|  |  |  |  |
| --- | --- | --- | --- |
| **C**  **Connect**  **Strategies** | **O**  **Organize**  **Strategies** | **D**  **Deep-Process**  **Strategies** | **E**  **Exercise**  **Strategies** |
| **Word Wall**  A collection of words is organized into categories and posted on the wall for students to use in their reading and writing.  ([resource link](http://www.readingrockets.org/content/pdfs/World_Walls_-_A_Support_for_Literacy_in_Secondary_School_Classrooms.pdf)) | **Prioritizing Vocabulary**  The teacher or students determine which words are *essential*, which are *important* and which are *good to know*.  ([resource link](https://docs.google.com/document/d/1ghhjB_iQwldT3da2buNPsXqOX_NYYtG0RRF9TiUgxqo/edit?usp=sharing)) | **Visualizing Vocabulary**  Students create images, sketches, or icons with brief explanations to demonstrate understanding.  ([resource link](http://www.nwp.org/cs/public/print/resource/403))  ([resource link](https://drive.google.com/file/d/0B-0vkP3o82QmMFAyMkNHMEVyX0k/view?usp=sharing)) | **Vocabulary Games**  Students play games like Bingo, Jeopardy! and Word Baseball to review vocabulary in a competitive and fun manner.  (baseball -[resource link](http://freeology.com/reading/how-to-play-vocabulary-baseball/))  (carousel game- [resource link](http://www.scholastic.com/teachers/lesson-plan/ruby-bridges-simple-act-courage-common-core-lesson-plan-grades-6-8#vocabulary-carousel)) |
| **Power Decoding**  Students use “attack skills” such as prefixes, suffixes, roots, context clues, and substitutions) to decode new words.  ([resource link](http://www.lacitycollege.edu/services/cra/word_analysis_student_workbook.pdf)) | **Concept Maps**  Students create visual representations of hierarchical relationships among a central concept, supporting ideas, and important details.  ([resource link](http://www.doe.virginia.gov/instruction/esl/resources/lang-socialstudies_branches_gov.pdf)) | **Storytelling**  Students analyze a selection of stories and then use basic story elements to define important concepts.  ([resource link](http://www.albionk12.org/forum/Vocab/VocabStories.pdf)) | **Use It or Lose It**  Students use a specified number of the new words in their writing assignments. |
| **Associations**  Students generate words, pictures, feelings, physical reactions to words, or whatever else comes to mind.  ([resource link](https://wvde.state.wv.us/strategybank/VerbalandVisualWordAssociation.html)) | **Fist Lists and Word Spiders**  The teacher provides categories in the “palm” of a hand organizer and students generate five words that fit the category, one for each “finger” of the organizer.  Word spiders similar with 8 legs. ([resource link](http://www.oise.utoronto.ca/balancedliteracydiet/Recipe/00056/)) | **Metaphors and Similes**  Students use words deeply by exploring their relationships to other words and concepts (e.g. How is democracy like baseball?) | **Vocabulary Carousel**  The teacher sets up five of six stations that include a variety of vocabulary activities.  Students rotate through all the stations, working in small groups.  ([resource link](https://docs.google.com/document/d/1rmr4jJ846rKWDZYbhN_0mTkgMgRm7X39x57uEzXfXsg/edit?usp=sharing)) |
| **See It, Say It, Show It, Store It**  Students look at the word, pronounce it slowly, write it out, and record its definition in their own words. | **Word Banks**  Students examine a list of words and place them into specific categories or the appropriate slots of a visual organizer. | **Defining Characteristics**  Students build multilayered definitions by focusing on essential characteristics: What is it? What is it used for? Why is it valued? Where does it come from? | **Practice Makes Perfect**  The teacher instructs students in the principles of effective practice, to include review sessions, using words often, and connection exercises. |
| **Illustrated Glossary / Vocabulary Journal**  Students keep a glossary of new words, defining the terms in their own words and including icons or images of the terms.  (resource link) | **Group and Label**  Students examine a list of vocabulary words and place them into groups based on common characteristics. For each group students device a label that describes what all the grouped words have in common. | **Etymologies**  Students investigate word histories, analyzing how a word’s original meaning is intact and how it has changed. | **Three’s a Crowd**  Students decide which word from a group of three doesn’t belong and explain why. |
| **Word Catcher**  Students “catch” a new word each day and record it in their vocabulary journals. | **A Diagram to Die For**  Students create a custom diagram that shows the relationships among words on a Word wall, in a word bank, or words selected in a text. | **Three-Way Tie**  Students select three words from a unit’s vocabulary and arrange them on a triangle. They connect the words with lines and explain the relationship between each pair of words by writing along the connecting lines. They may also summarize these relationships in the middle of the triangle.  ([resource link](https://sestrategies.wikispaces.com/file/view/5-2+Three-Way+Tie.pdf)) | **Peer Practice**  Students work as peer partners. One student serves as a coach, the other as a player. While the player works to define key terms from the unit, the coach provides assistance, feedback, and praise. Students then reverse roles. |
| **K.I.M. Vocabulary**  Use a graphic organizer for students to connect to each word by recording the key word, important information about the word and a mnemonic device to help remember the meaning.  ([resource link](https://www.asdk12.org/MiddleLink/HighFive/KIM/KIM_lesson_plan.pdf)) | **Word Continuums**  Students sort words based on a continuum between negative connotation to positive connotation or from formal register to informal register.  ([resource link](http://www.readwritethink.org/files/resources/interactives/word_matrix/)) | **The 4 R’s**  Students are tasked with revisiting the words, reviewing the definitions, and refining or revising in some way to illustrate their growing understanding of the word or concept. | **Quizlet**  Students can use this free app to practice with vocabulary in a variety of ways including: traditional flashcards, speller, test, scatter, and race.  ([resource link](https://quizlet.com/)) |
| **Vocabulary Knowledge Rating (VKR)**  Provide students a mechanism for determine their level of understanding for each new word you introduce.  Often, this is used as a formative assessment later to see how much their understanding has grown.  ([resource link](http://www.thoughtfulclassroom.com/tools/PDFs/Vocabulary_Knowledge_Rating_Organizer.pdf)) | **Concept Sort**  Teachers provide students with a list of terms or concepts from reading material. Students place words in different categories based on each word's meaning.  Categories can be teacher defined or student defined.  Can be used to pre-assess students before reading, or a formative assessment after reading.  [(resource link)](http://www.readingrockets.org/strategies/concept_sort) | **Multi-Sensory Processing**  Students explore words using feelings, sensory information, movement and visualization. | **Memory Box**  Students get a box, table or blank organizer, and without the aide of notes or a vocabulary journal, must populate the box, table or organizer with as many terms and definitions as they can remembers. |
| **Concept Attainment**  Teacher presents a concept with yes and no examples and students use critical attributes to distinguish between examples and then create their own examples. |  | **Crazy Connections**  Students receive two random words under study and must generate as many similarities as possible. | **Boggle**  Students in teams get 5 minutes of review with notes, flashcards, etc.  Next, they brainstorm for 2 minutes without notes.  Next, teams send a representative to compete with other teams.  A team gets 2 points for each term and definition the other teams do not have. |
| **Frayer Model**  A graphic organizer used to introduce new words to a student involving the definition, characteristics, examples and non-examples.  ([resource link](http://wvde.state.wv.us/strategybank/FrayerModel.html)) |  | **Word Poetry or Vocabulary Song**  Students create a poem about one or more words under study that convey both the denotation and explores connotations. Variation is to write a song including one or more vocabulary words.  In either case, the meaning of the word must be conveyed in the lyric or poem.  ([acrostic poem link](http://www.smekenseducation.com/simple-acrostic-poems.html)) | **Team Games Tournament (TGT)** teacher creates vocabulary/fact cards. The teacher divides the students heterogeneously by academic ability. This is the study group. After they have studied for a while, they then move to homogenous groups established by the teacher and compete against each other. They follow the points system to see how many points they take back to their study teams. |
| **Word Splash**  This strategy involves previewing words from a text, and doing some predictive pairing of the words.  As students read the text they check the accuracy of their predictions.  A whole class discussion of word meanings follow.  ([resource link](http://www.teachhub.com/classroom-games-how-use-word-splash)) |  | **Word Matrix**  Students take related concepts and place them on a word matrix using a tool developed by readwritethink.org  ([resource link](http://www.readwritethink.org/files/resources/interactives/word_matrix/))  ([resource link](https://docs.google.com/document/d/1zX54mHK9Vlne9tvSDlTGXzEijUaMq1BvTpHq4ogZJWM/edit?usp=sharing)) | **SOMA Vocabulary**  Students in groups create motions symbolic of the meaning of the word they are assigned and teach it to other groups.  Repetition and kinesthetic insures students remember the words.  ([resource link](http://stetsonassociates.com/wp-content/uploads/2011/07/SOMA-Vocab.pdf)) |
| **Other Vocabulary Diagram Variations**  Below are some links to some of the many diagram variants similar to Frayer and KIM.  [Word Map Diagram](https://docs.google.com/document/d/1rmr4jJ846rKWDZYbhN_0mTkgMgRm7X39x57uEzXfXsg/edit?usp=sharing)  [Word Map Diagram 2](https://docs.google.com/document/d/14RsXRl05axummHC4d7RKPMKf75idwWgtY_VyXYJEYFg/edit?usp=sharing)  [Word Map Diagram 3](https://docs.google.com/document/d/1lkavo4PGxRuowZnu93TtDWdFYetWUnBGJe8GY1u0TMo/edit?usp=sharing)  [Baby Frayer](https://docs.google.com/document/d/1GZQDDhigk1aLIEcIfxRrEk31SwY5qiSh7iVSk0J8Iz4/edit?usp=sharing) |  | **Vocabulary Cartoon**  Students create a cartoon that incorporates one or more of the words.  The meaning of the words must be conveyed in the cartoon. | **Para-Writing** Students write a paragraph or short piece using between five and ten vocabulary words. Each word must be embedded meaningfully into the text or it doesn't count.  ([resource link](https://docs.google.com/document/d/1jtBs1wgtz8J-EA2xTYcyXSPqpOhSp4nPBpHP6JT1pz0/edit?usp=sharing)) |
| **Word Detective**  This is a graphic organizer driven strategy that gets students to detect the meaning based on some context clues.  ([resource link](https://drive.google.com/file/d/0B-0vkP3o82QmSjJYaUFtY2dYWWs/view?usp=sharing)) |  | **Compare and Contrast** Students set two rich concepts against one another and describe each separately.  They then use their descriptions to draw out the deep similarities and differences between the two concepts.  Students must then decide if the two concepts are more similar or more different and explain why. |  |