

# UNLOCKING THE POWER OF WORDS

## STRATEGIES TO SUPPORT

## COMPREHENSION

JUNE 2024



# SESSION OBJECTIVES

- Describe the role of vocabulary in developing reading comprehension.
- Identify characteristics of effective vocabulary instruction that contribute to reading comprehension.

# THE ROLE OF VOCABULARY IN DEVELOPING READING COMPREHENSION

# ROLE OF VOCABULARY

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*Indeed, one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension.*

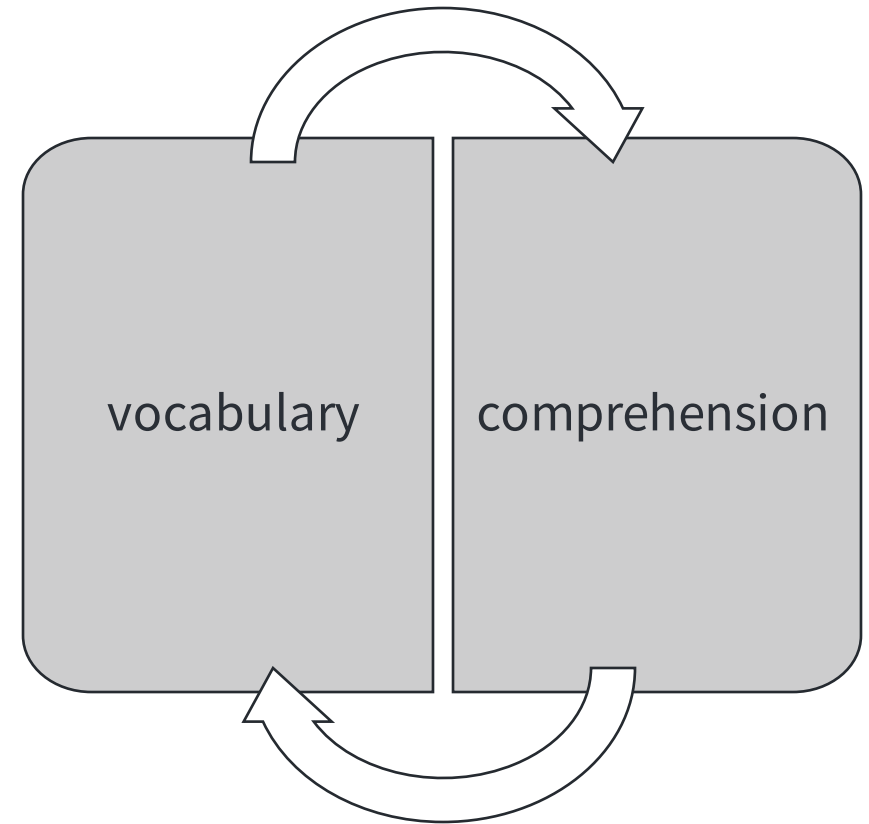
(Osborn & Hiebert, 2004)



# VOCABULARY AND COMPREHENSION

*Vocabulary development  
and reading comprehension  
are reciprocal.*

(Seigneuric & Ehrlich, 2005; Oakhill, Cain, & Elbro, 2019)



# COMPREHENSION IS THE OUTCOME

- Act of understanding what you have read
- Extracting meaning from what you read
- The understanding and interpretation of what you have read
- Making sense of what you read



(Archer, 2020; Nagy & Anderson, 1984)

# ESSENTIALS FOR READING COMPREHENSION

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Read the words accurately and fluently

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✓ Understand the meaning of the words

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Adequate background knowledge

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Focus attention on critical content

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# DO YOU UNDERSTAND THIS?

The Industrial Revolution started at the end of the 1700s in Great Britain, \_\_\_\_\_ across that country and \_\_\_\_\_ into Europe and the United States during the 1800s. People's lives changed \_\_\_\_\_. New \_\_\_\_\_ meant that more goods could be produced and could be sold for less. The increased variety and \_\_\_\_\_ of goods impacted people's lives in many ways. Business and factory owners held power and grew wealthy. However, most of the people doing the new work remained poor, because \_\_\_\_\_ were usually very low. Moreover, workers often \_\_\_\_\_ in dangerous conditions. They had few or no rights or \_\_\_\_\_ and were often forced to work ten to twelve hours a day or more. Many children began work at a very young age, facing all the same difficulties that adult workers did.





# IMPACT OF VOCABULARY ON COMPREHENSION

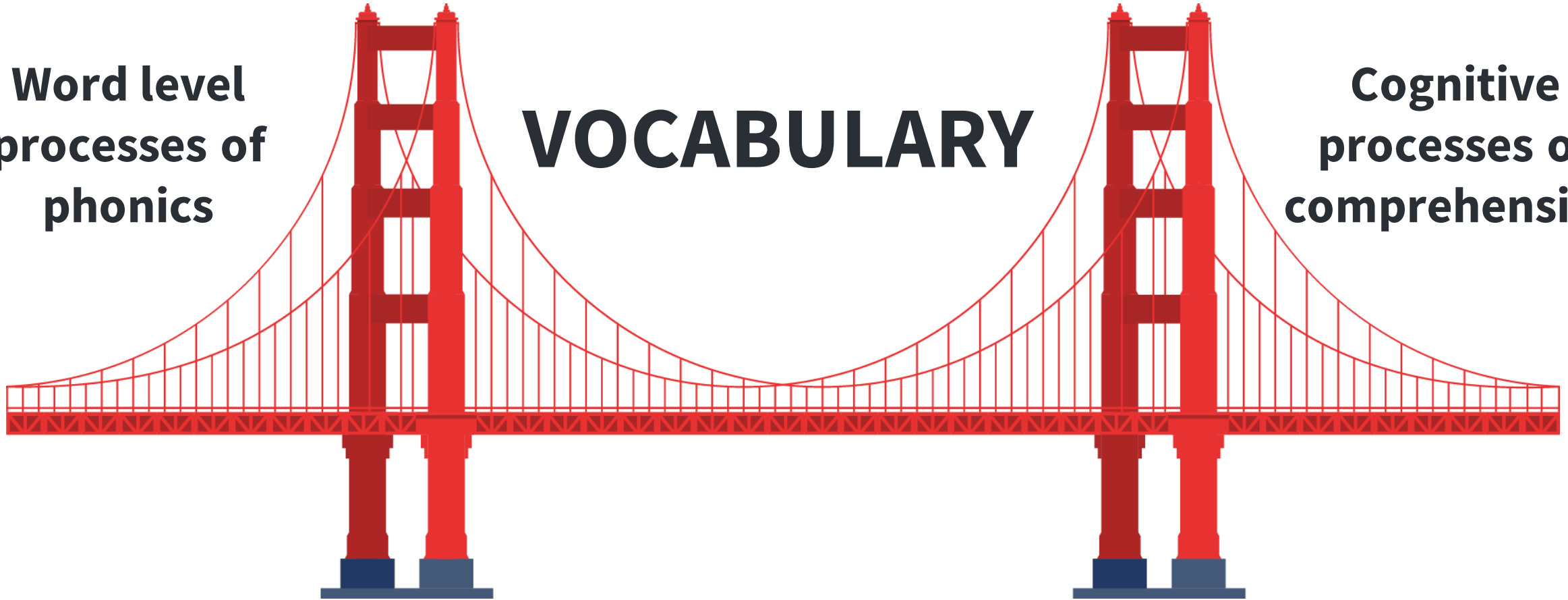
The Industrial Revolution started at the end of the 1700s in Great Britain, sweeping across that country and expanding into Europe and the United States during the 1800s. People's lives changed dramatically. New technologies meant that more goods could be produced and could be sold for less. The increased variety and affordability of goods impacted people's lives in many ways. Business and factory owners held power and grew wealthy. However, most of the people doing the new work remained poor, because wages were usually very low. Moreover, workers often toiled in dangerous conditions. They had few or no rights or protections and were often forced to work ten to twelve hours a day or more. Many children began work at a very young age, facing all the same difficulties that adult workers did.

# THE BRIDGE TO COMPREHENSION

**Word level  
processes of  
phonics**

**VOCABULARY**

**Cognitive  
processes of  
comprehension**



# CHARACTERISTICS OF EFFECTIVE VOCABULARY INSTRUCTION

# ACTIVITY: MYTH OR FACT?

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Vocabulary instruction should be connected to the texts the students are reading. **Fact**

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Vocabulary instruction primarily involves teaching the definitions of words. **Myth**

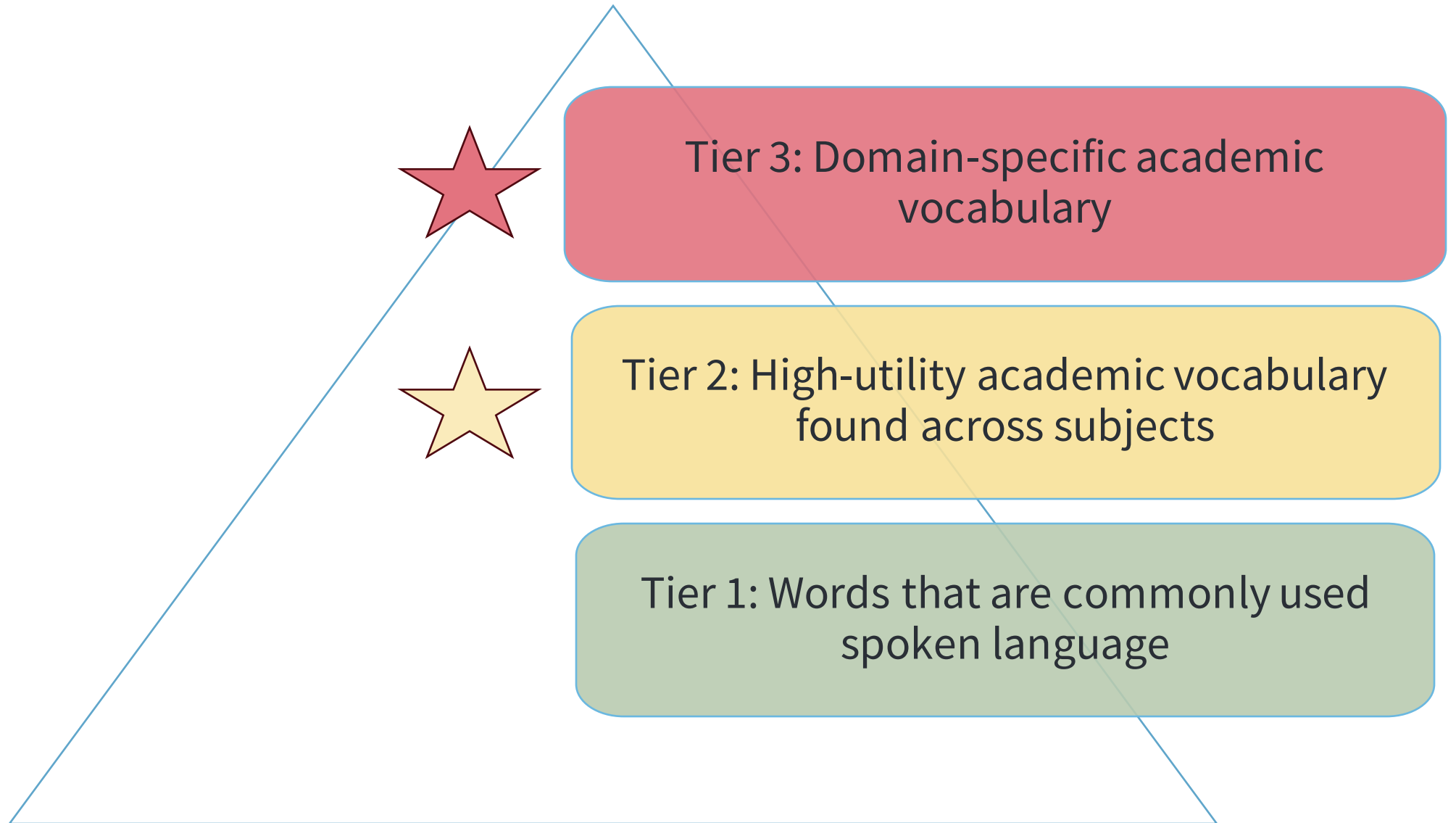
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You should never pre-teach vocabulary, and instead teach vocabulary words after exposure to the text. **Myth**

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Students need 12-15 exposures (or more) to vocabulary through reading, writing, and discussion. **Fact**

# VOCABULARY TIERS

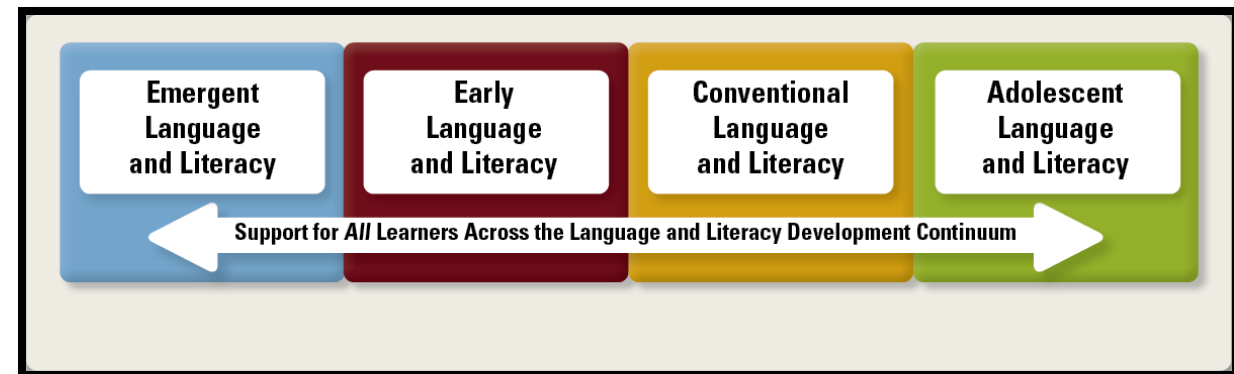


# LANGUAGE AND LITERACY DEVELOPMENT CONTINUUM

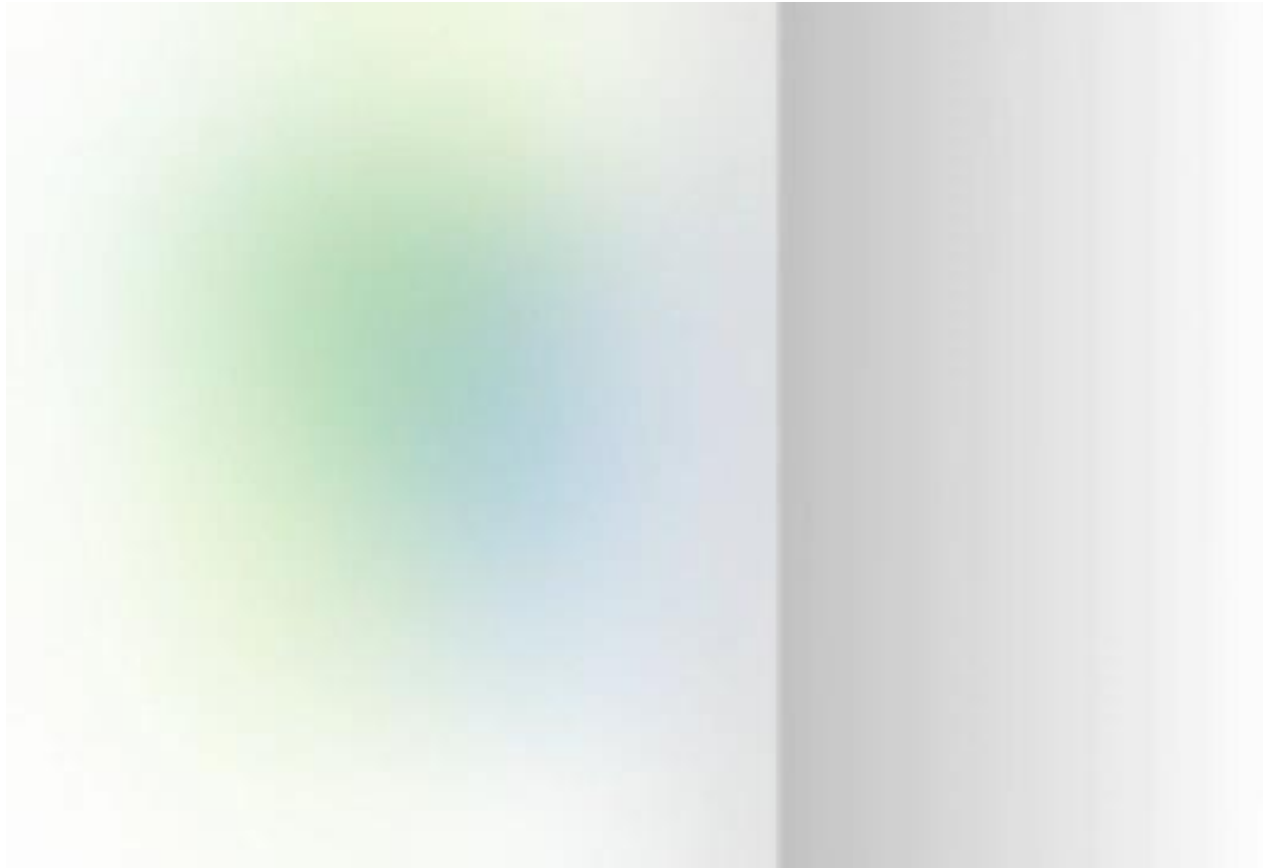


# EMERGENT AND EARLY LITERACY

- Use purposeful and productive book reading
- Teach tier 2 words explicitly
- Build vocabulary around a topic using thematic units
- Include productive and purposeful oral language interactions

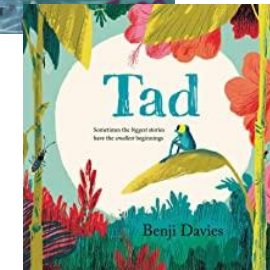
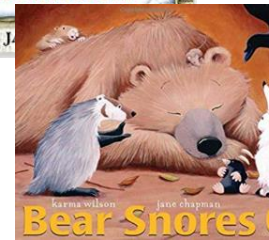
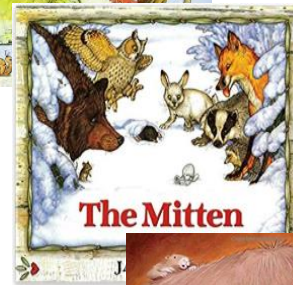
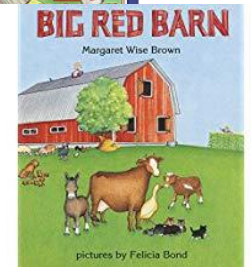
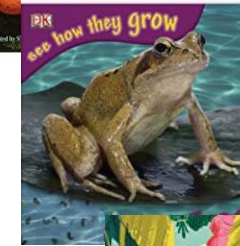
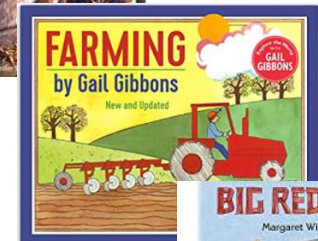
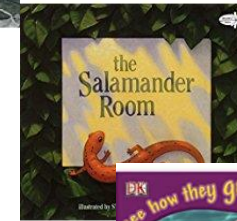
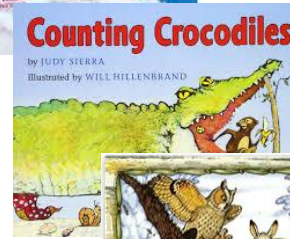
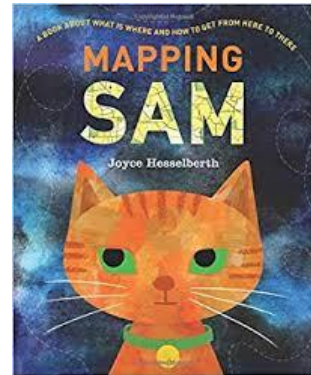
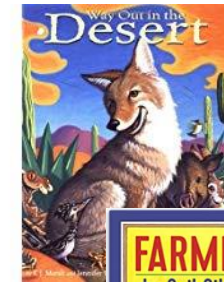
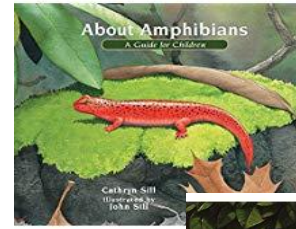
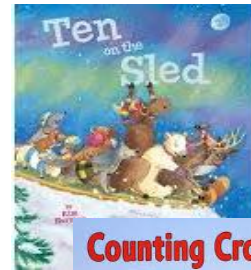
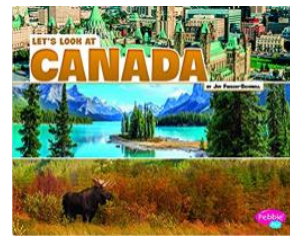
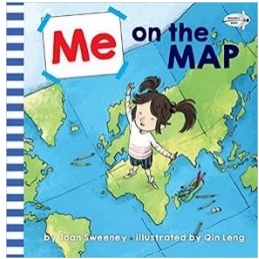


# BUILD A MENTAL MODEL



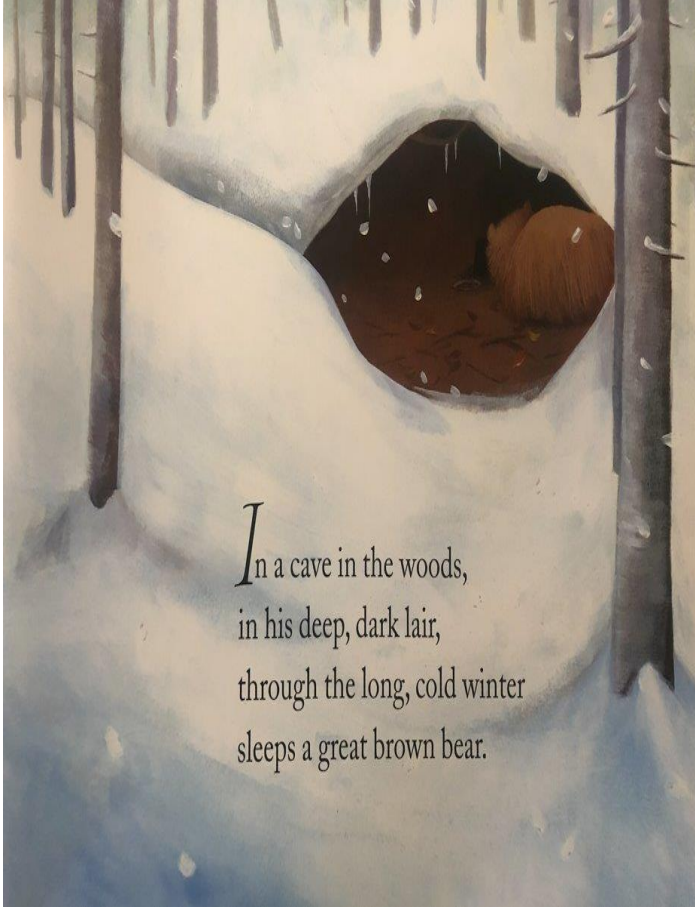
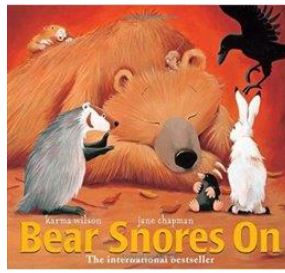


# TEXT SETS IN PRESCHOOL – NORTH AMERICA

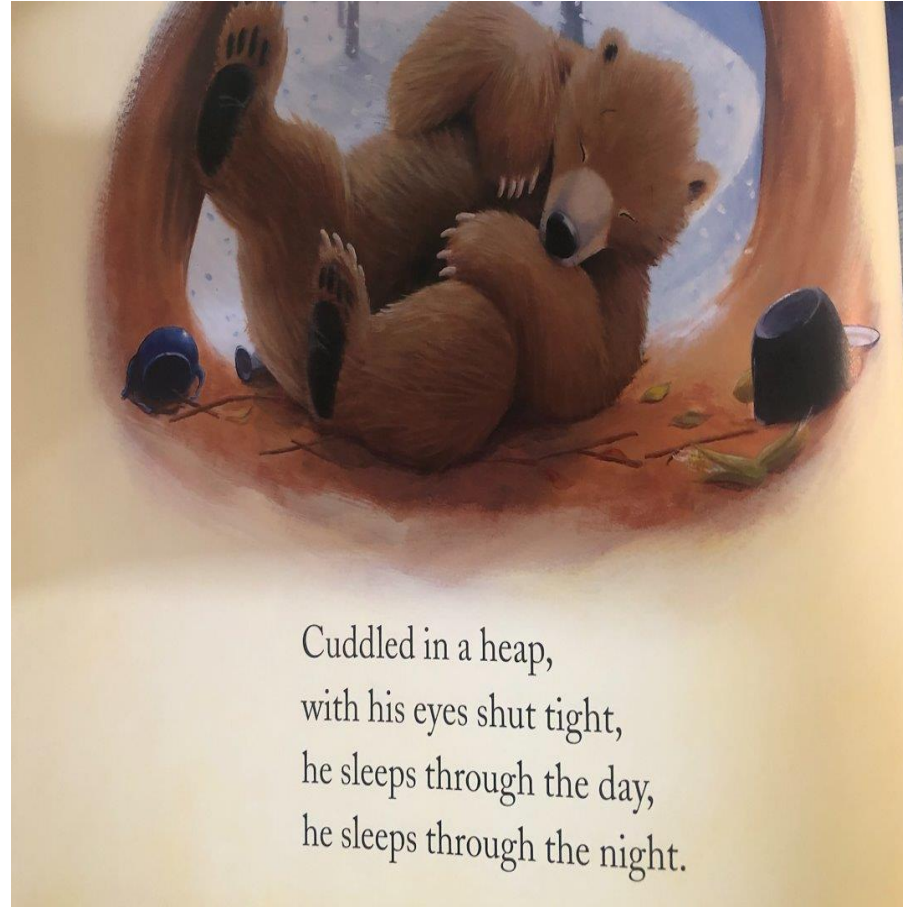




# TEXTS TO TEACH VOCABULARY



In a cave in the woods,  
in his deep, dark lair,  
through the long, cold winter  
sleeps a great brown bear.



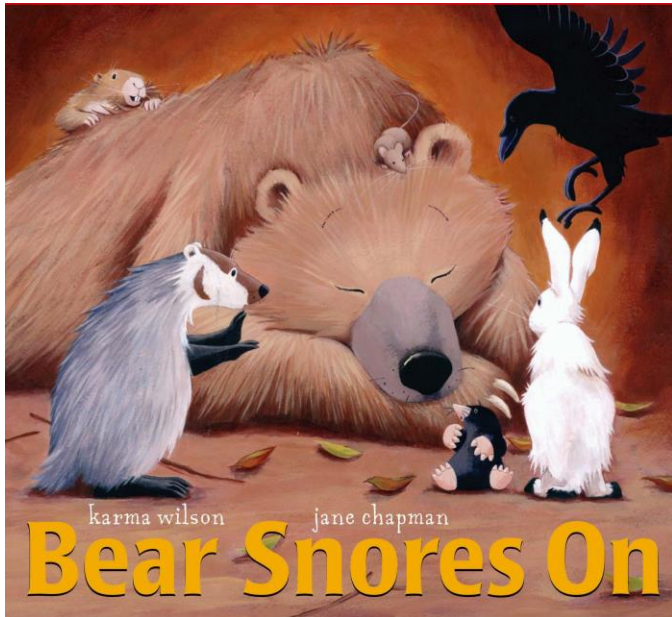
Cuddled in a heap,  
with his eyes shut tight,  
he sleeps through the day,  
he sleeps through the night.



A gopher and a mole  
tunnel up through the floor.  
Then a wren and a raven  
flutter in through the door!

# HIGHLIGHT KEY VOCABULARY

- Briefly define/highlight vocab words when they come up in the story.
- Reinforce throughout the day.



**Lair: a cave that is a resting place for a wild animal**

*Bear is hiding in his deep, dark **lair**.*

**Divvy: to make small groups for sharing**

*Badger brought honey-nuts. They are going to **divvy** them up so everyone can share them.*

**Slumbering: sleeping**

*In the cave in the woods, a **slumbering** bear sleeps through the party.*

# PROMPTING THROUGH DIALOGIC READING (CROWD)

Completion

Fill in the blank: In a cave in the woods, in his deep, dark \_\_\_\_\_, through the long cold winter sleeps a great brown bear.

—

What does the badger do with the honey-nuts?

—

What is the bear doing in this picture? (pg. 19 slumbering)

—

Where is the bear?

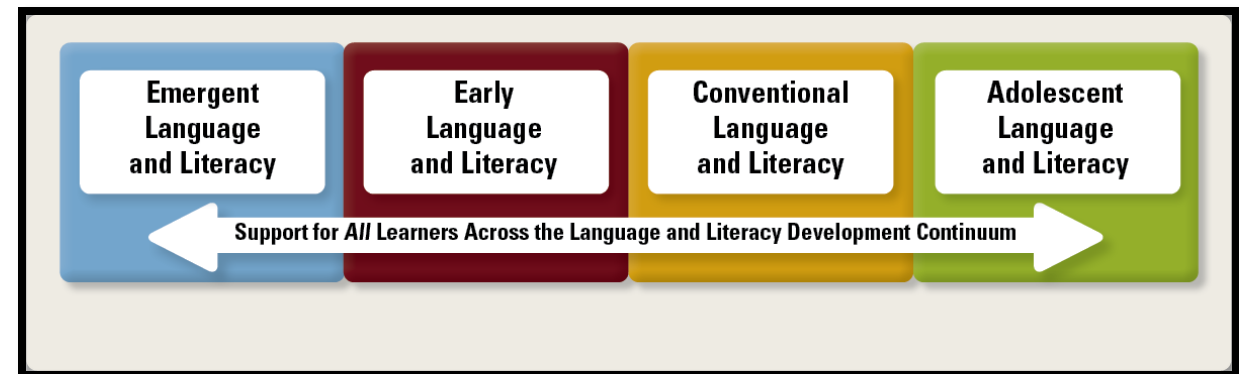
What are the hare and the mouse doing?

—

The animals tried to cheer the bear up. What are some ways we can cheer up a friend who is sad?

# CONVENTIONAL AND ADOLESCENT LITERACY

- Teach tier 2 words explicitly
- Include instruction in morphemes
- Teach multiple layers of language
- Include productive and purposeful academic talk





# THE LANGUAGE SYSTEM

Phonology

Orthography

Morphology

Semantics

Syntax

Pragmatics

Discourse

ReadWorks®

The Wolf Within

## The Wolf Within



# LAYERS OF LANGUAGE

## Phonology

- How many syllables?
- Pronunciation of vowel in 2<sup>nd</sup> syllable? Last syllable?

## Orthography

- o in 2<sup>nd</sup> syllable and -ed in last syllable – what type?

## Morphology Semantics

- *-un* = not
- *domestic* = belonging to the home (Latin)
- *-ated* = verb suffix caused or made to be

## Syntax

- Studies suggest tamed dogs evolved from **undomesticated** wolves.

# VOCABULARY AND THE LANGUAGE SYSTEM

## Language Systems and Literacy

unfathomable

Language System	Definition	Example
Phonology	the system of rules governing the sequencing and distribution of speech sounds in words	/un/ /fath/ /um/ /u/ /ble/ /u/ /n/ /f/ /a/ /th/ /u/ /m/ /u/ /b/ /l/
Orthography	The written system of spelling patterns and correspondences between speech and print	u-n-f-a-th-o-m-a-b-le (o and a represent schwa)
Morphology	the smallest meaningful parts from which words are created	un - not fathom - understood able - capable of
Semantics	the system concerned with meanings of words, phrases, and sentences	impossible to understand
Syntax	the rule system that governs how words are combined into phrases, clauses, and sentences	adjective describes something
Discourse	organizational conventions of formal text and speech beyond the sentence	For many people, the field of linguistics is unfathomable. It seems so strange and complicated.
Pragmatics	how language is used in social contexts	We might substitute the word "unbelievable" in everyday conversation.

It's your turn. Select a vocabulary word and describe it through the Language Systems.



(Turner, 2024)





# TEACHING WITH EXAMPLES

## VISUAL EXAMPLES (PICTURES)



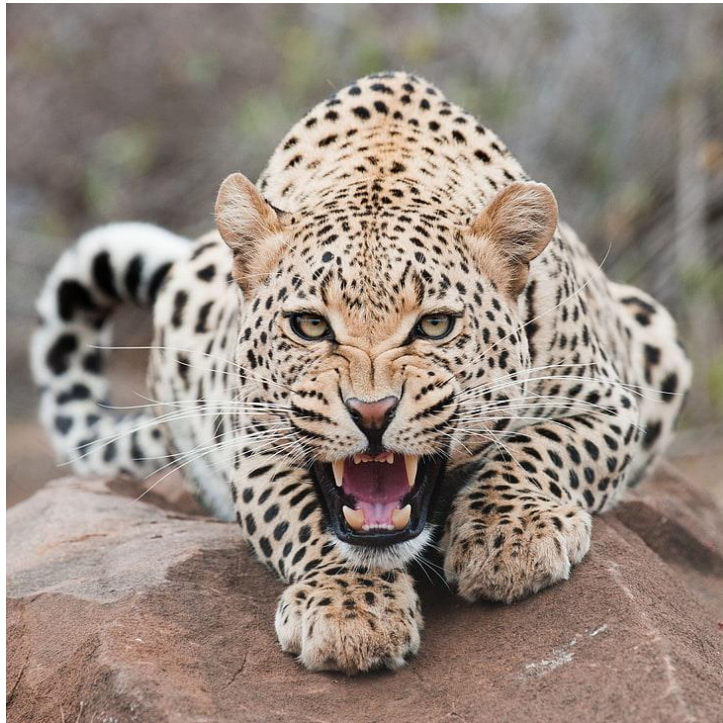
**undomesticated**

## VERBAL EXAMPLES (ACROSS CONTEXTS)

- Wolves are **undomesticated** predators that play a crucial role in maintaining the balance of ecosystems in the wild.
- **Undomesticated** dogs, like many other wild animals, do not expect to eat according to a rigid schedule.
- They never cook or clean and are totally **undomesticated**.

# TEACHING WITH EXAMPLES AND NONEXAMPLES

EXAMPLES: *UNDOMESTICATED - FERAL*



Animal experts discourage homeowners from trying to adopt *feral* animals as pets.

NONEXAMPLES: *DOMESTICATED - TAME*



Crosby wags his tail at the visitors and is so *tame* and cheery.

# MAKING CONNECTIONS

undomesticated

and

domesticated

are connected because...

Undomesticated wolves often exhibit behaviors and instincts that differ greatly from domesticated dogs.

# CONNECT TO THE TEXT

New studies suggest that domesticated, or tamed, dogs first appeared 15,000 years ago in eastern Asia.

*In which sentence does the word **domesticated** mean the same thing as in the sentence above?*

- A. Domesticated wolves roam the valley.
- B. Tourists on the African safari observed the domesticated lions in their natural environment.
- C. The domesticated dog lounged in the sunlight on the porch.

Scientists have long known that dogs evolved from wolves. But no one knows exactly how dogs became domesticated. Based on these sentences, what can you infer about wolves?

- A. Wolves are not domesticated.
- B. Wolves became extinct.
- C. Wolves come when people call them.
- D. Wolves were raised by scientists.

# GRADABLE ANTONYMS



wild

savage

**undomesticated**

feral

**domesticated**

tame

untamed

gentle



# MULTIPLE EXPOSURES

## Journals

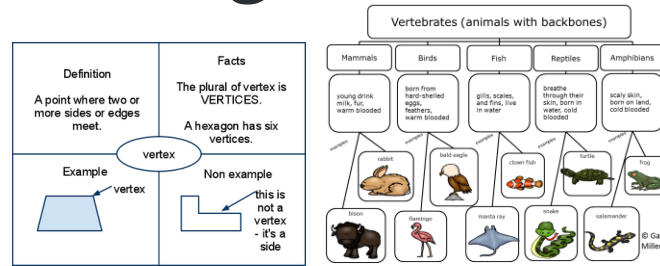
**Term:**

Meaning

Image








Notes

## Graphic Organizers



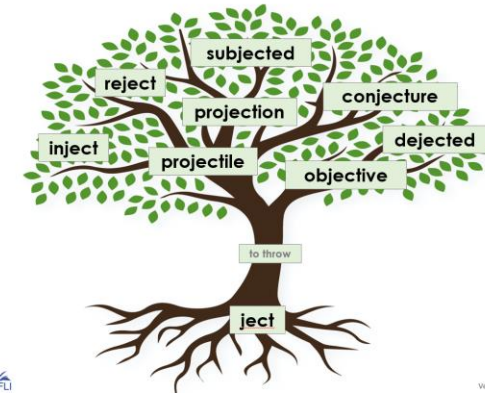
Semantic Feature Analysis Grid

Category: Polygons (polígono)

Terms	None/empty	convex	equilateral	equilateral	Acute	3-sided	right angle
 Square (cuadrado)	x	x	x	x			x
 Rectangle (rectángulo)	x		x	x			x
 Triangle (triángulo)	x				x		
 Quadrilateral (cuadrilátero)				x			
 Regular Polygon (polígono regular)	x	x	x				
 Rhombus (rombo)	x	x		x			x
 Trapezoid (trapezoide)	x			x			

Modificado por: [illegible]

## Morphology



Morpheme Matrix 1

in re de	form "to shape"	s ed ing
	free	er ation al

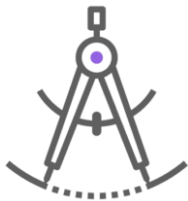
# VOCABULARY INSTRUCTION MUST HAVES

- Connection to text and reading instruction
- Explicit introductions to words incorporating all layers of language
- Exposure to robust vocabulary through read alouds and wide reading of texts
- Frequent and varied opportunities to use words
- Multiple exposures to vocabulary through reading, writing, and discussion



# INSTRUCTIONAL IMPLICATIONS

- Words are best learned through repeated exposure in multiple contexts and domains.
- Research has shown that integrating explicit vocabulary instruction into the existing content-area curriculum in content areas such as science or social studies enhances students' ability to acquire textbook vocabulary.
- Rich discussion supports word learning (incorporation of speaking and listening).





# REVIEW OF SESSION OBJECTIVES

- Describe the role of vocabulary in developing reading comprehension.
- Identify characteristics of effective vocabulary instruction that contribute to reading comprehension.



# THANK YOU

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Carolyn Turner  
Ohio Literacy Lead  
[Carolyn.turner@hcesc.org](mailto:Carolyn.turner@hcesc.org)

