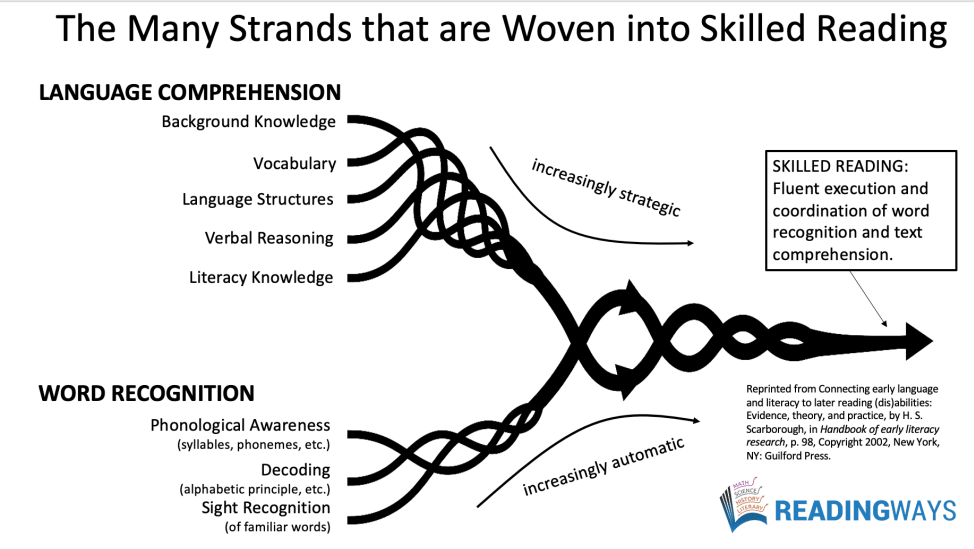
Your Reading Toolkit

Vocabulary & Academic Language

Building Word Power



Know your strengths.
Choose your strategy.
Grow on purpose.

How Reading Works

A short guide to the Simple View of Reading

Strong reading comes from two big parts working together:

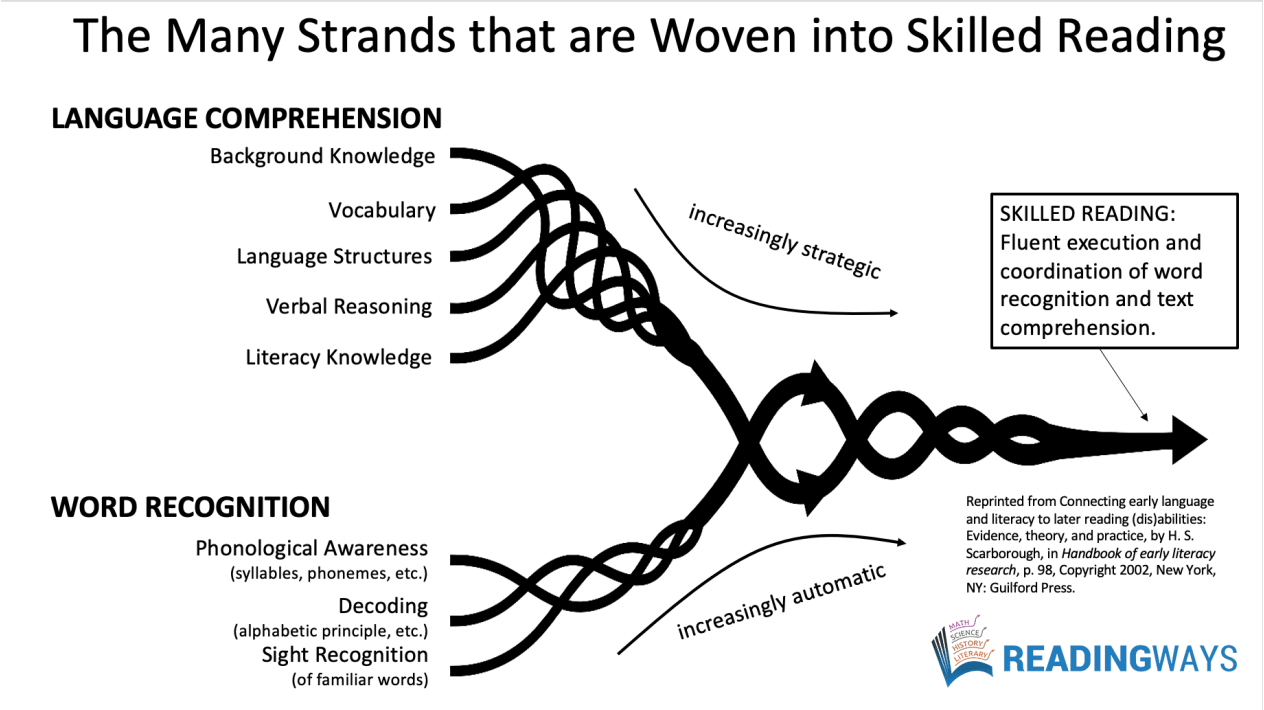
Word Recognition × Language Comprehension

Word recognition is about reading the words on the page.
Language comprehension is about understanding what those words mean.

Both have to work together.

But each of these parts is made up of smaller skills. Reading is not just one thing. It is a system of connected parts.

These parts are often described as “strands” that work together as you read. Some become automatic. Others require more thinking. Together, they form skilled reading.



Skilled reading happens when multiple strands of word recognition and language comprehension work together.

What Are the Parts of Reading?

The big parts of reading include smaller subcomponents

Language Comprehension

Background Knowledge
What you already know about the topic

Vocabulary
The words and meanings you understand

Language Structures
How sentences and ideas are put together

Verbal Reasoning
Thinking about meaning, connections, and ideas

Literacy Knowledge
Understanding how texts work in different subjects

Word Recognition

Phonological Awareness
Hearing and working with sounds in words

Decoding
Using letter patterns to read words

Sight Recognition
Instantly recognizing familiar words

Takeaway: You do not need to improve everything at once. Strong readers focus on the strand that needs the most support right now.

Reading Changes Across Subjects

The same reader can feel different in different classes

That is what disciplinary literacy means: different texts ask different strands to work harder.

Science

- Read precise vocabulary, diagrams, tables, and results.
- Track hypotheses, methods, evidence, and findings.
- Ask: What is being tested? What pattern does the data show?

Math

- Read words, symbols, formulas, and visual models together.
- Translate between language and notation.
- Ask: What does this rule or symbol mean here? How do I interpret the result?

Literature

- Notice theme, character, tone, figurative language, and evidence.
- Accept that more than one interpretation may fit.
- Ask: What pattern matters here? What evidence supports my idea?

History

- Compare sources, perspective, context, and corroboration.
- Notice who created the text and why.
- Ask: Who is speaking? What point of view or bias is shaping this account?

Important: A strategy can still help across more than one class, but teachers will help you use it in ways that fit science, history, literature, or math.

What a Profile Is

Profiles help you choose the next right strategy

The most important sentence: *Your profile compares your reading skills to one another, not to other students.*

Two students can have similar overall results and still need different next steps. A profile helps you decide what to work on next instead of guessing.



A profile is not...

not your intelligence; not your value; not a prediction that you cannot improve.



Growth rule

A profile should help you pick the next thing to work on, not become the only thing anyone *ever* says about you.



Your Profile: Building Word Power

This profile compares your reading skills to one another, not to other students.

Right now, building word power is likely to give you the biggest boost. That means learning a few important words deeply, noticing word parts, and using new words in speaking and writing.

This does **not** mean vocabulary is your worst subject overall. It means that, within your own reading profile, word knowledge is the best next step for growth.

Try this next:

• Learn a few important words deeply

• Break longer words into meaningful parts

• Use new words in discussion and writing

Start with Frayer Model, Word Map, and Concept Map strategy when an important class word keeps showing up.

Frayer Model

Use a four-box chart to learn a word well enough to explain it, recognize it in reading, and use it in class.

Use this when you study a word

Use this for a word that matters more than once in reading, discussion, writing, or problem solving. A Frayer Model helps you know the word well enough to explain it, recognize it, and use it correctly.

Do this in your notes

Write the word in the center.
Add a definition in your own words.
Add characteristics or important features.
Add examples and non-examples.
Use the word in a sentence connected to your class text or task.

Note stem

Definition: ___
It is like this: ___
Example: ___
Not this: ___

FRAYER MODEL

NAME:

DATE:

TOPIC:

Draw a picture representing the word or concept in the middle circle and then provide the definition, characteristics, examples, and non-examples.

Definition	Characteristics
Word/ Concept	
Examples	Non-examples

Definition	Characteristics
Word/ Concept	
Examples	Non-examples

Definition	Characteristics
Word/ Concept	
Examples	Non-examples

Definition	Characteristics
Word/ Concept	
Examples	Non-examples

READINGWAYS
www.readingways.org

Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). *A Schema for Testing the Level of Cognitive Mastery*. Madison, WI: Wisconsin Center for Education Research.

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Word Map

Use a word map to connect a new word to what it means, what it is related to, and how to use it.

Use this when you need to learn a word well

Use this for a word that matters in reading and writing. A word map helps you connect the word to meaning, examples, related words, and context so it is easier to remember and use.

Do this in your notes

- Write the word and a meaning in your own words.
- Add an example from class or the text.
- Add related words, synonyms, categories, or associations.
- Add a picture, symbol, or quick memory clue if it helps.
- Revisit the map when the word appears again.

Note stem

Word: ___

Meaning: ___

Example: ___

Related word or idea: ___

WORD MAP

NAME:	DATE:

TOPIC:

Complete each section of the word parts chart, starting in the middle with your vocabulary word.

Definition	Other Forms of the Word

Antonyms	Vocabulary Word	Synonyms
	Association, Example, or Sketch	

Sentence or Phrase From the Text

Unique Example Sentence

WORD MAP

NAME:	DATE:

TOPIC:

Complete each section of the word parts chart, starting in the middle with your vocabulary word.

Definition		Other Forms of the Word
Antonyms	**Vocabulary Word**	**Synonyms**
	Association, Example, or Sketch	
Sentence or Phrase From the Text		
Unique Example Sentence		

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List, Group, Label

While you read, group related words and label the category so you understand how the words connect and what larger idea they belong to.

Use this when you read

Use this when a page introduces many important terms. Instead of memorizing a loose list, sort the words into groups and name the relationship so the bigger idea becomes clearer.

Do this in your notes

List the key words from the section.
Group words that seem to belong together.
Give each group a label that names the category, pattern, or relationship.
Add one short note about why the words fit together.
Use the group labels as mini-headings when you review.

Note stem

Group: ___

Words in it: ___

Label: ___

Why they belong together: ___

LIST-GROUP-LABEL

NAME:	DATE:

TOPIC:

Write the words that you can remember that are related to the topic under the "List" column. Next, group the words based on their similarities and circle the groups. Lastly, label each group and be prepared to describe what these groupings tell you about the topic.

List	Group and Label

Lenski, S. D., Wham, M. A., & Johns, J. L. (1999). *Reading and learning strategies for middle and high school students.* Dubuque, IA: Kendall/Hunt.
Taba, H. (1967). *Teacher's handbook for elementary social studies.* Reading, MA: Addison-Wesley.

Concept Map

While you read, map a key word to related words and ideas so you can understand how the concept is organized and remember it better.

Use this when you read

Use this when one big idea connects to many parts, examples, steps, or related terms. A concept map helps you see the whole system instead of keeping ideas in a loose list.

Do this in your notes

Put the main concept in the center of the page.
Add related words, examples, parts, or subtopics around it.
Draw lines to connect the ideas.
Label the lines when you can, using phrases like **causes**, **includes**, **leads to**, or **is an example of**.
Use the finished map to explain the concept out loud or in writing.

Note stem

Main idea: ___

Connected idea: ___

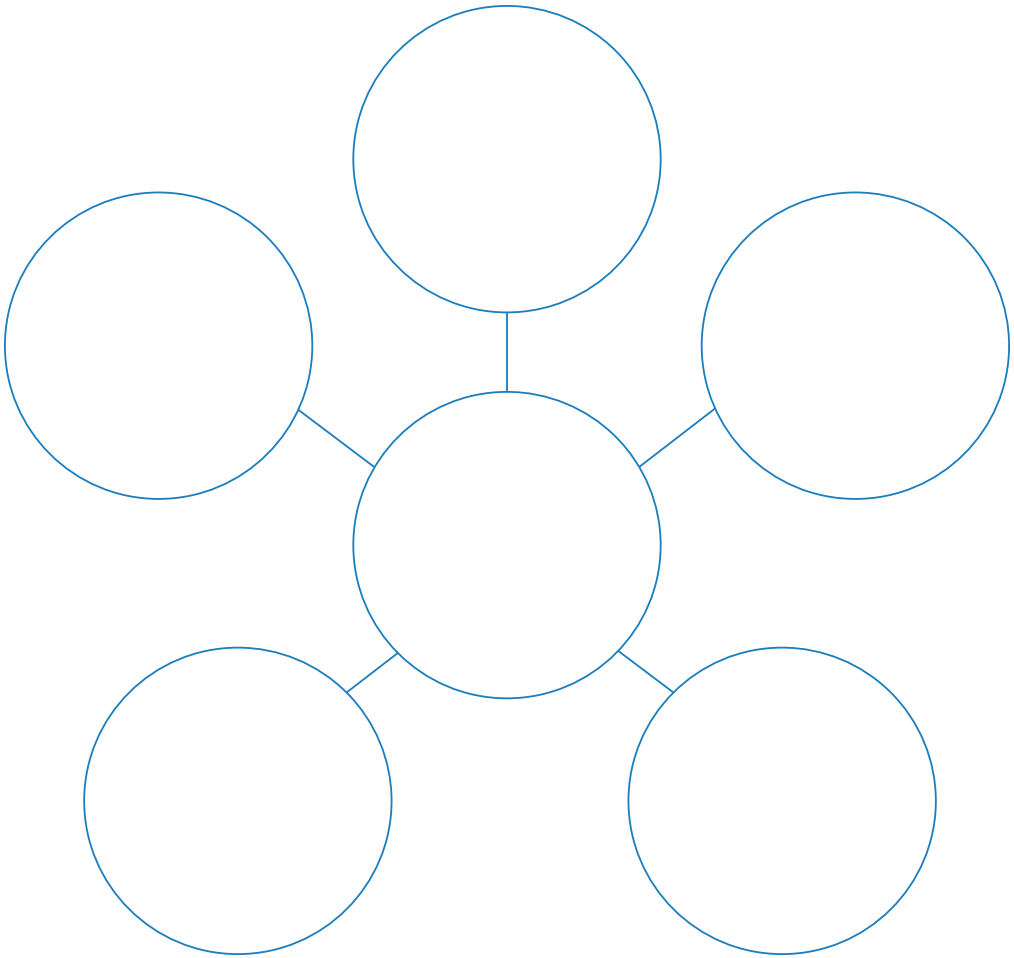
Relationship: ___

CONCEPT MAP

NAME:	DATE:

TOPIC:

Organize your thoughts around a key concept. Connect supporting ideas and related topics in each surrounding shape. Expand your ideas with more branches to your map.



Novak, J.D. (2010). *Learning, Creating, and Using Knowledge: Concept Maps as Facilitative Tools in Schools and Corporations (2nd Ed.).* NY: Routledge.

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