

Constructing Learning Opportunities that Foster Complex Thinking about Text

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Early Reading

- ◆ Phonemic Awareness
- ◆ Phonics
- ◆ Fluency
- ◆ Vocabulary
- ◆ Comprehension
- ◆ Motivation

Goals

- ◆ Think about why and how we teach vocabulary
- ◆ Reflect on strategies for engaging students in substantive conversations that build comprehension skills.
- ◆ Talk about how to help young students develop self-monitoring strategies.
- ◆ Explore strategies for motivating young readers.

Vocabulary

- ◆ Word Study
 - ◆ Spelling
 - ◆ Meaning
 - ◆ Connections/Schema Building
- ◆ Types of Vocabulary
 - ◆ Academic
 - ◆ General
- ◆ Relevancy

Results of Vocabulary Instruction

- ◆ Studying vocab results in gains in comprehension.
- ◆ Vocab can be learned incidentally in when children are read to and when they read independently.
- ◆ Repeated exposure to vocab is important for learning gains.
- ◆ Pre-instruction of vocab words before reading facilitates vocab acquisition and comprehension.

Vocabulary occupies an important position in learning to read.

- ◆ For beginning readers, reading vocabulary encountered in texts is mapped onto the oral vocabulary the learner brings to the task.
- ◆ Readers learn to translate unfamiliar words in print into speech, with the expectation that the speech forms will be easier to comprehend.
- ◆ When a word is not in the learner's oral vocabulary, it will not be understood when it occurs in print.

Spelling

- ◆ Prephonetic
- ◆ Letter Name
- ◆ Within Word
- ◆ Syllable Juncture
- ◆ Derivational Constancy

Preliterate

- ◆ Preliterate—Pre-phonetic
- ◆ Child is not yet reading.
- ◆ Knows some letters; substitutes symbols for letters.
- ◆ Random.
- ◆ Unrelated to sound.
- ◆ *>T//~oo* (Dinosaur)

Preliterate

- ◆ Preliterate—Phonetic
- ◆ Considers sound.
- ◆ Individual letters are used to represent syllables and words.
- ◆ Represents initial and maybe final consonants.
- ◆ Vowel elements are usually missing.
- ◆ *D or DN* (Dinosaur)

Letter-Name

- ◆ Child is beginning to read.
- ◆ Attempts to match letters to speech sounds.
- ◆ Substitutes near sounds.

Letter-name

- ◆ Initial and final consonants.
 - ◆ *kan* (can)
- ◆ Initial blends and digraphs
 - ◆ *gab* (grab) *tat* (that)
- ◆ Short vowels
 - ◆ *pat* (pet) *fet* (fit)
- ◆ Affricates
 - ◆ *jrep* (drip) *chrap* (trap)
- ◆ Final blends and digraphs
 - ◆ *dis* (dish) *lad* (land)

Within-Word Pattern

- ◆ Increased experience with print.
- ◆ Increased awareness of how words work.
- ◆ Growing sight vocabulary.
- ◆ Decrease in short vowel substitutions.
- ◆ Long vowel markers begin to appear.
 - ◆ (confusion and overgeneralization)

Within-Word Pattern

- ◆ Vowel-Consonant-(E)
 - ◆ *baik* (bake)
- ◆ R-controlled vowel patterns.
 - ◆ *hert* (hurt) *feer* (fear)
- ◆ Common long vowels.
 - ◆ *boet* (boat) *tite* (tight)
- ◆ Complex consonant units
 - ◆ *skrap* (scrap) *qween* (queen) *brige* (bridge)
- ◆ Ambiguous Vowels
 - ◆ *yaun* (yawn)

Syllable Juncture

- ◆ Increased exposure to more sophisticated vocabulary and more complex patterns.
- ◆ Control over vowel patterns single syllable words.
- ◆ Awareness of the role syllable stress plays in spelling.

Syllable Juncture

- ◆ Doubling and dropping the (e).
 - ◆ grab and grabbed tape and taping
- ◆ Doubling at the syllable juncture.
 - ◆ habit and rabbit
- ◆ Long vowel patterns in the stressed syllable.
 - ◆ complaint (not complante)
- ◆ R-controlled patterns in the stressed syllable.
 - ◆ disturb (not disterb)
- ◆ Vowel patterns in the unstressed syllable.
 - ◆ trample (not trampul) solar (not soler)

Derivational Constancy

- ◆ Seldom reached by young spellers.
- ◆ Words are relatively low in frequency.
- ◆ Many of the words are Greek and Latin derivatives.
- ◆ Meaning unit is a clue to the spelling of a related word.

Derivational Constancy

- ◆ Silent/sounded consonants.
 - ◆ *hasten* and *haste*
- ◆ Consonant changes.
 - ◆ *expand* and *expansion*
- ◆ Vowel changes.
 - ◆ *compose* and *composition*
- ◆ Latin-derived suffixes.
 - ◆ *-ible* and *-ence*
- ◆ Assimilated prefixes.
 - ◆ *In +relevant* is irrelevant

Differentiate Spelling Instruction

- ◆ Screen students and group by stages
- ◆ Link spelling to meaning
- ◆ Cluster words
 - ◆ Compound words about weather
 - ◆ Snowstorm, raindrop, windmill
 - ◆ Compound words with food
 - ◆ Beanbag, butterfly, eggshell
 - ◆ Compound words with space words
 - ◆ Sunburn, moonrise, starfish

Greek and Latin Word Elements

- ◆ Bicycle, biweekly, bimonthly, bifocals
- ◆ Octagon, October, octopus
- ◆ Semisweet, semicircle, semicolon

Instructional Activities

- ◆ Word Sorts
- ◆ Word Searches
- ◆ Word Albums/Journals
- ◆ Word Maps

Word Pairs

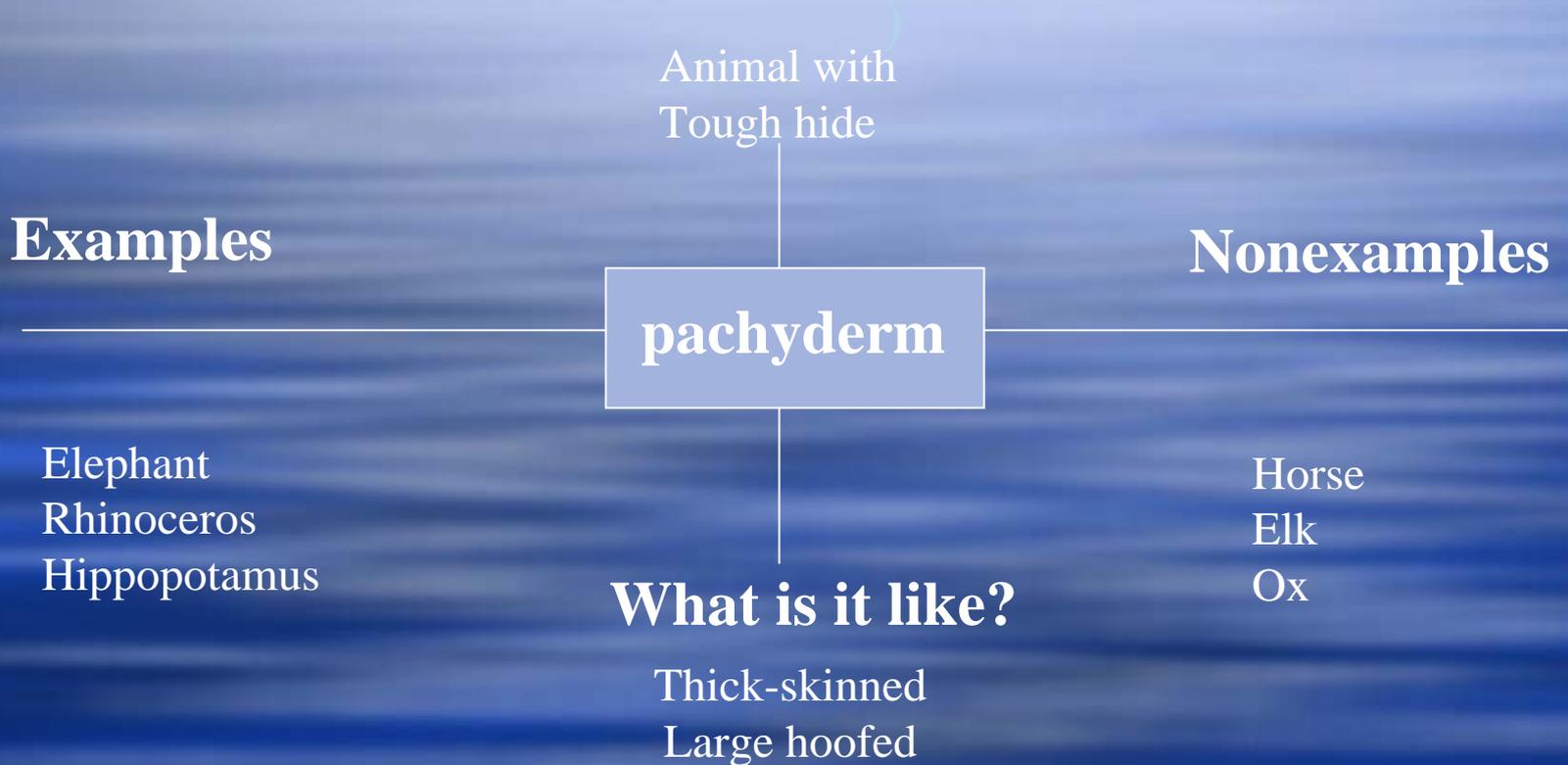
(table showing a row of 5 by a column of 6; the first row says same, opposite, go together, and no relation. The first column says desert/nomad, nomad/wanderer, nomad/settler, desert/city, star/energy. There are XXX in the go together and desert/nomad, same and nomad/wanderer, opposite and nomad/settler, no relation and desert/city, and go together and star/energy fields of the table.)

	Same	Opposite	Go Together	No Relation
Desert/Nomad			XXX	
Nomad/Wanderer	XXX			
Nomad/Settler		XXX		
Desert/City				XXX
Star/Energy			XXX	

Modified Frayer Model

What is this?

(diagram of characteristics of a pachyderm showing the possible examples of the characteristics and nonexamples of the characteristics.)



Summary

- ◆ Begin where students are and challenge them
- ◆ Make connections among words/Build Schema
- ◆ Link word/vocabulary study to reading and writing (Relevancy and Rehearsal)
- ◆ Focus on both academic and general vocabulary

Comprehension comprises two skills:

- ◆ Word knowledge or vocabulary
- ◆ Reasoning

Comprehension Instruction

- ◆ Discussion/Conversation
- ◆ Writing as Understanding
- ◆ Strategy Instruction (Explicit)

Comprehension is best supported by:

- ◆ Careful discussion of stories students read on their own or are read to by the teacher
- ◆ Wide reading—variety of texts, variety of genres, variety of topics, variety of purposes
- ◆ Explicit instruction in how to use strategies that help construct meaning

As you View this Video:

- ◆ What comprehension skills do the students exhibit?
- ◆ What discussion skills are needed to maintain the depth of conversation?
- ◆ What kind of preteaching and scaffolding do you think the teacher has done?

New Standards

QuickTime™ and a
Animation decompressor
are needed to see this picture.

Lesson Ideas

- ◆ Say Something
- ◆ Genre Study
- ◆ Written Response
- ◆ Studying Text Structure

Say Something

- ◆ Adapted from Harste et al., (1997).
 - ◆ Students in partner groups read together, stop, and then take turns saying something about what they just read. Use this strategy to extend partner reading and to allow for practice of discussion strategies modeled for the whole group.

More Stories Julian Tells

Ann Cameron

I do not like trouble. Really, I don't understand how I get into it so often when I hate it so much.

I would like to be like Smokey the Bear. I would like to be the person who sees the little spark that starts trouble and puts it out, like a forest fire, right at the beginning.

The trouble is, I don't see the little sparks. That's my trouble.

And I have one other trouble; great ideas.

Building Conceptual Knowledge

- ◆ Making connections to personal experiences
- ◆ Making connections to other texts
- ◆ Making connections to the world outside the classroom, to concepts learned in other content areas
- ◆ Learning language for big ideas

Writing to Build Comprehension

- ◆ Read the story
- ◆ Frame a question that helps students probe the text and make connections to their experiences.
- ◆ Provide time for discussion.
- ◆ Write
- ◆ Share

Matthew and Tilly Problem Solving

(Picture her.)
I think they can
get back together if
Matthew said "I'm sorry
I broke your crayon
I'll buy you a new
purple crayon today."

When I got in a
fight I solve it
by saying I'm sorry to her. Then
we became friends again.

Matthew and Tilly (1 of 2)

I think Matthew and Tilly
could get back to gither because
Matthew could buy Tilly a new
crayon. Matthew could go to Tilly's
house and he would give Tilly
the crayon and Tilly would say
thank you and sorry. So Matthew
called Tilly and said I am sorry
and Tilly would say sorry to
and they would be friends again.
That is what I think will
happen in the story.

Matthew and Tilly (2 of 2)

(Picture of a handwritten letter talking about Matthew and Tilly on how to get back together.)

Onec me and Emma got in a
fizf. So wan I got home from
School I calld Emma and we
soved it on the phone.

Language of Themes and Big Ideas

- ◆ Life skills
- ◆ Core Democratic Values
- ◆ Universal themes
- ◆ Connection between big ideas and themes.

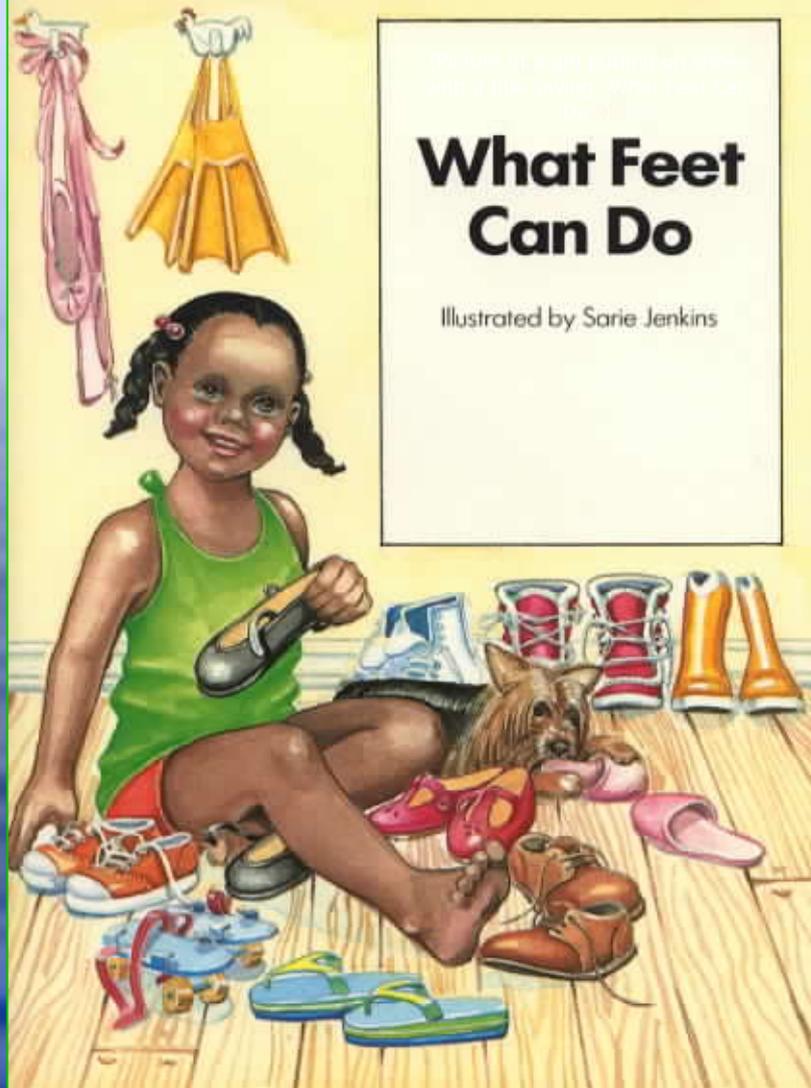
Genre Study

- ◆ Select a genre.
- ◆ Read and study several examples.
- ◆ Develop a criteria for identifying the genre.
- ◆ Have students write their own text.

(Picture of a girl putting on shoes
with a title saying "What Feet Can
Do.")

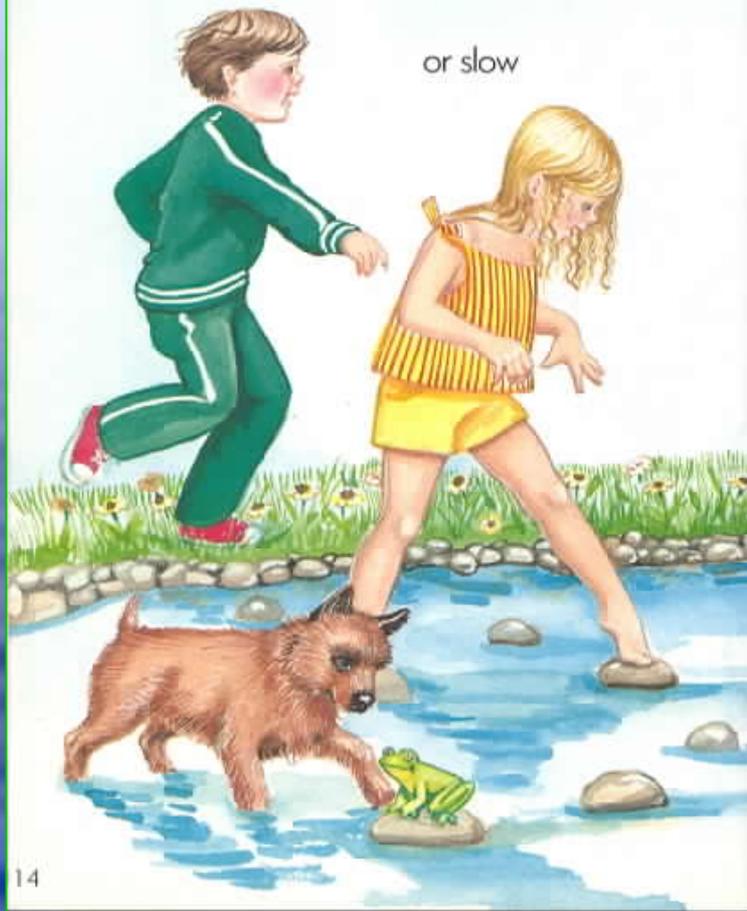
What Feet Can Do

Illustrated by Sarie Jenkins



go fast

or slow



jump



skate

(Picture of a girl playing hopscotch with the word hop beside her.
Picture of a boy stomping with the word stop next to his foot.)

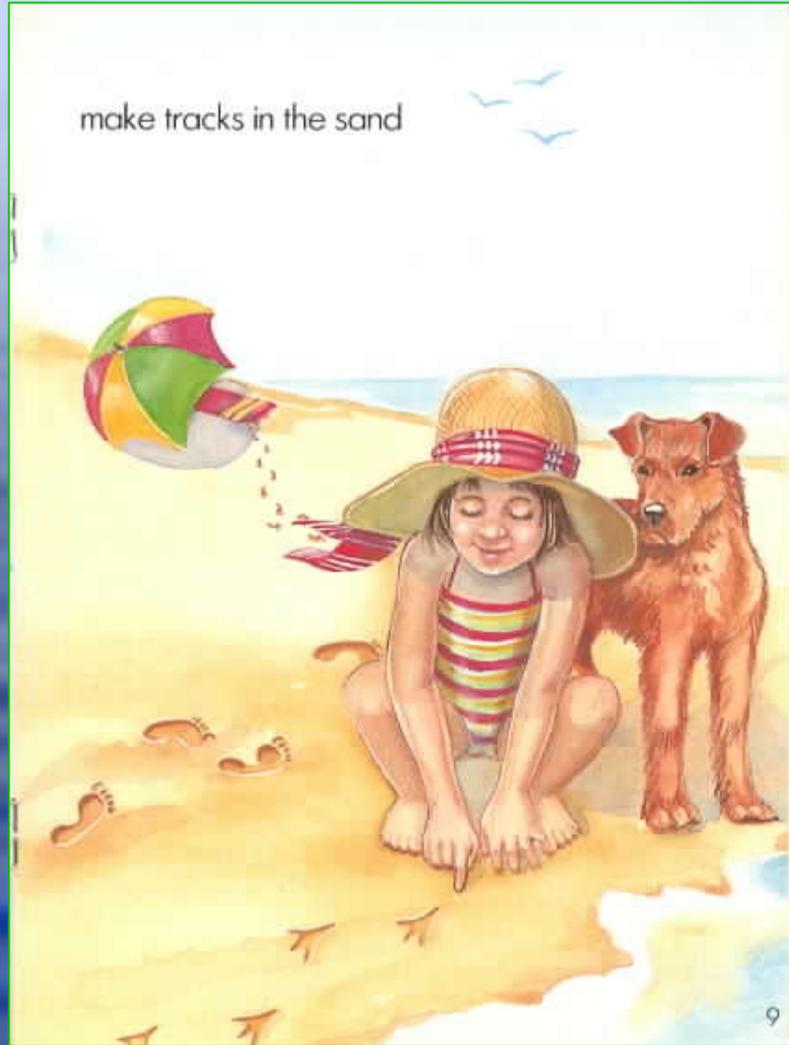


hop

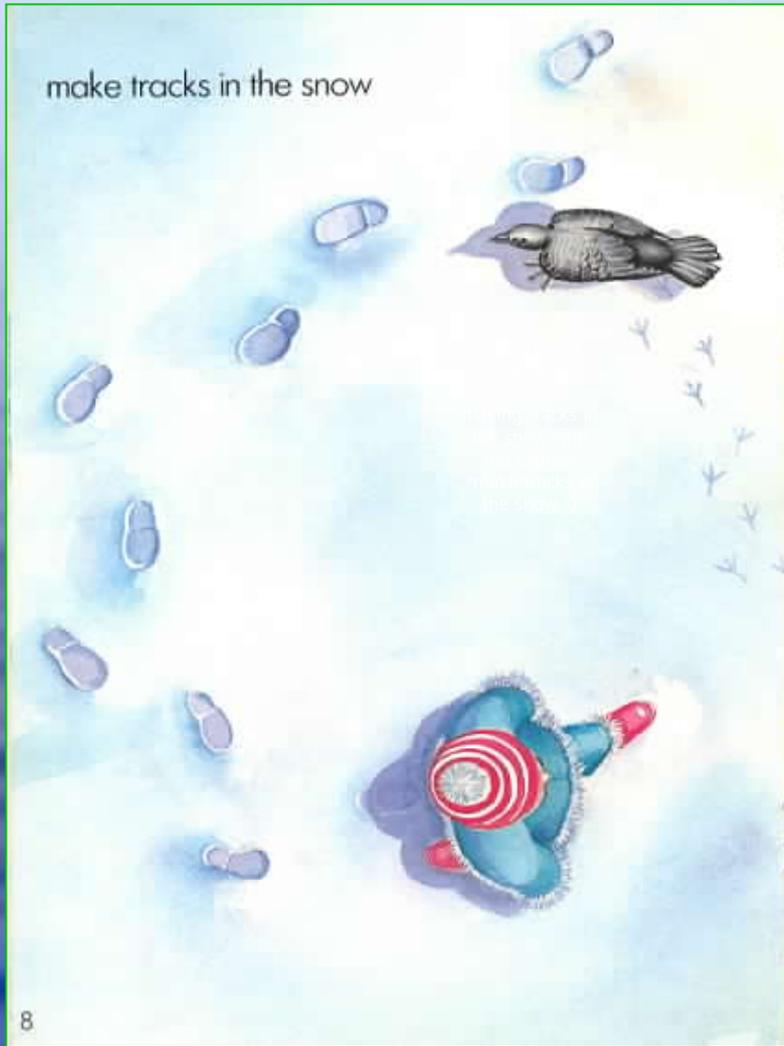


stamp

make tracks in the sand



make tracks in the snow

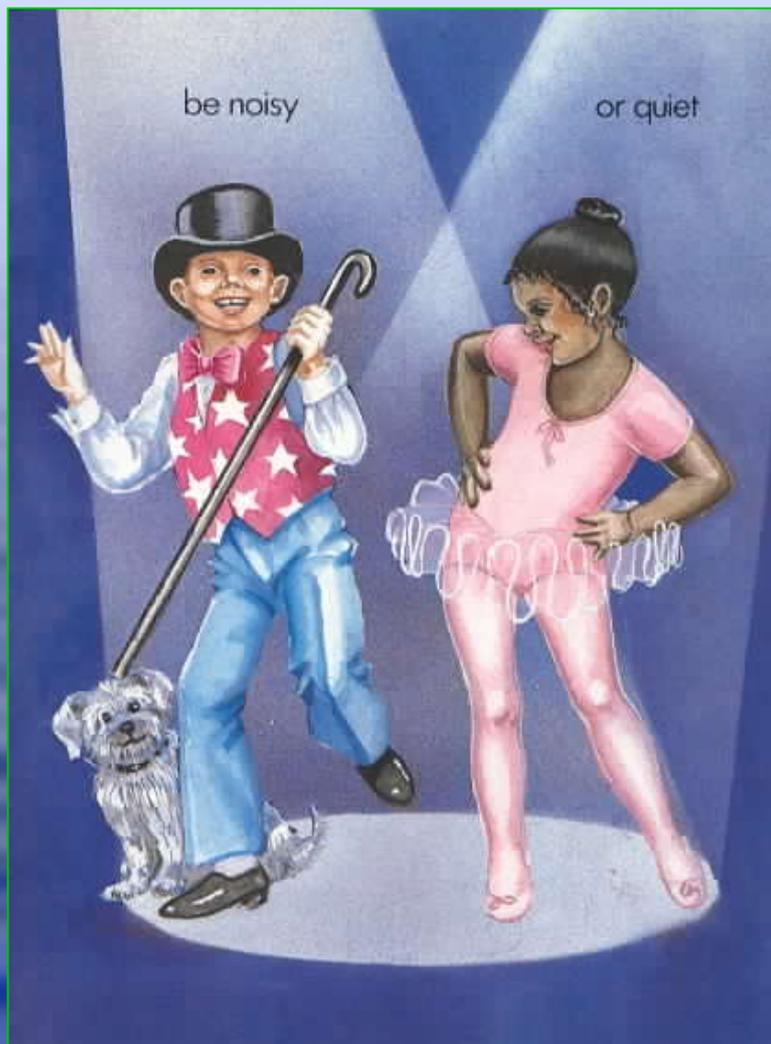


climb a ladder

(Picture
of a girl
climbing
a rope
ladder
with the
caption
climb a
ladder
above
her
head.)



(picture of a boy doing fan dancing with the caption "be noisy" and a picture of a girl doing with the caption "or quiet" above her.)



wear slippers
or sneakers



My House



By Ryan Berendt





My house is white.



My house has a brown
roof.



(Picture of a green house with two bedrooms. Captioned "my house has two bedrooms.")

My house has two
bedrooms.



My house has a
garage.



My house has a
basement.

My Pet



by Ainsley Losh.



My pet is a kitten
named Simba.



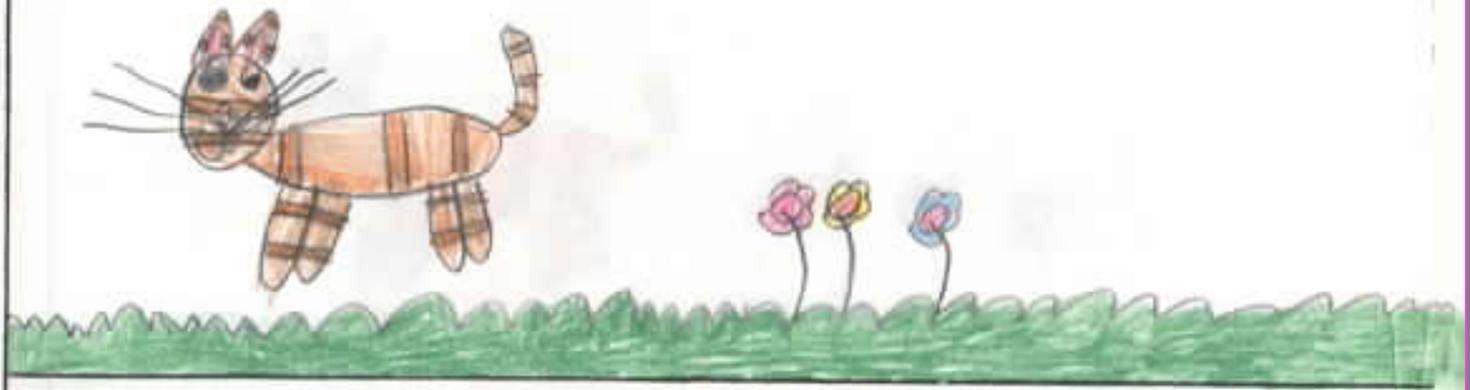
My pet has pointy

ears as pointy as an triangle



My pet has a pink

nose as pink as a pink rose.



My pet has a tail
as long as a pencil.



My pet has stripes
the color of an orange.

(Picture of a painted elephant.)



(The elephant has a trunk, a tail, legs, and a backbone. The trunk is the most important thing about it.)

Elephant

**The important thing
about an elephant is
that it has a trunk.**

It has a tail,

It has legs,

It is big,

and it has a backbone.

**But the important thing
about an elephant is
that it has a trunk.**

Brittnee Schuhen

May 20, 1999

Lion

The important thing
about a lion is
that it is fearless.

It roars,

It hunts,

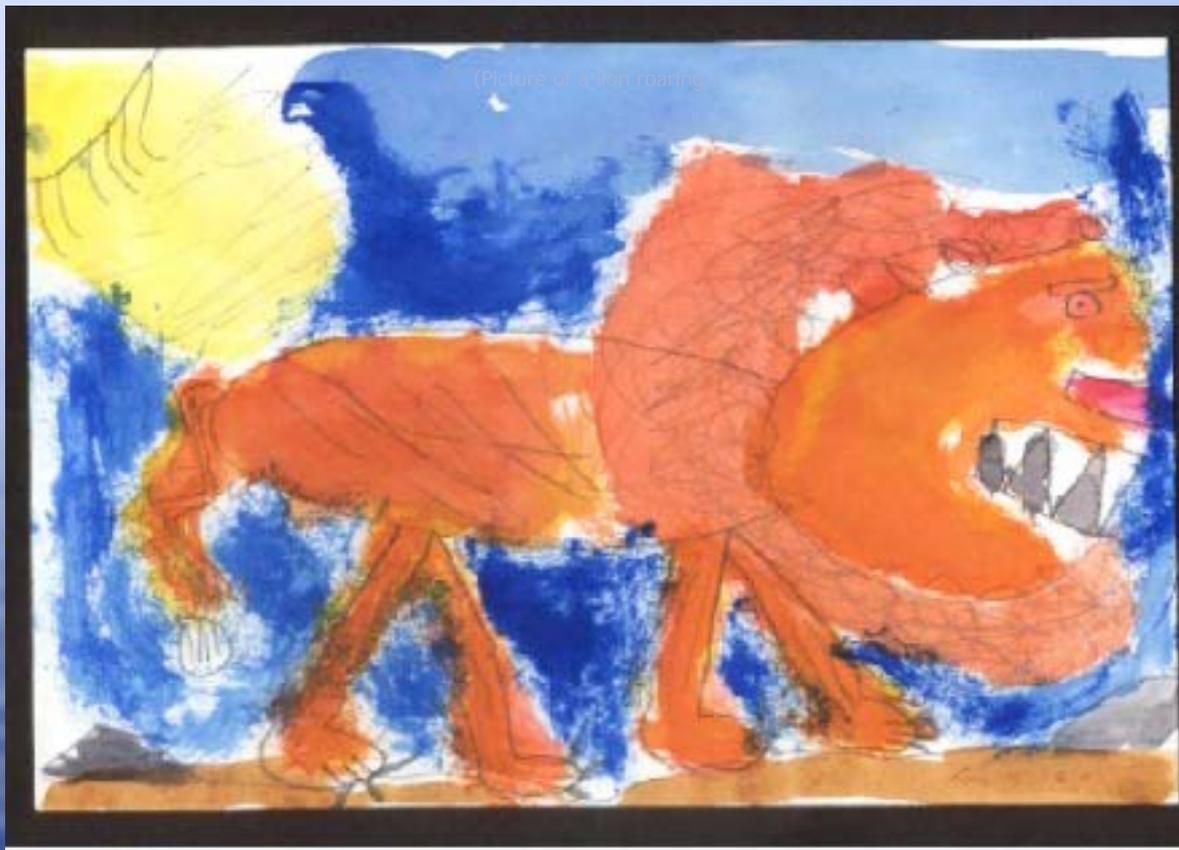
It has four legs,
and it has a nose.

But the important thing

**About a Lion is
That it is fearless.**

Cody Clark

May 20, 1999



(Picture of a lion roaring.)

Types of Readers

- ◆ Difficulty at Word and Comprehension Levels
- ◆ Difficulty at Comprehension Level, but not Word Level (S-RCD)
- ◆ Proficient Readers

S-RCD

- ◆ Good Word Callers: Low Comprehension
- ◆ Low MEAP scores
- ◆ Lack Executive Function Strategies
 - ◆ Summarizing, clarifying, predicting
 - ◆ Identification and use of genre features and text structure
 - ◆ Monitoring Comprehension

The most important comprehension strategies are:

- ◆ Summarizing texts (narratives and informational)
- ◆ Finding the big ideas, themes
- ◆ Predicting events and outcomes
- ◆ Visualizing
- ◆ Drawing inferences
- ◆ Linking new information to known information (prior knowledge)

SAIL Strategies

◆ Cognitive Strategies

- ◆ Thinking aloud
- ◆ Constructing images
- ◆ Summarizing
- ◆ Predicting
- ◆ Questioning
- ◆ Clarifying
- ◆ Story grammar analysis
- ◆ Text structure analysis

◆ Interpretive Strategies

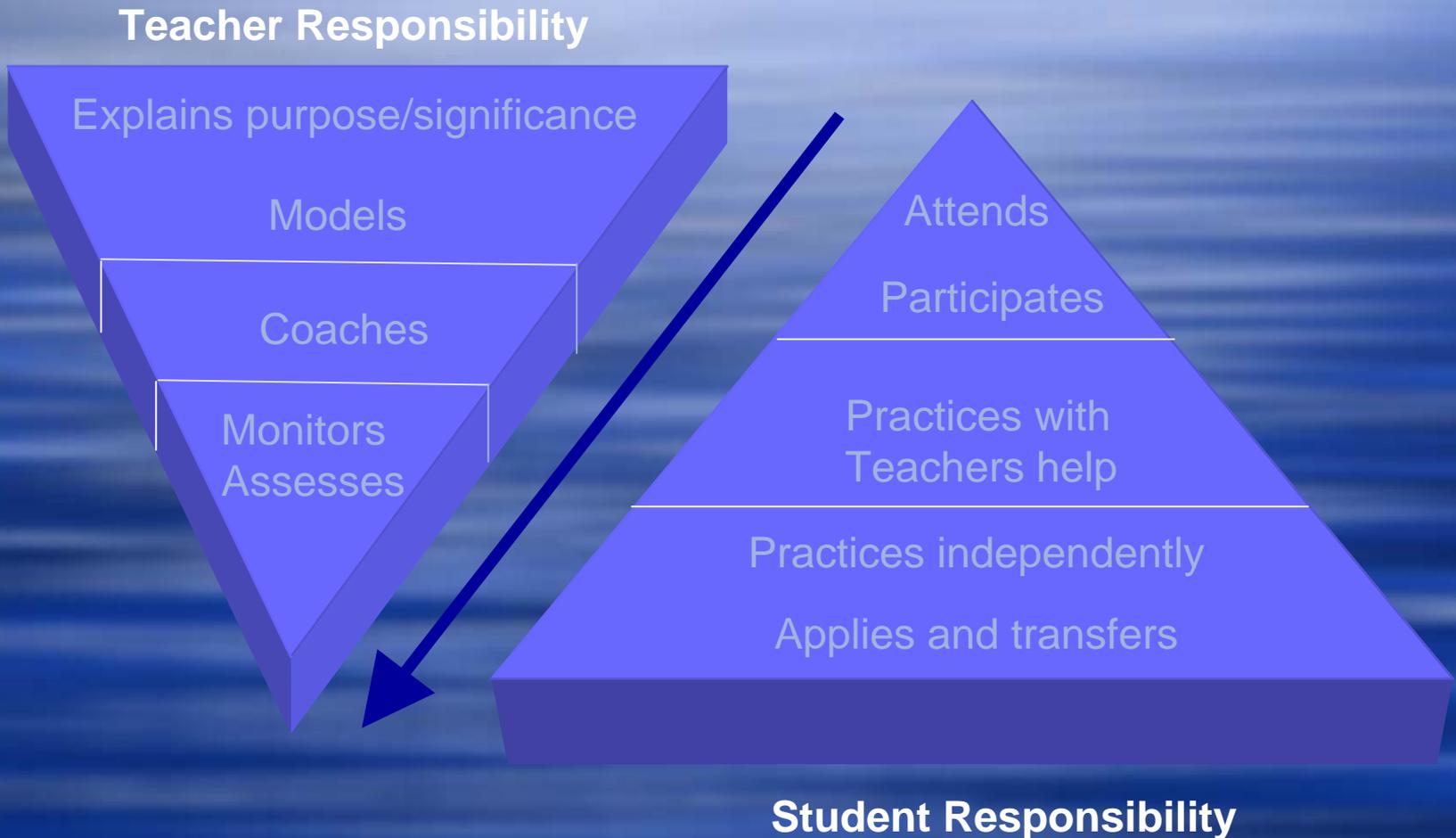
- ◆ Character development
- ◆ Identifying themes
- ◆ Reading for multiple meanings
- ◆ Creating literal/figurative distinctions
- ◆ Relating one text to another
- ◆ Relating text to personal experience

Instructional Model for Developing Strategic Readers

- ◆ Explicit description of the strategy and when it should be used
- ◆ Teacher and/or student modeling of the strategy in action
- ◆ Collaborative use of the strategy in action
- ◆ Guided practice using the strategy with gradual release of responsibility
- ◆ Independent use of the strategy

Model for Explicit Instruction

R. Brown, P. B. El-Dinary, M. Pressley, 1996



Text Structure

- ◆ Framework for self-questioning
- ◆ Framework for schema activation and expansion
- ◆ Framework for knowledge organization
- ◆ Framework for prioritizing information

Narrative Text Structure

- ◆ Setting
- ◆ Problem
- ◆ Goal
- ◆ Events/Action
- ◆ Outcomes
- ◆ Resolution
- ◆ Themes

_____ is the main
character in this story. The story takes place _____
_____. The
problem is _____

—
It starts when _____

After that _____

Then _____

The story ends when _____.

Informational Text Structure

- ◆ Time order
- ◆ Enumeration
- ◆ Comparison/contrast
- ◆ Cause/effect
- ◆ Problem/Solution

Comparison/Contrast

- ◆ Signal Words

however...but...as well as...similarity...on the
other hand...not only...but also ...either ... or
... while...although...unless...except

Question frames

How are things alike?

What particular characteristics are similar?

How are they different?

What particular characteristics are different?

Graphic Organizers

- ◆ The main effect of graphic organizers is to improve the reader's memory for the content that has been read.
- ◆ There are a variety of graphic organizers that can be used and they should be selected on the basis of
 - ◆ their "fit" to the text being read and
 - ◆ for the age level appropriateness for the reader.

Typical Graphic Organizers include:

- ◆ Story maps
- ◆ Concept maps
- ◆ Mind maps
- ◆ Cause/Effects maps
- ◆ Character Trait maps
- ◆ Plot maps

Comprehension Monitoring

- ◆ Readers need to learn to monitor how well they comprehend. They need to have a variety of strategies under their control that can be used as “fix-up tools” to increase their understanding.

Comprehension Monitoring Behaviors

- ◆ Students can identify what it is that is causing them difficulty in understanding.
- ◆ Students look back in the text to try to solve a point of confusion.
- ◆ Students look forward in the text to try to solve a point of confusion.

What to look for...

- ◆ Devoting too much time to decoding
- ◆ Lack of conceptualized understanding of vocabulary
- ◆ Ignoring text structure clues
- ◆ Reading passively
- ◆ Failing to monitor their comprehension
- ◆ Ignoring knowledge they already possess

Strategies

- ◆ Conferencing
- ◆ Journals
- ◆ Exhibitions of Learning
- ◆ My Space (Bulletin Board)

Motivaton

- ◆ Efficacy
 - ◆ Success
 - ◆ Confidence
- ◆ Choice
- ◆ Social Interaction

Thank you!!

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