



Text Complexity & English Learners- Building Vocabulary (Part 2)

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**Prepared for NYC Schools-Office of English Language Learners
Sponsored by Touro College**

Overview of Two-Part Webinar

1. Text Complexity & Vocabulary
2. Vocabulary Instruction: General and Specific

Summary of Part 1:

- Provide accessible texts. Teach vocabulary.
- Teach word clusters, adapting for genre.
- Increase classroom reading. Develop stamina.

The Common Core State Standards (CCSS) are changing curriculum planning and classroom instruction in many ways. One significant change involves the difficulty levels of text. In the past, standards documents have referred to proficiency with grade-level texts. However, grade level was not defined. The CCSS represents a departure from this practice. Standard 10 of the CCSS specifically calls for increasing levels of text complexity across the grades to ensure students' proficiency with the texts of college and career. This standard affects all students, but it represents a special challenge to English Learners. Many educators ask what increases in text complexity mean for English Learners, many of whom struggle with their current texts.

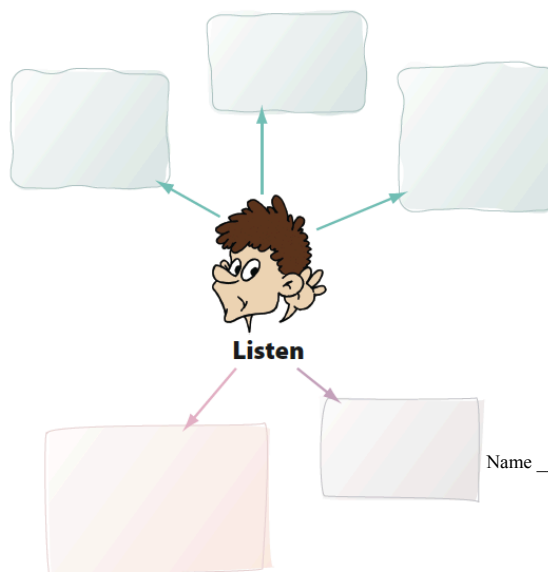


VOLUME 2 ISSUE 1  For more information about Text Matters, visit www.textproject.org/text-matters
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E4-01

Listen



Name _____

A Record of My Reading & Learning

[illegible]

Summary:

How many words I read _____

How long I read _____

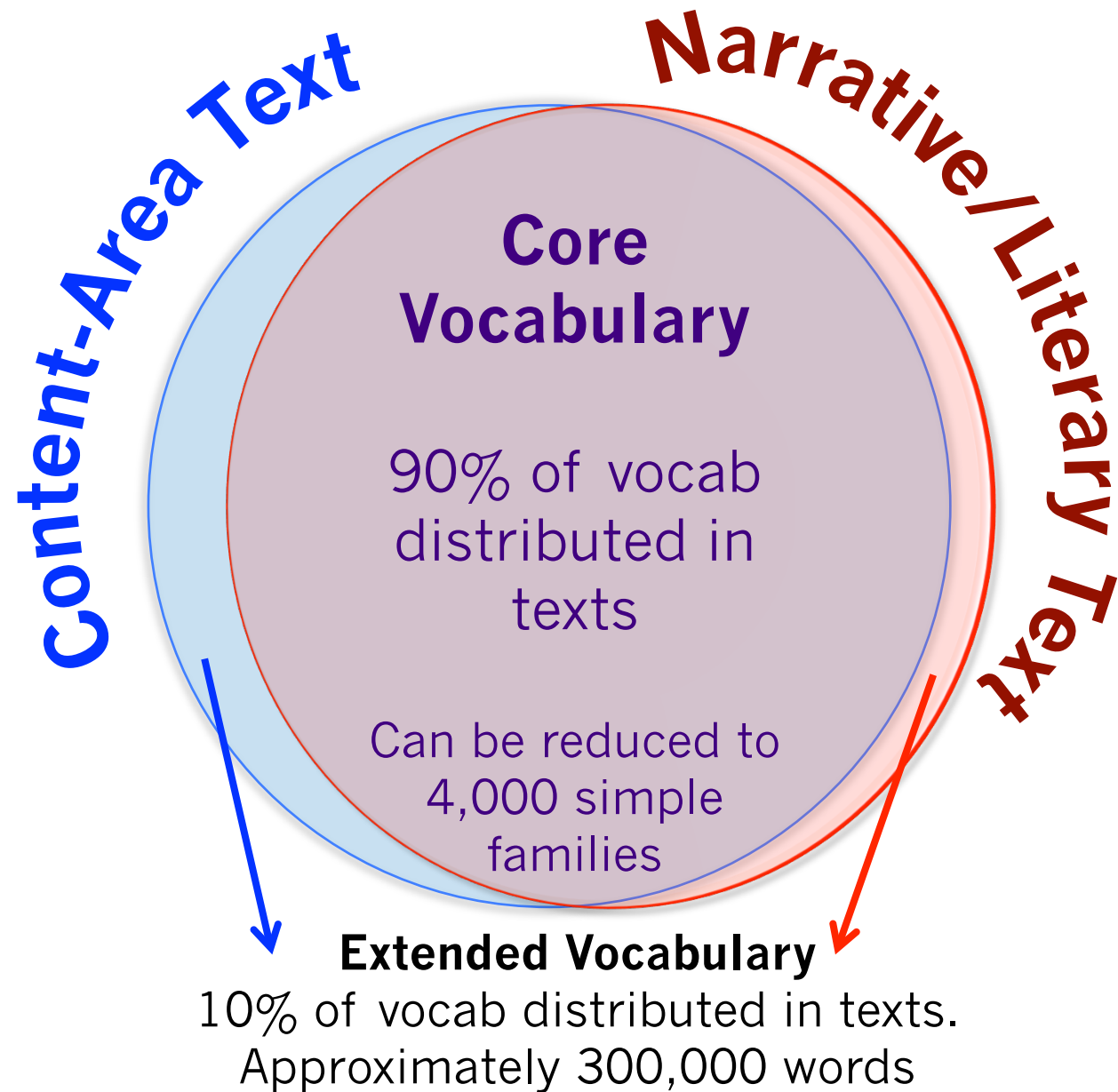
My single longest reading event _____

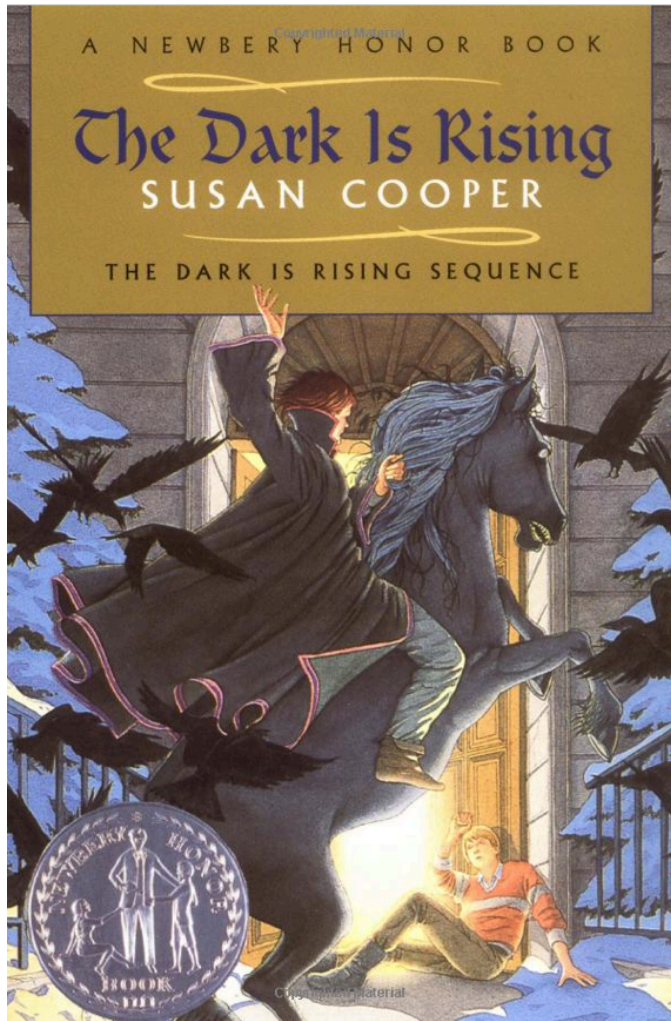
Part 2: Vocabulary Instruction: General and Specific

- ✦ Using knowledge of vocabulary to pick texts
- ✦ General lessons of critical vocabulary types
- ✦ Lessons and guidance for individual texts

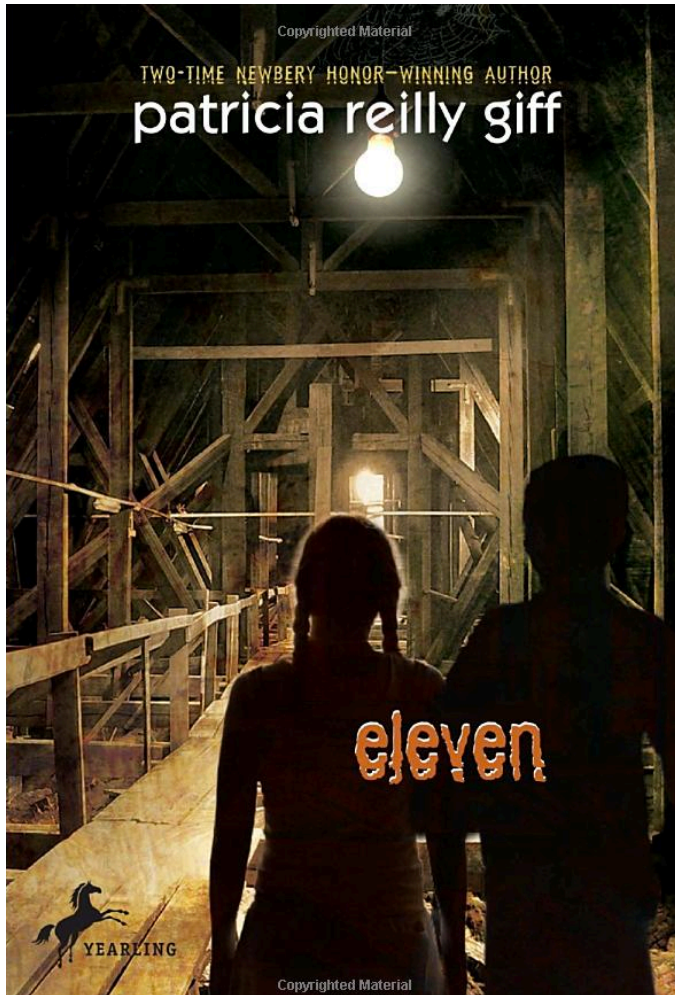
I. USING KNOWLEDGE OF VOCABULARY TO PICK TEXTS

90-10 Vocabulary Distribution in Texts

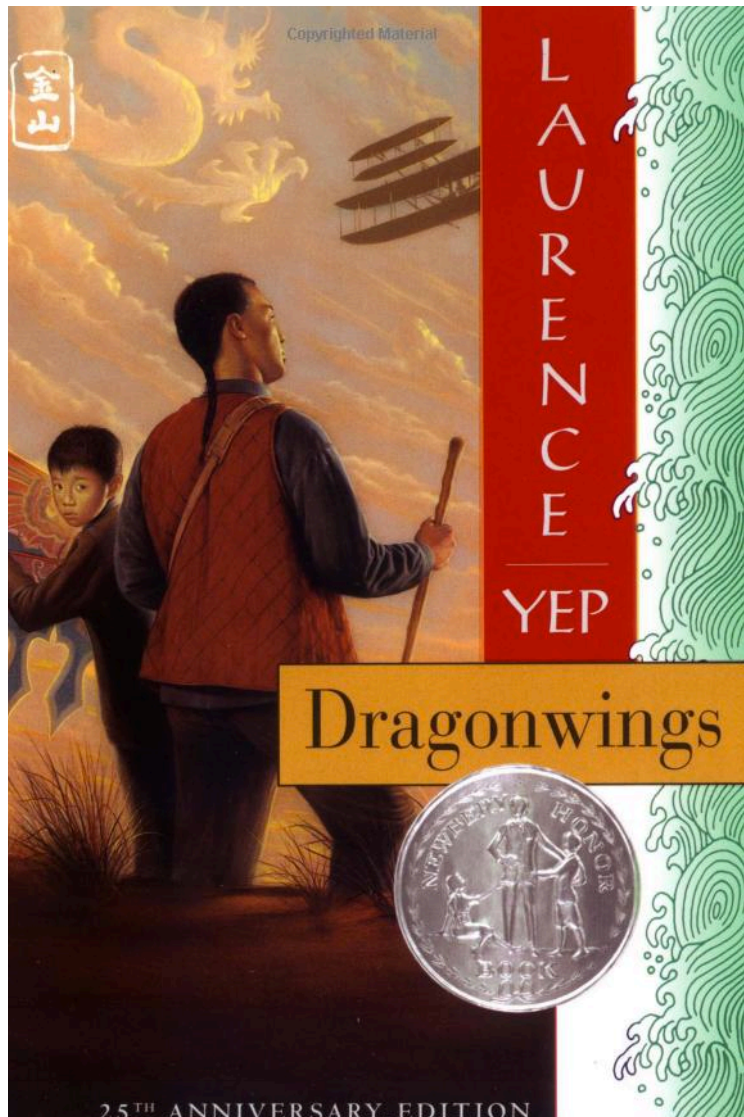




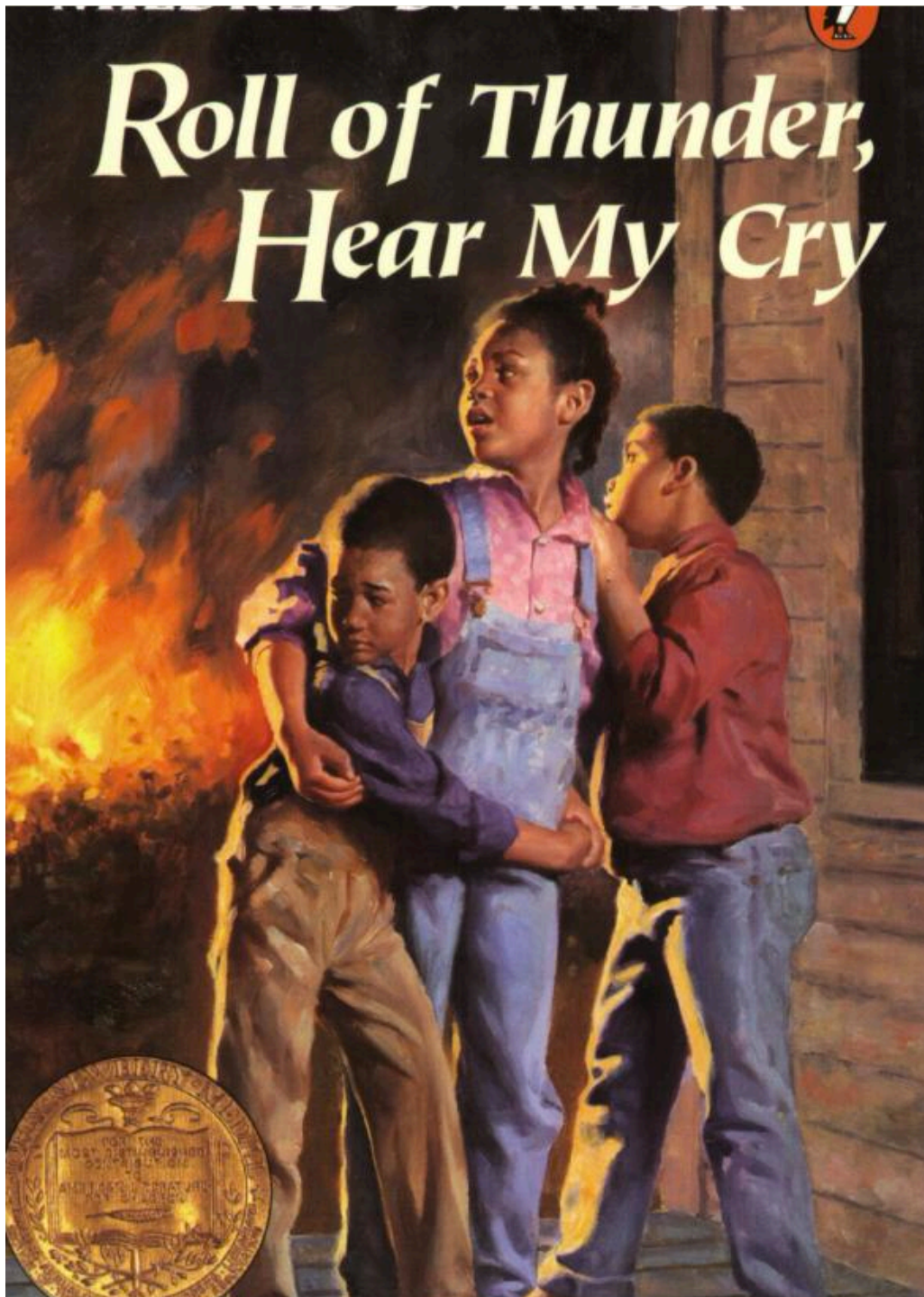
In the moment of his waking, it began to fade, beckoning as it went, and then as he opened his eyes it was gone. He had only the memory of that one rippling phrase still echoing in his head, and itself fading so fast that he sat up abruptly in bed



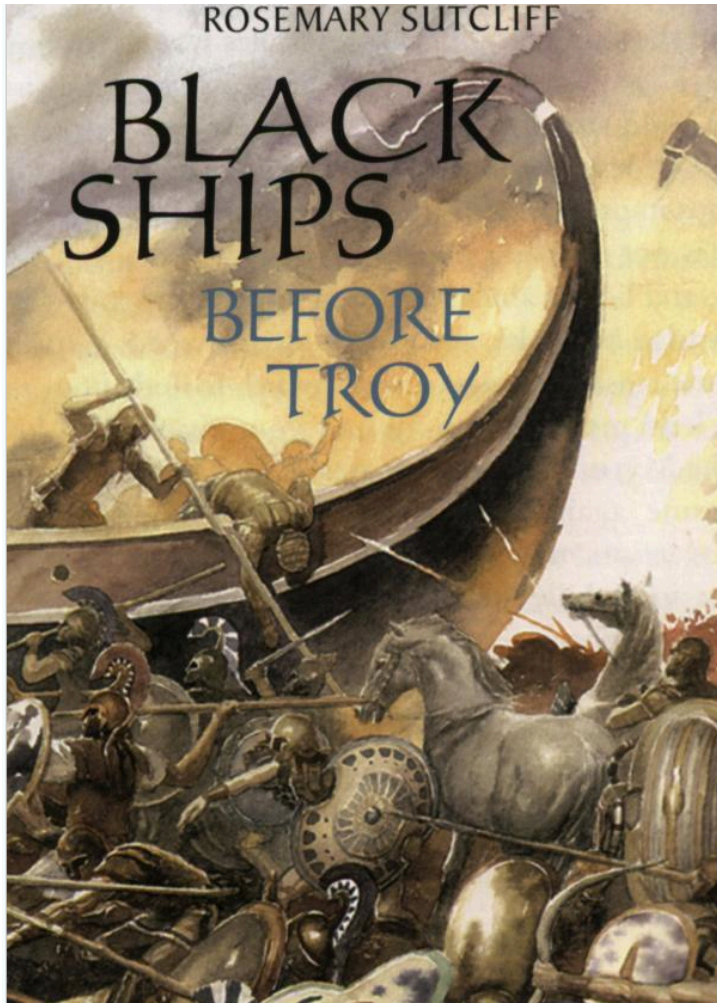
What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven.



Miss Whitlaw realized that too, I think, and so she changed the subject. So tell me, Mr. Lee if we took our constellations and broke them up into bits and then reassembled them using the pieces of the different constellations we would get the Chinese constellations?



"You see that fig tree over yonder, Cassie? Them other trees all around... that oak and walnut, they're a lot bigger and they take up more room and give so much shade they almost overshadow that little ole fig. But that fig tree's got roots that run deep,



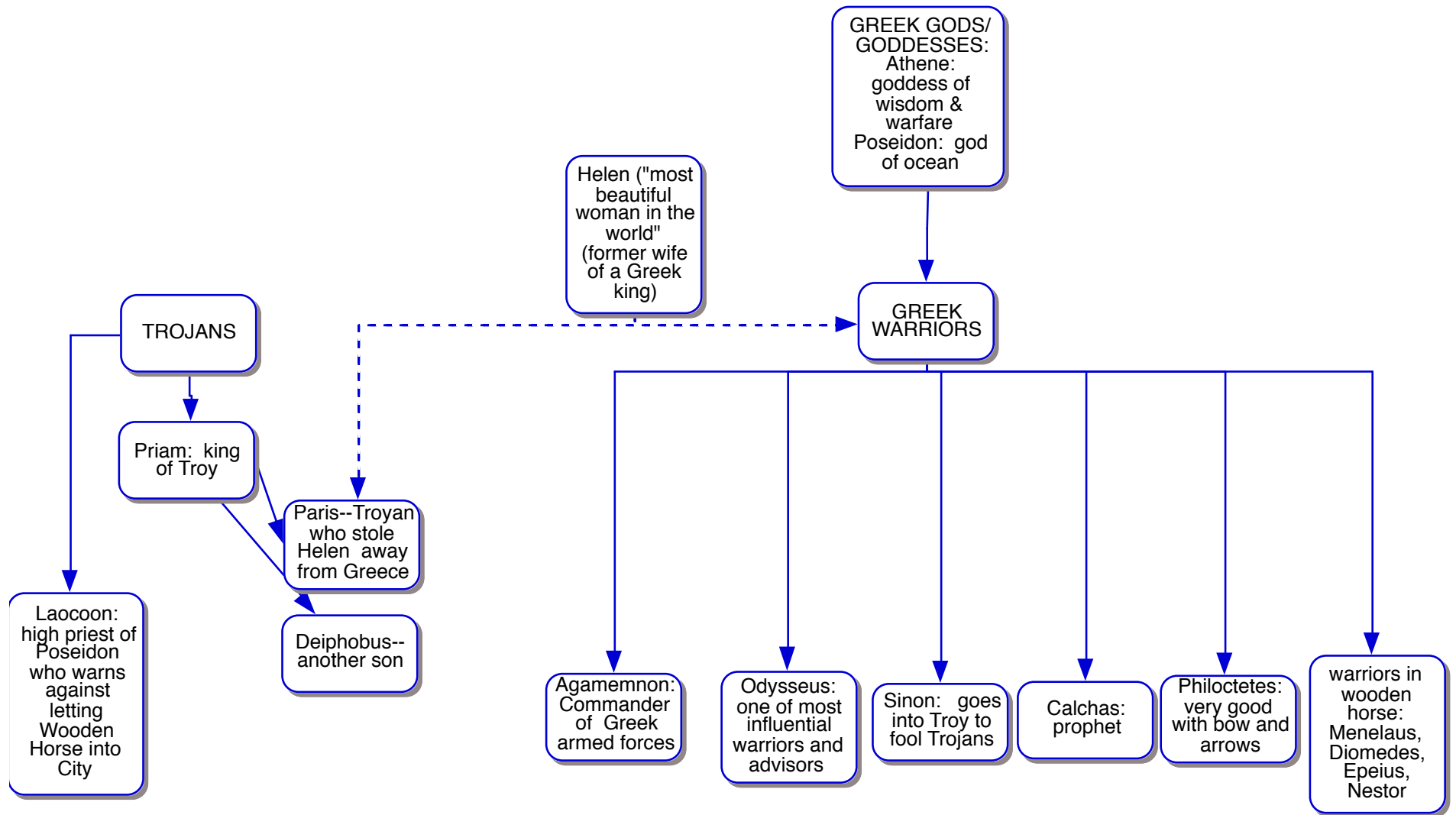
But as they sat feasting, one who had not been invited was suddenly in their midst: Eris, the goddess of discord, had been left out because wherever she went she took trouble with her; yet here she was, all the same, and in her blackest mood, to avenge the insult.

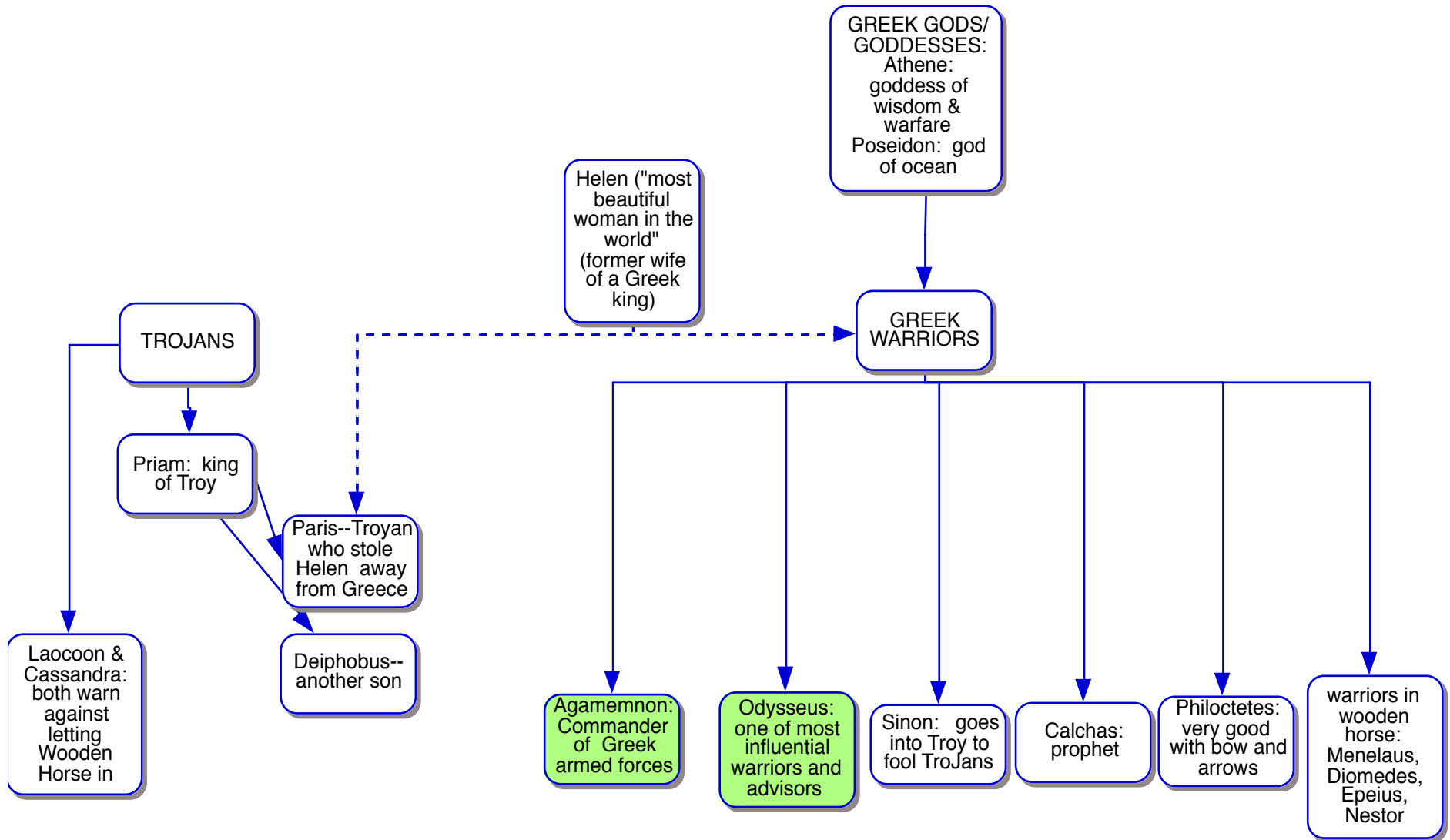
II. GENERAL VOCABULARY INSTRUCTION

- Names
- Morphological Families
- Picturable Concepts Underlying Stories
- Prolific Semantic Families

GENERAL VOCABULARY INSTRUCTION:

1. Names





Use names in sentences from instructional texts (or Google ngram viewer)

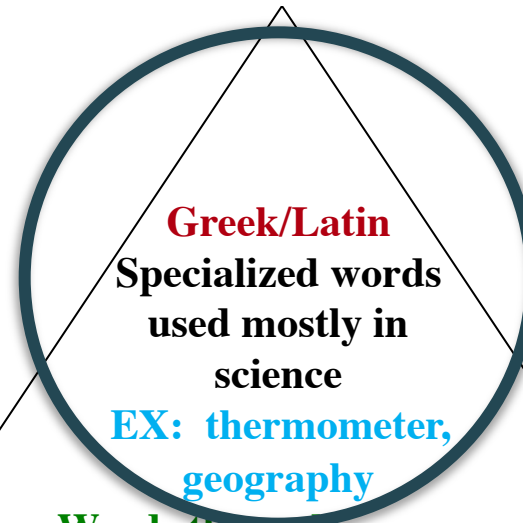
- After the death of Paris, Helen was still not given back to **Menelaus**, her true marriage-lord.
- So **Deiphobus**, one of Paris' remaining brothers, took her into his own house.
- As so often before, they turned to the wisdom of **Calchas**, the soothsayer.

GENERAL VOCABULARY INSTRUCTION:

2. Morphological Families

(from Calfee & Drum, 1981)

General Vocabulary
Instruction:
2. Morphology
(including Compound
Words)

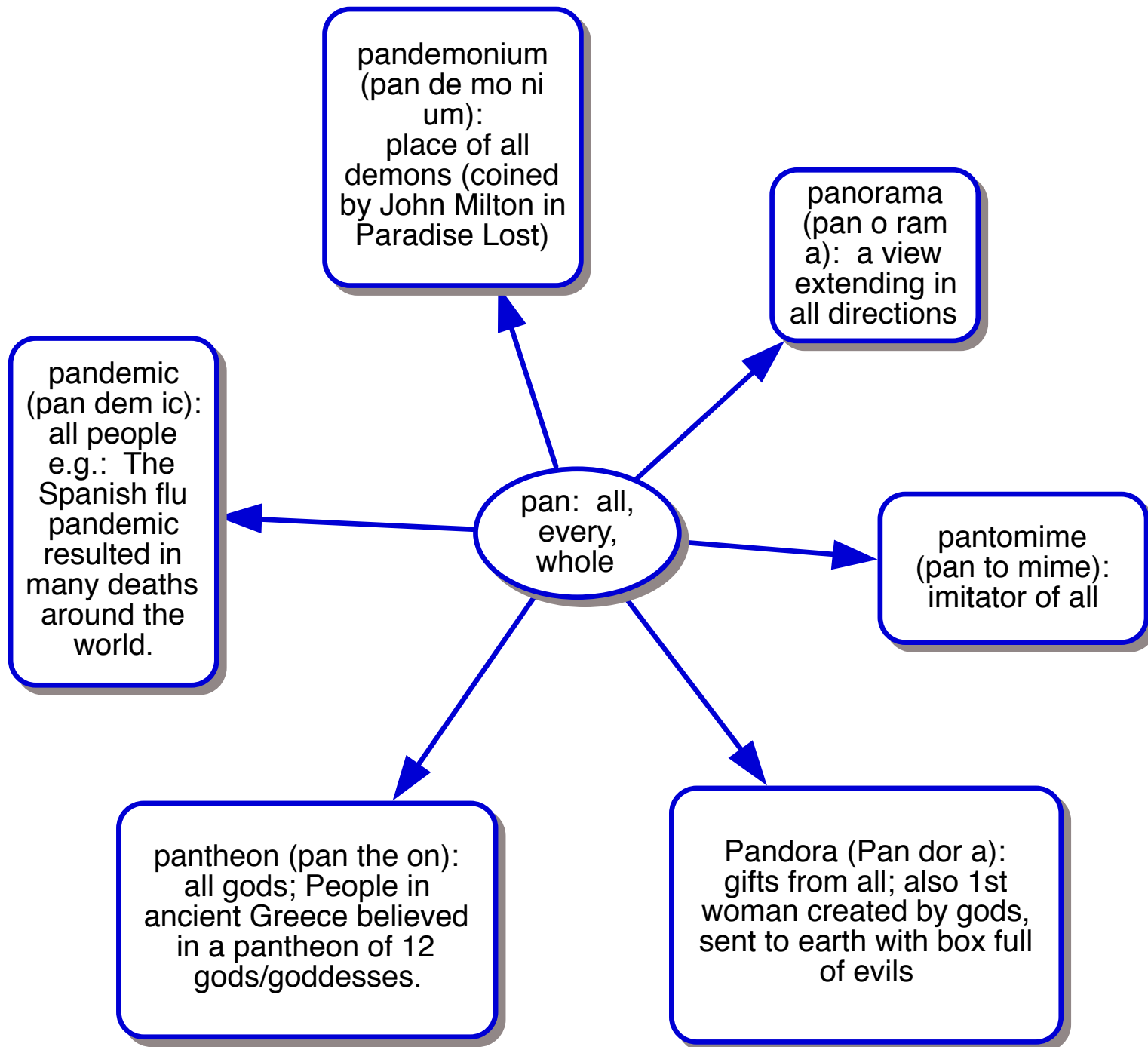


**New Words through compounding
of word parts:**
thermosphere, geopolitical

Romance
**1066 (Norman Conquest)-1399 (Henry IV, a native
Anglo-Saxon speaker assumes throne): French is
spoken by upper classes; English by lower-classes.
French loan words remain.**

EX: frigid, perspiration, soil
**New Words through derivations: frigidity,
frigidness, refrigerator**

Anglo-Saxon
Common, everyday, down-to-earth words
EX: cold, sweat, dirt
**New Words through compounding: cold-blooded, cold-natured, cold-
drink, cold-running**



GENERAL VOCABULARY INSTRUCTION:

3. Picturable Concepts

Mount Olympus (O lym pus):

- highest mountain in Greece
- Ancient Greeks believed it to be home of their 12 gods



Pantheon (Pan the on): 12 Major Gods/Goddesses of Greek Myths



Carving: Procession of Twelve Gods and Goddesses. On exhibit at the Walters Art Museum in Baltimore, MD. Image has been released into public domain.

armor (ar mor)



Image: Bronze armor. Two-parts cuirass modeled to fit, made in southern Italy. On display at the British Museum, London, England. Photo taken in 2006 by Marie-Lan Nguyen. Image was released into public domain.

oracles (or a cle) and soothsayers (sooth sa yers)

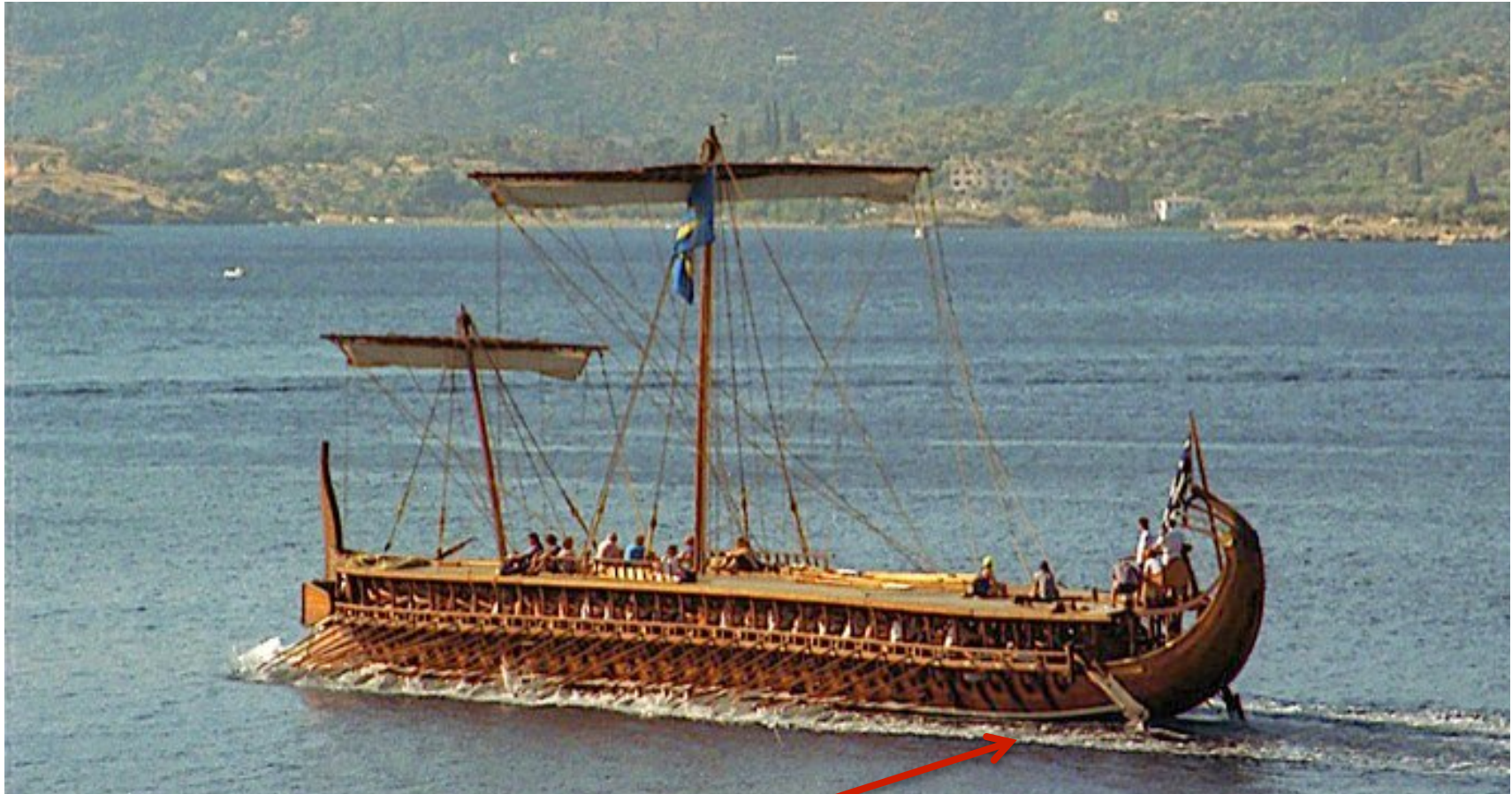


Oracle: a priest/
priestess who gave
advice from gods

Soothsayer: someone
who tells the truth,
especially before events
(i.e., predictions)

Image: Themis and Aegeus. Attic red-figure kylix, 440–430 BC. From Vulci. Made by Kodros Painter. Image taken by Eduard Gerhard. On display at the Altes Museum in Berlin, Germany. Image has been released into public domain.

galley (gal ley): low, flat ship with one or more sails & up to three banks of oars



keel (keel): centerline at bottom of ship's body on which the body is built (below waterline)

citadel
(cit a del)

battlements
(bat tle ments)



Photo: Herat citadel. Taken in 2001 by bluuurgh in en:wikimedia. Released into public domain by bluuurgh.

Greece to Troy



Pallidium (Pal la di um)



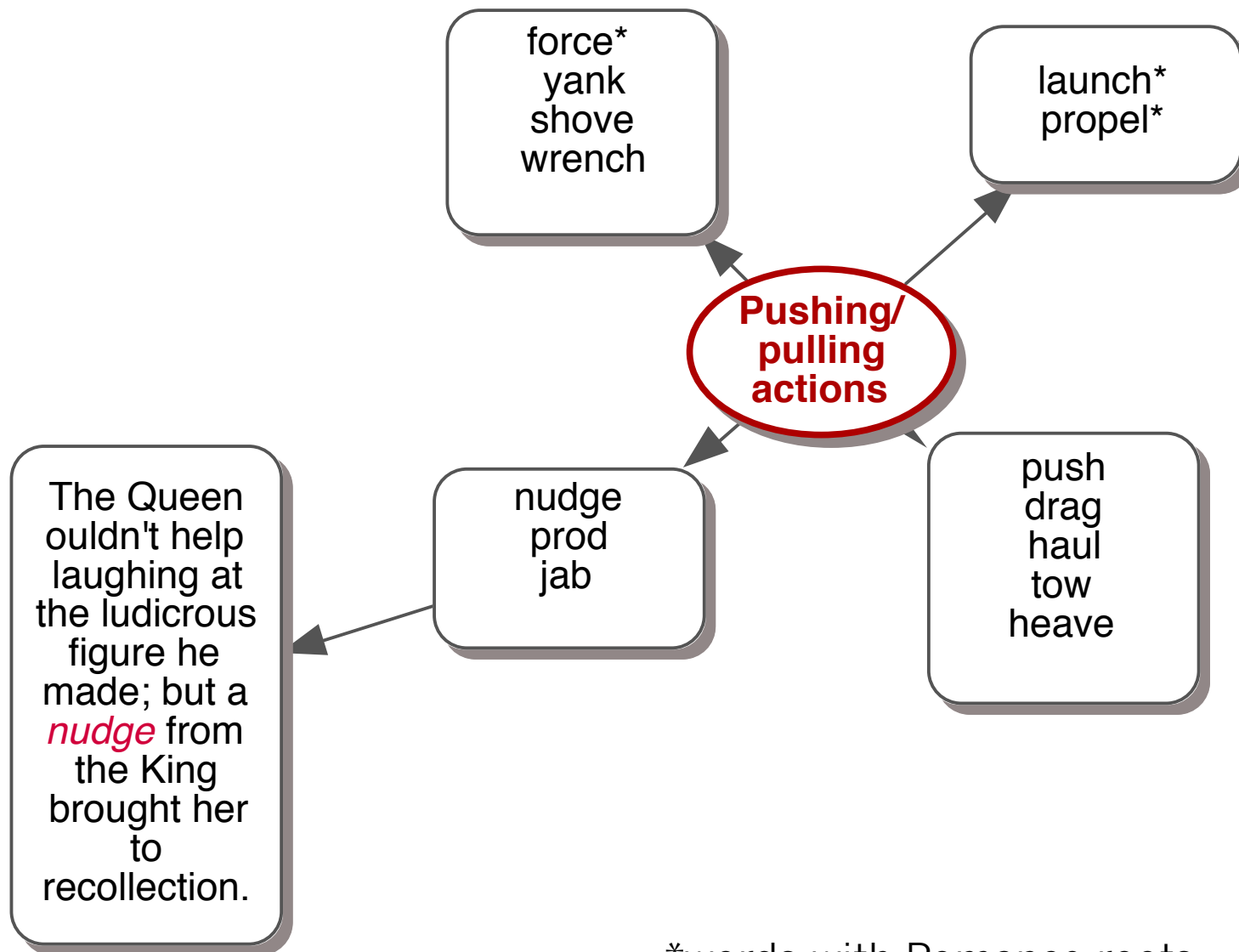
Cassandra holding onto the Pallidium—the Pallas of Athene who guarded the city of Troy.

The chemical element of atomic number 46, a rare silvery-white metal resembling platinum (named in 1803 after the Pallas of Athene).

Image: Scene from the Trojan war: Cassandra clings to the Xoanon, the wooden cult image of Athene, while Ajax the Lesser is about to drag her away. Roman fresco from the atrium of the *Casa del Menandro* (I 10, 4) in Pompeii, Naples, Italy. Image has been released into public domain.

GENERAL VOCABULARY INSTRUCTION:
4. Prolific Groups of Words

Communication/ Internal Processes (verbs)	Emotions (adjectives)	Movement (verbs)
think	glad	go
argue	sad	send
observe	mad	start
guess	selfish	stop
say	fear	stay



*words with Romance roots

III. VOCABULARY INSTRUCTION FOR A SPECIFIC TEXT:

4-step process

Understanding middle schoolers' word recognition

On a 1040 Lexile text (9% hard words), 6th graders*:

Percentile	Rate	Accuracy (%)
10	97	96
20	113	97
30	126	98
40	134	99
50	142	99

*Based on Good, R.H., & Kaminski, R.A. (Eds.).(2007). *Dynamic Indicators of Basic Early Literacy Skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibles.uoregon.edu/>

Before Reading:

1. Explicit conversation about challenge

But as they sat feasting, one who had not been invited was suddenly in their midst: Eris, the goddess of discord, had been left out because wherever she went she took trouble with her; yet here she was, all the same, and in her blackest mood, to avenge the insult.

Before Reading

2. Purpose-setting question which requires text-based evidence

The Greeks turn to “cunning” to win the war. Read to identify elements of Odysseus’ plan that involve deceit.

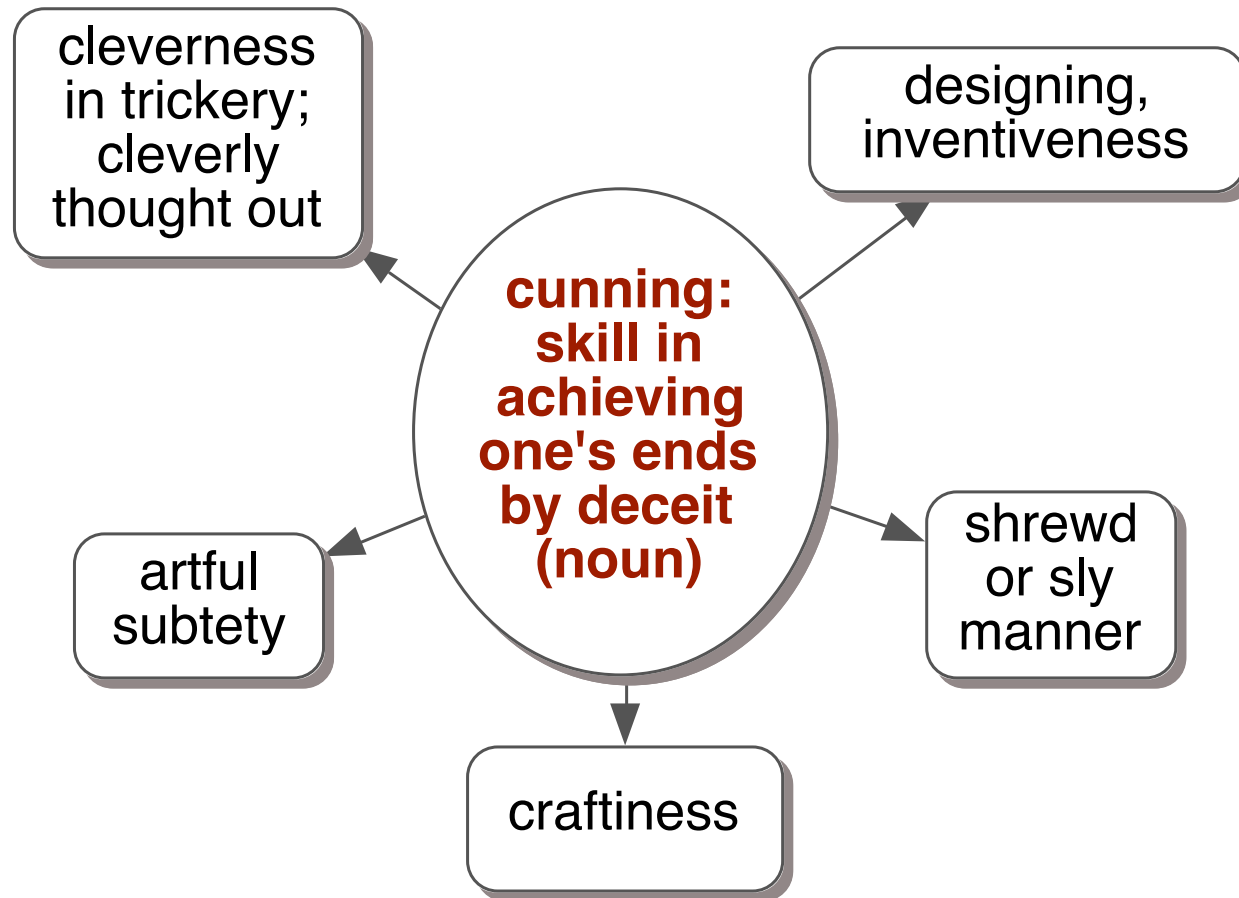
After Reading (portions of text):

3. Close Reading

- Answer purpose-setting question: Use the text to identify the elements of cunning or deceit in Odysseus' plan.
- Support close reading of the text using critical vocabulary, including at least one question which revolves around critical vocabulary:
 - The author uses the term *unfolded* to describe the manner in which Odysseus presented his plan to his fellow Greeks. Why might the author have used this word rather *revealed* or *delivered*?

After reading (entire text):

4. Semantic networks of key word(s)



Summary

- ✦ Using knowledge of vocabulary to pick texts
- ✦ General lessons of critical vocabulary types
- ✦ Lessons and guidance for individual texts

All resources at textproject.org are available for free download

CCSS

Webinar Series

Learn more about the Common Core State Standards by our new webinar series. Our first webinar with Dr. P. D. recorded and can be view [here](#). Information about our found at the [webinar series homepage](#).

Student Resources

TextProject provides free, downloadable sets of texts that fill specific needs:

Summer Reads™ 

Stop the summer slump

"Read to learn" while learning to read

Beginning Reads™ 

Talking Points

For Kids

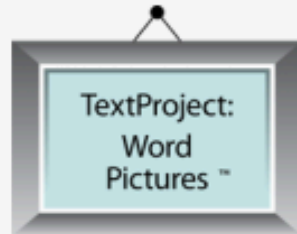
Increase meaningful, text-based discussions

Teacher Resources

TextProject helps teachers with evidence-based lessons and lists, all available for free download.



Use everyday words to model how words work



Use pictures to teach complex words

WORD LISTS

Be informed about vocabulary

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TextProject provides resources for teacher education.

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The picture set for Greek mythology—is there a website with sets of pictures for other themes/
book titles?

You described middle-schoolers, even at the 10 percentile, as being able to recognize most words (although not very quickly). What percentage of those students were English Learners?

National Assessment of Educational Progress (2011)

Among fourth-graders who scored **below the 25th percentile** (i.e., below a score of 200) in 2011,

- **33%** were White, **25%** were Black, **35%** were Hispanic, and **3%** were Asian;
- **74%** were eligible for free/reduced-price school lunch;
- **24%** were English language learners; and
- **38%** read for fun almost every day.

Among fourth-graders who scored **above the 75th percentile** (i.e., above a score of 246) in 2011,

- **71%** were White, **7%** were Black, **11%** were Hispanic, and **8%** were Asian;
- **23%** were eligible for free/reduced-price school lunch;
- **2%** were English language learners; and
- **60%** read for fun almost every day.

How much class time
should be spent on general
vocabulary instruction?

On what basis did you decide which words are hard? Some of the words you didn't identify seemed challenging (e.g., memory).

Summary Comments

www.textproject.org



- Slides are available now at www.textproject.org/library/presentations
- Recording of presentation and bonus Q&A videos will be available within a week at www.youtube.com/textproject

For questions and
inquiries:
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