

## CHAPTER SIX

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# *Vocabulary Assessment and Teaching Vocabulary After Reading*

**M**ore new words and phrases can be taught after reading. There are several instructional strategies that follow naturally after reading, such as students formulating questions, using cognitive maps, team presentations, a variety of cooperative learning strategies, and of course short and long pieces of writing to anchor vocabulary, discourse, and content. Learning centers or stations can also be designed for after-reading vocabulary with more words, grammar, discourse, and reading and writing activities.

### **SOME AFTER-READING VOCABULARY ACTIVITIES**

1. **Formulating Questions.** After Partner Reading, instead of answering teacher-made questions or text questions, the students form teams of four to formulate questions from the portion of the text they have been reading using Tier 2 and Tier 3 words and phrases. Formulating instead of just answering questions develops further depth of meaning. Students need to go back into the text to do more close reading and learn more vocabulary. Using sample

question starters from Bloom's Taxonomy (see <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives>), students in teams can jointly formulate two questions at the Bloom level the teacher has assigned. This gives the students additional opportunities to use the pre-taught words as well as to learn new words as they formulate questions. It is also an opportunity to go back into the text and delve deeper into comprehension of the topic.

**2. Assessing the Questions and the Content.** The questions students develop are collected by the teacher, and a cooperative learning activity can be used for the whole class to answer or discuss the questions written by each team. This helps to anchor language, discourse, reading comprehension, writing skills, and mastery of content. High-quality, text-dependent questioning by students leads to reformulation of assumptions, clarification of information, or prediction of possible outcomes.

One strategy we used when we were conducting Multidistrict Trainer of Trainers Institutes in each of the California Counties of Education years ago, our presenters used a strategy to ensure that all students were totally engaged in learning. This strategy has been called Numbered Heads Together (Calderón, 1984; Calderón & Spiegel-Coleman, 1985) but has been modified throughout the years to help ELLs and SELs apply the new words within the context of close reading and reporting what they learn (Calderón et al., 2011–2016).

### **Numbered Heads Together**

- (1) Number off in your teams from one to four.
- (2) Listen to the question.
- (3) Put your heads together, and come up with the answer.
- (4) Make sure every student knows the answer, particularly your ELL peer.
- (5) Be prepared if your number is called.
- (6) The team that wrote the question becomes the judges of the vocabulary used during responses.
- (7) Use sentence starters, connectors, and Tier 2 and 3 words in your response and when you add to someone else's responses.