

Presenter's Preparation Outline

Unit 2, Module 2: Pronouncing and Defining Words

Presentation Materials

- 2-slides-to-a-page handout of the Adobe Flash presentation
- Handouts 1 to 6
- Equipment
 - Projector
 - Sound system (speakers)
 - Laptop or other computer with CD/DVD drive (see p. 12 of Speaker Preparation for other computer specifications)
 - DVD of Flash presentation with embedded Flash video
 - Laser pointer
- Supplies
 - Blank paper (Slide 16)
 - OPTIONAL: Dictionary to verify word syllabication

Handouts

- Handout 1: TEKS/ELPS/CCRS Connections
- Handout 2: "Physical Location of North America"
- Handout 3: Pronouncing and Defining Words Routine
- Handout 4: Scaffolding Pronunciation and the Definition of Words
- Handout 5: Reflection Log
- Handout 6: References

Outline continues on the next page.

Time

This module will take approximately 60 minutes.

Unit 2:
Vocabulary Instructional Routines

TEXAS
TALA
ADOLESCENT
LITERACY
ACADEMIES

Module 2:
Pronouncing and Defining Words


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Slide 1—Title Slide

This is the second module in the **Vocabulary Instructional Routines** unit, **Pronouncing and Defining Words**.

Vocabulary Instructional Routines


Module	Title
1	Selecting Words
2	Pronouncing and Defining Words
3	Generating Examples and Nonexamples


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Slide 2—Vocabulary Instructional Routines

The first vocabulary module focused on **selecting** vocabulary **words** to teach before students read text. This module will focus on supporting students as they learn to **pronounce** unfamiliar multisyllable **words** and acquire a basic understanding of the words' meanings. The final module in this unit will introduce a routine for **generating examples and nonexamples** of unfamiliar words.

If you are doing an investigative lesson (as is consistent with the 5E Model: Engage, Explore, Explain, Elaborate, Evaluate; Bybee, 1997), you would move the introduction of and instruction in vocabulary to the end of that lesson. However, you should not have students encounter the terms in text until you have provided appropriate support for them to do so.

 Find **Handout 1: TEKS/ELPS/CCRS Connections**, which explains how this routine will assist students in meeting specific subject area expectations of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS). Take a moment to review and discuss this handout with a partner at your table.

Notes continue on the next page.

Allow 2 minutes. Monitor and address any questions or concerns.

Now that you have had an opportunity to review the relevance of this module to your particular subject area, let's examine our objectives for the session.

REFERENCE: Bybee, 1997.

Objectives

- Understand characteristics of struggling middle school readers, the text types at this level, and the role of fluent and accurate reading at the secondary level.
- Recognize the importance of providing students with clear, understandable definitions for unfamiliar words.
- Identify or write student-friendly definitions for vocabulary words that will be taught in upcoming lessons.
- Apply an instructional routine to teach a strategy for pronouncing unfamiliar multisyllable words and providing student-friendly definitions.

Slide 3—Objectives

Set expectations for this session.

The goal of this instructional routine is to make students more comfortable in approaching long and unusual terms that often appear in content area textbooks.

As we begin the module, you may hear or see some terms with which you are not familiar. These will be explained as we work through the section of slides employing the explicit instructional routine (*I/WE/YOU Do*).

I/WE/YOU DO adapted with permission from Archer, Isaacson, & Peters, 1988.

Texts Above the Fifth Grade



- Collectively contain thousands of words that students have never encountered before
 - Most of the new words are longer, multisyllabic
 - These unfamiliar multisyllabic words tend to carry the weight of the content

Slide 4—Texts Above the Fifth Grade

Review the information on the slide.

Activity: Tell-Help-Check

Pick a partner at your table and decide who will be a One and who will be a Two.

To get a sense of what it feels like to read a passage with so many unfamiliar words, I will read a passage, substituting the word *blank* for each word with six or more letters.

Read the following aloud, saying “blank” for each blank.

Why did it take _____ so many years to find North _____? _____ the _____ is _____ by water! The _____, _____ and _____ lie to the north, east, and west of North _____. The Gulf of _____ lies to the south. From any _____, North _____ was _____ to reach. The _____ not only kept early _____ away, but also _____ of plants and _____ to _____. The _____, _____ trees, _____ sumac, wild yam, and _____ are all

Notes continue on the next page.

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DUPLICATE
SLIDE

_____ to North _____. _____ the _____, _____, wild _____, bald eagle, _____, and _____. The _____ of North _____ kept some _____ of _____ and _____ from _____ to other _____. The water and _____ have been both a _____ and a form of _____ for _____ of North _____. As _____ as World War I and World War II, other _____ had a _____ time _____ North _____ the vast _____.

Twos, TELL your partner what you think the passage was about. Ones, feel free to HELP your partner if he/she needs it.

Wait a minute or so for pairs to interact.



Turn to **Handout 2: “Physical Location of North America”** to read the full text and to see whether you guessed correctly.

Allow another minute or so for participants to view the handout. Ask participants to share their thoughts about the challenge of gaining content knowledge from the passage with so many words missing.

If not already discussed, be sure to mention the following key point:

Notes continue on the next page.

This exercise shows us the challenges that struggling readers face. If we do not have access to words that are longer or multisyllabic, we miss out on the important content of the text. You can see why struggling readers also struggle to learn in science, math, and social studies classes.

REFERENCES: Cunningham, 1998; Nagy & Anderson, 1984.

TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990.

The Importance of Quick and Accurate Word Recognition

- Fluent reading (quick, smooth, accurate reading) depends on recognizing many words immediately “at sight” and efficiently identifying unfamiliar words.

(Torgesen et al., 2003)

- Poorly developed word recognition skills, and a resulting lack of reading fluency, are among the greatest sources of reading challenges.

(Rasinski & Padak, 1998; Torgesen et al., 2003)

- Concentrating on identifying words reduces the amount of concentration that can be devoted to comprehension.

(National Institute of Child Health and Human Development, 2000; Samuels, 2002)

Slide 5—The Importance of Quick and Accurate Word Recognition

Review the research statements on the slide.

Although we would like to think that students have mastered the ability to recognize and pronounce words by the time they are in middle school, we know that many students continue to experience difficulty with this. If we don't address word recognition in all content areas, these students will not be able to comprehend textbooks. Too much of their working memories will be taken up by the effort to read the letters printed on the page.

REFERENCES: Adams, 1990; National Institute of Child Health and Human Development, 2000; Rasinski & Padak, 1998; Samuels, 2002; Torgesen, Rashotte, Alexander, Alexander, & MacPhee, 2003.

The Importance of Quick and Accurate Word Recognition (cont.)

“About 28% of the variation in students’ achievement on the high school graduation test could be accounted for by variation in students’ reading fluency.”

(Rasinski et al., 2005, p. 25)

Slide 6—The Importance of Quick and Accurate Word Recognition (cont.)

Read the research statement on the slide.

In fact, in a study of students who were already identified as struggling readers, the ability to identify and pronounce words quickly and accurately accounted for 28% of the difference between the students who were high achievers and the students who were low achievers on a state assessment of reading comprehension. Helping all students quickly and accurately identify long words seems to be related to improved reading achievement.

Additional Information for the Presenter

Not all difficulties with pronunciation are due to poor word recognition skills. English language learners and speakers of nonstandard dialects may struggle with understanding or producing standard pronunciations of English words. This does not necessarily mean they do not know the meanings of the words.

REFERENCE: Rasinski et al., 2005.

Making Definitions Useful to Students

- Looking up words in the dictionary is not effective for helping students learn new words.
(Scott & Nagy, 1997)
- Teaching students only formal definitions does not significantly or reliably improve comprehension.
(Baumann & Kame'enui, 1991; Stahl & Fairbanks, 1986)

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Slide 7—Making Definitions Useful to Students

Fluency involves more than word identification. It is also related to students' vocabulary knowledge, so helping students understand word meaning is just as important as helping them pronounce the words.

Review the research statements on the slide.

The most common method of vocabulary instruction, looking up words in a dictionary, is actually the least effective way to promote authentic word learning. This is because dictionaries use a format and style for presenting definitions that can cause further confusion for students. It is more helpful initially to offer a contextualized explanation of the term in language that is easy for students to understand.

REFERENCES: Baumann & Kame'enui, 1991; Scott & Nagy, 1997; Stahl & Fairbanks, 1986.

Making Definitions Useful to Students (cont.)

- It is more useful to explain the vocabulary words in simplified, natural English terms **before** a reading. . .

(Beck, McKeown, & Kucan, 2002)

- . . .and to use formal dictionary definitions **after** the word has been encountered in text.

(Nist & Olejnik, 1995)

Slide 8—Making Definitions Useful to Students (cont.)

Review the research statements on the slide.

It is not that the conventional, sophisticated, precise definitions will never be used. Rather, it is a question of when providing those definitions will be useful and effective for actually learning the word.

Brief vs. Expanded Instructional Routine for Vocabulary

Brief Routine	Expanded Routine
1. Selecting the words to teach	1. Selecting the words to teach
2. Pronouncing and defining the words	2. Pronouncing and defining the words
	3. Generating examples and nonexamples

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Slide 9—Brief vs. Expanded Instructional Routine for Vocabulary

Pronouncing and defining words is the second step in both the brief and expanded instructional routines for vocabulary. In the previous module we learned to identify the academic and content-specific words that should be pretaught to students. Now we will concentrate on helping students to quickly and accurately pronounce the words and acquire a basic understanding of the words' meanings.

Planning to Apply the Routine for Pronouncing Multisyllable Words

- Preview the text, looking for challenging words that students must know in order to comprehend the text.
- Select both academic and content-specific words that are:
 - New words not common to oral language
 - Mature or more precise labels for concepts already under the student’s control
 - Abstract words and words not easily pictured
 - Words that require background knowledge for concept development
 - Multiple-meaning words
- Identify the word parts to prepare to pronounce multisyllable words.

Slide 10—Planning to Apply the Routine for Pronouncing Multisyllable Words

Let’s review how we learned to select the words to preteach.

- In the last module, we began by **previewing** the chapter or passage, **looking for challenging words that students must know in order to comprehend the text**. For English language learners, this may include common words. What is an easy or familiar word to native English speakers may not be known to students who are still learning the language.
- When narrowing our list, we **selected both academic and content-specific words**. These words are critically important for comprehension, frequently encountered, and/or have multiple meanings in various contexts. Keep in mind that some words, such as proper nouns or Latin names for biological organisms, may not actually interfere with students’ comprehension. Although you would not use instructional time to study these terms deeply, you may want to help students pronounce them.

Notes continue on the next page.

Planning to Apply the Routine for Pronouncing Multisyllable Words

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DUPLICATE
SLIDE

- Now we want to carefully **identify the word parts to prepare to pronounce multisyllable words**. You do not want to struggle with this during class time because one of the goals is to model for students how the routine can be applied quickly and easily. Words should be divided so that one vowel sound is present in each part. Use a dictionary to verify the pronunciation or syllables if needed.

REFERENCES: Beck et al., 2002; Stahl, 1999.

Routine for Pronouncing and Defining Multisyllable Words, Part 1

- Write the word on the board with the syllables identified.
- Say the word with students:
 - Speak slowly, enunciating each syllable.
 - Stress each accented syllable.
- Repeat two or three times at a normal rate of speech.

Slide 11—Routine for Pronouncing and Defining Multisyllable Words, Part 1

When introducing vocabulary words, always present the words visually: on the board, an electronic display, or chart paper. Use spaces or underlining to mark the separate syllables. Each syllable has one vowel sound, although it may be spelled with several vowels. You can check a dictionary to verify the pronunciation or use an online dictionary with audio. Preparing before class is critical to making this part of the routine go smoothly.

Follow this procedure whenever you present new vocabulary. First, say the word to the class, enunciating each syllable and obviously stressing the accented syllable. Then, have students repeat the word.

Next, have students say the word with you two or three times at the normal rate of speech. Words spoken quickly sometimes sound like different words to English learners. Pointing out this fact can help English learners to more easily recognize the word in the context of your classroom discussions.

Pronouncing and Defining Words:
Modeling Phase: / Do

mér cu ry

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Slide 12—Pronouncing and Defining Words: Modeling Phase: / Do

Let’s practice introducing a word. You might say, “Here is our first vocabulary word, *mercury*. Let’s say it slowly together: MER cu ry.”

Notice how I emphasized the first syllable. If students struggle, have them “tap out” the syllables with you, giving more emphasis to the first syllable. Let’s try that now.

Tap on a table or other surface as you read each syllable:

MER cu ry.

Continuing the introduction, we might say, “Great. Here is what it sounds like altogether: mercury. Let’s say it as a group: mercury.”

Repeat a few times.

Then you would continue to part 2 of the routine, the student-friendly definition. Remember to keep the pronunciation part quick and fun.

Notes continue on the next page.

Students who are identified for additional support in Tier II receive instruction on decoding different syllable types. Participating in this quick practice and repetition reinforces those skills and gives Tier II students an opportunity to be successful with the content words you have selected as important.

I/WE/YOU DO adapted with permission from Archer, Isaacson, and Peters., 1988.

Routine for Pronouncing and Defining Multisyllable Words, Part 2

- Create student-friendly definitions by using everyday language to explain the meaning of the word.
 - Compose the definition by using words that students know and understand.
 - Provide a contextualized explanation of the word.

Slide 13—Routine for Pronouncing and Defining Multisyllable Words, Part 2

Immediately after pronouncing the word, tell students what it means and how it will be used in the lesson.

- To assist students in learning new terms, **create student-friendly definitions by using everyday language to explain the meaning of the word.** Student-friendly definitions should have two main characteristics. You should:
 - **Compose the definition using words that students know and understand.** Avoid making explanations that require additional vocabulary development to be understood.
 - **Provide a contextualized explanation of the word.** Give students practical applications showing how and when the word can be used appropriately. This is particularly important for words with multiple meanings for which the context of use actually determines the relevant definition.

Notes continue on the next page.

Teachers create these definitions in advance. As you identify the challenging words in each lesson and prepare to help students pronounce them, you should also prepare to explain words in ways that will be understandable to your students. The definitions should support students' ability to use the words in learning the content of the lesson.

REFERENCES: Beck et al., 2002; Stahl, 1999.


Pronouncing and Defining Words: Modeling Phase: / Do

1. Student-friendly Definition

Mercury is an element in the metal family.

It is found in the form of a liquid at room temperature.

Mercury can be used in thermostats, batteries, and chemical processes.



2. Traditional Definition

Also known as quicksilver. A heavy, silvery-white, toxic, metallic element with the chemical symbol Hg that is liquid at room temperature or near temperature.

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Slide 14—Pronouncing and Defining Words: Modeling Phase: / Do

Activity: Understanding Student-friendly Definitions

Here we have two definitions for the scientific term *mercury*. The one on the left is the student-friendly version. With your partner, GENERATE an explanation for what makes definition No. 1 easier to understand than No. 2.

Repeat the directions. Monitor the group and gather good explanations. Allow 30–60 seconds.

Now let's SHARE one good explanation for how the definition on the left, the first example, was simplified or made easier to understand than the definition on the right. What makes No. 1 an example of a student-friendly definition?

Call on a participant. Possible answers include: uses short, clear sentences; uses familiar words; connects with possible experience (thermostat); provides a picture.

Notice that the traditional definition is not very long, but it includes more complex terminology and sentence structure. The definition that provides information in more simple language and structure is more student-friendly.

GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.
I/WE/YOU DO adapted with permission from Archer, et al., 1988.

Pronouncing and Defining Words:
Teacher-assisted Phase: *WE Do*

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Slide 15—Pronouncing and Defining Words: Teacher-assisted Phase: *WE Do*

Now let's try using the routine together to pronounce another word. What kind of word is this?

Answer: content-specific word.

Would you use the brief or expanded instructional routine with it? Why?

Answer: Use the expanded routine. The word is related to other words students will study about types of government and, therefore, is likely to come up again.

Model reading the word on the slide slowly and then quickly.

Some students may erroneously pronounce the ending /chee/. Point out that in this case, *ch* is pronounced /k/. Then repeat the word with the whole group to avoid singling out students.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

Pronouncing and Defining Words: Peer-assisted Phase: *WE Do*

Take turns practicing the routine with your partner, using the following word:

de tér mine

- Write the word on the board with the syllables identified.
- Say the word with students:
 - Speak slowly, enunciating each syllable.
 - Stress each accented syllable.
- Repeat two or three times at a normal rate of speech.
- Tell students the simplified explanation or have them read the explanation with you.
- Repeat the word and its definition.

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Slide 16—Pronouncing and Defining Words: Peer-assisted Phase: *WE Do*

The directions provided on this slide are for teachers to follow when implementing the routine in their classrooms. Because the word for the activity already appears on the slide, it is not necessary to use a board or overhead.


Let's make sure you are comfortable with the routine for pronouncing and defining words. First, I would like each of you to write a student-friendly definition for this word: *determine*. Remember to include natural language and one to three relevant examples of the word used in context. Use a piece of paper at your table to record your definition.

Allow 1 minute.

Activity: Pronouncing Words

Now you and your partner will **take turns practicing the routine** for pronouncing multisyllable words using the word provided on the slide. One of you will take the part of the teacher; the other will take the part of the student. Then switch roles so that you both have a chance to practice.

Notes continue on the next page.

 Remember to follow all the steps of the routine. Use **Handout 3: Pronouncing and Defining Words Routine** as a guide.

Present the steps on the slide.

Monitor the group closely and coach participants as needed.

After allowing participants to write and define the word, recruit a participant (or co-presenter) to model the routine with you.

Have the audience dictate the steps as the volunteer follows them. You will play the role of a student. You might purposely mispronounce the word (with a long vowel sound at the end or stressing the wrong syllable) and ask the group to tell the volunteer how to address the error (with the whole group, pointing out the sound and then repeating together).

Now it is your turn to practice together. Take a few minutes to go through the routine with this word. Twos, begin as the teacher; then switch roles.

Allow participants time to take turns.

With more practice, this routine will become a natural part of your teaching and a regular routine that your students anticipate and easily follow.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

Web Sites

Student-friendly definitions

<http://www.oup.com/elt/catalogue/teachersites/oald7/?cc=global>

Idioms

<http://dictionary.cambridge.org/results.asp?dict=A>

Math terms

<http://www.mathwords.com/>

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Slide 17—Web Sites

If you need assistance when planning and composing the simplified explanations of words, you can refer to the Web sites listed on this slide. Many online dictionaries also provide audio clips that demonstrate pronunciation.

You might also consider using a bound dictionary specifically designed for English language learners. These tend to provide more complete information about pronunciation and grammatical structure. In addition, they often contain idioms, sample sentences or phrases, and definitions aligned to tests of English proficiency. These dictionaries are an added resource but should not replace the teacher's explanations and examples that connect to students' lives.

These resources may also be helpful for Tier II students to use in building independent vocabulary and decoding skills.

SOURCES: www.ldoceonline.com; www.oup.com/elt/catalogue/teachersites/oald7/?cc=global; dictionary.cambridge.org/results.asp?dict=A; www.mathwords.com; <http://intermath.coe.uga.edu/dictionary>

Scaffolding Pronunciation



- Always pronounce content-specific words when introducing vocabulary.
- Frequently remind students to use the routine.
- Be respectful of English language learners and speakers of nonstandard dialects.

Slide 18—Scaffolding Pronunciation



Refer participants to **Handout 4: Scaffolding Pronunciation and the Definition of Words**, which lists the scaffolding steps presented on this and the following slide.

Review the first two points on the slide.

Be respectful of English language learners and speakers of nonstandard dialects. As noted earlier, pronunciation rules vary in different languages. English language learners may find it difficult to produce certain sounds that are not used in their native language. They need to be encouraged and supported in their attempts, so that they will continue practicing their pronunciation. English has difficult rules that take time and practice to learn.

Scaffolding the Definition of Words

- Always provide a student-friendly definition (include illustrations or diagrams where appropriate) for any new academic and content-specific word.
- Check students' understanding of the word:
 - Options include asking partners to use the word in a sentence or to give examples of the word.
 - Support students who struggle, and reword the student-friendly definition if necessary.
- Gradually increase the precision and technicality of the definition.
- Point out cognates and false cognates.

Slide 19—Scaffolding the Definition of Words

To support students in acquiring challenging vocabulary, you should:

- **Always provide a student-friendly definition (including illustrations or diagrams where appropriate) for any new academic or content-specific word.** Providing student-friendly definitions is not something you phase out over the year. Unfamiliar or easily confused words will always need scaffolding. You should also provide, at least, one sentence using the word in context. Some students, however, will require three examples if the word takes different forms (e.g., *father*, *fatherly*, *fathered*).
- Be sure to **check students' understanding of the word:**
 - **Options** for doing this **include asking partners to use the word in a sentence or to give examples of the word.**
 - **Support students who struggle, and reword the student-friendly definition if necessary.** You may need to provide several different contexts for the word usage.

Notes continue on the next page.

- **Gradually increase the precision and technicality of the definition.**

After developing a basic understanding of the word, it is appropriate to use reference materials (dictionaries or glossaries) to show students that words can have multiple meanings in different contexts. The more precise and technical we can make a definition, the more we are able to understand the word in a given context.

Although we start with a student-friendly definition, we want to bring students to an understanding of the formal definition as it would be used in the discipline. Therefore, you should scaffold that growth by gradually refining the definition:

- *Hypothesis*: something you think is true, but you are not sure (student-friendly)
 - *Hypothesis*: an unproven answer to a question (slightly more technical)
 - *Hypothesis*: an untested theory about something unknown (more formal)
- To assist English language learners, **point out cognates and false cognates.** We will discuss this further on the next slides.

Cognates

- Words that have similar pronunciation, spelling, and meaning in two languages
 - Often share the same Latin or Greek root
 - For example, *catastrophe* in English is *catástrofe* in Spanish.
- More common among academic, content-specific, and abstract words than common or concrete words
- May not translate precisely due to connotations
 - An *inferior* means “a subordinate in the workplace” in both English and Spanish, but it is derogatory only in English.
- Web sites
 - <http://www.colorincolorado.org/cognates.pdf>
 - http://www.latinamericalinks.com/spanish_cognates.htm
 - <http://textproject.org/resources/spanish-english-cognates>

Slide 20—Cognates

English language learners benefit from having similarities between their native language and English explicitly pointed out.

Review the information on the slide.

Note that the pronunciation of cognates may not be identical in both languages, particularly with regards to which syllable is accented. For example, *academy* in English is pronounced *académia* in Spanish. It is necessary to exaggerate the syllable where emphasis is placed when introducing a word or discussing its cognate.

Estimates are that one-third to one-half of the average educated person’s vocabulary is composed of cognates. This amounts to 10,000–15,000 words (Nash, 1997).

Increasing students’ ability to recognize and use cognates facilitates second language development as well as comprehension (Carlo et al., 2004; García, 1991; Jiménez, García, & Pearson, 1996).

Notes continue on the next page.

Middle school has been shown to be a significant time in which students' recognition of cognates expands (Hancin-Bhatt & Nagy, 1994).

Although some students intuit cognates, explicitly teaching how to identify cognates and use them will enhance vocabulary learning and comprehension. You should point out cognates whenever possible or, at least, remind students to look for them. Even if you do not speak the native language of your students, you can ask students to make the connection. Prompt them by asking, "How do you say *biology* (for example) in Spanish?" Comment on the similarity with the English pronunciation.

Because some English learners come to Texas schools with gaps in their native language schooling, we cannot assume that all students know the content words in their first language. It is always better to ask the students and build on what they know.

SOURCES: www.colorincolorado.org/cognates.pdf; www.latinamericalinks.com/spanish_cognates.htm;
<http://textproject.org/resources/spanish-english-cognates>.

REFERENCES: Carlo et al., 2004; García, 1991; Hancin-Bhatt & Nagy, 1994; Jiménez, García, & Pearson, 1996; Nash, 1997.

False Cognates

- Words that have similar pronunciation and spelling in two languages but have **different** meanings
 - *Billón* = 1,000,000,000,000 (*trillion*)
 - *Inconsecuente* = *contradictory*
- Often referred to as “false friends”
- Resources:
 - Web site for Spanish-English false cognates:
<http://www.miguelmllop.com/glos/index.php>
 - Dictionary of false cognates

Slide 21—False Cognates

Sometimes words that seem to be cognates are not. Rather than facilitating word learning and comprehension, false cognates can cause greater confusion if you are not aware of them.

Review the information on the slide.

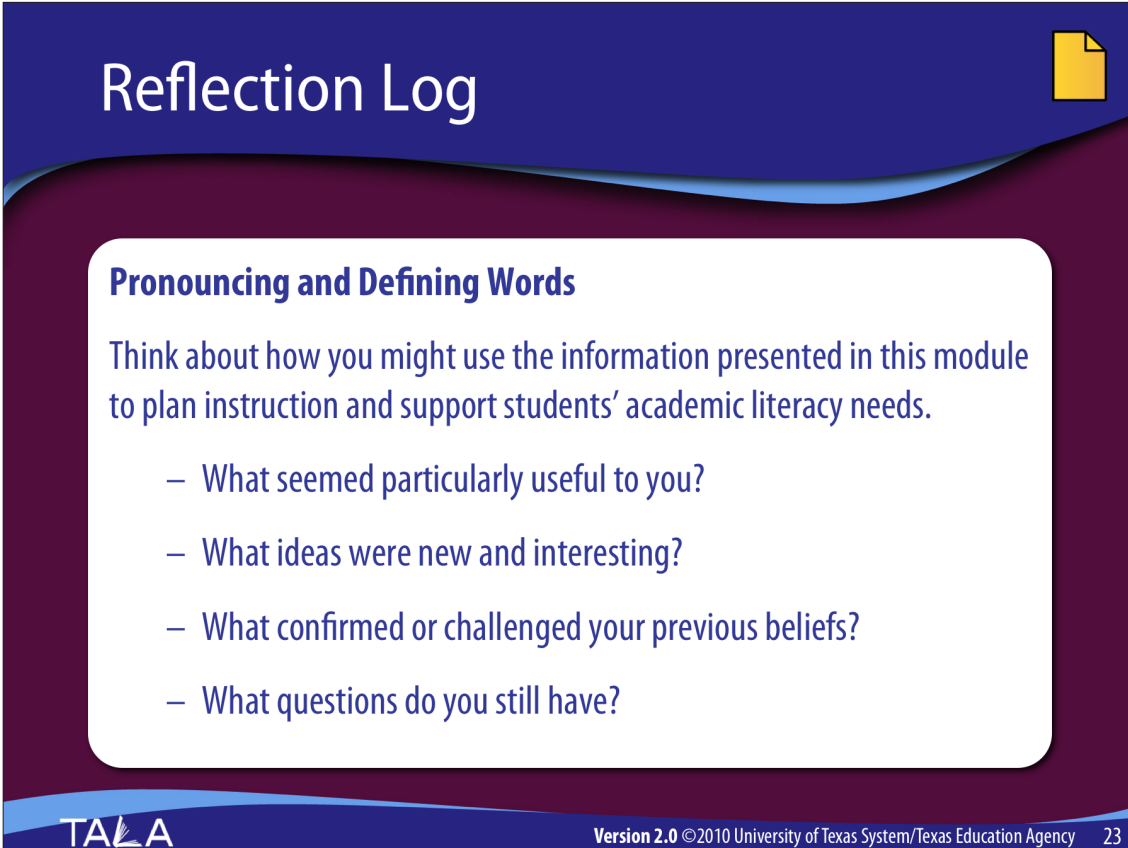
Before teaching that a word is a cognate, ask a bilingual colleague or consult a false cognate dictionary.

Summary

- Understand characteristics of struggling middle school readers, the characteristics of text at this level, and the role of fluent and accurate reading at the secondary level.
- Recognize the importance of providing students with clear, understandable definitions for unfamiliar words.
- Identify or write student-friendly definitions for vocabulary words that will be taught in upcoming lessons.
- Apply an instructional routine to teach a strategy for pronouncing unfamiliar multisyllable words and providing student-friendly definitions.

Slide 22—Summary

Review the objectives.

A presentation slide with a dark blue header and a maroon body. The title "Reflection Log" is in white on the header. A yellow document icon is in the top right. The main content is in a white rounded rectangle with a blue border. It has a title "Pronouncing and Defining Words" and a paragraph of text followed by four bullet points. The footer has the TALA logo and version information.

Reflection Log

Pronouncing and Defining Words

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs.

- What seemed particularly useful to you?
- What ideas were new and interesting?
- What confirmed or challenged your previous beliefs?
- What questions do you still have?

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Slide 23—Reflection Log

Activity: Reflection Log



Have participants turn to **Handout 5: Reflection Log**.

Read the directions on the slide.

Allow 2 minutes for participants to work quietly.