



Assessing Student Learning

Goal	Expand Vocabulary
Strategy	Use Prior Knowledge to Connect with Text
Common Core Alignment	L.1.4, L.1.5 RI.2.4 RL.3.4, RI.3.4, L.3.4 L.4.4 RL.5.4, RF.5.4, L.5.4 RL.6.4, RI.6.4 L.7.4 RI.8.4, RI.8.5
Possible Text Selections	<u><i>Eyes and Ears</i></u> by Seymour Simon <u><i>Greedy Zebra</i></u> by Mwenye Hadithi and Adrienne Kennawa <u><i>Green Eggs and Ham</i></u> by Dr. Seuss <u><i>The Little Red Hen (Makes a Pizza)</i></u> by Philemon Sturges <u><i>The True Story of the Three Little Pigs</i></u> by Jon Scieszka <u><i>Tikki Tikki Tembo</i></u> by Arlene Mosel <u><i>Wemberly Worried</i></u> by Kevin Henkes <i>Hatchet</i> by Gary Paulsen <i>A River Ran Wild</i> by Lynne Cherry
Instruction	See Ready Reference Guide
Possible Options for Assessment	<p>Use Prior Knowledge and Context Clues Form (example below) Forms are an easy way to quickly and accurately assess if a student understands a strategy. With this particular form, students will record a word they do not know the meaning of, any context clues the author has provided to help them determine the meaning of the word, and finally what they believe the word means.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask if they have recorded any terms that were new to them. Take a look at those words to determine if they are detecting context clues and if those context clues and their prior knowledge are helping them to predict and confirm the meaning of the word. • Ask students to read a portion of their good fit book. • After listening to the student read, ask if they have discovered any additional terms that they are unfamiliar with. If so, ask them to use their prior knowledge and context clues to predict the meaning of the word if possible. • Have the student go back and reread the sentence to confirm that the definition they predicted makes sense. <p>If the student seems to be struggling with using prior knowledge and context clues to predict and confirm the meaning of the word, provide further instruction.</p>

**These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*



Use Prior Knowledge and Context to Predict and Confirm Meaning Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Use Prior Knowledge and Context	The student successfully identifies context clues when they are present and uses prior knowledge to predict the meanings of words. The student can tell what type of context clue is available (synonym, definition, example, contrast, or inference).	The student successfully identifies context clues when they are present and uses prior knowledge to predict the meanings of words.	The student is beginning to find one or two types of context clues, but is not proficient at finding all types. The student may or may not be able to predict the meaning of the word.	The student does not identify context clues or use prior knowledge to predict the meanings of words.
Confirm Meaning	The student always looks back to confirm the meaning of the term.	The student looks back to confirm the meaning of the term.	The student occasionally looks back to confirm the meaning of the term.	The student does not attempt to confirm the meaning of the term.



Use Prior Knowledge and Context to Predict and Confirm Meaning

Name: _____ Date: _____

Title of Book: _____
Word: _____ Page #: _____
Context Clues: _____ _____
Prior Knowledge: _____ _____
Meaning of Word: _____ _____
Did you go back to confirm the meaning? _____
Did you have to use another strategy to determine the meaning? _____

Title of Book: _____
Word: _____ Page #: _____
Context Clues: _____ _____
Prior Knowledge: _____ _____
Meaning of Word: _____ _____
Did you go back to confirm the meaning? _____
Did you have to use another strategy to determine the meaning? _____

