



# Implicit Vocabulary Instruction

**SESSION 2**

**ACADEMIC VOCABULARY**



# Do Now

- Read the excerpt from *Narrative of the Life of Frederick Douglass* on the Participant Handout
- Identify two examples each of Tier 2 word and Tier 3 Words.
- With a partner, share your examples and why you identified them as Tier 2 or 3.
- With your partner, identify which of these words you would spend more or less time teaching.



# Content Cycle Overview

Session	Type of Learning	Focus Area
1	Shared Learning	Introduction to Vocabulary and Why It Matters
2	Shared Learning	Implicit Vocabulary Instruction
3	Planning & Practice	Implicit Vocabulary Instruction
4	Shared Learning	Explicit Vocabulary Instruction
5	Planning & Practice	Explicit Vocabulary Instruction
6	Student Progress	Implicit and Explicit Vocabulary Instruction
7	Shared Learning	Text Sets
8	Planning & Practice	Text Sets
9	Shared Learning	Maintaining & Extending Vocabulary
10	Planning & Practice	Maintaining & Extending Vocabulary
11	Student Progress	Text Sets, Implicit and Explicit Vocabulary



# Objectives

01. Explain implicit vocabulary instruction and why it matters
02. Apply and analyze implicit vocabulary instruction

# Agenda

01. Opening
02. Principles of Implicit Vocabulary Instruction
03. Practice
04. Analyzing and Adapting a Lesson
05. Reflection



# Our Norms

- OWN your learning
- RESPECT the learning space
- CONNECT with the learning tools and each other
- PROTECT learning time and minimize disruptions
- HONOR every voice and experience
- PRACTICE vulnerability and trust

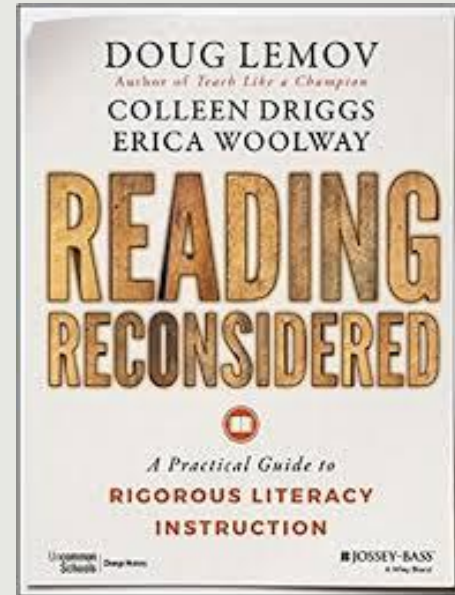
## Principles of Implicit Vocabulary Instruction

### “Advertisement” should answer:

- What is implicit vocabulary instruction? Why does it matter for equity?
- How do we determine which words to implicitly teach?
- What are some strategies for implicit vocabulary instruction?

### Get creative! Consider:

- Attention grabbing tagline or title
- Metaphors
- Drawings
- Addressing a possible teacher





# Key Takeaways: Principles of Implicit Vocabulary Instruction

- Implicit vocabulary instruction occurs “in the moment”
- Goal is to maximize students’ vocabulary absorption rate
- **Key is to teach quickly in order to rapidly return to the text**
- Prioritize academic (Tier 2) or domain-specific (Tier 3) words most likely to be encountered again in the future/are most critical for comprehension
- Engage students in practice with the word across all four literacy domains: listening, speaking, reading, and writing.
- Methods include:
  - Word categorization (“A *chrysanthemum* is a type of flower.”)
  - Margin note/drop-in definition
  - Picture
  - Define and practice using follow-up question
  - Use clue & contrast words (“The party felt *dull* instead of exciting.”)
  - Etymology



## Today's Look Fors

- ❑ Questions and tasks focus on academic or domain-specific words that are most likely to be encountered again in the future or are most critical for comprehending the text
- ❑ Lesson broadens students' word knowledge through instructional strategies (e.g. text-dependent questions, drop-in definitions, glossary, etc.) that teach words that can be understood quickly during reading





## Practice

### Directions (15 min):

- Revisit (and add to, if needed) your list of Tier 2 and Tier 3 words from the text excerpt.
- Select 2-3 additional words to implicitly teach.
- Plan how you would implicitly teach them using your choice of the strategies below. Prepare a 2 minute skit to share your plan with the group!
  - **Drop in a Definition**
    - Encourage a margin note!
    - Could follow this up with “Call and Response”
  - **Drop in a Picture**
  - **Glossary**
  - **Context Clues**
    - Teacher models or asks students to define word using context clues.
  - **Define and Practice**
    - Students practice using the word through responding to questions about the text



## Implicit Vocabulary Instruction Skits

As you watch, consider:

- What words did they focus on? Why?
- What implicit instruction strategies did they use to support students' understanding of vocabulary?
- What was effective about the example?

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## Closing

### Reflection:

- Consider one student in your classroom who is currently struggling with grade-level complex texts due to vocabulary. How can **implicit vocabulary instruction** help to ensure that this student has equitable opportunities in literacy?
- What is one next step you can take in your classroom tomorrow?

### For Our Next Session:

- Bring an upcoming lesson and text.
- What Tier 2 and Tier 3 vocabulary would you prioritize for that text? Why?