

MSJ 1920

# Scaffolding Vocabulary in Complex Texts

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## Standards Shifts in the Common Core Era

- ✓ Academic language
- ✓ Argument
- ✓ Challenging texts
- ✓ Close reading
- ✓ Disciplinary literacy
- ✓ Embedded technology
- ✓ Informational text
- ✓ Multiple texts
- ✓ Writing from sources

Stop & Think

Are these shifts intentionally employed inside and outside of the English Language Arts classroom? Why, or why not?

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## Complex Texts

"The 2019 National Assessment of Educational Progress (NAEP) reported that over a third of fourth-grade students and a quarter of eighth-grade students read at a level below NAEP Basic. Low reading scores in these grade levels are particularly troublesome when considering that so much of the curriculum in grades 4-9 (and beyond) requires the ability to read and understand increasingly complex texts" (Vaughn et al., 2022, p. 1).

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## Hidden Assumptions

State tests presume many things, including:

- Background knowledge
  - Human rights and freedoms
  - World War II
  - Democracy
  - Political parties (e.g., Democratic and Republican)
  - National policy
  - Internal vs. foreign affairs
  - Elections

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## Hidden Assumptions

Passage 1: 1941 State of the Union Address ("Four Freedoms") by Franklin Roosevelt

State tests presume many things, including:

- Understanding of syntax
  - Parts of a sentence (e.g., subject/predicate)
  - Phrases
  - Clauses
  - Sentence structure
  - Cohesive devices

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## Hidden Assumptions

Passage 1: 1941 State of the Union Address ("Four Freedoms") by Franklin Roosevelt

State tests presume many things, including:

- Knowledge of six syllable types
- Knowledge of morphology

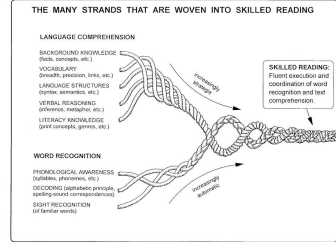


### The Simple View of Reading



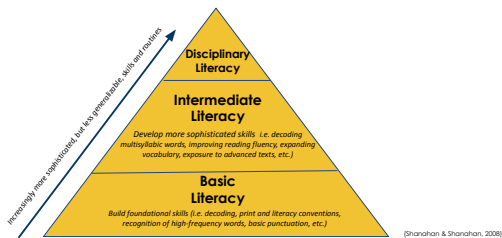
(Gough & Tunmer, 1986)

### Scarborough's Reading Rope

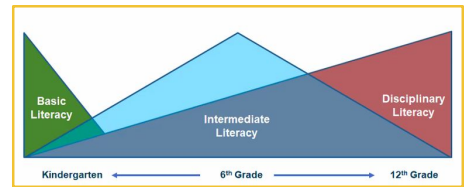


(Scarborough, 2001)

### Increasing Specialization

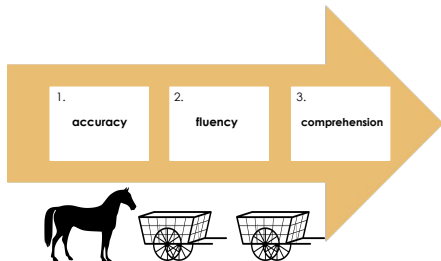


### Increasing Specialization

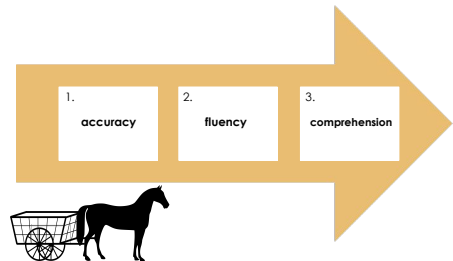


(Ippolito et al., 2019)

### Putting the Carts Before the Horse



### The Hierarchy of Reading



### The Big Picture (Vaughn et al., 2022)

Practice Recommendation	Level of Evidence		
	Minimal	Moderate	Strong
1. Build students' decoding skills so they can read complex, multisyllabic words.			✓
2. Provide purposeful fluency-building activities to help students read effortlessly.			✓
3. Routinely use a set of comprehension-building practices to help students make sense of the text.			✓
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to challenging ideas and information.		✓	

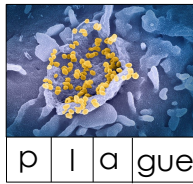
### Decoding & Fluency Matter A LOT

"Everybody knows / that **pestilences** / have a way / of **recurring** / in the world; / yet somehow / we find it / hard to believe / in ones / that crash down / on our heads / from a blue sky. There have been / as many **plagues** / as wars / in history; / yet always / **plagues** and wars / take people / **equally** by surprise."

Comus, A. (1948). The Plague. Random House.

### Phonology Matters A LOT


"There is no statute of limitation on training phoneme awareness skills when they are weak. If students at any age are poor readers, check their phoneme awareness skills, and address them if they are inadequate" (Kilpatrick, 2016, p. 18).



Use phoneme-grapheme mapping strategically.

(Grace, 2006)

### Tier 1 Examples

Category	Examples
Basic words	book, bed, shirt, <b>rat</b> 
Idioms, Metaphors	once upon a time, losing my mind, get ready, piece of cake, hit the books, <b>avoid like the plague</b>
Transparent cognates	hospital - hospital
Fake cognates	pan - pan (bread)

(Beck et al., 2013; Argüelles et al., 2011)

### Tier 3 Examples

Category	Examples
Words That Occur Infrequently	quaff
Words That Belong to a Particular Domain of Study	savanna
Content Area Words	chloroplast

(Beck et al., 2013; Argüelles et al., 2011)

### Tier 2 Examples

Category	Examples
High Utility Words	avoid
Academic Words	evaluate
Content-Area Words	divisor
Less Obvious Cognates	difficult - difcil
Multiple-Meaning Words	plant, key, model

(Beck et al., 2013; Argüelles et al., 2011)

## Selecting Vocabulary Words

### Application

Read the excerpt from *Plague* by Albert Camus.

Circle Tier 2 words.  
Underline Tier 3 words.

#### Tier 2 Considerations

- Is it a word whose meaning students are unlikely to know?
- Is it a word that is generally useful—a "high utility" word that students are likely to encounter across a wide variety of domains?
- Can the meaning of the word be explained in everyday language, using words and concepts that are familiar to students?
- Is its meaning critical for comprehension?

(Beck et al., 2013)

## Selecting Vocabulary Words

### Turn & Talk

Turn and talk about the words you selected.

How do they compare to the words identified on this slide?

#### Tier 2

plague  
recurring  
presupposed  
precautions  
uttered  
justify  
knack

#### Tier 3

pestilence\*  
humanists  
bogy/bogey  
fancied

## Text Sets

- When students read **multiple texts** on the same topic that are at various difficulty levels, easier "apprentice" texts can help students build background knowledge for the more difficult texts, like *The Plague*.
- This helps students independently deal with the information in the target text while supporting accuracy and fluency. The goal is to provide enough scaffolding to allow them to read successfully read complex texts.
- **This also helps solidify vocabulary terms across texts.**

## Supporting Expository Texts

Topic/Subject: Fighting for Survival: Germs, Pestilence, and Your Body

#### Texts/Resources

##### Book

1. *What Are Germs?*
2. *Microbes: Friend or Foe?*

##### Articles

1. "Bacteria"
2. "Why Some People Evade Colds and Others Don't"

##### Videos

1. "Ask Smithsonian: What's the Difference Between Bacteria and Viruses?"

(Achieve the Core, 2016)

## "Infectious"


Why Some People Evade Colds And Others Don't - 430

It illustrates what many cold experts call the million-dollar question: Why do some people get sick and others in similar environments don't?

There's no sure or effective treatment for the common cold. Over-the-counter remedies may control symptoms, but they don't cure them.

While it's certainly true that our environment can increase our risk of getting sick, researchers suspect that much of our vulnerability has to do with our genes. For the cold virus itself, some of us humans are easier to infect than our more sturdy counterparts.

So, as infectious disease hits across the country, researchers are trying to crack the genetic code and identify the exact mechanisms that enable cold viruses to make us sick as well as the specifics of how our innate immune systems respond -- or don't respond -- to the viral mechanisms that make some of us easier targets.

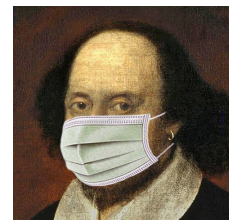


An often-cited sign is to wear a proper surgical mask. However, it is not clear if wearing a mask in the workplace, school, or at the gym would be as any crowded, confined space. Don't discount it, but don't depend on it.

(Neighmond, 2011)

## Shakespeare: *Romeo & Juliet*

Where the **infectious**  
pestilence did reign,  
Sealed up the doors and  
would not let us forth.



## Supporting Narrative Texts

**Visual Texts:** Video: [Plague 101](#) by National Geographic

**Accessible Text:** [The Black Death](#) by Margaret Gushue (Common Lit)

**Target Text:** *The Plague* (Part 1) by Albert Camus

**Accessible Texts:** [Disease Detectives](#) by Jacqueline Pratt-Tuke (Common Lit)

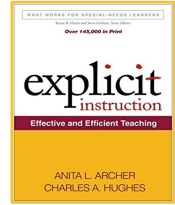
**Target Text:** *The Plague* (Part 2) by Albert Camus



## Explicit Vocabulary Instruction (ES = 0.97)

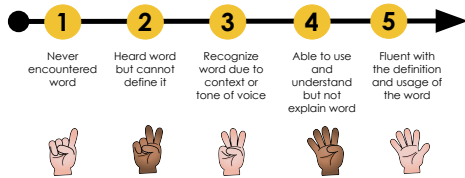
### Vocabulary Instructional Routine

- Step 1:** Introduce the word's pronunciation.
- Step 2:** Introduce the word's meaning.
- Step 3:** Illustrate the word with examples [and non-examples].
- Step 4:** Check students' understanding.



## Levels of Word Knowledge: *infectious*

Before teaching a word, show students the word and ask them to rank it on a scale of 1-5 to activate prior knowledge.



## Introduce the Word: Preteach

### Step 1. Introduce the word's pronunciation.

- a) Write word on board or display on screen.
- b) Face the students as you emphasize the word by stating it loudly and clearly.  
"This word is *infectious*"
- c) Have the students repeat word (at least twice), assisting them with pronunciation as needed.  
"Say the word with me: *infectious*"  
"What word?" *infectious*



[Archer & Hughes, 2011]

## Introduce the Word: Preteach

### Step 1. Introduce the word's pronunciation. (continued)

- d) Have students tap out the word.  
"Tap and say the syllables in *infectious*." *in-fect-ious*
- e) Repeat the multisyllabic word to students in syllable chunks. As students say the chunked word, they will place dots in the bottom of boxes for each syllable they hear. Example: "*in-fect-ious*" [Goal: Students can arrive at the pronunciation!]

•	•	•					
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[Archer & Hughes, 2011]

## Introduce the Word: Preteach

### Step 1. Introduce the word's pronunciation. (continued)

- f) Say the multisyllabic word again. Students will spell each syllable. The syllable should be placed above the dot they drew in step one.

in	fect	ious				
•	•	•				

[Archer & Hughes, 2011]

### Introduce the Word: Preteach

#### Step 1. Introduce the word's pronunciation. (continued)

g) Check and correct each syllable with students. Say the word a third time to activate the phonological processor.

in	fect	ious			
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### Introduce the Word: Preteach

#### Step 1. Introduce the word's pronunciation. (continued)

h) Write the whole word to the right of the syllable boxes.

in	fect	ious			infectious
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### Syllable Boxes

Word	1st Syllable	2nd Syllable	3rd Syllable	4th Syllable	Whole Word
infectious	in	fect	ious		infectious
infect	in	fect			infect
infection	in	fect	ion		infection
disinfection	dis	in	fect	ion	disinfection
disinfect	dis	in	fect		disinfect
disinfected	dis	in	fect	ed	disinfected

### Introduce the Word: Preteach

#### Step 1. Introduce the word's pronunciation. (continued)

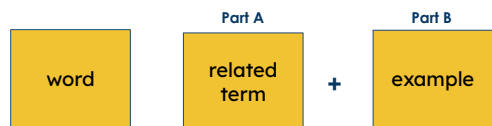
j) If appropriate, provide a cognate for the word or identify prefixes, roots, and suffixes. Explicitly state the part of speech.

English: **infectious** *adj.*      Spanish: **infeccioso** *adj.*

### Formal, Structured Definitions

<b>Noun</b>	A _____ is a/an _____ that _____. <small>(noun) (category) (distinguishing features)</small>
<b>Verb</b>	To _____ is to _____ such as _____. <small>(verb) (core action) (how action is done)</small>
<b>Adjective</b>	To be _____ is to _____ such as _____. <small>(adjective) (related term) (example)</small>
<b>Adverb</b>	To do something _____ is to do it _____ that _____. <small>(adverb) (description) (example)</small>

### Formal, Structured Definitions



To be \_\_\_\_\_ is to \_\_\_\_\_ such as \_\_\_\_\_.  
adjective related term example

### Introduce the Word: Preteach

**Step 2: Introduce the word's meaning. Present a student-friendly explanation.**

- a) Tell students the explanation OR
- b) Have them read the explanation with you and/or Present or have students determine critical attributes

Display on Screen: **infectious**

- to spread
- a disease
- easily

"To be **infectious** is to spread a disease easily, such as the bubonic plague. So, if a disease is spread easily, it is \_\_\_\_\_ (**infectious**)"

[Archer & Hughes, 2011]

### Syllable Boxes

Modified Syllable Boxes:

Word	1st Syllable	2nd Syllable	3rd Syllable	4th Syllable	Whole Word
infectious	in	fect	ious		infectious
(adj.) likely to spread an infection easily					
pestilence	pest	i	lence		pestilence
[n] any disease that spreads quickly and kills a lot of people (e.g., the bubonic plague)					

[Glaser, n.d.; Nickerson, 2020]

### Introduce the Word: Preteach

**Step 3. Illustrate the word with examples.**

**a) Concrete examples**

- Object or artifact
- Demonstration
- Acting out vocabulary words



[Archer & Hughes, 2011]

### Introduce the Word: Preteach

**b) Visual examples (e.g., pictures)**

**infectious**



**c) Verbal examples (across contexts)**

Because the bubonic plague was so **infectious**, it spread quickly and killed millions of people.

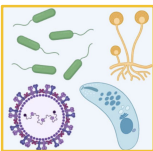
An epidemiologist is a doctor who specializes in **infectious** disease.

[Archer & Hughes, 2011]

### Explain the Meaning: Preteach

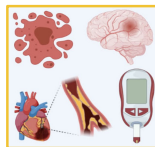
Provide examples/synonyms.

**infectious**



Provide nonexamples/antonyms.

**non-transmissible**



[Archer & Hughes, 2011]

### Check for Understanding

**Step 4. Check students' understanding**

**Option #1. Ask deep processing questions**



What does it mean if you say someone has an **infectious** smile? How is *this* usage different than the common definition?

[Archer & Hughes, 2011]





### Use of Word Parts

Step	Action	Example Word: <i>infectious</i>
1	Look for the root word. What does it mean?	fect = to make or do
2	Look for a prefix. What does it mean?	in = in or on
3	Look for a suffix. What does it mean?	ious = characterized by or full of
4	Put the meanings of the word parts together. What is the meaning of the whole word?	<b>in + fect + ious =</b> likely to cause a living thing to be full (of a disease-causing organism)

### Use of Word Parts

A great thing about teaching a word like **infectious** is that there are so many variants.



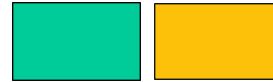
### Use of Word Parts



We are learning the word **infectious**.

What is the final stable syllable in infectious? /shūs/  
 What is the prefix in infectious? /ɪn/  
 What is the root in infectious? /fēct/

### Use of Word Parts



Delete the final stable syllable in infectious and say the new word. (infect)

### Use of Word Parts



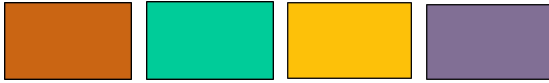
Add the final stable syllable /shun/ to infect and say the new word. (infection)

### Use of Word Parts



Add the prefix /dis/ to infection and say the new word. (disinfection)

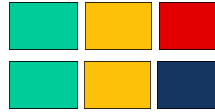
## Use of Word Parts



Change the final stable syllable in disinfestation to /əd/ and say the new word. (disinfested)

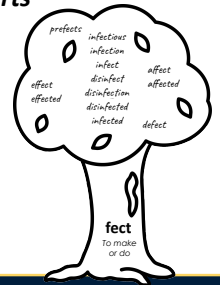
(Donah, 2016, p. 26)

## Use of Word Parts



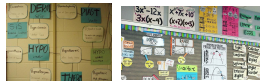
infectious

infection



## Multiple Exposures

### Word Walls



### Vocabulary Journals

Term	Meaning	Image	Notes

### Graphic Organizers

- Frayer Model
- Semantic Mapping
- Semantic Feature Analysis
- Scaling/Semantic Gradients
- Categorizing
- Concept Mapping
- Mind Maps



### Morphology & Syllabication

- Root Tree
- Word Matrix
- Syllable Boxes



## Writing & Speaking

### Writing

- Sentence stems/generation
- Paragraph frames
- Purposeful paragraphs
- Vocabulary notebooks

### Using Your Words: Examples, Questions, and Connections

- Why would...?
- Would you want to be...?
- Describe a time when....
- Explain how these words are related...
- If someone is \_\_\_\_\_, would he or she feel \_\_\_\_\_?
- Why would someone want to be \_\_\_\_\_?
- If I say something could be considered \_\_\_\_\_, say \_\_\_\_\_, Explain why.

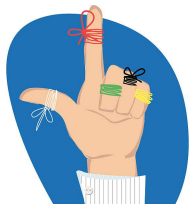
### Approaches

- Academic Conversations
- Socratic Circles
- Jigsaw
- Accountable Talk
- 30 Second Conversations
- Partners A & B (Structured Responses)
- 4A Test Protocol
- Accountable Talk
- Debates etc.



## Instructional Implications

- 1 We should select vocabulary words intentionally.
- 2 If a student simply needs to **RECOGNIZE** a word in text, instruction can be less intense.
- 3 If a student needs to be able to **USE** the word, instruction will need to be more intense with opportunities for application.



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