

Nurturing the Vocabularies of Students Who Live in Poverty

**Presented by
Dr. Rick DuVall
www.drrickduvall.com**



Today's Forecast

- Why teach vocabulary?
- Indirect Vocabulary Instruction








Explicit Instruction in Vocabulary

“Direct teaching of vocabulary might be one of the most underused activities in K – 12 education. The lack of vocabulary instruction might be a result of misconceptions about what it means to teach vocabulary and its potential effect on student learning. Perhaps the biggest misconception is that teaching vocabulary means teaching formal dictionary definitions.”

Marzano, et al., 2002

Framework for Reading

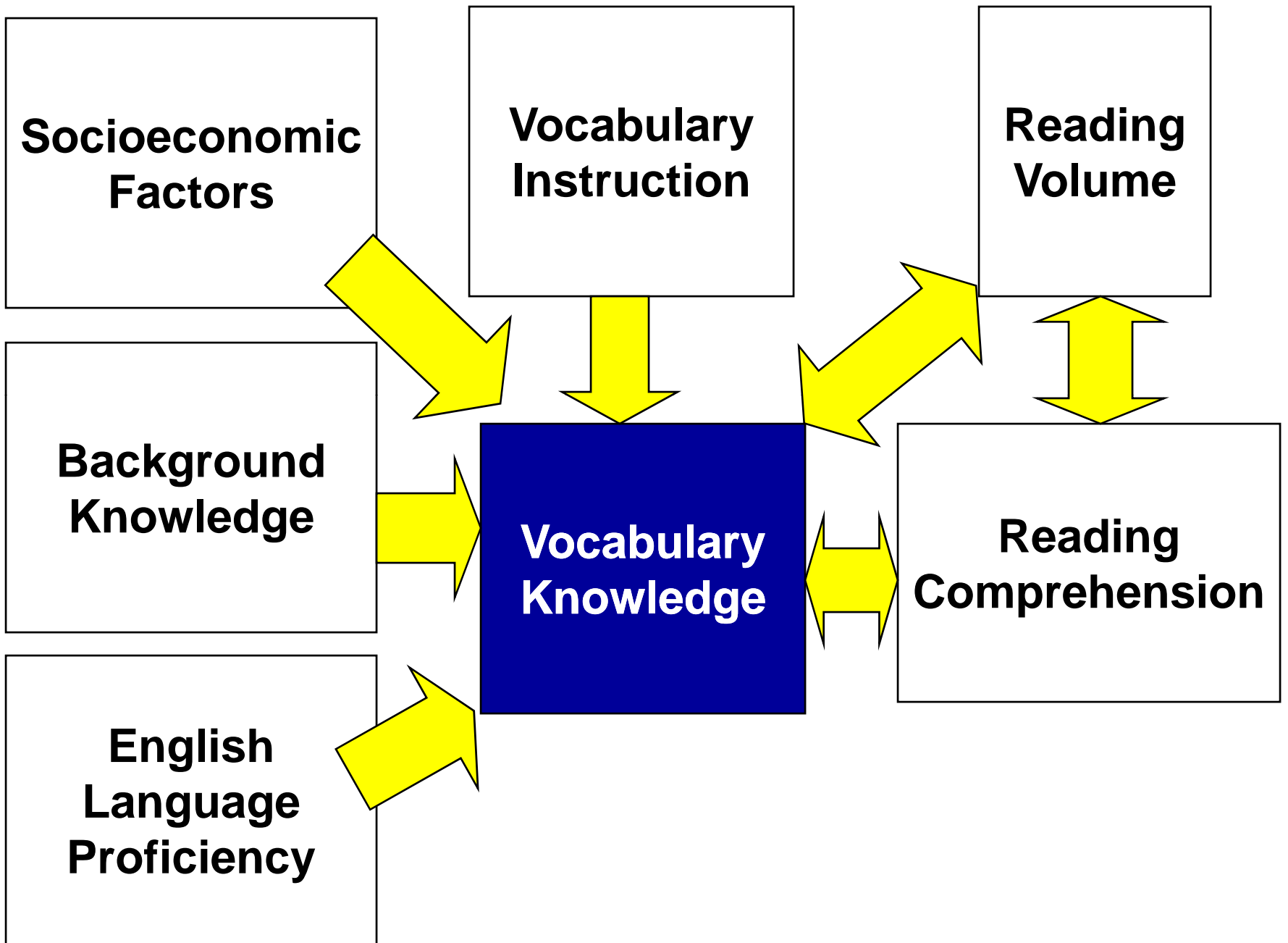
Adapted from National Reading Panel, 2000

Decoding			Comprehension	
Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
				

- Which two of the following four factors are the best predictors of beginning reading achievement?
- A) oral language
- B) concepts of print
- C) letter familiarity
- D) phonological awareness?

“Correlations studies have identified PA and letter knowledge as the two best school-entry predictors of how well children will learn to read during the first 2 years of instruction.” Report of the National Reading Panel p.7.

- Which of the following 4 factors is the most associated with high levels of reading achievement beyond the early stages of learning to read?
- a) oral language
- b) concepts of print
- c) letter familiarity
- d) phonological awareness?





Meaningful Differences

in the Everyday Experience of
Young American Children



Betty Hart & Todd R. Risley

Foreword by Lois Bloom

Hart and Risley (1995) conducted a longitudinal study of children and families from three groups:



- **Professional families**
- **Working-class families**
- **Families on welfare**

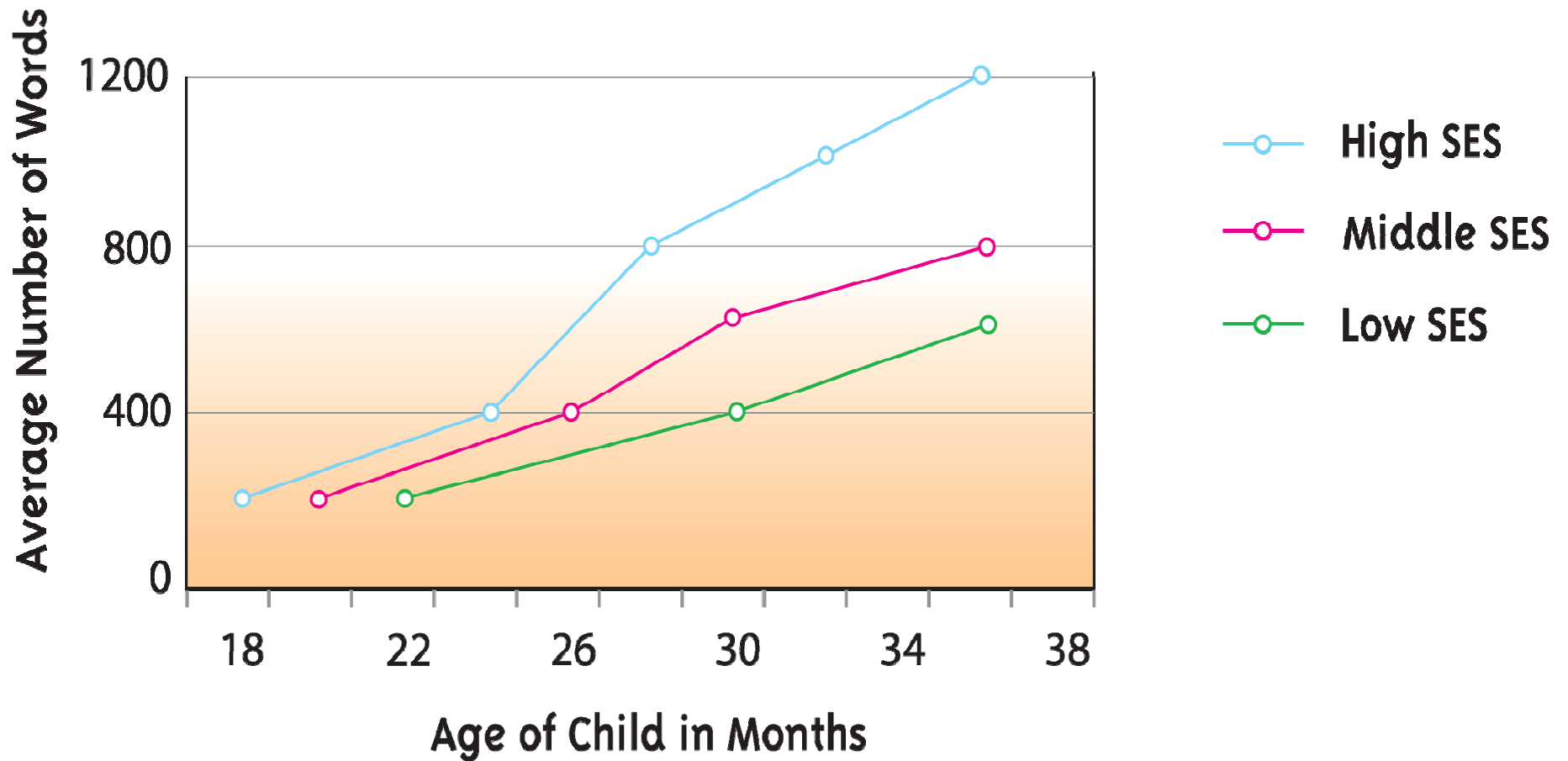
"Some things don't matter:
Race/ethnicity **doesn't matter**,
gender **doesn't matter**, whether
a child is first in a family or
born later **doesn't matter**. But
what does matter, and it
mattered a whole lot, is relative
economic advantage."

p.x

The Vocabulary Gap

Hart and Risley's (1995) Analysis:

The Average number of Words Children Know by Age and SES



How Many Words Do Your Students Hear?

What percentage of your students' families fall into the first two categories:

1. **welfare**

2. **working class**



Benefits of Word Learning

- **Boosts Comprehension**
- **Improves Achievement**
- **Enhances Communication**
- **Shapes Thinking**

-- National Reading Panel

How many words do children need to learn per year?

From kindergarten through second grade, children need to learn 800+ words per year, about two per day.

From third grade onward, children need to learn about 3,000 new words per year, about eight per day.

Vocabulary

Vocabulary can be developed

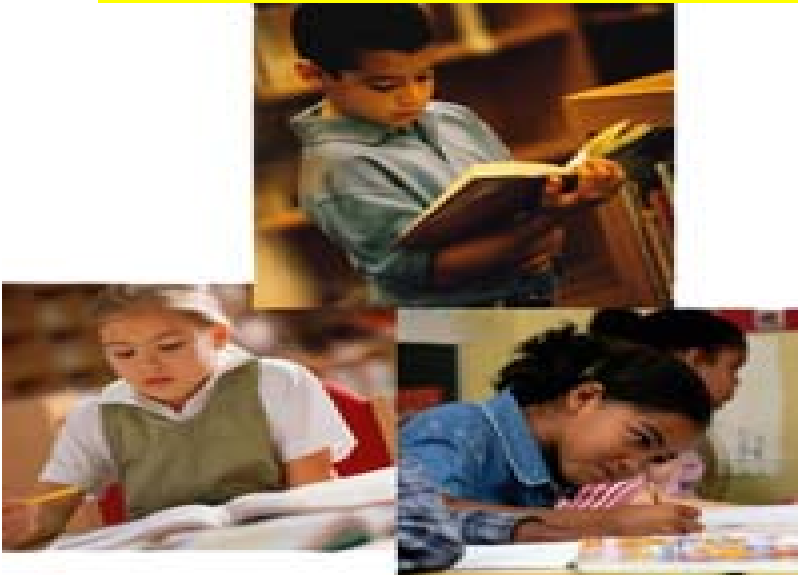
- **Indirectly**
- **Directly**



Most vocabulary is learned indirectly by . . .

- Engaging daily in oral language
- Listening to others read aloud
- Reading extensively oneself

-- National Reading Panel



Through conversation with peers and teachers, children gain valuable language skills that are vital for success in reading. It is important for teachers to

. . .

- Ask open-ended questions that encourage children to expand upon their answers**
- Use *sophisticated* words when conversing with children**
- Respond to questions and let children take the conversational lead**

**“The best way to foster
vocabulary growth is to promote
wide reading.”**

(Anderson, 1992)

Language Learning Classroom Environment

- With a partner or small group, discuss your classroom.**
- What could you do to enhance your classroom environment so it is more language-rich (oral language, read-alouds, and independent reading)?**