


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

**Word Study, Fluency, Vocabulary,
Comprehension, Writing – to - Learn
and Motivation**



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WORD STUDY

Pronunciation of Words – 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)

Pronunciation of Words – Why?

Struggling readers often have difficulty reading multisyllabic words.

- Poorly developed word recognition skills are the most pervasive and debilitating source of reading challenges. This is evident in students with dyslexia. (Adams, 1990; Perfetti, 1985; Share & Stanovich, 1995)
- Poor decoders, even those who can decode single syllable words, have a difficult time with multisyllabic words. (Just & Carpenter, 1987)

Pronunciation of Words – 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. (Shefelbine & Calhoun, 1991)

Pronunciation of Words – 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)

Pronunciation of Words – 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)

Pronunciation of Words – How

Three Approaches

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.

3. Using a Strategy

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)

FLUENCY

**Accuracy, Appropriate Rate, and
Expression**

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)

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," (brt.uoregon.edu/tech_reports.htm), 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/RT/).

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 unpracticed 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 | 106 | 125 | 142 | 1.1 |
| | 75 | 79 | 100 | 117 | 1.2 |
| | 50 | 51 | 72 | 89 | 1.2 |
| | 25 | 25 | 42 | 61 | 1.1 |
| | 10 | 11 | 18 | 31 | 0.6 |

| 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 | 199 | 0.4 |
| | 75 | 161 | 173 | 177 | 0.5 |
| | 50 | 133 | 146 | 151 | 0.6 |
| | 25 | 106 | 115 | 124 | 0.6 |
| | 10 | 77 | 84 | 97 | 0.6 |

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 |

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 |

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)

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?

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?

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?

- Fluency is a product of:

PRACTICE PRACTICE PRACTICE PRACTICE

and MORE PRACTICE

Fluency - How?

- **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?

- **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 - How?

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: *American Journey* 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

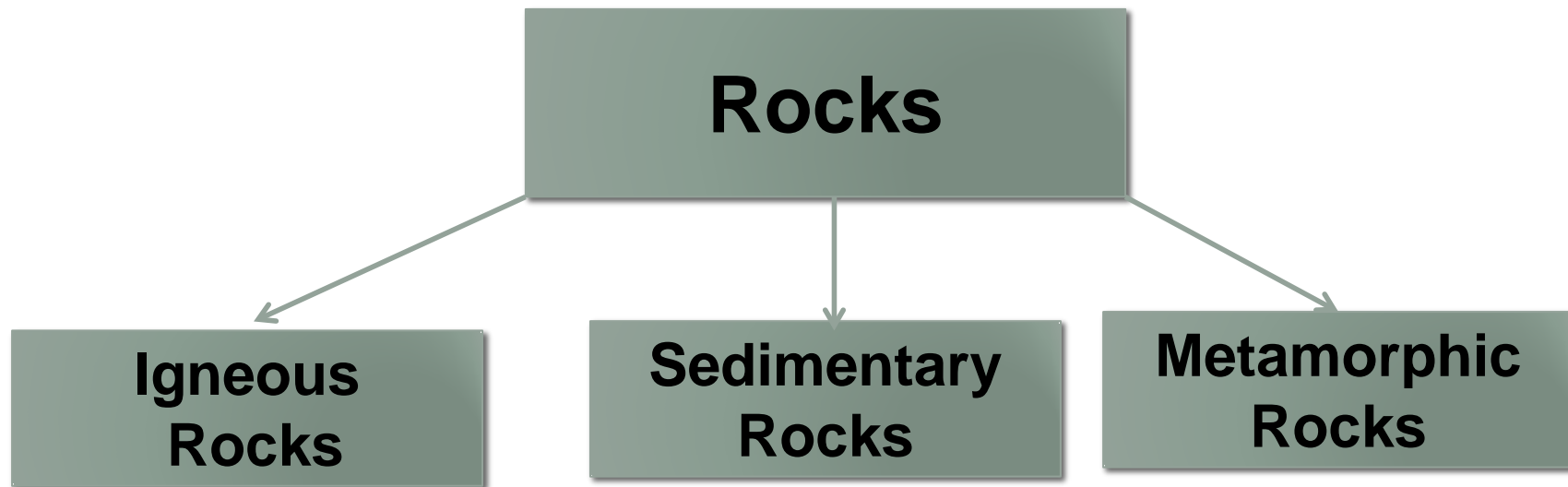
- Order words in list to stress relationships between words.
- Group words into semantic clusters to create a scheme. (Marzano & Marzano, 1988; Wixson, 1986)

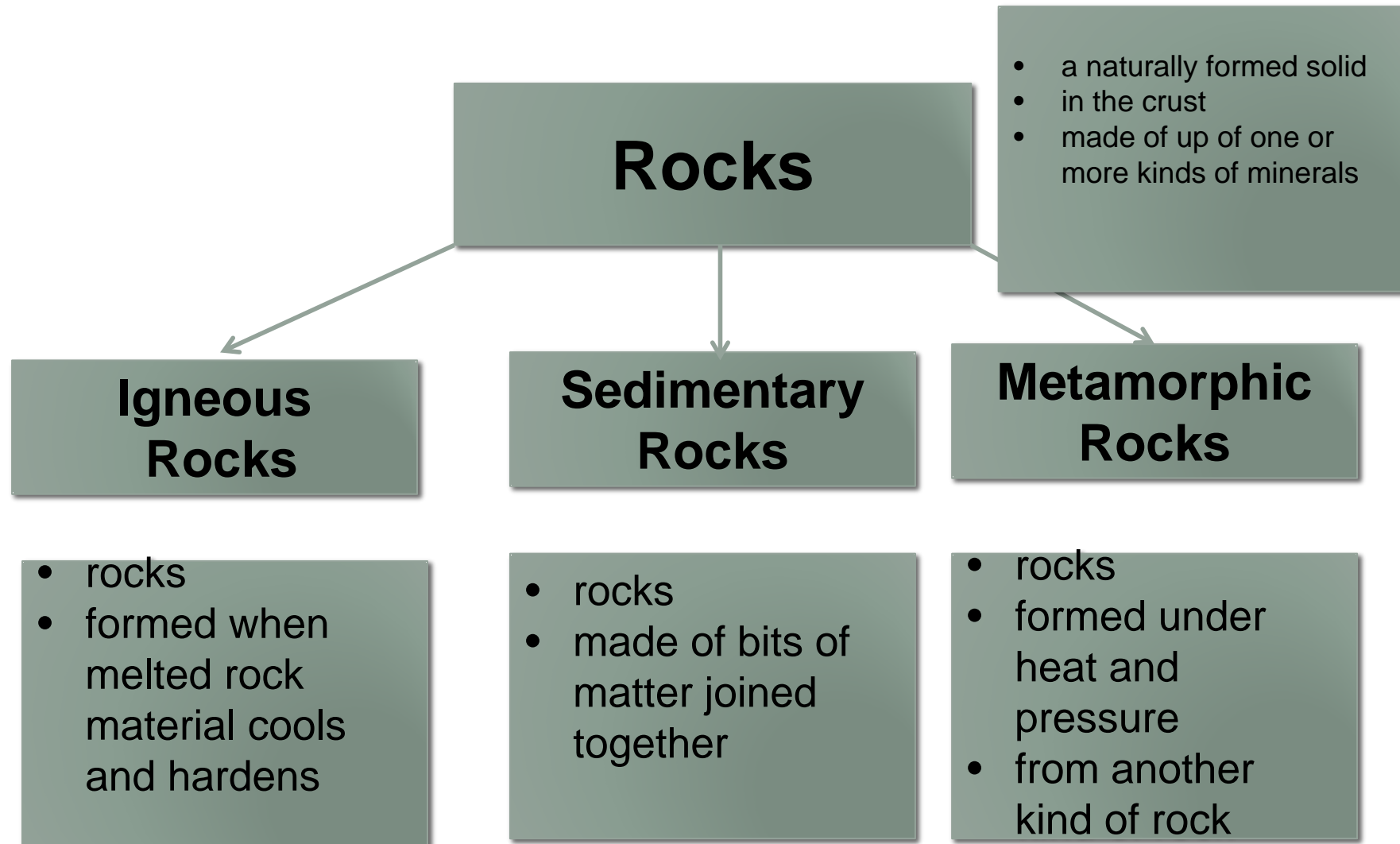
Explicit Instruction of Vocabulary

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)

Vocabulary Instructional Routine

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

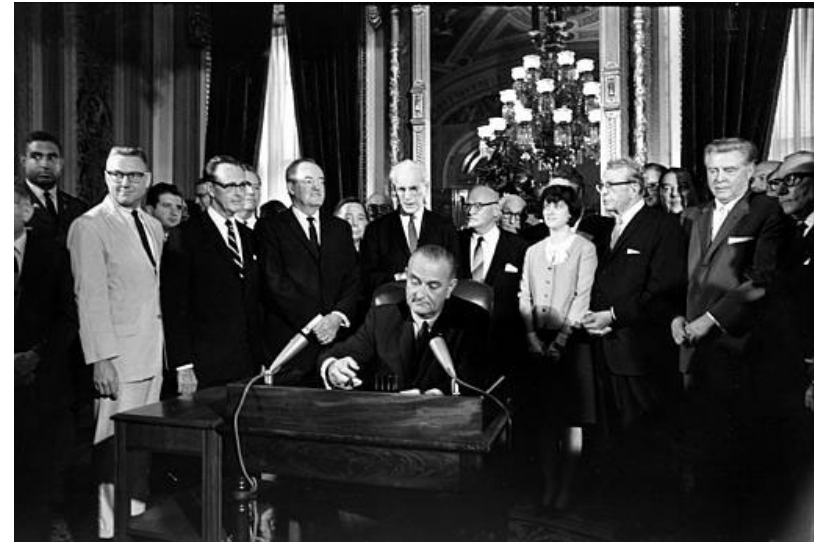
In 1920, women were granted suffrage. The passage of the Nineteenth Amendment granted women the right to vote in all United States elections.



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.

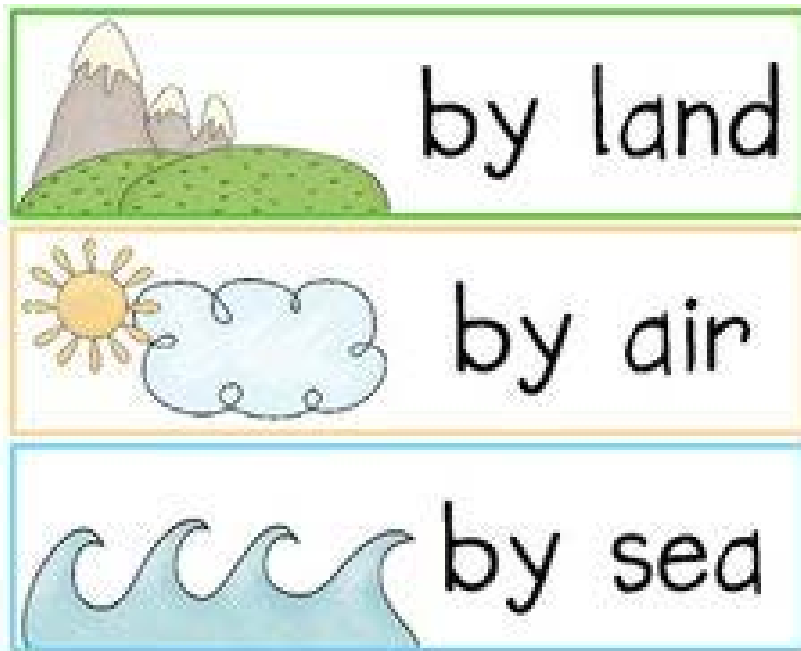


Echo read the synonyms for **classify**.

- categorize *categorize*
- group *group*
- sort *sort*
- order *order*

Step 1: Illustrate the word with examples.

(and non-examples when helpful)

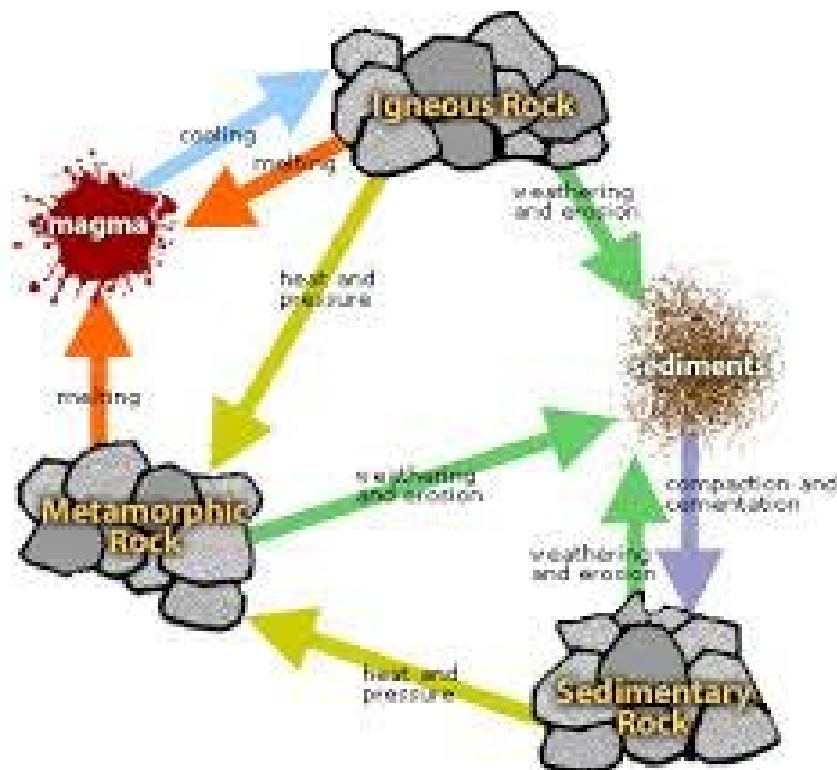


- You could **classify** vehicles into these three groups: vehicles that travel by land, vehicles that travel by air, vehicles that travel by sea.

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)



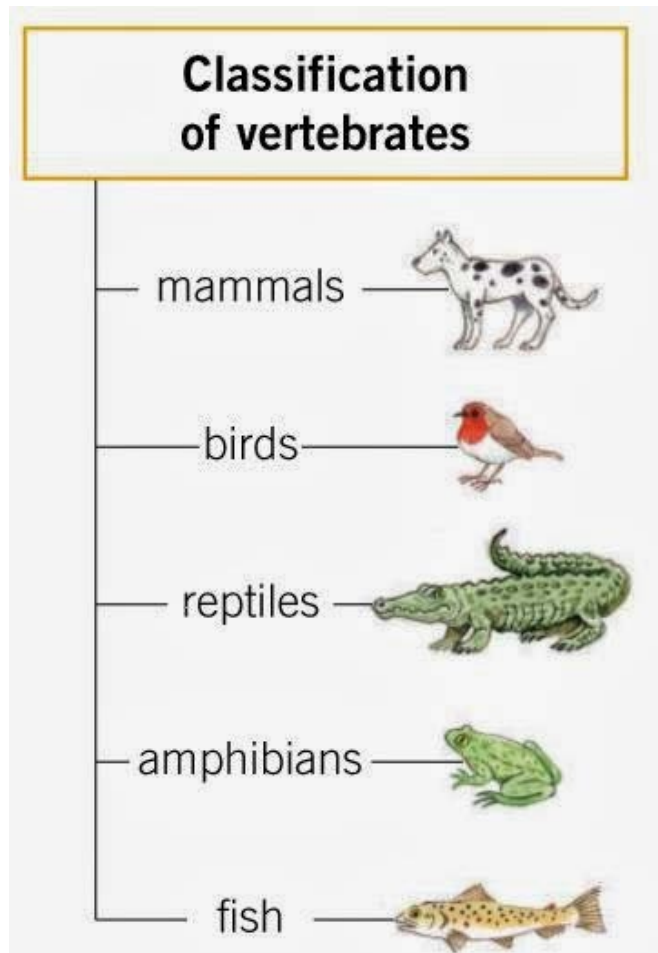
- We can **classify** rocks as igneous rock, sedimentary rock, and metamorphic rock. (Point to each type of rock.)

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.



Practice 2

4. Check students' understanding.

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

Word-Learning Strategies

- **Use of context clues.**
- **Use of meaningful parts of the word**
 - Prefixes
 - Suffixes
 - Roots
- **Word families**
- **Use of dictionary, glossary, or other resource**

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

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

Common Latin and Greek Roots

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

Common Latin and Greek Roots

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

Glossary/Dictionary

1. Locate the unknown word in the glossary or the dictionary.
2. Read each definition and select the best one.
3. Try the possible meaning in the sentence.
4. Ask yourself, “**Does it make sense?**”

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.

Preview - Comprehension

- 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

Preparation

1. What is critical?
2. What information would ease acquisition of new knowledge?
3. What information would reduce cognitive overload?

Frontload Background Knowledge - How

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



Andrew Jackson

Background Knowledge

- Andrew Jackson's likeness is found on every 20.00 bill
- The 20.00 bill is often referred to as a Jackson



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

- Guide students in previewing the chapter and formulating a topical outline using the **text structure**: title, introduction, headings, subheadings, questions.
- Has 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**

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

- 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
 - Paragraph Shrinking
 - mark text /notes in margin
 - take notes (two column notes, foldables)
 - map/web content

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 up to 6 seconds.

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

How do you classify rocks?

How are rocks classified?

Answer

Rocks are classified by mineral composition, color, and texture.

How Rocks Form

| Question | Answer |
|---|--------|
| Igneous rocks How do igneous rocks form? | |
| Sedimentary rocks How do sedimentary rocks form? | |
| Metamorphic rocks 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 | |
| <u>labeled a "loner"?</u> | - <u>orphaned</u> by three |
| | - <u>separated</u> from siblings |
| | - <u>conflict</u> with foster family |
| | - <u>unable</u> to gain approval |
| | <u>of foster father</u> |
| What turmoil and | |
| <u>grief</u> did Poe face? | - <u>lost</u> job |
| | - <u>plagued</u> with alcoholism & |
| | <u>illness</u> |
| | - <u>wife</u> died of tuberculosis |
| | |
| Why is Poe considered | |
| <u>a literary giant?</u> | - <u>considered</u> first modern writer |
| | - Poe's stories continue to be |
| | <u>read</u> |
| | |
| | |
| | |

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

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 is energy? p. 297

Potential Energy (p. 298)

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

- 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
- **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

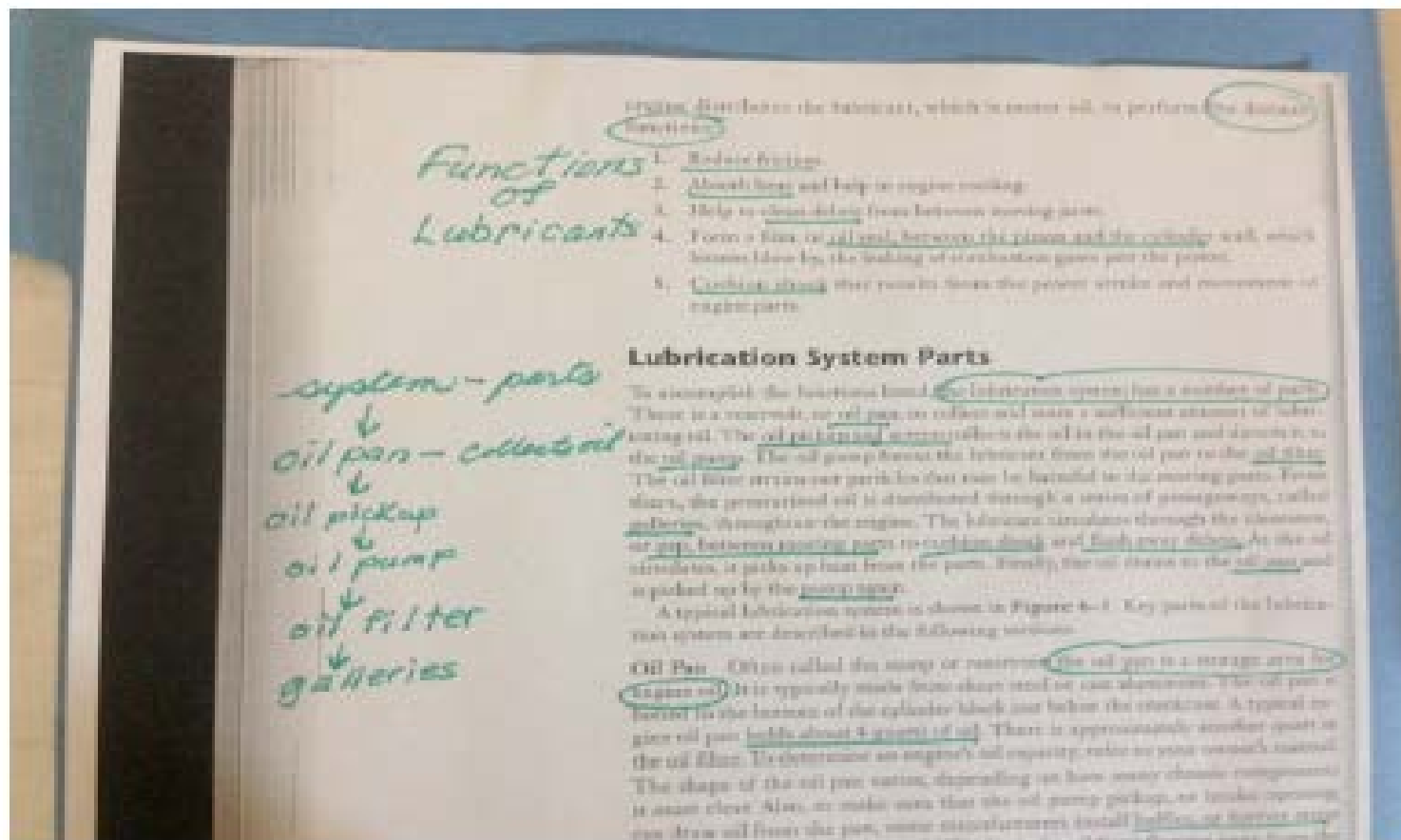
Comprehension Strategies

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, 4th Edition by Ron Haefner
 Marking the Text



Comprehension - Informational Text

Comprehension Strategies

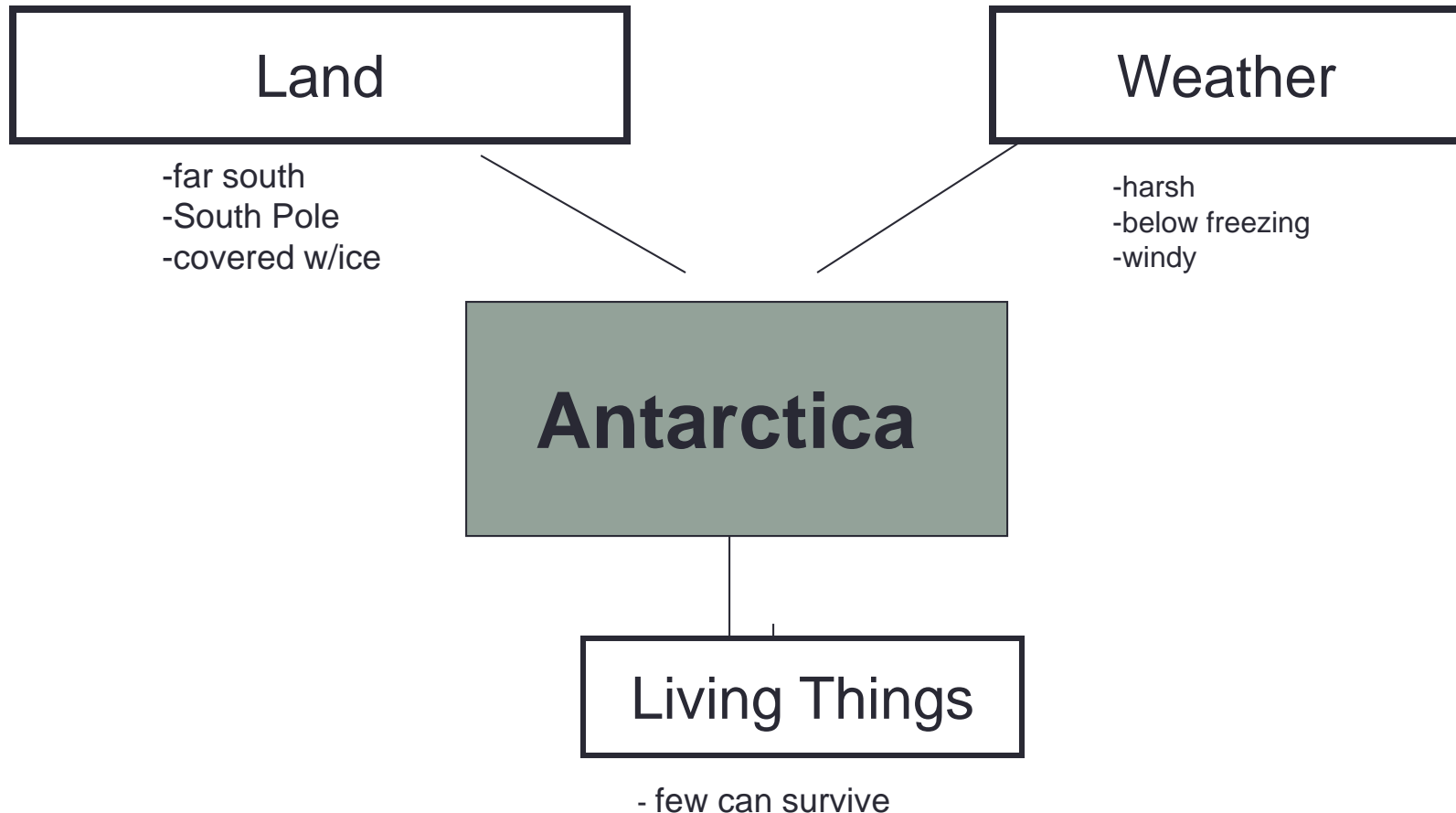
Two Column Notes

| | |
|---------------|---|
| | |
| 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



Cells

Tissues

Organs

Body
Systems

Definition

Cells are basic building blocks of life.

Example

nerve cells - carry messages to and from brain

skin cells - cover surface of body

Tissues are groups of similar cells that do same kind of work

nerve cells → tissue

Organs are structures made up of different types of tissues that all work together.

Heart

- muscle tissue
- nerve tissue
- blood vessel

Body systems are groups of organs that perform a specific function

Digestive system
- function - digest food

Comprehension - Informational Text

Comprehension Strategies Paragraph Shrinking

Paragraph Shrinking

- 1. Name the who or what.**
(The main person, animal, or thing.)
- 2. Tell the most important thing about the who or what.**
- 3. Say the main idea in 10 words or less.**

(Optional: Record your main idea sentence.)

(From the PALS program by Fuchs, Mathes, and Fuchs)

Comprehension - Informational Text

Comprehension Strategies Paragraph Shrinking

The Coldest Continent

Antarctica is not like any other continent. It is as far south as you can go on earth. The South Pole is found there. Ice covers the whole land. In some places the ice is almost three miles thick. Beneath the ice are mountains and valleys.

Comprehension - Informational Text

Comprehension Strategies Paragraph Shrinking

The weather in Antarctica is harsh. It is the coldest place on Earth. The temperature does not get above freezing. It is also one of windiest places in the world

Comprehension - Informational Text

Comprehension Strategies Paragraph Shrinking

Not many living things are found in Antarctica. People go there to study for only a short time. Very few animals can live there. Yet many animals live on nearby islands. Seals and penguins swim in the ocean waters. They build nests on the land. Some birds spend their summers in Antarctica. But most of the continent is just ice, snow, and cold air.

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

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)*

- began as a religious ceremony
- 1 - honored the Greek god Dionysus
- ~~beliefs in Dionysus began to spread southward~~
- 2 - choruses chanted lyrics
- 3 - actors joined the choruses
- 4 - the Dionysus festival in Athens became a drama competition
- amphitheaters were built
- 5 - performed tragedies that taught lessons
- 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 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.

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

- 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/arewhile ... is/are ...

Moreover, ... are/is ... while ... is/are ...

Another way that they are differ is ...

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...

Compare and Contrast

Item # 1 Senate

Item # 2 House of Representatives

Similarities

- Both are part of the legislative branch of government
- Two parts of the Congress
- Members of Congress are elected by citizens of states
- Joint powers - make laws, declare war, collect taxes
-

Differences

| | Senate | House of Representatives |
|------------------------|---|---|
| Number | • 100 Senators | • <u>435 Representatives</u> |
| Number from each state | • 2 per state | • Determined by population |
| Qualifications | • At least 30 years old • US citizen for 9 years • Resident of state | • At least 25 years old • US citizen for 7 years • Resident of state |
| Different Powers | • Ratify treaties • Confirm presidential nominations • Tries impeached <u>officials</u> | • Starts spending bills • Impeaches high officials • If electoral college has <u>tie</u> , elects president |
| | | |
| | | |

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.

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:

| | |
|--|--|
| Claim <ul style="list-style-type: none">• a statement that answers the question | |
| Evidence <ul style="list-style-type: none">• scientific data that supports the claim | |
| Reasoning <ul style="list-style-type: none">• a justification for why the evidence supports the claim using scientific principles | |

Scientific Explanations

Question: How was the Grand Canyon formed?

| | |
|--|---|
| <p>Claim</p> <ul style="list-style-type: none"> •a statement that answers the question | <p>The Grand Canyon was mainly formed by water cutting into and eroding the soil.</p> |
| <p>Evidence</p> <ul style="list-style-type: none"> •scientific data that supports the claim | <p>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.</p> |
| <p>Reasoning</p> <ul style="list-style-type: none"> •a justification for why the evidence supports the claim using scientific principles | <p>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.</p> <p><i>McNeill, 2013</i></p> |

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