

# FOCUSING ON VOCABULARY AND READING STRATEGIES

SHERRYGEIER-21<sup>ST</sup> CCLC PROJECT MANAGER,  
EAST RICHLAND CUSD#1

ISBE 21ST CCLC 2015 SPRING CONFERENCE:

**PARTNERS IN LEARNING**

BLOOMINGTON-NORMAL MARRIOTT HOTEL  
AND CONFERENCE CENTER, NORMAL, IL

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- ▶ The Common Core State Standards are rigorous, internationally benchmarked, and aligned with college and work expectations.
- ▶ They are back-mapped with the end in mind for College and Career Readiness.
- ▶ Higher Expectations for all kids.
- ▶ Teaching and assessing look different

# Shift 1: Regular practice with **complex text** and its academic language

1. **Text complexity**
2. **Close reading**
3. **Academic language**

## Shift 2: Reading and writing grounded in evidence from text, literary and informational

4. Citing evidence from
5. Questions evidence from text(s)
6. Writing to sources
7. Narrative writing

# Shift 3: Building knowledge through content rich nonfiction

8. Disciplines of science and social studies

9. Informational sources

# The CCSS Shifts Build Toward College and Career Readiness for All Students



Text Complexity
Close Reading
Academic Vocabulary

Text Dependent Questions
Writing to Sources
Narrative Writing

ELA
Content Area Literacy
Informational Text

# Three tiers of words



# Why are “academic words” important?

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

# Activity: Categorize Vocabulary

## Identify

### Tier 3 words

- *Important to the concept under study*
- *Unlikely to appear in texts on other subjects*

### ▶ Tier 2 words

- *Unfamiliar to most students at this level*
- *Likely to appear in texts on other subjects*
- *May have multiple meanings*
- *Can be grouped with other known ideas, words for instruction*

### ▶ A few Tier 1 words

- *Familiar to most students at this level, but likely to require attention for English language learners*

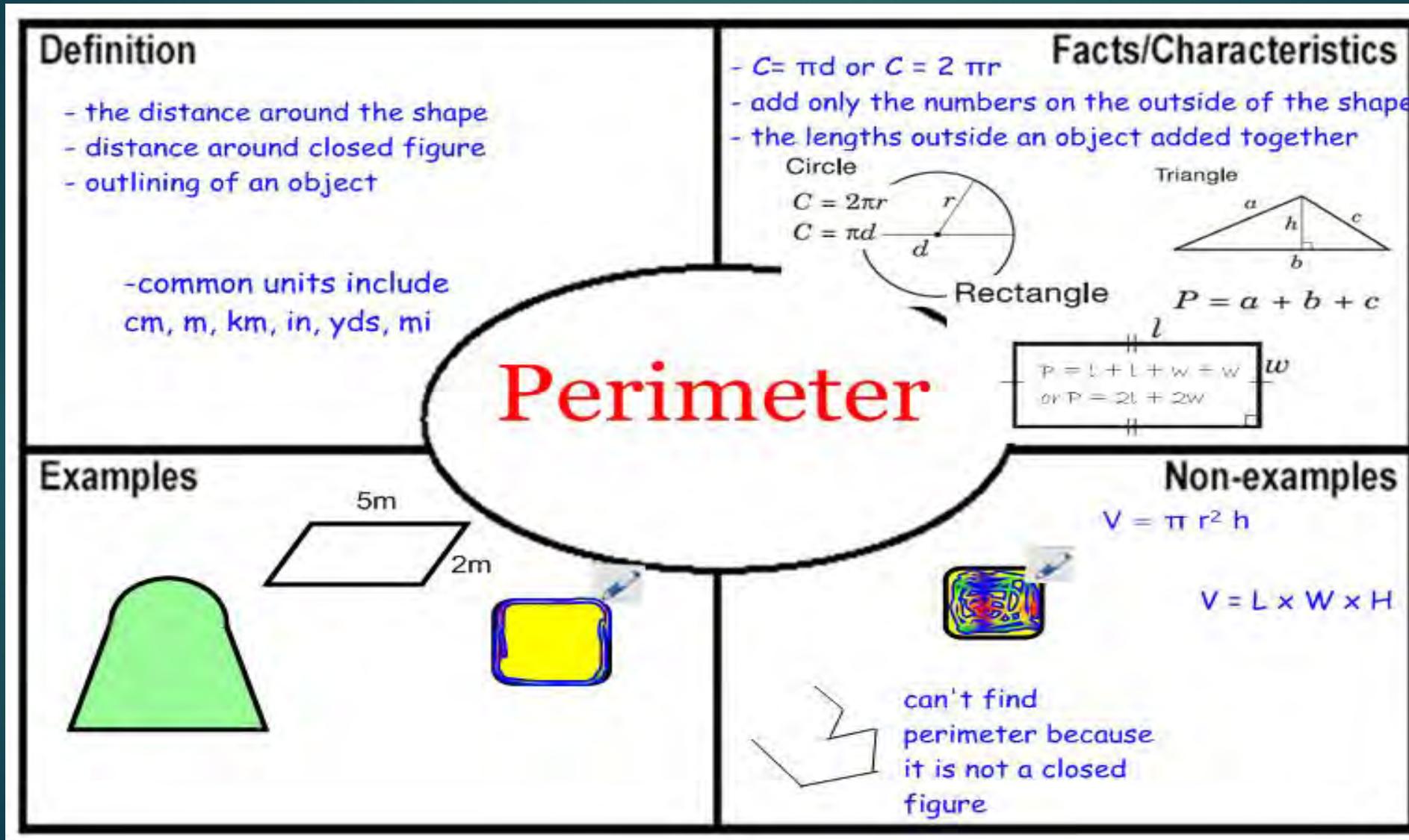
# Vocabulary instruction in both:

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- ▶ **Meaning of specific words**
    - Provide student-friendly definition(s)
    - Read the word in text
    - Discuss examples and non-examples of the word
    - Create semantic maps
    - Teach multiple meanings
    - Link new words to words students already know
    - (CCSS Language Standard 5)
  - ▶ **Word-learning strategies**
    - By using contextual cues
    - By using their existing knowledge of words and word parts
    - (CCSS Language Standard 4)
- more at Oregon K-12 Literacy Framework

# Frayer Model



# Context Clues

Crafting  
Connections

**D**efinition- Mr. Fry is an affable principal. He is pleasantly easy to approach and always friendly.

**S**ynonym- Mr. Fry is quite affable. In fact, he reminds me of Ms. Baker. Do you remember how kind she was?

**A**ntonym- I miss Mr. Fry. Our new principal is cranky and unapproachable. Mr. Fry was so affable.

**E**xample- Mr. Fry is an affable principal. He knows everybody's name. If you have a problem, talk to <sup>him</sup>.

**I**nference- You don't need to worry about talking to Mr. Fry. He is an affable principal.



# Questions about Vocabulary?

## Thoughts about Vocabulary?

### Take Aways:

- Vocabulary instruction should happen everyday
- Choose the right words.  
Spend time on Tier 2 words
- Post words in the classroom-  
posters
- Use graphic organizers
- Teach context clues strategies



# Why Do You Need to Know Reading Strategies?

# Good Text Dependent Questions

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- **Linger over specific phrases and sentences to ensure careful comprehension of the text**
- **Help students see something worthwhile they would not have seen on a more cursory reading.**
- **Delve systematically into a text to guide students in extracting the key meanings or ideas**

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# Good Text Dependent Questions

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- **Exploring specific words, details, and arguments**
- **Examine the impact of those specifics on text as a whole.**
- **Target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.**

# Non-Examples and Examples

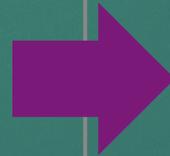
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Not Text-Dependent

Text-Dependent

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In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?



“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?

# A Process for Close Reading



# Steps to Close Reading

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What does the  
text say?



How does the  
author say it?

# Text Structures

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## Sequence

- First
- Last
- Next
- In addition
- Preceding

## Compare/ Contrast

- Like
- Unlike
- Different than,
- However
- As well as,

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# Text Structures

## Description

- For example,
- In particular
- To illustrate
- Most Important
- Such as,

## Cause/Effect

- Therefore,
- As a result,
- Because of,
- May be due to
- For these reasons

# Text Structures

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## Problem /Solution

- The difficulty is,
- If-then
- One challenge is,
- Therefore
- It is possible to



Why does it matter?

# Third Reading: Emphasis on CCSS R.7-9

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General Eisenhower wrote both messages within hours of each other. What conclusions can you draw? (RH 11-12.9)

Our landings in the  
Cherbourg - Have now  
have failed to gain a  
satisfactory foothold and  
~~I have with~~  
~~the troops.~~  
withdrawn.) This particular  
operation | my decision to  
attack at this time and place  
was based upon the best  
information available, and  
the troops, the air and the  
Navy did all that ~~was~~  
Bravery and devotion to duty  
could do. If any blame  
or fault attaches to the attempt  
it is mine alone.

July 5

SUPREME HEADQUARTERS  
ALLIED EXPEDITIONARY FORCE



Soldiers, Sailors and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely.

But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United Nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory!

I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!

Good Luck! And let us all beseech the blessing of Almighty God upon this great and noble undertaking.



Dwight D. Eisenhower

# Close Reading Take Away:

- ▶ Read for-What the text says (vocabulary, key ideas and details)
- ▶ Reread for-?'s around author's craft and structure
- ▶ Reread for-?'s around integration of ideas and knowledge-Why does it matter?

# What should close reading and writing look like in your classroom?

## Expect students to use the sentence stems that force them to go back to the text:

- ▶ The text says....
- ▶ According to the text....
- ▶ The author said....
- ▶ It says on page....
- ▶ After reading \_\_\_\_\_, now I know .....
- ▶ Let me explain \_\_\_\_\_ in my own words.....

- ▶ An example is on page/line .....
- ▶ The author shows this by....
- ▶ The author states that.....
- ▶ The event example that helps.....
- ▶ The text states that.....
- ▶ One example from the text.....
- ▶ The graphic showed....

**(Poster ???)**

# What should close reading and writing look like in your classroom?

**Expect students to provide reasons for their thinking. Teach sentence stems to encourage that habit.**

- ▶ I know this because...
- ▶ For instance...
- ▶ For example...
- ▶ I know \_\_\_ because....
- ▶ This proves \_\_\_\_ because....
- ▶ This shows \_\_\_\_ because....
- ▶ This demonstrates \_\_\_ because...
- ▶ This is evident because....
- ▶ One example that shows this is...
- ▶ One example that proves this is...
- ▶ One example that demonstrates this is...
- ▶ I can prove this/it by...
- ▶ Based on what I read...

(Poster???)

Questions about Close Reading?

Questions about Text Structure?

Questions about Text Dependent  
Questions?

Thoughts about Using Reading  
Strategies in Your Classroom?



Websites that will provide you all the lessons and text examples you will need for the rest of this year

- ▶ <https://newsela.com/>
- ▶ <http://achievethecore.org/>
- ▶ <https://learnzillion.com/>

# Contacts

▶ [http://  
education.illinoisstate.edu/casei/  
ela/](http://education.illinoisstate.edu/casei/ela/)

▶ ROE Foundational Training for  
ELA (Shift Kits)

▶ Sherry Geier, 618-395-4372 ext  
2213

▶ [sgeier@ercu1.net](mailto:sgeier@ercu1.net)