



## **Professional Development Institute**

### **Flex Course Syllabus**

# **Word Play: Vocabulary Instruction in the Primary Grades (K-3)**

**PDI Course Number: 80T02**

**UCSD Course Number: EDUC41480**

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

### **Course Timeline**

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

### **Course Description**

Are you looking for ways to rapidly grow your students' vocabulary? This online course focuses on ways to improve students' vocabulary in the primary grades. The course begins by building a foundation for teaching vocabulary including an understanding of the three tiers of words. Then, the effects of vocabulary on comprehension are explored. Then, options for vocabulary assessment are shared so teachers understand where students are at in their vocabulary development. The results of the assessment will be used to guide instruction and select appropriate and effective instructional strategies. Strategies presented in the course include word parts and word roots, semantic feature analysis, categorization/classification, analogies, semantic maps, concept maps, traditional resources, the cloze procedure, and the maze procedure. Teachers will gain strategies for teaching sight words and high frequency words. Teachers will learn the importance of reading aloud to students and establishing a print-rich classroom environment in order to build students' vocabularies. Strategies for teaching content area vocabulary are also shared. Finally, specific intervention strategies for struggling students are also provided. By the end of this course, teachers will understand the best practices for building students' vocabularies.

## **Educational Outcomes**

1. Teachers will learn how to assess students' vocabulary.
2. Teachers will learn the different types of vocabularies (i.e. listening, speaking, etc).
3. Teachers will learn about the role of vocabulary for effective comprehension.
4. Teachers will learn ways to increase students' vocabulary using structural analysis.
5. Teachers will learn how teaching word parts can dramatically increase students' vocabulary.
6. Teachers will learn how to increase student's sight word vocabulary.
7. Teachers will learn how to use semantic and concept maps to increase students' vocabulary.
8. Teachers will learn how to use semantic feature analysis graphic organizers.
9. Teachers will learn about the three tiers of vocabulary words.
10. Teachers will learn how to increase students' technical vocabulary for content area studies.
11. Teachers will understand the wide gap among students' vocabulary and comprehension and learn techniques for lessening the gap.
12. Teachers will learn how to teach students how to interpret figurative language.
13. Teachers will learn how to teach students how to interpret analogies.
14. Teachers will learn the importance and benefits of performing read alouds in class and how to get the most out of each read aloud.
15. Teachers will learn innovative ways to build vocabulary and word awareness through daily activities and play.
16. Teachers will learn specific vocabulary interventions.

## **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: Figurative Language Literature List (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- Focus on Vocabulary Research
- Three Tiers of Words
- The Effects of Vocabulary on Comprehension
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about teaching vocabulary skills. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

### Unit Two

- Vocabulary Assessment
- Cloze Procedure and Maze Technique
- Sight Word Vocabulary and High Frequency Words
- **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/or video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.*
- **Test #2**

### Unit Three

- Structural Analysis
- Word Parts and Word Roots
- Creating a Print-Rich Classroom
- **Assignment #3**  
*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to strategies for teaching vocabulary 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 and Concept Maps
- Semantic Feature Analysis
- Categorization and Classification
- **Test #4**

#### **Unit Five**

- Figurative Language and Literature
- Content Area Vocabulary
- Reading Aloud to Students
- **Test #5**

#### **Unit Six**

- Analogies
- Building Word Awareness Through Play
- Promoting Reading
- Vocabulary Interventions
- **Assignment #4**

*Develop a list of fifteen literature books that you can use to teach figurative language. List the book title, author, and publisher. Provide a three to five sentence annotation for each book. Also, give a specific example from the story for each of the books you chose that show figurative language. List the type of figurative language used in each example you've posted. Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.*

- **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

AdLit.Org. (2017). "Semantic Feature Analysis." Retrieved from <http://www.adlit.org/strategies/22731/>

Beck, I., McKeown, M, & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford Press.

Biemiller, A. (2005). "Vocabulary development and instruction: A prerequisite for school learning." In D. Dickinson & S. Neuman (Eds.), *Handbook of Early Literacy Research* (Vol. 2), New York, NY: Guilford Press.

Block, C. C., & J.N. Mangieri (2006). *The vocabulary-enriched classroom: Practices for improving the reading performance of all students in grades 3 and up*. New York, NY: Scholastic.

Bromley, K. (2007). Nine Things Every Teacher Should Know About Words and Vocabulary Instruction. *Journal of Adolescent and Adult Literacy*, 50 (7), 528-537.

David, J. (2010). "What Research Says About... / Closing the Vocabulary Gap." Retrieved from <http://www.ascd.org/publications/educational-leadership/mar10/vol67/num06/Closing-the-Vocabulary-Gap.aspx>

Feldman, K., & Kinsella, K. (2005). *Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction*. New York, NY: Scholastic.

Hodges, R. (1982). *Improving Spelling and Vocabulary in Secondary School*. Urbana, IL: National Council of Teachers of English.

Lenski, S. D. (2007). *Reading and learning strategies: Middle grades through high school*. Dubuque, IA: Kendall/Hunt.

Marzano, R.J. & J.A. Simms (2013). *Vocabulary for the Common Core*. Bloomington, IN: Marzano Research.

Milton, J. (2009). *Measuring Second Language Vocabulary Acquisition*. Bristol: Multilingual Matters.

Nagy, W.E., Osborn, J., Windsor P., & O'Flahavan, J. (1992). *Guidelines for Instruction in Structural Analysis*. Urbana-Champaign, IL: University of Illinois at Urbana-Champaign.

Nagy, W.E., & J.A. Scott (2000). "Vocabulary processes." In M.I. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research* (Vol. 3, pp. 269-284). Mahwah, NJ: Erlbaum.

Nelson-Herber, J. (1986). Expanding and Refining Vocabulary in Content Areas. *Journal of Reading*, 29, 626-33.

Nessel, D. D., & J.G. Baltas. (2007). *Thinking strategies for student achievement: Improving learning across the curriculum, K-12*. Thousand Oaks, CA: Corwin Press.

Pikulski, J., and S. Templeton (2004). "Teaching and Developing Vocabulary: Key to Long-Term Reading Success." *Current Research in Reading and Language Arts*.

Rasinski, T., Padak, N., Newton, R.M., & Newton, E. (2008). *Greek and Latin Roots: Keys to Building Vocabulary*. Huntington Beach, CA: Teacher Created Resources.

Reading Rockets. (2015). "Semantic Feature Analysis." Retrieved from [http://www.readingrockets.org/strategies/semantic\\_feature\\_analysis](http://www.readingrockets.org/strategies/semantic_feature_analysis)

Sedita, J. (2005). Effective Vocabulary Instruction. *Insights on Learning Disabilities* 2(1) 33-45.

Sprenger, M. (2013). *Teaching the Critical Vocabulary of the Common Core: 55 Words that Make or Break Student Understanding*. Alexandria, VA: ASCD.

Stahl, K.A.D., & Bravo, M.A. (2010). Contemporary Classroom Vocabulary Assessment. *The Reading Teacher*, 63(7), 566-578.

Tallman, M. (2017). "Teaching Greek and Latin Roots." *Got to Teach*. Retrieved from <http://gottoteach.com/2015/06/teaching-greek-and-latin-roots.html>

Teachers First. (2017). "In a Manner of Speaking: Figurative Language and the Common Core." In *Teachers First — Thinking Teachers Teaching Thinkers*. Retrieved from [http://www.teachersfirst.com/exclusives/moreless/librarian/figlang\\_lessons.cfm](http://www.teachersfirst.com/exclusives/moreless/librarian/figlang_lessons.cfm)

TeachThought (2016). "10 Dos & Don'ts for Teaching Vocabulary in Any Content Area." Retrieved from <http://www.teachthought.com/pedagogy/literacy/10-dos-and-donts-for-teaching-vocabulary-in-any-content-area/>

Vacca, R., & Vacca, J. (2008). *Vocabulary Development*. Cambridge, MA: Brookline Books.