

Vocabulary LINCing Routine Implementation Checklist

Directions: Put a checkmark (✓) by each behavior that occurs.

Teacher: _____

Coach: _____

School: _____

Subject: _____

Date: _____

Unit topic: _____

Full Session ____ or Partial Session ____ Length of Session _____

OVERALL the teacher...

Ensured all students were writing on their tables
Kept a lively pace
Involved a large majority of students
Cycled through the LINCing steps for each new word

Comments:

CUE the teacher...

Named the LINCing Routine or the LINCS table
Explained or elicited how it will help students
Specified what they need to do to participate in the routine

Comments:

DO STEP 1: List the parts the teacher...

Specified the word/term to be learned, and wrote it in Section 1
Orally reviewed the definition of the new term
Noted succinct definition in Section 2 using student-friendly language

Comments:

DO STEP 2: Identify a reminding word the teacher...

Informed students that the next step is to identify a Reminding Word that is a real word that sounds like the new term that will be used later to help remember the term's definition
Used think-aloud techniques to model identifying a Reminding Word and noted it in Section
Modeled the process of self-checking the quality of the Reminding Word (real word that sounds like term)

Comments:

DO STEP 3: Note a LINCing story the teacher...

Informed students that the next step is to identify a LINCing Story
Defines LINCing Story and its purpose
Employed think-aloud techniques to model the process of creating a LINCing Story and noted it in Section 4
Modeled the process of self-checking the quality of the LINCing Story

Comments:

DO STEP 4: Create a LINCing picture the teacher...

Informed students that the next step is to identify a LINCing Picture
Defines LINCing Picture and its purpose
Employed think-aloud techniques to model the process of creating a LINCing Picture and drew it in Section 5
Employed think-aloud techniques to model the process of creating a LINCing Picture and drew it in Section 5

Modeled the process of self-checking the quality of the LINCing Picture
Drew an appropriate picture in Section 5

Comments:

DO STEP 5: Supervise practice the teacher...

Introduced the practice activity explaining purpose of practicing self-testing forwards and backwards through the table
Explained how to practice forwards and backwards through the table
Employed think-aloud tactics to model "forward" and "backward" process of using the LINCing Device to recall the new term's definition

Comments:

REVIEW the teacher...

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

Comments: