Explicit Vocabulary Instruction:

How to Use the Principles of RTI to Improve Core Instruction and Outcomes for ALL Students

Wayne A. Callender
wayne@partnersforlearning.org
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Vocabulary: Our Response...

• We must have a powerful and immediate plan when students enter school
• Provide intentional, explicit vocabulary instruction – for students of poverty, it may be the single most important thing we do
• Target words/concepts critical to early success. Must provide a language foundation for learning (make tape sticky)
• Tools: Language for Learning, Language for Thinking, Reason and Writing, Lang. for Writing

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 8th 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*

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Reading as Gateway Skill

75% of the variance in academic achievement is attributable to reading.

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Percent of Students Performing 3 or Higher on FCAT by SRI Risk Range
Why Vocabulary

• Correlation between vocabulary and IQ = .08 - .09, meaning a person’s vocabulary 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.

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)
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.

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:

- Teach synonyms.
- Teach antonyms.
- Rewrite definitions.
- Provide example sentences.
- Provide non-examples.
- Discuss the difference between the new word and related words. Have students create sentences that contain the new word.
- Use more than one new word in a sentence.
- Discuss the meaning of the same word in different sentences.
- Create a scenario.
- Create silly questions. For the words actuary, hermit, philanthropist, and villain, 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?”
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 10th percentile

Oral Language Screener

Kindergarten Oral Language Screener

Materials: Picture, one large and one small, and a pencil

Procedure:
1. (Put the large cup on a table in front of the child. Point to cup and say.)
   "There are cups. Say cup."
2. (Point to the child and ask.) "Are these cups?"
   a. (If student says "yes" or "no," proceed to next item.)
   b. (If student does not say "yes" or "no," repeat question.)
3. (Put the small cup on the desk.) "Which cup is the red cup?"
4. (Put the large cup on the desk.) "Which cup is the red cup?"
5. (Point to the small cup and say.) "This cup is not big. Say that."
6. (Point to the large cup and say.) "This cup is not small. Say that."
7. (Point to the small cup and say.) "This cup is really, really small. Say that."
8. (Point to the large cup and say.) "This cup is really, really big. Say that."
9. (Point to the child and ask.) "Point to the small cup."
10. (Point to the child and ask.) "Can you count to two?"

CBM Vocabulary Assessment for Grades 2-8

Vocabulary 2, Fall

Student Name:
Date:

1. Recall always for ten long hours. She makes the morning feeling playful as a puppy.
   A. lethargic B. hungry C. energetic

2. The burglar was caught taking the jewelry from the shop. Another word for burglar is:
   A. teacher B. thief C. robber

3. Jeremy loves a large alligator of the sea. An alligator is:
   A. women's purse B. house pet C. large reptile

4. Tim removes his jacket when he gets too warm, removes means:
   A. hang up B. put on C. take off

5. The bear was full of boys making honey. A bear is like a bee:
   A. body B. house C. worker

6. The meat fell off the barbecue grill. Meat is a kind of:
   A. sugar B. meal C. plate
Language for Learning/Thinking (K-2)

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.

Reasoning and Writing, Language for Writing, Corrective Reading Comprehension (grades 3 and up)

The Vocabulary Plan: Step Two

- Develop a Systematic Plan
- Identify Critical Words
- Teach words efficiently
- Perfect Practice
- Kid Friendly definitions, concrete examples
- Distributed and meaningful interactions
- Assessing Mastery and differentiation
- Ensure transference – 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 Teachers 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!

## 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 (State Assessment Vocabulary, 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

Reading (words per week):
• 1 new word at KG – 1 review word
• 2 new words at 1st - 2nd – 1 review word
• 3-4 new words at 3rd - 4th – 2 review words
• 4 new words at 5th – 2 review words
• 2 Tier two words at all grades – 1 review word

Academic Vocabulary - Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>valign</td>
<td>separate upper sound that begins with the same finals for new vowel and ends with the sound of a new syllable</td>
</tr>
<tr>
<td>3rd</td>
<td>plight</td>
<td>state of suffering or great difficulties</td>
</tr>
<tr>
<td>4th</td>
<td>可用于</td>
<td>adjective</td>
</tr>
<tr>
<td>5th</td>
<td>annul</td>
<td>verb</td>
</tr>
<tr>
<td>5th</td>
<td>混乱</td>
<td>adjective</td>
</tr>
<tr>
<td>5th</td>
<td>稀薄</td>
<td>adjective</td>
</tr>
<tr>
<td>6th</td>
<td>特征</td>
<td>noun</td>
</tr>
<tr>
<td>6th</td>
<td>无序</td>
<td>adjective</td>
</tr>
<tr>
<td>7th</td>
<td>权威</td>
<td>noun</td>
</tr>
<tr>
<td>7th</td>
<td>唯一</td>
<td>adjective</td>
</tr>
<tr>
<td>8th</td>
<td>强度</td>
<td>noun</td>
</tr>
<tr>
<td>8th</td>
<td>简单</td>
<td>adjective</td>
</tr>
<tr>
<td>9th</td>
<td>关键</td>
<td>noun</td>
</tr>
<tr>
<td>9th</td>
<td>归入</td>
<td>verb</td>
</tr>
<tr>
<td>10th</td>
<td>空白</td>
<td>noun</td>
</tr>
<tr>
<td>11th</td>
<td>别具匠心</td>
<td>adjective</td>
</tr>
<tr>
<td>12th</td>
<td>卓越</td>
<td>adjective</td>
</tr>
</tbody>
</table>

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Tier 2 Words – in Context

Tier 2 words [are] usually included as vocabulary for each story

<table>
<thead>
<tr>
<th>Story</th>
<th>Tier 2 words (per story)</th>
<th>Added words if needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story 1</td>
<td>Teacher, class, songs</td>
<td>-</td>
</tr>
<tr>
<td>Story 2</td>
<td>Classroom scene, share, dress</td>
<td>-</td>
</tr>
<tr>
<td>Story 3</td>
<td>Picture, brown, clothes</td>
<td>-</td>
</tr>
<tr>
<td>Story 4</td>
<td>John, play, brush</td>
<td>-</td>
</tr>
<tr>
<td>Story 5</td>
<td>Circle, game, right</td>
<td>-</td>
</tr>
<tr>
<td>Story 6</td>
<td>Math, number, shape</td>
<td>-</td>
</tr>
<tr>
<td>Story 7</td>
<td>Word, word, words</td>
<td>-</td>
</tr>
</tbody>
</table>

The Vocabulary Plan

Math (words per week):

- **Kindergarten** = 2 new words – 1 review word
- **1st Grade** = 5-6 new words – 2/3 review words
- **2nd – 5th Grade** = 6 new words – 3 review words

Academic Vocabulary - Math

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td>the process of combining two or more numbers to find their total</td>
</tr>
<tr>
<td>average</td>
<td>the sum of a set of numbers divided by the number of numbers in the set</td>
</tr>
<tr>
<td>equation</td>
<td>a mathematical sentence that shows that two expressions are equal</td>
</tr>
<tr>
<td>fraction</td>
<td>a number that represents a part of a whole</td>
</tr>
<tr>
<td>integer</td>
<td>a whole number (positive, negative, or zero)</td>
</tr>
<tr>
<td>number</td>
<td>a value that represents a quantity</td>
</tr>
<tr>
<td>operation</td>
<td>a mathematical action such as addition, subtraction, multiplication, or division</td>
</tr>
<tr>
<td>order</td>
<td>the arrangement of numbers or objects in a specific sequence</td>
</tr>
<tr>
<td>percent</td>
<td>a ratio expressed as a fraction of 100</td>
</tr>
<tr>
<td>problem</td>
<td>a situation that requires a solution</td>
</tr>
<tr>
<td>solution</td>
<td>the answer to a problem</td>
</tr>
<tr>
<td>strategy</td>
<td>a plan of action to solve a problem</td>
</tr>
</tbody>
</table>

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**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”**

- Every 4th week, “Review Holiday” – use mastery tests to determine if new words can be presented or whether re-teaching and firming up of previously covered words is necessary.
- 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 K**

**story**

A story tells you about things that have happened, some are real while some are make believe

**Reading/Language Arts Vocabulary - Grade K**

**book**

Text that gives information, or explanation about something

**Reading/Language Arts Vocabulary - Grade 3**

**antonym**

A word having a meaning opposite to that of another word
Reading/Language Arts Vocabulary - Grade 3

**Cause and effect**

A text structure that explains why things happen; the events that happen first are the causes and the events that happen as a result are the effects.

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Reading Vocabulary Grade 4

**chart**

A group of facts about something, in the form of a diagram, table, graph, etc...

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Reading/Language Arts Vocabulary - Grade 5

**Alliteration**

The repetition of consonant sounds at the beginning of words.

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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

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quote

Tell me and I forget. Teach me and I remember. Involve me and I learn.

- Benjamin Franklin

You learn something every day if you pay attention.

- Ray LeBlond

to repeat (a passage, phrase, etc.) from a book, speech, or the like.

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algebra

3 + A = 4 so A must = 1
1 + B = 6 so B must = 5
C + C = 4 so C must = 2

An area of maths where numbers are represented by letters
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
LEVEL 1

Place value

The value determined by the position of a digit in a number.

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:

Show the number 48 using base 10 blocks.

Draw a picture of your blocks.

How many tens did you use?

How many ones did you use?

Block 1 used a combined number with base 10 blocks. Block 2 used a number that is less than 50. This number lots more tens than ones. What was Block 1's number?
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
### Reading
<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beginning Sound</td>
<td>Writing that tells a story</td>
</tr>
<tr>
<td>2. Letter</td>
<td>A group of sentences</td>
</tr>
<tr>
<td>3. Narrative</td>
<td>Words arranged by alphabetical order</td>
</tr>
<tr>
<td>4. ABC Order</td>
<td>A symbol that represents a sound</td>
</tr>
<tr>
<td></td>
<td>The sound of the first part of a word</td>
</tr>
</tbody>
</table>

## Vocabulary Mastery Test
### Math
<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Addition</td>
<td>To be the same as</td>
</tr>
<tr>
<td>2. Angle</td>
<td>A shape with no straight lines and no corners</td>
</tr>
<tr>
<td>3. Capacity</td>
<td>Operation to find how many in all</td>
</tr>
<tr>
<td>4. Circle</td>
<td>To take away from</td>
</tr>
<tr>
<td>5. Compare</td>
<td>A figure where two rays or line segments share an endpoint</td>
</tr>
<tr>
<td>6. Equal</td>
<td>To find how things are different or the same</td>
</tr>
<tr>
<td></td>
<td>The amount something can hold</td>
</tr>
</tbody>
</table>

## Vocabulary Progress Monitoring
<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greater than</td>
<td>A place where something is</td>
</tr>
<tr>
<td>2. tallest</td>
<td>How big or small something is</td>
</tr>
<tr>
<td>3. Ending sound</td>
<td>The biggest height</td>
</tr>
<tr>
<td>4. Capacity</td>
<td>To see if things are the same or different</td>
</tr>
<tr>
<td>5. Paragraph</td>
<td>Sentences put together in a group</td>
</tr>
<tr>
<td>6. Problem</td>
<td>The amount something can hold</td>
</tr>
<tr>
<td>7. Add</td>
<td>The sound at the last part of a word</td>
</tr>
<tr>
<td>8. Narrative</td>
<td>More than</td>
</tr>
<tr>
<td>9. Compare</td>
<td>Using mathematical ideas to find solutions</td>
</tr>
<tr>
<td>10. Location</td>
<td>Making more by putting things together</td>
</tr>
<tr>
<td></td>
<td>A story in a book</td>
</tr>
<tr>
<td>Vocabulary Word</td>
<td>What Does it Mean</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>1. Jobbernowl</td>
<td></td>
</tr>
<tr>
<td>2. Kvetch</td>
<td></td>
</tr>
<tr>
<td>3. Oojah</td>
<td></td>
</tr>
<tr>
<td>4. Inglenook</td>
<td></td>
</tr>
<tr>
<td>5. Hobbledehoy</td>
<td></td>
</tr>
<tr>
<td>6. Snollygoster</td>
<td></td>
</tr>
<tr>
<td>7. Fliver</td>
<td></td>
</tr>
</tbody>
</table>