

| <b>Importance of Vocabulary</b>   | <b>How Vocabulary Develops</b>  | <b>How to Teach Vocabulary</b>  |
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| <p>Per Beck and McKeown (2001), 5 – 6-year old's have a working vocabulary of 2,500 to 5,000 words. But by 1<sup>st</sup> grade the vocabulary of struggling students is ½ that of students who are successful in literacy.</p>   | <p>Nagy and Anderson (1984) found that literacy and the volume of reading is highly correlated with vocabulary size. People who read a lot from a wide variety of text have much larger and richer vocabularies than people who do not.</p> | <p>McKeown, Beck, Omanson and Pople (1985) found that children need to encounter a word 12 or more times to know and understand it.</p>   |
| <p>Stanovich (1986) found the vocabulary gap widens over time, per what's been called the Matthew Effect – where the rich get richer and the poor get poorer. Those who know lots words pick up new vocabulary while reading, and children with poor vocabulary lag further and further behind.</p> | <p>Per Baumann and Kamennui (1991), the average student learns about 3,000 words per year in the early grades.</p>  | <p>Repeated readings can help young student's vocabulary growth, per Senechal (1997)</p>  |
| <p>Baker, Simmons, and Kammeenui (1995) have found that vocabulary instruction is crucial to academic development. Nagy and Scott (2000) claim that children must understand the meanings of words they read if they are to learn from what they read.</p>  |   | <p>Kuhn and Stahl (1998), found that directly teaching children dictionary definitions for words did not enhance their comprehension of a passage of text containing those vocabulary words. They did not know the words deeply enough to affect their comprehension. Their study showed that the best approach to teach children some strategies for learning the meaning of words in context, and then encourage them to read widely and often.</p> |
|   |   | <p>Reading aloud to students can help them learn unfamiliar words. Students with larger vocabulary benefit more from hearing stories read aloud, per Robbins and Ehri (1994).</p>   |

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|  |  | <p>Per Biemiller (2004), teachers can significantly narrow, and in many instances close, the gap between lower – and middle SES children’s vocabulary knowledge by using new words in appropriate contexts; for example, reading aloud quality children’s literature. Targeting several words to the read aloud by highlighting the word, defining it using words children know, discussing the word, and having children use the word can help children learn new vocabulary.</p> |