



ELLs and Explicit Vocabulary Instruction

PD Spring 2018



Welcome!

Please sit at the table assigned to you with your teaching team. Specialists will be split amongst you as well.

Kindergarten & Phy Ed

1st Grade & Music

2nd Grade & Art

3rd Grade & Computer/social sciences

Goals

By the end of this PD, you will be able to:

- ❖ Define explicit vocabulary instruction
- ❖ Understand why it is beneficial for ELLs to have explicit vocabulary instruction
- ❖ Effectively incorporate explicit vocabulary instruction throughout your day
- ❖ Identify Tier II words from various lesson plans

English Language Learners (ELLs)

Please take 5 minutes to read the handout, “Who are ELLs” and follow the square protocol (things that square with your beliefs).

Now discuss your highlights with your table.



5:00

ELLs (continued)

- ❖ Our overall goal is to have ELLs reach their grade level reading proficiency.

“Students learning to read in their first language grasp 5,000-7,000 words before formal reading in school begins, while ELLs don’t come close to their peers”

(Wallace, 2007, p. 37)

Proficient Readers

What is a proficient reader? Take a minute to create your own definition.

Discuss at your table. Once everyone has shared, collectively put together a table definition and be ready to share out to the whole group.

Vocabulary instruction

Vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read. These core components include phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension (National Reading Panel, 2000).

Vocabulary Instruction

- ❖ Vocabulary knowledge is a crucial component for improving English reading comprehension outcomes for ELLs.
- ❖ Vocabulary instruction is imperative for all students, and can be taught throughout all content areas
- ❖ All students need to have their word meanings clear and in student friendly language, and this is especially important for ELLs.

Vocabulary Instruction



Retrieved from https://www.youtube.com/watch?v=q-K9dSH_jhQ

Tiers of Vocabulary

- ❖ Tier 1 - everyday words/discussion
 - Most students are aware of these words and their meaning
 - Example: open, see, give, walk, help, play
- ❖ Tier 2 - academic language/written language
 - Continuously seen in text
 - Important for comprehension
 - Example: analyze, compare, emphasize, ridiculous
- ❖ Tier 3- content specific
 - In specific text, not seen often elsewhere
 - Example: hibernation, nocturnal, photosynthesis, senate

Vocabulary Instruction



Retrieved from <https://www.youtube.com/watch?v=ltSJtcoOLf0&t=1s>

Vocabulary Instruction

After watching the video, what insights and takeaways did you have?

- ❖ Discuss at your table .

There are two types of vocabulary instruction:

- ❖ **Explicit Vocabulary Instruction**
 - 4-5 tier II words explained/taught to understand what they are learning/reading.
 - Academic vocabulary
- ❖ **Implicit Vocabulary Instruction**
 - Taught in the moment - not in separation from instruction.
 - Quick description

Vocabulary Instruction

- ❖ Example of explicit vocabulary instruction:

STAR Method

- S - Select
 - Tier 2 words, necessary for instruction and will be seen again in story/discussion
- T - Teach
 - Teaching word(s) before, during and after.
- A - Activate/Analyze/Apply
 - Responsibility on students to find words, analyze meaning, apply in example/question prompts
- R- Revisit
 - Words should be revisited - in story, questions, graphic organizers

Turn and Talk

Discuss the following questions at your tables. Be ready for one person to share out.

- ❖ How would integration of explicit vocabulary instruction benefit ELL learners?
- ❖ How would this benefit all learners in your classroom?

Now your turn:

How can you purposefully integrate explicit vocabulary instruction throughout your day?

- ❖ You will be given 30 minutes with your your table to review 2 lesson plans and pull out 4-5 tier II words you can plan to explicitly teach.
- ❖ Discuss possible strategies and methods you can use to instruct throughout multiple opportunities.

Think-Pair-Share

Find someone who is not at your table to pair up with.

Discuss with each other the following goals this presentation had:

- ❖ How do you define explicit vocabulary instruction?
- ❖ What are 2 benefits for ELLs to have explicit vocabulary instruction throughout your day?
- ❖ How can you effectively incorporate explicit vocabulary instruction throughout your day?
- ❖ Were you able to identify Tier II words from the various lesson plans?

Commitments

Please take an index card and write your name and grade on top.

- ❖ Write down 1-2 commitments you will implement within the next two weeks.
- ❖ Add any questions still remaining you may have.

Follow up

Throughout the next two weeks, instructional coaches and myself will be conducting informal walkthroughs and discussions about explicit vocabulary instruction in your classroom. We will be looking for:

- ❖ What you wrote down on your commitment card
- ❖ Explicit instruction of tier II words

We will also be scheduling 10-15 minute meetings to provide feedback post walkthrough.

References

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