

Study Guide

The Upper Elementary PD Series

Module 5—Vocabulary

PREFACE

This study guide is intended to help teachers get the maximum benefit from the seven modules that make up the Upper Elementary PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that “All teachers are reading teachers.” This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What it does mean is that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading “chops” that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

CROSS-CURRICULAR CONNECTIONS



Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

Slide 7-8: Three Tier Vocabulary System



Briefly explain each of the vocabulary tiers discussed on this slide. Provide an example of each (different words than on slide 8).

TIER 1

TIER 2

TIER 3

Slide 10: Factors to Consider for Pre-Teaching Vocabulary

Discuss why each of the following factors are important in reviewing words for pre-teaching.

Concreteness:

Multiple Meanings:

Utility

Cognate:

If you are not sure whether a word is a cognate, you can easily find out using an online translation service such as wordreference.com or Google translate.

Slide 12: Effective Instructional Routine



Why is it better to provide students with a student friendly definition when introducing a new word rather than asking students what it means?

Slides 11-17: Effective Instruction Routine for



Vocabulary

Write the key elements of each step in the effective instruction routine for vocabulary on these slides.

INTRODUCE THE WORD:

PRESENT A STUDENT-FRIENDLY DEFINITION:

CLARIFY WITH EXAMPLES AND NON-EXAMPLES

CHECK STUDENTS' UNDERSTANDING

EXPAND STUDENTS' UNDERSTANDING

Slides 11-17: Practicing the Strategy



Take the word below and develop a lesson to introduce this word to your students. If you prefer, you can select a different word than the one in the box below.

elusive

INTRODUCE THE WORD:

PRESENT A STUDENT-FRIENDLY DEFINITION:

CLARIFY WITH EXAMPLES AND NON-EXAMPLES

CHECK STUDENTS' UNDERSTANDING

EXPAND STUDENTS' UNDERSTANDING

Slide 21: Breadth and Depth of Word Knowledge

A student's knowledge of vocabulary is comprised of both the total number of words they know (breadth of vocabulary) and their knowledge of a word's multiple meanings, connotations and collocations.

Various meanings: Many words in English have multiple meanings. For example, pool can be a place to swim, how water accumulates after a rain, an amount money collected for a specific purpose or a table sport.

Connotations: Words can vary in the associations native speakers of different languages have with a particular term. For example, professor is exclusively used to refer to a university level educator in English while in Spanish, it can be an educator at any level (pre-K through university).

Collocations: This refers to multi-word phrases that make sense as a unit to native speakers. An example is the phrase "pay attention" which makes perfect sense in English. The equivalent in Spanish is "put attention", which a native speaker would note as an unusual and incorrect pairing, even though the expression is still comprehensible.

Slide 24: Depth of Word Knowledge—Polysemous Words

Write down as many definitions as you can for the word **ROCK**.

Slide 29: Your turn

Using the model on slide 28, create a think-aloud for the following two words:

ran

foot

Slide 36: Linking Vocabulary Across All Content Areas



Think about a vocabulary word in your content area with which your students struggle. Choose at least 1 of the examples/strategies for building word knowledge/vocabulary that was presented and discuss below how you could utilize it within your lesson.