Achieving Important Literacy Outcomes:

Effective Vocabulary and Comprehension Instruction

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Overview

✓ Building Blocks: Session 1
  – Phonemic Awareness, Alphabetic Principle
✓ Building Blocks: Session 2
  – Decoding Instruction

• Achieving Literacy: Session 1
  – Vocabulary Instruction

• Achieving Literacy: Session 2
  – Comprehension Instruction
Introductions
Objectives: Achieving Literacy

• Participants will:
  – define vocabulary and reading comprehension and identify how they relate to other reading skills to lead to successful reading comprehension of narrative and expository academic texts.
  – describe multiple evidence-based practices in oral language instruction and reading to teach vocabulary and reading comprehension.
  – teach formats for explicit vocabulary instruction, narrative and expository reading comprehension.
Achieving Literacy: Overview

Big Ideas in Beginning Reading

- Phonemic Awareness
- Vocabulary
- Comprehension
- Fluency
- Alphabetic Principle

Reading in an Alphabetic Writing System
The “Old” Days

Phonemic Awareness → Alphabetic Principle → Fluency → Vocabulary → Comprehension

K 1 2 3
Current Guidance

**Code Based Instruction**

**Meaning Based Instruction**
ACHIEVING LITERACY: SESSION 1

Vocabulary Instruction
Vocabulary

• Aspects of “Vocabulary”:
  – Reading the words (i.e., decoding, word i.d.)
  – Knowing what the words mean

• K-1st grade
• 2nd-6th grade
Vocabulary Lesson Planning

• Grades K-1:
  – Text reading
    • BEFORE: Introduce key vocabulary & definitions orally
    • DURING: Teacher reads text aloud; students listen for words in context; brief discussion
    • AFTER: Vocabulary extension activities after story

• Grades 2 and higher:
  – Students read text
  – Other procedures the same

(e.g. Silverman, 2007)
Notable Responses

- **Stalk** - “he stomped his feet and said march”
- **Sway** - “hula-ing on the beach”
- **Baffled** – “when you have to go to the bathroom”
- **Pursue** - “I don’t know, you tell me”
- **Narrow** – “throwing up”
- **Amble** - “being all ambly”
Vocabulary Instruction Strategies

• Student Friendly Definitions
• Example/Nonexamples; Students Give Examples
• Sentence Substitution
• Demonstration
• Morphemic Analysis
• Extension Activities
Student-Friendly Definitions

• Definitions and synonyms:
  – Must be understandable to the students!
  – Should be concise
  – Get them in the “ballpark”

• Demonstrations:
  – Must clearly convey the meaning.

• Avoid:
  – “A glerm is a fribby zog.”
Practice

• Here are words and definitions from a 2nd grade general ed. curriculum.
• Edit them for a student who needs Tier 2 or Tier 3 supports.
Simplify These Definitions

• Kin: “Your **kin** are all of your family members and relatives.”

• Adorn: “When you **adorn** something, you decorate it and make it beautiful.”

• Executive: “When someone is a boss in charge of a business, that person is called an **executive**.”
• Choose 1 approach per word
  – Definition followed by a question
  – Synonym followed by a question
  – Demonstration
Strategy: Examples/Nonexamples

• Say word (Repeat Word)
• Define word (Repeat Definition)
• Examples/Nonexamples
• Ask: How do you know?
Example/Nonexample Application, p. 10-11

T: “Our next word is ‘antipode.’ Say ‘antipode.’”
S: “antipode”
T: “An antipode is a place on the other side of the world. What is an antipode?”
S: “An antipode is a place on the other side of the world”
T: “China is an antipode because it is a place on the other side of the world. I will tell you other places, you tell me antipode or not an antipode. Australia, antipode or not an antipode?”
S: “antipode”
T: “How do you know?”
S: “Australia is on the other side of the world.”
(Repeat with Nevada, Flagstaff, Indonesia)
Practice: Example/Nonexample

Teach “portable” with:

1. Student friendly definition
2. Example/non-example
   - List 3 examples and 3 non-examples.
Initial Instruction: Synonym, p. 10

• Synonym followed by a question
• T: “Say, ‘prevaricate.’”
• S: “prevaricate”
• T: “prevaricate means lie. What does prevaricate mean?”
• S: “Prevaricate means lie.”
Sentence Substitution, Overview, p. 12

• Procedure:
  – Teacher says sentence with a synonym/definition for the vocabulary word.
  – Student repeats sentence, substituting vocabulary word for synonym/definition.

• Some sentences should have the target word and some should have the synonym.
Sentence Substitution, Application, p. 12

• (a) T: “What’s another way to say: ‘Would I prevaricate?’”
S: “Would I lie?”

• Repeat step (a) with the following:
  – “Tell the truth and don’t prevaricate.”
  – “If you lie, I cannot trust you.”
Sentence Sub., Practice

- Teach “thespian” with sentence substitution.
  a. Initial instruction: synonym
  b. Application: sentence substitution

- List 3 sentences that you could use for sentence substitution.

- Make sure you use the target word in some sentences and the synonym in some sentences.
Student Demonstration, p. 13

• Procedure:
  – Model the demonstration
  – Call on students to demonstrate the vocabulary word.

• Key to success:
  – Students must be able to clearly (and safely!) demonstrate meaning of the target word.
Demonstration, Example

Teaching “furrow my brow.”

1. Teacher Model
   T: “Watch me furrow my brow.” (Model)

2. Student Demonstration
   T: “Show me how you furrow your brow!”
   S: (demonstrate)
Demonstration, Practice

• List 3 words that would lend themselves to demonstration.

• List 3 words that would not lend themselves to demonstration.
Strategy: Morphemic Analysis

• Divide words into component morphemes

• If you know the meaning of parts, you can use them to infer the meaning of the entire word:
  – *pregame* = before game
  – *unavailable* = not available
  – *retrospect* = look back
Morphemic Analysis: Advantages

- Provides a strategy for figuring out meaning of some unknown words.
- Can be used during independent reading.
Morphemic Analysis: Limitations

• Identifying morphemes can be tricky.
  – Recognition =
    • re+cogn+ite+tion ??

• Some morphemes have multiple meanings.
  – Farmer = one who farms
  – Faster = more fast
  – Murder = ??

• Exact meaning may be hard to derive.
  – Undefeated
Morphemic Analysis: More Limitations

- Meaning of word many not be sum of its parts.
  - Antipodean = anti + pod + ean
  - against + foot + belonging to?
- Some letters that are typically affixes may just occur in a word.
  - un uncle?
  - pre precious?
  - re read?
Morphemic Analysis: Overview

• Teach students:
  1. Meaning of morphemes
  2. To identify morphemes in word
  3. To combine meanings of morphemes into single meaning for whole word
  4. To check meaning in original context
1. Introduce meaning of new morphograph.
   a) T: “Sub means below. What does sub mean?”
   b) S: “below”
   c) T: “So subzero means below zero. What does subzero mean?”
   d) S: “below zero”
Practice New Morpheme, p. 15

a) T: “What does sub mean?”
b) S: “below”
c) T: “So what does subpar mean?”
d) S: “below par”

e) Repeat steps a.-d. with submarine and subfloor
Morphemic Analysis, Application p. 16

• T: “Here is a word to figure out: Subsoil. Tell me the first morpheme in subsoil.”
  • S: “sub”
  • T: “What’s the next morpheme in subsoil?”
  • S: “soil”
  • T: “What does sub mean?”
  • S: “below”
  • T: “What does subsoil mean?”
  • S: “below soil”
  • T: “Here’s a sentence: The fossil was found in the subsoil. What would that mean?” Call on individual students.
Morphemic Analysis, Practice

• Write a lesson format for teaching the morpheme “anti-”
  – Introduce the meaning of “anti-”
  – Give at least 3 words with “anti-” in them
  – Write one example of an application format (identifying morphemes, meanings, meaningful sentence)
Vocabulary, Extension Activities

– Pictures, games, peer activities
– Word families, e.g.,
  • Prevaricate
  • Prevaricated
  • Prevaricating
  • Prevarication
– Graphic organizers
  • Word Squares
  • Word Webs
Multiple Strategies, Modes

• Focus on important academic words, starting in early elementary school

• Use multiple opportunities to practice each word with multiple modes over many days
  – Hearing, speaking, reading, writing

• Teach combination of strategies for figuring out words independently:
  – Context, online dictionary (if available), etc.

(Baker et al. 2014; Gersten et al., 2007; NICHD, 2000; Silverman, 2007)
ACHIEVING LITERACY: SESSION 2

Comprehension Instruction
Comprehension Instruction Overview

• Defining Comprehension
• Research on Comprehension
• Narrative Text Comprehension
  – Literal and Inferential Questions
  – Story Grammar
• Expository Text Comprehension
  – Text Preview
  – Reciprocal Teaching
  – Paragraph Shrinking (Main Idea) with Partner Reading
  – Study Skills, e.g., RCRC
  – Text Structure
Defining Comprehension

- Understanding text
- What has to be in place for reading comprehension to happen?
  - Decode accurately and fluently
  - Attend to task
  - Understand vocabulary
  - Connect background knowledge to text
  - Remember the facts/events of the text
  - Integrate information across parts of the text
  - Make inferences
Research on Comprehension (NICHD, 2000)

- Comprehension Monitoring
- Graphic Organizers
- Question Answering
- Question Generating
- Text Structures
- Cooperative Learning
- Summarization
Gradual Release for Strategies

- Explicit Instructions
- Modeling
- Feedback
- Guided Practice
- Independent Practice
NARRATIVE TEXT
COMPREHENSION
Questioning

• Question students
  – Literal, build to inferential
• Students create questions
• Students self-question as they read
3 Levels of Questions, p. 18

- Right There (literal)
- Putting it Together (integrative)
- Author & Me (inferential)
Literal Questions

• Building blocks:
  – Read text and answer literal questions orally.
  – Literal questions are directly answered in the text.

• Once students can answer basic questions orally, other skills can be built:
  – Ability to answer more complex questions
  – Ability to answer written questions
Scaffolding Literal Questions

• Consider students’ basic language skills.

• Beginning sequence
  – Student reads a sentence.
  – Teacher asks literal question.
    • Ask question immediately after the relevant sentence is read.
    • Do NOT include pronouns.
  – Correction
    • Model – Test – Delayed Test
    • **Reread** – Test – Delayed Test: Teaches rereading as strategy for improving comprehension.
Literal Questions, Examples

- Question and answer come directly from one sentence.
- Text: “The cat went to the store on Monday.”
- Possible questions:
  - “Who went to the store?”
  - “Where did the cat go?”
  - “When did the cat go to the store?”
Increasing Difficulty of Literal Questions

– Require more remembering:
  • Gradually increase the delay between reading the information and asking the question.

– Require use of Pronouns:
  • Use pronouns in questions.
  • Ask questions that require understanding pronouns in text.
Putting It Together

- Integrative.
- Answer requires information from more than one sentence.
- Correction:
  - Reread each relevant sentence
  - Ask question again.
  - If this does not work, model the answer and explain the relation between the information and the answer.
Putting It Together: Example

• Text: “Goad was a toad. All toads love to eat blue flies.”

• Question:
  – “What would Goad love to eat?”
Author & You, Inferential

• Inferential: Answer is not stated directly.
• Must use knowledge from outside the passage in combination with information from the passage.
• Correction:
  – Reread each relevant sentence.
  – Give relevant outside information.
  – Ask question again.
  – If this does not work, model the answer and explain the relation between the information and the answer.
Author & You: Example

• Text: “Herman left New York when the weather was hot. He returned when there was snow on the ground.”

• Question:
  – “What season was it when Herman returned?”
Relations Among Types

• There are different levels of difficulty in each type.

• Attempt to ask questions that are challenging for each student. This requires sensitivity to skills.

• Use literal questions to assure that students have the relevant information to answer more complex types.
Question Writing, Practice

• Use the story “The Fox and the Grapes” (p. 19).
• Write three comprehension questions, one of each type. (Right There, Putting It Together, Author & You)
• For each question:
  – Put a number in the story for where you would ask the question.
  – Give the question.
  – Give the answer.
  – Describe why the question is the type you say it is.
Story Grammar, Overview, p. 20

• Common structure of narrative texts
  – E.g., setting, character, plot, resolution
• Increases comprehension
• Use: Narratives from PreK to high school
• Different grade levels = different levels of sophistication, but the fundamental questions are the same.
• Can be used for summarizing & writing
Example from PreK

- **Story Champs:**
  - Character
  - Problem
  - Feeling
  - Action
  - Ending
Story Champs Procedures

• Model Story
• Story Gestures
• Team Retell
• Partner Retell
• Wrap up (Champs Ceremony)

Story Champs Brief Video
Advanced Story Grammar

• Character
  – Actions, thoughts, physical attributes, personality

• Conflict or problem
  – Disagreements, decisions, struggle for survival

• Plot
  – Attempts to solve problem, resolution of problem, twists or unexpected events, subplots

• Reactions and themes
  – How did the character change? What is the theme or message of the story?
Name:

Story:

1. Identify the main characters and tell about them.
2. Describe the problem.
3. Tell how the characters try to solve the problem.
4. Tell how the problem is solved or not solved.
5. Is there a twist or complication at the end of the story?
6. What is the theme of the story? What is the author saying?
EXPOSITORY TEXT COMPREHENSION
Expository Text, Overview

• Aka, content area texts
• Text relating to exposition; a discourse designed to **convey information** or **explain** what is difficult to understand
Previewing Text (Text Structure)

1. Read title & introduction.
2. Read headings and subheadings.
3. Read chapter summary (if any).
4. Reading questions at end (if any).
5. Ask, “What will this chapter(text) be about?”
   • Initially, direct students to do each step, then gradually fade teacher guidance.
Text Structures

• Common structures for expository texts:
  – Description, sequence, comparison, cause/effect, problem/solution, argument
• Improves memory of content, comprehension
• Can also use to support writing
• Video example
Reciprocal Teaching Overview, p. 21

• Goal: to improve comprehension and monitoring of comprehension
• Reciprocal Teaching = Share the “teacher role.”
• Small groups (4-5 students)
• Multiple methods:
  – 1 student guides the activity, OR
  – Each student has a role
Reciprocal Teaching, Roles

- Predict
- Clarify
- Question
- Summarize
Reciprocal Teaching, Introduction

• Student Friendly Introduction Video
Partner Reading, Overview, p. 22

Goal: Improve skills at recalling/summarizing.

Partner Reading:

1. Students in pairs.

2. Both students take turns reading a paragraph:
   - This can be oral or silent. Depends on student skill levels.
   - If reading is oral, teach students how to make corrections.
Partner Reading, Next steps

3. Student 1 summarizes.

Paragraph Shrinking:

a.) Who/what is the paragraph about?
b.) What is the most important thing about that who/what?
c.) State the main idea in 10 words or less.

4. Student 2 listens, adds, etc.

5. Students alternate roles.
Paragraph Shrinking (Summarizing)

Teach:
- The reason to use paragraph shrinking
- When to use paragraph shrinking (e.g., main idea)
- Model (with “Think Aloud”)
- Guided Practice (have students state steps)
- Independent Practice
Paragraph Shrinking Example

• Albert Einstein enjoyed sailing. He liked to play the violin. He had fun putting together jigsaw puzzles. He liked riding his bicycle everywhere.
Partner Reading/Paragraph
Shrinking Practice, pp. 22-24

• Practice Partner Reading
  – Form partners
  – Carry out all the procedures
  – Do 2 rounds (each partner leads for 1 paragraph)

• Report on:
  – What skills (both social and academic) would students need to use Partner Reading successfully?
  – How would you teach students to use Partner Reading (assuming they have the required skills)?
Verbal Rehearsal

**Goal:** Improve comprehension and monitoring while reading independently

- For each paragraph
  - “RCRC”
    - Read
    - Cover
    - Recite
    - Check
- Requires preteaching of parts.
- Requires motivation!
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