



Webinar:

**THOUGHTS IN THE SHADOW:
Unleashing the power of vocabulary
and its impact on college and career, success**

Presenter:

Jan K. Bryan, Ed. D. VP, National Education Officer, Renaissance

Date:

February 23, 2018



Welcome!

Charneece Fraticelli
RAPSA Coordinator / Opportunity Youth
Programs Coordinator SIATech

**To Ask Questions: Please use the chat box
for questions.**

**Trouble? Email info@rapsa.org with
questions.**

Thoughts in the shadow: Unleashing the power of vocabulary and its impact on college and career, success

Reaching At-Promise Students Association

February 23, 2018

Jan K. Bryan, Ed. D. VP, National Education Officer, Renaissance

jan.bryan@renaissance.com





Our mission:

“To accelerate learning for all children and adults of all ability levels and ethnic and social backgrounds, worldwide.”

The relation between thought and word is a living process;

Vygotsky, L. S. (1991)

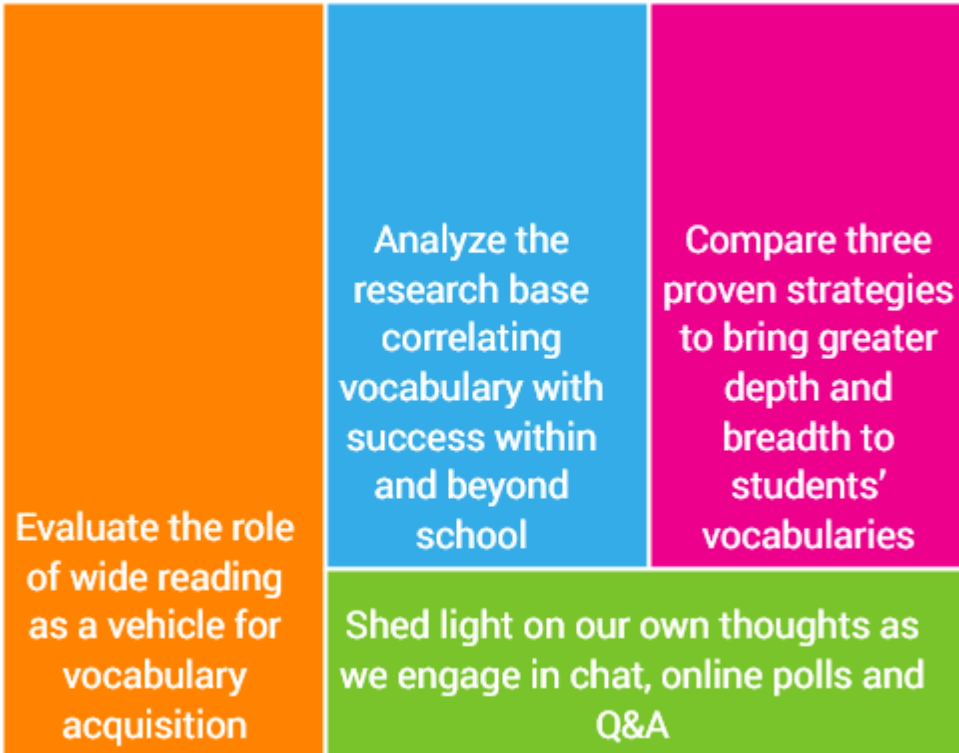
The relation between thought and word is a living process; thought is born through words.

Vygotsky, L. S. (1991)

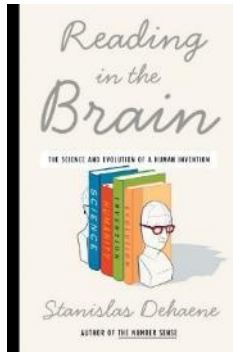
The relation between thought and word is a living process; thought is born through words. A word devoid of thought is a dead thing, and a thought unembodied in words remains a shadow.

Vygotsky, L. S. (1991)

Thoughts in the shadow

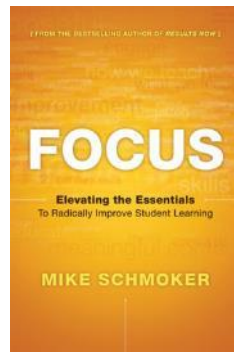


Key resources



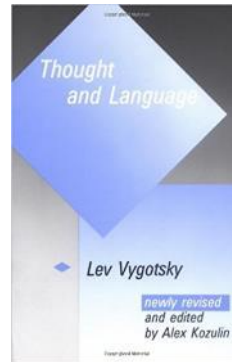
Stanislas Dehaene

<https://www.youtube.com/watch?v=25GI3-kiLdo>



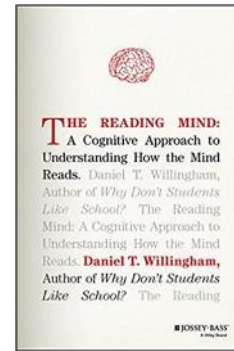
Mike Schmoker

<http://mikeschmoker.com>



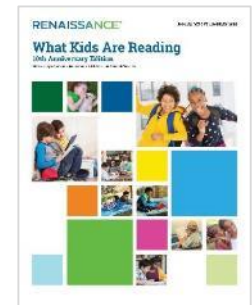
L. S. Vygotsky

<https://mitpress.mit.edu/books/thought-and-language>



Daniel Willingham

<http://www.danielwillingham.com>



Renaissance

<https://www.renaissance.com/learning-analytics/wkar>

Recommended reading

A wealth of words: The key to increasing upward mobility is expanding vocabulary

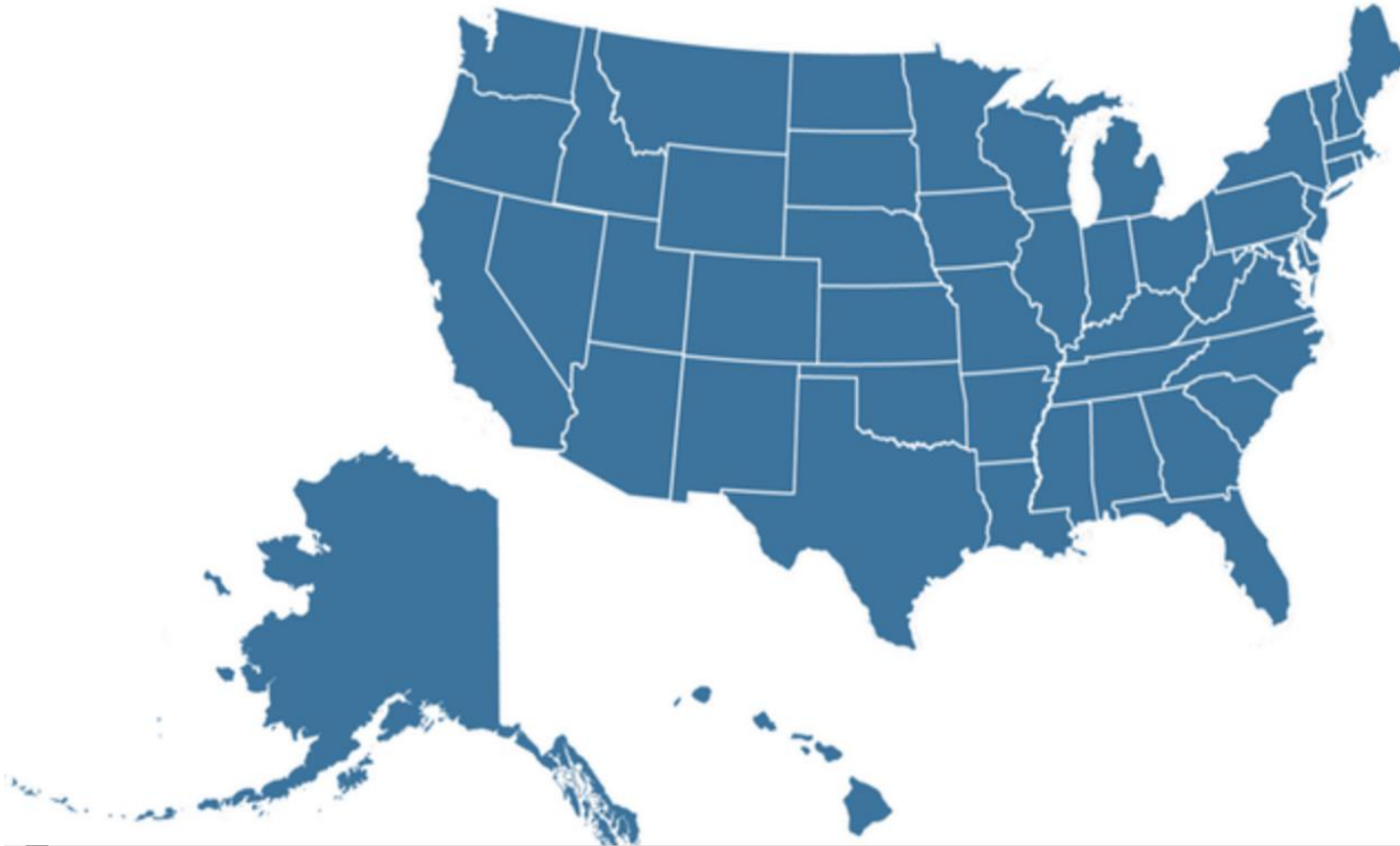
E. D. Hirsch, Jr.



ILLUSTRATIONS BY RICHARD LILLASH

<https://www.city-journal.org/html/wealth-words-13523.html>

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Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

Thoughts in the shadow

The vocabulary correlation

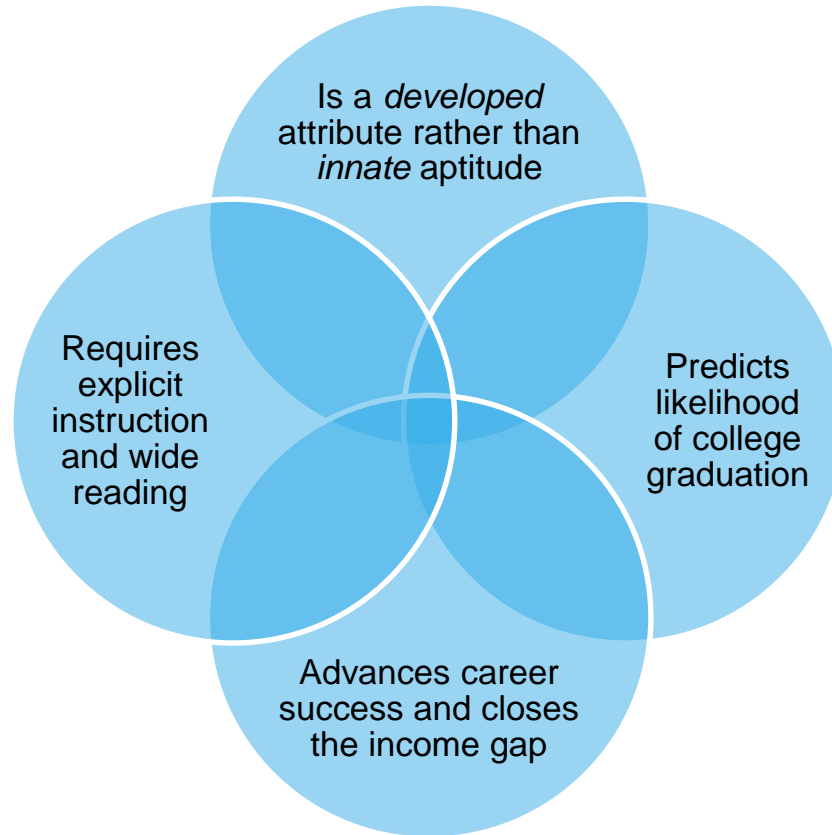
Analyze the
research base
correlating
vocabulary with
success within
and beyond
school

Shed light on our own thoughts as
we engage in chat, online polls and
Q&A



The vocabulary correlation

Almost a century of empirical data



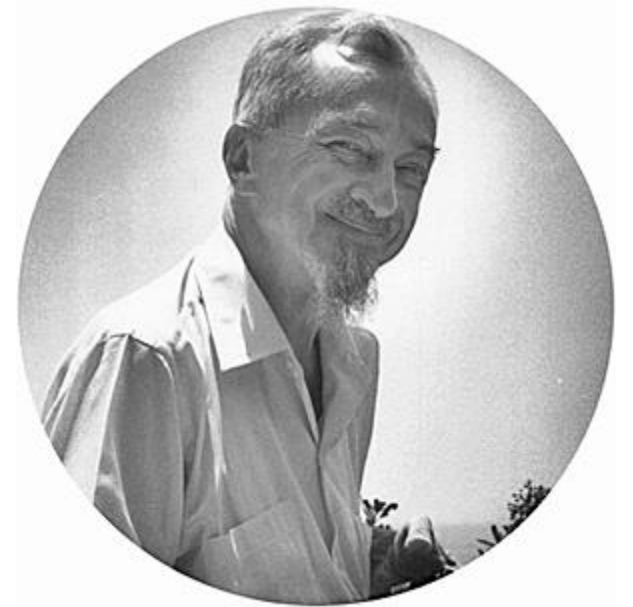
Vocabulary positively correlated to

One common attribute

“Extensive knowledge of the exact meaning of English words”

Hirsh, E.,D. in Shand, M. (1994)

https://www.ideals.illinois.edu/bitstream/handle/2142/17878/ctrstreadtechrepv01994i00605_opt.pdf



<https://www.jocrf.org/about/history>

Vocabulary size positively correlated to

College graduation and future income

- Likelihood of college graduation
- Level of future income

Hirsh, E. D. (2013)

<https://www.city-journal.org/html/wealth-words-13523.html>



ILLUSTRATIONS BY RICHARD LILLASH

Vocabulary positively correlated to

Real-word success

- A gain of one standard deviation raises income by nearly \$10,000
 - in 2012 dollars

Winship, C. and Korenman, S. in Mayer and Peterson, Eds. (1999). *Learning and earning: How schools matter*.

Vocabulary positively correlated to

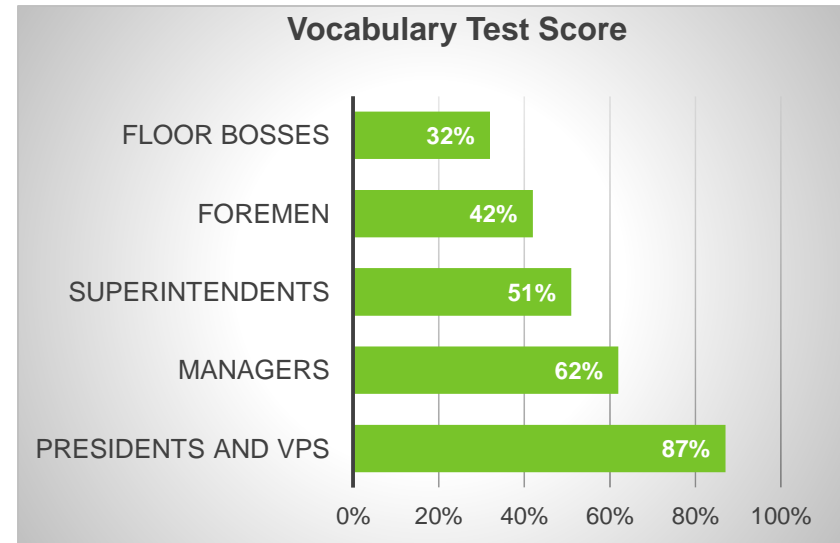
Career success

“A person’s vocabulary level is the best single predictor of occupational success.”

Johnson O'Connor Research Foundation

<http://www.jocrf.org>

<https://litemind.com/top-3-reasons-to-improve-your-vocabulary>



Verbal competence

Most important goal of schooling

“Verbal scores are reliable indexes to general competence, life chances, and civic participation.

Hirsch, E. D. (in Schmoker, 2011, p. 33)



Verbal competence

Most important goal of schooling

“Verbal scores are reliable indexes to general competence, life chances, and civic participation.

“Good verbal scores diminish the notorious income gap.”

Hirsch, E.D. (in Schmoker, 2011, p. 33)



Vocabulary as good place to start

“If we want to reduce income inequality in America, a good place to start is the language arts classroom.”

Hirsh, E. D. (2013)

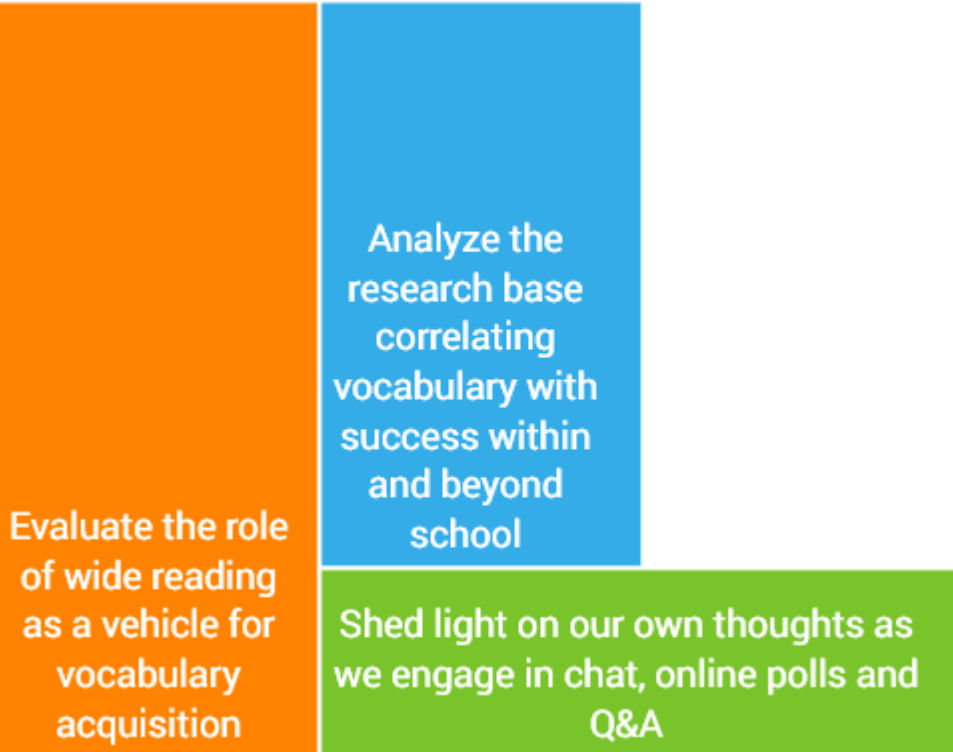
<https://www.edweek.org/ew/articles/2016/10/12/cultural-literacy-creator-carries-on-campaign.html>

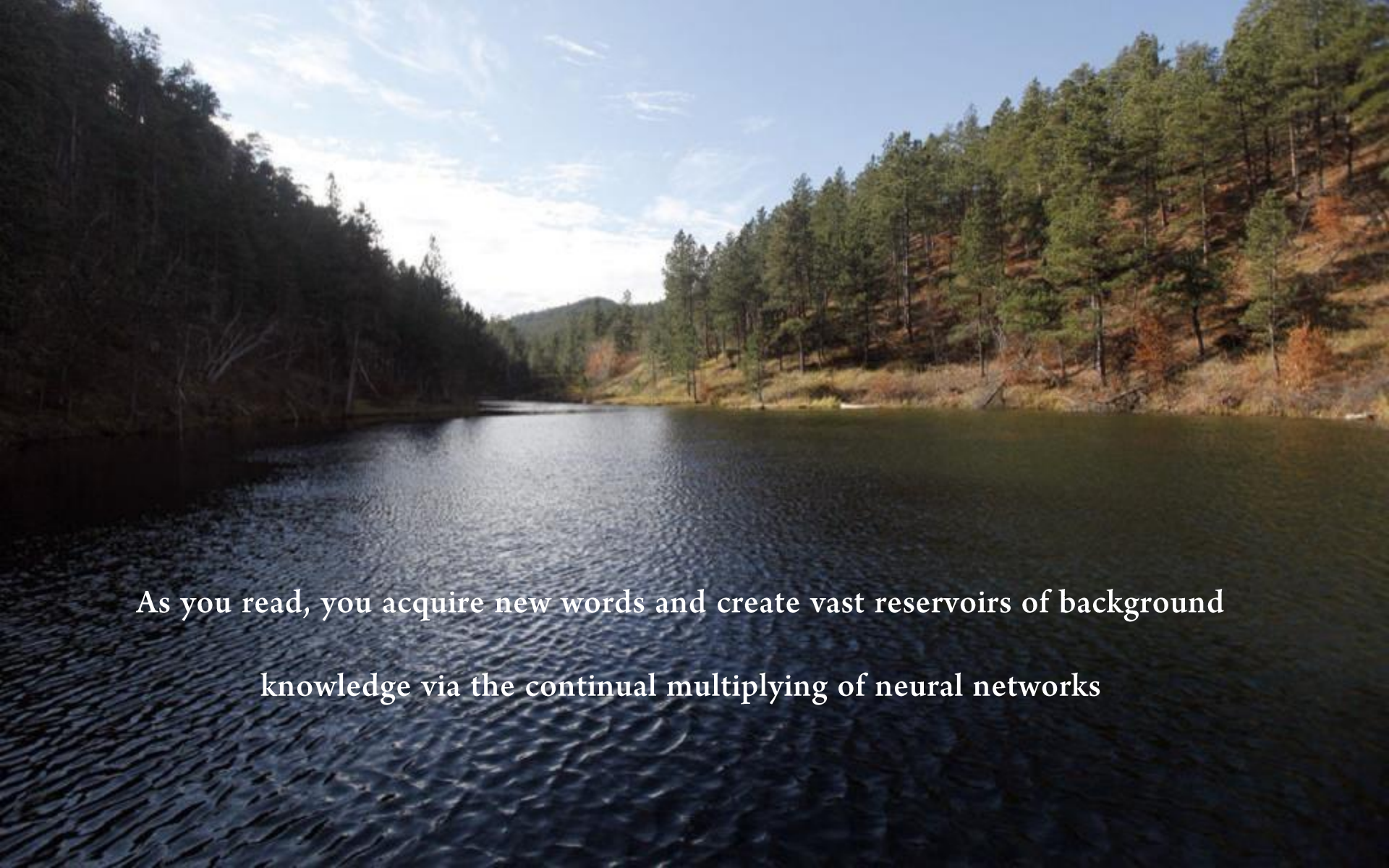


As appropriate, briefly describe a time when your thoughts remained in the shadows because you lacked the precise words to share your thinking adequately.

Thoughts in the shadow

Wide reading and the brain . . .



A scenic view of a lake surrounded by dense evergreen forests under a blue sky with light clouds. The water is dark and reflects the surrounding trees and sky. The forest on the right is more brightly lit, showing some autumnal colors, while the forest on the left is in deep shadow.

As you read, you acquire new words and create vast reservoirs of background
knowledge via the continual multiplying of neural networks

“Reading is probably the hardest thing we teach people to do in the education system.”

Whitman, A. & Goldberg, J. (2008)

**Nothing prepared us to absorb
language through our eyes.**

Dehaene, S. (2008)

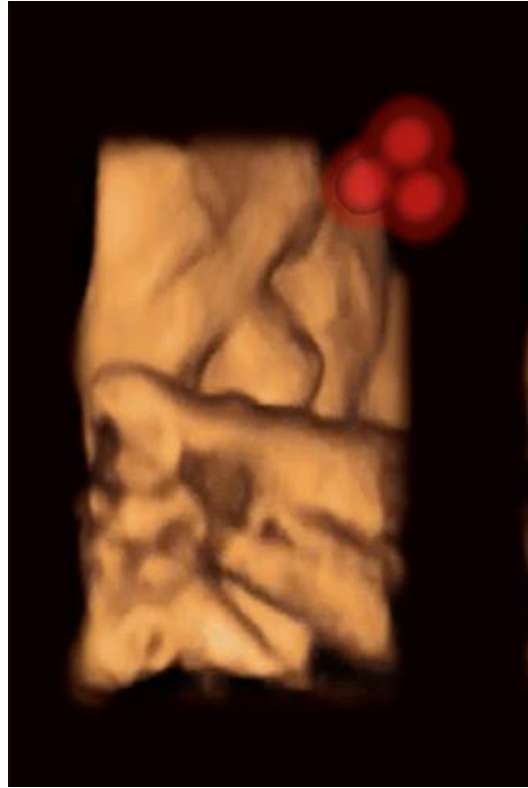
A cultural, rather than physical evolution

Dehaene, S. (2009)



Facial and voice recognition

Prenatal evidence



<https://d1o50x50snmhul.cloudfront.net/wp-content/uploads/2017/06/08160021/1420711.jpg>

Fight, flight, or freeze

Facial and voice recognition

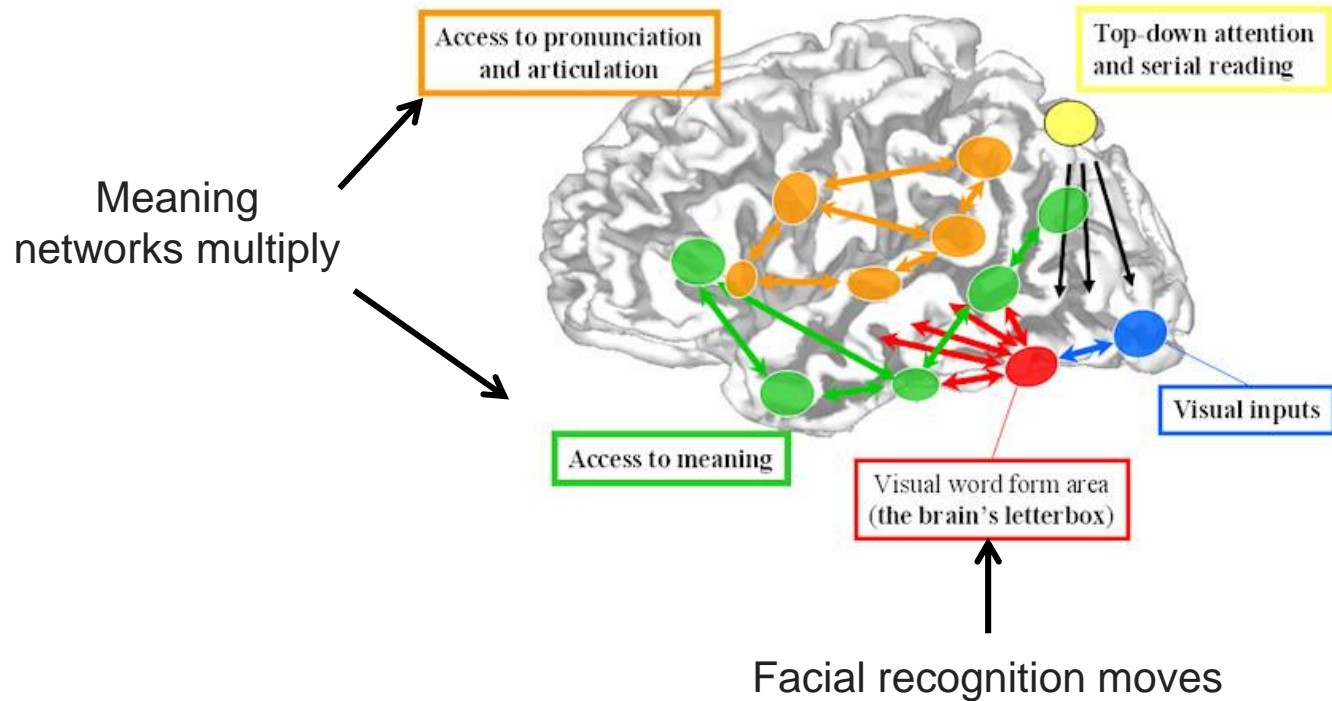


Image available

<http://childhoodtraumarecovery.com/2014/03/12/trauma-responses-fight-flight-freeze-or-fawn>

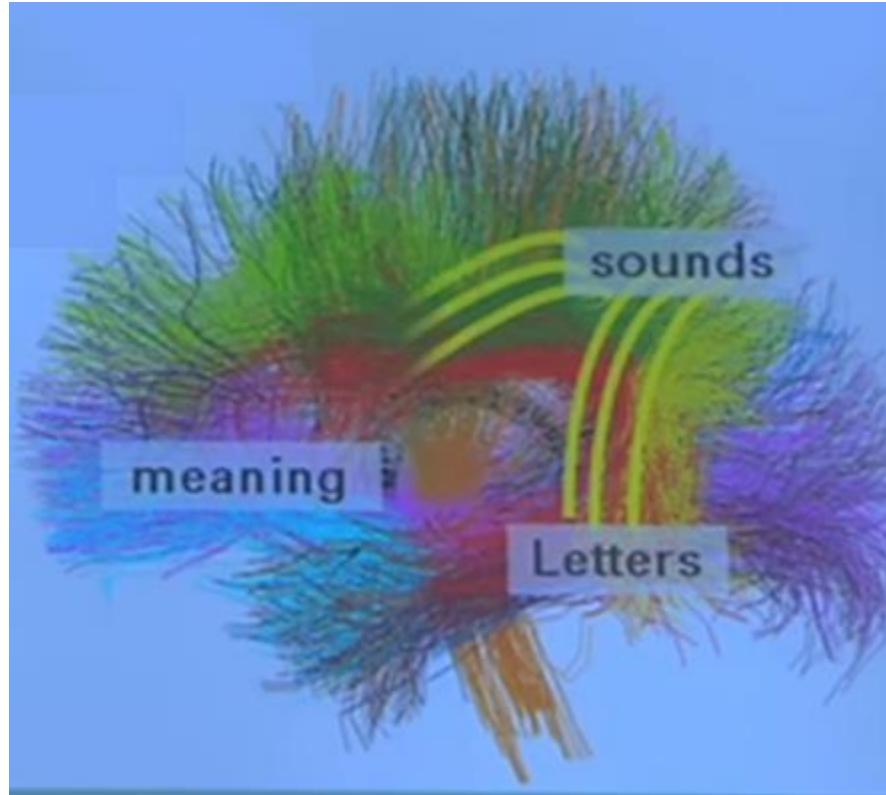
Reading in the brain

Dehaene, S. (2009)



The reading mind

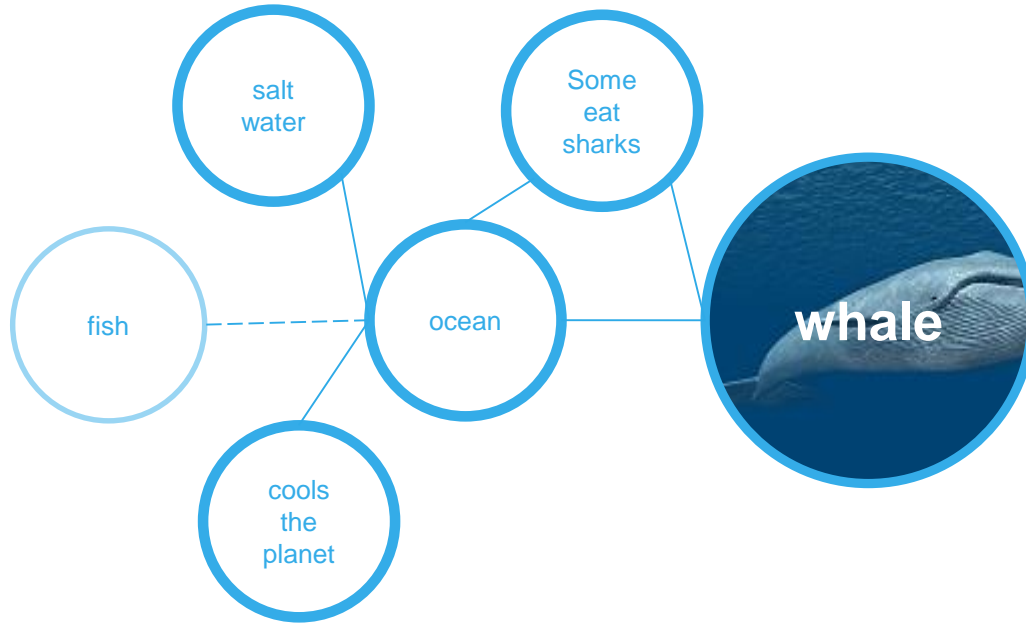
Willingham, D. (2017)



<https://www.youtube.com/watch?v=25GI3-kiLdo>

The reading mind builds representations

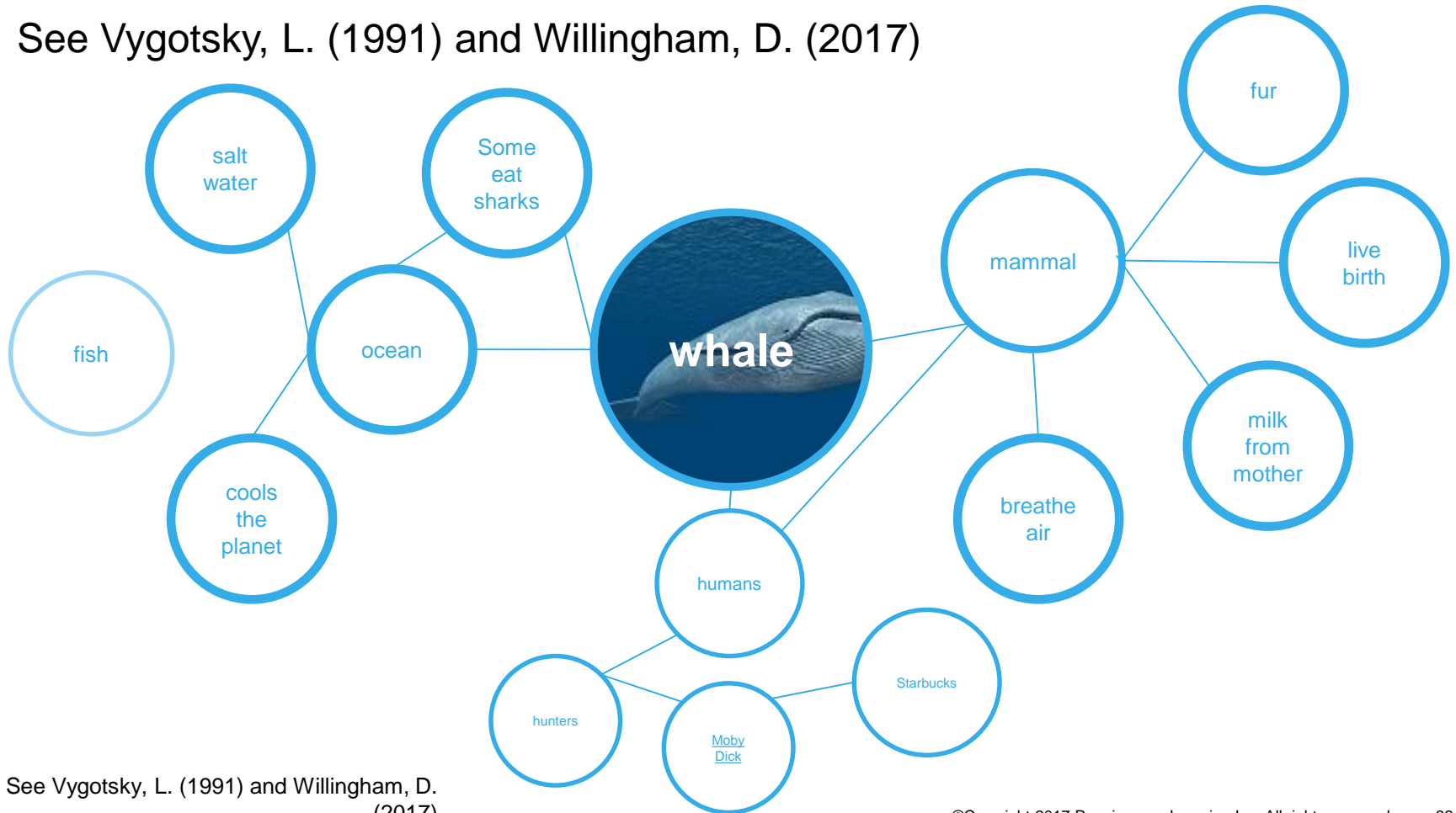
“Chunking”



See Vygotsky, L. (1991) and Willingham, D. (2017)

The reading mind corrects representations

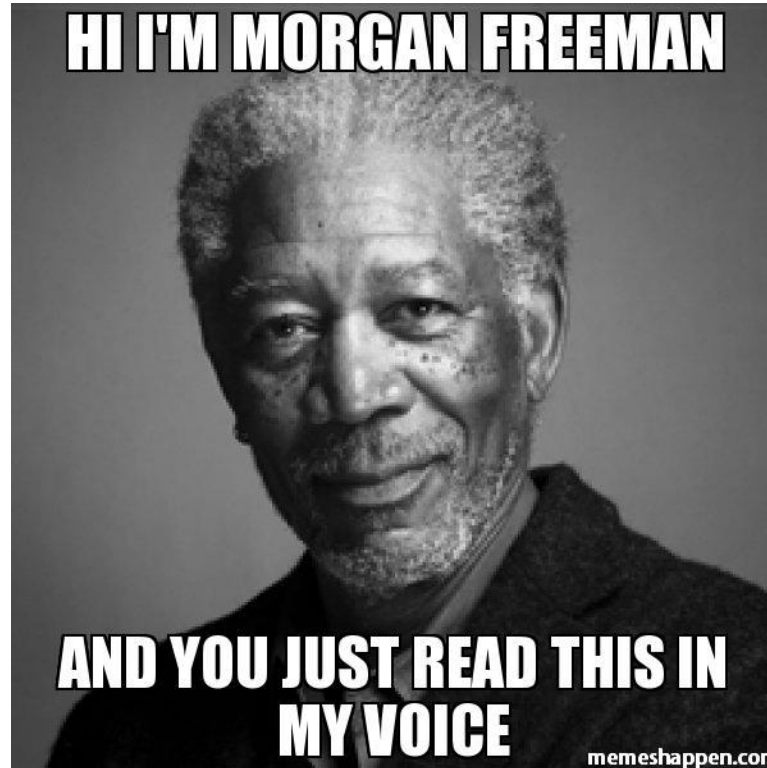
See Vygotsky, L. (1991) and Willingham, D. (2017)



See Vygotsky, L. (1991) and Willingham, D. (2017)

The reading mind “hears” what you read

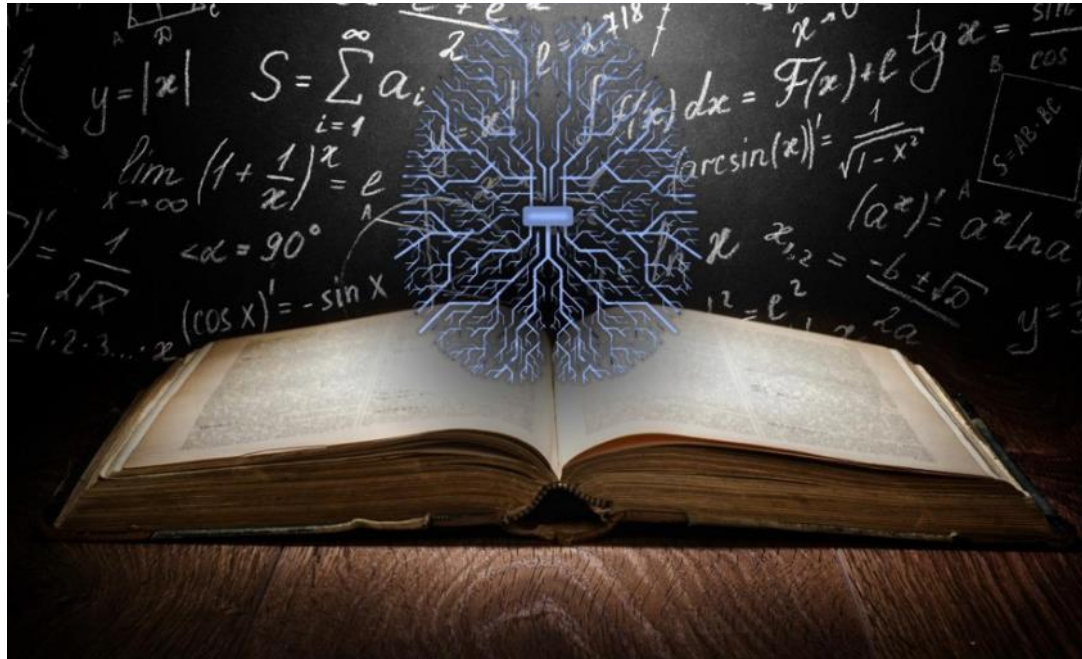
Prosody (see Willingham, D. The reading mind p. 17)



<https://www.taleas.com/memes/hi-im-morgan-freeman-and-you-just-read-this-in-my-voice.html>

The reading mind is mathematical

Reading and mathematics restructure the brain



http://presidentialscholars.columbia.edu/society_neuroscience_event/educating_the_brain

Strengthening the reading mind

- Practice
- Interest
- Challenge
- Network

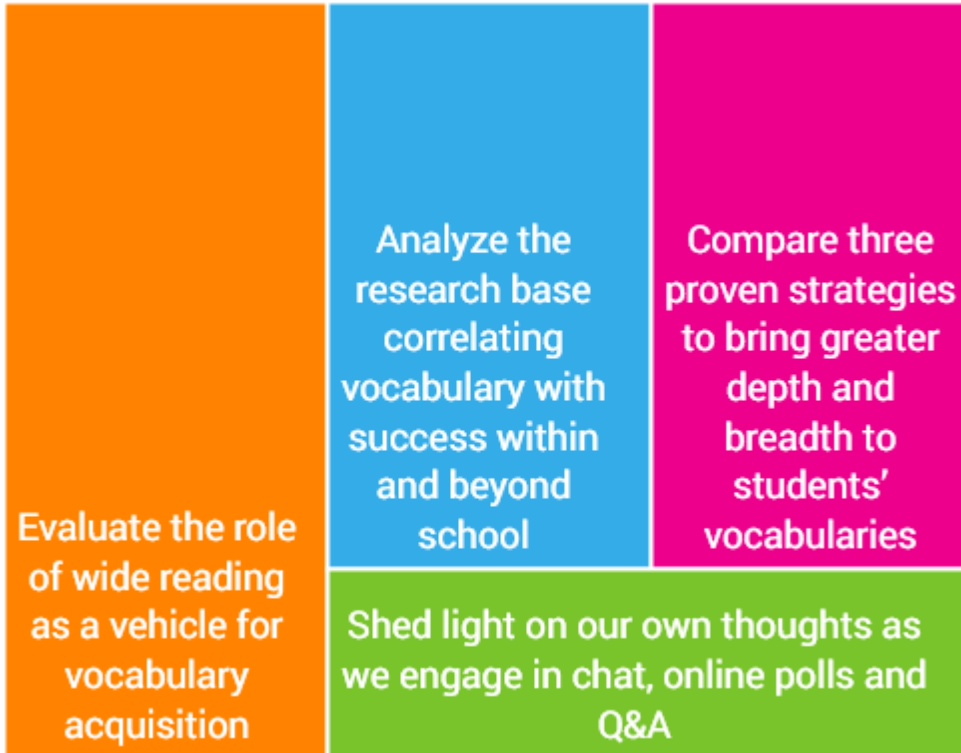
Schmoker, M. 2011; Willingham, D. (2017); Wang, J. & Guthrie, J. (2004)



<http://www.strategicdriven.com>

Thoughts in the shadow

What the evidence says about specific instructional practices



“The key to success is not innovation; it is ‘simplicity and diligence’ applied with fierce devotion to our highest priorities.”

Collins, J. in Schmoker, M. in Schmoker, M. (2011)

Three proven strategies

Supporting breadth and depth of vocabulary and oral speaking



Wide reading



**Vocabulary
Self-Selection**



ABC Graffiti

Wide reading

90 – 120 minutes per day of purposeful reading, writing, and discussion
Schmoker, M. (2011)

The reading mind and vocabulary

Words do not stand in isolation—they are representations of entire concepts.

Vygotsky, L. (1996)

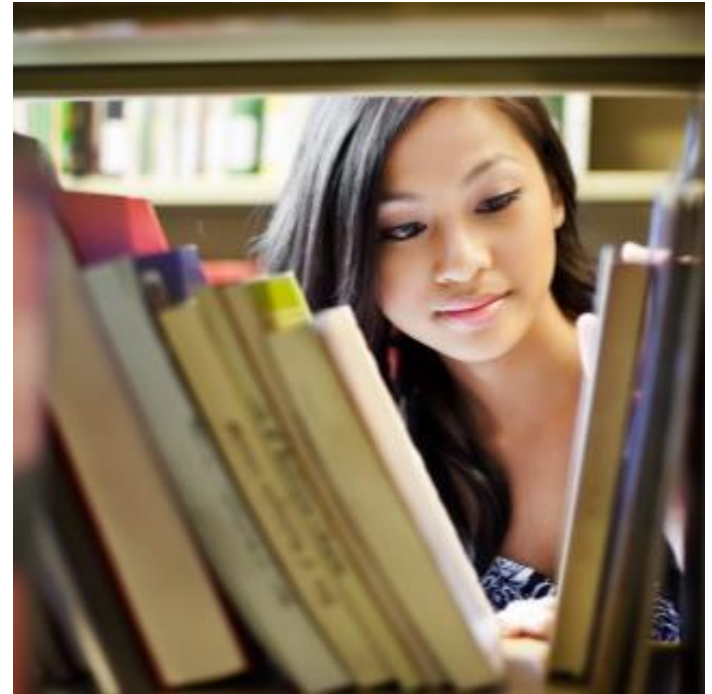


The reading mind and vocabulary

Words do not stand in isolation—they are representations of entire concepts.

“This is why the central moment in concept formation, and its generative cause, is a specific use of words as functional ‘tools’.”

Vygotsky, L. (1996)



Reading builds functional toolkits

Students self-learn vocabulary as they read independently

- About 2% of words read—at **independent reading level**—are unfamiliar
- On their own, students will determine meanings of about 1 in 20 of those unfamiliar words

Anderson, R. & Nagy, W. (1993)



<https://litreactor.com/columns/phraseology-groups-of-words-with-a-lot-of-jobs>

Allow for autonomy/interest

Self-selection and rate of vocabulary acquisition

“The rate of learning from context for **self-selected texts** is likely to be closer to 1 unfamiliar word in 10 than in 1 in 20.

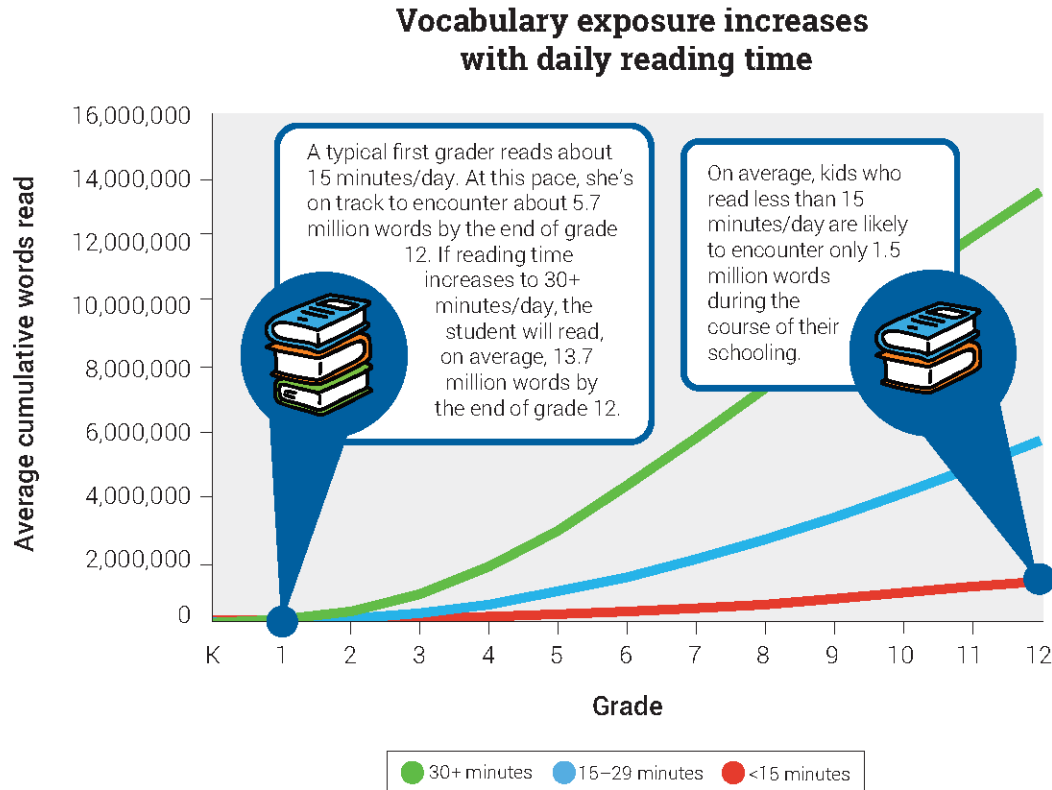
Anderson, R. & Nagy, W. (1993)



<https://litreactor.com/columns/phraseology-groups-of-words-with-a-lot-of-jobs>

Reading positively correlated to vocabulary

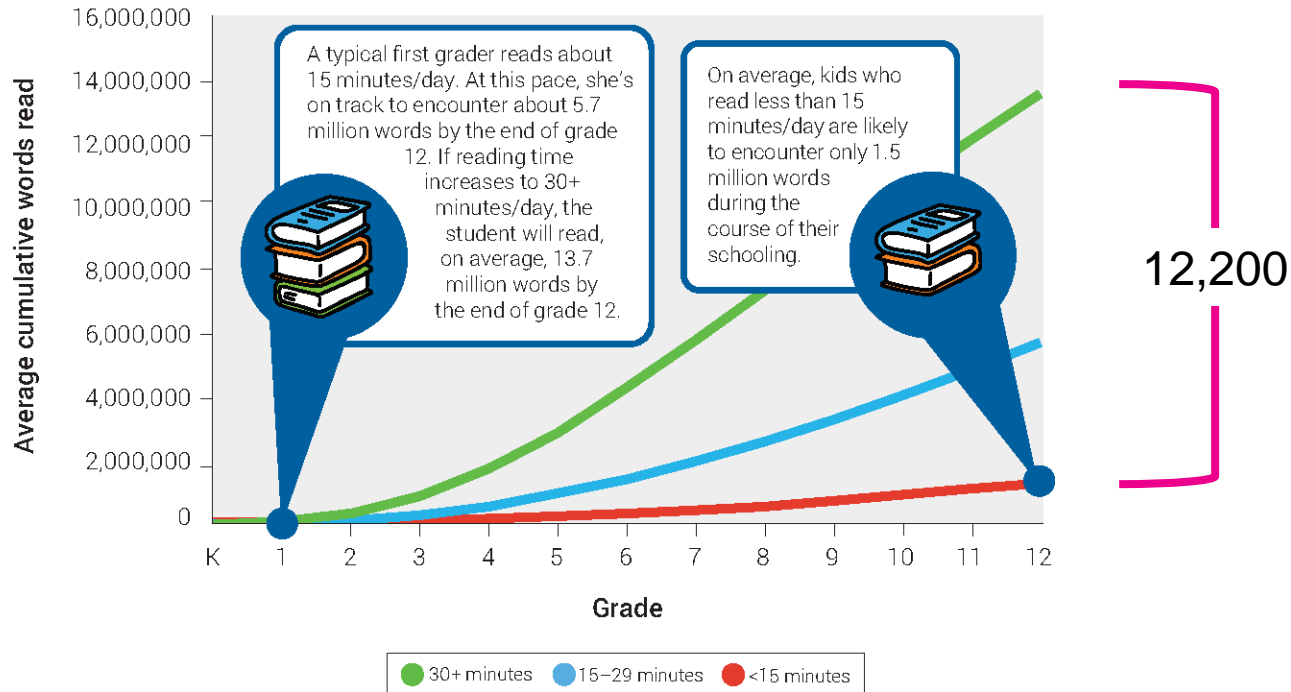
Reading is a long-term investment in vocabulary exposure—for every student



Create or close the vocabulary gap

Reading is a long-term investment in vocabulary exposure—for every student

Vocabulary exposure increases with daily reading time



Vocabulary self-selection

Proven particularly effective with English learners

Vocabulary self-selection

- Most often used with content area texts
- Depth of vocabulary essential to comprehension

Binder, K., Cote, N. Lee, C, Bassette, E, Vu, H. (2017)
Journal of Research in Reading 40(3) p.333-343

- Proven effective; in particular with English learners

Massoudi, G. (2017). English Language Teaching (10)8, p. 32-42

Vocabulary self-selection

General framework

- Preview
- Read
- Collaborate
- Conclude



Tornado!

Read, then chat your selected words

Tornadoes form where warm, moist air and cold, dry air meet and begin to create updrafts that develop into massive rotating cumulonimbus clouds or supercells.

Sometimes a spinning column of air called a vortex forms within these clouds. When this vortex becomes visible as a funnel cloud and reaches the ground, a tornado is created.

Tornadoes are categorized according to the Fujita Tornado Scale, developed by Professor Theodore Fujita of the University of Chicago.

The Fujita Tornado Scale classifies tornadoes according to wind speed and damage.

Cornish, J. (2002)



<https://www.ready.gov/tornadoes>

ABC Graffiti

Designed for adolescents

ABC Graffiti

Rozzelle, J., & Scarce, C. (2009)

Power tools for adolescent literacy

Tornado

A

Below ground

Column of air

D

E

Fujita scale

Global

H

I

J

K

L

Moore, OK

N

O

P

Q

Ready.gov/tornadoes

Supercell

T

U

Vortex

W

X

Y

Z

ABC Graffiti

Support vocabulary depth, collaboration, discussion, and writing

- Engage
- Create
 - Entries must be “defended”
- Collaborate
 - “Spy” or “Barter”
- Select
- Write
 - Optional: Illustrations, infographics, or models
- Present



Which strategy do you find the most compelling in building both breadth and depth of students' vocabularies. Click and drag your choice

ABC Graffiti

Vocabulary
self-selection

Wide, abundant
reading

Questions in the shadows

Q & A

In a word (or a few) what is your key takeaway from our work together today?

Cited works: Research and reference

Anderson, R. & Nagy, E. (1993). The vocabulary conundrum. University of Illinois at Urbana-Champaign.

https://www.ideals.illinois.edu/bitstream/handle/2142/18019/ctrstreadtechrepv01993i00570_opt.pdf

Hirsh, E., in Shand, M. (1994). An annotated bibliography of vocabulary-related work produced by the Johnson O'Connor Research Foundation.

https://www.ideals.illinois.edu/bitstream/handle/2142/17878/ctrstreadtechrepv01994i00605_opt.pdf

Johnson O'Connor Research Foundation

<http://www.jocrf.org>

<https://litemind.com/top-3-reasons-to-improve-your-vocabulary>

Cited works: Research and reference

Massoudi, G. (2017). *The effect of vocabulary self-selection strategy and input enhancement strategy yon the vocabulary knowledge or Iranian EFL learners*. Canadian Center of Science and Education.

Renaissance (2018). *What kids are reading*.

<https://www.renaissance.com/2018/01/25/news-renaissance-2018-wkar-report-tracks-decade-reading-trends/>

Cited works: Books

Dehaene, S. (2009). Reading in the brain. Penguin Books.

Schmoker, M. (2011). Focus: Elevating the essentials to radically improve student learning. ASCD

Vygotsky, L. (1991). Thought and language. MIT Press.

Willingham, D. (2017). The reading mind: A cognitive approach to understanding how the mind reads. Jossey-Bass.

Winship, C. and Korenman, S. in Mayer and Peterson, Eds. (1999). Learning and earning: How schools matter. Brookings Institute

Cited works: Commentary

Hirsh, E. (2013). A wealth of words: The key of increasing upward mobility is expanding vocabulary.

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Thank you!

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