

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

7.2 Vocabulary. The student uses newly acquired vocabulary expressively.

Vocabulary

Instructional Strategies Playlist

- Dictionary Scavenger Hunt
- Sort the Language
- Fact or Fib
- It's All Greek to Us

Item Types

Extended Constructed Response (10 pts)		Short Constructed Response (1-2 pts)	
Multiselect (2 pts)	Match Table Grid (2 pts)	Multipart (2 pts)	Hot Text (1-2 pts)
Inline Choice (1-2 pts)	Text Entry (1-2 pts)	Multiple Choice* (1 pt)	

the ways it may be tested on STAAR for this grade

* the ways it has been tested on STAAR for this grade

Student Expectations

- 7.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (S)
- 7.2(B) use context such as contrast or cause and effect to clarify the meaning of words (R)
- 7.2(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent (S)

Academic Vocabulary

Greek root	parts of speech	root word	word origin
Latin root	pronunciation	syllabication	

Learning from Mistakes

Students may make the following mistakes:

- Thinking that vocabulary is learned through memorizing meanings
- Not knowing the meaning of common affixes
- Thinking that words can only be used one way
- Approaching the use of a dictionary as a task and not as a tool to be used as needed
- Thinking the dictionary is all that is needed to determine the meaning of a word used in context

Vertical Alignment

The table below shows grade-level student expectations as well as two grades below and above. In addition to the role of text complexity, this serves as a way to see where we have been and where we are going.

Grade 5	Grade 6	Grade 7	Grade 8	English I
5.3(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin (S)	6.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (S)	7.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (S)	8.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (S)	E1.2(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary (S)
5.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (R)	6.2(B) use context such as definition, analogy, and examples to clarify the meaning of words (R)	7.2(B) use context such as contrast or cause and effect to clarify the meaning of words (R)	8.2(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words (R)	E1.2(B) analyze context to distinguish between the denotative and connotative meanings of words (R)
5.3(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo (S)	6.2(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus (S)	7.2(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent (S)	8.2(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc (S)	E1.2(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo (S)

Instructional Implications

The focus of the *Vocabulary* standards is to understand language in a way that supports readers and writers when they encounter words they do not know. Understanding words in context depends on the knowledge of words, word structure, word origins, parts of speech, and relationships between words and phrases. The ability to use this knowledge to read and write new words increases overall vocabulary. The more students understand language, the easier it is for them to understand information they read, hear, or view.

When you teach this subcluster, remember to:

- Create learning situations where students are required to make choices using their knowledge of words and word parts to complete tasks or practices. Require students to make decisions as to when/what to apply or not apply.
- Provide students with opportunities to play with words to ignite curiosity, experience word relationships, and learn new words.
- Allow students to manipulate or brainstorm new or nonsense words using word parts.
- Design authentic situations for students to practice using resources (e.g., dictionary, thesaurus, etc.).
- Allow students to create vocabulary scrapbooks as an ongoing project throughout the year. The scrapbook provides a creative outlet for recording words experienced through word study work. Make sure students have choice in the words they choose and how they design their word pages.

Dictionary Scavenger Hunt

Purpose

Use a dictionary to locate information

Instructions

1. Student teams use a dictionary to locate information and answer questions on a provided list.
2. Teams compete to determine a winner. The winner is the first team to complete the list correctly.

Examples:

- Find 3 American English words.
- Find a word with the following meaning: continuing for longer than usual.
- What would you keep in a larder?
- Find a 4-syllable word.

Materials

For each team:

- Dictionary
- List of questions

Sort the Language

Purpose

Recognize word structures and relationships

Instructions

1. Create a set of cards representing various words (e.g., words with roots and affixes, words representing different parts of speech, synonyms, antonyms, etc.).
2. Students work in small groups to sort cards into student-created categories and justify their thinking.
3. Students work in small groups to sort the cards into teacher-created categories and justify their thinking.

Materials

- Word cards for each group

Fact or Fib

Purpose

Use the dictionary to verify information

Instructions

1. Assign each student a thinking partner.
2. Present the thinking partners with a set of cards that include a word and syllabication, a word and part of speech, a word and origin, a word and meaning, and synonyms/antonyms (use grade-appropriate student expectations). Some of the cards should be correct and some of the cards should be incorrect.
3. Thinking partners sort the cards by Fact or Fib.
4. Students check each other's answers.

Materials

- Sets of cards for each group with correct and incorrect pairings of:
 - a word and syllabication
 - a word and part of speech
 - a word and origin
 - a word and meaning
 - synonyms/antonyms

It's All Greek to Us

Purpose

Understand how word parts impact meaning of words

Instructions

1. Create a deck of cards for each group. (The deck of cards is composed of 10 root words with their definitions and 4-5 word cards for each root.)
2. Organize students into groups of 3-5. One student will be the Game Master.
3. The Game Master shuffles the word cards and deals 10 cards to each player.
4. The Game Master draws 1 root card and reads the definition. The card is placed on the table face up.
5. If a student has a word that includes the root on the card, he/she lays the card down and provides the meaning for the word on the card. If there are no matches, the Game Master puts the card at the bottom of the deck and reads another root card.
6. The first player that discards all 10 cards is the winner.

Materials

- A deck of cards for each group composed of:
 - 10 root words with their definitions
 - 4-5 word cards for each root