

Concept Words

Description Students read concept words and sort them into appropriate categories.

You Need

- ▶ Concept Word Lists (select from sample or create your own)
- ▶ Concept Words—Individual Record form
- ▶ Concept Words—Class Record form

Why Use It You may want to check to see whether your students can read the concept words that they are generally expected to have learned in previous grades. Their ability to read this list will give you a quick check on this area of knowledge.

How to Use It

- ▶ Administer this assessment individually.
- ▶ Begin by reviewing the Concept Word Lists and choose lists appropriate for your students. Included are number words (*one* through *fifty*), harder color words, months of the year, weather words, position words (*first*, *second*, etc.). Some lists include words that are linked conceptually, for example, movement, weather, transportation, and government. These are groups of words that students meet frequently in the informational books they are reading. You may want to look at the content curriculum for your district and identify concepts around which you can create a list of words.
- ▶ Select words that are appropriate. (Looking through books that students are expected to read will help.) You will probably not use all the words on any list.
- ▶ Have the student read each list of words and tell how they are alike in meaning.
- ▶ Note the results on the Individual Record. Space is provided for additional categories of concept words of your choosing. You can also record results on the Class Record.
- ▶ As an additional assessment, ask students to locate words in texts during guided, shared, or independent reading.
- ▶ You might also want to ask students to sort words into categories. Write the selected words on word cards, and have students sort in two or three categories.

What to Notice

- ▶ Ability to read words in categories
- ▶ Speed in recognizing words in a category
- ▶ Number of words known in each category