




Provincial Outreach Program for the Early Years
www.popecy.ca




Oral Language & Vocabulary: Systematic Instruction to Support Reading Comprehension

April 8, 2025 9:00-3:00

Connect with us online!

 @POPEYBC **Presenter:**
 @popelybc **Traci Baillie**


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Our learning objectives

Today we will explore some 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

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Quick review – the foundations of literacy learning

The goal is for students to...

- be enthusiastic explorers of words:
 - puzzle out letter-sound relationships
 - see patterns
 - take words apart
 - investigate meanings
- connect to words in an active way

To expand their reading and writing powers


Students learn HOW TO LEARN aspects of words, and develop efficient and powerful word-solving strategies

Adapted from: The Fountas & Pinnell Phonics, Spelling, and Word Study System – Fountas & Pinnell

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Shifting the Balance – Burkins & Yates **POPEY** 

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The Role of Oral Language in Comprehension

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

- through conversation
- through hearing & sharing personal stories
- through interactions with rich text

➔

then children can access these for themselves by reading increasingly complex texts

★

it exposes children to

- new ideas
- new vocabulary
- new concepts

Treat oral language development as an essential ingredient for comprehension.

Shifting the Balance – Burkins & Yates POPEY

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Oral Language and Language 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 in everyday activities
- ✓ Read aloud texts to provide exposure to rich ideas, wide vocabulary, background knowledge, and novel language structures
- ✓ Use text sets to build content area acquire language structures, and expand vocabulary around key topics

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Dialogic Conversations

- Engage**
 - verbal interaction around a text or general conversation
 - may involve asking children'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

Dialogic Conversation to Build Oral Language


Shifting the Balance – Burkins & Yates Strive for Five Conversations – Zucker & Bell, 2024 POPEY

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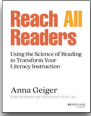
 Rethinking Reading Comprehension

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** brings their own knowledge and interests
- **The Text** vary in genre, topic and difficulty
- **The Activity** varies depending on the purpose for reading



Reach All Readers – Geiger

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 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 – Kenenly

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 Rethinking 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 – Kenenly

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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:

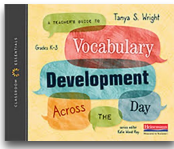
- **INDIRECTLY** – by engaging in daily oral language with peers and adults, by listening to reading and by reading extensively on their own
- **DIRECTLY** – explicitly teaching individual words and word-learning strategies

Keys to Literacy – Effective Vocabulary Instruction POPEY

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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.”



Tanya S. Wright

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

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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)
- ✓ connect to personal experience
- ✓ recognize multiple meanings – bark/bark, duck/duck


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 **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 **POPEY** 

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 **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

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 **Oral Language and Language Comprehension**

How can you intentionally support oral language development to maximize language comprehension in your classrooms and with your small groups?

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Active Processing & Engagement with 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

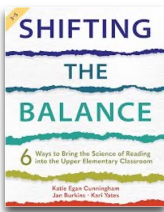
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Why Teach Vocabulary?

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.



Burkins, Cunningham & Yates

Shifting the Balance: 3-5—Burkins, Cunningham & Yates

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Tiered Vocabulary

- Tier 1 words:**
 everyday speech, familiar to most students
 - baby
 - house
 - run

• These are the most basic words. They make up the vast majority of words we use in conversation.

• These words rarely need to be taught to native English speakers because they are familiar to most students. English as an additional language learners may benefit from explicit instruction of tier 1 words.
- Tier 2 words:**
 robust high-utility words used in multiple contexts
 - fortunate
 - maintain
 - analyze
 - absurd

• These words are commonly used in quality children's literature or across domains in academic texts.

• These words are more sophisticated than the basic tier 1 words. It is less likely that students will already know the meanings of tier 2 words.

• Focusing intentional instruction on tier 2 words will improve students' overall language knowledge and reading comprehension.
- Tier 3 words:**
 low frequency words, subject specific
 - isotope
 - lathe
 - peninsula

• These are specific technical words. These words are much less frequent than tier 1 and tier 2 words, and are likely related to specific academic content areas.

• Instruction of tier 3 words will be based on specific grade level curriculum outcomes in other subject areas.

<https://curriculum.learnerslab.ca/admin/resources/boards/public/mb/bsuport/vocabulary/201/teacher%20information.pdf>

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How do we learn new words...?
 ...when we learn new things!

What can this look like in the classroom?

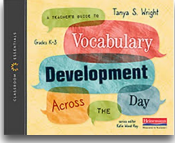
- We can plan to support vocabulary development during content area learning:
 - First, we want to identify the content we want to learn
 - next, curate informational text sets
 - then, make an ambitious list of words to teach
 - consider how and when you will teach the words
 - Finally, plan for ways students will be actively engaged in word learning

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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.



Tanya S. Wright


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

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Word Collection Notebooks

To inspire
 CONTENT AREA
 READING

Build Background
 Knowledge &
 Vocabulary



High leverage instructional routines to support word noticing and curiosity - **Word Collection Notebooks**

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

Sets of 4 to 9 articles that are related by topic

Nonfiction topics to build knowledge

For grades Kindergarten to 8th

Research-based classroom routine with writing & oral sharing

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 18 or more weeks in the school year. Article-A-Day can be done digitally, printed, or projected.

Plan an entire year with our K-6 Scope & Sequence: <https://www.readworks.org/scope-and-sequence>

Step 1: Set the purpose for the routine

- Yields an when students share knowledge. So we will build our knowledge by reading these articles. We will also increase our vocabulary, improve our reading stamina, and enjoy reading every day!

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 two 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 a few 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 chart paper.

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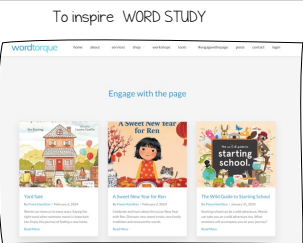

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Engage with the Page

To inspire WORD STUDY

<https://wordstudy.com/the-important-thing-about-margaret-wise-brown/>

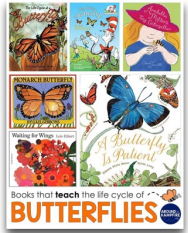
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Text Sets

A text set is a collection of sources that support a common theme, issue or topic. Text sets should include a variety of genres, text types, levels and formats, such as...

- fiction
- nonfiction
- apps
- poetry
- images
- articles
- websites
- artwork
- songs



We can use text sets to build background knowledge and vocabulary for readers with a range of abilities, experiences, and interests.

[GoodWriteThink.org - Creating Text Sets for Your Classroom](#) | [Miss Library at SUNY Geneseo](#)

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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

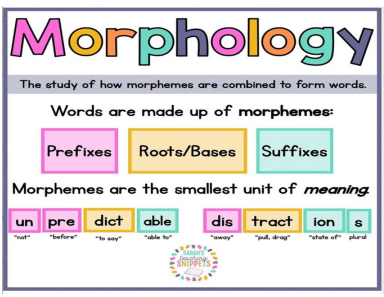


Image from [Concepts by Sarah LLC](#)

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In the classroom – inspiring word study



Word Inquiry can support students as they study the structure of words.

super	star	s	ing
		ed	y
		less	
		dom	let
	dust		
	light		
	struck		
	fish		
	gaze	ing	

Word Tosses #engagewiththepage POPEY

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Exploring words with a word matrix & word sums

re	read	s	
mis		ing	able
proof			er

Prefixes

Suffixes

BASE Word

Word Sums

- re + read = reread
- proof + read = proofread
- read + er = reader
- read + er + s = readers

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You Try It!

How many words can you make?

Try this out with one of the following words

- Form
- Play
- Take
- Act

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Word Study Builds Students' Word Wealth


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

synonyms for wild

fierce
untamed
ferocious
rough
rugged



synonyms for nice

pleasant
fine
neat
enjoyable
lovely
delightful
acceptable
satisfying

Shifting the Balance 3-5—Burkins, Cunningham & Yates

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Reading Comprehension

- 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

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Working Memory vs. Long-Term Memory

- **Working Memory**
 - has limits
- **Long-Term Memory**
 - no limits



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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 background knowledge 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 mem*

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 Increasing Comprehension


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

Explicit instruction is:


- **systematic**
- **direct**
- **engaging**
- **success-oriented**

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 Mental Model / Situational Model


Mental Model =
 a literal representation of text + background knowledge




As a good reader, you are constantly creating a **mental model** while you are reading.


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 **Increasing Background Knowledge**

The richer the knowledge base, the faster and more automatic the inferences, freeing up working memory, which supports comprehension & learning.


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 **Increasing Background Knowledge**

3-5 minute strategy to enrich background knowledge:

- State big idea
- Connect 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

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Building Fluency

Keep in mind:

- More than just reading fast
- Don't teach phonics in isolation
- Be mindful of how you use independent reading time

Lack of fluency=
 lack of motivation to read=
 fewer words read=
 smaller vocabulary=
 limited comprehension



7 Mighty Moves – Kemery, 2023

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Building Fluency in Reading

Levels of Support for Scaffolding Text

Echo Read– provides greatest amount of support and /or models an aspect of fluency

Choral Read– requires more fluency

Whisper Read– provides least amount of support

Ideas for Instructional Strategies:

- Remember...Fluency is not an isolated skill
- subskills: phonemic awareness, sound-symbol knowledge, automaticity at letter or word level
- Small Group instruction affords specific, immediate feedback
- Model, model, model!!!
- Read Alouds
- Partner Reading
- Reader's Theatre
- Beat the Clock Timed Reading
- Repeated Reading

7 Mighty Moves – Kemery, 2023

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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
- 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

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Skilled comprehenders use these strategies

<p>CONNECTING to prior knowledge (schemas)</p>	<p>SELF-QUESTIONING ask themselves questions about the text, plan to understand</p>	<p>PREDICTING using prior knowledge & clues from text to make hypotheses</p>	
<p>TEXT STRUCTURE use & organize text information to make meaning</p>	<p>VISUALIZING mental imagery to remember information from texts</p>	<p>MAKING INFERENCES integrate bits of info and fill in the gaps</p>	<p>SUMMARIZING prioritize the importance of info to get the 'gist'</p>

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

Executive Skills & Reading Comprehension – Cartwright **POPEY**

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What we know about comprehension

Comprehension is an **OUTCOME**

Reading Comprehension

Language Comprehension		Word Recognition		
Background Knowledge and Inferencing Skills	Linguistic Knowledge			Alphabetic Coding Skill
	Phonological Knowledge	Syntactic Knowledge	Semantic Knowledge	Knowledge of the Alphabetic Principle
				Letter Knowledge
Concepts about Print				

The More You Read, The More You Know: Best Practices For Comprehension Instruction – Dr. Molly Ness
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The upward spiral of reading success

Our teaching	Their learning experience
<ul style="list-style-type: none"> EFFECTIVE GENERAL CLASSROOM INSTRUCTION MOTIVATING LITERACY LANGUAGE DEVELOPMENT KNOWLEDGE BUILDING AND ACTIVATING ENGAGEMENT WITH TEXT TEACHING ABOUT TEXT TEACHING ABOUT COMPREHENDING 	<ol style="list-style-type: none"> 1) Enjoys reading 2) Gets lots of practice 3) Develops automaticity 4) Reading becomes a pleasant activity 5) Excellent vocabulary growth 6) Good attitude toward school 7) More motivation to read

Robots can be used to provide practice on these skills based on student needs.

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 **POPEY**

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Books

- Bringing Words to Life: Beck, McKeown, & Kucan
- Differentiating Phonics Instruction for Maximum Impact: Blevins
- Shifting the Balance K-2: Burkins & Yates
- Shifting the Balance 3-5: Burkins, Cunningham & Yates
- Reach All Readers: Geiger
- 7 Mighty Moves: Kemeny
- Presentation: The More You Read, The More You Know – Best Practices for Comprehension Instruction: Dr. Molly Ness
- A Teacher's Guide to Vocabulary Development Across the Day: Wright
- Strive for Five Conversations: Zucker & Bell

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Online Resources

- [Reading Science Academy](#)
- [Keys to Literacy - Effective Vocabulary Instruction](#)
- [TheSixShifts.com](#)
- [ReadWriteThink.org](#) - Creating Text Sets for Your Classroom
- [Word Torque](#)
- [Can Do Kids Academy](#)
- [Word of the Day - YouTube](#)
- [Mine Library at SUNY Geneseo - Text Sets](#)
- [Logic of English](#)


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Reflections & Next Steps

Reflect on our day together:

- ✓ oral language and language comprehension
- ✓ strategies to build vocabulary and background knowledge, and
- ✓ impactful comprehension instruction



- * What is a **key takeaway** for you from the day?
- * What is the **instructional strategy or practice** you're most likely to try in your classroom or role in the coming days and weeks?
- * Write your **next step** for something to try in the next week. Write it on a **sticky note** and then share it as your exit ticket.

Exit Ticket
Next Step

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