

SEI Strategy Observation Tool: Vocab

Participant Name:

Observation Date:

Grade Level

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

See end of Observation tool for more detailed instructions.

<p>7-Steps</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Step 6 is 1 min students talking using targeted word in a sentence.</p>	<p><input type="checkbox"/> Step 1:</p> <p><input type="checkbox"/> Step 2: <i>(from mentor text?)</i></p> <p><input type="checkbox"/> Step 3: <i>(dictionary?)</i></p> <p><input type="checkbox"/> Step 4: <i>(student friendly?)</i></p> <p><input type="checkbox"/> Step 5:</p> <p><input type="checkbox"/> Step 6:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Teacher checked and asked for report out?</p> <p><input type="checkbox"/> Step 7: <i>(NOT a writing step)</i></p> <p>Word chosen to help understand mentor text? <i>(How is this connected to the mentor text?)</i></p> <p>All steps? <input type="checkbox"/> In order?</p> <p>Timing? <i>(2-3 min max per word? No more than 10 min for 5 words).</i></p> <p>Comments:</p>
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Suggestions for future implementation/improvement or aspects that were well delivered:

SEI Strategy Observation Tool: Vocab

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.*