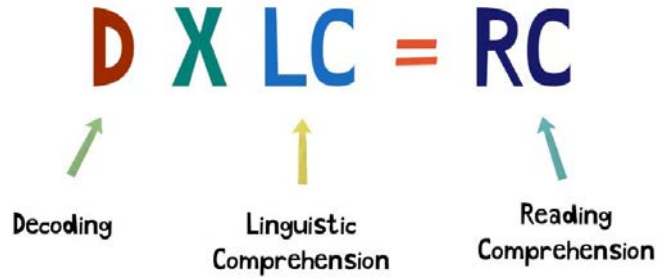
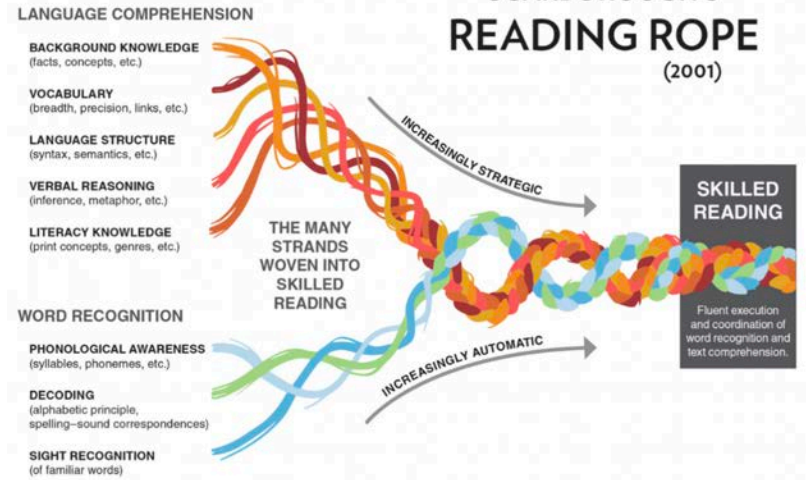




## Models of Reading:



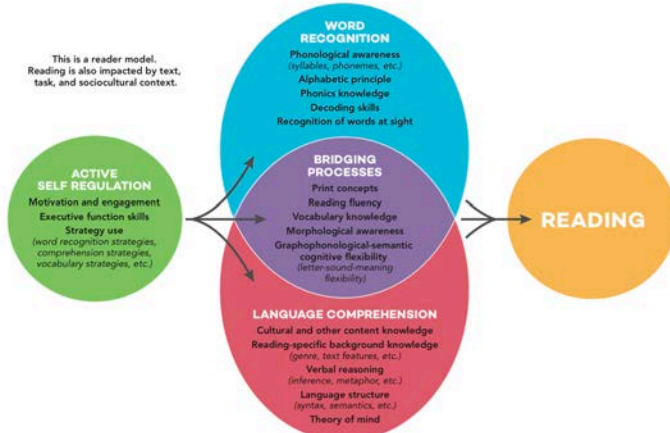
## Models of Reading:



## Models of Reading:

### ACTIVE VIEW OF READING

This is a reader model. Reading is also impacted by text, task, and sociocultural context.




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## Comprehension begins...

\*With oral language and the capacity to understand spoken language (listening comprehension)

- through conversation
  - through hearing and sharing personal stories
  - through interactions with rich text
- expose children to:
- new ideas
  - new vocabulary
  - new concepts
- ★ then children can access these for themselves by reading increasingly complex texts



“Even if we spend lots of instructional time teaching decoding and strategic reading, students will continue to struggle to comprehend text unless we also support their vocabulary development.”



“The goal of vocabulary instruction is not to learn words for their own sake. The goal is for students to apply knowledge about words and their meanings to better understand what they're reading and to expand the possibilities for expressing their own ideas.”



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## What it means to really know a word...

To: Everyone ▾  
Type message here...

- I can share an informal explanation
- I can use a synonym or antonym
- I can give categorical information
- I can recognize nuances between similar words
- I can recognize word parts (morphological understanding)
- I can connect to personal experience/context
- I can recognize multiple meanings – bark/bark



## How do we learn new words?

When we engage in conversation



### What can this look like in the classroom?

- Regularly and intentionally using sophisticated language throughout the day for students of all ages
- The more interesting words we use around students the more words they will pick up and use themselves



## How do we learn new words?

When we are read to and we read a lot ourselves



### What can this look like in the classroom?

- Read aloud in a fantastic way to explicitly teach new vocabulary
  - select texts with intention – relate to content area
  - read first for enjoyment, then re-read across days
  - Plan ahead for student friendly definitions
- Independent reading time, small groups, partner reads

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## Active Processing looks and sounds like...

Children are more likely to learn when they can actively engage with a word and its meaning, rather than passively receiving information from the teacher

- Discussing images related to a new word
- Discussing and exploring objects ie. a thermometer
- Using movement – demonstrating migration by walking from one side of the room to the other
- Thinking of real life examples – a time when you felt exuberant
- Discussing multiple meanings of a word – season (your food), season (winter, spring)
- Thinking about/noticing meaningful parts of words (morphology) – tricycle, triangle, tripod
- Using new vocabulary in writing



## How do we learn new words?

To: Everyone   
 Type message here...

When we learn new things!



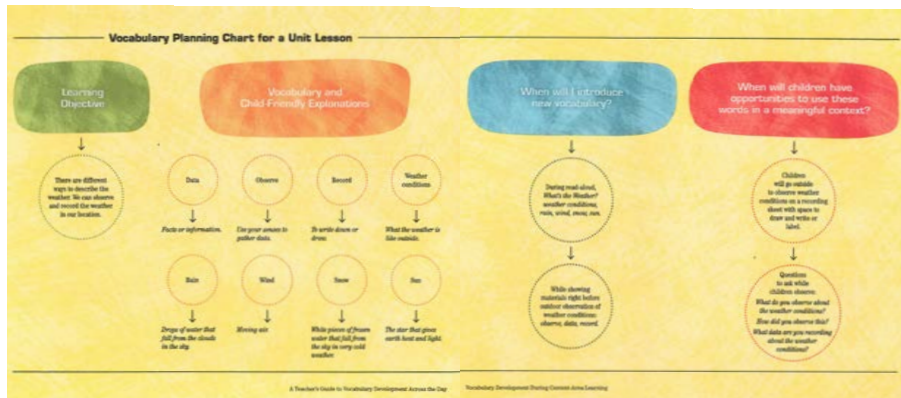
### What can this look like in the classroom?

We can plan to support vocabulary development during content area learning:

- First, we want to identify the content we want to learn
- Next, curate informational text sets
- Then, make an ambitious list of words to teach
- Consider how and when you will teach the words
- Finally, plan for ways students will be actively engaged in word learning



## How do we learn new words?




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### Into the classroom...

“In order to create opportunities for young children to learn new words, we need to build their knowledge of the world and make sure that they are learning new things.”



### Into the classroom...

# To inspire Content Reading

**ReadWorks Article-A-Day™**  
Build knowledge, vocabulary, and stamina with a routine that students love.

Sets of 6 to 9 articles that are related by topic

Nonfiction topics to build knowledge

For grades Kindergarten to 8<sup>th</sup>

Research-based classroom routine with writing & oral sharing

All you need is 10 minutes each day for the routine. Students will gain the most by reading **4 or more articles** from an Article-A-Day set each week and doing the routine for **15 or more weeks** in the school year. Article-A-Day can be done digitally, printed, or projected!

Plan an entire year with our K-6 Scope & Sequences: <https://www.readworks.org/scope-and-sequence>

**Step 1: Set the purpose for the routine**

- "Words are where humans store knowledge. So we will build our knowledge by reading these articles. We will also increase our vocabulary, improve our reading stamina, and enjoy reading every day."

**Step 2: Students read or listen to an article**

- If students cannot read independently, they can listen to the audio, or you can read the article aloud.

**Step 3: The "Book of Knowledge"**

- Students write or type two or three things that they learned from the article and would like to remember in their Books of Knowledge.
- If students cannot write yet, they can draw their responses.

**Step 4: Share Knowledge!**

- Ask a few students to share with the class what they learned from reading.
- Create a "Class Book of Knowledge where you record this information. You can do this in Assignments & Progress or on chart paper.



### Into the classroom...

“The more information children have about how words and language work, the more powerful they will feel as strategic word-solvers”

Some word solving strategies include:

- Context Clues
- Word Parts

Its not one strategy or another, its about

**BEING STRATEGIC**

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## Into the classroom...



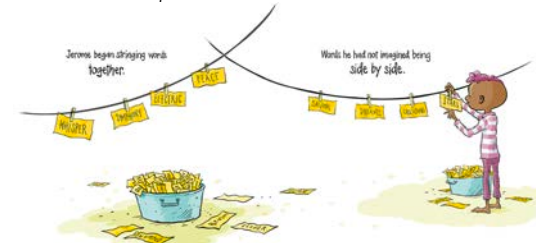
## Into the classroom...

### High Leverage Instructional Routines to Support Independent Word Solving

Word Collection Notebooks – individual or class:

For children to learn many words we need to empower them to:

- Become aware of and interested in new words
- Develop word awareness
- Notice when they encounter new words



## In closing...

“The more words he knew the more clearly he could share with the world what he was thinking, feeling and dreaming”



### The Provincial Outreach Program for the Early Years



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