



Oral Language & Vocabulary: Systematic Instruction to Support **Reading Comprehension**

January 28, 2025

8:30am - 2:30pm

Connect with us online!

@POPEYBC

Presenters:





(O) @popeybc







Our learning objectives

Today we will explore evidence—based strategies and routines to help us support young readers to strengthen their word solving skills and reading comprehension by:

- Understanding the role of oral language in comprehension
- Making our vocabulary instruction intentional
- Recognizing the importance of knowledge and its impact on comprehension







The shape of our day

Part One

- revisiting session 1 in our learning series foundational skills
- · oral language and language comprehension; dialogic conversations
- the foundational elements of building students' comprehension skills

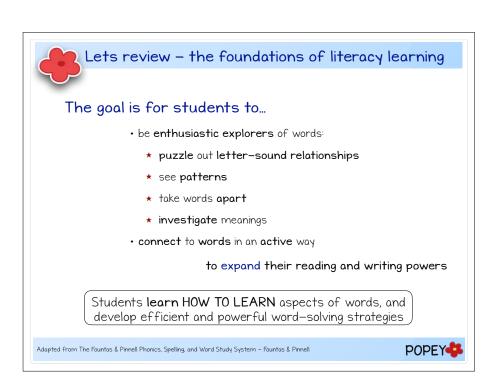
Part Two

- · why teach vocabulary?
- high impact classroom routines for building students' vocabulary
- planning for students' active engagement as word solvers
 - · word curiosity, word solving, word study

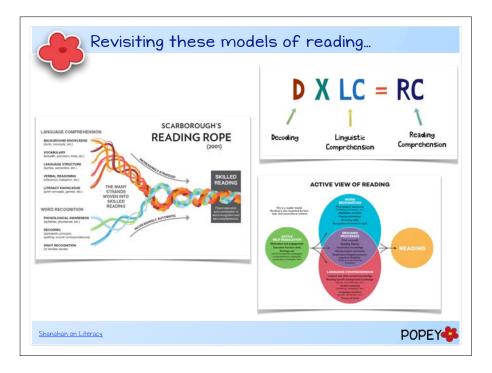
Part Three

- · working memory, cognitive loads, mental models, background knowledge, text structures - and how they support reading comprehension
- article When Young Readers Get Stuck
- · what we know about reading comprehension











Phonemic Awareness Instruction

Keep in mind:

- Short and frequent sessions
- Focus primarily on blending and segmenting (phoneme-level skills)
- Begin to add letters to this work
- Often integrated into phonics lesson



Ideas for instructional strategies:

- Use manipulatives to keep it playful
 - * Elkonin boxes + bingo chips
 - * Pop It fidget toys
 - * Race cars + tracks
 - * Unifix cubes
- Encourage gestures
 - * Hand choppers
 - * Tap down arm
 - * Finger/thumb tap
- Word Chains build phonemic awareness and phonics skills at the same time

7 Mighty Moves - Kemeny, 2023





Phonics Instruction

Keep in mind:

- Systematic: Move from simple to complex
 - Following a scope and sequence
- Explicit: "Today I want to teach you..."
- Keep students engaged by:
 - Inviting student responses
 - Have students come to the board to find a word, highlight a phonics skill in a word



Ideas for instructional Strategies:

- Understand "the code" yourself
- · Consider using a systematic and explicit phonics program
- White boards will be your best friend!
- Keep lessons lively, and stick to suggested times
- Don't forget to unpack word meaning
- Word sorts
- Word chains
- Try multi-sensory methods
- Use Elkonin (sound) boxes to support encoding
- Weekly progress monitoring is critical!

7 Mighty Moves - Kemeny, 2023





Keep in mind:

- More than just reading fast
- · Don't teach pl
- · Avoid "round
- · Be mindful of independent



7 Mighty Moves - Kemeny, 20

Ideas for instructional Strategies:

- Remember...fluency is not an isolated skill
 - subskills: phonemic awareness, sound-

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	Repeated Reading
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TY VES	Reader's Theatre
TV	Partner Reading
	echo reading
Steward by Array, Array	 Read aloud, cloze reading, choral reading,
SAY KEMENY	Whole Group Reading including:
	Model, model, model!!!
reading time	
f how you use	immediate feedback
ů	Small Group instruction affords specific,
robin" reading	letter or word level
honics in isolation	symbol knowledge, automaticity at

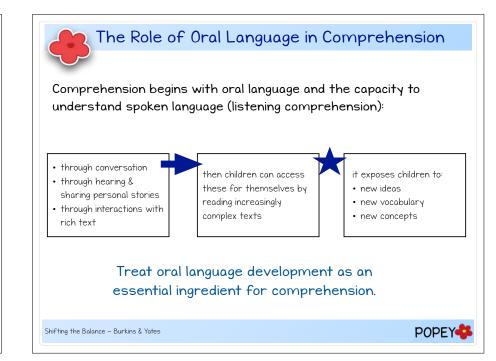
The best phonics instruction is active, engaging, and thought—provoking. Students are playing with letters and sounds and discussing what they observe about how words work to deepen their understanding of our alphabetic system so they can read and write.

Phonics instruction involves talk. It involves observation. And it involves tons of application to authentic reading and writing experiences.

Differentiating Phonics Instruction for Maximum Impact - Blevins









The Role of Oral Language in Comprehension

High-leverage instructional routines for language development:

- ✓ Make space for planned and incidental conversation
- ✓ Ask quality questions
- ✓ Provide wait time
- ✓ Repeat and expand
- ✓ Use interesting words
- ✓ Read aloud
- ✓ Teach with text sets to build content area knowledge



Shifting the Balance - Burkins & Yates



POPEY



Oral Language and Language Comprehension

Gather what you need to support language comprehension:

✓ Read-aloud texts

* choose texts that will stretch listening comprehension by providing exposure to rich ideas, wide vocabulary, background knowledge, and novel language structures

✓ Text sets

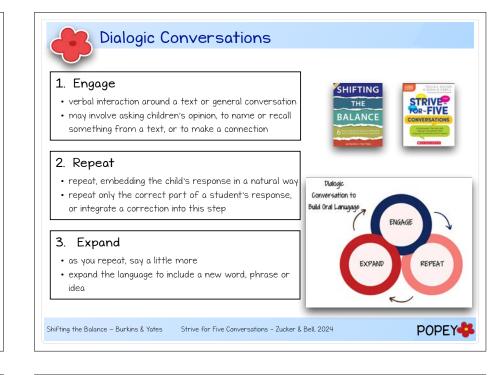
★ built around a particular topic/theme, representing a range of text complexity. These will provide multiple entry points for students to build background knowledge, acquire language structures, and expand vocabulary around key topics

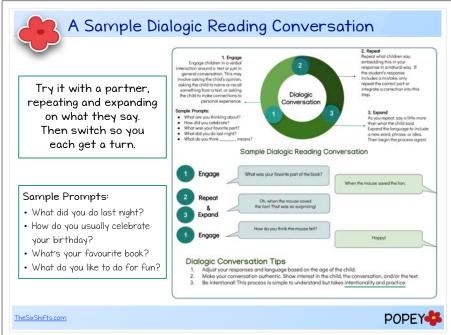
✓ A collection of high-leverage instructional routines

★ for building and extending both intentional and incidental classroom conversations — including reading aloud and using interesting words

Shifting the Balance - Burkins & Yates









Rethinking Reading Comprehension

Reach All Readers
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Library Pratruction

Anna Geiger

- Reading comprehension is complex and is not a single 'skill' or just a set of strategies
- Instead, we can think of reading comprehension 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





Rethinking Reading Comprehension

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



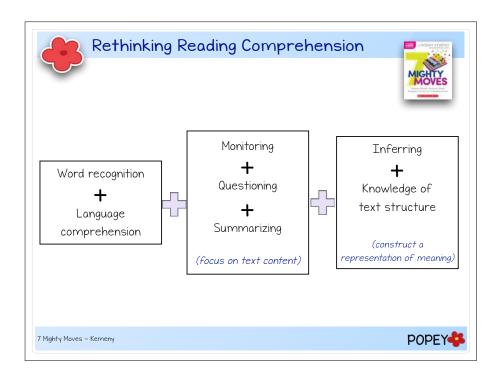


"There is no comprehension strategy powerful enough to compensate for the fact that you can't read the words."

-Archer. 2001

7 Mighty Moves - Kemeny







Vocabulary Instruction: Why It's So Important

Vocabulary knowledge is strongly related related to reading comprehension — in primary, intermediate, and high school students, and in adults. Beck et al, 2013



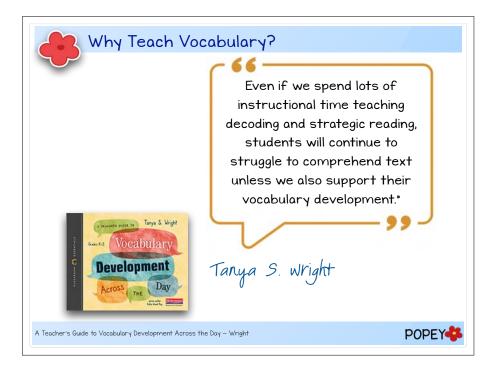
Vocabulary can be developed:

- INDIRECTLY by engaging in daily oral language with peers and adults, by listening to reading and by reading extensively on their own
- DIRECTLY explicitly teaching individual words and word-learning strategies

A rich vocabulary enhances what an individual wants to say and write

Keys to Literacy - Effective Vocabulary Instruction







What it means to really know a word...

I can:

- ✓ share an informal explanation
- ✓ use a synonym or antonym
- ✓ give categorical information
- √ recognize nuances between similar words
- √ recognize word parts (morphological understanding)
- \checkmark connect to personal experience
- √ recognize multiple meanings bark/bark, duck/duck

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





How do we learn new words...?

...when we are engaged in conversation

What can this look like in the classroom?

- Regularly and intentionally using sophisticated language throughout the day for students of all ages
- The more interesting words we use around students, the more words they will pick up and use themselves.



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





How do we learn new words ...?

...when we are read to and read a lot ourselves

What can this look like in the classroom?

- Read aloud in a fantastic way to explicitly teach new vocabulary:
 - * select texts with intention relate to content area
 - * read first for enjoyment, then re-read across days
 - * plan ahead for student-friendly definitions
- Independent reading time, small groups, partner reads



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



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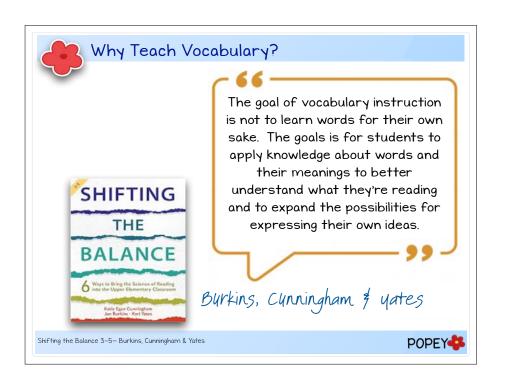
Active Processing & Engagement w Words

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.

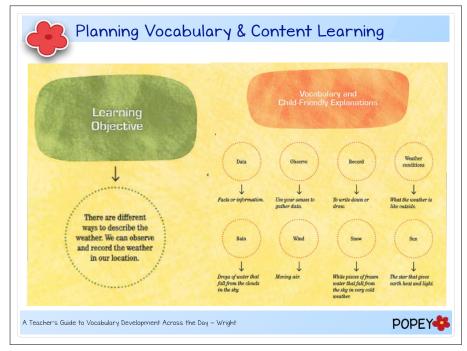
- ✓ Discussing images related to a new word
- ✓ Discussing and exploring objects, e.g. a thermometer
- ✓ Using movement demonstrating migration by walking from one side of the room to the other
- ✓ Thinking of real life examples a time when you felt exuberant
- ✓ Discussing multiple meanings of a word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

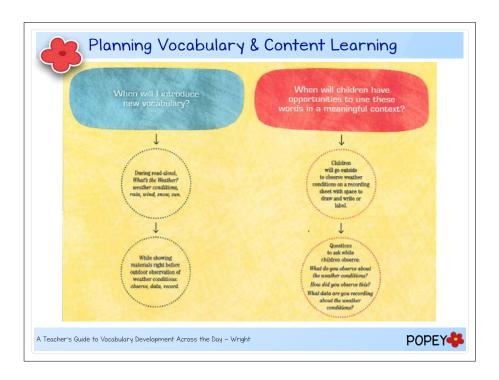


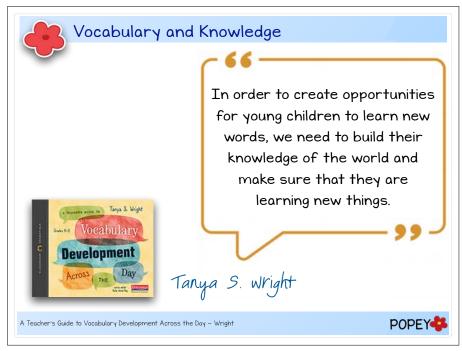
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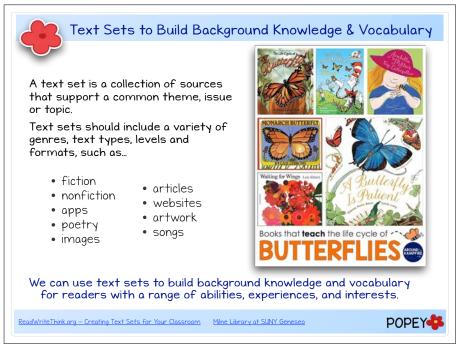


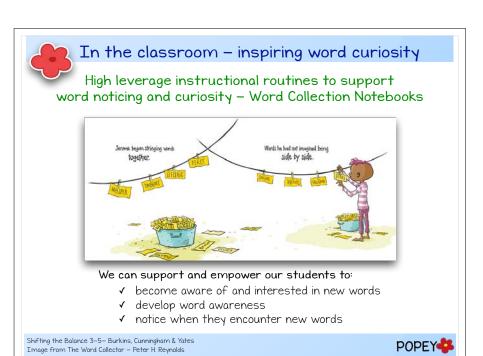


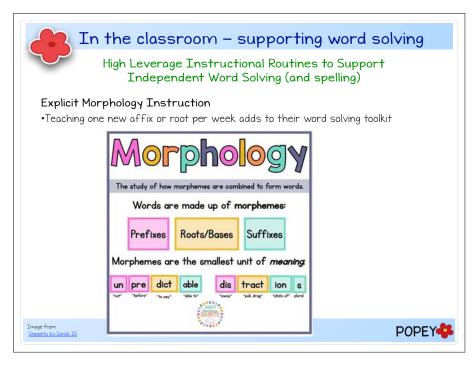


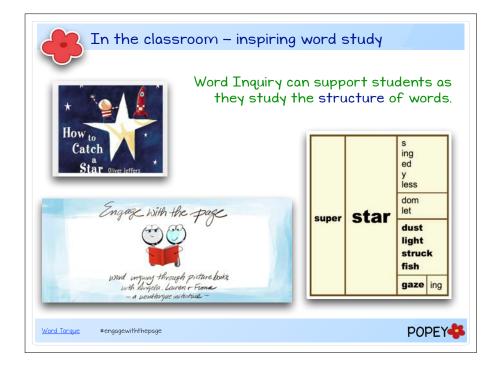




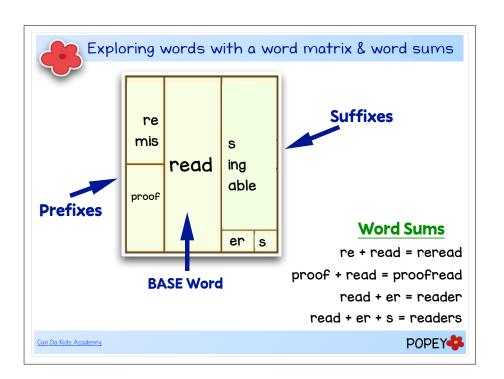


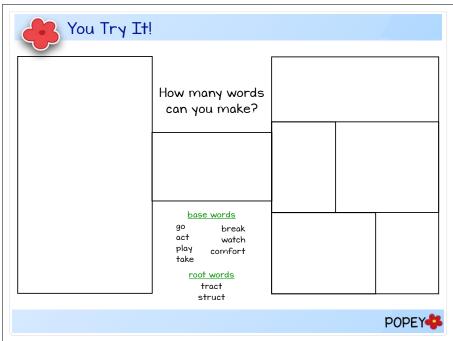


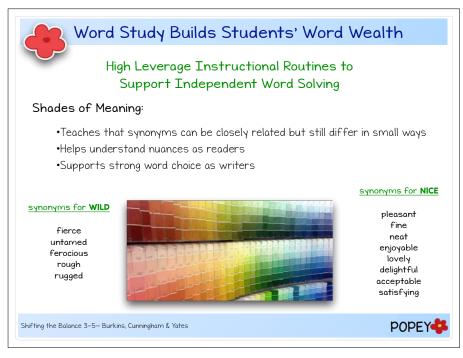


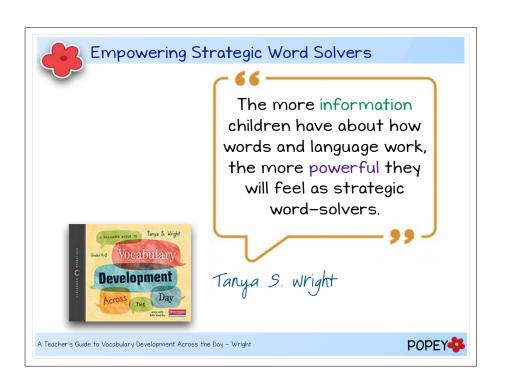


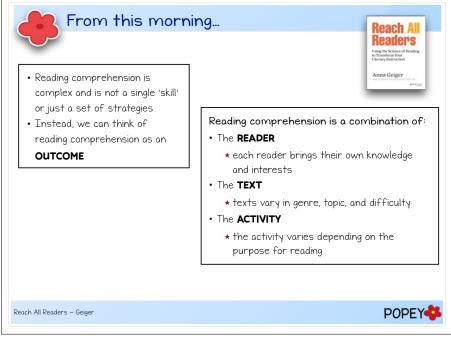
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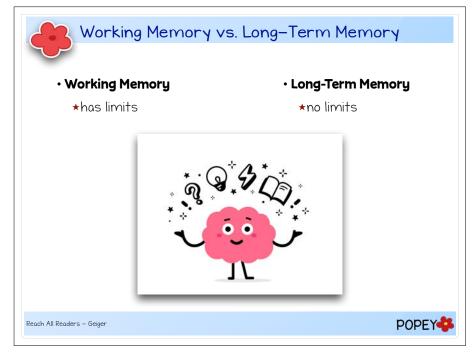














Cognitive Load Theory

"the amount of information the working memory can hold"

-Sweller, 1988

Intrinsic Cognitive Load

★ the difficulty of any task compared to the <u>background knowledge</u> of the learner

Extraneous Cognitive Load

★ anything that makes it harder for a student to learn



When INTRINSIC & EXTRANEOUS factors > working memory capacity
= LEARNING ISSUES

Our teaching goal is to help move info from working memory into long term memory.

Reach All Readers - Geiger





Increasing Comprehension

By using explicit instruction methods, we can decrease students' extraneous cognitive load.

Explicit instruction is:

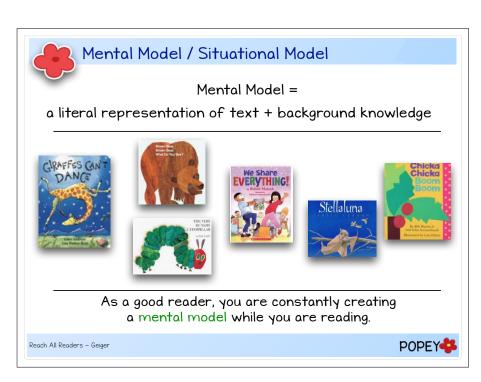
- systematic
- direct
- engaging
- success-oriented

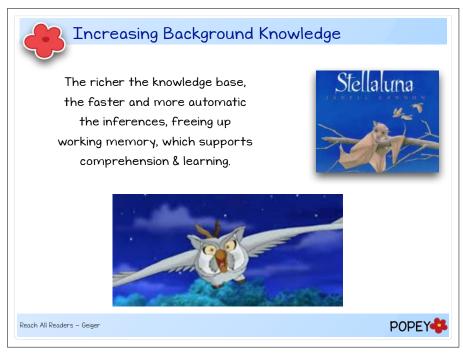


Reach All Readers - Geiger



Mento	al Model / Sit	uational M	1odel
GRAFFES GIN'T DANCE DANCE GIR Butter Ben GIR Butter Ben What Da No Ive	We share EVERTHING! I WART MAND. Stellaluma	Chicked Chicked Boom Boom Boom Boom Boom Boom Boom Boo	Think of one of your favourite books that you have read many times.
Think	/Pair/Share	what the	book is about.
			POPEY







Increasing Background Knowledge

3-5 minute strategy to enrich background knowledge:

- State the big idea
- Connect new ideas to prior learning
- Select tools to build background knowledge (videos, books, photos)
- Explain new information
- Ask questions to prompt discussion or highlight info



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Recognizing Types of Text Structures

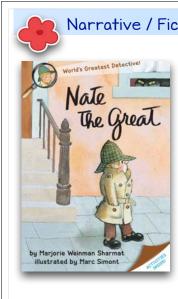
If readers can anticipate that a text will contain certain types of information, and that information will be presented in a certain way, they will be able to make a mental model easier.



- *NARRATIVE TEXT tells a story or describes a series of events
- *EXPOSITORY TEXT gives information

Reach All Readers - Geiger

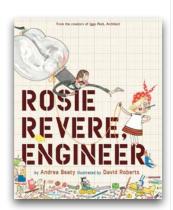




Narrative / Fiction Text Sample

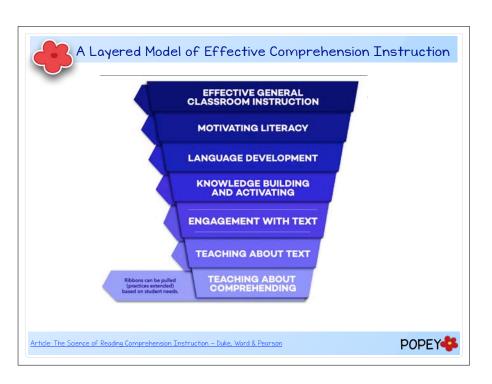
STORY ELEMENTS

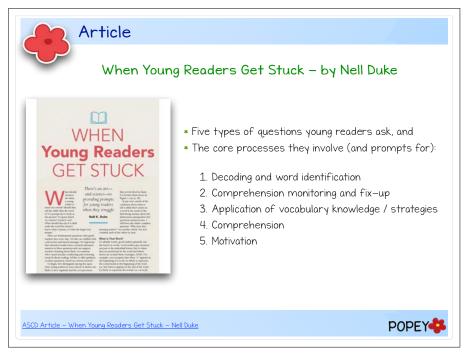
- ★ Setting
- * Characters
- * Problem
- * Plot / Action
- * Solution
- * Theme

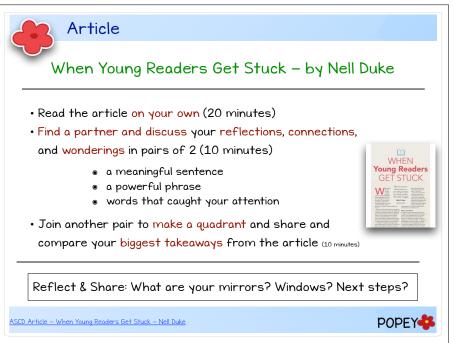




Expository / Nonfiction Text Sample TEXT FEATURES * Table of contents * Labels * Illustrations/photos * Diagrams/charts * Definitions * Headings * Glossary The Magic & Mystery of Trees - Green







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What we know about comprehension

Comprehension is fostered through teacher modelling of purposeful strategies

- * comprehension monitoring:

 noticing when you don't understand and going back to
 figure out why
- * stopping and summarizing while reading
- * asking questions of the text while reading
- \star using text structure as an aid

Think alouds are a key foundation to modelling and building comprehension — a proficient reader models their thinking out loud as they interact with the text

The More You Read, The More You Know: Best Practices for Comprehension Instruction – Dr. Molly Ness Presentation at the 2024 Reading League Conference in Charlotte, NC





Skilled comprehenders use these strategies

CONNECTING

to prior knowledge (schemas)

SELF-QUESTIONING

ask themselves questions about the text; plan to understand

PREDICTING

using prior knowledge & clues from text to make hypotheses

TEXT STRUCTURE

use & organize text information to make **meaning**

VISUALIZING

mental imagery to remember information from texts

MAKING INFERENCES

integrate bits of info and fill in the gaps

SUMMARIZING

prioritize the importance of info to get the 'gist'

We can explicitly model these comprehension skills and engage students in conversations that allow them to practice comprehension.

Executive Skills & Reading Comprehension: - Cartwright



	Con	npreher	nsion is a	n OUTC	OME
	Rea	ding	Compr	ehensi	ion
Langu	age Cor	mprehe	ension	Word	l Recognition
	Ling	guistic Knowle	dge	Alpi	habetic Coding Skill
Background Knowledge and Inferencing Skills	Phonological	Syntactic	Semantic	Concepts	Knowledge of the Alphabetic Principle
Skills	Knowledge	Knowledge	Knowledge	about Print	Letter Phonemic Awareness

