

Scaffolds to English Literacy: Linguistic, Syntactic, and Text Supports

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Using Word-Part Clues to Derive Word Meaning Routine

Step	Action	Example Word: <i>disagreement</i>
1	Look for the root word. What does it mean?	<i>agree</i> = to have the same opinion
2	Look for a prefix. What does it mean?	<i>dis</i> = not or opposite
3	Look for a suffix. What does it mean?	<i>ment</i> = state or quality of something
4	Put the meanings of the word parts together. What is the meaning of the whole word?	<i>dis + agree + ment</i> = state or quality of not having the same opinion

TYPES OF HELPFUL CONTEXT CLUES		
Type	Description	Example Sentence
Definition	The author provides a direct definition of an unfamiliar word, right in the sentence. • SIGNAL WORDS: <i>is, are, means, refers to</i>	A <u>conga</u> is a barrel-shaped drum.
Appositive Definition	A type of definition clue. An appositive is a word or phrase that defines or explains an unfamiliar word that comes before it. • SIGNAL WORD: <i>or</i> • SIGNAL PUNCTUATION: set off by commas	At night you can see <u>constellations</u> , or groups of stars, in the sky.
Synonym	The author uses another word or phrase that is similar in meaning, or can be compared, to an unfamiliar word. • SIGNAL WORDS: <i>also, as, identical, like, likewise, resembling, same, similarly, too</i>	My dog Buck travels everywhere with me. My friend's <u>canine</u> buddy travels everywhere with him, too.
Antonym	The author uses another word or phrase that means about the opposite of, or is in contrast with, an unfamiliar word. • SIGNAL WORDS: <i>but, however, in contrast, instead of, on the other hand, though, unlike</i>	I thought the movie would be weird, but it turned out to be totally <u>mundane</u> .
Example	The author provides several words or phrases that are examples of an unfamiliar word. • SIGNAL WORDS: <i>for example, for instance, including, like, such as</i>	In science we are studying <u>marine mammals</u> such as whales, dolphins, and porpoises.
General	The author provides some nonspecific clues to the meaning of an unfamiliar word, often spread over several sentences.	Einstein rode his bike everywhere. He thought driving a car was way too <u>complicated</u> .

Based on Baumann et al. 2003, 2005.

Number Prefixes			
Numeral	Latin	Greek	Related Words
1	uni-	mono-	unicycle, monotone
2	bi-, duo-	di-	bilingual, duet, dichotomy
3	tri-	tri-	triangle, trilateral, triple
4	quad-	tetra-	quadruple, tetrahedron
5	quint-	penta-	quintuplet, pentagon
6	sex-	hex-	sextuplet, hexagon
7	sept-	hept-	septet, heptagon
8	octa-	octo-	octagonal, octopus
9	non-, nove-	ennea-	nonagon, novena, ennead
10	deci-	dec-, deca-	decimal, decade, decathlon
100	cent-	hect-	centennial, hectogram
1,000	milli-	kilo-	millipede, kilobyte
10,000		myria-	myriad
1,000,000		mega-	megabyte, megawatt
1,000,000,000		giga-	gigabyte, gigahertz

FIVE WAYS TO IMPROVE THE STUDENT EXPERIENCE

1. Ask students and families directly about their goals and school experiences; listen to what they share; and then act on what they tell you.

Currently, we operate on assumptions about students' goals and what students want from school. So many decisions about school are made in administrative offices that are far from the real daily experiences of students. In our research, we saw that the vast majority of students have big goals for themselves beyond high school, but we also found that school isn't setting up most students to meet those goals—and that different choices at the classroom, school, and system levels can change that. To start, asking students explicitly about their experiences can glean indispensable data.

By listening to students, we have access to rich and nuanced information that could help us shift away from focusing on the success of groups of students (generally pegged to the average) to focusing on the success of individuals. While students don't have all the answers, their perspectives provide a critical bellwether for how well we're doing our jobs. When their experiences are consistently lousy and unchanging, whatever interventions are presently in place are not working. Continued inaction in the face of that evidence—given that we can point to the relationship between different access to high-quality academic experiences and different outcomes for students—is no longer defensible.

This doesn't mean we should jump to the typical student and family engagement process, where those of us with power ask for input about decisions that have largely already been made. Instead, we are advocating for students and parents to be equipped with the tools they need to pressure their school systems to replace the opportunity myth with real opportunity and transparency, and for educators and system leaders to put students' daily experiences and access to grade-appropriate assignments, strong instruction, deep engagement, and high expectations at the center of decision-making.

To hold ourselves accountable for this work, the views of students and parents should not only be public, but easily accessible to all stakeholders. We should share with students and parents how we are changing our approach

based on their valued input. And report cards, in addition to providing more detailed information about student progress, should answer one simple question for parents: Is my child on track to graduate high school ready for college, and if not, when and how will they be on track?

2. Make greater access to grade-appropriate assignments an urgent priority for all students, no matter what their race, income level, or current performance level.

Students who get assignments that are appropriate for their grade have stronger academic outcomes. But the students in our sample spent more than 500 hours per school year in core subjects on assignments that did not meet that bar. Moreover, students that school has let down in the past—like students of color and those from low-income backgrounds—were even less likely to get access to grade-appropriate assignments. When they did, that high-quality content helped close academic gaps between them and their peers. We found that classrooms with students who tended to start behind that worked on grade-level assignments, on average, even 50 percent of the time gained seven months of learning in a single year.

Getting better assignments in front of all students more often will raise the floor for students' experiences, particularly for students of color and those from low-income families. A higher baseline would mean that many more students are getting good enough experiences in school.

To ensure that all students have access to grade-appropriate assignments, stakeholders should first assess how the assignments their students are currently working on stack up. How much time are students spending on grade-appropriate content? After that gut check, stakeholders should make sure that teachers are using high-quality, aligned instructional materials on a daily basis. But we cannot leave teachers to sink or swim; helping students with vastly different needs, some of whom may be several grade levels behind, to succeed with grade-level materials requires a lot of experience and skill. So we must provide teachers materials-based professional learning to ensure that teachers know the value in grade-appropriate assignments and how to use them well.

From: TNTP
<https://tntp.org/about-tntp>

3. Give all students, especially those who are behind grade level, access to instruction that asks them to think and engage deeply with challenging material.

Requiring students to own the thinking in their lessons asks students to take a risk in front of their peers, since it's possible they could be wrong. Even in classrooms where we saw high-quality assignments, we often observed students missing out on opportunities to take that risk and do the thinking with rigorous content. This included classrooms where teachers did most of the talking, where students were asked only closed-ended questions that didn't require critical thinking, where students were interrupted by teachers as they were sharing their answers, or where they weren't given ample "think time" before the teacher stepped in with the answer. We found that students who started the school year behind academically particularly benefitted from strong instruction: In these classrooms, greater access to strong instruction led students to close the gap with their peers by about six months. In addition, students appreciated lessons where they were given the chance to do the thinking: In classrooms where we observed strong instruction, we also saw a 31 percent increase in engagement levels.

Once students have access to grade-appropriate assignments, stakeholders should work to make sure that students have the chance to do the kind of hard thinking with that content that they'll be expected to do in college or in their careers. Make sure all teachers and leaders realize that is the expectation—and then provide coaching supports and clear, actionable feedback to teachers about whether or not students are consistently experiencing engaging, strong instruction.

4. Ensure educators enact high expectations for student success by seeing firsthand that students are capable of succeeding with more rigorous material.

We found that when teachers have high expectations for students' success, they have a meaningful positive impact on academic achievement. We also saw that a majority of teachers do not report having high expectations for their students' success. Significantly, among classrooms where students were at least 75 percent Black or at least 75 percent Latinx, 66 percent of teachers who were the *same* race or ethnicity as the majority of their students had high expectations. In classrooms with similar student demographics but with teachers who were a *different* race or ethnicity from the majority of the class, just 35 percent reported high expectations. Those results held true when we controlled for students' prior achievement. Since teachers with lower expectations were more likely to provide weaker assignments and ask less of their students, low expectations translated into some groups of students getting less access to grade-appropriate assignments and strong instruction. This inequitable allocation of key resources in turn produces inequitable outcomes for students.

Raising expectations certainly isn't on the shoulders of teachers alone. We studied expectations of teachers here, but there is no evidence that we would see different results had we studied principals, central office personnel, or non-profit leaders. As a field, we have failed to acknowledge that the expectations decision-makers hold affect students. Choices about everything from staffing to instructional materials are informed by the biases, both implicit and explicit, of the adults making those choices. When we expect some students to do less, in school and in life, we offer them less, in everything from the quality of their assignments to the weight their parents' opinions are given.

At every level of the system, we need to reckon with this fact, acknowledge the ways in which our expectations affect the choices we make for students, and develop strategies to ensure that all students have access to adults with consistently high expectations for their success. This has to include work up and down the school system. Teachers need ample opportunities to develop the skills

necessary to give students (including those who are working below grade level) grade-appropriate work. That includes opportunities to collaborate with peers and learn from educators with track records of success. But if we're going to make this huge ask of teachers, it should be accompanied by fair compensation and investments in better working conditions, from strong school leadership to adequate facilities and resources.

We're all steeped in a culture of racism and systemic inequity, and undoing implicit bias is incredibly difficult work. So we know that as a field, we have a significant amount to learn here. We also know that many existing attempts to address racialized low expectations are ineffective or have never been rigorously studied³⁵ and may even cause adults to double down on their low expectations.³⁶ But addressing specific behaviors that influence students' experiences can serve as a path toward unraveling implicit bias, rather than the other way around. In our own teacher and principal training work, for example, we have seen evidence that once teachers and school leaders see that students who are behind *can* be successful on rigorous assignments, they are much more willing to provide rigorous experiences to their students.

For further ideas and resources, see our action guides for students and families, teachers, school leaders, system leaders, and state policymakers. Visit opportunitymyth.tntp.org/act to download your action guide.

5. Conduct an equity audit to identify school- and district-level decisions—from the diversity of staff at all levels to which students are enrolled in honors courses—that give some students greater access than others to key resources.

All students deserve and need equitable access to the four key resources: grade-appropriate assignments, strong instruction, deep engagement, and high expectations. But we've seen that some groups of students—namely students of color, students from low-income backgrounds, students with mild to moderate disabilities, and English language learners—have less access than their peers. They are more likely to be in classrooms with weaker assignments and instruction, less likely to be engaged, and are subjected to lower expectations. Given that we know that greater access to the four key resources improves outcomes for students—and especially students who start the year behind academically—the status quo is not morally defensible.

The root causes of this inequitable allocation of resources are complex, and there's no quick fix. But identifying and then actively working to dismantle structures that privilege already advantaged groups of students at the expense of their peers is non-negotiable work. This is not solely the work of addressing individual implicit biases. It requires addressing systemic choices and decisions that result in schools being “places with predictable, systematic inequalities in experience and outcomes based on people's social group memberships—advantaging people from some social groups while disadvantaging people from others.”³⁷

It is also incumbent that we work to diversify the education workforce, particularly by hiring and retaining staff in counter-stereotypical roles (for example, ensuring that men, particularly men of color, are represented among teachers in elementary grades). To do this, we need to address the systemic barriers that keep teachers of color out of urban and rural classrooms and commit to a staffing model that values diversity. This will support us all in raising the bar for what we expect for students of color, but can also provide a powerful model of high expectations for *all* students.³⁸ We must also look at the policies and systems that determine things like course access, curriculum adoption, and grading—all of which can and do contribute to the inequitable allocation of high-quality school experiences.

A QUICK GUIDE TO ACTIVE VERSUS PASSIVE VOICE

Active:

The student completed his first year of college with very good grades.

Here the subject of "*the student*" comes first, followed by the single verb "*completed*," and, finally, the object, which is "*his first year of college*."

What is Active Voice?

Active voice is the grammar structure in which the **subject comes before the object** in the sentence and shows a direct action on the object in the sentence. Active voice is preferred in most writing.

Passive:

The first year of college was completed by the student with very good grades.

Here, the object of "*the first year of college*" comes first, followed by **two verbs** "*was completed*," and, finally, the **subject**, which is "*the student*." Notice how "*with very good grades*" is ambiguous. Did the student get good grades in his first year of college, or has the student always earned good grades? In other words, it is not clear if "*with very good grades*" describes "*the first year of college*" or if it describes "*the student*."

What is Passive Voice?

Passive voice is the grammar structure in which **the object comes before the subject in the sentence**, thus making the action indirect.

You can usually recognize passive voice by the two verbs that need to be used to show past action. This tends to make sentences in passive voice less concise.

Some inexperienced writers think this is a good thing, since some formal writing is not concise; however, passive voice is only preferred in writing where the attention should be on the object, not on the subject who has performed the action.

Passive voice is tricky because it can lead to ambiguity in the meaning of the sentences.

Scaffolding Complex Sentences

Text may be difficult because of grammar, syntax, or cohesion. We can support students by guiding them to

- Interpret complex sentences through clause and phrase analysis
- Find the subject and verb in dense prose
- Understand complex punctuation
- Interpret pronoun references
- Deal with conjunctions

Lifting Sentences

- Break down complex sentences into a series of simple sentences.
- Support students in understanding the separate ideas in the sentence and how the ideas are interrelated.

Sentence Frames

- Create a form to replicate the structure of the sentence.
- Help students understand and use a particular type of text: cause/effect, list of details, etc.

Gentle Giant Octopus by Karen Wallace

Usually, the Giant octopus is reddish brown, but when it's hunting or hiding, it can change to become very dark or very pale within seconds.

CLAUSE/PHRASE	BREAK APART	SIMPLE SENTENCE	SENTENCE FRAME
Usually the Giant octopus is reddish brown but when it's hunting or hiding it can change to become very dark or very pale within seconds	Usually the Giant octopus is reddish brown but when it's hunting or hiding it can change to become very dark or very pale within seconds	The octopus is usually a reddish brown. It [the octopus] can change color when it is hunting . . . it is hiding. The color of the octopus can change to become very dark . . . very pale. The octopus can change colors in a few seconds.	Usually, the _____ is _____, but when _____ or _____, it can _____.

Scaffolding Complex Sentences

Try It

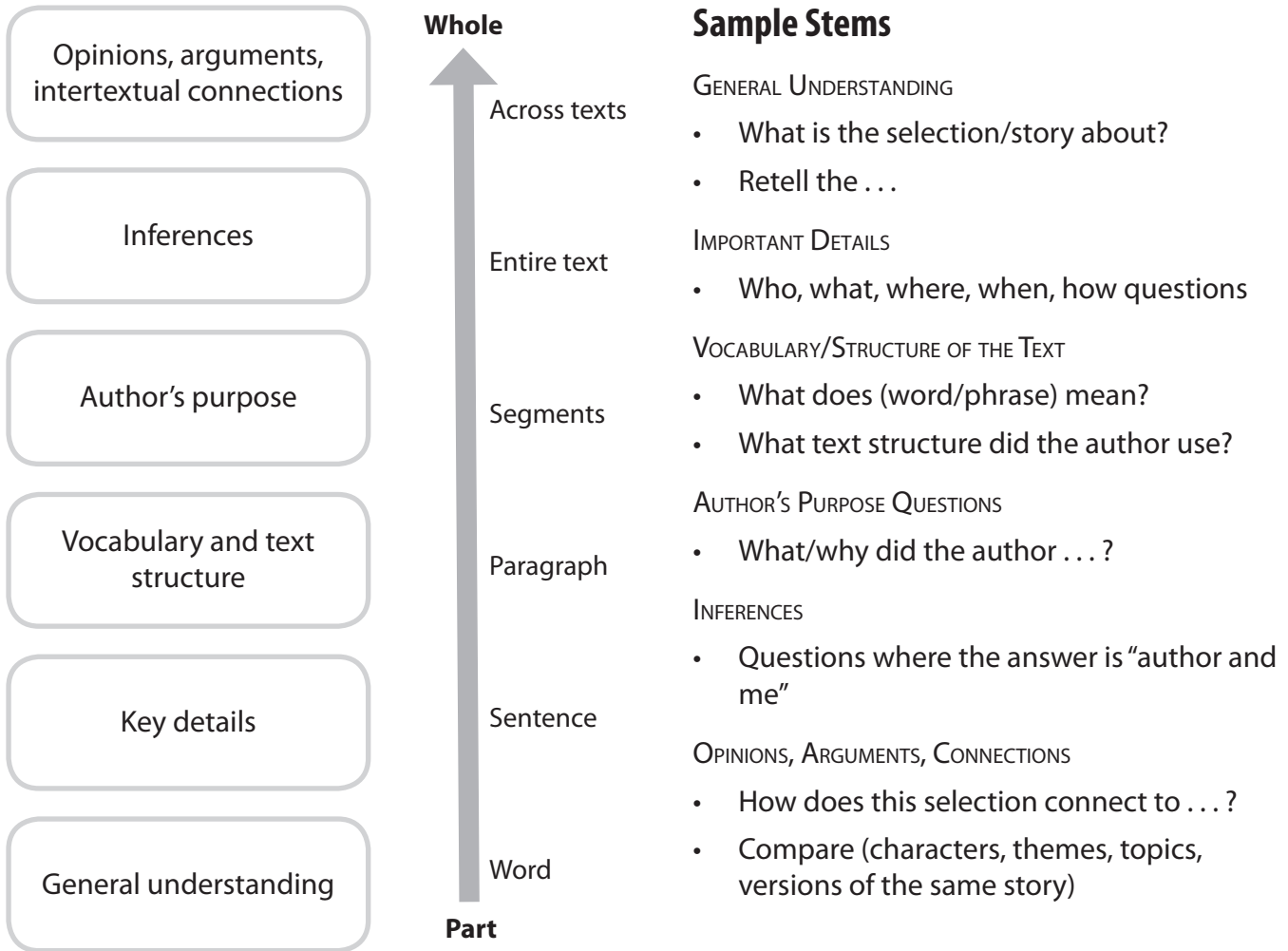
1. Deconstruct the following sentences.
2. Create sentence frames for students to create similar sentences for use in speech and/or writing.

“The storm surge raged up the bay, snatched the lighthouse from Whale Rock, hurled 20-ton boulders in the air, and, as the bay narrowed, rose higher and higher.

“An extra-high tide and a storm surge topped by wind-driven waves-when all this water broke over land, it crushed the houses of West Hampton Beach, swept the beaches of Rhode Island, and flooded Providence.”

—Excerpt from *Hurricanes* (Lauber 1996)

Close Reading and Collaborative Conversation Stems



Collaborative Conversation Frames

"I disagree with _____ about _____ because _____."

"I agree with _____ about _____ because _____."

"I think _____ because _____."

"In addition to what _____ said, I think _____."

Consider how you will teach these stems. Will you use an anchor chart?

Facilitator Prompts

Four Tips for Productive Discussion

1. Help students share, expand, and clarify own thinking.

- Give time to think.
- “Can you say more about that?”
- “What do you mean by that?”
- “Can you give an example?”

2. Help students listen carefully to one another.

- “What did your partner say?”
- “Who can repeat what ___ just said?”

3. Help students deepen their reasoning.

- “Why do you think that?”
- “What’s your evidence?”
- “How did you arrive at that conclusion?”
- “Is there anything in the text that made you think that?”
- “Does it always work that way?”
- “How is your idea like ___’s idea?”

4. Encourage students to think with others.

- “Do you agree or disagree with ___? Why?”
- “Are you saying the same thing as ___?”
- “Who can add onto ___’s idea?”
- “Can anyone take that idea and push it a little further?”
- “Who can explain in their own words what _____ means?”

High-Quality Discussion Starters

Observe	I can see details.	I notice ... I observe that ... The characteristics of ____ are ... I suppose that ... The story tells me ...
Infer/Claim	I can understand what this means.	I think it means that ____ because ... I learned that ... I know that ... I can tell that ____ because ... To me, this word means ... because ... My opinion about ____ is ... because ...
Cite Evidence	I can find the evidence to support my thinking.	The picture showed me ... I know because on page ____ it says ... An example from the text is ... For instance, ... My evidence comes from ...
Extend	I can use these key academic words to help extend my thinking.	I can identify ... The sequence is ... I can describe ____ by telling/showing you ... I can explain how ... I can explain why ____ is ... You can compare ____ to ... You can contrast ____ to ... To summarize ... I am predicting ... I am inferring ... When I analyze ____, I ... I can support my thinking by ... I can evaluate my thinking by ... I can formulate my thoughts by ...

More Than Talking

Promoting Discussion

Explicitly teach and have students practice behaviors that support participating in a discussion.

- Taking turns speaking
 - Providing a nonverbal cue for speaker
 - Passing an “object” to identify speaker
- Active listening
- Respecting all contributions
- Using a variety of responses
 - Contributing ideas
 - I think _____ because . . .
 - Confirming ideas
 - I agree with _____’s perspective because . . .
 - Extending or building on the ideas of others
 - My idea is similar to _____’s idea.
 - I agree with _____’s perspective. I also think that . . .
 - In addition to what _____ said, I think . . .
 - Offering insights or different viewpoints
 - I disagree with _____ about . . . because . . .
- Asking questions
- Staying on topic
- Helping maintain harmony and manage conflict

Academic vs. Conversational Registers

Registers reflect the different forms people use in different situations.

- “Hi, how are you?” vs. “Hey”
- “Goodbye, we look forward to seeing you again” vs. “Catch you later”

Discussion that promotes comprehension is not just casual conversation.

Students need instruction, modeling, and structured formats to learn to carry on academic discussions.

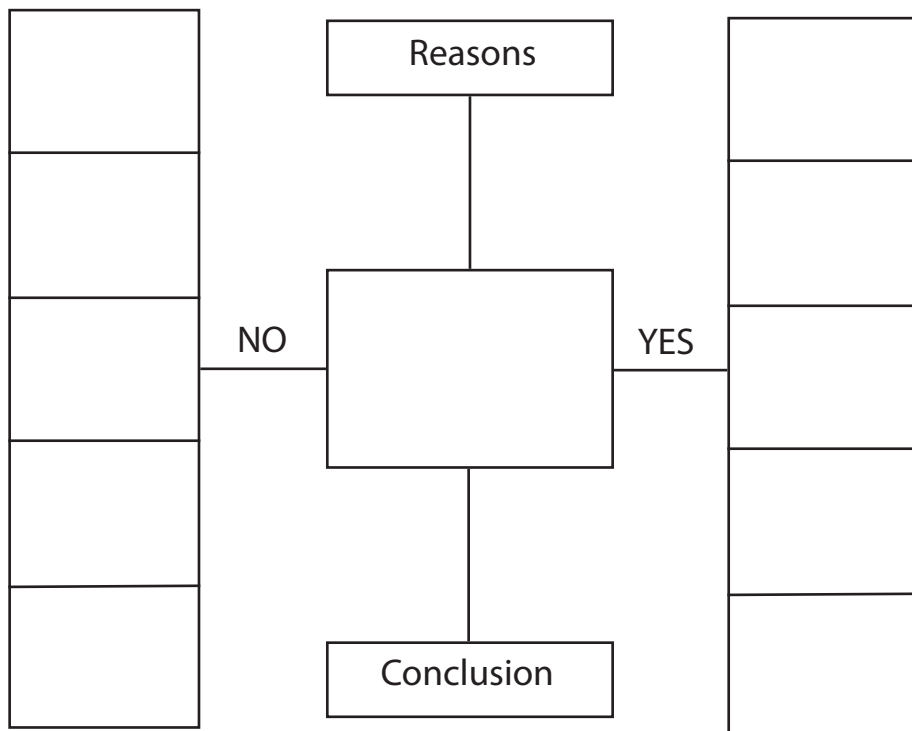
Discussion in Our Classrooms: Talk About It

- What successes have you had in supporting students developing these discussion behaviors?
- What are the challenges?

Share with your table.

Discussion Formats

Discussion Web



Discussion Web

A graphic organizer that encourages groups of students to consider both sides of an issue, weigh the merits of each side, and come to an agreed-upon conclusion.

Favorite Sentence/ Key Sentence

Students select key and/or favorite sentences from the text and take turns sharing their choices.

Save the Last Word for Me

Students select significant lines from the text, writing each on a card with their reason or thinking for the selection on the back. Each person shares his or her choice, and the others react to the line. At the end, the person who selected the line gives his or her reason, getting the "last word."

Try It

Discuss with your table colleagues, what are the reasons for yes? For no? What's the evidence in the text? Can you come to a conclusion?

NO	<p><i>Should Goldilocks have entered the Bears' house?</i></p>	YES
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Structuring Discussions

Favorite Sentence/Key Sentence

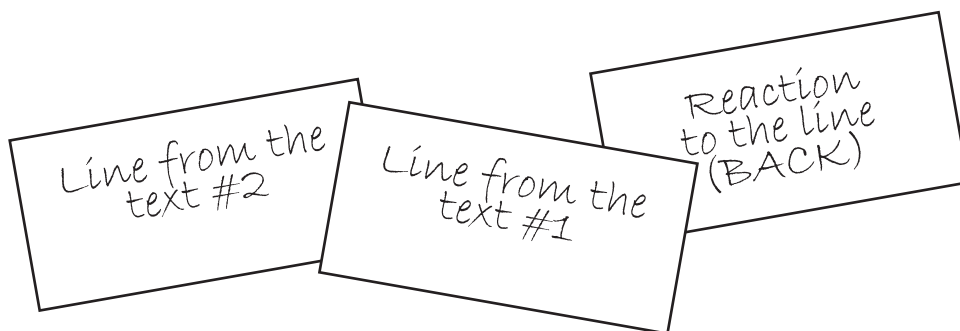
- After reading the story, choose a **favorite sentence** and note your reasons for choosing it on the form provided.
- In addition, choose a **key sentence**, a sentence that carries special meaning for you. Note your reasons for selecting it on the form.
- Share your favorite sentences, key sentences, and reasons for your choices.
- Discuss how this activity has enhanced your understanding and appreciation of the story.

Favorite Sentence	Reason for Choosing
Key Sentence	Reason for Choosing

Save the Last Word for Me

Preparing for the discussion:

- Read the story silently.
- Choose three significant lines.
- Write one line on each of three index cards.
- On the other side of each card, write your reactions to and thoughts about the quotation.
- Number the cards 1, 2, 3.



In your group:

- The first student reads his or her number 1 card and gives each member of the group a chance to comment on the line. When others have made their comments, the one who wrote the line gives his or her reason for choosing it, having the "last word."
- Continue the process until all have had their quotes discussed.
- Debrief by discussing how your understanding of the story has been enhanced by collaboration.

Favorite Sentence/Key Sentence

After reading the story, choose a favorite sentence and note your reasons for choosing it on the form provided.

- In addition, choose a key sentence, a sentence that carries special meaning for you. Note your reasons for selecting it on the form.
- In groups of four, share your favorite sentences, key sentences, and reasons for your choices.
- Come to a group consensus about how this activity has enhanced your understanding and appreciation of the story.

<p>Favorite Sentence</p>	<p>Reason for Choosing</p>
<p>Key Sentence</p>	<p>Reason for Choosing</p>
<p>Group Consensus Statement</p>	



Scaffolds to English Literacy

Linguistic, Syntactic, and Text Supports

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Agenda

- Linguistic supports: morphology, context
- Syntactic difficulties
- Deconstructing language
- Discussion structures

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Deconstructing Language

- **Word Level**
 - **Morphology, context clues, distinctions between words that are closely related in meaning (connotation)**
- **Sentence Level**
 - **Syntax**
- **Text Level**
 - **Discussion**

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Word Level What Is Vocabulary?

“Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.”

Stahl 2005

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Word Level

Effective Vocabulary Instruction

- Intentional, explicit teaching of specific words and **word-learning strategies**
- Multiple exposures in multiple contexts
- Restructuring of vocabulary tasks so that students understand them
- Incidental vocabulary learning
- Intentional use of first language

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Word Level

- Morphemic Analysis: **Teach a method of breaking down words into roots, suffixes, and prefixes to derive the meanings of words; teach students meanings of high-incidence affixes.**
- Contextual Analysis: **Students can learn to infer the meanings of words in texts by examining meaning and functions of the surrounding words IF they have been taught HOW to use contextual clues.**
- Word Distinctions: **Some words are almost synonymous but their connotations are different.**

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Morphemes

- Morphemes are the smallest units of word meaning.
- These units of meaning include root words, prefixes, and suffixes.
- Multisyllabic words can be formed in a variety of ways depending on whether they are of Anglo-Saxon, Greek, or Latin origin.

garden **gardener** **gardeners**

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Morphemic or Structural Analysis

Types of Morphemes

Free Morphemes Can exist alone as words	Anglo-Saxon root words: <i>table, walk, blue</i>
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Bound Morphemes Cannot exist alone as words; must be attached to other word parts	Greek roots: <i>geo, astro, ology</i>
	Latin roots: <i>dict, ped, spect</i>
	Prefixes: <i>dis-, in-, re-, un-</i>

Derivational suffixes: <i>-ness, -ous, -ly</i>
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Inflectional suffixes: <i>-ed, -es, -ing, -s</i>
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Using Word-Part Clues to Derive Word Meaning Routine

Step	Action	Example Word: <i>disagreement</i>
1	Look for the root word. <i>What does it mean?</i>	<i>agree</i> = to have the same opinion
2	Look for a prefix. <i>What does it mean?</i>	<i>dis</i> = not or opposite
3	Look for a suffix. <i>What does it mean?</i>	<i>ment</i> = state or quality of something
4	Put the meanings of the word parts together. <i>What is the meaning of the whole word?</i>	<i>dis + agree + ment</i> = state or quality of not having the same opinion

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Using Word-Part Clues to Derive Word Meaning Routine

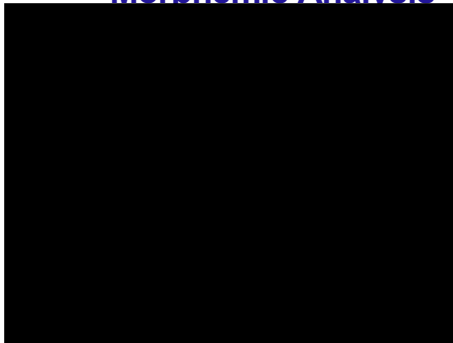
Step	Action	Example Word: <i>dishonestly</i>
1	Look for the root word. <i>What does it mean?</i>	<i>honest</i> = to tell the truth
2	Look for a prefix. <i>What does it mean?</i>	<i>dis</i> = not or opposite
3	Look for a suffix. <i>What does it mean?</i>	<i>ly</i> = in the manner of
4	Put the meanings of the word parts together. <i>What is the meaning of the whole word?</i>	<i>dis + honest + ly</i> = in the manner of not telling the truth

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Teacher Modeling: Morphemic Analysis



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Types of Context Clues

HELPFUL CLUES	UNHELPFUL CLUES
<ul style="list-style-type: none"> • Definition, including appositives • Synonym • Antonym • Example • General 	<ul style="list-style-type: none"> • Misdirective • Nondirective

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Word Level Activity

- Read the **first two paragraphs** on **page 4** from “The Opportunity Myth.”
- Working with a partner, identify 2 affixed words that you could work with. How will you teach those words?
- Identify one word you could teach using context clues. How will you go about it?

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Distinctions Between Words

- **Denotation:** the literal meaning of a word
- **Connotation:** the feeling – positive, negative, or neutral – associated with a word

Sometimes connotation is the difference in meaning between two synonyms:

walk/trudge, take/grab, tractable/ductile

- ➔ Can you think of some word pairs that are closely related but the connotation is different? Turn to a partner and share your words.

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Syntax

- Grammar
- Punctuation
- Sentence structure

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Deconstructing Sentences

Lifting Sentences

- Break down complex sentences into a series of simple sentences.
- Support students in understanding the separate ideas in the sentence and how the ideas are interrelated.

Sentence Frames

- Create a form to replicate the structure of the sentence.
- Help students understand and use a particular type of text: cause/effect, list of details, etc.

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Lifting a Sentence

Gentle Giant Octopus by Karen Wallace

Usually, the Giant octopus is reddish brown, but when it's hunting or hiding, it can change to become very dark or very pale within seconds.

Clause/Phrase

Usually
the Giant octopus is reddish brown
but when it's hunting or hiding
it can change
to become very dark

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Sentence Frame

Gentle Giant Octopus by Karen Wallace

Usually, the Giant octopus is reddish brown, but when it's hunting or hiding, it can change to become very dark or very pale within seconds.

Sentence Frame

The _____ is _____ and it can _____ .

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Passive Versus Active Voice

The book is being read by the most of the class.

- Who or what is acting, the agent?
- Most of the class is doing the action. So change it to active to uncover the subject and verb.
- **Active:** Most of the class is reading the book.

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Your Turn: Turn Passive into Active Voice

- The NABE session on syntax was attended by teachers and administrators.
- Many pedestrians were run over by careless drivers during the evening.

When might you see passive voice more often?

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Sentence Level Conjunctions

Even if the cats and dogs don't get them, the chicks might get run over by cars or trucks.

- Texts use more conjunctions than speech.
- They link two clauses with some kind of logical relationship.
- "Even if" supports the idea that there are two ways chicks can be killed.

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Guidelines for Scaffolding Syntax

- Identify complex sentences.
Examples:
 - Particularly long sentences
 - Sentences with internal punctuation
 - Dependent clauses
 - Parentheticals
 - Sentences with passive voice
- Identify sentences that may be problematic for English learners (e.g., future tense, auxiliary verbs).

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Scaffolding Complex Sentences Activity (page 9)

- Deconstruct the two complex sentences at the top of page 9.
- Deconstruct the "lifted" sentence into a series of simple sentences supporting comprehension by clarifying clauses or phrases, subjects and verbs, pronoun "trails," conjunctions, and/or complex punctuation.
- Think about questions you could ask to assess student understanding prior to providing additional scaffolding.
- Create a sentence frame for students to create similar sentences.

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Scaffolding Complex Sentences

Text may be hard because of grammar, syntax, or cohesion. We can support students by guiding them to...

- Interpret complex sentences through clause and phrase analysis
- Find the subject and verb in dense prose
- Understand complex punctuation
- Interpret pronoun references
- Deal with conjunctions
- Deal with complex punctuation

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Class Discussion

- Encourages deeper thinking
- Provides exposure to multiple viewpoints
- Encourages active participation in “investigating” the text
- Supports listening, speaking, reading, and thinking skills

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Class Discussion Supports

Explicitly teach and have students practice behaviors that support participating in a discussion:

- Taking turns speaking
- Active listening
- Respecting all contributions
- Engaging responses
- Staying on topic
- Helping maintain harmony and manage conflict

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Discussion Starters

Read *High-Quality Discussion Starters*, pages 12 and 13

- What successes have you had in supporting students developing these discussion behaviors?
- What are the challenges?

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Discussion Formats & Structuring Discussions

Discussion Web

This graphic organizer encourages groups of students to consider both sides of an issue, weigh the merits of each side, and come to an agreed-upon conclusion.

Favorite Sentence/Key Sentence

Students select key and/or favorite sentences from the text and take turns sharing their choices.

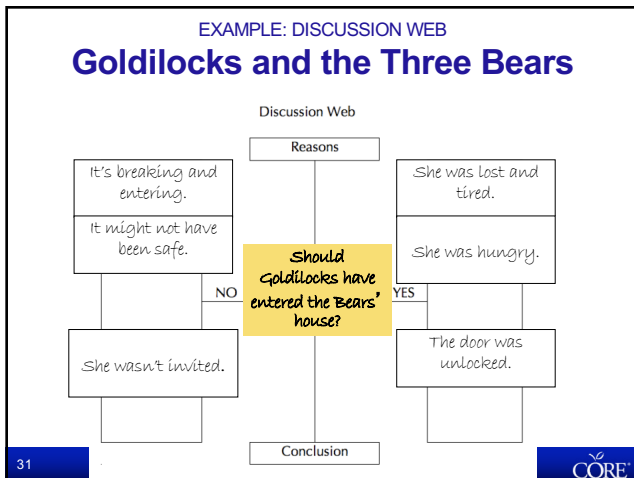
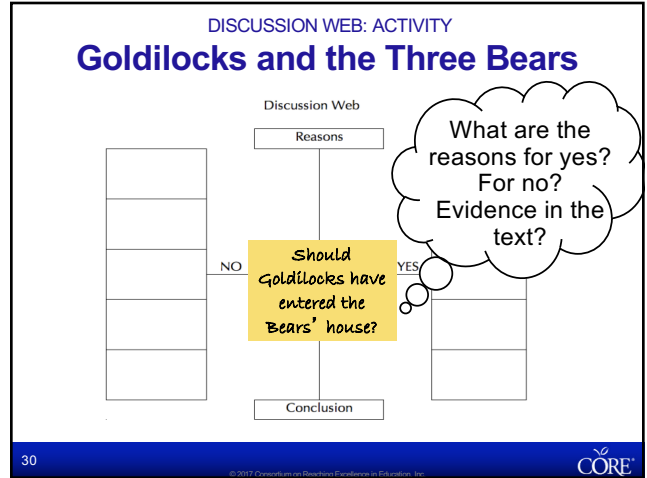
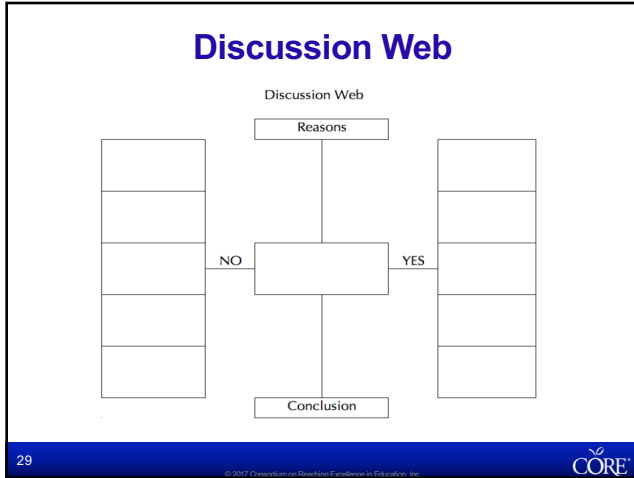
Save the Last Word for Me

Students select significant lines from the text, writing each on a card with their reason for the selection on the back. Each person shares his or her choice, and the others react to the line. At the end, the person who selected the line gives their reason, getting the “last word.”

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Favorite Sentence/ Key Sentence

- After reading a story, choose a **favorite sentence** and note your reasons for choosing it.
- In addition, choose a **key sentence**, a sentence that carries special meaning for you. Note your reasons for selecting it on the form.
- Share your favorite sentences, key sentences, and reasons for your choices.
- Discuss how this activity has enhanced your understanding and appreciation of the story.

Favorite Sentence	Reason for Choosing
Key Sentence	Reason for Choosing

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CORE

Class Discussion Supports

2nd Recommendation on page 4 from “The Opportunity Myth”

- Turn to two others near you.
- Select “Favorite Sentence/Key Sentence” Technique
- Review the directions on pages 15-16.
- Locate and read the excerpt on page 4.
- Complete the Favorite Sentence/ Key Sentence chart on page 16.

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Small-Group Discussion

- Brainstorm ways that you can **increase** the amount of independent reading done by your students.
- Complete the sentence frame:

Two ways that I can increase my students' independent reading are to _____ (verb)

(implement begin to require
improve start reinstitute)

_____ and to _____ .

(a teaching practice) (verb)

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Geometric Review

Select a square, triangle, or circle.



What “squared” or agreed with something you already knew?



What did you see from a “new angle”?



What did you learn that was new or completed a “circle of knowledge” for you?

Everyone...



What “new direction” might you go? What actions will you take?

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