

## Literacy in All Classrooms Through Systematic Vocabulary Instruction

*Preparing Students for Common Core*

*Mohawk Regional Teacher Center  
Herkimer, NY*

Presented by  
**Wayne A. Callender**  
*Partners for Learning*

[wayne@partnersforlearning.org](mailto:wayne@partnersforlearning.org)  
Copyright




---

---

---

---

---

---

---

---

## We Begin with a Reminder...

How Important is What  
You Do?

© 2008

---

---

---

---

---

---

---

---

## 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.

Consortium on Chicago School Research

---

---

---

---

---

---

---

---

### 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

---

---

---

---

---

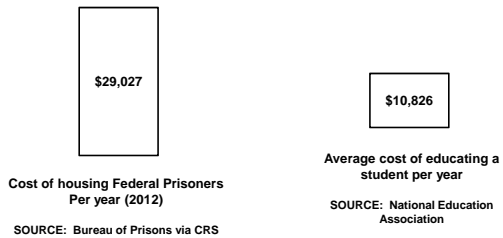
---

---

---

## Where Are We Investing Our Money?

### COMPARING COSTS




---

---

---

---

---

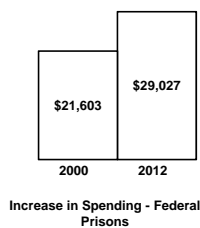
---

---

---

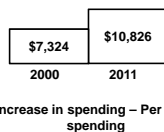
## Our Priorities Never Seem to Change

### Prisons



SOURCE: Bureau of Prisons via CRS

### 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

---

---

---

---

---

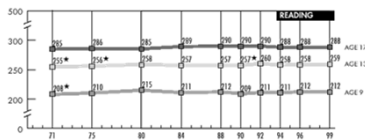
---

---

---

## 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.**

---

---

---

---

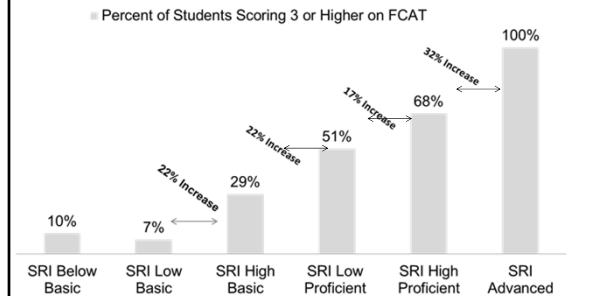
---

---

---

---

### 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 Darling, 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

---

---

---

---

---

---

---

## Your Answers

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

---

---

---

---

---

---

---

### 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...

---

---

---

---

---

---

---



### 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:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Teach synonyms.</li> <li>• Teach antonyms.</li> <li>• Rewrite definitions.</li> <li>• Provide example sentences.</li> <li>• Provide non-examples.</li> <li>• Discuss the difference between the new word and related words. Have students create sentences that contain the new word.</li> </ul> | <ul style="list-style-type: none"> <li>• Use more than one new word in a sentence.</li> <li>• Discuss the meaning of the same word in different sentences.</li> <li>• Create a scenario.</li> <li>• Create silly questions.<br/><i>For the words <b>actuary</b>, <b>hermit</b>, <b>philanthropist</b>, and <b>villain</b>, 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?"</i></li> </ul> |
|---|--|

---

---

---

---

---

---

---

---

**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

---

---

---

---

---

---

---

## 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

---

---

---

---

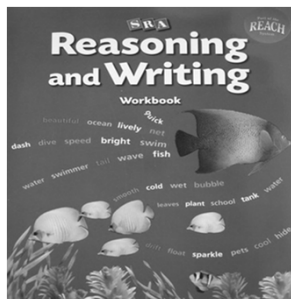
---

---

---

---

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




---

---

---

---

---

---

---

---

### 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.

---

---

---

---

---

---

---

---



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!**

---

---

---

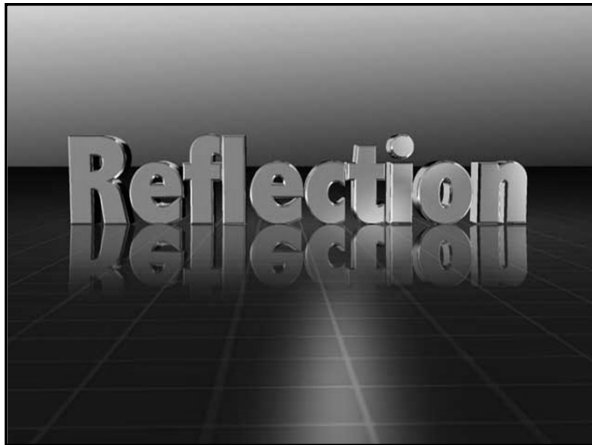
---

---

---

---

---




---

---

---

---

---

---

---

---

**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

---

---

---

---

---

---

---

---

## Academic Vocabulary Words Common ELA

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

BOOK	Harcourt 3-2	Tier 2 words represent the more sophisticated vocabulary of written texts. Most use such words with regularity, but students encounter them less frequently.			
Total themes	3	Tier 2 Words (Rich Words) This includes words students will encounter through literature experiences that occur in a wide variety of situations and texts (Examples may include: barely, cubbyhole, grimaced, tempting, hesitated, extraordinary)			
Total Stories	15				
Tier 2 words <b>NOT</b> already identified as vocabulary for each story					
2 - Tier 2 words per story		Additional words if needed			
Story 1 - Papa tells Chita a Story	persuade	dreadful			
Story 2 - Coyote Places the Stars	clever	descend			
Story 3 - Why Mosquitoes Buzz	compared	plotting			
Story 4 - Lon Po Po	disguised	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			

---

---

---

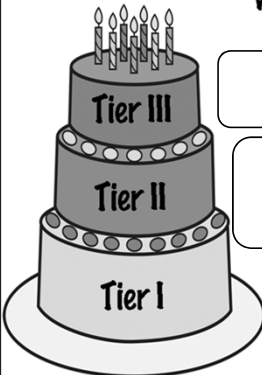
---

---

---

---

---



### Vocabulary Instruction

Choosing Words to Teach

Tier III

Tier II

Tier I

Source: Bringing Words To Life (Beck, McKeown, & Kucan 2002)

---

---

---

---

---

---

---

---

## 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

## 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

---

---

---

---

---

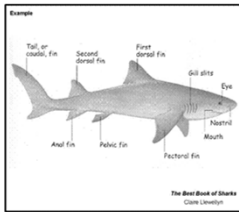
---

---

---

Reading/Language Arts Vocabulary - Grade 3

### diagram



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

©Partners for Learning, Inc.  
do not distribute

---

---

---

---

---

---

---

---

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

©Partners for Learning, Inc.

---

---

---

---

---



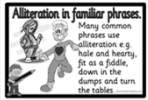

---

---

---

Reading/Language Arts Vocabulary - Grade 5

**alliteration**

The repetition of consonant sounds at the beginning of words.

©Partners for Learning, Inc.

---

---

---

---

---

---

---

---

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.

©Partners for Learning, Inc.

---

---

---

---

---


---

---

---

Reading/Language Arts Vocabulary - Grade 7

**sonnet**



**SONNET I**

From fairest creatures we desire increase,  
That fruitful breed may live together's bliss;  
But thou, sweetest, thou art too true,  
Thou know'st thyself too dearly true, too true,  
That thou canst never love but to love me,  
And so thou dost deny thyself to me;  
I would not have thee love another man,  
The world's a fool that do so much for him,  
To love him more than he himself can love,  
And so thou dost deny thyself to me;  
I would not have thee love another man,  
The world's a fool that do so much for him,  
To love him more than he himself can love,  
And so thou dost deny thyself to me.

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

©Partners for Learning, Inc.

---

---

---

---

---


---

---

---

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

©Partners for Learning, Inc.  
do not distribute

---

---

---

---

---

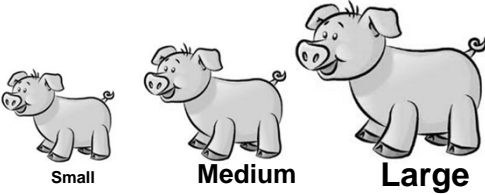
---

---

---

Mathematics Vocabulary – Grade K

**Large**



Big as compared with others of its kind.

©Partners for Learning, Inc.

---

---

---

---

---

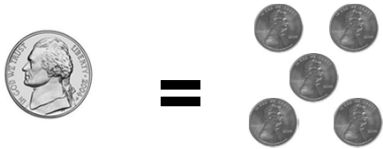
---

---

---

Mathematics Vocabulary – Grade 1

**equivalent**



1 nickel is equivalent to 5 pennies

Something that is the same value.

©Partners for Learning, Inc.

---

---

---

---

---

---

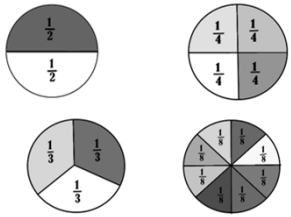
---

---



Mathematics Vocabulary – Grade 2

**Fraction**



Part of a group or part of a whole

©Partners for Learning, Inc.

---

---

---

---

---

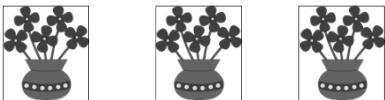
---

---

---

Mathematics Vocabulary – Grade 3

**Factor**



There are 3 groups of 5 flowers.

$$\begin{array}{c} 3 \times 5 = 15 \\ \swarrow \quad \uparrow \\ \text{factors} \quad \text{product} \end{array}$$

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

©Partners for Learning, Inc.

---

---

---

---

---


---

---

---

Math Vocabulary Grade 7

**horizontal**



Parallel to the horizon.

©Partners for Learning, Inc.

---

---

---

---

---

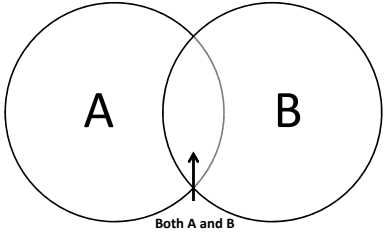
---

---

---

Mathematics Vocabulary - Grade 7

**Venn diagram**



Both A and B

A diagram that shows relationships among sets of objects.

©Partners for Learning, Inc.

---

---

---

---

---

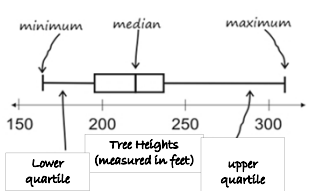
---

---

---

Mathematics Vocabulary - Grade 8

**lower quartile**



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

©Partners for Learning, Inc.

---

---

---

---

---

---

---

---

**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

---

---

---

---

---

---

---

---

## 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

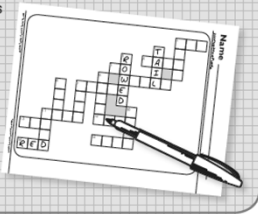
Students write homophones in a crossword puzzle by solving clues.

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."

1  
Everything was half price at the big \_\_\_\_.

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.

©2007 The Reading Center for Reading Research

4-6 Student Center Activities Vocabulary

### Vocabulary

V.008.AM1a

Homophone Puzzle

1 What is the ____ of 53 and 64?  ACROSS	4 He put a white canvas ____ on the boat to make it go.  ACROSS
5 I went ____ the baseball game.  ACROSS	7 What ____ you like to eat for lunch?  ACROSS
9 Please ____ your name on the top of the page.  ACROSS	11 After his injury, he was too ____ to lift the furniture.  ACROSS

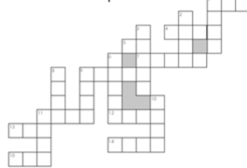
homophone clue cards

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.

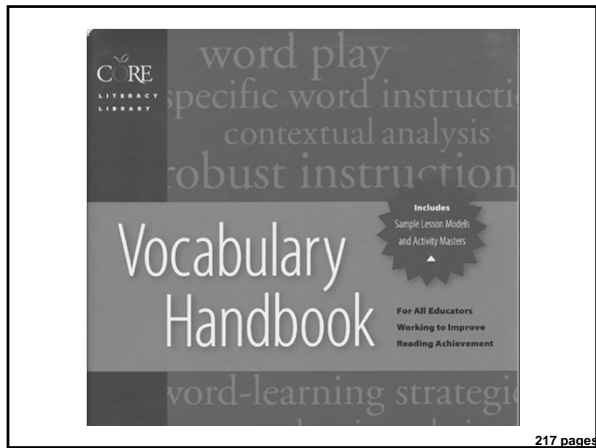
##### DOWN

1. Everything was half price at the big \_\_\_\_.
2. The dog was moggling \_\_\_\_ because he was happy.
3. He \_\_\_\_ the boat with his own pedaling.
4. He didn't see any gardens, he got them all \_\_\_\_.
5. If you can't sleep at all, take \_\_\_\_.
6. They are over \_\_\_\_ in \_\_\_\_.
7. The teacher \_\_\_\_ the book to the whole class.
8. He chopped \_\_\_\_ for the fire.

##### HOMOPHONE WORD BANK

side read wood two  
could eat some crowd write  
weak had to take weak

©2007 The Reading Center for Reading Research




---

---

---

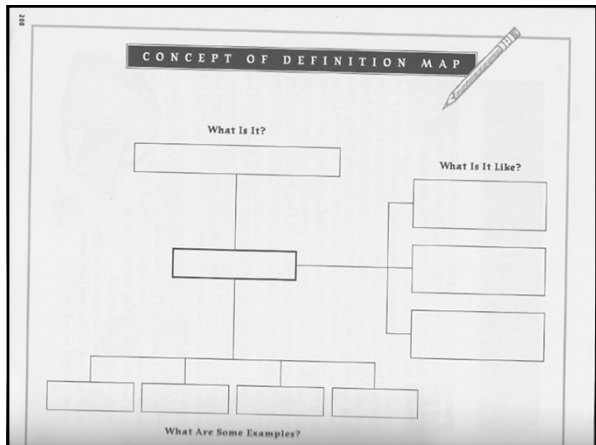
---

---

---

---

---




---

---

---

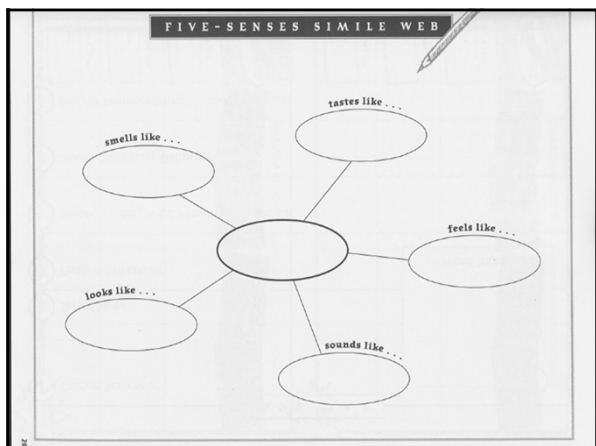
---

---

---

---

---




---

---

---

---

---

---

---

---

**PAVE MAP**

Context Sentence: \_\_\_\_\_

Target Word: \_\_\_\_\_

Predicted Meaning: \_\_\_\_\_

Sentence Using Word's Predicted Meaning: \_\_\_\_\_

Word's Dictionary Definition: \_\_\_\_\_

Revised Sentence Using Verified Definition: \_\_\_\_\_

7  
Word Image

---

---

---

---

---

---

---

---

**Vocabulary**  
**HOTSHOT**  
**Notebook**

**VOCABULARY WORD**

	Word or Word in Family	Place and Source I Saw Heard, or Used It <small>classroom • sheet • home conversation • book • TV • other</small>	How It Was Used <small>(sentence or phrase)</small>	It Means ... <small>(as used in this specific context)</small>
First Time				
Date: _____				
Second Time				
Date: _____				
Third Time				
Date: _____				

**Hotshot Notebook**

---

---

---

---

---

---

---

---

**1 Look for Context Clues**

Context Clues	Signal Words or Punctuation	Type of Context Clue

**2 Look for Word-Part Clues**

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

---

---

---

---

---

---

---

---

vocabulary  
**adventure**  
**MATH**  
COMMON CORE ALIGNED  
Vocabulary Development Through  
Critical Thinking and Problem Solving

*Now Aligned to  
the Common Core  
Standards!*

---

---

---

---

---

---

---

---

**LEVEL 1**  
MATHS 101

Name \_\_\_\_\_

**Place value**  
The value determined by the position of a digit in a number  
48 = 4 tens 8 ones

Look at the number below.  
**57**

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

Write the number for each set.

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

---

---

---

---

---


---

---

---

**Analysis**  
Analyze

Jan built this number with base 10 blocks.

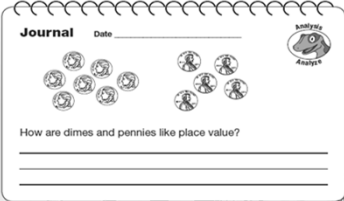


Bob built a different number with base 10 blocks. Bob's number had 2 fewer tens than Jan's number. His number had 5 more ones than Jan's number.

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

Level 1 Sample

**Journal**    Date \_\_\_\_\_



How are dimes and pennies like place value?

\_\_\_\_\_

\_\_\_\_\_

---

---

---

---

---

---

---

---

**LEVEL 4**  
SEVEN DICES

**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 \_\_\_\_\_

**Comprehension**  
Understand

Why is 16 a composite number?

\_\_\_\_\_

\_\_\_\_\_

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

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

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

Level 4 Sample

---

---

---

---

---

---

---

---

**Analysis**  
Analyze

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

Level 4 Sample

**Journal**    Date \_\_\_\_\_

Use the dictionary to write the definition of the word composite.

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

---

---

---

---

---

---

---

---

## 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 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	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

---

---

---

---

---

---

---

---

"When we know better  
we do better."

- Maya Angelou

---

---

---

---

---

---

---

---

Contact Information

Wayne A. Callender  
Education Consultant  
Partnersforlearning.org  
(208) 322-5007

---

---

---

---

---

---

---