

As you come in, please take...



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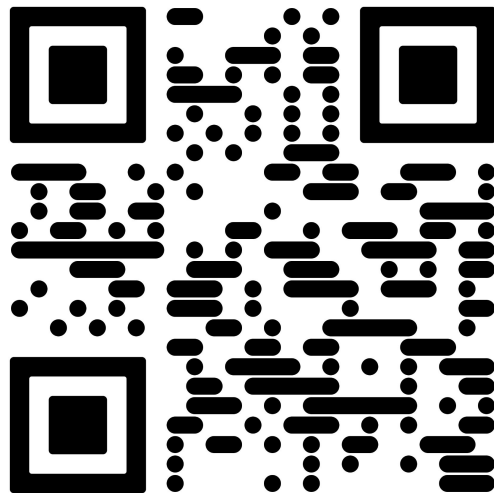


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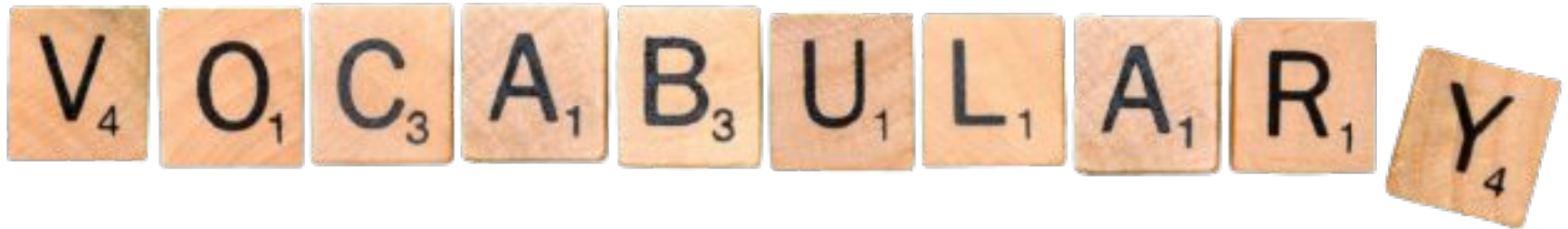


Name, Subject Area/Grade

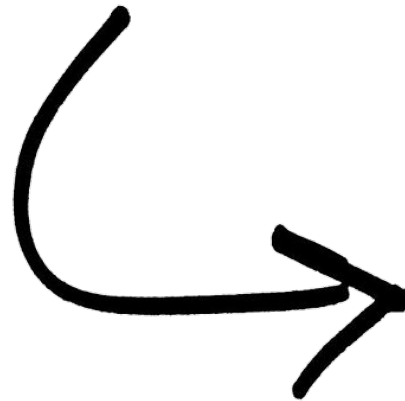
Scan me for slides



High Impact, High-Utility Academic Vocabulary



Collaborative Brainstorm



What are your experiences with vocabulary instruction?

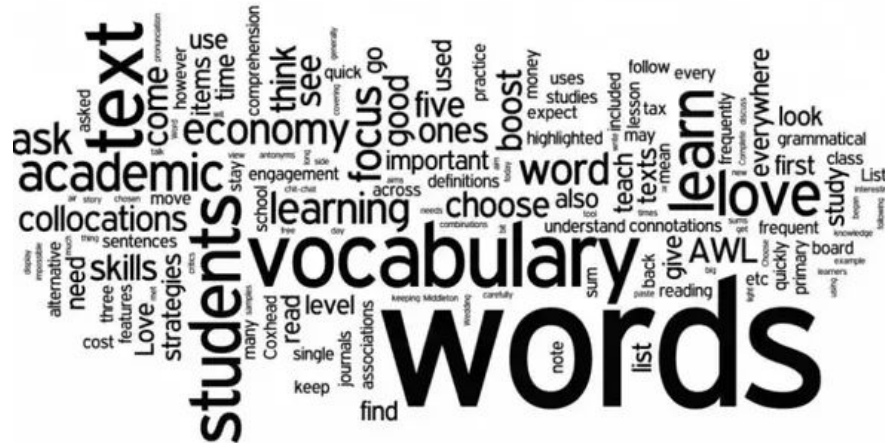
- Where does vocabulary instruction live in your curriculum now?
- What are some...
 - Successes
 - Challenges
 - Questions...you have about vocabulary instruction?
- Your understanding of “high utility academic vocabulary”
- Other thoughts & ideas

On your post-its, write down 5-7 vocabulary words pertinent
to your current or upcoming unit



The Research on Academic Vocabulary Instruction

A deeper look at the why & how of academic vocabulary instruction for all learners



The Research on Academic Vocabulary Instruction

Academic language and literacy have a reciprocal, intertwining relationship

- Listening
- Speaking
- Writing
- Reading

"Hug your children by surrounding them with love and language. Talk is the road that leads to reading and changes lives."

-Adria Klein, Responsive Literacy, 2018, p. 32

"The importance of speaking and listening cannot be emphasized enough. Talk is rehearsal for writing. It is also an outcome in its own right, allowing students to extend and develop their thinking skills. Talk to engage. Talk to extend understanding. Talk to express learning. Talk to evaluate learning."

-Biliteracy from the Start, Escamillia, p. 20

The Research on Academic Vocabulary Instruction

Vocabulary knowledge is...

A robust predictor of academic success

Positively correlated with reading success

A crucial component of writing quality

Not just for multilingual learners

The Research on Academic Vocabulary Instruction

Dr. Nonie Lesaux: Harvard Professor; work informed Next Generation ELA Standards: [Topic Briefs on the 4 Hallmarks of Advanced Literacy Instruction](#), including one on [Academic Vocabulary](#):

“the literacy strengths and needs of English Language Learners, Multilingual Learners, and their English-only peers are more similar than they are different. Learning academic English, oral and written, should be an instructional priority for all.”

"Vocabulary, language, and knowledge... go hand in hand—it: is through words and sentences that ideas take shape and knowledge is communicated."

The Research on Academic Vocabulary Instruction



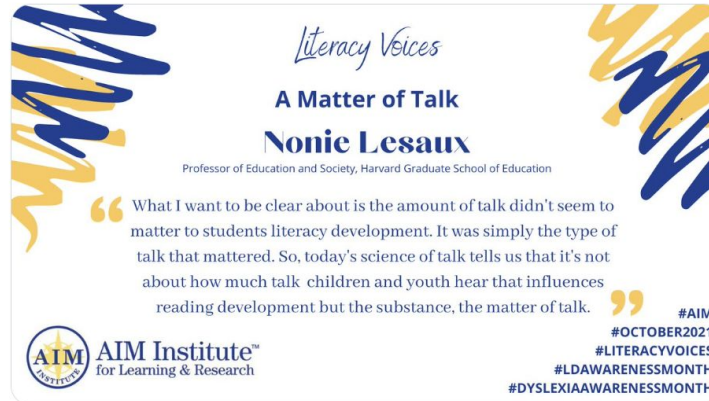
← Tweet



AIM Institute
@AIMtoLearn

...

This @hgse video by professor Nonie Lesaux is a good reminder the importance of Teacher Talk, the ways teachers can support and boost literacy and student growth when using complex vocabulary and detailed sentences. #LiteracyVoices #DyslexiaAwarenessMonth youtube.com/watch?v=yJCn3c...

A graphic with a white background and blue and yellow abstract brushstrokes on the sides. At the top, it says 'Literacy Voices' in a script font. Below that, 'A Matter of Talk' and 'Nonie Lesaux' are written in bold. Underneath, it identifies him as 'Professor of Education and Society, Harvard Graduate School of Education'. A quote is featured: 'What I want to be clear about is the amount of talk didn't seem to matter to students literacy development. It was simply the type of talk that mattered. So, today's science of talk tells us that it's not about how much talk children and youth hear that influences reading development but the substance, the matter of talk.' The AIM Institute logo is at the bottom left, and a list of hashtags is at the bottom right.


Literacy Voices

A Matter of Talk

Nonie Lesaux

Professor of Education and Society, Harvard Graduate School of Education

“What I want to be clear about is the amount of talk didn't seem to matter to students literacy development. It was simply the type of talk that mattered. So, today's science of talk tells us that it's not about how much talk children and youth hear that influences reading development but the substance, the matter of talk.”

 **AIM Institute™**
for Learning & Research

#AIM
#OCTOBER2021
#LITERACYVOICES
#LDAWARENESSMONTH
#DYSLEXIAAWARENESSMONTH

8:52 AM · Oct 22, 2021

2 Retweets 5 Likes



The Research on Academic Vocabulary Instruction

Dr. Kate Kinsella: San Francisco State University: Consultant and Author, working to improve outcomes for economically and linguistically diverse learners

“Since word knowledge is such a potent and undisputed predictor of academic achievement, educators ... cannot afford to leave vocabulary instruction to chance. Our scholars look to us to build their lexical foundations... With a [commitment] to teaching critical words and structure[s], English learners and their under-resourced classmates can make the linguistic strides that will help them defy the odds and actualize their greatest educational ambitions.”

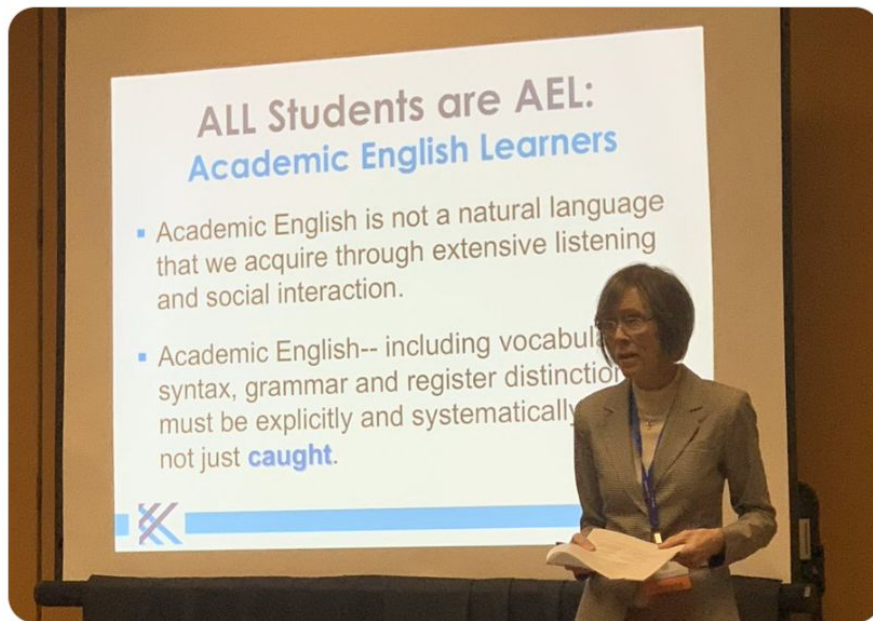
The Research on Academic Vocabulary Instruction



Dr. Harvey Oaxaca @harveyoaxaca · Feb 27, 2020

...

“All students are academic English learners” and academic English must be “taught not just caught”. Yes!! Learning from **Dr. Kate Kinsella** at [#NABE2020](#)!



3

52

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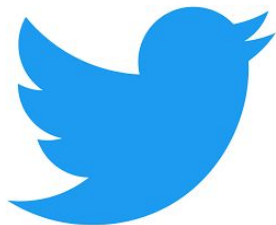


The Research on Academic Vocabulary Instruction

Dr. Isabel Beck, Dr. Margaret McKeown, and Dr. Linda Kucan: authors of *Bringing Words to Life* and professors at the University of Pittsburgh

"a large and rich vocabulary is not only the hallmark of an educated individual, but also facilitates one in becoming an educated person"

The Research on Academic Vocabulary Instruction



UGDSB CLS services @UGDSB_CLS · May 15, 2019

Educators interested in learning more about vocabulary building should read **Beck, McKeown & Kucan's Bringing Words to Life: Robust Vocabulary Instruction** #vocabulary #UGLiteracy #maymonth

Impact @ImpactWales · May 15, 2019

All learning is underpinned by good Literacy & good literacy is determined by the breadth & depth of your vocabulary. Look at strategies & tools to help

"There is something about words. In expert hands, manipulated deftly, they take you prisoner. And themselves around your limbs like spider silk, and when you are so enthralled you cannot move, they pierce your skin, enter your blood, numb your thoughts. Then they work their magic." — David Copperfield — Charles Dickens

The importance of Words
© Impact Wales

Ways to improve Vocabulary
[from Beck & McKeown, Kucan 2013]

1. Introduce new words using everyday language.
2. Provide several contexts in which the word can be used.
3. Get pupils to draw a picture of the word or answer a question about it.
4. Use repetition & retrieval practice, to consolidate understanding.

Use a Frayer Model Template

Definition	Example
Non example	Picture
New word	

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Vocabulary Improves Reading
Reading Improves Vocabulary

- * A good vocabulary is a strong indicator of success.
- * If pupils learn 2 new words a day → 750 new words a year
If pupils learn 8 new words a day → 3,000 new words a year.
- * The poorest readers have the weakest vocabulary.
- * Poor readers are exposed to challenging words less often.
- * Repetition improves vocabulary acquisition.

We provide bespoke school support informed by the most relevant, robust research. For more information about what we do go to www.impact.wales



The Research on Academic Vocabulary Instruction

NYS Culturally Responsive Framework: High Expectations and Rigorous Instruction

Zaretta Hammond: author, former teacher, and professional developer: work focuses on “Culturally Responsive Teaching and the Brain” and promoting authentic engagement and rigor among culturally and linguistically diverse students.

"Some attribute [low performance] to... different community values towards education. The reality is that [students] struggle not because of their race, language, or poverty. They struggle because we don't offer them sufficient opportunities in the classroom to develop cognitive skills and habits of mind that would prepare them to take on more advanced academic tasks."

The Research on Academic Vocabulary Instruction



Zaretta Hammond

@Ready4rigor

...

Vocabulary development (or what I call "word wealth") is essential for equity. Every classroom should have a robust word study program integrated into the teaching of content. How you ask? Check out the [@Larryferlazzo](#) piece in the New York Times. [nytimes.com/2017/11/29/lea](https://www.nytimes.com/2017/11/29/learning/learning-to-use-words-ferlazzo.html)

...

7:35 AM · Dec 3, 2017

204 Retweets **29** Quote Tweets **333** Likes



The Importance of Academic Vocabulary Development for ALL Students

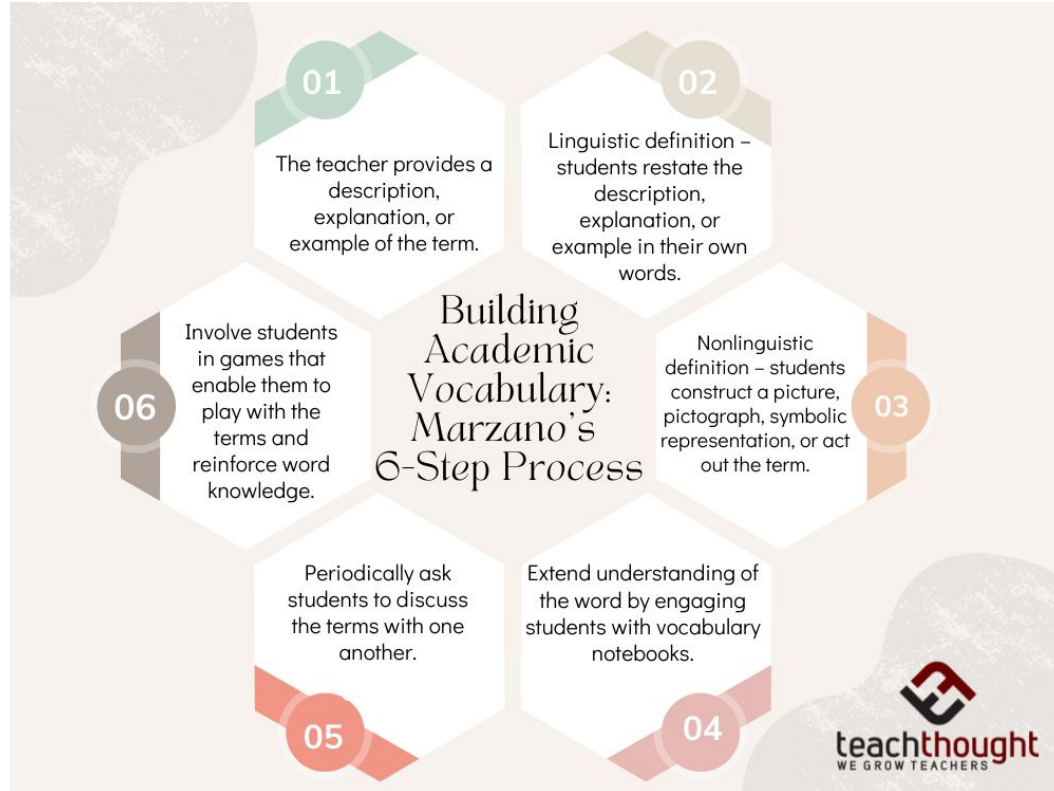
Being a part of a lexicon vs. being a part of a vernacular or a students' repertoire

Word awareness/familiarity & comprehension (receptive vocab) does not mean that the vocabulary is a part of the students expressive language

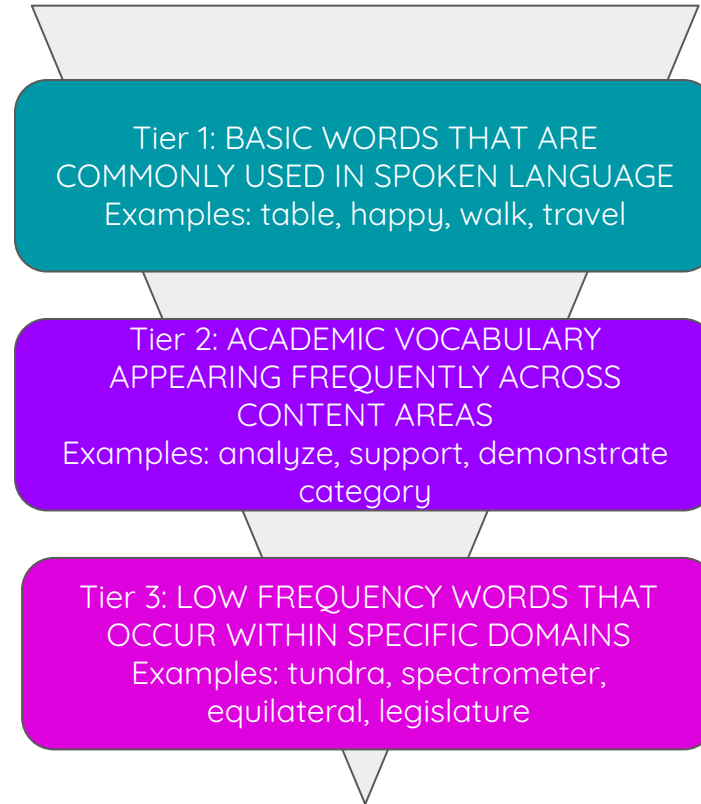
Words are multi-faceted and can be used in unexpected ways and contexts

The Research on Academic Vocabulary Instruction

Bob Marzano



Tiered Vocabulary



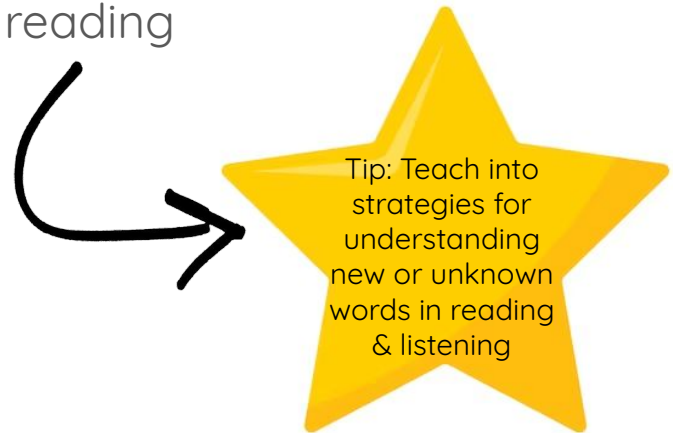
Vocabulary Instruction

Generally speaking time is spent primarily on tier 1 & 3 words

Tier 1: High frequency/sight words

Tier 3: content/context specific words that are generally unfamiliar to students, and the unfamiliar words that come up in reading

Example: Pilfer



Tiered Vocabulary

Tier 2: ACADEMIC VOCABULARY
APPEARING FREQUENTLY ACROSS
CONTENT AREAS

Examples: analyze, support, demonstrate
category

"Focus deeply on words that matter." (Lesaux)

Tier 2 words

- High impact, high utility: applicable across contexts
- Multi-faceted, multi-meaning words
- Words needed to discuss texts & academic content
- Words used in instruction

On your post-its, write down 5-7 vocabulary words pertinent
to your current or upcoming unit

compare

opinion

describe

recommend

reason

review

Sort your words into Tier 1, Tier 2, and Tier 3 Words

Tier 1

Tier 2

Tier 3

review

recommend

reason

opinion

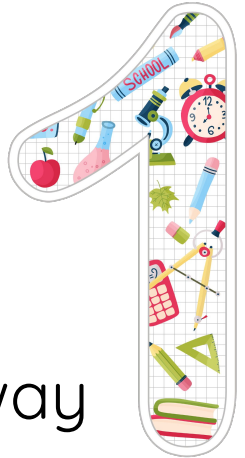
compare

Dr. Kate Kinsella



Choose a small set of high-utility academic vocabulary for the unit

Key Takeaway



Words must be deliberately chosen

Key Takeaway



Vocabulary instruction cannot be left to chance, cannot be chosen “willy nilly”, and instruction cannot be done “on the fly”

Key Takeaway



Words must be explicitly taught using
consistent instruction

Key Takeaway



Multiple exposures to the word:

Model the use of the word throughout the day, lesson, unit

Revisit past words/ensure that words come up repeatedly

Look at ways to tie tier 2 vocab to other content areas

Display words

Require students to use the word

Integrate the word into discussion/questioning, reading & writing

Develop ways to practice the word, such as with activities/
games

Consider ways to track and celebrate vocab use (tallies, etc.)

Key Takeaway



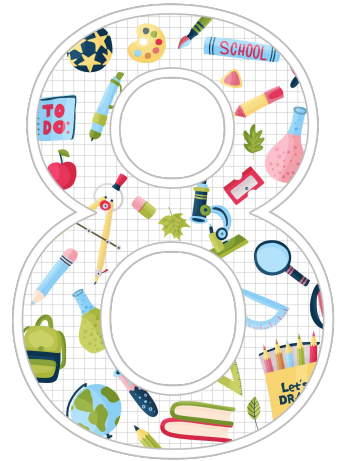
Students need immediate (and continuous)
opportunities to use the words in speaking and
in writing

Key Takeaway



“Collocations” or words generally used *with*
the vocabulary word (i.e. *face* challenges,
significant result)

Key Takeaway



“Teacher talk” is important; namely the quality and content of teacher talk. We are models for our students. If we want our students to speak like scholars, we need to speak to them like scholars

Key Takeaway



Instructional Method: [modeled after Academic Vocabulary Toolkit](#)

Result

Rate the word:



1: I've never heard this word before







2: I've heard the word but I'm not sure what it means







3: I've heard it, I know it, and I can tell you what it means

Instructional Method: modeled after Academic Vocabulary Toolkit

Improve

Word	Meaning	Examples	Images
Improve Verb Im • prove improve  _____  _____	Synonym: benefit better develop help Make or become better Antonym/negative: hurt lessen worsen	Her English <i>greatly</i> improved by practicing with friends. The community was improved by cleaning up the litter.	 

Result

Word	Meaning	Examples	Images
Result Noun Re • sult result  _____  _____	Synonym: effect conclusion outcome end Something caused by something else Antonym/negative: beginning start	As a result of studying for the test, the student scored a 100%. One significant result of cleaning up the litter was a prettier countryside.	 

Look at the pictures and excerpts from Rainbow Weaver:



As [Ixchel] gathered more bags, the path looked cleaner and the countryside prettier.



Ixchel cut each bag into long, thin strips. She tied the strips together. Sitting at her loom, Ixchel pushed the batten over and under, back and forth, weaving until she had used all the strips... The fabric looked like a beautiful rainbow, almost as pretty as the weavings of her mothers, grandmothers, and great-grandmothers before her... Then she handed the weaving to her mother and said "My first rainbow." "It's beautiful my love!" she said. "Thank you, Mama", Ixchel said. "But do you think it will sell?" "Let's take it to the market and see," said her mother.



Her weaving sold! And for a very good price. Ixchel beamed with happiness. Now she could help pay for her books and school. And like her mother, grandmothers, and great-grandmothers before her, Ixchel had woven a rainbow.




Question: In Rainbow Weaver, Ixchel's life and her community improved. What are two significant results of cleaning up the discarded bags and litter on Ixchel and on her community?




Answer: Two significant results of cleaning up the discarded bags are

Instructional Method Templates

Name: _____

Date: _____

Word	Meaning	Examples	Images
Word [Part of Speech]	Definition:		
	Synonym:		
 _____	Antonym:		
 _____			

Word	Meaning	Examples	Images
Word [Part of Speech]	Definition:		
	Synonym:		
 _____	Antonym:		
 _____			

Vocabulary Word # 1:

WORD

Rate the word:

 1: I've never heard this word before



2: I've heard the word but I'm not sure what it means



3: I've heard it, I know it, and I can tell you what it means

Slides (landscape)

Printable (portrait)

Vocabulary Development

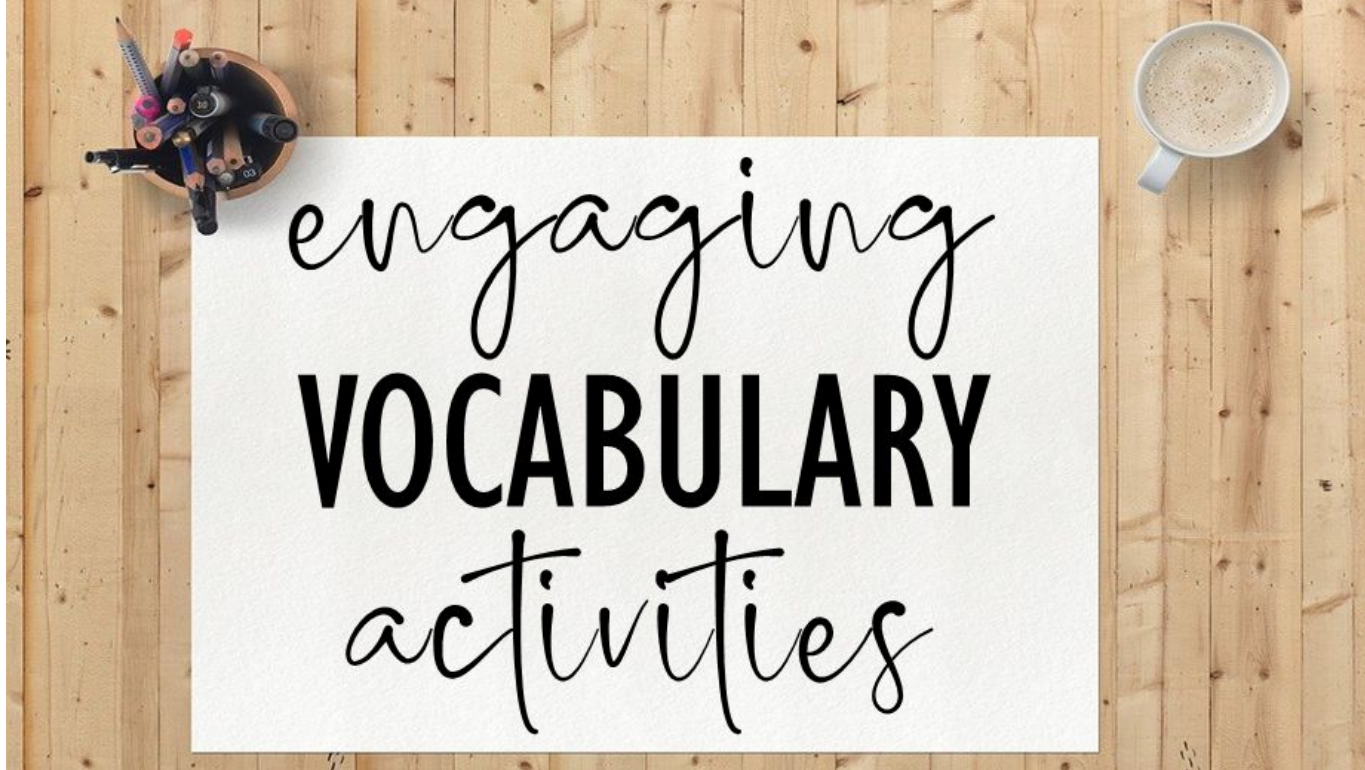
Teaching words necessary to UNDERSTAND the text

- Preview text
- Anticipate Confusion
- Identify words that are crucial/pivotal to the text
- Non-crucial words can be done “on the fly” (i.e. define “on the run”, answer questions for clarification)
- May be tier 3 words

Teaching words necessary to DISCUSS the text

- Oral language practices, class discussions, asking and answering questions about the text
- Vocabulary necessary to write about the text/response to literature/essay writing
- High Utility Academic Vocabulary
- Usually Tier 2 words

Additional encounters with the word



Vocabulary Instruction Choice Board

Professional Reading



Podcasts & Videos



Vocabulary Activities



Word Lists



Vocabulary Teaching Templates



[Printable](#)

[Slides](#)

Twitter Handles & Hashtags



Language Gems & The Word Collector



Reflection

How has your thinking about
vocabulary instruction changed?