



FOUNDATION SKILLS

PATHWAY: All Pathways
COURSE: All CTAE Courses
UNIT 2.6: Self-Selected Vocabulary



INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

Students will learn a reading comprehension strategy called self-selected vocabulary. Students will read a passage and make a list of any words they are unfamiliar with or unsure about their meaning. Students will compare their lists with a partner and try to write definitions of each word using clues in the passage. Finally, a class list of vocabulary words will be compiled and used throughout the course.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: One 50 minute period.

Author: Georgia Agriculture Education Curriculum

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

CTAE-FS-2 - Academic Foundations: Learners achieve state academic standards at or above grade level.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:

ESS02.01: Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

Students will understand that one does not need to know the meaning of every word in a passage in order to comprehend the passage.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?
How does the self-selected vocabulary method help improve reading comprehension?

Knowledge from this Unit: Factual information.

Define words from the class compilation of new vocabulary words.

Skills from this Unit: Performance.

- Students should demonstrate the ability to decipher unknown words by looking at its context.
- Students should increase reading comprehension through knowledge of basic vocabulary.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title: Self-Selected Vocabulary

Assessment(s) Description/Directions:

Introduction and Mental Set

Instruct students to read the information passage silently to get the main points and general information. Remind them that it is better to skip over unknown words rather than decode them because comprehension suffers with the stall.

Activity

1. Immediately after reading, have students construct a list of words they do not know or cannot define. This causes students to reread a passage rapidly, increasing comprehension. A generic handout can be found

below.

2. Pair or group students, asking them to create a shorter, combined list of unknown words with their partner
3. Partners or groups should use context clues to create their own definitions or synonyms for each unknown word.
4. Compile a class list either on the board or on a transparency. There will be some repetition.
5. Students should record the class compilation. A running class vocabulary can be kept for the entire term and students should be responsible for all terms. These lists can be used for drill, practice, or testing.

OPTIONAL: Students could transfer their vocabulary to cards that could be posted on the wall. Students may be given privileges or extra credit to find these words in other contexts.

Attachments for Assessment(s): Please list.

FS-2.6 Handouts



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
CTAE-FS-2 - Academic Foundations: Learners achieve state academic standards at or above grade level.

2. Review Essential Questions.

- How does the self-selected vocabulary method help improve reading comprehension?

3. Discussion

Ask students how often they have come to an unknown word while reading.

Ask students how they discovered the meaning of the word in question.

If the class answers that they looked it up in a dictionary, explain that a dictionary is not always needed.

Explain to students how the self-selected vocabulary method works.

4. Assessment Activity.

Attachments for Learning Experiences: Please list.

FS-2.6 Handouts

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc. This strategy can be modified for use with any reading assignment. The objective is for students to become actively involved in word study and emphasizes the value of context clues and prior knowledge as comprehension occurs. The activity requires very little planning and is very student-centered. Students can read for either or both vocational terminology and basic vocabulary development.

Information comes from: *Agricultural Research* U.S. Department of Agriculture April 1994 "Cattle Taking a Dip at the U.S. Border"



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

Slide Show Software
Interactive Whiteboard
Student Response System
Web Design Software
Animation Software
Email

Graphing Software
Calculator
Desktop Publishing
Blog
Wiki
Website

Audio File(s)
Graphic Organizer
Image File(s)
Video
Electronic Game or Puzzle Maker