



Title: Teaching Essential Reading and Writing Skills Across Word Lists and Vocabulary Tiers

Audience: All K-12 educators, language and literacy specialists, and administrators

Instructional Level: Intermediate

Course Description:

Whether you're teaching on-line or in-person, a common challenge we all face is how to teach and maximize student learning of critical reading and writing skills with an assigned word list – whether it's the weekly classroom spelling or thematic unit word list, the ELA vocabulary unit word list, or vocabulary in a textbook or other content-area reading material assigned for student reading.

In this webinar, you'll learn how to maximize student learning and advance critical reading and writing skills using any word list at any grade level. You'll observe, be inspired by, and have an opportunity to ask questions about a variety of activities that apply best practices for structured literacy instruction to commonly used word lists representing each of the tiers of vocabulary instruction. You'll discover how to infuse critical skill development into the study of Vocabulary Tier 1, 2, and 3 words and see how easy and fun it is to turn any word list into an engaging opportunity for developing a comprehensive set of literacy and language skills: phonological awareness; orthographic knowledge and pattern awareness; vocabulary; morphological awareness and knowledge; robust lexical word forms for automatic "sight" word recognition; decoding; spelling; listening comprehension; oral expression; and syntax.



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Key Benefits of Attending:

1. *Engage students with a variety of activities centered around a single word list to maximize student learning across multiple areas of language with any assigned word list.* Immediately layer these activities into your existing literacy program and across tiers of vocabulary instruction.
2. *Deliver individualized instruction and target a student's IEP goals using activities that integrate with the classroom curriculum.* Create activities that use weekly spelling or thematic unit word lists, ELA vocabulary unit word lists, or vocabulary from content-area material and are tailored to target an individual student's specific learning needs and IEP goals.

Learning Objectives:

1. Define the three tiers of vocabulary instruction and give examples of words for each tier.
2. Define each component of the five-block model of word study and give examples of the phonological, orthographic, and morphological structure of English words.
3. Demonstrate at least one activity for each of the three tiers of vocabulary that simultaneously addresses development of phonological awareness; orthographic knowledge and pattern awareness; vocabulary; morphological awareness and knowledge; robust lexical word forms for automatic "sight" word recognition; decoding; spelling; listening comprehension; oral expression; and syntax.
4. Plan an activity that meets a student's identified area of skill deficit or reading, writing, speaking, listening IEP goal using a curriculum word list.

