



Improving Vocabulary

In the Age of Common Core
Standards:
Guidance for Early Childhood
Educators

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Foreword by Timothy Shanahan



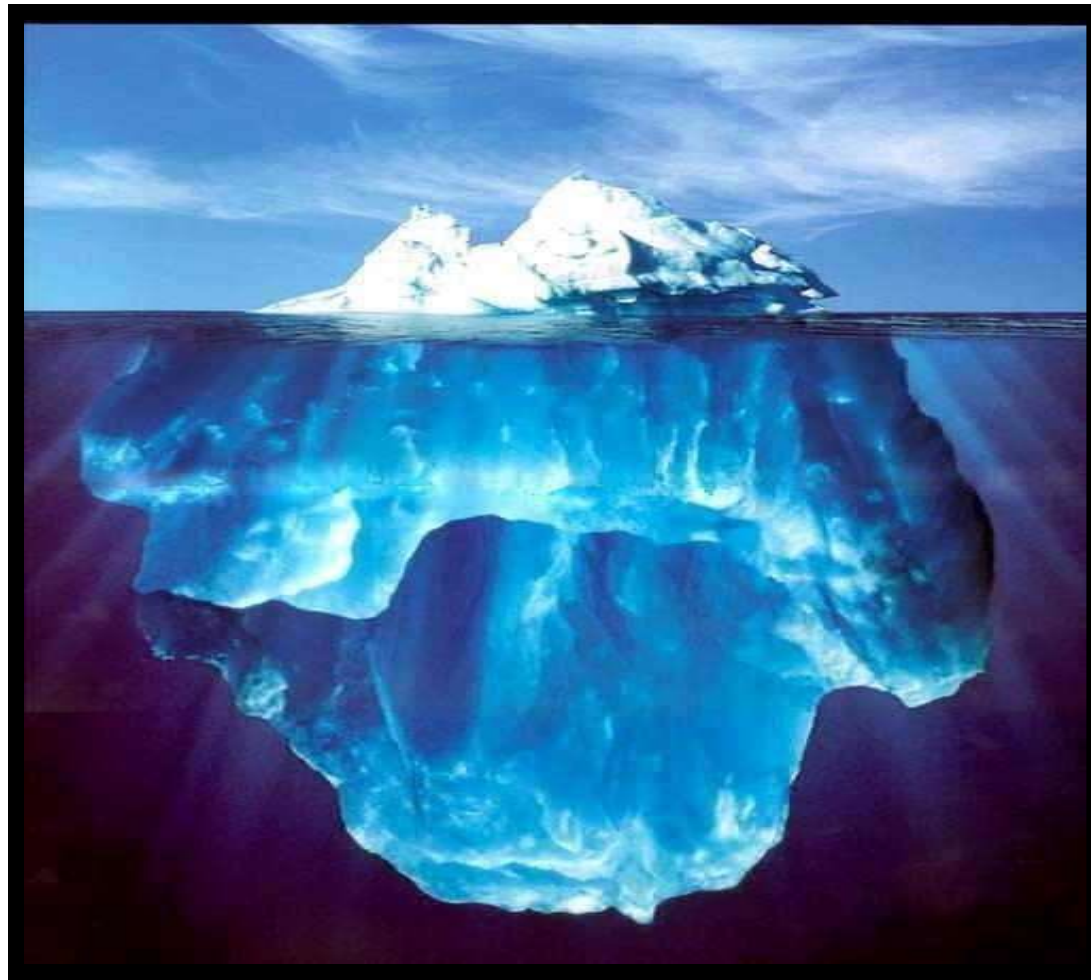
ALL ABOUT WORDS

INCREASING VOCABULARY IN THE
COMMON CORE CLASSROOM, **PREK-2**



ready-to-read

Teacher's
College
Press, 2013



Tip of the iceberg



ready to read

- Knowledge
- Symbolic representations
- Build concepts



All about words

- Vocabulary is THE strongest predictor of children's achievement
 - Not only in elementary school but in high school

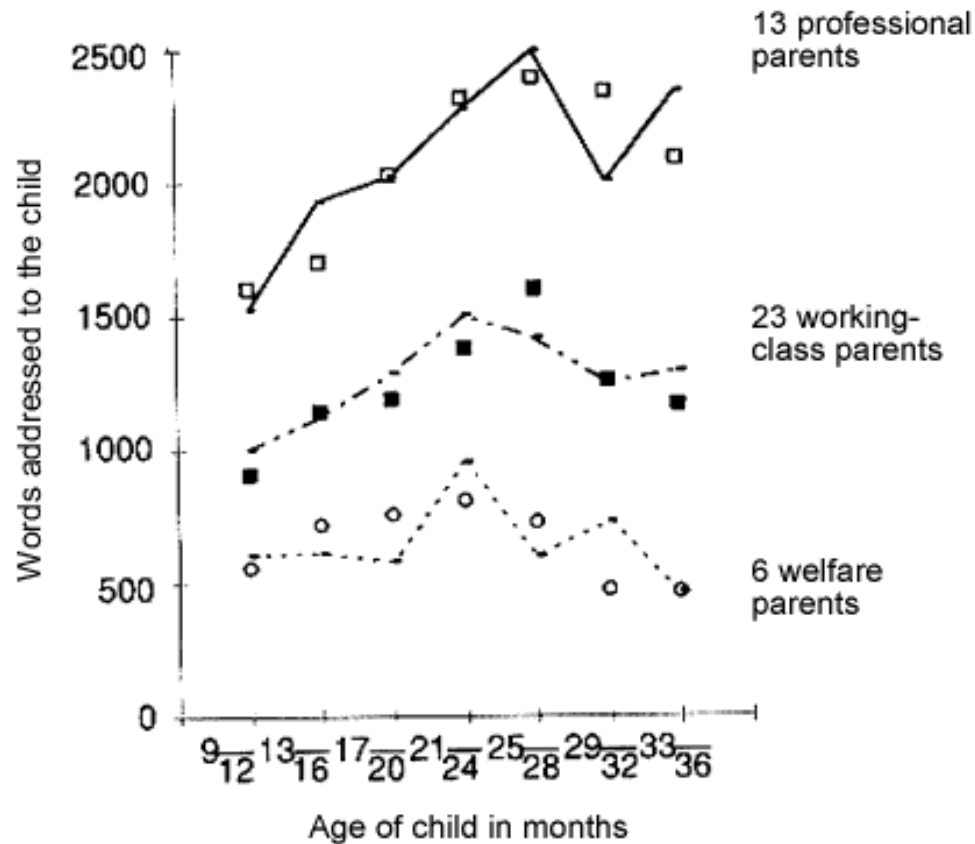
Relation to
other skills



- Children of poor, marginalized populations
- Children of families who speak a language other than English
- Mother's education



Risk factors



Hart and Risley...





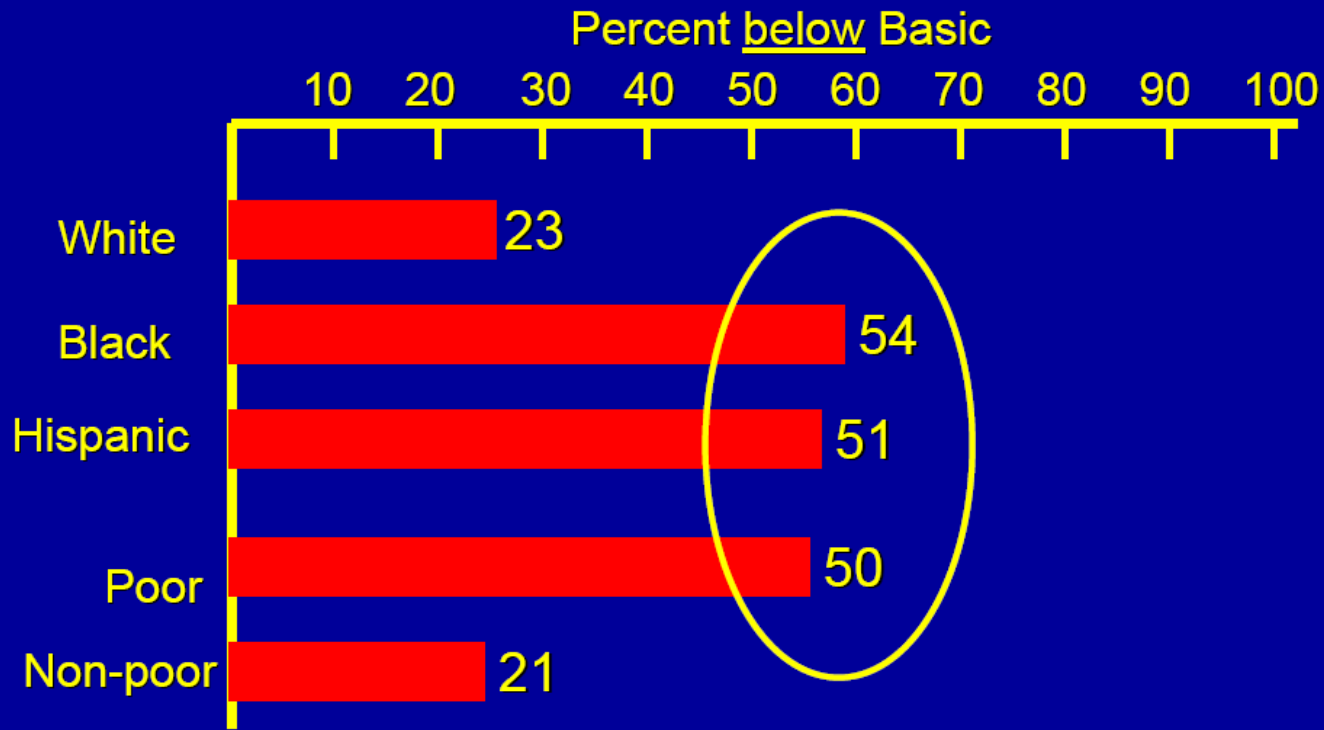
Poverty



ready to read

2007 results from National Assessment of Educational Progress at 4th Grade

Overall, 34% of 4th graders performed below the Basic Level of Proficiency in 17,600 schools



NAEP 2012

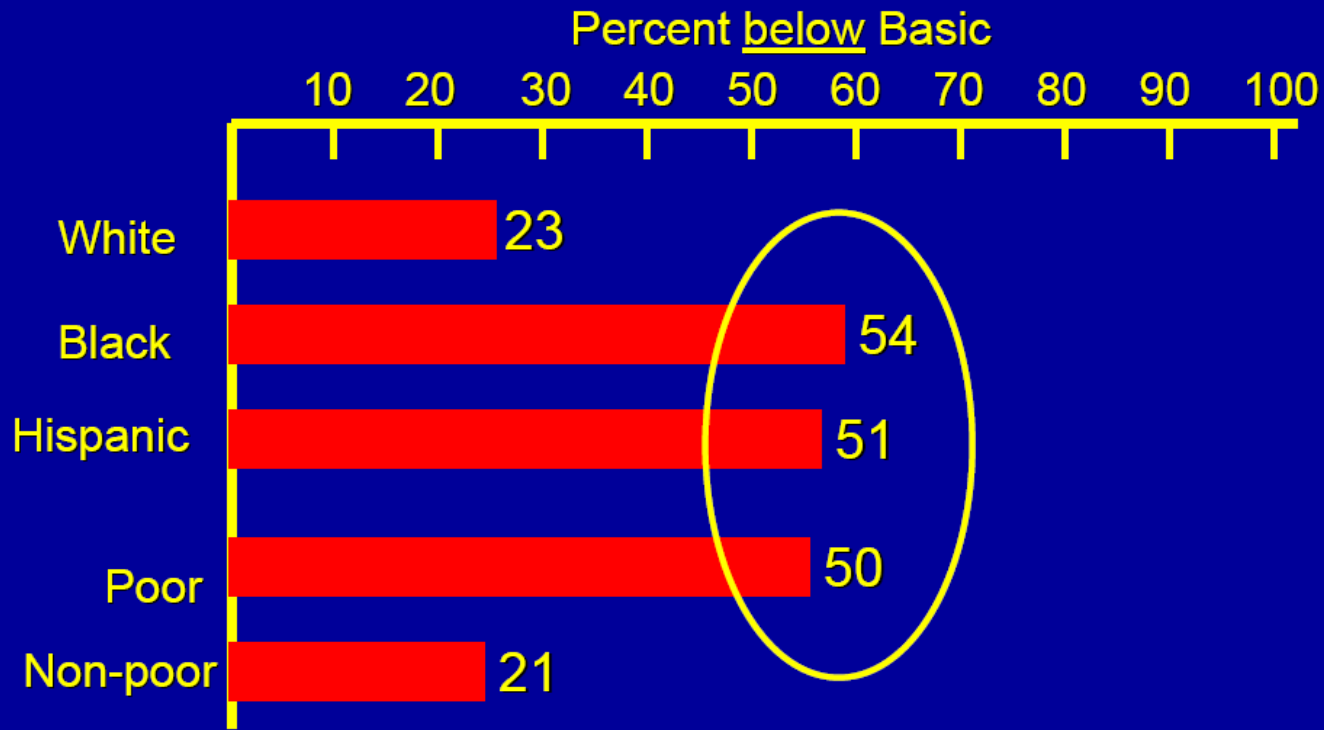
- Cumulative model of expectations
- Academic Vocabulary
- Building knowledge through texts
- Creating cross-textual experiences
- Integrating technology and print
- A focus on evidence

Common Core Standards



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NAEP 2012



Poll question

- Children are ‘word sponges’
- They learn words through activities
- Storybook reading
- “I do it all the time”



Common myths

- The numbers are larger than you can imagine

No. of words
children will
need to know



- Children will need explicit AND implicit instruction
- Explicit: A ‘cave’ is a hole in the mountain”
- As opposed: What is a cave?

Key principles



- Be intentional in our word selection
- Words from core reading program
 - Platypus
 - Around

 - OR:
 - Ride
 - move

○ Question: are these words important?

Key principle



- INSTEAD: insects, antennae, segments, legs
- Parts of the body: brain, heart, lungs

Knowledge networks



- Camouflage
- Habitat
- Survival



Key principle

- Ongoing professional development



Key principle



Poll question

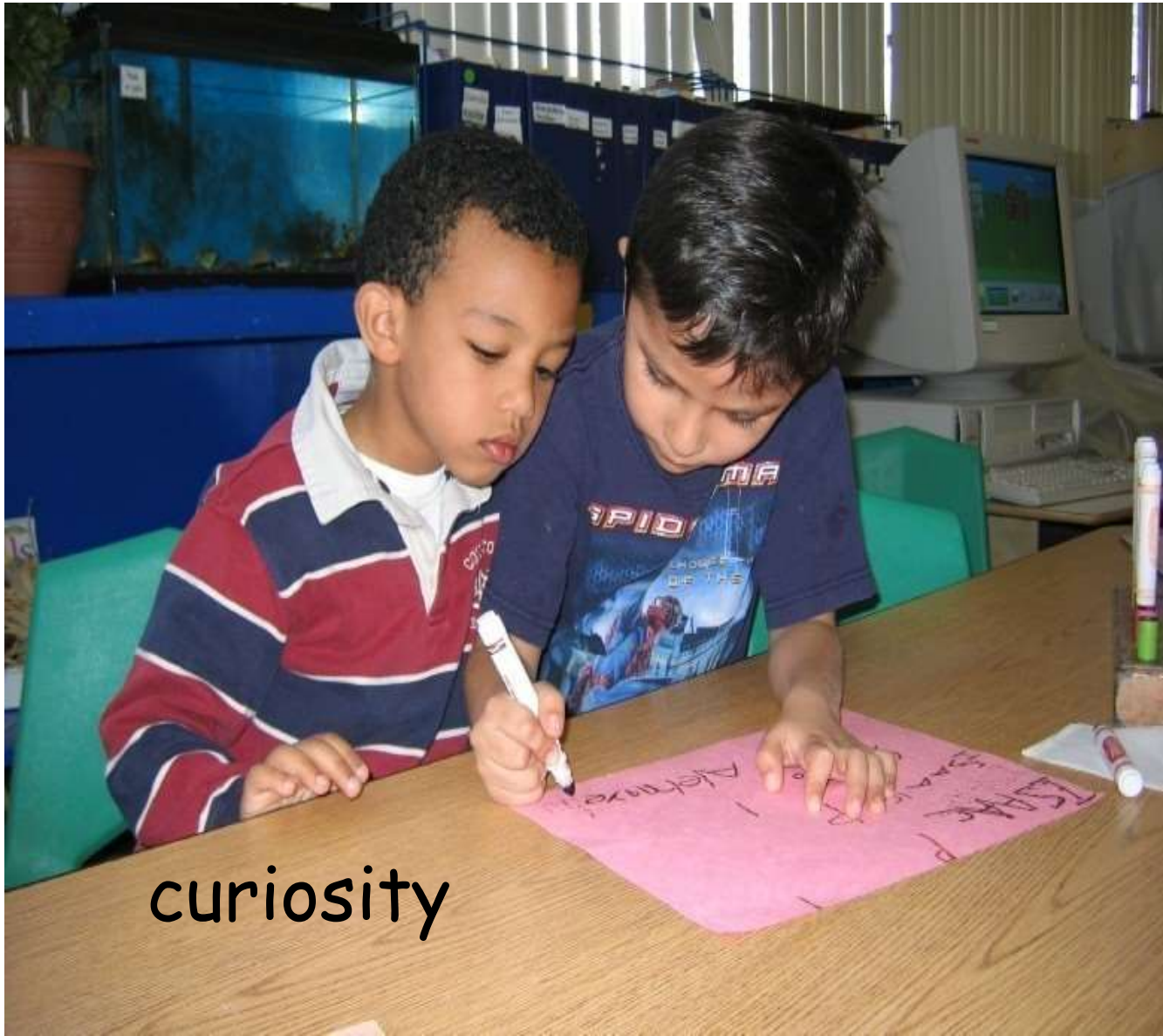
Creating a vocabulary rich environment





Creating cozy spots
for reading

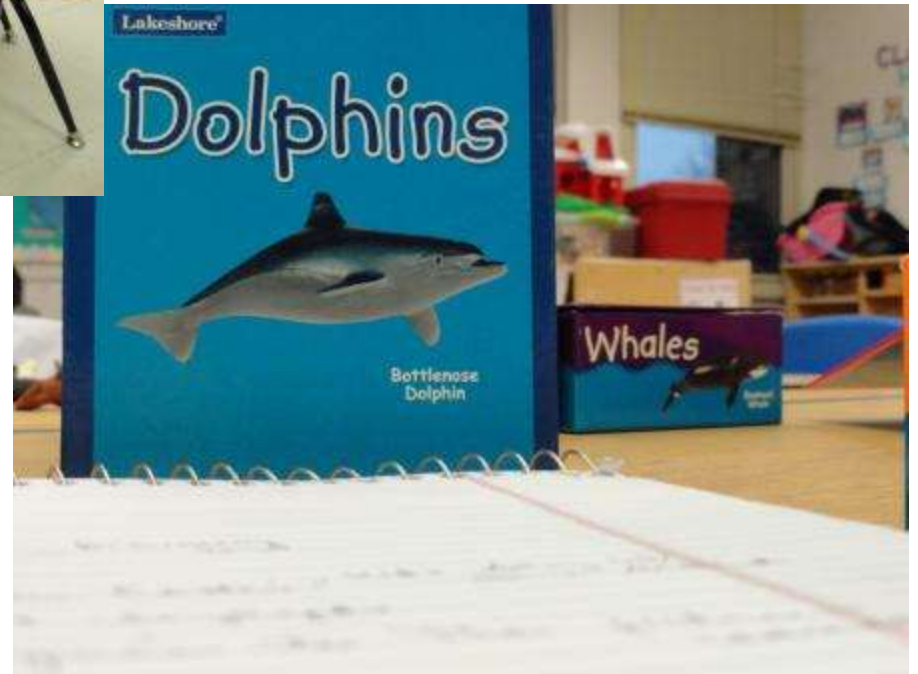




curiosity



ready to read



ready to read

- Purposeful talk: Why do you think?
- Challenging words: meteorologist
- Extend and clarify
- “Taking it up a notch”
 - Compare/contrast
 - If/then



Oral language



Eye to eye instruction



- Implicit instruction
- Explicit instruction

Building vocabulary





Poll question

- The problem
- “A space probe is an unpiloted spacecraft that leaves Earth’s orbit to explore the Moon, planets, asteroids, comets, or other objects in outer space as directed by onboard computers and/or instructions sent from Earth.”
-
- Grade 6 text

Building vocabulary

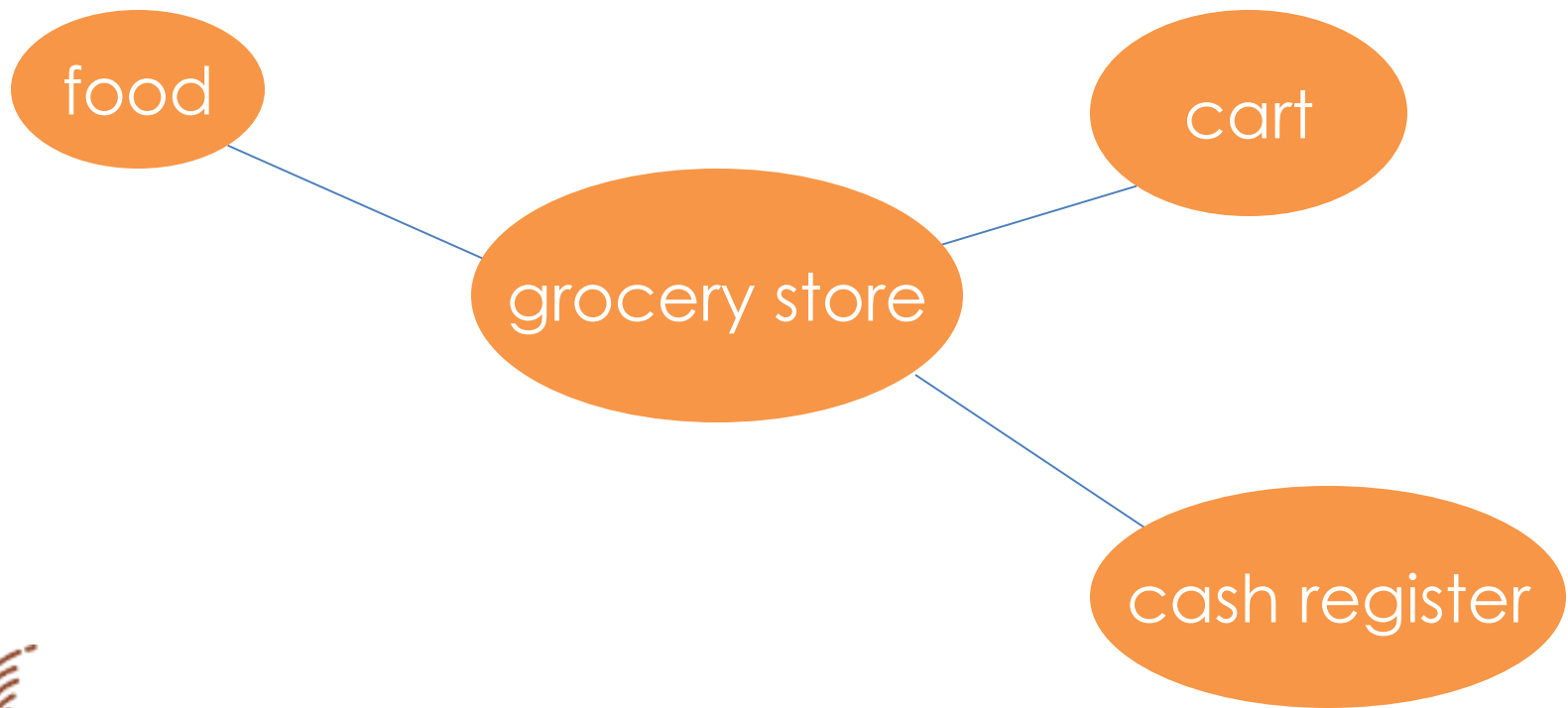


- 'asteroid'
 - 'comet'
 - 'Atmospheric conditions'
 - 'space probes'
-
- What is similar about them?



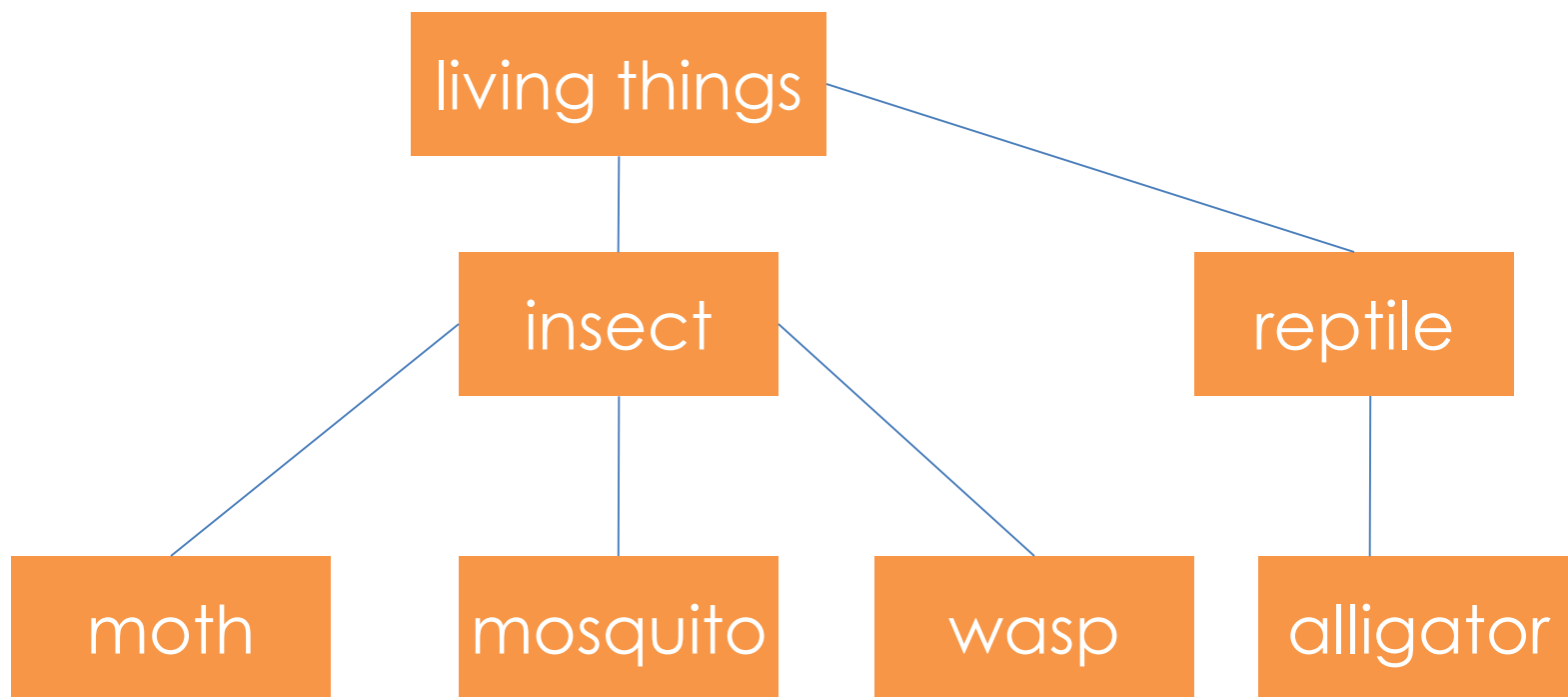
Difficult words

- Traditionally, much instruction has been designed around themes



thematic vs. categories

- We teach children words and content in categories



thematic vs. categories



- Not necessarily 'tier II' words
- Not necessarily 'academic' words
- Rather they are 'content-specific' words: words that are essential for learning content

- STEP 1



Difficult words

- Plants
 - Stems, petals, leaves,
 - Photosynthesis; oxygen and carbon dioxide

- All about me
 - Heart, lung, brain, blood



An example

- A common teaching sequence
 - Identify words: 8-10
 - Child-friendly definition
 - “A dolphin is a marine mammal. It looks like a fish but it has lungs and breathes air just like us”
 - STEP 2

How do we go about
teaching
vocabulary?



- Give children many opportunities for guided practice.
 - Pictures; rhymes; riddles;
 - Call and response techniques



Step 3

- Distributed review
 - Over learning
 - Weekly, monthly, and over time



Step 4

○ Progress monitor

WOW Labels

Point to the picture that shows a katydid.



Category distractor



Target



Thematic distractor

WOW Hybrid

Which is an insect? (*Category membership*)

Which has 3 body segments? (*Conceptual properties*)



Target



Thematic distractor



Out-of-Category distractor

Step 5



New words

- Teach content-rich words (5-step series)
- +
- Make sure these words are related in categories (to form a semantic network)

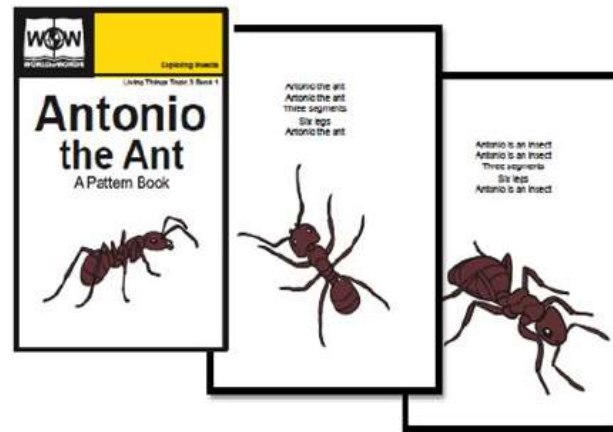
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- SELF TEACHING DEVICE
 - Ex: Is a spider an insect? A spider has 8 legs, and all others have 6, so it is not a spider



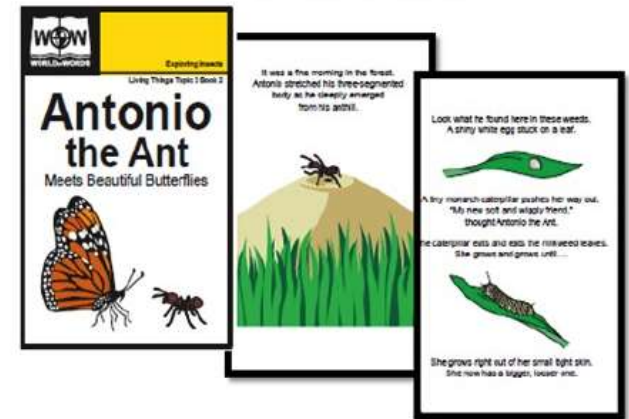
To summarize

○ Text sets

Book 1: Pattern Book



Book 2: Transitional Text



Book 3: Transitional Text



Book 4: Informational Text



Materials to use

- Focus on a topic of interest
- A series of books that use multiple genre
 - Pattern books or predictable books
 - Narrative nonfiction
 - Informational

Features of text sets



- Daily readings of books in text sets
- Start with predictable books (gives children the names they can remember)
- Move on to narrative nonfiction; spend at least two times a week reading these books
- Turn to Information books

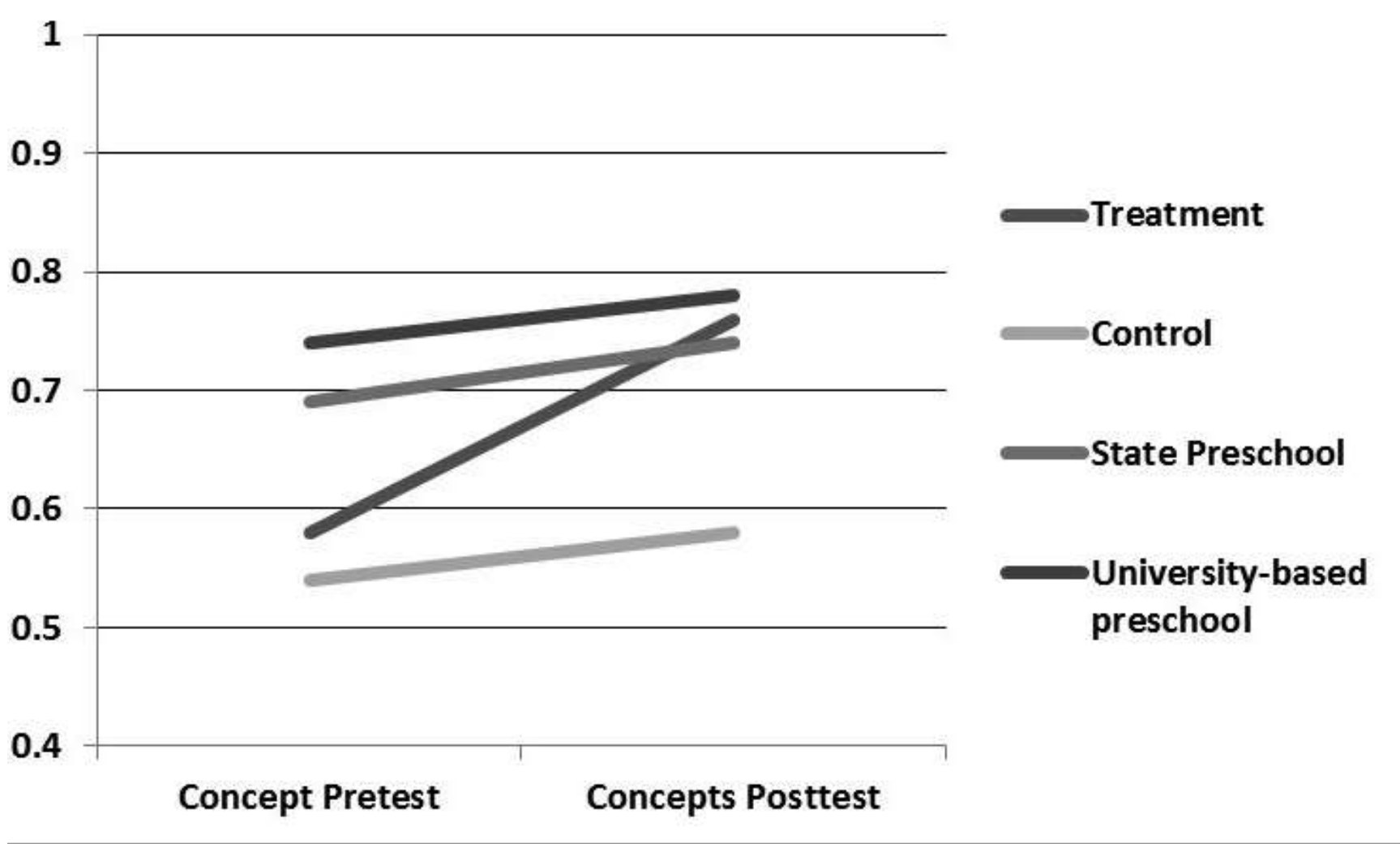


Activities

- Supports word knowledge and conceptual development
- Enables children to develop ‘inter-textual links’ as they compare and contrast across genres
- Helps them to learn the ‘features of information books.’

Why is it
powerful?





Evidence





Poll question

- Principles:
 - The notion of acceleration
 - Content-rich vocabulary
 - Organization of word knowledge
 - Use of text sets
 - Gradual release of control
 - Lots of practice and distributed review
 - Don't be afraid of challenging students; they love it!

Reducing
disparities





Poll Question

Book: All About Words (Teachers 'College Press, 2013)

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Contact
information

