



Explicit Vocabulary Instruction

SESSION 4

ACADEMIC VOCABULARY



Do Now

- Consider one of your priority students who is struggling with complex texts due to vocabulary. What is one example of progress they've made in the last week due to implicit vocabulary instruction?
- What student misunderstandings could result if we solely relied on **implicit** vocabulary instruction?





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 explicit vocabulary instruction and why it matters**
- 02. Analyze steps of explicit vocabulary instruction**

Agenda

01. Opening
02. Principles of Explicit Vocabulary Instruction
03. The Student Experience
04. Analyzing and Adapting a Lesson
05. Reflection



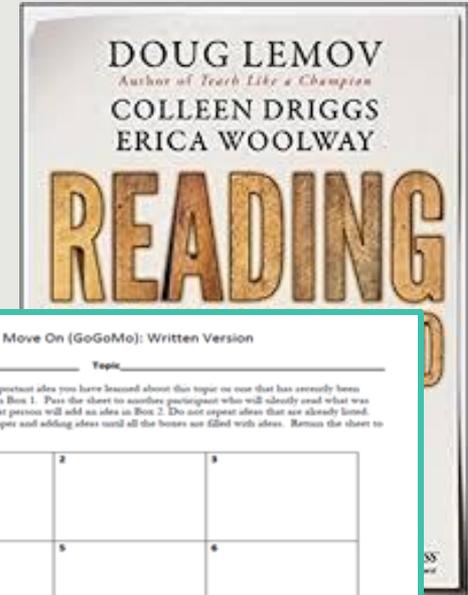
Principles of Implicit Vocabulary Instruction

Give One, Get One, Move On!

1. Write down 3–5 key points about Explicit Vocabulary Instruction.
2. Mingle with others to get and give more information!

Consider:

- What is explicit vocabulary instruction and why does it matter for students?
- How do we determine which words to explicitly teach?
- What are some strategies for explicit vocabulary instruction?



Give One, Get One, Move On (GoGoMo): Written Version

Name _____ Topic _____

Directions: Think of an important idea you have learned about this topic or one that has recently been reinforced. Write it down in Box 1. Pass the sheet to another participant who will silently read what was written in the first box. That person will add an idea in Box 2. Do not repeat ideas that are already listed. Continue passing on the paper and adding ideas until all the boxes are filled with ideas. Return the sheet to the original owner.

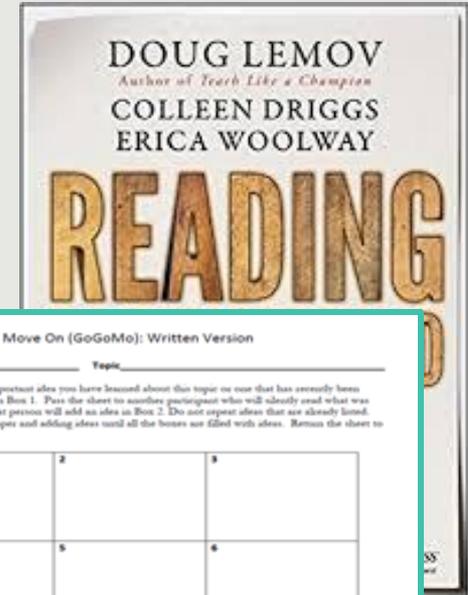
1	2	3
4	5	6
7	8	9



Check for Understanding

On a notecard, synthesize your key takeaways:

- What is explicit vocabulary instruction and why does it matter for students?
- How do we determine which words to explicitly teach?
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Key Takeaways: Principles of Explicit Vocabulary Instruction

- **Word selection typically focuses on –**
 - Tier 2 words (1-2 per lesson; 6-10 per week)
 - Words that are critical to comprehension and may be unknown
 - Words related to the content that would be helpful for text discussion
- **Accurate and student-friendly definition**
 - Provide brief yet complete, jargon-free definition on the front-end
- **Parameters of use**
 - Tell how the word is and is not commonly used, attending to shades of meaning, word partners that may apply, etc.
- **Active practice**
 - Make sure students say the word in their practice and that their use is detailed enough to demonstrate understanding of the word.



Using: “Explicit Vocabulary Instruction”

- Divide into four groups.
- Each group will read and teach one of the four steps below to the entire PLC.
- Read the group’s chosen/assigned Step from “Explicit Vocabulary Instruction”.
- Create a bulleted list of tips from the text to share with the entire PLC. Groups may also include any classroom examples/connections not in the text (may use table below or chart paper) .
- Groups share what they have learned from their chosen/assigned Steps, beginning with Step One, then Step Two, etc.
- Have a full group discussion after each to capture any key take-aways or classroom connections.



Closing

Reflection:

- Return to the student you considered at the beginning of this session. How can explicit 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?

Next Session:

- **Bring an upcoming lesson and text.**
- **What Tier 2 and Tier 3 vocabulary words would you prioritize for explicit instruction? Why?**