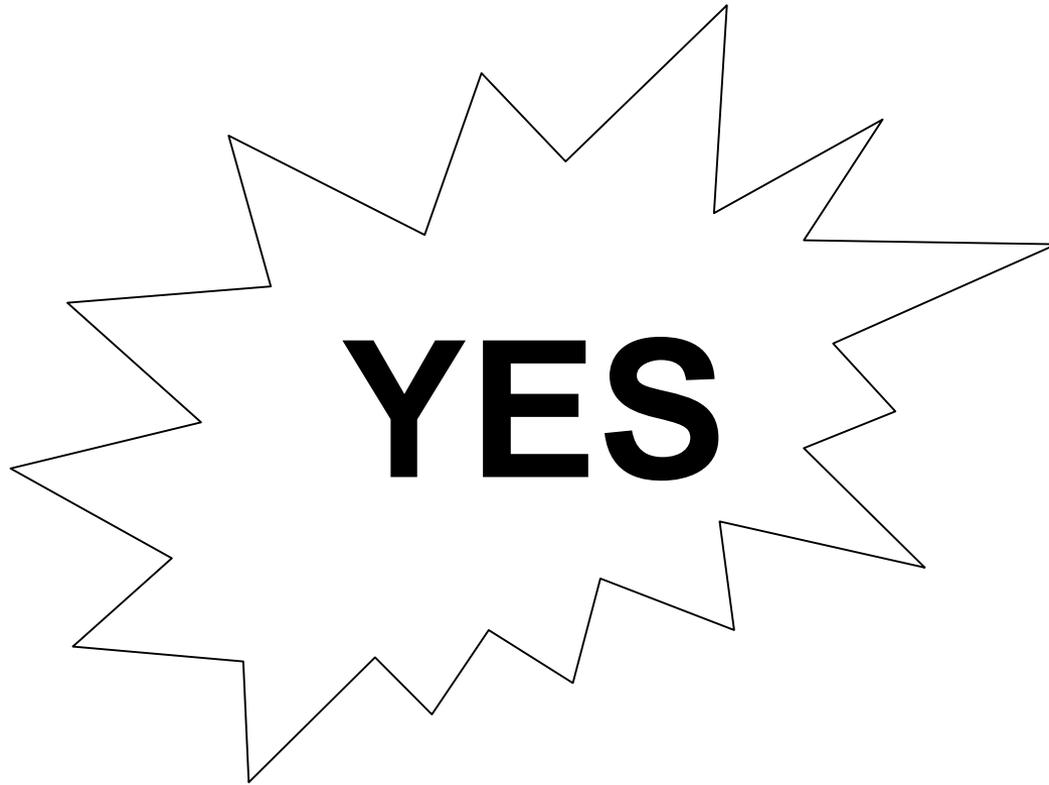


# **How to Get More Out of Your Core Reading Program**

**Can your school get  
better results  
next year  
with the same  
program?**

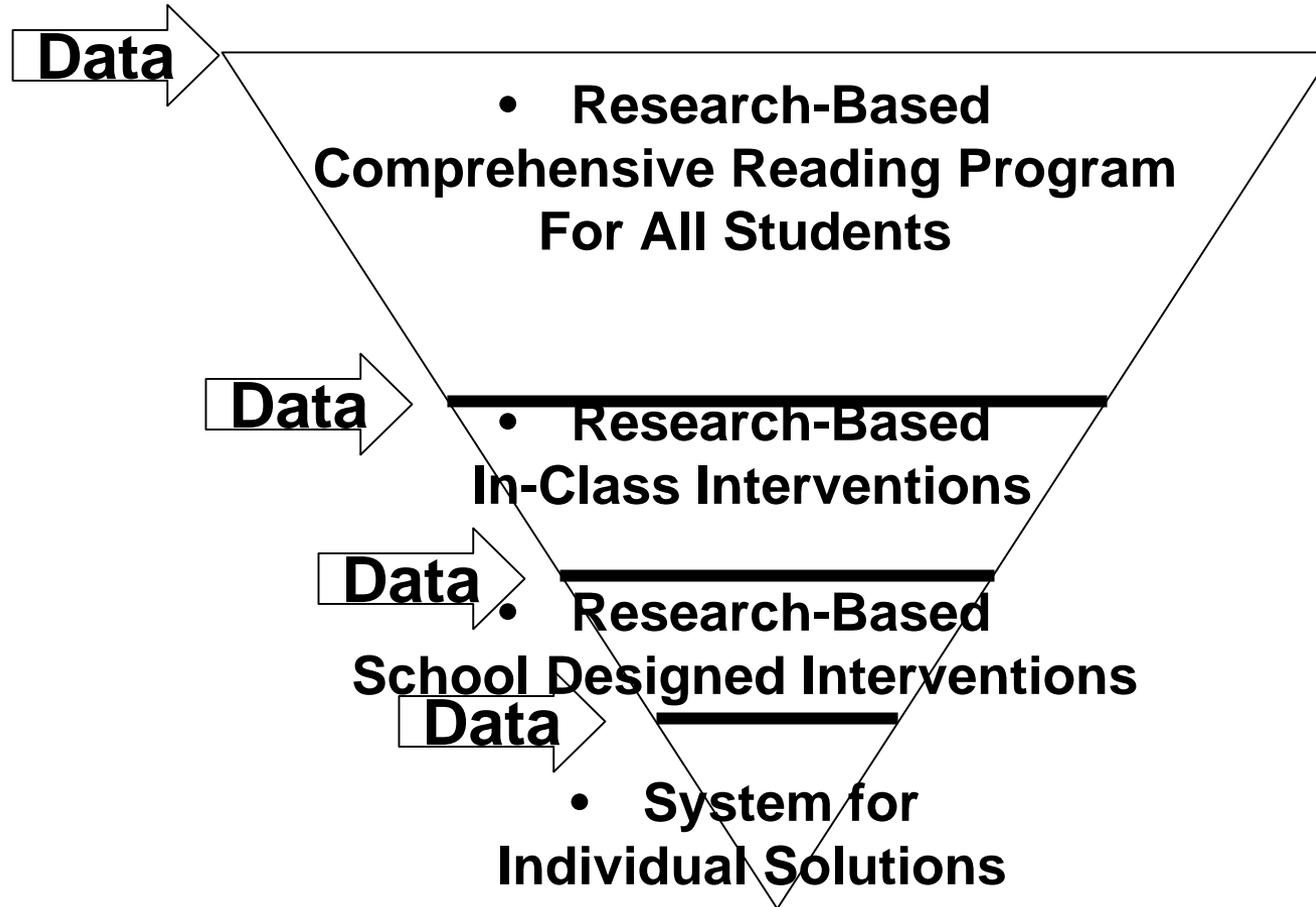


# **Major Reasons for Differing Results**

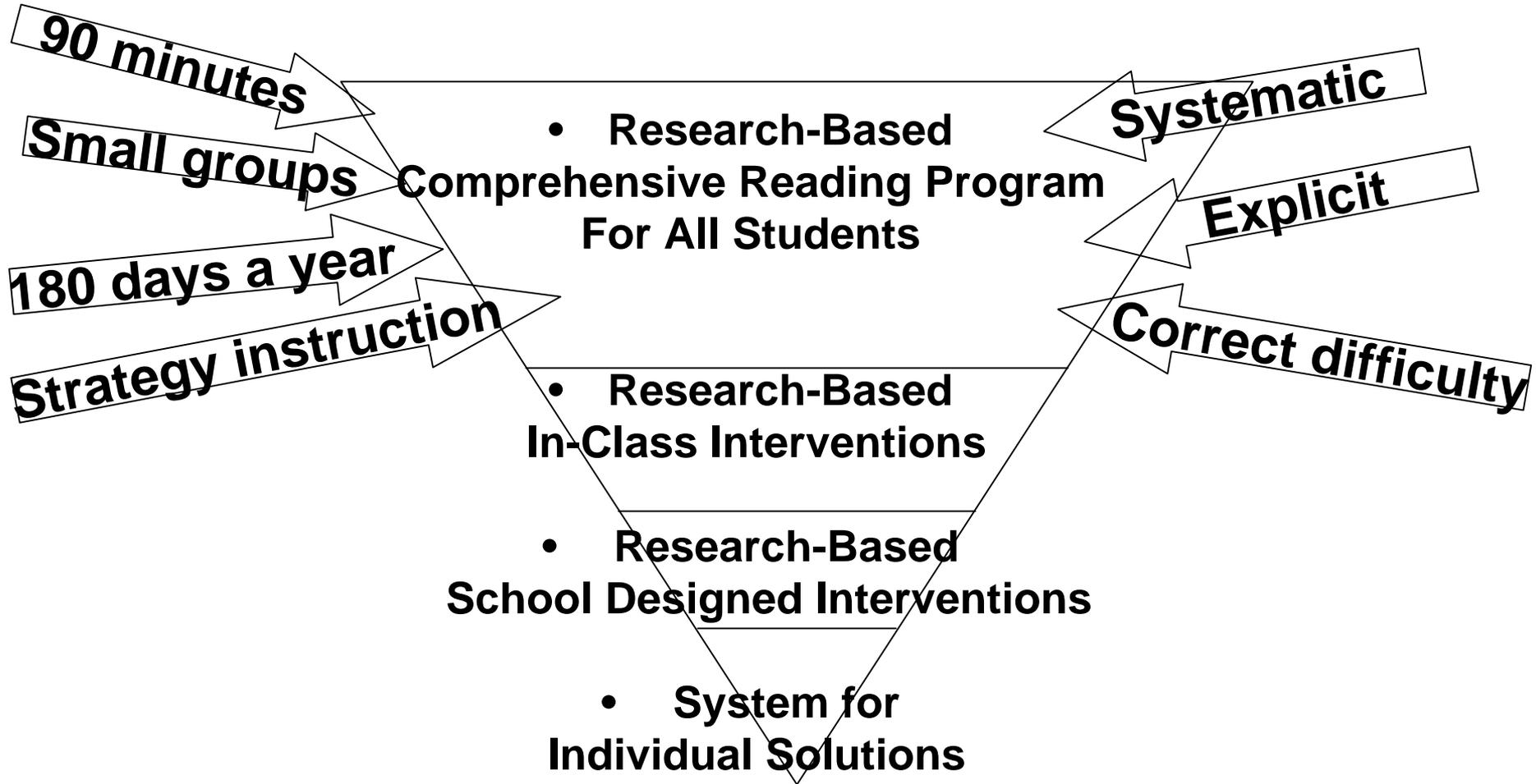
**1. Varying degrees of staff  
implementation of the program  
engagement  
classroom management  
needed practice  
direct instruction**

**2. Varying degrees of using  
assessment to adjust instruction**

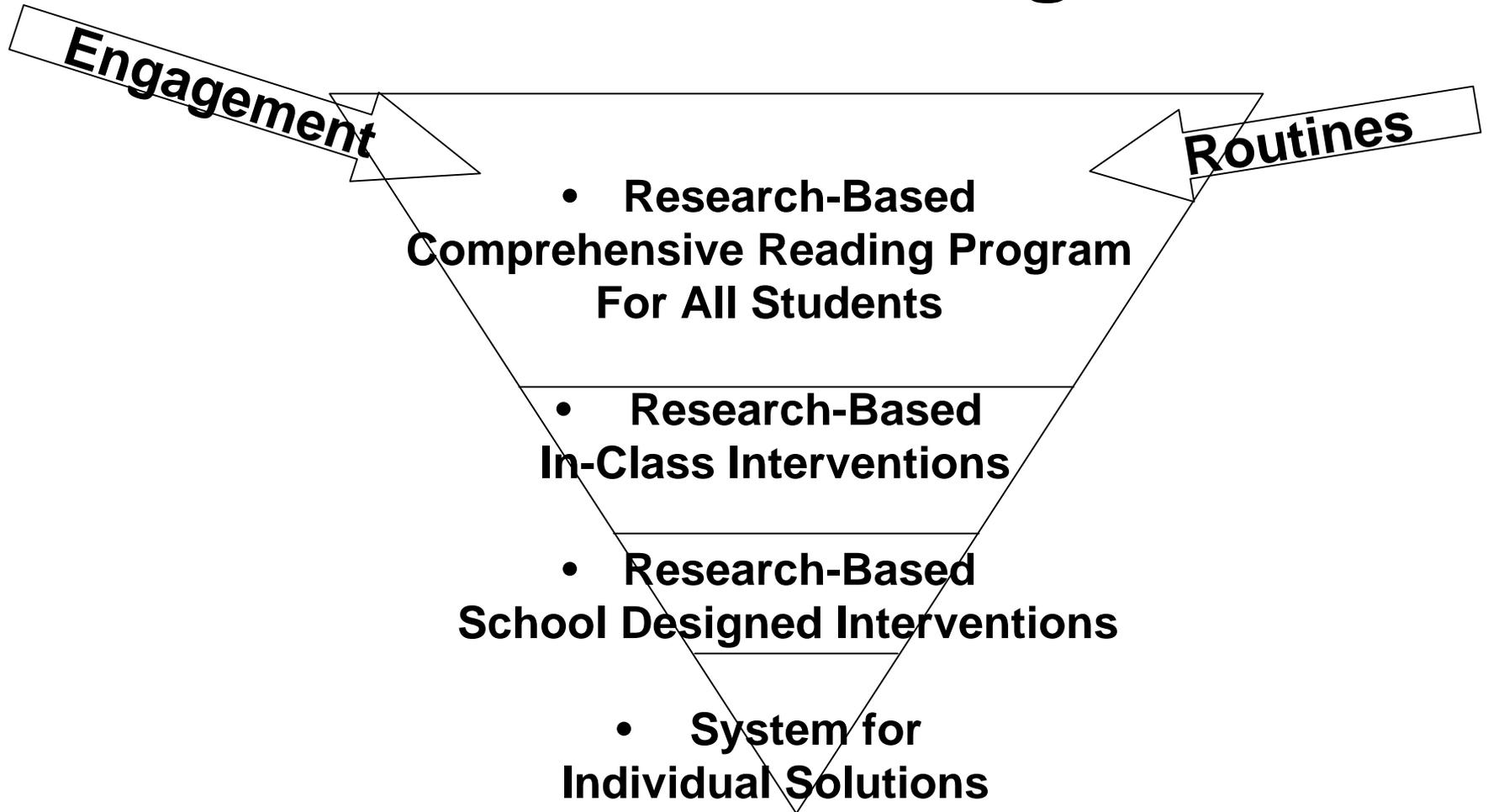
# More Students Reading At-Level



# More Students Reading At-Level



# More Students Reading At-Level



**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

**safety tip**

**way to keep from getting hurt**

**Reluctant**

**I don't want to do it!**

**Imagination**

**many pictures and ideas in your mind**

**Expression**

**really shows how you feel or think**

**Announce**

**officially tell people something**

**swivel chair**

**chair that turns around**



**Applaud**

**clap**

**Auditorium**

**large room for performing for others**

**Audience**

**group of people watching**



Book Cover

**reluctant**

**enormous**

**imagination**

# 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**

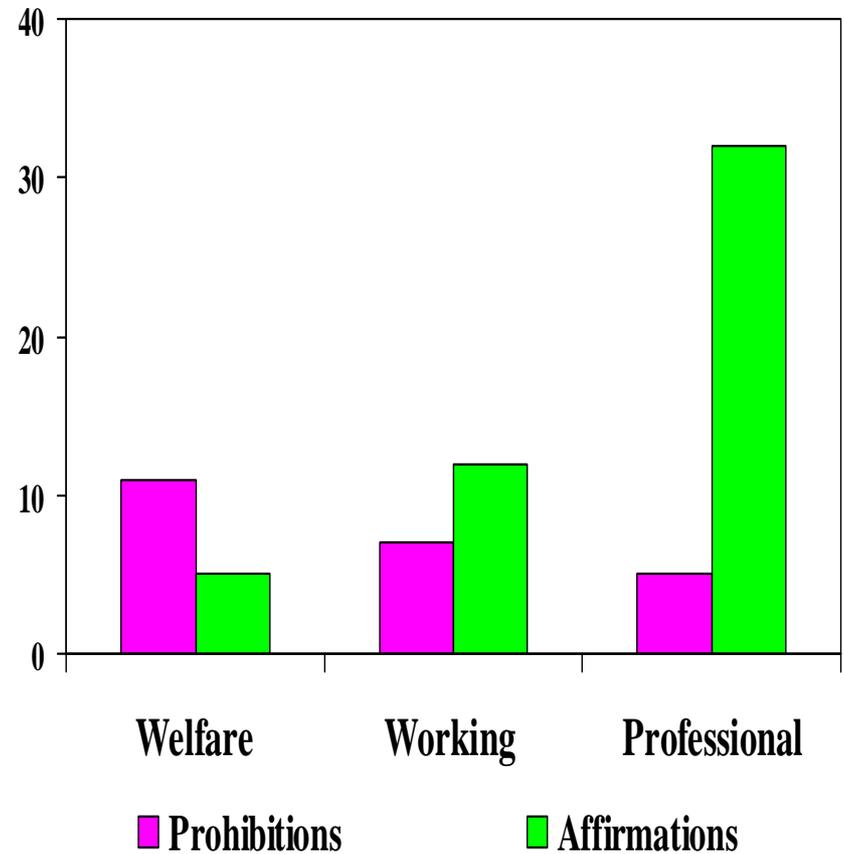
- Precision partner discussion
- Jobs for speaker and listener
- Teacher monitored partner discussion and gave feedback

# 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*

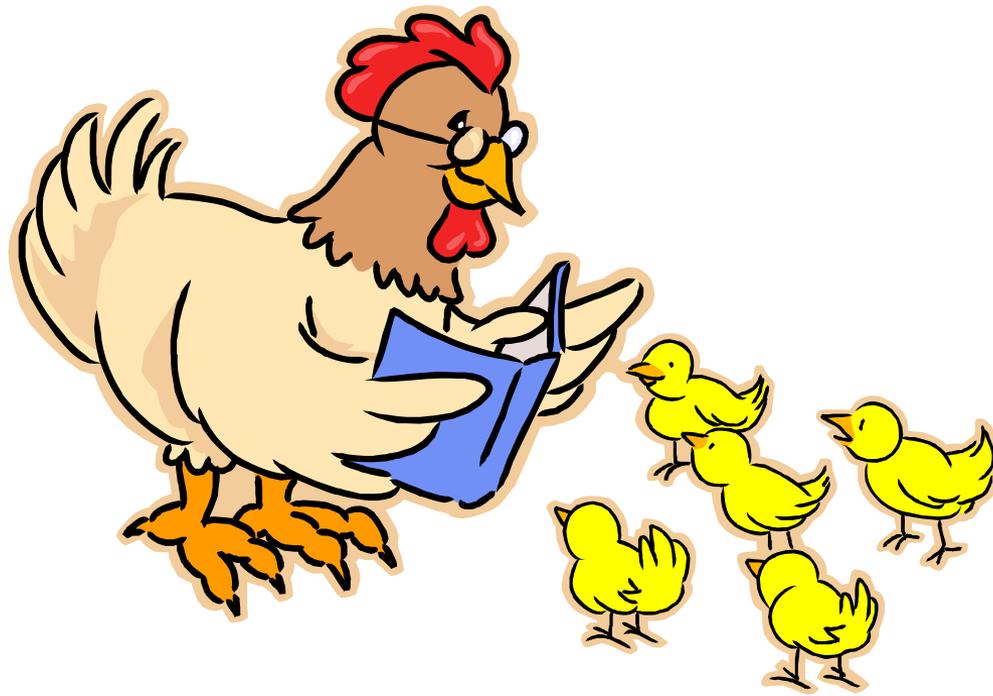




**Cover material - Expose**

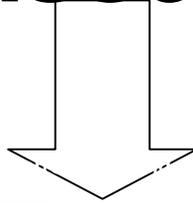
# **Change to a More Effective Approach**



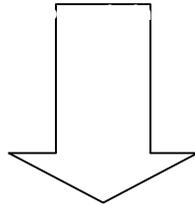


**Teach to mastery and  
intervene immediately**

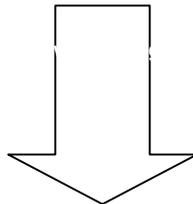
**Assess**



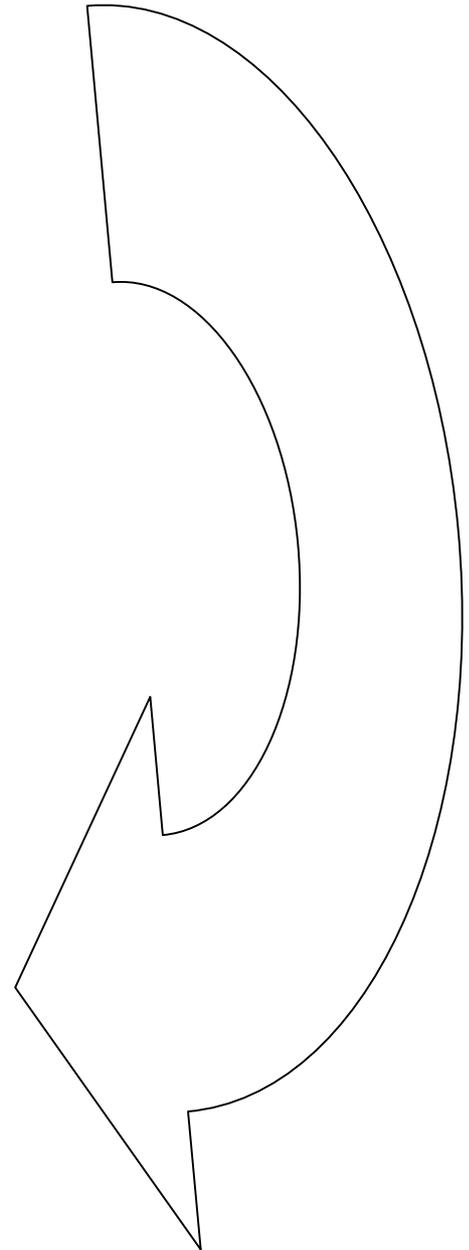
**Teach**



**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

Pessimism

## 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

## REFOCUSING/COLLABORATION

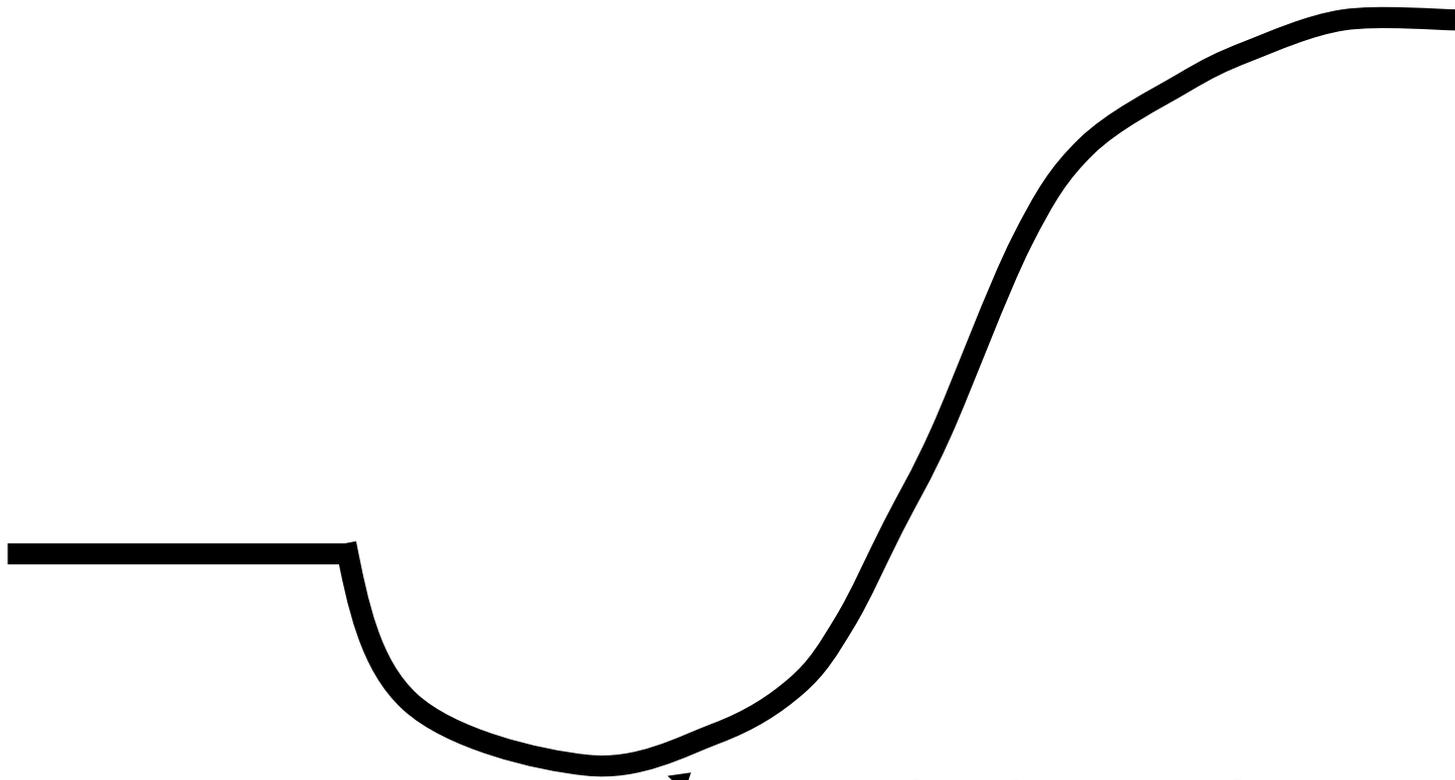
Teamwork, focus and planning, commitment to making changes effective, “I can see some things working!”

## CONFIDENCE

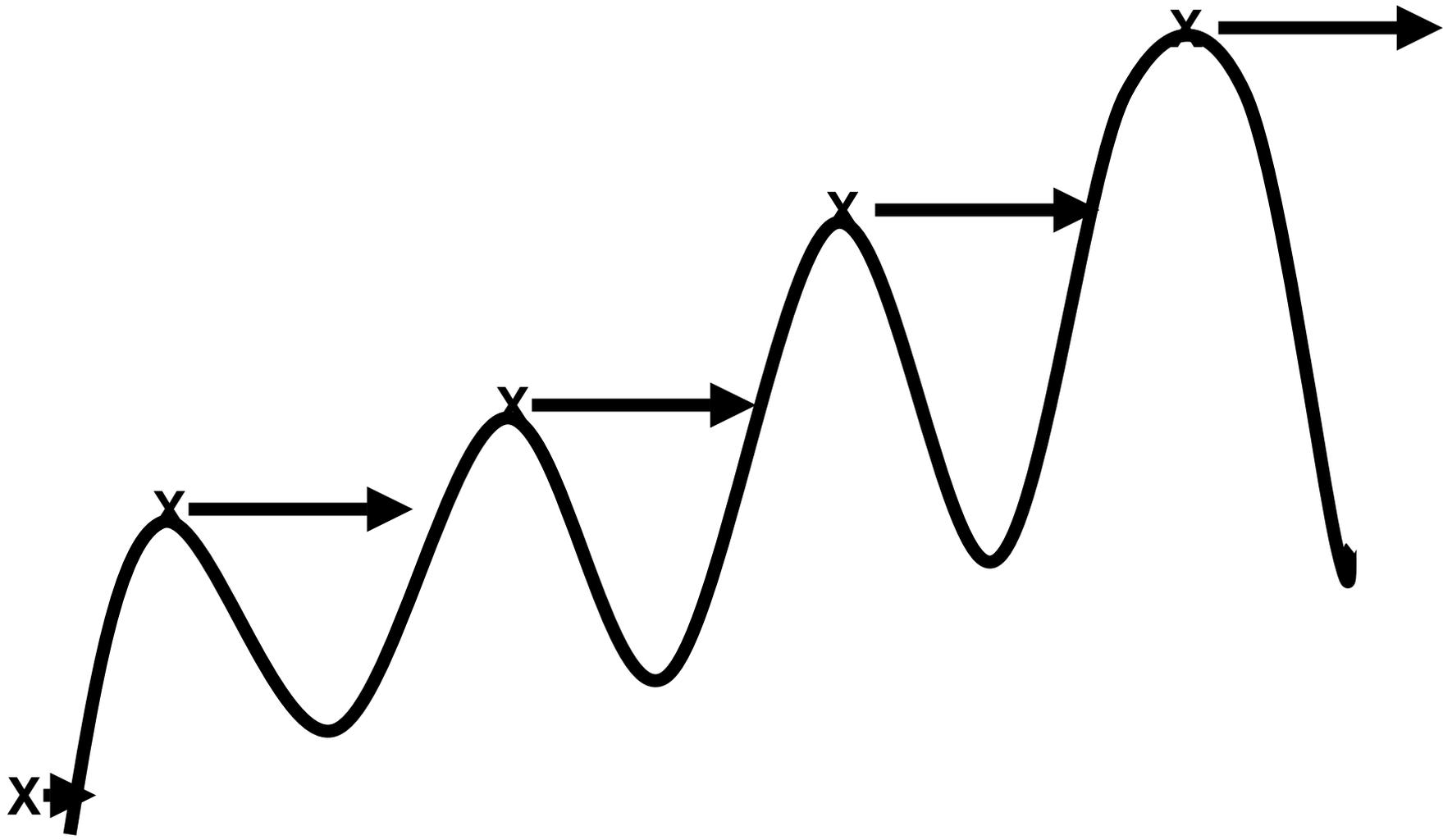
Teamwork, focus and planning, commitment to making changes effective, feelings of accomplishment “We can do this!”

Time

# Implementation Dip

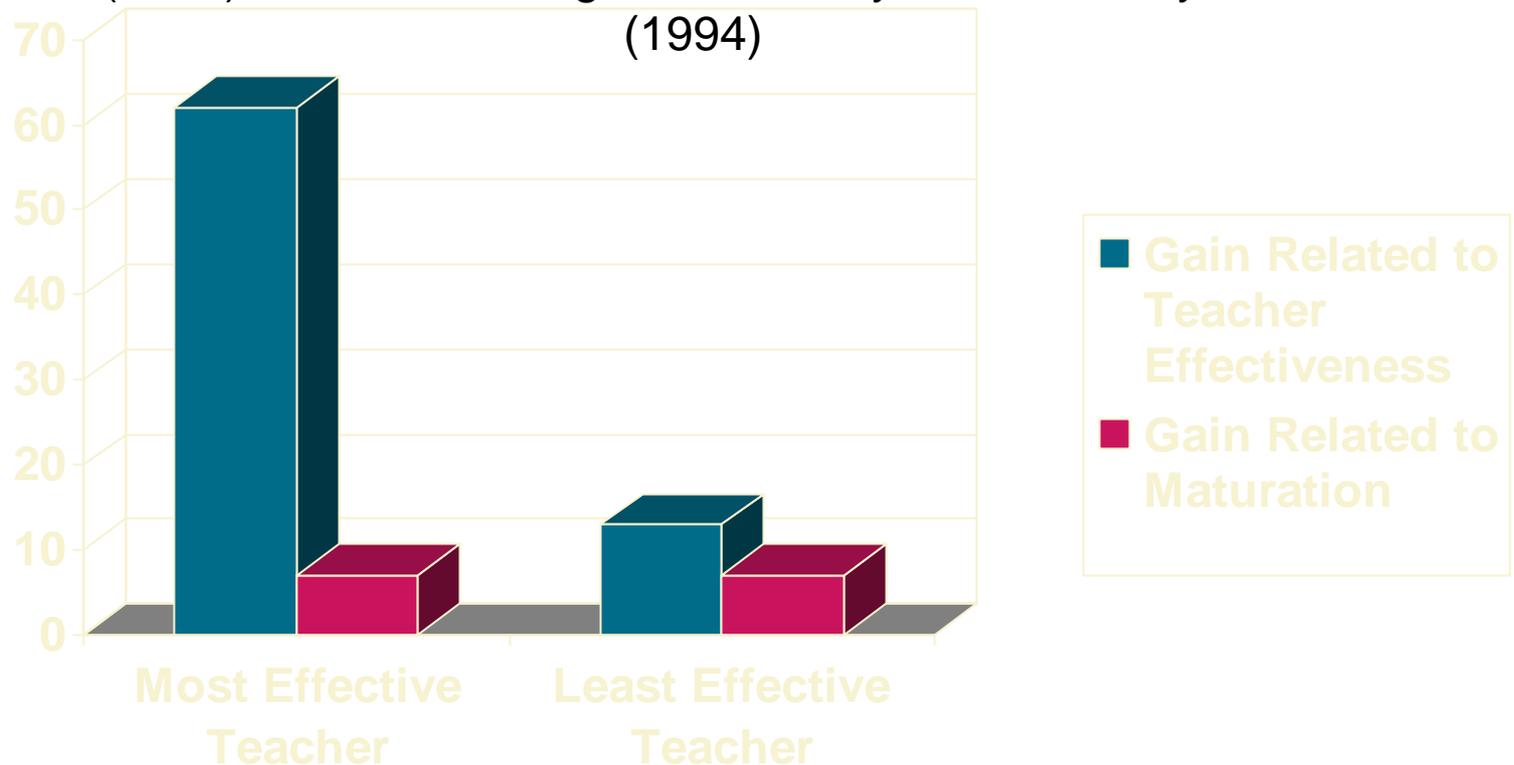


Just because there are problems  
doesn't mean you are on the  
wrong track.



# Impact of Teacher Effectiveness on Student Achievement

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



*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

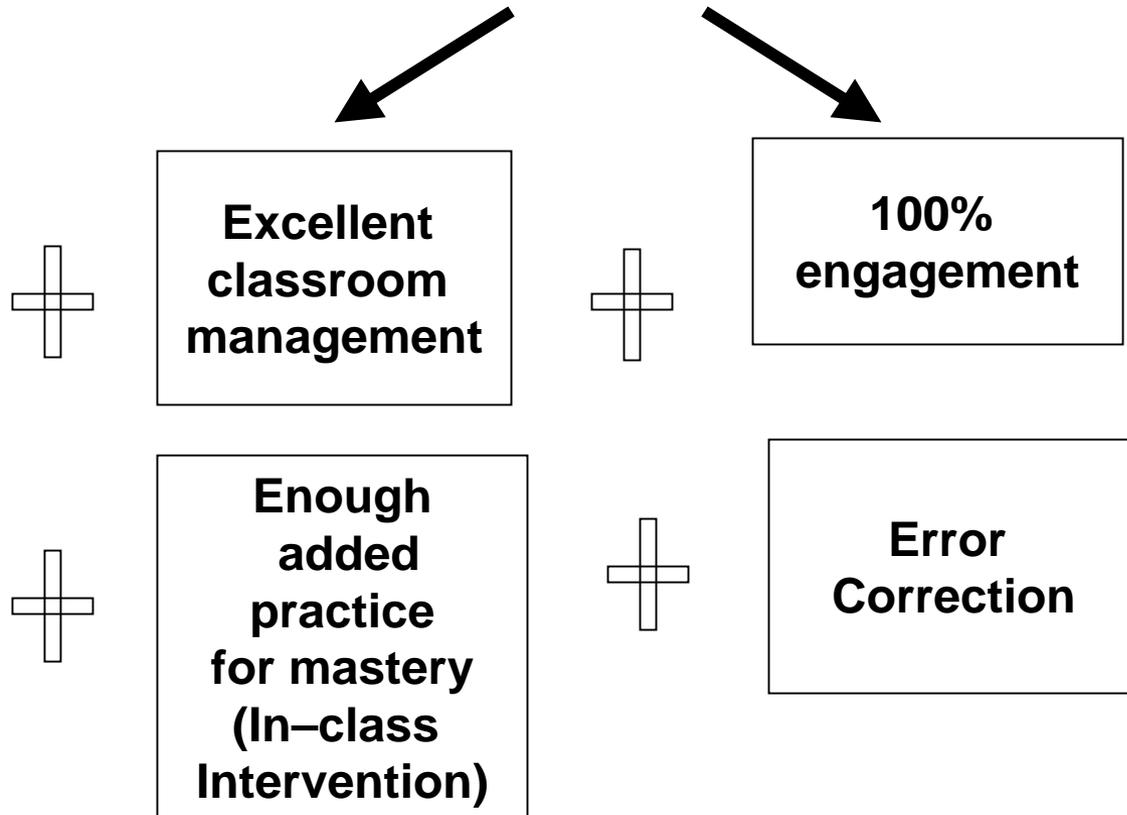
American Federation of Teacher

# How to Provide 90 Minutes of Reading Instruction that is Faithful to the Program

Program

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

You add the rest



**Comprehensive  
Reading Program**

**+**

**Excellent**

**Classroom Management**

**90 minutes**

**-5**  

---

**85**

**-5**  

---

**80**

**-5**  

---

**75**

**-5**  

---

**70 minutes of reading**

**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**

## + Excellent Classroom Management

- (On chalkboard when class enters)

**Write 3 words from the story  
that tell about ranches.**

**Draw a picture of the meaning.**

**1.**

**2.**

**3.**

## + Excellent Classroom Management

- (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.**

## + Excellent Classroom Management

- (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.....**

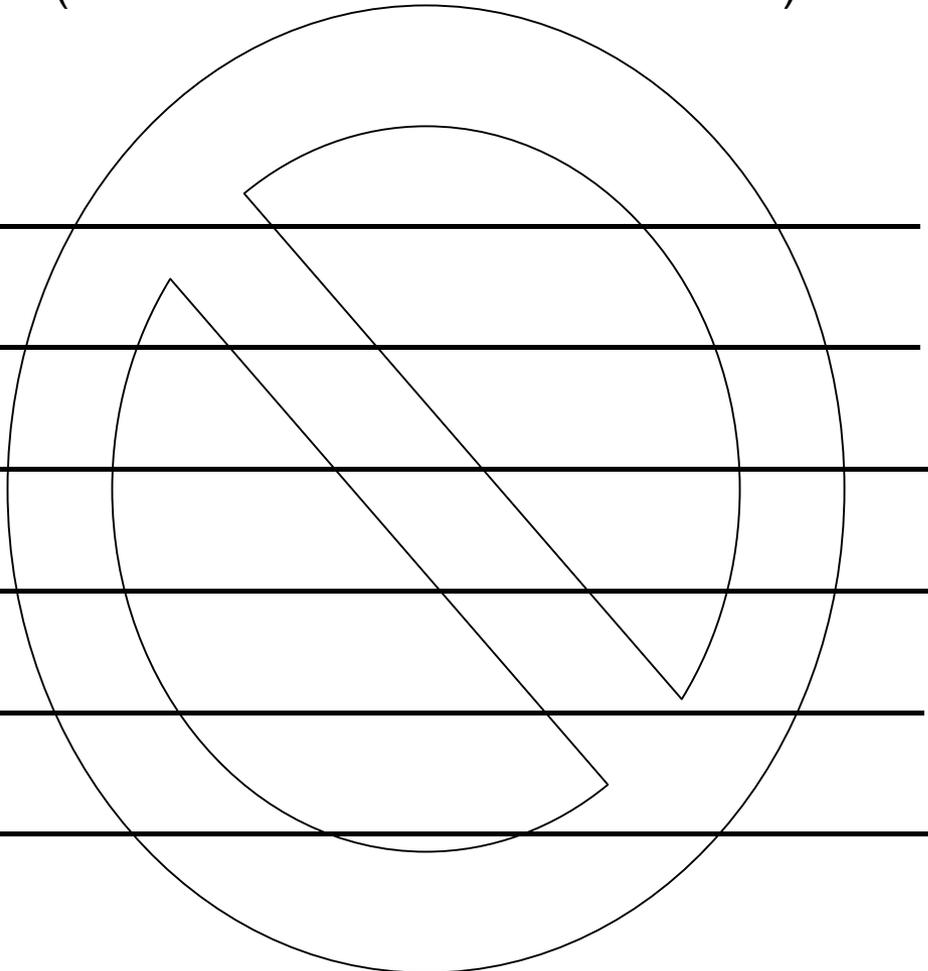
**2.Why.....**

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 \_\_\_\_\_

## + Excellent Classroom Management

(On chalkboard when class enters)

1. Characters \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Setting \_\_\_\_\_

3. Problem \_\_\_\_\_

4. Solution \_\_\_\_\_

## + 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

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Sight words</b>	A BINGO	B CUBE GAME	A BINGO	B CUBE GAME	A BINGO
<b>Phonics and Blending</b>	Circle this week sounds and sight words in decodables	Phonics sort	A Toughie charts with partner		A Toughie charts with partner
<b>Fluency</b>	1. Read decodable to partner	2. Read decodable to partner	3. Read at-level reader to partner	4. Read at-level reader to partner	5. Read anthology to partner
Extra fluency practice when done	Phonics phone take decodable home	Tape record decodable	Frog and Toad books	Frog non-fiction tub	Self-select
<b>Vocabulary</b>	1. Make vocabulary ring cards	2. Enter vocabulary words in log	3. Deep processing activity	4. Vocabulary BINGO	5. Vocabulary test
<b>Comprehension</b>	Workbook comprehension skill pages	Character setting, problem solution	Paragraph summary	Graphic organizer for this week	Comprehension test

**Reading Partners**

**Josh and Juan**

**Maria and Sari**

**Jamal and Jason**

**Jodi and Tonisha**

**Manuel and Nathan**

**Tyra and Jorge**

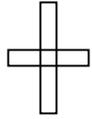
**Jennifer and Amelia**

**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**

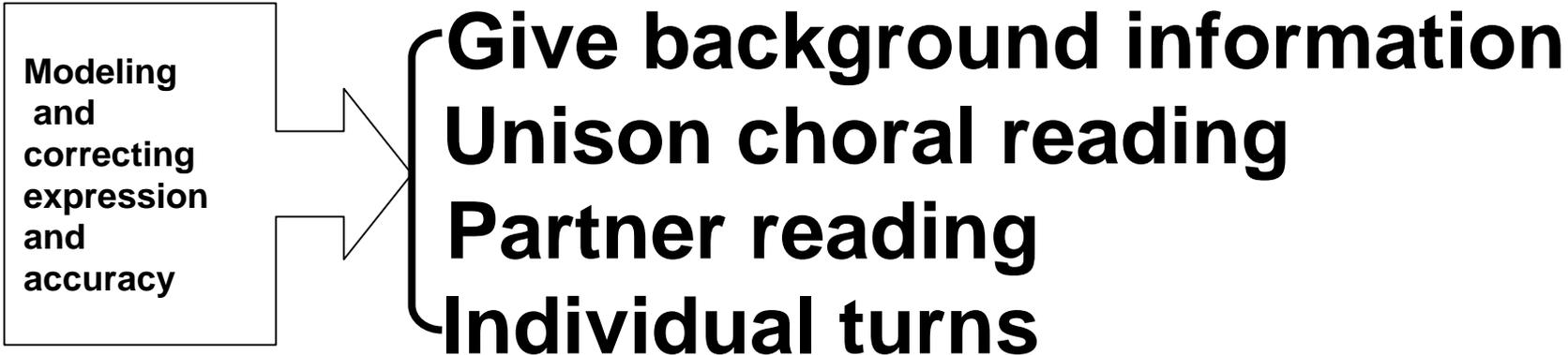
**Give background information**

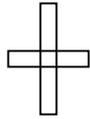
**Unison choral reading**

**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**

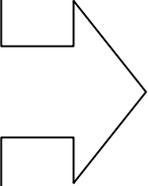
**Unison choral reading**

**Partner reading**

**Individual turns**

**Text endurance**

**Modeling  
and  
correcting  
expression  
and  
accuracy**



# **Excellent Classroom Management**

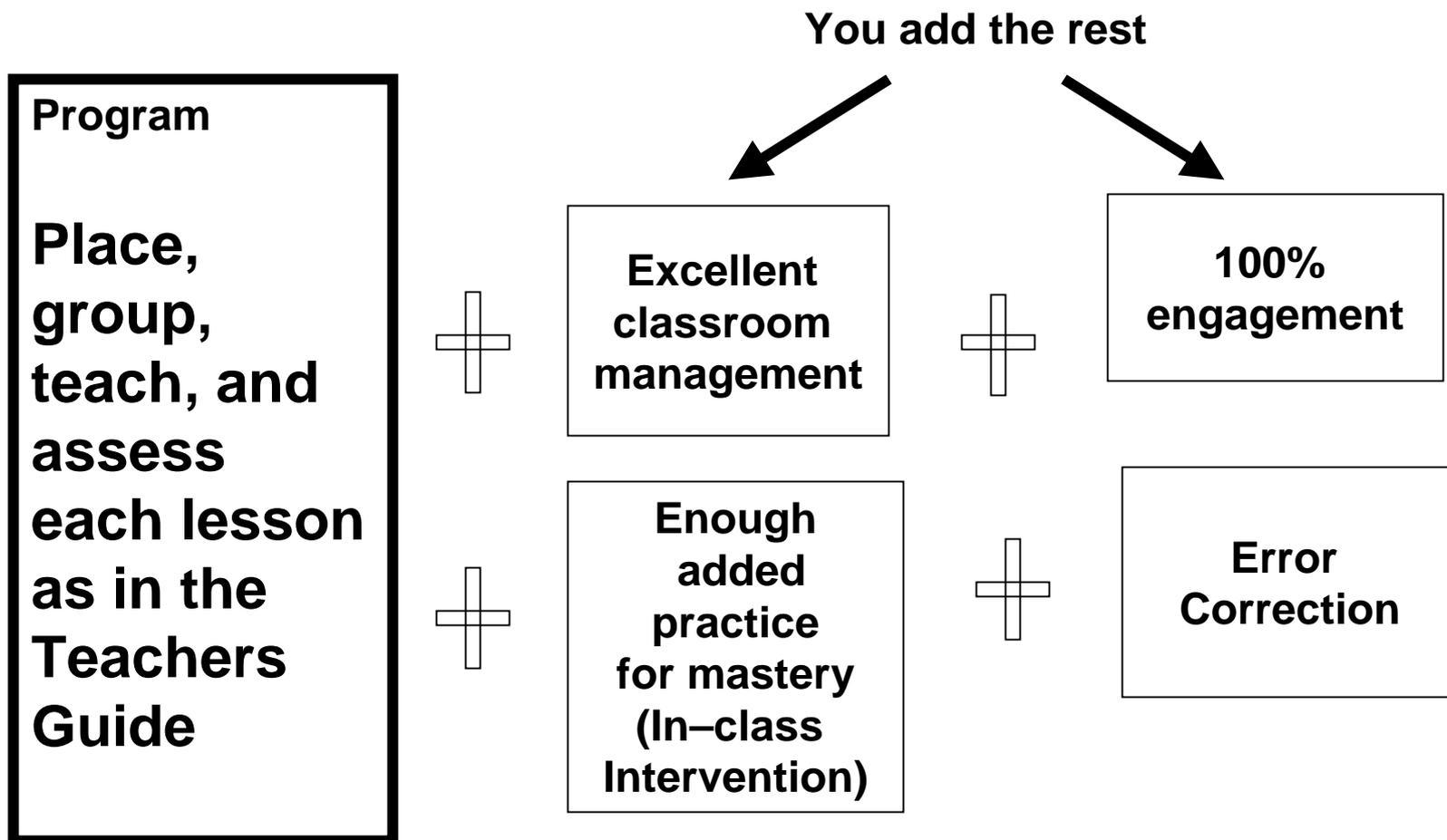
- **Classroom set-up for efficient instruction, routines, and monitoring**
  - **Materials ready**
  - **Noise minimized**
  - **Traffic routes**
  - **Scanning ease**
  - **Small group table**
  - **Group tubs**
  - **Appropriate centers**

# 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



**Determination**

**deciding to do something even when it is difficult**

**risk-taking**

**doing things that involve risks in order to achieve something**

**Courageous**

**brave**

**Brave**

**dealing with danger, pain or difficulty with confidence**

**Persistence**

**continuing to do something even though it is difficult or people do not want you to do it**

**Astrophysics**

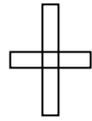
**scientific study of the stars and the forces that influence them**

# 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”

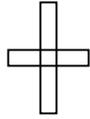
- More explicit/direct teaching
- More modeling
- More practice with....
- More feedback
- More time



# 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:**

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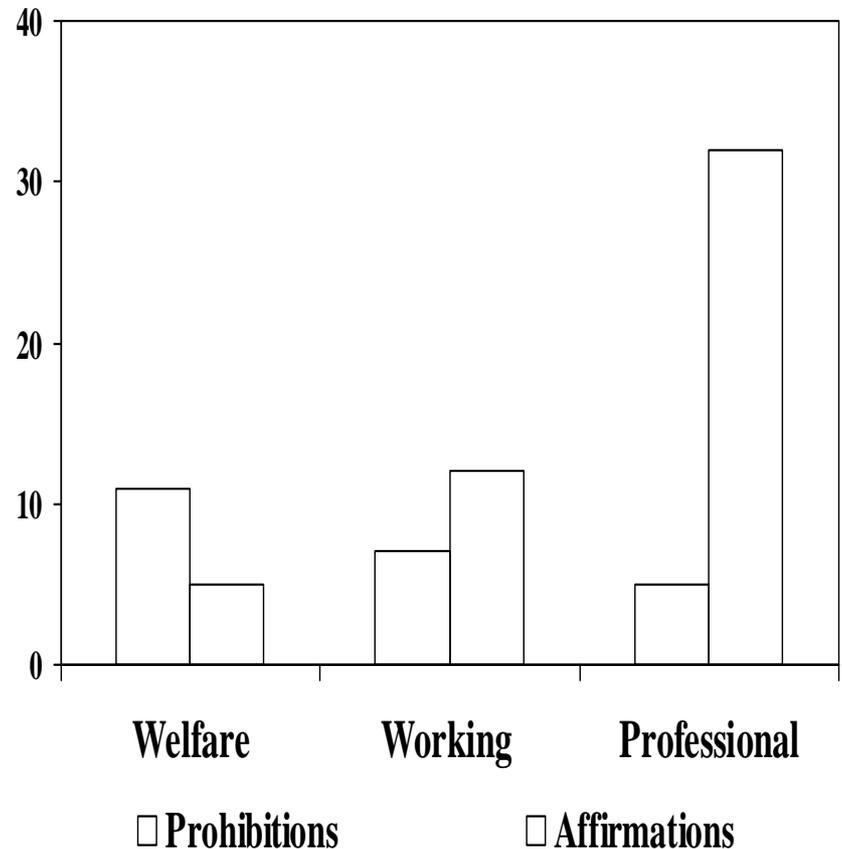


- **Professional families**
- **Working-class families**
- **Families on welfare**

Dr. Joe Torgeson

# Interactions

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



# **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”

# Bringing Words to Life

**ISBN 1-57230-753-6**

# 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.**

# Student Vocabulary Log

Word	Student Definition	What it is not	Sentence	Picture
1. reluctant	Reluctant means not wanting to do something	Eager, fast to do it	I am reluctant to eat cauliflower.	
2.				
3.				
1.				

Name \_\_\_\_\_

# Modified Frayer Model

**What is it?**

**What is it like?**

Word:

**Examples:**

**Non-Examples:**

# Modified Frayer Model

<p><b>What is it?</b></p> <p>Not wanting to do something</p>	<p><b>What is it like?</b></p> <p>Slow to act, moving away, saying no</p>
<p><b>Examples:</b></p> <p>Not wanting to eat your vegetables Not wanting to dive into the water</p>	<p><b>Non-examples:</b></p> <p>Eating ice cream fast Running to hug Grandma</p>

**reluctant**

**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.**

Title page  
of selection

**reluctant**

**enormous**

**admire**

**12. Have students read the story two more times discussing words.**

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

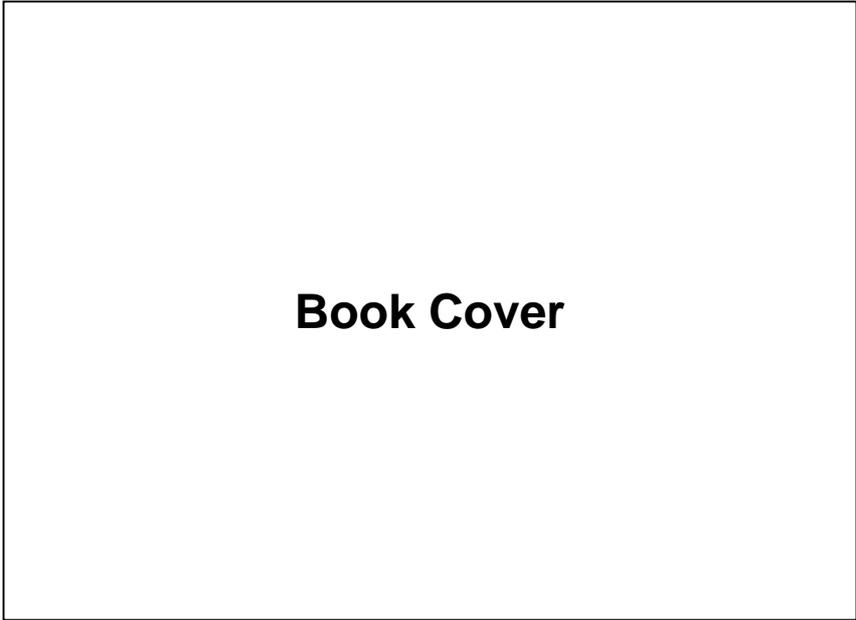
"A few people seem reluctant to try reading these words alone. Let's practice a little more."

"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)



Lakisha

Tonisha

Reluctant

Jamal

Jose

Enormous

BJ

admire

# “Show and Go” Words

Words that you can quickly show by:

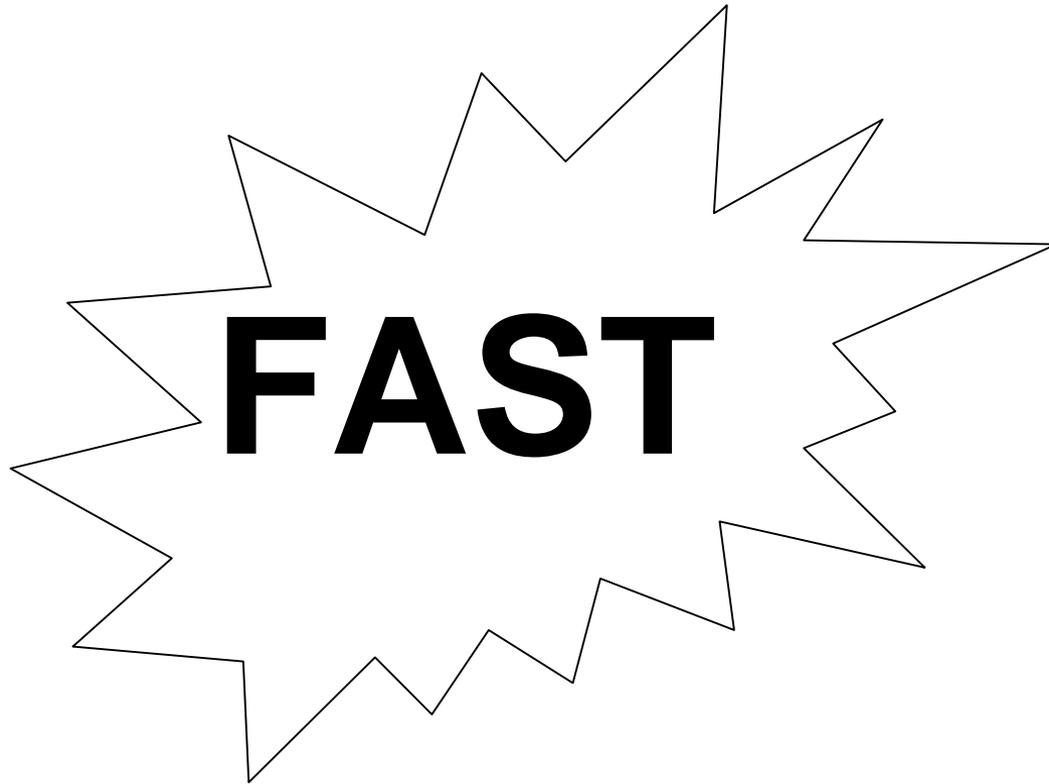
Pantomime, pretending, acting out

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

- <http://www.usingenglish.com/reference/idioms/>

# **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

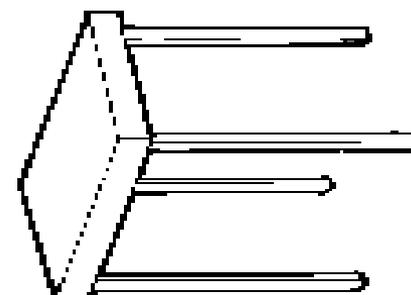
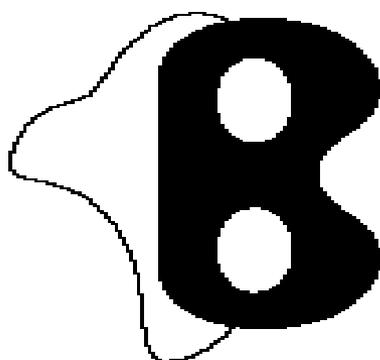
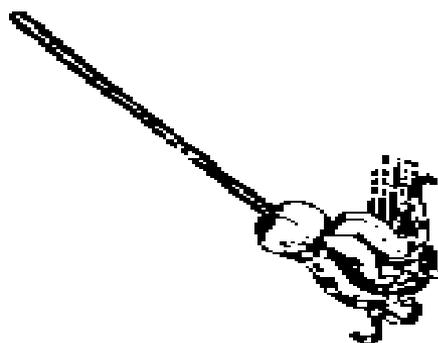
- **Give meaning of words using objects and pictures:**
  - Fill a sack of objects and pictures for each sound
  - Pull one object out at a time and tell meaning using a complete sentence.
  - Have students repeat the sentence after you.  
(My turn: This is a pail. Your turn: This is a pail.  
My turn: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



# Phonological Awareness

Sound Snacker – Sound Smacker

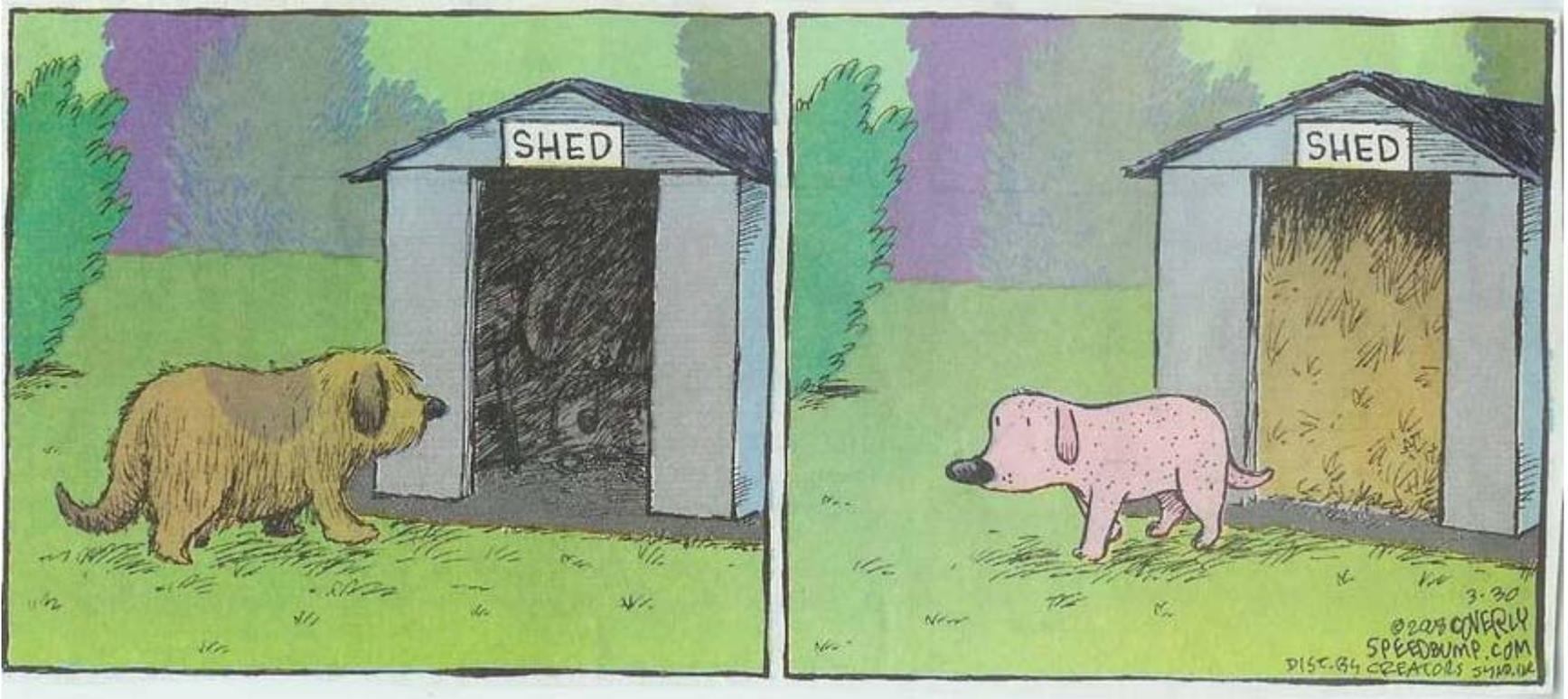
PA.033.AM1b



mitten, mop, marble, mask, lion, table



# Shed



Name \_\_\_\_\_

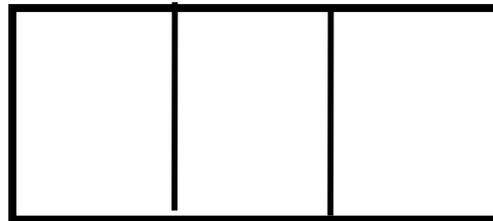
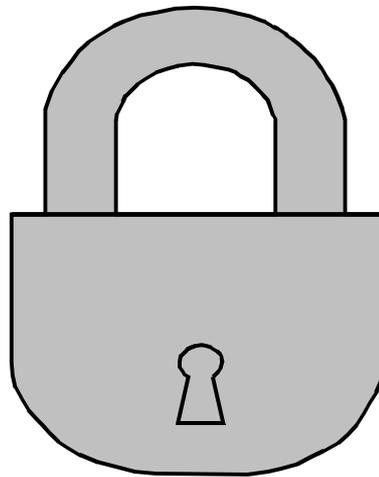
1 e 2 s 3 a 4 sh

5 bed 6 red 7 pets 8 shed

9 said 10 was 11 were

12 The pets were in the red shed.

**Road to the Code ISBN 1-55766-438-2**

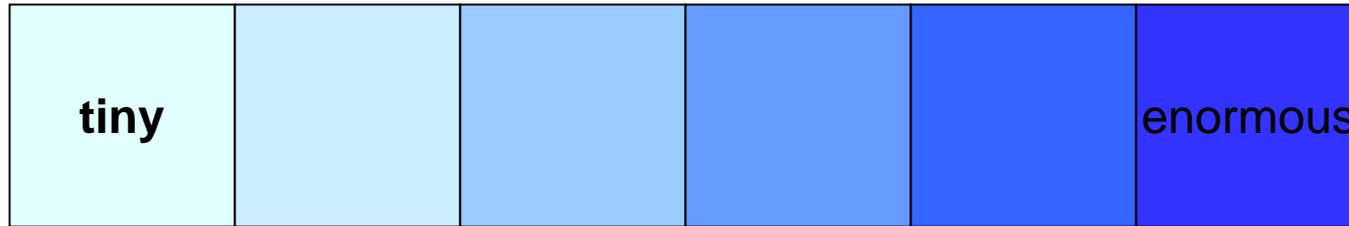


Name \_\_\_\_\_

1 coit    2 toit    3 soit    4 foit

# **4. More Deep Processing**

# Shades of Meaning



stupendous

**person**

**place**

**thing**

**action**

# 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



### 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

	Scale	Feet	Claws	Fur	Tail	Eyes	Shel
				✓	✓	✓	
				✓	✓	✓	
	✓		✓		✓	✓	

#### 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).

# Semantic Feature Analysis Map

	Body covering	Type of birth	Life Cycle		
Mammals					
Birds					
Reptiles					
Amphibians					
Fish					

# **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?

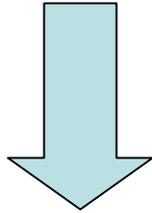
- Consistent engagement
- Occasional or eventual engagement

# What do students need?

- Massed practice
- Distributed practice

# Automaticity

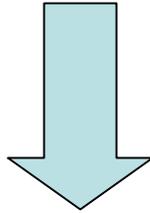
Massed Practice



Distributed Practice

# Automaticity

Massed Practice



**Practice**  
**Practice**  
**Practice**  
**Practice**  
**Practice**  
**Practice**  
**Practice**

**Turns**

correct

More Turns

# More <sup>correct</sup> Turns

- +during 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/>
- Houghton Mifflin Vocabulary at [Santa Maria Bonita School District website](#)  
(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)

**Boom**

**having fast growth**

**Business**

**work done to earn a living**

**Coins**

**round pieces of metal for money**



**Fetch**

**go get something**



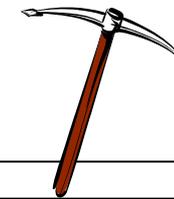
**Laundry**

**place where clothes are washed**



**Pick**

**pointed tool**



# Vocabulary Classroom Ideas

How are these dams different?



Beaver dam



Hoover Dam



Concrete dam



The teacher made a folder with many pictures to illustrate the meanings of the word dam.

(Pictures of beavers and different dams.)

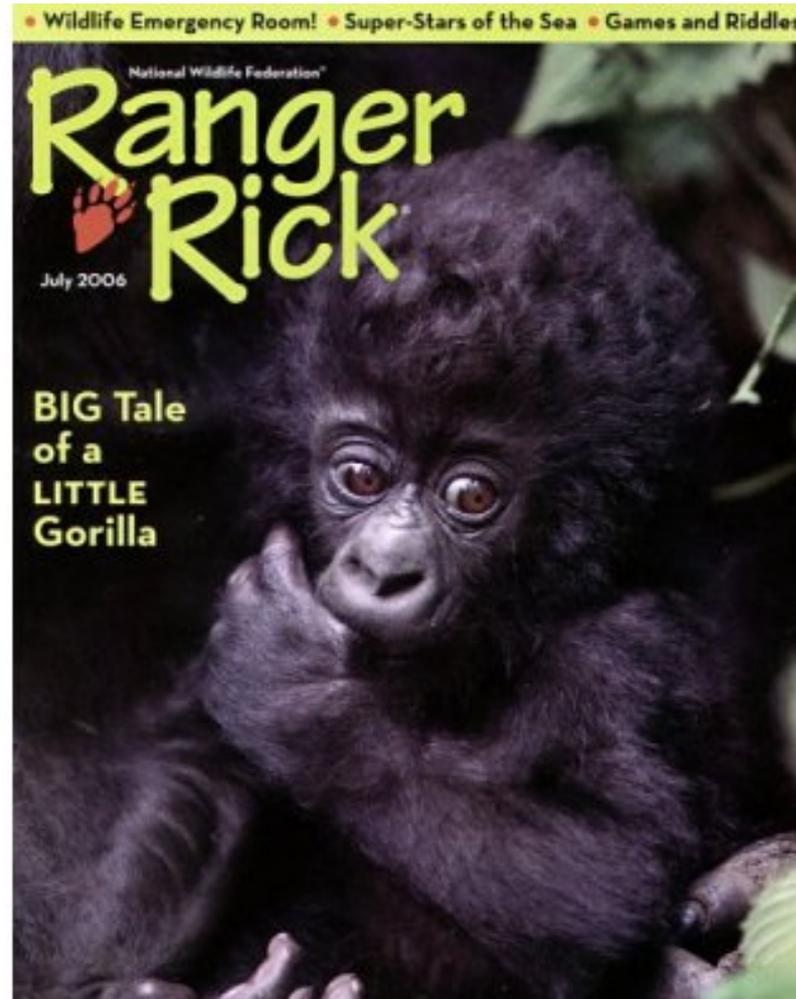
# Read Alouds = Out of Their World

## More informational text

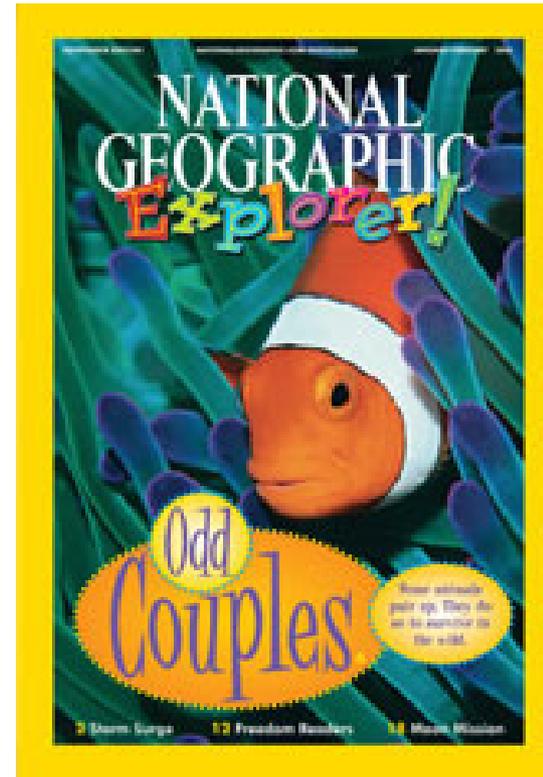
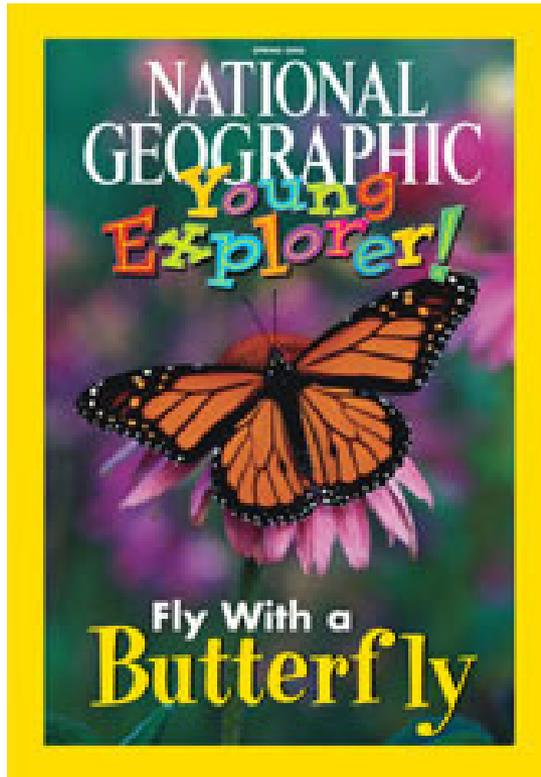
- Non-fiction
- Ranger Rick
- National Geographic Books and Magazines
- Scholastic News

(Definitions = In their world)

# Informational Text Ideas



# Informational Text Ideas



# **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.”

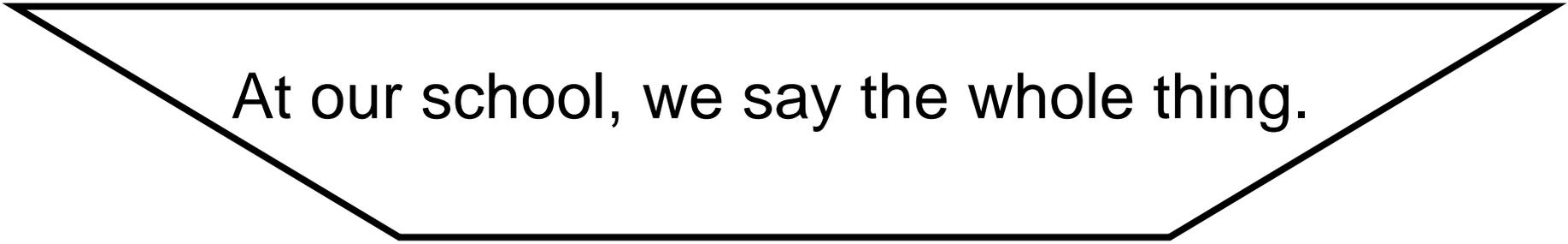
Teacher: My turn “He has my pencil.”  
Your turn.

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 you 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

1

I

see

Dad

.

2

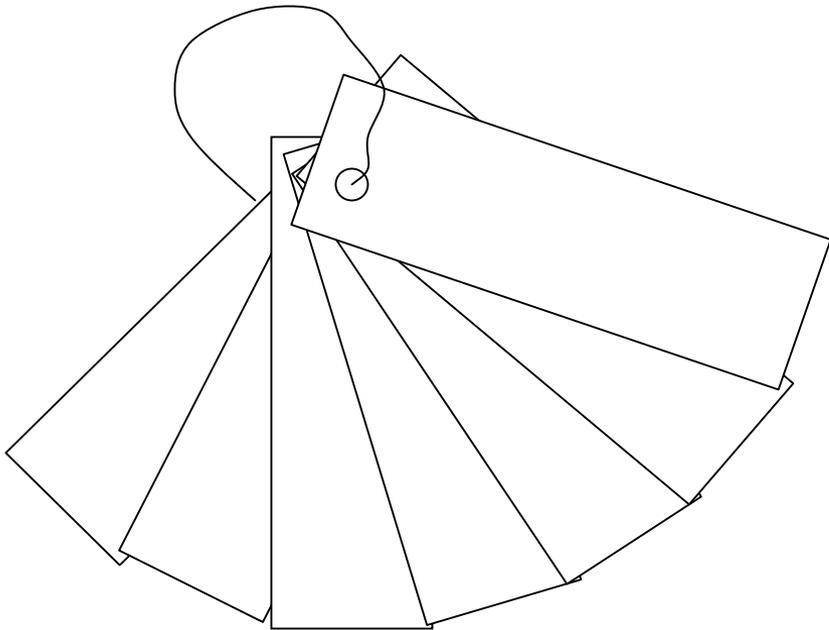
3

4

5

6

# Vocabulary Classroom Ideas



**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.**

● **Bargain**

● **To keep talking until  
you get a better deal**

● **Machete**

● **A big knife used to cut plants**

● **Trading**

● **Giving one thing to get  
another**

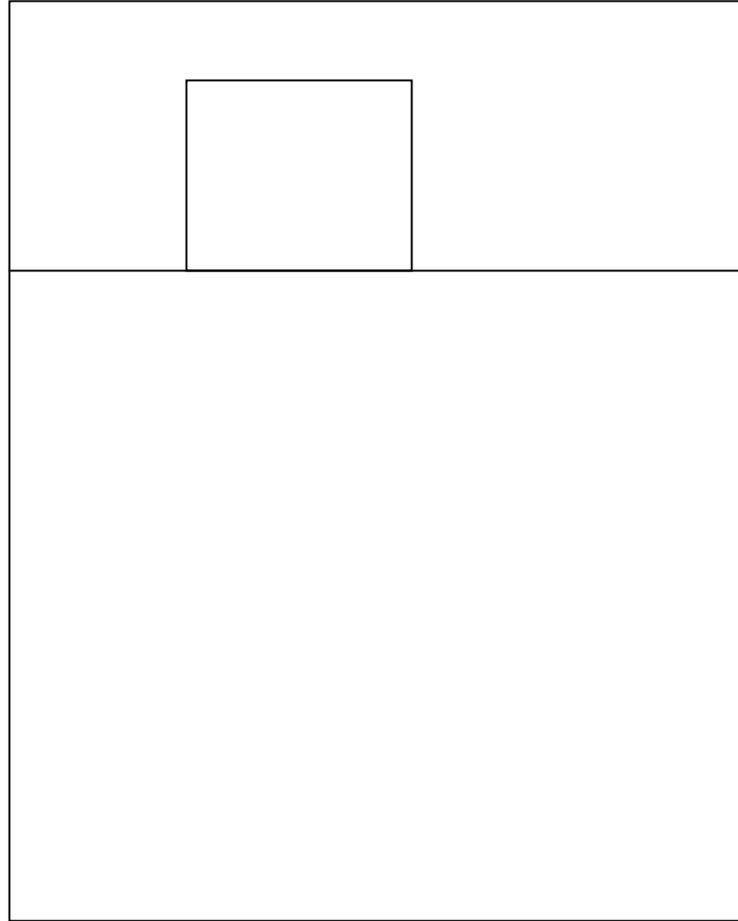
● **Schooner**

● **Ship with at least two big  
sails**

● **Pulp**

● **Soft insides of fruit**

# Library Pocket to Hold Vocabulary Cards on Each Desk



**person**

**place**

**thing**

**action**

# Vocabulary Ring Ideas

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Guide students to make each card one at a time.</p> <p>Give student friendly definitions and sketch ideas.</p> <p>Students keep cards on top of desks.</p> <p>Play “Show me the word that means”</p>	<p>Partner A turns to word side. Partner B turns to definition. They match cards.</p> <p>Individuals sort words into 2 piles:</p> <ul style="list-style-type: none"> <li>-At school</li> <li>at school</li> </ul>	<p>Individuals sort words into 2 or 3 piles:</p> <ul style="list-style-type: none"> <li>-invisible visible or invisible visible</li> <li>-real/not real</li> <li>-in a store/not</li> <li>-I have seen/not</li> <li>-immense/tiny/</li> <li>-ordinary/unusual</li> <li>-person, place, thing, or action</li> </ul> <p>Play “Show me the word that means”</p>	<p>Get the whole ring out. Partner A turns to word side. Partner B turns to definition. They match cards.</p> <p>Listing activity. Tell them which 3 cards to get out and list at least 5 examples of that word</p>	<p>Additional review</p>

## 2<sup>nd</sup> What Makes Day and Night Card #1

<b>announce</b>	<b>completely</b>	<b>member</b>	<b>wild</b>	<b>wrinkled</b>
<b>glum</b>	<b>shimmer</b>	<b>rebuild</b>	<b>protect</b>	<b>dusky</b>
<b>orchard</b>	<b>stream</b>	<b>arrive</b>	<b>ripen</b>	<b>imagine</b>
<b>beneath</b>	<b>survive</b>	<b>frontier</b>	<b>nutrition</b>	<b>experiment</b>
<b>sliver</b>	<b>stand</b>	<b>tame</b>	<b>snug</b>	<b>autumn</b>

nd	imagine	wild	experiment
vive	tame	orchard	beneath
EE BINGO SPACE!	arrive	dusky	snug
uild	stream	member	ripen
umn	nutrition	protect	wrinkled
mmer	sliver	announce	glum
npletely	frontier	Shuffle Words	

# Gr.2 Vocabulary BINGO Routine

Monday (Day 1)	Tuesday (Day 2)	Wed. (Day 3)	Thursday (Day 4)	Friday (Day 5)
<p>1. Introduce new vocabulary words to whole class</p> <p>2. Teacher calls words for whole class and explains caller selection</p>	<p>1. Teacher calls words for whole class</p>	<p>1. Teacher calls words for whole class</p>	<p>1. Teacher calls words for whole class</p> <p>2. Students audition for 3 Friday BINGO callers</p>	<p>1/3 partner read</p> <p>1/3 BINGO</p> <p>1/3 reading group with teacher</p>
<p>1. Introduce partner reading whole class</p>	<p>1. Practice partner reading with whole class</p> <p>Add correction procedure</p>	<p>1. Practice partner reading with whole class</p> <p>Assign places</p>	<p>1. Practice partner reading with whole class</p>	<p>1/3 partner read</p> <p>1/3 BINGO</p> <p>1/3 reading group with teacher</p>

# 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**

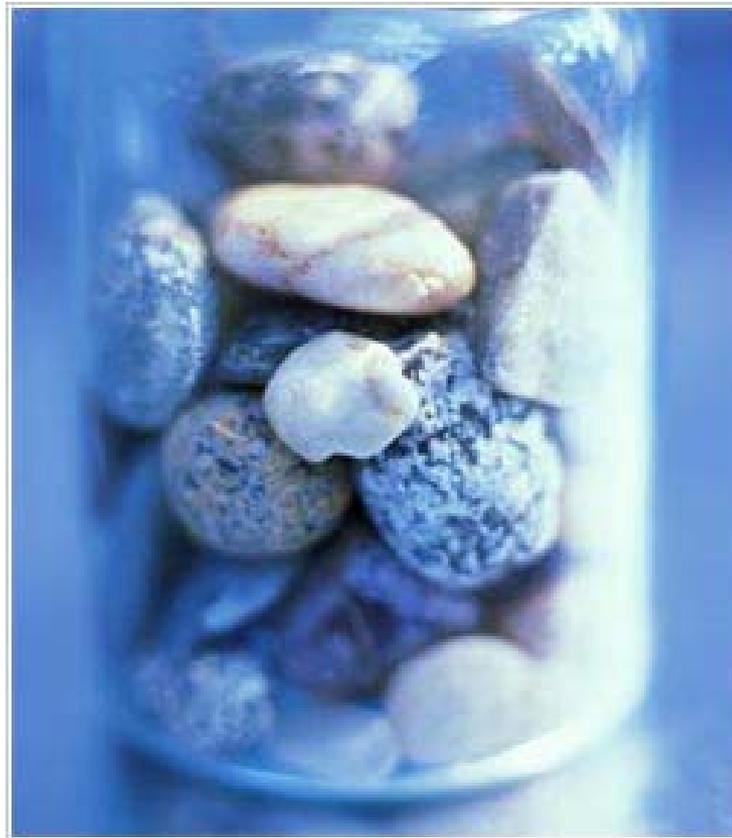
# Word Use Recognition

- 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



# 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 16<sup>th</sup> 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 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 Lincoln Presidential Library. The collection contains hundreds of letters but its strength lies in the array of personal everyday items of the 16<sup>th</sup> 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 contains hundreds of letters but its strength lies in the array of personal everyday items of the 16<sup>th</sup> 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.

24 words

A private collection of many personal items of President Abraham Lincoln's items is about to go public because it was purchased by his presidential library.  
at

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

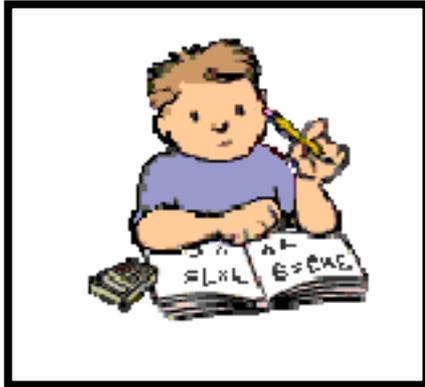
# Teaching Inferring

- 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)

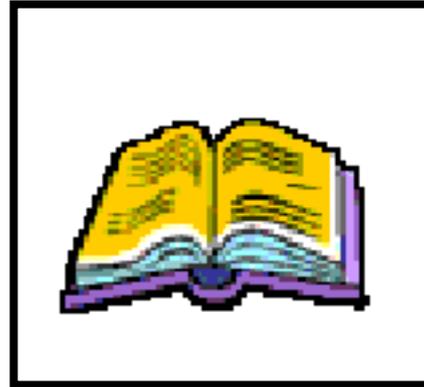
# Inferring means to read like a detective.

(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**

# Post and Teach Inference Prompt

1. I already know that.....and  
the author says that.....so I  
infer that.....

**Provide practice inferring about the use  
of simple objects.**

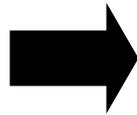
**I do.**

**We do.**

**You do.**

Inferring means to read like a detective.

Practice inferring without reading.



**inference**

# 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 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.



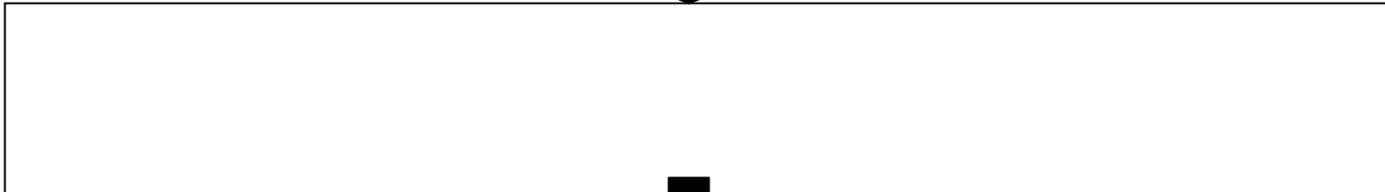
4.

# 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](http://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

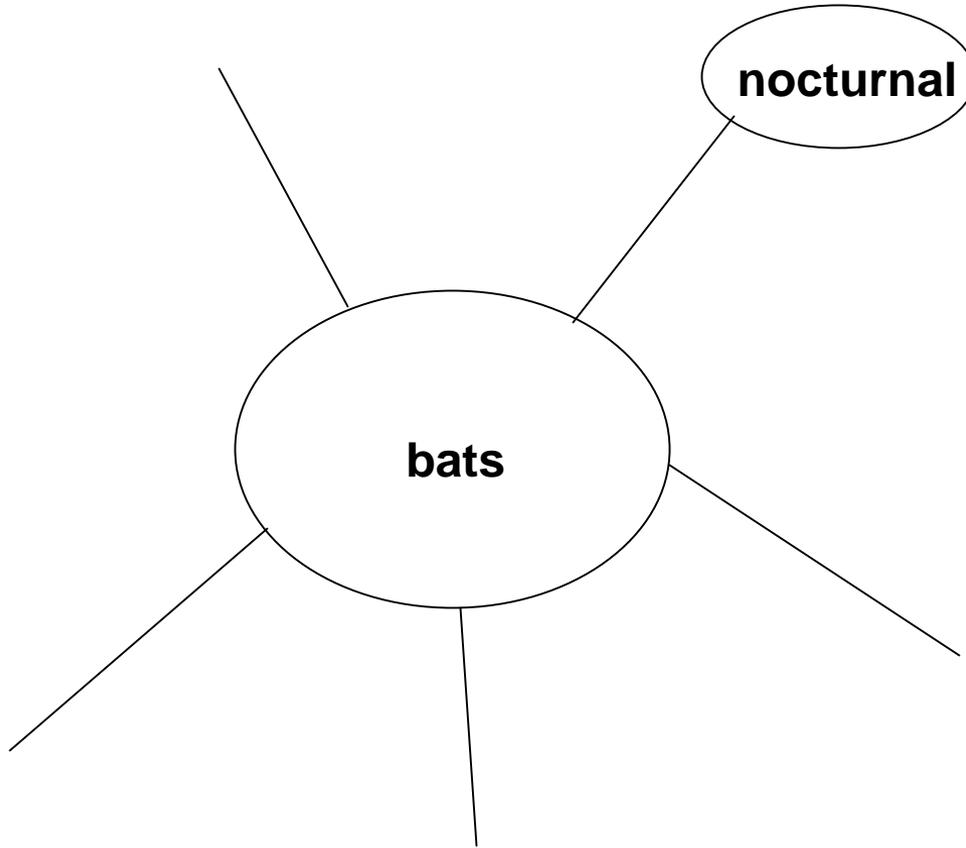
# Example

From a typical reading program:

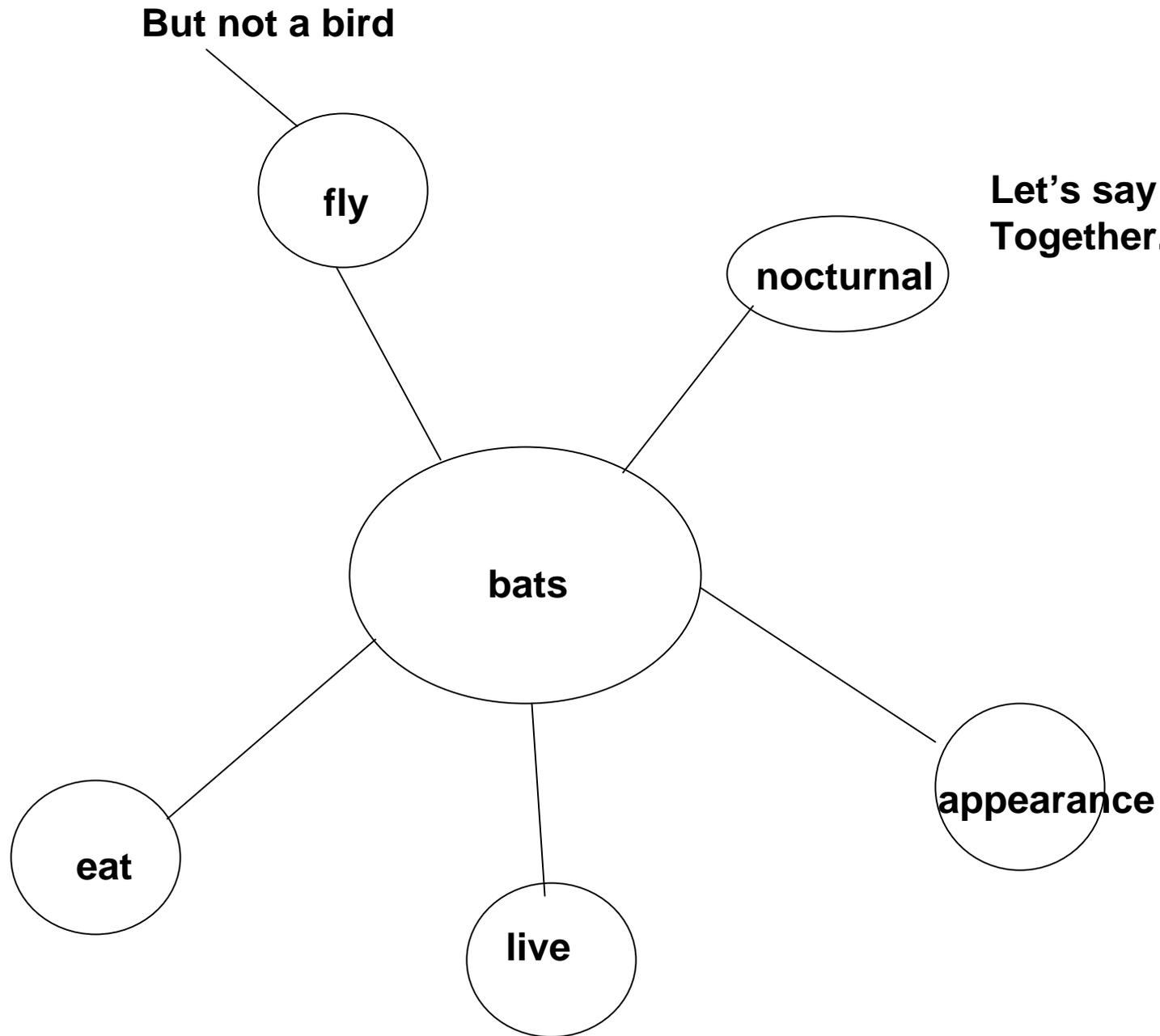
- Connect to the theme” Tell students that you are going to reading aloud an exciting account of an interesting discovery.
- Ask students what they know about bats. If necessary provide information about bats, especially that they are nocturnal and sometimes live in caves.

- **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 nocturna  
Together. It means...!**



## 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.

Pg. 35

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

Pg. 36

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

Pg. 36

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

Pg. 38

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.

Pg. 45

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?

what who what

Lydia Grace plays a trick on Uncle Jim in the kitchen.

by who what  
She tricks him into thinking that.....

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

who what

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

who what

## Selection Comprehension Responses

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

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<b>Scoring</b>	
Topic Sentence	= ____ (1 pt)
Reason #1	= ____ (1 pt)
Reason #2	= ____ (1 pt)
TOTAL SCORE =	

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

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<b>Scoring</b>	
Topic Sentence	= ____ (1 pt)
Reason #1	= ____ (1 pt)
Reason #2	= ____ (1 pt)
TOTAL SCORE =	

# **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?

**Determination**

**deciding to do something even when it is difficult**

**risk-taking**

**doing things that involve risks in order to achieve something**

**Courageous**

**brave**

**Brave**

**dealing with danger, pain or difficulty with confidence**

**Persistence**

**continuing to do something even though it is difficult or people do not want you to do it**

**Astrophysics**

**scientific study of the stars and the forces that influence them**

# 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