



Vocabulary Instruction

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Licensure Renewal Credit: 1 credit

This course is offered by MISIC and is approved for licensure renewal credit only upon successful completion of all the components. The course is not approved as credit toward an endorsement or new teaching authority. Transcripts and credit will be issued by MISIC.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. In order to accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components with the exception of the final due date.

Dates: July 1, 2024 – June 30, 2025

Course Description (Overview of Course)

One of the three shifts in ELA focuses on regular practice with complex text and academic vocabulary.

"Vocabulary has long been correlated with reading comprehension. It makes sense: if students don't understand the words, how can they be expected to understand the key points of an article, follow the plot of a story, etc.? Unfortunately, many existing instructional materials skip straight to questions testing comprehension without providing a structure for helping students build vocabulary. The vocabulary that is usually emphasized is often discipline-specific, which is important, but will likely appear far less frequently in future texts.

In terms of teaching vocabulary, teachers need answers to two overarching questions: "Which words should I teach?" and "How should I teach them?" -From Achievement Student Partners article

This course will focus on these two questions and help the participants feel confident in selecting words to teach and having effective strategies to teach the class those chosen words.

School Improvement Rationale (School data that indicates a need for this course).

All K-12 teachers are required to address the literacy standards, including literacy in history/social studies, science, and technical subjects. One of the shifts in the ELA standards focuses on academic vocabulary. Therefore, we know that effective vocabulary instruction is important to every content area and every grade level. A survey of schools indicates that professional learning of the instructional shifts of literacy as well as college and career readiness are both a school goal and a staff need.

Expected Outcomes: The learner will be able to...

Those who complete all components of the course will be able to:

- Understand why vocabulary instruction is important in the classroom
- Select vocabulary words from complex text to teach students
- Evaluate current vocabulary words taught in the classroom
- Incorporate effective teaching strategies for vocabulary instruction

Note: Success criteria for each component are identified for each micro-credential component below.

Micro-Credential Component*	Micro-Credential Description	Hours
The “Why” of Vocabulary Instruction	Why is vocabulary instruction so important in today’s classroom? We will look at some research and current practices to understand why it is important to plan and prepare for vocabulary instruction in every classroom with all students.	2 hours

Success Criteria for this micro-credential:

- Explain and support the importance of vocabulary instruction for student success.

Micro-Credential Component*	Micro-Credential Description	Hours
ELA Shift 1 – Regular Practice with Complex Texts and Academic Vocabulary	Rather than focusing solely on the skills of reading and writing, the focus will be learning more about how the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading.	3 hours

Success Criteria for this micro-credential:

- Determine and identify a few strategies that you will stop doing, keep doing, and start doing in your classes using the information gleaned from the resources below as well as the Green Flags/Red Flags around the Shift #1: Regular Practice with Complex Texts and Academic Vocabulary
- Refine a current lesson and/or develop a new lesson for one of your classes to reflect Shift #1. Include the standards addressed, the short-term targets, the two- to three-day lesson, and the formative assessment(s). Provide an explanation of how the shift is evident in this lesson.

Micro-Credential Component*	Micro-Credential Description	Hours
Vocabulary: “Which words are the best ones to teach?”	While deciding which words to teach can seem daunting, there are some general guideposts an educator can use when determining where he or she should pause and take time to introduce potentially unknown vocabulary. In this learning task, you will work on selecting words from current text and evaluating current words that are being used to determine if they are the best vocabulary words to provide instruction.	5 hours
<p>Success Criteria for this micro-credential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the vocabulary words that need to be taught within a piece of text <input type="checkbox"/> Use the Academic Word Finder from Achieve the Core 		
Micro-Credential Component*	Micro-Credential Description	Hours
Instructional Strategies for Teaching Vocabulary	There are numerous different ways to teach vocabulary, but not all strategies are as effective as other ways. In this micro-credential, participants will learn which strategies are research-based and prove to be more effective to teaching vocabulary in the classroom. Participants will learn different strategies to use with different content.	5 hours
<p>Success Criteria for this micro-credential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement 3 new strategies for teaching vocabulary into current lessons 		

Iowa Teaching Standards

Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:

- ✓ Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
- ✓ Standard 3: Demonstrates competence in planning and preparing for instruction.
- ✓ Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- Standard 5: Uses a variety of methods to monitor student learning.
- Standard 6: Demonstrates competence in classroom management.
- Standard 7: Engages in professional growth
- Standard 8: Fulfills professional responsibilities established by the school district.