What do you know about this vocabulary?

Check the box that best describes your understanding of the word/concept.

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| --- | --- | --- | --- | --- | --- |
| Concept/ Vocab Words  ↓ | *I don’t know the word.* | *I understand the general meaning of the word, but can’t use it.* | *I can give examples of the word.* | *I can define the word.* | *I know the word well and can use the word meaning.* |
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| *Comprehension Guide:* | *I need to stop and use clarifying strategies (asking questions, looking up the word in the dictionary).* | *I need to slow down and check my comprehension to make sure I am using the correct meaning of the words/concepts.* | | | *I can define the word, and can read at the appropriate speed.* |

Teacher Guide

Students with different levels of comprehension will need different levels of support.

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| --- | --- | --- | --- | --- | --- |
| Concept/ Vocab  Words  ↓ | *I don’t know the word.* | *I understand the general meaning of the word, but can’t use it.* | *I can give examples of the word.* | *I can define the word.* | *I know the word well and can use the word meaning.* |
| Try to tie in the concepts/vocab to concepts from curriculum. | Student needs to stop, ask questions, and/or look up the definition of the word. | Student needs the activity to be slowed down. Check for comprehension, incorporate the words/concepts in the context of the curriculum to assist in understanding. | | | Student understands and can read at the appropriate speed. |

Strategies for Teaching Vocabulary:

1. Contextualize the word for a specific meaning
2. Have students repeat word so they have a phonological representation
3. Explain the meaning of the word
4. Give examples of the word in other contexts
5. Have students provide their own examples
6. Have children say word again to reinforce their phonological representation