

Vocabulary

Explanation for Application of Reading Strategy

Possible Sentences

In Possible Sentences (Stahl & Kapinus, 1991; Blachowicz & Fisher, 2002), the teacher chooses 8 - 10 words that may cause difficulty for their students in the targeted area of content text. The focus is on key concepts. In this strategy students are predicting how these key vocabulary words will be used in text.

Before Reading

The teacher writes 8 - 10 words on the board. A brief definition may be provided. Students are directed to think of POSSIBLE SENTENCES that may occur in the chapter or section they are about to read. Each student or group writes a collection of sentences containing four words from the choices on the board. The goal is to use as many of the words as possible. Teacher collects the Possible Sentences.

During Reading

The students are directed to read the selection watching for the listed vocabulary words. As they read, they confirm, or modify their understanding of the words.

After Reading

Following the reading, the teacher returns the Possible Sentences. Students then evaluate each sentence by placing the appropriate letters in front of each sentence:

- T – true or accurate
- F – false or inaccurate
- M – maybe
- DK – don't know

Vocabulary

Model for Application of Reading Strategy

Possible Sentences

The Legendary Land

Key Terms

Saga	legendary	knoll
Encounter	Leif Eriksson	Greenlanders
Vikings	exploration	geographers
	Cartographers	

Student Possible sentences using terms above.

DK _____ 1. A Saga was a time of many sad events during exploration.

F. _____ 2. A knoll is a type of knot Leif Eriksson ties.

DK _____ 3. ET had a legendary encounter with a family in California.

F _____ 4. Greenlanders and Vikings were geographers.

T _____ 5. Cartographers record sagas.

M _____ 6. Leif Eriksson was a geographer and cartographer.

T – true or accurate
F – false or inaccurate
M – maybe
DK – don't know

After reading the selection, rewrite the sentences to reflect a true statement.