

# SAT Vocabulary Workshop

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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Vocabulary lessons will be used to assist with reading selection comprehension. Students will study words (prefix, suffix, and root) and apply test-taking strategies to a variety of practice exercises. Students will also demonstrate vocabulary usage through reading and writing.

## Transfer

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Students will be able to independently use their learning to...

- Comprehend reading passages
- Correctly choose responses on the verbal section of the SAT
- Vary vocabulary in writing

## Meaning

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## Understandings

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Students will understand that...

- Vocabulary understanding is essential to reading comprehension.
- Dissecting words can assist in defining vocabulary.
- Learning the etymology of a word is essential to learning and using the word.

## **Essential Questions**

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- How can context change vocabulary?
- Why is vocabulary tested on the SAT?
- Why is the understanding of words important to comprehension?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- Words that are used prominently on the SAT test.
- How to dissect words to ascertain meaning.
- When/how to use context clues to discover meanings of words in reading selections.
- How to use test-taking strategies to choose correct responses.

### **Students will be skilled at...**

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Students will be skilled at...

- Dissecting words to ascertain meaning.
- Using context clues to discover meanings of words in reading
- Using test taking strategies to eliminate choices and make educated guesses

## Academic Vocabulary

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- prefix
- suffix
- root
- etymology
- dissect
- extrapolate
- ascertain

## Learning Goal

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Students will learn strategies to determine the meanings of words in order to enhance reading comprehension and improve writing.

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
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.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.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
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.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.10b	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to

issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

TECH.8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

TECH.8.1.12.B.2

Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

TECH.8.1.12.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.12.C.CS4

Contribute to project teams to produce original works or solve problems.

TECH.8.1.12.D.CS1

Advocate and practice safe, legal, and responsible use of information and technology.

Vocabulary Acquisition and Use

## **Target 1-- Level 1 Retrieval**

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SWBAT:

Identify and define pertinent terms and standardized test vocabulary words.

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## **Target 2-- Level 2 Comprehension**

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SWBAT:

Illustrate knowledge of etymology and proper use in verbal and written communication.

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### **Target 3-- Analysis**

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SWBAT:

Extrapolate meaning of different definitions of the vocabulary within a text.

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### **Target 4-- Knowledge Utilization**

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SWBAT:

1. Utilize new vocabulary terms fluently in speaking, reading, and writing.
  2. Eliminate incorrect answer choices using knowledge of roots.
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### **Summative Assessment**

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1. SAT
2. Reading Tests
3. Essays

### **Formative Assessment and Performance Opportunities**

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1. Do Now Activities
2. Worksheets and varied practice exercises
3. Word list memorization
4. Extended written responses
5. Class discussion
6. Narrative and persuasive reading selection responses
7. Quizzes

## **Differentiation / Enrichment**

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### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

### **Enrichment:**

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

## **Unit Resources**

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### **Resources:**

LCD/ Projector

SAT Practice books

SAT Websites

Diagnostic pretest

Sample Tests