



Professional Development Series for Grades 3-12:
Content Literacy in Action (Supporting Literacy in
All Content Areas)

Session 8: Direct and Explicit Vocabulary
Instruction

November 2, 2022

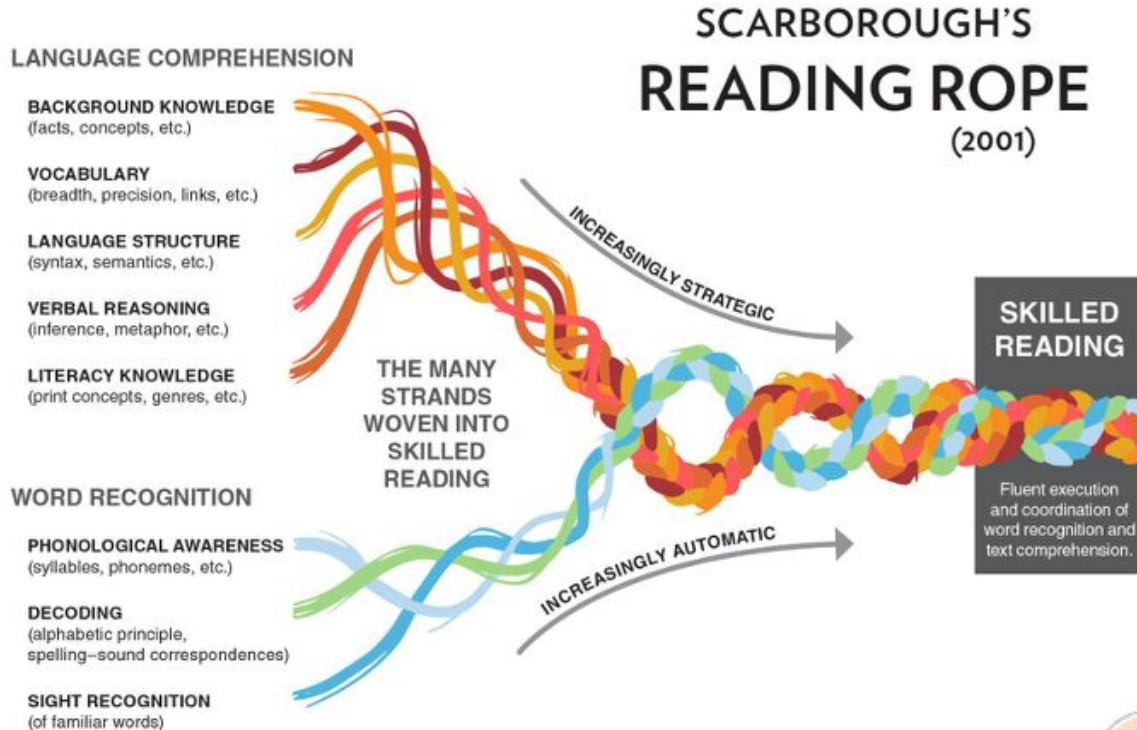
Objectives

- Participants will be able to
 - implement the Direct and Explicit Vocabulary Instruction Support with students while using High Quality Instructional Materials.

Agenda

- Review of Content Literacy Series
- Purpose of Direct and Explicit Vocabulary Instruction Support
- Direct and Explicit Vocabulary Instruction In Action
- Next Steps
- Closure

Literacy in Grades 3-12



Content Literacy Series

- The [Content Literacy Series](#) builds proficiency within the four areas of literacy (reading, writing, speaking, and listening) using High Quality Instructional Materials in a whole class setting.
 - Reading
 - Whole Class Read Aloud
 - Partner Reading
 - Independent Reading
 - Annotating Text
 - [Direct and Explicit Vocabulary Instruction](#)
 - Reading and Writing for a Purpose

Content Literacy Series Continued

- Writing
 - Creating a Claim
 - Reading and Writing for a Purpose
 - Summary Writing to Develop Comprehension
 - Using Rubrics
 - Using Student Exemplars
 - Writing Frames

- Speaking and Listening (coming soon)
 - Discussion Tracker
 - Socratic Seminar
 - Fishbowl Discussion

Direct and Explicit Instruction

- **Direct instruction** refers to the teacher directly providing the instruction to the student(s) through teacher-led discussion and actions.
- **Explicit** refers to the process of delivering the instruction so that the steps and process of instruction are clear. This includes a model and think-aloud. The steps are literally highlighted so that students know exactly how to arrive at the answer.
- Torgesen (2004) described explicit instruction as “instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own.”
- Rosenshine (1987) described explicit instruction as “a systematic method of teaching with emphasis on proceeding in small steps, checking for understanding, and achieving active and successful participation by all students.”

Purpose of Direct and Explicit Instruction

- to develop an understanding and application of content area vocabulary
 - Students need to not only understand the meaning of the vocabulary they encounter, but also possess the ability to apply the meaning of the vocabulary as they write about it and discuss it in academic conversations.
- to develop reading comprehension proficiency

Direct and Explicit Vocabulary Instruction Pre-Work

- **Preview** the selected units for terms that you anticipate students will struggle with, as well as terms that are essential for student understanding of that unit. It is also necessary to pre-read selected text(s) for the unit to determine essential vocabulary. Prioritize the words by their importance to understanding the content, and only pick the words that are essential to understanding that lesson or content.
- **Tier II vocabulary** is defined as “...high-frequency words for mature language users — coincidence, absurd, industrious — and thus instruction in these words can add productively to an individual's language ability” (Beck, McKeown, and Kucan), and these words can be pre-taught for any content area at any point. Understanding Tier II vocabulary is essential to engaging in reading, writing, and discussing within the content areas.

Direct and Explicit Vocabulary Instruction Pre-Work Continued

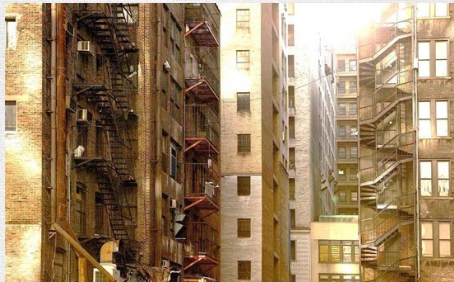
- **Tier III vocabulary** “includes words whose frequency of use is quite low, often being limited to specific domains — isotope, lathe, peninsula — and probably best learned when needed in a content area” (Beck, McKeown, and Kucan). Be sure to follow the guidelines if you are teaching from an exploratory curriculum (Science and Math) by not front-loading Tier III vocabulary. It is important for students to experience the words through the lessons, and then direct and explicit instruction can follow if students are still needing more support with attaching specific vocabulary to ideas constructed through their active sense-making and meaning-making.
- Reference this list of [common Tier II and Tier III words](#) for additional support.

Direct and Explicit Vocabulary Instruction in Action

- Teacher Talk:
 - “Good morning, class. Today we are going to focus on really learning some of our vocabulary words in this unit so that you can better understand what we are reading and discussing as we learn.”
 - “Our first word today is **tenement**.” Tenement is a noun, and it is Middle English “the holding of property, the property so held, building, dwelling,” borrowed from Anglo-French, borrowed from Medieval Latin *tenementum*, *tenimentum*, *teneamentum*, from Latin *tenēre* “to hold, occupy, possess” + *-mentum*” (*Merriam-Webster*)
 - “Now you say tenement.”
 - A tenement is a place where people live, typically an apartment in our context.
 - “Now, let’s look at some pictures and other examples of tenements.”

Direct and Explicit Vocabulary Instruction in Action

tenement (n): *dwelling, place where people live*



Sentence: “Down the block there was an old **tenement** that had been abandoned for some months.” *Treasure of Lemon Brown*

Direct and Explicit Vocabulary Instruction in Action Continued

- Teacher Talk while the picture slide is still displayed:
 - “Now say the word *tenement* again.”
 - “Write the word *tenement* in your notebook.”
 - “Write your definition of the word *tenement*.”
 - “Now write a sentence with the word *tenement*.”
- If you have students who need additional support in your classroom, it would be best to hand this out as a template that they simply fill in. You can even include sentence stems to have an additional layer of support.

Direct and Explicit Vocabulary Instruction in Action

- When words have words parts, affixes and roots, take the time to explain the different word parts and how they create meaning as well. For more help on morphology see our [MS/HS PD Series, parts 1 and 2](#).
- Example: prohibition
 - *pro*: forward/before/in support of
 - *hibit*: hold
 - *ion*: act of/state of/result of

Next Steps

- Look at upcoming lessons to decide which words would be most beneficial to teach this way.
- Print or bookmark the supports so that you can refer back to the explicit directions.
- Ask yourself after the lesson if you highlighted the intentionality required from that support. Are you noticing a difference as a result of implementation?



Closure

- Direct and explicit instruction is the best way to help struggling readers.
- Having a large breadth and depth of vocabulary heavily contributes to becoming a skilled reader.
- Words that are chosen for direct and explicit vocabulary instruction should be very intentional and paramount to understanding the material.
- The more connections we can make when teaching vocabulary, the more likely it will be that the term and definition will stick.

Questions or Comments

If you have any questions or comments you can reach out to louisianaliteracy@la.gov.

