

Unit 02: On-going Unit: Vocabulary

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They use technology and digital media strategically and capably.

LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.K-12.NJSLSA.L	Language Knowledge of Language
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Use
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Over the course of their high school career, not to mention their daily lives, students will be exposed to a wide variety of texts and an even wider variety of vocabulary. Teaching the foundations of basic sentence structure and parts of speech, and ensuring students understand how these elements relate to how vocabulary words function in a sentence, will prepare students with the skills to both comprehend new vocabulary they encounter as well as incorporate the new vocabulary words they learn into their own writing. Throughout their freshmen year, students will learn and routinely practice over 50 new vocabulary words that were hand-chosen by their teachers for the frequency with which they appear in the whole-class texts they'll be reading as well as within all common texts. By the end of the year, students will not only be able to recall the definitions of, but will also be able to successfully incorporate, all of these words into their own writing. They will also be better equipped in the future to comprehend and incorporate any new vocabulary they encounter into their writing.

Meaning

Essential Questions

Essential Questions

1. How does the exposure to, learning of, and repeated practice of a diverse vocabulary increase reading comprehension in all subject areas?
2. How does the exposure to, learning of, and repeated practice of a diverse vocabulary increase the quality of student writing in all subject areas?
3. Why is it essential for improvement in reading comprehension and writing quality to understand the relationship between vocabulary words, parts of speech, and overall sentence structure?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

1. Reading comprehension is increased by, and quality of writing improves with, the acquisition of a rich vocabulary.
2. Word knowledge is one of the most reliable predictors of English-learner academic achievement across grade levels and the curriculum.
3. Understanding basic sentence structure and parts of speech is the key to both comprehending vocabulary in any text and incorporating a rich vocabulary into one's own writing.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

-basic parts of speech (nouns, verbs, adjectives, adverbs)

-basic sentence structure (subject - verb - object)

-root words

-related forms of a word

-50+ vocabulary words

Skills

Skills

Student will be skilled at ...

-identifying whether a word is a noun, verb, adjective, or adverb and understanding how these parts of speech function in a sentence

-identifying the subject, verb, and object of a sentence

-recognizing common latin and greek roots

-changing a word from one form into a related form

-defining 50+ words and successfully incorporating them into their own writing

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- Google Define

- Dictionary.com

- Merriam-webster.com

Formative Assessment Strategies

Formative Assessment Strategies

- Vocabulary pre-test

- A variety of whole-group review activities/games/exercises to reinforce vocabulary knowledge

- Weekly/cyclical quizzes

- Whole-class reviews: we play a variety of games and do a variety of activities to ensure all students are engaged in the vocabulary and retaining it. For example, sometimes we do a review activity wherein I'll explain that every student in the room has to answer a question I pose about our vocabulary (it may be definition, part of speech, other related words, use it in a sentence, etc.). This allows students who don't usually participate to feel included and to volunteer when they hear words with which they are more comfortable. This also allows the teachers to figure out who is excelling with the current vocabulary and who may need more one-on-one help.

Learning Activities/Unit of Study

Learning Activities/Unit of Study

-Every lessons 1 - 3 throughout the cycle, students will start class by identifying five details about their word of the day. The details are: 1) definition; 2) the word in a sentence that demonstrates its meaning; 3) part of speech; 4) related words; 5) synonym

-After they've looked this information up on their own, we will review it together as a class

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Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps

prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.