

Figure RL 4.11

READING ANCHOR 4: Prompts to Support Student-Led Group Discussion of Text

Word Illustrations (Grades K–5)

Groups choose three key words or phrases from the text and work as a team to create a visual representation of each. (Or the teacher can choose the words/phrases and post them for the class.)

Graphic Organizers (Grades K–5)

Students are given a vocabulary-related graphic organizer to enlarge and complete as a team. Use organizers you have modeled with the whole class, as in Figures RL 4.2, 4.3, and RL 4.6 to RL 4.10. After they gain experience with organizers, allow students to create their own.

Vocabulary Sorts (Grades K–5)

Students are given a set of pictures, words, or phrases (prewritten on note cards) to sort. The cards should be created to represent important concepts in the story. Depending on your goals, the cards may be sorted in a number of ways. Students may:

- Place the cards in categories in any way that makes sense. Develop a title for each category.
- Place the cards in categories representing the character they best match.
- Place the cards in categories based on the sense the author is appealing to (taste, touch, smell, hearing, sight).
- Place the cards in four categories representing characters, setting, problem, and solution.
- Place the cards in categories representing literal versus figurative language.

Knowledge Rating Charts (Grades 2–5)

Before reading or listening, students individually rate their knowledge in relation to a teacher-chosen set of words. (See chart below for an example). They discuss their ratings with peers and share understandings related to words they know well.

While reading, they seek new meanings by using background knowledge, context clues, more information from peers, and the dictionary.

After reading, the words are discussed again and rated again on the chart, using a different color of pen.

Word	Know it Well	Have Heard It	Don't Know It
hospitable			
greedy			
desire			
uneasily			
dread			
foolish			
forgive			

Words from *The Golden Touch: The Story of Bacchus and King Midas* (Osborne)

Independent Application

Independent Reading

Students who read independently for at least 10 minutes per day show higher rates of vocabulary growth than students who do little independent reading (Jitendra et al. 2004). To implement *independent reading*, have your students organize their materials so that they always have a book ready to read. They may choose books from the class library or bring books from home. Or if you have a specific topic or concept in mind, provide a bin from which students may choose. Allow 10 to 30 minutes for quiet reading.

To support word consciousness, for each independent reading session, you can ask students to choose one key word or phrase that was important to the text. They record the word/phrase on a hole-punched note card and record the book title on the back. The cards are kept on a key ring for future reference.

Interactive Journals

Interactive journals are notebooks in which students record interesting ideas from their reading and explore them with a partner. The journals may be used any time two or more students are reading the same text. In support of Reading Anchor 4, interactive journals can be used as a tool for recording words and phrases that have special sounds or meanings. You can ask students to reserve a section of the journal for this purpose.

1. Instruct students to decide on a selected amount of text to read. As they read, they are to choose one or two key words or phrases to record. Depending on your curricular goals, you may wish to ask the students to look for *particular* types of words or phrases. For example:

Kindergarten: Words you have seen before.

Grade 1: Words or phrases that appeal to the senses or suggest feelings.

Grade 2: Phrases that have a great sound or beat or are fun to read. The phrases may be characterized by regular beats, alliteration, rhymes, or repeated lines.

Grades 3–5: Phrases that reflect nonliteral uses of language.

2. Peers record their words or phrases and then exchange journals. Kindergarten students then read the words together and show where they are located in the book. Students in grades 1–5 can use a plus (+) or minus (–) to indicate whether they agree or disagree that the recorded words/phrases fit the assigned criteria. They then discuss any differing points of view or understandings.

Winning Words Box

Encourage students to talk about words and their special sounds and meanings by having available a special bin with books containing “winning words.” The books may be used for independent or partner reading. Start with a small collection of your favorites. Figure RL 4.12 offers some suggestions to get you started. Encourage students to add a book to the bin when they come across one they feel lives up to the “winning” criterion. As you read these books with your students, stop and discuss why certain words and phrases appeal.

Stop-and-Chats

Stop-and-chats provide a useful forum for setting up students to read with a specific purpose in mind and fostering conversations related to that purpose. They can be tailored to support students’ exploration of words.

1. Two or three students who are reading the same text place a marker at an agreed-upon stopping point. As they read, they use a sticky note to write down unfamiliar words or phrases. Generally, just one or two key choices will provide enough substance to sustain a rich conversation.
2. Upon reaching the stopping point, students discuss possible meanings of their documented words and then place the marker at the next agreed-upon stopping point in preparation for another chat.
3. As a possible follow-up, the words may be revisited through whole-class or small-group discussion with the teacher.

Recommended Books and Poems for the Winning Words Box

Books for Kindergarten and First and Second Grades

Catalina Magdalena by Tedd Arnold
Chrysanthemum by Kevin Henkes
Lilly's Purple Plastic Purse by Kevin Henkes
Fancy Nancy by Jane O'Connor
Cassie's Word Quilt by Faith Ringgold
Dr. Seuss' ABC Book by Dr. Seuss
Rain Talk by Mary Serfozo
Quick as a Cricket by Audrey Wood
The Way I Feel by Janan Cain
When Sophie Gets Angry—Really, Really Angry . . . by Molly Bang
Jamberry by Bruce Degen
My Many Colored Days by Dr. Seuss

Books for Third, Fourth, and Fifth Grades

Word Wizard by Cathryn Falwell
Miss Alaineus: A Vocabulary Disaster by Debra Fraser
A Chocolate Moose for Dinner by Fred Gwynne
Many Luscious Lollipops by Ruth Heller
Scranimals by Jack Prelutsky
Martin's Big Words by Doreen Rappaport
The Great Fuzz Frenzy by Janet Stevens
Max's Words by Kate Banks
Quick as a Cricket by Audrey Wood
Doodle Dandies by J. Patrick Lewis
I Am America by Charles Smith
When Winter Comes by Robert Maass

Poems

Covers by Nikki Giovanni
Prickled Pickles Don't Smile by Nikki Giovanni
Horned Lizard by Pat Mora
Who Has Seen the Wind by Christina Rossetti
The World's Fastest Bicycle by Ken Nesbitt
My Gerbil Seemed Bedraggled by Jack Prelutsky
Fog by Carl Sandberg
Little Red Riding Hood and the Wolf by Roald Dahl

Word Appreciation Readings

Word appreciation readings are sessions organized for students to revisit text with a specific aesthetic purpose in mind. After students have read or listened to a poem or story at least once, they go back into the text a second time to look closely for particularly rich or interesting uses of language.

1. Prepare students for word appreciation readings by telling them you would like them to read (or listen) closely to bask in the delightfulness of an author's language. In relation to Reading Anchor 4, you might ask that they read/listen for particular literary techniques such as the following:

K-2

- rhyme
- alliteration
- special beats
- imagery
- appeals to the senses or feelings

3-5

- alliteration
 - assonance
 - rhythm
 - onomatopoeia
 - repetition
 - figurative uses of language
 - metaphors
 - similes
2. After the students read or listen, they use highlighting tape to mark one to three words or phrases that stand out for them.
 3. Students talk with a partner about the part they marked, telling why they think that part adds value to the piece.

Wow Word Wall

Wow word walls are collections of words that are studied based on student interest. Regardless of the other word walls being developed in your classroom at any given time, you may want to keep the wow word wall throughout the year as a way to increase student awareness and interest in authors' word choices. Word consciousness will grow through this experience.

1. Select a piece of literature with interesting words and phrases. Read a section of the text, asking students to give you a "thumbs-up" when they hear an interesting word or phrase. Be sure to choose a section with lots of scintillating words.
 - Discuss as a class why students connect to their chosen words.
 - Write one of the words on an index card with a scented marker in large print. (You can reserve these markers for wow words only.)
 - Write a student definition of the word under the word in smaller print.
 - On the back side of the card, write the dictionary definition of the word.
2. Place the card in a library pocket on the wow word wall bulletin board.
3. To continue building the wall, students in grades K-1 can continue as a class or in guided reading groups. Have one card per guided reading group or story. Students in grades 2-5 can each have a wow library card pocket. Multiple cards can be placed in each pocket and pulled out every so often to share with a partner or group.

Dictionary Entries

We know that the direct teaching or copying of definitions is not a useful strategy for developing word knowledge or comprehension. Still, dictionaries do serve important functions, and students need to learn to use them. Maintaining a collection of dictionary-entry words that have been studied in their appropriate contexts can be enriching and empowering.

1. Teach your students to read and write dictionary entries by preselecting a set of words from a children's dictionary and then showing them the professionally constructed definitions, the illustrative sentences, and any lists of related words that are included.
2. Arrange for students to build their own dictionaries over the course of the school year. Provide each child with a key ring and a large

stack of note cards with a hole punched in one corner. This allows students to add words in alphabetic order at any time. Keeping the entries meaningful and limited to just a few key words per week will sustain engagement over the course of the year.

Illustrated Definitions

Each student chooses a key word or phrase from a text the class is reading together, writes it in large print on a piece of paper, and creates an illustration to help show the meaning. Students may write the word in a sentence or write a definition using their own wording. To help students choose appropriate words from a read-aloud, you can list several possibilities, having the students choose just one. Or you can require that they choose a particular type of word or phrase (such as feeling words or figurative language). Student creations can be shared in small groups or stapled together to form a class book.

Focused Word Studies

Kindergarten: Students choose three words from the word wall and draw a picture that helps show what each word means. (*Note:* The word wall should be of the type that focuses on vocabulary and meanings rather than the type that is focused on teaching students to read and write commonly used words.)

Grade 1: Students choose a poem from a set selected by the teacher. They read the poem many times to notice the images and feelings the author creates. They record three words or phrases that suggest feelings or appeal to the senses and create an illustration for each.

Grade 2: Students choose a poem from a set selected by the teacher. They read the poem many times to notice the interesting ways the author uses language. They record two words or phrases that have “punch,” create an illustration for each, and write down why they like them. As students consider devices such as sound, beat, alliteration, rhyme, or repeated lines, you can help them use the appropriate vocabulary to describe these devices.

Grade 3: Students choose a poem from a set selected by the teacher. They read the poem many times to notice the interesting ways the author uses language. Specifically, they are to look for nonliteral uses of language. They record two or three phrases that show a rich use of nonliteral language and write down what they think the phrases mean.

Grade 4: Place each student with a partner. Invite each partner-team to choose a character found in mythology and to search online and in books and dictionaries to find words related to the name of the character. Each team organizes its findings onto one page. The pages are compiled to form a class book. Using the following list of characters yields some interesting results:

Achilles	Hygeia	Odysseus
Alcyone	Iris	Pan
Arachne	Janus	Pandora
Ceres	Maia	Phobos
Echo	Midas	Somnos
Helios	Morpheus	Typhon
Heracles	Narcissus	

Figure RL 4.13

Recommended Books for Teaching About Greek Myths

- Favorite Greek Myths* (Mary Pope Osborne)
- Classic Myths to Read Aloud* (William F. Russell)
- The Greek Gods* (Bernard Evslin, Dorothy Evslin, and Ned Hoopes)
- Greek Myths and Legends* (Cheryl Evans and Anne Millard)
- Greek Myths* (Ingri d'Aulaire and Edgar Parin d'Aulaire)
- Percy Jackson and the Olympians* (Rick Riordan)

Grade 5: Students choose a poem from a set selected by the teacher. They read the poem many times to notice the interesting ways the author uses language. Specifically, they are to look for nonliteral uses of language. They highlight two or three phrases that show a rich use of nonliteral language and write down what they think the phrases mean.