K-3 Literacy Pilot: MoMEntum Common Professional Learning #11.1

Vocabulary:

A K-3 Literacy Essential

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Learning Intentions

Educators will:

• discuss the importance of vocabulary instruction.

• develop a common understanding of vocabulary research.

• discuss instructional implications.

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Importance of Vocabulary

Vocabulary Research Sort

With a partner sort the research into 3 categories.

- Importance of Vocabulary
- How Vocabulary Develops
- How to Teach Vocabulary

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Research

Hattie	Duke
Vocabulary Programs .67 effect size	Intentional and ambitious efforts to build vocabulary and content knowledge
Repeated Readings .67 effect size	Abundant reading material and reading opportunities in the classroom
Concept Mapping .60 effect size	Read alouds of age-appropriate books and other materials, print or digital

Vocabulary

Turn and Talk then Share

- How do you currently select vocabulary to teach?

- How do you currently teach vocabulary?

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A Decision –Making Model For Selecting Vocabulary For Direct Instruction (Fisher, Frey & Hattie, 2016)

Condition	Questions to Ask
Representative	• Is the word representative of a family of words the student will need to know? • Is the word or phrase representative of a concept the student will need to know?
	If yes, proceed to next section.
Transportable	• Will the word or phrase be needed in discussion, reading, and or writing tasks?
	If yes, proceed to next section. Now determine how the word will be acquired.
Frequency	• Does the word or phrase appear frequently in the text?
Contextual Analysis	• Does the word or phrase present an opportunity for the student to apply contextual analysis skills to resolve word meaning?
Structural Analysis	• Does the word or phrase present an opportunity for the student to apply structural analysis skills to resolve word meaning?
	If the word appears frequently, and presents opportunities to resolve word meaning using contextual or structure analysis, the word probably does not need direct instruction. If the word is essential, and yet cannot be resolved through frequent use, contextual analysis, or structural analysis, the word or phrase should be introduced through direct instruction.

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Aspect of vocabulary	What to Record / Look For	Sample Notes You Might Take
• **Recognition of unknown words**	• If child stops to search and determine what a word means	• Paused on suburbs and read on • Stopped and asked what lookout means
• **Using context to determine word meaning**	• Scanning or rereading behaviors • Uses pictures or points to other words in text that define a word • Tries another word that makes sense	• Reread and self corrected to make change make sense on page 6 • Checked picture to figure out snail
• **Thinking about book language and idioms**	• Stops to reflect on phrases used in books that are not in our oral vocabulary	• Noticed off they went and thought about what it meant • Off her rocker?
• **Using text features like bold or italicized words in informational text**	• Points out bold or italicized words and uses these to figure out word meaning	• Noticed bold word and showed me the definition following it • Showed me where text said or and gave the meaning in NF
• **Learning new definitions of multiple meaning words**	• Tells new meaning for a known word	• Said rock has two meanings there
• **Using word parts to determine word meanings**	• Notices prefixes and suffixes and uses them to figure out meaning of new word • Uses a root word and makes a connection	• Saw re and said that mean "again" • Figured out meaning of rebound using re and bounce
• **Trying out new words in oral written vocabulary**	• Uses new vocabulary words in discussion after reading	• Used humongous and lonesome in discussion after reading

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D.Diller 2017

What Child Is Having Trouble With	Possible Teacher Prompts
Recognition of unknown words	• You stopped. What can you do to figure out what that word means? • Do you know that word? • Asking about that word can help you learn what it means. _____ means _____
Using context to determine word meaning	• Use the picture to help you figure out what that means. • Read on a bit. See if you can find clues to what that word means. • Which words give you a clue to the word's meaning? • What do you think it mean? Why? • What's another word you could use here that makes sense?
Thinking about book language and idioms	• What do you think off they went means? • The author said legs like sticks. What do you picture there?
Using text features like bold or italicized words, dashes, and or in informational text to figure out what those words mean	• When a writer uses bold words, he's showing you that those words are important. Good noticing. • Look at this (point to dash or word or). It tells us the definition will follow! • It's written in italics. How can that help you?

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D. Diller, 2017

Learning new definitions of multiple meaning words	• What does _____ usually mean? Does it mean that here? What do you think it means? • This word has more than one meaning. What could it mean here?
Using word parts to determine word meanings	• You know this part. What does re-mean? • Look at our suffix chart. What does –ful mean? What could this word mean? • Fina part you know. What does that part mean?
Trying out new words in oral and written vocabulary	• You sound so grown up when you use those "million dollar words." • I love that new word! Use it at home to impress your family! • What a great word choice! I can really picture what you mean when use that word.
	Making the Most of Small Groups Differentiation for All Diller, 2007

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Instructional Techniques

- Create a word sort for students using Explain Everything.
- Create a word sort for students using paper. How might you include technology?
- Select a practice vocabulary activity from the site below and try it out

http://www.fcrr.org/resources/resources_sca.html

- Plan a lesson that explicitly teaches students how to use context clues.
- Create a vocabulary Kahoot!

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Exit Slip

3 Learnings

2 Techniques you will try.

1 Question about Vocabulary