Multi-Tiered Vocabulary Instruction: Meeting the Needs of All Children
31st Annual KDEC Conference
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Wichita, Kansas

Cherie Nelson and Misty Goosen
TASN – KITS

Agenda
- Vocabulary and Literacy
- Strategies to Support Vocabulary Development
- Multi-Tiered Support for Vocabulary Development

Zed and Isaac

Definitions
- Emergent Literacy Perspective – emphasizes the social nature and meaningful use of literacy.
- Scientifically Based Reading Research Perspective – emphasizes skills and concepts that young children need to master to become proficient readers and the research-based strategies for teaching them.

Paulson, 2012

Critical Areas of Instruction in a Balanced Early Literacy Program
- Print Knowledge
- Phonological Processing
- Oral Language

NELP, 2008
What is the link between Vocabulary and Literacy?

- A child’s vocabulary size at age 3 is one of the strongest predictors of their 3rd grade reading achievement.
- Vocabulary builds background knowledge
- Vocabulary is essential for reading comprehension
- Vocabulary is linked to decoding

To Develop Vocabulary Knowledge

- Children need:
  - To hear new words
  - Self-motivation and engagement
  - Multiple exposures to new words that give contextual and definitional information
  - To learn to use independent word-learning strategies

Four Research-Based Vocabulary Teaching Practices

1. Provide purposeful exposure to new words
2. Intentionally teach word meanings
3. Teach word-learning strategies
4. Offer opportunities to use newly learned words

Vocabulary

Aperture

Intentional Instruction for Vocabulary

Christ and Wang, 2010
Selecting Vocabulary Words

- **Tier One** consists of the most basic words – *clock, baby, happy* – rarely requiring instruction in school.
- **Tier Two** are high frequency words for mature language users – *coincidence, absurd, industrious* – and thus instruction in these words can add productively to an individual's language ability.
- **Tier Three** are words whose frequency of use is quite low, often being limited to specific domains – *isotope, lathe, peninsula* – and are probably best learned when needed in a content area.

Beck, McKeown, & Kucan, 2002

Selecting Vocabulary Words

- Organize around topics or themes
  - *Calendar, calf,dream, carpenter, cucumber*
  - *Hygienist, braces, cavity, saliva, x-ray*
- Words that children may encounter in conversations or later in curriculum
- Words that can be pictured concretely and distinctly
- Words that will be useful in more than one context
- Words that are challenging

Your Turn

- Select a Book and 4-5 Vocabulary Words
  - *The Wizard of Oz* by Jack Prelutsky
- Create Child Friendly Definitions
  - **Barn**: A barn is a building where animals live.
    - *Explanation*: While children may not know the word “barn,” they will be familiar with animals and will learn that a barn is a place where animals live.
  - **Breakfast**: Breakfast is the first meal of the day.
    - *Explanation*: While children may not know the word “breakfast,” they will know which meal they eat first and learn that breakfast is the first meal of the day.
Pre-teach the Words

First & Second Book Reading
1. Pick one occurrence of the word (preferably on a page with the illustration). When you come to that word, remind children this is one of their new words and provide the definition.

“The tower is where the wizard lives” … “Tower is one of our new words; a tower is a tall building.”

Then continue reading the story
2. Second story reading, do the same but if possible pick a different place in the story to recall the target word.

Observing the Strategy

Think, Show, Tell, Talk Strategy

In Play
Teacher: Oh. So you’re going to get the sharks. Do you need to kill them, or do you move them to a different place so they can’t hurt anybody?
Casey: Kill them. Teacher: Kill them. You have to kill them?
Bryan: Yeah. Casey: There’s water already in the cage?
Teacher: Oh, so they’re in cages that are filled with water?
Bryan: Yeah, it’s a water cage. … Teacher: You must be very brave and daring men to go down there and take all these sharks back to this special place.
Casey: We’re protecting them.
Teacher: Do you have to wear special suits? What kind do you wear in the water?
Bryan: I wear climbing.
Teacher: What do you wear Casey? A shark suit?
Casey: Those things on your back. Are those the oxygen tanks? To help you breathe underwater?
Bryan: They can breathe underwater.
Teacher: Wow, that’s a special trick to learn how to do.

Florida’s VPK Teacher Tool Kit
**PAVEd for Success**

- Teach Vocabulary
- Read More
- Talk More

**New VEHicles (Teach Vocabulary)**

**Strategy 1**
- Introduce new vocabulary using Novel Name-Nameless category (N3C)

**Strategy 2**
- Provide a quick definition
  - Immediately following the introduction of each word during N3C
  - During whole-group review of vocabulary
  - During reading of books following the mention of each vocabulary word within the text

**Strategy 3**
- Review New Vocabulary Words Daily with Picture Cards

**Strategy 4**
- Read Topic-Related Books (with embedded vocabulary Using CAR Quest)

**Strategy 5**
- Reinforce New Vocabulary with Extension Activities

**Strategy 6**
- Post the Vocabulary List

**Strategy 7**
- Share New Vocabulary Words and Unit Topics with Families
CAR Quest (Read More)

Guidelines
- Read each book more than once during the week
- Read books in both small and large group settings
- Introduce books by taking a book walk
- Read the book interactively by using the CAR Quest prompts (6 questions per story)
- Choose an additional topic-related book with good vocabulary

CAR Quest Prompts | Target words | Examples
--- | --- | ---
Competence | Nurse | "What is the nurse wearing?"
| Carpenter | "What is the carpenter doing?"
Abstract | Judge | "The judge is pounding her gavel and saying, "Order in the court." Why does the judge need order?"
| Veterinarian | "Why is the veterinarian looking at the dog?"
Relate | Crossing Guard | "When have you seen a crossing guard outside your school?"
| Artist | "Would you want to be an artist when you grow up?"

Building Bridges (Talk More)

How to Implement
- 15 minutes per week/per group (all at once or three 5 minute groups)
- In small groups of 5 to 7 students
- Build into schedule
- Select groups

Building Bridges (Talk More)

Guidelines
- Let the children select the topic
- Allow adequate wait time
- Listen with genuine interest
- Keep the conversation positive
- Encourage turn-taking among the children
- Hold linguistically complex conversations with children
Building Bridges (Talk More)

Strategies for Linguistically Complex Conversations

- Respond with alternative and more sophisticated words (vocabulary recast)
  C: “She ain't got no bike.” T: “I wonder why there are insufficient bicycles.”

- Expand on what the children say
  C: “My sister there.” T: “Your sister is hanging upside down on the jungle gym.”

- Ask open-ended questions
  C: “My Mom’s car is nasty.” T: “Your Mom’s car is dirty? Why do you think that is?”

Building Bridges (Talk More)

Adaptations for Students who are English Learners and/or those with disabilities

- Reduce group size to 2 or 3

- Hold conversations during child-directed times about activities the child is doing (puzzles, digging in the sand)

- Use gestures and visuals to support comprehension

- Use parallel talk, but provide opportunities for child to take a turn.

- Increase wait time.

Planning Using PAVed

- Select a theme and two target books

- Select 10 vocabulary words and create definitions

  1. Calf – a baby cow, elephant, whale or seal
  2. Chick – a baby chicken or bird
  3. Cub – a baby animal that eats meat, like a lion, tiger, bear or wolf
  4. Fawn – a baby deer
  5. Feathers – what’s on the outside of birds
  6. Foal – a baby horse, mule or zebra
  7. Fur – the hairy coat covering some animals
  8. Hatch – to break out of an egg
  9. Parents – people who take care of children
  10. Whiskers – the long, stiff hairs growing around an animal’s mouth

Planning Using PAVed

- Create picture cards for vocabulary words and the Novel-Name-Nameless Category (N3C) strategy
Planning Using PAVed

- Write CAR Quest questions prompts for books

<table>
<thead>
<tr>
<th>Location</th>
<th>Type</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mama swan on baby swan</td>
<td>C</td>
<td>What do the baby’s feathers look like?</td>
</tr>
<tr>
<td>Mama cow with calf</td>
<td>C</td>
<td>What does the calf look like?</td>
</tr>
<tr>
<td>Mama seal with baby</td>
<td>A</td>
<td>These are the seal’s whiskers, what other animals have whiskers?</td>
</tr>
<tr>
<td>Brown llama talking to white llama</td>
<td>A</td>
<td>How do you think a llama’s fur feels?</td>
</tr>
<tr>
<td>Baby llamas running with their mothers</td>
<td>R</td>
<td>Would you want to have fur?</td>
</tr>
</tbody>
</table>

Language and Vocabulary Activities

- Classification Games – Most preschool children can name common foods such as apples, hamburgers, and pizza, but they have difficulty coming up with a name for what we call them together. Food. Use sorting games to help children learn category names (i.e. packing a suitcase, a picnic basket, doing laundry).

- Thinking or I Spy Games - take turns having children guess or describe things in the environment or in a picture.

- Storytelling – collect a mixture of pictures some familiar, some target words or some not familiar. Look at the pictures together, name and define unfamiliar pictures then have children try to tell a short story with 2 or 3 of the pictures together.

Planning Using PAVed

- Develop Building Bridges Topic Starters
  - We’ve been talking about animal families. Tell me about your family.

- Post Vocabulary List in Room so everyone knows the target words

Planning Using PAVed

- Plan two or more extension activities
  - Animal Matching Concentration Game
  - Guess the Animal

Planning Using PAVed

- Write Parent Communication Letter

Dear Parents:

This week we will be focusing on vocabulary words for Animal Babies. We will be reading stories and carrying out activities to help your child learn the meanings of these words. By pointing out examples of these words at home and in the community, you can help your child expand his or her vocabulary. This week’s words (with simple definitions that children can understand) are as follows:

- **Calf**: a baby cow, elephant, whale, or seal
- **Chick**: a baby chicken or bird
- **Cub**: a baby animal that eats meat, like a lion, tiger, bear, or wolf
- **Fawn**: a baby deer
- **Feathers**: what’s on the outside of birds
- **Foal**: a baby horse, mule, or zebra
- **Fur**: the hairy coat covering many animals (mammals, in particular)
- **Hatch**: to break out of an egg
- **Parents**: people who take care of children
- **Whiskers**: the long, stiff hairs growing around an animal’s mouth

Please post this where you and your child can see it. Thanks!

Sincerely,

Your child’s teacher
PAVEEd for Success


Multi-Tiered Vocabulary Support

Kansas Multi-Tiered System of Supports (MTSS)

- Core Instruction (ALL)
- Supplemental Instruction (Some)
- Intensive Instruction (Few)

Story Friends Program

Small groups of children participate in 'listening centers.'
Prerecorded storybooks and explicit embedded lessons are delivered under headphones.

Table 2. Narrator’s Instructional Prompts for the Book “Ellie Gets Stuck” (Regular font = Task Management, Italic Font = Target Word Content)

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Page(s)</th>
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<tbody>
<tr>
<td>Put finger under first word of title</td>
<td>1-7</td>
</tr>
<tr>
<td>Follow the arrows</td>
<td>8-12</td>
</tr>
<tr>
<td>Open book</td>
<td>13-17</td>
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<tr>
<td>Turn page</td>
<td>18-23</td>
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<td>Turn page</td>
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<td>Turn page</td>
<td>29-34</td>
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<tr>
<td>Turn page</td>
<td>35-40</td>
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<tr>
<td>Say “pause”</td>
<td>41-46</td>
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<tr>
<td>“What word means “to jump”??”</td>
<td>1-7</td>
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<tr>
<td>“What are things that leap?”</td>
<td>8-12</td>
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<tr>
<td>Pretend hands can leap like a frog</td>
<td>13-17</td>
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<tr>
<td>Where is Marquez?</td>
<td>18-23</td>
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<td>Say “between”</td>
<td>24-28</td>
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<tr>
<td>Pretend hands stuck between knees</td>
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<td>Say “leap”</td>
<td>35-40</td>
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Resources

Kansas Guide to Learning: Literacy - Birth to Five
Kansas Early Learning Standards

Resources
- Virtual KIT: Learning to Read: Early Literacy Birth to Five
  http://www.kskits.org/ta/virtualKits/learningToReadEarlyLiteracy0to5.shtml
- Kansas Kids Ready for Learning
  http://readyforlearning.net/
- TASN - http://ksdetasn.org/cms/

Questions?

References
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