

**STRATEGIES TO:
INCREASE TEST SCORES**

**READING,
SCHEMA
AND
VOCABULARY**

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Research Quotations

- The teacher plays an important role in the development and fostering of the fluent reader (Rasinski, 2004; Stahl, 2004).
- In order to comprehend text, expert readers use a variety of consciously controlled strategies when reading. Reading strategies can be described as knowledge readers use to figure out *how* to comprehend as they attempt to understand what they read (Neufeld, 2005).
- Young children whose parents love and value reading, read to their children often as a daily experience, and explain vocabulary to their children when they ask questions while on an outing or at home were found to have advanced vocabulary, compared to the average child whose language and vocabulary experiences were more limited (Hart & Risley, 1995).
- Literacy instruction for grades 4–12 must support effective literacy strategies for helping all students become fully competent in the more advanced kinds of skills necessary to succeed in college, compete in the increasingly technological world, and become productive adults in society (Heller & Greenleaf, 2007; Wilber, 2008).
- By addressing the literacy needs of the adolescent, schools will better prepare students who can hold full-time jobs, participate in national elections, and support their own children's reading and writing endeavors in adulthood (Conley, 2008; Heller & Greenleaf, 2007; Vacca & Vacca, 2005).
- The language that teachers and students use in the classroom determines what is learned and how learning takes place. The classroom is a unique context for learning and has a profound effect on development of language and literacy skills, particularly in the early years (Wilkinson & Silliman, 2000).
- Teachers engage readers when they provide prominent knowledge goals; real-world connections to reading; meaningful choices about what, when, and how to read; and interesting texts that are familiar, vivid, important, and relevant. A coherent classroom contains these qualities (Guthrie, 2000).
- A strong case can be made for doing the following to improve reading comprehension in students: (1) teach decoding skills, (2) teach vocabulary, (3) encourage students to build world knowledge through reading and to relate what they know to what they read, (4) teach students to use a repertoire of active comprehension strategies, and (5) encourage students to monitor their comprehension, noting explicitly whether decoded words make sense and whether the text itself makes sense. When problems are detected, students should know that they need to reprocess (e.g., by attempting to sound out problematic words again or rereading). (Pressley, 2000).



SCHEMA

Call it schema, relevant background knowledge, prior knowledge, or just plain memory; readers bring a lifetime of past experiences to a text that both enhance and influence comprehension. Schema is the backbone of our ability to fully and deeply understand. **We use our schema to make connections**, monitor meaning, pose questions, make predictions, draw conclusions, create mental images, synthesize, and ultimately determine how new information is stored in our long term memory.

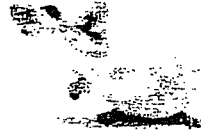
Schema is the knowledge and experiences represented in our minds and the importance of this prior knowledge as we seek to learn and understand something new. In schema theory, prior knowledge is packaged into organized structures or "files". These schema files contain not only knowledge, but situations, events, memories, experiences, and understandings.

Readers and learners rely on their existing schema or files to relate and connect to new or deeper knowledge. Our brain is not just simply a "storage" center for files. Schema exists as a "work house" in a constant state of action. **Each day and every minute we are adding to, revising, merging, discarding, and building new files.**

Can You Read These Short Passages?



MR Ducks
MR Knot
OSAR
CM Wangs?
IL Be
MR Ducks!



MR Mice
MR Knot
OSAR
CM EDBD feet?
IL Be
MR Mice!

Can you raed tihs? Olny srmat poelpe can!

I cdnuolt blveiee taht I cluod auktuely uesdnatnrd what I was rdanieg. The phaonmneal pweor of the hmuan mnid, aoccdrnig to a rscheearch sutdy at Cmabrigde Uinervtisy, it deosn't mtttaer in waht odrer the ltteers in a wrod are, the only iprmoatnt thing is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the muahn mind deos not raed ervey lteter by istlef, but the wrod as a wlohe. Amzanig, huh? Yaeh, and I awlyas tghuhot spleling was ipmorantt!

Di Tri Berresse

Uans appona taim uas tri berresse.
Mama Berre, Papa Berre, en Beibe
Berre. Live inna contri, nire foresta.
Naise aus. No Muggheggia.

Uans ese Mama, Papa, e Beibe go
bice, bodde forghette loche di dore.

Bai enne Bai commesse Goldilocchesse;
Sci gotta nottinghe tu du botta meiche trobile!

Sci pusche alle fudde daon er maute—no
live crommes. Den, sci gos appesterresse
enne slippise in olla beddesse—Leise Slobbe!

Bai enne Bai commesse omme di tri berresse,
olle sonneborne en send inne schuis. Dei
garra no beddesse, dei garra no fudde. Uat
uas dere to due? Uana em tro erra aute inna strit? Colle
pollitzeman? Fette Cienze! Dei
uas Italian berresse, enne de slippise ona florre.

Goldilocchesse stei dere eitte deis. Itte aute
Ausen omme.
En guiste becos dei esche
ere uans tu meiche di beddse, sci sei, “no
wei” enne ron omme tu erra Mamma, tellenerre uat
dorti stincherres di tri berres uar.

Uatsiuse? Uara u goine du?
Go complaine sitte olle?

The Ultimate Reading Challenge

Directions:

Review the questions below; then read the passage "Di Tri Berresse" on the next page. As you read, answer as many of the following questions as you can:

1. What are the names of the four characters?
2. Where did the characters live?
3. Where did they go for the day?
4. Describe their negligent behavior.
5. What problem did their negligence cause?
6. Define these words from context:
Muggheggia
Sonneborne
Uans
7. Describe the actions of Goldilocchesse.
8. What request did the family make of Goldilocchesse, and how did she respond to them?

Setting Up for Schema-Building Assessment

Directions:

1. In your grade-level groups, list at least seven ways that you can use to build schema in your students as a before-reading strategy that will give them the background knowledge or experiences, terms, and understandings they need to create a foundation for successful reading. Feel free to use any of the Diagnoses with Suggested Prescriptions/Interventions from pages 31 through 42 (first edition) or 29 through 40 (second edition) of our course text as well as what you have learned in this section of the course.

Examples:

- Watch a movie clip that uses the vocabulary they need.
- Experience a live event or virtual field trip introducing them to the topics.
- Find popular songs to share that use the same vocabulary or concepts.
- Bring in a guest speaker.

1.

2.

3.

4.

5.

6.

7.

Classroom Interventions

Reading in the Content Area Classrooms

If the issue is comprehension –

BEFORE READING *Did the teacher ...*

- Pre-Teach key vocabulary before assigning the text ?
- Complete Pre-reading activities with individuals and through whole class instruction ?
- Build Student Schema before and during reading through class discussion ?
- Build Student Mental Imagery by video clips (YouTube) and PowerPoint pictures ?
- Preview the textbook by looking at guide questions, primary word lists and graphic data?
- Teach students the structure and patterns of the textbook chapter (typography, writer cues)
- Use anticipation guides and prediction guides to build student interest and connections ?
- Use a KWL (R) or "RAN" strategy to discover student background ?
- "Get 'em started" by reading the first several pages with students before assigning reading ?

DURING READING *Did the teacher ...*

- Provide small group and pair-share reading experiences ?
- Encourage students to work in partners and triads to answer comprehension questions ?
- Model reading for the student to demonstrate reading strategies for this type of text ?
- Provide study guides with a few questions at all levels ? (literal, inferential, vocabulary)
- Assign reading with a "Read And..." strategy ? (DC notes, SubSearch, Targets, Pair-Share)
- Read and reread difficult passages – emphasize the importance of re-reading ?
- Monitor student reading behaviors and focus – watching for eye movement / body language ?
- Practice the 10-2 rule ... 10 minutes of reading followed by 2 minutes of debrief/processing?
- Assign difficult passages with a "tolerable" amount of pages (10-20 page assignments?)
- Use "read-aloud" and "think-aloud" modeling strategies ?
- Create a "stress-free" reading situation, where students can ask questions openly and easily ?
- Emphasize a self-monitoring strategy like CDIS marking or "Quick Write" note taking ?

AFTER READING *Did the teacher ...*

- Allow for sharing time with a partner or small group?
- Encourage comparing of notes and other "Read And ..." activities?
- Provide time for students to ask clarifying questions (to teachers and classmates) ?
- Review the most important terms and vocabulary from the section ?
- Guide students toward separating main ideas from details (DC notes / Outlines) ?
- Use Assessment FOR Learning techniques (ungraded quizzes, formative lessons) ?
- Generate student-focused discussion strategies (Socratic Seminar, Meeting of Minds) ?
- Use a variety of questioning strategies (QAR, 6-Way paragraphs, Questions for Life) to assess student understanding and comprehension ?
- Encourage students to *Lay Down the L.A.W* – Label, Answer, and Write their own questions?

Vocabulary

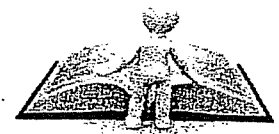
More and more we are coming to understand that the richness of one's vocabulary is a controlling factor in developing sophisticated reading and thinking skills.

-Gerald G. Duffy.

Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies

Research Quotations

- Developing strong vocabulary promotes reading comprehension and allows individuals to successfully participate in society (Blachowicz & Fisher, 2004).
- Quality instruction can positively influence vocabulary acquisition as long as that instruction is robust. *Robust* vocabulary instruction refers to instruction that derives its effectiveness from being vigorous, strong, and powerful. Robust vocabulary instruction involves direct explanation of word meanings, with frequent and varied opportunities for students to think about and use words for active engagement with words (Beck, McKeown, & Kucan, 2002).
- Effective vocabulary strategy instruction includes giving both definitional and contextual information about new words, engaging in high-level thinking skills when introducing words, and talking about new words on a consistent basis (Ellery, 2005). Some strategies include:
 - Personalization of word meanings—making personal connections to word meanings assists in retention of new vocabulary (Blachowicz & Fisher, 2000; 2003).
 - Multiple exposures—providing students multiple opportunities to utilize new vocabulary words through oral language experiences, interaction with a variety of text, and integration of new vocabulary into students' own writing (Beck, McKeown, & Kucan, 2002; Benjamin, 2007; Blachowicz & Fisher, 2000; Kosanovich & Reed, 2010; Carleton & Marzano, 2010).
 - Word play—activities using words in games, connecting words, manipulating words, and combining and recombining components of words creatively (Blachowicz & Fisher, 2003; Richek, 2005). Some examples of word play are *semantic impressions*, where students internalize words they will read later by weaving them into personalized narratives, and *word building*, where students work with the morphology of words to build and create new words and connect known words to unknown words (Bear, Invernizzi Templeton, & Johnston, 2000; Benjamin, 2007, Richek, 2005,).
 - Active engagement—promoting student interactions with words by working together to use new terms in meaningful ways and engaging context (Blachowicz & Fisher, 2003; Nagy & Scott, 2000). An example would be *word expert cards*, where students construct word cards from a list of words to be learned, use the dictionary to supply definitions, then teach one another the words (Richek, 2005).
 - Metacognitive skills—teaching students to be aware of and monitor their own word knowledge and to know how to find resources to enrich and clarify their word knowledge when needed (Blachowicz & Fisher, 2000; Spencer & Guillaume, 2006).



Mortimer Mooner Stopped Taking A Bath!

By Frank B. Edwards & John Bianchi

On Monday, Mortimer Mooner stopped wearing a tie.

On Tuesday, a tieless Mortimer Mooner stopped cleaning his room.

On Wednesday, a messy Mortimer Mooner stopped washing his trotters.

On Thursday, a grimy Mortimer Mooner stopped combing his hair.

On Friday, a scruffy Mortimer Mooner stopped brushing his teeth.

And on Saturday, a tieless, messy, grimy, scruffy,
stinky Mortimer Mooner stopped taking a bath.

On Sunday, Mortimer Mooner received a visit from his grandmother
and ran to give her a hug. But Grandmother Mooner held back.

She looked at his trotters and his hair and his teeth.
She peered into his messy room. She even sniffed the air.

“My dear Mortimer,” she said, “even though I do love you very much,
I think that if I tried to hug you, I would surely faint.”

“Well,” said Mortimer Mooner, “maybe I’ll clean my room.

And wash my trotters.

And comb my hair.

And brush my teeth.

Hey! Maybe I’ll even take a bath.”

And when he was done, his grandmother gave
him a hug and a kiss and made him some lunch.

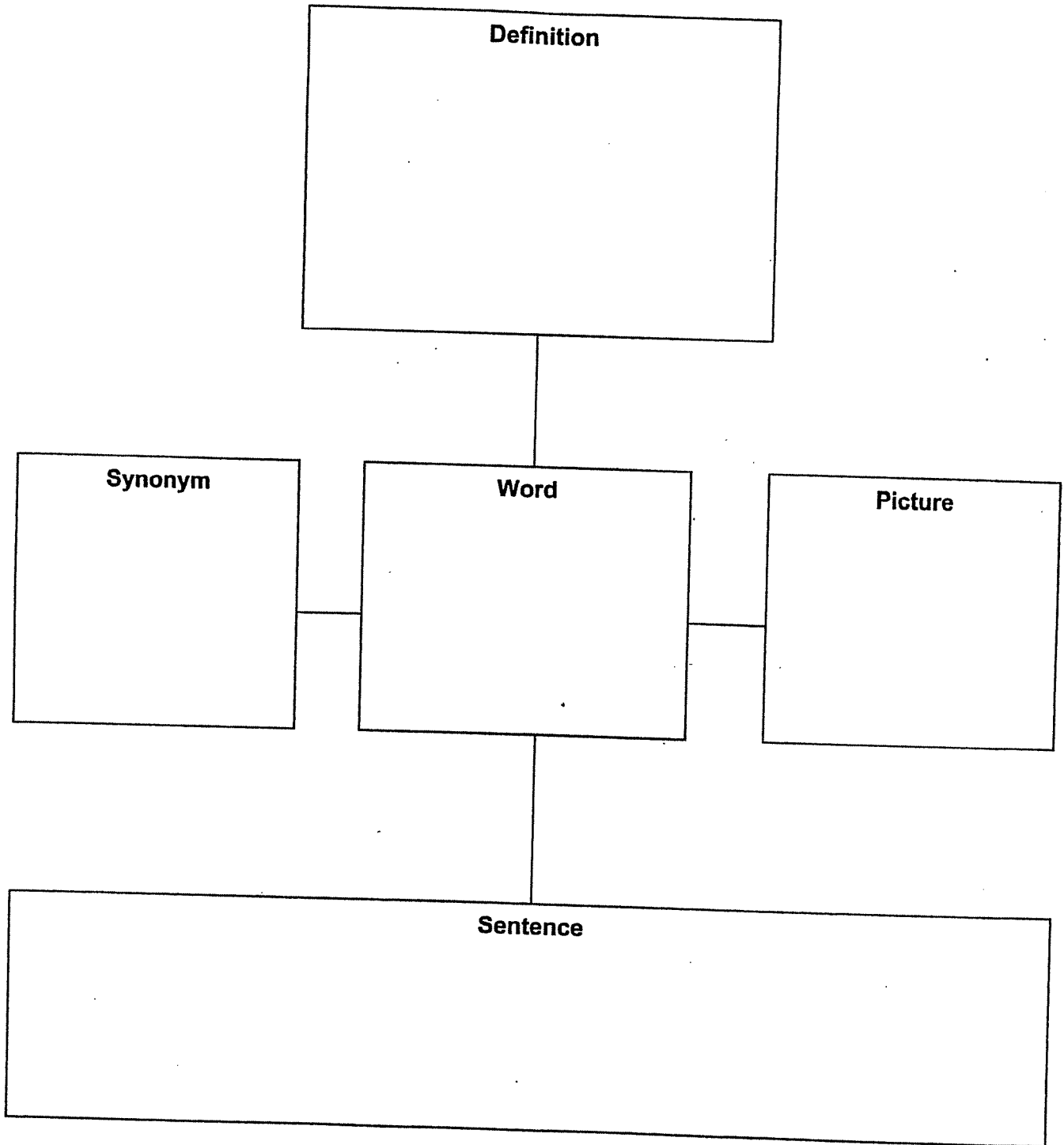


Mortimer Mooner Stopped Taking a Bath!

Directions:

1. Use the space below to draw Mortimer as you see him in your mind's eye (Mental Imagery).
2. As you are listening and drawing, think about your thinking processes (Metacognition).

Word Map



Schema-Building Map: History

Etymology

Latin: *Imperium*

Rule by imperator or a single absolute ruler

ROME: from the legend of Romulus and Remus

Example

Rome's Empire included all of the regions around the Mediterranean Sea.

The Romans called this body of water "Our Sea."

Analogy

Roman Empire:
Dictatorship

United States:
Democratic Republic

Compare-Contrast

Rome's empire compares to the Soviet Union of the twentieth century. The empire controlled a vast amount of land and a wide variety of people.

In contrast, a modern nation with a uniform ethnic and cultural population (like Switzerland) would be the opposite of the Roman Empire.

The Roman

EMPIRE

Context Sentence

Rome's empire was the culmination of the ancient world and was known as the seat of modern forms of government and art.

The Roman Empire set the stage for the development of the nations of Europe during the Middle Ages.

Exaggerations and Key Quotations:

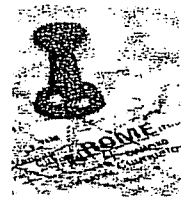
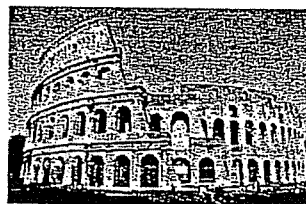
All Roads Lead to Rome!

Veni, Vidi, Vici!

I Came—I Saw—I Conquered!

The Rise and Fall of the Roman Empire

Pictures, Symbols, Icons



Schema-Building Map: Civics

Etymology

Latin—*Civ/Cit*
City, Citizen, Civilian

Example

Research a candidate's positions and make an informed voting decision.
Serve on a citizen's committee or commission that works on an area that interests you.

Analogy

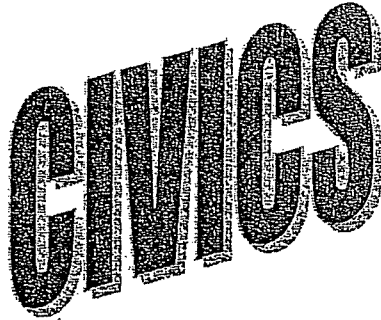
CIVICS: Citizens
Driver's Ed.: Drivers

Just as driver's ed. prepares students to be informed, enlightened drivers, civics prepares students to be active, enlightened participants in our democratic society.

Worth Considering . . .

Poor government means poor citizen participation.

Civics can be a reality only in nations where citizens are allowed to participate in the decision-making process.



Context Sentence

Only 4 percent of our high school's student body voted in the all-school election.

Therefore, our school's student government is not a democracy: only a select few determined the vote. This is *not* good civics!

Metaphor/Simile

His civic responsibilities lay as heavily on his shoulders as his need for a military career. A ton of bricks would not feel heavier than these.

Critical Attributes

Good civics requires freedom of choice, participation, and responsible behavior by citizens of a society.

Physical Demonstration: Civics in the Real World

- Community Service
- Outreach and Involvement
- Voter Registration Drives
- Constitution Tests for Citizens
- The Bill of Rights/Our Freedoms

Pictures, Symbols, Icons



My Word Map or Schema-Building Map

Directions:

In the space below, create a (completed) word map or schema-building map you could use with (or could expect from) your students.

Classroom Interventions

Reading in the Content Area Classrooms

If the issue is MOTIVATION –

The teacher should ...

- Model reading with energy and enthusiasm
- Share personal favorites for books of all types
- Provide a variety of high-interest materials, including lower level books (ORCA books, etc)
- Provide reading choices (library book talks) outside of the classroom
- Implement intriguing pre-reading activities and explorations
- Build schema with video, music, and technology sources
- Find connection points (text – text, text – life, text – world connections)
- Survey students to discover personal, social, and academic / literary interests
- Discuss the student reading / discoveries with other students / teacher conferences
- Provide a non-threatening “safe” reading environment in the classroom
- Allow time for reading in class – and monitor (discreetly) for student engagement
- Provide a lot of frequent, descriptive, positive feedback on reading assignments
- Establish an SSR program with personal choice for accountability / journaling
- Allow for longer wait time – expect correct answers – expect students to know the answers

If the issue is VOCABULARY –

- Pre-teach all major vocabulary words before assigning a text or passage
- Build Word Walls – and allow students to add Discovery Words to the wall throughout the year
- Use Word Families (roots, prefix, suffix) strategies to expand vocabulary and understanding
- Teach specific Word Attack strategies (context clues)
- Teach Memory and Encoding strategies (K.I.M. – WordPlay – Visual Vocabulary – Mnemonics)
- Expose students to key words through the 5 neural pathways (esp. visual, verbal, kinesthetic)
- Organize vocabulary lists into categories and classifications rather than alphabetized lists
- Have students RECITE the words orally and use in complex sentences on their first exposure
- Require students to USE the correct term / pronunciation on content words explicitly

If the issue is FLUENCY / Reading Rate –

- Model sounding out unfamiliar words – decoding skills for new content area vocabulary
- Allow students to read a passage silently (and ask questions) before reading aloud in class
- Teach “scooping” or “phrase-cued text” strategies to Word-Calling / Single-Word readers
- Teach skimming and scanning techniques explicitly and continually in content area classes
- Model fluent Reading continually for students – use fluent students as reading models
- Use read-along strategies (with teacher, student models or books-on-tape)
- Have students chart reading rate (wpm = words per minute) at 70% comprehension goals
- Pair-Share reading (reading and re-reading with partners)
- Introduce and emphasize Read-A-Minute (RAM) strategy in content area classes
- Introduce and practice “Reader’s Theater” and Choral /Echo readings with students



Vocabulary Acquisition: Synthesis of the Research

by Scott K. Baker, Deborah C. Simmons, Edward J. Kameenui
University of Oregon

Summary

Vocabulary acquisition is crucial to academic development. Not only do students need a rich body of word knowledge to succeed in basic skill areas, they also need a specialized vocabulary to learn content-area material. A foundation of vocabulary knowledge must be in place early if children are going to perform successfully in school. The following points capsule our findings of recent research on vocabulary acquisition.

Students learn an amazing number of words during their early school years, as many as approximately 3,000 per year on the average, or eight words per day. However, the number of words students learn varies greatly. As some students are learning eight or more words per day, other students are learning only one or two.

Even as early as kindergarten, sizable differences are found in the numbers of words different students know. This vocabulary gap tends to increase significantly throughout students' school careers. Thus, early differences in vocabulary knowledge have strong implications for students' long-term educational success.

Multiple factors may contribute to differential rates of vocabulary growth. Biological factors that may partially account for differential rates of vocabulary growth include general language deficits and memory problems. Also, a strong relation has been found between environmental indicators such as socioeconomic status and vocabulary knowledge, indicating that home factors may contribute substantially to students' vocabulary knowledge.

Nearly all strategies for increasing vocabulary knowledge result in greater learning than occurs during typical opportunities. These methods have included semantic mapping, semantic feature analysis procedures, the keyword method, and computer-assisted instruction.

Words can be known at different levels of understanding. Therefore, choice of vocabulary intervention procedure should be based on the procedure's efficiency with respect to teacher and student time, and its usefulness in helping students learn the meanings of other words independently.

Directly teaching word meanings does not adequately reduce the gap between students with poor versus rich vocabularies because of the size of the gap. It is crucial, therefore, that students also learn strategies for learning word meanings independently.

The relation between reading comprehension and vocabulary knowledge is strong and unequivocal. Although the precise causal direction of the relation is not understood clearly, there is evidence that the relation is largely reciprocal.

The development of strong reading skills is the most effective independent word-learning strategy available. However, those students who are in the greatest need of vocabulary acquisition interventions tend to be the same students who read poorly and fail to engage in the amount of reading necessary to learn large numbers of words.

Word meanings are learned during independent reading activities, but the effects of such learning do not appear to be very powerful. Words need to be encountered in text multiple times before their meanings become part of a student's vocabulary. However, although independent reading is not an efficient way to learn word meanings, the tremendous number of words typical students in the primary and middle grades encounter in written text nevertheless results in considerable vocabulary learning.

Improvements in beginning reading instruction are crucial if students are to develop the skills necessary to engage in significant amounts of independent reading and hence acquire a sufficiently large vocabulary.

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