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Read 4043
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Knowledge Ratings

Description:

A pre-reading activity that focuses on vocabulary words that student's will encounter in their reading. This strategy helps to activate prior knowledge and helps students to make their predictions about what is to be learned.

Primary Focus: Comprehension

Targeted Reading Level: All Grade Levels

Procedure:

1. Select several vocabulary words that reflect the content of the lesson.
2. Write the words on a knowledge rating chart and copy for the students or have students copy the words from the board or overhead projector.
3. Invite students to rate their knowledge of each word according to one of the following categories: 1.) Know if Well, 2.) Think I know it, 3.) Have Heard/ Seen It, and 4.) No Clue.
4. While the teacher circulates the classroom have class split into groups and discuss their knowledge of each word. Have students define words and discuss their knowledge of each word. Have students define words that fall into the Know It Well category.
5. As a whole group, discuss briefly each word and focus on particular meanings or features that are appropriate. Have students make predictions of the lesson based on their knowledge of these words. Ask children, "What might we find out about in this lesson?"
6. Record student's ideas on the board or transparency.
7. Begin the lesson or reading asking children to be aware of the words as they encounter them and determine if their predictions were correct. Encourage students to use the context to help clarify word meanings.

Another Use for Knowledge Ratings:

Label Rating chart to show if children know the word *before reading*, *during reading*, *after discussion*, and then word's meaning.

Have children mark the appropriate box for each word and record the meaning of the word if they know it before reading. Instruct children that during the reading we will try to determine the meaning of the words we don't know yet. After reading use the charts

and help children determine meanings of words that they were not sure of before. If meanings are still not clear have children consult appropriate reference sources.

(Adopted from Strategies for Content Area Learning by Jerry L. Johns and Roberta L. Berglund)