**Fidelity Checklist**

Concept of Definition Word Maps

Concept of Definition Word Maps (CD-Word Maps) allow students to explore the meaning of a word used in reading. This strategy allows students to develop their own definition of a word through making connections and accessing their prior knowledge. The students will be breaking up the concept into three different relationships: category, property, and examples (Vacca et al., 2014). Therefore, the students are able to make connections and understand how the word fits within the concept. By learning these word meanings and concepts, with the use of CD-Word Maps, students are able to better understand the content that is being presented to them (Vacca et al., 2014). Students will have a better understanding and structured idea of the meaning for a word that they were once unsure of after utilizing the CD-Word Map strategy.

When using CD- Word Maps, the teacher begins by modeling and demonstrating the value in this evidence-based reading strategy. The students begin by indicating a word in which they are unsure of the meaning, and write the word in the center of a piece of paper. After indicating the concept, the student branches off to determine the category in which the concept lies. In order to go even deeper and provide a greater understanding of the category, the students make a few comparisons to the category. This allows for the students to determine that the comparisons are in relation to the concept, but it is not exactly the same. Following this step, the students determine the properties, or attributes, of the concept. The third component in the CD- Word Map strategy is to create illustrations, or examples. In this component, the students are able to come up with examples or indicate different types or relations to the concept.

**Science of Reading connection**: The Concept of Definition Word Map has many different connections to the Science of Reading and Scarborough’s Reading Rope (Scarborough, 2018). As students engage in the creation of a Word Map, they are expanding on specific strands of Early Literacy Development. First, the students are enhancing their language comprehension through the use of background knowledge, vocabulary, and literacy knowledge. When the students make connections and determine the category of the word, they are accessing background knowledge by looking at facts, as well as the concept. When students make links and understand the comparison of different word concepts, the students are working on building and strengthening their vocabulary skills which is another component of Scarborough’s Reading Rope. The students are also enhancing their literacy knowledge through print concepts and genres. The Concept of Definition Word Map also relates to the word recognition strands in Scarborough’s Reading Rope. The students are able to engage in word recognition and word automaticity by categorizing words into common categories.

Date: Activity/Class:

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| **CONCEPT OF DEFINITION WORD MAPS** | **YES** | **NO** | **COMMENTS** |
| 1. Prepare students by presenting them with a concept. |  |  |  |
| 1. Provide students with a list of words. The students will pick one word in which they are unsure of the meaning. |  |  |  |
| 1. Review and model the Concept of Definition Word Maps strategy. Explain the significance and emphasize the importance of using Concept of Definition Word Maps by describing the different areas or sections of the graphic organizer (i.e., category, property, and examples). |  |  |  |
| 1. Allow the students to work on their Concept of Definition Word Maps by filling in the sections or parts of the graphic organizer. 10-20 minutes. |  |  |  |
| 1. Have the students share their findings and what they included in their Concept of Definition Word Maps. |  |  |  |
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| Total steps completed accurately: |  | | |
| Percentage of steps completed accurately: |  | | |

Additional notes or comments: