2022-2023 Three-Credit Hour Course: Rethinking Vocabulary

▸ **Audience:** *Active West Virginia Teachers/Educators*

▸ **Type:** *Self-Paced with Rolling Enrollment*

▸ **Enrollment:** *September 1, 2022 - April 14, 2023*

▸ **Duration:** *September 1, 2022 - May 19, 2023*

Description: During this course, participants will read and understand current research on vocabulary instruction. They will complete a reading interest inventory to discover areas of high interest for their students in order to gather and use resources to support those interests. Additionally, this course will provide instruction on how to select vocabulary words to teach and strategies to teach them effectively. Course participants will learn the difference between explicit and implicit instruction, as well as comprehend the connection between collaborative conversations and increasing vocabulary knowledge. Finally, they will incorporate strategies in order to create a language-rich environment by creating and utilizing an interactive word wall.

Course Goals:

▸ *Know and understand the research behind the thirty-million word gap and how it impacts students and their classroom.*

▸ *Complete a survey of current vocabulary instructional practices.*

▸ *Think of adaptions of current teaching practices to better meet the needs of students based on research from the session.*

▸ *Understand the important connection between a volume of reading and building vocabulary.*

▸ *Complete an interest inventory in order to discover areas of high interest for their students.*

▸ *Gather and utilize resources to support areas of high interest for their students,*

▸ *Understand how words are classified into tiers.*

▸ *Comprehend the connection between high-quality vocabulary instruction and knowledge of the three (3) tiers.*

▸ *Utilize Marzano's Six Step Process for Teaching Vocabulary.*

▸ *Understand the difference between explicit (direct) and implicit (indirect) instruction.*

▸ *Comprehend the connection between collaborative conversations and increasing vocabulary knowledge.*

▸ *Create a structure for classroom discussions and utilize that structure in conjunction with collaborative conversations to build vocabulary.*

▸ *Deepen their understanding of the difference between explicit (direct) and implicit (indirect) instruction.*

▸ *Implement an explicit vocabulary strategy in their classroom.*

▸ *Distinguish between explicit (direct) and implicit (indirect) instruction.*

‣ *Understand the research behind the importance of a language-rich environment.*

‣ *Incorporate various strategies to create a vocabulary-rich environment.*

‣ *Create and utilize an interactive word wall.*

Session Overviews

‣ ### Session One – Overview of Current Vocabulary Research
Course participants will read and understand current research on vocabulary instruction and how it impacts student learning. Additionally, participants will reflect on their current instructional practices by completing a survey. Then, participants will think of adaptations and changes that could better their own teaching practices and articulate those changes into the template provided.

‣ ### Session Two – Building Knowledge in Order to Build Vocabulary
In this session, course participants will understand the connection between reading a high volume of text and building vocabulary. Participants will also complete a reading interest inventory to discover areas of high interest for their students as well as gather and use resources to support those interests. Additionally, participants will read several case studies in order to determine best practices in building knowledge and vocabulary by increasing the amount of reading.

‣ ### Session Three – Vocabulary Tiers 1, 2 & 3 (I, II & III)
The purpose of this session is to familiarize the participant with the three (3) tiers of vocabulary and their relationship to quality instruction. This session will provide instruction on how to select vocabulary words to teach, and how to teach those words effectively. Course participants will then be asked to utilize the process in their own classroom and reflect on the lesson.

‣ ### Session Four – Implicit (Indirect) Vocabulary Instruction and Collaborative Conversations
Course participants will learn the difference between explicit (direct) and implicit (indirect) instruction as well as comprehend the connection between collaborative conversations and increasing vocabulary knowledge. Participants will create a structure for classroom discussion and utilize that structure in order to conduct a classroom collaborative conversation in order to build vocabulary.

‣ ### Session Five – Explicit Vocabulary Instruction and Strategies
In this session, course participants will deepen their understanding of explicit (direct) instruction. There will be opportunities to develop and instruct an explicit vocabulary lesson. This structure should be utilized to build vocabulary and assist students in comprehending text.

‣ ### Session Six – Creating a Vocabulary Building Environment
In this session, participants will read and understand research that supports having a language-rich classroom. Additionally, they will incorporate strategies in order to create a language-rich environment by creating and utilizing an interactive word wall. By the end of the session, participants will understand that student exposure to language should be meaningful, deliberate, repetitive, and engaging. It should directly involve the students as active participants.

Course Grades

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.