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

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

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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)

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, 2000)

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. (Raphaelakis, 2006)
- Poor readers are more likely to mispronounce affixes and vowels and to omit syllables. (Skeele & Calhoun, 1991)
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 Interventions – Examples**

<table>
<thead>
<tr>
<th>Program</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics for Reading</td>
<td>Curriculum Associates</td>
</tr>
<tr>
<td>REWARDS Intermediate</td>
<td>Voyager/Sopris Learning</td>
</tr>
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<td>REWARDS Secondary</td>
<td>Voyager/Sopris Learning</td>
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<td>Sign – 4 – 12</td>
<td>Center for the Collaborative Classroom</td>
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<td>Wilson Reading</td>
<td>Wilson</td>
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<td>Corrective Reading</td>
<td>SRA</td>
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<td>System 44</td>
<td>Scholastic</td>
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<tr>
<td>Language !</td>
<td>Voyager/Sopris Learning</td>
</tr>
<tr>
<td>Language Live</td>
<td>Voyager/Sopris Learning</td>
</tr>
</tbody>
</table>

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

**REWARDS Strategy**

- **Overt Strategy**
  1. Circle the prefixes.
  2. Circle the suffixes.
  3. Underline the vowels.
  4. Say the parts of the word.
  5. Say the whole word.
  6. 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 - 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, 1998; 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.  

(Caston, 1998)

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

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 & Fult, 1999)

Variation in Amount of Reading

<table>
<thead>
<tr>
<th>Percentile Rank</th>
<th>Minutes per day reading in books</th>
<th>Minutes per day reading in text</th>
<th>Words per year in books</th>
<th>Words per year in text</th>
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<tbody>
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<td>99</td>
<td>65.0</td>
<td>67.3</td>
<td>4,358,000</td>
<td>4,733,000</td>
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<td>90</td>
<td>21.2</td>
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<td>6.5</td>
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<td>6.2</td>
<td>200,000</td>
<td>421,000</td>
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<td>30</td>
<td>1.8</td>
<td>4.3</td>
<td>106,000</td>
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<td>1.0</td>
<td>8,000</td>
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<td>2</td>
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<td>0</td>
<td>8,000</td>
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</table>

2005 Hasbrook & Tindal Oral Reading Fluency Data

The table below shows the mean oral reading fluency of students in grades 1 through 5 as determined by Hasbrook and Tindal’s table.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentile</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Avg. Weekly Improvement</th>
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<tr>
<td>1</td>
<td>30</td>
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<td>40.0</td>
<td>40.0</td>
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<td>5</td>
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<td>40.0</td>
<td>40.0</td>
<td>40.0</td>
<td>40.0</td>
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</tbody>
</table>
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.**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Reading Rate</th>
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</thead>
<tbody>
<tr>
<td>Study</td>
<td>Slow and reflective</td>
</tr>
<tr>
<td>Pleasure - Novel</td>
<td>Steady &amp; Fluent</td>
</tr>
<tr>
<td>Search for information</td>
<td>Rapid</td>
</tr>
</tbody>
</table>

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)

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 Tier 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
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

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

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

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

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

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”.

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Publisher</th>
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</thead>
<tbody>
<tr>
<td>Read Naturally</td>
<td>Read Naturally</td>
</tr>
<tr>
<td>Six Minute Solution</td>
<td>Voyager/Sopris Learning</td>
</tr>
</tbody>
</table>

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

Fluency – How Tiers 2 and 3

Procedure #5 - Wide Reading

Reading different types of text.
- Text at independent or instructional level
- Short articles
- Short stories
- Novels
- Read with partners.

Fluency – How All Tiers

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."

(Orson & 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 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 - 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: *American Journey*  
Publisher: Glencoe  
Chapter 11, Section 1  
Jacksonian Democracy

- favorite son
- majority
- plurality
- mudslinging
- landslide
- nominating convention
- tariff
- suffrage
- nullify
- secede

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
Selection - Vocabulary

Text: *My World*  
Publisher: Pearson  
Chapter 4, Section 3  
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

<table>
<thead>
<tr>
<th>Rocks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>rock</td>
<td>sediment</td>
</tr>
<tr>
<td>igneous rocks</td>
<td>sedimentary rocks</td>
</tr>
<tr>
<td>magma</td>
<td>fossil</td>
</tr>
<tr>
<td>lava</td>
<td>humus</td>
</tr>
</tbody>
</table>

Rocks

- Igneous Rocks
- Sedimentary Rocks
- Metamorphic Rocks

- rocks
- formed when melted rock material cools and hardens

- rocks
- made of bits of matter joined together

- rocks
- formed under heat and pressure
- from another kind of rock
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)

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.

This word is suffrage. What word? suffrage
Tap and say the parts of the word. suf frage
Read the word by parts. sul 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.

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, ____________

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?

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

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

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

- **classify v**
- **synonyms**
  - *categorize*
  - *group*
  - *sort*
  - *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.

- 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

(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.

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

![Fish](image)

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

![Dinosaur Skeleton](image)

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.

![Shell](image)

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

![Sword](image)

Practice 2
4. Check students’ understanding.
   Agree/Disagree/Why
   This leaf is a **fossil**.

![Leaf](image)

This leaf is a **fossil**.

![Leaf](image)
Practice 2

4. Check students’ understanding.
   Agree/Disagree/Why
   This is a fossil.

Draw a picture of a fossil in your science journal.

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

Word Learning Strategies

Use of 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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>% of prefixed words</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>not; opposite</td>
<td>20%</td>
<td>uncover, unlock, unsafe</td>
</tr>
<tr>
<td>re</td>
<td>again; back</td>
<td>14%</td>
<td>rewrite, reread, return</td>
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<td>re/er/er</td>
<td>not; into</td>
<td>11%</td>
<td>incorrect, meet, inexpensive, illegal, irregular, inability</td>
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<tr>
<td>dis</td>
<td>away, apart, negative</td>
<td>7%</td>
<td>discover, dissolute, distrust</td>
</tr>
<tr>
<td>en</td>
<td>cause to</td>
<td>4%</td>
<td>enjoy, endure, enlighten, entail</td>
</tr>
<tr>
<td>mis</td>
<td>wrong; bad</td>
<td>3%</td>
<td>mistake, misread, misspell, misdemeanor</td>
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<td>pro</td>
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<td>1%</td>
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</tr>
</tbody>
</table>
**Most Common Suffixes in English**

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>% of prefixed words</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-s, -es plural</td>
<td>more than one</td>
<td>51%</td>
<td>moves, wishes, hallucinations, amendments</td>
</tr>
<tr>
<td>-ed past tense</td>
<td>in the past</td>
<td>20%</td>
<td>walked, jumped, helped</td>
</tr>
<tr>
<td>-ing present tense</td>
<td>in the present</td>
<td>14%</td>
<td>walking, jumping, helping</td>
</tr>
<tr>
<td>ly adverb</td>
<td>how something is</td>
<td>7%</td>
<td>quickly, fearfully, easily, happily, especially, nonchalantly</td>
</tr>
<tr>
<td>er or -er noun</td>
<td>one who, what/that/which</td>
<td>4%</td>
<td>teacher, teller, conductor, boxer, baker, survivor, actor</td>
</tr>
<tr>
<td>-ion, -ation, -ation, -ation, -ation</td>
<td>state, quality, act</td>
<td>4%</td>
<td>action, erosion, vision, invasion, conclusion, condemnation</td>
</tr>
<tr>
<td>able, -ible adjective</td>
<td>able to be, can be done</td>
<td>2%</td>
<td>comfortable, feasible, enjoyable, activable, sensible, incomprehensible</td>
</tr>
<tr>
<td>il, -il adjective</td>
<td>related to, like</td>
<td>1%</td>
<td>fatal, cortical, structural, territorial, categorical</td>
</tr>
</tbody>
</table>

**Common Latin and Greek Roots**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>graph</td>
<td>To write, to draw</td>
</tr>
<tr>
<td>hydro</td>
<td>Water</td>
</tr>
<tr>
<td>test</td>
<td>Test</td>
</tr>
<tr>
<td>logia</td>
<td>Speech</td>
</tr>
<tr>
<td>fame</td>
<td>Fame</td>
</tr>
<tr>
<td>meter</td>
<td>Measure</td>
</tr>
<tr>
<td>mega</td>
<td>Great, large, big</td>
</tr>
<tr>
<td>min</td>
<td>Small, little</td>
</tr>
<tr>
<td>mis</td>
<td>Mistake</td>
</tr>
<tr>
<td>path</td>
<td>Path</td>
</tr>
<tr>
<td>ped</td>
<td>Foot</td>
</tr>
<tr>
<td>philia</td>
<td>Love, friendship</td>
</tr>
</tbody>
</table>

**Common Latin and Greek Roots**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>aqua</td>
<td>Water</td>
</tr>
<tr>
<td>aud</td>
<td>Hearing</td>
</tr>
<tr>
<td>auto</td>
<td>Self</td>
</tr>
<tr>
<td>astro</td>
<td>Star</td>
</tr>
<tr>
<td>biblio</td>
<td>Book</td>
</tr>
<tr>
<td>bio</td>
<td>Life</td>
</tr>
<tr>
<td>chrono</td>
<td>Time</td>
</tr>
<tr>
<td>corp</td>
<td>Body</td>
</tr>
<tr>
<td>demo</td>
<td>The people</td>
</tr>
<tr>
<td>disc, dict</td>
<td>Speak, tell</td>
</tr>
<tr>
<td>dorm</td>
<td>Sleep</td>
</tr>
<tr>
<td>geo</td>
<td>Earth</td>
</tr>
</tbody>
</table>

**Word Learning Strategies**

- **Word Families**
  - A group of words related in meaning.
  - If you know the meaning of one family member, you can infer the meaning of related words.

**Word Learning Strategies**

- **Word Families**
  - A group of words related in meaning.
  - If you know the meaning of one family member, you can infer the meaning of related words.
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

<table>
<thead>
<tr>
<th>Program</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Generation</td>
<td>SERP</td>
</tr>
<tr>
<td>Academic Vocabulary for English Learners</td>
<td>Voyager Sopris</td>
</tr>
<tr>
<td>Daily Oral Vocabulary Exercises (DOVE)</td>
<td>Voyager Sopris</td>
</tr>
<tr>
<td>Word Wisdom</td>
<td>Zaner-Bloser</td>
</tr>
</tbody>
</table>

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

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%


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

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

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:
Jacksonian Democracy

The Election of 1824
- Stinking 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

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

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

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.

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

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 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Igneous rocks</td>
<td>Igneous rocks are formed when magma or lava cools.</td>
</tr>
<tr>
<td>Sedimentary rocks</td>
<td></td>
</tr>
<tr>
<td>Metamorphic rocks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<tr>
<td>Metamorphic rocks</td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

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

**Potential Energy (p. 298)**

What is gravitational potential energy?

Gravitational potential energy is the stored energy in two objects resulting from gravitational attraction between the two objects.

---

What determines the amount of gravitational potential energy?

The amount of gravitational potential energy depends on:
- the mass of the objects
- the distance between them.

---

**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.

---

**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
Antarctica, the most southern continent, has very harsh weather and is covered in ice. Few living things survive on Antarctica.
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.

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.
Writing – to – Learn

Why?

Learning

• Students learn more due to
  • Rehearsal
  • Retrieval

• Promotes critical thinking
  • Helps clarify thinking

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

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

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)

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 amphitheaters 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.

**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 - amphitheaters were built
  5 - performed tragedies that taught lessons
  6 - performed comedies that made fun of life
- declined when 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

... 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 genres 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 ...

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.
EXPLANATIONS

Question: 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: How was the Grand Canyon formed?

Claim: The Grand Canyon was mainly formed by water cutting into and eroding the soil.

Evidence: 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.

Reasoning: 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.

McNeill, 2013

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

<table>
<thead>
<tr>
<th>Title of Graphic</th>
<th>Type of Graphic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Observations</td>
</tr>
<tr>
<td></td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td>c.</td>
</tr>
<tr>
<td>Conclusions</td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td>c.</td>
</tr>
</tbody>
</table>

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.

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