



- 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







	¥5	Classroom practice
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Individual student needs	-0.	
		Discovery Learning
Practice-in- isolation		Practice-in- context
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Shifting the Balance - Burkins & Yates, 2021
Image Credit: Six Shifts Facebook Page









De-mystifying the Science of Reading

The Science of Reading Is NOT:

- · An ideology or philosophy
- A fad, trend new idea or pendulum swing
- A political agenda
- A one-size-fits-all approach
- A program of instruction
- A single, specific component of instruction such as phonics

The Role of Oral Language and Comprehension

then children can access

these for themselves by

reading increasingly

complex texts

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



De-mystifying the Science of Reading

The Science of Reading Is:

· scientifically—based research

Science of Reading Defining Guide

- · last five decades across the world
- thousands of studies conducted in multiple languages
- · informs how proficient reading and wring develop
- helps us understand why some have difficulty
- informs how to most effectively assess and teach
- improve student outcomes through prevention of and intervention for reading difficulties

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through conversation

•through hearing and sharing personal

Shifting the Balance - Burkins & Yates, 2021

*through interactions with rich text





expose children to:

new vocabulary

new concepts

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•new ideas





The Role of Oral Language and Comprehension

Keep in Mind

Listening comprehension develops through:

>Conversation, sharing stories, and interactions with rich texts



Shifting the Balance - Burkins & Yates, 2021

Ideas for Instruction

- Leverage conversations throughout the day
- Ask quality questions
- Provide wait time
- Repeat and expand
- · Use interesting words
- Read aloud
- Use text sets to build content knowledge



Dialogic Conversation



Strive for Five Conversations - Zucker & Bell, 2024

- 1. 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
 - 2. 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
- · As you repeat, say a little more

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· Expand the language to include a new word, phrase or

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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*



Reach All Readers - Geiger, 2024

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

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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 is relies on print

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

7 Mighty Moves - Kemeny, 2023









Word recognition + language comprehension



monitoring + questioning + summarizing (focus on text content)



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

7 Mighty Moves - Kemeny, 2023











We know that reading comprehension is a complex process and many factors contribute to it, but...

Vocabulary & Background Knowledge



ESPECTALLY CRITICAL











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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

READ **LEARN**



"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."



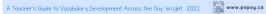
Bringing Words to Life - Beck, McKeown, Kucan











🤽 Why Teach Vocabulary?







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What it means to really know a word...

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

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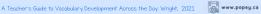


How do we learn new words?

When we engage 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













How do we learn new words?

When we are read to and we 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, 202:
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Active Processing looks and sounds like...

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 ie. 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/noticing meaningful parts of words (morphology) tricycle, triangle, tripped
- Using new vocabulary in writing

A Teacher's	Guide to	Vocabulary	Development	Arross the	Dav: Wright	2021





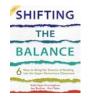




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Why Teach Vocabulary?



"The goal of vocabulary instruction is not to learn words for their own sake. The goals 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."











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 www.popey.ca







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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."



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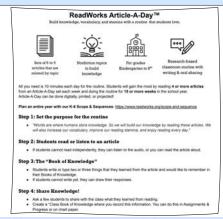


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ቆ Into the classroom...

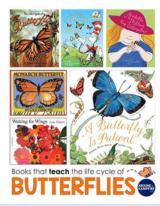
To inspire CONTENT AREA READING

Build Background Knowledge & Vocabulary



ቆ Into the classroom...

Text Sets to Build Background Knowledge & Vocabulary



Read Works: Article A Day









Read Works: Article A Day







Linto 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

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

Image from: The Word Collector by Peter H. Reynolds

Notice when they encounter new words



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nen	They	encounter	new	word

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To inspire WORD STUDY





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



Engage with the Page

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"The more information children have about how words and language work, the more powerful they will feel as <u>strategic</u> word-solvers"

Some word solving strategies include:

- •Context Clues
- •Word Parts

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ቆ Into the classroom...

High Leverage Instructional Routines to Support Independent Word Solving

LET'S PRACTISE BUILDING WORD SUMS

Finds Academy Sides Academy (Sides Academy (Sides



"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











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

- Reading Rockets
- 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 Kemeny, 2023













Thank you from the POPEY team!





















