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.

National Panel Report, 2000t
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 Junction
- Derivational Constancy
Preliterate

- Preliterate—Pre-phonetic
- Child is not yet reading.
- Knows some letters; substitutes symbols for letters.
- Random.
- Unrelated to sound.
- $>T//\sim o0$ (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.
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.
  - (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
<table>
<thead>
<tr>
<th>Word Pairs</th>
<th>Same</th>
<th>Opposite</th>
<th>Go Together</th>
<th>No Relation</th>
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<tbody>
<tr>
<td>Desert/Nomad</td>
<td>XXX</td>
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<td>Nomad/Wanderer</td>
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<td>Nomad/Settler</td>
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<tr>
<td>Desert/City</td>
<td>XXX</td>
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<tr>
<td>Star/Energy</td>
<td>XXX</td>
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</tr>
</tbody>
</table>
Modified Frayer Model

What is this?

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

Examples

- Elephant
- Rhinoceros
- Hippopotamus

What is it like?

- Thick-skinned
- Large hoofed

Nonexamples

- Horse
- Elk
- Ox

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

P. David Pearson
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.
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

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 came friends again.
Matthew and Tilly (1 of 2)

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

--- I think Matthew and Tilly said get back together because Matthew said buy Tilly a nice crayon. Matthew said 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 too and they would be friends again. That's what I think will happen in the story.
Once me and Emma got in a fight. So warm I got home from school I called Emma and we solved 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.
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 stamping with the word 'stamp' near to his foot.
make tracks in the sand
make tracks in the snow
be noisy

or quiet
wear slippers or sneakers
My House

By Ryan Berendt
My house is white.
my house has a brown roof.
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.
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
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)
SAI L 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

Teacher Responsibility
- Explains purpose/significance
- Models
- Coaches
- Monitors
- Assesses

Student Responsibility
- Attends
- Participates
- Practices with Teachers help
- Practices independently
- Applies and transfers

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?
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)
Motivation

- Efficacy
  - Success
  - Confidence
- Choice
- Social Interaction
Thank you!!

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