

# Scaffolding Vocabulary in Complex Texts



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# Objectives

- ✓ Select vocabulary for explicit instruction.
- ✓ Determine the level of support needed for each word.
- ✓ Utilize syllable boxes to support pronunciation.
- ✓ Provide student-friendly definitions.
- ✓ Develop examples and non-examples.
- ✓ Develop text-dependent questions.
- ✓ Augment vocabulary instruction to ensure retention.

# Guess the Missing Words

Not so long ago in Montgomery, Alabama, the color of your skin \_\_\_\_\_ where you could sit on a \_\_\_\_\_ bus. If you happened to be an African American, you had to sit in the back of the bus, even if there were empty seats up front.

Back then, \_\_\_\_\_ was the rule throughout the American South. Strict laws-- called “ \_\_\_\_\_ ” laws-- \_\_\_\_\_ a system of white \_\_\_\_\_ that \_\_\_\_\_ against blacks and kept them in their place as second-class \_\_\_\_\_.

# Filling in the Gaps

Not so long ago in Montgomery, Alabama, the color of your ~~skin~~ determined where you could sit on a public bus. If you happened to be an African American, you had to sit in the back of the bus, even if there were empty seats up front.

Back then, racial segregation was the rule throughout the American South. Strict laws-- called "Jim Crow" laws-- enforced a system of white supremacy that discriminated against blacks and kept them in their place as second-class citizens.

# What is Tested = What We Emphasize

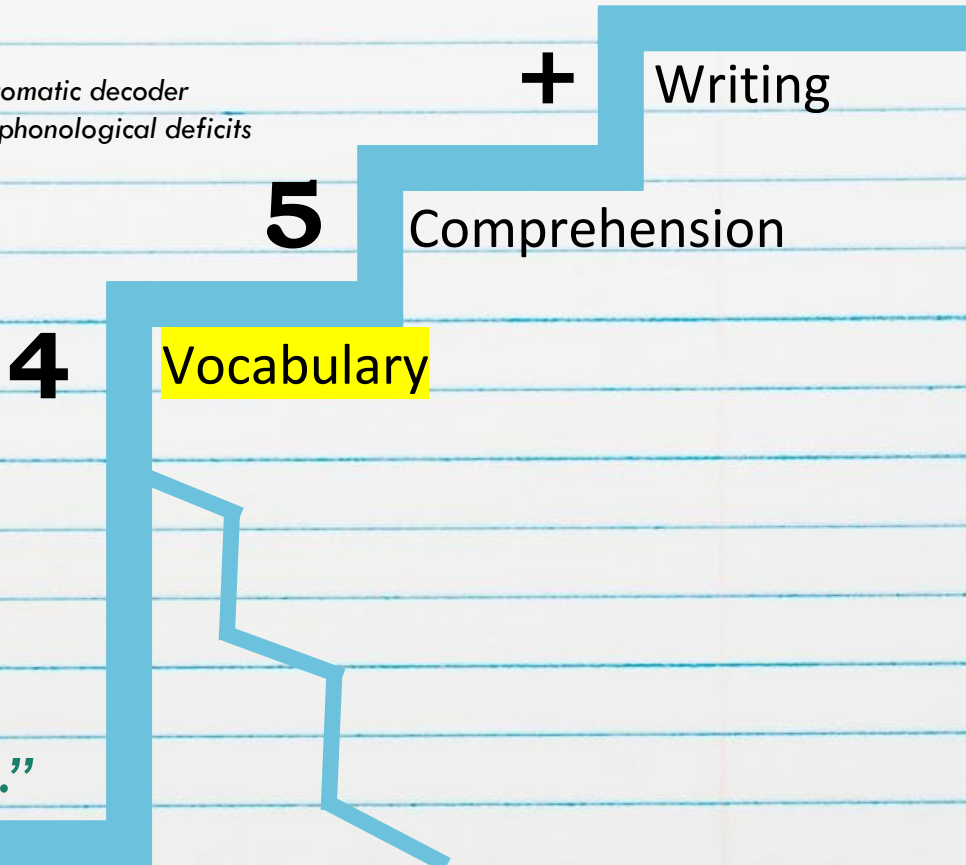


My /m/ /o/ /m/ mom  
/g/ /o/ /t/  
got /c/ /o/ /t/ caught.

Not an automatic decoder  
May have phonological deficits



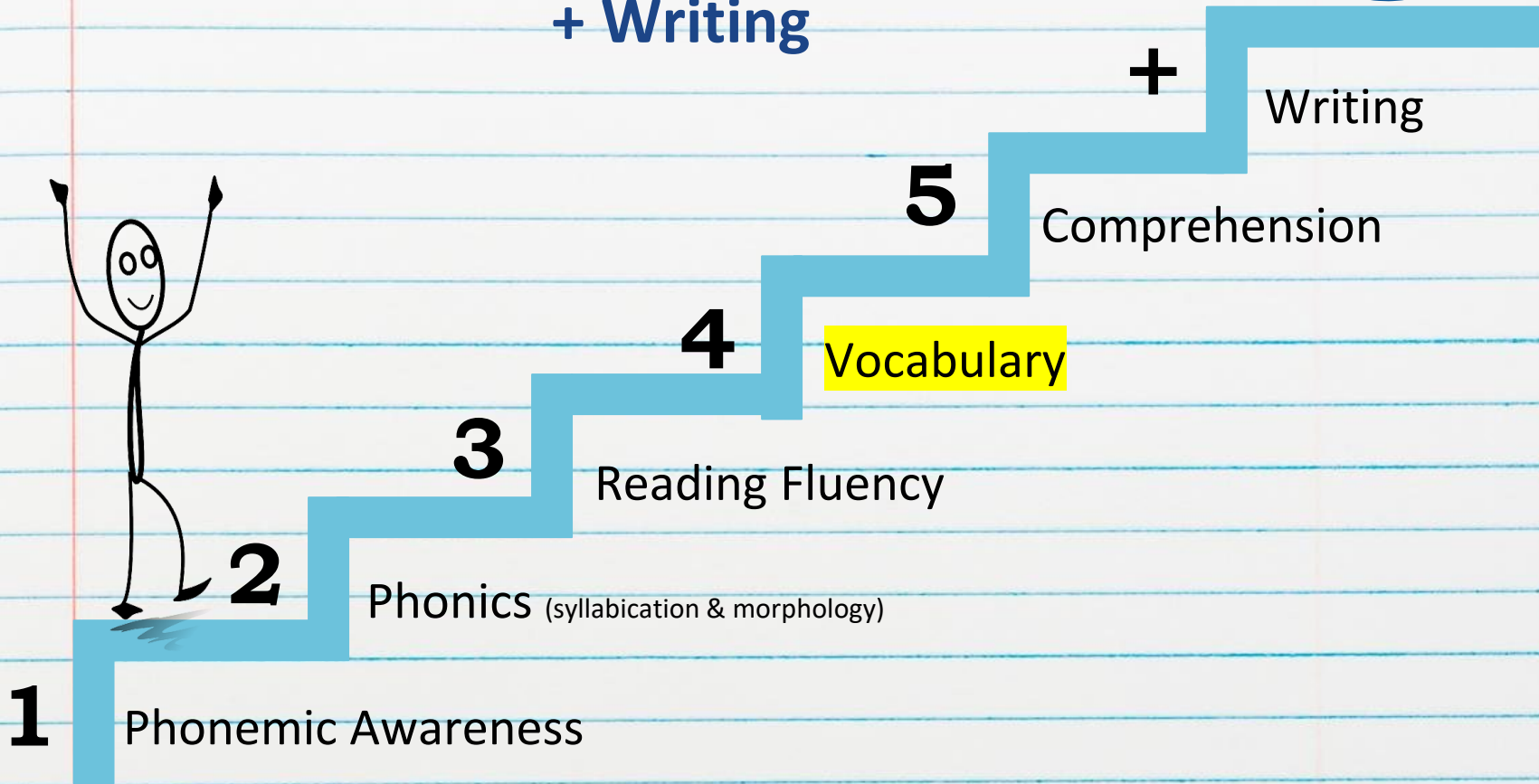
“My mom got caught.”



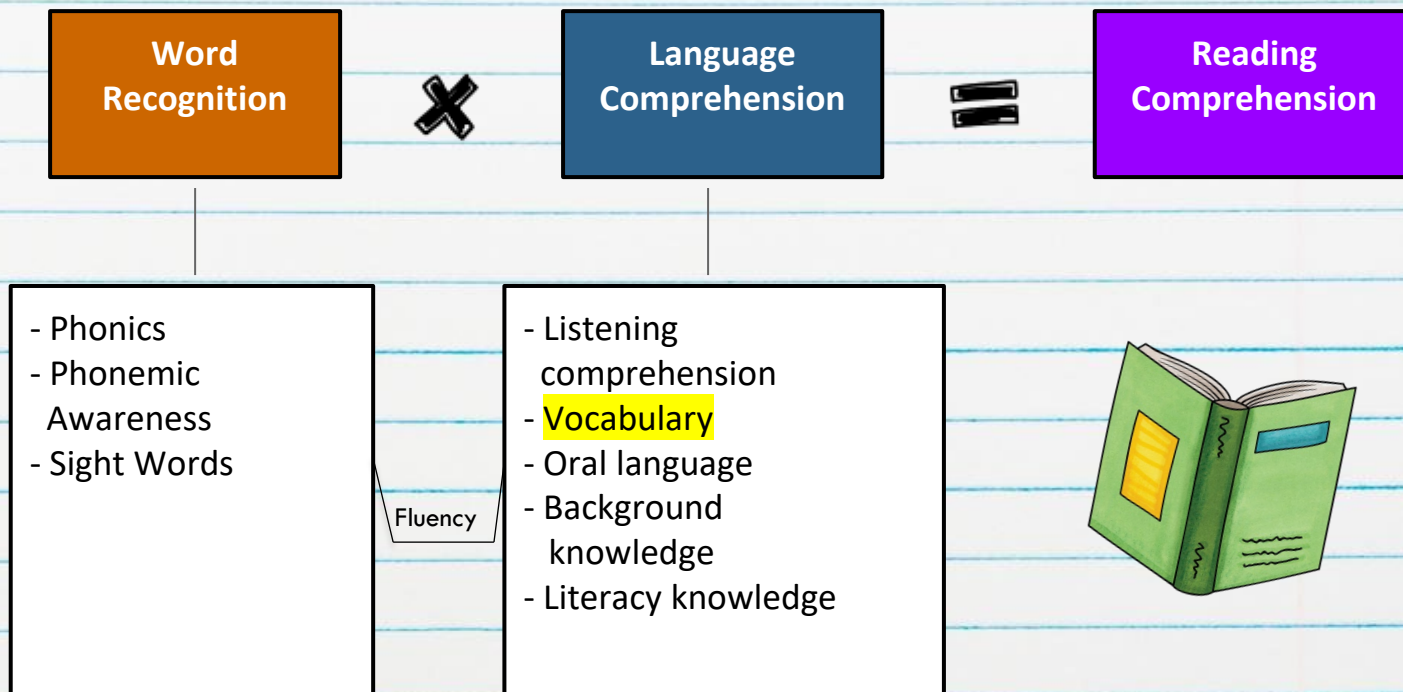
# The Five Essential Components of Reading + Writing



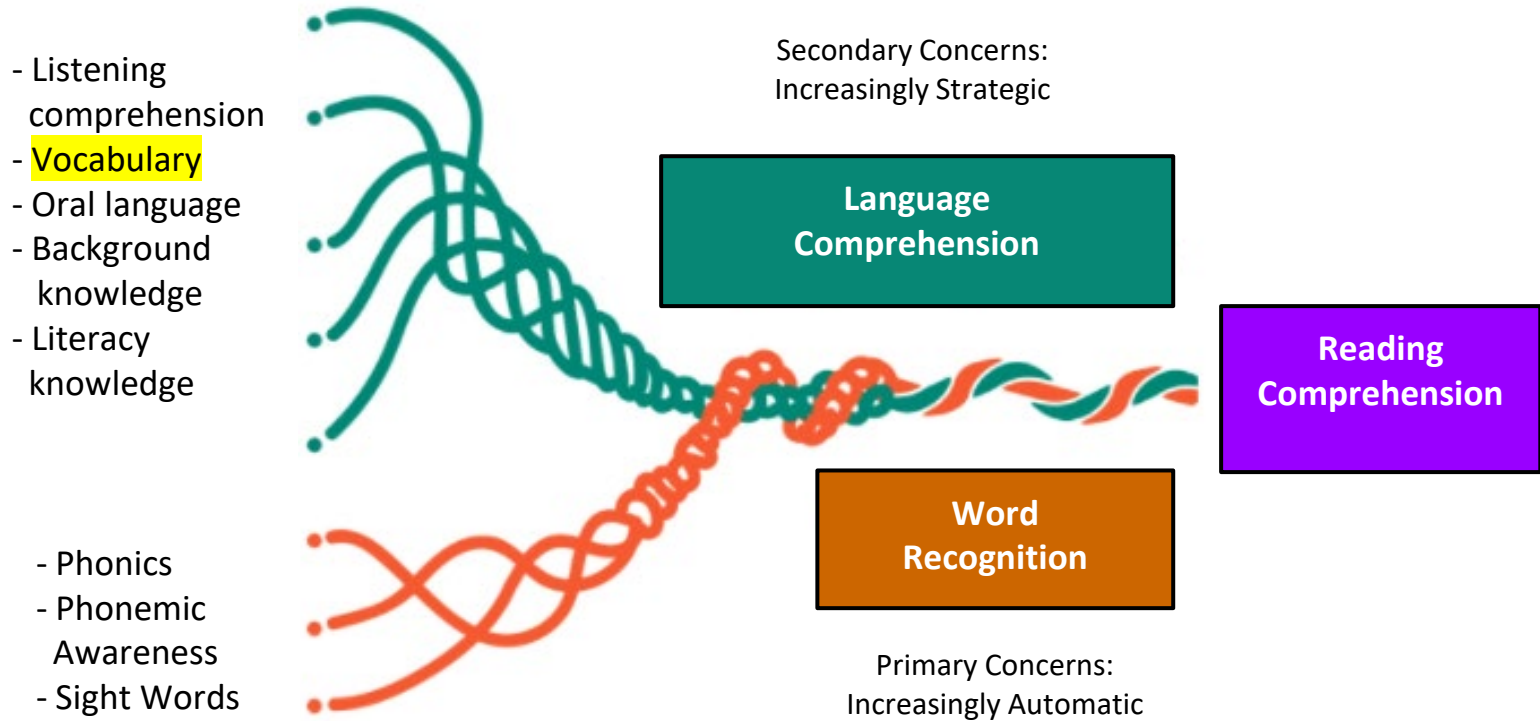
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# THE SIMPLE VIEW OF READING

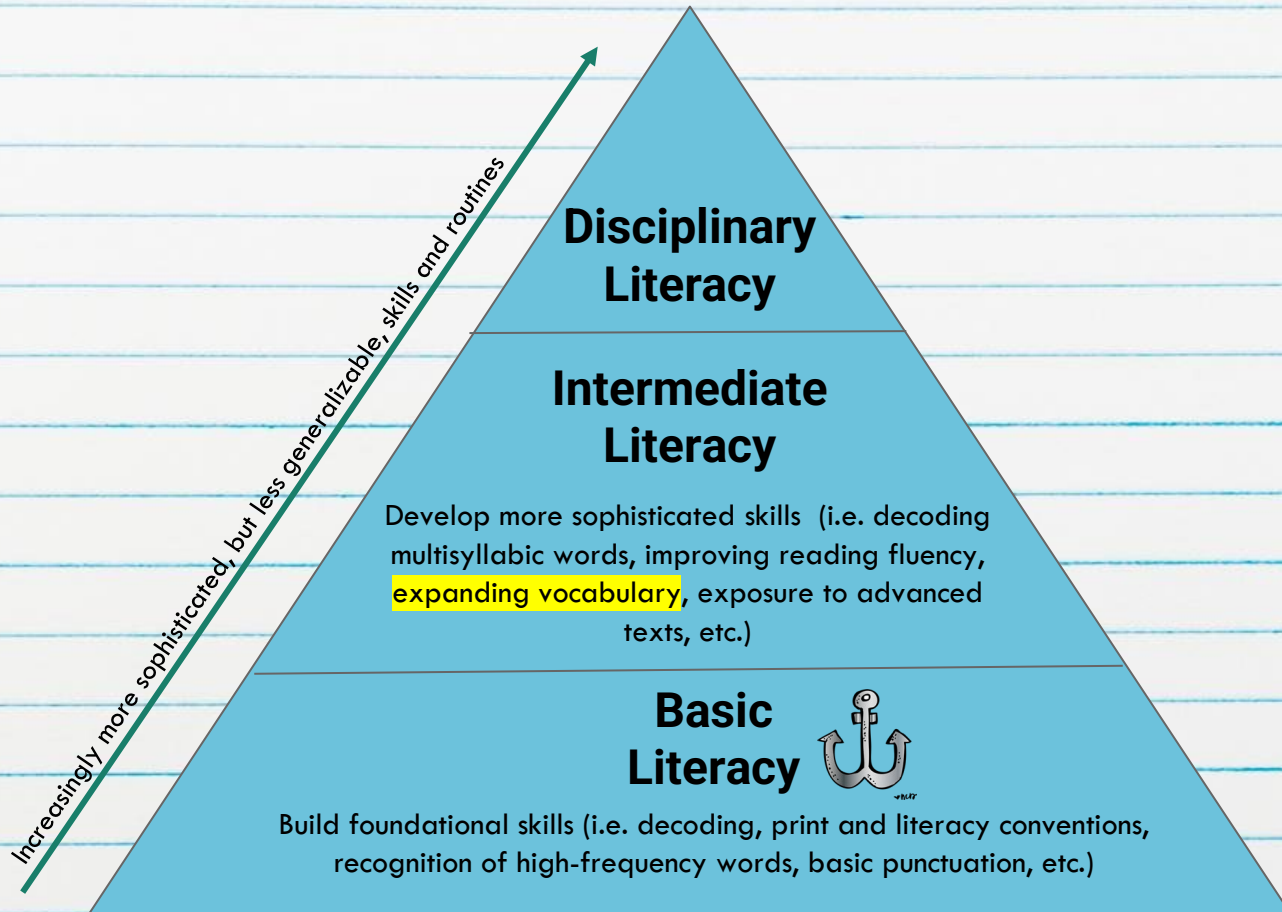


# SCARBOROUGH'S ROPE

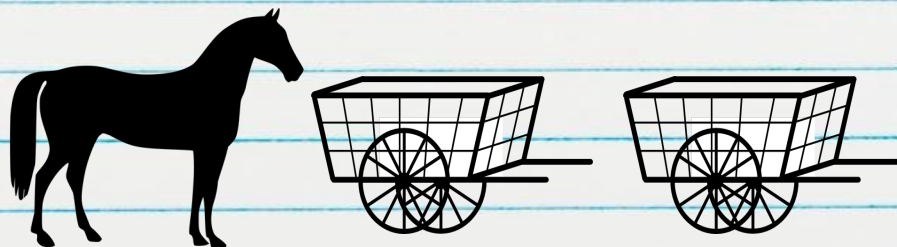
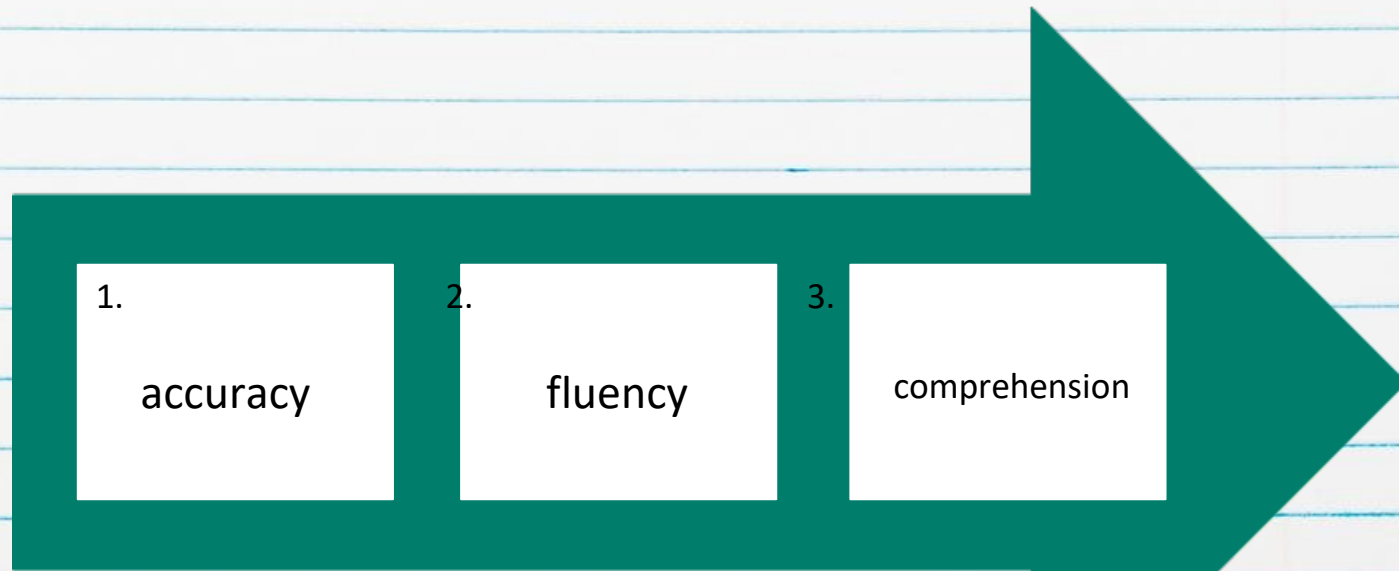




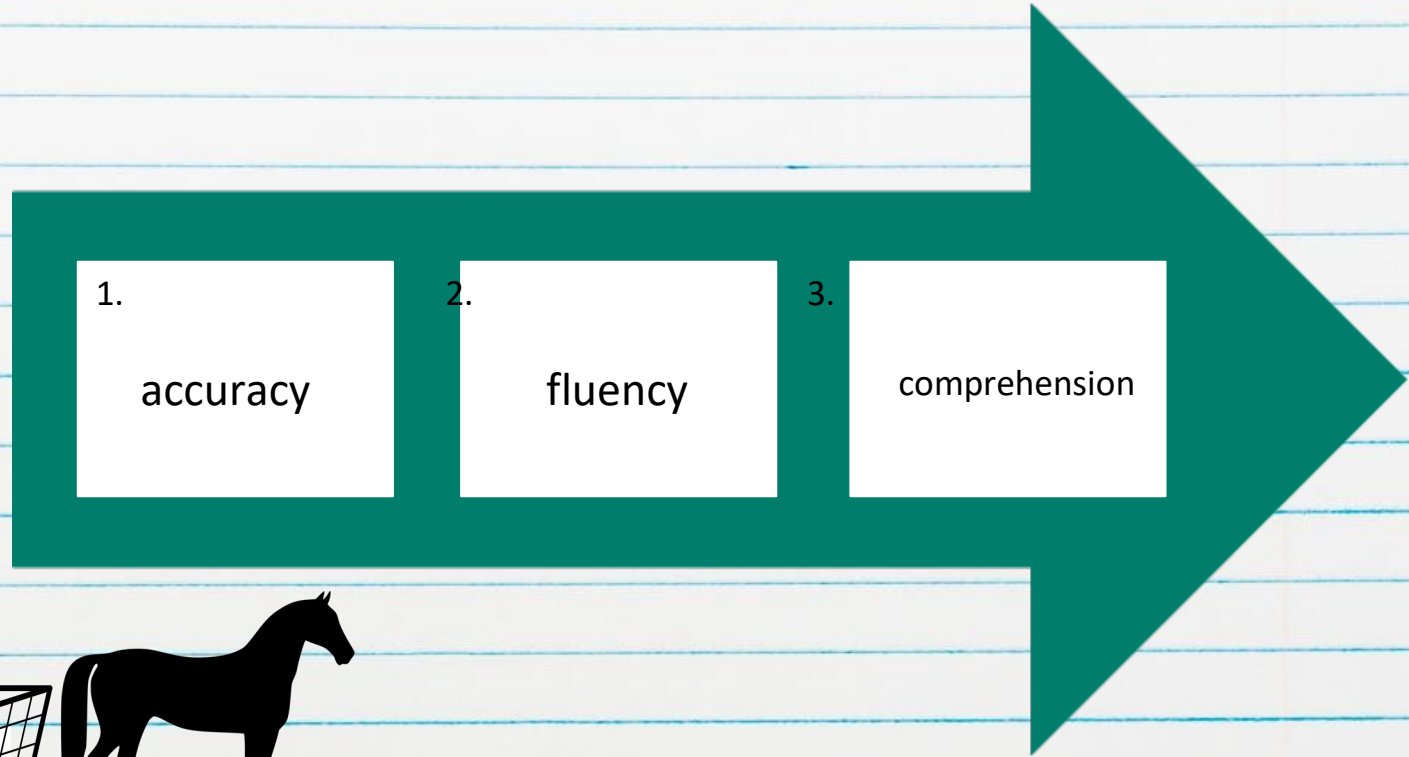
# INCREASING SPECIALIZATION OF SKILLS



# We've been putting the carts before the horse.



# The Hierarchy of Reading



# What does this look like in a simple context?

- If students have multiple texts on the same topic that are at different difficulty levels, easier “apprentice” texts can help students build background knowledge for the more difficult texts, like *To Kill a Mockingbird*.
- This may increase a student’s ability to independently deal with the information in the target text while supporting accuracy and fluency.
- *This also helps solidify vocabulary terms across texts.*

# Text Set: *To Kill a Mockingbird*

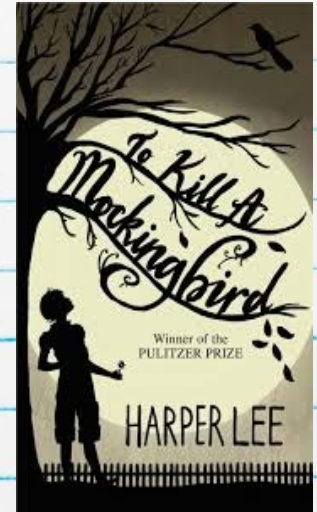
**Visual Texts:** Video segments from the PBS series *Finding Your Roots* with Henry Louis Gates, Jr.

**Informational Texts:** Differentiated informational texts from *The Rise and Fall of Jim Crow* by Richard Wormser

**Target Text:** *To Kill a Mockingbird* (Part 1) by Harper Lee

**Accessible Texts:** Excerpts from *The Trial of the Scottsboro Boys* by David Aretha (young adult nonfiction)


**Target Text:** *To Kill a Mockingbird* (Part 2) by Harper Lee



Not so long ago, / in Montgomery, Alabama, / the color / of your skin / determined / where you could sit / on a public bus. / If you happened to be / an African American, / you had to sit / in the back of the bus / even if / there were empty seats / up front. /

Back then, / racial segregation / was the rule / throughout the American South. / Strict laws-- / called "Jim Crow" laws-- / enforced a system / of white supremacy / that discriminated / against blacks / and kept them / in their place / as second-class citizens. /

# Tier 1 Examples

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

# Tier 1 Examples

“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.”

- Dr. David Kilpatrick



Use phoneme-grapheme mapping strategically.



# Tier 3 Examples

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

*(Argüelles, Baker, & Moats, 2011)*

## Tier 2 Examples

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

*(Argüelles, Baker, & Moats, 2011)*

## 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 student-friendly language**?
- Is its meaning **critical for comprehension**?

# Turn and Talk

Freedman, R. (2006). *Freedom Walkers: The Story of the Montgomery Bus Boycott*. New York: Holiday Press.

*Excerpt from the Introduction: "Why They Walked"*

Not so long ago in Montgomery, Alabama, the color of your skin **determined** where you could sit on a public bus. If you happened to be an African American, you had to sit in the back of the bus, even if there were empty seats up front.

Back then, **racial segregation** was the rule throughout the American South. Strict laws— called "**Jim Crow**" laws—enforced a system of **white supremacy** that **discriminated** against blacks and kept them in their place as **second-class** citizens.

People were separated by race from the moment they were born in **segregated** hospitals until the day they were buried in **segregated** cemeteries. Blacks and whites did not attend the same schools, **worship** in the same churches, eat in the same restaurants, sleep in the same hotels, drink from the same water fountains, or sit together in the same movie theaters.

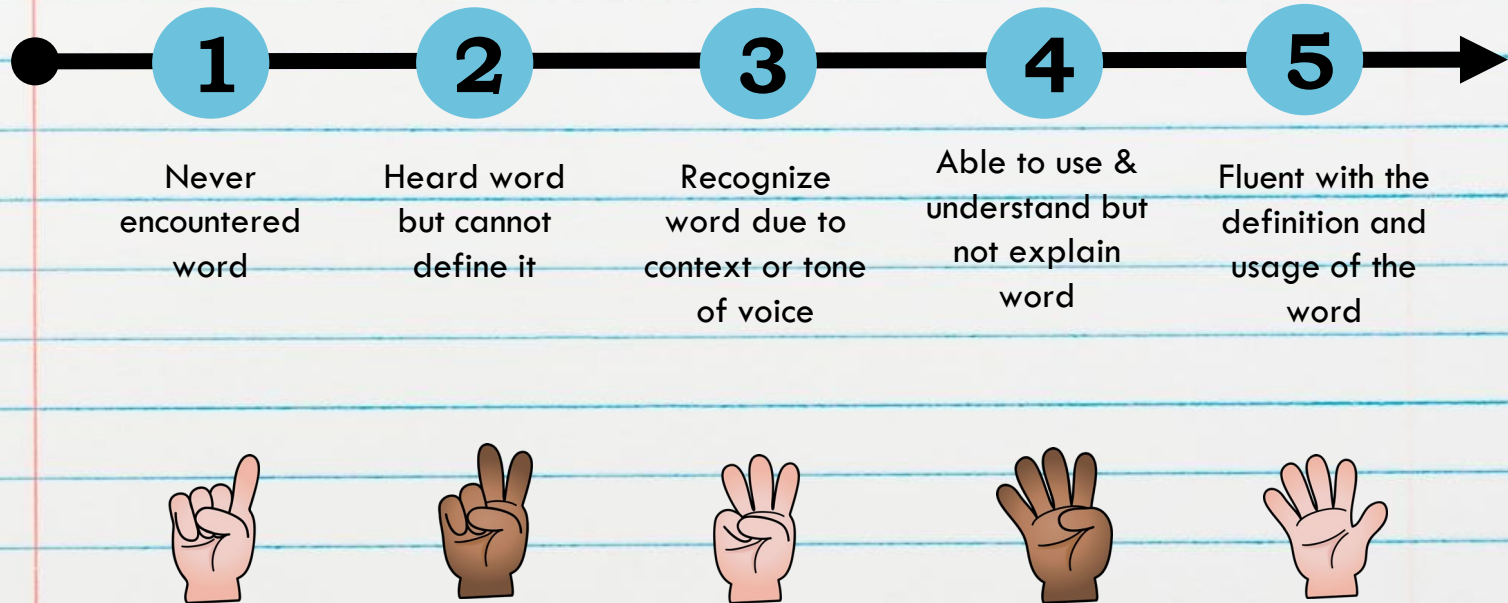
In Montgomery, it was against the law for a white person and a Negro to play checkers on public property or ride together in a taxi.

Most southern blacks were denied their right to vote. The biggest **obstacle** was the **poll tax**, a special tax that was required of all voters but was too costly for many blacks and for poor whites as well. Voters also had to pass a **literacy** test to prove that they could read, write, and understand the U.S. Constitution. These tests were often **rigged to disqualify** even highly educated blacks. Those who overcame the **obstacles** and insisted on **registering** as voters faced threats, **harassment** and even physical violence. As a result, African Americans in the South could not express their **grievances** in the voting booth, which for the most part, was closed to them. But there were other ways to protest, and one day a half-century ago, the black citizens in Montgomery rose up in protest and united to demand their rights—by walking peacefully.

It all started on a bus.

# Levels of Word Knowledge: *segregation*

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 segregation."***
- c) Have the students the repeat word (at least twice), assisting them with pronunciation as needed.

***"Say the word with me: segregation."***

***"What word?"*** segregation

# 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 segregation.”*** se greg a tion / seg re ga tion

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: “se-greg-a-tion” [Goal: Students can arrive at the pronunciation!]

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# 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.

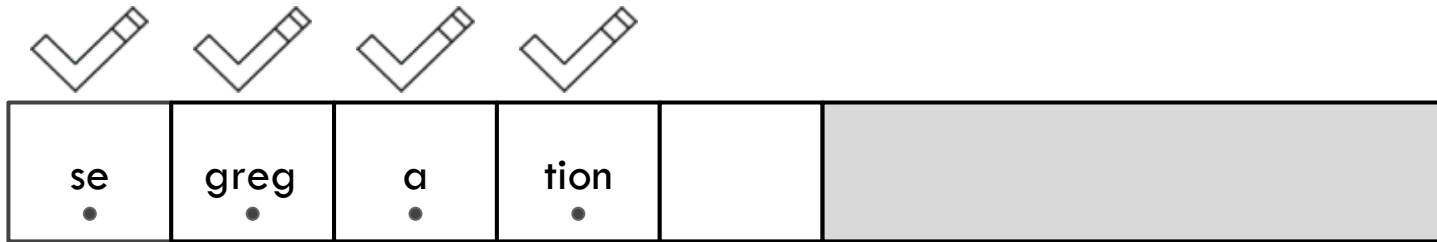
se •	greg •	a •	tion •		
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# Introduce the Word: Preteach

## 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.



# Introduce the Word: Preteach

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

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

The diagram illustrates the syllable structure of the word 'segregation'. It consists of six boxes in a row. The first four boxes contain the syllables 'se', 'greg', 'a', and 'tion', each with a dot below the first letter. Above each of these four boxes is a checkmark icon. The fifth box is empty. The sixth box is shaded gray and contains the full word 'segregation'.

✓ se •	✓ greg •	✓ a •	✓ tion •		segregation
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# 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: **segregation**

- a practice or policy
- that keeps different people
- separate from each other

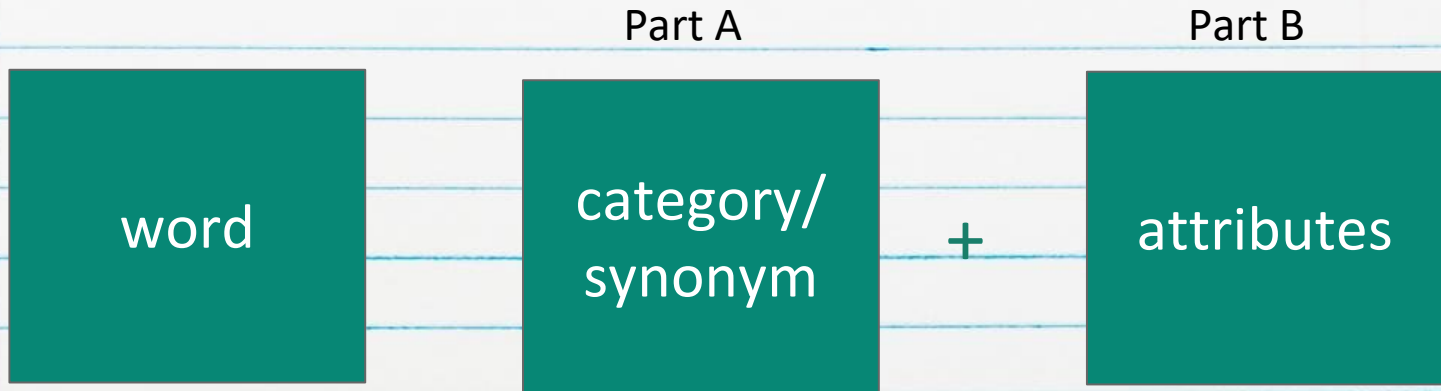
*“Segregation is a practice or policy that keeps different people separate from each other. So, if there is a policy or practice that keeps different people separate from each other, it is \_\_\_\_\_.”*

# WHAT DOES THIS LOOK LIKE IN CONTEXT?

## Modified Syllable Boxes:

Word	1st Syllable	2nd Syllable	3rd Syllable	4th Syllable	5 <sup>th</sup> Syllable	Whole Word
segregation	se	greg	at[e]	ion		segregation
(v) a practice or policy that keeps different people separate from each other.						
discriminated	dis	crim	in	at[e]	ed	discriminated
(v) to unfairly treat a person or group of people differently from other people or groups						

# Formal, Structured Definitions



A word is (a) category/synonym that (is/does) attributes.

# Explain the Meaning: Preteach

## Step 3. Illustrate the word with examples.

### a) Concrete examples

- Object or artifact
- Demonstration
- Acting out vocabulary words



# Explain the Meaning: Preteach

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

**segregation**



c) Verbal examples (across contexts)

*When policies keep people separated because of their differences, they are **segregated**.*

*The NBA and WNBA **segregate** basketball players by their gender.*

*Policies enforcing **segregation** did not allow people of different races to attend the same schools.*

# Explain the Meaning: Preteach

Provide examples/synonyms.

**segregation**



*Segregation is an inequitable practice or policy that keeps different people separate from each other.*

Provide nonexamples/antonyms.

**integration**



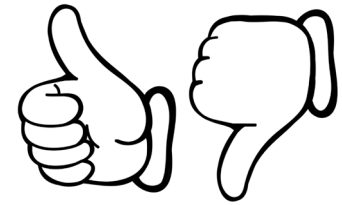
*Integration is an end to a policy that keeps people of different races apart (in a place, such as a school).*



# Explain the Meaning: Preteach

**Step 4. Check students' understanding**

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



*Does this picture symbolize  
**segregation?***

*Why, or why not?*

# Explain the Meaning: Preteach

## Step 4. Check students' understanding

### Option #2. Have students discern between examples and non-examples

Now, the Star-Bell Sneetches had bellies with stars.

The Plain-Belly Sneetches had none upon thars.

Those stars weren't so big. They were really so small.

You might think such a thing wouldn't matter at all.

But, because they had stars, all the Star-Belly Sneetches

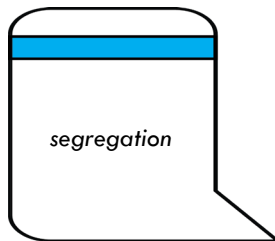
Would brag, "We're the best kind of Sneetch on the beaches."

With their snoots in the air, they would sniff and they'd snort

"We'll have nothing to do with the Plain-Belly sort!"

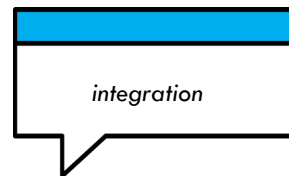
And, whenever they met some, when they were out walking,

They'd hike right on past them without even talking.



Excerpt from *The Sneetches* by Dr. Seuss

Several people from the NAACP came to the house in the summer. They told my parents that I was one of just a few black children to pass the school board test, and that I had been chosen to attend one of the white schools, William Frantz Public School. They said it was a better school and closer to my home than the one I had been attending. They said I had the right to go to the closest school in my district. They pressured my parents and made a lot of promises. They said my going to William Frantz would help me, my brothers, my sister, and other black children in the future. We would receive a better education, which would give us better opportunities as adults.




Excerpt from *Through My Eyes* by Ruby Bridges

# Explain the Meaning: Across Contexts

<b>Situation</b>	<b>Context</b>
<i>World War II</i>	Beginning with the invasion of Poland during World War II, the Nazi regime set up ghettos across occupied Europe in order to _____ and confine Jews, and sometimes Romani people, into small sections of towns and cities.
<i>Civil Rights Movement</i>	The Civil Rights Act of 1964 contained strong provisions against discrimination and _____ in voting, education, and use of public facilities.
<i>Jim Crow Era</i>	Racial _____ during the Jim Crow era was a system that relegated African Americans to the position of second class citizens, lasting between 1877 and the mid-1960s.
<i>South African Apartheid</i>	Racial _____, sanctioned by law, was widely practiced in South Africa. Non-white South Africans, a majority of the population, were forced to live in separate areas from whites and use separate public facilities.

# Explain the Meaning: Making Connections

**CONNECT TWO:** Students are asked to make connections between a word on the first list and a word on the second list (or a word wall). They must explain the reason for the connection that they made.

segregation	AND	desegregation
ARE CONNECTED BECAUSE		
	During the Jim Crow era, segregation was ubiquitous in the South. The Civil Rights Act of 1964 contained strong provisions against discrimination and led to the eventual desegregation, or integration, of public schools.	

# Create Text-Dependent Questions

## Identify the critical content and big conceptual ideas.

- *1st Read*: Read, annotate, & pose questions focused on key ideas and details.
- *2nd Read*: Reread, and **target vocabulary**, craft, and text structure through questioning.
- *3rd Read*: Reread, and tackle challenging sections head-on with appropriate scaffolds to integrate knowledge and ideas through questioning.
- *Culminating Assessment*: Reflects mastery of targeted standard(s), involves writing, and is completed independently.

Students benefit from explicit teaching about what the prompts mean and what kind of answer is required.

Easier	More Challenging	Most Challenging
state tell describe name recognize list locate identify	define predict conclude illustrate explain infer differentiate classify, categorize, sort draw conclusions	compare and contrast formulate synthesize argue generate evaluate create

# Create Text-Dependent Questions

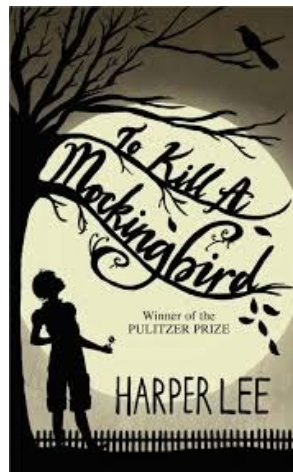
*Weave in intentional practice with context clues.*

Jem hopped across the front yard. I followed in his tracks. When we were on the sidewalk in front of Miss Maudie's, Mr. Avery accosted us. He had a pink face and a big stomach below his belt.

"See what you've done?" he said.

Accosted means

- A pursued
- B amazed
- C confronted
- D avoided



The older citizens of Maycomb, the present generation of people who had lived side by side for years and years, were utterly predictable to one another: they took for granted attitudes, character shadings, even gestures, as having been repeated in each generation and refined by time.

*In which sentence does the word refined mean the same thing as in the sentence above?*

- F Naomi has mastered the basic techniques, but her skills will continue to be refined by months of practice.
- G In ancient times, metal ores were refined in clay furnaces using high temperatures.
- H Dr. Windsor is an excellent philosopher, but often his refined arguments are difficult for students to follow.
- J At the tea party, the little girls pretended they were refined ladies in fancy gowns and costume jewelry.

# Explicitly Teach Context Clues

*Help students identify the strategies authors employ.*

## **Definition:**

A marsupial is an animal that bears its young in a pouch outside of the mother's body.

## **Example/Illustration:**

Galileo was persecuted for his idea that the earth revolved around the sun; for example, his book was banned, he had to leave the church, and he was sentenced to prison.

## **Synonym/Restatement:**

Thomas worked laboriously on the project. After expending backbreaking effort over countless days, it was finally finished.

A malodorous smell, a very foul odor, filled the basement of the dilapidated Victorian home.

## **Antonym/Contrast:**

Lines A and B are congruent, but Lines C and D are not the same length.

## **Inference:**

Thena loves to play tennis so much that she often feels exuberant during her matches.

## **Grammar:**

Use what you know about parts of speech to figure out the function, and if possible, the precise meaning.

## **Use of Word Parts:**

Interpret the meaning of the prefix, root, or suffix of an unknown multisyllabic word, then check it against the context of the sentence or full text.

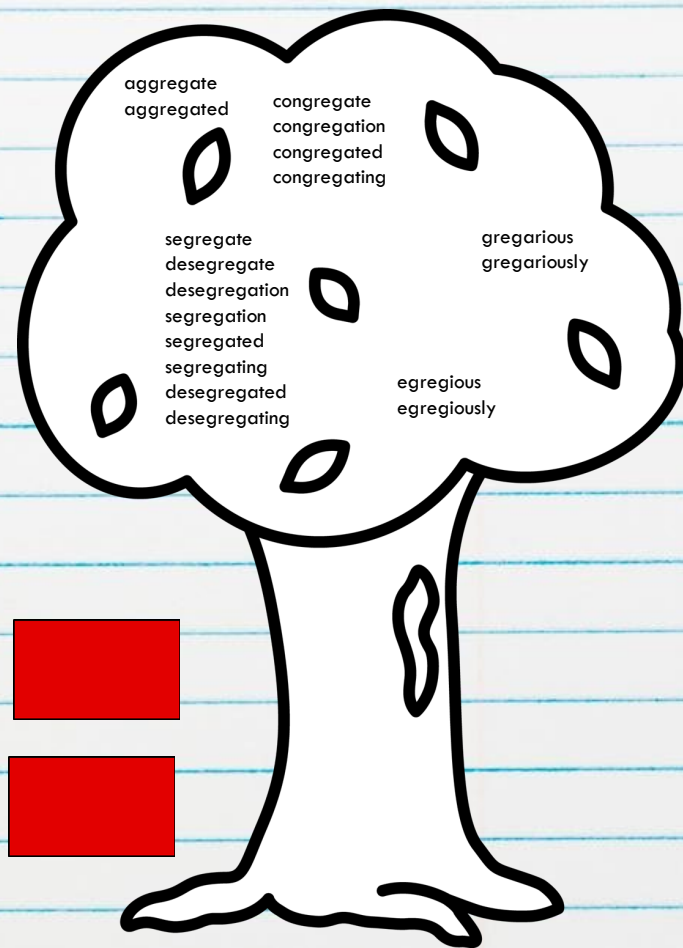


# Using Word-Part Clues to Derive Meaning

Step	Action	Example Word: <u>segregation</u>
1	Look for the root word. <i>What does it mean?</i>	greg = to assemble; group
2	Look for a prefix. <i>What does it mean?</i>	se = apart; aside; without
3	Look for a suffix. <i>What does it mean?</i>	at[e] = acted upon ion = act of; state of; result of
4	Put the meanings of the word parts together. What is the meaning of the whole word?	se + greg + at[e] + ion = The result of one group being kept apart from another group.

# Use of Word Parts

de	se	<b>greg</b> <i>group; assemble</i>	ate	ion		
					ed	
	con				ing	
	ag			ar	ious	ly
	e				ian	



aggregate



segregate



# Syllable Boxes Revisited

Word	1st Syllable	2nd Syllable	3rd Syllable	4th Syllable	5th Syllable	Whole Word
segregate	se	greg	ate			segregate
segregation	se	greg	at[e]	ion		segregation
desegregation	de	se	greg	a	tion	desegregation
desegregating	de	se	greg	at[e]	ing	desegregating
segregating	se	greg	at{e]	ing		segregating
aggregating	ag	greg	at{e]	ing		aggregating

# Multiple Exposures

## Word Walls

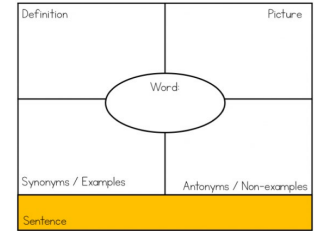


## Vocabulary Journals

Term	Meaning	Image	Notes

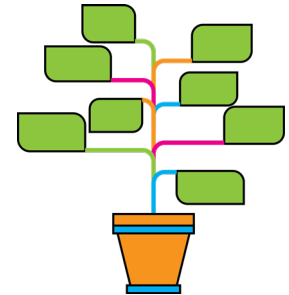
## Graphic Organizers

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



## Morphology & Syllabication

- Root Tree
- Word Matrix
- Syllable Boxes



# Instructional Implications

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

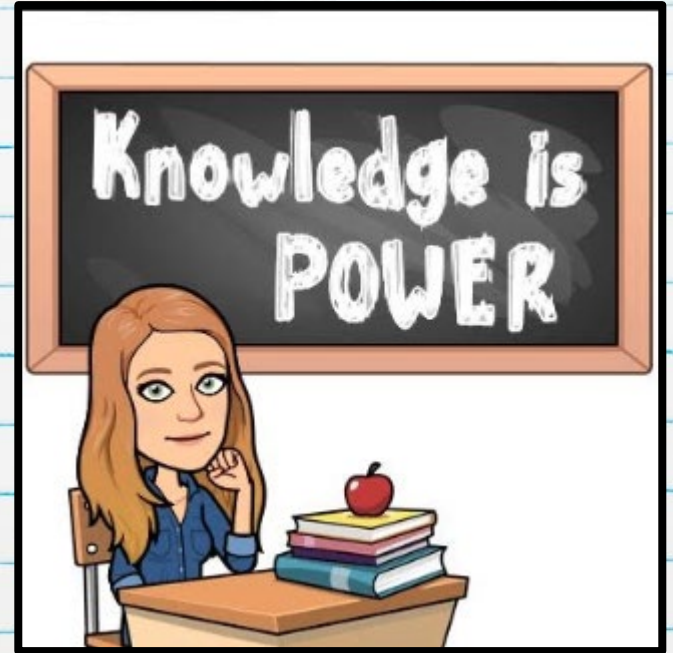


**Thanks!**

**Any questions?**

You can contact me at

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