Scaffolding Vocabulary for English Learners in a Close Reading Lesson

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Objectives for this Session

- Compare the views of two experts on supporting students’ proficiency with complex text with regard to vocabulary.
- View video models of two different approaches.
- Examine a flow chart and graphic organizer to plan vocabulary instruction for a close reading lesson.
- Apply the flow chart and organizer to a complex text.
ELA Common Core Vocabulary Standards

**Reading Anchor Standard #4**
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, *analyze how specific word choices shape meaning or tone.*

**Language Anchor Standard #4**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using *context clues, analyzing meaningful word parts,* and *consulting* general and specialized *reference materials* as appropriate.

**Language Anchor Standard #6**
Acquire and use accurately a range of general *academic* and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate *independence in gathering vocabulary knowledge* when encountering an unknown term important to comprehension or expression.
CA ELD Standards and Critical Principles for Developing Language and Cognition in Academic Contexts

- Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.

- Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.
Common Goals for Comprehensive ELD (CA Framework, ch. 6, p. 60)

- Building students’ abilities to engage in a variety of collaborative discussions about academic content and texts
- Developing students’ academic vocabularies and grammatical understandings
- Building students’ metalinguistic awareness in order to support close reading and writing of different text types
- Building students’ abilities to write coherent and cohesive academic texts in English
More from the Common Core

• From the Reading Strand in both Literature and Informational Text: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (8.4)

• From the Literacy in History/ Social Science, Science, and Technical Subjects: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (Vocab. Standard RST 8.4)
... is not unique to a particular discipline and as a result are not the clear responsibility of a particular content area teacher. What is more, many Tier Two words are far less well defined by contextual clues in the texts in which they appear and are far less likely to be defined explicitly within a text than are Tier Three words. Yet Tier Two words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading. Teachers thus need to be alert to the presence of Tier Two words and determine which ones need careful attention.

Common Core State Standards (English Language Arts, Appendix A)
Why are “academic words” important?

- They are critical to understanding academic texts.
- They appear in all sorts of texts.
- They require deliberate effort to learn, unlike Tier 1 words.
- They are far more likely to appear in written texts than in speech.
- They often represent subtle or precise ways to say otherwise relatively simple things.
- They are seldom heavily scaffolded by authors or teachers, unlike Tier 3 words.

Common Core State Standards, Appendix A, page 33
Shanahan on Teaching Vocabulary and Close Reading: **Pick the right words to preteach**

- words the author does not define within the text
- words that will not be the primary focus of the text interpretation discussion that follows a close read

Hiebert on Core Vocabulary and the Challenges of Complex Texts: **Identify new words and then discuss after the first read**

- students should be encouraged to use morphological knowledge and word families to figure out word meaning
- be sure that you are also teaching a corpus of important words regularly
Video Models

Let’s watch two different approaches:

http://www.youtube.com/watch?v=Sda-Nhocyg

http://www.youtube.com/watch?v=nX3kNk3NJo
<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Basic, concrete, encountered in conversation/ oral vocabulary; words most student will know at a particular grade level</td>
<td>clock, baby</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Abstract, <strong>general academic</strong> (across content areas); encountered in written language; high utility across instructional areas</td>
<td>vary, relative, innovation, accumulate, surface, layer</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Highly specialized, subject-specific; low occurrences in texts; lacking generalization</td>
<td>lava, aorta, legislature, circumference</td>
</tr>
</tbody>
</table>
Teaching Two Types of Academic Vocabulary, CCSS

- General Academic Vocabulary (Tier 2) – analysis, procedure, attribute

- Domain-specific Academic Vocabulary (Tier 3) – parallelogram, republic, photosynthesis
Teaching Vocabulary as Part of a Close Reading Lesson

- Preteach specific words
- Create text-dependent questions focusing on vocabulary
- Encourage students to use context clues and analysis of word parts to figure out words as they read or re-read a text
- Define a word at point of use during teacher read-aloud

HOW DO WE DECIDE?
A System for Choosing Words
Your Turn: Pliny the Younger

- Read the first page only from Pliny’s letters about the eruption of Mount Vesuvius.
- Using the Flow Chart and the Advance Vocabulary Organizer, plan how you might handle the following words: nestled, posterity, misfortune, situated, and devastation.
- Identify one other word that you think might need either to be pretaught or discussed after reading.
- Work with a partner to discuss your choices.
Take a Quiz

On your smart phone, tablet, or computer, go to

m.socrative.com

Room # 124585
## Sample Organizer

<table>
<thead>
<tr>
<th>Preteach</th>
<th>Important words and/or defined in text and to be discussed</th>
<th>Context/ or morphemic analysis clues; good text-dependent question or during</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 3</td>
<td>situated</td>
<td>debris</td>
</tr>
<tr>
<td>Tier 2</td>
<td>posterity</td>
<td>imperishable (If <em>perish</em> means to die, what do you think the author means when he tells Tacitus that “the <em>imperishable</em> nature of your writings will add a great deal to his survival...”?)</td>
</tr>
<tr>
<td>Figurative/idioms</td>
<td>“weighed the dangers”</td>
<td></td>
</tr>
</tbody>
</table>

Thank You!

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