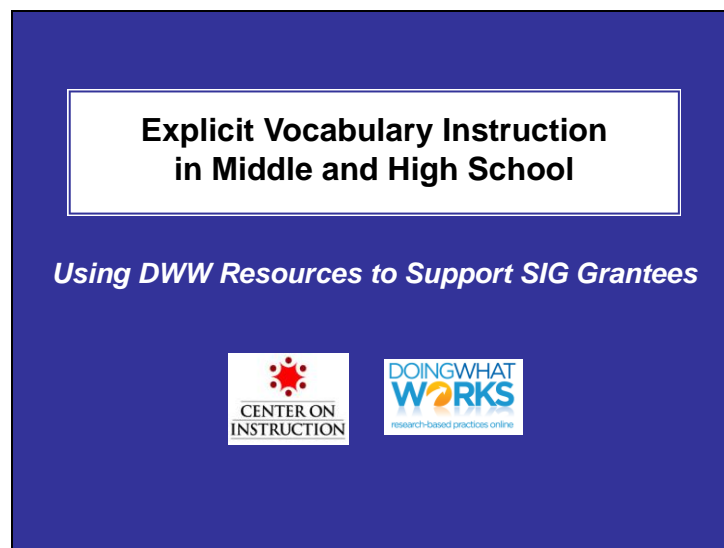


**Adolescent Literacy Webinar Series  
Module 3 Vocabulary Instruction  
Presenter Transcript**

Slide 1




**Module Description**

Hello everyone! Thank you for joining the Center on Instruction's webinar on:  
**Explicit Vocabulary Instruction in Middle and High School – Using Doing What Works (DWW) Resources to Support SIG Grantees.**

This is the third module in a series of Adolescent Literacy webinars designed to provide key principles and practices that support the federally funded **School Improvement Grants (SIG)**. Each module provides resources useful to SIG grantees as well as to technical assistance providers and others interested in school improvement.


The webinars introduce the **Center on Instruction (COI)** and the **Doing What Works (DWW)** websites and demonstrate how COI and DWW Adolescent Literacy resources can be used to support the implementation of effective reading practices in SIG schools. These and other multimedia resources for improving instruction across a variety of topics can be found on the COI and DWW websites.

My name is Peggy Simon from RMC Research Corporation. I am an adolescent literacy content lead for the Doing What Works project. I will be presenting this webinar on Vocabulary Instruction for Adolescent Readers.



**Overview of COI and DWW**

- A national content center that provides materials and technical assistance
- Supports instruction in literacy, mathematics, science, special education, and with English language learners



**Support SIG grantees  
with practical implementation resources**

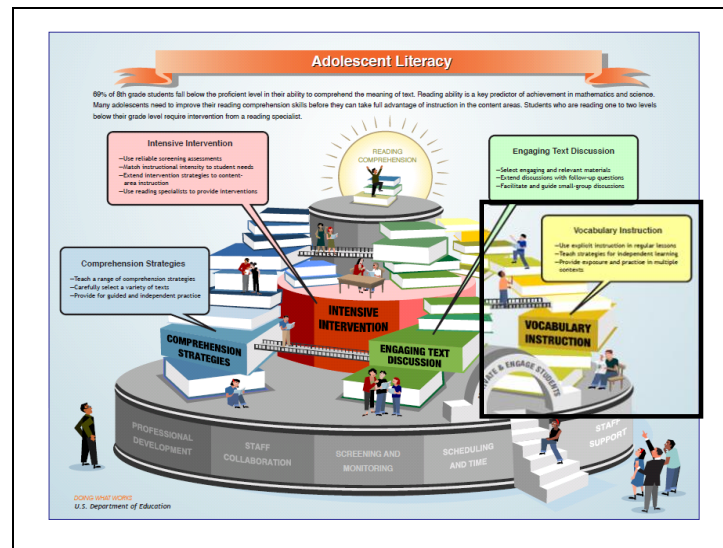
- Builds on expert research reviews to identify effective practices
- Uses a **LEARN**→**SEE**→**DO** model to translate research-based practices into practical tools to improve instruction

COI and DWW are funded by the **U. S. Department of Education** for the purpose of providing easy access to research-based educational resources.

- ❑ **The Center on Instruction** is a national content center that develops and identifies materials and technical assistance for instruction in literacy, mathematics, science, special education, and with English language learners.
- ❑ **Doing What Works** is a website created to disseminate information about practices that work in a variety of topic areas.
  - **Development of the DWW practices, content, and resources** is guided by expert research reviews conducted by the Institute of Education Sciences (IES):
    - IES is the Department of Education's research arm, charged with identifying what works, what doesn't, and why.
    - It issues Practice Guides developed by expert panels on a range of topics, such as adolescent literacy, elementary reading, K-12 math, using data to support instruction, turnaround schools, and Response to Intervention in Reading and Math.
  - **DWW builds a bridge from research to action** by using a Learn-See-Do model to translate research into *practical* tools and resources for building knowledge and implementing practices.

**COI and DWW literacy resources are well aligned with SIG recommendations** because they are evidence-based and support school improvement in PRACTICAL ways.

**This webinar will show how DWW and COI resources and tools** can support SIG grantees with planning and implementing effective instruction for struggling readers in low-performing middle and high schools.



### Visual Diagram

Here is a **Visual Diagram** to orient you to DWW's Adolescent Literacy topic. It provides a snapshot of four recommended research-based practices for improving Adolescent Literacy, which are:

- Teach Comprehension Strategies,
- Provide Vocabulary Instruction,
- Engage Students in Text Discussion, and
- Provide Intensive Intervention to Struggling Readers.

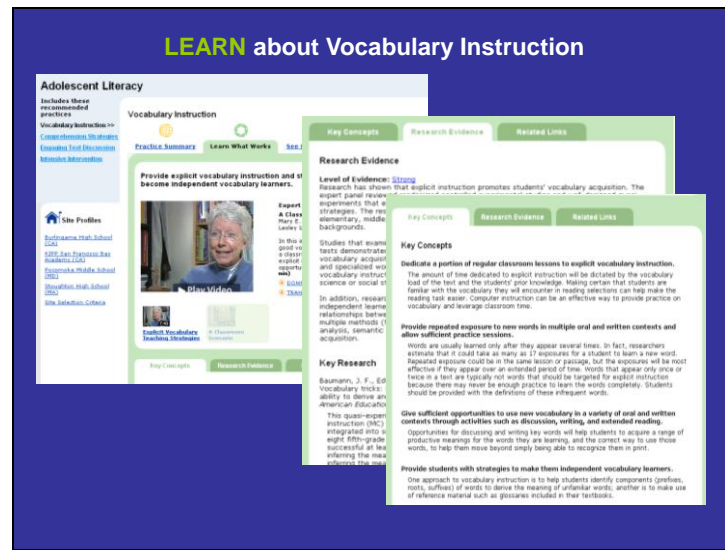
The bridges in the diagram show how these practices are interrelated and work together to improve student reading comprehension.

These practices are based on recommendations from the IES Practice Guide, ***Improving Adolescent Literacy: Effective Classroom and Intervention Practices***, which is available for download from the DWW and COI websites.

#### In this webinar:

We're going to take a closer look at **Vocabulary Instruction** and preview a sampling of DWW LEARN-SEE-DO resources to help implement this practice, namely...

**To provide explicit vocabulary instruction and strategies to help students become independent vocabulary learners.**



## LEARN About Vocabulary Instruction

We'll start exploring what DWW has to offer by looking at some of the resources found in the website's **LEARN What Works** section (*remember that DWW follows a LEARN-SEE-DO model*).

Here you'll find video interviews with nationally-known experts, who share their knowledge about the research, essential components, and implementation strategies related to a practice.

In addition, the LEARN section includes a brief summary of the research evidence underlying the practice, as well as links to the key research reviewed by the expert panel. It also shows you the key concepts or components that need to be in place to effectively implement a practice.

First, we're going to take a closer look at the Research Evidence and Key Concepts to learn:


- what the research suggests about why explicit vocabulary instruction is a strong starting point for school improvement, *and*
- what this means for classroom instruction.

**LEARN about Vocabulary Instruction: Research Findings**

Explicit vocabulary instruction has a substantial effect on students' vocabulary acquisition in ALL content areas and across a variety of texts, including narrative and expository texts.

**Teachers across all content areas should...**

- integrate vocabulary into regular classroom lessons
- provide repeated exposure and practice using new words
- teach strategies for independent learning



### LEARN: Research Findings

#### What does the research say?

- Well, the panel of experts found that explicit vocabulary instruction has a strong impact on students' vocabulary acquisition in ALL content areas and across different types of text (for example, narrative and expository texts).
  - It helps students learn specialized vocabulary in content areas, such as science, math, and social studies.
  - *And*, it helps students develop strategies for becoming independent learners that include:
    - analyzing word parts (such as, prefixes, suffixes, and root words), *and*
    - understanding relationships between new and previously learned words.

#### What does this mean for classroom instruction in low-performing schools (that is, what key components need to be in place)?

- **First, teachers should use explicit vocabulary instruction in regular lessons across ALL content areas.** It's important to keep in mind that...
  - The amount of time dedicated to explicit instruction will be dictated by the vocabulary load of the text and students' prior knowledge.
- **Next, teachers should provide repeated exposure and practice using new words in varied oral and written contexts.** Remember that...
  - practice is most effective when provided over an extended period of time, *and*
  - discussion and writing help students acquire meanings for words, learn the correct way to use words, and move beyond simply being able to recognize words in print.
- **In addition, teachers should teach strategies for independent student learning.** Help students...
  - identify word components such as prefixes, roots, suffixes to derive meaning,
  - recognize context clues, *and*
  - use reference materials, such as textbook glossaries and dictionaries.

**LEARN** about Vocabulary Instruction: Expert Interview

**Adolescent Literacy**  
Includes these recommended practices  
[Vocabulary Instruction >>](#)  
[Comprehension Strategies](#)  
[Engaging Text Discussion](#)  
[Intensive Intervention](#)

**Vocabulary Instruction**  
[Practice Summary](#) [Learn What Works](#) [See How It Works](#) [Do What Works](#)

**Site Profiles**  
[Burlingame High School \(CA\)](#)  
[CLPP San Francisco Bay Area \(CA\)](#)  
[Essexville Middle School \(ME\)](#)  
[Stoughton High School \(MA\)](#)  
[Site Selection Criteria](#)

**Explicit Vocabulary Teaching Strategies**  
Mary E. Curtis, Ph.D.  
Lesley University

Dr. Curtis describes explicit vocabulary instruction and provides classroom examples, talks about key strategies students can learn to make them independent vocabulary learners, and explains why it is important to provide explicit vocabulary instruction in content area classes as well as reading and language arts classes. (7:43 min)

[Download Video | QuickTime | 70 MB](#)  
[Transcript & Details | PDF | 138 KB](#)

[Play Video](#)


[Explicit Vocabulary Teaching Strategies](#) [A Classroom Scenario](#)

## LEARN: Expert Interview

To learn more about how to implement this practice, I'm going to show you an excerpt from one of the two interviews with literacy expert **Dr. Marybeth Curtis** from Lesley University that are included in the LEARN section.

In this interview, Dr. Curtis talks about ***Explicit Vocabulary Teaching Strategies...***

Ask yourself...

  
Play Video

- ☐ What are some key teaching strategies?
- ☐ How does conversational vocabulary differ from academic vocabulary?
- ☐ Why should vocabulary instruction be integrated into lessons across content areas?
- ☐ *How might you use this resource for planning?*

**As you listen, ask yourself these questions and take notes:**

- ☐ What are some key teaching strategies?
- ☐ How does conversational vocabulary differ from academic vocabulary?
- ☐ Why should vocabulary instruction be integrated into lessons across content areas?

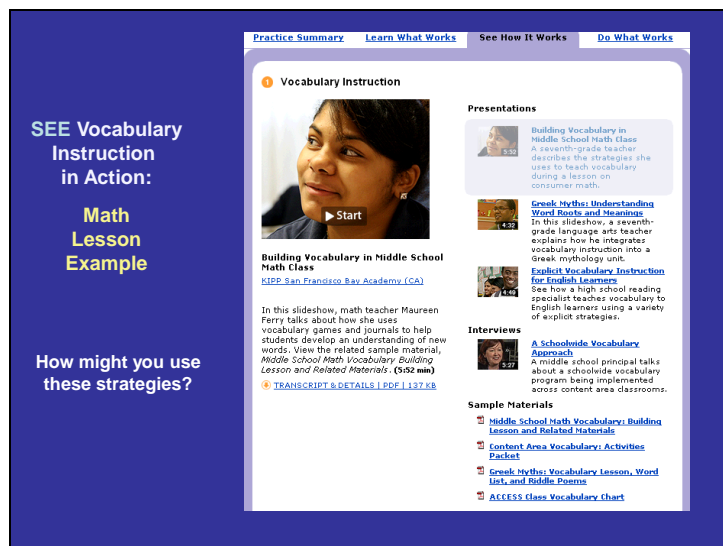
***How might this resource help you plan...***

- **lessons** (if you are a teacher), *or*
- **staff development** (if you are a coach/administrator)?

**Let's listen...**

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- **Now that you've listened to Dr. Curtis, pause here** and take a few minutes to share ideas about how you might use this resource in planning instruction or staff development.
- **As an optional activity, you can:**
  - download the transcript of this expert interview *before the webinar begins*, and
  - “mark it up” with your notes, questions, and comments or highlights for later reflection or group discussion.



### SEE Vocabulary Instruction in Action

Let's move on to the **SEE How It Works** section. Here you'll find examples of the practice in action, such as slideshow presentations, video and audio interviews, and sample materials (e.g., lesson planners, data and assessment resources, student work).

We're going to watch an excerpt from the slideshow, *Building Vocabulary in Middle School Math Class*. You'll see how a math teacher incorporates vocabulary instruction into her consumer math class.

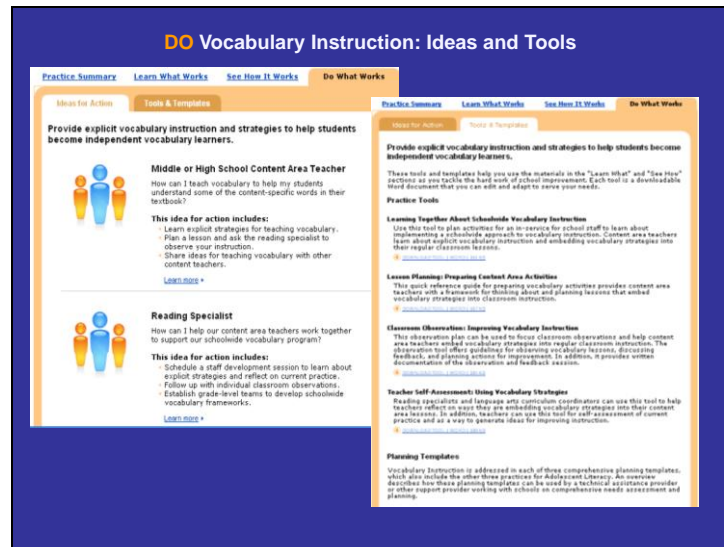
#### While you watch:

- write down the strategies and activities used by this math teacher, *and*
- think about how these strategies might fit into your current instruction.
  - *For example, might you be able to incorporate any of the following activities or strategies:*
    - ✓ *math vocabulary games that engage students in collaborative learning*
    - ✓ *practice through math homework*
    - ✓ *analyzing word parts*
    - ✓ *using context clues*

#### Let's watch...

- **Now that you've watched, pause here** and take a few minutes to discuss the strategies you observed and share how you might use them in an upcoming lesson.
- **In addition**, you can download the handout of the sample material that shows the lesson plan, PowerPoint, and homework the teacher used during this lesson.
  - **Let's take a look...** (*Middle School Math: Vocabulary Building Lesson and Related Materials*)
- **After this webinar**, you can download this handout, and you can also download the slideshow transcript to review the teacher's strategies.





## DO Vocabulary Instruction: Ideas for Action and Tools


Here you see the resources available in the **DO What Works** section, which includes Ideas for Action and Tools. These resources are intended to help you implement the practice. They can be adapted and combined in different ways to fit your specific needs.

Ideas for Action show how DWW practice resources can be combined and used to address a school or classroom issue, such as “*How to help students understand content-specific words.*” These often include DWW resource examples for planning lessons, mini-workshops, or staff meetings.

The Tools can help you use specific **Learn** and **See** materials to implement the practice and improve your instruction. Each tool is a downloadable Word document that you can edit and adapt to serve your needs.


Let’s take a quick look at some Adolescent Literacy tools for teaching vocabulary...

**DO the Practice: Embed Vocabulary Strategies**  
***Follow-Up Activities***



**2. Use a lesson planning tool:**  
Plan a lesson that embeds vocabulary strategies using this quick reference guide for preparing activities across subject areas (e.g., language arts, science, social studies, art, math).

**1. Use a self-assessment tool:**  
Reflect on a recently completed lesson and generate ideas for improving vocabulary instruction in your classroom.



**DO the Practice: Embed Vocabulary Strategies**  
***Follow-Up Activities***

Here are two tools for you to use as follow-up activities to this webinar:

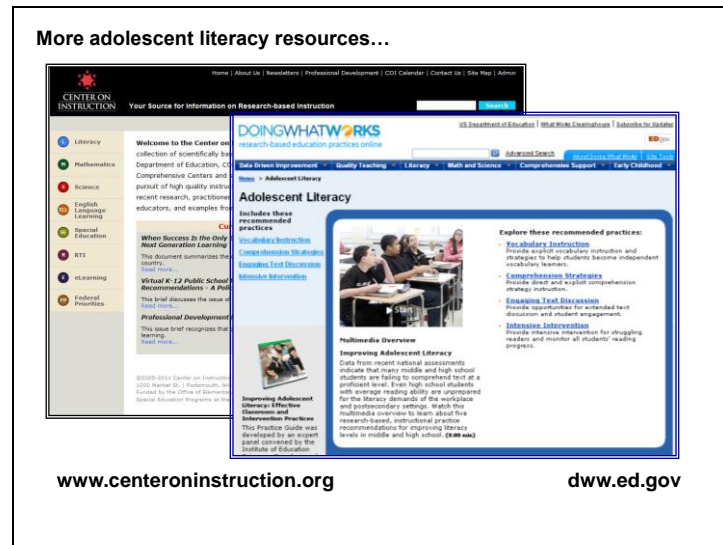
**Activity #1** asks you to use a **Self-Assessment tool** to reflect on a recently completed lesson and generate ideas for improving vocabulary instruction in your classroom.

- **Here's a quick look...** This chart asks you to:
  - rate how satisfied you are with your vocabulary instruction, *and*
  - jot down ideas for immediate steps you can take to embed vocabulary instruction into your lesson plans.

**Activity #2** asks you to use a **Lesson Planning tool** to embed vocabulary instruction.

- **Let's preview the tool...** This quick reference guide can help teachers in all content areas integrate strategies and activities that:
  - teach word meaning ,
  - provide practice using new words, *and*
  - promote independent vocabulary learning.

- 
- **After this webinar**, download the tool handouts:
    - *Teacher Self-Assessment: Using Vocabulary Strategies*
    - *Lesson Planning: Preparing Content Area Activities*
  - You can also look at one of the **"Ideas for Action"** in the **DO** section. *For example*, look at the *Idea for Action* that can help content area teachers learn how to teach their students content-specific words found in their textbooks. This Idea for Action suggests resources that can help with:
    - teaching explicit strategies
    - planning a lesson
    - guiding a lesson observation
    - facilitating teacher collaboration



Visit the Center on Instruction (COI) and Doing What Works (DWW) websites to see additional adolescent literacy resources that can support SIG grantees with their school improvement efforts.

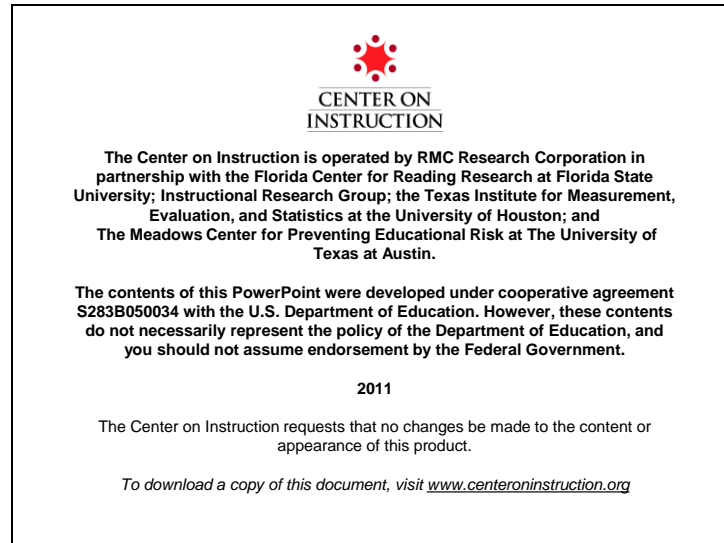
COI offers materials and technical assistance to support:

- Leadership
- Improving Literacy Instruction
- Professional Development

DWW offers practical tools and resources for implementing:

- Vocabulary Instruction
- Comprehension Strategies
- Engaging Text Discussion
- Intensive Intervention

Review the DWW and COI resource list handouts to identify information that can be used to implement plans or provide additional information for planning adolescent literacy instruction.



**Disclaimer:** *The Center on Instruction is funded by the U. S. Department of Education for the purpose of providing research-based resources and technical assistance. However, its work is not explicitly endorsed by the federal government.*

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Available for download from the COI website are the webinar's [video](#), [presenter transcript](#), [participant note-taking form](#), and [handouts](#) that can be used as professional development tools for states, districts, and schools.

**Webinar Handouts:**

1. **Visual Diagram** (Slide 3) – Adolescent Literacy and 4 Recommended Practices
2. **IES Practice Guide** (Slide 3) – Improving Adolescent Literacy: Effective Classroom and Intervention Practices
3. **Expert Interview transcript** (Slide 7) – Explicit Vocabulary Teaching Strategies
4. **Slideshow transcript** (Slide 8) – Building Vocabulary in Middle School Math Class
5. **Sample Material** (Slide 8) – Middle School Math: Vocabulary Building Lesson and Related Materials
6. **Tool** (Slide 10) – Teacher Self-Assessment: Using Vocabulary Strategies
7. **Tool** (Slide 10) – Lesson Planning: Preparing Content Area Activities
8. **COI Resource List** (Slide 11) – COI Resources Linked to Adolescent Literacy
9. **DWW Resource List** (Slide 11) – DWW Resources Linked to Other SIG Topics