



*Selected Instructional Aids*  
from

# **Crossing the Vocabulary Bridge**

## ***Differentiated Strategies for Diverse Secondary Classrooms***

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**SOCORRO G. HERRERA**  
**SHABINA K. KAVIMANDAN**  
**MELISSA A. HOLMES**

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Teachers College, Columbia University  
New York and London

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_ **in Pictures and Words**



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# Academic Literacy Mind Map

## Student Assessment Rubric

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Total Score: \_\_\_\_\_

Criteria	Beginning 1–2	Developing 3–4	Accomplished 5	Score
<b>Creative Use of Information</b>	Student uses information from the mind map to write simple sentences. The ideas on the map have been depicted using a minimal combination of pictures and words.	Student uses information from the mind map to write sentences that summarize the important ideas of the topic. The ideas on the map have been depicted using a good combination of visuals and words.	Student uses information from the mind map to write sentences that represent an in-depth understanding of the topic. The ideas on the map have been depicted through extensive use of pictures and words.	
<b>Connections to the Map</b>	Minimal connections made between the concepts on the map and the paragraph.	Some connections made between the concepts on the map and the paragraph.	Extensive connections made between the concepts on the map and the details of the paragraph.	
<b>Knowledge of Topic</b>	Student paragraphs have basic information that reflects only a part of the discussion conducted during the class.	Student paragraphs show many facets of the learning gained during the class.	Student paragraphs include examples and connections that represent the critical concepts learned as well as links to outside resources (past learning, prior experiences, and personal connections).	
<b>Comments</b>				




—Adapted from forms developed by classroom teachers

# Tri-Fold

Topic: \_\_\_\_\_

What I Think		
(sticky note)	(sticky note)	(sticky note)
Things I Learned		
Summary of Events/Ideas		

# Listen Sketch Label

<b>Listen</b> 	<b>Sketch</b> 	<b>Label</b> 

Name: \_\_\_\_\_

**DOTS Chart**  
(Determine, Observe, Talk, Summarize)

Topic: \_\_\_\_\_

<b>A-B</b>	<b>C-D</b>	<b>E-F</b>
<b>G-H</b>	<b>I-J</b>	<b>K-L</b>
<b>M-N</b>	<b>O-P</b>	<b>Q-R</b>
<b>S-T</b>	<b>U-V-W</b>	<b>X-Y-Z</b>

# DOTS Chart

## (Determine, Observe, Talk, Summarize)

### Student Academic Behavior Checklist

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

Descriptors	Score*	Comments
Words in the boxes reflect student's background knowledge experiences.		
Student uses a combination of L1 and L2 to record words in the lettered boxes.		
Student makes connections to the topic with both pictures and words.		
Student connects the words to the target vocabulary, individually.		
Student participates in the discussion with peers. Words added in the boxes reflect the discussions.		
Student monitors understanding of the words during the lesson using the DOTS chart.		
Paragraph shows connections between student's thoughts and ideas.		
Paragraph has a combination of student's own words and the target vocabulary.		
Paragraph is relevant to the topic, reflective of group discussions, and shows connections made to the topic.		

\*Scoring is optional.

—Adapted from forms developed by classroom teachers

# Pic-Tac-Tell

## Student Assessment Rubric

### Content Area: Math

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Total Score: \_\_\_\_\_

Criteria	Beginning 1–2	Developing 3–4	Accomplished 5	Score
<b>Concept and Content Development</b>	No links are made between sentences and the concepts presented.	Some links are made between sentences and the concepts presented.	Advanced links are made between sentences and the concepts presented.	
<b>Key Vocabulary</b>	Sentences show no connections between the vocabulary words.	Sentences show some connections between the vocabulary words, with some content-specific language.	Sentences show numerous connections between the vocabulary words, with a high level of content-specific language.	
<b>Organization of the Sentences</b>	Sentences are randomly connected, with no attention to Math language.	Sentences are somewhat connected using Math language. Sentence selection shows some understanding of the facts presented.	Sentences are highly connected using Math language. Sentence selection shows a high level of understanding of the facts presented.	

**Comments**

*—Adapted from forms developed by classroom teachers*

# Vocabulary Quilt

*Write a vocabulary word in the center of each box.*

*Note: This template is merely a guide for creation of your own Vocabulary Quilt.  
It is best to create the quilt on a large scale to give students plenty of space to write.*


# Vocabulary Quilt

## Student Academic Behavior Checklist

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

Descriptors	Score*	Comments
Pronounces the target word aloud before putting the picture or the word in the box		
Relates to words using prior experiences and background knowledge		
Uses descriptive words for the target vocabulary		
Connects to the words using the native language		
Infers meaning of the words beyond the text		
Attends to every word on the quilt		
Predicts what the story will be about based on the words on the quilt		

\*Scoring is optional.

—Adapted from forms developed by classroom teachers

# Thumb Challenge

## Student Assessment Rubric

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Total Score: \_\_\_\_\_

Criteria	Beginning 1–2	Developing 3–4	Accomplished 5	Score
<b>Oral Explanation of Words</b>	No explanations are provided, or explanations are unrelated to the topic.	Explanations are vague, somewhat related to text. Explanations include verbal and nonverbal representations.	All explanations for words are appropriate, detailed, and specific, using verbal representations.	
<b>Student Interaction</b>	No interaction is taking place between students.	Interaction is only related to the oral production of vocabulary words.	Student interaction is meaningful regarding word explanation, and there is turn-taking between students.	
<b>Summary Sentence</b>	No sentence is submitted or sentence is incomplete and unrelated to the text.	Sentences are accurate but simple.	Sentences accurately express the major ideas in the text and are meaningfully elaborated.	

**Comments**

*—Adapted from forms developed by classroom teachers*

# IDEA

## (Ignite, Discover, Extend, Affirm)

### Student Assessment Rubric

Name: \_\_\_\_\_ Group: \_\_\_\_\_

Topic: \_\_\_\_\_ Total Score: \_\_\_\_\_

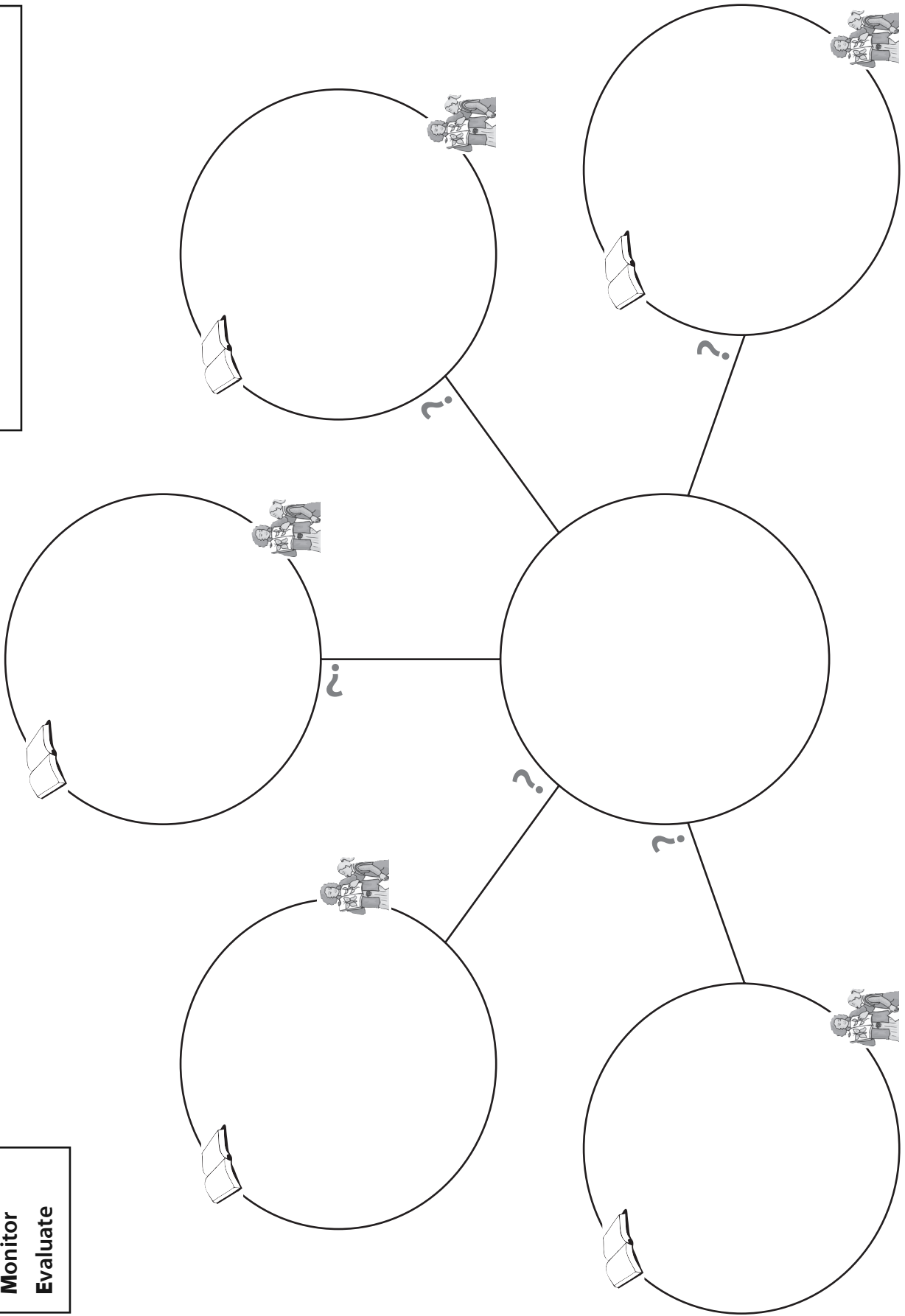
Criteria	Beginning 1–2	Developing 3–4	Accomplished 5	Score
<b>Group Work</b>				
<b>Vocabulary Chain</b>	Vocabulary connections unclear. The vocabulary words are incorrectly placed in the chain.	Vocabulary connections made to students' prior experiences. Some vocabulary words are placed in order to show the connections that exist between them.	Vocabulary connections contain numerous details that relate to prior experiences of students. All of the words are appropriately placed in the chain to show the connections that exist between them.	
<b>Supporting Details/ Group Discussion</b>	No details added to the word chain. No evidence of student discussion.	Some details added to the word chain. Students in the group discussed word chain details with each other.	Many details added to the word chain. Extensive student discussion evident from the added details.	
<b>Individual Work</b>				
<b>Individual Paragraph</b>	The paragraph shows no connection with prior knowledge. Details not presented in a logical manner.	The paragraph shows some connections with prior knowledge. Details presented in a manner that shows some logic.	The paragraph shows evidence of thoughtful connections with prior knowledge. Details presented in a clear and logical order that shows thoughtful connections.	
<b>Creative Use of Information</b>	None of the sentences constructed include the vocabulary words in the chain.	A few sentences are well constructed and follow the sequence of the vocabulary words in the chain.	All sentences are well constructed and follow the sequence of the vocabulary words in the chain.	
<b>Comments</b>				

—Adapted from forms developed by classroom teachers

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

# U-C-ME

- Uncover
- Concentrate
- Monitor
- Evaluate



**U-C-ME**  
**(Uncover, Concentrate, Monitor, Evaluate)**  
**Student Assessment Rubric**

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Total Score: \_\_\_\_\_

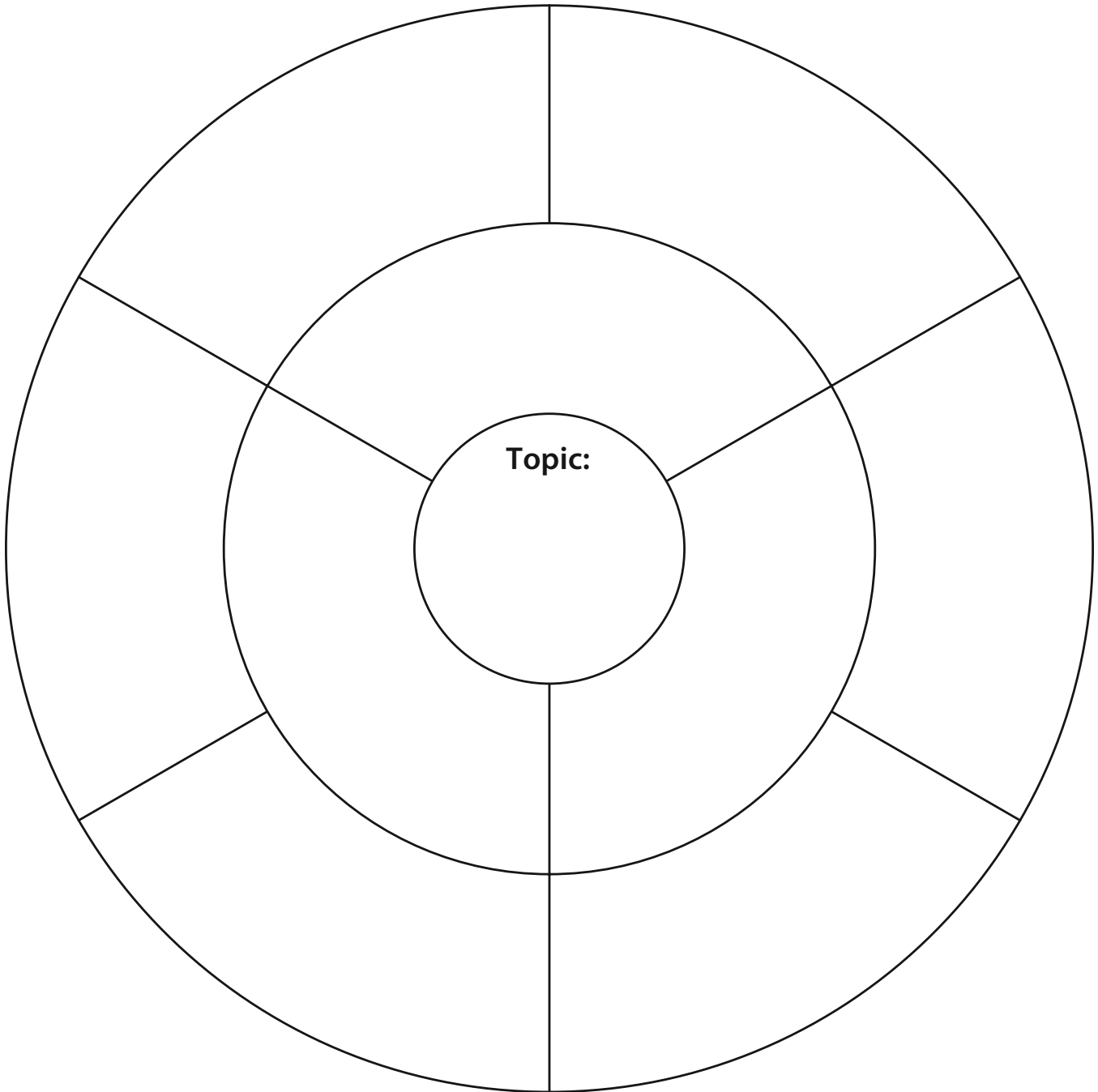
Criteria	Beginning 1–2	Developing 3–4	Accomplished 5	Score
<b>Sequencing</b>	Many of the support details or arguments are not presented in an expected or logical manner.	Arguments and support are provided in a fairly logical order and are easy to follow.	Arguments and support are provided in a logical order using the discussions from the class.	
<b>Paragraph Narrative</b>	Only a few arguments are specific to the U-C-ME chart.	Arguments are specific to the U-C-ME chart but do not go beyond the class discussion.	Arguments in the paragraph are specific to the U-C-ME chart and some even go beyond the class discussion.	
<b>Sentence Structure</b>	None of the constructed sentences follow the sequence of the U-C-ME chart.	A few sentences are well constructed and follow some sequence of the U-C-ME chart.	All sentences are well constructed and follow the sequence of the U-C-ME chart.	
<b>Connections to Prior Knowledge</b>	The paragraph shows no connections with the prior knowledge as shown through the U-C-ME chart.	The paragraph shows some connections with the prior knowledge as shown through the U-C-ME chart.	The paragraph shows evidence of thoughtful connections with the prior knowledge as shown through the U-C-ME chart.	
<b>Comments</b>				

—Adapted from forms developed by classroom teachers

# Extension Wheel

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Extension Wheel

## Student Assessment Rubric

### Content Area: Science

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Total Score: \_\_\_\_\_

Criteria	Beginning 1–2	Developing 3–4	Accomplished 5	Score
<b>Information Presented</b>	Information presented on the wheel is superficial and not fully related to content discussed throughout the lesson.	Information presented on the wheel is somewhat linked to key vocabulary and critical concepts discussed/learned throughout the lesson.	Information presented on the wheel is highly linked to key vocabulary and the critical concepts discussed/learned throughout the lesson.	
<b>Knowledge of Topic</b>	Student’s expansion of ideas includes only basic information, with no connections to the topic, key vocabulary, or critical concepts covered in the lesson. Expansions show no evidence of group interaction.	Student’s expansion of ideas includes some details about the topic. Expansions show only minimal group interaction, with minimal emphasis on key vocabulary and critical concepts covered in the lesson.	Student’s expansion of ideas includes many details about the topic. Expansions reflect a high level of group interaction and incorporate key vocabulary and critical concepts covered in the lesson.	
<b>Sentence Formation</b>	Student-created sentences do not include any information presented on the wheel. The ideas discussed in the sentences are disjointed.	Student-created sentences include some information presented on the wheel. The ideas discussed in the sentences are somewhat connected to the topic.	Student-created sentences include a large amount of the information presented on the wheel. The ideas discussed in the sentences are highly connected to the topic.	
<b>Comments</b>				

*—Adapted from forms developed by classroom teachers*

# Relevance Scale

Name: \_\_\_\_\_

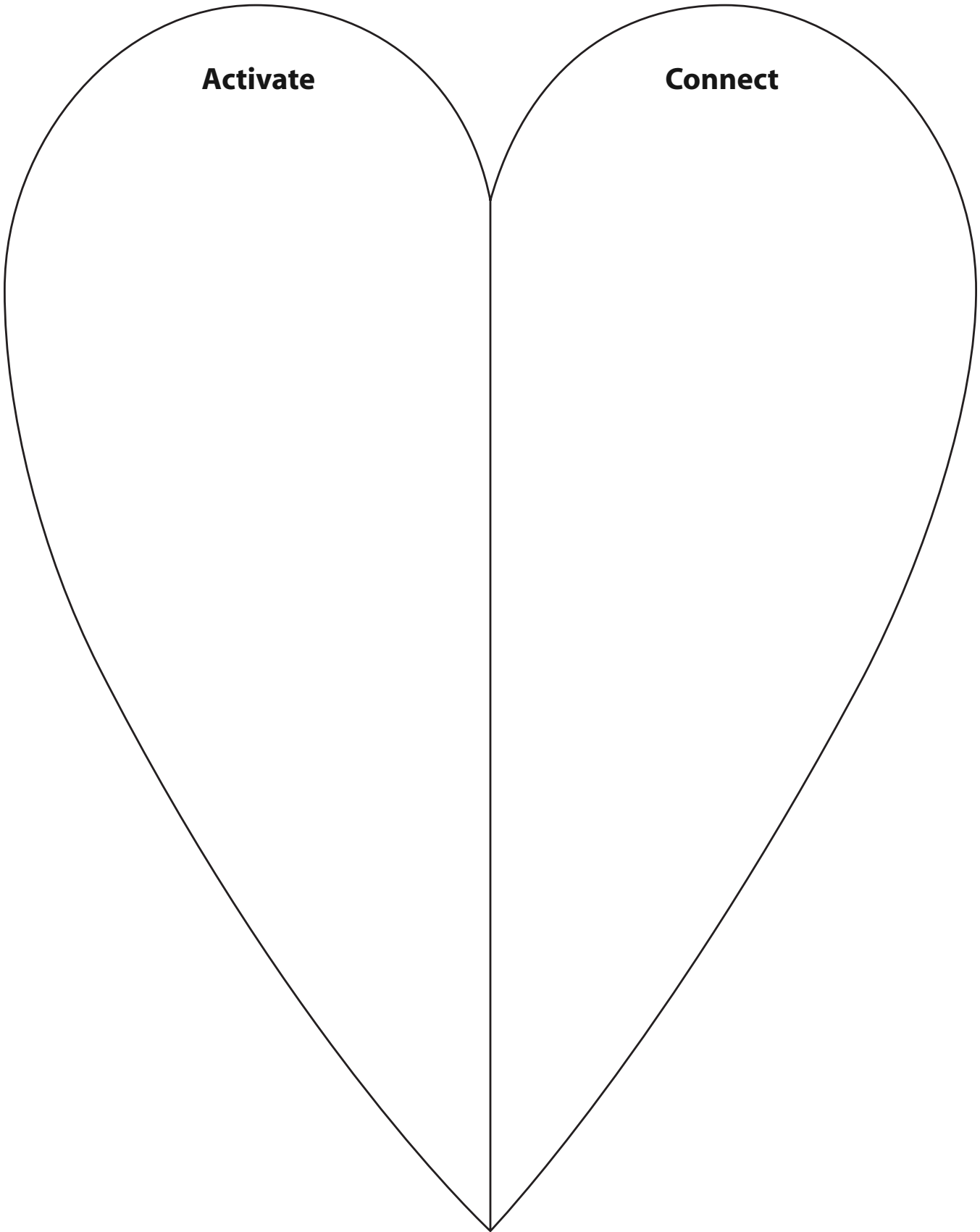
Reading Selection: \_\_\_\_\_

<b>Detail #1:</b>
<b>Detail #2:</b>
<b>Detail #3:</b>
<b>Detail #4:</b>
<b>Detail #5:</b>
<b>Detail #6:</b>
<b>Detail #7:</b>
<b>Detail #8:</b>
<b>Detail #9:</b>
<b>Detail #10:</b>

# Heart Activity

**Activate**

**Connect**



# Heart Activity

## Student Assessment Rubric

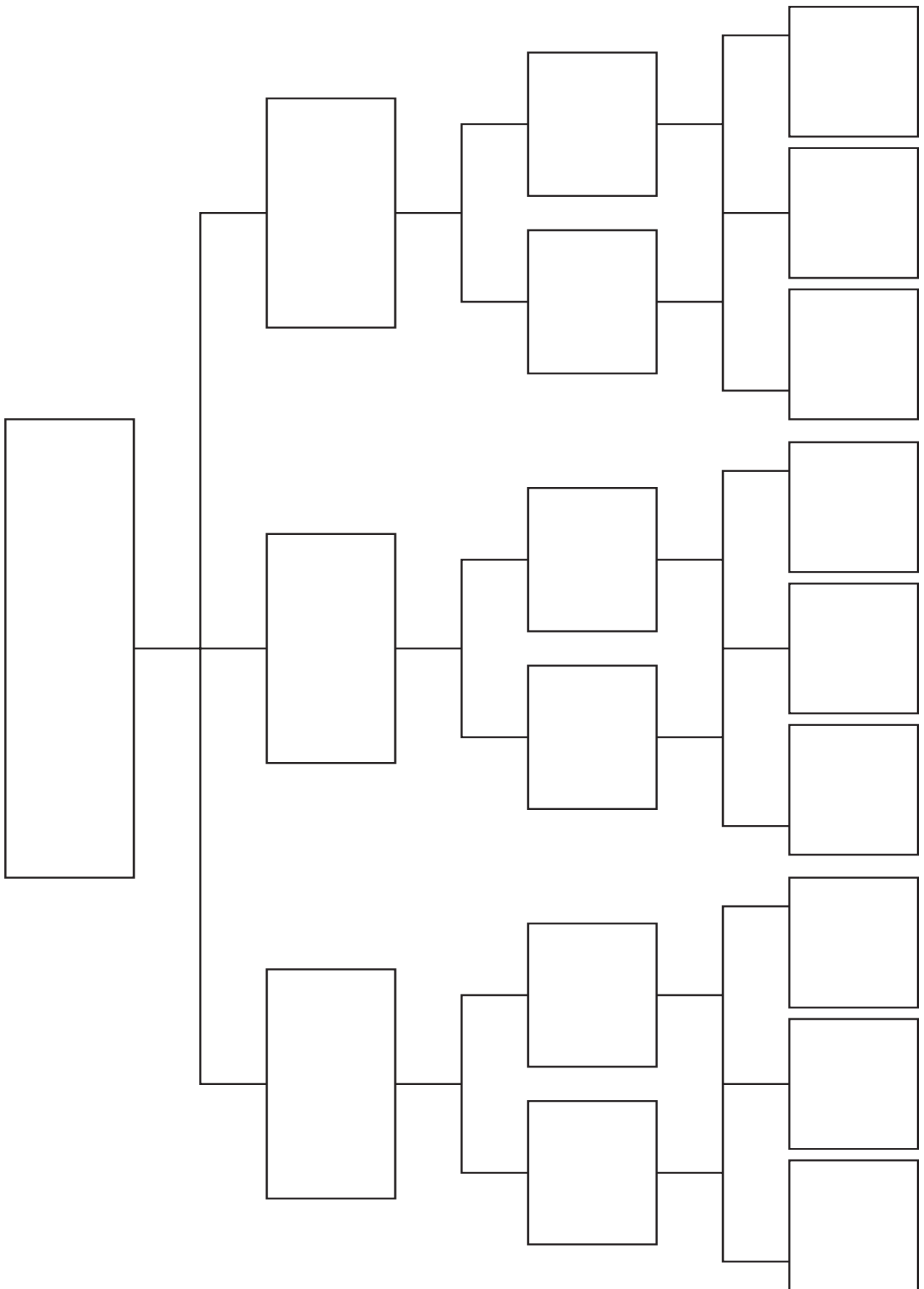
### Content Area: Social Studies

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Total Score: \_\_\_\_\_

Criteria	Beginning 1–2	Developing 3–4	Accomplished 5	Score
<b>Connections to Self</b>	The few connections that are made between personal memories and the topic are only superficial.	Some connections are made between personal memories and the topic in the form of both pictures and words.	Advanced connections are made between personal memories and the topic, with many details in the form of both pictures and words.	
<b>Connections to World</b>	Connections to the topic show no relevant details from past or current world issues.	Connections to the topic show some details from past or current world issues.	Connections to the topic show many details and significant understanding of past or current world issues.	
<b>Student Summaries</b>	Summary created includes only basic information from the heart template and no expansion of ideas. There is no evidence of group discussion.	Summary created includes some information from the heart template and minimal expansion of ideas. There is some evidence of group discussion.	Summary created includes a large amount of information from the heart template and detailed expansion of ideas. There is significant evidence of group discussion.	
<b>Comments</b>				

*—Adapted from forms developed by classroom teachers*

**It's All in the Box**



# It's All in the Box

## Student Assessment Rubric

### Content Area: Science

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Total Score: \_\_\_\_\_

Criteria	Beginning 1–2	Developing 3–4	Accomplished 5	Score
<b>Concept Development</b>	Words around the main idea are disconnected and show few connections to the topic.	Words around the main idea are somewhat connected to each other and show some connections to the topic.	Words around the main idea are highly connected to each other and are well connected to the topic.	
<b>Group Discussion</b>	There is minimal evidence of group discussion in the expansion of ideas.	There is some evidence of group discussion in the expansion of ideas.	There is evidence of high levels of group discussion in the expansion of ideas.	
<b>Summary Sentence(s)</b>	Summary sentence(s) do not include any words from the strategy activities and are not reflective of the topic.	Summary sentence(s) include some words from the strategy activities and are somewhat reflective of the topic.	Summary sentence(s) reflect many words from the strategy activities and are highly reflective of the topic.	

**Comments**

*—Adapted from forms developed by classroom teachers*

## Active Bookmarks

*Note:* This template provides two distinct bookmarks to save paper when copying the bookmarks for distribution. In practice, the bookmarks are cut apart, and only one bookmark at a time is used per student.

Active Bookmark				
Name:				
Text Selection:				
Statements	Prediction		Text Page	Justification
	T	F		
1.				
2.				
3.				
4.				
5.				
6.				

Active Bookmark				
Name:				
Text Selection:				
Statements	Prediction		Text Page	Justification
	T	F		
1.				
2.				
3.				
4.				
5.				
6.				

# Active Bookmarks

## Student Academic Behavior Checklist

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

Descriptors	Score*	Comments
Topic/text prediction and bookmark predictions are reflective of student's background experiences and some understanding of the topic.		
Student willingly shares with group members his/her topic/text prediction and bookmark predictions.		
Student is able to provide a rationale for his/her predictions.		
Student is able to monitor his/her own comprehension as he/she moves the bookmark.		
Justification statements reflect a thorough understanding of the topic and use of context clues.		
Justification statements reflect use of inference skills while working with the topic.		

\*Scoring is optional.

—Adapted from forms developed by classroom teachers