



Assessing Student Learning

Goal	Expand Vocabulary
Strategy	Ask Someone to Define the Word For You
Common Core Alignment	L.1.5 L.2.6 L.4.2 L.5.4 L.6.4
Possible Text Selections	<i>Mufaro's Beautiful Daughters</i> by John Steptoe <i>The Rough Face Girl</i> by Rafe Martin <i>Bud, Not Buddy</i> by Christopher Paul Curtis <i>Kat Kong</i> by Dav Pilkey <i>Curious George's ABCs</i> by H.A. Rey <i>Big Bugs</i> by Seymour Simon <i>Where the Sidewalk Ends</i> by Shel Silverstein
Instruction	See Ready Reference Guide
Possible Options for Assessment	<p>Sticky Notes Sticky notes are a way for students to mark words in their text without damaging the text itself. Students can use sticky notes to mark a word they do not know the meaning of. They can then ask someone the meaning of the word without forgetting where the word is. The sticky notes also help the teacher to see if any patterns are emerging on the type of words students are asking for help on.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask if they have had to ask for help when determining the meaning of the word. If students have marked the words in their text with sticky notes, see if any patterns have emerged (similar word parts, types of words, etc.) that you can instruct the student on. • Ask students to read a portion of their good fit book. • While listening to the student read, define any words necessary for the student if they ask. • Direct the student to reread the selection using the definition to ensure it makes sense in the sentence. <p>If the student seems to be struggling with asking someone to define 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.*



Ask Someone to Define the Word Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Ask Someone to Define the Word	After guessing the meaning of a word in their head, the student asks someone to help them define the word. The student then goes back to confirm that the definition of the word makes sense in the sentence.	The student asks someone to help them define the word and goes back to confirm that the definition of the word makes sense in the sentence.	The student asks someone to help them define the word but does not go back to confirm that the definition of the word makes sense in the sentence.	The student does not ask someone to help them define the word.

