digiCOACH Vocabulary Maps: *Feedback Statements*

Lesson Design	Tools and Resources	Vocabulary Map
Purpose You stated that students will learn an important word from a text they are going to read. You told students that a better understanding of the vocabulary word will support their understanding of the text. You reminded students that word knowledge is an important part of reading and understanding text.	**Graphic Organizer** You completed the Vocabulary Map ahead of time. Your graphic organizer includes all the Vocabulary Map components. You clearly display the Vocabulary Map for students during the lesson. Your graphic organizer is easy to read for students. You focused attention on your Vocabulary Map during the lesson and not asking students to copy or take notes.	**Pronunciation** You carefully enunciated the word. You asked students to repeat the word. You slowly pronounced the word syllable by syllable. You repeated the word as needed so students could hear pronunciation. You listened to student pronunciation and gave feedback as needed.
Explicit Instruction You informed students that you will use a Vocabulary Map to teach a new word. You use the Vocabulary Map to teach only one word at a time. You walk students through every part of the Vocabulary Map to preteach the vocabulary word.	**Word Choice** You selected a vocabulary word that is conceptually important to the text. You selected a novel vocabulary word that is not likely already known to students. You selected a vocabulary word that students are not likely to learn independently from context alone.	**Illustration** You described how the illustration represents the vocabulary word. You choose an illustration that supports how the word is used in the text. You said the vocabulary word when explaining the illustration.

Note: The Vocabulary Map Feedback Statements are provided in the digiCOACH app. Following completion of the Walkthrough, you can generate an email to the teacher to offer feedback. Statements are written as a Strategy (praise) or Coaching Tip (suggestion).

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Instructional Time	Cognate	Student-friendly Definition
You moved at an appropriately quick pace with the Vocabulary Map.	You invited students to say the cognate in their native tongue to model correct pronunciation.	You invited students to restate the definition.
You limited Turn and Talk conversation to under a minute to keep the lesson moving.	You explained what a cognate is.	You avoided using a derivation of the word to define it.
You looked well-practiced with the relevant information to preteach the vocabulary word.	You accurately identified the cognate.	You avoided complex and unfamiliar words when defining the word.
	You clarified when the cognate had a slightly different meaning than the vocabulary word.	You used an explanation that would be very familiar or relatable to students.
Collaborative Discussion	**Turn and Talk Prompts**	**Synonym(s)**
You encouraged students to discuss the prompt with a shoulder partner.	You used a prompt(s) that are relatable to students.	You stated what synonyms are.
You listened to students as they talked to each other.	You used a prompt to get students to discuss how the word is similar or different from a familiar synonym or similar word.	You read the synonyms aloud to students.
You invited 1-2 students to share-out thoughts and ideas following peer discussion.	You used a prompt to get students to discuss examples and nonexamples.	You pointed to the synonyms as you read them aloud.
	You cued students to use the vocabulary word in their peer discussion.	You choose synonyms that were closely related to the word and how it is used in context.
	You used a prompt that asked students to apply the word to their own experience.	
		Example Sentences
		You used sentences that were an appropriate use of the word.
		You used or adapted a sentence from the text to illustrate how it will be used in context.
		You used a sentence that expanded understanding of the word beyond the text.

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