



# Assessing Student Learning

<b>Goal</b>	Expand Vocabulary
<b>Strategy</b>	Tune In To Interesting Words and Use New Vocabulary In Speaking and Writing
<b>Common Core Alignment</b>	L.1.6 L.2.4 RL.3.4, L.3.4 RI.4.4, L.4.5 RI.5.4, L.5.6 L.6.4, L.6.6 RL.7.4, RI.7.4, L.7.4 RL.8.4, RI.8.4, L.8.6
<b>Possible Text Selections</b>	<i>A Bad Case of Stripes</i> by David Shannon <i>A Quiet Place</i> by Douglas Wood <i>Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move</i> by Judith Viorst <i>Bad Kitty</i> by Nick Bruel <i>Chrysanthemum</i> by Kevin Henkes <i>Click, Clack, Moo Cows That Type</i> by Doreen Cronin <i>Crickwing</i> by Janelle Cannon <i>The Relatives Came</i> by Cynthia Rylant <i>Zoomer</i> by Ned Young
<b>Instruction</b>	See <a href="#">Ready Reference Guide</a>
<b>Possible Options for Assessment</b>	<p><b>Word Collector</b> Students can record interesting words they find in their good fit books on their Word Collector daily. It might also be helpful to have students record the page number they found their interesting word on in case there is a misunderstanding of what the word means. You will then be able to help students use context clues to determine the proper meaning of the word. The Word Collector can be referred back to by students when conferencing with the teacher or when writing and speaking. Through conferencing and through using the words in speaking and writing, students will deepen their understanding of the words.</p> <p><b>Table Talk Notebooks</b> A table talk notebook is a small notebook that students can use to write down interesting words they find in their good fit books. Along with the word, students can write down a brief definition and a picture to help them remember the meaning of the word. This notebook can travel back and forth between school and home and the student can use the new words in sentences at home as well as school.</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.*

### Conferring

- Before asking students to read from their good fit book, ask if they have recorded any new and interesting words.
- Review words on the word collector or table talk notebook with the student and discuss if they have used the words in conversation or in their writing. At this point the student may be able to provide evidence they have used the words in their writing or discuss with you how they used the words in conversation.
- Ask students to read a portion of their good fit book.
- After listening to the student read, ask if they he has located any additional words he would like to add to his word collector or table talk notebook. Discuss the words to deepen the student's understanding of them.

If the student seems to be struggling with tuning in to interesting words and using the new vocabulary in speaking and writing, provide further instruction.



## Tune In To Interesting Words and Use New Vocabulary in Speaking and Writing Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Below Standard</b>
<b>Tune In To Interesting Words</b>	The student successfully tunes in to interesting words located in good fit books. The student often uses the new vocabulary in writing and speaking.	The student successfully tunes in to interesting words located in good fit books. The student uses the new vocabulary in writing and speaking.	The student successfully tunes in to interesting words located in good fit books. The student does not use the new vocabulary in writing or speaking.	The student does not tune in to interesting words that can be found in his or her good fit books.

