

# Rigorous Vocabulary Instruction *Full Day*

Participants will take part in a variety of activities and use several digital tools that infuse vocabulary instruction through reading, writing, speaking, and listening. Participants will learn the importance of balancing **Teacher-Directed** and **Student-Directed** vocabulary strategies to build independent and proficient readers and writers. The strategies addressed go far beyond basic recall of definitions to the full rigor of the standards: analyzing the effects of word choice in complex texts and in students' own writing.

## Did you Know?

**Words have power!** Words can be used or abused and students' ability to use words effectively gives them power and their ability to analyze word choice helps guard them against fake news and propaganda.

**Vocabulary is Integral to Standards Across the Strands!** Reading Standard 4 is not the only vocabulary standard. Several Writing, Speaking/Listening, and Language Standards also address vocabulary development and application.

**Students need BOTH explicit Teacher-Directed instruction and embedded Student-Directed instruction in vocabulary!**

### Teacher-Directed Vocabulary Strategies



Marzano's 6 Steps for Vocabulary Instruction  
 Domain-Specific Acceleration  
 Modeled Lessons  
 Talk-a-Mile-a-Minute!  
 How many words can you find that...  
 Restate and Elevate  
 Shakespeare VS Pop Music  
 Sentence Parts Analysis

### Student-Directed Vocabulary Strategies

The Six Vocabulary Cheats  
 Voice Swap  
 Tone Word Emojis  
 Multiple Meaning Memes  
 Click or Clunk?  
 Paraphrase Match  
 Literal or Figurative?  
 Visual Vocabulary



### Technology Tools that Develop Vocabulary

Rewordify

Thinglink

Vocabulary.com

VocabAhead

Quizlet

Flocabulary

WordSift

Lexipedia

**LANGUAGE ARTS FLORIDA STANDARDS (LAFS) K12: Rigorous Vocabulary Instruction**

<b>LA Strand:</b>	<b>READING</b>	<b>WRITING</b>	<b>SPEAKING &amp; LISTENING</b>	<b>LANGUAGE</b>
	<b>Cluster 1: Key Ideas and Details</b>	<b>Cluster 1: Text Types and Purposes</b>	<b>Cluster 1: Comprehension and Collaboration</b>	<b>Cluster 1: Conventions of Standard English</b>
Standard 1	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Standard 2	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
				<b>Cluster 2: Knowledge of Language</b>
Standard 3	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	<b>Cluster 2: Craft and Structure</b>	<b>Cluster 2: Production and Distribution of Writing</b>	<b>Cluster 2: Presentation of Knowledge and Ideas</b>	<b>Cluster 3: Vocabulary Acquisition and Use</b>
Standard 4	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.
Standard 5	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Demonstrate understanding of word relationships and nuances in word meanings.

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	<b>READING</b>	<b>WRITING</b>	<b>SPEAKING &amp; LISTENING</b>	<b>LANGUAGE</b>
Standard 6	6. Assess how point of view or purpose shapes the content and style of a text.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	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.
	<b>Cluster 3: Integration of Knowledge and Ideas</b>	<b>Cluster 3: Research to Build and Present Knowledge</b>		
Standard 7	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
Standard 8	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
Standard 9	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	<b>Cluster 4: Range of Reading and Level of Text Complexity</b>	<b>Cluster 4: Range of Writing</b>		
Standard 10	10. Read and comprehend complex literary and informational texts independently and proficiently	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		