Vocabulary Development & Oral Language

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Vocabulary Building and Oral Language Instruction: Helping English Language Learners and Students with Language Deficiencies Learn to Read and Read to Learn

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Educational Consultant
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Student Profiles: English Language Learners and Students with Language Deficiencies

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced
- Beginning/Preproduction
- Early Production
- Speech Emergent
- Intermediate/Advanced
Conversational Language

Academic Language
Four Types of Vocabulary

Listening

Reading

Speaking

Writing
Vocabulary Instruction Jigsaw
*Put Reading First, The Research Building Blocks for Teaching Students to Read, K-3*

Group 1: (pages 1-2)
- Choose a recorder.

Group 2: (pages 3-4)
- Choose a reporter.
- With your group, read & note strategies and details that support vocabulary building and oral language.

Group 3: (pages 5-6)
- Have recorder prepare a negotiated outline of your group’s findings. (Chart it!)

Group 4: (pages 7-8)
- Each reporter will have 3 minutes to share out with the whole group.
What Do We Know About Vocabulary Instruction?

Vocabulary should be taught directly even though a great deal of vocabulary is learned indirectly.

Effective vocabulary instruction

- includes teaching new words directly by providing explicit, clearly written definitions and well chosen examples and non-examples.
- helps students learn words indirectly by teaching word-learning strategies students can use to learn words on their own.
What Do We Know About Vocabulary Instruction?

Direct teaching of words that are necessary to understanding a given text before asking students to read the text helps them learn the words and understand what they are about to read. (Wixson, 1986)

Word-learning strategies help students learn new words as they are encountered in what the students are reading.
What Do We Know About Vocabulary Instruction?

Read Alouds

• Students who have a larger oral vocabulary benefit more from hearing stories read aloud.

• Students with less developed oral vocabularies will need more support in learning new words (Robbins & Ehri, 1994; Nicholson & Whyte, 1992)
What Do We Know About Vocabulary Instruction?

Repeated exposure to new vocabulary increases new word-learning for kindergarteners and first graders (Leung, 1992).

Repeated readings can help young children’s vocabulary growth (Senechal, 1997).

New words are learned more effectively in a rich context.

Selecting words that are found in books students will read inside and outside of school makes the task of learning new words more worthwhile (McKeown, Beck, Omanson, & Pople, 1895).
What Do We Know About Vocabulary Instruction?

Restructuring vocabulary tasks can help students learn new vocabulary.

Restructuring vocabulary tasks include

- rewriting textbook definitions
- providing sample sentences along with definitions

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<th>Textbook Definition</th>
<th>Rewritten Definition</th>
<th>Sample Sentences</th>
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What Do We Know About Vocabulary Instruction?

Active Engagement with vocabulary improves learning. Students are actively working with new vocabulary words when they:

- use new words in sentences
- match words with definitions
- sort examples and nonexamples of new concepts
- discuss what new words mean with classmates
Processing New Words in Multiple Ways

Providing multiple ways for students to work with new words enhances their understanding of those words (McKeown et al., 1985; Stahl, 1991).

- Associate new words with known words.
- Use new words in a sentence.
- Match definitions to new words.
- Use new words in different contexts.
- Provide students with multiple exposures to new words.
Factors That Contribute to Vocabulary Growth

- **The frequency of new or unfamiliar words found in what is read**
  - Students who read just under five minutes per week outside of school will read only 21,000 words in a year.
- **The volume of words that are read**
  - Students who read nearly 10 minutes per day will read 622,000 words in a year.
  - Students who read 15 minutes per day will read 1,146,000 words per year.
  - Students who read over an hour a day will read more than 4,358,000 words per year.
Selecting the Right Words to Teach

- Identify the words students do not know.
- Identify the more important words.
- Identify the words students may not be able to figure out on their own.
- Identify words students will encounter frequently.
Stages of Knowing a Word

Stage 1: I have never seen or heard it before.

Stage 2: I know it is a word; I’ve seen or heard it before; I don’t know its meaning.

Stage 3: I know something about the word, like its part of speech, its positive or negative connotations, or the general context in which it is used, but I can’t give its meaning.

Stage 4: I know the word.
Tier 1 - very basic, common words - happy, good, hand, telephone, house.

Tier 2 - high frequency for mature language - coincidence, remote, absurd, delinquent, travesty. Beck et al estimate 8,000; 800/year K-9; 600/year K-12).

Tier 3 - low frequency words often limited in use to a particular domain - digraph, schwa, isotope, schemata, Matthew effects.

(Tier 4 - exotic words not likely to be encountered even by well educated individuals - dysphemism, tor, frangible, eudemonia, betise.)
Ways in Which Vocabulary is Acquired

- Through verbal interaction with others in our environment - Excellent for Tier I words, but not beyond.

- Through reading - Reading is a much richer source of Tier II words; the chances of learning a word’s meaning through reading are slim and poorly achieving students do not read widely.

- Through instruction - Absolutely necessary for Tier II and III words.
Instruction in the Core Reading Program that Promotes Vocabulary Development and Oral Language

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<td>Reteach Skill Focus: Writing</td>
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- **Harcourt**
  - Building Background/Access Prior Knowledge
  - Preteach/Reteach:
    - Selection Vocabulary
    - Focus Skill
    - Shared Writing
  - Directed Reading
    - Reteach
    - Summary
  - Fluency Practice
  - Grammar
  - Writing

- **Houghton Mifflin**
  - Day 1
  - Preteach Language Development, Literature Focus, & Skill Focus (Phonics/Structural Analysis)
  - Day 2
  - Preteach Language Development & Literature Focus
  - Reteach Skill Focus (Grammar)
  - Day 3
  - Preteach Language Development & Vocabulary
  - Day 4
  - Preteach Language Development
  - Reteach Literature Focus & Skill Focus (Grammar)
  - Day 5
  - Preteach Language Development
  - Reteach Skill Focus: Writing
Extra Support Handbook

- Vocabulary Building Activities

- Oral Language Practice Opportunities
Challenge Handbook

- Vocabulary Building Activities
- Oral Language Practice Opportunities
Comprehensive Vocabulary Instruction

- Encouragement of wide reading
- Use of “instructional” read aloud events
- Teaching the effective, efficient, realistic use of dictionaries, thesauruses, and other reference works
- Systematically teaching students the meaning of prefixes, suffixes, and root words
- Linking spelling instruction to reading and vocabulary instruction
- Teaching, modeling, and encouraging the application of a word learning strategy
- Providing direct instruction in the meanings of clusters of words and individual words
- Creating a keen awareness of and a deep interest in language and words

Pikulski and Chard, 2003