

Scaffolding Vocabulary in the Context of Close Reading of Complex Texts



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CORE Mission

CORE serves as a trusted advisor at all levels of preK–12 education, working collaboratively with educators to support literacy and math achievement growth for all students.

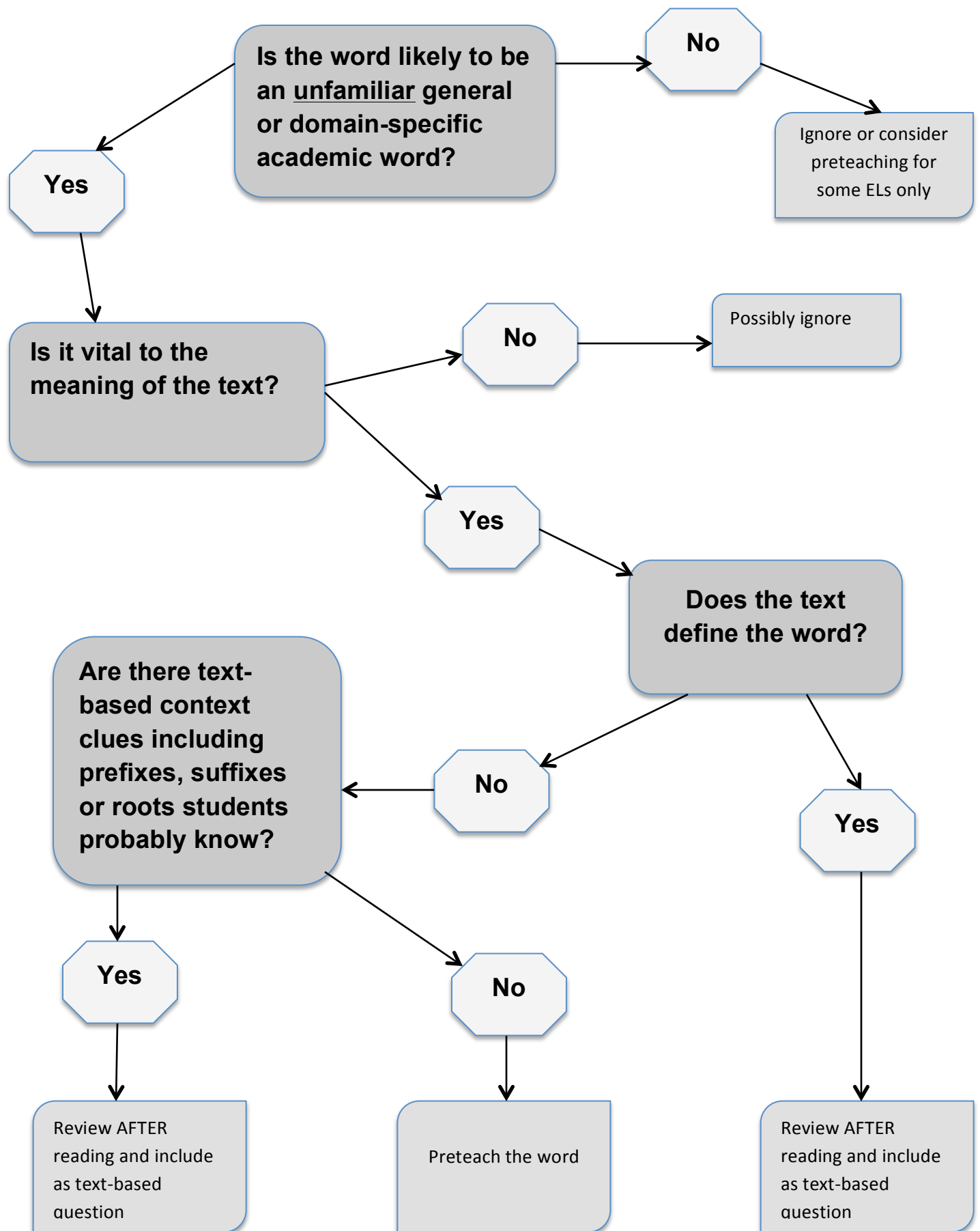
Our implementation support services and products help our customers build their own capacity for effective instruction by laying a foundation of research-based knowledge, supporting the use of proven tools, and developing leadership.

As an organization committed to integrity, excellence, and service, we believe that with informed school and district administrators, expert teaching, and well-implemented programs, all students can become proficient academically.

Advance Vocabulary Organizer for Lesson Planning

Unfamiliar words	-words likely to block understanding and are central to the text -are not defined within the text	-words that are important to text meaning -are explicitly defined WITHIN the text	- words that might be understood from CONTEXT or from MORPHEMIC ANALYSIS
	should be PRETAUGHT (provide a student-friendly definition, picture, or familiar synonym)	should be queried AFTER reading or the topic of text-based discussion	should be the topic of a good vocabulary-text-based question or grappled with during the read
Academic and domain-specific (Tier 3)			
Academic General (Tier 2)			
Antiquated			
Figurative or Idioms			
Multiple meaning			

Flow Chart for Choosing Words to Teach Prior to a Close Reading



Pliny the Younger: The Eruption of Vesuvius: Letter 6:16

Introduction

Nestled in a valley on the Italian coast just south of Naples, Pompeii had the misfortune to be situated at the foot of Mt. Vesuvius, and when that volcano erupted in AD 79, it buried the city under 18 feet of ash and lava.

Pliny the Younger was not with his uncle Pliny the Elder, who died in the eruption. Instead he observed the events from across the way and received reports from others who were with his uncle. Pliny the Younger wrote two letters to the historian Tacitus [TA-si-tuhs] that narrated the events surrounding the eruption of Vesuvius and the death of Pliny the Elder.

Letter 6:16

My dear Tacitus,

You ask me to write you something about the death of my uncle so that the account you send to posterity is as reliable as possible. I am grateful to you, for I see that his death will be remembered forever if you include it in your Histories. He died in a devastation of the loveliest of lands, in a memorable disaster shared by peoples and cities, but this will be a kind of eternal life for him. Although he wrote a great number of important works himself, the imperishable nature of your writings will add a great deal to his survival . . .

. . . On the 24th of August between 2:00 and 3:00 in the afternoon my mother drew his attention to a cloud of unusual size and appearance. He had had a sunbath, then a cold bath, and was lying down after dinner with his books. He called for his shoes and climbed up to where he could get the best view of the phenomenon. The cloud was rising from a mountain and afterwards we learned that it was Vesuvius. I can best describe its shape by comparing it to a pine tree. It rose into the sky on a very long “trunk” from which spread some “branches.” I imagine it had been raised by a sudden blast, which then backed away, leaving the cloud unsupported so that its own weight caused it to spread sideways. Some of the cloud was white, in other parts there were dark patches of dirt and ash. The sight of it made the scientist in my uncle determined to see it from closer at hand.

Debris from the volcano blocked the shore, so it was hard for the boats to get to shore, but Pliny the Elder wanted to save as many people as possible. In particular he wanted to reach his friend Pomponianus [pom-POH-nee-AY-nuhs]. Pliny the Younger’s letter continues.

(Letter Continued)

Arriving on shore, my uncle hugged the frightened man and gave him comfort and courage. In order to calm the other's fear he asked to be taken to the baths. He bathed and dined, carefree or at least appearing so. Meanwhile, broad sheets of flame were lighting up many parts of Vesuvius. To alleviate people's fears my uncle claimed that the flames came from the empty homes of farmers who had left in a panic with the fires still burning in their ovens. Then he rested, and gave every indication of actually sleeping.

The ground outside his room rose so high with the mixture of ash and stones that if he had spent any more time their escape would have been impossible. He then joined others who had been unable to sleep. They discussed whether to remain under cover or to try the open air. The buildings were being rocked by a series of strong tremors, and appeared to have come loose from the ground. Outside, however, there was danger from the rocks that were coming down. Weighing the dangers, they chose the outdoors; in my uncle's case it was a deliberate decision. Others just chose the alternative that frightened them the least.

They tied pillows on top of their heads as protection against the shower of rock. Although daytime, it was darker and thicker than any night. But they had torches and other lights. They decided to go down to the shore to see if they could leave by boat. But it remained as rough as before. Resting in the shade of a sail, my uncle drank once or twice from the cold water he had asked for. Then came a smell of sulfur, announcing the flames, and the flames themselves, sending others into flight but reviving him. Supported by two small slaves he stood up, and immediately collapsed. As I understand it, his breathing was blocked by the dust-filled air, and his lungs simply shut down. When daylight came again two days after he died, his body was found untouched, unharmed, in the clothing that he had had on. He looked more asleep than dead.

Scaffolding Vocabulary in the Context of Close Reading of Complex Texts



Linda Diamond
Plain Talk 2018

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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.

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What We Know about Vocabulary

- Multiple exposures through teacher talk and text
- Student-friendly explanations
- Engage students with words
- Contextualize the words
- Pre teach carefully selected vocabulary

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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.

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)

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Academic Vocabulary

... 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

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Video Models

Let's watch two different approaches:

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

<http://www.youtube.com/watch?v=nX3kNk3NrJo>

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Three Tiers of Words

Description in Common Core State Standards, Appendix A, page 33		Examples
Tier 1	Basic, concrete, encountered in conversation/ oral vocabulary; words most student will know at a particular grade level	<i>clock, baby</i>
Tier 2	Abstract, general academic (across content areas); encountered in written language; high utility across instructional areas	<i>vary, relative, innovation, accumulate, surface, layer</i>
Tier 3	Highly specialized, subject-specific; low occurrences in texts; lacking generalization	<i>lava, aorta, legislature, circumference</i>

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Teaching Two Types of Academic Vocabulary, CCSS

- **General Academic Vocabulary (Tier 2)** – analysis, procedure, attribute
- **Domain-specific Academic Vocabulary (Tier 3)** – parallelogram, republic, photosynthesis

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Teaching Vocabulary as Part of a Close Reading Lesson

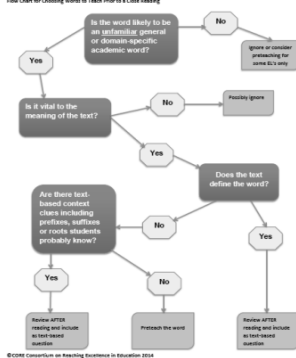
- Preteach specific words
- Create text-dependent questions focusing on vocabulary
- Encourage students to use context clues and analysis of word parts to figure out words as they read or re-read a text
- Define a word at point of use during teacher read-aloud

HOW DO WE DECIDE?

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A System for Choosing Words



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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.

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Sample Organizer

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

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Thank You!

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