



WOODRIDGE
SCHOOL DISTRICT 68

SPOTLIGHT ON VOCABULARY SCIENCE WRITING STUDENT WORK

Introduction Paragraph: Introduces the topic and provides background information. It should include a hook to grab the reader's attention, a thesis statement, and a preview of the main points.

Hook: A sentence or two at the beginning of the introduction that catches the reader's interest. It can be a question, a quote, a statistic, or a surprising fact.

Thesis Statement: A single sentence that states the main point of the paper and the writer's position on the topic. It should be clear, concise, and arguable.

Mini Story: A short narrative that provides context for the topic. It should be interesting and relevant to the main point of the paper.

Quotes: Short excerpts from other sources that support the writer's argument. They should be used sparingly and always with proper attribution.

Body Paragraphs: The main part of the paper where the writer develops their argument. Each paragraph should focus on a single point and include evidence, analysis, and a topic sentence.

Literary Analysis Essay Writing: A type of writing that analyzes a literary work, such as a novel or play. It involves identifying the author's purpose, the main themes, and the characters' roles.

Conclusion Paragraph: The final paragraph of the paper, which summarizes the main points and restates the thesis statement. It should leave the reader with a clear understanding of the writer's argument.

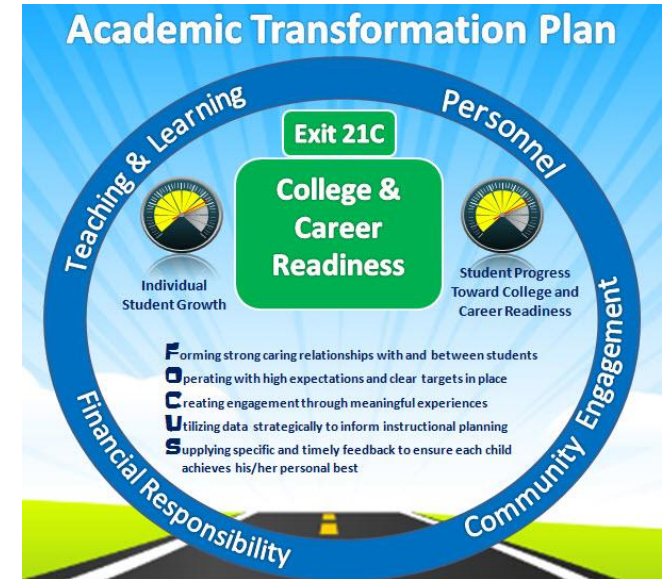
William F. Murphy Elementary School

BOARD OF EDUCATION PRESENTATION | NOVEMBER 17, 2025

Our Mission & Vision

INSPIRING EDUCATION AND INNOVATION

In partnership with family and community, Woodridge School District 68 will provide a comprehensive educational foundation for all children in a safe, caring environment, preparing them to be productive, responsible, and successful members of society.



Murphy FOCUS

F	Our common focus and language used has formed a unified goal that has brought staff ideas and relationships together
O	Increasing student vocabulary exposures within a lesson improves student vocabulary knowledge, increases lesson engagement, improves student comprehension and writing skills, promotes equity amongst all students, and reduces the cognitive load during lessons
C	Engagement increases when students understand key lesson vocabulary. They are able to increase their confidence and motivate students to share ideas and perform classroom tasks
U	Data will be collected throughout lessons and observations to carefully monitor the status of our school goal and make necessary adjustments if needed
S	Feedback will be provided by staff and principal throughout our school goal so we can share ideas, celebrate success, and adapt to learning opportunities

Students must be exposed to words multiple times and in various contexts for them to truly learn and internalize new vocabulary.



Robert J. Marzano

Robert J. Marzano, PhD, is cofounder and chief academic officer of Marzano Resources in Denver, Colorado. A leading researcher in education, he is a speaker, trainer, and author of more than 50 books and 200 articles.

Building Leadership Team

MEMBERS

Tina Baldwin (4th grade)

Vesna Bumbarovska Zaheriva (Music)

Eddie Hren (5th grade)

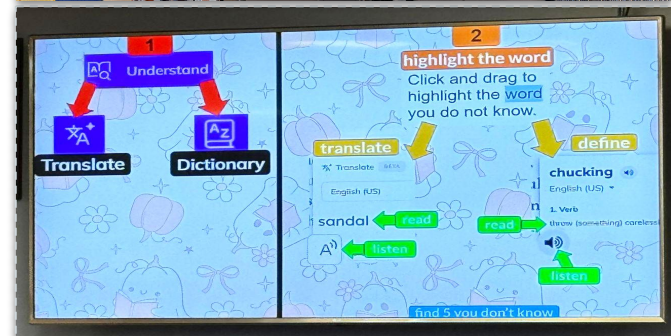
Karen Lawrence (6th grade)

Stephanie Meier (2nd grade)

Linda Miller (Instructional Coach)

Maribel Ruiz (EL)

Emily Swiatek (LBS)



Success criteria for tonight

I CAN EXPLAIN THE MURPHY SCHOOL IMPROVEMENT PLAN

Implementing systematic and explicit academic vocabulary instruction practices in all classrooms, resulting in **90% of teachers consistently using a variety of vocabulary exposure strategies**, and measurable increases in student vocabulary academic growth, confidence, and engagement.

School Improvement Goal

RATIONALE

Increasing lesson exposures to key vocabulary will:

- create a **systematic and explicit** teaching approach to student vocabulary
- increase student vocabulary academic growth
- boost student confidence and engagement in learning
- improve student comprehension and writing skills
- promote equity amongst all of our students
- reduce student cognitive load during lessons

Success will be evident when...

12-MONTH IMPLEMENTATION CYCLE (AUG 25-JULY 26)

1. Students are receiving multiple, different types of exposures to the key vocabulary words that are being used within a lesson. This can be assessed through classroom walkthroughs. A running scoreboard will be shared with staff (strengths based).
2. At least 90% of all teachers consistently implement different vocabulary exposures, as measured by classroom observations.

If success is not observed, then...

If after two consecutive assessment cycles:

- Fewer than 80% of teachers are consistently using a variety of vocabulary exposure techniques (as measured by observation rubrics), or
- If student engagement and achievement metrics plateau or decline,

this would trigger a review and revision of the implementation plan.

Road map for success

FOUR PHASES

Phase I	Phase II	Phase III	Phase IV
Defining meaningful vocabulary exposures in classroom	Organizing vocabulary exposures within the Gradual Release of Responsibility Framework, increasing exposures in “intentional” lesson plans	Using our collective efficacy we will identify the most impact vocabulary exposures within the K-2 and 3-6 grade levels and USE them! Principal uses walkthroughs for data collection.	Creating toolbox for new staff to use and reference for intentional planning around vocabulary exposures

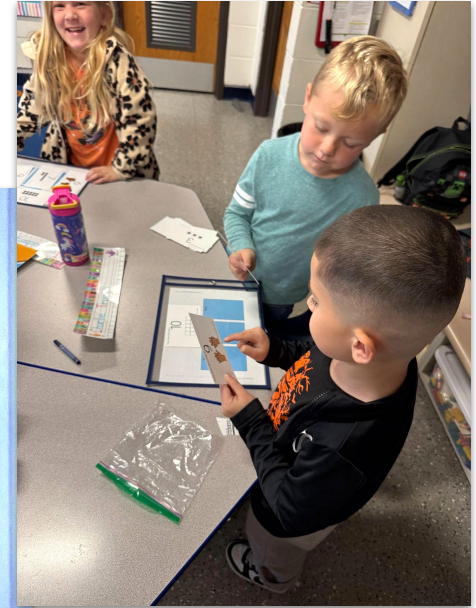
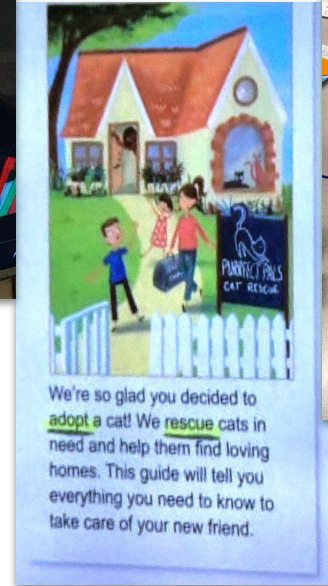
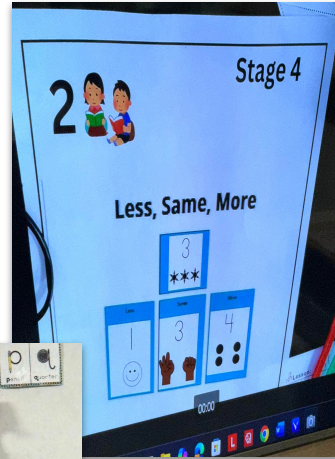
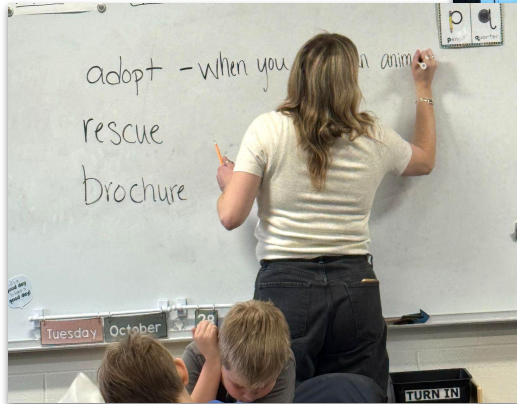
Gradual Release of Responsibility Framework

VOCABULARY EXPOSURES 2025-26

Focused Instruction	Guided Instruction	Collaborative Learning	Independent Learning
Write vocabulary words on the board	"What Does It Mean" Voting Students given definitions to find out which words they think are the correct meaning	Quiz Quiz Trade structure	Thinking Map
Saying the word aloud and choral reading as a class	Shades of meaning	Rally Coach structure	Student must incorporate the target word into a journal entry, story or report
Connecting the word to the real word by using the word in a sentence	Vocabulary journals	Word Sort	Close reading annotation Students work in pairs to identify and circle/highlight the word in a new text then explain its role
Student-friendly definition	Locating bold words in texts	Use the word in discussion response	Word Connection log
Teacher models using context clues, morphology (word parts), or background knowledge to unlock the word's meaning	Students use the word in a sentence with a partner	Vocabulary Scavenger Hunt	Frustration Model
Teacher shows a visual of the vocabulary words	Turn and talk - restate the word in your own words	Identify synonyms/antonyms with a partner	Vocabulary comic strip
Visual read-aloud	Classroom word wall	Writing connection	Student create a video saying the word and meaning
Repeat, choral, say together	Homophones	Act it out	Cloze Passages
On board review	World Map	Video translating	Act it out/draw it out

Vocabulary in action!

EXPOSURES



Early qualitative impact

EVIDENCE

Goal

Increase exposures in our reading lessons

Example

Defining vocabulary in our anchor texts

Chapter 4

Vocabulary

ignorant- lacking knowledge, information, or awareness about a particular thing

defiantly- in a manner that shows open resistance or bold disobedience

whittle- carve wood into an object by repeatedly cutting small slices from it

Pictures To Help Our Understanding

Whittling



Early qualitative impact

EVIDENCE

Goal

Increase focus
on vocab
in & out of
school

Example

Word Detectives

Word Detectives: Vocabulary Submission Template

Word:

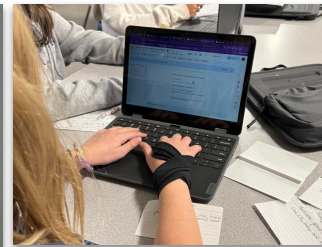
Definition (in your own words if possible):

Part of Speech:

Pronunciation (phonetic spelling):

Sentence using the word in context:

Where did you find this word? (book, show, conversation, etc.):



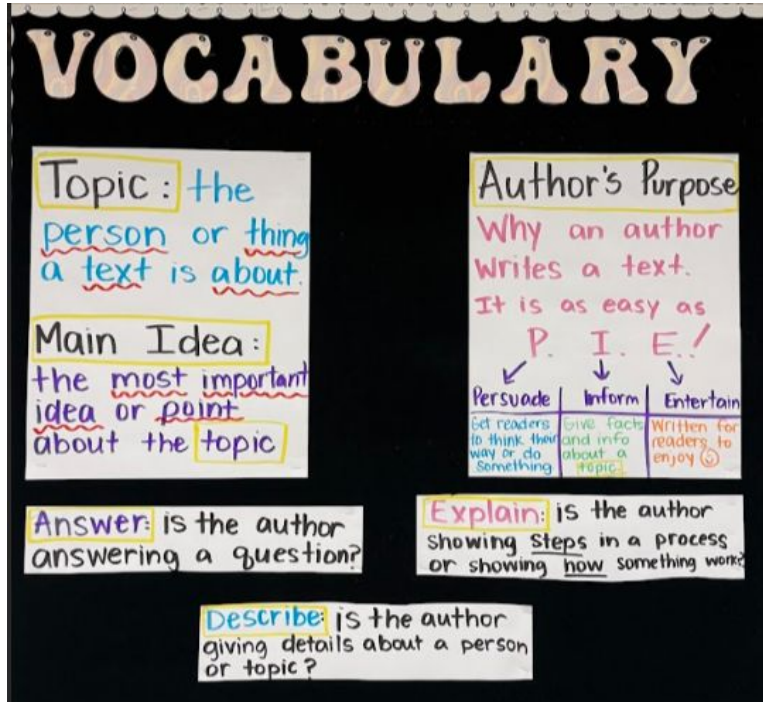
Definitions	Parts of Speech	Pronunciation	Context Me	Context You
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Word Detectives		
	Featured Words List	Posted Oct 20
	Vocab Submission Template	Edited Sep 8
	Word Detectives Master List	Posted Aug 25



Early qualitative impact

EVIDENCE



VOCABULARY

Topic: the person or thing a text is about.

Main Idea: the most important idea or point about the topic

Author's Purpose
Why an author writes a text.
It is as easy as P. I. E.!

Persuade	Inform	Entertain
Get readers to think their way or do something	Give facts and info about a topic	Written for readers to enjoy 😊

Answer: is the author answering a question?

Explain: is the author showing steps in a process or showing how something works?

Describe: is the author giving details about a person or topic?

The act of identifying and highlighting those key words increases exposures and cements the actual meaning of the words into the students' brains.

Early qualitative impact

EVIDENCE



This chart is used to frontload vocabulary for the pilot program EL is using. Through the learning process the board then becomes an interactive learning tool.

Mindsets for success

VOCABULARY EXPOSURES

- Vocabulary lesson exposure prevents reteaching and remediation later
- Increased lesson vocabulary exposure begins with **intentional planning and explicit teaching**. Vocabulary experiences **MUST** be meaningful
- Vocabulary exposures instruction must be included in the different phases of the Gradual Release of Responsibility teaching framework
- Vocabulary exposures can occur not only in daily lessons, but outside of lessons (lining up, SEL breaks, etc)



Tonight you...

Learned about Murphy's school
improvement goal focused on
vocabulary exposures.

Thank you!



Questions?

