



January 19, 2015

Staff Professional Development Session

Academic Vocabulary Building: Vocabulary for the Common Core

Our Presenter



Dr. Vera J. Blake is a retired principal of Falls Church High School. A graduate of St. Paul's College (B.S.), the University of Virginia (M.Ed) and Vanderbilt University (Ed.D), she served as principal for 12 years at Homes Middle School; both schools are located in Fairfax County, Virginia. She was a contributing author to the book, [Transforming Ourselves, Transforming Schools: Middle School Change](#) (NMSA, 2001), co-authored "Middle School Partnerships: The More, the Better" (Principal Magazine, Fall, 1999) and "Addressing Diversity Through Partnerships" (Delta Kappa Gamma Bulletin, Summer, 1998). Dr. Blake was the 2000 Virginia Middle School Principal of the Year, the 1999 Fairfax County Principal of the Year, and a 2000 Washington Post Distinguished Educational Leader.

Dr. Blake continues to work as a school improvement coach/consultant in a capacity building role in several school districts including: Illinois, St. Croix, St. Thomas, Oklahoma, Georgia, Michigan, Nebraska, Virginia, Hawaii, Texas, Dubai, Sharjah, Qatar, Istanbul, and Washington, DC. Her most recent work has been in St. Thomas, St. John, Albany, Washington, DC, Houston, San Antonio, and Istanbul as an on-going consultant. In addition, she was the lead coach for all of the K-12 U.S. Virgin Island Public Schools for several years.

She maintains a professional interest in curriculum supervision and in middle and high school levels of teacher and administrator preparation. Dr. Blake continues to serve as a professional development consultant to ASCD and as a consultant, mentor and coach to numerous school and district leaders, nationally and internationally, to help improve schools and increase student achievement. She is an ASCD cadre member for What Works in Schools (Dr. Robert Marzano) and Differentiated Instruction (Dr. Carol Tomlinson) and she is a NMSA Site-Based Services Cadre member.

MONTROSE

COMMUNITY SCHOOLS



AGENDA

TIME IN	TOPIC	PARTICIPANTS	LOCATION	PRESENTER(S)
8:00 – 8:30am	Welcome • Introductions	All Montrose Teaching Staff	Cafeteria	Dr. Edward Graham Rhonda Barber
8:30-10:30am	• Why Vocabulary? • Activating Prior Knowledge • CCSS Expectations	All Montrose Teaching Staff	Cafeteria	Vera Blake
10:30-10:45am	Break			
10:45-12:00pm	• Six Step Vocabulary Building	All Montrose Teaching Staff	Cafeteria	Vera Blake
12:00-1:00pm	LUNCH <i>District Provided in the Cafeteria</i>			
1:00-3:00pm	• Six Step Vocabulary Building	All Montrose Teaching Staff	Cafeteria	Vera Blake



Academic Vocabulary Building; *Vocabulary for CCSS*

Montrose Community Schools
Montrose, MI
January, 2015

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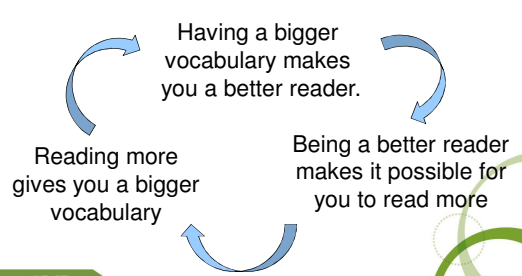
Agenda

- Review some of the research regarding Vocabulary building
- Reflect on the importance of activating prior knowledge
- Building vocabulary to exceed CCSS expectations
- Examine the six steps of academic vocabulary building as researched by Robert Marzano
- Observe video clips that illustrate how these steps can look in a classroom



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The Reciprocal Hypothesis: the relationship between vocabulary knowledge and reading comprehension goes both ways



```

graph TD
    A[Having a bigger vocabulary makes you a better reader.] --> B[Being a better reader makes it possible for you to read more]
    B --> C[Reading more gives you a bigger vocabulary]
    C --> A
  
```

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The Vocabulary Catch-22

Children need to learn more words to read well, but they need to read well to learn more words.

McKenna, M.C. (2004). Teaching vocabulary to struggling older readers. *Perspectives*, 30(1), 13-16.



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Four Obstacles to Acquiring a Large Vocabulary

1. The number of words in English is very large.
2. Academic English differs from the kind of English used at home.
3. Word knowledge involves far more than learning definitions.
4. Sources of information about words are often hard to use or unhelpful.

– Stahl & Nagy (2005)



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CCSS Requirements

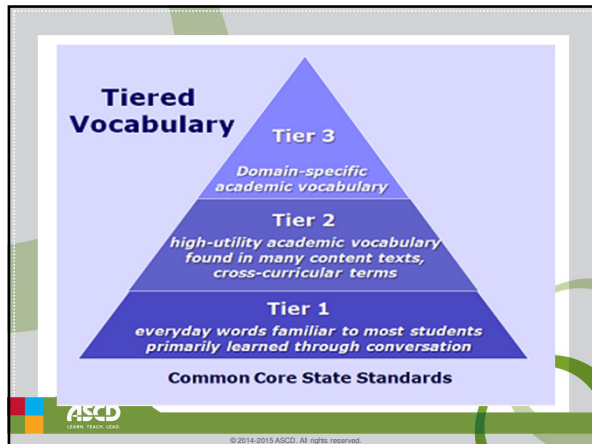
Common core state standards require all students to be able to:

- **Create** - requiring deep consideration of audience, purpose, structure, text features, and format.
- **Collaborate** - forcing students to plan, adopt, adapt, rethink, and revise, all higher-level practices.
- **Evaluate** - necessitating that students make critical judgment calls about how information is presented and shared.
- **Integrate** - emphasizing design, and producing considerable cognitive load on a learner.



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General Academic /VerbsTerms



3 Tiers of Words

- ▶ **Tier 3** – Highly specialized, subject-specific; low occurrences in texts; lacking generalization
 - E.g., lava, aorta, legislature, circumference, hydraulic, oligarchy, euphemism, neurotransmitters
- ▶ **Tier 2** – Abstract, **general academic** (across content areas); encountered in written language; high utility across instructional areas
 - E.g., vary, relative, innovation, accumulate, surface, layer, potential, function,
- ▶ **Tier 1** – Basic, concrete, encountered in conversation/oral vocabulary; words most student will know at a particular grade level
 - E.g., clock, baby, serious, apologize, nation, injury

Common Core State Standards, Appendix A, page 33

How to determine Tier II Words

- Answer 3 questions.
 - Is this a generally useful word?
 - Does the word relate to other words and ideas that students know or have been learning?
 - Is the word useful in helping students understand text?
- If your answer is “yes” to all three questions, it is a Tier 2 word. If not, it is probably a Tier 3 word.

Word Types

Tier 1: Basic Specific	Tier 2: Academic	Tier 3: Content
home	analyze	volcano
dog	approach	lava
happy	role	pumice
see	consist	glaciated
come	major	abdominal
again	require	peninsula
find	significant	molt
go	vary	phonological
look	interpret	diphthong
boy	consequence	quadrilateral

Beck et al. (2002)

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Differences in vocabulary growth

Student A	Student B
2 words per day	8 words per day
words per year	words per year

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The Big idea!!

"Although it is true that the extent to which students will learn new content is dependent on such factors such as the skill of the teacher, the interest of the student, and the complexity of the content, the research supports one compelling fact: **what students *already know* about content is one of strongest indicators of how well they will learn new information** relative to that content."

....Activate Prior Knowledge

Robert Marzano

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What Works in Schools- Robert Marzano

School	1. Guaranteed and Viable Curriculum 2. Challenging Goals and Effective Feedback 3. Parent and Community Involvement 4. Safe and Orderly Environment 5. Collegiality and Professionalism
Teacher	6. Instructional Strategies 7. Classroom Management 8. Classroom Curriculum Design
Student	9. Home Environment 10. Learning Intelligence/ Background Knowledge 11. Motivation

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Factors Influencing Achievement

Student

9. Home Environment
10. Learned Intelligence/ Background Knowledge
11. Motivation

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How do we learn words from experiences?

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Factors Influencing Achievement



Student

- 9. Home Environment
- 10. Learned Intelligence/
Background Knowledge
- 11. Motivation



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Factors Influencing Achievement



Teacher

- 6. Instructional Strategies
- 7. Classroom Management
- 8. Classroom Curriculum Design

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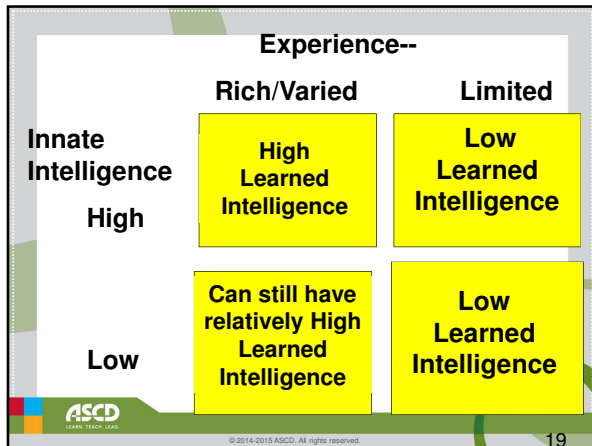
Classroom Instruction That *works*

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers

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Multiple Opportunities to Use the Words

Direct Vocabulary Instruction

It takes 7-14 encounters with words for our brains to begin to put them in a useable place in long-term memory.

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Direct Instruction

- Word selection
- Definitions and context
- Opportunities for speaking and writing
- Multiple exposures

Intentional → Transparent → Useable → Personal → Prioritized

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Vocabulary Terms & Phrases

Generalizations from Research

1. Students must encounter words in context more than once to learn them.
2. Instruction in new words enhances learning those words in context.
3. One of the best ways to learn a new word is to associate an image with it.
4. Direct vocabulary instruction works.
5. Direct instruction on words that are critical to new content produces the most powerful learning.

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**Students read new information;
comprehension assessed:**

**If there is some regular vocabulary instruction--
12%ile gain**

**If the direct instruction is for
words in the passage that is being read,
33%ile gain**

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Retention

Retention is enhanced in a "brain-friendly" classroom where teachers are clear in their goals for students to store new information into their long-term memories. Strategies include:

- ❖ The use of multiple exposures to the material over time
- ❖ The depth of processing the details
- ❖ The degree of elaboration on the material

In other words, learning is more comprehensive when we are clear on what we want students to know, understand, and be able to do with the information.

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More on Retention

Learning is enhanced when the left frontal lobe of the brain is engaged with words/vocabulary and the right frontal lobe of the brain is engaged with pictures. It is important to engage both sides of the brain as often as possible to help students create stronger memory, meaning, and complex conception of new knowledge.

Students should engage with knowledge linguistically (through reading, talking about and/or writing) and non-linguistically (through drawing, graphic organizers, etc.) for greater retention.

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Characteristics of Good Vocabulary Teaching

- Good vocabulary instruction does not rely on or start with definitions
- Good vocabulary instruction starts with an explanation or example of the word.
- Good vocabulary instruction recognizes that definitions initially don't always resonate with students,
- Good instruction ensures that new concepts are anchored in prior knowledge.

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Six Step Process for Vocabulary Instruction

- Dr. Marzano describes a six-step process in the instruction of vocabulary:
 - The first three steps are to assist the teacher in direct instruction.
 - The last three steps are to provide the learner practice and reinforcement.

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In Summary . . .

EIGHT RESEARCH-BASED CHARACTERISTICS OF EFFECTIVE VOCABULARY INSTRUCTION

1. Effective vocabulary instruction does not rely on definitions.
2. Students must represent their knowledge of words in linguistic and nonlinguistic ways.
3. Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures.
4. Teaching word parts enhances students' understanding of terms.

Adapted from Building Academic Vocabulary by Robert Marzano and Debra Pickering, 2005

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EIGHT RESEARCH-BASED CHARACTERISTICS OF EFFECTIVE VOCABULARY INSTRUCTION

4. Different types of words require different types of instruction.
5. Students should discuss the terms they are learning.
6. Students should play with words.
7. Instruction should focus on terms that have a high probability of enhancing academic success.

(Adapted from Building Academic Vocabulary by Robert Marzano and Debra Pickering, 2005)

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A Six-Step Process for Teaching Vocabulary

Step 1: Provide a description, explanation, or example of the new term.

Step 2: Ask students to restate the description, explanation, or example in their own words.

Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.

Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

Step 5: Periodically ask students to discuss the terms with one another.

Step 6: Involve students periodically in games that allow them to play with terms.

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A Six-Step Process for Teaching New Terms

Step 1: Provide a description, explanation, or example of the new term.

Example: FUNCTION

A function is a relationship between two things like height and weight. As one goes up, the other goes up. Isn't it generally true that as you have grown in height over the years, your weight has also gone up? We could describe this relationship by saying, "Your weight is a function of your height."

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A Six-Step Process for Teaching New Terms

Step 1: Provide a description, explanation, or example of the new term.

Example: CLIMATE

Mr. Collier noticed that the science book glossary defined *climate* as follows: "The prevailing meteorological conditions, or weather, of a place, including temperature, precipitation, and wind." Instead of using that definition, he explained the term this way:

"Climate is the word that describes what weather is generally like in a particular place. If someone says that a place has a warm, dry climate, it means that the winters are not really cold and there is probably not much snow, plus the summers are probably pretty hot without much rain."

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Describing the Term Claustrophobia

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A Six-Step Process for Teaching New Terms

Step 2: Ask students to restate the description, explanation, or example in their own words.

Figure 3.2
Student Description of *Function*

Terms: *Function*

Describe: *It's when one thing makes another happen or one thing goes up the same way that another goes up.*

Draw

Table:

Gain	Loss
4	4
3	3
2	2
1	1

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Applying Non-Linguistic Representations to Vocabulary/Learned Background Knowledge

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Research on Imagery as Elaboration in Vocabulary Learning

# Studies	%ile Gain	Compared to:
6	37	Students keep repeating or rehearsing the definition
4	21	Students generate their own examples of the new words used in a sentence

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A Six-Step Process for Teaching New Terms

Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.

Figure 3.3
Student Graphic Representation of Function

Term: **Function**

Describe: It's when one thing makes another happen or one thing goes up the same way that another goes up.

Draw

	Q1	Q2
4	4	
3	3	
2	2	
1	1	

Category: (standard, unit, alphabetical...)

Term, phrase	Picture/graphic
Description:	
Related terms, phrases	

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A Six-Step Process for Teaching New Terms

Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.

Centralization

Decentralization

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Income tax is the money we pay to the government that they use to provide things we all need, like roads. The money is taken out of our paychecks.

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A fraction tells you how many parts a whole thing is divided into and then how many of those parts you are thinking about. Example: $\frac{3}{10}$ looks like this.

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Some challenges encountered when asking students to draw . . .

Challenge: Students believe they cannot draw.

Suggestions: Model, model, model
Provide examples
Allow students to work together

Challenge: Students try to “overdraw”

Suggestions: Model, model, model
Play “Draw Me” and allow them share tips on “quick-draws.”

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Helping students create nonlinguistic representations

Challenge: Students would rather just copy the definition.

Suggestions:

- Discuss with them the power of pictures.
- Conduct classroom action research.
- Allow students to work together.

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Challenge: The students—and you—are having trouble representing the term.

Suggestions: Practice creating nonlinguistic representations

Types of pictures:

- Draw the actual thing/person/concept.
- Use a symbol.
- Draw an example.
- Represent the idea with graphics.
- Dramatize the drawing with cartoon bubbles.

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Worksheet Example for Steps 2 & 3

Activity: Write your description of **Claustrophobia** and draw a picture of the term.

Word or words:	
Describe or explain:	
Picture	

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A Six-Step Process for Teaching New Terms

Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

- Free Association
- Comparing Terms
- Classifying Terms
- Solving Analogy Problems
- Creating Metaphors

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Free Association

- Give Example(s)

Comparing terms

- Sentence Stems
- Venn Diagrams
- Double Bubble
- Matrix

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Classifying Terms

Fun and **Enjoyment** are similar because they both

_____.

_____.

_____.

Fun and **Enjoyment** are different because

Fun is _____, but **Enjoyment** is _____.

Fun is _____, but **Enjoyment** is _____.

Fun is _____, but **Enjoyment** is _____.

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Classifying Terms

Fractions and **Decimals** are similar because they both

_____.

_____.

Fractions and **Decimals** are different because

Fractions ____, but **Decimals** ____.

Fractions ____, but **Decimals** ____.

Fractions ____, but **Decimals** ____.

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Classifying Terms

A monarchy and a **dictatorship** are similar because they both

_____.

_____.

_____.

A monarchy and a **dictatorship** are different because

a **monarchy** ____, but a **dictatorship** ____.

a **monarchy** ____, but a **dictatorship** ____.

a **monarchy** ____, but a **dictatorship** ____.

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Classifying Terms

Traditional vocabulary instruction and **“this approach”** are similar because they both

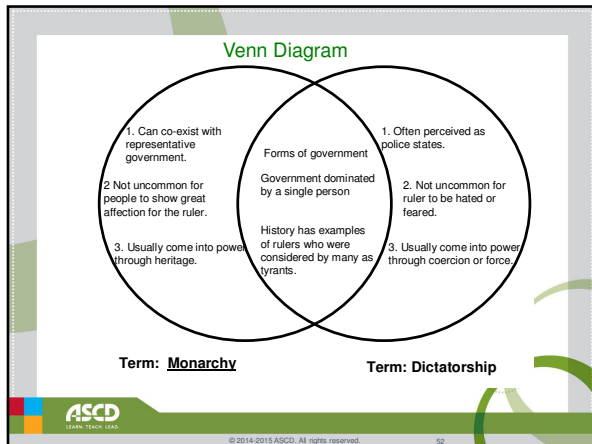
_____.

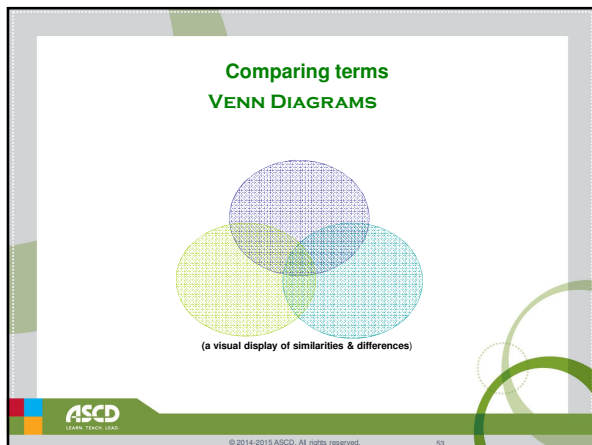
_____.

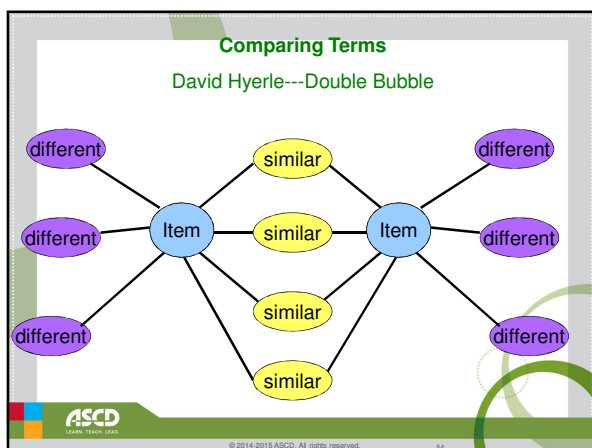
Traditional vocabulary instruction and **“this approach”** are different because **Traditional vocabulary instruction** ,

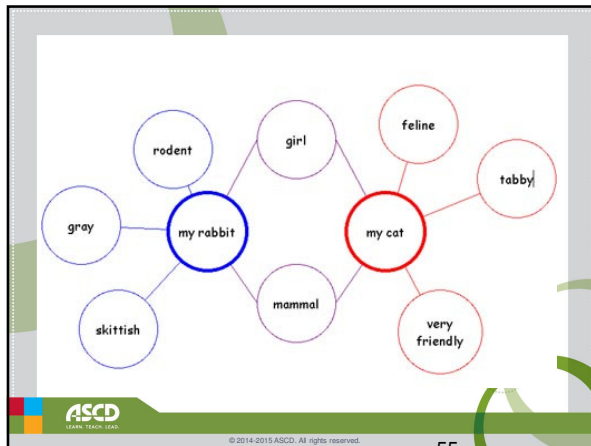
but **“this approach”** _____.

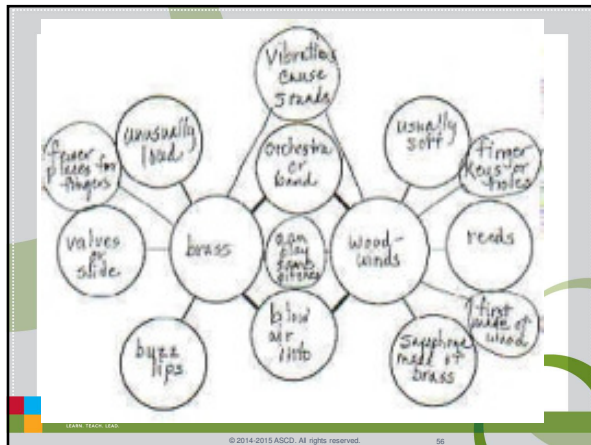
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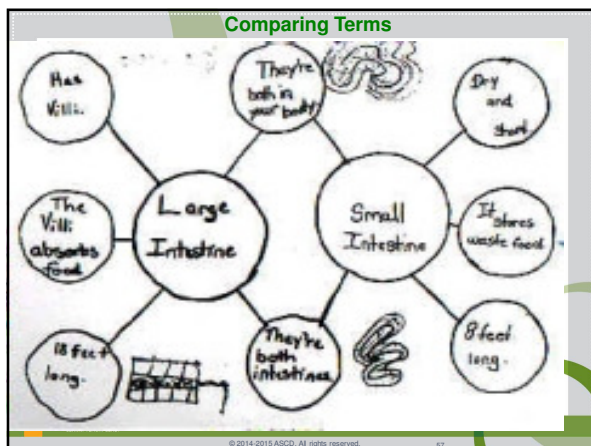












Comparing terms MATRIX				
	Item 1	Item 2	Item 3	
Characteristic 1				Similarities and Differences
Characteristic 2				Similarities and Differences
Characteristic 3				Similarities and Differences
Characteristic 4				Similarities and Differences

Characteristic 1				
Characteristic 2				
Characteristic 3				
Characteristic 4				

Characteristic 1: Similarities and Differences. <i>For characteristics 1, Item 1 and Item 2 and are mainly similar. They both.....</i>
Characteristic 2: Similarities and Differences.
Characteristic 3: Similarities and Differences
Characteristic 4: Similarities and Differences

1.	Football	Baseball	Chess	Golf
Chances of players suffering from serious injury				
Average annual compensation				
Percentage of women playing competitively				
Average number of years players can compete				

Example from Dimensions of Learning, ASCD, 1999
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2.	Football	Baseball	Chess	Golf
Size of crowds attending events				
Chances of players appearing on a Wheaties box				
Numbers of people watching or listening via the media				
Chances of high school players winning a scholarship				

Example from Dimensions of Learning, ASCD, 1999
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Graphic Organizer to Compare & Contrast				
COMPARISON MATRIX				
Nutrients	Items to Be Compared			
	Apples	Oranges	Pears	Grapes
Calcium				
Vitamin C				
Sugar Content				
Fiber				
Juice				

Example from Dimensions of Learning, ASCD, 1999
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Definitions

- The dictionary defines a "[metaphor](#)" as a figure of speech that uses one thing to mean another and makes a comparison between the two. For example, Shakespeare's line, "All the world's a stage," is a metaphor comparing the whole world to a theater stage. Metaphors can be very simple. For example, "The spy shadowed the woman" is a verb metaphor. The spy doesn't literally cast his shadow on the woman, but he follows her so closely and quietly that he resembles her own shadow.
- A [simile](#), also called an [open comparison](#), is a form of metaphor that compares two different things to create a new meaning. But a simile always uses "like" or "as" within the phrase and is more explicit than a metaphor. For example, Shakespeare's line could be rewritten as a simile to read: "The world is *like* a stage." Another simile would be: "The spy was close as a shadow." Both metaphor and simile can be used to [enhance](#) writing.
- An [analogy](#) is a bit more complicated. At the most basic level, an analogy shows similarity between things that might seem different -- much like an extended metaphor or simile. It can be a logical [argument](#): if two things are alike in some ways, they are alike in some other ways as well. Analogy is often used to help provide insight by comparing an unknown subject to one that is more familiar. It can also show a [relationship](#) between pairs of things.

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Solving Analogy Problems

Principal School as President U.S.

The principal leads the school as the president leads the United States.
R.F. leads

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Solving Analogy Problems

Cell membrane as Offensive Line
Cell as Football team

...only lets certain things pass through
.....
...relating factor

Tsunami as Earthquake
Wave as Tremor

.....is an extreme example of
.....
...relating factor

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Solving Analogy Problems

eye tongue

see as ?

..... is used to

..... relating factor

compound ?

elements as ingredients

..... a new substance made up of

..... relating factor

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_____ as _____

_____ as _____

_____ as _____

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Solving Analogy Problems

is a character in Wilbur Willy Wonka Sam

Relating Factor Charlotte's Web Charlie and the Chocolate Factory Green Eggs and Ham

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Solving Analogy Problems

book
backpack

as

document
portfolio

...is carried in
...relating factor

as

as

as

...relating factor

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Creating Metaphors

Step 1: List the specific characteristics of a targeted term.

Step 2: Rewrite those characteristics in more general language.

Step 3: Identify another specific term and explain how it also has the general characteristics identified during step 2.

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Creating Metaphors

Term	More general description	Term
<i>Frederick Douglass</i>		<i>Helen Keller</i>
Was a slave as a young boy	Had a rough beginning	
Learned to read and write anyway	Achieved goals even when difficult	
Wrote books and gave speeches against slavery	Worked to help other people who suffered like him	

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Creating Metaphors

Term	General Description	Term

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A Six-Step Process for Teaching New Terms

Step 5: Periodically ask students to discuss the terms with one another.

Think
Pair
Share

Think: Provide a few minutes of quiet “think time” to allow students, individually, to review their own descriptions and images of the targeted terms in their notebooks. Consider modeling for them, by thinking aloud, some of the kinds of thinking they might do during this quiet time.

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Pair: After students have had a chance to think about the targeted terms, organize them into pairs and ask them to discuss their descriptions and pictures of the terms with their partners. You might need to guide these interactions by suggesting or modeling ways they can discuss the terms, such as

- *Comparing their descriptions of the term.
- *Describing their pictures to each other.
- *Explaining to each other any new information they have learned or “ahas” they have experienced since the last time they reviewed the terms.
- *Identifying areas of disagreement or confusion and seeking clarification from you or other resources.

Ask students not to change their entries in their notebooks yet. At this point in the process, they should simply be discussing their understanding of the terms.

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Share: Invite students to share aloud with the whole class any new thoughts or understandings they have discussed in their pairs. As students share, highlight interesting ideas and encourage students to explain any examples of confusion or any misconceptions that surfaced during their discussions.

This step provides an opportunity for you to make sure that confusion and misconceptions have been resolved accurately. Ask students to make additions and revisions to their notebook entries. Monitor their work to ensure that their additions and revision are accurate.

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Your turn

- Go to the URL link:
<http://http://padlet.com/verablake/7ygjn3c9hdnj>
and add or import a response,
- In your own words, write a definition of the term collaboration.
- Working with a partner, using your devices if feasible, share your best thinking OR example of the term. You may enrich your response by adding a graphic, video, etc. that represents good the term and record it on the wall.
- You may create a 'selfie', import a video clip, or create any other illustration.

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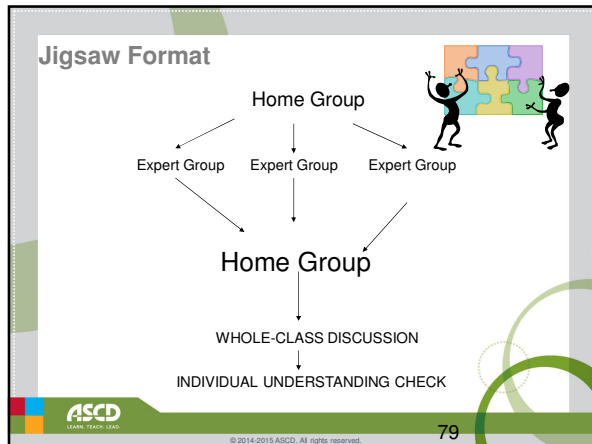
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Describe the term	Explain what it is NOT	Draw a picture or representation of the term	What are the Pros/Cons?
	Analyze how it can facilitate learning in your class		
Provide an example			

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A RAFT is...

- ... an engaging, high level strategy that encourages writing across the curriculum
- ... a way to encourage students to...
 - ...assume a **role** (using the term or concept)
 - ...consider their **audience**,
 - ...examine a **term or topic** from a relevant perspective,
 - ...write in a particular **format** using the term or its meaning
- All of the above can serve as motivators by giving students *choice*, appealing to their *interests* and *learning profiles*, and adapting to student readiness levels.

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Parts of Speech

ROLE	AUDIENCE	FORMAT	TOPIC
SUBJECT	ATHLETICS AWARD DINNER	ACCEPTANCE SPEECH	It's all about me!
PREDICATE	"TOP 40" MUSIC RADIO LISTENERS	SONG	All things revolve around me
DIRECT OBJECT	MIDDLE SCHOOLERS	POEM	"To be acted upon"
INDIRECT OBJECT	WRITERS	ONE PAGE WRITTEN ARGUMENT	No one understands me!

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Angle Relationship RAFT

Role	Audience	Format	Topic
One vertical angle	Opposite vertical angle	Poem	It's like looking in a mirror
Interior (exterior) angle	Alternate interior (exterior) angle	Invitation to a family reunion	My separated twin
Acute angle	Missing angle	Wanted poster	Wanted: My complement
An angle less than 180	Supplementary angle	Persuasive speech	Together, we're a straight angle
**Angles	Humans	Video	See, we're everywhere!

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Algebra RAFT

Role	Audience	Format	Topic
Coefficient	Variable	Email	We belong together
Scale / Balance	Students	Advice column	Keep me in mind when solving an equation
Variable	Humans	Monologue	All that I can be
Variable	Algebra students	Instruction manual	How and why to isolate me
Algebra	Public	Passionate plea	Why you really do need me!

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Indicator Raft

ROLE	AUDIENCE	FORMAT	TOPIC
Benedict's Solution	Simple Sugar	Song	I'm Blue Without You
Phenolphthalein	Base	E-mail	I'm tickled Pink
Indolphanol	An Orange	Dialogue	Now you "see" me, now you don't
Litmus paper	MOMs (Milk of Magnesia)	Poem / Song	You make me blue
Bromthymol Blue	Bromthymol Yellow	Letter of concern	You make me green with envy
Phenol Red	Vinegar	Obituary	You left me Jaundiced
Lugol's Solution	A Potato	Ransom Note	I'll leave you black as night

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Morein Gordon, Joyce Kerr and Karen Woodworth, 2004
New Rochelle High School

2nd Grade RAFT Example

This RAFT is designed to be used by student in a second grade class as they are learning about endangered and extinct animals in science and natural resources in social studies. Students have been studying both topics for a number of days before they do the RAFT. The activity serves as a culmination to this period of study.

Directions: Pick one of these rows to help you show what you know and why taking care of natural resources is important to the balance of life in our world.

ROLE	AUDIENCE	FORMAT	TOPIC
The Earth	Aliens who might want to live on earth	A written set of rules with reasons	What you need to know and do if you want to live here
An endangered animal	Humans	A poster with an exhibit card to explain it	Why I need you and you can help save me
A natural resource	Our class	A speech	What people need to know about using us well and why that matters anyhow

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RAFT Assignment Grade 10 English

WRITERS VOICE

Role	Audience	Format	Topic
Edgar Allen Poe	10th grade writers	Letter	Here's how I found my voice
Garrison Keillor	10th grade writers	E mail	Here's how I found my voice
Emily Dickinson	Self	Diary entry	Looking for my voice
10th grader	English teacher	Formal request	Please help me find my voice
Teacher	10th graders	Interior monologue	Finding a balance between voice and expectations
3 authors	The public	Visual symbols/logos annotated	Here's what represents my voice
3 authors from different genre	One another	Conversation	What shaped my voice and style

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Self Portrait RAFT

Role	Audience	Format	Topic
Norman Rockwell	Masses	Illustration	What You See is What You Get
Van Gogh	Self	Oil Painting	Can I Find Myself In Here?
Andy Warhol	Someone you want to know the true you	Photograph	Now you see Me, Now you Don't
Rueben	Self	Oil Painting	Props Make the Person
Goya	School	Charcoal	On the Side, but Central

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Try a RAFT!

What's the term/vocabulary? _____

What will this task focus on – vocabulary concept?

Role	Audience	Format	Term (Concept)

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Step 6: Involve students periodically in games that allow them to play with the terms.

EXAMPLE:

- Divide into groups of three to participate in this activity.
- During each round, one person is responsible for observing, listening, and keeping track of the number of brainstormed terms. One person must provide the clues and one person must provide the answers.
- Switch roles for each of the rounds for each category.

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Vocabulary Terms & Phrases

Things associated with Shakespeare 200 POINTS		
Things Related to the Internet 100 POINTS	Things Relating to Fiction 100 POINTS	
Units of Measuring 50 POINTS	Percussion Instruments 50 POINTS	Large U.S. cities 50 POINTS

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Online resources for vocabulary games...

- <http://www.vocabulary.co.il/>
- http://www.freereading.net/index.php?title=Vocabulary_Reintroduce_and_Build_Mastery_Activities
- <http://www.visuwords.com/>
- <http://www.pppst.com/templates.html>
- <http://jc-schools.net/tutorials/gameboard.htm>
- <http://its.leesummit.k12.mo.us/gameresources.htm>
- http://people.uncw.edu/ertzberger/ppt_games.html
- <http://reading.pppst.com/vocabulary.html>

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Summarize for the Day

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Thank You

For sharing your time today.

Dr. Vera Blake, Consultant
verablake@verablake.com

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Evaluating the Experience

Below is a link to ASCD's online Professional Development Feedback Survey. We encourage all participants to complete the online evaluation at the conclusion of the workshop. All responses will be anonymously reported to ASCD.

survey.ascd.org

Survey ID: workshop

Keyword for question 1: (VJB1)

Thank you for taking the time to honestly evaluate the program. The results we receive help us to improve the quality of services we provide.

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Video Clip Activity

While you watch the video, record any specific teacher behaviors, practices, or strategies that stand out and the corresponding student behaviors.

Teacher Behaviors Observed	Student Behaviors Observed
1	1
2	2
3	3
4	4
5	5
Questions/Modifications/Improvements Recommended	Modifications/Improvements Predicted

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