Participant Name: Observation Date: Grade Level

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| Unit/Lesson | Content Objective(s) | Language Objective(s) |
|  |  | Differentiation?: |
| **Writing Strategies** | **Notes on strategy observed** |
| **Tiered Vocabulary**□ POSTED?*What words are selected for each tier? Tiered Vocabulary is part of all strategies as well as the mentor text.* | Tier I: |
| Tier II: |
| Tier III: |
| Connection to mentor text?*(How is this connected to the mentor text?)* |

*See end of Observation tool for more detailed instructions.*

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| 7-Steps*Step 6 is 1 min students talking using targeted word in a sentence*. | □ Step 1:  |
| □ Step 2: (*from mentor text?)* |
| □ Step 3: *(dictionary?)* |
| □ Step 4: *(student friendly?)* |
| □ Step 5: |
| □ Step 6: □ Teacher checked and asked for report out? |
| □ Step 7: *(NOT a writing step)* |
| Word chosen to help understand mentor text?*(How is this connected to the mentor text?)* |
| All steps? □ In order? |
| Timing? (*2-3 min max per word? No more than 10 min for 5 words).* |
| Comments: |

Suggestions for future implementation/improvement or aspects that were well delivered:

This is a pre-reading/pre-teaching vocabulary strategy to aide students in comprehending the target mentor text.

There should be 100% participation on all steps.

Steps 1-7 must be completed in order and during the same session.

Step 6 should be timed for 1 minute. Ping Pong style: students taking turns using the word in a sentence.

Step 7 is the accountability step. Remind students that they will be using the words as they summarize orally what they read, as they discuss what they read, and later in their writing. **There should be no writing in the pre-teaching of vocabulary during 7 steps.**

Before implementing, the teacher will:

* preview the mentor text, tier the vocabulary and choose the words to pre-teach.
* choose 3-5 words taken directly from the mentor text.
* have the dictionary definitions ready to go.
* have sentence starters/stems/frames ready for Step 6 as needed.
1. Teacher says the word. Student repeats.
2. Teacher states the word in context from the mentor text.
3. Teacher provides the dictionary definition(s).
4. Explains meaning with student-friendly definitions.
5. Highlights features of the word: polysemous, cognate, tense, prefixes, etc.
6. Engages students in activities to develop word/concept knowledge. *The 1 Minute TTYP (Turn to Your Partner) & use the word 5-6 times in complete thoughts or sentences,* ***ping pong style****. Ping pong style turn taking in the exchange so that no one partner dominates Once in a while, teachers can check in by asking, “Who wants to tell me what your partner said?”*
7. Teacher reminds and explains to students of how new words will be used. *There is NO writing by students at this time. This is where the teacher explains that students should use this word in their homework, classwork, reading summaries, etc.*