

Provincial Outreach
Program for the Early Years

Diving into Oral Language, Vocabulary and Comprehension

Nov 15, 2024 9:00-2:30

Presenter:
Calico Clark

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Today's learning objectives

- We are learning to...
 - Understand the role of oral language in comprehension
 - Make our vocabulary instruction intentional
 - Recognize the importance of knowledge and its impact on comprehension

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Not either/or...

Decodable texts	↔	Authentic literature
Research	↔	Classroom practice
The art of teaching	↔	The science of teaching
Individual student needs	↔	Whole class efficiency
Direct instruction	↔	Discovery Learning
Practice in isolation	↔	Practice in context
Mastery of skills	↔	Joy of Reading
Structure	↔	Choice
Urgency	↔	Joy

Shifting the Balance – Burkino & Yates, 2021
Image Credit: Six She's Facebook Page

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De-mystifying the Science of Reading

The Science of Reading Is **NOT**:

- An ideology or philosophy
- A fad, trend new idea or pendulum swing
- A political agenda
- A one-size-fits-all approach
- A program of instruction
- A single, specific component of instruction such as phonics

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De-mystifying the Science of Reading

The Science of Reading **IS**:

- scientifically-based research
- last five decades across the world
- thousands of studies conducted in multiple languages
- informs how proficient reading and writing develop
- helps us understand why some have difficulty
- informs how to most effectively assess and teach
- improve student outcomes through prevention of and intervention for reading difficulties

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Let's review

SCARBOROUGH'S READING ROPE (poet)

ACTIVE VIEW OF READING

D X LC = RC

Decoding Linguistic Comprehension Reading Comprehension

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Laying the Language Track for the Word Reading Train

Reading Comprehension

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The Role of Oral Language and Comprehension

Comprehension begins with oral language and the capacity to understand spoken language (listening comprehension)

• through conversation → then children can access these for themselves by reading increasingly complex texts → expose children to:

- new ideas
- new vocabulary
- new concepts

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The Role of Oral Language and Comprehension

Keep in Mind

Listening comprehension develops through:

- Conversation, sharing stories, and interactions with rich texts

Ideas for Instruction

- Leverage conversations throughout the day
- Ask quality questions
- Provide wait time
- Repeat and expand
- Use interesting words
- Read aloud
- Use text sets to build content knowledge

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Lined writing area for notes.

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Dialogic Conversation

Dialogic Conversation to Build Oral Language

- Engage
 - Verbal interaction around a text or general conversation
 - May involve asking child's opinion, to name or recall something from a text, or to make a connection
- Repeat
 - Repeat, embedding the child's response in a natural way
 - Repeat only the correct part of a student's response or integrate a correction into this step
- Expand
 - As you repeat, say a little more
 - Expand the language to include a new word, phrase or idea

Strive for Five Conversations - Zucker & Bell, 2024

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Re-thinking Reading Comprehension

- Reading comprehension is complex and is **not a single "skill" or set of strategies**
- Instead, we can think of it as an **outcome**

Reading Comprehension is a combination of:

- The Reader
 - Each reader brings their own knowledge and interests
- The Text
 - Texts vary in genre, topic and difficulty
- The Activity
 - The activity varies depending on the purpose for reading

Reach All Readers - Geiger, 2024

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Re-thinking Reading Comprehension

"There is no comprehension strategy powerful enough to compensate for the fact that you can't read the words" (Archer, 2001)

Reading comprehension differs from language comprehension in that it **relies on print**

- A reader needs to be able to read a text accurately and fluently to comprehend the text

7 Mighty Moves - Kennedy, 2023

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Re-thinking Reading Comprehension


Word recognition + language comprehension

+

monitoring + questioning + summarizing
(focus on text content)

+

inferring + knowledge of text structure
(construct a representation of meaning)



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Re-thinking Reading Comprehension

We know that reading comprehension is a complex process and many factors contribute to it, but...

Vocabulary & Background Knowledge

ESPECIALLY CRITICAL



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Why Teach Vocabulary?

- A rich vocabulary supports learning about the world, new ideas, and enjoying the beauty of language
- A rich vocabulary enhances what an individual wants to say and write
- Vocabulary knowledge is strongly related to reading proficiency
 - tightly related to reading comprehension: primary, intermediate, high school and adults

READ WRITE SPEAK LISTEN LEARN

Bringing Words to Life - Beck, McKeown, Kucan

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Blank slide with horizontal lines for notes.

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Why Teach Vocabulary?

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Why Teach Vocabulary?

"Even if we spend lots of instructional time teaching decoding and strategic reading, students will continue to struggle to comprehend text unless we also support their vocabulary development."

A Teacher's Guide to Vocabulary Development Across the Day Wright, 2021

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Why Teach Vocabulary?

"The goal of vocabulary instruction is not to learn words for their own sake. The goal is for students to apply knowledge about words and their meanings to better understand what they're reading and to expand the possibilities for expressing their own ideas."

Shifting the Balance 3-5 Burkins, Cunningham & Yates

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Active Processing looks and sounds like...

Children are more likely to learn when they can actively engage with a word and its meaning, rather than passively receiving information from the teacher

- Discussing images related to a new word
- Discussing and exploring objects ie. a thermometer
- Using movement – demonstrating migration by walking from one side of the room to the other
- Thinking of real life examples – a time when you felt euphorant
- Discussing multiple meanings of a word – season (your food), season (winter, spring)
- Thinking about/noticing meaningful parts of words (morphology) – tricycle, triamale, tripod
- Using new vocabulary in writing

A Teacher's Guide to Vocabulary Development Across the Day Wright, 2021

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How do we learn new words?

When we learn new things!

What can this look like in the classroom?

We can plan to support vocabulary development during content area learning:

- First, we want to identify the content we want to learn
- Next, curate informational text sets
- Then, make an ambitious list of words to teach
- Consider how and when you will teach the words
- Finally, plan for ways students will be actively engaged in word learning

A Teacher's Guide to Vocabulary Development Across the Day Wright, 2021

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Vocabulary and Content Learning

Vocabulary Planning Charts for a Unit Lesson

Learning Objective

- How are different words related to each other? (Synonyms, Antonyms)
- How are different words related to each other? (Synonyms, Antonyms)

Vocabulary and Child-Friendly Expansions

- How are different words related to each other? (Synonyms, Antonyms)
- How are different words related to each other? (Synonyms, Antonyms)

When will I introduce this vocabulary?

- How are different words related to each other? (Synonyms, Antonyms)
- How are different words related to each other? (Synonyms, Antonyms)

When will children have opportunities to use these words in a meaningful context?

- How are different words related to each other? (Synonyms, Antonyms)
- How are different words related to each other? (Synonyms, Antonyms)

Science of Reading Defrains Guide

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A Teacher's Guide to Vocabulary Development Across the Day Wright, 2021

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Into the classroom...

To inspire
**CONTENT AREA
READING**

Build Background
Knowledge
&
Vocabulary

ReadWorks Article-A-Day™
Build knowledge, vocabulary and stamina with a routine that students love.

Size of 4 to 8 articles that are leveled by topic
 Readable topics to build knowledge
 The grades Kindergarten to 8th
 Research-based writing & oral ability

All you need is 10 minutes each day for the routine. Students will gain the most by reading 4 or more articles from an Article-A-Day set each week and doing the routine for 10 or more weeks in the school year. Article-A-Day can be done digitally, printed, or projected!

Plan an entire year with our **K-8 Scope & Sequence**: <https://www.readworks.org/scope-and-sequence>

Step 1: Set the purpose for the routine

- "Read an entire lesson about knowledge. As we will build our knowledge by reading these articles, this will also increase our vocabulary, improve our reading stamina, and enjoy reading every day."
- If students cannot read independently, they can listen to the audio, or you can read the article aloud.

Step 2: Students read or listen to an article

- If students cannot read independently, they can listen to the audio, or you can read the article aloud.

Step 3: The "Book of Knowledge"

- Students write or type five or three things that they learned from the article and would like to remember in their Book of Knowledge.
- If students cannot write yet, they can draw their responses.

Step 4: Share Knowledge!

- Ask if the students to share with the class what they learned from reading.
- Create a "Class Book of Knowledge" where you record this information. You can do this in Assignments & Progress or on other paper.

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Into the classroom...

Text Sets
to
Build Background
Knowledge
&
Vocabulary

Books that teach the life cycle of **BUTTERFLIES**

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Vocabulary and Knowledge

"In order to create opportunities for young children to learn new words, we need to build their knowledge of the world and make sure that they are learning new things."

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Vocabulary and Knowledge

Blank lined writing area for notes.

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Into the classroom...

To inspire
WORD CURIOSITY

The Word Collector by Peter H. Reynolds

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Into the classroom...

High Leverage Instructional Routines to Support Word Noticing and Curiosity

Word Collection Notebooks – individual or class

For children to learn many words we need to empower them to:

- Become aware of an interested in new words
- Develop word awareness
- Notice when they encounter new words

James kept things with together
Mark is not as good being job by job

Skating the Balance 3-5 Burkles, Cunningham & Yates
Focuses From 'The Word Collector' by Peter H. Reynolds

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Into the classroom...

To inspire
WORD STUDY

wordtorque

Engage with the page

Word Sale
By Fran Harrison / February 8, 2024
Words can make us feel so many ways. During the right word we can connect, inspire, & empower. Join Fran Harrison for a holiday word sale!

A Sweet New Year for Ren
By Fran Harrison / February 2, 2024
Celebrate and learn about the Lunar New Year with Ren! Discover new words, explore new stories, and celebrate your community words.

The Wild Guide to Starting School
By Fran Harrison / January 15, 2024
Starting school can be so overwhelming. Words can help you work through those feelings and emotions and encourage your own journey!

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Into the classroom...

High Leverage Instructional Routines to Support Independent Word Solving (and spelling)

Explicit Morphology Instruction

- Teaching one new affix or root per week adds to their word solving toolkit

MORPHOLOGY
The study of the structures of words that contribute to meaning.

The diagram shows the word 'morphology' broken down into its components: 'morph' (root), 'o' (vowel), 'log' (root), and 'y' (suffix). It also shows 'morph' combined with 'o' to form 'morpho' and 'log' combined with 'y' to form 'logy', which are then joined to form 'morphology'.

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Into the classroom...

"The more information children have about how words and language work, the more powerful they will feel as **strategic** word-solvers"

Some word solving strategies include:

- Context Clues
- Word Parts

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Into the classroom...

High Leverage Instructional Routines to Support Independent Word Solving

LET'S PRACTISE BUILDING WORD SUMS

Build word sums using the <pack> matrix.

The matrix has 'pack' in the center. To its left are 'back' and 'un'. To its right are 'age', 'ing', and 'ed'. Below 'pack' are 'bundle', 'age', 'ing', and 'ed'. Below 'age' is 'act'. Below 'ing' is 'ed'. Below 'ed' is 's'.

SYNTHETIC WORD SUMS

pack + s => packs

DON'T FORGET

A **BASE** is an element which carries the **MAIN MEANING** of a word.
A **PREFIX** is an element fixed **BEFORE** a base or stem.
A **SUFFIX** is an element fixed **AFTER** a base or stem.

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Into the classroom...

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Into the classroom...

High Leverage Instructional Routines to Support Independent Word Solving

Shades of Meaning

- Teaches that synonyms can be closely related but still differ in small ways
- Helps understand nuances as readers
- Supports strong word choice as writers



Slifting the Balance 3-5 Burkink, Cunningham & Yates

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Taking our learning outside



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Vocabulary take away...

"The more words he knew the more clearly he could share with the world what he was thinking, feeling and dreaming"



Image from: The Word Collector by Peter H. Reynolds

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Blank lined writing area

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- [The Six Shifts](#)
- [Can Do Early Academics](#)
- [Engage with the Power](#)
- [Build Vocabulary](#)
- [Science of Reading for Early Years](#)

- [Reading Basics](#)

- A Teacher's Guide to Vocabulary Development Across the Day (w/night). 2021
- Emerging Words by Life – Beck, McKeown, Kucan
- Reach All Readers – Geiger, 2024
- Strive For Five Conversations – Zucker & Bell, 2024
- Shifting the Balance K-2 Burkens & Yates, 2021
- Shifting the Balance 3-5 Burkens, Cunningham & Yates, 2024
- 7 Mighty Moves – Kennedy, 2023

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Thank you from the POPEY team!



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