

THE THOUGHTFUL CLASSROOM PRESENTS

READING FOR UNDERSTANDING

A New Online Academy

School leaders and literacy coaches who have helped dozens of schools implement literacy strategies

ACADEMY INSTRUCTORS

Harvey Silver
Today's leading expert on instructional strategies, author of *Reading for Academic Success and the Tools for Today's Educators* series

Susan Kreisman **Joyce Jackson**

ACADEMY INFO

This academy consists of four online sessions of 90 minutes each (six instructional hours). Participants may register for morning or afternoon sessions, to be held on these dates:

- February 6, 2024 (11a or 4:30p ET)
- February 13, 2024 (11a or 4:30p ET)
- February 27, 2024 (11a or 4:30p ET)
- March 5, 2024 (11a or 4:30p ET)

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1

Reading for Understanding Online Academy
February - March 2024

Resources

<https://thoughtfulclassroom.com/reading-academy-resources/>

2

Thoughtful Classroom

Reading for Understanding

SESSION 3

Growing Background Knowledge:

A STUDY IN COMPREHENSION

presented by **Susan Kreisman and Joyce W. Jackson**

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3

Let's take a trip down memory lane...

Guiding Questions:

- WHY is it important to integrate literacy throughout the content areas?
- WHAT does it mean to integrate literacy throughout the content areas?
- HOW can we help all teachers integrate literacy into the teaching of their content?

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4

Let's take a trip down memory lane...

Literacy Instruction: A Boon, Not a Burden

"An emphasis on reading and literacy skills in the content areas has an exponential effect on learning in every discipline."
—Teaching Reading in the Content Areas, 3rd Edition

REPORT CARD

MATH
SCIENCE
PHYS. ED.
HISTORY

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5

Let's take a trip down memory lane...

A Simple Framework for Getting Started

START
designing content-rich lessons that develop core literacy skills

S TANDARDS
T EACHERS
A SSIGNMENTS
R EADING LITERACY SKILLS
T OOLS

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6

Reading for Meaning

A tool that deepens understanding of assigned texts and develops analytical reading and evidence-finding skills

The tool does this by having students...

- Preview a set of statements about the text
- Collect evidence for and/or against each one
- Use that evidence to decide whether they agree or disagree with the statements

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7

A planning form to help you get STARTed

Use the form to help you think through the components of the acronym.

Build the Reading for Meaning tool into your plan.

Available at www.thoughtfulclassroom.com/reading-academy-resources/

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8

Where have we been?

Guiding Questions

Literacy Instruction: A Boon, Not a Bullien

A Simple Framework for Getting Started

Reading for Meaning

A planning form to help you get STARTed

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9

Home Learning

| | |
|------------------------------|---|
| Standard | 5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict. |
| Text | Paul Revere's Ride Henry Wadsworth Longfellow |
| Assessment | Longfellow's goal in writing the poem was not accuracy of the event, rather he wanted to create a hero and to use that hero to connect the people to contemporary events. Write a summary of the poem explaining how Longfellow shapes Paul Revere into an American hero and legend. |
| Reading Skill/Literacy Skill | RL.4.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine the theme of a poem from details in the text including how the speaker in a poem reflects upon a topic; summarize the text. RL.5.6 Describe how a narrator's point of view influences how events are described. |
| Tool | Reading for Meaning |

Read the following statements and take a stance. Use evidence from the text to support your position on the statements.

Agree or Disagree

- Paul Revere was a patriot who helped the colonists win the American Revolutionary War.
- Longfellow uses only metaphors in his poem to create visuals.
- Longfellow perceived this event to be of great importance to historical outcome.
- The poem is written to motivate and incite pride in the country.

You'll find this sample in the chat

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10

What? So What? Now What?

WHAT? What did you learn about START from planning? From listening to others?

SO WHAT? What are the implications of this new learning?

NOW WHAT? What are your plans for integrating START and Reading for Meaning into your school?

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11

Guiding Questions:


- WHY focus on background knowledge?
- HOW can strategic vocabulary instruction enhance students' background knowledge?
- HOW can we help students develop the skills of independent and proficient readers?

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12

Guiding Questions:


- WHY focus on background knowledge?
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13


A Tale of Two Students




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14

The Two BIG Factors



Academically-Oriented Experience
What the Student Has Experienced



Information Processing
Meaning-Making Skills


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15

Uh-Oh!

“An examination of the interaction of these two factors paints a sobering picture of the advantage possessed by some students and not others.”

“Differences in these two factors create differences in their background knowledge and, consequently, their academic achievement.”



—Robert Marzano, 2004

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16

Imagine the Challenge . . .

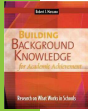


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17

Now for Some Good News!

“The clear message from the research is that schools can make a difference. If the knowledge and skill that students from advantaged backgrounds possess is learned rather than innate, then students who do not come from advantaged backgrounds can learn it too.”



—Robert Marzano, 2004


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18

So...

How do we know what students know?

How do we build students' background knowledge so they know more?



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19

Pretty Strong Words

“If I had to reduce educational psychology to just one principle, I would say this: The **most important single factor** influencing learning is what the learner already knows. Ascertain this and teach him accordingly.”


—David Ausubel, 1968

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20

What Comes to Mind?


A quick and easy way to assess the background knowledge, questions, and feelings that students have about upcoming topics



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21

What Comes to Mind?

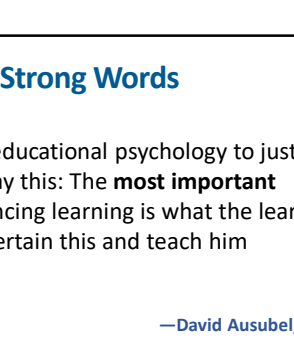


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22

What Comes to Mind?

What comes to mind when you think about Fractions?



- How does this tool help students to access background knowledge?
- What can you learn about your students' prior knowledge, experience, and level of understanding?
- What impact might it have on students' attitudes toward learning new material?

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23

What Comes to Mind?

Let's try it out!

Let's use today's topic to try this simple tool out. Think about the term **background knowledge**.

- What are some **FACTS** you know?
- What are your **FEELINGS** toward this topic?
- What **QUESTIONS** do you have?
- Is there **ANYTHING ELSE?** What else do you have in your mind related to this topic?

UP!


We'd love to hear your ideas in the chat!

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24

The benefits of activating background knowledge before reading

- It helps students make connections between previous learning and new learning.
- It builds on what students already know.
- It helps the reader to better comprehend and retain the information longer.
- It gives the teacher feedback about what students know and allows for more targeted instruction.




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25

So . . .

How do we know what students know?

How do we build students' background knowledge so they know more?




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26

Guiding Questions:

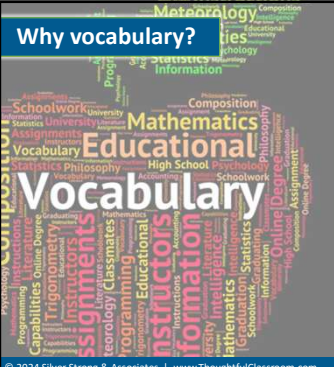
- **WHY** focus on background knowledge?
- **HOW** can strategic vocabulary instruction enhance students' background knowledge?
- **HOW** can we help students develop the skills of independent and proficient readers?



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27

Why vocabulary?



Vocabulary builds **BACKGROUND KNOWLEDGE**

Vocabulary improves **READING COMPREHENSION**

Comprehension strategies **ARE NOT ENOUGH**

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28

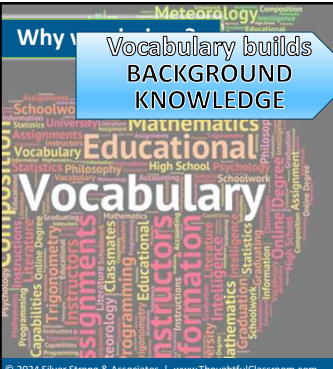
Why vocabulary?

Vocabulary builds **BACKGROUND KNOWLEDGE**

"Research and theory strongly suggest that teaching vocabulary is synonymous with teaching background knowledge" (Marzano, 2004).

Vocabulary improves **READING COMPREHENSION**

Comprehension strategies **ARE NOT ENOUGH**



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29

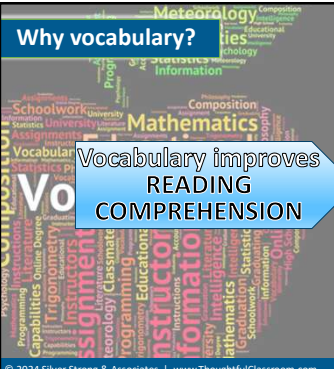
Why vocabulary?

Vocabulary builds **BACKGROUND KNOWLEDGE**

Vocabulary improves **READING COMPREHENSION**

"Vocabulary's relationship to comprehension has been verified over and over again" (Marzano, 2004).

Comprehension strategies **ARE NOT ENOUGH**



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30

Why vocabulary?

Vocabulary builds **BACKGROUND KNOWLEDGE**

Vocabulary improves **READING COMPREHENSION**

Comprehension strategies **ARE NOT ENOUGH**

“Vocabulary and background knowledge mediate the extent to which other reading comprehension behaviors are utilized” (Center for Excellence in Teaching).

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31

What do we do about this?

Use tools and strategies for building background knowledge through vocabulary instruction

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Tools Help Clarify the Difference Between . . .

A Dictionary and . . . **A Vocabulary**

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What do we do about this?

Use tools and strategies for building background knowledge through vocabulary instruction

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The Solution . . .

Vocabulary Knowledge Rating **Visualizing Vocabulary** **Word Detectives**

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Vocabulary Knowledge Rating (V-K-R)


A technique that empowers students to become more self-directed vocabulary learners by . . .

- **Focusing their attention on the most critical terms.**
- **Inviting them to preview the terms and activate relevant background knowledge.**
- **Teaching them to self-assess and develop their understanding in light of new learning.**

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36

The Benefits of Having Students Preview Vocabulary:




- ✓ Activates prior knowledge
- ✓ Clears up misconceptions about word meaning
- ✓ Clarifies the meaning of known words in relationship to the current context
- ✓ Provides familiarity with unknown words, so students can make sense of the information they are about to learn about
- ✓ Develops good reader habits of previewing and planning

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37

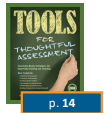
Vocabulary Knowledge Rating (V-K-R)




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38

What can you learn from a student's self-assessment of academic vocabulary prior to a reading, lesson, or unit?



Step Into V-K-R



1. Record key vocabulary for an upcoming unit using the VKR organizer.
2. Introduce the terms to students, explain the expectations, and have students rate their understanding of each word BEFORE learning.
3. Provide opportunities for students to interact with the terms **using a variety of tools and strategies** throughout the unit.
4. Ask students to reassess their understanding throughout and at the end of the unit.

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39

Vocabulary Knowledge Rating (V-K-R)

For a Reading (Gettysburg Address) For a Unit (Fables)

| Terms | I've never seen or heard of this term. | I've seen or heard of this term, but I know little/nothing about it. | I know this term, but can't give a complete explanation or example of it. | I can explain this term in my own words, give an example, and use it in conversation. |
|------------|--|--|---|---|
| dedicate | 1 | 2 | 3 | 4 |
| hallow | 1 | 2 | 3 | 4 |
| consecrate | 1 | 2 | 3 | 4 |
| devotion | 1 | 2 | 3 | 4 |
| nobly | 1 | 2 | 3 | 4 |
| resolve | 1 | 2 | 3 | 4 |
| perish | 1 | 2 | 3 | 4 |

Initial Vocabulary Knowledge Rating Final Vocabulary Knowledge Rating

| Terms | I've never seen or heard of this term. | I think I know what it means. | I can explain it in my own words to someone else. |
|-----------|--|-------------------------------|---|
| able | 1 | 2 | 3 |
| moral | 1 | 2 | 3 |
| challenge | 1 | 2 | 3 |
| underdog | 1 | 2 | 3 |
| culture | 1 | 2 | 3 |
| character | 1 | 2 | 3 |
| trait | 1 | 2 | 3 |
| overcome | 1 | 2 | 3 |

Initial Rating Final Rating

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40

One More Benefit of V-K-R

| Terms | I've never seen or heard of this term. | I've seen or heard of this term, but I know little/nothing about it. | I know this term, but I couldn't give a complete explanation or example of it. | I can explain this term in my own words, give an example, and use it in conversation. |
|-------------------|--|--|--|---|
| Alkaloids | 1 | 2 | 3 | 4 |
| Antibiotics | 1 | 2 | 3 | 4 |
| Asteroid | 1 | 2 | 3 | 4 |
| Bacteria | 1 | 2 | 3 | 4 |
| Cretaceous Period | 1 | 2 | 3 | 4 |
| Cycads | 1 | 2 | 3 | 4 |
| Dinosaurs | 1 | 2 | 3 | 4 |
| Evolution | 1 | 2 | 3 | 4 |
| Extinction | 1 | 2 | 3 | 4 |
| Mammals | 1 | 2 | 3 | 4 |
| Plankton | 1 | 2 | 3 | 4 |
| Species | 1 | 2 | 3 | 4 |
| Initial Rating | 25 | 2 | 3 | 4 |

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41

What's the impact of THIS on students' attitudes toward learning?

One More Benefit of V-K-R

| Terms | I've never seen or heard of this term. | I've seen or heard of this term, but I know little/nothing about it. | I know this term, but I couldn't give a complete explanation or example of it. | I can explain this term in my own words, give an example, and use it in conversation. |
|-------------------|--|--|--|---|
| Alkaloids | 1 | 2 | 3 | 4 |
| Antibiotics | 1 | 2 | 3 | 4 |
| Asteroid | 1 | 2 | 3 | 4 |
| Bacteria | 1 | 2 | 3 | 4 |
| Cretaceous Period | 1 | 2 | 3 | 4 |
| Cycads | 1 | 2 | 3 | 4 |
| Dinosaurs | 1 | 2 | 3 | 4 |
| Evolution | 1 | 2 | 3 | 4 |
| Extinction | 1 | 2 | 3 | 4 |
| Mammals | 1 | 2 | 3 | 4 |
| Plankton | 1 | 2 | 3 | 4 |
| Species | 1 | 2 | 3 | 4 |
| Initial Rating | 25 | 2 | 3 | 4 |
| Final Rating | | | 42 | |

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42

What's the impact of THIS on students' attitudes toward learning?

The Solution . . . Tools and strategies for building knowledge through

Vocabulary Knowledge Rating (VCR) Visualizing Vocabulary Word Detectives

Vocabulary Knowledge Rating Visualizing Vocabulary Word Detectives

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43

How is Vocabulary Like a Suitcase?

Essential to Know Important to Know Nice to Know

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44

KEY Essential Important Nice to Know

central nervous system NERVOUS SYSTEM

Identify the most important terms in your learning sequence that you want students to process deeply.

interneuron sensory motor stimuli regulate survival

somatic autonomic Voluntary movements Unconscious processes

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So, once we've identified the words, how do we deepen students' understanding of them?

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Visualizing Vocabulary

A technique that helps students master critical vocabulary by asking them to process terms both **visually** (students find or create images to represent each term) and **verbally** (students explain why their image is a good representation of the term)

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47

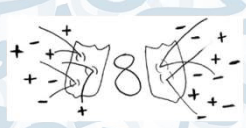
absolute value – the magnitude of a number, irrespective of sign; symbolized by two vertical lines as $|2|$ or $|-2|$

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48

absolute value – the magnitude of a number, irrespective of sign; symbolized by two vertical lines as $|2|$ or $|-2|$

Personal definition
the distance a number is from zero without worrying about positive or negative signs



Visual representation

Explanation of meaning
I drew the number being protected by the shields to show that the negative and positive signs can't get to it.

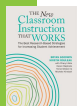
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49

The Research is Remarkably Consistent

“The more ways students can encounter and think about the concepts reflected in new words, the more apt they are to truly learn them.”

—Goodwin & Rouleau (2023)



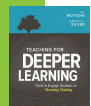
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50

Why Have Students Create their Own Images?

“Visualizing facilitates meaning making because the very act of converting information into a visual form is one of transformation, which requires active processing on the learner’s part.”


—McTighe & Silver (2020)



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51

A powerful and systematic way to help students capitalize on the power of visualizing vocabulary is to have them create **VOCABULARY NOTEBOOKS.**



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52

Vocabulary Notebook

What does the student's description and visual reveal about his level of understanding?

Vocabulary

resources,

Meaning
an available supply
of something that
can be used
when needed


Textbook definition

Natural Resources

Things we take from the Earth.

Non-Renewable cannot be replaced in our lifetime.

Renewable can be replaced.





New Term **Dictionary Meaning** **My Meaning & Visual**

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53

Vocabulary Notebook Intro to Film

| Term | Textbook Definition | My Definition | Image/Symbol/icon | Explanation |
|-----------|--|---|---|--|
| Narrative | A cinematic structure in which content is selected and arranged in a sequence. | The story or plot of a movie |  | I drew a book on a screen to show that the movie is telling a story called a narrative. |
| Realism | An interest or concern for the actual or real. | A style of filmmaking that focuses on real life and how people really live. |  | I drew a regular person sitting in a regular house. The mirror is reflecting them because realism reflects or shows real life. |

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54

Let's quickly explore some other ways to use Visualizing Vocabulary.

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55

Single-Term Visualization

Can you guess what word the student's visual is describing?

Front Sketch: **Back Sketch:**

Explanation:
Freedom is the right to do what you want. This bird has freedom. It is not in the cage. It is flying in the sky.

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56

Electronic Vocabulary Notebooks

Physical Forces

Two Types of Force

Push is a force that moves things **AWAY** from you.

Pull is a force that moves things **CLOSER** to you.

PUSH **PULL**

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57

Electronic Vocabulary Notebook

All Subjects

| Vocabulary Word | Definition |
|--|---|
| convince | to cause someone to believe in the truth of something |
| What does that mean? | Examples |
| It means to persuade or change someone's mind about something. | 1 I was able to convince mom we needed a dog. 2 The lawyer convinced the jury that the man was innocent. |
| Picture/Symbol | This is what I know |
| | You need to have a good argument to convince people to change. |

| Vocabulary Word Meaning | Dictionary |
|---|---|
| virus | microscopic organisms that can infect hosts, like humans, plants or animals |
| My Definition | Examples |
| A tiny germ that infects living things (host), makes them sick, and causes harm. A virus must have a host to live and grow. | • covid • flu • hepatitis |
| Contrast | Visual |
| A virus is not a living organism and can only grow and reproduce in the cells of a host. Bacteria, by contrast, are single-celled organisms that produce their own energy and can reproduce on their own. | |

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58

Vocabulary Aps for the Classroom

<https://visuwords.com/>

<https://www.wordhippo.com/>

[Wordnik.com](https://www.wordnik.com)

<https://wordsift.org/>

<https://www.lexipedia.com/>

<https://artsnowlearning.org/project/visualizing-vocabulary-k-5/>

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59

Community Bulletin Board

Natural Resources and Conservation

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60

Teacher Talk Tip: Vocabulary Notebooks are powerful study guides.

| Term | Textbook Definition | My Definition | Image/Symbol/Icon | Explanation |
|-----------|---|---|-------------------|--|
| Narrative | A cinematic structure in which events are arranged in a sequence. | The story or plot of a movie | | I drew a book on a screen to show what the movie is telling a story called a narrative |
| Realism | An attempt to concern for the actual or real | A style of literature that focuses on real life and how people really live. | | I drew a regular person outside a regular house. The writer is reflecting how because of realism, reality, or shows real life. |

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61

Teacher Talk Tip: Vocabulary Notebooks are powerful study guides.

| Term | Textbook Definition | My Definition | Image/Symbol/Icon | Explanation |
|-----------|---------------------|---------------|-------------------|-------------|
| Narrative | | | | |
| Realism | | | | |

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62

The Solution . . . Tools and strategies for building vocabulary knowledge

Vocabulary Knowledge Rating (VKR)

What is it?

What are the benefits of using this tool?

What are the basic steps?

Visualizing Vocabulary

What is it?

What are the benefits of using this tool?

What are the basic steps?

Word Detectives

What is it?

What are the benefits of using this tool?

What are the basic steps?

Vocabulary Knowledge Rating Visualizing Vocabulary Word Detectives

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63

A GUARANTEE:

Students WILL encounter unknown words while reading.

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64

A Study of 44 Middle School Students

Group A
(Randomly Assigned Experimental Group)

Trained to use context clues to infer meaning

Practiced wide reading, but no context-clue training

Group B
(Randomly Assigned Control Group)

“The experimental position demonstrated higher levels of improvement in vocabulary knowledge. The findings suggest that a reading intervention focused on using context clues can have a worthwhile effect on the ways in which students who experience difficulties with comprehension increase their proficiency in learning from context and hence build their vocabularies.”

—Ilter (2019)

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Word Detectives

A tool that prepares students to “sleuth out” the meanings of unknown words and phrases by familiarizing them with common types of context clues

Adds an element of fun: “Be a word detective!”

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66

Be a "Word Detective"

What clues do you notice that would help you sleuth out the meanings of these words if you didn't already know them?

Definition clue These drugs are **depressants**, substances that decrease the activity of the central nervous system.

Example clue **Capsaicin**-containing foods, like jalapeno and habanero peppers, are too much for me to handle!


Antonym/contrast clue The chorionic membrane allows oxygen to enter and carbon dioxide to leave, **but** it's **impermeable** to water.

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67

Word Detectives

Explore the different types of context clues from the tool Word Detectives.

You'll find this resource in the chat 

How would it help students to know that texts contain common types ("patterns") of context clues?

Common Types of Context Clues

Definition Clue The author provides a direct definition of the word. Example: "The word 'depressant' means a substance that decreases the activity of the central nervous system."

Example Clue The author provides an example of the word in use. Example: "The author mentions that 'depressants' are substances like alcohol and certain drugs."

Antonym/Contrast Clue The author uses a word with the opposite meaning to help define the word. Example: "The word 'depressant' is the opposite of 'stimulant'."

Comparison Clue The author compares the word to something familiar. Example: "The word 'depressant' is like a heavy blanket."

Image Clue The author uses an image to help define the word. Example: "The author shows a picture of a person looking sad, which is related to the word 'depressant'."

Text Clue The author uses the surrounding text to help define the word. Example: "The author says that 'depressants' are used to treat certain conditions."

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68

Examine the Word Detectives Organizer.

How would this organizer help students internalize the process of finding and using context clues to infer meaning of new words?

What's my WORD? Circle the word in the passage. Write the word in the box.

What's my clue? Circle the clue type in the passage. Write the clue type in the box.

What's my definition? Circle the definition in the passage. Write the definition in the box.

What's my synonym? Circle the synonym in the passage. Write the synonym in the box.

What's my antonym? Circle the antonym in the passage. Write the antonym in the box.

What's my image? Circle the image in the passage. Write the image in the box.

What's my text? Circle the text in the passage. Write the text in the box.

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69

Word Detectives

Now take a look at this teacher-created bookmark.

How would it help students as they read?

Word Detective
Definition Clue
 The author provides a direct definition of the word.

Image Clue
 A picture or image gives clues about the unknown word.

Description/Explanation
 The word is explained or described in the surrounding text.

Example Clue
 A nearby word with the same meaning for the unknown word is given as a clue.

Antonym Clue
 A nearby word that is the opposite or contrast gives you a clue.

Text Clue
 Examples of the unknown word gives you a clue.

Inference Clue
 Clues around the word help you infer.

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70

Making Word Detectives work

- Use lots of concrete examples to familiarize students with the different kinds of context clues.
- Don't worry about having students memorize the clue types. The goal is to help students see that texts have many kinds of clues. It doesn't matter if they can name the clues.
- Model & practice using the worksheet until students are comfortable. Don't "release" them until they're ready.


TIPS FROM TEACHERS

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71

What would be the impact?

How would teaching students what kinds of clues exist and where to look for them help them move from this . . .



To this . . .

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72

Pause & Ponder

Think about your classroom or the classrooms you supervise.
Which tool or tools do you see as "best bets" for your students?

How might regular use of your chosen tool(s) help **STUDENTS** build background knowledge?
Improve reading comprehension?

We'd love to hear your ideas in the chat!




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73

Guiding Questions:

- WHY focus on background knowledge?
- HOW can strategic vocabulary instruction enhance students' background knowledge?
- HOW can we help students develop the skills of independent and proficient readers?




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74

To respond to this question, we're going to look at one last tool called . . .

Procedural **PRO**


What does it mean to be a "pro"?



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75

What Can Skateboarding Teach Us?



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What Can Skateboarding Teach Us?



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77

Teaching skills and tools in the classroom isn't enough.

The goal is *handoff!*

How do we help students develop the competence and confidence to use reading skills & tools independently?



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78

“Many decades of research show that the best way to teach reading comprehension, and the thinking processes that underlie successful reading comprehension, is the **gradual release of responsibility model**”


—Kelly B. Cartwright, 2015

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79

Procedural PRO

A tool that uses **direct instruction**, **guided practice** and **gradual release** to help students become “pros” at classroom tools & procedures



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80

The PRO acronym spells out roles & steps in the gradual release process

I will ... **P**RESENT & explain

We will ... **R**EHEARSE & reinforce

You will ... **O**WN & take responsibility

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81

PRESENT the *what, why, & when*

Say **WHAT** tool or procedure you’ll be introducing

For example: **The “Main Idea” tool**

Explain WHY & WHEN it is valuable

“Have you ever read a paragraph that was so full of facts and details that you got overwhelmed? And didn’t know what to pay attention to? That happens to me, too! But here’s the good news: **Today we’re going to learn about a tool called Main Idea that can help you find the important ideas in what you read. Here’s how it works . . .**”

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82

PRESENT the *how*

Explain and model the steps & the *thinking*

- Identify the topic**
Ask yourself: *Who or what is this reading about?*
- Identify the main idea**
Ask yourself: *What is it telling me about the topic? What is the big idea?*
- Check your work.**
Ask yourself: *Can I find facts or examples that support my main idea?*

Checklists are great because students can use them independently or with peers!

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83

Work through the steps as a class. Answer any questions.

Teacher: Before we can identify the main idea, we need to figure out the topic. To do this, we ask ourselves who or what the reading is about. Here, everything seems to be about...

Students: Hog-nose snakes!

Teacher: Correct! Let’s write *hog-nose snakes* in the “topic box” of our organizer.

Next, we should ask ourselves, “What’s the main thing this passage is telling us about hog-nose snakes?” I think it’s saying that hog-nose snakes do some really strange things to protect themselves from being eaten by enemies. Do you agree? Good! Let’s write that idea in the main-idea box.

Finally, we should check our work by seeing if we can find any facts or examples to support our main idea. Do you see any examples of strange things these snakes do to protect themselves?

Students: Yes! They puff up their bodies... lash their tails... hiss... play dead... lie upside down!

This teacher recorded her students’ ideas on the organizer as they shouted them out. She then reviewed the three questions that she and her students had used to help them find the main idea: (1) Who or what is the reading about? (2) What is the main thing the reading is telling me about the topic? (3) Is there information in the reading to support our main idea?

- Identify the topic.**
Ask yourself: *Who or what is this reading about?*
- Identify the main idea.**
Ask yourself: *What is it telling me about the topic? What is the big idea?*
- Check your work.**
Ask yourself: *Can I find facts or examples that support my main idea?*

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84

Explain that students have a role to play, even during "PRESENT"!

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85

The acronym spells out roles and steps in the gradual release process

I will ... **P**resent & explain

We will ... **R**ehearse & reinforce

You will ... **O**wn & take responsibility

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86

REHEARSE the procedure

Provide regular practice opportunities

- Whole class
- Small group
- Partner-work
- Individual practice

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87

REHEARSE the procedure

Use formative assessment and feedback

The surprising power of a simple comment:

"I'm giving you these comments because I have very high expectations and I know you can reach them!"

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88

REHEARSE the procedure

Use formative assessment and feedback

- Teacher feedback
- Self-evaluation
- Peer feedback

Checklists are great because students can use them independently or with peers!

- Identify the topic
Ask yourself: Who or what is this reading about?
- Identify the main idea
Ask yourself: What is it telling me about the topic? What is the big idea?
- Check your work
Ask yourself: Can I find facts or examples that support my main idea?

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89

REHEARSE the procedure

Guide & scaffold as needed.

- Think about the critical skills embedded in the tool you are teaching.
- Identify some ways you can scaffold it for struggling readers.

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The acronym spells out roles and steps in the gradual release process

I will ... **P**resent & explain

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91

Reading pros don't just *know* tools & strategies . . .

They OWN them!




They have the competence and confidence to use them *independently*.

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92

Explain & Support the Goal



- Students don't always understand that they are meant to use reading strategies independently.
- If we don't tell them that this is the goal, then there's no way they can achieve it.
- We must be clear this is the goal—and we must give students the time, support, and feedback that they need to become reading pros.

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93

Home Learning

We've learned six new tools today:

- What Comes to Mind?
- Vocabulary Knowledge Rating
- Visualizing Vocabulary
- Vocabulary Notebook
- Word Detectives
- Procedural PRO

Pick one and try it out. Be prepared to discuss your experience.

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94

Looking Back on Today's Learning

| | |
|--|--|
| Remember | Relate |
| What are three important things you learned today? | Which tool did you like the best? How will you use it in your building? |
| Reason | Imagine |
| Why are vocabulary and background knowledge critical to reading comprehension? | What if ALL teachers in your building committed to using these tools in their classroom? How would it impact student learning? |

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95

Thank you!

We look forward to seeing you next time.
We'd love to hear from you!

Questions or comments? Use "chat" or email:

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96