

# Reading

## *The Big Picture*

- 1. What is the ultimate purpose, or end goal, of reading?***
- 2. How would you define 'reading'?***

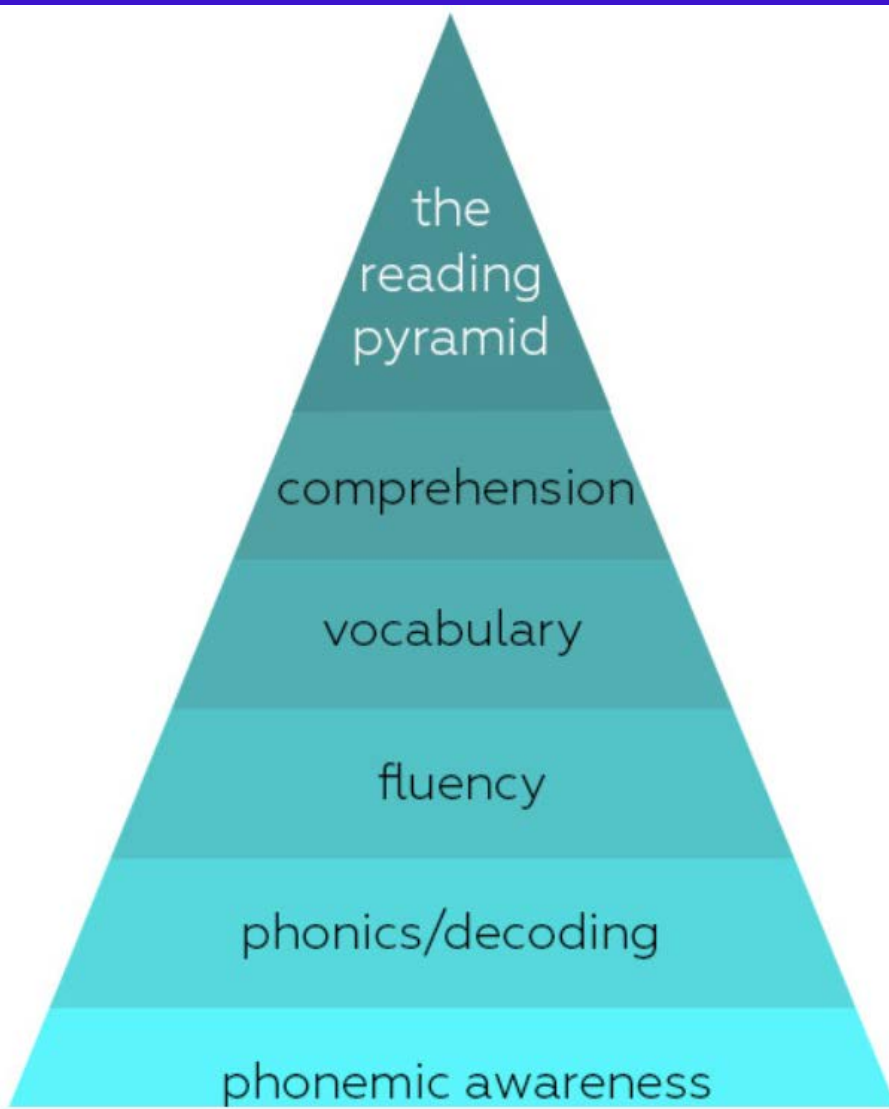
# Session Objectives

## **By the end of this session you will:**

- Know and understand the five major components of reading
  - how they are different - how they are interrelated
- What is fluency and why it is important
- What types of vocabulary we should teach and why it is important for your student population
- Have research based, effective fluency & vocabulary strategies to use with students

# 5 Components of Reading

The five **COMPONENTS** (*BIG IDEAS, DOMAINS*) of reading:



- **Comprehension**

Meaning of text

- **Vocabulary**

Knowledge of words

- **Fluency**

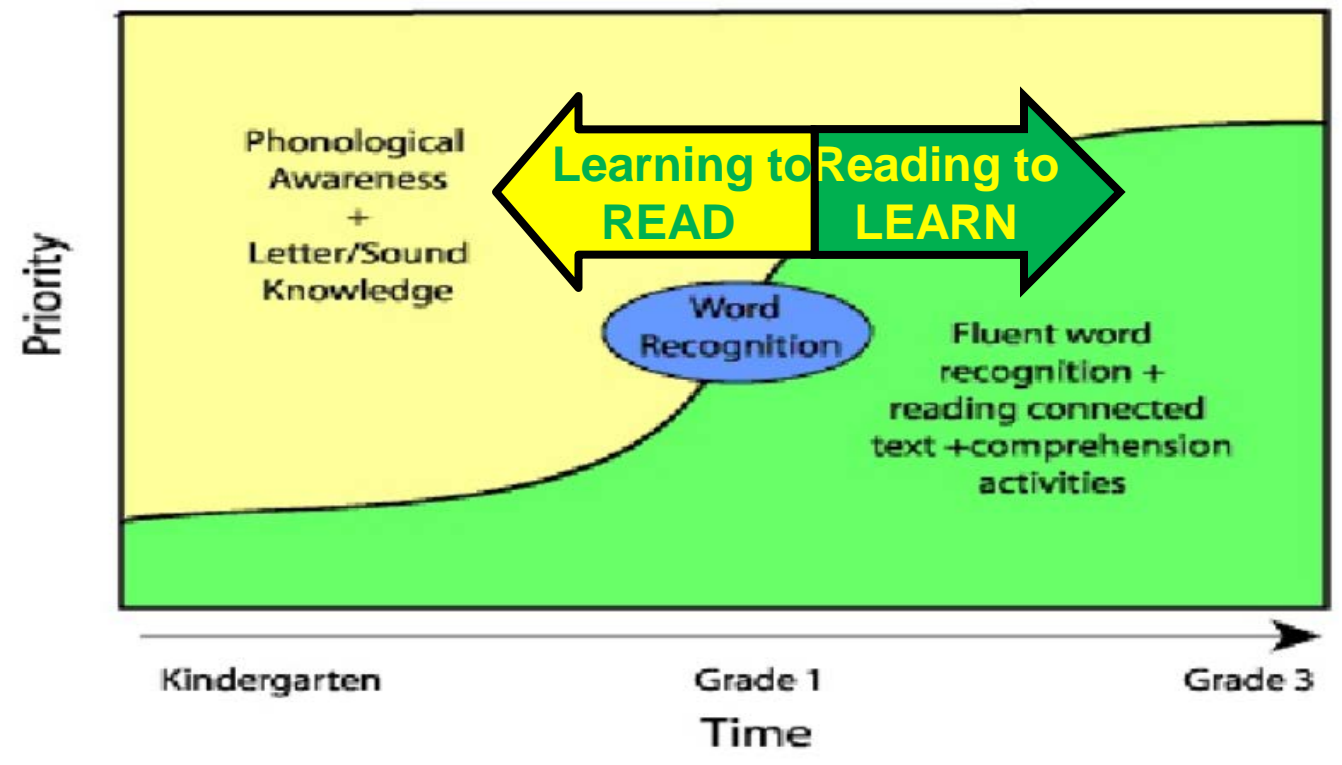
Accuracy, rate, expression

- **Phonics**

Relationship between printed letters & spoken sounds

- **Phonemic Awareness**

Hear sounds in words (auditory)



## Progression of Reading Skills

- K-2: Focus on foundations of reading/learning to read
  - Printed symbols represent sounds/words/meaning.
  - What sounds do you hear in the word *hat*?
- 3-5: Focus on reading to learn
  - Describe the process of photosynthesis
  - What are the causes of WWII?

# Reading is Complex!

## Reading

A skilled reader rapidly and accurately **decodes** the words, **attaches** the **meaning** to words and sentences, **connects** text information to relevant background knowledge, maintains a **mental representation** of what he or she has already read, **forms hypotheses** about upcoming information and **makes decisions** based on his or her **purpose** for reading – *all at the same time.*

**WOAH**



**SLOW DOWN THERE  
SPEED RACER**

***Reading is a process!***

*You have to run the race before  
you can reach the finish line!*



# The Process....

Math Example:

Remember when you first learned long division?

Remember all the steps?

- 1) Divide
- 2) Multiply
- 3) Subtract
- 4) Bring down
- 5) Repeat

It was **HARD!**

## LONG DIVISION

11 r. 1

25  $\overline{)276}$

$-25$

$\underline{\phantom{0}26}$

$-25$

$\underline{\phantom{00}1}$

Look to see how many times 27 can be divided by 25!

Subtract that product!

Bring down the number to the right!

Repeat the process until there are no more numbers to bring down!

This is the traditional method for division! Students can remember the steps with "Dead Mice Snell Bad" (Divide, Multiply, Subtract, Bring Down)!

1. Divide
2. Multiply
3. Subtract
4. Bring Down

# The Process...

***But WAIT!***

Before you can learn long division, think of all the skills you have to know first:

- How to divide 1 digit X 1 digit numbers
- How to multiply
- How to subtract
- The concept of a remainder

Once you learned how to do it (after a LOT of practice), it was pretty automatic and you could go through all the steps without really thinking about each one individually.

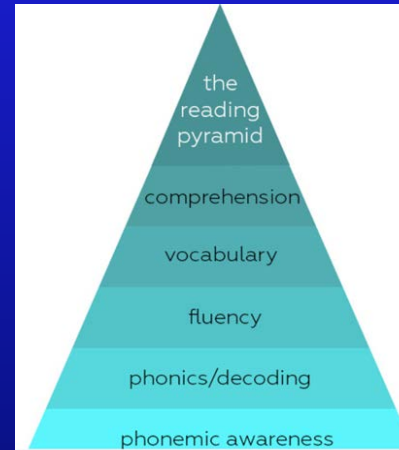


# The Process...

Reading works the same way. At first, it is **HARD!**

Before you can **comprehend**, you have to master:

- *Phonemic Awareness*
- *Phonics*
- *Word Recognition/Fluency*
- *Vocabulary*



Once you learn how to put everything together (with a LOT of practice), you can read without thinking about all the individual components as separate steps.

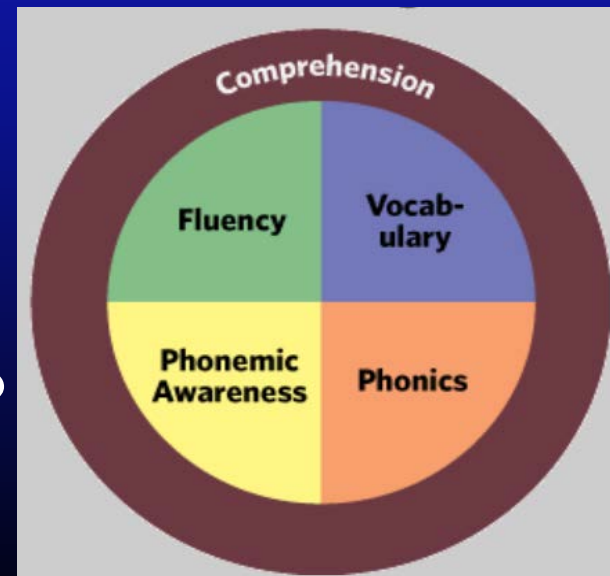
Good readers don't have to **THINK** individually about all these components to **READ** – they use them all **simultaneously** without thinking about it.

What happens when one component is weak?

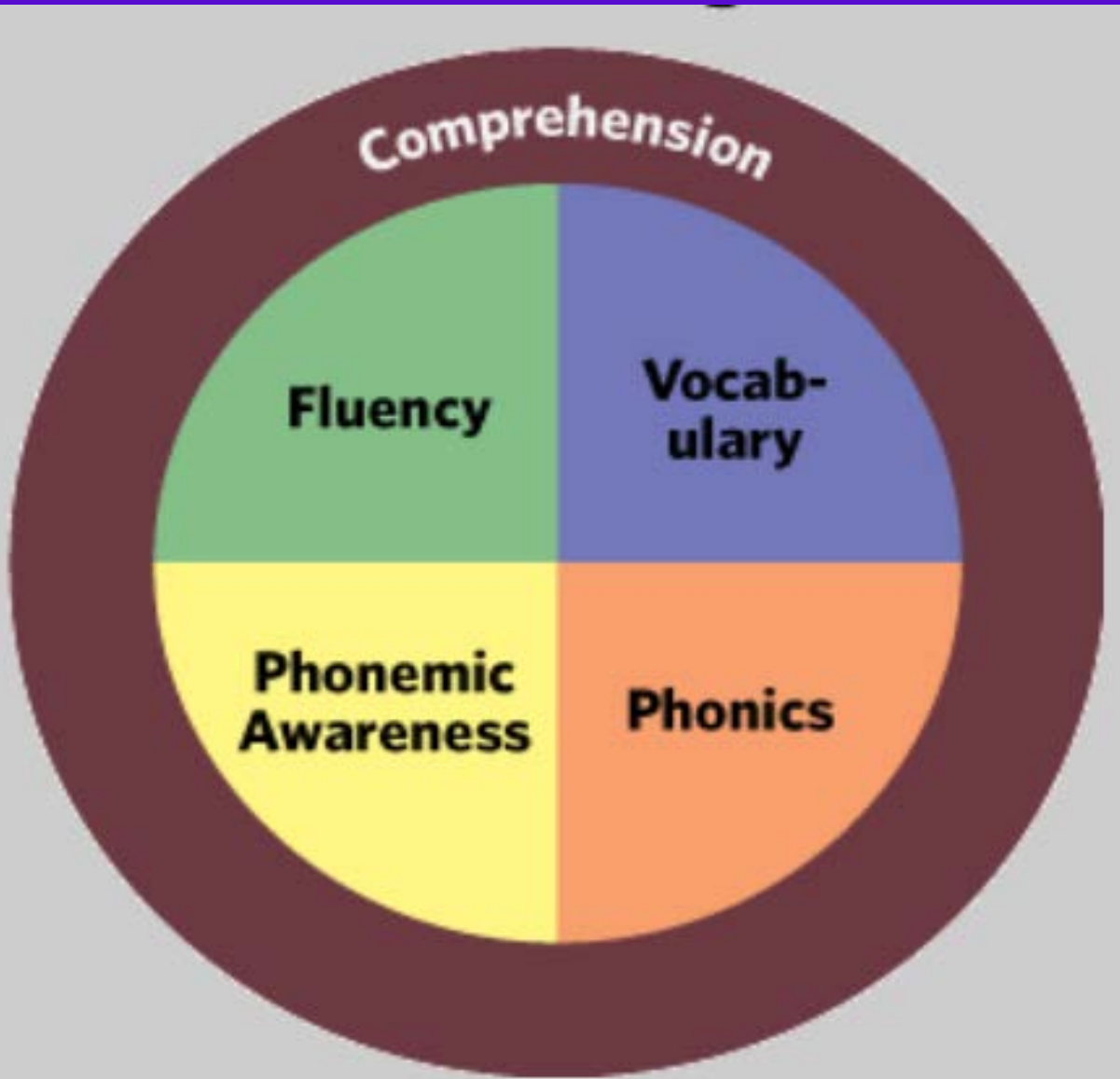
Would your car run if it was missing just one tire?  
Maybe, but not very efficiently.

Could you eat without silverware?  
Yes, but it might be messy.

Could you walk with only one shoe?  
Yes, but not as fast.



# How all the Reading Components Fit Together



**Comprehension encompasses all the other components of reading.**

**To comprehend, a reader needs to master phonemic awareness, phonics, fluency, and vocabulary.**

## Grade Level VS Skill Level

- Why is it important to understand the differences of each reading component?
- What are the different skills needed to master each component?
- How do they all work together for comprehension?

### Student Scenario:

Two 5<sup>th</sup> grade students are below grade level in reading.

#### Student A: 5<sup>th</sup> Grade

- Struggles to decode words,
- ...which leads to poor fluency
- ...which results in poor comprehension

#### Student B: 5<sup>th</sup> Grade

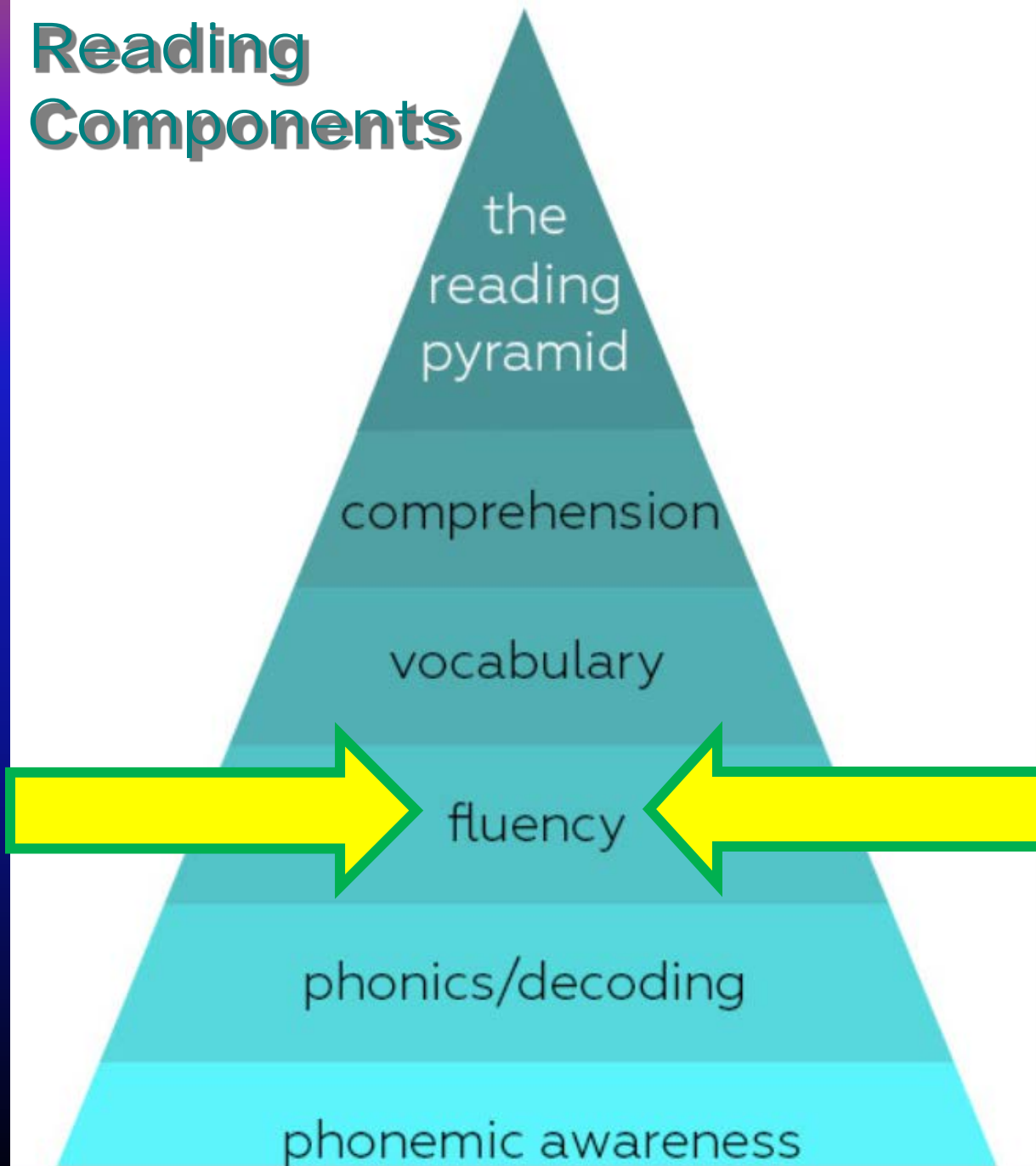
- Decodes words easily,
- ...but reads too fast
- ...which results in poor comprehension

Do these students need support in the same skills?

Would these students benefit from being in the same group or working on the same skills?

-Shift mindset from grade level to skill level/area

# Reading Components



# What is Fluency?

**Fluency is the ability to read a text accurately, quickly, and with expression.**



# Fluency

- **Accuracy**: Reading accuracy refers to the ability to correctly pronounce words and must be done at a 95% or higher rate for students to be at an independent reading level.
- **Rate**: The word ‘quickly’ in the definition refers to reading words automatically. Fluent reading does not mean fast reading! Fluent reading is reading at an appropriate pace for the reader’s ability, level of understanding, and complexity of the text.
- **Expression**: Reading with correct punctuation (ex. stopping at periods), appropriate phrasing (chunking meaningful phrases as opposed to word by word reading) and expression (monotone vs. understanding the tone of a text - excited, angry, scared, etc.).

# What is Fluency?

- Fluency (automaticity) is mastering word recognition skills to the point of over learning. The fundamental skills are so "automatic" that they do not require conscious attention.

## Examples of automaticity:

- shifting gears on a car
- playing a musical instrument
- playing a sport (serving a tennis ball)

“Fluency is the ability to read with sufficient ease and accuracy that one can focus attention on the meaning and message of the text.”

(Adams, 2002)

Goal  
of  
Reading

# Theory of Automaticity

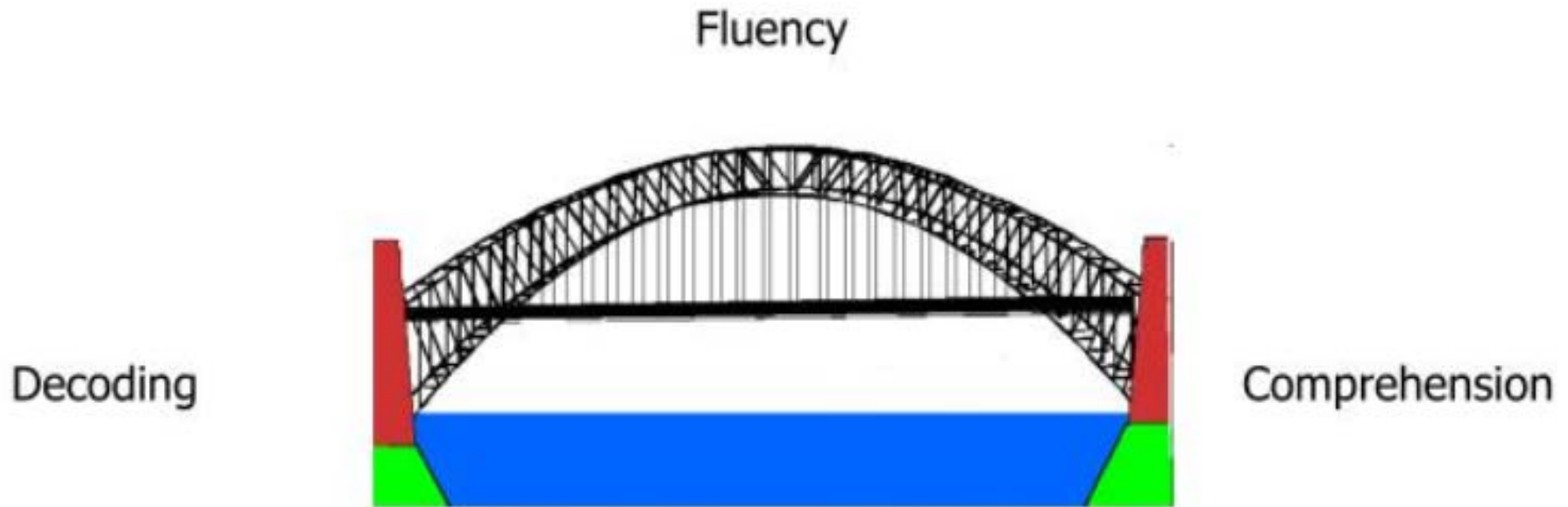
**Less fluent readers** need to allocate more resources to decoding.

**More fluent readers** have more resources available for comprehension.



# Why is Fluency Important?

**Fluency is the bridge between recognizing words and comprehending what those words mean. Fluent readers don't have to focus on decoding words. Instead, they focus on the meaning of the text.**



Fluency is the bridge that links decoding or word reading to comprehension.

# Why is Fluency Important?

## Motivation!

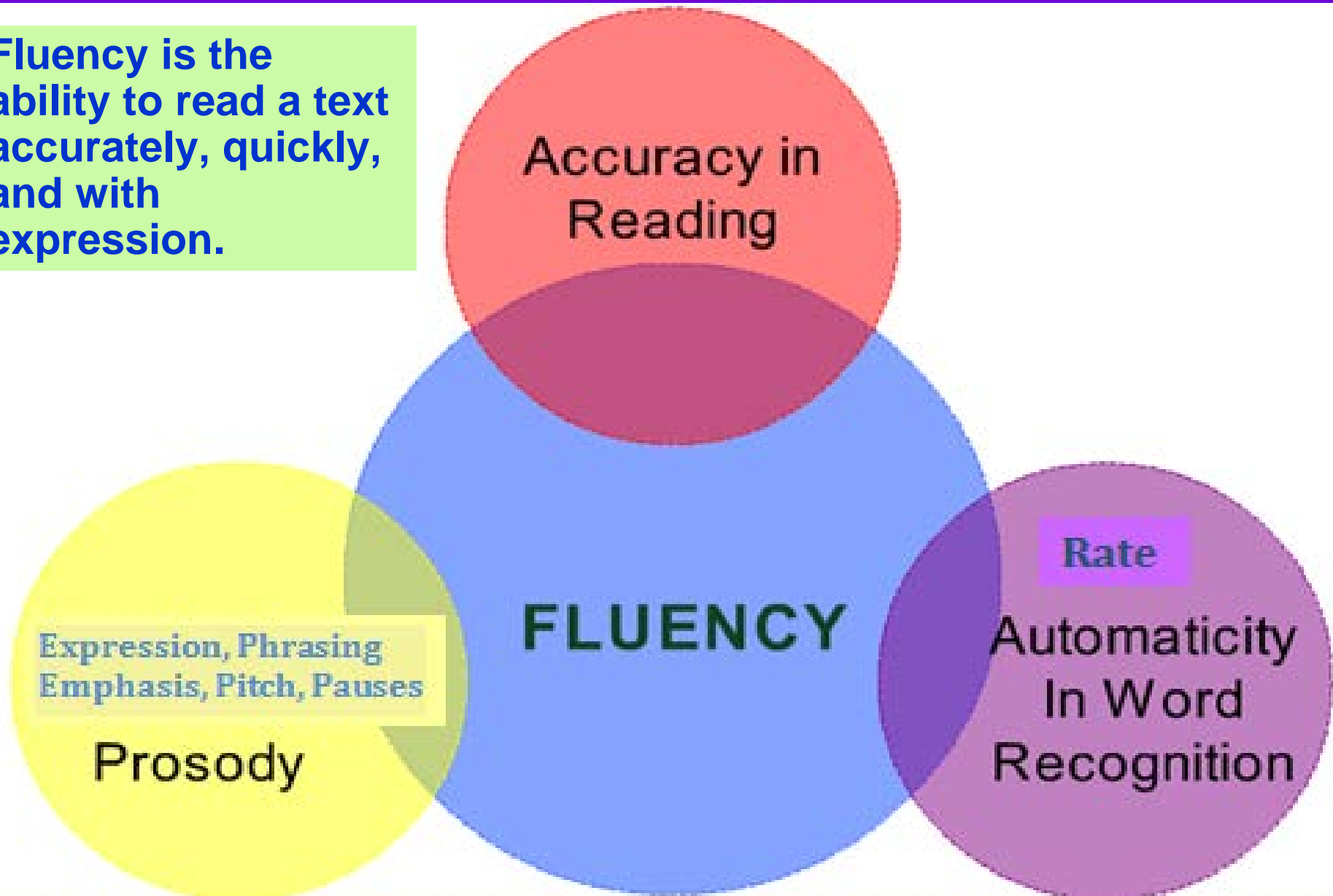
**Children who find reading laborious don't like to read!**

As readers get into upper grades they are asked to read very long, difficult material. Imagine a reader who already hates to read because they read too slow and don't comprehend what they read. Now we want them to comprehend complicated science and social studies textbooks in which they have little chance of being successful. Now they are struggling in the content areas too, not because they can't learn the material, but because they can't read the material.

**How motivating is that?**

# Components of Reading Fluency

Fluency is the ability to read a text accurately, quickly, and with expression.



Accuracy in Reading

Rate

Automaticity  
In Word  
Recognition

**FLUENCY**

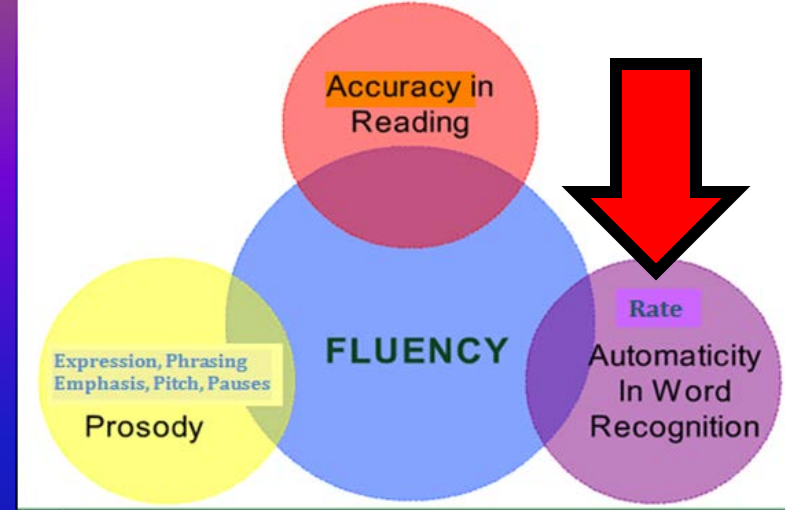
Expression, Phrasing  
Emphasis, Pitch, Pauses

Prosody



# Reading Rate

- We often think of fluency as how fast we read. Reading rate is only ONE part of fluency!



- If we read really fast, but make a lot of mistakes, we will NOT understand what we are reading (accuracy)!
- Do you read a short story at the same speed you read the driver's manual in your new car or an article on quantum physics?

# Reading Rate

## Reading Rate Example



# Does Speed Matter?

## Passage 1

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked in.

# Does Speed Matter?

## Passage 2

**Topics studied by theoretical astrophysicists include: stellar dynamics and evolution; galaxy formation and evolution; magnetohydrodynamics; structure of matter in the universe; origin of cosmic rays; general relativity and physical cosmology, including string cosmology and astroparticle physics.**

# Reading Rate Example

- Both passages had the exact **SAME** amount of words!
- You probably read passage 1 very quickly **AND** were able to comprehend the message.
- To read passage 2, you probably had to slow your reading rate down (unless, of course, you are an astrophysicist) or have to read it multiple times to try to comprehend it.

***Speed DOES matter, but...***

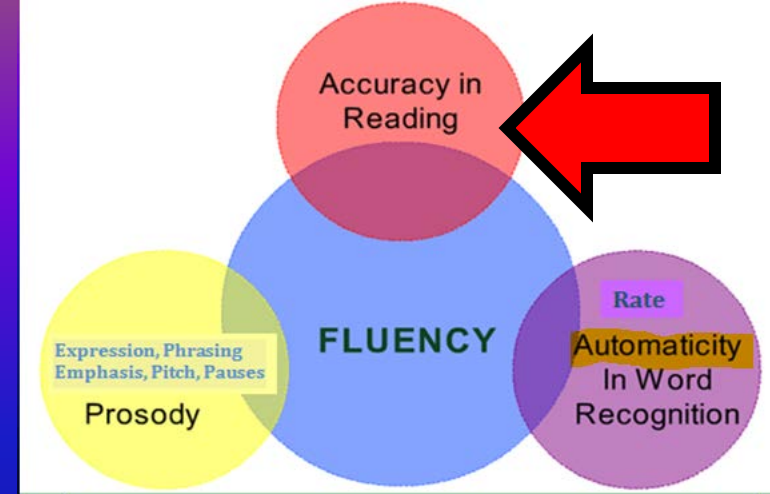
***Speed* does not always mean ***FAST!*****

- Adjusting reading rate for the reading purpose is just as important as reading fast! Many children have not mastered the ability to make these adjustments!

**BALANCE IS KEY!**

- We want our students to be fast readers, but we also want them to slow down when reading difficult texts (content area texts).

# Reading Accuracy



## ***Accuracy:***

***The ability to recognize or decode words correctly.***

## ***Accuracy requires:***

- Understanding of the alphabetic principle
- The ability to blend sounds together
- The ability to use other cues to identify new words in text
- **Knowledge of high frequency words**

**How accurate do you think a student must read for effective comprehension?**



# Reading Accuracy

## Accuracy Example

**Read the following passage. Each missing letter/s represent an unknown sound/word for a reader. Try to figure out the words as you read, just as a student would.**

**The following passage is a sample of authentic text from Jack London.**

# Is Accuracy Important?

He had never seen dogs fight as these w\_\_\_ish c\_\_\_\_\_  
f\_\_\_\_\_, and his first ex\_\_\_\_\_t\_\_\_\_\_t him an  
unf\_\_\_\_\_able l\_\_\_\_\_n. It is true, it was a vi\_\_\_\_\_  
ex\_\_\_\_\_, else he would not have lived to pr\_\_\_\_t by it.  
Curley was the v\_\_\_\_\_. They were camped near the log  
store, where she, in her friend\_\_\_y way, made ad\_\_\_\_\_ to  
a husky dog the size of a full-\_\_\_\_\_ wolf, th\_\_\_\_\_ not half  
so large as \_he. \_\_\_ere was no w\_\_\_\_ing, only a leap in like  
a flash, a met\_\_\_\_\_ clip of teeth, a leap out equal\_\_\_ swift,  
and Curly's face was ripped open from eye to jaw.

# Is Accuracy Important?

**In this example, the reading accuracy rate would be 80%. Each time your reading was interrupted to decode a word, your comprehension was also interrupted.**

**You can start to understand how a struggling reader feels when they are not able to decode words.**

- 1. How was your comprehension?**
- 2. How important is automatic and accurate word reading?**



# Is Accuracy Important?

He had never seen dogs fight as these wolfish creatures fought, and his first experience taught him an unforgettable lesson. It is true, it was a vicarious experience, else he would not have lived to profit by it. Curly was the victim. They were camped near the log store, where she, in her friendly way, made advances to a husky dog the size of a full-grown wolf, though not half so large as she. There was no warning, only a leap in like a flash, a metallic clip of teeth, a leap out equally swift, and Curly's face was ripped open from eye to jaw.

# Reading Level for Fluency Practice

Remember the astrophysics paragraph and the Jack London passage?

**Fluency practice MUST** be with texts students can read easily!

**Fry Sight Words Assessment:** This is why you want to start instruction for fluency at **ONE level BELOW** the group in which they made **5 or more errors**.

Independent	95% accuracy or above	The student can read the text on his/her own with ease. Very few errors are made during reading and the student easily understands what is read. Reading at this level boosts confidence and improves fluency skills (e.g. expression). Reading text at the independent level is ideal for independent and silent reading.
Instructional	90-95% accuracy	The student needs the support of the teacher or parent. This is the level in which new vocabulary and concepts are introduced and where the greatest progress in reading occurs. Using text at a student's instructional level is ideal for guided reading groups.
Frustration	below 90% accuracy	Decoding words, vocabulary and concepts are too difficult for the student. You may wish to read the text to the student so he/she can be exposed to high level vocabulary as well as listen to a fluent reader.

**Fluency Practice,**  
**Independent Reading**

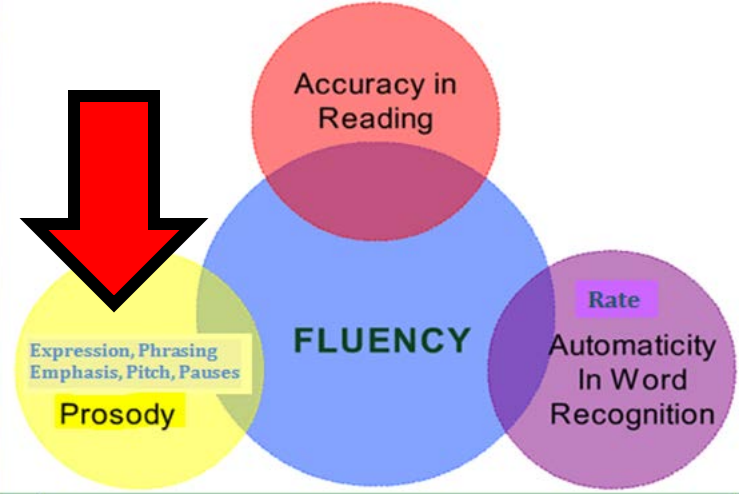
**Guided Practice,**  
**Learning new concepts w/ support**

**Read Alouds:**  
**exposure to vocab/concepts readers couldn't learn on their own**



# Prosody

Prosody is reading aloud with pitch, stress, and timing to convey meaning.





# Prosody: Expression

**Reading with Expression Practice:  
I Made a Noise This Morning**

**I made a noise this morning  
That I didn't mean to make.  
It truly was an accident,  
An error, a mistake.  
I don't know how it happened,  
But it suddenly was there,  
Filled with great reverberations  
That resounded in the air.**

**It made a strong impression  
On the people in the room.  
A lot of them reacted  
Like they'd heard a sonic boom.  
They looked at one another  
As if asking, "was it you?"  
They were laughing, they were  
pointing—  
I behaved the same way too.**

**I Made A Noise This Morning  
(from WHAT A DAY IT WAS AT  
SCHOOL!)**

**I couldn't keep from joking  
With the other girls and boys,  
And never once admitted  
It was I who made that noise.  
Though I'm sorry that I made it,  
From the bottom of my heart,  
In a way, my brief eruption  
Was a little work of art.**

# Prosody: Is Expression Important?

**Without expression, the previous poem loses its humor!**

**When your mother calls your name, don't you usually know right away if you are in trouble just by the way she says it?**

**Readers must also know how to read with expression/emotion/feeling to truly understand the intended meaning of the text.**

# Prosody: Is Expression Important?

Read the texts with three different expressions to see how it changes the meaning:

**Furious:**

Johnny, get in here right now!

**Super Excited:**

Johnny, get in here right now!

**Petrified:**

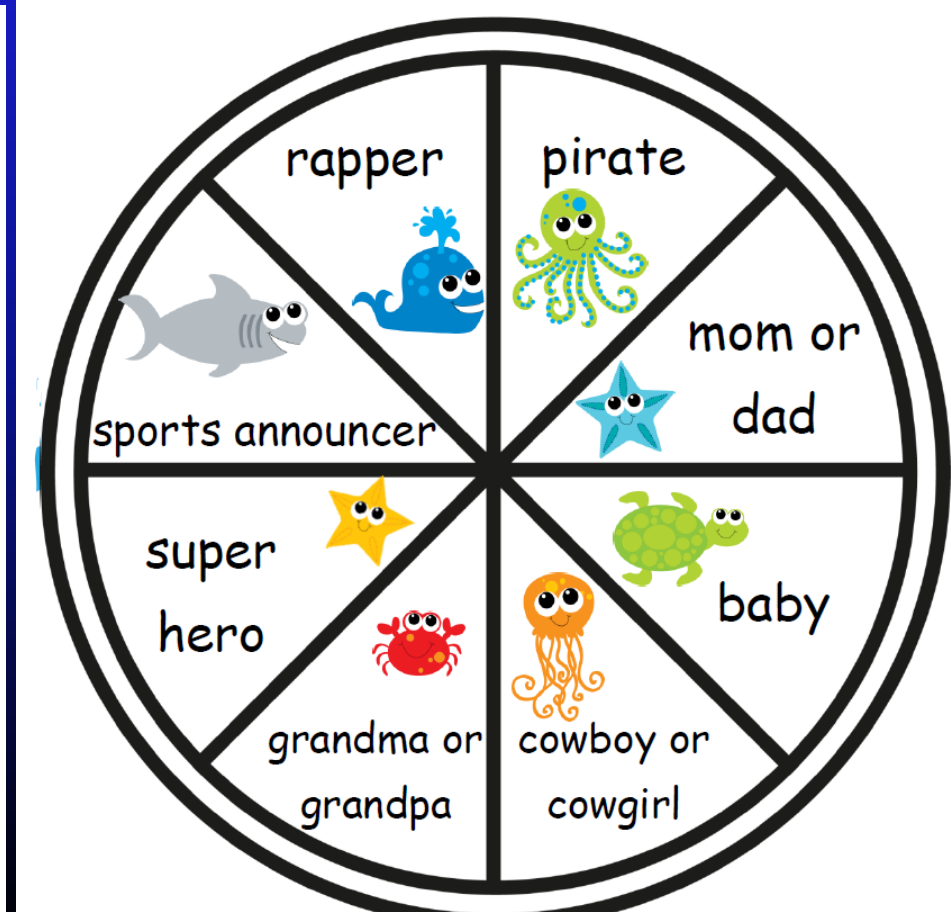
Johnny, get in here right now!

**Proper expression conveys meaning!**

# Read as a Character

*Fluency practice activity for students:*

Choose any passage and try reading the selection as a character.



# Reading with Expression

**I Tried to Take a Selfie**



Prosody:  
Does  
Punctuation  
Matter?

Think about how  
punctuation  
changes  
meaning!



Let's eat Grandma  
or  
Let's eat, Grandma



PUNCTUATION

It saves lives

STOP CLUBBING, BABY SEALS

# Prosody

**Read each example of Goldilocks and the Three Bears to see how prosody can influence fluency.**



# #1 Goldilocks and the Three Bears

Once there, was a little girl named Goldilocks.

“What a sweet! Child.” said someone new in town?

“That’s what you think,” said a neighbor.

One morning Goldilock’s, mother, sent her to buy. Muffins in the next village. “You must promise not to take the shortcut? Through the forest,” she said.

“I’ve heard that bears live there.” “I promise.”

Said Goldilocks, but to tell the truth Goldilocks! Was one of those naughty, little, girls, who do exactly as they please.

## #2 Goldilocks and the Three Bears

once there was a little girl named goldilocks  
what a sweet child said someone new in town  
that's what you think said a neighbor

one morning goldilock's mother sent her to buy  
muffins in the next village you must promise not to take  
the shortcut through the forest she said

i've heard that bears live there i promise said  
goldilocks but to tell the truth goldilocks was

one of those naughty little girls who do exactly as they  
please

# # 3 Goldilocks and the Three Bears

Once there was a little girl named Goldilocks.

“What a sweet child,” said someone new in town.

“That’s what you think,” said a neighbor.

One morning Goldilock’s mother sent her to buy muffins in the next village. “You must promise not to take the shortcut through the forest,” she said.

“I’ve heard that bears live there.” “I promise,” said Goldilocks. But to tell the truth Goldilocks was one of those naughty little girls who do exactly as they please.

*Marshall, J. (2000). In Scott-Foresman Image That, Grade 3, pg. 47-67.*

# Prosody: Is Phrasing Important?

## Bill Martin Jr.'s Brown Bear, Brown Bear

### Fluent Reader

Chunks text into meaningful phrases:

Brown bear/  
Brown bear/  
What do you see?

### Non Fluent Reader

Read as a list of words rather than a connected text:

Brown/  
bear brown/  
bear what/  
do/  
you see.

# Word/Phrase Rings

## Name \_\_\_\_\_ Spin and Read a Fry Phrase!

Game Board #1

Directions: Spin the spinner with a pencil and paper clip. Read a phrase from list A, B, or C that matches your spin on the spinner. Check off the phrases as you read them.



List A	List B	List C
<input type="checkbox"/> The people	<input type="checkbox"/> How many words?	<input type="checkbox"/> Could you go?
<input type="checkbox"/> Write it down.	<input type="checkbox"/> Part of the time	<input type="checkbox"/> One more time
<input type="checkbox"/> By the water	<input type="checkbox"/> This is a good day.	<input type="checkbox"/> We like to write.
<input type="checkbox"/> Who will make it?	<input type="checkbox"/> Can you see?	<input type="checkbox"/> All day long
<input type="checkbox"/> You and I	<input type="checkbox"/> Sit down.	<input type="checkbox"/> Into the water
<input type="checkbox"/> What will they do?	<input type="checkbox"/> Now and then	<input type="checkbox"/> It's about time
<input type="checkbox"/> He called me.	<input type="checkbox"/> But not me	<input type="checkbox"/> The other people
<input type="checkbox"/> He has it.	<input type="checkbox"/> Go find her.	<input type="checkbox"/> Up in the air
<input type="checkbox"/> We had their dog.	<input type="checkbox"/> Not now	<input type="checkbox"/> She said to go.
<input type="checkbox"/> What did they say?	<input type="checkbox"/> Look for some people.	<input type="checkbox"/> Which way?
<input type="checkbox"/> When would you go?	<input type="checkbox"/> I like him.	<input type="checkbox"/> Each of us
<input type="checkbox"/> No way	<input type="checkbox"/> So there you are.	<input type="checkbox"/> He has it.
<input type="checkbox"/> A number of people	<input type="checkbox"/> Out of water	<input type="checkbox"/> What are these?
<input type="checkbox"/> One or two	<input type="checkbox"/> Did you see it?	<input type="checkbox"/> If we were older
<input type="checkbox"/> How long are they?	<input type="checkbox"/> A long time	<input type="checkbox"/> There was an old man
<input type="checkbox"/> More than the other	<input type="checkbox"/> We were here.	<input type="checkbox"/> It's no use.
<input type="checkbox"/> Come and get it.	<input type="checkbox"/> Have you seen it?	<input type="checkbox"/> It may fall down.



# High Frequency Words

***To comprehend what we read, at least 95% of the words must be recognized automatically.***

**English contains more words than any other language. How can anyone learn enough of them to reach this magic level of 95% automatic word recognition?**

**The answer is that a small number of words occur repeatedly. The word *the*, for instance, accounts for 7% of all text!**

2005

Oxford English  
Dictionary (3<sup>rd</sup> ed.)

660,000+ words

# Why are High Frequency Words Important?

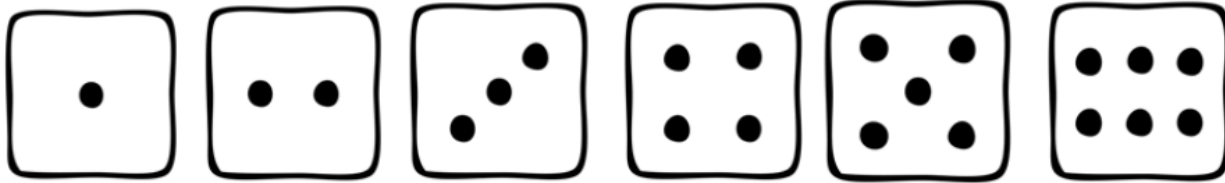
- ***25 words make up 33% of the words you read!***
- ***107 words make up 50% of the words you read!***
- ***930 words make up 65% of the words you read!***
- ***5,000 words make up 80% of the words you read!***
- ***13% of words occur only once in one million words***

*Zeno, S. M., Ivens, S. H., Millard, R.T., & Duvvuri, R. (1995). The educator's word guide. New York: Touchstone Applied Science Associates, Inc.*

*Hiebert, E. H. (2004). Texts for Fluency and Vocabulary: Selecting Instructional Texts that Support Reading Fluency*

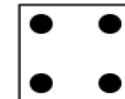
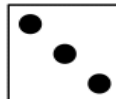
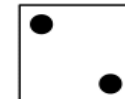
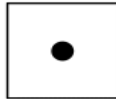
# Roll the Dice Games

## Roll It, Read It, and Write It



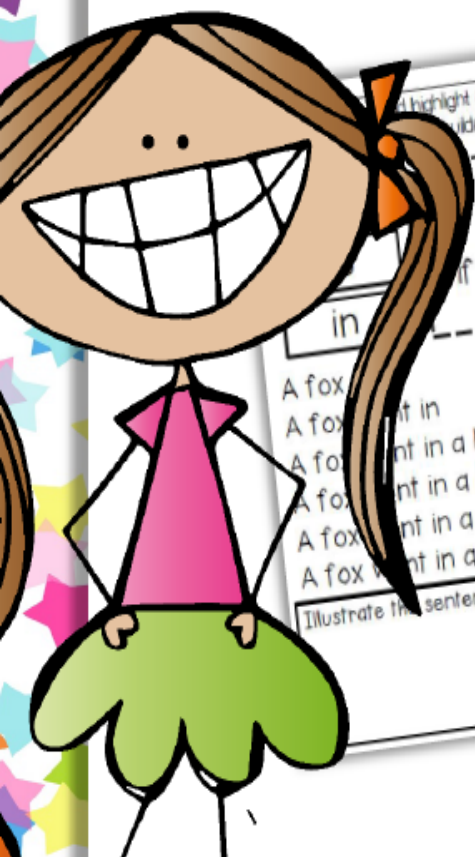
These activities can work with any level words, phrases, or vocabulary from a text.

as	but	not
have	said	when
when	said	one
had	by	were





# Sight Word Fluency Practice #1



Name \_\_\_\_\_

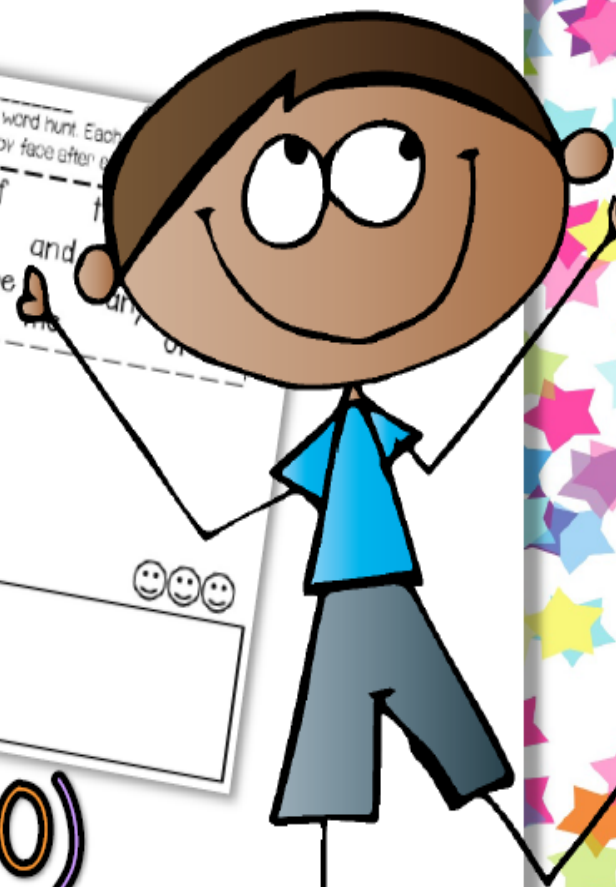
Directions: Find and highlight (or color) the words in the word hunt. Each word is hidden three times. Color a happy face after each time.

the and about of  
and over then  
of the always one and

The cat  
The cat and  
The cat and the dog  
The cat and the dog ran  
The cat and the dog ran out of  
The cat and the dog ran out of the park.

Illustrate the sentence.

☺☺☺



(Fry Words 1-100)

Name \_\_\_\_\_

Directions: Find and highlight (or color) the words in the word hunt. Each word is hidden 3 times.  
Read the fluency phrase three times. Color a happy face after each time you read.

up

other

about

up about too other out

over you up about

use about up out above

other always other under

Dan will help

Dan will help the other

Dan will help the other kid

Dan will help the other kid look up

Dan will help the other kid look up a book

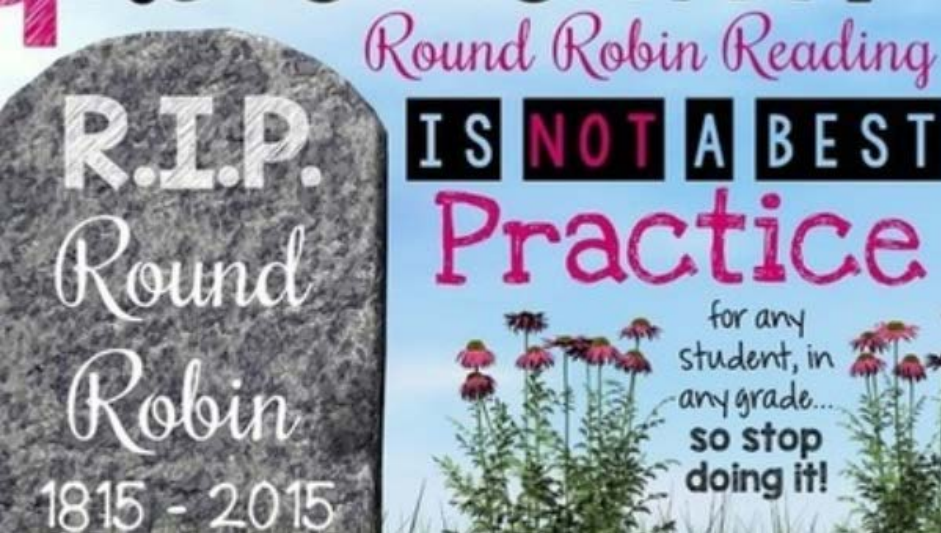
Dan will help the other kid look up a book about cats.



Illustrate the sentence.







## ROUND ROBIN READING

- Research doesn't support!
- Reduced amount of reading practice: each student reads only one or two paragraphs
- Weakens comprehension: students hear only poor fluency modeling from other students reading aloud
- Embarrasses low-performing readers
- Off-task students when it isn't their turn

**Alternatives to round robin reading:**

**Echo Reading, Choral Reading, Alternative Oral Reading**

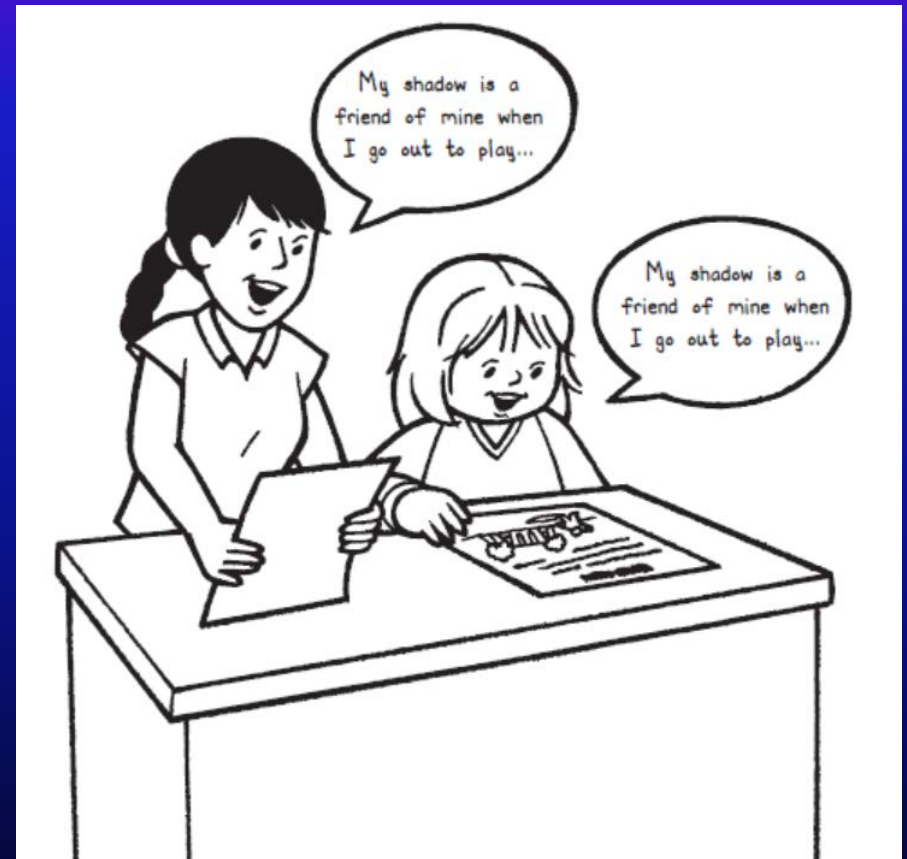
# Teacher Read Alouds

## Benefits:

- **Hear a model of what good readers sound like and strategies they use while reading**
- **Hear how a reader:**
  - **Thinks Aloud**
  - **Creates expression**
  - **Pauses in the reading**
  - **Groups words together**
  - **Reads as if they were speaking**
  - **Emphasizes punctuation, etc.**
- **Learn about the world around them by giving them:**
  - **Background knowledge**
  - **Exposure to vocabulary**

# Echo Reading

- Teacher reads a word, phrase or sentence.
- Student “echo” reads the word, phrase or sentence.
- Teacher and student take turns.

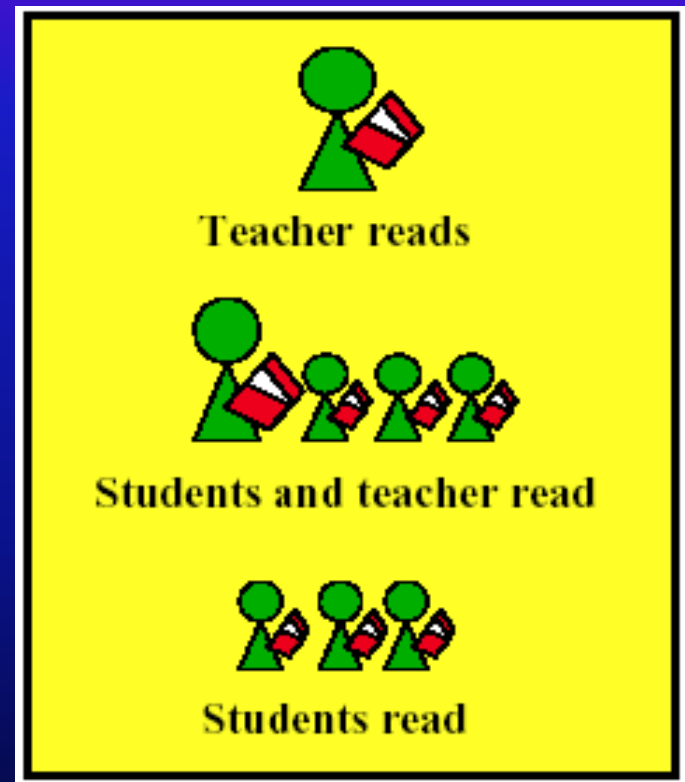


Echo Reading Video

<https://www.youtube.com/watch?v=zV1UyggVdHY>

# Choral Reading

1. **Teacher Reads (model good fluency)**
2. **Teacher and Student Read Together**
3. **Student Reads (monitor and provide feedback)**



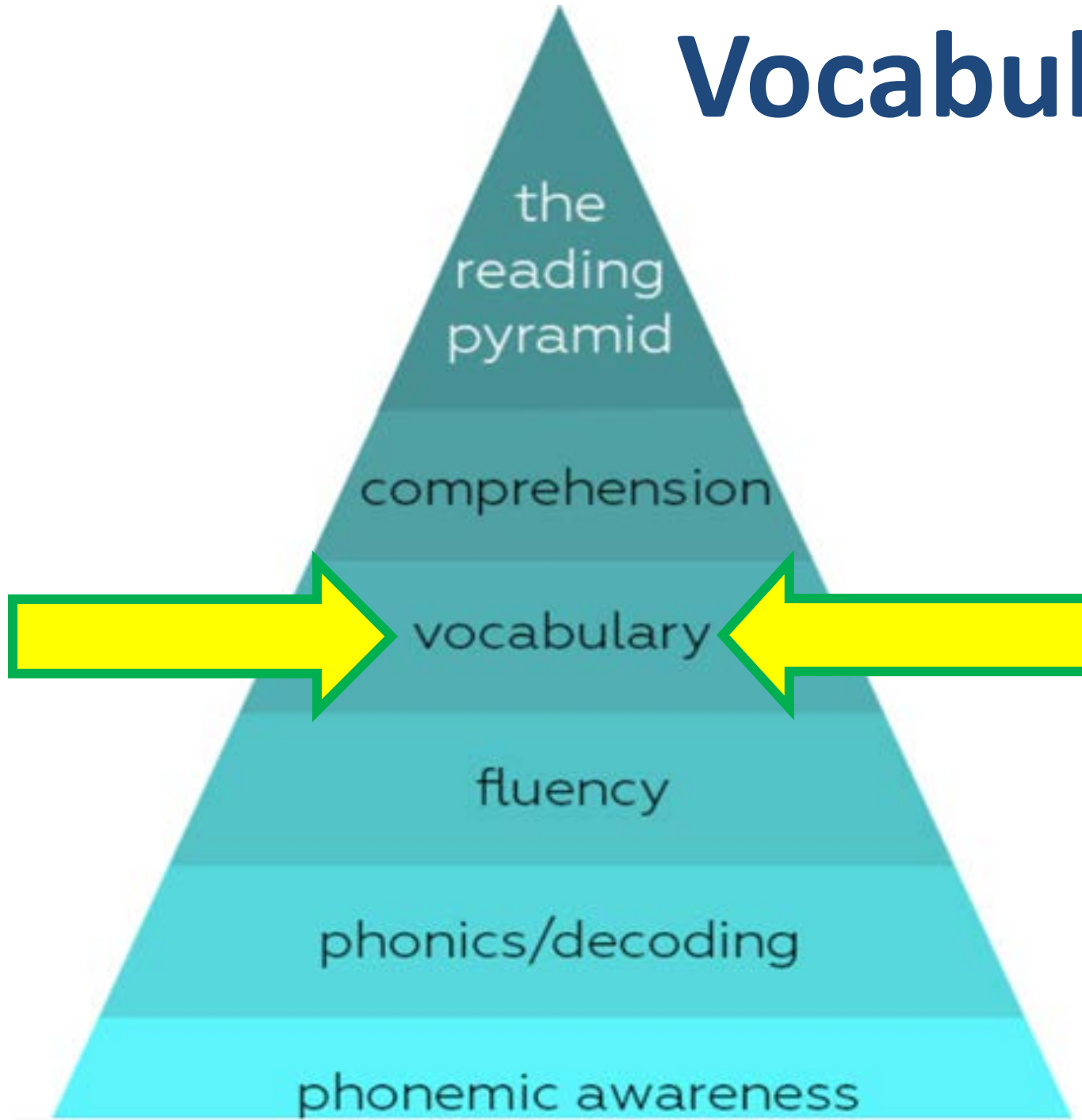
# Alternate Oral Reading

1. **Teacher reads section of passage while student follows along silently and points to the words as they are read. The teacher models good reading fluency.**
2. **The student reads the next section of the text. The teacher corrects when needed.**





# Vocabulary



# Vocabulary Casserole



## Ingredients Needed:

20 words no one has ever heard

1 dictionary with very confusing definitions

1 matching test to be distributed by Friday

1 teacher who wants students to be quiet on Mondays copying words

Put 20 words on chalkboard. Have students copy then look up in dictionary. Make students write all the definitions. For a little spice, require that students write words in sentences. Leave alone all week. Top with a boring test on Friday.

Perishable. This casserole will be forgotten by Saturday afternoon.

Serves: No one.

Adapted from *When Kids Can't Read, What Teachers Can Do* by Kyleene Beers

# Vocabulary Treat



## Ingredients Needed:

5-10 great words that you really could use

1 thesaurus

Markers and chart paper

1 game like Jeopardy or BINGO

1 teacher who thinks learning is supposed to be fun

Mix 5 to 10 words into the classroom. Have students test each word for flavor. Toss with a thesaurus to find other words that mean the same. Write definitions on chart paper and let us draw pictures of words to remind us what they mean. Stir all week by a teacher who thinks learning is supposed to be fun. Top with a cool game on Fridays like jeopardy or BINGO to see who remembers the most.

Serves: Many

Adapted from *When Kids Can't Read, What Teachers Can Do* by Kyleene Beers

# Why is vocabulary important?

*Vocabulary is important because:*

**It is a strong predictor of reading comprehension.**

**The Research shows:**

- **The vocabulary of entering 1<sup>st</sup> graders predicts not only their word reading ability at the end of 1<sup>st</sup> grade...(Senechal & Cornell 1991)**
- **But also their 11<sup>th</sup> grade reading comprehension (Cunningham & Stanovich, 1997).**

# Vocabulary

Vocabulary refers to the words we know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary.

- . Oral vocabulary refers to the words we use in speaking or recognize in listening.
- . Reading vocabulary refers to the words we recognize in print.

# Oral Vocabulary Experiences

Children use the words they have heard to make sense of the words they see in print.

For example:

- A reader comes to the word dig in a book.
- The reader figures out the sounds represented by the letters *d, i, g*, and that the sounds make up a word she has heard and said many times.
- It is much harder for a reader to figure out printed words that are not already part of their oral vocabulary.

**HEAR** the word before you can **SAY** the word  
**SAY** the word before you can **READ** the word

# Oral Vocabulary Experiences

The problem for our struggling readers:

<u>Family Status</u>	<u>Words heard per hour</u>	<u>Words heard in a 100-hour week</u>	<u>Words heard in a 5,200 hour year</u>	<u>Words heard in 4 years</u>
<u>Welfare</u>	<u>616</u>	<u>62,000</u>	<u>3 million</u>	<u>13 million</u>
<u>Working Class</u>	<u>1,251</u>	<u>125,000</u>	<u>6 million</u>	<u>26 million</u>
<u>Professional</u>	<u>2,153</u>	<u>215,000</u>	<u>11 million</u>	<u>45 million</u>

How many of these words are in English?



**It isn't just the number of words our struggling readers are exposed to.  
Considering the TYPE of words they hear:**

<b>Family Status</b>	<b>Actual Differences in <i>Quantity</i> of Words Heard</b>	<b>Actual Differences in <i>Quality</i> of Words Heard</b>
Welfare	616 words	5 affirmations, 11 prohibitions
Working Class	1,251 words	12 affirmations, 7 prohibitions
Professional	2,153 words	32 affirmations, 5 prohibitions

# Exposure to Oral Language

Do I have to eat these?



Yeah.

Do I have to eat these?



Yes, vegetables are good for you because they have vitamins that will help you grow and get stronger.

# **Does Life Experience Matter?**

**Carving is appropriate for most green and blue slopes and even some black slopes. However, if you try to carve through moguls, you're going to face-plant.**

**(Marzano & Pickering, 2005)**

# Does Life Experience Matter?

**Carving** is appropriate for most **green and blue slopes** and even some **black slopes**. However, if you try to carve through **moguls**, you're going to **face-plant**.

(Marzano & Pickering, 2005)

A child who has had the opportunity to snow sky would have a much easier time understanding this passage than a child who has never had that opportunity.

# Text

**Staying behind the hog line, release the stone down the sheet toward the house. It's a good idea to knock the stones away from the button. Sweep to reduce the pebbles. Even without the hammer, the end can get stolen.**

**Are there any vocabulary words you have never seen?**



# Sochi 2014 Winter Olympics® results



Curling



CAN



GBR



SWE



All

2

0

0

2

0

1

1

2

0

1

1

2



Curler

Stones beyond the back line are invalid

Stones in this area are valid

Stones released beyond the hog line are invalid



Backline Tee line

Hog line

Hog line

House

Hack

## Curling equipment



Stone (Rock): 17-20 kg



Broom (Brush)

Team scores a point for each stone closer to center circle than opponent's best stone

Center line

# With a little background knowledge, does it make more sense?

Staying behind the hog line, release the stone down the sheet toward the house. It's a good idea to knock the stones away from the button. Sweep to reduce the pebbles. Even without the hammer, the end can get stolen.



## Sochi 2014 Winter Olympics® results



Curling



CAN  
GBR  
SWE

	Gold	Silver	Bronze	All
CAN	2	0	0	2
GBR	0	1	1	2
SWE	0	1	1	2

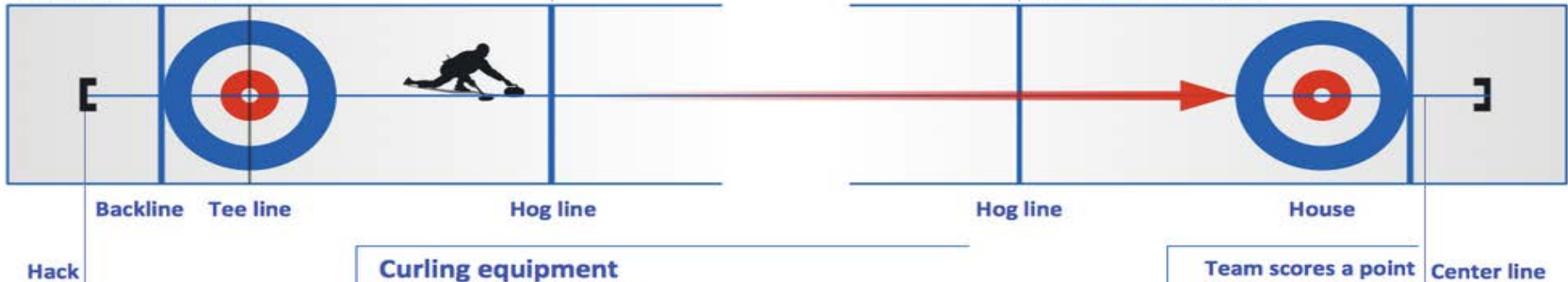


Curler

Stones beyond the back line are invalid

Stones in this area are valid

Stones released beyond the hog line are invalid



### Curling equipment



Stone (Rock): 17-20 kg



Broom (Brush)

Team scores a point for each stone closer to center circle than opponent's best stone



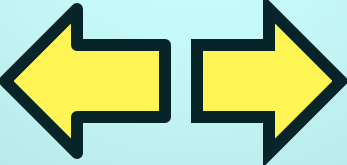
# The Myth of Age or Grade Level Vocabulary

- Students do not learn vocabulary words based on their age or their grade.
- They learn words based on their experiences.



(Beck, et al, 2002)

- **Background knowledge is the ‘hook’ to hang new learning on.**
- **Without that ‘hook,’ vocabulary is meaningless and learning doesn’t stick and.**
- **Learning happens when we make connections between new concepts and prior knowledge.**

**What we are learning**  **What we already know.**

# Background Knowledge

**Background knowledge is even more important the older students get because:**

- **Texts are more complex**
- **Concepts are not known**
- **Text structures are not familiar**
- **Vocabulary is new and not encountered in everyday oral language**

How do we learn *new words*  
*AND new concepts?*



**Our brain learns new words and concepts  
by associating and connecting new information  
with what we already know**

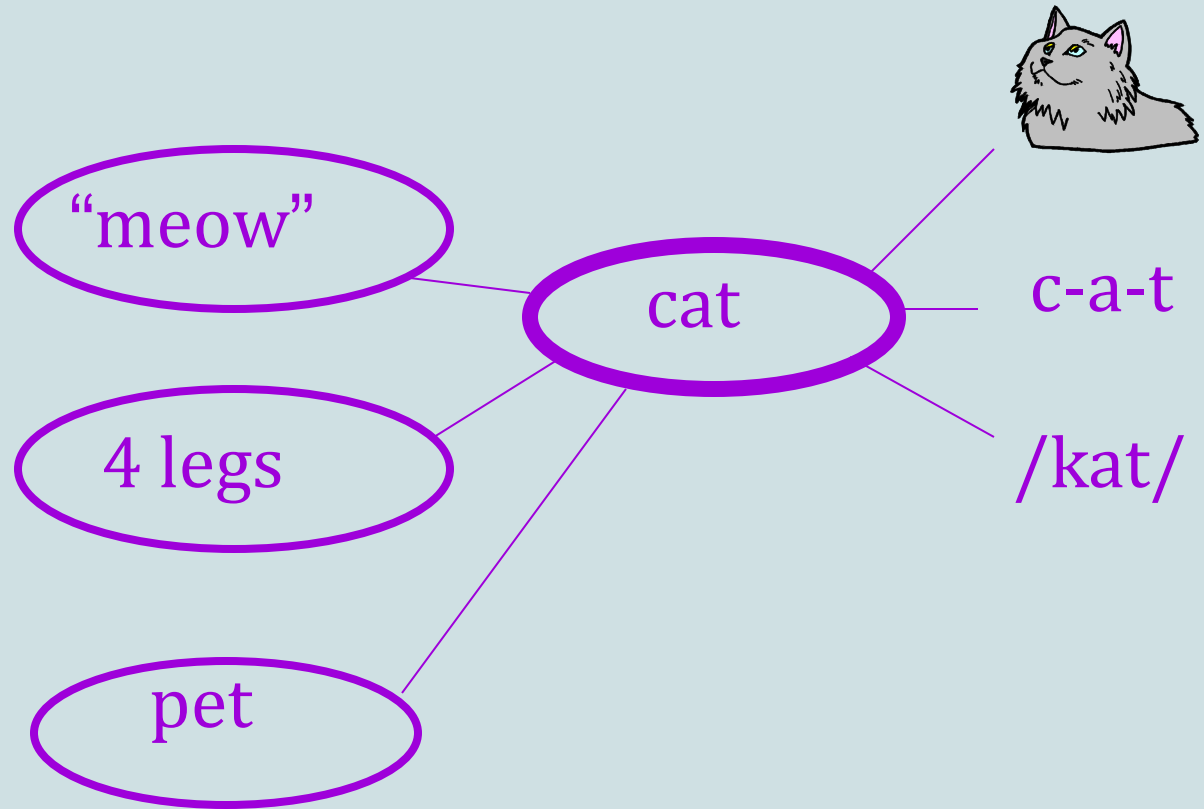
cat



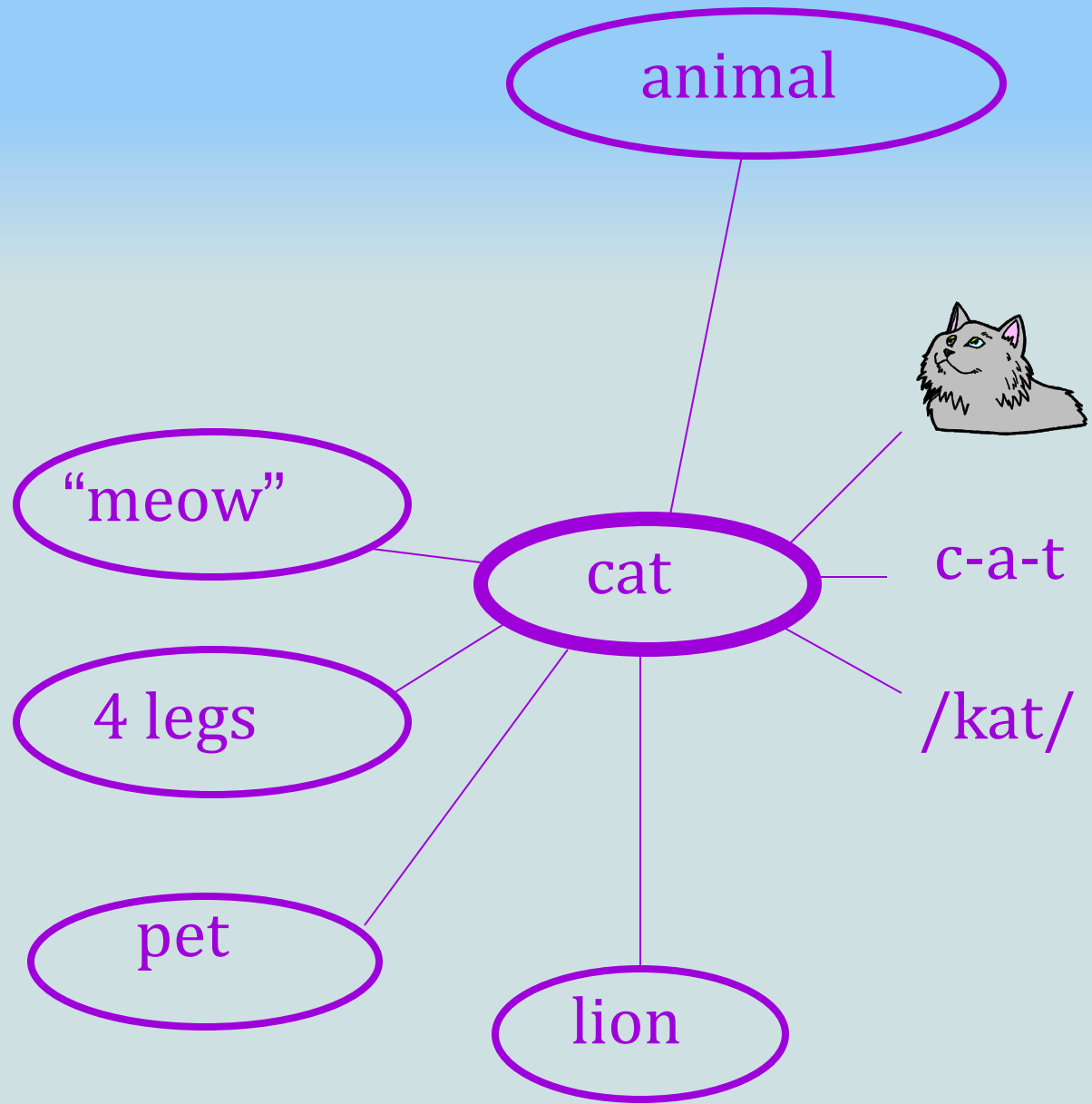
cat

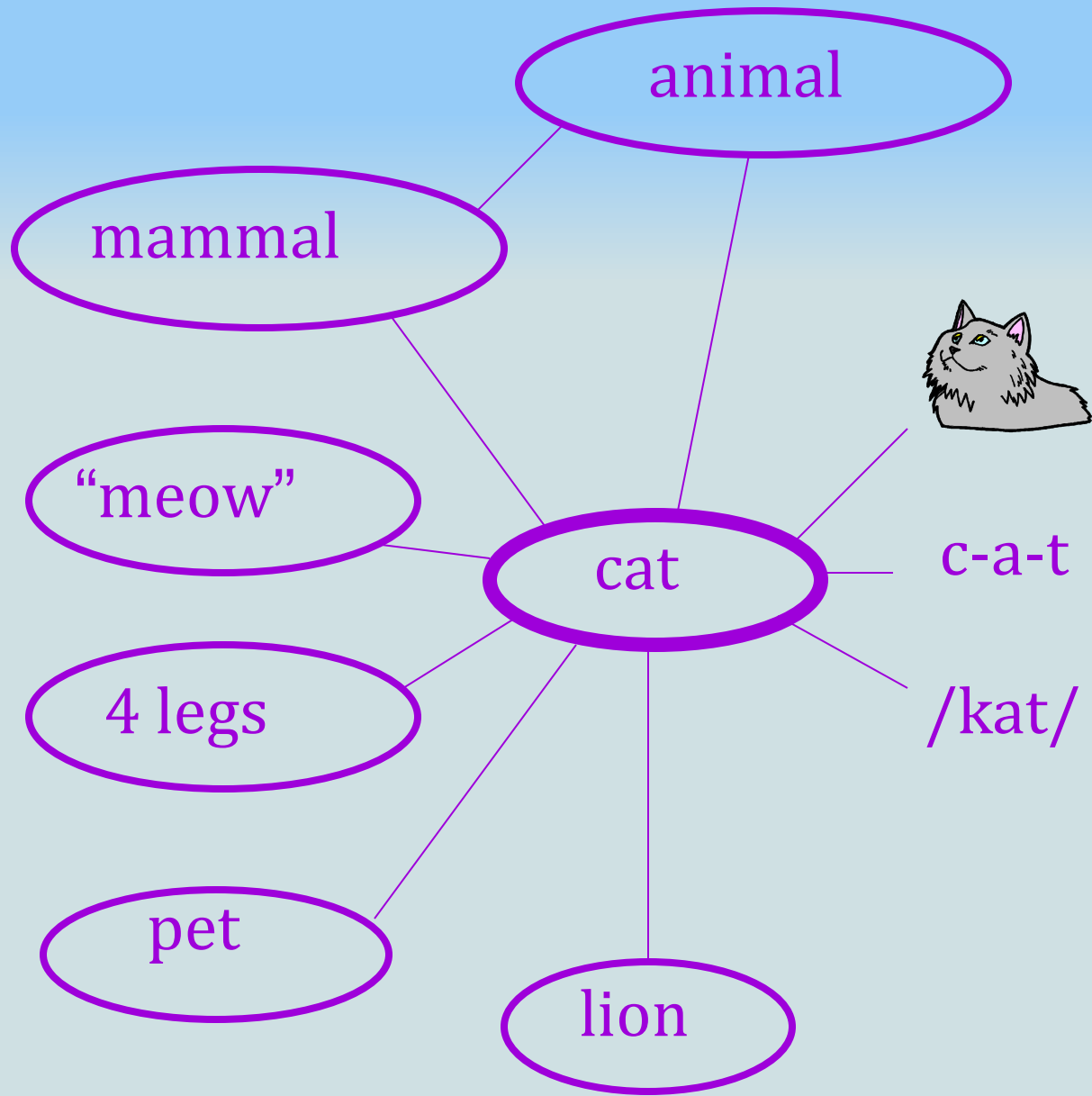
c-a-t

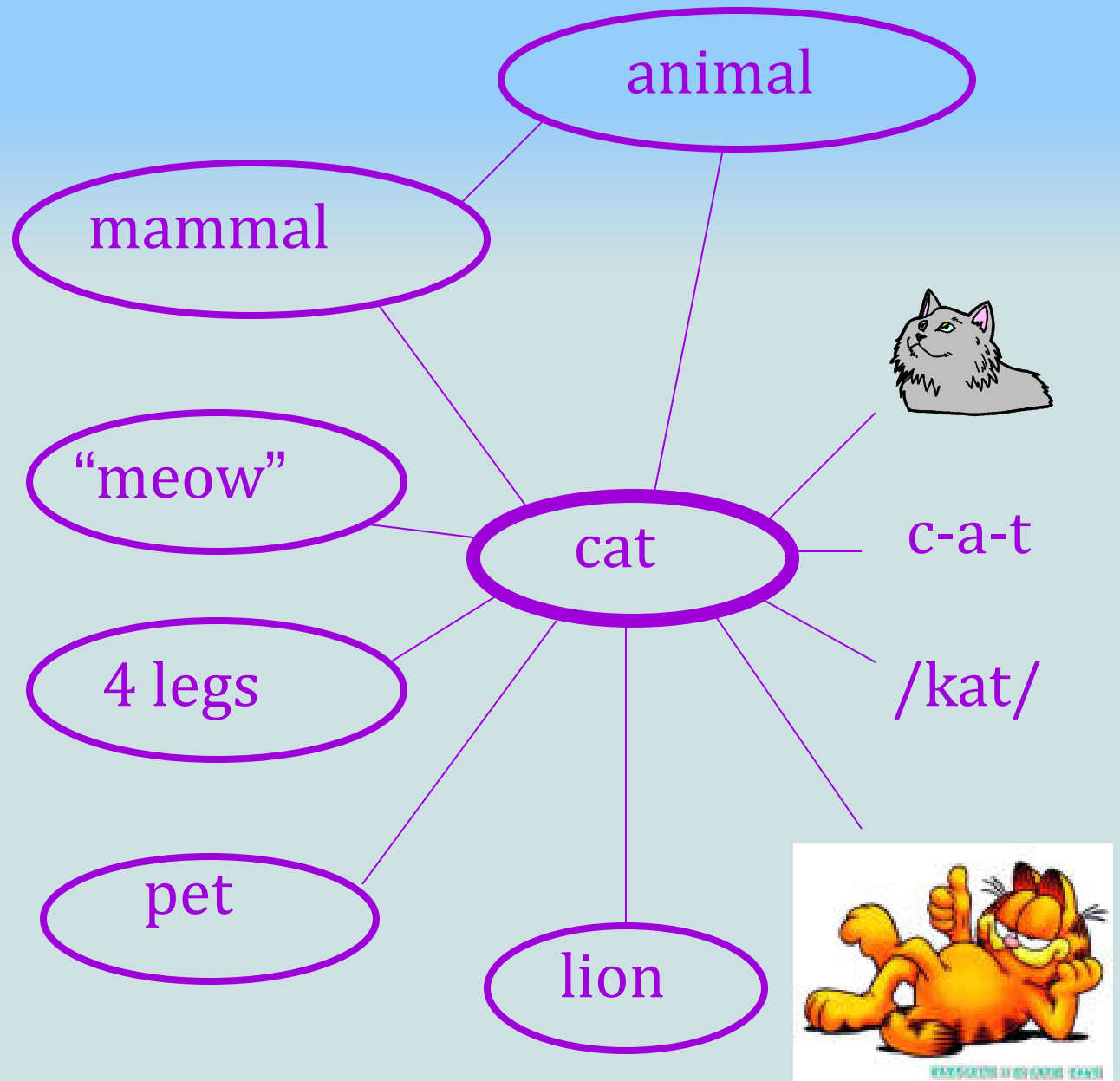
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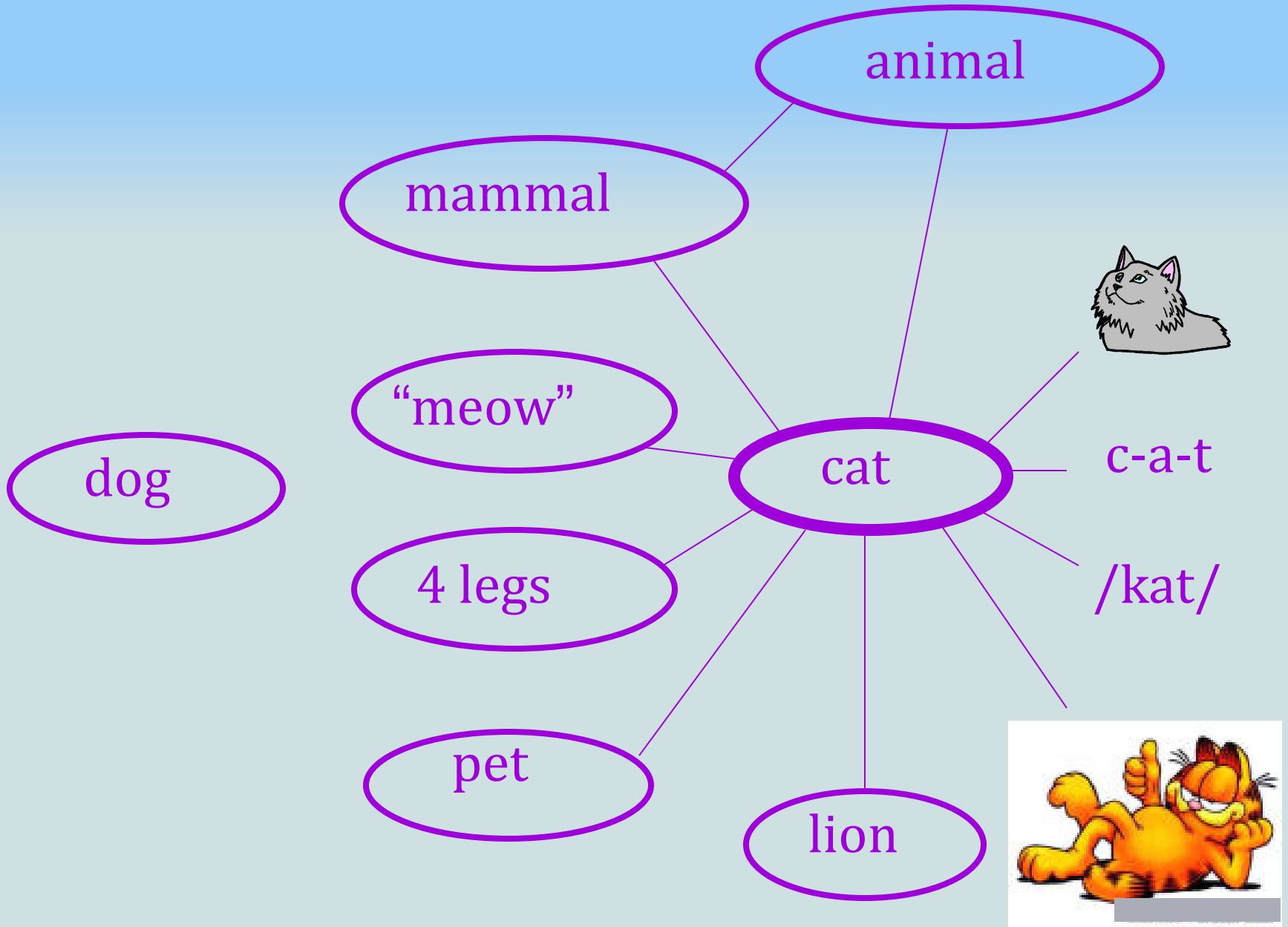


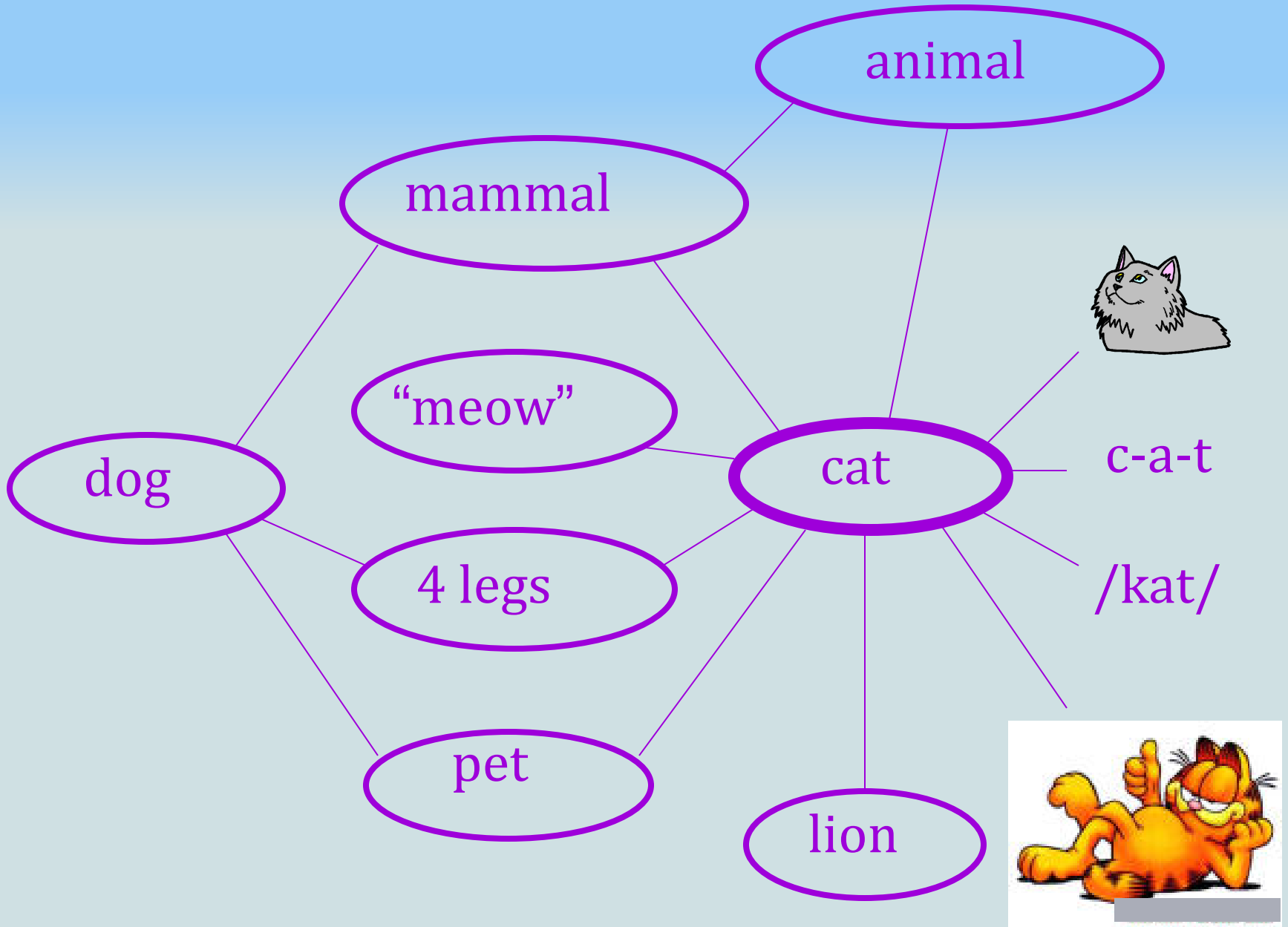














dog



mammal

"meow"

4 legs

pet

cat



c-a-t

/kat/

lion

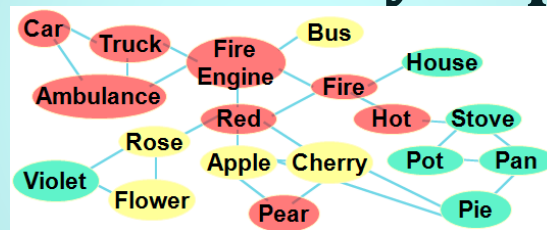


animal

# The Brain, Memory, and Background Knowledge

Our brains work like a filing cabinet.

Each new piece of information needs to be filed in the right place and you have to figure out where it best fits in the filing system already in place.

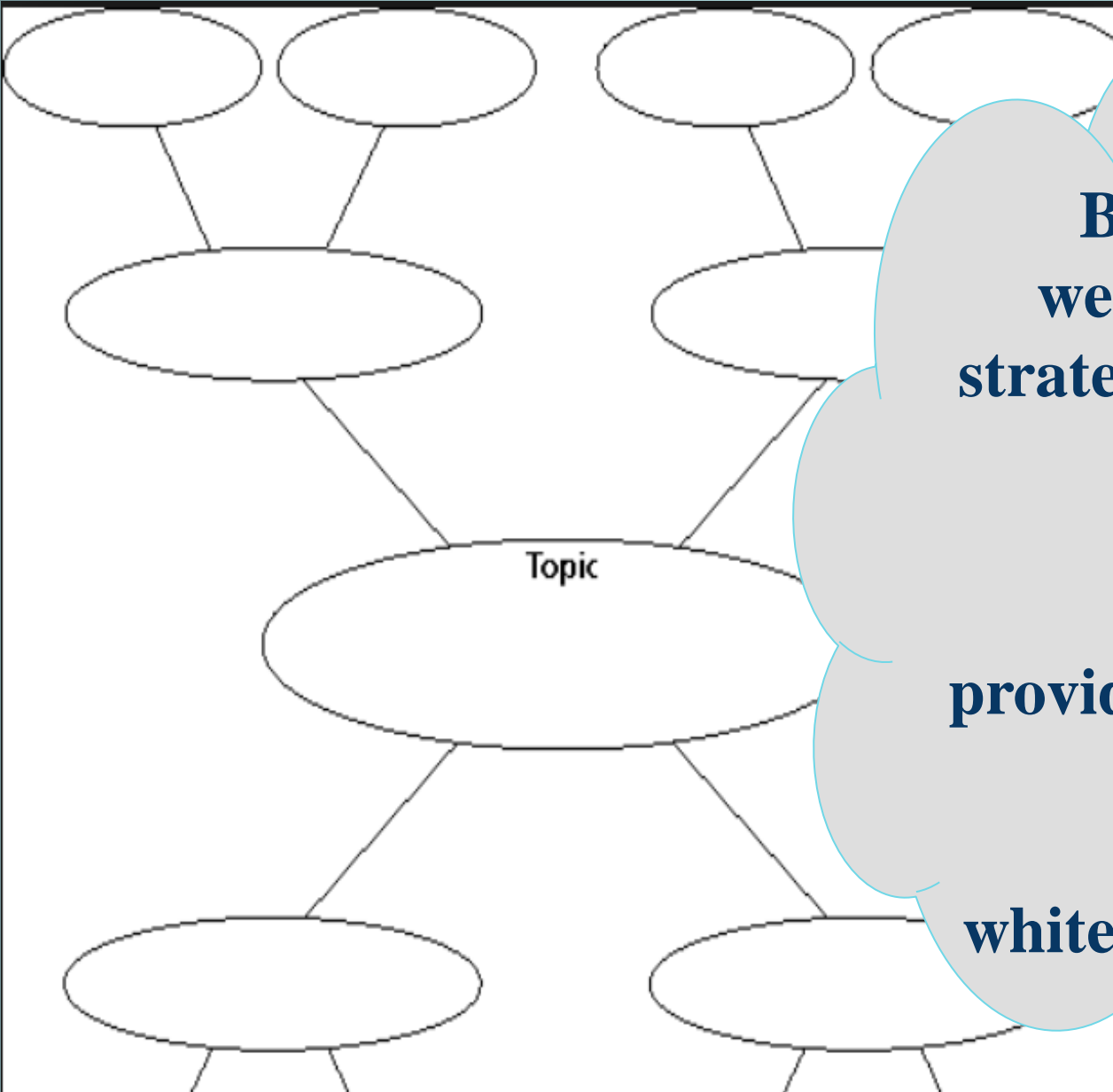


Your brain is like your closet...

Just because the matching sock is in there, it doesn't mean you can always find it! Background knowledge is what helps us locate the right information.



# **WORD WEBS can help activate background knowledge and vocabulary.**



**Brainstorming  
webs are a great  
strategy to activate  
and build  
background  
knowledge,  
providing a context  
for new  
vocabulary!  
whiteboards/paper**





*“Once there were two towers, side by side. They were each a quarter of a mile high; one thousand three hundred and forty feet. The tallest buildings in New York City.”*



## **Text 7**

### **Connections**

### **Influence**

### **Reading**

**How does your background and your personal connections influence what you take to the reading and your perspective on what you read?**

- Where were you on 9/11?**
- Did you know anyone that was there that day?**
- What stories from the news touched you?**
- Have you visited NYC since?**
- Students – were they old enough to remember? Will they bring the same emotions to the text as you?**



What does this remind me of in my life?



What does this remind me of in something else I've read?



What does this remind me of in the real world?





# Making CONNECTIONS helps build background.

Every reader brings his or her own experiences to reading. These experiences change the reader's perspective and make each story personal to the reader.

## TEXT TO SELF CONNECTION

You are connecting the story to your own life, experiences, and feelings.



- This reminds me of . . .
- I understand how the character feels because . . .
- The setting makes me think about another place . . .
- I experienced this myself . . .

## TEXT TO TEXT CONNECTION

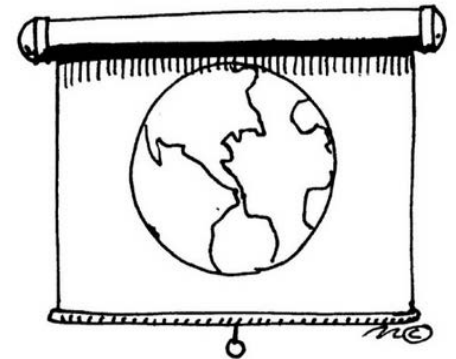
You are connecting the characters, setting, or events from one story to another.



- The character in this story is like the character in . . .
- The setting in this story is the same as the setting in . . .
- This event is like when . . .
- These two stories are alike . . .

## TEXT TO WORLD CONNECTION

You are connecting the story to world history and events.



- This happened in real life . . .
- This is like something I heard on the news . . .
- This happened when . . .
- This story is similar to . . .

Students won't know all words at the same level of meaning. Multiple exposures of a word are needed to move the word from level 1 to level 4.

### Level of Word Knowledge



4

Can define, use, demonstrate, and teach the word to others

3

Remember the context in which the word is used

2

Heard of it but can't define it or use it very well

1

Never heard it

How would you rate your understanding of the words:

- A. Hyperbole
- B. Sphere
- C. Perogie

# How well do we KNOW a word?

Knowing a definition of a word doesn't mean we KNOW the word.

KNOWING a word means you can

*DO things with the word.*

- Recognize it in print & in speech
- Define it
- USE IT in different contexts
- *Example: Terrifying*
  - How is being *terrified* like/unlike being **scared**?
  - Act as if you were *terrified*.
  - Draw an experience that *terrified* you.
  - Show me what your face would look like if you were *terrified*?
  - Write a story about a time when you were *terrified*.

**STRATEGIES  
TO TEACH  
VOCABULARY**



# **Strategy: Reading**

- **The #1 strategy for vocabulary growth:**

**READ to them!**

**Give them time to READ!**

- **Read alouds offer chance to hear vocabulary in useful, meaningful contexts**
- **Read alouds offer opportunities for discussions about words and concepts**
- **The more they read the more words they encounter**

# Strategy: Oral Word Play

New word:

**Hilarious:** Very funny

If I say something that is **hilarious**, laugh really loud. If you don't think it is **hilarious**, frown.

- My teacher on roller skates
- My mom reading a book
- A dog brushing his teeth
- A clown crying
- A baby eating spaghetti

Follow-up with questions using the vocabulary word:

- Why would your teacher be **hilarious** on roller skates?
- What is the most **hilarious** thing you have ever done?

# Strategy: Oral Word Play

New word:

**Ludicrous:** very silly

If any of the things I say would make someone look **ludicrous**, say, “That’s LUDICROUS!” If not, don’t say anything.

- Walking to school
- Dressing like a clown
- Eating 50 hot dogs
- Dancing to music
- Reading a book
- Sledding on the beach

Follow-up with questions using the vocabulary word:

- Why is dressing like a clown **ludicrous**?
- What is **ludicrous** about sledding on the beach?

# Strategy: Oral Word Play

New word:

**Enormous:** Very large

If I named something **enormous**, stand up. If it isn't **enormous**, stay seated.

- A kitten
- A bulldozer
- A tall building
- A cookie
- A hot air balloon

Follow-up with questions using the vocabulary word:

- If a kitten isn't enormous, would a cat be **enormous**?
- What is the most **enormous** thing you have ever seen?

# Strategy: Oral Word Play

New word:

**Morsel:** A small amount

If the food I name is a very small piece of food say “**MORSEL**” If not, don’t say anything.

- One Cheerio
- A whole pie
- A raisin
- A turkey dinner
- A cake crumb

Follow-up with questions using the vocabulary word:

- If a cake crumb is a morsel, then would a piece of cake also be a **morsel**?
- What might you eat at a turkey dinner that you could call a **morsel**?

# Strategy: Word Continuum

Applause! Applause!

How frantic would you be if:

- Your teacher said she was going to call your mom
- You missed the school bus
- You had to eat spinach for dinner
- Someone stole your money
- You won a million dollars

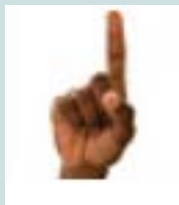
Least **FRANTIC**

(Clap Softly  
or use 1,2,3, fingers)



Most **FRANTIC**

(Clap Loudly)  
or use 4,5 fingers)



# Strategy: Word Continuum

Applause! Applause!

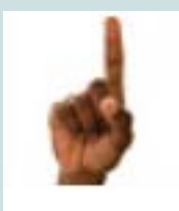
How embarrassed would you be if:

- Your mom wore pigtails
- You had to dance in front of the class
- You passed gas in church
- You got an F on your report card
- You spilled your milk at the dinner table

Least **EMBARRASSED**  
(Clap Softly  
or use 1,2,3, fingers)



Most **EMBARRASSED**  
(Clap Loudly)  
or use 4,5 fingers)





# Strategy: Word Continuum

Applause! Applause!

How ecstatic would you be if:

- The President called to consult with you?
- There was a tsunami the day of your party?
- You had to eat avocados for dinner?
- You got splendid tickets to a football game?
- You found a gigantic amount of money?

Least ECSTATIC  
(Clap Softly  
or use 1,2,3, fingers)



Most ECSTATIC  
(Clap Loudly  
or use 4,5 fingers)



# Beat the Clock



# Strategy: Beat the Clock

See how many vocabulary questions students can correctly answer in 60 seconds. Once students are familiar with the game, have them write their own questions for others using their vocabulary words.

Examples:

*Multiple repetition of the same word, different contexts*

- Would a stellar person tell a lie?
- Are stellar people usually liked by others?
- Would making a million dollars be stellar?
- Would you want to eat at a restaurant that is not stellar?

Which is bigger (continuum of words)?

*Different words, similar/opposite meanings*

- Tiny mitten or a small mitten?
- Microscopic bug or an ant?
- Petite woman or a vast woman?
- Would you rather have an enormous cookie or a jumbo cookie?

# Strategy: I Spy

Use informational texts to have students find examples of their own vocabulary words. There is no right or wrong answer, as long as students can justify their findings.

Find someone:

- who looks **fierce**
- who is **ambling**
- who might feel **grateful**

(picture of a cover of Time magazine.)



Challenge children to demonstrate:






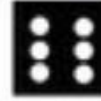
- being **scrunched**
- **scolding** someone
- a **dreadful** look

# Vocabulary Games



- Scattergories
- Taboo
- In a Pickle
- PDQ
- Boggle
- Upwords
- Balderdash

## Vocabulary rock and ROLL!

 Define the Word	 Draw it!
 Something that means the same	 Act it out!
 What does it remind you of?	 Something that means the opposite

# Academic Vocabulary and the Common Core State Standards (CCSS)

- The CCSS: Emphasis is on academic vocabulary, nonfiction, and informational text (50% of reading)
- 80% of comprehension in nonfiction is dependent upon understanding vocabulary
- Understanding academic vocabulary increases comprehension of nonfiction and informational texts
- Academic words are found in content area texts such as social studies, science, mathematics, & English
- Vocabulary knowledge influences fluency & comprehension

# What is Academic Vocabulary?

## Language of “SCHOOL”

Is ***NOT*** natural language heard in everyday speech  
– not heard in conversational or social language

- *specialized* words used in textbooks
  - title, chapter, paragraph
  - mean, median, mode
  - vertebrate, invertebrate
  - adjectives, prepositions, adverbs
- *high-use academic words*  
analyze, summarize, evaluate, respond, specify



# Academic Vocabulary

## Words used:

- in textbooks
- on homework assignments
- by teachers
- on EOGs

## Examples:

Analyze	Identify	Concept	Evidence
Estimate	Function	Context	Assessment
Contrast	Evaluate	Establish	Summarize

Children don't often hear these words outside of school.  
Do they really know what we are asking when we say:

“summarize the passage”

“analyze the characters”

“provide evidence”

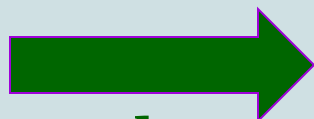
“evaluate the meaning of...”

# English Language Learners

## Social VS. Academic Language

**A common misconception about English Language learners** is that since they can speak to their friends socially in English, they are fluent in English.

### Social Language



- Conversational, everyday language on the playground, at lunch, with friends
- Fluency takes 1-3 years

“Hi, how are you?”

What do you want for lunch?

How did you do on your test?

### Academic Language



- Language needed for academic learning at school, in texts, on tests
- Fluency takes 5-10+ years

Photosynthesis is the process that describes how plants convert light energy into chemical energy that can be released to fuel the organism's activities.

Word	Social Meaning	Academic Meaning
<b>LISTEN</b>	<ul style="list-style-type: none"> <li>Using your ears to hear: listen to music listen to your friends</li> </ul>	<ul style="list-style-type: none"> <li>Listen to me: means “pay attention”</li> </ul>
<b>GROUP</b>	<ul style="list-style-type: none"> <li>Who you hang out with (group of friends)</li> <li>A cluster of things (group of songs, Facebook groups)</li> </ul>	<ul style="list-style-type: none"> <li>Group by common attribute (similar shapes, character traits)</li> </ul>
<b>MATCH</b>		
<b>SKIM</b>		

<b>Word</b>	<b>Social Meaning</b>	<b>Academic Meaning</b>
<b>MATCH</b>	<ul style="list-style-type: none"><li>• Match stick to light fire</li><li>• Something that makes a pair like a pair of socks.</li></ul>	<ul style="list-style-type: none"><li>• Finding a picture that</li><li>• matches a word</li><li>• Match the correct answer</li></ul>
<b>SKIM</b>	<ul style="list-style-type: none"><li>• Milk without fat</li><li>• Throwing a rock across the surface of the water</li></ul>	Read a text quickly looking for key information

# TIERS OF VOCABULARY

Beck, McKeown, and Kucan

## TIER 3

Low-frequency  
words, domain-specific

*trapezoid, lava, tonsillectomy  
cardiovascular, carburetor*

## TIER 2

High-frequency words,  
found in many content areas

*consistent, expectation,  
observation, accumulate*

## TIER 1

Words of everyday speech,  
familiar to most students

*school, house,  
walk, eat, animal*

Words to  
teach

# Choosing Words to Teach

Jose avoided playing the ukulele.

1

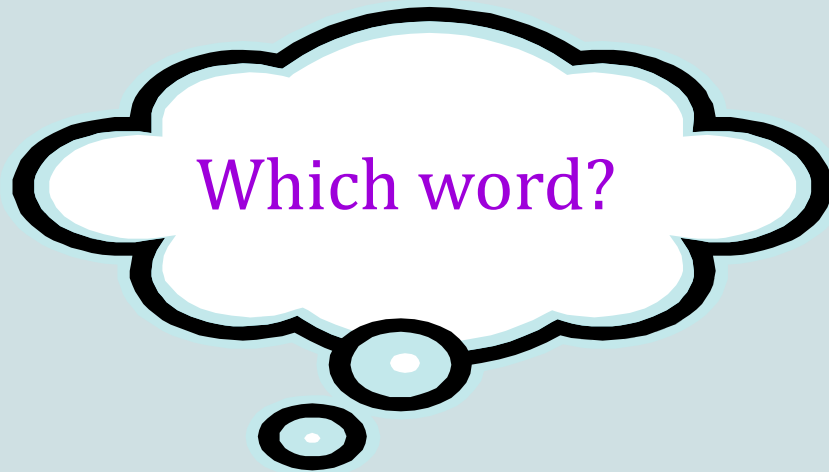
2

3

4

5

Which word would you choose to teach?



## Word to teach: *Avoided*

Jose avoided playing the ukulele.

Why?

- Verbs are where the action is
  - Teach avoid, avoided, avoids, avoidance, avoiding
  - Likely to see it again in grade-level text
  - Likely to see it on assessments
  - Tier 2 word
- Why not ukulele?
  - Rarely seen in print
  - Rarely used in stories or conversation or content-area information

**Which word will this student be most likely to use in conversation tomorrow?**



# Choosing Words to Teach

Why was he obsessed with arachnids?

1

2

3

4

5

6

Which word would you choose to teach?



Which word?

# Word to teach: *Obsessed*

Why was he obsessed with arachnids?

Why?

- Verbs are where the action is
  - Teach obsess, obsessed, obsessing, obsession
  - Likely to see it again in grade-level text
  - Likely to see it on assessments
  - Tier 2 word
- Why not arachnids?
  - Rarely seen in print
  - Rarely used in stories or conversation or content-area information

**Which word will this student be most likely to use in conversation tomorrow?**

# How do I Choose Words?

- 3-5 words per story or selection
- Words necessary for comprehension
- Words students will see again
- Words students can use in conversation and/or writing

## Goldilocks Words

Not too hard, not too easy, just right



Important words...  
Words that matter today  
AND tomorrow...

# The problem with dictionaries:

- You have to know the word to even look it up
- You have to know how to spell the word
- You have to know the correct context it is being used in
- There is no connection or relevance to the word

Here are just 4 of the 9 entries for the word **RELIEVED**:

- *to ease or alleviate (pain, distress, anxiety, need, etc.).*
- *to bring effective aid to (a besieged town, military position, etc.).*
- *to ease (a person) of any burden, wrong, or oppression, as by legal means.*
- *to make less tedious, unpleasant, or monotonous; break or vary the sameness of*

# Use Sentence Stems to Describe a Word

relieved

VOCABULARY

\_\_\_\_\_ is kind of like \_\_\_\_\_.

\_\_\_\_\_ looks like \_\_\_\_\_.

\_\_\_\_\_ is when you \_\_\_\_\_.

\_\_\_\_\_ where you go to \_\_\_\_\_.

\_\_\_\_\_ feels like \_\_\_\_\_.

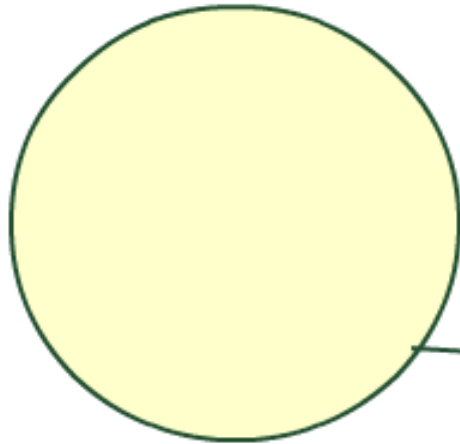
\_\_\_\_\_ smells like \_\_\_\_\_.

You use \_\_\_\_\_ when you \_\_\_\_\_.

# Strategy: Concept of a Definition Map

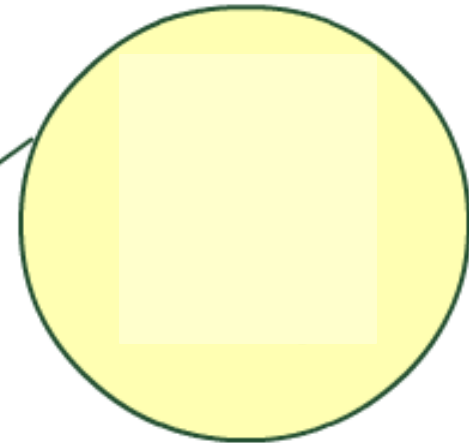
## Kid Friendly Definitions!

What is it?

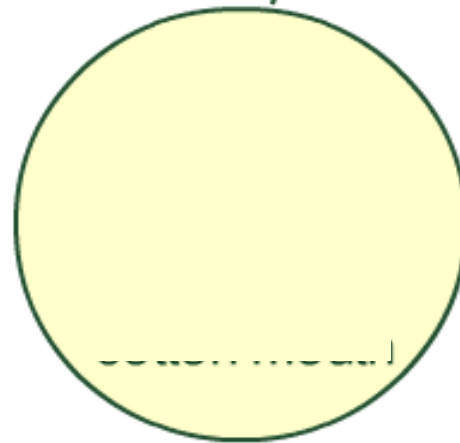


serpent

What is it like?



What are  
some examples?



# Strategy: Concept of a Definition Map

What is it?

animal  
reptile  
snake



serpent

What is it like?

long  
scaly  
legless  
slithery  
scary

What are  
some examples?

cobra  
python  
king  
copperhead  
cotton mouth



# Strategy: Word Families

- English has over 600,000 words!
- German has fewer than 200,000.
- French has fewer than 100,000 words.
  
- **Word Family: Group of words related in meaning**
- **If you know the meaning of one family member, you can infer the meaning of related words:**

enthusiasm	collect	educate
enthusiastic	collecting	educated
enthusiastically	collection	education
	collector	educator

*“Teachers teach you how to read and write. They educate you. When you learn to read and write, you are educated. In school, you get an education. A teacher is an educator.”*

# Word Parts

## *Did you know...*

- Directly teaching word parts- affixes, base words, roots - greatly enhance vocabulary because 60% of English words have Latin or Greek origins (Armbruster & Osborn, 2001).
- There are twenty common prefixes that account for 97% of the prefixed words in printed school English (White, Sowell & Yanagihara, 1989).

**Prefixes (account for 62% of all prefixed words)**

un-, re-, in/im/il/ir (not), dis-, non-

**Suffixes (account for 76% of all suffixed words)**

-s, -es, -ed, -ing, -ly, er/or (agent)

# ESL Challenge: Multiple Meaning Words

If something is not dangerous, then it is



Wordnerdspeecht

A place to store money or important things that has a lock on it



Wordnerdspeecht

A flame



Wordnerdspeecht

To require someone to leave a job and never come back



Wordnerdspeecht

Another word for a stain



Another word for a dot



To go up into the air



A small bug with wings



# ESL Challenge: Figurative Language

## Idiom:

A saying that does not make literal, logical, or grammatical sense, but people within the culture understand its meaning

**Example:** Don't let the cat out of the bag.



## Hyperbole:

An exaggeration

**Example:** It is so hot, you could fry an egg on the sidewalk today.

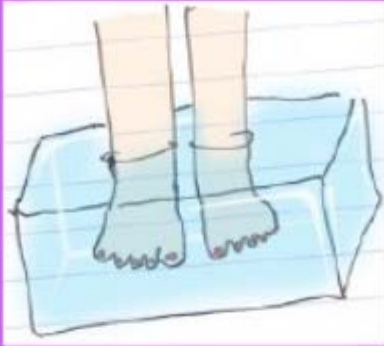




## Cold feet

•Fear of doing something, to lose confidence.

Example: "John wanted to ask Rachel to the dance, but he got *cold feet*."



1

## Couch potato

•Someone who spends a lot of time watching television

Example: "He won't come out to play because he's a *couch potato*."



2

3

## Chill out

•To relax, calm down.

Example: "There was a lot of homework this week. On Saturday, I am going to just *chill out*."



4

## Eyes in the back of your head

•Ability to sense what is happening when one's back is turned.

Example: "My teacher always knows when we're passing notes. He must have *eyes in the back of his head*."



# Visualize

to create mental pictures while  
you read. These will change as you  
read.



**Play the movie in your mind.**





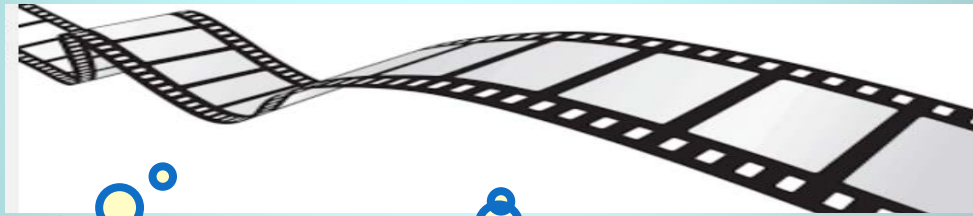
# Strategy: Visualization

Topic: **DOG**

Looks  
like...

Acts  
like...

Sounds  
like...



I knew a  
dog that...

Reminds  
me of...

Feels  
like...

**VISUALIZING**  
*activates*  
*background*  
*knowledge,*  
helps  
students  
*make*  
*connections,*  
and gives  
students a  
picture of  
what they  
will be  
reading that  
can help  
them  
remember  
later.





# Visualize and Draw Part 1

## My Neighbor's Dog is Purple

My neighbor's dog is purple,  
Its eyes are large and green,  
its tail is almost endless,  
the longest I have seen.

My neighbor's dog is quiet,  
It does not bark one bit,  
but when my neighbor's dog is near,  
I feel afraid of it.



**After reading, have students visualize again. This helps students see how their perceptions and views of the world may change when they learn new information and add new knowledge to their brain's 'filing cabinet'.**



# Visualize and Draw Part 2

## My Neighbor's Dog is Purple

My neighbor's dog is purple,  
Its eyes are large and green,  
its tail is almost endless,  
the longest I have seen.

My neighbor's dog is quiet,  
It does not bark one bit,  
but when my neighbor's dog is near,  
I feel afraid of it.

My Neighbor's dog looks nasty,  
it has a wicked smile.....  
before my neighbor painted it,  
it was a crocodile.

**When you read something  
you don't understand,  
what do you do?**

do you ever  
think about  
what you're  
thinking about?



**How do you know what you know?**

**How do you know what you don't know?**

**How do you know if you know what you know?**

**Metacognition = Thinking About Thinking**



# METACOGNITION

## Thinking Stems

- I'm thinking ....
- I'm noticing ....
- I'm wondering ....
- I'm picturing ....
- I'm feeling ....
- It reminds me of ....
- I'm figuring out ....
- I'm seeing ....



## INTENTIONAL INTERACTIVE SELF TALK

Thinking about our thinking:



Impact of Metacognition

# What does metacognition LOOK LIKE?

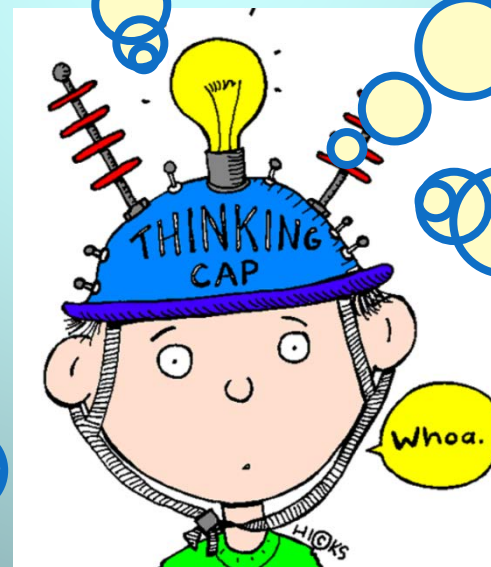
I want to read to  
*find out*  
*about...*

This type of  
thinking is how  
good readers make  
sense of text.

I need to slow  
down here. *I don't*  
*understand* why  
she is acting this  
way.

*I wonder why* the  
author says,  
'Arriving in  
America was a  
milestone in my  
grandmother's  
life.'

*I'm feeling* sad  
for not  
understanding  
my grandma. At  
first, I thought  
she didn't want  
to live with us,  
but now I  
understand.



*I'm picturing*  
how my  
grandma must  
have felt when  
she had to  
move out of  
her house.

# Metacognition

I'm thinking...  
I'm wondering...  
I'm noticing...  
I'm picturing...  
It reminds me of...  
I'm figuring out...  
I just learned...

Thinking  
Stems:

Think about your thinking

## Use Metacognition Thinking Stems



Return to any of the texts we have read and answer 1 thinking stem about something that **STUCK** with you.

*How do you think thinking stems can help students comprehend?*

# Choosing Books

- It doesn't matter what they are reading, as long as they are reading!

Boys often prefer nonfiction like:

- Kid's editions of Sports Illustrated or Wrestling magazines
- Graphic novels
- Guinness Book of World Records
- Find out what they like! What is relevant and meaningful to them?(Reading Interest Inventory)
- Reading is seen as a 'girl' thing to do. Try:  
<http://www.guysread.com/books/>
- Share books they wouldn't choose on their own -read just a page or two to them get them interested



# How Should I Teach Vocabulary?

- Read to them/Let them read
- Engage them in rich oral language conversations
- Choose just a few high utility, tier 2 words they will see again (important today and tomorrow)
- Provide multiple exposures
- Provide multiple exposures in multiple contexts (in science, in math, at lunch, at home, etc.)
- Give opportunities for repeated practice
- Relate new words to known words
- All them to be actively engage with the words (moving beyond definitions & sentences)
- Demonstrate words in different ways (say it, write it, draw it, act it, etc.)
- Give realistic, student friendly examples

# How do I meet the needs of younger learners, slower learners, ESL learners, unmotivated learners?

- Any of these activities can be adapted for any age or ability.
- Diverse learners most need:
  - Extensive modeling
  - Repetition
  - Practice
  - Opportunity to practice on their level without fear of failure
  - Real life applications
  - Extra think/response time
- Games are more motivating than worksheets or paper/pencil activities
- Students enjoy competition with others  
OR with their tutors
- Teaching strategies teaches them to fish!



teach a  
man  
to fish,

feed  
him  
for a  
lifetime

FISH

# **Fitting It All In**

*The goal isn't to change what you are already doing. It is to give you additional strategies to add to your toolbox!*

They are designed to support specific literacy skills and are quick, easy, no prep learning activities for easy implementation by volunteer tutors.

1. Quick word games you can play while the kids are eating and/or while you are waiting for others to arrive and finish eating
2. Quick 2-3 minute oral word games for warm-ups
3. Activities to use after reading and before prizes/book selections that support each reading domain
4. Tools for 3-5 readers