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
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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

- Evaluate the role of wide reading as a vehicle for vocabulary acquisition
- Analyze the research base correlating vocabulary with success within and beyond school
- Compare three proven strategies to bring greater depth and breadth to students’ vocabularies
- Shed light on our own thoughts as we engage in chat, online polls and Q&A
Key resources

Stanislas Dehaene
https://www.youtube.com/watch?v=25GI3-kiLdo
http://mikeschmoker.com

Mike Schmoker

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

E. D. Hirsch, Jr.

From where are you joining us today?
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

- Is a *developed* attribute rather than *innate* aptitude
- Predicts likelihood of college graduation
- Requires explicit instruction and wide reading
- Advances career success and closes the income gap
Vocabulary positively correlated to

One common attribute

“Extensive knowledge of the exact meaning of English words”

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)
Vocabulary positively correlated to Real-word success

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

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.”

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.”

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 . . .

- Evaluate the role of wide reading as a vehicle for vocabulary acquisition
- 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
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


https://www.youtube.com/watch?v=25GI3-kiLdo
The reading mind builds representations

“Chunking”

The reading mind corrects representations

The reading mind “hears” what you read

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

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


http://www.strategicdriven.com
Thoughts in the shadow
What the evidence says about specific instructional practices

- Evaluate the role of wide reading as a vehicle for vocabulary acquisition
- Analyze the research base correlating vocabulary with success within and beyond school
- Compare three proven strategies to bring greater depth and breadth to students’ vocabularies
- Shed light on our own thoughts as we engage in chat, online polls and Q&A
“The key to success is not innovation; it is ‘simplicity and diligence’ applied with fierce devotion to our highest priorities.”

Three proven strategies

Supporting breadth and depth of vocabulary and oral speaking

1. Wide reading
2. Vocabulary Self-Selection
3. 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


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.


Reading positively correlated to vocabulary

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

Vocabulary exposure increases with daily reading time

A typical first grader reads about 15 minutes/day. At this pace, she’s on track to encounter about 5.7 million words by the end of grade 12. If reading time increases to 30+ minutes/day, the student will read, on average, 13.7 million words by the end of grade 12.

On average, kids who read less than 15 minutes/day are likely to encounter only 1.5 million words during the course of their schooling.
Create or close the vocabulary gap

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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
  
  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)
ABC Graffiti

Designed for adolescents
ABC Graffiti

Power tools for adolescent literacy

**Tornado**

<table>
<thead>
<tr>
<th>A</th>
<th>Below ground</th>
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<tbody>
<tr>
<td>B</td>
<td>Column of air</td>
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<td>C</td>
<td>Fujita scale</td>
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<td>Ready.gov/tornadoes</td>
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<td>Zerxes</td>
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ABC Graffiti

Support vocabulary depth, collaboration, discussion, and writing

• Engage
• Create
  – Entries must be “defended”
• Collaborate
  – “Spy” or “Barter”
• Select
• Write
  – Optional: Illustrations, info-graphics, 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


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.


Cited works: Commentary

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

Thank you!

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RAPSA provides ongoing webinars and other professional development opportunities for leaders serving opportunity youth.

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