), [Example Coaching Guide for Fluency](#), [Example Coaching Guide for Phonics/Spelling](#), [Example Coaching Guide for Phonemic Awareness](#)
- SMART goals and action steps developed during coaching sessions related to previous modules (participant provided)
- Schedules of upcoming walk-through and coaching sessions (participant provided)

Directions

1. Review the [Example Coaching Guide for Vocabulary](#) and answer any participant questions. Review walk-through times scheduled in the previous activity and have participants identify when coaching will occur related to walk-through observations.
2. Have participants locate their walk-through and coaching data from previous modules.

3. Facilitate group discussion related to any trends observed or next steps consistently identified across locations/regions.
4. Provide participants time to look through the optional content across all modules to familiarize themselves with the resources available to teachers that may be a part of action steps to build teacher knowledge related to their SMART goals identified during coaching.
5. Allow participants to talk through any master teachers they have observed in their locations related to phonemic awareness, phonics/spelling, or fluency that other participants could use as resources for teacher observations.

NOTE: This activity can be tailored in any way needed to meet the needs of participants. The purpose of this activity is to ensure that participants have focused time to consider data collected from previous walk-through following up on content from prior modules and to enhance/refine how they might support and guide teachers they provide coaching for in the development of goals with the support of the facilitator and the sharing of resources across peers.



Application: Professional Development Action Planning

Materials

- Handout: [School-wide Professional Development Action Plan](#) (if available, have participants use their notes and planning from Modules 2 and 3 for reference in thinking about building a more comprehensive plan)
- Completed [Literacy Leader Walk-Through Tool: Phonemic Awareness](#) (from observations following Module 2)
- Completed [Literacy Leader Walk-Through Tool: Phonics/Spelling](#) (from observations following Module 3)
- Completed [Literacy Leader Walk-Through Tool: Fluency](#) (from observations following module 4)
- Notes from previous Curriculum Application activities
- Notes from coaching sessions with action steps that may be related to professional development opportunities that should be considered

Directions

1. Review the [School-wide Professional Development Action Plan](#) with participants. Provide examples of how you might use data from the Walk-Through and Coaching activity to drive possible professional development opportunities.
2. Have participants use their notes from previous Curriculum Application activities, any walk-through data they gathered prior to the session using the Literacy Leader Walk-Through Tools, notes from coaching sessions that may be related to professional development opportunities, and any other relevant data to begin exploring ideas for professional development.

3. Discuss upcoming walk-throughs of vocabulary instruction (participants identified these walk-throughs during the Data-Driven Decisions and Next Steps activity) and how this data will also drive professional development planning decisions.
4. Debrief questions and comments related to participant [School-wide Professional Development Action Plan](#) and remind participants that these plans may continue to shift as they progress through coursework and additional needs are identified.

What's Next?

- Upcoming Course Content
 - Increasing Reading Comprehension for Administrators (Module 6)
 - Introduction to Comprehension
 - Simple View of Reading and Scarborough's Reading Rope
 - English Learner Considerations
- Coaching Opportunities (see "After" options below)

After

- Provide support for administrators for planning and completing walk-throughs using the [Literacy Leader Walk-Through Tool: Vocabulary](#), [Literacy Leader Walk-Through Tool: Fluency](#), [Literacy Leader Walk-Through Tool: Phonemic Awareness](#), and [Literacy Leader Walk-Through Tool: Phonics/Spelling](#) as identified in the Data-Driven Decisions and Next Steps activity and in previous modules.
- Provide coaching support using a side-by-side coaching model following observations using data collected using the [Literacy Leader Walk-Through Tool: Vocabulary](#) and the [Example Coaching Guide for Vocabulary](#).
- Provide support for participants in developing action steps related to SMART goals during coaching sessions.
- Support participants in looking at disaggregated data and walk-through data to further develop their [School-wide Professional Development Action Plan](#).

Appendix A: Module 5 Objectives

In this module, participants will do 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.
- How to use data collected from interim/benchmark assessments and literacy walk-throughs for effective instruction of vocabulary to guide decisions around coaching and professional development.
- How to conduct observations using a walk-through guide of elements to look for to help make coaching and professional-development decisions.

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Appendix C: Facilitation Protocols and Activities

Below is a list of a variety of facilitation protocols and activities that can be used to support participant understanding of course content. Not all protocols are included in sample activities, which have been included as a resource for the facilitator to tailor activities to group needs.

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	
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>

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
<p>What current practices are in place that align with the evidence-based practices identified in the course content?</p> <p>Are there any methods/practices that you currently implement but can enhance? If so, how?</p>	<p>What research-aligned practices will I introduce to support the development of proficient reading?</p> <p>Are there any methods/strategies that you plan to embed in your instruction? If so, which ones?</p>	<p>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?</p>

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 D: 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 E: 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	