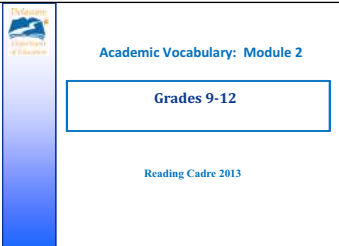
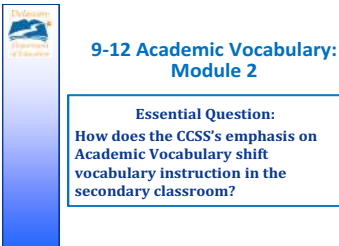
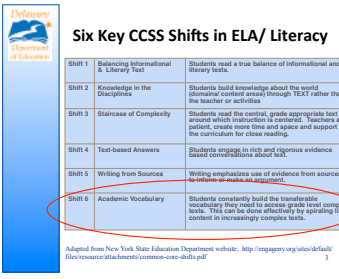











## ELA Common Core Overview: Module 2, Grades 9-12 ELA

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
	ELA Common Core Academic Vocabulary	<ul style="list-style-type: none"> <li>Welcome! This module was created as part of a series of training for ELA CCSS.</li> <li>Check the materials list well in advance of completing or using this module for training.</li> </ul>	<ul style="list-style-type: none"> <li>Module PPT</li> <li>Module Overview</li> <li>Speakers (Optional for Video)</li> <li>Large Post It Paper/markers/pens/pencils/small Post Its</li> <li>Copy of the PPT for note-taking</li> </ul>	Whole Group
	How does the CCSS's emphasis on Academic Vocabulary shift vocabulary instruction in the secondary classroom?	Share Essential Question with participants	<ul style="list-style-type: none"> <li>Copy of the PPT for note-taking</li> </ul>	Whole Group
	Advanced Organizer	This is the focus of the module. We will discuss: <ul style="list-style-type: none"> <li>the need for change in vocabulary instruction in Delaware and across the United States;</li> <li>distinction in different types of vocabulary;</li> <li>strategic selection of vocabulary for instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Copy of the PPT for note-taking</li> </ul>	Whole Group
Slide 4	Why is it important	<ul style="list-style-type: none"> <li>Read through the slide 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Copy of the PPT for note-</li> </ul>	Whole Group

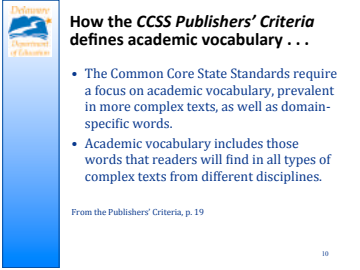
**ELA Common Core Overview: Module 2, Grades 9-12 ELA**

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p><b>Impact of Direct Vocabulary Instruction</b></p> <p><b>No Direct Instruction</b></p> <ul style="list-style-type: none"> <li>• 50<sup>th</sup>ile comprehension</li> </ul>  <p>After Assessment 50<sup>th</sup>ile ranking</p> <p><b>Direct Instruction</b></p> <ul style="list-style-type: none"> <li>• 83<sup>rd</sup>ile comprehension</li> </ul>  <p>After Assessment 83<sup>rd</sup>ile ranking</p> <p><small>From Marzano, R.J.(2004). Building background knowledge for academic achievement: What works in schools. Alexandria, VA: Association for Supervision and Curriculum Development.</small></p>	to explicitly teach vocabulary?	explaining the impact of direct vocabulary instruction on text comprehension.	taking	
 <p><b>Slide 5</b></p> <p><b>Vocabulary Makes a Difference!</b></p> <ul style="list-style-type: none"> <li>• The size of a student's vocabulary is directly related to achievement.</li> <li>• Data show that students who perform at the 50<sup>th</sup> percentile know between 4,500-6,000 more words than students at the 25<sup>th</sup> percentile.</li> <li>• The average learner must hear and use a word 12 times before it becomes part of his or her natural speech.</li> </ul>	Continued from Slide 4	<ul style="list-style-type: none"> <li>• Read through the slide 4 and 5 explaining the impact of direct vocabulary instruction on text comprehension.</li> <li>• Invite participants to discuss in collaborative pairs</li> <li>• Do you find anything surprising in these statistics?</li> <li>• What are your Wows and Wonders?</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of the PPT for note-taking</li> </ul>	Whole Group/ Collaborative Pairs
 <p><b>Slide 6</b></p> <p><b>Activating Strategy: 3 - 2 - 1</b></p> <ul style="list-style-type: none"> <li>• List three criteria you use to select words/vocabulary to teach to your students</li> <li>• List two ways your students demonstrate that they know these words</li> <li>• Describe one challenge you have when it comes to building student vocabulary</li> </ul>	Think –Write-Pair-Share	<ul style="list-style-type: none"> <li>• Ask participants to do this 3-2-1 by themselves initially. Then have them share with a partner. Then the pairs can share with other pairs and report out.</li> <li>• If short on time, be sure that there is some discussion around the third bullet: a challenge you have when it comes to building vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of the PPT for note-taking</li> <li>• Lined paper or optional 3-2-1 organizer</li> </ul>	Whole Group/ Collaborative Pairs
Slide 7		<ul style="list-style-type: none"> <li>• What does the CCSS have to say about</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

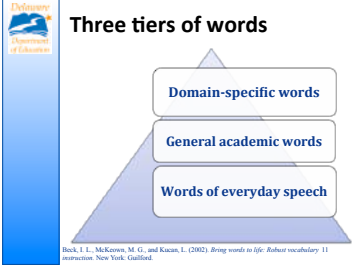
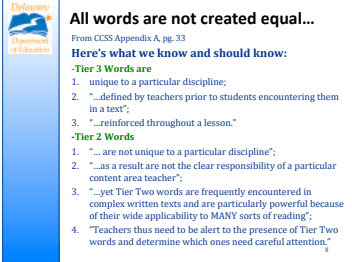
**ELA Common Core Overview: Module 2, Grades 9-12 ELA**

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS										
 <p><b>CCSS Reading Anchor Standard 4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><b>CCSS Language Anchor Standard 6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>		vocabulary?												
<p><b>Slide 8</b></p>  <p><b>The CCSS and Academic Vocabulary</b></p> <p>Shift 6: Academic Vocabulary • <a href="http://vimeo.com/27077248">http://vimeo.com/27077248</a></p> <table border="1" data-bbox="157 792 445 954"> <thead> <tr> <th colspan="2">Conversations regarding the sixth shift</th> </tr> </thead> <tbody> <tr> <td>1. How does the video define academic vocabulary?</td> <td></td> </tr> <tr> <td>2. What challenges do educators face in addressing the challenges in teaching academic vocabulary?</td> <td></td> </tr> <tr> <td>3. What is important about the "nuance" of words?</td> <td></td> </tr> <tr> <td>4. What impact does this have for the content area teacher?</td> <td></td> </tr> </tbody> </table>	Conversations regarding the sixth shift		1. How does the video define academic vocabulary?		2. What challenges do educators face in addressing the challenges in teaching academic vocabulary?		3. What is important about the "nuance" of words?		4. What impact does this have for the content area teacher?		Viewing Academic Vocabulary Video from Engage NY	<ul style="list-style-type: none"> <li>Engage NY Video (8-10 minutes)</li> <li>As you watch the video, think about the implications for this shift. What does it mean to secondary teachers? Use the graphic organizer to jot down brief thoughts/responses as you view the video.</li> </ul>	<ul style="list-style-type: none"> <li>Copy of the PPT for note-taking</li> <li>Engage NY Academic Vocabulary Video</li> <li>Graphic organizer: "Conversations Regarding the Sixth Shift"</li> </ul>	Individual note-taking during video
Conversations regarding the sixth shift														
1. How does the video define academic vocabulary?														
2. What challenges do educators face in addressing the challenges in teaching academic vocabulary?														
3. What is important about the "nuance" of words?														
4. What impact does this have for the content area teacher?														
<p><b>Slide 9</b></p>  <p><b>Graffiti Wall</b></p> 	Graffiti Wall (If time is limited skip this slide and have a collaborative discussion using the graphic organizer from previous slide.)	<ul style="list-style-type: none"> <li>Prior to the presentation, put each of the questions from the graphic organizer on the 6 shifts video on a piece of poster paper, posted around the room (if a very large group, would need several posters for each question, and do the same graffiti activity in "areas" of the room).</li> <li>After viewing the video, give the pairs a few minutes to chat about their answers.</li> <li>Then ask them to go to each of the posters and write (graffiti) on each,</li> </ul>	<ul style="list-style-type: none"> <li>Copy of the PPT for note-taking</li> <li>Graphic organizer: Conversations Regarding the Sixth Shift</li> <li>Six sheets of poster paper listing the questions from the graphic organizer</li> <li>Markers</li> </ul>	Small groups or pairs										


## ELA Common Core Overview: Module 2, Grades 9-12 ELA

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>giving short phrase responses to each of the questions.</p> <ul style="list-style-type: none"> <li>• Then review the entire group’s responses.</li> <li>• Lead the discussion to the conclusion that there are many words that students need to know that are not necessarily domain-specific, but are words that educated people use across content areas.</li> </ul>		
<p>Slide 10</p> 	<p>Discuss how the <i>CCSS Publishers' Criteria</i> defines academic vocabulary</p>	<ul style="list-style-type: none"> <li>• Research suggests that if students are going to grasp and retain words and comprehend text, they need incremental, repeated exposure in a variety of contexts to the words they are trying to learn.</li> <li>• When students make multiple connections between a new word and their own experiences, they develop a nuanced and flexible understanding of the word they are learning. In this way, students learn not only what a word means but also how to use that word in a variety of contexts, and they can apply appropriate senses of the word’s meaning in order to understand the word in different contexts .</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> <li>• <i>CCSS Publishers' Criteria</i> (to reference)</li> </ul>	<p>Whole Group</p>
<p>Slide 11</p>	<p>Three tiers of words</p>	<ul style="list-style-type: none"> <li>• <b>Explain</b> that this three-tiered model of vocabulary categorizes words based on</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> <li>• Handout with explanation of</li> </ul>	<p>Whole Group</p>

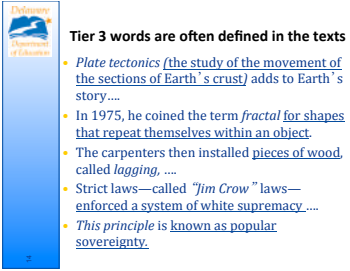
## ELA Common Core Overview: Module 2, Grades 9-12 ELA

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p><b>Three tiers of words</b></p> <p>Diagram showing three tiers of words in a triangle:</p> <ul style="list-style-type: none"> <li>Domain-specific words (top)</li> <li>General academic words (middle)</li> <li>Words of everyday speech (bottom)</li> </ul> <p><small>Beck, I. L., McKeown, M. G., and Kucan, L. (2002). <i>Bring words to life: Academic vocabulary in instruction</i>. New York: Guilford.</small></p>		<p>their frequency in texts (more to less frequently occurring) and applicability (broader to narrower) as you progress up the triangle. (more to less frequently occurring) and applicability (broader to narrower) from bottom to top.(See notes on bottom of slide.)</p>	<p>Three Tiers of Words</p>	
<p><b>Slide 12</b></p>  <p><b>All words are not created equal...</b> From CCSS Appendix A, pg. 33</p> <p><b>Here's what we know and should know:</b></p> <p><b>Tier 3 Words are</b></p> <ol style="list-style-type: none"> <li>1. unique to a particular discipline;</li> <li>2. "...defined by teachers prior to students encountering them in a text";</li> <li>3. "...reinforced throughout a lesson."</li> </ol> <p><b>Tier 2 Words</b></p> <ol style="list-style-type: none"> <li>1. "... are not unique to a particular discipline";</li> <li>2. "...as a result are not the clear responsibility of a particular content area teacher";</li> <li>3. "...yet Tier Two words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to MANY sorts of reading";</li> <li>4. "Teachers thus need to be alert to the presence of Tier Two words and determine which ones need careful attention."</li> </ol>	<p>Tiered Vocabulary</p>	<ul style="list-style-type: none"> <li>• Discuss how CCSS distinguishes between Tier 1, 2 and 3 words.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> <li>• CCSS Appendix A, pp. 33-34</li> </ul>	<p>Whole Group</p>
<p><b>Slide 13</b></p>	<p>Tiered Vocabulary definitions and examples</p>	<ul style="list-style-type: none"> <li>• <b>Explain</b> the three tiers of words. <b>For instance, the facilitator might say,</b> "Tier 1 words are not usually a challenge to the average native speaker, though English language learners will have to attend carefully to</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	<p>Whole Group</p>


ELA Common Core Overview: Module 2, Grades 9-12 ELA

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p><b>Three tiers of words</b></p> <ul style="list-style-type: none"> <li>▶ <b>Tier 3</b> – Highly specialized, subject-specific; low occurrences in texts; lacking generalization  <ul style="list-style-type: none"> <li>• E.g., oligarchy, euphemism, hydraulic, neurotransmitters</li> </ul> </li> <li>▶ <b>Tier 2</b> – Abstract, general academic (across content areas); encountered in written language; high utility across instructional areas  <ul style="list-style-type: none"> <li>• E.g., principle, relative, innovation, function, potential, style</li> </ul> </li> <li>▶ <b>Tier 1</b> – Basic, concrete, encountered in conversation / oral vocabulary; words most student will know at a particular grade level  <ul style="list-style-type: none"> <li>• E.g., injury, apologize, education, serious, nation</li> </ul> </li> </ul>		<p>them. They are the words that most students can be expected to know at a given grade level. Many, perhaps most, of these words are acquired through conversation and without deliberate effort.</p> <p><b>Tier 2</b> words, in contrast, are far more likely to appear in written texts than in everyday speech. They appear in all sorts of texts, from technical to literary, are highly generalizable, and consequently have high utility both for reading and writing. They often represent subtle or precise ways to label things or convey known ideas or concepts. Unlike Tier 1 words, they usually require a more deliberate effort to acquire.</p> <p><b>Tier 3</b> words are specific to a domain or field of study and are key to understanding a new concept within a text or content area. Because they are closely tied to the content knowledge of the discipline, they are far more frequent in informational text than in literature. Recognized as new and ‘hard’ words for most readers (particularly student readers), they are often explicitly defined by the author</p>		

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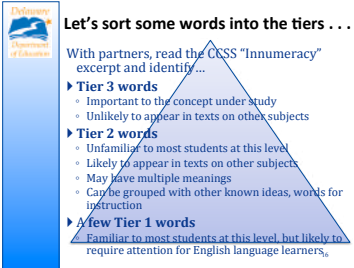
TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>of a text, used repeatedly throughout the text, and otherwise heavily scaffolded (for instance, made a part of a glossary). They are typically explicitly taught as part of the unit of study.</p>		
<p>Slide 14</p>  <p>Tier 3 words are often defined in the texts</p> <ul style="list-style-type: none"> <li>Plate tectonics (the study of the movement of the sections of Earth's crust) adds to Earth's story....</li> <li>In 1975, he coined the term <i>fractal</i> for shapes that repeat themselves within an object.</li> <li>The carpenters then installed pieces of wood, called <i>lagging</i>, ....</li> <li>Strict laws—called “Jim Crow” laws—enforced a system of white supremacy....</li> <li>This principle is known as popular sovereignty.</li> </ul>	<p>A deeper discussion of Tier 3 words</p>	<ul style="list-style-type: none"> <li><b>Explain</b> that Tier 3 words are often defined within the text. The excerpts on the slide are taken from the CCSS Informational Text Exemplars for grades 6-8. <b>For instance, the facilitator might say,</b> “Here are five excerpts from the Grades 6-8 Informational Text Exemplars in Appendix B of the CCSS document. They illustrate very well how Tier 3 words are often defined within the text. It is important, of course, to teach students how to recognize the syntax and diction cues that indicate a term is being defined.”</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	<p>Whole Group</p>
<p>Slide 15</p>	<p>A deeper discussion of Tier 2 words</p>	<ul style="list-style-type: none"> <li><b>Explain</b> that it is important to explicitly teach key academic words because students are unlikely to pick them up from spoken language, in contrast to Tier 1 words; and authors are unlikely to define them within the text or include them in a glossary, in contrast to Tier 3 words. <b>For instance, the</b></li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	<p>Whole Group</p>

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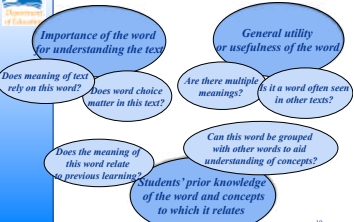
TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p><b>Why are Tier 2 “academic words” important?</b></p> <p>Tier 2 “academic words” ...</p> <ul style="list-style-type: none"> <li>• are critical to understanding academic texts</li> <li>• appear in all sorts of texts and are highly generalizable</li> <li>• require deliberate effort to learn, unlike Tier 1 words</li> <li>• are far more likely to appear in written texts than in speech.</li> <li>• often represent subtle or precise ways to say otherwise relatively simple things</li> <li>• are seldom heavily scaffolded by authors or teachers, unlike Tier 3 words</li> </ul>		<p><b>facilitator might say,</b> “Because Tier 3 words are obviously unfamiliar to most students, contain the ideas necessary to a new topic, and are recognized as both important and specific to the subject area in which they are instructing students, teachers often define Tier 3 words prior to students encountering them in a text, and then reinforce their acquisition throughout a lesson.</p> <ul style="list-style-type: none"> <li>• Unfortunately, this is not typically the case with Tier 2 words, which by definition are not unique to a particular discipline and as a result are not the clear responsibility of a particular content area teacher. What is more, many Tier 2 words are far less well defined by contextual clues in the texts in which they appear and are far less likely to be defined explicitly within a text than are Tier 3 words. Yet Tier Two words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading. The Catch 22 is that since most of these words are acquired through</li> </ul>		



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TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>reading, struggling readers don't acquire them at the same rate as proficient readers. Then, their lack of knowledge of these words, in turn, discourages them even more from reading grade-appropriate material.</p> <ul style="list-style-type: none"> <li>• So, teachers need to be alert to the presence of key Tier 2 words and determine which ones need careful attention."</li> </ul>		
<p>Slide 16</p> 	<p>Word Sort separating into appropriate tiers</p>	<ul style="list-style-type: none"> <li>• <b>Invite</b> participants to work with partners or in small groups to identify Tier 3 and Tier 2 words, as well as a few Tier 1 words that may require additional instruction for non-native speakers.</li> <li>• Give participants the handout of excerpts of texts selected from the text exemplars in the CCSS Appendix B. For the first part of the activity, go through the process as a whole group, using the excerpt from <i>Innumeracy</i>.</li> <li>• <b>For instance, the facilitator might say,</b> "Let's take a look at a the words in several of the selections from the CCSS document and select some words we would assign to tiers three and one."</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> <li>• Excerpts of Text Exemplars from Appendix B</li> <li>• Materials for sort</li> </ul>	<p>Small groups or pairs</p>
<p>Slide 17</p>	<p>Review of different tiers</p>	<ul style="list-style-type: none"> <li>• Have discussions regarding words on list</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	<p>Whole Group</p>

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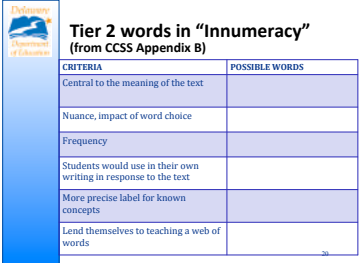
TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS																																				
 <p><b>From Innumeracy:</b></p> <table border="1" data-bbox="157 451 441 654"> <thead> <tr> <th>Tier 3</th> <th>Tier 2</th> <th>Tier 1</th> </tr> </thead> <tbody> <tr> <td>additivity</td> <td>fundamental</td> <td>lever</td> </tr> <tr> <td>innumerate</td> <td>principle</td> <td>bottleneck</td> </tr> <tr> <td>nanoseconds</td> <td>nanoseconds</td> <td>vastness</td> </tr> <tr> <td>fulcrum</td> <td>intractable</td> <td>pronouncement</td> </tr> <tr> <td></td> <td>millennia</td> <td>resisted</td> </tr> <tr> <td></td> <td>miniscule</td> <td></td> </tr> <tr> <td></td> <td>microphysics</td> <td></td> </tr> <tr> <td></td> <td>phenomena</td> <td></td> </tr> <tr> <td></td> <td>dimensions</td> <td></td> </tr> <tr> <td></td> <td>property</td> <td></td> </tr> <tr> <td></td> <td>depletion</td> <td></td> </tr> </tbody> </table>	Tier 3	Tier 2	Tier 1	additivity	fundamental	lever	innumerate	principle	bottleneck	nanoseconds	nanoseconds	vastness	fulcrum	intractable	pronouncement		millennia	resisted		miniscule			microphysics			phenomena			dimensions			property			depletion		<p>(Answers to sort)</p>			
Tier 3	Tier 2	Tier 1																																						
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	property																																							
	depletion																																							
 <p><b>Slide 18</b></p> <p><b>Deliberate selection of tier 2 vocabulary . . .</b></p> <ul style="list-style-type: none"> <li>In school settings, students can be explicitly taught a deep understanding of about 300 words each year.</li> <li>Divided by the range of content students need to know (e.g., math, science, history, literature), of these 300–350 words, roughly 60 words can be taught within one subject area each year.</li> <li>It is reasonable to teach thoroughly about eight to ten Tier 2 words per week.</li> </ul> <p><small>From Oregon Department of Education, Module One: Academic Vocabulary (<a href="http://www.ode.state.or.us/ewm/teachers/commoncore/session-4-academic-vocabulary-6-12-ela-content-area-teacher.pdf">http://www.ode.state.or.us/ewm/teachers/commoncore/session-4-academic-vocabulary-6-12-ela-content-area-teacher.pdf</a>)</small></p>	<p>Discussion of research</p>	<ul style="list-style-type: none"> <li><b>Explain</b> that because relatively few vocabulary words will be taught explicitly in a year, the words need to be carefully selected.</li> <li><b>For instance, the facilitator might say,</b></li> <li>“Students can learn and retain a deep understanding of relatively few words in a school setting. In addition, instructional time is precious, so carefully selection of which general academic words to invest in is doubly important.”</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> <li>Table copies of the appendices (optional)</li> </ul>	<p>Whole Group</p>																																				
 <p><b>Slide 19</b></p> <p><b>Criteria for selecting words to teach</b></p>  <p>The diagram shows a central node: "Importance of the word for understanding the text". It branches into several questions: "Does meaning of text rely on this word?", "Does word choice matter in this text?", "Are there multiple meanings?", "Is a word often seen in other texts?", "Can this word be grouped with other words to aid understanding of concepts?", "Does the meaning of this word relate to previous learning?", and "Students' prior knowledge of the word and concepts to which it relates".</p>	<p>Critical Conversations about Criteria used for selecting Tier 2 words to teach.</p>	<ul style="list-style-type: none"> <li><b>Explain</b> that these criteria can help teachers select academic words to include in explicit instruction.</li> <li><b>For instance, the facilitator might say,</b></li> <li>“So many words – so little time! Here are several criteria to help teachers select high-value words on which to focus instructional time.</li> <li>The first consideration is the</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> <li>Choosing Tier 2 Words for Focused Instruction Handout</li> </ul>	<p>Whole Group</p>																																				



## ELA Common Core Overview: Module 2, Grades 9-12 ELA

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>importance or centrality of the word to understanding a text under study. What does it convey that another, similar word would not? Precision? Specificity? A nuanced description?</p> <ul style="list-style-type: none"> <li>• For instance, the piece about fractals excerpted in Slide 6 has many academic words one <i>could</i> teach in addition to the domain-specific words. So, the teacher will want to select the general terms that are most central to this particular text. Words like <i>structure, pattern, generate,</i> and <i>infinite</i> are more important to understanding this text than are "IBM fellow" or <i>conceived</i>.</li> <li>• The second consideration is how useful this word will be to the readers or writers as they approach other texts and other contexts. Is it a word likely to appear frequently across content areas and subjects? Does it have multiple meanings, and are students likely to encounter it used differently than it is here? For instance, the word <i>structure</i> refers here to the arrangement of parts of physical objects in nature, but we can predict that students will encounter it as it is</li> </ul>		

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		<p>applied to the organization of any complex system. Students are likely to encounter the concept of <i>structure</i> across the curriculum -- in language and literature, biological and physical sciences, social sciences.”</p> <ul style="list-style-type: none"> <li>The third consideration is whether the word holds the instructional promise of rich connections, both to the students’ experiences and prior knowledge and to other key concepts or groups of words. It might in this case be an opportunity to look at roots and prefixes, for instance, using students’ knowledge of <i>construct</i> to extend to <i>construe</i>, <i>Reconstruction</i>, <i>obstruct</i>, and others.”</li> </ul>																
<p><b>Slide 20</b></p>  <p><b>Tier 2 words in “Innumeracy”</b> (from CCSS Appendix B)</p> <table border="1"> <thead> <tr> <th>CRITERIA</th> <th>POSSIBLE WORDS</th> </tr> </thead> <tbody> <tr> <td>Central to the meaning of the text</td> <td></td> </tr> <tr> <td>Nuance, impact of word choice</td> <td></td> </tr> <tr> <td>Frequency</td> <td></td> </tr> <tr> <td>Students would use in their own writing in response to the text</td> <td></td> </tr> <tr> <td>More precise label for known concepts</td> <td></td> </tr> <tr> <td>Lend themselves to teaching a web of words</td> <td></td> </tr> </tbody> </table>	CRITERIA	POSSIBLE WORDS	Central to the meaning of the text		Nuance, impact of word choice		Frequency		Students would use in their own writing in response to the text		More precise label for known concepts		Lend themselves to teaching a web of words		<p>Go back to the Innermeracy article</p> <p>...</p>	<ul style="list-style-type: none"> <li><b>Model the criteria</b> the task.</li> <li><b>Explain</b> that most reading selection will have far too many Tier 2 words to teach in depth, so strategic planning of which words to include is critical. <b>For instance, the facilitator might say,</b> “So now let’s look at the words we identified as Tier 2 words.</li> <li>Go back to your tier 2 words and use the criteria to select the words that you should teach.</li> </ul>	<ul style="list-style-type: none"> <li>Whole group</li> </ul>	<p>Whole Group</p>
CRITERIA	POSSIBLE WORDS																	
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		<ul style="list-style-type: none"> <li>• Use the checklist to help you determine which words you will focus on in your teaching. Remember, you are looking at excerpts of larger works the students would be reading – full of even more Tier 2 words. Additionally, consider that every content area teacher will be selecting words to teach, as well. So, you will probably need to pare down your list to just a few really critical words.”</li> <li>• That leaves the question of what to do about the words one does not teach in depth. One suggestion is to use synonyms, brief definitions, or graphics so students can move past the word relatively quickly and still comprehend the passage. For instance, knowing what the term <i>fulcrum</i> refers to is critical to understanding the Archimedes reference, and students familiar with the term <i>lever</i> may have forgotten the companion term <i>fulcrum</i>. However, a brief reference to it or simple graphic might be sufficient to remind students.”</li> <li>• <i>[Allow 5 minutes for partners to work.]</i></li> </ul>		
<b>Slide 21</b>	Model criteria with	<ul style="list-style-type: none"> <li>• <b>Model</b> the task.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	Whole Group

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TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS														
 <p><b>Tier 2 words in “Innumeracy”</b> (from CCSS Appendix B)</p> <table border="1" data-bbox="151 457 449 652"> <thead> <tr> <th>CRITERIA</th> <th>POSSIBLE WORDS</th> </tr> </thead> <tbody> <tr> <td>Central to the meaning of the text</td> <td>dimensions, property, principle</td> </tr> <tr> <td>Nuance, impact of word choice</td> <td>intractable</td> </tr> <tr> <td>Frequency</td> <td>fundamental</td> </tr> <tr> <td>Students would use in their own writing in response to the text</td> <td>dimensions, property, principle, depletion, phenomena</td> </tr> <tr> <td>More precise label for known concepts</td> <td>depletion, phenomena</td> </tr> <tr> <td>Lend themselves to teaching a web of words</td> <td>millennia, minuscule, nanoseconds, microphysics</td> </tr> </tbody> </table>	CRITERIA	POSSIBLE WORDS	Central to the meaning of the text	dimensions, property, principle	Nuance, impact of word choice	intractable	Frequency	fundamental	Students would use in their own writing in response to the text	dimensions, property, principle, depletion, phenomena	More precise label for known concepts	depletion, phenomena	Lend themselves to teaching a web of words	millennia, minuscule, nanoseconds, microphysics	<p>Innumeracy</p>	<ul style="list-style-type: none"> <li>• <b>For instance, the facilitator might say,</b></li> <li>• “Here are some suggestions for Tier 2 words in the short excerpt from <i>Innumeracy</i>. This is a very short passage, and we would expect many more Tier 2 words in larger works assigned to students. So the difficult question becomes which of these words to invest in? Which of these words can be seen as useful ‘tools’ which students will encounter frequently at this grade level? Which words will they have multiple subsequent opportunities to use and make their own?</li> <li>• There is no ‘right’ answer, of course, and much depends on the context in which the passage is used, the grade level of the students, the subsequent texts and writing opportunities students will have – as well as the words contained in the rest of the text.</li> <li>• Let’s look at “Innumeracy.” <i>Intractable</i> is likely a new generalizable word for many students. It is not central to the meaning of the text, however: The author could have just said <i>difficult</i> and gotten the point across. Nor is it likely to be frequently encountered.</li> </ul>		
CRITERIA	POSSIBLE WORDS																	
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		<p>But I would include it here as a word that adds impact, or, as one that is a more precise term for a known concept. Several of the words have prefixes dealing with scale (<i>mini-, nano-, micro-</i>) and might be taught together.</p> <p>What ideas for this or the other two selections did you come up with?</p>		
<p>Slide 22</p>  <p><b>Vocabulary instruction in both...</b></p> <ul style="list-style-type: none"> <li>▶ <b>Meaning of specific words</b> <ul style="list-style-type: none"> <li>• Provide student-friendly definition(s)</li> <li>• Read the word in text</li> <li>• Discuss examples and non-examples of the word</li> <li>• Create semantic maps</li> <li>• Teach multiple meanings</li> <li>• Link new words to words students already know (CCSS Language Standard 5)</li> </ul> </li> <li>▶ <b>Word-learning strategies</b> <ul style="list-style-type: none"> <li>• By using contextual cues</li> <li>• By using their existing knowledge of words and word parts (CCSS Language Standard 4)</li> <li>• --more at Oregon K-12 Literacy Framework</li> </ul> </li> </ul>		<p><b>Explain</b> that vocabulary instruction should include both instruction on the meaning of words as well as instruction in word-learning strategies. <b>For instance, the facilitator might say,</b> “Selecting words to invest our time in is followed, of course, by the instruction itself. Vocabulary instruction should include, over time if not in every lesson, instruction both in the meaning of specific words and in word-learning strategies. In teaching the meaning of specific words, this slide lists several powerful procedures to include during initial instruction. Many of these are included in Language Standard 5. There is, additionally, one emphasis in the standards that is not reflected in this</p>		<ul style="list-style-type: none"> <li>• Whole Group</li> </ul>




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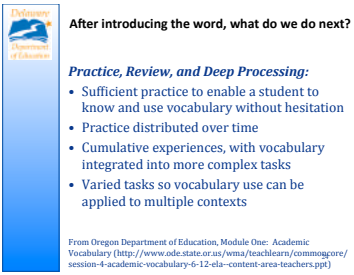
TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>slide: When using synonyms to teach the meaning of a word and to link it to other known words, it is important to also discuss the nuances, the ‘shades of meaning,’ that distinguish them. For instance, what is the impact of the term <i>intractable</i> versus another term, such as <i>stubborn</i>. Or <i>vastness</i> instead of <i>enormity</i>.</p> <p>When we look at Language Standard 4, we see that using knowledge of affixes and roots and using context as clues to meaning continues from grade 5 all the way through the 11-CCR level, since they continue to be strategies relevant to all mature readers. The last group of words in the prior slide would provide a good opportunity to focus on prefixes conveying <i>smallness</i>, for example.”</p>		
Slide 23		<p><b>Explain</b> that explicit instruction is one of the nine Effective Teacher Delivery Features in the Oregon K-12 Literacy Framework. Planning should include the elements listed.</p> <p><b>Invite</b> participants to fill in the planning checklist (included on page 3 of the Text Exemplar handout) for one of the general</p>		Whole Group




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TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p><b>Explicit vocabulary instruction checklist</b></p> <ul style="list-style-type: none"> <li>• <b>Set a purpose for learning</b> <ul style="list-style-type: none"> <li>- Learn that in science phenomena are observable events or facts, no matter how common. In general use, however, it refers only to remarkable occurrences or people.</li> </ul> </li> <li>• <b>Identify critical details that define the new concept</b> <ul style="list-style-type: none"> <li>- Science - can be perceived by the senses</li> <li>- General use - exceptional, outstanding, unusual, extraordinary</li> </ul> </li> <li>• <b>Use highly specific examples and non-examples</b> <ul style="list-style-type: none"> <li>- Science - combustion, gravity, respiration, light/ philosophy, sadness</li> <li>- General use - a genius, a record-setting athletic performance/ gravity</li> </ul> </li> <li>• <b>Connect new concepts to previously learned material</b></li> </ul> <p><small>From Oregon Department of Education, Module One: Academic Vocabulary (<a href="http://www.ode.state.or.us/wma/teachlearn/commoncore/session-4-academic-vocabulary-6-12-ela-content-area-teachers.ppt">http://www.ode.state.or.us/wma/teachlearn/commoncore/session-4-academic-vocabulary-6-12-ela-content-area-teachers.ppt</a>)</small></p>		<p>academic words they identified earlier.</p> <p><b>For instance, the facilitator might say,</b></p> <p>“The Oregon K-12 Literacy Framework also includes a section on Effective Teacher Delivery Features, one of which is explicit instruction. Advance planning includes these elements; instruction includes modeling and other systematic, explicit approaches. Let’s take a look at elements to include in advance planning for explicit instruction of academic vocabulary.</p> <p>It begins by setting the purpose for learning, identifying for students what the learning objective is and why it is important. <i>[briefly discuss example]</i></p> <p>The critical details that define the concept being learned are identified and thoroughly addressed. <i>[discuss example]</i></p> <p>Highly specific examples and non-examples limit the range of interpretations students might reach. Examples of concepts are carefully selected and the number and range of examples illustrating the dimensions of a target concept (as well as closely related concepts) are carefully planned beforehand. <i>[discuss example]</i></p> <p>Current learning objectives are expressly connected to previously learned material. Obviously, this will be much easier if</p>		



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		<p>potential connections are included well in advance as units are planned, texts selected, and learning activities identified. On the last page of the Text Exemplar handout, you will find the checklist. With a partner or two, please take a few minutes to add the elements for one of the Tier 2 words you identified." <i>[Allow a few minutes to work. Invite participants to share some examples.]</i></p>		
<p>Slide 24</p> 		<ul style="list-style-type: none"> <li>• <b>Explain</b> that learning vocabulary requires sufficient practice, review, and deep processing over time in order for students to know and use the vocabulary without hesitation.</li> <li>• <b>For instance, the facilitator might say,</b></li> <li>• “Deep comprehension of new vocabulary requires practice, review, and deep processing over time. Instruction that includes practice and review activities requiring students to think deeply about a word and its relationships is more likely to be effective. Overall, review must be sufficient to enable a student to know and use vocabulary without hesitation; be distributed over time; be cumulative, with vocabulary integrated</li> </ul>		<p>Whole Group</p>

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		<p>into more complex tasks; and be varied so vocabulary use can be applied to multiple contexts and used to illustrate a wide application of student understanding.</p> <ul style="list-style-type: none"> <li>For instance, a variety of experiences around each new word might begin with students putting a student-friendly definition into their own words and include practicing using the word in a variety of contexts, creating pictures, graphics, or semantic maps; participating in games, story-telling, and discussions that link new words to words that students already know; and other active learning strategies distributed over time.”</li> </ul>		
<p>Slide 25</p>  <p>After introducing the word, what do we do next?</p> <p><b>Practice, Review, and Deep Processing:</b></p> <ul style="list-style-type: none"> <li>Sufficient practice to enable a student to know and use vocabulary without hesitation</li> <li>Practice distributed over time</li> <li>Cumulative experiences, with vocabulary integrated into more complex tasks</li> <li>Varied tasks so vocabulary use can be applied to multiple contexts</li> </ul> <p><small>From Oregon Department of Education, Module One: Academic Vocabulary (<a href="http://www.ode.state.or.us/wmi/teachlearn/commogore/session-4-academic-vocabulary-6-12-ela-content-area-teachers.ppt">http://www.ode.state.or.us/wmi/teachlearn/commogore/session-4-academic-vocabulary-6-12-ela-content-area-teachers.ppt</a>)</small></p>				Whole Group
Slide 26				Whole Group

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TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
from <i>Journey to the Center of the Earth</i> by Jules Verne				
Slide 27 from <i>The Discontented Pendulum</i> by J. Taylor				Whole Group
Slide 28  <b>6 Steps to Effective Vocabulary Instruction</b> Initial Understanding 1. Describe - The teacher provides a description, explanation, or example of the new term...not a dictionary or glossary definition. 2. Restate - The students write and restate in their own words the description, explanation, or example given in class. 3. Draw - Students create picture, symbol, or graphic representing the term. Creating Multiple Exposures 4. Activities - Students are engaged in activities that help them add to their knowledge of the terms. 5. Discuss - Students discuss the terms with one another and share what they are thinking about the term and what it means to them. 6. Games - Students are periodically involved in games that allow them to play with the vocabulary terms. <small>From Marzano and Pickering, <i>Building Academic Vocabulary Teacher's Manual</i>, 2005</small>				Whole Group
Slide 29  <b>Suggested follow-up activities</b> <ul style="list-style-type: none"><li>In grade level or subject area teams, analyze one or more core texts for Tier 2 and Tier 3 words. Plan instruction, review, and practice for Tier 2 words.</li><li>In teams, discuss opportunities for students to review and practice using new academic vocabulary across subject areas and/or grade levels.</li></ul> <small>29</small>		<b>Suggest</b> the activities listed as possible follow-ups to this session. <b>Invite</b> participants to fill out the Reflections page.		Whole Group
Slide 30		These questions are listed on a separate	• Questions on Handout	Whole Group



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 <p><b>Final Reflection/Summary</b></p> <ol style="list-style-type: none"> <li>1. What elements of your current practice are aligned well with the shift toward more emphasis on general academic vocabulary?</li> <li>2. What was your biggest "aha" related to vocabulary instruction as a result of this shift in emphasis on academic vocabulary?</li> <li>3. How could collaborative planning be helpful as you respond to this shift in vocabulary instruction?</li> <li>4. What actions do you plan to take to change your vocabulary instruction to meet the rigor of the CCSS?</li> </ol>		handout		