

# Academic Vocabulary

## Part 3: Planning for Instruction

### Facilitator Notes

#### Goal:

Participants will:

Use a common instructional guide to begin planning explicit vocabulary instruction using a classroom text.

#### Session Requirement:

- All participants (grade level groups, interdisciplinary teams, or content teams) should come to today's session with a short informational text.

#### Distribute to Participants:

- [Instructional Guide for General Academic Vocabulary](#)
- Chart paper and markers
- [Reflection Questions](#)

**Time Required:** 60-90 minutes

#### Instructions:

1. Facilitator should distribute [Instructional Guide for General Academic Vocabulary](#) to each participant.
  - Ask participants to take a moment to reread the four steps for planning explicit instruction.
  - “These four steps tell us *what* we need to focus on. Let’s think about *how* we can deliver meaningful instruction that will really encourage a deeper understanding of the word or concept”.
    - Facilitator should divide the large group into four smaller groups.
    - Each group should be assigned one of the four steps.
    - Using chart paper, the group should record the step number and description at the top. (i.e., **Step 1: Set a purpose for learning, Step 2: Identify critical details that define the new concept**)
    - The group should brainstorm and record instructional approaches for their specific step using visuals/charts when appropriate. Examples include: webbing activities, graphic organizers, etc. (allow approximately 20 minutes)

The text box below provides links to background information and examples of instructional approaches.

**Background Information:**

Rhode Island Comprehensive Literacy Plan (See section 5: pgs 59-68 and section 7: pgs 101-104):  
[http://ride.ri.gov/Instruction/DOCS/RICLP/RICLP\\_Spring\\_2012.pdf](http://ride.ri.gov/Instruction/DOCS/RICLP/RICLP_Spring_2012.pdf)

**Instructional Approaches:**

[www.readingquest.org/pdf/wordmap.pdf](http://www.readingquest.org/pdf/wordmap.pdf)

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson307/wordmap.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson307/wordmap.pdf)

<http://www.readingeducator.com/strategies/frayer.htm>

<http://www.vocabulary.com/articles/booknook/using-semantic-maps-to-develop-word-meaning/>

[http://www.literacylane.org/pdfs/SixSteps\\_VocabInst.pdf](http://www.literacylane.org/pdfs/SixSteps_VocabInst.pdf)

- Beginning with Step 1, individual groups should report out to the larger group. (Groups may want to add any valuable feedback to the charts.)

NOTE: Facilitator may want to record information from each chart into a document to be disseminated to participants for future reference.

2. Participants should group according to the texts they brought from their classrooms.
3. Groups should:
  - Reread short text to identify and highlight some Tier Two words.
  - Discuss identified Tier Two words within group.
  - Refer to the criteria for choosing Tier Two words and choose 4-6 Tier Two words from the text that match the criteria and record in the first column of the [Instructional Guide](#).
  - Choose one word to plan for instruction.
    - Follow the four steps by engaging in discussion and recording the group's thinking below each appropriate step.
    - Include any ideas from the brainstorming activity done earlier in today's session to provide more specific instructional approaches.
  - Continue with remaining words as time allows.
4. Facilitator should distribute [Reflection Questions](#) and invite participants to join the larger group for wrap-up.
  - Participants should independently answer questions and then share with the larger group