**Explicit Vocabulary Instruction for ELA Common Core Standards**

Friday, March 14, 2014

Presented by Deborah Wright, Educator, Marquardt District 15

See link attached for a copy of her power point presentation.

* Must give explicit teaching of Tier 2 and Tier 3 academic vocabulary
* Many ELL students in her classroom each year
* Vocabulary instruction is essential. There is a high correlation between vocabulary knowledge and reading comprehension. Lack of academic vocabulary is an obstacle to academic success and teaching vocabulary can improve reading comprehension.
* To select vocabulary for each grade level, she used Marzano’s newest book, “Vocabulary for the Common Core”
* Uses the Frayer model as she feels it is the easiest way to introduce a new word.
* For Greek and Latin roots, she went on TPT and purchased Mr. G’s Word Cards and liked them because they have graphics on them. If you do not want to purchase them, when you create word cards, be sure to either have you or the students put graphics on them to give them something visual to connect with the word parts. This is especially important for ELL students and struggling readers.
* She also gives students word collector book marks (copy in the attachment mentioned above) to keep in the books they are reading. When they come across a word they don’t know or had to use context clues, morphology, or dictionary to get the meaning of it, she has them write it down on this. It helps the student keep track of new words they come across and learn as well as shows you which words they are learning or struggled with.
* **Vocabulary Binder –** she also has each student create a vocabulary binder at the beginning of the school year and they add to it all year so they have a collection of all their vocabulary work for the year. We loved this! It is also great for conferences and to use as a portfolio to show how their understanding of vocabulary improved over the course of the school year.

The **Vocabulary Binder** is divided and tabbed into these sections: (all hand outs are in the pdf attachment with this session on our website).

* Academic Vocabulary – Use this form to introduce each new Tier 2 words. Guide students through the form as you teach the word. (It is the hand out that has Level of Understanding in upper right hand corner. It then has a list of items down the left hand side beginning with Part of Speech in which the student circles it.) For Tier 3 Words, use the Frayer model (hand out with the boxes that say: description, facts/characteristics, examples, non-examples. This hand out works better for Tier 3 words because these words are low frequency word and tend to have one meaning limited to a specific subject area.
* Greek and Latin Roots (use Vocabulary Tree hand out)
* English Morphology Glossary (use handout that says Word 1: and Morphology)
* Word Analysis (hand out that has picture of kid holding a magnifying glass) ALSO… (only have students reading at 4th grade level or higher do this sheet/activity as they need to be able to infer the meaning from the context). Students **select one** **word and only do this sheet once a week** based on the word they select for their word work. Students can use [www.kidswordsmyth.net](http://www.kidswordsmyth.net) to help them complete activity sheet.They have to turn this in. She counts spelling on this one, ½ point off for each misspelled word based off of a 5 point total for this activity. This is the only activity in the binder in which she does this because she says much of this activity is copying from different sources so students have the correct spelling in front of them and it helps the students to control their spelling in their writing. She does allow students to correct it and turn it back in for a better grade. They put it in their vocabulary binders when they get it back graded. The goal with this activity is to get kids to begin to do this automatically when they read over time.
* Figurative Language – did not include activity sheet (called Creating Metaphors form) for this nor discuss. May email her to find out what she did for this and where to find form possibly on line.
* Grammar – for grammar, give students a short passage from a book or some other text. Focus on one part (punctuation, nouns, verbs, prepositions, articles, etc… and have students do a close read and highlight that specific thing they are looking for like all the punctuation, or highlight all the nouns in the passage or pronouns, etc…) have them label at the top of the passage what they are focusing on. She uses the Montessori grammar symbols found at <http://montesorriforeveryone.com/grammar-charts-symbols-_p_108.html> for students to use do this work.

Other activities she included:

CODE activity sheet (see attachment for this handout) This is kind of like TIC TAC TOE sheet but is better as it has lots of thinking activities base on Bloom’s taxonomy to do with the vocabulary words.