Anita Archer's

EXPLICIT VOCABULARY INSTRUCTION

Words for Everyone

FACILITATOR'S GUIDE

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Table of Contents

"True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own."

—Nikos Kazantzakis

Introduction

Dr. Anita Archer, the presenter of *Explicit Vocabulary Instruction: Words for Everyone*, is a nationally recognized consultant and author on explicit instruction, behavior management, literacy instruction, and staff development. *Explicit Vocabulary Instruction* is part of Dr. Archer's Explicit Instruction series. *Explicit Vocabulary Instruction* correlates with Chapter 3 and parts of Chapter 8 of *Explicit Instruction: Effective and Efficient Teaching* by Anita Archer and Charles Hughes.

In this video inservice, Dr. Archer highlights why effective vocabulary instruction is essential to all students' success, describes effective strategies for teaching vocabulary, and models effective instruction. Her clear, fast-paced, and engaging style makes the presentations not only informative but interesting and entertaining as well. Footage of Dr. Archer teaching groups of students demonstrate how explicit vocabulary instruction improves engagement and learning and deepens the content knowledge and comprehension of all students in a class.

This Facilitator's Guide describes how to use *Explicit Vocabulary Instruction: Words for Everyone* for an inservice training. The program consists of four video sessions that run from approximately 40 minutes to 2 hours, 15 minutes. Corresponding reproducible materials for each session are provided on the accompanying CD. This guide provides an overview of the inservice training and materials, along with options for organizing the training and increasing training effectiveness.

Who Should Participate

The *Explicit Vocabulary Instruction* inservice is appropriate for K–6 classroom teachers in both general and special education, Title I teachers, reading support teachers, and interventionists. The training may also benefit administrators, coaches, and other personnel who assist teachers with instructional practices and classroom management issues. It may also be used in undergraduate or graduate college courses.

Who Can Facilitate

The *Explicit Vocabulary Instruction* inservice is designed for flexibility. Training sessions may be facilitated by a single individual or co-facilitated by members of a group who use the materials as a self-study program. Facilitation responsibilities include reading through the Facilitator's Guide, arranging for and conducting the

training sessions, printing handouts and follow-up materials for participants for each session, and ordering *Explicit Instruction* books. Potential facilitators include regional inservice presenters, district-level coordinators, building administrators or team leaders, instructional coaches, curriculum coordinators, or even individual teachers in a leadership role. In a self-study situation, the facilitator's role may be assumed by one of the participants or rotated so that each participant takes a turn facilitating one or more of the sessions.

About the Materials

The primary materials needed for this inservice are the *Explicit Vocabulary Instruction* DVDs and reproducible materials, which are included on a CD. An optional but recommended third item, the *Explicit Instruction* book, must be ordered separately.

DVDs

The basic training materials for this program are the four DVDs, which contain four separate sessions (see box below for breakout by disc). *Note:* Sessions 2 and 3 are split among different discs because of length.

Disc 1 ───
- ◆ Session 1: Importance of Vocabulary Instruction *(40 minutes)*
- ◆ Session 2: Preparing for Explicit Vocabulary Instruction *(50 minutes)*

Disc 2 ───
(Continued) Session 2: Preparing for Explicit Vocabulary Instruction *(1 hour, 24 minutes)*

Disc 3 ───
Session 3: Teaching Vocabulary Words *(52 minutes)*

Disc 4 ───
- ◆ *(Continued)* Session 3: Teaching Vocabulary Words *(1 hour, 14 minutes)*
- ◆ Session 4: Making it Stick—Providing Practice *(41 minutes)*

Reproducible Materials

All reproducible materials are provided as PDF files and can be copied and printed from the *Explicit Vocabulary Instruction* CD. This includes:

- ◆ Facilitator's Guide
- ◆ PowerPoint slides used in the videos and referenced by Dr. Archer for each session
- ◆ Review and follow-up tasks for each session. These tasks allow the facilitator and participants to focus on key points from each session and determine specific actions they will take to implement relevant strategies in their own classrooms.

Explicit Instruction Book

To get the most out of the training sessions, we recommend that every participant in the training have a copy of the *Explicit Instruction* book in order to access additional information about the concepts presented on the DVDs. The following pages provide an excellent written source for understanding explicit instruction of vocabulary. Participants may also wish to read Chapter 1: Exploring the Foundations of Explicit Instruction, pages 1–22, prior to the start of the training.

- ◆ **Video Session 1:** Chapter 3, pages 53–54
- ◆ **Video Session 2:** Chapter 3, pages 55–70
- ◆ **Video Session 3:** Chapter 3, pages 70–91
- ◆ **Video Session 4:** Chapter 8, pages 201–209

To order books, contact Pacific Northwest Publishing at 1-866-542-1490 or www.pacificnwpublish.com.

WHAT WORKS FOR SPECIAL-NEEDS LEARNERS
Karen R. Harris and Steve Graham, *Series Editors*

explicit instruction

Effective and Efficient Teaching

ANITA L. ARCHER
CHARLES A. HUGHES
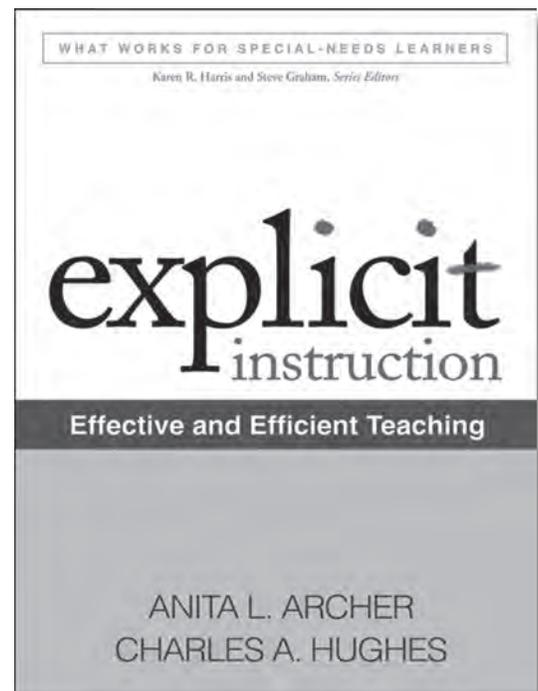
Session 1 Handout

Importance of Vocabulary Instruction

Explicit Vocabulary Instruction: Words for Everyone

Anita L. Archer, Ph.D.

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Dr. Anita Archer's
Explicit Instruction

How well you teach = How well they learn.

I do it. We do it. You do it.

Perky NOT pokey.

Walk around. Look around. Talk around.

Teach with passion. Manage with compassion.

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1

Explicit Vocabulary Instruction
Words for Everyone

Session 1:

Importance of Vocabulary Instruction

2

Dynamic Vocabulary Program (Graves, 2006)

Explicit Instruction Academic Vocabulary	Explicit Instruction Word Learning Strategies
Language-Enriched Classroom	Word Consciousness
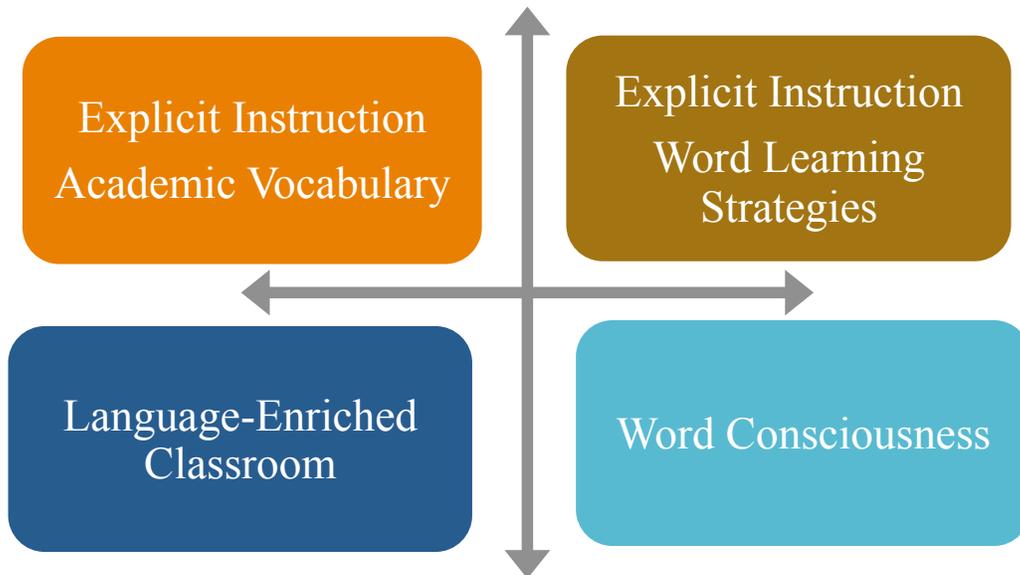
3

Explicit Instruction
Academic Vocabulary

- Teaching individual words
    - General Academic Vocabulary
    - Domain-Specific Academic Vocabulary
- In all subjects
    - Reading Math Science Social Studies
      Health   Music   Art   Physical Education

4

Importance of Vocabulary Instruction—Conclusion

To close the vocabulary gap, vocabulary acquisition must be accelerated through **intentional instruction**.

Vocabulary instruction must be a focus in all classes in all grades.

15

Importance of Vocabulary Instruction—Conclusion

Words are all we have to:

- Express emotions
- Express ideas
- Learn new concepts
- Develop background knowledge for future learning
- Collaborate with others

16

Importance of Vocabulary Instruction—Conclusion

Instruction must be:
- **Intentional**
- **Dynamic**
- **Robust**
- **Engaging**
- **Motivating**
- **Persistent**
- **Explicit**

How well we teach = How well they learn

17

Follow-Up Tasks

After Session 1
Importance of Vocabulary Instruction

Key Ideas

Dynamic Vocabulary Program

Dynamic vocabulary programs include four important components (Graves, 2006):

1. _____ teaching of individual vocabulary words to students

2. Teaching students word learning _____

3. Developing a language-enriched _____

4. Fostering word _____

List strategies you currently employ to teach and review vocabulary.

Importance of Vocabulary Instruction

1. Vocabulary is an integral part of language—both _____ language (reading and listening comprehension) and _____ language (writing and speaking).

2. Vocabulary is directly related to _____.

3. Children's vocabulary in early grades is related to reading _____ in the upper grades.

Conclusion: Vocabulary instruction needs to begin _____.

The Vocabulary Gap

With a partner:

1. Use the findings of Hart and Risley (1995) to describe the differences between children of professional families and children of poverty.

2. Share an example of: "Vocabulary begets vocabulary."