

**SUPPLEMENTAL SKILLS INSTRUCTION****WR  
INFORMATIVE  
ARGUMENT  
NARRATIVE****Vocabulary in Context: Optional  
Activities**

These activities serve as models for different kinds of evidence-based vocabulary instruction. Each of the following four activities can be implemented daily within a five-minute timespan, to establish a routine around building academic vocabulary. Content for each activity will need to be modified with relevant vocabulary.

**Introduction**

A quick and focused daily vocabulary instructional routine helps students to retain vocabulary by providing students with the opportunity to: (a) hear and pronounce each vocabulary word correctly; (b) articulate each word's meaning in conversational language; (c) answer questions and understand examples and non-examples of each word; and (d) ask clarifying questions about the word as necessary. Struggling students further benefit from the opportunity to work with images, parts of speech, cognates, word relatives, and clusters as a means to acquire vocabulary. The activities use vocabulary from throughout the Writing Module to demonstrate different techniques that can be used across the units.

In order to prepare for the vocabulary activities, this lesson provides instruction for students to create and use vocabulary index cards as part of their self-study. Throughout the vocabulary activities students may be asked to reference their index cards.

Each activity in this lesson has a specific instructional purpose:

- **Explicit Vocabulary Instruction** is a prereading activity that supports baseline comprehension.
- **What's the Word?** is an activity that focuses on circumlocutions and allows students to discuss new concepts using familiar language.
- **Defining and Categorizing Vocabulary** is an activity in which students independently define vocabulary words and then work in groups to categorize the words and practice using them in a sentence.
- **Serious Six** focuses students' attention on the words, phrases, and/or references that are important for understanding the text and responding to each unit's writing prompt.



## Standards

Addressed Standard(s)	
L.9-10.3	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.
L.9-10.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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.</li> <li>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).</li> </ul>
L.9-10.5.a, b	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>
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.



## Lesson Agenda/Overview

Student-Facing Agenda
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>Standards: L.9-10.3, L.9-10.4.a-d, L.9-10.5.a, b, L.9-10.6</li> </ul> <p><b>Learning Sequence:</b></p> <p>Vocabulary Index Card Instruction</p> <p>Optional Activities:</p> <ol style="list-style-type: none"> <li>Option 1: Explicit Vocabulary Instruction</li> <li>Option 2: What's the Word</li> <li>Option 3: Defining and Categorizing Vocabulary</li> <li>Option 4: Serious Six</li> </ol>

## Materials

- Index cards
- Students' vocabulary journals
- Applicable texts

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
<b>10%</b>	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.



## Vocabulary Index Card Instruction

- ① Below are two options for creating index cards to support students' self-study as they identify, look up, and make meaning of new vocabulary words they encounter in their reading.

Instruct students to create vocabulary cards that contain the word and part of speech, two additional versions of that word and their respective parts of speech, as well as synonyms for that word. Post or project the following example.

correlate (v.) – to have a close connection with something
correlate (adj.) –
correlate (n.) –
correspond, interact, and associate

Instruct students to make vocabulary cards that contain the word and part of speech, the dictionary definition of the word, the word in a new sentence, and synonyms for that word. Post or project the following example.

avid (adj.) – showing great enthusiasm for or interest in
He has been an avid bird watcher since his first trip to the lake when he was 5.
dedicated, devoted, keen, passionate

- ① **Differentiation Consideration:** Consider instructing students to use their vocabulary index cards to review the words, definitions, and sentences independently or in groups throughout the unit.

### Option 1: Explicit Vocabulary Instruction

- ① This vocabulary work can be done as a prereading activity at the discretion of the teacher. This prereading vocabulary work provides support for baseline comprehension so students can achieve better fluency and comprehension on their first read. Alternatively, this vocabulary work can be done after a masterful reading so that students can use context as a clue to determine word meanings.



**Vocabulary**

- tentatively (adv.) – uncertainly; not definitely or positively; hesitantly
- exemplifies (v.) – shows or illustrates by example
- recurrently (adv.) – occurring or appearing again, especially repeatedly or periodically
- avid (adj.) – showing great enthusiasm for or interest in

① The vocabulary for this activity comes from WR.1 Lesson 1.

Instruct students to take out their copies of the text and their vocabulary journals.

① The words in italics and the examples below will change as the class works with each vocabulary word.

Post or project the word *tentatively*. Ask students to listen as you say the word *tentatively*. Instruct students to repeat both the word and the word used in a sentence chorally as a class. Ensure that the class has correct pronunciation by focusing on syllable stress and intonation. The class may have to repeat the word or sentence more than once. Allow opportunities for students to offer a definition of the word before reading the definition of the word aloud: “Uncertainly; not definitely or positively; hesitantly.” Provide a conversational explanation of the definition. For example, “If something is done uncertainly or hesitantly, it is done without confidence or assurance: If you are unsure of your actions, you may act *tentatively*.”

① For multisyllabic words or words with non-English origins, consider individually instructing students on their pronunciation.

Draw students’ attention to the *-ly* ending and explain that the *-ly* ending usually indicates an adverb, which is a word that describes a verb. In a sentence, the word *tentatively* will often precede or follow a verb: “The man stepped *tentatively* from the car to avoid the puddles.”

- ▶ Students write the definition of *tentatively* on their copies of the text or in the appropriate section of their vocabulary journals.

Post or project the following sentence and read it aloud to students:

- My friends and I have *tentatively* set a time to go to the movies on Saturday.

Explain to students that this sentence means that we currently have plans to go to the movies at a certain time on Saturday, but these plans might change.

Post or project the following sentence and read it aloud to students:

- My teacher and I have a *tentative* agreement to begin tutoring next week.



Inform students that the adjective form of the word *tentative* is used here, not the adverb form. Explain that this sentence means that we currently have a plan to begin tutoring sessions next week, but the plans are not certain.

Post or project the following non-example for tentatively:

- I had studied hard and felt confident, so I answered each question *tentatively*.

Ask students to determine if the sentence accurately conveys the concept of *tentative* or *tentatively*.

- This sentence does not correctly use the word *tentatively* because when people feel confident, they do not act *tentatively* or with hesitation.

Instruct students to Turn-and-Talk to create their own example and non-example sentences using the word *tentative* or *tentatively*. Circulate to check for accuracy and fluency.

- ▶ Students create their own examples and non-examples using the root word *tentative*.

Lead a brief whole-class discussion of student responses.

Repeat this process with the remainder of the vocabulary words, adjusting pace based on student responses.

- ① **Differentiation Consideration:** Consider posting or projecting images to accommodate vocabulary best depicted visually.
- ① For additional models, examples, and support, see <http://www.colorincolorado.org/> and [www.explicitinstruction.org](http://www.explicitinstruction.org).

## Option 2: What's the Word?

- ① This activity uses circumlocutions to help students contextualize and transfer vocabulary in a meaningful and personalized way. This activity allows students multiple opportunities to identify parts of speech, put definitions in their own words, and use synonyms of vocabulary words in a variety of ways.

### Vocabulary

- depicting (v.) – representing by painting
- pigment (n.) – a substance that gives color to something else
- literal (adj.) – true to fact; not exaggerated; actual or factual
- shamans (n.) – people who are healers and spiritual counselors for their communities

- ① The vocabulary in this activity is taken from WR.2 Lesson 1.



Explain that in this activity the class will provide clues to one student who must guess a secret vocabulary word.

Instruct one student to sit in front of the classroom, facing students. Choose a vocabulary word from the list of words that students have previously encountered, either through independent study or through targeted vocabulary work in the classroom, and display it behind the student at the front.

Instruct students to use their index cards or vocabulary journals to provide clues to the student at the front. Explain to students that they cannot use gestures, spell the word in any way, or use the root word as they give clues. For example, if the focus word is *depicting*, students would not be able to say, “depict” or “this word starts with a ‘d.’”

🗨 Student clues may include:

- This word is a verb.
- Synonyms for this word include *portraying* or *illustrating*.
- This word means “representing by painting.”

▶ The student at the front of the room attempts to guess the secret word.

- ① **Differentiation Consideration:** If students struggle to give appropriate clues, consider modeling this activity a few times with more concrete vocabulary words (e.g., farm animals, foods, etc.).
- ① Variations of this activity include providing not only the word to be guessed, but also words that students may not use as they provide clues. For example, to make the guess of the word *depicting* more challenging, write the words “painting” and “drawing” on the board with a slash through it. This indicates to classmates providing the clues that they cannot use the words “painting” and “drawing” as they try to explain the meaning of the word *depicting* to their classmates. Students can also challenge each other more as they engage in the activity. They may insist on limiting the number of clues provided before the student at the front guesses.

After each round of the activity, instruct students to revise or take notes in their vocabulary journals or on index cards as necessary.

- ① For additional models, examples, and support, see the “Vocabulary Paint Chips” video on <https://www.teachingchannel.org>.

### Option 3: Defining and Categorizing Vocabulary

- ① In this activity, students independently define vocabulary words prior to the lesson and then work in groups to categorize the words and practice using them in a sentence. This activity allows students to define vocabulary in their own words and incorporate the words into conversation with peers.



**Vocabulary**

- aficionado (n.) – fan, enthusiast
- meticulously (adv.) – acting in a precise, thorough way
- entrepreneur (n.) – a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk
- unscrupulous (adj.) – not honest or fair
- arduous (adj.) – very difficult
- surmount (v.) – to deal with (a problem or a difficult situation) successfully

① The vocabulary in this lesson is taken from WR.3 Lesson 2.

Prior to the lesson, for homework, divide the vocabulary words among groups of students. Instruct students to look up the definition, define the word in casual language, use it in a sentence, and provide a synonym. Instruct students to create index cards for each vocabulary word (as detailed above) for easy reference and self-study.

① Depending on the number of vocabulary words in the lesson, students may be responsible for more than one word.

① **Differentiation Consideration:** If students easily grasp the definitions and uses of the vocabulary, consider extending this activity by instructing students to determine word roots and word origins for a selection of words.

At the appropriate time for vocabulary review in the lesson, instruct students to form groups so that each group has someone who has worked with each word. Instruct students to share their words, definitions, casual interpretations, sentences, and synonyms.

- ▶ Students work in small groups to share their vocabulary homework.

Next, instruct students to organize the vocabulary words into categories of their own devising.

💬 Student responses may include:

- The words *aficionado* and *entrepreneur* both refer to types of people.
- The words *unscrupulous* and *arduous* both describe ways that people can be.

Instruct students to independently write one question per vocabulary word that they will then ask classmates. Questions can be either closed or open, and should include the vocabulary word in the prompt, or solicit the vocabulary word in the response (or both).

💬 Student questions may include:

- How *meticulously* do you do your science homework?



- What is the most *arduous* activity you have ever done?

Instruct students to participate in a whole-class mingle, during which they walk amongst classmates and ask their questions.

- ▶ Students ask and answer questions using the relevant vocabulary.

Instruct students to return to their index cards or vocabulary journals to make notes about the vocabulary they learned.

- ① To emphasize vocabulary choice for effect, teachers can ask or assign students to provide brief reasoning for why their question benefits from the specific vocabulary word instead of one of the synonyms, and hold conversation around connotation and word choice.
- ① **Differentiation Consideration:** Consider providing more explicit instructions depending on the focus of vocabulary instruction. For example, if students need to practice using figurative language, teachers may instruct students to formulate their class mingle questions in a way that encourages discussion about and use of figurative language.

## Option 4: Serious Six

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- ① This activity develops the practice of independently identifying those words, phrases, and/or references that are important for comprehending and analyzing the text.

Instruct students to identify and define a total of six words, phrases, and/or references that they think are most important for understanding the text and discussing the topic.

Instruct students to use each “Serious Six” word in a sentence that is related to the topic.

Instruct students to continue this activity each time they read a new text or section of a text. Once students finish reading a text, instruct them to write a summary of the text using the “Serious Six” vocabulary.

- ① Consider instructing students to record their “Serious Six” words in their vocabulary journals or use the Serious Six Tool at the end of this lesson. See the Model Serious Six Tool for a sample student response using the WR.3 text “The Flight of Apollo 11” by Kenneth F. Weaver.



## Serious Six Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** In the first and second columns, identify and define six words that you think are most important for understanding the text and discussing the topic. In the third column, use the word, phrase, or reference in a sentence related to the topic.

<b>Text:</b>	
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Word, Phrase, or Reference	Definition	Sentence



## Model Serious Six Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** In the first and second columns, identify and define six words that you think are most important for understanding the text and discussing the topic. In the third column, use the word, phrase, or reference in a sentence related to the topic.

<b>Text:</b>	“The Flight of Apollo 11” by Kenneth F. Weaver (from “Two thousand feet above the Sea of Tranquility” to “settled just an inch or two into the surface”)
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Word, Phrase, or Reference	Definition	Sentence
gyrating (sec. 1, par. 3)	moving back and forth with a circular motion	The <i>gyrating</i> spacecraft was out of control.
simulators (sec. 1, par. 3)	machines that are used to show what something looks or feels like and are usually used to study something or to train people	The astronauts practiced for their mission in <i>simulators</i> .
palpable (sec. 1, par. 5)	capable of being touched or felt	When the astronauts landed safely, the relief was <i>palpable</i> .
beleaguered (sec. 2, par. 3)	troubled, harassed	After such a difficult landing, the astronauts felt <i>beleaguered</i> .
vigil (sec. 3, par. 1)	an act or period of watching or surveillance	People on Earth kept <i>vigil</i> , waiting and wishing for the astronauts to complete their mission safely and successfully.
impede (sec. 3, par. 15)	slow the movement, progress, or action of (someone or something)	The astronauts were worried that the boulders would <i>impede</i> their landing.