



Vocabulary Strategies for Standards RL.4 & RI.4

Kindergarten - 5th Grade

Strategies for all Reading Standards Can Be Retrieved
from http://www.isbe.net/common_core/htmls/resources.htm.

RL.K.4: Ask and answer questions about unknown words in a text.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Unknown Word List. Using a piece of chart paper, hang an “Unknown Words” chart in an accessible location for children to write on the paper. Encourage students to put words on the chart that they see or hear and wonder the meaning of the word. Teachers can regularly look at the chart and discuss the words with the children. Students can share where they saw or heard the word, then the teacher can help students learn the meaning of the word within the context from which it came.</p> <p>Rich Vocabulary Read Alouds. Teachers can choose a text containing many words students may be unfamiliar with. Explain to students that this book is being read to them to help them learn new words. Stop after each page, paragraph, or stanza stop and ask if there were any new words for students from that section. If the meaning of the unknown word can be determined in the text, the teacher can model how to discover the meaning. If it is a word that needs to be explained, the teacher can take time to explain the word. Through this process, students also learn that unfamiliar words can be words of any length, not just long words (Graves and Watts-Taffe, 2008).</p> <p>New Word Book. An ongoing class book can be created using new words students have learned and would like to remember and continue to use. Words in the book can be accompanied by an illustration, to help students remember the meaning. Students can read the book periodically to remind themselves of the words they have learned and try to use these words when speaking. A variation of this strategy can be students creating individual books.</p>	<p>Guess the Covered Word. When reading a big book as a whole group, place a sticky note over a word that is unknown. Encourage students to look around the word and look at the illustrations for clues to discover the meaning of the word, if they are having difficulty. Ask students questions and allow the students to ask you and each other questions to determine the meaning of the word. Lots of conversation should take place. Grouping: <i>whole or small</i></p> <p>Turn and Talk. When students come across a word they are unfamiliar with, ask them to turn to a neighbor and ask questions. They may also discuss what parts are recognized or discuss the illustrations to see if that might help. As a group have students share their findings. Grouping: <i>whole or small</i></p>
<p>References: Graves, M., & Watts-Taffe, S. (2008). For the Love of Words: Fostering Word Consciousness in Young Readers. <i>The Reading Teacher</i>, 62 (3): 185-93.</p>	

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>What Does It Mean? Read part of an informational text. When possible, project the text being read. The teacher can then “think aloud” about the words and concepts he/she doesn’t know. Write those questions on a sticky note and place it in the text. As questions are answered by clues or additional text, mark the sticky notes with an A (answered). Unanswered questions can be listed and investigated once reading is completed. Have students try this strategy after the teacher has modeled it multiple times.</p> <p>Picture This! Read aloud a small section of illustrated informational text. Have students construct a “quick draw” that illustrates what they have heard. Share the image from the book. Discuss similarities between their images and those of the writer/artist. The teacher should model this strategy multiple times.</p> <p>“I See....I Wonder”. The teacher introduces this strategy by demonstrating “I See...I Wonder”. While reading a text aloud the teacher “sees” a word that they are unfamiliar with. The teacher writes the word on an index card. Then the teacher writes “I wonder” underneath the word and asks a question about the word.</p>	<p>Guess the Covered Word. When reading a text (A big book works well for a whole or small group.), have students put a sticky note over a word that is unknown. Then prompt students to look around the word and look at the illustrations for clues to discover the meaning of the word. Ask students questions and prompt the students to ask you and each other questions to determine the meaning of the word. Lots of conversation should take place. Grouping: whole or small (Gambrell et al., 1999)</p> <p>Turn and Talk. When a student come across a word he does not know, ask him to turn to a neighbor and ask questions, discuss what parts he does know, and discuss the illustration. Then come back together as a group and share out findings. This will have to be modeled and practiced several times for students to understand how a turn and talk works. Grouping: whole or small</p>

References: Gambrell, L., Morrow, L. M., Neuman, S., & Pressley, M. (1999.) Best Practices in Literacy Instruction. New York: Guilford Press.

RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Marking the Text: Using a big book or read aloud book, model identifying words that show feelings or senses. Mark these places in the text with a sticky note/arrow/dot. Explain how the word conveys certain feelings or senses. After modeling, this strategy becomes useful in a shared reading and small group setting, still incorporating the explanation of how the marked words convey feelings or appeal to senses.</p> <p>Emoticon Response: Supply students with a variety of emoticons to choose from (“smiley” faces showing a variety of expressions). Emoticons can be pre-cut, for students to hold up or display. Or students could circle appropriate emoticons on a sheet of paper that provides a variety of emoticon choices. While reading a story, students use different emoticons to show the feelings expressed through the author’s words. Initially, the teacher can predetermine points in the text for students to identify feelings. As students improve their use of this strategy, they can display emoticons when they find places in the text that suggest feelings.</p> <p>Voice Expressions: While reading a story, as words that suggest feelings are read, have students to use “voice” or say the word in a manner that they feel represents the feeling evoked by the word.</p> <p>Visual Imagery: Begin reading a story that has words and/or phrases that suggest feelings or appeal to the senses. Pause after a few sentences or paragraphs that contain descriptive information. Share the image you've created in your mind, and talk about which words from the book helped you "draw" your picture. Your picture can relate to the descriptive words found to describe a setting, characters or event in the story. Talk about how these pictures help you understand what's happening in the story. Continue reading. Pause again and share the new image you created. Then ask students to share what they see, hear, taste, smell and feel. Ask what words helped create the mental image and emotions.</p>	<p>Read a story or poem to the students or students may read with a partner or individually. Model creating a two doors book. Fold a piece of paper in half, and cut up the middle of one of the sides to the fold to create two flaps. Students will write the word “Feelings” on the left flap and the word “Senses” on the right flap. They will find words and phrases from the story that show feeling or appeal to the senses and write them under the correct flap. Grouping: <i>partner or individual</i> For more details, click here.</p> <p>Give each student a card with the letter “F” on it and a card with the letter “S” on it. (This can also be done with dry erase boards.) During reading, stop and ask students if a word or phrase suggest feelings or appeals to the senses. If it suggests feelings, students hold up the “F” card. If it appeals to the senses, students hold up the “S” card. You can do a quick scan of the room to check for understanding. Ask students to support their response. Grouping: <i>whole or small</i></p>
<p>References: Gambrell, L.B., and Jawitz, P.B. (1993). Mental imagery, text illustrations, and children’s story comprehension recall. <i>Reading Research Quarterly</i>, 23, 265-273.</p>	

RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Context Clue Challenge. In groups of four, students write definitions, but there is a catch! They are not allowed to use dictionaries, glossaries, dictionary.com or any other reference. They are only allowed to use each other and the literary work in which the word appears.</p> <p>Think-Aloud. Readers often encounter words that are new and have unknown meanings. Sometimes the author defines vocabulary within the text, but sometimes we have to infer the meaning of unknown words using context clues provided in the text and illustrations. During shared reading, when all students can easily see the words and illustrations, think aloud how to infer the meaning of unknown words when reading continuous text.</p> <p>Interactive Read-Aloud. During an interactive read-aloud, students will infer the meanings of unknown words. The teacher will record student responses on a chart that includes the following useful headings: "Word," "What We Infer It Means," and "What Helped Us" (Harvey & Goudyis, 2000).</p> <p>T, I, OS. This strategy forces students to look at the text and determine how they may figure out the meanings of unknown words and phrases. As students encounter unknown words or phrases, the students should mark (using pencil or sticky notes) the text with T (the meaning is given IN the TEXT): I, the meaning is INFERRED (I think I can figure it out on my own based on what I know and the words); or OS (I need an OUTSIDE SOURCE to help me with the meaning) (Miller, 2000).</p>	<p>During reading, the teacher will point out a word or phrase in the text and ask the student its meaning. If students are unsure of the meaning, they can ask the teacher for clues to the meaning of the word or phrase. The idea is for the student to come up with the meaning themselves, but with teacher assistance if needed. Grouping: small or individual</p> <p>Students are given a set of cards with words and phrases written on them. The students are to lay out the cards. The teacher will ask a question related to one of the cards. The student has to hold up the card that answers the question. This can be done with teams of students and you can keep score of how many each team gets correct. Grouping: whole, small, partner, or individual</p> <p>Students create a four doors book. Students will write a question about a word from their reading, lift the flap, and then write the word underneath the flap. Students will repeat for each flap. Grouping: Partner or Individual</p>
<p>References: Harvey, Stephanie, & Goudvis, Anne. (2000). <i>Strategies that work: Teaching comprehension to enhance understanding</i>. York, ME: Stenhouse. Miller, Debbie. (2002). <i>Reading with meaning: Teaching comprehension in the primary grades</i>. Portland, ME: Stenhouse.</p>	

RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Expressed Oral Reading. Students read stories, poems or songs by representing character voice changes, intonation and rate changes to match the story line, and experiment with rate to match the mood or rise and fall of the action in the story. Invite students to enhance their reading with background music that reflects the interpretation of the story.</p> <p>Onomatopoeia Poems. Students write poems that follow any form such as haiku or couplet and then add a line of onomatopoeia. Students share the sounds where they choose in the poems. Once they practice the poems and share with the class, student must also share the reasoning as to why the sound best fit in the poem where it was placed.</p> <p>Alliteration Poems. Use the following website to print alliteration poems and disperse to the classroom in a station or as a whole group. Students read and become familiar with the structure of the poems. As they become familiar with the term alliteration and how it is used in the poems, ask students to describe how the words give the reader a better understanding of the poem?</p> <p>Poetry Power (Dybdahl & Black, 2010) Allow students to brainstorm words that describe a familiar topic such as snow or rain using their senses. Supply more vocabulary knowledge to students by reading several books about the topic and continue placing the words in a chart. Students then chose words from the chart to create two word lines about each of the senses. A sample is provided.</p>	<p>Give the students a copy of a poem or song. Ask them to underline the rhymes, repeated lines, or regular beats. Then ask them to write at the bottom or on the other side how does this make the image in their head better. Ask them what visual do they have, and does the rhyme, repeated lines, or beats add to the meaning of the poem or song. They could also draw a picture to match the poem or song.</p> <p><i>The Seasons</i> (Serio & Crockett, 2005) is a book of collected poems. Introduce the poem “Summer Song.” Ask the students, “What did you notice about the first four lines of the poem?” (<i>Possible answer:</i> Repetition of “By the . . .”) Note the pattern of rhyme in the first four lines (i.e., ABAB) and how it changes as it progresses through the poem (i.e., AABB). Continue to look at the features of poetry as you read other seasonal poems in this unit. Each of the poems from <i>The Seasons</i> exemplifies at least one of the characteristics of the grade two standards: rhyme, rhythm, alliteration, and repetition. Encourage students to choose a poem to perform (recite) for the class.</p> <p>Have students write a story, poem, or song. Ask them to follow a specific pattern or allow them to choose which type of poem or rhyming they would like to use. Then have the students share with the class, and ask the class what the pattern, rhyme, and/or repeated lines are in the text. Then ask for students to tell what they think the meaning of the text is, and how the beats, alliteration, rhymes, or repeated lines helped with their understanding of the text. Grouping: partner or individual</p>
<p>References: Dybdahl, C., & Black, T. (2010). Poetry power: First graders tackle two worders. In B. Moss & D. Lapp (Eds.), <i>Teaching new literacies in grades k-3: Resources for 21st-century classrooms</i> (p. 45). New York, NY: Guilford Press</p> <p>Serio, J. N. (Ed.) & Crockett, R. (Ill.). (2005). <i>Poetry for young people: The seasons</i>. New York: Sterling Publishing Company.</p>	

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Framer Model. This graphic organizer allows students to place the new vocabulary term in the center and lists essential characteristics, nonessential characteristics, examples and non-examples (Framer, Frederick & Klausmeier, 1969). See Appendix A</p> <p>Strategy Procedure. A concept/word is selected to be analyzed. A 4-block organizer is completed in pairs or small groups. The categories of the 4 blocks are: Definition (in own words), Characteristics, Examples (from text or own life), and Non-Examples.</p> <p>Experience Text Relationship (ETR). ETR is particularly helpful with English Language Learners because their background knowledge and experiences needed to comprehend English are, likely, in their first language. ETR accesses prior knowledge needed to connect with a particular text.</p> <p>E (Experience) - Teacher and students discuss students' knowledge and experiences related to the topic or theme of the text.</p> <p>T (Text) - Next examine the title and pictures. A purpose for reading is given by the teacher, and students make predictions. Then, students are assigned short sections of text to read on their own. After reading each section, a discussion takes place to verify purposes for reading and make predictions. This continues throughout the analysis of text.</p> <p>R (Relationship) - Teacher poses questions and leads a discussion that emphasizes the relationships between student experiences and text information.</p>	<p>Give a group of students a set of cards with short passages or sentences written on them that have words or phrases underlined. Give them a set of cards that has the meanings of those underlined words or phrases. The students are to work together to match the two sets of cards. Grouping: small or partner</p> <p>During small group time while reading, stop and ask a student the meaning of a certain word or phrase in the text. Ask what clues did they use to determine the meaning(s). You can record their responses. Remind them to use context clues and background knowledge. Grouping: small</p>
<p>References: Frayer, D., Frederick, W., & Klausmeier, H. (1969). <i>A schema for testing the level of cognitive mastery</i> (Working paper No. 16). Madison, WI: Wisconsin Research and Development Center.</p>	

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

Strategy/Lesson Suggestions

Four Fold: Students fold their papers into rows of 4 sections each. The number of rows can relate to the number of words to be studied. In the first section, the student writes the word. In the 2nd section, the student writes a definition of the word in their own words. In the 3rd section, the student draws a picture or symbol to represent the word. In the 4th section, the student writes a sentence with the word based on their definition.

Word	Definition	Picture	Sentence
retreat			
layer			

After completing the page, the students cut apart the sections and put them in an envelope. The words are reviewed by having student reassemble the word rows. Students can trade rows/envelopes with others.

Possible Sentences: The teacher chooses six to eight words from the text that may be difficult for students. These words are usually key concepts in the text. The teacher chooses four to six words that students are more likely to know something about. The teacher lists the ten to twelve words on the board and provides brief definitions as needed. Students are challenged to devise sentences that contain two or more words from the list. All sentences that students create, both accurate and inaccurate, are listed and discussed. Students now read the selection. After reading, revisit the Possible Sentences and discuss if the sentences matched the text. (Moore & Moore, 1986)

Assessment FOR Learning Suggestions

Students read from a text where the teacher has underlined vocabulary words. (Using a photo copy is advised). They re-read and highlight where they feel the information is found to determine the meaning of the word, by strategies such as a literal definition, a synonym, antonym, or a less direct, non-literal approach. When complete, students, in small groups, compare where they found the meaning in the text and agree on what the words mean. The teacher evaluates students on what they highlight as well as their discussion. Grouping: *Small group, individual*

Students read an assigned text, focusing on targeted vocabulary words. After reading the text, they create note cards for the targeted words with a personal definition. After the definition, they defend it by noting what words or phrases in the assigned text lead them to this definition. (Allow for prior knowledge and familiar root word recognition.) Students are evaluated on their ability to accurately determine the meaning of the targeted text vocabulary. Grouping: *Small group, individual*

In a small group with the teacher, students read a brief segment of text where one word is in another language, such as Spanish, or a made up word. Using the words and phrases surrounding the word, they determine the meaning and defend their answer from the text. Grouping: *Small group*

References: Moore, D.W., & Moore, S.A (1986). *Reading in the content areas: Improving classroom instruction*. Dubuque, IA: Kendall/Hunt.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Word Sorts. Sorts can be categorized according to sound features, according to relationships between pronunciations or how they look, according to origin and according to meaning (Reading First, 2004).</p> <p><i>Visual Sorts:</i> Examine word features and compare with another word</p> <p><i>Blind Sorts:</i> A word is read to the student and the student decides on placement in categories without seeing the word first. The student checks categorization after word is placed.</p> <p><i>Speed Sorts:</i> The student is asked to work quickly and accurately trying to beat the clock.</p> <p><i>Write to the Sorts:</i> Students have key words available for reference. The words are read for them and they write the words correctly in the appropriate category.</p> <p><i>Open Sorts:</i> Students choose categories for sorting and then organize items into columns based on categories. Others try to solve the sort by guessing about the features of the categories.</p> <p><i>Multiple Sorts:</i> A set of items is sorted several times for different purposes in different categories.</p> <p>Four Square Vocabulary Grid. Make a four square grid with the vocabulary word and a picture, if it will assist students, in the upper left, definition or meaning in lower left, “what it makes me think of” ...in the upper right and the opposite of the vocabulary term in the lower right (Reading First, 2004).</p>	<p>Have student create a word web, with a vocabulary word in the center, listing boxes around it with categories such as: draw a picture, example, definition, what it is NOT, use in a sentence, words that mean about the same. (Frayer, Frederick, Kausmeier (1969).</p> <p>Exit slip. List the two or three key terms from the text. Ask students to explain what each word means and where in the reading can they show this to be true. Students will justify their answers.</p> <p>Peer assessment. Students exchange their exit slip or word web and evaluate each other’s work. Have students discuss their conclusions. Teachers listen for use of valid arguments and accurate understanding of the terms.</p>
<p>References: Illinois State Board of Education, Reading First. (2004). <i>Reading first academy: Third grade module.</i></p> <p>Frayer, D., Frederick, W., & Klausmeier, H. (1969). <i>A schema for testing the level of cognitive mastery</i> (Working paper No. 16). Madison, WI: Wisconsin Research and Development Center.</p>	

RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Questioning the Author (Beck, McKeown, Hamilton & Kugan, 1997) Questioning the author (QtA) is a strategy that engages students actively with a text. QtA strategy encourages students to ask questions of the author and the text. The following are sample questions:</p> <ul style="list-style-type: none"> • What is meant by the phrase, “Put on your thinking cap,” in para. 4? • What is the meaning of _____ on page 2? • Which words help the reader understand the meaning of ___ in paragraph 5? • What is meant by a Herculean task? How does this reference help the reader understand the task the character faced? <p>Student VOC Strategy (Billmeyer, R. & Barton, M., 1998) This strategy helps students learn and analyze new content concepts by encouraging them to use a variety of learning techniques, such as, utilizing context clues, writing the word in a sentence, and designing a meaningful way to remember the word. It is designed to aid student comprehension and retention. This strategy also encourages students to find and utilize various sources and materials. See Appendix A.</p> <p>Morpheme Triangles (rectangles or pentagons) (Winters, 2009) Teachers draw a large inverted triangle on the board and write the key term in the center such as transported. The word is broken into syllables and each syllable is defined in the outer parts of the triangle if it is 3 syllables, rectangle if it 4 syllables, and a pentagon if word is 5 syllables. Students brainstorm other words that have similar morphemes and place them outside the shape. A plus or minus sign signals whether the brainstormed words belong to the same morphological structure. See Appendix A</p>	<p>After learning some Latin root words, students are given a text with words and phrases that relate to those roots or to other grade appropriate vocabulary. Students make a T chart with the selected words and phrases from the text on one side and their interpretation of the meaning of those words on the other side, with an explanation of how they arrived at that meaning. Students are assessed on their accuracy in determining the meaning of the words as well as their ability to explain their method of determining the meaning. Grouping: <i>Pairs, individual</i></p> <p>Students, working in small groups, are given a text about significant characters in mythology. They read it over as a group, determining the meaning of words and phrases through use of root words, prior knowledge, context, etc. They discuss any words that they aren’t certain about the meaning and arrive at an agreed meaning. Finally, they rewrite the story in their own words, defining by means of definition, synonyms, or antonyms, the targeted words or phrases.</p> <p>Students read an assigned text, taking time to determine the meaning of words and phrases that might challenge them. Students listen as the teacher gives a definition, synonym or antonym for some word or phrase in the assigned text. Students, referring back to the text, write the word or phrase they believe it to be, on a white board or piece of paper and turn it over. On the teacher’s signal, they all hold up the word/phrase they believe was defined. Teachers take note of students who are struggling with this assessment to provide further support with vocabulary strategies.</p>
<p>References: Beck, I.L., McKeown, M.G., Hamilton, R.L., & Kugan, L. (1997). <i>Questioning the author: An approach for enhancing student engagement with text.</i> Newark, DE: International Reading Association. Billmeyer, R., Barton, M.L., (1998). <i>Teaching reading in the content areas: If not me, then who?</i> (2nd ed.). Aurora, CO: Mid-Continent Regional Laboratory. Winters, R. (2009). Interactive frames for vocabulary growth and word consciousness. <i>The Reading Teacher.</i> 62(8), pp. 685-690.</p>	

RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Fruyer Model. This graphic organizer allows students to place the new vocabulary term in the center and lists essential characteristics, nonessential characteristics, examples and non-examples (Fruyer, Frederick, Kausmeier (1969).</p> <p>Anticipation Guides. This strategy is a set of statements relating to key concepts or vocabulary within a text. Students agree or disagree with the statements presented before engaging with the text. They read to get more information and then revisit the guide to see how their thinking has changed (Reading First, 2004).</p> <p>Synonym Webs and Chains. Create a map with a target word in the center. Students discuss personal associations and record these synonyms around the target center (Reading First, 2004).</p> <p>Games. Play games with the vocabulary terms students are learning.</p>	<p>Exit slip. List the two or three key terms the teacher wants to be certain students understand. Have students justify the answer by defining each word and verifying the information using the text.</p> <p>Peer assessment. Students exchange their exit slip or word web and evaluate each other’s work. Have students discuss their conclusions. Teachers listen for use of valid arguments and accurate understanding of the terms.</p> <p>Design a visual dictionary. Students take domain specific words from a science or social study lesson and design a dictionary with a brief definition and an illustration or a labeled diagram.</p>
<p>References: Illinois State Board of Education, Reading First. (2004). <i>Reading first academy: Third grade module</i>. Fruyer, D., Frederick, W., & Klausmeier, H. (1969). <i>A schema for testing the level of cognitive mastery</i> (Working paper No. 16). Madison, WI: Wisconsin Research and Development Center.</p>	

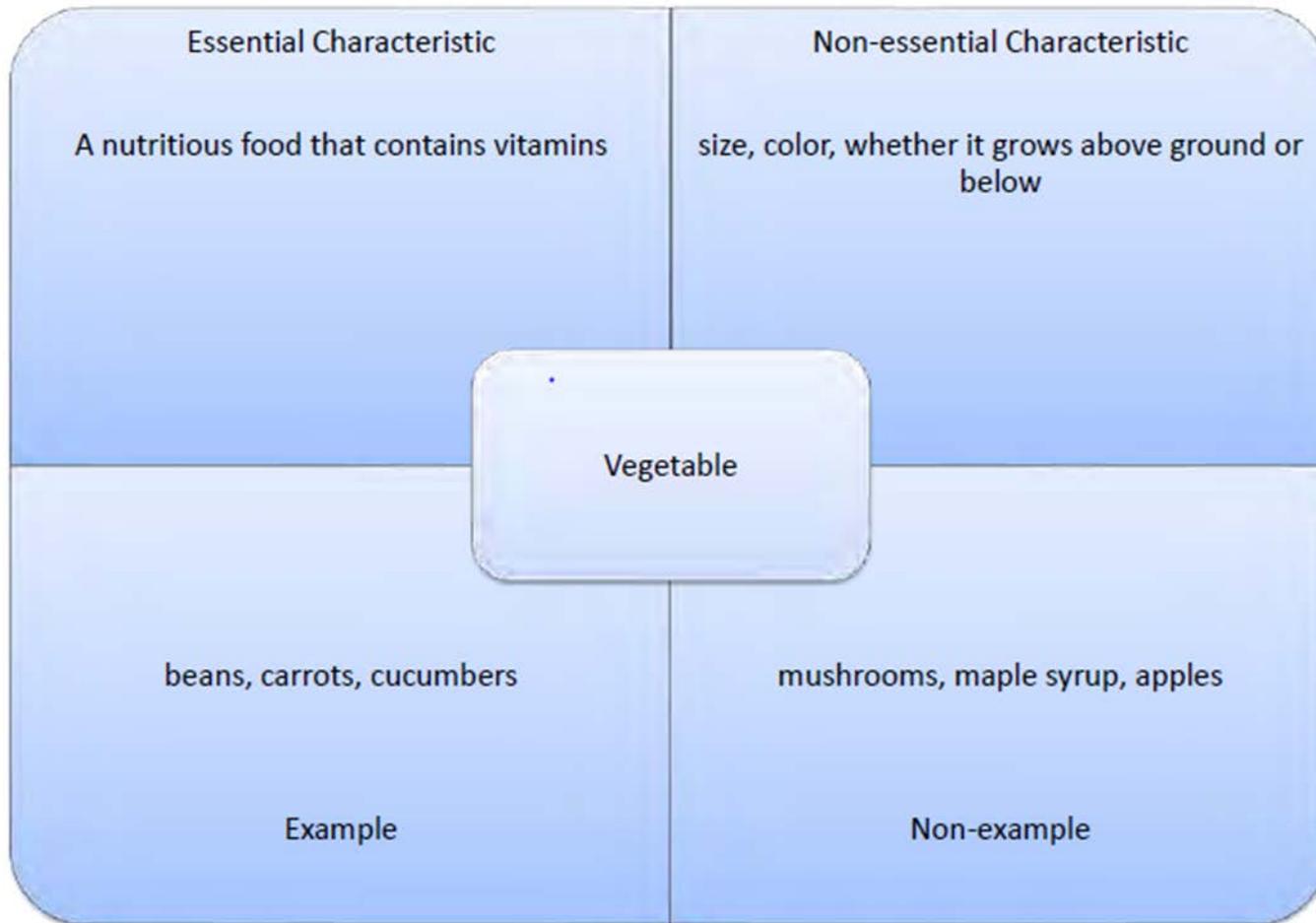
RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Words Across Contexts. This strategy helps students add depth to a word they may already know. The students are asked to examine how the context influences the meaning of a word. The students may draw pictures, write words, or provide examples and non-examples that assist them as they examine the same word with multiple meanings. The students use a two column format to analyze a word in several different contexts. For example: What would the word change mean in: Mathematics? (pictures, words, examples, etc...) Science? (Beers, 2003)</p> <p>PAVE - Prediction-Association- Verification-Evaluation Procedure Complete the graphic organizer using the following steps:</p> <ol style="list-style-type: none"> 1. Write the word on the organizer. 2. Write a sentence using the word to show an initial understanding of the word's meaning. 3. Look up the word in the dictionary and write the definition. 4. Compare the dictionary's definition with the sentence that was written. If necessary, write a new sentence. 5. Draw a visual representation of the word. (Bannon,, Fisher & Wessel, 1990) <p>Using Context with Vocabulary. This strategy provides students with a process to determine the meaning of unknown words:</p> <ol style="list-style-type: none"> 1. Look – before, after, and at the word 2. Reason – connect what you know with what the author has written. 3. Predict – what could the word possibly mean? 4. Resolve or Re-do – decide whether you know enough, should try again or consult a reference. <p>Discuss each step and provide plenty of opportunities for practice. With time this process can become automatic. (Blachowicz & Zabroske, 1990)</p>	<p>Figurative Language Bookmark. Students are given a bookmark with specific figurative language listed, such as metaphors and similes. When they come across one, they list it on their bookmark, with the phrase, page number and what is meant by the figurative language used. The students can discuss their findings in small groups to compare results and check for accuracy of meanings. Students are evaluated on their ability to identify and determine the meaning types of figurative language. <i>Small group, pairs, individual</i></p> <p>Tongue Twisters. Student locates several tongue twisters, which demonstrate alliteration. They rewrite them to show what the meaning of the phrases are and then try to see how fast they can repeat them. Students are evaluated on their ability to locate and determine the meaning of phrases with alliteration. <i>Small group, pair, individual</i></p> <p>Clichés Collection. Students gather various clichés to form a personal collection notebook from their reading. On each page, they list the cliché, and then write what it means. Students are evaluated on their ability to determine the meaning of words and phrases as used in clichés. <i>Any size grouping</i></p> <p>Show What You Think. Students fold a sheet of paper into 3 vertical columns. The center column is labeled Quotation, and here they place a quotation with figurative language from an assigned text. In the column to the left, students draw a picture to illustrate the quote as written and in the column on the right, students explain what the figure of speech really means. Students are evaluated on their ability to determine the meaning of text containing figurative language. <i>Small group, pair</i></p>
<p>References: Bannon, E., Fisher, P., Pozzi, L., & Wessel, D. (1990). Effective definitions for word learning. <i>Journal of Reading</i>. 34, pp. 301-302. Beers, K. <i>When Kids Can't Read What Teachers Can Do: A Guide for Teachers 6-12</i>. Portsmouth, NH: Heinemann, 2003. Blachowicz, C. & Zabroske, B. (1990). Context instruction: A metacognitive approach for at-risk readers. <i>Journal of Reading</i>. 33, pp. 504-508.</p>	

RI.5.4: Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Tier One, Tier Two and Tier Three Words. Target and categorize words on word walls into Tier one, Tier Two, and Tier Three words. (Beck, McKeown, and Kucan, 2002). Students must have opportunities to have student friendly explanations, instructional talks, and practice activities with multiple exposures vocabulary words. Dictionary practice may offer vague language, or may not represent the most common meanings for a vocabulary word. This may confuse students unnecessarily. Don't pre-teach words that are adequately defined in a selection that students can identify using their knowledge of prefixes, suffixes and base or root words.</p> <p>Word Knowledge Rating Checklist. On a Chart, list 6-8 vocabulary words on the left, then label the columns with "I can define", "I have seen/heard", and "I don't know" across the top. Allow students to make checkmarks in the columns. This provides the teacher with information that will indicate which words may need more exposure (Reading First, 2004).</p> <p>Vocabulary Anchors. Using a graphic of a boat and an anchor, introduce the idea of how we must anchor new information with known information in our brains. Select a synonym or word closely related in meaning to the original. Think about the similarities between the words and several characteristics that both have in common. Record any unique characteristics of the target word that differentiate it from the anchor word and discuss circumstances that the words would not be interchangeable. (Reading First, 2004).</p>	<p>Given a list of eight to twelve academic and domain specific vocabulary words, students in small groups select six of the eight or ten of the twelve words and create a dialog using those words to demonstrate that they know and understand the words. An assessment rubric would include the fact that the word is explained or defined by its usage. <i>Small group , pair</i></p> <p>Board games. Students create a board game that uses their knowledge of the vocabulary words in the game. It could in the game board or in the questions asked to move along the path. An assessment rubric would include this requirement. A sample board game template can be found here. <i>Pair, individual</i></p> <p>Evaluation ladder. Students take a list of eight vocabulary words and will rank them from most to least relevant to the subject or text. They then defend their rank in writing or may do so in a group orally as the teacher listens in. There is no correct rank, but student should be able to demonstrate their knowledge of the words by their explanation of the ranking. <i>Pair, individual</i></p> <p>Word Sort. Students take a list of 8 or so vocabulary words from a text, write them on slips of paper. Next they arrange the words in group, identifying a title for each group. Finally students explain their product and in doing so, will demonstrate their understanding of the terms and the relationships between them. <i>Pair, individual</i></p>
<p>References: Beck, I.L., McKeown, M.G., & Kucan, L. (2002). <i>Bringing words to life: Robust vocabulary instruction</i>. New York: Guilford Press. Illinois State Board of Education, Reading First. (2004). <i>Reading first academy: Third grade module</i>.</p>	

Appendix A



Student VOC Strategy – Sample 1

Vocabulary Word: _____

1. Write the sentence where the word is found in the text.
2. Based on the sentence, what do you think the word means?
3. Consult an “expert” for the actual definition (friend, text, dictionary).

Expert:

Expert’s Definition:

4. Write the word in a sentence of your own.
5. Choose one of the following ways to help you remember the word’s meaning:
 - draw a picture;
 - create a movement;
 - connect the word to a story, song, or news report you’ve heard.
6. Write down how you are going to remember this word.
7. Explain why you chose this method to remember the word.

Student Vocabulary Strategy – Sample 2

List words unfamiliar to you and reference the page on which the word appears in text.

_____	_____	_____
_____	_____	_____

Choose one word that would be most useful for you and classmates to learn. _____

Write the sentence from the text in which the word is used.

Using your knowledge of word parts and context clues, predict what the word means.

Consult an expert for the actual definition.

Expert _____

Expert Definition _____

Demonstrate your understanding by using the word in a sentence of your own.

Choose a way to help you remember the word and its meaning.

_____ Draw a picture.

_____ Create a movement.

_____ Connect the word with something similar.

Explain why you chose the way you did to represent what the word means.

Appendix A

