



Implications of Reading Next (and the Common Core Standards) for Primary Reading Instruction

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Goals for this Talk

- Remind us of what education is supposed to be about
- Reflect on the new challenges of the later grades
- Consider whether what we are doing in the early grades is a good preparation for those challenges

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Claim

Preschool and primary grade teachers can help prepare students for the challenges encountered in content area reading/learning in grade 4 and up. PreK through 3rd grade instruction that expands students' knowledge bases, that exposes them to rich vocabulary and academic language, that demands perspective coordination and reflective argumentation constitute that preparation.

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Three major questions

- 1) What is the evidence in support of this claim?
- 2) What do the recommended classroom practices look like?
- 3) How do PreK-3rd grade teachers manage to do all that with students who arrive far behind grade level expectations?

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Thinking about the endpoint

- Reading for pleasure
- Reading for learning
- Reading for employment
- Reading for citizenship
- Reading for global communication



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21st century skills

- Scholarly writing (arguments, analyses)
- Critical thinking
- Sophisticated vocabulary
- Academic language skills
- Content knowledge in key areas: math, science, history, humanities
- **Deep** reading comprehension

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Thinking about Reading Next

- Focused on the needs of schools serving post-primary students
- But presupposed that students arrived at 4th grade ready for 4th grade work
- Able to read at 3rd grade level
- Knowledgeable and linguistically prepared to understand 4th grade texts

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Thinking about the Common Core Standards

- Mapping backwards from 'college and workplace ready'
- Implications for increase in challenge in grades 4-12 obvious
- But also implications for Prek-3 if we take seriously what we know about literacy development

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What are the predictors of good **early** reading comprehension?

- Alphabetic skills – grasped and mastered
- Vocabulary knowledge/oral comprehension




The Simple View of Reading

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What are the predictors of good **later** reading comprehension?

- Alphabetic skills – grasped and mastered
- Vocabulary knowledge
- Academic language
- Coordinating perspectives
- Reflective reasoning
- Background knowledge
- Reading purposefully

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Which of these can we work on in pre/primary grades?

- Alphabetic skills – grasped and mastered
- **Vocabulary knowledge**
- **Academic language**
- Coordinating perspectives
- Reflective reasoning
- **Background knowledge**
- **Reading purposefully**

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Which need on-going attention in post-primary grades?

- Alphabetic skills – grasped and mastered
- Vocabulary knowledge
- Academic language
- Coordinating perspectives
- Reflective reasoning
- Background knowledge
- Reading purposefully

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Vocabulary

- Represents knowledge in its own right
- Relates to reading at all levels
 - Phonological awareness
 - Word reading
 - Comprehension
- Crucial for academic success
- Domain of serious deficit for some students

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Do we have to start thinking about this in the preschool/primary years?

Yes, because

- Vocabulary knowledge is cumulative
- Vocabulary knowledge facilitates vocabulary learning
- Reading familiar words is easier than reading unfamiliar words

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How is vocabulary knowledge related to reading?

- High correlations between vocabulary and reading at all ages (Preventing Reading Difficulties in Young Children, NRC, 1997)
- Vocabulary relates to PA
- Vocabulary relates to reading comprehension
- Reading generates vocabulary—the Matthew Effect (e.g., Cunningham, A. & Stanovich, K. 1997. Early reading acquisition and its relation to reading experience and ability ten years later. *Developmental Psychology*, 33, 934-945. Stanovich, K. & West, R. 1989. Exposure to print and orthographic processing. *Reading Research Quarterly*, 24, 402-433.)

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Thinking about Vocabulary

- The challenge of vocabulary development
- What we know about vocabulary development
- Implications for practice

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First, what is vocabulary?

- Knowledge of words – orally
- Ability to understand words – aurally
- Initially independent of literacy
- Later dependent on literacy

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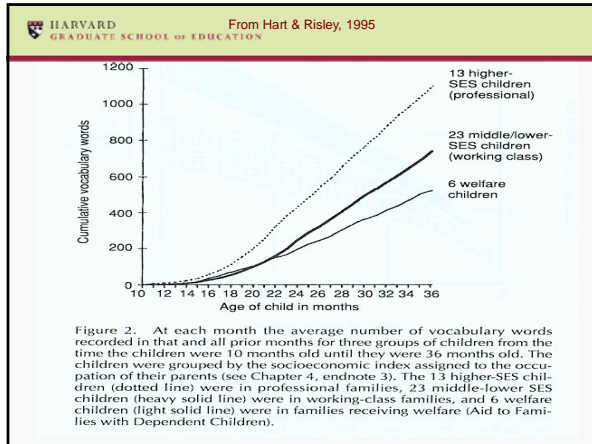
Facts to be explained

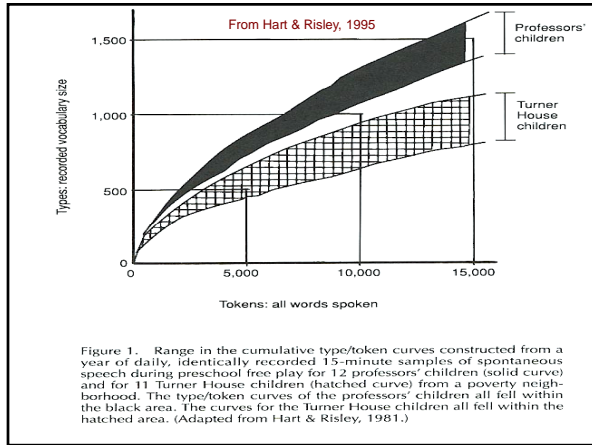
- Individual differences and group differences
- Factors related to those differences
- Relation of vocabulary to literacy

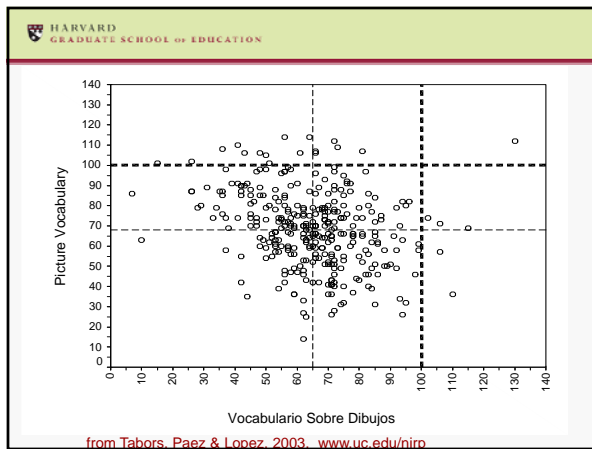
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Correlates of difference

- Social class
- Poor reading skills
- Aliteracy
- The complexity of the domain
- Second-language learner status







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Daunting challenges, but we have...

- A huge research base on vocabulary acquisition
- Proven programs and approaches
- Rising recognition of the issues among practitioners and researchers

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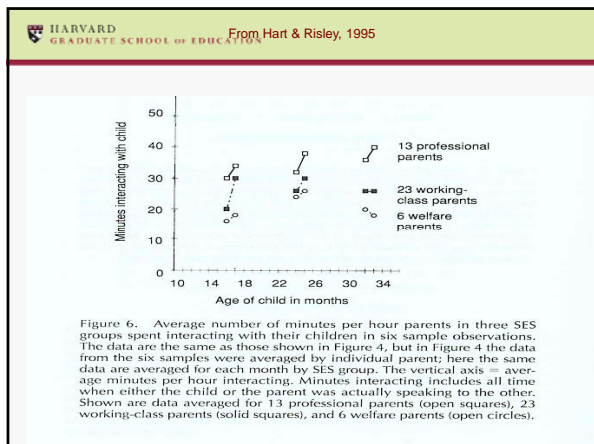
What explains the differences? Input frequency

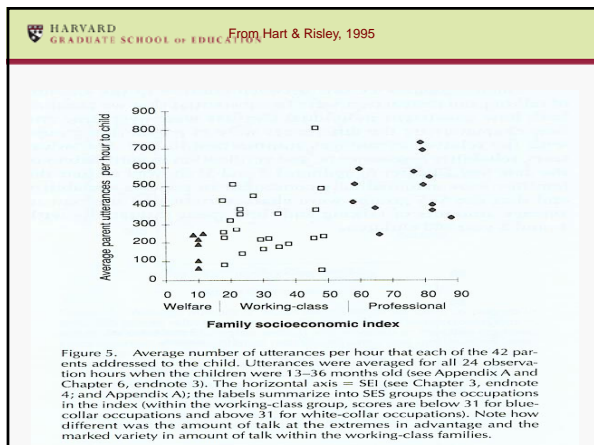
- Mothers who speak more have children with larger vocabularies
- Groups of parents who speak more have children with larger vocabularies
- Also, quantity of talk in preschool programs relates to children's vocabularies

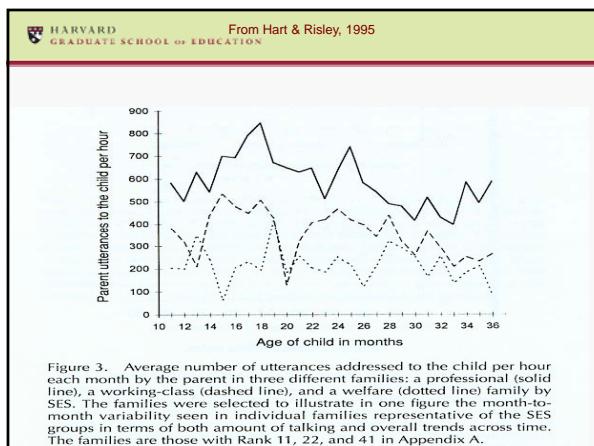
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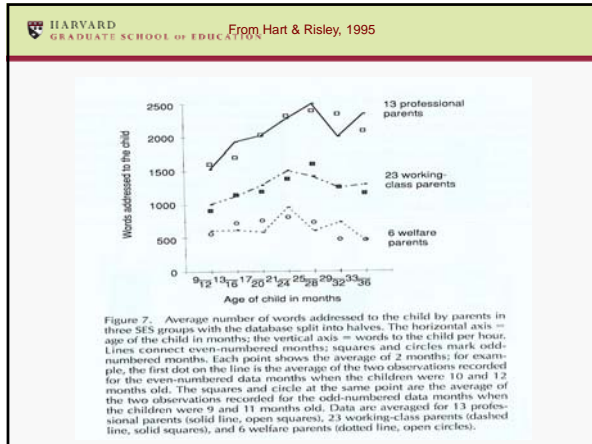
From Hart & Risley, 1995

Figure 4. Average number of minutes per hour that each of the 42 parents spent in interactions with the child. Number of minutes was averaged for six observations: when the children were 16–17 months old, 24–25 months old, and 32–33 months old (see Chapter 3, endnote 6). The horizontal axis = SEI, or the socioeconomic index number assigned to parent occupation (see Chapter 3, endnote 4); the labels summarize into SES groups the occupations in the index. The vertical axis = average minutes per hour interacting. Minutes interacting includes all talk between child and parent, that is, time when either the child or the parent was actually speaking to the other.











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Sample and data

- Children from low-income families
- Followed from three years of age
- Observations at home and preschool
- Interviews with parents, teachers, the students themselves
- +/- yearly assessments of language, literacy, school progress

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Predicting kindergarten literacy skills from home and preschool

- Exposure to rare words
- Involvement in extended discourse
- Presence of a cognitive curriculum in preschool
- Support for literacy at home



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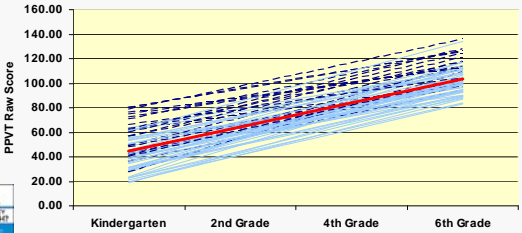

Predicting vocabulary at K entry

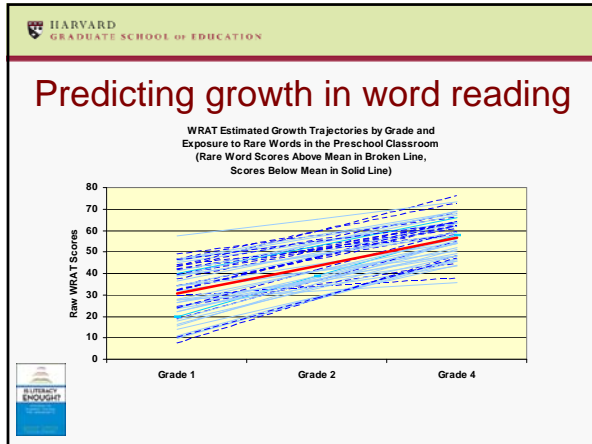
| | HOME | PRESCHOOL | BOTH |
|-----------------------------|------|-----------|------|
| Controls | 18% | 18% | |
| + extended discourse | 23% | 41% | |
| + rare word density | 34% | 27% | |
| + home support for literacy | 32% | | |
| + classroom curriculum | | 28% | |
| + all three predictor | 44% | 49% | 56% |

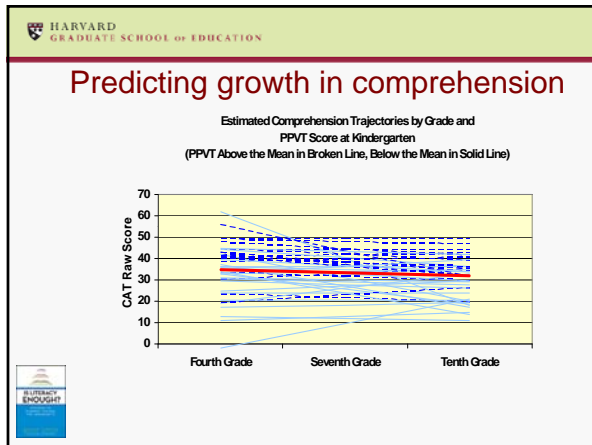
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Predicting growth in vocabulary

PPVT Estimated Growth Trajectories by Grade and Rare Word Density at Home
(Density Above Mean in Broken Line, Below Mean in Solid Line)





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Input quality

- Quality of input at home influences child vocabularies
- Quality of input in preschools influences child vocabularies
- Quality of input relates to quantity of input

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Input quality and quantity

Evidence from correlational studies
→
Evidence from experimental studies

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Project EASE Sessions

- **Words, Words, Words:** a vocabulary unit
- **Once Upon a Time:** a storybook unit
- **Cracking the Code:** a letter and sound unit
- **A Time to Remember:** a narrative retelling unit
- **Talking About the World:** a nonfiction text unit

Jordan, G., Porche, M. & Snow, C.E. (2000). Project EASE: Easing children's transition to kindergarten literacy through planned parent involvement. *Reading Research Quarterly*, 35(4).

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EASE Parent Component

- Parents attend five monthly sessions which model language and literacy activities
- Parents work with child in structured weekly activities done at home
- Parents are also invited to participate in classroom activities

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Sample and Procedure

- Four schools receiving Title I assistance
- 248 kindergarten students and families
 - 177 received the intervention
 - 71 in the control group
- SES at the school level, small percentage of minorities
- Pre-test in September; post-test in May
- Parent interview before intervention

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Project EASE: Assessment and emergent literacy task pre- and post-test scores, by control (n=71) and experimental groups (n=177).

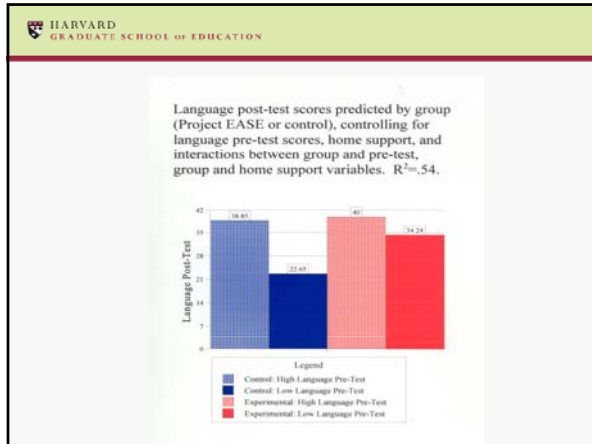
| | Test Range | Mean Difference Between Pre-test and Post-test (sd) | |
|-------------------------|------------|---|----------------|
| | | Control | Experimental |
| Language Vocabulary | 0 - 20 | .54 (2.44) | 3.10 (3.59)*** |
| Listening Comprehension | 0 - 12 | 1.07 (1.87) | 1.94 (2.52)** |
| Story Sequence | 0 - 10 | .69 (3.01) | 2.21 (2.92)*** |

Significantly higher gains in difference scores: **p<.01 ***p<.001

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Project EASE Results

- Project EASE had a significant effect on children's language skills
- Supportive Home Activities and Home Environment Resources were related to children's language and literacy skills
- Children most at risk for language and literacy difficulties made the greatest gains






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- ### Research-based Principles of Vocabulary Instruction
- Establish and discuss joint attentional focus
 - Ensure affective engagement
 - Celebrate successes
 - Encourage experimentation
 - Present new words in rich semantic contexts
 - Engage children in using the words
 - Ensure recurrent exposures

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Implications for practice


The special place of book-reading

- Recurrent exposure to new words/concepts
- Opportunities for deepening of meaning
- Opportunities for children to assume increasingly active roles
- Exposure to novel information, low-frequency word
- Varied genres
- Big ideas

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Research on book-reading quality

- Whitehurst and colleagues: Dialogic Reading
- DeTemple and colleagues: Nonimmediate talk
- Beck & McKeown: Text talk

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Four DR Strategies: PEER


- **P**rompt the child to respond to the book (i.e. "What animal is on this page?")
- **E**valuate the child's response, gently if they're wrong (i.e. "It looks like a horse, but we call that a cow.")
- **E**xpand the child's response by repeating and adding information. (i.e. "Yes, it is a cow. A cow with black and white spots.")
- **R**epeat – encourage child to repeat the expanded utterance

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Five DR Prompts: CROWD

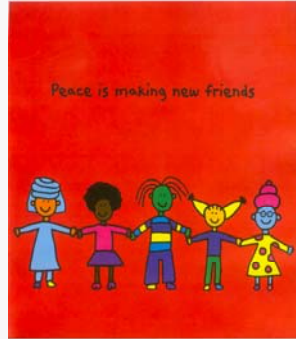
- **Completion** – fill-in-the-blank (i.e. “Something went bump, and that made us ____.”)
- **Recall** – ask children to remember something from earlier in the book
- **Open-ended** – children respond in their own words (i.e. “Tell me about this page.”)
- **Wh** – who, where, why, when, what, how
- **Distancing** – ask children to relate aspects of book to their lives (i.e. “Raise your hand if you’ve ever played in the snow like Peter did. What did you do in the snow?”)

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a book for labeling

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a book for discussing at length

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Implications for practice

- The special place of book-reading
 - Varied genres
 - Big ideas
- A role for content-focused curriculum
 - Getting beyond the familiar
 - Social development-related activities
 - Science- and math-related activities

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Learning about Firehouses



Oral Language

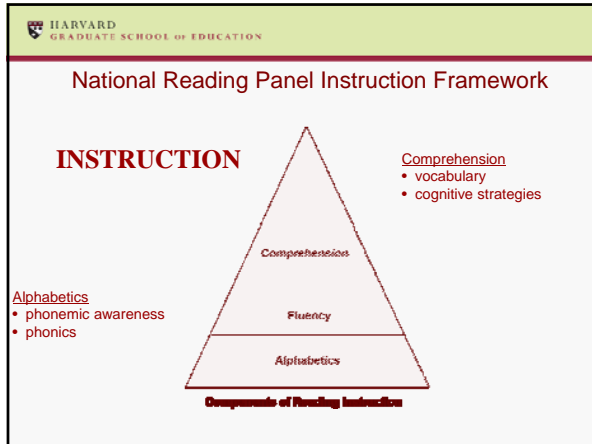
- Phonological Awareness
- Alphabet Knowledge
- Print Awareness

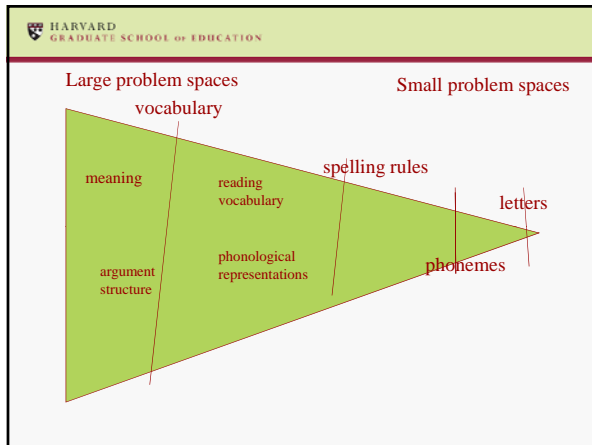
Plus real-world knowledge!

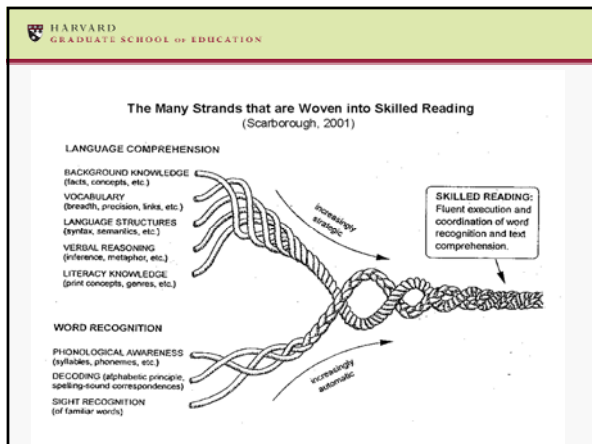
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In short

- There are proven methods to teach vocabulary
- But vocabulary is best acquired when we
 - Focus on content
 - Ensure children are having fun
 - While being conscious of opportunities for vocabulary learning



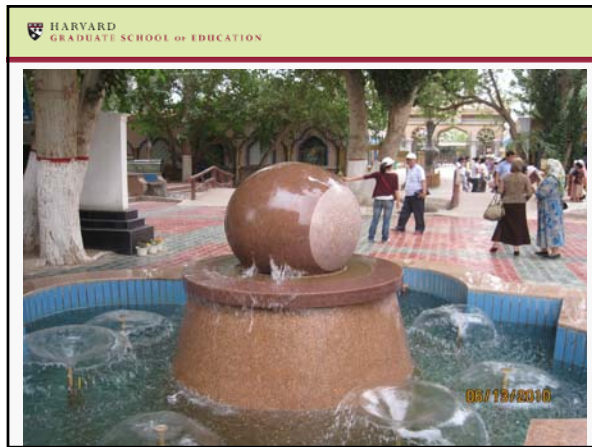




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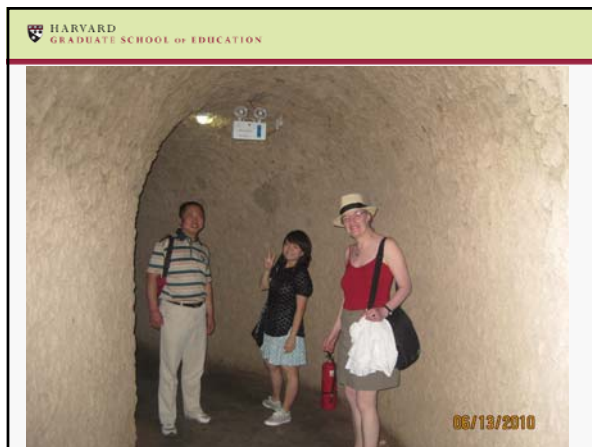
Early preparation for later reading comprehension

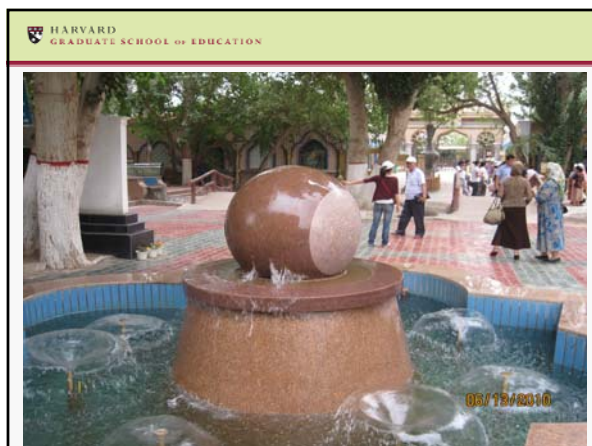
- Oral discussion and presentation
- Opportunities for emergent writing
- Enjoyable reading with varied purposes
- Multiple genres
- Background knowledge building activities











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www.serpininstitute.org/wordgeneration

www.gse.harvard.edu/~snow

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