

The Impact of Shared-Book Reading on Expansion of Vocabulary Development in Late-Elementary Aged Children.

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Abstract

This proposed research will focus on the effect of shared-book reading on tier 2 vocabulary development compared to children who read independently. Shared-book reading consists of implementing interactive reading strategies that prompt the student to engage in the reading. To assess gained vocabulary knowledge, *The Power of Meta: Vocabulary Booster* program will be used with chosen vocabulary words to measure the child’s semantic awareness with provided ratings. The subjects of this proposed research study will include third grade students ages 8 to 9 who have developed independent reading skills.

Learning Outcomes

1. Explain shared-book reading
2. Explain the importance of tier 2 vocabulary development
3. Explain the effect of shared-book reading
4. Understand how The Power of Meta: Vocabulary Booster is used to assess a child’s semantic awareness and tier 2 vocabulary knowledge.
5. How to implement various interactive reading strategies to increase vocabulary development.

Background

- Tier 2 vocabulary words are high-frequency words that occur more often in writing than in speech and are used by more mature language users.
- Shared-book reading: implementing interactive reading strategies i.e asking questions, highlighting, making predictions, making requests, commenting, and expanding on the text.
- Highlighting specific tier 2 vocabulary words within a story can increase semantic awareness while adding the *Power of Meta: Vocabulary Booster* program to apply their new knowledge of the vocabulary words.
- Research suggests if we embed vocabulary into story book reading, significant improvements in word learning and utilizing the words in the correct context will occur.

Methodology

- Our participants will include one 3rd grade class (around 30-40 students) in a public school, excluding children diagnosed with any language impairments.
- We will be using 2nd and 3rd grade reading level books containing tier 2 vocabulary. Books will be determined based on the child’s reading level.
- The control group will consist of a group of students who will not receive extra pull-out shared book-reading activities. The experimental group will receive pull-out therapy consisting of shared-book reading twice a week for 30-minute intervals.
- *The Power of Meta: Vocabulary Booster* (see Figure 1) program will be used to assess vocabulary growth at the beginning of the semester for the class population as well as at the end of the semester. The goal is to achieve mastery of twenty tier 2 vocabulary words for each student in the experimental group by the end of the semester.

The Power of Meta: Vocabulary Booster-Rating Scale					
Student Name: _____		Date: _____			
Target Word	1-Never heard the word	2-Heard the word but don't know what it means	3-Know what the word means and can identify its definition	4-Know what the word means and can provide semantic attributes	5-Can explicitly define the word

Clinical Application

Clinical application of the *Meta Definitions Rating Scale* includes the evaluation of oral definition skills of tier two vocabulary words. This assessment provides information regarding the child’s vocabulary knowledge and syntactic abilities before, after, and during vocabulary instruction. To begin, a clinician would choose a list of tier two vocabulary words and use the following coding key; **1** - *never heard of it*, **2** - *heard the word but don't know what it means*, **3** - *know what the word means and can identify its definition*, **4** - *know what the word means and can provide semantic attributes*, and **5** - *can explicitly define the word*. Once vocabulary is assessed, an appropriate goal would be to target 5-10 words a session, focusing primarily on simple definitions and sentences for each word.

Predictive Conclusion

We would predict that our study would provide findings regarding students’ abilities involving tier 2 vocabulary awareness and application. The *Power of Meta: Vocabulary Booster-Rating Scale* will provide an accurate depiction of student awareness of tier 2 vocabulary words and generate informative data regarding their semantic understanding. Based on our proposal, shared reading activities will increase overall vocabulary comprehension and general awareness to higher level vocabulary compared to children who read independently.

Future Research

- Continue to explore the relationship between vocabulary development and shared book reading
- Conduct similar research using different age groups with larger sample sizes and different reading levels.
- Conduct similar research using smaller books with and without visual aids.
- Begin and follow the same subjects throughout multiple grades and reading levels to determine how vocabulary develops for an extended time period.
- Conduct this study on student who are diagnosed with a language impairment.

References



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