

READING Strategy → Word Splash

Reading component	Vocabulary/Comprehension
Related Standard(s) of Learning	1.7, 2.6, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

Overview of the strategy

This before-reading strategy introduces students to key vocabulary, allowing them to access prior knowledge of the topic. Students are asked to sort words into categories, justifying their placement based on prior knowledge. Students make predictions based on what they know from the introduced vocabulary words, which can be confirmed as the story or article is read. This strategy works especially well with nonfiction text.

Strategy procedure

1. Using an overhead transparency, chart paper, or chalkboard, display 6-10 unusual or unfamiliar words from the text, splashing the words around the title of the story or article.
2. Read aloud with the students as you point to each word.
3. Ask the students to work with partners or in teams. Students should classify the words into groups, justifying why certain words might go together.
4. Have students share their groupings and reasons with the class.
5. Have the students make predictions about the text based on the words in the Word Splash.
6. Students should read the text silently, either in its entirety or in chunks. Have them confirm and/or revise their predictions based on what they have read.