



COMMON CORE 6-12
Early Release Day Focus 2013-2014

READING COMPREHENSION
STRATEGIES
ACROSS
THE SECONDARY
SUBJECT MATTER DISCIPLINES

NOTES ON VOCABULARY ER DAY



TODAY'S GOAL



- PROVIDE SECONDARY TEACHERS WITH “REAL” STRATEGIES THAT WILL INCREASE READING COMPREHENSION IN GRADES 6-12.

OPENING ACTIVITY



- ON YOUR SHEET OF PAPER WRITE...
- NUMBERS 1-10
- YOU WILL NOW FOLLOW MY DIRECTIONS TO SELECT A LIST OF VOCABULARY WORDS THAT YOU USE IN YOUR CONTENT AREA!!!

CONSIDER THIS



According to Common Core and MSTAR, every teacher in the building is a teacher of **READING, WRITING, and LANGUAGE.**



Language Anchor Standard # 6



- Acquire and use accurately a range of general and academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate **independence in gathering vocabulary** when encountering an unknown term important to comprehension or expression.

MSTAR STANDARD



- **Standard 8 – Actively engages students in the learning process**

- Using a variety of instructional strategies
- Incorporating students' questions and ideas
- Engaging students in active learning by providing multiple opportunities to solve problems, manage themselves, analyze, create, and critique content; communicate with each other

- **Standard 10 – Brings multiple perspectives to the delivery of content**

- Connecting instruction to students' prior knowledge and daily lives as well as aspects of their community and life experiences
- Expand their understanding of local and global issues

FACE IT



- Universities/colleges do NOT prepare secondary teachers for this task.

Historically, secondary teachers are experts in their specific subject matter.

The assumption has been that ALL students can READ and COMPREHEND and secondary teachers teach CONTENT.



DATA REPORT



- HCSD state test scores at the secondary level show that students in Grades 6-12 know basic content information BUT lack READING COMPREHENSION skills at a high level of thinking.



NEW MONKEY ON OUR BACKS



ALL secondary teachers
have the NEW challenge to
teach **READING
COMPREHENSION
SKILLS** through your
content.





TODAY'S
COMPREHENSION STRATEGY TO ATTACK IS...

VOCABULARY



- *Vocabulary is the best single indicator of intellectual ability and an accurate predictor of success at school.*

W.B. Elley

- *We think with words, therefore to improve thinking, teach vocabulary.*

A. Draper and G. Moeller

TURN AND SHARE



WHAT DOES NOT WORK?



1. Look them up
2. Use them in a sentence
3. Use context clues

WHAT DOES WORK?



1. Integration—connecting new vocabulary to prior knowledge
2. Repetition---encountering/using the word/concept many times
3. Meaningful Use---multiple opportunities to use new words in reading, writing, and discussion

Choosing Words



- Isabel Beck's--- vocabulary words into three tiers:
- Beck--- students will benefit the most academically by focusing instruction on the tier two words

TIER WORDS



Tier 3---highly specialized, subject specific; frequency of these words is quite low and often limited to specific fields of study

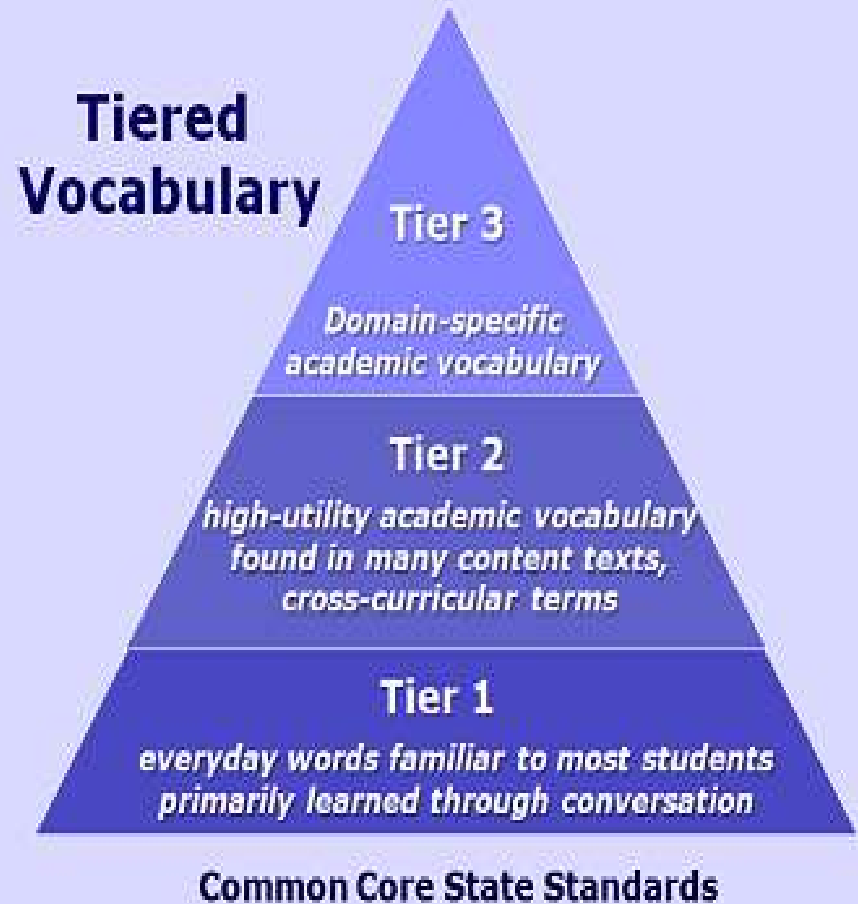
(Aorta, Neurology, Legislature, Circumference, Mozart, Physiology, Feudalism) – Teach within context using predictive and decoding strategies – define as needed

Tier 2---abstract, general academic language across content areas; crucial when using mature academic language – teach explicitly

(analyze, synthesize, justify, repetition, endurance, coincidence, reluctant, analysis, empire)

Tier 1---Basic words that rarely require instructional focus and are encountered in conversation/oral vocabulary

(Door, house, book,)



How do I determine that a word is **TIER 2?**

Word	Is this a generally useful word?	Does the word relate to other words and ideas that students know or have been learning?	Is the word useful in helping students understand text?	If you answer "yes" to all three questions, it is a Tier 2 word. If not, it is probably a Tier 3 word.

How Many Words?



In school settings, students can be explicitly taught a deep understanding of about 300 words each year.

Divided by the range of content students need to know (e.g., math, science, history, literature), of these 300–350 words, roughly 60 words can be taught within one subject area each year.

It is reasonable to teach thoroughly about eight to ten words per week. (Chall, 1996)

Teaching Words



The Six-Step Process to Effective Vocabulary Instruction

- 1. Provide a description, explanation, or example of the new term.**
- 2. Ask students to restate the description, explanation, or example in their own words.**
- 3. Ask students to construct a picture, pictograph, or symbolic representation of the term.**
- 4. Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks.**
- 5. Periodically ask students to discuss the terms with one another.**
- 6. Involve students periodically in games that enable them to play with terms.**

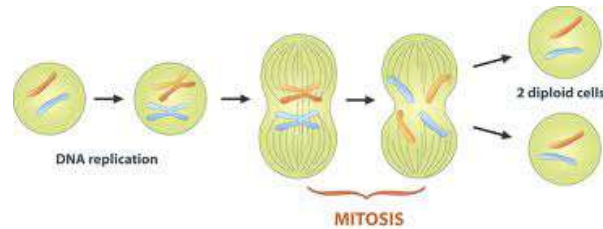


1 - Vocabulary Concept Card

Simple Vocabulary Concept Card



Divides the
chromosomes
in a cell
nucleus



Mitosis

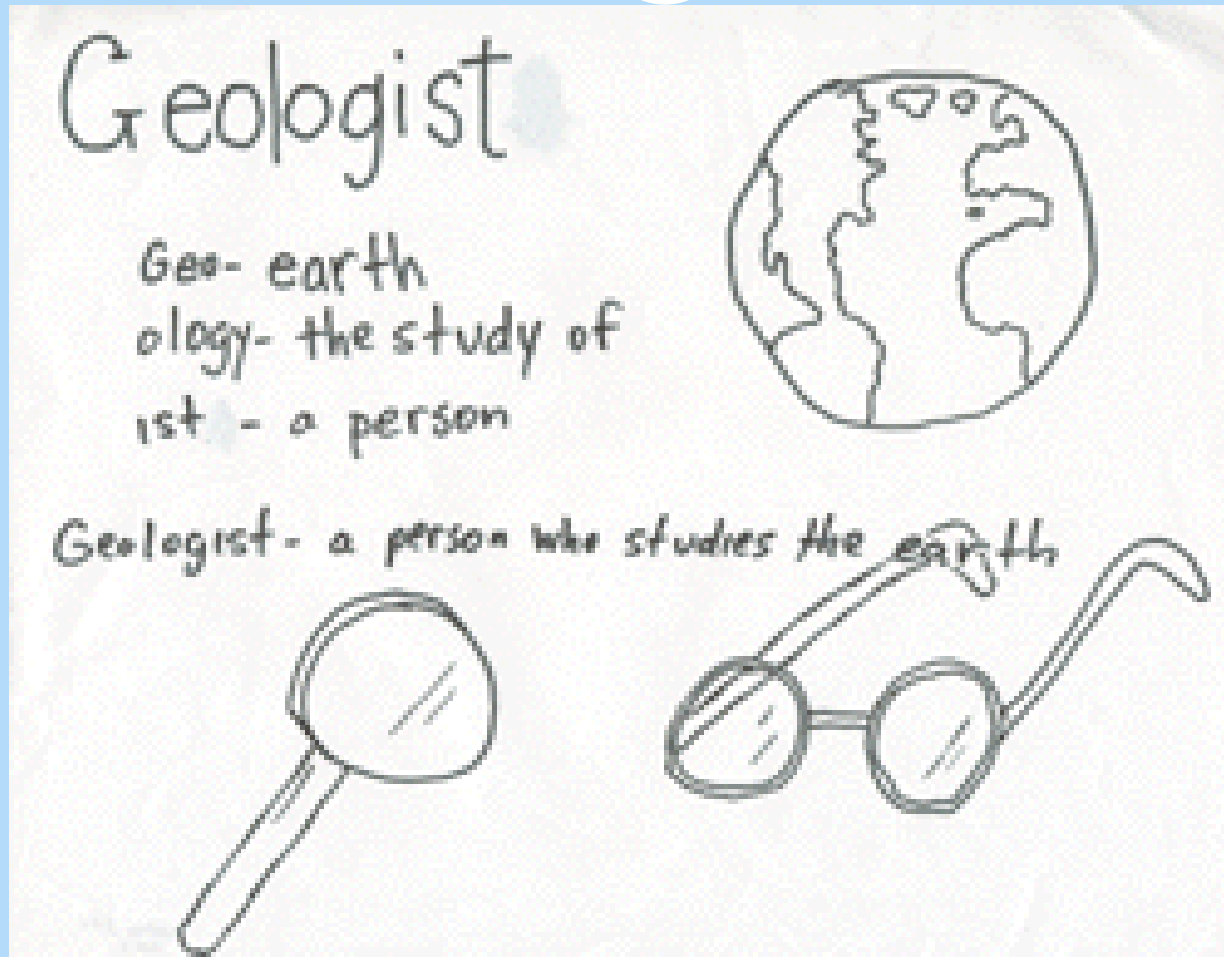
process by which a cell,
which has previously
replicated each of its
chromosomes, separates the
chromosomes in its cell
nucleus into two identical
sets of chromosomes, each
set in its own new nucleus

Cellular division

Meiosis

Mitosis

Intermediate Vocabulary Concept Card



Complex Vocabulary Concept Card



Inconceivable

Prefix
IN - Not
CON - with
1 receive
2 conceive
3 conceivability

Root
-ceiv- take

Suffix
Able
Able to be

Inconceivable - Impossible to comprehend or grasp fully

Complex Vocabulary Concept Card



Your Turn!

Directions:

Choose a word from your list that has a prefix and suffix.

Create a vocabulary concept card.

Share with your partner.



#2 - Word Why?



Word Why?



Directions:

1. Teacher/Student generates a question with the vocabulary word embedded
2. Students respond yes or no and justify their response

<http://www.online-stopwatch.com/eggtimer-countdown/full-screen/>



#3 - Generative Sentences



Generative Sentences



Directions: Teacher/Student generates a sentence in which the vocabulary word is specifically placed (first, second, third last etc).

*Generate sentences before class time.

Examples

(First):

Endurance music is often used during our workout sessions in the gym.

(Second):

The **endurance** of Rafael Nadal was unending in the U.S open final as against his archrival Novak Djokovic.

(Last):

Patience is an attribute of **endurance**.

ASSESSING WORDS



- **ASSESSMENT 1:**

Example: Mr. Lamont had the most *eclectic* wardrobe of any teacher on the high-school staff; rain or shine, he wore the same predictable brown loafers, a pair of black or brown pants, a white shirt, and a beige sweater vest.



#4 - Interactive Word Wall

Interactive Word Wall



Interactive Word Wall



Cells and the Human Body

Golgi Bodies

Mitosis

Multicellular

Stimuli

Reproductive



1. The _____ consist of layers of flattened sacs that takes up and processes secretory and synthetic products from the endoplasmic reticulum.
2. _____ is a detectable change in the internal or external environment.
3. _____ is a form of nuclear division.

Interactive Word Wall



Your Turn!

Directions:

Brainstorm words related to a specific within your subject area.

Place these words into categories and give the categories a label. This is your word wall.

Finally, create three cloze sentences and have a partner fill in the blanks with words from the word wall.

<http://www.online-stopwatch.com/candle-timer/full-screen/>



#5 – S.L.A.P



SLAP



- ✓ Say the word.
- ✓ **Look** for clues.
- ✓ **Ask** yourself what the word might mean; think of a word that expresses that meaning.
- ✓ **Put the word in the passage** in place of the unfamiliar word. Does it make sense?

<http://www.online-stopwatch.com/eggtimer-countdown/full-screen/>



#6 - Heads Together



Heads Together



Directions:

1. Teacher presents an academic word
2. Independently the students record their opinion description of the word (1-2 minutes)
3. Teacher says: Heads together
Students repeat: Heads together
Teacher says: one, two, three (slowly so that the students can get into places with their partners)
4. The students pair with 1 to 2 other students are evaluate, add or refine their responses.

ASSESSING WORDS

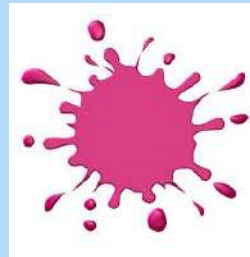


- ASSESSMENT 2:

Example: Mr. Lamont had the most *eclectic* wardrobe of any teacher on the high-school staff;



#7 - Word Splash



Word Splash



cells

neurons

cortex

chemicals

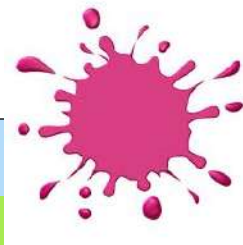
Brain

head

nervous system

body

process



Word Splash



1. The **brain** is the center of the **nervous system**.
2. A **neurotransmitter** is an endogenous **chemicals** that **transmit** signals from a **neuron** to a target **cell** across a **synapse**.



Word Splash



Your Turn!

Directions:

Using your previously created word wall, create a word splash.

Create two sentences addressing connections within your word splash as it relates to your topic.

Share your word splash with your partner.

<http://www.online-stopwatch.com/candle-timer/full-screen/>





#8 - Vocabgrabber



love

LOOK IT UP

SEARCH: EN
DISPLAY: EN

EDIT

PRINT

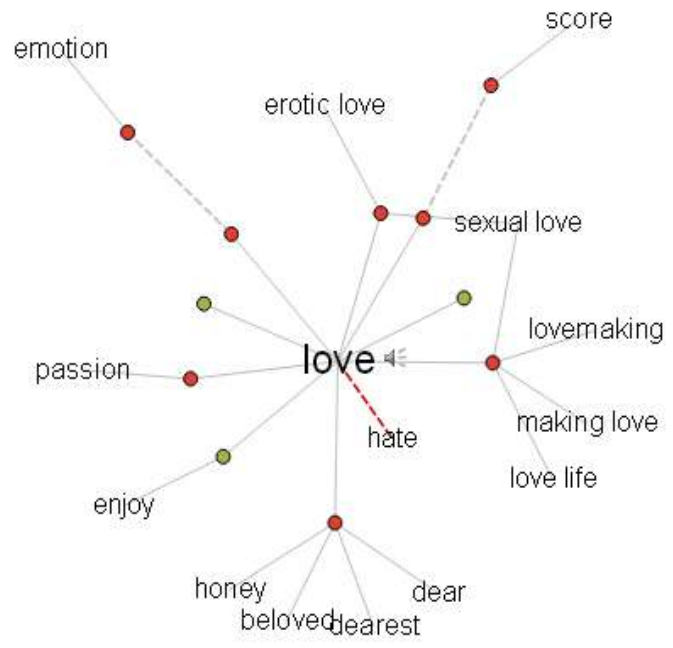
SHARE

HELP ON OFF

WORD SUGGESTIONS (50)

MY WORD LIST

SETTINGS



NOUNS ON OFF

- a strong positive emotion of regard and affection
- any object of warm affection or devotion
- a beloved person; used as terms of endearment
- a deep feeling of sexual desire and attraction
- a score of zero in tennis or squash

ADJECTIVES ON OFF

VERBS ON OFF

- have a great affection or liking for
- get pleasure from
- be enamored or in love with

ADVERBS ON OFF



#8 - Name It!



Name It!



Directions:

1. Organize students in pods of 2 or more.
2. One player should be facing the coaches (should not be able to see the word).
3. Present the vocabulary word/word phrase.
4. Underneath list the words in which the coaches can not use to elicit the vocabulary word you have selected.
5. Provide 1-2 minutes for the player to guess

*cue coaches to use examples, role play, antonyms, categories, events etc.



“Tiered Words”

- **Isabel Beck**
- **Domain-specific**
- **Academic Vocabulary**



“Concept Cards”

- Concept
- Card



“Generative Sentences”

- **position**
- **Sentences**
- **generate**

ASSESSING WORDS

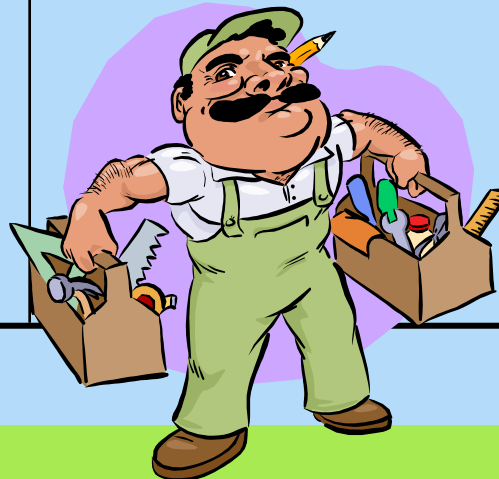


- ASSESSMENT 3:
- write relatively brief passage (one detailed paragraph)
- include six to ten words from the study list
- delete these words and leave blanks for students to complete.
- modified cloze assessment
- force students to scrutinize the context and draw upon a deeper understanding of the words' meanings.
- advise students to first read the entire passage and to then complete the blanks by drawing from their study list.

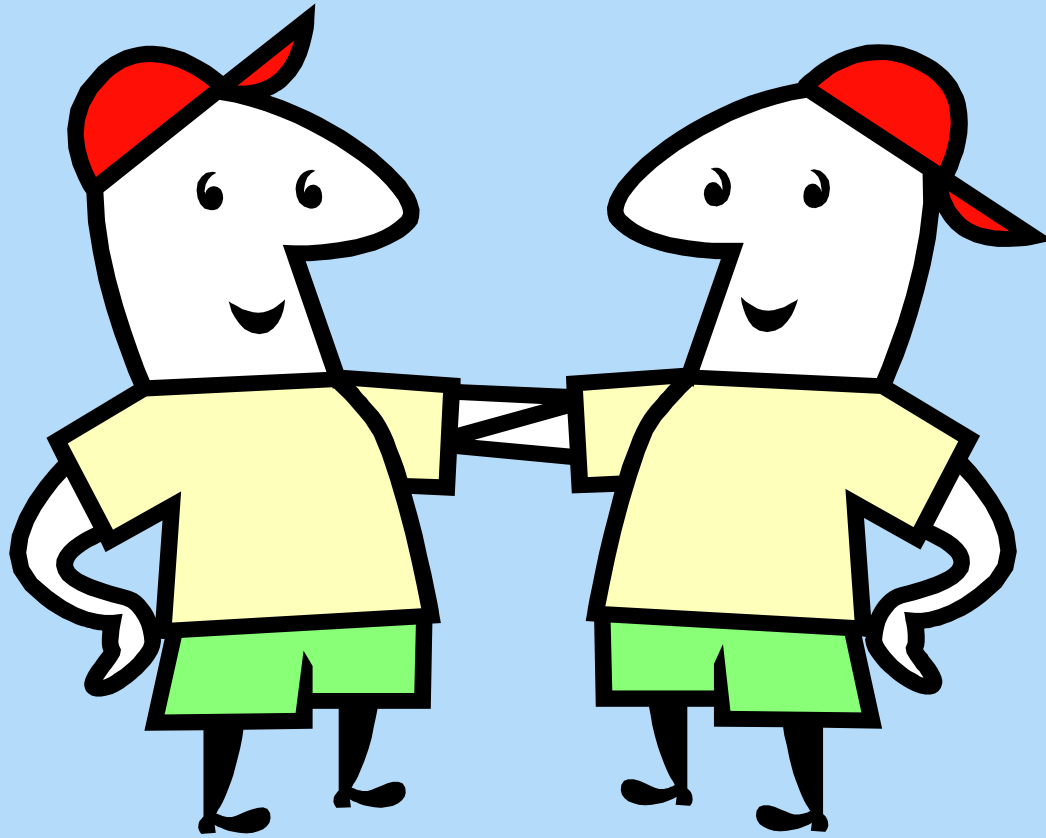
Strategies



Teaching	Student	Assessing
<ul style="list-style-type: none">• 6 steps• Word Why?• Generative sentences• Heads together• Name it!	<ul style="list-style-type: none">• Concept cards• Interactive wall• Vocabgrabber• Wordle• Word Splash	<ul style="list-style-type: none">• Justify• Explain• Elaborate• Cloze sentences• Constructing brief passages.



RECAP



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YOUR CHALLENGE



- TEACH VOCABULARY DIFFERENTLY
- ASSESS VOCABULARY DIFFERENTLY
- EMAIL CINDY GIPSON ON YOUR EXPERIENCE (PRIZES)
- BE READY TO SHARE NEXT TIME