
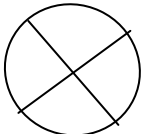


**Vocabulary Strategies for Going Broader and Deeper**  
**Karin K. Hess**

Strategy/Activity	Used for/to...	My Notes
<b>Linear Array</b> (Allen, <i>Words, Words, Words</i> , 1999)	<b>Language Comprehension</b> Articulating Shades of Meaning <b>Task:</b> fill in continuum of words <b>freezing</b> ----- <b>boiling</b> Supports writing descriptively, builds language knowledge, selecting precise meanings <div style="text-align: center;">  </div>	<b>CCSS standards</b>
<b>Connect-Correct-Collect</b> (Carreker, 2011)	<b>Strategic Thinking &amp; World Knowledge:</b> Elicits prior knowledge, checks understanding while reading, integrates new information	<b>CCSS standards</b>
<b>Exclusion Brainstorming</b> (Blachowicz, 1986)	<b>Strategic Thinking &amp; World Knowledge:</b> Activate and extend prior knowledge <b>Task:</b> Cross out words you do <u>not</u> think will be found in this selection and circle those you're likely to find <b>Topic:</b> <b>Factory Reform</b> <b>Terms:</b> <b>hate, reparations, disaster, fairness, humanitarian, survivor, rules, locked doors, unharmed, insurance, investigation, fire</b> <b>Texts:</b> background reading (the Triangle Shirtwaist tragedy); research on factory reform	<b>CCSS standards</b>
<b>Card Pyramid</b> (Carreker, 2011)	<b>Strategic Thinking</b> Organizing information: main idea, subtopic, supporting information & facts Oral summarizing & Précis writing <b>Task:</b> use 9-12 index cards	<b>CCSS standards</b>
<b>Concept Circles</b> (Vacca & Vacca, <i>Content Area Reading</i> , 1986) <div style="text-align: center;">  </div>	<b>Strategic Thinking &amp; World Knowledge:</b> Analyze connections; integrate information <b>Task:</b> describe relationships among terms & topic <b>Topic:</b> <b>Civil Rights Movement</b> <b>Each section has a related concept or phrase:</b> <b>Racism, stereotyping, church bombing, violence</b>	<b>CCSS standards</b>

Strategy/Activity	Used for/to...	My Notes
<b>What Do I Know About These Words?</b> (adapted by Hess from Allen, <i>Words, Words, Words</i> , 1999)	<b>Strategic Thinking &amp; World Knowledge:</b> Activate and extend prior knowledge	<b>CCSS standards</b>
<b>Concept Attainment</b> (Allen, <i>Words, Words, Words</i> , 1999)	<b>Strategic Thinking, World Knowledge, &amp; Making Inferences</b> <b>Task:</b> clarify & build conceptual understanding by (1) listing common characteristics, (2) defining, (3) listing examples (contexts where it applies) and (4) non-examples(contexts where it would not apply), (5) related key words/terms, (6) sources for finding more information	<b>CCSS standards</b>
<b>One pager*</b> (Hess, 2004 VT Literacy Institute) <i>*Should not be longer than one page</i>	<b>Making Inferences</b> <b>Task:</b> select a <u>quote</u> from text that has implicit (rather than explicit) information and <u>illustrate</u> and <u>explain</u> your interpretation with <u>supporting evidence</u> from within or outside of the text (illustrations can also be models/ diagrams that show relationships or create analogies) <b>Texts:</b> good for use with poetry, use of figurative /descriptive language, abstract themes or complex concepts	<b>CCSS standards</b>

### Vocabulary Resources & References

*Bringing Words to Life*, by Beck, McKeown, & Kucan

*Content Area Reading*, by Vacca & Vacca

*"Making connections: Alternatives to vocabulary notebooks"* Blachowicz. *Journal of Reading* 29, 2: 643-49

*Teaching Vocabulary in All Classrooms*, (3<sup>rd</sup> ed.) by Blachowicz & Fisher

*Words, Words, Words*, by Janet Allen

*Words, Words, Words* (2011 workshop) Suzanne Carreker, Neuhaus Education Center, Austin, TX

**Connect-Correct-Collect - Activating Background Knowledge:** helping students to become active (drawing out what they already know) and reflective (checking their understanding and adding new information) in order to build depth of vocabulary and background knowledge. Students: (1) **make connections** to what they already (think they) know about the topic; (2) **correct misunderstandings** as they read/listen; and (3) add – or **collect – new information** that they had not listed/known.

Begin by posing some questions related to the topic of the passage/text. Students jot down their ideas under the “connect” column. They can do this with a partner, table group, or individually. You may want to ask a few specific questions (e.g., how large was the *Titanic*) or an open-ended question (e.g., can you write at least three facts about the *Titanic*)

Students listen to a short introductory passage read aloud and check their understanding, marking “+” next to accurate ideas and “-” next to their inaccurate ideas/misconceptions. When finished reading, they correct the inaccurate information (-) under the “correct” column and add new information under the “collect” column. Responses are then shared orally with peers.

Since this is an introductory reading activity, students would be given a longer passage to read (e.g., about the *Titanic*, with references to the *Titanic*) and integrate background knowledge as they read.

<b>Connect</b>	<b>Correct</b>	<b>Collect</b>

Workshop activity adapted from Suzanne Carreker, Neuhaus Education Center, by Karin K. Hess

**Example – using a Card Pyramid for oral summarizing before writing**

[adapted from Unit #16 [www.readingteachersnetwork.org](http://www.readingteachersnetwork.org). [Teachers may want to download the entire set of activities for this text or other stories which are especially good for ELL students to build vocabulary.]

Students have (10-15) index cards and work with a partner or small group to number each card and list key facts and details in the texts read as indicated below.

<b>Card #1 = topic + something central to what is stated in the passage main idea/topic: winter</b>			
<b>2 – subtopic #1 winter weather</b>	<b>4 – subtopic #2 winter activities</b>	<b>6 – subtopic #3 what animals do</b>	<b>8 – subtopic #4 plants in winter</b>
<b>3 – supporting details for subtopic #1</b>  blizzard, ice fog, ice crystals, temperature	<b>5 – supporting details for subtopic #2</b>  skiing, bobsledding	<b>7 – supporting details for subtopic #3</b>  migrate, hibernate, change fur color, store food	<b>9 – supporting details for subtopic #4</b>  adapt, some die, roots are protected, etc.

Both members of the pair then **ORALLY summarize the passage, starting with card 1, 2, 3, etc. without referring back to the passage again.**(Oral summarizing reinforces the underlying structure and involves EVERY student.)

Discuss how they have been selecting information to support a focus and how all facts would not be good to include. Identify some facts that they could elaborate on – what could they tell more about, such as a few activities they enjoy or an animal they saw.

Write a summary or précis that selectively uses supporting details.

## What Do I Know About These Words?

**Text/Topic:**

1. Silently read the words listed below. Which column **A-B-C-D** best describes what you know now about each word/phrase/term. **Put an A-B-C-D after each word/phrase/term in the word list.**
2. Next, discuss with a partner the meaning of each word/phrase/term within the context of this topic or text. **Then list the words/phrases under the column that best describes your current understanding.**

<b>A. Don't know at all – totally new to me; need help</b>	<b>B. Have seen or heard – but not sure of the meaning</b>	<b>C. I think I know at least one definition – <u>provide a definition or take a guess</u></b>	<b>D. I know the meaning for this context – <u>explain meaning of these words/phrases</u></b>

**Word list:**