

# STRATEGIES FOR IMPROVING READING COMPREHENSION

## \* *Reciprocal Reading Strategy*

### **Background:**

Students use a set of four comprehension strategies on a common text, in pairs or small groups. In a related approach, ReQuest, the teacher leads the whole class in reciprocal questioning.

### **Overview:**

Reciprocal Reading was developed in the mid-1980s by reading researchers Ann Brown and Ann-Marie Palincsar. Also called reciprocal teaching, it is a set of four strategies taught to struggling readers, primarily to develop their comprehension monitoring abilities. In pairs or small groups, participants sharing a common text take turns assuming the roles of teacher and student. After explicit instruction from a knowledgeable teacher, students engage in the following sequence:

#### 1. Questioning

A student assumes the role of "teacher" and reads aloud a segment of a passage as group members follow along silently. The group members then pose questions that focus on main ideas.

#### 2. Summarizing

The "teacher" answers and summarizes the content.

#### 3. Clarifying

The group discusses and clarifies remaining difficulties in understanding.

#### 4. Predicting

The group then makes a prediction about future content. Next, a second student takes on the role of teacher for a subsequent segment of text.

A related whole class strategy is ReQuest (Manzo, 1969) or reciprocal questioning, in which the teacher leads the whole class in silently reading together a segment of text. Students then question the teacher about the content. After a subsequent segment of text is read, the teacher questions the students. As the questioning process continues, students learn to imitate the teacher's questioning behavior.

## \* *Background Knowledge Strategies:*

### **Background:**

Strategies to help students activate what they know in order to connect it with the content of a comprehension task.

### **Overview:**

Activating and building background knowledge is a strategic process incorporated into effective prereading. Several teacher strategies for guiding students to activate their

knowledge include PReP (PReP Reading Plan; Langer, 1981), Advanced Organizers (Ausubel, 1968), Anticipation Guides (Readence, Bean, & Baldwin, 1998), Text Previews (Graves, Cook, & LaBerge, 1983).

PReP is a teaching strategy for activating students' knowledge before a reading task. The teacher guides the class in a discussion that begins with students making word associations to key concepts the teacher has identified. Students then reflect on these concepts, reformulating what they brainstormed. The process continues as students compare their knowledge to that of other students, self-assess their level of their prior knowledge, and predict areas of new information. From student responses, the teacher can assess the level of well-formed, partially-formed, or ill-formed knowledge structures of the students.

Advanced Organizers and Text Previews are paragraphs written by the teacher with a formal structure that engage the students' background knowledge and foster interest. A first section of these previews builds interest and makes connections to familiar topics. The next section previews/summarizes the text to-be-read in a short synopsis. A final section provides guiding questions focusing the students' reading. The teacher creates the preview, discusses how the preview relates to students prior knowledge in a large group, and then directs students to read the text.

Anticipation Guides also follow a prescribed format. After identifying the major concepts in a text, the teacher creates a limited number (usually 3-5 ) of debatable, experienced-based statements that express these concepts. Before reading, students read the statements and check off those with which they agree. Next, students discuss each statement and debate their opinions. Students then read the passage and end with a follow-up discussion of the statements based upon their reading.

#### \* ***Collaborative Strategic Reading (CSR)***

##### **Background:**

A set of four strategies to aid decoding and comprehending content-area text. It was developed for students with learning disabilities who are in general education classrooms. CSR integrates word identification, reciprocal reading, and cooperative learning.

##### **Overview:**

Collaborative Strategic Reading (CSR) is a set of four strategies struggling readers can use to decode and comprehend as they read content area text. Researchers Janette K. Klingner, Sharon Vaughn, and Jeanne Schumm developed CSR for struggling upper elementary and middle school readers with learning disabilities by adapting reciprocal reading and cooperative learning strategies. CSR can be used by content area teachers in inclusion settings as well as by reading teachers.

To implement CSR, students of mixed reading and achievement levels work in small, cooperative groups of 4-5 students. They support each other in applying a sequence of

reading strategies as they read orally or silently from a shared selection of text. The four strategies are as follows:

1. Preview: Before reading, students brainstorm prior knowledge and predict what will be learned.
2. Click and Clunk: Students identify words or word parts that were hard to understand (called "clunks"). A sequence of "fix-up strategies" is used to decode the "clunk." These strategies are: (a) re-reading the sentence for key ideas, (b) looking for context clues in the sentences before and after, (c) looking for prefixes or suffixes, and (d) breaking the word apart to find smaller words.
3. Get the gist: Students learn to ask themselves: What is the most important person, place, or thing? What is the most important idea about the person, place or thing?
4. Wrap up: After reading, students construct their own questions to check for understanding of the passage, answer the questions, and summarize what has been learned.

To learn to work in the cooperative group, students are taught the following roles that correspond to the strategies:

1. Leader, who says what to read next and what strategy to apply next,
2. Clunk expert, who uses cards to remind the group of the steps,
3. Gist expert, who guides the group to articulate the gist and then evaluates it,
4. Announcer, who calls upon group members to read or share ideas and
5. Encourager who gives praise and encourages and evaluates discussion.

### **\* *Dictated Stories /Language Experience Approach (LEA)***

#### **Background:**

Students dictate stories, responses, or experiences to a teacher or peer, who writes or word processes the account using the student's words verbatim. Students then practice reading aloud the transcription, possibly to a partner.

#### **Overview:**

Dictated stories, also called the Language Experience Approach, has been effective in developing the skills of new readers ranging from young children to adults. Students dictate stories, responses, or experiences to a teacher or peer, who writes or word-processes the account using the student's words verbatim. Students then practice reading aloud the transcription, possibly to a partner. In reading their own words, students maintain a personal connection to reading while building sight word knowledge and fluency. The dictated stories can be collected into a personal anthology, to be shared with other students or family.

Perez (2000) presented an adaptation of the approach for supporting reading of second language learners in the content area classroom. The three steps are as follows: Step 1 - Discussion activities. The teacher initiates a discussion around the major ideas of a text (usually expository) to be read. The teacher guides the class and the struggling readers in particular to share their experiences and knowledge. The teacher (or a peer)

reads a text segment aloud, then stops to ask questions for further discussion. Step 2 - Recording. Student discussion is recorded by the teacher or by a designated student. With a tape recorder, it is possible for discussion of the whole class to be documented without disruption. Later, the class discussion, including the words of struggling readers, can be transcribed.

Step 3 - Follow-up activities. Students review or reflect on the text that was read. Second language learners may draw a sketch of their understanding, which they explain to a group. They may practice reading aloud portions of the transcription of the discussion.

Other variations of the strategy are possible. It is one of the few that helps students make the connection between spoken print and decoding the written word.

### \* *K-W-L-Plus*

#### **Background:**

Extends Ogle's (1986) K-W-L strategy to secondary readers. The questions What do I know? (K), What do I want to know? (W), and What did I learn? (L) are supported with summarizing and mapping.

#### **Overview:**

Carr and Ogle's (1987) K-W-L-Plus, for Know, Want, and Learn plus Mapping and Summarizing, guides secondary students through five reading strategies. It extends Ogle's (1986) K-W-L strategy to secondary readers. Ogle claims K-W-L helps students become better readers of expository text and helps teachers to be more interactive in their teaching. After several K-W-L-Plus activities, students are encouraged to use it as an independent learning strategy. The steps are as follows:

Step K - What do I know? Before students read, the teacher presents a concept from the text and poses the "Know" question. As the class brainstorms, the teacher lists responses on a strategy sheet beginning with a column labeled "K - What we know." Students and teacher categorize this list into information they predict will be in the text. The teacher becomes aware of students' level of prior knowledge.

Step W - What do I want to learn? The teacher elicits student questions stemming from their interests, curiosities, or unanswered questions about the concept. These are listed on the strategy sheet under a column labeled "W - What do I want to learn." Students read sections of the passage individually (broken into manageable segments for struggling readers) and check for answers to the questions. During reading, additional questions can be added and answered as a group.

Step L1 - What Did I learn? Both during and after reading, students write what they learned in a third column "L - What I learned" and check which questions were unanswered.

Step L2 - Mapping. Students refer to the K step to categorize what they learned. Placing the title at the center of the map, they form categories as major branches, and add explanatory concepts. Students can refer to the map to create exam or study questions.

Step L3 - Summarizing. Students number the concepts on the map based to order points they choose to make in a written summary. The summaries become a useful summative evaluation for teacher and student as they evaluate their comprehending.

Variations on the theme of K-W-L-Plus

Huffman (1998) combined K-W-L with the "5W" questions. Mandeville (1994) advocated adding an additional column, allowing students to assign relevance and personal value to what is being learned. An effective implementation of K-W-L is teacher modeling, student practice in groups, and independent use by students in a co-requisite course (Stone & Miller, 1991).

### \* ***Literature-Based Classroom Models***

#### **Background:**

Literacy instruction based on trade books appropriate for the students' age and interests.

#### **Overview:**

In the last few decades, many secondary reading programs have been developed around the use authentic, published literature, a practice traditionally limited to the English classroom. Although the application of Literature Based Reading Instruction varies by teacher, the common element is children's, young adult and/or adult literature as the basis for literacy instruction. These trade book (as opposed to textbook) programs may be organized in a variety of ways to scaffold struggling readers. Three popular models are core literature, text sets and thematic units (Gunning, 2000).

#### Core Literature Programs

A core literature program includes a variety of trade books selected by the district or teacher to be used for intensive reading. The books, read by the whole class or by groups, give students a common ground for building conversations about texts and a reference point for comparing and contrasting books and stories. Trade book selection should consider student interest, but without some student choice in the process, this advantage can be lost. To scaffold struggling readers, teachers using a core book strategy present the books in a variety of ways (i.e., read alouds, audio taped versions, partner reading).

#### Text Sets

Text sets are simply trade books that are all related in some way. For example, the teacher or students may choose to read several books by the same author, several books about one point in history, or one genre such as diaries or memoirs. As with a set of core books, if students are reading book within the same set, even if they are not all reading the exact same book, they have a common ground for discussion. Text sets

allow for the teacher to differentiate the instruction, so that struggling readers have books at their independent reading levels.

## Thematic Units

An unit that organizes instruction around a central theme can help struggling readers to build background knowledge and to connect their understanding to other contexts, such as classes, work, and home. Thematic units may draw from a text set or a core set of trade books and orchestrated with other classroom teachers.

### \* ***Reader Response Strategies***

#### **Background:**

These unique strategies focus on developing transaction with text. Students are guided in connecting their own emotions and experiences during reading.

#### **Overview:**

Unique responses to literature have been examined and considered since the 1920s, culminating in the work of Louise Rosenblatt. In 1938 and again in 1978, Rosenblatt drew attention to the unique and legitimate contributions of the reader to text understanding. These contributions can be elicited through instructional strategies in the context of a literature-based classroom. Four strategies that have been successful with struggling secondary readers are described here.

The Point, Counterpoint response strategy (Rogers, 1987, 1990, 1991) encourages multiple interpretations of complex stories. It consists of three stages.

1. Students read the story, jotting down responses that come to mind.
2. In small groups or with the whole class, students discuss their responses with others and elaborate on them, comparing their response with responses of others.
3. Students revise their original responses, adding a rationale and/or an explanation.

The Response Heuristic (Bleich, 1978) asks students to provide three written responses to a text.

1. In "text perception," the reader composes a brief summary statement about the content.
2. The reader reacts to the text.
3. The reader provides "associations with the text," which are personal connections that are elaborated upon with their own prior knowledge and beliefs.

The Sketch to Stretch activity (Harste, Short & Burke, 1988) asks students to generate sketches reflective of their interpretations of a text. Students share these sketches in small groups while peers offer interpretations. Once group members have suggested an interpretation, the artist presents his/her interpretation. This activity continues until everyone has presented their work.

Readers' theater focuses on oral reading and interpretation as well as composition and comprehension (Post, 1974; Young & Vardell, 1993). Readers select favorite literature from which they develop and perform scripts. To prepare, students may practice reading lines as a group. Teachers can allow the use of simple props and encourage a theatrical performance. Or, students can be asked to let the words alone convey the meaning. Following the performance, students and audience discuss the performance. Revision may follow.

### **\* *Reading Guides Strategy***

#### **Background:**

Students respond to a written guide of teacher-created prompts as they read assigned text. The prompts elicit literal, interpretive, and applied levels of comprehension.

#### **Overview:**

Reading guides are adjunct aids that prompt readers to comprehend as they read assigned text. They are designed to help students develop comprehension abilities at three levels: literal (the recognition of ideas directly stated in the text), interpretive or inferential (ideas implied by the author), and applied (ideas that have application beyond the text). They can also help students to recognize major concepts, supporting details and organizational patterns within text. Guides help students comprehend text that is more difficult than they could comprehend through independent reading. Reading guides were first identified in 1969 as aids to mathematics comprehension by Richard Earl; Harold Herber described the three-level guide in 1970. Some specific reading guides described in the professional literature are: Three-Level Guides, QARs, Pattern Guides, Concept Guides, Selective Reading Guides and Reading Road Maps.

Reading guides are teacher-created. Teachers analyze their texts for major concepts, their lessons for purposes, and the needs and knowledge of their students related to these concepts and purposes. They then write questions and/or statements that guide students to read for and respond to concepts both in and beyond the text.

Teachers should introduce guides by modeling their use and supporting students as they work. Teachers continue guidance on subsequent study guides by overseeing small groups or pairs of students. Finally, students complete these guides independently.

Research into the success of reading guides has been conducted in mathematics, social studies, and science classrooms where teachers used them as an adjunct to their content area instruction. Results indicate significant improvements in developing general reading comprehension and in gaining specific content knowledge (Berget, 1977; Riley, 1979; Maxon, 1979; Estes, 1973). One more recent study reported significant improvements among regular, remedial, and learning disabled students (Horton & Lovitt, 1989).

### **\* *Reading Workshop Approach***

#### **Background:**

Reading Workshop was introduced by Nancie Atwell as she described the reading and writing that occurred in her middle school classroom (Atwell, 1987). Her stories told how language abilities of all students grew when they were provided opportunities to think about, talk about, and write about self-selected texts.



**Overview:**

Using a constructivist approach to learning, Nancie Atwell (Atwell, 1987) created a classroom where talk about books resembled the talk that occurred at her own dining room table. In this middle school English language arts classroom, all students were invited to read and discuss their responses texts (Atwell, 1998). At the heart of Atwell's Reading Workshop were three tenets. First students were provided time to read. Second, students gained ownership over texts by selecting what they read. Finally, students responded to the texts they read in a variety of ways.

During Atwell's reading Workshop students were engaged in reading or responding to reading for the entire period. Students were required to engage in reading primarily narrative texts. Students were not allowed to disturb others. Atwell insisted that her students make up the required reading time if absent. During Atwell's and others reading workshops, "book talk" is constant and occurs in multiple ways.

In this Reading Workshop approach, the teacher served as an expert reading/writing guide. Teachers read and wrote alongside their students thus modeling literary discussions and responses to reading.

In recent years, the number of professional books devoted to students' talk about books has grown (Roser, Strecker & Martinez, 2000). Students talk in literature circles, book clubs, and literature discussion groups. When students participate in literature circles, students read independently and "think collaboratively" (Short, 1995). Occurred in several ways. The primary goal of these circles is to encourage students to become critical thinkers. Book clubs differ slightly in that a small group of three to five students meet to discuss one particular book. During their conversations they actively clarify confusing parts of the text, make connections to other texts or similar personal experiences as well as discuss the author's craft and intent. (McMahon & Raphael, 1997). Literature discussion groups rely on open-ended discussions in small self-selected groups. Teachers assist in guiding students toward insights or interpretations particularly suited to the text (Eeds & Peterson, 1991). The approach helps students develop their identities as readers and writers.

**\* *Text Mapping Strategies*****Background:**

Strategies for helping students identify important concepts and conceptual relationships in text.

**Overview:**

Text maps depict important concepts in a selection of text and show how they connect structurally. Text mapping can develop comprehension before, during, and/or after reading. As a teaching strategy, students use a map developed by the teacher. As a learning strategy, students develop their own maps. In text mapping, the major concepts of a passage attach to major branches in a diagram to which minor branches are added for details. Branches can be labeled to represent the rhetorical structure. It also has been called Graphic Organizers/ Structured Overview (Barron, 1969) and Idea Mapping

(Armbruster & Anderson, 1982) for expository and Story Maps (Beck & McKeown, 1981) for narrative text.

As a teaching strategy, text mapping has 3 stages:

I. Preparation: This first stage is considered the most important by the developers.

Step 1: Select the important concepts from a text.

Step 2: Arrange the concept words into a map that shows how the words are connected.

Step 3: Add to the map words students have previously learned.

Step 4: Evaluate the map by sharing it with a novice teacher to see if the relationships make sense.

II. Presentation: The teacher uses the map for 5-10 minutes as a preteaching tool to introduce the concepts and their interrelationships. Students are encouraged to add concepts and question the relationships. Intermittently, the teacher poses questions to check for understanding.

III. Follow-Up: As students read, they are encouraged to see how new information fits into the map.

As a student strategy, text mapping has 2 stages:

Stage 1 Before reading: For the strategy to be effective, students must be taught to generate their own map of concepts from a text.

Stage 2 During and After Reading: Students confirm and add to the map, creating a spatial representation of the concepts in the text. They label the branches to show the relationships between concepts (i.e., concept and example, concept and definition, concept and properties, temporal, cause and effect, conditional, and comparison).

Students can be taught to review the map prior to a test.

Computer mapping programs aid the use of this strategy.

### **\* *Vocabulary and Concept Mapping Strategies***

#### **Background:**

Students explore new vocabulary and concepts, building upon what they know to see relationships through graphic depictions.

#### **Overview:**

Several mapping strategies were introduced during the 1970s and 1980s to help secondary students acquire vocabulary and concept knowledge. These strategies were an alternative to the ineffective practice of testing students on word definitions. Through a graphic depiction of ideas, these strategies build upon what students know to help them see relationships with newly introduced vocabulary. Students develop related rather than isolated word knowledge and develop skill in differentiating concepts as well as defining words. Each can be used before, during, and after reading.

## Semantic mapping

1. Place the target concept at the center of a diagram.
2. Elicit related key words and concepts from students and place them radiating out from the central concept, grouping them into related categories.
3. Introduce new words and related concepts attached to those known by students.

## Semantic feature analysis

1. Select a category of related terms.
2. List terms in a column.
3. List features (characteristics) to be explored in rows above the terms.
4. Indicate feature possession with + or -, or scale 1-3,
5. New terms and/or features may be added during and after reading.
6. Terms and features are explored through discussion.

## Concept of definition (word) mapping

1. Identify a target concept.
2. Guide students to identify relevant (essential) characteristics and contrast these with irrelevant (non-essential) characteristics.
3. Generate examples to illustrate concept.
4. Attach concept to a larger category.
5. Consider related but different concepts within this category.

## \* **Word Analysis Strategies**

### **Background:**

This family of strategies gives struggling secondary readers ways to decode unknown multisyllabic words by developing an awareness of word parts.

### **Overview:**

Some struggling secondary readers have difficulty in decoding multisyllabic words. This difficulty can seriously impair comprehension, especially in expository text that secondary students are expected to read. When explicitly taught word analysis strategies, they can be successful. These strategies are described in a number of sources. One is by Thomas Gunning (1998).

**Syllable Patterns.** Student learn to identify and decode the pronounceable word parts within words.

**Morphemic Analysis.** Students learn to identify the meaningful parts of a word, such as compound words, prefixes, suffixes, and roots.

**Contextual Analysis.** Students learn to use verbal clues from the sentence or passage. If the context clues also contain unknown words, students will have difficulty using them.

The Word Identification Strategy. In this orchestration of word analysis strategies (Lenz & Hughes, 1990) students learn a mnemonic, DISSECT, to help them decode unknown words during the reading of content area texts. The steps follow:

Discover the context (by examining syntactic and semantic cues).

Isolate the prefix (by dividing it from the root).

Separate the suffix (by dividing it from the root).

Say the stem (by reading what is left of the word).

Examine the stem (by dividing the letters and applying knowledge of phonics rules).

Check with someone.

Try the dictionary.

If decoding the stem at the E stage fails, students are taught to apply 3 rules of phonics.

The rules are

Rule 1: If the stem or part of the stem begins with a vowel, divide off the first 2 letters; if it begins with a consonant, divide off the first 3 letters;

Rule 2: If you can't make sense of the stem after using Rule 1, take off the first letter of the stem and use the rule again; and

Rule 3: Check the hints for pronunciation when 2 different vowels are together (these are provided to students). The strategy was found to work best when the word being read was in the student's listening vocabulary (Bryant, Vaughn, Linan-Thompson, Ugel, Hamff, & Hougen, in press).

### **\* Scrambled Paragraphs Strategy**

Google: Daniel Gauss and Scrambled Paragraphs.

READING COMPREHENSION (taken from Nancy Hennessy "Plumbing the Depths of Comprehension):

### **\* Dig Deeper Strategy**

Teacher discusses, trains, models and scaffolds instruction to teach students how to read like a detective, using some of the following techniques:

- Figure out the author's intent, author's assumptions, central ideas and themes.
- Summarize and synthesize ideas. Analyze and question the text (who, what, when, where, why, how).
- Interpret meanings of words, phrases, idioms, figurative language. Integrate meaning within and between sentences.
- Analyze the text structure (sentences, paragraphs, sections, transitions).

\* Use Grammar to better understand and comprehend text: Mark all the "who" or "what" words in a passage. Mark all the "is, are, was, were, doing, happening" words in a passage. Pull words from the text to do word sorts and discuss their function. What is the word's job and how does it fit with the other words. Build meaning and discover relationships by examining:

Words – parts of speech – what question does each answer

Phrases – noun, verb or prepositional

Clauses – dependent or independent

Sentences – simple, compound or complex  
Conjunctions – connectors – specific meaning conveyed  
Pronoun referents, substitutions and synonyms

\* Queries – The teacher asks the students open-ended questions to help them discover and state connections, links, associations, inferences, perspectives, and bridge between ideas in adjacent sentences, find deeper meaning.

\* Think Aloud – Have students generate their own questions about the text, use concept maps to summarize the text, explain the text, share thoughts and impressions, tell about mental imagery (the movie in your head as you read).

\* Mix and Match – Use post-it notes or 3x5 cards to create sentence scramblers or word anagrams. Discuss how the arrangement of letters or words changes the meaning and intent. Pass out cards that have words, phrases or clauses – ask “Who has a \_\_\_\_ that answers the question \_\_\_\_ ?”

\* BLUEPRINT-PLANNING GUIDE FOR INSTRUCTION (taken from Nancy Hennessey “Plumbing the Depths of Comprehension):

1. Main ideas or critical understanding of the text – “What do you want the student to know and to be able to do after reading the text?”

2. Purpose for Reading – How will you introduce the text? What will you tell students the purpose for reading is?

3. Key Vocabulary – Which words will your students need to know? Which ones will you intentionally teach? Which will you incidentally teach, when, where, how?

4. Language Structures (phrases, sentences) – Is there figurative language or are there sentence structures that may be difficult for your students? When and how will you teach students to deal with these?

5. Schema and text structure – Which background knowledge (schema) is critical to understanding the text? What strategy activities will you use to surface, build, connect to the text? How is the text organized? How will you teach students to use structure to organize and express understanding?

6. Text reading – What strategies and activities will you use

\* FOUR PART VOCABULARY PROGRAM (Graves, 2003):

1. Provide rich, varied language experiences – Do “read aloud’s” to pick up rich vocab from listening comprehension.

2. Teach individual words – direct, explicit, 3 to 5 words per lesson

3. Teach word strategies – morphology, word structures and word parts, Greek or Latin roots, prefixes, suffixes, context clues

4. Foster word consciousness - use incidental opportunities to intentionally expose students to rich vocab – use “\$10 words” in general conversation – get excited about big words – become word wizards – put interesting words on wall

\* VOCABULARY INSTRUCTIONAL STRATEGIES (Stahl, 1999):

1. Definitional information – synonyms, antonyms, examples, non-examples, differences in related words

2. Contextual information – discussion of meaning in different sentences, scenarios, creation of sentences and silly questions

3. Multiple exposures to targeted words – use orally and in writing, deep processing and generation of information that ties the word to known information

\* INSTRUCTIONAL ROUTINE FOR TEACHING VOCABULARY (adapted from Beck, McKeown & Kucuh, 2008):

1. Choose words for intentional intensive instruction.
2. Develop student friendly definition for targeted words – identify context plus experiences using the word.
3. Create questions, reasons, examples, non-examples, situations – create activities that tap into word relationships, including maps for categories, semantic feature analysis, concept maps.
4. Identify writing tasks (sentence stems, purposeful paragraphs) – Use clues and puzzles for word identification (guess who, what's yours like, crossword puzzles).
5. Other activities – put words in categories, substitute synonyms, have students generate their own real life examples and create non-examples, ask questions to make connections, create visual like posters with picture, explanation and example, create semantic maps connecting to at least three other words, put list of synonyms and antonyms on a continuum, play attributes game “I'm thinking of a word that has 3 syllables, 2 morphemes, feels like, sounds like, looks like, is used for, ...”