

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



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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.





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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.

B.E.S.T. Standards pg. 6

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**.”

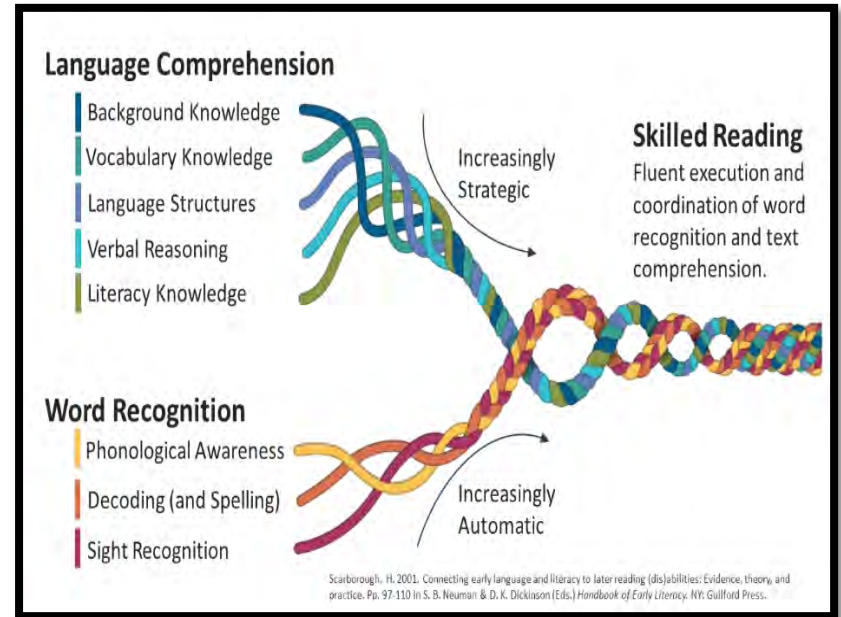
More than Activating Prior Knowledge

It is not just about **activating** prior knowledge. It's about **building** knowledge and **deepening** knowledge.



Comprehension vs. Word Calling

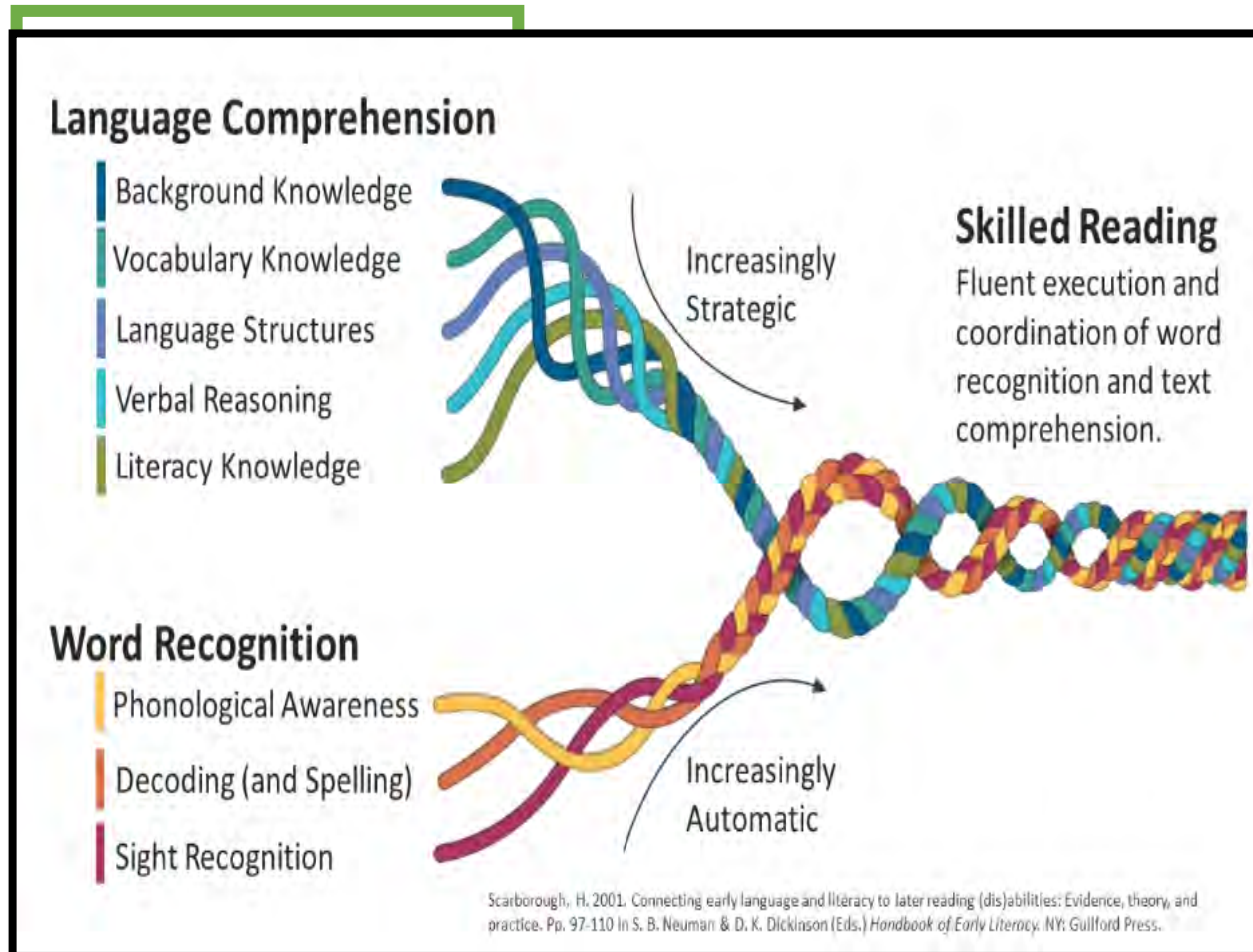
Using the Reading Rope and a common scenario shared by Susan Neuman, which area of the rope needs to be strengthened?



“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.

Handout #3 Excerpt from "Comprehension in Disguise:
Role of Knowledge in Children's Learning"

**Excerpt from "Comprehension in Disguise:
The Role of Knowledge in Children's Learning" by: Susan B. Neuman**

The Case Against Comprehension as a Generic Skill

Comprehension is the process of constructing meaning from text. So, let's start with a simple example adapted from the Becoming a Nation of Readers' consensus report (Anderson et al., 1985):

When Melissa arrived at the restaurant, the woman at the door greeted her, checked her coat and looked for her name. A few minutes later, Melissa was escorted to her table, and shown the daily specials. The attendant was helpful but brusque, almost to the point of being rude. Later, she paid the woman at the door and left.

For those reading this text, it probably brings to mind past associations with restaurants. The woman at the door is the *maitre d'*, the attendant, the waiter or waitress. However, no text is completely self-explanatory. Throughout the reading, you probably made connections and inferences based on the text and the knowledge you already possess. But take a minute more to look at the last two sentences, and here it gets a bit more complicated. Why did Melissa probably pay the *maitre d'* and not the waiter? One could infer that Melissa was angry with the poor service and chose not to leave a tip.

The paragraph highlights several important points about comprehension. In interpreting text, readers draw on their store of knowledge about the topic. You were able to use your prior knowledge to fill in the gaps in the message and integrate the different pieces of information in the message. As someone probably familiar with restaurants, you were able to infer that Melissa had a reservation, was directed to the table, selected her meal from the daily specials on the menu and was likely frustrated with the service she received. Yet none of this information is expressly mentioned in the text.

These are all inferences that bring together the information presented in the text and the knowledge the reader already has about restaurants. Good readers, according to these consensus reports, are thought to integrate information in the text with what they already know, whereas less mature readers may struggle with its meaning. However, here's the irony. Although good readers may read the above paragraph with greater fluency than less mature readers, the inferences they make are not likely based on their overall ability to monitor their comprehension or make inferences. Rather, whether good or poor readers, those inferences had to do with their knowledge of what goes on in a restaurant. With more knowledge, a reader could likely make sense of the text and fill in those gaps.

No educator would likely quibble with the conclusion that background knowledge played a role in comprehending the paragraph. The problem, however, has been in defining that role. For example, if knowledge is merely a supporting player, then it might only represent the existing schemas readers bring to the text, essentially a static characteristic that one applies while reading. But if we reverse roles, placing knowledge on center stage, we now see knowledge as an alterable characteristic, one that needs to be developed and nurtured.

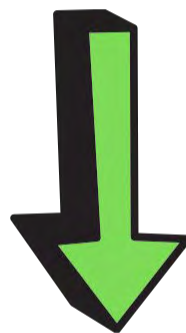
In fact, whether it's comprehension, vocabulary development, content learning, critical thinking or problem-solving, one might attribute learning to a single variable: When one has some knowledge, it's easier to develop more knowledge. Simply put, knowledge is power in cognitive development.

Note: Some content from this section of the article has been omitted. The full article can be accessed in "Perspectives on Language and Literacy," Fall 2019.

5



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



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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.

FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS



3rd Grade

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

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.

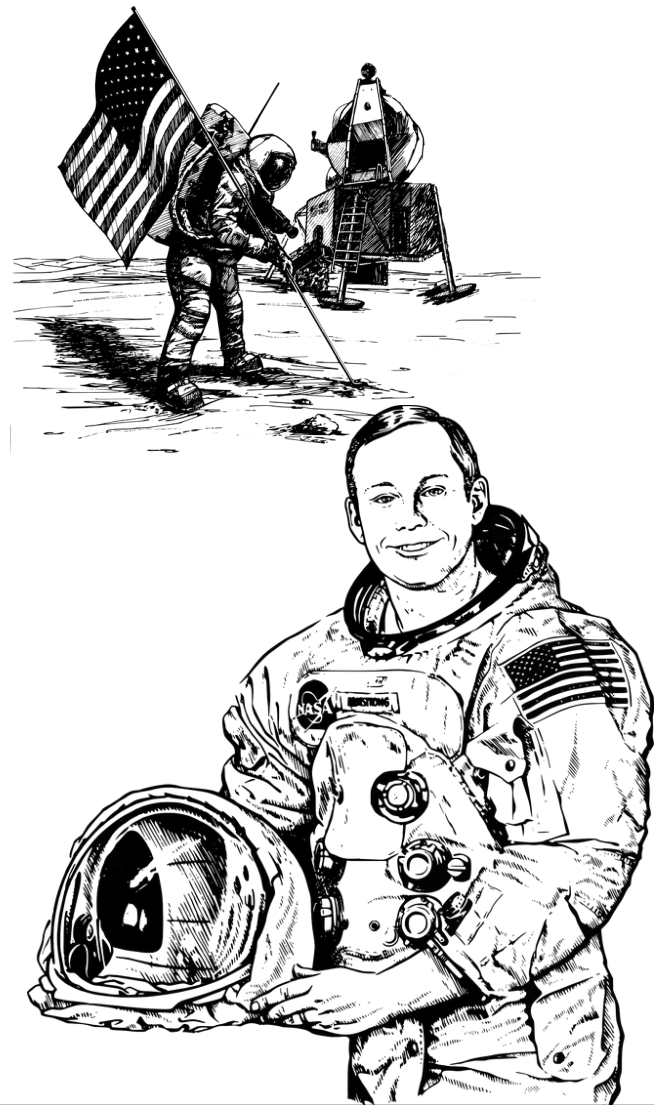


Image credit: Pixabay



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



3rd Grade

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FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS



	ELA.3. R.1.1	ELA.3. R.1.2	ELA.3. R.1.3	ELA.3. R.1.4	ELA.3. R.2.1	ELA.3. R.2.2	ELA.3. R.2.3	ELA.3. R.2.4	ELA.3. R.3.1	ELA.3. R.3.2	ELA.3. R.3.3
	Explain how one or more characters develop throughout the plot in a literary text.	Explain a theme and how it develops, using details, in a literary text.	Explain different characters' perspectives in a literary text.	Identify types of poems: free verse, rhymed verse, haiku, and limerick.	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.	Identify the central idea and explain how relevant details support that idea in a text.	Explain the development of an author's purpose in an informational text.	Identify an author's claim and explain how an author uses evidence to support the claim.	Identify and explain metaphors, personification, and hyperbole in text(s).	Summarize a text to enhance comprehension.	Compare and contrast how two authors present information on the same topic or theme.
<i>Matilda</i> by Roald Dahl	•	•	•							•	
<i>Miracle on 133rd Street</i> by Sonia Manzano	•	•	•							•	
<i>Moonshot: The Flight of Apollo 11</i> by Brian Floca					•	•	•			•	•
<i>Pablo Neruda: Poet of the People</i> by Monica Brown	•	•	•							•	
<i>Pippi Longstocking</i> by Astrid Lindgren	•	•	•						•	•	•
<i>Revolutionary Friends: General George Washington and the Marquis de Lafayette</i> by Selene Castrovilla					•	•	•			•	
<i>Rosa Parks</i> by Eloise Greenfield					•	•	•	•		•	
<i>Sarah, Plain and Tall</i> by Patricia MacLachlan	•	•	•						•	•	•
<i>Stuart Little</i> by E.B. White	•	•	•						•	•	•
<i>The Boxcar Children</i> by Gertrude Chandler Warner	•	•	•							•	•
<i>The Children's Book of Virtues</i> by William Bennett	•		•	•					•	•	•





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Principle #2: Word Knowledge

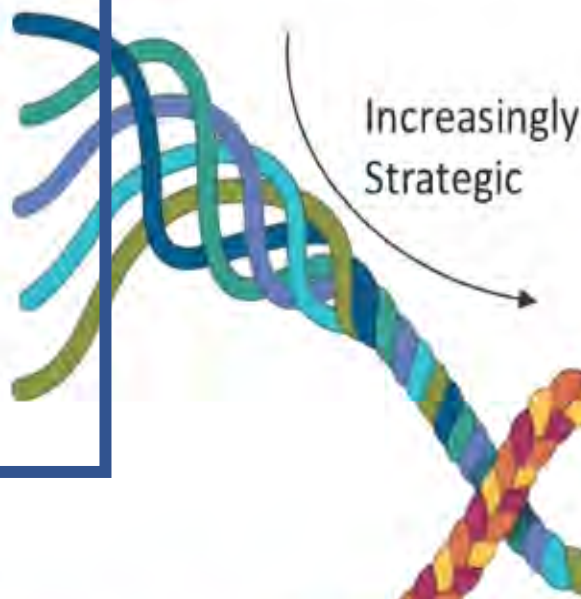


"...the
knowledge of
a word not
only implies a
definition, but
also implies
how that
word fits into
the world."



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



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 In S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Vocabulary Benchmarks

ELA.5.V.1.3	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.
ELA.4.V.1.3	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.
ELA.3.V.1.3	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.
ELA.2.V.1.3	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.
ELA.1.V.1.3	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.
ELA.K.V.1.3	Identify and sort common words into basic categories, relating vocabulary to background knowledge.

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



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 learn 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.

Moon Landing Vocabulary:

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

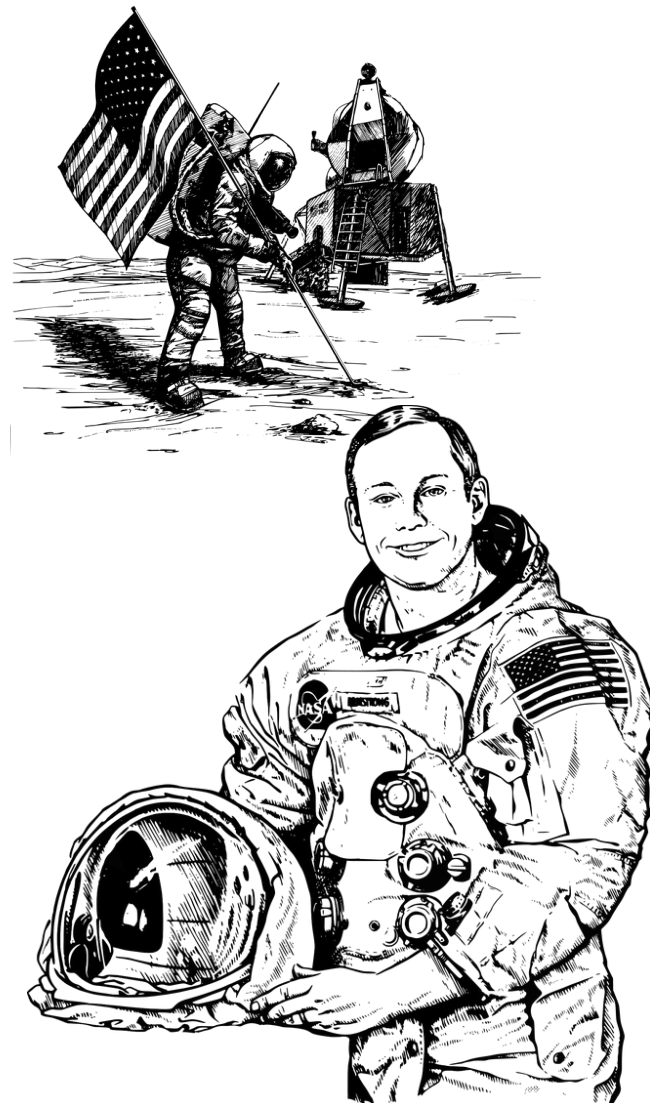


Image credit: Pixabay

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”



Image credit: Pixabay



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Principle #3: The Use of Multiple Genres



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

“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.

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Principle #4: Distributed Review

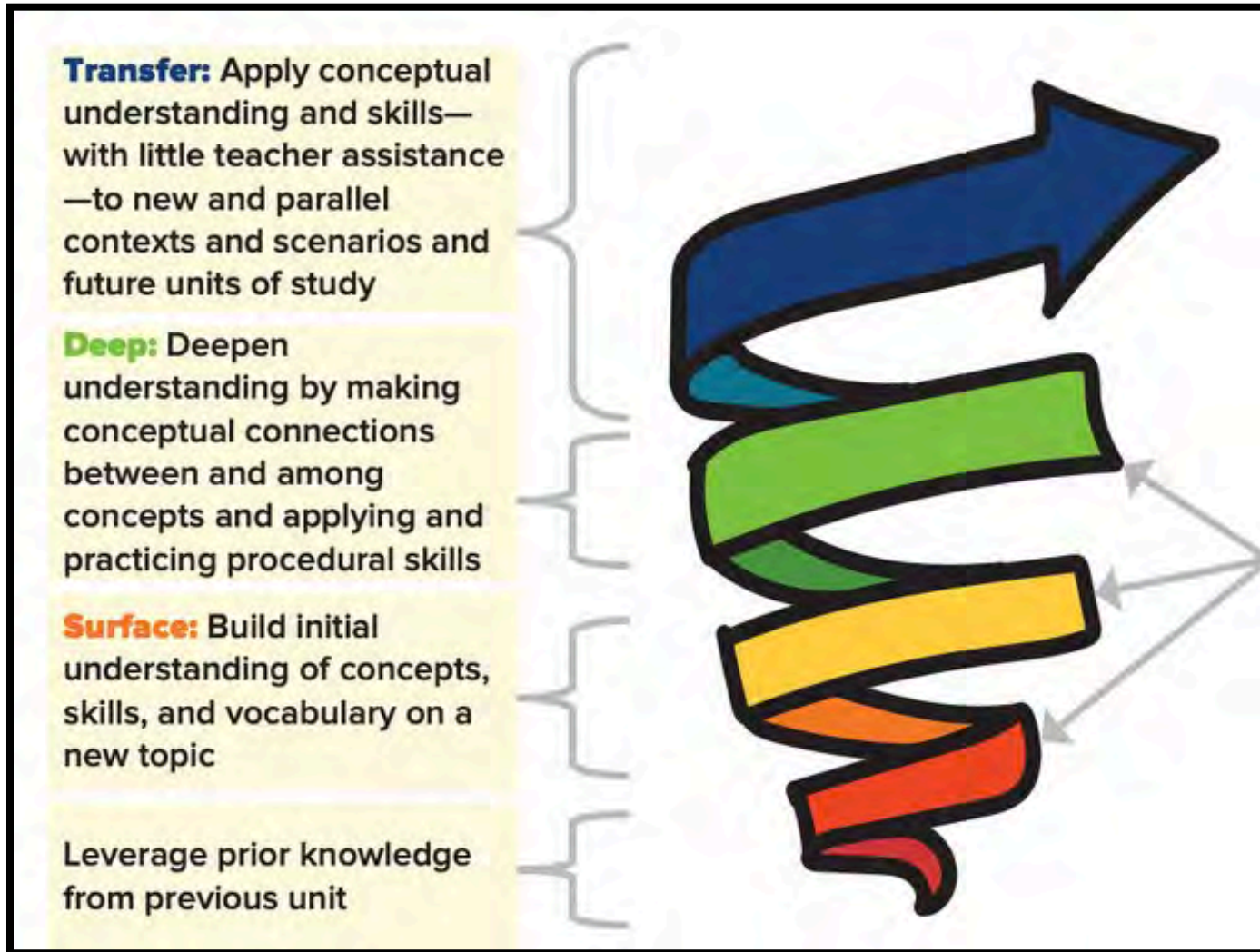


Distributed review requires:

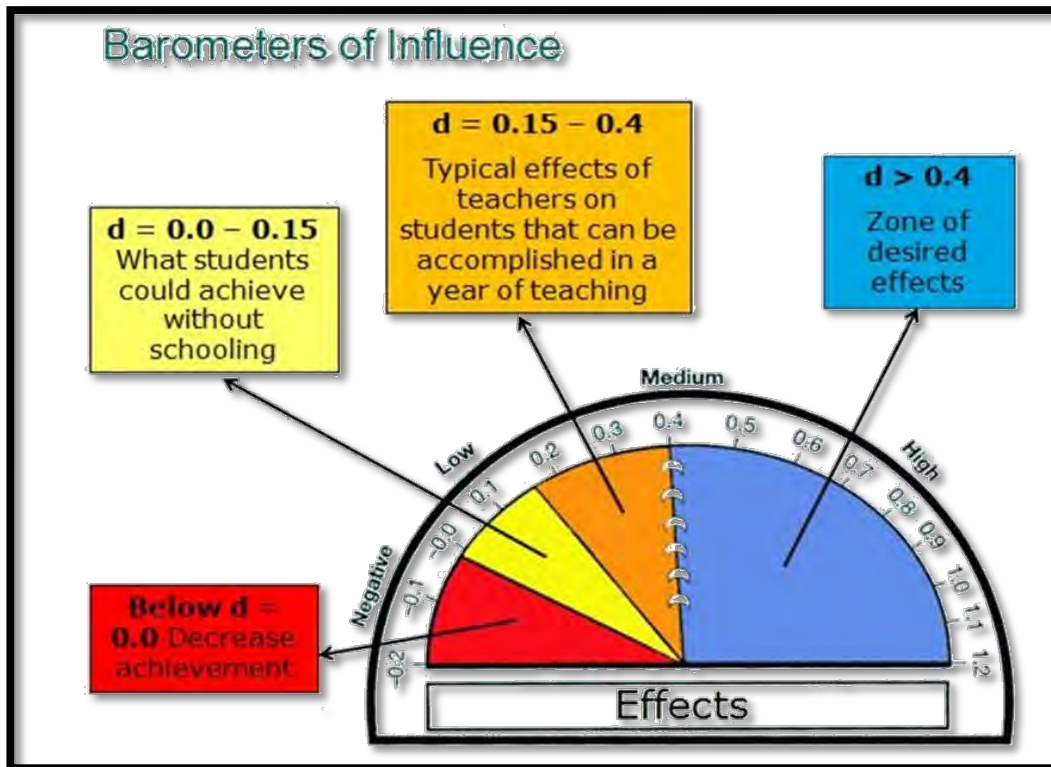
- ★ Sufficient time on a topic
- ★ That it be distributed over time
- ★ That it be cumulative
- ★ Varied contexts



Phases of Learning



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



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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.”

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.

ELA Expectation	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.



“Those who
talk the most
learn the most.”
Ken Blanchard




Classroom Discussion Benchmarks



<p>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>In kindergarten, students learn to listen to one another respectfully.</p> <p>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.</p> <p>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.</p>
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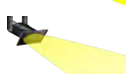
R.3.2 Paraphrase and Summarize



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



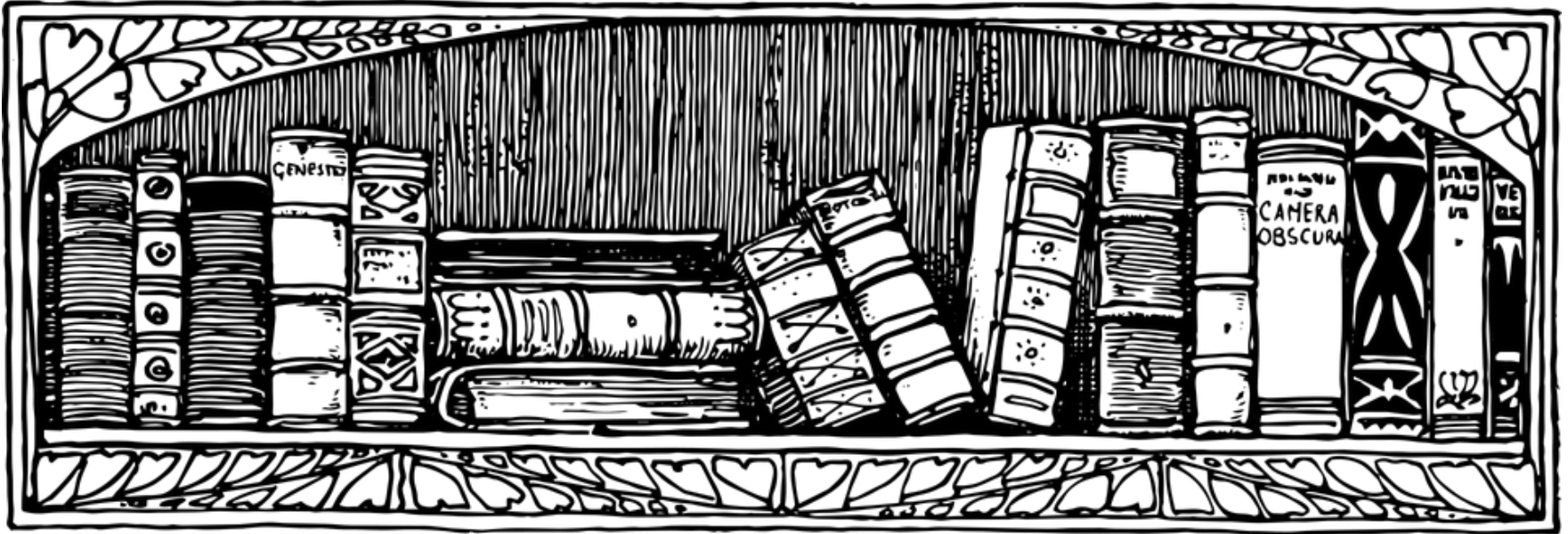


Image credit: Pixabay

“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.”

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

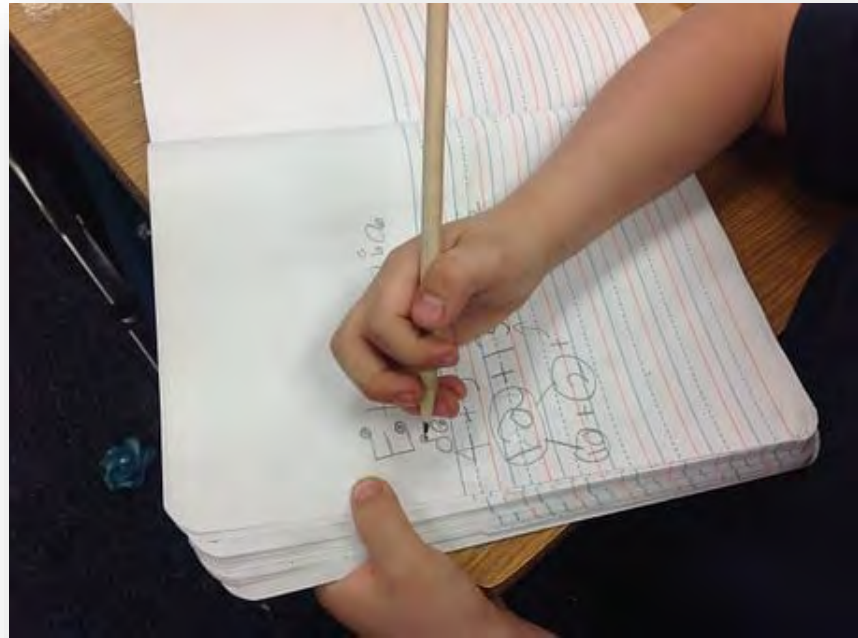


Image credit: Pixabay

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.



Image credit: Pixabay

Summary

What is the relationship between knowledge and skilled reading?



Image credit: Pixabay

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



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Thank you!

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