

THE VOCABULARY GAP

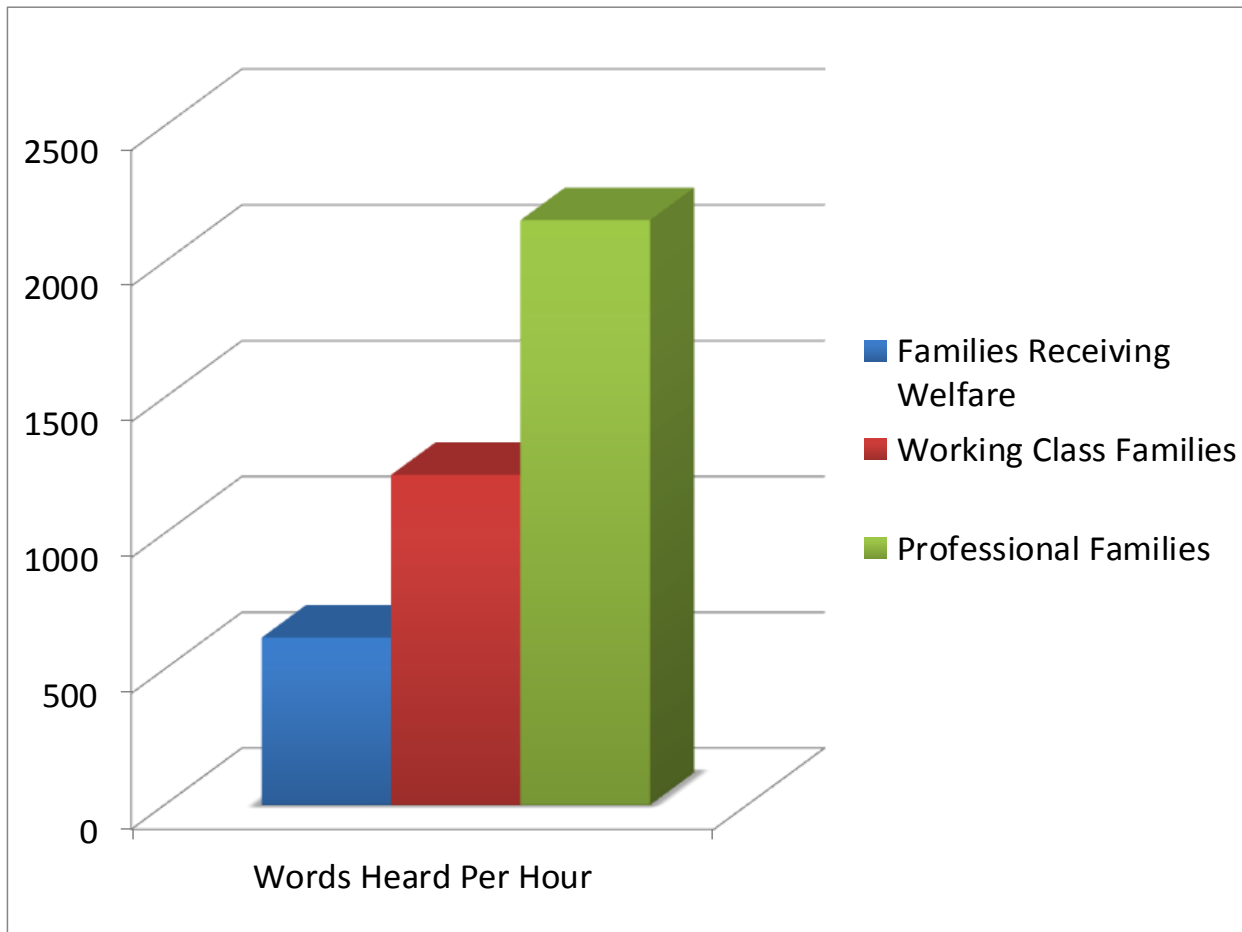
HELPING OUR STUDENTS CLOSE IT ...

DO YOU THINK THERE IS A LINK BETWEEN FAMILY INCOME AND VOCABULARY?

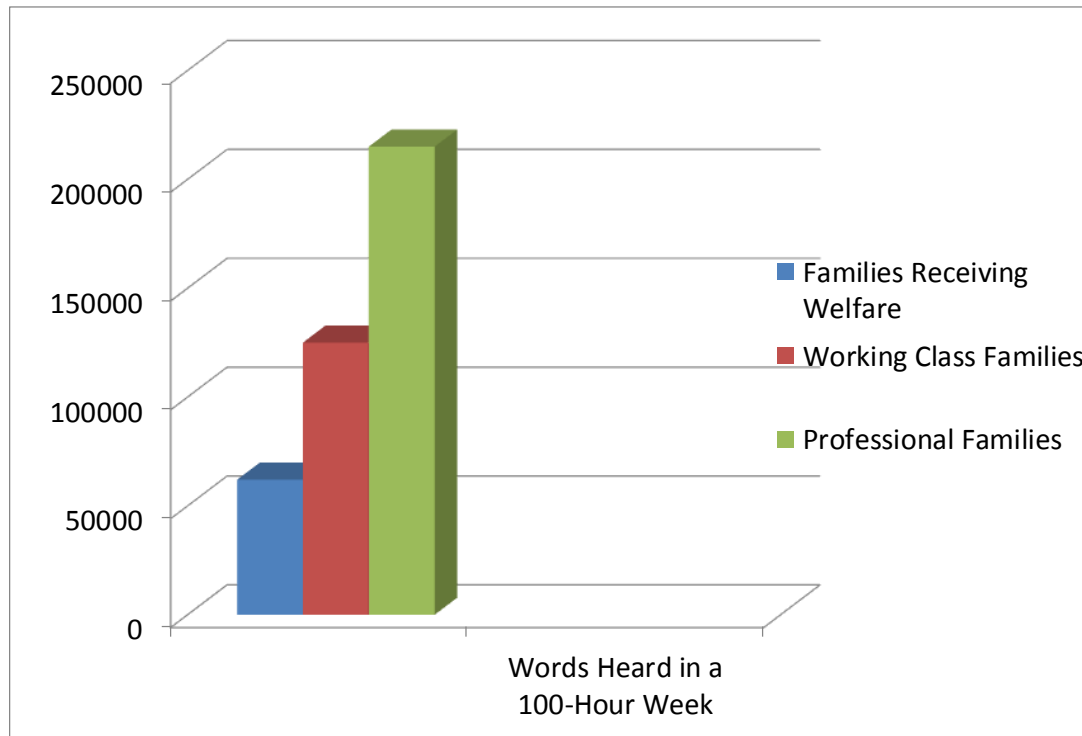
According to research, the development of vocabulary is significantly impacted before a child enters school. The words that a child has both heard and spoken make up the base of their comprehension when they begin to read. If a child has been limited in any way in their oral language process, reading instruction can be hampered.

Many factors can negatively affect a child's oral language exposure: poverty, hearing or learning disabilities, attention deficits, relatively low educational attainment of the child's parents, and living in a family where English is not the primary language.

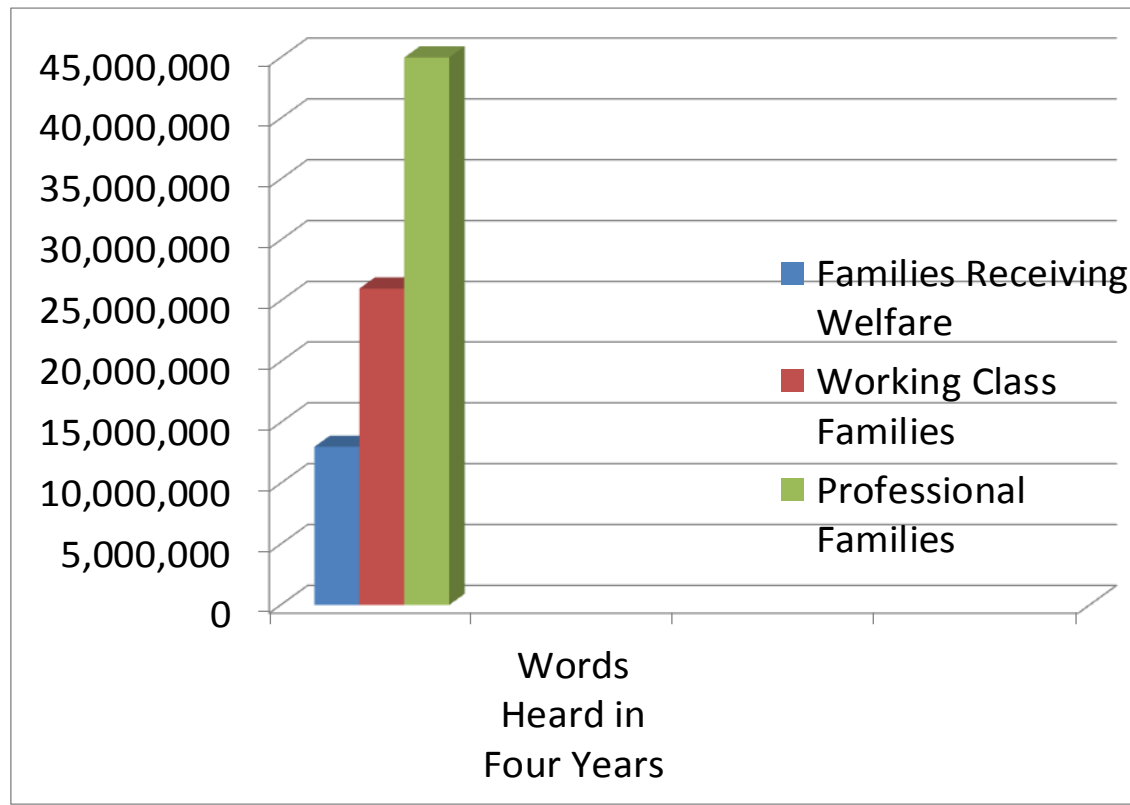
When considering vocabulary acquisition through incidental means, let's review the findings of a study conducted by Betty Hart and Todd Risley. The team wondered why, despite best efforts in preschool programs, children from low-income homes remained well behind their more economically advantaged peers. The next few slides are a summary of their findings.



Words Heard Per Hour: Families Receiving Welfare: 616; Working Class Families: 1,251; Professional Families: 2,153



This chart represents the same families but is based on Words Heard in a 100-hour week. For Families Receiving Welfare: 62,000; Working Class Families: 125,000; and Professional families: 215,000.



This chart represents the words children hear in four years. For Welfare families: 13 million; Working Class families: 26 million; and Professional families: 45 million. The cumulative affect of oral language interaction is amazing over the extended 4-year period.

Think about the make-up of the students in our school or classroom and make connections with our school population.

WHERE DO OUR DISTRICTS FIT IN?

KEYSTONE RANKING	DISTRICT	MEDIAN INCOME	\$RANK
Out of 592			
62	PENN TRAFFORD	65,544	1
62	HEMPFIELD	53,192	2
115	NORWIN	50,086	3
153	GREENSBURG	42,063	6
153	MT PLEASANT	36,437	9
184	FRAZIER	43,607	5
194	BELLE VERNON	49,501	4
266	SOUTHMORELAND	41,265	7
288	YOUGH	39,772	8
452	JEANNETTE	35,934	10


WHAT DOES THIS MEAN FOR OUR STUDENTS?

While we may not be able to control what happens in their homes, we can continue to make a difference while they are here. This tool box is meant to be a helpful tool for you to use. Many of you may have similar things that you are already using. We will be providing ideas that you can incorporate into your daily routines and even get your students involved in creating.



TEACHING VOCABULARY IS IMPORTANT

But *HOW* you teach
vocabulary makes all the
difference in a student's actual
word acquisition.



INEFFECTIVE WAYS OF TEACHING VOCABULARY

- According to research, many teachers use the same ineffective practices.

1. *Looking up words in the dictionary.*

According to Dr. Timothy Shanahan, a member of the National Reading Panel, the most common practice for teaching vocabulary is to have students look up words in the dictionary and write the definitions. Research indicates that this is actually the least effective practice.


2. *Using written context to figure out word meanings.*

Another common vocabulary practice is when a teacher tells students to figure out the meaning of an unknown word by using contextual clues. Although determining meanings of unknown words from context *can be* a very effective practice, simply instructing students to do it is not enough. Research indicates that the odds of a student deriving the intended meaning of an unknown word from written context is, unfortunately, extremely low, varying from 5% to 15% for both native speakers and English-language learners. This is true because students do not know how to use context clues *effectively*, and many times, they are never taught this skill.

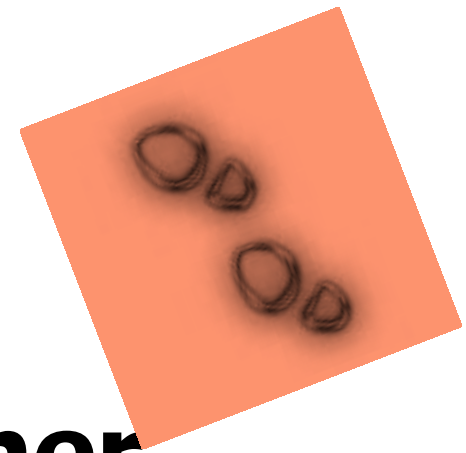
3. *Unplanned vocabulary teaching.*

Finally, vocabulary instruction must be well-planned with research-based instructional principles in mind. Teaching specific terms in a specific way is the strongest action a teacher can take to ensure students understand the content. Some practices really do yield consistently better results than others.

EFFECTIVE VOCABULARY INSTRUCTION REQUIRES:

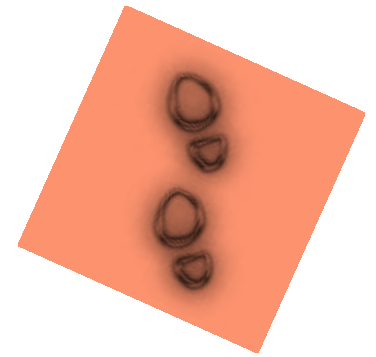
1. Active and positive student participation
 2. Personal engagement with a new word
 3. Opportunities for students to discuss new words
 4. Teaching vocabulary before reading
 5. Learning in rich contexts, incidental learning, and the use of computer technology
 6. Providing multiple exposures to a word
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STEP 1



The teacher provides a description, explanation or example of the new term.

STEP 2

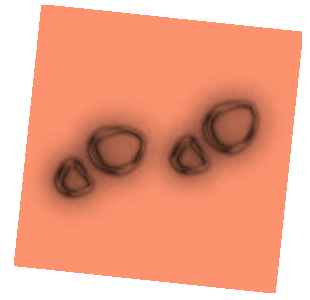


Students restate the explanation of the new term in their own words.

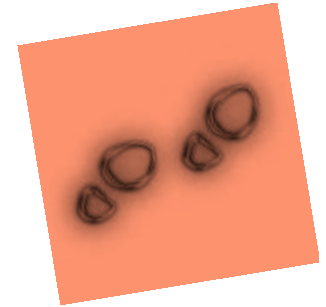


STEP 4

Students periodically engage in activities that help them add to their knowledge of vocabulary terms.



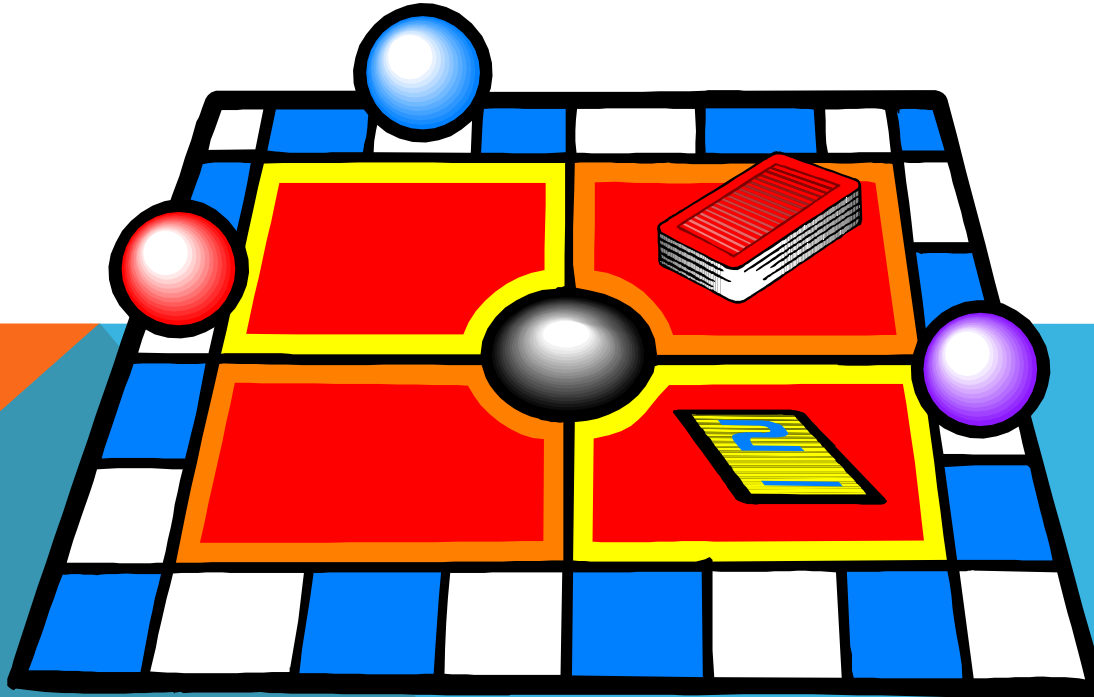
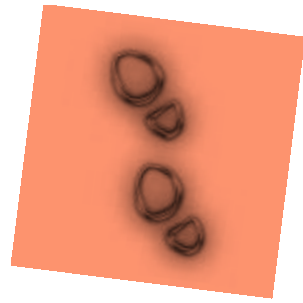
STEP 5



Frequently have students discuss important terms with one another.

STEP 6

Periodically engage students in games that allow them to play with the terms.



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- MANY OPTIONS ARE FREE WITH THE ABILITY TO UPGRADE TEACHER @ \$25 PER YEAR
- ENTER VOCABULARY SETS
- AUTOMATICALLY GENERATES FLASH CARDS THAT CAN ALSO BE PRINTED
- GENERATES VOCAB LISTS FOR PRINTING
- GENERATES TESTS AND CAN PRINT THE RESULTS
- SPEAKS IN ANY LANGUAGE OPTION
- CREATES ONLINE GAMES FOR STUDYING
- BANKS OF VOCAB TO CHOOSE FROM
- CREATE YOUR OWN CLASS
- APP FOR ALL DEVICES
- SEE WHO IS STUDYING