

What's the word? Using explicit vocabulary instruction to support all learners

Redbird Educators webinar series (Illinois State University)

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I. Cognitive Load Theory – additional resources

- a) [What Is the Cognitive Load Theory? A Definition for Teachers \(link\)](#) – from TeachThought
- b) [Lesson Planning for Online Instruction \(link to video\)](#) – presentation by Dr. Michael Kennedy, University of Virginia

II. Explicit instruction – additional resources

- a) General info about explicit instruction:
 - i) [High Leverage Practices for Special Education: Use Explicit Instruction \(link to video\)](#)
 - ii) *Explicit instruction: Effective and efficient teaching* – book by Anita Archer & Charles Hughes
- b) Explicit vocabulary instruction examples & models:
 - (1) [“Teaching With Mathematical Language” \(link to video\)](#) – presentation by Dr. Sarah Powell, UT-Austin & Project STAIR
 - (2) [Ready-made science vocab slides for middle school \(link\)](#) – Developed by Dr. Kennedy's research team at University of Virginia

III. Evidence-based practices for explicit vocabulary instruction

- a) **Provide** student-friendly definitions
- b) **Clarify** with examples & non-examples (before asking students to generate their own)
- c) **Teach** morphological parts (when useful)
- d) **Use** the vocabulary you want students to know and use

IV. Additional suggested resources

- a) *The reading mind: A cognitive approach to understanding how the mind reads* – book by Dan Willingham
- b) *Why don't students like school?* (new 2nd edition just out) – book by Dan Willingham
- c) [Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook \(link\)](#) – free e-book, PDF format (Note: This is an older text with no 2nd edition, but still a good reference!)
- d) [“What the Words Say” \(link\)](#) – podcast & investigative essay by Emily Hanford (there are 2 others in the series; this is most recent)
- e) [National Center on Improving Literacy \(link\)](#)
- f) [The Reading League \(link\)](#) - materials, PD, and [podcast](#)
- g) [The Science of Reading: The Podcast \(link\)](#)

Research references from presentation

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- VanUitert, V. J., Kennedy, M. J., Romig, J. E., & Carlisle, L. M. (2020). Enhancing science vocabulary knowledge of students with learning disabilities using explicit instruction and multimedia. *Learning Disabilities: A Contemporary Journal*, 18(1), 3-25.