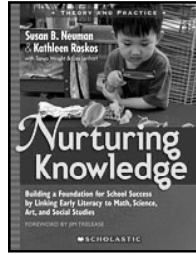




Improving Literacy Achievement Through Systematic Vocabulary Instruction

Susan B. Neuman
University of Michigan

- o *"Nurturing Knowledge: Building a foundation for school success by linking early literacy to math, science, art, and social studies"* by Susan B. Neuman, Kathleen Roskos, Tanya Wright and Lisa Lenhart: Scholastic, 2007



Words are conveyors of knowledge

Hart and Risley's research.....

- o 30 million word catastrophe

	Yearly Exposure	Vocabulary Size
Higher - SES	11.2 million words	1116 words
Working Class - SES	6.5 million words	749 words
Lower - SES	3.2 million words	525 words


- o Strong predictive factor in middle school reading success and high school completion



Why is vocabulary so hard to teach?




The early years




- o Quantity and Quality of Words
- o The importance of rare or 'sophisticated' words
- o The importance of academic vocabulary

Existing discourse about vocabulary



o (Pointing)	o (Reading a book)
o What's that?	o A cave
o And what's that?	o A cave is like a hole in a mountain

Parentese



Expert Talk...

- o Parentese
 - o Repetition and paraphrasing
 - o Extensions
 - o Explicitness
 - "Don't make those gulping sounds...like this.."
 - o Variety and sheer quantity



ready to read

Distancing...

- o Parent knows the child's history
- o Connects the known to the unknown
- o Compares and contrasts
- o Brings it up a notch..."This is a kind of "
- o No longer the here and now, but the abstract, the concept...



ready to read

Concerted cultivation




Expectations

- Parent actively fosters child's opinions, ideas
- Negotiates
- Foster's a point of view
- Supports questioning




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Common
myths about
vocabulary




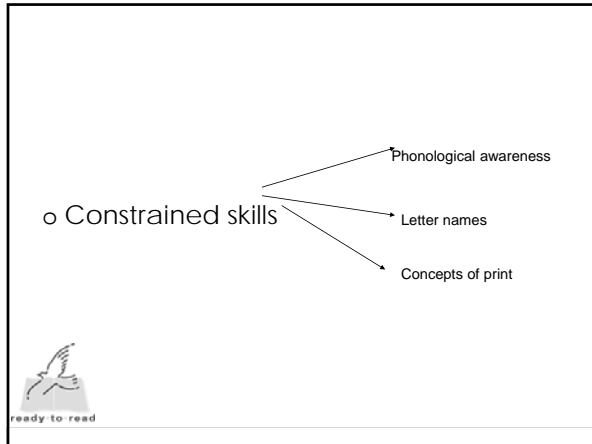
o It does not predict reading success

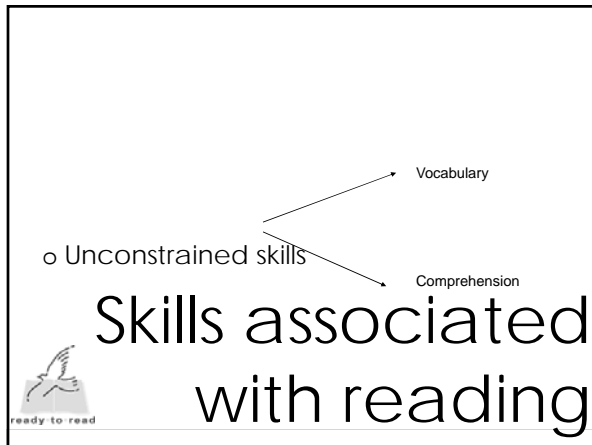


The simple view of reading

Code-related skills X Language
comprehension=Reading







- o Phonological awareness and letter names are the strongest predictors of reading success
- o BUT
- o Vocabulary and Comprehension will be the strongest predictors from grade 4 on of reading success and school completion

Why is it important?


ready to read

Myth #2: Fast mapping




- o 8 episodes per 3 hour observation
- o 7 of these words were different


Embedded (implicit) instruction



Myth #3: Storybook reading is sufficient



Myth #4: "I do it all the time"




Myth #5: I can rely on my comprehensive program




Scope and Sequence...


Curriculum	A	B	C	D
Vocabulary Objectives Scope and Sequence	TOTAL: 4 <ul style="list-style-type: none"> • Uses new words as a part of his or her speaking vocabulary in meaningful ways. • Says new words and dialogue from stories. • Shows a steady increase in the number of words in his or her listening vocabulary • Refines and expands his or her understanding of known words in English and/or home language 	TOTAL: 26 <ul style="list-style-type: none"> • Antonyms • Comparatives/Superlatives • Compound Words • Connecting Words (Transition Words) • Context Clues • Contractions • Figurative Language • Greek and Latin Roots • High-Frequency Words • Homographs • Homophones/Homonyms • Idioms • Inflectional Endings • Irregular Plurals • Multiple Meaning Words • Multisyllabic Words • Position Words • Prefixes • Question Words • Base or Root Words • Selective Vocabulary • Suffixes • Synonyms • Time and Order Words (Creating Sequences) • Utility Words (Colors) 	TOTAL: 10 <ul style="list-style-type: none"> • Uses newly learned vocabulary on multiple occasions and in new contexts • Identifies a wide variety of objects through receptive language • Names, describes actual or pictured objects • Shows a steady increase in listening and speaking vocabulary • Identifies the meaning of content specific vocabulary • Uses position words. • Uses sensory words. • Uses temporal words (before, after, first, next, last). • Begins to understand simple multiple meaning words, homonyms, synonyms, antonyms 	TOTAL: 7 <ul style="list-style-type: none"> • Shows a steady increase in listening and speaking vocabulary. • Uses new vocabulary in everyday communication. • Refines and extends understanding of known words. • Links new experiences and vocabulary to what is already known about a topic. • Names and describes objects. • Uses relational words (near, far, today, tomorrow). • Uses descriptive and precise vocabulary




Instructional Element	A	B	C	D	E	F	G	H	I	J
1. Identifies words to be learned <i>Vocabulary Instructional Elements in 10 Preschool Literacy Curricula</i>	+	+	+	+	+	+	+	+	+	+
2. Specific teaching techniques to address these words	-	+	-	-	+	-	-	-	+	-
3. Provides opportunities to use/practice words	-	+	-	-	+	+	-	-	+	-
4. Provides opportunities to review previously learned words	-	+	-	-	-	-	-	-	+	-
5. Provides strategies for ongoing progress monitoring of vocabulary development	-	-	+	+	-	-	-	-	+	-

 Instructional Features....

Myth #6:
Open-ended
questions




- o Effects of vocabulary training on word learning (Marulis & Neuman, 2010)
 - o 67 studies; 216 es; 6,000 children ;G=.88 (effect size)

 Meta-analysis

o Children learn the words they hear the most


- Repetition plays an enormous role in word learning
- Implications: Organization of classroom instruction



Key principles

o Children learn the words for things that interest them


o Implications...unusual words; word consciousness



Key principle #2

o Interactive and responsive rather than passive contexts favor vocabulary learning

o Implications...call/response etc..



Key principle #3

- o Children learn words best in meaningful contexts



Key principle #4

- o Children need clear information about word meanings

- o implications




Key principle 5

- o Vocabulary and grammatical development and phonological development are reciprocal processes




Principle #6



Instructional
implications

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contact
information

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