

**Power Strategies: Sure
Fire Literacy
Strategies for All
Learners (Reading
Strategies Session)**

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Tell us who you are and what brought you here?

- Name
- Role
- What brings you here? Or what is one area in which you'd like to see your students grow when it comes to literacy?

Today's Targets

To demonstrate and experience the following Power Literacy Strategies:

- 1.) Pre-teach Vocabulary (using Marzano's 6 Steps)
- 2.) Setting a Purpose for Reading
- 3.) The connection between Reading and Writing
- 4.) Comprehension Continuum



Academic Language for most teachers IS our everyday language, which makes it hard to notice and, therefore, hard to teach.

~ Jeff Zwiers, p. 39

How do I choose which words I teach?



Brick and Mortar words:

Brick words: Specific to a discipline (our essential content vocabulary)

BUT our Bricks need Mortar to hold content specific words together and to promote transfer of knowledge across our disciplines.

Mortar Terms: Academic Vocabulary— “general but sophisticated words used across domains that mature users use to communicate complex thoughts.” ~Zwiers, p. 22

How do I choose which words I teach?

Essential vs. Non-essential

- Choose essential words—2-3 per week.
- Give students non-essential words to have.
 - Ideally, K-12 lists by content area.
 - Better, 9-12 by content area—academic vocabulary across the school.
 - Good, by grade and content
 - At least, by unit within your class.

Maximize Vocabulary Instruction: Build the Base

90 % of English words with more than one syllable are Latin based

Most of remaining 10% are Greek based

A single Latin root **generates** 5-20 English words.

~Rasinsky, et. al, 2008

Maximize Vocabulary Instruction: Build the Base

- Essential Vocabulary

- 2-3 words per week (per class) is all students can handle.
- Do the math: 684 words

- Word Parts

- 2-3 per week
- 5-20 additional words generated from that part
- Do the math: 6 periods x 3 essential words x 38 weeks x 5-20 additional words generated from each word part=
3,420—13,680 words.

How do I directly teach essential vocabulary?

Demonstration Lesson from *Building Academic Vocabulary* (Marzano and Pickering, 2005)

Step 1: Explanation of **opine** by instructor. Choral repeat of pronunciation of the word.

<http://wordcentral.com>

Step 2: Pair/Share—turn to your neighbor and either explain **opine** in your own words or give an example. (Don't simply repeat what I said)

Step 3: Vocabutoon (non-linguistic activity)

Steps 1-3 would be done in 10-15 minutes of first day. Do with each essential word.

Demonstration Lesson Cont.

Step 4: Periodically during the week, ask students to ‘play with’ or do a short activity with the essential vocabulary.

Examples:

- Word in context: On a sheet of paper/Exit card—do the following:
Write down a synonym or antonym of **opine**. What are your **FEELINGS** regarding this word?

Step 5: Periodically during the week ask students to discuss the terms with each other.

Examples: Think/Pair/Share

Think of whether you think this is a word that has positive or negative connotation—explain and model.

Pair with a partner and discuss what you have thought about.

Allow some students to **Share** with the whole class.

Step 6: Play games and have fun with the term.

Example:

- Create a poem—cinquian
- Play Jeopardy
- <http://www.vocabulary.com/>

Cinquain poetry

Opine

Passionate, firm

Debating, expressing, speaking

Heart of our elections

Rant

One word (subject or noun)

Two words (adjectives)

Three words (action verbs)

Four words (feelings or statement)

One word (synonym)

Knowledge Rating Chart

READING/
SKATEBOARDING
EXAMPLES



Knowledge Rating Chart

Unit Topic: **Skateboarding**

Teacher: _____ Course: _____ Text: _____

Vocabulary Word	This word is totally new to me	I've heard or seen this word, but I'm not sure what it means	I know a definition or could use this word in a sentence	I know several ways this word could be used
Grip tape				
Fakie				
Crooked grind				
McTwist				
Nollie				
Half pipe				

Word Walls/Notebooks

ANY CONTENT AREA





$$\text{Velocity} = \frac{\text{Distance}}{\text{Time}}$$

Newton's
FIRST
Law of Motion

INERTIA

Friction

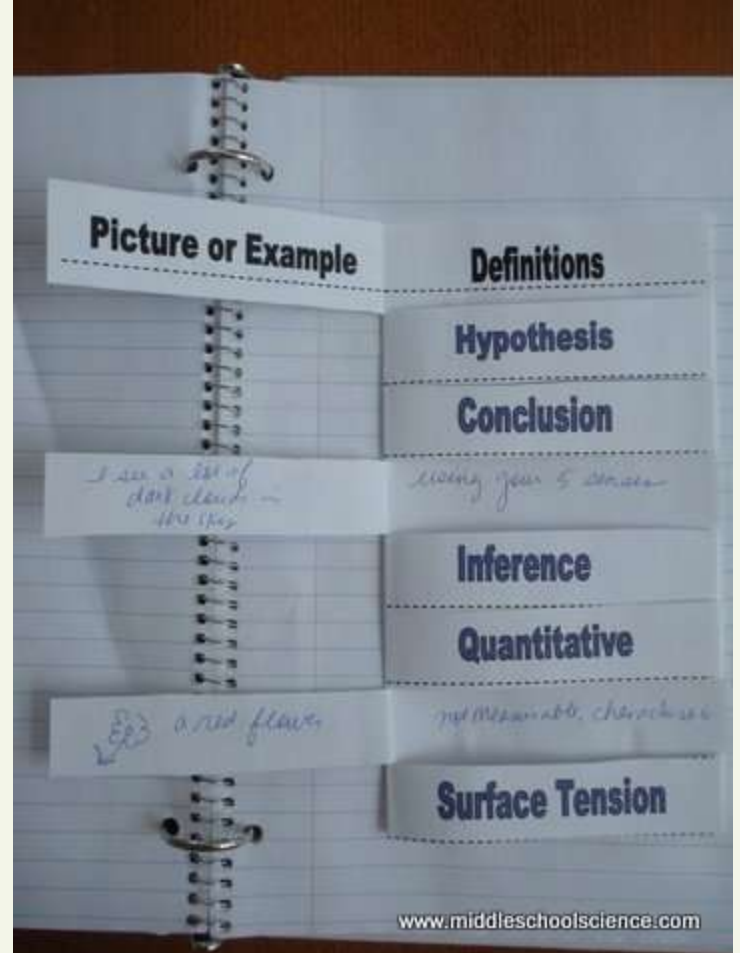
Newton's
SECOND
Law of Motion

$$\text{Acceleration} = \frac{\text{Force}}{\text{Mass}}$$
$$\text{Free fall distance} = \frac{1}{2} g t^2$$
$$\text{Weight} = \text{mass} \times \text{gravity}$$

Force &
Acceleration

Newton's
THIRD
Law of Motion

Action &
Reaction



Bottom Line

Take MORE time with essential vocabulary and worry less/ let go of/ give to students non-essential vocab.

Turn and Talk with someone near you about how you Pre-Teach Vocabulary in your content area.

What ideas might you implement in your classroom?

Read with Purpose



Key Points to Establishing Purpose

(Sousa, 2001)

1. If we expect students to find meaning, “we need to be certain that today’s curriculum contains connections to their past experiences, not just ours.”
2. “How a person feels about a learning situation determines the amount of attention devoted to it.”

"The House" (from Tovani)

1. Read the story. Highlight all important parts.
2. Now read the story from a new perspective



Read the house as if you were a :

THIEF

Read the house as if you were a :

NOSY NEIGHBOR

Read the house as if you were a :

Realtor

(hoping to sell the home)

"The House" continued...

- How did the highlighted content change as your focus changed?
- How would it help your students to narrow the purpose of the reading?

Reading with Purpose

Read with a question in mind.

Example: Key Questions/Cornell Notes

Reading/Writing Connection



Writing to Read, 2010

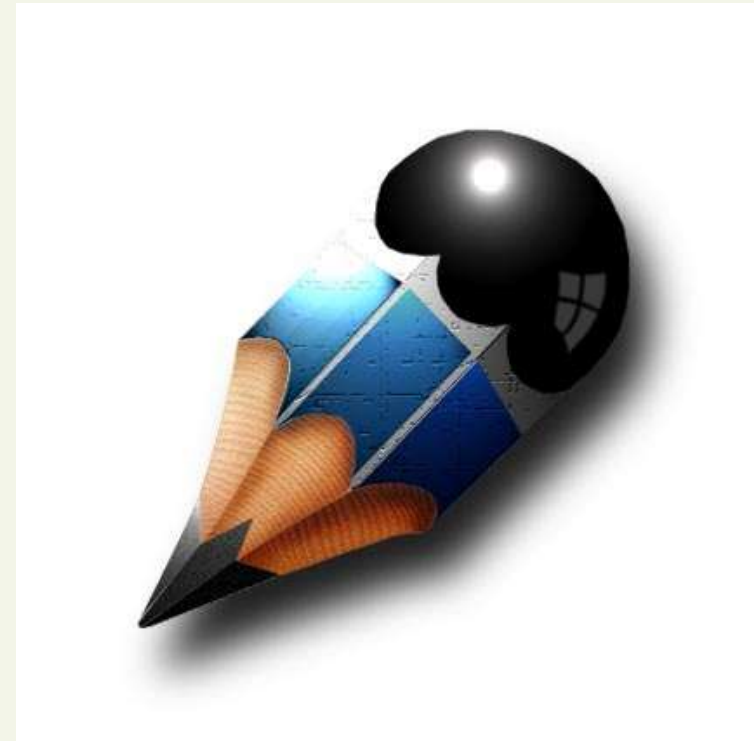
HAVE STUDENTS WRITE ABOUT THE TEXTS THEY READ. Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they:

- Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)
- Write Summaries of a Text
- Write Notes About a Text
- Answer Questions About a Text in Writing, or Create and Answer Written Questions About a Text

*Steep students in the text you'd like to see
them write!*

Have them read and
deconstruct lab reports,
then write them.

Have them scavenger hunt
for inquiry questions in
non-fiction and then write
their own.



Comprehension Continuum





More ideas for supporting secondary readers can be found at:

[HTTP:JMPLUCKER.BLOGSPOT.COM](http://jmplucker.blogspot.com)