

Course Title: *Word Consciousness: Infusing Vocabulary Learning throughout your Day*

St. Michael's College

Credits: 3

Intended audience: teachers of grades 2-8

Instructor: Ellen A. Thompson, Ed. D., Instructor of Record, with June Golato, M.S., CCC-SLP

Time Frame: July 1 – August 17; on-line through CVEDCVT.edu20.org

This on-line course will allow participants to understand more completely what the expectations are for teaching and supporting vocabulary acquisition and use with the newly adopted ***English-Language Arts Common Core State Standards*** (ELA CCSS). All participants will use EDU20, a cloud-hosted Learning Management System to gain new content information, contribute to large group and strand discussions, hand in and share assignments, and discuss readings, etc.

A student's ability to read depends largely on the size and quality of his or her vocabulary. However, despite that fact, vocabulary instruction has not evolved to the same degree as instruction in word recognition, comprehension, and other areas of literacy. Participants will read research by – Linda Kucan, Jerry Johns, Camille Blachowicz, and Charlene Cobb. This course offers teachers an opportunity to learn cutting-edge word-learning strategies for all students.

Goals:

As a result of active participation in this course, students will:

1. Explore the areas of word study for elementary/middle level students in depth
2. Reflect and discuss the many issues related to the teaching of vocabulary
3. Consider the implications this work has on classroom practice
4. Engage in dialogue concerning current word level policies and practices
5. Map out a strategic plan for classroom-based applications
6. Develop a deep understanding of how the literacy strands within the ELA CCSS and Content interact and support the development of vocabulary
7. Development of new classroom-based curriculum based on ELA CCSS expectations
8. Develop an understanding of the use of EDU20.org to support learning of the CCSS and to understand how this platform could be used to support individual student learning in the classroom
9. Use the ELA CCSS to create a meaningful unit of study and/or research best practice to promote deeper student understandings
10. Collaborate with colleagues to develop a community of learners to support this new learning

Learning Outcomes:

1. Participants will understand the design of the ELA CCSS and Content Literacy Standards and its connection to College and Career Readiness looking through the lens of vocabulary development
2. Participants will design an instructional investigation in their teaching assignments and/or research best practices to promote deeper student understandings through the use of vocabulary instructional practices
3. Participants will explore digital technologies to incorporate into their teaching that support

vocabulary development

Required Readings:

For all:

No More “Look Up the List” Vocabulary Instruction, Charlene Cobb, Camille Blachowitz, Edited by Nell K Duke, Ellin Oliver Keene, Heinemann

The Word-Conscious Classroom: Building the Vocabulary Readers and writers Need, Judith A Scott, Bonnie J Skobel, & Jan Wells, Reading Essentials Reprint series, [textproject.org: http://textproject.org/assets/library/resources/Scott-2016-The-word-conscious-classroom.pdf](http://textproject.org/assets/library/resources/Scott-2016-The-word-conscious-classroom.pdf)

Chapters from: Teaching with the Common Core State Standards for English Language Arts, K-2 / Grades 3-5; The Guilford Press

ELA Common Core State Standards

Articles/visual media: TBD by instructors

Course Design:

Learning Modules (4)

This course is designed around 4 learning modules. Each module requires reading, analyzation and synthesis of new information, with a responsibility to add to and respond to others. Module descriptions with specific expectations will be posted prior to the start date of the next module. Modules are “released” one at a time. Each module contains:

Reading Response Discussion: Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your stance. Do respond to at least 2-4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. Due dates are set in each module.

Assigned Learning Task: This task is given by the instructor. The result is to be shared with others. Participants are expected to respond to 2-4 postings of others. These tasks will support the final project development. Information from these assignments can be added to your final project - but will not fulfill this project’s entire scope.

Each module will be completed within a 1-2 week window of time. Dates will be given for each module. All assigned tasks are due on the date provided. ***If at any time, you feel that you need more time or do not understand the assignment, contact the instructors BEFORE the assigned***

due date. Accommodations of time and more information will be given if requested **BEFORE** the assigned due date. Points will be reduced if assignments are late without previous conversation.

Open Forum Discussions: These are non-graded discussions, but participation is expected. These discussions are a direct link to the instructors and colleagues around your specific questions.

Collegial Collaboration: Within each Learning Module, forums will be used to enhance and extend our collective knowledge. It is expected that each participant will respond substantively to each reading discussion and assigned learning task (4 responses per assignment). We understand that you may want to respond to more in one discussion and less in another. We are looking for on-going collaboration throughout the course.

Final Project: Investigation (1)

Online Course Contact Hours:

Each module requires reading, analyzation and synthesis of new information, with a responsibility to add to and respond to others.

Introductory Module (1)

Contact Hours: 6

Learning Modules (4)

Contact Hours per module: 10

Final Investigation:

Contact Hours: 14

Total Contact Hours: 60 hours

Description of Class Assignments with scoring rubrics and point values:

Participants will be graded for:

Introductory module – Getting to know each other

Discussion #1: Create your Bio as a Reader

Please take a few minutes to write about yourself as a nonfiction reader starting way back in your life. Create a timeline of this type of reading. When did you read and why? What are your most vivid memories. Consider both home and school connection up to your college years. Don't tell a bit about who you are, what you teach and more! Please read all of the responses. Reply to at least three posts.

Due: July 6, 2017.

Assigned value: 3 points

| Points | 0 point | 1 point | 2 points | 3 points |
|---|----------------|--------------------------------------|--|--|
| Discussion #1: Create your Bio as a Reader | No response | Response not clear, or limited | Clear response, but may be somewhat general in response to the task | Evidence is thoughtful, reflective response and insightful connections made to your life. |

Discussion #2: Is all vocabulary considered equal? ...getting to know each other!

TRY THIS!

1. Think of 3 words that describe you as a person. Think...tier II words. Write each of your words in a post in the forum area.
2. In your post, share why these words are important to you.
3. Please read all of the responses. Reply to at least three posts.

Due: July 6, 2017.

Assigned value: 3 points

| Points | 0 Point | 1 point | 2 points | 3 points |
|---|----------------|--|--|---|
| Discussion #2: Introduction through Text | No response | Responses not clear, or limited evidence of extending the discussion | Clear responses, evidence of text connections, but may be somewhat general in response to the discussion thread | Evidence is thoughtful, reflective responses and insightful connections made to the discussion thread. |

Responses to readings – On-line collaboration

Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings’ rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your stance. Do respond to at least 4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. ***Due dates are set in each module.***

Assigned value: 20 points (5 points for each reading response)

| Points | 0 points | 1 point | 2 points | 3 points | 4 points | 5 points |
|--------|----------|---------|----------|----------|----------|----------|
|--------|----------|---------|----------|----------|----------|----------|

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|-----------------------------|-------------|-----------------|---|--|---|---|
| Response to Readings | No response | Little response | Responses not clear, or limited evidence of reading | Clear responses, evidence of reading, but may be somewhat general in response to the text read | Clear and thoughtful responses, including specific reference to the text. Indication of new learning is somewhat evident. | Evidence is thoughtful, reflective responses and insightful connections made to the text read |
|-----------------------------|-------------|-----------------|---|--|---|---|

Assigned Learning Tasks: These tasks are given by the instructor in Modules 1-4. The result is to be shared with others. Participants are expected to respond to 4 postings of others. See Assigned Learning Task Rubric below. **Due dates are assigned in each module description.**

Assigned value: 20 (5 points for each task)

| Assigned Task | 0 points | 1 point | 2 points | 3 point | 4 points | 5 points |
|----------------|-------------|-----------------|--|--|---|---|
| Content | No response | Little response | Not a clear topic choice for the task assigned. Makes generalized comments about the task with seemingly little thought and/or reflection. | Clear topic choice but may not explore the task assigned with much breadth of understanding. | Clear topic choice that allows for exploration of the assigned task. Writer may question, critique, and/or reflect upon new learning. Thinking is pushed to a different level of understanding. | Writer looks at the specific task in depth. Writer has garnered a clear understanding of topic. Writer uses own experiences as well as course readings and more to prove or disprove thesis idea. |

Collegial Collaboration: Within each Learning Module, forums will be used to enhance and extend our collective knowledge. It is expected that each participant will respond substantively to each reading discussion and assigned learning task (4 responses per assignment). We understand that you may want to respond to more in one discussion and less in another. We are looking for on-going collaboration throughout the course that would include 32+ responses.

Assigned Value: 24 points

| Points | 0 points | 6 points | 12 points | 18 points | 24 points |
|--------------------|----------|----------|----------------|------------------|-------------|
| Response to | | | Responses have | Clear responses, | Evidence is |

| | | | | | |
|--|----------------|--|---|--|--|
| Colleagues: Readings, Assigned Tasks, Open Forums | No response | Some response; depth is lacking And/or Responds less than 20 times across course forums | evidence of reading, but are somewhat general in response to the discussion thread And/or Responds less than 28 times across course forums | evidence of reading, but may be somewhat general in response to the discussion thread And/or Responds 28- 35 times across course forums | thoughtful, reflective responses and insightful connections made to the discussion threads And/or Responds 36+ times across course forums |
|--|----------------|--|---|--|--|

Final Investigation:

Participants will consider the readings and discussion to design an investigation of choice. Participants will choose one area of their current literacy instruction to incorporate a deeper response for **vocabulary instruction**. This investigation should help maximize the use of this information within their classroom/school context. This project could take the form of, but is not limited to:

- preparing a unit of study - reading, writing, content area
- rethinking your instructional day
- integrating technology, content, and literacy within a unit of study
- creating a project-based learning unit
- design and facilitate a set of workshops for your colleagues/parent group that underscores the importance of vocabulary instruction, with resources
- more

Participants should include in a written-digital format:

Context and rationale for the project

- Explicit connections made to ELA/Content Literacy CCSS, specifically those related to vocabulary
- Learning goals are clearly defined

Detailed development of the investigation outlining:

- Detailed description of the project
- In depth plans as appropriate for the project design
- Common assessment – how will you know when your students understand?
- Any other pertinent information that will help clarify the project
- Bibliography of references used, at least 3

Reflection:

- Reflection on the project as it aligns with the overarching strand concepts

These projects will be posted before the last “class” to the instructor. Participants will present a “short” version of their investigation to the group Investigation forum.

Assigned value: 50 points

Due date: August 17

Final Project Rubric:

| Parts of Unit | 4 points | 6 points | 8 points | 10 points |
|---|--|--|--|--|
| Context & Rationale plus learning goals & CCSS standards selected for this investigation are clear | Very little information about students and setting. Student assessment information is not provided or explicitly connected to the investigation created. | Some information about students and setting. Student assessment information is provided with little analysis or connection to the investigation created. | Information provided about students and setting. Analysis of student assessment information is provided to answer the question: why this student? Why this investigation? | Explicit information provided about students chosen and their context. Specific analysis of student assessment information is provided to answer the question: why this group? Why this investigation? |
| | 4 points | 6 points | 8 points | 10 points |
| Detailed development of the investigation outlining: & detailed plans for the investigation | ELA CCSS are identified for the investigation. Teacher has not made individual or small group plans designed to move students in their understanding of vocabulary. Learning goals somewhat established; link to CCSS intent is not quite there; planning is minimal; student engagement in process is not clear | ELA CCSS are identified and loosely connected to the investigation. Teacher has made individual, small & whole group plans designed to move students in their understanding of vocabulary, but detail is lacking. Learning goals are established; more could be done with intent of CCSS; student engagement in process is minimal | Understanding of the ELA CCSS is supported by evidence from an exploration of the investigation standards. Teacher has discussed individual and small & whole group plans designed to move students in their understanding of vocabulary. Established learning goals are clearly created to meet learners needs; match to the intent of the CCSS; student engagement in process is clear | Deep understanding of the ELA CCSS is supported by evidence from an exploration of the investigation standards. Teacher has provided much detail for individual, small & whole group plans designed to move students in their understanding of vocabulary. Established learning goals are clearly differentiated to meet learners needs; match to the intent of the CCSS; plans explicitly for the gradual release of responsibility for the action plan; pushes the transfer of learning to new |

| | | | | |
|-------------------|---|---|---|--|
| | | | | situations; student engagement in process is clear |
| | 4 points | 6 points | 8 points | 10 points |
| Reflection | Reflection is not detailed and does not connect this action plan development to new learning from the course discussions and readings. Little evidence of new learning. | Reflection is less detailed and connects this action plan development to new learning from the course discussions and readings. Evidence of new learning is less clear. | Reflection connects this action plan development to new learning from the course discussions and readings. There is evidence of new learning with some connection back to action plan components. | Reflection is detailed and connects this action plan development to new learning from the course discussions and readings. Evidence of new learning is clear. Reflection includes connections to action plan components. |

Total value of all assignments: 100 points

Schedule of Learning Modules /Investigation

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|---|
| Pre-Week - Week 1: July 1 - July 6 |
| Introductory Module |
| <p>Learning Goals:</p> <ul style="list-style-type: none"> ● Learn how to navigate within edu20.org ● Meet class members and instructors ● Understand and try out basics of tiered vocabulary <p>Discussion #1 Create your Bio as a Reader: Please take a few minutes to write about yourself. What are your thoughts about how we learn new vocabulary? Why is it important? Include your connections to education, school, family, life, interests, hobbies, foods...you name it! Don't forget to tell a bit about who you are, what you teach and more! Please read all of the responses. Reply to at least three posts.</p> <p><i>This activity will be completed in the Introductory Module. Click on Introductory Module. You will find Bio as a Reader inside. All responses should stay in Bio as a Reader.</i></p> <p>Discussion #2: Introduction through Vocabulary Vocabulary comes in three forms according to the research work of Isabel Beck and Margaret McKeown.</p> |

Tier I = basic language; everyday words

Tier II = words that enhance meaning

Tier III = content vocabulary

Each type of vocabulary is important – but it is the tier II words that showcase our sophistication with language. It is these words that our students often do not hear or encounter in their lives outside of school.

For any vocabulary word type, a person needs 10-40 encounters with a word to begin to make it their own! And even then, there can be levels of understanding for each word.

- o no idea
- o general sense of the meaning
- o narrow – context bound understanding
- o knowledge - but cannot readily access it in appropriate situations
- o *rich – decontextualized knowledge of a word's meaning, it's relationship to other words, and its extension to metaphorical uses*

Read through pages 32-35 in Appendix A from the ELA CCSS attached. This is a nice - brief- description of Tiered vocabulary. You will find a copy in the resource section.

Look for Introductory Module, Forum Discussion #1. Click on Forums in the left hand column. Click on Introductory Module. You will find Discussion #1 inside. All responses should stay in Discussion #1.

Discussion #2: Is all vocabulary considered equal? ...getting to know each other!

TRY THIS!

1. Think of 3 words that describe you as a person. Think...tier II words. Write each of your words in a post in the forum area.
2. In your post, share why these words are important to you.
3. Please read all of the responses. Reply to at least three posts.

Add your entry to Introductory Module, Click on Introductory Module. You will find Introduction through Vocabulary. All responses should stay in Introduction through Vocabulary.

Week 2: July 6 - July 13

Learning Module #1: Language Standards for Vocabulary: Digging into the Common Core State Standards

Learning goals:

- Getting to know CCSS Language Standards
- Incorporating the Language Standards into teaching practices
- Examines language strengths of students
- Understand what is most important about vocabulary instruction from the research

Assigned readings:

Chapter 7: Teaching with the Common Core State Standards for English Language Arts, Grades 3-5; The Guilford Press. Pages 131 – 151

Google presentation, [Talking Out Loud :Vocabulary-What is most important?](#):

<http://www.engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary/>

<http://www.youtube.com/watch?v=I3RcaomAbcs>

Optional:

<https://www.teachingchannel.org/videos/improving-student-vocabulary?fd=1>

Reading Responses:

Reading Response Forum Expectation: Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your stance. Do respond to at least 4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. ***Due dates are set in each module.***

Respond in Learning Module #1, Reading Discussion.

Assigned Learning Task:

Response Essay: Looking at Language anchor standards 4, 5, and 6, which will be new additions to your curriculum? What ideas might you integrate from these readings to your existing curriculum? Share specific examples. Give response to others.

Respond in Forums, Learning Module #1, Assigned Learning Task.

Week 3: July 13 - July 20

Learning Module #2: Developing the need for vocabulary instruction

Learning Goals:

- **Understanding the need for change in vocabulary instruction**
- **Understand that to learn words involves using words**

Assigned readings:

Section 1, *Not This but That: “No more look up the list” Vocabulary Instruction*, Charlene Cobb and Camille Blachowicz

Article:

Kucan, Linda, What is most important to know about vocabulary? *The Reading Teacher*, Vol 65, Issue 8, March, 2012

Reading Response Forum Expectation: Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your stance. Do respond to at least 4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. ***Due dates are set in each module.***

Respond in Learning Module #2, Reading Discussion.

Assigned Learning Task:

As you consider Linda Kucan’s article and your own classroom instruction - what items leap out at you? Analyze your instruction against her recommendation that students’ knowledge of words (semantics) can be supported by instruction that focuses on phonology, orthography, morphology, and syntax. How do you match up?

Respond in Forums, Learning Module #2, Assigned Learning Task.

Week 4: July 20 - July 27

Learning Module #3: Teaching Vocabulary

Learning goals:

- understand what is meant by vocabulary
- understand the need for student engagement
- learning is incremental
- need for both intentional and incidental instruction

Assigned readings:

Section 2, *Not This but That: “No more look up the list” Vocabulary Instruction*, Charlene Cobb and Camille Blachowicz

Chapters 1-2, *The Word-Conscious Classroom: Building the Vocabulary Readers and writers Need*, Judith A Scott, Bonnie J Skobel, & Jan Wells, *Reading Essentials Reprint series*, *textproject.org*: <http://textproject.org/assets/library/resources/Scott-2016-The-word-conscious-classroom.pdf>

<https://www.teachingchannel.org/videos/build-student-vocabulary>

<https://www.teachingchannel.org/videos/teaching-modern-dance-vocabulary>

Reading Responses:

Reading Response Forum Expectation: Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your stance. Do respond to at least 4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. ***Due dates are set in each module.***

Respond in Learning Module #3, Reading Discussion.

Assigned Learning Task:

Think about the readings for this module. Describe how you will approach the teaching of vocabulary after reading these chapters/articles with your students. Give a brief overview of what will be included and your time frame for instruction.

Respond in Forums, Learning Module #3, Assigned Learning Task.

Final Project: Investigation Update: Share topics with a brief outline of your project design with class members; discuss. Share resources.

Week 5: July 27 - August 3**Learning Module #4: Vocabulary Assessment****Learning goals:**

- understand the importance of word consciousness
- becoming flexible with vocabulary instruction

Assigned readings:

Section 3, *Not This but That: “No more look up the list” Vocabulary Instruction*, Charlene Cobb and Camille Blachowicz

Chapters 3-4, *The Word-Conscious Classroom: Building the Vocabulary Readers and writers Need*, Judith A Scott, Bonnie J Skobel, & Jan Wells, *Reading Essentials Reprint series*, [textproject.org: http://textproject.org/assets/library/resources/Scott-2016-The-word-conscious-classroom.pdf](http://textproject.org/assets/library/resources/Scott-2016-The-word-conscious-classroom.pdf)

Articles:

Brabham, et al., Flooding vocabulary gaps to accelerate word learning, *The Reading Teacher*, Vol 65, Issue 8, March 2012

Stahl, Katherine and Marco Bravo, Contemporary classroom vocabulary assessment for content areas, *The Reading Teacher*, Vol 65, Issue 7, April 2010

Reading Response Forum Expectation: Participants are asked to respond to required reading and selected readings within each module. Pick a part of the reading that changes or strengthens your thinking. Do not summarize. Respond with enough information to let others know what you are responding to – then give your thoughts on the section. See Response to Readings rubric. Pose a question or concern for others to respond to, if you can. Be prepared to strengthen or expand your stance. Do respond to at least 4 other posts with substantive commentary on each required readings assignment. Instructors will add comment and clarification during the readings discussion. ***Due dates are set in each module.***

Respond in Learning Module #4, Reading Discussion.

Assigned Learning Task:

Use this module to create an outline for your final investigation. What question will your investigation seek to solve for you and your interactions with vocabulary instruction. Create your context and rationale for your investigation!

Respond in Forums, Module #4: Assigned Learning Task.

Week 6: August 10 - August 17

Final Project: Investigation

This is a work module! Use what you have learned to prepare your final investigation.

Participants should include in a written-digital format:

- Context and rationale for the project
- Explicit connections made to ELA/Content Literacy CCSS, specifically those related to vocabulary instruction
- Detailed description of the project
- In depth plans as appropriate for the project design
- Common assessment – how will you know when your students understand?
- Any other pertinent information that will help clarify the project
- Bibliography of references used, at least 3
- Reflection on the project as it aligns with the overarching strand concepts

These projects will be posted before the last “class” to the instructor.

Participants will present a “short” version of their investigation to the group Investigation forum, August 15th. ***Post “short” version of investigation to the Investigation Open Forum. Read others – respond to others.***

Post Completed Investigation to Assignments, Final Project: Full Investigation