



# Supports For ELA

# CLOSE READERS

## DO THESE THINGS



Read the text slowly at least twice ►► x 2



Get the gist of what the text is about



Circle words you aren't sure of and try to figure them out



Reread, annotate, and underline key vocabulary



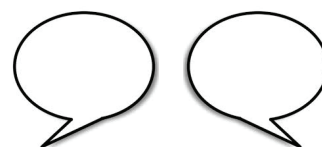
Use the text to answer questions



Gather evidence from the text



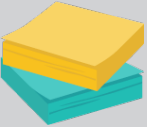
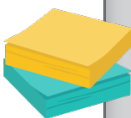
Talk with each other about what you think it means



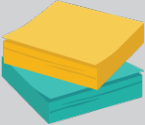
Read again to summarize or answer specific questions



## Routine for Explicit Vocabulary Instruction

Steps	Tips														
1. Have students <b>say</b> the word.															
2. Provide a definition of the word using <b>student-friendly</b> explanations and <b>visuals</b> .	Use a Post-It to help plan your instruction. 														
3. Have students discuss what is <b>known</b> about the word.															
4. Provide <b>examples</b> and <b>nonexamples</b> of the word.															
5. Engage in <b>deep-processing activities</b> by asking <b>questions</b> , using <b>graphic organizers</b> , or having <b>students act</b> out the word.	<p>Choose a deep-processing word from the box. Using a Post-It, plan questions and/or activities that incorporate the word.</p>  <table border="1" data-bbox="987 1144 1323 1417"> <thead> <tr> <th colspan="2">Deep Processing Words</th></tr> </thead> <tbody> <tr> <td>Compare</td><td>Decide</td></tr> <tr> <td>Categorize</td><td>Justify</td></tr> <tr> <td>Design</td><td>Create</td></tr> <tr> <td>Contrast</td><td>Verify</td></tr> <tr> <td>Rate</td><td>Imagine</td></tr> <tr> <td>Recommend</td><td>Predict</td></tr> </tbody> </table>	Deep Processing Words		Compare	Decide	Categorize	Justify	Design	Create	Contrast	Verify	Rate	Imagine	Recommend	Predict
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6. <b>Scaffold</b> students to <b>create powerful sentences</b> with the new word.	<p>Remember the</p> <div data-bbox="893 1522 1242 1606"> <p><b>"Seven-Up" Rule:</b></p> </div> <p>Powerful sentences are seven words and up!</p>														

Rutina para la instrucción explícita de vocabulario

Pasos	Ideas												
1. Pedir a los estudiantes <b>que digan</b> la palabra.													
2. Proveer una definición de la palabra usando <b>explicaciones a nivel de los estudiantes e ilustraciones.</b>	Use una nota adherible para ayudar a planear su instrucción. <div></div>												
3. Pedir a los estudiantes que discutan lo que <b>saben</b> sobre la palabra.													
4. Dar <b>ejemplos y contra-ejemplos</b> de la palabra.													
5. Utilizar <b>actividades de procesamiento intensivo</b> ; haciendo <b>preguntas</b> , usando <b>organizadores gráficos</b> , o <b>dramatizando</b> la palabra.	<div><div>Escoja una palabra. Usando una nota adherible, planee preguntas y/o actividades que incorporen la palabra.</div><div><div>Palabras de procesamiento intensivo</div><table><tr><td>Comparar</td><td>Decidir</td></tr><tr><td>Categorizar</td><td>Justificar</td></tr><tr><td>Diseñar</td><td>Hacer</td></tr><tr><td>Contrastar</td><td>Verificar</td></tr><tr><td>Calificar</td><td>Imaginar</td></tr><tr><td>Recomendar</td><td>Predecir</td></tr></table></div></div>	Comparar	Decidir	Categorizar	Justificar	Diseñar	Hacer	Contrastar	Verificar	Calificar	Imaginar	Recomendar	Predecir
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6. Ayudar a los estudiantes a <b>crear oraciones poderosas</b> con la palabra nueva.	Acuérdese de la regla <div><div>"Siete o Más"</div><div>¡Las oraciones poderosas tienen siete palabras o más!</div></div>												

## Routine for Explicit Vocabulary Instruction Example: *wail*

### Before-Reading Routine

1. Have students say the word.
  - “Say the word *wail*.” (Students echo.)
  - Show the word: *wail*.
  - Say, “wail.” (Students echo.)
2. Provide a student-friendly explanation.
  - “*Wail* means ‘to cry loudly for a long time.’ What does *wail* mean?” (Students echo.)
  - Use the word in a sentence: “The little girl wailed when her mother took her to school.”
  - Use a visual.
3. Have students discuss what is known about the word.
  - “Think about the word *wail*. What do you already know about the word?” Pause.
  - “Turn and tell your partner one idea about *wail*. Be ready to share with the whole group.”
4. Provide examples and nonexamples of the word.
  - “If you broke your toe, would you wail?” (Thumbs up)
  - “After a sad movie, a tear rolled down the woman’s cheek. Did she wail?” (Thumbs down)
  - “Does a young child wail when he doesn’t get what he wants?” (Thumbs up)
  - “The boy cried quietly into his pillow. Did he wail?” (Thumbs down)

### After-Reading Routine

5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.

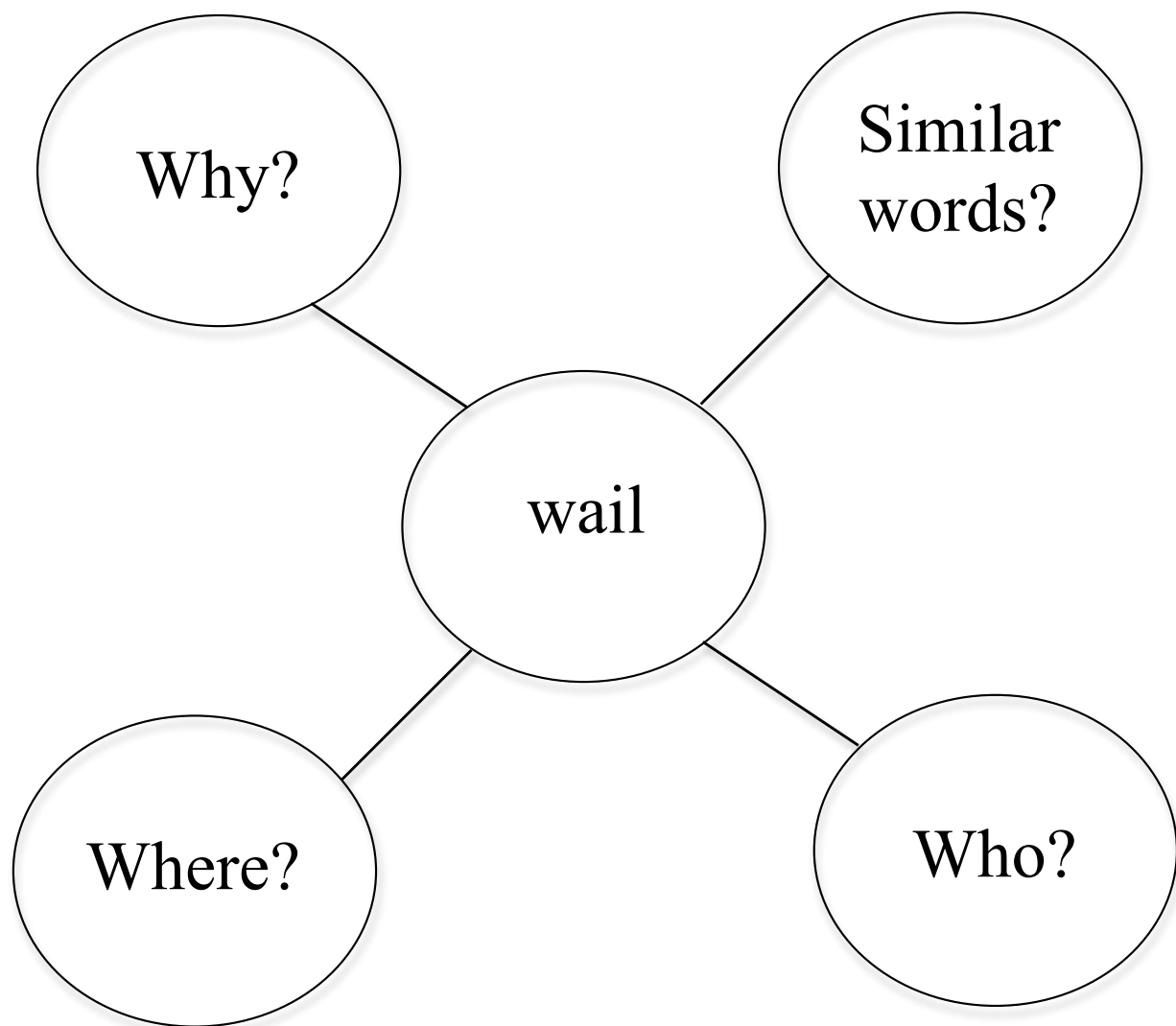
#### Word web:

- “Think about the word *wail*. What are some other words that are similar to *wail*?” (*cry, sob, whimper, whine*)
- “Where might you hear someone wail?” (Nursery, hospital, cemetery, daycare) Write students’ responses on a word web.
- “Who might wail?” (Babies, small children, someone who’s hurt, a really sad person) Write students’ responses on a word web.
- “Why might they wail?” (Really sad, someone hurt them, someone left them, didn’t get what they wanted.) Write students’ responses on a word web.

**Antonym continuum:** “Working in pairs, use these words to create an antonym continuum.” Show students the cards and have them begin. (Example continuum: *wail* – *cry* – *whimper* – *chuckle* – *laugh* – *cackle*)

**Role-playing:** “Working in partners, act out the word *wail* so your classmate can guess its meaning. Then, act out the word *sob* to show the difference between the two words.”

6. Scaffold students to create powerful sentences with the new word.  
Have students work in partners to create sentences using posted sentence starters:
  - “I would wail if...”
  - “I would never wail if...”
  - “I heard \_\_\_\_ wail because...”



## Explicit Vocabulary Instruction Planning Template

BEFORE-READING ROUTINE	
1. Have students say the word.	
2. Give a student-friendly explanation.  Use the word in a sentence.  Use a visual.	
3. Have students discuss what is known about the word.	
4. Provide examples and nonexamples of the word.	

AFTER-READING ROUTINE	
5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.	
6. Scaffold students to create powerful sentences with the new word.	

Adapted from Archer & Hughes, 2011; Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

# Seven Core Reading Comprehension Strategies

## 1. Creating a Visual

Students use their five senses to create a mind picture of what is going on in the text. By visualizing what is happening in the text, students are more likely to notice and remember details.

### Questions for students to think about while creating a visual

- Why is this visual important to the story?
- How does that visual help you to better understand the story?

## 2. Making a Connection

Students should think about the BIG idea(s) presented in a text. This will help them figure out the theme of the story. By making connections with other texts and/or the outside world, students will more easily be able to figure out the overall theme of a text and why the author chose to write about that topic.

### Questions for students to think about while making a connection

- How does the theme connect to other texts you have read?
- How does this story connect to the world?
- What is the author's message in the story?

## 3. Questioning

Students need to remember that good readers are ALWAYS thinking and wondering. By actively reading, students will develop a better understanding of the text. Students should be aware of the difference between "thin" and "thick" questions.

### Questions for students to think about while actively reading a text

- Ask: Who? What? Where? When? Why? How?

The definition of thin questions is that the answer is right in the text (you can actually point to the answer in the text). An example of a thin question is "Who is the main character?" The definition of thick questions is that the answer is supported by the text. An example of a thick question is "What is a possible lesson that can be learned from the story?"

## 4. Determining Importance

Students should look for main ideas and notice the MOST important details in a text. By focusing on the events that lead to the solution of the problem and when a character changes, students will have a better idea of what might be the most important part(s) of a text.

### Questions for students to think about while determining what is most important in a text

- What was the problem?
- What was the solution to the problem?
- What events led to the solution of the problem?
- Did any of the characters change?

# Seven Core Reading Comprehension Strategies

## 5. Inferring

Students use their background knowledge (b.k.) and clues from the text (t.c.) to make an inference (something you know that the author does not come right out and tell you). Encouraging students to think about “why” a character did or said something, and “why” an author may have written the text creates an environment where students are naturally making inferences.

### Questions for students to think about while making an inference

- What new information were you able to figure out?
- Why do you think the character did \_\_\_\_\_?
- Why do you think the character said \_\_\_\_\_?
- Why do you think the author wrote this text?

## 6. Synthesizing

Students take all the information from the text and tie it together. By summarizing a story, students are recalling the most important details and events in order to prove that they understood the text.

### A question for students to think about while synthesizing

- Can you summarize the story?

## 7. Noticing the Author's Craft

Students evaluate the author's writing style. When students state specifically what they did or did not like about the text, they are encouraged to think critically and to analyze the author's writing techniques.

### Questions for students to think about while noticing the author's craft

- What part of the text did you like the most? The least?
- Did the author use figurative language, humor or suspense?
- Would you read more books by this author?

# Instructional Routine For Teaching Critical, Unknown Vocabulary Words

V

Procedures: Use for providing direct instruction of priority target words.

Step 1	Introduce the Word A. Write the word on board. B. Read word. Students repeat. C. Repeat for unfamiliar words.	Example "This word is <i>reluctant</i> ." "What word?"
Step 2	Present a Student-Friendly Definition A. Tell students explanation, or, B. Have students read explanation with you.	" <i>Reluctant</i> means you are not sure you want to do something." "When you are not sure you want to do something, you are . . ."
Step 3	Illustrate the Word with Examples ▪ Concrete examples ▪ Visual representations ▪ Verbal examples	"If your mother asked you to try a new food, you might be <i>reluctant</i> ." "You may be <i>reluctant</i> to watch a scary movie."
Step 4	Check Students' Understanding Option 1: Deep processing questions Option 2: Examples/Nonexamples Option 3: Students generate examples Option 4: Sentence starter	"Why would a student be reluctant to go to a new school?" "Would you be <i>reluctant</i> to go to recess on a warm, sunny day?" "Tell your partner something you would be <i>reluctant</i> to do." Start your sentence by saying, 'A cat might be <i>reluctant</i> to . . . ' Then tell why."

Adapted from Western Regional Reading First Technical Assistance Center

# Instructional Routine For Teaching Vocabulary Within Read Alouds

RA

**Procedures:** Use to enhance Read Alouds within and outside of Comprehensive Reading Program

<b>Step 1</b>	Provide background knowledge needed to enhance understanding of the story.	<b>Example:</b> <i>The Range Eternal</i> by Louise Erdrich <b>Background Needed:</b> Turtle Mountains, North and South Dakota, history of the open range
<b>Step 2</b>	Carefully select and preteach 2–3 unknown, critical vocabulary words that students are likely to encounter in the future as well as key concepts from the story.	<b>Critical Unknown Vocabulary/Key Concepts:</b> <ul style="list-style-type: none"><li>▪ Range (double meaning)</li><li>▪ Eternal</li></ul>
<b>Step 3</b>	Read story aloud while fast mapping other unknown, critical vocabulary by substituting a succinct, student-friendly synonym or brief phrase for the unknown word.	<b>Words for Fast Mapping:</b> Grateful, prickled, loped, kindling, slough, gleaming
<b>Step 4</b>	Check for understanding. <ul style="list-style-type: none"><li>▪ Think, Pair, Share</li><li>▪ Choral Responses</li><li>▪ Signaling</li></ul>	Check for understanding of key concepts of the story both during and after the read aloud.

Adapted from Western Regional Reading First Technical Assistance Center

# Instructional Strategies for Fostering Word Consciousness

WC

	Examples
1. Reward use of target words: cultivating "Word Wizards"	<ul style="list-style-type: none"><li>Post target words and devise a process for tracking student use of them in speaking, writing, and bringing in examples from wide reading (e.g., post student names on target words, let student wear a word they have used or collect words used on a word ring or in a treasure box.)</li></ul>
2. Play short word games as sponge activities	<ul style="list-style-type: none"><li>Hink-Pinks (e.g., happy father? sad dad)</li><li>In Front and Behind (e.g., climb over - <u>?</u> - fish covering , answer: <b>scale</b>)</li></ul>
3. Teach figurative language like idioms, proverbs, and clichés	<p>Read books like</p> <ul style="list-style-type: none"><li><i>A Little Pigeon Toad</i> or <i>My Teacher Likes to Say</i>.</li><li>Point out expressions like "red herring" and "the real McCoy" and discuss where they came from.</li></ul>
4. Have students look for and "collect" interesting words	<ul style="list-style-type: none"><li>"Egghead. That's a funny word. What do you suppose it means"?</li><li>Hundred dollar words: Students propose words to study. Words that have important morphology or encountered frequently across content areas get posted on fake \$100 bills and taught.</li></ul>

# Instructional Strategies for Deep Processing of Targeted Vocabulary Words

DP

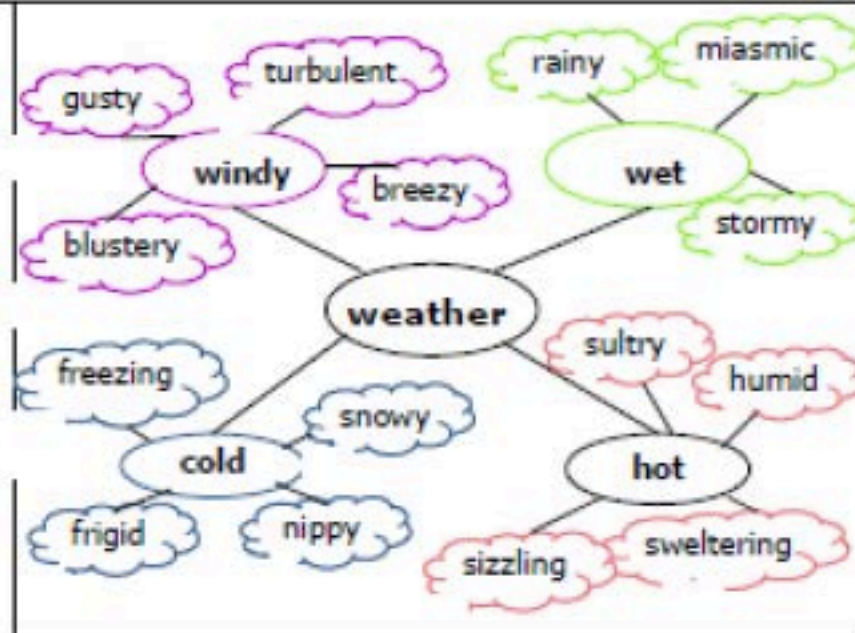
	Examples
1. Yes/No/Why	Would it be <i>disgusting</i> to eat earthworms? Why? Would a <i>disgusting</i> trash can smell good? Why? Can a rectangle be a parallelogram? Why or why not?
2. Completion Activity	I was very <i>persistent</i> when ( ). Things that can be <i>confined</i> are ( ). I knew he was <i>novice</i> at skiing because ( ).
3. Word Lines	How surprised would you be if . . . a dog started <i>heckling</i> you? a rabbit <i>tudged</i> through the garden? <b>Least Surprised . . . . . Most Surprised</b>
4. Sentence Substitution	When the math test was over, Poloma was very happy. When the math test was over, Poloma was very . . . ( <i>relieved</i> ).
5. Meaningful Sentence Writing	Students write a sentence answering who, what, when, where, why, how questions. During the past week, what have you been urged to do? Why would a teacher be impressed with one of her students?

Adapted from Western Regional Reading First Technical Assistance Center

# Instructional Strategies for Distributed Practice and Cumulative Review

P/R

1. Classifying with graphic organizer



2. Word pairs (relationship chart)

	Same	Opposite	Go Together	No Relation
Hermit-odd			X	
Nomad-settler		X		
Protection-shell			X	

## Instructional Strategies for Distributed Practice and Cumulative Review

P/R

3. Choice After teaching a group of vocabulary words, review using a "choice" activity	If you felt <i>relieved</i> after a test, was the test probably easy or difficult? If an <i>enemy</i> gave you the answers before a test, would you believe the answers to be correct or incorrect? If the food was <i>disgusting</i> , would you ask for more or spit it out?
4. Concept word sort	<ol style="list-style-type: none"><li>1. Students sort a list of related terms into categories.</li><li>2. If a word fits more than one category, students select the best category and defend their selection.</li><li>3. Students may create an "other" column for words that don't fit any category and an "unknown" column for words they don't know the meaning of.</li></ol>
5. Linear array	<ol style="list-style-type: none"><li>1. Have students put a list of words in order to illustrate degree. (e.g., City-Neighborhood-Continent-World-State-Nation)</li><li>2. Give students the beginning of a list. Have them add words to illustrate degree. (e.g., Tiny _____)</li></ol>
6. Maintain vocabulary logs	Record target word, student-friendly definition, sentence illustrating meaning, examples and nonexamples (or synonyms and antonyms), illustrations, update as knowledge about a word grows