

Expediting Reading Comprehension for ELLs

Danville Public Schools' ESL team

Anna Nunn Fulton

Nellie Shea

Lesa Shelton

Altina Suber

Agenda

Expediting Reading Comprehension for ELLs

8:30 am-
9:00 am



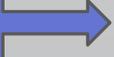
Welcome, Objectives, Overview
Tiered Vocabulary Activity

9:00 am-
9:30 am



Pre-teaching vocabulary
(A 7-step process)

9:30 am-
9:40 am



Break

9:45-10:15



Partner Reading
Formulating Questions

10:15 am-
10:45 am



Write Around Activity

10:45 am-
11:00 am



Wrap-it up



Language Objectives

- Participants will participate in activities involving explicit vocabulary instruction using tiered vocabulary concepts.
- Participants will practice *Partner Reading* with their peers using tier 3 vocabulary in their discussions.
- Participants will write about a specific topic using the tiered vocabulary and strategies learned.



Content Objectives

- Participants will summarize the need for explicit vocabulary instruction in content classes for struggling learners.
- Participants will develop an understanding of the disparity between struggling readers/writers versus high achieving learners and how to close the gap.



Reading to Learn



- English language learners (ELLs) are learning English at the same time they are studying core content through English. They must perform double the work of native speakers to keep up, and at the same time be accountable for AYP
--Carnegie Panel on ELL Literacy, 2006.
- Without explicit instruction on vocabulary and reading in each subject area, students cannot learn math, science, social studies and literature
--NRC Commission on Teacher Preparation, in press



Why is content area literacy critical?

Without reading instruction on content area literacy:

- **SURFACE COMPREHENSION:**

Literal comprehension; students read on their own and answer questions; questions are low-level.

With reading instruction integrated into content areas:

- **DEEP COMPREHENSION:**

Critical comprehension; students learn new vocabulary continuously; associate new readings with prior knowledge; add new knowledge, discuss ideas, interpret facts and information, and apply critical thinking skills to text.



Making the connection

Oral and Written Language

ORACY AND DISCOURSE

- Oracy is the ability to use language orally for academic purposes, utilizing the language in the context of a sentence or text in which that word needs to be used.
- Discourse is the conversation that occurs during the content discussion of a specific topic, either in oral or written form.

--**Breaking Through: Effective Instruction & Assessment,**
Calderon, 2013

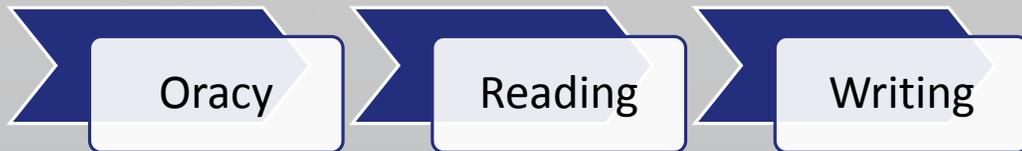
FLUENCY

- Fluency doesn't mean **only** reading x number of words per minute; it embraces both word recognition and comprehension as the ability to comprehend each word being read, the ability to read words quickly, accurately and with proper expression
- Word knowledge helps free cognitive resources for comprehension

--**National Literacy Panel for Language Minority Children and Youth, 2006**



ACADEMIC VOCABULARY MASTERY



Academic Vocabulary Mastery

Not only for ELLs and struggling readers but for all students

ACADEMIC LANGUAGE

- ✓ For formal discourse between teacher-student and student-student interaction around standards/goals.
- ✓ For text comprehension.
- ✓ For formal writing.
- ✓ For success in tests.
- ✓ For academic and economic status.

THE FRAMEWORK

- ✓ Words associated with concepts in core subjects, as well all the words in a sentence that nest those concepts;
- ✓ **Formal syntax/grammar that nest those concepts and words;**
- ✓ Words/phrases used for understanding, explaining, discussing, reading and writing concepts in math, science, social studies, and language arts texts and tests.



Tiered Vocabulary



Tier 1 (Basic)	Tier 2 (High Frequency)	Tier 3 (Content)
<p>Sight words, nouns, verbs, adjectives, and early reading words occur at this level.</p> <p>Examples of tier one words are: book, girl, sad, run, dog, and orange.</p> <p>There about 8,000 word families in English included in tier one.</p>	<p>High frequency words/ multiple meaning words that occur across a variety of domains.</p> <ul style="list-style-type: none">• Important for reading comprehension• Characteristic of mature language users• Polysemous words (multiple meanings)• Increased descriptive vocabulary that allow students to describe concepts in a detailed manner• Used across a variety of environments <p>Examples of tier two words are: masterpiece, fortunate, industrious, measure, and benevolent; 7,000 word families in English (or 700 words per year).</p>	<p>Low-frequency words that occur in specific domains such as subjects in school, hobbies, occupations, geographic regions, technology, weather, etc.</p> <p>Examples of tier three words are: economics, isotope, asphalt, Revolutionary War and crepe. The remaining 400,000 words in English fall in this tier.</p>

Vocabulary Classification and Selection

Selecting words to teach before, during, and after reading:

1. Select Tiers 1, 2, & 3 from students' texts.
2. From your explanations, for class experiments, demonstrations you will present to them.
3. From instructional activities, for class discussions during and/or after reading.
4. For the oral and written summaries of what they have learned.
5. From and for assessments.



Criteria for Vocabulary Selection

- **It is critically important to the discipline.**
- **It is critically important to this unit.**
- **It is important to the understanding of the concept.**
- **It is not critical but useful for ELLs.**
- **It is not useful at this time.**



Tier 2

Tier 2 words can also include *polysemous words* across academic content areas:

- solution
- table
- divide
- prime
- round
- trunk
- state
- power
- cell
- right
- radical
- leg
- left



*Tier 2 information processing words for
the 7th-8th State exams and texts*

absence, accuracy, additive, effect,
affect, allow, apparent, approach,
arrange, assortment, assumption,
basis, bases, behavior, belief, body,
boundary, core, criteria, crucial,
depict, deplete, device, display,
distinct, generate, impact,
illustrate...



A Queen's Wish

One gray winter day the elderly queen **summoned** all her grandchildren to the castle. "I have been **fortunate** to have lived a long life," she said. "But in time your **generation** will rule the country. You must work **persistently** to help the people and take care of the land.

"We will always work hard," the children replied.

"You must also be **faithful** to your brothers and sisters, no matter what," the queen said.



Vocabulary Tiers from Passage

Tier 1

Simple
Words

wish

gray

queen

castle

Tier 2

Process, Idioms,
Sophisticated

rule

take care

replied

no matter what

elderly

Tier 3

Content Words,
Key vocabulary

summoned

fortunate

generation

persistently

faithful



Now, it's your turn...

Take a couple of minutes to
categorize words in the following
paragraphs into the three tiers.



A Change in Climate

From one day to the next, weather can have a big effect on your life. When it rains, you have to stay indoors or carry an umbrella. When it's cold, you have to bundle up.

Over the course of hundreds, thousands, and millions of years, weather trends affect life on Earth in more dramatic ways. Ice ages or long droughts, for example, can wipe out certain types of plants and animals. Although many species manage to survive such extreme, long-term climate shifts, their living conditions also change.



Your Tiers

Tier 1	Tier 2	Tier 3



Pre-teaching Vocabulary

1. Teacher says the word.
2. Teacher asks students to repeat the word 3 times.
3. Teacher states the word in context from the text.
4. Teacher provides the dictionary definition(s).
5. Teacher explains meaning with student-friendly definitions.
6. **Engages students in activities to develop word/concept knowledge.**
7. Teacher highlights grammar, spelling, polysemy, etc.



Teaching Concepts/Vocabulary

1. Teacher says the word.
2. Teacher states the word in context from the text.
3. Teacher provides the dictionary definition(s).
4. Explains meaning with student-friendly definitions.
5. Asks students to repeat the word 3 times.
6. **Engages students in activities to develop word/concept knowledge.**
7. Highlights features of the word: polysemous, cognate, tense, prefixes, etc.

1. **Effect**
2. **Weather can have a big *effect* on your life.**
3. **The result or consequence of something.**
4. **Two cups of coffee in the morning have a big effect on me -- I can't sleep at night!**
5. **Say *effect* 3 times.**
6. **What has had a big effect on your life recently?**
7. **How do we spell *effect*?
What other word is similar?**



Activity

In a group, choose one of your tier 3 words from the *Climate Change* passage. Go through the seven steps of Pre-teaching vocabulary. Remember step #6 is crucial, selecting an appropriate activity.

Share out!





10 minute Break



Partner Reading

After teacher models, students in pairs should **read, re-read deliberately** and **slowly** to probe and ponder

- “the meanings of individual words”,
- “the order in which sentences unfold”, and
- “the **development of ideas** over the course of the text”

And orally summarize the content using the new vocabulary that was explicitly taught, including specified transitions



Partner Reading Process

The teacher reads and models strategies.

- Partner A reads the **first sentence**.
Partner B helps.
- Partner B reads the **next sentence**.
Partner A helps.

After each paragraph, partners put their heads together and summarize what they read **using TIER 2 AND TIER 3 WORDS.!**

Partners continue until they finish reading the section assigned.



Your Turn (p 1)

Read the following passage, using Partner Reading

From one day to the next, weather can have a big effect on your life. When it rains, you have to stay indoors or carry an umbrella. When it's cold, you have to bundle up.

Over the course of hundreds, thousands, and millions of years, weather trends affect life on Earth in more dramatic ways. Ice ages or long droughts, for example, can wipe out certain types of plants and animals. Although many species manage to survive such extreme, long-term climate shifts, their living conditions also change.



Your Turn (p 2)

Read the following passage, using Partner Reading

There's lots of evidence of drastic changes in climate occurring in the distant past. Earth today may again be in the midst of such a climate change. In the last 100 years, studies show, global temperatures have risen an average of 0.6 degrees C.

That might not sound so bad. After all, what difference does half a degree make? A growing number of studies suggest, however, that such an increase could have a big impact on life.



SUMMARIZE 4 IDEAS FROM THE 2 SLIDES ON *A CHANGE IN CLIMATE.*

Use these transition words:

- **Initially,**
- **Following that,**
- **Additionally,**
- **Finally,**



Write around



•Wrap it up





•Picture Page Layout

You Picture caption here.
Image from PresenterMedia.com



Animation Page

Make an Impact in your presentations by adding some themed PowerPoint animations.

