Reviewing Universal Reading Instruction
EC – Grade 5
Session 2

Facilitators: Sarah Nelson, Kao Moua Her and Lynn Johnson
Regional Technical Assistance Coordinators

http://www.wisconsinrticenter.org/

School Team Objectives

1. Understand the need for a strong systemic reading foundation built upon organizational trust and common foundational beliefs.
2. Articulate current practices around universal reading components from the Wisconsin State Standards.
3. Understand the impact of instructional time, grouping, and classroom environment on the effectiveness of the Universal level of support.
4. Recognize the benefit that common language and systemic evidence-based practices have within your Equitable MLSS Framework.
5. Action plan for school improvement around the Universal level of support for Reading instruction.

Group Expectations
To make this day the best possible, we need your assistance and participation

- Be Responsible
  - Attend to the “Come back together” signal
  - Active participation...Please ask questions
- Be Respectful
  - Please allow others to listen
    - Please turn off cell phones and pagers
    - Please limit sidebar conversations
  - Share “air time”
  - Please refrain from email and Internet browsing
- Be Safe
  - Take care of your own needs

Agreements

- Notice moments of discomfort and stay curious
- Listen fully, with your ears, eyes and heart
- Speak your truth without blame or judgment
- Be open to the experience and each other

Source: National Equity Project & Pacific Educational Group

Team Roles

Facilitator
Recorder
Timekeeper
Spokesperson
Day 2 Agenda

1. Opening activity
2. Review universal evidence-based practices
   • Concept of print and phonological awareness
   • Phonics
   • Fluency
   • Vocabulary
   • Comprehension
   • Text complexity

Day One Reflection

1. Discuss any “ah ha” moments/learning from Day 1
2. What information stuck with you?

Talk With a Shoulder Partner

What’s Your Sign?

Resources

Guiding Our Work on Reading Instruction


Key Recommendations
from the Institute of Education Sciences (IES) Document

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
2. Develop awareness of the segments of sounds in speech and how they link to letters.
3. Teach students to decode words, analyze word parts, and write and recognize words.
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Our Outcome for this Section
Articulate your school’s current reality with systemic and systematic practices

Vision, Commitment, and Ownership Document

Grab the Big Ideas Handout
Purpose of Outline
To articulate how you operationalize universal reading instruction

Handout 1.04

Purpose of Outline
"...[S]chools cannot intervene their way out of their responsibility to provide effective core literacy instruction."

Purpose of Outline
To articulate how you operationalize universal reading instruction EC-5

Creating Systemic and Systematic Structures and Practices
What does it look like?

Agreed-upon research/evidence-based strategies, practices, and assessments aligned to the Wisconsin State Standards
“at grade level and across grade levels”

Articulate each instructional framework component ~ focus lesson, guided instruction, collaborative learning opportunities, independent practice

Refine and articulate at grade level and across grade levels

Document agreed-upon decisions
“Assures sustainability and clarity for ALL”

Day 2 Agenda
✓ 1. Opening activity
  2. Review universal evidence-based practices
     • Concept of print and phonological awareness
     • Phonics
     • Fluency
     • Vocabulary
     • Comprehension
     • Text complexity

Our Outcome for this Section
Define concept of print and identify research/evidence based practices that promote learner proficiency
How do YOU do it?

How do you teach the skills and strategies within your framework?

Is it systemic and systematic?

Wisconsin State Standards
English Language Arts Strands

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>High School</th>
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<td>Reading Foundational Skills</td>
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Early Learning Standards

Language Development and Communication

• Listening and understanding
• Speaking and communicating
• Early literacy

Wisconsin Model Early Learning Standards
http://www.collaboratingpartners.com/wmels-about.php

Supporting Language & Early Literacy Professional Development Materials

http://www.collaboratingpartners.com/

What is “Concepts About Print”?

• Understands that print carries a message
• Environmental print
• Spoken words can be written down and read
• English “Conventions of print” – moves left-to-right; upper/lower case letters, punctuation, etc.
• Book characteristics (front/back/spine)
• Wisconsin Early Childhood Collaborating Partners:

Supporting Language & Early Literacy - Professional Development Materials

Video

https://www.youtube.com/watch?v=h19pZ5DTiM
Our Outcome for this Section
Define phonological awareness and identify the research/evidence based practices that promote learner proficiency.

Creating Systemic and Systematic Structures and Practices
What does it look like?

Phonological Awareness Wisconsin State Standards
• Foundational Skills
• Standard 2
  • Part of “Phonological Awareness” strand
  • Applies only in grades K and 1

<table>
<thead>
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<td>Language</td>
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</tbody>
</table>

What is Phonological Awareness?
• The phonological system is the sound of spoken language.
• It is what you hear.

Phonological Awareness Umbrella
Stepping Stone Skills to Phonemic Awareness
Rhyme Recognize Produce Alliteration Recognizing words with the same
Phonemic Awareness is our goal! It is one of the best predictors of reading success during the first two years of school.
Most Basic to Advanced

Phonological Awareness
The goal is to make it seem like play; however,
• Requires explicit teaching
• Highly structured practice
• Independent practice
• Differentiate!
Planning Instruction: Phonological Awareness

- Model each activity as it is first introduced
- Larger units before smaller units: sentence > syllables > onset/rime > phonemes
- Continuous sounds (s, m, f...) before stop sounds (p, b, k...)
- Fewer sounds before more sounds
- Blending and segmenting before manipulation
- Oral before written language

Planning Instructional Activities Phonological Awareness

- Rhymes, poems, chants, and songs
- Using alliteration
- Clapping syllables
- Manipulating sounds of words

Digging Deeper into the Reading Foundational Skills

Print Concepts (K – 1 only)
Phonological Awareness (K – 1 only)
Phonics and Word Recognition (K – 5)
Fluency (K – 5)

Also see:
Wisconsin State Standards, Appendix A
http://www.corestandards.org/assets/Appendix_A.pdf
Pages 17–22
Building the Foundation, Center on Instruction

Wisconsin State Standards: Foundational Skills

“These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.”

Wisconsin State Standards, Introduction to Reading Standards: Foundational Skills (page 15)

Lay of the Land Foundational Skills

<table>
<thead>
<tr>
<th>Row 1</th>
<th>Grade Level</th>
<th>Row 2</th>
<th>Foundation Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 3</td>
<td>Grade Level</td>
<td>Row 2</td>
<td>Foundation Standard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phonological Awareness Standards</th>
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</thead>
<tbody>
<tr>
<td><strong>RF K.2</strong></td>
</tr>
<tr>
<td>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
</tr>
<tr>
<td>a) Recognize and produce rhyming words.</td>
</tr>
<tr>
<td>b) Count, pronounce, blend, and segment syllables into spoken words.</td>
</tr>
<tr>
<td>c) Blend and segment onsets and rimes of single-syllable spoken words.</td>
</tr>
<tr>
<td>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</td>
</tr>
</tbody>
</table>
Text Investigation

2. IES on the URL Recommendation 1 p. 6-13 Recommendation 2 p. 14-21
3. Research-Based Methods p. 8-29

Building the Foundation

Phonological Awareness

Handout 2.03

Phonological Awareness: Grades K-6

<table>
<thead>
<tr>
<th>Grade</th>
<th>Phonological Awareness</th>
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<tbody>
<tr>
<td>K-2</td>
<td>N/A</td>
</tr>
<tr>
<td>3-6</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Recognize and produce rhyming words.
- Identify initial sounds in oral speech.
- Select one part of the word (e.g., syllable) and say it aloud.
- Produce a spoken word with the same name as a spoken word (e.g., cat, cat).
- Identify short vowel sounds in spoken and written words (e.g., to, to)
- Identify long vowel sounds in spoken and written words (e.g., too, too)
- Identify short vowel sounds in spoken and written words (e.g., too, too)
- Identify long vowel sounds in spoken and written words (e.g., too, too)
- Determine if a spoken word is long or short (e.g., long or short after a word is spoken).
- Sort picture cards (e.g., hot, red, in the categories e.g., long or short words).

www.centeroninstruction.org

Phonological Awareness Outline Template

Day 2 Agenda

1. Opening activity
2. Review universal evidence-based practices
   - Concept of print and phonological awareness
     - Phonics
     - Fluency
     - Vocabulary
     - Comprehension
     - Text complexity

Our Outcome for this Section

Define phonics and identify the research/evidence based practices that promote learner proficiency

Phonics

- Relationship between the letters of written language (graphemes) and the sounds of spoken language (phonemes)
- Necessary for both reading and spelling
- Supports understanding of the alphabetic principle
- Integrated and interactive
- Increase decoding and word recognition skills
Phonics: What the Research Says...

1. Most students in grades K and 1 benefit from systematic, explicit phonics instruction.

2. A variety of approaches to systematic phonics instruction are effective.

3. Students benefit from opportunities to apply phonics to reading and writing with support from the teacher.

Phonics and the Wisconsin State Standards

Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School
---|---|---|---|---|---|---|---|---|---

**Reading Literature**

- Concept of Print
- Phonological Awareness

**Reading Informational Text**

**Reading Foundational Skills**

- Phonics
- Fluency

**Writing**

**Speaking and Listening**

**Language**

Phonics Standards

**RF K.3**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes for the five major vowels.)
  - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**RF 1.3**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Know the spelling-sound correspondences for common consonant digraphs.
  - b. Decode regularly spelled one-syllable words.
  - c. Know the final-e and common vowel team conventions for representing long vowel sounds.
  - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
  - f. Read words with inflectional endings.
  - g. Recognize and read grade-appropriate irregularly spelled words.

Wisconsin State Standards, Reading Standards: Foundational Skills (page 16)

Phonics Standards

**RF 2.3**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - b. Know spelling-sound correspondences for additional common vowel teams.
  - c. Decode words with common prefixes and suffixes.
  - d. Identify words with inconsistent but common spelling-sound correspondences.
  - e. Recognize and read grade-appropriate irregularly spelled words.

**RF 3.3**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - b. Decode words with common Latin suffixes.
  - c. Decode multisyllable words.
  - d. Read grade-appropriate irregularly spelled words.

Wisconsin State Standards, Reading Standards: Foundational Skills (page 16)

Phonics Standards

**RF 4.3 and RF 5.3**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Wisconsin State Standards, Reading Standards: Foundational Skills (page 17)

The Importance of Common Language

- **at grade level and across grade levels**

**Example: What is a Syllable?**

**ALL teachers have access to common language**

- A word or part of a word
- Composed of one or more letters with one vowel sound
- *exception to rule* -ed unless the word ends with a /t/ or /d/ as in nested or nodded and a silent vowel "e" at the end of a word/syllable.
- For example: me, can, bake, float, i-tem, cup-cake, tox-ic, fant-as-tic, par-ty
Systemic Practices
Syllable Type Chart
Every classroom has a visual of the chart

<table>
<thead>
<tr>
<th>Closed</th>
<th>Open</th>
<th>Silent e</th>
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</thead>
<tbody>
<tr>
<td>cat</td>
<td>me</td>
<td>ride</td>
</tr>
<tr>
<td>fish</td>
<td>go</td>
<td>cap</td>
</tr>
<tr>
<td>bub</td>
<td>ta</td>
<td>hop</td>
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Controlled- r

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<tr>
<th>Car</th>
<th>Girl</th>
<th>Tur-</th>
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<tr>
<td>boat</td>
<td>meat</td>
<td>haul</td>
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<td>claw</td>
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Common Language
Children hear same language across grades and at every level in a multi-level system of support (Universal>Selected>Intensive)

Vowel Patterns - Closed Syllable
A word or syllable that contains only one vowel followed by one or more consonants; the vowel is short.

sat bed fin top gum sand best print shop lunch

Short Vowel Target Words
at Ed it ox up

Phonics - Structural Analysis

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Root</th>
<th>Suffix</th>
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<tr>
<td>un</td>
<td>friend</td>
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<td>dis</td>
<td>grace</td>
<td>ful</td>
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<tr>
<td>in</td>
<td>spect</td>
<td>or</td>
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• With explicit and systematic instruction, students now have strategies to decode words. Explicitly TEACH and MODEL STRATEGIES

Phonics - Syllabication Patterns

- C+le turtle tur - tle
- VC.CV rabbit rab - bit
- VC/CC complete com - plete
- V/CV program pro - gram
- VC/V camel cam - el
- V/V lion li - on

Let’s Practice—Quick Talk and Turn

- How many syllables?
- Underline each vowel sound. Cross out the silent e
- Analyze each syllable
- If it was a real word how would you pronounce it?

- bafmotbem
- marthune
- sacle
- dainer
How Well Did You Do?

- baf mot bem
- mar thun
- se cle
- dain er

Phonics and Word Recognition

- About 12 – 15% of English words do not conform to the regular patterns
- Wisconsin State Standards beginning in kindergarten
- Can be taught through context, repetition, multisensory techniques, and learning games, e.g., Word Wall activities, BINGO

Planning Instruction Phonics

- Interactive word wall
- Spelling/word study
- Word solving process/strategies
- Guided reading and writing
- Coaching students in applying phonics knowledge independently

Building the Foundation Phonics

- www.centeroninstruction.org

Text Investigation

2. IES on the URL Recommendation 3 p. 22-31
3. Research-Based Methods Phonics & Word Study, p. 30-47

Phonics Outline Template

Handout 2.04
Day 2 Agenda

1. Opening activity
2. Review universal evidence-based practices
   - Concept of print and phonological awareness
   - Phonics
   - Fluency
   - Vocabulary
   - Comprehension
   - Text complexity

Our Outcome for this Section
Define fluency and identify the research/evidence based practices that promote learner proficiency

Fluency

The ability to perform reading skills (e.g., naming letters, reading words) accurately, automatically, and with prosody.

Prosody - The melodic aspects of oral reading
   - Nurtures comprehension of text
   - Encourages critical thinking
   - Reflects texts’ meaning through voice
   - Pace – intonation/expression – volume

“...fluency is an essential element that bridges the gap between word recognition and comprehension.”

– Vaughn and Linan-Thompson

Planning Instruction – Fluency

1. Model fluent reading
2. Repeated oral reading one-on-one or with an adult who helps with word recognition and feedback after – uninterrupted
3. Choral reading aloud with a group
4. Audio assisted reading
5. Partner reading (could be cross-age)

Fluency – What the Research Says...

1. Repeated reading and supportive feedback are effective instructional techniques.
2. Independent “wide” reading is effective.
3. Match text to student’s reading level.
4. Focus on fluency in grades 1 and 2.

– Catching Schools, Barbara Taylor
Wisconsin State Standards
English Language Arts Strands

Fluency Standards

<table>
<thead>
<tr>
<th>Reading Foundational Skills</th>
<th>Fluency Standards</th>
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</thead>
<tbody>
<tr>
<td><strong>RF K.4</strong></td>
<td><strong>RF 1.4, RF 2.4, RF 3.4, RF 4.4, and RF 5.4</strong></td>
</tr>
<tr>
<td>Read emergent-reader texts with purpose and understanding.</td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td>a. Read on-level text with purpose and understanding.</td>
<td>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
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<tr>
<td>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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Planning Instruction – Fluency

- Explicit fluency instruction on rate, accuracy, prosody
- Model fluent reading with different genres – connect to comprehension
- Model using context to confirm pronunciation and understanding
- Demonstrate an understanding of different purposes for reading text
- Promote phrased and repeated reading – i.e., poetry
- Guided oral instruction – corrective feedback and guidance
- Collaborative learning and experiences

Planning Instructional Activities

- Readers’ theatre, choral reading, and reading performances
- Fluency rubrics
- Reading with a model reader
- Student recorded – assisted readings
- Graphic organizers to monitor comprehension before, during, and after reading
- Reading for pleasure

Cueing Systems Strategy

<table>
<thead>
<tr>
<th>Cueing Systems Strategy</th>
<th>Teacher Talk to Facilitate Strategy</th>
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<tbody>
<tr>
<td>Semantic Cue System – Meaning</td>
<td>&quot;Are you thinking about what’s happening in the story while you’re reading?&quot;</td>
</tr>
<tr>
<td>Reading is supported to make sense.</td>
<td>&quot;You said ______. Does that make sense?&quot;</td>
</tr>
<tr>
<td>Syntactic Cue System – Structure</td>
<td>&quot;You said ______. Does that sound right?&quot;</td>
</tr>
<tr>
<td>Structure is the knowledge of how language works.</td>
<td>&quot;Do we say it that way?&quot;</td>
</tr>
<tr>
<td>Graphophonic Cue System – Visual</td>
<td>&quot;What would you expect to see at the beginning? At the end?&quot;</td>
</tr>
<tr>
<td>This is the understanding and using the sound/symbol relationship of language.</td>
<td>&quot;Do we say it that way?&quot;</td>
</tr>
<tr>
<td>Pragmatic – Purposes or functions of reading</td>
<td>&quot;How would you say that?&quot;</td>
</tr>
<tr>
<td>This governs what the reader considers important and needs to understand.</td>
<td>*Teachers need to be sensitive to their students’ culture, and they must observe closely to help point out pertinent pragmatic features when necessary.</td>
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<tr>
<td>Self-correcting</td>
<td>&quot;I like the way you fixed that.&quot;</td>
</tr>
<tr>
<td>Self-correcting is the process of going back and accurately rereading text when it is not making sense.</td>
<td>&quot;You made a mistake. Can you fix it?&quot;</td>
</tr>
</tbody>
</table>

Paramount to the Success of Universal Reading Instruction: Differentiation
Why Differentiation is Critical

- **TASK:** Read the passage from the book, *The Call of the Wild*.
- This selection provides the reader with 90% of the words. Is 90% decoding accuracy enough to comprehend the text?
- Discuss this question with your neighbor.

**Accuracy Impact on Comprehension**

*Passage from The Call of the Wild*

Buck did not read the __________, or he would have known that __________ was brewing, not only for himself, but for every tidewater dog, strong of muscle and with warm, long hair, from Puget Sound to San Diego. Because men, groping in the ___________ darkness, had found a yellow __________, and because steamship and transportation companies were _________ the find, thousands of men were ________ into the _____________. These men wanted dogs, and the dogs they wanted were ________ dogs, with strong muscles by which to toil, and ________ coats to protect them from the ___________.

Buck lived at a

100 words/10 miscues-90% Accuracy

**Building the Foundation - Fluency**

**Text Investigation**

1. **Building the Foundation**
   - Document p. 20, p. 36-38, p. 66-68

2. **IES on the URL**
   - Recommendation 4 p. 32-37

3. **Research Based Methods**
   - Fluency, p. 49

**Day 2 Agenda**

1. Opening activity
2. Review universal evidence-based practices

   - Concept of print and phonological awareness
   - Phonics
   - Fluency
   - Vocabulary
   - Comprehension
   - Text complexity
Our Outcome for this Section
Describe effective vocabulary instruction and identify the research/evidence based practices that promote learner proficiency

Vocabulary
“After a nearly 15-year absence from center stage, vocabulary has returned to a prominent place in discussions of reading, and it is alive and well in reading instruction and research.”


Vocabulary – What the Research Says...
• Gains in reading comprehension
• Variety of instructional approaches
• Found in many contexts
• Repeated exposure
• Integrated

Integrated Vocabulary Instruction:
• Core consideration in all grades...
• Across the school...
• And in all content areas...
• Across the school day...

Meaningful Differences
Children enter school with "meaningful differences" in vocabulary knowledge.

Meaningful Differences:
What doesn't matter: race/ethnicity, gender, birth order.
What does matter: relative economic advantage.

Hart & Risley, 1995

Hart & Risley, 1995
Planning Instruction – Vocabulary

1. Teach words and meanings systematically
2. Embed word learning within a read-aloud
3. Provide multiple opportunities to practice including key vocabulary and oral practice
4. Word knowledge acquisition is part of the instructional day
5. Reading and listening to texts with age-appropriate and rich sources of texts are readily available

Vocabulary Tiers
Focus on Tier 2 – Academic Words

Vocabulary Word Sort
Tier One words are the words of everyday speech usually learned in the early grades. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them.

Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts. Tier Two words often represent subtle or precise ways to say relatively simple things. Because Tier Two words are found across many types of texts, they are highly generalizable.

Tier Three words (what the Standards refer to as domain-specific words) are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers, they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded. (Wisconsin State Standards Appendix A)

Vocabulary Word Sort

<table>
<thead>
<tr>
<th>Everyday</th>
<th>Academic</th>
<th>Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>cloud</td>
<td>accumulate</td>
<td>impressionism</td>
</tr>
<tr>
<td>arm</td>
<td>misfortune</td>
<td>love</td>
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<tr>
<td>pizza</td>
<td>expectation</td>
<td>carburetor</td>
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<tr>
<td>house</td>
<td>vary</td>
<td>legislature</td>
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<tr>
<td>school</td>
<td>itemize</td>
<td>circumference</td>
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<tr>
<td>walk</td>
<td>quarter</td>
<td>eclipse</td>
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<tr>
<td>friend</td>
<td>analyze</td>
<td>sorta</td>
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<td></td>
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<td></td>
<td>estimate</td>
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<tr>
<td></td>
<td>define</td>
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</tbody>
</table>

Planning Vocabulary Instructional Activities

1. Graphic organizers – word maps, semantic maps, and visual examples
2. Words in context – teach word at point of need
3. Introducing vocabulary before reading, returning to vocabulary after reading
4. Using similarities and differences
5. Extend word learning to independent reading – journals, sticky notes

Vocabulary Building Embedded Though Out the Day

View the video and discuss the following questions:
- How does Ms. Kim make vocabulary a natural part of the classroom?
- How do the students’ responses to this strategy change over time?
Vocabulary

**Kindergarten** Grade 1

**Grade 2** Grade 3

**Grade 4** Grade 5

**Grade 6** Grade 7

**Grade 8** High School

**Reading Literature**

**Reading Informational Text**

**Reading Foundational Skills**

**Writing**

**Speaking and Listening**

**Language**

---

**Vocabulary**

**Wisconsin State Standards**

**Key To Students’ Vocabulary Development**

- building rich and flexible word knowledge
- plentiful opportunities to use and respond to the words
- playful informal talk, discussion, reading or being read to, and responding to what is read

Beck, McKeown, & Kucan, 2008

---

**Vocabulary**

**Reading Literature and Reading Informational**

- RL 4 and RI 4
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone.

- L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- L6: Acquire and use accurately a range of general 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 knowledge when encountering an unknown term important to comprehension or expression.

---

**Text Investigation**

1. **The WI-SS for ELA**

2. **DPI Component Document**

3. **IES on the URL**

   **Recommendation 1**
   p. 11-12

4. **Research-Based Methods, Chapter 5**, p. 74
**Vocabulary Outline Template**

**Day 2 Agenda**

1. Opening activity
2. Review universal evidence-based practices
   - Concept of print and phonological awareness
   - Phonics
   - Fluency
   - Vocabulary
   - Comprehension
   - Text complexity

**This Afternoon**

- Comprehension
  - How do you teach comprehension?
  - Is it systemic and systematic?
- Text complexity
- Wrap Up

**Comprehension**

“...intentional thinking during which meaning is constructed through interactions between text and reader...”

(Harris & Hodges, 1995)

Reprinted in the National Reading Panel Report, 2000

**Our Outcome for this Section**

Describe effective comprehension instruction and recognize the research/evidence based practices that promote learner proficiency

**Comprehension is the goal of reading!**
Comprehension: What the Research Says...

• Summarizing
• Comprehension monitoring
• Use of graphic organizers
• Use of text structure
• Higher level question answering about text
• Questioning before, during, and after reading
• Use of multiple strategies while reading texts

Remember the importance of consistency!

Thinking Questions:

• Do we teach comprehension strategies systemically in our school?

• Do we emphasize that comprehension is the goal of reading?

The Big Idea?
Consistency!

Wisconsin State Standards Comprehension

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>High School</th>
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<tbody>
<tr>
<td>Reading Literature</td>
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<td>Reading Informational Text</td>
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<td>Reading Foundational Skills</td>
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<td>Speaking and Listening</td>
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</tbody>
</table>

Common Language and Common Understanding

<table>
<thead>
<tr>
<th>What is the focus of the standard?</th>
<th>Anchor Standards for Reading Key Ideas and Details</th>
<th>What are the key comprehension processes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explicit/Implicit meanings</td>
<td>RL and RI 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>1. Making inferences 2. Making connections to prior knowledge 3. Determine importance</td>
</tr>
<tr>
<td>2. Evidence to support conclusion</td>
<td>RL and RI 1: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td></td>
</tr>
</tbody>
</table>

RL and RI 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Comprehension

KEY IDEAS AND DETAILS

RL and RI 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL and RI 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL and RI 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Adapted from: "Developing Readers in the Academic Disciplines" - Doug Buehl, 2011
Building Comprehension by Nell Duke

As you watch the video, consider the following questions:

- What do proficient readers do?
- What can teachers do to develop comprehension?
- What can teachers do to help struggling readers?

DPI – Component - Practice Slide

Text Investigation

1. The WI-SS for ELA
2. DPI Component Document
3. IES Recommendation 4 bottom p. 34-35
4. Research-Based Methods p. 98

Comprehension Outline Template

Day 2 Agenda

✓ 1. Opening activity
✓ 2. Review universal evidence-based practices
  ✓ Concept of print and phonological awareness
  ✓ Phonics
  ✓ Fluency
  ✓ Vocabulary
  ✓ Comprehension
  ✓ Text complexity
Our Outcome for this Section
Describe the text complexity model and recognize the importance of text complexity within literacy instruction

Text Complexity

Why is This Important?
1. Complexity of texts students are currently expected to read is below what is required to achieve college and career readiness:
   • High school textbooks have declined in all subject areas over the last several decades.
   • Average length of sentences in K-8 textbooks has declined from 20 to 14 words.
   • Vocabulary demands have declined since the 1960s:
     • 8th grade textbooks = former 5th grade texts
     • 12th grade anthologies = former 7th grade texts
2. Complexity of college and career texts has remained steady or increased, resulting in a gap
   More info: Appendix A (2 – 4)

Wisconsin State Standards: Text Complexity

Reading Literature
Reading Informational Text
Reading Foundational Skills
Writing
Speaking and Listening
Language

Text Complexity

Range of Reading and Text Complexity (Reading Standard 10)
Read and comprehend complex literary and informational texts independently and proficiently.

Wisconsin’s Definition of Text
A text is:
any communication – spoken, written, or visual – involving language
Texts as Windows and Mirrors

Texts serve as windows by allowing students to experience other ways of being and thinking; they serve as mirrors when students can see themselves in what is being read or discussed.

Text Complexity

<table>
<thead>
<tr>
<th>RL 10.4</th>
<th>RI 10.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of the year,</strong> read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4 – 5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td></td>
</tr>
<tr>
<td><strong>By the end of the year,</strong> read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grades 4 – 5 text complexity band independently and proficiently.</td>
<td></td>
</tr>
</tbody>
</table>

Text Complexity Model

- Levels of meaning
- Structure
- Language conventionality and clarity
- Knowledge demands
- Best determined by a human reader
- Word frequency
- Sentence length
- Text cohesion
- Best determined by computer software, such as Lexile
- Motivation
- Knowledge/experiences
- Purpose
- Task complexity

The ways in which the author and characters/speakers in a text contribute to the inclusion of diverse voices in curriculum based on author.

Range of Texts

“To measure students’ growth toward college and career readiness, assessments aligned with the Wisconsin State Standards should adhere to the distribution of texts across grades cited in the NAEP framework.”

Distribution of Literary and Informational Passages in the 2009 NAEP Reading Framework

Text Complexity

<table>
<thead>
<tr>
<th>Text Complexity Grade Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
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<tr>
<td>2-3</td>
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<tr>
<td>4-5</td>
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<td>6-8</td>
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<tr>
<td>9-10</td>
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<tr>
<td>11-CCR</td>
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</tbody>
</table>

Text Sets

Building text sets requires providing windows and mirrors for all students.
A strong text set not only allows ALL learners access to grade-level standards and thinking, but reflects all learners as well as a diverse experiences and populations.

Consider TWO Viewpoints

System:
• How does our school or district ensure that all students have access to appropriately complex texts?
• What resources are available? How do we judge complexity?

Classroom:
• How do I scaffold instruction to be sure that all students are learning from appropriately complex texts?
• What strategies are consistent between classrooms?

Text Complexity Rubrics

Informational Text and Literary Text
The rubric for literary text and informational text allow educators to evaluate the important elements of text that are often missed by computer software that tends to focus on more easily measured.

Text Complexity Investigation

1. The Wisconsin State Standards for ELA (p.133-137) Appendix A p. 4-8
2. Range of Text (2.08)
3. Text Complexity Forms (See next slide)
4. The Challenge of Challenging Texts (ASCD)

Day 2 Agenda
✓ 1. Opening activity
✓ 2. Review universal evidence-based practices
   ✓ Concept of print and phonological awareness
   ✓ Phonics
   ✓ Fluency
   ✓ Vocabulary
   ✓ Comprehension
   ✓ Text complexity

Reflection Partner
1. Share a current strength and a priority area from today’s work.
2. What were key takeaways of this outlining experience?
The Truth

“In order to help all students achieve, all teachers within a school have to know and put into practice many of the same fundamental aspects of effective reading instruction.”

– Barbara M. Taylor

School Team Objectives

1. Understand the need for a strong systemic reading foundation built upon organizational trust and common foundational beliefs.
2. Articulate current practices around universal reading components from the Wisconsin State Standards.
3. Understand the impact of instructional time, grouping, and classroom environment on the effectiveness of the Universal level of support.
4. Recognize the benefit that common language and systemic evidence-based practices have within your Equitable MLSS Framework.
5. Action plan for school improvement around the Universal level of support for Reading instruction.

Accessing the SIR

www.wisconsinrticenter.org

Preview

Day 3 Agenda

1) Revisit strategic use of data
   • Developing a systems process for analyzing data
2) Investigate and outline universal classroom environment
   • Positive culture of learning
   • Instructional time and groupings
   • Universal classroom procedures/routines
   • Organizing physical space
3) Revisit foundational beliefs
4) Action plan
Wrap Up

Thank You!
- Lots to celebrate today!

Collect Your Things
- Gather up all materials!

Take Outlines with You!
- Take outlines and belief statements with you and bring back on Day 3!

Thank you!

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