

# Response to Instruction and Intervention: Increasing Reading Success for All Students

Evidence-Based Practices

Part 2: Vocabulary and  
Comprehension

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## Critical Elements

- Phonemic Awareness
- Decoding
- Fluency
- Vocabulary
- Comprehension
- And
  - Oral Language
  - Background Knowledge
  - Writing

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## Critical Elements

**What      Why      How**

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## Vocabulary - What?

- Vocabulary refers to the words we must know to communicate effectively in listening, speaking, reading, and writing.
- The ability to understand words and to use words to understand text.
- Academic Vocabulary - "Suitcase words" that you can take anywhere
- Domain-Specific Vocabulary - Vocabulary words that are used in a specific content area

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## Vocabulary - Why?

- Receptive Language
  - Reading Comprehension (Chall, Jacobs, & Baldwin, 1990; Nagy, 2005; Scarborough, 1998, Stahl & Fairbanks, 1987)
  - Listening Comprehension
- Expressive Language
  - Writing
  - Speaking
- Overall Reading Achievement (Stanovich, et al., 1993)
- Overall School Success (Becker, 1977; Anderson & Nagy, 1991)
- Hallmark of an Educated Individual (Beck, McKeown, Kucan, 2002)

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## Vocabulary - Why?

- Vocabulary Gap
  - Children enter school with different levels of vocabulary. (Hart & Risley, 1995)
  - By the time the children were 3 years old, parents in less economically favored circumstances had said fewer words in their cumulative monthly vocabularies than the children in the most economically advantaged families in the same period of time.
  - Cumulative Vocabulary (Age 4)
    - Children from professional families           1100 words
    - Children from working class families        700 words
    - Children from welfare families             500 words

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## Vocabulary - Why?

- Vocabulary Gap
  - Meaningful Differences in Cumulative Experiences (Hart & Risley, 1995)

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200 hour year	3 years
Welfare	620	62,000	3 million	10 million
Working Class	1,250	125,000	6 million	20 million
Professional	2,150	215,000	11 million	30 million

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## Vocabulary- Why?

- Vocabulary Gap
  - Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)
  - 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)
    - The number of words students learn varies greatly.
    - 2 versus 8 words per day
    - 750 versus 3000 words per year

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## Vocabulary - Why?

- Vocabulary Gap
  - Gap in word knowledge persists though the elementary years. (White, Graves, & Slater, 1990)
  - The vocabulary gap between struggling readers and proficient readers grows each year. (Stanovich, 1986)
  - After the primary grades, the “achievement gap” between socioeconomic groups is a language gap. (Hirsh, 2002)
  - For English Language Learners, the “achievement gap” is primarily a vocabulary gap. (Carlo, et al., 2004)

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## Vocabulary - How?

### Components of a Vocabulary Program

- High-quality Classroom language (Dickinson, Cote, & Smith, 1993)
- Reading Aloud to Students (Beck et al., 2002; Biemiller & Boote, 2006; Elley, 1989; Senechal, 1997; Coyne et al., 2004)
- Explicit Vocabulary Instruction (Baker, Kame'enui, & Simmons, 1998; Baumann, Kame'enui, & Ash, 2003; Beck & McKeown, 1991; Beck, McKeown, & Kucan, 2002; Biemiller, 2004; Marzano, 2004; Paribakht & Wesche, 1997)
- Word-Learning Strategies (Buikima & Graves, 1993; Edwards, Font, Baumann, & Boland, 2004; Graves, 2004; Nagy & Scott, 2000; Swanborn & deGlopper, 1999; White, Sowell, & Yanagihara, 1989)
- Wide Independent Reading (Anderson & Nagy, 1992; Cunningham & Stanovich, 1998; Nagy, Anderson, & Herman, 1987; Sternberg, 1987)

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## Explicit Vocabulary Instruction

- Preliminary evidence..suggests that as late as Grade 6, about 80% of words are learned as a result of direct explanation, either as a result of the child's request or instruction, usually by a teacher. (Biemiller, 1999)

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## Vocabulary - How?

### Attributes of Good Vocabulary Instruction

1. Promote word **learning strategies**
2. Select of words that enhance academic success
  - Academic Vocabulary** - "Suitcase words"
  - Domain-Specific Vocabulary** - Content Area Vocabulary
3. Provide **student-friendly explanations**
4. Teach **meaningful parts of words** (roots, prefixes, suffixes)
5. Provide **multiple exposures** to terms and meanings

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## Vocabulary - How?

### Attributes of Good Vocabulary Instruction

6. **Group words** semantically
7. Expand instruction to "**word relatives**"
8. Have students maintain a **log of vocabulary terms**
9. Display vocabulary words in class (**Word Wall**)
10. Provide **judicious review**

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## Vocabulary - How?

### 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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## Vocabulary - How?

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

#### 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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## Vocabulary - How?

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

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

- a) Concrete examples.
- b) Visual representations.
- 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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## Vocabulary - How?

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

- 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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## Vocabulary - How?

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

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

*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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## Vocabulary - How?

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

- 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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## Vocabulary - How?

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

- 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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## Vocabulary - How?

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

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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## Vocabulary - How?

**Teach the meaning of critical, unknown vocabulary words.** Review

- **After teaching the group of vocabulary words, review the words using a "word association" activity.**
- Words written on board or overhead:

**enemy, disgusting, invited, relieved**

*"Tell me the word that I am thinking about.*

*Someone that hates you might be called an \_\_\_\_\_.*

*If you didn't like a food, you might say it is \_\_\_\_\_.*

*When a test is over, you often feel \_\_\_\_\_.*

*When you are asked to a party, you are \_\_\_\_\_."*

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**Teach the meaning of critical, unknown vocabulary words.** Word Walls

- **Create a word wall in your classroom**
  - Post a reminder of the context
    - Copy of the cover of the read-aloud book
    - Copy of the first page in the story
    - The topic in science or social studies
  - Post the vocabulary words
  - Incorporate the words into your classroom language
  - Encourage students to use the words when speaking and writing

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## Comprehension - What?

- Reading comprehension is:

“The process of simultaneously **extracting** and **constructing** meaning through interaction and involvement with written language.”

**Extracting** = To understand what an author has stated, explicitly or implicitly

**Constructing** = To interpret what the author has said by bringing one’s “capacities, abilities, knowledge and experiences” to bear on what he or she is reading

(Improving Reading Comprehension in Kindergarten through 3rd Grade, IES Practice Guide, What Works Clearinghouse, September, 2010)

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## Comprehension - Why?

- Comprehension of text material is the goal of ALL reading instruction.
- Comprehension is the REASON for reading.

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## Comprehension - How?

- To increase comprehension in general:
  - increase decoding, fluency, and vocabulary
- To increase comprehension of a specific passage:
  - **preteach** the pronunciation of passage words
  - **preteach** the meaning of vocabulary
  - **preteach** background knowledge
- **To increase comprehension use practices with proven effectiveness**

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## Comprehension - How? Ask Questions

**Asking questions.** A evidence-based, time honored procedure

The teacher asks questions to guide and monitor students’ comprehension

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

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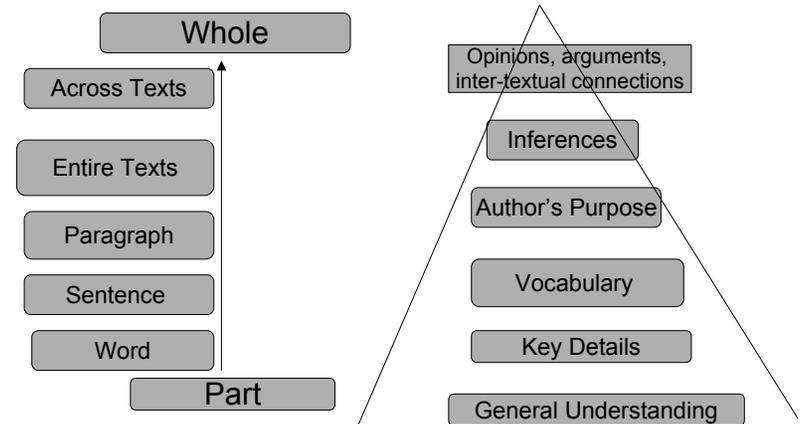
# Comprehension - How? Ask Questions

- a) Ask **text-dependent** questions
  - The student must read the text to respond to the question
- b) Ask **higher order** questions
  - Inferences, predictions, comparisons, summaries
- c) Scaffold higher order questions with **foundation** questions

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## A few words about text-dependent questions

Fisher & Frey, 2012



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## Ask appropriate text-dependent questions during passage reading

Example

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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## Scaffold higher order questions by asking foundation questions

Scaffolding 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?

Higher Order Question

***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 foundation questions

Scaffolding Questions

How was mother feeling?

On this day, was Blue Cloud walking or riding a horse as the tribe moved to a new location?

Higher Order Question

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

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## Ask appropriate text-dependent questions during passage reading Question Asking Procedure

Procedure for asking students questions on text material.

1. Have students read a segment of the text.
2. Ask the question and give thinking time.
3. Scaffold by giving a sentence starter.
4. Have students share their answers with their partners.
5. Call on a student to answer the question.
6. Discuss the answer with the class.

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## Scaffold Discussion

### Discussion sentence starters

#### Disagreeing

I disagree with \_\_\_\_\_ because \_\_\_\_\_.

I disagree with \_\_\_\_\_. I think \_\_\_\_\_.

#### Agreeing

I agree with \_\_\_\_\_ because \_\_\_\_\_.

I agree with \_\_\_\_\_ and I also think \_\_\_\_\_.

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## Comprehension - How? Student-Generated Questions

Student-Generated Questions based on Headings and Subheadings

1. Read the heading or subheading.
2. Generate one or two questions .
3. Read the section.
4. Answer the question.

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# Comprehension - How?

## Comprehension Strategies

### 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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# Comprehension - How

## Informational Text Strategies

**Read** a paragraph

**Stop**

**Respond**

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# Comprehension - How

## Informational Text Strategies

### 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.**

**(Optional: Record your main idea sentence.)**

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

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# Comprehension - How

## Informational Text Strategies

### The Coldest Continent

Antarctica is not like any other continent. It is as far south as you can go on earth. The South Pole is found there. Ice covers the whole land. In some places the ice is almost three miles thick. Beneath the ice are mountains and valleys.

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## Comprehension - How

### Informational Text Strategies

The weather in Antarctica is harsh. It is the coldest place on Earth. The temperature does not get above freezing. It is also one of windiest places in the world

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## Comprehension - How

### Informational Text Strategies

Not many living things are found in Antarctica. People go there to study for only a short time. Very few animals can live there. Yet many animals live on nearby islands. Seals and penguins swim in the ocean waters. They build nests on the land. Some birds spend their summers in Antarctica. But most of the continent is just ice, snow, and cold air.

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## Comprehension - How

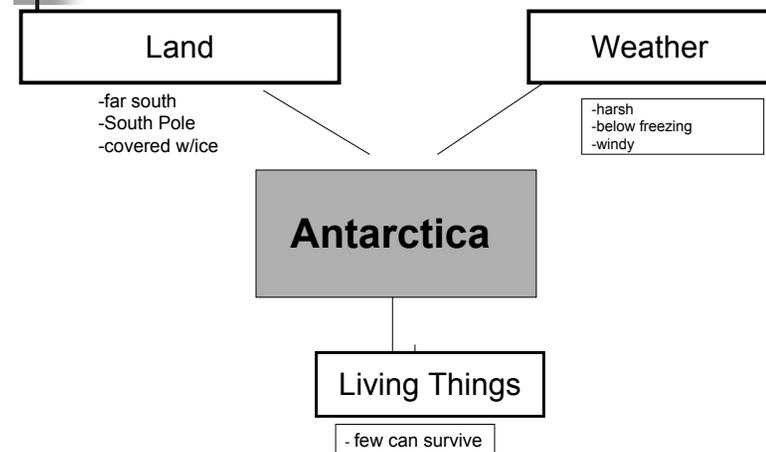
### Informational Text Strategies Cornell Notes

Antarctica	- far south continent
	- South Pole
	- Covered with ice
Weather	- Harsh
	- Below Freezing
	- Windy
Living Things	- Few
	Antarctica, the most southern continent, has very harsh weather and is covered in ice. Few living things survive on Antarctica.

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## Comprehension - How

### Informative Text Strategies - Mapping



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# Comprehension - How?

## Narrative Text - Story Grammar

### √ Story Grammar

Students are taught the structural elements of a story including: title, setting, main character, other characters, problem/conflict, events (beginning, middle, end), and resolution of the problem. Instruction on story grammar strategies improves the ability of readers, particularly less able readers, to answer questions and recall what has been read.

- What is the **setting** of the story?
- Who is the **main character** of the story?
- What is the **character's problem**?
- What did the **character** do to try to resolve the problem?
- What happened in the **end**?

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# Comprehension - How

## Narrative Text Summary - Writing 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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# Comprehension - How

## Informational Text Summary - Writing Frame

### The Life of a Butterfly

First, a butterfly lays an \_\_\_\_\_. Next, the egg  
\_\_\_\_\_ and out comes a  
\_\_\_\_\_. The  
caterpillar eats \_\_\_\_\_ and grows. After  
a while, the caterpillar sheds its \_\_\_\_\_ and  
forms a \_\_\_\_\_. After ten days,  
the chrysalis turns \_\_\_\_\_,  
\_\_\_\_\_ open, and out comes a \_\_\_\_\_.

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# Comprehension - How

## Informational Text Summary - 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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## Comprehension - How

### Summary Strategy - List

#### *Penguin's birth*

- *Male takes care of egg*
- *Female lays egg*
- *Female leaves*
- *Female spends winter at sea*
- *The water was cold*
- *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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## Comprehension - How

### Summary 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*
- The water was cold*
- 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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## Comprehension - How

### Summary Strategy - Write

The birth of penguins is fascinating. The female penguin lays an egg. 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 care for the baby.

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