Vocabulary Toolkit

Professional Learning Community Guide

Recommended Readings:

Teaching Vocabulary: Early, Direct, and Sequential
https://www.aft.org/periodical/american-educator/spring-2001/teaching-vocabulary

Taking the Delight in Words
https://www.aft.org/periodical/american-educator/spring-2003/taking-delight-words

Teachers Responses That Further Build Word Knowledge
https://www.aft.org/periodical/american-educator/spring-2003/teacher-responses-further-build-word-knowledge

Reading Comprehension Requires Knowledge of Words and the World
https://www.aft.org/sites/default/files/periodicals/AE_SPRNG.pdf

The Magic of Words
https://www.aft.org/periodical/american-educator/summer-2014/magic-words

PLC Agenda

Materials: Professional Learning Community Guide; Webinar Viewing Guide; Webinar PowerPoint and Resource Packet

(1) Review Application Assignment (10 minutes)

- **Share updates on your "Retelling" application.** How did things go? What worked well? What didn't work as well? (Problem-solve and share suggestions for how to "tweak" and improve instruction and family outreach).

(2) Discuss Research and Webinar

What are Some "Lessons Learned" from the Webinar? What other resources can you share that relate to this topic? (Discuss highlights from webinar and other relevant resources; 10-15 minutes)

- What does it mean to know a word? Discuss the concept of "knowing a vocabulary is not an all-or-nothing proposition" and how you can apply this concept to your classroom assessment and instruction.
- Why are student-friendly explanations of vocabulary so important? What are the challenges with developing student-friendly explanations? What sources will you use to select vocabulary and prepare student-friendly explanations?
- Review and discuss the Table (item #7) you completed in your Webinar Viewing Guide. What are the different levels of depth-of-knowledge processing for vocabulary learning, and some instructional and assessment examples aligned with each level? (Do you have any favorite instructional or assessment examples?)

(3) Collaboratively Plan Take-Away Application (See Planning Template; 15-20 minutes)

Use the planning template to think about how you will emphasize vocabulary acquisition and depth of word knowledge for three target vocabulary words. Think about how your instruction will be implemented within the context of reading instruction (i.e., a teacher "read aloud" or student reading of text). What target words will you introduce before reading and during reading? When and how will you implement activities to support "depth of knowledge" and deeper interactions with words? What will your instructional language look like?

(4) Summarize Next Steps – Application Assignment (2 minutes)
– Think about/discuss when and how you will implement the instruction "take-aways" you discussed during collaborative planning. How can you also include family outreach related to vocabulary depth-of-processing?

Planning Template – Vocabulary
(Page 1 of 5)

Title of Text (where target vocabulary words #1-3 are used): _____

Target Word #1:
Specific Examples of Word Within the Context of the Text:
Student-friendly Explanation of Word:
Examples of Word Beyond Context of Text:
Non-Examples of Word Beyond Context of Text:

Will you briefly explain the word during reading?	YES	NO

Activity to Promote Depth-of-Word Knowledge (Depth of Processing Activity) with Target Word #1

Planning Template – Vocabulary
(Page 2 of 5)

Title of Text (where target vocabulary words #1-3 are used): _____

Target Word #2:
Specific Examples of Word Within the Context of the Text:
Student-friendly Explanation of Word:
Examples of Word Beyond Context of Text:
Non-Examples of Word Beyond Context of Text:
Will you briefly explain the word during reading?   YES   NO
Activity to Promote Depth-of-Word Knowledge (Depth of Processing Activity) with Target Word #2

Planning Template – Vocabulary
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Title of Text (where target vocabulary words #1-3 are used): _____

Target Word #3:
Specific Examples of Word Within the Context of the Text:
Student-friendly Explanation of Word:
Examples of Word Beyond Context of Text:
Non-Examples of Word Beyond Context of Text:

Will you briefly explain the word during reading?	**YES**	**NO**

Activity to Promote Depth-of-Word Knowledge (Depth of Processing Activity) with Target Word #3

Activity to promote depth-of-processing with all of the three target words (i.e., one activity to include Target Words #1-3)

Before Reading:

During Reading:

After Reading:

Action Plan

Classroom Implementation
What instructional strategies or techniques will I implement for the Application Assignment?:

How will I use these strategies or techniques? (How? When? Where?. . .):

Family Outreach
What tools, resources, or instructional strategies will be included in my family outreach?:

How will I implement family outreach? (How? When? Where?. . .):

Consider the following when teaching vocabulary:

☐ Vocabulary selected for instruction are words that are. . .
   o Unknown
   o Critical to text understanding
   o Likely to be encountered again in the future
   o Generally useful and functional
   o Rich and interesting
   o Semantically related to other known words
☐ Student-friendly explanations are provided when teaching vocabulary.
☐ Vocabulary instruction is explicit, systematic, and follows an I Do-You Do-We Do approach.
☐ All steps in the Vocabulary Instructional Routine are followed when introducing vocabulary words:
   o Step 1: Introduce the word
   o Step 2: Introduce the word's meaning
   o Step 3: Illustrate the word with examples
   o Step 4: Check students' understanding
      o Ask deep processing questions
      o Have students discern between examples and non-examples
      o Have students generate their own examples
      o Have students generate a sentence (using a sentence starter)
☐ Students practice and use vocabulary at different depth-of processing levels.
   o Association Processing
   o Comprehension Processing
   o Generation Processing
☐ Assessment routines align with the level of vocabulary processing used during instruction.
☐ Family outreach activities are included and align with depth-of-knowledge vocabulary instruction.