and language standard. The text ought to contain rich language to serve as a model of academic language for students—but not so difficult as to dissuade students from reading or create barriers to comprehension. Select challenging texts for ELLs but not too difficult. If they are not reading at grade level yet, try to find grade-level themes so they can keep up with the basic content concepts as they progress in language and can reach grade level quickly. Notably, ELLs begin to participate in whole-class conversations because it is a common topic where all students are using common, key Tier 3 and Tier 2 words.

Sometimes the language arts reading program calls for leveled readers where students are reading different texts. In this case, it is impossible for teachers to pre-teach text-based vocabulary, text features, and structures, much less to emulate text-based writing. One way of having all students read around a common text that facilitates ample peer interaction and depth of learning is to use common texts for science, social studies, and math. Usually, the content will be much more interesting and lead to more academic language learning. Ideally, to prevent long-term ELLs, all students should be able to start reading at grade level by the end of first grade. Vocabulary in kindergarten and first grade is a significant predictor of reading comprehension in the middle and secondary grades or of reading difficulties (Chall & Dale, 1995; Cunningham & Stanovich, 1997). When ELLs are prevented from learning and using 3,000 to 5,000 words a year, they become long-term ELLs.

The following lesson design around a common text ensures that students are using new vocabulary and learning many more words in the process of reading.

INTEGRATING VOCABULARY INTO READING AND WRITING

1. **Parse the Text.** Chunk the text into smaller sections. Common Core asks for more deliberate close reading of short, meaty texts where students can probe and ponder over words, grammatical structures, inferences, and depth of meaning. Parsing the text facilitates selecting shorter lists of words to teach. Select the words to pre-teach from each chunk. Pre-teach five or six words, and save the others for during and after reading.

2. **Teacher Highlights Content and Language Objective.** The teacher points out the math, science, social studies, or language arts learning objective as well as the vocabulary, syntax, and text structures students will encounter and be accountable for using in discussions and writing. When students understand when and how they are to master vocabulary, they will pay more attention to detail and the larger picture. They develop *semantic awareness*—they become more aware of general and domain-specific language and of prefixes, affixes, sounds, pronunciation, clauses, and sentence level features. Content and language objectives should be written in a visible location for all students and referenced before the lesson, during the lesson, and again as a reminder while explaining expectations for assignments or assessments.

3. **Teacher Think Aloud**. The teacher reads two or three sentences to model a comprehension strategy (e.g., finding cause and effect, recognizing words in context, or making inferences) while using some of the words or phrases that were pre-taught. This is also a good time to highlight text features such as graphs, subtitles, and so on. The students are instructed to listen for the comprehension strategy, repeat it to their partner, and to use it as they conduct their partner reading.

4. **Partner Reading**. Students do Partner Reading by reading aloud to each other. They read by alternating sentences in each paragraph. After each paragraph, or a page for the early grades, partners read the paragraph again to analyze the contents and summarize orally, using as many Tier 2 and 3 words as possible.

5. **More Vocabulary Instruction**. As partners read, they will encounter words that they cannot define or figure out together. Thus, they will write the word on a sticky note. As the teacher walks around monitoring the partner summaries, the sticky notes are picked up. During a pause, the teacher defines the words and gives examples, and students repeat the words and come up with examples with their buddies.

6. **Debriefing and Clarifying**. After Partner Reading, the teacher and students talk about words they encountered for

about 5 minutes. The students bring up "words they have learned" and "words not sure of." The teacher quickly clarifies misunderstandings of old and new words. It is here where you may notice the Tier 1 words some of your ELLs may not have yet (Calderón et al., 2015).

7. **Performance Assessment of Vocabulary During Reading.** Instead of the traditional vocabulary tests, plan to use a more accurate assessment of vocabulary, which is noticing and taking notes of the use of vocabulary during Step 6 (when they are using a word in their own examples) and when they are doing Partner Reading with summarization. During the observations and recording of student vocabulary practice, it is easy to note when a word is still confusing and if clarification is necessary. It also gives teachers a good perspective of how individual students are progressing and at what pace.

REFLECT AND APPLY

Thinking of your lesson plan and design, where do you plan to integrate more explicit vocabulary instruction?