Supplemental Guide

How to Use the Vocabulary Shift Kit

Illinois State Board of Education

2013

Supplementary Notes for How to Use the Illinois State Board of Education Vocabulary Shift Kit

This supplementary guide is to be utilized in conjunction with the Vocabulary Shift Kit designed by ISBE. The PowerPoint presentation was created to facilitate the process of explaining the components and uses of the kit.

As the shift kit is opened, the sections include: **Critical Direction, PowerPoints**, **Research Articles,** and **Handouts**. Although it is encouraged to go through every item with a staff or individuals, the kits are designed for users to select sections that will best suit the needs of a school or district. This allows a professional developer, administrator, teacher leader, or teacher to differentiate their learning.

The **Vocabulary Shift Kit** is designed for each resource section to stand alone. However, using all the items from the resource sections provides a richer and deeper comprehension. Repetition of some ideas may appear.

A suggested starting point for all learners is to read the **Critical Direction** section which includes definitions and guidance from the International Reading Association.

Realizing Illinois

Supplemental Guide on How to Use
The Vocabulary Shift Kit
Table of Contents

This guide serves as a supplement that could assist a presenter or leader as they are sharing items and resources from the Vocabulary Shift Kit provided by the Illinois State Board of Education. All notes and questions contained in this guide are also listed on the How to Use the Vocabulary Shift Kit PowerPoint.

1. Bintz, William. (2011). Teaching vocabulary across the curriculum. *Middle School Journal, 42*(4), 44-53.

2. Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent & Adult Literacy, 50*(7), 528-537.

3. Feezell, G. (2012). Robust vocabulary instruction in a readers' workshop. *The Reading Teacher, 66*(3), 233–237.

4. Fisher, D., & Frey, N. (2011). Academic language in the secondary classroom. *Principal Leadership, 11*(6), 64-66.

5. Wasik, B.A. & Iannone-Campbell, C. (2012/2013). Developing vocabulary through purposeful, strategic conversations. *The Reading Teacher, 66*(4), 321–332.

Handouts, pg. 13

- Arechiga, D. (2012). Four key ways to help English language learners improve their academic vocabulary. Larchmont, NY: *Eye On Education*.

- Blachowicz, C., Fisher, P. & Watts-Taffe, S. (2005). Integrated vocabulary instruction: Meeting the needs of diverse learners in grade K-5. Naperville, IL: *Learning Point Associate*s.

- Stone, B., & Urquhart, V. (2008). Remove limits to learning with systematic vocabulary instruction. Denver, CO: *Mid-continent Research for Education and Learning*.

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Where to Begin

The range of familiarity and depth of understanding of each shift varies among educators.   The kits have been designed to provide a facilitator leading individual teachers or an entire staff through the concepts of the actual shift in instructional practice. The content of the kit is not designed to give a list of strategies to employ or a checklist of practices that state what has been taught. Rather, it is the goal of the kit to define the shift in thinking and practice so that the true spirit and intentions of the CCSS and the College and Career Readiness Standards are reflected in classroom instruction.

The facilitator might begin by answering the following questions:

1. Are you responsible for facilitating a small grade level team or a large group?

2. What is the group's level of understanding or familiarity with Common Core State Standards?

3. Will you focus on one particular shift or discussion point within a shift and how will you determine what the critical information is to highlight?

4. What will be your approach to addressing or working through all the shifts?

5. How will you measure the understanding of participants' growth in knowledge?

The kits are designed for informational purposes only and not as an evaluation tool.

Suggested Outcomes for Classroom Teachers and Goals for Facilitators

Below are some key statements that participants should have as measured goals after working with a facilitator and the Vocabulary Kit. Participants should have the following critical understandings of the kit defined and clearly outlined for a strong knowledge base of vocabulary development. It will be up to the facilitator to decide which portion of the kit will best express these for their particular group.

These outcomes for teachers are placed here to help guide the facilitator's use of the shift kit and understanding of the key ideas that need to be translated to participants.

The goal for the facilitator is to have all participants agree with the following:

1. I have increased my knowledge of how the ELA CCSS addresses vocabulary as a result of the vocabulary shift kit.

2. My knowledge and understanding of how to deliver context clues instruction has expanded as a result of the vocabulary shift kit.

3. I have become more familiar with the concept of academic vocabulary (Tier 2 words) and why they are important.

4. I have been able to explore strategies and resources for teaching vocabulary.

5. I feel comfortable implementing the knowledge gained from the vocabulary shift kit into my everyday planning.

Critical Direction

The International Reading Association provided documentation to address specific literacy issues related to the implementation of the Common Core State Standards. This document entitled "Literacy Implementation Guidance for English Language Arts" focuses on issues that have proven to be especially confusing or challenging to implement. These guidance statements represent a consensus of experts in the literacy field.

The intent is to support leaders and teachers as they implement the English Language Arts College and Career State Standards. The summary of recommendations from the article for each area is as follows:

Challenging Texts:
- Do not increase levels of texts used in reading lessons in K and 1st grade.
- Instruction across the school year needs to involve students in the reading of text written at a variety of levels.
- Teachers need professional learning opportunities to be able to provide adequate scaffolding and support for student reading of complex texts in grades 2-12 and listening to complex texts in Kindergarten and 1st grade.

Foundational Skills:
- Early systematic and explicit teaching of the foundations reading skills is required.
- During the K-2 years, teaching of all aspects of English Language Arts should take place simultaneously and be coordinated.

Comprehension:
- Engage students in reading high quality texts closely and critically.
- Teach research proven reading comprehension strategies using gradual release of responsibility approaches.
- Guide students to apply strategies when reading particularly challenging texts.

Vocabulary:
- Study all strands of the standards for references to vocabulary development.
- Plan for vocabulary development across the school day in all subjects.
- Provide instruction in word solving strategies as well as teaching individual words.

Writing:
- Provide opportunities for students to write in response to reading across the curriculum.
- Provide research opportunities that involve reading both print and digital texts, and that require writing in response to reading.
- Teachers will need professional development in teaching students how to write the types of texts required in the CCSS. This professional development should include teachers doing their own writing, as well as analyzing annotated student writing.

Disciplinary Literacy:
- Involve content area teachers in teaching the disciplinary literacy standards.
- Teach students the literacy strategies that are pertinent to each discipline.
- Provide appropriate professional learning opportunities for teachers in the literacy practices appropriate for their disciplines.

Diverse Learners:
- The CCSS require equal outcome for all students, but they do not require equal inputs. Vary the amounts and types of instruction provided to students to ensure high rates of success.
- Monitor student learning and provide adjustments and supplements based on that information.

Critical Direction (cont.)

Next in the Critical Direction tab is Appendix A of the Common Core State Standards pgs. 32-35.

The following are excerpts directly taken from the Core Standards that identify the key ideas about vocabulary acquisition.

Acquiring Vocabulary
" 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. 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" (Landauer & Dumais, 1997; Landauer, McNamara, Dennis, & Kintsch, 2007; Nagy, Herman, & Anderson, 1985).

"Key to students' vocabulary development is building rich and flexible word knowledge. Students need plentiful opportunities to use and respond to the words they learn through playful informal talk, discussion, reading or being read to, and responding to what is read. Students benefit from instruction about the connections and patterns in language.

Developing in students an analytical attitude toward the logic and sentence structure of their texts, alongside an awareness of word parts, word origins, and word relationships, provides students with a sense of how language works such that syntax, morphology, and etymology can become useful cues in building meaning as students encounter new words and concepts" (Beck, McKeown, & Kucan, 2008).

Three Tiers of Words
"Isabel L. Beck, Margaret G. McKeown, and Linda Kucan (2002, 2008) have outlined a useful model for conceptualizing categories of words readers encounter in texts and for understanding the instructional and learning challenges those words in each category present. They describe three levels, or tiers, of words in terms of the words' commonality (more to less frequently occurring) and applicability (broader to narrower)."

> Tier One words are the words of everyday speech usually learned in the early grades
>
> Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.
>
> Tier Three words (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text."

Tier 2 Words And Access to Complex Texts
"Because Tier Three 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 Three words prior to students encountering them in a text and then reinforce their acquisition throughout a lesson. Unfortunately, this is not typically the case

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with Tier Two 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 Two 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 Three 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.

Teachers thus need to be alert to the presence of Tier Two words and determine which ones need careful attention."

Tier 3 Words and Content Learning
"This normal process of word acquisition occurs up to four times faster for Tier Three words when students have become familiar with the domain of the discourse and encounter the word in different contexts (Landauer & Dumais, 1997). Hence, vocabulary development for these words occurs most effectively through a coherent course of study in which subject matters are integrated and coordinated across the curriculum and domains become familiar to the student over several days or weeks."

Examples of Tier 2 and Tier 3 words in Context
See the www.corestandards.org website for examples. They begin at the bottom of page 33 of Appendix A of the Common Core State Standards.

PowerPoints

We next arrive at the PowerPoint section of the kit.

First listed in the shift kit is the Illinois State Board of Education PowerPoint.

The Illinois State Board of Education has developed a web page called the Professional Learning Series that houses several tools designed to assist with supporting professional development for the CCSS. Some of the presentations used in the shift kits are housed at the www.isbe.net website and are listed in the kit's table of contents. Included on the web page are facilitator guides and other supporting materials to accompany the PowerPoint presentations. To access these materials, click on the following link: http://www.isbe.net/common_core/pls/default.htm

Next listed is the Oregon Department of Education PowerPoint: K-5.

The Oregon PowerPoint can be accessed at http://www.ode.state.or.us/search/page/?id=3454 by scrolling to Academic Vocabulary, K-5 Academic Vocabulary Presentation. It consists of the Common Core Instruction for Academic Vocabulary and is accompanied by a facilitator's guide. The facilitator's guide has suggested handouts which may be printed prior to sharing the PowerPoint with participants.

After viewing the Oregon Department of Education PowerPoint, there are suggested activities and reflection handouts that participants are encouraged to participate in.

Next listed is the Oregon Department of Education PowerPoint: 6-12.

The Oregon PowerPoint can be accessed at http://www.ode.state.or.us/search/page/?id=3454 by scrolling to Academic Vocabulary, 6-12 Academic Vocabulary Presentation. It consists of the Common Core Instruction for Academic Vocabulary and is accompanied by a facilitator's guide. The facilitator's guide has suggested handouts which may be printed prior to sharing the PowerPoint with participants.

After viewing the Oregon Department of Education PowerPoint, there are suggested activities and reflection handouts that participants are encouraged to participate in.

Research

Articles contained in this section are available for download or for purchase by contacting the journal cited and following copyright protocol set forth by the journal publication. In the case that a link is provided, a onetime personal educational use copy may be made as long as the use aligns with the journal publication's copyright laws or the creator's copyright requests. In no way are any of the articles listed here to be used for profit, sold, or copied in quantities.

Listed next are the titles of articles in the Research section of the kit. The articles are listed with a culminating question underneath. This question should be answered at length after reading each article. What follows are other questions that might be utilized in small group discussions or as reflective independent study questions.

1st Article: Bintz, W. (2011). Teaching vocabulary across the Curriculum. *Middle School Journal, 42*(4), 44-53.

http://littoolkit.pbworks.com/f/Middle%2520School%2520Vocabulary%2520Strategies.pdf

Key Question: How can you improve vocabulary learning across the curriculum in your school?

The key question is listed above however; other questions that might be considered for a more complete discussion are as follows:

1. Are you already using some of the strategies described in this article?
2. Which strategies could be implemented in your current setting?

2nd Article: Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent & Adult Literacy, 50*(7), 528-537.

Key Question: How can teachers instruct vocabulary so that students are engaged and successful readers?

Although there are nine key thoughts about the article and a guiding question, below are some other questions that may be further discussed with a small or large group who have read the article.

1. What are your current vocabulary practices? Do they align with suggested research methods?
2. How could a school wide approach to vocabulary coupled with some of the strategies listed in the article better serve students? Does your school utilize this approach and if not, how could a school wide approach be set up?
3. CCSS suggests increasing nonfiction in the classroom. How will this affect vocabulary instruction?

Research (cont.)

3ʳᵈ Article: Feezell, G. (2012). Robust vocabulary instruction in a readers' workshop. *The Reading Teacher, 66*(3), 233–237.
Key Question: How could you improve your current vocabulary instructional practices to align with CCSS?

After reading the article, have a discussion with a group about the key question and to have a deeper comprehension of the article, consider the following questions:

1. How do you teach vocabulary in your classroom?
2. Do you believe that vocabulary should be explicitly taught or acquired incidentally through extensive reading?
3. How do you provide opportunities for student choice in your classroom?
4. Have you learned a second language? How did you learn new vocabulary? Do your experiences hold any lessons that can be applied in your classroom?

4ᵗʰ Article: Fisher, D., & Frey, N. (2011). Academic language in the secondary classroom. *Principal Leadership, 11*(6), 64-66.
http://www.fisherandfrey.com/wp-content/uploads/2011/05/frey-academic-english-ell-handout-2.pdf
Key Question: How can practice with vocabulary build fluency in academic language?

Some other thoughtful questions that may be considered to discuss with participants in a small or whole group setting would be the following:

1. What are the demands of Academic Language?
2. What are the structures for vocabulary and language?
3. What are language frames and how can I use them in my classroom?

5ᵗʰ Article: Wasik, B.A. & Iannone-Campbell, C. (2012/2013). Developing vocabulary through purposeful, strategic conversations. *The Reading Teacher, 66*(4), 321–332.
Key Question: How can read alouds generate strategic purposeful conversations in your classroom?

Other questions that can be answered with participants in a small or whole group setting after reading the article are as follows:

1. How important is vocabulary development in young children?
2. What does research tell us about developing vocabulary?
3. How can we develop and integrate purposeful strategic conversations in the classroom?
4. How can we create an environment where purposeful strategic conversations can take place?
5. Be sure to discuss the outlined steps for creating a purposeful conversation in the classroom. Identify each step and discuss which steps may be missed most often and what might keep a teacher from practicing all the steps with fidelity.

Handouts

The next section is Handouts.

Handout #1: Arechiga, D. (2012). Four key ways to help English language learners improve their academic vocabulary. Larchmont, NY: *Eye On Education.* http://media.routledgeweb.com/eoe/whitepapers/arechiga_final.pdf

Key Question: What are the four big ideas that will enrich verbal environment, stimulate vocabulary instruction, and expand ELLs' vocabularies in productive ways?

Other questions that can be answered after reading the handout:
1. How can teachers be deliberate with my own vocabulary?
2. How can read alouds expand and enrich vocabulary?
3. What methods can be employed that promote word learning as a multifaceted process?
4. How can teachers provide explicit instruction with academic vocabulary?

Handout #2: Blachowicz, C., Fisher, P. & Watts-Taffe, S. (2005). Integrated vocabulary instruction: Meeting the needs of diverse learners in grade k-5. Naperville, IL: *Learning Point Associates.* http://www.learningpt.org/pdfs/literacy/vocabulary.pdf   (This handout is a 28 page document).

Key Question: How can teachers infuse vocabulary instruction into literacy (reading, writing, speaking and listening) and every content domain?

Other questions that can be utilized in a small or large group discussion:

1. What are some ways to explicitly teach specific vocabulary?
2. How can I differentiate vocabulary instruction?
3. How can I develop word awareness and ownership of vocabulary in the classroom?

Handout #3: Stone, B., & Urquhart, V. (2008). Remove limits to learning with systematic vocabulary instruction. Denver: Mid-continent Research for Education and Learning. http://www.mcrel.org/~/media/Files/McREL/Homepage/Products/01_99/prod10_VocabReading.ashx

Key Question: What are the possible positive outcomes of a systematic school wide vocabulary plan?

This handout may provide discussion points for teachers as they answer these questions as well:
1. Why focus on systematic vocabulary instruction?
2. What do we know from research about vocabulary instruction?
3. What are four research based principles to guide effective vocabulary instruction?
4. What strategies can I use for translating research on vocabulary instruction into classroom practice?

Book Titles

Recommended readings to support this shift kit are the following:

- Beck, I., McKeown, M., and Kucan, L. (2013). *Bringing words to life, 2nd edition*. New York, NY: Guilford Press.**
- Blachowicz, C., Fisher, P., Ogle, D. and Watts-Taffe, S. (2013). *Teaching academic vocabulary K-8: Effective practices across the curriculum.* New York, NY: Guilford Press.
- Marzano, R., and Pickering, D. (2005) *Building academic vocabulary.* Alexandria, VA: ASCD.

**Three books are recommended readings to support the Academic Vocabulary Kit. Although the kit holds the first edition of Bringing Words to Life, Beck, McKeown, and Kucan have released a 2nd edition. The following advertised differences are noted in the 2nd edition:

> *-Reflects over a decade of advances in research-based vocabulary instruction.*
> *-Chapters on vocabulary and writing; assessment; and differentiating instruction for struggling readers and English language learners, including coverage of response to intervention (RTI).*
> *-Expanded discussions of content-area vocabulary and multiple-meaning words.*
> *-Many additional examples showing what robust instruction looks like in action.*
> *-Appendix with a useful menu of instructional activities.*

Suggested uses for the selected books are:

- Begin a book study with a group.

- Start an independent study and become a teacher leader on a topic.

- Some books have study guides or podcasts from the authors available from the publishers—check out their websites!

- Share your knowledge—start a wiki, a newsletter or blog in your district.

Next Steps

Classroom Teacher Next Steps:

How will an educator know they are effectively implementing the shift of academic vocabulary instruction to ensure teaching is reflective of the CCSS? What are some ideas that would assist an educator with the strategies presented in academic vocabulary?

As teachers begin to transition the practices of academic vocabulary instruction into the classroom, resources, collaborative conversations and unit planning will naturally evolve. Some of the statements below will help guide classroom practitioner's thinking for the beginning stages of academic vocabulary instruction implementation.

The statements may also serve as a guide for administrators to assist teachers with implementation or with further professional development.

- As a district/school/grade level we have evaluated our current curriculum and are in the process of aligning the instructional resources to the ELA CCSS with respect to academic vocabulary instruction.

- I/We as a grade level team are consistently setting time aside to have collaborative discussions regarding ELA CCSS implementation of academic vocabulary instruction.

- I/We as a grade level team have determined the academic vocabulary necessary for students to learn per CCSS guidelines.

- I/We as a grade level team have begun collecting a toolbox of resources of instructional strategies to assist students with academic vocabulary.

- I/We as a grade level team have begun collecting a toolbox of formative assessments to monitor student understanding and growth of academic vocabulary.

- I understand academic vocabulary and can write engaging lessons building on students' level of readiness.

- Students understand what academic vocabulary is and the importance of learning the different levels.

Administrator Next Steps:

At the beginning stages of implementation, it is highly recommended to provide ample professional development opportunities for teachers to become effectively trained and knowledgeable in the use of each of the shifts prior to evaluating their skill level.

Although the kits are for informational purpose only, the actual instructional shifts and teaching strategies learned will affect the practices seen on a day to day basis in the classroom for many practitioners. Logically, evaluation tools can begin to align with the practices and strategies as well. Since Illinois has adopted the Danielson Framework for Teaching Evaluation Instrument by Charlotte Danielson, certain framework statements *begin* to make connections to some of the shifts in practice.

When working with the beginning implementation stages of academic vocabulary instruction, the statements above can be connected with some of the Danielson Framework statements. These are only given as suggested connections to the shift itself and not as guidelines for evaluative statements for teachers.

As administrators and teachers continue with the implementation of the Common Core State Standards, the Illinois State Board of Education is committed to continue supporting efforts through professional development tools and resources that can be found on the Professional Learning Series located at www.isbe.net. For comments or questions, please contact plscomments@gmail.com.

Danielson Connection to this Shift Kit

Targeted Domain →

Domain 1: Planning and Preparation	**Domain 2: Classroom Environment**
1a Demonstrating Knowledge of Content and Pedagogy	2a Creating an Environment of Respect and Rapport
1b Demonstrating Knowledge of Students	2b Establishing a Culture for Learning
1c Setting Instructional Outcomes	2c Managing Classroom Procedures
1d Demonstrating Knowledge of Resources	2d Managing Student Behavior
1e Designing Coherent Instruction	2e Organizing Physical Space
1f Designing Student Assessments	
Domain 4: Professional Responsibilities	**Domain 3: Instruction**
4a Reflecting on Teaching	3a Communicating with Students
4b Maintaining Accurate Records	3b Using Questioning and Discussion Techniques
4c Communicating with Families	3c Engaging Students in Learning
4d Participating in a Professional Community	3d Using Assessment in Instruction
4e Growing and Developing Professionally	3e Demonstrating Flexibility and Responsiveness
4f Showing Professionalism	

Source: The Danielson Group at www.danielsongroup.org