

Provincial Outreach Program for the Early Years
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Diving into Oral Language, Vocabulary and Comprehension

Nov 20, 2024 8:30-2:30

Presenter:
Calico Clark

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Keep the Big Picture in Mind...



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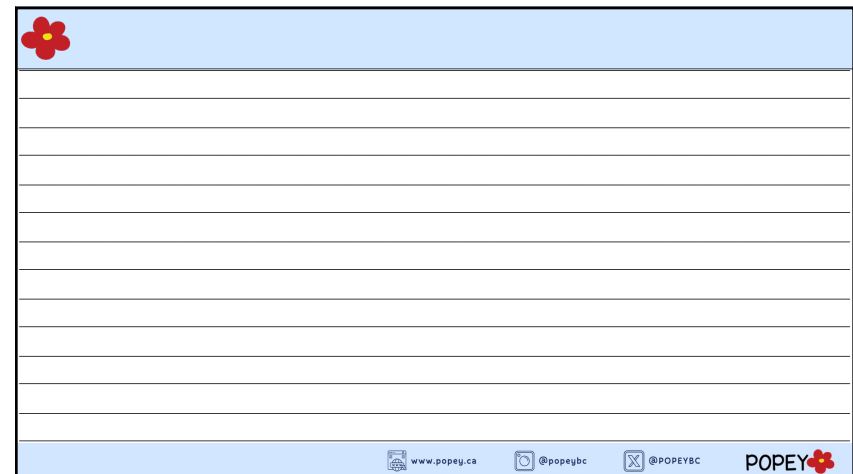
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Today's learning objectives

- 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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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

Book cover: **STRIVE FOR FIVE CONVERSATIONS** by Tania S. Zucker & Dana D. Bell

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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

Book cover: **Reach All Readers** by Anna Geiger

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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**

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

Book cover: **7 MIGHTY MOVES** by Lindsay Kemery

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Re-thinking Reading Comprehension

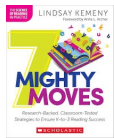
Word recognition + language comprehension

+

monitoring + questioning + summarizing
(focus on text content)

+

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



7 Mighty Moves - Kenney, 2023

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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



7 Mighty Moves - Kenney, 2023

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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, McKown, Kucan

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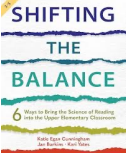
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Why Teach Vocabulary?



"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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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

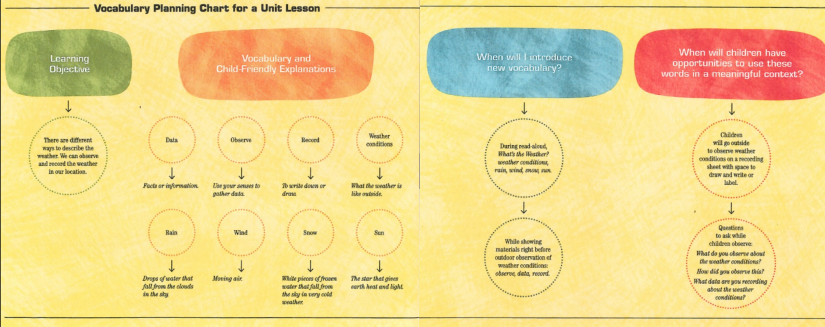
A Teacher's Guide to Vocabulary Development Across the Day, Wright, 2021

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Vocabulary and Content Learning

Vocabulary Planning Chart for a Unit Lesson



Learning Objective: There are different ways to describe the weather. We can observe and record the weather in our location.

Vocabulary and Child-Friendly Explanations:

- Data:** Facts or information. Do you remember to publish data.
- Observe:** To watch down or down.
- Record:** What the weather is like outside.
- Weather conditions:** What the weather is like outside.
- Rain:** Drops of water that fall from the clouds in the sky.
- Wind:** Moving air.
- Snow:** White pieces of frozen water that fall from the sky in very cold weather.
- Sun:** The star that gives earth heat and light.

When will I introduce new vocabulary?

- During read-aloud, What's the weather? weather conditions, rain, wind, snow, sun.
- While showing materials right before outdoor observation of weather conditions: observe, data, record.

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

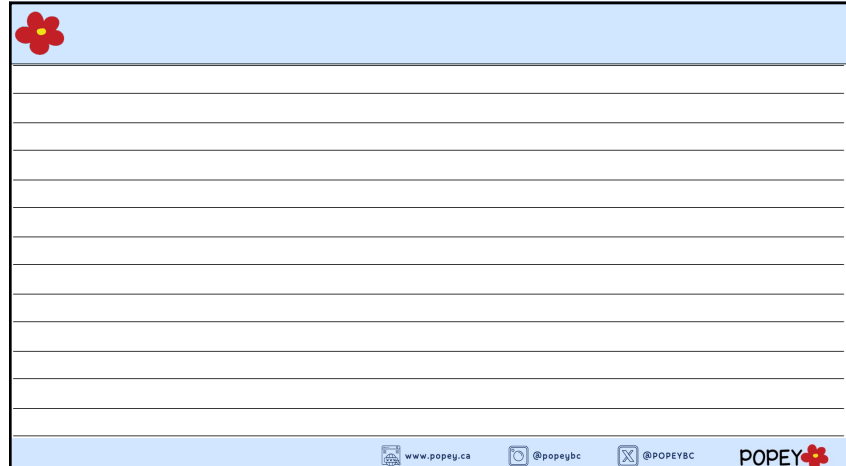
- Children will go outside to observe weather conditions on a recording sheet with space to draw and write or label.
- Questions to ask while children observe: What do you observe about the weather conditions? How did you observe that? What data are you recording about the weather conditions?

A Teacher's Guide to Vocabulary Development Across the Day

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

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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

Shifting the Balance 3-5 Burkins, Cunningham & Yates
Excerpt From: The Word Collector by Peter H. Reynolds

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Into the classroom...

To inspire
WORD STUDY

Engage with the Page

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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



Shifting the Balance 3-5, Burkins, 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 writing area

A series of horizontal lines for writing, with a POPEY logo in the bottom right corner.

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- [The Six Shifts](#)
- [Can Do Kids Academy](#)
- [Engage with the Page](#)
- [Read Works: Article A Day](#)
- [Science of Reading Defining Guide](#)

- [Reading Buckets](#)
- [Word of the Day](#)

- A Teacher's Guide to Vocabulary Development Across the Day - Wright, 2021
- Bringing Words to Life - Beck, McKeown, Kucan
- Reach All Readers - Geiger, 2024
- Strive for Five Conversations - Zucker & Bell, 2024
- Shifting the Balance K-2 Burkins & Yates, 2021
- Shifting the Balance 3-5 Burkins, Cunningham & Yates, 2024
- 7 Mighty Moves - Kenzler, 2023

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Thank you from the POPEY team!









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