

UNLOCKING SKILLED READING: BUILDING READING COMPREHENSION THROUGH TARGETED VOCABULARY INSTRUCTION

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LEARNING OBJECTIVES AND RECOGNITION

Learning Objectives

- By the end of this session, the participant will be able to describe the simple view of reading, high-utility words, and key elements of effective vocabulary instruction.
- By the end of this session, the participant will be able to categorize high-utility from non-high utility words in a passage.
- By the end of this session, the participant will be able to design a lesson plan for direct, explicit instruction of high-utility vocabulary.

Recognition

- The information in this presentation is influenced by the work of Dr. Liz Stevens, Joan Sedita, and Dr. Anita Archer.



WHY IS VOCABULARY IMPORTANT? —

- **Vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read. These core components include:**

PHONEMIC AWARENESS

PHONICS AND WORD STUDY

FLUENCY

VOCABULARY

COMPREHENSION

(NATIONAL READING PANEL, 2000).

- **Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas, communicate effectively, and learn about new concepts.**

“ —

Vocabulary is the glue that holds stories, ideas, and content together... making comprehension accessible for children.

(RUPLEY, LOGAN & NICHOLS, 1998/99).

MODEL #1 Simple View

MODEL #2 Scarborough's Reading Rope

Scarborough's Reading Rope

Language Comprehension **LC**

Background Knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language Structures
syntax, semantics, etc.

Verbal Reasoning
inference, metaphor, etc.

Literacy Knowledge
print concepts, genres, etc.

Word Recognition **D**

Phonological Awareness
syllables, phonemes, etc.

Decoding
alphabetic principle,
letter-sound correspondences

Sight Recognition
of familiar words

INCREASINGLY STRATEGIC

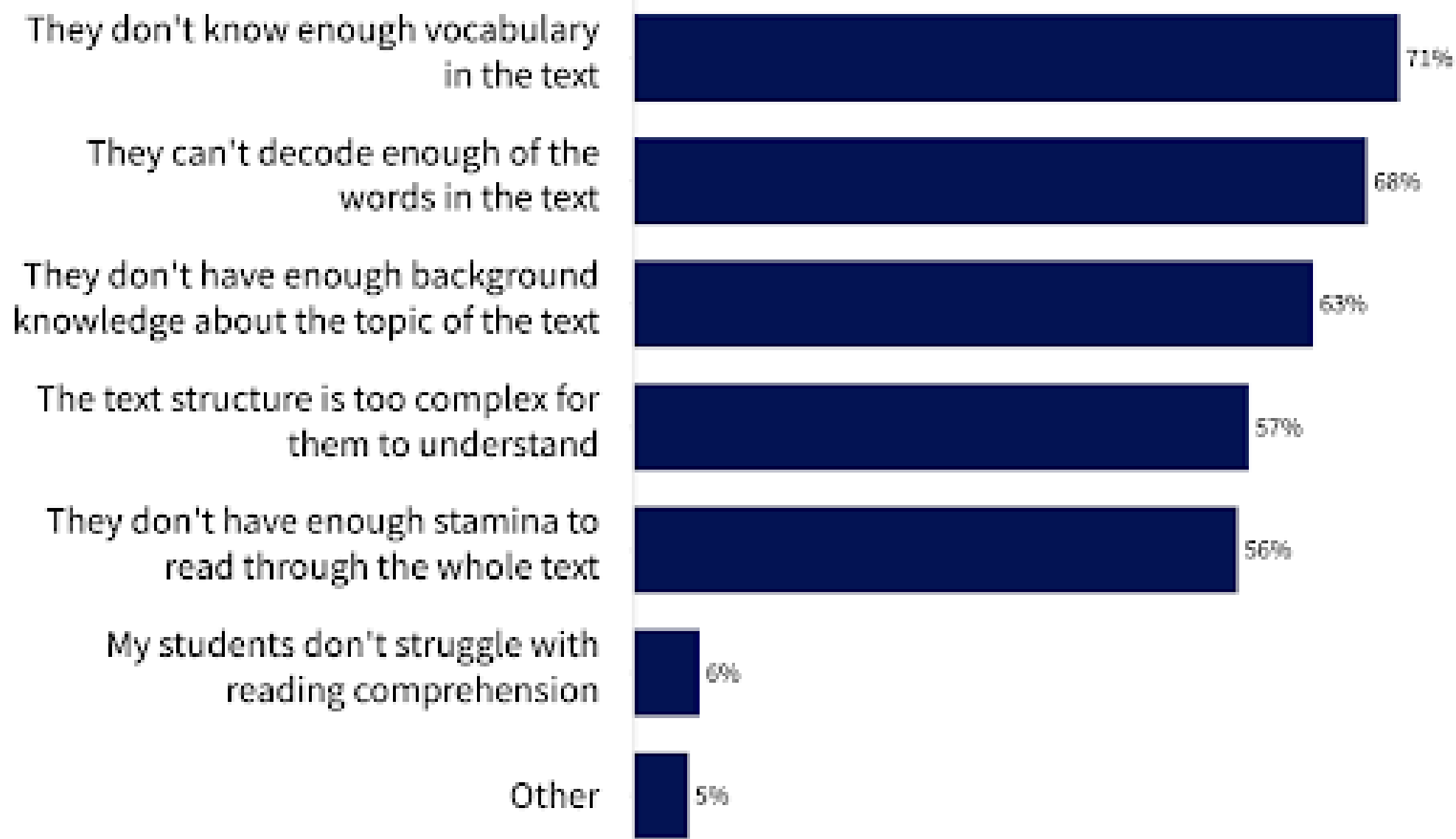
Skilled Reading **RC**

INCREASINGLY AUTOMATIC

LC × **D** = **RC** Fluent word recognition and comprehension.

This interpretation of the Reading Rope incorporates Gough & Tunmer's (1986) Simple View of Reading.

When (and if) your students in grades 3-8 struggle with reading comprehension, what component(s) of the process do they struggle with? Select all that apply.



SOURCE: EdWeek Research Center



A Flourish chart

LET'S TALK ALL THINGS VOCABULARY

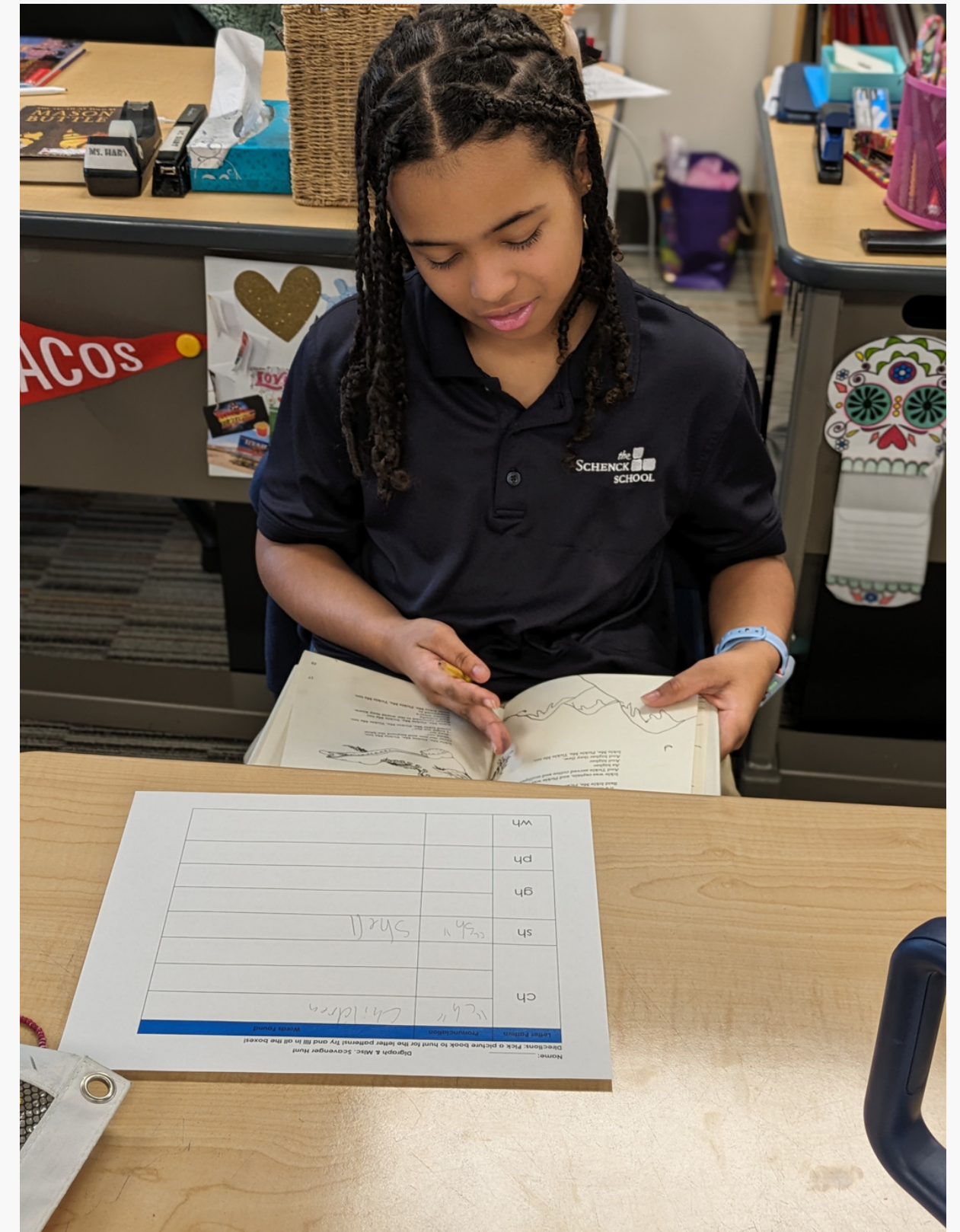
BREADTH VS DEPTH

- Vocabulary breadth - How many words do you know? ✓
- Vocabulary depth - How much do you know about that word?



VOCABULARY DEPTH 🏆WIN-WIN🏆

- Vocabulary depth is a strong predictor of reading comprehension for advanced readers.
- Vocabulary depth is a strong predictor of reading comprehension for emergent readers.



LET'S TALK ALL THINGS VOCABULARY

BREADTH VS DEPTH

SEMANTICS

- The study of meaning in language.

SYNTAX

- Syntax is the arrangement of words, phrases, and clauses in a sentence to make them sound and look meaningful.

MORPHOLOGY

- Morphology is the study of how parts of words, called morphemes, create different meanings by combining with each other or standing alone.



TOGETHER, THESE FORM THE "RICHNESS OF WORD UNDERSTANDING"

LEXICAL COVERAGE

The percentage of known words in a given text has been employed extensively in determining the vocabulary size needed for the comprehension of written or spoken discourse.



LEXICAL COVERAGE

**KNOWING 95-98% OF THE WORDS IN A TEXT IS NECESSARY FOR
HAVING AN ACCEPTABLE COMPREHENSION LEVEL,**

95% IS THE THRESHOLD FOR MINIMUM COMPREHENSION,

**98% FOR OPTIMAL LEXICAL COVERAGE AND ALLOWS FOR
UNASSISTED UNDERSTANDING OF TEXTS.**

(SCHMITT, COBB, HORST, SCHMITT, 2017).

HOW DO WE GET THERE?

We need to approach vocabulary development two-fold:

DIRECT

EXPLICIT INSTRUCTION



INDIRECT

EXPOSING STUDENTS TO LOTS OF NEW WORDS AND HAVING THEM READ A LOT. INDIRECT INSTRUCTION ALSO INCLUDES HELPING STUDENTS DEVELOP AN APPRECIATION FOR WORDS AND EXPERIENCE ENJOYMENT AND SATISFACTION IN THEIR USE

EXAMPLES: AUDIO BOOKS, READ-ALOUDS, RE-READS.

(BAUMANN, KAME'ENUI & ASH, 2003)

It is estimated that students can be taught explicitly some 400 words per year in school.

(BECK, MCKEOWN & N KUCAN, 2002).

HOW DO WE GET THERE?



What is **KEY** to
effective
vocabulary
instruction?

VOCABULARY INSTRUCTION MUST BE EXPLICIT.

- Easy-to-understand definitions are presented directly to students. along with,
- Multiple examples and non-examples of the target word,
- Brief discussion opportunities, and
- Checks for understanding.



HOW DO WE GET THERE?



What is **KEY** to
effective
vocabulary
instruction?

VOCABULARY INSTRUCTION MUST INCLUDE MULTIPLE PRACTICE OPPORTUNITIES FOR USING WORDS WITHIN AND ACROSS SUBJECTS.

Instruction must be extended over time with opportunities for students to hear, speak, read, and write words in various contexts.

This builds students' breadth and depth of vocabulary knowledge.


REMINDER

IT TAKES AS MANY AS

17

EXPOSURES FOR A STUDENT

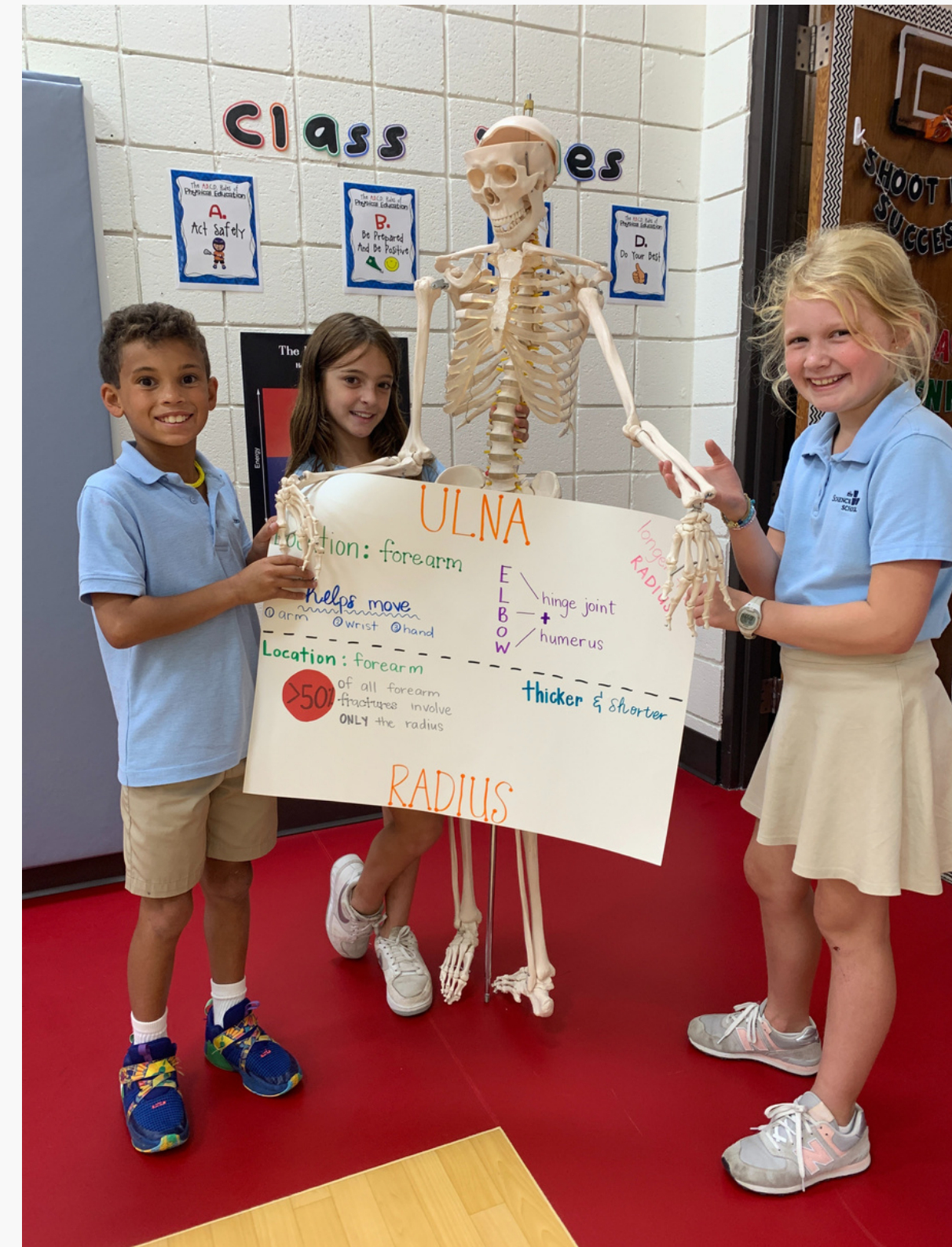
TO LEARN A NEW WORD

HOW DO WE GET THERE?



What is **KEY** to
effective
vocabulary
instruction?

**VOCABULARY SHOULD BE TAUGHT
SCHOOLWIDE AND ACROSS ALL SUBJECT
AREAS.**



BECK'S 3 TIER MODEL OF VOCABULARY

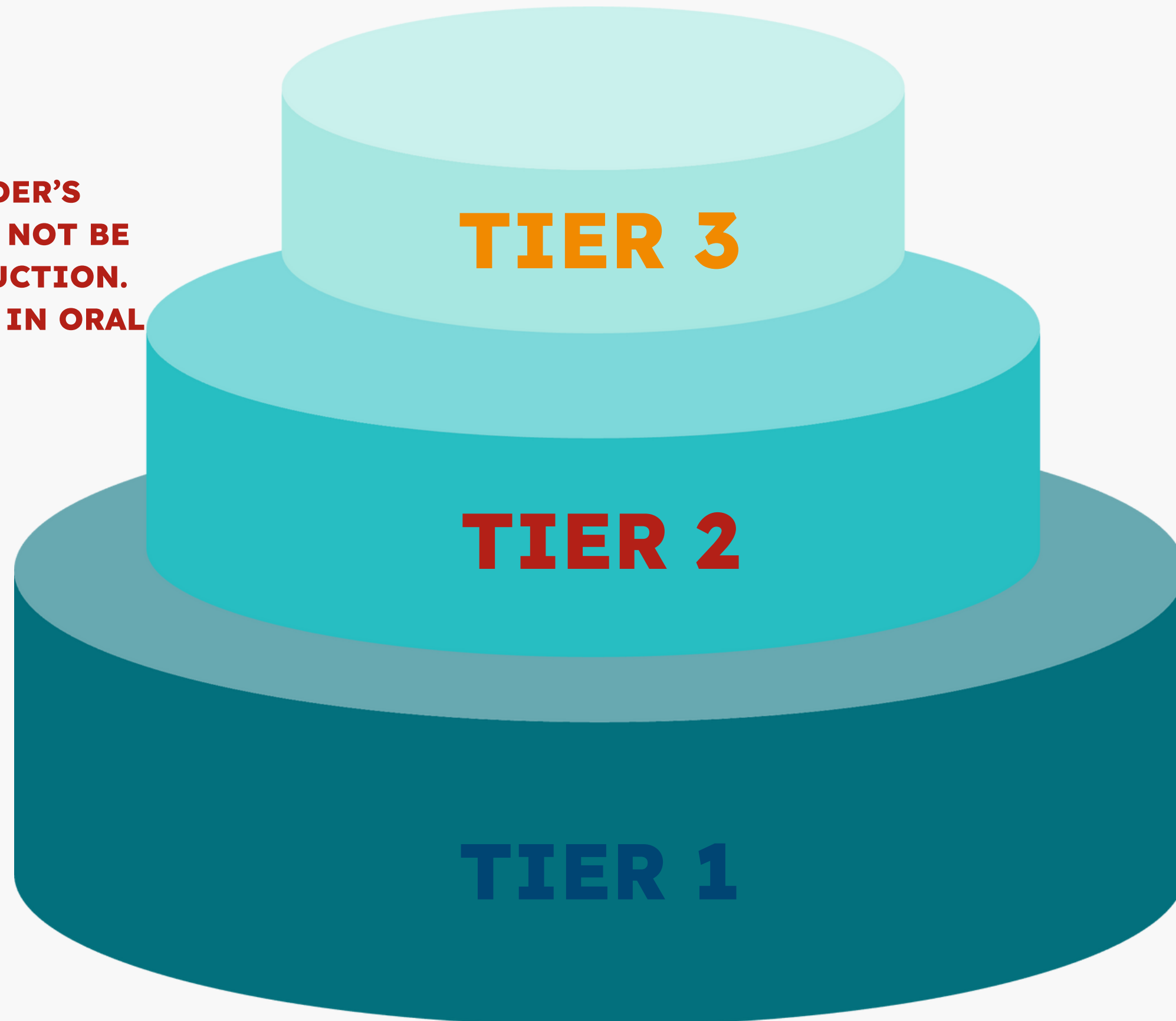
TIER 1

TYPICALLY IN THE READER'S VOCABULARY AND SHOULD NOT BE THE FOCUS OF THE INSTRUCTION. MOST WORDS USED/FOUND IN ORAL LANGUAGE.

TIER 2*

WORDS THAT CHARACTERIZE WRITTEN AND ESPECIALLY ACADEMIC TEXT—BUT ARE NOT SO COMMON IN EVERYDAY CONVERSATION

*These words are sometimes called “high utility” words.



TIER 3*

RARE WORDS THAT ARE RECOMMENDED FOR INSTRUCTION ONLY WHEN THEY ARE ENCOUNTERED IN A TEXT. THESE ARE MORE DOMAIN-SPECIFIC OR FIELD OF STUDY TYPE WORDS. THEY TEND TO BE KEY IN UNDERSTANDING A NEW CONCEPT IN TEXT. FOR EXAMPLE, AORTA, CIRCUMFERENCE, AND FUEL INJECTION.

*SOMETIMES CALLED “ACADEMIC CONTENT” WORDS.

COMMON CONCERNS

How do I know which words to target?



ESSENTIAL TO UNDERSTANDING THE MAIN IDEA OF THE TEXT OR UNIT ✓
USED REPEATEDLY OR FREQUENTLY ENCOUNTERED ACROSS DOMAINS? ✓

NOT PART OF STUDENTS' PRIOR KNOWLEDGE? ✓

UNLIKELY LEARNED INDEPENDENTLY THROUGH THE USE OF CONTEXT AND STRUCTURAL ANALYSIS ✓

WORDS TO CHOOSE

- ESSENTIAL TO UNDERSTANDING THE MAIN IDEA OF THE TEXT OR UNIT
- USED REPEATEDLY OR FREQUENTLY ENCOUNTERED
- NOT PART OF STUDENTS' PRIOR KNOWLEDGE

WORDS NOT TO CHOOSE

- CONCEPTS NOT CENTRAL TO THE TEXT OR UNIT
- PROPER NOUNS OR LATIN NAMES
- SPECIFIC TO A CERTAIN SITUATION OR TOPIC (E.G., DISCUSSED ONLY ONCE IN THE UNIT)

COMMON CONCERNS

How many WORDS should be introduced
at one time?

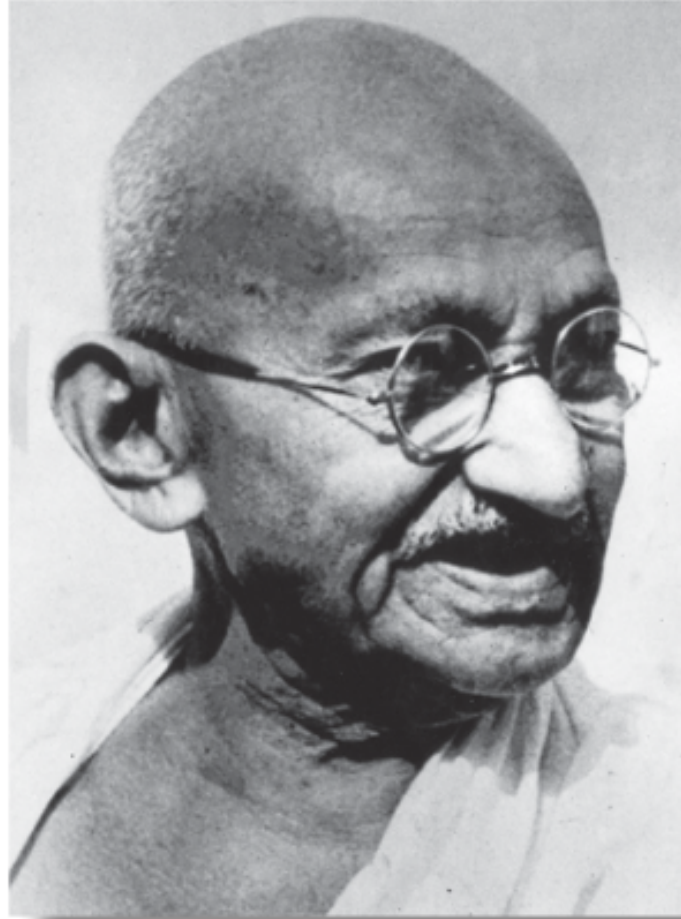
IF YOU ARE PRE-TEACHING WORDS FOR A SINGLE READING PASSAGE,

2-3 WORDS

IF YOU ARE PRE-TEACHING WORDS FOR AN ENTIRE UNIT (OR FIRST HALF OF A UNIT),

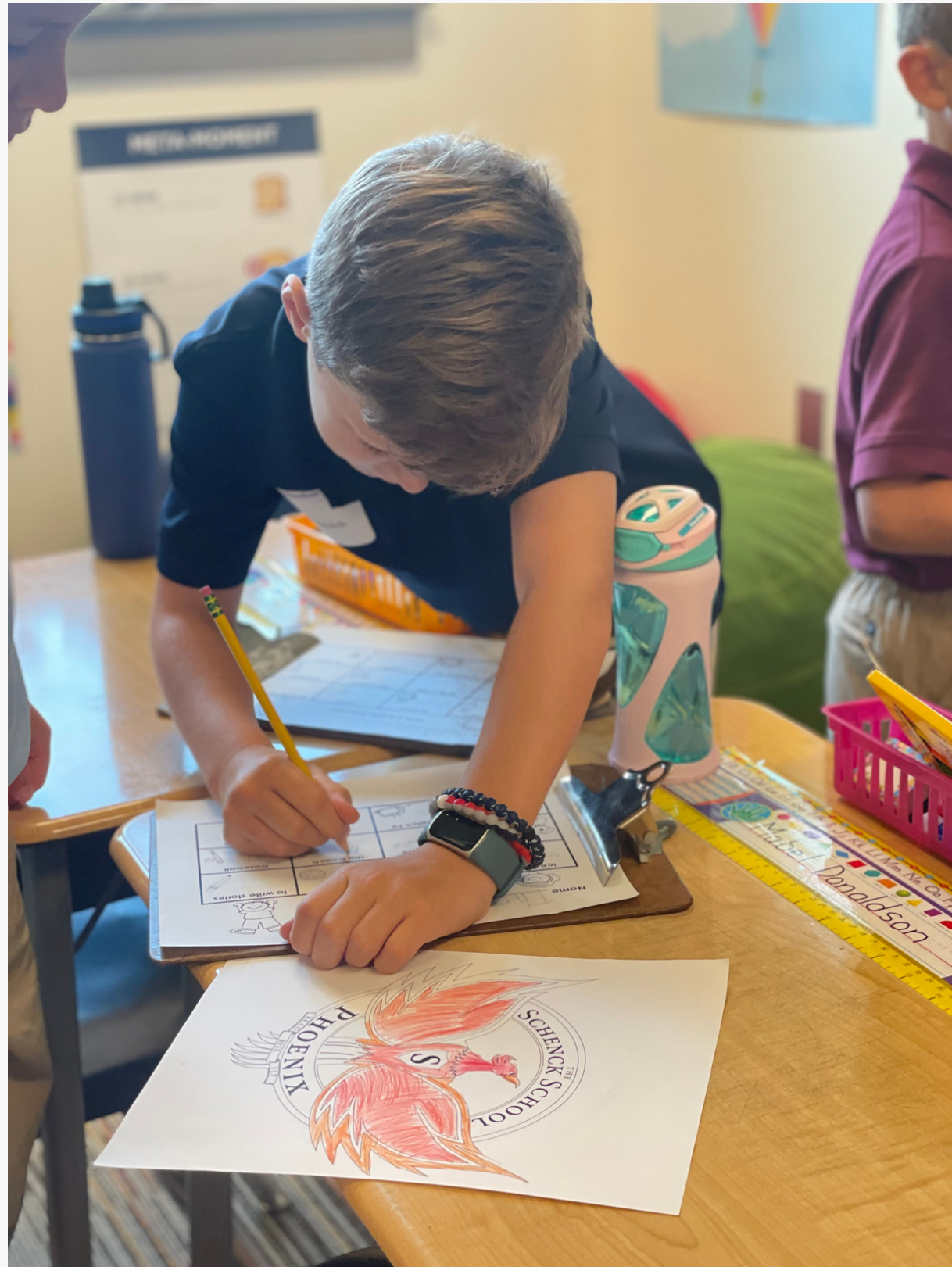
UP TO 5 WORDS

Gandhi



Mahatma Gandhi is known throughout the world for his compassion, dedication to peace, and commitment to nonviolence. He enacted a great deal of change in his lifetime and made life better for many people of India. His success inspired other leaders, such as Martin Luther King Jr., to adopt nonviolent resistance techniques in their own struggles against injustice. But Gandhi was not born a leader. Specific events early in his life led him to that path.

Like India, South Africa was still under British rule when Gandhi moved there in 1893. In South Africa, Gandhi realized that the large numbers of Indians (people from India) who were settled there were looked down upon as racial outcasts. South African whites considered the Indians inferior just because they were Indian. One day, Gandhi boarded a train with a first-class ticket in his hand. But when he sat down in the compartment, a white passenger complained about the presence of a dark-skinned man in first class. The conductor ordered him to move back to third class. When Gandhi refused, because he had purchased a first-class ticket, the conductor threw him and his luggage off the train. He sat through a cold winter night in a waiting room, trying to decide whether he should stay and fulfill his obligations to his law client or return to India. He decided to stay.



FIVE OF THE BEST VOCABULARY INSTRUCTIONAL ACTIVITIES FOR ALL CONTENT AREAS

1. ESSENTIAL WORD ROUTINES

Graphic Organizer or Vocabulary Map

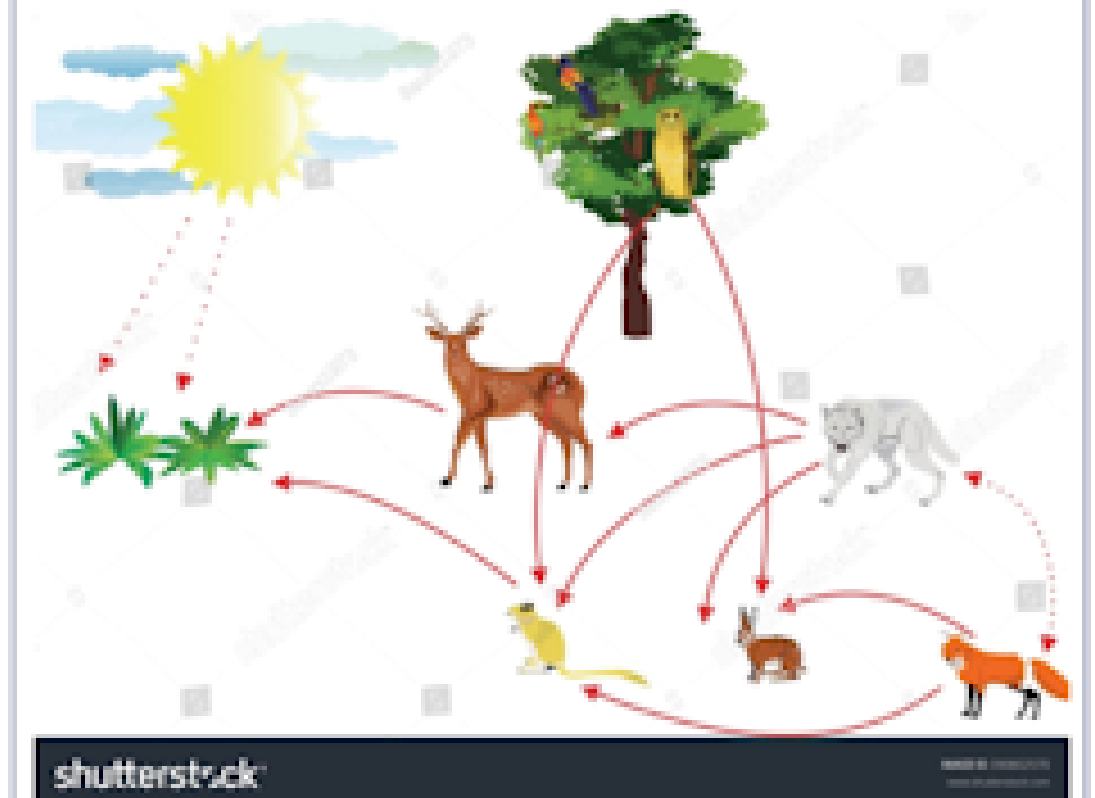


RESOURCES:
VOCABULARY MAPS TOOLKIT FROM
MIDDLE SCHOOL MATTERS
READING INSTRUCTION FOR MIDDLE
SCHOOL STUDENTS: DEVELOPING
LESSONS FOR IMPROVING
COMPREHENSION
(SEE PAGE 11)

interact (*interactuar*)

When two or more things have an effect on one another

Synonyms:
connect, influence, act together



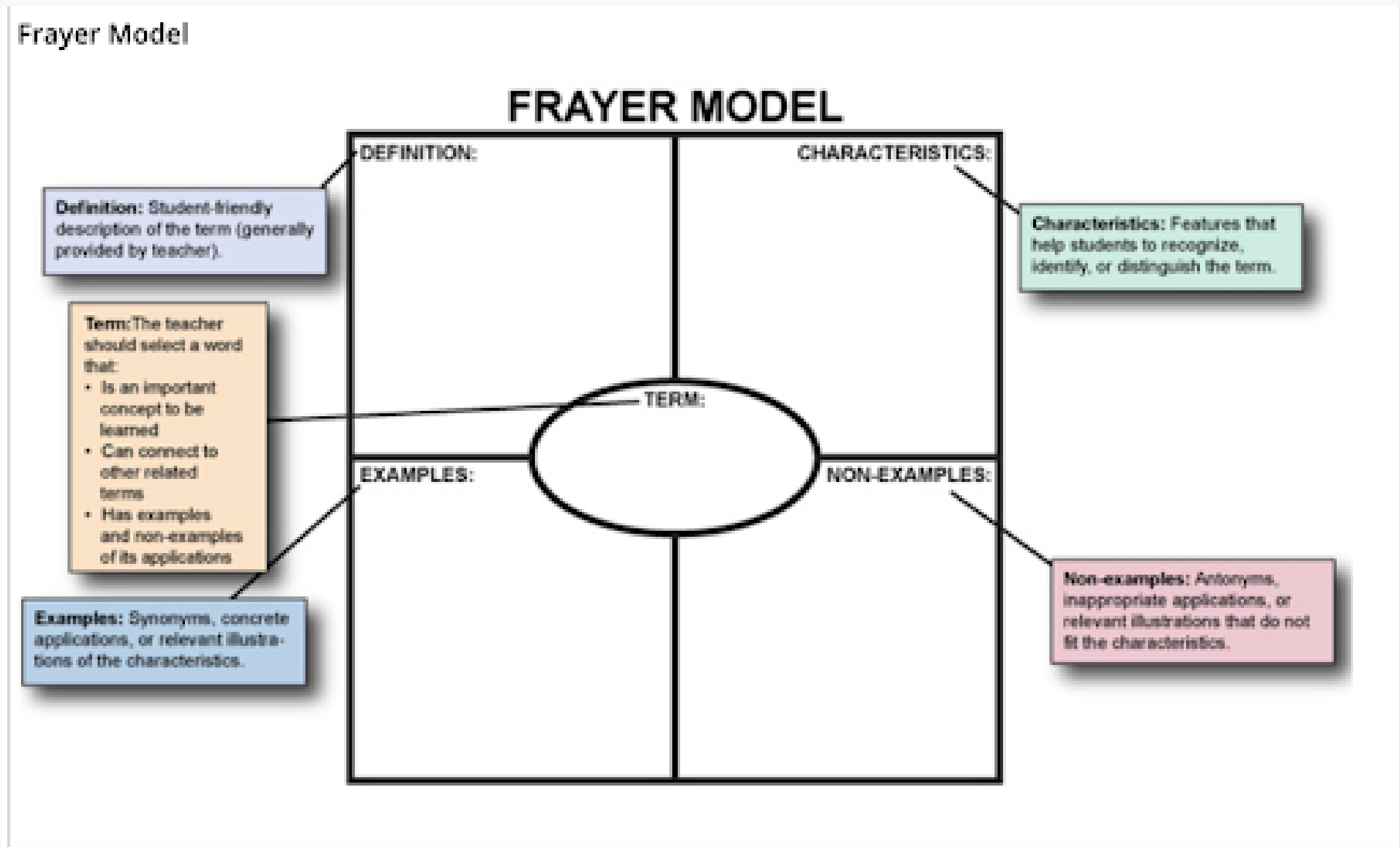
Example Sentences

1. One way to learn a foreign language is to **interact** with native speakers of that language.
2. The garden produced a lot of vegetables when it **interacted** with plenty of sunlight, rain, and warm temperatures.

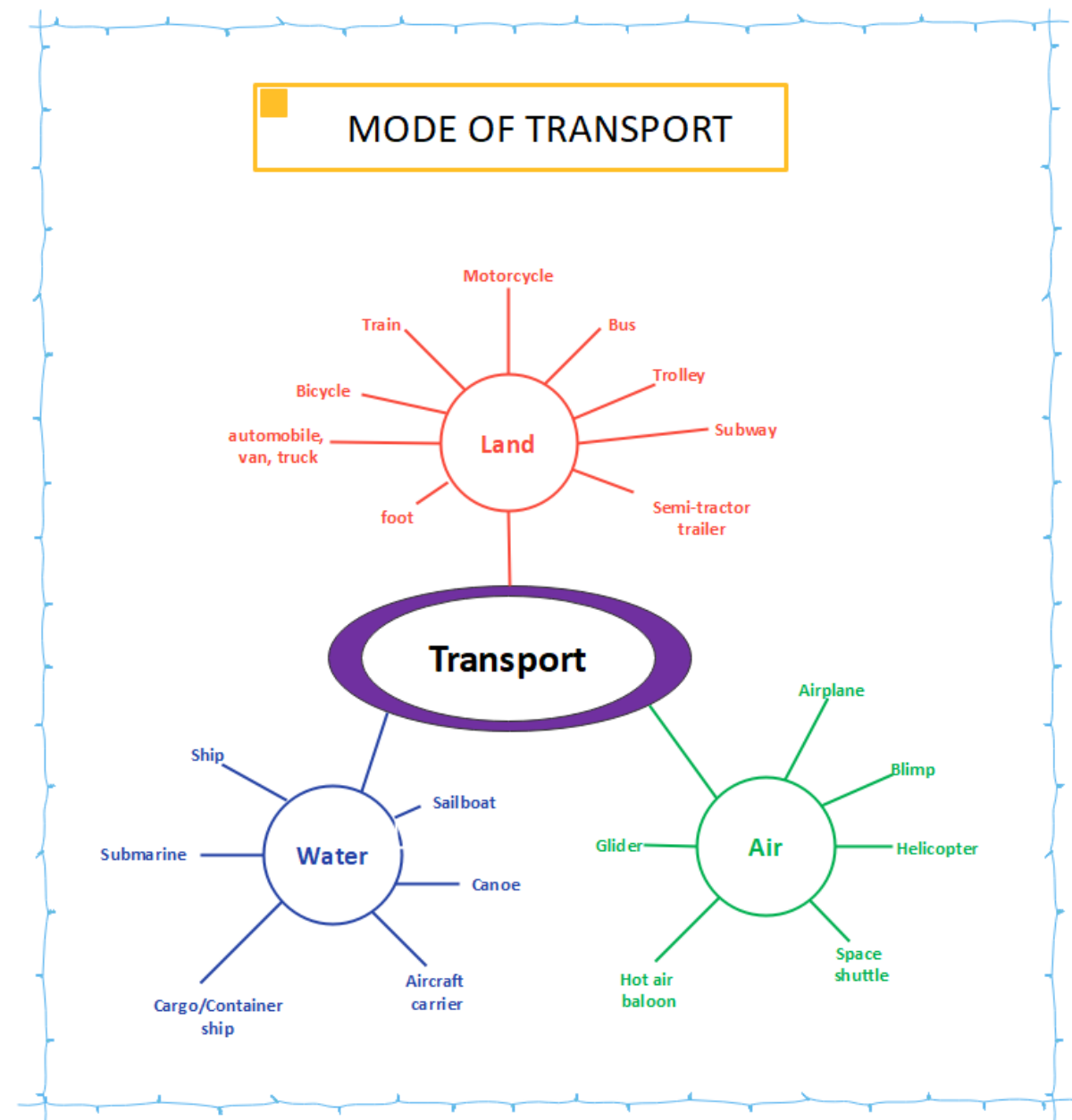
Turn and Talk

1. Tell your partner about a time when you **interacted** with someone and it influenced you in a positive way.
2. Tell your partner about how two animals **interact** in an ecosystem.

2. FRAYER MODEL



3. SEMANTIC MAPPING



RESOURCES
INTRODUCTION TO SEMANTIC MAPS AND SAMPLE LESSON
PLANS FROM THE DEVELOPERS OF POWERUP WHAT WORKS
SEMANTIC MAPPING TEACHING STRATEGY GUIDE FROM
POWERUP WHAT WORKS
NATIONAL CENTER FOR INTENSIVE INTERVENTION

DIGITAL OPTIONS



CHATGPT
MINOMO
MIRO
POPPLT
AYOA
SIMPLEMIND
MINDMUP
MINDNODE
CACOO
MINDLY
XMIND
VISIO

4. VOCABULARY REVIEW ACTIVITIES —

PARTNER REVIEW ROUTINE:

PARTNERS WORK TOGETHER TO QUICKLY REVIEW WORDS LEARNED THE PREVIOUS DAY.

SENTENCE REVIEW ROUTINE:

PARTNERS CREATE SENTENCES USING WORDS ASSIGNED BY THE TEACHER.

EXAMPLES AND NONEXAMPLES:

THE TEACHER TELLS STUDENTS SCENARIOS OR SHOWS PICTURES AND STUDENTS RESPOND CHORALLY TO EACH SCENARIO, INDICATING WHETHER IT IS AN EXAMPLE OR NONEXAMPLE.

WHAT WORD FITS?


THE TEACHER ASKS A QUESTION AND STUDENT PARTNERS HOLD UP AN INDEX CARD WITH THE WORD THAT FITS OR ANSWERS THE QUESTION.

RESOURCES

EACH ACTIVITY IS DESCRIBED IN MORE DETAIL BEGINNING ON PAGE 33 OF THE TCLD BOOKLET [READING INSTRUCTION FOR MIDDLE SCHOOL STUDENTS: DEVELOPING LESSONS FOR IMPROVING COMPREHENSION](#)



5. MORPHEMIC ANALYSIS ROUTINE



Morphemic Analysis
giving words meaning

Week 1

Sympathy

sym path y

(Greek) together (Greek) feeling (English) indicating the state of...

Discuss with your partner what you think an appropriate definition is for 'sympathy'

The definition of sympathy is feeling bad for someone else's misfortune. Or in other words, the state of feeling together.



Morphemic Analysis Routine


- Find the root.
- Find the prefixes and suffixes.
- Think about what each part means.
 - Use lists.
 - Use other words that contain the part.
 - Use context clues.
- Combine the meanings of the parts.
- Try the possible meaning in the sentence.
- Ask yourself, "Does it make sense?"

RESOURCES

LEARN MORE ABOUT THE MORPHEMIC ANALYSIS ROUTINE BY REVIEWING THIS [ONLINE LEARNING MODULE](#) FROM THE TEXAS ADOLESCENT LITERACY ACADEMIES.

STRATEGIC INSTRUCTION MODEL (SIM) FROM THE UNIVERSITY OF KANSAS - WORD MAPPING STRATEGY.

LET'S GIVE THIS A TRY USING **ESSENTIAL WORD ROUTINES.** (AKA VOCABULARY MAPS!)

<p>Cognate or translation for English learners →</p> <p>Student-friendly definition →</p>	<p>compassion (<i>compasión</i>)</p>	<p>Visual representation to make the word vivid ←</p>				
<p>Synonyms or related words →</p>	<p>Showing great care or concern</p>  <p>Synonyms: tenderness, sympathy</p>	<p>First question relates to students' prior knowledge or experience ←</p>				
<p>First example relates to students' everyday lives →</p>	<table border="1"> <tr> <td data-bbox="1082 1210 1749 1285"> <p>Example Sentences</p> </td> <td data-bbox="1749 1210 2382 1285"> <p>Turn and Talk</p> </td> </tr> <tr> <td data-bbox="1082 1285 1749 1566"> <p>1. The Red Cross workers showed great compassion toward the people of Haiti after the earthquake struck by providing food and shelter to many homeless people.</p> <p>2. Mahatma Gandhi is known throughout the world for his compassion, dedication to peace, and commitment to nonviolence.</p> </td> <td data-bbox="1749 1285 2382 1566"> <p>1. Tell your partner about a time you showed compassion toward others.</p> <p>2. Why do you think that Gandhi is known for his compassion?</p> </td> </tr> </table>	<p>Example Sentences</p>	<p>Turn and Talk</p>	<p>1. The Red Cross workers showed great compassion toward the people of Haiti after the earthquake struck by providing food and shelter to many homeless people.</p> <p>2. Mahatma Gandhi is known throughout the world for his compassion, dedication to peace, and commitment to nonviolence.</p>	<p>1. Tell your partner about a time you showed compassion toward others.</p> <p>2. Why do you think that Gandhi is known for his compassion?</p>	<p>Second question relates to your course content ←</p>
<p>Example Sentences</p>	<p>Turn and Talk</p>					
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<https://greatmiddleschools.org/toolkits/reading/vocabulary-maps/>



TEACH HOW TO USE VOCABULARY MAPS

(PREP)

STEP 1:

IDENTIFY AND READ THE TEXT OR PASSAGE THAT YOUR STUDENT WILL READ.

READ THE TEXT

STEP 2:

IDENTIFY THE PURPOSE FOR READING THE TEXT.

ASK, “WHAT SHOULD STUDENTS LEARN FROM READING THIS PASSAGE? HOW DOES IT RELATE TO THE LEARNING OBJECTIVES FOR THIS UNIT OF STUDY?”

EXAMPLE: THIS UNIT IS ON CIVIL RIGHTS. THEY ARE GAINING AN UNDERSTANDING OF CIVIL RIGHTS THROUGH THE LIFE OF GANDHI.



TEACH HOW TO USE VOCABULARY MAPS (PREP)

STEP 3:

CHOOSE TWO TO THREE WORDS TO TEACH EXPLICITLY BEFORE STUDENTS READ THE TEXT. WE NOW KNOW WHAT TO CHOOSE!

- **ESSENTIAL TO UNDERSTANDING THE MAIN IDEA OF THE TEXT OR UNIT?**
- **USED REPEATEDLY OR FREQUENTLY ENCOUNTERED ACROSS DOMAINS?**
- **NOT PART OF STUDENTS' PRIOR KNOWLEDGE?**
- **UNLIKELY TO BE LEARNED INDEPENDENTLY THROUGH THE USE OF CONTEXT AND STRUCTURAL ANALYSIS**



(Popcorn out two to three words for us to use. Use the framework above, we are looking for high-utility or TIER 2 words.)



TEACH HOW TO USE VOCABULARY MAPS (PREP)

STEP 4:
CREATE A VOCABULARY MAP FOR EACH WORD OR CONCEPT YOU CHOOSE.

- VOCABULARY WORD
- STUDENT-FRIENDLY DEFINITION OF THE WORD
- COGNATE OR TRANSLATION OF THE WORD, AS APPROPRIATE (USE WHEN THERE ARE ELLS IN YOUR CLASSROOM).
- VISUAL REPRESENTATION OF THE WORD
- SYNONYM(S) OF THE WORD
- EXAMPLE SENTENCES USING THE WORD
- TURN-AND-TALK PROMPTS FOR STUDENTS TO PRACTICE USING THE WORD AND FOR YOU TO MONITOR STUDENT UNDERSTANDING.
 - HOW TO STRUCTURE THE TNT?
 - PROVIDE A PROMPT FOR THE STUDENTS TO DISCUSS. THE PROMPT SHOULD BE RELATABLE FOR STUDENTS SO THAT THEY CAN DRAW ON THEIR PRIOR KNOWLEDGE OR LIFE EXPERIENCE.
 - STUDENTS TURN TO THEIR SHOULDER PARTNER TO DISCUSS PROMPT FOR ONE MINUTE. MONITOR STUDENTS CONVERSATIONS SO THAT YOU CHECK FOR UNDERSTANDING.
 - SELECT STUDENTS TO SHARE THOUGHTS AND IDEAS FROM THEIR DISCUSSION WITH THE WHOLE GROUP.



EXAMPLE

compassion (*compasión*)

Showing great care or concern

Synonyms:

tenderness, sympathy



Example Sentences

1. The Red Cross workers showed great **compassion** toward the people of Haiti after the earthquake struck by providing food and shelter to many homeless people.
2. Mahatma Gandhi is known throughout the world for his **compassion**, dedication to peace, and commitment to nonviolence.

Turn and Talk


1. Tell your partner about a time you showed **compassion** toward others.
2. Why do you think that Gandhi is known for his **compassion**?



YOUR TURN!

Double-click to edit

Synonyms:
Text



Example Sentences

- 1.
- 2.

Turn and Talk

- 1.
- 2.





TIPS & TRICKS!



DISPLAY THE VOCABULARY MAP AND DELIVER INSTRUCTION ONE WORD AT A TIME. ☐

STUDENTS

DO NOT TAKE NOTES DURING INSTRUCTION, BUT CAN RECORD A “CONNECTION” OR THEIR OWN NOTES ABOUT THE WORD IMMEDIATELY AFTER INSTRUCTION.

TRACK THE TEACHER WITH THEIR EYES DURING INSTRUCTION.

RESPOND TO ALL TEACHER PROMPTS AND DEMONSTRATE UNDERSTANDING OF THE WORDS DURING TURN-AND-TALKS.

TEACH WITH A BRISK PACE (3-5 MINUTES PER WORD).

THIS IS ALL DONE PRE-READING.





WALK THROUGH LESSON: ESSENTIAL VOCABULARY MAPS

1. PRE-READING SETUP



DISPLAY THE VOCABULARY MAP.

INTRODUCE THE VOCABULARY WORD AND STUDENT-FRIENDLY DEFINITION.

SHARE THE PICTURE AND PROVIDE AN EXPLANATION.

SHARE THE SYNONYM FOR THE WORD.

PROVIDE EXAMPLE SENTENCES.

**STRUCTURE THE TURN-AND-TALK PROMPTS TO ENSURE STUDENT
UNDERSTANDING. (ABOUT 30 SECONDS PER PROMPT).**

compassion (compasión)

Showing great care or concern

Synonyms:

tenderness, sympathy



Example Sentences

1. The Red Cross workers showed great **compassion** toward the people of Haiti after the earthquake struck by providing food and shelter to many homeless people.
2. Mahatma Gandhi is known throughout the world for his **compassion**, dedication to peace, and commitment to nonviolence.


Turn and Talk

1. Tell your partner about a time you showed **compassion** toward others.
2. Why do you think that Gandhi is known for his **compassion**?



WALK THROUGH LESSON: ESSENTIAL VOCABULARY MAPS


2. GUIDE STUDENTS TO READ THE TEXT

 **DURING OR AFTER READING,
ASK STUDENTS TO POINT OUT
WHERE THEY FOUND THE
TARGET WORDS OR CONCEPTS
AND HOW THEY WERE USED IN
THE TEXT.**




WALK THROUGH LESSON: ESSENTIAL VOCABULARY MAPS


3. PROVIDE ADDITIONAL OPPORTUNITIES TO PRACTICE TARGET WORDS.

 DETERMINE WAYS IN WHICH STUDENTS WILL USE THESE NEW WORDS THROUGH DISCUSSION, READING, AND WRITING OVER THE COURSE OF THE UNIT.

 SPACE OUT PRACTICE OPPORTUNITIES OVER THE COURSE OF THE UNIT TO PROMOTE THE RETENTION OF WORD MEANINGS.

*Practice
makes*
PROGRESS

 EXAMPLE AND NONEXAMPLE QUESTIONS. STUDENTS LISTEN TO A SENTENCE AND DETERMINE WHETHER IT IS AN EXAMPLE OR NON-EXAMPLE OF THE TARGET WORD.

 YOU COULD ALSO USE SENTENCE-CREATION PROMPTS TO PROVIDE STUDENTS WITH AN OPPORTUNITY TO DEMONSTRATE THEIR UNDERSTANDING BY CREATING THEIR OWN SENTENCES USING THE TARGET WORD.

 DURING A TALK-AND-TURN THE TEACHER ASKS THE STUDENTS TO USE THE TARGET WORD IN A SENTENCE AND THEN TO SHARE THAT WITH THE CLASS.



THANK YOU!



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