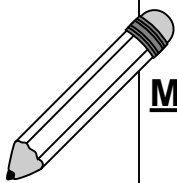
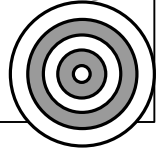


## Knowledge Rating

©2011 Education Inspired

**Purpose:** To activate prior knowledge and set a purpose for reading



**Materials:** copies of the knowledge rating, pencils

### **Procedure:**



To create a knowledge rating chart:

- Make a chart.
- Select a few vocabulary words from an upcoming reading selection or unit of study. Write one word in each box down the left side of the chart. Across the top row of the chart write “1) No Clue” in the second box, “2) Have Heard or Seen It” in the third box, “3) Think I Know It” in the fourth box and “4) Know it Well” in the last box.

- Duplicate the chart.

To complete the strategy:

- Pass out one knowledge rating chart to each student.
- Students rate their knowledge about each word by marking “X”s on each row for each word under the category that best describes the students’ understanding of the words.
- Discuss the knowledge ratings in small groups or as a whole group as desired.
- Set a purpose for reading or make predictions about a reading selection or unit of study based on the words.
- Revisit the vocabulary after reading the selection or completing a unit. Students mark their new understandings with “✓”s. Reflect on new learnings and new understandings of the vocabulary words.

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

# Knowledge Rating

Some vocabulary words are listed down the left side of the chart. Put an "X" beside the words in the columns that best describe your understanding of the words.

| Word | 1) No Clue | 2) Have Heard or Seen It | 3) Think I know It | 4) Know it Well |
|------|------------|--------------------------|--------------------|-----------------|
|      |            |                          |                    |                 |
|      |            |                          |                    |                 |
|      |            |                          |                    |                 |
|      |            |                          |                    |                 |
|      |            |                          |                    |                 |
|      |            |                          |                    |                 |
|      |            |                          |                    |                 |
|      |            |                          |                    |                 |
|      |            |                          |                    |                 |
|      |            |                          |                    |                 |
|      |            |                          |                    |                 |
|      |            |                          |                    |                 |
|      |            |                          |                    |                 |
|      |            |                          |                    |                 |

What do you hope to learn?