

Vocabulary LINCing Routine Checklist

Teacher: _____ Observer: _____ Pre__ Post__ Date: _____

PHASE ONE: INTRODUCING LINCS TO STUDENTS

The purpose of Phase 1 is to acquaint students with the power of using LINCS as a strategy for learning vocabulary by providing students with a limited number (e.g., 1-3) of pre-constructed LINCS devices for critical to-be-learned vocabulary and then demonstrating how the devices can be used to remember definitions.

BEFORE introducing LINCS to students the Teacher...

Feature	✓Done	Comments
Selects targeted terms (for which LINCS devices will be developed) that are important for students to learn.		
Defines for students the targeted terms will be taught within the context of the content lesson.		
For use as a <i>private guide-on-the-side</i> : Develops effective LINCS devices for each term prior to introducing students to the use of LINCS.		

WHEN providing initial LINCS instruction...

Rating Guide: 2 = Present and correct; 1 = Present, but needs improvement; 0 = Not present		
Feature	Rating	Comments
CUE		
1. Named the <i>LINCS Table</i> or the Vocabulary LINCing Routine		
2. Explained how using the routine will help.		
3. Handed out blank <i>LINCS Tables</i> .		
4. Explained expectations.		
DO		
STEP 1: List the parts		
1. Specified the word/term to be learned, and wrote it in Section 1.		
2. Orally reviewed the definition of the new term.		
3. Noted succinct definition in Section 2 using student-friendly language.		
Step 2: Identify a Reminding Word		
1. Informed students that the next step is to identify a <i>Reminding Word</i> that is a real word that sounds like the new term that will be used later to help remember the term's definition.		
2. Used think-aloud techniques to model identifying a <i>Reminding Word</i> and noted it in Section 3.		
3. Modeled the process of self-checking the quality of the <i>Reminding Word</i> (real word that sounds like term).		
Step 3: Note a LINCing Story		
1. Informed students that the next step is to identify a <i>LINCing Story</i> .		
2. Defines <i>LINCing Story</i> and its purpose.		
3. Employed think-aloud techniques to model the process of creating a <i>LINCing Story</i> and noted it in Section 4.		
4. Modeled the process of self-checking the quality of the <i>LINCing Story</i>		

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Feature	Rating	Comments
Step 4: Create a LINCing Picture		
1. Informed students that the next step is to identify a <i>LINCing Picture</i> .		
2. Defines <i>LINCing Picture</i> and its purpose.		
3. Employed think-aloud techniques to model the process of creating a <i>LINCing Picture</i> and drew it in Section 5.		
4. Employed think-aloud techniques to model the process of creating a <i>LINCing Picture</i> and drew it in Section 5.		
5. Modeled the process of self-checking the quality of the <i>LINCing Picture</i> .		
6. Drew an appropriate picture in Section 5.		
Step 5: Models use of the LINCing Device to recall new term's definition		
1. Introduced the practice activity explaining <u>purpose</u> of practicing self-testing forwards and backwards through the table.		
2. Explained how to practice forwards and backwards through the table.		
3. Employed think-aloud tactics to model “forward” and “backward” process of using the LINCing Device to recall the new term's definition.		

REVIEW

1. Asked questions related to the <u>information</u> written on the <i>LINCing Table(s)</i> and purpose of each step.		
2. Asked questions to review the <u>process</u> of making a <i>LINCing Table</i> to help the students learn.		
3. Asked questions to review <u>how the students will use</u> their LINCing Tables.		
4. Repeats Steps-1-5 for additional 2-3 targeted terms (as needed).		

OVERALL

1. Involved the large majority of students throughout the activity.		
2. Ensured that all students were writing on their LINCing tables.		
3. Kept a lively pace.		
4. Wrote information on the table in a clear and legible way.		
5. Cycled through the LINCing Steps for each new word.		

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PHASE TWO: PROVIDING GUIDED PRACTICE, CONSTRUCTING LINCS TABLES & SELF-TESTING The purpose of Phase 2 is to provide guided practice via gradual-release tactics to develop students’ ability to create and use effective LINCS Devices to learn and recall definitions of important terms.

BEFORE providing guided practice, the Teacher will...

Feature	✓Done	Comments
Identify a limited number of terms (e.g., 5) that are important for students to learn are identified for development of LINCS Devices.		
Identify definitions of targeted terms to be introduced to students and for instruction within the context of the content lesson.		

WHEN providing guided practice...

Rating Guide: 2 = Present and correct; 1 = Present, but needs improvement; 0 = Not present		
Feature	Rating	Comments
CUE		
1. Named the <i>LINCS Table</i> or the LINCing Routine.		
2. Discussed with students how it will help / when /where to construct and use LINCS to recall definitions.		
3. Handed out blank <i>LINCS Tables</i> .		
4. Explained expectations.		
DO		
STEP 1: List the parts		
1. Specified the word/term to be learned and wrote the term in Section 1.		
2. Elicited ideas from the students regarding the definition for the term.		
3. Worked with the students to create a succinct definition.		
4. Wrote the definition in Section 2 in brief form using student-friendly language.		
Step 2: Identify a Reminding Word		
1. Elicited <i>Reminding Words</i> from the students.		
2. Wrote one of the contributed <i>Reminding Words</i> in Section 3.		
3. Facilitated student-use of self-check procedures to evaluate the quality of the <i>Reminding Word</i> .		
Step 3: Note a LINCing Story		
1. Elicited a phrase or sentence from the students that connects the reminding word to the meaning of the new word.		
2. Wrote a LINCing Story in Section 4.		
3. Facilitated student-use of self-check procedures to evaluate the quality of the LINCing Story.		

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Feature	Rating	Comments
Step 4: Create a LINCing Picture		
1. Elicited descriptions of pictures that connect the Reminding Word with the term's definition from the students.		
2. Drew an appropriate picture in Section 5.		
3. Facilitated student-use of self-check procedures to evaluate the quality of the LINCing Picture.		
Step 5: Supervise practice use of LINCing Devices to recall definitions		
1. Briefly reviewed the purpose of practicing self-testing forwards and backwards through the LINCing table.		
2. Circulated and supervised the students as they practiced with the memory devices to learn the term and its definition.		

REVIEW		
1. Asked questions related to the <u>information</u> written on the <i>LINCing Table(s)</i> and purpose of each step.		
2. Asked questions to review the <u>process</u> of making a <i>LINCing Table</i> to help the students learn.		
3. Asked questions to review <u>how the students will use</u> their LINCing Tables.		
4. Repeats Steps 1-5 for additional 2-3 targeted terms (as needed).		

OVERALL		
1. Involved the large majority of students throughout the activity.		
2. Ensured that all students were writing on their tables.		
3. Kept a lively pace.		
4. Wrote information on the table in a clear and legible way.		
5. Cycled through the LINCing Steps for each new word.		