

Tier 2 : Everybody's words
High frequency words found across a variety of disciplines

Examples—

- analyze
- compare
- determine
- support
- evidence
- maintain

Long-term Memory

Are they Critical?

Non-declarative Memory

Categories

procedural memory: motor based

procedural memory: nonmotor Riding

a bike: **procedural motor skill**

Decoding words: **nonmotor procedural skill**

Tier 3:
Low frequency words specific to a discipline

Examples—

- expedition
- excursion
- mitosis
- unhygienic
- lithosphere
- Kelvin
- carbohydrate
- potential energy
- Doppler effect

Working memory

Are they Critical?

Tier 1: The most basic words

Examples—

- table
- happy
- baby
- nose
- purple
- angry
- hamburger

Automatic memory

Are they Critical?

Criteria for identifying Tier II Words...

- **Importance and utility:** *Is it a word that students are likely to meet often in the world?*
- **Instructional potential:** *How does the word relate to other words, to ideas that students know or have been learning?*
- **Conceptual understanding:** *Does the word provide access to an important concept?*

Criteria for identifying Critical Words...

- **Importance and utility:** *Is it a word that students are likely to meet often in the world?*
- **Instructional potential:** *How does the word relate to other words, to ideas that students know or have been learning?*
- **Conceptual understanding:** *Does the word provide access to an important concept?*
 - *Prevalent in the CCSS*
 - *Prevalent in the exemplars*
 - *Prevalent in the PARCC Assessment*

Stages of Vocabulary

Encode: introduce and find meaning

Store: rehearsal for long-term memory

Review/Retrieve: get into and out of long-term memory

- Drawing and Artwork
- Games
- Graphic Organizers
- Humor
- Metaphors, Analogies, Similes
- Mnemonic Devices
- Movement
- Music, Rhythm, Rhyme, Rap
- Role-Plays, Drama, Pantomimes and Charades
- Storytelling
- Technology
- Visuals
- Quizzes
- Word Searches

Encode



- Introduce the word
- Brainstorm a definition
- Draw a picture
- Make up a jingle or song
- Create a mind map, vocabulary word map, Frayer model
- Use Vocabulary Gloves
- Make a synonym wheel
- Create a Quizlet Online
- <http://quizlet.com/15778131/49-common-core-standard-vocab-flash-cards/>
- Use the word when you speak
- Use the word on your quizzes and tests
- Use the word in your newsletter



10 Minutes of PARCC?

Vocabulary Word Map

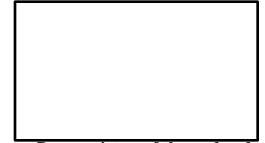
Write the word _____ Write a definition of the word _____

Write a synonym _____

Write an antonym _____

Write the word here, in color _____

Use the word in a sentence that shows its meaning.



Draw a picture of the word or draw yourself doing something related to the word. Use color.

ELA Common Core Vocabulary Standards

Reading Strand

Reading Anchor Standard #4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, *analyze how specific word choices shape meaning or tone.*

Language Strand

Language Anchor Standard #4

Determine or clarify 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* as appropriate.

Language Anchor Standard #6

Acquire and use accurately a range of general *academic* and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate *independence in gathering vocabulary knowledge* when encountering an unknown term important to comprehension or expression.

Rehearse



Grade 5 Practice Test Question (PARCC) <http://opat-parcc.ets.org/online/ndex.htm#item/7855>

From "Moon over Manifest"

Southeast Kansas

May 27, 1936

"I thought about my daddy Gideon Tucker. He does his best talking in stories, but in recent weeks, those had become few and far between. So on the occasion when he'd say to me, "Abilene, did I ever tell you bout the time...?" I'd get all quiet and listen real hard. Mostly he'd tell stories about Manifest, the town where he'd lived once upon a time."

Part A

What does the phrase "few and far between" mean as it is used in paragraph 2?

- Less often
- Less happy
- More distant
- Harder to hear

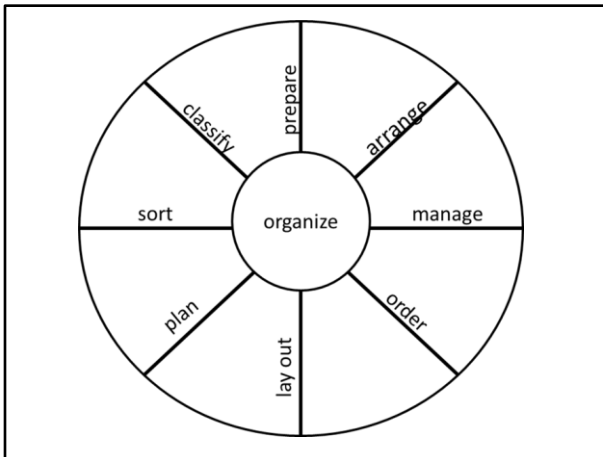
Part B

Which detail from the story helps the reader understand the meaning of the phrase "few and far between?"

- "...does his best talking in stories..."
- "So on the occasion..."
- "...did I ever tell you..."
- "...where he'd lived once upon a time."

Synonym Circle

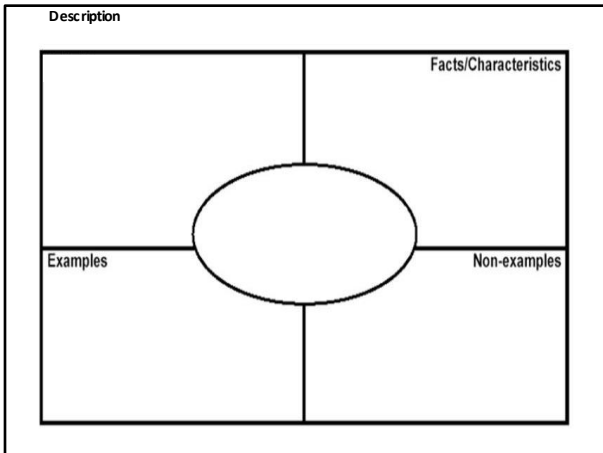




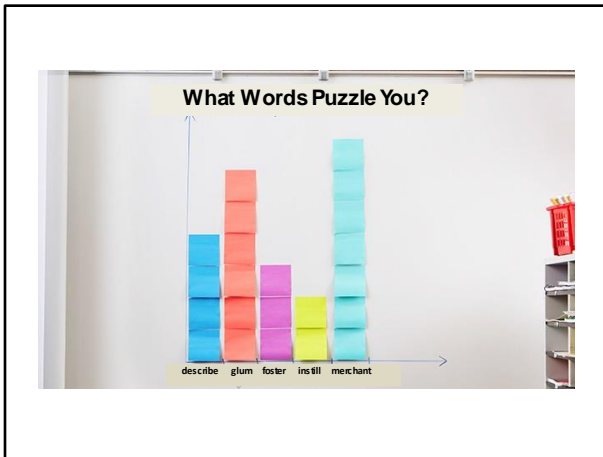
Shades of Meaning

freezing

A vertical stack of five color swatches representing a temperature gradient. From top to bottom: a light green swatch labeled 'cold', a medium green swatch labeled 'warm', a dark green swatch labeled 'hot', and two darker green swatches. The word 'freezing' is written above the stack.



Johnny Harrington was a kind master who treated his servants fairly. He was also a successful wool merchant, and his business required that he travel often. In his absence, his servants would tend to the fields and cattle and maintain the upkeep of his mansion. They performed their duties happily, for they felt fortunate to have such a benevolent and trusting master.



Recall vs. Recognition

Write down this week's vocabulary words and any information you have about them.

Promises	Column A	Responses	Column B
<ul style="list-style-type: none"> ___1. Person who performs mysterious tasks no one understands ___2. Person who provides schooling for children ___3. Person who enables a group to find solutions ___4. Person who instructs adults in a classroom. 			<ul style="list-style-type: none"> A. Facilitator B. Trainer C. Instructional Designer D. Meeting Organizer E. Teacher



Vocabulary Quick Write

On a sheet of paper that can go into their Vocab Notebooks, students write everything they know about the word that you put up on the board. This is a rehearsal activity.

You have already introduced the word, described it, let them come up with their own definition or description, drawn a picture or other nonlinguistic representation, and perhaps even found synonyms and antonyms.

This is a five – ten minute exercise.

Creating Stories in Order of Word Placement

- Take words from the bag and put them on the board. Pair your students, or put into small groups.
- Each group chooses a style of story or film they all enjoy (romance, comedy, horror, etc.)
- Each group writes a story using the vocab on the board, in the order the words appear. So, the first word (on the left of the board) should be used near the start of the story, and the last word (on the right) near the end, etc. The teacher can monitor and help with language or ideas here.
- Each group or pair divides up their story and practices saying it. The teacher can work on sentence stress and intonation patterns here (ask: how does the character feel here? What happens to your voice when you feel this emotion? How do you want your audience to feel here? Again, how can you show this in your voice? Demonstrate as necessary).

Role-play conversations

- Invite two confident students up to the front of the class.
- Ask them to imagine they are the host and interviewee on a talk show.
- Put some vocab bag slips in front of them.
- Tell the listening students that, every time they want a change, they should call out "new word." Whoever is speaking then has to pick up a slip of paper and use the word or phrase in their next sentence, in as natural a way as possible. The conversation should then continue.
- Allow 2 or 3 minutes of the conversation, making sure that either the students or you shout "new word!" a couple of times.
- Divide the class into small groups, distribute vocabulary bag slips, and invite different students to repeat the activity in their groups.

In less than Ten Minutes: take attendance and as you call a name and provide a word from your word wall; the response should be a synonym for the word.

In less than Ten Minutes: have students write a sentence of ten or twelve words demonstrating their understanding of one of the vocabulary words

In less than Ten Minutes: put students in small groups and have them act out one of the week's vocabulary words

In less than Ten Minutes: introduce a new word, use it in a sentence, and have students create their own definition of the word in small groups; they may use internet sources to guide them

In less than Ten Minutes: have students draw a picture or symbol representing a word
In Ten Minutes: have students share sentences using words from your word wall

In less than Ten Minutes: if you have created a jingle or song for a word, have students sing or recite on their way to line up, access materials, or transition from one activity to another

In less than Ten Minutes: have students explain how they would teach a vocabulary word to a younger student