



## Enhancing Core Reading Instruction

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## Before Reading Practices

- Teach the pronunciation and meaning of critical, unknown vocabulary words.
- Teach or activate any necessary background knowledge.
- Preview the story or informational passage.

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Teach the meaning of critical, unknown vocabulary words.

**BIG IDEA: If students understand the meaning of critical vocabulary in the passage, their comprehension will be enhanced.**

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## Teach the meaning of critical, unknown vocabulary words. Why

- Vocabulary is related to reading comprehension.
- “Indeed, one of the most enduring findings in reading research is the extent to which students’ vocabulary knowledge relates to their reading comprehension.” (Osborn & Hiebert, 2004)

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## Teach the meaning of critical, unknown vocabulary words. Why - Vocabulary Gap

- Children enter school with different levels of vocabulary. (Hart & Risley, 1995)
- Cumulative Vocabulary (Age 4)
  - Children from professional families 1100 words
  - Children from working class families 700 words
  - Children from welfare families 500 words
- Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)

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## Teach the meaning of critical, unknown vocabulary words. Why - Vocabulary Gap

- Children who enter school with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary knowledge. (Baker, Simmons, & Kame'enui, 1997)
- Gap in word knowledge persists though the elementary years. (White, Graves, & Slater, 1990)
- The vocabulary gap between struggling readers and proficient readers grows each year. (Stanovich, 1986)

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## Teach the meaning of critical, unknown vocabulary words. How

“Until schools are prepared to emphasize vocabulary acquisition, especially in the primary grades, less advantaged children will continue to be handicapped even if they master reading written words.” (Biemiller & Boote, 2006)

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## Attributes of Good Vocabulary Instruction

1. Select of words that enhance academic success.
  - Content Vocabulary - Background knowledge
  - Academic Vocabulary - Generalize across domains
2. Group words semantically.
3. Provide student-friendly explanations.
4. Teach parts of words.
5. Provide multiple exposures to terms and meanings.
6. Provide sufficient amount of instructional time.
6. Expand instruction to "word relatives".
7. Have students maintain a log of vocabulary terms.
8. Post words on word wall.
9. Provide judicious review.

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## Teach the meaning of critical, unknown vocabulary words. Preparation - Selection of vocabulary

- Select a **limited number** of words for robust, explicit vocabulary instruction.
- **Three to ten words** per story or section in a chapter would be appropriate.
- Briefly **tell students the meaning of other words** that are needed for comprehension.

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## Teach the meaning of critical, unknown vocabulary words. Preparation - Selection of vocabulary

- Select words that are **unknown**.
- Select words that are **critical** to passage understanding.
- Select words that students are likely to encounter in the **future** and are generally useful. (Stahl, 1986)
  - Focus on Tier Two words (Beck & McKeown, 2003)
  - Academic Vocabulary
- Select words that are more difficult to obtain.
  - Not defined in the text
  - Abstract reference
  - Unknown concept

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## Teach the meaning of critical, unknown vocabulary words. Preparation - Selection of vocabulary

- Tier One - Basic words
  - chair, bed, happy, house
- **Tier Two - Words in general use, but not common**
  - concentrate, absurd, fortunate, relieved, dignity, convenient
- Tier Three - Rare words limited to a specific domain
  - tundra, igneous rocks, weathering

(Beck & McKeown, 1985)

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## Teach the meaning of critical, unknown vocabulary words.

Preparation - Selection of vocabulary

Second Graders	Fifth Graders
<b>Enemy Pie</b> by Derek Munson	<b>The Family Under the Bridge</b> by Natalie Savage Carlson (for Chapter 1)
perfect	monsieur
trampoline	cathedral
enemy	cowered
recipe	hidey-hole
disgusting	hyacinths
earthworms	fragile
ingredients	oleanders
horrible	gratitude
nervous	fastidious
invited	loitering
relieved	roguish
boomerang	adventure

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## Teach the meaning of critical, unknown vocabulary words.

Preparation - Student-friendly explanation.

- **Dictionary Definition**
  - **Attention** - a. the act or state of attending through applying the mind to an object of sense or thought  
b. a condition of readiness for such attention involving a selective narrowing of consciousness and receptivity
- **Explanation from Dictionary for English Language Learners**  
(*Elementary Learner's Dictionary* published by Oxford)
  - **Attention** - looking or listening carefully and with interest

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## Teach the meaning of critical, unknown vocabulary words.

Instructional Routine

(Note: Teach words **AFTER** you have read a story to your students and **BEFORE** students read a selection.)

### Step 1. Introduce the word.

- a) Write the word on the board or overhead.
- b) Read the word and have the students repeat the word.  
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

Introduce the word with me.

**“ This word is relieved. What word?”**

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## Teach the meaning of critical, unknown vocabulary words.

Instructional Routine (continued)

### Step 2. Present a student-friendly explanation.

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

Present the definition with me.

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

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**Teach the meaning of critical, unknown vocabulary words.** Instructional Routine (continued)

**Step 3. Illustrate the word with examples.**

- a) Concrete examples.
- b) Visual representations. (google images, www.taggalaxy.com)
- c) Verbal examples.

*Present the examples with me.*

***“When the spelling test is over, you feel relieved.”***

***“When you have finished giving the speech that you dreaded, you feel relieved.”***

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**Teach the meaning of critical, unknown vocabulary words.** Instructional Routine (continued)

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

*Check students’ understanding with me.*

***When the students lined up for morning recess, Jason said, “I am so relieved that this morning is over.” Why might Jason be relieved?***

***When Maria was told that the soccer game had been cancelled, she said, “I am relieved.” Why might Maria be relieved?***

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**Teach the meaning of critical, unknown vocabulary words.** Instructional Routine (continued)

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

*Check students’ understanding with me.*

***“If you were nervous singing in front of others, would you feel relieved when the concert was over?”***

*Yes “Why?”*

***“If you loved singing to audiences, would you feel relieved when the concert was over?” No “Why not?” it was not difficult for you.***

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**Teach the meaning of critical, unknown vocabulary words.** Instructional Routine (continued)

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

*Check students’ understanding with me.*

***“Tell your partner a time when you were relieved.”***

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## Teach the meaning of critical, unknown vocabulary words.

Instructional Routine (continued)

- Step 4. **Check students' understanding.**  
Option #4. **Provide students with a "sentence starter". Have them say the complete sentence.**

Check students' understanding with me.

***Sometimes your mother is relieved. Tell your partner when your mother is relieved. Start your sentence by saying, "My mother is relieved when \_\_\_\_\_."***

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## Teach the meaning of critical, unknown vocabulary words.

Did the teacher:

1. Introduce the word?
2. Present a student-friendly explanation?
3. Illustrate the word with examples?
4. Check students' understanding?

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## Teach or activate necessary background knowledge.

**Big Idea: If students have the background knowledge required by a passage, their comprehension will be enhanced.**

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## Background Knowledge - What

- ...what one already knows about a subject. Stevens, 1980
- ...all knowledge learners have when entering a learning environment that is potentially relevant for acquiring new knowledge.

Biemans & Simons, 1996

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## Background Knowledge - What

- Personal Background Knowledge

### Academic Background Knowledge

#### Declarative Knowledge

- Facts
- Word meanings
- Academic concepts
- Schema
- Relevant personal experiences
- Political, social, historical contexts

#### Procedural Knowledge

- Procedures
- Strategies

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## Background Knowledge - Why

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

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

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

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

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## Background Knowledge - Why

“Students who lack sufficient background knowledge or are unable to activate it may struggle to access, participate, and progress through the **general curriculum**.” Strangman, Hall, & Meyer, 2004

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## Background Knowledge

### **BIG IDEA**

Even a thin slice of background knowledge is useful.

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## Teach critical background knowledge. How

### Preparation

1. What is critical?
2. What information would ease acquisition of new knowledge?
3. What information would reduce cognitive overload?

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## Teach critical background knowledge. How

### Anchor Instruction in:

- Power Point
- Supplementary Informational Text
- Visuals
- Video
- Graphic Organizer

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## Teach critical background knowledge. How

### Anchor in Power Point

*Number the Stars - Historical Context*

Reflect on the lesson. Record good practices.

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## Teach critical background knowledge. How

### Anchor in supplementary informational text.

- Video #1 - Historical context of biography about *Harriet Tubman*. Record good instructional practices.

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Teach critical background knowledge. How

### Anchor in Visuals

- Have students interpret topic - related pictures. Croll, et. al, 1986
- Using visuals especially helpful to English Language learners. Hudson, 1982; Fitzgerald & Graves, 2004/2005

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Teach critical background knowledge. How

### Anchor in Video Clip

- Select well-crafted video.
  - Appropriate length
  - Major points stressed
  - Matches necessary background knowledge
- Scaffold "information dense videos" (e.g., watch more than one time, provide limited focus for each viewing)
- Opportunity to focus on visual literacy skills. (Cena & Mitchell, 1998)

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Teach critical background knowledge. How

### Anchor in Graphic Organizer

Provide students with an outline or graphic organizer overview of facts and concepts that show relationship among the concepts and ideas in the chapter. Darch & Gersten, 1986; Griffin, Simmons, & Kame'enui, 1991)

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Preview the story or article.

**Big Idea: If students preview a passage, their comprehension will be enhanced.**

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## Preview - Narrative Passage

Teacher-lead preview focusing on story grammar elements (based on Graves et. al, 1983)

Examine Plot Synopsis (back cover/front flap)

- title
- settings (Provide historical background.)
- characters (Provide descriptive list of characters.)
- conflict
- plot
- events
- theme *(See Example 8)*

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## Preview Informational Passage

As the student previews, he/she discovers:

- the topics to be covered,
- the information that will be emphasized,
- how the material is organized.
- In addition, background knowledge is activated.

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## Preview - Informational Passage

- Guide students in previewing the chapter and formulating a topical outline using the **text structure**: title, introduction, headings, subheadings, questions.
- Have students preview the selection independently, with his/her partner, or team members.

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## Preview informational passage. Strategy

### Warm-Up

Before you read a chapter or a section of a chapter in your science, social studies, or health book, Warm-up. Get an idea of the chapter's content by previewing these parts.

#### BEGINNING

- Title
- Introduction

#### MIDDLE

- Headings
- Subheadings

#### END

- Summary
- Questions

Curriculum Associates, Skills for School Success

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## During Reading Practices

- Ask appropriate questions during passage reading.
- Scaffold higher order questions by asking literal questions.
- Guide students in generating questions.
- Teach strategies that can be applied to passage reading.

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## Ask appropriate questions during passage reading.

### **BIG IDEA:**

Asking students questions during passage reading has proven effectiveness in improving the comprehension of students.

(Morrow & Gambrell, 2001)

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## Ask appropriate questions during passage reading. Why

- Asking teacher-generated questions is one of the research-validated comprehension procedures outlined by the *National Reading Panel*.

(NRP, 2000)

- **Why??**

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## Ask appropriate questions during passage reading.

- Utilize the questions provided in the reading program.
- OR
- Generate questions on the text.

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## Ask appropriate questions during passage reading.

Types of questions

**Memory Questions** (who, what, when, where)

**Convergent Thinking Questions** (why, how, in what ways)

**Divergent Thinking Questions** (imagine, suppose, predict, if/then)

**Evaluative Thinking Questions** (defend, judge, justify, what do you think)

(Ciardiello, 1998)

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## Ask appropriate questions during passage reading.

Example - Traditional Skill-Based Questions on Story

1. Cause and Effect. *Why did Blue Cloud lose interest in her doll?*
2. Cause and effect. *Why was it so important that Lakota children learn silence?*
3. Draw conclusions. *Why did Blue Cloud have to pester her mother to let her hold the baby?*
4. Draw conclusions. *Why did mother finally agree to let Blue Cloud take care of Little Bear?*

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## Ask appropriate questions during passage reading.

Question Asking Procedure

### Procedure for asking questions

1. Have students read a segment of the text.
2. Ask the question and give thinking time.
3. Have students share answers with their partners. Provide a "sentence stem".
4. Call on a student to answer the question.
5. Discuss the answer with the class.  
Teach students the following discussion responses.  
"I agree with \_\_\_\_\_."  
"I agree with \_\_\_\_\_ and ...."  
"I agree with \_\_\_\_\_ but ....."  
"I disagree with \_\_\_\_\_ because....."  
"I disagree with \_\_\_\_\_ . Instead....."

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## Scaffold higher order questions by asking literal questions.

Was the baby easy for Blue Cloud to hold? Why or why not?

Why did mother keep Little Bear in a cradleboard on her back?

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

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## Scaffold higher order questions by asking literal questions.

What questions might you ask students before asking the question below to scaffold/support formulation of their answers?

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

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## Guide students in generating questions.

### Student-Generated Questions based on Headings and Subheadings

#### Class Option:

1. Class reads the heading/subheading.
2. Students verbally generate questions with their partner.
3. Students suggest questions based on the heading or subheading.
4. Teacher records questions on board/overhead/smartboard.
5. Class reads section of text (silent reading, partner reading, choral reading, cloze reading).
6. Teacher and students discuss answers to the student generated questions.

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## Guide students in generating questions.

### Student-Generated Questions based on Headings and Subheadings

#### Partner Option:

1. Partners read the heading or subheading.
2. The partners write down one to three questions.
3. Partner #1 reads section and Partner #2 follows along.
4. Partners answer their questions in writing or verbally.
5. Partners reverse reading roles.

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## Teach strategies that can be applied to passage reading.

### BIG IDEA:

Instruction in specific cognitive strategies can improve reading comprehension for all students and, most particularly, can assist struggling readers.

(RAND Reading Study Group, 2002)

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## Teach strategies that can be applied to passage reading.

Competent Reader Strategies

Comprehension strategies are used:

- “to relate ideas in a text to what they already know;
- to keep track of how well they are understanding what they read;
- when understanding breaks down, to identify what is causing the problem and how to overcome it.”

(Lehr & Osborne, 2006)

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## Teach strategies that can be applied to passage reading.

### ▪ Comprehension Monitoring

**Monitor** how well you understand what you are reading.

- *Does this make sense?*

If it doesn't make sense, use a **fix-up strategy**

- *Reread.*
- *Look back.*
- *Read ahead.*
- *Restate in your own words.*

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## Teach strategies that can be applied to passage reading.

Competent Reader Strategies

- **Monitoring** - Monitoring comprehension and “fixing up.”
- **Retelling** - Telling the events in a story.
- **Predicting** - Making informed predictions.
- **Questioning** - Asking yourself questions as you read.
- **Visualizing** - Making mental pictures.
- **Summarizing** - Pulling together the most important information.

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## Teach strategies that can be applied to passage reading.

Strategies based on Text Structure

### The Big Idea:

The ability to identify and take advantage of text organization can contribute to students' comprehension.

(Dickson, Simmons, & Kameenui, 1998)

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**Teach strategies that can be applied to passage reading.** Strategies based on Text Structure

- **Narrative** Structure (Story Grammar)
- **Expository** (Informational) Structure

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**Teach strategies that can be applied to passage reading.** Strategies based on Text Structure

**Narrative Structure - Story Grammar**

- Students are taught the structural elements of a story including: (List story elements such as title, setting, etc.)

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**Teach strategies that can be applied to passage reading.** Strategies based on Text Structure

When students were explicitly taught how to identify **story grammar** elements, it

- Improved students ability to retell and summarize stories.
- Transferred to other stories.

(Morrow, 1985)

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**Teach strategies that can be applied to passage reading.** Strategies based on Text Structure

**Summarize the story.**

- **Title**
- **Setting(s)**
- **Main Characters**
- **Problem**
- **Attempts to resolve the problem**
- **Solution**
- **What happened in the end**

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## Teach strategies that can be applied to passage reading.

Strategies based on Text Structure  
Expository Strategies

- Teach students strategies that focus on the pattern of **expository materials**.
  - Each paragraph represents a "body of knowledge".
  - Determine the topic of the paragraph.
  - Determine the critical details that support the topic.
- **Read - Stop - Respond**

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## Teach strategies that can be applied to passage reading.

Expository Strategies - Paragraph Shrinking

### Paragraph Shrinking

1. **Name the who or what.**  
(The main person, animal, or thing.)
2. **Tell the most important thing about the who or what.**
3. **Say the main idea in 10 words or less.**

(From the PALS program by Fuchs, Mathes, and Fuchs)

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## After Reading Practices

- Guide students in summarizing critical content using graphic organizers.
- Engage students in a discussion.
- Have students answer written questions.
- Have students write summaries of what they have read.

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## Guide students in summarizing critical content using graphic organizers.

### Big Idea:

The main effect of graphic organizers appears to be on the improvement of the reader's memory for the content that has been read.

(Harris & Hodges, 1995)

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**Guide students in summarizing critical content using graphic organizers.** Why

**Graphic organizers:**

- Help students represent content graphically.
- Organize ideas to show the relationship between ideas.
- Support students' memory of the content that they have read.

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**Guide students in summarizing critical content using graphic organizers.**

Graphic organizers for:

- **Narrative Text** (referred to as **Story Maps**)
- **Expository Text**

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**Engage students in a discussion.**

**BIG IDEA:**

Engaging students in a discussion can increase their depth of text processing and subsequent comprehension.

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**Engage students in a discussion.**

- Ask engaging questions.
  - What was your favorite part of the story?
  - What surprised you in the story?
  - What did the author want us to feel about \_\_\_\_\_?
  - How is this story similar to \_\_\_\_\_?
  - What is another way the story could have ended?

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## Engage students in a discussion.

1. Ask a question.
2. Provide thinking time.
3. Have students discuss answer with their partners.
  - Provide a sentence stem.
  - Ask #1 or #2 to say answer using one of the “discussion frames.”
4. Call on a student. Ask other students to respond using the discussion frames.

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## Have students answer written questions.

### **BIG IDEA:**

When answering written questions, students will deeply process the information, enhancing their reading comprehension.

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## Have students answer written questions. How

- Teach students to change the question into part of the answer and write the partial answer down.
- For each written question, have students determine if the answer is :
  - In the book OR
  - In my head
- Guide students in applying the QAR strategy.

(Raphael, 1986)

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## Have students write summaries of what they have read.

### **BIG IDEAS:**

- Writing about what you have read can improve your comprehension.
- Expressing ideas in writing helps the reader organize ideas.

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**Have students write summaries of what they have read.**

When you summarize, you have to

- Determine what is important.
- Condense information.
- Put it in your own words.
- Become more aware of the content, and the relationships between ideas.

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**Have students write summaries of what they have read.** Narrative Summaries

- Alternative procedures for organizing ideas.
  - Use of story frames (Duke & Armistead, 2003)
  - Translate summary from story map

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**Have students write summaries of what they have read.** Simple Story Frame

The main character in this story is \_\_\_\_\_.  
The problem in the story is \_\_\_\_\_.  
This is a problem because \_\_\_\_\_.  
The problem is solved when \_\_\_\_\_.

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**Have students write summaries of what they have read.** Story Frame

\_\_\_\_\_ took place in \_\_\_\_\_.  
The main character was \_\_\_\_\_,  
a \_\_\_\_\_. In this story,  
\_\_\_\_\_’s problem was \_\_\_\_\_.  
He/she tried to resolve this problem by \_\_\_\_\_.  
In the end, the problem was solved when \_\_\_\_\_.

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## Have students write summaries of what they have read.

Expository Summaries

- Alternative procedures for organizing ideas.
  - Complete a paragraph frame.
  - Have students use a writing strategy to organize ideas.

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## Have students write summaries of what they have read.

Expository Frame

Canoes have changed over time. Native Americans made canoes from \_\_\_\_\_ and \_\_\_\_\_.

To make canoes from birch bark, they had to \_\_\_\_\_ . To make canoes from logs, they had to \_\_\_\_\_ . Today canoes are \_\_\_\_\_ .

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## Have students write summaries of what they have read.

Writing Strategy

Write down the topic of the summary.

**List** - Make a list of important details.

**Cross-out** - Cross out any unnecessary or weak details.

**Connect** - Connect ideas that could go together in one sentence.

**Number** - Number the details in the order that they will appear in the paragraph.

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## Have students write summaries of what they have read.

Writing Strategy

List your Ideas

### *Penquin's birth*

- *Male takes care of egg*
- *Female lays egg*
- *Female leaves*
- *Female spends winter at sea*
- *Male puts egg on his feet under belly*
- *Male stays on egg for two months*
- *Male doesn't eat*
- *Egg hatches*
- *Male must care for baby*

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**Have students write summaries of what they have read.** Writing Strategy

Cross-out, Connect, Number

*Penguin's birth*

- 3 *Male takes care of egg*
- 1 *Female lays egg*
- 2 *Female leaves*
- Female spends winter at sea
- 4 *Male puts egg on his feet under belly*
- Male stays on egg for two months
- 5 *Male doesn't eat*
- 6 *Egg hatches*
- Male must care for baby

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**Have students write summaries of what they have read.** Writing Strategy

The birth of penguins is fascinating. The female penguin lays an egg. However, the female penguin leaves soon after laying the egg and spends the winter in the sea. Meanwhile the male must take care of the egg. For two months, he places the egg on his feet under his belly. During this time, the male penguin doesn't eat. Even after the baby penguin hatches, the male penguin must still care for the baby.

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