Strategy: Exclusion Brainstorming

Reading Dimension(s): Language/Prior Knowledge

Objective/Essential Question: Does the student have adequate prior knowledge to understand what he or she is reading?

SOL(s): K.8, 1.11, 2.8, 3.5, 4.5, 5.6

Prerequisite Skills:
1. Ability to discriminate how words relate or not relate to a topic.

Materials: Informational passage or content-area textbook

Procedure:

1. Identify a list of words related to an informational book or content-area textbook that students will read and include a few words that do not fit with the topic. Then write the list on the chalkboard or on an overhead transparency, or make copies for the students.
2. Read the list of words with students and, in small groups or together as a class, decide which words are related to the text and which words are not related. Then students draw circles around words that they think are not related.
3. Have students read the assignment, noticing whether the words in the exclusion brainstorming exercise are mentioned in the text.
4. After reading, have students check their exclusion brainstorming list and make corrections based on their reading. They put check marks by related words and cross out unrelated words, regardless of whether they circled them earlier or not.

Reference(s):

Blachowicz, C. L. Z. (1986). Making connections: Alternatives to the vocabulary notebook. *Journal of Reading: 29, 643-649.*

Tompkins, G. (1998). 50 literacy strategies: Step by step. Upper Saddle River, NJ: Prentice-Hall.