

# What to Look For

Supervision of Vocabulary & Comprehension for Principals

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Presented by: Kathi Cooper | Alice Furry | Sharon Ruiz Van Vleck

WESTERN REGIONAL READING FIRST TECHNICAL ASSISTANCE CENTER





# What to Look For

Supervision of Vocabulary & Comprehension for Principals

## What to Know

- Reviewing and building background knowledge related to vocabulary and comprehension instruction.

## Where to Look

- Recognizing elements of vocabulary and comprehension instruction in the room environment, in direct observation, and in students' products and/or outcome.

## What's the Evidence

- Identifying classroom practices that support effective instruction.

## What to Say

- Practicing the use of feedback to improve instruction.

## Tools for Support

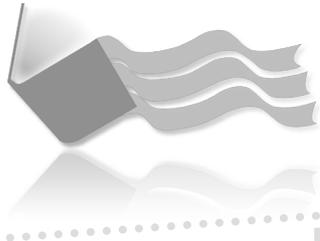
- Using checklists and other tools to support monitoring.

The Reading Lions Center/Sacramento County Office of Education (<http://readinglions.net>) has granted permission to include materials and adaptations of materials created for California Reading First.

# Vocabulary

## Reviewing and building background knowledge related to vocabulary and comprehension instruction.

- Children need to learn about 3,000 words per year, yet we can only teach 300-500.
- Vocabulary is acquired through direct instruction of words, reading to children, and wide reading by students.
- Direct Instruction includes teaching specific words, teaching strategies to learn new words, and developing word consciousness.
- Academic language is critical for school success—the language of instruction—the language of books.



# Vocabulary: Wide Variations

## MEANINGFUL DIFFERENCES

“... three-year-old children from families on welfare not only had smaller vocabularies than did children of the same age in professional families, but they were also adding words more slowly.”

Hart & Risley (2003)

*Meaningful Differences in the Everyday Experiences of Young Children*

## OPPORTUNITIES AND INSTRUCTION

“Most children (90 percent plus) can acquire new vocabulary at rates necessary to reach ‘grade level’ or near grade level vocabulary in middle elementary school, if given adequate opportunity to use new words and adequate instruction in word meanings.”

A. Biemiller (2001)

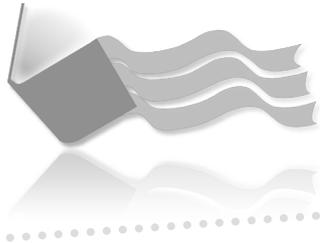
*Teaching Vocabulary*

## VOCABULARY INSTRUCTION

### Key Questions:

- How do students learn new words?
- What does effective vocabulary teaching look and sound like?
- How can I effectively monitor vocabulary instruction?

Notes: \_\_\_\_\_  
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# How Many Words Can Be Taught?

“Vocabulary is  
knowledge of words  
and word meanings.”

Lehr, Osborn, Hiebert (2004)  
*A Focus on Vocabulary*

## Types of Exposure to Words

- Oral
- Print

## Types of Word Knowledge

- Receptive
- Productive

adapted from Lehr,  
Osborn, Hiebert (2004)  
*A Focus on Vocabulary*

- 300-500 words can be taught through direct instruction (8-10 words per week, 50 weeks a year).
- Students need to learn about 3,000 words per year.

adapted from Steven Stahl (1999)  
*Vocabulary Development*

## HOW MANY WORDS DO PEOPLE KNOW?

- ~88,000 words
- 95% of text contains 5,100 different words
- 5% of text contains 83,300 words (relatively ‘rare’ words)

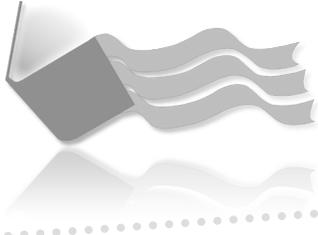
adapted from Steven Stahl (1999)  
*Vocabulary Development*



## Consider This ...

**If wide exposure to print is essential for vocabulary development, what are the implications for leadership at your site?**

- Do most students have the foundational skills necessary for reading?
- Does the school provide access to a wide array of reading materials?



# The Rare Words

## Features of Academic Language

“Academic language entails the multiple, complex features of language required for academic success. It represents the advanced forms of language needed to communicate formal, often academic, situations.”

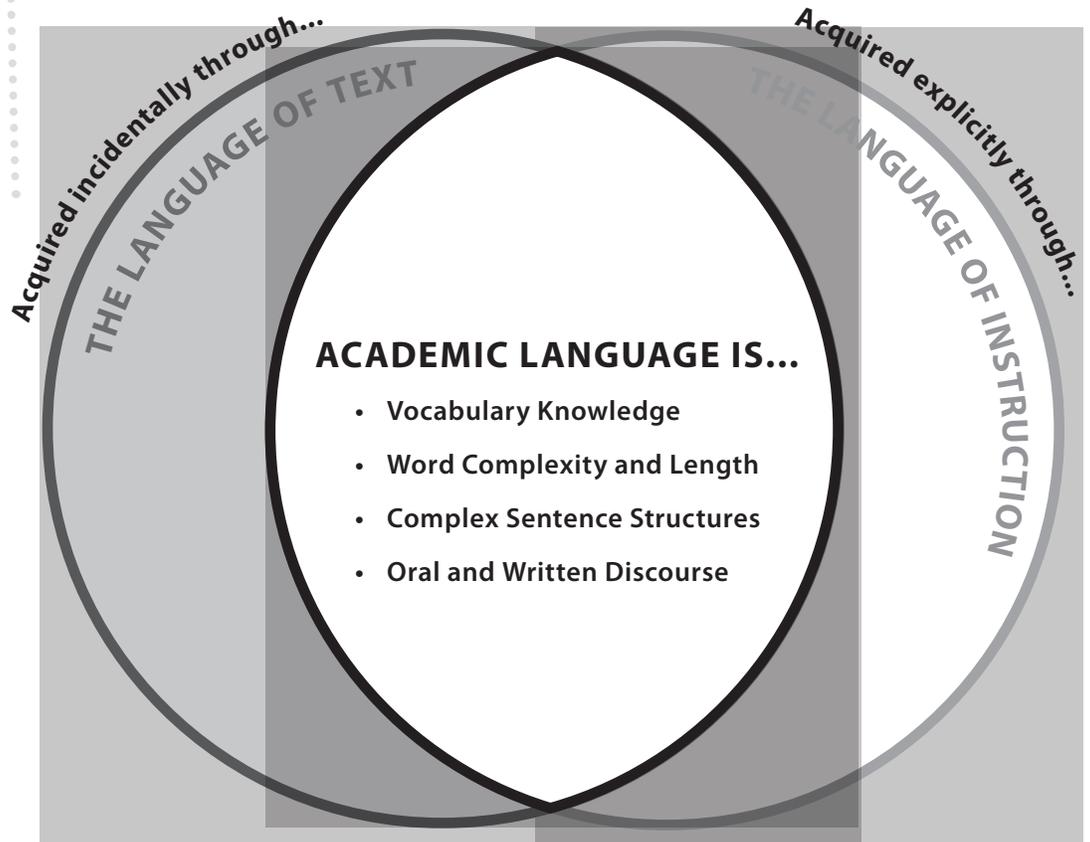
R. Scarcella (2006)

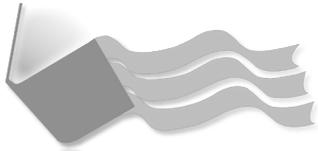
*Academic Language: Integrated Proficiency Standards for ELLs in Texas*

“...the words necessary to learn and talk about academic subjects.”

Francis et al. (2006)

*Practical Guidelines for the Education of English Language Learners, Book 1*





# It's Important!



## Turn & Talk

### STUDENT ACHIEVEMENT

**Read the quotes and share with a colleague the importance of academic language and how it fosters student achievement.**

“What is it that differentiates students who make it from those who do not? This list is long, but very prominent among the factors is mastery of academic language.”

L.W. Fillmore (2004)  
Sonoma County Office of Ed.  
Administrator Conference:  
*Closing the Achievement Gap  
for EL Students*

“Comprehending grade level text is impossible for students who have limited vocabulary or lack mastery of academic language.”

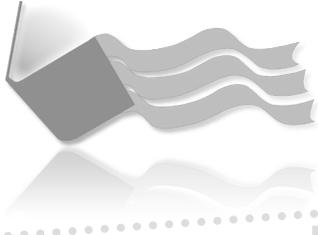
J.F. Greene (2007)  
*What Happens if You DON'T?*  
Reading First Principal/Coach  
Summit

“Students must master academic language to understand textbooks, write papers and reports. Without a mastery of academic language, students cannot develop the critical thinking and problem-solving skills needed to understand and express the new and abstract concepts taught in the classroom.”

J. Hill and K. M. Flynn (2006)  
*Classroom Instruction that Works with English Language Learners*

“Mastery of academic language is arguably the single most important determinant of academic success for individual students. While other factors (e.g., motivation, persistence, quantitative skills) play important roles in the learning process, it is not possible to overstate the role that language plays in determining students' success with academic content. Proficient use of – and control over – academic language is the key to content-area learning.”

Francis et al. (2006)  
*Practical Guidelines for the Education of English Learners, Book 1*

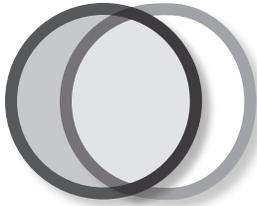


# Academic Language

## in Student Text

### ACADEMIC LANGUAGE IS...

- Vocabulary Knowledge
- Word Complexity and Length
- Complex Sentence Structures
- Oral and Written



When it rains, some animals may do the opposite of what you'd expect. A deer, for example, may stand in the middle of a meadow instead of in the shelter of a forest. Why? It may suspect an enemy is nearby and doesn't want to be caught by surprise. A hard rain can be really LOUD in a forest and it may even cover up the sounds of a predator sneaking toward a deer or other animal. But out in the open, it's easier for the animal to hear and see the sneaky predator.

HMR Level 3 Theme 4, p. 43V

### VOCABULARY KNOWLEDGE

Animal Habitats

- shelter
- meadow
- 
- 
- 

### WORD/PHRASE COMPLEXITY AND LENGTH

- opposite
- 
- 
- 
-

# Academic Language in Student Text

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When it pours in the rainforests of Queensland, Australia, some leeches leave the ground and slither up into trees. From there, they drop onto unsuspecting animals passing underneath. The plop! of a leech landing on an animal feels like the plop! of a raindrop. So the animal may not even know the leech is there. The leech then attaches to the animal's skin and starts sucking blood.

Sometimes it rains so hard that sheets of water rush across the land. And that can be trouble for creatures the size of ants. But some ants do a clever thing. They cling together and make a big ball. The ball keeps the ants from getting separated from each other. It also turns them into a kind of rolling, floating "raft." As the ball rolls around on the surface of the water, each ant gets its turn to breathe. So most of them manage to survive.



## ACADEMIC LANGUAGE FROM AN ANTHOLOGY

Read the selection and identify examples of vocabulary knowledge and word complexity and length.

### VOCABULARY KNOWLEDGE

*Animal Habitats*

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- 
- 
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- 
- 

### WORD COMPLEXITY AND LENGTH

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- 
- 
- 
- 
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Share your findings with a colleague.



# How is Vocabulary Taught?

“Direct teaching of vocabulary succeeds when it deepens and enriches knowledge of word meanings and when it emphasizes the relationships among words and concepts. Good instruction often does not begin with a definition; rather, the ability to give a definition is often the result of knowing what the word means.”

Louisa Moats (2004)  
*LETRS*

“Get students actively involved with thinking about and using the meanings right away.”

Isabel Beck (2002)  
*Bringing Words to Life*

## GRAVES’ FOUR COMPONENTS

### Component I: Teaching Individual Words

- Students learn word meanings when vocabulary is taught directly and explicitly through a variety of instructional strategies.

### Component II: Teaching Strategies for Learning Words Independently

- Students learn words independently when they are taught strategies for determining the meanings of words by analyzing word structure and contextual clues.

### Component III: Fostering Word Consciousness

- Vocabulary develops when students engage in playful language activities and develop word awareness or metacognitive knowledge.

### Component IV: Independent Reading

- Vocabulary increases by reading independently, listening to text read aloud and exposure to enriched oral language.

Baumann & Kame’enui (2004)  
*Vocabulary Instruction: Research to Practice*

**Notes:** \_\_\_\_\_

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# Ways to Build Vocabulary

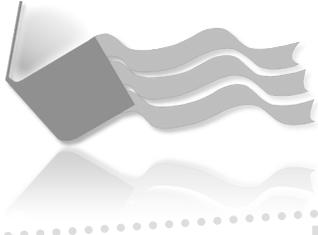
Teaching Individual Words	Teaching Strategies for Learning Words Independently	Fostering Word Consciousness	Independent Reading
<p>Beyond memorizing definitions, students need direct instruction providing opportunities for:</p> <ul style="list-style-type: none"> <li>• Multiple exposures to words</li> <li>• Active engagement in learning new words</li> <li>• Using the words in different situations</li> <li>• Understanding the relationships among words</li> <li>• Using the words outside of the classroom</li> </ul>	<p>Students need direct instruction in Morphemic Analysis or Word Part Instruction:</p> <ul style="list-style-type: none"> <li>• Roots</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Inflections</li> <li>• The spelling-meaning connection (define/definition/definitive)</li> </ul> <p>Contextual Analysis:</p> <ul style="list-style-type: none"> <li>• Inferring the meaning of a word by examining surrounding text</li> <li>• Cues from preceding and succeeding words, phrases, and sentences</li> <li>• Using appositives, definitions, synonyms, antonyms, or examples that help clarify its meaning</li> </ul>	<p>Students need direct instruction and opportunities to think about and become involved with words, especially to interact with figurative language:</p> <ul style="list-style-type: none"> <li>• Idioms</li> <li>• Proverbs</li> <li>• Catchphrases</li> <li>• Slogans</li> <li>• Similes</li> <li>• Metaphors</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homographs</li> <li>• Homophones</li> <li>• Compounds</li> <li>• Acronyms</li> <li>• Anagrams</li> <li>• Palindromes</li> <li>• Alliteration</li> <li>• Rhyming</li> <li>• Riddles</li> <li>• Tongue twisters</li> </ul>	<p>Students need structured opportunities to read and dialogue about books. Books balanced between:</p> <ul style="list-style-type: none"> <li>• Teacher-selected to build background knowledge and academic language related to core program themes and other content areas.</li> <li>• Self-selected based on interests.</li> </ul>

**Notes:** \_\_\_\_\_

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# Vocabulary

## High-Quality Instruction

1.

### Use clear, consistent, understandable language

- The words *something*, *someone*, or *describes* make the definition more student-friendly.
- Isabel Beck<sup>1</sup> demonstrates this with the word *ally*.
- The dictionary defines *ally* as “one associated with another.” In contrast, a more “everyday” way of conveying the meaning might be “someone who helps you in what you are trying to do, especially when other people are against you.”

2.

### Model multiple examples

- “Mark was John’s *ally* during the class president elections.”
- “England and the U.S. were *allies* in World War II.”
- “Sarah was Jean’s *ally* during the argument with the umpire in the softball game.”

3.

### Provide meaning as the words are encountered in text

- For example, during the following Read Aloud sentence, “High up in the branches, tree squirrels play on *delicate* limbs,” mention that delicate means the branches are not very strong.

4.

### Give opportunity for practice

- Ask why the word is used in a particular way.
- Have students give an example using different context.

5.

### Allow for ample review

- Teacher-led review of words through listening, speaking, and writing interactions.

<sup>1</sup>Beck, McKeown, & Kucan (2002)  
*Bringing Words to Life*



# Finding Evidence



## Try it out

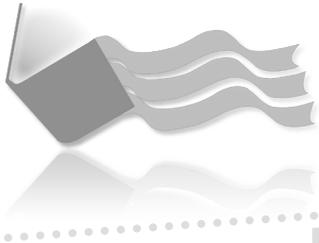
Consider Graves' four components of a comprehensive vocabulary program. What evidence of explicit teaching of these components do you see in your classrooms?

	Evidence
Teaching Individual Words	
Teaching Strategies for Learning Words Independently	
Fostering Word Consciousness	
Supporting Independent Reading	

# Comprehension

**Comprehension is complex; it requires a number of interrelated proficiencies.**

- Reading comprehension, unlike oral comprehension, requires students to first have the ability to decode text.
- Comprehension strategies and skills must be taught explicitly.
- It is essential that students become independent in using strategies and skills appropriate for the text and purpose of reading.
- Carefully planned questioning fosters breadth and depth in students responses.



# Comprehension

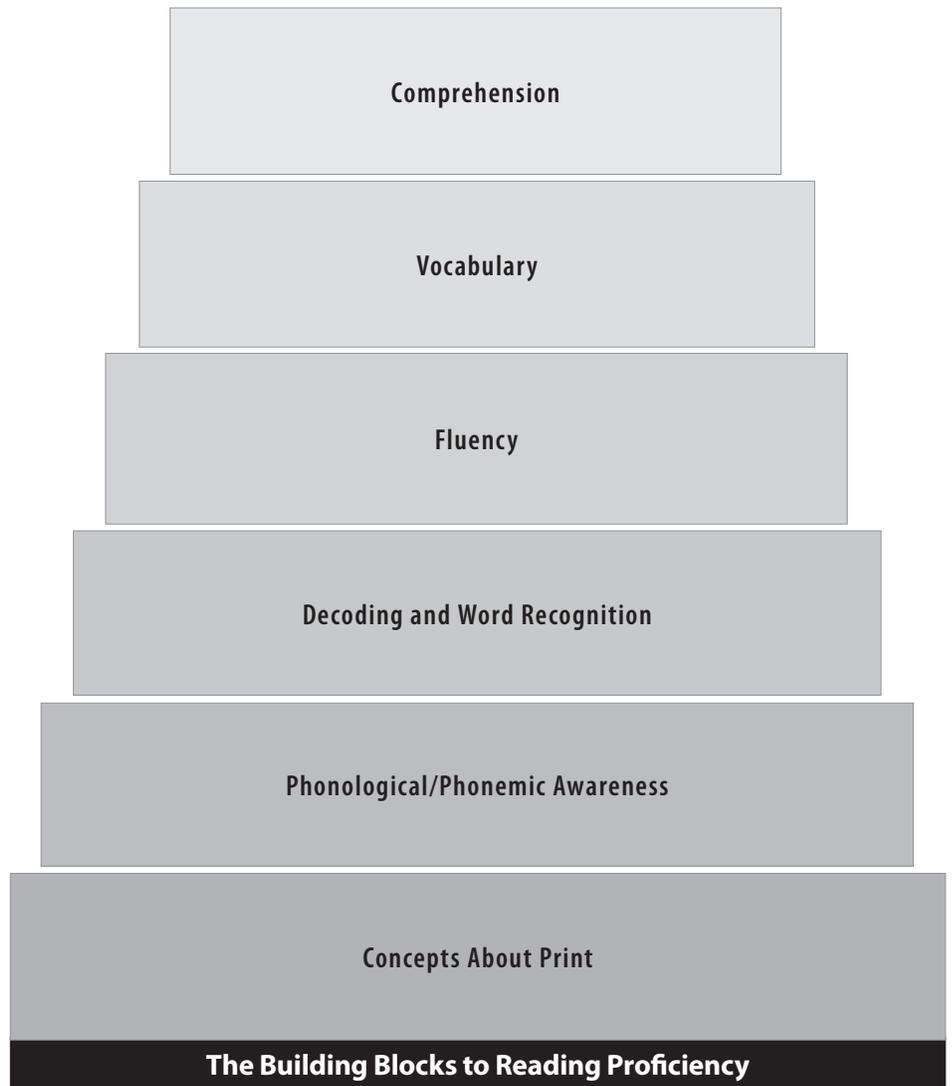
“Comprehension is defined as ‘intentional thinking during which meaning is constructed through interaction between the text and the reader.’ Thus, readers derive meaning from the text when they engage in intentional problem solving thinking processes.”

National Reading Panel (2000)

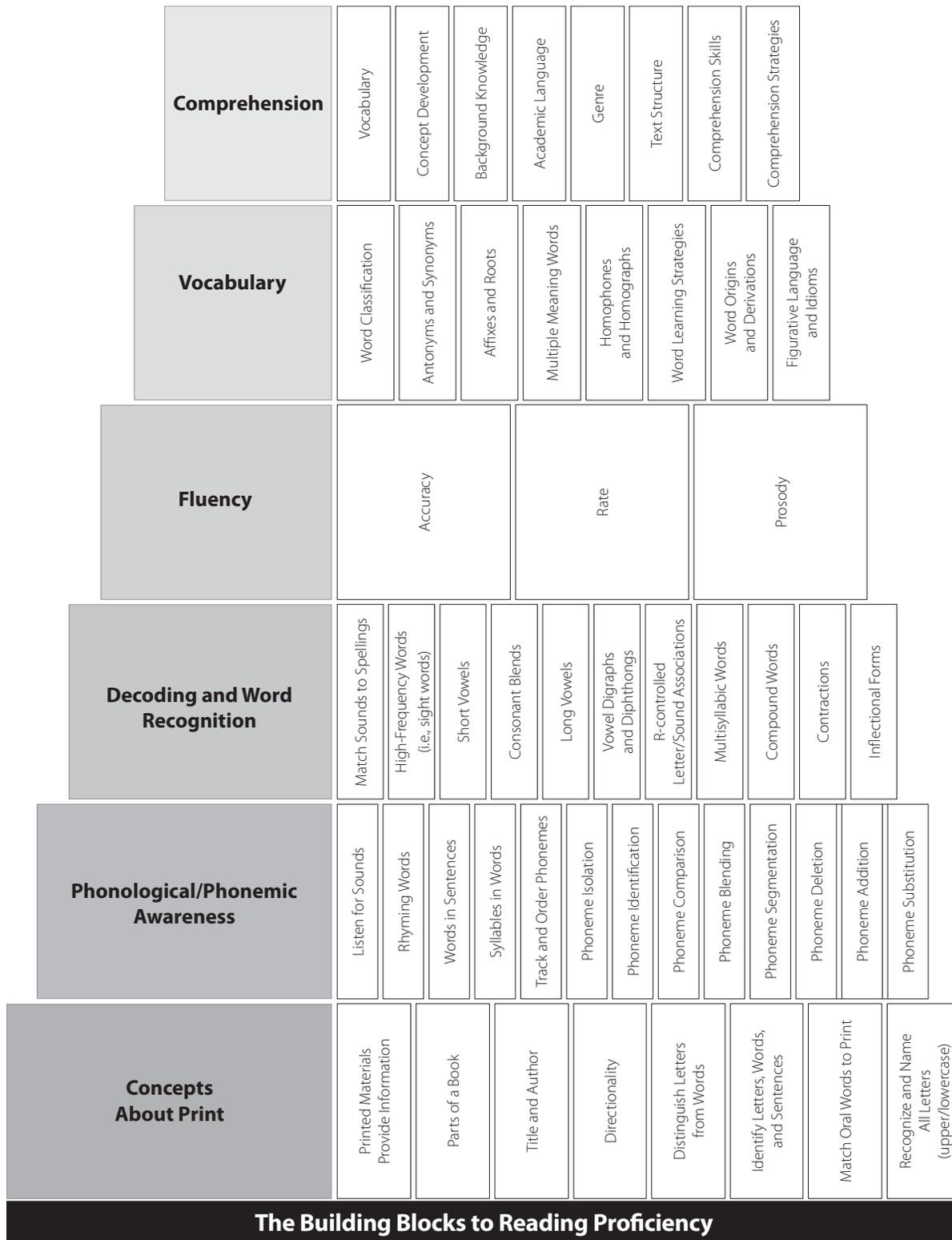
“Proficiency in decoding and encoding skills is necessary but not sufficient for comprehending and writing about academic subject matter. Students also have to understand, use, and ultimately live the academic language of books and schooling.”

Shelfelbine (1998)  
as quoted in the *CA Reading/  
Language Arts Framework*

## ESSENTIAL SKILLS



# The Building Blocks of Reading





# What do Good Readers Do?



Read the excerpt from the novel, *Morgan's Passing* by Ann Tyler.

As you read, become conscious of the strategies you are using to understand the text.

1971

Morgans' oldest daughter was getting married. It seemed he had to find this out by degrees; nobody actually told him. All he knew was that over a period of months one young man began visiting more and more often, till soon a place was set for him automatically at suppertime and he was consulted along with the rest of the family when Bonny wanted to know what color to paint the dining room. His name was Jim. He had the flat, beige face of a department-store mannequin, and he seemed overly fond of crew-necked sweaters. And Morgan couldn't think of a thing to say to him. All he had to do was look at this fellow and a peculiar kind of lassitude would seep through him. Suddenly he would be struck by how very little there was in this world that was worth the effort of speech, the entanglements of grammar and pronunciation and sufficient volume of voice.

Then Amy started beginning every sentence with "we." We think this and we hope that. And finally: when we're earning a little more money; when we find a good apartment; when we have children of our own. This just crept in, so to speak. No announcements were made. One Sunday afternoon Bonny asked Morgan if he thought the backyard was too small for the reception. "Reception?" Morgan said.

"And it's not just the size; it's the weather," Bonny said. "What if it rains? You know how the weather can be in April."

"But this is already March," Morgan said.

"We'll all sit down this evening," said Bonny, "and come to some decision."

So Morgan went to his closet and chose an appropriate costume: a pin striped suit he'd laid claim to after Bonny's father died. It stood out too far at the shoulders, maybe, but he thought it might have been what Mr. Cullen was wearing when Morgan asked him for permission to marry Bonny. And certainly he'd been wearing his onyx cuff links. Morgan found the cuff links in the back of a drawer, and he spent some time struggling to slip them through the slick, starched cuffs of his only French-cuffed shirt.

But when the four of them sat down for their discussion, no one consulted Morgan in any way whatsoever. All they talked about was food. Was it worthwhile calling in a caterer, or should they prepare the food themselves? Amy thought a caterer would be simplest. Jim, however, preferred that things be homemade. Morgan wondered how he could say that, having eaten so many suppers here.

excerpt from Ann Tyler's book *Morgan's Passing*, p. 292



# Comprehension Strategies

“Comprehension Strategies are specific, learned procedures that foster active, competent, self-regulated, and intentional reading.

Most readers who are not explicitly taught cognitive procedures are unlikely to learn, develop, or use them spontaneously.”

Trabasso and Bouchard (2002)  
*Teaching Readers How to Comprehend Text Strategically*

“Comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.”

*Put Reading First* (2001)

## SIX STRATEGIES

***Put Reading First* identifies six strategies that have a firm scientific basis for improving text comprehension:**

- Monitoring Comprehension
  - Identifying where difficulty occurs
  - Restating a sentence or passage
  - Looking back (or forward) through the text
- Using Graphic and Semantic Organizers
- Answering Questions
- Generating Questions
- Recognizing Story Structure
- Summarizing

## ADDITIONAL STRATEGIES

- Relating prior knowledge
- Making and confirming predictions
- Visualizing

## EFFECTIVE COMPREHENSION STRATEGY INSTRUCTION

**is explicit, or direct. It typically includes:**

- Direct Explanation
- Modeling
- Guided Practice
- Application

*Put Reading First* (2001), p. 53

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## WHY TEACH SKILLS?

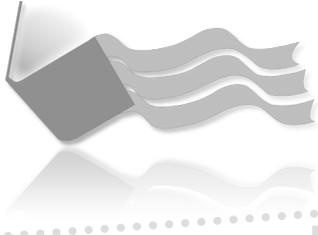
**Read the quotes and discuss with a colleague the purpose of teaching comprehension skills.**

“The goal of instruction in reading comprehension skills is to make students aware of the logic behind the structure of a written piece.”

OCR Program Appendix (2002)

“...students who learn to use the internal organization and structure of the informational text are more able to comprehend and retain key ideas. [These] students are aided in understanding when they are guided to use the author’s underlying text organization. [In addition] students need to be introduced to basic expository structures, such as compare and contrast, description, sequence of events, problem and solution and then be guided to use those structures to read text...”

D. Ogle & C. Blachowicz (2002)  
*Beyond Literature Circles*



# Generating & Asking **Questions**

## Bloom's Taxonomy

A Hierarchy of Questioning

● — **Knowledge**

Recall previously learned information in the approximate form it was learned

● — **Comprehension**

Demonstrate an understanding of facts and ideas

● — **Application**

Use acquired knowledge to solve problems for a new situation

● — **Analysis**

Examine or break down information into parts

● — **Synthesis**

Compile information together in a different way

● — **Evaluation**

Present or defend opinions

# It's All in the Thinking

## Bloom's Taxonomy

Level/Thinking Required	Key Words/ Academic Language	Sample Question Stems
<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Observation and recall of information</li> <li>• Knowledge of dates, events, places</li> <li>• Knowledge of major ideas</li> <li>• Mastery of subject matter</li> </ul>	who, where, when, what, how many, list, what kind, name, tell	What is...? How did ____ happen? Who were the main ...? Can you list three ...? When did ...? Where is...? Can you list...?
<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Understanding information</li> <li>• Grasp meaning</li> <li>• Translate knowledge into new context</li> <li>• Interpret facts, compare, contrast</li> <li>• Order, group, infer causes</li> <li>• Predict consequences</li> </ul>	describe, summarize, compare, explain, restate, discuss, report, find examples, discuss, for what reason, what caused	How would you compare ...? How would you contrast ...? What can you say about ...? Which is the best answer? What is the main idea? Which statements support ...?
<b>Application</b> <ul style="list-style-type: none"> <li>• Use information</li> <li>• Use methods, concepts, theories in new situations</li> <li>• Solve problems using required skills or knowledge</li> </ul>	apply, calculate, collect, organize, solve	How would you ...? What other way would you plan to ...? What questions would you ask in an interview with ...? What would result if...? What approach would you use to...?
<b>Analysis</b> <ul style="list-style-type: none"> <li>• Seeing patterns</li> <li>• Organization of parts</li> <li>• Recognition of hidden meanings</li> <li>• Identification of components</li> <li>• Find evidence to support generalizations</li> </ul>	contrast, analyze, examine, differentiate, distinguish, relate	Why do you think ...? What inference can you make? What is the relationship between ...? How is _____ related to ...? What evidence can you find...? Can you make a distinction between...?
<b>Synthesis</b> <ul style="list-style-type: none"> <li>• Use old ideas to create new ones</li> <li>• Generalize from given facts</li> <li>• Relate knowledge from several areas</li> <li>• Predict, draw conclusions</li> </ul>	demonstrate, illustrate, calculate, create, compose, debate, infer, solve	What would happen if ...? Suppose you could _____; what would you do? Can you think of another way for the ...? Can you elaborate on the reason ...? Can you predict the outcome if...? How would you change the plot...?
<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Compare and discriminate between ideas</li> <li>• Assess value of theories, presentations</li> <li>• Make choices based on reasoned argument</li> <li>• Verify value of evidence</li> <li>• Recognize subjectivity</li> </ul>	explain, judge, rate, agree, rank, defend, justify, support	Do you agree with ...? What is your opinion of ...? Would it be better if ...? Based on what you know, how would you explain ...? Why was it better that ...?

B. Bloom (1984)

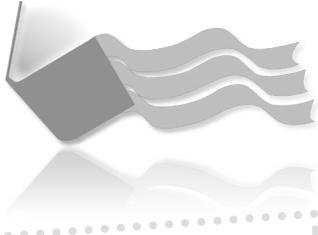
adapted from *Taxonomy of Educational Objectives*

# Supervision

## of Vocabulary & Comprehension Instruction

### Recognizing elements of vocabulary and comprehension instruction in:

- The room environment
- Direct observation of classroom teaching and learning
- Student products and outcomes



# Vocabulary & Comprehension Instruction

## WHERE TO LOOK...

### The room environment

- What's on the walls?
- Do the walls support student learning?
- Is there a match to current instruction?

### Direct Observation

- What's the teacher doing?
- What are the students doing?
- Is there direct instruction, ample practice, sufficient review and appropriate independent work?
- Is instruction being differentiated?

### Student products and outcomes

- Is the learning obvious?
  - In student work on the walls, in workbooks, in writing samples
  - In conversations with students
  - Classroom data
  - Outcome measures



## Turn & Talk

What would the classroom look like, sound like, and feel like when vocabulary and comprehension instruction are provided in an optimal way?

# Your Reality

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**Try**  
it out

**What are the artifacts of vocabulary and comprehension instruction in your school?**

**Consider your strongest teacher and your weakest teacher.**

Room Environment		
Direct Observation		
Student Products and Outcomes		

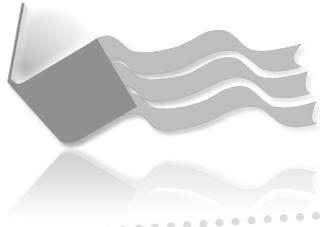
# Supervision

## of Vocabulary & Comprehension Instruction

What's the Evidence

### Identifying classroom practices that support effective instruction:

- Explicit teaching
- Cognitive engagement
- Ample practice
- Monitoring and feedback
- Transfer of responsibility



# Supporting **Effective Instruction**

“Research indicates that, although some children will learn to read in spite of incidental teaching, others never learn unless they are taught in an organized, systematic, efficient way by a knowledgeable teacher using a well-designed instructional approach.”

L. Moats (1999)  
*Teaching Reading  
is Rocket Science*

### 3 QUESTIONS:

- Do your teachers know it?
- Do they use it?
- Do they expect it?



## Consider

Thi ...

**Think about less effective teachers you've worked with.**

- What was the problem?
- Did they know the content, strategy, application?
- Were they using it?
- Was there an expectation and support for students learning it?

Notes: \_\_\_\_\_

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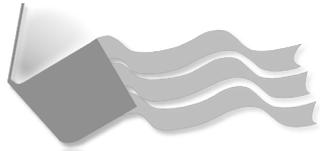
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# Explicit Instruction ~ Strategies

“Effective comprehension strategy instruction is explicit, or direct. Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include:

- Direct explanation
- Teacher modeling (“thinking aloud”)
- Guided practice
- Application”

*Put Reading First (2001)*

## STEPS IN EXPLICIT INSTRUCTION

- **Direct explanation** - teacher explains what the strategy is and its purpose
- **Modeling** - teacher demonstrates how to use this strategy by “thinking aloud” while interacting with actual text
- **Guided practice** - teachers work with students to help them figure out how and when to use the strategy in actual text
- **Feedback** - as students practice, the teacher may engage discussion or have students think aloud
- **Application** - students apply to other text, assume responsibility for determining what strategy to use, how, when, and why to use it

*Put Reading First (2001)*

### Notes:

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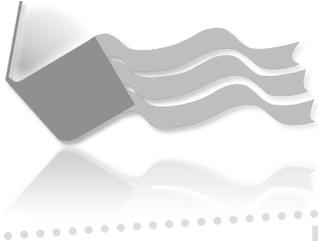


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Students must learn **what** the strategy is, **why** it is important, and **how, when, and where** to apply it.



# Comprehension Skills

## IN THE CLASSROOM

- Introduce the skill with explanation and modeling when rereading a text.
- Prompt students to use skill.
- Gradually turn responsibility over to students.
- Limit number of skills to one or two per selection.
- Have students incorporate different text structures into their own writing.

Pressley (OCR 2002)

## QUOTES

“Comprehension skills are best employed as readers reread the text.”

Michael Pressley (OCR 2002)

“Perhaps nothing is so important to successful reading comprehension as practice, by which we mean repeated engagements with reading texts of various types.”

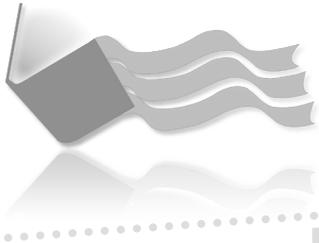
Rayner, Foorman, Perfetti, Pesetsky, and Seidenberg (2001)

“Organizational structures should be introduced systematically and judiciously and should be taught explicitly. Once taught, each structure should be reviewed cumulatively...”

*Reading/Language Arts Framework for California Public Schools* (1999)

“Instruction should be concise and always conducted within the context of reading a text.”

Pressley (OCR 2002)



# Cognitive Engagement



## Try it out

With your colleagues, list evidence of student engagement that you can see/hear in classrooms.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



## Consider This ...

Can students be “actively engaged” and mentally sleeping? Review your list. What evidence would ensure that students are cognitively engaged?

# Ample Practice

“The three levels of practice function in the following manner: When students are first introduced to a new skill or concept, the teacher leads the group through each step in working out the problem. This lockstep method ensures that few errors are produced in the initial learning stages, when memory is most vulnerable to remembering incorrect practice and when errors reinforce incorrect information. After lockstep or structured practice, the students practice on their own at their seats while the teacher monitors. During this time the teacher provides corrective feedback for any errors produced as well as reinforcement for correct practice. When students are able to practice with accuracy they are ready for independent practice—that is, for practice under conditions when assistance is not available in the environment. Homework is an example of independent practice. This last step in the practice progression is the mastery level; students are performing the skill independently with minimal error.”

Joyce, Weil & Calhoun (2000)  
*Models of Teaching*, 6th Ed.



## HOW MUCH PRACTICE DO OUR STUDENTS NEED?

**NICHD Reports...**  
 (R. Lyon, 1997)

Most Able		
Average		
Less Able		



**Is the practice you see in your classrooms sufficient for ALL your students?**

**Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

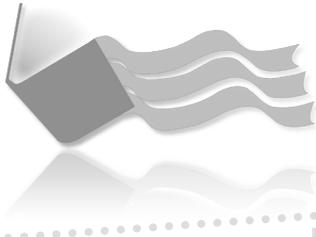
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# Monitoring & Feedback

“...the kind of feedback students receive during structured practice has much to do with their later success. Feedback helps students find out how well they understand the new material, and what their errors are. To be effective, feedback must be academic, corrective, respectful, and deserved.”

Joyce, Weil, Calhoun (2000)  
*Models of Teaching*, 6th Ed.

“Teachers will get the best results if they give students immediate corrective feedback when they make errors and if they model active strategies for students.”

Louisa Moats (1995)  
*Spelling Development  
Disability and Instruction*

*For learning to occur, students need from 1 to over 20 “correct encounters.”*



## Turn & Talk

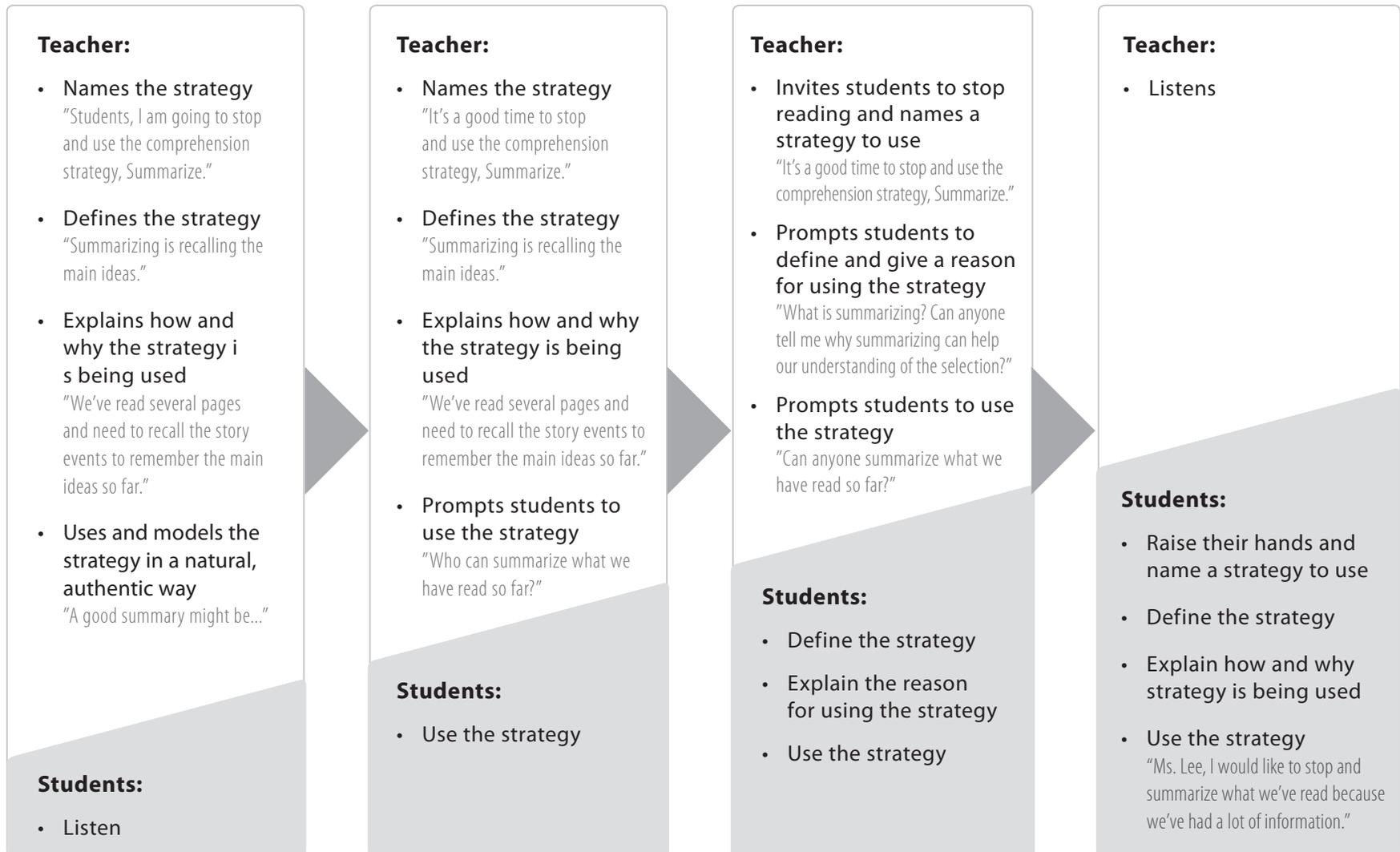
**What’s the evidence that your teachers are monitoring and providing appropriate feedback?**

- Are students practicing correctly?
- Consider:
  - Student workbooks
  - Work on the walls
  - Student oral responses
  - Curriculum-embedded assessments
  - Progress monitoring tools
  - Outcome assessments

# Transfer of Responsibility | Comprehension Strategy Instruction

## Participation Key

- Teacher Responsibilities
- Student Responsibilities



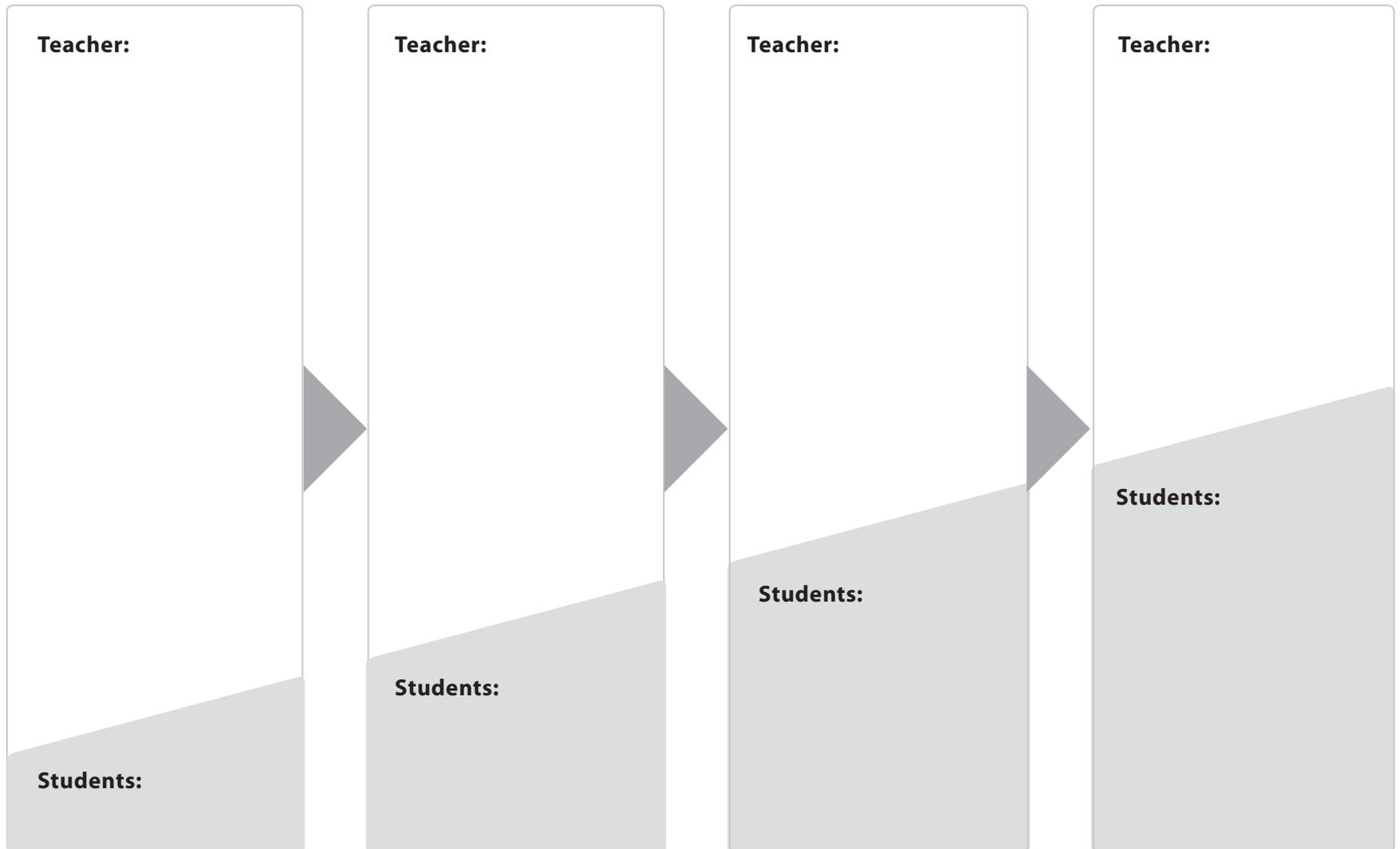
# What's the Transfer?



## Consider

Thi ...

How does this progression of transfer look for vocabulary instruction, comprehension skill instruction, or any instruction?





# What's the Expectation?



**Read** Read the lesson scenario on making inferences.  
a little

## SCENARIO

The third grade reading lesson today is on making inferences. The students are seated at their desks with their books open. Teacher Y asks if anyone knows what it means to make an inference. Two students, Ian and Becky, raise their hands (as always). The teacher calls on Ian who says that making inferences is like figuring out something. The teacher acknowledges this answer by telling Ian he is right.

Next, the teacher reads the first paragraph of this week's selection to the class, then, asks if anyone can make an inference about what the main character is like.

Becky raises her hand and states that the main character is brave. The teacher again confirms this response by saying it is correct—the main character is brave.

The teacher asks the students to silently read the final paragraph on the next page. Then, the teacher asks if anyone can make an inference about what they read. No one raises a hand, so the teacher says, "An inference I can make is that this paragraph was difficult for everyone to understand!"

"If inferential understanding is desired, a student's question answering behavior can be shaped by the questions that require them to connect information in the text to their knowledge base."

V. Zygouris-Coe & C. Glass (2005)  
<http://www.itrc.ucf.edu/forpd/strategies/stratqar.html>



## Turn & Talk

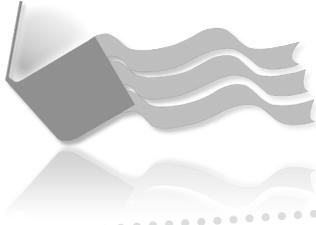
### EXPECTATIONS

- What level of thinking does making inferences require?
- Who does most of the "work" of making inferences in this lesson?
- What questions does the teacher ask in order to return students to the text to answer the inference questions?

# Observation & Feedback

## Practicing gathering evidence and using feedback to improve instruction

- Four types of observational evidence
  - Verbatim scripting
  - Observed behavior
  - Numeric information
  - Aspect of the environment
- The difference between effective and ineffective notes
- The importance of the principal being in the classroom
- Effective feedback notes contain the elements of claim, evidence, interpretation, and judgement
- “See Me” notes to support each teacher’s continual growth



# Observation Evidence

## Evidence

- Observable
- Not influenced by observer's perspective
- Free of evaluative words
- No conclusions drawn

## Opinion

- Makes inferences
- Depends on observer's perspective
- Includes evaluative words
- Draws conclusions

Courtesy of BTSA Support  
Provider Training

## FOUR TYPES

### Verbatim scripting

*Recording the talk and actions of the teacher or students*

Example: "Take out your homework assignment and place it on your desk."

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### Observed behavior

*A non-evaluative statement of observed behavior (teacher or student)*

Example: Students sit in groups of four

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### Numeric Information

*Information about time use, student participation, resource use, etc.*

Example: Five students raised their hands.

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### Aspect of the environment

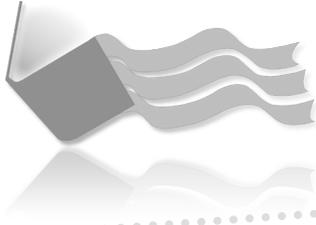
*An observed aspect of the environment*

Example: Procedures for group work are posted on the board.

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# Feedback Notes

## Providing Balanced Feedback

“Be aware of balancing positive and negative feedback. Positive feedback on its own allows no room for improvement and negative feedback alone is discouraging.”

Eastcott and Farmer (1992)  
*Planning Teaching  
for Active Learning*



### SCRIPTING

- What is it?
- Why do we have to be good at it?

### SCRIPTING TIPS

- Write fast
- Abbreviate
- Leave out vowels
- Leave out unimportant words

### **Try** it out

**Use an evidence statement from page 73 or page 75. Rewrite it “fast” using abbreviations, leaving out vowels and unimportant words.**

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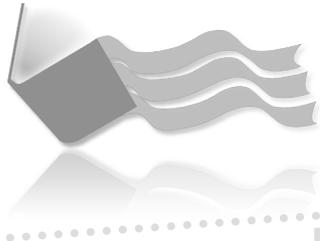
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### WALK-THROUGHS

- Need to be done on a regular basis
- Stay in the room 8 to 10 minutes
- Focus on the teacher behavior
- Leave a feedback note when you leave or in teachers box.
- Don't let bad habits develop!



# Ineffective vs. Effective Feedback

## INEFFECTIVE NOTES

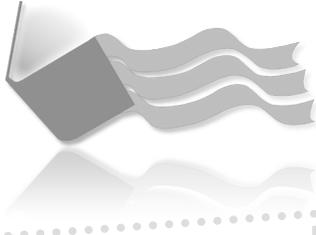
- Enjoyed it!
- The kids are so lucky to have you.
- Thanks for inviting me!
- Keep up the good work.
- Nice dress

## EFFECTIVE NOTES

- **Claim:**  
A statement that tied teacher performance to a certain skill.
- **Evidence:**  
A quote or literal description of what the teacher did (documentation).
- **Interpretation:**  
A statement of what the teachers behavior accomplished.
- **Judgment:**  
A sentence or phrase that tells the reader what the writer thought of the behavior.

adapted from presentations by Dr Ernie Stachowski, Sacramento City Unified,  
Administrator and Coach Training, 1998-2003

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Feedback Notes

Claim

Evidence

Interpretation

Judgment

## SAMPLE A

- I saw you make a student refer to the Sound/Spelling Cards.
- You said to Brenda, "Look at the cards. Do you see vowels?" Brenda said, "A." You said, "What sounds does 'A' make?"
- By having her look at the cards, she was able to identify a vowel and its sound.
- Continuing to do this will surely produce proficient readers.

## SAMPLE B

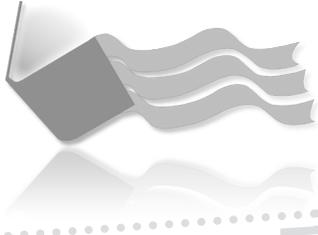
- I saw you monitor students' pronunciation during the practice of alphabet letter names.
- You had the students practice "x" and "h" and showed them where to put their tongues.
- By doing this, students were able to correctly pronounce the name of the letter.
- Keep it up, we're sure to get readers.



## Try it out

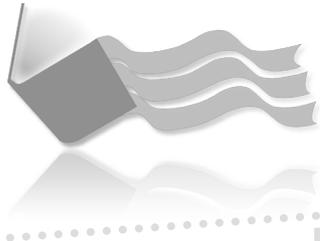
Using an evidence statement from page 73 or page 75 or recalling an observation, practice writing feedback notes.

- **Claim:** I saw...
- **Evidence:** You...
- **Interpretation:** By doing this... or Because of this...
- **Judgment:** Keep...



## Ideas for “Judgment”

- Continue to involve as many students as possible during reading time!
- Keep it up, we’re sure to get readers!
- Continue with this strategy - it will lead to greater comprehension about the concept.
- Continue to do this! It’s an effective way to keep the students involved in the story.
- Continue to stimulate their thinking with this effective strategy!
- I’m so proud of you! Keep up the hard work!
- Keep that active participation going!
- Keep monitoring for success!
- Keep modeling! The narratives will be great!
- Keep it up! You’re off to a great start!
- High expectations = high results!
- Great technique!
- Compliments to you!
- Smart strategy!
- Keep being consistent!



# The “See Me” Note

## THE “SEE ME” NOTE

The four elements stay the same:

- Claim
- Evidence
- Interpretation
- Judgment

but be careful how you word your note!

## VARIATIONS ON “SEE ME” FOR JUDGMENT

- I have ideas about this I know you’ll be willing to hear.
- Because of the skills you have in place, let’s talk about some ways to get \_\_\_\_\_ going.
- I’m looking forward to sharing some tips with you.
- We can explore this idea and give you some ways to use it in your classroom.
- We’ll talk about this and clear it up.
- Let’s get together to brainstorm strategies to...
- Let’s talk to...
- When can I come...

**Notes:** \_\_\_\_\_

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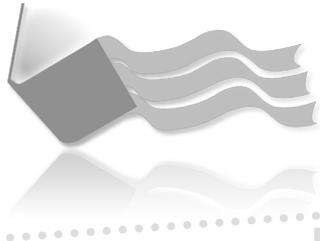
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# The “See Me” Note

## EXAMPLE

- While I was in your room today I saw you have students individually sort words with er/ir/ur
- You called individual students (three) to the board
- By having students do this one at a time, you may have missed an opportunity to have all of your students participate in the learning
- Let’s meet after school today and talk about some strategies for increasing student engagement.



## Try it out

Write a variation on your feedback note and include a “see me.”

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## Turn & Talk

How will this level of feedback help my teachers move forward from faithful implementation to skillful teaching?

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# Supervision of

## Vocabulary & Comprehension Instruction

### Using checklists and other tools to support monitoring

- Monitoring the Classroom Environment
- Observing Comprehension Instruction
- Observing Classrooms for Academic Language
- Finding Evidence of Questioning
- Finding Evidence of Comprehension Strategy Instruction
- Criteria for Effective Vocabulary Instruction
- Five-Minute Observation Form

# Monitoring the Classroom Environment: Vocabulary and Comprehension

- Walk through your classrooms focusing on the environment.
- Look for evidence of vocabulary and comprehension support in each classroom.
- Does the environment support student learning? Is there a match to current instruction?
- Check off the areas of support.
- Is there consistency among classrooms and across grade levels?

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Evidence of Vocabulary Support	Classrooms:						Notes
	1	2	3	4	5	6	
Clear, concise, everyday language to describe target words.							
Target vocabulary with visual attached							
Graphic organizers of words indicating relationships							
Vocabulary <i>Word Bank</i> or <i>Word Wall</i>							
Visuals to prompt comprehension strategy application							
Opportunities for students to post questions and/or responses to classroom readings.							
Classroom library accessible for wide reading							
School/community library books checked out by students/teacher							
Documentation indicating independent or center activities related to practice vocabulary or comprehension skills pretaught							

# Observing Comprehension Instruction

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Lesson: \_\_\_\_\_

Level of Instruction	Tally the number of times observed							
	Monitoring and Clarifying • identify the difficulty • restating • looking forward and back	Using Graphic and Semantic Organizers	Answering & Generating Questions	Recognizing Story Structure	Summarizing	Relating Prior Knowledge	Making and Confirming Predictions	Visualization
Teacher names the strategy								
Teacher defines the strategy								
Teacher explains how and why the strategy is being used								
Teacher uses and models the strategy in a natural and authentic way								
Teacher asks students to use the strategy								
Teacher ask students to define the strategy								
Teacher asks students the reason for using the strategy								
Teacher invites students to stop the reading to use a strategy								
Students raise their hands and name the strategy they would like to use								
Students define the strategy								
Students explain how and why the strategy is being used								
Students use the strategy								

# Observing Classrooms for Academic Language

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Lesson: \_\_\_\_\_

## WHAT'S THE EVIDENCE THAT TEACHERS KNOW, USE, AND EXPECT?

Features of Academic Language	Notes/Evidence
Vocabulary Knowledge	
Word Complexity	
Complex Sentence Structures	
Recommend Coach Support:	

# Finding Evidence of Questioning

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Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Unit/Theme: \_\_\_\_\_

Lesson: \_\_\_\_\_ TE pages: \_\_\_\_\_

Question Stems	Bloom's Level	Academic Language

**Feedback:**

# Finding Evidence of Comprehension Strategy Instruction

Teacher/Room: \_\_\_\_\_

Date: \_\_\_\_\_

**Rate your observations of these elements of comprehension strategy instruction on a scale from 1-5.**

	1 LOW	2	3	4	5 HIGH	Evidence:
Is the strategy relevant to the understanding of that particular text?						
Does the teacher clearly explain what the strategy is and why it is useful?						
Does the teacher model the strategy so that students learn how, when, and where to use the strategy?						
Does the teacher work with students to help them practice the strategy, engage them in discussion about how they are applying the strategy, and provide feedback?						
Do students independently apply strategies learned in previous lessons?						
<b>Notes for feedback:</b>						

Adapted from Pacific Resources for Education and Learning (PREL), 2005  
*A Focus on Comprehension*

# Criteria for **Effective Vocabulary Instruction**

Teacher/Room: \_\_\_\_\_

Date: \_\_\_\_\_

**Rate your observations of these elements of effective vocabulary instruction on a scale from 1-5.**

	1 LOW	2	3	4	5 HIGH	Evidence:
Clear, consistent, everyday language						
Model multiple examples						
Provide meaning as the words are encountered in text						
Give opportunity for practice						
Allow for ample review						
<b>Notes for feedback:</b>						

# Five-Minute **Observation Form**

School: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Instructor: \_\_\_\_\_

Program: \_\_\_\_\_

Level: \_\_\_\_\_

Grouping Format: \_\_\_\_\_

# in Group: \_\_\_\_\_

Perf. Level: \_\_\_\_\_

**In the space next to each General Feature indicate +, -, or NA.  
Fill-in the circle next to each observed area.**

\_\_\_\_\_ **Instructor models instructional tasks when appropriate.**

- Demonstrates the task (e.g., uses think alouds)
- Proceeds in step-by-step fashion
- Limits language to demonstration of skill
- Makes eye contact with students, speaks clearly while modeling skill

\_\_\_\_\_ **Instructor provides explicit instruction.**

- Sets the purpose for the instruction
- Identifies the important details of the concept being taught
- Provides instructions that have only one interpretation
- Makes connection to previously-learned material

\_\_\_\_\_ **Instructor engages students in meaningful interactions with language during lesson.**

- Provides and elicits background information
- Emphasizes distinctive features of new concepts
- Uses visuals and manipulatives to teach content as necessary
- Makes relationships among concepts overt
- Engages students in discourse around new concepts
- Elaborates on student responses

\_\_\_\_\_ **Instructor provides multiple opportunities for students to practice instructional tasks.**

- Provides more than one opportunity to practice each new skill
- Provides opportunities for practice after each step in instruction
- Elicits group responses when feasible
- Provides extra practice based on accuracy of student responses

\_\_\_\_\_ **Instructor provides corrective feedback after initial student responses.**

- Provides affirmations for correct responses
- Promptly corrects errors with provision of correct model
- Limits corrective feedback language to the task at hand
- Ensures mastery of all students before moving on

\_\_\_\_\_ **Instructor encourages student effort.**

- Provides feedback during and after task completion
- Provides specific feedback about student's accuracy and/or effort
- Majority of feedback is positive
- Celebrates or displays examples of student success in reading

\_\_\_\_\_ **Students are engaged in the lesson during teacher-led instruction.**

- Gains student attention before initiating instruction
- Paces lesson to maintain attention
- Maintains close proximity to students
- Transitions quickly between tasks
- Intervenes with off-task students to maintain their focus

\_\_\_\_\_ **Students are engaged in the lesson during independent work.**

- Independent work routines and procedures previously taught
- Models task before allowing students to work independently
- Checks for student understanding of the task(s)
- Students use previously-learned strategies or routines when they come to a task they don't understand
- Independent work is completed with high level of accuracy

\_\_\_\_\_ **Students are successful completing activities at a high criterion level of performance.**

- Elicits a high percentage of accurate responses from group
- Elicits a high percentage of accurate responses from individuals
- Holds same standard of accuracy for high performers and low performers

**Focus:** \_\_\_ Phonemic Awareness \_\_\_ Phonics \_\_\_ Fluency  
\_\_\_ Vocabulary \_\_\_ Comprehension

**Comments:**

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# Additional Professional Development Modules

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Additional professional development modules are available through California Reading First at the Reading Lions Center ([www.calread.net](http://www.calread.net))

## **Administrator Modules**

- Academic Language: Knowing, Using, and Expecting
- Comprehension: Why Our Students Struggle
- Comprehension Skills: Understanding Text
- Direct Instruction: Maximizing Student Learning
- Intervention: Prevention is Intervention
- Questioning: Thanks for Asking
- Student Engagement: Beyond Whiteboards
- Vocabulary: Effective Approaches

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