# Pre/post learning concept checks:

CTE Literacy: Vocabulary Guide 5

# For help in evaluating one’s understanding of terms

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Introduction: This lesson will help you assess your knowledge of key vocabulary words before reading and then after reading.



Directions:

1. Write the list of key vocabulary words that is provided by your teacher in the column below.
2. Prior to reading or even looking at the text, assess your knowledge of the key vocabulary words. In the “Before” column, write a +, **T** or - , based on the key shown below (just above the table).
3. After you read the text and have thought about the key vocabulary as they are used in the reading, re-assess your knowledge of the words in the “After” column. With which words are you now an “expert”?

+ = Expert knowledge (I know a lot about this word)

**T** = Some knowledge (I have heard the term and might know a little about it)

– = No knowledge (I don’t know anything about the word or have not heard the word)

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| **Before** | **List of Words** | **After** |
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# Pre/post learning concept checks:

CTE Literacy: Vocabulary Guide 5 - Teacher Edition

# For help in evaluating one’s understanding of terms

This lesson will help students practice:



**u**Assessing their knowledge of words prior to and following a lesson or reading about a CTE concept or field.

**u**Activating background knowledge of key vocabulary words prior to reading.

**u**Thinking about the key vocabulary words and self-assessing what they know.

**u**With extension writing activities or other applications, students will be able to use key vocabulary words in context.

Teaching suggestions for initial use:



1. Generate the key vocabulary through words found in headings, captions and graphics of the assigned reading.
2. Use only key vocabulary words that are found in the text.
3. Allow the students to share their knowledge of words informally with one another.

Teaching uggestions for repeated uses:



1. You may use synonyms for key vocabulary.
2. You may use vocabulary that are not explicit in the text reading.
3. Challenge students to demonstrate “expert” level knowledge of the key vocabulary words by writing an authentic piece of text related to CTE and/or applying the knowledge to solve a real problem or argue a relevant point related to the CTE field.



Student edition/example:

+ = Expert knowledge (I know a lot about this word)

**T** = Some knowledge (I have heard the term and might know a little about it)

– = No knowledge (I don’t know anything about the word or have not heard the word)

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| --- | --- | --- |
| **Before** | **List of Words** | **After** |
| - | Biochar | **T** |
| + | Climate change | + |
| **T** | Gasifier |  |
| **T** | Incinerator | + |
| **T** | Green technology | + |
| - | Cap and trade | - |
| + | Manure | + |
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