Content Standards

- Deepen understanding of the 3 types of word knowledge and the 3 levels of words
- Use Think Alouds to model the use of comprehension strategies (monitoring and “fix ups”)
So many words, so little time.
Research Point

Which words should be the focus of vocabulary instruction?

Vocabulary instruction should focus on words that the learner will find useful in many contexts.

National Reading Panel, 2000

Colorado Reading First, 2005
Choosing Words to Teach

Beck, McKeown, Kucan, 2002

- **Level 1:** Everyday Words
- **Level 2:** Extended Words
- **Level 3:** Expert Words
Level 1: Everyday Words

- Basic words that rarely require instruction.
- Examples: *clock*, *baby*, *happy*, *walk*
Level 3: Expert Words

- Words that are low in frequency of use.
- They are often limited to a specific domain.
- Examples: stethoscope, barometer, sauté, eviscerated
Level 2: Extended Words

- Words that are of high frequency for mature language users
- Words that extend and enrich students’ reading and writing vocabularies
- Examples: ridiculous, fortunate, grateful, coincidence, curious
Is this Level 2 Word a Good Choice for Instruction?

- Do students know a synonym for the word?
- Will instruction in this word elevate the written and spoken language of the students?
- Is the word in their Zone of Proximal Development?
Activity: Pyramid Grouping

1. Use the selected article.
2. With a partner determine 5 words from the article you think are “worth teaching.”
3. Join another group, compare words and come up with 5 words you all agree upon.
4. Join one more group (should be 8 in the group) and come up with a common list of 5 words.
5. Post your common list to compare with others.
Research Point

Which words should be the focus of vocabulary instruction?

Level 2 Words

Vocabulary instruction should focus on words that the learner will find useful in many contexts.

National Reading Panel, 2000

Colorado Reading First, 2005
Important Understanding

- Level 1 (Everyday)
- Level 2 (Extended)
- Level 3 (Expert)
- Unknown
- Known
- Owned
Word Classification

- Unknown: Haven’t seen or heard this word or you’ve seen or heard it but can’t define it.
- Known: You can define this word.
- Owned: You can define this word and you can relate it to other words and terms.
How Do You Teach Word Ownership?

- What are some of the ways that you have found to be helpful in moving students along the process from knowing words to word ownership?
- Have you found any useful ideas in your core reading materials?
- Have you used ideas for word ownership from the earlier academies?
Instructional Methods

Repetition and Multiple Exposures

- Text Talk
- Repeated readings
- Paired Text – Fiction/Non-fiction
- Varied stories with same target words
- Word walls (with activities)
- Connect 2 – Pre/Post
Research Point

Why is it important to focus on certain words using repetition and multiple exposures?

So that readers can have a deep understanding of words or “own” the words…

“Owning” words helps students make connections between words and concepts, leading to better comprehension.

Reading Leadership Academy Guidebook, 2002
Colorado Reading First, 2005
Reflection Activity:

Types of Word Knowledge vs. Levels of Words
Vocabulary should be taught both directly and indirectly with repetition and multiple exposures to the selected words.

National Reading Panel, 2000
# Instructional Methods

<table>
<thead>
<tr>
<th>Explicit</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Your ideas?</td>
<td>● Your ideas?</td>
</tr>
<tr>
<td>● Pre-teaching words before reading</td>
<td>● Oral language activities</td>
</tr>
<tr>
<td>● Discussion of specific word meanings</td>
<td>● Teacher read aloud (limited interaction)</td>
</tr>
<tr>
<td>● Text Talk (vocabulary steps)</td>
<td>● Wide Reading by students</td>
</tr>
<tr>
<td>● Frayer Model</td>
<td></td>
</tr>
</tbody>
</table>
Content Standards

- Deepen understanding of the 3 types of word knowledge and the 3 levels of words
- Use Think Alouds to model the use of comprehension strategies (monitoring and “fix ups”)
Comprehension strategies are specific procedures that guide students to become aware of how well they are comprehending.

National Reading Panel, 2000
Reading Components: Vocabulary and Comprehension

Research Point

Explicit or formal instruction in multiple comprehension strategies

Leads to

Increased student ability to transfer and use those strategies to improve comprehension.

National Reading Panel, 2000

Colorado Reading First, 2005
Proficient Readers Use...

- Predictions
- Connections
- Questions
- Mental Pictures
- Background Knowledge
- Inferences

- Important Ideas
- Summaries
- Monitoring
- Fix-ups
  - Meaning Level
  - Word Level (Unknown Word Strategies)
1. Sort cards by strategy name and examples.

2. Work with your partner to match the comprehension strategy with the appropriate examples.

3. Share your answers with another group and discuss any differences in your matches.
Proficient Readers Use...

- Predictions
- Connections
- Questions
- Mental Pictures
- Background Knowledge
- Inferences

- Important Ideas
- Summaries
- Monitoring
- Fix-ups
  - Meaning Level
  - Word Level (Unknown Word Strategies)
Comprehension monitoring, in which the reader learns how to be aware or conscious of his or her understanding during reading and learns to deal with problems in understanding as they arise...

...is one of several kinds of instruction that appear to be most promising for classroom instruction.

National Reading Panel, 2000
Monitoring is knowing when you know, when you don’t know, and knowing what to do about it.

- Is this making sense to me?
- Does the word I just said match the letters in the book?
- That makes sense. The important part of that is …
Monitoring:
Knowing when you “know.”
Knowing when you “don’t know.”

Yes, I know.  No, I don’t know.
Thinking About When You “Know”

- Background Knowledge
- Connections
- Important Ideas
- Inferences
- Mental Pictures
- Summarizing
- Questions
- Predictions

Yes, I know.
Gratitude

The street lights were a warm welcome from the oncoming chill of darkness. The park bench’s curvature felt familiar under his tired old spine. The wool blanket from the Salvation Army was comfortable around his shoulders and the pair of shoes he’d found in the dumpster today fit perfectly. God, he thought, isn’t life grand.

Andrew Hunt
Thinking About When You “Know”

- Background Knowledge
- Connections
- Important Ideas
- Inferences
- Mental Pictures
- Questions
- Predictions

Yes, I know.
Monitoring:
Knowing when you “know.”
Knowing when you “don’t know.”

Yes, I know.  No, I don’t know.

Fix-Ups
Fix-ups

Fix-ups are what you do when you “don’t know” and need to clear up your understanding – at the meaning level or the word level.

- That didn’t make sense so I need to read that again.
- Something is confusing so I will read on and see if I get more information.
- I don’t know that word so I will segment and blend the sounds.
- I will try to decode the word again.

Colorado Reading First, 2005
Meaning Level Fix-ups are strategies used when a reader loses meaning in text because of a lack of understanding of specific vocabulary or content.

- That didn’t make sense so I need to read that again.
- Something is confusing so I will read on and see if I get more information.
Headed for Trouble

The scantily clad hitchhiker knew she was in trouble the moment she stepped into the car. The driver gazed disapprovingly at her costume. “Looking for some fun?”

“No…I’m just going to the beach.”

“Think so? Well, I’ve got other plans for you, sweetie, and they don’t include beaches.”

“Guess I’m grounded, huh, Mom?”

Dick Skeen
Reading Components: **Vocabulary and Comprehension**

- **Meaning Level:** Vocabulary Comprehension
- **Fix-Ups**
  - Use Prior Knowledge
  - Reread
  - Ask Questions
- **No, I don’t know.**
  - Ask Someone
  - Read On
Word Level Fix-ups
(Unknown Word Strategies)

Word Level Fix-ups are strategies used when a reader does not know a word.

- I will decode the word.
- I will segment and blend the sounds in the word.
Headed for Trouble

The scantily clad hitchhiker knew she was in trouble the moment she stepped into the car. The driver gazed disapprovingly at her costume. “Looking for some fun?”

“No…I’m just going to the beach.”

“Think so? Well, I’ve got other plans for you, sweetie, and they don’t include beaches.”

“Guess I’m grounded, huh, Mom?”

Dick Skeen
Reading Components: Vocabulary and Comprehension

No, I don’t know.

Fix-Ups

Word Level: Word Recognition

- Look for Onset/Rime
- Blend Sounds
- Look at Syllable Level
- Match Letter Sound
- Identify by Analogy

Colorado Reading First, 2005
Reading and the Brain: The Four Part Processor

Adams, 1990
Instruction in comprehension strategies is carried out by a classroom teacher who demonstrates, models, or guides the reader on their acquisition and use.

National Reading Panel, 2000
1. Find a partner.

2. Using the story, “The Crab, the Crocodile, and the Cunning Jackal,” each person will develop a think aloud to demonstrate the use of a specific strategy.

3. Partner 1 will model a think aloud for: word level fix-ups (unknown word strategies) using the first two paragraphs. (Once long ago…our dinner.)

4. Partner 2 will model a think aloud for: meaning level fix-ups using the four paragraphs on page 2. (The crab waved…of the riverbend.)
How do you teach comprehension strategies?

- By systematically teaching the strategies
- By explicitly teaching the strategies (include the *what* and the *why*)
- By using “think-alouds” as an “I do”
Strategic reading requires strategic teaching which involves putting teachers in positions where their minds are the most valued educational resource.

Duffy, 1993
Don’t try to describe the ocean if you’ve never seen it.

Jimmy Buffet
Reflection Activity:

What are things to remember as you prepare a Think Aloud?
Thank you! This concludes the presentation.