

CALIFORNIA VOCABULARY FORUM

Teaching California's Next Generation of Readers

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Pasadena, California

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Conference Focus & Goals

- ◆ Role vocabulary plays in overall literacy instruction
 - ◆ Share knowledge of current research that supports successful strategies
 - ◆ Highlight best practices and research
 - ◆ Provide statewide outreach to increase local knowledge of the research

Researchers

- ◆ Marilyn Jager Adams
- ◆ Isabel Beck
- ◆ Joanne F. Carlisle
- ◆ Anne E. Cunningham
- ◆ Claude Goldenberg
- ◆ Elfrieda Hiebert
- ◆ Edward J. Kame'enui
- ◆ Michael L. Kamil
- ◆ P. David Pearson
- ◆ Catherine Snow
- ◆ Christopher J. Lonigan

Common Themes

- ◆ Vocabulary development and reading comprehension are reciprocal processes
- ◆ Oral language development is critical to supporting vocabulary development and reading comprehension
- ◆ Although some unfamiliar words are learned through explicit instruction, 90% of the words children learn are through incidental encounters

Common Themes (continued)

- ◆ Word learning is incremental and cumulative
- ◆ Word learning should be meaningful, repetitious, and integrated throughout multiple contexts
- ◆ Word learning should be lively, engaging, and lead to deeper levels of “knowing a word”
- ◆ Wide reading builds vocabulary

Common Themes (Continued)

- ◆ Words identified for direct, explicit instruction must be selected intentionally
- ◆ Teachers must model, scaffold, and provide guided practice for oral language and vocabulary development
- ◆ For older students, teach word learning strategies that include use of roots and affixes and cognates

Implications For Preschool

- ◆ Oral Language Development: The foundation for building vocabulary
- ◆ Syntactic Knowledge: Modeling is the key
- ◆ Listening Comprehension: The foundation for text comprehension

Implications For Preschool (Continued)

- ◆ Read Alouds and Scaffolded Learning
 - ◆ Shared Reading With Big Books - Large Group
 - ◆ Dialogic Reading and Text Talk - Small Group
- ◆ Phonological Sensitivity
- ◆ Alphabet Knowledge
- ◆ Print Knowledge

Next Steps

- ◆ Professional Learning Opportunities
 - ◆ Statewide Focus Through Regional Networks
 - ◆ Resources