



Professional Development Institute

Flex Course Syllabus

Vocabulary-Building Strategies for Students in Grades 4-12

PDI Course Number: 101T02

ACE Course Number: LE5713

UCSD Course Number: EDUC40145

If you would like information about receiving 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

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.

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

Akhondi, M., F. Malayeri, & A. Samad. (2013). How to Teach Expository Text Structure to Facilitate Reading Comprehension. Retrieved from <http://www.readingrockets.org/article/how-teach-expository-text-structure-facilitate-reading-comprehension>

Alingod, J. (2017). "25 Ways to Improve Your Writing Vocabulary." Retrieved from https://wordcounter.net/blog/2014/01/22/1027_25-ways-to-improve-your-writing-vocabulary.html

Allen, J. (2015). *Words, words, words: Teaching vocabulary in grades 4-12*. Place of publication not identified: Hawker Brownlow Education.

Antonacci, P.A., C.M. O'Callaghan, & E. Berkowitz. (2015). *Developing content area literacy: 40 strategies for middle and secondary classrooms*. Thousand Oaks, CA: SAGE Publications.

Bafile, C. (2005). "You Must Remember This" Teaching with Mnemonics. Retrieved from http://www.educationworld.com/a_curr/profdev/profdev117.shtml

Beck, I., & M. McKeown (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Press.

Beck, I., M. McKeown, & L. Kucan (2015). "Choosing Words to Teach." Retrieved from <http://www.readingrockets.org/article/choosing-words-teach>

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.

Brain Pop. (2017). "Dictionary Lesson Plan: Using Guide Words." Retrieved from <https://educators.brainpop.com/lesson-plan/dictionary-lesson-plan/>

Brynildssen, S. (2000). "Vocabulary's Influence on Successful Writing." *Eric Digest*. doi:ED446339.

Capital Community College Foundation (2017). "Compound Words." Retrieved from <http://grammar.ccc.commnet.edu/grammar/compounds.htm>

Cheney Public Schools (2013). "Prefix-Suffix-Root List by Grade Level." Retrieved from <http://studylib.net/doc/8124352/prefix-suffix-root-list-by-grade-level>

¡Colorín Colorado! (2007). "Vocabulary Development with ELLs." Retrieved from <http://www.readingrockets.org/article/vocabulary-development-ells>

Common Core State Standards
<http://www.corestandards.org/>

- Congos, D. (2005). "9 Types of Mnemonics for Better Memory." Retrieved from <https://www.learningassistance.com/2006/january/mnemonics.html>
- Corbin, P., C. Davis, J. Foster, C. McEwan, D. Randall, K. Vangeli, & W. Winchell. (2005). "Developing Vocabulary Through Self-Selected Text." *CAAEC Reading Curriculum*.
- 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>
- DeForest, J. (2000). "Common Prefixes, Suffixes, and Root Words." Retrieved from https://msu.edu/~defores1/gre/roots/gre_rts_afx1.htm
- Dougherty Stahl, K.A., & M.A. Bravo (2010). "Contemporary Classroom Vocabulary Assessment for Content Areas." *The Reading Teacher*, 63(7), 566-578. doi:10.1598/rt.63.7.4
- Dougherty Stahl, K. A., & M.A. Bravo (2014). "Classroom Vocabulary Assessment for Content Areas." Retrieved from <http://www.readingrockets.org/article/classroom-vocabulary-assessment-content-areas>
- Ellis, E.S. (2002). "The Clarifying Routine: Elaborating Vocabulary Instruction." Retrieved from <http://www.ldonline.org/article/5759/>
- Feldman, K., & Kinsella, K. (2005). *Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction*. New York, NY: Scholastic.
- Flocabulary. (2017). "Vocabulary Mini Games." Retrieved from <https://www.flocabulary.com/vocabulary-mini-games/>
- Gold, O. (2014). "Teaching Greek and Latin Root Words with Photo Shoots." Retrieved from <http://creativeenglishclassroom.blogspot.com/2014/11/teaching-greek-and-latin-root-words.html>
- Goodwin, A.P., S. Cho, & S. Nichols, (2016). "Ways to WIN at Vocabulary Learning." Retrieved, from <http://onlinelibrary.wiley.com/doi/10.1002/trtr.1471/full>
- Graves, M. F., J.F. Baumann, C.L. Blachowicz, P. Manyak, A. Bates, C. Cieply, & H.V. Gunten (2013). "Words, Words Everywhere, But Which Ones Do We Teach?" *The Reading Teacher*, 67(5), 333-346.
- Greenwood, S., & K. Flannigan (2017). "Solving Word Meanings: Engaging Strategies for Vocabulary Development." — *ReadWriteThink*. Retrieved from <http://www.readwritethink.org/classroom-resources/lesson-plans/solving-word-meanings-engaging-1089.html?tab=4>
- Hall, S. (2008). *Using picture storybooks to teach literary devices: Recommended books for children and young adults*. Westport, CT: Libraries Unlimited.

Harris, L. (2007). "Adolescent Literacy: Wordy Study with Middle and High School Students." *TEACHING Exceptional Children Plus*, 3(4).

Heick, T. (2016). "A Guide for Teaching with Analogies." Retrieved from

<http://www.teachthought.com/critical-thinking/types-of-analogies/>

Helman, L., D.R. Bear, S. Templeton, M. Invernizzi, & F.R. Johnston (2012). *Words their way with English learners: Word study for phonics, vocabulary, and spelling*. Boston, MA: Pearson Education.

Herrmann, E. (n.d.) "Using Sentence Frames, Sentence Starters and Signal Words to Improve Language." Retrieved from

http://www.multibriefs.com/briefs/exclusive/using_sentence_frames.html#.WgS_K9WnGpp

Kautzer, K. (2017). "Thesaurus game: Describing a person." Retrieved from

<https://writeshop.com/thesaurus-game-describing-a-person/>

Lynette, R. (2017). "8 Fun Dictionary Activities." Retrieved from <http://minds-in-bloom.com/8-fun-dictionary-activities/>

Krashen, S. (2004). "The Case for Narrow Reading." *Language Magazine*, 3(5), 17-19.

Krutz, G. (2016). American Government. OpenStax CNX.

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

Linan-Thompson, S., & S. Vaughn. (2007). *Research-based methods of reading instruction for English language learners, grades K-4*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R., & Pickering, D. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

McEwan, E. (2015). "Root Words, Roots and Affixes." Retrieved from

<http://www.readingrockets.org/article/root-words-roots-and-affixes>

Mills, K. (2017). "Improving Word Choice." Retrieved from

<http://www.lessonsfromthemiddle.com/tag/word-choice-lessons/>

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

Nagy, W., J. Osborn, P. Windsor, & J. O'Flahavan (1992). "Guidelines for Instruction in Structural Analysis." Retrieved from https://www.ideals.illinois.edu/bitstream/handle/2142/17736/ctrstreadtechrepv01992i00554_opt.pdf?sequence=1

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.

National Governors Association Center for Best Practices, & Council of Chief State School Officers (2010). "Key Shifts in English Language Arts." Retrieved from <http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>

National Research Council (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Committee on a Conceptual Framework for New K-12 Science Education Standards. Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, D.C.: The National Academies Press.

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

Nordquist, R. (2017). "What Are Morphemes in English?" Retrieved, from <https://www.thoughtco.com/what-is-a-morpheme-1691406>

Nordquist, R. (2019). "Free Morphemes in English, Definitions and Examples." Retrieved 14 July 2023 from <https://www.thoughtco.com/free-morpheme-words-and-word-parts-1690872#:~:text=Many%20words%20in%20English%20consist%20of%20a%20single%20free%20morpheme,parts%20that%20are%20also%20meaningful.>

Ogle, D.C. Blachowicz, P. Fisher, & L. Lang (2016). *Academic vocabulary in middle and high school: Effective practices across the disciplines*. New York, NY: The Guilford Press.

Partnership for Reading (2017). "Questions About Vocabulary Instruction." Retrieved from <http://www.adlit.org/article/3471/>

Pennington, M. (2009). "How to Differentiate Spelling and Vocabulary Instruction." Retrieved from http://blog.penningtonpublishing.com/spelling_vocabulary/how-to-differentiate-spelling-and-vocabulary-instruction/

Pennington, M. (2010). "How to Teach Prefixes, Roots, and Suffixes." Retrieved from Pennington Publishing Blog <http://blog.penningtonpublishing.com/reading/how-to-teach-prefixes-roots-and-suffixes/>

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

- Platt, R. (2016). "Goal Setting, A Simple Lesson Sequence." Retrieved from <http://www.weteachwelearn.org/2016/06/goal-setting-a-simple-lesson-sequence/>
- Prince, R.E.C. (2009). *Usable knowledge from Harvard Graduate School of Education – Morphological analysis: New light on a vital reading skill, HGSE Nonie Lesaux.*
- Rasinski, T.V., N. Padak, R. Newton, & E. Newton (2008). *Greek and Latin roots: Keys to building vocabulary. Huntington Beach, CA: Shell Education.*
- Read it, Write it, Tell it. (n.d.). "Figurative Language." Retrieved from <https://woub.org/readwritetell/figlang57.htm>
- Reading Rockets. (2015). "Semantic Feature Analysis." Retrieved from http://www.readingrockets.org/strategies/semantic_feature_analysis
- Reading Rockets (2015). "Word Maps." Retrieved from http://www.readingrockets.org/strategies/word_maps
- Reading Rockets (2017). "Concept Maps." Retrieved from http://www.readingrockets.org/strategies/concept_maps
- ReadWriteThink. (2017). "Choosing, Chatting, and Collecting: Vocabulary Self-Collection Strategy." Retrieved from <http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-chatting-collecting-vocabulary-296.html?tab=4#tabs>
- Rundell, M. (2012). "No more print dictionaries: a 'sad day' or a 'day of liberation'?" Retrieved from <http://www.macmillandictionaryblog.com/no-more-print-dictionaries>
- Saphier, J., & M.A. Haley (1993). *Activators: Activity structures to engage students' thinking before instruction.* Carlisle, MA: Research for Better Teaching.
- Scurletis, G. (2010). "Sorting it Out: Word Sorts for Secondary School Students." Retrieved from <https://www.vocabulary.com/articles/wordshop/sorting-it-out-word-sorts-for-secondary-school-students/>
- Sedita, J. (2005). "Effective Vocabulary Instruction." *Insights on Learning Disabilities*, 2(1), 33-35.
- Simmons, E. (2002). "Visualizing Vocabulary." Retrieved from <https://www.nwp.org/cs/public/print/resource/quarterly/Q2002no3/simmons.html>
- Smith, C. (2016). "Teaching Math to English Language Learners." Retrieved from <https://www.slideshare.net/smithersmath/teaching-math-to-english-language-learners>
- Sokolowski, K. (2016). "Should Educators Be Writers?" Retrieved from <https://twowritingteachers.org/2016/01/24/to-write-or-not-to-write/>

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

Sprenger, M. (2014). "The 10-Minute Vocabulary Lesson." Retrieved from <https://www.middleweb.com/15903/ten-minute-vocabulary-lesson/>

Steele, K. (2017). "Four Vocabulary Strategies for High School Students." Retrieved from <http://www.litsite.org/index.cfm?section=Teaching-and-Learning&page=Reading-Workbooks&cat=High-School&viewpost=2&ContentId=1180>

Stowe, M. (2017). "Teaching Morphology: Enhancing Vocabulary Development and Reading Comprehension." Retrieved from <http://education.wm.edu/centers/ttac/resources/articles/teachtechnique/teachingmorphology/index.php>

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

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/>

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

Templeton, S., D.R. Bear, M. Invernizzi, & F.R. Johnston (2015). *Vocabulary their way: Word study with middle and secondary students*. Boston, MA: Pearson Education.

Templeton, S., D.R. Bear, M. Invernizzi, F.R. Johnston, K. Flanigan, D. Townsend, L. Helman, & L. Hayes (2015). *Words their way: Vocabulary for middle and secondary students*. Upper Saddle River, NJ: Pearson Education.

Thriving Home. (2013). "Game Night: Make Your Own 'Apples to Apples.'" Retrieved from <https://thrivinghomeblog.com/2013/11/game-night-make-apples-apples/>

U.S. Department of Education (2010). "Explicit Vocabulary Instruction." Retrieved from <http://www.adlit.org/article/27738/>

UTS/TEA. (2013). "Word Identification Strategies: HINTS and SPLIT Strategies." Retrieved from <http://buildingrti.utexas.org/videos/word-identification-strategies-hints-and-split-strategies>

WeAreTeachers Staff on February 11, 2015. "6 Ways to Sneak Vocabulary Instruction into High School English." Retrieved from <https://www.weareteachers.com/6-ways-to-sneak-vocabulary-instruction-into-high-school-english/>

We Are Teachers Staff. (2015). "11 Vocab Review Games to Make the Learning Stick."
Retrieved from <https://www.weareteachers.com/11-vocab-review-games-to-make-the-learning-stick/>

We Teach We Learn
<http://www.weteachwelearn.org/>

Wisconsin Department of Public Instruction. (2016). "Learning Vocabulary in Science."
Retrieved from <https://dpi.wi.gov/science/disciplinary-literacy/vocabulary>

YourDictionary.com. (n.d.). "Figurative Language." Retrieved from
<http://www.yourdictionary.com/figurative-language>