

**Course Title: ED/D 9092 Building Vocabulary for Reading Success Grades K-3**

**Instructor: Instructors of Record – Dr. Vicente M. Ontiveros, Dr. Tim Ham**

### **Course Description:**

*Building Vocabulary for Reading Success*, is an interactive, online, and in-person professional development course designed for teachers of grades K-3. The seven sessions of the course focus on building students' vocabularies and word-learning strategies. Large vocabularies and a store of strategies for learning new words are essential elements for reading comprehension.

- **Session 1** discusses the role vocabulary plays in primary-grade students' reading success, provides a brief overview of language history and structures and how they affect vocabulary instruction, and details the various kinds of vocabularies that must be developed in students.
- **Sessions 2 and 3** examine key influences on vocabulary development and discuss vocabulary monitoring and assessment.
- **Sessions 4, 5, and 6** provide research-based techniques for vocabulary instruction. Session 4 focuses on direct, explicit instructional strategies for building vocabulary. Session 5 discusses independent word-learning strategies. Session 6 provides information about how to teach “academic,” or content-area vocabulary.
- **Session 7** focuses on building vocabularies for English language learners. Lesson plans and classroom resources support all online sessions. The plans and resources ensure that the course content can be seamlessly integrated into classroom reading programs or subject-specific curriculum.

### **Course Objectives**

On completing this course, you will be able to:

- Understand the strong relationship between vocabulary size and depth and reading comprehension.
- Use research-based instructional methods to build first- and second-language learners' vocabularies and knowledge of word-learning strategies.
- Select appropriate words from both literature and content areas for instruction.
- Use explicit and implicit means of vocabulary instruction appropriately.
- Select and use a variety of appropriate and engaging books that will support students' continued vocabulary development.
- Select and use developmentally appropriate methods for monitoring and assessing vocabulary development and use results to differentiate instruction.
- Model the use of rich, complex vocabulary and encourage and influence students' interest in and use of words for lifelong vocabulary growth for students.

### **Course Outline**

#### **1. Understanding Words for Reading Success**

1.1 Why Vocabulary Matters

1.2 Understanding Language: An Essential for Vocabulary Instruction

### 1.3 Understanding Students' Different Levels of Word Knowledge

## **2. Understanding Key Influences on Vocabulary Growth and Development**

- 2.1 Vocabulary Development and Its Key Indicators
- 2.2 Characteristics of Proficient Word Learners
- 2.3 Identifying Vocabulary Levels and Monitoring Growth
- 2.4 Screening to Establish Student Profiles

## **3 Assessing Vocabulary Needs to Differentiate Instruction**

- 3.1 Classroom-Based Assessments
- 3.2 Assessing Content-Area Reading Vocabularies
- 3.3 Implementing Ongoing Assessment to Monitor Growth
- 3.4 Using Assessment Results to Plan for Instruction

## **4 Direct, Explicit Vocabulary Instruction**

- 4.1 Teaching New Vocabulary: When and Why
- 4.2 Assessing the Vocabulary Demands of Texts
- 4.3 Word Selection for Explicit Teaching
- 4.4 Presenting and Practicing Words
- 4.5 Introducing New Words
- 4.6 Creating In-Depth Word Knowledge and Productive Levels of Word Usage

## **5 Student Strategies for Independent Word Learning**

- 5.1 The Importance of Independent Word Learning
- 5.2 Strategies That Support Students' Independent Vocabulary Growth
- 5.3 Promoting Incidental Learning of New Words
- 5.4 Fostering the Development of Word Consciousness

## **6 Teaching Content and Academic Words**

- 6.1 Academic Vocabulary: The Benchmark for Success
- 6.2 Choosing Words for Instruction
- 6.3 Effective Strategies for Teaching Academic Vocabulary

## **7 Building Vocabularies for English Language Learners**

- 7.1 Building Oral language to Support English Language Learners' Reading
- 7.2 Building on Students' First Language Vocabulary
- 7.3 Adapting Instruction to Address the Needs of English Language Learners
- 7.4 Recognizing and Including Families and Cultures
- 7.5 Course Wrap-up

### **Method of Evaluating Student's Performance:**

### **Scholastic Red Professional Development Course Hours**

### ***Building Vocabulary for Reading Success, K-3***

<b>Description</b>	<b>Estimated Time</b>	<b>Participation Hours</b>
<i>Self-paced instruction includes the relevant reading research base. Participation in interactive simulations for practice of research-based strategies. Video modeling by teachers.</i>	<i>1 hour per session plus additional time to revisit concepts and key activities for ongoing practice.</i>	<b>7</b>
<i>Reflection on learned and applied skills; sharing of ideas and student work; lesson planning; facilitator modeling, in-person instruction and in-class coaching.</i>	<i>2 hours x 4 workshops; 3 hours in-class coaching</i>	<b>11</b>
<i>Personal journal writing in response to session-specific topics and prompts.</i>	<i>10 minutes per session (Excluding Course Introduction – Session 1)</i>	<b>1</b>
<i>Collaborative discussions with colleagues and advice/feedback from reading specialist.</i>	<i>10 minutes per session (Excluding Course Introduction – Session 1)</i>	<b>1</b>
<i>Relevant articles to read study and connect to learning and classroom application.</i>	<i>1 hour per session</i>	<b>7</b>
<i>Print and review online resources (lesson plans, management tools, graphic organizers, etc.) – for planning and application in classroom.</i>	<i>1 hour per session</i>	<b>7</b>
<i>Preparation for application of learned skills and strategies utilizing tested lesson plans and student resources</i>	<i>1 hour per strategy; 1 strategy per week</i>	<b>7</b>
<i>Preparation and presentation of course learning.</i>	<i>1 hour</i>	<b>1</b>
<i>Setting goals and incorporating into Professional Improvement Plan.</i>	<i>1 hours</i>	<b>1</b>
<i>Review online correlations to standards and reading programs. Use online correlations in preparing lesson plans for classroom application.</i>	<i>2 hours</i>	<b>2</b>
<b>Total Hours</b>		<b>45</b>

**End-of-Course Assessment:** The final assessment for this course will assesses your ability to demonstrate an in-depth understanding of the course material and your final grade will be based on this assessment as follows:

Grade    Score

**A**      18-20

**B**      16-17

**C**      14-15

**D**      12-13

**F**      11 and below

**Textbooks and/or Other Materials:**

*All instructional materials are provided by Scholastic Red, professional development for raising student achievement*

**Bibliography:**

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Zutell, J. (1998). "Word Sorting: A Developmental Spelling Approach to Word Study for Delayed Readers." *Reading and Writing Quarterly*.

**Instructor Background:**

*See attached Resumes' for Dr. Tim Ham and Dr. Vicente M. Ontiveros*

**MAIL TO:** Professional Development Center, 855 Howe Ave., Sacramento, CA 95825-3912

**PHONE:** (916) 561-1968

**E-MAIL TO:** sjpotter@chapman.edu