

VOCABULARY AND COMPREHENSION WITH STUDENTS IN PRIMARY GRADES:
A COMPARISON OF INSTRUCTIONAL STRATEGIES

By

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For Sasha, the one who sacrificed the most

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Glory be to God for the great things He has done.

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Abstract of Dissertation Presented to the Graduate School
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VOCABULARY AND COMPREHENSION WITH STUDENTS IN PRIMARY GRADES: A
COMPARISON OF INSTRUCTIONAL STRATEGIES

By

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Chair: Holly B. Lane
Major: Special Education

My study examined the effects of vocabulary-focused instruction and strategies-focused instruction on the vocabulary development and comprehension skills of students in primary grades who are adequate decoders, but non-proficient comprehenders. Vygotsky's theory of learning and development, Pearson and Gallagher's gradual release of responsibility model, metacognition, and Stanovich's interactive-compensatory model of reading served as theoretical guides for this study.

A pretest-posttest design was employed. Second and third grade students ($N=60$) in two groups received 32 sessions over eight weeks, of either vocabulary-focused instruction or strategies-focused instruction. Students in the vocabulary-focused group received instruction similar to Text Talk, and students in the strategies-focused group received instruction similar to reciprocal teaching.

A series of analyses of covariance revealed no statistically significant differences between groups on measures of expressive vocabulary, receptive vocabulary, reading comprehension, listening comprehension, and on a researcher-created target vocabulary measure. An analysis of covariance did reveal a statistically significant difference between groups on a

passage comprehension measure, favoring the vocabulary-focused group. Pearson product moment correlation coefficients revealed moderate to robust correlations of the measures.

Implications for researchers and teachers emerge from these findings. Teachers should understand that explicit vocabulary instruction does have an impact on comprehension and it does enhance word knowledge. With a more experienced adult or peer providing scaffolding, students' abilities were expanded beyond what they could do alone. In addition, students in primary grades can benefit from strategies-instruction. Using a gradual release model assisted students in proficiently using strategies. Strategies-instruction positively influenced both comprehension and vocabulary. Class time should be dedicated to explicit vocabulary and comprehension strategy instruction.

Researchers should consider investigating the longitudinal effects of strategies instruction on students in primary grades. It is also recommended that researchers examine specific combinations of strategies useful for students in primary grades, and specific teacher behaviors that contribute to the mastery of strategies by students.

CHAPTER 1 INTRODUCTION

Political influences, societal influences, and educational factors have been catalysts for the increased attention given to reading achievement and the instructional methods used to teach reading. Political influences such as the *No Child Left Behind Act of 2002* have forced schools to ensure that all children reach higher levels of literacy. Our nation's evolution from an agrarian society, to an industrial society, to an information society has changed the concept of schooling and how students are instructed. Along with changes in our society have been changes in how literacy is defined. The definition of literacy has evolved over time, reflecting the needs of society, and has had a tremendous impact on what is done to ensure that students are literate (Block, 2000). The definition of reading has expanded from a set of sub skills to a broader, more complex task requiring the skillful integration of knowledge.

In spite of changes over time, some aspects of instruction have not kept pace with higher demands for literacy. Reading abilities vary from the knowledge that spoken language can be analyzed into strings of separable words, which are analyzed into sequences of syllables and phonemes, to the ability to understand and use vocabulary words, and the ability to comprehend text. Just as reading abilities are varied, so are reading difficulties. As children get older, reading difficulties become more evident and more pronounced and, in turn, harder to remediate.

According to the National Center for Education Statistics (2005), 38% of fourth grade children cannot read well enough to effectively accomplish grade level work. Between the 2003 and 2005 administrations of the National Assessment of Educational Progress (NAEP), the percentage of fourth grade students who performed at or above *Basic* increased in *only* four states, and *decreased* in two states. In Florida, 35% of fourth grade students scored below the *Basic* level, and only 23% scored at the *Proficient* level on the 2005 NAEP (NCES, 2005).

Students performing at the Basic level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences and extend the ideas in text by making simple inferences (NCES, 2005). The Proficient level of the NAEP requires students to be able to demonstrate an overall understanding of text, providing inferences as well as literal information. When they read text appropriate to fourth graders, they should be able to extend ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences (NCES, 2005).

One of the most important goals in elementary school is for all students to be proficient readers. The foundation on which proficient readers are developed begins well before children enter school. Parents and other care providers begin supporting the reading development of children through the use of conversations, storybook interactions, and other literacy related activities that encourage active engagement (Britto, Fuligni, & Brooks-Gunn, 2006; Landry & Smith, 2006). When children enter school, some come with requisite knowledge and skills to become proficient readers, and others do not (Craig & Washington, 2006). Throughout the primary grades, teachers work to ensure that children's phonological awareness is developed and that they become efficient decoders through phonics instruction, which in turn supports their transition into fluent readers. Despite the purposeful nature of reading instruction in primary grades, some children still fail to comprehend text efficiently when they progress to later grades. The assumption that fluent readers will develop into adequate comprehenders has been proven false for many students. One reason for the low percentage of children reading grade level work proficiently on tests like the NAEP could be that something critical is missing in some facets of

reading instruction in primary grade classrooms—effective vocabulary and comprehension instruction.

Children who fail to become proficient readers in the primary grades tend to remain poor readers throughout school and as adults (Adams, 1990; Juel, 1988; Stanovich, 1986). Research, as reported in the *Report of the National Reading Panel: Teaching Children to Read* (2000) indicates that explicit, systematic instruction in various components of reading such as phonemic awareness and phonics, helps support the development of decoding skills. Children who can skillfully decode words develop into fluent readers. Fluent readers have more cognitive resources to devote to the comprehension of text (Sinatra, Brown, & Reynolds, 2000). Research also supports explicit instruction in comprehension (NRP Report, 2000). According to Durkin (1993), comprehension is the “essence of reading.” Unfortunately, reading comprehension is not a naturally occurring event for some children. Comprehension is a complex process that is influenced by multiple factors. A particular factor identified by the National Reading Panel (2000) is vocabulary because children’s access to the meaning of text is limited by how well they know the meanings of words. The construct of comprehension cannot be understood well without understanding of the role that vocabulary plays in understanding what is read.

Rationale for the Study

Students are expected to perform proficiently on standardized measures of reading comprehension by the time they reach the intermediate grades. However, very little comprehension instruction occurs before students actually reach the intermediate grades. Educators have long assumed that children in primary grades were not developmentally ready to receive explicit instruction in reading comprehension, and have long neglected explicit vocabulary instruction. Although the need for reading instruction that promotes comprehension and increases vocabulary is clear (NRP, 2000), more work is needed to understand the impact of

various forms of instruction on children in primary grades. If students are to be prepared to comprehend text proficiently by the time they reach the intermediate grades, instruction in both comprehension and vocabulary are necessary prior to them reaching the intermediate grades. Because the understanding of words and understanding of connected text are closely related (Juel, 2006; Senechal, Ouellette, & Rodney, 2006), instruction designed to promote both vocabulary development and text comprehension can be an efficient means of promoting reading achievement. Research is needed to clarify the impact of vocabulary instruction on comprehension and the impact of comprehension strategy instruction on vocabulary growth and comprehension.

The purpose of my study was to examine the effects of two explicit instructional strategies on the comprehension skills and vocabulary development of readers in second grade and third grade who are adequate decoders, but non-proficient comprehenders of text.. One instructional method was vocabulary-focused, and the other was strategies-focused. Through this study, the relationship between understanding words and understanding text is examined. The general research questions are as follows: What are the effects of vocabulary-focused instruction on the vocabulary skills and comprehension development of primary grade students who are adequate decoders, but non-proficient comprehenders? What are the effects of strategies-focused instruction on the vocabulary development and comprehension skills of primary grade students who are adequate decoders, but non-proficient comprehenders?

Research supports the implementation of interventions that focus on explicit comprehension strategies instruction (Duffy, Roehler, Meloth, Vavrus, Book, Putnam, & Wesselman 1986; Palincsar & Brown, 1984; Pressley, El-Dinary, Gaskins, Schuder, Bergman, Almasi, & Brown, 1992) and explicit instruction of word meanings through the use of

storybooks (Brett, Rothlein, & Hurley, 1996; Coyne, Simmons, Kame'enui, & Stoolmiller, 2004). Upper elementary students have been taught comprehension strategies with substantial improvement in their understanding of text (Pressley, 2002). Pressley, Johnson, Symons, McGoldrick, and Kurita (1989) summarized the research examining the effects of strategy instruction on students' memory and comprehension. The researchers examined the relationship between student characteristics and cognitive strategy instruction. They determined that poor readers benefit more from strategy instruction than proficient readers. They also suggested that perhaps strategies are more effective with older student in intermediate grades and beyond, than younger students. Despite Pressley et al.'s (1989) suggestion, the impact of strategy instruction on the reading comprehension and vocabulary development of students in primary grades is under studied. Few researchers have actually used children in primary grades as study participants in strategy instruction studies. Researchers often disagree about the readiness of primary grade children to receive strategy instruction. Some researchers maintain that strategy instruction should be reserved for older children (Cross & Paris, 1988; Pressley et al., 1989), while others believe that children in primary grades are ready to receive strategy instruction, and that more should be done to examine the most effective ways to provide the instruction. (Williams, Hall, Lauer, Stafford, DeSisto, & deCani, 2005; Baker, 2002). Because few empirical studies have been designed to examine comprehension strategies instruction with young children this study focused on two instructional approaches designed support the development of reading comprehension and vocabulary in primary grade students.

Scope of the Study

This study was conducted within a limited scope. The limitations and delimitations are described in the following sections.

Limitations

This study was conducted with second grade and third grade students identified by their teachers as proficient decoders, but non-proficient comprehenders of text. Previous informal experiences and formal reading instruction of the subjects may limit this investigation. The study may be limited further because the results from this study cannot be generalized to older students or to students who comprehend text well. Finally, because the intervention was conducted by researchers with small groups of students, outside of the classroom, it cannot be generalized to larger classroom settings.

Delimitations

The study was delimited by geographical location to Lake City, Florida, a medium-sized city located in the northern part of the state. The participants were 60 second and third grade students in Columbia County. Second and third grade students were used as participants because second grade and third grade are both primary grades, and the focus of this study was vocabulary development and the comprehension skills of students in primary grades. Participants were selected for participation in the study based on recommendations by teachers and reading specialists in their school, and by scoring between the 30th and 45th percentile on a standardized test. The school was selected based on its Reading First eligibility. Participants were pretested on measures of verbal ability and reading comprehension. Participants were randomly assigned to one of two instructional groups. Participant selection did not include consideration for gender or ethnicity.

List of Terms

An understanding of applicable terminology is critical to the implementation and interpretation of this investigation. The following section defines relevant terms as they apply to this study.

Clarifying	a strategy used to identify the meaning of unfamiliar words or ideas in text. It calls students' attention to the fact that some parts of the text may be difficult to understand.
Expressive vocabulary	words used when an individual speaks or writes.
Listening comprehension	understanding of spoken language
Metacognition	knowledge about cognition and self-regulation of cognition.
Predicting	a strategy that involves making a guess about future events, based on logical evidence from a text.
Questioning	a strategy that involves the use of self-generated questions in reference to a text, for the purpose of reading comprehension.
Reading comprehension	the process of simultaneously extracting and constructing meaning through interaction and involvement with text (RAND, 2002).
Receptive vocabulary	words known well enough to understand when heard or read.
Reciprocal teaching	an instructional procedure in which small groups of students learn to improve their reading comprehension through scaffolded instruction of comprehension-fostering and comprehension-monitoring strategies, which include predicting, clarifying, questioning, and summarizing.
Summarizing	a strategy in which the reader identifies and articulates main ideas from a text in a concise manner.
Text Talk	an approach to reading aloud that is designed to enhance children's ability to construct meaning from decontextualized language,

which promotes comprehension and language development (Beck & McKeown, 2001).

Tier two words words that mature users of language encounter and use frequently.

Theoretical Constructs

Multiple theories provide a framework for the current study. Vygotsky's (1978) theory on the interaction between learning and development, Stanovich's (1980) interactive-compensatory model of reading, and the theory of metacognition provide justification for the explicit instruction in vocabulary and the direct comprehension strategy instruction used in this study.

Vygotsky's Theory on Learning and Development

Vygotsky (1978) theorized that learning is shaped by interactions with others. His theory of development and learning has profound implications for instruction. Classic psychological literature suggested that development was always a prerequisite for learning. There was a specific concern for premature instruction, instruction before a child was ready for it. However, Vygotsky suggested that classical psychologists were incorrect. He believed that learning plays a role in development. Development is not a precondition of learning; instead, learning and development are interrelated from a child's first day of life.

Vygotsky (1978) suggested that learning be matched with a child's developmental level. He stated that in order to teach students, two levels must be found, the *actual developmental level* and the *zone of proximal development*. The actual developmental level is the level of development of a child's mental function as a result of some already *completed* developmental cycles. Vygotsky believed that what children can do with the assistance of others might be more indicative of their mental development than what they can do alone. The difference between the actual developmental level as determined by independent problem solving and the level as

potential development as determined through problem solving under adult guidance or in collaboration with more capable peers is called the zone of proximal development. The zone of proximal development defines functions that have not yet matured, but are in the process of maturation. According to Vygotsky (1978), “what a child can do with assistance today, she will be able to do by herself tomorrow” (pp.87). Instructional methods in this study were performed in the zone of proximal development.

The Interactive-Compensatory Model of Reading

Stanovich (1980) hypothesized the compensatory-interactive model of reading. He extended Rumelhart’s interactive model of reading, which assumes that both bottom up and top down processes occur simultaneously. Rumelhart (1994) described five independent knowledge sources that contain specialized knowledge—syntax, semantic, orthographic, lexical, and pragmatic. Rumelhart suggested that each of these knowledge sources is employed concurrently and perceptions are created through this interaction. His model provides a framework to describe parallel, rather than linear or hierarchical processing. Rumelhart describes the message center as a highly structured storage device that receives data. Each knowledge source scans the message center for a hypothesis that is consistent with its domain of knowledge. This hypothesis is then evaluated in terms of the information contained by that particular knowledge source, and the process recurs until a decision is reached.

The message center is a highly structured three-dimensional space that incorporates the line of the text, the level of the hypothesis from the knowledge sources, and possible alternative hypotheses at the same level. Each level enters a hypothesis and these are evaluated in terms of all others. Constraints from all levels are simultaneously applied. Stanovich (1980) added a “compensatory assumption” to this model. The assumption was that deficiencies at any level in the processing hierarchy can be compensated for by a greater use of information from other

levels, and that this compensation takes place irrespective of the level of the deficient process. Rumelhart's model helps us understand how top-down and bottom-up processes interact with one another, and Stanovich's extension helps us understand individual differences in reading.

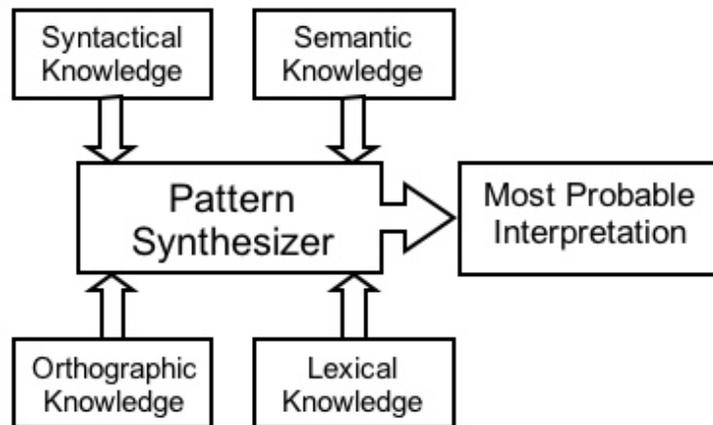


Figure 1-1. A stage representation of an interactive model of reading. Adapted from D. Rumelhart (1994)

Metacognition

Research on metacognition originated over 30 years ago, with researchers focusing on how and when children develop knowledge and control of their cognitive processes (Baker, 2002). Thinking about one's thinking appears to be the key to thoughtful, active reading. Paris, Lipson, and Wixson (1994) stated that metacognition is the core of strategic behavior and leads to control over one's learning. Not only do proficient readers know strategies, but they monitor their use of the strategies. Metacognition has been firmly established in theories of reading and learning. Metacognitive readers plan, evaluate, and regulate their own skills (Paris et al., 1994).

By definition, metacognition is two fold, including both knowledge of and control over one's cognitive processes. Knowledge describes the ability to reflect on one's own cognitive

processes. Control refers to the self-regulation of cognitive efforts, developing a goal and plan, checking progress toward that goal, and repairing difficulties once detected.

Myers and Paris (1978) documented that younger children have less knowledge and control over their comprehension processes. But, the questions that remain are: Do they have less knowledge and control because they have not been taught how to monitor? Do they have less knowledge and control because metacognition is beyond their reach? Thinking about how one thinks, and knowing when and how to use a strategy is the key to engaged reading and proficient reading comprehension, which is the goal for all children. The earlier children are taught to do this, the more time they have to practice, which greatly affects their level of proficiency. According to Baker (2002), social interaction is an important mediator in metacognitive development. This view is consistent with Vygotsky's (1978) proposition that children learn through social interactions with more skilled adults. The National Research Council (Snow et al., 1998) recommended explicit instruction in monitoring for understanding throughout the early grades, beginning in first grade. Adult mediated metacognitive instruction was provided in this study. Adults assisted young children in developing an awareness of their thinking processes and through a gradual release, assisted them in gaining control over those processes.

Overview

The focus of this study is an investigation of vocabulary development and text comprehension. Specifically, the effects of two instructional strategies on vocabulary development and reading comprehension. Chapter 2 provides a review and analysis of the relevant professional literature related to vocabulary instruction and comprehension instruction with elementary aged children. Chapter 3 provides an explanation of methods and procedures implemented in the study. Chapter 4 details the results obtained from the study. Finally,

Chapter 5 provides a discussion of the results as related to previous research and implications for future research.

CHAPTER 2 REVIEW OF THE LITERATURE

Introduction

Proficiency in reading is fundamental to success in school and in society. However, national literacy rates are not keeping up with increasing demands for competence in literacy skills (Britto et al., 2006). The goal of reading instruction is for children to become self-regulating monitors of what they read. Numerous instructional factors influence whether or not children are able to comprehend text. Explicitly teaching children to use comprehension strategies has been shown to improve text comprehension. Explicitly teaching word meanings has also been demonstrated to mediate reading comprehension. Based on expectations for levels of proficiency on standardized assessments that evaluate what children know and can do with grade level text, in addition to jobs that require sophisticated knowledge to complete job related tasks, it has become increasingly important to address reading comprehension earlier than when children reach the upper elementary grades. In conjunction with addressing reading comprehension, it is important to investigate factors that influence comprehension, such as vocabulary.

I provide a summary and analysis of the professional literature on vocabulary instruction and comprehension instruction with elementary aged children generated over the last 30 years. This literature review is organized into five sections. First, studies that examine the relationship between vocabulary and comprehension are detailed. Then, studies of word learning through direct instruction and studies that examine word learning through the use of storybooks are detailed. Next, the reciprocal teaching model is described and reciprocal teaching studies, which include elementary aged participants are detailed. Finally, studies of comprehension strategy instruction are presented.

Methods

An electronic search of PsychINFO, and EBSCO Host was conducted to locate studies for this literature review. The descriptors for the electronic search were vocabulary instruction and reading; vocabulary methods; vocabulary and reading comprehension; cognitive strategy instruction; comprehension strategy instruction and elementary students; and comprehension and elementary students. The vast amount of comprehension research in the last 30 years complicated the identification of relevant studies for this review. For example, a search of EBSCO Host using the key words reading comprehension led to 1552 references. The key words *reading comprehension* and *elementary* yielded 203 listings. The key words, reading strategy instruction and elementary students yielded three studies, and not one of them was appropriate for this review. The review process highlighted the fact that there is a dearth of research on reading comprehension of children in elementary grades, and more specifically the primary grades. Studies in the following refereed journals were identified: *Elementary School Journal*, *Contemporary Educational Psychology*, *Reading*, *Reading Research Quarterly*, *Reading Improvement*, *Reading Horizons*, *Reading Teacher*, *Journal of Educational Psychology*. Reference lists from identified studies were also examined. In addition, a manual search in the published literature was conducted in the following journals: *Journal of Literacy Research*, *Journal of Reading*, and *Journal of Reading Behavior*. These journals were selected because either the word 'reading' or 'literacy' was in the title, or the journal was listed repeatedly in the reference section of previously secured articles. Studies selected for inclusion in this review were included based on the following criteria: (a) subjects were children for whom English is a first language; (b) subjects receiving interventions were in kindergarten through fifth grade; (c) designs were either correlational or experimental with a specific emphasis on vocabulary learning and or comprehension learning; and (c) studies were published in the last thirty years

(1977-2007). Upon examination of the articles, those that featured students at the secondary level were excluded. Some studies were included if they focused specifically on reciprocal teaching and included elementary participants in addition to middle grade participants.

Age was delimited in this review due to the focus of instructional effectiveness with elementary aged children. This review only includes studies that examined the vocabulary instruction and comprehension instruction with elementary aged students. The results of the literature search yielded 25 studies, which are included in this review..

The Relationship between Vocabulary and Comprehension

Anderson and Freebody (1981) offer three hypotheses for examining the effects of word learning on reading comprehension, the instrumentalist, aptitude, and knowledge hypotheses. The instrumentalist position suggests that knowledge of word meanings is the primary factor responsible for reading comprehension. But, the instrumentalist position does not make suggestions about where vocabulary knowledge originates.

The aptitude hypothesis suggests that people with large vocabularies are better at comprehension because they possess higher mental agility. There are few instructional implications from this hypothesis.

The third hypothesis, the knowledge hypothesis, suggests that world knowledge is crucial to the understanding of text. Performance on vocabulary tests is seen as a reflection of a person's background knowledge. The knowledge hypotheses emphasizes that knowing a word well implies that one knows a lot of words related to it and this larger "chunk" of knowledge is crucial for understanding a given text. The knowledge approach suggests an interactive approach in which conceptually generated knowledge is combined with information in the text (Lesgold & Perfetti, 1978). The instructional implications are that the more word meanings one

knows and the more experiences one has, the better he or she will comprehend text. Anderson and Freebody's (1981) instrumentalist and knowledge hypotheses informed this study.

Stanovich (1986) summarized a number of studies documenting the strong association between vocabulary knowledge and reading comprehension. Pointing out that the most vocabulary acquisition occurs during reading. Stanovich noted that children with weak vocabularies read less, acquire fewer new words, and fall progressively further behind their peers. The gap in exposure to vocabulary through reading is apparent as early as first grade. In separate studies, Allington (1984) and Biemiller (1977-1978) documented that proficient readers read three times as many words per week as their less-proficient peers. Stanovich appropriated the Biblical term "Matthew Effects" to describe the phenomenon of the rich (good readers) getting richer, and the poor (struggling readers) becoming increasingly impoverished. The "Matthew Effects" have devastating consequences for children with reading difficulties. The knowledge of word meanings is an important factor in performance on reading comprehension tasks.

Researchers have been able to document a substantial psychometric relationship between vocabulary and comprehension (Anderson & Freebody, 1981; Baumann, Kame'enui, & Ash, 2003; Cunningham & Stanovich, 1997; Stahl & Fairbanks, 1986). Factor analyses of reading comprehension tests consistently find a substantial proportion of variance accounted for by vocabulary knowledge. In a longitudinal study, Cunningham and Stanovich (1997) examined the predictive relationships between 27 students' vocabulary skills as measured by the Peabody Picture Vocabulary Test-III in first grade and their reading comprehension and vocabulary skills in 11th grade. They found that first grade vocabulary skills predicted 11th grade comprehension scores on a standardized reading test.

Like Cunningham and Stanovich (1997), Tabors, Snow, and Dickinson (2001) examined the predictive relations between kindergartners' narrative production and receptive vocabulary skills as assessed by the PPVT- R and their subsequent vocabulary skills and comprehension skills in fourth and seventh grades. Vocabulary scores at kindergarten were strongly correlated with vocabulary and comprehension scores at fourth and seventh grades.

Schatschneider, Buck, Torgesen, Wagner, Hassler, Hecht, and Powell-Smith (2003) conducted a study to identify the major reading, cognitive, and linguistic skills that contribute to individual differences in performance on the reading portion of the Florida Comprehensive Assessment Test (FCAT) at third, seventh, and tenth grades. Two hundred participants were administered tests that measured a variety of reading, language, and cognitive skills. Results indicated that in third grade, reading fluency was the dominant factor in explaining variability in test performance. In seventh grade, reading fluency and verbal knowledge similarly explained variability in test performance individual differences. However, by 10th grade, verbal knowledge and reasoning was clearly dominant factor in explaining variability in test performance on the FCAT.

Although researchers have been able to document a strong relationship between vocabulary and comprehension, they have been unable to sort the exact nature of the reciprocal relationship. A graphical representation of a model of the reciprocal nature of vocabulary and comprehension and the influence of experiences with texts is proposed in Figure 2-1. Experiences with text include independent book reading as well as read aloud experiences between children and adults. The more one reads, the more his vocabulary increases. The more vocabulary increases, the better text is understood.

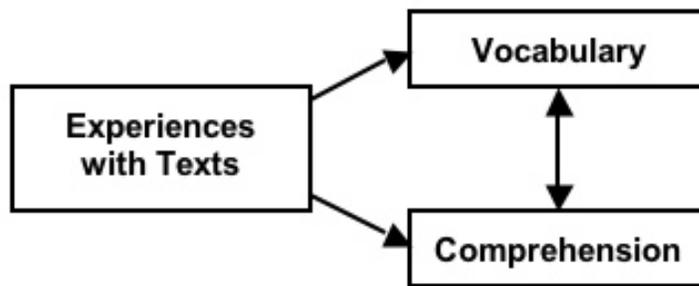


Figure 2-1. The reciprocal relationship between vocabulary and comprehension.

Vocabulary Instruction

Vocabulary instruction has been identified as an essential element of reading instruction (NRP, 2000). Like comprehension instruction for children in primary grades, vocabulary instruction has not received attention the way other reading instructional methods have (Biemiller & Slonim, 2001), despite its influence on reading comprehension. Readers must understand words in order to comprehend text. Some interventions with children in both primary and elementary grades have shown that vocabulary instruction increases word knowledge (Biemiller, 1999; Brett et al., 1996; Coyne et al., 2004). Traditional methods of instruction, such as copying definitions from a dictionary or attempting to use a new word in a meaningful sentence have been demonstrated to be ineffective in promoting vocabulary growth (Nagy, 1988). Superficial learning of word meanings also contributes little to text comprehension (Beck & McKeown, 1991; Nagy, 1988). Several effective methods have been developed for teaching word meanings and, more importantly, for promoting deeper understanding of words. Direct instruction of word meanings and word learning from storybooks will be discussed in the following sections.

Direct Instruction of Word Meanings

It is estimated that children from third grade through eighth grade learn approximately 3,000 words per year (Nagy & Herman, 1987). As children get older, they encounter increasingly difficult words that are not in their oral vocabulary. As a way to facilitate vocabulary learning, direct instruction in word meanings has been promoted. Expanded oral vocabularies assist in comprehending text as text complexity increases. When words in text are accessible to children, they are able to devote more mental processes to comprehending text. Explicitly teaching vocabulary words has also been argued to be problematic by some researchers because the sheer number of words defies a systematic instructional approach (Nagy, 1988).

According to Stahl and Fairbanks (1986), direct instruction of vocabulary has demonstrable effects on vocabulary learning and comprehension. However, they maintain that vocabulary instruction should include more than definitions in order to improve reading comprehension. Dictionary definitions provide inadequate explanations of word meanings (McKeown, 1993). Beck, McKeown, and Kucan (2002) argue that the teachers should carefully select appropriate words to teach students in order to contribute to students' vocabulary development. According to Beck et al. (2002), the primary consideration in choosing words should be "the nature of the words themselves." They suggest that words "should be selected from the portion of word stock that comprises sophisticated words of high utility for mature language users and that are characteristic of written language" (p. 253, Beck & McKeown, 2007). They refer to these words as "Tier 2" words as opposed to "Tier 1" words, which are basic words used in everyday language, and "Tier 3" words, which are low-frequency words specific to particular content areas. To determine which words are Tier 2 words, words should be evaluated based on 1) usefulness across contexts, 2) relation to other useful words, and 3)

importance to the story (Beck et al., 2002). Beck et al. (2002) argue that if ‘Tier Two’ words, words that mature users of language encounter frequently, are taught then the task of direct word instruction is manageable and useful. The benefit of this approach is that it is focused on teaching children sophisticated words that children may not regularly hear, but that they need to know in order to understand books that are read to them and that they will read.

Beck, Perfetti, and McKeown (1982) examined the effects of long-term vocabulary instruction on the reading comprehension of fourth-grade students and found that students who received explicit vocabulary instruction outperformed students in a control group on measures of vocabulary and reading comprehension. However, the gains in comprehension were marginal. McKeown, Beck, Omanson, and Perfetti (1983) replicated and extended the previous study by that investigated the relationship between vocabulary instruction and reading comprehension. The original study showed substantial gains in accuracy of word knowledge, but only marginal gains in comprehension. The initial study contained methodological problems, so researchers revised the comprehension measure in the replication study. Forty-one fourth graders were taught 104 difficult words over a five-month period. Following instruction, the students who received instruction and students in the control group, matched on preinstruction vocabulary and comprehension ability, performed tasks to measure accuracy of word knowledge and comprehension of stories that contained target vocabulary words. Students who received vocabulary instruction performed better than students in the control group on all tasks. Results from the replication study support the conclusion suggested by the original study that intensive vocabulary instruction designed to promote deep and fluent word knowledge enhances reading comprehension.

McKeown, Beck, Omanson, and Pople (1985) conducted a study that examined the nature of instruction and the frequency of instructional encounters on fourth graders' verbal processing skills. The researchers designed the study to teach 24 difficult words to fourth grade children. In 30-minute lessons over 14 school days, words were presented to students using varying instructional models: rich, rich/extended, and traditional instruction. A rich context was one that involved elaboration and discussion about words, their meanings, and their uses. A rich/extended context involved rich instruction and activities that allowed children to notice and use instructed words outside the classroom. The traditional instruction was drawn from basal readers. Children made associations between the words and their definitions or synonyms. Multiple-choice vocabulary tests were used to assess vocabulary knowledge. Outcome measures consisted of tasks of definition knowledge, fluency of access to word meanings, context interpretation, and story comprehension. McKeown et al. (1985) concluded that all types and frequencies of instruction showed an advantage of word learning over the control group. However, only the rich and rich/extended conditions led to better performance on story recall tasks. More encounters with words led to increased word knowledge for students. Results from this study provide support for the idea that explicit vocabulary instruction is beneficial to students. When students are taught words, they learn words.

Twelve-year-old participants with learning disabilities (n=64) who were presented keyword mnemonic strategy instruction in a study conducted by Condue, Marshall, and Miller (1986) outperformed students assigned to other instructional strategy groups. Special education teachers presented students in each condition with a total of 50 words (grouped in sets of 10). Instructional conditions included: keyword-image learning, picture context, sentence-experience context, and a control group. In the keyword-image condition, students were instructed to learn

word meanings following three steps: learn a key word presented on a 5x8 card, remember the content of a black-and-white line drawing that contained a representation of the keyword interacting with the definition, and finally, to look at all vocabulary items and recall verbally the key word and its illustration. The picture-context condition required students to learn word meanings by studying black-and-white illustrations representing the definition of the word (these illustrations did not contain the key word). The sentence-experience context involved students learning the meaning of words in two steps: the teacher read a three-sentence passage that was printed and displayed on paper, students had to listen, reread the passage, and then relate the meaning of the word to a personal experience. The control condition participants were told to choose their own method of studying to learn vocabulary word meanings. Students received instruction for 20 minutes per day for three days per week over a period of five weeks.

Vocabulary learning was measured at four intervals during the study. The final measurement occurred two months after the initial instruction. A series of ANOVAs indicated significant differences among treatment groups. All treatment groups outperformed students in the control condition. Students assigned to the keyword condition outperformed all other conditions across all four levels of time. Results from this study provide support for the keyword method as a strategy to facilitate the vocabulary learning of children with learning disabilities and questions about the possible usefulness of this instructional strategy for children without learning disabilities.

Wixson (1986) noted the effects of preteaching vocabulary of differing levels of importance to a text using two different methods of instruction on children's comprehension of basal stories. One hundred twenty fifth grade students were randomly assigned to one of eight groups according to method of instruction, story, and word level. There were two instructional

methods: dictionary method and concept method. Students in the dictionary method group were asked to look up words in dictionaries, copy them, and use them in a sentence. Students in the concept method group were presented with words on worksheets and given two examples and nonexamples to help them identify critical attributes of the word or concepts. Four posttest measures were used to assess student performance.

Analyses indicated that the level of the instructed word vocabulary had a reliable effect on word knowledge and text comprehension. Children who received instruction on noncentral words learned more noncentral vocabulary and understood more story ideas related to noncentral vocabulary than students who received instruction on central words. Children who received instruction on central words learned more central vocabulary and understood more story ideas related to central vocabulary than students who received instruction on noncentral words. In addition, preteaching vocabulary enhances children's understanding of ideas related to the instructed vocabulary regardless of the level of importance. The concept method of instruction did not provide any advantage over the dictionary method in this study.

In a comparison of direct teaching of individual word meanings and practice deriving word meanings from context, Jenkins, Matlock, and Slocum (1989) concluded that learning words from contexts is not an automatic process. Participants included 135 fifth grade students (six classes). Students were randomly assigned to one of six treatments: three classes were assigned to instruction in individual word meanings and three classes were assigned to the deriving word meanings from context condition. In each condition, classes were assigned to low, medium, or high amounts of practice. Instructional sessions lasted between 10 and 20 minutes based on the practice level. Participants were administered pretests and posttests. On all tests of word knowledge, students performed better on tests of individual word meanings. All students scored

low on tests that required them to derive meanings from contexts. Jenkins et al. (1989), like McKeown (1985) concluded that a considerable amount of instruction is necessary in helping students to derive word meanings from contexts.

In a more recent investigation, Lubliner and Smetana (2005) conducted a 24-week study that examined the effects of a multifaceted, metacognitive intervention on the reading vocabulary and reading comprehension of fifth grade children in a Title I school. Classroom teachers provided 77 fifth grade students with explicit vocabulary instruction. Their performance was compared with fifth grade students who attend a high performing school in the same school district. Metacognitive tests and tests of both reading comprehension and vocabulary were administered to students three times during the study. Twelve weeks of the first half of the school year were designated as the control period. During which, teachers provided vocabulary instruction based on guidelines in the basal text. Students were given weekly word lists and instructed to define words using the dictionary and use them in a sentence. During the experimental phase of the study, a second 12-week period after the winter break, students were instructed to use a series of five metacognitive strategies to learn vocabulary words in their Social Studies book: (a) clarify whether you know a word, (b) decide on the degree of knowledge regarding the word, (c) consider the context, (d) study the structure of the word, and (e) semantic mapping, word sorts, and main idea words. Children worked on word-learning tasks in pairs or small groups. A researcher-created reading comprehension test and vocabulary test were administered. Results from the metacognitive test revealed that students only identified 20% of missed words on the multiple-choice test before the intervention, and 38% of the unknown words after the intervention. A series of repeated measures ANOVAs and pairwise comparisons indicate that significant growth in reading comprehension and vocabulary

development occurred during the experimental phase of the study. When compared with the results of students from the high achieving school, the Title I students' scores improved relative to those of the above average children, and the achievement gap narrowed after the intervention. However, students in the Title I school made less progress relative to the high achievers.

Results from each study reviewed in the previous section indicated significant differences between students who received explicit instruction in word meanings when compared with students who did not. Students who received explicit instruction in word meanings made greater gains in word knowledge than those who received no instruction in word meanings.

Storybook Reading and Vocabulary Learning

Storybook reading experiences can be an exceptional opportunity for children to learn words. The context of a story provides a backdrop for building understanding of new words through connections with familiar words and situations. Reading aloud to children provides the opportunity to develop understanding of words and text in an engaging way (Beck et al., 2002).

Researchers have documented that children learn vocabulary through storybook interactions (Senechal & Cornell, 1993; Senechal, Thomas, & Monker, 1994). The majority of experimental studies that have investigated the relationship between storybook reading and vocabulary acquisition have been conducted with young children. Researchers are now more focused on studying specific factors that strongly influence whether or not children learn vocabulary from listening to stories.

Elley (1989) conducted two experiments to examine the vocabulary acquisition of seven and eight year olds while they listened to stories. In the first experiment, 168 seven year olds were read one book three times over a period of seven days. A 20-item multiple-choice test was given as a pretest and posttest. Results from experiment one indicated that children made a mean gain in vocabulary knowledge between 13% and 21%. In the second experiment, 127 eight year

olds served as participants. They were randomly assigned to one of three groups: reading with explanation, reading without explanation, and a control group. A 36-item multiple-choice test was given as a pretest and as a posttest. Delayed posttests were administered three months later. Elley concluded that reading aloud to children is a significant source of vocabulary acquisition. In addition, when teachers provide additional explanation of words as they are read, students' gains more than doubled. Students who scored low on initial vocabulary measures made at least as much progress in vocabulary acquisition as students who score higher.

In a counterbalanced treatment, posttest-only design, Robbins and Ehri (1994) found that kindergartners expanded their recognition vocabularies when they listened to stories at least twice and when they heard unfamiliar words repeated in the stories. Fifty-one kindergartners sat and observed as experimenters read two stories. Eleven target words were substituted for familiar words or phrases in each story. After the readings, children were asked what they liked about the story and to describe something that happened in the story. The vocabulary effects were detected using a multiple-choice test that included target words.

Brett et al. (1996) conducted a study to compare the effects of three conditions on fourth grade students' vocabulary acquisition: listening to stories with a brief explanation of the meaning of unfamiliar target words as they were encountered in the stories, listening to stories with no explanation of the words, and having no systematic exposure to the stories or vocabulary. Participants included 165 fourth grade students who were randomly assigned to the story with word explanation group and the control group. A series of ANOVAs produced results that indicated that the students in the story with word explanation group made significantly more progress from pretest to posttest than the other two groups of children. They scored higher on posttests and delayed posttests. Results from the study indicate that fourth graders can acquire

new vocabulary from listening to stories if there is a brief explanation of new words as students encounter them in stories.

In a study which examined the development of vocabulary knowledge in elementary school children as a function of story reading for partially known and unknown words, Schwanenflugel, Stahl, and McFalls (1997) found that vocabulary growth was small. Forty-three low and middle class fourth graders participated in the study. Children were given a vocabulary checklist of 24 words that they were likely to know, 12 pseudowords, and 12 nonwords, 39 difficult words, and 57 difficult words from a different study. Participants were asked to go through the checklist and write a definition or sentence for the words they knew. Then they had to go back through the checklist to identify words that they were familiar with, but couldn't define, finally, they were asked to identify words that they suspected might be a real word, but had not heard or seen before. A week after completing the vocabulary checklist, each child read two stories on sequential days. Children were asked to write a summary after each story was read to ensure that they read the story. Three days after reading, children were asked to complete a multiple-choice test containing the target items from the story. Each word was followed by five randomly arranged options: the correct definition, a partial definition, two incorrect definitions, and a "don't know" option. After repeated ANOVAs, results indicated that vocabulary growth was small, but that word knowledge from growth was larger for partially known words and unknown words than for known words.

Higgins and Hess (1999) examined the use of electronic books and their influence on vocabulary learning. Participants included 22 third grade students who were randomly assigned to either the experimental group or a control group. The supplemental vocabulary instruction involved children being asked, after they found target words on the page of the book and had

selected the animation associated with the word, to explain the meaning of the word. The researchers found that children who received supplemental vocabulary instruction coupled with animations in electronic books performed significantly better than children who interacted with electronic books without supplementary instruction. Results from their investigation add additional support to the idea that multiple opportunities for students to encounter and interact with words increase the likelihood that students will retain the words.

Brabham and Lynch-Brown (2002) designed a study to examine the effects of read-aloud styles on learning outcomes for children in early elementary grades (first grade and third grade). The studies yielded results consistent with Dickinson and Smith (1994), that the straight reading of storybooks produced the smallest gains in vocabulary and that the interactional style of reading storybooks produced the largest gains. Participants in this study included 117 first graders and 129 third graders. The students were randomly assigned to one of three reading styles: just reading, performance, and interactional styles. Multiple choice pretests and posttests were administered to students to assess vocabulary learning.

Like Robbins and Ehri (1994), Coyne et al. (2004) studied the effects of storybook reading on the vocabulary knowledge of children at risk for experiencing reading difficulties through a storybook intervention. Ninety-six kindergarten children were randomly assigned to one of three intervention groups. One group consisted of 108, half-hour lessons taught through 40 children's books. Another intervention group received an intervention that focused on phonologic and alphabetic skills. The third group, the control group, received a sounds and letters module of *Open Court*.

The Peabody Picture Vocabulary-III Test and a researcher-created measure to assess target words taught were given as pretests and posttests. Results from primary analyses indicate that

students in the storybook intervention group made greater growth on the researcher created measure. Students in this study with lower receptive vocabulary skills made greater gains than students with higher receptive vocabulary in comparison to students in the control group.

Justice, Meier, and Walpole (2005) examined the effects of elaborating on target words during storybook reading. Fifty-seven kindergarten children were randomly assigned to a treatment or comparison group. The treatment group consisted of the teacher elaborating on half of the identified target vocabulary words from ten storybooks. Teachers in the comparison group did not elaborate on target words. Results indicated that children in the treatment group showed significantly greater gains from pre to posttest for elaborated words relative to children in the comparison group.

Comprehension Instruction

Prior to 1977, very little attention was paid to reading comprehension instruction. A series of observational studies conducted by Durkin (1977, 1978) caught the attention of educators. She studied the nature of comprehension instruction in elementary schools and found that most activities labeled comprehension instruction were little more than comprehension assessment. Activities such as questioning after reading a section of text, dominated reading instructional time. Durkin noted that only 20 minutes of 4,469 minutes were devoted to actual comprehension instruction. Pressley (2000) suggested that very little has changed since Durkin's study. We know very little about comprehension instruction in the primary grades. Most studies of comprehension have been conducted with students in upper elementary or secondary grades.

Factors that contribute to reading failure in elementary grades are almost always related to comprehension. Effective literacy instruction for students in both the primary grades and the upper elementary grades should foster the development of deep-level processing of text that is necessary for proficient reading comprehension.

Pearson and Dole (1987) identified components of effective literacy instruction. The researchers found when explicit instruction was used, low achieving students could be taught to use comprehension strategies. The following components were identified by Pearson and Dole were found in successful intervention studies: (a) teacher modeling, (b) guided practice, (c) consolidation, (d) independent practice, and (e) application. This model of explicit comprehension instruction was unique because it was designed to be implemented holistically during reading, and did not focus on isolated sub skills.

Reading comprehension instruction research offers guidance for designing instruction that capitalizes on the constructive nature of meaning. After reviewing research, a common instructional cycle emerged (Block & Pressley, 2003; Pearson & Gallagher, 1983; Duke & Pearson, 2002). Pearson and Gallagher (1983) coined the term, *gradual release*, to capture the interactive, recursive flow of comprehension instruction. The cycle begins with explicit strategy explanation by the teacher. The teacher details when and how the strategy should be used. Teacher modeling of the strategy in action is the next step in the process. After modeling, the teacher offers varying degrees of scaffolded support as students practice the strategy. Collaborative use between the teacher and students is employed. The final phase is independent application by the student. Figure 2-2 provides a graphical representation of the cycle.

Each phase in this cycle is mediated through dialogue between the teacher and students, and among the students. Additionally, during each phase of this model, efforts are made to attend to metacognition.

Explicit Strategy Explanation. Explicit strategy explanation is a verbal description of the mental processes involved with the strategy in action. Included in this explanation is a description of the strategy as well as why, when, and how to use it (Duffy, 2002).

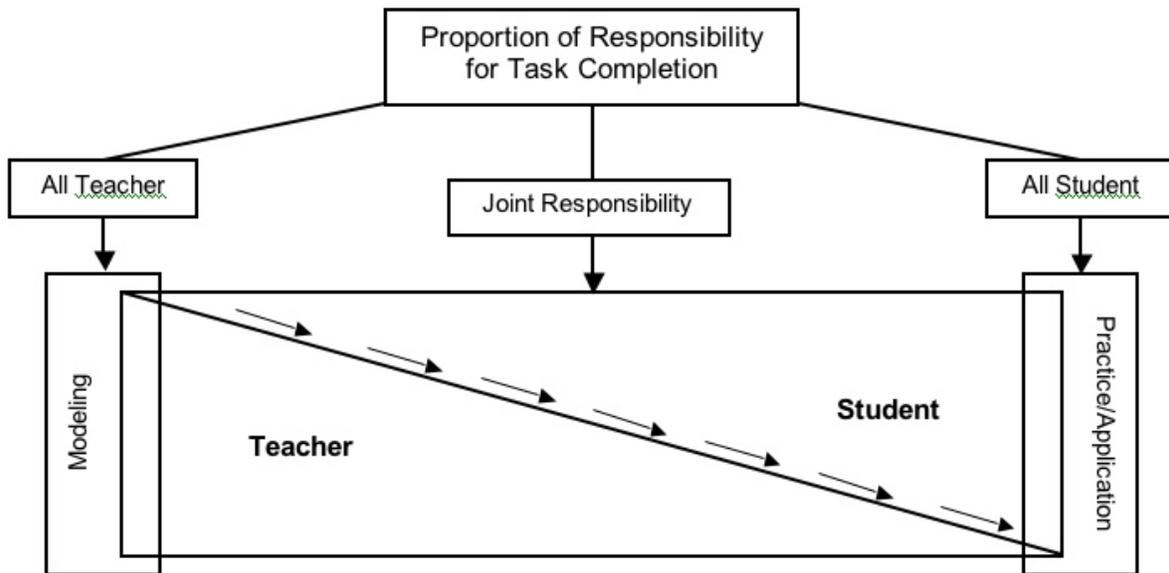


Figure 2-2. Gradual release of responsibility model. Adapted from Pearson and Gallagher (1983)

Demonstrations of strategy use must be flexible, based on feedback cues from students. The more explicit and direct the instruction, the more students assume control of the strategy (Duffy & Roehler, 1987; Keene & Zimmerman, 1997; Pearson, 1984).

Scaffolded Support. According to Pearson and Gallagher (1983), the process of release is critical because teachers are actually restructuring student understanding. Scaffolded support is consistent with Vygotsky's (1978) zone of proximal development. It is during this time that teachers meet students in the space where growth can occur. As the learner's skill increases, the teacher's support decreases. The dialogue used in these interactions serves as an instrument in meaning making. Although adult-child interactions are important, peer interactions are important as well. Foreman and Cazden (1994) examined the effects of peer interactions by analyzing 12 peer tutoring sessions in inner-city, multi-grade primary classrooms. They

concluded that students benefited from the challenge of formulating academic concepts into words, and the demands of peer tutoring provided that challenge. Both teacher-student interactions and student-student interactions are essential in student internalization of learning. Comprehension instruction must include the elements of explicit strategy explanation and scaffolded support.

Many studies confirm the positive impact of strategy instruction on the comprehension of text. Researchers have identified an array of strategies that improve comprehension (Duffy & Roehler, 1987; Palincsar & Brown, 1984). Reciprocal teaching, the framework for one instructional method in this study, incorporates four specific strategies-questioning, clarifying, summarizing, and predicting.

Description of Reciprocal Teaching

Palincsar and Brown (1984) selected four comprehension strategies for their reciprocal teaching model because the strategies seem to provide a dual function; that is, they embody both comprehension monitoring and comprehension fostering activities. Developed for struggling middle school readers, the reciprocal teaching model emphasizes social interaction as the basis for learning. It incorporates teacher modeling and peer instruction. Palincsar and Brown's (1984) initial research investigated the effects of two different groups of seventh grade struggling readers. There were striking pretest to posttest gains. The instructional materials for the reciprocal teaching studies were seventh grade level expository texts, and researcher created comprehension assessments. The students were given a pretest to establish baseline comprehension scores and daily comprehension assessments for a designated number of days, prior to instruction. Students continued to take daily reading comprehension assessments throughout the course of instruction, and received feedback on their progress.

Palincsar and Brown (1984) depict a fast-paced application of the recursive instructional cycle. In reciprocal teaching conditions, all modeling and instruction in how to develop and apply the four cognitive strategies takes place during the course of dialogues between teacher and students and students and students. During the gradual release, the dialogue leader begins the discussion with questions about the content. The rest of the group discusses the queries and asks additional questions, taking time to address any disagreements. Clarification is used whenever any member of the group does not understand a word, concept, or idea. Next, the leader offers an initial summary of the text and there is further discussion, revising the summary as appropriate. Finally, the dialogue leader generates or solicits a prediction about the next reading selection and offers justification for that prediction. Time is taken to reflect on strategy use. Initially, the leader models that entire procedure, using dialogue to identify and explain the process and strategies. The leader also offers suggestions for asking questions, developing predictions, generating summaries, or using clarifying techniques as appropriate. Because reciprocal teaching was designed for students who are adequate decoders, but poor comprehenders, it was selected as an instructional method to be used in this study.

Initially, the teacher serves as the dialogue leader, modeling as described. Eventually, students begin to take turns being the teacher, modeling, and providing feedback to his or her peers. Gradually, the leader's role decreases as the students take on greater responsibility for carrying out the process.

In the next session, reciprocal teaching studies in which elementary students served as participants are detailed.

Reciprocal Teaching Studies with Elementary Participants

Johnson-Glenberg (2000) investigated whether teaching poor text comprehenders reading strategies in small group format would improve their reading comprehension. She also

investigated whether students would demonstrate differential gains based on whether they were placed in a verbally based or primarily visually based remediation program. A verbally based reciprocal teaching program and a visually based visualizing/verbalizing program were compared with each other and a control group. The reciprocal teaching group outperformed the visualizing/verbalizing group on open-ended explicit questions and question generation. ANOVAs indicated that there were significant pretest to posttest gains made by the experimental groups on 11 dependent measures. The control group had a significant gain on only one measure.

Lederer (2000) examined the effectiveness of reciprocal teaching during social studies instruction with fourth, fifth, and sixth grade students with learning disabilities. One hundred twenty-eight participants were instructed in the four reciprocal teaching strategies in small groups in the classroom setting for 15 to 17 days. A mixed design MANOVA was used to determine interaction on three researcher designed comprehension measures. Results indicated that all students improved their comprehension performance when compared with students in the control group.

In a replication study, Lysynchuck, Pressley, and Vye (1990) confirmed the results in Palincsar and Brown's 1984 reciprocal teaching study. Fourth and seventh grade students who adequately decoded text, but were poor comprehenders participated in this study. In a pretest-posttest design, participants received instruction in small groups over 13 days. The experimental group received training in reciprocal teaching and the control group received an alternate form of reading instruction. Dependent measures included the Metropolitan Achievement Test and the Gates MacGinitie Reading Test. Results indicated that the experimental groups outperformed the control groups on all measures.

Reciprocal teaching has been demonstrated to be effective with students in upper elementary grades. However, no study has ever explored using the strategies that comprise reciprocal teaching, with children in primary grades. In addition to the limited age of the study participants previously discussed, researchers often varied in their use of outcome measures. Some studies reported student gains on researcher created measures, while others confirmed gains on standardized assessments. In most studies, outcome measures were not identified as norm-referenced measures or criterion-referenced measures. To simply state that measures were standardized measures only implies standard administration of the test. This does not aid in the interpretation of the results of the study in relation to the study's purpose. In the current era of accountability, robust results on standardized, norm-referenced measures would be beneficial. Further, studies were short in duration. In order for children to maintain skills, they need to continue to self-regulate. Studies ranged from 13 to 20 days, which is an insufficient amount of time for strategies to generalize. Researchers in the previously mentioned studies also fail to provide information regarding treatment fidelity. Fidelity of implementation is essential, but researchers did not report any information regarding steps taken to ensure treatment fidelity. This too makes it difficult to interpret study results.

Most reciprocal teaching studies lasted between 13 and 20 sessions, with the first four to six sessions devoted to strategy introduction, and the remaining sessions to scaffolded support (Johnson-Glenberg, 2000; Lederer 2000; Lysynchuk et al., 1990). The current study was conducted in 32 sessions. Because younger students served as participants, more time was dedicated to strategy introduction, modeling, collaborative use of strategies, and guided practice.

General Cognitive Strategy Instruction with Elementary Children

Baumann and Bergeron (1993) investigated the effectiveness of instruction in story mapping as a means to promote first grade students' comprehension of central story elements

using a quasi-experimental, pretest-posttest design. Seventy-four first grade children were randomly assigned to one of four groups, a group in which they were taught to construct story maps from unabridged children's stories they had read; a group in which children received the same instruction as in the previous group, but included using story maps to compose stories; a group in which students read the same story, but used a predict-verify procedure; and a directed reading activity instructed control group where children engaged in non-interactive guided reading of stories. Tests to evaluate children's ability to comprehend central story elements were administered to all participants. In addition, qualitative data on students' ability to understand and apply the story mapping heuristic were collected. Both analyses revealed that explicitly teaching students about story parts enabled them to recognize and recall important events from narrative selections. Young children can be taught to use simple story maps as a means to enhance their comprehension of unfamiliar stories.

Morrow (1985) reported results on two studies that investigated whether retelling stories could improve the comprehension of kindergarten students. In study one, 59 kindergarten students were randomly assigned to one of two groups. Children in the experimental group retold the story to the experimenter as if they were telling it to a friend, immediately after it was read to them, and children in the control group drew a picture about the story after the story was read. Children in both groups were administered a comprehension test that included five story structure questions and five traditional comprehension questions. Results from the study indicated that total comprehension scores of children in the experimental group were better than those of children in the control group.

In the second study, 82 children were randomly assigned to two groups. The experimental group used the same procedures as in the first study, however, additional treatments were added

and children were given increased support in story retelling. After an analysis of the results from the investigation, Morrow found that there was a significant improvement of children in the experimental group over children in the control group. Although children needed frequent practice and support in retelling, they performed better than children who had no experience with story retelling. Active engagement in the reading comprehension activity led to increased reading comprehension of the children, even though they were kindergarten students.

Teacher participants in this study took anecdotal records on the children and reported that children in the experimental group engaged in story retelling during free play periods more often than children in the control group. In addition, parents of children in the experimental group commented that their children seemed more eager to retell stories just read to them at home. Children in the experimental group demonstrated more confidence in attempting to retell stories than children in the control group, at the end of the study.

More recently, Williams et al. (2005) investigated the effectiveness of text structure instruction on second graders' reading comprehension. One hundred twenty-eight second grade students and 10 second grade teachers participated in this study. Classrooms were randomly assigned to either a text structure, content only, or no instruction group. Classroom teachers conducted the 15-session interventions. Results of the study indicated that students who received instruction in text structure were able to learn what they were taught and were able to demonstrate what they learned, to content beyond that used for instruction. Findings from this study indicate that explicit instruction might be feasible and effective for students in primary grades.

Paris (1984) investigated the effects of Informed Learning Strategies for Learning (ISL), a program designed to improve students' reading comprehension through cognitive strategy

instruction using a pretest-posttest design. Participants in the study included 783 third graders, 801 fifth graders, and 75 classroom teachers. Teachers were provided with instructional modules and lesson plans. Paris identified three categories of knowledge amenable to strategy instruction: declarative knowledge, procedural knowledge, and conditional knowledge should be used when reading. The ISL modules addressed each category of reading related strategic knowledge.

The ISL program used explicit strategy instruction, teacher modeling, guided practice, feedback, and group discussions, with a gradual release of responsibility. Control classes received regular reading instruction while classroom teachers, using the ISL program, instructed experimental classes. The Gates-MacGinitie comprehension subtest and a researcher designed Reading Awareness Index served as dependent variables. After conducting a series of ANCOVAs, results indicated that participants in the experimental classes made significantly greater gains than students in the control group after one year of ISL instruction.

Cross and Paris (1988) conducted an Informed Learning Strategies Learning (ISL) study to investigate students' use of cognitive strategies in reading, using a pretest-posttest design. Paris identified three categories of knowledge amenable to strategy instruction: declarative knowledge, procedural knowledge, and conditional knowledge that should be used when reading. The ISL program used explicit strategy instruction, teacher modeling, guided practice, feedback, and group discussions with a gradual release of responsibility. Third and fifth grade classes served as participants in this study. Two third grade and two fifth grade classrooms received training in the ISL program, while other third and fifth grade classes served as controls. After thirty minutes of researcher provided direct instruction, twice per week, Cross and Paris concluded that students acquire more metacognitive awareness as they get older. Using the

Gates-MacGinitie comprehension subtest and a researcher created cloze and error deletion task, researchers concluded that reading comprehension could be improved for less skilled readers.

Dole, Brown, and Trathen (1996) examined the effects of strategy instruction on at-risk fifth and sixth grade students' reading comprehension. Participants included 67 students who were assigned to one of three groups, strategy instruction, story content instruction, and basal control instruction. Researchers and teachers provided instruction for the strategy group for 50 minutes per day for five weeks. The strategy group was taught to predict and to identify the main idea. Explicit instruction regarding the utility of the strategy and instructions for implementing strategies during independent reading was provided. Researcher designed open-ended comprehension tests were administered as pretests, posttests, and as delayed posttests. A series of ANCOVAs revealed that there was a significant effect in favor of strategy instruction.

In a study that examined whether transactional strategies instruction would enhance the reading comprehension of low achieving second grade students, Brown et al., (1996) found that students who received transactional strategies instruction outperformed students who received conventional second grade reading instruction in the year long quasi-experimental study on standardized measures. Five matched pairs with one transactional strategies instruction teacher and one conventional instruction teacher in each pair, with six students per group, were compared. Transactional strategies instruction teachers provided direct explanations and modeling of strategic reasoning to the students while conventional reading teachers taught reading using methods they were committed to using.

Vaughn, Chard, Bryant, Coleman, Tyler, Linan-Thompson, and Kouzekanani (2000) investigated the effects of partner reading (PR) and collaborative strategic reading strategies (CSR) on the reading comprehension of third grade students. Classroom teachers implemented

two interventions. Graded passages from *Read Naturally* were used as the expository text. Teachers modeled either CSR or PR, and then students worked in pairs to practice one of the strategies with the text. The intervention was conducted two to three times per week for 12 weeks. A series of 2x2 repeated measures ANOVAs indicated that there were no significant group or group by time interaction effects. However, time effect was statistically significant for reading rate and correct words per minute.

Summary

The studies presented demonstrate that direct instruction in word meanings and cognitive strategy instruction is beneficial for students in elementary grades. Researchers generally used upper elementary aged students as participants. While this furthers the knowledge base regarding how to provide effective comprehension instruction for those students, it does not further knowledge regarding the usefulness of cognitive strategy instruction with children in the primary grades.

Single cognitive strategy instruction has demonstrated that if young students are under exceptionally strong instructional control, they can carry out strategies that improve comprehension (Morrow, 1985; Williams et al., 2005). Skilled readers have been studied extensively (Pressley & Afferbach, 1995; Pressley & El-Dinary, 1993), and researchers have concluded that skilled readers coordinate a number of strategies while reading. Based on what is known about the need for comprehension instruction, methods used by proficient readers, and the importance of addressing comprehension instruction in the primary grades, it is logical to examine the use of comprehension instruction as well as the effects of explicit vocabulary instruction with students in the primary grades.

CHAPTER 3 METHODS AND PROCEDURES

Introduction

The purpose of this study was to determine the effects of vocabulary focused instruction and strategies focused instruction on vocabulary knowledge and comprehension skills of primary grade students who are adequate decoders, but non-proficient comprehenders. Specific instructional procedures from Text Talk (Beck & McKeown, 2002) and Reciprocal Teaching (Palincsar & Brown, 1984) served as guides for the instructional procedures used in this study. Text Talk is a method of building comprehension and furthering vocabulary development through reading aloud to children (Beck & McKeown, 2001). Through Text Talk lessons, children are explicitly taught sophisticated vocabulary and are helped to construct meaning through decontextualized language. According to McKeown and Beck (2006), the use of decontextualized language, language that differs from everyday experiences, is one of the building blocks of communication competence. Text talk is designed to scaffold children's comprehension of stories and they are encouraged to share their ideas and synthesize ideas in stories.

Storybooks are commonly used as a medium to teach vocabulary to students. Numerous studies have documented their usefulness. In each of the previously mentioned investigations, repeated exposure to words in storybooks without attention given to words and exposure to storybooks with a focus on explicitly taught target words have yielded favorable results.

Reciprocal teaching strategies were designed to be used in an intentional, self-regulatory manner by students during authentic reading activities. In Palincsar and Brown's (1984) study of reciprocal teaching, students read the text. In this study, the researcher read the text. The decision for the researcher to read the text was based on the fact that participants in the current

were younger than participants in other reciprocal teaching studies, and since the focus of the current study was to increase the metacognitive processes of young children, the task of having to read the text was removed from the participants. The focus was on the participants' thinking processes and their ability to verbalize and justify strategy use. Because some instructional procedures differed from the original strategy designs, the terms vocabulary-focused instruction and strategies-focused instruction are used. In Chapter 3, the methods and procedures of the study are presented. This chapter includes the research hypotheses, a description of the sampling procedures, and a description of the participants. Subsequent sections of this chapter include details of the experimental design, instructional procedures, and treatment of the data.

Hypotheses

This study examines the effects of vocabulary-focused instruction and strategies-focused instruction on vocabulary knowledge and comprehension skills of primary grade students who are adequate decoders, but non-proficient comprehenders. The following research question guided the study: What are the effects of vocabulary-focused instruction and strategies-focused instruction on the vocabulary development and comprehension skills of students who are adequate decoders, but non-proficient comprehenders? More specifically, what are the effects of these two types of instruction on receptive vocabulary and expressive vocabulary, and what are the effects on listening and reading comprehension? To answer these research questions, the following null hypotheses were tested at the .05 level of confidence:

H₁: There will be no statistically significant difference on measures of expressive vocabulary between the participants who receive vocabulary-focused instruction and those who receive strategies-focused instruction.

H₂: There will be no statistically significant difference on measures of receptive vocabulary between the participants who receive vocabulary-focused instruction and those who receive strategies-focused instruction.

H₃: There will be no statistically significant difference on measures of reading comprehension, between the participants who receive vocabulary-focused instruction and those who receive strategies-focused instruction.

H₄: There will be no statistically significant difference on measures of listening comprehension, between the participants who receive vocabulary-focused instruction and those who receive strategies-focused instruction.

H₅: There will be no statistically significant difference on measures of passage comprehension, between the participants who receive vocabulary-focused instruction and those who receive strategies-focused instruction.

H₆: There will be no statistically significant difference on a researcher created measures of taught vocabulary, between the participants who receive vocabulary-focused instruction and those who receive strategies-focused instruction.

Methods

The research methods are described in this section. The first section includes a description of the school setting, sampling techniques, selection criteria, and participants. The subsequent sections include a description of the pretest measures and the posttest measures, and the scoring procedures of the measures and description of the treatment procedures for the vocabulary-focused group and the strategies-focused group. Finally, a description of the design and analysis is provided.

Instructional Setting

An elementary school in north Florida was selected for this study. The school was selected because it is a Title I, *Reading First* school, with a high percentage of students with reading difficulties and more than 40% of students in the school are eligible for free or reduced-price lunch based on their families' income levels. Reading First is a focused, nationwide effort to enable all students to become successful early readers. Funds are dedicated to help states and local school districts eliminate the reading deficit by establishing high quality, comprehensive reading instruction in kindergarten through third grade. A required framework of *Reading First* is an uninterrupted 90-minute reading block in which students receive systematic, explicit reading instruction. The Scott Foresman reading series is the core reading text used with all students in the school. Students receive reading instruction from the classroom teacher, in whole group and in small group settings. During the 2005-2005 school year, 42% of students struggling in reading failed to make a year's worth of progress in reading.

Participant Description

Sixty second grade and third-grade students participated in this study. Students were selected for the study because they had been identified by school personnel as being proficient decoders, but needing additional assistance in reading comprehension. Participants in this study scored between the 30th and 45th percentile the Stanford Achievement Test 10th Edition (Harcourt, 2003). As required by the University of Florida Institutional Review Board, parental informed consent was obtained for the participants. The parental informed consent letter is provided in Appendix A.

Using the described procedures, consent was obtained from 60 students, and all of the students participated in this study from the pretest phase through the posttest phase of the study. A summary of the demographic information from the 60 participants is presented in Table 3-1.

Table 3-1. Descriptive Information for Groups

	Vocabulary Group	Strategies Group	Total
Gender			
Male	15	13	28
Female	15	17	32
Ethnicity			
White	18	17	35
Black	9	8	17
Hispanic	0	2	2
Asian	1	0	1
Other	3	2	5

Participants were randomly assigned to one of two groups: (a) vocabulary-focused instructional group and (b) strategies-focused instructional group. They were listed alphabetically by grade level, and assigned a number. A computerized random number generator was used to randomly assign participants to groups. Because participants were randomly assigned to groups, differences between the groups could be more confidently attributed to the independent variable, instructional method (Campbell & Stanley, 1963). The pretest mean scores for all measures are provided in Table 3-2.

Table 3-2. Pretest Means for Vocabulary and Strategies Groups

Pretest Measure	Means for Vocabulary Group	Means for Strategies Group
Peabody Picture Vocabulary Test-III (Dunn & Dunn, 1997)	90.97	93.27
Expressive Vocabulary Test (Williams, 1997)	86.50	86.87
Target Word Vocabulary Assessment (Coyne)	87.83	88.86
Woodcock Reading Mastery Test-Passage Comprehension (Woodcock, 1987)	23.73	23.43
QRI-4 (Leslie & Caldwell, 2006)	9.77	9.00
Reading		
QRI-4 (Leslie & Caldwell, 2006)	7.77	7.70
Listening		

Research Instrumentation

The instruments used in this study were designed to assess specific elements of literacy development. Each measure was selected based on previous studies in the areas of vocabulary and comprehension. Pretest and posttest measures assessed general verbal abilities and comprehension abilities. Descriptions of the assessment instruments are outlined in the following sections. The following sections also provide an explanation of the focus and technical qualities of each measure.

Vocabulary Measures

The *Peabody Picture Vocabulary Test-III* (PPVT-III), (Dunn & Dunn, 1997) was administered to obtain information about participants' verbal abilities compared with other children of similar age. The PPVT-III is an individually administered, norm-referenced, wide-range test of receptive vocabulary for Standard American English, which includes two alternate forms. The PPVT-III measures the listening comprehension of spoken words of both children and adults. The examiner presents items using a standing easel. After providing a word or phrase, the student selects one of four pictures that best depicts the word or phrase described by the examiner. The reliability coefficients for the PPVT-III are provided in Table 3-3. Reliability coefficients are provided only for the age groups represented in this study. Each participant was individually administered the PPVT-III by one of a team of assessors. The PPVT-III was scored according to guidelines presented in the test examiner's manual.

The *Expressive Vocabulary Test* (EVT), (Williams, 1997) is an individually administered, norm-referenced assessment of expressive vocabulary and word retrieval for children and adults. The EVT measures expressive knowledge with two types of items, labeling and synonyms. Word retrieval is evaluated by comparing expressive and receptive vocabulary skills using standard score differences between EVT and PPVT-III. The examiner points to a picture or a part of the

body and asks a question. The examinee responds with a one-word answer that is a noun, verb, adjective, or adverb. The reliability coefficients for the EVT are provided in Table 3-3.

Reliability coefficients are provided only for the age groups represented in this study. Each participant was individually administered the EVT by a one of a team of assessors. The EVT was scored according to guidelines presented in the test examiner's manual.

The target vocabulary measure is a method developed by Coyne (2004) to measure depth of vocabulary knowledge. The measure has been used successfully with children in kindergarten through second grade in studies of vocabulary growth and is currently undergoing the initial steps in a large-scale validation study. It was individually administered to each participant by one of a team of assessors. Participants were asked to identify whether a word was a real word or make believe word (e.g. Is shallow a real word or a make believe word?), asked to define the word (e.g., What does shallow mean?), and asked to provide additional information about a word (e.g. What would a shallow lake be like?). The vocabulary measure consisted of target words taught during the intervention phase. The researcher-created target vocabulary measure is included in Appendix B.

The researcher-created target vocabulary measure was scored using the following procedure. Participants received one point for each correct response. It was possible to receive a point for identifying a real word or a make-believe word correctly. It was possible to receive a point for providing the correct definition of a word along with additional information about the word. Two people scored each researcher-created target word assessment. Since knowing a word is a matter of degrees, it was challenging to delineate points for a word definition. Researchers have proposed various stages of word learning: (a) never saw it before; (b) heard it but does not know it; (c) recognizes it in context as having something to do with; (d) knows it

well; and (e) can use this word in a sentence (Nagy, 2000). Because word learning is not an all or nothing process, the researcher attempted to gauge students' developing depth of understanding of the target words, desiring to give credit for some knowledge of target words even if full definitions were not developed. Students could receive up to 160 points on the measure.

Comprehension Measures

The passage comprehension subtest of the *Woodcock Reading Mastery Test-Revised* (Woodcock, 1998), an individually administered assessment, was given to each participant. Participants were instructed to read a passage silently, and then provide a word to complete the passage. The reliability coefficients for the Woodcock Reading Mastery Test-Revised are provided (Table 3-3). Reliability coefficients are provided only for the age groups represented in this study. Each participant was individually administered the passage comprehension subtest of the *Woodcock Reading Mastery Test-Revised* by one of a team of assessors. The passage comprehension subtest of the *Woodcock Reading Mastery Test-Revised* was scored according to guidelines presented in the test examiner's manual.

The *Qualitative Reading Inventory-4* (QRI) (Leslie & Caldwell, 2006), an individually administered, informal reading inventory was used to measure participants' listening and reading comprehension. To assess listening comprehension, participants listened to a story one grade level above their current grade level, on audiocassette and were then prompted to retell all they could remember about the story, as if the examinee had never heard the story before. To assess reading comprehension, participants read a grade level passage and were prompted to retell all they could remember about the story, as if the examinee had never heard the story before. The use free retell gave participants the opportunity to use their own structure to generate recall and helped to the researcher to see differences in comprehension that are reflected in children's

ability to construct a plot structure with which to guide retelling. Because the QRI is not a norm-referenced or standardized instrument, it does not provide comparative data. However, in studies comparing comprehension measures, the QRI has been found to be (a) a strong measure of both reading comprehension and listening comprehension and (b) correlated with other standardized measures of reading comprehension (Keenan, 2006). Each participant was individually administered the QRI-4 by one of a team of assessors. The QRI-4 included a list of correct details for the passages, and each correct detail that the participant recalled from the story was recorded. The number of correct details constituted the participant's listening or reading comprehension score.

Table 3-3. Split Half Reliability Coefficients

Measure	Age/Grade	N	Reliability Coefficient
	7	100	.94
PPVT-III (Dunn & Dunn, 1997)	8	100	.92
	9	100	.94
	7	100	.86
EVT (Williams, 1997)	8	100	.88
	9	100	.91
Woodcock Reading Mastery Test-Revised (Woodcock, 1998)			
Passage Comprehension	Grade 1	602	.97
Subtest	Grade 3	582	.96

Experimental Design

An experimental pretest-posttest design was employed for this study with two treatment groups: (a) vocabulary-focused group and (b) strategies-focused group. Participants were randomly assigned to instructional condition, assessments were conducted individually, and the intervention was delivered in group lessons. Pretest measures of vocabulary and comprehension were administered. Each group then received a multi-step intervention. Posttest measures of

vocabulary and comprehension were administered following the conclusion of the lessons. A summary of the experimental design is provided in Table 3-4.

Table 3-4. Experimental Design

Group	Procedures			
Vocabulary Group	R	O ¹	X ¹	O ²
Strategies Group	R	O ¹	X ²	O ²

R= Random Assignment, O¹=Pretest, X¹= Treatment Intervention 1, X²= Treatment Intervention 2, O²= Posttest

Instructional Procedures

The instructional procedures for the study are described in this section. Instructor preparation is described for both treatment groups. Methods for ensuring treatment fidelity are also described.

Instructor Preparation

A graduate student in the College of Education at the University of Florida and a retired educator provided instruction during this study. The instructors were both elementary certified teachers. Each instructor was required to attend training in both instructional methods employed in this study. During the training, university professors provided background information about each instructional strategy, modeled strategy use for instructors, and gave them an opportunity to practice teaching the strategies. Each instructor was provided instructional tips. Before instructors began the intervention phase, mastery of the instructional procedures was demonstrated. In addition, each instructor agreed in writing to adhere to the procedural guidelines described in the training session. To eliminate any potential for teacher effect, each instructor provided instruction in both methods; the instructors alternated teaching both intervention groups throughout the study (Tuckman, 1998). Each day, the instructors rehearsed the following day's lesson.

Materials

The lessons for the treatment groups were taught using children's storybooks selected based on the strength of the narrative structure and available vocabulary used. Elementary grade teachers recommended some of the books used for this study and others were recommended by Beck et al. (2002). Thirty-two titles were carefully selected for use in each grade level. A complete reference list of storybooks is provided in Appendix C. Before titles were selected for the study, each second and third grade teacher from the participants' school was surveyed to determine if the storybooks had been used for read aloud purposes or instructional purposes. If teachers had already used books for instructional purposes, they were omitted from the study.

Vocabulary-Focused Intervention

The vocabulary-focused group received explicit instruction in groups of fifteen students. Each lesson began with the reading and discussion of a storybook and followed with a discussion and engagement of activities with the target words. The steps involved in the instructional method are detailed below.

- Step 1 Read and discuss the story. In Step 1 of the vocabulary focused lesson, the instructor read the story aloud to the group and engaged participants in a discussion of the text.
- Step 2 Introduce the target words one at a time. Contextualize the word for its role in the story. Three target words were introduced to participants. Each target word was printed on index cards and shown to participants as the instructor pronounced each word and reminded participants of how each word was used in the story.
- Step 3 Ask the participants to repeat the word to create a phonological representation of the word. The target words were visually presented to participants, the instructor said the target words, and invited the participants to repeat the words.
- Step 4 Introduce the student-friendly definition. A student-friendly definition, a definition that facilitates understanding of what the target word actually means, which excludes ambiguous words that participants may not be familiar with, were introduced one at a time. Student-friendly definitions were obtained from the Collins Co-Build dictionary (Collins, 2006).

- Step 5 Share the words in contexts that are different from the story. The instructor engaged participants in activities that used the target words in contexts that were different from the story.

Activities were selected from those suggested by Beck et al., 2002, such as (a) sentence completion tasks, in which the participant used a target word to complete an instructor-created sentence; (b) connection tasks, in which participants explained a personal encounter with the target word's meaning; or (c) usage tasks, in which participants indicated whether a target word was used correctly or incorrectly by the instructor. After each activity, the instructor provided participants with specific feedback regarding the use or definition of the target word.

- Step 6 Repeat the word. After engaging participants in activities, they were shown the target words and asked to repeat them, one at a time.

Descriptions of each of the vocabulary-focused lessons are included in Appendix D.

Strategies-Focused Intervention

The strategies group received instruction that consisted of engaging participants in the use of comprehension strategies used in reciprocal teaching: summarizing, questioning, clarifying, and predicting. Participants were instructed in groups of fifteen students. A chart containing an explanation of each strategy was reviewed before each lesson began. A copy of the chart is included in Appendix E. Participants were instructed to use various hand signals when they were ready to use a strategy. Strategies-focused lessons followed the following sequence as stories were read:

- Step 1 Explicit description of the strategy and when and how it is used. The instructor described each strategy and discussed when it was appropriate to use it and how the strategy is used.
- Step 2 Teacher/student modeling of the strategy in action. Either the instructor or a participant modeled the use of the strategy with text that had been read.
- Step 3 Collaborative use of the strategy in action. The instructor and the participants used the strategy together. The instructor led the use of the strategy, while the participants provided assistance.
- Step 4 Guided practice using the strategy with gradual release of responsibility. The instructor provided assistance to participants as they practiced using the strategy.

Step 5 Independent use of the strategy. The participants used the strategies independently. They named the strategy they wanted to use and demonstrated its use for the group.

Lesson guides for each strategy lesson are included in Appendix F. A strategy introduction schedule is included in Appendix G

Fidelity of Treatment

Eight observations of each instructor were conducted during the course of the study to ensure treatment fidelity. The school's reading coach and curriculum resource teacher, who were trained in each instructional method, conducted treatment fidelity checks. A checklist was used to indicate that instructors followed all steps in the intervention. There was difficulty to capturing the appropriateness of the dialogue during the intervention, with the treatment fidelity checklist. Dialogue in each lesson was dependent upon the participants' developing understandings, so how instructors engaged children varied. The checklists for each group are provided in Appendix H. Treatment fidelity checks were conducted together, and inter-observer agreement was obtained. Kazdin (1982) describes inter-observer agreement as the consistency between observers: "...it refers to the extent to which observers agree in their scoring of behavior" (pp 48). A point-by-point agreement ratio was calculated to measure reliability. Agreements are instances in which both observers observe the same thing. Disagreements are instances in which one observer recorded the behavior as occurring and the other did not. The following formula was used to compute point-by-point agreement for each session observed: Point-by-Point Agreement = $A/A+D \times 100$. Point-by-Point Agreement was 100% for the eight sessions observed. If treatment fidelity checks had revealed that instructors were not following the lesson protocols, the trainers were prepared to model instructional strategies again and provide additional training until instructors followed lesson protocols. Treatment fidelity was

also strengthened by the provision of lessons that each of the instructors followed and discussions between instructors before and after each lesson was conducted.

Treatment of the Data

The data were analyzed using four statistical methods. First, an independent samples *t*-test was conducted on the mean pretest scores of the two groups to identify any pre-existing differences. Next, an analysis of covariance (ANCOVA) was carried out to measure whether the participants in the vocabulary-focused group showed a stronger improvement in posttest performance relative to their own pretest performance than did the strategies-focused group. (Cook & Campbell, 1979). The pretest scores served as the covariate. A univariate analysis was appropriate due to the interest in group mean differences and the limited sample size. To analyze within-group differences, a repeated measures analysis of variance (ANOVA) was conducted. Finally, a correlation analysis (Tuckman, 1998) was conducted to test the linear relationship between the scores on the comprehension measures used and the vocabulary measures used. A summary of the design for testing the null hypotheses using a series of Analyses of Covariance is provided (Table 3-5).

Table 3-5. Design for Testing the Null Hypotheses using a Series of Analyses of Covariance (ANCOVAs)

Dependent Measures	Vocabulary-Focused Group		Strategies-Focused Group	
	Pretest	Posttest	Pretest	Posttest
1 – EVT	H ₁ : There will be no statistically significant difference between the groups on measures of expressive vocabulary.			
2 – PPVT-III	H ₂ : There will be no statistically significant difference between the groups on measures of receptive vocabulary			
3 – QRI-4	H ₃ : There will be no statistically significant difference between the groups on measures of reading comprehension.			
4 – QRI-4	H ₄ : There will be no statistically significant difference between the groups on measures of listening comprehension.			
5 – Woodcock Passage Comprehension	H ₅ : There will be no statistically significant difference between the groups on a measure of passage comprehension.			
6 – Researcher-Created Measure	H ₆ : There will be no statistically significant difference between the groups on a researcher created measures of vocabulary.			

CHAPTER 4 RESULTS

Introduction

My study was to examine the effects of vocabulary-focused instruction and strategies-focused instruction on vocabulary development and comprehension skills of students who are adequate decoders, but non-proficient comprehenders. Six hypotheses were formulated and tested. The general question of the study was as follows: How does vocabulary-focused instruction and strategies-focused instruction influence the vocabulary knowledge and comprehension skills of primary grade students who are adequate decoders, but non-proficient comprehenders? To investigate this question, the performance of a vocabulary-focused instructional group was examined in relation to the performance of a strategies-focused intervention group. The effects of both types of instruction on the vocabulary knowledge and comprehension skills of second grade students and third grade students were measured and compared.

This chapter contains the results of the statistical analyses of data from this study. First, the reliability of instructional procedures is provided. Then, the statistical model is described and the results of the data analyses are reported.

Fidelity of Instructional Procedures

During the study, procedures were implemented to establish the fidelity of instructional methods. To ensure the integrity of the differences between treatments, fidelity of implementation checks were conducted.

Fidelity of Implementation and Reliability of Measurement

To ensure fidelity of implementation during the instructional phase, two observers observed the implementation of eight instructional sessions in the vocabulary-focused condition

and eight instructional sessions in the strategies-focused condition. The observers used checklists (see Appendix G) to record whether all of the steps in each instructional strategy were followed. A point-by-point agreement ratio was calculated to measure reliability. Point-by-Point Agreement was 100% for the sixteen sessions observed.

To establish interscorer reliability, each researcher created vocabulary pretest and posttest was scored by two scorers using the same scoring procedures. Interscorer agreement was calculated by using the formula recommended by Kazden (1982): $\text{Agreements} / (\text{Agreements} + \text{Disagreements}) \times 100 = \text{Percent of Agreement}$. Interscorer reliability on the researcher created vocabulary measure was 97%.

Statistical Analyses of the Data

The data were analyzed to determine if any statistically significant differences existed between the vocabulary-focused group and the strategies-focused group on any of the measures. This section includes a description of the analyses and the results achieved.

The means of pretest scores for the vocabulary-focused group and the strategies-focused group were calculated. Using t -tests, the pretest scores of the vocabulary-focused group and the strategies-focused group were compared to determine if any group differences existed. No significant differences between the two groups' pretest means were found. Table 4-1 includes the pretest means and standard deviations for the two groups and the t -test results from the comparison.

Because the vocabulary-focused group and the strategies-focused group demonstrated no significant differences on the pretest, the use of the pretest measures as covariates was appropriate (Tuckman, 1994). An analysis of covariance (ANCOVA) was conducted for each of the dependent measures: expressive vocabulary, receptive vocabulary, reading comprehension,

Table 4-1. Comparison of Pretest Means by Group

Dependent Measure	<u>Vocabulary-Focused Group</u>	<u>Strategies-Focused Group</u>	t	df	p
	(n=30)	(n=30)			
	Mean (Std. Dev.)	Mean (Std. Dev.)			
PPVT-III	90.97 (9.8)	93.27 (11.5)	-.831	58	.409
EVT	86.5 (12.2)	86.9 (11.2)	-.121	58	.904
Woodcock Passage Comprehension	23.7 (5.4)	23.4 (4.3)	.238	58	.813
QRI Reading Comprehension	9.7 (4.0)	9.0 (4.4)	.705	58	.484
QRI Listening Comprehension	7.7 (4.3)	7.8 (4.0)	.062	58	.950
Researcher Created Vocabulary Measure	90.27	90.02	-.418	58	.621

listening comprehension, and passage comprehension. The independent variable for each of these ANCOVAs was the instructional method (vocabulary-focused vs. strategies-focused). The covariate was the corresponding pretest.

The assumption of homogeneity of the slope was tested before the ANCOVAs were conducted. No violations of this assumption were found. Therefore, ANCOVA was an appropriate analysis for the dependent measures. The results of the ANCOVA for each dependent variable are provided in Tables 4-2 through 4-7.

This series of ANCOVAs yielded no statistically significant differences for receptive vocabulary, $F(1, 56) = 0.89, p = .348$; expressive vocabulary, $F(1, 56) = 2.97, p = .09$; the

researcher created target vocabulary measure $F(1, 57) = .347, p = .558$, reading comprehension on the QRI-4 measure, $F(1, 56) = 1.79, p = .186$ and the listening comprehension measure $F(1, 60) = .537, p = .467$. However, a series of ANCOVAs did yield statistically significant results on the Woodcock passage comprehension subtest measure $F(1, 56) = 7.16, p = .010$. The statistically significant difference favored the vocabulary-focused instructional group over the strategies-focused instructional group.

Table 4-2. Summary of Analysis of Covariance for Expressive Vocabulary Task

Source of Variation	df	Sum of Squares	F	p
Method vocabulary-focused strategies-focused	1	141.9	2.97	.090
Error	56	2675.6		

Table 4-3. Summary of Analysis of Covariance for Receptive Vocabulary Task

Source of Variation	df	Sum of Squares	F	p
Method vocabulary-focused strategies-focused	1	60.38	0.89	.348
Error	56	3780.3		

Table 4-4. Summary of Analysis of Covariance for the Reading Comprehension Task

Source of Variation	df	Sum of Squares	F	p
Method vocabulary-focused strategies-focused	1	55.9	1.79	.186
Error	56	1746.9		

Table 4-5. Summary of Analysis of Covariance for the Listening Comprehension Task

Source of Variation	df	Sum of Squares	F	p
Method vocabulary-focused strategies-focused	1	11.9	.537	.467
Error	56	1239.6		

Table 4-6. Summary of Analysis of Covariance for the Passage Comprehension Task

Source of Variation	df	Sum of Squares	F	p
Method	1	89.9	7.16	.010*
vocabulary-focused				
strategies-focused				
Error	56	702.6		

Table 4-7. Summary of Analysis of Covariance for the Researcher-Created Vocabulary Task

Source of Variation	df	Sum of Squares	F	p
Method	1	.797	.347	.558
vocabulary-focused				
strategies-focused				
Error	57	129.42		

A series of repeated measures ANOVAs conducted to analyze statistically significant differences from pretest to posttest within the vocabulary-focused group yielded no statistically significant differences for measures of receptive vocabulary, $F(1, 29) = .840$, $p = .367$.

However, a series of ANOVAs did yield statistically significant differences on measures of expressive vocabulary, $F(1, 29) = 14.26$, $p = .001$; reading comprehension, $F(1, 29) = 5.462$, $p = .027$; listening comprehension, $F(1, 29) = 12.074$, $p = .002$; passage comprehension, $F(1, 29) = 15.464$, $p = .000$; and the researcher created target vocabulary measure $F(1, 29) = .65.2$, $p = .000$.

A series of repeated measures ANOVAs conducted to analyze statistically significant differences from pretest to posttest within the strategies-focused group yielded no statistically significant differences for measures of receptive vocabulary, $F(1, 29) = 2.35$, $p = .136$.

However, a series of ANOVAs did yield statistically significant differences on measures of expressive vocabulary, $F(1, 29) = 24.5$, $p = .000$; reading comprehension, $F(1, 29) = 17.9$, $p = .000$; listening comprehension, $F(1, 29) = 18.1$, $p = .000$; passage comprehension, $F(1, 29) = 31.9$, $p = .000$; and the researcher created target vocabulary measure $F(1, 29) = 29.9$, $p = .000$.

Table 4-8. Summary of Repeated Measures ANOVAs for Pretest to Posttest Within-Group Differences for Vocabulary-Focused Group

Group	<u>Pretest Mean</u>	<u>Posttest Mean</u>	<u>df</u>	<u>F</u>	<u>p</u>
Expressive Vocabulary Error	86.5	94.1	1 29	14.2	.001
Receptive Vocabulary Error	90.9	89.3	1 29	.840	.367
Reading Comprehension Error	9.77	12.3	1 29	5.46	.027
Listening Comprehension Error	7.77	10.8	1 29	12.07	.000
Passage Comprehension Error	23.7	28.1	1 29	15.5	.001
Researcher Created Target Vocabulary Error	87.8	89.8	1 29	65.2	.000

Table 4-9. Summary of Repeated Measures ANOVAs for Pretest to Posttest Within-Group Differences for Strategies-Focused Group

Group	<u>Pretest Mean</u>	<u>Posttest Mean</u>	<u>df</u>	<u>F</u>	<u>p</u>
Expressive Vocabulary Error	86.9	93.5	1 29	24.5	.000
Receptive Vocabulary Error	93.2	91.2	1 29	2.35	.136
Reading Comprehension Error	9.00	15.2	1 29	17.9	.000
Listening Comprehension Error	7.70	12.4	1 29	18.1	.000
Passage Comprehension Error	23.4	27.4	1 29	31.9	.000
Researcher Created Target Vocabulary Error	88.9	90.5	1 29	29.9	.000

Pearson correlation coefficients were obtained for the pretest results and posttest results of each dependent measure: receptive vocabulary, expressive vocabulary, reading comprehension, and listening comprehension, to examine the linear relationships between the measures.

Correlation coefficients yielded several significant relationships. The correlation matrix for the

pretest measures is reported in Table 4-10. The correlation matrix for the posttest measures is reported in Table 4-11.

The receptive vocabulary pretest scores were positively correlated with the researcher created target vocabulary pretest scores (.398), the receptive vocabulary pretest scores were positively correlated with the expressive vocabulary pretest scores (.422); and the receptive vocabulary pretest scores were positively correlated with the listening comprehension pretest scores (.331).

The researcher created target vocabulary pretest scores were positively correlated with the expressive vocabulary pretest scores (.548) and the researcher created target vocabulary pretest scores were also positively correlated with the listening comprehension pretest scores (.397). The listening comprehension pretest scores were positively correlated with the reading comprehension pretest scores (.378); the listening comprehension pretest scores were positively correlated with the expressive vocabulary pretest scores (.423), and finally, the listening comprehension pretest scores were positively correlated with the passage comprehension pretest scores (.390).

Significant correlations were also noted for the posttest scores. The expressive vocabulary posttest scores were positively correlated with the receptive vocabulary posttest scores (.375); the expressive vocabulary posttest scores were positively related to the listening comprehension posttest scores (.282), and the expressive vocabulary posttest scores were positively correlated with the researcher created target word posttest scores (.757). The researcher created target vocabulary posttest scores were positively correlated with the receptive vocabulary posttest scores (.350); the researcher created target vocabulary posttest scores were positively correlated

with the listening comprehension posttest scores (.359). The listening comprehension posttest scores were negatively correlated with the passage comprehension posttest scores (-.262).

Summary

The purpose of this study was to examine the effects of vocabulary-focused instruction and strategies-focused instruction on the vocabulary development and comprehension skills of students who are adequate decoders, but non-proficient comprehenders. To accomplish this, participants were assessed on measures of vocabulary and comprehension and provided lessons of intervention using either vocabulary-focused instruction or strategies-focused instruction.

A series of ANOVAs was used to test the null hypotheses of no difference between groups on the dependent measures. No statistically significant differences between the vocabulary-focused instructional group and the strategies-focused instructional group were detected on measures of receptive vocabulary, expressive vocabulary, researcher-created target vocabulary, reading comprehension, and listening comprehension, resulting in a failure to reject the null hypotheses. Statistically significant differences existed between the vocabulary-focused instructional group and the strategies-focused instructional group on the Woodcock passage comprehension measure. A series of repeated measures ANOVAs were conducted to determine whether there were statistically significant within-group differences. No statistically significant differences were found on measures of receptive vocabulary for both the vocabulary-focused group and the strategies-focused group. Statistically significant differences did exist between pretest scores and posttest scores for both the vocabulary-focused group and the strategies-focused group on measures of expressive vocabulary, reading comprehension, listening comprehension, passage comprehension, and on the researcher-created target vocabulary measure. Finally, Pearson correlation coefficients were obtained for the pretest and posttest

results of each dependent measure, to examine the linear relationship between each measure.

Several statistically significant relationships were noted.

Table 4-10. Correlation Matrix for Pretest Measures

	Rec Voc Pre	Expr Voc Pre	List Comp Pre	Rdg Comp Pre	Pass Comp Pre	RC Voc Pre
Recep	1.000	.422**	.331*	.048	.042	.398**
Vocab	0.00	.001	.010	.715	.749	.002
Pre						
Expr		1.00	.423*	.182	.057	.548**
Vocab		0.00	.001	.165	.665	.000
Pre						
List.			1.00	.315*	.390**	.397**
Comp			0.00	.014	.002	.002
Pre						
Rdg				1.00	.240	.055
Comp				0.00	.065	.678
Pre						
Pass					1.00	.049
Comp					0.00	.709
Pre						
RC						1.00
Vocab						0.00
Pre						

** Correlations significant at the .01 level

* Correlations significant at the .05 level

Table 4-11. Correlation Matrix for the Posttest Measures

	Rec Voc Post	Expr Voc Post	List Comp Post	Rdg Comp Post	Pass Comp Post	RC Voc Post
Recep Vocab Post	1.00	.375**	-.138	-.101	-.033	.350**
Expr Vocab Post	0.00	.003	.295	.444	.800	.006
List Comp Post		1.00	.282**	.231	-.126	.757**
Rdg Comp Post		0.00	.029	.076	-.338	0.00
Pass Comp Post			1.00	-.009	-.262**	.359**
RC Vocab Post			0.00	.943	.043	.005
				1.00	.098	.127
				0.00	.454	.333
					1.00	-.181
					0.00	-.167
						1.00
						0.00

** Correlations significant at the .01 level

* Correlations significant at the .05 level

CHAPTER 5 DISCUSSION

A discussion of the findings and implications in the investigation of the effects of vocabulary-focused instruction and strategies-focused instruction on vocabulary knowledge and comprehension skills of students who are adequate decoders, but non-proficient comprehenders is presented in this chapter. The chapter begins with a summary of the hypotheses and the findings of the study. The subsequent sections contain a discussion of the theoretical implications of the research findings, the limitations of the study, and suggestions for future research.

Summary of the Hypotheses and Results

The general question of the study was as follows: What are the effects of vocabulary-focused instruction and strategies-focused instruction on the vocabulary development and comprehension skills of students who are adequate decoders, but non-proficient comprehenders? The following null hypotheses were test at the .05 level of significance.

H₁: There will be no statistically significant difference on measures of expressive vocabulary between the participants who receive vocabulary-focused instruction and those who receive strategies-focused instruction.

The Expressive Vocabulary Test (EVT) (Williams, 1997) was used to assess expressive vocabulary. Analyses revealed that no statistically significant group differences existed on the measure, resulting in a failure to reject the null hypothesis.

H₂: There will be no statistically significant difference on measures of receptive vocabulary between the participants who receive vocabulary-focused instruction and those who receive strategies-focused instruction.

No statistically significant difference was indicated between the vocabulary-focused group and the strategies-focused group on the Peabody Picture Vocabulary Test-III (Dunn & Dunn, 1997), resulting in a failure to reject the null hypothesis.

H₃: There will be no statistically significant difference on measures of reading comprehension, between the participants who receive vocabulary-focused instruction and those who receive strategies-focused instruction.

No statistically significant difference was indicated between the vocabulary-focused group and the strategies-focused group on measures of reading comprehension, using the QRI-4, resulting in a failure to reject the null hypothesis.

H₄: There will be no statistically significant difference on measures of listening comprehension, between the participants who receive vocabulary-focused instruction and those who receive strategies-focused instruction.

No statistically significant difference was indicated between the vocabulary-focused group and the strategies-focused group on measures of listening comprehension, using the QRI-4, resulting in a failure to reject the null hypothesis.

H₅: There will be no statistically significant difference on a measure of passage comprehension, between the participants who receive vocabulary-focused instruction and those who receive strategies-focused instruction.

Statistically significant differences between the vocabulary-focused group and the strategies-focused group existed on the Woodcock Reading Mastery passage comprehension measure. Further analyses indicated that the vocabulary-focused instructional group made greater gains than did the strategies-focused instructional group. The null hypothesis was rejected.

H₆: There will be no statistically significant difference on a researcher-created measure of vocabulary, between the participants who receive vocabulary-focused instruction and those who receive strategies-focused instruction.

No statistically significant difference was indicated between the vocabulary-focused group and the strategies-focused group on the researcher-created target vocabulary measure, resulting in a failure to reject the null hypothesis.

Interpretation of the Results

The initial analysis revealed no statistically significant differences between the vocabulary-focused instructional group and the strategies-focused instructional group on measures of receptive and expressive vocabulary. One possible reason for the lack of statistically significant difference may be that the treatments were equally effective in supporting receptive and expressive vocabulary development. Both methods gave attention to word meanings, the vocabulary-focused method explicitly focused on word learning, and a component of the strategies-focused method emphasized clarifying words that were unclear. Participants in the strategies-focused group often sought clarification on many of the words that were selected to teach participants in the vocabulary-focused group. It is possible that students in both groups were equally adept at word learning, which in turn would make it difficult to detect any significant differences between participants in each of the treatment groups. During the intervention, all participants were actively engaged in producing words and conversing about words and text, which may have contributed to the lack of differences between groups. Another possible explanation for the lack of treatment difference is the use of standardized, norm-referenced measures and an insufficient amount of time between the administration of the pretest and posttest. The length of the intervention (32 sessions) may have been too short to develop the

vocabulary necessary to reveal statistically significant differences. A third possible explanation for the lack of differences between groups is a lack of sensitivity of the standardized, norm-referenced measures. Because norm-referenced measures are not created to assess a specifically taught battery of knowledge, the measures may not have been sensitive enough to capture the changes in vocabulary.

Data analysis revealed no statistically significant difference on a researcher-created target vocabulary measure. A possible reason for these results is that although the vocabulary-focused instruction was consistent with principles suggested by research to guide instruction, it is very difficult to bring students to a ceiling of word knowledge (Nagy, 2000). That is, students were active in developing their understanding of the words and they received repeated exposure to target words (Blachowicz, 2000) and students' interactions with a more experienced adult expanded their thinking (Vygotsky, 1978) on the meanings of various target words introduced during instruction, but these practices were insufficient, given the constraints of the study. These results are consistent with previous studies (Beck et al., 1982; McKeown et al., 1983; McKeown et al., 1985). Participants may not have had enough exposures to the words to gain full and flexible knowledge (Stahl, 1999). In addition, the target vocabulary measure contained a large number of items. The length of the measure may have influenced students' motivation to answer correctly. Finally, the previous possible explanation is offered again. Both groups of participants engaged in word learning and meaning clarification. It is possible that participants in both groups were equally skilled at word learning, which in turn would make it difficult to see significant differences on measures of target word learning as well.

Data analysis revealed a statistically significant difference in favor of the vocabulary-focused instructional group on a measure of passage comprehension. This finding was

somewhat surprising because conventional wisdom would suggest that the strategies-focused instruction would promote comprehension more effectively than a vocabulary-focused approach. A possible explanation for this finding is the interactive-compensatory model of reading (Stanovich, 1980). In this model, various knowledge sources work simultaneously to make sense of text. They all influence the message center at the same time. In addition, the knowledge one lacks is compensated for by what one knows well. It is possible that participants in the vocabulary-focused group relied heavily on the lexical knowledge source to comprehend the passages in the assessment measure. Perhaps their encounters with word-focused instruction primed them to use their lexical knowledge quicker than those participants in the strategies-focused group. This increased lexical knowledge may have compensated for what participants lacked in other knowledge sources. Another possibility is that participants in the strategies-focused group had various knowledge sources working simultaneously, and none outweighed the other to compensate for what they did not know. Their instruction was focused on using multiple strategies, and this metacognitive task focus may have interfered with their ability to use a knowledge source for compensation. The age of the participants may have also been a factor. It may have been more difficult for young students to use multiple strategies at once. Participation in this study is one of the first introductions to multiple strategy instruction that participants received, and the novelty of the task may have interfered with their ability to perform the passage comprehension tasks proficiently enough for a significant difference to be detected.

Data analyses revealed significant correlational relationships between scores on measures of reading comprehension and measures of vocabulary. These results suggest that the measures did in fact measure what they were designed to capture. For example, a very strong, positive

relationship (.757) between the researcher created target word vocabulary measure and expressive vocabulary could be due to the fact that on the target word vocabulary measure, students were able to express what they knew about words, which is a task similar to the expressive vocabulary measure that was administered. There were also positive correlations between measures of comprehension and vocabulary. These results are consistent with what is already known. There is a strong, positive correlation between vocabulary knowledge and reading comprehension. Researchers have documented this relationship since the early 1940s, and the relationship continues remain robust.

Theoretical Implications of the Research Findings

Vygotsky's (1978) theory on the interaction between learning and development, Pearson and Gallagher's (1983) gradual release of responsibility model, and Stanovich's (1980) interactive-compensatory model of reading were applied in this study. The instruction included an attempt to increase word knowledge and reading comprehension through vocabulary-focused instruction and strategies-focused instruction. Operating within an explicit instruction model and scaffolded interactions between teacher and students and amongst students, the influence of direct instruction in word meanings was compared with direct instruction of comprehension strategies using narrative text.

This study connected and confirmed Vygotsky's (1978) and Pearson and Gallagher's (1983) assertions that children, through interactions with adults, are able to do more than they are capable of doing alone. In this study, instructors provided explicit instruction, assisted students in the use of strategies through shared dialogue, and helped students to become independent users of new knowledge. Children were assisted in constructing new understandings about words and how to use their own thinking to further their understanding of text.

Implications for Future Research

Explicit vocabulary instruction and reading comprehension strategies instruction would surely continue beyond the time constraints of this study. Additional research is warranted in which the longitudinal effects of vocabulary-focused instruction and strategies-focused instruction are examined with students in primary grades. In addition, research examining the effects of extension activities and the use of vocabulary-focused instruction and strategies-focused instruction would be beneficial to teachers of young children. Additional investigation of reciprocal teaching strategies with children in primary grades is warranted. It would be useful to document strategy generalization in young children. Evidence of when children are able to use strategies proficiently is needed. Researchers should attempt to be more precise about which combination of strategies are manageable for children in primary grades, as well as to explore specific teacher behaviors that support strategy mastery. Researchers should consider investigating methods of professional development designed to help teachers learn to use each instructional method separately, then combine the two instructional methods to see if students benefit. Professional development activities that include opportunities for teachers to observe others providing strategies and vocabulary instruction to children, in classrooms would be useful. In addition, researchers should examine the appropriate scaffolding needed by teachers in order for them to appropriately use these instructional methods with students.

Implications for Practice

Implications for reading instruction are not dichotomous. Results from this study did not yield “either/or” results in terms of which instructional method to use with children in the primary grades. It was learned that vocabulary-focused instruction was useful both in enhancing comprehension and in developing word knowledge. When participants were engaged with more experienced adults, what they were able to do was expanded beyond what they could do alone.

It was also learned that strategies-focused comprehension influenced vocabulary so much that statistically significant differences between a strategies-focused instructional group and a vocabulary-focused instructional group were undetectable. This suggests that a strategies-focused approach is also useful. Both instructional methods increased word learning and comprehension in study participants. A framework of reading instruction that includes a gradual release of responsibility and meaningful dialogue between teachers and students and students and students is an important issue for teachers of students who lack comprehension skills to consider incorporating in reading instruction. In addition, multiple exposures to words, meaningful activities that engage students in thinking about word meanings, and opportunities for students to make deep and extensive connections between vocabulary words and their definitions is important to consider in instruction. Participants in this study demonstrated a genuine interest in the texts used. Teachers should consider engaging in learning with peers, more about explicit comprehension strategies instruction and explicit vocabulary instruction with children in primary graders. Teachers might benefit from engaging in peer coaching activities to improve instruction. Oftentimes, teachers are concerned with issues of control in the classroom, and may be unable to attempt instruction alone. The support of a peer could provide the help needed in order to deepen the reading comprehension and vocabulary of young children.

Limitations to the Present Study

This study had several limitations. The most powerful limitation was time. Thirty-two sessions of vocabulary-focused instruction and strategies-focused instruction generated gains for participants in both instructional groups on all dependent measures, but not as significant as they might have been if instruction was longer in duration. Instruction yielded statistically significant gains on measures of passage comprehension. Additional, consistent, systematic instruction may have served to strengthen and increase the differences in posttest scores for participants.

Another limitation is that this study was conducted with second and third graders who were adequate decoders but non-proficient comprehenders. The results of this study may not be generalized to older or younger students or students who do not have difficulties comprehending text, without systematic replication of the procedures used with those populations.

Participants in the study had already received three months of formal reading instruction before the beginning of the vocabulary-focused and strategies-focused instruction. Results of the study may have been different for students with more or less prior experience in reading instruction.

Another limitation of this study was that reciprocal teaching, was modified. The results of this study may have been different if informational text had been used and if the students read the text for themselves. The results may have also been different if students were older.

All of the instructional sessions in this study took place outside of the regular classroom. Instructors other than the students' regular classroom teacher conducted the sessions. The results may have been different for instruction that occurred within the regular classroom or that was delivered by the students' regular teacher.

Summary

This study was conducted to examine the effect vocabulary-focused instruction and strategies-focused instruction on the vocabulary development and comprehension skills of students who are adequate decoders, but non-proficient comprehenders of text. Results revealed very few statistically significant differences between participants who received vocabulary-focused instruction and participants who received strategies-focused instruction. However, instruction did yield one statistically significant difference between the instructional groups on a passage comprehension measure. This contributes to the research on the notion that word learning influences reading comprehension. Results from this study do not support the idea of

the futility of explicit instruction of words, nor does it support the premise that children in primary grades are not mature enough to use cognitive strategies. On the contrary, it supports the purposeful, supportive nature of explicit instruction-- in both word learning and comprehension strategies instruction. Some things remain unclear. What remains unclear is knowledge about the ideal combination of strategies most useful for teaching children in the primary grades. What also remains unclear is the conditions necessary for children to generalize strategy use. Additional knowledge is needed on the longitudinal effects of vocabulary-focused and strategies-focused instruction. Finally, additional knowledge is needed on the specific teacher behaviors that provide adequate scaffolding in word learning and comprehension strategies instruction.

APPENDIX A
PARENTAL INFORMED CONSENT

Dear Parent/Guardian,

I am a doctoral candidate in the Department of Special Education at the University of Florida under the supervision of Dr. Holly Lane. One of my areas of interest is the comprehension and vocabulary development of young children. I will be implementing an intervention project that evaluates the use of two specific teaching methods in reading instruction. Participation in this study may directly help your child's vocabulary development and reading comprehension.

In this project, we will conduct informal assessments that measure reading comprehension and vocabulary and formal assessments (Peabody Picture Vocabulary Test-III, Expressive Vocabulary Test, and Woodcock Reading Mastery Test) that indicate your child's current reading abilities. Students in the comprehension group will participate in small group instruction that includes specific strategies for understanding what is read. Students in the vocabulary group will participate in group instruction that includes specific word learning. The sessions will be scheduled at a time designated by school personnel and will last for approximately 30 minutes during the school day. Although results of this project will be shared with colleagues in the field of education (e.g., participants at educational conferences, university faculty), for the purpose of confidentiality, your child's identity will be kept confidential to the extent provided by law. The maximum number of participants in this study is 75 children.

Participation or non-participation in this project will not affect your child's placement in any programs. You and your child have the right to withdraw consent at any time without consequence. There are no known risks or compensation for his/her participation in this project. This project will last for eight weeks. Results of the project will be available by December 31, 2006. If you have any questions or concerns about this project, please contact me at (352) 392-0701. My supervisor, Dr. Holly Lane, can be reached at P.O. Box 117050 Gainesville, FL 32611 or (352) 392-0701 ext. 246. Questions or concerns about research participants' rights may be directed to the UFIRB office, University of Florida, Box 112250, Gainesville, FL 32611 (352) 392-0433.

Sincerely,

Tyran L. Wright, M.Ed.

Complete and return one copy to your child's teacher.

I have read the procedures described above. I voluntarily give consent for my child,

_____, to participate in Ms. Wright's reading study. I have received a copy of this description.

Parent/Guardian

Date

2nd Parent/witness

Date

APPENDIX B
TARGET WORD VOCABULARY MEASURE

Name _____ Grade _____

Part 1

I am going to say a word, and you are going to tell me if it is a real word or a make-believe word. Let's try one: Is *dog* a real word or a make believe word?

If the student answers correctly	If the student answers incorrectly
Yes, that's right! <i>Dog</i> is a real word. A <i>dog</i> is a furry animal that barks.	<i>Dog</i> is a real word. A <i>dog</i> is a furry animal that barks. Let's try again. Is <i>dog</i> a real word or a make-believe word?

Let's try another one: Is *clute* a real word or a make-believe word?

If the student answers correctly	If the student answers incorrectly
Yes, that's right! <i>Clute</i> is a make-believe word. Clute doesn't mean anything.	<i>Clute</i> is a make-believe word. <i>Clute</i> doesn't mean anything. Let's try again. Is <i>clute</i> a real word or a make-believe word?

Let's try some more. I am going to say some words, and you are going to tell me if it is a real word or a make-believe word.

	Correct	Incorrect
Here is the first word: <i>Grape</i> . Is <i>grape</i> a real word or a make believe word?		
Mellet (<u>me</u> ll) - et (make-believe) If needed, say: Is <i>mellet</i> a real word or a make-believe word?		
Collect (real)		
Unkee (<u>un</u> - kee) (make-believe)		
Nuggle (<u>nug</u> -gle) (make-believe)		
Tidy (real)		
Inspiration (real)		
Taffin (<u>taf</u> - fin) (make-believe)		
Sermon (real)		
Staigin (<u>stay</u> -gin) (make-believe)		
Ownel (oh - nel) (make-believe)		
Congregation (real)		
Bawdoib (make-believe)		
Conversation (real)		
Caladid (make-believe)		
Noygeef (make-believe)		
Sly (real)		
Raid (real)		
Tickarine (make-believe)		
Absurd (real)		

	Correct	Incorrect
Impress (real)		
Chassydoolid (make-believe)		
Shrink (real)		
Basdin (make-believe)		
Crandit (make-believe)		
Display (real)		
Tattered (real)		
Flacker (make-believe)		
Slegat (make-believe)		
Shrieking (real)		
Commotion (real)		
Choylid (make-believe)		
Grickel (make-believe)		
Emergency (real)		
Kelody (make-believe)		
Concentrate (real)		
Admire (real)		
Weltereen (make-believe)		
Humble (real)		
Vanivoid (make-believe)		
Wail (real)		
Seldom (real)		
Optel (make-believe)		
Weary (real)		
Somber (real)		
Skelig (make-believe)		
Companion (real)		
Maneuver (real)		
Swever (make-believe)		
Quavat (make-believe)		
Darn (real)		
Slaver (make-believe)		
Bound (real)		
Quarrel (real)		
Yatter (make-believe)		
Helig (make-believe)		
Advice (real)		
Extraordinary (real)		
Foreign (real)		
Welchid (make-believe)		
Vervage (make-believe)		
Insist (real)		
Invisible (real)		
Cabbus (make-believe)		
Klavor (make-believe)		
Squint (real)		
Suspicious (real)		
Wander (real)		

Part 2

I'm going to ask you about some words.

So if I said, "What is a dog?" you could say, "A dog is a furry animal that barks."

If I said, "What does a dog like to do?" you could say, "A dog likes to dig holes."

Let's try some.

Question	Response (verbatim)
What does collect mean?	
If you collected something, what would you do?	
What does tidy mean?	
If something is tidy, how does it look?	
What is inspiration?	
If something is an inspiration, how does it make you feel?	
What is a sermon?	
Where does a person usually give a sermon?	
What is a congregation?	
Where do congregations usually meet?	
What does sly mean?	
If someone is sly, how do they act?	
What is a raid?	
Why would someone raid a place?	
What does absurd mean?	
Tell me something that is absurd.	

What does it mean to impress someone?	
What kind of thing might impress someone?	
What does examine mean?	
When you examine something, what do you do?	
What is a distraction?	
Tell me what can be a distraction.	
What does shrink mean?	
Why might something shrink?	
What is a display?	
What do you do with a display?	
What does tattered mean?	
If something is tattered, how does it look?	
What is a shriek?	
Why might someone shriek?	
What is a commotion?	
What would cause a commotion?	
What is an emergency?	
Tell me something that would be an emergency?	
What does it mean to concentrate?	

Why would someone need to concentrate?	
What does admire mean?	
What kinds of things might you admire?	
What does humble mean?	
If a man is humble, how does he act?	
What is a competition?	
When someone is in a competition, what do they try to do?	
What does it mean to wail? This wail is not like the whale that lives in the ocean.	
Why would someone wail?	
What does seldom mean?	
If something happens seldom, when does it happen?	
What does weary mean?	

What does somber mean?	
If someone looks somber, how would they look?	
What is a companion?	
What kinds of things could you do with a companion?	
What is a maneuver?	
When would someone need to maneuver?	
What does descend mean?	

When the bird descended, what did it do?	
What does it mean to darn something?	
If the woman needed to darn some socks, what did she need to do to them?	
What does bound mean?	
If a boy were to bound into a room, what problem might he cause?	
What is a quarrel?	
If two people begin to quarrel, what do they do?	
What is advice?	
When would someone need advice?	
What does extraordinary mean?	
If you saw something extraordinary, what would you say?	
What does foreign mean?	
Where would a foreigner come from?	
What does insist mean?	
If you insist on something, how do you say it?	
What does invisible mean?	
If something is invisible, how does it look?	
What does squint mean?	
If the girl squinted when she went outside, what did she look like?	
What does suspicious mean?	
If you are suspicious of someone, how do you act?	
What does wander mean?	

If the little boy wandered, what did he do?	

Part 3

I am going to say some more words like before, and you are going to tell me if they are real words or make-believe words. We will do it the same way we did before.

	Correct	Incorrect
Disguise (real)		
Hurled (make-believe)		
Commenced (real)		
Grokle (make-believe)		
Quiver (real)		
Trudge (real)		
Yeckle (make-believe)		
Delicate (real)		
Bletable (make-believe)		
Crucid (make-believe)		
Lug (real)		
Delightful (real)		
Wise (real)		
Flankle (make-believe)		
Rage (real)		
Harrodid (make-believe)		
Deserted (real)		
Wetred (make-believe)		
Mend (real)		
Justle (make-believe)		
Scurry (real)		
Ungle (make-believe)		
Villain (real)		
Prostle (make-believe)		
Vicious (real)		
Ostreal (make-believe)		
Scamper (real)		
Oath (real)		
Frustration (real)		
Reakel (make-believe)	Correct	Incorrect
Compassion (real)		
Destination (real)		
Flagrel (make-believe)		
Watid (make-believe)		
Bellow (real)		
Namor (make-believe)		
Disbelieve (real)		
Confidence (real)		
Pleakle (make-believe)		
Feat (real)		
Brimble (make-believe)		

Abandon (real)		
Wattle (make-believe)		
Complain (real)		
Startle (real)		
Fidget (real)		
Steverel (make-believe)		
Seize (real)		
Frantic (real)		
Sweener (make-believe)		
Protest (real)		
Juteral (make-believe)		
Anxious (real)		
Exhibit (real)		
Drexelad (make-believe)		
Overwhelmed (real)		
Devastated (real)		
Slamel (make-believe)		
Scrawl (real)		
Refreshing (real)		
Klerid (make-believe)		
Contented (real)		
Emerged (real)		

Part 4

I'm going to ask you about some more words, the same way I did before.

Let's try talk about the words.

Question	Response (verbatim)
What is a disguise?	
What would you do with a disguise?	
What does commence mean?	
If something commences, what happens?	
What does quiver mean?	
What is a reason for a person to quiver?	
What does trudge mean?	
When someone trudges, what do they do?	
What does delicate mean?	
What would you do with something delicate?	
What does lug mean?	

What kinds of things need to be lugged?	
What does delightful mean?	
If something is delightful, how does it make you feel?	
What does wise mean?	
What would need from a wise person?	
What is a rage?	
If a child is in a rage, how does he act?	
What does deserted mean?	
What would a deserted place look like?	
What does mend mean?	
If you mend something, how will it look afterwards?	
What is a journey?	
Why would someone go on a journey?	
What does scurry mean?	
For what reason might someone scurry?	
What is a villain?	
How would a villain act?	
What does vicious mean?	
Would you want something vicious to happen to you? Why? Why not?	
What does scamper mean?	
If the girl scampered, what did she do?	
What is an oath?	
If you take an oath, what do you do?	
What is frustration?	

If a person feels frustration, what do they do?	
What is compassion?	
How do you show compassion?	
What is a destination?	
What does bellow mean?	
If a person bellowed, what would they do?	
What does disbelieve mean?	
What is confidence?	
If you have confidence, what do you feel like?	
What is a feat?	
What does abandoned mean?	
If a place is abandoned, what does it look like?	
What does complain mean?	
Why would a person complain?	
What does startle mean?	
What does fidget mean?	
Why would a person fidget?	
What does seize mean?	
If you seize something, what do you do?	
What does frantic mean?	
What kinds of things can make you frantic?	
What does it mean to protest?	
Why would one protest?	
What does anxious mean?	
If someone is anxious, what do they do?	

What is an exhibit?	
What kind of things would you put in an exhibit?	
What does overwhelmed mean?	
If a person is overwhelmed, what will they probably do?	
What does devastated mean?	
What does scrawl mean?	
If you scrawl something, how will it look?	
What does refreshing mean?	
What does contented mean?	
If you are contented, how do you feel?	
What does emerge mean?	
If something emerges, what does it do?	

APPENDIX C
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APPENDIX D
VOCABULARY-FOCUSED LESSONS

Vocabulary-Focused Lesson 1

Book *Prudy's Problem and How She Solved It*

Armstrong-Ellis, C. (2002). *Prudy's problem and how she solved it*. New York: Harry N. Abrams.

Prudy collects so many things that everyone says she has a problem, but when a crisis convinces her they are right, she comes up with a perfect solution.

Target Words: collect, tidy, inspiration

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Collect

Step 2

In the story, Prudy collected things.

Step 3

Say the word with me. Collect. (Show the word card) Does anyone know what it means to collect things? Listen for responses. Capitalize on what is correct.

Step 4

If you collect things, it means that you get a lot of that thing or similar things over a period of time because you are interested in it/them.

Step 5

Do any of you collect anything? Wait for responses. Evaluate them to see if they understand what collect means. If they don't, make sure they know that people collect things over time because they are interested in them.

The man collected stamps because.... Listen to see if they understand that the man collects them because he is interested in them or he likes them. Reiterate the definition of collect. Ensure that they know it isn't just random gathering.

Step 6

Let's say the word again. Collect

Word 2: Tidy

Step 2

In the story, it said that Prudy's dad was a very tidy person who did not like clutter.

Step 3

Say the word with me. Tidy. (Show the word card) Who has an idea about what tidy means? Listen for responses.

Step 4

Something that is tidy is neat and arranged in an orderly way.

Step 5

How many of you have a tidy room? Query the volunteers to see why they think their room is tidy. Wait for responses. Evaluate them to see if they understand what tidy means. If they don't, make sure they know that tidy means things are neat and orderly.

Which word goes with tidy? Baby Maid Car

Step 6

Let's say the word again. Tidy

Word 3 Inspiration

Step 2

Prudy looked around for inspiration after her collection exploded.

Step 3

Say the word with me. Inspiration. What is inspiration? Listen for responses.

Step 4

Inspiration is a feeling of excitement that you get from something or someone. The excitement usually encourages you to go on and do something else.

Step 5

My third grade teacher was great. She did a lot of really neat activities with me and I learned a lot from her. She was so good at teaching me when I was in the third grade; she was my inspiration to become a teacher too.

Have any of you ever been inspired by another person? Wait for responses. Have you ever been inspired by something or an event? Evaluate them to see if they understand inspiration. If they don't, make sure they know that you get encouraged/excited by something or someone else, and you usually go on to do something.

Step 6

Let's say the word again. Inspiration.

Vocabulary-Focused Lesson 2

Book *Brothers of the Knight*

Allen, D. (1999). *Brothers of the knight*. New York: Dial Books for Young Readers.

Target Words: sermon, congregation, conversation

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Sermon

Step 2

Reverend Knight was a very good man, a leader in the community, who preached a powerful sermon every Sunday.

Step 3

Say the word with me. Sermon. (Show the word card) What is a sermon? Listen for responses.

Step 4

A sermon is a talk given during a church service.

Step 5

Which word goes with sermon? Game Football Preacher

Which word of these words goes with sermon? Dance Sleep Religious
Have students explain their choice.

Step 6

Let's say the word again. Sermon.

Word 2: Congregation

Step 2

The congregation clapped and danced when the reverend gave his sermons.

Step 3

Say the word with me. Congregation. (Show the word card) What is a congregation? Listen for responses.

Step 4

People who go to a church service are called the congregation.

Step 5

What are some reasons for people to be in a congregation?

Tell about a time when you were a part of a congregation.

*Would people sitting in a movie theater watching Harry Potter be called a congregation?
Why? Why not?*

Step 6

Let's say the word again. Congregation.

Word 3 Conversation**Step 2**

After dinner, the boys listened to the grown ups' conversation.

Step 3

*Say the word with me. Conversation. What is a conversation? **Listen for responses.***

Step 4

When people have a conversation, they talk to one another in an easy, simple, relaxed way.

Step 5

*If two kids are upset with each other and shouting over a toy, would they be in a conversation? Why? Why not? **Discuss the tone of the discussion as the reason for it not being a conversation.***

Step 6

Let's say the word again. Conversation.

Vocabulary-Focused Lesson 3

Book *Flossie and the Fox*

McKissack, P. C. (1986). *Flossie and the fox*. New York: Dial Books for Young Readers.

A wily fox notorious for stealing eggs meets his match when he encounters a bold little girl in the woods who insists upon proof that he is a fox before she will be frightened.

Target Words: sly, raid, absurd

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Sly

Step 2

“Ever-time they corner that ol’ slickster, he gets away. I tell you, that fox is one sly critter.

Step 3

Say the word with me. Sly. (Show the word card) What does sly mean? Listen for responses.

Step 4

When someone is sly, they are good at tricking others.

Step 5

If you wanted to get something away from someone without them knowing, would you rush over and take it or would you be sly?

Tell about a time when you were sly.

Step 6

Let’s say the word again. Sly.

Word 2: Raid

Step 2

I am the third generation of foxes who have out-smarted and out-run Mr. J. W.

McCutchin’s fine hunting dogs. I have raided some of the best henhouses from Franklin to Madison.

Step 3

Say the word with me. Raid. (Show the word card) What does it mean to raid something?
Listen for responses.

Step 4

To raid means to go into a place by force, to either attack, or look for something.

Step 5

When I was young, my brother and I used to raid the cookie jar before my mom came home from work. Have you ever raided something?

Which of these things would you want to raid? Why? Why not? Be sure that kids provide an explanation after each item.

*A bee hive
An ant bed
A toy chest*

Step 6

Let's say the word again. Raid.

Word 3 Absurd**Step 2**

Fox went running around in circles. He was plum beside himself. I am a fox and I know it," he shouted. "This is absurd!"

Step 3

Say the word with me. Absurd. What does absurd mean?

Step 4

Something absurd doesn't make sense.

Step 5

Are these things absurd? If they are absurd, say absurd. If they are not, say not.

*A fish that barks
A mother that takes good care of you?
A dog that meows
A snake that walks
A teacher that helps you learn many things?*

Step 6

Let's say the word again. Absurd.

Vocabulary-Focused Lesson 4

Book *A Bad Case of Stripes*

Shannon, D. (1998). *A bad case of stripes*. New York: Blue Sky Press.

Target Words: impress, examine, distraction

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Impress

Step 2

It was the first day of school, and she couldn't decide what to wear. There were so many people to impress!

Step 3

Say the word with me. Impress. (Show the word card) What does it mean to try to impress someone? Listen for responses.

Step 4

If something impresses you, you really like and respect it.

Step 5

Would you try to impress your new teacher?

Would you try to impress a pet?

Tell about a time when you tried to impress someone.

Step 6

Let's say the word again. Impress.

Word 2: Examine

Step 2

That afternoon, Dr. Bumble came over to examine Camilla.

Step 3

Say the word with me. Examine. (Show the word card) What does examine mean? Listen for responses.

Step 4

If you examine something, you look at it carefully.

Step 5

Raise your hand to finish each sentence.

The boy examined his dog because....

The girl examined her homework because....

The dentist examined the little girl's teeth because....

Step 6

Let's say the word again. Examine.

Word 3 Distraction

Step 2

That night, Mr. Harms, the school principal, called. "I'm sorry, Mrs. Cream," he said. "I'm going to have to ask you to keep Camilla home from school. She's just too much of a distraction."

Step 3

*Say the word with me. Distraction. What is a distraction? **Listen for responses.***

Step 4

A distraction is something that takes your attention away from what you are doing.

Step 5

Raise your hand to answer each question.

If you are trying to do your homework, and your puppy keeps walking over your papers, would it be a distraction?

If you are playing soccer, and the coach is giving you instructions, would the teacher be a distraction?

If your family is having dinner and your mom asks if anyone is ready for dessert, is that a distraction?

Which word goes with distraction? Focus Fun Shoes

Step 6

Let's say the word again. Distraction.

Vocabulary-Focused Lesson 5

Book *Shrinking Violet*

Best, C. (2001). *Shrinking Violet*. New York: Melanie Kroupa Books.

Violet, who is very shy and hates anyone to look at her in school, finally comes out of her shell when she is cast as Lady Space in a play about the solar system and saves the production from disaster.

Target Words: shrink, display, impressed

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Shrink

Step 2

In the story, Violet's cheeks blushed rhubarb red and she wished she could shrink away.

Step 3

Say the word with me. Shrink. (Show the word card) What does shrink mean? Listen for responses.

Step 4

When something shrinks, it becomes smaller.

Step 5

Once, I put my jeans in the dryer and they shrank. What do you think my jeans looked like when they came out of the dryer? Why? Make sure students understand that when things shrink, they get smaller.

Have you ever had anything to shrink? Describe what happened.

Step 6

Let's say the word again. Shrink.

Word 2: Display

Step 2

A fine display of flags paraded across the room.

Step 3

Say the word with me. Display. (Show the word card) What a display? Listen for responses.

Step 4

A display is something intended to get people's attention.

Step 5

If you would want the things I name on display, give me a thumbs up. If you would not want them displayed, give me a thumbs down:

- *A spelling test on which you made a 100.*
- *A letter you wrote to a special friend*
- *A picture that you created in art*

Step 6

Let's say the word again. Display.

Word 3: Impressed

Step 2

Opal was impressed when Violet grumbled like King Kong.

Step 3

Say the word with me. Impressed. Does anyone know what it means to be impressed? Listen for responses.

Step 4

If something impresses you, you look at it with great pleasure and respect.

Step 5

I was impressed by the stories on display in the third grade hall. What do you think may have impressed me about the stories? Listen and evaluate responses.

Can anyone share a time when you were impressed? Probe for explanations about why students were impressed.

Step 6

Let's say the word again. Impressed.

Vocabulary-Focused Lesson 6

Book *Nicholas Bentley Stoningpot III*

McGovern, A. (1982). *Nicholas Bentley Stoningpot III*. Honesdale, PA: Caroline House.

Shipwrecked, a boy makes a happy life for himself on a tropical island, far away from the dull life of his wealthy parents.

Target Words: tattered, shrieking, commotion

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Tattered

Step 2

Everyday, new treasures washed up on the shore. Three pairs of shoes and tattered clothes. Old feather hats and funny wigs.

Step 3

Say the word with me. Tattered. (Show the word card) When something is tattered, what does it look like? Listen for responses.

Step 4

If something is tattered, it is torn or crumpled.

Step 5

The paper got tattered because...

The shoes were tattered because...

Would you want a tattered jacket? Why or why not?

Step 6

Let's say the word again. Tattered.

Word 2: Shriek

Step 2

One morning, Nicky was awakened by shrieking parrots and crying goats.

Step 3

Say the word with me. Shriek. (Show the word card) What is a shriek? Listen for responses.

Step 4

A shriek is a sudden loud scream.

Step 5

Once, I was riding my bike down the street, and a dog began to chase me. I began to shriek. Why do you think I shrieked?

What is something that might make you shriek?

Step 6

Let's say the word again. Shriek.

Word 3 Commotion**Step 2**

The monkey was howling and running up and down the trees. The reason for the commotion was a rescue boat, sailing closer and closer to Monkey Island.

Step 3

Say the word with me. Commotion. What is a commotion?

Step 4

A commotion is a lot of noise and confusion.

Step 5

If I describe something that might cause a commotion, say, "commotion." If what I describe does not cause a commotion, say, "no."

- *A teacher writing on the board*
- *A dog running around a classroom*
- *A bee in the car while you are riding down the street*
- *A butterfly on a flower*

The small child caused a commotion in the toy store because he ...

(Have the students complete the idea—evaluate it to see if it makes sense.)

Step 6

Let's say the word again. Commotion.

Vocabulary-Focused Lesson 7

Book *Wolf!*

Bloom, B. (1999). *Wolf!*. New York: Orchard Books.

A wolf gets discouraged because he is having difficulty scaring educated farm animals. He decides to become educated as well.

Target Words: emergencies, concentrate, admire

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Emergencies

Step 2

The wolf kept a little money for emergencies.

Step 3

Say the word with me. Emergencies. (Show the word card) What is an emergency?

Listen for responses.

Step 4

An emergency is an unexpected, serious situation that has to be dealt with right away.

Step 5

Say emergency if I describe a situation that is an emergency. Remain quiet if the situation is not an emergency.

- *Someone has fallen off her bike and has broken her arm.*
- *You want a new toy because you saw it on TV.*
- *Your dog is wants to play catch but you have to do your homework. Is playing catch an emergency?*

Step 6

Let's say the word again. Emergencies.

Word 2: Concentrate

Step 2

In the story, the cow complained about an awful noise because he couldn't concentrate on his book.

Step 3

Say the word with me. Concentrate. (Show the word card) What does concentrate mean?
Listen for responses.

Step 4

If you concentrate on something, you give it all of your attention.

Step 5

Share some times when it is important to concentrate.

Which word goes with concentrate? Play Study Sleep

Make sure students explain their choice.

Step 6

Let's say the word again. Concentrate

Word 3 Admire

Step 2

Wolf practiced reading to become a better reader so the other animals would admire him.

Step 3

*Say the word with me. Admire. What does admire mean? **Listen for responses.***

Step 4

If you admire someone or something, you like and respect them/it.

Step 5

If you admired someone, would you smile at them or frown at them? Why?

*I admire people who work hard, even when things are tough. Who would like to share about someone they admire? **Be sure to have students share why they admire the person. Listen to see if they understand the definition.***

Step 6

Let's say the word again. Admire.

Vocabulary-Focused Lesson 8

Book *The Princess and the Pizza*

Auch, M. J., & Auch, H. (2002). *The princess and the pizza*. New York: Holiday House.

An out-of-work princess applies to become the bride of Prince Drupert, but first she must pass several tests, including a cooking contest.

Target Words: humble, competition, wail

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Humble

Step 2

Princess Paulina's father gave up his throne to become a wood carver and moved them to a humble shack in a neighboring kingdom.

Step 3

Say the word with me. Humble. (Show the word card) Has anyone ever heard the word humble before? What do you think it means? Listen for responses.

Step 4

Humble describes people and things that are very ordinary.

Step 5

If I describe something that is humble, say "humble." If what I describe is not humble, remain quiet.

- A woman walking down the street wearing a fluffy fur coat and big fancy jewelry.
- A tiny kitten

Step 6

Let's say the word again. Humble.

Word 2: Competition

Step 2

Pauline didn't expect much competition to be Drupert's bride. There wasn't another princess for hundreds of miles.

Step 3

Say the word with me. Competition. (Show the word card) What does competition mean? Listen for responses.

Step 4

A competition is an event that people take part in to find out who is best at something.

Step 5

What kinds of competitions do you have here at school? (AR, Field Day, Writer of the Month)

Describe a time when you were in a competition outside of school.

Which word goes with competition? Dog Contest Book

Step 6

Let's say the word again. Competition.

Word 3 Wail

Step 2

In the story, the princesses wailed when Queen Zelda told them that their final job was to cook a feast.

Step 3

Say the word with me. Wail. What does wail mean? Listen for responses.

Step 4

When someone wails, they cry out loudly.

Step 5

Have you ever wailed? Listen and evaluate responses.

Say wail if a person is likely to wail in the situations I describe:

If a kid closes his hand in the door.

If you are in the library.

During a test.

Step 6

Let's say the word again. Wail.

Vocabulary-Focused Lesson 9

Book *The Queen with Bees in Her Hair*

Harness, C. (1993). *The queen with bees in her hair*. New York: Henry Holt and Company.

A silly queen and a hermit king come to join their separate kingdoms into one.

Target Words: seldom, weary, somber

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Seldom

Step 2

A wall separated the people and they seldom visited back and forth.

Step 3

Say the word with me. Seldom. (Show the word card) What does seldom means? Listen for responses.

Step 4

If something seldom happens, it doesn't happen very often.

Step 5

Raise your hand if you seldom get good grades. Ensure that the students understand the definition of the word.

Listen to the things I mention. If you would like for them to happen seldom, say seldom. If you wish they happened often, say often:

You get lots of homework

You get extra recess time.

You get to read in front of the class.

Step 6

Let's say the word again. Seldom.

Word 2: Weary

Step 2

The queen thought her subjects must be weary of seeing her in an ordinary crown.

Step 3

Say the word with me. Weary. (Show the word card) Tell me if you think you know what weary means. Listen for responses.

Step 4

If someone is weary, they are very very tired..

Step 5

I get weary of eating the same food all of the time.

Tell me about something you get weary of.

Step 6

Let's say the word again. Weary.

Word 3 Somber**Step 2**

The queen became fancier as her people became more somber.

Step 3

Say the word with me. Somber. What do you think somber means? Listen for responses.

Step 4

Somber describes a feeling of sadness or tiredness.

Step 5

Some people start to feel somber during the winter because there are no flowers blooming. Can you describe a time when you felt somber?

Step 6

Let's say the word again. Somber.

Vocabulary-Focused Lesson 10

Book *The Tale of Hilda Louise*

Dunrea, O. (1996). *The tale of Hilda Louise*. New York: Farrar Straus Giroux.
Hilda Louise lives in an orphanage and longs for a family. One day, her longing for a family sweeps her away and over the streets of Paris.

Target Words: companion, maneuver, descend

- Step 1:** Read and discuss the story.
Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.
Step 3: Ask the children to repeat the word to create a phonological representation.
Step 4: Introduce the student-friendly definition.
Step 5: Share the word in contexts that are different from the context in the story.
Step 6: Repeat the word.

Word 1: Companion

Step 2

Hilda Louise loved her companions and she loved Madame Zanzibar, but she longed for a family of her own.

Step 3

Say the word with me, companion. (Show the word card) What is a companion? Listen for responses.

Step 4

A companion is someone you spend time with.

Step 5

Say, "companion" if I describe name possible companions. Remain quiet if what I name can't be a companion

- *A classmate*
- *A shoe*
- *A chair*
- *A dog*

What kinds of things could someone do with a companion?

Which word goes with companion: friend stranger doctor?

Step 6

Let's say the word again. Companion.

Word 2: Maneuver

Step 2

In the story, Hilda Louise learned to maneuver in the air. She turned somersaults.

Step 3

Say the word with me. Maneuver. (Show the word card) What is a maneuver? Listen for responses.

Step 4

A maneuver is a tricky move that you can do which takes a lot of skill.

Step 5

Sometimes when I drive down the road, I have to maneuver in and out of traffic. I have to be very careful to pass people safely, and I have to be sure I stop at red lights and follow all of the rules of the road, while still getting where I am going.

When might you need to maneuver? Why?

How would you maneuver through the lunch line to get a carton of milk that you forgot to get when you went through the first time? Invite them to get up and demonstrate.

Step 6

Let's say the word again. Maneuver.

Word 3 Descend

Step 2

At four o'clock in the afternoon, Hilda Louise began to descend from the sky.

Step 3

Say the word with me. Descend. What does descend mean? Listen for responses.

Step 4

When someone or something comes down or moves down from a place, they descend.

Step 5

Do airplanes have to maneuver to descend from the sky? How do you know?

Is descending more like moving or sitting still?

Step 6

Let's say the word again. Descend.

Vocabulary-Focused Lesson 11

Book *Red Hen and Sly Fox*

French, V. (1994). *Red hen and sly fox*. New York: Simon & Schuster Books for Young Readers.

Red hen is renowned for her kindness. All the animals loves red hen, but sly fox loves her for a different reason. When he captures her, she has a few tricks for him.

Target Words: darn, bound, shriek

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Darn

Step 2

“I’ve got a pair of socks with holes in the toes, and I wondered if you would be so kind as to darn them for me?”

Step 3

Say the word with me. Darn. (Show the word card) The fox wanted someone to darn his socks, what do you think he wanted them to do to his sock? Listen for responses.

Step 4

When you darn something of cloth, you fix the holes in it by sewing them up.

Step 5

Complete each sentence.

The woman darned the tattered costume because...

Your mother darned your shirt because....

Which word goes with darn: cut thread wash?

Step 6

Let’s say the word again. Darn.

Word 2: Bound

Step 2

“Come right in,” invited Red Hen. In bounded Sly Fox. Immediately, he snatched the sack from his pocket and tried to slip it over Red Hen’s head, but she was too quick for him.

Step 3

Say the word with me. *Bound.* (Show the word card) What does it mean to bound?

Listen for responses.

Step 4

To bound means to move quickly with big leaps.

Step 5

If someone were to bound into a crowded room, what might happen?

If you bound somewhere, are you most likely in a hurry or do you have a lot of time?

Step 6

Let's say the word again. Bound.

Word 3 Shriek**Step 2**

Yaroo! Shrieked the fox as the boiling water splashed on his toes.

Step 3

Say the word with me. *Shriek.* Do you remember what shriek means?

Step 4

A shriek is a loud, sudden scream.

Step 5

Which word goes with shriek? Head Sleep Surprise

Is ok to shriek in the school cafeteria? Why or why not?

Is ok to shriek in the yard at home? Why or why not?

Is ok to shriek in the library? Why or why not?

Step 6

Let's say the word again. Shriek.

Vocabulary-Focused Lesson 12

Book *The Most Wonderful Egg in the World*

Heine, H. (1983). *The most wonderful egg in the world*. New York: Aladdin Paperbacks.

Target Words: quarrel, advice, extraordinary

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Quarrel

Step 2

Three hens were quarrelling about which of them was the most beautiful.

Step 3

Say the word with me, quarrel. (Show the word card) What does it mean to quarrel?

Listen for responses.

Step 4

When people quarrel, they have an angry argument.

Step 5

The children on the playground quarreled because...

Which word goes with quarrel: kiss fight run?

Do you think people feel good when they quarrel? Why or why not?

Step 6

Let's say the word again. Quarrel.

Word 2: Advice

Step 2

Since they could not settle their quarrel among themselves, they decided to ask the king for his advice.

Step 3

Say the word with me. Advice. (Show the word card) What is advice? Listen for responses.

Step 4

If you give someone advice, you tell them what you think they should do.

Step 5

Whom would you take advice from, your mother or someone you don't know?

Which word goes with advice: Help Tease Work

Tell about a time when you gave someone advice.

Step 6

Let's say the word again. Advice.

Word 3 Extraordinary**Step 2**

And from that day to this, they have been the best of friends, and have happily gone on laying extraordinary eggs.

Step 3

*Say the word with me. Extraordinary. What does extraordinary mean? **Listen for responses.***

Step 4

Something extraordinary is very unusual or surprising.

Step 5

I once saw a playhouse that had everything inside that a regular sized house has in it. It was extraordinary.

Describe something extraordinary. Encourage them to explain why it was extraordinary.

Step 6

Let's say the word again. Extraordinary

Vocabulary-Focused Lesson 13

Book *Kate and the Beanstalk*

Osborne, M. P. (2000). *Kate and the beanstalk*. New York: Atheneum Books for Young Readers.

In this version of the classic tale, a girl climbs to the top of a beanstalk, where she uses her quick wits to outsmart a giant and make her and her mother's fortune.

Target Words: despair, forlorn, astonishing

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Despair

Step 2

Long ago, a girl named Kate lived with her mother in a humble cottage. One day, after a hard winter, Kate's mother was in despair.

Step 3

Say the word with me, despair. (Show the word card) What do you think despair means?

Listen for responses.

Step 4

When someone is in despair, they feel that everything is wrong, and that things won't ever get any better.

Step 5

Which word goes with despair: happiness excitement sadness?

Have you ever felt despair? Why? How did you deal with it?

Step 6

Let's say the word again. Despair.

Word 2: Forlorn

Step 2

"Now we will surely starve!" and she tossed the beans out the window. Hungry and forlorn, Kate went to bed.

Step 3

Say the word with me. Forlorn. (Show the word card) Forlorn? Listen for responses.

Step 4

If someone is forlorn, they are lonely and sad.

Step 5

Which word goes with forlorn: smile frown unhappy?

The dog was forlorn because....

Step 6

Let's say the word again. Forlorn.

Word 3 Astonishing

Step 2

Through a misty haze, she saw the most astonishing sight: Above the clouds was a countryside with fine woods, a crystal stream, a rolling sheep meadow, and a mighty castle.

Step 3

Say the word with me. Astonishing. What does astonishing mean? Listen for responses.

Step 4

Something is astonishing, it is very surprising.

Step 5

Do you think streets made of gold would be astonishing?

Do you think a straight A report card would be astonishing?

Have you ever seen something astonishing?

Step 6

Let's say the word again. Astonishing.

Vocabulary-Focused Lesson 14

Book *Tea with Milk*

Say, A. (1999). *Tea with milk*. Boston: Houghton Mifflin Company.
After growing up near San Francisco, a young Japanese woman returns with her parents to their native Japan, but she feels foreign and out of place.

Target Words: foreign, conversation, insistent

- Step 1:** Read and discuss the story.
- Step 2:** Introduce the target words one at a time. Contextualize the word for its role in the story.
- Step 3:** Ask the children to repeat the word to create a phonological representation.
- Step 4:** Introduce the student-friendly definition.
- Step 5:** Share the word in contexts that are different from the context in the story.
- Step 6:** Repeat the word.

Word 1: Foreigner

Step 2

She could not make friends with any of the other students; they called her gaijin and laughed at her. Gaijin means foreigner.

Step 3

Say the word with me, foreigner. (Show the word card) What is a foreigner? Listen for responses.

Step 4

If someone is a foreigner, they belong to another country, not your own.

Step 5

If you went to Spain, would you be a foreigner?

If someone came from Australia to live in the United States of America, would they be a foreigner?

Step 6

Let's say the word again. Foreigner.

Word 2: Conversation

Step 2

I was transferred here six months ago and I haven't had a real conversation since.

Step 3

Say the word with me. Conversation. (Show the word card) We have had this word before. What do remember about the tone of a conversation? Listen for responses.

Step 4

If you have a conversation with someone, you talk with each other in a relaxed, easy way.

Step 5

Have you ever had a conversation when you were not supposed to have it? When?

When is a good time to have a conversation?

Who are some people you that you have conversations with?

Step 6

Let's say the word again. Conversation.

Word 3 Insistent**Step 2**

No one had read her application yet, the clerk said. Masako asked to see the manager. She was very insistent.

Step 3

*Say the word with me. Insistent. What does insistent mean? **Listen for responses.***

Step 4

Insistent describes someone who wants something to be done and they say in a very firm way, that they want it done.

Step 5

Once, I went to a restaurant and got a bad server. I decided that I wanted to speak to the person in charge, and I was very insistent.

When a student in my class wanted to walk around during a spelling test, I was very insistent when I asked him to sit down.

Have you ever had to be insistent?

Step 6

Let's say the word again. Insistent.

Vocabulary-Focused Lesson 15

Book *The Invisible Mistake Case*

Harper, C. M. (2005). *The invisible mistakecase*. New York: Houghton Mifflin Company.

After calling her friend “big pink baby,” Charlotte, a young alligator, feels terrible until Grandpa tells her about a useful way to learn from her mistakes.

Target Words: invisible, squint, suspicious

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Invisible

Step 2

“Oh, Grandpa!” cried Charlotte, and she told him the whole story. “Ah,” said Grandpa, “this is one for the invisible mistakecase.”

Step 3

Say the word with me. Invisible. (Show the word card) What does invisible mean?

Listen for responses.

Step 4

If something is invisible, you can’t see it because it is hidden or because it is very small.

Step 5

Are stars visible or invisible?

Is air visible or invisible?

Is the moon visible or invisible?

Are germs visible or invisible?

What makes something invisible?

Step 6

Let’s say the word again. Invisible.

Word 2: Squint

Step 2

It's right here," said Grandpa, and he pointed to an empty space on the floor. Charlotte squinted her eyes, but she couldn't see anything.

Step 3

Say the word with me. Squint. (Show the word card) What does it mean to squint?

Listen for responses.

Step 4

If you squint at something, you look at it with your eyes partly closed.

Step 5

Would you squint while looking at the sun?

Would you squint while looking at T.V.?

Would you squint while looking at the moon?

When do people usually squint?.

Step 6

Let's say the word again. Squint.

Word 3 Suspicious**Step 2**

"Did you eat the pie?" "It wasn't me," I answered, and then I looked at John suspiciously so mama would maybe think it was him that ate the pie.

Step 3

Say the word with me. Suspicious. What does suspicious mean? Listen for responses.

Step 4

If you are suspicious of someone, you don't trust them.

Step 5

Have you ever been suspicious of someone? When/why? Evaluate whether the participants' answers are appropriate.

Once I was missing \$50 from my purse and a student was walking away from my desk, I was suspicious of him. I thought he took my money.

Step 6

Let's say the word again. Suspicious.

Vocabulary-Focused Lesson 16

Book *Bantam of the Opera*

Auch, M. J. (1997). *Bantam of the opera*. New York: Holiday House.
Luigi the rooster wins fame and fortune when the star of the Cosmopolitan Opera Company and his understudy both come down with chicken pox on the same night.

Target Words: wander, disguise, wail

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Wander

Step 2

Finally, Luigi wandered farther afield each day, so he could sing without being heard.

Step 3

Say the word with me. Wander. (Show the word card) What does wander mean? Listen for responses.

Step 4

If you wander, you walk around from place to place without going in any particular direction.

Step 5

Would it be safe to wander in the road?

Would it be safe to wander in your own backyard?

Is it ok to wander around the halls at school?

Would you want to wander around while you were carrying something heavy?

Would you want to wander around the park non a Saturday afternoon?

Step 6

Let's say the word again. Wander.

Word 2: Disguise

Step 2

Louigi found the perfect disguise to hide from Baldini.

Step 3

Say the word with me. Disguise (Show the word card) What is a disguise? Listen for responses.

Step 4

If you disguise yourself, you change your appearance so others don't know who you are.

Step 5

Which word goes with disguise? Smile Frown Trick

Besides Halloween, when is a good time for a disguise?

Step 6

Let's say the word again. Disguise.

Word 3 Wail

Step 2

Soon he was dancing around the stage, scratching with both hands. "I itch all over," he wailed. "It is driving me crazy."

Step 3

Say the word with me. Wail. What does wail mean? Listen for responses.

Step 4

If you let out a wail, you cry loudly.

Step 5

Why might someone wail?

Tell us about a time when you wailed.

Step 6

Let's say the word again. Wail.

Vocabulary-Focused Lesson 17

Book *The Honest-to-Goodness Truth*

McKissack, P. (2000). *The honest-to-goodness truth*. New York: Antheneum Books for Young Readers.

After promising never to lie, Libby learns it's not always necessary to blurt out the whole truth either.

Target Words: commenced, quivered, trudged

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Commenced

Step 2

Libby's stomach felt like she'd swallowed a handful of chicken feathers. Her eyes commenced to fill with water....

Step 3

Say the word with me. Commenced. (Show the word card) What do you think commenced means? Listen for responses.

Step 4

If something commences, it begins or starts.

Step 5

What time does school commence?

I cannot take you out of your class once your reading time commences, why do you think that is so?

Step 6

Let's say the word again. Commenced.

Word 2: Quivered

Step 2

Libby's bottom lip quivered when her mother asked her if she fed Ol' Boss.

Step 3

Say the word with me. Quivered. (Show the word card). What does quiver mean? Listen for responses.

Step 4

If something quivers, it shakes with very small movements.

Step 5

What might be a reason for something to quiver?

Show me what something looks like if it quivers.

Step 6

Let's say the word again. Quivered.

Word 3 Trudged**Step 2**

By the time Libby trudged up her steps, she was still confused.

Step 3

*Say the word with me. Trudged. What does trudged mean? **Listen for responses.***

Step 4

If you trudge somewhere, you walk there with slow, heavy steps.

Step 5

Would you trudge to the store to get something you have been waiting for for a long time?

Would you trudge to the dentist's office?

Step 6

Let's say the word again. Trudged.

Vocabulary-Focused Lesson 18

Book *No Place for a Pig*

Bloom, S. (2003). *No place for a pig*. Honesdale, PA: Boyds Mills Press, Inc.
When a woman brings a pig back to her apartment, she is faced with the challenge of raising it in the city.

Target Words: admire, delicate, lugged

- Step 1:** Read and discuss the story.
- Step 2:** Introduce the target words one at a time. Contextualize the word for its role in the story.
- Step 3:** Ask the children to repeat the word to create a phonological representation.
- Step 4:** Introduce the student-friendly definition.
- Step 5:** Share the word in contexts that are different from the context in the story.
- Step 6:** Repeat the word.

Word 1: Admired

Step 2

“These are spectacular!” she thought, admiring the plastic pigs that filled the yard.

Step 3

Say the word with me, admired. (Show the word card) What does admire mean? Listen for responses.

Step 4

If you admire something, you really like it and or respect it.

Step 5

Tell me about someone or something you admire.

Step 6

Let’s say the word again. Admire.

Word 2: Delicate

Step 2

“These are spectacular!” she thought, admiring the plastic pigs that filled the yard. “But too huge for my tiny apartment.” The delicate little pigs must be inside that shed.

Step 3

Say the word with me. Delicate. (Show the word card). What does delicate mean? Listen for responses.

Step 4

If something is delicate, it has to be handled very carefully because it might break.

Step 5

My nephew bought e a tiny elephant figurine. It is my favorite and I handle it very carefully because it is delicate.

Do you have something that is delicate?

Is a football delicate?

Is an egg delicate?

Step 6

Let's say the word again. Delicate.

Word 3 Lugged

Step 2

They both grunted as Ms. Taffy lugged Serena back to the train station.

Step 3

*Say the word with me. Lugged. What does lugged mean? **Listen for responses.***

Step 4

If you lug something from one place to another, you carry it with a lot of difficulty. You have trouble carrying it.

Step 5

If a backpack is filled with school books, would a kid have to lug it to school?

Do you have to lug a flower to your mother?

Would you lug your lunch tray to the lunch table?

Step 6

Let's say the word again. Lugged.

Vocabulary-Focused Lesson 19

Book *Sleeping Bobby*

Osborne, W., & Osborne, M. O. (2005). *Sleeping Bobby*. New York: Atheneum Books for Young Readers.

A retelling of the Grimm tale featuring a handsome prince who is put into a deep sleep by a curse until he is awakened by the kiss of a brave princess.

Target Words: delightful, wise, rage

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Delightful

Step 2

A year latter a baby boy was born to the royal couple. The child was so extraordinary and so delightful that the king and queen wanted him to have a very special name.

Step 3

Say the word with me. Delightful. (Show the word card) What does delightful mean?

Listen for responses.

Step 4

Something or someone delightful gives you a feeling of great pleasure.

Step 5

Do you think your mom finds you delightful?

What kinds of things would a delightful person do?

Could an animal be delightful?

What behaviors are NOT be delightful?

Step 6

Let's say the word again. Delightful.

Word 2: Wise

Step 2

They invited almost everyone in the realm, including the kingdom's twelve Wise Women.

Step 3

Say the word with me. Wise. (Show the word card) What does it mean to be wise? Listen for responses.

Step 4

A wise person makes good decisions and judgments based on their experiences and knowledge.

Step 5

Do you think your grandmother is wise? Why?

Do you think a baby is wise? Why?

Do you think a chair can be wise? Why?

What makes someone wise?

Step 6

Let's say the word again. Wise..

Word 3 Rage

Step 2

"Silence!" said the thirteenth wise woman, who in her rage, did not seem very wise at all.

Step 3

Say the word with me. Rage. What a rage? Listen for responses.

Step 4

A rage is strong, uncontrollable anger.

Step 5

Which word goes with rage: happy fun upset?

Describe a time when you were in a rage.

Step 6

Let's say the word again. Rage.

Vocabulary-Focused Lesson 20

Book *Borka: The Adventures of a Goose with No Feathers*

Burningham, J. (1963). *Borka: The adventures of a goose with no feathers*. London: Jonathan Cape.

Target Words: deserted, mend, journey

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Deserted

Step 2

They lived on a deserted piece of marshland near the East Coast of England.

Step 3

Say the word with me. Deserted. (Show the word card) What does deserted mean?

Listen for responses.

Step 4

Deserted describes a place where people have left and there is nothing there.

Step 5

Would you want to be alone on a deserted island?

Have you ever felt like someone has deserted you? If so, have them describe.

Step 6

Let's say the word again. Deserted.

Word 2: Mend

Step 2

Each spring the Plumpsters came back to the marshes and mended their nest.

Step 3

Say the word with me. Mend. (Show the word card) When you mend something, what do you do to it? Listen for responses.

Step 4

If something gets mended, it gets fixed so that it is in good working order again.

Step 5

*What are some things that could be mended? **Help them think about various objects***

Step 6

Let's say the word again. Mend.

Word 3 Journey

Step 2

Nobody noticed that Borka was missing. They were all thinking about the journey ahead.

Step 3

*Say the word with me. Journey. What is a journey? **Listen for responses.***

Step 4

A journey is a long trip.

Step 5

One summer, I took a journey to another country. The trip took 13 hours.

What are some things you could do on a journey?

Step 6

Let's say the word again. Journey.

Vocabulary-Focused Lesson 21

Book *The Easter Egg Farm*

Auch, M. J. (1992). *The easter egg farm*. New York: Holiday House.
Pauline can't concentrate on laying an egg because of all of the squabbling in the hen house. Finally, she lays a very unusual egg.

Target Words: concentrate, inspiration, scurried

- Step 1:** Read and discuss the story.
Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.
Step 3: Ask the children to repeat the word to create a phonological representation.
Step 4: Introduce the student-friendly definition.
Step 5: Share the word in contexts that are different from the context in the story.
Step 6: Repeat the word.

Word 1: Concentrate

Step 2

Pauline couldn't concentrate in all the confusion. Every time she tried to lay an egg, the other hens squabbled.

Step 3

Say the word with me, concentrate. (Show the word card) What does it mean to concentrate? Listen for responses.

Step 4

To concentrate means to give something all of your attention.

Step 5

Say "concentrate" if I describe a situation where it would be good to concentrate. Remain quiet if the situation is not one where you need to concentrate.

- *Studying for a math test.*
- *Walking down the sidewalk*
- *Drawing a picture*

If someone is concentrating how do they look? What are they doing?

Step 6

Let's say the word again. Concentrate.

Word 2: inspiration**Step 2**

In the story, Mrs. Pennyworth took Pauline on field trips for inspiration.

Step 3

Say the word with me. Inspiration. (Show the word card) What does it mean to get inspiration from something or someone? Listen for responses.

Step 4

Inspiration is a feeling of excitement that you get from something or someone. The excitement usually encourages you to go on and do something else.

Step 5

When I was in fifth grade, I had a really great teacher. She was my inspiration to be a really good teacher to my students.

Share a time when you felt inspired by something or someone.

Step 6

Let's say the word again. Inspiration.

Word 3 Scurry**Step 2**

The bright colored chicks scurried around the egg lady.

Step 3

Say the word with me. Scurry. What does it mean to scurry? Listen for responses.

Step 4

Scurry describes a way of walking quickly, taking small steps.

Step 5

When would be a time that you would scurry? Start your sentence with, "I would scurry if..." (Ensure that students use the sentence stem)

Tell me if the following animals scurry:

- *Horses*
- *Ducks*
- *People*
- *Frogs*
- *Alligators*
-

Step 6

Let's say the word again. Scurry.

Vocabulary-Focused Lesson 22

Book *Superhero Max*

David, L. (2002). *Superhero Max*. New York: Doubleday for Young Readers.
A second-grade boy has trouble fitting in at his new school, until he wears a Captain Crusader costume for Halloween.

Target Words: villain, vicious, scampered

- Step 1:** Read and discuss the story.
Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.
Step 3: Ask the children to repeat the word to create a phonological representation.
Step 4: Introduce the student-friendly definition.
Step 5: Share the word in contexts that are different from the context in the story.
Step 6: Repeat the word.

Word 1: Villain

Step 2

I fight villains and save animals from calamitous disasters

Step 3

Say the word with me. Villain. (Show the word card) What is a villain? Listen for responses.

Step 4

A villain is a someone who deliberately harms other people or breaks the law in order to get what he or she wants.

Step 5

Say "villain" if I name a villain. Say not a villain if I don't.

- *Harry Potter*
- *The big bad wolf in the Three Little Pigs*
- *Your teacher*

Which word goes with villain: bad helpful mighty?

Step 6

Let's say the word again. Villain.

Word 2: Vicious

Step 2

Captain Crusader has to help save his friends from vicious bugs and wild animals.

Step 3

Say the word with me. *Vicious*. (**Show the word card**) What does it *vicious* mean? **Listen for responses.**

Step 4

Vicious describes something violent and cruel.

Step 5

What kinds of animals are *vicious*?

Have you ever encountered anything *vicious*?

Step 6

Let's say the word again. *Vicious*.

Word 3 Scampered**Step 2**

Max and his classmates scampered across the playground and played their buggy game.

Step 3

Say the word with me. *Scampered*. What does it mean to *scamper*? **Listen for responses.**

Step 4

Scamper describes moving quickly with small light steps.

Step 5

When would be a time that you would *scamper*? Start your sentence with, "I would *scamper* if..." (Ensure that students use the sentence stem)

Tell me if the following animals *scamper*:

- *Ants*
- *Pigs*
- *Bugs*
- *Birds*
- *Cows*
-

Step 6

Let's say the word again. *Scampered*.

Vocabulary-Focused Lesson 23

Book *Dora's Box*

Campbell, A. (1998). *Dora's Box*. New York: Alfred A. Knopf, Inc.
In order to protect her, Dora's parents must put anything that might frighten or hurt her into a box and tell her never to open it, but when she eventually does, her life is enriched by what she finds.

Target Words: oath, frustration, compassion

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Oath

Step 2

"If you release me," the witch cried, "I will grant you three wishes. But if you leave me, I will curse you with three oaths."

Step 3

Say the word with me. Oath. (Show the word card) What is an oath? Listen for responses.

Step 4

An oath is a formal promise.

Step 5

Have you ever had to give an oath? boy/girl scouts

Once, I had to testify at a meeting, and I had to take an oath to tell the truth. Have you ever had to do anything like that?

Step 6

Let's say the word again. Oath.

Word 2: Frustration

Step 2

Every day and every night, Dora's mother and father gathered all the hurts, fears, angers, and frustrations they encountered and put them safely into Dora's box, so that she would never know them.

Step 3

Say the word with me. Frustration. (Show the word card) What is a frustration? Listen for responses.

Step 4

Frustration describes something that makes you angry or upset because you can't do anything about the problem it creates.

Step 5

Has something ever caused you frustration?

Step 6

Let's say the word again. Frustration.

Word 3 Compassion

Step 2

For, to be loved by all, she must have compassion, she must know not only goodness and joy but also some of the evil and sadness in the world, as we all do.

Step 3

Say the word with me. Compassion. What is compassion? Listen for responses.

Step 4

Compassion is a feeling of understanding for others who are going through something.

Step 5

I once gave a homeless man some food. I thought about what it feels like to be hungry, and I felt sad for him, so I bought him food.

If you have compassion, what will it lead you to do?

Step 6.

Let's say the word again. Compassion.

Vocabulary-Focused Lesson 23

Book *When Jo Louis Won the Title*

Rochelle, B. (1994). *When Jo Louis won the title*. Boston: Houghton Mifflin Company. Jo's grandfather helps her feel better about herself when he tells her the story about why she is named for the heavyweight boxing champion, Joe Louis.

Target Words: tattered, destination, bellowed

- Step 1:** Read and discuss the story.
- Step 2:** Introduce the target words one at a time. Contextualize the word for its role in the story.
- Step 3:** Ask the children to repeat the word to create a phonological representation.
- Step 4:** Introduce the student-friendly definition.
- Step 5:** Share the word in contexts that are different from the context in the story.
- Step 6:** Repeat the word.

Word 1: Tattered

Step 2

Everything I owned fit into a tattered suitcase.

Step 3

Say the word with me. Tattered. (Show the word card) What does tattered? Listen for responses.

Step 4

If something is tattered, it is torn because it has been used a lot.

Step 5

Which word goes with tattered: new old good?

I have a tattered robe that I wear all of the time. It is very comfortable. Do you have anything that is tattered?

Step 6

Let's say the word again. Tattered.

Word 2: Destination

Step 2

I rode the train all day and all night. Like a snake winding its way across the Mississippi River, that train moved slowly through farmlands and flatland, over mountains and valleys until it reached its final destination.

Step 3

Say the word with me. Destination. What is a destination? (Show the word card) Listen for responses.

Step 4

Your destination is the place you are going to.

Step 5

If I leave Lake City to go to Gainesville, what is my destination?

If you could go to any destination, where would you go? Why?

Step 6

Let's say the word again. Destination.

Word 3 Bellowed

Step 2

"New York City! New York! New York! the conductor bellowed as the train pulled into the station."

Step 3

Say the word with me. Bellowed. What does it mean to bellow? Listen for responses.

Step 4

If someone bellows, they shout in a loud, deep voice.

Step 5

Would a library be a good place to bellow?

Would a playground be a good place to bellow?

Would the dinner table be a good place to bellow?

Why would anyone need to bellow?

Step 6

Let's say the word again. Bellow.

Vocabulary-Focused Lesson 25

Book *Precious and the Boo Hag*

McKissack, P. C., & Moss, O. J. (2004). *Precious and the boo hag*. New York: Antheneum Books for Young Readers.

Home alone with a stomachache while the family works in the fields, a young girl faces up to the horrifying Boo Hag that her brother warned hear about.

Target Words: disbelieve, confidence, disguise

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Disbelieve

Step 2

Before he left, Brother pulled Precious to the side. “Be sure to mind Mama, now. ‘Cause if you let somebody in, you never know. It might just be Pruella the Boo Hag.” “Who?” Precious asked, with a disbelieving giggle.

Step 3

Say the word with me. Disbelieve. (Show the word card) Does anyone know what disbelieve means? Listen for responses.

Step 4

If someone disbelieves something, they don’t believe that it is true or real.

Step 5

Tell me whether you would look in disbelief at the following statements:

- *If someone told you a cow jumped over a moon.*
- *If someone told you that you that it was snowing outside.*
- *If someone told you that they want to be your friend.*
- *If your mom told you that dinner was ready.*

Have the students explain why they would look in disbelief or not.

Tell me about a time when you had to give a disbelieving stare.

Step 6

Let’s say the word again. Disbelieve.

Word 2: Confidence

Step 2

“There’s no such thing as a Boo Hag—especially one named Pruella,” she told herself with a pinch of confidence.

Step 3

Say the word with me. Confidence. (Show the word card) What is confidence? Listen for responses.

Step 4

Confidence describes a feeling of being sure you can do something.

Step 5

Because the girl had spent all week studying for her reading test, she had a lot of confidence in being able to pass the test. What gave her the confidence?

Tell about a time when you had a lot of confidence.

Step 6

Let’s say the word again. Confidence.

Word 3 Disguise**Step 2**

“Pruella was scary, and she was pretty tricky. I almost brought her inside when she disguised herself as a shiny new penny.”

Step 3

Say the word with me. Disguise. We have talked about this word before. What does disguise mean? Listen for responses. Make sure that students understand that things are disguised so they aren’t recognized.

Step 4

To disguise something means to change its appearance so that people will not know about it or recognize it.

Step 5

When might you wear a disguise?

What word goes with disguise: sly church laugh?

Step 6

Let’s say the word again. Disguise.

Vocabulary-Focused Lesson 26

Book *The Brave Little Seamstress*

Osborne, M. P. (2002). *The brave little seamstress*. New York: Antheneum books for Young readers.

A seamstress who kills seven flies with one blow outwits the kind and, with the help of a kind knight, becomes a wise and kind queen.

Target Words: feat, abandoned, admired

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Feat

Step 2

As she stitched each word, the little seamstress grew prouder and prouder of her amazing feat. Her heart wagged with joy like the tail of a lamb.

Step 3

Say the word with me. Feat. (Show the word card) What is a feat? Listen for responses.

Step 4

A feat is a difficult act or achievement.

Step 5

If I describe a feat, say feat. If I don't describe a feat remain quiet.

Climbing a tall tree

Walking down the sidewalk.

Jumping a big ramp on your bike.

Making all As on your report card.

Tell me a about a feat you accomplished.

Step 6

Let's say the word again. Feat.

Word 2: Abandoned

Step 2

It was not long before she spotted the wild boar near an abandoned chapel in a clearing.

Step 3

Say the word with me. Abandoned. (Show the word card) What does abandoned mean?

Listen for responses.

Step 4

If you abandon something, you leave it for a long time.

Step 5

Would you abandon cookies baking in the oven?

Would you abandon your friend at a park?

Would you abandon food that didn't taste good?

Would you abandon your bike on the side walk?

*Be sure to get them to explain why they would or would not abandon things.

Step 6

Let's say the word again. Abandoned

Word 3 Admire* They have had this word a few times. Remind them.

Step 2

She said that Christmas was coming soon and that it was freezing cold outside and she used words like human kindness and simple charity until she said, "Okay, okay, she can stay."

Step 3

Say the word with me. Admire. What does it mean to admire? Listen for responses.

Step 4

If you admire someone, you respect them.

Step 5

Tell me about someone that you admire.

Step 6

Let's say the word again. Admire.

Vocabulary-Focused Lesson 27

Book *Verdi*

Cannon, J. (1997). *Verdi*. San Diego, CA: Harcourt, Brace, & Company.

A young python does not want to grow slow and boring like the older snakes he sees in the tropical jungle where he lives.

Target Words: complain, startled, fidgeted

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Complain

Step 2

“Stop that, Verdi. It makes me nervous,” Ribbon complained.

Step 3

Say the word with me. Complain. (Show the word card) What does it mean to complain?

Listen for responses.

Step 4

If you complain about something, you say you are not satisfied with it.

Step 5

The lady in the restaurant complained about her soup because....

The parent complained to the teacher because....

Would you complain about a new outfit?

Would you complain if someone were in your seat?

Would you complain about your mom making your favorite dinner?

Step 6

Let’s say the word again. Complain.

Word 2: Startled

Step 2

Launching himself from a tree, Verdi startled a flock of colorful birds.

Step 3

Say the word with me. *Startled*. (**Show the word card**) What does *startled* mean? **Listen for responses.**

Step 4

If something startles you, it surprises and frightens you a little.

Step 5

If someone sneaked up behind you and shouted in your ear, would it startle you?

Which word goes with startled: surprised amused talked

Which word goes with startled: curious unexpected laugh

Step 6

Let's say the word again. Startled.

Word 3 fidgeted**Step 2**

She said that Christmas was coming soon and that it was freezing cold outside and she used words like human kindness and simple charity until she said, "Okay, okay, she can stay."

Step 3

Say the word with me. *Fidgeted*. What does *fidgeted* mean? **Listen for responses.**

Step 4

If you fidget, you keep moving your hands or feet or changing positions.

Step 5

Once I took a trip on a cruise ship, and when it was time to get off of the ship, I fidgeted because I was really ready to get off.

Have you ever fidgeted?

Step 6

Let's say the word again. Fidgeted.

Vocabulary-Focused Lesson 28

Book *Wolf Comes to Town*

Manton, D. (1993). *Wolf comes to town*. New York: Dutton's Children's Books.

Target Words: disguise, suspicious, seize

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Disguise

Step 2

Now, that big wolf just loved to go shopping, but whenever he left his house he would wear a disguise, for he knew that people didn't like wolves very much.

Step 3

Say the word with me, disguise. (Show the word card) What is a disguise? Listen for responses.

Step 4

A disguise is something you put on to change your appearance so people won't know who you are.

Step 5

Would you wear a disguise to a church?

Would you wear a disguise on Halloween?

Would you wear a disguise to school?

Would you wear a disguise to a family dinner?

Give children an opportunity to explain *why* they would or would not wear the disguise.

Step 6

Let's say the word again. Disguise.

Word 2: Suspicious

Step 2

In the story, things had gotten so bad that the shopkeepers were suspicious of just about everybody.

Step 3

Say the word with me. Suspicious. (Show the word card) What suspicious mean? Listen

for responses.

Step 4

If someone is suspicious of someone else, they do not trust them.

Step 5

Would you be suspicious of your mom?

Would you be suspicious of someone walking around your house at night?

Would you be suspicious if kept looking at your homework?

Can anybody share a time when you were suspicious?

Step 6

Let's say the word again. Suspicious.

Word 3 Seize

Step 2

The wolf seized the painting and ran from the gallery, leaving the owner quaking with terror.

Step 3

*Say the word with me. Seize. What does it mean to seize something? **Listen for responses.***

Step 4

When someone seizes something, they take hold of it quickly and firmly.

Step 5

Would you seize a hot pot from the stove?

Would you seize a cupcake from a plate?

Would you seize a cactus?

Why or why not?

If someone were to seize a dog's tail, what might happen?

Step 6

Let's say the word again. Seize.

Vocabulary-Focused Lesson 29

Book *Eggs Mark the Spot*

Auch, M. J. (1996). *Eggs mark the spot*. New York: Holiday House.
Pauline the hen uses her talent for laying eggs with the image of what she sees to help capture the thief who has stolen a famous painting from an art gallery.

Target Words: exhibit, overwhelmed, devastated

- Step 1:** Read and discuss the story.
- Step 2:** Introduce the target words one at a time. Contextualize the word for its role in the story.
- Step 3:** Ask the children to repeat the word to create a phonological representation.
- Step 4:** Introduce the student-friendly definition.
- Step 5:** Share the word in contexts that are different from the context in the story.
- Step 6:** Repeat the word.

Word 1: Exhibit

Step 2

We have a new exhibit of paintings by world-famous artists.

Step 3

Say the word with me, exhibit. (Show the word card) What is an exhibit? Listen for responses.

Step 4

An exhibit is something of interest that people come and look at.

Step 5

We went to Mrs. Folsom's class to see her exhibit. She had sculptures on display.

What kinds of things could we put in an exhibit?

Step 6

Let's say the word again. Exhibit.

Word 2: Overwhelmed

Step 2

At first, Pauline was overwhelmed by the wonderful works of art.

Step 3

Say the word with me. Overwhelmed. (Show the word card) What overwhelmed mean? Listen for responses.

Step 4

Overwhelmed describes a feeling that affects you so much, you don't know how to deal with it.

Step 5

Sometimes, when I have a lot of things to do, I feel overwhelmed, like I don't know how I am going to get it all done.

What kinds of things might overwhelm a kid?

Step 6

Let's say the word again. Overwhelmed..

Word 3 Devastated**Step 2**

Pauline was devastated because she couldn't make up her own paintings. She could only copy the ones that were there.

Step 3

*Say the word with me. Devastated. What does devastated mean? **Listen for responses.***

Step 4

If you are devastated by something, you are shocked and upset by it.

Step 5

The girl was devastated because....

The teacher was devastated because....

Which word goes with devastated: disappointed delighted eager?

Step 6

Let's say the word again. Devastated.

Vocabulary-Focused Lesson 30

Book *Pizza for the Queen*

Castaldo, N. (2005). *Pizza for the queen*. New York: Holiday House.
In 1889 Napoli, Italy, Raffaele Esposito prepares a special pizza for the queen.

Target Words: frantic, protest, anxious

- Step 1:** Read and discuss the story.
- Step 2:** Introduce the target words one at a time. Contextualize the word for its role in the story.
- Step 3:** Ask the children to repeat the word to create a phonological representation.
- Step 4:** Introduce the student-friendly definition.
- Step 5:** Share the word in contexts that are different from the context in the story.
- Step 6:** Repeat the word.

Word 1: Frantic

Step 2

Giuseppe was closing his shop for siesta, when everyone rested during the heat of the day; but when he saw Raffaele looking so frantic, he let him in.

Step 3

Say the word with me, frantic. (Show the word card) What does frantic mean? Listen for responses.

Step 4

Frantic describes a person who is behaving in a desperate, wild, and disorganized way because they are worried, or in a hurry.

Step 5

I was frantic when I couldn't find my computer. I thought someone had stolen it.

The lady was frantic because....

The little boy frantic because.....

Which word is the opposite of frantic: nervous calm happy?

Step 6

Let's say the word again. Frantic.

Word 2: Protest

Step 2

Before Niccolo could protest any further, Raffaele hurried from the wharf.

Step 3

Say the word with me. Protest. (Show the word card) What does protest mean? Listen for responses.

Step 4

If someone protests, they say or show publicly that they don't agree with something.

Step 5

Some people have been protesting the war in Iraq. They are showing that they disagree with it.

Once, I protested when I didn't like a new rule my school made.

Have you ever protested?

Step 6

Let's say the word again. Protest.

Word 3 Anxious**Step 2**

The queen was anxious to taste the pizza

Step 3

Say the word with me. Anxious. What does it mean to be anxious? Listen for responses.

Step 4

When someone is anxious, they are worried or excited about something happening.

Step 5

I am anxious to graduate from school. I sit and think about it all of the time, and I talk about it all of the time.

Have you ever felt anxious?

Step 6

Let's say the word again. Anxious.

Vocabulary-Focused Lesson 31

Book *The Frog Principal*

Calmenson, S. (2001). *The frog principal*. New York: Scholastic Press.

A frog showed up as substitute principal of P.S. 88. Now the school has to learn to get along with him. It is not always easy.

Target Words: scrawled, refreshing, commotion

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Scrawled

Step 2

“I can’t let her see me this way!” thought Mr. Bundy. He scrawled a note that said: Family emergency! Be back soon.

Step 3

Say the word with me, scrawled. (Show the word card) What does scrawled mean?

Listen for responses.

Step 4

If you scrawl something, you write it in a careless, untidy way.

Step 5

Give me a thumbs up if the answer is yes, and a thumbs down if the answer is no.

Would it be good to scrawl your homework?

Would it be ok to scrawl a note to your friend?

Would it be fine to scrawl on your math book?

Step 6

Let’s say the word again. Scrawl.

Word 2: Refreshing

Step 2

The next thing they knew- SPLASH!- their principal was swimming laps in the sink. They tried their best not to giggle. “Very refreshing,” said Mr. Bundy.

Step 3

Say the word with me. Refreshing. (Show the word card) What does refreshing mean?

Listen for responses.

Step 4

If something is refreshing, it is pleasantly different from what you are used to.

Step 5

On a really hot day, a cool drink of water is very refreshing.

Which word goes with refreshing: pleasant unpleasant hard?

Have you ever had something refreshing?

Step 6

Let's say the word again. Refreshing..

Word 3 Commotion**Step 2**

Ms. Moore heard the commotion and came running.

Step 3

Say the word with me. Commotion. What is a commotion? **Listen for responses.**

Step 4

A commotion is a lot of noise and confusion.

Step 5

A bee flew into the classroom and caused a commotion.

Once, I was riding down the street, and a car was on the wrong side of the road, driving in the wrong direction, it caused quite a commotion.

Can you think of a time when there was a commotion?

Step 6

Let's say the word again. Commotion.

Vocabulary-Focused Lesson 32

Book *Turtle Spring*

Zagwyn, D. T. (1998). *Turtle spring*. Berkeley, CA: Tricycle Press.

The changing seasons bring surprises to Clee, including a new baby brother early in the year and a turtle whose life seems to crawl away in the winter.

Target Words: insisted, contented, emerged

Step 1: Read and discuss the story.

Step 2: Introduce the target words one at a time. Contextualize the word for its role in the story.

Step 3: Ask the children to repeat the word to create a phonological representation.

Step 4: Introduce the student-friendly definition.

Step 5: Share the word in contexts that are different from the context in the story.

Step 6: Repeat the word.

Word 1: Insist

Step 2

“Aren’t you the lucky one?” everyone insisted from orbits around the crib. Clee felt like a lost moon.

Step 3

Say the word with me, insisted. (Show the word card) Insisted looks like word we have talked about before. Does anyone remember what it means? Listen for responses.

Step 4

If someone insists, they really want something to happen, and they say it in a firm way.

Step 5

Complete each sentence.

The boy’s mother insisted that he come inside the house because....

The doctor insisted that the lady be admitted to the hospital because...

The baby insisted on having his bottle because....

Step 6

Let’s say the word again. Insist.

Word 2: Content

Step 2

Clee’s turtle sunned herself. She looked content, having just gobbled three worms.

Step 3

Say the word with me. Content. (Show the word card) What does content mean? Listen for responses.

Step 4

If someone is content, they are happy and satisfied.

Step 5

When I have a good book, a full stomach, and a soft chair, I am content.

What has to be in place for you to be content?

Step 6

Let's say the word again. Content.

Word 3 Emerge

Step 2

By early April the big snowbanks were disappearing. The garden emerged shabby and moist.

Step 3

Say the word with me. Emerge. What does it mean to emerge? Listen for responses.

Step 4

When you emerge, you come out of a place where you had not been before.

Step 5

The bears emerged from the cave after sleeping all winter long.

The ants emerged from the hole once they smelled the cake from the picnic.

The puppy emerged from under the bed when his owner came home.

Can you think of a sentence using the word, emerge?

Step 6

Let's say the word again. Emerge.

APPENDIX E
TEACHING CHART USED DURING STRATEGIES-FOCUSED LESSON

Things Good Readers Do

Question

- **Good questions begin with who, what, when, where, why, and how**

Clarify

- **You can clarify by “mining the context.” Look at words or phrases around what you don’t know**
- **Substitute a word that you do know**
- **See if you recognize parts of the word**

Summarize

- **Gather up the main parts of what has already happened, put them in order, and then create a sentence**
- **Leave out details**
- **Keep it short**

Predict

- **Use pictures and things that have already happened to help you make a good guess about what might happen next**
Use what you already know to help you

APPENDIX F
STRATEGIES-FOCUSED LESSON GUIDES

Strategies-Focused Lesson Script

General Directions: For each lesson, read the storybook aloud. During each reading, focus on the highlighted strategy(ies) in the script. Model strategy use for the students. Examine the marked pages of each book to identify possible strategy practice during reading.

Script: Today, I am going to introduce to you, four strategies that good readers use to help them understand what they read. I want you to watch me, and think about what I am doing as I read the story.

I am going to be asking questions, clarifying, summarizing, and making predictions during the story.

For the first few days, I am going to be describing the strategies to you, to make sure you understand them. Then, I am going to show you how I use them. I will always do that aloud. Next, we are going to be using the strategies together. After that, I will guide you as you try to use the strategies alone. Finally, You will do it all by yourself. Throughout our time together, how much I do and how much you do will change.

When I ask *questions*, I am going to be asking questions that begin with who, what, when, where, why, and how, because good questions begin that way.

When I *clarify*, I am going to look for the meaning of words or ideas that aren't quite clear to me. I am going to clarify in three ways:

1. I am going to “mine the context.” People who look for gold, mine. They dig. I am going to “dig” into the words around the word I don't know, to see if they help me figure out what it means.
2. I am going to try to substitute a synonym. A synonym is a word that might mean the same thing as the word I don't know. I am going to put the synonym in the same place as the word I am confused about, to see if it makes sense.
3. I am going to look at the word to see if I recognize any part of the word, and ask myself if it looks like a word that I already know.

When I *summarize*, I am going to think about the big ideas that have happened in the story. I am going to put them in order, and retell what has happened.

When I *predict*, I am going to look at the pictures and think about what has happened, to help me make a good guess about what might happen next.

Strategies-Focused Lessons 1-4

During the first four lessons, there will be explicit strategy description and teacher modeling. Before each lesson, review each strategy on the chart.

Strategies	Book
QCSP	<i>Prudy's Problem and How She Solved It</i>
QCSP	<i>Brothers of the Knight</i>
QCSP	<i>Flossie and the Fox</i>
QCSP	<i>A Bad Case of Stripes</i>

Lesson 1

Predicting: I previewed the title, cover, and illustrations, and using these clues, I *predict* that this character, I am going to guess that she is Prudy, has a problem (because her hands are up in the air) with a lot of objects ...it looks to me like she is in her room. Now, I am going to read to see if my *prediction* is correct.

Questioning: The author says that Prudy seemed like a normal little girl. She had a sister, a dog, two mice, and her own room. Yes, she seemed normal, but she collected things. My question is: *Why* does collecting things make her not normal? Remember, it is a good question because it begins with *why*. Let me see if the author explains why that makes her something other than normal.

Clarifying: I see this word distraction. The author says that Prudy's collection drove her dad to distraction. I am not clear on what that means. First, I am going to mine the context. I am going to look around the word to see if I can get some clues. It says, he was a tidy person who did not like clutter. I am still not exactly sure, so I am going to see if the word looks like one I know. I see distract in distraction, and I know that to distract someone means to bother them. So let me see if it makes sense in the sentence. Prudy's collection bothered her dad because he was tidy and didn't like clutter. Yes! That makes sense.

Summarizing: I am going to gather the big ideas in the story by rereading the pages to myself to quickly get the information fresh in my head. (Mumble to yourself as you skim through the main parts). Now, here is what has happened. Prudy is a little girl who has a huge collection of things. Her collection has gotten out of control, and she has to do something about it. She has been walking around looking for ideas about how to get her collection under control.

Strategies-Focused Lessons 1-4

During the first four lessons, there will be explicit strategy description and teacher modeling. Before each lesson, review each strategy on the chart.

Strategies	Book
QCSP	<i>Prudy's Problem and How She Solved It</i>
QCSP	<i>Brothers of the Knight</i>
QCSP	<i>Flossie and the Fox</i>
QCSP	<i>A Bad Case of Stripes</i>

Lesson 2

Predicting: I previewed the title, cover, and illustrations, and using these clues, I *predict* that these boys are brothers and they dance at night. Their bodies look like they are dancing and it is at night because I see the stars. But, the word Knight in the title isn't spelled like the night that comes after day, so maybe their name is Knight. I am not sure, let's read on to see what happens.

Questioning: The author says that Reverend Knight lived in Harlem with his twelve sons and their dog. My question is, Where is their mother? Will the author tell me about her later on?

Clarifying: I see this word sermon. I don't know what a sermon is. It doesn't look like a word that I already know. I can't think of one to substitute, so I will mine the context. The author says people came from far and wide to hear his sermons, and yet he couldn't solve his own problems in his own home. Do people listen to sermons to solve problems? He is a reverend. Are sermons something that preachers give? Do they have to do with church? I think I am in the right area. I will keep reading.

Summarizing: I am going to gather the big ideas in the story by rereading the pages to myself to quickly get the information fresh in my head. (Mumble to yourself as you skim through the main parts). Now, here is what has happened. Reverend Knight has gone through a lot of nannies because they can't solve the mystery of why his sons' shoes keep getting worn out so quickly. Now, he has hired a new nanny who seems different from the others.

Strategies-Focused Lessons 1-4

During the first four lessons, there will be explicit strategy description and teacher modeling. Before each lesson, review each strategy on the chart.

Strategies	Book
QCSP	<i>Prudy's Problem and How She Solved It</i>
QCSP	<i>Brothers of the Knight</i>
QCSP	<i>Flossie and the Fox</i>
QCSP	<i>A Bad Case of Stripes</i>

Lesson 3

Predicting: I previewed the title, cover, and illustrations, and using these clues, I *predict* that the girl on the cover has a pet fox or is friends with the fox. She is kind of smiling, and the fox is right beside her. Now, I am going to read to see if that makes correct. **(Be sure to emphasize that you were incorrect).**

Questioning: The author says that the chickens are scared. Why are the chickens scared? Do foxes eat chickens? When chickens are scared, does that mean they can't lay eggs?

Clarifying: I see this word sly. I am not sure what it means. I am going to mine the context to see if it helps me. I am going to look at the words around sly to see if I can figure out what sly means. Now, "Ever-time they corner that ol' slickster, he gets away. I tell you that fox is one sly critter." Does that mean he is fast? Does it mean he is smart? Let me substitute those words to see if they make sense. (Reread the sentence and plug in the ideas). Well, it could mean both because they both make sense. I am going to keep thinking about sly to see if the meaning becomes more clear as I read on.

Summarizing: I am going to gather the big ideas in the story by rereading the pages to myself to quickly get the information fresh in my head. (Mumble to yourself as you skim through the main parts). Now, here is what has happened. Flossie's grandmother told her to take some eggs to a neighbor, but Flossie has to watch out for a fox in the forest.

Strategies-Focused Lessons 1-4

During the first four lessons, there will be explicit strategy description and teacher modeling. Before each lesson, review each strategy on the chart.

Strategies	Book
QCSP	<i>Prudy's Problem and How She Solved It</i>
QCSP	<i>Brothers of the Knight</i>
QCSP	<i>Flossie and the Fox</i>
QCSP	<i>A Bad Case of Stripes</i>

Lesson 4

Predicting: I previewed the title, cover, and illustrations, and using these clues, I *predict* that the girl on the cover is sick with a condition called stripes. I think she is sick because she has a thermometer in her mouth, and she is holding a cup with a straw in it, and her face looks very sad. She is also in bed. Now, I am going to read to see if my *prediction* is correct.

Questioning: The author says that Camilla screamed when she looked in the mirror. My question is, *Why did she scream?* I could guess that her dress didn't look good on her and she was worried about whether she would be able to impress people. Let's read on to see if we can figure it out.

Clarifying: I see this word contagious. The author says that Other parents are afraid that Camilla's stripes might be contagious. The word doesn't look like on that I already know, so I am going to look at other words and ideas around it to see if I can figure it out. Now, why would other parents be worried about Camilla? Hmm...maybe they think that their kids can catch Camilla's stripes. Maybe contagious means other people can catch it. Let's put that in the sentence to see if it I makes sense. They're afraid other people can catch those stripes. Yes, that works!

Summarizing: I am going to gather the big ideas in the story by rereading the pages to myself to quickly get the information fresh in my head. (Mumble to yourself as you skim through the main parts). Now, here is what has happened. Camilla Cream is a girl who cares about what people think of her. On the first day of school, she was covered in stripes. Now, different doctors and experts are trying to figure out how to make her stripes go away.

Strategies-Focused Lessons 5-8

Before each lesson, review each strategy on the chart.

Strategies	Book
Q	<i>Shrinking Violet</i>
Q	<i>Nicholas Bentley Stoningpot III</i>
Q	<i>Wolf!</i>
Q	<i>The Princess and the Pizza</i>

General Directions:

For the next four lessons, the focus of the lesson is **questioning**. Throughout the story, you will generate questions as you read. Review the questioning section of the teaching chart provided. During this phase, you will begin to use the strategy collaboratively with the students. Allow them to help you generate questions about the text. Instruct them to give you a thumbs up when they have a question.

Lesson 5

Boys and girls, I am going to be reading a story called *Shrinking Violet*. I want you to help me create questions as I read. While I read, I want you to be thinking of questions that can we can ask. Remember how good questions begin, with: who, what, when, where, why, and how.

Questioning: I will start with the cover. There is a boy on the cover of the book, my question is *Why is he lying on his book?* There is also a girl on the cover, what can we ask about her. Encourage students to help you construct. One could be: *Why does the girl on the cover look like she is hiding behind her book?*

Because this lesson really depends on what students have to contribute, possible questions have been listed and the corresponding book pages have been marked. Be sure to encourage students to help you construct questions. This should be a collaborative process.

Possible Questions:

- What does it mean for Violet's stomach to turn upside down?
- Why is Irwin saying mean things to Violet?
- Why is Violet allergic to attention?
- What is making Violet want to shrink away?
- How is Violet going to get over her shyness?
- Who is going to do Violet's part if she won't do it?

Strategies-Focused Lessons 5-8

Before each lesson, review each strategy on the chart.

Strategies	Book
Q	<i>Shrinking Violet</i>
Q	<i>Nicholas Bentley Stoningpot III</i>
Q	<i>Wolf!</i>
Q	<i>The Princess and the Pizza</i>

General Directions:

For the next four lessons, the focus of the lesson is **questioning**. Throughout the story, you will generate questions as you read. Review the questioning section of the teaching chart provided. During this phase, you will begin to use the strategy collaboratively with the students. Allow them to help you generate questions about the text. Instruct them to give you a thumbs up when they have a question.

Lesson 6

Boys and girls, I am going to be reading a story called *Nicholas Bentley Stoningpot III*. I want you to help me create questions as I read. While I read, I want you to be thinking of questions that can we can ask. Remember how good questions begin, with: who, what, when, where, why, and how.

Questioning: I will start with the cover. There is a boy on the cover of the book, my question is, *Is he Nicholas Bentley Stoningpot III?* Look at his face, what can we ask about him. Encourage students to help you construct. One could be: *Why is he dressed so formally?*

Because this lesson really depends on what students have to contribute, possible questions have been listed and the corresponding book pages have been marked. Be sure to encourage students to help you construct questions. This should be a collaborative process.

Possible Questions:

- Why aren't there any other kids on the ship with Nicholas?
- How does Nicholas feel about listening to the grown ups talk about each other?
- Why couldn't Nicholas eat and drink the special treats that the cook made?
- What was wrong with the crew, since Nicholas couldn't be with them?
- Who is going to save Nicholas from the sinking ship?

Strategies-Focused Lessons 5-8

Before each lesson, review each strategy on the chart.

Strategies	Book
Q	<i>Shrinking Violet</i>
Q	<i>Nicholas Bentley Stoningpot III</i>
Q	<i>Wolf!</i>
Q	<i>The Princess and the Pizza</i>

General Directions:

For the next four lessons, the focus of the lesson is **questioning**. Throughout the story, you will generate questions as you read. Review the questioning section of the teaching chart provided. During this phase, you will begin to use the strategy collaboratively with the students. Allow them to help you generate questions about the text. Instruct them to give you a thumbs up when they have a question.

Lesson 7

Boys and girls, I am going to be reading a story called *Wolf!*. I want you to help me create questions as I read. While I read, I want you to be thinking of questions that can we can ask. Remember how good questions begin,,: with: who, what, when, where, why, and how.

Questioning: I will start with the cover. There is a pig, wolf, cow, and a duck on the cover. Some of them have on glasses, and they are all sharing a book together. Will this story be about animals reading? They look happy. Why are they all smiling.

Because this lesson really depends on what students have to contribute, possible questions have been listed and the corresponding book pages have been marked. Be sure to encourage students to help you construct questions. This should be a collaborative process.

Possible Questions:

Why is the wolf just wandering around?

Why weren't the pig, cow, and duck afraid of the wolf?

What did the pig mean when he said, Can you be big and dangerous somewhere else?

What did he want the wolf to do?

Strategies-Focused Lessons 5-8

Before each lesson, review each strategy on the chart.

Strategies	Book
Q	<i>Shrinking Violet</i>
Q	<i>Nicholas Bentley Stoningpot III</i>
Q	<i>Wolf!</i>
Q	<i>The Princess and the Pizza</i>

General Directions:

For the next four lessons, the focus of the lesson is **questioning**. Throughout the story, you will generate questions as you read. Review the questioning section of the teaching chart provided. During this phase, you will begin to use the strategy collaboratively with the students. Allow them to help you generate questions about the text. Instruct them to give you a thumbs up when they have a question.

Lesson 8

Boys and girls, I am going to be reading a story called *The Princess and the Pizza*. I want you to help me create questions as I read. While I read, I want you to be thinking of questions that can we can ask. Remember how good questions begin, with: who, what, when, where, why, and how.

Questioning: I will start with the cover. There is a princess on the cover with a jeweled crown and a jeweled necklace. My question is, *Why is she holding a pizza?*

Because this lesson really depends on what students have to contribute, possible questions have been listed and the corresponding book pages have been marked. Be sure to encourage students to help you construct questions. This should be a collaborative process.

Possible Questions:

Why did Princess Paulina's dad give up his throne?

Why didn't Princess Paulina expect much competition in the contest?

Where did all of these other princesses come from?

Why did the seven girls who looked bright eyed get sent home?

Strategies-Focused Lessons 9-12

Before each lesson, review each strategy on the chart.

Strategies	Book
C	<i>The Queen with Bees in Her Hair</i>
C	<i>The Tale of Hilda Louise</i>
C	<i>The Red Hen and the Sly Fox</i>
C	<i>The Most Wonderful Egg in the World</i>

General Directions:

For the next four lessons, the focus of the lesson is **clarifying**. Throughout the story, you will clarify words and ideas as you read. Review the clarifying section of the teaching chart provided. During this phase, you will begin to provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. Allow them to seek clarification as you read. Instruct them to show you the “c” hand signal when they want to clarify.

Lesson 9

Boys and girls, I am going to be reading a story called *The Queen with Bees in Her Hair*. I want you to help me clarify things that I don’t understand, and I want you to signal me when you need clarification. While I read, I want you to be thinking of ideas or words that do not make sense. Then, I want you to think about how we can clear up our confusion. **Review the chart with them to remind them of the three ways to clarify.**

Clarifying: I will start with the cover. I am already confused about something? I don’t get why she has bees in her hair. People generally don’t walk around with bees in their hair. Bees sting people.

Because this lesson really depends on what students have to contribute, possible clarifications have been listed and the corresponding book pages have been marked. Be sure to guide students through practice of the strategy. This should be a guided process.

Possible Clarifications:

I can’t figure out what seldom means.

I am not sure why the King’s people never see him.

I am not sure how the people can get the bees over the other side of the wall, I think they will fly back across.

Strategies-Focused Lessons 9-12

Before each lesson, review each strategy on the chart.

Strategies	Book
C	<i>The Queen with Bees in Her Hair</i>
C	<i>The Tale of Hilda Louise</i>
C	<i>The Red Hen and the Sly Fox</i>
C	<i>The Most Wonderful Egg in the World</i>

General Directions:

For the next four lessons, the focus of the lesson is **clarifying**. Throughout the story, you will clarify words and ideas as you read. Review the clarifying section of the teaching chart provided. During this phase, you will begin to provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. Allow them to seek clarification as you read. Instruct them to show you the “c” hand signal when they want to clarify.

Lesson 10

Boys and girls, I am going to be reading a story called *The Tale of Hilda Louise*. I want you to help me clarify things that I don’t understand, and I want you to signal me when you need clarification. While I read, I want you to be thinking of ideas or words that do not make sense. Then, I want you to think about how we can clear up our confusion. **Review the chart with them to remind them of the three ways to clarify.**

Because this lesson really depends on what students have to contribute, possible clarifications have been listed and the corresponding book pages have been marked. Be sure to guide students through practice of the strategy. This should be a guided process.

Possible Clarifications:

I am not exactly sure about what happened to her parents. Did they die?

I need clarification on the word Magnifique. It looks like another word I know...magnificent.

I am not sure what maneuver means.

Strategies-Focused Lessons 9-12

Before each lesson, review each strategy on the chart.

Strategies	Book
C	<i>The Queen with Bees in Her Hair</i>
C	<i>The Tale of Hilda Louise</i>
C	<i>The Red Hen and the Sly Fox</i>
C	<i>The Most Wonderful Egg in the World</i>

General Directions:

For the next four lessons, the focus of the lesson is **clarifying**. Throughout the story, you will clarify words and ideas as you read. Review the clarifying section of the teaching chart provided. During this phase, you will begin to provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. Allow them to seek clarification as you read. Instruct them to show you the “c” hand signal when they want to clarify.

Lesson 11

Boys and girls, I am going to be reading a story called *Red Hen and Sly Fox*. I want you to help me clarify things that I don't understand, and I want you to signal me when you need clarification. While I read, I want you to be thinking of ideas or words that do not make sense. Then, I want you to think about how we can clear up our confusion. **Review the chart with them to remind them of the three ways to clarify.**

Because this lesson really depends on what students have to contribute, possible clarifications have been listed and the corresponding book pages have been marked. Be sure to guide students through practice of the strategy. This should be a guided process.

Possible Clarifications:

I am not sure what darn means? What does he want her to do to his socks?

What does bound mean?

Strategies-Focused Lessons 9-12

Before each lesson, review each strategy on the chart.

Strategies	Book
C	<i>The Queen with Bees in Her Hair</i>
C	<i>The Tale of Hilda Louise</i>
C	<i>The Red Hen and the Sly Fox</i>
C	<i>The Most Wonderful Egg in the World</i>

General Directions:

For the next four lessons, the focus of the lesson is **clarifying**. Throughout the story, you will clarify words and ideas as you read. Review the clarifying section of the teaching chart provided. During this phase, you will begin to provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. Allow them to seek clarification as you read. Instruct them to show you the “c” hand signal when they want to clarify.

Lesson 12

Boys and girls, I am going to be reading a story called *The Most Wonderful Egg in the World*. I want you to help me clarify things that I don’t understand, and I want you to signal me when you need clarification. While I read, I want you to be thinking of ideas or words that do not make sense. Then, I want you to think about how we can clear up our confusion. **Review the chart with them to remind them of the three ways to clarify.**

Because this lesson really depends on what students have to contribute, possible clarifications have been listed and the corresponding book pages have been marked. Be sure to guide students through practice of the strategy. This should be a guided process.

Possible Clarifications:

I am not sure what quarreling means.

What is advice?

What does modestly mean?

Strategies-Focused Lessons 13-16

Before each lesson, review each strategy on the chart.

Strategies	Book
QC	<i>Kate and the Beanstalk</i>
QC	<i>Tea with Milk</i>
QC	<i>The Invisible Mistake Case</i>
QC	<i>Bantam of the Opera</i>

General Directions:

For the next four lessons, the focus of the lesson is *both* **questioning** and **clarifying**. Throughout the story, you will clarify words and ideas as you read. You will also create questions. Review the questioning and clarifying section of the teaching chart provided. During this phase, you will begin to provide guided practice of the strategy with the students. You will also use the strategies collaboratively if students appear to be having trouble. Allow them to seek clarification and generate questions as you read. Instruct them to show you the “c” hand signal when they want to clarify and a thumbs up when they have a question.

Lesson 13

Boys and girls, I am going to be reading a story called *Kate and the Beanstalk*. While I read, I want you to be thinking of questions to ask and of ideas or words that do not make sense. Then, I want you to think about how we can clear up our confusion. **Review the chart with them to remind them of good questions and the three ways to clarify.**

Because this lesson really depends on what students have to contribute, possible questions and clarifications have been listed and the corresponding book pages have been marked. Be sure to guide students through practice of the strategy. This should be a guided process.

Possible Questions:

I am looking at the cover and the title, and wondering if this story is similar to Jack and the Beanstalk.

How is Kate going to make food with the beans?

How did the beanstalk grow in one day?

What is a giantess?

Possible Clarifications:

I am not sure what despair means.

This is tricky, what does extraordinary mean? I recognize the words extra and ordinary.

What does forlorn mean?

These words are confusing; I fear nothing when I am doing right? I need to think about what means.

I am confused about, from cock’s crow to owl’s hoot. What does that mean?

Strategies-Focused Lessons 13-16

Before each lesson, review each strategy on the chart.

Strategies	Book
QC	<i>Kate and the Beanstalk</i>
QC	<i>Tea with Milk</i>
QC	<i>The Invisible Mistake Case</i>
QC	<i>Bantam of the Opera</i>

General Directions:

For the next four lessons, the focus of the lesson is *both* **questioning** and **clarifying**. Throughout the story, you will clarify words and ideas as you read. You will also create questions. Review the questioning and clarifying section of the teaching chart provided. During this phase, you will begin to provide guided practice of the strategy with the students. You will also use the strategies collaboratively if students appear to be having trouble. Allow them to seek clarification and generate questions as you read. Instruct them to show you the “c” hand signal when they want to clarify and a thumbs up when they have a question.

Lesson 14

Boys and girls, I am going to be reading a story called *Tea with Milk*. While I read, I want you to be thinking of questions to ask and of ideas or words that do not make sense. Then, I want you to think about how we can clear up our confusion. **Review the chart with them to remind them of good questions and the three ways to clarify.**

Because this lesson really depends on what students have to contribute, possible questions and clarifications have been listed and the corresponding book pages have been marked. Be sure to guide students through practice of the strategy. This should be a guided process.

Possible Questions:

The title is *Tea with Milk*, but this girl is standing in a yard. How are they related?
Why are they calling her a foreigner?
Why didn't she tell her mom she was an elevator girl?
Is Osaka a city where May will feel less like a foreigner?

Possible Clarifications:

I am confused about the word foreigner.
If May's parents are Japanese, and so is she, why is she a foreigner to the others?
What does insistent mean?

Strategies-Focused Lessons 13-16

Before each lesson, review each strategy on the chart.

Strategies	Book
QC	<i>Kate and the Beanstalk</i>
QC	<i>Tea with Milk</i>
QC	<i>The Invisible Mistake Case</i>
QC	<i>Bantam of the Opera</i>

General Directions:

For the next four lessons, the focus of the lesson is *both* **questioning** and **clarifying**. Throughout the story, you will clarify words and ideas as you read. You will also create questions. Review the questioning and clarifying section of the teaching chart provided. During this phase, you will begin to provide guided practice of the strategy with the students. You will also use the strategies collaboratively if students appear to be having trouble. Allow them to seek clarification and generate questions as you read. Instruct them to show you the “c” hand signal when they want to clarify and a thumbs up when they have a question.

Lesson 15

Boys and girls, I am going to be reading a story called *The Inivisible Mistake Case*. While I read, I want you to be thinking of questions to ask and of ideas or words that do not make sense. Then, I want you to think about how we can clear up our confusion. **Review the chart with them to remind them of good questions and the three ways to clarify.**

Because this lesson really depends on what students have to contribute, possible questions and clarifications have been listed and the corresponding book pages have been marked. Be sure to guide students through practice of the strategy. This should be a guided process.

Possible Questions:

Why is the mistakecase invisible?

Why didn't Charlotte just apologize to her friend?

Possible Clarifications:

I am not sure what suspicious means.

How does one look when squinting?

Strategies-Focused Lessons 13-16

Before each lesson, review each strategy on the chart.

Strategies	Book
QC	<i>Kate and the Beanstalk</i>
QC	<i>Tea with Milk</i>
QC	<i>The Invisible Mistake Case</i>
QC	<i>Bantam of the Opera</i>

General Directions:

For the next four lessons, the focus of the lesson is *both* **questioning** and **clarifying**. Throughout the story, you will clarify words and ideas as you read. You will also create questions. Review the questioning and clarifying section of the teaching chart provided. During this phase, you will begin to provide guided practice of the strategy with the students. You will also use the strategies collaboratively if students appear to be having trouble. Allow them to seek clarification and generate questions as you read. Instruct them to show you the “c” hand signal when they want to clarify and a thumbs up when they have a question.

Lesson 16

Boys and girls, I am going to be reading a story called *Bantam of the Opera*. While I read, I want you to be thinking of questions to ask and of ideas or words that do not make sense. Then, I want you to think about how we can clear up our confusion. **Review the chart with them to remind them of good questions and the three ways to clarify.**

Because this lesson really depends on what students have to contribute, possible questions and clarifications have been listed and the corresponding book pages have been marked. Be sure to guide students through practice of the strategy. This should be a guided process.

Possible Questions:

- Why is Luigi different from the other roosters?
- Why doesn't the head rooster like the way Luigi sings?

Possible Clarifications:

- I am confused about the word attract.
- I am not sure what a Rigoletto is.

Strategies-Focused Lessons 17-20

Before each lesson, review each strategy on the chart.

Strategies	Book
S	<i>The Honest-to-Goodness Truth</i>
S	<i>No Place for a Pig</i>
S	<i>Borka: The Adventures of a Goose with no Feathers</i>
S	<i>Easter Egg Farm</i>

General Directions:

For the next four lessons, the focus of the lesson is *summarizing*. Throughout the story, you will summarize big ideas as you read. Review the summarizing section of the teaching chart provided. During this phase, you will provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. Allow them to summarize as you read. Instruct them to show you the hold up one finger when they want to summarize.

Lesson 17

Boys and girls, I am going to be reading a story called *The Honest-to-Goodness Truth*. I want you summarize as I read. While I read, I want you to be listen and then stop by holding up one finger to let me know that you think it is a good place to summarize. **Review the chart with them to remind them of how to summarize.**

Because this lesson really depends on what students have to contribute, possible place to summarize in the book pages have been marked. Be sure to guide students through practice of the strategy. This should be a guided process.

Strategies-Focused Lessons 17-20

Before each lesson, review each strategy on the chart.

Strategies	Book
S	<i>The Honest-to-Goodness Truth</i>
S	<i>No Place for a Pig</i>
S	<i>Borka: The Adventures of a Goose with no Feathers</i>
S	<i>Easter Egg Farm</i>

General Directions:

For the next four lessons, the focus of the lesson is *summarizing*. Throughout the story, you will summarize big ideas as you read. Review the summarizing section of the teaching chart provided. During this phase, you will provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. Allow them to summarize as you read. Instruct them to show you the hold up one finger when they want to summarize.

Lesson 18

Boys and girls, I am going to be reading a story called *No Place for a Pig*. I want you summarize as I read. While I read, I want you to be listen and then stop by holding up one finger to let me know that you think it is a good place to summarize. **Review the chart with them to remind them of how to summarize.**

Because this lesson really depends on what students have to contribute, possible place to summarize in the book pages have been marked. Be sure to guide students through practice of the strategy. This should be a guided process.

Strategies-Focused Lessons 17-20

Before each lesson, review each strategy on the chart.

Strategies	Book
S	<i>The Honest-to-Goodness Truth</i>
S	<i>No Place for a Pig</i>
S	<i>Sleeping Bobby</i>
S	<i>Borka: The Adventures of a Goose with No Feathers</i>

General Directions:

For the next four lessons, the focus of the lesson is *summarizing*. Throughout the story, you will summarize big ideas as you read. Review the summarizing section of the teaching chart provided. During this phase, you will provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. Allow them to summarize as you read. Instruct them to show you the hold up one finger when they want to summarize.

Lesson 19

Boys and girls, I am going to be reading a story called *Sleeping Bobby*. I want you summarize as I read. While I read, I want you to be listen and then stop by holding up one finger to let me know that you think it is a good place to summarize. **Review the chart with them to remind them of how to summarize.**

Because this lesson really depends on what students have to contribute, possible place to summarize in the book pages have been marked. Be sure to guide students through practice of the strategy. This should be a guided process.

Strategies-Focused Lessons 13-16

Before each lesson, review each strategy on the chart.

Strategies	Book
S	<i>The Honest-to-Goodness Truth</i>
S	<i>No Place for a Pig</i>
S	<i>Sleeping Bobby</i>
S	<i>Borka: The Adventures of a Goose with No Feathers</i>

General Directions:

For the next four lessons, the focus of the lesson is *summarizing*. Throughout the story, you will summarize big ideas as you read. Review the summarizing section of the teaching chart provided. During this phase, you will provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. Allow them to summarize as you read. Instruct them to show you the hold up one finger when they want to summarize.

Lesson 20

Boys and girls, I am going to be reading a story called *Borka: The Adventures of a Goose with No Feathers*. I want you summarize as I read. While I read, I want you to be listen and then stop by holding up one finger to let me know that you think it is a good place to summarize.

Review the chart with them to remind them of how to summarize.

Because this lesson really depends on what students have to contribute, possible place to summarize in the book pages have been marked. Be sure to guide students through practice of the strategy. This should be a guided process.

Strategies-Focused Lessons 21-24

Before each lesson, review each strategy on the chart.

Strategies	Book
QCS	<i>The Easter Egg Farm</i>
QCS	<i>Superhero Max</i>
QCS	<i>Dora's Box</i>
QCS	<i>When Jo Louis Won the Title</i>

General Directions:

For the next four lessons, the focus of the lesson is *the use of three strategies: questioning, clarifying, and summarizing*. Throughout the story, you will assist students in using all three strategies. Review the teaching chart provided. During this phase, you will provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. Instruct them to use the appropriate signal when they are ready to use the strategy.

Lesson 21

Boys and girls, I am going to be reading a story called *The Easter Egg Farm*. I want you use the three strategies that we have been talking about and practicing. While I read, I want you question, clarify, and summarize. **Review the chart with them to remind them of how to use the strategies.**

Because this lesson really depends on what students have to contribute, possible for strategy use have been marked in the storybook. Be sure to guide students through practice of the strategy. This should be a guided process.

Possible Questions:

Why does the hens' squabbling bother Pauline?

Why does Pauline lay such different eggs?

How is Pauline going to lay enough eggs for every child in town?

Possible Clarifications:

What does inspiration mean?

What does scurry mean?

Strategies-Focused Lessons 21-24

Before each lesson, review each strategy on the chart.

Strategies	Book
QCS	<i>The Easter Egg Farm</i>
QCS	<i>Superhero Max</i>
QCS	<i>Dora's Box</i>
QCS	<i>When Jo Louis Won the Title</i>

General Directions:

For the next four lessons, the focus of the lesson is *the use of three strategies: questioning, clarifying, and summarizing*. Throughout the story, you will assist students in using all three strategies. Review the teaching chart provided. During this phase, you will provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. Instruct them to use the appropriate signal when they are ready to use the strategy.

Lesson 22

Boys and girls, I am going to be reading a story called *Superhero Max*. I want you use the three strategies that we have been talking about and practicing. While I read, I want you question, clarify, and summarize. **Review the chart with them to remind them of how to use the strategies.**

Because this lesson really depends on what students have to contribute, possible for strategy use have been marked in the storybook. Be sure to guide students through practice of the strategy. This should be a guided process.

Strategies-Focused Lessons 21-24

Before each lesson, review each strategy on the chart.

Strategies	Book
QCS	<i>The Easter Egg Farm</i>
QCS	<i>Superhero Max</i>
QCS	<i>Dora's Box</i>
QCS	<i>When Jo Louis Won the Title</i>

General Directions:

For the next four lessons, the focus of the lesson is *the use of three strategies: questioning, clarifying, and summarizing*. Throughout the story, you will assist students in using all three strategies. Review the teaching chart provided. During this phase, you will provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. Instruct them to use the appropriate signal when they are ready to use the strategy.

Lesson 23

Boys and girls, I am going to be reading a story called *Dora's Box*. I want you use the three strategies that we have been talking about and practicing. While I read, I want you question, clarify, and summarize. **Review the chart with them to remind them of how to use the strategies.**

Because this lesson really depends on what students have to contribute, possible for strategy use have been marked in the storybook. Be sure to guide students through practice of the strategy. This should be a guided process.

Strategies-Focused Lessons 21-24

Before each lesson, review each strategy on the chart.

Strategies	Book
QCS	<i>The Easter Egg Farm</i>
QCS	<i>Superhero Max</i>
QCS	<i>Dora's Box</i>
QCS	<i>When Jo Louis Won the Title</i>

General Directions:

For the next four lessons, the focus of the lesson is *the use of three strategies: questioning, clarifying, and summarizing*. Throughout the story, you will assist students in using all three strategies. Review the teaching chart provided. During this phase, you will provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. Instruct them to use the appropriate signal when they are ready to use the strategy.

Lesson 24

Boys and girls, I am going to be reading a story called *When Jo Louis Won the Title*. I want you use the three strategies that we have been talking about and practicing. While I read, I want you question, clarify, and summarize. **Review the chart with them to remind them of how to use the strategies.**

Because this lesson really depends on what students have to contribute, possible for strategy use have been marked in the storybook. Be sure to guide students through practice of the strategy. This should be a guided process.

Strategies-Focused Lessons 25-28

Before each lesson, review each strategy on the chart.

Strategies	Book
P	<i>Precious and the Boo Hag</i>
P	<i>The Brave Little Seamstress</i>
P	<i>Verdi</i>
P	<i>Wolf Comes to Town</i>

General Directions:

For the next four lessons, the focus of the lesson is *prediction*. Throughout the story, students will be making predictions based on the pictures, what they already know, and what has been read. Review the teaching chart provided. During this phase, you will provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. When students are ready to predict, instruct them to raise their hand.

Lesson 25

Boys and girls, I am going to be reading a story called *Precious and the Boo Hag*. I want you make predictions as I read. **Review the chart with them to remind them of how to predict based on clues.**

Because this lesson really depends on what students have to contribute, possible for strategy use has been marked in the storybook. Be sure to guide students through practice of the strategy. This should be a guided process.

Strategies-Focused Lessons 25-28

Before each lesson, review each strategy on the chart.

Strategies	Book
P	<i>Precious and the Boo Hag</i>
P	<i>The Brave Little Seamstress</i>
P	<i>Verdi</i>
P	<i>Wolf Comes to Town</i>

General Directions:

For the next four lessons, the focus of the lesson is *prediction*. Throughout the story, students will be making predictions based on the pictures, what they already know, and what has been read. Review the teaching chart provided. During this phase, you will provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. When students are ready to predict, instruct them to raise their hand.

Lesson 26

Boys and girls, I am going to be reading a story called *The Brave Little Seamstress*. . I want you make predictions as I read. **Review the chart with them to remind them of how to predict based on clues.**

Because this lesson really depends on what students have to contribute, possible for strategy use has been marked in the storybook. Be sure to guide students through practice of the strategy. This should be a guided process.

Strategies-Focused Lessons 25-28

Before each lesson, review each strategy on the chart.

Strategies	Book
P	<i>Precious and the Boo Hag</i>
P	<i>The Brave Little Seamstress</i>
P	<i>Verdi</i>
P	<i>Wolf Comes to Town</i>

General Directions:

For the next four lessons, the focus of the lesson is *prediction*. Throughout the story, students will be making predictions based on the pictures, what they already know, and what has been read. Review the teaching chart provided. During this phase, you will provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. When students are ready to predict, instruct them to raise their hand.

Lesson 27

Boys and girls, I am going to be reading a story called *Verdi*. I want you make predictions as I read. **Review the chart with them to remind them of how to predict based on clues.**

Because this lesson really depends on what students have to contribute, possible for strategy use has been marked in the storybook. Be sure to guide students through practice of the strategy. This should be a guided process.

Strategies-Focused Lessons 25-28

Before each lesson, review each strategy on the chart.

Strategies	Book
P	<i>Precious and the Boo Hag</i>
P	<i>The Brave Little Seamstress</i>
P	<i>Verdi</i>
P	<i>Wolf Comes to Town</i>

General Directions:

For the next four lessons, the focus of the lesson is *prediction*. Throughout the story, students will be making predictions based on the pictures, what they already know, and what has been read. Review the teaching chart provided. During this phase, you will provide guided practice of the strategy with the students. You will also use the strategy collaboratively if students appear to be having trouble. When students are ready to predict, instruct them to raise their hand.

Lesson 28

Boys and girls, I am going to be reading a story called *Wolf Comes to Town*. I want you make predictions as I read. **Review the chart with them to remind them of how to predict based on clues.**

Because this lesson really depends on what students have to contribute, possible for strategy use has been marked in the storybook. Be sure to guide students through practice of the strategy. This should be a guided process.

Strategies-Focused Lessons 29-32

Before each lesson, review each strategy on the chart.

Strategies	Book
QCSP	<i>Eggs Mark the Spot</i>
QCSP	<i>Pizza for the Queen</i>
QCSP	<i>The Frog Principal</i>
QCSP	<i>Turtle Spring</i>

General Directions:

For the next four lessons, the focus of the lessons will be on independent use of all strategies. Throughout the story, students will be making using all four strategies as the instructor reads the story. It will be very interactive because the onus is on the student. Review the teaching chart provided. During this phase, you will be watching for independent use of the strategy. If students appear to be having trouble, you may use guided practice.

Lesson 29

Boys and girls, I am going to be reading a story called *Eggs Mark the Spot*. I want you to use all of the strategies as I read. **Review the chart with them to remind them of the strategies.** Listen so that you can help each other use the strategies correctly. If you need help, I will guide you.

Because this lesson really depends on what students have to contribute, possible for strategy use has been marked in the storybook. Be sure to allow the students to practice the strategies independently. Help them only if they need it and no other student is able to help them. This should be an independent process

Strategies-Focused Lessons 29-32

Before each lesson, review each strategy on the chart.

Strategies	Book
QCSP	<i>Eggs Mark the Spot</i>
QCSP	<i>Pizza for the Queen</i>
QCSP	<i>The Frog Principal</i>
QCSP	<i>Turtle Spring</i>

General Directions:

For the next four lessons, the focus of the lessons will be on independent use of all strategies. Throughout the story, students will be making using all four strategies as the instructor reads the story. It will be very interactive because the onus is on the student. Review the teaching chart provided. During this phase, you will be watching for independent use of the strategy. If students appear to be having trouble, you may use guided practice.

Lesson 30

Boys and girls, I am going to be reading a story called *Pizza for the Queen*. I want you to use all of the strategies as I read. **Review the chart with them to remind them of the strategies.** Listen so that you can help each other use the strategies correctly. If you need help, I will guide you.

Because this lesson really depends on what students have to contribute, possible for strategy use has been marked in the storybook. Be sure to allow the students to practice the strategies independently. Help them only if they need it and no other student is able to help them. This should be an independent process

Strategies-Focused Lessons 29-32

Before each lesson, review each strategy on the chart.

Strategies	Book
QCSP	<i>Eggs Mark the Spot</i>
QCSP	<i>Pizza for the Queen</i>
QCSP	<i>The Frog Principal</i>
QCSP	<i>Turtle Spring</i>

General Directions:

For the next four lessons, the focus of the lessons will be on independent use of all strategies. Throughout the story, students will be making using all four strategies as the instructor reads the story. It will be very interactive because the onus is on the student. Review the teaching chart provided. During this phase, you will be watching for independent use of the strategy. If students appear to be having trouble, you may use guided practice.

Lesson 31

Boys and girls, I am going to be reading a story called *The Frog Principal*. I want you to use all of the strategies as I read. **Review the chart with them to remind them of the strategies.** Listen so that you can help each other use the strategies correctly. If you need help, I will guide you.

Because this lesson really depends on what students have to contribute, possible for strategy use has been marked in the storybook. Be sure to allow the students to practice the strategies independently. Help them only if they need it and no other student is able to help them. This should be an independent process

Strategies-Focused Lessons 29-32

Before each lesson, review each strategy on the chart.

Strategies	Book
QCSP	<i>Eggs Mark the Spot</i>
QCSP	<i>Pizza for the Queen</i>
QCSP	<i>The Frog Principal</i>
QCSP	<i>Turtle Spring</i>

General Directions:

For the next four lessons, the focus of the lessons will be on independent use of all strategies. Throughout the story, students will be making using all four strategies as the instructor reads the story. It will be very interactive because the onus is on the student. Review the teaching chart provided. During this phase, you will be watching for independent use of the strategy. If students appear to be having trouble, you may use guided practice.

Lesson 32

Boys and girls, I am going to be reading a story called *Turtle Spring*. I want you to use all of the strategies as I read. **Review the chart with them to remind them of the strategies.** Listen so that you can help each other use the strategies correctly. If you need help, I will guide you.

Because this lesson really depends on what students have to contribute, possible for strategy use has been marked in the storybook. Be sure to allow the students to practice the strategies independently. Help them only if they need it and no other student is able to help them. This should be an independent process

APPENDIX G
STRATEGY INTRODUCTION SCHEDULE

Day	Strategy	Phase
1	QCSP	Teacher Modeling of the Strategy
2	QCSP	Teacher Modeling of the Strategy
3	QCSP	Teacher Modeling of the Strategy
4	QCSP	Teacher Modeling of the Strategy
5	Q	Collaborative Use of the Strategy
6	Q	Collaborative Use of the Strategy
7	Q	Collaborative Use of the Strategy
8	Q	Collaborative Use of the Strategy
9	C	Guided Practice
10	C	Guided Practice
11	C	Guided Practice
12	C	Guided Practice
13	QC	Guided Practice
14	QC	Guided Practice
15	QC	Guided Practice
16	QC	Guided Practice
17	S	Guided Practice
18	S	Guided Practice
19	S	Guided Practice
20	S	Guided Practice
21	QCS	Guided Practice
22	QCS	Guided Practice
23	QCS	Guided Practice
24	QCS	Guided Practice
25	P	Guided Practice with a gradual release—toward independent use
26	P	Guided Practice with a gradual release—toward independent use
27	P	Guided Practice with a gradual release—toward independent use
28	P	Guided Practice with a gradual release—toward independent use
29	QCSP	Independent Strategy Use—with guidance if needed
30	QCSP	Independent Strategy Use—with guidance if needed
31	QCSP	Independent Strategy Use—with guidance if needed
32	QCSP	Independent Strategy Use—with guidance if needed

APPENDIX H
TREATMENT FIDELITY CHECKLISTS

Vocabulary-Focused Intervention

Treatment Fidelity Checklist

Instructor: _____ Date: _____

Observer: _____

Step 1: Read and discuss the story.

	Yes	No	NA
The instructor interspersed open questions throughout the story.			
The instructor gave children opportunities to talk about ideas in the story.			
The instructor encouraged children to make connections among ideas in the story as the story moved along.			

Step 2: Introduce the target words one at a time and contextualize them for their roles in the story.

	Yes	No	NA
The instructor introduced the target words one at a time.			
The instructor contextualized the words for their roles in the story.			

Step 3: Repeat the word to create a phonological representation of the word.

	Yes	No	NA
The instructor encouraged students to repeat the target word to reinforce its phonological representation.			

Step 4: Introduce a student friendly definition.

	Yes	No	NA
The instructor explained the words using student-friendly definitions.			

Step 5: Discuss the word in contexts other than the one used in the story.

	Yes	No	NA
The instructor discussed the target words using multiple contexts that are different from the story.			

Step 6: Repeat the word again to reinforce its phonological representation.

	Yes	No	NA

The instructor encouraged students to repeat the target word to reinforce its phonological representation.

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Strategies-Focused Intervention

Treatment Fidelity Checklist

Instructor: _____ Date: _____

Observer: _____

Predicting

	Yes	No	NA
The instructor encouraged students to make logical predictions based on clues from either the text or illustrations.			
The instructor described the strategy and modeled its use.			
The instructor and the students engaged in collaborative use of the strategy.			
The instructor provided guided practice for student use of the strategy.			
The instructor allowed students to engage in independent use of the strategy.			
The instructor encouraged students to support one another in discussion and use of the strategy.			

Questioning

	Yes	No	NA
The instructor encouraged students to ask questions based on main ideas in the story.			
The instructor encouraged students to ask detail-oriented questions.			
The instructor encouraged students to ask inferential questions.			
The instructor described the strategy and modeled its use.			
The instructor and the students engaged in collaborative use of the strategy.			
The instructor provided guided practice for student use of the strategy.			
The instructor allowed students to engage in independent use of the strategy.			
The instructor encouraged students to support one another in discussion and use of the strategy.			

Clarifying

	Yes	No	NA
The instructor encouraged students to express confusion regarding ideas or events in the text.			
The instructor encouraged students to identify words that were difficult to pronounce or understand.			
The instructor encouraged students to clarify misunderstandings in three ways.			
The instructor described the strategy and modeled its use.			
The instructor and the students engaged in collaborative use of the strategy.			
The instructor provided guided practice for student use of the strategy.			
The instructor allowed students to engage in independent use of the strategy.			
The instructor encouraged students to support one another in discussion and use of the strategy.			

Summarizing

	Yes	No	NA
The instructor encouraged students to give key points in a short, one or two-sentence summary.			
The instructor encouraged students to summarize in a logical order.			
The instructor encouraged students to use illustrations to summarize the text.			
The instructor described the strategy and modeled its use.			
The instructor and the students engaged in collaborative use of the strategy.			
The instructor provided guided practice for student use of the strategy.			
The instructor allowed students to engage in independent use of the strategy.			
The instructor encouraged students to support one another in discussion and use of the strategy.			

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BIOGRAPHICAL SKETCH

Tyran Wright Butler was born in Naples, Florida. She graduated from LaBelle High School in LaBelle, Florida in 1991. Tyran received a Bachelor of Arts in Education with a specialization in early childhood from the University of Florida in 1994. She received an M.Ed. in educational leadership from St. Leo University in 2002.

From 1994-2003, Tyran taught in Columbia County Florida (Lake City). Her teaching experience includes fifth grade, fourth grade and kindergarten. She also served as a reading coach and a curriculum resource teacher. The majority of her time teaching was spent working with students in intermediate grades.

While completing her doctoral studies at the University of Florida, Tyran served as a graduate research assistant with Dr. Holly Lane, on Project Access to Books for Children; Dr. Alyson Adams, in the Lastinger Center for Learning; and with Dr. Lynda Hayes, on Project Raising Expectations for All Children. In addition, Tyran served as a consultant with the Northeast Florida Educational Consortium.

During her doctoral program, Tyran was active in the Special Education Association of Doctoral Students, serving as secretary. She is a member of the American Educational Research Association, the Association for Teacher Educators, the International Reading Association, the Society for the Scientific Study of Reading, and the Council for Exceptional Children.

In the future, Tyran plans to continue research in the area of reading and to work with schools to improve learning outcomes for students. Her other research interests include family literacy, teacher professional development, and culturally responsive pedagogy. She may also teach at the university level.

Students with low vocabulary scores tend to have low comprehension and students with satisfactory or high vocabulary scores tend to have satisfactory or high comprehension scores. The report of the National Reading Panel states that the complex process of comprehension is critical to the development of children's reading skills and cannot be understood without a clear understanding of the role that vocabulary development and instruction play in understanding what is read (NRP, 2000). Teaching Words and Vocabulary-Learning Strategies With Read Naturally Programs. An effective method for building meaning vocabulary in the primary grades, Journal of Educational Psychology, Vol. 98, No. 1, pp. 44-62.