Language

Common Core Standards

Word Study Notebooks "How to"

By Dennis Parker, Strategic Schooling, and Charlotte Knox, knoxeducation.com
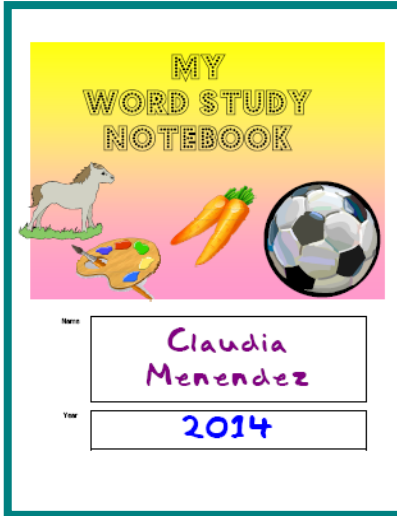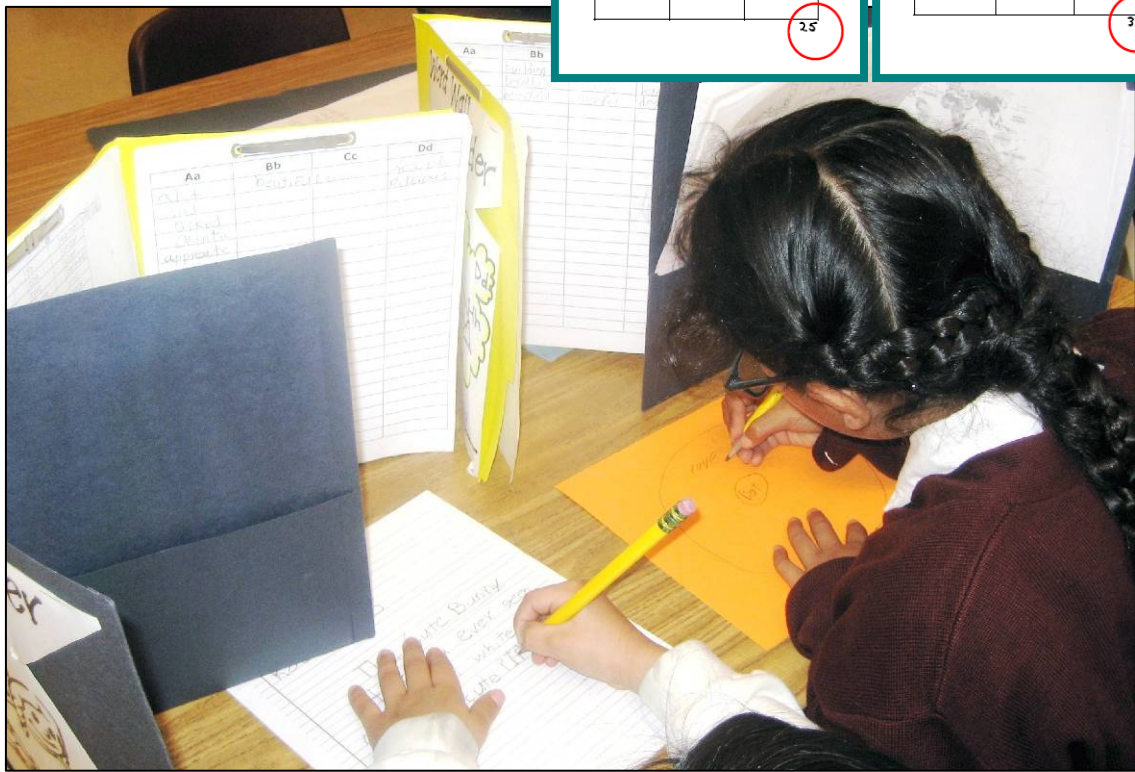
MY WORD STUDY NOTEBOOK

Name

Claudia Menendez

Year

2014

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Prefixes:

UN	RE	PRE
unhappy	rewind	preschool
unreal	review	preteen
unwell	reverse	prenatal
undo	reveal	pretend
undone	release	preview

25

Suffixes:

MENT	EST	ING
agreement	greatest	growing
segment	meanest	thinking
argument	nicest	writing
compliment	cleanest	doing
tournament	neatest	planning

31

Vocabulary development is an indispensable foundation for academic success, especially passive vocabulary! Of course, students with the largest active and passive vocabularies win; those with small ones struggle. In short, the rich get richer and the poor get poorer.

However, if they can learn to see *principles, patterns, and relationships* in vocabulary, all students can win. They can make better sense of words, notice more words, acquire them more easily, and improve spelling. Thus, no word should be seen as an entity unto itself, an isolated case. All words should be seen as members of a family, STRUCTURAL or SEMANTIC or both.

Semantic Families

- Synonyms (including tiered vocabulary)
- Antonyms
- Homonyms (same spelling, different meaning)
- Topics: volcanoes, parts of a novel, long division, elements of poetry, photosynthesis, the water cycle, causes of the Civil War
- Word categories: feeling words, character traits, action verbs
- Etc.

Structural Families

- Spelling patterns
- Prefixes
- Suffixes
- Compound Words
- Contractions
- By origin (Latin, Greek, Anglo-Saxon, Nahuatl, German, including Spanish – English cognates)
- Homophones (same sound, different spelling & meaning)

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"Grow Lists"

Sharing the pen with students is one of the most effective ways to help students learn. If they make a mistake, it's an opportunity to learn from that mistake. If they do well, there's often an emotional element that occurs to help the activity to be recorded into long term memory without the need for multiple repetitions.

For vocabulary development, it's hard to beat the use of "grow lists" in class.

1. The teacher posts a piece of chart paper on the wall. He/she lists a language category (topic, subject, etc.) or pattern (spelling, affix, etc.) with a few examples or "starter words."

2. The students' job is to fill in the "grow list" during the week in their own hand. Because of the posted list, students naturally go through their day with an enhanced awareness or "word consciousness" related to topic of the grow list. This helps them notice, discover, or find examples for the list throughout their day.

3. For maximum effect, students should keep a personal copy of each public grow list in a vocabulary log or notebook.

4. The teacher can do a little "care and feeding" of the grow list each day. Also, teachers can set times during the day for students to be able to go up and add to a list. Or, students can be allowed to go up anytime during the day to add an example as long as they don't disturb the rest of the class.

5. It's important to leave a few grow lists up on the wall from past weeks so that students who find entries in later weeks will have a chance to go up and add them to previous lists.

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Grow Lists

"My Grow Lists"

Structure of the Notebook:

Cover:

My Word Study Notebook

Name, year

MY GROW LISTS NOTEBOOK	
Name:	Claudia Menendez
Year	2014
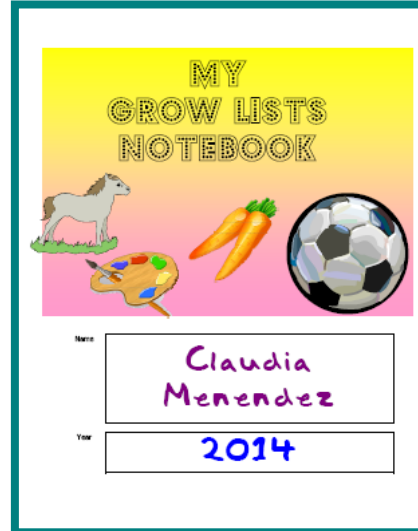
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Sample pages:

Prefixes:

UN	RE	PRE
unhappy	rewind	preschool
unreal	review	preteen
unwell	reverse	prenatal
undo	reveal	pretend
undone	release	preview

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Suffixes:

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segment	meanest	thinking
argument	nicest	writing
compliment	cleanest	doing
tournament	neatest	planning

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Directions:

1. Provide each student with a notebook of lined paper with about 100 pages for use all year long.

2. Have students design a cover and start their table of contents on the first several pages. Save about 4 pages for a growing table of contents.

3. Have students number the pages after the table of contents starting with page one and continuing to the end of the notebook. Make sure they take their time and write the page numbers neatly so that they can easily access their lists throughout the year.

4. As you teach each vocabulary lesson and start a grow list for that target skill, have students title a new page in their notebook and enter the name of that skill into their table of contents supplying the page numbers. Many skills will be tracked all year long, so make sure to include several pages for skills you will be addressing more than once. For example in fifth grade you'll be exploring Greek and Latin roots. You will probably need about 10 pages for creating "grow lists" for a number of different roots.

5. Have students enter as many words as they can for each skill either during the actual lesson, or on their own as they are reading throughout the day.

6. Provide time periodically the review the words by playing games with the words.

Standards

Common Core Standards: **Vocabulary Acquisition**

For your convenience in this process, we have included these standards checklists for grades K-8 for the California Common Core Standards on the following pages. You can print out the list for your grade level and have students paste it into the front cover of their Word Studies Notebook. Students can track progress with their grade level standards by highlighting or checking off the standards they have grown a list for in their notebook.
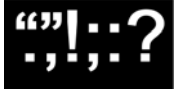
Kindergarten Writing Standards for Word Studies

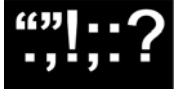| California Common Core Standards: Language: Vocabulary Acquisition and Use		
K. L 4	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**	
K. L 4a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).	
K. L 4b.	Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	
K. L 5	**With guidance and support from adults, explore word relationships and nuances in word meanings.**	
K. L 5a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
K. L 5b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
K. L 5c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	
K. L 5d.	Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	
K. L 6.	**Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**	

GRADE 1 Writing Standards for Word Studies

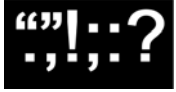| California Common Core Standards: Language: Vocabulary Acquisition and Use		
1. L 4	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.**	
1. L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.	
1. L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. Use frequently occurring affixes as a clue to the meaning of a word.	
1. L 4c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	
1. L 5	**With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.**	
1. L 5a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	
1. L 5b.	Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).	
1. L 5c.	Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).	
1. L 5d.	Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	
1. L 6.	**Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).**	

GRADE 2 Writing Standards for Word Studies

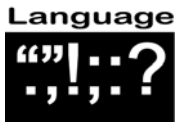| California Common Core Standards: Language: Vocabulary Acquisition and Use		
2. L 4	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.**	
2. L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.	
2. L 4b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).	
2. L 4c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).	
2. L 4d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).	
2. L 4e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas**.	
2. L 5.	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**	
2. L 5a.	Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).	
2. L 5a.	Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	
2. L 6.	**Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).**	

GRADE 3 Writing Standards for Word Studies

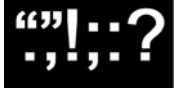| California Common Core Standards: Language: Vocabulary Acquisition and Use		
3. L 4	**Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**	
3. L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.	
3. L 4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).	
3. L 4c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).	
3. L 4d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases *in all content areas*.	
3. L 5	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**	
3. L 5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).	
3. L 5b.	Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	
3. L 5c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	
3. L 6.	**Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.**	

GRADE 4 Writing Standards for Word Studies

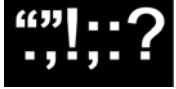| California Common Core Standards: Language: Vocabulary Acquisition and Use		
4. L 4	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**	
4. L 4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
4. L 4b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).	
4. L 4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas**.	
4. L 5	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	
4. L 5a.	Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	
4. L 5b.	Recognize and explain the meaning of common idioms, adages, and proverbs.	
4. L 5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
4. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	

Common Core Standards

GRADE 5 Writing Standards for Word Studies

California Common Core Standards: Language: Vocabulary Acquisition and Use		
5. L 4	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**	
5. L 4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
5. L 4b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	
5. L 4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas**.	
5. L 5	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	
5. L 5a.	Interpret figurative language, including similes and metaphors, in context.	
5. L 5b.	Recognize and explain the meaning of common idioms, adages, and proverbs.	
5. L 5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
5. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	

GRADE 6 Writing Standards for Word Studies

California Common Core Standards: Language: Vocabulary Acquisition and Use		
6. L 4	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**	
6. L 4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
6. L 4b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	
6. L 4c.	Consult 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 or its part of speech.	
6. L 4d.	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).	
6. L 5	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	
6. L 5a.	Interpret figures of speech (e.g., personification) in context.	
6. L 5b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
6. L 5c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	
6. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

GRADE 7 Writing Standards for Word Studies

California Common Core Standards: Language: Vocabulary Acquisition and Use		
7. L 4	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.**	
7. L 4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
7. L 4b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).	
7. L 4c.	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 or its part of speech **or trace the etymology of words**.	
7. L 4d.	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).	
7. L 5	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	
7. L 5a.	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	
7. L 5b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	
7. L 5c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	
7. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

GRADE 8 Writing Standards for Word Studies

California Common Core Standards: Language: Vocabulary Acquisition and Use		
8. L 4	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.**	
8. L 4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
8. L 4b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	
8. L 4c.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. 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 or its part of speech **or trace the etymology of words**.	
8. L 4d.	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).	
8. L 5	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context.**	
8. L 5a.	Interpret figures of speech (e.g. verbal irony, puns) in context.	
8. L 5b.	Use the relationship between particular words to better understand each of the words.	
8. L 5c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).	
8. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Source: www.cde.ca.gov/