

Vocabulary

Session 5

Meet the Presenters

Emily Kleinhenz

4th Grade Teacher
Stevenson Elementary School, District 87
ashe@district87.org

Molly Allen

Assistant Regional Superintendent
ROE #17
allenm@roe17.org



Housekeeping Items

- All Resources for the Session can be found here: [2025-2026 Literacy Capacity Builder Resources](#)
- All resources are available in our shared folder: [Literacy Capacity Builder Participant Resources \(2025-2026\)](#)
- Resources are archived on ISBE's [Illinois Comprehensive Literacy Plan webpage](#) after each session.



Illinois has an **urgent** and **collective responsibility** to achieve **educational equity** by ensuring that **all** policies, programs, and practices **affirm** the **strengths** that each and **every child** brings within their **diverse backgrounds** and **life experiences**, and by delivering the comprehensive **supports, programs, and educational opportunities** they need to **succeed**.

ISBE Equity Statement



Shared Norms

Empower

Stay future-focused, work toward solutions, and promote progress in every discussion.

Engage

Actively participate by sharing feedback and interacting in both the chat and small groups.

Uplift

Encourage diverse perspectives, provide space for everyone to share their ideas, and embrace discomfort to foster growth.

Unite

Foster a sense of togetherness and openness, ensuring full participation. Make your video available if possible.

From the Literacy Plan

Middle Grades

Young Learners

- **Vocabulary Integration:**

Choose key vocabulary for study units and offer varied practice opportunities in both teacher-led and child-centered activities.

- **Daily Scaffolding:**

Tailor vocabulary development throughout the day with tools like visuals, technology, and props based on children's needs.

- **Family Collaboration:**

Share key vocabulary with families for additional practice at home and in the community.

Elementary

- **Vocabulary Development:**

Focus on acquiring basic vocabulary through interaction and learning.

- **Word Knowledge:**

Teach word meanings and usage, connecting new and known words.

- **Word Structure Basics:**

Introduce word origins, prefixes, and suffixes.

Advanced Vocabulary Knowledge: Emphasize word origins, prefixes, suffixes, and basic morphology to enhance complex vocabulary understanding.

- **Contextual Word Learning:**

Encourage inferring new word meanings using context clues to develop comprehension and vocabulary usage.

- **Reading Material Variety:**

Expose students to diverse reading materials to expand vocabulary across different subjects.

High School

- **Advanced Vocabulary Instruction:**

Continue advanced vocabulary instruction through challenging texts and academic vocabulary study.

- **Sophisticated Context Clues:**

Instruct students to use context clues for understanding sophisticated words, enhancing comprehension.

- **Complex Idea Vocabulary Use:**

Employ advanced vocabulary for expressing intricate ideas, preparing for higher education and professional communication.

Agenda

1

Revisit the vocabulary assets in the Literacy Plan.

2

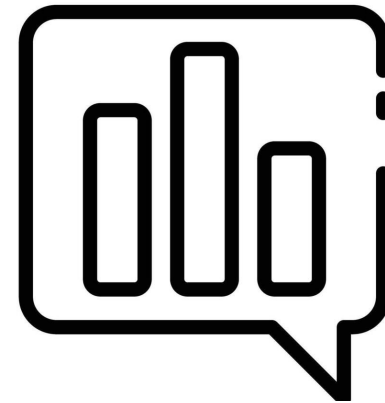
Practice instructional strategies for integrating vocabulary.

3

Consider cross disciplinary opportunities for vocabulary development.

Who's in the room?

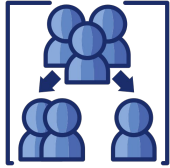
- Role (Secondary, Elementary, Other)



Vocabulary Overview

“Vocabulary encompasses the words used for both **oral and written communication**. Vocabulary acquisition starts **early in life** through spoken language interactions and continues to grow throughout different educational stages. Effective vocabulary development involves learning new words, understanding their meanings, uses, and connections to other words. **A robust vocabulary is essential for reading comprehension, effective idea expression, and higher-level thinking.** It lays the groundwork for building background knowledge and understanding complex texts.”





Breakout Room

Can you figure out these word meanings?

Last Saturday, Maya helped her dad clean out the garage. Most of the boxes were filled with **flindere**d tools that had not been used in years. Maya carefully stacked the boxes so they would not tip over.

When she reached the back of the garage, she found a small wooden box that looked different from the rest. Inside were old photos, medals, and a **honorment** from her grandfather's time in the army.

As Maya kept searching, she noticed a strange object in the corner. It was covered in dust and had a shape she had never seen before. The label on it read: **zintar**.

Maya froze.

"Dad," she said quietly, "why is this still here?"

Her dad stopped what he was doing and stared at the object. "I thought I moved that a long time ago."

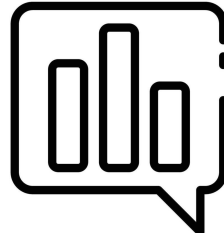
Maya stepped back and crossed her arms. "So... are we supposed to keep it?"

Her dad sighed. "We'll talk about it later," he said, turning the light off in that corner of the garage.

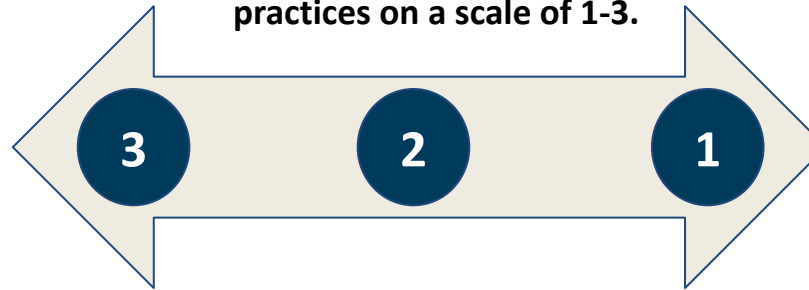
How did you determine the meaning?

Word	Clue Type	Possible Meaning
<i>flindered</i>	Context of the sentence	Old, worn-out, or unusable (tools not used in years, stored in boxes, garage cleanup)
<i>honorment</i>	Morphology (root + suffix)	An award or official document that shows honor (<i>honor</i> + <i>-ment</i> = a thing that honors)
<i>zintar</i>	No usable clues	Cannot be determined; the word has no meaningful parts and no clear context.

Zoom Poll



Self-assess your instructional practices on a scale of 1-3.



3 = I use the evidence-aligned practice.

2 = I am working on using it.

1 = I am not (yet) using it.

Instructional Practice Aligned with Evidence

Provide direct teaching of synonyms, antonyms, and homonyms

Encourage contextual analysis for word meaning.

Actively instruct in academic and domain-specific vocabulary.

Motivate students to use new words in varied student-friendly contexts.

Integrate vocabulary instruction across different subjects and texts.

Instruct in word-learning strategies related to morphology, word parts, grammar, and syntax.

Instructional Practice Not Aligned with Evidence

Teach vocabulary in isolation

Rely solely on dictionary definitions.

Focus on copying dictionary definitions.

Emphasize limited motivation for students to use new words.

Neglect the integration of vocabulary instruction.

Neglect word-learning strategies related to morphology, word parts, grammar, and syntax.

What does explicit instruction look like?

Look for:

- Strategies for 100-percent engagement
- Opportunities for repeated practice
- Approaches to differentiation

destination

the place someone
is going to or
traveling toward

Our final
destination on the
field trip was the
science museum.

destiny

destined

destination

Part of speech:
noun

destinations

EXAMPLES



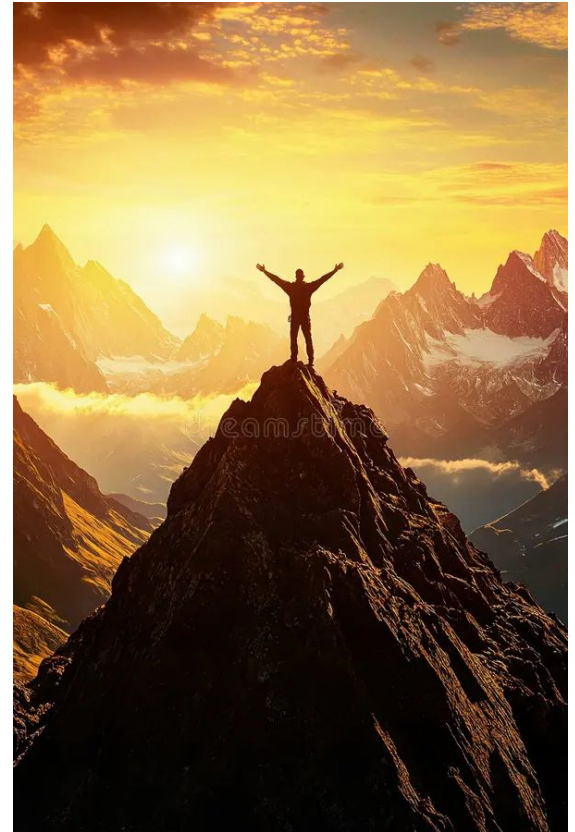
The airport was crowded with travelers heading to different **destinations**.

Paris is a popular **destination** for people who enjoy art and history.

The bus driver announced our **destination** before we got off.



Visual Examples



Yes or No? Examples and Nonexamples?
Think about each situation: do they show
destination?

A city you are traveling to on vacation

Your house after school.

The road you walk on to get somewhere.

A highway rest stop that you go to for a bathroom break.

Your Turn!

Partner 1- complete the sentence

Partner 1: One **destination** I would like to visit is
_____.

Partner 2- share a story

Partner 2: Explain how you would travel to your dream **destination** and what you might do when you arrive.

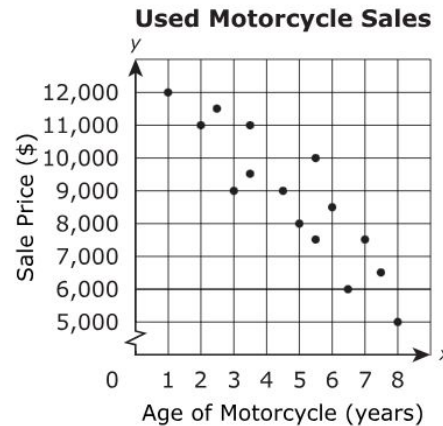
Cross Disciplinary Vocabulary

In the next slides, make note of which words you would identify as challenging for students.

Just make a note on a nearby piece of paper and prepare to share!

Which words would you identify as challenging for students?

The scatter plot shows the age and sale price of fifteen used motorcycles.



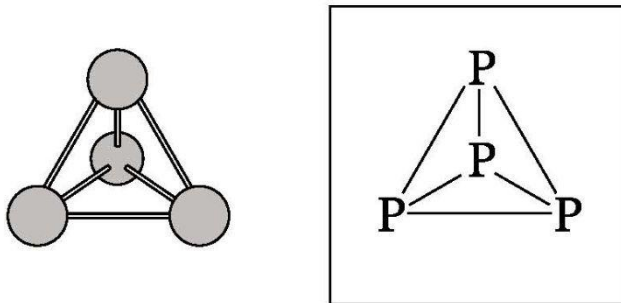
Describe the association shown in the scatter plot.

Select from the drop-down menus to correctly complete the sentence.

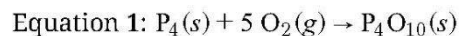
The scatter plot shows association between the age of a motorcycle and the sale price of the motorcycle because as the age of a motorcycle increases, the sale price of the motorcycle .

IAR Math - 8th Grade

3. White phosphorus is composed of P_4 molecules with a tetrahedral structure, as shown in the diagram on the left. Each P atom is bonded to the other three P atoms by single bonds, as shown in the incomplete Lewis diagram on the right.



- A. In the box in part A, complete the Lewis diagram for P_4 by drawing the nonbonding electrons.
- B. The reaction of white phosphorus with oxygen to form $P_4O_{10}(s)$ is thermodynamically favorable at 298 K. The reaction is represented by equation 1.



- The entropy change of the reaction, ΔS° , is negative. Using particle-level reasoning, explain why the entropy decreases as the reaction progresses.
- The enthalpy change of the reaction, ΔH° , is also negative. A student claims that the favorability of the reaction is driven by enthalpy and **not** by entropy. Is the student's claim correct? Justify your answer by using the relationship between ΔG° , ΔH° , and ΔS° .

Write your response to **QUESTION 7** on this page.

Question 7. (Suggested time—20 minutes)

Complete the bass line for the melody below, following eighteenth-century voice-leading procedures. Below the bass line, write the Roman and Arabic numerals that indicate the harmonies and inversions implied by the soprano and bass.

Observe the following:

- A. Keep the portion you compose consistent with the first phrase.
 1. Write an appropriate cadence at each phrase ending, including a perfect authentic cadence at the final cadence.
 2. Give melodic interest to the bass line. (Nonharmonic tones, if included, must be limited to unaccented passing and neighbor tones.)
 3. Vary the motion of the bass line in relation to the soprano.
 4. Use mostly quarter notes. (Where appropriate, note values ranging from half notes to eighth notes may be used.)
- B. Do not notate alto and tenor lines.

Start here
↓

Key: E ♭

Chord analysis: I V⁶ I I⁶ ii⁶ ii V V⁶ I V₃⁴ I⁶ IV

Chord analysis:

GO ON TO THE NEXT PAGE.

signal guns brought the minute-men together. Early the next morning, those of Lexington assembled on the green near the meeting-house. A few minutes afterwards, the advanced body of the regulars approached within musket shot. Major Pitcairn, riding forward, exclaimed, "Disperse, you rebels, throw down your arms and disperse." Not being instantly obeyed, he discharged his pistol and ordered his men to fire. They fired and killed several. The militia dispersed; but the firing continued. In the whole, eight were killed, some of whom were shot in their concealment behind the fences.¹⁷

1844

By the 1840s, this story emerged fully as the stuff of legend. This selection also finally introduced the idea of the midnight ride, but not that of Paul Revere's.

The rashness of General Gage, the British commander in Boston, precipitated this event, and plunged at once the two countries into a war the most disastrous to Great Britain that she ever experienced. That officer, having learned that the provincials had collected a quantity of provisions and military stores at Concord, fourteen miles from Boston, resolved upon sending a party of troops to destroy them. He hoped also to seize John Hancock and Samuel Adams, two persons of high distinction and great influence in the colony, who had ardently espoused the cause of liberty. He made his preparations with the utmost secrecy and caution. On the 18th of April, a number of British officers were sent to dine at Cambridge; after which, towards evening, they scattered themselves on the road toward Concord, and took their stations so as to intercept any expresses which might be sent from Boston to alarm the country. Gage hoped to manage the affair so skillfully, that the Americans would be completely taken by surprise. The grenadier and light infantry companies were taken off duty on the pretext of learning a new exercise, and at eleven o'clock at night, eight hundred picked men embarked from the west side of Boston common, landed near Lechmere Point, and marched rapidly towards Concord.

But it was impossible to evade the jealous vigilance of the Bostonians. Every movement of the troops had been watched, and no sooner had they entered the boats, than a beacon light blazed from the tower of the north

What would happen next? Blood had been shed on both sides. Possibly the colonists still could have gone back to resisting the laws they disliked with written protests and fiery speeches. But the colonists did not put down their arms. Instead, they went on to defend their rights and create a new nation.²¹

1999

In the early 1800s, many textbooks spoke in vague terms about a small group of people who belonged to the Boston network of spies. Then, later textbooks began to focus on specific names, and recently, it seems this story has come full circle in that we are now giving names to a small group of people who warned the colonists about the approaching Redcoats.

Meanwhile, every colony organized military forces. Fighting between the Americans and the British soon broke out near Boston, which had been occupied in 1774 by a British army. Early on April 19, 1775, a detachment of 700 British soldiers was secretly sent to destroy the military supplies colonists had collected at Concord, 21 miles from Boston.

Learning of the soldiers' destination, the Boston Sons of Liberty took action. The organization sent Paul Revere and William Dawes, later joined by Samuel Prescott, to alert the minutemen, or militia members so named because they could be ready for battle on a minute's notice, in the towns and villages along the way. When the British reached the town of Lexington, about 70 armed minutemen awaited them. In the skirmish eight colonists were killed. The British force pushed on to the neighboring town of Concord and burned what little gunpowder the colonists had not used for themselves.

By the time the British began their march toward Boston, the countryside was swarming with minutemen, who fired at the redcoats from behind trees, buildings, and stone walls. Only a brigade sent out from Boston saved the British from annihilation. About 270 British and 100 Americans were killed or wounded at Concord.²²

Word Cloud



Have a plan, use the plan

Middle Grades

Advanced Vocabulary Knowledge:

Emphasize word origins, prefixes, suffixes, and basic morphology to enhance complex vocabulary understanding.

Contextual Word Learning: Encourage inferring new word meanings using context clues to develop comprehension and vocabulary usage.

Reading Material Variety: Expose students to diverse reading materials to expand vocabulary across different subjects.

High School

Advanced Vocabulary Instruction:

Continue advanced vocabulary instruction through challenging texts and academic vocabulary study.

Sophisticated Context Clues: Instruct students to use context clues for understanding sophisticated words, enhancing comprehension.

Complex Idea Vocabulary Use: Employ advanced vocabulary for expressing intricate ideas, preparing for higher education and professional communication.

Considerations for Multilingual Learners

By focusing on...

- Diverse content area instruction
- Visual aids
- Morphological analysis
- Contextual understanding
- Cognates

We can support...

- Development in both languages
- Connections to linguistic and cultural backgrounds

Considerations for Advanced Learners

By focusing on...

- Etymology
- Word relationships
- Nuanced meaning
- Word origins
- Complex word structures

We can support...

- Enriched vocabulary development
- Use of sophisticated language
- Cognitive skill development

Considerations for Learners with Specialized Needs

By focusing on...

- Visual aids
- Simplified language
- Technology-assisted tools

We can support...

- Adapted vocabulary instruction
- Understanding and retention
- Enhanced language development

Multilingual Learners

cognate

Related by descent from the same ancestral language.

Magnificent → *Magnifico* (Italian)

Different → *Diferente* (Spanish)

Garden → *Garten* (German)

Addict → *Adik* (Tagalog)

*Can you think of other examples of cognates that could
add to this list?*

Vertical Alignment in Standards

1st-3rd: Use **sentence-level context** as a clue to the meaning of a word or phrase.

4th-5th: Use context (e.g., **cause/effect relationships and comparisons in text**) as a clue to the meaning of a word or phrase.

6th-12th: Use context (e.g., **the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence**) as a clue to the meaning of a word or phrase.

Progression of Word Study

—	—	—	—	—	Greek-Derived Morphemes		
—	—	—	Derivational Morphology: Anglo-Saxon and Latin Roots, Prefixes, Suffixes			—	—
—	Inflectional Morphology		—	—	—	—	—
—	—	Common Syllables, Syllabification		—	—	—	—
—	Fluent Recognition of Word Families (Rime Patterns)		—	—	—	—	—
—	300–500 Sight Words		—	—	—	—	—
Phoneme-Grapheme Correspondences			—	—	—	—	—
Basic Phonological Awareness		Advanced Phonemic Awareness		—	—	—	—
K	1	2	3	4	5	6	7+

Morphology

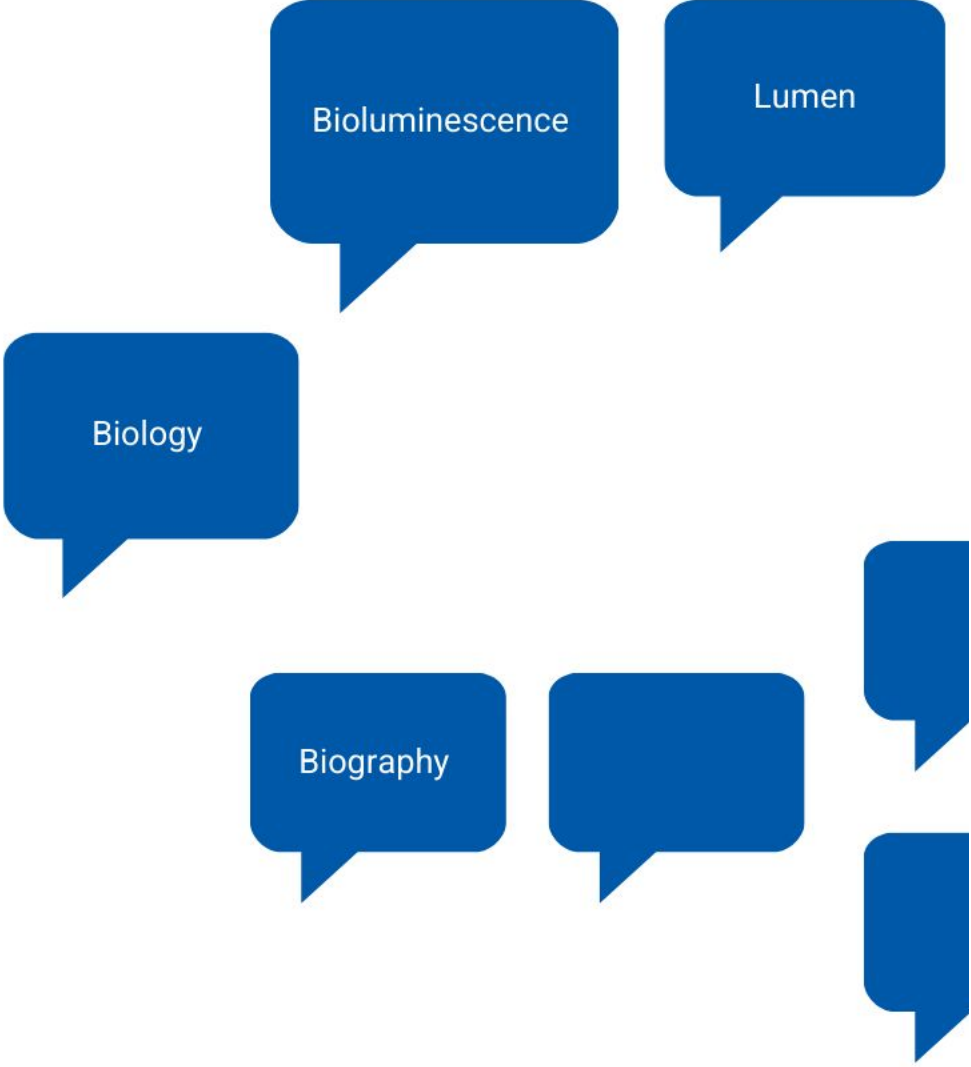


Integrating Vocabulary

Bioluminescence

Biology

Biography



Biology

Bioluminescence

Lumen

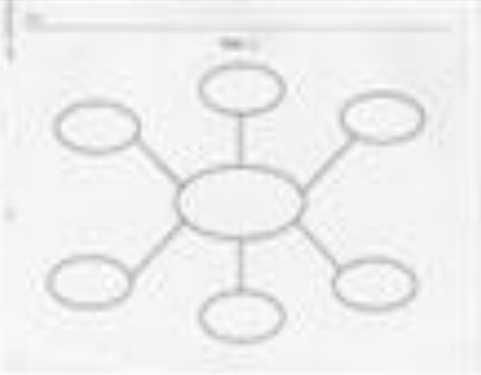
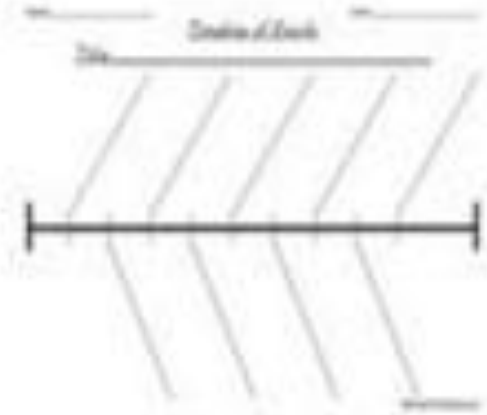

Illumination

Lumiere

Biography



Semantic Mapping

Web	Timeline	Venn Diagram
		

Words to Tell vs. Words to Teach



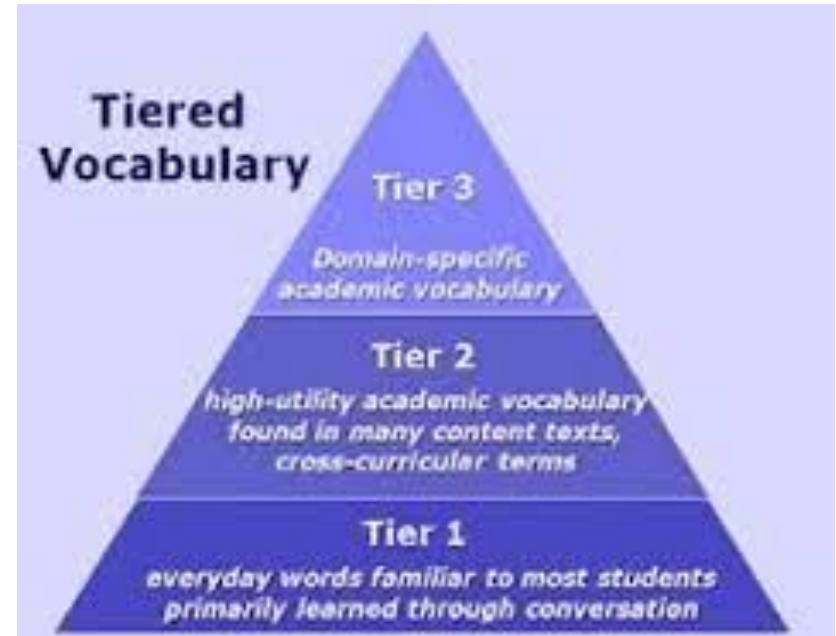
Chat!

How do you know when to “just tell” a word versus when to **teach** it deeply?

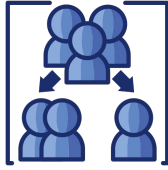
Identifying and Leveraging Instructional Strategies

Read one of the passages (elementary or secondary)
Decide which words in the passage are:

- **Tier 1** - Everyday words,
- **Tier 2** - High-utility academic words, and
- **Tier 3** - Domain-specific words



Also consider cognates!



Breakout Room

What words would you prioritize for teaching deeply?

Elementary



["Dancing Toward Dreams" PDF](#)

Secondary

Hawaiian monk seal entanglement rates

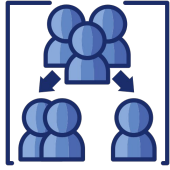
Sampled Hawaiian monk seal subpopulations are distributed across French Frigate Shoals, Laysan Island, Lisianski Island, Pearl and Hermes Reef, and Midway and Kure atolls (Fig. 1). Additional monk seal subpopulations not included in this study occur at Necker and Nihoa islands as well as the main Hawaiian islands. Seal demographic information is largely obtained by marking each new annual cohort of weaned pups and resighting known individuals throughout their lives during regular surveys of all shoreline areas where seals come ashore to rest, give birth, and nurse their pups (27).

A total of 437 monk seal entanglements involving animals of both sexes and a wide range of ages were documented in the Northwestern Hawaiian Islands from 1974 to 2022 (note that a few incidents were recorded opportunistically prior to the establishment of the monitoring program in the 1980s). Plastic derelict fishing gear (net, line, and trap components) accounted for 76% of the items observed entangling seals. Only one non-plastic entangling item (a loop of copper wire) was observed. Documented incidents represent only a subset of the actual number of seal entanglements as entangled seals are not always observable, and when they are, entanglement is not always detected. Seals alternate time at sea with periods ashore but are practically only available for detection of entanglement when on land. For example, seals entangled in debris anchored to offshore substrate or in debris that limits their ability to swim to shore are essentially unavailable for detection and almost certainly perish unseen and undocumented. Further, field staff are only present for part of the year at most sites where monk seals reside.

Hawaiian Monk Seal



Breakout rooms!



Breakout Room

What words would you prioritize for teaching deeply?

Elementary



["Dancing Toward Dreams" PDF](#)

Secondary

Hawaiian monk seal entanglement rates

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Hawaiian Monk Seal



Assessment Considerations

Focus assessments on both the breadth and depth of students' vocabulary, including tests, analysis of vocabulary uses in writing and speaking, and informal assessments through class discussions and activities.

Intervention Considerations

Implement targeted instruction for specific vocabulary needs.

- Employ multimodal strategies (visual, auditory, kinesthetic) for reinforcement.
- Conduct small group or individual sessions for personalized support.
- Integrate contextual and experiential learning to enhance vocabulary acquisition.

Evidence-Based Instructional Practice Resources

Reputable sources for Identifying Evidence-Based Instructional Practices

- [What Works Clearinghouse](#)
- [WIDA](#)
- [International Literacy Association](#)
- [National Council for Teachers of English](#)
- [Iowa Reading Research Center](#) (Handwriting)
- [Reading Rockets](#) (Writing Focus)
- [AdLit](#)
- [Reading Universe Taxonomy](#)
- [Colorin Colorado ELL Classroom Strategy Library](#)
- [The Dyslexia Handbook](#) - Ch. 7
- [Early Writing Project](#)
- [Keys to Literacy](#) (Free Resource)
- [The Writing Revolution](#)
- Partnerships with Universities

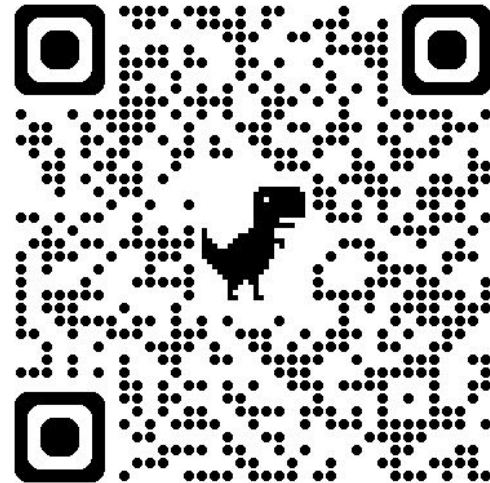
Unvetted sources for Identifying Evidence-Based Instructional Practices

- News Media (newspapers, podcasts, blogs)
- Social Media (Facebook, TikTok, X)
- For Profit Companies
- Advocacy Organizations
- Teachers-Pay-Teachers
- Pinterest

Reading Rockets



The SLD Project



Evaluation for Session 5 Vocabulary

Please complete the evaluation form for this session:

[Evaluation | Session 5: Writing: Vocabulary – Fill out form](#)

[Evidence of completion form](#)

Capacity Builders: ICLP Lead Team

Kristin Nicole

University of Illinois

Dara Carr

Professional Development/School Improvement | BHS ROE #28

Julie Stratman

Assistant Regional Superintendent | Regional Office of Education #1

Molly Allen

Assistant Regional Superintendent | Regional Office of Education #17

Chrissy Wiggs

Professional Development Director | Regional Office of Education #21

Kellyn Sirach

Reading Content Specialist | IL SLD Support Project

Kim Johnson

ELA Principal Consultant | Illinois State Board of Education

Jessica Rodriguez

IL SLP Support Project

Scott Filkins

Lecturer & K-12 Licensure Programs Coordinator | UIUC

Kristen Driscoll

Assistant Professor, Curriculum & Instruction | UIUC

Deborah MacPhee

Professor, Elementary. Literacy | Illinois State University

Michael Young

Assistant Professor, Elementary Literacy | Illinois State University

Melissa Jones-Bromenshenkel

Professor, Dept of Special Education | Eastern Illinois University
Grant Partner | IL SLD Support Project

Saranja Hicks

ELA Instructional Specialist | South Cook ISC

Questions



Next session: Disciplinary Literacy March 19

Thank you