

Vocabulary Toolkit Webinar Viewing Guide

1. Vocabulary instruction that produces _____ knowledge of words will reliability increase student _____ of text containing these words.

2. Knowing a word is not an _____
_____.

4. How can you apply the concept of “knowing a word is not an all-or-nothing proposition” to your classroom assessment and instruction?

5. How could you design a Word Knowledge Reflection (i.e., Stoplight or Word Chart) for your students? What would the Word Knowledge Reflection look like? How would you use it?

6. What sources will you use to select vocabulary words for instruction?

7. Use the table below for notetaking. For “Level of Processing,” describe each in your own words. For “Instructional Examples,” list instructional examples aligned with each level of processing. For “Assessment Ideas,” list assessment formats aligned with each level of processing.

Level of Processing	Instructional Examples	Assessment Ideas
Association Processing		
Comprehension Processing		
Generation Processing		

8. List one instructional idea and/or strategy you can “take away” and use to support student depth of vocabulary knowledge.