

# Reading Strategy One: Vocabulary Instruction

## Reading Comprehension Professional Development Plan

8/23/21

### Agenda:

1. Definition
2. Relevance
3. Modeling
4. Collaboration
5. Assessment Goal



# Why Teach Vocabulary to Middle School Students?

Teaching vocabulary is essential for classroom reading engagement and comprehension.

Research shows that there are five important aspects that need to be used when teaching reading: Phonemic awareness, phonics (decoding), comprehension, fluency, and vocabulary (Cirino, Romain, Barth, Tolar, Fletcher, & Vaughn, 2012). The reality is, we are not equipped to teach all five components that should have been routinely addressed and assessed at an elementary age. To hone into their specific classroom content, we need to spend time engaging and teaching students about our specific classroom vocabulary to build comprehension (Burke, 2008).



# What is Vocabulary Instruction?



Vocabulary instruction **builds background knowledge** of content vocabulary.

2 Content vocabulary is broken into three categories

- A. **Tier 1 Words:** Words students use and see all the time
- B. **Tier 2 Words:** Content words that students sometimes use
- C. **Tier 3 Words:** Unknown content word found in classroom texts

# How Can I Teach Tier-2 and Tier-3 Vocabulary?

1. **Say the words:** Introduce each word to your class with a definition, picture, and then say the word out loud with your students.
2. **Show the words:** Create a word-wall of your unit's tier-2 vocabulary.
3. **Practice the words:** Using one of the four graphic organizers with your text.
  - A. Framer Model
  - B. Context Clues
  - C. Vocabulary Prediction
  - D. Vocabulary Concept



# Let's Talk About It!

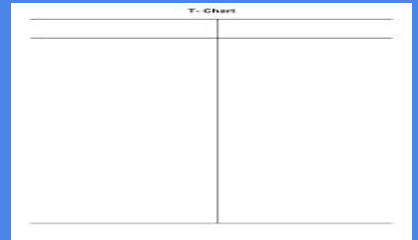
1. **Tier 1 Vocabulary:** Happy, Tree, Chair, House, Up, Run, Water
2. **Content Tier 2 Vocabulary:** Period, Add, Match, Map, Sing, Notes
3. **Content Tier 3 Vocabulary:** Isotope, Abstract, Revolution, Claim,

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*\* With your content teachers:*

- A. Write the **Essential Question** of your chosen unit.
- B. Create a **T-chart**

- \* **Tier 2 Vocabulary** (teach before reading)
- \* **Tier-3 Vocabulary** (teach while reading)



# Exit Ticket



1. You decide WHERE to apply vocabulary instruction.
  - A. One Student
  - B. Group of Students
  - C. One Class
2. You decide HOW to apply vocabulary instruction.
  - A. Pick an assessment you are familiar with in your content.
  - B. Decide on end of the year goal for the group you are assessing.
3. Fill-out the pre-assessment survey. You will collaborate and discuss updates with your team September, 29th, 2021.

# Mid-Quarter Check-In

## September 29th, 2021



### Agenda:

- 1. Recap the Effectiveness (2 Mins)**
- 2. Content Collaboration (10 Mins)**
- 3. Mid-Quarter Assessment-Survey (3 Mins)**

# Content Collaboration

YOU DON'T EVEN  
NEED TO ASK,  
I GOT YOU



## 1. Roles: (Every Mid-Quarter Switch Roles)

- A. Note Taker (takes notes and shares)
- B. Time Keeper (reminds group of 5 minutes, 2 minutes left)
- C. Facilitator (asks questions to group)

## 2. Discussion Questions:

- A. Who are you tracking for comprehension?
- B. What worked well with vocabulary instruction this quarter? Why?
- C. What didn't work well with vocabulary instruction this quarter? Why?

## 3. Share out:

- A. Note taker share one important finding from your group.
- B. Everyone take the mid-quarter assessment survey

**10:00**



# Reading Strategy Two: Questioning The Text

## Reading Comprehension Professional Development Plan

11/10/21

### Agenda:

1. Definition
2. Relevance
3. Modeling
4. Collaboration
5. Exit Ticket



# What is “Questioning the Text?”



**Questioning the text is a reading strategy that helps students interact and engage with the text to build comprehension. Students can question the author, characters, key concepts, and specific content.**

**With the person next to you, pair share:  
One thing I want my students to question with our class content is.....**



# Why Teach “Questioning the Text?”

Questioning the **text creates new learning** that can intrinsically stick with students. When students

question what they are reading, they are **taking charge** of what they are deciphering and learning with their classroom text (Sencibaugh & Sencibaugh, 2015). Questioning the text allows students to take ownership of their learning.

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## Cold Call Share

- A. Stand up
- B. Find a teacher in a different content or different grade level.
- C. Share why you think it is important to question a classroom text.
- D. I'll cold call on 5 people to share their partner's thoughts.



1:00



# How Can I Teach Questioning the Text?



1. **Model the strategy:** Show students how to question your content-text.
2. **Do it together:** Have students show you how to question your content-text.
3. **Independent:** Have students independently question your content-text.
4. Pick one of the three links to use with your students for questioning the text
  - A. Questioning the text before or after reading
  - B. Questioning the text during reading
  - C. Questioning the text with a post-it note

# Content Collaboration



## With your content department:

1. Share how you are going to implement questioning the text with your students.
2. Share how questioning the text will help with your student(s) comprehension goal.
3. Share what help you may need with implementing questioning the text with your students.

**\*You will put one of these shares on your exit ticket (next slide)**



## Exit Ticket



**On a post-it note write:**

- 1. On a scale of 1-4, how well understand questioning the text and why?**
- 2. Are you going to use one of the graphic organizers provided or are you going to use your own?**
- 3. Write one thing that was share with your content teachers.**
- 4. Put your post-it note on the comprehension table.**

# Mid-Quarter Check-In

## December 15, 2021



### Agenda:

- 1. Recap the Effectiveness (2 Mins)**
- 2. Content Collaboration (10 Mins)**
- 3. Mid-Quarter Assessment-Survey (3 Mins)**

# What is Questioning The Text???

Questioning the **text creates new learning** that can intrinsically stick with students. When students question what they are reading, they are **taking charge** of what they are deciphering and learning with their classroom text (Sencibaugh & Sencibaugh, 2015). Questioning the text allows students to take ownership of their learning.

## Share Direction

1. On a post-it note, write one question you can ask from the definition.
2. **On GO! Throw the post-it note in the middle of the room and grab someone else's.**
3. Read and answer the question with your content group.





# Content Collaboration

## 1. Roles: (Have a different role from last mid-quarter check-in).

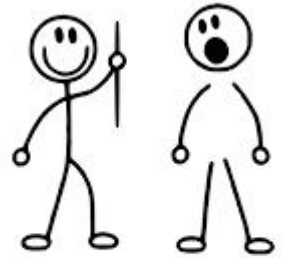
- A. Note Taker (takes notes and shares)
- B. Time Keeper (reminds group of 5 minutes, 2 minutes left)
- C. Facilitator (asks questions to group)

## 2. Discussion Questions:

- A. Who are you tracking for comprehension?
- B. What worked well with questioning the text this quarter? Why?
- C. What didn't work well with questioning the text this quarter? Why?

## 3. Share out:

- A. Note taker share one important finding from your group.
- B. Everyone take the mid-quarter assessment-survey



don't worry...  
i've got your back

**10:00**

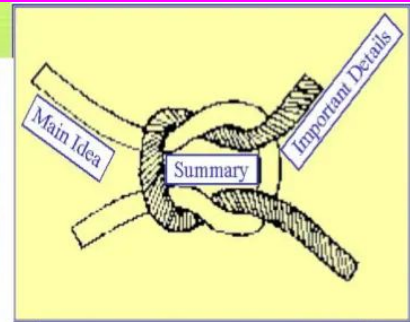
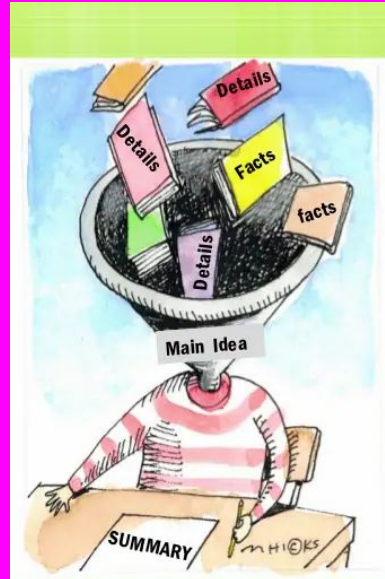
# Reading Strategy Three: Summarizing Key Information

## Reading Comprehension Professional Development Plan

02/02/22

### Agenda:

1. Definition
2. Relevance
3. Modeling
4. Collaboration
5. Exit Ticket



**How  
To  
Summarize**

## What is Summarizing Key Information?

Summarizing is synthesizing the information that students have learned and read about.

Summarizing information focuses on a specific topic. Educators must narrow down what information that needs to be summarized by a student. Information is more feasible to students when the topic is specific.

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- A. Write down 4 key words from the definition.
- B. Share and those 4 key words with the person next to you.
- C. Together, write a one sentence definition of summarizing key information.



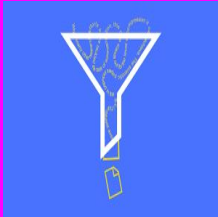
## Why Teach Summarizing Key Information to Middle School Students?

*Reading Solo:* As we read the paragraph below together, five scholarly volunteers will read one **bolded word** out-loud for a reading solo.



.....

Summarizing key **information helps** students exercise their own **thinking** to show you what they learned. **Summarization** allows you to **assess** what a student learned or did not understand from your classroom **content.** activity (Zwiers, 2004).



# How Can I Teach Summarizing Key Information?



1. **Model the strategy**: Show students how to summarize key information.
2. **Do it together**: Have students show you how to summarize key information.
3. **Independent**: Have students independently summarize key information.
4. Pick one of the three links to use with your students to summarize key information
  - A. Getting the GIST of the Text
  - B. Somebody Wanted But So
  - C. Claim, Evidence, Reasoning

# Content Collaboration



## On Your Own

1. Pick a possible text you will model with your class.
2. Fill-out the graphic organizer you are going to use with specific information from your content text.

## With your Content Team

1. Share **your text** and show **your graphic organizer with your team**.
2. **Every one** ask a question while each content-expert presents.



## Exit Ticket



**On a post-it note write:**

- 1. On a scale of 1-4, how well do you understand summarizing key information and why?**
- 2. Are you going to use one of the graphic organizers provided or are you going to use your own?**
- 3. Put your post-it note on the comprehension table.**

# Mid-Quarter Check-In

## March 2nd, 2022



### Agenda:

1. Recap the Effectiveness (2 Mins)
2. Content Collaboration (10 Mins)
3. Mid-Quarter Assessment-Survey (3 Mins)



# What is Summarizing Key Information???



Summarizing is synthesizing the information that students have learned and read about. Summarizing information focuses on a specific topic. Educators must narrow down what information that needs to be summarized by a student. Information is more feasible to students when the topic is specific.

## 30 SECOND, TWO WORDS SHARE

1. Find a teacher in a different grade level or different content area.
2. **Share two words** that you think are important in the definition above.
3. Find another teacher and **share** with them **the other teacher's two words**.



**0:30**

# Content Collaboration



## 1. Roles: (Pick a role you haven't done yet)

- A. Note Taker (takes notes and shares)
- B. Time Keeper (reminds group of 5 minutes, 2 minutes left)
- C. Facilitator (asks questions to group)

## 2. Discussion Questions:

- A. Who are you tracking for comprehension?
- B. What worked well with summarizing key information this quarter? Why?
- C. What didn't work well with summarizing key information this quarter? Why?

## 3. Share out:

- A. Note taker share one important finding from your group.
- B. Everyone take the mid-quarter assessment survey



# Reading Strategy Celebration

## Reading Comprehension Professional Development Plan

04/13/22

### Agenda:

1. Definitions
2. Collaboration Share
3. Survey



# Reading Strategy Review



After I read the definition out-loud:  
Shout the answer out once you know it!

**\*On "Yes!" we'll clap once for the person with the correct answer.**

Builds knowledge on  
specific content.

Shows  
what the  
student  
learned.

Students  
interact with  
the text to  
show  
understanding

Questioning  
the Text

Summarizing  
Key Information

Vocabulary  
Instruction

# Content Collaboration Poster



## 1. Roles: (Pick a role out of your comfort zone)

- A. Note Taker (takes notes and puts answers on poster)
- B. Time Keeper (reminds group of 10 minutes, 5 minutes, and 2 minutes left)
- C. Facilitator (asks questions to group)
- D. Presenter: Shares and presents the poster to the staff

## 2. Poster Questions:

- A. What was each teacher's comprehension goal?
- B. What's one positive takeaway from one of the strategies used this year?
- C. What didn't work well with the strategies taught this year? Why?

## 3. Share out:

- A. Presenter: present and share your poster.
- B. Everyone take the post reading comprehension survey
- C. Student reading strategies comprehension survey



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