Assessing Student Learning

Goal	Expand Vocabulary
Strategy	Use Word Parts to Determine the Meaning of Words (Prefixes, Suffixes, Origins, Abbreviations, etc.)
Common Core Alignment	L.1.4 RF.2.3, L.2.4 RF.3.3, L.3.4 L.4.4 L.5.4 L.6.4, L.6.5 L.7.4, L.7.5 RI.8.4, L.8.4, L.8.6
Possible Text Selections	*Bad Kitty* by Nick Bruel *Miss Nelson is Missing!* by James Marshall *Miss Rumphius* by Barbara Cooney *Zoom Broom* by Margie Palatini *The Pout-Pout Fish* by Deborah Diesen *Zoomer* by Ned Young *The Tale of Peter Rabbit* by Beatrix Potter
Instruction	See **Ready Reference Guide**
Possible Options for Assessment ** These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*	**Word Parts Chart** (example below) Charts are an easy way for students to organize information and for teachers to observe a student's thinking. Students can record words they do not know the meanings of on the chart. They can then use the various word parts that make up the word to help determine its meaning. This chart will help draw the student's attention to the various word parts and ensure they are using this important strategy to help them determine the meanings of various words. **Sticky Note Flags** Students can use sticky note flags to mark words in their text that they do not know the meanings of. This will slow down their reading and allow them to take the time to look at the word parts that make up a particular word. The student can then use those word parts to determine the meaning. **Conferring** • Before asking students to read from their good fit book, ask if they have recorded or marked any unfamiliar words. If so, ask the student what word parts they noticed, what the word means, and how they used the word parts to infer the meaning of the word. • Ask students to read a portion of their good fit book. • While listening to the student read, invite students to stop at any unfamiliar words, break those words down into word parts, and infer the meanings of those words. If the student seems to be struggling with using word parts to determine the meaning of words, provide further instruction.

Use Word Parts to Determine the Meaning of Words Rubric

	4	3	2	1
	Exceeds Standard	**Meets Standard**	**Approaching Standard**	**Below Standard**
Prediction	The student successfully determines word parts and uses them to correctly infer the meaning of the unfamiliar word. The student is able to list other words with the same word parts that helped them infer the meaning of the unfamiliar word or is able to verbalize how they made their inference.	The student successfully determines word parts and uses them to correctly infer the meaning of the unfamiliar word.	The student determines the word parts but is unable to use them to determine the meaning of the unfamiliar word.	The student does not determine word parts.

Use Word Parts to Determine the Meaning of Words

Name: _____ Date: _____

Word	Word Part(s) And Their Meaning(s)	Meaning of Word	Other Words Containing Word Part