

The Mighty Word

Oral Language and Vocabulary



ORAL
Language
Supporting Early Literacy

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

Date: October 1, 2021





1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

EVERY School Has Effective Teachers and Leaders

4

2 **EVERY** Student Graduates from High School and is Ready for College and Career

EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

EVERY School and District is Rated "C" or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Silence your cell phones.

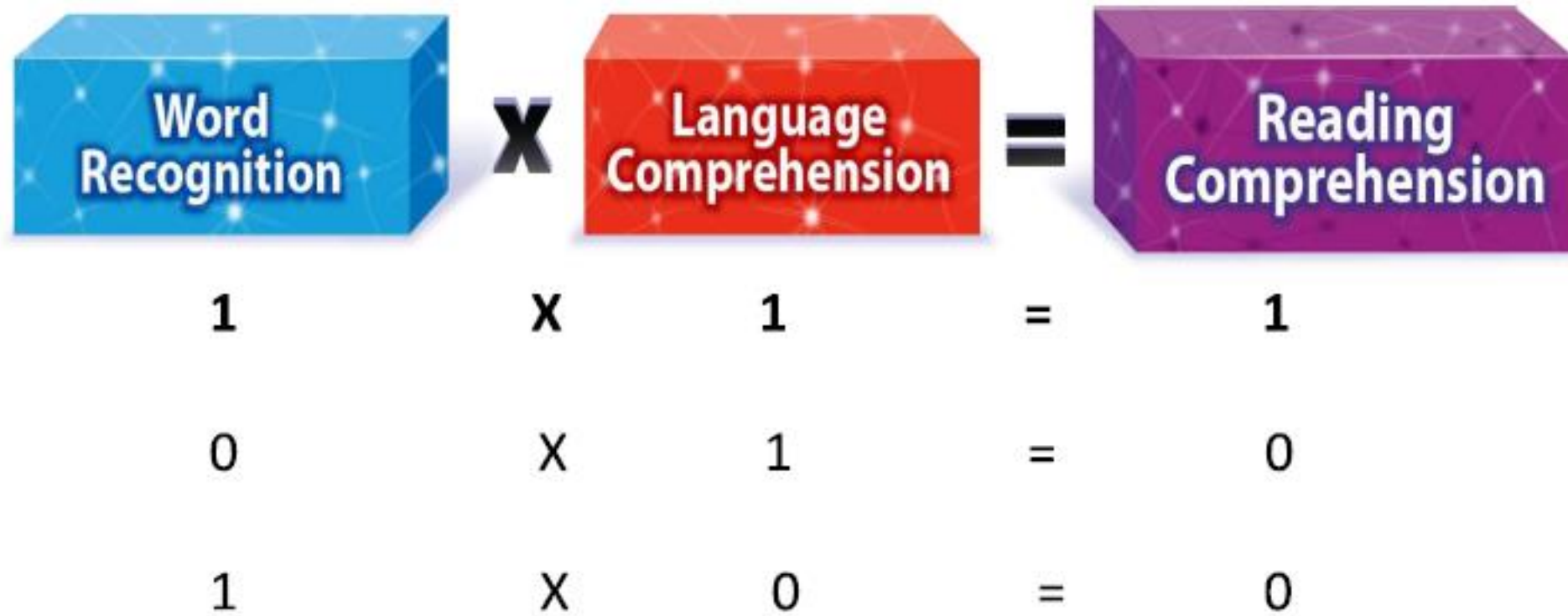
Please check and/or reply to emails during the scheduled breaks.

Be an active participant.

Do not hesitate to ask questions.

- Understand the relationships between word knowledge, oral language, and reading comprehension
- Recognize that both breadth and depth of word knowledge are important for reading comprehension
- Select words based on the three-tier model and provide explicit instruction at all levels of word knowledge
- Plan purposeful adaptations for English Learners (EL)
- Review components of an effective vocabulary routine
- Explore options for extending vocabulary practice

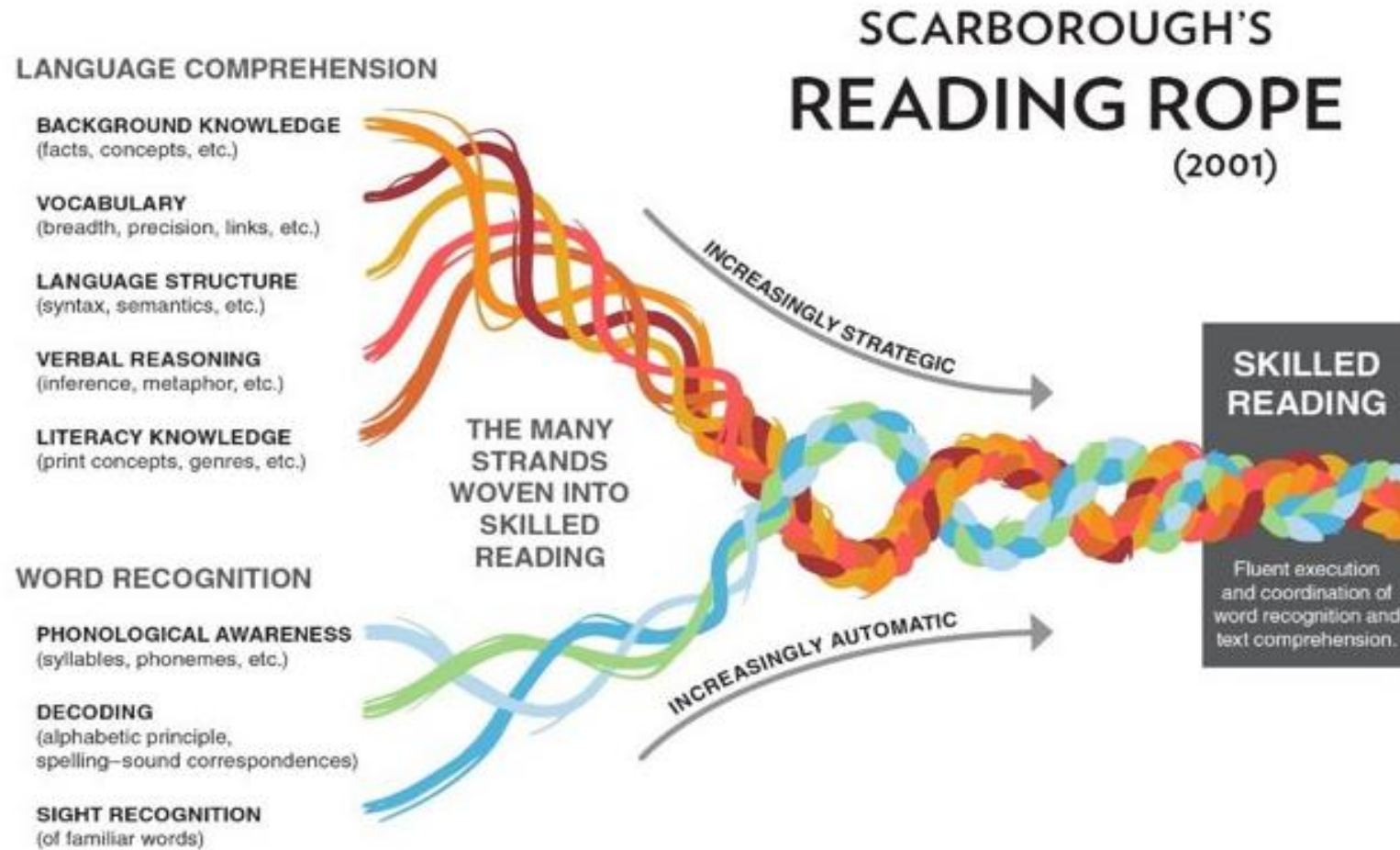
The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

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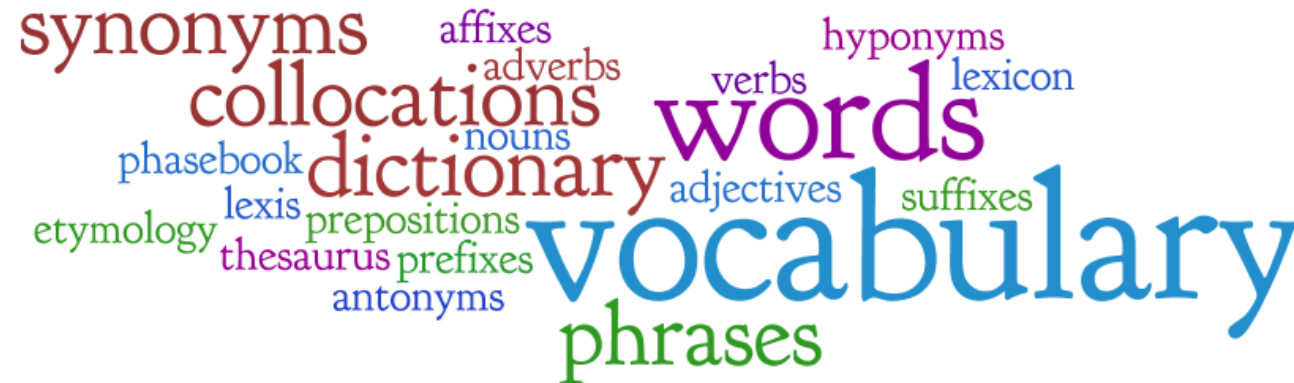
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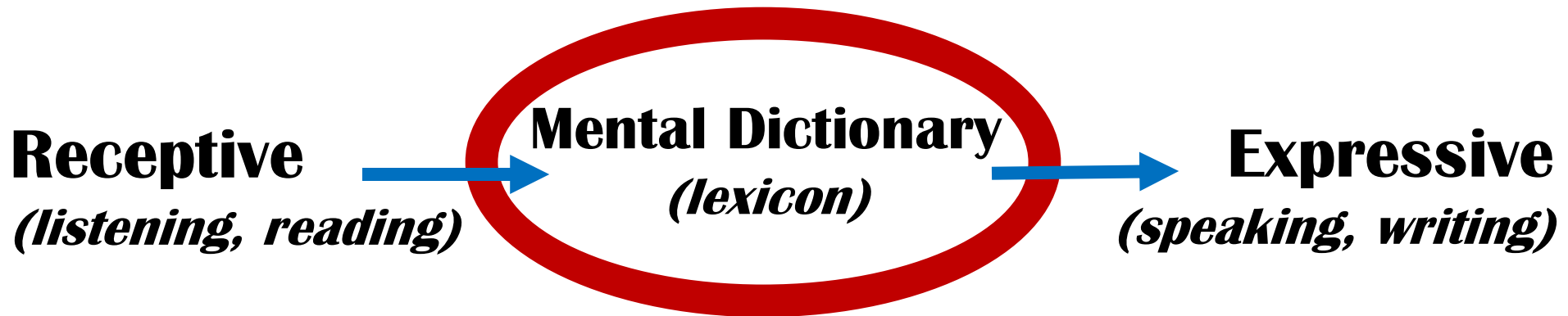
- Vocabulary refers to students' knowledge and memory for word meanings
- Vocabulary knowledge is demonstrated through reading, writing, and oral language



Receptive vs. Expressive

Receptive vocabulary are the words whose meanings one can recognize when reading or listening to others speak.

Expressive vocabulary are the words one uses in speaking and writing.

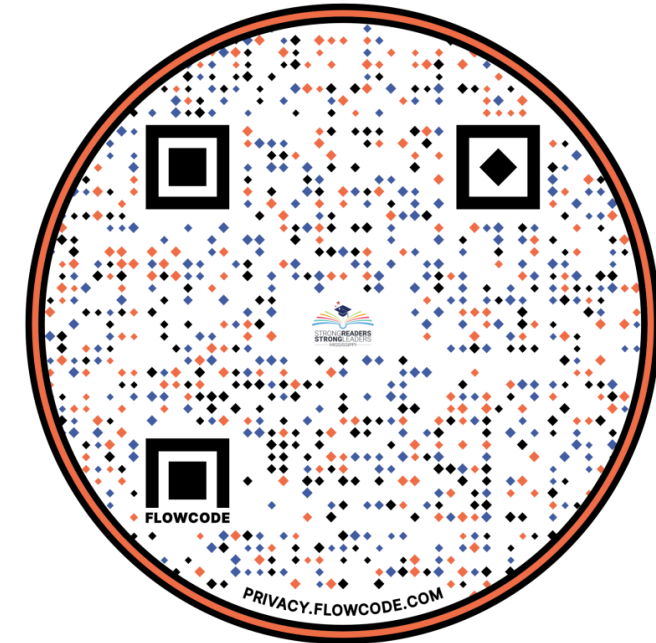


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Your Turn Activity- Reading vs. Understanding

Fourth, rhizomes are characterized by asignifying rupture. Rhizomes may break off or be discontinuous, but they will begin again, like ants that "rebound" with new trails when their old ones are destroyed. Asignifying ruptures work against the "oversignifying breaks" that structure, organize, and bound identities. Two kinds of lines need to be described in this relation: lines of segmentarity, according to which it is stratified, territorialized, organized, and signified. Lines of segmentarity... produce stasis, rules of organization, and center-periphery relations. (Leander & Rowe, 2006, p. 436.)



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Research shows that reading comprehension and vocabulary knowledge are highly correlated with one another, and knowledge of individual word meanings accounts for as much as 50-60 percent of the variance in reading comprehension.



(Adlof & Perfetti, 2014; Stahl & Nagy, 2006)

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- In addition to phonics and word recognition EL students require intensive, deliberate vocabulary instruction.
- The size of the student's vocabulary in his or her first language will also affect how readily he or she learns the vocabulary of a second language.



How Many Words Should Students Learn?

14

- Measuring the exact size of a person's vocabulary is impossible.
- Scholars can only estimate how many words a person needs to typically know or learn.
- In the primary grades about 8-10 words per week can be taught in depth.
- Other words must be learned informally through conversation, listening to and reading texts.



How the Gap in Word Knowledge Grows

Grade	Root Words Known by Average Student (25-75th Percentile)	Root Words Known by Lowest 25% Students (Bottom Quartile)
End of Pre-K	3,440	2,440
End of K	4,300	3,016
End of grade 1	5,160	3,592
End of grade 2	6,020	4,168

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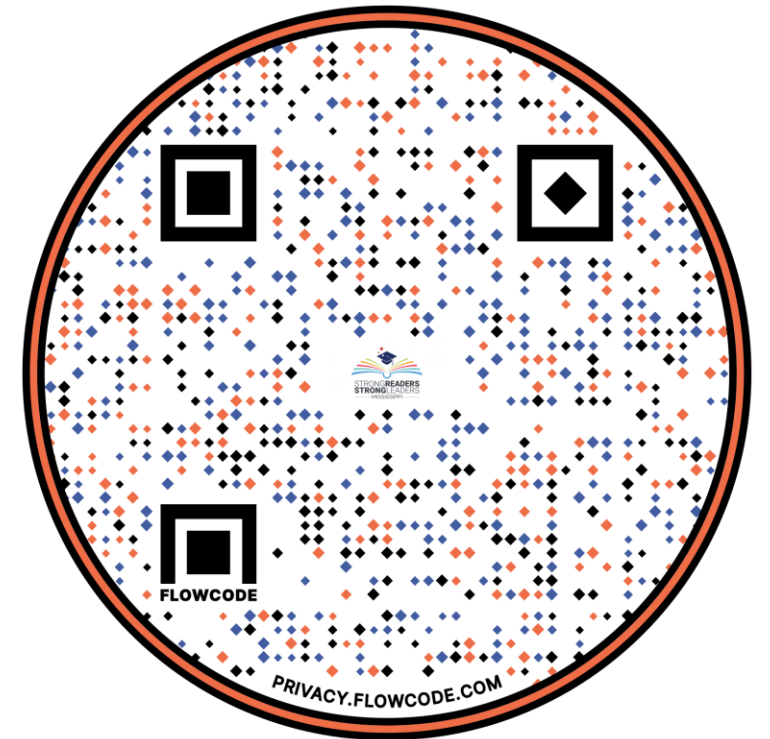
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30,000,000 Word Gap

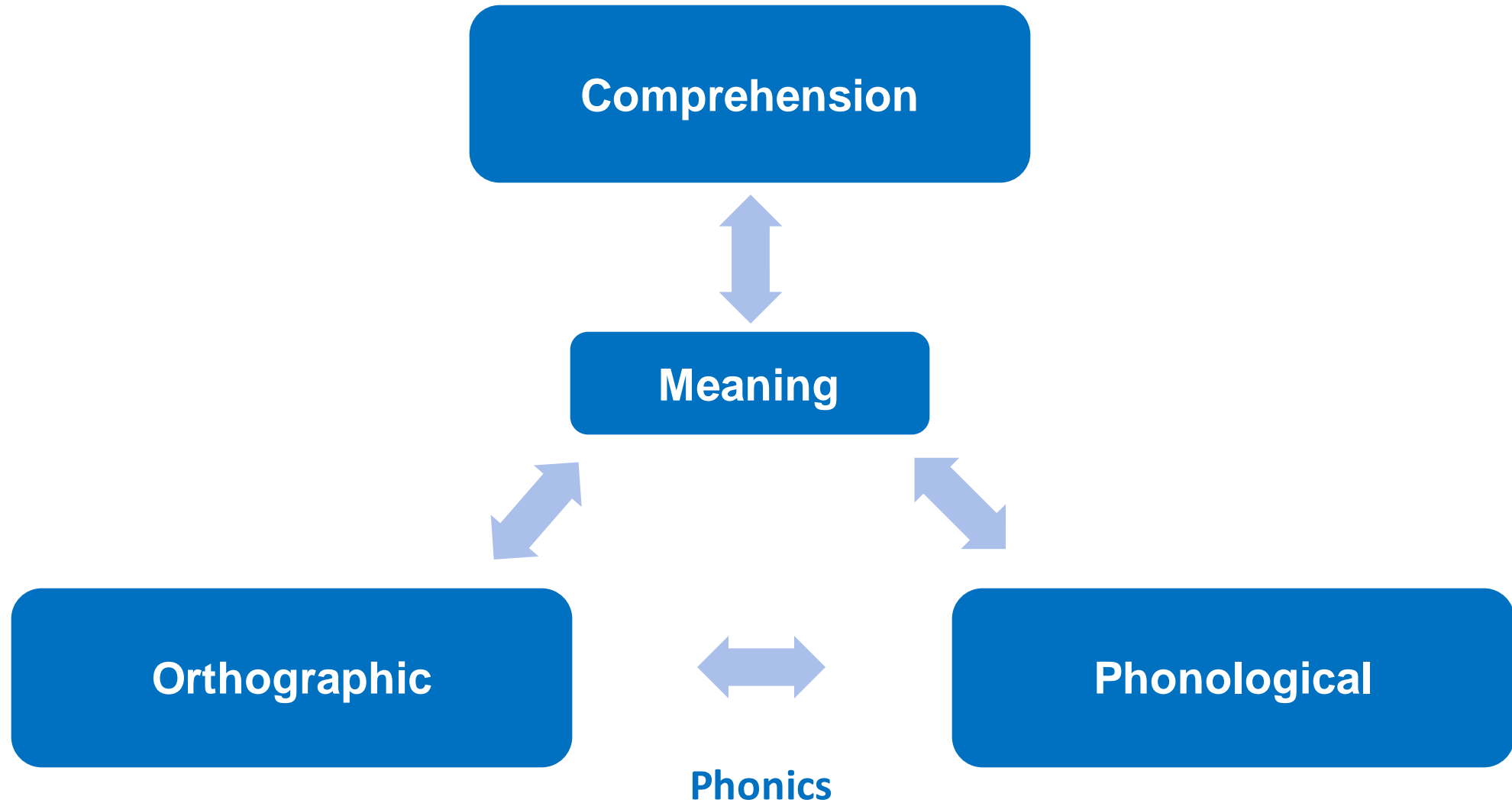


What Does Knowing a Word Involve?

Do you have a tool or strategy for estimating your students' levels of vocabulary development?



Four-Part Processing Model



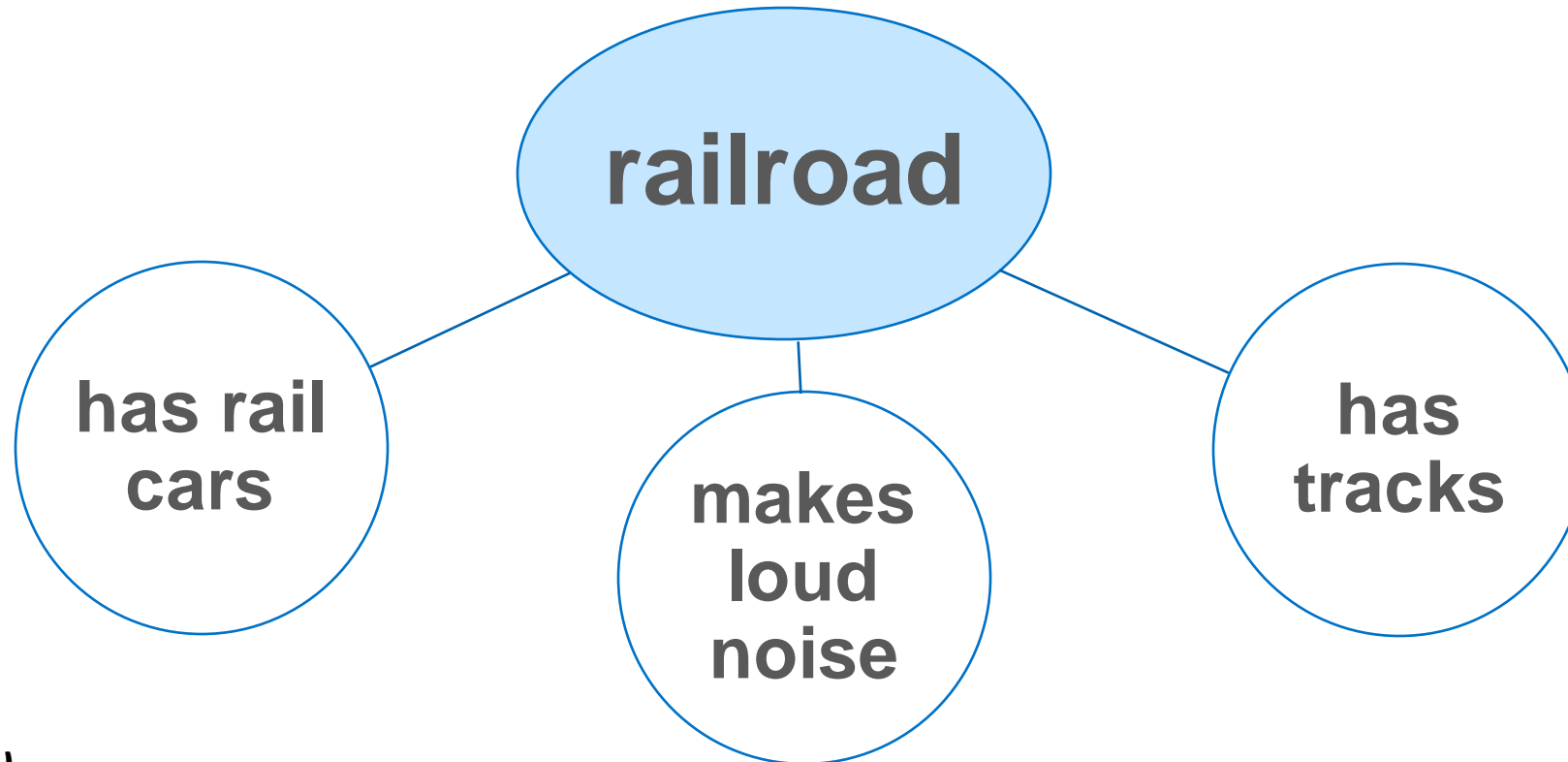
- **Breadth of Vocabulary-** Shallow understanding of simple connections between many words, or only in basic contexts
- **Depth of Vocabulary-** Deep associations built between words, images, concepts, sensory-motor attributes, and emotions

As students increase depth of vocabulary, word associations are stored more deeply in memory and are more easily retrieved for use in speaking and writing.

Both breadth and depth of word knowledge are important for reading comprehension.

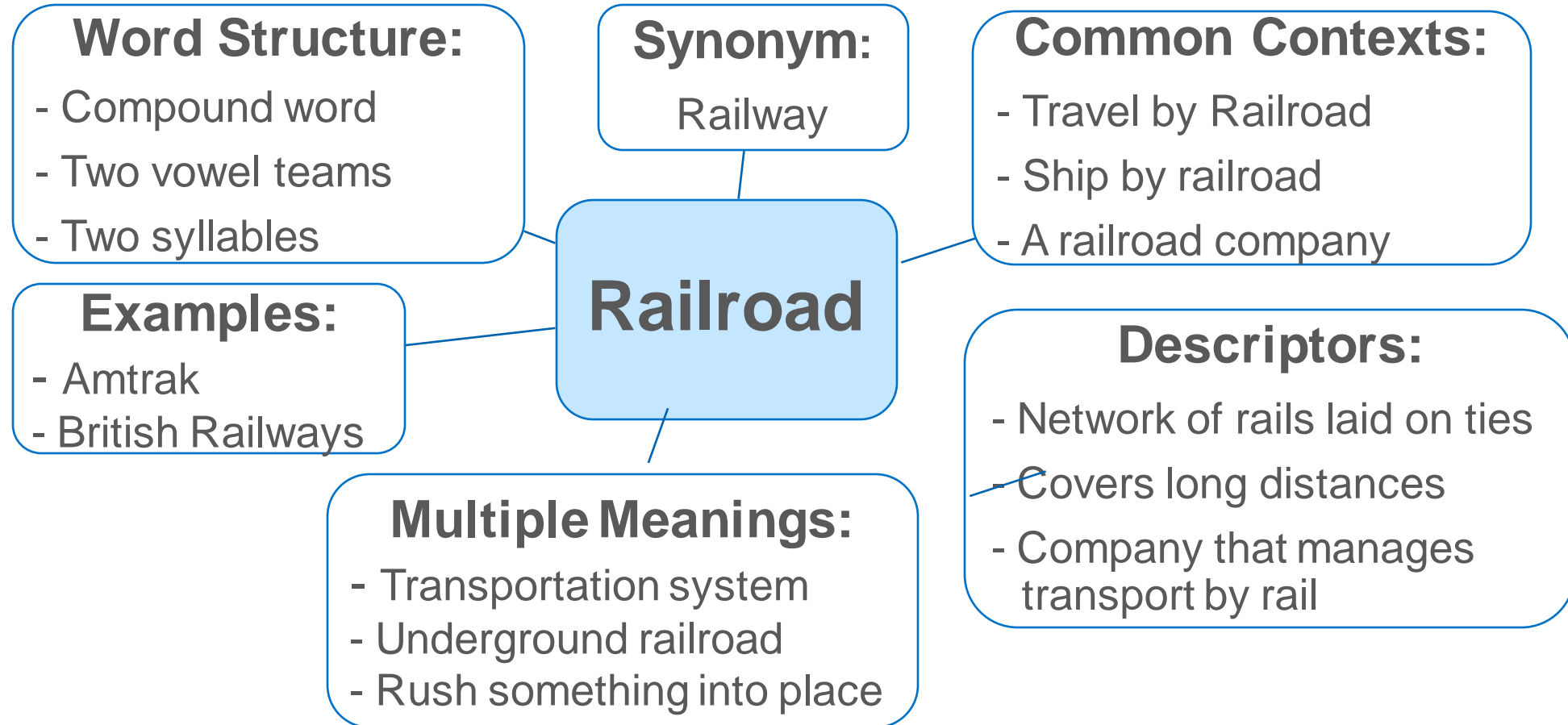
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Your Turn Activity- Do You “Own” It?

_____ Phoneme
_____ Lexicon
_____ Semantic
_____ Grapheme
_____ Comprehend

_____ Dichotomy
_____ Parse
_____ Lugubrious
_____ Obeisance
_____ Sedulous

3= I "own" the word and use it with confidence in writing and/or speaking.

2= I know it well enough that I would understand its meaning while reading in context.

1= I have heard of it somewhere or have some notion what it means.

0= I do not know what this word means.

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Teachers support development of deep word knowledge by:

- Providing multiple opportunities to encounter words while *reading aloud* or *reading independently*
- Creating a language-rich environment
- Planning and providing explicit instruction of selected words



Benefits of Reading Aloud

- Reading nurtures verbal growth.
- Children's books, if well written, introduce worlds of knowledge.
- Books embody more uncommon and content-rich words than any other medium of language.

Category	Source	Rare Words per 1,000
Printed text	Children's Books	30.9
Adult Speech	Conversation between college educated adults	17.3
TV	<i>Mr. Rogers Neighborhood</i> and <i>Sesame Street</i>	2.0

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1. Identify 1-3 target words
2. Introduce the words as part of "before reading instruction"
3. Use words that students know when defining the new word
4. Ask students a few questions that use the target word
5. Read the story or text, pausing to use interactive techniques
6. Expand on student responses when appropriate by rephrasing, elaborating, or completing them

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Read alouds from well-written, engaging text are imperative.

Many students are dependent on these in-class experiences.

Select texts that are slightly above students' instructional level.



Assessments are necessary when students show signs of not comprehending spoken or written language, and/or when expressive language is underdeveloped.

Screening and Progress Monitoring Tools

- DIBELS Word Use Fluency
- Consortium on Reading Excellence Vocabulary Screener
- CBM Techniques- matching words and definitions, cloze tasks, selecting a synonym or definition, self-rating scales

Vocabulary Review



Work with your table group to match word cards with the correct definition.

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Your Turn Activity- Vocabulary Review

- A. **Breadth of vocabulary-** The quantity of words about which students may know something
- B. **Depth of vocabulary-** The quality of a student's knowledge of all facets of a word's meaning
- C. **Mental lexicon-** The storehouse or mental dictionary of words known in long-term memory
- D. **Semantic map-** Network of meanings activated when a word is heard or read

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E. Meaning Processing System- Brain system that makes sense of the word parts (morphemes), whole words, and phrases that have been decoded

F. Word frequency- How often a word occurs in a language, per a set number of words (e.g., one million words)

G. Incidental word learning- Acquiring vocabulary through means other than direct instruction in the classroom

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H. **Receptive vocabulary**- Words understood if they are heard or read

I. **Expressive vocabulary**- Vocabulary one can use in speaking and writing

J. **Synonym**- A word that means almost the same thing as another

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What Words Should Be Taught Directly?

How do you decide which words are prioritized for direct, explicit teaching?



Vocabulary instruction ≠ looking up definitions

It is sometimes impossible to learn to use words correctly simply by memorizing definitions. For example:

- Definitions do not explain how people use words in context.
- Many definitions include synonyms that may be unfamiliar.
- Words may have more than one definition.

vocabulary /və'kæbjələri; AmE -ləri/ *noun* (pl. **-ies**)
1 [C, U] all the words that a person knows or uses: *to have a wide/limited vocabulary* ◊ *your active vocabulary* (= the words that you use) ◊ *your passive vocabulary* (= the words that you understand but don't use) ◊ *Reading will increase your vocabulary.* ◊ *The word 'failure' is not in his vocabulary* (= for him, failure does not exist). **2** [C] all the words in a particular language: *When did the word 'bungalow' first enter the vocabulary?* **3** [C, U] the words that people use when they are talking about a particular subject: *The word has become part of advertising vocabulary.* **4** (also *informal vocab* /'vəʊkæb/) [C, U] a list of words with their meanings, especially in a book for learning a foreign language

Tiers of Vocabulary Instruction



3
Subject/Content Words

Ecosystem, environment, terrarium, conjunction, decimal, acute, genre

2
Academic Words (across content)

example, cause, increase, defend, justify, notice, details, compare

1
Basic Words

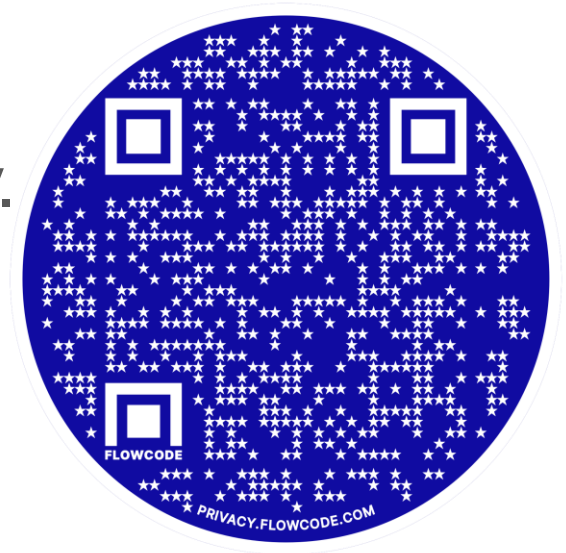
In, out, house, dog, blue, flower, book, run, sad

- 3-5 words per reading selection
- Focus on Tier II words that:
 - Are unfamiliar to students
 - Are critical for understanding the text
 - Frequently appear in other readings, or in discussions across many contexts
 - Are familiar words used in new, less familiar ways
 - Are literary or abstract terms that are rarely used in conversation



Your Turn Activity- Word Selection

1. Read the story *Little Bear Lost* (Morel, 2002).
2. Identify words from the text for each tier of vocabulary.
3. Record the selected words in the chart on the next slide.



- This story is written for students at the 2nd grade level.
- Tier 2 words should have one or more of the characteristics listed on the previous slide (#32).

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Your Turn Activity- Word Selection

Tier 1 (Common, Familiar Words)	Tier 2 (Important to Teach in Depth)	Tier 3 (Specific Terms, Define Briefly)
Silence Enemy Search Horse Race	Responsibility Pestered Terror/Terrified Shame/Ashamed Metaphors: “felt her heart sink” “her heart jumped” “sea of huge, hairy beasts”	Buffalo Lakota Pawnee Crow Village Cradleboard Prairie Doeskin

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Vocabulary Instruction for EL Students

What EL specific strategies for vocabulary have you used in your classroom?



Choosing Words for English Learners (EL) 39

Comprehension during text reading can be far more challenging for students learning English. ELs are often less familiar with:

- Academic language
- High-frequency Tier I words
- Idioms and figurative language
- Prepositional phrases and irregular verbs



These words should be included in explicit vocabulary instructional routines for EL students.

EL students benefit from vocabulary expansion in both their native language and English.

Cognates are an easy bridge between languages because they are often derived from the same root and share a similar spelling and pronunciation in both languages.

30-40 percent of all English words have cognates in Spanish. There are also multiple Arabic words that have English cognates.

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Examples of Cognates

English	Spanish	Arabic
blouse	blusa	bloosa
sugar	azúcar	sookar
music	música	moseka

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How Should New Words be Introduced?

Do you have a routine for explicit vocabulary instruction?



Explicit instruction is teaching that is clear, methodical, and goal-oriented.



Explicit instruction of Tier 2 vocabulary should occur before students are guided through text reading. This is because knowledge of individual word meanings significantly increases overall comprehension.

Pronounce It, Write It, and Read It

- Students must pronounce the word correctly, by syllable if needed, to store and retrieve it from phonological memory.
- Seeing written words can help students identify the sound and meaning structures of the word.

Example:

- The word is **responsible**, say each syllable.
- The base word of **responsible** relates to the word respond, meaning to say something in return, or answer to.
- These two words have similarities when they are written out.
- Which words parts look the same? Different?



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Tell Students What the New Word Means

- Develop student-friendly definitions with the following formula:

A _____ is (a) _____ that (is, does) _____.

(WORD) (SYNONYM/CATEGORY) (DEFINING ATTRIBUTES)

Example: A responsibility is (a) something you are trusted with that others are counting on you to do.

- Additional strategies:
 - Point out the word's root or origin
 - Include pictures, motions, or objects



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Say More about the Word; Give Examples

- Embed the word in several sentences.
- Give examples of what the word is and what it is not.

Example:

- Students are ***responsible*** for their homework.
- It is the boy's ***responsibility*** to feed the dog.



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Ask Questions about the Word's Meaning

- Have students distinguish whether a word is used correctly in a sentence.
- Use or ask "yes" or "no" questions.

Example:

- Is it **responsible** to forget your textbook at home?
- Should a baby be given a **responsibility** for completing chores?



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Elicit Word Use by Students

- Students cannot begin to "own" a word unless they use it in speaking and writing.
- Complete sentences with the target word.
- Use the word in sentences of their own.

Example: Tell your partner about a job at home you have a *responsibility* to do.



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1. Pronounce It, Write It, and Read It

- Put more emphasis on phonological confusions

2. Tell Students What the New Word Means

- Add reference to cognate, if possible
- Create definitions based on real situations in students' lives

3. Say More about the Word; Give Examples

- Use a gesture to convey the meaning of the word

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4. Ask Questions about the Word's Meaning

- Use questions that can be answered with items in classroom

5. Elicit Word Use by Students

- Have students repeat sentences instead of generating them



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What Kinds of Practice Are Effective?

What strategies and activities can help students deepen their knowledge and “ownership” of a new word?



Explicit Instruction Includes Ample Practice

52

- Words are more likely to be learned well if they are learned in relation to other words.
- Networks of association between words include many attributes:
 - Phonological features
 - Morpheme structures
 - Orthographic features
 - Sensory-motor associations
 - Visual images
 - Emotional triggers



10-12 exposures are needed for students to “own” the word

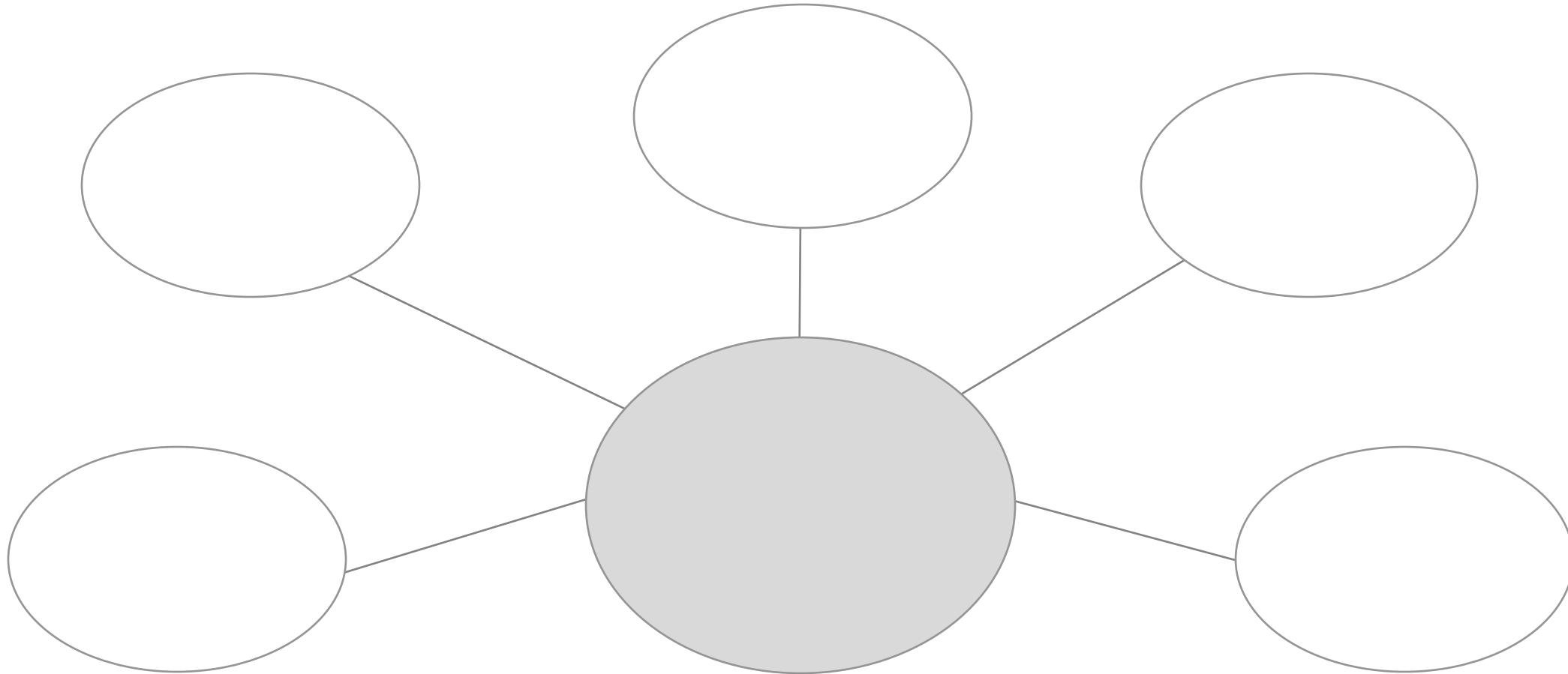
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- Many words have more than one meaning or use.
- Some of the oldest words in English have the most meanings and uses.



Your Turn: Multiple Meanings



K-2nd

bark

bit

bat

file

hit

last

3rd-5th

bill

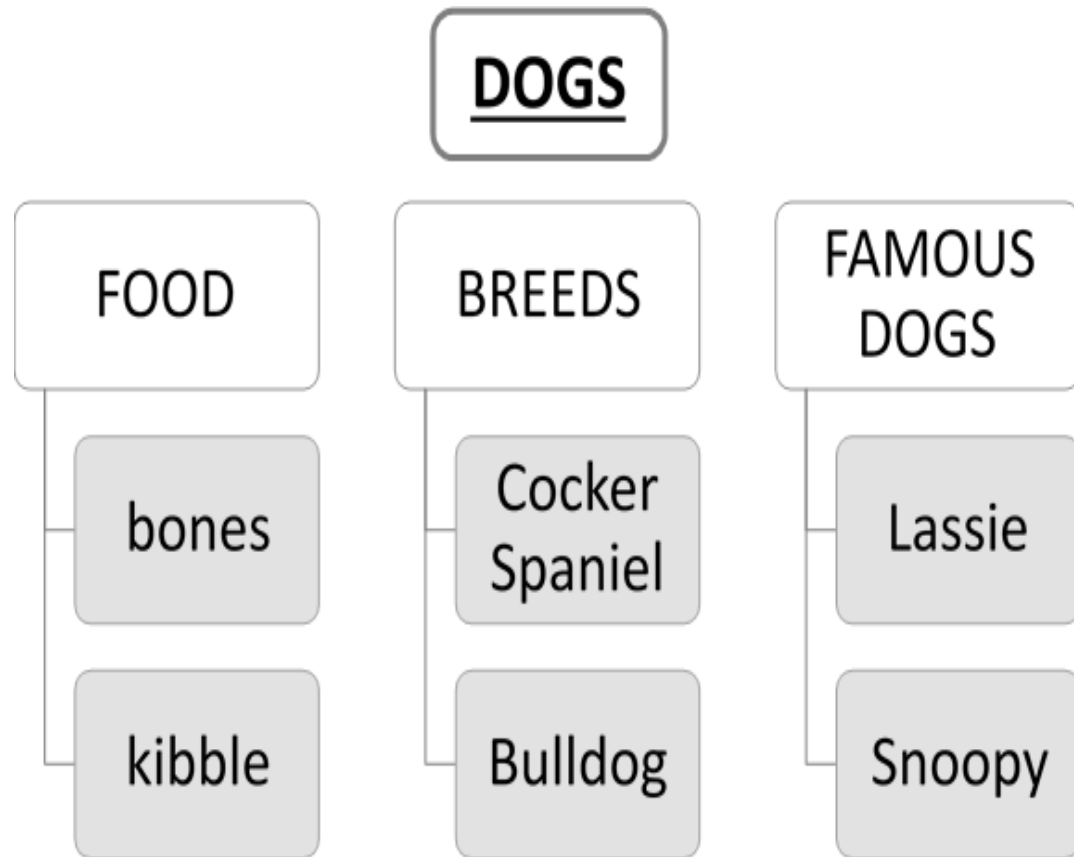
kid

blue

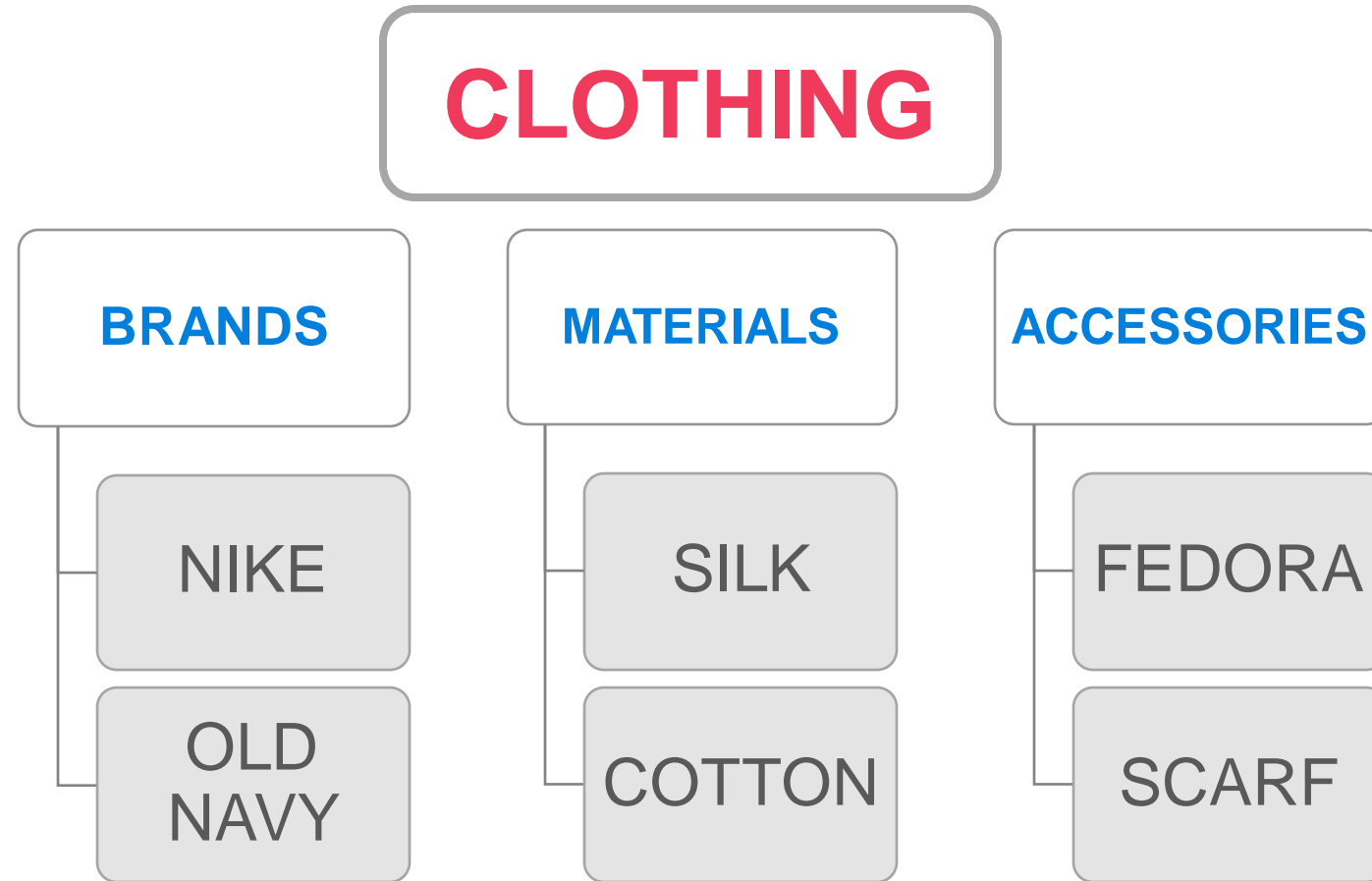
mine

log

jerk



- Lexicons, or mental dictionaries, are organized into many networks.
- Classification is the natural way that the brain connects new information with previous learning.



Old Navy
Silk
Fedora
Cotton
Scarf
Nike

Semantic Feature Analysis

- Method for comparing the attributes of concepts that overlap to some extent, but are distinguished from one another
- Semantic Overlap- common features between words that are not synonyms

Comparison of Vertebrates				
	Have Fur/Hair	Have a Spine	Are Warm-Blooded	Lay Eggs to Reproduce
Birds		X	X	X
Mammals	X	X	X	
Fish		X		X
Amphibians		X		X
Reptiles		X		X

Your Turn: Semantic Feature Analysis

	Cup	Glass	Mug
Has a Handle			●
Made from Clay			●
Made from Glass		●	
Has a Round Shape	●		●
Tall Rather than Round		●	
For Hot Liquid			●
For Cold Liquid	●	●	
Made From Paper	●		
Use for Hot Tea			●

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Scaling Gradable Antonyms

- Gradable antonyms take meaning from the context in which they are used.
- Scaling is an exercise that aligns words on a continuum to show degrees of meaning.
 - Helps writers be more precise in word choice.
 - Helps young readers refine their knowledge of word meanings.



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The shade of meaning can:

- differentiate one synonym from another
- make one word a better choice based on the specific context



Teachers may also include the words in sentences to provide context for placing the words on the continuum.

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Your Turn: Scaling Activities

There are two options for these activities.

1. Provide words to help students complete the scale.



2. Students think of words to complete the scale.



The way a teacher uses language directly affects student vocabulary growth by increasing:

- Quality of language, especially the use of unusual words. This is more important than the number of words used.
- Classroom conversations between teachers and students. This can be a powerful antidote to impoverished home language environments.



Use descriptive, unusual words during routine moments

Instead of: “Emily and Jerome did a great job on their story.”

Try: “Emily and Jerome collaborated and generated a captivating narrative.”

Use sophisticated language to discuss reading themes

For *Little Bear Lost*: “American Indians who resided on the plains were nomadic; they had to live simply to be ready to move, and follow their main source for survival, the bison. Bison is the word used today for buffalo.”

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Rephrase student responses in more sophisticated language

Student: “They was not famous and people didn’t think they was smart”

Teacher: “Yes, but the inventors we are studying were very clever, persistent, and eventually got patents, or legal protections for their work.”

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- Increase word consciousness and mastery of words
- Encourage participation of all members of the school community to participate and learn
- Use an incentive to support schoolwide goals for citizenship and vocabulary

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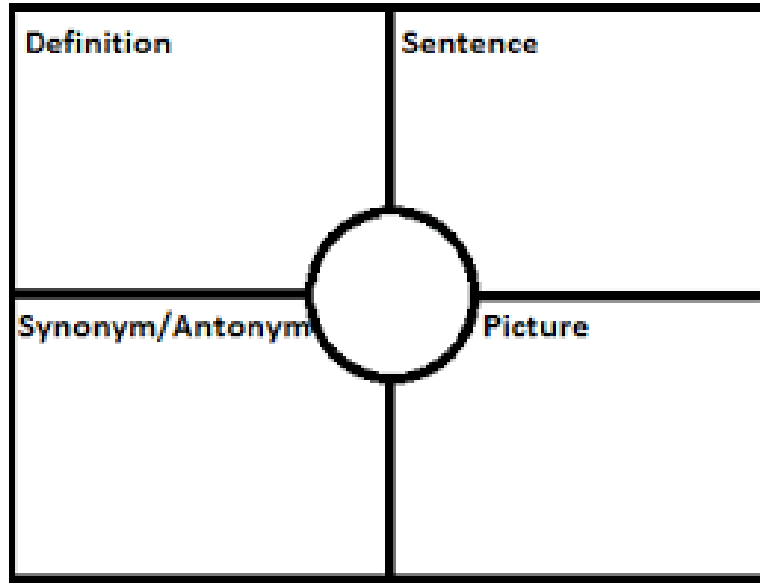
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Use vocabulary extension activities:

- Only after students have a basic understanding of the words and their meanings
- To provide opportunities to practice application of previously learned words
- To increase motivation for students as they begin to “own” the words and use them in speaking and writing

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Four-Squares

- Can be organized in different ways
- Select and Connect
- Oral language builder

Choose 2 words:

lost

locked

frightened

wriggled

garden

mischief

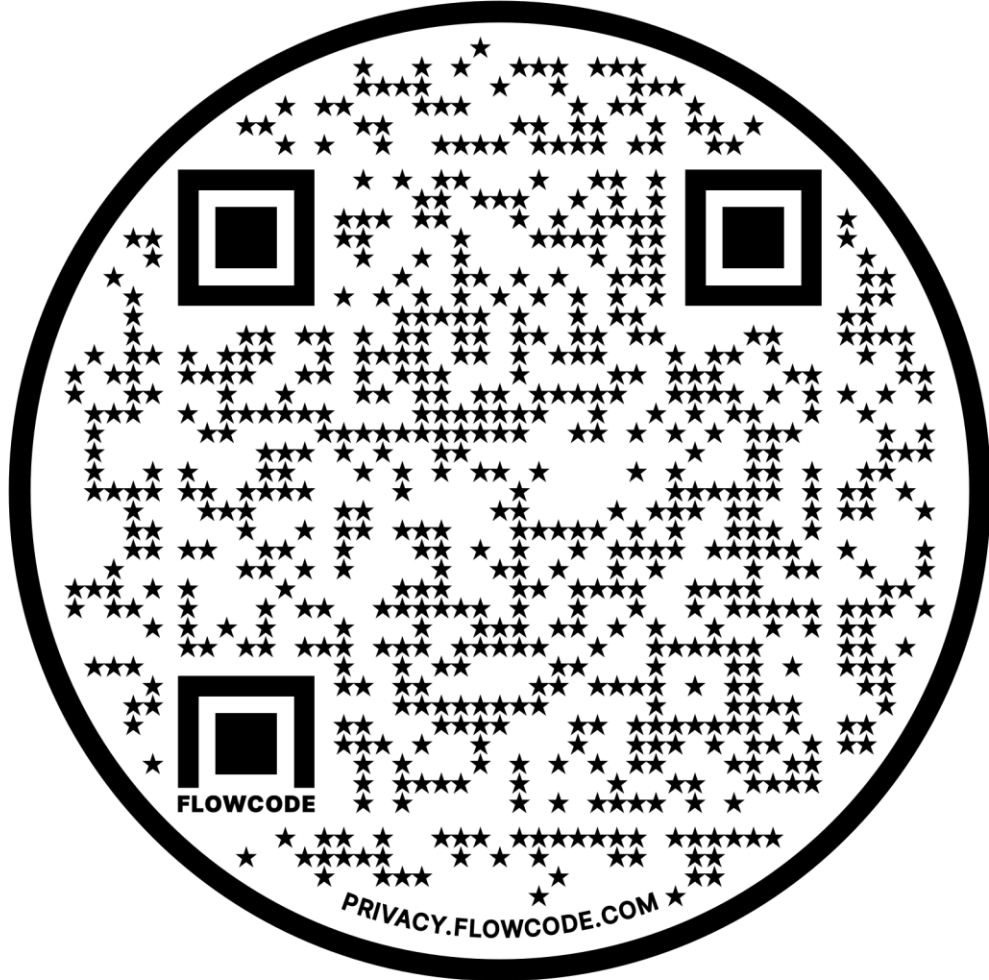
naughty

safe

Use them in a sentence:

Peter became **lost** in the garden and got into **mischief**.

Partner Chatter- opportunities to use new words in conversation with peers



Use Google Jamboard

- Teach steps 1 through 5 of the explicit routine
- Allow students to create their own Jamboards independently

[Google Jamboard Vocabulary Example](#)

Achievement in vocabulary and comprehension have a strong correlation, accounting for up to 50-60% of the variance in comprehension achievement.

Develop routines for pre-teaching words from high-quality texts and explicitly teaching Tier 2 vocabulary words.

Plan purposeful adaptations for English Learners by linking to cognates in their native language, and providing visual, kinesthetic, and real-life examples.

Explore options for vocabulary practice that will help students “own” the words and use them in speaking and writing.

Lingering Questions?





- Statewide public awareness campaign promotes literacy, particularly among Kindergarten through 5th grade students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit <https://strongreadersms.com> for more information



Kasey Rather

Literacy Coach

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BYE!



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