Skill is the ability to apply concepts when not prompted to do so.

- Role in text complexity
- Predictive of student difficulty
- Difference between “words worth knowing” and those that are “essential to understanding”
- Difference between knowing the definition and knowing the meaning
Vocabulary and Text Structure

- Bridges literal and inferential meanings
- Denotation
- Connotation
- Shades of meaning
- Figurative language
  - How organization contributes to meaning

We don’t learn words, we learn concepts.

Once we’ve learned the concept, we can look more closely at the word and the way it is used.
Table Talk

How do you learn a new word?

Air quotes
Mental health day
Edamame
Fanboy

An Intentional Vocabulary Initiative

- Make it intentional through word selection and intentional instruction.
- Make it transparent through teacher modeling of word solving and word learning.
- Make it useable with collaborative learning.
- Make it personal by fostering student ownership.
- Make it a priority with schoolwide practices.


Step 1: Make It Intentional: Selecting Words

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Our Purpose

How do students acquire and extend their academic vocabulary across the school day?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Instruction</th>
<th>How do students acquire and extend their academic vocabulary across the school day?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Some words have been selected by grade level and subject, although these words are only included within the grade level.</td>
<td>Some words have been selected by grade level and subject, although these words are only included within the grade level.</td>
</tr>
<tr>
<td>2</td>
<td>technical vocabulary is used in the instruction of technical vocabulary and these are not being included in the</td>
<td>technical vocabulary is used in the instruction of technical vocabulary and these are not being included in the</td>
</tr>
<tr>
<td>3</td>
<td>academic vocabulary and are not being included in the</td>
<td>academic vocabulary and are not being included in the</td>
</tr>
<tr>
<td>4</td>
<td>text.</td>
<td>text.</td>
</tr>
</tbody>
</table>

How does your school select vocabulary for instruction?
(Frey & Fisher, Learning Words Inside and Out, Grades 1–6: Vocabulary Instruction That Boost Achievement in All Subject Areas, 2009)

Influence of Background Knowledge

Catherine the Great, a minor aristocrat from Germany, became Empress of Russia when her husband Peter, the grandson of Peter the Great, was killed.

Basic Word List
Purposeful Word Selection
To Close the Vocabulary Gap

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Questions for Selecting Vocabulary

1. Representative
2. Repeatability
3. Transportable
4. Contextual analysis
5. Structural analysis
6. Cognitive load

- Is it critical to understanding?
- Will it be used again?
- Is it needed for discussions or writing?
- Can they use context to figure it out?
- Can they use structure?
- Have I exceeded the number they can learn?


Step 2: Make It Transparent With Modeling

Check Your Rubric

How do you model your vocabulary thinking?

(Frey & Fisher, Learning Words Inside and Out, Grades 1–6: Vocabulary Instruction That Boost Achievement in All Subject Areas, 2009)
The Power of Modeling

Mirror neuron systems

College and Career Readiness
Anchor for Language (Grades 6–12)

Vocabulary Use and Acquisition

Determine the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials.

Evapotranspiration

What does it mean?
Can you guess?
How do you know?
We use **known** vocabulary to get to **unknown** vocabulary.

**Look Inside the Word:**

**Morphology**

- Affixes
- Root words
- Derivations
- Cognates for English learners
- Beware of false cognates! *embarrassed*/ *embarazada*

**Look Outside the Word:**

**Context**

- Definition/explanation
- Restatement/synonym
- Contrast/antonym
- Inference/general context
- Punctuation
But Context Isn’t Always Enough

“The documentary film March of the Penguins was a surprise hit in 2005. However, the movie neglected to point out that the population of emperor penguins is thinning.”

“Since the 1970s, the penguins’ neighborhood has become increasingly warm. The Southern Ocean experiences natural shifts in weather from one decade to the next, but this warm spell has continued, causing the thinning of sea ice. Less sea ice means fewer krill, the penguins’ main food source. Also, the weakened ice is more likely to break apart and drift out to sea, carrying off the young penguin chicks, who often drown.

“Is global warming responsible for the thinning of penguin population? Scientists believe so.”


Think aloud to clear up confusions about skinny penguins!

Look Outside the Word: Resources

- Peer resources from productive group work
- Dictionaries
- Bookmark Internet resources
- Model how you use these (phone a friend, dictionary use on doc camera)

College and Career Readiness
Anchor for Language (Grades 6–12)

Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

Vocabulary Use and Acquisition
Annotation is a note of any form made while reading text.

"Reading with a pencil."

Annotation slows down the reader in order to deepen understanding.
Annotation in Grades 6–8

• **Underline** the major points.

• **Circle** keywords or phrases that are confusing or unknown to you.

• **Use a question mark (?)** for questions that you have during the reading. Be sure to write your question.

• **Use an exclamation mark (!)** for things that surprise you, and briefly note what it was that caught your attention.

• Draw an arrow (↑) when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.

Annotation in Grades 9–12

• **Underline** the major points.

• **Circle** keywords or phrases that are confusing or unknown to you.

• **Use a question mark (?)** for questions that you have during the reading. Be sure to write your question.

• **Use an exclamation mark (!)** for things that surprise you, and briefly note what it was that caught your attention.

• Draw an arrow (↑) when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.

• **Mark EX** when the author provides an example.

• Numerate arguments, important ideas, or key details and write words or phrases that restate them.

Check Your Rubric

<table>
<thead>
<tr>
<th>Transparent Instruction</th>
<th>Task in setting and think aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers have received professional development in modeling and use it in their instruction. They share their practices with one another.</td>
<td>Some grade levels have received professional development in modeling and are using it daily.</td>
</tr>
<tr>
<td>All teachers have received professional development, but it is not currently regularly implemented.</td>
<td>Technical teachers are sharing their modeling practices with one another through peer visits.</td>
</tr>
<tr>
<td>There are significant gaps in teacher modeling, but there is no opportunity to share practices with others.</td>
<td></td>
</tr>
</tbody>
</table>

How do you model your vocabulary thinking?

(Frey & Fisher, Learning Words Inside and Out, Grades 1–6: Vocabulary Instruction That Boost Achievement in All Subject Areas, 2009)
Step 3: Make It Useable by Collaborating With Peers

How do you foster peer collaboration to allow learners to consolidate vocabulary knowledge?

(Frey & Fisher, Learning Words Inside and Out, Grades 1–6: Vocabulary Instruction That Boost Achievement in All Subject Areas, 2009)

Check Your Rubric

| Useable Instruction: Peer talk and small group collaboration | Oral language and vocabulary instruction | Some grade levels use oral language daily and are emerging as skilled practitioners | Some grade levels are planning ways to integrate peer talk and small group collaboration into daily practice | There are individual teachers who use peer talk and small group collaboration but there has not been an opportunity to work with others |

Learners need to use vocabulary in meaningful exchanges with others.

Teacher talk dominates most classrooms.  
(Cazden, Classroom Discourse: The Language of Teaching and Learning, 2001)

Middle school math students are taught to use heuristic vocabulary in discussions achieved at higher levels.  
(Koichu, Berman, & Moore, “Heuristic Literacy Development and Its Relation to Mathematical Achievements of Middle School Students,” Instructional Science, 2007)

High school world-language students who constructed word maps with peers acquired more vocabulary.  
(Morin & Goebel, “Basic Vocabulary Instruction: Teaching Strategies or Teaching Words?” Foreign Language Annals, 2001)
Fostering Collaboration

- Partner and small-group discussions
- Jigsaws
- Student think-alouds
- Reciprocal teaching
- Co-constructed graphic organizers
- Semantic feature analysis

Co-Constructing Knowledge in Grade-8 Social Studies

- Collaborative groups read narratives of former slaves and former slaveholders and viewed a narrative painting from textbook.
- They used National Archives Photo Analysis worksheet.
- Each group selected a quote, drew an image, and completed the worksheet.
- They met with a partner to discuss the painting they viewed.
Step 4: Make It Personal With Individual Activities

Check Your Rubric

Independent Learning of Vocabulary

- **Integration of schema** with a focus on sets of relationships
- **Repetition** through repeated opportunities to encounter words in speech, reading, and writing
- **Meaningful use** of the words in authentic events

(Nagy, *Teaching Vocabulary to Improve Reading Comprehension*, 1988)
Tino’s Vocabulary Self-Awareness Chart in Physics

<table>
<thead>
<tr>
<th>Word</th>
<th>Level A</th>
<th>Level B</th>
<th>Level C</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion</td>
<td>10/15</td>
<td>10/15</td>
<td>10/15</td>
<td>The car was in motion when the driver attempted to stop.</td>
<td>When an object changes position over time in relation to a reference point</td>
</tr>
<tr>
<td>Speed</td>
<td>10/1</td>
<td>10/1</td>
<td>10/1</td>
<td>The driver was speeding when she was pulled over by the cops.</td>
<td>How fast an object moves.</td>
</tr>
<tr>
<td>Force</td>
<td>10/1</td>
<td>10/1</td>
<td>10/1</td>
<td>The force of the car’s impact crushed the tree.</td>
<td>A push or pull</td>
</tr>
<tr>
<td>Friction</td>
<td>10/1</td>
<td>10/1</td>
<td>10/1</td>
<td>Friction helps the car’s breaks lower the speed of the car in motion.</td>
<td>Force that opposes motion between two surfaces that are touching</td>
</tr>
</tbody>
</table>

Level A = a word that is new to me
Level B = a word I have heard and can either define or give an example of, but not both
Level C = a word I’m familiar with and can both define and provide an example

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Victor’s Shades of Meaning in Grade-6 English

Alphabet Vocabulary Chart

<table>
<thead>
<tr>
<th>A–B</th>
<th>C–D</th>
<th>E–F</th>
<th>G–H</th>
</tr>
</thead>
<tbody>
<tr>
<td>ash active basalt</td>
<td>crater cinder cone caldera</td>
<td>flow eruption extrusion</td>
<td>geothermal harmonic tremor</td>
</tr>
<tr>
<td>intrusion</td>
<td>K–L</td>
<td>lava lahars</td>
<td>magnitude mantle</td>
</tr>
<tr>
<td>O–P</td>
<td>obsidian pahoehoe pillow lava</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rim of Fire</td>
<td>X–Y–Z</td>
<td>xenoliths</td>
<td></td>
</tr>
</tbody>
</table>

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Amy’s Vocabulary Card in Chemistry

<table>
<thead>
<tr>
<th>Polar Molecule</th>
<th>a molecule that is part positive charge and part negative charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image]</td>
<td>Most molecules only have one charge positive or negative</td>
</tr>
</tbody>
</table>

This forces attention to grammar and word meaning.

Use student examples for editing.

Generative Sentences

- Given a word and conditions about the placement of the word, write a sentence.
- This forces attention to grammar and word meaning.
- Use student examples for editing.

“Volcanoes” in the Fourth Position

The name for volcanoes in the Pacific is called the Ring of Fire.
“Volcanoes” in the Fourth Position

I don’t like volcanoes.

Try These …

<table>
<thead>
<tr>
<th>Word</th>
<th>Position</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>cell</td>
<td>3rd</td>
<td>&gt; 6</td>
</tr>
<tr>
<td>because</td>
<td>1st</td>
<td>&lt; 10</td>
</tr>
<tr>
<td>Constitution</td>
<td>last</td>
<td>= 10</td>
</tr>
</tbody>
</table>

Expanding a Generative Sentence

The name for volcanoes in the Pacific is called the Ring of Fire. These are the volcanoes in Hawaii, South America, and Asia. Some are active, that means they erupt. Some are dormant, that means they are quiet.
Step 5: Make It a Priority by Creating a Schoolwide Focus

Check Your Rubric

How could you use a schoolwide approach for promoting vocabulary learning?

(Frey & Fisher, Learning Words Inside and Out, Grades 1–6: Vocabulary Instruction That Boost Achievement in All Subject Areas, 2009)

Two Schoolwide Initiatives

• Words of the Week (WOW Words) to focus on “SAT words”
• Wide reading to build background, increase exposure, and foster interest in reading
Incidental Learning Through Wide Reading

- Cumulative effect of reading: 60 minutes per day x 5 days a week = 2,250,000 words per year
- 2,250 words learned per year this way
  (Mason, Stahl, Au, & Herman, “Reading: Children’s Developing Knowledge of Words,” Handbook of Research on Teaching the English Language Arts, 2003)

A bargain, considering that only 300–500 words can be directly taught each year.
## Fostering a Schoolwide Vocabulary Initiative

### How do students acquire and extend their academic vocabulary across the school day?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intentional instruction:</strong> Words identified by course and/or department</td>
<td>Some courses and/or departments have selected words, although these are driven by textbook lists (primarily technical vocabulary).</td>
<td>Individual teachers are applying a framework for selecting vocabulary, although these are not being shared outside of the department.</td>
<td>Individual teachers have identified words using the textbook (technical vocabulary), and these are not known to others in the department or school.</td>
<td>All courses and departments select a range of general, specialized, and technical vocabulary, but these are only shared within the department.</td>
</tr>
<tr>
<td><strong>Transparent instruction:</strong> Teacher modeling and think-alouds</td>
<td>All teachers have received professional development in modeling and are using it daily.</td>
<td>All teachers have received professional development, but it is not yet being regularly implemented.</td>
<td>There are individual experts using teacher modeling, but there is no opportunity to share practices with others.</td>
<td>Some departments have received professional development in modeling and use it daily.</td>
</tr>
<tr>
<td><strong>Useable instruction:</strong> Peer talk and small group collaboration</td>
<td>Some departments are planning ways to integrate peer talk and small group collaboration into daily practice.</td>
<td>There are individual teachers who use peer talk and small group collaboration but there has not been an opportunity to work with others.</td>
<td>Instruction is dominated by whole group lectures followed by silent, independent work.</td>
<td>Some departments use oral language daily and are emerging as skilled practitioners.</td>
</tr>
<tr>
<td><strong>Personalize instruction:</strong> Independent and individual learning</td>
<td>Some departments are collaborating to build professional knowledge with colleagues.</td>
<td>Individual teachers are becoming skilled at personalizing instruction, although there is no mechanism for sharing practice.</td>
<td>Independent work emphasizes isolated skills and memorization.</td>
<td>Departments are collaborating to build professional knowledge with colleagues.</td>
</tr>
<tr>
<td><strong>Prioritizing vocabulary:</strong> Words of the week and wide reading</td>
<td>The school is studying schoolwide vocabulary and wide reading for future planning.</td>
<td>There is no plan, and no current initiative to examine these schoolwide practices.</td>
<td></td>
<td>The school has created a plan for schoolwide vocabulary and wide reading (SSR and independent reading).</td>
</tr>
</tbody>
</table>

---

Anticipation Guide for Islam Unit  
“Islam—Empire of Faith”

Name: ________________________________________ Date: ________________________

Directions: Read each statement and write + for true statements and ə for false statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Before Viewing</th>
<th>After Viewing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baghdad is the holy city of the Muslim faith.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The pilgrimage of the Muslim faithful is called the Hajj.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Middle East is a natural land bridge between East and West.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The center of the Middle East is the city of Mecca.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merchants were the most influential people in Baghdad.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The center of scholarship was the House of Wisdom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic numerals are still in use today.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The growth of the Middle East can be traced to the Renaissance in Europe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muslim scholars used the scientific process first described by the ancient Greeks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muslim physicians invented hospitals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of the science of optics first began in the Islamic world.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discoveries about optics led to the later invention of the camera.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper was first used in Egypt.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>