

**Supporting Strategic Learners:  
A Primer for Teachers and Paraprofessionals**

Presented by:  
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**Workshop Outcomes~2 Days**

1. Foundations for Intervention
2. Aligning an effective system of support based on data
3. Explicit instruction
4. Basic small group management
5. Increasing Engagement to Increase Achievement
6. Developing critical vocabulary skills
7. Comprehension Instruction

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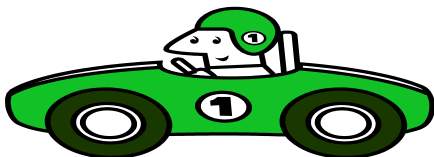
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**The Big Five of Reading**



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**The Parts:**

- Phonics and Phonemic Awareness = Engine
- Fluency = Wheels
- Vocabulary = Chassis
- Comprehension = Steering Wheel

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**WHEN SHOULD INSTRUCTION BEGIN?**

- Hanson, R., & Farrell, D. (1995) The long term effects on high school seniors of learning to read in kindergarten.
  - Ginn SWRL Phonics program used with 1534 kindergartners
  - Study compares a N of over 3000 students

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**WHEN TO BEGIN CONT.**

- Seniors who received reading instruction in kindergarten were found to be superior in reading skills and all other educational indicators.
- Findings held up across districts, ethnic, gender, and social groups.

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**PHONEMIC AWARENESS**

- Hearing sounds in words
- Hearing syllables in words
- Phonemic Awareness increases early acquisition of reading
- Phonemic Awareness plus phonics instruction most powerful
- Rhymes, say sounds, alliteration
- Anderson, Heibert, Scott & Wilkinson, (1985)

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**PHONICS INSTRUCTION**

- Explicit - Sounds associated with letters are identified in isolation, then blended to form words.
- Implicit - Helping students to identify sounds associated with individual letters in the context of the whole word rather than in isolation
- Hand - Say hand. Listen for the sound.

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**Explicit Decoding Skills**

- Students are not directed to attend to the context until after they have identified the word.  
*That month, all her pet polliwogs turned into frogs.*
- Only after the word has been identified would the student be guided to use context to verify that the word is decoded correctly, or to understand the meaning.

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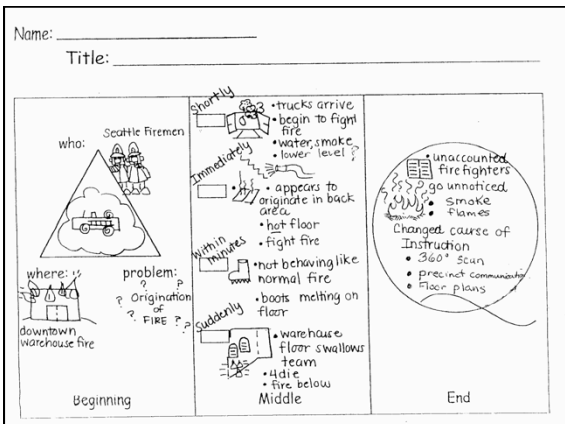
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### Informed Instruction

Who is at risk? Who needs close monitoring?	First Alerts: Screenings
What are students strengths and weaknesses? Are other students exhibiting similar profiles?	In-depth View: Diagnostics
Who needs extra support? How should groups be formed? Which skills need to be emphasized?	Growth Charts: Progress Monitoring
Have we accomplished our goals for a student, class, or district? What should change? What needs refining?	Reaching Goals: Outcomes

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We never really leave our non-reading children behind. We may forget about them, but we are chained to them socially and economically. Like a ship and its anchor, we must either lift them up or drag them along behind us.

-Lynn Fielding  
*The Face of a Child*

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**Repetition Research**

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Keith Stanovich

- Competent learners - 4-14 repetitions
- Most At-Risk Learners-  
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- Your students -  
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Whoever teaches the most in  
the shortest amount of  
time wins!

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**Annual Growth-Catch Up Growth**

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- Creating *annual growth* for more students usually means better execution in the traditional areas of excellent leadership, excellent initial instruction and excellent data systems.
- Creating *catch-up growth* means adding the new layers of targeted accelerated growth

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**What Data Do We Examine?**

- Statewide assessment scores
- DIBELS scores
- Classroom Comprehension Measures
- District Benchmark Data
- Anecdotal/Observational Data
- Diagnostic Measures (i.e. Phonics Survey)
- Intervention Program Progress Monitoring

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**Just What is DIBELS?**

- Dynamic Indicators of Basic Early Literacy Skills
    - "A screening instrument that determines whether all major skills are in place for a student to read on grade level by the end of third grade."
    - "Progress monitoring assessments that measure whether intervention instruction is effective".
- (I've DIBEL'd. Now What?, Susan L. Hall, Ed.D.)*

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**What Does DIBELS Measure?**

- Initial Sound Fluency (ISF) – ability to recognize and produce initial sounds in words
- Letter Naming Fluency (LNF) – ability to recognize and name a random mixture of uppercase and lower case letters
- Phoneme Segmentation Fluency (PSF) - ability to segment a spoken word of two to five phonemes into the individual sounds

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**What Does DIBELS Measure? Cont.**

- Nonsense Word Fluency (NWF) - ability to read two-letter and three letter nonsense words (mostly cvc)
- Oral Reading Fluency (ORF) - fluency and accuracy in reading grade level passages aloud, as measured by words read correctly per minute

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**What Does DIBELS Measure? Cont.**

- Retell Fluency (RTF) - ability to retell information from a passage just read, as a measure of comprehension
- Word Use Fluency (WUF) - measures vocabulary by a tally of the number of words spoken in accurate utterances or definitions in response to target words

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**DIBELS Levels**

- Benchmark - Making adequate progress to reach the target
- Strategic - Without additional instruction, are not likely to reach the literacy target
- Intensive - Get moving! These students will not meet the target with out additional, intensive, and explicit instruction

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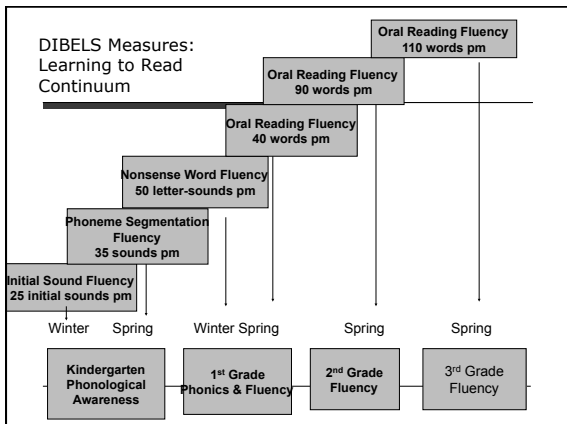
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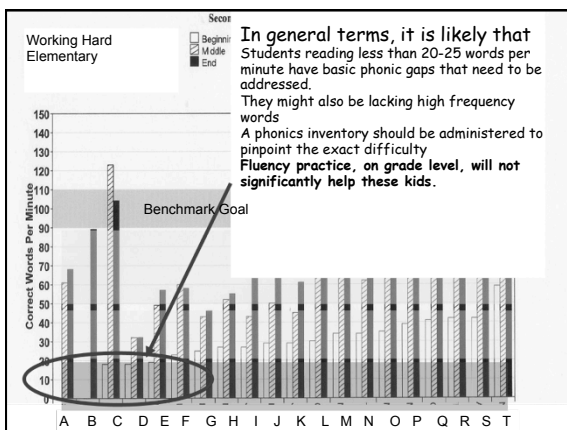
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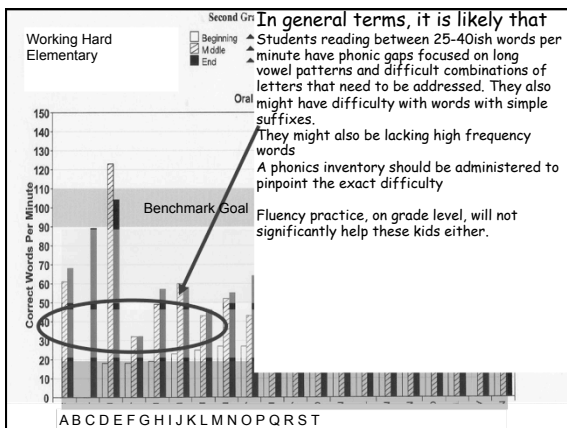
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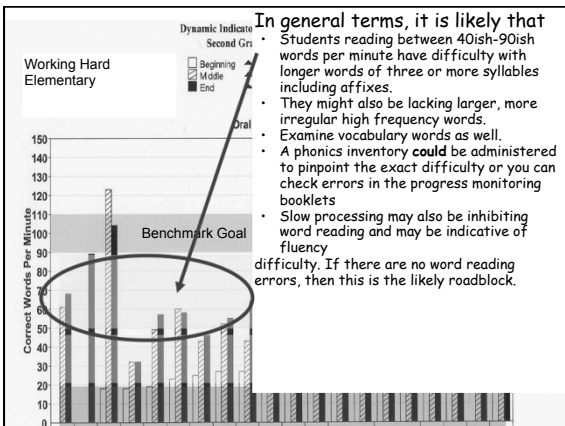
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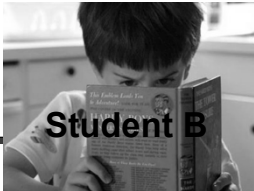
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**Student A**

- Reads about 76 words per minute
- Reads word by word with flat intonation
- Little to no word reading errors but pauses on unfamiliar vocabulary



**Student B**

- Reads about 76 words per minute
- Has several errors in word reading which are generally larger than two syllables
- Uses appropriate expression and intonation

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**Section 1 Wrap-Up: Refining processes for examining data student by student**

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Write down three key learnings from this segment

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

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Section 2

Aligning an Effective System  
of Support Based on Data

How should I teach what  
they need to know?

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They say that time changes things, but you  
actually have to change them yourself!

-Andy Warhol  
Artist

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Explicit Instruction

Teach, Model, Practice, Apply

- I do , We do, You do (Anita Archer)
- My turn, Our turn, Your turn
- I say it, We say it, You say it

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### Instructional Routines and Signals

- Why?
  - Everyone can respond at once – no chance to hide behind the quicker ones
  - More opportunities for practice
  - Provides a means to demonstrate the skill explicitly

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### Signals

- Individual sounds  
Finger to left, tap under
- Smooth blend  
Finger to the left- As long as I touch the sound you say the sound, try not to stop in between the sounds

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### Signals

- Sound by sound blending  
One letter at a time say:  
*sound, blend, sound, blend, sound, blend, read*
- Blending with vowel combinations  
Tap the underlined vowels say:  
sound, (move finger to the left of the word say: *blend*, then say: *read*)

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**Signals**

- Blending silent e  
Underline vowel, draw arrow from silent e to vowel, touch underline and say sound, move finger to the left of word and say blend, and then word
- Word review  
Finger to the left of the word, sweep finger and say read

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**Signals**

- Irregular words  
*Read, spell, read*
- Multi-syllabic words  
Loop underneath syllables -  
tap underneath each part and say *part*, sweep underneath the word and say read

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**ISF: Initial Sound Fluency**

- Initial Sound Picture Card Sort - Once picture card anchors each column - place like beginning sound pictures under column
- Give me a picture that starts with this sound
- Train picture sort - anchor the engine with a picture- each car gets a picture
- What's the first sound you hear
- Object sort
- Sound Dominos

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**PSF: Phoneme Segmentation Fluency**

Words in sentence  
Syllables  
Onset and rime  
Phonemes

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**PSF: Phoneme Segmentation Fluency**

- Tap the Cubes- Move the Cubes
- Hop the Phonemes
- Clap the Phonemes
- Link the Chain
- Count the Sounds
- Pen Tap (onset rime)
- Head, Waist and Toes
- Delete the Sound
- Add the Sound

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**NWF: Nonsense Word Fluency**

- Stretch & Shrink
- Review letter sound correspondences taught
- Explicit introduction of letter-sound correspondences
- Blending practice
  - Sound by sound
  - Continuous
  - Whole word
- Spelling focused

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## Acknowledgements

Thanks to Gail Adams for contributing her phonics instruction work to this presentation.

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## What is Decoding?

- **The ability to utilize letter- sound associations and structural elements to determine the pronunciation of unknown words.**
- **Instructional Sequence :**
  - \* Letter-sound associations (phoneme-grapheme associations)
  - \* Decoding of short (single syllable) words
  - \* Prefixes and suffixes
  - \* Decoding of long (multi-syllabic) words
  - \* Strengthened by parallel spelling instruction

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## Letter-Sound Associations

Utilize a well-organized, systematic sequence to introduce the most common letter-sound associations.

- Use these guidelines in selecting or designing a phonics sequence :
  1. Introduce high frequency letters and letter combinations before low frequency letters and letter combinations. ( m before v, sh before ph)
  2. Separate letters that are similar--look or sound the same ( e and i, b and d; d and t; h and n)

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**Letter-Sound Associations**

- 3. Initially only introduce the most common sound for a letter or letter combination.  
/c/an- major sound  
ni/c/e- minor sound
- 4. Teach easier letter/sound associations before more difficult associations.  
Ex: continuous sounds before stop sounds, common single letters before combinations.  
Example sequence for initial instruction:  
a, m, t, s, l, f, d, r, o, g, l, h, u, c, b, n,  
k, v, e, w, j, p, y, x, q, z

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**Letter-Sound Associations**

Differentiate between continuous and stop sounds

Continuous Sounds can be held without distorting the sounds. They include all vowels, & m, f, s, n,

Stop Sounds will be distorted if held and must be said quickly. They include p,k,t,q,c,b,d,h

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**Letter-Sound Associations**

Do not distort sounds by stretching out a stop sound, e. g. /p/ as students will hear the /p/ sound as /puuuuuuuuuu/

It is useful to stretch the continuous sounds to clarify them, and invite students to examine how they make their mouth and voice box feel (Beck and Juel 1995)

Model how to collapse or blend sounds together to form real words.

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**Decoding Strategy for Short Words**

1. Say the sounds.
2. Say the sounds fast.
3. Say the word.
4. Ask yourself
  - Is it a real word?
  - Does it make sense?

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**Sounding Out Words with Letter Combinations**

**rain train paint sail seal**

**Precorrection Procedure**

1. (Point to the underlined letters.) What sound?
2. (Point to the left of word.) Blend
3. (Point to the left of word, sweep finger) Word
4. (Have students reread the list without the precorrection.)
5. (Have individual students read the words or have them read the words to their partner.)

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**Decoding CVCE words**

**bake rate rat brake mane man**

1. An e at the end of a word tells us to say the name of this letter. (Point to the vowel letter.)
2. (Guide students in applying the rule.)
  - a. Is there an e at the end of this word?
  - b. (Point to the vowel letter.) So do we say the name of this letter?
  - c. What is the name of this letter?
  - d. (Point to the word.) What word?

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### Decoding of Multisyllabic Words (Loop, Loop, Loop Strategy)

**(Preparation:** Segment the word into decodable chunks. Be sure that prefixes and suffixes are separate parts. Draw loops to segment the words.)

**instruction    commitment    remarkable**

1. (Move finger under the first part.) What part?
2. (Repeat for remaining parts.)
3. (Move finger quickly under the parts.) What part? What part? What part?
4. What word?
5. Is that a real word?

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### Acknowledgement

The research-validated strategy for teaching multi-syllabic decoding skills discussed in this workshop are from the REWARDS Program (Reading Excellence and Word Attack Rate Development Strategies) by **Archer, Gleason and Vachon**.

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### Section 2 Wrap-Up: Aligning an Effective System of Support Based on Data

What key factors have you learned in this section?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

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**Section 3**

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**Explicit Instruction**

**Let me be perfectly clear!**

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**Ms. Get-Her-Done's Large Group Routine (In addition to basal lesson)**

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<input type="checkbox"/> Alphabet Cheer	<input type="checkbox"/> Sound review
<input type="checkbox"/> ISF Work	<input type="checkbox"/> Sound blending
<input type="checkbox"/> Onset Rime template	<input type="checkbox"/> Irregular word practice
<input type="checkbox"/> What's the first sound you hear, end, middle	<input type="checkbox"/> REPETITION
<input type="checkbox"/> Segmenting Work	<input type="checkbox"/> REPETITION
<input type="checkbox"/> Sound counting	<input type="checkbox"/> REPETITION
<input type="checkbox"/> Blending	
<input type="checkbox"/> Stretch and shrink	

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**Phonics Instruction: More Word Work Please!**

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- Stretch and shrink warm up
- Review letter-sound correspondences previously taught
- Introduce new letter-sound correspondences
- Blend words using the letter-sound correspondences
- Read words from lists
- Read decodable sentences
- Reread decodable practice texts

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**Phonics Cont.**

- Read word families three ways
  - Underline, smooth blend, read
- Read decodable sentences
- Spell words and sentences from dictation
- Read decodable text

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**Make it Fun!**

- Sticky note points
- Earn a face
- Round the world
- Reading with voices
- Teacher VS the Kids
- Making bets
- Group and class points for reward (Freeze Dance)

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**More Fun**

- Witches fingers
- Earn a joke (must read from joke book)
- Dance of joy
- Bounce of joy
- Wall of fame

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**Section 3 Wrap-Up:**  
**Explicit Instruction**

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What key factors have you learned in this section?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

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**Section 4**

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**Basic Small Group Management**

Difficult Students. What's an educator to do?

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**Behavior Problems=Underachievement**

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"It has been well established that academic underachievement and behavior problems go hand in hand (Kaufman,2001). The converse is also true. If students are actively and productively engaged in their learning there will be less likelihood of behavior problems occurring."

--Geoff Colvin

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I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

--Haim Ginott

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**DISCIPLINE MYTHS AND MISCONCEPTIONS**

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Discipline worked better

Graduation rates:

- 2004 69.7% (NCHEMS Information Center)
- 1990 75%-79%
- 1946 48%
- 1900 6%

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**PUNISHMENT HAS POWER**

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Role-bound authority


"Get tough attitude

Take my recess

Call my mom

In school suspension

After school detention



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### THE BASICS

- Behavior is Learned
- Monitor
- Reinforce
- Teach the behaviors
- Mild reprimands
- Structure for success
- Continuous feedback



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### BEHAVIOR IS LEARNED

- Was taught at home
- Today children are raising children
- Dysfunctional families who don't know how to teach behaviors or who are not capable

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### TEACH THE BEHAVIORS

- Determine what the behavior looks and sounds like
- Determine the steps needed to teach the behavior
- Teach I do, we do, you do
- Provide plenty of practice



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### T Charts

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What Should it Look Like?	What should it sound like?

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### Seat Work

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What should it look like?	What should it sound like?
Students sitting at their desks working on their assignments	0 level voice
Asking a partner for assistance when there is a question	Level 1 voice
Partners checking each other's Assignments	Level 1 voice
Students walking quietly to the assignment box to turn in completed work	0 level voice
Reading one of three library books	0 level voice

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### Transitions: Points to Consider

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- Prepare all materials in advance and place them where they will be used.
- Provide a signal to notify students of time remaining until transition.
- Gain student attention before transition occurs.
- Give instructions on how to make the transition and the expectations for behavior.
- Use positive reinforcement.
- Use corrective procedures

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**BEHAVIOR INSTRUCTION PRACTICE**

☞ Please choose one classroom procedure such as working at a literacy center and construct a T-chart for it.

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**MONITOR**

- Monitor
- Monitor
- Monitor



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**Monitoring From the Teaching Station**

- Provide instructions for independent seatwork before small group work begins
- Begin small group only after independent work is going smoothly
- Build natural stopping points within the small group lesson
- Praise on-task independent workers

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**Monitoring From the Teaching Station**

- Use the music box
- With a challenging class use group points-keep point chart within reach
- Debrief independent time
- Choose exceptional students to read at the end of the reading block-cheer

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**REINFORCEMENT**

- Praise--high level
  - \* proximity
  - \* don't wait for thanks
- Specific
- High rate in the beginning
- Use unpredictable and intermittent reinforcement to maintain the behavior

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**REINFORCEMENT REMINDERS**

- Use the lowest level reinforcer that works
  - Body language
  - Praise
  - Special privileges
  - Preferred activities
  - Stars/Written Praise Statements
  - Stickers
  - Phone calls home
  - The list is endless...

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**Reinforcement Cautions**

- Use non-contingent reinforcement for those students who respond negatively to praise
- Try 2x10

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**REINFORCEMENT PRACTICE**

- Share reinforcement you would give to a student who is working quietly on their assignment.
- Share reinforcement you would give to a small group of students who are tracking with their fingers.

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**MILD REPRIMANDS**

- Unemotional
- Specific positive direction
- Move away quickly



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### REPRIMAND PRACTICE

Students are to be completing a story grammar graphic organizer at their seats. Jeanie is cutting paper at her desk.

- ☞ Give an example of a mild reprimand for Jeanie and share this with your partner.

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### CONSEQUENCES

- It isn't the severity of consequences, but the consistency that makes them effective
- We need a repertoire of small consequences that we will use consistently
  - 1 minute timeout/loss of recess
  - Go to the back of the line
  - Change seats
  - Push chair away from the table

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### CONTINUOUS GROUP FEEDBACK

- Three positives to one negative
- ALL YEAR LONG!
- Include non-contingent attention
- Sticky note points
- Teacher/Student points



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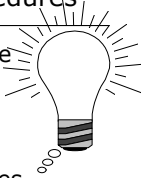
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### Successful Routines and Procedures

- Meet at the door with a positive greeting
- Daily routine assignment
- Teach your attention signal
- Teach your most important rules
- Teach procedures as needed



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### STRUCTURING FOR SUCCESS

- Avoid the void
- Design the classroom for easy monitoring
- Create procedures for everything and use them consistently

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### AS IF RULE

- TREAT YOUR STUDENTS AS IF THEY HAVE ALREADY MET YOUR EXPECTATIONS.



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**Dealing with students who have misbehaved**

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- This is not you. You are a person who...
- We all make mistakes
- How are you going to repair the damage?
- Consequence
- I know you will be successful

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**Section 4 Wrap-Up: Basic Classroom Management**

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- What key factors have you learned in this section?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

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**Section 5**

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**Increase Engagement with a Focus on Fun**

**Keeping the "fun" in reading *fundamentals!***

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Materials for this section on Active Engagement was written by Anita L. Archer, Ph.D

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**Active Participation**

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Think Pair Share

What are ways that students can respond in a lesson?

1.                       5.  
 2.                       6.  
 3.                       7.  
 4.                       8.

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**Active Participation**

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Think

- Have students think and record responses.
- As students are writing, move around the classroom and record their ideas and their names on an overhead transparency.

Pair

- Have students share their ideas with their partners. Have them record their partner's best ideas.
- As students are sharing, continue to record ideas on the overhead.

Share

- Use the transparency for sharing with the class.

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Active Participation:  
Choral Responses

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**Choral Responses**  
**Students are looking at the teacher.**

- Ask a question.
- Put up your hands to indicate silence.
- Give thinking time.
- Lower your hands as you say, "Everyone."

**Students are looking at a common stimulus.**

- Point to the stimulus.
- Ask a question.
- Give thinking time.
- Tap for a response.

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Active Participation:  
Choral Responses

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**Choral Responses**  
**Students are looking at their own book/paper.**

- Ask a question.
- Use an auditory signal ("Everyone.").

**Hints for Choral Responses**

- Give adequate thinking time.
- Have students put up their thumbs OR look at you to indicate enough thinking time.
- If students don't respond or blurt, repeat.

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Active Participation:  
Partners

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**Partners**

Assign partners.

- Pair lower performing students with middle performing students.
- Give the partners a number.
- Sit partners next to each other.
- Utilize triads when appropriate.

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**Active Participation -  
Other Hints for Partners**

- Teach students how to work together. LOOK, LEAN, AND WHISPER.
- Teach students how to give and receive encouragement and compliments.
- Teach students that cooperative practice relates to the work place not to friendship.
- Change the partnerships occasionally (every three to six weeks).
- Join two partnerships to form cooperative teams. If you plan to use cooperative teams often, give students in team numbers 1, 2, 3, and 4. Make 1 and 2 partners and 3 and 4 partners. When requesting responses on partnerships, refer to **evens** and **odds**.

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**Active Participation:  
Partners**

**Uses of partners.**

1. Say answer to partner.
2. Retell content of lesson using a graphic organizer.
3. Review content (**Tell, Help, Check**).
4. Brainstorm (**Think, Pair, Share**).
5. Explain process, strategy, or algorithm using examples.
6. Read to or with partner.

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**Active Participation:  
Partners**

**Other Uses of partners.**

1. Monitor partner to see if directions are followed.
2. Share materials with partners.
3. Assist partners during independent work.
4. Collect papers, handouts, assignments for absent partners.
5. Provide feedback on written products of partner.
- 6.
- 7.
- 8.

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Active Participation:  
Individual Turns

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**Less desirable practices**

#1. Teacher asks question. Students raise their hands.  
Teacher calls on student with raised hand.

#2. Student is inattentive. Teacher calls on the student to  
regain attention.

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Active Participation:  
Individual Turns

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**Individual Responses**

**Option #1**

- Have students share answers with their partners.
- Call on a student.

**Option #2**

- Ask a question.
- Raise your hands to indicate silence.
- Give thinking time.
- Call on a student.

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Active Participation:  
Individual Turns

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**Procedures for calling on students to insure  
that all students are involved.**

**Procedure #1** - Call on students in different  
parts of room.

**Procedure #2** - Write names on cards or sticks.  
Draw a name.

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Active Participation:  
**Individual Turns**

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- If a student is called on and says "I don't know." Scaffold his/her response.**
  - Procedure #1** - Have student consult with his/her partner.
  - Procedure #2** - Have student consult with his/her book.
  - Procedure #3** - Have student tell the "best" of previous answers.
  - Procedure #4** - Tell student an answer.

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Active Participation:  
**Written Responses**

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- Written response**
  - Gauge the length of the written response to avoid "voids".
    - Make the response fairly short OR
    - Make the response "eternal."
  - To keep students from "sneaking" ahead.
    - Expose limited items on the overhead.
    - Have students put their pencils down to indicate completion OR have them turn their paper over.

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Active Participation:  
**Other Responses**

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- Touch or put pencil on stimulus.**
  - Increases attention.
  - Allows monitoring of attention to stimulus.
- Act out.**
- Use hand signals.**
  - Useful to share categorical responses.
  - Model hand signal before using.
- Display answer with response cards.**
  - Have students write possible responses on cards or paper.  
(e.g., Legislative Branch, Executive Branch, Judicial Branch)
  - Ask a question. Have students display card or point to response.

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Active Participation:  
Passage Reading

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**Choral Reading**

- Read selection with your students.
- Read at a moderate rate
- Tell your students, "Keep your voice with mine."  
*(You may wish to have the students preread the material silently before choral reading.)*

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Active Participation:  
Passage Reading

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**Cloze Phrase Reading**

- Teacher reads the first part of the sentence.
- Students follow with the remaining part of the sentence to the period
- Teacher reads. Students read. Teacher reads...etc...  
*(Excellent practice for reading initial part of a chapter or when you need to read something quickly.)*

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Active Participation:  
Passage Reading

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**Individual Turns**

- Use with small groups.
- Call on an individual student.
- Call on students in random order.
- Vary the amount of material read.

**Silent Reading**

- Pose pre reading question.
- Tell students to read a certain amount.
- Ask them to reread material if they finish early.
- Monitor students' reading. Have individuals whisper-read to you.
- Pose post reading question for partner discussion.

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Active Participation:  
Passage Reading

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**Partner Reading**

- Assign each student a partner.
- **Reader** whisper reads to partner. Students alternate by sentence, paragraph, page, or time (5 minutes).
- **Coach** corrects errors.  
**Ask** - *Can you figure out this word?*  
**Tell** - *This word is \_\_\_\_\_. What word?*  
*Reread the sentence.*

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Active Participation:  
Passage Reading

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**Alternatives to support lowest readers**

1. Lowest readers placed on a triad.
2. First reader (better reader) reads material. Second reader reads the SAME material.
3. Students read the material together.

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**What About Individual Checks**

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- Used to monitor individual progress
- Check randomly
- Do only a couple, followed by a choral response

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**Engagement**

- Echo Reading
- Choral Reading
- Cloze Phrase Reading
- Partner Reading
- 'Fish' Reading
- Radio Reading
- Jump Reading
- Silent Pre-read
- Reread for purposes of finding out...

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**Engagement Cont.**

- Actions
  - Show me what squint looks like
- Cards
- White boards

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**Section 5 Wrap-Up:**  
**Increase Engagement with a Focus on Fun**

- What key factors have you learned in this section?
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_

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**Developing Vocabulary**  
 Through Stories

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**What Does the Research Suggest to Improve Vocabulary Knowledge?**

<input type="checkbox"/> <b>What Doesn't Work?</b>	<input type="checkbox"/> <b>What Does Work?</b>
<input type="checkbox"/> rote memorizing of lists	<input type="checkbox"/> increase reading volume
<input type="checkbox"/> Telling students to "use context"	<input type="checkbox"/> select/prioritize useful words to directly teach
<input type="checkbox"/> looking up a word in the standard dictionary & copy the definition	<input type="checkbox"/> explain meanings-connect interactive follow up that is engaging/intentional
<input type="checkbox"/> simply using the word in a sentence	<input type="checkbox"/> repeated exposures

The Power of "Frontloading" Vocabulary Instruction w/Secondary Students  
 Dr. Kevin Feldman www.scoe.org - readingcorner.kfeldman@scoe.org (707) 524-2759

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**What Words Should be Directly Taught?**

**Words that are:**

- 1) Unfamiliar to students
- 2) Key to understanding the text
- 3) Likely to "travel well" - generalize, useful in the future
- 4) Limit the number to about 3-5 words in elementary settings

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### A Map for Thinking About 3 Basic Word Types

- 1. Basic Conversational Words
  - e.g. - *clock, baby, happy, come, walk, house*
  - rarely requires much instruction
- 2. Academic English - High General Utility in Reading/Writing/Speaking "Brick Words"
  - e.g. - *learning, daily, progress, major, building, section*
  - effective instruction produces dramatic impact
  - on comprehension/writing/speaking abilities
- 3. Content Specific - Low General Utility - Lesson Specific "mortar words"
  - e.g. - *isotope, plate tectonics, magma, isthmus*
  - very helpful for specific lessons/little generalization

(Beck & McKeown, 1985)

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### Vocabulary Sequence-Isabel Beck

- Word is contextualized for it's role in the story.
  - *Lisa was reluctant to leave without Corduroy.*
- Children repeat the word. (Say the word with me.)
- Explain the meaning.
  - *Reluctant means you are not sure you should do something.*

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### Vocabulary Sequence Continued

- Examples are given from a context other than found in the story. Someone might be reluctant to jump off of a high dive.
- Children provide their own examples.
- Children say the word again. (What is the word we have been talking about?
  - Bringing Words To Life by Isabel Beck, Margaret, McKeown, & Linda Kucan, Guilford Press 2002

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### What Does the Research Suggest to Improve Vocabulary Knowledge?

- What Doesn't Work?**
- rote memorizing of lists
- Telling students to "use context"
- looking up a word in the standard dictionary & copy the definition
- simply using the word in a sentence
- What Does Work?**
- increase reading volume
- select/prioritize useful words to directly teach
- explain meanings-connect interactive follow up that is engaging/intentional
- repeated exposures

The Power of "Frontloading" Vocabulary Instruction in Secondary Schools  
Dr. Kevin Pollman www.acee.org -readingcenter.kidlit@acee.org (807) 524-2799

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### Comprehension Strategies

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### RCRC Active Reading Strategy~ Anita Archer

- R = Read**
  - Read a paragraph.
    - Think about the topic.
    - Think about the important details.
- Cover**
  - Cover the paragraph with your hand.

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**RCRC Continued**

- Recite
  - Tell yourself what you have read.
    - Say the topic.
    - Say the important details.
    - Say it in your own words.
- Check
  - Lift your hand and check.
    - If you forget something important, begin again.

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**Question Answer Relationships**

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QAR  
A Strategy for Increasing Comprehension  
Presented by  
Kim Marcum  
[kimmarcum@comcast.net](mailto:kimmarcum@comcast.net)

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**Objectives**

- To understand the elements of QAR
- To understand a QAR lesson design
- To understand the relationship of the QAR strategy and state reading assessments

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**What is QAR?**

"QAR is both a comprehension, metacognitive strategy and a common language for use in the classroom. It provides a common way of thinking and talking about sources of information for answering questions."  
(Raphael,1986)

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**2002 NAEP Reading Scores**

"The reading test results from the 2002 NAEP reveal a disturbing achievement gap between students of diverse backgrounds and mainstream students. By twelfth grade, as a group students from diverse backgrounds have fallen four years behind their mainstream peers.  
(Grigg, Danne, Jin, & Campbell, 2003)

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**Average 2002 NAEP Scores**

Ethnicity	Grade 4	Grade 8	Grade 12
White	229	272	292
Black	199	245	267
Hispanic	201	247	273
Asian/ Pacific Island	224	267	286

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"Research clearly shows that all students need instruction in reading comprehension, especially teaching that focuses on the strategies required to answer and generate challenging questions." (Taylor et al., 2003, 2005)

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**QAR**

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The strategy teaches two major sources of information used to answer questions:

In the Book

In My Head

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**In the Book**

**\_\_\_\_\_**

Right There

- Everything needed to answer the question is right there in a single sentence
- Fiction might include
  - Information about characters, setting, or sequence of events
- Nonfiction might include
- Terms, facts, or supporting details

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### In the Book

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- Think and Search
    - Asks readers to put information together , looking across sentences, paragraphs, pages etc.
    - Requires students to integrate information
    - Might include relationships between problems and solutions, or cause and effects
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### In My Head

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- On My Own
  
  - Author & Me
- 

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- 
- On My Own
    - The answer is not in the book
    - Readers use their background knowledge and ideas
      - Could be used to activate prior knowledge
      - Make connections to the text (What is your favorite sport?)
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**Author and Me**

- Student combines information from the text and prior knowledge to answer the question
- Often involves a think and search process, combined with background knowledge

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**Explicit Strategy Instruction**

- Teach “We are going summarize”
- Describe the learning using gestures and models
- Demonstrate the strategy
- Provide 3-4 different models
- Students practice with you, with feedback
- Students try the strategy in partners
- Students try the strategy independently

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**Section 5 and 6 Summary**

- Quick write:
  - Summarize in 1 minute 3 key learnings from this segment...

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### Putting it all Together

- Use scientifically based strategies and programs
- Establish consistent procedures/signals and routines
- Use data as the foundation for instruction
- Progress Monitor
- Provide explicit instruction
- Focus on the 5 Big Areas of Instruction
- Align support with classroom instruction
- Double dose and preteach

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### They are counting on us!



Thank you for your time and attention!

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