How to Get More Out of Your Core Reading Program
Can your school get better results next year with the same program?
YES
Major Reasons for Differing Results

1. Varying degrees of staff implementation of the program engagement classroom management needed practice direct instruction

2. Varying degrees of using assessment to adjust instruction
More Students Reading At-Level

- Research-Based Comprehensive Reading Program For All Students
- Research-Based In-Class Interventions
- Research-Based School Designed Interventions
- System for Individual Solutions
More Students Reading At-Level

- Research-Based Comprehensive Reading Program For All Students
- Research-Based In-Class Interventions
- Research-Based School Designed Interventions
- System for Individual Solutions

- 90 minutes
- Small groups
- 180 days a year
- Strategy instruction
- Systematic
- Explicit
- Correct difficulty
More Students Reading At-Level

- Research-Based Comprehensive Reading Program For All Students
  - Research-Based In-Class Interventions
  - Research-Based School Designed Interventions
  - System for Individual Solutions

Engagement

Routines
imagination

i ma gi na tion
Six for the price of one!

- imagine
- imagining
- imagination
- imaginative
- unimaginative
- unimaginable
Ask questions about meaning getting 100% engagement

- Not by any stretch your imagination
- Use your imagination
- Leave it to your imagination
- Fire up your imagination
- Overactive imagination
- With a little imagination
- Lack of imagination
- Watching TV requires __________imagination
- Just in his imagination
- Leaves nothing to the imagination
<table>
<thead>
<tr>
<th>safety tip</th>
<th>way to keep from getting hurt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reluctant</td>
<td>I don’t want to do it!</td>
</tr>
<tr>
<td>Imagination</td>
<td>many pictures and ideas in your mind</td>
</tr>
<tr>
<td>Expression</td>
<td>really shows how you feel or think</td>
</tr>
<tr>
<td>Announce</td>
<td>officially tell people something</td>
</tr>
<tr>
<td>swivel chair</td>
<td>chair that turns around</td>
</tr>
<tr>
<td>Applaud</td>
<td>clap</td>
</tr>
<tr>
<td>Auditorium</td>
<td>large room for performing for others</td>
</tr>
<tr>
<td>Audience</td>
<td>group of people watching</td>
</tr>
</tbody>
</table>
Vocabulary Introduction Routine

• **Direct Instruction**
  – Teacher told and showed meaning with gesture and student friendly definition
  – Teacher gave clear examples and non-examples
  – Teacher gave clear practice directions

• **100% engagement**
  – Precision partner discussion
  – Jobs for speaker and listener
  – Teacher monitored partner discussion and gave feedback
Vocabulary Introduction Routine

• **Lots of practice with feedback**
  – Many repetitions of word by students
  – 3 sentences created by everyone

• **ELL strategies**
  – Sentence starter
  – 7 Up sentences
  – Examples and non-examples modeled by teacher then generated by students
  – Common phrases using word
  – Gesture
  – Visuals
    – Word on board as introduced
    – Word stays posted and referred to all week
    – “Big dogs” posted and referred to all year
Interactions

Perhaps most striking were the differences in quality of interaction, when the affirmations vs. prohibitions per hour were compared.
Language

Meaningful Differences
in the Everyday Experience of Young American Children

Betty Hart & Todd R. Risley

Foreword by Lois Bloom
Cover material - Expose
Change to a More Effective Approach
Teach to mastery and intervene immediately
Assess

Teach

Assess

Intervene
“Whatever it takes” attitude!

Secrets of High Flying Schools Ed Leadership 5/4/05
(National Center for Ed Accountability Study 300 schools)
Intervene Relentlessly
Change is good.

We need change.

You go first.
CYCLE OF CHANGE WHEN CHANGE IS MANDATED

DENIAL
Shock, apathy, focus on the past, “If I wait this will go away.” Bargaining: “How can we stay the same?”

RESISTANCE TO LEAVING THE FAMILIAR
Self doubt, blaming, anger, discord, feeling that previous efforts have been diminished or discounted

EXPLORATION AND MANAGEMENT OF CHANGE
“Too many Ideas!” = Search for structure “Too much to do!” = Attempts to manage the change, frustration, difficulty focusing

REFOCUSBING/COLLABORATION
Teamwork, focus and planning, commitment to making changes effective, “I can see some things working!”

CONFIDENCE
Teamwork, focus and planning, commitment to making changes effective, feelings of accomplishment “We can do this!”

Adapted from Maralyn E. Turner
Just because there are problems doesn’t mean you are on the wrong track.
Impact of Teacher Effectiveness on Student Achievement

Katie Haycock (1998) Uses the findings of this study and others by Sanders and Horn (1994)

![Bar chart showing gain related to teacher effectiveness and maturation for most and least effective teachers.]

*Students in the classes of teachers classified as most effective can be expected to gain about 52%ile points in their achievement over a year.*  
*Classroom Management That Works*, Robert J. Marzano
“Everyone believes that to be a good teacher all you need is to love to teach, but no one believes that to be a good surgeon all you need is to love to cut.”

Adam Urbanski
Vice President
American Federation of Teacher
How to Provide 90 Minutes of Reading Instruction that is Faithful to the Program

Place, group, teach, and assess Each lesson as in the Teachers Guide

You add the rest

- Excellent classroom management
- 100% engagement
- Enough added practice for mastery (In–class Intervention)
- Error Correction
Comprehensive Reading Program + Excellent Classroom Management
90 minutes

\[ \begin{array}{c}
85 \\
80 \\
75 \\
70 \text{ minutes of reading}
\end{array} \]
70 minutes of reading every day

70 min x 180 days = 12,600 min/yr

Only 140 days of reading each year

40 90 minute periods of reading lost
Excellent Classroom Management

Effective and consistent routines:
1. Consistent signal for attention

2. Entry procedure and task that uses lesson reading skills
(On chalkboard when class enters)

Write 3 words from the story that tell about ranches. Draw a picture of the meaning.

1.
2.
3.
(On chalkboard when class enters)

Write 4 words from the story that tell about ranches. Draw a picture of the meaning.
1.
2.
3.
4.
(On chalkboard when class enters)

Write a question about yesterday’s story and be ready to ask it of your partner.

1. How…….
• (On chalkboard when class enters)

Write 2 questions about yesterday’s story and be ready to ask them of your partner.

1. How…….
2. Why…….
imagination

(Multi-syllabic decoding correction
Dr. Anita Archer)
Excellent Classroom Management

(On chalkboard when class enters)

1. Who ______________________
2. What ______________________
3. When ______________________
4. Where ______________________
5. Why ______________________
1. Characters ____________________
   _________________________
   _________________________

2. Setting _______________________

3. Problem ______________________

4. Solution _______________________

+ Excellent Classroom Management

(On chalkboard when class enters)
Excellent Classroom Management

(On chalkboard when class enters)

1. Characters

2. Setting
Excellent Classroom Management

– 3. Transition procedures/routines

– Independent work procedures
Layer on one routine at a time:

– Directly teach one “directly related” reading routine to the whole class

– Provide enough practice to allow you to monitor for engagement, accuracy, and completion

– Add the routine to independent reading time

– Continue to monitor for engagement and completion
Sample Center Routines for Vocabulary

- Vocabulary ring activities
- Vocabulary log entry
- Independent completion of graphic organizer
- Vocabulary BINGO
- Deep processing activities
Sample Center Routines for Comprehension

– Independent completion of graphic organizers
  • Sequencing events
  • Story grammar
  • Concept map
  • Background information web
  • “Why…?” question writing
  • ‘How…?’ question writing
Sample Weekly Center Plan

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sight words</strong></td>
<td>A BINGO</td>
<td>B CUBE GAME</td>
<td>A BINGO</td>
<td>B CUBE GAME</td>
<td>A BINGO</td>
</tr>
<tr>
<td><strong>Phonics and Blending</strong></td>
<td>Circle this week sounds and sight words in decodables</td>
<td>Phonics sort</td>
<td>A Toughie charts with partner</td>
<td></td>
<td>A Toughie charts with partner</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>1. Read decodable to partner</td>
<td>2. Read decodable to partner</td>
<td>3. Read at-level reader to partner</td>
<td>4. Read at-level reader to partner</td>
<td>5. Read anthology to partner</td>
</tr>
<tr>
<td><strong>Extra fluency practice when done</strong></td>
<td>Phonics phone take decodable home</td>
<td>Tape record decodable</td>
<td>Frog and Toad books</td>
<td>Frog non-fiction tub</td>
<td>Self-select</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Workbook comprehension skill pages</td>
<td>Character setting, problem solution</td>
<td>Paragraph summary</td>
<td>Graphic organizer for this week</td>
<td>Comprehension test</td>
</tr>
</tbody>
</table>
Reading Partners
Josh and Juan
Maria and Sari
Jamal and Jason
Jodi and Tonisha
Manuel and Nathan
Tyra and Jorge
Jennifer and Amelia
Gabe and Jose
Ryan and Julio
James and Patrice
John and Lionel
Excellent Classroom Management

5. Materials procedures

6. Small group procedures

7. Exit procedures from today's lesson
Planning for Small Groups

1. Select the text that group will read orally.
2. What practice will this group need today to be able to read this selected text?
   - Sounds?
   - Blending?
   - Sight words?
   - Phrases?
   - Smooth sentence reading?
   - Text endurance?
   - Vocabulary or background knowledge?
Group Tubs

Pencil can
Clear markers
Yellow highlighters
Templates
Sight word lines of practice
Sound/blending lines of practice
Decodable Take Homes
Leveled Readers
Dictation templates
Graphic organizers
Timer
Intervention Prevention
Excellent Classroom Management

Small group decodable procedures:
- Sound review
- Blending review
- Sight word review
- Activate prior knowledge
- Give background information
- Unison choral reading
- Partner reading
- Individual turns

Modeling and correcting expression and accuracy
Excellent Classroom Management

Small group fluency reading procedures:
- Sight word review
- Activate prior knowledge
- Phrasing practice
- Unison choral reading
- Partner reading
- Individual turns
- Text endurance

(Modeling and correcting expression and accuracy)
Excellent Classroom Management

• Classroom set–up for efficient instruction, routines, and monitoring
  • Materials ready
  • Noise minimized
  • Traffic routes
  • Scanning ease
  • Small group table
  • Group tubs
  • Appropriate centers
Planning for Small Groups

1. Select the text that group will read orally.

2. What practice will this group need today to be able to read this selected text?
   - Sounds?
   - Blending?
   - Sight words?
   - Phrases?
   - Smooth sentence reading?
   - Text endurance?
   - Vocabulary or background knowledge?
Most often it is teacher inconsistency not student inconsistency that causes routines not to be followed.
How to Provide 90 Minutes of Reading Instruction that is Faithful to the Program

You add the rest

Excellent classroom management

100% engagement

Error Correction

Place, group, teach, and assess each lesson as in the Teachers Guide

Excellent classroom management + Enough added practice for mastery (In–class Intervention)

Program
<table>
<thead>
<tr>
<th>Determination</th>
<th>deciding to do something even when it is difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>risk-taking</td>
<td>doing things that involve risks in order to achieve something</td>
</tr>
<tr>
<td>Courageous</td>
<td>brave</td>
</tr>
<tr>
<td>Brave</td>
<td>dealing with danger, pain or difficulty with confidence</td>
</tr>
<tr>
<td>Persistence</td>
<td>continuing to do something even though it is difficult or people do not want you to do it</td>
</tr>
<tr>
<td>Astrophysics</td>
<td>scientific study of the stars and the forces that influence them</td>
</tr>
</tbody>
</table>
Identify Student Needs in Vocabulary:

1. More direct instruction when introducing words?
2. More idiom instruction?
3. More visuals and gestures?
4. More deep processing?
5. More practice with and exposure to words?
   More engagement?
6. More word awareness?
5 “Mores”

- More explicit/direct teaching
- More modeling
- More practice with…. 
- More feedback
- More time
Enough added practice for mastery

(In-class intervention)

• Infuse vocabulary work with ELL focus
  • Pre teach vocabulary for each selection
    • Point to pictures, keep pictures in a folder
    • Quickly draw a sketch (label sketches)
    • Show real objects (label objects)
    • Use gestures, role playing and pantomime
    • Use Spanish equivalent (cognates)
  • Post vocabulary words every week
    • Post word, student friendly definition, and pictures
  • Acknowledge students who use vocabulary words and find them in other contexts. Put their names by the words.
Enough added practice for mastery

(In-class intervention)

- **Infuse vocabulary work** (Continued)
  - Deliberately use the week’s words orally.
  - Use vocabulary rings
    - Student friendly definition
    - Pictures
  - Use Isabel Beck’s great ideas from *Bringing Words to Life.* (ISBN 1-57230-753-6)
  - Make Read alouds interactive and “Out of their world”
Hart and Risley (1995) conducted a longitudinal study of children and families from three groups:

- Professional families
- Working-class families
- Families on welfare

Dr. Joe Torgeson
Interactions

Perhaps most striking were the differences in quality of interaction, when the affirmations vs. prohibitions per hour were compared.

Dr. Joe Torgeson
1. More Direct Instruction in Vocabulary
DO MORE VOCABULARY WORK THAN THE TEACHER’S GUIDE

1. PREPARE  Get **everything** ready for teaching vocabulary the day before Day 1.

2. Re-read the selection to find any additional words and idioms that students will need to know. Find cognates.

3. Find objects and pictures needed to teach this week’s words.

4. POST WORDS and DEFINITIONS ON CHALKBOARD or pocket chart.
DO MORE VOCABULARY WORK THAN THE TEACHER’S GUIDE (Continued)

5. DIRECTLY TEACH new words on day 1.
6. SAY or use the words all week. (Many times)
7. Make and assign daily vocabulary jobs for students.
8. Praise and reward students who say, write, and notice vocabulary words from any story.
9. Teach any additional unknown words during the week using “Show and Go”
Put the Big Dogs on the Porch  (Dr. Kevin Feldman)
Teach, post and reward 3 taught words from each read-aloud and/or reading program selection.
How to Teach Vocabulary More Explicitly in Your Program
adapted from Isabel Beck

1. Select 3 words from the story’s vocabulary words for even more direct instruction:
   – Unfamiliar yet understandable Tier Two
   – Important to the story
   – Easily used in different contexts
   – Likely to be needed in the future
Word Tiers

• Tier One – Basic words
  (clock, radio, bed, happy)

• Tier Two – High frequency across many contexts
  (fortunate, absurd, facilitate)

• Tier Three – Low frequency words
  (arachnid, lathe, tundra)
Examples of Selected Words

• *Make Way for Ducklings*
  – enormous
  – delighted
  – beckoned

• *Caps for Sale*
  – ordinary
  – refreshed
  – imitate
2. Preteach the vocabulary list as directed in the program as well as any words you know need to be taught.

3. For the 3 words selected do even more. Have children say the word.
4. Give a student friendly definition (Use kid’s words)

5. Give example and non-example choices
6. Ask the students for personal examples.
7. Ask the students to respond with actions.

“Show the face you might make if you were reluctant to eat broccoli.”

“If you were reluctant to touch a snake, how might you act?”
8. Have student enter the words in a word log.
<table>
<thead>
<tr>
<th>Word</th>
<th>Student Definition</th>
<th>What it is not</th>
<th>Sentence</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. reluctant</td>
<td>Reluctant means not wanting to do something</td>
<td>Eager, fast to do it</td>
<td>I am reluctant to eat cauliflower.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is it?</td>
<td>What is it like?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td><strong>Non-Examples:</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

**Modified Frayer Model**

Adapted from *Word Power: What Every Educator Needs to Know About Teaching Vocabulary*, Steven Stahl and Barbara Kapinus. Copyright © 2001
## Modified Frayer Model

<table>
<thead>
<tr>
<th>What is it?</th>
<th>What is it like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not wanting to do something</td>
<td>Slow to act, moving away, saying no</td>
</tr>
</tbody>
</table>

**Examples:**
- Not wanting to eat your vegetables
- Not wanting to dive into the water

**Non-examples:**
- Eating ice cream fast
- Running to hug Grandma

Adapted from *Word Power: What Every Educator Needs to Know About Teaching Vocabulary*, Steven Stahl and Barbara Kapinus. Copyright © 2001
9. Have the students repeat the word again.

“What is the word we are learning?”

reluctant
10. Have students read the story aloud in a read, discuss, read, discuss cycle.

- As they read the story, engage the students by asking comprehension questions in the program.
- Stop when you come to any other unknown words and explain right then what words meant in the story.
- Stop when you come to your selected words and explain right then what words meant in the story.
11. After the story is read, post the story cover and the words.
12. Have students read the story two more times discussing words.

13. Make a point to use the taught words in your daily language.

"A few people seem reluctant to try reading these words alone. Let's practice a little more."

"Claire, are you reluctant to answer this question like Lisa in the book?"
14. Catch kids using or noticing others use the selected words.

“You are a word detective.” “You have your word antenna on today!”

Give visible recognition for student word awareness. (sticky flag idea)
Book Cover

Reluctant

Enormous

admire

Lakisha
Jamal
Tonisha
Jose
BJ
“Show and Go” Words

Words that you can quickly show by:
Pantomime, pretending, acting out
Pointing to object
Fast sketch or drawing
Picture

Quickly show what the word means then go right on with the rest of the lesson
FAST
2. More Idiom Instruction
Find Idioms in Program Selections

Examples:

- Pitch in
- Picture worth a thousand words
- A steal
- After my own heart
- All ears
- Apple of my eye
- As neat as a pin
- At the top of my lungs
Teach Idioms Directly Just as You Taught Vocabulary

- Tell meaning
- Gesture if appropriate
- Use in sentences and have students use
- Post and refer back to posting
Website to find idiom meanings

3. More Visuals and Gestures
This is a list of words to blend from a reading program.

Which words might your students blend without knowing the meaning?
How could you give meaning to those words?
Sample ways to give vocabulary practice before phonics lessons

• **Give meaning of words using objects and pictures:**
  – Fill a sack of objects and pictures for each sound
  – Pull one object out at a time and tell meaning using a complete sentence.
  – Have students repeat the sentence after you.
    (My turn: This is a pail. Your turn: This is a pail.
     My turn: This is a rail. Your turn: This is a rail.
     My turn: This is a quail. Your turn: This is a quail.)

• **Give meaning of words using gestures:**
  – Before words are to be segmented by the class quickly show meanings
    • Tip (Pointing to the tip of your own finger say “This is the tip of my finger. Show me the tip of one of your fingers.
    • Hip (Pointing to your hip say ”This is my hip. Where is your hip?"
Object Sort (by initial sound)
Phonological Awareness

Sound Snacker – Sound Smacker

PA.033.AM1b

mitten, mop, marble, mask, lion, table
Shed

Comix strip of a shaggy dog walking into a shed and leaving with no fur.
The pets were in the red shed.
Road to the Code  ISBN 1-55766-438-2
Name _______________________

1 __________  2 __________  3 __________  4 __________

(coil) (toil) (soil) (foil)
4. More Deep Processing
Shades of Meaning

tiny

enormous

stupendous
Teach High Utility Word Forms

- Word families
- Root words
- Prefixes
- Suffixes
Explicitly Teach Cognates (Bravo, Hiebert and Pearson)

- Show English word next to cognate
- Post cognates under posted words
**Vocabulary**

**Word Analysis**

**Semantic Feature Analysis**

**Objective**
The student will identify similarities and differences between the meaning of words.

**Materials**
- Semantic Feature Analysis student sheet (Activity Master V.032.SS1)
- Pencils

**Activity**
Students identify the features that distinguish one word from another by completing a semantic feature analysis grid.

1. Provide the student with a student sheet.
2. The student reads the words in the left column (category) and the words in the top row (attributes).
3. Reads the words in the category column and places checks in the attribute boxes that apply to the word. For example, cat: place checks in boxes under “fur, tail, and eyes.”
4. Teacher evaluation

<table>
<thead>
<tr>
<th>Scales</th>
<th>Fur/Fluffy</th>
<th>Color</th>
<th>Tail</th>
<th>Eyes</th>
<th>Shell</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Extensions and Adaptations**
- Make a large floor graph to compare distinguishing features (attributes) of objects (e.g., mittens, shoes, buttons, or toys).
- List the categories and attributes on the blank semantic grid (Activity Master V.032.SS2).
<table>
<thead>
<tr>
<th></th>
<th>Body covering</th>
<th>Type of birth</th>
<th>Life Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mammals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reptiles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amphibians</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fish</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. More Practice with and Exposure to Vocabulary
A Framework for Understanding Poverty by Dr. Ruby Payne

• Tell, explain, model, demonstrate
• Use displays, charts, reminders, posters
• Use graphic organizers
• Use rubrics
• Reveal information about language organization and structure
• Provide more practice
Which gives more practice?

• Consistent engagement

• Occasional or eventual engagement
What do students need?

• Massed practice

• Distributed practice
Automaticity

Massed Practice

Practice
Practice
Practice
Practice
Practice
Practice
Turns
More Turns

correct
More Turns

donating whole group
+ during small group
+ during independent work
Keep a “Needs Practice Box” in the Corner of Your Chalkboard

compare/contrast
harvest
plow
un
smooth phrases
Keep Track of Needs

- Group binder
- Wrist band
- Address labels
- Teacher’s edition bookmark
EACH WEEK POST WORDS and DEFINITIONS ON CHALKBOARD OR POCKET CHART

– Put more important words at the top

| word | “Student friendly” definition | Pictures (If needed) |
“Student Friendly” Definitions:

- in their world
- easy for them to understand
- connects to what they already know
Reluctant  
hesitant to act

Can I understand this definition myself? Yes

Do I need a shorter or easier definition to help my students understand the word’s meaning? Yes
Free On-line Dictionary with “Student Friendly” Definitions

Google search for:

Longman Online Dictionary

or try http://www.ldoceonline.com/
From Longman Online Dictionary

re-luc-tant slow and unwilling

Mary was reluctant to swim.
Teacher-Made Websites with Vocabulary Definitions and Pictures

- Scott Foresman at [http://classroom.jc-schools.net/waltkek/](http://classroom.jc-schools.net/waltkek/)
- Houghton Mifflin Vocabulary at [Santa Maria Bonita School District website](https://www.santamariatb.org/)
  (Created by Ontario-Montclair School District)
- Open Court at [www.pcsd.k12.ny.us/projects/open_court/Grade%20content%20Page_files/slide0001.htm](http://www.pcsd.k12.ny.us/projects/open_court/Grade%20content%20Page_files/slide0001.htm)
<table>
<thead>
<tr>
<th><strong>Boom</strong></th>
<th>having fast growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td>work done to earn a living</td>
</tr>
<tr>
<td><strong>Coins</strong></td>
<td>round pieces of metal for money</td>
</tr>
<tr>
<td><strong>Fetch</strong></td>
<td>go get something</td>
</tr>
<tr>
<td><strong>Laundry</strong></td>
<td>place where clothes are washed</td>
</tr>
<tr>
<td><strong>Pick</strong></td>
<td>pointed tool</td>
</tr>
</tbody>
</table>
The teacher made a folder with many pictures to illustrate the meanings of the word dam. (Pictures of beavers and different dams.)

How are these dams different?

Beaver dam

Hoover Dam

Concrete dam
Read Alouds = Out of Their World

More informational text
  - Non-fiction
  - Ranger Rick
  - National Geographic Books and Magazines
  - Scholastic News

(Definitions = In their world)

Dr. Kevin Feldman
Informational Text Ideas

[Image of Ranger Rick magazine cover with a baby gorilla]
Informational Text Ideas

Dr. Kevin Feldman
More Engagement
(Getting 100% to practice)
It is all about how responsive you get the students to be!

Dr. Kevin Feldman
More Responses Using Vocabulary

• More unison choral responses
• More precision partner responses
• More “Think Time” and written responses
• Individual responses only after practice for non-volunteers

Dr. Kevin Feldman
Verbal Language Correction with Model

Student:  “He gots my pencil.”
Teacher:  My turn “He has my pencil.”
          Your turn.

Student:  We done it.
Student:  I ain’t coming to school tomorrow.
Student:  We had sketti for lunch.
Student:  He done hit me.
At our school, we say the whole thing.
Sentence Starter Examples

• Start your answer with “I predict that….”
• Start your answer with “The three reasons John is angry are….”
• Start your answer with “The author tells us that….”
Decodable Sentence Creation

• Enlarge and cut up all the words from a decodable reader
• Set up pocket chart with numbered lines
• Expect sentences to be created by partners in pockets.
• Expect writing of those sentences
I see Dad.
Student-made vocabulary rings with word on one side and “Student Friendly” definition on the back.
Each story’s vocabulary words are on a different color card. This week’s vocabulary words are kept on the top of each student’s desk all week.
Students play “Show me the word that means.”
Partners match word to definitions.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bargain</td>
<td>To keep talking until you get a better deal.</td>
</tr>
<tr>
<td>Machete</td>
<td>A big knife used to cut plants.</td>
</tr>
<tr>
<td>Trading</td>
<td>Giving one thing to get another.</td>
</tr>
<tr>
<td>Schooner</td>
<td>Ship with at least two big sails.</td>
</tr>
<tr>
<td>Pulp</td>
<td>Soft insides of fruit.</td>
</tr>
</tbody>
</table>
Library Pocket to Hold Vocabulary Cards on Each Desk
Person, thing, action, and place
# Vocabulary Ring Ideas

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide students to make each card one at a time.</td>
<td>Partner A turns to word side. Partner B turns to definition. They match cards.</td>
<td>Individuals sort words into 2 or 3 piles:</td>
<td>Get the whole ring out. Partner A turns to word side. Partner B turns to definition. They match cards.</td>
<td>Additional review</td>
</tr>
<tr>
<td>Give student friendly definitions and sketch ideas.</td>
<td>Individuals sort words into 2 piles:</td>
<td>- invisible visible or invisible visible</td>
<td>Listing activity. Tell them which 3 cards to get out and list at least 5 examples of that word</td>
<td></td>
</tr>
<tr>
<td>Students keep cards on top of desks.</td>
<td>- At school at school</td>
<td>- real/not real</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play “Show me the word that means”</td>
<td></td>
<td>- in a store/not</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- I have seen/not</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- immense/tiny/</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ordinary/unusual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- person, place, thing, or action</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Play “Show me the word that means”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>announce</td>
<td>completely</td>
<td>member</td>
<td>wild</td>
<td>wrinkled</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>------</td>
<td>----</td>
<td>-------</td>
</tr>
<tr>
<td>glum</td>
<td>shimmer</td>
<td>rebuild</td>
<td>protect</td>
<td>dusky</td>
</tr>
<tr>
<td>orchard</td>
<td>stream</td>
<td>arrive</td>
<td>ripen</td>
<td>imagine</td>
</tr>
<tr>
<td>beneath</td>
<td>survive</td>
<td>frontier</td>
<td>nutrition</td>
<td>experiment</td>
</tr>
<tr>
<td>sliver</td>
<td>stand</td>
<td>tame</td>
<td>snug</td>
<td>autumn</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>nd</th>
<th>imagine</th>
<th>wild</th>
<th>experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>vive</td>
<td>tame</td>
<td>orchard</td>
<td>beneath</td>
</tr>
<tr>
<td>EE BINGO SPACE!</td>
<td>arrive</td>
<td>dusky</td>
<td>snug</td>
</tr>
<tr>
<td>uild</td>
<td>stream</td>
<td>member</td>
<td>ripen</td>
</tr>
<tr>
<td>urnn</td>
<td>nutrition</td>
<td>protect</td>
<td>winkled</td>
</tr>
<tr>
<td>mmer</td>
<td>sliver</td>
<td>announce</td>
<td>glum</td>
</tr>
<tr>
<td>npletey</td>
<td>frontier</td>
<td>Shuffle Words</td>
<td></td>
</tr>
</tbody>
</table>
## Gr. 2 Vocabulary BINGO Routine

<table>
<thead>
<tr>
<th>Monday (Day 1)</th>
<th>Tuesday (Day 2)</th>
<th>Wed. (Day 3)</th>
<th>Thursday (Day 4)</th>
<th>Friday (Day 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce new vocabulary words to whole class</td>
<td>1. Teacher calls words for whole class</td>
<td>1. Teacher calls words for whole class</td>
<td>1. Teacher calls words for whole class</td>
<td>1/3 partner read</td>
</tr>
<tr>
<td>2. Teacher calls words for whole class and explains caller selection</td>
<td></td>
<td></td>
<td>2. Students audition for 3 Friday BINGO callers</td>
<td>1/3 BINGO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1/3 reading group with teacher</td>
</tr>
<tr>
<td></td>
<td>1. Practice partner reading whole class</td>
<td></td>
<td>1. Practice partner reading whole class</td>
<td>1/3 partner read</td>
</tr>
<tr>
<td></td>
<td>Add correction procedure</td>
<td></td>
<td>Assign places</td>
<td>1/3 BINGO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1/3 reading group with teacher</td>
</tr>
</tbody>
</table>
Identify Student Needs in Vocabulary:

1. More direct instruction when introducing words?
2. More idiom instruction?
3. More visuals and gestures?
4. More deep processing?
5. More practice with and exposure to words?
   More engagement?
6. More word awareness?
5. More Word Awareness
Word Use Recognition

• Reward students for seeing, saying, hearing, and using vocabulary words
• Some ideas:
  – Word Wizard Points earn class reward
  – Rocks in a jar
  – Names on a chart
  – Initials on the chalkboard
  – Ring the vocabulary bell
Flags on Words

reluctant

Lakisha
Jamal
Tonisha
Jose
Jar of Rocks
Identify Student Needs in Comprehension:

1. More direct instruction of comprehension skills and strategies?
2. More modeling of strategies?
3. More practice with strategies?
4. More visuals?
5. More engagement?
6. More oral language?
7. More background knowledge?
1. More Direct Instruction in Skills and Strategies
2. More Modeling
3. More Practice
Think diagnostically.

• What’s the comprehension problem?
• What’s the fix?
It is all about how responsive you get the students to be!
Teaching a Strategy

• I do it.

• We do it.

• You do it.

Dr. Anita Archer
Teaching Summarizing

• I do it.
  (Modeling, explaining why, when, and how)

• We do it.
  (Supported practice, pairs, small groups and whole class with lots of feedback and remodeling as needed)

• You do it.
  (Independent practice)
Summarizing
Teaching Summarization by Paragraph Shrinking (Fuchs et al.)

Steps:

1. Name the who or what the paragraph is about in a brief phrase.
2. Identify two or three important details about the topic.
3. “Shrink” the paragraph by stating the main idea in 10-15 words or less.
Teaching Paragraph Shrinking

• I do it.
  Demonstrate, model the steps and rationale
  Teach partners how to correct

• We do it.
  Assign partners
  Partners practice shrinking in appropriate text

• You do it.
  Add paragraph shrinking to daily oral partner reading
  Hold students accountable by assigning writing tasks with paragraph shrinking
A battered old hat, a pair of stained gloves, a child’s silly rhyme - hardly the stuff of history. Except that this hat is a stove-pipe hat, the gloves are stained with a president’s blood and the rhyme was written by a young Abraham Lincoln. All are part of an immense private collection put together by a Lincoln fan. Now the collection is about to go public after being purchased for the Abraham Lincoln Presidential Library. The collection contain hundreds of letters but it’s strength lies in the array of personal everyday items of the 16th president, his wife and his assassin.
4. More Visuals
Use a graphic organizer

1. Name the who or what this is mostly about.
A battered old hat, a pair of stained gloves, a child’s silly rhyme - hardly the stuff of history. Except that this hat is a stove-pipe hat, the gloves are stained with a presidents blood and the rhyme was written by a young Abraham Lincoln. All are part of an immense private collection, put together by a Lincoln fan. Now the collection is about to go public after being purchased for Lincoln Presidential Library. The collection contain hundreds of letters but its strength lies in the array of personal everyday items of the 16\textsuperscript{th} president, his wife and his assassin.
1. Name the who or what this is mostly about.  
a private collection
1. Name the who or what this is mostly about. **a private collection**

2. Identify two or three important details about the what.
A battered old hat, a pair of stained gloves, a child’s silly rhyme - hardly the stuff of history. Except that this hat is a stove-pipe hat, the gloves are stained with a president’s blood and the rhyme was written by a young Abraham Lincoln. All are part of an immense private collection, put together by a Lincoln fan. Now the collection is about to go public after being purchased for the Lincoln Presidential Library. The collection contain hundreds of letters but its strength lies in the array of personal everyday items of the 16th president, his wife and his assassin.
1. Name the who or what this is mostly about.  
   a private collection

2. Identify two or three important details about the what.

   1. About to go public
   2. Purchased by the Presidential Library
   3. Many, many personal items
1. Name the who or what this is mostly about: a private collection

2. Identify two or three important details about the what:
   1. About to go public
   2. Purchased by the Presidential Library
   3. Many, many personal items

3. “Shrink” the paragraph by stating the main idea in 10-15 words or less.
A private collection of many personal items of President Abraham Lincoln is about to go public because it was purchased by his presidential library.
A private collection of many personal items of President Abraham Lincoln’s is about to go public because it was purchased by his presidential library.

15 words
What Teacher Did in Addition to the Teacher’s Guide

• Discovered that the activity to teach summarizing did not help most kids
• Found, taught and posted summarizing rules
• Added many structured discussions with 100% participation
• Added summarizing model and practice with text from the core program which was typed out or copied
• Added individual writing in a summarizing graphic organizer
Inferring
Teaching a Strategy

• I do it.

• We do it.

• You do it.

Dr. Anita Archer
Teaching Inferring

• I do it.
  (Modeling, explaining why, when, and how)

• We do it.
  (Supported practice, pairs, small groups and whole class with lots of feedback and remodeling as needed)

• You do it.
  (Independent practice)
Inferring means to read like a detective.

(Picture of a child reading labeled what you already know, Picture of book labeled What the author tells you, both pictures are pointing to a box saying inference.)

What you already know  What the author tells you

inference
1. I already know that ........... and the author says that ........... so I infer that ...........
Provide practice inferring about the use of simple objects.

I do.
We do.
You do.
Inferring means to read like a detective.

Practice inferring without reading.
Possible Objects

Hold up different objects and alternate partners responding with ‘I know ............ (touching your head) so I infer that......

Some ideas of objects:
• Pill box then a pill (to stimulate inferring)
• Bicycle chain or fly wheel then a wheel
• Rubber belt then a small motor
• Computer chip
• Unusual shop or office tools
• Unusual key
Provide practice inferring about simple oral sentences.

I do.
We do.
You do.
It was the middle of the day and there were no children on the school playground.
Provide practice inferring about simple written sentences.

I do.
We do.
You do.
Friday we cleaned our desks and took everything home.”
Say “The author says……

Friday we cleaned our desks and took everything home.”

Say “I already know when we clean out our desks that……… so I infer that……….”
Provide practice inferring after reading three simple sentences.

I do.
We do.
You do.
The dog’s dish is empty.
The dog is near his dish.
The dog is whining.
The dog’s dish is empty.
The dog is near his dish.
The dog is whining.
The student was out of school for a week. She came back with a cast on her arm. She was very tan.
The car was stopped by the side of the road.
One side of the car was lower than the other.
The driver was looking into her open trunk.
Provide practice inferring after reading in the core program text.
What Teacher Did in Addition to the Teacher’s Guide

• Discovered that the activity to teach inference did not help most kids
• Created inference definition to teach and post
• Added many structured discussions with 100% participation
• Added inference practice about objects, a sentence, and 3 sentences, then text
• Added individual writing in a inference graphic organizer
Sequence of Events

1.

2.

3.

4.
Sequence of Events in Alexander, Who Used to Be Rich Last Sunday

1. Grandma and Grandpa gave Alexander a dollar.

2. Alexander bought bubble gum at the store for 15 cents.
www.graphicorganizers.com
5. More Engagement
Whole Group: Comprehension discussions with partners

- Precision Partner Work
  1. “Buddy up”
  2. Hallway Buddy / Window Buddy
  3. Give Hallway Buddy a specific question to answer. Give Window Buddy a listening job. Examples:
     1. Hallway Buddy: Tell Window Buddy two reasons that Grandpa was angry.
     2. Window Buddy: Hold up a finger for each correct reason then add one more reason that was not said.
Whole Group: Comprehension discussions with partners

• More Examples:
  1. Hallway Buddy: Tell Window Buddy three ways that Grandpa was like Mary. Start with “They both….”
  2. Window Buddy: Hold up a finger for each correct way that you hear.
  3. Window Buddy: Tell Hallway Buddy three ways that Grandpa was not like Mary. Start with “Grandpa did not….”
  4. Hallway Buddy: Hold up a finger for each correct way that you hear.
More Structured Discussions

Dr. Kevin Feldman
• Appropriate Question
  – Can all students respond?
  – Any vocabulary in the question that needs pre-teaching?

• Structured Thinking/Processing Time
  – Adequate wait time – often write first
  – Appropriate sentence starter/frame if needed

• Partner Rehearsal
  – Practice responding/give feedback/make improvements

• Unified Class discussion
  – Random calling on students- no hand raising
  – Authentic volunteers at the end
  – Listen by writing

Dr. Kevin Feldman
Example

From a typical reading program:

• Connect to the theme” Tell students that you are going to reading aloud an exciting account of an interesting discovery.

• Ask students what they know about bats. If necessary provide information about bats, especially that they are nocturnal and sometimes live in caves.
• Appropriate Question
  – Can all students respond? Yes
  – Any vocabulary in the question that needs pre-teaching? No
• Structured Thinking/Processing Time
  – Structured writing time for all (ADD THIS!!)
• Partner Rehearsal
  – Practice responding/give feedback/make improvements
• Unified Class discussion
  – Random calling on students- no hand raising
  – Authentic volunteers at the end
  – Listen by writing

Dr. kevin Feldman
Let’s say nocturnal together. It means...
Let's say nocturnal together. It means... I, while the other circles say fly with the words but not a bird next to it, eat, live, and appearance.
Verbal Rehearsal

- Hallway partner start discussion with “One interesting fact about bats is…."
- Window partner then tell “Another interesting fact about bats is that…….”
- Alternate back and forth until all facts form graphic organizer have been said.
Unstructured

• No academic vocabulary
• No think time
• No partner rehearsal
• Volunteers answer
• Many left out

Structured

• Vocabulary taught
• Think time/write time
• Partner rehearsal
• Every student engaged
• Volunteers only after all answer

Dr. Kevin Feldman
Lookback
Directions: For items 1–10, fill in the circle in front of the correct answer. For items 11–12, write the answer.

1. Why does Lydia go to live with Uncle Jim?
   A. because her parents want her to go to school in the city
   B. because she wants to learn how to bake
   C. because she wants to plant flowers
   D. because Uncle Jim is helping out until her father gets work

2. Why does Lydia feel that she can help Uncle Jim?
   A. because she is his niece
   B. because she is small but strong
   C. because she is anxious to learn baking
   D. because she knows a lot about gardening

3. What excites Lydia when she arrives at Uncle Jim’s?
   A. seeds and bulbs
   B. a garden and sidewalk
   C. window boxes and sunshine
   D. a pretty dress and a hat

4. What does Lydia Grace notice about Uncle Jim?
   A. He doesn’t talk.
   B. He doesn’t smile.
   C. He loves drawings.
   D. He has a big nose and mustache.

5. Lydia Grace thinks Uncle Jim likes the poem she wrote because he ________.
   A. read it aloud and put it in his pocket
   B. said that he liked it
   C. smiled but said nothing about it
   D. ________
11. What trick does Lydia Grace play on Uncle Jim?

Lydia Grace plays a trick on Uncle Jim in the kitchen. She tricks him into thinking that ……………… ………………

12. When Lydia Grace says, “I truly believe that cake equals one thousand smiles,” what does she mean?

When Lydia Grace says that, she really means ………………

(apprehension tests)
Selection Comprehension Responses

• Question #1 (Select from the “Think About It” Page in Student text)


Scoring

<table>
<thead>
<tr>
<th>Topic Sentence</th>
<th>=____(1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason #1</td>
<td>=____(1 pt)</td>
</tr>
<tr>
<td>Reason #2</td>
<td>=____(1 pt)</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td></td>
</tr>
</tbody>
</table>


Question #2 (Select from the “Think About It” Page in Student text)

Scoring

<table>
<thead>
<tr>
<th>Topic Sentence</th>
<th>=____(1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason #1</td>
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</tr>
<tr>
<td>Reason #2</td>
<td>=____(1 pt)</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td></td>
</tr>
</tbody>
</table>
6. More Oral Language
Sally Ride

Dutch Boy

Main Ideas

Experience/skill

Difficulty of bravery

Purpose of bravery

Results or Impact of bravery

So what? What is important to understand about this?
<table>
<thead>
<tr>
<th>Determination</th>
<th>deciding to do something even when it is difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>risk-taking</td>
<td>doing things that involve risks in order to achieve something</td>
</tr>
<tr>
<td>Courageous</td>
<td>brave</td>
</tr>
<tr>
<td>Brave</td>
<td>dealing with danger, pain or difficulty with confidence</td>
</tr>
<tr>
<td>Persistence</td>
<td>continuing to do something even though it is difficult or people do not want you to do it</td>
</tr>
<tr>
<td>Astrophysics</td>
<td>scientific study of the stars and the forces that influence them</td>
</tr>
</tbody>
</table>
Sentence Starter for Contrasting

Dr. Sally Ride was the only character who .......... 

The little Dutch boy was the only character who .......... 

  did ...................... 

  went ...................... 

  decided to ..............
Sentence Starter for Comparing

Both Dr. Sally Ride and the little Dutch boy
were..................
seemed to..................
showed that they were..........needed to........................ended up.........decided to.............
7. More Background Knowledge
Background Information Sources

- Read alouds
- Non-fiction student magazines
- Instructional videos
- Picture books
- Library books
- Online search engines