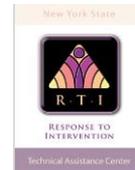


**RESPONSE TO INTERVENTION AND THE ADOLESCENT READER: RESPONSIVE READING PRACTICES AND STRATEGIES**

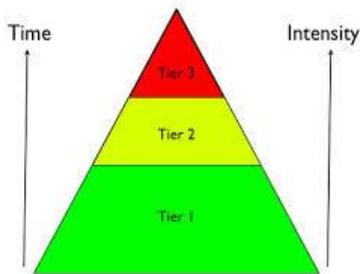
**Decoding, Fluency, Vocabulary, Comprehension, and Writing-to-Learn**



Anita L. Archer, PHD  
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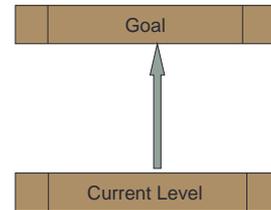
Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.  
www.explicitinstruction.org

How does **instruction** differ across the tiers?



**Scaffold Instruction**

Provide scaffolding that promotes academic success.



**Scaffolding**

**Scaffolding**

- ❖ temporary supports
- ❖ that assist students in accomplishing new tasks that students typically would not achieve on their own
- ❖ The scaffolding is gradually removed as students become more competent. (Gradual Release of Responsibility)

**Scaffolding – Through Explicit Instruction**

Deborah C. Simmons and Edward J. Kameenui

**Examples**

- Teacher
  - Provides dynamic models of the instruction
  - Guides students in performing new strategy
  - Clearly describes a concept using examples and non-examples
  - Provides multi-exposures to new concepts
  - Clearly describes the purpose of an activity
  - Models practice tasks

## Scaffolding – Content/Task

### Examples

- Breaks the content into obtainable segments for instruction
- Presents easier content before introducing more difficult material
- Starts with easy strategy steps
- Sequences the content logically
- Select examples that progress from less to more difficult

## Scaffolding - Material

### Examples

- Provides written prompts or cues to help students perform a task
- Provides a worked example to support completion of task
- Provides a graphic organizer for recording/organizing content
- Introduces a mnemonic to remember a strategy

## Elements of Reading

Decoding  
Fluency  
Vocabulary  
Comprehension  
Writing

## DECODING

## Decoding - Why?

**Decoding is necessary for comprehension.**

- Word recognition is a necessary, though not sufficient, skill to allow **comprehension**.
- *“There is NO comprehension strategy powerful enough to compensate for the fact that you can’t read the words.”* (Archer, 2006)

## Decoding - Why?

**Struggling older readers have specific challenges when reading long words.**

- Poor readers, including students with dyslexia, attempt to process long words letter by letter rather than part by part. (Bhattacharya, 2006)
- Poor readers are more likely to mispronounce affixes and vowels and to omit syllables. (Shetfeline & Calhoun, 1991)

## Decoding - Why?

The number of multisyllabic words significantly increases in the intermediate grades.

- From fifth grade on, average students encounter approximately 10,000 words a year that they have never previously encountered in print. (Nagy & Andersen, 1984)
- Most of these new words are longer words having two or more syllables. (Cunningham, 1998)

## Decoding – Why?

- Directions:** Assume you cannot read multisyllabic words. Read the following passage, deleting the underlined, multisyllabic words. How much would you gain from reading this social studies passage?

“When explorers from Portugal arrived in Brazil in 1500, as many as 5 million Native Americans lived there. During the 1500s, the Portuguese established large sugar cane plantations in northeastern Brazil. At first they enslaved Native Americans to work on the plantations. Soon, however, many Native Americans died of disease. The plantation owners then turned to Africa for labor. Eventually, Brazil brought over more enslaved Africans than any other North or South American country.”

(From World Cultures and Geography (2005), published by McDougal-Littell)

## Decoding Interventions – Examples

Tier 2 and 3

| Program              | Publisher                              |
|----------------------|--|
| Phonics for Reading  | Curriculum Associates                  |
| REWARDS Intermediate | Voyager/Sopris Learning                |
| REWARDS Secondary    | Voyager/Sopris Learning                |
| Sipps – 4 – 12       | Center for the Collaborative Classroom |
| Wilson Reading       | Wilson                                 |
| Corrective Reading   | SRA                                    |
| System 44            | Scholastic                             |
| Language I           | Voyager/Sopris Learning                |
| Language Live        | Voyager/Sopris Learning                |

Note: This list is not meant to be inclusive of all available programs.

## REWARDS Strategy

### Overt Strategy

- Circle the prefixes.
- Circle the suffixes.
- Underline the vowels.
- Say the parts of the word.
- Say the whole word.
- Make it a real word.

reconstruction  
instruction  
unconventionality

(REWARDS Intermediate published by Voyager/Sopris Learning)

## Pronunciation of Words – Tier 1 and 2

### 1. Segmenting

Teacher reads the word. Students repeat the word.  
Teacher and students say the word by parts.  
Students repeat the word.

### 2. Looping

Teacher segments the written word in parts.  
Teacher loops under the parts. Students read each part. Students say the word.

## FLUENCY

Accuracy, Appropriate Rate, and Expression

## Fluency - What?

- “Fluency is the ability to read text **quickly, accurately, and with proper expression**” (National Reading Panel)
- The ability to read connected text **accurately with appropriate rate and expression** (prosody). (Judson, Mercer, & Lane, 2000)

## Fluency - What

- “The ability to read connected text rapidly, smoothly, effortlessly, and automatically with **little conscious attention to the mechanics of reading** such as decoding.” (Meyer & Felton, 1999)

## Fluency - Why?

Fluency is related to reading comprehension.

- Both empirical and clinical research support the relationship between fluent oral reading and overall reading ability including **comprehension**. (Cunningham & Stanovich, 1998; Fuchs, Fuchs, & Maxwell, 1988; Gough, Hoover, & Peterson, 1996; Herman, 1985; Jenkins, Fuchs, Espin, van den Broek, & Deno, 2000)
- When students read fluently, decoding requires less attention. Attention can be given to comprehension. (Samuels, Schermer, & Reinking, 1992)

## Fluency - Why?

An accurate, fluent reader will read more.

- As more material is read, decoding skills, fluency, vocabulary, background knowledge, and comprehension skills increase. (Cunningham & Stanovich, 1998; Stanovich, 1993)

**The rich get richer. The poor get poorer.**

(Stanovich, 1986)

- It has been suggested that voracious reading can alter measured intelligence. (Cunningham & Stanovich, 1998)

## Variation in Amount of Reading

| Percentile Rank | Minutes per day reading in books | Minutes per day reading in text | Words per year in books | Words per year in text |
|-----------------|----------------------------------|---------------------------------|-------------------------|------------------------|
| 98              | 65.0                             | 67.3                            | 4,358,000               | 4,733,000              |
| 90              | 21.2                             | 33.4                            | 1,823,000               | 2,357,000              |
| 80              | 14.2                             | 24.6                            | 1,146,000               | 1,597,000              |
| 70              | 9.6                              | 16.9                            | 622,000                 | 1,168,000              |
| 60              | 6.5                              | 13.1                            | 432,000                 | 722,000                |
| 50              | 4.6                              | 9.21                            | 282,000                 | 601,000                |
| 40              | 3.2                              | 6.2                             | 200,000                 | 421,000                |
| 30              | 1.8                              | 4.3                             | 106,000                 | 251,000                |
| 20              | 0.7                              | 2.4                             | 21,000                  | 134,000                |
| 10              | 0.1                              | 1.0                             | 8,000                   | 51,000                 |
| 2               | 0                                | 0                               | 0                       | 8,000                  |

## 2005 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency in 2004. The results of their study are published in the technical report, “Oral Reading Fluency: 90 Years of Measurement.” (for more on education, reports, facts, and in the article, “Oral Reading Fluency Norms: A Valuable Assessment Tool...” in the April 2006 issue of *The Reading Teacher* ([www.reading.org/publications/journals/RTT](http://www.reading.org/publications/journals/RTT))). The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal’s data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students who score 10 or more words below the 50th percentile using the average score of two unselected readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

**Average weekly improvement** is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

| Grade | Percentile | Fall WCPM* | Winter WCPM* | Spring WCPM* | Avg. Weekly Improvement** |
|-------|------------|------------|--------------|--------------|---------------------------|
| 1     | 90         |            | 81           | 111          | 1.9                       |
|       | 75         |            | 47           | 82           | 2.2                       |
|       | 50         |            | 23           | 53           | 1.9                       |
|       | 25         |            | 12           | 28           | 1.0                       |
|       | 10         |            | 6            | 15           | 0.6                       |
| 2     | 90         | 108        | 125          | 142          | 1.1                       |
|       | 75         | 79         | 100          | 117          | 1.2                       |
|       | 50         | 51         | 72           | 89           | 1.2                       |
|       | 25         | 25         | 42           | 61           | 1.1                       |
|       |            |            |              |              |                           |

| Grade | Percentile | Fall WCPM* | Winter WCPM* | Spring WCPM* | Avg. Weekly Improvement** |
|-------|------------|------------|--------------|--------------|---------------------------|
| 3     | 90         | 128        | 146          | 162          | 1.1                       |
|       | 75         | 99         | 120          | 137          | 1.2                       |
|       | 50         | 71         | 92           | 107          | 1.1                       |
|       | 25         | 44         | 62           | 78           | 1.1                       |
|       | 10         | 21         | 36           | 48           | 0.8                       |
| 4     | 90         | 145        | 166          | 180          | 1.1                       |
|       | 75         | 119        | 139          | 152          | 1.0                       |
|       | 50         | 94         | 112          | 123          | 0.9                       |
|       | 25         | 68         | 87           | 98           | 0.9                       |
|       | 10         | 45         | 61           | 72           | 0.8                       |
| 5     | 90         | 166        | 182          | 194          | 0.9                       |
|       | 75         | 139        | 156          | 168          | 0.9                       |
|       | 50         | 110        | 127          | 139          | 0.9                       |
|       | 25         | 85         | 99           | 109          | 0.8                       |
|       | 10         | 61         | 74           | 83           | 0.7                       |
| 6     | 90         | 177        | 195          | 204          | 0.8                       |
|       | 75         | 153        | 167          | 177          | 0.8                       |
|       | 50         | 127        | 140          | 150          | 0.7                       |
|       | 25         | 98         | 111          | 122          | 0.8                       |
|       | 10         | 68         | 82           | 93           | 0.8                       |
| 7     | 90         | 180        | 192          | 202          | 0.7                       |
|       | 75         | 156        | 165          | 177          | 0.7                       |
|       | 50         | 128        | 136          | 150          | 0.7                       |
|       | 25         | 102        | 109          | 123          | 0.7                       |
|       | 10         | 79         | 88           | 98           | 0.6                       |
| 8     | 90         | 185        | 199          | 198          | 0.4                       |
|       | 75         | 161        | 173          | 177          | 0.5                       |
|       | 50         | 133        | 146          | 151          | 0.6                       |
|       | 25         | 106        | 115          | 124          | 0.6                       |
|       |            |            |              |              |                           |

## Fluency - Why?

### Other reasons for increasing fluency

- Fluent readers **complete assignments** with more ease.
- Fluent readers can spend more time remembering, reviewing, and comprehending text.
- Fluent readers will also perform **better on reading tests**.

## Fluency - Why?

### Other reasons for increasing fluency

**Fluent readers can change reading rate based on reading purpose.**

| Purpose                | Reading Rate        |
|------------------------|---------------------|
| Study                  | Slow and reflective |
| Pleasure - Novel       | Steady & Fluent     |
| Search for information | Rapid               |

## Factors Effecting Fluency

1. Proportion of words in text that are recognized as **"sight words"**.  
Sight words include any word that readers have practiced reading sufficiently often to be read from memory." (Ehri, 2002)
2. **Speed of decoding strategies** used to determine the pronunciation of unknown words.
3. **Speed** with which **word meanings** are identified.
4. **Background knowledge** of reader.
5. **Speed** at which **overall meaning** is constructed.

## Fluency – How

Tier 2 and 3

### Procedure # 1. Word Recognition Instruction

- If students read slowly and inaccurately, couple instruction on fluency with advanced decoding
- REWARDS - Multisyllabic Word Reading Strategies (Sopris)
- SIPPS (Developmental Studies Center)
- Corrective Reading (SRA)
- Language! (Voyager)

## Fluency – How

Tier 1, 2, and 3

### Procedure #2: Prepare students for reading a passage.

- Preteach the pronunciation of words.
- Preteach the meaning of words.
- Preteach necessary background knowledge.
- Preview the text with students.

## Fluency – How

Tiers 1, 2, and 3

- **Procedure #3. Utilize passage reading procedures in class that optimize the amount of reading practice.**

Example Procedures:

- Augmented silent reading
- Choral reading
- Cloze reading
- Partner Reading

## Fluency - Passage Reading Procedures

### Augmented Silent Reading (Whisper Reading)

- Pose pre-reading question
- Tell students to read a certain amount and to reread material if they finish early
- Monitor students' reading
- Have individuals whisper-read to you
- Pose post-reading question

## Fluency - Passage Reading Procedures

### Choral Reading

- Read selection with students
- Read at a moderate rate
- Tell students "Keep your voice with mine"
- *Possible Uses:* Chorally read wording on slide, directions, steps in strategy, initial part of story/chapter

## Fluency - Passage Reading Procedures

### Cloze Reading

- Read selection
- Pause and delete "meaningful" words
- Have students read the deleted words
- *Possible Uses:* When you want to read something quickly and have everyone attending

## Fluency - Passage Reading Procedures

### Individual Turns

- Use with small groups
- Call on individual student in random order
- Vary amount of material read

### If used with large group,

- Assign paragraphs for preview and practice OR
- Utilize the me or we strategy

## Fluency - Passage Reading Procedures

### Partner Reading

Assign each student a partner

**Reader** whisper reads to partner

Narrative - Partners alternate by page or time

Informational text - Partners alternate by paragraph

#### **Read - Stop - Respond**

**Respond by:** Highlight critical details, take notes, retell content, or answer partner's questions

## Fluency - Passage Reading Procedures

### Partner Reading

**Coach** corrects errors

- Ask - *Can you figure out this word?*
- Tell - *This word is \_\_\_\_\_. What word?*  
*Reread the sentence.*

## Fluency - Passage Reading Procedures

### Partner Reading - Scaffolding lowest readers

- Highest reader in partnership is given the #1 and lower reader is given the #2. Partner #1 reads material. Partner #2 rereads the same material
- Lowest reader placed on triad and reads with another student
- Partners allowed to say “me” or “we”

## Fluency - How Tiers 2 and 3

- **Procedure #4. Repeated Reading**
  - Student reads the same material at the independent or instructional level a number of times (at three to four times).
  - General procedure
    - Cold-timing (one minute timing without prior practice)
    - Practice rereading of material to increase fluency
    - Hot-timing (one minute timing)
  - Often coupled with the following interventions:
    - Modeling done by teacher or listening to tape
    - Self-monitoring of progress through graphing

## Fluency Interventions – Examples

Tier 2 and 3

| Program   | Publisher               |
|---|-------------------------|
| Read Naturally  | Read Naturally          |
| Six Minute Solution   | Voyager/Sopris Learning |
| <p><b>Note: This list is not meant to be inclusive of all available programs.</b></p> |                         |

## Fluency – How All Tiers

### Procedure #5 - Wide Reading Reading different types of text.

- Text at independent or instructional level
  - Short articles
  - Short stories
  - Novels
- Read with partners.

# VOCABULARY

## Explicit Vocabulary Instruction Word Learning Strategies

## Explicit Instruction of Vocabulary - Why

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)

## Explicit Instruction of Vocabulary - Why

- “**direct vocabulary instruction** has an impressive track record of improving students’ background knowledge and comprehension of academic content.” Marzano, 2001, p. 69
- .97 effect size for direct teaching of vocabulary related to content (Stahl & Fairbanks, 1986)

## Explicit Instruction of Vocabulary Selection of Vocabulary

- **Limit number** of words given in depth instruction to 4 to 5 words. (Robb, 2003)
- Select words that are **unknown**.
- Select words that are **critical** to passage understanding.

## Explicit Instruction of Vocabulary Selection of Vocabulary

• Select words that students are likely to use in the **future**. (Stahl, 1986)

• **General academic vocabulary** – Words used in many domains. *(suitcase words)*

Examples: contrast, analyze, observe, evidence

## Explicit Instruction of Vocabulary Selection of Vocabulary

- **Domain-specific vocabulary** that provides background knowledge  
Examples: tariff, acute angle, foreshadowing
- When possible, teach clusters of words that are meaningfully related.  
**Math:** angles, acute, right, obtuse, straight angle  
**Science:** matter, mass, weight, volume, density  
**Social Studies:** colony, ethnic group, migration, society, settlement, settler

## Explicit Instruction of Vocabulary Selection of Vocabulary

- Select **difficult words** that need interpretation.
  - Words not defined within the text
  - Words with abstract referent
  - Words with an unknown concept

## Explicit Instruction of Vocabulary Selection of Vocabulary - Summary

- ❖ Select a **limited number** of words.
- ❖ Select words that are **unknown**.
- ❖ Select words **critical** to passage understanding.
- ❖ Select words that can be used in the **future**.
- ❖ Select **difficult words** that need interpretation.

**Explicit Instruction of Vocabulary**  
Selection - Vocabulary

|   |                       |                      |             |
|---|-----------------------|----------------------|-------------|
| Text: <i>American Journey</i> Chapter 11, Section 1 |                       |                      |             |
| Publisher: Glencoe                                  |                       | Jacksonian Democracy |             |
| favorite son  | majority              | plurality            | mudslinging |
| landslide   | nominating convention | tariff               | suffrage    |
| nullify   | secede                |                      |             |

**Explicit Instruction of Vocabulary**  
Selection - Vocabulary

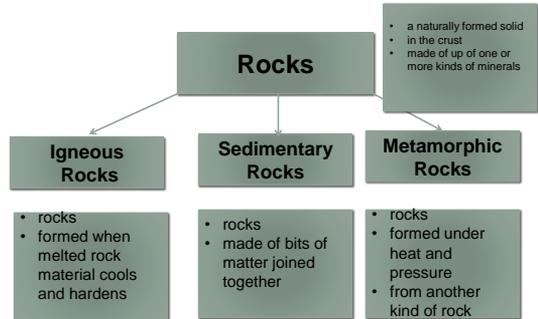
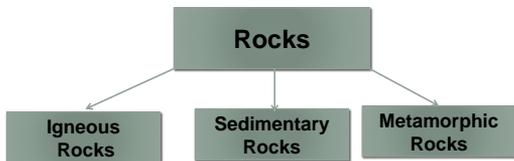
|  |                       |   |                      |
|--|-----------------------|---|----------------------|
| Text: <i>My World</i> Chapter 4, Section 3 |                       |   |                      |
| Publisher: Pearson                         |                       | Central America and the Caribbean Today |                      |
| * carnival                                 | * Santeria            | * diaspora                              | *microcredit         |
| * ecotourism                               | indigenous            | democracy                               | parliamentary system |
| dictatorship                               | free-trade agreements |   |                      |

**Explicit Instruction of Vocabulary**  
Organize words for Instruction

- Order words in list to stress relationships between words.
- Group words into semantic clusters to create a scheme. (Marzano & Marzano, 1988; Wixson, 1986)

**Explicit Instruction of Vocabulary**  
Organize Words for Instruction

| Rocks         |                   |                   |
|---------------|-------------------|-------------------|
| rock          | sediment          | pollution         |
| igneous rocks | sedimentary rocks | rock cycle        |
| magma         | fossil            | classify          |
| lava          | humus             | metamorphic rocks |
|               |                   |                   |



## Explicit Instruction of Vocabulary Student-Friendly Explanation

- **Dictionary Definition**
  - **protect** -  
to defend or guard from attack, invasion, loss, annoyance, insult, etc.; cover or shield from injury or danger
- **Student-Friendly Explanation**
  - **Uses known words.**
  - **Is easy to understand.**

To **protect** someone or something means to prevent them from being harmed or damaged.

## On-line Dictionaries with Student-friendly Explanations

Collins Cobuild Dictionary of American English  
<http://www.collinslanguage.com/free-online-cobuild-ESL-dictionary-dictionary.reverso.net/english/cobuild>

Longman's  
<http://www.ldoceonline.com>  
(Longman's Dictionary of Contemporary English Online)

Heinle's  
<http://www.nhd.heinle17e.com/home.aspx>  
(Heinle's Newbury Dictionary for American English)

Merriam Webster's  
<http://www.learnersdictionary.com>

(Pronunciation assistance: [www.howjsay.com](http://www.howjsay.com))

## Vocabulary Instructional Routine Tiers 1,2 and 3

**Step 1: Introduce the word.**

**Step 2: Introduce the word's meaning.**

**Step 3: Illustrate the word with examples.**

(and non-examples when helpful)

**Step 4: Check students' understanding.**

## Explicit Instruction of Vocabulary Secondary Example

**Step 1. Introduce the word.**

- a) Show the word on the screen.
- b) Read the word and have the students repeat the word.  
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times or say the parts of the word as they tap.

Introduce the word with me.

*This word is **suffrage**. What word? suffrage  
Tap and say the parts of the word. suf frage  
Read the word by parts. suf frage  
What word? suffrage  
**Suffrage** is a noun.*

## Explicit Instruction of Vocabulary

**Step 2. Introduce meaning of word.**

Have students locate the definition in the glossary or text and break the definition into the critical attributes. OR

Present the definition using critical attributes.

Glossary: **Suffrage** - the right to vote

suffrage  
- the right  
- to vote

## Explicit Instruction of Vocabulary

**Step 3. Illustrate the word with examples.**

- a. Concrete examples  
- objects  
- acting out
- a. Visual examples
- b. Verbal examples

## Explicit Instruction of Vocabulary

### Suffrage Examples

When the United States was founded only white men with property had suffrage.

At the time of the American Civil War, most white men had been granted suffrage.

## Explicit Instruction of Vocabulary

### Suffrage Examples

In 1920, women were granted suffrage. The passage of the Nineteenth Amendment granted women the right to vote in all United States elections.



## Explicit Instruction of Vocabulary

### Suffrage Examples

The *Voting Rights Act of 1965* outlawed discriminatory voting practices that denied **suffrage** to many African Americans in the United States.



## Explicit Instruction of Vocabulary

Step 4. **Check students' understanding.**  
Option #1. **Ask deep processing questions.**

*Check students' understanding with me.*

Why is suffrage a critical aspect of a democracy?

*Begin by saying or writing:*

Suffrage is a critical aspect of democracy for the following reasons. First, \_\_\_\_\_

## Explicit Instruction of Vocabulary

Step 4. **Check students' understanding.**  
Option #2. **Have students discern between examples and non-examples.**

*Check students' understanding with me.*

Tell me **suffrage** or **not suffrage**.

The right to run for elected office. **not suffrage** Why not?

The right to vote. **suffrage** Why?

The right to develop ads for a candidate. **not suffrage** Why not?

## Explicit Instruction of Vocabulary

Step 4. **Check students' understanding.**  
Option #3. **Have students generate their own examples.**

*Check students' understanding with me.*

*Make a list of ways that **suffrage** could be limited or compromised.*

## Explicit Instruction of Vocabulary

suffrage            noun  
 suffragist        noun



In 1917, all women in the United States did not have **suffrage**, the right to vote. **Suffragists** in New York City collected more than a million signatures of women demanding voting rights. They then paraded down Fifth Avenue with the signature placards.

## Practice 1

Displayed on screen.

• **classify v**

### 1. Introduce the word.

This word is **classify**. What word? *classify*

Tap and say the syllables. *class i fy*

Again. *class i fy*

What word? *classify*

**Classify** is a verb, an action word.

## Practice 1

Displayed on screen.

• **classify v**

### 2. Introduce the word's meaning.

Present a student-friendly explanation.

- To classify things means to divide them into groups or types so that things with similar characteristics are in the same group.
- When you divide things into groups or types, you \_\_\_\_\_. *classify*
- Items in the group have similar characteristics.

## Practice 1

Displayed on screen.

• **classify v**

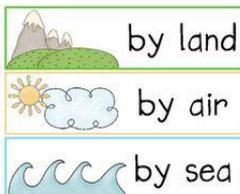
• **synonyms**  
 • categorize  
 • group  
 • sort  
 • order

### 2. Introduce the word's meaning.

- Echo read the synonyms for **classify**.
  - categorize *categorize*
  - group *group*
  - sort *sort*
  - order *order*

## Step 1: Illustrate the word with examples.

(and non-examples when helpful)

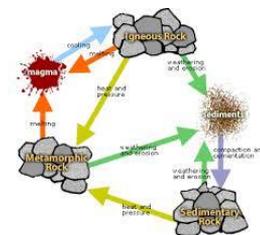


- You could **classify** vehicles into these three groups: vehicles that travel by land, vehicles that travel by air, vehicles that travel by sea.

Ones, tell your partner a vehicle in each group. (Pause) Twos, tell your partner a vehicle in each group.

## Step 1: Illustrate the word with examples.

(and non-examples when helpful)

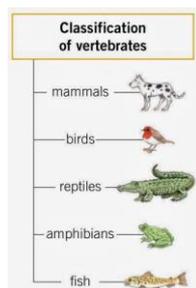


- We can **classify** rocks as igneous rock, sedimentary rock, and metamorphic rock. (Point to each type of rock.)

## Practice 1

- **Step 4: Check students' understanding.**
- We can **classify** animals with backbones (vertebrates) into groups. For example, one group would be birds.
- With your partner, list other groups with similar characteristics that could be used to **classify** animals. (Circulate and monitor. Record and share the students' ideas.)

## Practice 1 Word Family



- classify
- classifying
- classified
- classification
- In science, we **classify** things into groups based on similar characteristics. When **classifying** vertebrates, similar body traits are used. Vertebrates can be **classified** into these groups: mammals, birds, reptiles, amphibians, and fish. **Classification** is an important part of science studies.

## Practice 1

(Displayed on screen.)

- classify
- classifying
- classified
- classification

In science, we **classify** things into groups based on similar characteristics. When **classifying** vertebrates, similar body traits are used. Vertebrates can be **classified** into these groups: mammals, birds, reptiles, amphibians, and fish. **Classification** is an important part of science studies.

(Teacher instruction.)

- These words are in the "**classify**" word family. Echo read the words.
- classify *classify*
- classifying *classifying*
- classified *classified*
- classification *classification*
- I will read this paragraph. When I stop, say the next word.

## Practice 2

(Displayed on the screen.)

### fossil n

- any remains or imprint
- of living things
- of the past

### 1. Introduce the word.

- This word is **fossil**. What word? *fossil*
- **Fossil** is a noun, a thing.
- Write the word **fossil** in your science journal. (Circulate and monitor.)

## Practice 2

(Displayed on the screen.)

### fossil n

- any remains or imprint
- of living things
- of the past

### 2. Introduce the word's meaning .

- Let's read the parts of the definition.
- any remains or imprint
- of living things
- of the past
- When we have the remains of an ancient living thing, we have a \_\_\_\_\_. *fossil*
- List the parts of the definition in your science journal. (Circulate and Monitor)

## Practice 2

### 3. Illustrate with examples and non-examples.

This is a **fossil**. The image of an ancient fish is imprinted on this material.



## Practice 2

## 3. Illustrate with examples and non-examples

This is not a **fossil**. This fish is living, not dead. There are no remains of a fish from the past.



## Practice 2

## 3. Illustrate with examples and non-examples.

This is a fossil. The remains (skeleton) of this ancient dinosaur is a **fossil**.



## Practice 2

## 3. Illustrate with examples and non-examples.

This shell is a **fossil**. The image of a shell from the past is imprinted in this material. This shell was once part of a living animal.



## Practice 2

## 3. Illustrate with examples and non-examples.

This ancient sword is NOT a fossil. The sword is not a living thing.



## Practice 2

## 4. Check students' understanding.

## Agree/Disagree/Why

This leaf is a **fossil**.



## Practice 2

## 4. Check students' understanding.

## Agree/Disagree/Why

This leaf is a **fossil**.



## Practice 2

## 4. Check students' understanding.

## Agree/Disagree/Why

This is a **fossil**.



## Word-Learning Strategies

**Around the Word:** Context clues

**Inside the Word:** morphology including prefixes, suffixes, roots-bases

**Outside the Text:** dictionary, thesaurus, partners, teachers

Scott & Nagy, 2000

## Practice 2

## 4. Check students' understanding.

Draw a picture of a **fossil** in your science journal.

## Word-Learning Strategies-

### Use of context clues

- Teach students to use context clues to determine the meaning of unknown vocabulary. (Baumann, Edwards, Boland, Olejnik, & Glopper, 1998; Gipe & Arnold, 1979; Kame'enui, 2003; )
- If a student reads 100 unfamiliar words in print, he/she will only learn between 5 to 15 words. Thus, we can not depend on learning words from context as the sole method for vocabulary attainment.

(Nagy, Hermann, & Anderson, 1985; Swanborn & de Glopper, 1999)

## Word Learning Strategies-

### Use of context clues

#### Context Clues

1. Read the sentence in which the unknown word occurs. Look for clues as to the word's meaning.
2. Read the surrounding sentences for clues as to the word's meaning.
3. Look at the parts of the word (prefixes, roots, suffixes) .
4. Ask yourself, "What might the word mean?"
5. Try the possible meaning in the sentence.
6. Ask yourself, "**Does it make sense?**"

## The Most Common Prefixes in English

| Prefix      | Meaning               | % of prefixed words | Examples  |
|-------------|-----------------------|---------------------|---|
| un          | not; opposite         | 26%                 | uncover, unlock, unsafe                                       |
| re          | again; back           | 14%                 | rewrite, reread, return                                       |
| in/im/ir/il | not; into             | 11%                 | incorrect, insert, inexpensive, illegal, irregular, inability |
| dis         | away, apart, negative | 7%                  | discover, discontent, distrust                                |
| en/em       | cause to              | 4%                  | enjoy, endure, enlighten, entail                              |
| mis         | wrong; bad            | 3%                  | mistake, misread, misspell, misbehave                         |
| pre         | before                | 3%                  | prevent, pretest, preplan                                     |
| pro         | in favor of           | 1%                  | protect, profess, provide, process                            |
| a           | not; in, on, without  | 1%                  | atypical, anemia, anonymous, apolitical, apathy               |

## Most Common Suffixes in English

| Suffix               | Meaning                  | %of prefixed words | Examples  |
|----------------------|--------------------------|--------------------|---|
| s, es plural         | more than one            | 31%                | movies, wishes, hats, amendments                                |
| ed past tense        | in the past              | 20%                | walked, jumped, helped  |
| ing present tense    | In the present           | 14%                | walking, jumping, helping                                       |
| ly adverb            | how something is         | 7%                 | quickly, fearfully, easily, happily, majestically, nonchalantly |
| er, or noun          | one who, what/that/which | 4%                 | teacher, tailor, conductor, boxer, baker, survivor, orator      |
| ion, tion, sion noun | state, quality, act      | 4%                 | action, erosion, vision, invitation, conclusion, condemnation   |
| able, ible adjective | able to be, can be done  | 2%                 | comfortable, likable, enjoyable, solvable, sensible, incredible |
| al, ial adjective    | related to, like         | 1%                 | fatal, cordial, structural, territorial, categorical            |

## Common Latin and Greek Roots

|                  |             |       |  |
|------------------|-------------|-------|--|
| <b>aqua</b>      | water       | Greek | aquarium, aqueduct, aquaculture, aquamarine, aquaplane, aquatic  |
| <b>aud</b>       | hearing     | Latin | audio, audition, audiovisual, auditorium, audiotape, inaudible   |
| <b>auto</b>      | self        | Greek | autograph, autobiography, automobile, autocrat, autonomy   |
| <b>astro</b>     | star        | Greek | astronomy, astrophysics, astrology, astronaut, astronomer, asterisk  |
| <b>biblio</b>    | book        | Greek | Bible, bibliography, bibliophobia, bibliophile, biblioclept  |
| <b>bio</b>       | life        | Greek | biography, biology,autobiography, bionic, biotic, antibiotic, biome, biosphere, biometrics                             |
| <b>chrono</b>    | time        | Greek | synchronize, chronology,chronic, chronicle, anachronism  |
| <b>corp</b>      | body        | Latin | corpse, corporation, corps,incorporate, corporeal, corpulence  |
| <b>demo</b>      | the people  | Greek | democracy, demography,epidemic, demotic, endemic, pandemic   |
| <b>dic, dict</b> | speak, tell | Latin | dictate, dictation, diction, dictator, verdict, predict, contradict, benediction, jurisdiction, predict, indict, edict |
| <b>dorm</b>      | sleep       | Latin | dormant, dormitory, dormer, dormouse, dormition, dormitive   |
| <b>geo</b>       | earth       | Greek | geology, geologist, geometry, geography, geographer, geopolitical, geothermal, geocentric                              |

## Common Latin and Greek Roots

|                    |                    |       |   |
|--------------------|--------------------|-------|---|
| <b>graph</b>       | to write, to draw  | Greek | autograph, biography, photograph, telegraph, lithograph   |
| <b>hydro</b>       | water              | Greek | hydroplane, dehydrate, hydroelectric, hydrogen, hydrophone  |
| <b>ject</b>        | throw              | Latin | reject, deject, project, inject, injection, projection  |
| <b>logos, logy</b> | study              | Greek | geology, astrology, biology, numerology, zoology, technology, psychology, anthropology, mythology |
| <b>luna</b>        | moon               | Latin | lunar, lunacy, lunatic, interlunar  |
| <b>meter</b>       | measure            | Greek | meter, thermometer, diameter, geometry, optometry, barometer, centimeter, symmetry, voltammeter   |
| <b>mega</b>        | great, large, big  | Greek | megaphone, megalith, megalomania, megatons, megalopolis   |
| <b>min</b>         | small, little      | Latin | minimal, minimize, minimum, mini, miniature, minuscule, minute, minority                          |
| <b>mit, mis</b>    | send               | Latin | mission, transmit, transmission, remit, missile, submission, permit, emit, emissary               |
| <b>path</b>        | feeling, suffering | Greek | pathetic, pathology, apathy, antipathy, sympathy, telepathy, empathy, sociopath                   |
| <b>ped</b>         | foot               | Latin | pedestrian, pedal, peddle, peddler, pedicure, pedometer   |
| <b>philia</b>      | love, friendship   | Greek | philosopher, Philadelpha, philanthropist, philharmonic, Philip                                    |

## Common Latin and Greek Roots

|               |             |       |  |
|---------------|-------------|-------|--|
| <b>phono</b>  | sound       | Greek | phonograph, microphone, symphony, telephone, phonogram, megaphone, phony, euphony, xylophone, phony                            |
| <b>photo</b>  | light       | Greek | photograph, photosynthesis, telephoto, photometer, photophilia   |
| <b>port</b>   | carry       | Latin | port, transport, transportation, portable, portage, report   |
| <b>spect</b>  | see         | Latin | respect, inspection, inspector, spectator, spectacles, prospect  |
| <b>scope</b>  | look at     | Greek | microscope, telescope, periscope, kaleidoscope, episcopal  |
| <b>sol</b>    | sun         | Latin | solar, solar system, solstice, solarium, parasol   |
| <b>struct</b> | build, form | Latin | instruct, instruction, construction, reconstruction, destruct, destruction, infrastructure, construe, instrument, instrumental |
| <b>tele</b>   | distant     | Greek | telephone, television, telegraph, telephoto, telescope, telepathy, telethon, telegenic   |
| <b>terra</b>  | land        | Latin | territory, terrestrial, terrace, terrarium, extraterrestrial, Mediterranean Sea, terra cotta, subterranean                     |

## Word Learning Strategies- Word Families

- A group of words related in meaning. (Nagy & Anderson, 1984)
- If you know the meaning of one family member, you can infer the meaning of related words.

enthusiasm  
enthusiastic  
enthusiastically

collect  
collecting  
collection  
collector

educate  
educated  
education  
educator

imperial  
imperialism  
imperialistic

predict  
prediction  
predictable  
predictability  
unpredictable  
unpredictability

communicate  
communicated  
communicating  
communication

evaluate  
evaluating  
evaluation

## Word Learning Strategies- Word Families

- A group of words related in meaning. (Nagy & Anderson, 1984)
- If you know the meaning of one family member, you can infer the meaning of related words.

enthusiasm  
enthusiastic  
enthusiastically

collect  
collecting  
collection  
collector

educate  
educated  
education  
educator

imperial  
imperialism  
imperialistic

predict  
prediction  
predictable  
predictability  
unpredictable  
unpredictability

communicate  
communicated  
communicating  
communication

evaluate  
evaluating  
evaluation

## Word Learning Strategies- Word Families

“In general, students are **not making associations** between such words as *reduce and reduction*...74 percent of fourth graders know pretend, but *pretense*, the noun form of pretend, is not commonly known until the twelfth grade.” (Dale, O'Rourke, & Bamman, 1971.)

## Vocabulary Interventions – Examples

Tier 2 and 3

| Program  | Publisher  |
|--|--|
| <b>Word Generation</b>   | <b>SERP</b><br><a href="http://wordgen.serpmedia.org">http://wordgen.serpmedia.org</a> |
| <b>Academic Vocabulary for English Learners</b>                                | <b>Voyager Sopris</b>  |
| <b>Daily Oral Vocabulary Exercises (DOVE)</b>                                  | <b>Voyager Sopris</b>  |
| <b>Word Wisdom</b>   | <b>Zaner-Bloser</b>  |
| <b>Note: This list is not meant to be inclusive of all available programs.</b> |  |

## COMPREHENSION

Background Knowledge  
Previewing  
Comprehension Strategies

## Increased Emphasis on Informational Text Reading

Distribution of Literary and Informational Passages by  
Grade in the 2009 NAEP Reading Framework

- Grade 4 Literary 50% Informational 50%
- Grade 8 Literary 45% Informational 55%
- Grade 12 Literary 30% Informational 70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

## Comprehension – Strategies and Procedures

Tiers 1, 2, and 3 – Depending on difficulty of text and students' language comprehension and background knowledge

- Frontload **background knowledge**
- **Preview** the text
- **Teach** and promote use of effective **comprehension strategies**

## Frontload Background Knowledge - Why

“Students who lack sufficient background knowledge or are unable to activate it may struggle to access, participate, and progress through the **general curriculum**.” Strangman, Hall, & Meyer, 2004

### Frontload Background Knowledge - Why

Read this paragraph and explain it to your partner.

From a neuroanatomy text (found in *Background Knowledge* by Fisher and Frey)

Improved vascular definition in radiographs of the arterial phase or of the venous phase can be procured by a process of subtraction whereby positive and negative images of the overlying skull are imposed on one another.

### Frontload Background Knowledge - Why

## BIG IDEA

Even a thin slice of background knowledge is useful.

### Frontload Background Knowledge - How Tiers 1, 2, and 3 - Depending on Background Knowledge

#### Anchor Instruction in:

- Supplementary informational Text
- Power-point
- Visuals
- Video

## CHAPTER 11 THE JACKSON ERA 1824-1845

### Section 1

#### Jacksonian Democracy

### Essential Question

How did **political beliefs** and **events** shape Andrew Jackson's Presidency?

### Andrew Jackson

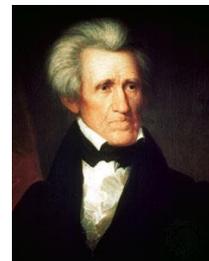
Background Knowledge

#### President

- 7th President
- 1829 - 1837

#### Early Life

- Parents emigrated from Ireland
- Father died before his birth
- Mother died when he was 14
- Two brothers also died



## Andrew Jackson

### Background Knowledge

#### Career - Military

- At 13 joined Continental Army
- Major General of Tennessee Militia
- Lead campaign against Creek Indians in Georgia
- In 1815 lead military victory over British at the Battle of New Orleans



## Andrew Jackson

### Background Knowledge

#### Career - Politician

- Lawyer
- US Representative
- US Senator
- Circuit Judge
- President



## Andrew Jackson

### Background Knowledge

#### Personal Life

- Married Rachel Jackson
- Two adopted children
- Owned large cotton plantation with 150 slaves
- Killed man in pistol duel



## Preview the Text - Why

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**.

## Preview the Text – How

Tiers 1, 2, and 3

- 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.

## Preview the Text

#### Warm-Up

Before you read a chapter or a section of a chapter in your science, social studies, or health book, Warm-up. Get an idea of the chapter's content by previewing these parts.

- BEGINNING**
  - Title
  - Introduction
- MIDDLE**
  - Headings
  - Subheadings
- END**
  - Summary
  - Questions

Curriculum Associates, Skills for School Success

## Preview: Jacksonian Democracy

**The Election of 1824**  
Striking a Bargain  
The Adams Presidency

**The Election of 1828**  
Jackson Triumphs

**Jackson as President**  
"Old Hickory"  
New Voters  
The Spoils System  
Electoral Changes

## Comprehension Strategies

Tiers 1, 2, and 3

- Ask appropriate **questions** during passage reading.
- Have students **generate questions**.
- Teach **text structure strategies** that can be applied to passage reading.

## Comprehension - Informational Text

- **Read** (a paragraph or a number of related paragraphs)
- **Stop**
- **Respond**
  - answer teacher questions
  - generate questions/answer questions
  - verbally retell content
  - mark text /notes in margin
  - take notes (two column notes, foldables)
  - map/web content
  - *Getting the Gist* Strategy

## Comprehension - Informational Text Teacher Asks Questions

### Curriculum Questions

- Ask questions provided in the curriculum material.
- Adapt or supplement curriculum questions.

### The Teacher-Generated Questions

- Divide the material into appropriate segments.
- Develop questions on the content, focusing on the **most important** understanding, reflecting your essential question and/or reading purpose.

## Comprehension - Informational Text Teacher Asks Questions

### Grades 6 - 12

#### Key Ideas and Details

Cite textual evidence

for what is stated explicitly  
for inferences

Determine central idea

objectively summarize text  
analyze development of central idea

Analyze

key individuals, events, ideas  
interactions between individuals, events, ideas

## Comprehension - Informational Text Teacher Asks Questions

### Grades 6 - 12

#### Craft and Structure

- Determine meaning of words and phrases
- Analyze choice of words on meaning and mood
- Analyze structure of sentence, paragraph, chapter
- Analyze and evaluate development of ideas or claims
- Determine and analyze point of view

## Comprehension - Informational Text Teacher Asks Questions

### Grades 6 - 12

#### Integration of Knowledge and Ideas

Analyze topics through different sources  
determine emphasized details  
integrate information from different sources to  
answer a question

Delineate and evaluate argument and claims in text

assess validity of reasoning  
assess sufficiency of evidence  
identify false statements

Analyze significance of historical documents

## Comprehension - Informational Text Teacher Asks Questions

### Guidelines:

1. **Purpose:** Keep the reading purpose in mind as you select, adapt, or write questions.
2. **Text Dependent Questions:** Ask questions that focus on information (evidence) provided in the text.
3. **All Respond:**
  - Everyone thinks.
  - Everyone writes.
  - Everyone shares with his/her partner.

## Text-Dependent Questions

Ask questions that focus on information (evidence) provided in the text.

Students must answer the questions based on passage information NOT on previous experience or personal ideas.

**Keep students cognitively in the text... don't draw them out of the text.**

## Comprehension - Informational Text Teacher Asks Questions

Guidelines continued:

4. **Think Time:** Provide an adequate amount of thinking time.  
For higher order questions, provide 3 seconds to 6 seconds of thinking time.

Results: More detailed, logical answers  
More evidence  
Greater participation  
Number of questions asked increases

## Comprehension - Informational Text Teacher Asks Questions

Guidelines continued:

5. **Scaffold as needed:**
  - Ask **foundation questions** before higher order questions
  - Support answers with **sentence starters**
  - Use optimum **active participation strategies**

## Scaffolding - Sentence Frames

Scaffolding Answers with Sentence Starters

Why were Adams and Clay accused of making a "corrupt bargain" (stealing the election)?

Begin by saying or writing:

Adams and Clay were accused of making a "corrupt bargain" for a number of reasons.

## Scaffolding – Foundation Questions

### Scaffolding Questions:

#### Scaffolding Questions

How many political parties were there in 1824?

Four men in the party ran for president. Did Andrew Jackson get a majority of votes?

Which of the 4 candidates received the most votes?

Who did the House of Representatives select as president?

Who helped Adams to be elected as president?

What position in the government was Clay given?

#### Big Question to be asked:

Why were Adams and Clay accused of making a “corrupt bargain” (stealing the election)?

## Scaffolding – Active Participation

Procedure for asking students questions on text material.

### Saying answer to partner (Partners First)

1. Ask a **question**
2. Give students **thinking time or writing time**
3. Provide a verbal or written **sentence starter or paragraph frame**
4. Have students share answers with their **partners** using the sentence starter
5. Call on a student to give answer
6. Engage students in a **discussion**

## Comprehension - Informational Text Students Generate Questions

### Option 1: Students generate questions based on headings and subheadings

1. Read the heading or subheading
2. Generate one or two questions
3. Read the section
4. Answer the question(s)

## Classifying Rocks

| Question                   | Answer   |
|----------------------------|--|
| How do you classify rocks? | Rocks are classified by mineral composition, color, and texture. |
| How are rocks classified?  |  |

## How Rocks Form

| Question  | Answer |
|---|--------|
| Igneous rocks<br>How do igneous rocks form?         |        |
| Sedimentary rocks<br>How do sedimentary rocks form? |        |
| Metamorphic rocks<br>How do metamorphic rocks form? |        |

## How Rocks Form

| Question          | Answer   |
|-------------------|--|
| Igneous rocks     | Igneous rocks are formed when magma or lava cools. |
| Sedimentary rocks |  |
| Metamorphic rocks |  |

|   |   |
|---|---|
| Why was Poe labeled a "loner"?          | - orphaned by three<br>- separated from siblings<br>- conflict with foster family<br>- unable to gain approval of foster father |
| What turmoil and grief did Poe face?    | - lost job<br>- plagued with alcoholism & illness<br>- wife died of tuberculosis  |
| Why is Poe considered a literary giant? | - considered first modern writer<br>- Poe's stories continue to be read   |
|   |   |
|   |   |
|   |   |
|   |   |

## Comprehension - Informational Text

### Students Generate Questions

#### Option 2: Students generate study questions after reading segment

1. Read a paragraph or related paragraphs
2. Generate one or two questions
3. Record the questions
4. Answer the questions

## What is energy? p. 297

### Energy and Work p. 297

What is work?

Work is done when energy is transformed (changed) or transferred (moved) to another system.

## What is energy? p. 297

### Energy is measured in joules. (p. 297)

When can we observe energy?

We can only observe energy when it is transferred from one object to another.

## What is energy? p. 297

### Energy is measured in joules. (p. 297)

How do we express the amount of energy?

Energy is the ability to do work. Work is expressed in joules.  
Energy is expressed in joules.

## What is energy? p. 297

### Potential Energy (p. 298)

What is elastic potential energy?

Elastic potential energy is energy stored in a stretched elastic material.

## What is energy? p. 297

|  |  |
|--|--|
| <p><b>Potential Energy (p. 298)</b></p> <p>What is gravitational potential energy?</p> | <p>Gravitational potential energy is the stored energy in two objects resulting from gravitational attraction between the two objects.</p> |
|--|--|

## What is energy? p. 297

|  |   |
|--|---|
| <p><b>Potential Energy (p. 298)</b></p> <p>What determines the amount of gravitational potential energy?</p> | <p>The amount of gravitational potential energy depends on:</p> <ul style="list-style-type: none"> <li>- the mass of the objects</li> <li>- the distance between them.</li> </ul> |
|--|---|

## Comprehension - Informational Text

### Comprehension Strategies Tiers 1, 2, and 3

- Teach students strategies that can be used during reading of informational text.
  - Marking the Text
  - Adding Notes in the Margin
  - Two Column Note-taking
  - Mapping
  - Foldables
  - Verbal Rehearsal
  - Getting the Gist
- **Informational text strategies** are based on the pattern found in factual paragraphs:
  - topic and critical details.**

## Comprehension - Informational Text

### Comprehension Strategies

### Marking the Text

1. Number the paragraphs
2. Circle the topic and/or topic sentence
3. Underline supportive details

## Comprehension - Informational Text

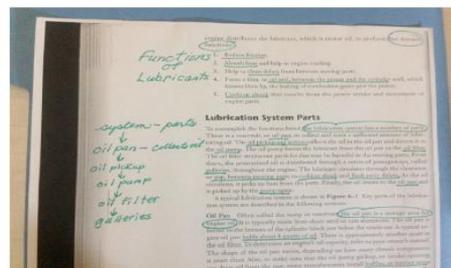
### Comprehension Strategies

### Notes in the Margin

Notes in the margin might include:

- Topic
- A summary of the critical content
- Key vocabulary terms and definitions
- A drawing to illustrate a point
- Responses to interesting information, ideas, or claims

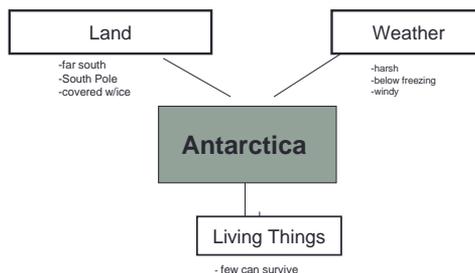
The Car Care Book, 4<sup>th</sup> Edition by Ron Hoagler  
Marking the Text



## Comprehension - Informational Text Comprehension Strategies Two Column Notes

|               |   |
|---------------|---|
| Antarctica    | - far south continent   |
|               | - South Pole  |
|               | - Covered with ice  |
| Weather       | - Harsh   |
|               | - Below Freezing  |
|               | - Windy   |
| Living Things | - Few   |
|               | Antarctica, the most southern continent, has very harsh weather and is covered in ice. Few living things survive on Antarctica. |

## Comprehension - Informational Text Comprehension Strategies Mapping/Webbing



## Comprehension - Informational Text Comprehension Strategies – Getting the Gist

### Getting the Gist

1. Name the who or what the paragraph is about in a brief phrase.
2. Identify two or three important details about the topic.
3. “Shrink” the paragraph by stating or writing the main idea. (Say it in 10 to 15 words)

(From Vaughn, et. al. Collaborative Strategic Reading)

### Model – I do it.

#### Getting the Gist

1. Name the who or what the paragraph is about in a brief phrase.
2. Identify two or three important details about the topic.
3. “Shrink” the paragraph by stating or writing the main idea. (Say it in 10 to 15 words)

(From Vaughn, et. al. Collaborative Strategic Reading)

The Republic of Kenya is a country in East Africa. Ethiopia borders Kenya to the north. Kenya is bordered by Somalia to the northeast, Tanzania to the south, Uganda to the west. On the Southeast is the Indian Ocean.

### Model – I do it with main idea sentence

#### Getting the Gist

1. Name the who or what the paragraph is about in a brief phrase.
2. Identify two or three important details about the topic.
3. “Shrink” the paragraph by stating or writing the main idea. (Say it in 10 to 15 words)

(From Vaughn, et. al. Collaborative Strategic Reading)

The Republic of Kenya is a country in East Africa. Ethiopia borders Kenya to the north. Kenya is bordered by Somalia to the northeast, Tanzania to the south, Uganda to the west. On the Southeast is the Indian Ocean.

Kenya, an East African country, is surrounded by four African countries and the Indian Ocean.

## Model – I do it

### Getting the Gist

1. Name the who or what the paragraph is about in a brief phrase.
2. Identify two or three important details about the topic.
3. “Shrink” the paragraph by stating or writing the main idea. (Say it in 10 to 15 words)

(From Vaughn, et. al. Collaborative Strategic Reading)

Part of their history was a time of problems. At some times, other countries attacked to take over the country. There was much fighting. Kenya was made a British colony. That meant that Kenyans did not rule their own land. The native people of Kenya believed in independence. They did not want to be a colony. It took years, but they got their land back. Kenya became independent in 1963, and the Kenyan people declared not only their independence but formed a country. They took the name Kenya as the name of their country.

## Model – I do it with main idea sentence

### Getting the Gist

1. Name the who or what the paragraph is about in a brief phrase.
2. Identify two or three important details about the topic.
3. “Shrink” the paragraph by stating or writing the main idea. (Say it in 10 to 15 words)

(From Vaughn, et. al. Collaborative Strategic Reading)

Part of their history was a time of problems. At some times, other countries attacked to take over the country. There was much fighting. Kenya was made a British colony. That meant that Kenyans did not rule their own land. The native people of Kenya believed in independence. They did not want to be a colony. It took years, but they got their land back. Kenya became independent in 1963, and the Kenyan people declared not only their independence but formed a country. They took the name Kenya as the name of their country.

Kenya, once a British colony, became an independent country in 1963.

## We do it

### Getting the Gist

1. Name the who or what the paragraph is about in a brief phrase.
2. Identify two or three important details about the topic.
3. “Shrink” the paragraph by stating or writing the main idea. (Say it in 10 to 15 words)

(From Vaughn, et. al. Collaborative Strategic Reading)

There are different groups of people in Kenya. It was not one country before it became a colony. Different groups lived in different places and had their own languages and ways of living. After independence, they joined together in one country, but they still have differences. There are different culture groups within Kenya. While they are from the same region they have different histories. Each has its own traditions. Traditions should be respected. While most people in Kenya speak and write in English because of the colonial years, each culture has its own language and history. There still are problems having a united country.

## We do it with main idea sentence

### Getting the Gist

1. Name the who or what the paragraph is about in a brief phrase.
2. Identify two or three important details about the topic.
3. “Shrink” the paragraph by stating or writing the main idea. (Say it in 10 to 15 words)

(From Vaughn, et. al. Collaborative Strategic Reading)

There are different groups of people in Kenya. It was not one country before it became a colony. Different groups lived in different places and had their own languages and ways of living. After independence, they joined together in one country, but they still have differences. There are different culture groups within Kenya. While they are from the same region they have different histories. Each has its own traditions. Traditions should be respected. While most people in Kenya speak and write in English because of the colonial years, each culture has its own language and history. There still are problems having a united country.

Conflict occurs in Kenya because of different groups, different languages, different cultures and different histories.

## Comprehension Interventions – Examples

Tier 2 and 3

| Program   | Publisher   |
|---|---|
| REWARDS<br>REWARDS PLUS   | Voyager Sopris  |
| Read to Achieve   | Mc Graw Hill Education                                    |
| READ 180  | Houghton Mifflin Harcourt                                 |
| PALS  | Peer Assisted Learning Strategies                         |
| Strategy Intervention Model (SIM)                                       | <a href="http://www.ku-crl.org">http://www.ku-crl.org</a> |
| Note: This list is not meant to be inclusive of all available programs. |   |

## Writing – to - Learn

Summaries  
Compare and Contrast  
Explanations  
Arguments

## Writing – to – Learn Why?

### Learning

- Students learn more due to
  - Rehearsal
  - Retrieval
- Promotes critical thinking
- Helps clarify thinking

## Writing – to – Learn Why?

### Engagement

- Active thinking
- Active reflection
- Active participation
- When writing precedes discussion,
  - More thoughtful participation
  - Increased diversity of student voices

## Why?

### Writing

- Develops writing skills
- Keeps writing skills sharp
- Increases ability to communicate in domain

## Why?

### Embedded Formative Assessment

- Students can appraise their grasp of critical content and concepts
- Teachers can appraise grasp of critical content and concepts

## Writing – to – Learn What

### Short Writing Tasks

- **Writing-to-Learn**
- Develop big ideas and concepts
- Embedded within the lesson
  - Beginning
  - During
  - End
- Focus on ideas rather than correctness of style, grammar, or spelling
- Less structured than disciplinary writing

## Writing – to – Learn What

The following types of products will be particularly useful in terms of writing practice, comprehension, and content learning:

**Summaries**  
**Compare and Contrast**  
**Explanations**  
**Arguments**

## HOW – Scaffolding

Tiers 1, 2, and 3

### Scaffolding

Students' writing can be supported using:

- **Writing Strategies**
- **Writing Frames**
- **Think Sheets**

## SUMMARIES

Students summarize chapter, segment of chapter, article, lecture, or unit focusing on the most critical content.

## Sum it up

- Step 1. **LIST** (Make a list of important ideas.)
- Step 2. **CROSS-OUT** (Cross out any unnecessary or weak ideas.)
- Step 3. **CONNECT** (Connect ideas that could go in one sentence.)
- Step 4. **NUMBER** (Number the ideas in the order that they will appear in the paragraph.)
- Step 5. **WRITE** (Write the paragraph.)
- Step 6. **EDIT** (Revise and proofread your answer.)

• *REWARDS PLUS (Sopris Learning)*

### Greek Theater

- began as a religious ceremony
- honored the Greek god Dionysus
- ~~beliefs in Dionysus began to spread southward~~
- 2 - choruses chanted lyrics
- 3 - actors joined the choruses
- the Dionysus festival in Athens became a drama competition
- 4 - amphitheatres were built
- performed tragedies that taught lessons
- 5 - performed comedies that made fun of life
- 6 - declined when playwrights died and the government changed

The roots of modern theater can be found in early Greek theater. Greek theater began as a religious ceremony that honored the Greek god Dionysus. At first, choruses chanted lyrics. When actors were added to interact with the chorus, theater was born. Later, the Dionysus festival in Athens became a drama competition, and amphitheatres were built to accommodate the event. Both tragedies, which taught lessons, and comedies, which made fun of life, were performed. Greek theater declined when the great playwrights died and the government changed.

## Summary - Informational Text

Chapter: \_\_\_\_\_ Topic: \_\_\_\_\_

In this section of the chapter, a number of critical points were made about ...

First, the authors pointed out that...

This was important because...

Next, the authors mentioned that...

Furthermore, they indicated...

This was critical because...

Finally, the authors suggested that...

## Summary - Informational Text – Example

- **Chapter:** *Drifting Continents*
- **Topic:** *Wegener's Theory*
- In this section of the chapter, a number of critical points were made about Alfred Wegener's theory of continental drift. First, the authors pointed out that Wegener believed that all the continents were once joined together in a single landmass that drifted apart forming the continents of today. This was important because it explained why the outline of the continents as they are today fit together. Next, the authors mentioned that Wegener argued that there were many pieces of evidence supporting his theory of continental drift. Furthermore, they indicated that Wegener used evidence of similar landforms and fossils on different continents to prove his theory. This was critical because other scientists could validate this evidence. Finally, the authors suggested that despite this evidence, other scientists did not accept Wegener's theory because he could not explain the force that pushes and pulls the continent.

## Why –

Complete this writing frame on a separate piece of paper.

- There are a number of reasons why writing frames are beneficial to students.
- The most important reason is...
- Another reason is ...
- A further reason is ...
- So you can see why...

## Summary - Video

Although I already knew that ...  
 I learned some new facts from the video titled ...  
 I learned ...  
 I also discovered that...  
 Another fact I learned was ...  
 However, the most important/interesting thing I became aware of was...

## COMPARE AND CONTRAST

## Compare and Contrast

... and ... are similar in a number of ways.  
 First, they both.....  
 Another critical similarity is ...  
 An equally important similarity is ...  
 Finally, they ...  
 The differences between ... and ... are also obvious.  
 The most important difference is ...  
 In addition, they are ...  
 In the final analysis, ... differs from ... in two major ways: ...

## Compare and Contrast - Example

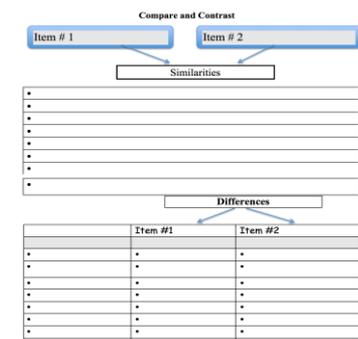
Narrative and informative written products are similar in a number of ways. First, they both have an author intent on sharing his/her ideas. Another critical similarity is the goal of informative and narrative writing: to communicate to a reader or group of readers. An equally important similarity is that both genre utilize the words, mechanics, and grammar of the author's language. Finally, both are read on a daily basis across the world.

The differences between narrative and informative written products are also obvious. The most important difference is their purpose. Narratives convey a story, real or imagined, while informative products transmit information that the reader needs or is interested in learning. In addition, they are structured differently. The structure of a narrative is based on the elements of a story: settings, characters, the character's problems, attempts at resolving the problem, and finally its resolution. In contrast, when writing an informative product, authors organize the information into paragraphs each containing a topic and critical details. In the final analysis, narratives differ from informative text in two major ways: content and structure.

## Compare and Contrast

... and ... are the same in several ways .  
 First of all, ... and ... are both ....  
 Likewise, they are ....  
 In the same way, they are ....  
 Therefore, ... and ... have much in common.

... and ... are different in several ways.  
 First of all, ... is/are ....while ... is/are ...  
 Moreover, ... are/is ... while ... is/are ...  
 Another way that they are differ is ...

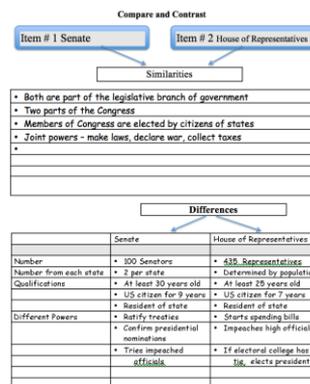


## Compare

The Senate and the House of Representatives are similar in a number of ways. First, they are both part of the legislative branch of government referred to as Congress. Furthermore, citizens in each state must elect the senators and representatives that serve in Congress. In addition, the two bodies of Congress have a number of joint powers including the power to make laws, declare war, and collect taxes.

## Compare and Contrast

Although...and...are different..., they are alike in some interesting ways.  
 For example, they both...  
 They are also similar in  
 The...is the same as...  
 The ...resembles...  
 Finally they both...



## Contrast

While the Senate and House are similar in a number of ways, their membership composition differs. There are 100 elected senators with two senators from each state regardless of the state's population. In contrast, the House has a total of 435 representatives with the number from each state dependent on the state's population. The qualifications also differ between senators and representatives. Representative must be at least 25 years old, a US citizen for 7 or more years, and a legal resident of the state that they represent. On the other hand, a senator must be at least 30 years old, a US citizen for 9 years or more, and a legal resident of their state.

The Senate and House of Representatives, while given joint powers, are also accorded separate powers. The Senate is given the responsibility for ratifying treaties, confirming presidential nominations, and trying impeached officials. In contrast, the House of Representatives' specific powers include initiating spending and tax bills, impeaching high officials, and determining who will be president if the Electoral College ends in a tie.

## EXPLANATIONS

**How** (Does mass affect how quickly an object falls? How does a computer work? How are mountains formed? How does a spider spin a web?)

**Why** (Why do some things float or sink? Why is the ozone layer getting thinner? Why does iron go rusty? Why do living things need food?)

### Scientific Explanations

Question:

|   |  |
|---|--|
| <b>Claim</b><br>• a statement that answers the question   |  |
| <b>Evidence</b><br>• scientific data that supports the claim  |  |
| <b>Reasoning</b><br>• a justification for why the evidence supports the claim using scientific principles |  |

### Scientific Explanations

Question: How was the Grand Canyon formed?

|   |  |
|---|--|
| <b>Claim</b><br>• a statement that answers the question   | The Grand Canyon was mainly formed by water cutting into and eroding the soil.   |
| <b>Evidence</b><br>• scientific data that supports the claim  | The soil in the Grand canyon is hard, cannot absorb water, and has few plants to hold it in place. When it rains in the Grand Canyon it can rain very hard and cause flash floods. The flash floods come down the side of the Grand Canyon and into the Colorado River.            |
| <b>Reasoning</b><br>• a justification for why the evidence supports the claim using scientific principles | Water moving can cause erosion. Erosion is the movement of materials on the earth's surface. In terms of the Grand Canyon, The water moved the soil and rock from the sides of the Grand Canyon into the Colorado River where it was then washed away.<br><br><i>McNeill, 2013</i> |

## Explanation - Why

There are a number of reasons why ....

The most important reason is...

Another reason is ...

A further reason is ...

So you can see why...

## Explanation

There are differing explanations as to why (how, what, when)...

One explanation is that...

The evidence for this is ...

An alternative explanation is...

The basis of this explanation is ...

Of these possible explanations, I think the most likely is ...

## Explanation

There are differing explanations as to why...

One explanation for this is...

The evidence for this is ...

An alternative explanation is ...

The explanation is based on...

Of the alternative explanations, I think the most likely is...

## Analysis of Graphic

The title of this graphic is...

The type of graphic is ....

Its purpose is to ...

One critical observation that I made was...

This is important because ...

I reached a number of conclusions through my analysis of this graphic.

First, ....

Second, ....

Finally, ...

## Analysis of Graphic

|                  |    |
|------------------|----|
| Title of Graphic |    |
| Type of Graphic  |    |
| Purpose          |    |
| Observations     | a. |
|                  | b. |
|                  | c. |
| Conclusions      | a. |
|                  | b. |
|                  | c. |
|                  |    |
|                  |    |

## Process

To ..., you need to follow these basic steps.

First, you need to ...

Next ...

Then...

When you finish, you should have ....

## Problem-Solution

In this problem, we were asked to figure out...

Some information was already given including ... and ...

When creating a plan to solve this problem, I decided to follow a number of steps.

First, I....

Next, I...

Then, I ...

Finally, I ...

After following these steps, I determined that the answer was ...

To check this answer, I ...

Based on my verification of the answer, I am quite certain that it is accurate.

## ARGUMENTS

## Argument

Though not everybody would agree, I want to argue that...

I have several reasons for arguing this point of view.

My first reason is ...

A further reason is...

Furthermore...

Therefore, although some people might argue that ...

I have shown that ...

## Argument

There is a lot of discussion about whether...

The people who agree with this idea claim that...

A further point they make is ...

However, there are also strong arguments against this point of view.

People with the opposing view believe that...

They say that...

Furthermore, they claim that...

After examining the different points of view and the evidence for them, I think... because...

## Opinion

I think that ...

I feel this way because ...

Another reason I feel this way is...

Most importantly, I think ...

For these reasons, I believe that ...

## Exit Ticket

Name:

Directions: Complete \_\_\_\_\_ of these statements.

1. Today I learned...
2. I was surprised by...
3. The most useful thing I will take from this lesson is...
4. One thing I am not sure about is....
5. The main thing I want to find out more about is....
6. After this lesson, I feel...
7. I might have gotten more from this lesson if....

Thank you

May you thrive as an educator.

How well we teach =  
How well they learn

## IES Practice Guides

*Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* 2014

*Assisting Students Struggling with Reading* 2009

*Improving Adolescent Literacy: Effective Classroom and Intervention Practices* 2008

*Organizing Instruction and Study to Improve Student Learning* 2007