

Vocabulary Strategies for High School

Building background word knowledge

Strategy	Purpose	Process	Template
Pre-assess vocabulary	<p>Pre-assessment:</p> <ul style="list-style-type: none"> To find out what students already know about the vocabulary in the new unit before it is taught To plan for instruction that addresses varying levels of knowledge To form flexible groups 	<p>One to two weeks before a new unit is introduced, students are pre-assessed to determine readiness. Pre-assessments are quick tools that help teachers find out what students know.</p> <p>Examples include:</p> <ul style="list-style-type: none"> Self-assessment of words (see Marzano's template) Short quiz or teacher made pretest Graffiti Walk + teacher observation to identify students with limited knowledge 	
Preview vocabulary based on results	<p>Preview vocabulary:</p> <ul style="list-style-type: none"> To build background knowledge for SWD and others with limited knowledge of the new terms <p><i>Previewing refers to activities that start students thinking about the content they will encounter. Research indicates that previewing has a significant effect on learning – especially for students with limited background knowledge on a topic.</i></p>	<ul style="list-style-type: none"> Based on assessment results, co-teachers plan for previewing. Previewing activities may be for the group of students having the lowest scores on the pre-assessment or could be done with the whole class if most scores are low. In some cases, a smaller group of high scoring students may receive extension activities while the rest of the class receives previewing (the Alternative Model works well here). Previewing strategies can include: <ul style="list-style-type: none"> -use of the Frayer Model -Word Questioning Strategy -Read-aloud passages, articles or trade books & provide graphic organizer -websites with tutorials, demonstration or other video clips 	