Skills lists within each margin show which skill(s) the strategy supports.

## Get Help from Cogni

A Strategy is a step-by-step how-to that can be used in any instructional format and in any subject. It's important that you give children a how-to to scaffold their practice until they develop automaticity.

## Skills

- analyzing
- inferring
- activating prior knowledge

### Progression

Is able to use context and prior knowledge to infer and is ready to learn to analyze word parts and apply a knowledge of grammar, morphology, and/or etymology.





No More "Look Up the List" Vocabulary Instruction (Cobb & Blachowicz, 2014)

Research Link

Hat Tips are a quick thanks to another educator for the inspiration for the strategy.

ore English cognates than nglish or who we re exposed o more English (Pérez, Peña, & Bedore, 2010). A speaker of two (or more) languages has an expanded repertoire of linguistic

word-learning benefits when

languages have related origins.

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Strategy If the wo looks, or is pronounced, like a word you know from another language, think about what the word means in the other language. See if a similar meaning would fit in the context in which you encountered the English word.

Teaching Tip This strategy would be best for or who is studying another language. Be aware Some are phonologically similar and orthograp "perfect cognates" (e.g., animal [English]—anin similar and orthographically similar (e.g., accid Especially tricky are "false cognates" which are or orthographically similar but not related in m [English]—"foot" [Spanish]) or recorder, which means "to remember or remind" in Spanish (Re

#### Prompts

- Do you know a word in another language t
- Think about what the word means in the o
- What might this word mean in English?
- Think about how it's used here—does the word fit here?

**Prompts** can be used when supporting students' practice through feedback and coaching. Prompts help the strategy go from something you tell or demonstrate to something you guide students to do. Prompts, especially those in the comprehension chapters, are great to use as turn-and-talk or stopand-jot prompts for interactive read-aloud lessons.

# Hey! That Sounds Just Like a Word I Know...

THINK of a word you know in another Yanguage that looks for sounds In Spanish... In English... Abuse Abuso Abreviar Abbreviate Accept Aceptar Majority Mayoría Realization Realización

like the word. 2) THINK what does the word mean in the other language?

3 CHECK does the word in this book mean the

"cognates" - there are hundreds + hundi

THE READING STRATEGIES BOOK 2.0

Visuals are included for all lessons. Although most are examples of class or individual anchor charts, you may also see a tool such as a personalized strategy card or bookmark, student writing, or even photographs of students in action with the strategy.

### Use a Referen

Strategy If you can't figure out a wo in the way of your understanding, find reference within or outside of the boo appears to see how the word is being t the context. Explain what the word m being used.

Lesson Language When you've fo and you still can't figure out the wor you may choose to look it up. You don't want to interrupt your reading on e y page to run to a reference, but if you find that not knowing the word interfere with understanding what you're reading, or if you are just really curious about hat the word might mean, you may choose to find a definition. Whether you u an online dictionary, a printed dictionary, or a glossary within the text, the infortant thing to remember is that a simple definition is rarely enough to reall help you understand the word. Always think about the context in which the world appears to make sure you're choosing the right definition (as we know man) words have multiple meanings!).

planning.

Teaching Tips are small bits of

use, modifications to consider,

extensions to try, background

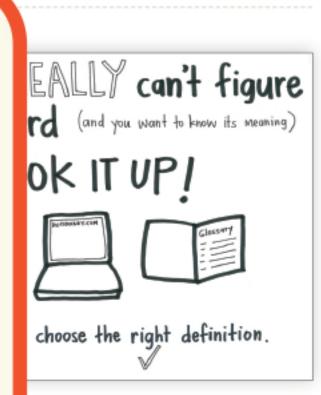
teachers to keep in mind when

knowledge, and so on-for

advice-about text types to

eaching Tip As standard dictionaries assume a fluent, adult audience, be sure have children's dictionaries available, physically or online, for younger learners. or quick access with older learners, let them know they can type define plus any ord into Google, which displays definition(s) from the Oxford Dictionary, plus ther useful information, like audio pronunciations and synonyms. You might also onsider various browser extensions, such as Google Dictionary, which can display he definition of any word encountered online with a simple click. These and similar ish language learners.

Lesson Language is included with some of the lessons to show how I might explain or demonstrate a strategy to an individual, small group, or whole class. You don't always need to explain or demonstrate; some children will be able to get to work after only hearing the strategy. Adapt any and all language to make it your own: match what you say to the age and experiences of the readers you're teaching; use the books I chose, or use ones you know and love.



prehending Vocabulary and Figurative Language

## Skills

- building knowle
- self-monitoring
- synthesizing

Skill Progression Callout in the margin reminds you when and for which readers this strategy might be most helpful, and the highlighted dots remind you of the stage of the

progression.

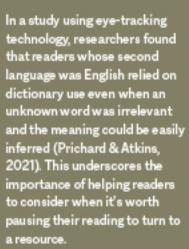
### Progression

Is confidently and independently using a va of strategies to figure ou unfamiliar words and is re supplement word learning outside resources.



Research Links offer empirical support for the strategy. In most cases, the link offers direct support for the strategy, other times for the skill, and occasionally a bit of related information that will be helpful to know when teaching the strategy.

### Research Link



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