Language and Literacy

A GOLDEN Opportunity: Good Oral Language Development

Language-Literacy Connection:

Literacy is a language based skill

- Ultimate goal = to understand the text
- Listening and reading comprehension strongly correlated (Nation, 2005)
- Reading taps all aspects of language (Schuele, 2004)

“Proficiency in oral language provides children with a vital tool for thought. Without fluent and structured oral language, children will find it very difficult to think.” Jerome Bruner
The Four Part Processing Model of Word Recognition


“Language is the key” to literacy learning (Erickson, 2009)

- “Word knowledge” helps develop “world knowledge” and vice versa
- Proficient reading requires integrated skills across decoding and comprehension that draw on language knowledge
The Link Between Language Disabilities and Reading Disabilities

- Proficient reading requires integrated skills across decoding and comprehension that draw on basic language knowledge (semantics, syntax, and phonology) (Schuele, 2004)
- 40% of preschool children with language impairments develop significant literacy learning difficulties (Aram & Nation, 1980; Rescorla, 2005)
- Literacy learning difficulties persist even if language delays appear resolved by age 5 (Scarborough, 1990)
- Emergent literacy weakness apparent prior to formal reading instruction and persist into adolescence and adulthood (Schuele, 2004)
- Moderate to severe language difficulties in young children, particularly those affecting language comprehension, are predictive of long-term problems affecting learning, school achievement, and behavior (ASHA, 2011)
- Successful readers in first grade have a 20,000 word receptive vocabulary – poor readers have less than 5,000 words (Montgomery, 2009)

The Link Between Language, Poverty and Reading

- Children from low language resource backgrounds hear only the most commonly occurring words (Wietz, 2001).
- By age 5, the child of a professional family has heard 45 million words spoken as opposed to the 13 million words heard by a child in poverty (Hart and Risley, 1995).
- Children in poverty hear 75% fewer encouragements than children from a professional family. (Hart and Risley, 1995)
- Prior to kindergarten, a child in poverty averages a total of 25 home hours spent in reading experiences as opposed to high language resource background children who average 1,000 home hours (Whitehurst, 1997)
- Children from poverty who succeeded as readers experienced exposure to rich vocabulary, extended discourse, and cognitively and linguistically stimulating home and school environments (Dickinson and Tabors, 1991)
Why Vocabulary?

- Many studies show links between specific vocabulary instruction and reading comprehension levels (Tuckwiller, Pullen and Coyne, 2010)
- Measures of vocabulary knowledge have been identified as some of the most powerful predictors of reading comprehension outcomes (Potter, 2008)
- Research shows very little specific vocabulary instruction in primary grade classrooms (Biemiller, 2000; Tuckwiller, Pullen and Coyne, 2010)
- Current research focusing on explicit vocabulary learning in shared story-book contexts showed greater gains for students at-risk for reading difficulties (Tuckwiller, Pullen and Coyne, 2010)
- Early vocabulary growth is associated with grade level text comprehension in upper elementary grades (Biemiller and Slonim, 2001)
- Early vocabulary limitations make “catching up” difficult for students (Biemiller, 2000)
- Research focusing on explicit vocabulary learning in share story-book contexts showed improvements in student vocabularies (Tuckwiller, Pullen and Coyne, 2010)

WHAT do I do?

Tier I Interventions

Research on Tier I Vocabulary Instruction

- Meta-analysis found most effective vocabulary instruction: (Stahl and Fairbanks, 1986)
  - Includes definitional and contextual information
  - Gives students more than 2 exposure to the to-be-learned words
- Extended vocabulary instruction is more effective than embedded or incidental exposure (Coyne, McCoach, Kapp, 2007)
  - Extended = providing definitions AND including experiences that promoted and reinforced deep processing of word meanings.
  - Embedded = providing simple definitions of target words when encountered in the story. Then, rereading the sentence and replacing the target word with its definition.
- Students who participated in a “Text Talk” activity, with more in-depth discussion of vocabulary than found in storybook reading, learned more words than those participating in storybook reading alone (Beck and McKeown, 2007)

Language Strategies for Teachers

Encourage ALL children to use their language
  • Consider child characteristics – sociable, shy, aggressive, reluctant
  • Think-Pair-Share

Incorporate Vocabulary Development into Existing Instruction
  • Provide a learning environment that encourages curiosity and imagination.
  • Use a multisensory approach
  • Explicitly teach vocabulary words that are selected from read alouds, content themes or other classroom activities.
  • Practice and reinforce use of targeted words in student conversations.

Instructional Routines that Support Vocabulary Development (Eisenhart, 2007)
  • Shared Storybook Reading
  • Dialogic Reading
  • Storytelling and Puppetry
  • Systematic and Explicit Vocabulary Instruction
  • Socio-Dramatic Play
  • Language Experience Approach

To increase vocabulary and word consciousness, teachers should: (Eisenhart, 2007)
  • Emphasize learning new words - using elaborate and extended language throughout the day
  • Draw attention to specific words, their meanings, and their use
  • Read-aloud good literature – EVERY DAY!
  • Communicate their own appreciation and love of words
  • Have fun with words and language (word play)
Tier One – Most basic words
Rarely require direct instruction typically do not have multiple meanings
Examples: girl, book, run, orange

Tier Two – High frequency/multiple meaning words
Importance and utility–words that are characteristic of mature language users and appear frequently across a variety of domains.
Instructional potential–words that can be worked with in a variety of ways so that students can build rich representations of them and of their connections to other words and concepts.
Conceptual understanding–words for which students understand the general concept but provide precision and specificity in describing the concept
Examples: measure, gigantic, masterpiece

Tier Three – Low-frequency, context specific words
Specific to an instructional unit or specific domains, such as hobbies, occupations, technology, etc. Words are learned as need arises.
Examples: isotope, asphalt, crepe

Select Words that:
1. Are unknown
2. Are critical to passage understanding
3. Are likely to be encountered in the future
Explicit Vocabulary Instruction – (Beck, McKeown and Kucan, 2002)

Vocabulary Instruction Basics

- Do not rely on leveled readers for vocabulary to support language development
- Take advantage of receptive language relative strengths through providing frequent read-alouds
- Use a before, during and after model of vocabulary instruction

Step 1: Introduce the word

- Discuss type 2 words before reading a text
- “Today, we will talk about three words before we read – raucous, pounce and sensible.”

Step 2: Present a student-friendly explanation

- NOT a dictionary definition
  - Written to be concise, not descriptive or to differentiate from other similar words
  - Often written using vague language
- Develop a STUDENT FRIENDLY definition
  - Characterize the word and how it is typically used
    - Pinpoint a word’s meaning by explaining its typical use
    - “When do I use this word?”
    - “Why do we have this word?”
  - Explain the meaning in everyday language

Step 3: Illustrate the word with examples

- Prompt children’s thinking of how a word fits into a context
- Share examples of uses for the word
  - Can be outside of the story context
  - Think about places children are familiar with, things they do, things they like
    - Strange – a cat that meows, a fish that barks
    - Dazzling – a big diamond ring, teeth after going to the dentist
- Have children come up with examples
  - “If there was an emergency at an amusement park, what might have happened?”
  - “If you were walking around a dark room, you need to do it cautiously. Why? What are some other things that need to be done cautiously?”
Step 4: Check students’ understanding

- Conclude the lesson with a short activity in which all of the words that were considered are brought together.
  - “We talked about 3 words today – emergency, coax, and leisurely. Let’s think about them some more.”
- Relating words
  - Is there anything related about the words?
    - Reluctant, insisted and drowsy – all can be expressed through facial expressions
- Choices
  - If you got your clothes ready to wear to school before you go to bed, would that be sensible or raucous?
Planning a Read Aloud: Building Oral Vocabulary
Selecting Tier 2 Words and Preparing Child-Friendly Explanations

Book: ______________________________

<table>
<thead>
<tr>
<th>Selected Tier 2 Words</th>
<th>Child-Friendly Definitions</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

Activities to REINFORCE the new words:

1.  

2.  

3.  

Corinne Eisenhart, Ph.D.
ERRFTAC (2007)
FREE Published Materials


Florida Center for Reading Research Vocabulary Activities:  [http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm](http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm)

Materials for Purchase

<table>
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<tr>
<th>Product</th>
<th>Publisher</th>
<th>Cost</th>
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<tr>
<td><strong>Text Talk</strong>: Vocabulary Instruction Program for Grades K-3 developed by Beck and McKeown; lessons include reading comprehension supports</td>
<td>Scholastic</td>
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<td><strong>Vocabulary Games for the Classroom</strong>: Vocabulary activities developed by Marzano for use in K-12 classrooms; Developed as “games” to increase engagement</td>
<td>Marzano Research Laboratory</td>
<td>$34.95</td>
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</table>
Tier II Interventions

What differentiates Tier I from Tier II? (Alabama Department of Education, 2009)

- Provide additional attention, focus and support
- Materials and strategies research based and delivered with fidelity
- Group size is smaller (one-on-one, small group)
- Provided with daily or near daily frequency
- Greater intensity than large group
- More opportunity for practice and review than in the large group
- Immediate correction and feedback
- More prompting, cueing, support and opportunity for correction
- Opportunities for completing tasks in smaller steps

Research on Tier II Vocabulary Intervention

- At-risk students had significantly greater gains when they receive Tier II vocabulary instruction compared to those who only received Tier I interventions (Pullen et al, 2010)
- At-risk students who receive Tier I instruction alone may not learn target vocabulary words at sufficient enough depth (Pullen et al, 2010)
- At-risk students retained the vocabulary moderately well 4 weeks after the intervention, even though teachers did not continue to teach or discuss the vocabulary; greater gains may have been maintained if teachers had continued to discuss the vocabulary (Pullet et al, 2010)
- Kindergarten students received higher scores on words that received Tier II intervention in addition to classroom-based intervention (Tier I) (Loftus et al, 2010)

Vocabulary Flooding (Brabham et al, 2012)

- Creating “word rich” environments which maximize both incidental and intentional word learning, as well as the depth and breadth of words
- Typical children learn 3,000 or more words per year (10 per day, 50-70 per week), but traditional reading programs only teach 400 per year (10-12 per week)
- Labbo, Love and Ryan (2007) found that vocabulary floods in kindergarten-2nd grade classrooms led to posttest increases in receptive and expressive vocabulary
- Not just increasing numbers of words, but need strategies for organizing and teaching in ways children learn the words instead of drowning
General Strategies
1. Teach words to students in semantically related sets
2. Provide interactive read-alouds even for older and better readers, and follow up with group, independent reading, and writing activities
3. Work on the following skills:
   a. Teaching new words for known concepts
   b. Teaching new meanings for already known words
   c. Teaching new concepts and new words that represent them
   d. Clarifying and extending understanding of meanings of known words
4. For English Language Learners and students with language impairments, start with wordless books like those by David Wiesner to illustrate concepts (e.g., using June 29, 1999 by David Wiesner to illustrate size)
5. Consider having a word wall with concepts eggs and words organized by semantic clusters

Concept Eggs:

Teaching New Words for Known Concepts
1. Create a Concept Egg for a semantic group of words
2. Read multiple texts in a semantic category to gather additional words for the egg
3. Add new words, but note the ones that occur repeatedly in same and different texts
<table>
<thead>
<tr>
<th>Concept</th>
<th>Text sets</th>
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<tbody>
<tr>
<td></td>
<td>Candlewick.</td>
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<tr>
<td></td>
<td>Wah.</td>
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<td></td>
<td>York: Aladdin.</td>
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<td></td>
<td>Doubleday.</td>
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<td></td>
<td>Giroux.</td>
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(Brabham et al, 2012)
Semantic Feature Chart:

Teaching Known and New Words to Build New Concepts

1. Select a hypernym (broad category word), something which many children have difficulty identifying
2. List exemplars (hyponyms) down side of chart
3. List characteristics of exemplars across top of chart
4. Fill in the chart

(Shabraham et al, 2012)
Multiple Meaning Word Chart:
Teaching New Meanings for Known Words
1. Create a chart with different meanings for multiple meaning words
2. OR Create a word chain with meanings stapled and looped together

<table>
<thead>
<tr>
<th>Word</th>
<th>Adjectives</th>
<th>Verbs</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>light</td>
<td>not heavy</td>
<td>moderate or slight</td>
<td>come to shore</td>
</tr>
<tr>
<td>load</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>state</td>
<td>ceremonial</td>
<td>governmental</td>
<td>not national</td>
</tr>
<tr>
<td>plane</td>
<td>even, level</td>
<td>smooth</td>
<td></td>
</tr>
<tr>
<td>trade</td>
<td>for sale to any buyer</td>
<td>usual, customary</td>
<td>job related</td>
</tr>
<tr>
<td>train</td>
<td>principal, chief</td>
<td>at or from the top or front</td>
<td>move on or toward</td>
</tr>
</tbody>
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(Brabham et al, 2012)

Semantic Gradients:
Clarifying Meaning of Known Words
1. Make cards for verbs describing a topic in your semantic egg (e.g., speed, size)
2. Put cards on a string so that students can wear them around their necks
3. Have students line up to show the range of meanings for the word

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A Jazz Chant

Language, Language, Literacy, Literacy
CONNECTION!!!

Word Knowledge, World Knowledge, Word Knowledge, World Knowledge
The right DIRECTION!!!

Vocab, Vocab! Must Read, Must Read!
IT’S THE WAY TO GO!!!
Tier One, Oh no! Tier Three, Oh no!
TIER TWO YOU GOTTA KNOW!!!

Dictionary! Uh-oh! Dictionary! Uh-oh!
PUT IT AWAY!
Vocab Flooding! Oh yeah! Use the EGG! Oh yeah!
Vocab will STAY!!

Questions?

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References


RAND Reading Study Group. (2002). Reading for understanding: Toward a RAND program in reading comprehension. Santa Monica, CA: RAND.


