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Evidence for Verbal Volley® as a Literacy Tool

The Individuals with Disabilities Act of 2004 requires teachers and specialists to use evidence based teaching practices.

The Importance of Word Play:

Extended instruction that promotes active engagement with vocabulary improves word learning. (National Reading Panel, 2000)

Students develop vocabulary faster if their teachers help them develop word consciousness—an awareness and interest in words, their meanings and their power. (National Reading Panel, 2000)

“Repeated exposure to vocabulary in many contexts increases word learning.” (Armbruster and Osborne, 2001)

Word consciousness should be a deliberate goal, so students have “both the will and the skill to improve their vocabularies” while retaining a certain lightheartedness. (Graves, 2006)

Encouraging students to play with words creates an interest in knowing more about them—often referred to as word consciousness—which is essential to vocabulary growth. (Stahl, 1999)

The Importance of Hearing and Discussing Words in Addition to Seeing Them:

“Oral language comprehension typically places an upper limit on reading comprehension.” (Blachowicz and Fisher, 2004)

Reading vocabulary lags behind oral vocabulary by 2 years. (Biemiller, 2001)

Toddlers from homes with well-educated parents heard 30,000 more words than the children of parents with limited education. (Hart and Risley, 1995)

“Since listening and speaking vocabularies enhance reading and writing vocabularies, the benefits of particular practice activities cross over from one mode to another. Seeing words that they hear helps students recall letter patterns, giving them more than one way to remember words.” -Judy Montgomery, PhD

Reading comprehension takes advantage of the skills used in oral language. (Sticht and James, 1984)

The Importance of Repeated Exposure to a Given Word

“Some children can connect a word with its referent in one or two exposures—a process known as fast-mapping. Other students may need more exposures.” (Carey, 1978; Dollaghan, 1985)

Progress through three levels of word knowledge—unknown, acquainted, established—can be facilitated with direct and repeated practice. (Armbruster and Osborn, 2001; Beck McKeown, and Kucan, 2002)

Multiple exposures to a word have a greater effect on vocabulary learning than one or two mentions of the word. (Blachowicz and Fisher, 1996)

Students need to encounter a word about 12 times before they know it well enough to improve their comprehension. (McKeown, Beck, Omanson and Pople, 1985)

The Importance of Learning Synonyms and Antonyms

“Good instruction will enable students to learn the different shades of meaning and the usage of synonyms.” (Blachowicz and Fisher, 1996)

“The use of antonyms triggers synonyms. The use of opposition establishes extremes of a word’s meaning.” (Powell, 1986)

The Importance of Naming *Multiple* Synonyms and Antonyms for One Word

“Arranging thoughts, concepts, and eventually words into categories facilitates meaning, memory and retrieval.” (Roth and Troia, 2005; Westby, 1999)

Asking students to name words in a category or find words in a category increases their concept knowledge. (Honig, Diamond, and Gutlohn, 2000)

The Importance of Social Interaction for Vocabulary and Language Learning

“Vocabulary is learned by experience, not by age.” (Beck et al, 2002)

In comparing two children’s language intervention programs, “Children who had unstructured play with their peers while using educational games made twice the progress of children who did not have unstructured play.” (Gillam et al, 2006)

The Importance of Repeated Attempts at Word Retrieval

The act of repeatedly retrieving information from memory has a more powerful positive effect on learning than massed practice or studying. (Roediger and Karpicke, 2008)