Vocabulary Instruction
Booster Session 3: Examples and Nonexamples
Grades 5–8
Acknowledgments

*Vocabulary Instruction Booster Session 3: Examples and Nonexamples* was developed with funding from the Texas Education Agency and the support and talent of many individuals whose names do not appear here, but whose hard work and ideas are represented throughout. These individuals include national and state reading experts, researchers, and those who work for the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin and the Texas Education Agency.

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Special thanks to Alice Independent School District in Alice, Texas
Introduction

Explicit and robust vocabulary instruction can make a significant difference when we are purposeful in the words we choose to teach our students. Our goal in explicitly teaching these words is to help students gain ownership of the words by developing a deep understanding of them, improving students’ ability to comprehend text.

Research Results

*Bringing Words to Life: Robust Vocabulary Instruction* (2nd Edition)
By Isabel L. Beck, Margaret G. McKeown, and Linda Kucan
“Results of Frequent, Robust Instruction” (pp. 86–87)

Research was conducted wherein students receiving robust vocabulary instruction were compared to two additional groups of students—those not receiving instruction and those receiving traditional, definition-based instruction. Effects of frequency of encounters with vocabulary words were also compared.

Results showed that students receiving frequent, robust instruction did the following:

1. **Responded more quickly** to word meanings in timed tasks
2. **Better comprehended** stories containing target words
3. **Engaged in complex thinking** and knowledge of words being assessed
4. **Put target words into context**

Students receiving definition-based instruction could provide the basic definition of each word but could not make sense of all target words within the context of their reading.

Observations demonstrated “word ownership” for students who knew words well and used them easily and appropriately. These students appeared to take pride in their use of the target words and developed “word awareness” in both their environment and in general.
A Quick Note About Tier 2 vs. Tier 3 Words

The purpose of teaching Tier 2 words is to help students with reading comprehension. It is important to choose words to explicitly teach that will help students better comprehend text across multiple genres and content areas. Providing students with engaging deep-processing activities through which to explore a word allows students to develop a more fluid understanding of the word and its application in multiple contexts.

Often, people ask why we focus on teaching Tier 2 words through the explicit vocabulary routine learned during the Vocabulary and Oral Language Development training instead of focusing on Tier 3 words. The simple answer is that these words need to be explicitly taught, too! However, instead of teaching these words through the explicit vocabulary routine, Tier 3 words need to be taught in the context of classroom instruction. So, for example, when introducing the word *photosynthesis*, begin by saying the word and providing the definition. Then, students can make connections between this word and other concepts related to how plants convert light energy into food. This example shows how a student’s schema develops around a word in the context of the content being taught.

Tier 2 words are used often in written text, appear across a variety of domains, can be used in a variety of ways to connect to other words, and provide precision in describing a concept. For example, *convert* is a Tier 2 word that students see across a variety of contexts.

Tier 3 words are content-specific words. For example, *photosynthesis* is a Tier 3 word that students would study in science class.
Purpose

The following booster sessions were developed to support implementation of explicit vocabulary instruction of Tier 2 words, as presented during the *Vocabulary and Oral Language Development* training. The booster sessions break down the content learned during this training into manageable chunks that can be delivered to teachers as they begin the implementation process. Each session was developed by using classroom observation data and feedback from teachers to ensure that the explicit vocabulary routine and deep-processing activities are implemented correctly.

**Booster Sessions**

- Session 1: Choosing Words to Teach
- Session 2: Defining Vocabulary Words
- Session 3: Examples and Nonexamples
- Session 4: Deep-Processing Activities

**Explicit Vocabulary Instruction: Week at a Glance**

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Explicit vocabulary routine:
- Say the word.
- Have students say the word.
- Provide a student-friendly definition.
- Use the word in a sentence.
- Provide examples and nonexamples.
- Provide an initial student engagement activity.
- Post the word and its definition.

Activities:

To build presenter background knowledge prior to delivering these sessions, read the following:

Vocabulary Instruction Booster Session 3:
Examples and Nonexamples
Grades 5–8

This booster session will take approximately 60 minutes to complete.

Presenter Materials

- Presenter handouts
- Chapter 4 of *Bringing Words to Life: Robust Vocabulary Instruction* (2nd edition) by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan
- Chapter 3, pages 70–74, of *Explicit Instruction: Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes
- Grade-specific text: *The Family Under the Bridge* by Natalie S. Carlson
- Document camera
- Bookmark
- Modeling Routine card set (see Preparation below) and paperclips

Participant Materials

- Bookmark (one per participant)
- Participant handouts
- Tier 2 words previously selected for instruction

Preparation

- Read Chapter 4 of *Bringing Words to Life: Robust Vocabulary Instruction*. Flag the quotation on page 84 for presentation.
- Read pages 70–74 from *Explicit Instruction: Effective and Efficient Teaching*. Flag the quotation on page 70, Application 3.5 on page 72, and Application 3.6 on pages 73–74 for presentation.
- On a sticky note, list the following words from *The Family Under the Bridge* that Archer and Hughes selected for instruction (see pages 63–64 of *Explicit Instruction*): monsieur, cathedral, cowered, hidey-hole, hyacinths, can’t abide, dignity, Gypsy, fastidious, loitering, adventure, and quay. Circle cowered, dignity, and loitering, as these words could be categorized as Tier 2 words for “expanded” vocabulary instruction.
- Flag the following words in *The Family Under the Bridge*: cowered, dignity, and loitering.
- Ensure that the room you will use has a document camera available for use.
- Ask teachers to bring the Tier 2 words previously selected for upcoming instruction.
• Use the provided handout to create the Modeling Routine cards. Copy the first page on colored card stock and cut out the words; copy the following pages on white paper.
• Copy and distribute the bookmark (one per participant) and participant handouts.

Set the Purpose and State the Goal  5 minutes

Materials: Explicit Vocabulary Instruction: Week at a Glance presenter handout, bookmark

Before we get started learning this new content, let’s review what we learned in previous sessions, and I will answer any questions you have. As we all know, explicit and robust vocabulary instruction can make a significant difference when we are purposeful in the words that we choose to teach our students. Our goal in explicitly teaching these words is to help students gain ownership by developing a deep understanding of the words.

Display the Explicit Vocabulary Instruction: Week at a Glance handout. You can use this handout as a visual for participants while you quickly review the content from previous booster sessions and preview what you will discuss today.

During the first booster session, we learned how to select appropriate words to use with the explicit vocabulary routine. Your bookmark is a handy tool that summarizes these criteria.

During the second booster session, we used the work of Isabel L. Beck, Margaret G. McKeown, and Linda Kucan in Bringing Words to Life: Robust Vocabulary Instruction to learn how to “develop initial word meaning information,” including a student-friendly definition, illustrative sentence, and student engagement prompt.

Today, we will extend what we learned in the last session to develop examples and nonexamples, using the work of Anita L. Archer and Charles A. Hughes in Explicit Instruction: Effective and Efficient Teaching. Please note that although we did not include this information in the second booster session, the discussion of examples and nonexamples should be part of how you introduce words during the explicit vocabulary routine.

By the end of today’s session, we should be able to develop examples and nonexamples, using the critical attributes of a definition.

The next session will address deep-processing activities.

Now, let’s review the criteria for identifying Tier 2 words, which are listed on your bookmarks.
Criteria for Identifying Tier 2 Words

**Importance and Utility**
Words that are used often in written text and appear across a variety of domains: *Is this a word students will see in a variety of texts?*

**Instructional Potential**
Words that are multidimensional and, therefore, can be used in a variety of ways to connect to other words and concepts: *Is this a word that can help students express themselves?*

**Conceptual Understanding**
Words that provide greater precision in describing a concept: *Is this a word that will allow students to more specifically describe a concept?*

Words that are important to the conceptual understanding of the selected text: *Is this a word that is critical to comprehending the text?*

I Do

**Materials:** Flagged copies of *Explicit Instruction: Effective and Efficient Teaching* and *Bringing Words to Life: Robust Vocabulary Instruction*, Examples and Nonexamples and Developing Examples and Nonexamples: Retaliate presenter handouts, document camera

Display page 70 of “Explicit Instruction: Effective and Efficient Teaching” and read the following flagged quotation: “Presenting students with a definition, even a student-friendly explanation, is not adequate for vocabulary attainment. Students will also need examples of the vocabulary term’s use and, when the concept is more difficult, nonexamples in order to establish firmly what the concept is and what it is not.”

The purpose of today’s booster session is to learn how to develop appropriate and relevant examples and nonexamples that use the critical attributes, or uniqueness, of the Tier 2 words we have selected to teach through the explicit vocabulary routine. These examples and nonexamples will help students to gain ownership of the words.

*Display and discuss the Examples and Nonexamples presenter handout.*

*Then, display pages 72–73 of “Explicit Instruction: Effective and Efficient Teaching.”*
Here are the steps for developing examples and nonexamples, as outlined in *Explicit Instruction: Effective and Efficient Teaching*:

- **Step 1:** Examine the student-friendly definition to determine its critical attributes. In the previous booster session, we discussed critical attributes in terms of noting the uniqueness of the word. In this step, you are breaking the uniqueness of the word into parts.

- **Step 2:** Develop examples in which ALL of the critical attributes are present.

- **Step 3:** Develop nonexamples in which some, but not all, of the critical attributes are present.

I will start by modeling how to use these steps to create examples and nonexamples.

**Step 1:**
Examine the student-friendly definition to determine its critical attributes.

Let’s take a look at how Archer and Hughes determine the critical attributes of definitions by examining the examples provided in *Explicit Instruction: Effective and Efficient Teaching*.

*Display page 72 of “Explicit Instruction: Effective and Efficient Teaching” and discuss this step for the words “conglomeration” and “contentious.”*

Then, display the Retaliate presenter handout and discuss this step for that word.

**Step 2:**
Develop examples in which ALL of the critical attributes are present.

The authors of *Bringing Words to Life: Robust Vocabulary Instruction* noted that when developing examples, it is helpful to think about what interests your students. For example, think about the places your students know or the activities they like.

*Display page 84 of “Bringing Words to Life: Robust Vocabulary Instruction” and read the following flagged quotation: “The purpose was to make students’ word knowledge flexible, so that they could both understand the word and apply the word to a variety of contexts. If a student’s understanding of a word is limited to a narrow definition or stereotypical contexts (e.g., delighted is always used in association with receiving a gift), then many applications of the word will not be readily comprehended and the student will have only limited opportunities to use the word in speech and writing.”*

It is important to note here that you need to be thoughtful in the examples you create to ensure that students can gain ownership of the word in a variety of contexts.

Let’s return to our example words to take a look at how Archer and Hughes develop examples in which all of the critical attributes are present.
Display page 73 of “Explicit Instruction: Effective and Efficient Teaching” and discuss this step for the word “conglomeration.”

Then, display page 74 and discuss this step for the word “contentious.”

Finally, display the Retaliate presenter handout and discuss this step for that word.

Step 3:
Develop nonexamples in which some, but not all, of the critical attributes are present.

Nonexamples help students understand the uniqueness of the word by exploring its boundaries, or as Archer and Hughes state: “what it is and what it is not” (p. 73).

Let’s take one more look at our example words to see how Archer and Hughes develop nonexamples in which some, but not all, of the critical attributes are present.

Display page 73 of “Explicit Instruction: Effective and Efficient Teaching” and discuss this step for the word “conglomeration.”

Then, display page 74 and discuss this step for the word “contentious.”

Finally, display the Retaliate presenter handout and discuss this step for that word.

Note that examples and nonexamples are not only verbal, but also concrete and visual.

- **Concrete** examples include showing an actual example or acting out a word.
- **Visual** examples include showing a picture or other illustration of a word.
- **Verbal** examples include providing a verbal or written explanation of a word, such as a story or scenario.

The same principles we used to develop verbal examples and nonexamples should be used for concrete and visual examples and nonexamples. For example, when you show a picture as an example, make sure that all of the critical attributes are present. When showing a nonexample, some, but not all, of the critical attributes should be present.

**We Do**

**Materials:** Grade-specific text, We Do Activity presenter and participant handouts, Modeling Routine cards, document camera

We will now use the words we selected from *The Family Under the Bridge* by Natalie Savage Carlson to practice this process and the thinking behind it together.
Imagine that I am a fifth-grade teacher preparing to read this text as part of our realistic fiction genre study. I have read the text, selected the words that I think will be unknown to my students, and developed student-friendly explanations to use as part of my explicit vocabulary routine for each of the Tier 2 words I identified: dignity, loitering, and cowered. I now need to develop examples and nonexamples to use as part of my explicit vocabulary routine for each of the words I selected. For this activity, we will focus on the words dignity and loitering.

Before we develop examples and nonexamples, let’s review the student-friendly definitions we created, which are listed on your We Do Activity handout.

Pause for participants to locate the handout. Display and review only the student-friendly definitions on your presenter handout.

You will work with a partner to practice the steps together and fill out this handout.

Step 1:
Examine the student-friendly definition to determine its critical attributes.

Assign each pair one of the words.

With your partner, use the student-friendly definition for your assigned word to determine its critical attributes.

Have partners share their critical attributes. Open the floor for comments and suggestions. Display the critical attributes on your presenter handout.

Step 2:
Develop examples in which ALL of the critical attributes are present.

With your partner, develop an example for the word in which all attributes are present.

Have partners share their examples. Open the floor for comments and suggestions. Show the example on the presenter handout.

Step 3:
Develop nonexamples in which some, but not all, of the critical attributes are present.

With your partner, develop a nonexample for the word in which some, but not all, critical attributes are present.

Have partners share their nonexamples. Open the floor for comments and suggestions. Show the nonexample on the presenter handout.
Model the Routine

Take out your Modeling Routine cards.

I will now model how I would introduce the words dignity and loitering, using the explicit vocabulary routine and the examples and nonexamples I created. You will be my students. Let’s begin.

Today we will learn two new words. The first word is dignity.

Show the word card for “dignity.”

Say it with me: dignity.

Show the definition card and paperclip the word to the definition.

The word dignity is a noun that refers to the ability to behave in a calm, respectful way, even in a difficult situation. For example, Kiara finished her speech, even though a few students were being rude and throwing paper at her as she presented. Kiara showed dignity. In this example, Kiara behaves in a calm, respectful way, even though students threw paper at her.

Now, let’s look at a nonexample of the word dignity: During the school assembly, Cecilla sat calmly and listened intently. Cecilla did not demonstrate dignity because it was not a difficult situation.

Let’s talk with our partner about the word dignity. Discuss with a partner a time that you witnessed someone showing dignity.

Call on a few participants to share their conversation.

The next word is loitering.

Show the word card for “loitering.”

Say it with me: loitering.

Show the definition card and paperclip the word to the definition.

The word loitering is a verb, meaning to stand or sit in a public place with no real purpose. For example, my neighbor will stand for hours, loitering on the corner of our street. The neighbor is loitering because he is standing in a public place with no real purpose.

Now, let’s look at a nonexample of the word loitering: Sometimes, people have to stand outside the restaurant, waiting for their names to be called when their table is ready. They are not loitering because they have a purpose for standing outside the restaurant.
Let’s practice using the word *loitering*. Discuss with a partner the following: Are Girl Scouts loitering when they stand outside of stores selling cookies? Why or why not?

*Call on a few participants to share their conversation.*

### You Do

**Materials:** Tier 2 words that participants will use in upcoming instruction, You Do Activity participant handout

Now, take out the Tier 2 words you will teach next week and your You Do Activity handout.

*Pause for participants to locate their words and handout.*

Working with a partner, fill out the handout by determining the critical attributes for each word and then developing examples and nonexamples that you will use to introduce the words to your students, using the explicit vocabulary routine. I will come around to provide support.

*Provide time for pairs to work.*

### Close the Lesson

**Materials:** Planning Document for the Vocabulary Routine participant handout

Please take out your Planning Document for the Vocabulary Routine handout.

*Pause for participants to locate the handout.*

You can use this handout when planning instruction in your classroom. An example of how to complete the document is provided on the second page of the handout.

During the next session, we will learn how to create activities that engage students and that prompt them to interact with the meaning of selected Tier 2 words.
Presenter Handouts

Vocabulary Instruction
Booster Session 3:
Examples and Nonexamples
Grades 5–8
dignity

loitering
(noun) the ability to behave in a calm, respectful way, even in a difficult situation
(verb) to stand or sit in a public place with no real purpose or reason
### Explicit Vocabulary Instruction: Week at a Glance

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<td><strong>Explicit vocabulary routine:</strong></td>
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<td>• Say the word.</td>
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<td>• Have students say the word.</td>
</tr>
<tr>
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<td>• Provide a student-friendly definition.</td>
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<td>• Use the word in a sentence.</td>
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<tr>
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<td>• Provide examples and nonexamples.</td>
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<td></td>
<td>• Provide an initial student engagement activity.</td>
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<td></td>
<td>• Post the word and its definition.</td>
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<td>• Say the word.</td>
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<th>Day 5</th>
<th>Activities:</th>
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</table>
Choosing Words to Teach

Criteria for selecting Tier 2 words:
1. Importance and utility
2. Instructional potential
3. Conceptual understanding

Step 1
Highlight words in the text that are likely to be unfamiliar to your students.

Step 2
Circle the words that could be categorized as Tier 2 words.

Step 2a
Decide which of the Tier 2 words will need thorough attention.

Step 3
Underline additional words, other than the Tier 2 words you selected in Step 2a above, necessary for your students to understand the text. Decide how you will teach these words (e.g., pairing/parallel language, showing a picture). Add these notes to the text.

Adapted from Beck, McKeown, & Kucan (2002).
Examples and Nonexamples: Grades 5–8

Examples: ALL of the critical attributes are present.

Nonexamples: Some, but not all, of the critical attributes are present.

All other words: Contain no critical attributes and, therefore, do not help students understand the boundaries of the word’s meaning.
Developing Examples and Nonexamples: Retaliate

<table>
<thead>
<tr>
<th>Word</th>
<th>Student-Friendly Definition</th>
<th>Critical Attributes</th>
<th>Examples</th>
<th>Nonexamples</th>
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</thead>
<tbody>
<tr>
<td>retaliate (verb)</td>
<td>When you harm someone in return for an injury or wrong he or she has done to you, you <strong>retaliate</strong>.</td>
<td>Harm someone In return for an injury or wrong he or she has done</td>
<td>On his blog, James wrote a number of lies about Justin. These lies really hurt Justin, so he <strong>retaliated</strong> by writing even meaner things about James in his blog.</td>
<td>Bernard wrote lies about Justin on his blog. Though the lies really hurt Justin, he decided to ignore the comments because he realized that Bernard often lied. Justin did not <strong>retaliate</strong>.</td>
</tr>
</tbody>
</table>

Adapted from Archer & Hughes (2011).
### We Do Activity Key

<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Student-Friendly Definition</strong></th>
<th><strong>Critical Attributes</strong></th>
<th><strong>Examples</strong></th>
<th><strong>Nonexamples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>dignity</td>
<td>The ability to behave in a calm, respectful way, even in a difficult situation</td>
<td>Behave in a calm, respectful way When in a difficult situation</td>
<td>Kiara finished her speech, even though a few students were being rude and throwing paper at her as she presented. Kiara showed <strong>dignity</strong>.</td>
<td>During the school assembly, Cecilla sat calmly and listened intently. Cecilla did not demonstrate <strong>dignity</strong> because it was not a difficult situation.</td>
</tr>
<tr>
<td>loitering</td>
<td>To stand or sit in a public place with no real purpose or reason</td>
<td>Stand or sit In a public place With no real purpose or reason</td>
<td>My neighbor will stand for hours, <strong>loitering</strong> on the corner of our street.</td>
<td>Sometimes, people have to stand outside the restaurant, waiting for their names to be called when their table is ready. They are not <strong>loitering</strong> because they have a purpose for standing outside the restaurant.</td>
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</table>
### Word Definitions and Examples

<table>
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<tr>
<th>Word</th>
<th>SFL Definition</th>
<th>Critical Attributes</th>
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<tbody>
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<td>To stand or sit in a public place with no real purpose or reason</td>
</tr>
<tr>
<td>loitering</td>
<td>verb</td>
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</tbody>
</table>

**Examples**

- dignity: The ability to... (noun)
- loitering: To stand or sit... (verb)
<table>
<thead>
<tr>
<th>Word</th>
<th>Examples</th>
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<th>Student-Friendly Definition</th>
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### Planning Document for the Vocabulary Routine

<table>
<thead>
<tr>
<th>Word and Student-Friendly Definition</th>
<th>Sentence</th>
<th>Examples</th>
<th>Nonexamples</th>
<th>Student Engagement Prompt</th>
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### Examples and Nonexamples: Grades 5–8

#### EXAMPLE Planning Document for the Vocabulary Routine

<table>
<thead>
<tr>
<th>Word and Student-Friendly Definition</th>
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<th>Student Engagement Prompt</th>
</tr>
</thead>
</table>
| **dignity** (noun) | Jacob demonstrated **dignity** by not talking back to the opposing team, even though they were trash talking. | Kiara finished her speech, even though a few students were being rude and throwing paper at her as she presented.  
Kiara showed **dignity**. | During the school assembly, Cecilla sat calmly and listened intently.  
Cecilla did not demonstrate **dignity** because it was not a difficult situation. | **Think-turn-talk:** 
Discuss with a partner a time that you witnessed someone showing **dignity**. |
| **loitering** (verb) | Jacob demonstrated dignity by not talking back to the opposing team even though they were trash talking.  
My neighbor will stand for hours, **loitering** on the corner of our street. | Sometimes, people have to stand outside the restaurant, waiting for their names to be called when their table is ready.  
They are not **loitering** because they have a purpose for standing outside the restaurant. | **Think-turn-talk:** 
Are Girl Scouts **loitering** when they stand outside of stores selling cookies?  
Why or why not? |

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References


Review Points
Planning Session 3:
Examples and Nonexamples
Review Points Planning Session for Booster Session 3: Examples and Nonexamples

The purpose of this planning session is to practice key concepts learned in Booster Session 3: Examples and Nonexamples with teachers who continue to struggle with developing examples and/or nonexamples for Tier 2 words, using the critical attributes of the student-friendly definition, and to help these teachers apply this knowledge to plan for upcoming instruction. It is anticipated that this planning session will include a small number of teachers. The decision to provide this planning session should be based on classroom observations of vocabulary instruction and discussions with teachers about developing examples and nonexamples, as described below.

Observation of Tier 2 Vocabulary Instruction

Use the provided Vocabulary Instruction Observation Form to collect classroom observation data. Ideally, observe teachers on multiple occasions to determine the need for additional support. The dotted sections below focus on the key concepts learned in Booster Session 3: Examples and Nonexamples.

Vocabulary Instruction Observation Form

Teacher: _____________________ Grade level: _____________________ Date: _____________________ Time: ____________________

EXPLICIT VOCABULARY ROUTINE

❑ The teacher introduces the words.
  “Today we will learn the word ______.”
❑ Students say the words.
  “Let’s say the word together: ______.”
❑ The teacher provides student-friendly definitions.
  “We will study a definition for the word ______.”
❑ The teacher provides examples and nonexamples of the words that help students connect the words to prior knowledge and experiences.
  “An example of the word ______.”
❑ Students interact with the words.
  “Let’s talk with our partner about the word ______.”

Throughout the week, the teacher provides activities to deepen students’ understanding of the words by having students do the following:

❑ Use the words
❑ Explore facets of word meaning
❑ Consider relationships among words

DEEP-PROCESSING ACTIVITIES

Did the teacher use both examples and nonexamples to introduce each Tier 2 word?

List the examples and nonexamples used.

Examine each student-friendly definition to determine its critical attributes.

❖ All vocabulary words and definitions are posted.

Observation number: ________ Observed by: __________________________
Debriefing Sessions With Teachers About Tier 2 Vocabulary Instruction

Meet with teachers to determine whether they have a clear understanding of how to develop examples and nonexamples for Tier 2 words, using the critical attributes of the student-friendly definition. Select at least one Tier 2 word to discuss with each teacher. Use the following questions and the data collected on the observation form to facilitate this discussion:

- What are the critical attributes of this Tier 2 word?
- How did you develop your example(s) related to this Tier 2 word?
- How did you develop your nonexample(s) related to this Tier 2 word?

Preparation

To prepare for this session, start by reviewing the content from Booster Session 3. Copy the handouts for distribution to each participant. Ask teachers to bring copies of the student-friendly definitions for each of the words they will teach in the upcoming week. Remember, the purpose of this session is to plan actual lessons for implementation in the classroom.

Decide how much time to spend on the session components, described below, based on your implementation data (approximate times are provided for each session component on the following pages):

- **Review of Key Concepts**: Review the key concepts from the booster session with participants prior to planning.
- **Planning**: The goal is to enable participants to apply what they have learned as they plan their explicit vocabulary instruction lessons for the week. Keep in mind that the participants should do most of the work, as they will plan actual lessons to implement in the classroom. As the presenter, your role is to ensure that participants understand the content, keep participants on task, and answer any questions regarding planning or implementation.
Review of Key Concepts

During the third booster session, we used the work of Archer and Hughes (2011) to learn how to develop examples and nonexamples, using the critical attributes of the definition.

Ask participants to take out their Examples and Nonexamples handout.

Refer to the graphic on the handout as you review the following steps for developing examples and nonexamples. These steps are adapted from “Explicit Instruction: Effective and Efficient Teaching.”

Step 1: Examine the student-friendly definition to determine its critical attributes.
Examine the student-friendly definition of the word to determine the critical attributes, or parts, of the definition. We have discussed critical attributes in terms of noting the uniqueness of the word. In this step, you are breaking the uniqueness of the student-friendly definition for the word into parts.

Step 2: Develop examples in which ALL of the critical attributes are present.

Step 3: Develop nonexamples in which some, but not all, of the critical attributes are present.
We looked at an example for the word *retaliate* that was adapted from Archer and Hughes (2011). The student-friendly definition for *retaliate* was “when you harm someone in return for an injury or wrong he or she has done to you, you *retaliate*.”

This definition has two critical attributes: (1) harm someone and (2) in return for an injury or wrong he or she has done.

We used both of the critical attributes to come up with the following example for this word: “On his blog, James wrote a number of lies about Justin. These lies hurt Justin, so he *retaliated* by writing even meaner things about James in his blog.” This example fits our student-friendly definition for *retaliate* because Justin harmed James in return for a wrong that James did to Justin—in this case, writing lies.

We used some, but not all, of the critical attributes to develop a nonexample for this word: “Bernard wrote lies about Justin on his blog. Though the lies really hurt Justin, he decided to ignore the comments because he realized that Bernard often lied. Justin did not *retaliate*.” In this nonexample of *retaliate*, even though Justin was hurt by the lies, he did not return an injury or wrong to Bernard.
Planning

Let’s apply what we just reviewed to develop examples and nonexamples for the Tier 2 words you will teach in the upcoming week.

**Note to presenter:** Based on your data, have participants use either the Planning Document for the Vocabulary Routine handout or the Planning Document for Creating Examples and Nonexamples handout, which provides more intensive support for teachers who struggle with identifying and using critical attributes to develop examples and nonexamples.

Tell participants to take out the student-friendly definitions for the Tier 2 words they will teach in the upcoming week and the Planning Document handout you have selected for them to use.

Select one Tier 2 word and student-friendly definition you plan to teach next week. The first step in developing examples and nonexamples is to identify the critical attributes of the student-friendly definition. Use this information to complete the handout for your word.

Provide time for participants to work.

Now, share with your partner the Tier 2 word you selected for instruction. First, identify the critical attributes of the student-friendly definition. Then, as one partner shares examples and nonexamples, the other partner should ask the following guiding questions:

- Does the example include all of critical attributes of the student-friendly definition?
- Does the nonexample include some, but not all, of the critical attributes of the student-friendly definition?

Partners should answer “yes” to both questions for their selected word. If not, discuss what would improve the examples and nonexamples.

When the first partner is done sharing, switch roles.

Provide time for partners to work.

What did you find to be the most difficult aspect of developing examples and nonexamples?

Have partners share their responses, clarifying that it is important to develop examples and nonexamples for a Tier 2 word after identifying the critical attributes of the student-friendly definition.

Continue the process until all Tier 2 words have examples and nonexamples.

Have partners use their completed handout to share with the group their examples and nonexamples. The completed handouts can then be copied for each participant to use in planning for upcoming instruction.
Practice Introducing the Tier 2 Words, Using the Explicit Vocabulary Routine

You will now practice introducing to your partner each of the Tier 2 words you planned for today, using the explicit vocabulary routine.

First, let’s review that process. To introduce a Tier 2 word through the explicit vocabulary routine, do the following:

- Say the word.
- Have students say word.
- Provide a student-friendly definition.
- Use the word in a sentence and/or provide examples and nonexamples.
- Provide an initial student engagement activity.
- Post the word and its definition on a word wall.

**Note to presenter:** Depending on the needs of your teachers, you may want to prepare to model this process. If so, use the Modeling Routine card set included in the booster session.

Provide time for the pairs to introduce each of their Tier 2 words, using their completed handout. If teachers completed the Planning Document for the Vocabulary Routine, they should be ready to practice. If not, provide time for teachers to plan how they will introduce the Tier 2 words.
Vocabulary Instruction Observation Form

Review Points
Planning Session 3: Examples and Nonexamples
# Vocabulary Instruction Observation Form

**Teacher:** _____________________  
**Grade level:** _____________________  
**Date:** _____________________  
**Time:** _____________________  

## EXPLICIT VOCABULARY ROUTINE

- The teacher introduces the words.
  
  "Today we will learn the word _____."

- Students say the words.
  
  "Let's say the word together: _____."

- The teacher provides student-friendly definitions.
  
  "We will study a definition for the word _____."

- The teacher provides examples and nonexamples of the words that help students connect the words to prior knowledge and experiences.
  
  "An example of the word _____."

- Students interact with the words.
  
  "Let's talk with our partner about the word _____."

## DEEP-PROCESSING ACTIVITIES

Throughout the week, the teacher provides activities to deepen students' understanding of the words by having students do the following:

- Use the words
- Explore facets of word meaning
- Consider relationships among words

## NOTES

- All vocabulary words and definitions are posted.

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**Vocabulary Words**

**Student-Friendly Definitions**
Review Points
Planning Session 3:
Examples and Nonexamples
Examples and Nonexamples

Examples: ALL of the critical attributes are present.

Nonexamples: Some, but not all, of the critical attributes are present.

All other words: Contain no critical attributes and, therefore, do not help students understand the boundaries of the word’s meaning.
## Planning Document for the Vocabulary Routine

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<th>Examples</th>
<th>Nonexamples</th>
<th>Student Engagement Prompt</th>
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