



B.E.S.T. ELA Standards – Secondary Vocabulary Development and Instruction

Just Read, Florida!



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Session Objectives

- Learn evidence-based approaches to directly and indirectly teaching vocabulary in a secondary classroom.
- Practice four strategies to directly teach vocabulary in a secondary classroom.
- Make connections between the B.E.S.T. ELA vocabulary benchmarks, vocabulary research and application.

B.E.S.T. ELA Standards Grades 6-8

Grade	V.1.1 Academic Vocabulary	V.1.2 Morphology	V.1.3 Context and Connotation
6	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.
7	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.
8	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.

B.E.S.T. Standards Grades 9-12

Grade	V.1.1 Academic Vocabulary	V.1.2 Morphology	V.1.3 Context and Connotation
9	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of etymology and derivations determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.
10	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of etymology and derivations determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.
11	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of etymology and derivations determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.
12	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of etymology and derivations, and commonly used foreign phrases determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.

Direct Vocabulary Instruction

Provide students with instruction in specific words that are important to students' content learning or understanding of a particular text. Teaching students more general word-learning strategies that they can apply to a variety of words, such as analyzing parts of words (e.g., root words.)

Indirect Vocabulary Learning

Children learn the meanings of words indirectly through everyday experiences with oral and written language.



Direct Vocabulary Instruction

1. What words to teach
2. How to teach them

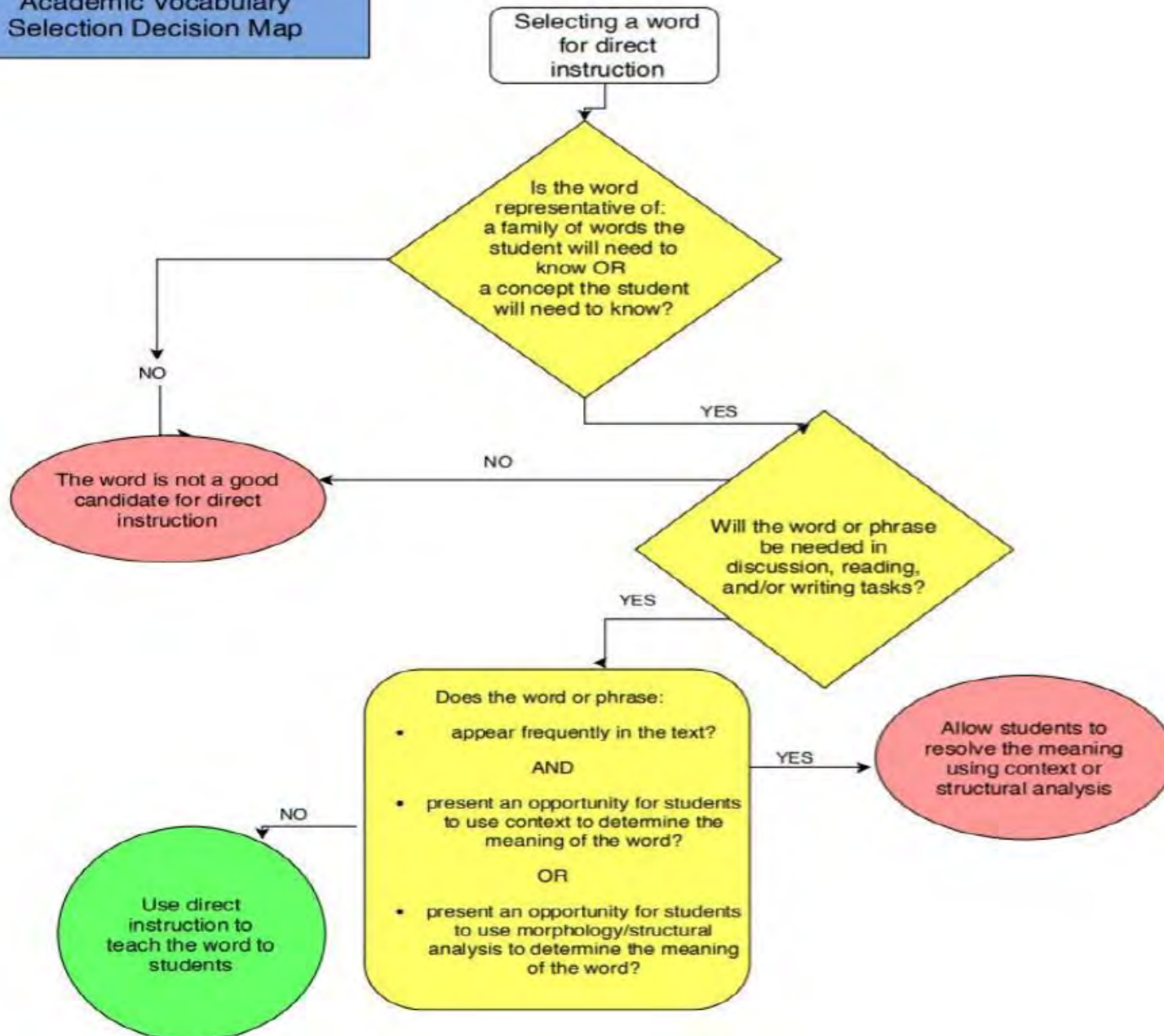
Vocabulary Tiers

In their three-tiered model of vocabulary development, Beck, McKeown & Kucan (2002) classify words as follows:

- **Tier 1:** These are the common, everyday words that most children enter school knowing already. Since we do not need to teach these, this is a tier without tears!
- **Tier 2:** This tier consists of words that are used across the content areas and are important for students to know and understand. Included here are process words like *analyze* and *evaluate* that students will run into on many standardized tests and that are also used at the university level, in many careers and in everyday life. We really want to get these words into students' long-term memory.
- **Tier 3:** This tier consists of content-specific vocabulary—the words that are often defined in textbooks or glossaries. These words are important for imparting ideas during lessons and helping to build students' background knowledge.

B.E.S.T. ELA Standards: Appendix D

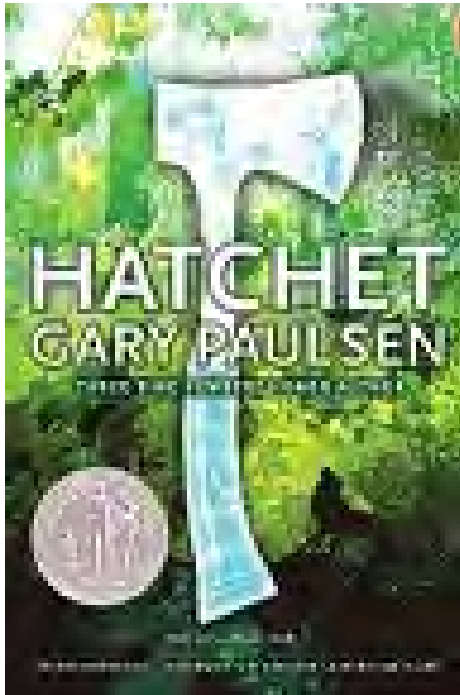
Academic Vocabulary Selection Decision Map



“If a word appears frequently, and presents opportunities to resolve word meaning using contextual or structural analysis, the word probably does not need direct instruction. If the word is essential, and yet cannot be resolved through frequent use, contextual analysis or structural analysis, the word or phrase should be introduced through direct instruction.”

Fisher, Frey & Hattie; “Visible Learning for Literacy” (2016)

Let's Practice!



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- Read chapter 5 from *Hatchet*.
- Choose one to two vocabulary words that would require instruction.
- Create a student-friendly definition.
 - Characterize the word and how it is typically used.
 - Explain the meaning using everyday language—language that is accessible and meaningful to the student.

Example:

Motivated (verb) a reason for doing something

Developing Vocabulary in Secondary Classrooms

Instruction should:

- Explore facets of meaning;
- Consider relationships among words;
- Introduce how affixes change meaning;
- Explore word origins; and
- Create opportunities for student use of the words.

“Everything Teachers Need to Know About Teaching Vocabulary” by Mark Ankuci (2019)

“Bringing Words to Life” by Isabel Beck, Margaret McKeown & Linda Kucan (2002)

“Students need a wide range of independent word-learning strategies. Vocabulary instruction should aim to engage students in actively thinking about word meanings, the relationships among words and how we can use words in different situations. This type of rich, deep instruction is most likely to influence comprehension.”

Graves (2006); McKeown & Beck (2004)

Ask students to differentiate between two descriptions by labeling them ‘example’ or ‘non-example’ of the target word.

Example:

banter

A husband and wife argue about what to have for dinner.

A husband and wife kid each other about who ate more at dinner.

“Bringing Words to Life” by Isabel Beck,
Margaret McKeown & Linda Kucan (2002)

Use the context of a story or text as a basis for discussing the words.

Example:

When Tom decided that the prisoner should not be boiled in oil, the earl's face showed *profound* gratification. What other profound feelings are shown in the story?

"Bringing Words to Life" by Isabel Beck,
Margaret McKeown & Linda Kucan (2002)

Have students share relevant personal experiences related to the word.

- Talk about situations a word would describe.
- Consider instances when a word would be an appropriate choice.

Example: *berate*

In the parking lot this morning, I saw a student *berate* a driver whose car was blocking the entrance to campus.

“Bringing Words to Life” by Isabel Beck,
Margaret McKeown & Linda Kucan (2002)

Let's Practice!

Strategy	Practice
<p>Example/Non-example: Ask students to differentiate between two descriptions by labeling them example or non-example of the target word. Or students can create their own example and non-example</p>	
<p>Using context: Use the context of a story or text as a basis for discussing the word.</p>	
<p>Personal experience: Have students share relevant personal experiences related to the word.</p>	

Word Sorts with Roots and Affixes

<i>-cracy</i>	<i>-crat</i>	<i>-archy</i>	<i>-arch</i>
Autocracy	Autocrat	Monarchy	Monarch
Democracy	Democrat	Oligarchy	Oligarch
Plutocracy	Plutocrat	Anarchy	Anarchist
Aristocracy	Aristocrat	Hierarchy	Hierarchical
Bureaucracy	Bureaucrat	Matriarchy	Matriarch
Technocracy	Technocrat	Patriarchy	Patriarch

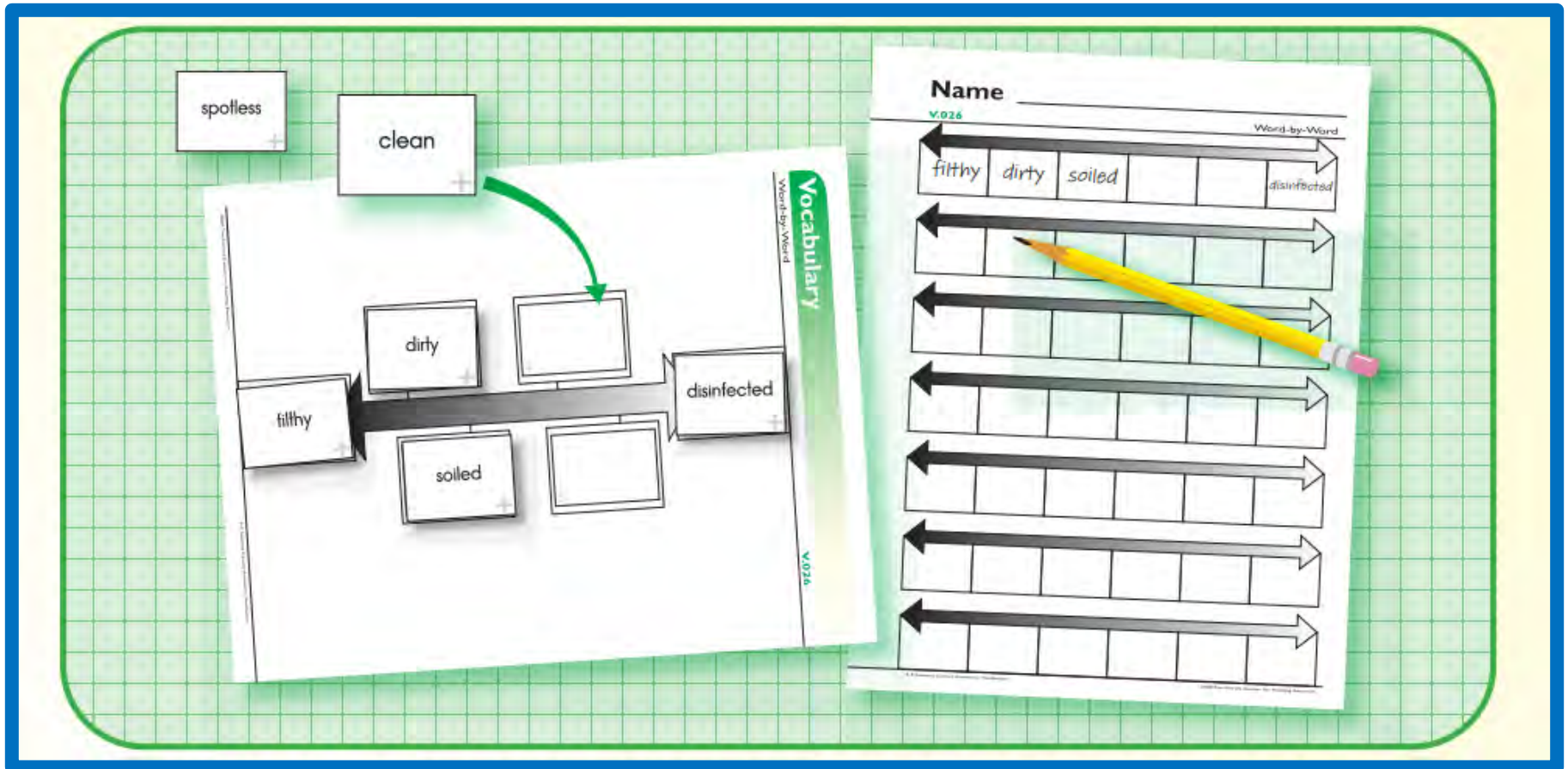
Let's Practice!

- Examine and discuss the words at the bottom of **Handout #4 Word Sort**.
- Group the words into categories.
- Label your categories. Be sure you can explain your categories and justify your reasons for including words in each category.

FCRR Student Activity: Root-O!

Root-O!		
tele	photo	tract
_____	_____	_____
_____	_____	_____
_____	_____	_____
spec	therm	dict
_____	_____	_____
_____	_____	_____
_____	_____	_____

FCRR Student Activity: Word-by-Word

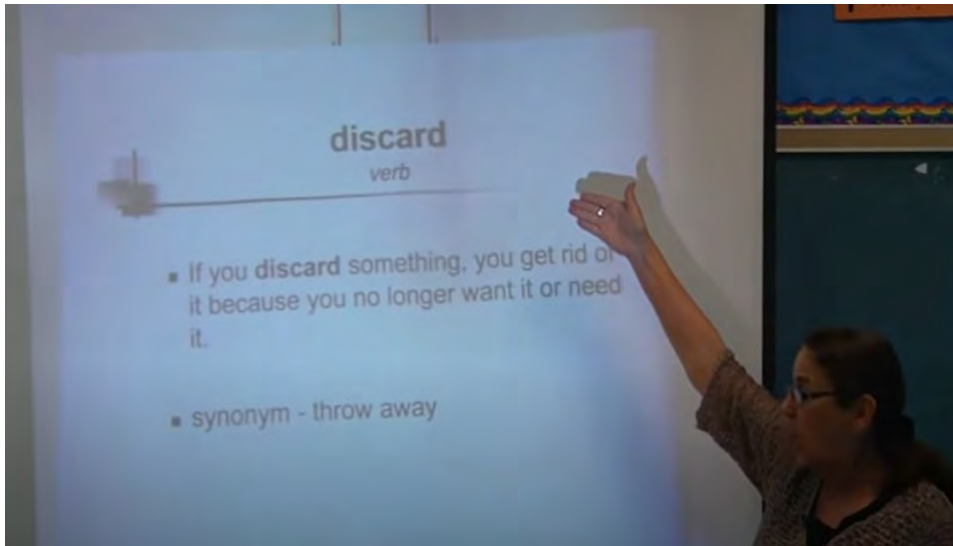


The image displays a student activity on a green grid background. On the left, a 'Vocabulary' card features a word family diagram. At the top is 'clean'. Below it are 'dirty' and 'soiled'. At the bottom are 'filthy' and 'disinfected'. A green arrow points from 'clean' to an empty box. On the right, a 'Word-by-Word' worksheet is shown. It has a 'Name' line, a 'V.026' label, and a grid of boxes for writing words. The first row contains 'filthy', 'dirty', 'soiled', and 'disinfected'. A yellow pencil is placed over the grid.

Let's Practice!

- Choose a word from the excerpt of *Hatchet* and create a Word-by-Word activity.
- Share your words and continuum with the participants at your table.
- Discuss instructional implications (e.g., purpose, word choice, monitoring, opportunities for authentic writing tasks, etc.).

Vocabulary Instruction in Action



[Dr. Anita Archer - Vocabulary Instruction - YouTube](#)

Reflect on the following as you watch the video:

1. What steps were used in the vocabulary instructional routine to introduce each of the vocabulary terms?
2. What other procedures were used to extend vocabulary instruction?
3. What strategies were used to engage students?



Indirect Vocabulary Instruction

Creative ways to focus on vocabulary instruction so that students are continually reinforcing their skills!

Ways to Indirectly Support Vocabulary Development

1. Use rich vocabulary in grading and feedback to students.
2. Incorporate rich vocabulary into discussion of literary elements.
3. Make a word wall (noun, verb, adverb, adjective).
4. Incorporate vocabulary into peer conferencing.
5. Acknowledge students' use of strong vocabulary.
6. Do a vocabulary warm-up.

"Six Ways to Sneak Vocabulary Instruction into High School English," We Are Teachers Staff (2015)

Final Reflection





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