



Implementing Comprehensive Vocabulary Instruction in Content Classrooms

Presented by Jacqueline Bourassa

Eastern Suffolk BOCES ~ April 28, 2011

Objectives for today

To review the link between literacy research and its classroom application

To examine effective instructional strategies for vocabulary development in content classrooms

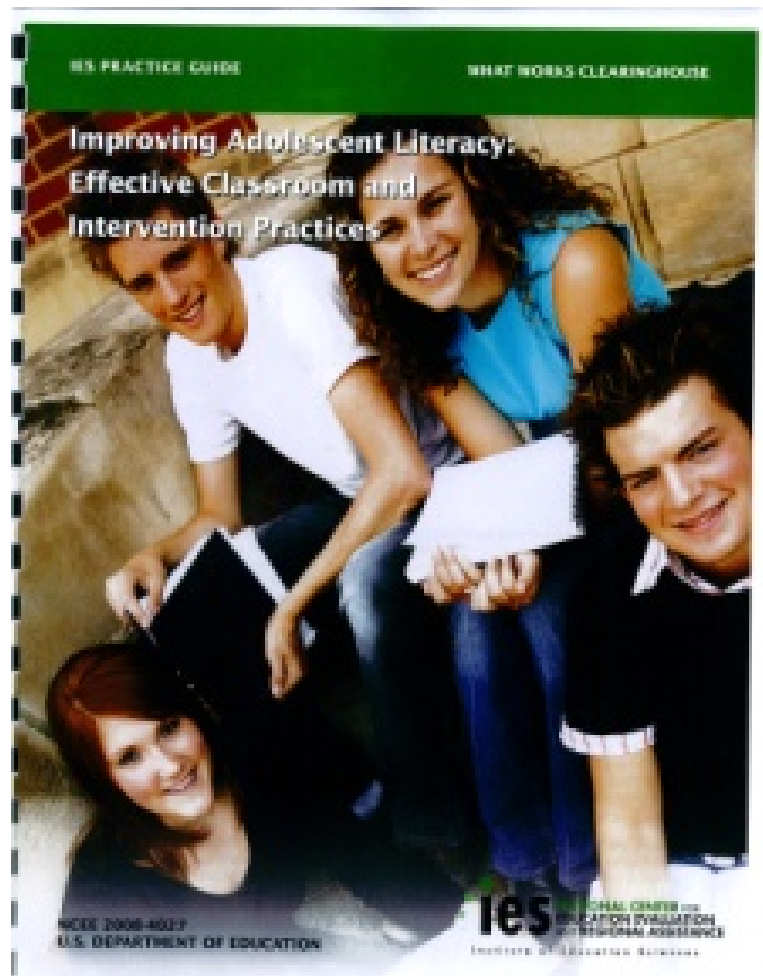
To reflect on the scope of these instructional practices and consider possible content-based implementation

Opening Activity: Activating Prior Knowledge

Knowledge Chart

- Think about teaching vocabulary
- Complete the left side of the chart, listing your prior knowledge about vocabulary instruction
- Review your information
- Share your knowledge with a partner

Foundational document



Research-based recommendations

What Content Area Teachers Should Know about Literacy (2007)

Effective techniques incorporate repeated exposures to unknown word meanings

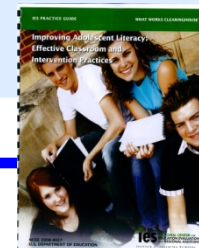
- Use students' prior knowledge
- Teach words directly and explicitly
- Build morphemic knowledge



Improving Adolescent Literacy (IES Practice Guide, 2008)

Provide explicit vocabulary instruction

- Dedicate a portion of lesson to explicit instruction
- Provide repeated exposure to new words in multiple contexts
- Allow sufficient practice
- Teach students word learning strategies



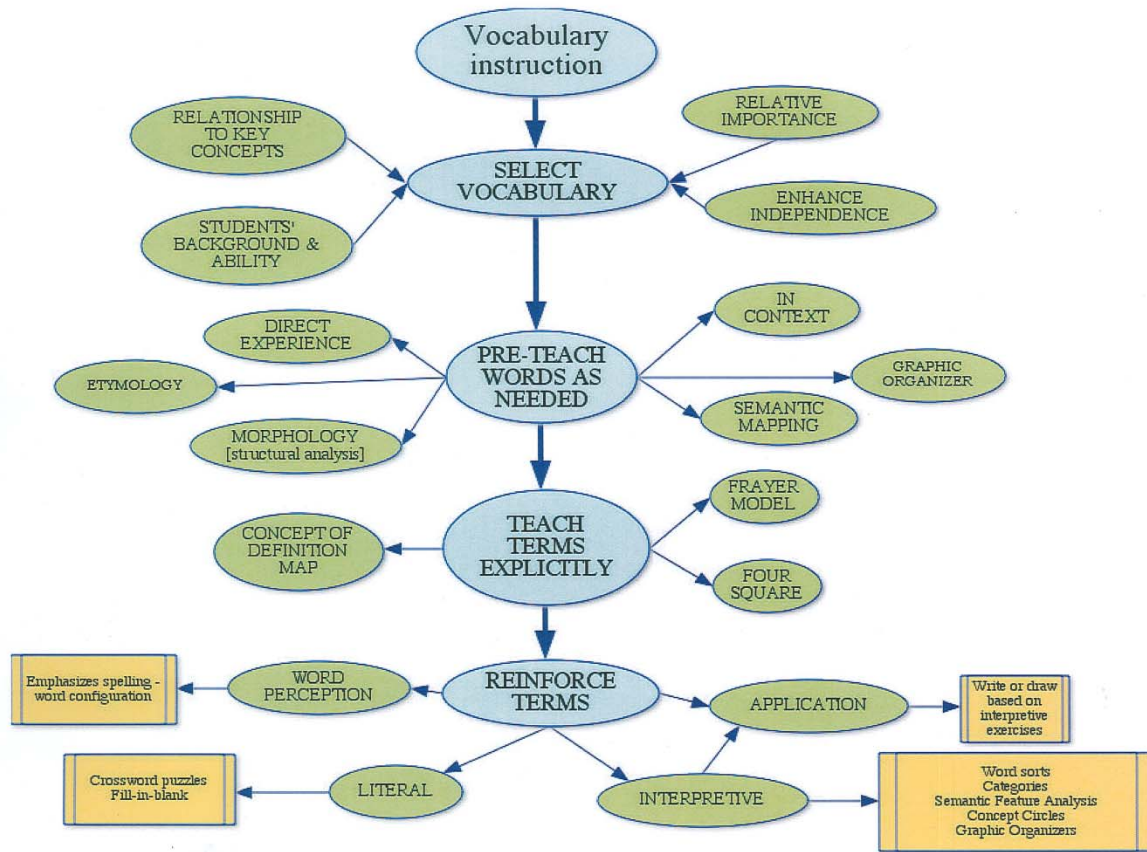
Comprehensive Vocabulary Instruction

Includes:

- Teaching specific words
- Teaching students how to learn words independently
- Helping students to develop an understanding and appreciation for words in many contexts

Baumann, Kame'enui, & Ash (2003)

Teaching vocabulary for understanding



Selecting words: English language arts

- Concept words that relate to themes
(*courage, prosperity*)
- Words related to the characters they read about, their motives, their attitudes, etc.
(*irascible, petulant*)

Janice Dole
CCSSO Adolescent Literacy Toolkit
Literacy Q&A

Selecting words: Math

- Technical and complex words often removed from common language (e.g. *adjacent* in a geometry lesson)
- A word that is the core of a lesson (e.g. *parallel*, *oblique*) is not appropriate for the normal pre-teaching of vocabulary
- Never teach a word and its opposite in the same day

Russell Gersten
CCSSO Adolescent Literacy Toolkit
Literacy Q&A

Selecting words: Social Studies

- Most important technical terms – words and phrases with meanings that are used in the discipline (*bear market, matrilineal*)
- Most important general words that help student understand concepts and students are likely to see often in relationship to key concepts (*animosity, conflagration*)
- Words or phrases that are names of particular people, places, or events (*Gilded Age*)

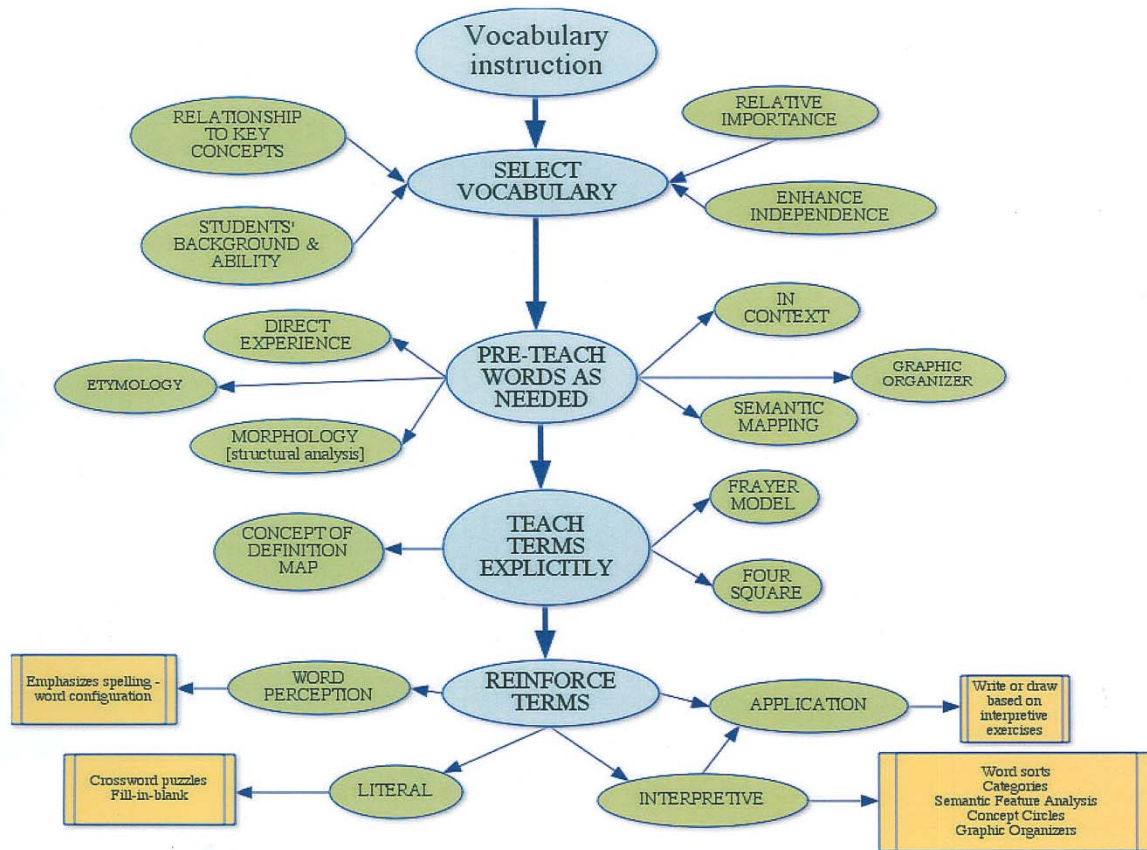
Cynthia Shanahan
CCSSO Adolescent Literacy Toolkit
Literacy Q&A

Selecting words: Science

- Technical terms that have particular meanings that are critical to developing scientific understanding (*mitochondria, polymer*)
- Everyday words that are used in precise ways in science (*energy, variable, force*)

Elizabeth Birr Moje
CCSSO Adolescent Literacy Toolkit
Literacy Q&A

Teaching vocabulary for understanding



Learning strategies

Actions that are consciously controlled by a reader but may be applied unconsciously when the reading materials are easy or when the reader is skilled in using a specific strategy.

Balchowicz & Ogle (2008)

Instructional strategies

Specific techniques teachers use to support student learning. They are often used to convey and organize information that is provided to students or may be used to teach specific learning strategies.

CCSSO Content Area Literacy Guide, p. 2

Examining instructional strategies

Learn about three instructional strategies by:

- reading
- sharing ideas
- developing a message to share

**Sharing the message =
demonstration of knowledge**

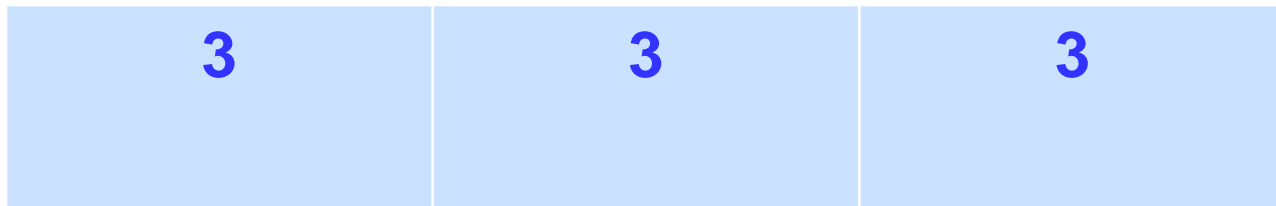
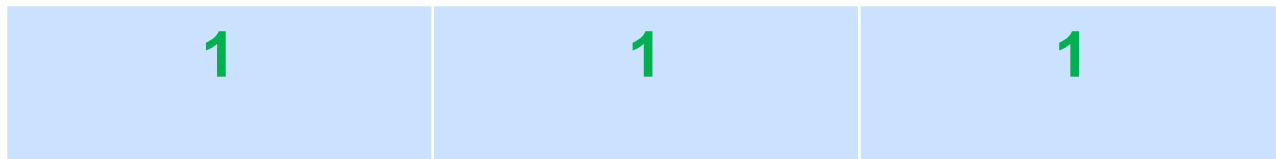
Activity: Jigsaw Method

- Count off by three
- HOME group:



Jigsaw Method (continued)

- Move into EXPERT groups:



Jigsaw Method (continued)

- Read your assigned text:
 - #1: Frayer Model
 - #2: Semantic Feature Analysis
 - #3: Triple-Entry Vocabulary Journal
- EXPERT group work:
 - discuss main points
 - develop message to share with HOME group

Jigsaw Method (continued)

- Return to HOME group:



- Each expert reports out by communicating message developed in EXPERT group

Instructional strategies used:

- Knowledge Chart (Quick Write, p. 52-53)
- Analytic Graphic Organizers (p. 20-22)
- Jigsaw (42-43)
- Frayer Model (p. 35-36)
- Semantic Feature Analysis (p. 63-65)
- Triple-Entry Vocabulary Journal (p. 68-70)

Web address

Council of Chief State School Officers'
Adolescent Literacy Toolkit:

http://programs.ccsso.org/projects/adolescent_literacy_toolkit/about_the_toolkit/

Closing Activity: Capturing New Knowledge

TERM: Vocabulary Instruction

Prior knowledge about
Vocabulary Instruction

New knowledge about
Vocabulary Instruction

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Thank you!

Please take a minute to complete the
evaluation for this session

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