

Vocabulary

ROUND 1 (2:20-2:35 pm)	ROUND 2 (2:36-2:51 pm)	ROUND 3 (2:52-3:07 pm)
Facilitator: martina Recorder: cassie Timekeeper: candice	Facilitator: Roma Recorder: Margo Timekeeper: Anne	Facilitator: Jamie McCracken Recorder: Patricia Essig Timekeeper: Kelly

Agenda

1. Assign Roles (3 mins)
 - Facilitator is the oldest sibling, Recorder has the most pets and Timekeeper has the next birthday.
2. **Facilitator** begins discussion with a question from the group members or any of the guiding questions below (2 mins)
3. **Recorder** takes notes under the guiding question or can add a new question (10 mins)
4. **Timer** gives a 2 minute warning.
5. At the end of the time pick a new group or stay with same topic

Guiding Questions:

- What Universal Supports (ALL are learning) are there for Layer 1?
 - curriculum
 - LETRS routine for introducing a new word
 - Frayer model / marzano / AVID
 - Foundations word of the day
 - iStation Lessons
 - Core Curriculum/program
 - Selected Read Alouds
 - Content area subjects - Science/Social Studies
 - Explicit instruction model
 - Oral language
- What HQIM supports layer 2/3 instruction?
 - Frayer model / marzano / AVID
 - Partner chatter
 - Select and connect
 - Multiple exposures
 - Istation lessons
 - Semantic mapping graphic organizer
 - Shades of meaning
 - Morphology matrix
 - Read alouds and sentence frames

- Kagen Strategies
- Bringing Words to Life
- CORE instruction
- Word Roots - Cheryl Plant
- How do you monitor progress for **mastery** within identified skills?
 - Istation assessment
 - Teacher create assessment
 - Exit ticket / checks for understanding word choice and usage
 - Reading Rockets- Vocabulary knowledge scale (self-assessment)
 - Vocabulary recognition task
 - <https://www.readingrockets.org/topics/assessment-and-evaluation/articles/classroom-vocabulary-assessment-content-areas>
 - Student uses it in accurately in discussions
 - Being able to use morphemes in instruction.
- What does mastery look like/sound like for each sub-skill? (standards)
 - Using it in a sentence
 - Complete a cloze task
 - multiple choice select meaning / synonym
 - Matching words to definitions
 - Self rating
 - Increased reading comprehension
 - Using target vocabulary in their writing
 - Using morphemes for meaning