

This week's Korner brings us back to the Common Core. Understanding the Common Core and its important ideas will not only help us when we begin our Standards-Based Change Process next year, but it will also create students who are college and career ready. Building strong content knowledge through informational texts depends heavily on the student's vocabulary background. This video is a quick and easy teaching strategy to help build a student's vocabulary.

Video Link:

<https://www.teachingchannel.org/videos/build-student-vocabulary>

In this video the teachers says something that stuck with me. She said, "In order for student to really engage in literacy around your concept (or content area), in order to write about it, talk about it, and read about it, they have to have language about it." This means that students need to know vocabulary in your content area. There are many different strategies out there that help students understand and retain vocabulary when compared to the memorize method. In this strategy she puts the main word on top with different versions below and finally the synonym at the bottom. This would work for an E/LA class, but not all. If you not an E/LA teacher, you could organize the words by the concept you're teaching. For example, if you're teaching cell division, you could have the word "mitosis" at the top, then each phase of mitosis below it. If you're a foreign language teacher, you could have your word at the top then below that have the past tense, plural, feminine/masculine (if applicable) or any other commonly used versions of the word below. The possibilities are endless! Part of this strategy is to also visualize these words for the students to help them see the connection to each other and the overall concept you are teaching. If this is something that could work, try it out!

It's also that time of year that you will begin to have those middle of year meetings with your supervisors. If you've tried any of the strategies from Kyle's Korner and it's had an impact on student achievement or student learning, see how it fits in your SF goals. I try to align all of these strategies and tips to the SLIP goal and Danielson to help make sense of all the moving parts of our school. If there's something you'd like to see more of, let me know and I can do the research for you. =)

SLIP Connection: There is an emphasis on reading in our SLIP and using different strategies to build vocabulary can help increase student reading achievement. The NWEA strands are aligned to the Common Core and one of those strands is informational text. Having a strong knowledge of vocabulary can help students understand and use informational text.

Danielson Framework Domain and Components:

Observed During Class	Does it apply?	Pre and Post Teaching	Does it apply?
Domain 2: The Classroom at a Glance		Domain 1: Planning and Preparation	
2a: Creating an Environment of Respect and Rapport		1a: Demonstrating Knowledge of Content and Pedagogy	
2b: Establish a Culture for Learning		1b: Demonstrating	

		Knowledge of Students	
2c: Managing Classroom Procedures		1c: Setting Instructional Outcomes	
2d: Managing Student Behavior		1d: Demonstrating Knowledge of Resources	
Domain 3: Instruction		1e: Designing Coherent Instruction	
3a: Communicating with Students		1f: Designing Student Assessment	
3b: Using Questioning and Discussion Techniques		Domain 4: Professional Responsibilities	
3c: Engaging Students in Learning	X	4a: Reflecting on Teaching	
3d: Using Assessments in Instruction		4b: Maintaining Accurate Records	
		4c: Communicating with Families	
		4d: Participating in a Professional Community	
Notes: This strategy is an example of 3c. This strategy could be an activity on its own or a supplement to another activity. In any case, it is a method to help engage students in their own learning.		4e: Growing and Development Professionally	

		4f: Showing Professionalism	