Welcome!

Please create a name tent. Include your:

- Name
- Role
- District

Image Credit: Pixabay
Knowledge Matters!

Building Content-Rich Literacy Instruction for K-5 Students

Summer Literacy Institute
2022
Session Objectives

★ Describe the connection between knowledge acquisition and reading comprehension.

★ Use evidence-based principles to create instructional routines that facilitate knowledge-building.

★ Generate one role-specific action step to implement new learning around knowledge-building.
Why Knowledge Matters
B.E.S.T. ELA Standards Guiding Principle

Knowledge Matters
Reading comprehension depends more on relevant background knowledge than on mastery of reading strategies. Knowledge acquisition should be the primary purpose of any reading approach, starting at the earliest grades. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. Knowledge builds upon knowledge. Reading comprehension develops as students engage with literary and informational text selections that are complex, rich, and meaningful.

The greatest reading comprehension tool is not a set of strategies or tools that are content-free; rather, it is a well-stocked mind. Critical thinking cannot be separated from the object of that thinking. We cannot think deeply, creatively, or critically about a subject if we have little knowledge of it. Thus, the key to developing real critical thinking skills in our students is to increase knowledge about a breadth of subjects by reading rich texts on the subjects.
Why Read? Reading Builds Knowledge!

According to Florida’s B.E.S.T. ELA Standards, “Knowledge builds upon knowledge. Reading comprehension develops as students engage with literary and informational text selections that are complex, rich and meaningful.”
More than Activating Prior Knowledge

It is not just about activating prior knowledge. It’s about building knowledge and deepening knowledge.
Comprehension vs. Word Calling

Using the Reading Rope and a common scenario shared by Susan Neuman, which area of the rope needs to be strengthened?

“We see that many of our children...[can] actually read but they are word callers. This is a very sort of difficult stage if you’ve ever seen it where children can actually read the words but they don’t understand them. I tried to understand what was going on. They seemed to know those words but they did not know the meaning of those words.”

–Susan Neuman
“So, I REALLY began to examine comprehension in much greater depth.” —Susan Neuman
A Closer Look

★ Read the excerpt from Susan Neuman’s article, “Comprehension in Disguise: The Role of Knowledge in Reading Comprehension.”

★ Highlight one phrase or sentence that stands out to you as relevant to the work in building knowledge.
Learn to READ.

READ to learn.
Reflect

What is the relationship between knowledge and skilled reading?

Image Credit: Pixabay
Research-Based Principles to Build Knowledge Networks

**Principle 1**: Big Ideas

**Principle 2**: Word Knowledge

**Principle 3**: The Use of Multiple Genres

**Principle 4**: Distributed Review

**Principle 5**: Intentional Opportunities for Language Engagement
Principle #1: Big Ideas

Big ideas emphasize what is important and help link one topic to another.
Booklists for each grade level are located on pages 152-164 of the B.E.S.T. ELA Standards book.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;My Doggy Ate My Essay&quot;</td>
<td>Sardelli, Darren</td>
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<td>&quot;There was an Old Man with a Flute&quot;</td>
<td>Lear, Edward</td>
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<tr>
<td>&quot;Toward Those Short Trees&quot;</td>
<td>Shiki, Masaoka</td>
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<td>Tula [&quot;Books are Door-shaped&quot;]</td>
<td>Engle, Margarita</td>
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<td>Abraham Lincoln: A Life of Honesty</td>
<td>Leslie, Tonya</td>
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<td>Charlotte’s Web</td>
<td>White, E.B.</td>
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<tr>
<td>Flight</td>
<td>Burleigh, Robert</td>
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<tr>
<td>Frederick Douglass Fights for Freedom</td>
<td>Davidson, Margaret</td>
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<tr>
<td>Honest Abe Lincoln</td>
<td>Adler, David A.</td>
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<tr>
<td>If You Travelled on the Underground Railroad</td>
<td>Levine, Ellen</td>
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<tr>
<td>Matilda</td>
<td>Dahl, Ronald</td>
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<tr>
<td>Miracle on 133rd Street</td>
<td>Manzano, Sonia</td>
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<tr>
<td>Moonshot: The Flight of Apollo 11</td>
<td>Floca, Brian</td>
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<tr>
<td>Pablo Neruda: Poet of the People</td>
<td>Brown, Monica</td>
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<tr>
<td>Pippi Longstocking</td>
<td>Lindgren, Astrid</td>
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<tr>
<td>Revolutionary Friends: General George Washington and the Marquis de Lafayette</td>
<td>Castrovilla, Selene</td>
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<tr>
<td>Rosa Parks</td>
<td>Greenfield, Eloise</td>
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<tr>
<td>Sarah, Plain and Tall</td>
<td>MacLachlan, Patricia</td>
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<tr>
<td>Stuart Little</td>
<td>White, E.B.</td>
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<tr>
<td>The Boxcar Children</td>
<td>Warner, Gertrude Chandler</td>
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<tr>
<td>The Children's Book of Virtues</td>
<td>Bennett, William</td>
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<tr>
<td>The Little Prince</td>
<td>de Saint-Exupery, Antoine</td>
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<tr>
<td>The Real McCoy: The Life of an African-American Inventor</td>
<td>Towle, Wendy</td>
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<tr>
<td>The Whipping Boy</td>
<td>Fleischman, Sid</td>
</tr>
<tr>
<td>The Wonderful Wizard of Oz</td>
<td>Baum, Frank</td>
</tr>
<tr>
<td>To the Moon and Back</td>
<td>Aldrin, Buzz</td>
</tr>
<tr>
<td>Who was Betsy Ross?</td>
<td>Buckley, James Jr.</td>
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</tbody>
</table>
Moon Landing

Big Ideas:
★ Exploring the moon is important in United States history.
★ Exploring the moon helps scientists understand our planet and solar system.

In this topic, children will build knowledge by learning that:
★ Exploring the moon requires specialized equipment.
★ Exploring the moon requires hard work, sacrifice and risk.
★ United States astronauts were the first to land on the moon.
★ Astronauts Neil Armstrong and Buzz Aldrin were the first people to walk on the moon.
★ The atmosphere and surface of the moon is different from Earth’s.
Booklists for each grade level are located on pages 152-164 of the B.E.S.T. Standards book.

Find the booklist for your grade and look at the titles. What topics and big ideas are supported by these texts?
# Florida’s B.E.S.T. Standards: English Language Arts

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<thead>
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<tbody>
<tr>
<td>Explain how one or more characters develop throughout the plot in a literary text.</td>
<td>Explain a theme and how it develops, using details, in a literary text.</td>
<td>Explain different characters’ perspectives in a literary text.</td>
<td>Identify the central idea and explain how relevant details support that idea in a text.</td>
<td>Explain how text features contribute to meaning and contribute to the text’s organization and enhance comprehension.</td>
<td>Identify an author’s purpose in an informational text.</td>
<td>Identify author’s evidence to support the claim.</td>
<td>Identify and explain metaphors, personification, and similes in text(s).</td>
<td>Summarize a text to enhance comprehension.</td>
<td>Compare and contrast how two authors present the same topic or theme.</td>
</tr>
</tbody>
</table>

- *Matilda* by Roald Dahl
- *Miracle on 133rd Street* by Sonia Manzano
- *Moonshot: The Flight of Apollo 11* by Brian Floca
- *Pablo Neruda: Poet of the People* by Monica Brown
- *Pippi Longstocking* by Astrid Lindgren
- *Revolutionary Friends: General George Washington and the Marquis de Lafayette* by Selene Castrovilla
- *Rosa Parks* by Eloise Greenfield
- *Sarah, Plain and Tall* by Patricia MacLachlan
- *Stuart Little* by E.B. White
- *The Boxcar Children* by Gertrude Chandler Warner
- *The Children’s Book of Virtues* by William Bennett
Principle #2: Word Knowledge

"...the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

Stahl, 2005
Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

## Vocabulary Benchmarks

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.5.V.1.3</td>
<td>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</td>
</tr>
<tr>
<td>ELA.4.V.1.3</td>
<td>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</td>
</tr>
<tr>
<td>ELA.3.V.1.3</td>
<td>Use context clues, <strong>figurative language</strong>, word relationships, reference materials, and/or background knowledge to determine <strong>the meaning of multiple-meaning</strong> and unknown words <strong>and phrases, appropriate to grade level.</strong></td>
</tr>
<tr>
<td>ELA.2.V.1.3</td>
<td>Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</td>
</tr>
<tr>
<td>ELA.1.V.1.3</td>
<td>Identify and <strong>use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</strong></td>
</tr>
<tr>
<td>ELA.K.V.1.3</td>
<td>Identify and sort common words into basic categories, relating vocabulary to background knowledge.</td>
</tr>
</tbody>
</table>
Vocabulary – Semantic Networks

Researchers found:

People identify words more quickly in experiments if the words are related, compared to if they are not related.

This indicates our brains form semantic networks with neurons holding word meanings.

Word meanings are also highly sensitive to context.

Classroom implication: Teach vocabulary using connections to other words to help build neural pathways.

(Willingham, p. 88)
**Tier II Words**

- Appear frequently in a wide variety of texts
- Offer students more precise or mature ways of referring to ideas they already know

**Tier III Words**

- Used only in specific content areas or domains
- Central to building knowledge and conceptual understanding

Beck, Kucan and McKeown, 2013
Moon Landing

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★ Exploring the moon helps scientists understand our planet and solar system.

In this topic, children will learn that:
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★ Exploring the moon requires hard work, sacrifice and risk.
★ United States astronauts were the first to land on the moon.
★ Astronauts Neil Armstrong and Buzz Aldrin were the first people to walk on the moon.
★ The atmosphere and surface of the moon is different from Earth’s.

Moon Landing Vocabulary:
★ Tier II: descent, awkward, mighty, released, scatter
★ Tier III: lunar, docking, orbit, launch, command, module, mission, gravity, crater, astronaut, parachute

Image credit: Pixabay
How should new words be taught?

- Create student-friendly definitions
- Teach different types of words differently
- Define words within context
- Use synonyms and antonyms
- Sketch the word
- Apply new words to personal experience
- Create a semantic map
- Act it out
- Emphasize usage of the words in speaking and writing
- Explore the morphology and etymology
- Involve students in choosing words to create “word consciousness”
Principle #3: The Use of Multiple Genres

Reading multiple genres on a topic provides a more intensive experience for children.

Neuman, 2019
“The integration of texts in **topical units** promotes both frequent encounters with words and knowledge **across book genres** and creates a deeper and more thorough understanding of the topic.”

Neuman, 2019
Refer to the grade level booklist you were exploring earlier. (pages 152-164)

★ What genre is represented by the title you chose?
★ What texts in other genres could support knowledge-building around this topic?
★ List at least two additional texts and their genres.
Principle #4: Distributed Review

Learning is incremental, cumulative and connected.
Distributed review requires:
★ Sufficient time on a topic
★ That it be distributed over time
★ That it be cumulative
★ Varied contexts

Neuman, 2019
Phases of Learning

Transfer: Apply conceptual understanding and skills—with little teacher assistance—to new and parallel contexts and scenarios and future units of study.

Deep: Deepen understanding by making conceptual connections between and among concepts and applying and practicing procedural skills.

Surface: Build initial understanding of concepts, skills, and vocabulary on a new topic.

Leverage prior knowledge from previous unit.

Hattie, Fischer, Frey, Gojak, Moore & Mellman, 2016

www.FLDOE.org
Effective Strategies for Distributed Review

- Synthesizing information across texts 0.63
- Concept mapping 0.64
- Summarization 0.79
- Class discussion 0.82
- Integrating prior knowledge 0.93
- Identifying underlying similarities and differences 1.32

John Hattie, 2008
Principle #5: Intentional Opportunities for Language Engagement

“Let us tenderly and kindly cherish, therefore, the means of knowledge. Let us dare to read, think, speak, and write.”

- John Adams
ELA Expectations (EE)

The ELA Expectations are those *overarching skills* that run through every component of language arts. These are skills that students should be using throughout the strands. For purposes of instruction, the ELA Expectations are *interconnected* and should be developed over time.

<table>
<thead>
<tr>
<th>ELA Expectation</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ELA.K12.EE.1.1</td>
<td>Cite evidence to explain and justify reasoning.</td>
</tr>
<tr>
<td>ELA.K12.EE.2.1</td>
<td>Read and comprehend grade-level complex texts proficiently.</td>
</tr>
<tr>
<td>ELA.K12.EE.3.1</td>
<td>Make inferences to support comprehension.</td>
</tr>
<tr>
<td>ELA.K12.EE.4.1</td>
<td>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</td>
</tr>
<tr>
<td>ELA.K12.EE.5.1</td>
<td>Use the accepted rules governing a specific format to create quality work.</td>
</tr>
<tr>
<td>ELA.K12.EE.6.1</td>
<td>Use appropriate voice and tone when speaking or writing.</td>
</tr>
</tbody>
</table>
“Those who talk the most learn the most.”
Ken Blanchard
### Classroom Discussion Benchmarks

| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. |
| In kindergarten, students learn to listen to one another respectfully. |
| In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations. |
| In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |

- **R.3.2** Paraphrase and Summarize
- **V.1.1** Academic Vocabulary – “in speaking and writing”
- **C.2.1** Oral Presentation
- **C.5.1** Multimedia – “to enhance oral or written work”
Talk About It

- Open-ended questions
- Discussion hand signals
- ThINK-Pair-Share
- Talking Chips
- Chalk Talk
- Inside-Outside Circle
- Conver-Stations
- Numbered Heads Together
- Discussion stems with accountable talk
“Writing is intimately bound up with content knowledge. You cannot write about what you do not know, and the more you know about a topic the better your writing is likely to be. Writing also reveals gaps and misconceptions in the writer’s grasp of a topic, requires critical thinking, and generally deepens and strengthens the knowledge a writer begins with.”

Judith Hockman, 2017
Write About It

★ $1.50 Summary
★ R.A.F.T.
★ Research
★ Shared writing
★ Process writing
  • Narrative
  • Argumentative
  • Expository
★ Prompts based on benchmarks
★ Picture Prompt Quick Write
★ Sentence Starters
Your Turn

Create an activity that encourages student talk and/or writing based on our Moon Landing topic.

Use a strategy we mentioned or one of your favorites.
Summary

What is the relationship between knowledge and skilled reading?

Knowledge is essential to comprehension. Choosing topic-based, content-rich texts from multiple genres, incorporating word work with Tier II and Tier III vocabulary, providing intentional opportunities for language engagement through discussion and writing and reviewing big ideas and concepts within and across units supports skilled reading. This must start with our youngest students and continue throughout the grade levels to close the knowledge gap.
Reflect and Plan

Image credit: Canva
Thank you!
Sources

*Bringing Words to Life*
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Steven Stahl (2005)

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