Three High Leverage Practices

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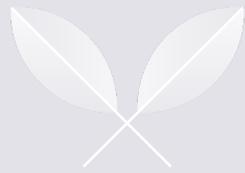University of Texas

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Who Are We?

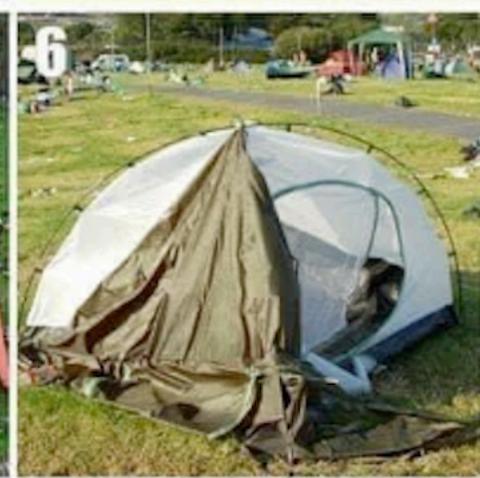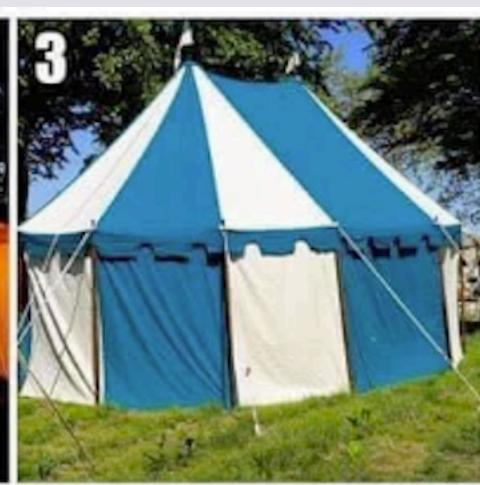Sarah Fishstrom, NBCT, M.Ed.

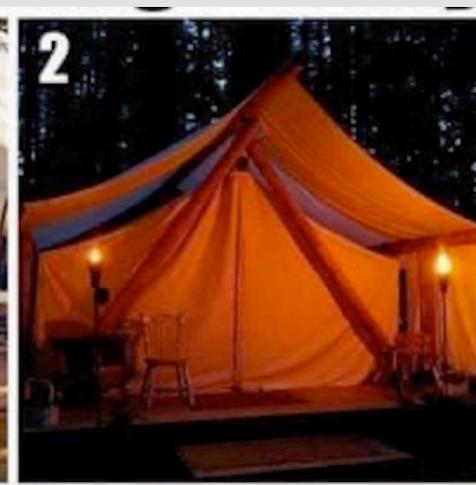Sarah.Fishstrom@utexas.edu

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In the chat, please answer the following question:

On a tent rating scale, how do you feel things are currently going for you as an educator?

Today's Agenda

- High Leverage Practice #1: Word Level Reading and Phonics

- High Leverage Practice #2: Vocabulary Instruction

- High Leverage Practice #3: Explicit Instruction

What are High Leverage Practices?

- An instructional technique that can yield high results

- Evidence-based practices

- These practices are associated with making a difference for students with reading difficulty

- In fact, these effective instructional practices improve outcomes for **all** learners in the classroom.

High Leverage Practice #1: Word Level Reading and Phonics

What do we know?

- Ultimately, we want all students to be able to make meaning from text-- to be able to comprehend the text.

- Comprehension is fundamentally a result of knowledge, **word reading**, and practice reading and discussing texts (Vaughn & Fletcher, 2019).

- Dyslexia occurs primarily at the level of the single word and involves the ability to decode and spell printed words in isolation (accurately and automatically). It leads to problems reading text but is not a text level disability.

How do we teach word reading instruction?

Systematically teach students:

- Letter Sounds- Alphabet

- Spelling Patterns and Syllables

- Morphemes and meaning

- Irregular words

Stages of Learning to Read and Spell

Alphabet	Pattern	Meaning
Matches letters, singularly or in combinations, to sounds in a left-to-right sequence to read and spell words	Knowledge of spelling or syllable patterns and their common pronunciations can help students read and spell words.	Structural units or groups of letters, such as prefixes, suffixes, and Greek or Latin roots or base words focus on meaning.

Letter Sounds- Alphabet

Letter Sounds- Alphabet

- Students have alphabetic knowledge and to be able to connect sounds to print.

- Students need to understand that there **are** predictable and systematic relationships between written letters and spoken sounds

- **Example**

- The teacher says:

- What sound does *i* make?

- What sound does *t* make?

- What letter says /aaaa/?

Blending letter sounds from left to right…

- Decoding is the process of converting printed words into their spoken forms by using knowledge of letter-sound correspondences and spelling patterns.

  Model how to blend the individual sounds from left to right without stopping between them.

  - /cccaaattttt/

  Follow sound out with a fast pronunciation of the word: cat

Using Elkonin Boxes for Beginning Phonics Instruction

- Give the students the letters: a, l, p, s, & n

- Have the students practice spelling words such as: lap, nap, and pal

s	n

l	a	p
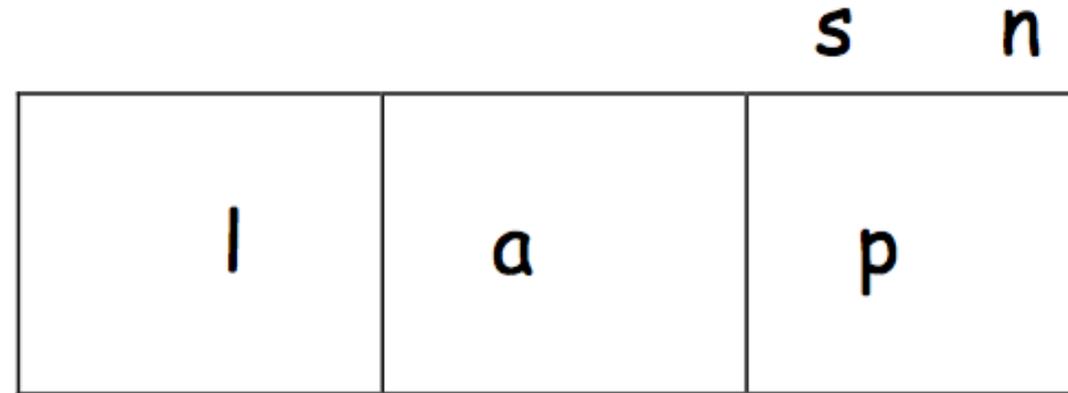
Reviewing Letter Sounds

Spell am
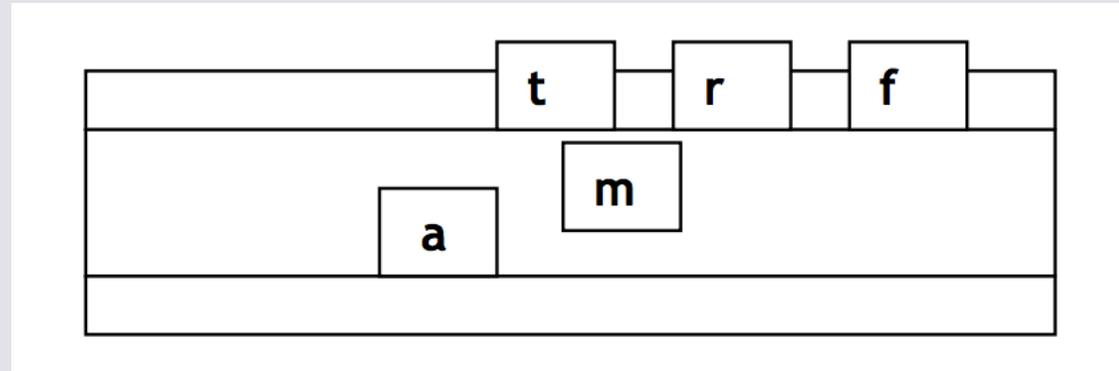
Spell ram
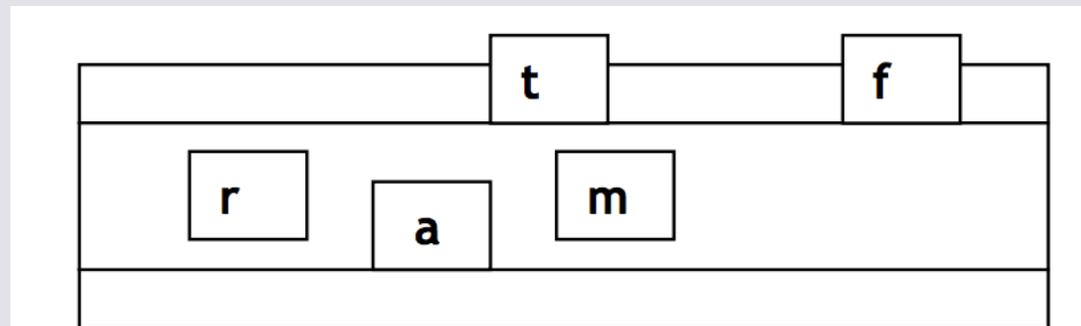
Reviewing Letter Sounds

Replace the m in ram with t. What does this spell?
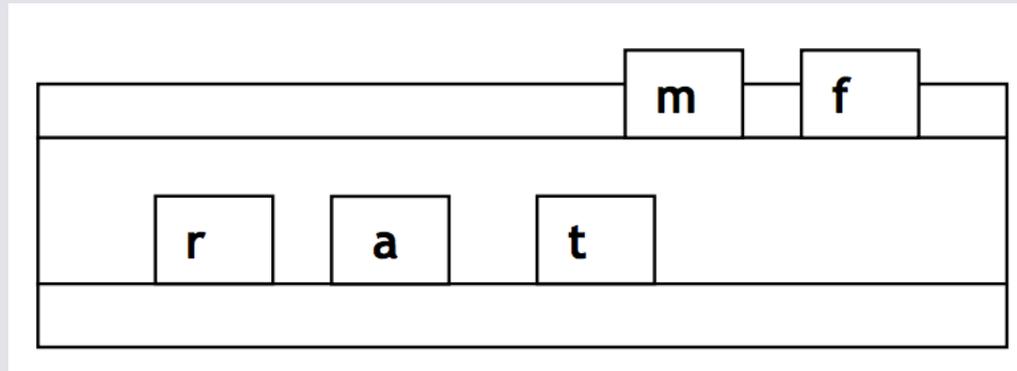
Replace the r in rat with f. What's the word?
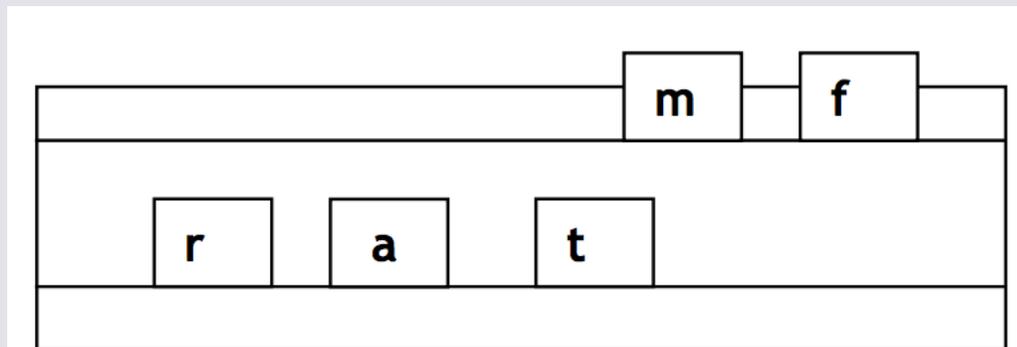
Reviewing Letter Sounds

Take one letter away and make at.
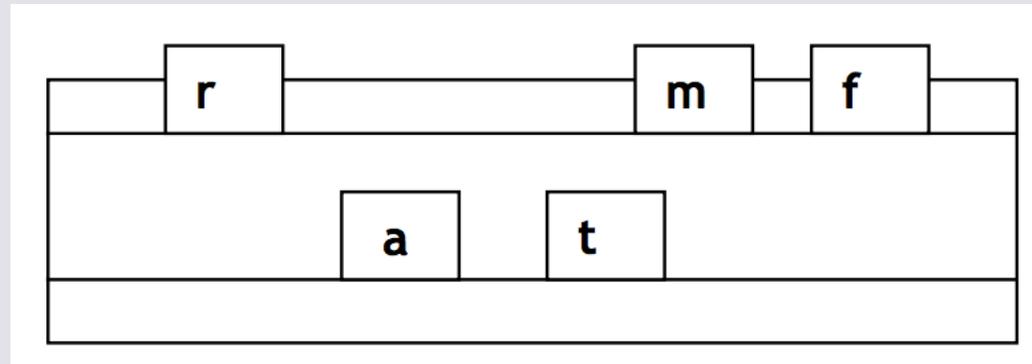
How could you scaffold this activity to accommodate your lowest and highest readers and spellers?

Patterns and Syllables

Spelling patterns and syllables

- Students learn about consistent pronunciations and spellings of patterns.

- In this stage, students discover:

Words spelled similarly / onset-rime

For example: Cat, Mat, Bat or bank, sank, tank

More complex rules for spelling including consonant blends, digraphs, and diphthongs.

Consonant Digraphs

Word	Consonant Digraph
chip	ch
sheep	sh
think	th
hatch	tch

- Consonant digraphs are a combination of consonants that represent one unique sound, a sound unlike the sound made by any of the individual letters of the digraph.

Consonant Blends

Word	Consonant Blend
train	tr
break	br

- Consonant blends are the combined sounds of two or three consonants.

- Each letter retains its common sound.

- Students learn to blend the sounds together rather than learning one new sound

Vowel Combinations

- Vowel combinations or pairs are two adjacent vowels in the same syllable that represent a single speech sound. The sound made by a vowel combination may vary.

OU sound		
soup	could	shout

Chunking Multisyllabic Words

- Divide words into word parts, teach each part, and combine to read the words:

ex-per-i-ment

- If words have parts that are phonetically irregular, teach students to be flexible and try other sounds to see if they can find a word that makes sense in context.

Morphemes - Meaning

Morphemes

- Smallest unit of meaning

- Teaching students to read morphemes is another way to support students with reading difficulties.

- For example: unhelpful

  Prefixes- un= not

  Root- help

  Suffixes- ful=full of

  ---Helped, helper, helps

Word Webs or Maps

Develop word webs or maps to have students develop knowledge of how prefixes and suffixes change the meaning of words.

FRIEND

- friendship
- friendly
- Unfriendly
- Befriend
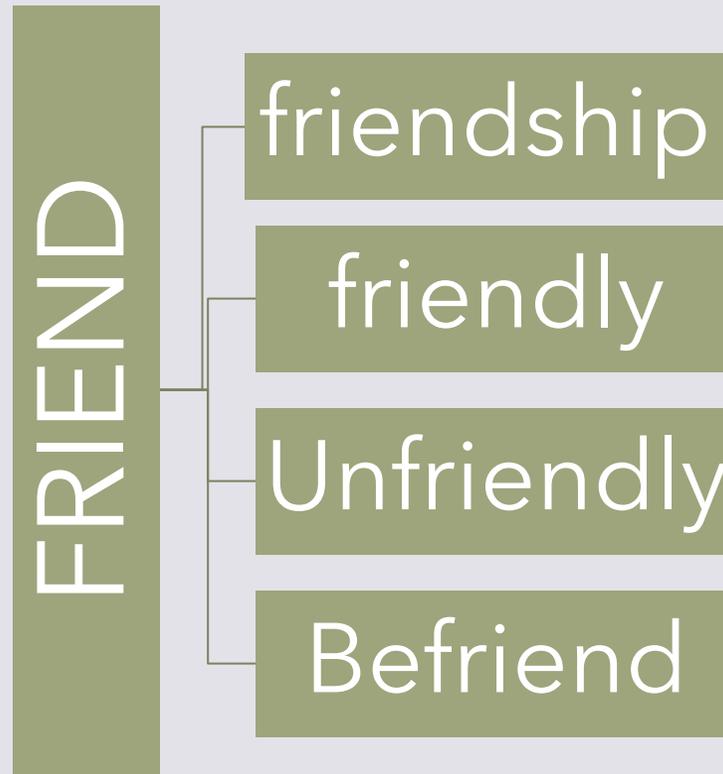
Irregular Words

- Contain some letters that do not represent their most commonly used sounds

- Can be partially decoded

- Tend to be high-frequency words

- Are sometimes referred to as sight words

- Need to be recognized immediately

Guidelines for Teaching Irregular Words

- Teach the most frequently occurring irregular words.

- Introduce irregular words before students encounter them in stories.

- Limit the number introduced in a single lesson

- Separate visually similar irregular words.

- Review previously taught irregular words.

Example:
11. why
12. what
13. weren't
14. was
15. would
16. these
17. could
18. wanted
19. should
20. thought

Irregular Word Activity

was, of, to, you, are, have
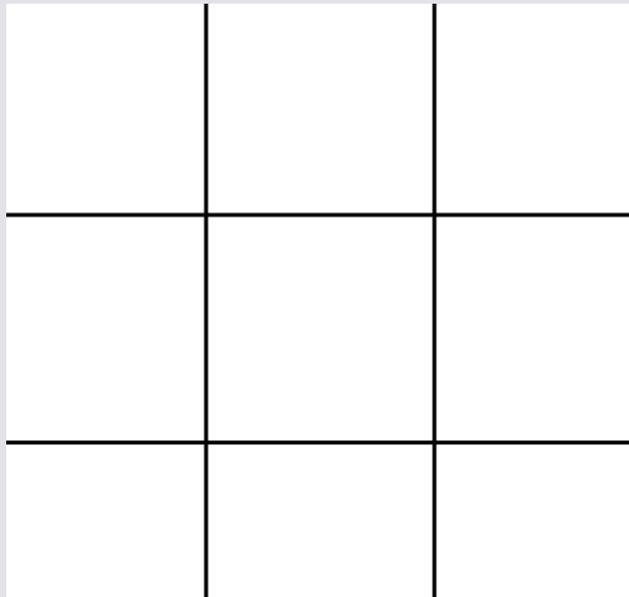
Tic-Tac-Toe:

Students play with

a partner, but must

read an irregular word

card before taking a turn.

Scaffolded Practice

- Provide opportunities to read aloud with texts that have many words with spelling patterns that will **be familiar to students**.

- If students make mistakes while reading aloud, provide **immediate feedback**. Point to the letter, state the correct sound, and have the student repeat the sound back to you.

Major Understandings about Reading Words

- *Some letters can represent more than one sound.*

- *Different letters can represent the same sound.*

- *Sounds can be represented by a single letter or a combination of letters.*

- *Different strategies can be used to read unknown words.*

- *Generalizations may help determine the correct pronunciation but may not always apply to every word.*

Implicit Learning

- Knowing syllable patterns (e.g. CVC,CVCE), multisyllabic words and how to segment them, prefixes, suffixes, and inflectional endings (e.g. -er, -est, -ly, -ing) helps students expand the number of new words they can read and spell.

Rain, rains, raining, rainbow

Do, doing, undo, redo, doable

Implicit Learning

Students use what they know about spelling patterns to decode.

- Do I see a word I know as part of this word?

- What words do I know that end (or begin) with the same letters?

- What words do I know that contain the same parts or patterns?

High Leverage Practice #2: Vocabulary Instruction

What do we know?

- Decoding skills play a large role in the acquisition of vocabulary (Stanovich, 1996)

- There are over 88,500 distinct word families in printed English material in Grades 3 through 9.

- Students learn word meanings incidentally through exposure to oral language and written text.

- 25-50% of annual vocabulary growth can be attributed to incidental learning.

- Vocabulary knowledge is highly correlated with **reading comprehension** (Cunningham & Stanovich, 1997; Torgesen & Wagner, 2006; Torgesen et al., 1997)

Discrepancies

- It's important to be aware of the discrepancies in vocabulary knowledge among students entering school.

- A student's vocabulary level in the early grades is highly predictive of their reading, language development, and overall academic achievement across the age span.

https://www.meadowscenter.org/files/resources/10Key_Vocabulary_WEB.pdf

Key Vocabulary Practices

- 1. Consider your classroom **environment**

  -Vocabulary growth flourishes in a language-rich environment that provides students with multiple opportunities for hearing and using academic words

  - Direct instruction of a word's meaning is necessary but not sufficient.

  - Use vocabulary in context regularly (e.g. "Let's work on being calm and tranquil")

*2. **Pre-teach** essential words using teacher made **vocabulary maps (brief and with student friendly definitions)** and previewing other words that your students don't know*

*3. **Repeated exposure** to essential words*

Key Vocabulary Practices

4. Incorporating vocabulary from lessons into **natural situations** (e.g. "please cease talking" and "during our morning meeting inquire about a friend's favorite food")

5. Work as a **team**

Meet at the beginning of the year with other grade level teachers and specialists to identify specific academic words based on state standards and curriculum. Working together to target these words will provide repeated exposure to students.

6. Check-in with students regarding their understanding of words.

Vocabulary Terms

- **Function words** are common words (e.g., are, that, to).

  About 100 function words account for half of the words in written English.

- **Academic content vocabulary** refers to words that are common across the curriculum and subject areas but less common in oral language. These words may be related to words that are familiar to students (e.g, benevolent being related to kind) or specific to subject areas such as science, social studies, and math (e.g., parasite, capacity, revenue).

  - **Concrete words** can be taught using an object or showing a picture.

  - **Abstract words** can be taught using examples and non-examples.

- **General academic vocabulary** are common across content areas (e.g. cite, critique, argue, analyze)

Vocabulary Map

What is it?

A strategy to introduce associations among words

What does it include?

Key vocabulary

Synonyms (student friendly words)

Antonyms (opposite)

Examples and non-examples

Discussion opportunities that connect to students' lives (Turn and Talk)

When can you use it?

As part of a weekly vocabulary lesson

Prior to the lesson

Vocabulary Maps

interact
When two or more things have an effect on one another

www.wikimedia.org

Related Words: *interaction, influence, relate, connect*

Example Usage:
Ecology is the science of how living things **interact** with their environment.

Example: *A deer eating the flowers in your neighborhood because the forest where it lived burned down*
Nonexample: *Watching a news report about a forest fire*

Turn and Talk:
In what different ways do you **interact** with members of your family?

ecosystem
A community of organisms that live and interact in a particular area

www.pixabay.com

Related Words: *ecology, environment, habitat*

Example Usage:
Rainforest **ecosystems** rely on tropical bats to pollinate flowers and disperse seeds for trees and shrubs.

Example: *A stream with fish, insects, frogs, and water grasses*
Nonexample: *A puddle on the sidewalk from a recent rain shower*

Turn and Talk:
Is our classroom an **ecosystem**? Why? Why not?

Academic Vocabulary

Jamestown: The First English Colony in America

Explorers had been landing in America for some time before English settlers arrived in what is now Jamestown, Virginia, in 1607. But it was in that spot on the James River that English colonization began and with it, the history of America. James the First was king of England at that time, and he had granted approval for a group of businesspeople to settle in this new land. They were part of the Virginia Company, and they got the go-ahead in 1606. By December of that year, the expedition was ready.

Questions:
• Tell me what this part of the story is about.
• There is one sentence in this paragraph that previews what happens at the end of this story. Can you find it? What do you think is going to happen?

Word Check:
Check in with students on vocabulary and multi-syllable words. Provide feedback on word meaning as necessary.
• settlers
• colonization
• settle
• expedition

Academic Vocabulary Map

Settle

To move to and organize a new land

Related Words: establish, inhabit, organize, reside

Sample Sentence: In the 1600's large groups of people left England and **settled** in America.

Example: Moving from England to America in the 1600's

Settle

To move to and organize a new land

Review Activity:

- **Turn and Talk**: The colonists left England and settled in America. Why do you think a group of people would want to leave their home and *settle* in another country?

- **Think-Pair-Share**: If you had to leave Texas what would be easy and what do you think would be hard about *settling* in another place?

How to select words?

- Essential to understanding the text or unit

- Frequently encountered high utility words words

- Examples: settle, ecosystem, interact, inequality, mutate, conflict, tyranny

- Non-example: any proper noun

Activity…Consider this…

What is a Blurg?

Blurgs are people who study the **calomit** of past groups of people. **Calomits** are things made by people, then thrown away or left behind. **Calomits** tell **Blurgs** about the culture of these people. **Blurgs** use science to help them learn everything they can from the **calomits** they discover.

After reading, turn to your partner and create a list of possible **calomits**.

Read the following selection. Which words would you choose to pre-teach your students?

What is an Archaeologist?

Archaeologists are people who study the **artifacts** of past groups of people. **Artifacts** are things made by people, then thrown away or left behind. **Artifacts** tell **archaeologists** about the culture of these people. **Archaeologists** use science to help them learn everything they can from the **artifacts** they discover.

After reading, turn to your partner and create a list of possible **artifacts**.

Considerations of Vocabulary Instruction

- Brisk

- Explicit

- Engaging

- High utility words (used across content areas)

- Activate background knowledge (provide the Velcro for new information to stick)

General Academic Vocabulary

- Academic vocabulary words are important because they help students make sense of content.

General Examples:

Analyze

Illustrate

Demonstrate

Portray

Substitute

Compare

Describe

Content Examples:

- Equivalent

- Specify

- Synthesize

- duplicate

Word Consciousness

- Considering 25-50% of annual vocabulary growth can be attributed to incidental learning

- and vocabulary growth flourishes in a language-rich environment that provides students with multiple opportunities for hearing and using academic words...

- How could you create an environment supportive of learning new words in your classroom or school?

High Leverage Practice #3: Explicit Instruction

- Rigorous research has shown that the explicitness of instruction is associated with beneficial outcomes for students and may just be the secret sauce of instructional success.

- However, the phrase can sometimes be a bit vague and confusing

- Break down of 10 foundational, research-based principles of explicit instruction to help clarify the phrase
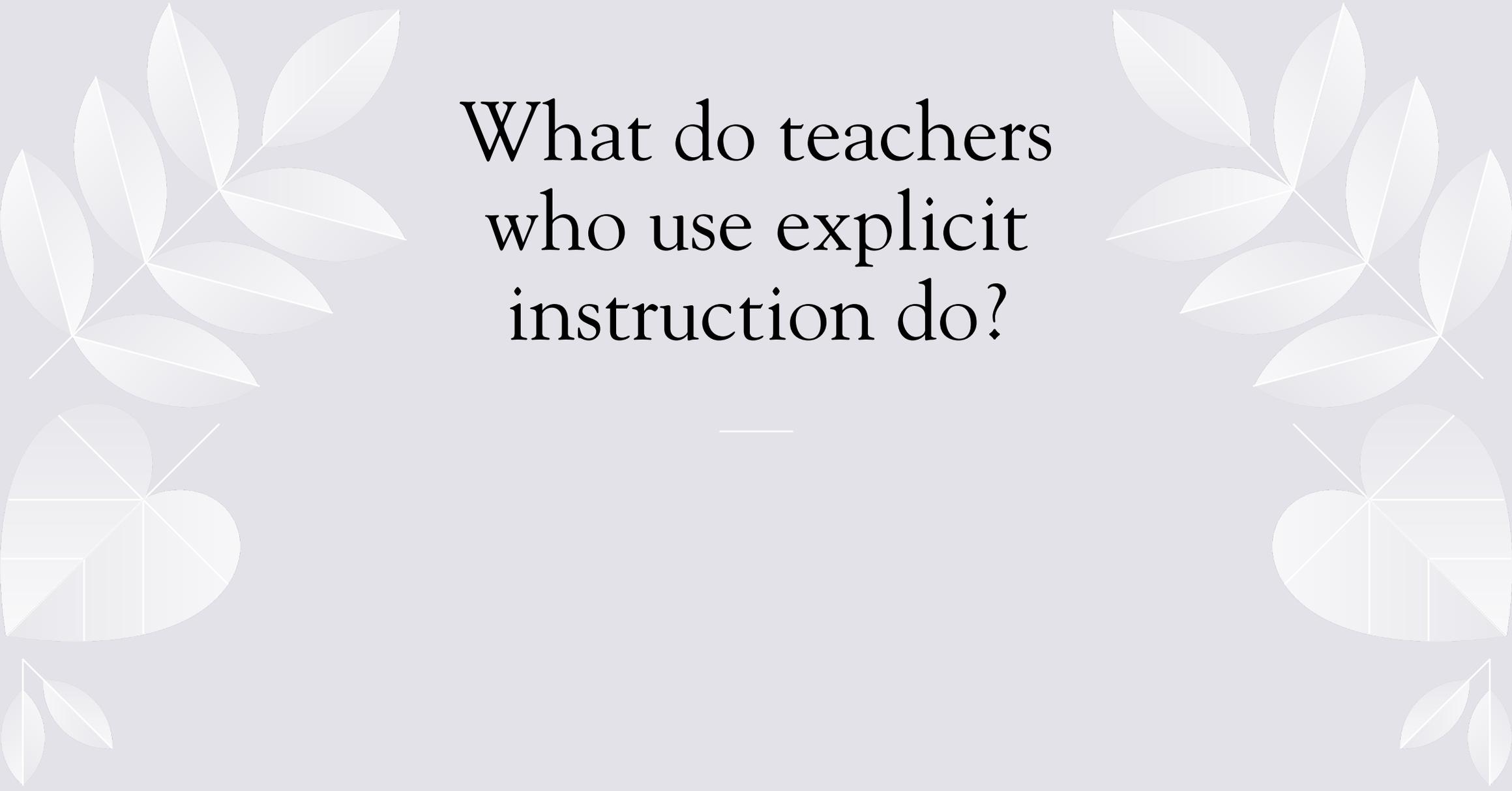
Explicit instruction is…

an effective research -based feature of instructional design that can be used across all grades and classrooms, as it is not specific to any single curriculum or intervention

"systematic, direct, engaging, and success-oriented" (Archer & Hughes, 2011)

Explicit instruction is…

- Clear and highly structured instruction often utilizing think aloud to model expected behavior

- Connects previous learning to new learning

- Responsive to students' needs

- Success oriented

- **Practice** and **Feedback**

What do teachers who use explicit instruction do?

—

1. They break down tasks into smaller components to make it more manageable for students to build knowledge.

- Example:

- A science teacher pre-teaches essential vocabulary before students read a short passage which contains those words.

Hughes et al., 2017; Vaughn & Fletcher, 2020

2. They purposefully connect new lessons to previous learning to help foster comprehension and successful achievement.

- Example:

- When introducing new multi-syllabic words, the teacher carefully picks words to teach that only combine single syllables that follow vowel rules the class has already learned.

Archer & Hughes, 2011; Hughes et al., 2017

3. They gradually increase task difficulty to support their students in being independently successful

- Example:

- Before teaching digraphs and blends, a teachers ensures her student knows the alphabet and all the letter sounds.

Fuchs et al., 2013; Swanson & Deshler, 2003

Scaffold Instruction

- Simple instructions

- Small steps

- Ask questions

- Provide specific feedback

Scaffold Instruction

- Remember: The goal is for learners to become independent and no longer need the scaffold, so it should be faded out and taken away when students are ready.

4. They use modeling or think-alouds in daily practice to address the important features of the content

- Example:

- **Think-Aloud:** When teaching adjectives for the first time, the teacher says, "I know adjectives describe nouns, or things. Desk is a noun. I need adjectives for the desk. Remember, adjectives describe nouns. One adjective that describes this desk is hard. Another adjective that describes this desk is brown. Can you think of another one?"

Hollo & Wehby, 2017; Vaughn & Fletcher, 2020

5. They provide ongoing opportunities for their students to **respond daily** and provide **feedback**

- Example:

- a) After listening to a few pairs of students discuss a question (sometimes referred to as "turn and talk") in a 9th grade science class, a teacher realizes there is some confusion regarding the function of the mitochondria and tells the class, "before we move on to the next topic, let's review the function of the mitochondria."

Hattie & Yates, 2014; Heward & Wood, 2015

6. They provide engaging work that allows students to independently take control of their learning.

- Example:

- Students use a teacher provided rubric and check-list to independently or with a peer revise an essay.

Hughes et al., 2017

7. They create classrooms where students clearly understand what is expected – including what they are supposed to do, practice, and/or express

- Examples:

- Instead of prompting the student to take out each various class material to prepare for the lesson, the teacher takes a picture of all needed objects for the day (whiteboard, marker, notebook, and pencil) for the students to refer to when they come into class.

Vaughn & Fletcher, 2020

8. They move fluidly from modeling to independent practice when teaching new tasks

- Example:

- A teacher engaging in a fluency lesson will say, "for this text, I will start by reading this passage aloud so you can hear it. Then, we will read it aloud together. Finally, you will read it aloud on your own with a partner" (I do; we do; you do fluency practice).

Hughes et al., 2017

9. They provide feedback that is clear, focused, directly related to the learning task and guides the student to continue and/or to adjust learning practices

- Examples:

- a) If a teacher's lesson is focused on essay organization, when meeting with a student during an essay conference, the teacher only provides feedback on organization and not the various grammatical errors throughout the essay. The teacher plans to review grammatical errors in another lesson.

- b) A teacher quickly creates a question and has students answer it on sticky notes that the students turn in before going to their next class. The teacher uses the data from the sticky notes to make adjustments to the next day's lesson based on students' needs.

Hattie & Yates, 2014; Heward & Wood, 2015

10. They understand that practice may be the one thing it is nearly impossible to over-do and create purposeful time for students to practice all new skills and refresh learned ones

- Example:

- A non-verbal student practices asking for a break with a picture card. To reach mastery, the teacher has the student practice with five different teachers and staff members around the school.

Hughes et al., 2017

Closing

- High Leverage Practice #1: Word Level Reading and Phonics

- High Leverage Practice #2: Vocabulary Instruction

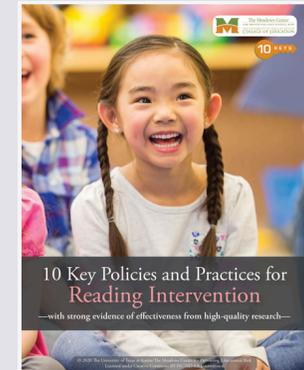- High Leverage Practice #3: Explicit Instruction

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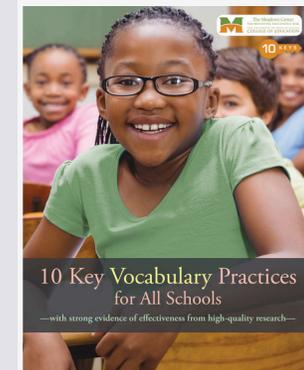
https://meadowscenter.org/library
(Slides will be available)
www.meadowscenter.org/10-keys
(10 Key Series)

- Facebook @MCPER.EDU

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Reading Intervention

Vocabulary

View Resource

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Questions?