



## Literacy at Hartford Public High School

March 8, 2004

Volume 1 Number 25

### Creating Vocabulary Tables

Vocabulary tables can be very useful in helping increase vocabulary based on different forms of a particular word that is known to them. This activity can be strengthened by having vocabulary tables based on specific topics. By basing tables on specific topics, "long term" memory of related words is strengthened. In this example, there is a vocabulary table based on words related to making music, specifically classical music.

- Find a topic area you would like to expand your vocabulary on.
- Consider the concept of "short term" and "long term" learning and the importance of contextual clues for effective "long term" memorization.
- Take a look at the example table based on classical music terms. .
- Create a vocabulary table based on your chosen subject area.  
*Example: work actions, character, sporting actions, etc.*
- Copy created vocabulary tables and distribute the copies to your friends. Get them to create similar tables. In this way, together you can create a large amount of expanded vocabulary awareness in a relatively short amount of time.

Review the copy of the vocabulary table on the second sheet of this handout. Think about how you might apply this approach to the vocabulary words that arise in your lessons. Posting such lists of words will help your students to see the relationship among words, increasing their sight vocabulary and giving them the tools that they need to access the text that we ask them to read.

### Scoring a Student Response

•The Reading for Information subtest of the CAPT awards three possible scores for each of the two open-ended questions with each article:

0            1            2

•We should familiarize our students with this scoring procedure to help prepare them.

- 2 points: Response includes three things
  - Address the prompt
  - Includes specific and correct details
  - Includes closure
- 1 point: Response includes two things
  - Addresses the prompt
  - Includes some general reasons or examples
  - Includes closure
- 0 points: Response includes only one thing
  - Addresses the prompt
  - Includes some general reasons or examples
  - Includes closure

#### Addressing the Prompt

- Rephrase question or prompt as a statement
- Repeat key words or phrases in opening
- Paraphrase prompt: put thought into student's own words—good practice for using synonyms

#### Supporting the Prompt

- Add enough details
- Say what you mean; do not assume that the reader knows what you are explaining
- Explain terms that you use

#### Forming Closure

- Remind readers about the subject
- Summarize main points
- State the important of one point
- Say something that will keep readers thinking about the subject
- Ask a question that will keep readers thinking about the subject

## Classical Music

<b>Verb</b>	<b>Noun</b>	<b>Adjective</b>	<b>Adverb</b>
melodize	melody, melodeon, melodiousness, melodizer	melodious, melodic	melodiously, melodically
harmonize	harmony, harmonist, harmonization, harmonizer	harmonic, harmonious, harmonizable, harmonistic	harmonically, harmoniously, harmonistically
tune	tune, tunelessness, tunefulness	tuneful, tuneless	tunefully, tunelessly
sing	song, singer	singable	singingly
compose	composer, composition	compositional	
perform	performance, performer	performable, performing	
orchestrate	orchestra, orchestration, orchestrator	orchestral	