

KCCRS Meets Explicit Instruction

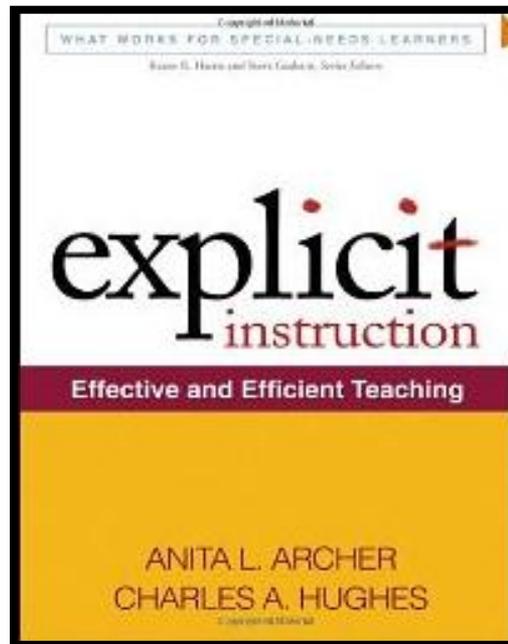
USD 259

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Welcome!

- A PreK-12 Vocabulary Routine



www.explicitinstruction.org



Who is responsible?

“Think of literacy as the spine; it holds everything together. The branches of learning connect to it, meaning that all core content teachers have a responsibility to teach literacy.”

Vicki Phillips and Carina Wong,
The Bill and Melinda Gates Foundation



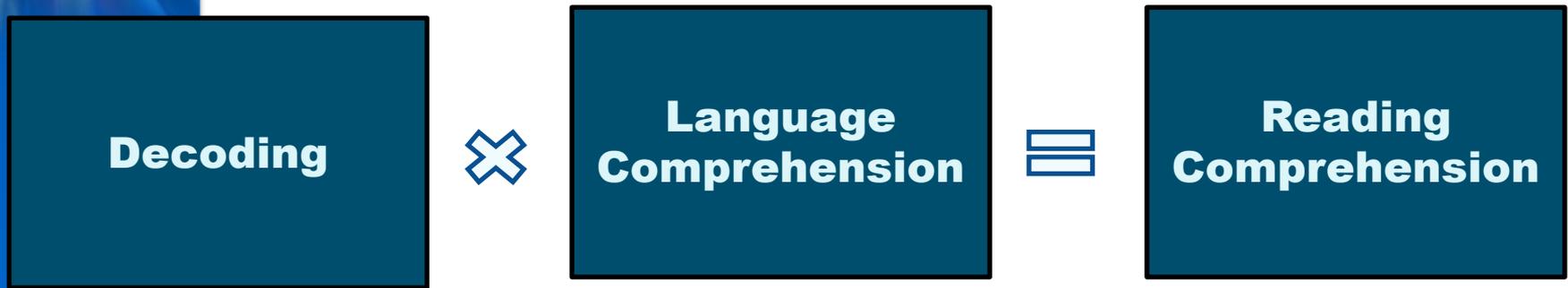
KCCR Anchor Standards

- Strands
- **Reading:** Literature, Informational Text, Literacy in History/Social Studies, Science & Technical Subjects, Foundational
- **Writing**
- **Speaking/Listening**
- **Language**





KCCRS-Results Based Standards



Simple View of Reading!

Reading is the product of decoding (the ability to read words on a page) and language comprehension (understanding those words).

Gough & Tunmer, 1986

Language Comprehension

Fisher & Frey, 2012

Whole

Across texts

Entire texts

Paragraph

Sentence

Word

Part

Opinions,
arguments,
intertextual
connections

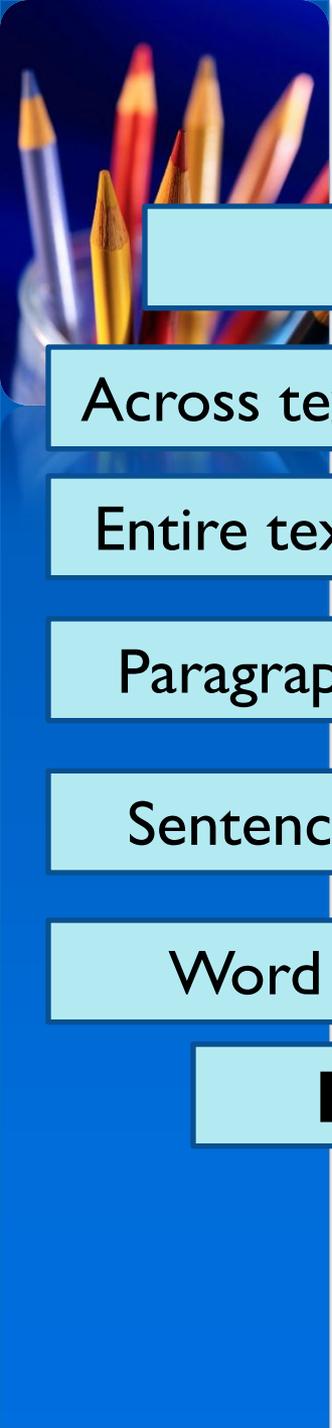
Inferences

Author's Purpose

Vocabulary

Key Details

General Understanding



Reading Complex Text

Pre-Reading

- Vocabulary Routine

During Reading

- Read
- Stop
- Respond

After Reading

- Write
- Collaborative Discussions
- Answer Essential Question

VOCABULARY ROUTINE
ACTIVE ENGAGEMENT

ACTIVE ENGAGEMENT

ACTIVE ENGAGEMENT

LISTENING, SPEAKING, READING, WRITING



Basic Lesson Design - Vocabulary

I do it

1. Introduce the word
2. Present a student-friendly explanation
3. Illustrate the word with examples

You do it

4. Check students' understanding



Basic Lesson Design - Vocabulary

Step 1 Introduce the word

- a) Write word on board or display on screen
- b) Read word and have students repeat word
- c) If word is difficult to pronounce or unfamiliar have students repeat word a number of times

Introduce the word with me

" This word is compulsory. What word?"



Basic Lesson Design

Vocabulary (continued)

Step 2 Introduce meaning of word

Option # 1 Present a student-friendly explanation

- a) Tell students the explanation OR
- b) Have them read the explanation with you

Present the definition with me.

"When something is compulsory, it is required and you must do it. So if it is required and you must do it, it is _____."



Basic Lesson Design - Vocabulary (continued)

Step 2 Introduce meaning of word

Option # 2 Introduce word using
morphemes (meaningful parts of word)

- autobiography
auto = self
bio = life
graph = letters, words, or
pictures
- dehydration
hydro = water
- inspection
spect = see



Basic Lesson Design

Vocabulary (continued)

Step 3 Illustrate the word with examples

a) Concrete examples

- Object
- Act out

b) Visual examples

c) Verbal examples

Present the examples with me.

"Coming to school as 8th graders is compulsory."

"Stopping at a stop sign when driving is compulsory."



Basic Lesson Design - Vocabulary (Continued)

Step 4 Check students' understanding

Option #1 Firm up with choices

Check students' understanding with me.

*If something is compulsory is it
required or not required? required*

*If something is compulsory can you
choose to not do it? Yes or No? no*



Basic Lesson Design - Vocabulary (continued)

Step 4 Check students' understanding
Option #2 Have students discern
between examples and non-examples

*Check students' understanding with me.
Tell me compulsory or not compulsory*

*Attending school as 8th graders compulsory
How do you know it is compulsory? It is
required*

*Going to college when you are 25 not compulsory
"Why is it not compulsory?" It is not required. You
get to choose to go to college.*



Basic Lesson Design - Vocabulary (continued)

Step 4 Check students' understanding

Option #3 Have students generate
examples

Check students' understanding with me.

There are many things at this school that are compulsory. Think of things that are compulsory.

Talk with your partner. List things that are compulsory at this school.



Basic Lesson Design - Vocabulary (Continued)

Step 4 Check students' understanding

Option #4 Ask deep processing questions

Check students' understanding with me.

Many things become compulsory.

Why do you think something becomes compulsory?



Basic Lesson Design Vocabulary

Vocabulary Lesson Observation			
Teacher		Observer	
Words	Teacher selected words that are: - relevant to passage or text - useful for topic - more difficult	Comments	Proficiency
Meaning	Teacher clearly conveyed meaning using: - student-friendly explanations - real-world connections - different parts of words		Visuals
Examples	Teacher used examples and non-examples that: - were clear and unambiguous - included examples that were familiar and others directly related to passage - included range of examples		Active Engagement
Instruction	Teacher effectively: 1. introduced word 2. had students repeat definition to pronounce words 3. clearly presented meaning 4. illustrated words with examples 5. provided examples 6. used examples 7. checked understanding 8. examples and non-examples 9. engaged students 10. asked probing questions 11. encouraged inquiry 12. actively involved students 13. provided multiple exposures to words 14. expanded instruction to appropriate words 15. used visual 16. responded to questions 17. paid attention to pronunciation		Humor
			Clear Expectations
			Writing
			Close Reading
			Picky Pace
			Feedback
			Varied Responses
			Positive Reinforcement
			Practice Opportunities
			Gesture
			Listening/Speaking

I do it

1. Introduce the word
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Explicit Instruction In Action

- 9th Grade English Class
Southeast High School
Wichita, Kansas

Full Circle

Sue Grafton

9th Grade McDougall Littell



Vocabulary

- brevity
- despondently
- dispel
- enigmatic
- inexplicable
- egotistical



High School

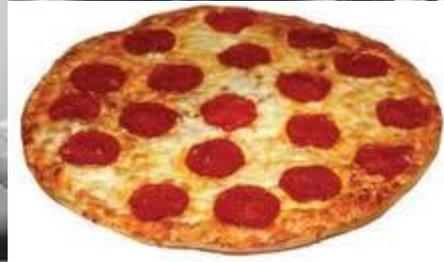
brevity

being **brief** in time, shortness



If something is being brief in time, or short, it is having _____.

High School
brevity



Tell your partner:

The _____ was _____ with brevity.

High School

despondently

- In a very discouraged or depressed manner



If you are responding in a very discouraged or depressed manner, you are responding

_____.

High School despondently



High School

despondently



Tell your partner:

I have acted despondently when _____.

High School

dispel

- To scatter, drive away



If you scatter or drive something away, you
_____ it.

High School

dispel

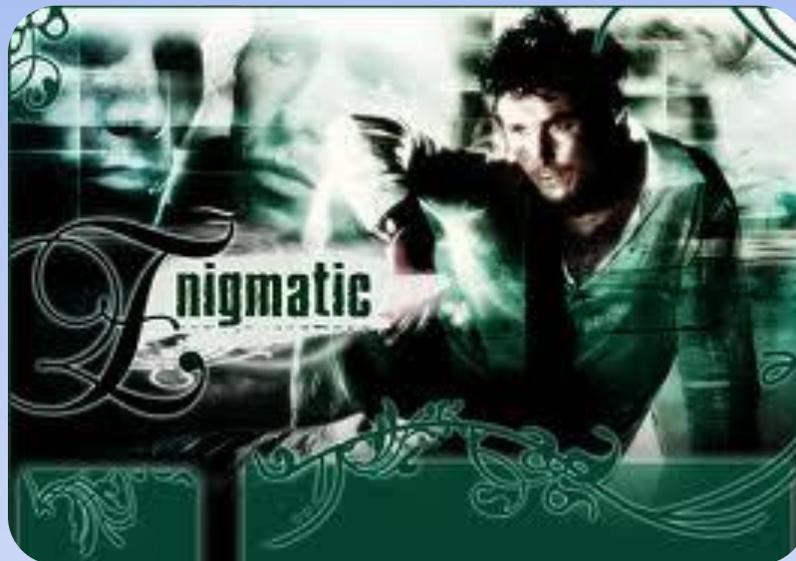


If you could dispel anything, what would you dispel?

High School

enigmatic

- Mysterious or puzzling



If something is mysterious or puzzling, it is _____.

High School enigmatic



Tell your partner:

The _____ is enigmatic because _____.

High School

inexplicable

- Difficult or impossible to explain
(in-not; not explainable)



If something is difficult or impossible to explain it is _____.

High School

egotistical

- conceited or proud



If you are conceited or proud, you are _____.

High School egotistical



Someone is egotistical when they _____.

Vocabulary

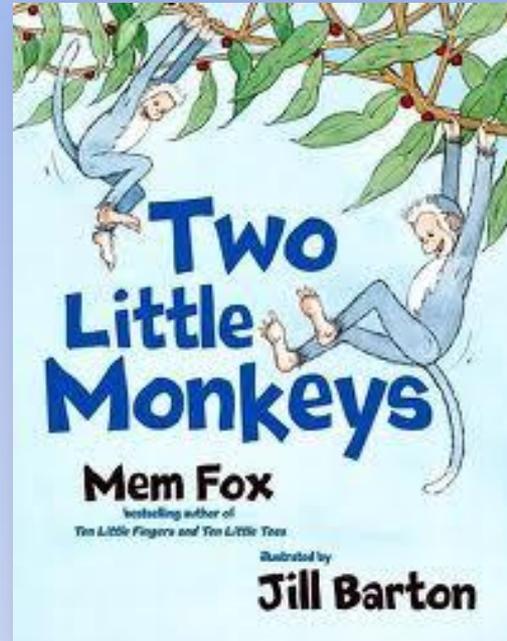
1. brevity
2. despondently
3. dispel
4. enigmatic
5. inexplicable
6. egotistical

- To scatter, or drive away
- Conceited or proud
- In a very discouraged or depressed way
- Being brief or short
- Mysterious or puzzling
- Difficult to explain

Kindergarten

Two Little Monkeys Vocabulary

- prowling
- scramble
- tremble



Before Reading

prowling

- To walk around slowly in search of food



If you walk around slowly in search of food you are _____.

scramble

- To hurry, to climb using both hands and feet



- When you hurry or climb, using both hands and feet you _____.

2nd Grade

Vocabulary

- vast
- oceans
- areas
- voyage
- planet

Before Reading

vast

- Very great in size or amount



If something is very great in size or amount, it is
_____.

Before Reading

2nd Grade

vast



There is a vast amount of _____ in the _____

Before Reading.

voyage

- A long trip



If you go on a long trip, you go on a _____.

If you go on a long trip, you are on a _____

Before Reading

Columbus Explores New Lands

- Now let's read together.



Choral read p. 222



Today, we can travel more quickly. What did the text say about traveling across the ocean?



Tell your partner what the sentence says.

During Reading

Flying across the ocean can _____.

Columbus Explores New Lands

- Now let's read together.



Choral read p. 223- first paragraph



– Put your finger on the name of the man taking a voyage.



Tell your partner who the man was.

The name of the man taking a voyage was _____

During Reading

Columbus Explores New Lands

- Now let's read together.



– Reread p. 223- first paragraph to your partner.



– Why was Christopher Columbus going on the voyage?

Find the sentence that tells you..



Read the sentence to your partner.

During Reading

4th Grade

Vocabulary

- obedience
- neglected
- bluffing
- misunderstood
- desperate
- endured
- appreciated
- risks



Before Reading

4th Grade

obedience

- Doing what you are told when you are told to do it



When you do what you are told and when you are told to do it, you have _____

Before Reading

4th Grade

obedience



The dog is showing obedience by _____.



The dog is not showing obedience because _____.

Before Reading

4th Grade

During Reading



Listen as I read page 416



What kind of information can you find on p. 416 that let's you know this story is a fantasy and not true-to-life?



Tell your partner.

During Reading



World Geography

7th Grade

Vocabulary

- arable
- nomads
- desertification
- deforestation
- grazing
- timber
- vendor
- tradition

arable

adjective

- able to be farmed; able to produce crops



- When land is able to be farmed and can produce crops it is called _____ land.

arable

adjective

The land in picture ____ is/is not arable because _____.



Before Reading

vendor

noun

- a person who sells things especially on the street



A person who sells things especially on the street
is a _____.

During Reading

ESSENTIAL QUESTION:

“Who should benefit from a country’s resources?”



Read the textbook pages 508.



Look back at the text as needed.

1’s – How much of Chad’s land is arable?

2’s – Why do more people live in the South of Chad than in the North?



Tell your partner the answer and say how you know.

**During
Reading**



Biology 2

10th, 11th, 12th graders

Vocabulary

Biology 2

- microorganism
- pathogen
- prokaryote
- eukaryote
- heterotroph
- autotroph
- chemoautotroph
- photoautotroph



Before Reading

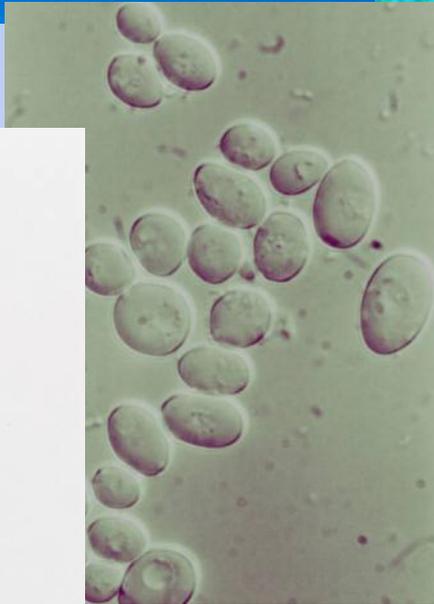
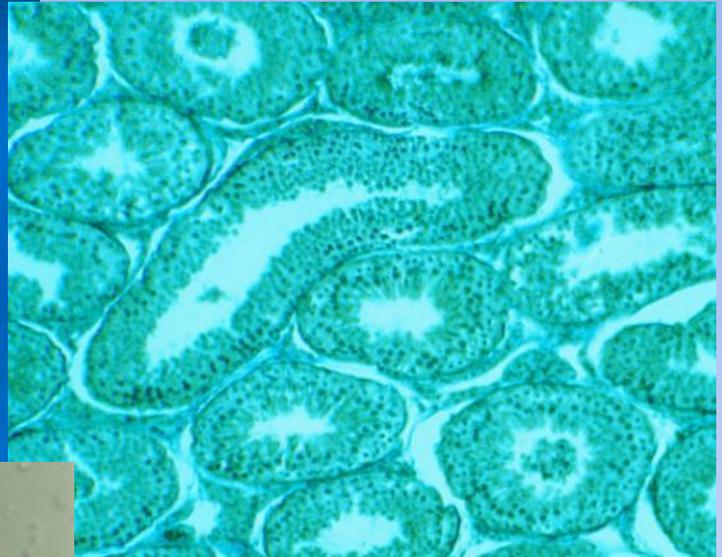
microorganism

- an extremely small living thing that can only be seen through a microscope



An extremely small living thing that can only be seen through a microscope is a _____.

microorganism yes or no?



Before Reading

During Reading



Partner read page 474.

RST9-10.2



Describe three ways that bacteria can obtain energy.



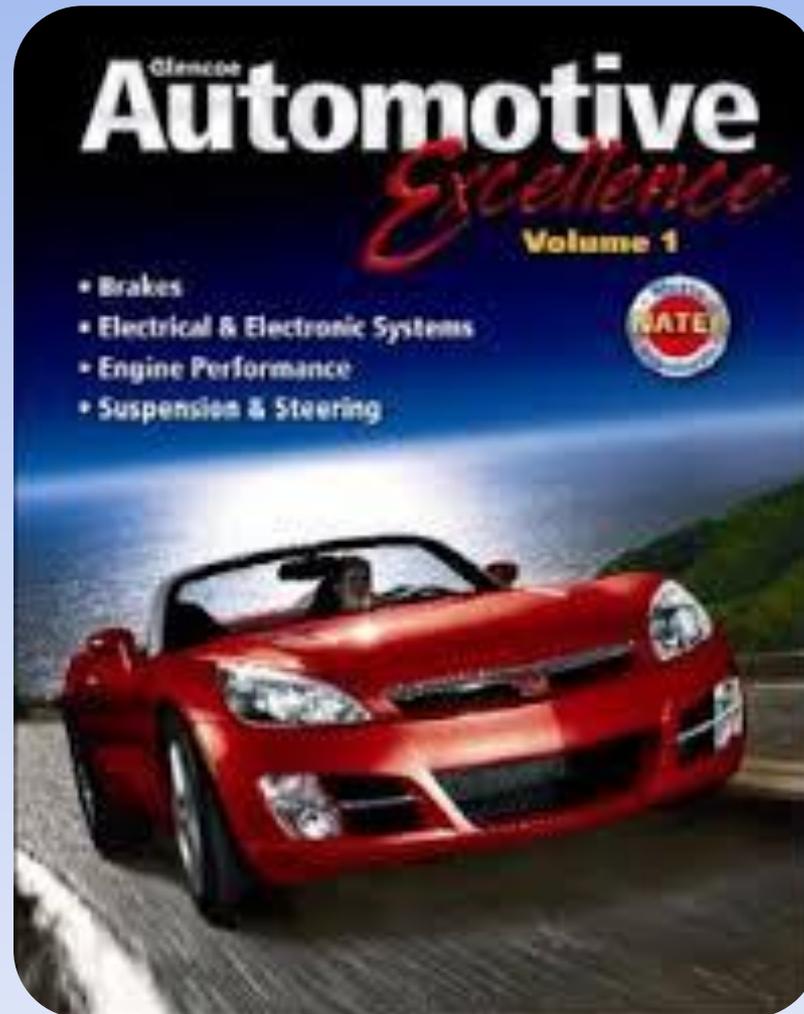
Tell your partner.

Bacteria can obtain energy is from _____.

During
Reading

Automotive Tools & Equipment

Chapter 2, Section I Vocabulary



Before Reading-Vocabulary

- Specialized tool
- Hand tool
- Pneumatic motor



Specialized tool

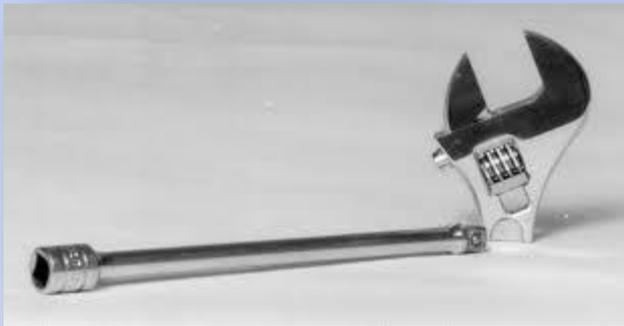
- A tool designed for a certain use



A tool designed for a certain use is called a _____.

Before Reading

Specialized tool Wrenches



Before Reading

Hand tool

- A tool that does not use a motor and obtains energy from the person using it.



Tools that do not use a motor and obtain energy
From the person using it are called _____

Before Reading

Hand tool



Before Reading

Pneumatic motor

- A motor that is powered by air pressure



A motor that is powered by air pressure is called a _____

Before Reading

Automotive Tools & Equipment



Read the opening on page HB-50.



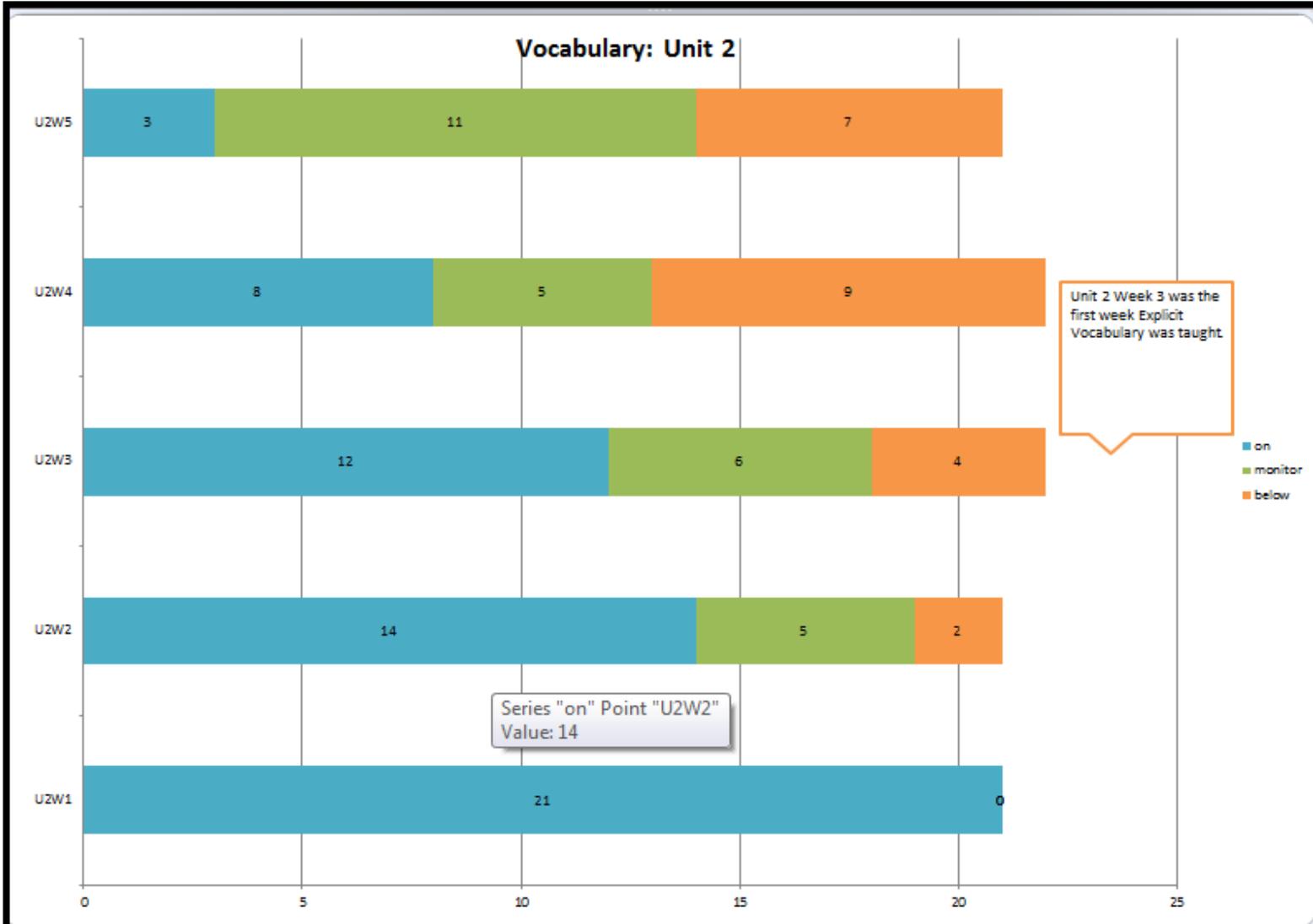
As an automotive technician, quality tools are important. Why did the author provide this information in the text?



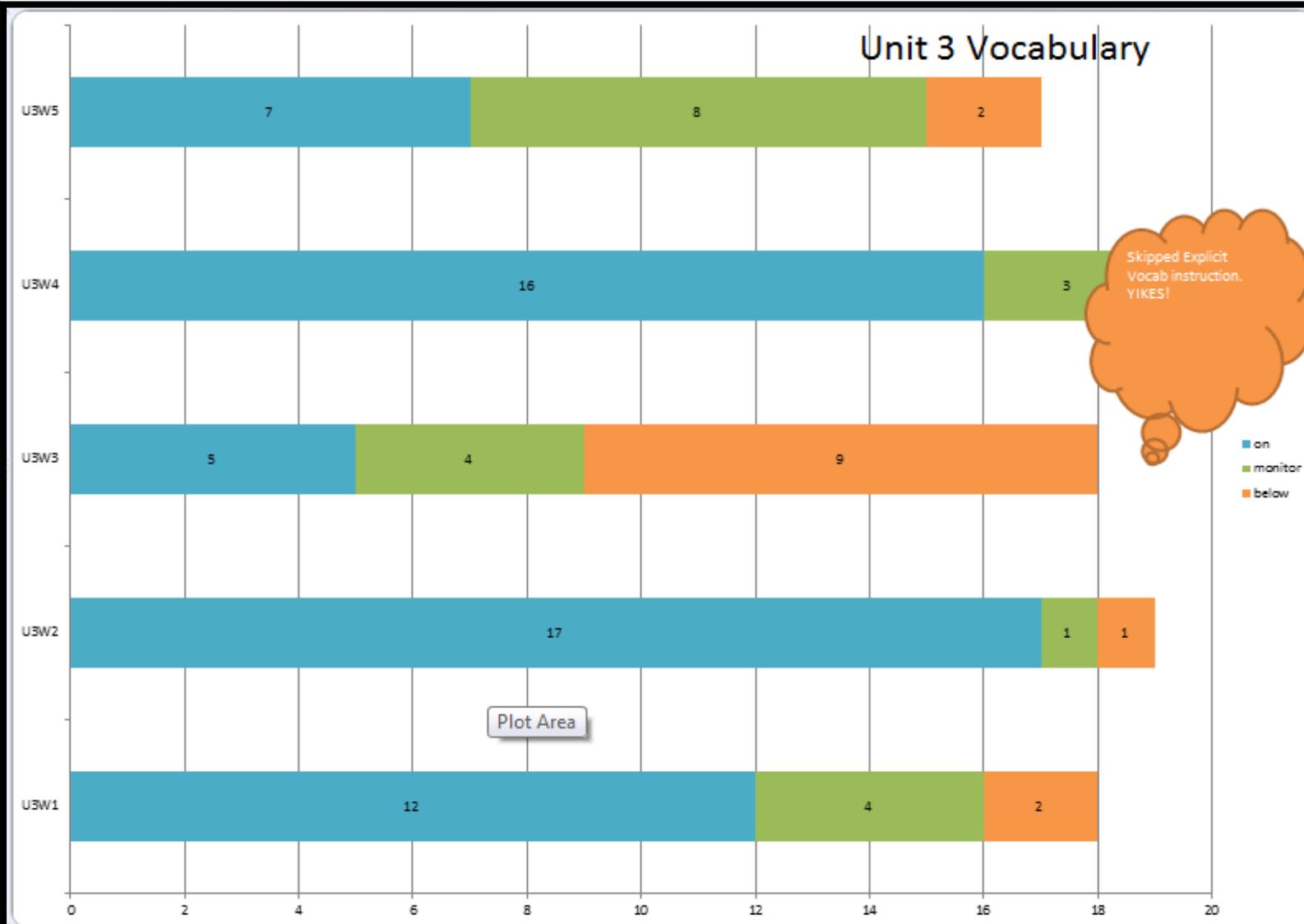
The author's purpose of writing this information was to _____.

During Reading

Why should I use this routine?



Why should I use this routine?





Implications of Instruction

- How are we providing judicious and distributive review?
- How will we know that students are meeting KCCRS "Vocabulary Acquisition and Use" grade level standards?



Vocabulary Instruction - Extensions

1. Introduce the **part of speech**
2. Introduce **synonyms** (same), **antonyms** (opposite), **homographs** (same spelling - different meaning)
3. Tell students when and where the word is often **used**
4. Introduce the **etymology** (history and/or origin) of the word



Vocabulary Instruction - Extensions

5. Introduce students to other
members of word family

conform

wild

conforms

wilderness

conformed

conforming

conformist

protest

non-conformist

Protestant

non-conforming



Vocabulary Logs

- Have students maintain log of vocabulary to facilitate study and review
- What can be recorded on a vocabulary log?
 - Word
 - Student-friendly explanation
 - Any of these options
 - Sentence to illustrate the word's meaning
 - Examples and non-examples
 - An illustration
- In lower grades, create a group log on flip chart



Word Walls

- Create a word wall in your classroom
 - Post a reminder of the context
 - Copy of the cover of the read-aloud book
 - Copy of the first page in the story
 - The topic in science or social studies
 - Post the vocabulary words
 - Incorporate the words into your classroom language
 - Encourage students to use words when speaking and writing



Caldwell Elementary

- Administrative support
- Coach support
- Professional Development
- Modeling in classrooms
- Teachers observing, discussing routine
- Provided time to collaborate and plan together

Questions?



Contact Information

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