



Thinking About Literacy: Vocabulary and Spoken Word Knowledge in Preschool and Kindergarten



Hello!

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Self Identified SLP "Scientists", striving
to bring research informed practices
into the doors of our schools

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Learner Objectives

1. Understand how vocabulary and word knowledge relates to literacy acquisition
2. Determine considerations for selecting vocabulary targets
3. Explore and apply effective methods of intervention and measurement (review of the literature)



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Science of Reading

1. National Reading Panel
2. Simple View of Reading
3. Reading Rope
4. Cognitive Foundations Framework

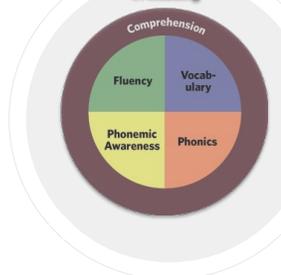
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National Reading Panel (2000)

5 Pillars of Literacy Instruction:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Essential Components of Reading



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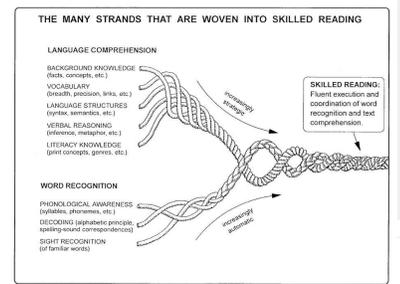
Simple View of Reading Gough & Tunmer (1986)

$$RC = D \times LC$$

Reading Comprehension (RC) is the product of Decoding (D) and Language Comprehension (LC) proficiencies.

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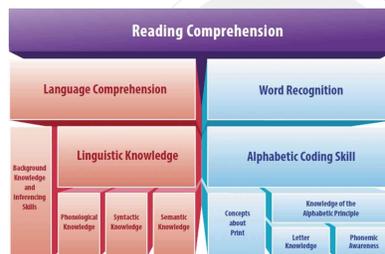
H. Scarborough's Reading Rope (2001)



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Cognitive Foundations Framework

Tunmer & Hoover (2019)



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Science of Word Learning and Vocabulary Development

What is vocabulary?

- Our store of words
- Vocabulary is the means by which we express mental representations: ideas, concepts, facts, memories
- Having more words corresponds with background knowledge

(Snow, 2020)



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Science of Word Learning and Vocabulary Development

How do we acquire vocabulary?

- **Word** Knowledge
- **World** Knowledge

(Hirsch, 2003)



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Word Knowledge involves several types of language:

1. Phonological
2. Orthographic
3. Semantic

And the linkages between these

(Duff, 2019)



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Word Knowledge & World knowledge:

- Children first learn words through hearing speech sounds joined together to form words (phonological input) and having word meaning attached on to those sounds (semantic association)

(McLean, 2020)



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Mapping

When children learn to read, they map the spoken forms and meanings from the words they have heard onto written or orthographic forms.

(Colenbrander et al. 2019)

As children learn to read, they are building their word knowledge and world knowledge

Word Learning

Fast mapping and slow mapping occur in acquiring new words

Fast Mapping

- Quick, after a few exposures
- meaning explained when word was not known
- superficial
- not likely to use word on their own

Slow Mapping

- occurs over time
- leads to very deep word learning and therefore increased comprehension
- occurs after many exposures in many contexts

(adapted from McLean, 2020)



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“Knowing a word is not an all or nothing proposition”

(Beck et al. 2013)



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Word knowledge is incremental & gradient, not binary

Breadth

Is this vocabulary item in their lexicon?

Depth

How much does the child know about the word?

(Duff, 2019)



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Word Knowledge Continuum

Surface Level Knowledge

"I have heard this before"

Sophisticated & flexible Understanding

"I know this word well enough to explain its meaning precisely and in depth and I can use it appropriately in multiple contexts"

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Implicit vs. Explicit Learning

Implicit

- Farrow et al. (2020)
Teachers who expose children to more complex syntax through instructional interactions positively impacted children's vocabulary growth

Explicit

- Peters-Sanders et al. (2019)
Simple reading of stories is not sufficient to significantly impact the learning of challenging and more sophisticated vocabulary



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The average student knows around 45,000 words by high school graduation

If a child enters grade 1 knowing about 6000 words, then they will learn 3000 new words per year.

This means learning 10 new words per day

(Hogan, 2020)

Word Knowledge is essential to academic achievement...

Vocabulary knowledge is essential to spoken and written communication

ALL students can benefit from high quality vocabulary instruction

Children with language and reading disorders experience specific challenges learning new words



(Adlof, 2019)

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Children with a language delay, CAS or other speech disorder are learning differently. What can we do to help?

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CAS & Vocabulary Development

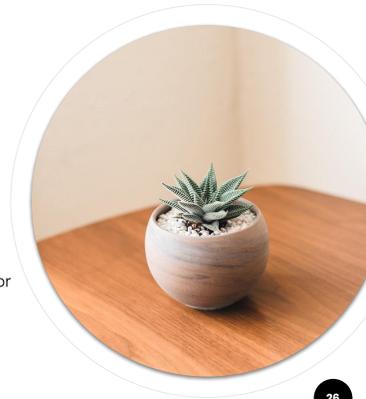
There is a need to interpret the research to fit this population

Practical Applications

Implicit & Explicit Learning within the classroom

Breadth & Depth of word knowledge

Intervention for word learning should be robust



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Guiding Principal: Implicit & Explicit Learning

We know that a focus on building knowledge of Tier 2 words is important

- | | | |
|--|---|---|
| <p>Tier 1</p> <ul style="list-style-type: none"> words typically found in oral language and includes words typically learned in everyday experiences <p>typically learned implicitly</p> | <p>Tier 2</p> <ul style="list-style-type: none"> high-utility, wide-ranging words for academic or book language, more abstract and associated with written language <p>requires explicit teaching</p> | <p>Tier 3</p> <ul style="list-style-type: none"> are technical and closely related to a specific topic or subject areas <p>requires explicit teaching</p> |
|--|---|---|

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Guiding Principal: Breadth & Depth

When thinking about goals, ask this...

- | | | |
|---------------|---|--|
| Breadth goal? | Is your goal to increase the number of words? | Whole Class vs. Individual |
| OR | | |
| Depth goal? | OR | Is your goal to increase the depth of their knowledge? |

multiple encounters over time are required for deep, sustained knowledge, knowledge retention, and knowledge transfer/application



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Guiding Principal: Think Robust

- Use criteria for appropriate word selection rather than a predetermined list of vocabulary words
- looking at words in tiers to support vocabulary selection and identifying high utility words.

(Beck et al, 2013)

"People and animals are affected by change in seasons"



Bear Snores On

hibernate
cuddle
peek
lair
wee
brew

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Adlof (2019) states: "given the pivotal role of vocabulary in literacy development and overall academic achievement, it is important to ensure children have adequate opportunities to build vocabulary knowledge...children with language, reading, and other learning disabilities exhibit poorer vocabulary knowledge than their typically developing peers".

Collaboration with Teachers



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How can we implement these ideas?

Consistent and intentional:

- Exposure to tier 1 words
- Opportunity for exposure and instruction to tier 2 vocabulary words



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Universal Learning Strategies

- Explain the meaning using words the child knows
- Teach evaluative skills: Do I know this word?
- Generate interest in knowing words
- Plan for introduction of new vocabulary

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MORNING Message

Today is Tuesday, it is a *lovely* day.
I am *delighted* to be here.

I *insist* we work hard on our
listening today.

We will have a class snack, it sure
looks *scrumptious!*

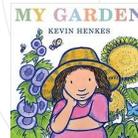
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Oral read-alouds

Choose books intentionally, with the goal to develop curriculum concepts and vocabulary

Examples of Curriculum Concepts:

- "Ideas and Opinions are important to share with one another"
- "People have connections to land and place"
- "Communities are diverse in a variety of ways"
- "Objects can be compared and ordered by length"



help(er)
grow
rust(y)
invisible
old
pattern

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More whole class ideas.....

Word Wizard (Beck et al. 2007)

- Teacher chooses 2-3 words to target in the week (guide: curriculum concepts)
- Celebrate when students use target words
- Students share knowledge of target word with others



Word Search

- Students get sent home target words and parents can record in a vocab journal where the word was heard/in what context
- Home reading journal, there is a space for title of book, but also a space for logging vocabulary words discussed

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More whole class ideas.....

Word Tree



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Adding the layer of Spoken Word Knowledge and Vocabulary Learning to your speech motor learning treatment sessions

Early word ideas....

But, WSW pattern

Morphology

Multiple Meanings

How can we support parents at home?

When tier 2 or "juicy" words are used and highlighted outside of the classroom children will likely store these words in a permanent place (e.g. "cozy")

- maintain attention to words that have been taught, when outside of the classroom
- parents could get a list for the month for tier 2 words targeted
- record books read AND vocab targeted during home reading



Measurement



What does it mean to know a word?

Word knowledge is incremental and gradient and not binary: we need both- breadth *and* depth (Duff, 2019)

Measurement: Standardized Assessment

"Norm referenced tests of vocabulary are rarely adequate for measuring the effect of intervention" (Duff, 2019)

AND

"Norm referenced vocabulary measures, such as PPVT are not designed to measure incremental changes in knowledge of a word, usually only asking one question per word" (Duff, 2019)

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Measurement

There is a need to think about the requirements of the task used to measure learning

(Storkel, 2019)

"Clinically, the most immediate need is to establish if the child has gained knowledge in the words that were taught." (Duff, 2019)

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Measuring: Dynamic Learning

Looking for students demonstrating their learning (visible learning)

Living, non living, and human made things have places in the shared environment



Comparison of objects based on a single attribute

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Measurement

Clusters of 4 Yes/No items

E.g., Shiny

- If you just went through a car wash, might your car be shiny?
- If your rubber boots are muddy, are they shiny?
- Does shiny mean very clean?
- Does shiny mean dark?

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Review Learner outcomes

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Summary of The Things:

Take away message from Science of Word Learning and Vocabulary development

Vocabulary is a foundational building block for reading comprehension

Take away message from Practical Applications

Give intentional thought to Tier 2 words
Targeting depth of knowledge to promote learning transfer

Take away message from Measurement

Knowledge is incremental & gradient
Dynamic evaluation



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Thanks!



Any questions?

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