

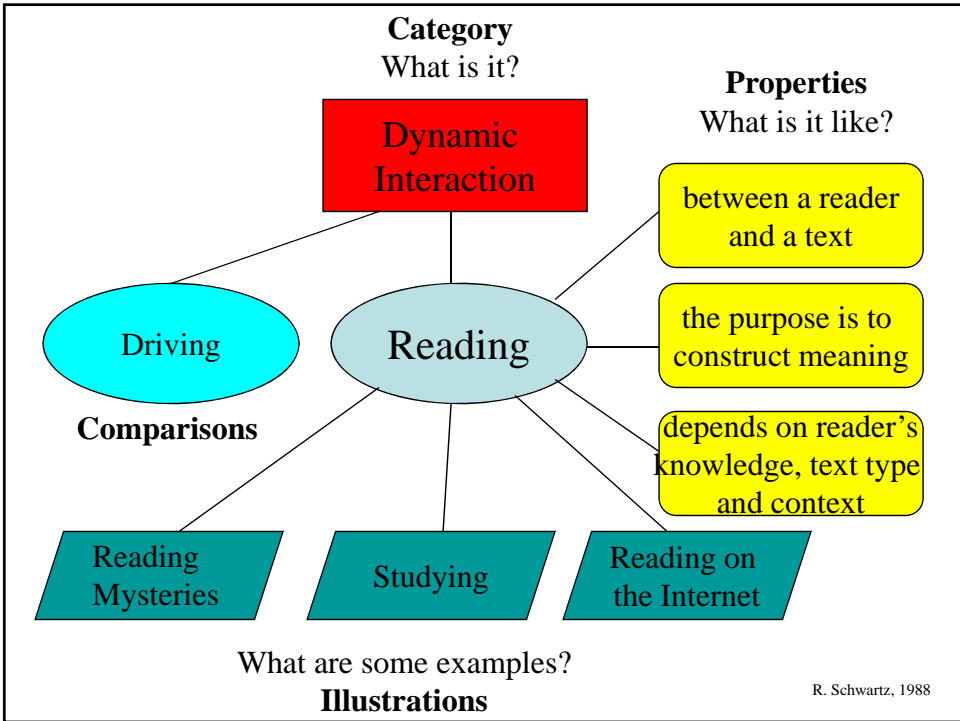
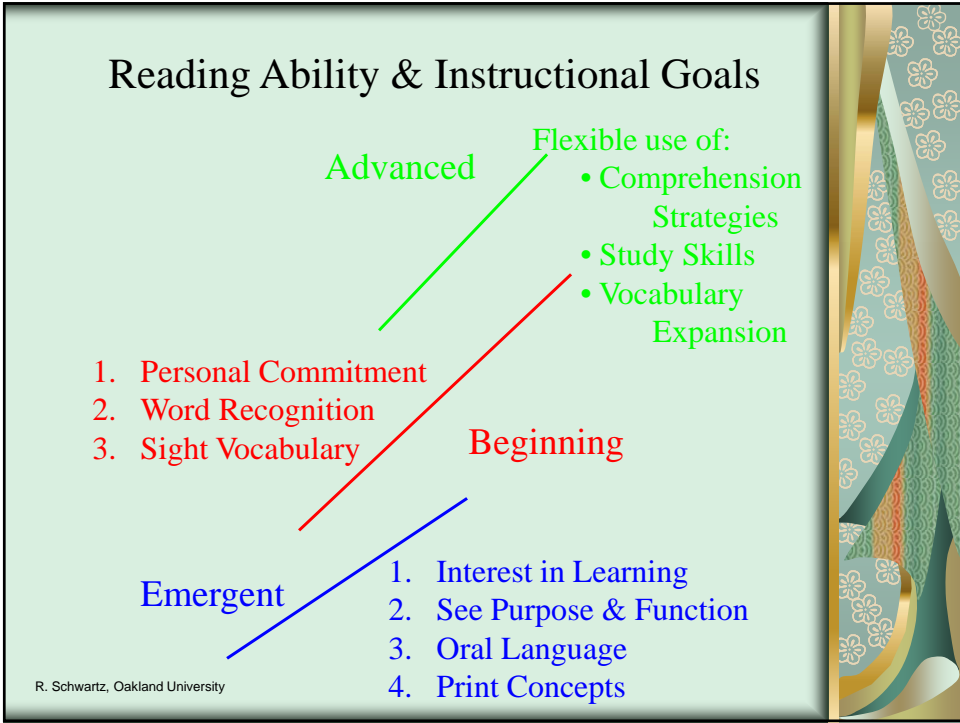
Teaching for Comprehension, Fluency and Vocabulary in K-6 Classrooms

Bob Schwartz
Oakland University
rschwartz@oakland.edu

Expert - Novice Differences

1. Expert notice features and meaningful patterns of information that are not noticed by novices.
2. Experts have acquired a great deal of content knowledge that is organized in ways that reflect a deep understanding of their subject matter.
3. Experts' knowledge cannot be reduced to sets of isolated facts, but instead reflects contexts of applicability.
4. Experts are able to flexibly retrieve important aspects of their knowledge with little attentional effort.
5. Experts have varying levels of flexibility in their approach to new situations.

How People Learn, Bransford et al., 1999



Information Sources

Most of the information we use as readers is invisible information (phonological, structural and semantic), brought to the text by the reader....

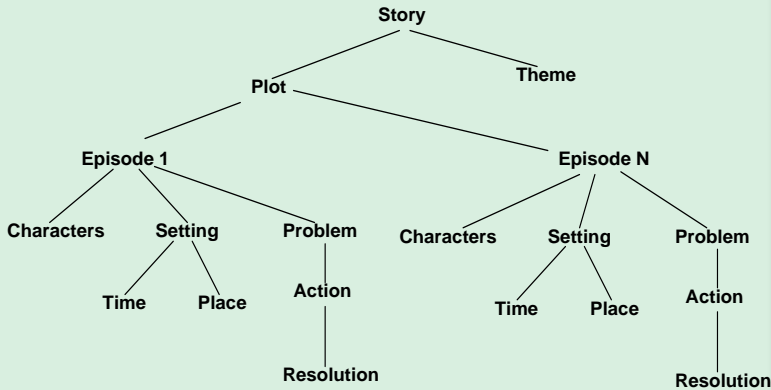
Text provides the opportunity to build up experience with the mixing of visible and invisible information....

M. Clay, COT, pp. 98-99

Story Grammar Elements

- setting
- initiating event
- internal responses
- attempts
- consequences
- reactions

Story Grammar



Knowledge of Text Structure

Expectation of Connections
Text-Text; Text-Self; Text-World

Oral Language

Reading Comprehension

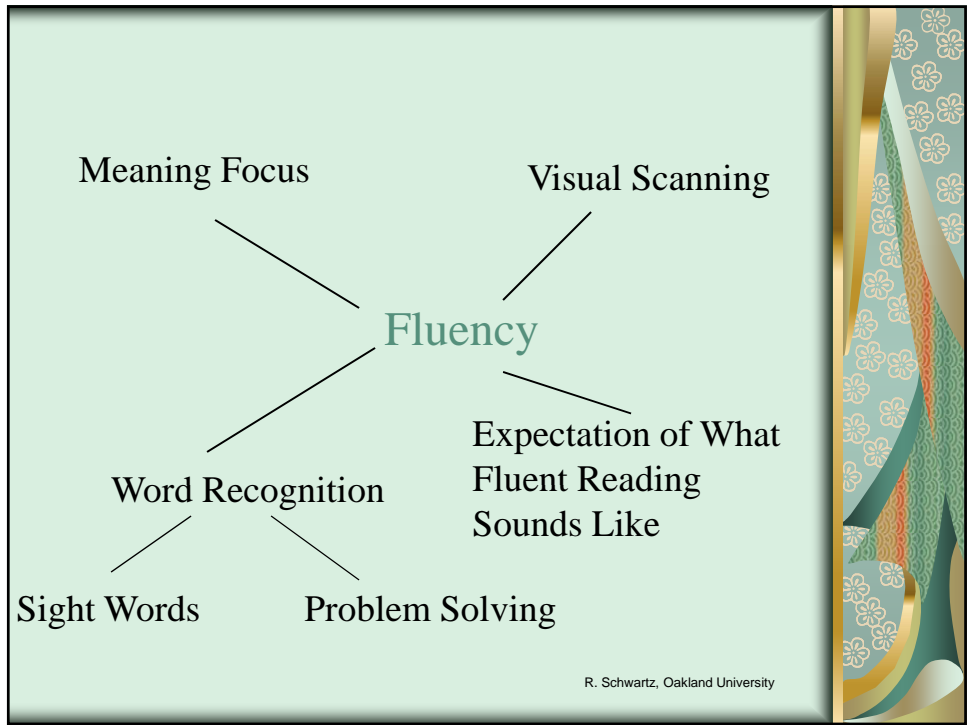
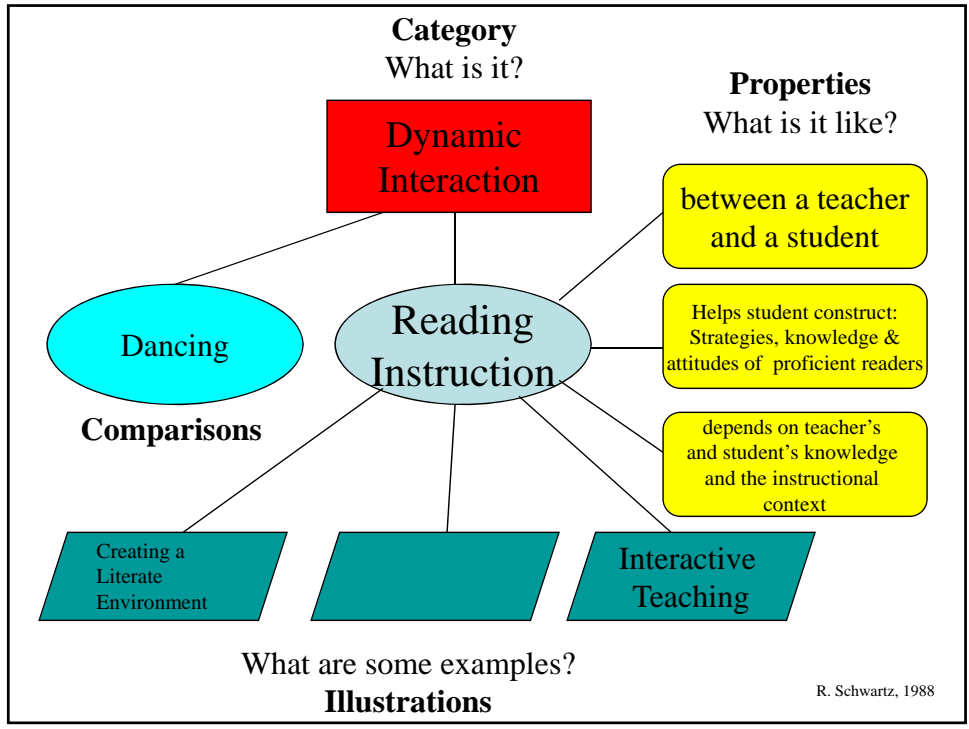
Vocabulary Learning

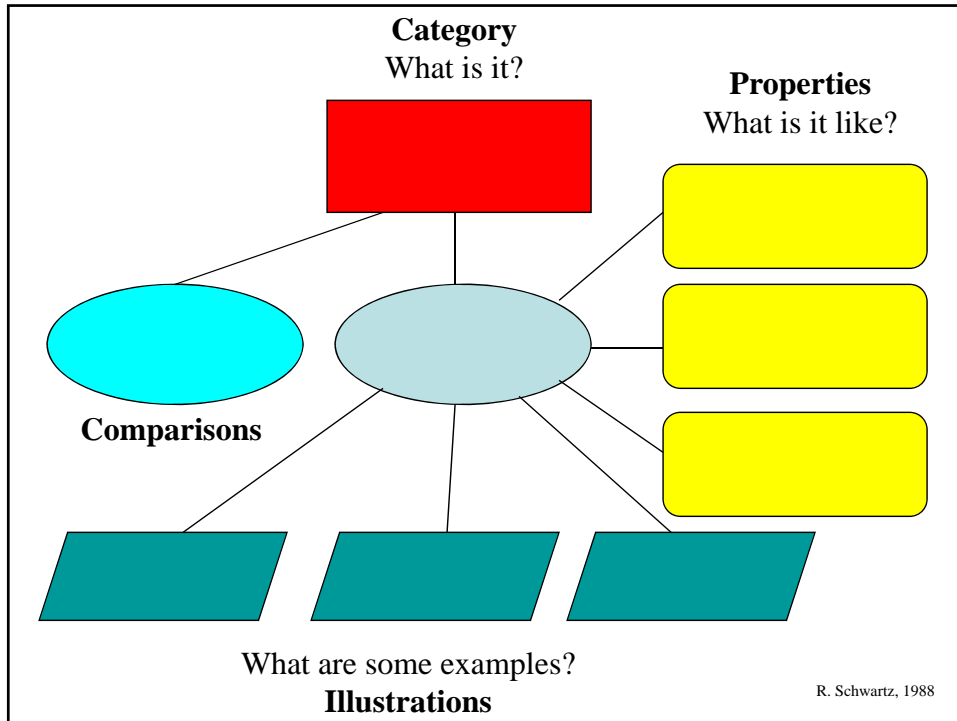
Experience/
Background Knowledge

Word Recognition

Rapid Problem Solving

R. Schwartz, Oakland University





Responsive Teaching

Once a teacher understands how to make a facilitating response to the child's half-right and half-wrong responses at the most powerful point in time, he or she becomes effective. (Partners in Learning, 1993, p. 149)