RAISING ATTAINMENT IN READING

Reading Detectives

Session 1 – Improving Reading Skills

Every Minute Counts

Child 'A' reads
1 minute each day

**180 minutes in a
school year**

8,000 words

Child 'B' reads
5 minutes each
day

**900 minutes in a
school year**

282,000 words

Child 'C' reads
20 minutes each
day

**3,600 minutes in a
school year**

1,800,000 words

Key message – teach the curriculum well to do well in reading!

- As with 2016, in 2017 the three texts all encompassed clear links to other curriculum areas, including modern foreign languages (MfL), history, geography and science.

- The first text included references to Egyptian mummies from the Ancient Civilisations section of the history curriculum (NC Hi2/2.3).

- The second text made links to historical and geographical objectives.

- The third text referred to three science topics: light (SC3/4.1), habitats (Sc2/2.1b) and space (Sc5/4.1).

- In addition to this, there was the language associated with emotional literacy as well as that associated with characterisation and story narrative.

- In 2018 there were also links to animals and habitats (Panda text), World War Two (poem) as well as a

KS2 Reading SATs:

Content domain	2016	2017	2018
2a **Give/explain the meaning of words in context**	20%	20%	20%
2b **Retrieve and record information/ identify key details from fiction and non-fiction**	30%	28% (-2%)	26% (-2%)
2c **Summarise main ideas from more than one paragraph**	2%	4% (+2%)	6% (+2%)
2d **Make inference from the text/ explain and justify inferences with evidence from the text**	36%	44% (+8%)	44%
2e **Predict what might happen from details stated and implied**	6%	0% (-6%)	0%
2f **Identify/ explain how information/ narrative content is related and contributes to meaning as a whole**	2%	2%	0% (-2%)
2g **Identify/ explain how meaning is enhanced through choice of words and phrases**	4%	2% (-2%)	0% (-2%)
2h **Make comparisons within the text**	0%	0%	4% (+4%)

The *what* and the *how* to teach

What makes a good reader: understanding the skills which underpin and are needed for comprehension (the *what*). Exploring and experiencing teaching strategies to develop these skills (the *how*).

Word Recognition

+

Good language comprehension, poor word recognition

Good word recognition, good language comprehension

+

-

Poor word recognition, poor language comprehension

Good word recognition, poor language comprehension

-

Educator Solutions

The Simple View: A hidden problem- KS1 to KS2 transition

Children who have comprehension problems are v. often competent and highly fluent de-coders.

However if questioned, they might:

- Show little interest in talking about book.
- Provide vague or no answers when asked about text.
- Show little interest in reading.
- Do not voluntarily engage in discussions about books

Comprehension monitoring
Creating ACTIVE READERS

Why?

To be effective comprehenders readers must be able to assess their understanding of what they read and also know strategies to apply if they detect a failure to understand.......

This is about being an 'active' reader

Reading is an active process that requires an **interaction between reader** and **text**.

To do so requires the use of logic and reasoning and thinking and making decisions about a text

- before
- during
- after reading

Educator
Solutions

To ensure active learning from all children

General strategies:

• **No hands up**

• **AfL** - Agree – thumbs up, Build on – fists, Challenge – C shape

• **Say both partners' names**

• **Many opportunities for pupil discussion**

• **Talk partner time is short and focussed**

• **Feedback for answers**.

• **Use 'Thumbs up if you said….'**

• **Scaling using numbers**

• **Visualization**

Key Reading Skill 1:
Stop, check and read it again!
I needed to read it again because....
I got confused about ... and so I ....

Key Reading Skill 2:
Think, remember and make connections!
I remembered that ....
I needed to check ... and so I ...

Key Reading Skill 3:
Prediction!
I predicted that....
I think .... will happen because....

Key Reading Skill 4:
Vocabulary explorers!
I did not know that word '...' so I ...
I needed to check ... and so I ...

Key Reading Skill 5:
Ask a question!
I wanted to know ... so I asked myself ...
I needed to check ... and so I ...

Key Reading Skill 6:
Visualize – form a picture in your mind!
I formed a picture in my mind of ...
I visualized ... and that helped me

Key Reading Skill 7:
Summarize the text!
I wasn't sure about... so I checked back in the text to look for...
I needed to find the main points in paragraph as I ...

Key Reading Skill 8:
Use the text structures, features and language
I wasn't sure about .... so I used... in the text.
I used ... to help me find information more quickly

☆ ☆ ☆ ☆ ☆ ☆ ☆
READ

According to the text....
The author stated that.....
In the text it says....
One example is.....
On page... it says....
From the reading I know that....
For example.....
I predict that....
I think ... will happen because...
It reminds me of....
I can connect to this book because....
This makes me think of....
This language shows....
I noticed....
It makes me picture....

☆ ☆ ☆ ☆ ☆ ☆ ☆
READ

☆ ☆ ☆ ☆ ☆ ☆ ☆
READ

Read carefully.

Underline key information.

Keep skim reading to find answers.

Do you understand all the vocabulary?

Can you use inference to think about what is happening and how a character feels?

Can you predict what will happen?

Think about the layout and structure of the text.

Can you explain yourself with supporting evidence?

Phonics

Reading Skills Lessons

Shared Reading

Teacher reads and makes overt what good readers do through modelling.

Class readers

Teachers reading aloud

Quiet reading

Guided Reading

Children read while the teacher acts as an expert who guides them through the text.

Children practice reading without the teacher's help.

Independent Reading

Shared Reading and Reading Skills

The main purpose of shared reading is to provide children with an enjoyable experience, introduce them to a variety of authors, illustrators and types of texts to entice them to become a reader.

The second and equally as important purpose is to teach children the reading process and teach systematically and explicitly how to be readers and writers themselves.

Know the reading skills children will need to use and refer to them regularly.

Make overt the reading skills being practiced when accessing 'texts' in other curriculum areas (even if it's interpreting a freeze frame through drama or retrieving and

Guided reading

- 4– 7 children in a group - of similar *ability* where they can **practise and *develop*** reading and responding to the same text

- Where children are taught different strategies using a variety of quality texts so children can **internalise strategies** and apply independently.

- Where appropriate, the text is usually at 'instructional' level

Educator Solutions

What is the role of the teacher/adult?

- **The teacher acts as a 'guide'** (knowing where to go and how to get there!)

- **Offers just the right level of support to enable all children to read the text independently.**

- **The teacher talk (prompts) intends to help the child use what they know and know how to do, in order to refine errors.**

There should be:
- There is a clear structure
- **There is a clear teaching focus**
- The text is carefully chosen to support the teaching focus

Bloom's Taxonomy Guided Reading Questions:
Analysis

How has the author used description to show how the character is feeling?

How does the layout help?

Can you write a different ending to the book? Will you compare it to where we live?

If your story happened in a foreign land, can you compare it to where we live?

If your story happened long ago, can you compare that time with today?

What is the relationship between the main characters?

What evidence can you use to support your view?

Why did the author choose those words?

What motive did the main character have for behaving in the way they did?

Can you explain why...?

Can you find one word that describes a character in your book very well?

Can you compare this book to the last book you read?

Bloom's Taxonomy Guided Reading Questions:
Applying

Can you list the places in the book that are important? Can you make up a map including these places as you imagine they may look?

What lesson did you learn from the story?

Have you had any similar experiences?

If you were in a problem situation like one in the book, how would you have acted?

Can you think of another story character similar to a character in this book?

What would the main character be likely to do if s/he visited our classroom?

Can you pretend you are one of the characters in the book and write a diary about your life for two consecutive days?

Did this book give you any new ideas about yourself? Why?

Which stories have openings like this?

What changes would have to be made if the book occurred 200 years ago?

Can you think of another author who writes in a similar style?

What could the main character be doing ten years after the story is set?

Can you write a letter to a friend recommending this book?

Can you think of another story with a similar theme?

Bloom's Taxonomy Guided Reading Questions:
Creating

Have the views in this text affected your opinion? Why? How?

What would this character think if..?

Which character in the book would you choose for a friend? Why?

If you were the main character, how would you have reacted to...?

Are there any other reasons this might have happened?

Who do you think the author intended to read this book and why?

Do you like the way the story ended? Why?

What would happen if..?

What did you think was the most interesting part of the book? Why?

Using the evidence in the text, what do you think about...?

If you could only save one character from the book in the event of a disaster; which one would it be and why?

Bloom's Taxonomy Guided Reading Questions:
Evaluating

Can you choose one character and rewrite the story from the character's point of view?

Which parts of the text could be improved?

How would you prove...?

Did the book have an effective ending? Who would you recommend this book to?

Can you identify one problem in the book and give a different solution?

What do you think is the climax of the book and why?

Which text/story is better? Why?

Do you agree with the actions of the main character?

Can you write a radio announcement to advertise the book?

Can you write another short story using the same characters?

Can you organise this book into 3 or more sections and give your own subtitle for each?

Which text is more persuasive? Why?

Project X Guided Reading – Year 5

Group:

Term:

Project X Level:

Word Reading - Pupils should be taught to:

Can read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation.

Can read all the Year 4/5 high frequency words.

Reading Comprehension - Pupils should be taught to:

...continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Can skim and scan to identify key ideas in a text.

Can summarise and explain the main points in a text, referring back to the text to support and clarify summaries.

...reading books that are structured in different ways and reading for a range of purposes

Can identify some features of different fiction genres eg. science fiction, adventure and mystery.

Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes.

...recommending books that they have read to their peers, giving reasons for their choices

Can justify preferences in terms of authors' styles and themes.

Can decide on the quality and usefulness of a range of texts and explain clearly to others.

Can identify why a long-established novel, poem or play may have retained its lasting appeal.

...checking that the book makes sense to them, discussing their understanding and exploring the meaning of word in context

Can clarify the meaning of unknown words from the way they are used in context

...drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Can use inference and deduction skills to discuss messages, moods, feelings and attitude using the clues from the text

Can infer and deduce meaning based on evidence drawn from different points in the text

Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling.

...predicting what might happen from details stated and implied

Can refer back to the text to support predictions, thoughts and opinions.

...identifying how language, structure and presentation contribute to meaning

Can identify the point of view from which a story is told.

Can compare and discuss the structures and features of a range of non-fiction texts.

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discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Can discuss how an author builds character through dialogue, action and description.

Can identify and discuss where figurative language creates images.

Can discuss the difference between literal and figurative language and the affects on imagery.

Can sometimes recognise the use of irony and comment on the writer's intentions.

retrieve, record and present information from non-fiction

Can locate and retrieve information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index.

participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging view courteously

Can talk with friends about texts, and listen to the opinions of others in order to share text recommendations and widen understanding of the world.

provide reasoned justifications for their views

Can explore potential alternatives that could have occurred in texts, referring to the text to justify their ideas.

Can discuss how a text may affect the reader and refer back to the text to back up a point of view.

Can justify and elaborate on thoughts, feelings, opinions and predictions, referring back to the text for evidence

discuss the differences between fact and opinion

Can distinguish between fact and opinion

Assessment Score:
0-5 ticks = working below
6-12 = working towards (Oxford level 16)
13-21 = working at (Oxford level 17)
22-26 = working at greater depth (Oxford level 18)

Upper KS2 - Year 5/6

| Date: __/__/__ Adult:	Text: Project X session:	Questions/prompts:
Group: Name of child	**Reading Comprehension** Objective: I can continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.	• Would you have chosen to read this book/play/poem yourself? If not, why not? Now you have read it, have you changed your mind? • What genre of books does this belong to? • How does the front cover show that this book is one in a series? • What type of book is this? Is it like any others you have read?

QLAs

Identify **the core of questions** your class struggled with. This could be through:

- Low correct response rate
- Low 'attempted' rate

What was the biggest issue?

What could need 'ramping up' as a result? Use your reading skills sessions.

Educator Solutions

Book Corners and Reading Displays!
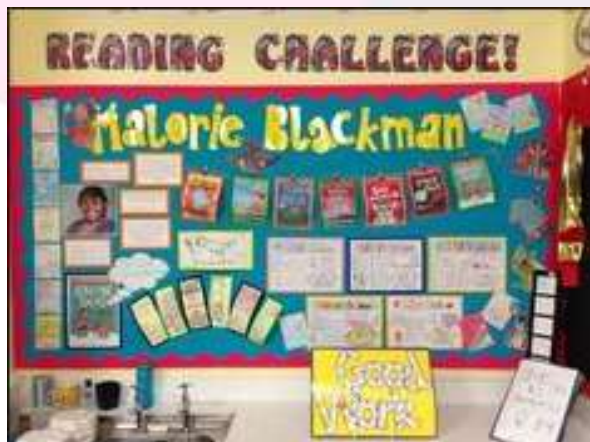
Think about your own book knowledge!

- Could you recommend a book to a child?

- Do you know a range of authors and novels, both classic and new?

- Could you name a children's author for every letter of the alphabet?

We all love reading!
I recommend...

Educator Solutions

Heacham Junior School
8 Week Plan

Raising Attainment in Reading – Autumn 2018

By the end of the project we will: Have improved the reading stamina and vocabulary of all children in school, through better planning of reading through whole class texts and reading comprehension

By the end of the project the children will: understand how to tackle harder texts and support their views with evidence. Use and understand a wider vocabulary and be able to use techniques to find ways of understanding unfamiliar words.

- BEFORE THE PROJECT – baseline assessments / reading ages

- Week 1 – **Begin teaching 2 x reading skills sessions** weekly based on 6 main areas
  Pupil questionnaire
- Week 2 -   Assembly to launch competitions, etc
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- Week 3 -   Class Dojo updates
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- Week 5 -   Vocabulary Ninja (ensure it is on display and used!)
- Week 6 –   Focus on reading for pleasure: D.E.A.R time, mystery books in the library
  Week 7 -   Peer planning and teaching, learning walks
  Reading assessments /reading ages
- Week 8 -   Reflection time! WWW and EBI!
 Reading display created

Educator Solutions

The How: Readers' Theatre

Readers theatre- perform a short extract from a text. No props- only vocal expression to convey meaning!

Why?

Allows children the luxury of lingering over a text; acting it out many times so they come to understand all its nuances they're not just reading a text they're living it . Also useful for discussing which bits were emphas (authorial intent).
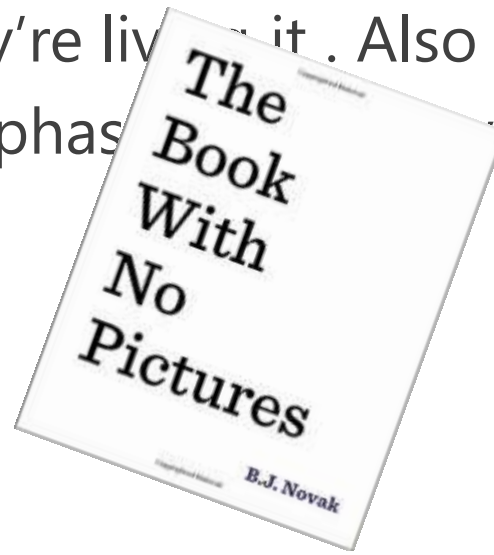
Can you work this out?

Please read (and make sense of?!) the following carefully.

This process is as easy as it is enjoyable. This process can take anywhere from about 1 hr to all day. The length of time depends on the elaborateness of the final produc... ...ss. However, the substance ... ...y. The substance is best used ... ...varies depending on where t... ...re using it, the substance ... ...yone can do it. The easiest me... ...ass than it held in its origina... ...ubstance some structure. ... ...f the process to add to the... ...are not necessary. However, ...t. At the end of the proces...

> **What was the text about?**
> **Say a line?**
> **Can you put it into your own words?**

Educator Solutions

- We can *actively teach* a range of comprehension strategies and encourage children to reflect upon their own understanding.

- When teaching comprehension **process not product** is should be considered the important thing: knowing how to use a certain strategy to develop a skill and enhance understanding.

Educator
Solutions

Inference

- **Inference** is the ability to go beyond the information given in the text based on the reader's personal experience, knowledge or opinion.

- Inferences are <u>fundamental</u> to successful reading comprehension

- Some inferences are made automatically by most readers

- Some inferences require the conscious application of reasoning skills

Educator
Solutions

Coherence inference: (Often linked to knowledge of vocab)
Using synonyms to avoid repetition

The **ship** left the harbour in a storm. **The vessel** lurched as a wave hit the bow.

Stinkbugs give off an awful **smell** when threatened. If an <u>attacker</u> ignores the **odour** and swallows the bug, <u>it</u> won't enjoy <u>its</u> meal- stinkbugs taste as bad as they smell!"

From 'Totally Weird Insects'

Educator
Solutions

KS2: Elaborative Inference (extending)
(reading between the lines)

The knight lunged towards the dragon and pierced his shining scales. The dragon turned towards the knight and let out a fiery roar.

Educator Solutions

So what can adults do?

[Model](#)inferencing by:

- "thinking aloud" their thoughts as they read aloud to pupils

- making explicit the thinking processes that result in drawing an inference.

- activate prior knowledge by asking pupils to generate associations around a topic, and discuss and clarify their collective knowledge.

- make explicit the structure of stories

- discuss the role and usefulness of a title

- ensure children can 'retrieve' facts/information which will aide the making of inferences.

Educator
Solutions

Modelling making inference: Book talk

Voices
IN THE PARK

Anthony Browne
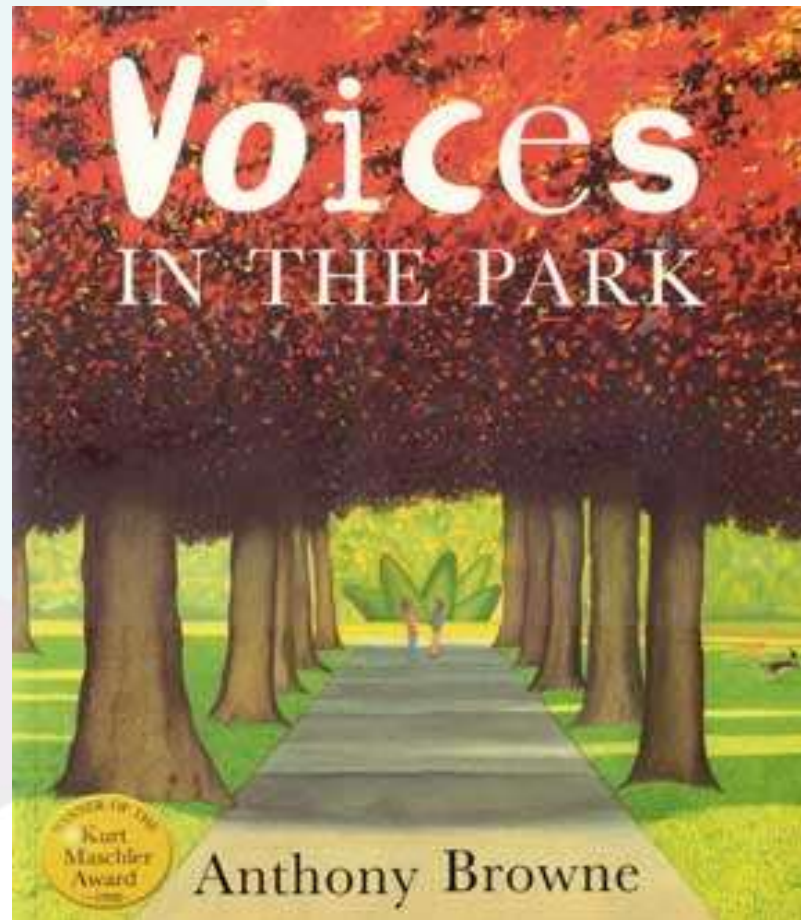
Teaching (useful!) retrieval

- Ensure the foundation skills are in place for retrieval
- Set retrieval questions which lead children to making an inference
- Use graphic organisers to help children make connections

Retrieval foundation factors

Ability to skim and scan based on fluency and prosody

Ability to activate prior world/cultural knowledge

Vocabulary depth and breadth

Understanding of how texts work to rapidly locate information

Educator
Solutions

It was the night before the Octopus set sail. The crew were getting the ship ready to leave having already bought their belongings aboard, when a gentleman appeared a the quay. He was smartly dressed in a frock coat and lace and he carried his bags with him. He seemed out of place among the dockworkers and fishermen.

'Permission to come aboard, Sir,' he hollered and set up the gangplank without waiting for a reply.

Sneerstout stood before him with his hands held at the hip, but doctor Percival seemed not the slightest bit overawed by the might of the man. He peered over his glasses and smiled.

'Ah, there you are my fine fellow,' he said. 'Allow me to introduce myself. My name is Doctor Percival and I am a scientist and botanist. A student of plants.

Pirates and Pistols by Chris Mould

Facts	Infer	Questions	Possible answers

Educator
Solutions

Draw a picture of the dress described!

*This type of activity forces you to **read and re-read** the text to gather the information you need. This is what poor readers do not do!*

"Skulls," said Lady Lamorna. "Definitely skulls. Rows and rows of dear little skulls, sewn all along the hem." She sighed with pleasure as she imagined the clitter-clatter of bone on her cold stone floors. "After all, it really is time I had a new gown. Black velvet, of course, and long ... very long. Perhaps embroidered? Hmm ... yes. A motif of spiders, or maybe twists of poison ivy." Her huge silver eyes gleamed. "In fact, why not interweave the ivy with spiders' webs? That would be truly beautiful. And petticoats. Layers and layers of blood-red petticoats ... oh yes, yes, YES! It will be a robe beyond all compare, and I shall order it this very minute!"

"I forgot reading could be this much fun!"
PHILIP ARDAGH

The
Robe
of
Skulls

Vivian
French

Educator
Solutions
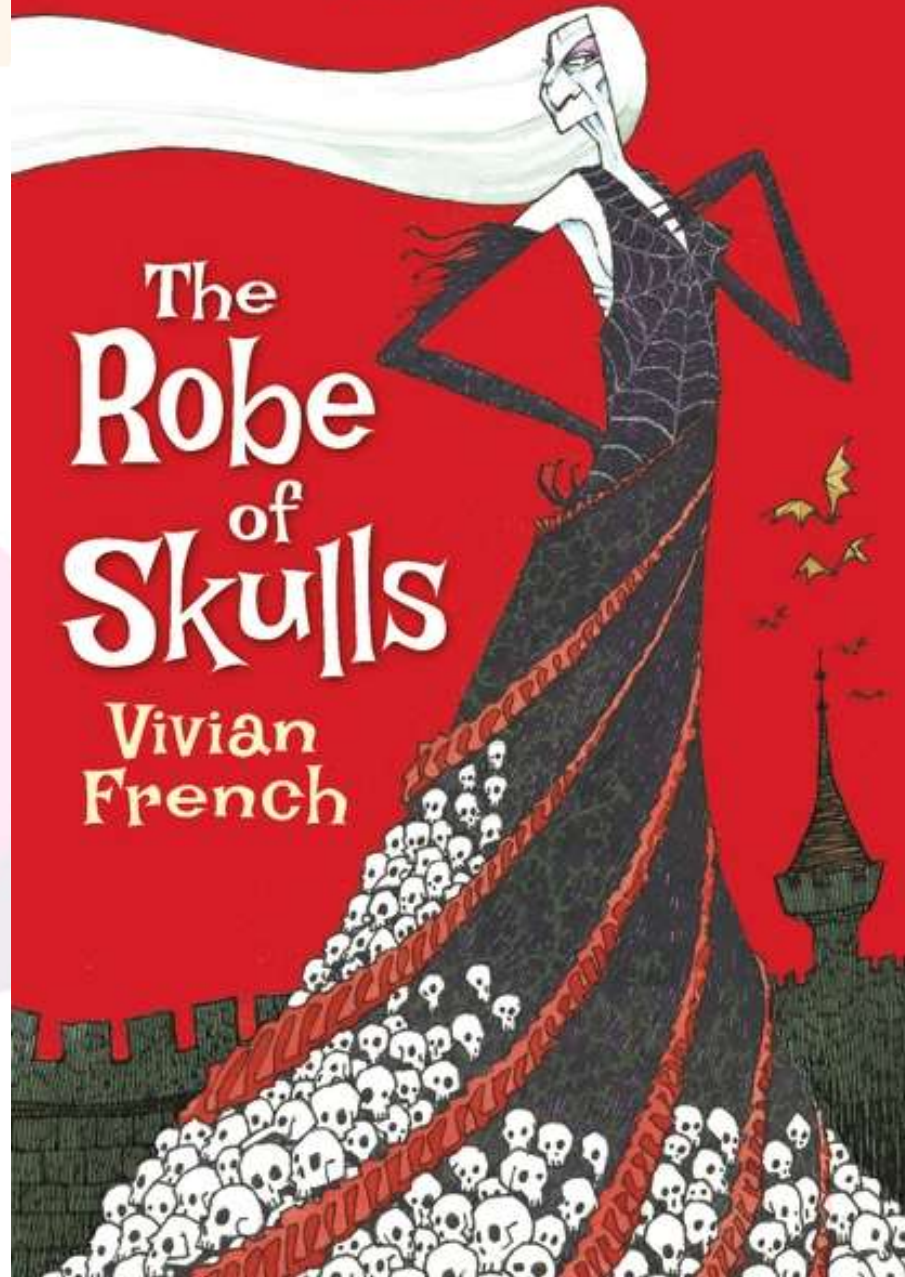
Summarising Skills:

- Underline and highlight key ideas
- Put a subheading on each paragraph to isolate the core idea
- Write a newspaper headline summary
- Title quest! Challenge to write 3 different headings for the text/paragraph
- You have £2 and words cost 10p each – which words would you buy to give a summary?
- 3-2-1 three most important things I know, 2 additional pieces of information which are not crucial to the meaning, 1 question
- Deleting unnecessary words from text

This depends on:

- *reading and re-reading to check understanding and self monitor comprehension*
- *knowledge and understanding of vocabulary crucial to key concepts*
- *The ability to locate, understand and relate the core vocabulary*

Educator Solutions

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Time for tea and coffee!

15/20 mins

Then, Destination Reader!

Session 3 - Vocabulary

Vocabulary: One of our key issues

Vocabulary knowledge can be considered in two ways:

- **Breadth** of vocabulary – the number of words that have some level of meaning for that person

- **Depth** of vocabulary – the richness of knowledge that a person has for the words that they know.

There are different degrees of to which the meaning of a word is known. The more you know about the meaning, the more likely they are to trigger associations that can be important to linking up ideas in a text.

"Recent work has demonstrated that comprehensions is particularly dependent on vocabulary at relatively *deep* levels".

Oakhill 2015

Educator
Solutions

Prior background knowledge and vocabulary that children would have needed to answer all of the questions in the 2018 Reading SATs paper.

Question	Vocabulary/knowledge needed
1	approximately, currently
2	According to..
3	razor-like
4	majority
5	develops
7	captivity
8	puzzling
9	That 'vital' is a synonym of 'essential'
10	extinction, diminishing, vital, supply, poaching, territory
11	adopt
12	challenge (meaning something that is difficult)
15	fascinating
16	enfold, protective
17	scold, punished
18	impressions (meaning effects produced by something or someone)
19	effect, lame, injured
20	The phrases: 'took the opportunity' and 'seized the chance'
22	'vividly recall'
24	hesitate
27	comforting (meaning soothing)
32	guardian
33	The phrase 'left to my own devices'
34	recesses
35	'it dawned on me'
36	debris, 'network of cobwebs'
38	impressions (meaning effects produced by something or someone), 'frightening intensity'.

Educator
Solutions

2018 SATs information

- Reading paper (question and answer booklets) contained 2999 words. Reading 90 words per minute this would take 33 minutes to read the paper.

- Maths papers, when reading at 90 wpm, would take 26 minutes to read.

Educator
Solutions

Consider the word 'red'

What does 'red' mean in the following sentences?

- Post boxes in Britain are red.
- After Christmas, her bank balance was firmly in the red.
- She always expected the red carpet to be rolled out whenever she came over.
- Lady Macbeth's hands were just as red as those of her husband.

Educator
Solutions

Things to consider about vocabulary when teaching reading comprehension:

- Knowing what a word means; or ,

- Knowing how to work out the meaning from context;

- Knowing which words are crucial to understanding text;

- Knowing the rich web of associations words have;

- Recalling this knowledge **quickly**; and

- *Actively using knowledge* to support comprehension.

Educator Solutions

From Kensuke's Kingdom Michael Morpurgo

'Are ___ r. I've
cros ___ care
wha ___ d man?"
The ___
furic ___ the
sho ___ oil and
frot ___ swim in
it w ___

 I sa ___ t. He
was shouting something at me, waving ___

That was the moment I felt it, a searing, stinging pain ___ back of my
neck, then my back, and my arms too. A large, translucent white
jellyfish was floating right beside me, its tentacles groping at me.

Circle any words you would like someone else to explain. Everybody gets to ask the group one word and volunteers try to explain the meaning.

Educator Solutions

1. What it sounds like

Begins with

Rhymes with

Number of syllables

Ends with

2. What it means

How does it feel?

Where do you find it?

What does it look like?

Sign/symbol/picture
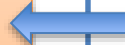
What category is it?

What do you do with it?

4. Put it in a sentence

----

3. Words that go with it

Educator Solutions

Which words provide contextual clues to the meaning of commotion?

Find word in the text:

When Archie the cat pounced on Chester the cat, he leapt up, shrieking, and knocked down a shelf of books.

The animals ran past Michael, tripping him up.

He cried out and fell to the floor.

As the noise and confusion mounted, Carol hollered upstairs, "What's all the commotion?"

Educator Solutions

Supporting comprehension through recognising crucial words:

Teaching

- Decide: Which words are essential to comprehending the text?
- Model out loud what you are looking for to help you
- Highlight words in text
- Ask (yourself) questions
- Recall what you know about the words
- Linked to skill of comprehension monitoring

Educator Solutions

Vocabulary Strategy:

Read it

Define it

Use it

Link it

Deconstruct it

Educator
Solutions

Reading Display

- Which strategies can we use when we get stuck on a word?

- What about a whole piece of text?

Clarifying strategies

To clarify a piece of text

- Reread
- Read on to find clues.
- Make a picture in my head using the clues from the story.
- Try another word that makes sense.
- Read around.

To clarify a word / phrases in text

- Sound out.
- Look for word parts that I know
- Blend the sounds together
- Think of another word that looks like this word.
- Use my knowledge of prefixes and suffixes
- Reread – does this now make sense?

Vocabulary Tiers:

Tier 1:

Basic words for everyday life

Tier 2:

High-frequency words often used in adult conversation and literature

Tier 3:

Low-frequency words which are context-specific

Teacher Guidance - Vocabulary

- *A reader must know at least 90% of the words in a text to comprehend it   Nagy and Scott 2000*

- Do not assume children know words, particularly Tier 2 words. Encourage children to become interested in words by adding to your vocabulary section on the reading wall and praising children for using these words orally or in writing.

- Collect at least 10 words a week - play vocabulary games across the week to revise them and use 1 plenary time the following week to assess their knowledge.

- Model using dictionaries to define words do not distract from the text.
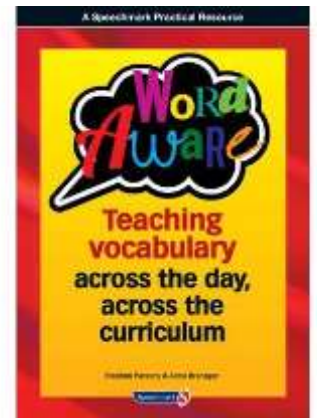
Teaching Ideas:

Collecting words in albums

Pictowords

Games

- The fly swat game (Word Aware – Stephen Parsons and Anna Branagan 2014)

- Tell your partner one of the words and see if they can guess which word you are describing

- Use a word in context

- Use drama to act out a word if applicable

- Who can come up with the best definition of this word?

Jabberwocky

- Use poetry!

- Working out the language
- Art
- Drama

VOCABULARY NINJA

WORDS UN **Grasshopper Word of the Day** OF UNDERSTANDING

Word of the Day

Word of the Day :   **huddle**   (noun / verb)

Definition :   crowd together; nestle closely.

MOLOGY AND MORE...

This Week's Words

The players **huddled** together before the start of the game.

Synonym : crowd, gather.

Antonym :

Challenge : Use WOD in a World Cup sentence.

@VocabularyNinja

'Words unlock the doors to a world of understanding...'

KS1
block
rise / rose
because
recycle
float

KS2
marathon
germinate
crippled
serious
deliberate

Shinobi Word of the Day

Word of the Day

Word of the Day :   **resonate**   (verb)

Definition : evoke images, memories, and emotions.

The song **resonated** with Charlie; slowly she began to cry.

Synonym :

Antonym :

Challenge : Use WOD in a simple sentence.

@VocabularyNinja

'Words unlock the doors to a world of understanding...'

@VocabularyNinja

Words unlock the doors to a world of understanding...'

Educator
Solutions