

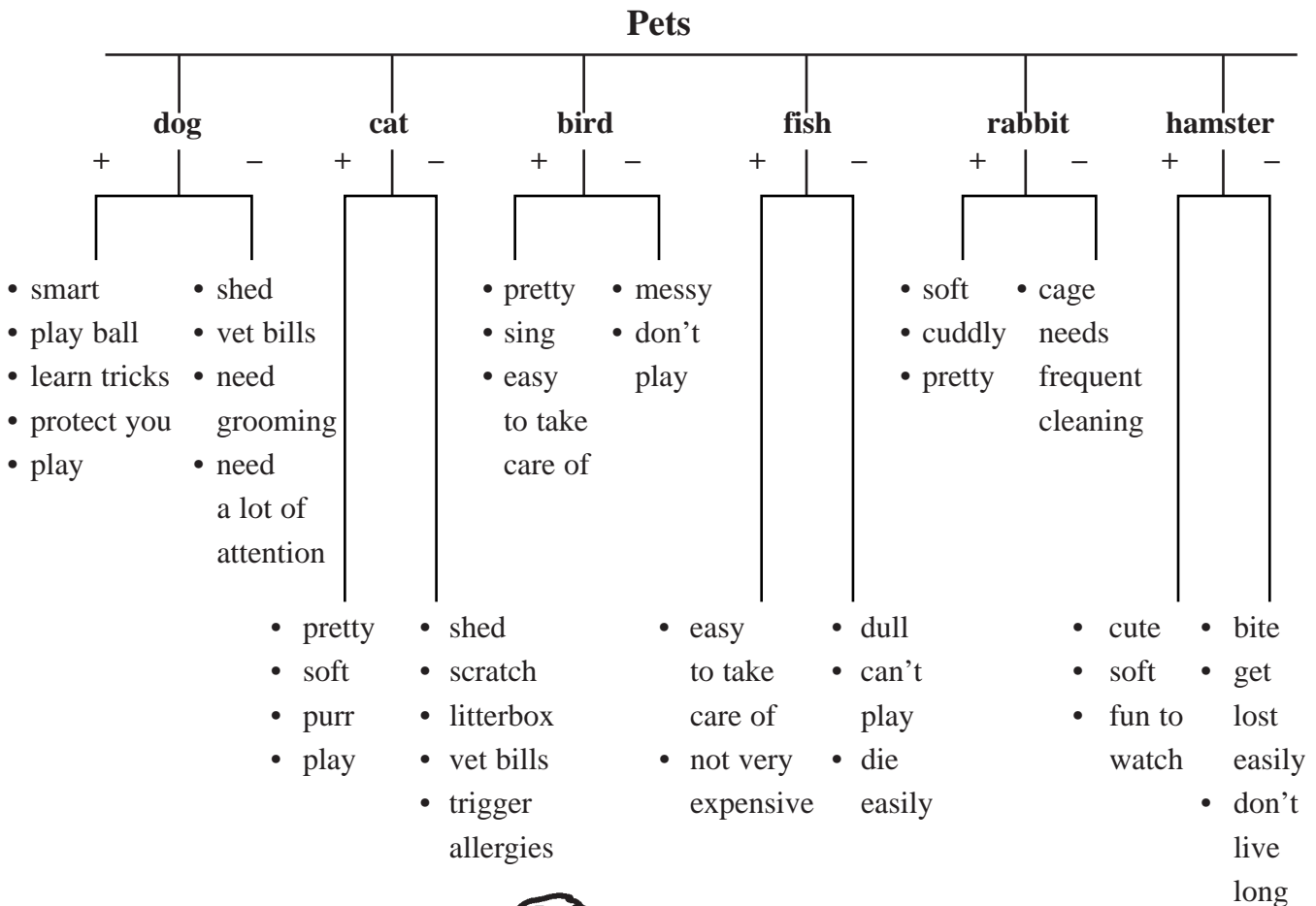
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Strategies: Concept Organization

⌘ Concept Organization Chart

Concept organization charts ensure all students have a frame of reference. Suppose you are going to read about being a veterinarian. Select a broad category—in this instance, pets. Create a simple graphic like the one shown below by having the class decide on six typical pets and listing them on the board. Guide the students to come up with the pros and cons of owning that kind of pet and list them beneath. This activates the students’ schema about the pets they own while providing valuable information to the students who have never owned that kind of pet.



Introduction to Section 4: Emerging Reading and Writing Skills

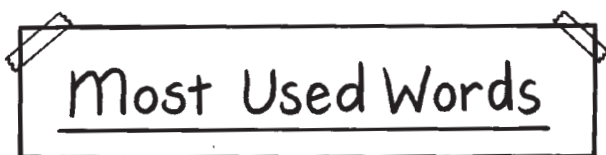
The ability to read well and write well is intertwined. Everything that your students read enhances the development of their writing skills, and everything that your students compose improves their reading skills. Just keep in mind the process of vocabulary acquisition:

- Stage 1:** The student hears a new word spoken in context:
The *enormous* fire destroyed six buildings.
- Stage 2:** The student reads the same word in print:
The ship was lost during an *enormous* storm.
- State 3:** The student uses the word in an appropriate context when speaking:
The Toronto Zoo is *enormous*.
- Stage 4:** The student uses the word in his or her own written composition:
Most dinosaurs were *enormous*.

Strategies: Word Walls

✂ Word Walls

Students learn about print by seeing print—the more, the better. Therefore, use black marker on fluorescent note cards to label objects around the room. Then every time that a student looks at an object (such as a bookshelf), the first thing that catches his or her eye is the object’s name. Post content area vocabulary, high-frequency words, and spelling demons on a classroom wall. Encourage the students to consistently use the wall as a resource whenever they are reading or writing.

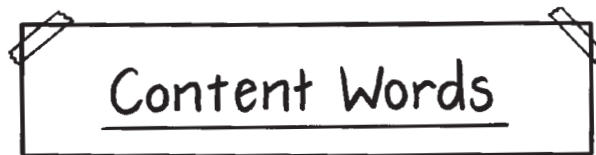


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