

IMPLEMENTING VOCABULARY STRATEGIES

All teachers have received a packet of 30 vocabulary strategies organized around six categories:

- Defining Words
- Comparing Words
- Visualizing Words
- Contextualizing Words
- Analyzing Words
- Playing with Words

These protocols provide excellent opportunities for supporting student acquisition of vocabulary across the content areas. Research has demonstrated that these ways of designing word learning are positively correlated with increased comprehension.

This article provides five important considerations for effective implementation of these strategies:

1.) **Choosing wisely which words to teach.** Take time to select a limited number of high yield words that will have long-lasting impact related to understanding relevant content.

2.) **Select the most appropriate strategy to meet student need.** Since the strategy is the means to an end, rather than the end in and of itself, make sure you keep the eye on the prize (deepening student understanding of the word).

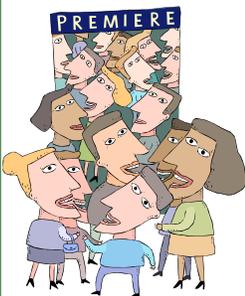
3.) **Modify the protocol to address student need.** Adapting strategies to serve student learning is important. For example, when using the PAVE protocol, you may choose to skip the step where students write a sentence using their predicted definition if you suspect this will confound their ultimate comprehension of the word.

4.) **Take advantage of vocabulary strategies that double as "assessment for learning" opportunities.** *Cloze* and *Knowledge Rating Chart* are two pre-teaching strategies that serve as a window to help inform instruction.

5.) **Consider these strategies "replacement practices" instead of an extra layer of instructional activity.** For example, use of these protocols can replace instructional routines that research has demonstrated are ineffective. Examples of routines that should be reconsidered include: direct copying of definition entries from dictionaries, repeated writing of words multiple times, word searches that don't advance understanding of word meanings, etc.

These strategies do not represent the totality of excellent word study protocols, but they will serve as a great resource to support a shared vision in our district related to instructional practices that best support student achievement across all content areas. Our success will be measured by student transfer of words in meaningful ways (speaking, listening, viewing, reading and writing) within and across classes.

POETRY GALA-SHOWCASE A PERFORMER FROM YOUR SCHOOL!



Each school is invited to submit the name of one student who will perform at our district-wide *Poetry Gala* scheduled for Thursday, May 31st from 7:00-8:30 PM. The tentative location is Wiley auditorium. The student selected may perform an original poem or a published poem of two to three minutes in length. While schools will establish their own selection process, rubrics to describe the qualities of excellent oral presentation are posted on our literacy website: <http://resources.chuh.org/Literacy/main.lasso>.

Additionally, an online support for evaluating oral performance is available at the following web-site: <http://www.robertpottle.com/learn/rubperform.php> This tool can be used to provide feedback based on the following categories: volume, speed, use of visuals/props, emotion, gestures/movement, and eye contact. Completion of the rubric generates a feedback sheet that provides comments and suggestions for improvement.

The selected student from each school should be prepared to introduce themselves and briefly explain why they chose the published poem that they will perform, or what inspired them to create their poem.



Scoring Camp: Grades 3, 4, 5



Calling all Grade 5 teachers and all teachers new to grades 3 and 4! Please plan to attend one of two "Scoring Camp" workshops. "Scoring Camp for Kids: an Assessment for Learning" will help teachers develop assessment techniques that will increase student capacity to construct high-quality short and extended responses on the OATS. This workshop is based on the premise that students will learn to do good work by seeing good work; they will develop skills and objectivity to improve their own responses to open-ended questions by judging and annotating the work of others. The workshops will be held on Tuesday, January 9, and January 16, 2007, from 2:30 p.m. to 3:45 p.m. at the Taylor Study Room (2nd floor). Please RSVP via email (K_Frantz@chuh.org) or call Karen Frantz at 2034.

Read 180 Celebration at Oxford

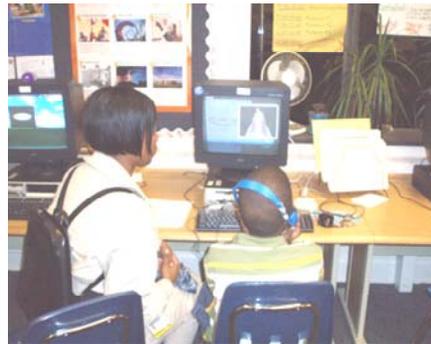


do you have related to helping your child with reading at home?

The fourth and fifth graders were divided for the meeting. One session featured a power point presentation describing the implementation of Read 180 and lexile goals for this school year. Students and parents then participated in the Read 180 rotations: guided instruction, independent reading, and computer-assisted instruction.



Oxford School held their first Read 180 Celebration on the evening of November 28th. Families were invited for pizza and valuable information about Read 180. Ms. Keller and Ms. Roberts (5th Grade Read 180) and Mrs. Taylor and Ms. Sarkos (4th Grade Read 180) sent invitations to parents and RSVP slips that asked parents to help them plan the evening by responding to two questions: What questions do you have about Read 180? What questions



Each student received a folder with their picture, an application for a library card, a list of places to visit in Cleveland, an individual lexile report and goal, a list of ideas for family game night, and a wealth of reading tips.

The evening was enjoyed by over 30 parents and 28 students. Each parent received a thank you for attending. We were thrilled with their participation and enthusiasm!

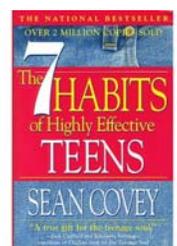
Literacy Lunches at Legacy

Marc Engoglia, Legacy principal, started the school year off with a focus on comprehension strategies. It began with an emphasis on *Making Connections* from the red binder. In October, teachers at Legacy were invited to participate in literacy lunches. These lunches, facilitated by Diana Tuggey and Kay Milkie, provided the opportunity and time for teachers to engage in conversations with colleagues that focused on helping students learn and apply comprehension strategies before, during, and after reading. Ideas related to implementation were also shared. During the month of November, *Visualizing*, as a best practice reading strategy, was examined as teachers continued to apply the various comprehension techniques in their content areas. The next literacy lunch is scheduled for January as we plan to add the examination of student work samples to our discussions.

7 Healthy Habits

The Legacy Advisory Program is comprised of students in grades nine through twelve, and it focuses on honor and respect. To enhance the reflective nature of the Advisory Program, each student was given Sean Covey's *7 Habits of Highly Effective Teens*. Covey's book was one of Legacy's required summer readings. Covey's 7 habits include: *Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand-Then to be Understood, Synergize, and Sharpen the Saw*. These 7 habits are a main focus for our students over the two-year cycle in their advisories.

Our students are reading, talking, and examining their learning and behaviors. We are supporting Legacy students in their journey towards becoming more reflective.



Reflections of a Reading Interventionist

by Jennifer Bennett

With the adoption of a new English Language Arts program at the elementary level there have been a number of reflective moments.

I look at our entry year teachers with a renewed appreciation. I have felt like a new teacher this year with the *Triumphs Intervention Program*. I had forgotten what it is like to wade through various unfamiliar teacher editions, assessments, student practice pages and all of the other pieces and parts that make up the new program. I have created new materials that support my struggling students while working with the new series; for example, I made larger versions of the graphic organizers and flash cards that allow students to practice the phonics skill for the week. I have fine-tuned my system for organizing the Triumph's materials so that I am able to access all that I need. I have spent hours revising, reflecting and making decisions on how meet the needs of my students based on data.

As the year has progressed, the task of planning and preparing has fallen into a predictable pattern though it is still time-consuming.



Living the Dream

You may have seen Hermien Schneider at Oxford Elementary School during the lunch hour. Every other week, Mrs. Schneider travels from her office at Taylor to support a lucky fifth grader. During the first twenty minutes of their time together, they enjoy a boxed lunch and some conversation. The conversation is supported with two prompts such as, "If you could choose one age to be for



Monticello Launches a Girls' Group

The *Leading Ladies of Monticello* held its inaugural meeting on Tuesday, November 28, 2006. The group was created by the Monticello PTA and female teachers and staff members (Anna Gregory, Yolanda Harris, Tiffany Mixon, Angela Kirkland, Michelle Walton, Jennifer Colvin, Marian Kopp, and Josephine Shelton-Townes). *Leading Ladies of Monticello* was created to help the girls develop leadership skills, to celebrate Girl Power and to recognize the academic achievements of female students at Monticello. The group was designed to boost self-esteem and foster knowledge of self through positive choices. *The Leading Ladies* will explore personal goals, dreams and strengths through reading and writing activities such as poetry writing and recitation, dramatic readings, role-play, and personal/reflective writing through journaling.



Fall Reading Results Grade 3

Third grade fall reading OAT results reveal that 49% of the students tested scored at the proficient level or above. This compares to the state performance of 61% proficient or above. The district's average scale score was 400 which is a proficient performance level. The state's average scaled score was 406.

Most schools performed better in informational text than literary text. One standard that receives much emphasis and is a bit challenging is Reading Process. This standard asks students to utilize their reading strategies to understand what they read. They might be asked to summarize a selection, identify main or central ideas and supporting details, sequence information, create or use a graphic organizer such as a Venn diagram or web to demonstrate their comprehension of text, make predictions, draw conclusions, or make inferences. Incorporating the QAR strategy into classroom instruction would give students good practice in how to answer those "Right There" or "Think and Search" questions. Going back into the text to justify their answer, underlining important points, and rereading text are other key strategies.



You Are Invited
"A Closer Examination
of Vocabulary Protocols"
The Knowledge Rating Chart
January 23, 2007
2:30 pm – 3:45 pm
Taylor Staff Development Center

- Assess students' level of vocabulary understanding
- Use *The Knowledge Rating Chart* to help students differentiate between shallow and deep word knowledge.

RSVP to Karen Heinsbergen
 35 spots—first-come-first-served

the rest of your life, what age would it be?" and "What is your favorite part of school?" Having time to connect with one another enhances the relationship built between the volunteer and the child.

After lunch, they explore a recent edition of *Scholastic News*. They share the reading of the text, discuss questions and vocabulary, and complete the quiz that accompanies the magazine. The relaxed, fun environment reinforces effective reading strategies and the district motto, "Every student, every day; some success, some way."

In addition to supporting this child, Mrs. Schneider feels that this experience is also helping to fulfill her dream. When asked what career she would choose if she could go back in time, her answer was immediate: "Hands down—a teacher!"

Canterbury Elementary—Read Around the School Week



Canterbury students and families participated in a week-long literacy event called *Read around the School all Night and Day* from November 27th through December 1st. The Canterbury Literacy Committee hosted this event which included daily reading at home, shared reading at school, and a Thursday night family read at the school, followed by a Friday afternoon of guest readers as the culminating event.

Students were provided with a reading log and were asked to record minutes read each night for a full week. Completed

logs were awarded with shiny metallic green Canterbury bookmarks and special “reading” pencils.

Over 130 people attended Thursday evening’s *Read around the School all Night* event. Following a pizza social, family members gathered in the gym, and cuddled up on blankets with their favorite books from home sometimes wearing fuzzy slippers. Young readers clutched their stuffed animals while sharing in the antics of “Dora” and “Ten Naughty Monkeys.” Older readers sat quietly spellbound by the adventures of Harry Potter while the adults caught up with the latest best-seller. A Scholastic Book Fair that evening provided a chance to find new titles.

The Friday highlight included an afternoon of guest readers from throughout the community, including board member, Kal Zucker, district literacy specialists, board employees, dedicated parents, and distinguished friends such as Principal Mr. Harrell’s

fraternity brothers.

The guest readers were greeted with smiling faces, coffee, and pastries, and Student Council representatives who served as escorts to classrooms.

Many “thanks” to our CH-UH community friends and Canterbury families, PTA, and staff members for your support of this event.



Literature Circles in an Intervention Reading Class

by Donna Feldman

The Phyllis Hunter Library, a resource provided for Reading/Writing Connections, contains several copies of the same title inviting the possibility of literature circles. I used a SIRI A approach, a book pass, to provide students with reading choices. Students had three minutes to read a book before passing it on. After browsing through the books, students made selections which determined which literature circle they would join.

To guide students in their reading and text-based discussions I created goal sheets for each group to complete. Students had to agree on the objectives for each session and assess their performance as a group and individually. After the first book was completed, groups presented a skit or summary of their book to share with the class.

During the literature circles for our first books, I noticed that students were having text-based discussions that extended beyond the surface level comments such as “it was all right” or “it was boring” to include richer responses related to character motivation, conflict analysis, and plot exploration. One student observed that literature circles helps people work well in groups. Another student commented, “I like to work with my group because I learn more with them than by myself, and another reason why is I learn vocabulary.”

Civility Conversations Launched by Literacy and Music

On November 14th, the PTA held its bi-monthly meeting, focused on the topic of “Civility” and used literacy to support their goal. A HUGE crowd of Noble families and staff turned out for the event. Both the city and the school district have embraced the principles of civility as a way to bring the community closer together.

The evening kicked off with a pizza dinner and a powerful performance by the Heights Gospel Choir. The songs they sang and their willingness to share their time and talent demonstrated that music can be a positive community force.

Six breakout sessions were designed around the principles of civility. Ms.

Beers and Ms. Garrett led a discussion of the movie *Akeelah and the Bee*. Ms. Mihevic and Mrs. Katz facilitated a discussion of books that promote community and



civility. Ms. Glickman taught participants about *Capoeira*, a form of Brazilian dance that expresses the traits that are fundamental to civility. Ms. Eisenberg worked with individuals to design their very own buttons with civility sentiments. Others engaged in games that promoted discussion about perceptions and what makes us connect as people. Members of the Heights Gospel Choir were also available to teach people the joy of song!

A big thanks to Paige Baublitz-Watkins who worked so hard to organize the event, and to the many people who volunteered their time to make it such a success. The evening truly brought our Noble community closer together!