

Elementary Literacy Plans – Hawaii

Session 3

CORE Enhancement K – 2

**Comprehension is
an Outcome – Not
a Strategy**



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Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.

- Videos that illustrate explicit instruction can be found on this website: www.explicitinstruction.org
- *Active Participation DVD Series: Elementary Level*
Active Participation DVD Series: Secondary Level
Vocabulary Instruction: Elementary Level
Ancora Publishing

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Portland, Oregon



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Comprehensive Literacy Plans

K - 2 Intervention	3 - 5 Intervention
K - 2 Core Enhancement	3 - 5 Core Enhancement
Instruction	
Assessment	

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Comprehensive Literacy Plans

K - 2 Intervention	3 - 5 Intervention
K - 2 Core Enhancement	3 - 5 Core Enhancement
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Comprehensive Literacy Plans

K - 2 Intervention	3 - 5 Intervention
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Assessment	

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Elements of Explicit Instruction

Content

1. Focus instruction on **critical content**.
2. Break down new material into **smaller steps**.

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Elements of Explicit Instruction

Design of Instruction

3. Design **organized** and **focused lessons**.
4. Begin lessons with a clear statement of the lesson **goals**.
5. **Review** prior skills and knowledge before beginning instruction.
6. Provide **step-by-step demonstrations**. (I do)
7. Provide **guided practice**. (We do)
8. **Check for understanding** before independent practice. (You do)

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Elements of Explicit Instruction

Delivery of Instruction

9. Require **frequent responses**.
10. **Monitor** student performance closely.
11. Provide immediate affirmative and informative (corrective) **feedback**.
12. Deliver the lesson at a **brisk pace**.

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Elements of Explicit Instruction

Practice

- Deliberate Practice
- Retrieval Practice
- Spaced Practice

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Comprehensive Literacy Plans

K - 2 Intervention	3 - 5 Intervention
K - 2 Core Enhancement	3 - 5 Core Enhancement
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Assessment	

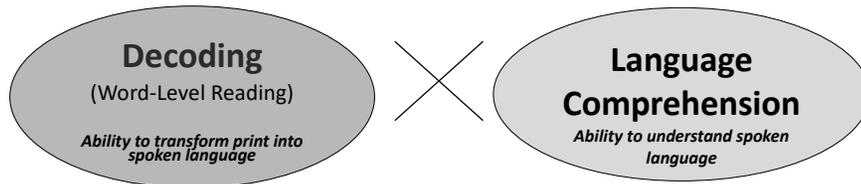
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Comprehensive Literacy Plans

K - 2 Intervention	3 - 5 Intervention
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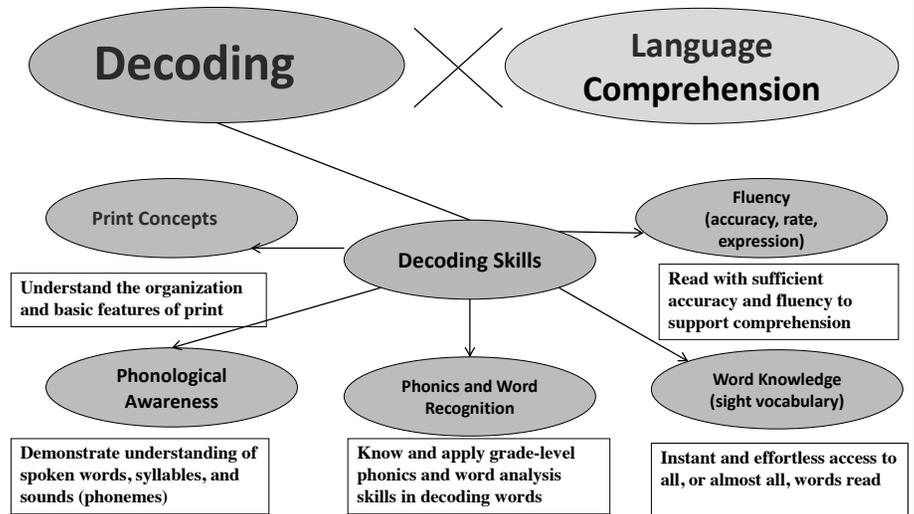
Simple View of Reading



D X LC = Reading Comprehension

1 = good skill
0 = negligible skill

Simple View of Reading



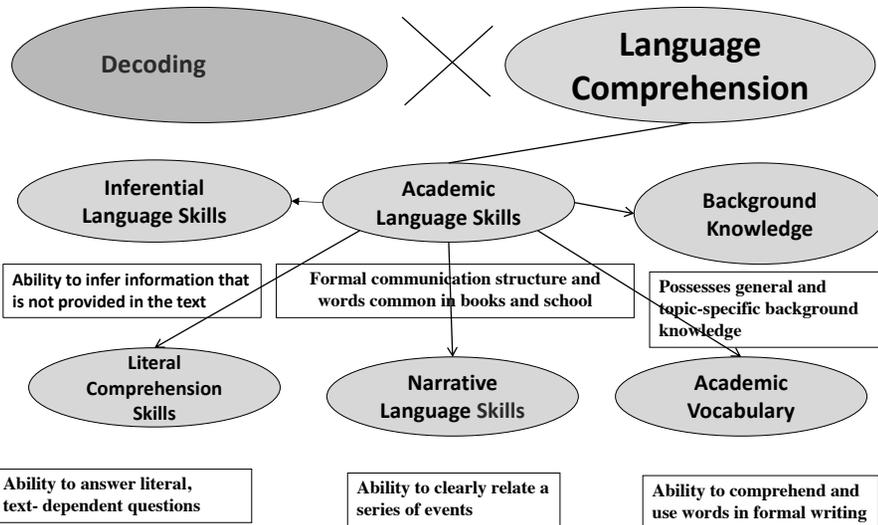
Big Ideas – True or False

1. Students should be taught the names of letters to a high level of mastery.
2. Phonemic Awareness is necessary only for phonic decoding.
3. Sight vocabulary increases when the storage in visual memory increases.
4. Skills in phonemic awareness and letter-sound associates are both necessary for building sight vocabulary.
5. Students should be taught a variety of procedures for determining the pronunciation of an unknown word including using the context, pictures, and first letters.

Review Big Ideas – True or False

1. Sight words refer to any words that are instantly recognized whether they are high frequency or low frequency words.
2. Irregular words in English must be taught through memorization using different procedures from teaching regular words.
3. When students are initially learning to read connected text, (multiple related sentences) decodable text rather than leveled text should be used.
4. Struggling readers in K and 1 will benefit from a coordinated sequence of lessons between Tier 1 whole group core instruction and Tier 2 intervention that utilize the same sequence of letter-sound associations.

Simple View of Reading (See IES Practice Guide)



Learning Intentions

Participants will be able to:

1. Explain the **Simple View of Reading** including *Decoding* and *Language Comprehension* to his/her colleagues.
2. Describe enhancements to the following aspects of **Decoding**: phonological awareness, phonics and word recognition, sight vocabulary, and fluency.
3. Describe the enhancements to the following aspects of **Language Comprehension** instruction: vocabulary, background knowledge, narrative comprehension, literal, and inferential comprehension.

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Comprehension

Comprehension:

- Act of understanding what you have read
- Extracting meaning from what you read
- The understanding and interpretation of what you have read
- Making sense of what you read

Reading Comprehension

Listening Comprehension (read-alouds)

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Comprehension is an OUTCOME – Not a Strategy

The student:

- Reads the words accurately and fluently
- Understands the meaning of the words
- Has adequate background knowledge
- Focuses attention on critical content

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Reads Words Accurately and Fluently

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Comprehension is an OUTCOME

The student:

- Reads the words accurately and fluently
- Understands the meaning of the words
- Has adequate background knowledge
- Focuses attention on critical content

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Reads the words accurately and fluently

WHY?

“Cognitive science has shown beyond doubt that **fluent, accurate word recognition** is a hallmark of skilled reading with comprehension. (Adams, 1990; Rayner et al., 2001)

And that poor readers are almost always limited by their inability to use letter-sound skills (e.g., phonics skills) to identify unfamiliar words.

(Ehri, 1998, Rack, Snowling, &Olson, 1992)

And, consequently, to establish a sight recognition vocabulary sufficient for fluent reading.” (Ehri, 2014, Miles & Ehri, 2019).

(Moats, *Reading Development and Difficulties*, 2019)

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Reads the words accurately and fluently

Checklist

At our school site, we:

1. Teach foundation decoding skills to ALL students to mastery.
(Print skills, phonemic awareness, letter-sound associations, decoding, sight words, fluency)
2. Teach advanced decoding of multisyllabic words.
3. Provide systematic interventions on foundation decoding skills for struggling students.
4. Pre-teach the pronunciation of unfamiliar words before passage reading (as necessary).

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LITTLE BEAR LOST

BY
MARY
KAY
MOREL

Art by Bradley Clark
© 2002 by Mary Kay Morel

BEFORE HER BROTHER was born, Blue Cloud had only a doll to play with. The doll, plump with buffalo-hair stuffing, wore a finely beaded dress stitched by Blue Cloud's grandmother.

But the first time Blue Cloud laid eyes on her new baby brother, she forgot all about the doll. The baby looked as warm and brown as the leaves that fell when frost lay on the grass. ①

When Little Bear started to cry, his mother gently pinched his nose as all good Lakota mothers did. "A new one's first lesson must be silence," she explained.

Grandmother nodded. "The cry of a Lakota baby can warn an enemy who might be looking for our camp."

Blue Cloud shivered at the thought of any Crow or Pawnee warrior who might be hiding in the willow brush near her people's village. Then she looked at her baby brother again and forgot her fears. ②

"May I hold him?" Blue Cloud asked.

Her mother nodded. Blue Cloud carefully lifted the baby. He was heavier than her doll, and soon her arms began to ache.

As Little Bear grew, he spent most of his time in a cradleboard. Riding on his mother's back, he was safe from harm's way. But Blue Cloud longed to carry him. She pestered her poor mother to let her hold the baby almost every day. ③

One afternoon Blue Cloud's mother looked especially tired. The air was as hot as the lodge fire in winter. The

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"Look!" Blue Cloud suddenly said in surprise. "Our people are a long way from us."

Why don't we race to them and see who has the fastest pony?" Little Hawk suggested.

All the girls were excited at the idea of a horse race. They were ready to start when Blue Cloud suddenly remembered Little Bear. "I can't race with my brother on my horse!" she cried.

Lay him in the grass," Little Hawk suggested. "We'll only race a short distance." ④

Blue Cloud looked down at her sleeping brother. A large rock stood nearby. Would it really hurt to leave him resting there for a short time? Climbing down from her pony, she gently laid his cradleboard against the stone. ⑤

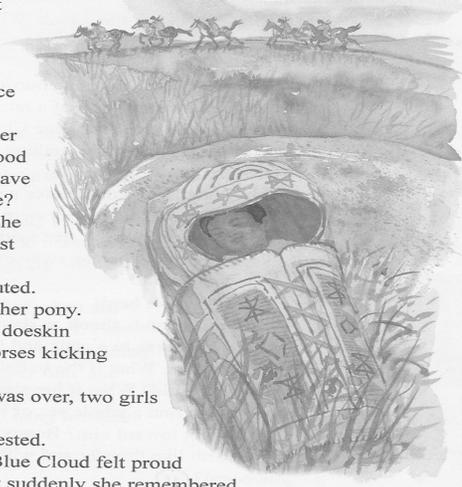
"Come on!" Little Hawk shouted.

Blue Cloud leaped back onto her pony. In a flash, they were off, girls in doeskin racing across the prairie, their horses kicking a cloud of dust into the air.

The race was short. When it was over, two girls squabbled over who had won.

"Let's run another," one suggested.

Again and again they raced. Blue Cloud felt proud when she won the third race. ⑥ But suddenly she remembered



Little Bear. "My brother!" Blue Cloud cried, whipping her horse around. "I must find him."

Looking back on the sea of buffalo grass, Blue Cloud felt her heart sink. Where was Little Bear? Where was the rock she had rested the cradleboard against? ⑦

Quickly, she began the search. When Blue Cloud saw the dusty tracks of a coyote, her heart jumped. What if her brother was in danger?

Kicking the pony's ribs, she hurried faster. Soon Blue Cloud spotted the dusty trail of a rattlesnake. What if Little Bear had been bitten? Blue Cloud felt tears sting her eyes at the thought of something so terrible happening to her brother.

If only Little Bear would make a sound! But Blue Cloud knew that Lakota babies were taught never to cry. ⑧

Then she saw something that made her heart freeze in fear. A thin brown line far away on the horizon was moving toward her

Buffalo! A whole herd!

Blue Cloud's hands shook as she held her pony's rope. She slowed her horse to a walk and leaned forward, watching in terror. What if the buffalo reached Little Bear before she did? What if her sleeping brother woke from his nap to find a whole sea of huge, hairy beasts running straight toward him? Beasts strong enough to shake the earth like thunder and with hoofs as wide as a cradleboard? ⑨

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Pre-teaching pronunciation of words.

Little Bear Lost

explain

heavy

explained

heavier

shiver

hurry

shivered

hurried

pester

sudden

pestered

suddenly

remember

remembered

especially

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Understands the Meaning of the Words

Vocabulary

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Comprehension is an OUTCOME

The student:

- Reads the words accurately and fluently
- Understands the meaning of the words
- Has adequate background knowledge
- Focuses attention on critical content

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Understands the meaning of the words

Vocabulary - Why

“Indeed, one of the **most enduring findings** in reading research is the extent to which students’ vocabulary knowledge relates to their reading comprehension.”

(Osborn & Hiebert, 2004)

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Vocabulary Gap

Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)

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Vocabulary Gap

- Gap in word knowledge **persists though the elementary years.** (White, Graves, & Slater, 1990)
- The vocabulary gap between **struggling readers** and proficient readers grows each year. (Stanovich, 1986)

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Understands the meaning of the words Vocabulary

Checklist

At our school site, we:

1. Use high quality classroom language.
2. Consistently use academic vocabulary.
3. Read narrative and informative read-alouds in the primary grades.
4. Promote wide independent reading.
5. Teach word learning strategies.
Context clues, morphemes [prefixes, suffixes, base words], resources [dictionary, thesaurus, on-line]
6. Explicitly teach critical vocabulary terms.

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WOW - World of Words Susan Neuman



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WOW - World of Words Susan Neuman

Teacher and Student Tools

Each text set includes five texts, a teacher's guide, 15 picture cards, and a learning outcomes poster.



5 texts



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Vocabulary Instruction - Essentials

Effective vocabulary instruction includes:

1. deliberate word selection
2. carefully explained word meanings
3. follow-up -- students think about and use the vocabulary terms

McKeown & Beck, 2019 in *Reading Development and Difficulties*

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Selection of Vocabulary - Summary

- ❖ Select a **limited number** of words.
- ❖ Select words that are **unknown**.
- ❖ Select words **critical** to passage or unit **understanding**.
- ❖ Select words that can be used in the **future**.
- ❖ Select words that have **word relatives**.
- ❖ Select words that contain “**meaningful parts**” (**prefix, suffix, root**).
- ❖ Select **difficult words** that need interpretation.

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Selection of Words for Explicit Vocabulary Instruction (Narrative Text)

Enemy Pie by Derek Munson Second Grade Read-Aloud

perfect	disgusting	nervous
trampoline	earthworms	invited
enemy	ingredients	relieved
recipe	horrible	boomerang

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Understands the meaning of the words. Vocabulary - Why

- “**direct vocabulary instruction** has an impressive track record of improving students’ background knowledge and comprehension of academic content.” Marzano, 2001, p. 69
- Hattie Effect Size for Vocabulary Programs 0.67

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Vocabulary Instructional Routine

Step 1: Introduce the word's pronunciation.

Step 2: Introduce the word's meaning.

Step 3: Illustrate the word with examples.
(and non-examples when helpful)

Step 4: Check students' understanding.

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Teach the meaning of critical, unknown vocabulary words.

Instructional Routine

Step 1. Introduce the word's pronunciation.

- a) Write the word display the word on the screen.
- b) Read the word and have students repeat the word.
- c) To ensure the correction pronunciation of the word, have students repeat the word a number of times OR have students tap and say the oral syllables in the word.

- This word is **relieved**. What word? *relieved*
- Tap and say the syllables in **relieved**. *re lieved*
- Again. *re lieved*
- What word? *relieved*

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Teach the meaning of critical, unknown vocabulary words.

Instructional Routine (continued)

Step 2. Introduce the word's meaning.

Present a **student-friendly explanation**.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

When something that is difficult is over or never happened at all, you feel **relieved**. So if something that is difficult is over, you would feel _____. *relieved*

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Teach the meaning of critical, unknown vocabulary words.

Instructional Routine

Step 3. Illustrate the word with examples.

- a) Concrete examples
- b) Visual examples
- c) Verbal examples

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Teach the meaning of critical, unknown vocabulary words. Instructional Routine

Step 3. Illustrate the word with examples.

a) Concrete examples

Object

Actions or gestures

Watch me show **relieved**. (Teacher demonstrates relieved.) Show me how you would feel if you were **relieved**. (Students demonstrate relieved.)

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Teach the meaning of critical, unknown vocabulary words. Instructional Routine

Step 3. Illustrate the word with examples.

b) Visual representations

Displayed on screen



Marcus was **relieved** when the job interview was over. He felt _____ *relieved*

Teach the meaning of critical, unknown vocabulary words. Instructional Routine

Step 3. Illustrate the word with examples.

c) Verbal examples

- When a difficult spelling test is over, you feel _____. *relieved*
- When you have finished giving the speech that you dreaded, you feel _____ *relieved*

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Teach the meaning of critical, unknown vocabulary words. Instructional Routine

Step 4. Check students' understanding.

Option #1. Ask deep processing questions.

When Maria was told that the soccer game had been cancelled, she said, "I am so **relieved**." Why might Maria feel **relieved**? (Provide thinking time.)

Ones, tell your partner why Maria might feel **relieved**. Begin by saying: Maria might be **relieved** because.....

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Teach the meaning of critical, unknown vocabulary words.

Instructional Routine

- Step 4. **Check students' understanding.**
Option #2. **Have students discern between examples and non-examples.**

If you were nervous singing in front of an audience, would you feel **relieved** when the concert was over
(Provide thinking time.) *yes* Why?

If you loved singing in front of an audience, would you feel **relieved** when the concert was over
(Provide thinking time.) *no* Why not?

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Teach the meaning of critical, unknown vocabulary words.

Instructional Routine

- Step 4. **Check students' understanding.**
Option #3 **Have students generate their own examples.**

Think of a time when you felt **relieved** because something difficult was over or never happened.

First ones - then twos, tell your partner a time when you were **relieved**. Begin by saying:

One time when I was **relieved** was _____.

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Vocabulary Instructional Routine

Step 1: Introduce the word's pronunciation.

Step 2: Introduce the word's meaning.

Step 3: Illustrate the word with examples.
(and non-examples when helpful)

Step 4: Check students' understanding.

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Explicit Instruction of Vocabulary

Step 1. Introduce the word's pronunciation

- Display the word on the screen.
- Read the word and have the students repeat the word.
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times, read the word by parts, or tap and say the parts of the word.

Introduce the word with me.

*This word is pester. What word? pester
Tap and say the parts of the word? pester
Again. pester
Pester is a verb, an action word.*

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Explicit Instruction of Vocabulary

Step 2. Present a student-friendly explanation.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

Present the definition with me.

When you ask for something again and again and again, you **pester** the other person.

Synonyms: annoy, nag, bother

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Explicit Instruction of Vocabulary

Step 3. Illustrate the word with examples.

- a. Concrete examples
 - Object
 - Act it out
- b. Visual examples
- c. Verbal examples

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Explicit Instruction of Vocabulary



Jay wants a piece of candy. He will **pester** his sister until he gets what he wants.

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Explicit Instruction of Vocabulary



At the store, Felicia wants a new game. She begs. She nags. She **pesters** her mom in hopes of getting the game.

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Explicit Instruction of Vocabulary

Step 4. **Check students' understanding.**
Option #1. **Ask deep processing questions.**

Check students' understanding with me.

Why might a child pester a parent?

Begin by saying:

A child might pester a parent because ...

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Explicit Instruction of Vocabulary

Step 4. **Check students' understanding.**
Option #2. **Have students discern between examples and non-examples.**

Check students' understanding with me.

Tell me **pester** or **not pester**.

At the grocery store, Matt begs and begs and begs for a donut. **pester**
At the grocery store, Matt asks once for a donut. **Not pester**

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Explicit Instruction of Vocabulary

Step 4. **Check students' understanding.**
Option #3. **Have students compare the vocabulary term to another term.**

Check students' understanding with me.

*Last week we learned the word **request**. Ones, think how **request** and **pester** are similar. Twos, think how **request** and **pester** are different.*

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Explicit Instruction of Vocabulary



pester
pestered
pestering
pest

Blue Cloud wanted to hold the new baby. She asked her mother again and again, "Let me hold the baby, please,"

Every day she **pestered** her mother. She was constantly **pestering** her. "Please. Please. Please. Let me hold the baby." Blue Cloud was a **pest**.

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Word Learning Strategies

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Word Learning Strategies - Use of context clues

INSIDE - OUTSIDE

1. **INSIDE** - Find **parts of the word** that give you **hints** about the meaning of the word.
2. **OUTSIDE** - Read the **sentence**. Find **hints** as to the word's meaning.
3. **OUTSIDE** - Read the **surrounding sentences**. Find **hints** as to the word's meaning.
4. Ask yourself, "**What might the word mean?**"
5. **Try the possible meaning in the sentence.**
6. Ask yourself, "**Does it make sense?**"

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Context Clues – I do it.

A hippo can **submerge** in the water to stay cool under the hot African sunshine. Sometimes you can't even see the hippo in the watering hole.

Context Clues - We do it.

The hippo lives on the African **savannah**, a dry, hot grassland. A small number of shrubs and trees are scattered across the savannah.

During the day, hippos remain cool by staying in the water or mud. At dusk, they **emerge** out of the water to graze on grasses.

Context Clues – You do it.

While hippos rest near each other in the water, grazing is a **solitary** activity. The hippos spread out to eat on the Savannah.

Background Knowledge

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Comprehension is an OUTCOME

The student:

- Reads the words accurately and fluently
- Understands the meaning of the words
- Has adequate background knowledge
- Focuses attention on critical content

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Has adequate background knowledge
Background Knowledge

- general world knowledge
- domain specific knowledge
- broad knowledge in many domains

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Has adequate background knowledge **Background Knowledge - Why**

- Background knowledge of text has a major impact on whether or not a reader can comprehend text.

Anderson & Pearson, 1984; Bransford, Stein, & Shelton, 1984; Wilson & Anderson, 1986

- Across grades and reading ability, prior knowledge of subject area and key vocabulary results in higher scores on reading comprehension measures.

Langer, 1984; Long, Winograd, & Bridget, 1989; Stevens, 1980

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Has adequate background knowledge **Background Knowledge**

Checklist

At our school site, we:

1. Read informative read-alouds in the primary grades including books on the same topic to build knowledge networks.
2. Directly teach science, social studies, and health.
3. Promote wide independent reading.
4. Directly teach critical background knowledge before passage reading.

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Title: Little Bear Lost

Background Knowledge

Little Bear Lost

Fiction - Short Story

Characters

- Lakota - Native American Tribe
- Blue Cloud
- Little Bear, Blue Cloud's Brother

Setting

- 1800s
- North Dakota or South Dakota

Setting: North Dakota or South Dakota



Notice Location of North Dakota and South Dakota



prairie



- prairie**
- landform
 - large open, flat area
 - grassland
 - few trees

Is this a prairie? Why or Why not?



Is this a prairie? Why or why not?



Lakota Tribe

The Lakota moved from place to place on the prairie. They were **nomads**. The Lakota tribe was **nomadic**.

They moved to be near buffalo herds (bison).



Buffalo Hunt



The Lakota tribe hunted buffalo.

buffalo (bison)



- The buffalo meat was used for food.
- The buffalo skins were used to make clothing, shoes, and tipis (teepees).

Horses



Horses were important to the Lakota tribes.

Horses allowed the **nomadic** Lakota to move from place to place on the prairie to hunt buffalo.

Retrieval Practice

What are some things that you have learned about the Lakota tribe in the 1800's?

Start by saying:

Here's some things I learned about the Lakota tribe in the 1800's.

Focus on Critical Content

Comprehension is an OUTCOME

The student:

- Reads the words accurately and fluently
- Understands the meaning of the words
- Has adequate background knowledge
- **Focuses attention on critical content**

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Focus attention on critical content

Checklist

At our school site, we:

1. Ask questions on **critical content** as we read books to students OR students read text.
2. Ask **text-dependent questions** as students read text or listen to a read-aloud..
3. Have students **generate questions** on passages.
4. Teach **text features**, both narrative and informative.

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Focus on Critical Content

Ask Questions

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Focus attention on critical content

Ask Questions

Asking questions. A evidence-based, time honored procedure

The teacher asks questions to guide and monitor students' comprehension.

(Ambruster, Lehr, & Osborn, 2001; National Reading Panel, 2000; McKeown, Beck, & Blake, 2009)

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Focus attention on critical content Text-Dependent Questions

Text dependent questions

- Can only be answered with evidence from the text or content presented

YOU HAVE TO READ THE TEXT!

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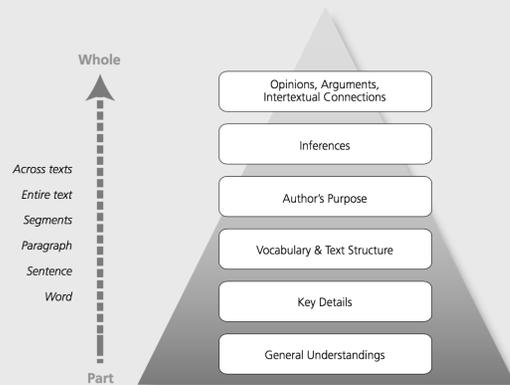
Focus attention on critical content Text Dependent Questions

- Keeps reader **IN** the text - **NOT OUT** of the text
- Departing the text removes students' cognition from the text message, reducing concentration and comprehension

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Focus attention on critical content Text-Dependent Questions

Progression of Text-Dependent Questions



Source: Frey, N., & Fisher, D. (in press). Common core language arts in a PLC at work (Grades 9–12). Bloomington, IN: Solution Tree.

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LITTLE BEAR LOST

BY MARY KAY MOREL

BEFORE HER BROTHER was born, Blue Cloud had only a doll to play with. The doll, plump with buffalo-hair stuffing, wore a finely beaded dress stitched by Blue Cloud's grandmother.

But the first time Blue Cloud laid eyes on her new baby brother, she forgot all about the doll. The baby looked as warm and brown as the leaves that fell when frost lay on the grass. ①

When Little Bear started to cry, his mother gently pinched his nose as all good Lakota mothers did. "A new one's first lesson must be silence," she explained.

Grandmother nodded. "The cry of a Lakota baby can warn an enemy who might be looking for our camp."

Blue Cloud shivered at the thought of any Crow or Pawnee warrior who might be hiding in the willow brush near her people's village. Then she looked at her baby brother again and forgot her fears. ②

"May I hold him?" Blue Cloud asked.

Her mother nodded. Blue Cloud carefully lifted the baby. He was heavier than her doll, and soon her arms began to ache.

As Little Bear grew, he spent most of his time in a cradleboard. Riding on his mother's back, he was safe from harm's way. But Blue Cloud longed to carry him. She pestered her poor mother to let her hold the baby almost every day. ③

One afternoon Blue Cloud's mother looked especially tired. The air was as hot as the lodge fire in winter. The

Art by Bradley Clark
© 2011 by Mary Kay Morel

1. Why did Blue Cloud lose interest in her doll?

2. Why was it so important that Lakota children learn silence?

Scaffolding Questions for #3

Was the baby easy or difficult for Blue Cloud to hold?

Why did mother carry Little Bear in a cradle board on her back?

3. Why did Blue Cloud have to pester her mother to let her hold the baby?

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Focus attention on critical content.

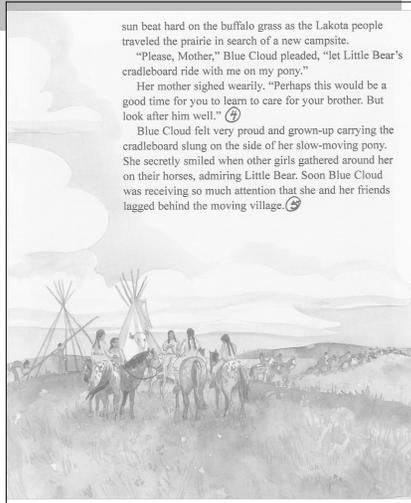
Scaffolding Questions for #4.

How was mother feeling on the journey to the new camp ground?

How was Blue Cloud planning to carry Little Bear?

4. Why did mother finally agree to let Blue Cloud take care of Little Bear?

5. Why did the girls lag behind the moving village?



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Focus attention on critical content.

"Look!" Blue Cloud suddenly said in surprise. "Our people are a long way from us."
"Why don't we race to them and see who has the fastest pony?" Little Hawk suggested.
All the girls were excited at the idea of a horse race. They were ready to start when Blue Cloud suddenly remembered Little Bear. "I can't race with my brother on my horse!" she cried.

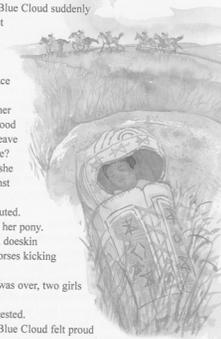
Lay him in the grass," Little Hawk suggested. "We'll only race a short distance."

Blue Cloud looked down at her sleeping brother. A large rock stood nearby. Would it really hurt to leave him resting there for a short time? Climbing down from her pony, she gently laid his cradleboard against the stone.

"Come on!" Little Hawk shouted. Blue Cloud leaped back onto her pony. In a flash, they were off, girls in doeskin racing across the prairie, their horses kicking a cloud of dust into the air.

The race was short. When it was over, two girls squabbled over who had won.

"Let's run another," one suggested. Again and again they raced. Blue Cloud felt proud when she won the third race, but suddenly she remembered



6. Why did the girls set Little Bear in the grass?

7. What might happen to Little Bear?

8. Why were the girls gone for a longer period of time than they planned?

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Inferences

Inferences

The reader generates information that is important to constructing meaning but is missing from or not explicitly stated in the text.

The reader makes inferences using information from the text and their prior knowledge.

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Inferences

Mary heard the ice-cream van coming.

She remembered her pocket money.

She rushed into the house to get it.

Oakhill, 2019

Inferences???

96

Inferences

Mary heard the ice-cream van coming.

She remembered her pocket money.

She rushed into the house to get it.

Oakhill, 2019

Mary had an intention to buy ice cream.

Mary is planning on using her pocket money to buy ice cream.

97

Inferences IES Practice Guide

Informational Text

Why do birds fly south for winter?

What would happen if you planted a tree in the desert?

Why is it important to recycle?

How can we encourage people to recycle?

Narrative Text

Why did the character do what he or she did?

What else could he or she have done?

What would you have done in that situation?

Can you imagine facing a similar problem today?

98

Making Inferences

Many birds move when the seasons change. This moving from one place to another is called migration. When the weather turns cold, food becomes hard to find. Many birds then fly south to warmer areas. When spring comes, they fly north again to build their nests.

1) When birds move a long distance from one place to another, what is it called?

Begin by saying: When birds move a long distance from one place to another, it is called ...

2) Why do some birds fly south?

Begin by saying: Some birds fly south because ...

3) Why do the birds fly north in the Spring?

Begin by saying: In the Spring, birds fly north because ...

99

Making Inferences

Some birds travel during the day. These birds include ducks, geese, and hawks. Many birds, though, travel at night. They use darkness for protection. These birds include songbirds such as warblers and thrushes.

1) Why do songbirds travel at night?

Begin by saying: Songbirds travel at night because...

100

Focus on Critical Content Student-Generated Questions

101

Focus attention on critical content Student-Generated Questions

Questioning is a strategy whereby readers develop questions about important ideas and subjects in the text and attempt to answer them to aid in their own comprehension of the text.

102

Student Generated Questions

Students formulate questions (e.g., who, what, when, where, why, how) on passage content.

103

I do it. (demonstration) Students generate questions

Who

What

- Thomas Alva Edison lit up the world with his invention of the electric light. Without him, the world might still be a dark place. However, the electric light was not his only invention. He also invented the phonograph, the motion picture camera, and over 1,200 other things. About every two weeks Edison created something new.

104

We do it. (guided practice)
Students generate questions

Who

What

Thomas A. Edison was born in Milan, Ohio, on February 11, 1847. His family moved to Port Huron, Michigan, when he was seven years old. Surprisingly, he attended school for only two months. His mother, a former teacher, taught him a few things, but Edison was mostly self-educated. His natural curiosity led him to start experimenting at a young age with electrical and mechanical items at home.

105

You do it. (guided practice)
Students generate questions

Who

What

When he was 12 years old, he got his first job. He became a newsboy on a train that ran between Port Huron and Detroit. He set up a laboratory in a baggage car of the train so that he could continue his experiments in his spare time. Unfortunately, Edison's first job did not end well. He was fired when he accidentally set fire to the floor of the baggage car.

106

Focus on Critical Content
Text Structure

107

Focus attention on critical content.
Text Structure

Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

108

Elements of Structure in a Narrative Text

(Baumann and Bergeron, 1993; Morrow, 1996, Pressley et al., 1990)

Elements	Description
Characters	Who the story is about
Setting	Where and when the story happened
Goal	What the main character was trying to do
Problem	Why the main character took certain actions
Plot or Action	What happened to the main character or what she or he did to try to solve a problem
Resolution	How the problem was solved and how the story ended
Theme	General lessons or ideas

109

Elements of Structure in a Narrative Text

Story Grammar Elements can be used to:

1. Formulate questions for teacher to ask.
2. Generate questions by students.
3. Retell the elements of the narrative.
4. Complete a story map for comprehension.
5. Plan a story before writing.

110

Focus attention on critical content. Story Grammar - Questions

What is the **setting** of the narrative?

- What is the significance of this setting?
- What details does the author provide concerning the setting?

Who is the **main character** of the narrative?

- What did we learn about the main character?
- What characteristics did the author emphasize when describing the main character?

111

Focus attention on critical content. Story Grammar - Questions

What is the **character's problem/conflict/goal**?

- Why is this problem/conflict/goal significant?
- How does the author reveal the conflict over the course of the narrative?

What did the character do to try to **solve/resolve** the problem?

- Why was the attempt to resolve the problem successful/unsuccessful?

112

Focus attention on critical content. Story Grammar - Questions

What happened in the **end**?

What is the **theme** of the narrative?

- What was the main message of the narrative?
- Why was this message critical to the plot?
- How did the author reveal the theme within the narrative?

113

Focus attention on critical content. Story Grammar - Questions

•Retell the story.

- **Setting**
- **Main character**
- **Character's problem**
- **Solution**
- **End**

114

Narrative Structure – Story Grammar Students complete “Story Map”

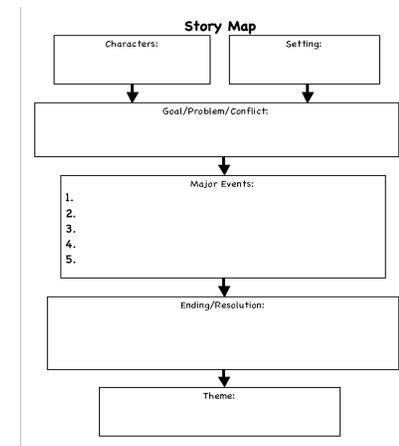
Story Frame Chart

<p>Beginning: Where the story takes place:</p> <p>Characters in the story are:</p>
<p>Middle: The problem in the story is:</p> <p>This is a problem because:</p>
<p>Ending: The problem is solved when:</p>

(adapted from Cadd & Roberts, 1987)

115

Narrative Structure – Story Grammar Students complete “Story Map”



116

Narrative Structure – Story Grammar

Students plan a story before writing using a *Think Sheet*.

Think Sheet – Story

(6)	Title
(3)	Setting
(1)	Main Character(s)
(2)	Problem
(4)	Events
	Beginning
	Middle
(5)	End

117

Informative Text Structures

Variety of Patterns

- Topic – Details
- Sequence
- Compare and contrast
- Cause and effect
- Problem – Solution

118

Reads the words accurately and fluently

Checklist

At our school site, we:

1. Teach foundation decoding skills to ALL students to mastery.
(Print skills, phonemic awareness, letter-sound associations, decoding, sight words, fluency)
2. Teach advanced decoding of multisyllabic words.
3. Provide systematic interventions on foundation decoding skills for struggling students.
4. Pre-teach the pronunciation of unfamiliar words before passage reading (as necessary).

119

Understands the meaning of the words

Vocabulary

Checklist

At our school site, we:

1. Use high quality classroom language.
2. Consistently use academic vocabulary.
3. Read narrative and informative read-alouds in the primary grades.
4. Promote wide independent reading.
5. Teach word learning strategies.
Context clues, morphemes [prefixes, suffixes, base words], resources [dictionary, thesaurus, on-line]
6. Explicitly teach critical vocabulary terms.

120

Has adequate background knowledge Background Knowledge

Checklist

At our school site, we:

1. Read informative read-alouds in the primary grades including books on the same topic to build knowledge networks.
2. Directly teach science, social studies, and health.
3. Promote wide independent reading.
4. Directly teach critical background knowledge before passage reading.

121

Focus attention on critical content

Checklist

At our school site, we:

1. Ask questions on **critical content** as we read books to students OR students read text.
2. Ask **text-dependent questions** as students read text or listen to a read-aloud..
3. Have students **generate questions** on passages.
4. Teach **text features**, both narrative and informative.

122

Comprehensive Literacy Plans

K - 2 Intervention	3 - 5 Intervention
K - 2 Core Enhancement	3 - 5 Core Enhancement
Instruction	
Assessment	

123

Resources for YOU

Folders –
Vocabulary

Elementary
Comprehension

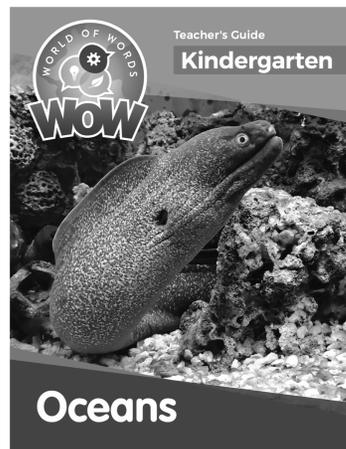


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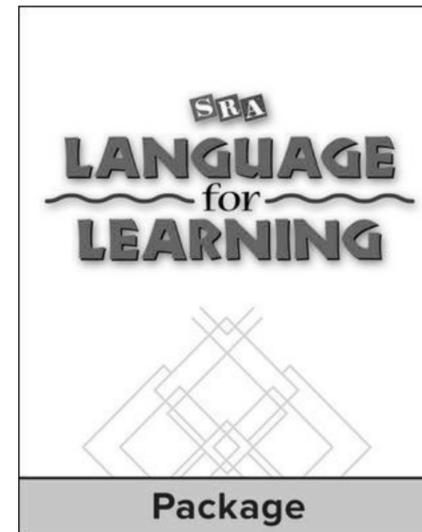
WOW World of Words

www.ReadWithWOW.com

Introduction to WOW
<https://youtu.be/IcMLnLhrwk>



125



126

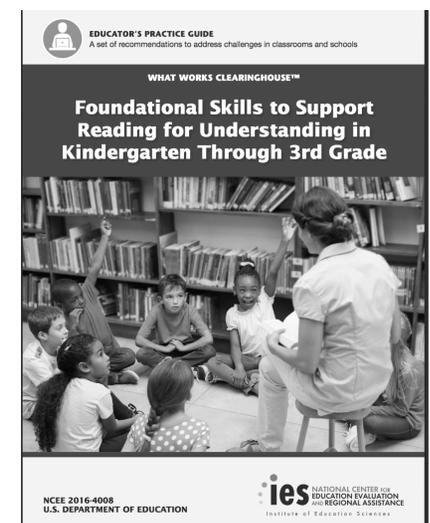
Recommended Book List - Reading

Created by Anita Archer

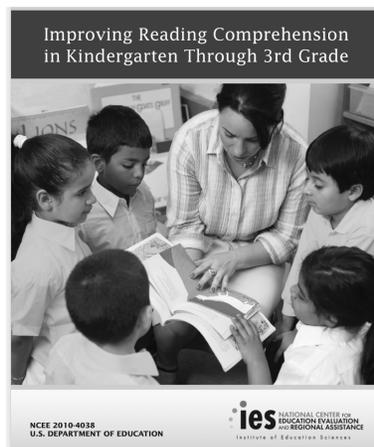
Recommended IES Practice Guide

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Available online



Recommended IES Practice Guide



Improving Reading Comprehension in Kindergarten Through 3rd Grade

Available online

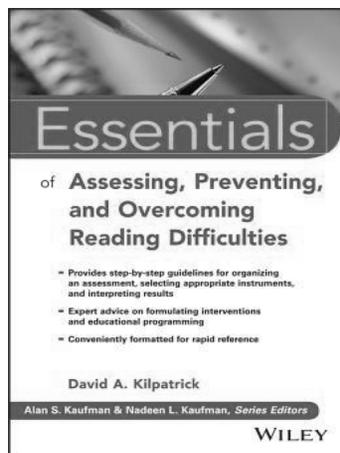
LETRS Volume 1 and 2

Louisa C. Moats
Carol A. Tolman



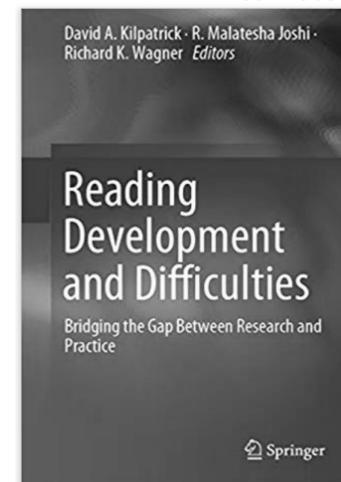
Essentials of Assessing, Preventing, and Overcoming Reading Difficulties

David A. Kirkpatrick

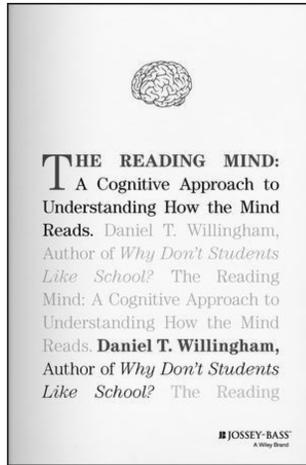


Reading Development and Difficulties: Bridging the Gap Between Research and Practice

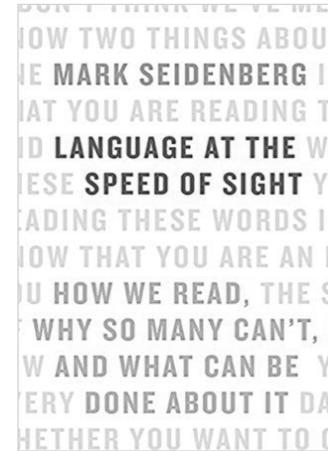
Editors: David A. Kirkpatrick, R. Malatesha Joshi and Richard K. Wagner



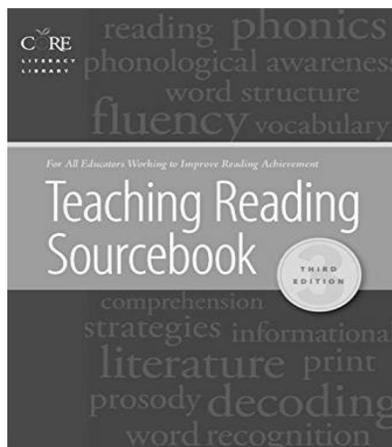
The Reading Mind
A Cognitive Approach to Understanding How the Mind Reads
Daniel T. Willingham



Language at the Speed of Sight
Mark Seidenberg



Teaching Reading Sourcebook
CORE

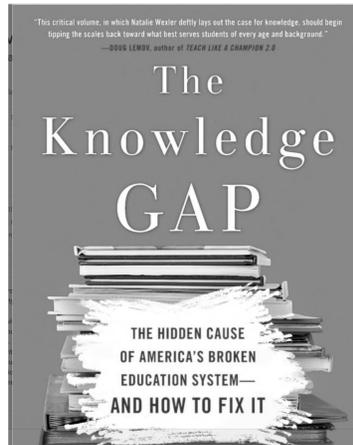


Enhanced Core Reading Instruction
Moving Up! Literacy
University of Oregon



The Knowledge Gap

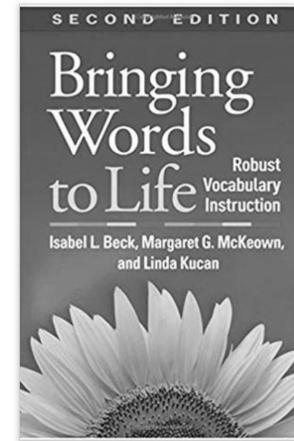
Natalie Wexler 2019



Bringing Words to Life: Robust Vocabulary Instruction

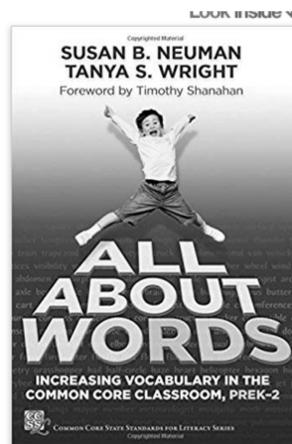
Second Edition

Isabel L. Beck, Margaret G. McKeown, Linda Kucan



All About Words

Susan B. Neuman and Tanya S. Wright



Additional Summaries of Best Practices and Research

Practice Guides

<https://ies.ed.gov/ncee/wwc/PracticeGuides>

Practice Guides. A *practice guide* is a publication that presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.