

As we continue to find our stride in this second semester, I continue Kyle's Korner around the idea of content literacy. Last week's "paint chips" strategy focused on teaching vocabulary in your content area. This week's Korner gives you many more strategies. However, the reason for including it this week is what this blogger mentions at the beginning of his blog. In it he briefly discusses tier 1, 2, and 3 words (this may sound familiar to some of you). Below is a brief description.

Tier 1 words: *and, as, house* (basic words everyone knows)

Tier 2 words: *predict, justify, paraphrase* (academic words seen in ALL content areas that may have different meanings)

Tier 3 words: *velocity, monomial, expletive* (content specific words needed to understand the content)

We assume students come in with a knowledge of all tier 1 words, but if students are having difficulty understanding the content, a good place to start is evaluating their understanding of the commonly used tier 2 words in your class. Students may have a surface understanding of your content through you teaching tier 3 words, but deeper understanding will come if students are able to comprehend tier 2 words. A little tip to gather which tier 2 words students don't understand is to give your class a piece of text you think they should be able to comprehend. Ask them to read through it and circle all those words they're unsure of or don't know the meaning. You may be surprised by what students circle.

To keep this short, here is the link to the blog.

<http://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley>

This blog describes 8 different strategies to teaching tier 2-3, in addition to the “paint chips” strategy from last week.

SLIP Connection: Understanding tier 2 and 3 words builds a student’s vocabulary, which can carry through to reaching the benchmarks of the Common Core. If you use the “paint chips” strategy or any listed in the link, collect your evidence to use in your SF for helping in student achievement in reading. Not only will you help build your student’s vocabulary and help them become more college and career ready, you’ll also get evidence for SF. =)

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	
		4e: Growing and Development Professionally	
		4f: Showing Professionalism	
Notes: All of the strategies listed would be a way to engage students in their learning. As you try these strategies and find the ones that fit in your classroom try different ways to make it more student lead.			