The Assumptions We Make: Word and Sentence Work

Presented by: Dr. Lisa Rivard

What assumptions do we make about students' understanding of text?

- Scholastic Activity

Choice

Topic 1	Topic 2
▶ Oh What Fun...	▶ On Holiday Terms
The ELA Standards	

Round 1

- Count off groups of 3- Decide Player A, Player B, Judge
- Player A picks a card and tries to describe the word or phrase
  - No motions
  - No spelling
  - No "sounds like"
- Try to describe all 6 in time given
- Then Player B repeats directions
- Return the cards to envelopes
- Judges count the correct guess at the end of each round

What are the outcomes of today's learning?

- 1. Understand the structure of words and sentences to help students overcome the challenges of complex text
- 2. View and discuss examples of explicit work with word patterns and morphology
- 3. Create ways to maintain students' awareness of these structures by embedding lessons intentional to this topic

Grades 4 & 5
7. Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge
The teacher

- Teaches morphology and syntax
- Attends to word relations (e.g., semantic maps, concept mapping, etc.)
- Provides explicit instruction in both general academic and content area vocabulary
- Engages students in wide reading that exposes them to rich and discipline-specific academic language, and provides the opportunity for vocabulary learning in the context of reading
- Encourages the use of new vocabulary in a variety of contexts and modes, including reading, writing, and discussion of print or digital texts for discipline-specific purposes

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Grade 6
### 7. Intentional efforts to build vocabulary and conceptual knowledge
The teacher:

- presents vocabulary as language in use (in context).
- teaches multiple, nuanced meanings of a word across different contexts and encourage students to use new words in meaningful ways (e.g., discussion of texts, discussions of content area learning, semantic maps).
- provides repeated opportunities for students to review and use new vocabulary over time, including discussing ways that new vocabulary relate to one another and to students' existing conceptual knowledge.
- explicitly teaches words that build necessary knowledge for reading and writing texts of instruction.
- engages students in morphemic analysis (i.e., analysis of the meaning of word parts) of unfamiliar vocabulary encountered in texts and instruction.
- selects Tier 2 and Tier 3 vocabulary words to teach using disciplinary texts of instruction.
- encourages talk about vocabulary among students, particularly during disciplinary learning and students' discussions of print and/or digital texts.
- encourages students to identify, explore, and use new vocabulary independently and provides instruction to support this process.


Michigan Standards

- Language → Vocabulary Acquisition and Use: Standard 4
- Vocabulary us also critical for Literature (Standard 4) Informational Text (Standard 4), Writing (Standards 1, 2, 3) Speaking and Listening Strands
- More complex text → more complex vocabulary and sentence structure
- Focus on informational text → a broader range of vocabulary
- Focus on content/ disciplinary knowledge → vocabulary to represent this knowledge

What we know from research...

▶ Students who score poorly on vocabulary and sentence structure also score poorly on reading comprehension
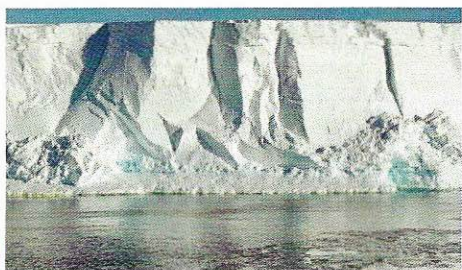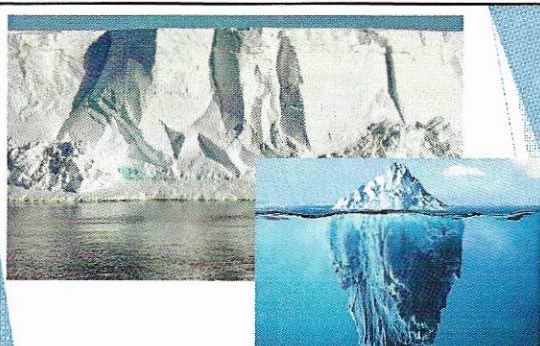
Activity

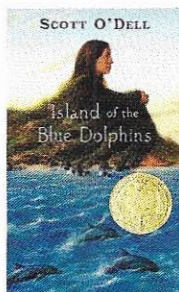- Passage from Smarter Balanced

Example

Stellaluna

In a warm and sultry forest, far, far away, there once lived a mother fruit bat and her new baby.

Each night, Mother Bat would carry Stellaluna clutched to her breast as she flew out to search for food.

What makes this complex?

Example

SCOTT O'DELL

Island of the
Blue Dolphins

The rocks were not so high as those on the headland and therefore would give less protection from the wind, yet they were high enough, and from them I could see the north coast and the Coral Cave.

What makes this complex?

The plant-eating Triceratops, gentle herbivores, were finding less and less food available.

What makes this complex?

The plant-eating Triceratops, gentle herbivores, were finding less and less food available.

Do we assume students understand the appositive construction and that triceratops and gentle herbivores are the same thing? Or what if these things were in separate sentences? Would students know they are the same things? (Anaphora)

The reluctant gal

The lonely woman

The sad lady

Lisa strolled by the water's edge. She waved at a neighbor. It lifted her spirits.

The sentiment

The friendliness

The kind gesture

As we move across the levels, the sentences become more complex. Shared reading is a good platform for discussing the kind of things that readers will experience and practicing these things.

Then we move it to small group...

Article Debrief

A Closer Look at Close Reading: Three Under the Radar Skills Needed to Comprehend Sentences by *Mesmer and Rose-McCully*

After reading, please select:

Sentence that was meaningful to you, that you felt captures the core idea of the text.

Phrase that moved, engaged, or provoked you.

Word that captured your attention or struck you as powerful.

Assumptions

- Appositive
  - "The Plant eating Triceratops" = "gentle herbivore"
- Anaphoric relationships- Sentences across a paragraph
  - "carnivores" and "meat- eating beasts"
- Connective words (1/3 of all sentences in 4th-6th grades)
  - although, however, despite

Anchor Standard 5
Analyze the structures of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole...

Activity- Team time

► Complete the chart

Take Action!

► Look for and identify examples in class readings, especially in science and social studies textbooks.
► Look for and identify examples in student writing. Share examples with the class.
► Write a morning message or message in small group opportunities. Close activities first thing in the morning can be fun for students and can get them thinking creatively about a topic.

► Pg. 460

From the article:

One of features that makes text complex is the vocabulary in it.

P. 459

Word Meaning is More Than a Definition
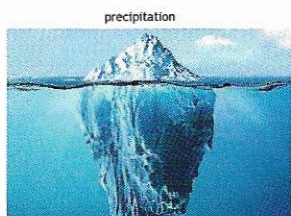
- Synonyms, Antonyms
- Figurative and connotative meanings
- Multiple meanings in different contexts (especially in other content areas)
- Concepts that words represent

What is the conceptual knowledge?

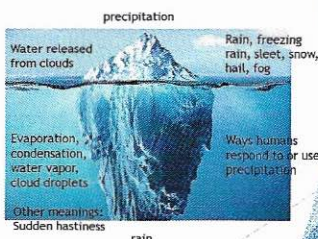Saying the word

Knowing its relationship to rain

precipitation

rain

What is the conceptual knowledge?

Saying the word

Knowing its relationship to rain

precipitation

Water released from clouds

Rain, freezing rain, sleet, snow, hail, fog

Evaporation, condensation, water vapor, cloud droplets

Ways humans respond to or use precipitation

Other meanings: Sudden hastiness

rain
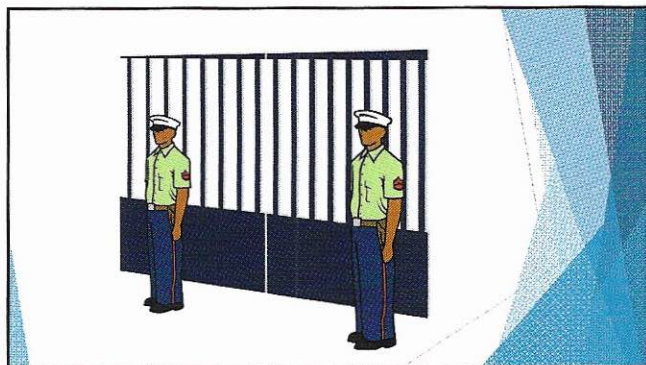
Morphology

The study of meaningful word parts to predict a word's meaning.

Teach children to listen and look for word parts that carry meaning.

Morphemes are the smallest units of meaning within words.

Types of Morphemes

Roots- graph, photo

Prefixes- re-, anti-

Suffixes- -ness, -ble

Words Their Way
http://www.readingrockets.org/article/root-words-roots-and-affixes

Teaching Word Parts

For example, for the word *unreachable*:

▶ Break the word down into meaningful parts (e.g., *un/reach/able*)
▶ Support students to identify and define the root word (e.g., *reach*)
▶ Ask students to explain the meaning of the prefix (e.g., *un-*) and suffix (e.g., *-able*)
▶ Support students to integrate the meaning of the word parts

"Reach means moving your hand or arm to try to touch or grab something. *Able* means you can do something. Then, the meaning of *reachable* is that you can touch or grab something. When we add the prefix *un-* which means *not*, it changes the meaning of the word to *not being able to touch or grab something*. So, if I were trying to change a light bulb on the ceiling without a ladder, it would be *unreachable."*

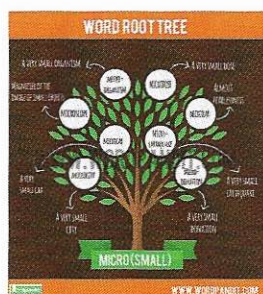| VERBS (Action)	NOUNS (Person, Place, Thing, or Idea)	ADJECTIVES (Words to Describe Nouns)	ADVERBS (Words to Describe Actions)
Investigate	Investigation Investigator	Investigative	
Exhibit	Exhibit Exhibition		
Environment	Environment	Environmental	Environmentally
Pursue	Pursuit	Pursuant	
Opt	Option	Optional	Optionally
Reach	Reach	Unreachable Reachable	

From Baker et al. (2014)

Sentence from the Original Text	Rewritten Sentence
Coe recommends more <u>investigation</u> into these types of zoo exhibits and their impact on animal health.	Coe recommends that scientists <u>investigate</u> types of zoo exhibits.
When you walk into a zoo today, the <u>exhibits</u> look different than they used to look years ago.	When you walk into a zoo today, the <u>exhibitions</u> look different than they used to look years ago.
In fact, some research has shown that giving zoo animals more <u>options</u> and activities promotes good health and lowers the incidence of violent behavior.	In fact, some research has shown that giving zoo animals more <u>optional</u> activities promotes good health and lowers the incidence of violent behavior.

From Baker et al. (2014)

Practice

▶ 1. The inspector thinks there should be further investigation into the accidents that have happened at the plant.

▶ 2. The video can be projected onto a screen or other surface as faithfully as possible.

▶ 3. Humanity is the ability to love everyone on Earth including animals, people, and the environment.

Word Tree

Word Sort

Linear Array

Article: Word Detectives
Using Units of Meaning to Support Literacy

- Pages 1, 2, 3 - All Read
- Strategy 1 - Group 1
- Strategy 2 - Group 2
- Strategy 3 - Group 3
- Strategy 4 - Group 4
- Strategy 5 - Group 5

Record findings on chart paper. Be prepared to share out with whole group.

Choosing what words to target in a text

- Words that are central to comprehending the text (e.g., *exhibit*)
- Words that appear frequently in the text (e.g., *exhibit, environments*)
- Words that appear across different content areas (e.g., *investigation, impact*)
- Words that contribute to disciplinary knowledge-building (e.g., *environments*)
- Words that have multiple meanings (e.g., *enormous*)
- Words with affixes (e.g., prefixes and/or suffixes) (e.g., *challenged, happiness, harmful, healthier*)

From Baker et al., 2014, p. 15

Use of Vocabulary Across Contexts and Modes

Provide student friendly definitions and use them to support students to understand word-meaning in the context of reading

Provide concrete representations of instructed words (e.g., pictures, gestures)

Facilitate whole-class or small-group discussions in which students *use* instructed academic words (e.g., discussions may be anchored around topics in the text that do not have a clear answer)

Create tasks in which students *use* instructed words in writing (e.g., a sentence, a paragraph, an extended-response)

Formative assessments

Examples include:

Create a chart and record word use

Word sorts

Examine Writing

Informal Interviews

Cloze Assessment

What are you currently using to assess vocabulary knowledge? What additions can you make to your vocabulary assessment repertoire?

It's a wrap!
Choose one word...

just one
word

_____
_____
_____
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