Professional Development Institute

Flex Course Syllabus

Vocabulary-Building Strategies for Students in Grades 4-12

PDI Course Number: 101T02

UCSD Course Number: EDUC40145

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, <u>please click here</u>.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Do your students struggle with academic vocabulary? Does vocabulary instruction often get set aside for more "important" literacy-related instruction? This online course is designed to increase the effectiveness of vocabulary instruction in grades 4-12. This course teaches about the importance of explicitly teaching vocabulary and what teachers can specifically do to enhance their literacy programs so that vocabulary development is constantly nurtured. The course begins by discussing academic language and how to choose, and then introduce, new words. Teachers will learn specific strategies such as Greek and Latin roots, structural analysis, word parts, semantic feature analysis, analogies, mnemonics, and morphology in order to increase student vocabulary. Strategies for using context clues to gain vocabulary understanding are shared. Teachers will learn how to incorporate graphic organizers such as concept maps and word webs into their daily instruction in order to boost students' vocabulary knowledge, both in reading and across all content areas. The idea of using vocabulary games will also be explored. Differentiation for teaching content area vocabulary at a variety of skill levels is shared. Ideas for vocabulary assessment are also discussed, resulting in an in-depth understanding of just what it takes to foster a quality vocabulary program. By the end of this course, teachers will have gained many effective strategies for teaching vocabulary.

Educational Outcomes

1. Teachers will understand the importance of vocabulary and how it impacts comprehension.
2. Teachers will learn about the different tiers of vocabulary and how to determine which vocabulary words to choose for study.
3. Teachers will learn about the ways in which vocabulary words are learned and be introduced to specific strategies for introducing same.
4. Teachers will learn about the two different types of morphemes and how they connect to vocabulary instruction.
5. Teachers will learn how to use morphological strategies as a means of vocabulary instruction.
6. Teachers will learn how to break words down into their structural parts in order to determine meaning.
7. Teachers will learn strategies for using structural analysis to divide words into prefixes, suffixes, and roots, and to use compound words to expand powerful vocabulary meaning.
8. Teachers will learn strategies for using Greek and Latin roots and other word parts during the course of vocabulary instruction.
9. Teachers will learn the different types of context clues and how to incorporate them into their vocabulary instruction.
10. Teachers will learn strategies for incorporating concept maps and word webs into their vocabulary instruction.
11. Teachers will have a basic understanding of the Words Their Way program and how it can be used in conjunction with vocabulary instruction.
12. Teachers will learn how to combine the Making Words strategy with their classroom vocabulary instruction.
13. Teachers will learn the steps of a semantic feature analysis and will understand how it can be used and differentiated to further vocabulary knowledge.
14. Teachers will learn about the types of figurative language that are prominent in vocabulary instruction at the 4-12 grade levels.
15. Teachers will learn the steps involved in teaching figurative language as part of their classroom vocabulary instruction.
16. Teachers will learn how to use the strategies of mnemonics and word associations to help them increase vocabulary knowledge.
17. Teachers will learn how to successfully use reference materials so that vocabulary knowledge is increased.
18. Teachers will learn about wide and narrow reading and how these two strategies relate to quality vocabulary instruction.
19. Teachers will learn strategies to help their students self-collect their own vocabulary words for study.
20. Teachers will be introduced to various vocabulary games in an effort to supplement their quality vocabulary instruction.
21. Teachers will learn about the different ways in which to differentiate vocabulary instruction, and will learn strategies for doing same.
22. Teachers will learn strategies for incorporating content area vocabulary into their "regular" vocabulary instruction.

23. Teachers will learn about the different ways in which to approach the assessment of vocabulary knowledge, and be guided through examples of same.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Plan a Vocabulary Unit (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Academic Language and Common Core
- Choosing Words to Teach
- Introducing New Words
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about incorporating vocabulary instruction into your classroom in a more effective way. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Morphological Strategies
- Structural Analysis and Word Parts
- Greek and Latin Roots and Other Word Parts
- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Using Context Clues
- Concept Maps and Word Webs
- Words Their Way
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively improving vocabulary instruction and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom
- **Test #3**

Unit Four

- Semantic Feature Analysis
- Figurative Language and Analogies
- Mnemonics and Word Associations
- **Test #4**

Unit Five

- Using Reference Materials
- The Reading Connection
- Fostering Vocabulary through Writing
- **Test #5**

Unit Six

- Vocabulary Games
- Differentiating Vocabulary Instruction
- Content Area Vocabulary

- Vocabulary Assessment in Context
- **Assignment #4**
  Think about the content units you will be teaching in the near future. Review the book/novel or chapter students will be assigned to read. Choose a minimum of ten vocabulary words. Your list of words should include at least six essential words, three valuable words, and one accessible word. Using any strategy shared in this course, design a detailed lesson plan to teach these words to students. The lesson plan should be detailed enough so that another teacher could use it. Then, design a vocabulary game that students can play to practice the words with a minimum of six steps. (Follow the example in the course assignment.) Finally, design an assessment to determine if students mastered the vocabulary list.
- **Assignment #5**
  The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

The Professional Development Institute wishes to thank the Lead States, Partners, and Achieve for all of their hard work that went into creating the Next Generation Science Standards. The Next Generation Science Standards is a registered trademark of Achieve. Neither Achieve nor the lead states and partners that developed the Next Generation Science Standards were involved in the production of this product, and do not endorse it.

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