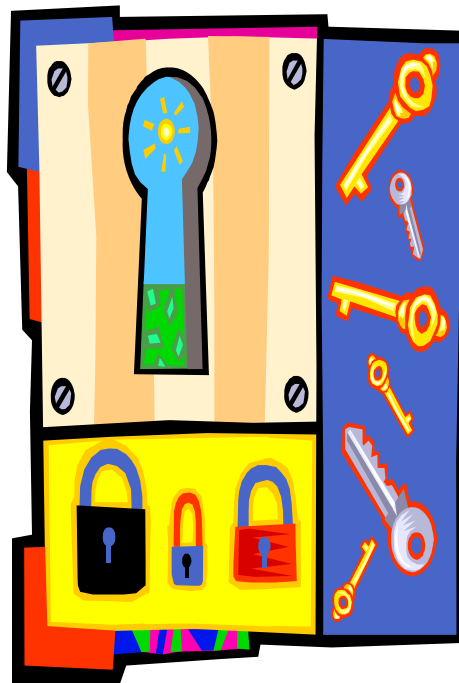


# Vocabulary: Unlocking the Secret to Comprehension



**Just Read Florida Conference 2008**

**Miami-Dade County Public Schools  
Curriculum & Instruction**

**Division of Language Arts/Reading**

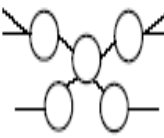
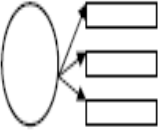
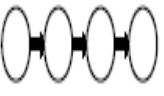
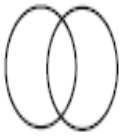
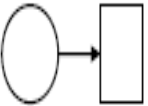
**Participant Handouts**

**Making the Grade with the New 2006 Sunshine State Standards!  
Grades 3-5**

<b>Old Benchmark</b>	<b>New Benchmark (Formerly Known as Content Focus)</b>	<b>Content Focus</b>
<b>Cluster 1 Words and Phrases in Context</b>		
LA.A.1.2.3 Vocabulary	LA.3-5.1.6.2 Context Clues <b>*LA.3-5.1.6.6 Shades of Meaning</b> LA.3-5.1.6.7 Base Words and Affixes	Context  Base Words Prefixes Suffixes Antonyms Synonyms Homographs Homophones Word relationships Analysis/Inference
	LA.3-5.1.6.8 Antonyms, Synonyms, Homographs, Homophones	Multiple meanings Root words Affixes
	LA.3-5.1.6.9 Multiple Meanings in Context LA.3-5.1.6.11 Familiar Greek and Latin Roots and Affixes	
<b>Cluster 2 Main Idea, Plot and Purpose</b>		
LA.A.2.2.1 Main Idea/Details	LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order	Main idea/message Details Chronological order
LA.A.2.2.2 Author's Purpose	LA.3-5.1.7.2 Identify Author's Purpose and how Author's Perspective and how it influences text	Author's purpose Author's perspective
LA.E.1.2.2 Plot Development	LA.3-5.2.1.2 Elements Of Story Structure- Character, Character Development, Setting, Plot, Problem/Solution <b>*grades 4 &amp; 5 Includes Exposition and Theme</b>	Plot development Character development Character point of view Problem Solution <b>*Theme</b>
	LA.3-5.2.1.7 Use of Descriptive, Idiomatic, and Figurative Language to describe people, feelings, and objects	
<b>Cluster 3 Comparison and Cause/Effect</b>		
LA.A.2.2.7 Comparison/Contrast	LA.3-5.1.7.7 Compare/Contrast Elements, Topics, Settings, Characters, Problems in Single or Multiple Texts	Elements Characters Settings
LA.E.1.2.3 Similarities/Differences	LA.3-5.2.1.5 Respond to various literary selections Connecting Text to Self, Text to World, Text to Text (comparisons among multiple texts)	Events Problems
LA.E.2.2.1 Cause/Effect	LA.3-5.1.7.4 Cause and Effect Relationships	Cause Effect
<b>Cluster 4 Reference and Research</b>		
LA.A.2.2.8 Reference and Research	LA.3-5.1.7.5 Authors use of Text Structure and its impact on meaning LA.3-5.2.2.1 Text Features (headings, charts, diagrams, graphs, illustrations) LA.3-5.6.1.1 Read and organize informational text to perform a task LA.4-5.6.2.2 Evaluate the Validity and Reliability of text by examining several sources	Reference information (synthesize multiple sources) Reference information (within text) Interpret graphical information (text features) <b>*Validity</b>

**\* Will be tested beginning in 2010**

Florida Department of Education Division of Language Arts/Reading 1007

Text Structures in Informational Texts													
Text Pattern	Definition	Key Words	Maps/Webs	Examples of Texts	Examples of Student Writing								
Description	Descriptive details about characteristics, actions, etc.	<i>Descriptive adjectives and words like: on, over, beyond, within, behind, underneath, on the left/right, appears to be, as in, looks like</i>		<i>The crocodile is the master of deception in water. It stalks its prey and then swiftly closes in for the kill.</i>	<i>Goose bumps make me shiver. I get little bumps on my skin. They look like sesame seeds.</i>								
Problem/Solution	Sets up a problem and its solutions.	<i>propose, conclude, a solution, is resolved, result, the reason for, the problem or question, the effect, one idea</i>		<i>One problem to resolve in crocodile watching is transportation. How can an observer get close enough...</i>	<i>Goose bumps make me shiver. But they disappear as soon as I cover up with a jacket or sweater.</i>								
Time/Chronological Order	Gives information in order of occurrence	<i>first, second, third, later, before, after, finally, now, then, next, earlier, during, afterwards, until, meanwhile, eventually, next week, tomorrow, today, immediately, initially, as soon as, following, preceding</i>		<i>Archaeologists have helped us to understand that the evolution of the crocodile began with...</i>	<i>Goose bumps make me shiver. First I get cold. Then I shake all over.</i>								
Comparison/Contrast	Looking at two or more items to establish similarities/differences	<i>while, yet, but, unlike rather, instead, on the other hand, although, even though, still, otherwise, as opposed to, like, similarly, likewise, same, both, as well as, in common</i>		<i>The power of the crocodile is like that of a monstrous machine. With one lunge it can... Compared to the alligator the crocodile...</i>	<i>Some people get goose bumps from fear. Others get goose bumps when they are touched emotionally.</i>								
Cause/Effect	Give reason/explanation for happening	<i>because, since, if then, due to, as a result, for this reason, on account of, consequently, in order to, effects of, is caused by, when...then, leads to</i>		<i>We observed the crocodile as it stalked a raccoon...As a result of the noise we made, the rabbit bolted...</i>	<i>Goose bumps make me shiver. When the temperature drops below 45 degrees, my skin crinkles into goose bumps...</i>								
Argument/Support	States a position & supports it with data, emotional appeals, expertise, credibility, honesty, and urgency	<i>Almost, often, if-then, in most cases, maybe, might, probably, usually, according to, due to, consequently, as a result, when...then, leads to</i>	<table border="1" data-bbox="738 1480 901 1627"> <thead> <tr> <th>Position</th> <th>Support</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Position	Support							<i>No longer on the endangered list, alligators are still in peril due to overbuilding. Therefore to save the keystone of the wetland ecosystem, we must stop development and protect its habitat.</i>	<i>If goose bumps occur only in mammals, then the term "goose bumps" is misleading because a plucked goose technically does not qualify. Maybe they should be called "Chill Bumps"!</i>
Position	Support												

Adapted from Exploring Nonfiction by Linda Hoyt Figure 8-1 This material was contributed by Teresa Thurnault

M-D CPS Curriculum and Instruction: Language Arts/Reading

# ELEMENTARY FCAT VOCABULARY

*Other Ways to Say...*

## Vocabulary

same  
opposite  
describe  
mean

## Main Idea

summary  
retell  
portion  
good title  
essential message  
central idea  
primary topic

## Chronological Order

just before  
right after  
first  
last  
retell  
portion  
events (leading up to)

## Author's Purpose

mean	describe
purpose	persuade
agree	explain
statement	
include	
description	
inform	

## Cause and Effect

cause  
effect  
happen  
events  
results  
particular action  
reason(s)

## Compare/Similarities

alike  
similar  
similarities

## Contrast/Differences

different  
difference(s)  
dissimilar  
change  
beginning  
end

## Plot Development/Resolution

problem	lead
change	resolution
beginning	character
end(ing)	setting
indicates	
solved	
events	

MDCPS Language Arts/Reading, June 2005

## Levels of Complexity

### Targets for Instruction and Assessment

#### Level 1 - Low Complexity

Involves recall, observing and representing basic facts that demonstrate a surface level of understanding of text. Usually requires a student to perform a one step process by:

- ☐ Locating details
- ☐ Finding details on charts, graphs, or diagrams
- ☐ Recognizing chronological order
- ☐ Identifying correct meaning of words in explicit context
- ☐ Identifying figurative language in text

#### Level 2 - Moderate Complexity

Involves summarizing, inferring, classifying, comparing, gathering information, explaining, describing, while demonstrating a more complex level of understanding. Usually requires a student to perform a 2-step process by:

- ☐ Using context clues to identify the meanings of unfamiliar words
- ☐ Interpreting the information in graphs, charts, and diagrams
- ☐ Recognizing patterns of organization
- ☐ Comparing meanings
- ☐ Determining how details support main idea
- ☐ Determining author's main purpose or point of view
- ☐ Demonstrating an understanding of plot development
- ☐ Identifying cause and effect relationships
- ☐ Summarizing the major points of the text
- ☐ Identifying similarities and differences
- ☐ Determine fact or opinion

#### Level 3 - High Complexity

Involves higher order thinking, conceptual understanding, generalizing abstract reasoning, theme identification and complex inferencing within and across text. This level requires a student to perform multiple steps by:

- ☐ Analyzing the use of figurative language in text
- ☐ Showing how graphs, charts and diagrams contribute to a text
- ☐ Analyzing in depth similarities and differences
- ☐ Analyzing cause and effect relationships
- ☐ Determining author's purpose and/or point of view and how it affects the text
- ☐ Describing and illustrating how common themes are found across texts
- ☐ Applying text-based information to a similar situation
- ☐ Identifying and evaluating devices of persuasion
- ☐ Evaluating strong vs. weak argument
- ☐ Describing and analyzing the characteristics of various types of text





# Elementary Task Cards

<p><b>PLOT DEVELOPMENT/RESOLUTION (L.A.E.2.2.2)</b> Design a question that requires students to identify plot development and/or problem resolution in the story?</p> <ul style="list-style-type: none"> <li>• What word/words best describe the character?</li> <li>• What problem did the character face?</li> <li>• What happens that causes the character to change from the beginning end of the story?</li> <li>• How is the problem solved in the story?</li> <li>• What in the story indicates that the problem is solved?</li> <li>• What events lead to the resolution of the problem in the story?</li> <li>• Which sentence first lets the reader know the character feels _____ about _____?</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>• What words or phrases create the tone of _____?</li> <li>• What is the overall tone of the story?</li> <li>• The author probably compares _____ to _____ because ... (analyzing figurative language)</li> </ul>	<p><b>AUTHOR'S PURPOSE (L.A.A.2.2.2)</b> Design a question that requires students to identify the author's purpose and support it by returning to the text for details and information.</p> <ul style="list-style-type: none"> <li>• What does the author mean when he/she writes _____?</li> <li>• Why did the author write the article?</li> <li>• What is the author's purpose in writing this article?</li> <li>• With which statement would the author most likely agree?</li> <li>• Why did the author begin the article/story with _____?</li> <li>• Why did the author include the description of _____ in the article/story?</li> <li>• The author of _____ would most likely want to read which of the following article/story?</li> <li>• Why did the authors of _____ and _____ write these stories/articles?</li> <li>• Which books would the author of _____ most likely read in order to write this article/story?</li> </ul>				
<p><b>CAUSE AND EFFECT (L.A.E.2.2.1)</b> Design a question that requires students to describe the cause or effect of an action or event in fiction, nonfiction, poetry or drama.</p> <ul style="list-style-type: none"> <li>• What caused _____ to _____?</li> <li>• What effect did _____ have on _____?</li> <li>• What are the events that caused _____?</li> <li>• What might happen if _____?</li> <li>• What is the effect of _____?</li> <li>• Why does a character take a particular action _____?</li> <li>• What were the results of an event or action?</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>• What is the main reason/cause that _____ happens?</li> <li>• Which factor forces/influences _____?</li> </ul>	<p><b>REFERENCE AND RESEARCH (MULTIPLE REPRESENTATIONS OF INFORMATION) (L.A.E.2.2.8)</b></p> <p>This Benchmark could actually include any of the other tested benchmarks such as Cause/Effect, Compare/Contrast, etc. It requires the student to gather the information from charts, graphics, photos, maps and captions as well as the text.</p> <p>Design a question using a stem from the matching benchmark task card and direct the reader to the appropriate graphic and the text to answer the question e.g. <i>Look at the picture next to step 5. Why is the box held up in the air?</i></p>				
<p><b>SUPPORTING DETAILS (L.A.A.2.2.1)</b> Design a question for which students must identify relevant facts and details in order to form an answer. Encourage higher order thinking by asking questions which require students to infer.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">How?</td> <td style="width: 50%;">What happened?</td> </tr> <tr> <td>Why?</td> <td>What caused?</td> </tr> </table> <p>*****</p> <ul style="list-style-type: none"> <li>• How does _____ support the idea that _____?</li> <li>• Why does _____ offer to _____?</li> </ul>	How?	What happened?	Why?	What caused?	<p><b>MAIN IDEA (L.A.A.2.2.1)</b> Design a question that requires students to find the main idea of the passage. Support answers with details and information from the story/article</p> <ul style="list-style-type: none"> <li>• What is the MAIN IDEA of this story/article?</li> <li>• Write a summary of _____.</li> <li>• Why do you think this story/article has the title "_____?"</li> <li>• Retell a portion of the story.</li> <li>• What would be another good title for this story?</li> <li>• What is the essential message in the story/article?</li> <li>• What is the primary topic of the article?</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>• Which sentence gives the best summary?</li> <li>• Which accomplishment/idea is the most valuable?</li> <li>• Which statement best describes the lesson/moral of this story?</li> </ul>
How?	What happened?				
Why?	What caused?				
<p><b>CHRONOLOGICAL ORDER (L.A.A.2.2.1)</b> Design a question for which students must use sequencing in order to form an answer.</p> <ul style="list-style-type: none"> <li>• What happened just BEFORE/AFTER _____?</li> <li>• What happened first, last, etc. ...?</li> <li>• What happened between _____ and _____?</li> <li>• What is the first step in _____?</li> <li>• Retell the events leading up to/following _____.</li> </ul>	<p><b>VOCABULARY (L.A.A.1.2.3)</b> Design a question that requires students to determine the meaning of a word in context, including the use of prefixes, suffixes, root words, multiple meanings, synonyms, antonyms, homonyms, and word relationships.</p> <ul style="list-style-type: none"> <li>• Read this sentence from the passage. <i>Copy sentence or phrase from passage here.</i> What does the word _____ mean? What does the author mean when he says _____?</li> <li>• Choose the word that means the SAME as _____.</li> <li>• Choose the word that means the OPPOSITE of _____.</li> <li>• What two words best describe the word _____?</li> <li>• Which two words mean the same/opposite?</li> </ul>				
<p><b>COMPARE AND CONTRAST (L.A.A.2.2.7)</b> Design a question which requires students to recognize the use of comparison and contrast in text. Support your answer with facts and details from the story/article.</p> <ul style="list-style-type: none"> <li>• How are _____ and _____ ALIKE?</li> <li>• How is _____ DIFFERENT from _____?</li> <li>• How is _____ both SIMILAR to and DIFFERENT from _____?</li> <li>• What is one DIFFERENCE between _____ and _____?</li> <li>• How is _____ dissimilar to _____?</li> <li>• What are the DIFFERENCES between _____ and _____?</li> <li>• What are the SIMILARITIES between _____ and _____?</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>• Why does the author compare _____ and _____ in the passage?</li> <li>• What do _____ and _____ have in common?</li> <li>• What advantage does _____ have over _____?</li> <li>• The author probably compares _____ to _____ because ... (analyzing figurative language)</li> </ul>	<p><b>SIMILARITIES/DIFFERENCES IN TEXT (L.A.E.1.2.3)</b> Design a question which requires students to find similarities and differences in characters, settings, and events presented in various texts.</p> <ul style="list-style-type: none"> <li>• How are _____ and _____ ALIKE?</li> <li>• How is _____ DIFFERENT from _____?</li> <li>• How is _____ both SIMILAR to and DIFFERENT from _____?</li> <li>• What is one DIFFERENCE between _____ and _____?</li> <li>• How is _____ dissimilar to _____?</li> <li>• How did the character change from the beginning of the story until the _____?</li> <li>• What are the DIFFERENCES between _____ and _____?</li> <li>• What are the SIMILARITIES between _____ and _____?</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>• The author probably compares _____ to _____ because ... (analyzing figurative language)</li> </ul>				

# MAMMALS

## The World of Primates: Apes and Monkeys

**O**n the surface, apes, monkeys, and humans aren't much alike. There are 14 kinds of apes and 158 kinds of monkeys. Some weigh more than 600 pounds, and some are as small as a mouse. Then there are humans—animals that walk upright and talk. We're very different from one another. But we have one thing in common: We're all primates!

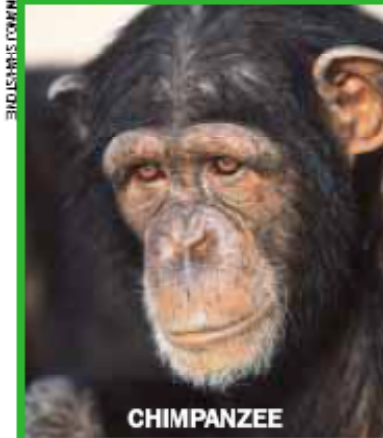
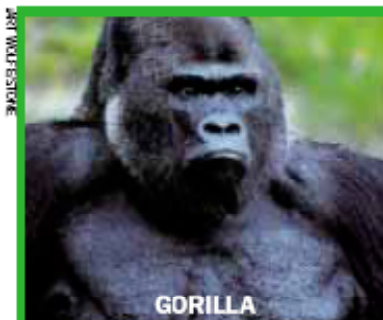
### What Makes a Primate?

First of all, primates are mammals. They have warm blood and fur. Primates are also social animals. They enjoy time with friends and family. Instead of paws, primates have hands. Many even have thumbs and fingernails. Most primates are good climbers. They grab and swing using their hands and feet. A few use long tails to help them climb.

### Where Primates Hang Out

Most primates come from warm places in Africa, South America, and Asia. Many live in jungles and rain forests. There they play together, swing and run through trees, search for food, and look out for dangerous animals like snakes, eagles, and tigers.

Sometimes, though, primates live in zoos. Away from their home, they could get bored and upset. Zoo keepers build special climbing walls, add new toys and games, and bring surprises to keep the primates happy and interested.



### Some Great Apes

As primates, monkeys and apes have a lot in common. But they also have a few differences. Unlike monkeys, apes have no tail and can walk upright for a short time. Apes are generally smarter than monkeys. Here are the four main types of apes:

**GORILLAS:** The biggest primates in the world, they weigh up to 650 pounds. These gentle giants live in West Africa, where they eat nuts and leaves.

**GIBBONS:** They live in the treetops of the Far East and Southeast Asia. Their long arms let them swing amazingly fast from branch to branch. One type of gibbon yells so loudly, it can be heard a mile away.

**CHIMPANZEES:** Chimpanzees travel in groups throughout the forests and grasslands of Africa. Chimpanzees are so smart, they have a language. Instead of words, they use sounds and facial expressions.

**ORANGUTAN:** The second-biggest ape, it can weigh up to 200 pounds. These intelligent, red-furred apes live in the rain forests of Borneo and Sumatra. In fact, they almost never come down from their branches.

# Instructional Procedure

## Plan Instructional Focus

- Select appropriate informational and/or literary text
- Target Primary & Secondary\* benchmark
- Choose Strategy/Graphic Organizer/Question Task Cards to develop primary benchmark question depending of the length of the piece and the obvious text structure
- Determine Critical Concept Vocabulary as well as vocabulary from the text aligned with the spectrum of the Vocabulary Benchmark
- Develop Phonics Patterns/Grammar/Structure/Spelling
- Provide multiple opportunities to reread for Fluency

## Teacher Directed Instruction – Selected Grade Level Text

Before:

- Activate/build background knowledge
- Introduce critical concept vocabulary using webs/maps
- Preview and predict selection
- Set a purpose for reading

During:

- Initial Reading** to adjust prediction, summarize, and address Author's Purpose
- Repeated readings** using various modes (shared reading, buddy reading, silent reading) to develop fluency, vocabulary connections to draw inferences and make benchmark connections

After:

- Use selection to teach appropriate strategy/organizer for retention and application of benchmarks and questioning.

## Teacher Modeling/Think Aloud

- Teacher/student analyze questions by discussing what is necessary to fulfill the requirement of the task
- Teacher/students examine text to support the responses.

## Write Answers To The Questions

- Students write individual answers
- Students share written responses in pairs/groups

## Improving Responses

### *Compare and Justify*

- Guide students in discussing whether the answer fulfills the reading concepts embodied in the task and are supported by the selection

### Develop Better Responses

- Use student responses to build and model complete paraphrased text-based answers

## Application For Ongoing Instruction

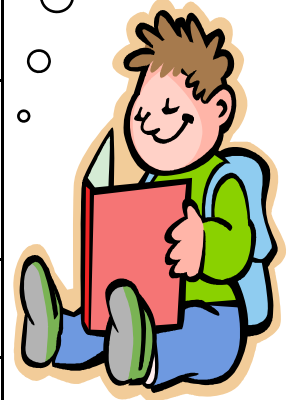
- Students practice responding to similar questions and apply strategies independently with various texts
- Teachers select assessments for primary and secondary benchmarks using the reading standards format

\*Primary Benchmark refers to the comprehension skill most evident in the reading selection. Secondary Benchmarks are the additional comprehension skills that are consistent with text structure and genre format. The following benchmarks must be addressed with all text when reading for meaning: Main Idea, Author's Purpose, and Vocabulary.

# Author's Intent

Story/Poem	Article
To tell	To teach
To entertain (with a scary story, humorous story)	To show (effects, similarities/differences)
To share	To inform
To teach (fable/moral)	To give facts
To show	To make it clear
	To persuade/convince
	To explain
	To demonstrate
	To give an account of (biographies)
	To develop (a setting, an idea, a character)
	To encourage

Why did he write this?



+

**Main  
Idea =  
Author's  
Purpose**

*Example: Q: Why did the author write this article?*

*A: The author wrote this article to give information that will help children enjoy concerts.*

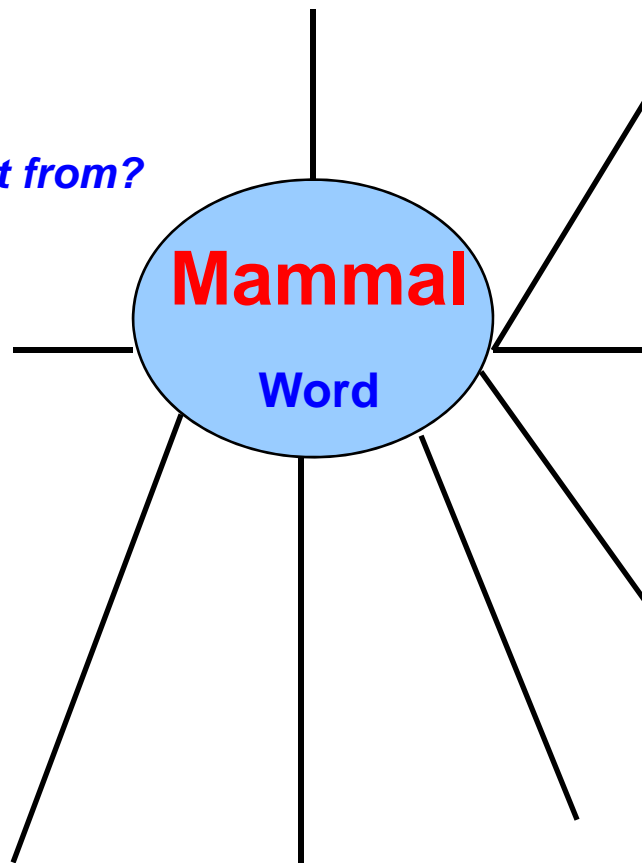
# Concept Definition Map

*What is it?*

*What is it like?*

*What is it different from?*

Antonym



Examples