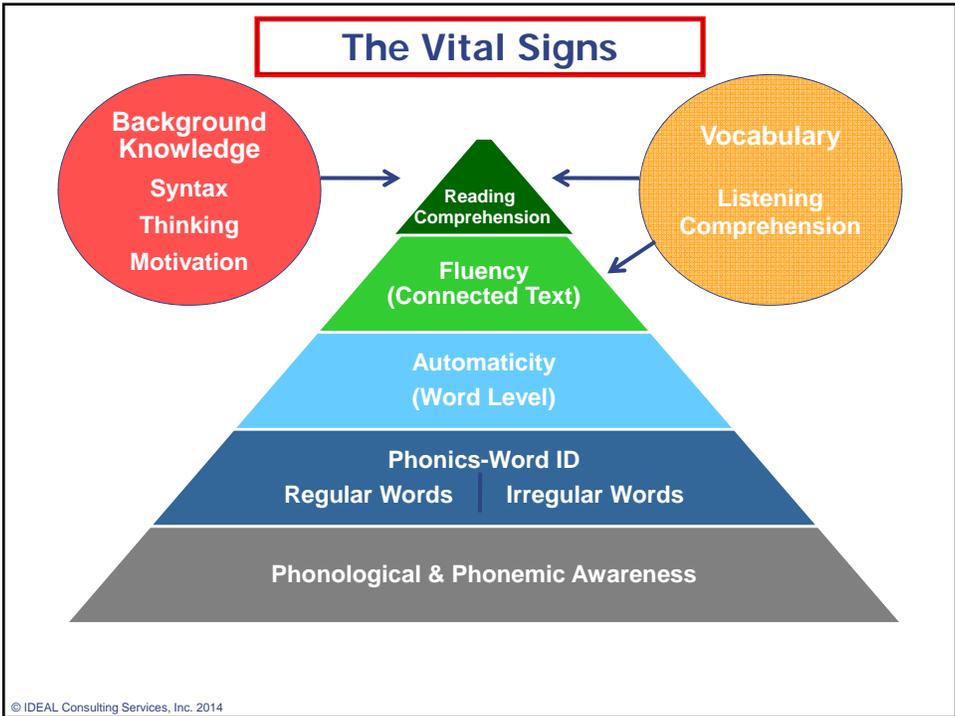




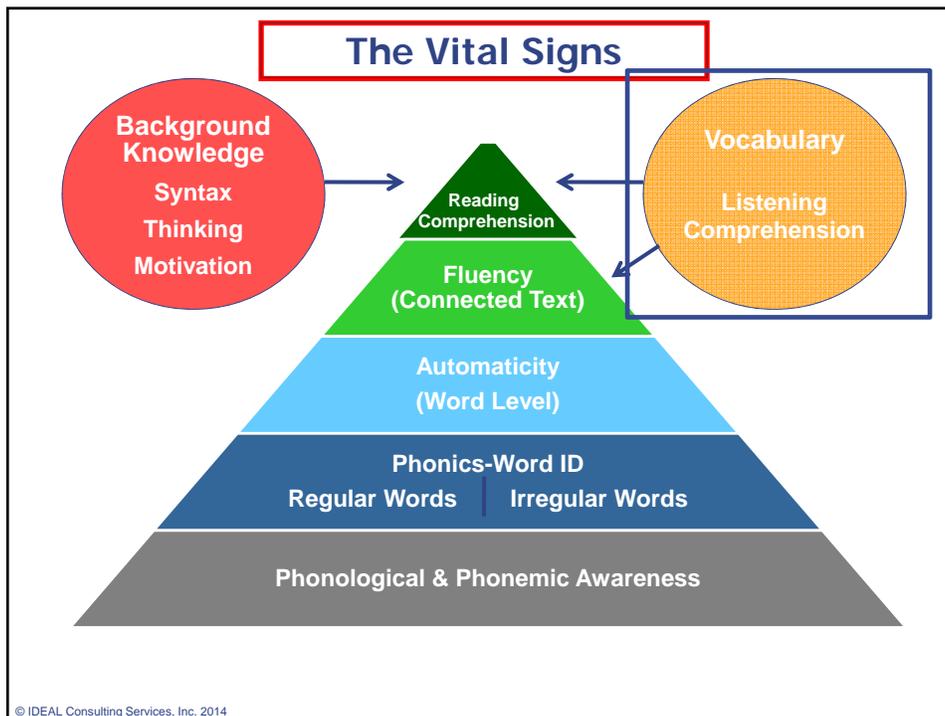
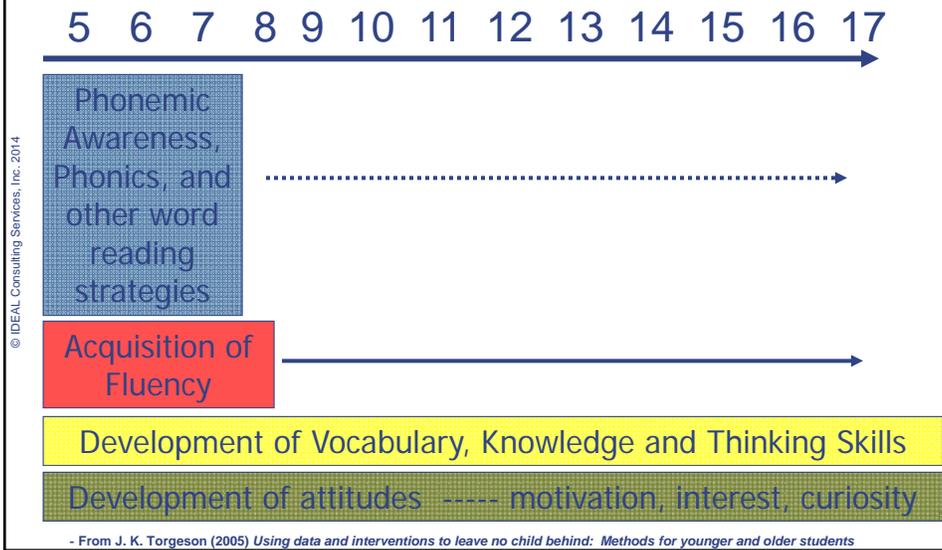
# Differentiating Instruction: Oral Language, Vocabulary, & Comprehension

Levittown Public Schools  
Grades K-3  
July 30, 2014

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## Developing proficient reading skills: an *ideal* developmental path by **Age**



## What is Vocabulary Knowledge?

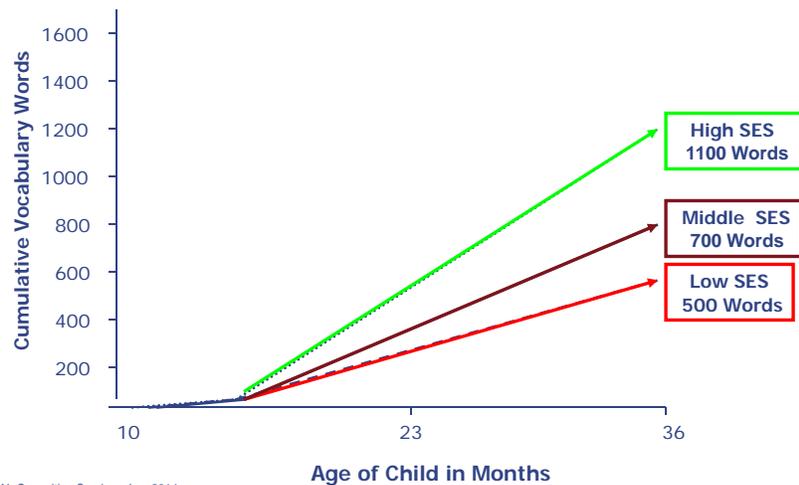
- All the words an individual can understand and use appropriately over time.

(Hart & Risley, 1995)

- “...vocabulary is the glue that holds stories, ideas and content together...making comprehension accessible for children.”

(Rupley, Logan & Nichols, 1998/1999)

## And, it must be developed early on...



From: Hart & Risley (1995), *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, MD: Paul H. Brookes Publishing Co.

## Vocabulary Size and Growth

- Students ages 5-6 (grade K-1) know roughly **3,600 root word meanings**.
- Students ages 7-8 (grades 2-3) know roughly **6,000 root word meanings**. However, by the age of 8, students' vocabularies vary by more than 4,000 word meanings.
- Students ages 6-8 need to learn 800+ words per year or...about **2 per day**.

(Adapted from Nagy & Anderson, 1984; Beck & McKeown, 1991; Biemiller, 2005 & 1999)

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## Why is Vocabulary Knowledge Important?

- If educators want to reduce reading comprehension differences among children **ages 8-10**, they must reduce vocabulary differences among children by the time they are **7 years old**.

(Adapted from Biemiller, 2005)

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## Prior to Providing Instruction, Assess your Students' Needs...

- Oral Language & Vocabulary:
  - **Verify** that students are reaching specific oral language/vocabulary objectives;
  - **Identify** students in need of additional instruction or practice;
  - **Specify** concepts or skills that need more attention; &
  - **Recognize** when children have or have not acquired oral language/vocabulary knowledge and skills.

Adapted from: *Principles for Instruction and Progress Monitoring*, Texas Center for Reading and Language Arts and the Texas Education Agency, 2000, 2002, 2004.

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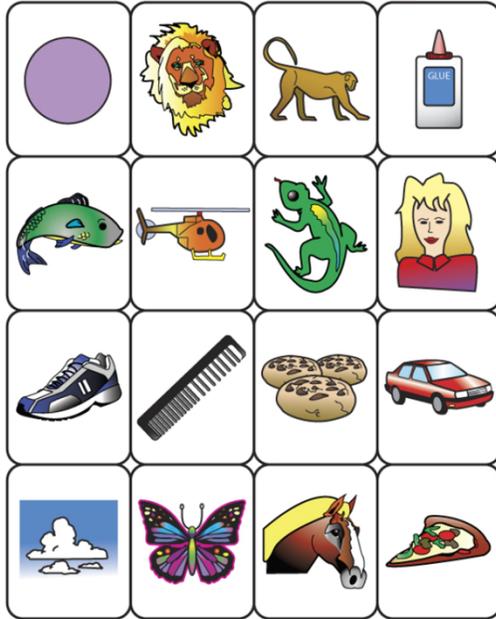
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## Assessing Oral Language & Vocabulary

- Informal Measures (teacher-made)
  - Multiple Choice
  - Matching
  - Fill-in-the-Blanks
  - Production
- Published Norm-Referenced Tests
  - Peabody Picture Vocabulary Test-Fourth Edition
  - Expressive Vocabulary Test
- General Outcome Indicators
  - Dynamic Indicator of Vocabulary Skills (DIVS)
  - MyIGDIs

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## DIVS: Picture Naming Fluency

**Directions:** *When I say **Begin**, start naming the picture at the top of the page (point to the picture in the top left corner of the page). **Name the pictures across the page** (run your finger underneath the top row of pictures). **Try to name each picture.** If you come to a picture that you don't know, I'll tell it to you. Do you have any questions?*

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| Definition  | Answer Key  | Scoring |
|---|---|---------|
| 1. What is a musical instrument that makes a sound when it's hit with sticks? | drum, cymbal, bell, gong, tambourine, tom-tom, bongo(s), xylophone  | WNC =   |
| 2. What is something we hold in our hand to write?                            | pen, marker, pencil, crayon, chalk  | WNC =   |
| 3. What is something that has a flame and burns things?                       | fire, spark, blaze, firework, furnace, stove, oven, range, grill, barbecue, incinerator, kiln, hearth, fireplace, sun, matches, candle, torch | WNC =   |
| 4. What is a place where many animals live?                                   | forest, park, jungle, zoo, woods, farm, barn  | WNC =   |
| 5. What is a fruit that is used to make lemonade?                             | lemon   | WNC =   |
| 6. What is a shape that has four sides?                                       | square, rectangle   | WNC =   |
| 7. What is moving air that blows leaves off trees?                            | wind, gust, breeze, squall, gale, hurricane, tornado, cyclone   | WNC =   |
| 8. What is a part of your body between your chin and your shoulders?          | neck  | WNC =   |
| 9. What is a part of your body that is found under your skin and feels hard?  | bone(s), cartilage, skeleton  | WNC =   |
| 10. What is a toy that is round, bouncy, and used to play games?              | ball (any type), marble   | WNC =   |
| 11. What is a person who is little, crawls, and cries when hungry?            | baby, infant, child, babe   | WNC =   |
| 12. What is an animal with long ears that can hop very fast?                  | rabbit, bunny, Bugs Bunny, kangaroo, hare   | WNC =   |
| 13. What is an animal that has feathers and wings?                            | bird (any type)   | WNC =   |
| 14. What is a musical instrument that makes noise when you blow into it?      | horn, trumpet, bugle, saxophone, trombone, tuba, clarinet, flute, oboe, harmonica, kazoo, recorder, whistle                                   | WNC =   |
| 15. What is a thing that is slippery when wet and used to wash our hands?     | soap, detergent, shampoo, water, sink   | WNC =   |

## DIVS: Reverse Definition Fluency

**Directions:** *I am going to describe a word to you. After I describe it, tell me what word I'm thinking of. So if I say, 'What is an animal that roars?' you would say, 'A lion.' Let's try one... What is a part of your body that is used to see?*

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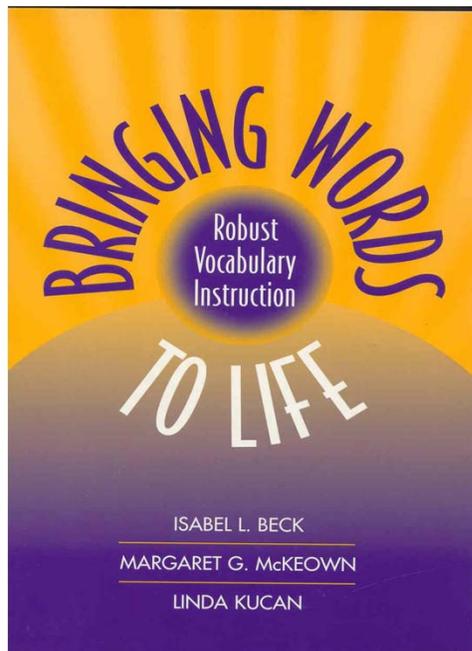
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## Direct Instruction

1. Critical Content...Be **Judicious** about what you teach to **Mastery** ✓
2. **Sequence Skills** Logically ✓
3. Use Smaller Instructional Units
4. Be Organized
5. Goals/Expectations
6. Cumulative Review...Think LTM
7. Model...Step-by-Step...**Scaffolding** ✓
8. Use Clear & Concise Language
9. Use Positive & Negative Examples
10. Provide Guided Practice...while at Teaching Table
11. Require Frequent Responses
12. Monitor Performance...Observations...Doable Running Records
13. Give Immediate Feedback
14. Teach at a Brisk Pace
15. Help Students Make Connections...Text to Self...Word to Self

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## Critical Content: Vocabulary Instruction

Bringing Words to Life

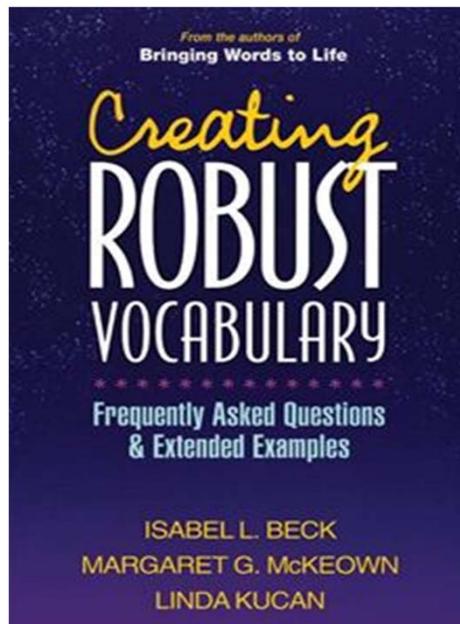
Isabel Beck

M. McKeown

L. Kucan

Guilford Press

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## Critical Content: Vocabulary Instruction

Creating Robust Vocabulary

Isabel Beck

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## How is vocabulary typically taught?

- Traditional methods
  - Dictionary work
  - Inferring meaning from context



## Dictionary Work

- Knowing a definition may be a poor indicator of word knowledge.
- Definitions do NOT teach you how to use a word:
  - **Erode (to eat into or away; verb):**
    - My family *erodes* at restaurants often.
  - **Meticulous (very careful; adj.):**
    - I was *meticulous* not to let the cat out of the house.

## Difficulty of Learning Words from Context Clues...

- Students reading at grade level have a **1 in 20 chance** of learning the meaning of a word from context.

- Nagy, 1988

- Context can be important, but just saying “use the context” isn’t very helpful.

Sandra won the dance contest. “Every step she took was so perfect and graceful,” Ginny said *grudgingly*.

- From Stahl, p. 28

## Research-based Suggestions

- All students should receive at least **15 minutes** of daily vocabulary instruction during the beginning reading stages.
- Instructors should focus on words **beyond** those which students are taught to decode.
- A “**robust**” approach to vocabulary instruction involves **directly explaining** the meanings of words along with thought-provoking, playful, **interactive follow-up**.

**Note: See Wizard Hats**

- From J. K. Torgeson (2005) *Using data and interventions to leave no child behind: Methods for younger and older students*

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## Four Critical Elements for Robust Vocabulary Instruction

1. Select the **right words** to teach.
2. Develop **student-friendly definitions** for these words.
3. Engage students in **interesting, challenging, playful activities** in which they learn to access the meanings of words in multiple contexts.
4. Find a way to devote **more time** during the day to vocabulary instruction.

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## Choosing Words to Teach...

- There are hundreds of thousands of words! We can't directly teach them all! Which ones do we choose for **explicit, systematic, direct instruction**?

## Choosing Words to Teach...

- ***Tier One Words*** – basic words; concrete; part of oral vocabulary; rarely need instructional attention.  
(e.g., baby, happy, walk, etc.)
- ***Tier Three Words*** – low frequency words; limited to specific domains; often found in academic texts.  
(e.g., isotope, lathe, peninsula, etc.)

(Beck, McKeown, Kucan, 2002)

## Choosing Words to Teach...



- **Tier Two Words** – high frequency words for mature language users; found in many domains. (e.g., **coincidence, absurd, fortunate, etc.**)

- About **7,000 words** fall into this tier and are necessary for mature language.

- In the lower primary grades (ages 5-8), teach **4-9 words per week** .



- In the upper primary and secondary grades (ages 9-18), teach **10-12 words per week** .

- From W. Ponder, J.W. Rucker, Vocabulary Instruction, adapted from I. Beck, *Bringing Words to Life*

## When Choosing Tier 2 Words, Keep in Mind...

- Is this a word that comes up **frequently** ?
- Does this word come up in **multiple contexts & situations** ? Can it be used when talking about a **variety of subjects** ?
- Does the word have good **instructional potential** ? Can your students relate the word to their own **life experiences** ?
- Do your students understand the **basic concept** behind the word (e.g., if they understand “silly,” they can understand “absurd”) ?

## Experience the Concept: Identify Tier 2 Words

1. Work with your peer partners.
2. Refer to the **Vocabulary Word Tiers Guide**.
3. Using the **Vocabulary Word Tiers Sort** table, sort the Word List into the appropriate Tiers.

## Vocabulary Word Tiers Guide

|        |   |  |
|--------|---|--|
| Tier 1 | <ul style="list-style-type: none"><li>• Basic</li><li>• Concrete</li><li>• Oral Vocabulary</li></ul>                                | <ul style="list-style-type: none"><li>• School</li><li>• House</li><li>• Walk</li></ul>                  |
| Tier 2 | <ul style="list-style-type: none"><li>• High Frequency</li><li>• Multiple Contexts</li><li>• Good Instructional Potential</li></ul> | <ul style="list-style-type: none"><li>• Consistent</li><li>• Expectation</li><li>• Mobility</li></ul>    |
| Tier 3 | <ul style="list-style-type: none"><li>• Low Frequency</li><li>• Content Specific</li><li>• Academic Texts</li></ul>                 | <ul style="list-style-type: none"><li>• Trapezoid</li><li>• Appendectomy</li><li>• Geo-systems</li></ul> |

## Vocabulary Word Tiers Sort

|            |            |           |           |
|------------|------------|-----------|-----------|
| esophagus  | important  | happening | interpret |
| hunt       | erupt      | euphemism | forest    |
| relate     | discontent | declare   | knowledge |
| protoplasm | rhetoric   | geriatric | specific  |
| napkin     | dysplasia  | featured  | health    |

Adapted from: Birsh, 2011

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## Vocabulary Word Tiers Sort

| Tier 1    | Tier 2     | Tier 3     |
|-----------|------------|------------|
| hunt      | relate     | esophagus  |
| napkin    | important  | rhetoric   |
| health    | erupt      | dysplasia  |
| forest    | declare    | euphemism  |
| knowledge | interpret  | geriatric  |
| happening | discontent | protoplasm |
|           | featured   |            |
|           | specific   |            |

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## Key Ideas Regarding How to Introduce Tier 2 Words

- Make word meanings **explicit and clear**.
  - Develop *student-friendly definitions*
  
- Get students **actively involved**.
  - Develop *activities* that engage students to immediately contemplate & use meanings.

(Beck, McKeown, Kucan, 2002)

## Student-friendly Definitions

- Characterize the word & how it's often used:
  - Use a variety of situational contexts...first from text & then extend beyond the text
- Explain word meanings in everyday language:
  - Collins Cobuild Dictionary
  - Free on-line ELL dictionaries
    - <http://nhd.heinle.com/>
    - <http://www.ldoceonline.com/>

## Student-friendly Definitions

- **Dictionary Definition**
  - **Relieved** – (1) To free wholly or partly from pain, stress, or pressure. (2) To lessen or alleviate, as pain or pressure.
- **Student-friendly Explanation**
  - “You feel **relieved** when something difficult is finished or never happened at all.”

## Sequence Logically: Steps 1-5 for Making the Meaning Explicit & Clear

1. Provide an example of the **word's use in the story** (i.e., contextualize).
2. Provide a **student-friendly definition**.
  - Note<sup>1</sup>: Use aforementioned dictionary or glossary.
  - Note<sup>2</sup>: Introduce using the morphographs within the word (i.e., analyze parts of the word that hold meaning).
3. Provide an example of the **word's use beyond the story** (i.e., decontextualize).
4. Provide **guided meaning interactions**.
5. Assure **maintenance** of word understanding.

## Example: A Pocket for Corduroy

1. Provide an example of the **word's use in the story** (i.e., contextualize).

In the story, Lisa was *reluctant* to leave the laundromat without Corduroy.

- Adapted from D. Burns (2004) Robust Vocabulary. Hanson Initiative for Language and Literacy (HILL).

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## Example: A Pocket for Corduroy

2. Provide a **student-friendly definition**.

*Reluctant means you are not sure you want to do something.*

Principles to follow:

1. Characterize the word and how it is typically taught.
2. Explain the meaning in everyday language.
3. Have students say the word out loud.

- Adapted from D. Burns (2004) Robust Vocabulary. Hanson Initiative for Language and Literacy (HILL).

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## Example: A Pocket for Corduroy

3. Provide an example of the **word's use beyond the story** (i.e., decontextualize).

*Someone might be reluctant to eat food that he or she hasn't tried before...OR*

*Someone might be reluctant to ride the roller-coaster because it looks scary.*

- Adapted from D. Burns (2004) Robust Vocabulary. Hanson Initiative for Language and Literacy (HILL).

## Example: A Pocket for Corduroy

4. Provide **guided meaning interactions**:

- Create opportunities for students to interact with the words.

- Adapted from D. Burns (2004) Robust Vocabulary. Hanson Initiative for Language and Literacy (HILL).

## Guided Meaning Interactions

*Tell about something you would be reluctant to do.*

*Use the word reluctant when you tell about it.*

*Start with:*

*“I would be reluctant to \_\_\_\_\_.”*

*Show us how you would look if you felt reluctant to eat raw fish.*

- Adapted from D. Burns (2004) Robust Vocabulary. Hanson Initiative for Language and Literacy (HILL).

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## Example: A Pocket for Corduroy

5. Assure a **maintenance** of word understandings.

- To assure maintenance, try to make the words ***stick***...beyond the day or week!
- How???
  - Relate target words to new stories.
  - Include some of the target words in the **daily message** and provide students with **writing opportunities**.
  - Post and Tally (see example)
  - Word Wizard (see example)

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## Experience the Concept: Define Tier 2 Words

1. Work with your peer partners.
2. Choose 5 words from the **Text Talk Vocabulary List (Isabel Beck)**.
3. For each word, develop a Student Friendly Definition and embed the word in a sentence.

## Vocabulary – Student Friendly Definitions

| Word | Definition | Sentence |
|------|------------|----------|
| 1.   |            |          |
| 2.   |            |          |
| 3.   |            |          |
| 4.   |            |          |
| 5.   |            |          |

## Text Talk Vocabulary List (Examples) - Beck

|     | Kindergarten | First      |
|-----|--------------|------------|
| 1.  | grateful     | hesitate   |
| 2.  | relief       | convince   |
| 3.  | concern      | fortunate  |
| 4.  | trustworthy  | maintain   |
| 5.  | imitate      | companion  |
| 6.  | rescue       | steep      |
| 7.  | soar         | unexpected |
| 8.  | patience     | boast      |
| 9.  | delicious    | eager      |
| 10. | frigid       | restless   |

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Vocabulary

## Text Talk Vocabulary List (Examples) - Beck

|     | Second      | Third      |
|-----|-------------|------------|
| 1.  | neglect     | contagious |
| 2.  | despair     | legend     |
| 3.  | remedy      | suppressed |
| 4.  | vanish      | community  |
| 5.  | mischievous | suspect    |
| 6.  | reveal      | innovative |
| 7.  | collaborate | gracious   |
| 8.  | compassion  | gossiped   |
| 9.  | masterpiece | prevail    |
| 10. | fragrant    | persevere  |

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Vocabulary

## Teaching Vocabulary

- “I do.” **Model**
  - “We do.”
  - “You do.”
- } **Practice**
- “You do, and do, and do” **Test**

## Example: Teaching Vocabulary

- Partner up
- The word is “invigorate”.
- Now, you say it... **invigorate**
- “Invigorate means to fill someone or something with energy of life.”
- Now, you say it... **Invigorate means to fill someone or something with energy of life**
- Give an example: “You might feel invigorated if you jumped into cold water when you were hot or tired.”
- Partner #1, tell Partner #2 what “invigorate” means
- Partner # 2 , tell Partner #1 an example of “invigorate”

## Activities to Promote Rich Interactions with Words

### 3-Square:

|                 |                                     |
|-----------------|-------------------------------------|
| <b>Word:</b>    | <b>Student friendly definition:</b> |
|                 |                                     |
| <b>Picture:</b> |                                     |
|                 |                                     |

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From: Stahl, S. & Nagy, W. (2006) *Teaching Word Meanings*

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## Activities to Promote Rich Interactions with Words

### 3-Square:

|   |  |
|---|--|
| <b>Word:</b>  | <b>Student friendly definition:</b>                      |
| huddle  | A group of people or animals close together in a circle. |
| <b>Picture:</b>   |  |
|  |  |

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From: Stahl, S. & Nagy, W. (2006) *Teaching Word Meanings*

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## Activities to Promote Rich Interactions with Words

### 4-Square:

|                         |                                     |
|-------------------------|-------------------------------------|
| <b>Word:</b>            | <b>Student friendly definition:</b> |
| <b>Useful Sentence:</b> |                                     |
| <b>Picture:</b>         |                                     |

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From: Stahl, S. & Nagy, W. (2006) *Teaching Word Meanings*

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## Activities to Promote Rich Interactions with Words

### 4-Square:

|   |   |
|---|---|
| <b>Word:</b><br>soared  | <b>Student friendly definition:</b><br>fly very high in the air                     |
| <b>Useful Sentence:</b><br>I soared in the air while jumping on the trampoline. |   |
| <b>Picture:</b>   |  |

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From: Stahl, S. & Nagy, W. (2006) *Teaching Word Meanings*

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## Activities to Promote Rich Interactions with Words

### 5-Square:

|                         |                                     |
|-------------------------|-------------------------------------|
| <b>Word:</b>            | <b>Student friendly definition:</b> |
| <b>Examples:</b>        | <b>Non-Examples:</b>                |
| <b>Useful sentence:</b> |                                     |

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From: Stahl, S. & Nagy, W. (2006) *Teaching Word Meanings*

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## Activities to Promote Rich Interactions with Words

### 5-Square:

|  |   |
|--|---|
| <b>Word:</b><br>soothing   | <b>Student friendly definition:</b><br>Something that is soothing relaxes you |
| <b>Examples:</b><br>Bath<br>Soft music<br>Lying down   | <b>Non-Examples:</b><br>Traffic<br>Loud music<br>Someone yelling              |
| <b>Useful sentence:</b> Listening to my favorite music when I am mad is very <u>soothing</u> for me. |   |

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From: Stahl, S. & Nagy, W. (2006) *Teaching Word Meanings*

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## Activities to Promote Rich Interactions with Words

### MAKING WORDS MY OWN

- Have students make personal connections to words to deepen their vocabulary learning. For example...

|  |   |
|--|---|
| <p><b>What is it?...</b><br/>Word: adorable<br/>A little kitten is <u>adorable</u><br/>because it is <u>very cute</u>.</p> | <p><b>Label the Bucket: Words that Connect...</b><br/>puppy, baby, pajamas,<br/>giggling, smile, dress, hug,<br/>gift, card, haircut</p>  |
| <p><b>Picture...</b></p>                  | <p><b>My Plan to Remember...</b></p> <ol style="list-style-type: none"> <li>1. I will remember because the bunny I got for Easter is adorable.</li> <li>2. I will remember because I like to give my friends adorable jewelry.</li> </ol> |

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Adapted from: Beck, I., McKeown, M.G., & Kucan, L. (2008). *Creating Robust Vocabulary: Frequently Asked Questions & Extended Examples*. The Guilford Press: New York, NY.

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## Activities to Promote Rich Interactions with Words

### PANTOMIME ACTIVITIES

- The teacher and students create movements, facial expressions or body stances for words. The class uses the appropriate motion when the teacher uses the words in sentences or stories.
- Point to the word vault) — “Oh no...there is a big rock in my way. I will have to vault or jump over it.” *Pantomime jumping over the rock, putting your hands on it as you take a leaping step.* Have the students mimic you.
- Point to the word dash) — “I am the fastest runner in the school. I will dash to the finish line to show you.” *Pantomime taking a few short running steps.* Have the students mimic you.

Adapted from: Beck, I., McKeown, M.G., & Kucan, L. (2008). *Creating Robust Vocabulary: Frequently Asked Questions & Extended Examples*. The Guilford Press: New York, NY.

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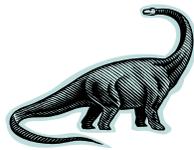
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## Activities to Promote Rich Interactions with Words

### IS IT OR ISN'T IT

- Provide students with a target word and a student friendly definition. Hand out pictures that provide clear examples and nonexamples linked to the target word. Place the pictures face down. Have students take turns selecting a picture and then identifying whether the picture is an example (thumbs up) or nonexample (thumbs down) of the target word.

**gigantic**



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Adapted from: Linan-Thompson, S. & Vaughn, S. (2007). *Research-based Methods of Reading Instruction for English Language Learners*. ASCD: Alexandria, VA.

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## Activities to Promote Rich Interactions with Words

### CHATTERBOX

#### Materials:

- A decorated box with objects in it (Chatterbox 1)
- A decorated box with word cards and pictures that connect to the words (Chatterbox 2)
- A decorated box with topic cards and pictures that represent the topics (Chatterbox 3)



#### Activity:

- Students work with a partner or Talking Buddy.
- Students choose three objects randomly from Chatterbox 1 or three picture cards from Chatterbox 2.
- Have students create one or two sentences together that incorporate all the objects they chose, such as: The dog buried his bone under the bed. The brown and white dog buried his bone under the blue bed. Optional: Students write the sentences that they developed.

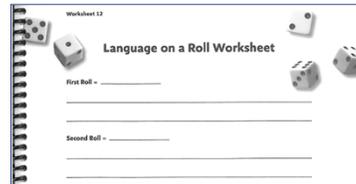
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Adapted from: Dodson, J. (2011). *50 Nifty Speaking and Listening Activities: Promoting Oral Language and Comprehension*. Sopris West: Frederick, CO.

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## Activities to Promote Rich Interactions with Words

### Language on a Roll



#### Materials

- Pictures to act as prompts; Dice; and, Language on a Roll Worksheet

#### Activity

- Have students work with partners
- Have one student in each pair roll the dice, count the number of dots, and create a sentence with the same number of words. Have them base the sentence on one of the pictures you provided at the beginning of the activity. For example, if the picture was off an umbrella, the student might do the following based on their roll:
  - Roll of 4 = *I use an umbrella.*
  - Roll of 5 = *An umbrella keeps you dry.*
  - Roll of 6 = *Umbrellas are good in the rain.*
- Modify the exercise for students who are diverse learners by having them roll only one die for their sentence.
- Ask students to fill out the Language on a Roll Worksheet with each turn, putting down the number of dots and, beneath it, the sentence they created.

## Activities to Promote Rich Interactions with Words

### Word Family Sentences

| Partner 1   | Partner 2   |
|---|---|
| 1. Choose some word family words.<br>_____                                | 1. Choose some word family words.<br>_____                                |
| 2. Create a sentence using your word family words.<br>_____               | 2. Create a sentence using your word family words.<br>_____               |
| 3. Draw a picture that represents your Word Family Sentence.<br><br>_____ | 3. Draw a picture that represents your Word Family Sentence.<br><br>_____ |

#### Materials

- Word Family Sentences Worksheet; Writing paper; Word Family List; Index cards with a variety of word family words written on them; and, Colored markers

#### Activity

- Have students work in pairs.
- Give each pair a Word Family List (or a group of index cards with word family words on them) and a Word Family Sentences Worksheet.
- Have students choose their word family words. Use the Word Family Sentences Worksheet and write the word family words at the top.
- Have students create a sentence orally using their word family words (partners can work together on one sentence or they can each create their own sentences). Write the sentence(s) on the line(s) provided on the worksheet.
- Illustrate the sentence(s) in the drawing box(es) on the worksheet.

## Activities to Promote Rich Interactions with Words

### Word Magicians

#### Materials

Wizard's hat, magician's hat, or magic wand (can be just a wooden dowel); Word and/or Picture Cards; Drawing paper and markers; and, Timer (optional)



#### Activity

- Assign partners and then ask students to choose who will be the first speaker or Word Magician and who will be the first listener in the pair.
- Give the Word Magician a magic wand. Give both students drawing paper and markers.
- Assign a word or picture to the first Word Magician. Ask the Word Magician to describe it while the listener actively listens (1-2 minutes)
- Let the listener ask the Word Magician questions in order to fill in details or make corrections to his or her mental image. (1 minute)
- Have the listener make a quick sketch of what was described by the Word Magician. (1 minute)
- Have the Word Magician check the listener's image as he or she describes the sketch, using recalled information. For example, "This is your dog and he is big and has brown wavy hair, big brown eyes, and a long tail. He likes to sleep on your bed and loves dog treats." (1 minute)
- Ask the partners to switch roles and repeat the activity with a different word or picture (5 minutes)

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Adapted from: Dodson, J., (2011). *50 Nifty Speaking and Listening Activities: Promoting Oral Language and Comprehension*. Sopris West: Frederick, CO.

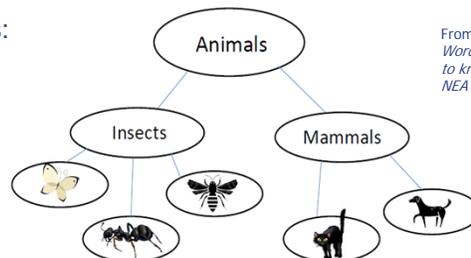
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## Activities to Promote Rich Interactions with Words

### SEMANTIC MAPPING

- This graphic organizer helps students see connections within a concept by assigning it to a category (What is this?) and then illustrating the relationship of that concept (word) to others the student may already know.

— Animals:



From: Stahl, S. and Kapinus, B. (2001). *Word Power: What every educator needs to know about teaching vocabulary*. NEA Professional Library

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## Activities to Promote Rich Interactions with Words

### DEFINITION DRAWING (VOCABULARY LOG)

- After introducing and discussing words with students, have them create definition drawings that they can refer to during instruction when a word hasn't "stuck" quite yet.

| Word     | Sketch  | Definition    |
|----------|---|---------------|
| scraggly |  | Messy looking |
| mammoth  |  | very very big |

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Adapted from: Beck, I., McKeown, M.G., & Kucan, L. (2008). *Creating Robust Vocabulary: Frequently Asked Questions & Extended Examples*. The Guilford Press: New York, NY.

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## Activities to Promote Rich Interactions with Words

### WORD WIZARD

- Target words are placed on a class poster along with student names. When students (a) use these words in conversation and/or writing, or (b) identify the words in someone else's speech or writing, they receive a check. After a predetermined time, the check marks are tallied and students/team earn the designated title "Word Wizard."



|         | Robust Vocabulary Words |          |       |
|---------|-------------------------|----------|-------|
| Student | filthy                  | original | adorn |
| Juan    | ✓✓✓✓✓                   | ✓✓       | ✓✓✓✓✓ |
| Sally   | ✓✓                      | ✓✓✓✓     | ✓✓    |

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From: Stahl, S. and Kapinus, B. (2001). *Word Power: What every educator needs to know about teaching vocabulary*. NEA Professional Library

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## Activities to Promote Rich Interactions with Words

### WORD SORT (WORD RELATIONSHIPS)

- Have students think about the relationships between words by asking them to sort the words into various categories. For example...

| drowsy                                    | amusing                                 |
|---|---|
| sleepy<br>tired<br>closing eyes<br>snooze | funny,<br>laughing,<br>comedy,<br>jokes |

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Adapted from: Beck, I., McKeown, M.G., & Kucan, L. (2008). *Creating Robust Vocabulary: Frequently Asked Questions & Extended Examples*. The Guilford Press: New York, NY.

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## Activities to Promote Rich Interactions with Words

### WORD LINE (WORD RELATIONSHIPS)

- Ask students to place words or phrases on a word line that represents a continuum and to explain their placement. For example, how easy would it be to:

**easy**

**hard**

- ...ride a bike?
- ...fly an airplane?
- ...get a good grade on a spelling test if you study at home?
- ...do a pirouette in dance class if you do not practice?

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Adapted from: Beck, I., McKeown, M.G., & Kucan, L. (2008). *Creating Robust Vocabulary: Frequently Asked Questions & Extended Examples*. The Guilford Press: New York, NY.

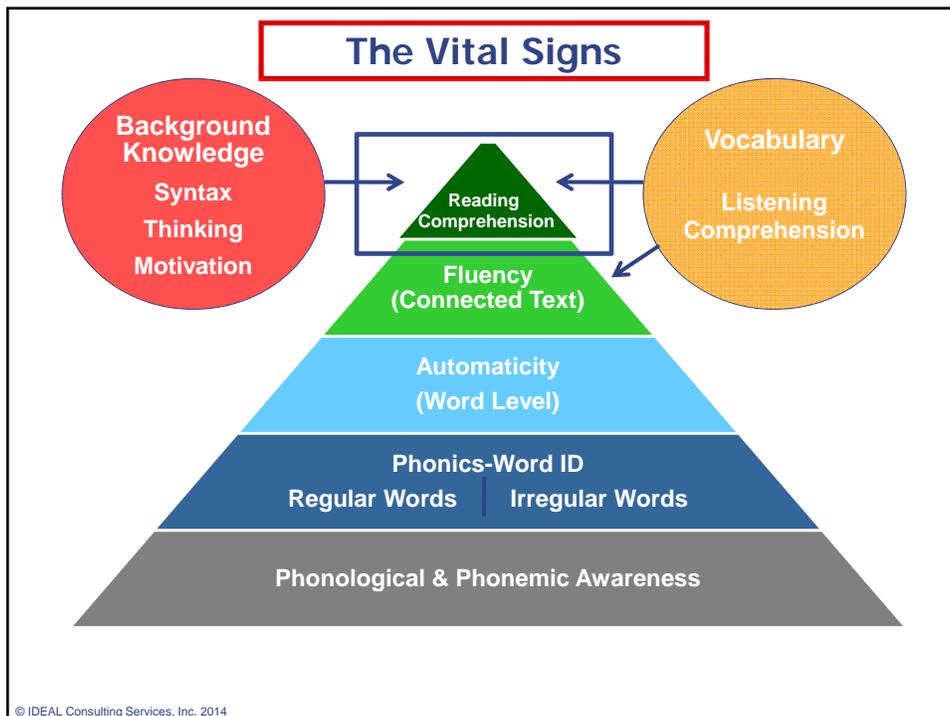
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## Future Professional Development Activity

1. Get together with your grade-level team.
2. Examine two vocabulary lists: (a) *Marzano's Source List for Academic Terms*, (b) *Beck's Tier Two Vocabulary Words*, (c) *Journey's Oral Vocabulary and/or Selection Words*.
3. Refer to the **Vocabulary Word Tiers Guide**.
4. For each instructional week, select 5-8 words that your grade-level team will teach to **mastery**.

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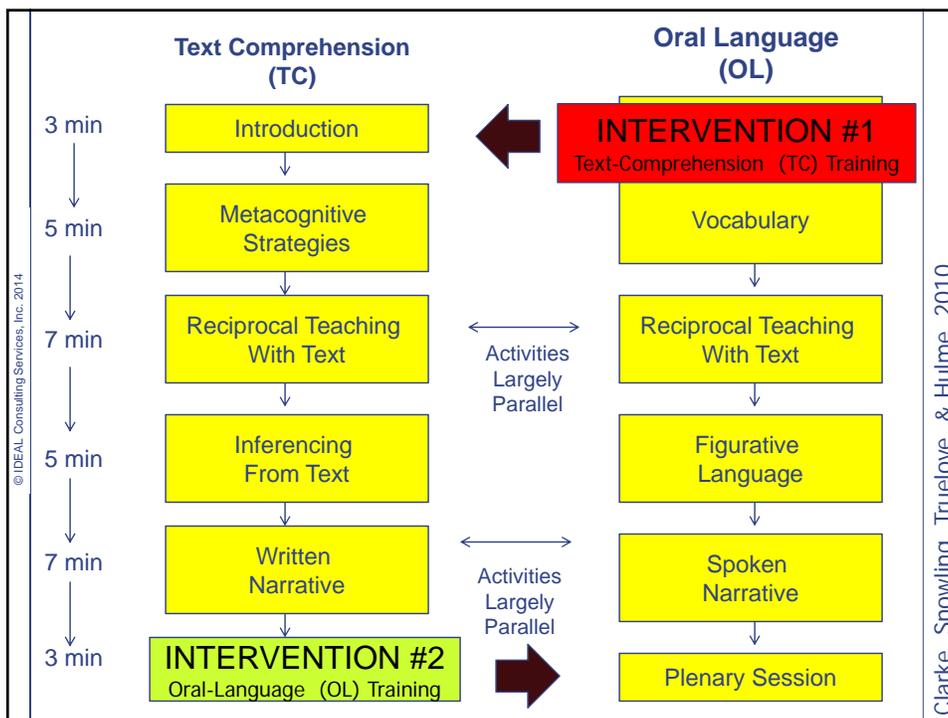
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# Comprehension Going Beyond the Text

- Why is it important?
  - The demand for literacy and other skills is higher than it ever has been RAND, 2000
- Empirical Evidence...
  - Clarke, Snowling, Truelove & Hulme (2010)
  - Examined the efficacy of three interventions designed to improve students' reading comprehension.

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## Research-Supported Comprehension Skills & Strategies

- Predicting
- Comprehension Monitoring
- Recognizing Story Structure
- **Capturing Main Idea / Summarizing**
- **Questioning (adult & student)**
- Using Semantic and Graphic Organizers

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Adapted from NRP & LETRS Module 11:  
Writing a Road to Reading Comprehension, Moats & Sedita (2004).

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## Additional Considerations...

After determining lesson purpose. . .

- Choose the right medium:
  - Adult-led Read Aloud or Student-led Text Read
- Choose the right materials
- Choose the right grouping:
  - Whole Group, Small Group, 1:1
- Teach Explicitly, Directly, & Systematically
- Employ effective Scaffolding

**Note:** All factors dependent upon 1.) Lesson Purpose and 2.) Student Need.

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## Main Idea Summarization

## Main Idea / Summarization

- A **retell** is a vast description of everything described within a text
- A **main idea** is a phrase describing the most important information the author wants to convey to the reader
- A **summary** describes the main idea as well as details presented within the text to support the main idea.

## Scope & Sequence for Teaching Main Idea

1. Identify the main idea among a list of words
2. Identify the main idea from a paragraph with a topic sentence
3. Identify the main idea from a paragraph without a topic sentence
4. Identify the main idea from a multi-paragraph selection
5. Practice across all subjects, with all types of text

Adapted from NRP & LETRS Module 11:  
Writing a Road to Reading Comprehension, Moats & Sedita (2004).

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## Process for finding the Main Idea

1. Identify the details.
2. Compare the details to determine what they have in common.
3. Use your own words to paraphrase what they have in common.

*Look for the **common thread**.*

***Categorization** is the basic underlying skill;  
look for the **superordinate term**.*

Adapted from NRP & LETRS Module 11:  
Writing a Road to Reading Comprehension, Moats & Sedita (2004).

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## What are the “details” that must be compared?

- To find the **main idea** of a
  - List of Words
    - The words are the details
  - Paragraph
    - The sentences are the details
  - Multi-Paragraph Selection
    - The main idea of each paragraph are the details

## What is the Main Idea?

- apple, orange, peach, lemon, papaya, banana

### **Fruit**

- car, bicycle, lorry, tram, train, ship

### **Vehicles**

- orange, clementine, mandarin, tangerine, satsuma

### **Fruit**

## Listening Comprehension Routine... Finding the Main Idea...by Getting the Gist!

- Read a paragraph aloud.
- Help students identify...any **Clunks** (words, concepts, or ideas that do not make sense) that made it hard to understand the paragraph?
- Help students identify...**Who (person) or What (place or thing)** the paragraph is mostly about?
- Help students identify...the **most important information** about the who or what?
- Help students summarize the **Gist** (i.e., Main Idea) in **15 words or less**.

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Adapted from: Klingner & Vaughn, 1998; Dimino, 2011.

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## Listening Comprehension Routine (Narrative) Finding the Main Idea...by Getting the Gist!

Tigger is a cat. Tigger has orange and black stripes. Tigger lives in a home with a nice man. Tigger is fed every day. His bowl is always filled with fresh water. The man brushes Tigger to make sure his fur is soft and smooth. When Tigger is sick, the man takes him to the vet.

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**Clunk(s):** Vet

**Who or What:** Tigger

**Important Information:**

- Tigger lives in a home with a nice man.
- Tigger is fed and brushed by the man.
- When he is sick, Tigger is taken to the vet.

**What is the Gist in 15 words or less:**

Tigger is a cat that is well cared for by his owner.

## **Listening Comprehension Routine (Expository) Finding the Main Idea...by Getting the Gist!**

Parrots are birds. They are called hookbills because they have a beak. Their beaks help them eat different kinds of food. Macaw Parrots use their strong beaks to crack open nuts. Lory Parrots have a brush tongue that helps them gather nectar and pollen. Other parrots dig up roots and bulbs from the ground. Some parrots even have manners. For example, the African Grey Parrot wipes its beak after eating.

**Clunk(s)**: Hookbills, nectar, pollen, manners

**Who or What**: Parrots

**Important Information**:

- Parrots have beaks.
- Parrots use their beaks to get food.
- Parrots eat nuts, nectar, pollen, roots, and bulbs.

**What is the Gist in 15 words or less**:

Parrots use their beaks to eat different kinds of food.

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**Experience the Concept:**

**Finding the Main Idea...by Getting the Gist!**

In a forest, there are many food chains. The plants, insects, and animals that live in the forest are often part of a food chain. The plants, insects, and animals need each other to live. Some grasshoppers eat grass. A snake eats grasshoppers. The grass, the grasshopper, and the snake are linked. They form a food chain.

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**Clunk(s):** forest, food chain, linked

**Who or What:** food chains

**Important Information:**

- Food chains exist in forests.
- Plants, insects, and animals are often part of a food chain.
- Plants, insects, and animals need each other to live.

**What is the Gist in 15 words or less:**

The forests' plants, insects, and animals form a food chain because they need each other to live.



Questioning

## Generating Questions...the Research Base

- Teaching students to generate questions based on what they read is the most powerful tool for enhancing comprehension (NRP, 2000)
  - Students who learn to ask questions about what they have read become better able to understand what they have read.
  - Students who learn to ask questions about what they have read learn to value “Fix-Up” strategies.

## What is Generating Questions?

- Ask students to generate questions as they read along to...
  - monitor their understanding
  - make their reading purposeful and focused
  - ask questions of their peers
- During BOTH adult-led & student-led instructional time, the goal is for students to generate “teacher questions.”

## Questioning: Using Different Types of Questions

### Literal Questions

Encourage children to become aware of the information in the text



*Question-Driven Discussions*

### Open-Ended Questions

Encourage children to extend their thinking about the text & to use more elaborate language as they discuss the text



*Query-Driven Discussions*

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## Read Alouds & Query-Driven Discussions

### Text Talk (Teacher Strategy - Questioning)

1. Select the right texts (has an event structure vs. a series of situations)...narrative text works best
2. **Initial questions** (open ended questions aimed to get at text ideas)
3. **Follow-up questions** (to encourage elaboration and expansion of ideas)
4. Pictures (presented after kids hear and respond)
5. Background knowledge (issued judiciously to support meaning building and to avoid tangents)
6. Vocabulary (Tier 2 words selected for deep direct instruction AFTER the reading has been completed)

Adapted from: Beck & McKeown, 2002

## Leading Children... NOT Leading Questions

- The aim is not necessarily to ask questions your students can answer.
- The aim is to develop students' ability to respond to questions that help them...
  - Think;
  - Organize their thoughts; and,
  - Produce language.

Adapted from: Beck & McKeown, 2002

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## Initial Questions

- Open ended questions designed to elicit descriptive and elaborate responses around text ideas.
- Questions that require recall of surface events or to retrieve words from text are avoided.

Adapted from: Beck & McKeown, 2002

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## Follow-up Questions

Techniques...

1. Repeat and rephrase what children say...
2. Use generic probes that prompt explanation...
  - a. What's that all about?
  - b. What does that mean?
3. Reread the relevant portion of the text and repeat the question...

Adapted from: Beck & McKeown, 2002

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## Experience the Concept: Text Talk

- Check out the Text Talk Sample Lesson...Critique it.
- Could you develop a better lesson plan???? YES!
  - Read Chrysanthemum and come up with three Initial Questions (beginning, middle, & end).
- Discuss the process
  - What was easy?
- What are some challenges you may encounter when employing questioning to support comprehension (oral or written)?
- How could Text Talk support kindergarten/first/second grade teachers in meeting literacy standards?

Adapted from: Beck & McKeown, 2002

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|   |   |
|---|---|
| <b>Story:</b> Chrysanthemum by Kevin Henkes   |   |
| <b>Major Story Themes:</b> diversity and differences among people; the effects of non-acceptance/acceptance on children; and, the value of individual uniqueness/exceptionality |   |
| <b>Vocabulary Words:</b>  |   |
| Read Pages 1-2  | What was the mouse's name?  |
| Read pages 3-5  | What did Chrysanthemum love?  |
| Read pages 6-7  | What happened when Mrs. Chud took roll call?                                |
| Read pages 8-10   | What did Chrysanthemum tell her parents about school when she got home?     |
| Read pages 11-12  | What did Victoria, Rita, and Jo say to Chrysanthemum on the playground?     |
| Read pages 13-16  | What did Chrysanthemum's parents say to her when she came home from school? |

## Evaluating Routines and Instructional Strategies

1. Does the stated objective meet an **identified lesson purpose**?
  - If not, can you **modify/adapt** the activity to meet the identified need?
2. Does the activity encourage **student engagement**?
3. Does the activity provide each student with **multiple opportunities to practice**?
4. Does the activity provide **immediate corrective feedback**?
5. Is **accountability** for performance part of the activity?
6. Are there opportunities for **oral discourse** among students?

**Purple Form**

## Experience the Concept: Evaluating Think-Pair-Share

- Lesson Purpose:
  - Provide **structured opportunities** for students to practice and expand upon their current language skills
  - To promote **discourse-level oral language skills** to deepen student understanding of books (or anything else for that matter)

Adapted from: Curriculum Services Canada (2008)

## Think-Pair-Share

- Session I
  - Teach the Think-Pair-Share Routine – model with a gradual release of responsibility
- Session II
  - Practice the Think-Pair-Share Routine with familiar/known skills & strategies
- Session III
  - Use Think-Pair-Share within a student-led, partner format
- Have diverse learners work in triads

Adapted from: Curriculum Services Canada (2008)

## Think-Pair-Share: Anchor Chart

1. Think silently about the asked question.
2. Sit knee to knee with your partner.
3. Sit eye to eye with your partner
4. Let Partner # 1 talk while Partner # 2 acts as a good listener.
5. Let Partner # 2 talk while Partner # 1 acts as a good listener.
6. Turn and face the group.
7. Share your ideas!

## You be the judge!

- Great, use it!
- Good, but needs tweaking.
- Not there yet; is it worth changing?
- Not good enough, don't use it!

## Evaluating Routines and Instructional Strategies

1. Does the stated objective meet an **identified lesson purpose**?
  - If not, can you **modify/adapt** the activity to meet the identified need?
2. Does the activity encourage **student engagement**?
3. Does the activity provide each student with **multiple opportunities to practice**?
4. Does the activity provide **immediate corrective feedback**?
5. Is **accountability** for performance part of the activity?
6. Are there opportunities for **oral discourse** among students?

Purple Form

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## Evaluate the following Routines & Instructional Strategies:

- K-W-L Charts
- The Sharing Hand
- Sequencing Activity
- Flannel Board Figures
- Main Idea Sketch
- Interactive Sentences
- Inference Activity

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## You be the judge!

- Great, use it!
- Good, but needs tweaking.
- Not there yet; is it worth changing?
- Not good enough, don't use it!

## Educational Links: Instruction

- IDEAL Consulting Services
  - <http://www.idealconsultingservices.com/>
- National Center on Intensive Intervention
  - <http://www.intensiveintervention.org/>
- Florida Center for Reading Research
  - <http://www.fcrr.org/>
- Vaughn Gross Center for Reading & Language Arts
  - <http://www.meadowscenter.org/vgc/>
- Intervention Central
  - <http://www.interventioncentral.org/>
- Explicit Instruction
  - <http://explicitinstruction.org/>
- Reading Resource.net
  - <http://www.readingresource.net/>
- Vocabulary A-Z
  - <http://www.vocabularya-z.com/>
- Vocabulary.com
  - <http://www.vocabulary.co.il/>