



Ready Reference Form

Goal: Expand Vocabulary Strategy: Tune In to Interesting Words and Use New Vocabulary in Speaking and Writing	
Definition	Students build word awareness and the understanding of words so they have “thinking power” left in their brain to comprehend and make meaning of what is read.
Why Children Need This Strategy	<p>When students have at least six multiple exposures to a word in a variety of contexts, they develop significantly higher levels of comprehension (Block, Hasni, and Mangieri, 2005; National Reading Panel, 2000).</p> <p>Students who tune in to interesting words will encounter and remember new words, thus expanding their vocabulary.</p>
Secret to Success	<p>When students read independently, they must read and practice this strategy with a “good-fit book.”</p> <p>Use a word collector for both whole-group lessons and individual conferences to record and remember the new words. For more on word collectors, see pages 84 and 152.</p>
How We Teach It	<p>This is one of the first strategies we teach to the whole class on the first day of school.</p> <p>We choose two or three words from our read-aloud that we think the children will encounter in their own reading or writing.</p> <ul style="list-style-type: none"> ◆ While we are reading, we stop and make a big deal over one of the words, saying how much we love the sound of it. ◆ We write the word on the word collector under the first letter of the word (e.g., <i>deluge</i>, <i>d</i>). ◆ We continue reading until we come across two or three words each day. ◆ At the beginning of each literacy block, we review each of the words on the collector and discuss who has used it in their conversations or writing. <p>Another tool we use to facilitate tuning in to interesting words is a table-talk notebook (see page 83).</p>
Troubleshooting	<p>We meet with the children in a one-on-one conference and discuss the words they are learning and using. This conversation helps deepen the understanding of words and comprehension of what they are reading.</p> <p>For examples of a one-on-one conference using this strategy, see pages 37, 84, and 102.</p>