LEaRN
Resource Guide for Literacy Coaches
# TABLE OF CONTENTS

## INTRODUCTION

Registration and Login Information 1
Technical Assistance 2

## ELEMENTARY LESSONS AND RESOURCES

**Phonemic and Phonological Awareness** 6
* Syllable Clapping 6
* Onset and Rime 8
* Counting Phonemes 12
* Sound Detection 14
* Elkonin Boxes 20
* Phonics 24
* Onset and Rime: Bridging to Phonics 24
* Decoding Multi-Syllabic Words 28
* Fluency 30
* Partner Reading 30
* Vocabulary 36
* Words in Context/Synonyms 36
* Word Sort 38
* Analyzing Words 43
* Comprehension 50
* Questioning During Read-Aloud 50
* Think-Aloud 54
* Questioning During Shared Reading 60
* Inferring 62
* Question/Answer Relationship (QAR) 67
* Reciprocal Teaching Planning 69

## SECONDARY LESSONS AND RESOURCES

**Phonemic Awareness and Phonics** 78
* Decoding New Words 79
* Fluency 83
* Performance Reading 83
* Radio Reading 89
* Repeated/Echo Reading 98
* Vocabulary 102
* Connecting Words to Self 102
* Student Pairs (Utilizing Classroom Word Walls) 106
* Comprehension 109
* Intro to Concept Mapping in Science 109
* Teacher Modeled Mapping in Science 112
* Outlining Text Structure 115
* Small Group Reciprocal Teaching 118
Introduction

This resource was created to assist reading coaches or other instructional leaders of K-12 schools in delivering professional development in their schools using the Literacy Essentials and Reading Network, or the LEaRN website.

The lessons are designed to take 30-45 minutes on average, so that they can fit in to the hectic schedule of a teacher. They were created to make professional development simple. Most, if not all of the materials needed for the lesson are included in the manual. Links are provided to access copyrighted information. The links to LEaRN will only work when typed (or pasted) AFTER you have logged in.

LEaRN is a web-based video resource created through a grant from Just Read, Florida! to the North East Florida Educational Consortium (NEFEC). LEaRN is a technology-based system of support for Florida teachers, reading coaches and principals as they implement best practices in reading instruction. Designed to immediately answer questions teacher pose about the best instructional practices in teaching reading, LEaRN provides:

- Scientifically-based reading research on the five essential components of reading as identified in the National Reading Panel Report;
- Reading instructional strategies based on research;
- Assessment approaches that are aligned with reading research;
- Video examples and lesson plans depicting research-based teaching strategies in real classrooms;
- Video of experts' commentary on research-based teaching strategies; and
- An accessible reference system of research-based practices available 24 hours a day, 7 days a week.

LEaRN was originally developed for K-3 teachers, to assist in the implementation of Reading First. With funding from Just Read, Florida!, it has expanded to cover K-12, including content area video and revised content on the original K-3 site.

Although the site is divided between elementary and secondary content, both are beneficial across the grade levels. The classification indicates the level of students that were used in the video. All of the lessons in this handbook correlate with videos on the site. Not every video has a lesson to accompany it though. It is important to note that there are an abundance of strategies on the site as well, that do not have videos, but written guidance for implementation. There are also videos and commentary from professionals and researchers in the reading field throughout the site, for each area of reading.
Registration and Login

Go to the Just Read, Florida! website at www.justreadflorida.com and click on the LEaRN link located under the section for educators.

If you ARE registered:
Type in your login name and case-sensitive password.
Your password was something you assigned yourself during the self-registration procedure. If you forgot your login name or password, click on the “forgot your password” icon.

If you are NOT registered:
- Click on the “Register” button located beneath the login box.
- Select your school district from the pull-down menu.
- Enter the additional information and verify.
- Record your login and password information.
For each of the five areas of reading, you can either view research and commentary in text and video (as indicated on the left), or you can access strategies, examples, and video of those strategies being taught in the classroom (as indicated on the right).

If you click on “Read About It”, you can read the strategies. Click on “Select Video” to access the videos listed. When you click on “Get Started”, you will find resources to print and links for more information.
Technical Assistance

1. Setting Up Your Computer

If your computer already has Quick Time Plug-in, Macromedia Flash Player, and Adobe Acrobat Reader, your computer is already set up. If it does not have this software, it can be downloaded for free by going to the following websites: www.adobe.com, www.flash.com, www.quicktime.com.

2. Changing and Updating Your Registration Information

Once you have entered the LEaRN website, you may change any registration information by going to the main page and clicking “edit personal info.”

3. Using the Online Literacy Tool

Information is organized by the key components of reading. The secondary section includes information on intensive reading. Select either the Elementary or Secondary portals. You will then choose which component of reading to explore. You will be presented with a portal to “Expert Commentary” and one to “Strategies, Tools and Resources.”

If you wish to learn more about a specific literacy component, select “Expert Commentary.” If you wish to see video of a specific literacy strategy or access downloadable tools and resources, select “Strategies, Tools and Resources.” You can easily return to the main page by clicking “HOME” in the upper right corner of the screen.

Contacting technical support

Email - LEaRN@fcim.org
Phone - (800) 357-1072

For an electronic version of this resource guide, please go to www.nefec.org

Melinda Webster, Elementary Reading Specialist        Brandy Arnold, Reading Program Specialist
Just Read, Florida!                                North East Florida Educational Consortium
325 W. Gaines Street, Suite 1548                              3841 Reid Street
Tallahassee, FL 32399                                  Palatka, FL 32177
850.245.0503                                         386.329.3800
Melinda.Webster@fldoe.org                                arnoldb@nefec.org
Elementary Lessons and Resources

Phonemic and Phonological Awareness

Phonics

Fluency

Vocabulary

Comprehension
Syllable Clapping-Ginny Moss

Link

http://learn.nefec.org/resources/content/elementary/pa/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of Video

In this video, kindergarten teacher, Ginny Moss, uses environmental print and a syllabication sort to study syllabication. Because the majority of the students are at the pre-reading stage, Mrs. Moss has chosen to focus on familiar text through the use of environmental print. Prior to the lesson, she prepared by having each student bring in a form of environmental text. As a whole group instructional activity, she leads the class in examining each word part that is represented. By clapping the syllables, the class determines the number of syllables in each word. The students then determine which category each word belongs in according to the number of syllables it has.

From Theory to Practice


- Sorts are a hands-on tool for categorizing pictures and words according to particular criteria. Sorting is not only an assessment tool but also a problem solving strategy that helps children detect patterns.
- Kindergarteners not only have to attend closely to the sounds of language, so that they can segment speech, but they also have to have an understanding of the vocabulary that we use to refer to language.

Objectives

Teachers will

- Explore phonemic awareness through syllabication
- Discuss effective ways to encourage phonological awareness in children
- Create activities to encourage phonemic awareness at the syllable level

Resources
• Ginny Moss Video on syllable clapping

**Instructional Plan**

**Preparation**

• Enough copies of FCRR manual Pages 109-135 for everyone
• Chart paper to sort unfamiliar word syllable sort
• Obtain a list of difficult or unfamiliar words for teachers to pronounce for example, otolaryngologist (ENT doctor), Dishabille (undress), Pulchritudinous (beautiful)

**Instruction and Activities**

Initiation- Lead the teachers in an unfamiliar/difficult pronunciation word sort. From the list of words you obtained, have the teachers sort the words into groups according to the number of syllables in each word. Use chart paper to provide the sorting categories. You may pronounce the words for the teachers once. The purpose of this introduction is to have the teachers feel what it is like to have no background knowledge of words that they are required to work with. Even after one pronunciation of a word, many adults will still have difficulty determining the appropriate placement of the word.

Discussion- Have teachers share how they felt when they had to work with the unfamiliar words.

Video- Have teachers view the video and focus on the familiar environment encouragement that the children receive before they are asked to “read” and sort their words. Discuss other ways children can become confident with their word work assignment so that they can truly focus on the task that they are assigned.

Application- Refer teachers to the FCRR syllabication activities which contain familiar topics such as the students’ names and nursery rhymes. Have the teachers create several of the activities that can be used in their phonemic awareness instruction.

Where to Begin- Teachers will want to introduce the activities as a whole group lesson initially and gradually move them into center areas.

**Follow-up**

• Coach will observe a syllabication lesson in the classroom
• Encourage teachers to share best practices for phonemic awareness in their team meetings
Onset and Rime-Kristy Helms

Link

http://learn.nefec.org/resources/content/elementary/pa/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of Video

In this video, kindergarten teacher, Kristy Helms, leads her students through an activity in which they sort pictures according to their rimes. Mrs. Helms is working with a small group on a center appropriate activity. You will see explicit instruction modeled as the teacher states the purpose of the activity, models the activity, guides the students in the activity and then gives students an opportunity to independently work on the skill.

From Theory to Practice


- Children can hear and use individual phonemes easily at a tacit level- they can talk and understand when others talk to them. Bringing tacit, subconscious awareness of individual phonemes to the surface to be examined consciously and explicitly is a critical goal of emergent literacy instruction.
- Onsets and rimes are more accessible to emergent readers than are individual phonemes within words.

Objectives

Teachers will

- Gain an understanding of onset and rime
- Participate in an onset and rime activity
- Plan to move students from separating the onset and rime into matching the onset to a letter of the alphabet

Resources

- Access to The Reading Genie
Instructional Plan

- Onset and Rime Slide Page for each participant
- Picture Cards Page for each participant

Instruction and Activities

Initiation- Introduce the definition of onset and rime to the participants: Onset (everything before the vowel) and rime (the vowel and everything after it). The onset and the rime are parts of spoken syllables, not written.

Model- Introduce teachers to the Reading Genie website and have them participate in a Silly Sally game which is described in the first paragraph of this link: http://www.auburn.edu/academic/education/reading_genie/blending.html

Video- Have teachers view the video and focus on the explicit instruction that is being modeled by Mrs. Helms.

Application- Supply teachers with the onset and rime slide which will be used to play a variation of the last activity described on The Reading Genie site. Pass out a slide and picture cards to each participant. Have them take their picture to the top of the slide when they reach the top, have them verbalize the onset for the picture. Ex. The onset in cat would be “C”. Have participants move their picture to the bottom of the slide and when they reach the bottom have them vocalize the rime. Ex. The rime in cat would be “at”. Repeat the process for all of the pictures.

Where to Begin- Have teachers share how they can manage small groups so that they can introduce onset and rime activities and move students into independent small groups for further practice.

Follow-up

- Coach will observe an onset and rime lesson in the classroom
- Collect other activities from teachers to share with their team
Counting Phonemes—Misty Hager

Link

http://learn.nefec.org/resources/content/elementary/pa/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of Video

The first part of the video shows Misti Hager modeling the strategy of counting phonemes. Ms. Hager then does some guided practice with the students as they choose objects from a bag, say the word, and then count the number of phonemes together. After the phonemes are counted, they put the object in a basket labeled 2, 3, 4, or 5 phonemes. The purpose of this activity is to teach students to isolate phoneme sounds. The students really enjoy the activity because it is very hands-on.

From Theory to Practice


- Phonemic awareness…provides children with essential foundational knowledge in the alphabetic system. It is one necessary instructional component within a complete and integrated reading program.
- Correlational studies have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well students will read during the first 2 years of instruction.


- “Adding well thought out phonemic awareness instruction to a beginning reading program…is very likely to help your students learn to read and spell.”
Objectives

Teachers will

- Explore the use of counting phonemes activity
- Vocalize phoneme counting
- Discuss connections between the ability to isolate phonemes and the link to reading ability

Resources

- Phoneme handout available at: http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/lit_sites/phonemes_001/index.htm
- Several bags and several different types of small candies.
- Misti Hager’s video on phoneme counting

Instructional Plan

Preparation

- You will need a copy of the English language phoneme handout (for review purposes)
- You will need several bags with enough small candies in each bag for each participant. (Starbursts, snickers, gum, etc…)
- Chart paper and markers

Instruction and Activities

Initiation- Present the term "phoneme" to the teachers. Provide them with the handout of the English language phonemes. Explain the continuum: Teacher models, teacher and students do the activity together (guided practice), and then independent practice (could be a center activity). This strategy is essential to building higher level phonemic awareness skills and phonics skills.

Model- Model the strategy by doing the activity first. Begin by pulling out a mystery candy. Count out the number of phonemes in your piece of candy.

Provide an Example- Pull out a piece of candy. Let’s say you pull a Mars bar. Say the word aloud, “Mars”. Then say each sound out loud as you hold up one finger for each sound. The phonemes are “mmm”, “ar”, and “sss”. Remind them that “ar” is a vowel phoneme. You don’t hear the “a” and the “r” separately. They join to make one sound.

Model with teacher interactions- Call on a few participants to come up and pull a piece of candy. Have them count the number of phonemes in the candy. Allow them to eat the candy they chose or share it with a friend. Next, put the
participants in groups and have them complete the activity together. As they are working, monitor the discussion and assist when needed.

Brainstorming- Use your chart to brainstorm ideas with participants for ways to adapt this activity for the classroom. Some suggestions might be to focus the objects on a pattern they are working on already. For example, you might use “dog”, “log”, “hog” or “cat”, “rat”, “mat”. Another suggestion might be to use pictures of objects. Also, you might discuss how to use this activity in a center after introducing it to the whole group.

Video- Let teachers watch the video of the great lesson done by Ms. Hager. Discuss what they saw and heard.

Application- Put participants in groups and have them practice the phoneme counting with bags of assorted candies. Circulate and help participants.

Where to Begin- Have teachers share out how they could use this in their classroom immediately. Ask them about the importance of planning ahead when teaching this strategy. Remind them that they can always refer back to the video.

Follow-up

- Coach observation of teachers modeling phoneme counting
- Use assessment, such as DIBELS, to monitor student progress
- Collect lesson ideas from teachers and/or videotape lessons to share with the staff

Sound Detection-Kerri Coy

Link

http://learn.nefec.org/resources/content/elementary/pa/strategies/index.htm

Estimated Lesson Time

15-20 minutes

Overview of Video

Teacher Kerri Coy begins the video by announcing the skill—“We are going to do a picture sort where we will match beginning sounds.” She goes on to explain to the students that they need key cards to do picture sorts and introduces the key cards “gate”, “ring”, and “groundhog”. The teacher models how to use the key cards as she goes through the pictures. She invites the students to help sort the
remaining cards using the key cards. She continually checks for understanding by asking “Are you sure?”

From Theory to Practice


- Word study for the beginning or struggling reader involves systematic study of short-vowel word families, beginning with the a family.
- This phase of word study involves (a) sorting short-vowel words into rhyming categories, (b) committing a good number of these words to sight memory, and (c) developing competence in spelling these patterns.
- Use of word sorts can develop automatic and fluent reading of word families with repeated practice. It also invites students to be reflective and metacognitive thinkers and learners.
- Teaching word sorts within a guided-reading format at students' instructional levels enables the teacher to implement differentiated instruction.


- Discusses the favorable research findings for using word boxes and word sorts to facilitate word recognition in students with mild cognitive disabilities

Objectives

Teachers will

- View video lesson on picture sorts
- Recognize the difference between open and closed sorts, and picture and word sorts
- Understand the importance of using key cards for sorting
- Demonstrate knowledge of building a picture sort lesson

Resources

- Overhead transparency
Instructional Plan

Preparation

- Make an overhead of Procedures for Sorts.
- Make copies of teacher handouts.
- Enlarge and cut out sorting pictures for guided practice.

Instruction and Activities

Announce-Explain that today you will be sharing a video that presents a word study strategy called picture sorting.

Define- Explain that students at the emergent stage should be encouraged to sort pictures (or objects) into categories and to practice explaining their categories. This is what is called an open sort. As students enter the early letter name stage they are being introduced to beginning consonants. At that stage they can be given closed sorts—that is, they are told something to sort for. They sort to strengthen their knowledge of the names and sounds of the alphabet (Bear & Templeton, 1998). The purpose of these sorts is to focus on auditory discrimination.

Provide an Example- Put Procedures for Sorts on the overhead. Ask for a volunteer to read step one—tell the teachers you will provide an example sort for the ch, th, and sh sounds. Ask for a volunteer to read step two—display key cards for each sound. Read and then demonstrate the remaining steps. Hand out copies of the procedures.

Model the Strategy- Explain that you are going to share a video presentation of a picture sort where a teacher helps her first grade class match beginning sounds.

Guided Practice- Use large pictures to sort on the classroom dry erase board or large magnetic board. Place the key cards, review the names of the pictures, and call on teachers to come up to the board and correctly sort the remaining cards. Be sure to have teachers review each column after all the cards are sorted.

Check for Understanding- Call on people to review the terms Open Sort, Closed Sort, and Key Cards. Give each teacher a copy of the picture sort rubric. Discuss using the rubric to check for understanding with their students.

Independent Practice- Give each teacher copies of pictures to create picture sorts for independent classroom use.
The web page [www.speech-language-therapy.com/txresources.html](http://www.speech-language-therapy.com/txresources.html) also has great pictures, but be sure to cut off the words before you distribute them to teach picture sorts.

**Follow-up**

- Offer to help set up a magnetic center for word sorts
- Schedule another professional development about word sorts
Procedures for Sorts

There are a variety of ways to conduct sorts, but the principles are always the same. Students sort words or pictures into categories based on pattern or sound.

While some slight variances exist in procedures for sorting, most researchers (Morris, 2005, Tyner, 2005, Bear, et al, 2004) suggest the following procedures for introducing picture sorts to students:

1) Select two or three consonants with very distinctive sounds to be sorted.

2) Collect approximately four picture cards for each category, plus one card that will serve as the key card.

3) Before beginning, review the name of each picture card with the child. Be sure the child can easily name and pronounce the words indicated by each picture.

4) Lay out the three key cards and name them emphasizing the beginning sound.

5) Model the procedures for sorting. Lay one picture card at a time under the corresponding key card. As each card is placed in a column, restate the word for each picture in the column, plus the key, emphasizing the beginning sound for each.

6) Continue the process until all pictures have been sorted.
**Picture Word Rubric**

Indicate how well the student is able to independently sort pictures according to sounds.

<table>
<thead>
<tr>
<th>Write letter sounds in boxes to the right</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student sorts and can identify all *(initial, middle, final) sounds correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Circle appropriate placement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student sorts and can identify most *(initial, middle, final) sounds correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Circle appropriate placement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student sorts and can identify some *(initial, middle, final) sounds correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Circle appropriate placement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is not able to sort and can identify *(initial, middle, final) sounds correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Circle appropriate placement)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Circle initial, middle, final according to the type of sort given*
Elkonin Boxes-Nancy Dibbles

Link

http://learn.nefec.org/resources/content/elementary/pa/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of Video

In this video teacher, Nancy Dibbles, works with a group of young students in an activity using Elkonin Boxes to manipulate sounds. She begins the lesson by modeling the activity and having students tap the sounds of words on the table. She then moves into the use of Elkonin Boxes and frog manipulatives to represent each sound. She then takes it a step further by having the students use white boards and markers to represent the sounds with the letter that it represents. Mrs. Dibbles does an outstanding job of modeling each step for the children before she has them practice as a group.

From Theory to Practice


- A certain amount of phonological awareness is critical to reading success and participation in phonological awareness activities has a positive influence on beginning reading, especially when these activities coincide with word study instruction.

Objectives

Teachers will

- Practice using Elkonin Boxes
- Learn extension activities that can be used with Elkonin Boxes to differentiate the instruction
- Watch Nancy Dibbles Video on Elkonin Boxes to teach phonemic awareness

Resources

- Elkonin Box Templates
- Nancy Dibbles Video on Elkonin Boxes.
• Elkonin Box Handout: *Just Read Florida*
  http://rfpd.ucf.edu/K3Acad/Handouts/04-
  PhonologicalandPhonemicAwareness/Phonological%20and%20Phonemic
  %20Awareness%20-%20Handout%202.pdf

**Instructional Plan**

**Preparation**

• Elkonin Boxes for each participant
• Manipulatives for sound representation

**Instruction and Activities**

**Initiation-** Introduce the definition, origin, and give a visual of Elkonin boxes. The Wikipedia definition is: Elkonin boxes are an instructional method used in the early elementary grades to build phonological awareness by segmenting words into syllables or sounds. They are named after D.B. Elkonin, the Russian psychologist who pioneered their use. The "boxes" are squares drawn on a piece of paper or a chalkboard, with one box for each syllable or phoneme, depending on what kind of segmentation is being done. To use Elkonin boxes, a child listens to a word and moves a token into a box for each syllable or phoneme. In some cases different colored tokens may be used for consonants and vowels or just for each phoneme in the word. You will also want to take this time to show how Elkonin Box instruction supports the phonemic segmentation portion of DIBELS.

**Model-** Before you pass out the Elkonin Box templates demonstrate the use of Elkonin Boxes for your teachers. Have teachers work with the Elkonin boxes by simply having them move one counter in to a box for each sound that they hear in a set of pre-chosen words. Introduce this Elkonin activity as “Say It and Move it.”

**Video-** Have teachers view the video and record the different ways that Mrs. Dibbles has her children use Elkonin boxes.

**Brainstorm-** Discuss ways that teachers could differentiate this phonemic awareness instruction with Elkonin Boxes. You may want to refer participants to the *Just Read Florida* Link or provide the *Just Read Florida* handout. There you will find several activities that help to differentiate instruction.

**Where to Begin-** Assist teachers in creating or obtaining Elkonin Boxes to be used for frequent practice of phoneme segmentation.

**Follow-up**

• Upon Elkonin Box instruction, the coach and/or the teacher will conduct ongoing progress monitoring of phonemic segmentation.
Elkonin Boxes - for words with 2 phonemes.

Elkonin Boxes - for words with 3 phonemes.
Elkonin Boxes - for words with 4 phonemes.

Elkonin Boxes - for words with 5 phonemes.
Onset & Rime: Bridging to Phonics-Jennifer Standen-Shonak

Link

http://learn.nefec.org/resources/content/elementary/phonics/strategy/index.htm

Estimated Lesson Time

30 minutes

Overview of Video

This video is a good example of the explicit teaching cycle. It begins with the teacher announcing that the students will be using parts of words to help sound out other words. She has a pocket chart with picture cards on the left side and letters on the right side. She guides the students to look first at the picture, and then determine the beginning or initial sound. She models making a sound-symbol match for the initial sound in “cat”. The lesson continues with her guiding the students to match initial sounds in “mat” and “hat”. She checks for understanding by calling on individual students, as well as, by using visual checks. After the guided practice, she moves the students towards independence by leaving three words for them to do independently.

From Theory to Practice


• A valuable approach to teaching reading because rimes are more consistent than phonics rules
• Research shows children figure out words using words they know


Objectives

Teacher will

• Understand the definition of onset and rime
• Demonstrate understanding of how word building can be accomplished using onsets and rimes
• View a model video lesson
• Work together in a team to create a word building lesson using onset and rime

Resources

• Pocket chart
• Dr. Seuss books (Hop on Pop, There’s a Wocket in My Pocket, The Cat in the Hat, One Fish Two Fish Red Fish Blue Fish, Fox in Socks)—any combination of these books—you will need one book for each group during guided practice.
• Pull up both the teaching video and the following website to show teachers-- http://www.readwritethink.org/materials/wordbuild/
• Paper, markers, and scissors for each team

Instructional Plan

Preparation

• Prepare pocket chart with example onset and rimes
• Copy enough handouts for every teacher

Instruction and Activities

Announce- Explain that you will be teaching a word building strategy using onset and rime.

Define- Distribute the teacher handout with definitions for onset and rime. Review definitions of consonant, blend, and digraph.

Provide an Example- Use the pocket chart to demonstrate the onset and rime in four-five words.

Model the strategy- Show the model video, Onset and Rime: Bridging to Phonics. Share the following interactive website for teachers to use with their students--http://www.readwritethink.org/materials/wordbuild/

Provide guided practice-Read a page from one of the Dr. Seuss books. Explain that Dr. Seuss books are good resources for teaching onsets and rimes because so many have simple onset and rime patterns like –ox, -at, -op. Divide the teachers into four groups. Give each group a Dr. Seuss book. Direct them to look in the book for two different rime patterns they could use to make an onset and rime lesson like the one they watched on the video. Provide paper, markers, and
scissors. Ask teams to make a teaching set for one of the patterns they found in their Dr. Seuss book.

Check for understanding- Call on teams to demonstrate word building using their onset and rime pattern.

Provide for independent practice-Give teachers Common Rimes and Key Words handout to make additional lessons for their classrooms.

Follow-up

- Collect ideas for a book list of books with good rime patterns for additional lessons
- Use video lesson to walk teachers though the explicit teaching cycle
- Discuss how and why this lesson bridges from phonemic awareness to phonics
- Share [www.seussville.com](http://www.seussville.com) for additional ideas using Dr. Seuss books
Word Building using Onset and Rime

What is an onset?

The beginning part of a word—it could be a single consonant like “b”, a blend like “str”, or a digraph like “sh”.

Bug          string          show

What is a rime?

Often called a phonogram or word family, this is the pattern in a word that contains the vowel and following consonant sounds.

E.G. –ack, -ip, -ed

Bug          string          show

Word building using onset and rime patterns is based on the idea that words with similar onset and rime patterns have similar pronunciations. For example, if a student can read the word bug, the student can separate the word into b-ug and substitute another beginning sound to make a new word like ch-ug. Additionally, the student could generate a list of other –ug words or other words with the onset of “b” or “ch”.
Decoding Multi-Syllabic Words-Tammie Driggers

Link

http://learn.nefec.org/resources/content/elementary/phonics/strategy/index.htm

Estimated Lesson Time

30-45 minutes

Overview of Video

The video begins with Tammie introducing the skills of clapping out syllables, vocabulary chunking, and using wikki stix to highlight chunks and syllable divisions. She explains the purpose for teaching these skills—to help students sound out multi-syllabic words. The video continues with students reading science content words (I say, you say). Tammie then calls out each word, asks the students to clap the syllables and then has them check for understanding by conferring with their team members. Next, she directs the students to look for word chunks. Using explicit instruction she defines the concept, provides examples and models how to use word chunks that are known to decode unknown words. Future plans for independent practice are mentioned in the video.

From Theory to Practice


Objectives

- Understand the strategy of using syllable divisions to decode multi-syllabic words
- Understand the strategy of chunking to decode multi-syllabic words
- Recognize wikki stix and highlighters as a helpful tools to teach decoding of multi-syllabic words

Resources

- Chart Paper
• Text with multi-syllabic words
• Wikki-stix (www.wikkistix.com) or highlighters/highlighter tape
• Chunk-it Lyrics:
  www.songsforteaching.com/jackhartmann/chunkingreadingstrategy.htm

Instructional Plan

Preparation

• Write “education” and “entitlement” on a piece of chart paper
• Copy chunking song & print polysyllabic words handouts at
• Prepare/procure wikki stix or highlighters or highlighting tape
• Prepare index cards for inside-outside circle

Instruction and Activities

Announce- Explain that this video presents two strategies for decoding multi-
  syllabic words—syllable clapping and chunking word parts.

Define/Provide Example- Explain that syllable clapping is breaking words into
  syllables and clapping for each syllable. Point to and clap “ed-u-ca-tion”. Explain
  that it gets four claps because it has four syllables. Explain that chunking is
  looking for known patterns or parts in words to help decode or understand
  unknown words. Point to and chunk “en-title-ment”, explain that you know the
  chunk “en”, you know the chunk “ment”, and you know the word “title”. Looking
  for chunks you know helps you decode and understand the meaning of the word.

Model the Strategy- Give out the song handouts. Lead the teachers in “rapping”
  the song. Use “entitlement” as the example word. Explain that you will now show
  them a video of a teacher modeling both syllable clapping and chunking with a
  fourth grade class.

Guided Practice- Give out polysyllabic word sheet and wikki stix or highlighting
  materials. Direct teachers to work with a partner to practice both strategies.
  Partner 1 will begin with dividing syllables strategy, partner 2 will begin with
  chunking strategy. Each partner will end up practicing each strategy two times.
  Circulate to monitor understanding.

Check for Understanding- Call on sample teams to share how they used the
  wikki stix or highlighters.

Independent Practice- Have half of the teachers stand in a circle. Have the other
  half stand facing the teachers in a circle (inside-outside circle). Give the inside
  circle teachers an index card with a multi-syllabic word written on it. Give the
outside circle teachers either wikki stix or highlighting materials and tell them to divide the word into syllables and then read the word. Exchange materials and have the inside circle teacher practice chunking and then reading the word. Rotate the circle and repeat two-three times.

Follow-up

- Provide an opportunity for teachers to create a lesson plan using one or both of these strategies—Highbeam Encyclopedia has a very helpful article describing how to teach a beginning syllabication lesson (http://encyclopedia.com/printable.aspx?id=1G1:66933211)
- Encourage teachers to photograph successful lessons using decoding strategies and provide display location for others to see the photographs and inquire about them
- Set up coaching opportunities for observing, modeling, or co-teaching using decoding strategies
- Have a wikki stix contest—challenge teachers to think of ways to use wikki-stix or highlighters in language arts. Take pictures, have everyone vote, and the teacher who wins gets a class supply. Great ideas on www.wikkistix.com/languagearts.htm

Partner Reading-Andrea Fournace

Link

http://learn.nefec.org/resources/content/elementary/fluency/strategies/index.htm

Estimated Lesson Time

45 minutes

Overview of Video

The first half of the video shows Andrea Fournace explaining partner reading to her students. She then models the strategy with a student volunteer. Then, she pairs students and has them take turns reading the exact same passage, with the higher-performing student reading first. She guides and monitors the activity. After reading, the students question each other on the passage as the teacher continues to circulate and assist.
From Theory to Practice


- Two instructional strategies have been identified as being most effective in improving fluency. Guided oral reading instruction along with repeated reading practice (with appropriate level text) and feedback on speed, accuracy, and word recognition help develop fluent reading habits and improve comprehension for most readers.


- Systematic fluency instruction significantly improves oral reading rates. Additionally, teachers report student improvement in general reading performance and attitudes toward reading.

Objectives

Teachers will

- Explore the use of the partner reading strategy
- Model the use of the partner reading strategy
- Explore different methods of grouping for partner reading

Resources

- Partner Reading Handout
- Question Frame Handout
- Andrea Fournace video on partner reading
- Several copies of the professional paper on fluency from FLARE. To access this paper: http://flare.ucf.edu/ProfessionalPapers/FLaRE%20Professional%20Paper%20-%20Fluency.pdf
- Chart paper/markers
- Computer and LCD projector with internet access

Instructional Plan

Preparation

- Copy enough handouts for each teacher
• Copy enough copies of the professional paper on fluency available for each teacher
• Have a chart available for brainstorming
• Set up a computer with LCD projector to show the short video

**Instruction and Activities**

**Initiation** — Present the term "partner reading" to the teachers. Provide them with the handout of the explanation and pairing ideas. Explain the continuum: Teacher describes strategy, teacher models with partner, students partner read with support, students ask and answer questions with support after reading, students practice with their partner independently. This strategy is one that should be used throughout the year to teach and improve students' fluency.

**Modeling** — Model the partner reading strategy with a teacher “volunteer”. You may also want to take it a step further, as in the video, and model the questioning technique using the question frame handout.

**Example** — Read the following passage aloud:

```
According to the National Reading Panel (NICHHD, 2000, p. 3-1), fluency is reading “...with speed, accuracy, and proper expression.” *Put Reading First* characterizes fluent reading as natural sounding, conversational, smooth, and expressive and contrasts it with disfluent reading which is “word by word …choppy, and plodding”.
```

Then have your teacher partner read that same passage aloud.

To model the questioning piece of partner reading, ask the following questions of the teacher:

*What is fluency?*

- *What are the characteristics of a disfluent reader?*
- *Compare a disfluent reader and a fluent reader.*

**Model with teacher interactions** — Take turns reading the next one or two paragraphs, pausing and asking questions about the text. Have them refer to the “Question Frames” handout for ideas for questions.

**Brainstorming** — Discuss different ideas for grouping

**Video** — Introduce the classroom video to your participants. Allow the participants to watch the entire video. Then have them share some key points and ideas from the video.
Application- Using the remainder of the fluency article, or another piece of text that you choose, have teachers practice modeling the strategy with each other. Where to Begin- Have teachers share out how they can begin the continuum in their classroom immediately. Ask them about the importance of planning ahead when teaching this strategy. Remind them that they can always refer back to the video.

Follow-up

- Coach observation of teachers modeling of partner reading strategy
- Make a plan for assessing student use of the partner reading strategy
- Collect lesson ideas from teachers and/or videotape lessons to share with the staff
Partner Reading Strategy
(Handout 1)

Brief Description:

In the partner reading strategy, paired students take turns reading the same passage, with the higher-performing student reading first. After both students have read the same small portion of text, usually a paragraph at a time, the students will take turns asking each other comprehension questions about the passage. This type of activity should be modeled and discussed thoroughly with students. Students should be given examples of appropriate feedback and the teacher should constantly monitor the interaction between students.

How should I pair students?

Some suggestions are to assign pairs randomly or pretest students, rank order, and split the list in half. After the list is split, pair the first student from List 1 with the first student in List 2. Don’t forget to modify pairings as necessary to support positive social interaction between students.

How do I choose appropriate text for partner reading?

The reading material needs to be at the instructional level of the low-performing reader. This will ensure that the lower performing student will have a fluent, prosodic model.

What types of questions should students ask each other for comprehension?

Some teachers choose to distribute question frames for students. An example can be found on the second handout.
# Question Frames for Developing High-Level Questions

**Handout #2**

<table>
<thead>
<tr>
<th>Recall</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is … ?</td>
<td>• What do you think will happen next in the … ?</td>
</tr>
<tr>
<td>• Define … ?</td>
<td>• What is the main conclusion from … ?</td>
</tr>
<tr>
<td>• Identify … ?</td>
<td>• Predict what … will do.</td>
</tr>
<tr>
<td>• Who did … ?</td>
<td>• What would happen if … ?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is the main idea of … ?</td>
<td>• What is your opinion of … ?</td>
</tr>
<tr>
<td>• List the main events of … ?</td>
<td>• What is the best solution to the problem of … ?</td>
</tr>
<tr>
<td>• What are the parts of … ?</td>
<td>• Evaluate the writing of … ?</td>
</tr>
<tr>
<td>• What is the topic of … ?</td>
<td>• Defend your opinion about…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparison</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is the difference between … and … ?</td>
<td></td>
</tr>
</tbody>
</table>
Words in Context / Synonyms-Sara Shorey

Link

http://learn.nefec.org/resources/content/elementary/vocabulary/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of Video

Sara Shorey describes reviews vocabulary at the end of a unit. A sentence is presents an opportunity for students to read in unison. Synonyms give meaning for the targeted word. Teams of students use a heads together strategy to explore the use of the targeted word, coming up with sentences using the vocabulary word gives students an opportunity to use the word and relate it to their personal lives. The class comes together to share the best sentence of the group, Sara encourages teams to expand the sentence to make it more meaningful and descriptive.

From Theory to Practice


- Vocabulary knowledge is one of the best single predictors of reading comprehension. The development of a large and varied vocabulary is critical in education
- Studying words rich and meaningful to a student significantly amplifies a student’s knowledge base of word meanings. The use of synonyms gives students an opportunity to extend word meaning.


- Often a synonym is all students need to understand a new word in context.
- Restate word definitions so students can gain meaning
- Use discussion to teach the meanings of new words and to provide meaningful information about the words.

Objectives
Teachers will

- Identify vocabulary within the text that is rich, meaningful, and useful to students
- Provide students with practice of the targeted vocabulary

Resources

- Vocabulary card with the word ‘Marvelous’
- Chart paper and marker

Instructional Plan

Preparation

- Large Note Card with the word “DISCALCED” written on it. Have the definition written on the back for reference. Means *without shoes, or wearing only sandals, normally used of certain religious orders.*
- Have a place to rest the chart paper or have access to a white board to write on.
- Have a sentence in mind for the word marvelous to help teachers

Instruction and Activities

Initiation – Present the vocabulary word ‘DISCALCED’ to teachers. Remind them what a synonym is, and give the definition. Write any words the teachers come up with on the chart paper. Some examples they may come up with are barefoot, shoeless, unshoed, barefooted, without shoes, without shoes on.

Modeling – Use the vocabulary word to come up with different sentences. Interchange the synonyms listed to make sure the word is used correctly in the sentence.

Example – write this sentence on chart paper for teachers. Discalced friars in the monastery looked very comfortable. Replace the vocabulary word with synonyms from the chart. Vocalize a new sentence using the same word. Students at Palatka High were discalced (wearing only sandals) walking through the hall in flip-flops.

Model with teacher interactions – challenge teachers to come up with their own sentence using the word. Help construct a sentence, and expand the sentence to make it more colorful.

Brainstorming – Going over the lesson, have teachers tell you what type of thinking occurred in each step of identifying synonyms for the vocabulary.
Brainstorm a list of other types of thinking that occurred while writing, revising, and sharing sentences.

Video – Let teachers know that the vocabulary found in reading will become part of student language; Vocabulary chosen must be rich and meaningful to students outside of the classroom. The example used above was challenging for teachers, just as vocabulary encountered by students is challenging. Given the opportunity, even the word discalced would become part of everyday vocabulary if used enough, and practiced.

Application – Have teachers use the word discalced to come up with a sentence in groups, have them practice replacing the word with synonyms presented, and expanding the sentence to give it attitude.

Where to begin – Have teachers share out how they feel this strategy could best be put to use within their classroom. How could this enrich vocabulary school wide immediately? Ask teachers the importance of target vocabulary to define, and target vocabulary to study. Remind teachers to refer back to the video for further exploration.

Follow up

- Coach observation of teacher use of vocabulary
- Announcement school wide of vocabulary words used in different classrooms, in different subjects.
- Coach assessment of student vocabulary progress through formal testing

**Word Sorts-Tammie Driggers**

Link

[http://learn.nefec.org/resources/content/elementary/vocabulary/strategies/index.htm](http://learn.nefec.org/resources/content/elementary/vocabulary/strategies/index.htm)

**Estimated Lesson Time**

30 minutes

**Overview of Video**

The first part of the video shows Tammie Driggers explaining the Word Sort activity. After reading the book, The Great Kapok Tree, Tammie gives her
students cards with important vocabulary on them. Her students are then directed to sort their cards in an open sort. Tammie then circulates and questions her students as they are sorting their cards.

From Theory to Practice


- Teachers need to devote instructional time to vocabulary growth to ensure better understanding of words. Teachers should foster word consciousness and encourage students to play with words by engaging them in word play.


- Having students write definitions of words is not recommended. Word study activities can help students enhance the acquisition of learning strategies.

Objectives

Teacher will

- Explore the use of the Word Sort activity
- Make and take a set of vocabulary cards to take with them into their classrooms for a word sort activity
- Determine the difference between an open sort and a closed sort

Resources

- Tammie Driggers’ video on Word Sorts
- Word Sort handout
- Index cards
- Sentence strips
- Markers
- Chart paper

Instructional Plan

Preparation

- You will need one copy of Ken Nesbitt’s poem, *Today I Had A Rotten Day,* from his book, *Revenge of the Lunch Ladies*
• You will need to pre-make index cards with the following words: stubbed, whacked, scraped, chipped, tweaked, poked, sprained, wrenched, thigh, lip, hip, nose, toes, eye, shin, chin
• You will also need to write categories on your sentence strips for when you practice closed sorts

Instruction and Activities

Initiation- Do an informal check of your group’s knowledge of Word Sorts. Ask if anyone has ever used a Word Sort in their class. After determining your group’s background knowledge, pass out the handout on Word Sorts. Jigsaw the handout with your participants. Have each group read and present one of the sections.

Modeling- Show the video of Tammie Driggers’ teaching the Word Sort activity with her students.

Example- Next you will model the strategy. Begin by reading the funny poem, *Today I Had a Rotten Day*. This is sure to get your participants laughing! Then, put your teachers in groups of three or four. Pass out a set of index cards to each group. Instruct your teachers to complete an open word sort.

Model with teacher interactions- Call on each group to share their open sorts with the “class”.

Brainstorming- Use your chart to record all the different ways that the groups came up with to sort their words.

Video- Let teachers watch the video of the great lesson done by Mrs. Driggers. Discuss what they saw and heard.

Application- Allow the participants to do a closed sort on their own. Provide them you’re your options from these categories: Rhyming words, Words with suffixes, nouns and verbs, body parts.

Where to begin- Have teachers share out how they could use this in their classroom immediately. Ask them about the importance of planning ahead when teaching this strategy. Remind them that they can always refer back to the video.

Follow-up

• Coach observation of teachers leading lessons on word sorts
• Collect lesson ideas from teachers and/or videotape lessons to share with the staff
What is a word sort?

Word sort is a powerful reading strategy that is appropriate to both narrative selections and expository text. It is often an effective strategy choice for readings that contain information that is critical for student comprehension and retention of key concepts and big ideas.

The activity works like this:

The teacher gives the students index cards with words from a piece of text on each card. Each card has only one word written on it. Ideally, the teacher should give them several cards. Students might have a file box organized to include Tier Two words and Tier Three content-area words (read about Tier Words). Students are directed to group words with similar meanings or shared features, and to explain how the words are related.

What is the purpose of a word sort?

Word sorts allow students to build on their prior knowledge to develop a more complete understanding of words. Word sorts are motivating in that they require student involvement and conversation about words.

What is the difference between an open sort and a closed sort?

- Open sort: Students create their own categories for sorting words. Open sorts engage students in inductive reasoning.
- Closed sort: Students are given the categories into which the words are to be sorted. This process engages students in classifying known words.

Both open and closed word sorts can easily be adapted to any content area or vocabulary review.
Here is an example of the two types of Word Sorts:

**OPEN WORD SORTS**
*Students are given only the words to be categorized and they determine the ways in which the words can be grouped.*

**CLOSED WORD SORTS**
*Students are given words to sort AND categories for sorting the words are predetermined by the teacher.*

Both require high levels of thinking and discussion about words.

<table>
<thead>
<tr>
<th>Open Sort List</th>
<th>Closed Sort List</th>
</tr>
</thead>
<tbody>
<tr>
<td>• landfill</td>
<td>• landfill</td>
</tr>
<tr>
<td>• erosion</td>
<td>• erosion</td>
</tr>
<tr>
<td>• runoff</td>
<td>• runoff</td>
</tr>
<tr>
<td>• pollution</td>
<td>• pollution</td>
</tr>
<tr>
<td>• fertilizer</td>
<td>• fertilizer</td>
</tr>
<tr>
<td>• ground water</td>
<td>• ground water</td>
</tr>
<tr>
<td>• sinkholes</td>
<td>• sinkholes</td>
</tr>
<tr>
<td>• flooding</td>
<td>• flooding</td>
</tr>
<tr>
<td>• ecosystem</td>
<td>• ecosystem</td>
</tr>
<tr>
<td>• EPA</td>
<td>• EPA</td>
</tr>
<tr>
<td>• well</td>
<td>• well</td>
</tr>
<tr>
<td>• regulation</td>
<td>• regulation</td>
</tr>
<tr>
<td>• economy</td>
<td>• economy</td>
</tr>
<tr>
<td>• environment</td>
<td>• environment</td>
</tr>
</tbody>
</table>

**Categories:**
- Negatives of Farming
- Effects of Pollution
- Natural Weathering

As you can see, both lists are the exact same. However, in a closed sort, you giving them the categories to sort with.
Analyzing Words-Kelly Barker

Link

http://learn.nefec.org/resources/content/elementary/vocabulary/strategy/index.htm

Estimated Lesson Time

30-45 minutes

Overview of Video

This video provides a model lesson on using root words and prefixes to help determine the meaning of an unknown word. Explicit instruction in analysis of words, including roots and prefixes provides the necessary tools for this strategy. Students analyze the unfamiliar word and attempt to determine whether a known root or prefix can help them determine the meaning. Teacher Kelly Barker models monitoring for meaning (Does it make sense?) and monitoring for syntax (Does it sound right?). Both examples and non-examples are collected, but the non-examples are further manipulated into examples.

From Theory to Practice


- Students given analysis instruction used more sophisticated and challenging words
- Students’ interests and attitudes toward vocabulary learning increased
- Students demonstrated use of word-learning tools and strategies independently and engaged in word play


- Teach morphology in the context of rich, explicit vocabulary instruction
- Teach students to use morphology as a cognitive strategy with explicit steps
- Teach the underlying morphological knowledge needed in two ways—both explicitly and in context
• For students with developmental knowledge of Spanish, teach morphology in relation to cognate instruction

Objectives

Teachers will

• Understand word analysis as a vocabulary strategy
• Identify common roots, prefixes and suffixes
• View a video modeling a word analysis lesson
• Create a word analysis lesson using one of the most frequently used common root words and commonly used prefixes or suffixes

Resources

• Card stock to make cubes
• Cube pattern
• Tape, scissors

Instructional Plan

Preparation

• Copy handouts for teachers
• Prepare index cards for similarity groups (see information sheet)

Instruction and Activities

Announce- Explain that today you will watch a video that presents a word analysis lesson. Teacher Kelly Barker models imbedding the use of two of the three cueing systems used in reading (semantic cues and syntactic cues) in this lesson about using roots and prefixes to analyze words.

Define- Explain that word analysis means using the written patterns of speech to figure out unfamiliar words. It also includes the ability to recognize and take advantage of the recurring spelling patterns of a language; this ability can then help the reader to recognize words quickly and accurately. For those readers with advanced word analysis skills, the term also refers to knowledge of the meanings and spellings of prefixes, root words, and suffixes. This is often called structural analysis.

Provide an Example- Write the word “protobiology” on the board. Explain that although this is an unknown word for you and perhaps others in the room, using word analysis you can determine the meaning. “Proto” means first, “bio” means
life, and “ology” means study of—therefore, the definition of this word is the study of the first units of life—things like bacteria and viruses.

Model the Strategy- Show the video presentation of Kelly Barker using this strategy with a fourth grade class.

Guided Practice- Give each teacher an index card with a word written on it. Explain that everyone is to find at least one other person with a word that has something in common. Each person can be partners with more than one person. When a match or matches are found, the group is to discuss the similarities found.

Check for Understanding- Check for understanding by having each group share the similarities they discussed.

Independent Practice- Give two cube pattern sheets to each teacher and word part handouts (roots, prefixes and suffixes). Instruct teachers to create one lesson by writing roots on one cube and either prefixes or suffixes on the other cube.

Follow-up

- Use this video to introduce another professional development lesson on cueing systems
- Help create prefix and suffix family word walls in a classroom
- Invite teachers to read the two articles as part of an action research project on vocabulary
Vocabulary Cube Template
Directions: Build your vocabulary cubes by cutting out the template along the solid lines and folding along the lines. Tape or glue the flaps. Put root words on one cube and prefixes or suffixes on the other.
Common Prefixes

The most common prefixes used to form new verbs in English are:

re-, dis-, over-, un-, mis-, out-, im-, in-, ir-, il-, en-, em-.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>re-</td>
<td>again or back</td>
<td>restructure, revisit, reappear, rebuild, refinance</td>
</tr>
<tr>
<td>dis-</td>
<td>reverses the meaning of the verb</td>
<td>disappear, disallow, disarm, disconnect, discontinue</td>
</tr>
<tr>
<td>over-</td>
<td>too much</td>
<td>overbook, oversleep, overwork</td>
</tr>
<tr>
<td>un-</td>
<td>reverses the meaning of the verb</td>
<td>unbend, uncouple, unfasten</td>
</tr>
<tr>
<td>mis-</td>
<td>badly or wrongly</td>
<td>mislead, misinform, misidentify</td>
</tr>
<tr>
<td>out-</td>
<td>more or better than others</td>
<td>outperform, outbid</td>
</tr>
<tr>
<td>be-</td>
<td>make or cause</td>
<td>befriend, belittle</td>
</tr>
<tr>
<td>co-</td>
<td>together</td>
<td>co-exist, co-operate, co-own</td>
</tr>
<tr>
<td>de-</td>
<td>do the opposite of</td>
<td>devalue, deselect</td>
</tr>
<tr>
<td>fore-</td>
<td>earlier, before</td>
<td>foreclose, foresee</td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
<td>interact, intermix, interface</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>pre-expose, prejudge, pretest</td>
</tr>
<tr>
<td>sub-</td>
<td>under/below</td>
<td>subcontract, subdivide</td>
</tr>
<tr>
<td>trans-</td>
<td>across, over</td>
<td>transform, transcribe, transplant</td>
</tr>
<tr>
<td>under-</td>
<td>not enough</td>
<td>underfund, undersell, undervalue</td>
</tr>
</tbody>
</table>
Common Suffixes

The most common suffixes are:

-s (plurals), -ed (past tense), -ing (present tense), -ize, -en, -ate, -fy. By far the most common affix in academic English is –ize.

-ly (characteristic of)
-er, -or (person)
-ion, -tion (act, process)
-ible, -able (can be done)
-al, -ial (having characteristics of)
-y (characterized by)
-ness (state of, condition of)
-ity, -ty (state of)
-ment (action or process)
-ic (having characteristic of)
-ous, -eous, -ious (possessing qualities of)
-en (made of)
-ive, -ative, -itive (adequate form of a noun)
-ful (full of)
-less (without)
<table>
<thead>
<tr>
<th>Common Roots</th>
<th>Index Card Similarity Game Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audi (hear)</td>
<td>Dislike</td>
</tr>
<tr>
<td>Auto (self)</td>
<td>Discourage</td>
</tr>
<tr>
<td>Bio (life)</td>
<td>Unhappy</td>
</tr>
<tr>
<td>Dict (speak)</td>
<td>Unafraid</td>
</tr>
<tr>
<td>Graph (written or drawn)</td>
<td>Unsympathetic</td>
</tr>
<tr>
<td>Hydro (water)</td>
<td>Antifreeze</td>
</tr>
<tr>
<td>Meter (measure)</td>
<td>Antebellum</td>
</tr>
<tr>
<td>Ology (study of)</td>
<td>Tricolor</td>
</tr>
<tr>
<td>Photo (light)</td>
<td>Tricycle</td>
</tr>
<tr>
<td>Port (carry)</td>
<td>Rearrange</td>
</tr>
<tr>
<td>Rupt (break)</td>
<td>Reinvent</td>
</tr>
<tr>
<td>Scope (see)</td>
<td>Joyful</td>
</tr>
<tr>
<td>Scrib/Scipt (write)</td>
<td>Delightful</td>
</tr>
<tr>
<td>Spect (see)</td>
<td>Photography</td>
</tr>
<tr>
<td>Struct (build)</td>
<td>Photosynthesis</td>
</tr>
<tr>
<td>Tele (distant)</td>
<td>Autonomy</td>
</tr>
<tr>
<td>Tract (pull, drag)</td>
<td>Automobile</td>
</tr>
<tr>
<td>Vis (see)</td>
<td>Unhappiness</td>
</tr>
<tr>
<td></td>
<td>Supercompetitiveness</td>
</tr>
<tr>
<td></td>
<td>bicycle</td>
</tr>
</tbody>
</table>
Questioning During Read Aloud-Kris Mucci

Link

http://learn.nefec.org/resources/content/elementary/comprehension/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of Video

This video begins with Kris Mucci asking her class why good readers ask questions when reading. The class responds with four good reasons to ask questions while reading. Mucci goes on to model that skillful readers ask themselves questions before, during, and after they read. Mucci shows how you can help students become more proficient by modeling this process for them and encouraging them to use it when they read independently. Questions are predominantly student generated, but teacher guided; while Kris reads, she refers back to questions students have asked. The end of the video instructs students to use post it notes to write down questions they encounter while reading. Students share their questions when the group reconvenes at the end of reading workshop time.

From Theory to Practice


- Questioning is a powerful strategy for building reading comprehension.
- Many readers use this strategy to monitor their comprehension of a text, asking themselves questions as they pursue the unknowns of a story.

- Generating questions about ideas in text while reading is a sign of a good reader.
- Constructing mental images representing ideas in text; summarizing; and analyzing characters, problems encountered by characters, attempts at solution, successful solution, and ending are important skills good readers must master.

**Objectives**

Teachers will

- Recognize the importance of using active comprehension strategies
- View model lesson on using before reading, during reading, and after reading questioning
- Participate in guided practice using questioning techniques

**Resources**

- Overhead transparencies
- Sticky notes-3 per person
- Simple, short children’s books—one for each team during guided practice
- Copy of the poem, “Still” by Jed Chambers which can be found on page 6 of the following link. [http://books.heinemann.com/Shared/onlineresources/0506/lesson6B.pdf](http://books.heinemann.com/Shared/onlineresources/0506/lesson6B.pdf)
- Copies of before, during, and after reading question handout from this site: [http://www.teachervision.fen.com/tv/printables/prodev/PAS_Questions-Reading.pdf](http://www.teachervision.fen.com/tv/printables/prodev/PAS_Questions-Reading.pdf)

**Instructional Plan**

**Preparation**

- Prepare overhead transparencies of the poems
- Open [www.tumblebooks.com/library](http://www.tumblebooks.com/library) and have ready
- Make copies of poem and teacher handout.

**Instruction and Activities**
Announce- Explain that the video contains a model lesson using a reading technique called Questioning the Text.

Define- Explain that in years past, teachers usually waited until after reading to ask questions. More recent understanding of how comprehension works means we now teach active comprehension strategies through-out the reading of the text. Using sticky notes, graphic organizers, and coding questions helps foster ownership in the reading process.

Provide an Example- Display the example poem (The Goops) and explain how the questions would aid in comprehension.

Model the Strategy- Present the video with third grade teacher Kris Mucci modeling using before reading, during reading, and after reading questioning.

Guided Practice- Give out the before reading, during reading, and after reading questions framework. Form quads or teams of four. Give each group a book to read or put them at a computer so they can open the web site and choose an audio book at http://www.tumblebooks.com/library. Even if you cannot use the web page, be sure to share it with the teachers. It is a great resource. Help teachers decide who will be the reader and who will ask which question. Circulate to check for understanding.

Check for Understanding- Ask for volunteers to share how using this strategy could help struggling readers.

Independent Practice- Give each teacher 3 sticky notes. Display the poem “Still” on the overhead. Ask the teachers to read the poem on their own using the sticky notes to practice the strategy. Allow time for sharing.

Follow-up

- Invite teachers to videotape their classroom read aloud using this strategy
- Suggest a follow-up training for coding questions (Harvey & Goudvis, 2000, Strategies that Work: Teaching Comprehension to Enhance Understanding)
- Use Harvey & Goudvis' book for a book study about comprehension
- Model or observe a questioning lesson
### The Goops Example

<table>
<thead>
<tr>
<th>Before I read this poem</th>
<th>What are goops?</th>
</tr>
</thead>
<tbody>
<tr>
<td>As I read this poem</td>
<td>Aren’t the goops scared of cutting their tongue? Is froth like broth?</td>
</tr>
<tr>
<td>After I read this poem</td>
<td>I wonder if my father knows this poem since he always calls me a goop when I forget my table manners?</td>
</tr>
</tbody>
</table>

### The Goops

by Gillette Burgess

The Goops they lick their fingers  
And the Goops they lick their knives:  
They spill their froth on the tablecloth  
Oh, they lead disgusting lives!  
The Goops they talk while eating,  
And loud and fast they chew;

And that is why I'm glad that I  
Am not a Goop, are you?
Think Aloud-Danita Jones

Link

http://learn.nefec.org/resources/content/elementary/comprehension/strategies/index.htm

Estimated Lesson Time

30-45 minutes

Overview of the Video

The first half of the video shows Danita Jones activating background knowledge prior to reading the story. Halfway through the video, students demonstrate use of the think-aloud strategy using confusion and clarification cards. The purpose of the think-aloud in this video is for student self-monitoring. Clarification cards (smiley faces) indicate that students understand, and confusion cards (frown faces) signify a breakdown in meaning. Students keep their teacher informed by using the cards. The teacher models the think-aloud strategy for the students as well, by verbally self-monitoring and using a fix-up strategy to help her make sense of the text.

From Theory to Practice


• The intent behind the think-aloud lessons was to help students develop the ability to monitor their reading comprehension and employ strategies to guide or facilitate understanding.

• Think-alouds require a reader to stop periodically, reflect on how a text is being processed and understood, and relate orally what reading strategies are being employed.


• The think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text.
• This metacognitive awareness (being able to think about one's own thinking) is a crucial component of learning, because it enables learners to assess their level of comprehension and adjust their strategies for greater success.

• Several studies have shown that students who verbalize their reading strategies and thoughts while reading score significantly higher on comprehension tests.

Objectives

Teachers will

• Explore the use of the think-aloud strategy
• Vocalize interactions with texts
• Discuss connections between texts and previously acquired knowledge
• Review the strategies that good readers use

Resources

• Think-Aloud Handout
• Eragon Prologue available at http://www.alagaesia.com/eragonexcerpt.htm
• Danita Jones Video on Think-Aloud

Instructional Plan

Preparation

• Chart paper with think-alouds listed in the modeling section. This will be for coding purposes later.
• Have a copy of the prologue or a copy of the book Eragon.
• Copy enough handouts for every teacher.

Instruction and Activities
Initiation — Present the term "think-aloud" to the teachers. Provide them with the handout of the definition and examples. Explain the continuum: Teacher models, teacher reads while students think aloud with support, students read and think aloud (or in writing) with support, students think aloud independently. There are many strategies that should be modeled using think-alouds. Refer to the handout. This strategy is one that should be used throughout the year, especially for self-monitoring.

Modeling — Model a think-aloud by reading the first few paragraphs of *Eragon*. The author’s created vocabulary makes the text a difficult one for even an adult to digest, which gives the reader the sense of the struggles that their students endure. The types of think-alouds are coded below, after each item. Do NOT tell the teachers what kind of thinking you are doing. They will help you code them later.

Example — “Wind howled through the night, carrying a scent that would change the world.” Hmm…how could a scent change the world? (Questioning) A tall Shade lifted his head and sniffed the air.” I’ve never heard of a “Shade” before, but it is capitalized and it sniffed the air, so it must be a type of person. (Clarifying meaning). He looked human except for his crimson hair and maroon eyes.” He looked human…so I was right! It is like a person. (Confirming Predictions) He had crimson hair and maroon eyes. Creepy. I see in my mind a man with blood red hair and almost purple eyes. (Visualization)

Model with teacher interactions — Read the next one or two paragraphs, pausing and asking for teacher thinking about the text. Have them refer to the handout for ideas about what to think aloud.

Brainstorming — Using your chart with the think-alouds from the first paragraph, have the teachers tell you what type of thinking occurred in each think-aloud. Then brainstorm a list of other types of thinking including those on the handout.

Video — Let teachers know that the think-aloud strategy used in the video is “self-monitoring”. The students are keeping track of when they understand and when they are confused by smiley and sad faces on cards. They hold these up for the teacher while she is reading to help her know when she needs to pause and clarify for them. You can skip the first half of the video, which is activating background knowledge. Ask for teacher feedback about where this falls on the continuum. (You may even want to make a chart for teachers, so that they can see it visually.) Ask teachers how they could provide more scaffolding as well as less.
Application — Using the remainder of the *Eragon* text, or another piece of text that you choose, have teachers practice modeling the strategy with each other. The teacher who is not modeling can write down the type of thinking and then the teachers switch roles.

Where to begin — Have teachers share out how they can begin the continuum in their classroom immediately. Ask them about the importance of planning ahead when teaching this strategy. Remind them that they can always refer back to the video.

**Follow-up**

- Coach observation of teachers’ modeling of think-aloud strategy.
- Make a plan for assessing student use of the think-aloud strategy
- Collect lesson ideas from teachers and/or videotape lessons to share with the staff.
Activity: Think-Aloud

Think-Aloud is a strategy in which thinking about a text is expressed. There is a continuum for the strategy, which begins with the teacher modeling.

Modeling Thinking Processes

1. Choose a short piece of text.
2. Identify the strategy or strategies to be highlighted through your demonstration.
3. Read the text aloud to students, pause as you read to make your thoughts audible. While you read, share your thinking and your strategies for how you are making meaning, monitoring your understanding of the text, and repairing any confusions.
4. Signal to students when you are thinking aloud (e.g., look up from the text; put your finger on your chin and look up; begin with "hmmm").
5. Be explicit about the strategy you are using, when to apply it, and how to adjust strategy use to the text.

When you “think-aloud” you might

1. Guess the meaning of words.
2. Think about what you already know.
3. Make guesses.
4. Change your mind.
5. Take the part of the character.
6. Use your prior knowledge to make sense of the story.
7. Tell what you think (opinion).
8. Get excited about the story.
9. Summarize as you read.
10. Make pictures in your head.
11. Reread and use fix-up strategies.
12. Don’t decide about the text right away.
13. Use your hands and body to think about the story.
14. Think to yourself, "What is this writer trying to tell me?"

Student Think-Aloud: Active Engagement that Improves Comprehension

1. Students who are asked to think aloud while reading improve their comprehension.
2. Students who think aloud while reading are better at summarizing information.
3. Thinking aloud encourages students to monitor their understanding while they read and decreases students' tendencies to continue reading ahead even when they are confused.
4. Teachers might ask students to think aloud while reading to identify what the student is and is not doing while reading.
5. Teachers might ask students to think aloud while reading to evaluate student use of new strategies that have been introduced and taught explicitly.

Gradually Releasing Responsibility for Reading Comprehension:
Encouraging students to show their thinking


- **Think-Along:** Teacher reads aloud and students articulate what the teacher is doing and why.
- **Strategy List:** Ask students to identify and list strategies they heard the teacher using.
- **Read aloud/Pause/Write:** Read aloud then pause and have students write down what they are thinking.
- **Talk-Throughs:** Teacher reads aloud and students "talk through" their reading responses.
- **Response Forum:** Teacher reads aloud and a student is invited to "take the stage" by thinking aloud for the teacher.
- **Open Mind:** Students work in pairs. One person reads and thinks aloud for a period of time, then they switch roles.
- **Flag the Text:** Use sticky notes for think-alouds in texts that cannot be written in.
- **Tracking:** Have students read along while you read and think aloud. Direct students to underline the words or phrases where you used the focus strategy. Students record their own responses in the margin.
Questioning During Shared Reading-Sara Shorey

Link

http://learn.nefec.org/resources/content/elementary/comprehension стратегии/index.htm

Estimated Lesson time

30 Minutes

Overview of Video

Students are directed to preview their new reading book and create predictions from ‘reading’ the illustrations. Sara holds up signal signs giving all students a visual of what the assignment is. Students read the beginning page of the book in unison, the teacher then models the use of questioning for understanding. Students do not take to this strategy right away, but find it easier after the facilitator models the process. Questioning soon becomes student directed, while the teacher identifies what levels of questioning students are presenting. The goal of the lesson is to model and practice questioning during reading, so the strategy will scaffold down to partner reading then to independent reading.

From Theory to Practice


- Questioning is a powerful strategy for building reading comprehension.

- Many readers use this strategy to monitor their comprehension of a text, asking themselves questions as they pursue the unknowns of a story.


- Generating questions about ideas in text while reading is a sign of a good reader.

- Constructing mental images representing ideas in text; summarizing; and analyzing characters, problems encountered by characters, attempts at solution, successful solution, and ending are important skills good readers must master.
Objectives

Teachers will

• Explore the use of student lead questioning of text
• Model questioning of text during pre reading, during reading, and post reading
• Discuss how questioning aids in comprehension of text

Resources

• Class set of student books or read aloud book
• Prediction, Question cards

Preparation

• Have a copy of the book to show teachers
• A copy of Bloom’s questioning hierarchy handout for teachers
• Two large note cards with “predict” written on one and “question” on the other

Instruction and Activities

Initiation – Present the idea of student directed questioning, while teachers facilitate. Explain the continuum: a Teacher model, reviews, solicits responses. Whole group reads while teacher clarifies.

Modeling – Model asking questions while reading, ask why a good reader might ask questions in the middle of text. Have teachers ask questions of their own about the text, identify the type of question that was asked. Questions do not have to be answered right away; they can be something that will be answered by the text as the group reads.

Example – Why would a good reader want to ask questions while they read? Let teachers know that good readers automatically ask questions while they read to check comprehension, but beginning readers or struggling readers are taught to ask questions.

Model with Teacher Interactions – Read through the nest part of the text, pausing to answer questions modeling self questioning. Have teachers ask a few questions. Explain this is a way for students to become better readers and self monitor reading. This will lead to higher order thinking skills for their students.
Brainstorm – Have teachers think of ways to use this strategy in their classrooms, in other places other than reading. Remind teachers that technical reading is a skill that requires students to question more intensely.

Video – Let teachers know the video is available for further viewing. Students are more involved in the process of comprehension when they can come up with their own questions for the text. This will also lead to readers who are self-monitoring in their comprehension.

Application – Use the remainder of the questions posted to allow teachers a springboard to use this strategy in their classrooms.

Where to Begin – Have teachers share out how they can begin this continuum in their classroom immediately. Ask them the importance of using this strategy. Remind them the video is always available for further viewing.

Follow-up

- Coach observes teacher made charts of questioning during reading and other subject areas
- Make a plan to observe teachers using the questioning strategy
- Collect lesson ideas from teachers to share with the staff

Inferring-Marisa Ramirez

Link

http://learn.nefec.org/resources/content/elementary/comprehension/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of Video

The first part of the video shows Marisa Ramirez reviewing several key reading ideas (schema, inferences, etc…) The video then shows an excellent lesson on inferring using a think aloud.

From Theory to Practice

- Good Readers draw inferences from text in order to interpret and draw conclusions based on what they read.


- When prior knowledge is used appropriately, readers can make inferences far beyond the text and elaborate with a mature understanding.

**Objectives**

Teachers will

- Explore the use of inferences
- Vocalize interactions with texts
- Discuss connections between inferring and activating background knowledge
- Explore books that lend themselves to inferring

**Resources**

- Inferring Handout
- Marisa Ramirez video on inferring
- Several copies of the Robert Frost poem, “Stopping by the Woods on a Snowy Evening”

**Instructional Plan**

**Preparation**

- Chart paper labeled with two columns – Things I am inferring and Clues
- Several copies of the poem for every teacher
- Copy enough handouts for every teacher

**Instruction and Activities**

Initiation- Introduce the skill with a relevant example. First demonstrate inferring using body language and verbal clues. After gathering your group, have a volunteer enter the room and draw attention to himself/herself. Pre-arrange with them to act very angry or upset, but they must not talk. They should slam books and papers, fold their arms, scowl, sigh loudly, etc…
Provide an Example- After this goes on for a few minutes, stop the group and ask them what is going on with your “actor”. They will respond with comments about the “actor” being angry, mad, upset, annoyed. Question them. How do they know? The person didn’t say they were mad. As your group responds chart their inferences on the chart paper and chart their responses for clues or “how they knew”. Next, tell them that this is a great way to give a relevant, real world example to their students, before delving into inferring using text.

Model with Teacher Interactions- Now, it’s time for a text example. Divide your participants into groups. Have them read the poem, “Stopping by the Woods on a Snowy Evening”. Pass out handout #2 and give them a guiding question. “What can you infer about the author’s personality?” As a group, have them fill answer the question and fill in their inference and the clues the group found for their ideas. What did they find in the actual text that lead them to their ideas?

Brainstorming- Using another piece of chart paper, brainstorm some other great sources and ideas for teaching inferences in the classroom.

Video- Instruct the teachers to refer to the video on inferring for more ideas and a great lesson on inferences.

Application- Finally, have the teachers do some inferring on their own with the poem. Give them one additional inferring question. “What was the author’s purpose for writing this poem?” Have them fill in their answers on their handout #2. Groups can then share their responses with the group.

Where to Begin- Have teachers share out how they can use this lesson in their classroom immediately. Ask them about the importance of planning ahead when teaching this strategy. Remind them that they can always refer back to the video.

Follow-up

- Coach observation of teachers’ modeling of inferring strategy
- Make a plan for assessing student use of the inferring strategy
- Collect lesson ideas from teachers and/or videotape lessons to share with the staff
Inferring Handout #1

What is “inferring”?  
Inferring is about reading faces, reading body language, reading expressions, and reading tone as well as reading text. (Harvey & Goudvis, 2000, p. 105)

Making of inferences beyond the information given in text depends heavily on prior knowledge. (Pressley, 2002, p. 22)

Inferring is using clues to form ideas.

When good readers make an inference they . . .

• Understand pronoun referents. When they can't find the antecedent they read backwards, and if that doesn't work they read forward.
• Use context to get the gist of new vocabulary. They understand that they may need to read several sentences before and after the word to figure out its meaning.
• Add details to characters.
• Add details to events. (Ask students to show you where in a text they decided to add information.)
• Understand the function of signal words and that they are packed with meaning.
• Supply additional examples of concepts the text has discussed.
• Use background knowledge to flesh out details. (This is why reading books set in an unfamiliar culture or time is hard for students to understand. Allow time for students to talk so that divergent ideas can be brought out.)
• Make assumptions about the setting--the time and place.
• Recognize the author's point of view, that is, the author's beliefs.
• Know their own gaps in understanding and know what to do.

(Beers, 2002)
Inferences Handout #2

Inferences I made:  Clues:


Question/Answer Relationship-John Halter

Link

http://learn.nefec.org/resources/content/elementary/comprehension/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of Video

Teacher John Halter uses the story Johnny Appleseed to help students begin to think about how they are finding answers to his questions about the text. After developing an understanding that their answers come from different places, Halter introduces the idea of the QAR. After introducing the concept, he begins to help the students identify the questions as one of the four types of questions in the QAR framework. Making their thinking visible helps the students understand how to find answers by knowing where to look. The video concludes with Halter providing guided practice on constructing QAR questions.

From Theory to Practice


- Raphael suggest a four day plan for introducing QAR


- QAR can help address the lack of shared language among teachers and students
- QAR can bring coherence to literacy instruction within and across grade levels by providing a framework for comprehension instruction
- QAR can provide a focal point to begin sustained efforts for whole-school reform for higher level literacy learning
- QAR provides a responsible approach for preparing students for high-stakes testing

Objectives
Teachers will

- Recognize the importance of helping students know how they find answers to comprehension questions
- View the video watching for ways to introduce this strategy in their classroom
- Identify the four types of QAR questions
- Plan an introductory QAR lesson

Resources

- *The Story of Ruby Bridges*
- Overhead transparency
- Card stock or index cards
- QAR Handout
- Comprehension Sheet
- QAR and Bloom’s Taxonomy Handout

Instructional Plan

Preparation

- Print QAR flashcards on card stock or cut out and glue to index cards
- Make copies of handouts for teachers
- Get a copy of *The Story of Ruby Bridges*
- Make an overhead of Comprehension sheet: The Story of Ruby Bridges

Instruction and Activities

Announce- Explain that this video presents a lesson on a comprehension strategy known as QAR or Question-Answer Relationship

Define- Explain that this strategy, proposed by Taffy Raphael in 1982, helps readers know what information sources are available for answering different types of questions. Students become sensitive to the three-way relationships that connect the question, the text, and the reader. The questions are first categorized as In the Book and In my Head. In the Book is further categorized as Right There and Think and Search. In my Head is further categorized as On My Own and Author and Me.
Provide an Example- Provide teachers with a copy of the QAR-Bloom Taxonomy Chart. Discuss the example words for each question type.

Model the Strategy- Show the video of John Halter introducing the QAR strategy.

Guided Practice- Read *The Story of Ruby Bridges.* Group teachers in teams of four and have them number off 1-4. Show the first question on the overhead (be sure to keep the rest covered) and ask teachers to put their heads together to make sure everyone on their team has the correct response.

Checking for Understanding- Call on a number, all teachers with that number should hold up the flashcard with the correct answer. Repeat the guided practice/checking for understanding until all six questions have been identified, changing numbers every time.

Independent Practice- Encourage teachers to write one of each type of question on the back of their flashcards for the read aloud they are currently reading.

Follow-up

- Print QAR posters for each teacher ([www.readwritethink.org](http://www.readwritethink.org))
- Plan a parent workshop using *The 7 Keys to Comprehension* by Susan Zimmerman
- Present the research to your literacy council from the 2005 Raphael article
- Help co-plan a week long unit on QAR

---

**Reciprocal Teaching Planning-Rhonda Clyatt**

**Link**

[http://learn.nefec.org/resources/content/elementary/comprehension/strategies/index.htm](http://learn.nefec.org/resources/content/elementary/comprehension/strategies/index.htm)

**Estimated Lesson Time**

30 minutes

**Overview of Video**

In the video Rhonda explains the importance of introducing each of the reciprocal teaching strategies individually. She emphasizes that Reciprocal Teaching is not something that develops instantly. It takes many days of practicing and providing support to the students by modeling. Reciprocal teaching is a year long strategy. Depending on the students, the time involved may vary. As
Rhonda explained the ultimate goal of reciprocal teaching is the gradual release of responsibility so students naturally and automatically demonstrate each of the four strategies (questioning, clarifying, predicting and summarizing). In the first part of Rhonda’s lesson, she models the process involved in each of the strategies while reading from a current article. Modeling is a very important aspect of Reciprocal Teaching. Modeling must take place continually until the students have a clear understanding. The second part of Rhonda’s lesson illustrates the guided practice. Rhonda circulates and provides support to each of the cooperative groups. In the end, the students are working independently in their groups taking turns in the role of teacher. It is important to note that these students had been practicing reciprocal teaching for a semester. This dialogue and independence did not occur in one class period.

From Theory to Practice


- Reciprocal teaching not only is an effective strategy for increasing comprehension on standardized test. It provides students with skills they can employ in a future workplace and maintains “real life connections.”
- Reciprocal teaching provides students with metacognitive tools that helps control their learning.


- Reciprocal Teaching focuses on four strategies: questioning, clarifying, summarizing and predicting. When these four strategies are used to generate quality discussions, comprehension is built.
- Modeling is a critical element in Reciprocal Teaching. When used effectively, Reciprocal Teaching will result in higher reading levels. It also helps build self-esteem in struggling readers.

Objectives

Teacher will

- Research reciprocal teaching and familiarize themselves with the four strategies
- Prepare icons to help students remember the strategies. These will be posted in the classroom in areas in which they can be easily viewed
- Model the skills of a good reader (questioning, clarifying, summarizing and predicting) Teachers might consider using Reciprocal Teaching Cue cards
- Use a variety of different types of text
Resources

- Reciprocal Teaching icons & cue cards (p.73-77)
- Article Too Young to Work available at http://www.timeforkids.com/TFK/magazines/story/0,6277,1042670,00.html
- Rhonda Clyatt’s Video on Reciprocal Teaching from LEaRN website

Instructional Plan

Preparation

- Prepare “icons” to post in the classroom illustrating each of the strategies of Reciprocal Teaching. For example, a large question mark could represent Questioning. A crystal ball could represent predicting. A magnifying glass shows clarifying. A notepad would illustrate summarizing. This can be made on a computer using Microsoft Word.
- Cue cards made from card stock providing guidelines for each of the strategies.
- Copy enough articles for every teacher from the link provided.

Instruction and Activities

Initiation- Present the Reciprocal Teaching “icons” to the teachers. Explain that the goal of RT is to prepare the students to read independently while naturally doing each of the strategies. Explain the Explicit Teaching Cycle: 1. Teacher introduces Reciprocal Teaching. 2. Teacher models each of the strategies with a short paragraph. 3. Students read in pairs or small groups. 4. The teacher helps talk them through the dialogue. 5. The teacher continues to circulate around the room, but releases the responsibility to the students.

Model- Model Reciprocal Teaching by reading the first 3 paragraphs of the article entitled “Too Young to Work” at the following link: http://www.timeforkids.com/TFK/magazines/story/0,6277,1042670,00.html. After reading the passage, the teacher will ask several higher order thinking questions using who, what, when, where, or how as a question stem. They will then ask for several words to be clarified, summarize the article up to that point, and predict what might be found in the remainder of the article.

Provide an Example—“Valdemar Balderas was 12 when he started working in the fields of Minnesota and North Dakota. His workday began before the sun rose and ended as it set. He and his parents labored in the heat, weeding sugar beets and clearing rocks from the fields. They rarely got a day off. Valdemar, now 14, lives in Eagle Pass, Texas. He is still working in the fields. Every April, his family journeys north to begin months of grueling farm work. "It's hard," Valdemar told TFK. "It's a lot of work. We have to walk a lot in the fields. At the end of the day, I feel so tired." The teacher asks the group the following question, “Why would a young boy like Valdemar be expected to work in the fields?” (Questioning) The
teacher will ask the class to clarify the words grueling and labored (Clarifying). She will reread the sentences containing those words aloud before the audience gives an answer. The teacher will summarize what has happened so far in the article- “A young boy works in the fields with his family for very little pay (summarizing).” The teacher gives her prediction for the remainder of the article- The article will talk about situations where young kids are forced to work instead of having fun.

Model with teacher interactions- Form a group of three teachers to come to the front of the room. The teacher will continue by reading the next paragraph and dialogue the four strategies. Everyone will take a turn reading a paragraph and dialoging the strategies. The activity is called “fishbowl” because everyone can see the process of reciprocal teaching before them. Teachers may use the cue cards as a guide for the dialogue.

Brainstorming- Ask teachers to share how they could use RT in their different subject areas? How should they introduce this to their students? Discuss “RT Tips for Success.”

Video- Let teachers know that this lesson models the entire RT process for them. However, they would teach this in short segments with students. It might take several weeks to discuss questioning and practice asking good questions. At that point, clarifying could be added to the dialogue. This would take place until all four strategies have been introduced and practiced to proficiency. The video shows students who have been practicing an entire semester.

Application- Using the remainder of the text, or another piece of text that you choose, have teachers practice modeling the 4 strategies in small groups. Each teacher takes a turn being the leader so that all of them can participate in the dialogue.

Where to Begin- Have teachers share out how they can immediately begin Reciprocal Teaching in their classroom. Ask them about the importance of modeling and planning ahead when teaching this strategy. Remind them to take one strategy at a time and gradually add in all four steps. Remind that they can always refer back to the video. Reciprocal Teaching is not something to that happens immediately. It will take many class periods of practice and modeling.

Follow-up

- Coach creates cue cards for teachers to use for RT
- Coach models a lesson using Reciprocal Teaching for the teacher
- Coach安排s for teacher to visit other classes where RT is being used
- Coach offers suggestions for teaching each of the four strategies
- Devise a time-line for implanting RT in the classroom
- Collect lesson ideas from teachers and/or videotape lessons to share with the staff
Clarifying
Questioning
Summarizing
### Questioning

*One question I had about what I read was....

*What were you thinking about as you were reading?

*What question(s) can you ask about what you read?

*I’m curious about...

### Clarifying

*One of the words I wasn’t sure about was...

*What other words do we know that we can use in place of...?

*What words or ideas need clarifying for you?

*This is confusing to me. I need to ________(strategy) to try to figure out this word.

### Predicting

*I can look at the title and all the visual clues on the page. What do I think we will be reading about?

*Thinking about what I have read and discussed, what do I think might happen next?

________________________ I wonder... __________________ I predict...

### Summarizing

*What does the author want me to remember or learn from this passage?

*What is the most important information in this passage?

*What kind of “teacher” question can I ask about the main idea?

*In my own words, this is about ...

*The main point was...

*The author wanted me to remember...
Secondary Lessons and Resources

Phonemic Awareness and Phonics

Fluency

Vocabulary

Comprehension

Some of these lessons can also be found in the Intervention video section.
Decoding New Words-Amy Thomas

Link

http://learn.nefec.org/resources/content/secondary/pa/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of the Video

The video shows Amy Thomas introducing new words to students by reinforcing decoding strategies previously taught to students. She begins the lesson by providing instruction followed by modeling, guided practice, echo reading, choral reading, and independent reading. This activity reinforces the sound/letter relationship as a means of helping students learn how to decode unfamiliar words and as a means of developing automaticity.

From Theory to Practice


- By developing expertise in identifying words, students can improve their success in content-area classes and be better prepared for postsecondary education and the workplace.


- Decoding practice should be a part of phonics practice.
- Students need to learn to use letters and sounds to pronounce words.

• Phonemic decoding skills improve reading accuracy.
• Phonemic awareness has its initial impact on the growth of reading skill by helping children improve the accuracy of their “first guesses” at the identity of unknown words in text.
• Grapho-phonemic connections provide a powerful mnemonic system that bonds written words to their pronunciations in memory along with meanings. Once the alphabetic mapping system is known, readers can build a vocabulary of sight words easily.

Objectives

Teachers will

• Explore the use of the decoding new words strategy.
• Discuss the importance of modeling, guided practice, and independent learning.
• Examine the relationship between decoding and fluency to improve comprehension.

Resources

• Decoding New Words Handout
• Explicit Teaching Cycle Handout (p.86)
• Amy Thomas’ Video on Decoding New Words
• Simple teaching Roots, Prefixes and Suffixes
  http://www.betterendings.org/homeschool/words/root%20Words.htm

Instructional Plan

Preparation

• Chart paper with “10 Most Important Words” written at the top.
• Copies of enough handouts for every teacher.

Instruction and Activities

Initiation- Group teachers by content area. Ask them to brainstorm and chart the 10 most important words related to their content area. Place charts on wall.

Announce, Define, Provide an Example: Introduce the term “decoding” to the teachers. Explain the link between decoding, automaticity, fluency, and comprehension. Refer to the handout and view video.

Modeling- Model the decoding new words strategy using one of the words on the charts.
Guided Practice- Ask each group to choose one of the words on their chart, decode the word using the strategy handout, and present their word to the whole group.

Application- Ask teachers to discuss in their groups how this strategy might help students comprehend content-specific words in their readings. Allow time for discussion.

Follow-up

- Coach observation of teachers’ modeling decoding new words strategy.
- Make a plan for assessing student use of the decoding new words strategy.
- Collect lesson ideas from teachers and/or videotape lessons to share with the staff.
Decoding New Words

Using strategies for breaking words into smaller parts is a critical skill for secondary students. Whether learning how to pronounce new words from content area texts or learning daily sight words, phonics and phonemic awareness strategies are essential.

Common steps for decoding new or challenging words:

Step 1: Look for prefixes and/or suffixes.

Step 2: Identify the base word and look for familiar spelling patterns.

- Consonant – Vowel – Consonant
  \((D – O – G)\)
- Consonant – Vowel
  \((R A B B I T)\)
- Consonant + le
  \((T A B L E)\)
- Vowel Team
  \((a y, a s, a i, e a, e e, o a, o w, o o, o i, o y, o u, i e, e i)\)
- R Controlled Vowels
  \((T U R T L E)\)
- Final E
  \((D E C I D E)\)

Step 3: Sound out word parts and blend them together.

Step 4: Drag your finger across the word parts as you say them faster resulting in the blending of the separate sounds into the word as a whole.

Modeling Decoding New Words

- Choose content-specific words essential for each unit.
- Introduce students to common prefixes, suffixes, and base words relevant to your content area.
- Model the decoding new words strategy with the first word.
- Guide students as they word to decode the remaining words. Be sure to have students repeat the word 2 – 3 times before moving to the next word.
- Once all words have been decoded and verbalized, use echo reading to reinforce pronunciation.
- Repeat the process until students are able to verbalize the words correctly.
- Once students are fluent in saying the words, introduce them to the meanings.
Performance Reading-Nancy Dean

Link

http://learn.nefec.org/resources/content/secondary/fluency/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of the Video

The video shows Nancy Dean modeling a performance reading lesson with students. Nancy begins by explaining the purpose for performance reading activities. Nancy then reads the text aloud to the students, modeling good reading, and then leads us through a lesson as her students engage in the activity using a text related to the study of Mexico. Her purpose is to have students read the text and make decisions regarding phrasing and emphasis based on their understanding of the text. Students will read the text, mark the text, and after discussion and practice, students will perform their reading.

From Theory to Practice


- Research supports the practice of repeated readings to improve fluency and comprehension.
- Students need to hear appropriate rate, phrasing, and expression.


- Poor automaticity in word reading or slow, laborious movement through the text taxes the reader’s capacity to construct an ongoing interpretation of the text (p. 703).
- Repeated readings improve students’ reading rate, accuracy, and comprehension (p. 704).
• Repeated and monitored oral reading improves fluency and overall reading achievement.
• No research evidence is available currently to confirm that instructional time spent on silent, independent reading with minimal guidance and feedback improves reading fluency or overall reading achievement.

Reading Assessment at the Middle & High School Level. Florida Center for Reading Research. [http://www.fcrr.org/assessmentMiddleHighSchool.htm](http://www.fcrr.org/assessmentMiddleHighSchool.htm)


• Fluency instruction has a positive impact on decoding, word recognition, silent reading comprehension, and overall reading achievement as measured by group-administered standardized tests (p. 18).
• Research supports positive impact of oral reading practice while silent reading practice has demonstrated less consistent positive results.
• Students benefit from guidance or feedback from a listener.

Objectives

Teachers will

• Explore the purpose of marking text for comprehension.
• Examine how performance reading benefits students’ comprehension of content-area text.
• Discuss the importance of modeling, guided practice, and independent learning.

Resources

• Performance Reading Handout
• Explicit Teaching Cycle Handout (p.86)
• Nancy Dean’s Video on Performance Reading
• Audio of “We Real Cool” by Gwendolyn Brooks [http://www.poets.org/viewmedia.php/prmMID/15433](http://www.poets.org/viewmedia.php/prmMID/15433)
• Overhead of “We Real Cool” by Gwendolyn Brooks, poem can be found at the same site above
• The Preamble to the Constitution of the United States of America handout.

Instructional Plan

Preparation

• Overhead of “We Real Cool” by Gwendolyn Brooks.
• If possible – connection to Internet site to listen to Gwendolyn Brooks read “We Real Cool”
• Copies of enough handouts for every teacher.
• Pens, pencils, markers

Instruction and Activities

Initiation- Ask teachers to form groups of 3-4 and chart their definition of fluency. Place charts on wall. Ask teachers to consider how proper fluency is an indicator of student comprehension. Allow time for discussion.

Announce, Define, Provide an Example- After reviewing their definitions, make sure they understand that fluency refers to rate, phrasing, and prosody. Show Nancy Dean’s video of performance reading. Allow time for discussion. Refer participants to handouts.

Modeling- Model the performance reading strategy by reading "We Real Cool". Read “We Real Cool” in monotone without stopping at the end of each phrase or sentence. Ask the participants to respond to your first reading. Using the overhead, mark the poem with the markings identified on the handout as you might read it (or as Brooks read it). Listen to Gwendolyn Brooks reading the poem if possible. If not, read the poem with emphasis and phrasing to stress important points from the poem.

Guided Practice- Pass out the preamble to The Constitution of the United States of America. Divide participants into three groups. Ask each group to read the preamble aloud in their group, mark the text using the markings on the handout, and practice their performance reading for presentation to the whole group. Allow 5 minutes for practice. Have each group stand and read the preamble to the whole group.

Application- Ask teachers to discuss in their groups differences in phrasing and emphasis evident in each of the performances and how this relates to comprehension of the passage. Ask teacher to discuss ways they can implement this strategy in their classrooms. Allow time for discussion.

Follow-up

• Coach observation of teachers’ modeling performance reading in the classroom.
• Make a plan for monitoring students’ fluency improvement.
• Collect lesson ideas from teachers and/or videotape lessons to share with the staff.
Explicit Teaching Cycle

ANNOUNCE the strategy

DEFINE the strategy

Provide an EXAMPLE

MODEL the strategy

Provide GUIDED PRACTICE

CHECK for Understanding

INDEPENDENT PRACTICE

(As you introduce and teach a new skill you progress from guided practice to independent practice. Independent practice may not come on the first day of a new skill.)
We the people of the United States, in order to form a more perfect union, 
establish justice, insure domestic tranquility, provide for the common 
defense, promote the general welfare, and secure the blessings of liberty 
to ourselves and our posterity, do ordain and establish this Constitution for 
the United States of America.
**Performance Reading**

*Performance Reading* allows students to work with content related text to determine phrasing and prosody and practice oral reading leading to automaticity. Repeated reading and text markings help the students comprehend the text.

**Objective:** Fluency is the ability to read with accuracy, speed, and appropriate expression. Students who are disfluent have difficulty with comprehension. Providing time for repeated readings has been shown to improve fluency and has been linked to improved comprehension. Students will read a content-related text, determine the main ideas, mark the text for phrasing and emphasis, and orally re-read the passage for automaticity.

**Modeling Performance Reading:** Teachers should model the procedure first and offer guidance as students work in groups:

- Choose a section or a chapter from a textbook or other content-related text.
- Tell the students you are going to model the performance reading activity.
- Place the text on the overhead or ELMO and read the text aloud to students.
- Model how you determined phrasing and emphasis, using the text markings listed below:
  - Underline the parts of the text to emphasize with voice.
  - Place vertical lines (||) to show pauses.
  - Mark places to read louder (↑) and softer (↓).
  - Mark places where to read faster (+++ and slower (---).
- Model what you are thinking as you mark each portion of the text.
- Re-read the passage using the text markings.

**Guided Practice:**

- Working with small groups of students, select an appropriate text for students to use in a performance reading activity. Provide a copy of the passage for each student.
- Read the passage aloud to students.
- Work with students to help them determine the main points of the passage and to mark the text for performance reading. Remember to guide them through the comprehension instruction to help them understand why they are marking the text.
- Devise a way to perform the passage so that the main ideas are emphasized. Note that at this point, students can add oral responses to the main ideas for emphasis.
- Continue practicing until students reach automaticity.
- Students perform the reading either within the small group or for the whole class.
Radio Reading- Steinruck and Abbott

Link

http://learn.nefec.org/resources/content/secondary/fluency/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of the Video

The video shows Angela Steinruck and Ms. Abbott modeling a lesson using radio reading as a means of improving comprehension of the Boston Massacre. Students are assigned “sides” of the argument surrounding the events of the massacre and practice reading their text aloud to the class as a means of promoting their argument. After the readings, the whole class then engages in a discussion about the massacre.

From Theory to Practice

Florida Literacy and Reading Excellence Professional Paper: Fluency.

- Research supports the practice of repeated readings to improve fluency and comprehension.
- Students need to hear appropriate rate, phrasing, and expression.


- Poor automaticity in word reading or slow, laborious movement through the text taxes the reader’s capacity to construct an ongoing interpretation of the text (p. 703).
- Repeated readings improve students’ reading rate, accuracy, and comprehension (p. 704).

http://www.nifl.gov/partnershipforreading/explore/fluency.html
• Repeated and monitored oral reading improves fluency and overall reading achievement.
• No research evidence is available currently to confirm that instructional time spent on silent, independent reading with minimal guidance and feedback improves reading fluency or overall reading achievement.

Reading Assessment at the Middle & High School Level. Florida Center for Reading Research. [http://www.fcrr.org/assessmentMiddleHighSchool.htm](http://www.fcrr.org/assessmentMiddleHighSchool.htm)

• Fluency instruction has a positive impact on decoding, word recognition, silent reading comprehension, and overall reading achievement as measured by group-administered standardized tests (p. 18).
• Research supports positive impact of oral reading practice while silent reading practice has demonstrated less consistent positive results.
• Students benefit from guidance or feedback from a listener.

Objectives

Teachers will

• Explore the use of radio reading as a means of engaging students in text and improving student comprehension.
• Examine the relationship between fluency practice, repeated readings, and comprehension.

Resources

• Radio Reading Handout
• Explicit Teaching Cycle Handout (From previous lesson)
• Steinruck & Abbott’s Video on Radio Reading
• “Give Me Liberty or Give Me Death” audio by Richard Schuman [http://www.history.org/Almanack/people/bios/biohen.cfm](http://www.history.org/Almanack/people/bios/biohen.cfm)
• “Give Me Liberty or Give Me Death” by Patrick Henry, Handout
• John F. Kennedy, Inaugural Address, Handout

Instructional Plan

Preparation

• Chart paper and markers.
• Copies of enough handouts for every teacher
Instruction and Activities

Initiation- Ask teachers to form groups of 3-4 and chart their definition of fluency. Place charts on wall. Ask them to discuss their perceptions of how fluency may or may not reflect comprehension of text.

Announce, Define, Provide an Example- After reviewing their definitions, make sure they understand that fluency refers to rate, phrasing, and prosody. Show Steinruck & Abbott’s video on Radio Reading. Allow time for discussion. Refer participants to handouts.

Modeling- Place a copy of either “Give Me Liberty or Give Me Death” by Patrick Henry or John F. Kennedy’s Inaugural Address and read it with expression. Model a think aloud as you read, explaining to the participants why you emphasized specific portions of the text. You may also choose to use the audio reading as well.

Guided Practice- Pass out the speech you did not model to the participants. Divide participants into three groups. Assign each group a portion of the speech to study, read, practice fluency and radio reading, and present to the group. Each group should choose one person to read the assigned portion to the class. Allow 10 minutes for practice. Have participants stand and read their portion to the whole group.

Application- Ask teachers to discuss in their groups how implementing this strategy might help students develop fluency in their classrooms and how it might also help students better understand the passage. Ask them to chart some ways they can use this strategy in their own classrooms. Allow time for discussion.

Follow-up

- Coach observation of teachers’ modeling radio reading practice in the classroom.
- Make a plan for monitoring students’ fluency improvement.
- Collect lesson ideas from teachers and/or videotape lessons to share with the staff.
Radio Reading

*Radio Reading* is another form of repeated reading. In radio reading, students are assigned parts ahead of time and are instructed on the importance of reading with meaningful expression, just as radio and television announcers do. Emphasis is placed on practice, as that is the only way to be able to read with good expression.

**Objective:** Fluency is the ability to read with accuracy, speed, and appropriate expression. Students who are disfluent have difficulty with comprehension. Providing time for repeated readings has been shown to improve fluency and has been linked to improved comprehension. Students will read a content-related text, determine the main ideas for emphasis, and orally read the passage using phrasing, pausing, and expression to demonstrate an understanding of the passage.

**Modeling Radio Reading:** Teachers should model the procedure first and offer guidance as students work in groups:

- Choose a section or a chapter from a textbook or other content-related text. This exercise works especially well for speeches and persuasive text.
- Tell the students you are going to model the radio reading activity.
- Place the text on the overhead or ELMO and read the text aloud to students.
- Model how and why you determined phrasing and emphasis.
- Read the passage aloud with expression and emphasis.

**Guided Practice:**

- Working with small groups of students, select an appropriate text for students to use in a radio reading activity. Provide a copy of the passage for each student.
- Read the passage aloud to students.
- Work with students to help them determine the main points of the passage and to identify points for emphasis and expression. Remember to guide them through the comprehension instruction.
- Devise a way to perform the passage so that the main ideas are emphasized. Note that at this point, students can add oral responses to the main ideas for emphasis.
- Continue practicing until students reach automaticity.
- Students perform the reading either within the small group or for the whole class.
No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope that it will not be thought disrespectful to those gentlemen, if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve.

This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty towards the majesty of heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren, till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation?

For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth -- to know the worst and to provide for it. I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves and the House?

Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with these warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation -- the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motives for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies?
No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer on the subject? Nothing.

We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer.

Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament.

Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope.

If we wish to be free -- if we mean to preserve inviolate those inestimable privileges for which we have been so long contending -- if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak -- unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance, by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot?

Sir, we are not weak, if we make a proper use of the means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us.

The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable -- and let it come! I repeat it, sir, let it come!
It is in vain, sir, to extenuate the matter. Gentlemen may cry, "Peace! Peace!" -- but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!

Inaugural Address
John F. Kennedy
January 20, 1961

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, reverend clergy, fellow citizens:

We observe today not a victory of party, but a celebration of freedom -- symbolizing an end, as well as a beginning -- signifying renewal, as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three-quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe -- the belief that the rights of man come not from the generosity of the state, but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans -- born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

This much we pledge -- and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do -- for we dare not meet a powerful challenge at odds and split asunder.
To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them
supporting our view. But we shall always hope to find them strongly supporting their own freedom -- and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required -- not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge: to convert our good words into good deeds, in a new alliance for progress, to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support -- to prevent it from becoming merely a forum for invective, to strengthen its shield of the new and the weak, and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed. But neither can two great and powerful groups of nations take comfort from our present course -- both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew -- remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.
Let both sides unite to heed, in all corners of the earth, the command of Isaiah -- to "undo the heavy burdens, and [to] let the oppressed go free."

And, if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor -- not a new balance of power, but a new world of law -- where the strong are just, and the weak secure, and the peace preserved.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days; nor in the life of this Administration; nor even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again -- not as a call to bear arms, though arms we need -- not as a call to battle, though embattled we are -- but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope; patient in tribulation," a struggle against the common enemies of man: tyranny, poverty, disease, and war itself. Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility -- I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man. Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.
Repeated/Echo Reading-Laurie Kitchie

Link

http://learn.nefec.org/resources/content/secondary/fluency/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of the Video

The video shows Laurie Kitchie engaging her students in repeated and echo reading of the poem “Ballad of Birmingham.” Laurie begins by modeling fluent reading for her students, emphasizing pacing and prosody. She explains the process of echo reading and then has her students echo each stanza after she reads it aloud to them. Eventually, the students work with partners to continue practicing the passage. This activity engages students in reading aloud to improve fluency and automaticity which then improves comprehension.

From Theory to Practice


- Research supports the practice of repeated readings to improve fluency and comprehension.
- Students need to hear appropriate rate, phrasing, and expression.


- Poor automaticity in word reading or slow, laborious movement through the text taxes the reader’s capacity to construct an ongoing interpretation of the text (p. 703).
- Repeated readings improve students’ reading rate, accuracy, and comprehension (p. 704).

• Repeated and monitored oral reading improves fluency and overall reading achievement.
• No research evidence is available currently to confirm that instructional time spent on silent, independent reading with minimal guidance and feedback improves reading fluency or overall reading achievement.

Reading Assessment at the Middle & High School Level. Florida Center for Reading Research. http://www.fcrr.org/assessmentMiddleHighSchool.htm

• Fluency instruction has a positive impact on decoding, word recognition, silent reading comprehension, and overall reading achievement as measured by group-administered standardized tests (p. 18).
• Research supports positive impact of oral reading practice while silent reading practice has demonstrated less consistent positive results.
• Students benefit from guidance or feedback from a listener.

Objectives

Teachers will

• Explore the use of repeated and echo readings.
• Discuss the importance of modeling, guided practice, and independent learning.
• Examine the relationship between fluency practice, repeated readings, and comprehension.

Resources

• Repeated/Echo Reading Handout
• Explicit Teaching Cycle Handout (From previous lessons)
• Laurie Kitchie’s Video on Repeated/Echo Reading
• “The Gettysburg Address” by Abraham Lincoln http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm
• “Ballad of Birmingham” by Dudley Randall http://webinstituteforteachers.org/~vfjohnson/ballbham.html

Instructional Plan

Preparation

• Chart paper and markers.
• Copies of enough handouts for every teacher.
• Instruction and Activities
Initiation- Ask teachers to form groups of 3-4 and chart their definition of fluency. Place charts on wall.

Announce, Define, Provide an Example- After reviewing their definitions, make sure they understand that fluency refers to rate, phrasing, and prosody. Show Laurie Kitchie’s Video and allow time for discussion. Refer participants to handouts.

Modeling- Model the rereading/echo reading strategy using “The Gettysburg Address” Begin by modeling fluent reading of the passage. Next, divide the passage into parts and model echo reading. Finally, have the participants read the passage as a choral reading.

Guided Practice- Pass out the poem “Ballad of Birmingham”. Divide participants into three groups. Assign one group to read the mother’s words, one to read the child’s words, and one to read the narrator’s words. Allow 5 minutes for practice. Have each group stand and read the poem.

Application- Ask teachers to discuss in their groups how implementing this strategy might help students develop fluency in their classrooms. Allow time for discussion.

Follow-up

- Coach observation of teachers modeling fluency practice in the classroom.
- Make a plan for monitoring students’ fluency improvement.
- Collect lesson ideas from teachers and/or videotape lessons to share with the staff.
Repeated/Echo Readings Handout

Fluency is the ability to read with accuracy, speed, and appropriate expression. Students who are disfluent have difficulty with comprehension. Providing time for repeated readings has been shown to improve fluency and has been linked to improved comprehension. Additionally, students benefit from echo reading which allows them to hear text read by a fluent reader.

Common steps for implementing fluency practice:

**Step 1:** Use passages that are at the students’ independent or instructional reading level. The goal is to model good reading and provide them with opportunities to practice.

**Step 2:** Model fluent reading of the passage.

**Step 3:** Read a portion of the passage and have students repeated the passage with the same expression, pacing, and accuracy as you.

**Step 4:** Allow students to work with partners to practice repeated readings.

**Step 5:** Listen to individual students read after practicing a passage and provide feedback for improvement.
Connecting Words to Self-Amy Thomas

Link

http://learn.nefec.org/resources/content/secondary/vocabulary/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of the Video

The video shows Amy Thomas engaging her students in a daily vocabulary review. Students are rewarded for sharing personal experiences where they have encountered vocabulary studied in class in their own personal experiences. Students explain the situation and the word they either used or heard along with the meaning of the word in that context.

From Theory to Practice


This guide provides an overview of vocabulary development and focuses on ways to enhance vocabulary instruction, including strategies for teaching vocabulary and for integrating vocabulary into a lesson. The guide also contains information on adaptations for struggling readers and writers (addressing students with disabilities and English language learners). Professional development guides include the following materials for workshop presenters:

Presentation slides, which present key points and activities, offered in two formats: overhead transparencies and Adobe PDF presentations

Speaker's notes and activities to accompany the presentation slides

Informational and note-taking handouts for participants

References

• Research supports the importance of making connections between new vocabulary readers’ experiential and conceptual background in vocabulary development.
• Research also supports the need to facilitate discussions with students in small groups, brainstorm concepts surrounding the new words, and utilize a variety of concept and webbing maps as a means of improving vocabulary knowledge.
• Students need multiple opportunities to use new words in their speaking, listening, reading and writing activities.


• This site provides information and resources related to content area vocabulary instruction. Links to appropriate sites are also included.


Objectives

Teachers will

• Examine how providing time for students to engage in vocabulary activities that allow them to make connections between vocabulary and their own personal experience benefits students’ vocabulary development.

Resources

• Connecting Words to Self Handout
• Explicit Teaching Cycle Handout
• Amy Thomas’ Video on Performance Reading

Instructional Plan

Preparation

• Chart paper and Markers
• Copies of enough handouts for every teacher

Instruction and Activities
Initiation- Activate participants’ prior knowledge and understanding of vocabulary by engaging them in the following discussion: Ask participants to share what it means to “know” a word. Chart responses. Ask participants to share how they learn new words. Chart responses.

Announce, Define, Provide an Example: Remind participants that according to the National Reading Panel (2000):

- Students benefit from multiple forms of vocabulary instruction that reinforces repeated use of vocabulary.
- Students benefit from multiple exposures to vocabulary in a variety of contexts over several extended periods of time.

Show Amy Thomas’ video of Daily Vocabulary Review: “Connecting Words to Self.” Allow time for discussion. Refer participants to handouts.

Modeling/Guided Practice- Ask participants to work in groups of 3-5 to brainstorm and list new words they have learned within the last year. Chart responses. Have participants share how they learned the words and how these words became part of their own personal lexicon (dictionary).

Application- Ask teachers to discuss in their groups ways they can implement this strategy in their classrooms. Allow time for discussion.

Follow-up

- Coach observation of teachers’ modeling “Connecting Words to Self” in the classroom.
- Collect lesson ideas from teachers and/or videotape lessons to share with the staff.
Connecting Words to Self

“What students do with newly learned words is more important than the number of words presented” (Irvin, Buehl, Klemp, 2003, p. 127). Providing time for students to engage in use of newly presented words is critical to improving word knowledge. Additionally, it is important for teachers to provide engaging opportunities for students to use words in multiple ways.

**Objective:** Students will engage in lively classroom discussion incorporating newly learned words.

**Modeling Connecting Words to Self**

1. The teacher chooses words relevant to the content. Suggestions for choosing appropriate vocabulary words include (Irvin, Buehl, Klemp, 2003):
   - Is this a high frequency word?
   - Is it a multiple meaning word?
   - Is the word specific to the content and important for students to understand the content?
   - Is the word related to the content and important for understanding the content?

2. The teacher models her own experiences with finding the words used on television or radio or in magazines or newspapers, or used in conversations. She shares her personal connections.

**Guided Practice Connecting Words to Self:**

1. The teacher asks the students to find the own examples of words they are studying in class as the watch television, listen to the radio, play video games, read magazines or newspapers, or listen to conversations around them.

2. On a regular basis, the teacher allows time for students to remember when they heard one of the vocabulary words used and to share with the class the context in which they heard the word used and are the meaning of that word in that context.

**References:**

Student Pairs (Utilizing Classroom Word Walls)-Valerie Stavey

Link

http://learn.nefec.org/resources/content/secondary/vocabulary/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of the Video

In the video Valerie has her students reviewing vocabulary by using an active classroom word wall. She has prepared large index cards with the vocabulary words listed on the cards in addition to using the word wall. Students are seated facing on another. One student has the view of the word wall. The other student uses their notes with definitions of the words. Valerie stands faces the student using their notes and behind the student facing the word wall. She holds up the large cards for the describing student to see. The describing student gives the definition of the word in their own terms. They are encouraged to just share what they remember, but they are allowed to use their notes. The other student must select the word from the word wall that is being defined. Valerie uses this as a competition between pairs for students to see how many words they can define in a certain period of time. She has a timer set which you can hear in the video.

From Theory to Practice


- Allen emphasizes the need for word walls in all classrooms. Words should be interesting, unfamiliar, or unusual. Teachers must concentrate on teaching vocabulary words explicitly. Allen encourages the daily use of word walls for teaching opportunities.


- There are three tiers of words for vocabulary study.
- Tier one words are high frequency words that require little or no instruction.
- Tier two words are high frequency words that students need to know to increase their language abilities. They appear frequently in texts.
• Tier three words are specific to content areas. They are low frequency and are limited to specific areas.

Objectives

Teachers will

• Create active word walls using content specific words
• Select tier two words (high frequency words) for explicit instruction
• Use various types of activities to promote meaningful use of the word wall
• Update word walls to motivate students and keep them active

Resources

• Words, Words, Words by Janet Allen
• Bringing Words to Life by Beck, McKeown, and Kucan

Instructional Plan

Preparation

• Prior to the classroom visitation, the teacher will share with the reading coach a list of 10-15 vocabulary words they will be teaching in upcoming units.
• Teachers should have an “up-to-date” word wall in their classroom

Instruction and Activities

Initiation- The Coach should introduce the three tiers of words to teachers. Tier one words are high frequency words that require little or no instruction. Tier two words are high frequency words that students need to know to increase their language abilities. They appear frequently in texts. Tier three words are specific to content areas. They are low frequency and are limited to specific areas. Using the list of 10-15 words, the teacher will group the words into the three tiers. This will emphasize the need to analyze the words that are explicitly taught within the classroom.

Modeling- Model how to make a word wall active by doing a quick activity with students. The coach will visit the teacher’s room prior to the modeling. She will create some questions & clues based on the teacher’s word wall. The clues will be written based on using context clues, charades, analogies, multiple meanings, antonyms, and synonyms.

Examples-

• Give me a word from the word wall that is an antonym for __________.
• Select the word that is a synonym of__________.
• Find a word that has more than one meaning.
• Fill in the sentence with a word that makes sense from the word wall.

Model with student interactions- Divide the class into two teams. Keep up with the points for each team. Taking turns, read a clue to each team. If they find a word that fits correctly, the team receives one point. This will continue until all clues have been given or time runs out.

Brainstorming- After the class, have the teacher explain other ways they could use the word wall to teach and review vocabulary. For example, it could be used as a springboard for writing.

Video- Have teachers analyze the correlations between this activity and the video. Hopefully, they will realize the importance of choosing vocabulary that students will use in their everyday lives and the reasons for having an active word wall.

Application- Schedule another time to observe the teacher using the word wall in a method similar to the one described above.

Where to begin- Have teachers share out how they can begin the continuum in their classroom immediately. Ask them about the importance of choosing “high frequency” vocabulary words opposed to just selecting the words from the text. Stress that a word wall does not have to be just words. It can be graphic organizers with vocabulary embedded and other student work samples.

Follow-up

• Coach observation of using word walls effectively.
• Make a plan for other student work involving vocabulary to be posted on the word wall.
• Collect Vocabulary ideas from teachers and/or videotape lessons to share with the staff.
Intro to Concept Mapping in Science - Lisa MacDonald

Link

http://learn.nefec.org/resources/content/secondary/comprehension/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of the Video

In the video, MacDonald uses concept maps as a pre-reading, during reading and after reading activity. Her students begin by brainstorming all the things they know about twins. Ms. Macdonald records this on the board while students make their own maps. After they have exhausted all their knowledge of twins they are directed to an article to read. These articles are read with partners. MacDonald instructs them to take turns reading, and to mark through any information they discover to be incorrect on the maps. They are also directed to add any new knowledge they learn. At the end of the lesson, she has them share learned items so they can be recorded on the chart.

From Theory to Practice


- Tovani discusses readers who read every page, but do not have a clue what they have read. This reinforces the need for strategy instruction.
- Students need an intentional plan to help them focus on their reading. These strategies can be used to help them meet the demands of any type of text.


- Small Groups help teachers with content reading. With many levels and large numbers, cooperative groups are a good way to have students work on reading strategies.
- Groups hold students accountable, help them make connections, and help them remember and provide a deeper understanding of the texts.

Objectives
Teachers will

- Examine the prior knowledge of students on a specific topic of study.
- Promote concept mapping by using the strategy as a pre-reading, during reading and after reading activity.
- Encourage discussions among students to promote comprehension of texts.

Resources

- White board for group map
- Colored pencils
- MacDonald video on concept mapping

Instructional Plan

Preparation

- Using chart paper, white board or chalk board the teacher will begin a concept map with the topic “Downs Syndrome” written in the center of a circle.
- Teacher will copy a classroom set of the article from National Geographic listed above. This will not be handed out until the brainstorming portion of the lesson has passed.

Instruction and Activities

Initiation- Present the topic “Down’s Syndrome” to the students. Have them brainstorm and give any information they have in their background knowledge to be listed on the board or chart. The teacher will record all ideas in the same color of marker. Students will also record information on their own concept map in their learning log.

Modeling & Brainstorming- If this lesson is used for the coach to model with a teacher, it is important to note that you record any information given by the students. It’s not necessary, at this point, to correct inaccurate information. Students will prove or disprove their own information later in the lesson. The idea is to get the students to exhaust all knowledge they have on the specified topic.

Model with teacher interactions- Pass out copies of the article to the students. The teacher will read next one or two paragraphs, pausing and asking for students to list any new information that could be added to the concept map. The new ideas would be listed in a different color so that the students could see all the new information. The teacher would also ask students if they notice any
information on the charts that needs to be removed because it has been proven by the article to be inaccurate. This information could just be crossed over with a line.

Application- Using the remainder of the text, students will continue to read with partners or groups of three. Using a different colored pencil they will record any new information they find as they read. They will cross off inaccurate information. After students have had sufficient time to read, the teacher will end the lesson with a group discussion on any new information gained from reading the articles. It will be obvious at the end of the lesson, how much new information has been learned from the reading. It will be easy to spot because of the contrasting colors.

Video- Teachers can use the video lesson on Twins as a guide for this lesson. The video and this lesson have been modeled with science topics. However, this lesson could be converted to any subject area.

Where to begin- Have teachers share out how they can use concept mapping to increase comprehension in their classroom immediately. Ask them about the importance of using concept mapping as a pre, during, and after reading activity. Remind them that they can always refer back to the video.

Follow-up

- Coach observation of teachers using concept map activity.
- Make a plan for assessing student use of the concept maps.
- Collect lesson ideas from teachers and/or videotape lessons to share with the staff.
Teacher Modeled Mapping-Science-Jeremy Kitson

Link

http://learn.nefec.org/resources/content/secondary/comprehension/strategies/index.htm

Estimated Lesson Time

30-45 minutes depending on amount of discussion

Overview of the Video

The video shows Jeremy Kitson, Matanzas High School Chemistry Teacher, teaching students how to organize information on quantum numbers to improve comprehension through the use of a concept map. In this portion of the lesson, Mr. Kitson models the process for his students by projecting a blank form onto the board. He fills in the concept map directing students to do so as well. Near the end of the video, Mr. Kitson directs his students to use what they’ve recorded on the concept map to figure out the quantum number of an example. In his next lesson using concept maps, Mr. Kitson will give students a partially completed concept map and instruct them to fill in the rest from their reading (this can be done in pairs or small groups with students who need more scaffolding). The final step in the gradual release model of instruction will be for Mr. Kitson to provide blank forms for the students to fill in from their reading and/or have the students create their own concept maps from the reading. Mr. Kitson reports a 7% increase in the class average on quizzes since implementing the use of concept maps in his classes.

From Theory to Practice


- “Concept maps were developed in 1972 in the course of Novak’s research program at Cornell where he sought to follow and understand changes in children’s knowledge of science (Novak & Musonda, 1991).”
- (Novak & Canas, 2006). In order to get the most out of a text, effective readers notice the structure of the text and adjust their reading accordingly
to look for the elements specific to that sort of text. Ineffective readers do not automatically recognize text structure.

- Concept mapping can help train students' brains to recognize the varying structures of text and read with a purpose suited to the type of text they are facing.

Typical Structures for Informational Text and Their Key Words:

- **Chronological**
  - first, next, finally, after, then, later, following, meanwhile, etc.
- **Comparison/Contrast**
  - although, but, in contrast, otherwise, whereas, however, likewise, similarly, etc.
- **Concept/Definition**
  - for instance, in other words, typically, thus, generally, is characterized by, etc.
- **Description**
  - prepositions (anywhere a squirrel can be in relation to a hollow log—i.e. over, under, near, etc.), looks like, appears to be, etc.
- **Episode**—information about a specific event
  - around this time, led to, lasted for, began when, shortly thereafter, subsequently, etc.
- **Generalization/Principal**
  - for example, conclusively, if…then, most convincing, truly, moreover, arguably, etc.
- **Cause/Effect**
  - accordingly, as a result of, consequently, effects of, when…then, in order to, etc.

Concept mapping associates a particular graphic organizer (or set of GOs) with each text structure. Sharing these with students prior to reading a passage and having them fill them in as a post-reading strategy will help them to be able to recognize that different texts have different structures and to adjust their reading just as efficient readers do. (Doty, et al.)

**Objectives**

Teachers will

- Explore the use of the concept map strategy
- Practice applying the use of a concept map to a sample text
- Brainstorm ways to use concept maps with one’s own text(s)

**Resources**

For model lesson:
• Chapter of a sample text book  
• Copies of blank concept maps for every teacher  
• Jeremy Kitson video on concept maps

Instructional Plan

Preparation

• Chart paper with templates for selected concept maps to go along with chapter(s) from sample text book(s)  
• Have a copy of the chapter(s) from a sample text book(s)  
• Have enough handouts of blank concept maps and packets for every teacher.  
• Tell teachers to bring a copy of a text they use in class with them.

Instruction and Activities

Announce- Explain the term “concept map” to the teachers. Provide them with the handout packet explaining concept maps and containing several samples of blank concept maps for different purposes. Preview packet with them, showing the wide variety of concept maps and the purposes for which each is suited. This is a strategy that can be used throughout the year in all subjects.

Modeling- With a short section from a text, model creating a concept map on a template on the chart paper. (Suggestion—chronological sequence concept map works well for mathematic formulae, comparison/contrast block pattern works well for geometric figures, concept/definition for any concept that has a specific set of characteristics.)

Practice- Have teachers work in pairs or small groups to fill out a blank concept map using the sample text(s). (You may choose to either have all groups using the same text/concept map or you may have each group do a different type of concept map with a different text.) Have groups chart their responses on the templates on the chart paper. If time allows have them explain the process they went through to create the concept map.

Apply- Have teachers use the texts they brought and the packet to brainstorm ways they could incorporate concepts maps into their lessons.

Support- Show teachers a portion of the concept map video with the teacher modeling how to fill in a portion of the map and the part where he directs the students to use the completed maps to figure out the quantum number of a sample. Explain that this video shows the modeling phase of the instructional process. Ask teachers how they would move on to the “practice” and “apply” phases of the instructional process with their students. Provide clarification of
these phases if necessary, and emphasize the importance of following this “gradual release” instructional process.

Follow up

- Coach observation of teachers’ modeling of concept map strategy
- Make a plan for assessing student use of concept map strategy
- Collect lesson ideas from teachers and/or videotape lessons to share with the staff
- Post electronic copy of concept map packet on shared drive if available or provide an electronic copy via email or a hard copy to each teacher to adapt/copy for classroom use

Link

http://learn.nefec.org/resources/content/secondary/comprehension/strategies/index.htm

Estimated Lesson Time

30 minutes

Overview of the Video

The video show Stephen Murray demonstrating an outlining technique focusing on text structure as a means of helping students organize information from non-fiction text books. Stephen uses his history book as a source to model the outlining technique. He alerts his students to different text structures such as bold, colored print to indicate level of topics as well as vocabulary and important information relating to people and places. He then engages the students in a discussion of ways they can apply this technique to other content areas.

From Theory to Practice

Adolescent Literacy in the Content Areas.  
http://knowledgeloom.org/adlit/index.jsp

This site focuses on adolescent literacy as it relates to content areas. It includes specific information relating to comprehension strategies including teaching students about text structures. The content has been prepared by The Education Alliance at Brown University and CRM (Center for Resource Management), as partners in the Northeast and Islands Regional Educational Laboratory.
This paper focuses on comprehension and includes information about teaching students about text structures.

This publication is based on work supported by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. It contains a compilation of research as well as practical ideas for practice that impacts adolescent literacy.

The purpose of this document is to provide a research-based resource for media, policymakers, and teachers that acknowledges the complexities of reading as a developmental process and addresses the needs of secondary readers and their teachers.

Objectives

Teachers will

- Explore the use of examining text features as a means of outlining and summarizing important information from non-fiction text.
- Discuss the importance of modeling, guided practice, and independent learning.
- Examine the relationship analyzing text structures and comprehension.

Resources

- Outlining from Text Structure Handout
- Explicit Teaching Cycle Handout
- Stephen Murray’s Video Outlining from Text Structure
- Content Area Textbooks

Instructional Plan
Preparation

- Chart paper and markers.
- Copies of enough handouts for every teacher.
- Overhead of “How to recycle practically anything: Old myths are shattering and new options come online.”

Instruction and Activities

Initiation- Ask teachers to form groups of teachers who are teaching the same content area. Ask them to consider the following question: What are the barriers to students reading your textbook? Allow time for conversation. Chart their responses

Announce, Define, Provide an Example- Introduce the concept of “Before Reading” activities. Share with the teachers that helping students examine the text features of their textbooks will help students become better readers of the text, improve their ability to comprehend text and to remember important information contained in text.

- Helps students become acquainted with the text organization
- Activates background knowledge
- Gives students a purpose for reading
- Provides a schema for remembering important details

Show Steven Murray’s Video. Allow time for discussion. Refer participants to handouts

Modeling- Model the outlining from text structure using “How to recycle practically anything: Old myths are shattering and new options come online.”

- Place magazine article on the overhead. Ask participants to write down the title of the article. Then ask them to write a brief statement indicating what they think the article will be about. Allow a few minutes for them to write this down individually, and then ask for volunteers to share. Chart their responses.
- Next have the participants write down the headers of the sub-sections from the article (you may just want to include the first 4 or 5) and write down what they think will be the focus of each section.
- Pass out the article and ask the participants to read the article and confirm whether or not their predictions were correct. Allow time for small group and whole group discussion. Focus on how outlining the title and subheadings helped prepare them for the text.
Guided Practice- Working in content-area groups, have the participants outline one of the passages from their textbook. Ask them to discuss the text features specific to their textbooks they will emphasize with their students.

Application- Ask teachers to discuss in their groups how implementing this strategy might help students better understand their textbooks. Allow time for discussion.

Follow-up
- Coach observation of teachers’ modeling text outlining in the classroom.
- Develop lesson plans implementing text outlining.
- Collect lesson ideas from teachers and/or videotape lessons to share with the staff.

Small Group Reciprocal Teaching-Crystal Van Cleef

Link
http://learn.nefec.org/resources/content/secondary/comprehension/strategies/index.htm

Estimated Lesson Time
30 minutes

Overview of the Video
In the video Crystal Van Cleef reviews each of the Reciprocal Teaching Strategies with her 8th grade class. She points out that the class is well on their way to independence. However, in the video she continues to provide support to each of the groups by contributing to the dialogue. She mentions that summarizing tends to be more difficult for the students. Therefore, this lesson combines two activities to help students prepare for the RT strategy of summarizing.

From Theory to Practice

- Summarizing teaches students to develop a brief description of the text.
- Summarizing is the most difficult of the four strategies because it incorporates several skills.
- Students must learn to focus on the key points with the restatement in their own words.

- Summarizing improves students' reading comprehension because they must recall the important events in a story.
- Summarizing requires modeling and many opportunities for practice.
- Students need creative assistance when writing a summary.

Objectives

Teachers will

- Model how to determine the most important parts in a text.
- Provide vocal & written examples of the important parts of the text.
- Illustrate to the students how to narrow the information.
- Assist students in creating a quality summary.

Resources

- Reciprocal Teaching Handout
- Article found at [http://en.wikipedia.org/wiki/The_Bad_Beginning](http://en.wikipedia.org/wiki/The_Bad_Beginning)
- Crystal Van Cleef video on Reciprocal Teaching
- 3 sizes of sticky notes

Instructional Plan

Preparation

- Teacher will pass out three sizes of sticky notes to each student.
- Copies of the “Plot Summary” from The Bad Beginning
- “Somebody….Wanted…..But…….so” written on the board

Instruction and Activities

Initiation- Discuss the elements of a summary. Make it clear to students that a summary only focuses on the important events. Good summaries are short and to the point. Summaries include the main ideas of the passage.

Modeling- Model summarizing by reading aloud the first paragraph of the excerpt from The Bad Beginning. Use the summary frame written on the board to summarize the first paragraph. This will show students how the Summary Frame helps them narrow the main ideas into a summary.

Example- Using the summary frame “Somebody wanted but so…….” the teacher will model how to pull out the main ideas in the first paragraph. For
example, the summary may read…….The Baudelaire orphans WANTED to enjoy a day at the beach, BUT they receive news their parents have died, SO they must stay with Count Olaf.

Model with teacher interactions- Read the next paragraph, allowing students to write a summary using the summary frame on the board. Students will share aloud their summaries with the teachers support for eliminating unnecessary details.

Brainstorming- Ask students to name all the reading strategies they must use in order to create a summary. For example: finding the main idea, leaving out unnecessary details, and etc. List these on chart paper or the board.

Video- Remind teachers that summarizing is only one of the four RT strategies. The video shows all four at one time. This is only one section of RT.

Application- Using the remainder of the plot summary from The Bad Beginning, students will read 3 paragraphs independently. Using a large sticky note, they must list all the important details from the story. The teacher explains that this summary must be written in normal handwriting (NO tiny writing). Students then must read over their notes. At this point, ask them to cross out details that are not the most important. This information is transferred to the medium sticky note. Students will take the medium summary and reduce it to the smallest sticky note as a final summary. It might be a good idea to have them use the Summary Frame again : Somebody…..Wanted…But……..So. This final summary should be concise and to the point. The main idea should be captured.

Where to begin- Have teachers share out how they can use the summarizing strategies to help students narrow their thought process. Remind teachers that the dialogue of Reciprocal Teaching is very important. Students must be able to discuss in small groups to reinforce their comprehension of the story.

Follow-up

• Coach models a Summary Frame
• Teachers observe and listen to the other teachers ideas.
• Collect lesson ideas from teachers and/or videotape lessons to share with the staff.
• Visit other classrooms for summarizing & other Reciprocal Teaching tips.
Reciprocal Teaching

Questioning
- Ask questions that begin with who, what, when, where, why, or how.
- Ask one main idea question.
- Ask one inferential question.
- Ask one inferential (“Think & Search”) question. Start with why or how.

Clarifying
- Look for confusing words or ideas. Try, “I can’t figure out…” or, “This is tricky because…”
- Try at least two strategies to clarify the confusing word or idea.
- Explain how you figured out the difficult words or ideas.

Summarizing
- Skim the text to identify main ideas.
- Use your own words to explain “the main thing.”
- Keep it short. Leave out details.

Predicting
- Use clues from the text plus your own knowledge.
- Make an educated guess about what you will read.
- Try, “I think…” or, “I wonder…”