

# Literacy in All Classrooms Through Systematic Vocabulary Instruction

*Preparing Students for Common Core*

*Mohawk Regional Teacher Center  
Herkimer, NY*

*Presented by*

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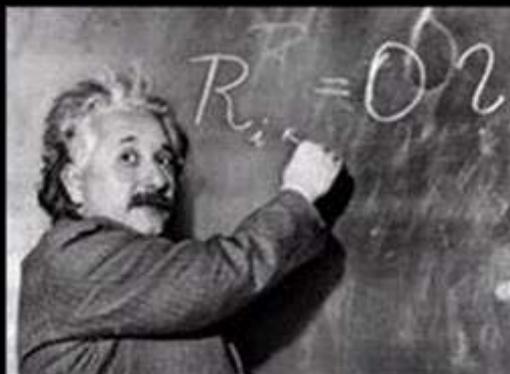
# Professional Development...

“When I die, I hope it’s during a workshop – the transition would be so subtle”

# TEACHER



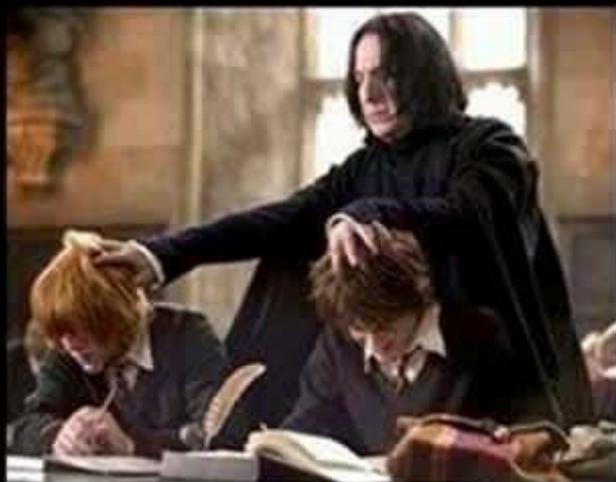
What my friends think I do



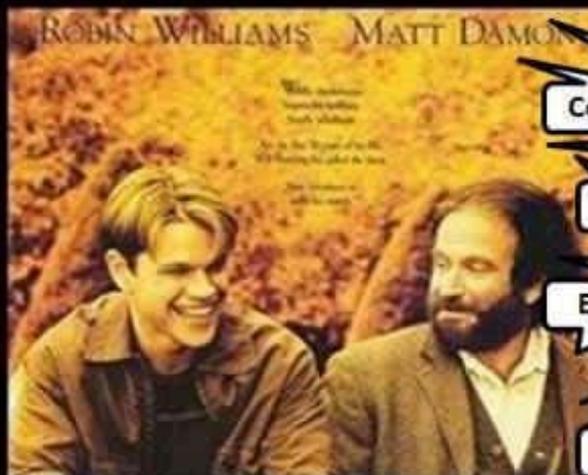
What my Mom thinks I do



What society thinks I do



What kids think I do



What I think I do



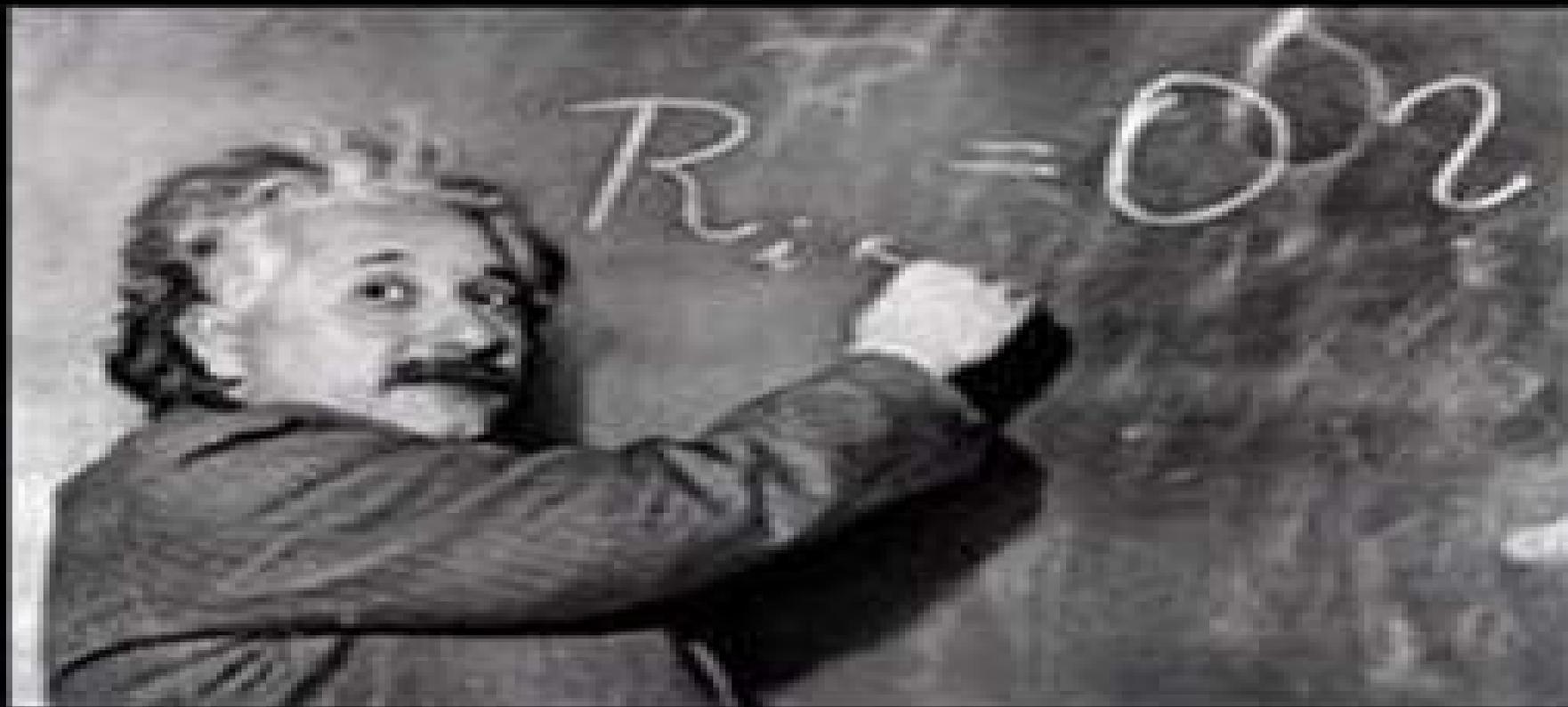
What I really do

# TEACHER



**What my friends think I do**

# TEACHER



**What my Mom thinks I do**

# TEACHER



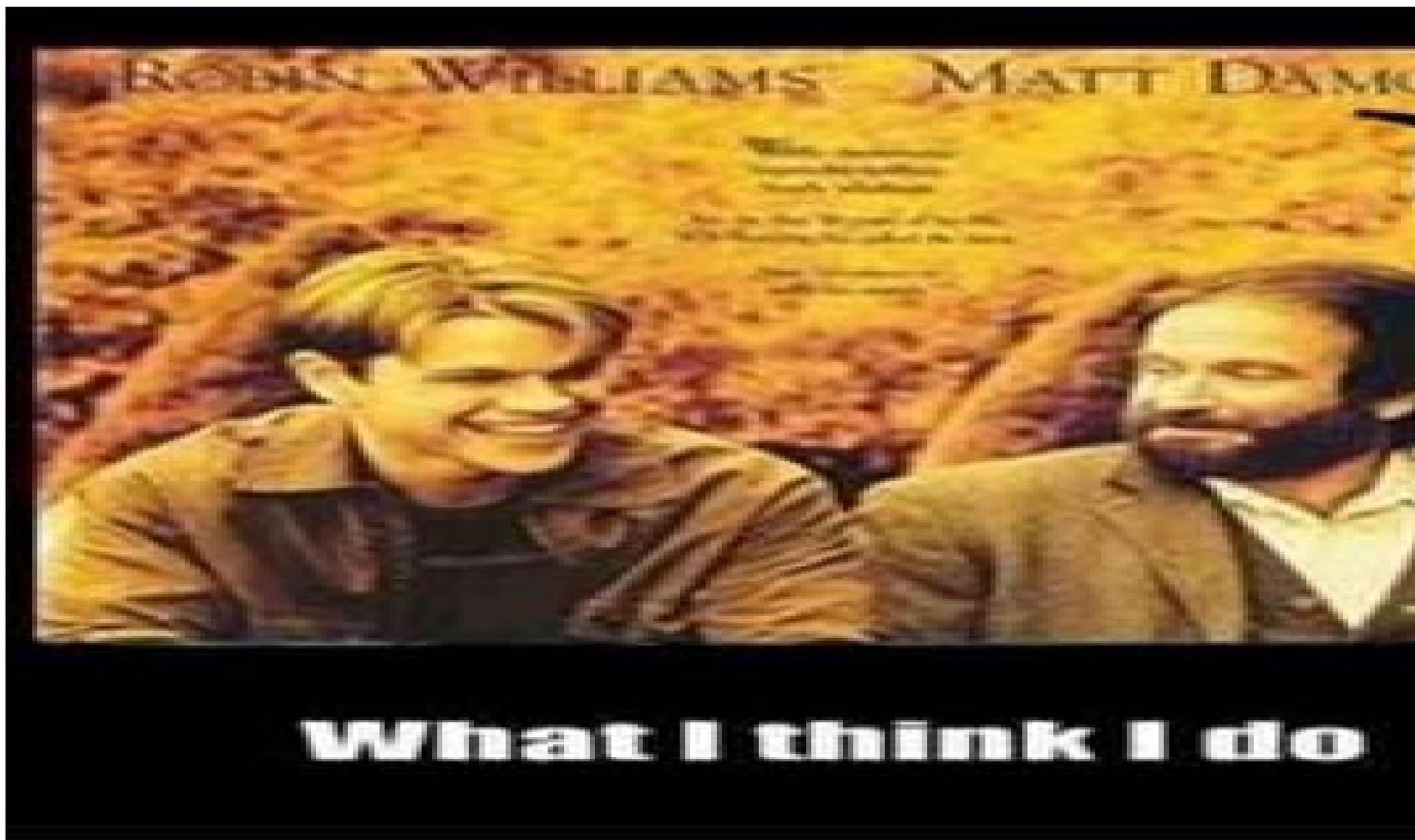
**What society thinks I do**

# TEACHER



What kids think I do

# TEACHER



# TEACHER



**We Begin with a Reminder...**

**How Important is What  
You Do?**

# Who Will Graduate High School?

“**On-Track Indicator**” – metric to determine the likelihood a student will graduate HS

Freshman year is KEY: students that earn at least five credits and get no more than one F are 3.5 times more likely to graduate than those with more than one F.

# Devastating Freshman Year

- **One Semester F** decreases the likelihood of graduating from 83% to **60%**
- **Two Semester Fs** decreases the likelihood to **44%**
- **Three Semester Fs** during Freshman year = **31%** chance of graduating

**Students must enter prepared – or receive  
immediate and effective support!**

# Predicting Course Failure

## Factors that do Predict Course Failure

- Poor reading in 8<sup>th</sup> grade predicts course failure – students in the lowest quartile were 3.5 times more likely than students in the NEXT highest quartile of reading

(Alliance for Excellent Education, 2007)

# Consider...

- Students in the lowest 25 percent of their class in reading are 20 times more likely to drop out than the other 75 percent (U.S. DOE, 2003)
- More 7,000 students drop out of high school every school day – 75% end up incarcerated. (Alliance for Excellent Education, 2007)

# In Fact...

- 70 percent of prisoners in state and federal systems can be classified as illiterate.
- 85 percent of all juvenile offenders rate as functionally or marginally illiterate.
- 43 percent of those whose literacy skills are lowest live in poverty.
- *Source: National Institute for Literacy*

# Where Are We Investing Our Money?

## COMPARING COSTS



Cost of housing **Federal Prisoners**  
Per year (2012)

SOURCE: Bureau of Prisons via CRS



Average cost of educating a  
**student** per year

SOURCE: National Education  
Association

# Our Priorities Never Seem to Change

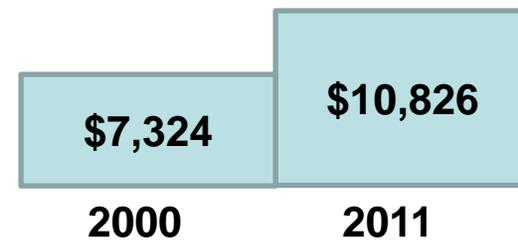
## Prisons



Increase in Spending - Federal Prisons

SOURCE: Bureau of Prisons via CRS

## Per Pupil Spending



Increase in spending – Per pupil spending

SOURCE: National Education Association

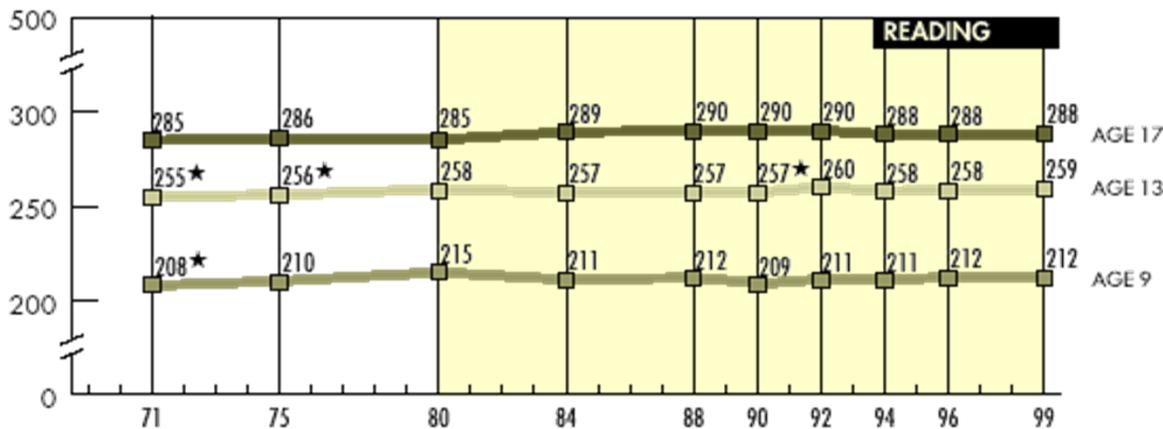
# **It's Never too Late**

- Inmates have a 16 percent chance of returning to prison if they receive literacy help, as opposed to 70 percent for those who receive no help.

Rubén Rosario

# Our Struggling Students...

*Every year, at least 2.25 million adults considered to be functionally illiterate swell the ranks of citizens unable to read.*



Since 1980, there has been little change in reading test scores.

# Struggling Kids

## (Reading)

- Difficulties in decoding and word recognition are at the core of most reading difficulties. (Lyon, 1997) [Struggling Reader](#)
- Because our language is alphabetic, decoding is an essential and primary means of recognizing words. There are simply too many words in the English language to rely on memorization as a primary word identification strategy. (Bay Area Reading Task Force, 1996)
- **In a sample of 54 students, Juel found that there was a 88% probability of being a poor reader in fourth grade if you were a poor reader in first grade** (Juel, 1988).
- ***Assuming students will 'catch up' with practice as usual is not wise. Catching up is a low probability occurrence.***
  - ***The bottom 20-25% will require a very different kind of effort in both the short and long run.***

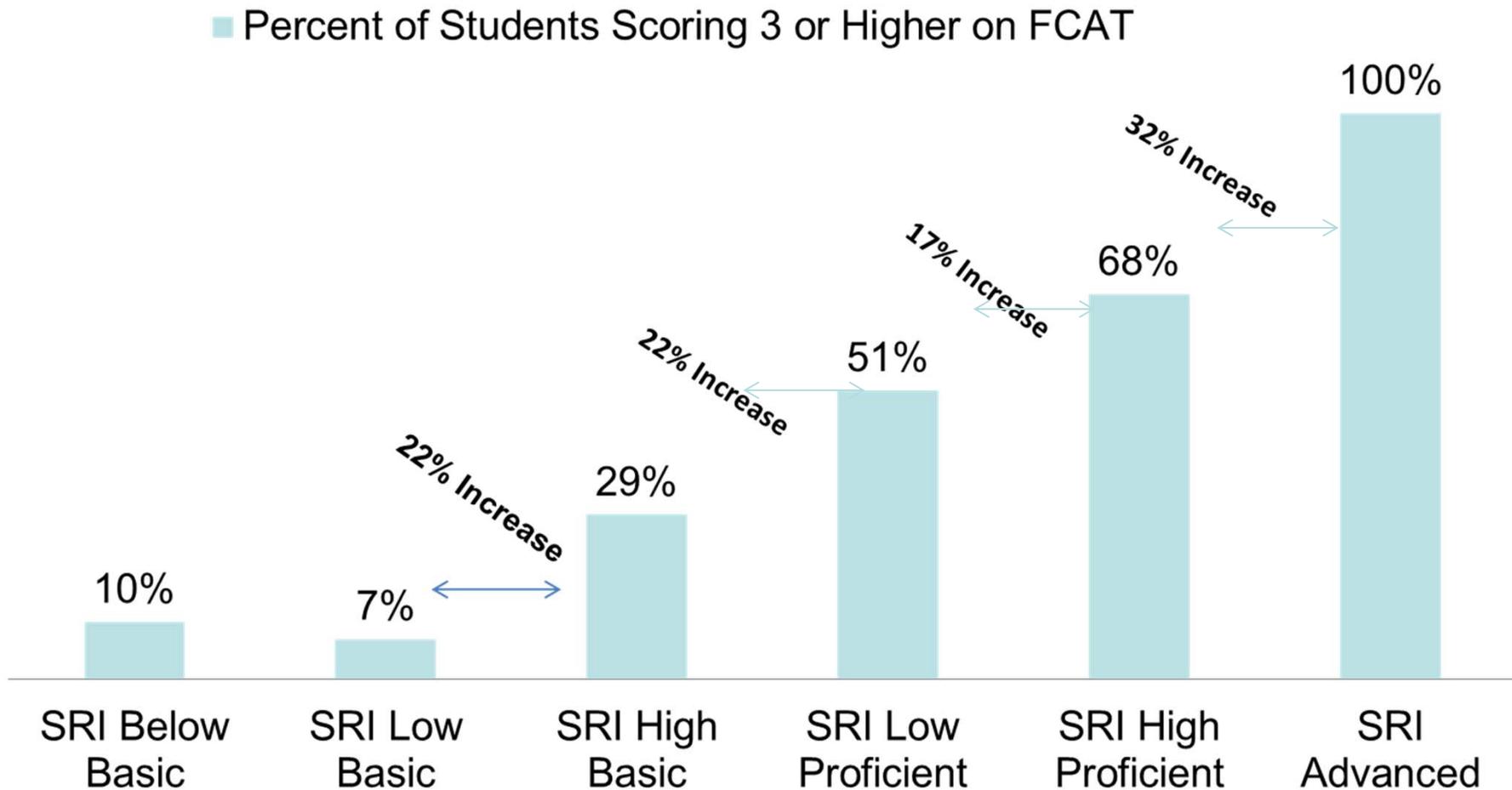
# An Illustration of the Problem: Reading

He had never seen dogs fight as these w\_\_\_\_\_ish c\_\_\_ f\_\_\_\_\_,  
and his first ex\_\_\_\_\_t\_\_\_\_\_t him an unf\_\_\_\_\_able l\_\_\_\_\_n.  
It is true, it was a vi\_\_\_ ex\_\_\_\_\_, else he would not have lived to  
pr\_\_\_it by it. Curly was the v\_\_\_\_\_. They were camped near the  
log store, where she, in her friend\_\_\_ way, made ad\_\_\_\_\_ to a  
husky dog the size of a full-\_\_\_\_\_ wolf, the\_\_\_\_\_ not half so large  
as \_\_\_\_he. \_\_\_\_\_ere was no w\_\_\_\_ing, only a leap in like a flash, a  
met\_\_\_\_\_ clip of teeth, a leap out equal\_\_\_ swift, and Curly's face  
was ripped open from eye to jaw. It was the wolf manner of  
fight\_\_\_\_\_, to st\_\_\_\_\_ and leap away; but there was more to it than  
this. Th\_\_\_\_\_ or forty huskies ran \_\_o the spot and not com\_\_\_\_\_d  
that s\_\_\_\_\_t circle. Buck did not com\_\_\_\_\_d that s\_\_\_\_\_t  
in\_\_\_\_\_, not the e\_\_\_ way with which they were licking their chops.

# Reading as Gateway Skill

75% of the variance in academic achievement is attributable to reading.

# Percent of Students Performing 3 or Higher on FCAT by Reading Risk Range



# Reading and Vocabulary

- Federal studies suggest a student's reading performance may not improve until they have a better grasp of vocabulary
  - U.S. Department of Education's National Center for Education Statistics, 2013

# Vocabulary and Reading Comprehension

- Vocabulary skills nationwide closely track Reading Comprehension
- The top 25% of readers turned in an average 255 point vocabulary score on a 500 point scale; the weakest 25% scored only 177 points

(U.S. Department of Education – National Center for  
Education Statistics 2013)

# Vocabulary: How are We Doing Nationwide?

- The average 4<sup>th</sup> grader scored 218 in 2011, essentially unchanged from 2009
- The average 8<sup>th</sup> grader scored 265, unchanged from 2009

Source: U.S. Department of Education National Center for Education Statistics

# Vocabulary is Stagnate

- The vocabulary gap that exists when students enter school continues into adulthood
- Schools aren't helping narrow the vocabulary gap despite the fact we know the best way to teach it
- For younger students, teachers tend to use vocabulary students already know
  - » Sharon Darliing, President of the National Center for Family Literacy

# And Yet...

- A rich vocabulary is absolutely key to student's academic success – previous research suggests it's the single biggest indicator of a student's future achievement
- “Vocabulary is the Skill of Skills”
- Demographics isn't destiny...but vocabulary might be”
  - Robert Pondiscio – the Core Knowledge Foundation.

# Common Core and Vocabulary

- Increased demands in Vocabulary closely follow the Common Core's direction.
- By 2014 Common Core asks teachers to teach fewer subjects with more depth.
- Common Core testing will require greater vocabulary and more higher-order, abstract thinking with that vocabulary
- Assigning words to memorize will not work – tasks will not ask students to define words in isolation

# Effective Classroom and Intervention Practices: A Practice Guide Recommendations

**Table 2. Recommendations and corresponding levels of evidence to support each**

Recommendation	Level of evidence
1. Provide explicit vocabulary instruction.	Strong
2. Provide direct and explicit comprehension strategy instruction.	Strong
3. Provide opportunities for extended discussion of text meaning and interpretation.	Moderate
4. Increase student motivation and engagement in literacy learning.	Moderate
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	Strong

**Reflection**

The image features the word "Reflection" in a bold, golden, 3D sans-serif font. The letters are positioned on a dark blue surface that has a perspective grid of lighter blue lines. A clear, slightly blurred reflection of the word is visible directly beneath it. The background is a smooth gradient of blue, transitioning from a darker shade at the top to a lighter shade at the bottom.

# Turn to a Partner...

- What stood out to you from the statistics presented?
- How could the information provided be used to increase awareness and/or make changes in your school or district?
- What action(s) will you take?

# Let's Try One

“The boys were puzzled that there were no ducks”

The word “puzzled” means:

- a. Trying to follow the ducks
- b. Hoping to play games with the ducks
- c. Surprised that there were so many ducks
- d. Confused that there were no ducks

# How Did Fourth Graders Respond?

What is your guess – what percentage of fourth graders answered the question correctly?

Only **51%** correctly chose “confused that there were no ducks”

# Difficulties with Vocabulary Is Not New

**“More than eleven-twelfths of the children in our schools do not understand the meaning of the words they read”**

**Horace Mann, 1838**

# This is a TEST

1. Which would you prefer: Explicit instructions or Implicit instructions when assembling a bookshelf? Why?

# This is a TEST

2. What advantages does Choral Response offer when presenting information? For the Students? For the Teacher?

# This is a Test

3. According to brain research, what is Rule #1 for getting new information into long-term memory?

# This is a Test

4. What instructional practice do you think is least effective when students are learning new vocabulary words? Why?

# Your Answers

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

# This is a TEST

1. Which would you prefer: Explicit instructions or Implicit instructions when assembling a bookshelf? Why?

Explicit = leave nothing to the imagination

Implicit = implied, not stated

# This is a TEST

2. What advantages does Choral Response offer when presenting information? For the Students? For the Teacher?

Students: Everyone is engaged, everyone is responding/processing

Teachers: Everyone is engaged; opportunity to monitor student responses – ensure perfect practice

# This is a Test

3. According to brain research, what is Rule #1 for getting new information into long-term memory?

Repetition.

Repetition.

Repetition.

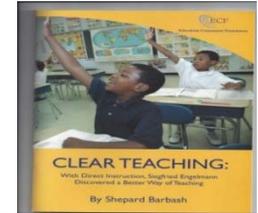
# This is a Test

4. What instructional practice do you think is least effective when students are learning new vocabulary words? Why?

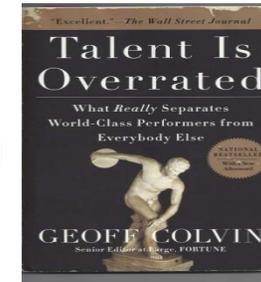
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# Sources and Related Books

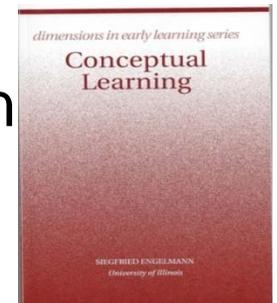
- Clear Teaching – Shepard Barbash



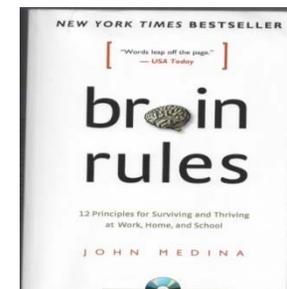
- Talent is Overrated – Geoff Colvin



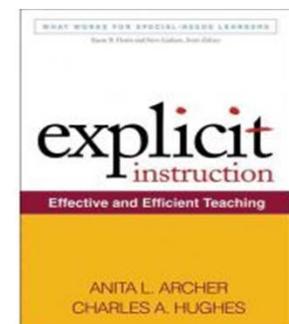
- Conceptual Learning – Siegfried Engelmann



- Brain Rules – John Medina



- Explicit Instruction... Anita Archer



# Maximizing Tier 1

## **Effective Tiers 2 and 3 improve Tier 1**

A well organized, highly effective system of supports not only the needs of struggling students, but improves the efficiency and outcomes of core instruction for all students.

**Before We Get Started...**

# Words to Know

- Jobbernowl – A stupid person, blockhead
  - The Jobbernowl drove the wrong way on a one way street.
- Oojah – a doohickey or whatchamacallit
  - My father asked me to hand him the Oojah when he couldn't think of the name
- Inglenook – A chimney corner
  - The Inglenook was chipped beyond repair

# Assignment

1. Jobbernow

2. Oojah

3. Inglenook

3. A chimney corner

1. A stupid person, blockhead

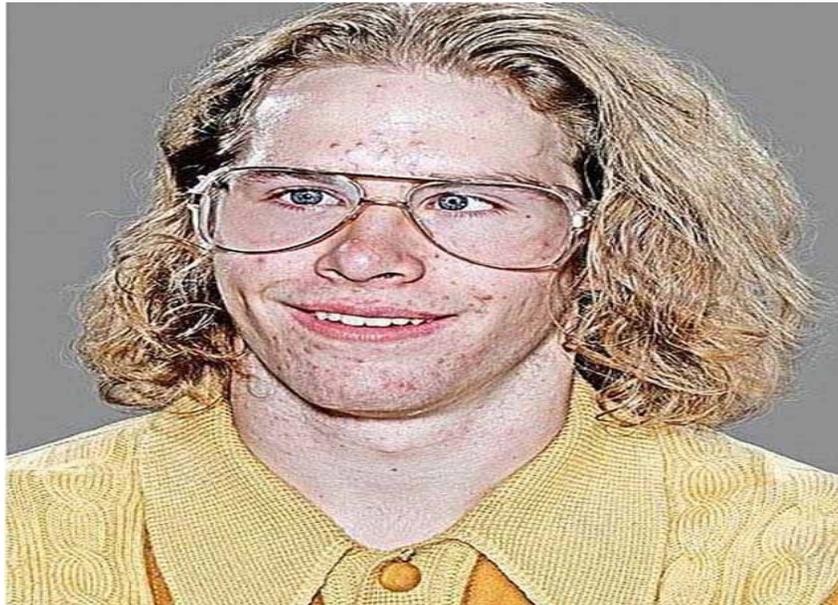
2. A doohickey or whatchamacallit

# Kvetch



**To Complain**

## **Hobbledehoy**



**A clumsy or awkward youth**

## **Snollygoster**



**A shrewd, unprincipled person, especially a politician**

## Flivver



**A compact car of poor quality**

# Why Vocabulary

- Correlation between vocabulary and IQ = .08 - .09, - meaning a person's IQ predicts with high probability how they will score on an IQ test.
- A simple 29 Word Test predicts academic success or failure for freshmen (University of Illinois)
- Can Vocabulary be improved? Thoughts?

# Vocabulary

- Children of working class and poverty hear 50-75% less words than children from a higher socioeconomic status. This limited exposure results in vocabulary sizes half the size of same aged peers.
- Vocabulary gaps for disadvantaged students are established at the earliest ages. By age 3, the effect is already dramatic and difficult to correct.
- By age 6, when students enter school, the gap slows. Under normal circumstances (exposure), the gap remains.

# Differences in Words

- Children in professional homes hear 382 words in an hour while children raised in welfare homes hear an average of 167 words per hour.
- In a month the difference in words heard is 1,100 (professional) to 500 (welfare)

# Reading

- the single most important thing you can do to improve students' vocabularies is to get them to read **better** and **more**.
- students need to learn at a rate of 2,000-3,000 words per year; to catch up, they need to exceed this rate.

# SES and the School Environment

- Research indicates school conditions contribute more to SES differences in learning rates than family characteristics (Aiken & Barbaria, 2008)
- Schools in Low SES communities suffer from high levels of unemployment, migration of the best qualified teachers and low education achievement (Mmuis, Harris, Chapman, Stoll & Ross, 2009)

# How Do We Help Students Build Vocabularies?

To be effective, a program of vocabulary instruction should provide students with opportunities for word learning by:

- encouraging wide reading
  - ✓ Proficient reading
  - ✓ Wide level reading (simple and challenging)
  - ✓ Hour per day
- exposing students to high-quality oral language
  - ✓ Use rich vocabulary
  - ✓ Read stories (read alouds)
  - ✓ Audio books (students with limited reading skills)
- promoting word consciousness
  - ✓ Knowledge of and interest in words
  - ✓ Playing with language – Language Detectives (without intimidating or confusing students)
  - ✓ Word games (puns, limericks, jokes, riddles, anagrams)

# Developing Vocabulary

- providing modeling and instruction in independent word-learning strategies.
  - ✓ 1. the efficient use of the dictionary;
  - ✓ 2. the use of word parts (prefixes, suffixes, roots, compounds) to unlock a word's meaning; and
  - ✓ 3. the use of context clues.

**• Providing explicit instruction of specific word Knowledge**

# Explicit Vocabulary Instruction

## **Explicit Instruction of Specific Words**

Explicit instruction of specific words and their meanings will contribute greatly to vocabulary development.

- Use both definitional and contextual information about word meanings,
- Involve students actively in word learning, and
- Use discussion to teach the meanings of new words and to provide meaningful information about the words.

# Use Definitional and Contextual Information, such as:

- Teach synonyms.
- Teach antonyms.
- Rewrite definitions.
- Provide example sentences.
- Provide non-examples.
- Discuss the difference between the new word and related words. Have students create sentences that contain the new word.
- Use more than one new word in a sentence.
- Discuss the meaning of the same word in different sentences.
- Create a scenario.
- Create silly questions.  
For the words *actuary*, *hermit*, *philanthropist*, and *villain*, their questions might include "Can an actuary be a hermit?" "Can an actuary be a philanthropist?" "Can a philanthropist be a hermit?" "Can a philanthropist be a villain?"

# TEACHING VOCABULARY

**HEAR** words in context

**SEE** the BIG IDEA

**SAY** words and organize thoughts

**DO...**Act and copy your model

**Teach the language of the lesson!**

# Vocabulary: Our Response...

- Screen Language to Identify students at-risk
- Have a powerful and immediate plan for providing intervention
- Provide intentional, explicit vocabulary instruction targeting key academic words
- Align instructional efforts to brain research regarding long-term memory retention
- Assess Vocabulary purposefully and often

# The Vocabulary Plan: Step One

- Screen Kindergarten and First Grade Students to identify students at Language Risk
- Provide Minimum 1 to 2 years of Systematic Intervention – 30 to 45 min. per day
- Screen Older Students Using Vocabulary Benchmark Assessments – provide systematic intervention for students below 10<sup>th</sup> percentile

# Oral Language Screener

## Kindergarten Oral Language Screener

**Materials:** Two cups, one large and one small, and a pencil

**Criteria:** Students who have 4 or more incorrect responses are highly likely to have limited language development.

1. (Put the two cups on a table in front of the child. Point to cups and say,) **“These are cups. Say that.”**
  - If student does not say the sentence correctly verbatim, repeat the sentence and directions another time.
  - *Acceptable answer is the student saying the sentence with exact words. Count item as incorrect if student does not say sentence correctly on either trial.*
2. (Point to the cups and ask,) **“Are these cups?”**
  - *Acceptable answer is “yes or “yeh.” If student says “cups,” repeat question. If student does not say yes on either trial, count response as incorrect.*
3. (Say to the student,) **“Touch the cup that is not big.”**
  - *Acceptable answer is student touching the small cup. If student does not touch small cup, count response as incorrect.*
4. (Point to the small cup and say,) **“This cup is not big. Say that.”**
  - *Acceptable answer is the student saying, “This cup is not big” or “The cup is not big.” If student does not say the sentence correctly, repeat the sentence and directions another time. Count item as incorrect if student does not say sentence correctly on either trial.*
5. Give the child a pencil and say, **“Put the pencil on the small cup.”**
  - *Acceptable answer is the student putting the pencil on the small cup.*
6. (Put the pencil on the big cup. Point to the pencil on the big cup and say,) **“The pencil is on the big cup. Say that.”**

# CBM Vocabulary Assessment for Grades 2-8

Vocabulary 2\_Fall

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Norah sleeps for ten long hours. She wakes in the morning feeling **playful as a puppy**.  
Norah feels:  
A. lethargic    B. hungry    C. energetic
2. The **burglar** was caught taking the jewelry from the shop. Another word for **burglar** is:  
A. salesman    B. scientist    C. robber
3. Jeremy sees a large **alligator** at the zoo. An **alligator** is a:  
A. woman's purse    B. house pet    C. large reptile
4. Tim **removes** his jacket when he gets too warm. **removes** means:  
A. hangs up    B. puts on    C. takes off
5. The **hive** was full of bees making honey. A **hive** is like a bee \_\_\_\_\_.  
A. body    B. house    C. mother
6. The **meat** fell off the barbeque grill. **meat** is a kind of:  
A. stick    B. food    C. game

# EasyCBM Vocabulary

## Grade 4

### Vocabulary 4\_Fall

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Joan says what she writes in her diary is **private**. She doesn't want anyone else to read it. **private** means:  
A. creative    B. personal    C. interesting
2. These days, Ken cannot **afford** to see a movie. He is saving all of his money for a new bike. **afford** means being able to:  
A. sit    B. pay    C. eat
3. We had lots of ants in our house because there was an ant **colony** living in the wall. Here **colony** means:  
A. group    B. couple    C. line
4. She felt **foolish** after the principal talked to her about being late to class. Here **foolish** means:  
A. interested    B. embarrassed    C. excited
5. The opposite of **rare** is:  
A. curious    B. common    C. cheery
6. Connie wants to trade her plain dress for one that is \_\_\_\_\_.  
A. simple    B. plain    C. fancy

# EasyCBM Vocabulary

## Grade 8

### Vocabulary 8\_Fall

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Critics are calling the new comedy the most **hilarious** movie of the year. "It's a laugh riot!" they say. **hilarious** means:  
A. long    B. serious    C. funny
2. Zach was **elated** with his birthday present. He danced all around the room. **elated** means:  
A. jealous    B. excited    C. restless
3. Fire fighters have to be ready for an emergency **at the drop of a hat**. Just a few minutes can mean the difference between life and death. **at the drop of a hat** means:  
A. dangerously    B. confidently    C. immediately
4. The mean gym teacher picks on the school bully in front of all the other kids. All the kids laugh. The bully gets a **taste of his own medicine**. **taste of his own medicine** means:  
A. laughter is the best medicine    B. feeling ill and needing medicine    C. when your bad behavior is returned
5. Miguel turned in the first **draft** of his paper. It was rough, but had the general body of the text there. Here **draft** means:  
A. early version    B. top choice    C. cool breeze
6. Sandy sometimes did not use good handwriting. Her teacher made her copy the spelling list **in duplicate** to get extra practice. Here **in duplicate** means:  
A. photocopy a paper    B. practice spelling words    C. do something twice

# Language for Learning (K-1)

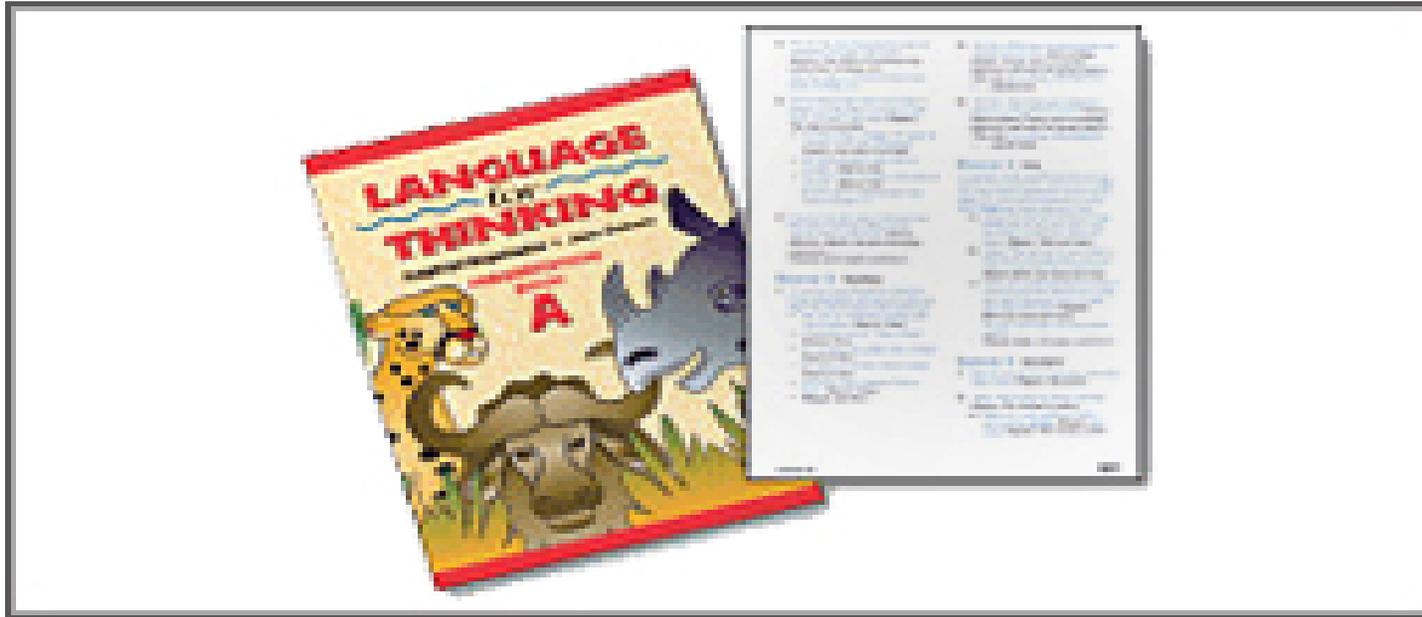


The research-proven content of *Language for Learning* is based on analyses of the words, concepts, and sentence structures that are used for teaching, as well as an analysis of the directions and content of textbooks and other instructional materials in grades K-2.

## Features and Benefits:

- Carefully organized sequences of daily exercises assure varied and thorough instructional delivery.
- Detailed and easy-to-follow teacher materials maximize instructional time spent with students.
- Additional resources such as picture cards, skills folders, and support for ELL students extend the program's effectiveness to a wide range of young learners.
- Comprehensive tools for performance management, tracking, and assessment promote consistent achievement for all students in the program.
- A Fast Cycle option allows advanced students to move through the program at an accelerated rate to match their capabilities.

# Language for Thinking (1<sup>st</sup>/2<sup>nd</sup>)

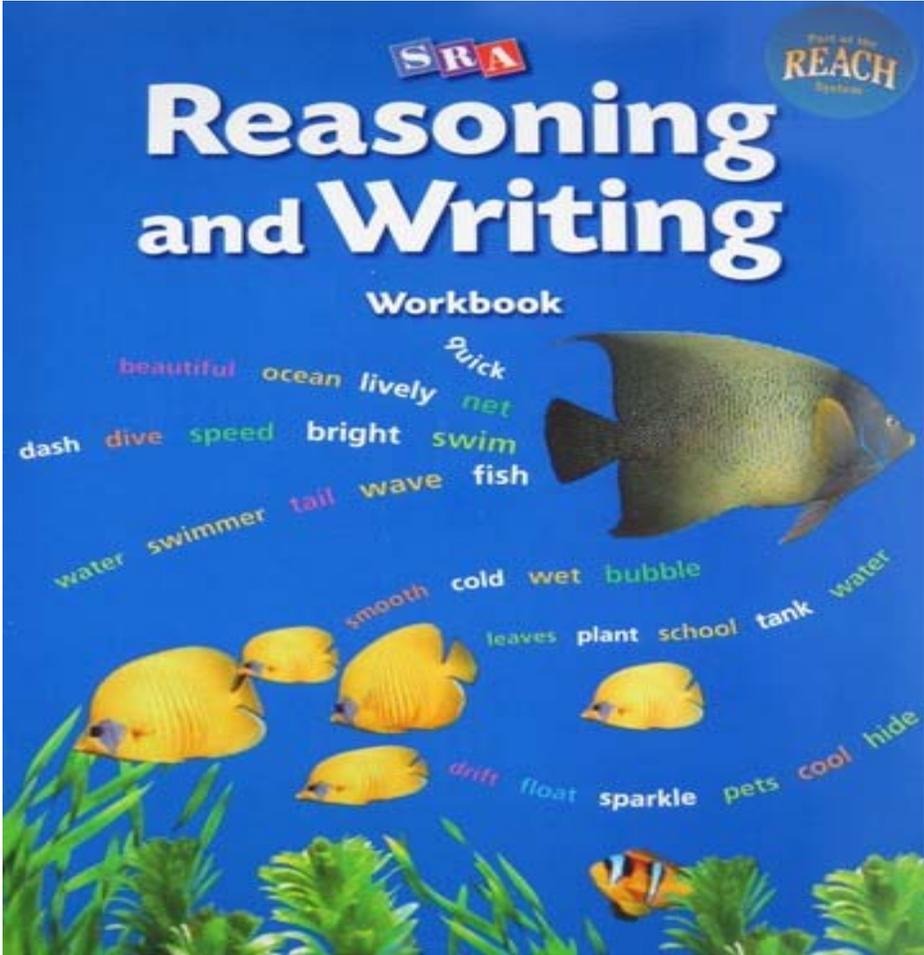


*Language for Thinking* builds on the concepts, vocabulary, and statement patterns introduced in *Language for Learning*. The program's new content, including making inferences, retelling accounts, and determining meanings of sentences, sets the stage for reading comprehension and the grammatical analysis of written language.

## Features:

- Carefully organized sequences of exercises, including Classification, True/False, Analogies, and Absurdity that emphasize reasoning and critical thinking
- Exceptional vocabulary development including work with homonyms, synonyms, opposites, and definitions
- Many opportunities to use vocabulary words and concepts imbedded in sentences
- Extensive practice with word usage including forming contractions and "untangling" sentences with double negatives
- Sequencing and retelling exercises that challenge students to remember important details
- Inference activities that require students to draw conclusions and explain their answers
- Placement Test and 15 Program Assessments ensure that children are working on concepts appropriate for their ability

# Reasoning and Writing, Language for Writing, Corrective Reading Comprehension (3<sup>rd</sup> and Up)



**Reflection**

The image features the word "Reflection" in a bold, golden, 3D sans-serif font. The letters are positioned on a dark blue surface that has a perspective grid of lighter blue lines. Directly beneath the text, a clear, slightly blurred reflection of the word is visible, creating a symmetrical effect. The background is a smooth gradient of blue, transitioning from a darker shade at the top to a lighter shade at the bottom.

# Developing a Plan

- Does your school screen and provide intervention for students with language skill deficits? What is currently in place?
- Identify specific actions you will take to implement or improve your school's system for screening and providing language interventions

# The Vocabulary Plan: Step Two

- Step 1: Identify Academic Words to be taught (Science, Math, Reading, Social Studies)
- Step 2: Kid Friendly Definitions
- Step 3: Create power point for each word (word, definition, picture)
- Step 4: Review Instructional Routines
- Step 5: Place Vocabulary in curriculum context

# **The Vocabulary Plan: Step Two (cont.)**

- Step 6: Create Vocabulary Practice Centers/Stations
- Step 7: Create Vocabulary Mastery Tests
- Step 8: Vocabulary Progress Monitoring

# How the Brain Learns

## What Happens:

- It begins with the rehearsal of a new skill in the working memory (motor cortex)
- Repeated practice causes the brain to assign extra neurons to the task, similar to the way a computer assigns more memory for a complex program.
- The quality of the Practice and the person's knowledge base largely determine the outcome of each practice session

# How the Brain Learns

- Most memories disappear within minutes – but those that survive the fragile period strengthen with time.
- The way to make long-term memory reliable is to incorporate new information gradually and repeat it in timed intervals.

# How the Brain Learns

## Does Practice Make Perfect?

- The adage that “practice makes perfect” is rarely true.
- General practice is often of limited value – consider the examples of cooking, bowling, shooting free throws, etc. etc.

# How the Brain Learns

## Read and Discuss

### Conditions for Practice to Improve Performance

1. The Learner must be sufficiently motivated to improve performance
2. The Learner must have all the knowledge necessary to understand the different ways the new knowledge or skill can be applied
3. The learner must understand how to apply the knowledge to deal with a particular situation
4. The learner must be able to analyze the result of that application and know what need to be changed to improve performance in the future

# How the Brain Learns

## The Teacher's Role

1. Select the smallest amount of material that will have the maximum meaning for the learner
2. Model the application process step-by-step. Studies repeatedly show the brain uses observation as a means for determining the spatial learning needed to master a motor skill (Petrosini, et al., 2003).
3. Insist the practice occur in the teacher's presence over a short period of time while the student is focused on the learning
4. Watch the practice and provide the students with prompt and specific feedback

# How the Brain Learns

## The Role of Guided Practice, Independent Practice and Feedback

- Rule: **Perfect Practice makes Perfect**
- We want to make sure students practice new learning correctly from the beginning
- **Guided Practice** is used to ensure correct practice – thus, teachers provide corrective feedback to help students analyze and improve their practice
- **AVOID independent practice** until students are likely to practice it correctly

# Creating Ideal Learning Conditions

- Limit the amount of information presented per unit of time and repeat it.
- 25-minute sessions, cyclically repeated throughout the day.
- Subject A is taught for 25 min. constituting the first exposure. Ninety min. later, the 25 min. content of subject A is repeated, and then a third time.

# Alphabet Backwards

**Z Y X W V U T**

# Alphabet Backwards

**S R Q P O N M**

# Alphabet Backwards

**L K J I H G F**

# Alphabet Backwards

**E D C B A**

# Using Brain Research to Guide the Creation of Ideal Learning Conditions

## **Rule # 1**

**Memory is not fixed at the  
moment of  
learning....repetition  
provides the fixative!**

**Reflection**

The image features the word "Reflection" in a bold, 3D, golden-yellow font. The letters are positioned on a dark blue background that has a perspective grid of lighter blue lines. Directly beneath the text, a clear, slightly blurred reflection of the word is visible, creating a mirror effect. The overall aesthetic is clean and modern, with a strong color contrast between the gold and the various shades of blue.

# Planning for Action

- Identify two or more ideas from the information regarding “How the Brain Learns” that you will incorporate into your classroom or job role.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Remember...



**The relationship between  
repetition and memory is  
Absolute**

# TEACH VOCABULARY

In a Manner Consistent with  
the Way the Brain Learns

**HEAR** words in context

**SEE** the BIG IDEA

**SAY** words and organize thoughts

**DO**...Act and copy your model

**Teach the language of the lesson!**

# The Vocabulary Plan

- Direct, Explicit instruction on Key Vocabulary words (Common Core Words, Tier 2 words)
  - Use Vocabulary (V) Template to introduce new, unknown vocabulary words (Template V)
  - Use Vocabulary Practice (VP) Template for practicing key vocabulary words (Template VP)

# The Vocabulary Plan - ELA

## Common Core Words

Grade	# of Words	Avg. words per week (36 weeks)
Kindergarten	217	6
First	166	4.6
Second	212	5.9
Third	217	6
Fourth	244	6.8
Fifth	212	5.9
Sixth	178	4.9
Seventh	230	6.4
Eighth	221	6.1
Ninth-Tenth	199	5.5
Eleventh-Twelfth	208	5.8

# The Vocabulary Plan - ELA

## All Academic ELA Words

Grade	# of Words	Avg. words per week (36 weeks)
Kindergarten	222	6.2
First	190	5.3
Second	251	7
Third	308	8.6
Fourth	321	8.9
Fifth	295	8.2
Sixth	279	7.8
Seventh	276	7.7
Eighth	282	7.8
Ninth-Tenth	274	7.6
Eleventh-Twelfth	268	7.4

Grade Level	cc	Word (common core words are bolded)	Definition
2	RL: 2.2	<b>determine</b>	To decide or settle finally and without question.
2	W: 2.4,2.5	<b>develop</b>	To grow or cause to grow
2	RI: 2.7	<b>diagram</b>	A plan, sketch, drawing, or outline designed to demonstrate or explain how something works
2	RL: 2.6	<b>dialogue</b>	A talk between two or more people or between characters in a play, film, or novel.
2	RI: 2.4	<b>dictionary</b>	A reference book containing an alphabetical list of words with definitions and information
2	RI: 2.9	<b>difference/different</b>	Not the same; not alike.
2	W: 2.6	<b>digital</b>	Using or characterized by computer technology
2	RI: 2.4	<b>digital dictionary</b>	A dictionary found on a computer
2	RL: 2.7	<b>digital text</b>	Words displayed on a computer
2		directions	How to do something or how to get somewhere
2	SL: 2.1	<b>discussion</b>	The act or an instance of talking or writing about something.
2	SL: 2.5	<b>display</b>	To cause to be seen; show.
2	RL: 2.4,2.6	<b>distinguish</b>	To tell apart by seeing differences
2	W: 2.5,2.10	<b>edit/editing</b>	To correct and revise
2		effect	Identifies the result of a cause
2	L: 2.6	<b>emotion</b>	A strong feeling such as joy, hatred, sorrow, or fear.
2	RL: 2.4 SL: 2.5	<b>emphasis/emphasize</b>	To give particular attention to; stress.
2	SL: 2.5	<b>enhance</b>	To improve or add to the quality, value, or attractiveness of.
2	W: 2.4	<b>entertain</b>	To hold the interest of and read for enjoyment
2		essay	A short piece of writing that gives author's opinions on a subject
2	W: 2.3	<b>events</b>	Something that happens

Grade Level	cc	Word (common core words are bolded)	Definition
8	RI:8.5	<b>text features</b>	Design elements that included structure of a text and help with the understanding of the text.
8	RL:8.2, 8.9	<b>theme</b>	The main subject for a work of literature, art, or music
8	L: 8.4	<b>thesaurus</b>	A book that lists words with their synonyms or antonyms.
8	W: 8.2, 8.4	<b>thesis statement</b>	The sentence or two in your text that contains the focus of your essay and tells your reader what the essay is going to be about.
8	W:8.3, 8.10	<b>time frame</b>	A time period during which something occurs or is expected to occur
8	RL:8.4 RI 8.4	<b>tone</b>	An expression of a writer's attitude toward a subject.
8	RL:8.9	<b>traditional</b>	Relating to customs and ways of doing things in a particular culture that are passed down from parents to children.
8		tragedy	A serious drama with a sorrowful or disastrous conclusion
8	W:8.2, 8.4	<b>transition</b>	A changing from one state, stage, place, or subject to another
8		underlining	To draw a line under.
8	L:8.3	<b>uniform</b>	The same throughout in structure or composition
8	W:8.6	<b>URL</b>	The address of a web page on the world wide web
8	W:8.7 SL 8.3	<b>validity</b>	Based on truth, fact, or logic.
8	W:8.2	<b>varied</b>	Marked by diversity; having many different forms or types.
8	RI:8.6	<b>viewpoint</b>	An opinion
8	SL:8.6	<b>vocabulary</b>	A group of words that a person knows or should know
8	L:8.1, 8.3	<b>voice</b>	The relationship between a sentence's subject and verb (active and passive voice).
8	SL:8.1	<b>warrant</b>	To serve as reasonable grounds, adequate reason, or justification for.

# Academic Vocabulary Words

## Common ELA

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Using the Sample Vocabulary Words in your handouts, complete the following tasks:

1. Are there any words on the list that surprise you? Why?
2. Are there any words on the list you already teach? If so, do they appear at your grade level?
3. Write a kid friendly definition for at least two of the words closest to your grade level

# Tier 2 Words – in Context

<b>BOOK</b>	Harcourt 3-2	Tier 2 words represent the more sophisticated vocabulary of written texts. Mat use such words with regularity, but students encounter them less frequently as
<b>Total themes</b>	3	
<b>Total Stories</b>	15	

Tier 2 Words (Rich Words) This includes words students will encounter through listen experiences that occur in a wide variety of situations and texts (Examples may includ barely, cubbyhole, grimaced, tempting, hesitated, extraordinary)

Tier 2 words <u>NOT</u> already indentified as vocabulary for each story						
2 - Tier 2 words per story			Additional words if needed			
Story 1 - Papa tells Chita a Sory	persuade	dreadful				
Story 2 - Coyote Places the Stars	clever	descend				
Story 3 - Why Mosquitoes Buzz	compared	plotting				
Story 4 - Lon Po Po	disquised	furious				
Story 5 - The Crowded House	imaginary	inviting				
Story 6 - Leah's Pony	ridiculous	clustered				
Story 7 - Yippee-Yay!	considered	supported				
Story 8 - Boom Town	hankered	crafted				
Story 9 - Cocoa Ice	absolutely	impatient				
Story 10 - If You Made a Million	prefer	mighty				
Story 11 - I'm in Charge of Celebrations	swaying	attention				
Story 12 - Alejandro's Gift	unexpected	tending				
Story 13 - Rocking and Rolling	ordinary	drifting				
Story 14 - The Armadillo from Amarillo	securely	dramatically				
Story 15 - Visitors from Space	formed	reflect				

# Vocabulary Instruction

## Choosing Words to Teach



**Tier III**

**Tier II**

**Tier I**

**chattered**

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**trapezoid**

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**school**

---

**anthology**

---

**carelessness**

---

**fluttered**

---

**movie**

---

**book**

---

**nucleus**

---

**miraculous**

---

**commotion**

---

**forbid**

---

**squawked**

---

**photosynthesis**

---

**almanac**

---

**happy**

---

**suspiciously**

---

**truck**

---

**house**

---

**appendicitis**

---

<b>chattered</b>	<b>2</b>
<b>trapezoid</b>	<b>3</b>
<b>school</b>	<b>1</b>
<b>anthology</b>	<b>3</b>
<b>carelessness</b>	<b>2</b>
<b>fluttered</b>	<b>2</b>
<b>movie</b>	<b>1</b>
<b>book</b>	<b>1</b>
<b>nucleus</b>	<b>3</b>
<b>miraculous</b>	<b>2</b>

<b>commotion</b>	<b>2</b>
<b>forbid</b>	<b>2</b>
<b>squawked</b>	<b>2</b>
<b>photosynthesis</b>	<b>3</b>
<b>almanac</b>	<b>3</b>
<b>happy</b>	<b>1</b>
<b>suspiciously</b>	<b>2</b>
<b>truck</b>	<b>1</b>
<b>house</b>	<b>1</b>
<b>appendicitis</b>	<b>3</b>

# The Vocabulary Plan - Math

## Common Core Words

Grade	# of Words	Avg. words per week (36 weeks)
Kindergarten	88	2.4
First	72	2
Second	90	2.5
Third	95	2.6
Fourth	108	3
Fifth	106	2.9
Sixth	110	3.1
Seventh	106	2.9
Eighth	91	2.5
Ninth-Twelfth	220	6.1

# The Vocabulary Plan - Math

## All Academic Math Words

Grade	# of Words	Avg. words per week (36 weeks)
Kindergarten	127	3.5
First	139	3.9
Second	171	4.8
Third	286	7.9
Fourth	312	8.7
Fifth	308	8.6
Sixth	196	5.4
Seventh	230	6.4
Eighth	207	5.8
Ninth-Twelfth	341	9.5

Grade Level	CC	Word ( <i>common core words are bolded</i> )	Definition
2	2.MD.6	<b>number line</b>	A line on which each point represents a number
2		number pattern	A list of numbers that follow a certain sequence or pattern
2	2.NBT.3	<b>numeral</b>	A symbol used to represent a number
2		o'clock	When the time is at a whole hour with no minutes
2	2.OA.3	<b>odd number</b>	A number that is not divisible by 2; ends in 1,3,5,7, or 9
2	2.NBT.1,1b,4,7	<b>ones</b>	The place value in a number that represents how many 1's there are.
2	2.OA.1,2,4 2.NBT.5-9	<b>operation</b>	The math processes of addition, subtraction, multiplication, and division.
2		outside	The outer side, part; exterior
2	2.MD.7	<b>p.m.</b>	After noon; the time between noon and midnight
2	2.G.2,3	<b>partition</b>	To divide a whole into parts
2		penny	A coin with a value of 1 cent
2	2.G.1	<b>pentagon</b>	A shape having 5 sides
2	2.MD.10	<b>picture graph</b>	A graph that uses pictures or symbols to show numbers or quantity
2	2.NBT.1-9	<b>place value</b>	The value of where the digit is in the number, such as units, tens, hundreds, etc.
2		pound	A standard imperial unit for measuring weight, equal to 16 oz.
2	2.G.1	<b>quadrilateral</b>	A polygon with four sides and four angles
2		quart	A standard Imperial unit for measuring liquid capacity; equal to 32 fluid ounces, 2 pints, or 4 cups
2	2.MD.8	<b>quarter</b>	A coin with a value of 25 cents.

Grade Level	CC	Word ( <i>common core words are bolded</i> )	Definition
8	8.EE.8a	<b>point of intersection</b>	The point at which two lines intersect, or cross
8	8.SP.1	<b>positive association</b>	A relationship in paired data in which the two sets of data tend to increase together or decrease together.
8		postulate	A statement accepted as true without proof.
8	8.EE.3	<b>power of 10</b>	A number with 10 as a base and a whole-number exponent
8	8.SP	<b>probability</b>	How likely it is for an event to happen.
8	8.EE.5	<b>proportional relationship</b>	If one of the related things is multiplied in size by a number, which we'll call $x$ , then the other related thing is also multiplied by $x$ .
8		protractor	An instrument used to measure and draw angles
8		pyramid	A solid shape with polygon as a base and triangular faces that taper to a point (vertex)
8	8.G.6-8	<b>Pythagorean theorem</b>	In a right angle triangle, the square of the long side is equal to the sum of the squares of the other two sides.
8		quadrupled	Multiplied by four.
8	8.F.5	<b>qualitative</b>	Descriptive information
8	8.SP.2	<b>quantitative</b>	Numerical information
8		radian	A unit for measuring angles. $180^\circ = \pi$ radians, and $360^\circ = 2\pi$ radians.
8	8.EE.1-4	<b>radical</b>	The symbol $\sqrt{\quad}$ , which is used to represent the square root or $n^{\text{th}}$ root of a number.
8		random	A chance pick from a number of items (like drawing an item from a hat, rolling a die, or spinning a spinner where all items are equally likely)

# The Vocabulary Plan

## Weekly Routines:

- Day 1 & 2
  - Direct Teaching using Vocabulary (V) template
  - Meaningful practice using one or more of the strategies from the Vocabulary Practice (VP) template
- Day 3 & 4
  - Vocabulary practice using one or more of the strategies from the vocabulary Practice (VP) template
  - Differentiate practice – teaching table, practice table, independent table (consider Florida Center for Reading Research website for additional activities)
  - Administer Mastery Assessment (at end of period) to determine focus for day 5
- Day 5
  - If 80% of class passes mastery test, work with students that did not (teaching table) – rest would work in centers to continue firming up and extended practice
  - If less than 80% pass, direct teach entire group using Vocabulary template, followed by differentiated practice.
  - Identify words to be carried over as review words (from mastery tests)

# The Vocabulary Plan

## Progress Monitoring/Review Holidays

- At least every 4<sup>th</sup> week, “Review Holiday” – review previously taught words.
- Monthly vocabulary progress monitoring probes administered.
  - Random vocabulary words from All words
  - 15 words/16 definitions
  - Matching
  - 5 minute maximum time limit – check for generalization and automaticity - expect to see percent increase over course of year

# A Closer Look at the Vocabulary Plan

## **Weekly Routines:**

- **Day 1 & 2**

- Direct Teaching using Vocabulary (V) template
- Meaningful practice using one or more of the strategies from the Vocabulary Practice (VP) template

# Teaching New Vocabulary

B * (T) D A	<b>INSTRUCTIONAL ROUTINE FOR TEACHING CRITICAL, UNKNOWN VOCABULARY WORDS</b>	
		
<b>PROCEDURES:</b> Use in Combination with Template #17.		
STEP 1	<b>Introduce the Word</b> A. Write the word on board. B. Read word. Students repeat. C. Repeat for unfamiliar words.	<b>EXAMPLE</b>  "This word is <i>reluctant</i> ." "What word?"
STEP 2	<b>Present a Student-Friendly Definition</b> A. Tell students explanation, or, B. Have students read explanation with you.	"Reluctant means you are not sure you want to do something." "When you are not sure you want to do something, you are ..."
STEP 3	<b>Illustrate the Word with Examples</b> <ul style="list-style-type: none"> <li>• Concrete examples</li> <li>• Visual representations</li> <li>• Verbal examples</li> </ul>	"If your mother asked you to try a new food, you might be <i>reluctant</i> ." "You may be <i>reluctant</i> to watch a scary movie."
STEP 4	<b>Check Students' Understanding</b>  Option 1: Deep processing questions Option 2: Examples/Nonexamples Option 3: Students generate examples Option 4: Sentence starter	"Why would a student be <i>reluctant</i> to go to a new school?" "Would you be <i>reluctant</i> to go to recess on a warm, sunny day?" "Tell your partner something you would be <i>reluctant</i> to do." "Tell your partner something a cat might be <i>reluctant</i> to do. Start your sentence by saying, 'A cat might be <i>reluctant</i> to . . .' <b>Then</b> tell why."

# Teaching New Vocabulary

<b>INSTRUCTIONAL ROUTINE FOR TEACHING CRITICAL, UNKNOWN VOCABULARY WORDS</b>		
		
<b>PROCEDURES:</b> Use to introduce and review NEW Vocabulary words		
<b>STEP 1</b>	<b>Introduce the Word</b> A. Write the word on board. B. Read word. Students repeat. C. Repeat for unfamiliar words.	<b>PROMPT</b>  "This word is _____." (choral response) "What word?" (choral response)
<b>STEP 2</b>	<b>Present a Student-Friendly Definition</b> A. Tell students explanation, or, B. Have students read explanation with you.	"The definition of _____ is _____"  "What is _____?" (choral response)
<b>STEP 3</b>	<b>Illustrate the Word with Examples</b> <ul style="list-style-type: none"> <li>• Concrete examples</li> <li>• Visual representations</li> <li>• Verbal examples</li> </ul>	Illustrate the word with a concrete example (i.e. PowerPoint Slide)  Give one or more clear examples of the word  Use the "I do, We do, You do" format.
<b>STEP 4</b>	<b>Check Students' Understanding</b>  Option 1: Deep processing questions  Option 2: Examples/Nonexamples  Option 3: Students generate examples  Option 4: Sentence starter	Use the following options as a means to ensure students fully understand the newly introduced vocabulary word.  Use choral response, random individual turns, and partner practice to evaluate student understanding. Correct errors and misconceptions immediately (prevent wrong practice).

## Reading/Language Arts Vocabulary - Grade K

**story**



**A story tells you about things that have happened, some are real while some are make believe**

# Reading/Language Arts Vocabulary - Grade K

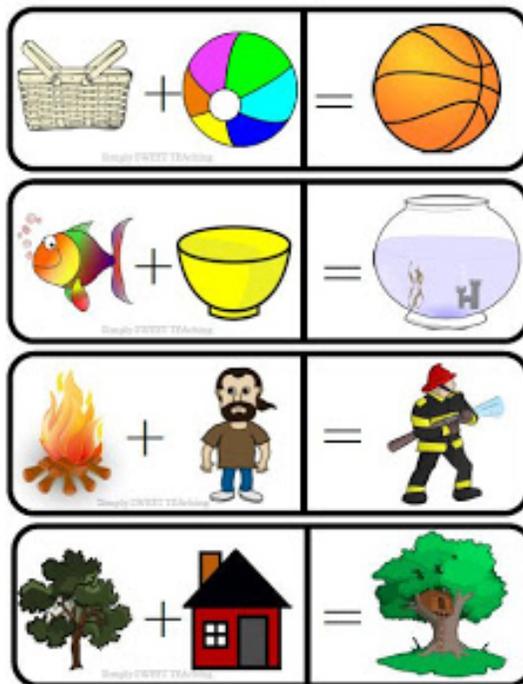
## rhyme



**Words that have the same ending sound**

# Reading/Language Arts Vocabulary - Grade 1

## Compound word



**Two words put together to make a new word.**

## Reading/Language Arts Vocabulary - Grade 2

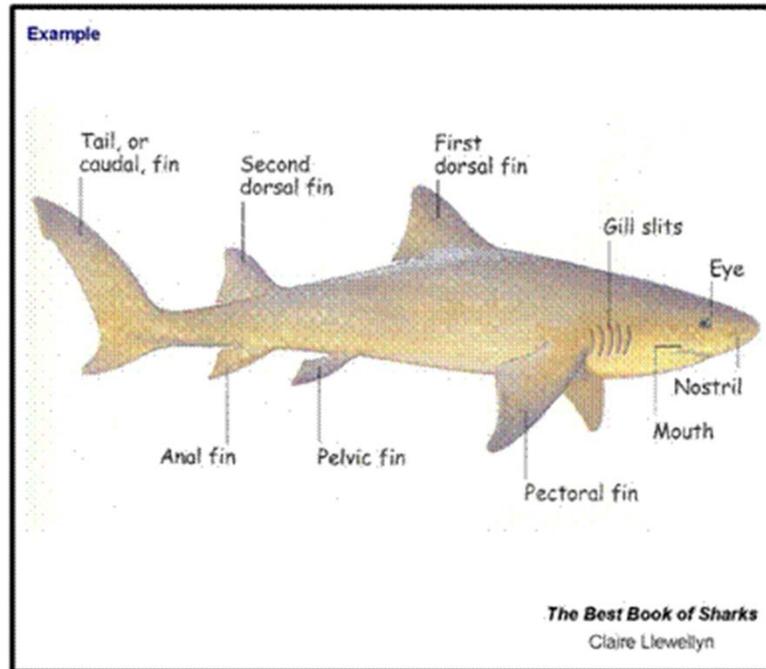
### Character



**A person or animal who takes part in the action of a literary work**

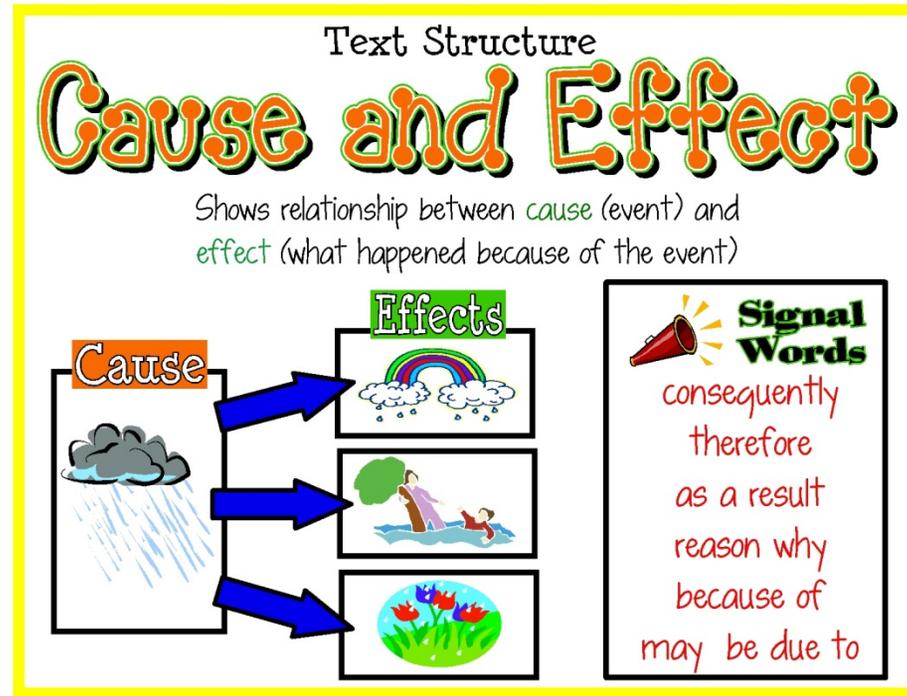
## Reading/Language Arts Vocabulary - Grade 3

### diagram



**A plan, sketch, drawing, or outline designed to demonstrate or explain how something works**

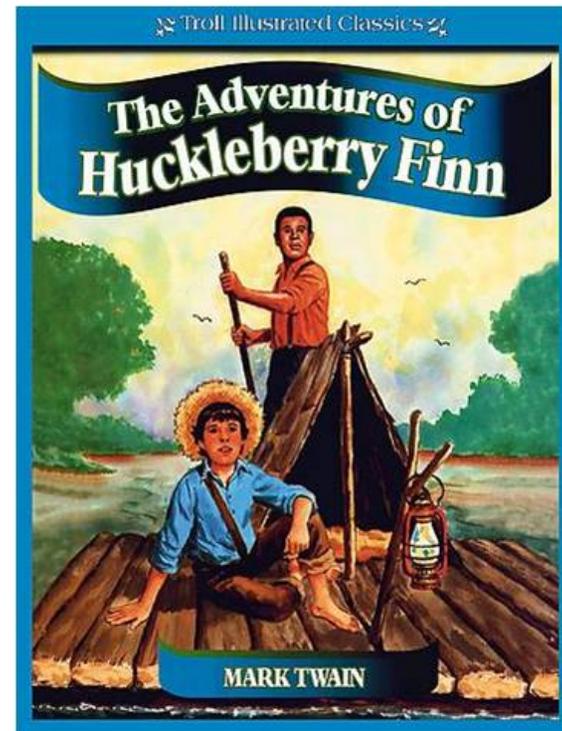
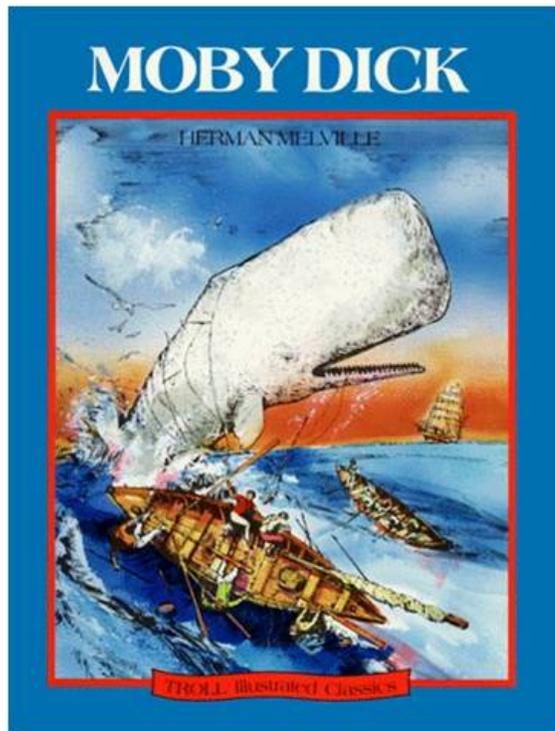
## Cause and effect



**A text structure that explains why things happen; the events that happen first are the causes and the events that happen as a result are the effects**

## Reading/Language Arts Vocabulary - Grade 4

### American literature



**Short stories, novels, plays, and poems written by authors from the United States**

Reading/Language Arts Vocabulary - Grade 5

**assumption**

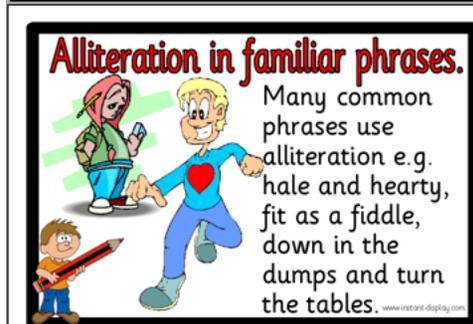
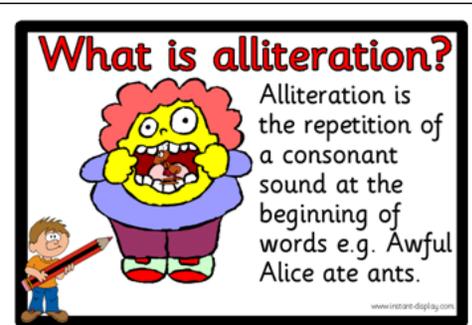
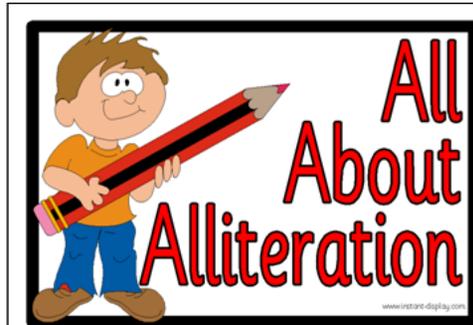
**All students do their homework.**

*This statement is an assumption because it is not proven to always be true. Some students do their homework, but saying that they all do is an assumption.*

**A belief or statement taken for granted without proof**

# Reading/Language Arts Vocabulary - Grade 5

## alliteration



**The repetition of consonant sounds at the beginning of words.**

## Reading/Language Arts Vocabulary - Grade 6

### **boldface**

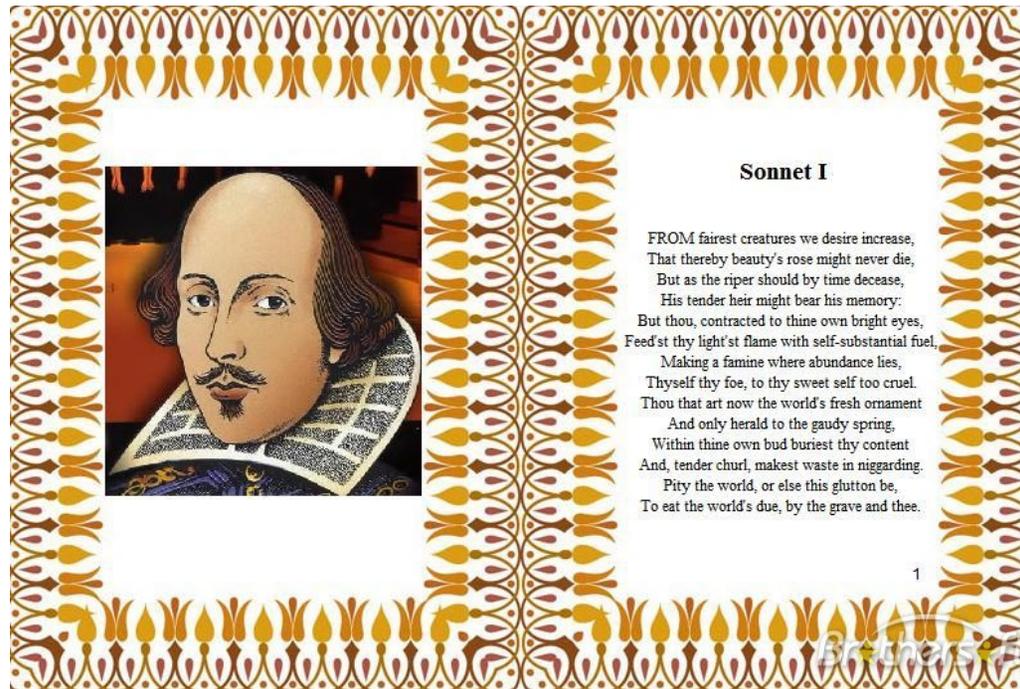
Most animals stay with their herds. But as they move around the plain, some animals get too far away from the herd. These animals become **prey**. They become victims of an attack by another animal.

The attacking animal is called a **predator** (PREH-duh-tur). A predator quietly watches and waits. When an animal gets away from the herd, the predator springs into action.

**Word(s) that is in darker type than the words around it, used to help signal that the word is more important than the text around it.**

## Reading/Language Arts Vocabulary - Grade 7

### sonnet



**Sonnet I**

FROM fairest creatures we desire increase,  
That thereby beauty's rose might never die,  
But as the ripper should by time decease,  
His tender heir might bear his memory:  
But thou, contracted to thine own bright eyes,  
Feed'st thy light'st flame with self-substantial fuel,  
Making a famine where abundance lies,  
Thyself thy foe, to thy sweet self too cruel.  
Thou that art now the world's fresh ornament  
And only herald to the gaudy spring,  
Within thine own buduriest thy content  
And, tender churl, makest waste in niggarding.  
Pity the world, or else this glutton be,  
To eat the world's due, by the grave and thee.

1

**A poem with fourteen lines. Each line has fourteen syllables, and a fixed pattern of rhymes.**

## Reading/Language Arts Vocabulary - Grade 7

### **Journalism**



**the collecting and editing of news to be presented in newspapers or magazines or over television or radio**

# Reading/Language Arts Vocabulary - Grade 8 and up

## annotation

### *The Catcher in the Rye*

her, she didn't give you a lot of horse manure about what a great guy her father was. She probably knew what a phony slob he was.

The reason I was standing way up on Thomsen Hill, instead of down at the game, was because I'd just got back from New York with the fencing team. I was the goddam manager of the fencing team. Very big deal. We'd gone in to New York that morning for this fencing meet with McBurney School. Only, we didn't have the meet. I left all the foils and equipment and stuff on the goddam subway. It wasn't all my fault. I had to keep getting up to look at this map, so we'd know where to get off. So we got back to Pencey around two-thirty instead of around dinnertime. The whole team ostracized me the whole way back on the train. It was pretty funny, in a way.

The other reason I wasn't down at the game was because I was on my way to say good-by to old Spencer, my history teacher. He had the gripe, and I figured I probably wouldn't see him again till Christmas vacation started. He wrote me this note saying he wanted to see me before I went home. He knew I wasn't coming back to Pencey.

I forgot to tell you about that. They kicked me out. I wasn't supposed to come back after Christmas vacation, on account of I was flunking four subjects and not applying myself and all. They gave me frequent warning to start applying myself - especially around mid-terms, when my parents came up for a conference with old Thurmer - but I didn't do it. So I got the ax. They give

[ 6 ]

fencing  
top  
my knee

Spencer

expelled

### *The Catcher in the Rye*

guys the ax quite frequently at Pencey. It has a very good academic rating, Pencey. It really does.

Anyway, it was December and all, and it was cold as a witch's test, especially on top of that stupid hill. I only had on my reversible and no gloves or anything. The week before that, somebody'd stolen my camel-hair coat right out of my room, with my fur-lined gloves right in the pocket and all. Pencey was full of crooks. Quite a few guys came from these very wealthy families, but it was full of crooks anyway. The more expensive a school is, the more crooks it has - I'm not kidding. Anyway, I kept standing next to that crazy cannon, looking down at the game and freezing my ass off. Only, I wasn't watching the game too much. What I was really hanging around for, I was trying to feel some kind of a good-by. I mean I've left schools and places I didn't even know I was leaving them. I hate that. I don't care if it's a sad good-by or a bad good-by, but when I leave a place I like to know I'm leaving it. If you don't, you feel even worse.

I was lucky. All of a sudden I thought of something that helped make me know I was getting the hell out. I suddenly remembered this time, in around October, that I and Robert Tichener and Paul Campbell were chucking a football around, in front of the academic building. They were nice guys, especially Tichener. It was just before dinner and it was getting pretty dark out, but we kept chucking the ball around anyway. It kept getting darker and darker, and we could hardly see the ball any more, but we didn't want to stop doing what we were doing. Finally

[ 7 ]

Saying  
goodbye

remembers  
a  
specific  
afternoon

A note added as a comment or explanation

## Reading/Language Arts Vocabulary - Grade 8 and up

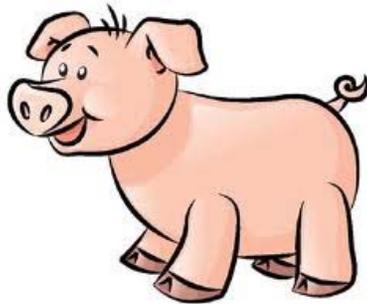
### stereotype



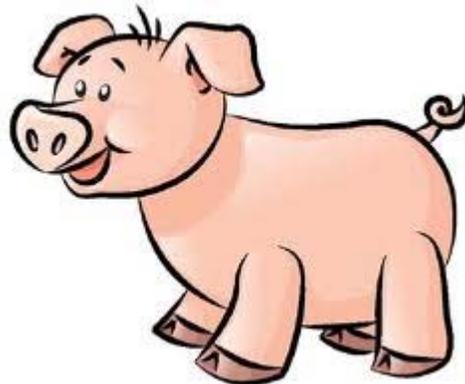
something agreeing with a pattern; *especially* : an idea that many people have about a thing or a group and that may often be untrue or only partly true

Mathematics Vocabulary – Grade K

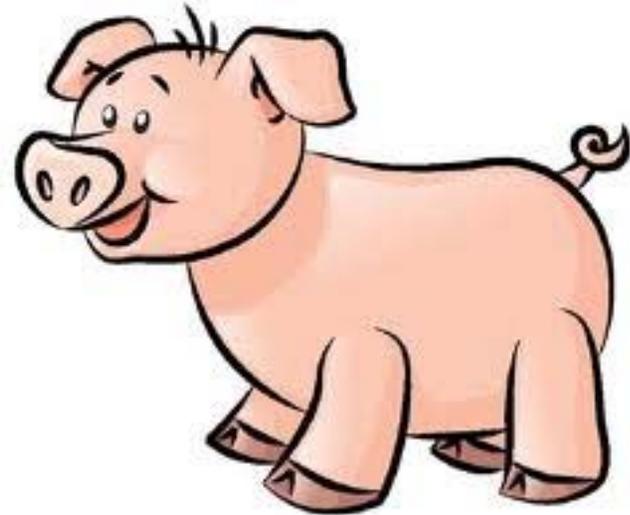
**Large**



**Small**



**Medium**



**Large**

**Big as compared with others of its kind.**

## Mathematics Vocabulary – Grade 1

**equivalent**



=

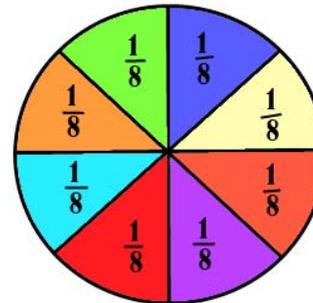
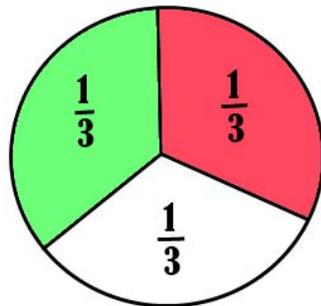
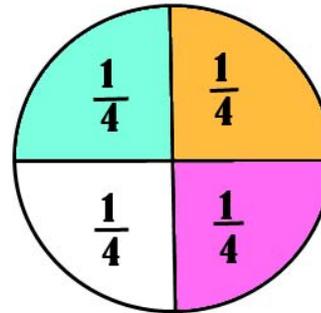
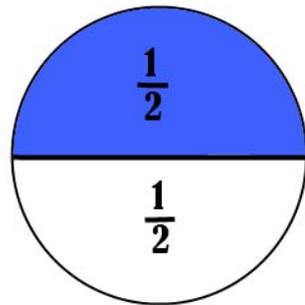


**1 nickel is equivalent to 5 pennies**

**Something that is the same value.**

## Mathematics Vocabulary – Grade 2

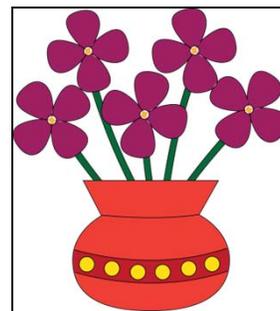
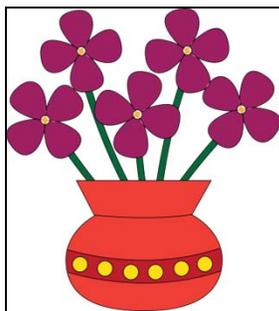
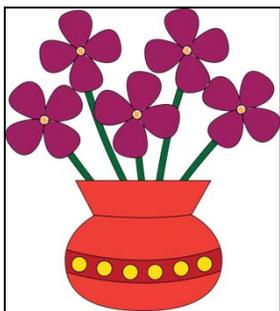
### Fraction



**Part of a group or part of a whole**

## Mathematics Vocabulary – Grade 3

### Factor



There are 3 groups of 5 flowers.

$$3 \times 5 = 15$$

3   5   =   15

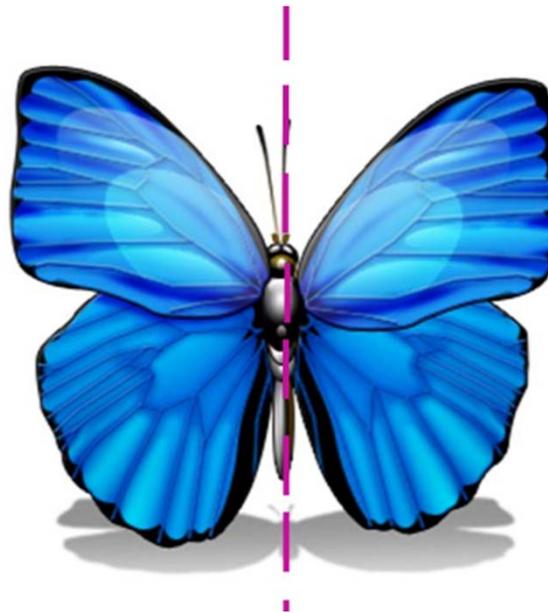
**factors**                      **product**

Two arrows point from the word "factors" to the numbers 3 and 5. One arrow points from the word "product" to the number 15.

A number that is multiplied by another number to find a product

## Mathematics Vocabulary – Grade 5

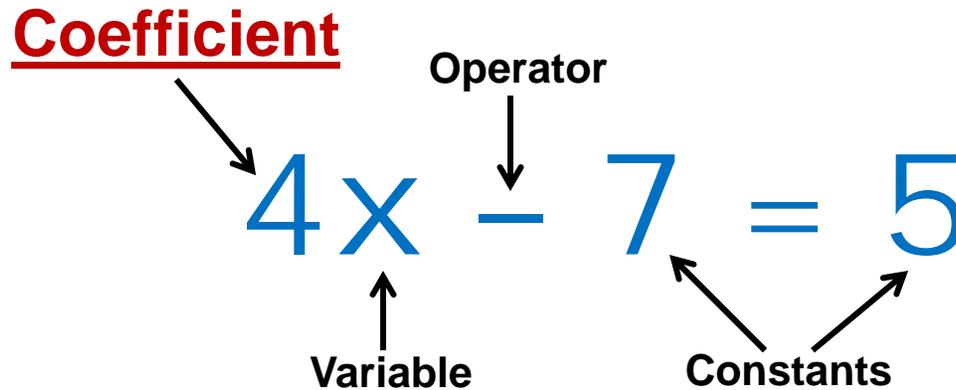
### **Line of symmetry**



**Another name for reflection symmetry. One half is the reflection of the other half.**

## Mathematics Vocabulary - Grade 6

### coefficient



The number which is multiplied by one or more variables or powers of variables in the term.

## Math Vocabulary Grade 7

**horizontal**

**horizontal**

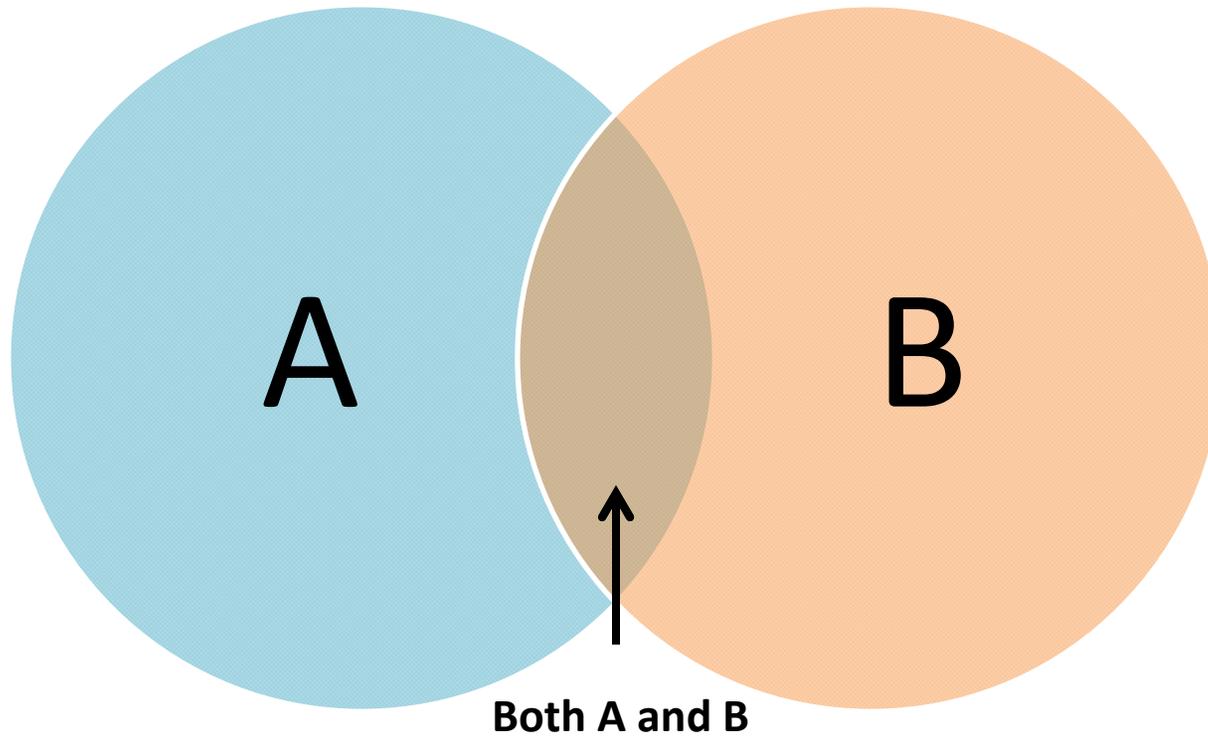


**vertical**

**Parallel to the horizon.**

## Mathematics Vocabulary - Grade 7

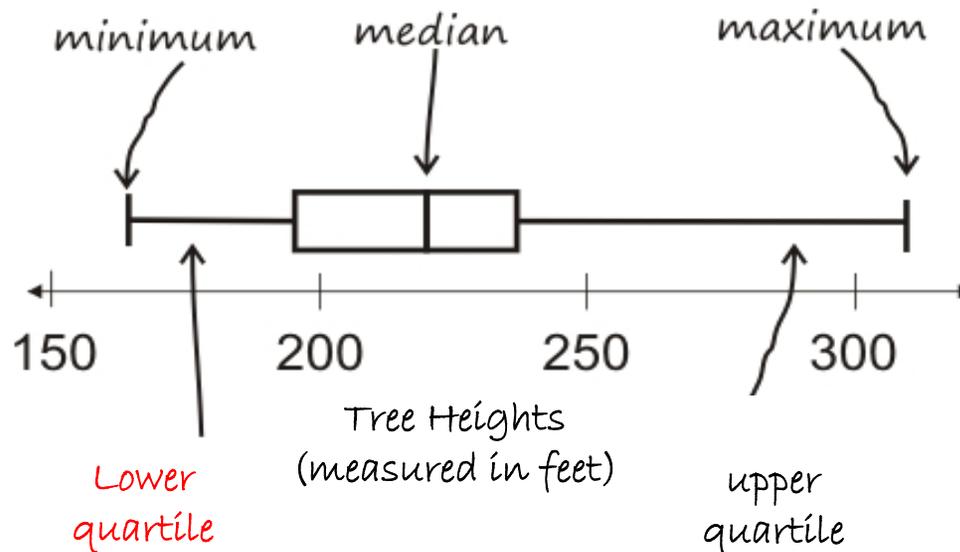
### Venn diagram



A diagram that shows relationships among sets of objects.

## Mathematics Vocabulary - Grade 8

# lower quartile



For a set of data, a number for which 25% of the data is less than that number.

# Explicit Vocabulary-- Second Graders with Molly



# A Closer Look at the Vocabulary Plan

## **Weekly Routines:**

- **Day 3 & 4**
  - Vocabulary practice using one or more of the strategies from the vocabulary Practice (VP) template
  - Differentiate practice – teaching table, practice table, independent table (consider Florida Center for Reading Research website for additional activities)
  - Administer Mastery Assessment (at end of period) to determine focus for day 5

# Vocabulary Practice Template

B D A* (T)	<b>INSTRUCTIONAL STRATEGIES FOR PRACTICING VOCABULARY WORDS</b>	<b>VP</b>																				
<b>PROCEDURES:</b> Use in combination with Template #17.																						
<b>1. Yes/No/Why</b>	<p style="text-align: center;"><b>EXAMPLES</b></p> Would it be <i>disgusting</i> to eat earthworms? Why? Would a <i>disgusting</i> trash can smell good? Why?																					
<b>2. Completion Activity</b>	I was very <i>persistent</i> when ( _____ ). Things that can be <i>confined</i> are ( _____ ).																					
<b>3. Graphic Organizer depicting relationship between vocabulary words</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;">Same</th> <th style="width: 15%;">Opposite</th> <th style="width: 15%;">Go Together</th> <th style="width: 15%;">No Relation</th> </tr> </thead> <tbody> <tr> <td><i>hermit-odd</i></td> <td></td> <td></td> <td>X</td> <td></td> </tr> <tr> <td><i>hermit-loner</i></td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>protection-shell</i></td> <td></td> <td></td> <td>X</td> <td></td> </tr> </tbody> </table> <p>Have students explain why they marked each box.</p>			Same	Opposite	Go Together	No Relation	<i>hermit-odd</i>			X		<i>hermit-loner</i>	X				<i>protection-shell</i>			X	
	Same	Opposite	Go Together	No Relation																		
<i>hermit-odd</i>			X																			
<i>hermit-loner</i>	X																					
<i>protection-shell</i>			X																			
<b>4. Word Lines</b>	How surprised would you be if . . . ....a dog started <i>bantering</i> you? ....a rabbit <i>trudged</i> through the garden? <b>Least Surprised. . . . . Most Surprised</b>																					
<b>5. Sentence Substitution</b>	When the math test was over, Poloma was very <i>happy</i> . When the math test was over, Poloma was very . . . (relieved).																					
<b>6. Meaningful Sentence Writing</b>	<b>Students write a sentence answering who, what, when where, why, how questions.</b> <i>During the past week, what have you been urged to do?</i> <i>Why would a teacher be impressed with one of her students?</i>																					

# Vocabulary Practice Template

## INSTRUCTIONAL STRATEGIES FOR PRACTICING VOCABULARY WORDS EXAMPLE 1



**PROCEDURES:** CONSIDER USING BLOOM'S TAXONOMY AS A MEANS TO GIVE STUDENTS MEANINGFUL INTERACTIONS WITH THE WORDS

	Examples
1. Knowledge/Remember	<p>The word <u>correlation</u> means?</p> <p>A. The answer to a division problem                      B. The relationship between two variables                      C. The study of numbers                      D. An object with four sides and four angles</p>
2. Comprehension/Understand	<p>Which word does not belong? _____                      Why? _____</p> <p>correlation    perimeter    relationship    linked    association</p>
3. Application/Apply	<p>Identify an outcome that would likely be correlated with each word.</p> <p>1. unemployment: _____                      2. an unattended candle: _____                      3. prolonged exposure to the sun: _____                      4. hunger: _____</p>
4. Analysis/Analyze	<p>Analyze the following statements. Identify whether or not they are likely to be true.</p> <p>1. A car's age is positively correlated to the likely hood it will breakdown. Explain?                      2. A student that does not study is positively correlated to with a high grade point average. Explain?</p>

# Example Vocabulary Center

## Vocabulary



Word Knowledge

V.008

### Homophone Puzzle

#### Objective

The student will produce homophones based on meaning.

#### Materials

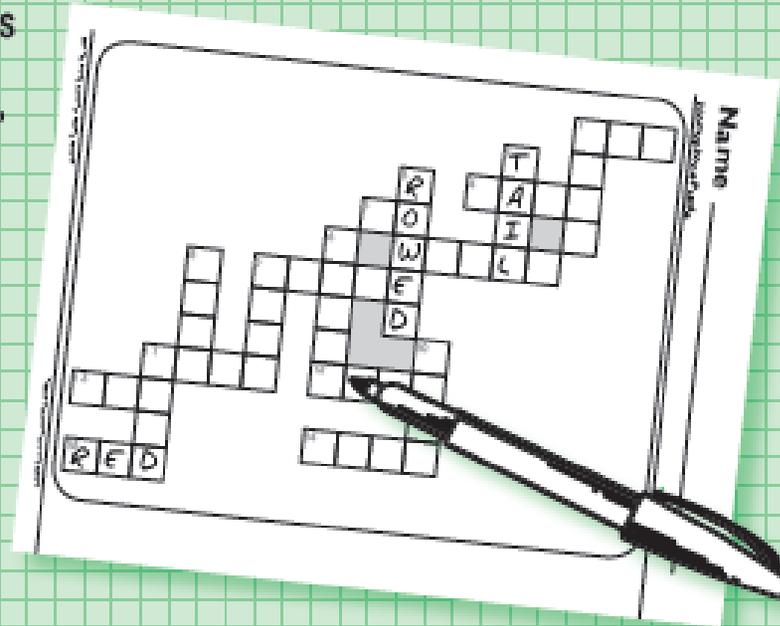
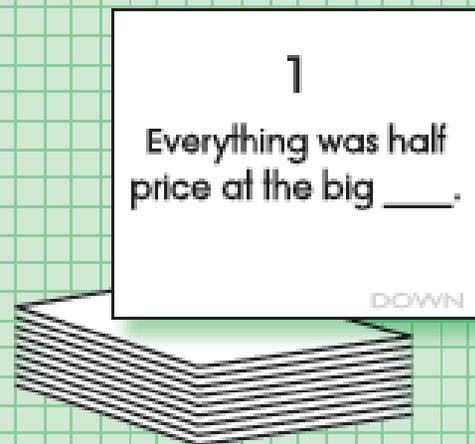
- ▶ Homophone clue cards (Activity Master V.008.AM1a - V.008.AM1c)
- ▶ Homophone puzzle student sheet (Activity Master V.008.SS1)  
*Copy on card stock and laminate.*
- ▶ Vis-à-Vis® markers
- ▶ Answer key (Activity Master V.008.AM2)  
*An answer key is provided for optional use.*

#### Activity

Students write homophones in a crossword puzzle by solving clues.

1. Place the homophone clue cards face down in a stack. Provide students with markers and one homophone puzzle.
2. Taking turns, students select a homophone clue card and read the clue. For example, "Everything was half price at the big \_\_\_\_."
3. Determine the correct homophone, say, spell, and write it in the corresponding boxes (i.e., sale, s-a-l-e).
4. Continue until all the boxes are filled.
5. Peer evaluation

"The homophone that completes the sentence is 'sale.' s-a-l-e. I'll write it in the spaces at one down."



### Extensions and Adaptations

- ▶ Use homophone clues and word bank and complete puzzle individually (Activity Master V.008.SS2).
- ▶ Make other homophone or word puzzles. Note: There are many free puzzle makers available online.

# Vocabulary

V.008.AM1a

Homophone Puzzle

<p><b>1</b></p> <p>What is the ___ of 53 and 64?</p> <p style="text-align: right;">ACROSS</p>	<p><b>4</b></p> <p>He put a white, canvas ___ on the boat to make it go.</p> <p style="text-align: right;">ACROSS</p>
<p><b>5</b></p> <p>I went ___ the baseball game.</p> <p style="text-align: right;">ACROSS</p>	<p><b>7</b></p> <p>What ___ you like to eat for lunch?</p> <p style="text-align: right;">ACROSS</p>
<p><b>9</b></p> <p>Please ___ your name on the top of the page.</p> <p style="text-align: right;">ACROSS</p>	<p><b>11</b></p> <p>After his injury, he was too ___ to lift the furniture.</p> <p style="text-align: right;">ACROSS</p>

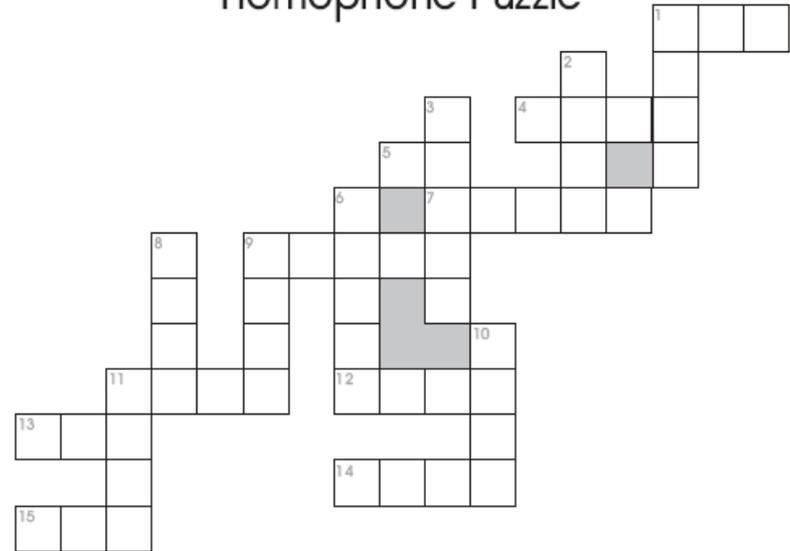
homophone clue cards

Name \_\_\_\_\_

Homophone Puzzle

V.008.SS2

## Homophone Puzzle



### ACROSS

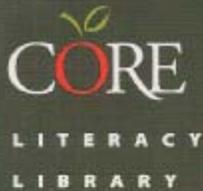
1. What is the \_\_\_ of 53 and 64?
4. He put a white, canvas \_\_\_ on the boat to make it go.
5. I went \_\_\_ the baseball game.
7. What \_\_\_ you like to eat for lunch?
9. Please \_\_\_ your name on the top of the page.
11. After his injury, he was too \_\_\_ to lift the furniture.
12. Cinderella is a popular fairy \_\_\_.
13. One half of four is \_\_\_.
14. We drove down a long and winding \_\_\_.
15. The colors of the American flag are \_\_\_, white, and blue.

### DOWN

1. Everything was half price at the big \_\_\_.
2. The dog was wagging his \_\_\_ because he was happy.
3. He \_\_\_ the boat with two oars yesterday.
6. He didn't miss any questions; he got them all \_\_\_.
8. If you can't drink all of it, drink \_\_\_.
9. There are seven days in a \_\_\_.
10. The teacher \_\_\_ the book to the whole class.
11. He chopped \_\_\_ for the fire.

### HOMOPHONE WORD BANK

sale	read	wood	two
road	sail	red	sum
week	some	rowed	write
tail	to	tale	weak
would	right		

CORE  
LITERACY  
LIBRARY

word play  
specific word instruction  
contextual analysis  
robust instruction

# Vocabulary Handbook

**Includes**

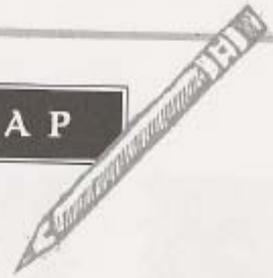
Sample Lesson Models  
and Activity Masters

**For All Educators  
Working to Improve  
Reading Achievement**

word-learning strategies

**217 pages**

# CONCEPT OF DEFINITION MAP



What Is It?

[Empty rectangular box for definition]

What Is It Like?

[Empty rectangular box for characteristic 1]

[Empty rectangular box for characteristic 2]

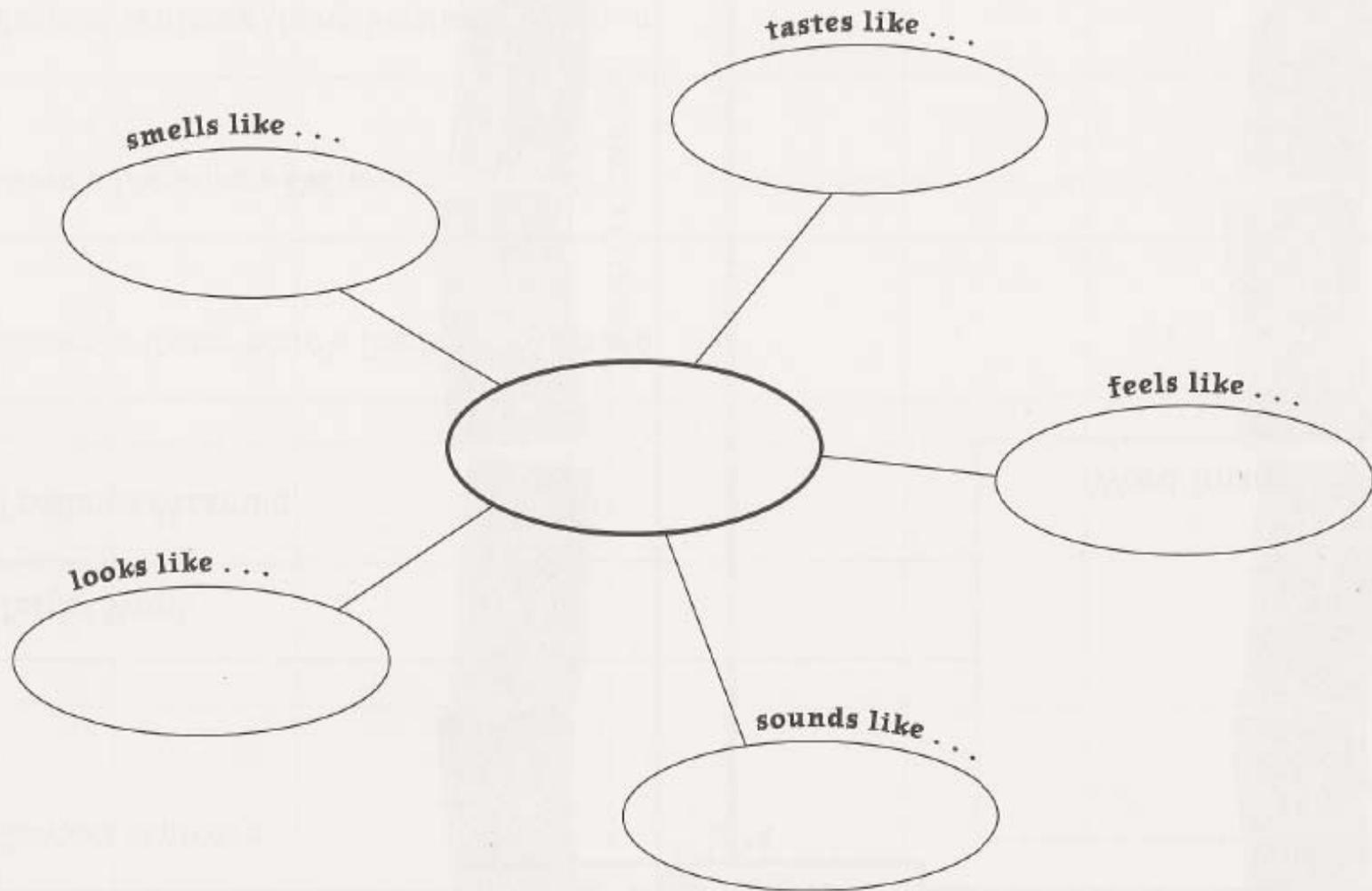
[Empty rectangular box for characteristic 3]

[Empty rectangular box for key feature]

[Four empty rectangular boxes for examples]

What Are Some Examples?

# FIVE-SENSES SIMILE WEB



PAVE MAP

Context Sentence:

7

Target Word:

Predicted Meaning:

Word Image

Sentence Using Word's Predicted Meaning:

Word's Dictionary Definition:

Revised Sentence Using Verified Definition:

Vocabulary

**HOTSHOT**

Notebook

VOCABULARY WORD \_\_\_\_\_

Word  
or  
Word in Family

Place and Source I  
Saw, Heard, or Used It

classroom • school • home  
conversation • book • TV • other

How It Was Used

(sentence or phrase)

It Means . . .

(as used in this specific context)

First Time

Date:

Second Time

Date:

Third Time

Date:

Encounters

Hotshot  
Points

**1****Look for Context Clues**

Context Clues	Signal Words or Punctuation	Type of Context Clue

**2****Look for Word-Part Clues****A. Word Broken into Parts**

A. Can You Break the Word into Parts? Circle **yes** or **no**.  
(If you can't, skip to Step 3.)

	Word Part	Meaning
B. What Is the Root Word?		
C. What Is the Prefix?		
D. What Is the Suffix?		
E. Put the Meanings of the Word Parts Together		

Prefix + Root Word • Root Word + Suffix • Prefix + Root Word + Suffix

**3****I Guess the Word Means . . .****4****My Meaning Substituted in the Original Sentence**

Does your meaning make sense in the sentence? Circle **yes** or **no**.

**5****Dictionary Says . . .**

**WORD MAP**

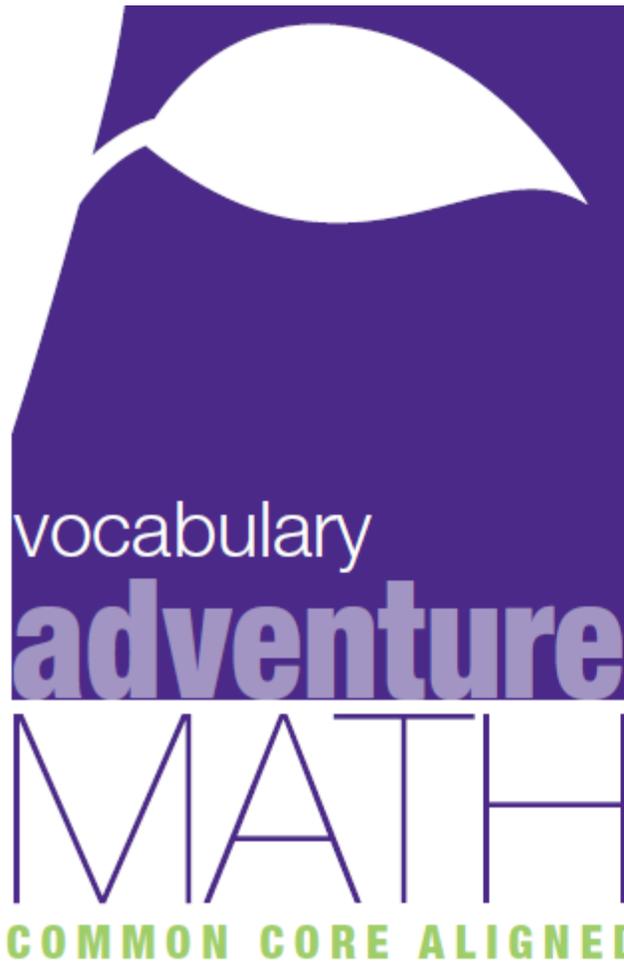


**SYNONYM**

**ANTONYM**

**EXAMPLE**

**NONEXAMPLE**



*Now Aligned to  
the Common Core  
Standards!*

Vocabulary Development Through  
Critical Thinking and Problem Solving



# LEVEL 1

sample pages

Name \_\_\_\_\_

## Place value

The value determined by the position of a digit in a number

$$48 = 4 \text{ tens } 8 \text{ ones}$$

Look at the number below.

57

Knowledge  
Remember

Circle the digit in the ones place.  
Underline the digit in the tens place.

Comprehension  
Understand

Write the number for each set.

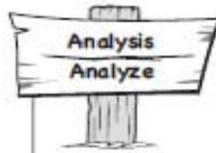


Application  
Apply

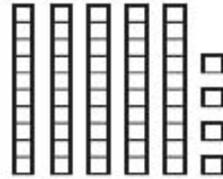
Show the number 49 using base 10 blocks.  
Draw a picture of your blocks.

How many tens did you use? \_\_\_\_\_

How many ones did you use? \_\_\_\_\_



Jan built this number with base 10 blocks.



Bob built a different number with base 10 blocks.  
Bob's number had 2 fewer tens than Jan's number.  
His number had 5 more ones than Jan's number.

What was Bob's number? \_\_\_\_\_

### Journal

Date \_\_\_\_\_



How are dimes and pennies like place value?

---

---

---



# LEVEL 4

sample pages

Name \_\_\_\_\_

## Composite number

A whole number that has more than two whole-number factors

10 is a composite number because it has more than two factors: 1, 2, 5, and 10.

Name 2 composite numbers.

\_\_\_\_\_ and \_\_\_\_\_

Knowledge  
Remember

Comprehension  
Understand

Why is 16 a composite number?

---

---

---

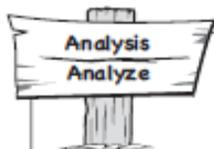
---

Application  
Apply

What is the smallest composite number? \_\_\_\_\_

What is the largest 2-digit composite number? \_\_\_\_\_

Name a composite number with more than 6 factors. \_\_\_\_\_



Create a graphic organizer to sort and classify the numbers from 50 to 70 as prime or composite.

Blank space for creating a graphic organizer.

### Journal

Date



Use the dictionary to write the definition of the word *compose*.

---

---

How are the terms *compose* and *composite number* alike in spelling?  
How are they alike in meaning?

---

---

---

Level 4 Sample

# Vocabulary Resources

**Partners for Learning: Visual Vocabulary e-Slides and Common Core Vocabulary list (K-12):**  
[www.partnersforlearning.org](http://www.partnersforlearning.org)

**Florida Center for Reading Research: Vocabulary center activities for grades K-5:**  
<http://www.fcrr.org/>

**Tennessee Department of Education: Vocabulary Activities:** [www.jc-schools.net/tutorials/vocab/](http://www.jc-schools.net/tutorials/vocab/)

**Quizlet: Create your own study materials:** <http://quizlet.com/>

**Vocabulary resource list:** <http://esu4vocabularystrategies.wikispaces.com/Vocabulary+Sites>

**Flocabulary (pairs rap with vocabulary):** <http://flocabulary.com/subjects/>

**Jeopardy Labs: Create your own Jeopardy game at:** <https://jeopardylabs.com/>

**CORE (Consortium on Reading Excellence): Vocabulary Handbook:** <http://www.corelearn.com/>

**Motivation Math - Vocabulary Adventure:**  
<http://www.mentoringminds.com/products/subjects/vocabulary/vocabulary-adventure/vocabulary-adventure-student-edition.html>

# A Closer Look at the Vocabulary Plan

## **Weekly Routines:**

- **Day 5**

- If 80% of class passes mastery test, work with students that did not (teaching table) – rest would work in centers to continue firming up and extended practice
- If less than 80% pass, direct teach entire group using Vocabulary template, followed by differentiated practice.
- Identify words to be carried over as review words (from mastery tests)

# Vocabulary Mastery Test

Vocabulary Word

Definition

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Vocabulary Mastery Test

## Reading

Vocabulary Word	Definition
1. Illustrate	A conclusion reached using information read with information assumed
2. Heading	A figure of speech using two things such as like or as
3. Inference	Words arranged by alphabetical order
4. Simile	Title of a passage announcing the topic
	To make something more clear or visible

# Vocabulary Mastery Test

## Reading

Vocabulary Word

Definition

1. Illustrate

2. Heading

3. Inference

4. Simile

A conclusion reached using information read with information assumed

A figure of speech using two things such as like or as

Words arranged by alphabetical order

Title of a passage announcing the topic

To make something more clear or visible

# Vocabulary Mastery Test

## Math

Vocabulary Word

Definition

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Vocabulary Mastery Test

## Math

Vocabulary Word	Definition
1. Addition	To be the same as
2. Angle	A shape with no straight lines and no corners
3. Capacity	Operation to find how many in all
4. Circle	To be the same as
5. Compare	A figure where two rays or line segments share an endpoint
6. Equal	To find how things are different or the same
	The amount something can hold

# Vocabulary Mastery Test

## Math

Vocabulary Word

Definition

- |    |          |  |
|----|----------|--|
| 1. | Addition | To be the same as  |
| 2. | Angle    | A shape with no straight lines and no corners              |
| 3. | Capacity | Operation to find how many in all                          |
| 4. | Circle   | To take away from  |
| 5. | Compare  | A figure where two rays or line segments share an endpoint |
| 6. | Equal    | To find how things are different or the same               |
- The amount something can hold
-

# Vocabulary

## Progress Monitoring

Vocabulary Word	Definition
1. Greater than	_____ A place where something is
2. tallest	_____ How big or small something is
3. Ending sound	_____ The biggest height
4. Capacity	_____ To see if things are the same or different
5. Paragraph	_____ Sentences put together is a group
6. Problem	_____ The amount something can hold
7. Add	_____ The sound at the last part of a word
8. Narrative	_____ More than
9. Compare	_____ Using mathematical ideas to find solutions
10. Location	_____ Making more by putting things together
	_____ A story in a book

# Vocabulary

## Progress Monitoring

Vocabulary Word	Definition
1. Greater than	_10_ A place where something is
2. tallest	_X_ How big or small something is
3. Ending sound	_2_ The biggest height
4. Capacity	_9_ To see if things are the same or different
5. Paragraph	_5_ Sentences put together is a group
6. Problem	_4_ The amount something can hold
7. Add	_3_ The sound at the last part of a word
8. Narrative	_1_ More than
9. Compare	_6_ Using mathematical ideas to find solutions
10. Location	_7_ Making more by putting things together
	_8_ A story in a book

**Reflection**

The image features the word "Reflection" in a bold, golden, 3D sans-serif font. The letters are positioned on a dark blue surface that has a perspective grid of lighter blue lines. A clear, slightly blurred reflection of the word is visible directly beneath it. The background is a smooth gradient of blue, transitioning from a darker shade at the top to a lighter shade at the bottom.

# Vocabulary Action Plan

## Systematic Vocabulary Action Plan

Using this planning page, identify specific actions to be completed when your return to your school or district.

1. How will you present a rationale regarding the need for systematic intervention and vocabulary instruction?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
2. What could be initiated or changed regarding your school's/district's screening and intervention in the area of language?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. How will you incorporate information regarding "How the Brain Learns" into your classroom instructional routines or job role?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
4. How will you get started incorporating academic vocabulary instruction into your classroom?
  - a. Will you plan with grade/subject level teachers?
  - b. What are you plans for identifying where academic word will be taught and when?
  - c. What steps could be taken to ensure academic vocabulary is taught consistently across classrooms? Across Grades? Across Schools?
5. Identify two or more ideas or sources you will use to provide systematic vocabulary practice for students.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
6. How do you plan to monitor student learning academic vocabulary? How often? Method? By whom?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
7. What additional ideas from today's seminar do you plan to incorporate into your daily instructional practices?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

"When we know better  
we do better."

**- Maya Angelou**

# Contact Information

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# Vocabulary Mastery Test

Vocabulary Word

What Does it Mean

1. Jobbernowl

---

2. Kvetch

---

3. Oojah

---

4. Inglenook

---

5. Hobbledehoy

---

6. Snollygoster

---

7. Fliver

---

# Vocabulary Mastery Test

Vocabulary Word	What Does it Mean
1. Jobbernowl	28%
2. Kvetch	96%
3. Oojah	52%
4. Inglenook	64%
5. Hobbledehoy	96%
6. Snollygoster	92%
7. Fliver	96%

# Vocabulary Mastery Test

Vocabulary Word	What Does it Mean
1. Jobbernowl	29%
2. Kvetch	97%
3. Oojah	73%
4. Inglenook	58%
5. Hobbledehoy	100%
6. Snollygoster	98%
7. Fliver	95%

# Vocabulary Mastery Test

Vocabulary Word	What Does it Mean
1. Jobbernowl	20%
2. Kvetch	93%
3. Oojah	33%
4. Inglenook	40%
5. Hobbledehoy	87%
6. Snollygoster	93%

# Exceptional Tier 1: Key Considerations

- ✓ **Make Whole Group Core Instruction More Effective and Engaging**
- ✓ Differentiate Core Instruction
- ✓ Establish a Plan for Teaching Essential/Key Vocabulary

# The Need to Improve Instruction Delivery

## What:

- Reading Instruction is based on the science of reading- the five big ideas that have been identified by an extensive review of the research to be critical in reading development.

National Reading Panel

## How:

- Effective instructional strategies (explicit instruction, modeling, scaffolding, multiple opportunities to respond, systematic error correction).

Kavale (2005),

# Common Core Curriculum Formats that Cause Problems for Struggling Learners

- Overly student directed/generative
- Spiral Curricula
- Limited consideration of student prior knowledge (required for new learning)
- Lack of explicit instruction targeting important content and/or critical skills
- Limited use of scaffolding
- Limited instruction for generalization

- Existing instructional tools and textbooks often do a poor job of adhering to important instructional principles for learning in mathematics (National Mathematics Advisory Panel, 2008).

# Instruction

•The median [elementary school] classroom is **self-contained**. The mathematics period is about **43 minutes long**, and about **half of this time is written work**. A single text is used in **whole-class** instruction.

## •*Typical lesson*

- Checking homework or a warm-up activity.
- Teacher presents a few sample problems and demonstrates how to solve them often conducted in recitation fashion, with the teacher asking fill-in-the-blank questions as the procedures are shown.
- Seatwork is assigned, and students complete exercises like those they have been shown.
- Teacher often ends the lesson by checking some of the seatwork problems and assigning similar problems for homework.

Source: *Adding It Up: Helping Children Learn Mathematics*. National Academy of Sciences (2001).

# Improving Core Instruction

- ✓ Active Engagement/Full Participation
- ✓ Explicit Instruction
- ✓ Instruction that is Differentiated
- ✓ Meaningful and Varied Opportunities to Apply Skills
- ✓ Taught to Mastery!
- ✓ Practice, Practice, Practice

# Active Engagement and Explicit Instruction

- Step 1. Introduce Topic: Focus and Think Time
- Step 2. Engagement: Choral Response and Partner Share
- Step 3. Monitoring: Individual Turns and Correction Procedures
- Step 4. Expanded Responses:

# Active Participation – Anita Archer 2<sup>nd</sup> Grade



# Active Participation – Anita Archer 7<sup>th</sup> Grade



# Active Engagement Template

## INSTRUCTIONAL ROUTINES FOR MAXIMIZING STUDENT RESPONSE AND ENGAGEMENT

A  
P

**Purpose:** Increase student responses and engagement during all phases of instruction.  
(Use during introduction of topics and review of directions during instruction.)

<p><b>INTRODUCTION</b></p> <p><b>TEACHING STRATEGY: FOCUS &amp; THINK TIME</b></p>	<p>Engage students when introducing topics or explaining directions.</p> <ul style="list-style-type: none"> <li>A. Students look at teacher, board or point at key words in book during introduction.</li> <li>B. State topic. Students repeat.</li> <li>C. Teacher presents key information. Students explain key aspects to partners.</li> <li>D. Script think time – given</li> </ul>	<p><b>EXAMPLE</b></p> <ul style="list-style-type: none"> <li>A. "Look/point to (title/paragraph/word) on p. ___"</li> <li>B. "Today we are reviewing the central nervous system" "What is our topic?" (choral response)</li> <li>C. Teacher presents key information. "Partners, briefly discuss what you remember about the central nervous system"</li> <li>D. Ask question. Pause 3-5 seconds. "What's the answer?" (Signal).</li> </ul>
<p><b>RESPONSES</b></p> <p><b>TEACHING STRATEGY: SIGNALS</b></p>	<p>Students actively engaged/respond during all phases of instruction.</p> <ul style="list-style-type: none"> <li>A. Students respond chorally when responses require short responses or,</li> <li>B. Students respond to a partner during expanded responses</li> </ul>	<ul style="list-style-type: none"> <li>A. "As you will recall, there are sensory nerves and motor nerves. <u>Sensory nerves</u> carry messages <u>to the brain</u> and <u>motor nerves</u> carry messages <u>from the brain</u>. Everybody, sensory nerves carry messages where?" (choral response). Everybody, motor nerves carry messages where? (choral response)</li> <li>B. "Partner A, explain to Partner B what sensory nerves do, partner B listen for accuracy" "Partner B, explain to Partner A what motor nerves do, partner B listen for accuracy"</li> </ul>
<p><b>MASTERY TEACHING</b></p> <p><b>TEACHING STRATEGY: INDIVIDUAL TURNS &amp; CORRECTION PROCEDURE</b></p>	<ul style="list-style-type: none"> <li>A. Students are called on for individual responses. Call on students in an unpredictable order with student name last.                             <ul style="list-style-type: none"> <li>✓ Ensure students understand</li> <li>✓ Opportunity to check mastery of students who may struggle</li> <li>✓ Sends message all students must be engaged and ready to respond at all times</li> </ul> </li> <li>B. Inaccurate responses are immediately</li> </ul>	<ul style="list-style-type: none"> <li>A. Group then individual response:                             <ol style="list-style-type: none"> <li>1. "I'll name different messages, you tell me if each messages goes to the brain or from the brain – your foot hurts. Everybody..." (Choral response)</li> <li>2. "So is it a sensory nerve or a motor nerve? Everybody..."</li> <li>3. Repeat for several examples.</li> <li>4. "Individual turns. Be ready for me to call on you. Your stomach hurts. Is it a sensory nerve or motor nerve? Maria?"</li> </ol> </li> <li>B. Group or individual student responds incorrectly: "My turn. If your stomach hurts the message goes to the brain. It is a</li> </ul>

# 1. Introduce Topic: Focus and Think Time

Goal: Get Students' Attention when opening a lesson or introducing a new topic

- ✓ State the goal of the lesson
- ✓ Everyone engaged from the beginning
- ✓ Students look and point
- ✓ Students repeat topic or goal
- ✓ Students required to process and respond to key aspects to partners

# **Delivery of Instruction:**

## ***Gain and maintain attention***

- Procedures for Maintaining Attention
  - Gain attention
  - Elicit responses from students
  - Maintain a perky pace
  - Maintain close proximity to students
  - Connect with students
    - Eye contact
    - Smile
    - Name
    - Monitor
  - Add delight and humor
  - Teach with enthusiasm

## 2. Engagement: Choral Response and Partner Share

Goal: Active Participation throughout the lesson – maximize opportunities to respond

- ✓ I do, We do, You do
- ✓ Choral Response – short responses
- ✓ Partner Share – expanded responses
- ✓ Students held accountable
- ✓ Teacher monitors for accuracy of responses
- ✓ Use of Signal to ensure THINK time and to allow everyone to respond

# Lesson Structure

What	How	Example
<b>I do It</b>	Modeling: Show and describe in clear and concise language – leave nothing to the imagination	Thinking aloud, the teacher demonstrates 763 is equal to 7 hundreds, 6 tens, and 3 ones (teacher writes each number during the think aloud)
<b>We Do It</b>	Prompted or guided practice: Assist students in performing the skill or strategy.	“Lets do this one together: 242 is equal to how many hundreds _____, how many tens _____, how many ones _____ (choral response)
<b>You Do It</b>	Unprompted practice: Students perform independently without prompts, but with teacher monitoring to ensure perfect	“Now it’s your turn, do problem number one on your own (teacher walks around checking students work to ensure accuracy)

# Lesson Structure – Perfect Practice

What	How	Example
<b>I do It</b>	Modeling: Show and describe in clear and concise language – leave nothing to the imagination	“My turn – this is an <b>s</b> , it makes the /s/ sound”
<b>We Do It</b>	Prompted or guided practice: Assist students in performing the skill or strategy.	“Lets do it together, everybody, what sound?”
<b>You Do It</b>	Unprompted practice: Students perform independently, but with teacher monitoring to ensure perfect practice	“Now it’s your turn, what sound does <b>s</b> make? Signal

# Choral Response

Input	Question	Response	Monitor	Feedback
Terms Sensory Nerves and Motor nerves are written on board	<b>Teacher:</b> “everyone, sensory nerves carry messages where?”	<b>Students:</b> “to the brain”	<b>Teacher:</b> listens for accuracy, ensures all students respond	<b>Teacher:</b> “Good job”

# Delivery of Instruction: *Elicit Responses* *(Choral Responses)*

- **Choral Responses**
  - Students are looking at the teacher
    - Ask a question.
    - Put up your hands to indicate silence.
    - Give thinking time.
    - Lower your hands as you say, “*Everyone.*”
  - Students are looking at a common stimulus
    - Point to the stimulus.
    - Ask a question.
    - Give thinking time.
    - Tap for a response.

# **Delivery of Instruction:** ***Elicit Responses*** ***(Choral Responses)***

- **Choral Responses**
  - Students are looking at their own book/paper.
    - Ask a question.
    - Use an auditory signal (“Everyone.”).
- **Hints for Choral Responses:**
  - Give adequate thinking time.
  - Have students put up their thumbs OR look at you to indicate enough thinking time.
  - If students don’t respond or blurt, repeat.

# **Delivery of Instruction:**

## ***Elicit Responses***

### ***(Choral Responses)***

- List specific parts of your lessons where you can use Choral Responses:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# Partner Share

Input	Question	Response	Monitor	Feedback
<p>Terms Sensory Nerves and Motor nerves are written on board</p>	<p><b>Teacher:</b> “What could interfere with sensory nerve messages?”</p> <p>Give think time then “A partners, tell B partners your answer”</p>	<p><b>Students:</b> A partners tell B partners what could interfere with sensory nerve messages</p>	<p><b>Teacher:</b> moves around room and listens for accuracy, ensures students are responding as asked</p>	<p><b>Teacher:</b> “Good job A partners” or “good job listening and giving feedback B partners”</p>

# **Delivery of Instruction:** ***Elicit Responses*** ***(Partner Responses)***

- **Use of partners:**
  1. Say answer to partner.
  2. Retell content of lesson using a graphic organizer.
  3. Review content (Tell, Help, Check).
  4. Brainstorm (Think, Pair, Share).
  5. Explain process, strategy, or algorithm using examples.
  6. Read to or with partner.

# Delivery of Instruction: *Elicit Responses* *(Partner Responses)*

- **Other hints for partners**
  - Teach students how to work together. LOOK, LEAN, AND WHISPER.
  - Teach students how to give and receive encouragement and compliments.
  - Teach students that cooperative practice relates to the work place not to friendship.
  - Change the partnerships occasionally (every three to six weeks).
  - Join two partnerships to form cooperative teams. If you plan to use cooperative teams often, give students team numbers 1, 2, 3, and 4. Make 1 and 2 partners and 3 and 4 partners. When requesting responses on partnerships, refer to **evens** and **odds**.

# 3. Monitoring: Individual Turns and Correction Procedures

Goal: Hold students accountable, monitor student understanding and correct incorrect responses

- ✓ Unpredictable order
- ✓ Prevent beginning of faulty learning
- ✓ Efficient error correction
- ✓ Monitor all students for understanding
- ✓ Requires students to attend
- ✓ Ask question BEFORE calling on student
- ✓ Immediate, precise correction

# Individual Turns and Correction Procedure

Input	Question	Response	Monitor	Feedback
Individual Turns: I'll name the different messages and you tell me if each message goes to the brain or from the brain	<b>Teacher:</b> "You stub your toe...Toni"	<b>Toni:</b> "To the brain"	<b>Teacher:</b> listens for accuracy	<b>Teacher:</b> "Good"
	"You move hand to pick up a pencil...Jose"	<b>Jose:</b> "to the brain"	<b>Teacher:</b> Listens for accuracy	<b>Teacher:</b> "It would be from the brain – this is an example of a motor nerve" Have student repeat

# Delivery of Instruction: *Elicit Responses* *(Individual Responses)*

- **Individual Responses**
- **Option #1**
  - Have students share answers with their partner.
  - Call on a student.
  - Advantages: \_\_\_\_\_
  - \_\_\_\_\_
- **Option #2**
  - Ask a question.
  - Raise your hands to indicate silence.
  - Give thinking time.
  - Call on a student.

# Delivery of Instruction: *Elicit Responses* *(Individual Responses)*

- **Less desirable practices**

1. Teacher asks question. Students raise their hands.  
Teacher calls on student with raised hand.

- Disadvantages:\_\_\_\_\_

- \_\_\_\_\_

2. Student is inattentive. Teacher calls on the student  
to regain attention.

- Disadvantages:\_\_\_\_\_

- \_\_\_\_\_

# **Delivery of Instruction:** ***Provide Immediate Feedback***

- **Acknowledge/Praise**
- **Encourage/Support**
- **Correct Errors**
  - Correct errors with the individual or the group
  - Correct with a neutral affect.
  - Use: I do it. We do it. You do it.

# 4. Expanded Responses

Goal: Apply content, check for understanding, extension

- ✓ Ensure students understand content
- ✓ Apply concept
- ✓ Provide opportunities for students to expand and engage in deep processing
- ✓ Opportunities for practice
- ✓ Verification

# **Delivery of Instruction:**

## ***Passage Reading***

- **Choral Reading**

- Read selection with your students.
- Read at a moderate rate.
- Tell your students, “Keep your voice with mine.”

- **Cloze Reading**

- Read selection.
- Pause on “meaningful” words.
- Have students read the deleted words.

(Excellent practice for reading initial part of a chapter or when you need to read something quickly.)

# Delivery of Instruction: *Passage Reading*

- **Partner Reading**

- Assign each student a partner.
- **Reader** whisper reads to partner. Students alternate by sentence, paragraph, or page.
- **Coach** corrects errors.
  - Ask: *Can you figure out this word?*
  - Tell: *This word is \_\_\_\_\_. What word? Go back.*

## **Alternatives to support lowest readers:**

- Lowest readers placed on a triad.
- First reader (better reader) reads material. Second reader reads the SAME material.
- Students read the material together.

# Active Participation -- Second Graders with Molly



# Active Participation – High School



# **Exceptional Tier 1:**

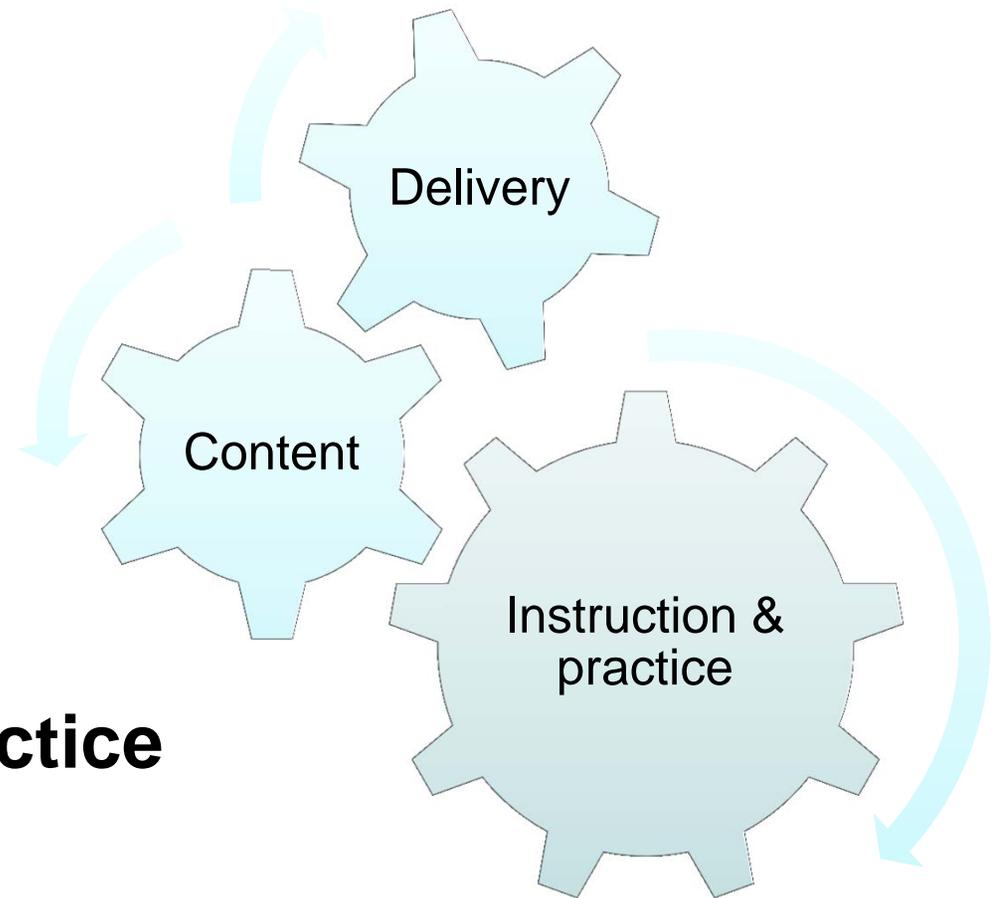
## Key Considerations

- ✓ **Make Whole Group Core Instruction More Effective and Engaging**
- ✓ **Differentiate Core Instruction**
- ✓ Establish a Plan for Teaching Essential/Key Vocabulary

# Next Step: Differentiate Instruction

**Differentiation means  
changing...**

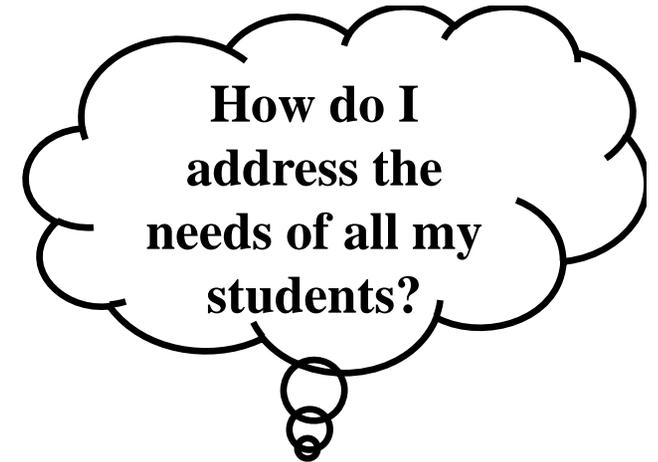
**HOW we teach**  
**WHAT we teach**  
**HOW students practice**



# Differentiated Instruction Aligned With Student Needs

## Examples

- Students are grouped based on skill level (assessment results)
- Specified intervention and supplemental programs are implemented depending on student needs and profiles
- Groups are reorganized based on changes in student skill as assessed by regular progress monitoring data



# Instruction



**Assess**



**Teach/ Differentiate**



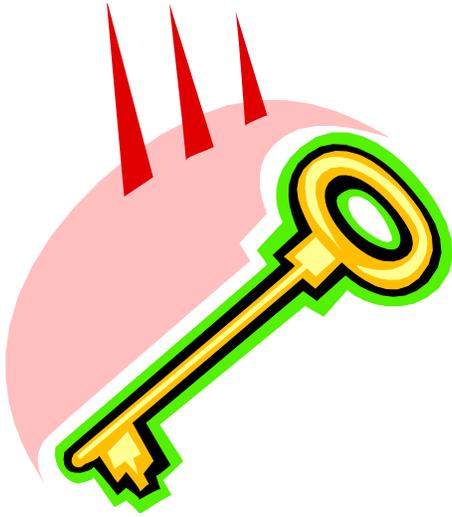
**Practice**



**Apply**

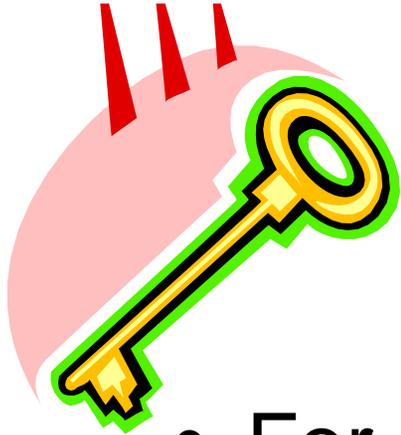


**Evaluate/Assess**



## **Assessment is the Key**

- Students must progress, at an appropriate pace from what they already know to higher levels of learning
- Teachers can plan better when they know what standards students have mastered



## Assessment is the Key

- For a variety of reasons, gaps often appear in what has been learned for special needs students
- Gaps can be discovered through

ASSESSMENT

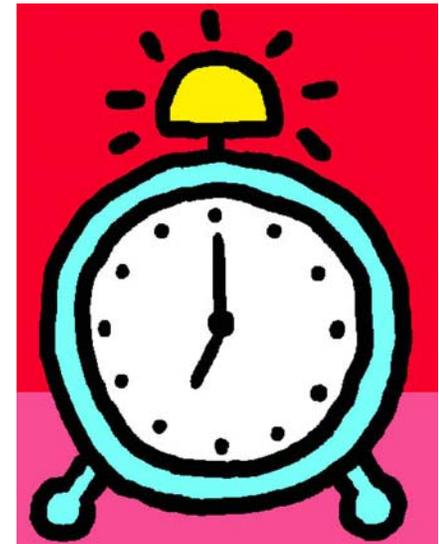
**and remediation can occur without slowing down the entire language arts program!**

# Types of Assessments

- **Screening** – Screening measures are given as a first step to identify those who may be at high risk for academic failure; and thus, may be in need of additional instructional support for reading or further diagnosis of their need for targeted special services.
- **Diagnosis** – Diagnostic measures are administered to measure one or more essential reading skills or strategies. They are designed to provide a deeper picture of the student's knowledge connected to the particular skill or strategy in order to plan instruction more purposefully.
- **Progress Monitoring** – Progress monitoring measures are administered frequently to determine if students are making adequate progress toward grade-level reading outcomes or are in need of more intensified intervention to achieve these outcomes.
- **Outcome** - Outcome measures are given at the end of the school year to evaluate the progress every child is making toward meeting the goal of leaving no child behind in reading. They are also used to evaluate the overall effectiveness of the core reading program and intervention or supplemental materials that were used.

# Think, Pair, Share!

**What assessment tools do you have to inform your instruction?**



# Using Data to Develop Instructional Plans: Phonics Screeners

- Phonics screening tools are used to identify students' phonics gaps to better target instruction.
- Examples:
  - CORE Phonics Screener
  - Quick Phonics Screener (Read Naturally)
  - Houghton Mifflin Phonics Decoding Screener

Task <b>5A</b>	Short Vowels in CVC Words	Score
	sip      cat      let      but      hog (real) vop      fut      dit      keb      laz (pseudo)	
	Comments:	<b>/10</b>

Task <b>5B</b>	Short Vowels, digraphs, and -tch trigraph	Score
	when      chop      rich      shut      match (real) wheck      shom      thax      phitch      chud (pseudo)	
	Comments:	<b>/10</b>

Task <b>5C</b>	Consonant blends with short vowels	Score
	stop      trap      quit      spell      plan (real) stig      brab      qued      snop      dran (pseudo) clip      fast      sank      limp      held (real) frep      nast      wunk      kimp      jelt (pseudo)	
	Comments:	<b>/20</b>

Task <b>5D</b>	Long-Vowel Spellings	Score
	tape      key      lute      paid      feet (real) loe      bine      joad      vay      soat (pseudo)	
	Comments:	<b>/10</b>

Task <b>5E</b>	r- and l-Controlled Vowels	Score
	bark      horn      chirp      term      cold (real) ferm      dall      gorf      murd      char (pseudo)	
	Comments:	<b>/10</b>

# **Create an Assessment Plan**

- Instructional programs, grouping, and time are adjusted and intensified according to learner performance and needs.

# Grouping

- Students with reading difficulties who are taught in small groups learn more than students who are instructed as a whole class (National Reading Panel, 2000).
- Alternate grouping formats (e.g. one-one-one, pairs, small group, whole group) for different instructional purposes and to meet students' needs
- Use small, same-ability groups, continually monitor student progress, and regroup to reflect students knowledge and skills
- When students experience difficulties, reteach the knowledge and skills that have the highest impact on learning to read

# 2nd Grade Benchmark

9:00 -10:00      Core Reading - Whole Group

10:00 – 10:15      Recess

10:15-11:20      Small Group and Independent Time

The groups are divided by Instructional Focus Data.

Focus group 1: Benchmark and passed Theme Skills  
They work on a Challenge Packet

Focus Group 2: Benchmark and did NOT pass  
Theme Skills

# Florida Center for Reading Research – Center Activities



# 2<sup>nd</sup> Grade Strategic

9:00-10:00 Teacher: Core Reading - Whole Group

10:00-10:15 RECESS

10:15-10:45 Teacher: Phonics for Reading Group A

Assistant: Phonics for Reading Group B

Independent: Group C

(Two groups are seen each day. Every 3<sup>rd</sup> day, a group will have independent time.)

10:45-11:20 Teacher meets with small groups while students work independently. She re-teaches templates, does Lines of Practice, and uses HM Extra Support

# 2<sup>nd</sup> Grade Intensive

9:00-9:30	Teacher: Group A Assistant: Group B Independent: Group C, D
9:30-10:00	Teacher: Group C Teacher: Group D Independent: Group A, B
10:00-10:15	RECESS
10:20-10:50	Teacher: Group A Title Teacher: Group B Assistant: Group C Assistant: Group D
10:50-11:20	Teacher: Whole Group Read Aloud, Vocabulary Instruction

# The Secondary Differentiated Classroom

- Whole class overview, quick review, practice
- Explicit small group instruction
- Guided & repeated practice with feedback
- Meaningful, purposeful teaching & practice
- Pacing so students can be successful

# IMPROVING TEACHING AND PRACTICE

- **TEACHING** – Lesson purpose and feedback are specific to need; *teacher-led, differentiated* instruction at *instructional* level
- **GUIDED PRACTICE** – Collaborative, guided by teacher or peer; lesson purpose is specific to need on approaching independent level
- **INDEPENDENT PRACTICE** - lesson purpose is specific to need, occurs **AFTER** teaching and guided practice

# MANAGING CLASSROOM ENVIRONMENTS

## Work Areas

- Teaching table
- Workstations
- Worktable

## Teacher Tools

- Student assistants
- **Daily schedule**
- Rotation chart

# DIFFERENTIATE STUDENT PRACTICE

## **Workstations**

- Interactive, collaborative guided practice
- Differentiated to student need
- Purposeful, profitable activities

## **Worktable**

- Assignments from PRIOR instruction
- Independent practice
- Expanded response, deep processing
- Homework started at school