

Develop reader vocabulary in 4 ways.

Go beyond targeted word lists.

1 Greek & Latin roots

Word parts that carry meaning (definitions). Put various parts together (e.g., prefix, base, suffix) and create the meanings of different words.

2 General-academic words

Words that are universal to all subject areas, content, and courses. They reveal specific tasks students will perform and type of info expected in answers.

3 Domain-specific words

High-utility words that are referenced frequently and will provide the student with the highest probability of academic success.

4 Incidental words

Words that appear occasionally and are not necessary to a thorough understanding of the content.



COMMON CORE | L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

COMMON CORE | L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases...

INDIANA | RV.1 Use accurately grade-appropriate general academic and content-specific words and phrases...

INDIANA | RV 2.1 Use/Apply context clues... to determine the meanings of unknown words.

INDIANA | RV 2.4 Use a known word as a clue to the meaning of an unknown word with the same word part... word pattern... root...



VOCABULARY & WORD STUDY
Session 2
Root-Word Instruction

VOCABULARY & WORD STUDY
Session 4
Functional Vocabulary

VOCABULARY & WORD STUDY
Session 5
Vocabulary Lists

Educational research reveals that students need to know 95-98% of the words within any given text/passage to comprehend its message.



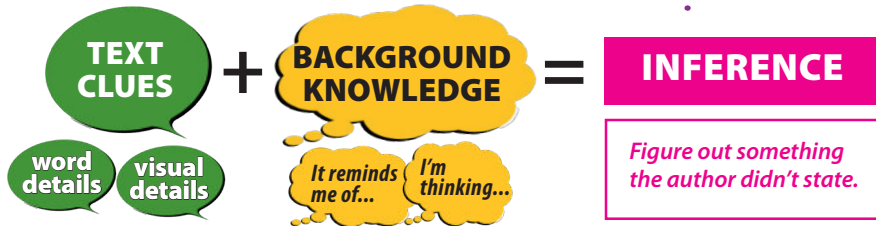
Expect to “read” unfamiliar words.

Listen for questions from the *Thinking Voice*.

- Authors use big words in literature and informational texts.
- Authors know their audience.
- Authors don’t expect readers to access dictionaries.

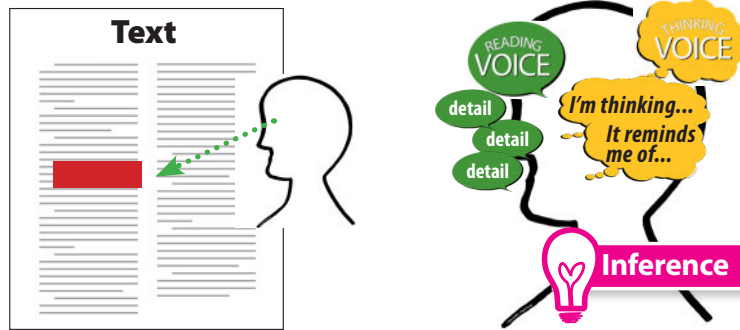
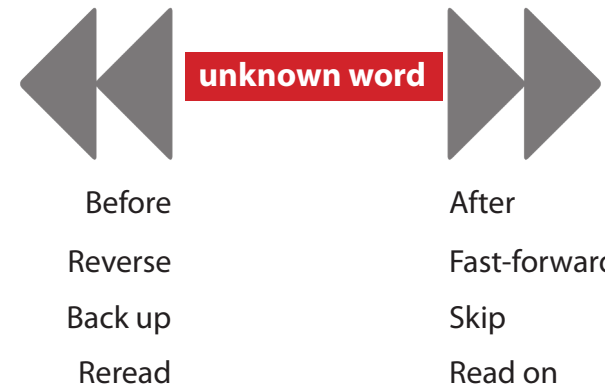


Infer a word’s meaning based on the context.



con • text
with or thoroughly body of information

nearby Typically defined as two sentences on either side of the word or a helpful text feature placed adjacent to the word.



READER THINKING
Session 3 | Make Inferences



SPIN-OFF SESSION

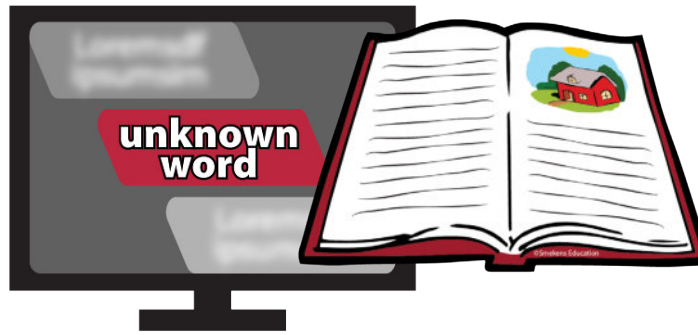
CONTENT AREA READING
Session 3 | Text Features

Search for context clues.

HOW TO
LOOK.

WHERE TO
LOOK.

WHAT TO
LOOK FOR.



Look at the end for a **GLOSSARY**.

Look nearby for a **VISUAL** and **CAPTION**.

Look nearby for a **VOCABULARY BOX**.

Look at the end for a **FOOTNOTE**.

Look for an **EXPLANATION**.

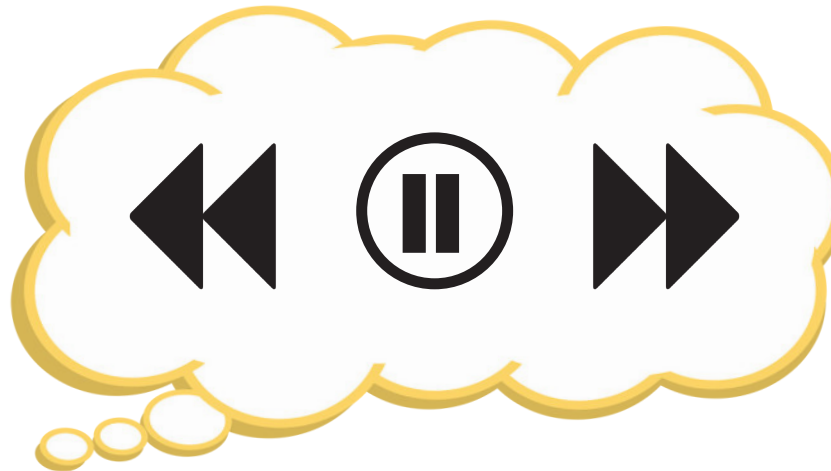
that means...
this means...
which is...

Look within the sentence for **PUNCTUATION MARKS**.

(definition)
, definition ,
— definition
word : examples

Look for a **WORD PART**.

prefix... base... suffix...



Look for an **EXAMPLE**.

for example... for instance... like... one kind... a type... such as...

Look for a **SYNONYM**.

Look for an **ANTONYM**.

Look for **RELATED WORDS**.

Look for a description of **HOW IT WORKS**.

its purpose... it works... it functions... it helps...

Look for its **IMPORTANCE**.

important because... with this... the significance... in order to...



Deliver explicit instruction.

Plan to teach and practice applying context clues all year long.

Introduce each “clue” within whole-class comprehension mini-lessons.

1. Teach each context-clue strategy individually.
2. Choose short excerpts that have unknown words to students *and* that type of “clue.”
3. Tell students where to look, what to look for, and how to think in order to take advantage of this “clue.”
4. Model being confused by a word’s meaning. Show awareness of *Thinking Voice*.
5. Think aloud about pausing and looking *inside* the word and then reversing and fast-forwarding to look for words and visuals that may help.
6. Model how to make a prediction about the word’s meaning and then read on to confirm or adjust thinking.

Integrate the application of context clues within the broader reading process.



(Sing to the tune “Row, Row, Row Your Boat”.)

Read, read, read the text.
Question as you go.
Predict what will happen next.
Read on so you’ll know.

1. Reveal a new text that includes several unfamiliar words *and* includes *types* of context clues previously taught.
2. Execute a read aloud, modeling your *Reading Voice* and *Thinking Voice*, including when you “question” the meaning of a tricky word.

Read, read, read the text.
Question as you go.



Confused

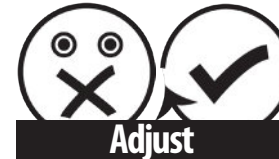
3. Pause, reverse, and fast-forward, collecting clues to infer the word’s *possible* meaning— make a prediction.
4. Utilizing the inferred meaning, continue reading the passage, confirming or adjusting your thinking if needed.

Predict what will happen next.

● **Read on so you’ll know.**



Confirm



Adjust

A reader discovers his prediction is confirmed or wrong. If wrong, the reader:

- Adjusts thinking to match the accurate meaning.
- Rereads to find overlooked or misinterpreted clues.

