



## Leader's Lens

### Vocabulary and Word Learning in the Classroom

Consider the following supervision supports and classroom connections as you lead teachers to create a classroom brimming with word learning opportunities.

Supervision Supports	
<b>Practical Research</b>	Have you shared research and key understandings such as: <ul style="list-style-type: none"> <li>• Current research on classroom environments that support literacy and word learning</li> <li>• <i>The why</i> behind vocabulary development and word learning</li> <li>• The research behind the word gap and how to address it</li> <li>• The four stages of word learning</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• What do you consider essential professional development for vocabulary? Where would you begin?</li> <li>• How would you support collaborative teams as teachers implement effective vocabulary practices within the literacy block?</li> <li>• Are there professional vocabulary resources to support teachers as they learn more about the importance of intentional vocabulary instruction?</li> </ul>
<b>Feedback and Expectations</b>	<ul style="list-style-type: none"> <li>• Have you provided expectations specific to effective instruction and the literacy environment that support vocabulary instruction aligned to the science of reading?</li> </ul>
<b>Financial Focus</b>	<ul style="list-style-type: none"> <li>• Is there money budgeted to provide books for read alouds and materials that can support rich vocabulary instruction?</li> </ul>
Classroom Connections (Look-Fors)	
<b>Oral Language</b>	<ul style="list-style-type: none"> <li>• Notice the level of vocabulary used during direct and indirect instruction.</li> <li>• Notice the intentional use of read alouds to support word learning.</li> </ul>
<b>Literacy-Rich Environment</b>	<ul style="list-style-type: none"> <li>• Notice the evidence of vocabulary instruction within the classroom.</li> <li>• Notice the purposeful use of wall space or anchor charts to support vocabulary acquisition.</li> <li>• Notice if the environment is labeled to support English learners.</li> </ul>
<b>Direct Instruction for Word Learning</b>	Notice the following direct instructional practices, which include: <ul style="list-style-type: none"> <li>• Explicit vocabulary instruction of tiered vocabulary</li> <li>• Direct instruction of vocabulary tied to standards and content units</li> <li>• Varied linguistic and nonlinguistic strategies for word learning</li> </ul>
<b>Indirect Word Learning Opportunities</b>	Notice indirect instructional vocabulary practices, which include: <ul style="list-style-type: none"> <li>• The classroom atmosphere and the utilization of tools—print and digital—that can enhance vocabulary acquisition</li> <li>• The evidence of vocabulary development through the use of read alouds</li> <li>• Tier one and tier two vocabulary used throughout the day</li> <li>• The amount and frequency of oral language and dialogic conversation across the school day</li> </ul>