
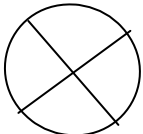


Words, Words: Selected Strategies for Going Broader & Deeper
Karin K. Hess

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

Strategy/Activity	Used for/to...	My Notes
What Do I Know About These Words? (adapted by Hess from Allen, <i>Words, Words, Words</i> , 1999)	Strategic Thinking & World Knowledge: Activate and extend prior knowledge	CCSS standards
Concept Attainment (Allen, <i>Words, Words, Words</i> , 1999)	Strategic Thinking, World Knowledge, & Making Inferences Task: 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	CCSS standards
One pager* (Hess, 2004 VT Literacy Institute) <i>*Should not be longer than one page</i>	Making Inferences Task: 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) Texts: good for use with poetry, use of figurative /descriptive language, abstract themes or complex concepts	CCSS standards

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, (3rd ed.) by Blachowicz & Fisher

Words, Words, Words, by Janet Allen

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