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Teacher Toolkit Rubric
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Guided Reading

Reading for Gist and Unfamiliar Vocabulary

This protocol guides students through determining the gist and recognizing unfamiliar vocabulary in each section of a new text.

Procedure:

1. Students are going to be in pairs or small groups.
2. The selections have to be read from start to finish
3. Are the students going to reread sections of the text and think about doing it on their own?
4. Students underline and highlight information that they know about.
5. Students have to circle any words that they do not know.
6. In their group's students have to discuss their ideas together.
7. Students have to put their information on a sticky note.
8. Have students repeat steps 3-7 for the remainder of the section.

Examples of when to use the strategy:

Skimming through a paragraph/section to understand the point of the selected reading

Taking unknown words out of the selected reading and looking up the definition and then defining it in your own terms.

Students only having a short time limit to find out what a text is about.

Using the unknown vocabulary word and reconstructing a sentence to fit to their liking.

Students transferring existed skills into their reading

Variations

1. The teacher has to assign partners or small groups.
2. Students write information on the board.
3. Students may write down their comments to remember what they need to say when they are presenting their ideas.

Word Sort

Students are able to find commonalities from spellings and phonemes; they have to use their background knowledge and put words in the correct places for their reading and to reference back and see what they learned from their reading.

Procedure:

1. The teacher defines the process for categorizing the words. Students use critical thinking to figure out what words fit into categories.
2. Provide 15 minutes for group members to work individually.
3. As a group or individually give students the topic of discussion various lesson elements.

Examples of when to use the strategy:

Finding the same word that has different means and writing down the different meanings of the word

Organize words by sound that end in -ing or -at

Sort all the words by their visual pattern

Forming generalizations

When introducing head words or familiar words (ex: ai or ay)

Variations

1. Students can determine how to categorize words, using critical thinking to come up with their own reasons why they sorted the words.
2. There could be groups of students that were asked a question, but they elected an individual to be their representative to answer the questions.
3. The word sorting could be based upon digital outlets (Chromebook, tablet, cellphone etc.)

Vocabulary Squares

This strategy best used with texts that are slightly about the student's level of thinking. It is an effective strategy that will help improve the students reading fluency. Students will be able to heighten their understanding of key words necessary to aid comprehension.

Procedure:

1. Vocabulary Squares consist of a four-part grid each with a different label.
2. For each identified vocabulary word, the student fills in appropriate information in each section of the grid

Examples of when to use the strategy:

Putting the book definition in your own words

Drawing a picture of the word

Using the word in a sentence

When doing a frayer model

When having sentence stems

Variations:

1. Define in your own words
2. Use Synonyms
3. Use Symbols
4. Have Prefix/Suffix/Root
5. Use Parts of Speech

List/Group/Label

This strategy requires critical thinking to see the relationship between words. There is a three-step process for organize vocabulary from a text to there right word groups.

Procedure:

1. Choose a main idea or concept from a text.

2. Have students think of words that they can relate to the concept in which is going on.
3. Classroom will be divided into three to four groups of students.
4. The ideas they come up with, they create a list and put words into smaller categories and explain why they categorized the words that they did.
5. Students create a main name or label for each of the category and reflect their reasoning.
6. Students read the text.
7. Students correct terms so they can include info that matches with the context of the text.

Examples of when to use the strategy:

Building on prior knowledge of a topic

Organize and understand of specific vocabulary and concepts

When you need to categorize and label skills

When engaging students in learning new vocabulary and content by activating their critical thinking skills.

When doing hands on learning

Variations:

1. New terms, groups or labels can be added or revised as students increase their familiarity with the text.
2. Allow students to choose their groups.
3. Allow students to choose the main idea or concept from a text.

Contextual Redefinition

This gives students point by point strategy for using the context of the text to find the meaning of unknown words. It asks students to find the unambiguous information in a text selection and synthesize it with the authors intent. Students have to pay attention to other important word meaning in the text such as grammar and examples. There's a platform that students can make informed judgements about what a word might mean.

Procedure:

1. Remind students that words have many meanings, and their context is a key component of determining that meaning. Choose words from a text that might be challenge for students to define. Write these words on the board, on chart paper, or under a digital camera.

2. Have students predict definitions for these terms before reading the text. Students' predictions will be "loose" and possibly inaccurate, due to the fact that they are making these predictions independently of reading. Write all student predictions on the board, on chart paper, or under a digital camera.
3. Have the students read the text, annotating where the vocabulary in question occurs.
4. Ask students to revisit their previous definitions and see which reflect the use of these words in the context of the selection.

Examples of when to use the strategy:

Using words in an authentic sentence.

Defining individual words from only using your prior knowledge of what you know of them.

Reiterate words that have multiple meanings use that context in a text selection to determine its meaning

Record suggested definitions on a: piece of paper, whiteboard, Chromebook etc.

Have students go back and see if the true definition of the word matches their version of the definition of the word.

Variations:

1. Students can use dictionaries, thesaurus, or other vocabulary references to assist in making meanings clear to students
2. Combine Contextual Redefinition with other vocabulary strategies in this section, such as the Frayer model, to "zoom in" on particular words.
3. Have students match the word with the definition to figure out what they think the meaning of it is.

Frayer Model

This is a four-part graphic approach to analyzing and understanding vocabulary. You are to define the term, focus on important characteristics; and then do examples and non-examples of the word. The main idea of this is to analyze the word's meaning, and then apply the examples and non-examples.

Procedure:

1. Choose key vocabulary from a reading selection and show it to the class.

2. Explain this graphic organizer to the class, use a word of choice to model the use of the graphic organizer.
3. Have the students break up into pairs.
4. Assign each pair one of the key vocabulary words, and have groups complete this organizer together.
5. Have student pairs present their models to the class.

Examples of when to use the strategy:

Developing understanding key concepts and vocab

Comparing attributes and examples

Reviewing key vocabulary before a test or quiz

Creating a “Vocabulary Wall” for quick reference of word meanings

Drawing on prior knowledge to make connections among concepts

Variations

1. Have students control the overall concept of the frayer model.
2. Combine the strategy and have a gallery walk to share the information.
3. Use student work as a collected glossary.