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 - Attendance Sheet (only if more than one person is at your site)
 - ASHA Participant Form
 - Evaluation Form

- Mail the forms postmarked no later than 4-18-17 to

Darlene Davis, Pearson
19500 Bulverde Road, Ste. 201
San Antonio, TX , 78259

Questions about CEUs?

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- The mailed CE forms are postmarked after 4-18-17
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Vital Vocabulary for Every Age: Building Academic Vocabulary Grades 1-8

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Snapshot of Speaker:

- From 1968 – 1989 worked in schools as a speech pathologist, classroom teacher, & school psychologist
- From 1989 – 2009 worked for test & curriculum publishers
- Now semi-retired, independent consultant for school districts and publishers
- Is a Nationally Certified School Psychologist (retired) and holds Indiana Life License – Elementary Teacher
- Has a B.S. in speech pathology, M.Ed. in elementary education, M.A. in educational psychology, and Ph.D. in school psychology

Disclosure for Dr. Williams:

- **Financial:**
 - Author
 - *Expressive Vocabulary Test (EVT-2)*
 - *Phonological and Print Awareness (PPA) Scale*
 - *Building Early Literacy Skills: Phonological and Print Awareness Activities*
 - Co-author
 - *OWLS-2 Reading Comprehension Scale*
 - Receive royalties for all of the above
- **Nonfinancial:**
 - Author
 - *Group Reading Assessment & Diagnostic Evaluation (GRADE)*
 - *Group Math Assessment & Diagnostic Evaluation (G•MADE)*
 - *Reading Level Indicator (RLI)*
 - *Math Level Indicator (MLI)*
 - *Reading Fluency Indicator (RFI)*
 - Receive no royalties on these assessments

Learner Outcomes

- *As a result of this activity, the participants will be able to:*
 - Summarize for instructional team members the research that supports the value of a rich and broad knowledge of vocabulary throughout a person's lifespan
 - Demonstrate age-appropriate vocabulary development activities for primary and middle school students
 - Implement a course of academic vocabulary development for students in the primary and middle grades that can be shared with parents and teachers

Time-Ordered Agenda

1:00 to 1:05 pm	Overview
1:05 to 1:20 pm	Review of relevant research on the value of vocabulary knowledge for primary and middle school students
1:20 to 1:55 pm	Age-appropriate and research-based strategies for developing primary and middle school students' vocabulary skills
1:55 to 2:00 pm	Wrap-up and questions

What is “Vocabulary”?

- **Lexical Store**
 - Mental dictionary of known meanings of words and idioms
 - Some may be inaccurate or incomplete
- **Receptive vocabulary**
 - Recognition vocabulary
 - For listening and reading
- **Expressive vocabulary**
 - Productive vocabulary
 - For speaking and writing
- **Not the number of words one can decode in print**
- **Can be significant differences in receptive and expressive vocabulary skills**
 - Not common, but plausible

Receptive Better than Expressive

- **Child scores higher on PPVT than EVT**
 - Seems to be more “capable” when listening and reading than when speaking and writing
- **Good guesser; may have some (partial) knowledge**
 - Can “fill in the blanks” when listening
- **Good store of knowledge, but may have a problem with retrieval when speaking**
- **Strong knowledge of the prevailing culture**
- **Broad experiential background**

Expressive Better than Receptive

- Child scores higher on EVT than PPVT
 - Seems to be more “capable” or knowledgeable when allowed to speak or “put things in own words”
- Lack of automaticity
 - Can speak or write at own pace
- Deep processing vs. superficial
 - Will engage if activity is active (speaking or writing) and not passive (listening or reading)
- Limited experiential background
- Different cultural or “world knowledge” base
 - Can choose own words when speaking or writing

Need a Balanced Approach

- Children are often taught print concepts like the letter names without demonstrating their connection to the speech sounds they use
 - “Many children who enter kindergarten know letter names but do not know that those letters are used to represent the segments of their own speech. Many first and second graders, and even some older students who are poor readers or spellers, also have not acquired this essential insight” (p. 23, Moats, 2000)
- When teaching the association between speech sounds and letter symbols, already knowing the alphabet can facilitate learning
 - “It is much easier to associate a sound with a letter if you already know the name of the letter - knowing the alphabet is almost like having an anchor for each sound” (p. 166, Hall & Moats, 1999).

Need a Balanced Approach

- The relationship between phonological awareness and print awareness is not unidirectional, but reciprocal (Stanovich, 1986)
 - Phonological awareness helps a child understand the alphabetic principle
 - Alphabetic knowledge, understanding the more concrete sound-symbol correspondence of phoneme to grapheme, can facilitate a child's development of the more abstract tasks of phonemic segmentation and blending
 - Print knowledge helps a child profit from literacy instruction
 - Understand the words of instruction
- Code-focused interventions consistently demonstrated positive effects
 - Longitudinal studies revealed that good readers in high school were initially taught to read by code-focused instructional methods
 - Good readers learned early on how to sound out words and how to read new words on their own

Vocabulary & Comprehension

- Vocabulary knowledge is strongly related to overall reading comprehension
 - Correlations range from .85 to .90
 - If a word is decoded and pronounced but the meaning is not recognized, comprehension will be impaired
- A limited vocabulary represents a limited understanding of concepts
 - Well-developed vocabulary skills and wide background knowledge help students comprehend more difficult and complex material
 - Reading widely helps build vocabulary and background knowledge
 - Need to use reading to learn; go beyond learning to read

Applying an Information Processing Model to Verbal Learning

- 3 steps to verbal learning (what we learn by listening and reading)
 - **Step One: Pay attention**
 - Focus, engage to incoming stimuli
 - **Step Two: Encode**
 - Put new information into personally meaningful form
 - Actively process information individually or with peers
 - **Step Three: Build associative links**
 - Link new information to what you already know
 - Move from immediate memory into long-term memory

Phonograms

Phonograms

- Powerful tool for building vocabulary
- Efficient and straightforward means for introducing common spelling patterns
 - Generally, consist of a vowel and final consonant (-at)
- Allow struggling readers to gain confidence
 - Easily demonstrate the number of words they can read & spell
 - Words they can decode easily
 - Allow the student to do “reverse” decoding
- Facilitate the decoding of longer words
 - Words formed with phonograms are all single-syllable words that are found in many multisyllabic words
 - Example: *caterpillar*
 - Can provide a basis for building a richer vocabulary for reading and writing

Phonograms

- Add a consonant, diagraph, or blend to a:
 - Short vowel phonogram (-in)
 - Create words with CVC spelling pattern
 - Examples: *bin, din, fin, gin, kin, pin, sin, tin, win, chin, grin, shin, skin, spin, thin, twin*
 - Long vowel phonogram with final silent e (-ame)
 - Create words with CVC ϵ spelling pattern
 - Examples: *came, dame, fame, game, lame, name, same, tame, blame, flame, frame, shame*
 - Long vowel phonogram with second silent vowel (-ain)
 - Create words with CV ϵ C spelling pattern
 - Examples: *lain, main, pain, rain, vain, wain, brain, chain, drain, grain, plain, slain, Spain, sprain, stain, strain, train*

38 Most Common Phonograms in Order

1. -ay	11. -ot	21. -op	31. -ob
2. -ill	12. -ing	22. -in	32. -ock
3. -ip	13. -ap	23. -an	33. -ake
4. -at	14. -unk	24. -est	34. -ine
5. -am	15. -ail	25. -ink	35. -ight
6. -ag	16. -ain	26. -ow	36. -im
7. -ack	17. -eed	27. -ew	37. -uck
8. -ank	18. -y	28. -ore	38. -um
9. -ick	19. -out	29. -ed	
10. -ell	20. -ug	30. -ab	

Example: Powerful Word Building

- Quick Write
- Write 26 “-ay” real words
 - Make a word by adding:
 - Initial consonant sound
 - Initial consonant blend
 - Initial consonant digraph
- Experience “reverse” decoding
- How many did you get?
- Need help?

Sound-to-Symbol Checklist

- 19 initial consonant sounds
 - w, m, b, p, d, t, n, f, v, c, k, g, h, s, z, j, y, l, r

- 3 most common digraphs
 - sh, ch, th

- 20 most common consonant blends
 - br, cr, dr, fr, gr, pr, tr, wr, bl, cl, fl, gl, pl, sl, sc, sk, sm, sn, sp, st

26 “-ay” Words

bay	nay	bray	slay
day	pay	clay	spray
gay	quay	cray	stay
hay	ray	fray	stray
jay	say	gray	sway
lay	way	play	tray
may		pray	

Phonograms

- Activities
 - T-chart with {ō} to {ū}
 - You write {ō} words in the first column
 - Student copies words in second column, but changes the {ō} to {ū}
 - T-chart with short & long vowel pair (-in & -ine)
 - You provide initial sound
 - Student writes & reads word pairs
 - T-chart with short & long vowel phonograms
 - Pick any two phonograms (one short vowel, one long vowel)
 - You provide initial sound
 - Student writes & reads words
- Builds reading and spelling fluency and confidence.
 - Encourages child to use skill he or she has
 - Helps make sense of the “sound-it-out” instruction
- Add “new” words to Word Wall or personal journal of words

ō	ū
hot	
bog	
clock	
cob	
cot	
pop	
shock	
snob	
stock	

Short and Long Vowel

	-in	-ine
p		
d		
w		
tw		
sh		
sp		

	-ash	-eat
b-		
h-		
s-		
tr-		
m-		

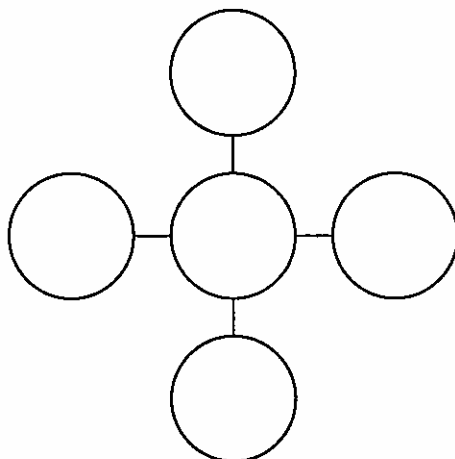
Reading with “High Comprehension”

- Reading with “high comprehension” depends on understanding that words can have multiple meanings (Samuels, 2000)
- Having a facility with words with multiple meanings
 - Can read with automaticity
 - Can “automatically” use the correct meaning of the word as one reads
- Contextual role
 - Defining the word by its meaning in a particular context
 - The difference between the color *green* and a *green* in terms of golf
- Syntactic role
 - Defining a word by its usage in the sentence
 - Using *avoid* as a verb or *avid* as an adjective



“My parents are separated, but I’m still all together!”

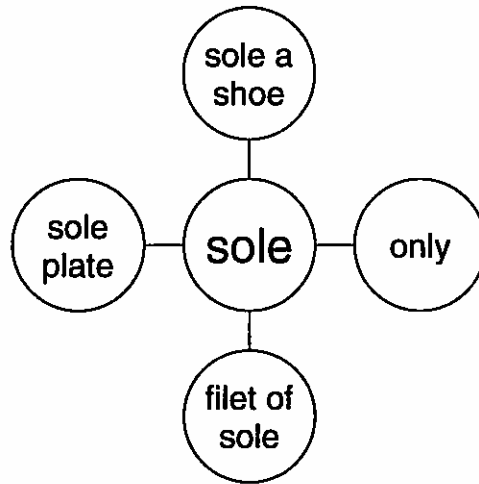
Word Web Strategy: For Developing Words with Multiple Meanings



Word Web Strategy

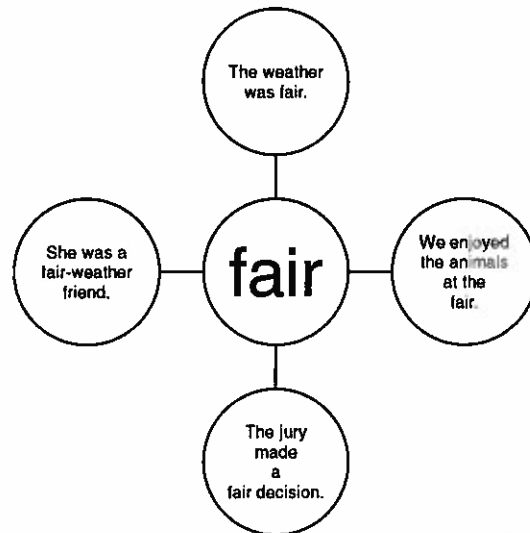
- Provide a word for the center of the web
 - Suggest “academic” vocabulary: How would the meaning change based on the subject?
 - bay, lodge, duty, grid, line
- Assign students to groups of 3 or 4
 - Mix abilities and backgrounds
 - Include ELL and LD students
- Set a time limit similar to a “quick write”
 - 45 to 60 seconds
- Students write in the 4 circles of the web
 - A phrase or sentence using the word, or an idiom that uses the word, or synonym for the word
- Extend the strategy by writing
 - Write a sentence for each meaning of the word “sole” listed in the Word Web
 - Read sentence to the group
 - Does each sentence clearly convey each separate use of the word?
 - Works: The sole of my shoe has a hole in it.
 - Doesn’t do it: The sole has a hole.

Completed Word Web Example



”

Completed Word Web Example



”

Suggested Words for Word Web Strategy

1. bank
2. count
3. cue
4. firm
5. hold
6. long
7. press
8. seal
9. tire
10. well

Resources

- **On-line Book Stores**
 - **BetterWorldBooks.com**
 - Free shipping
 - Inexpensive new and used books
 - Nonprofit
 - **AbeBooks.com**
 - Inexpensive textbooks and literature collections for middle and high school students
- **Free Comic Book Day in May**
 - 5 million given away in 2017

References & Resources

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