Technology to Enhance Close Reading and Academic Vocabulary

Presentation at the NYS Reading Association Conference, Liverpool, NY, November 9, 2014
Overview of Presentation

- Academic Language and Vocabulary Development
- Close Reading
- Digital Literacy and Support for Academic Language
- Recommended Tools
- Questions
Vocabulary & Concepts

- Intricately related
- Impacts understanding
- Reciprocal relationships
  - Vocabulary impacts understanding of concepts, while understanding of concepts impacts vocabulary learning.
CCSS: Elementary & Secondary Anchor Standards

“Acquire and use accurately a range of general academic and domain-specific words and phrases”

(National Governors Association, 2010, 25, 52)
What comprises academic language?

- Discourse
  - Clarity, coherence, density, organization

- Syntax
  - Sentence structure, length, transitions, referents and pronouns

- Vocabulary
  - Content terms, multiple meanings, figurative language, affixes, general academic terms

Sources: Beck, McKeown & Kucan, (2013); O'Hara, Zwires & Pritchard (2013)
Overview of Close Reading

- Time to read and re-read to respond to teacher’s text-dependent questions (4-12 paragraphs of *WORTHY* text)
  - Discussions

- Thinking deeply and with detail
  - Critical reading
  - Evidenced based reading

- Teacher’s role
  - Modeling, think alouds
  - Gradual release of responsibility

ALL the Focus on Gleaning DEEPER MEANING

<table>
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<th>Purposeful Readings</th>
<th>Considerations</th>
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<td>1&lt;sup&gt;st&lt;/sup&gt; Read: Determine what the text says.</td>
<td>Cold read</td>
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<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Read: Figure out how the text works.</td>
<td>Students read and interpret, not the teacher.</td>
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<td>3&lt;sup&gt;rd&lt;/sup&gt; Read: Evaluate quality and value of text; connect to other texts</td>
<td>Short text</td>
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<td>Strategy development in debriefing</td>
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<td>Apply strategies</td>
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Digital Tools & So Many More

- Track Changes +
- Exit Tickets
- Online Dictionary
- Google Drive
  - Lucid Chart App
  - MindMup App
  - Google Forms
- PowerPoint
- VoiceThread
- Wordle
- KnowledgeVision (Knovio)
- Animoto
Other Tools & Resources

- **Dropbox**
  - Cloud storage
  - Access from any Device

- **Diigo**
  - Social Bookmarking
  - Websites, videos, etc. bookmarked and tagged

- **Writer’s Handbook**
  - **Using Transitions**
References


Graves, M. F., et. al. (2013). Words, words everywhere, but which ones do we teach? Reading Teacher, 67(5), 333-346.


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Handout

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References:


Webtools and Resources: * = referenced in presentation

*Animoto: [www.animoto.com](http://www.animoto.com/) Create 30 second videos (add text, images and choose royalty free music). (Free, but Kay pays for the professional version that allows the creation of a 3 minute video)

**Bubbl.us**: [https://bubbl.us/](https://bubbl.us/) Concept mapping tool for brainstorming and showing relationships (free).

*Diigo: [https://www.diigo.com](https://www.diigo.com/) Social bookmarking system with annotation and tagging options among others.

*Exit Tickets: [http://exitticket.org](http://exitticket.org) (Free for teachers)

**Google Drive**: (Free suite of tools—documents, PPs, spreadsheets, forms and many apps)

*Google Forms— Much potential to gather information into a Google spreadsheet format. Very useful—can embed in LMS or send URL.

*Lucid Chart: Free app on Google Drive

MindMup: Free app on Google Drive

*Knowledge Vision: (formerly Knovio) [http://www.knowledgevision.com](http://www.knowledgevision.com) (First 5 are free, but worth a look)


**Socrative (Exit Ticket):** [http://www.socrative.com/exit-tickets](http://www.socrative.com/exit-tickets) (Comes online as a Google Spreadsheet)

*VoiceThread: [https://voicethread.com](https://voicethread.com) Online collaboration tool that allows for responses via video, typing or audio.

*Wordle: wordle.net/ Word cloud creation (free).

*Writer’s Handbook—Using Transitions: