

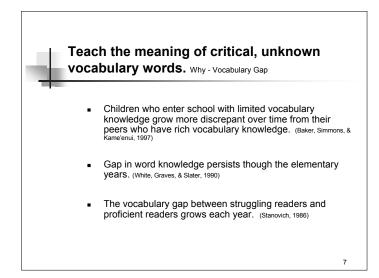
Teach the meaning of critical, unknown vocabulary words.

BIG IDEA: If students understand the meaning of critical vocabulary in the passage, their comprehension will be enhanced.



- Vocabulary is related to reading comprehension.
 - "Indeed, one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension." (Osborn & Hiebert, 2004)

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Teach the meaning of critical, unknown vocabulary words. $_{\mbox{\scriptsize How}}$

"Until schools are prepared to emphasize vocabulary acquisition, especially in the primary grades, less advantaged children will continue to be handicapped even if they master reading written words." (Biemiller & Boole, 2006)

Attributes of Good Vocabulary Instruction

- Select of words that enhance academic success.
- Content Vocabulary -_Background knowledge
- Academic Vocabulary Generalize across domains

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- 2. Group words semantically.
- 3. Provide student-friendly explanations.
- 4. Teach parts of words.

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- 5. Provide multiple exposures to terms and meanings.
- 6. Provide sufficient amount of instructional time.
- 6. Expand instruction to "word relatives".
- 7. Have students maintain a log of vocabulary terms.
- 8. Post words on word wall.
- 9. Provide judicious review.

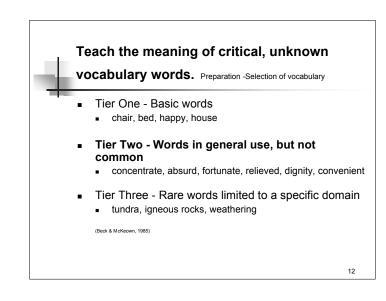
Teach the meaning of critical, unknown

vocabulary words. Preparation - Selection of vocabulary

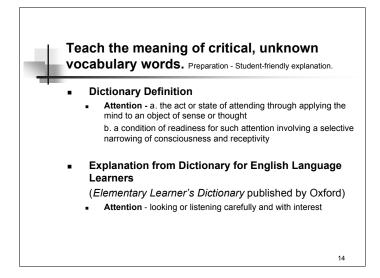
- Select a limited number of words for robust, explicit vocabulary instruction.
- Three to ten words per story or section in a chapter would be appropriate.
- Briefly tell students the meaning of other words that are needed for comprehension.

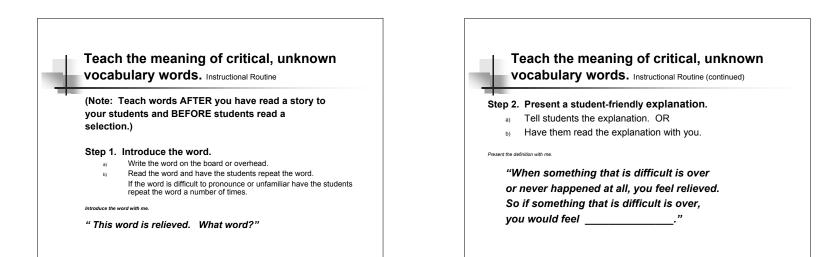
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Description of the second of th



vocabulary words. Preparation -Selection of vocabulary		
Enemy Pie by Derek Munson	The Family Under the Bridge by Natalie Savage Carlson (for Chapter 1)	
perfect	monsieur	
trampoline	cathedral	
enemy	cowered	
recipe	hidey-hole	
disgusting	hyacinths	
earthworms	fragile	
ingredients	oleanders	
horrible	gratitude	
nervous	fastidious	
invited	loitering	
relieved	roquish	





Teach the meaning of critical, unknown

vocabulary words. Instructional Routine (continued)

Step 3. Illustrate the word with examples.

- a) Concrete examples.
- b) Visual representations. (google images, www.taggalaxy.com)
- c) Verbal examples.

Present the examples with me.

"When the spelling test is over, you feel relieved."

"When you have finished giving the speech that you dreaded, you feel <u>relieved.</u>"

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Teach the meaning of critical, unknown vocabulary words. Instructional Routine (continued) Step 4. Check students' understanding.

Option #1. Ask deep processing questions.

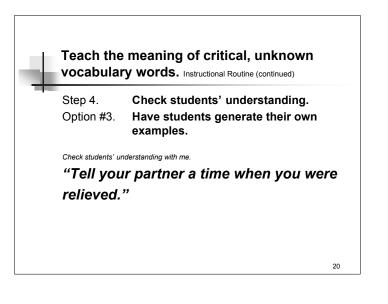
Check students' understanding with me.

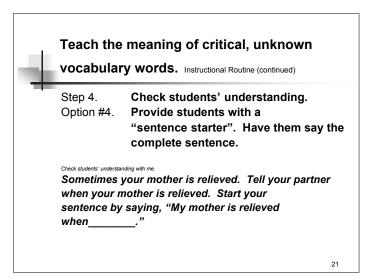
When the students lined up for morning recess, Jason said, "I am so relieved that this morning is over." Why might Jason be relieved?

When Maria was told that the soccer game had been cancelled, she said, "I am relieved." Why might Maria be relieved?

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Teach the meaning of critical, unknown vocabulary words. Instructional Routine (continued) Step 4. Check students' understanding. Option #2. Have students discern between examples and non-examples. Check students' understanding with me. "If you were nervous singing in front of others, would you feel relieved when the concert was over?" Yes "Why?" "If you loved singing to audiences, would you feel relieved when the concert was over?" No "Why not?" It was not difficult to you.





Teach the meaning of critical, unknown vocabulary words.

Did the teacher:

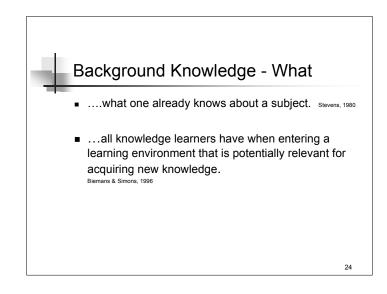
- 1. Introduce the word?
- 2. Present a student-friendly explanation?

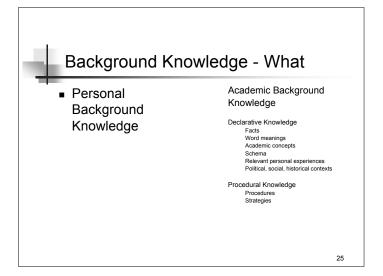
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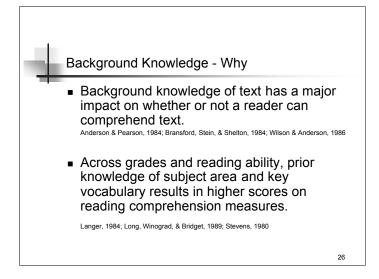
- 3. Illustrate the word with examples?
- 4. Check students' understanding?

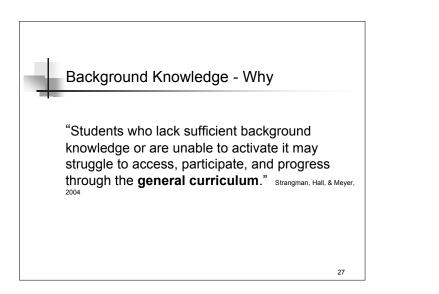
Teach or activate necessary background knowledge.

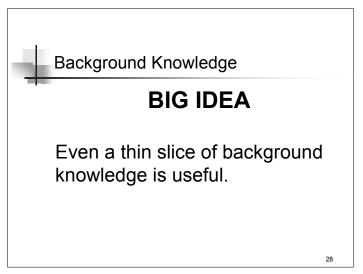
Big Idea: If students have the background knowledge required by a passage, their comprehension will be enhanced.

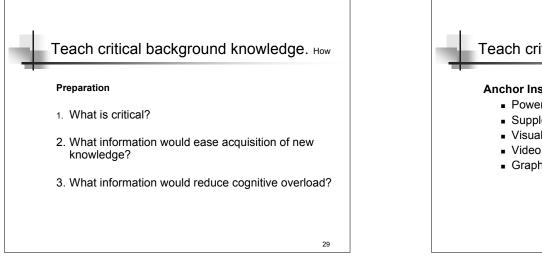


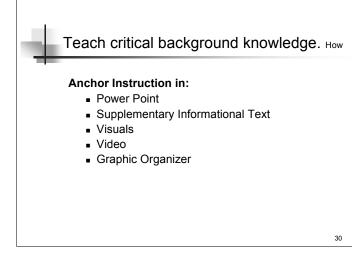


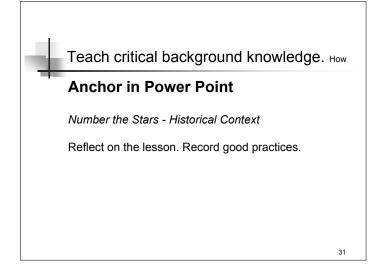


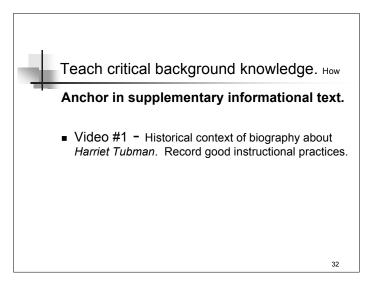


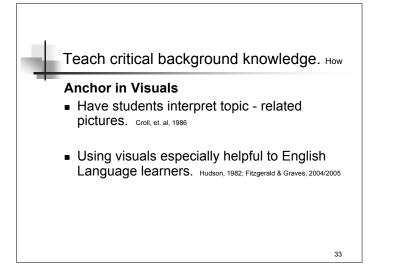












Teach critical background knowledge. How

Anchor in Video Clip

- Select well-crafted video.
- Appropriate length
- Major points stressed
- Matches necessary background knowledge
- Scaffold "information dense videos" (e.g., watch more than one time, provide limited focus for each viewing)

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Opportunity to focus on visual literacy skills. (Cena & Mitchell, 1998)

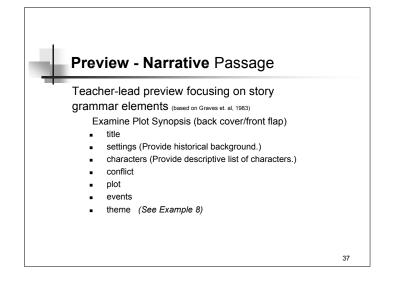
 Teach critical background knowledge. ноw

 Anchor in Graphic Organizer

 Provide students with an outline or graphic organizer overview of facts and concepts that show relationship among the concepts and ideas in the chapter. Darch & Gersten, 1986; Griffin, Simmons, & Kame'enui, 1991)

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Preview the story or article. Big Idea: If students preview a passage, their comprehension will be enhanced.



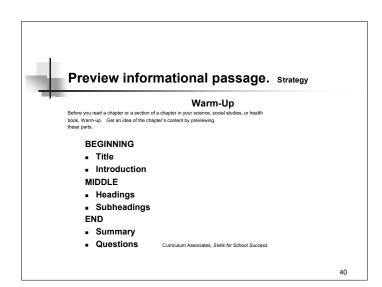
Preview Informational Passage

As the student previews, he/she discovers:

- the topics to be covered,
- the information that will be emphasized,
- how the material is organized.
- In addition, background knowledge is activated.

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Preview - Informational Passage
 Guide students in previewing the chapter and formulating a topical outline using the text structure: title, introduction, headings, subheadings, questions.
 Have students preview the selection independently, with his/her partner, or team members.



During Reading Practices

- Ask appropriate questions during passage reading.
- Scaffold higher order questions by asking literal questions.
- Guide students in generating questions.
- Teach strategies that can be applied to passage reading.

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Ask appropriate questions during passage reading.

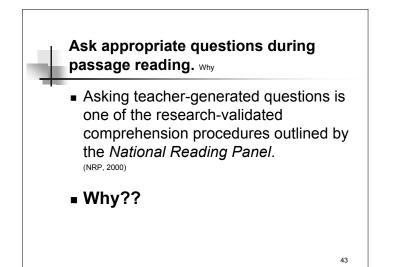
BIG IDEA:

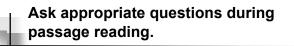
Asking students questions during passage reading has proven effectiveness in improving the comprehension of students.

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(Morrow & Gambrell, 2001)

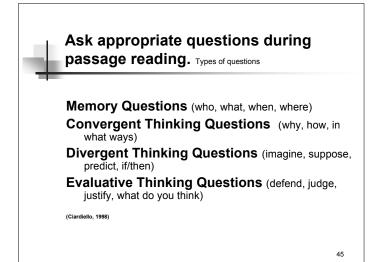




Utilize the questions provided in the reading program.

OR

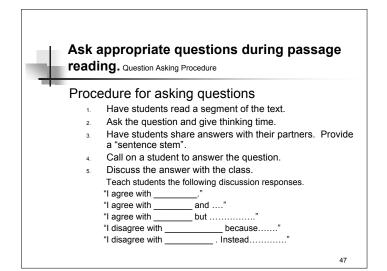
Generate questions on the text.



Ask appropriate questions during passage

- reading.Example Traditional Skill-Based Questions on Story
- 1. Cause and Effect. Why did Blue Cloud lose interest in her doll?
- cause and effect. Why was it so important that Lakota children learn silence?
- Draw conclusions. Why did Blue Cloud have to pester her mother to let her hold the baby?
- *Draw conclusions.* Why did mother finally agree to let Blue Cloud take care of Little Bear?

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Scaffold higher order questions by asking literal questions. Was the baby easy for Blue Cloud to hold? Why or why not? Why did mother keep Little Bear in a cradleboard on her back? Why did Blue Cloud have to pester her mother to let her hold the baby?

Scaffold higher order questions by asking literal questions.

What questions might you ask students before asking the question below to scaffold/support formulation of their answers?

Why did mother finally agree to let Blue Cloud take care of Little Bear?

Guide students in generating questions.

Student-Generated Questions based on Headings and Subheadings

Class Option:

- 1. Class reads the heading/subheading.
- 2. Students verbally generate questions with their partner.
- a. Students suggest questions based on the heading or subheading.
- 4. Teacher records questions on board/overhead/smartboard.
- 5. Class reads section of text (silent reading, partner reading, choral reading, cloze reading).
- Teacher and students discuss answers to the student generated questions.

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Guide students in generating questions.

Student-Generated Questions based on Headings and Subheadings

Partner Option:

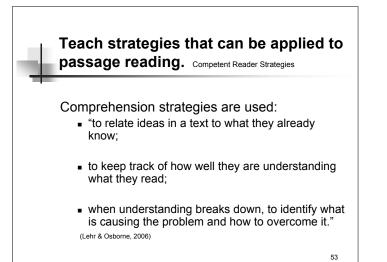
- 1. Partners read the heading or subheading.
- 2. The partners write down one to three questions.
- 3. Partner #1 reads section and Partner #2 follows along.
- 4. Partners answer their questions in writing or verbally.
- 5. Partners reverse reading roles.

Teach strategies that can be applied to passage reading.

BIG IDEA:

Instruction in specific cognitive strategies can improve reading comprehension for all students and, most particularly, can assist struggling readers.

(RAND Reading Study Group, 2002)



Teach strategies that can be applied to passage reading.

Comprehension Monitoring Monitor how well you understand what you are reading.
Does this make sense? If it doesn't make sense, use a fix-up strategy
Reread.
Look back.
Read ahead.
Restate in your own words.



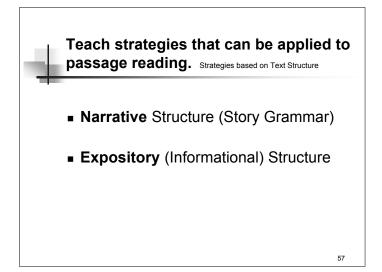


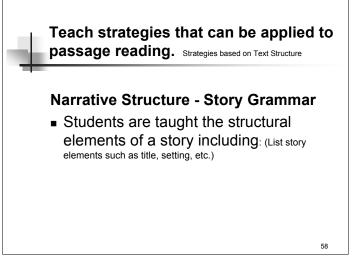
The Big Idea:

The ability to identify and take advantage of text organization can contribute to students' comprehension.

(Dickson, Simmons, & Kameenui, 1998)

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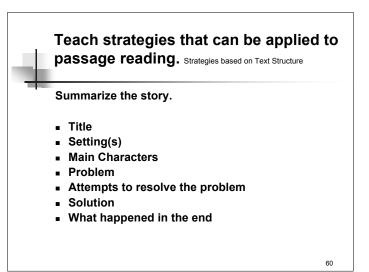
Teach strategies that can be applied to passage reading. Strategies based on Text Structure

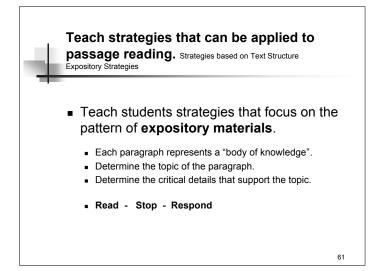
When students were explicitly taught how to identify **story grammar** elements, it

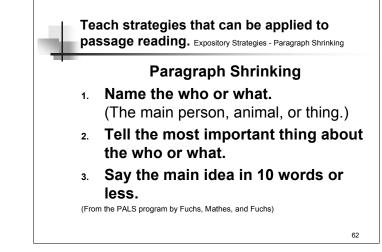
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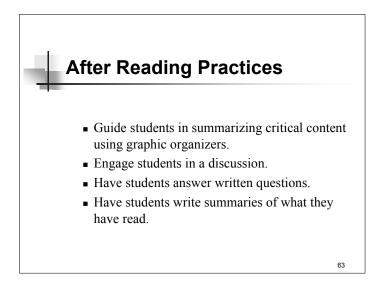
- Improved students ability to retell and summarize stories.
- Transferred to other stories.

(Morrow, 1985)







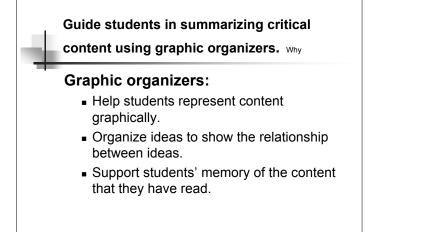


Guide students in summarizing critical content using graphic organizers.

Big Idea:

The main effect of graphic organizers appears to be on the improvement of the reader's memory for the content that has been read.

(Harris & Hodges, 1995)



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Guide students in summarizing critical content using graphic organizers. Graphic organizers for:

Narrative Text (referred to as Story Maps)

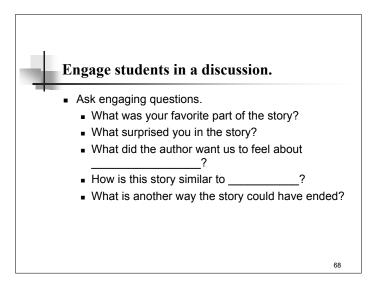
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Expository Text

Engage students in a discussion.

BIG IDEA:

Engaging students in a discussion can increase their depth of text processing and subsequent comprehension.



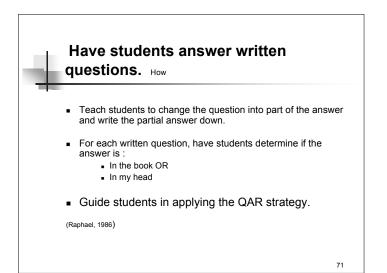


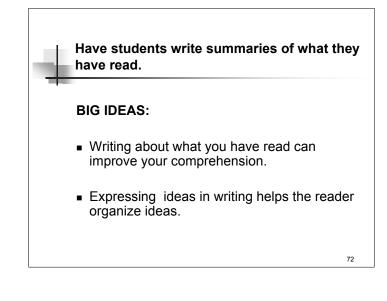
- 1. Ask a question.
- 2. Provide thinking time.
- 3. Have students discuss answer with their partners.
 - Provide a sentence stem.
 - Ask #1 or #2 to say answer using one of the "discussion frames."
- 4. Call on a student. Ask other students to respond using the discussion frames.

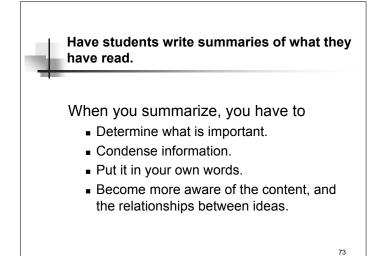
Have students answer written questions.

BIG IDEA:

When answering written questions, students will deeply process the information, enhancing their reading comprehension.

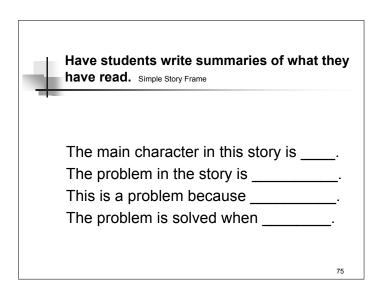




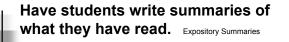


Have students write summaries of what they have read. Narrative Summaries

- Alternative procedures for organizing ideas.
 - Use of story frames (Duke & Armistead, 2003)
 - Translate summary from story map

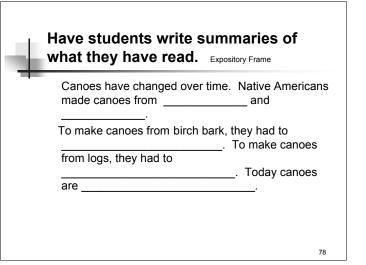


Have stud have read	ents write summaries of what the . Story Frame
	took place in
	The main character
was	······,
a	In this story
	's problem wa
	. He/she tried to resolv
this prot	plem by
	the problem was solved when
une ente,	

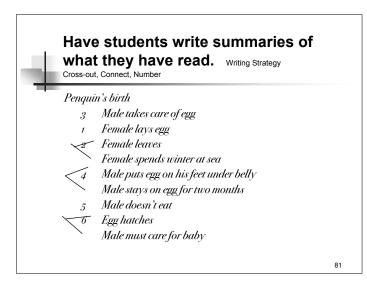


- Alternative procedures for organizing ideas.
 - Complete a paragraph frame.
 - Have students use a writing strategy to organize ideas.

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Have students write summaries of what they have read. writing Strategy
 Write down the topic of the summary.
 List - Make a list of important details.
 Cross-out - Cross out any unnecessary or weak details.
 Connect - Connect ideas that could go together in one sentence.
 Number - Number the details in the order that they will appear in the paragraph.



Have students write summaries of what they have read. Writing Strategy

The birth of penguins is fascinating. The female penguin lays an egg. However, the female penguin leaves soon after laying the egg and spends the winter in the sea. Meanwhile the male must take care of the egg. For two months, he places the egg on his feet under his belly. During this time, the male penguin doesn't eat. Even after the baby penguin hatches, the male penguin must still care for the baby.