Why should I integrate Text Talk vocabulary strategies into my read aloud? I’m already overwhelmed!!!!!

* One of the most persistent findings in reading research is the direct link between the depth of students’ vocabulary knowledge and their reading comprehension. (Baumann, Kame’enui, et al., 2003; Beck, McKeown, Omanson U Perfetti, 1983)
* There is a correlation between oral language/vocabulary and the acquisition of literacy.
* English language learners in first grade enter school with a vocabulary ranging from 10-2,000 words in English versus and English speaking average middle class first grader with about 10,000 words.
* Children’s SES is the most significant factor influencing vocabulary gaps.
* First grade children from higher SES groups knew about twice as many words as lower SES children.
* Researcher Louisa Moats (2001) refers to the gap in word knowledge between advantaged and disadvantaged children as “word poverty.”
* Young students who don’t have large vocabularies or effective word-learning strategies often struggle to achieve comprehension. Their bad experiences with reading set in motion a cycle of frustration and failure that continues throughout their schooling (Hart & Risley, 2003; Snow, Barnes, Chandler, Goodman, & Hemphill, 2000; White, Graves, & Slater, 1990). Because these students don’t have sufficient word knowledge to understand what they read, they typically avoid reading. Because they don’t read very much, they don’t have the opportunity to see and learn very many new words. This sets in motion the well-known **“Matthew Effect,”** Stanovich’s (1986) application of Matthew, 25:29–“the rich get richer and the poor get poorer.” In terms of vocabulary development, good readers read more, become better readers, and learn more words; poor readers read less, become poorer readers, and learn fewer words.

## Therefore…

* Children often stay in the same “boat” in which they arrived in school. Cunningham and Stanovich (1997) showed that vocabulary knowledge in first grade predicted students’ reading comprehension in their junior year in high school!

# So, this is bad news, right???!!!!

# BUT… We can do something about word poverty!

“All available evidence indicates that there is little emphasis on the acquisition of vocabulary in school curricula (Biemiller, 2001; Scott, Jamieson, & Asselin, 1998; Watts, 1995.) That may sound like bad news, too, but there is an upside. That is, the fact that early differences in vocabulary remain through the school years is understandable if little is being done to change that situation during he school years. So, perhaps it is not so much the case that those differences cannot be changed, but rather that little has been done to focus on making them change. Thus, talking on the task of providing effective vocabulary instruction is a very high priority for our educational system.

“A robust approach to vocabulary involves directly explaining the meanings of words along with thought-provoking, playful and interactive follow up…

“The findings of those studies (Beck, Perfetti, & McKeown, 1982; McKeown, Beck Omanson, & Perfetti, 1983; McKeown, Beck, Omanson, & Pople, 1985) showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension.” (Bringing Words to Life, Robust Vocabulary Instruction Beck, McKeown, Kucan)

How do we put students in a different boat????

Students Develop Vocabulary Through:

1. Wide Reading
	1. Reading a lot
	2. Reading a variety of different types of texts
2. Explicit Vocabulary Instruction
	1. Focusing on specific words and their meanings
3. Multiple Exposures
	1. Many opportunities to use the new words in various contexts