



Advanced Word Study:

Incorporating Word Recognition in the Intermediate Classroom

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Targets

- Teach decoding to MS& HS students using more complex words from all content areas
- Practice time efficient and effective advanced word study
- Practice strategies that all teachers can use to address automaticity of complex word recognition



Acromegaly

Cholecystitis

Dysfibrinogenemia

Hypochloremia

Osteochondromas

Spondylolisthesis

Sympathomimetics



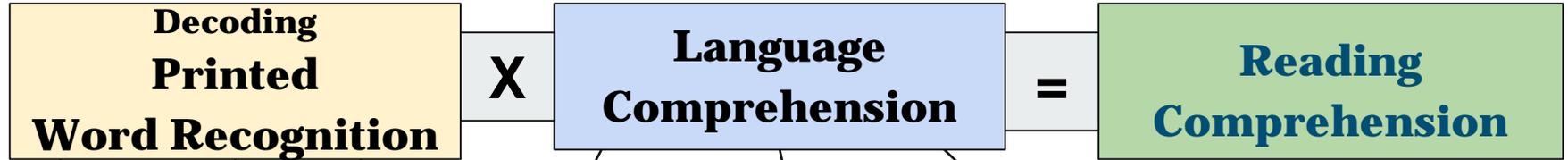
How did you do?

- Were you able to use any strategies to determine the meaning of the words?
- Share your thoughts with someone around you.

The Simple View of Reading

Gough & Tunmer

2 domains



Phonological &
Phonemic
Awareness

Phonics
Basic and Advanced

Fluency

Vocabulary

**Text
Comprehension**

The 5 Components of Literacy



Changing Emphasis of the Subskills of the Five Components of Reading (Appendix I)



Component	K	1 st	2 nd	3 rd	4 th	5 th
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	
Fluency	Sounds and Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking and Listening		Listening, Reading, & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading, & Writing		Reading & Writing	

Reading Rope

Meaning-based skills

Language Comprehension

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

Code-based skills

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspondence

Sight Recognition

of familiar words

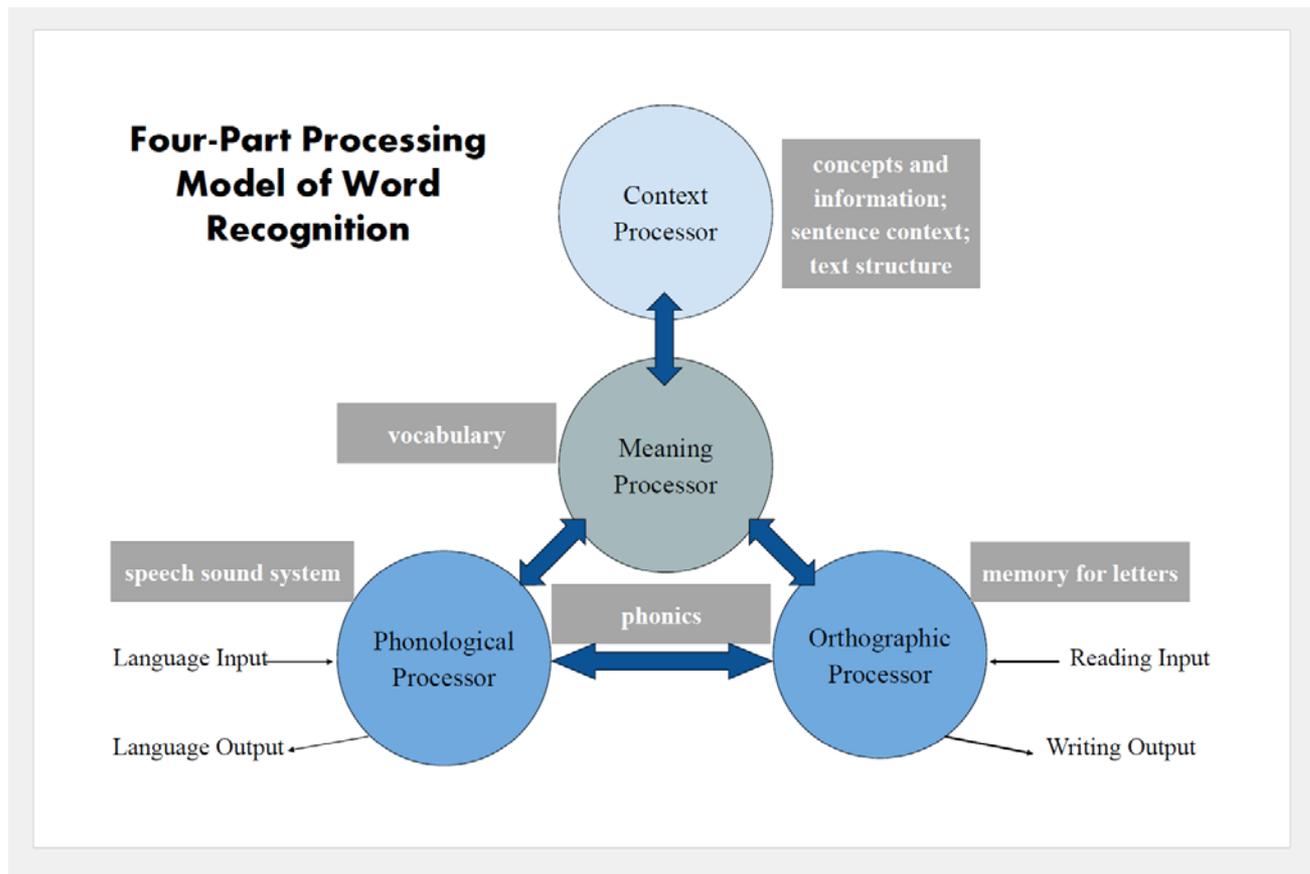
increasingly strategic

increasingly automatic

Skilled Reading

Fluent execution and coordination of Language Comprehension and Word Recognition.

From Scarborough's "Rope" Model in *Handbook of Early Literacy Research*, Volume 1, Susan B. Neuman and David K. Dickinson, 2001.



Seidenberg, M. S., & McClelland, J. L. (1989). A distributed, developmental model of word recognition and naming. *Psychological Review*, 96(4), 523–568.



Reading Skills Older Readers May Struggle With

- Word Recognition
- Vocabulary
- Fluency

Buck, & Torgesen, 2003; Schatschneider, Fletcher, Francis, Carlson, Foorman, 2004



<i>What Is Word Recognition?</i>	Unit of Analysis	4 Part Processor
unreachable	word	All 4 Parts
un - reach - able	morpheme	Meaning & Context
un - reach - a - ble	syllable	Phonological Orthographic
u - n - r - ea - ch - a - b - le	grapheme/phoneme	Phonological Orthographic
u - n - r - e - a - c - h - a - b - l - e	letter	Orthographic

- *When we say word recognition we mean the act of saying (labeling) the word that the print represents.*
- *The ability to recognize whole words depends on the ability to recognize all the units from which a word is built: letters, graphemes, syllables, and morphemes.*



Word Recognition - the ability to sound out words because we know sound/ symbol correspondences and spelling patterns

→ At the middle school/high school level this involves breaking up multisyllable words into components and then using meaningful parts such as; un-, anti-, -ment to decipher the word.

**Ultimate goal of word
recognition is word automaticity
to facilitate comprehension.**



Students in grades 4 - 12 may struggle with

- Specifically breaking down multisyllabic words**
- Using meaning parts of words - morphology**
- Recognizing words with automaticity**

Multisyllabic Word Reading

- To progress in reading, students must have strategies for decoding big words.
- From fifth grade on, the average student encounters about 10,000 new words each year. Most of these words are multisyllabic. (Nagy and Anderson 1984)
- **It is helpful for students to be familiar with the common rules for syllable division. Knowing these rules and being able to apply them flexibly will help students decode longer multisyllabic words. (Carreker 2005; Henry 2010b)**

Multisyllabic Word Reading



- According to Shefelbine and Calhoun 1991, “Low decoders, correctly pronounced fewer affixes and vowel sounds, disregarded large portions of letter information and were two to four times more likely to omit syllables.”
- **Several studies have shown that teaching students strategies for decoding longer words improves their decoding ability. (Archer et al. 2006)**



Recognizing a Decoding Problem

Symptoms:

- Guesses at words from context
- Avoids sounding out new words
- Confuses similar sounds, symbols, and/or words
- Inaccurate reading of nonsense words or words out of context
- Inadequate sight word vocabulary
- Tires easily, looks away, is easily frustrated, hates to read

Video: Public Shame

Do ALL administrators and teachers in your building believe ALL students can read?



Adults can interpret behaviors differently

- Laziness
- Lack of vocabulary
- Lack of exposure to books/print material
- Comprehension problems
- Visual impairments
- Inability to use context clues and/or guess

Thinking Reading

Misconceptions About Reading and Their Consequences by James & Dianne Murphy

- **If students have not learned to read by high school, it's too late.**
 - *Students can achieve given the right instruction.*
- **Low reading achievement equates to low intelligence.**
 - *Lack of reading skills has denied students access to reading materials that would have developed their knowledge of the world.*
- **Intelligence is innate and fixed.**
 - *Students who are labelled “slow learners”, who are given access to effective reading instruction, can very quickly display high levels of intelligence.*
- **The student has a processing deficit that prevents them from learning to read.**
 - *This places the focus of the problem on the child, not with the instruction and releases teachers and schools from accountability.*



Can you construct meaning understanding 80% of what you read?

Everyone has a favorite _____ at an _____ park, and I am no different. However, unlike most people who seem to _____, my favorite ride is a little more _____. Every time I go to _____, Navy _____, or the _____, I _____ have to ride the _____ wheel. The _____ wheel is simple and yet also quite _____. That is, riding it is easy, but how it works is _____. A series of carts are _____ to a wheel, which is _____ to a rim. That rim _____ around an _____, and _____ keeps the carts upright. As simple as the ride seems, only advanced _____ can make safe and fun _____ wheels.



90%

Everyone has a favorite _____ at an _____ park, and I am no different. However, unlike most people who seem to prefer _____, my favorite ride is a little more gentle. Every time I go to Coney _____, Navy _____, or the Santa _____, I absolutely have to ride the _____ wheel. The _____ wheel is simple and yet also quite complex. That is, riding it is easy, but how it works is _____. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates _____ around an axis, and gravity keeps the carts upright. As simple as the ride seems, only advanced _____ can make safe and fun _____ wheels.



95%

Everyone has a favorite attraction at an amusement park, and I am no different. However, unlike most people who seem to prefer roller coasters, my favorite ride is a little more gentle. Every time I go to Coney Island, Navy Pier, or the Santa Monica Pier, I absolutely have to ride the Ferris wheel. The Ferris wheel is simple and yet also quite complex. That is, riding it is easy, but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates around an axis, and gravity keeps the carts upright. As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels.

100%

Everyone has a favorite attraction at an amusement park, and I am no different. However, unlike most people who seem to prefer roller coasters, my favorite ride is a little more gentle. Every time I go to Coney Island, Navy Pier, or the Santa Monica Pier, I absolutely have to ride the Ferris wheel. The Ferris wheel is simple and yet also quite complex. That is, riding it is easy, but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates vertically around an axis, and gravity keeps the carts upright. As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels.

We can integrate these strategies to build word recognition.

- Phonemic Awareness/ Phonics
 - Vocabulary/ Morphology
 - Fluency
-

Changing Emphasis of the Subskills of the Five Components of Reading (Appendix I)



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Phonemic Awareness for Older Students



- Correct pronunciations of multisyllable words. Point out where the correction is made and contrast the sounds.
 - **Work with students to segment words auditorily by phoneme AND syllable before writing words.**
- Draw attention to phonemes to help correct spelling errors and to help students make spelling connections to unexpected spellings.
 - **Provide deeper level manipulation tasks for struggling readers: addition, deletion, substitution, reversal.**

PHONEMES and SYLLABLES!



From Ohio's Plan to Raise Reading Achievement Appendix I Grades 4 & 5

Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation

Equipped for
**Reading
Success**

A Comprehensive, Step-by-Step
Program for Developing
Phonemic Awareness and
Fluent Word Recognition



David A. Kilpatrick, Ph.D.

One minute drills from David Kilpatrick's book provide practice and intervention in advanced Phonemic Awareness for middle school students to adults.

LET'S TRY THIS!



Phonics & Word Recognition

Review with Syllabication

- **For most older readers, instruction in advanced word study or decoding multisyllabic words is a better use of instructional time than decoding single syllable words.**

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- Syllabication instruction teaches a struggling reader strategies to decode multisyllable words quickly.
- Students learn to systematically break a multisyllable word into small manageable syllables, identify the vowel sounds within each syllable and “sound out” the word syllable by syllable.
- As students progress through the lessons, they will internalize the process and apply it easily and effortlessly.
- They will become faster, more efficient and fluent readers who comprehend at a higher level.



Syllabication

8 Syllable Types &

3 Division Patterns

Let's do this!!!!

—

Syllable Types 1 & 2

Closed & Open Syllables

•**REVIEW** - What letters of the alphabet are vowels;

–a, e, i, o, u, y

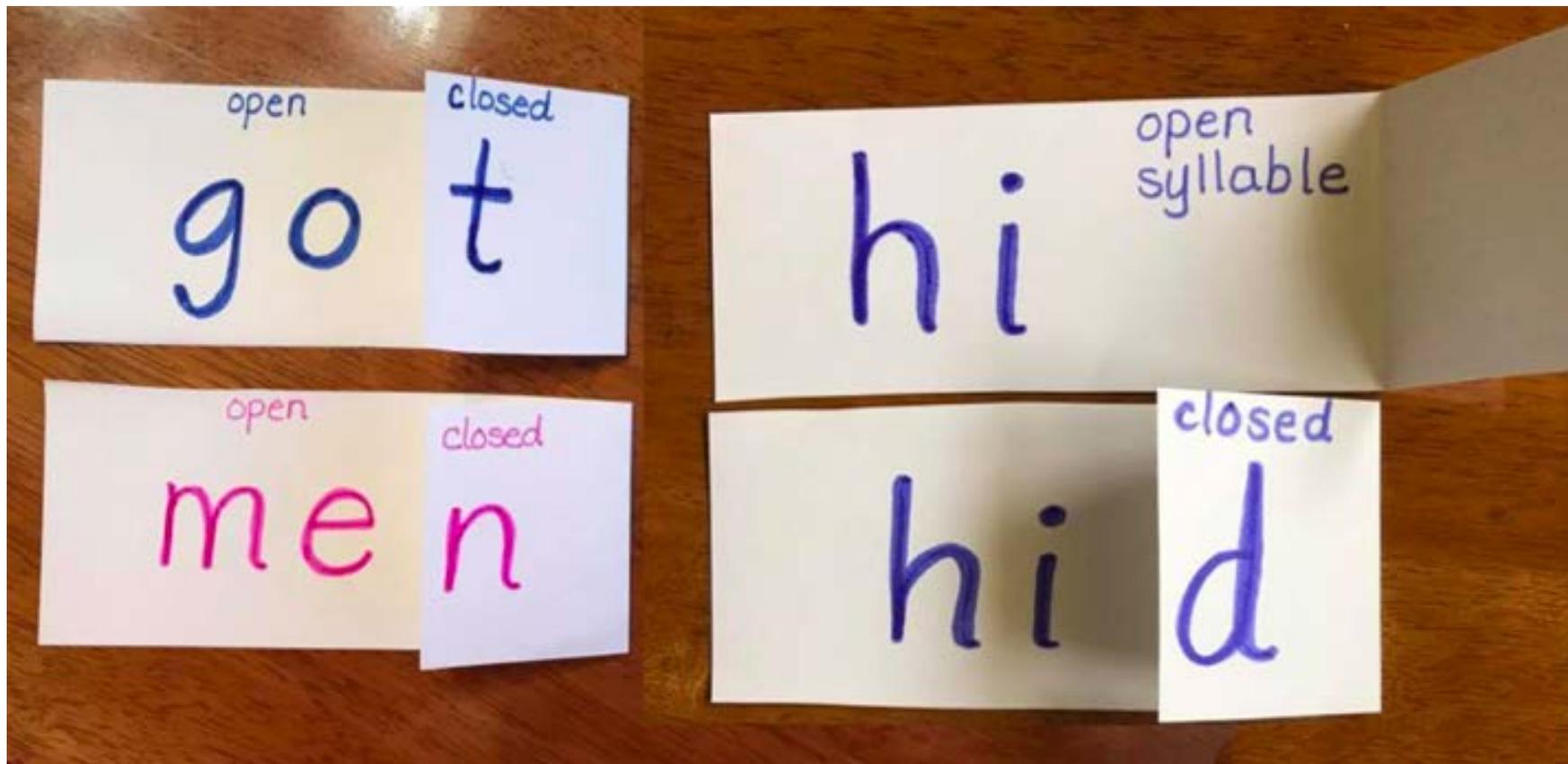
–Introduce open and closed syllables - could use the multisensory aid of open and closed doors

CLOSED SYLLABLE - A short vowel sound with a consonant after the vowel

–At, bit, not, pic/nic, hel/met

OPEN SYLLABLE – A long vowel sound with a single vowel and no consonant after the vowel

–She, no, o/pen (o = open; pen = closed)



You will need your white board, marker and eraser from your toolkit...

2 Syllable VC/CV Division Pattern

- Label the consonants on the bridge.

MAGNET
VCCV

- Divide using the pattern VC/CV

MAGNET
VCCV

- Sound out the word

măg nět
magnet

2 Syllable VC/CV Division Pattern

- Write B-A-N-J-O on the white tag board
- Find and label the first two vowels

BANJO
V V

- Draw a bridge to connect the vowels

BANJO
V V

2 Syllable VC/CV Division Pattern

- Label the consonants on the bridge

BANJO
VCCV

- Divide using the pattern VC/CV

closed | open
BANJO
VCCV

- Sound out the word

băn jō
banjo

3 Syllable VC/CV Division Pattern

- Write I-N-T-R-I-N-S-I-C on the white tag board
- Find and label the first two vowels

I N T R I N S I C
V V

- Draw a bridge to connect the vowels

I N T R I N S I C
V V

3 Syllable VC/CV Division Pattern

- Label the consonants on the bridge

I N T R I N S I C
VC C V

- Divide using the pattern VC/CV

cl | cl
IN | TRINSIC
VC | Ĉ V

3 Syllable VC/CV Division Pattern

- Locate the last vowel and mark it. Draw another bridge.

cl | cl
IN TRINSIC
VCČV V

- Label the consonants on the bridge and divide between them.

cl | cl | cl
IN TRINSIC
VC ČVCCV

- Sound it out. ĩn trĩn sĩc
intrinsic



Advanced Phonics Syllabication

Syllabication practice with vocabulary words is a great way to review all of basic and advanced phonics in a respectful and more age-appropriate way.

What are the Syllable Types?

Closed Syllables

VC



A syllable in which a single vowel is followed by a consonant. The vowel is usually short.

50% of all Syllables in words are closed syllables.

Examples: man
stop
got

in/sect
dis/cuss
com/pass

Closed Syllable Exceptions

ild → wild → īld

ind → kind → īnd

old → cold → ōld

olt → colt → ōlt

ost → host → ōst

Exceptions are not issues when they are explicitly taught.

Open Syllables

V



A syllable ending with a single vowel. The vowel is usually long.

Examples:

Go ze/r o
ve so/l o
The Plu/t o

About 25% of all syllables are closed.

Open and closed syllables account for almost 75% of syllables in English words.

Vowel Teams (Combinations)

VV



Examples: pr oof / r ead
 south / east

A syllable in which the vowel sound is spelled with two to four letters.

Vowel sound can be short, long or a diphthong such as ai, ea, ee, oi, oy, au, ie, oa, ow, ay, ue, ou, oo.

R-Controlled

A syllable in which the vowel is followed by the single letter r. The vowel sound is 'controlled' by the r such as or, ar, ir, ur, er, ear

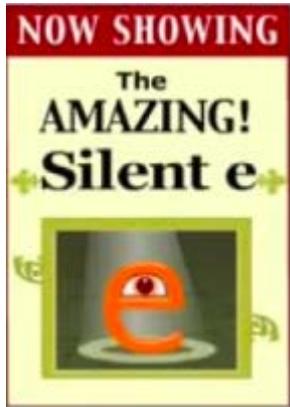
Examples: earth/worm work/force

em/bar/go bor/der/line



Vowel-Consonant *e*

VCe



Examples:

time/line
lime/stone
like/wise

A syllable in which the long vowel sound is spelled with one vowel followed by one consonant and a silent *e*.

Consonant - /e

Cle



An unaccented final syllable in which a consonant is followed by **-le**.

Examples: sam/**ple**
ti/**tle**
dwin/**dle**

bat/**tle**
exam/**ple**

Final Stable (Suffixes as Syllables)

Vocabulary:

Affixes - prefixes and suffixes

Prefixes - affixes that come before the root words

Suffixes - affixes that follow the root words

A final syllable that has a stable or consistent pronunciation, such as

-age, -ive, -sion, -tion, -ture

-er, -est, -s, -es, ing, -ed, -y

Examples: cap/**tion**

sculp/**ture**

Schwa Syllable

The Schwa syllable occurs in an unstressed, unaccented syllable with a vowel (often, but not exclusively the a).

SCHWA MAKES THE /Ū/ SOUND WHEN THE WORD IS PRONOUNCED.

- A/ LONE
- BA/ NAN/ A
- EM/ PHA/ SIZE
- JA/ PAN
- SA/ LUTE



3 Syllable Division Patterns

- DIVISION PATTERN 1: VC/ CV

Con/gress trans/gress van/quish

- DIVISION PATTERN 2: V/ CV (75%) & VC/ V

be/stow fre/quent ro/tund

- DIVISION PATTERN 3: V/ V

tri/umph po/et di/a/gram vid/e/o mu/se/um

**Phonics First
Syllabication Guide
K-5**



<https://brainspring.com/all-products/phonics-first-syllabication-guide/>

**Structures: Syllabication Guide
Grades 6 - 12**



<https://brainspring.com/brainspring-store/structures-syllabication-guide/>



Flexible Syllabication

Students do not
need to mark words
forever!



These Syllabication for Spelling Strategies will help students read longer words accurately and fluently.

- LETRS Unit 4

Advanced Phonics

1. Box any familiar suffixes. (e.g., -ing, -ous, -ful)
2. Circle any familiar prefixes. (e.g., re-, un-)
3. Locate and put a line under each vowel grapheme in the word
 - a. Do not mark silent e
 - b. Vowel teams are one sound
 - c. If needed, mark the vowel and consonants sequences with V or C
4. Use knowledge of syllables to decode vowel sounds. Scoop with a pencil or your finger under each syllable (sounding the word out left to right).
5. Say the whole word. If needed, check the context for clarification.



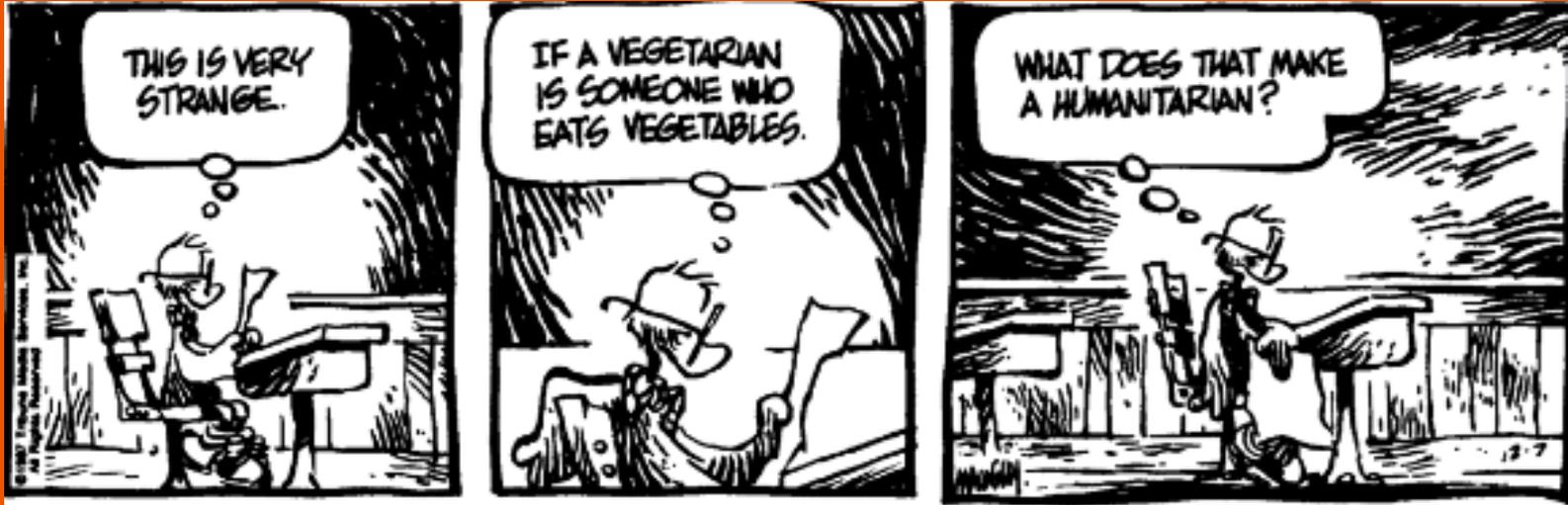
Flexible Syllabication

Students do not
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per	fec	tion
-----	-----	------

MATERIALS: Magnetized syllable blocks with an erasable surface that can be attached to a magnetized surface. (Could use a grid with an erasable surface.)

1. Say a multisyllabic word to students and have them repeat it (more than once initially).
2. Instruct students to place a blank syllable block for each spoken syllable.
3. Pronounce each syllable while students write the letters on a syllable block. Help students segment the sounds and remember spelling correspondences.
4. Have students write the whole word and read it back.
5. Have students cover up the word and try to write it from memory.



— MORPHOLOGY - The study of the smallest meaningful units of language



Why Morphology?

- Morphological knowledge has the potential to affect literacy skills in at least three ways, through word recognition, comprehension, and motivation.
- Morphological knowledge impacts decoding, spelling, vocabulary knowledge, and comprehension.

Morphological Awareness

Refers to the ability to consciously consider and manipulate the smallest units of meaning in spoken and written language, including base (and root) words and affixes.

Morphological Awareness:

- Makes a powerful contribution to word reading abilities.
- Impacts reading comprehension positively.
- Improves spelling and written compositions.
- Explains 4 to 15% of students' reading abilities as measured by literacy assessments.

Kenn Apel



Kenn Apel's research expertise focuses on literacy. He will use his latest grant to develop a comprehensive morphological awareness assessment tool for students in grades 1-6.



Morphemes and Word Recognition

Morphological knowledge is a further factor supporting efficient and accurate word recognition.

How do you pronounce –ea– in **reach**?

How do you *perceive* and pronounce –ea– in **react**?

What is a Morpheme?

Free and Bound Morphemes

Free Morphemes

- Base words that stand alone:

house, tea

- A "compound" is two free morphemes combined in one word:

backpack, pinecone

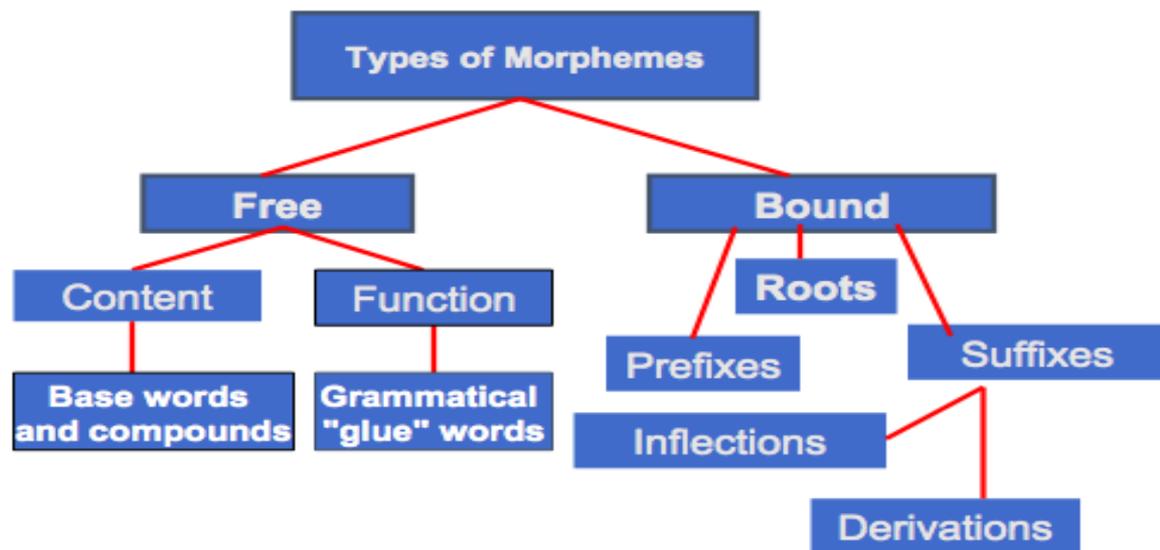
Bound Morphemes

- Bound morphemes can't stand alone. They are not free!
- Prefixes, roots, suffixes, and combining forms:

sub – ject – ive

dys – lex – ia

What is a Morpheme?



Two Types of Suffix Morphemes

Inflectional

- learned early
- Do not change part of speech, tense, number, possession, comparison & degree

Derivational

- Added to a root
- Changes part of speech
- Numerous
- Usually Latin

Inflectional:

jump – jumped

four – fourth

girl – girl's

tough – tougher

tough - toughestest

Derivational:

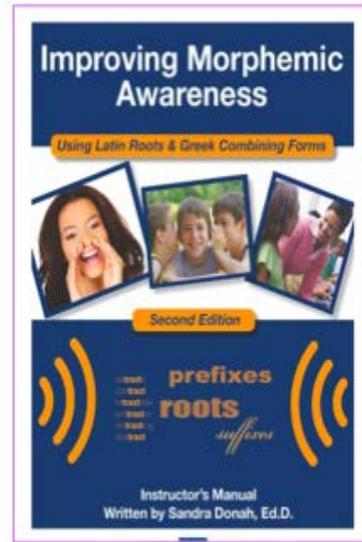
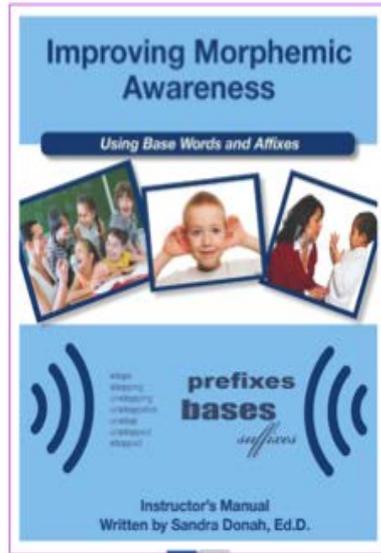
nation – nationally

subject – subjective

govern – government

social - socialize

Intermediate Grades – Morphology Teaching Resources



These programs provide auditory exercises with morphology. The process is similar to auditory exercises in the Heggerty Phonemic Awareness curriculum.

Students would benefit from an orthographic element (lesson with print) before, during and after the lessons especially in the prefixes and root level.

Integrates Phonology and Morphology! And it's FUN!



Use your dry erase board as a surface on which to work. Take out the different colored squares out of your toolkit.

Watch as a demonstration and/or participate using the paper squares from your toolkit.

So What Does Good Morphology Teaching Look Like?



1. Teach Morphology in the Context of Rich, Explicit Vocabulary Instruction

1. Teach Students to Use Morphology as a Cognitive Strategy with Explicit Steps

3. Teach the Underlying Morphological Knowledge Needed in Two Ways - Both Explicitly and in Context

4. For Students with Developed Knowledge of Spanish, Teach Morphology in Relation to Cognate Instruction

From: *Breaking Down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom* by Michael J. Kieffer, Nonie K. Lesaux, [The Reading Teacher](#), Vol. 61, No. 2, Oct., 2007, pp. 134-144

How do we put this all
together?

Vocabulary
Instruction!



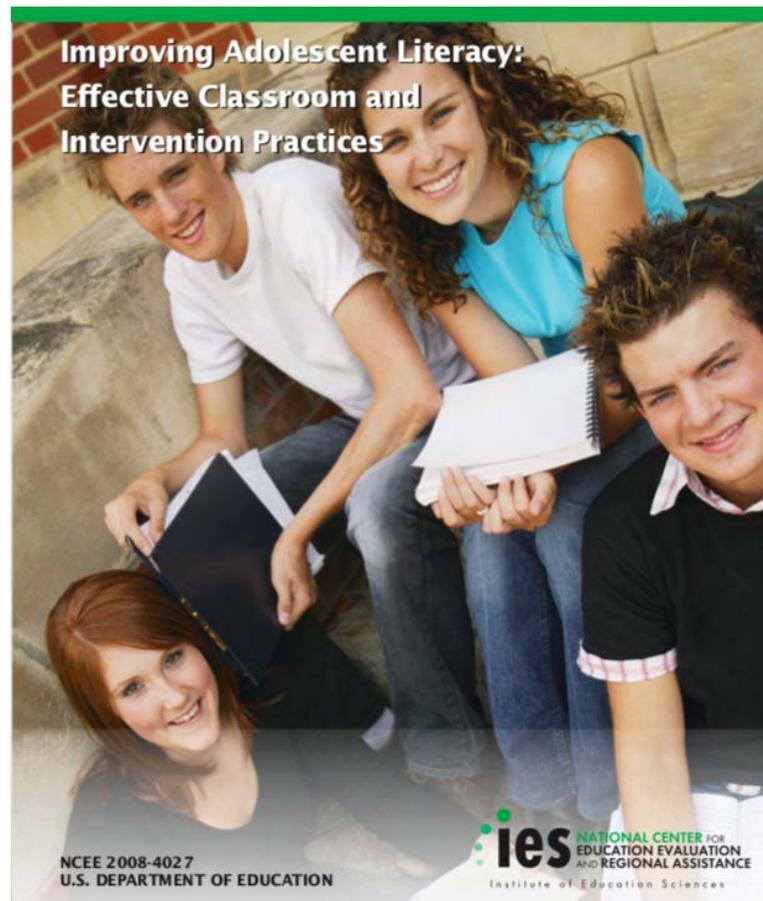
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Recommendation 1:

Teachers should provide students with explicit vocabulary instruction both as part of reading and language arts classes and as part of content-area classes such as science and social studies.

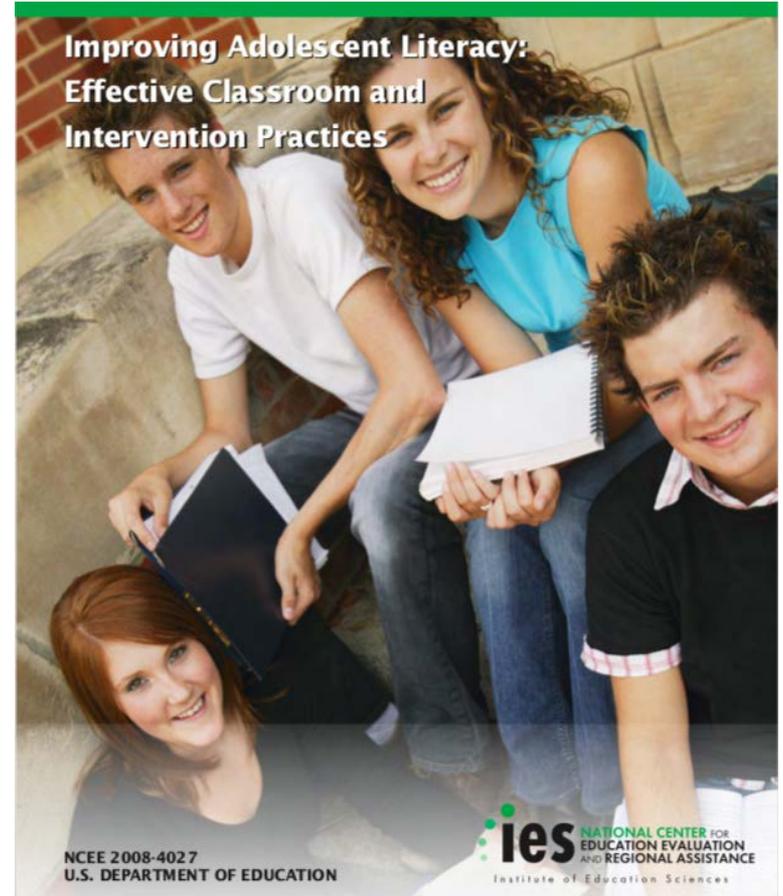


Recommendation #1 - Strong Evidence

Probability that a student will learn new words while reading is relatively low - about 15%. Page 11

Dedicate a portion of the regular classroom lesson to explicit vocabulary instruction

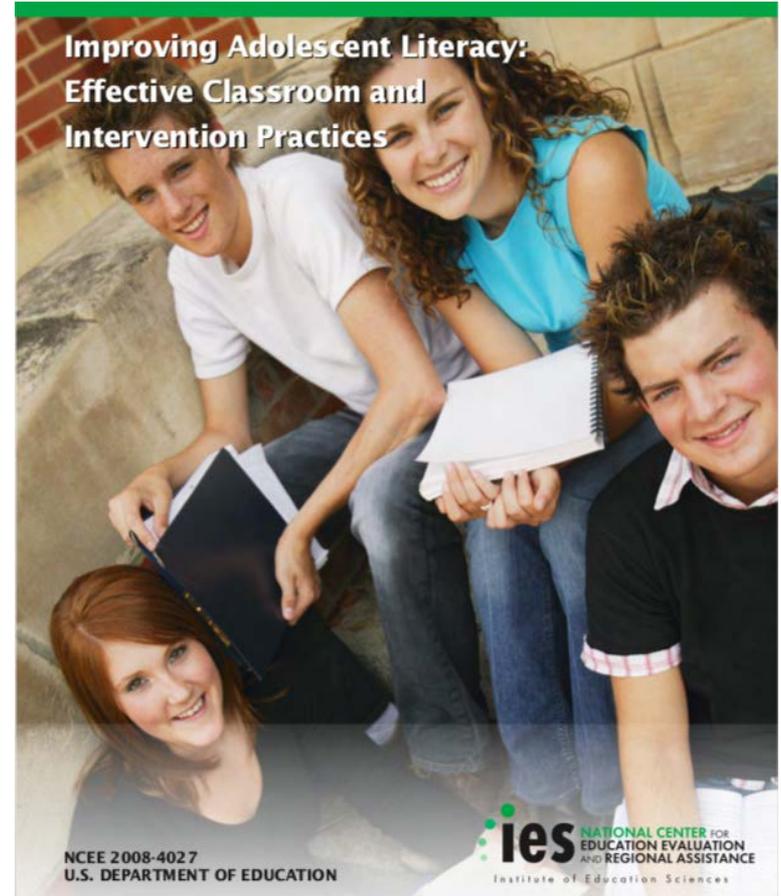
- The amount of time is dictated by the vocabulary load of the text to be read keeping in mind the students' prior knowledge.
- How do the teachers in your school provide practice with vocabulary?



Recommendation #1 - Strong Evidence

Use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions.

- **Words are usually learned only after they appear several times.**
 - Exposures are most effective if they appear over an extended period of time.
- **Words that appear only once or twice in a text are typically not words that should be targeted for explicit instruction, but students should be provided with definitions.**

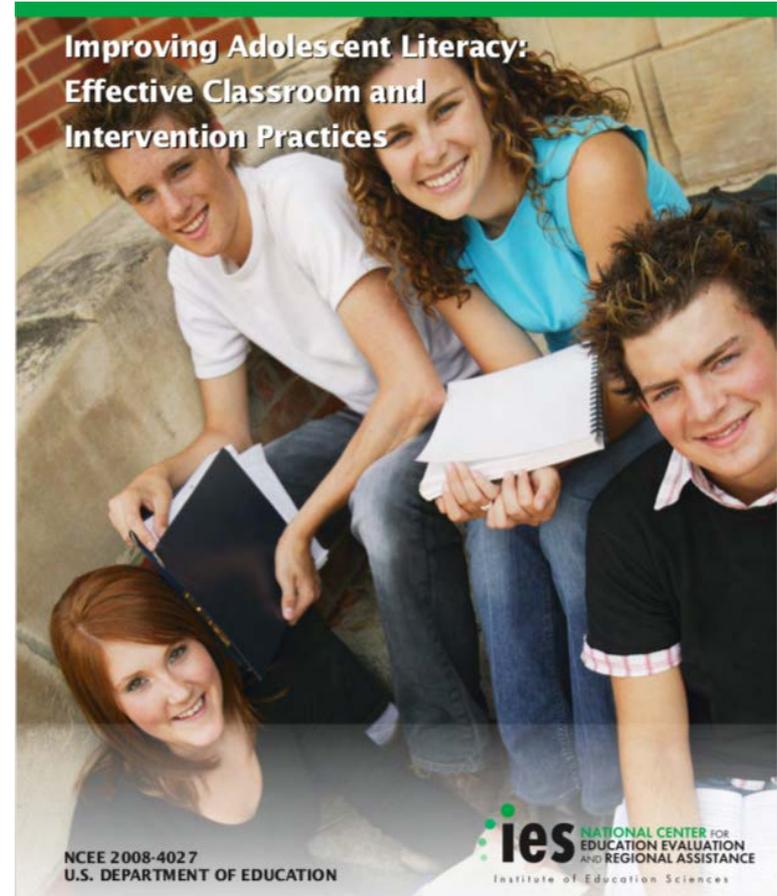


Recommendation #1- Strong Evidence

It can take 17 or more exposures before a student learns a new word. Page 13

Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, extended reading.

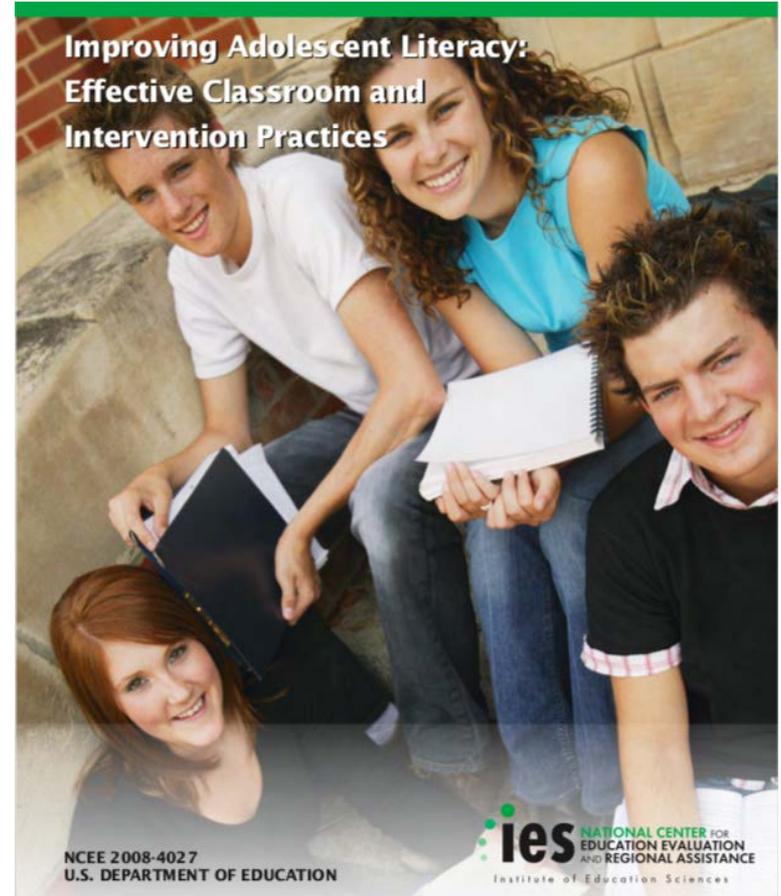
- Students acquire a range of meanings for the words, the correct way to use the words, and recognizing them in print.



Recommendation #1- Strong Evidence

Provide students with strategies to make them independent vocabulary learners.

- Explicitly teach **morphology** (roots, prefixes, and suffixes) of words to derive the meaning.





What can this look like?

Let's learn some new words!

Explicit Vocabulary Instruction

- “direct vocabulary instruction has an impressive track record of improving students’ background knowledge and comprehension of academic content.” (Marzano, 2001, p. 69)
- .97 effect size for direct teaching of vocabulary related to content attainment (Stahl & Fairbanks, 1986)
- Hattie effect size for vocabulary programs 0.67

KEEP THAT VOCABULARY CHALLENGE GOING IN ALL DISCIPLINES!

How to select words to teach.

Teacher departments/disciplines should meet and agree on most used Tier 2 and Tier 3 vocabulary.

1. Teachers determine how frequently is the word used. Choose high frequency unknown words.
2. Use a tiered system for choosing words.
 - Tier 1** words are those typically in readers' vocabulary and should not be the focus of instruction.
 - Tier 2** words should be the focus of explicit instruction based on frequency and utility.
 - Tier 3** words are rare, specific words from content areas that are recommended for instruction only when they are encountered in a text.

Selection of Vocabulary

- **Limit number of words given in depth instruction to 4 to 5 words per session.** (Robb, 2003)
(Additional words can be given “lighter touch” instruction.)

Select a **limited number** of words.

Select words that are **unknown**.

Select words **critical** to passage understanding.

Select words that can be used in the **future**.

Select **difficult words** that need interpretation.

Vocabulary Instructional Routine

Step 1: Introduce the word's pronunciation.

Divide the words into syllables, morphemes...

Step 2: Introduce the word's meaning.

Use word origins and morphemes when helpful.

Step 3: Illustrate the word with examples (and non-examples)

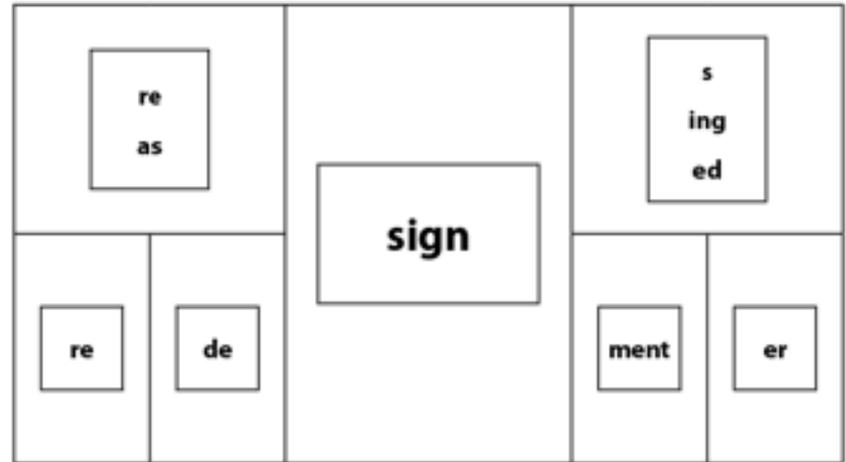
Step 4: Check student's understanding.

Step 5: Post the word(s).



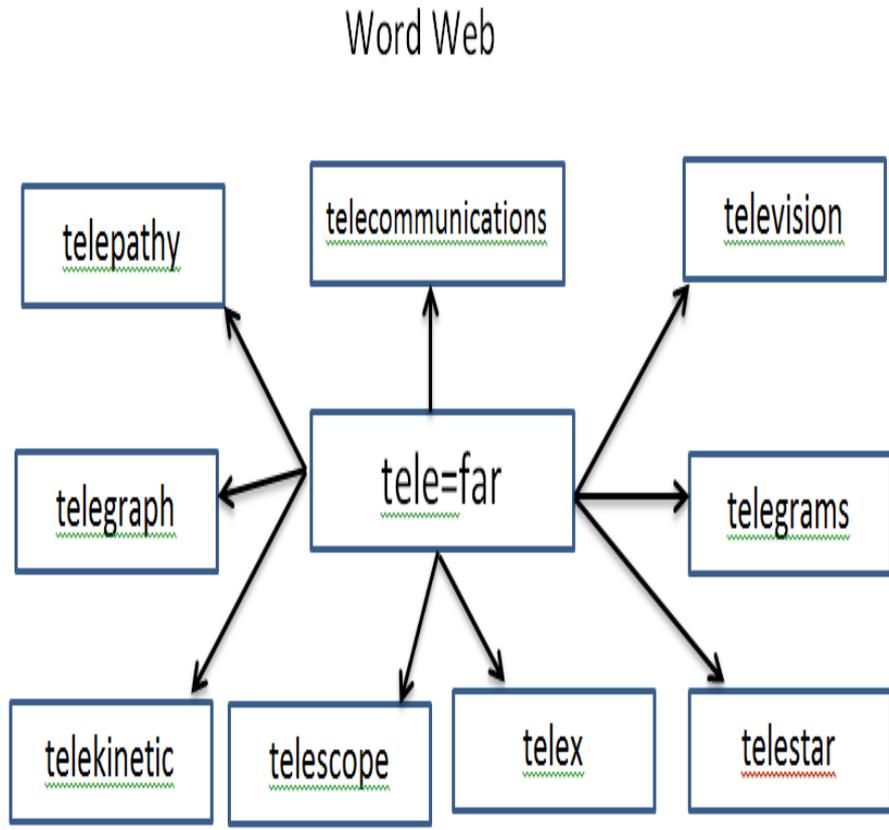
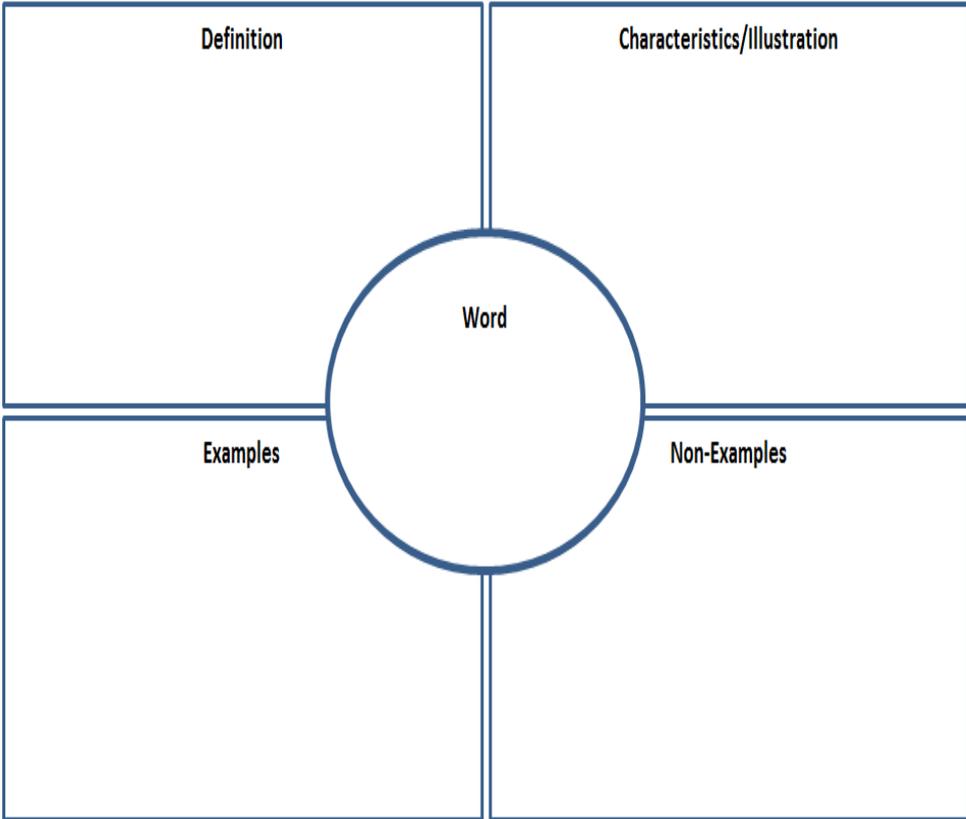
Word Matrix and Word Sum, *with the Root – Sign (to mark with a sign, in-scribe, affix a seal to)*

Can you create other words using the word parts in the matrix?



as + sign + ment = assignment
 + + =
 + + =
 + + =

Frayer Model & Word Web



An Example Lesson

- This lesson and other examples can be found in Chapter 3 of this book:
Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.

Vocabulary Routine for *Parallel*

Content Area: Math

(Displayed on the screen.)

parallel **adj**

- two lines
- equal distance from each other
- will not intersect

1. Introduce the word's pronunciation.

- This word is **parallel**. What word?
parallel
Tap and say the syllables in **parallel**.
- Again.
- What word? parallel
- Write the word **parallel** in your log.
(Circulate and monitor.)

Vocabulary Routine for Word - *Parallel*

Content Area: Math

(Displayed on the screen.)

parallel **adj**

- two lines
- equal distance from each other
- will not intersect

2. Introduce the word's meaning .

- Let's read the parts of the definition.
 - two lines
 - equal distance from each other
 - will not intersect
- When we have two lines that are equal distance from each other and will never intersect, we say the lines are _____ . *parallel*
- List the parts of the definition in your math log.

Vocabulary Routine for *Parallel*
Content Area: Math

3. Illustrate with examples and non-examples.

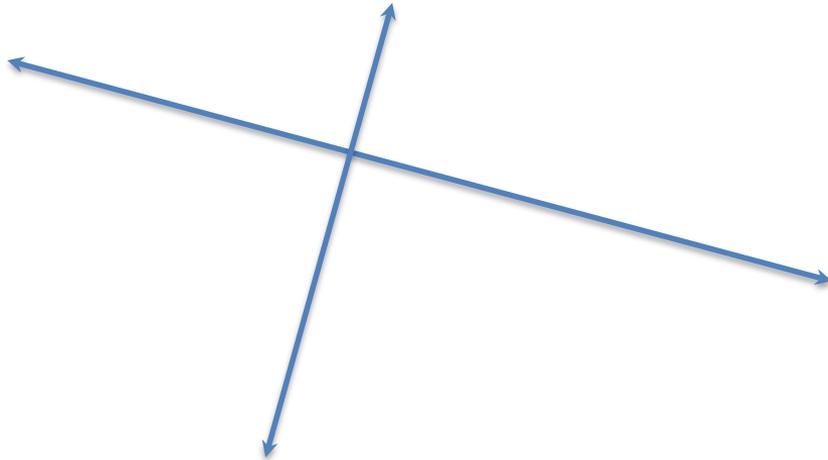
These two lines are parallel. They are an equal distance from each other and will never intersect.



Vocabulary Routine for *Parallel*
Content Area: Math

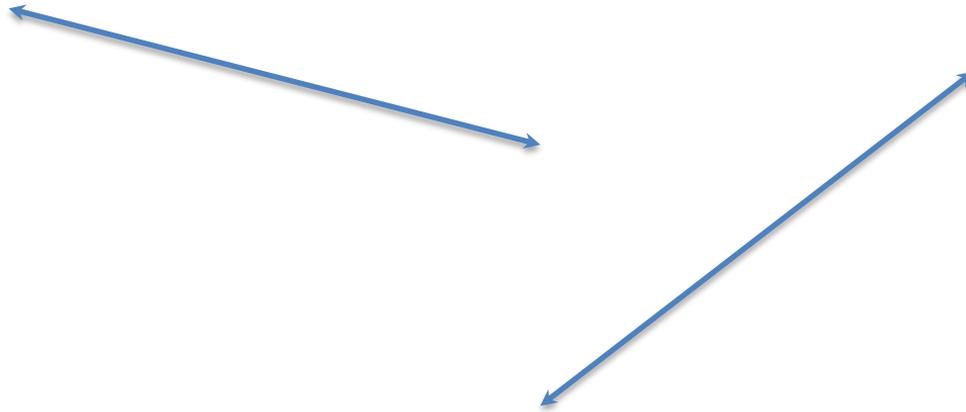
3. Illustrate with examples and non-examples.

These two lines are not parallel. They are not an equal distance from each other and they intersect.



3. Illustrate with examples and non-examples.

These two lines are not parallel. They are not an equal distance from each other and will intersect.



3. Illustrate with examples and non-examples.

Hold your arms straight up so that your arms are parallel.

Now hold your arms so that your arms are not parallel.

3. Illustrate with examples and non-examples.

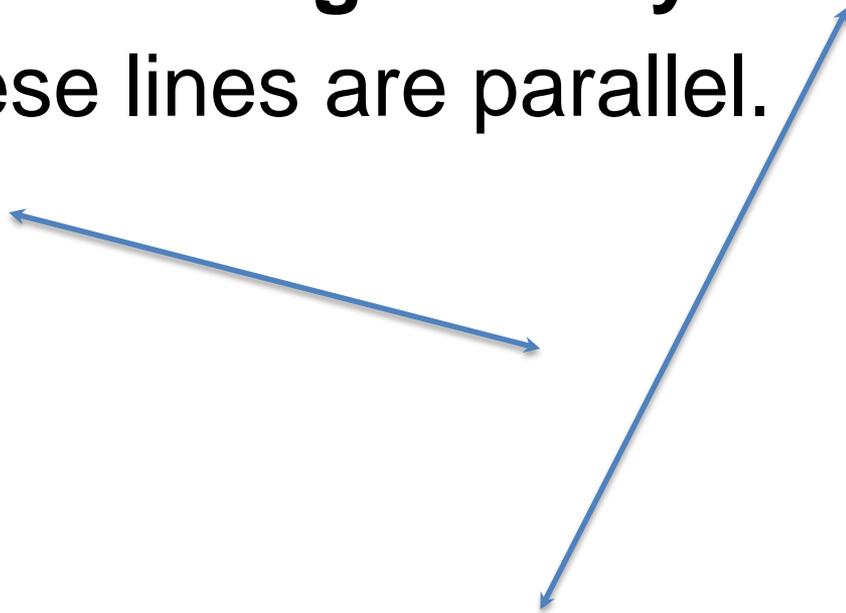
Hold your arms in front of you. Make them parallel.

Now hold your arms in front of you so that your arms are not parallel.

4. Check students' understanding using examples and non-examples.

Agree/Disagree/Why

These lines are parallel.

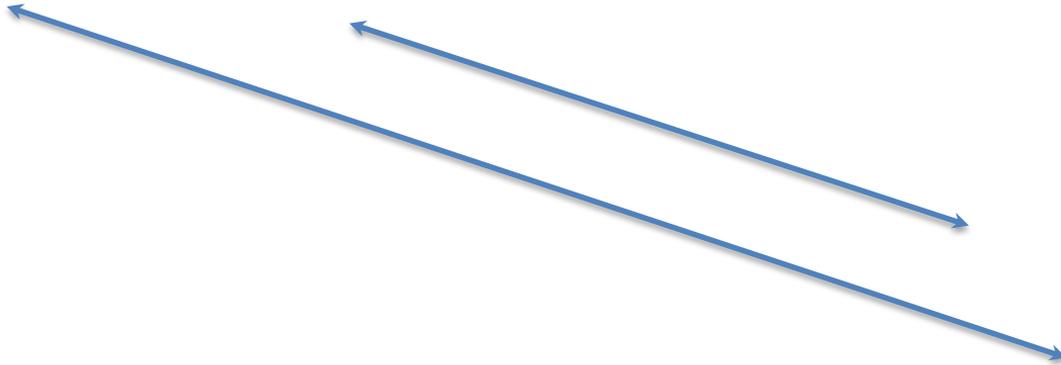


Practice 4

4. Check students' understanding using examples and non-examples.

Agree/Disagree/Why

These lines are parallel.



Vocabulary Routine for *Parallel*
Content Area: Math

4. Check students' understanding.

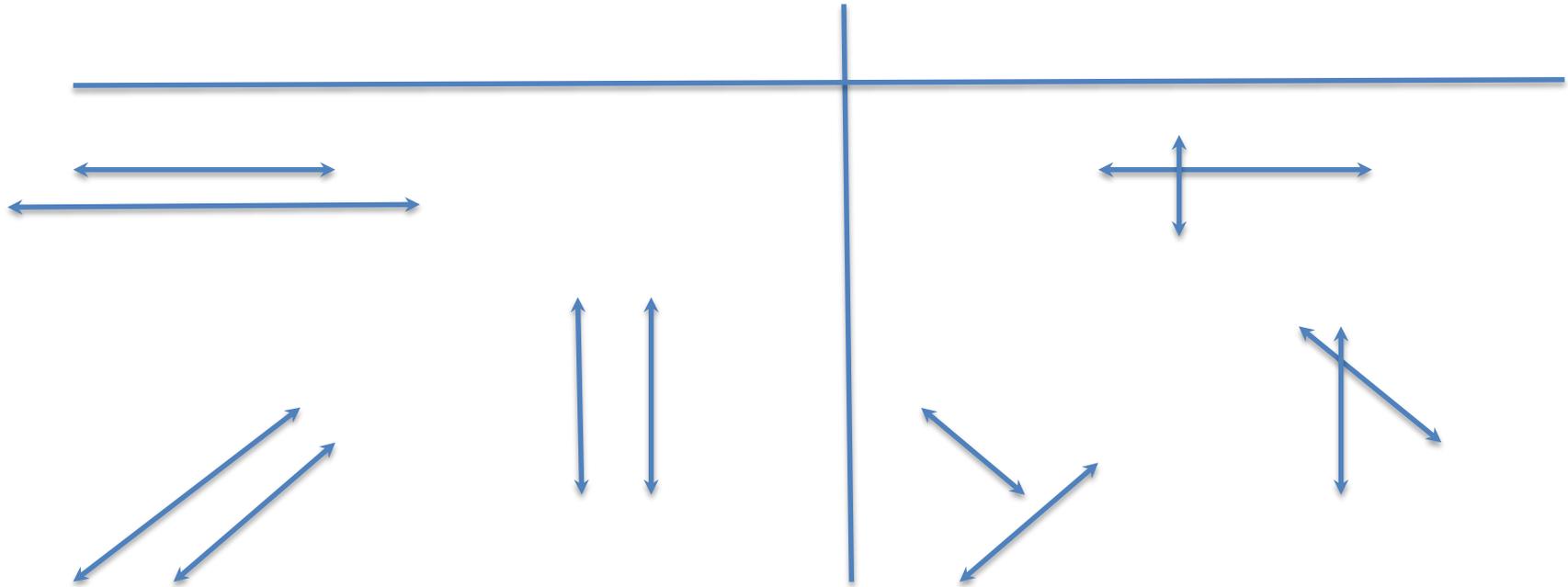
Have students generate examples and non-examples.

Make a T chart. Label the columns **parallel** and **not parallel**. Add examples and non-examples of parallel and not parallel. (Model by drawing a t-chart and adding labels.)

Example T Chart

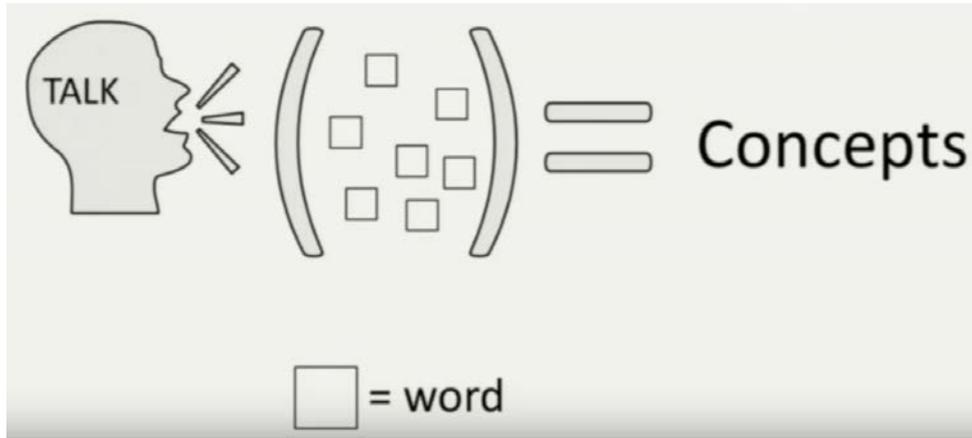
- Parallel

Not Parallel



— Intervention for struggling readers and writers can begin with strong content area vocabulary instruction in the regular classrooms.

A Matter of Talk: Nonie Lesaux



<https://www.youtube.com/watch?v=yJCn3cn-gGo>

Nonie Lesaux PhD is Academic Dean of Harvard Graduate School of Education. Her research focuses on promoting the language and literacy skills of today's children from diverse backgrounds.

- While studying effective reading interventions for sixth grade students, she discovered that the quality of “Teacher Talk” in the classroom improved students’ reading and vocabulary test scores.
- Teachers who used just 20 more academic vocabulary words in their classrooms per class period, grew their students’ vocabularies and reading levels one standard deviation which roughly equals one years growth.
- “We tuned students into the kind of talk that really matters for reading.”

“Words do two major things: they provide food for the mind and create light for understanding and awareness.” Jim Rohn

Thank you
for all you do
everyday!

“Do the best you can until you know better. Then when you know better, do better.” - Maya Angelou

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