

E.18 Making Connections

Target word

Context



What it is...

What it is not...

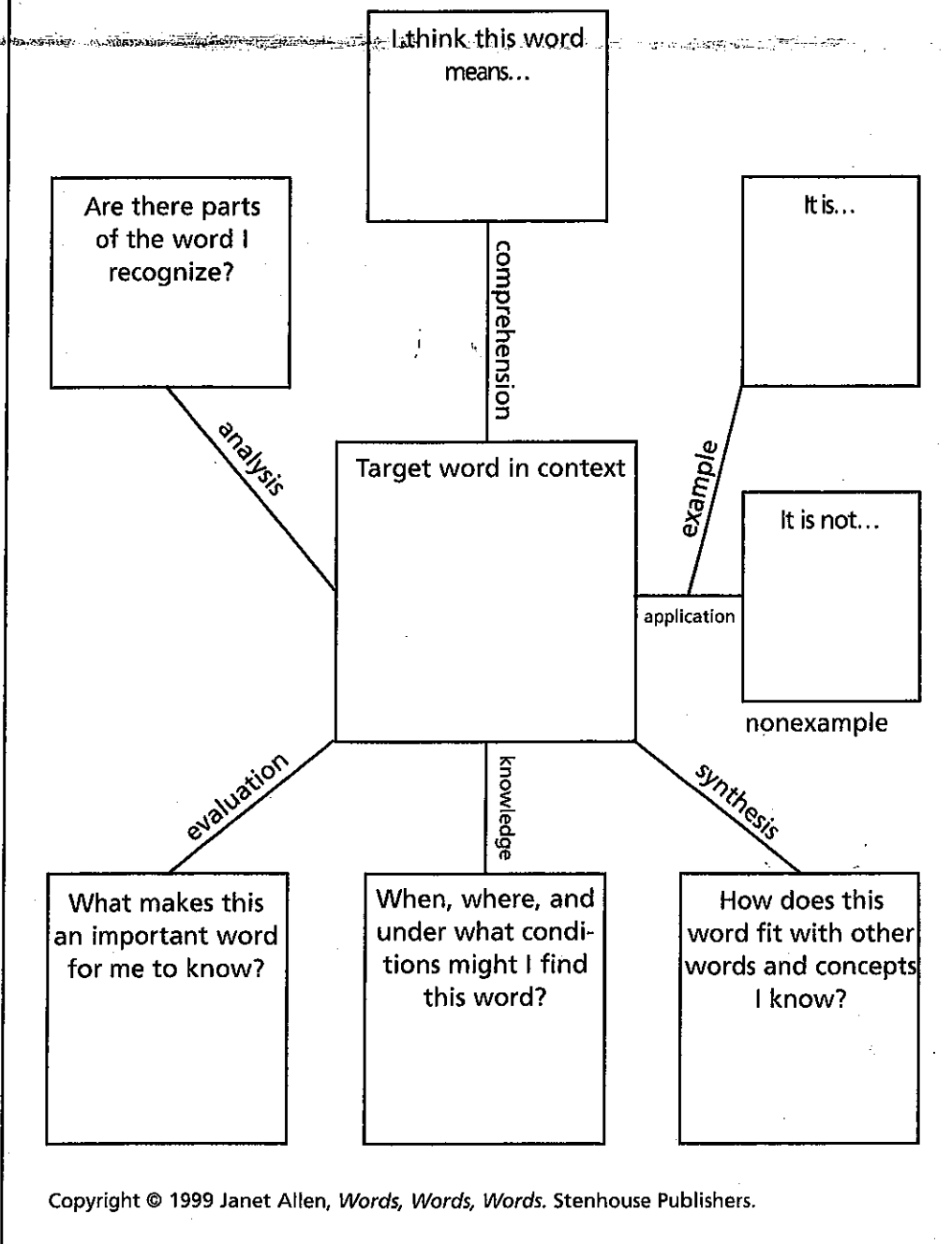
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



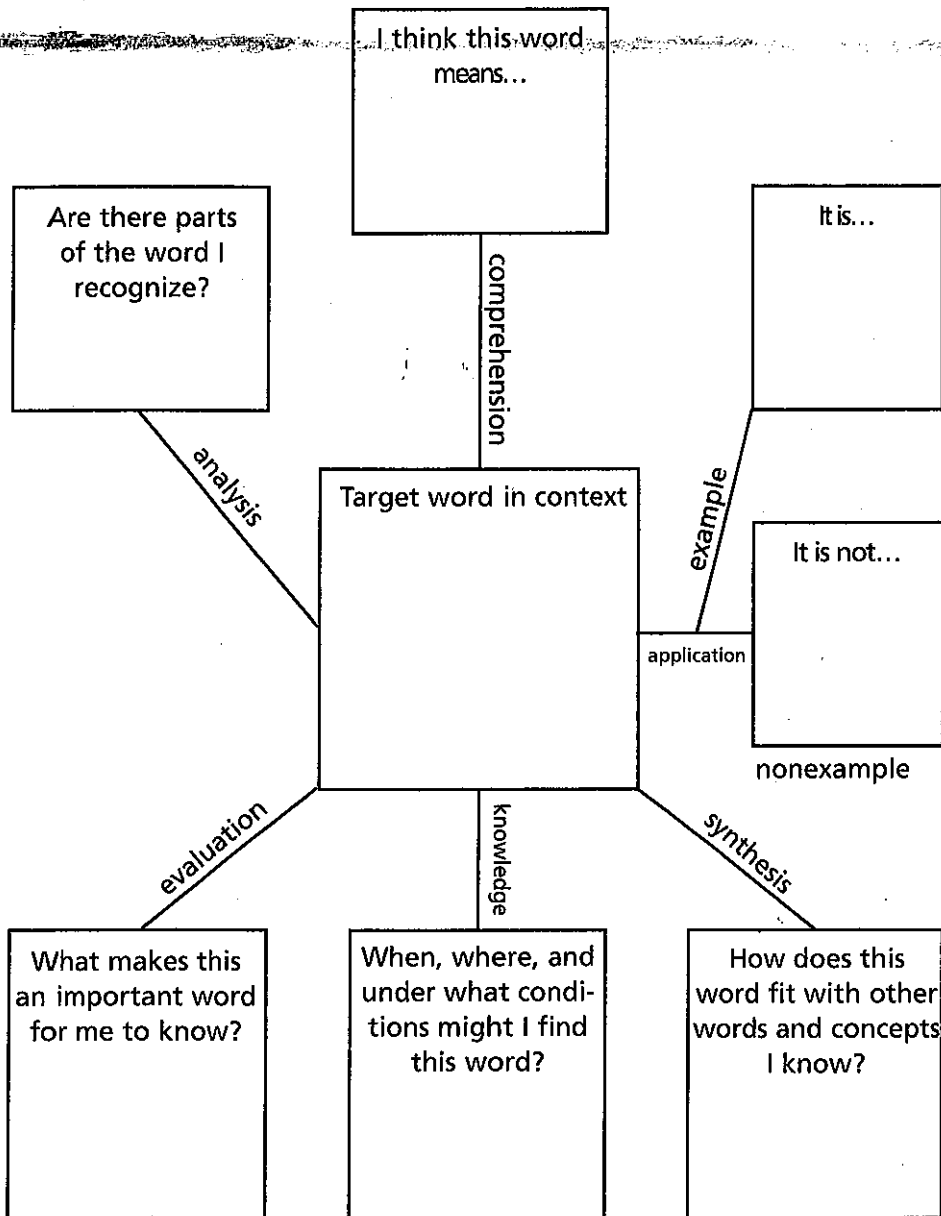
I'd probably find this word in these contexts
(places, events, people, situations)...

I'll remember this word by connecting it to...

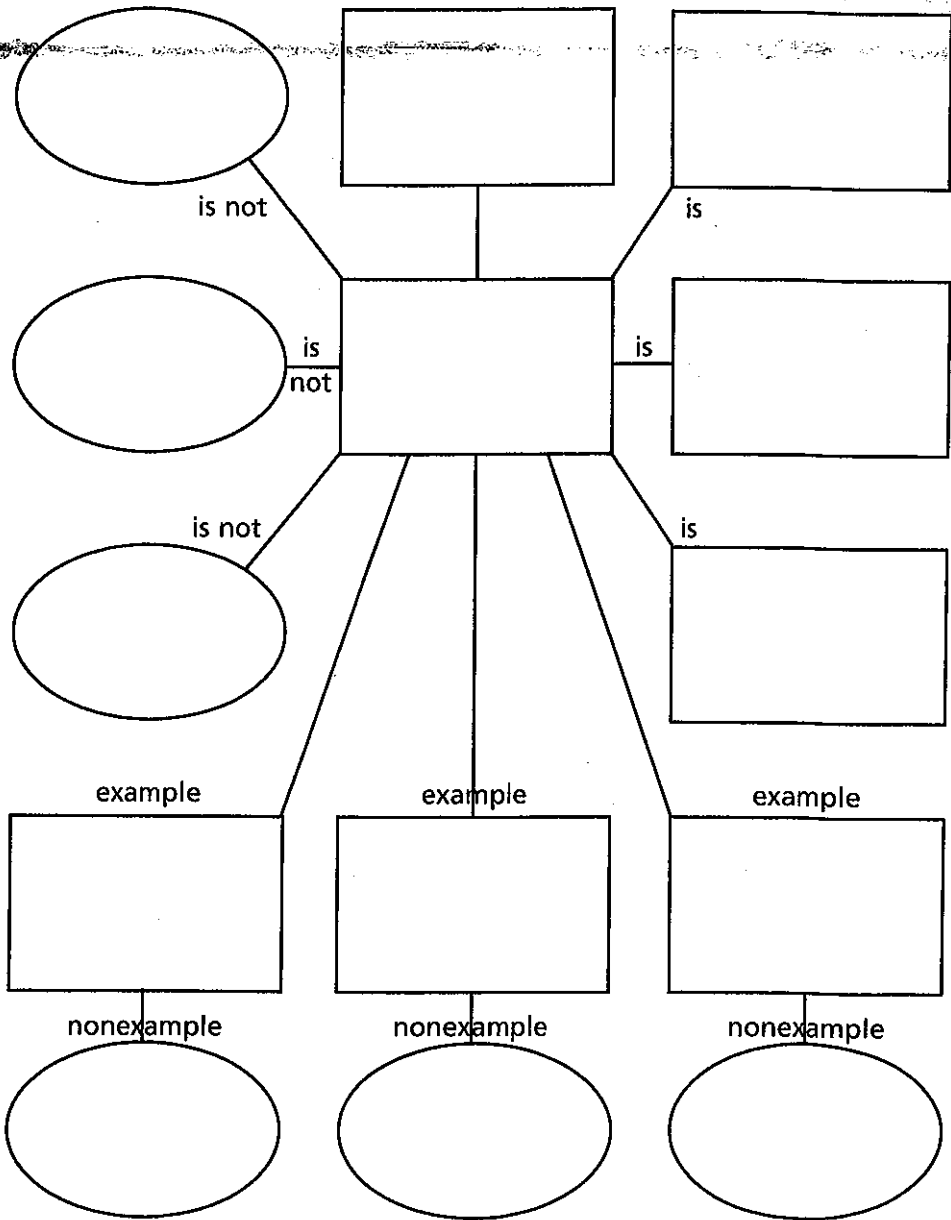
E.17 Word Questioning



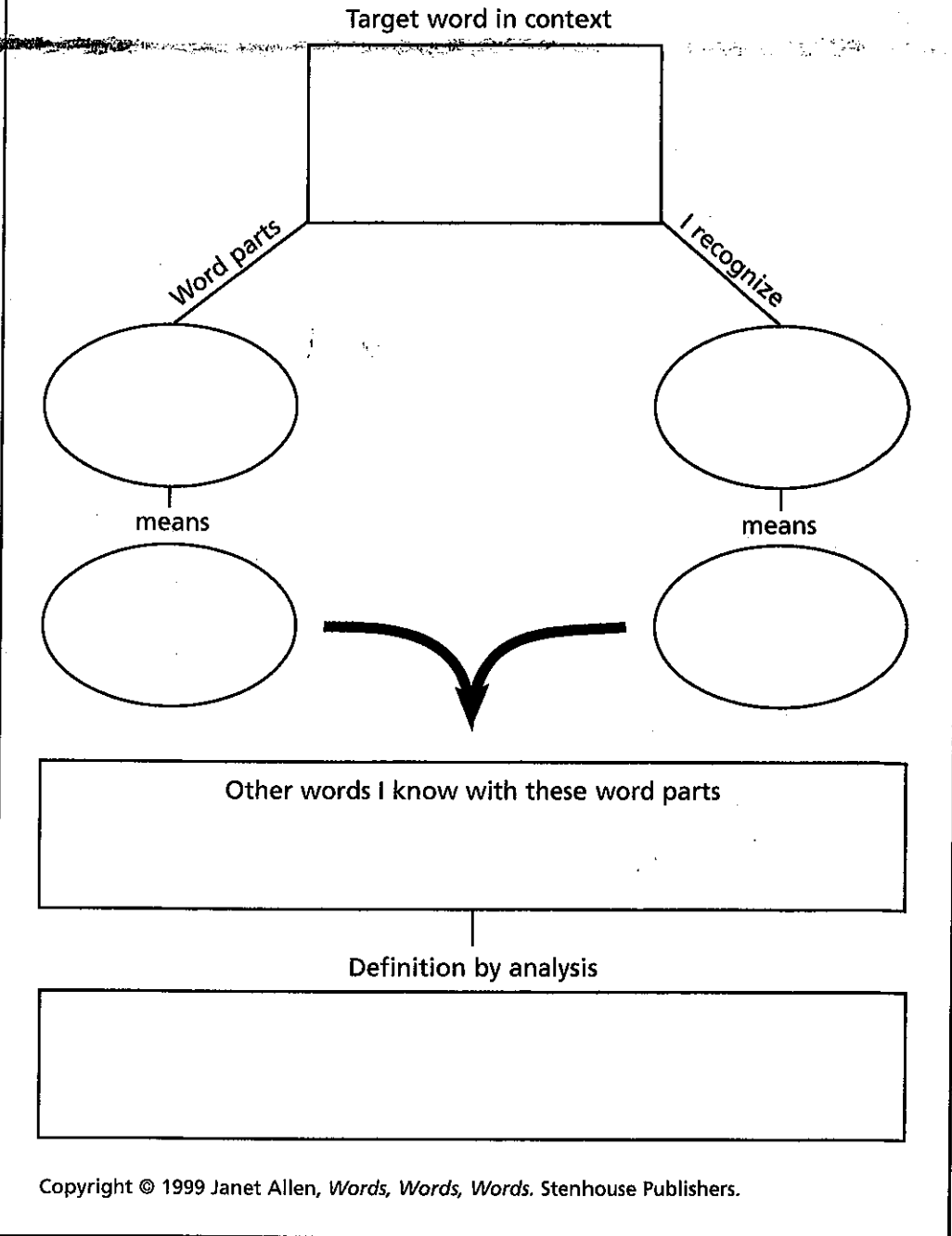
E.17 Word Questioning



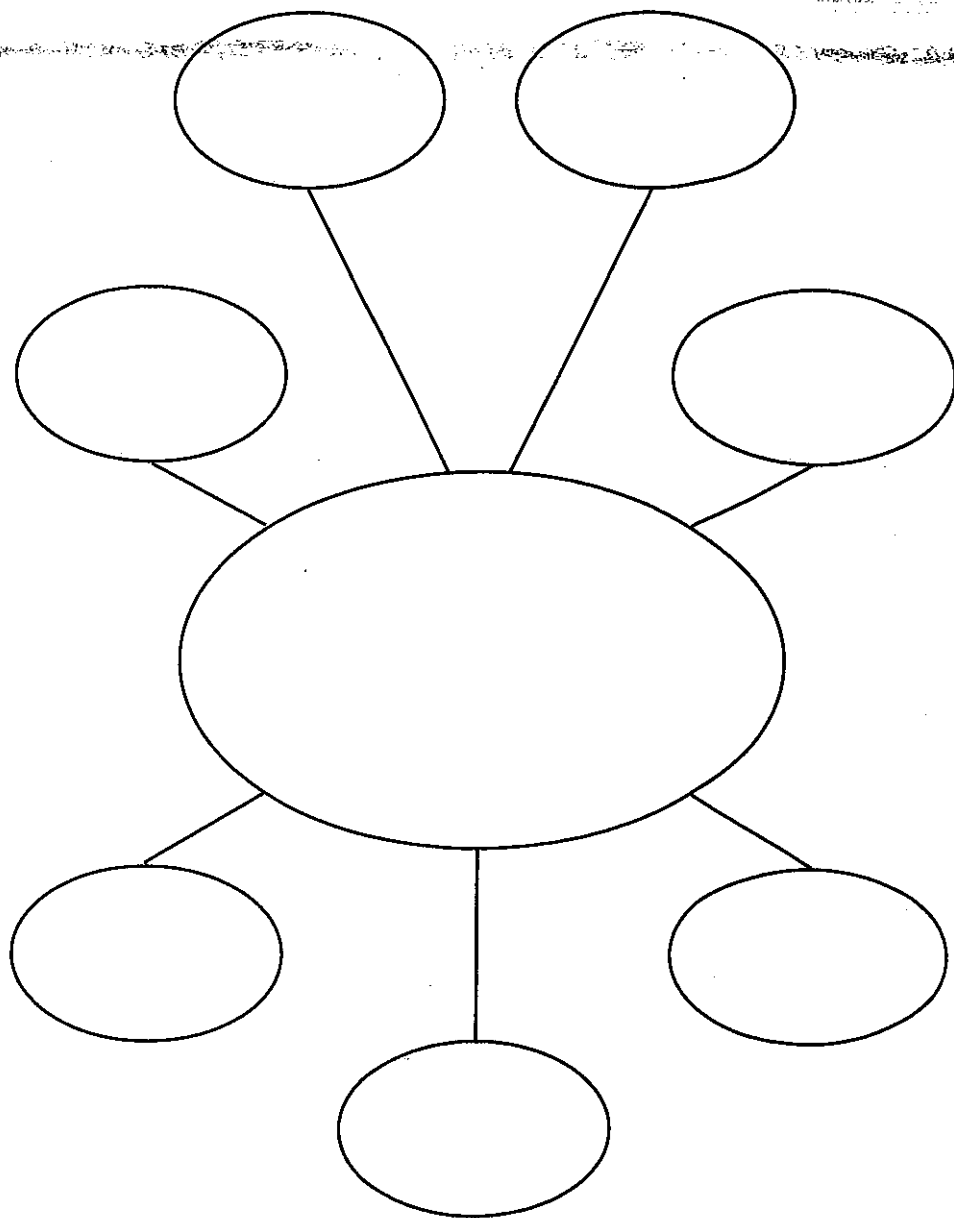
E.16 Words in Context



E.15 Words in Context

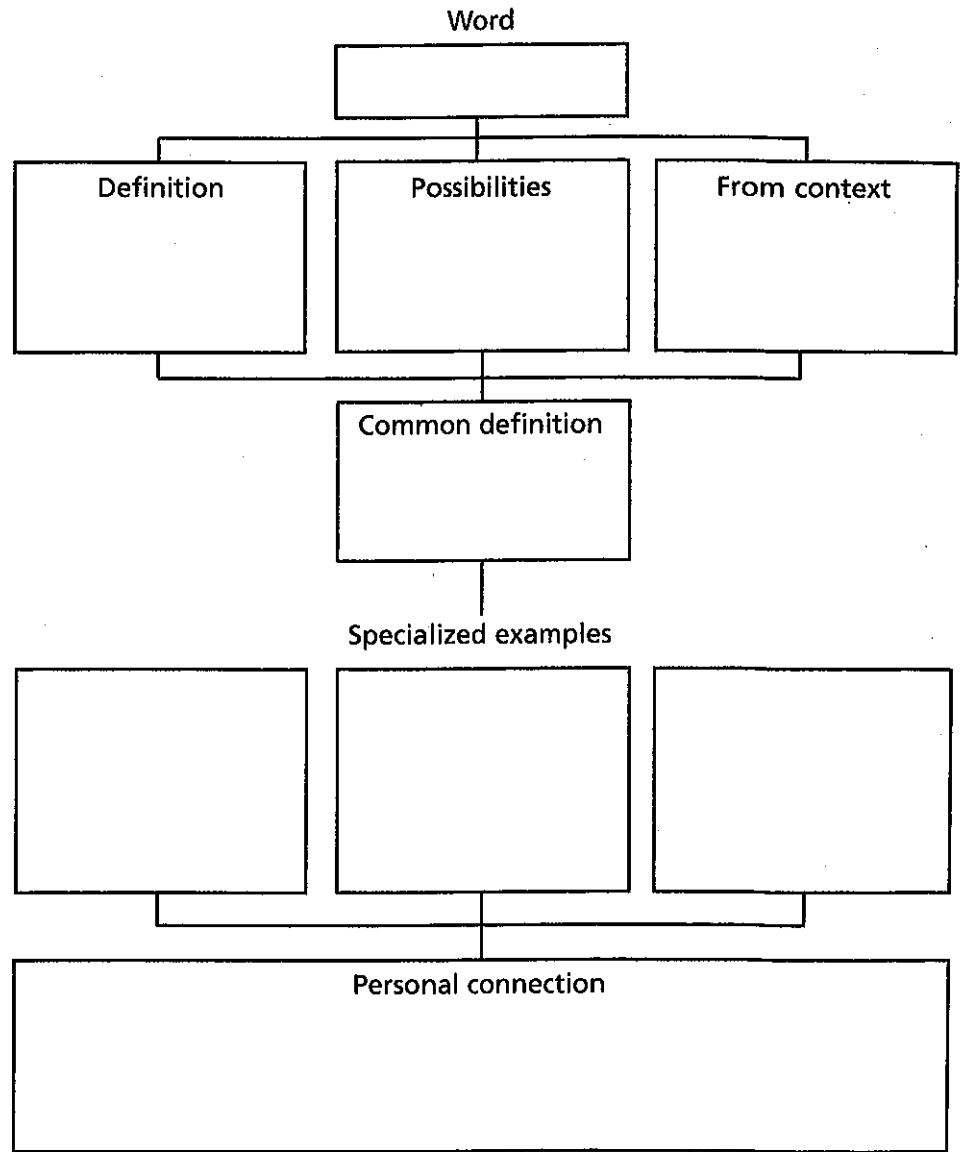


E.14 Part to Whole



E.12 Context → Content → Experience

Context: _____



E.2 "Rich" or "Lean" Contexts

Rich Context	Lean Context

E.3 How Well Do I Know These Words?

Title: _____

Directions: First, read the words at the bottom of the page silently. After you read each one, write the words from the bottom of this page in the column that best describes what you know about each one.

Don't know at all	Have seen or heard—don't know meaning	I think I know the meaning	I know a meaning

E.4 How Well Do I Know These Words

Title: _____

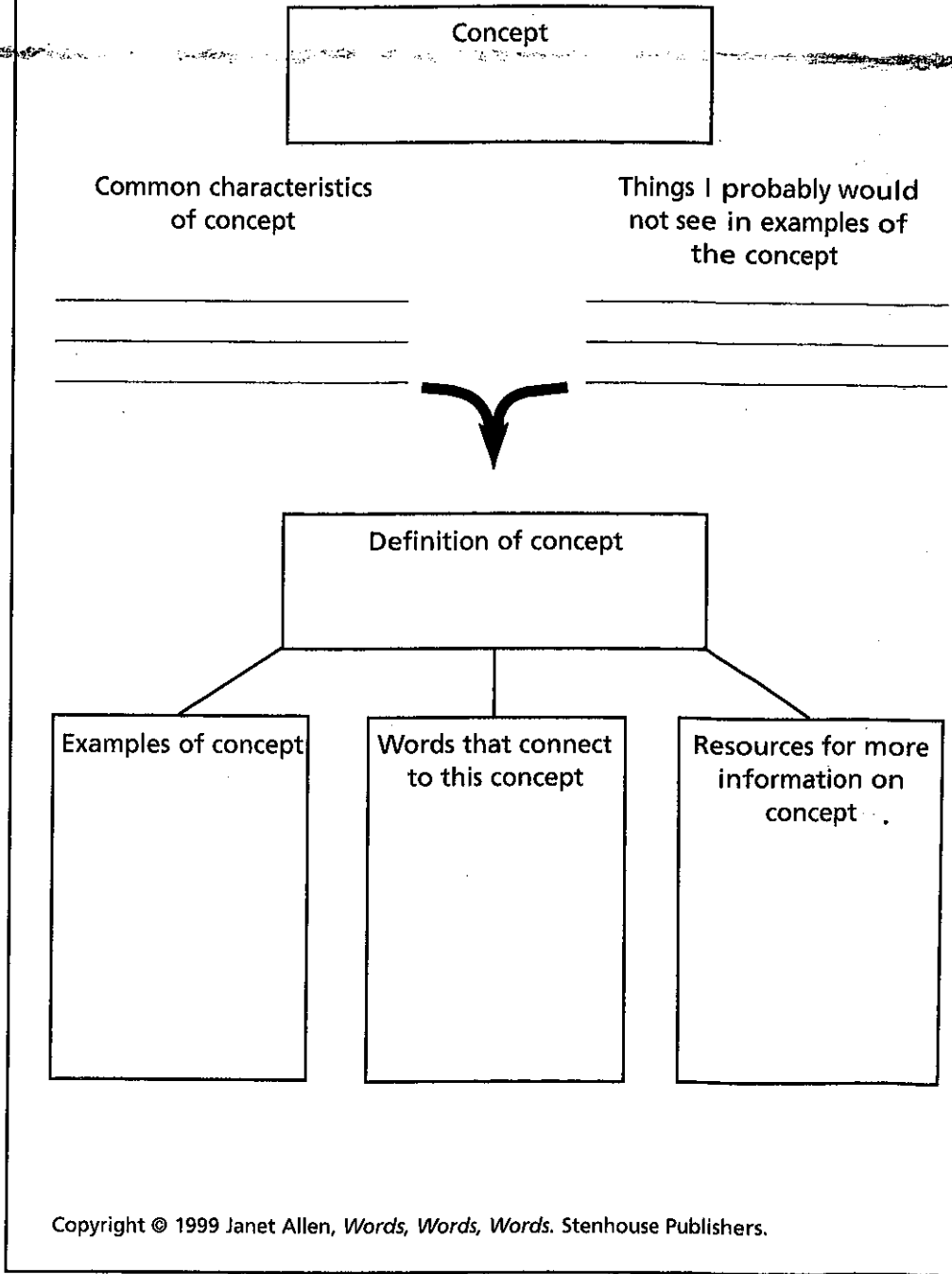
Directions: As I read the words listed below in the context of the story, you and your partner should decide if you know a meaning for the word that would fit the context. List the word, and your guess for the meaning of the word if you think or know that you know it, under the appropriate column.

I still need help finding a meaning for this word	I think I know the meaning	I know a meaning

E.5 From the New to the Known

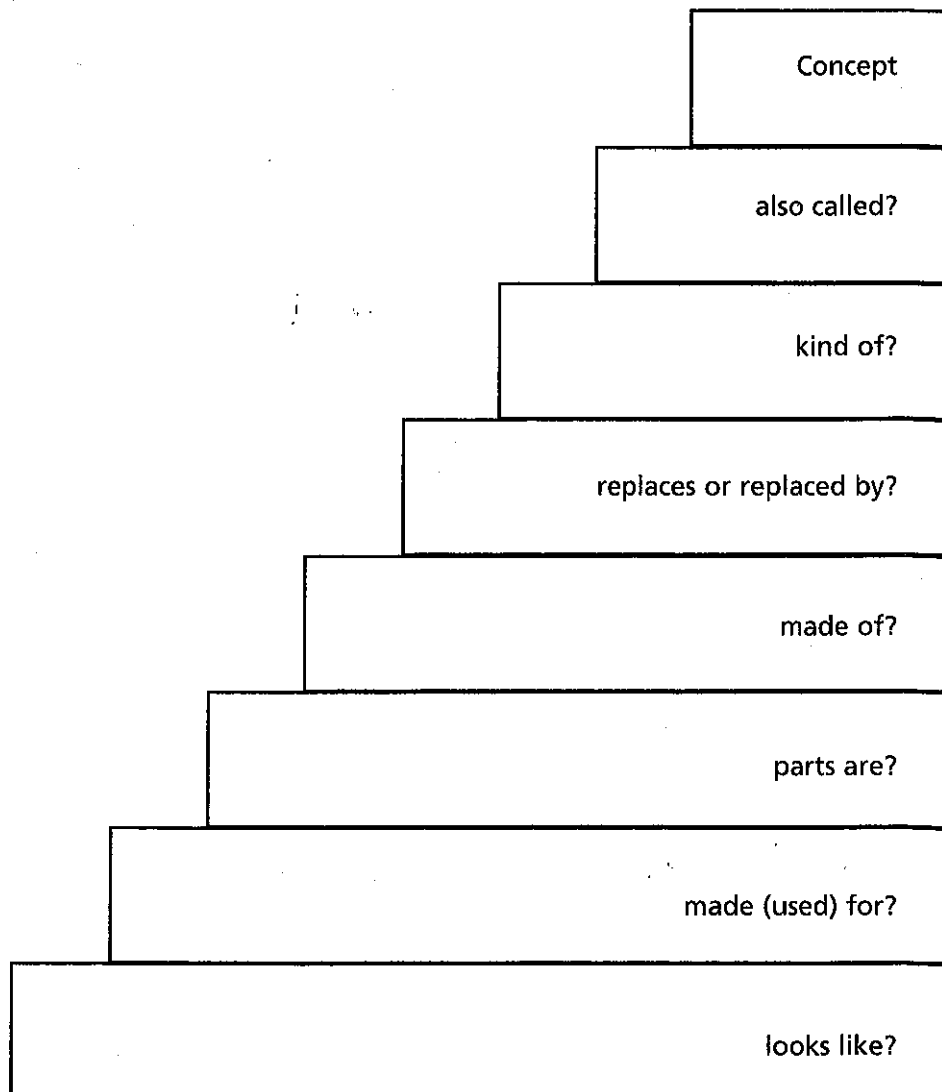
This word is totally new to me	I've heard or seen this word, but I'm not sure what it means	I know one definition or could use this word in a sentence	I know several ways this word could be used

E.6 Concept Attainment



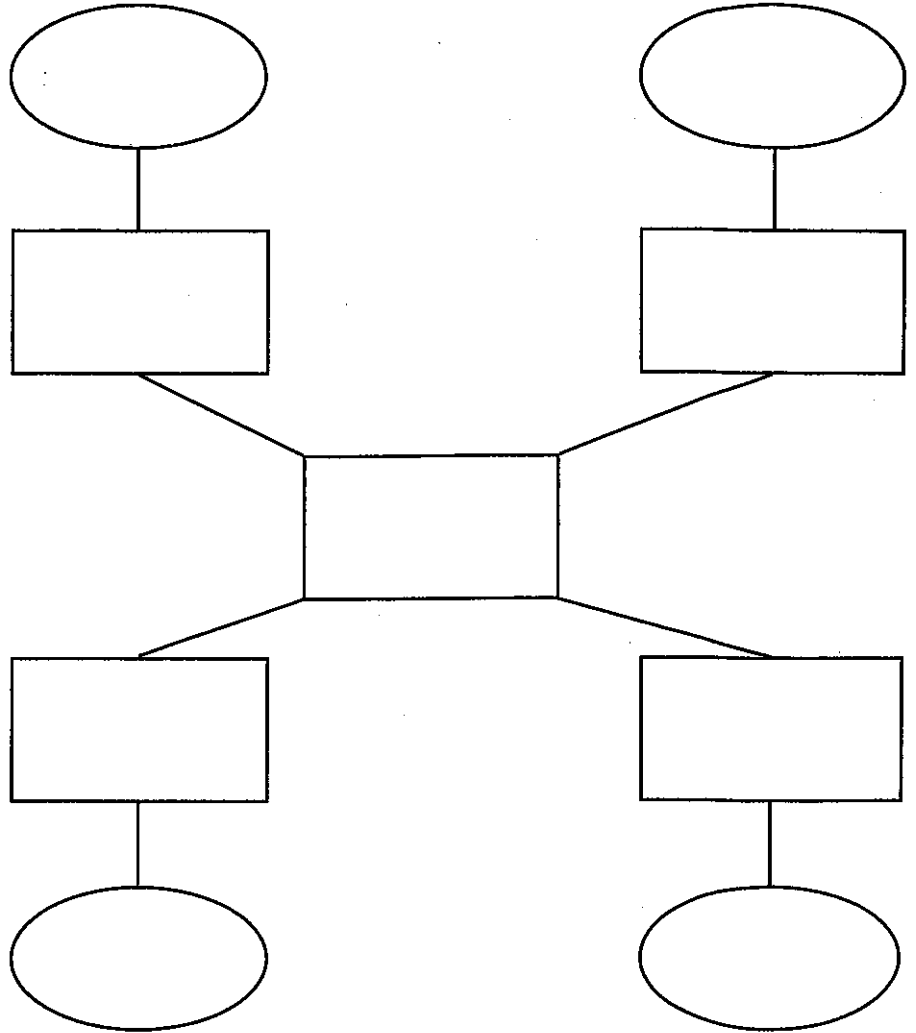
E.7 Concept Ladder

(Gillet and Temple 1982)

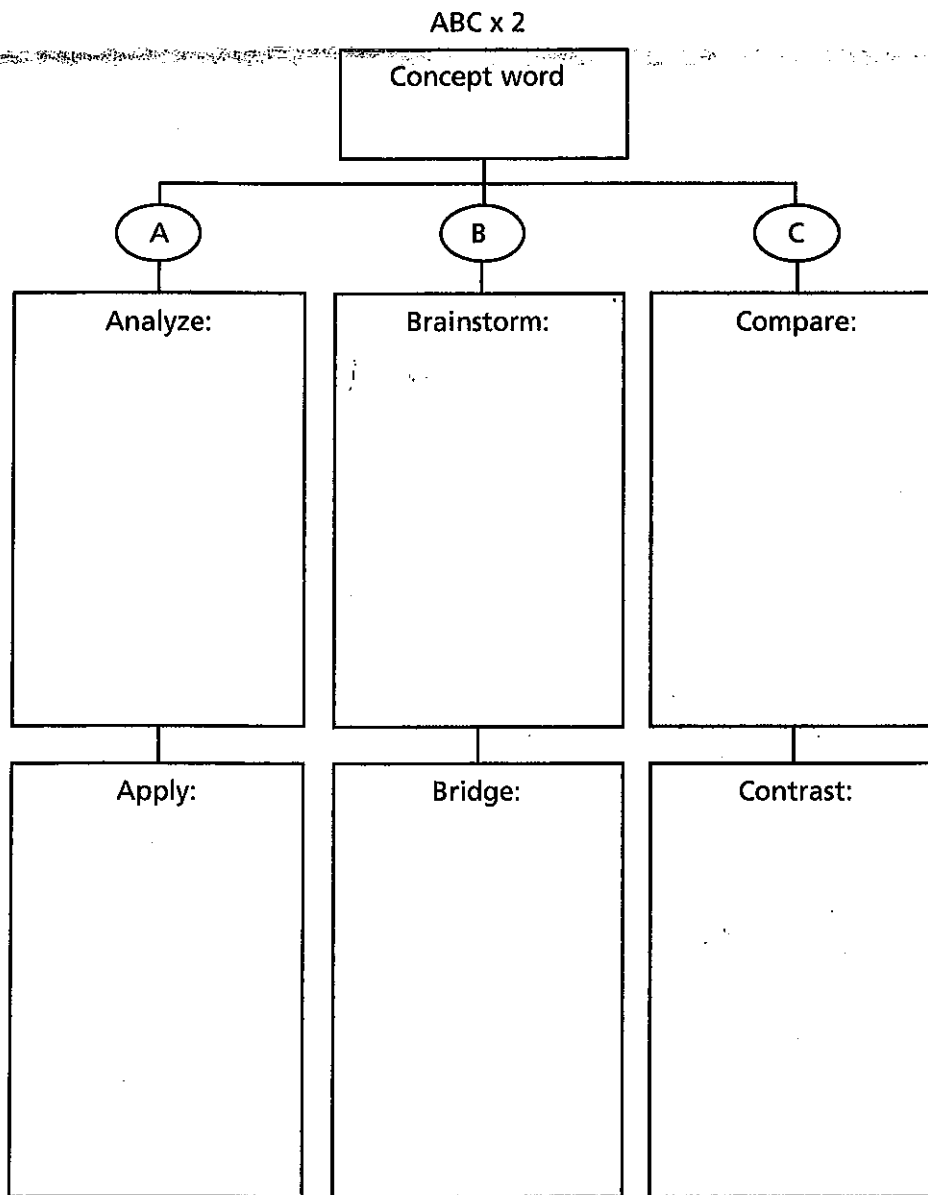


E.8 Making Connections

Using Associations to Develop Deeper Levels of Understanding



E.9 Understanding a Concept



E.10 Knowledge Chart

Word: _____

Prior knowledge about	New knowledge about
<hr/>	<hr/>

E.11 Analysis Map

Word or name

Define or rename



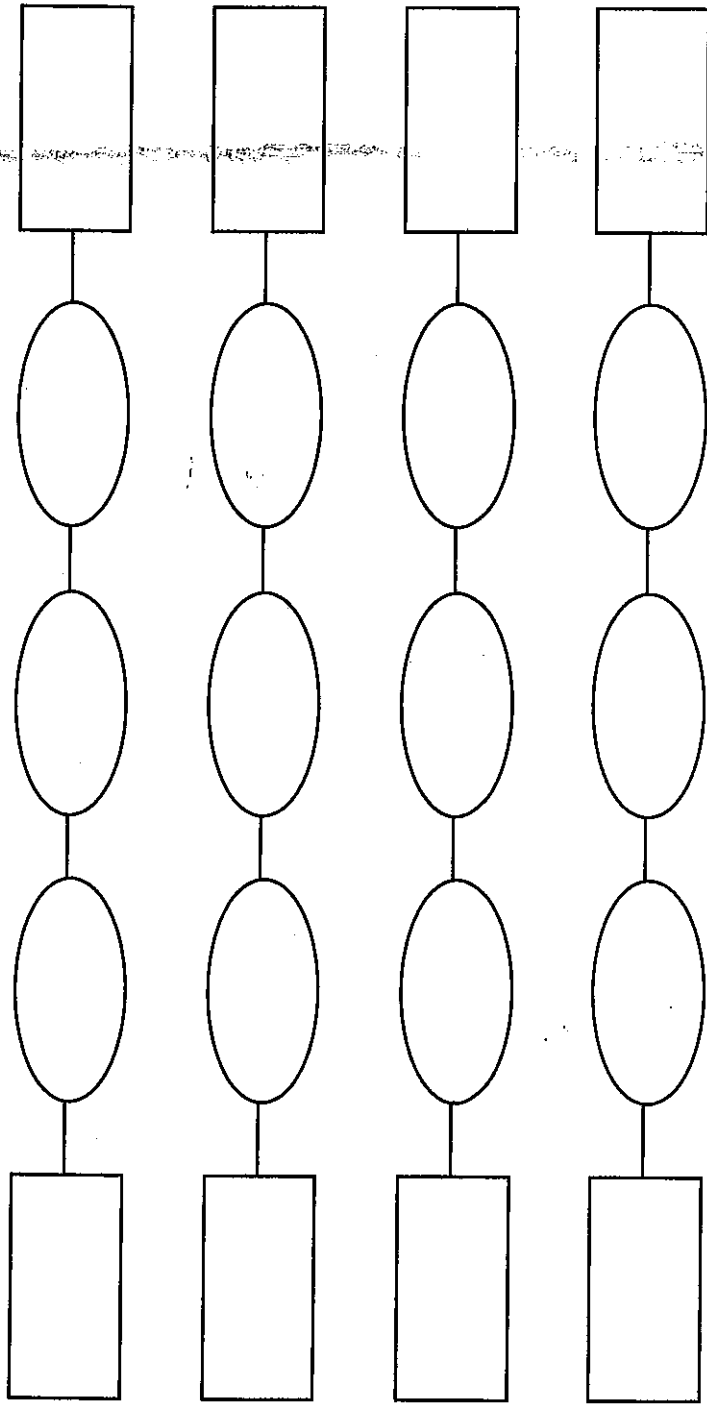
Compare to:

Contrast with:

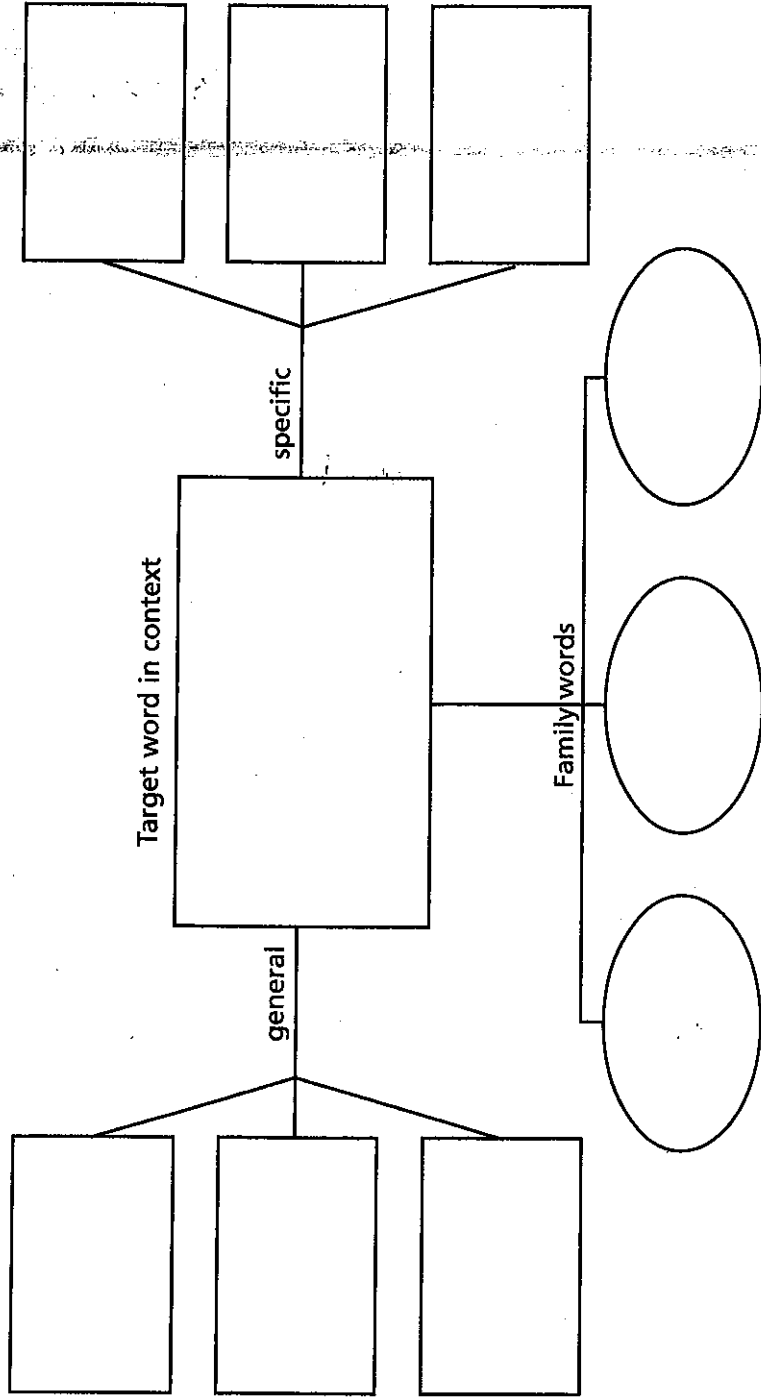
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Examples

E.13 Linear Arrays



E.19 Multiple Meanings



E.20 Sensory Language Chart

Sight		
-------	--	--

Sound		
-------	--	--

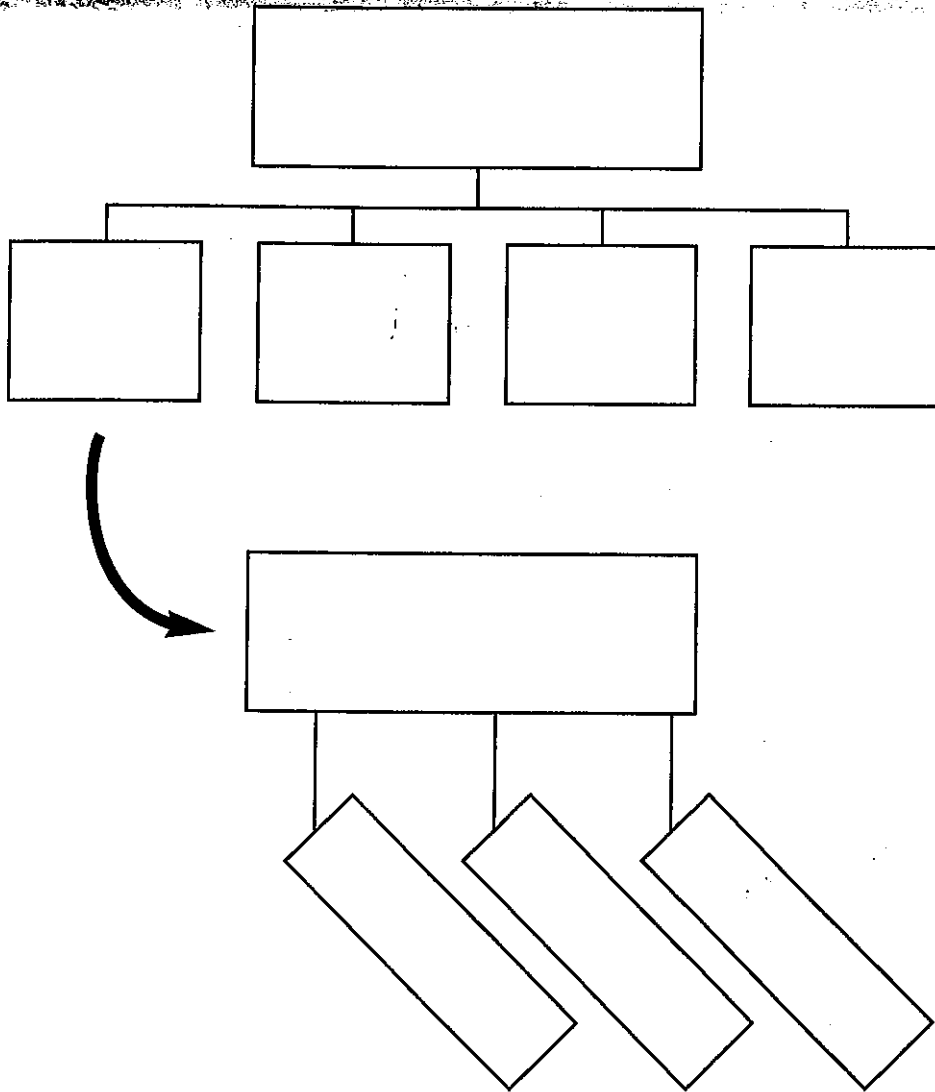
Smell		
-------	--	--

Taste		
-------	--	--

Touch		
-------	--	--

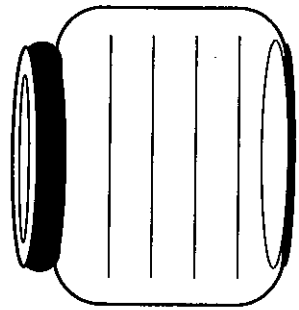
E.21 Thinking Trees

(Kirby and Kuykendall 1991)

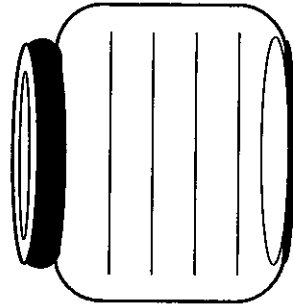


E.22 Word Jars

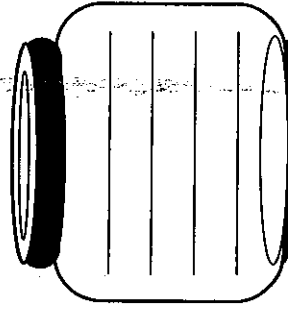
Words that tickle my ears!



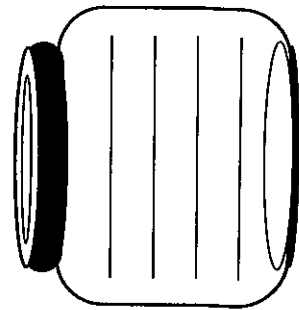
Words that warm my heart!



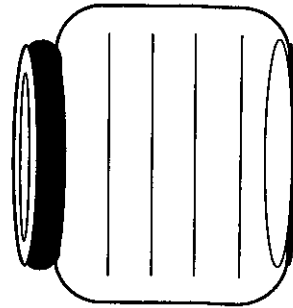
Words that make me wonder!



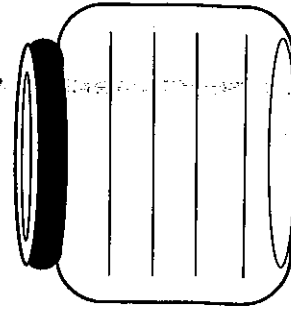
Words that make me feel smart!



Words that I've heard someone say!



Words that calm my fears!



Professional References

- Adams, D., and C. Cerqui. 1989. *Effective Vocabulary Instruction*. Kirkland, WA: Reading Resources.
- Allen, J. 1995. *It's Never Too Late: Leading Adolescents to Lifelong Literacy*. Portsmouth, NH: Heinemann.
- Allen, J., and K. Gonzalez. 1998. *There's Room for Me Here: Literacy Workshop in the Middle School*. York, ME: Stenhouse.
- Anderson, R., and W. Nagy. 1991. "Word Meanings." In R. Barr, M. Kamil, P. Monsenthal, and P. D. Pearson, eds., *Handbook of Reading Research*, Vol. 2, pp. 690-724. New York: Longman.
- Anderson, R. C., P. T. Wilson, and L. G. Fielding. 1986. *Growth in Reading and How Children Spend Their Time Outside of School*. Technical Report No. 389. Urbana, IL: University of Illinois, Center for the Study of Reading.
- Atwell, Nancie. 1998. *In the Middle: New Understandings About Writing, Reading, and Learning*. Portsmouth, NH: Heinemann-Boynton/Cook.
- Baker, S. K., D. C. Simmons, and E. J. Kameenui. 1995a. *Vocabulary Acquisition: Curricular and Instructional Implications for Diverse Learners*. Technical Report No. 13. University of Oregon: National Center to Improve the Tools for Educators.
- . 1995b. *Vocabulary Acquisition: Synthesis of the Research*. Technical Report No. 13. University of Oregon: National Center to Improve the Tools for Educators.
- Baumann, J. F., and E. J. Kameenui. 1991. "Research on Vocabulary Instruction: Ode to Voltaire." In J. Flood, J. M. Jensen, D. Lapp, and J. R. Squire, eds., *Handbook on Teaching the English Language Arts*, pp. 604-32.
- Beck, I. L., E. S. McCaslin, and M. G. McKeown. 1980. *The Rationale and Design of a Program to Teach Vocabulary to Fourth-Grade Students*. (ERDC Publication 1980/25). Pittsburgh University—Pittsburgh Learning Research and Development Center.
- Becker, W. C. 1977. "Teaching Reading and Language to the Disadvantaged: What We Have Learned from Field Research." *Harvard Education Review* 47, 518-43.
- Beers, K., and B. Samuels, eds. 1998. *Into Focus: Understanding and Creating Middle School Readers*. Norwood, MA: Christopher Gordon.
- Blachowicz, C. L. Z. 1986. "Making Connections: Alternatives to the Vocabulary Notebook." *Journal of Reading* 29, 2: 643-49.
- Bloom, B., and D. Krathwohl. 1984. *Taxonomy of Educational Objectives: Handbook 1: Cognitive Domain*. Menlo Park, CA: Addison-Wesley.
- Caine, R., and G. Caine. 1994. *Making Connections: Teaching and the Human Brain*. Reading, MA: Addison-Wesley.
- Carey, S. 1978. "The Child as Word Learner." In M. Hallen, J. Bresnan, and G. Miller, eds., *Linguistic Theory and Psychological Reality*. Cambridge, MA: MIT Press.
- Christenbury, L., and P. Kelly. 1983. *Questioning: A Path to Critical Thinking*. Urbana, IL: National Council of Teachers of English.
- Coles, R. 1989. *The Call of Stories: Teaching and the Moral Imagination*. Boston: Houghton Mifflin.