Instructional Materials and Notes for

LINCS Vocabulary Strategy

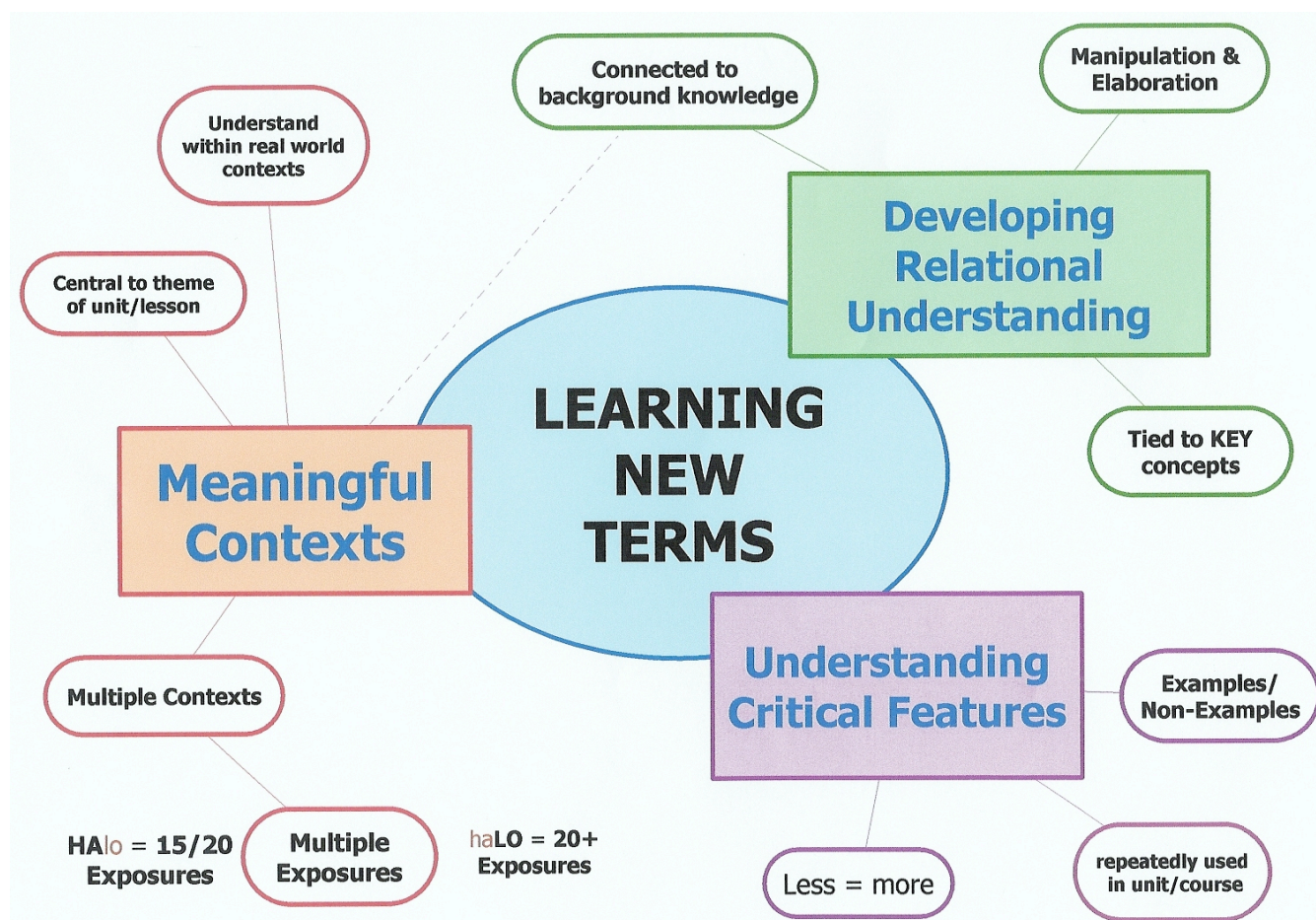## Presenters:
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Connected to background knowledge

Understand within real world contexts

Manipulation & Elaboration

Central to theme of unit/lesson

Developing Relational Understanding

LEARNING NEW TERMS

Meaningful Contexts

Tied to KEY concepts

Multiple Contexts

Understanding Critical Features

Examples/ Non-Examples

HAlo = 15/20 Exposures

Multiple Exposures

haLO = 20+ Exposures

repeatedly used in unit/course

Less = more

LINCS Strategy Steps

L

List the parts
- Word
- Simple definition

I

Identify a reminding word
Reminding word must:
- Sound like new word
- Be a real word
- Have a meaning known to students

N

Note a LINCing story
LINCing story must:
- Short & simple
- Include reminding word
- Include element of definition

C

Create a picture (first mentally, then on paper)
Picture must:
- Include the reminding word
- Include an aspect or aspects of definition

S

Self-test
- Forwards (word to definition)
- Backwards (definition to word)

The **LINCS Vocabualry Strategy** is designed to facilitate student use of two powerful tools - auditory memory devices and visual memory devices -that will help them learn and remember the meaning of complex terms. In the **LINCS** Strategy, these two devices are constructed and used in a sequence especially designed to enhance student learning. This sequence ensures that students who have memory problems make effective cognitive linkages between bits of information.

① Term	④ LINCing Story	⑤ LINCing Picture	② Definition
communism ③ **Reminding Term** commune	In the hippie <u>commune</u>, we were one family where <u>everyone owned everything</u>		Economic system in which goods are owned in common and available to all

Section 1 of the LINCS Table

The Term

An important word that all students are expected to understand and remember

① Term	④ LINCing Story	⑤ LINCing Picture	② Definition
palisade ③ Reminding Word **pals**	My pal, Joe, dove from the cliff into the ocean.		A line of steep cliffs a long a river or ocean.

Section 2 of the LINCS Table

The Definition

A brief statement of the term's definition

| ① Term **palisade** ③ Reminding Word **pals**	④ LINCing Story My pal, Joe, dove from the cliff into the ocean.	⑤ LINCing Picture	② Definition A line of steep cliffs a long a river or ocean.
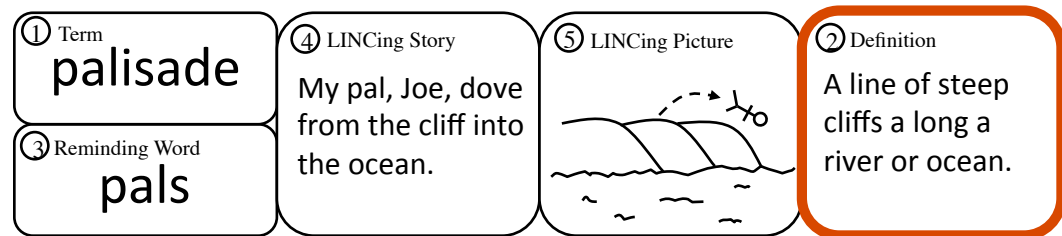
Always written in student friendly language attending to a complete explanation rather than focusing on one aspect

Section 3 of the LINCS Table

The Reminding Word

A word that sounds similar to the new term.

① Term **palisade** ③ Reminding Word **pals**	④ LINCing Story My pal, Joe, dove from the cliff into the ocean.	⑤ LINCing Picture	② Definition A line of steep cliffs a long a river or ocean.
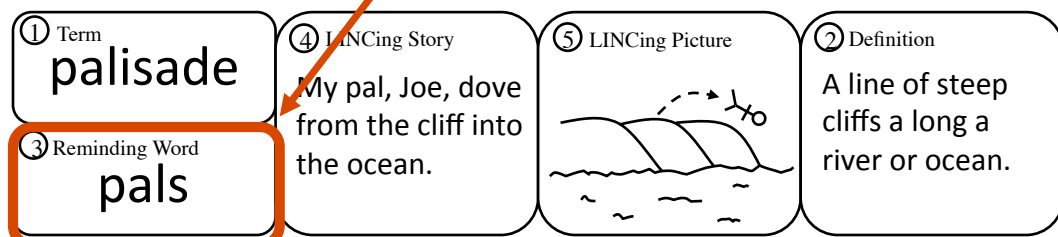
Always

Sounds like part or all of the new word.

Is a real word.

Has a meaning that you already know.

Helps you remember what the new word means.

Sometimes

Sounds like the beginning or end of the new word.

Rhymes with the new word or sounds like almost all of the new word.

Has a meaning that is very similar to the new word's meaning.

Can be two or more words that sound like the new word.

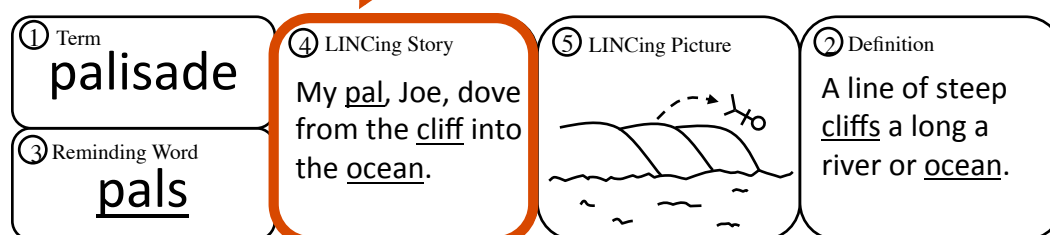**Never**

Sounds completely different from the new word.

Is a nonsense word.

Has a meaning that you don't know.

Section 4 of the LINCS Table

The LINCing Story

A phrase or sentence that connects—or links—the definition of the new term to the Reminding Word.

① Term **palisade** ③ Reminding Word **pals**	④ LINCing Story My <u>pal</u>, Joe, dove from the <u>cliff</u> into the <u>ocean</u>.	⑤ LINCing Picture	② Definition A line of steep <u>cliffs</u> a long a river or <u>ocean</u>.

Always
- Includes the Reminding Word or some form of the Reminding Word.
- Links the Reminding Word to the meaning of the new word.
- Is short and simple.

Sometimes
- Includes both the Reminding Word and the new word.
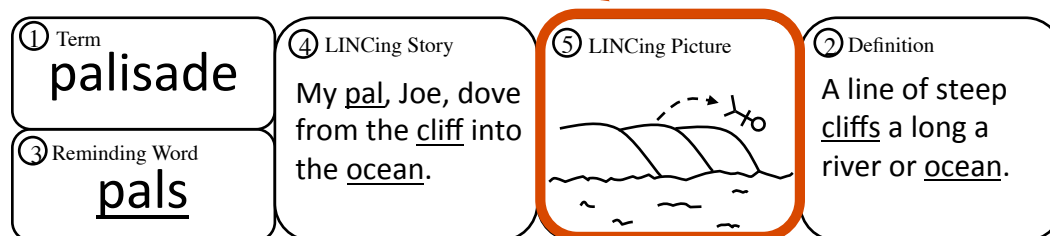- Is funny or bizarre.

Never
- Includes only the new word.
- Is so complex that it takes a lot of mental energy to remember it.
- Is long like a paragraph.
- Includes words you don't understand.

Section 5 of the LINCS Table

The LINCing Picture

A memory device that provides a visual link for the new term.

① Term **palisade** ③ Reminding Word **pals**	④ LINCing Story My <u>pal</u>, Joe, dove from the <u>cliff</u> into the <u>ocean</u>.	⑤ LINCing Picture	② Definition A line of steep <u>cliffs</u> a long a river or <u>ocean</u>.

Best

Always

Contains a part related to the Reminding Word

Contains parts related to the important ideas in the definition.

Helps you remember the new term's definition.

Poor

JOE
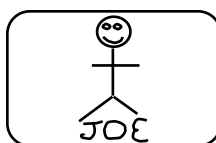
Better

LINCS Tables

① Term	④ LINCing Story	⑤ LINCing Picture	② Definition
③ Reminding Word			

① Term	④ LINCing Story	⑤ LINCing Picture	② Definition
③ Reminding Word			

① Term	④ LINCing Story	⑤ LINCing Picture	② Definition
③ Reminding Word			

① Term	④ LINCing Story	⑤ LINCing Picture	② Definition
③ Reminding Word			

① Term	④ LINCing Story	⑤ LINCing Picture	② Definition
③ Reminding Word			

List the parts   **I**dentify a remaining word   **N**ote a LINCing story   **C**reate a LINCing picture   **S**elf-test

Term	LINCing Story	LINCing Picture	Definition
Reminding Word			

Term	LINCing Story	LINCing Picture	Definition
Reminding Word			

Term	LINCing Story	LINCing Picture	Definition
Reminding Word			

Term	LINCing Story	LINCing Picture	Definition
Reminding Word			

Term	LINCing Story	LINCing Picture	Definition
Reminding Word			

Term	LINCing Story	LINCing Picture	Definition
Reminding Word			

Academic Vocabulary

What is Academic Vocabulary?
Academic vocabulary is the vocabulary **critical to understanding the concepts of the content taught in schools**. In identifying academic vocabulary for instruction teachers must remember that **not all terms are of equal importance**.

- ○ Some terms are critically important.
- ○ Some terms are useful but not critical.
- ○ Some terms are interesting but not useful.

Staff of U-46 developed a "draft" list of academic vocabulary words that students are expected to understand and use at each grade level. You can find the "draft" list on the U-46 web site.

Why teach Academic Vocabulary?
According to Marzano (2005) the strongest action a teacher can take to ensure that students have the academic background knowledge to understand the content they will encounter is providing them with direct instruction in these terms. When students understand these terms, it is easier for them to understand the information they will read and hear in class.

Factoids

- **Vocabulary** assessed in first grade predicted over **30%** of reading comprehension variance in **11th grade** (Cunningham and Stanovich, 1977).
- While **four encounters** with a word did not reliably improve reading comprehension, **12 encounters did (**McKeown, Beck, Omanson, and Pople, 1985)**.**
- One of the **most critical services** a teacher can provide, particularly for students who do not come from academically advantaged backgrounds, **is systematic instruction** in important academic terms (Marzano and Pickering, 2005).
- The same student placing at **the 50th percentile** in reading comprehension, with no direct vocabulary instruction, placed at **the 83rd percentile** when provided specific instruction in academic vocabulary (Stahl and Fairbanks, 1986).

ELL Students and Academic Vocabulary
Marzano and Pickering (2005), emphasize the importance of teaching ELL academic vocabulary in a systematic approach. They suggest that vocabulary programs that emphasize high-frequency terms fail to provide the background knowledge needed for student success in the content areas. Students learn high-frequency words through wide reading of fiction and informational text.

Six step process for teaching Academic Vocabulary
The process of teaching Academic Vocabulary includes six steps. The focus of steps 1-3 is on introducing new terms and steps 4-6 offer ways to review the terms providing students with a deeper insights.

1. Provide a description, explanation, or example of the new term. If working with ELL students the teacher should first provide the description in the native language and a visual representation of the word.
2. Ask students to restate the description, explanation, or example in their own words. ELL students may write their definition in their native language.
3. Ask students to construct a picture, symbol, or graphic of the term. This activity is critical for ELL students.
4. Engage students every other week in activities that help them add to their knowledge of the terms.
5. Every other week ask students to discuss the terms with one another.
6. Once a week involve students in games that allow them to play with the terms.

References
Cunningham, A. and Stanovich, K. (1977). Early reading acquisition and its relation to reading experience and ability 10 years latter. *Developmental Psychology, 33,* 934-945.
Marzano, R. and Pickering, D. (2005). *Building academic vocabulary: Teacher's manual.* Alexandria, VA: ASCD.
McKeown, M., Beck, I., Onanson, R., and Pople, M. (1985). Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quarterly, 20*, 522-535.
Stahl, S. and Fairbanks, M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. *Review of Educational Research, 56,* 72-110.