Vocabulary Self-Awareness Chart

PRE-ASSESSMENT

Name: Class: Text:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Word** | **+** | **-** | **?** | **Definition** | **Word used in a sentence correctly** |
| English terms | Narrative, Persuasive, & Informative |  |  |  |  |  |
| Epic poem |  |  |  |  | In the **epic poem** *Beowulf*, the protagonist goes on a hero’s journey.  |
| Allusion(Ah*-lew-*zshunn) |  |  |  |  |  |
| Characterization |  |  |  | Round = major character vs. Flat = minor characterStatic = “stay” vs. Dynamic = character changes, like an “Anakin” archetype |
| Words from literature you WILL hear, and hopefully use, later in life | Sumptuous(*Sump*-chew-uss) |  |  |  |  |  |
| Maimed (Maymed) |  |  |  |  |  |
| Valiant(*Vall*-ee-ent) |  |  |  |  | Mr. Stump is a **valiant** warrior just by getting out of bed every day.  |
| Pagan(*Pay*-ginn) |  |  |  |  |  |
| 13th grade words | Sequential(sah-*kwenn*-shull) |  |  |  |  |  |
| Synthesis(*sin*-thah-siss) |  |  |  |  |  |
| Justify(*Juss*-ti-figh) |  |  |  |  |  |

Directions:

1. For each word that you know and can provide an accurate definition and example for, put a big “X” in the “+” box. Record a definition and example for each “+” word.
2. For each word that you “kinda” know and can provide either a definition or example but not both, put a big “X” in the “√” box. Record a definition or example for each “√” word.
3. For each unknown word, put a big “X” in the “?” box.
4. Tally your total scores: +, √, and ?. Give your totals to Mr. Foster. We will recalculate your totals at the end of this unit to show growth.
5. Use this chart through the unit. As your mastery of each word increases, amend or add all of the information in all of the boxes.

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POST-ASSESSMENT

Name: Class: Text:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Word** | **+** | **-** | **?** | **Prefix/Suffix Variations** | **Examples** |
| English terms | Narrative, Persuasive, & Informative |  |  |  | Narrative: *Beowulf*Persuasive: article called “Teens Should Start School Later”Informative: article called “Standards Based Learning: Philosophy & Logistics” |
| Epic poem |  |  |  |  |  |
| Allusion(Ah*-lew-*zshunn) |  |  |  |  |  |
| Characterization |  |  |  |  |  |
| Words from literature you WILL hear, and hopefully use, later in life | Sumptuous(*Sump*-chew-uss) |  |  |  |  |  |
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| Valiant(*Vall*-ee-ent) |  |  |  |  |  |
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| 13th grade words | Sequential(sah-*kwenn*-shull) |  |  |  |  |  |
| Synthesis(*sin*-thah-siss) |  |  |  |  |  |
| Justify(*Juss*-ti-figh) |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Build **vocabulary** by determining meanings of unknown words by using context, word parts & parts of speech. | **I can** accurately master unfamiliar words accurately & incorporate these words into **my own writing** seamlessly beyond teacher’s expectations. | **I can** accurately learn unfamiliar words consistently & incorporate these words into **my own writing** plainly and regularly. | **I can** partially learn unfamiliar words somewhat consistently & inconsistently incorporate these words into **my own writing**. | **I struggle to** personalizeunfamiliar words and/orincorporate these words into **my own writing**. **I need teacher help****to do this proficiently.**  |
| Common Core Standards: | Fiction Reading: R4 Informational Reading: R4 Language: L4, L6 |