ACADEMIC VOCABULARY HANDBOOK FOR 7TH GRADE ENGLISH LANGUAGE ARTS
COMMON CORE CURRICULUM

A Project

by

Julia Logan

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Graduate and Professional Studies in Education
Abstract

of

ACADEMIC VOCABULARY HANDBOOK FOR 7TH GRADE ENGLISH LANGUAGE ARTS
COMMON CORE CURRICULUM

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This project addresses the issue of Spanish Speaking English Language Learners having difficulty acquiring the academic vocabulary necessary to becoming successful in reading comprehension. Although schools have utilized vocabulary systems in the past, the new Common Core standards have left teachers without tangible supplemental materials or resources specifically targeted for 7th grade academic vocabulary while incorporating the rigor of the Common Core standards. This handbook provides a miniature curriculum for teaching 7th grade academic vocabulary with specialized instructions for English Language Learners embedded within the curriculum.

My research documents our nation’s academic challenges in meeting the needs of our Latino/Hispanic population. I found a large array of explanations as to why these challenges have not been met. It also exposes the ravaging cycle of effects visited upon students when the problem have not been properly addressed. Moreover, my research sheds light on productive solutions to aid in resolving the nation’s conundrum of supporting our Spanish English Language Learners.
This project adds to literature of the educational community of literature a handbook that is practical and ready to use in a 7th grade English Language Arts class that has Spanish speakers within it. It serves as a supplemental resource utilizing best practices and addresses the vocabulary acquisition of all students, including Spanish speakers. It delivers fun and interactive activities that promote academic language discourse as well as worksheets that can be copied and distributed for use.

_______________________, Committee Chair
Porfirio Loeza, Ph.D.

_______________________
Date
DEDICATION

DJ, Dasia, DeVon (Betito), and Daylen

I aim to pave the path for you, but it is you who must walk it

Live by Jehovah’s truths

Be loving, kind, and compassionate

Always hold yourself with dignity and integrity

You guys are my everything

I love you with all of my heart
ACKNOWLEDGEMENTS

I would like to thank you mi amor, Beto, for your love and support throughout this whole process. Thank you for hanging in there with me and holding down the fort while I studied into the wee hours of the night. You are medicine to my soul.

I would like to thank you Mom (Naunie) for all of the lessons in life you have taught me, they have made me the person I am today. I have so much more to learn from you and I am so proud to be your daughter.

I would like to thank you Dad for always keeping a smile on your face and showing me, that life is more than our circumstances. You have given me the gift of positive outlook.

I would like to thank you Lamont because whenever you or anybody else mentions my name, you smile. Your unconditional belief in me has been my fire and I hope that I continue to make you proud.

Last, but not least, the man of the hour, Dr. Loeza for your unwavering faith in me. For teaching me to persevere and for encouraging me to continue my education. When I felt that I could not make it, you pushed and expected nothing less and here I am…. thank you…
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Chapter 1

INTRODUCTION

Purpose of the Study

As the new school year began and Common Core standards were implemented, teachers all over our district began redesigning our curriculum. Anthologies used previously no longer met the standard of what was needed for our students to become successful. The new Common Core States Standards Initiative (2016) argues, “Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life.” The growing of complex text was interpreted as an increase in expository text. Making the necessary changes to our pacing guides, we created the new Common Core curriculum for our school, by significantly reducing the amount of narratives and increasing the amount of informational text read by our students.

Put into practice, the one thing evident in administering the new informational documents was that our Spanish-speaking Latino student, were significantly lacking the skills and vocabulary necessary to comprehend the material effectively. Referencing back to the Common Core States Standards Initiative (2016) as guidance, it states, “Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading.” We then began to ask the questions, how
could we incorporate more vocabulary into the curriculum? Which vocabulary would we incorporate? All of us came to the realization that academic vocabulary would benefit the students the most profoundly. Yet each of us differed in how we would incorporate this into our classrooms.

The purpose of this project is to provide teachers with various tools and techniques in order to help their students acquire more vocabulary. While most of these tools can be used for all students, the difference is that these academic vocabulary words are equipped with both cognates and definitions in Spanish, as this may aid in the acquisition of the new words for Spanish speakers in the classroom. The academic vocabulary chosen are words that are high frequency, academic, and interdisciplinary and are considered 7th grade level. Many times, teachers do not spend enough time giving explicit instructions with vocabulary; however, these lessons are allotted a 15-minute timeframe every day for the entire unit. This use of instructional time allows students multiple exposures to each word and allows students to manipulate and interact with the words, thus allowing them to truly conceptualize and know the word.

**Project Significance**

The significance of this project is to aid in development of Latino students’ vocabulary in order so that they can readily access material at their grade level. The United States Department of Education (2012) “achievement gap” shows a high disparity between white and Latino students’ academic success in the areas of reading comprehension and mathematics. Studies have shown that some of the effects of students
not being able to access the curriculum include boredom, students becoming withdrawn from participation, and students engaging in disruptive or distractive behavior.

The consequences from these effects not only result in low-test scores and poor grades, but the off task and disruptive behavior can cause teachers to respond using disciplinary action which then causes students to have to leave the classroom. Students missing this valuable instruction, further aggravates the problem of students becoming disengaged, potentially resulting in students dropping out of school. According to the National Education Association (2006), they assert that “The tendency for students to drop out is … associated with their school experiences.” This stifling of their educational growth can be prevented by attending to the problem at hand before it gets out of hand. It is important to break this cycle, as students who do not graduate from high school are less likely to become productive members of society. Teachers have also The project will provide an effective way for students to engage with the material in a way that is relevant to their lives and become better equipped in all subject areas.

**Problem and Methods**

In school today, we see that there are many English learners who “sound” like they can speak and understand English. In an informal context, they are able to survive, but not thrive. Thriving takes place only in the world of academics, when students are academically successful. Studies have shown that many of our Latino students are not doing well academically in comparison to their white counterparts. In fact, many of these students drop out and the English in which they appeared to be so fluent is actually a mirage, because in reality their academic vocabulary is greatly lacking and significantly
affecting how and what they learn. In order to address this, my thinking has been guided by these questions:

1. How can we teach vocabulary that will be beneficial to these students in a way that is more effective than the way we have been teaching vocabulary?

2. What current practices are effective in teaching vocabulary?

3. How much time is needed for teachers to implement these strategies effectively?

4. Which words should be taught?

After evaluating the research, I sought how to create a handbook that would include best practices in the acquisition of vocabulary. However, I also chose to use methods that others researchers found successful, although they may not have been considered best practice. These methods I found to be engaging for the students, which allowed their minds to open and receive new information. The lessons will entail 15-minutes of instruction daily, with the exception that the first day of the unit will need a full day’s instruction for introduction and the last day of instruction will need a half of period for assessment. Most teachers normally do not spend this much time on vocabulary instruction, and test quickly. Hence, words are quickly forgotten after the students have taken the test. However, the daily exposure I am advocating of will allow students multiple exposures and opportunities to use the word in different contexts with other students.

**Limitations**

There are several limitations to this vocabulary handbook. One limiting boundary is that the words were chosen for 7th grade students. Younger students may find
conceptualization of these words difficult, and older students may find these words unchallenging and simple. Another limiting factor is that these words were pulled from a pilot Common Core curriculum called “Engaged New York”. There may have been bias when the words were pulled. In addition, the Spanish definitions used will come from one definition source, so the interpretation of the word may also be biased and/or misinterpreted by translators. There are also English Learners who are literate in their primary language, so Spanish definitions may not be beneficial to them either.

**Definition of Terms**

**Academic Vocabulary**

General academic vocabulary consists of words that are present at modest levels of frequency across multiple academic domains in content area texts but are not nearly as common in literary texts: (Bauman and Graves, 2010, p.1)

**Achievement Gap**

The disparity between white students and other ethnic groups as well as between English learners and native English speakers; socioeconomically disadvantaged and non-disadvantaged; and students with disabilities compared to students without disabilities: (AAV of, 2015)

**Common Core**

A set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics (Frequently Asked, 2016)
**Cognates**

Cognates are words in different languages that are derived from the same original word or root. Cognates are related words like family and *familia*, and conversation and *conversacion*. False cognates do exist (*embarazada* in Spanish means pregnant, not embarrassed), but they are the exception to the rule (Robertson, R., 2015)

**Drop Out**

A dropout is an individual who was enrolled in school at some time during the previous school year; was not enrolled at the beginning of the current school year; has not graduated from high school or completed a state- or district-approved education program; and does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death. (Hoffman, L., 2002)

**English Language Learner Students (English Learner)**

Are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. (California Board, 2015)
Vocabulary knowledge

Knowledge of a word [that] not only implies a definition, but also implies how that word fits into the world. (Stahl, 2005)

Organization of Project

Chapter 1 is the Introduction; it consists of the Purpose of Study, the Project Significance, Problems and Methods, Limitations, Definition of Terms and Organization of Project.

Chapter 2 is the Review of Literature. The review of literature emphasizes why Latino English Language Learners are a target population, how teaching academic vocabulary explicitly will lessen the achievement gap, and effective methods in teaching academic vocabulary for 7th grade English Language Learners.

Chapter 3 is the Methodology of the Project. This chapter will describe the relationship between the research and the methodology. This chapter will also include the project design, which will steer the lessons.

Chapter 4 is the Summary of the Project, which includes the following: Symposium, Synopsis, Limitations, Recommendations, and a Final Conclusion.

Appendix includes the Academic Vocabulary Handbook for 7th Grade Common Core Curriculum:

1. Self-Evaluation Sheet
2. Power point with visuals
3. Vocabulary Matrix with Cognate Definitions
4. Example Sentences (for teachers)
Summary

This chapter introduces the rationale behind the creation of the Academic Vocabulary Handbook for 7th grade Common Core Curriculum. This chapter encapsulates the reasons why this handbook is useful and brings awareness to teachers of a problem and a solution in their classrooms. Chapter 2 will outline research that provides the most effective and efficient strategies that are successful in teaching our English Learners key vocabulary words that will aid in their reading comprehension.
Chapter 2
REVIEW OF LITERATURE

Introduction

Becoming an adult can be daunting to many teenagers especially if they are not equipped with the tools to becoming successful. In this toolkit, education is a key factor towards a life of self-sufficiency and productivity. Without it, life can be problematic and challenging. How do we as educators identify the issues that challenge many of our students with and address these major issues aggressively and consistently? Understanding the problem and the factors that Latinos face in education will enable educators to create a plan of action in order to minimize the negative effects on our Latino youth. To begin, I will examine the fast growing United States Latino population.

Latino Population on the Rise

In understanding the importance and urgency to educate our Latino youth, we first need to understand what pushes us to this threshold. The Latino population is leading the nation as the one of the fastest growing ethnicity. According to the United States Census Bureau (2014), it asserted that “The Hispanic population of the United States as of July 1, 2013, making people of Hispanic origin the nation’s largest ethnic or racial minority. Hispanics constituted 17 percent of the nation’s total population.” With numbers like this, we, as a nation, must support the youth of this vast growing population in order to help them flourish and succeed in this country. This number is continuously growing. Ortman and Guarneri (2009) report “The projected Hispanic population of the United States in
2060 [to be about 128, 8 million people]. According to this projection, the Hispanic population will constitute 31 percent of the nation’s population by that date.”

Additionally, we are the second largest Hispanic population in the world (54 million) with only Mexico being the largest (120 million). As recently described by the United Census Bureau (2014), we are second “Ranking of the size of the U.S. Hispanic population worldwide, as of 2010. Only Mexico (120 million) had a larger Hispanic population than the United States (54 million).” According to the National Center for Education Statistics (2011) “Hispanics are the second largest racial/ethnic group in the United States, comprising 16 percent of the nation’s population, according to the 2010 Census. The size of the Hispanic population varies by state; the five states with the largest Hispanic population are California, Florida, Illinois, New York, and Texas.” The American Community Survey (2011) also revealed that, “…even with such a large population, Latino students graduating from high school is shockingly small... only 64% …of Hispanics 25 and older that had at least a high school education in 2012.”

Furthermore, without a high school education, the percentage of students graduating from college is predictably even less as compared to those graduating from high school. The United States Census Bureau (2015) contend that “The percentage of the Hispanic population 25 and older with a bachelor’s degree or higher in 2012” is merely 13.8%. Having this essential education could lead people towards additional opportunities to higher education and lifelong careers. Education is essential to enriching the quality of life citizens have. Not only does education provide opportunities to those individuals, but more importantly, choices. When education is absent, people are trapped
in occupations that may be challenging to escape or just comfortable enough to endure in order to secure a paycheck to survive for the following month. The evidence is clear; there is a discrepancy between the Latino population and their white cohorts, and this can be seen clearly in the Achievement Gap.

**The Achievement Gap**

The achievement gap has been a revolving subject of discussion in education, as it affects the part of society that has a disconcerting history for the minority populations. The United States Department of Education (2012) argues that the gap is “The difference in the performance between each Elementary and Secondary Education Act (ESEA) subgroup (as defined in this document) within a participating local educational agency (LEA) or school and the statewide average performance of the LEA’s or State’s highest achieving subgroups in reading/language arts and mathematics as measured by the assessments required under the ESEA.” In short, the achievement gap shows the educational disparities among various ethnic groups. One of the largest incongruences is between our Hispanic and White students. The Center for National Statistics (2011) claim that “… since the early 1990s, the Hispanic-White achievement gap for public school students has not narrowed for fourth- or eighth-graders in either reading or mathematics, both nationally and for almost every state.” Overall, Hispanic and White students’ national assessment scores in reading have declined in 2015 as compared to 2013. Consequently, the achievement gap remains. The achievement gap between Hispanic and White students at grades 4 and 8 in mathematics and reading was between 21 and 26 points on the National Assessment of Educational Progress (NAEP) scale. Moreover,
according to the Hispanic White Achievement Gap Report in 2015, there was a 21-point reading gap between grade 8 White and Hispanic students. This gap was similar to scores previously recorded in 2013 when the score gap between White and Hispanic students was 22-points.

There have been attempts to reduce these disparities through the No Child Left Behind Act (NCLB, 2002) which has created an upsurge of awareness to address the issue at hand. Clearly, this should have made shifts in education. However, the fact that remains is that there is a devastatingly large volume of the population who is being “left behind”. Consequently, this marginalization of students will have an impact on their lives, the lives of their families, and society as a whole.

**Consequences of the Achievement Gap**

The cycle becomes quite clear that without an education, self-sufficiency is significantly reduced. Students who are a part of this gap are considered “at risk”, as they are largely students who have not been experiencing success. The National Statistics for Educational Statistical Analysis Report states, “An “at-risk” student is generally defined as a student who is likely to fail at school. In this context, school failure are students dropping out of school before high school graduation.

As a result, the characteristics of at-risk students have traditionally been identified through retrospective examinations of high school dropouts’ family and school histories. Those characteristics associated with dropping out of school then become the defining characteristics of at-risk students.” (2) In order to address the issue of students dropping out, we must first consider the causes.
There are various reasons why a student may drop out of school, but most often, the reason is related to not being able to access the curriculum. A vicious cycle presents itself once a student drops out of school. Unfortunately, students who are disengaged in the curriculum, because they do not understand what is being taught, do become disruptive. Disruptive behaviors leave teachers with no other alternative, except to punish the child. Regrettably, “Throughout the United States, schools most frequently punish the students who have the greatest academic, social, economic, and emotional needs (Johnson, Boyden, & Pittz, 2001).” Sadly, the students who frequently “drop out” are Latino students. The National Center for Educational Statistics (2007) provides data for students dropping out of school. Table 1.1 compares the Hispanic/Latino student groups side by side with their White counterparts.

Table 1.1

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Hispanic</th>
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<tbody>
<tr>
<td>1980</td>
<td>11.4</td>
<td>35.2</td>
</tr>
<tr>
<td>1985</td>
<td>10.4</td>
<td>27.6</td>
</tr>
<tr>
<td>1990</td>
<td>9.0</td>
<td>32.4</td>
</tr>
<tr>
<td>1995</td>
<td>8.6</td>
<td>30.0</td>
</tr>
<tr>
<td>1998</td>
<td>7.7</td>
<td>29.5</td>
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<td>2000</td>
<td>6.9</td>
<td>27.8</td>
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<td>23.8</td>
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<tr>
<td>2007</td>
<td>5.3</td>
<td>21.4</td>
</tr>
<tr>
<td>2008</td>
<td>4.8</td>
<td>18.3</td>
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Favorably, the dropout rate amongst students has been steadily declining over the years. However, the table clearly demonstrates the disparity between White and Hispanic students. Hispanics are overwhelmingly dropping out at a higher rate than White students. Many schools do not offer alternative education; therefore, students who drop out are then left to fend for themselves in their natural environments. They are “pushed out of school and on (to) the streets, [where they] are likely to engage in delinquent acts and eventually end up in the juvenile justice system.” (Jordan, Lara, McPartland, 1994). According to the New York Times (2009), “One in ten high school dropouts are in the prison system in comparison to one in 35 individuals who have a high school education, this translates to half the prison population being dropouts” (p. A12).

Prison is not a cheap endeavor for the government; holding a maximum-security inmate can cost from as much as $80,000 a year. At the lower end, it costs $35,000 a year for a minimum-security inmate (Giroux, 2003). With all the costs of a dropout’s life, including the prison expenses, health, and other government aide, they will cost the government on average $209,000 more than a high school graduate (Levin, Belfield, Muennig, & Rouse, 2007) will. There is a huge financial burden associated with each dropout including a loss of tax revenue.

Throughout a dropout’s life, they will average $10,000 dollars less in income a year than a high school graduate (Levin et al., 2007). In a 2008 report of unemployment of people aged 16-24, 54% did not have a high school diploma compared to 35% that did. This lack of productivity means a dropout will pay $117,000-$322,000 less in taxes than a high school graduate will. Reduced tax revenue can also be estimated to be even greater
if one considers the factor that dropouts will have less of an opportunity to go to college, and college graduates pay a significant amount more in taxes than lower educated high school graduates (Levin et al., 2007) do. So, as educators, what is our first step in addressing this issue? To answer this question, we must examine the start of our students’ educational careers.

**Starting Behind the Line: Entering Kindergarten**

Research has estimated that the average English-only speaker who enters kindergarten has at least 5,000 words in his vocabulary, while this is true for our English Language Learners as well, they have these words in their primary language, not in English ((Biemiller & Slonim, 2001; Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Graves, 2007). While in school, students are learning and being introduced to new vocabulary terms progressively. English learners have to acquire this new vocabulary coupled with having to compensate and catch up to learn the vocabulary that they are already lacking prior to entering kindergarten.

Vocabulary knowledge carries a significant influence on English language learners’ academic success. (Carlo, August, and Snow, 2005; Folse, 2004; Nation, 2001). There are five major components of reading that teachers must teach their students in order for their students to read effectively and successfully. They are phonemic awareness, phonics, fluency, vocabulary, and ultimately comprehension. (National Reading Panel, 2000). A researcher suggested that it is necessary for students to know a minimum of 95% of the vocabulary terms in the academic content in order to comprehend it, (Adams, 2011). Therefore, the amount of vocabulary knowledge that a
A student has helps govern how much he is able to comprehend when reading and the more he acquires the more successful he can become.

English Language Learners entering school come with a deficit in vocabulary; they lag behind their English-only peers in reading comprehension. Without having a healthy vocabulary cache, our English learners will not have the ability to access the curriculum in the manner expected of all students. As time progresses, English Language Learners enter into subsequent grades, their vocabulary knowledge becomes more deficient over time as compared to their English-only cohorts. (Baker, Simmons, & Kame'enui, 1997). This phenomenon has also been termed as the “Matthew Effect”, which describes the reading disparities between poor and good reading. Stanovich (1996) asserts that, in essence, if there is no effective intervention poor readers stay poor readers and good readers become great readers.

In view of the fact that research suggests that there is a strong relationship between vocabulary and reading comprehension performance, (Garcia, 1991) the discrepancy of the performance between English Learners and English only students can be predicted. (Blachowicz et al., 2006; Garcia, 1991). Therefore, studies have been performed, and their results have shown that teaching vocabulary can be beneficial and can support reading comprehension. (Beck, Perfetti, & McKeown, 1982; McKeown, Beck, Omanson, & Perfetti, 1983; National Reading Panel, 2000). Moreover, with the additional support in vocabulary knowledge, students gain additional access to their text. This new understanding of reading aids in their school success. (Becker, 1977; Anderson and Nagy, 1991).
Deceptive Masking in Middle School

Middle school students are at an age when their academic success can be projected, and if students do not have substantial vocabulary knowledge for their grade level, then they are less likely to succeed. Cunningham and Stanovich (1997) assert that the vocabulary knowledge of first graders is a noteworthy predictor of reading comprehension for the next ten years. Middle school English Language Learners have learned to adapt to their environments and are often good at conversing with other students, using rudimentary interpersonal communication skills. However “appearing” to speak English can often disguise their inadequacies in the English language. There is an inconsistency between what their oral or conversational language measures and what their print or academic language measures. Heath (1983) argues that English Learner students’ home language is different from the language they speak at school and that the home language is not advantageous to successful literacy at school. She asserts that academic language is what students need to become academically successful. Heath further claims that academic vocabulary is foundational to students having the ability to access the curriculum and achieve academic success (Heath, 1983).

Cummins also distinguishes between the language development skills that children have. Those who speak with basic interpersonal communication skills (BICS) and those who have acquired the academic vocabulary, which they need to become academically successful, called Cognitive Academic Language Proficiency (CALPS). According to Cummins, students acquire BICS in contextualized environments where social interactions take place. The meaning of the words spoken between individuals can
be recognized, comprehended, and confirmed via nonverbal cues such as facial expressions and body language, as well as voice intonation. Cummins further asserts that this basic level of language is learned in the first two years of language acquisition. Students who “appear” to speak English fluently, therefore, are often using cues that confirm their understanding of what others are saying. In reality may not know the language effectively enough to be academically successful. English Language Learners need what Cummins described as Cognitive Academic Language Proficiency, which cannot be acquired solely from social interactions, as this develops over time in academic settings where print is involved. Students acquire this academic vocabulary using higher order thinking skills for conceptualization of abstract concepts. He states, that CALP is, “the extent to which an individual has access to and command of the oral and written academic registers of schooling” (Cummins, 2000, 67). He continues by stating that students may need from five to seven years to acquire this level of language development. This vocabulary must be taught to the student both directly and through immersion, and teachers who take the opportunity to become aware and sensitive to these language and cultural barriers can make a difference in the lives of Hispanic students (Garcia, 1994).

**Practical Solutions Revealed**

For many years, scholars have investigated the relationship between vocabulary language and reading competency and have concluded that vocabulary has profound effects on these competencies. (Graves, 1986; Beck and McKeown, 1991). Literature recommends that teachers focus on teaching words that can be used across multiple
disciplines and that are general academic words (as these are critical for students to
cognize and understand ideas and concepts that are related to academic subject matter).
(Bailey, Butler, Stevens, et al., 2007; Beck et al., 2002; Calderon et al., 2005)

Which words should teachers select to teach their pupils? According to Beck, there are different tier levels of words. Tier 1 words are used for basic communication. While, Tier 2 words are high frequency words that are used for thinking and information processing. Finally, Tier 3 words are used for specific domains needed solely in the area of interest and are infrequent academic words. Dutro and Moran have aligned Tier 3 words respectively as “brick” words and Tier 2 words as “mortar”. They assert that students need the mortar to hold the bricks. Therefore, Tier 2 and Tier 3 words have been found to be the most beneficial for teaching, as they allow students to engage in purposeful talk via discussions, specificity in expressive language, and reflection. (Calderon, 2002). Juel and Deffes further imply that students should be taught words that are important and are shown in books, but words that may not be spoken in everyday language. These words should be words that are seen in many circumstances and different subjects. (Juel and Deffes, 2004)

Corson argues that when students are involved in targeted discussions and their target academic vocabulary is being utilized, then word learning takes place. (Corson, 1995). In order for students to be able to conceptualize a new word in its entirety, conversations and discussion are needed in order to provide students opportunities to master the rules via practice and application across various domains. (Dutro and Moran, 2003; Kowal and Swain, 1994). Allowing students to engage in conversations utilizing
the new words that they have learned allows students to play and practice learning how the new words works and operates, cementing its meaning.

Additionally, Nagy’s Models include a mixed method of vocabulary instruction that she feels can aid and improve comprehension. She implies that students need intensive vocabulary instruction, which include the following four characteristics. The first is integration, where vocabulary instruction is integrated into the study of content and the study of other words. Following this is semantic mapping, where vocabulary is enriched through word discussions and new words are related to known words. The third is what she called semantic feature analysis, in which teachers scaffold learning through organizing contributions from many children into a graphic organizer that helps emphasize patterns, and finally concept formation. Teaching then focuses on the concept and its attributes first, and then new vocabulary is provided to the students once the concept is understood. Once the new vocabulary has been introduced via definitions, context, and examples, students should be accorded multiple exposures to it.

In looking back at Beck and McKeown’s Model, they assert that in order for students to have a deep understanding of word knowledge they must encounter the words in different contexts and with their multiple meanings. They suggest teaching Tier 2 and Tier 3 words. Tier 2 words are high frequency words that add productivity to an individual’s language ability. In this tier, Vygotsky’s zone of proximal development is seen, when a teacher, not by the student himself should, scaffold teaching. Vygotsky defined the zone of proximal development as "the distance between the actual developmental level as determined by independent problem solving and the level of
potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). When this support is present and readily available, students are in an optimal learning position to attain success. Beck and McKeown continue by arguing that Tier 3, words low in frequency but specialized in particular subjects, should be taught and exposed repeatedly.

Nation and Waring suggested that teachers teach word families with their inflected forms and derivations (Nation and Waring, 1997). For instance, “investigate” in English includes investigates, investigated, investigating, investigation, investigable, investigative, investigatory, investigator. While Stahl’s (1999) theory of vocabulary suggests that, we approach teaching vocabulary utilizing various approaches. One approach should include definitional and contextual information about each word meaning. In addition, students must be actively involved in the acquisition of the new words and ultimately have opportunities for multiple exposures to the word.

**Summary**

The collective works of researchers show the disparities among Latino English Language Learners and their white counterparts in reading comprehension. With the expanding Latino population, this gap will only widen, if not addressed. Studies reveal a correlation between reading comprehension and vocabulary. Vocabulary therefore serves as an instrumental device in order to improve reading comprehension and academic success for English Language Learners. Upon entering kindergarten, English Language Learners are behind their peers in regards to how much vocabulary they have acquired. If
students stay behind, as many do without proper intervention, they are on a path of detrimental effects, including dropping out of school. Unfortunately, many teachers are unaware of the language discrepancies that English Language Learners have, as their conversational English sounds proficient. However, English Language Learners’ reading comprehension scores show a large discrepancy among them and of their white cohorts. English Language Learners’ conversational English must not deceive educators, as their conversational English does not accurately represent their academic English. Grade equivalent academic English is necessary for students to learn in order to access and understand core materials.

To effectively teach students grade level academic vocabulary, Tier 2, high frequency words, should be taught accompanied with Tier 3, domain specific terms. Various strategies can aid in the acquisition of vocabulary. These strategies include the use of graphic organizers, targeted discussions, and teaching of word families and forms. Overall, best practice will incorporate opportunities entailing multiple exposures of the targeted vocabulary terms, thus aiding in the success of vocabulary acquisition and reading comprehension.
Chapter 3

DEVELOPMENT OF THE PROJECT

This project attempts to uncover best practices used to teach vocabulary in the 7th grade with notable consideration for English Language Learners. This handbook will have a positive effect on students’ vocabulary acquisition thus aiding in the academic support of students reading comprehension. The research employed in this handbook is effective for teaching vocabulary and demonstrates the value of vocabulary in regards to students’ academic success. The framework for each segment created, references the journey in which it took to understand the importance of teaching vocabulary explicitly and was based on the best practices found in the research. The perspectives and strategies that come from various scholars have also been presented and explored in great length in order to provide the best vocabulary handbook practical to seventh grade teachers employing the Common Core curriculum. The question that ensued and shaped many of my thoughts was how we, as educators, can teach vocabulary words to our Spanish speaking Latino students and that are most beneficial and that are aligned with the Common Core.

Following an exploration of various theories, I chose to identify whether or not other educators had similar encounters with Latino students. Findings revealed that Latino students were, in fact, marginalized from their White peers, in their reading comprehension skills. This then triggered an even deeper thirst in wanting to identify why Latino English Language Learners were somehow overlooked in what seemed an obvious irrefutable issue that needed to be investigated. Seemingly, research showed that many
of these students were being mistakenly classified, as they appeared to speak English fluently. In reality, many students had poor academic language, which contributed to their low reading comprehension skills.

Without hesitation, I was intrigued in learning what the best practices were out there. Knowing what was best was not enough, as what to do should be complemented as it is as equally important. The journey began with the most current and researched based best practices that formed a guided outline for my literature review and evolved into a handbook later. Eventually, I began to form the lists of academic words most useful in the 7th grade across different subject areas. Subsequently, I found kid friendly definitions so that students had the ability to acquire the new terms in a manner that was relevant to them.

**Methodological Approach**

This handbook was methodologically constructed by adding critical components aiding in the acquisition of new vocabulary. My research examined various strategies and activities conducive to vocabulary acquisition. Best practices were sorted through and selected according to whether they appeared to be of high interest and engaging to students. The strategies decided upon and included in the handbook are: explicit instruction; PowerPoint with visuals; graphic organizers; usage of cognates; word families and forms; paraphrasing the definition; creating sentences; creating visuals as a means to convey meaning.

Students in 7th grade are expected to master Common Core standards by means of teacher instruction supplemented with district and state mandated resources. The
individual backgrounds of student knowledge vary. However, instructional materials are equipped with concepts and ideas created to “fit” all students. This includes students whose reading comprehension has been obstructed due to the lack of adequate vocabulary acquisition. The elements presented in this handbook will address the vocabulary deficit among seventh graders, while still being aligned with state mandated standards. This will aid in the academic success of English Language Learners.

Research is overwhelmingly supportive in teaching vocabulary explicitly and in multiple contexts and repetitions (Nagy, 1988; NRP, 2000; Graves and Watts-Taffe, 2002) With English Language Learners, it is evident that students needed time allotted time for oral language development via having the ability to speak with others using the academic language.

The research literature is clear that the most effective ways that teachers can teach vocabulary is by allowing students time to manipulate word meanings and to use them in various contexts. (Graves and Watts-Taffe, 2002) This allows students the necessary oral language practice and ability to listen to other students modeling the words. However, with new Common Core curriculum, many teachers feel they lack direction and guidance on how to teach vocabulary to these standards.

**Explicit Instruction as a Main Focus to Increase Vocabulary Acquisition**

As a core class in middle school, English Language Arts relies heavily on teaching students to read both narrative and expository text. Having the ability to understand what task has to be completed is a key component to learning. Teaching students explicitly on how to read, speak, and write, using academic vocabulary words
with the newly adopted common core, allows students the ability to access the curriculum in all core classes. Students are able to deepen their understanding of text by having the right tools to use in order to dig into the complexities of the reading matter. Students can then use precise language in order to express and present themselves in an educational setting. Furthermore, the handbook is a toolkit that also enhances the students’ social environment by allowing them to interact, learn from, and understand each other.

**Project Design**

After concluding the research, I shared some of my findings with a few of my colleagues in our English department. I wanted to hear their insights on how they felt that we as a team could collectively boost our vocabulary program, using best practices. Time allotted inside the classroom was a constraint as well as lesson planning for it, so they suggested that what we used needed duplicable worksheets, it had to be teacher friendly, and not use too much class time. Therefore, I began to think about the most effective and efficient methods of delivering this curriculum to both the teachers and the students. My handbook provides teachers with best practices used for vocabulary instruction in a manner that is useful and research based.

My handbook can be used with various units that the Common Core standards demand. Introducing students to academic vocabulary incorporates easily into lessons, as many of the words derive from the standard themselves. By understanding the expectations that are required of them, students will be able to perform the tasks that the words direct them to complete. The units can be interchanged and do not have to follow the order in which the units are assembled. Each unit includes a Power Point presentation
with images so that students are able to visualize the targeted vocabulary, example sentences used with the words in various contexts, word family charts so that students know how to use the words in various sentences and have the ability to link prior word knowledge to new words. Various activities that include listening, speaking, reading, and writing activities promote deeper word knowledge and modeling opportunities. Finally, there are quizzes that check for understanding and vocabulary acquisition.

The final product is a handbook that encompasses the vocabulary that is essential in teaching 7th grade English Language Arts. In the following paragraphs, I will explain the values of each unit and the research behind it.

**Units**

The handbook contains five units, each focusing on standards implemented and taught in the 7th grade. Research has shown that contextual word teaching is more effective than non-contextual word teaching (Biemiller & Boote, 2006). Each unit begins with an introduction of the word using visuals and example sentences, so that students may hear and see what the word demonstrates. In every unit, students are exposed to cognates or Spanish definitions with the goal and intention for students to have the ability to transfer knowledge from their primary language to their English vocabulary. There are a variety of activities that support speaking and listening and grant students opportunities to participate and observe modeling from other students. I encourage teachers to incorporate these activities as a part of their everyday curriculum.
Power points with Visuals and Examples

Each unit introduced contains an interactive power point, which includes a visual of the word along with example sentences. According to Manzano (2004), in order for vocabulary acquisition to be successful, the teacher must provide a description of the new word along with an explanation or an example of the new term. He also asserts that looking up new words in a dictionary is not useful when teaching vocabulary words, therefore, I have provided the definitions on the matrix for the students. Center et al. (1999) suggests that using visual imagery allows students to access word meaning and aids in their ability to make predictions and inferences and deduce information. Visuals also allow a common experience for the class, which then lends the class opportunities to prevent, clarify, or even correct any misconceptions of the new term.

Graphic Organizers

The handbook provides graphic organizers to students to allow students the ability to visualize and organize the new information that they are learning. The graphic organizer provided includes a space for the students to write down the word and its part of speech, the words cognate or definition, a space for a student to write down its related words, as well as an example sentence. Several researchers attest that graphic organizers provide students, especially visual learners, a way to illustrate important content in in a way that brings clarity via use of a framework that exploits graphic representations of concepts or vocabulary. This allows students an opportunity to relate their existing knowledge to new information, thus ultimately serving as a strategy that strengthens comprehension and retention of complex material and vocabulary. (Ausebel, 1963;
Cognates

According to Goldenberg (2013), in order to optimize learning for English Language Learners teachers, need to provide cognates in order for students to have better access to the text and materials used. Furthermore, alerting students that there are false cognates is important as well (August et al., 2005). False cognates sound like English words but do not have the same meaning (www.spanishdict.com/topics/show/111, ). For example, a false cognate for the word “soap” is “sopa”, however “sopa” means soup in Spanish and the real the word for soap is “jabon”. Another example is the word embarrassed. Naturally, someone would think it would be “embarazada” in Spanish, but “embarazada” means to be pregnant and the real Spanish word for embarrassed is “tener verguenza”. They also explain that many of the high frequency Spanish words are Tier 3 low frequency words English words.

Word Forms and Families

Students can boost their vocabulary acquisition of unfamiliar words by 60% by employing their understanding of root or base words and utilizing the strategy of morphological analysis (Nagy & Anderson, 1984). Generally, research has shown that the understanding of morphology is significantly related to vocabulary knowledge (Blachowicz et al., 2006; Carlisle & Fleming, 2003; Goodwin & Ahn, 2010; Nagy, Berninger, & Abbott, 2006) and reading comprehension (Freyd & Baron, 1982; Nagy, Berninger, Abbott, Vaughan, & Vermeulen, 2003). Studies have also shown that ELLs
benefit from this too when the morphological instruction is effective in enriching vocabulary knowledge. (Goodwin and Anh, 2010). Therefore, I also included an activity, which allows students to identify word families and forms. Sentence examples and word forms were found at the Show Me Words website.

**Visual Activities**

After students have had an opportunity to hear multiple examples of the word, have seen visual representations of the word, and have looked at various forms of the new term and its family, they will then draw or create an image representing the word. To help stimulate the thought process, a teacher may create his own image of the word, making it visible to the class. Marzano (2004) suggests that teachers explain via a think aloud of how they came up with their image and why they chose the images that, they drew, as a way to model the desired outcome for the students. Finally, students work with a partner to describe their images. This thus increases language development, provides modeling among students, utilizes higher order thinking skills as students will need to paraphrase the word definitions via explanation, and allows students opportunities to compare and revise their own work. Students, during this time, are also able to ask questions which can clarify any misunderstandings or expand and deepen their knowledge.

**Paraphrasing the definition**

According to Marzano (2004), best practice involves having students create their own sentences to show understanding. Fisher et al. (1992) found that students who had opportunities to discuss the new terms, had increased the amount studying time, which gave students, the help needed to verify and establish a meaning. Consequently, in one of
the activities in my handbook, students are to create a definition using their own words. Students will work with a partner and discuss their definitions by explaining to their partners how they came up with those definitions. As the teacher circulates around the classroom, he or she will monitor and check for understanding.

**Practice/Review Activities**

Many of the practice activities toward the end of the lessons include using the words in various narrative forms, whether it is creating a comic strip, writing a letter, or creating a story. August and Snow (2007) suggested that in order for explicit word teaching to be effective, students should use these target words in sentences that create narratives. The study that they conducted showed that by incorporating these words into stories in their experimental group, 21 of the words taught were learned. In the control group, who did not use the words in creating stories, only nine learned. According to Blachowicz et al., (2006), when students are exposed to the word repetitively, this increases the speed of learning the new word. Additionally, Carlo et al., (2008) asserts that it is also essential that these exposures be across various contexts.
Chapter 4

SUMMARY, CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

This chapter will discuss a summary of the significance of this project and the importance of academic vocabulary acquisition to English Language Learners. It will describe the background of its stakeholders and issues in education surrounding English Learners. This chapter will further illustrate various research based on best practices used for vocabulary acquisition. Additionally, the limitations of this project will also be acknowledged. Finally, the chapter will wrap up with future recommendations on further studies and my conclusions.

Discussion and Summary

One of the essential elements of reading comprehension is having an extensive repertoire of vocabulary. Vocabulary knowledge is vital at every stage in education including prior to entering kindergarten. Today, the pursuit to master the new Common Core standards is well underway and students must keep up with the rigor of the demands set forth. Vocabulary is a key component in accessing the depths of these expectations. Unfortunately, Hispanic students can be a casualty to the ever-increasing demands of this rigor. As of 2015, there was a 21-point reading score difference between Hispanic and White students as measured by the National Assessment of Educational Progress with Hispanics students holding the lower score. This disproportionality is a product caused by many school systems not adequately addressing this issue. Consequently, disregarding or overlooking this matter has led many Hispanic students to drop out at prodigious rates.
To offset this dilemma, many professionals including teachers, administrators, district personnel, and the like have offered various solutions to address these concerns. In examining reading in particular, comprehension of various texts is pertinent to having command of the subject English Language Arts. In order to access this curriculum, students must have the key to unlock its content. The key that opens the door to reading is vocabulary, as it provides a basis for understanding concepts and ideas that are intangible.

The theoretical foundation for this handbook was realized utilizing research based practices and strategies deemed effective in vocabulary acquisition. Many researchers recognize the importance of vocabulary, and have studied and implemented various instructional strategies to improve students reading comprehension. Largely, effective and efficient vocabulary instructional approaches have involved students interacting and actively engaging with other students while utilizing higher order critical thinking opportunities that allow students to process information. Additionally, best practices also included new vocabulary terms shared with students in various contexts and with multiple exposures.

This project gives teachers practical lessons and strategies that are easy to incorporate into their curriculum. Aligned with the Common Core standards, the project aims to increase the vocabulary cache of all students with additional supports for English Language Learners. Teachers will use this handbook, along with their current pacing guides, without the need to research best practices because best practices are incorporated. Educators will help build communication skills learning opportunities by
providing students the opportunity to speak with one another in a linguistically rigorous environment. They will also be providing the supports necessary for English Language Learners to thrive and become academically successful.

Moreover, this handbook can be used in any order, making it transposable to fit the needs of the teacher. The lessons are both independent and interactive as they allow for students to first think and later self-monitor and revise as needed. With the abundant use of examples and modeling, students will be successful in acquiring the new vocabulary terms. Finally, the activities in each unit are engaging and of high interest to the students, yet challenging and fun while meeting educational standards.

**Recommendations**

*Professional Development and Education*

Teachers are under an extreme amount of pressure to ensure that their students meet and become proficient at their grade level Common Core standards and have only one year to do it. Due to this high level of stress, teachers dedicate their time wisely in what they feel would benefit their students most. Teachers afforded the ability to further their education in vocabulary instruction will play a vital role in deciding how much classroom time they are willing to devote to vocabulary instruction. Education and professional development would shed light on the value and significance that vocabulary plays in reading comprehension.

*Vocabulary Routines*

Vocabulary routines with repeated exposure are necessary for students to solidify the new terms that they have acquired. However, in many cases teachers do not
consistently allot time for vocabulary within their schedules. Encouraging teachers to promote and allocate time to allow students to work with new vocabulary terms can contribute to students becoming more successful in their reading comprehension. It also allows students to build strength in their listening and speaking abilities thus communicating more effectively when working with their peers. Routines furnish students with consistency, making students better prepared in understanding classroom expectations.

_Institutionalized Vocabulary Structure_

A well-established vocabulary structure, in various classes and at every grade level, would provide students with consistency. Many institutions, including schools or districts, do not have a vocabulary structure in place to address the needs of their English Language Learners. To create structure, all stakeholders would need to take part in organizing and creating the blueprint that structure. Stakeholders should include but are not limited to teachers, Special Education, various specialists, and administration. The vocabulary structure would include lists of vocabulary terms that each student learns at each grade level, set practices and strategies for teachers at each grade level and common graphic organizers and vocabulary assessments administered by teachers at each grade level. This institutionalized structure would support attainment of common vocabulary goals, create a basis for effective lesson planning, and provide an organized method of vocabulary instruction thus making it easier for teachers to compare and analyze students’ results and inform their instruction.
Limitations

This project provides many 7th grade teachers the ability to incorporate vocabulary instruction with the comfort of knowing that best practices were utilized. However, there are limitations to this project. One limitation is that it addresses the 7th grade only. Many other grades levels do not have a handbook that is ready to use and aligned with the new Common Core Curriculum. Another limitation is getting teachers to want to use both personal and classroom instructional time to learn how to use and deliver the said materials. Teachers at this grade level have a limited amount of time and may not want to use this time for vocabulary instruction. Lastly, this project does not incorporate all strategies and activities deemed effective for vocabulary acquisition. Many strategies not included may have further benefits for students. Because students possess different learning styles, the strategies excluded may have provided high interest or engagement to some students.

Conclusions

The goal of this project was to provide 7th grade teachers an accessible handbook that was easily implementable in an English Language Arts classroom. The contents consist of research-based effective vocabulary teaching strategies and activities that were aligned with the new Common Core standards. This vocabulary handbook, unique due to the inclusion of cognates and oral language development activities, promotes reading, writing, listening and speaking skills for English Language Learners. Fashioning this handbook was laborious in the research and investigation of best practices. Making a cohesive handbook that followed a natural progression in student learning was not as
difficult as anticipated, but rather instinctive. Categorizing and selecting high interest activities was a bit more challenging, as many activities fit suitably for the project.

Creating time and understanding the value that vocabulary plays in reading comprehension is an integral part of students’ academic progression and success. Being able to understand text is the pinnacle for all readers. Equipping students with the tools to comprehend arduous materials found in students’ everyday lives will give them the ability to decipher, analyze, and make critical decisions that will fortify their personal welfare. Literacy is an instrument of prosperity and success, and many of our Hispanic English Language Learners do not enter school possessing the vocabulary cache that would afford them equal access to this treasure. Becoming aware of this issue and taking action in the fight to provide accessible education, to all of our students, is a civic duty for us as educators. In helping students become literate, we are providing students one of the greatest gift of all, an education!
APPENDIX A

ACADEMIC VOCABULARY HANDBOOK FOR 7TH GRADE ENGLISH LANGUAGE ARTS
COMMON CORE CURRICULUM
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To my committed colleagues,

We are in a new era where Common Core curriculum has increased the rigor and complexities of education. Our profession already strains our time and distributes it delicately between teaching, building relationships with parents and students, managing our classrooms, correcting assignments, undertaking adjunct duty, and attending professional training and meetings. Unfortunately, many of us do not have additional time to research and create new curriculum that will address the needs of some of our students.

Throughout the duration of our professions, we have lived with the changing shifts of our countries ideologies, and I continue to see one problem that continues to plague our school system. Our English Learners are behind, academically, as compared to their peers. Therefore, instead of simply talking about the disparities, I wanted to address the issue wholeheartedly with something that was practical to use in our classrooms. Research has shown that our English Learners fall behind their peers especially in reading comprehension, by explicitly teaching students academic vocabulary is not only benefitting to all students, it directly addresses some of the needs that our English Language Learners need in order to be successful.

The Academic Vocabulary Handbook for 7th grade Common Core Curriculum serves as two- week incremental lesson plan for teachers who can afford to teach their students college and career ready vocabulary. The system is created in such a way that allows students to interact with one another building trust and peer relationships, increases opportunities for students to practice their oral language development, exercises
their receptive skills through active listening, and their productive skills via reading and writing print. Students will also have the ability to build their confidence by gaining access and understanding curriculum not only in their English Language Arts classrooms, but in other core classes as well.

This handbook serves as a supplemental material for yours school’s current curriculum. Although this can be an intimidating task, as you will need to get familiar with the materials, you will find that the supplements address vocabulary that is at the seventh grade level and that students can use in various classrooms. This will save you additional time from researching best practices and figuring out which vocabulary words you will need to teach your students. The work has been done for you. You can adapt it to how you feel fit. As I have observed in my classroom, students are able to identify and understand the reading tasks by using this precise language because on a daily basis they are working and manipulating words. They are listening and speaking to their peers and reading and evaluating themselves on their understanding. Overall, students feel more successful and gain full conceptual knowledge of the words, which enables them to be more prepared for the road that lies ahead.

Humbly,

Julia Logan
Introduction

The lessons provided in this *Academic Vocabulary Handbook for Seventh Grade English Language Arts Common Core Curriculum* are designed to increase student’s academic vocabulary. This easy to read handbook is aligned with Common Core Curriculum and contains research-based effective vocabulary teaching strategies. Embedded in its content are oral language development activities aimed at providing English Learners ample amount of opportunities for students to interact with newly acquired target words. This handbook also provides Spanish cognates and definitions, making transfer of knowledge and vocabulary acquisition easier for Spanish speaking students. Students will develop vocabulary knowledge that will assist in providing them access to core curriculum, improve their reading comprehension, and oral language development.

What is Vocabulary Knowledge?

Vocabulary knowledge is knowledge of a word [that] not only implies a definition, but also implies how that word fits into the world. (Stahl, 2005). There is positive correlation between vocabulary and reading comprehension. The academic vocabulary presented in this handbook are words that afford students the opportunity to understand and access the curriculum in various subject areas. Having the ability to recognize words in various contexts deepens understandings of concepts and ideas pertinent to that subject matter. Furthermore, the vocabulary in this handbook allows multiple opportunities for students to engage in purposeful talk via discussions, specificity in expressive and receptive language, and reflection.
LESSON PLANS
SELF ASSESSMENT Lesson Plan  
(as inspired by Action Learning Systems)

SUBJECT AREA: English Language Arts

GRADE LEVEL: 7

STANDARDS: CCSS.ELA-Literacy.L.7.6

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.

OBJECTIVE: Students will write down a rating of how well they feel they know target vocabulary words both pre-teaching and post-teaching of target vocabulary words.

Students will verify if their self-assessments were accurate by writing down whether or not the target word scored on the test was correct.

DIFFERENTIATION STRATEGIES: Guided discussion, graphic organizer, partner work

MATERIALS: Self-Assessment Worksheet, pencil, Unit Quiz

PROCEDURE:

1. Hand out a Self-Assessment worksheet. Explain to students that these are the new vocabulary terms that they will learn this unit. Have students assess themselves by writing in the column that states “Before” Teaching. Students will rate themselves on how well they know the words listed, on a scale from one to five, where 1 is they do not know the word at all, and 5 being that they know the word
very well prior to teaching the vocabulary words. Students will write down their rating in the column that states “Before Teaching”

2. After students have rated themselves, collect or have students place back into their binder.

3. The day before the test, pass out or have students take out the Self-Assessment worksheet and have students rate themselves on a scale from 1 to 5, where 1 is they do not know the word at all, and 5 being that they know the word very well prior to teaching the vocabulary words. Students will write down their rating in the column that states “Before Test”.

4. After students have rated themselves, collect or have students place back into their binder.

5. After the Quiz for the target vocabulary unit has been administered and corrected, pass out corrected quizzes to the students. Instruct students to look at part A of the Unit Quiz and verify if the student got the answer correct. Next, have students mark the column that states, “Did you get it right on the Test?” with a yes or no. During this time, circulate through the room to answer any questions for clarification, check for understanding, etc.

6. Have students share with their partners what they found surprising or what they found disappointing. You may use the following sentence frames for students who need assistance.

- I was surprised when I got the word ____________ correct/incorrect because ____________________.
• I was disappointed when ____________________________ because ____________.

BUDGET VOCABULARY MATRIX (BVM) Lesson Plan
(As inspired by Action Learning Systems)

SUBJECT AREA: English Language Arts
GRADE LEVEL: 7
STANDARDS: CCSS.ELA-Literacy.L.7.6
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.

OBJECTIVE: Students will be able to write down new vocabulary words and their parts of speech. Students will listen to various example sentences with the targeted word embedded. Students will produce by writing various related words for each target vocabulary word. Students will discuss their related words with a partner.

DIFFERENTIATION STRATEGIES: Guided discussion, graphic organizer, partner work

MATERIALS: Power point projector and slides, BVM worksheets, pencil, Example Sentences (for Teachers) Worksheet

INSTRUCTIONAL PROCEDURE:
1. Hand out BVM worksheet to students. Explain to students that they will be learning new vocabulary words and if they speak Spanish, there are cognates (words that sound like the English version of the target word and that have similar spellings). Explain that if they recognize and understand the word in Spanish, then they probably already know what the word means in English. This will then provide extra practice for them.

2. Go over BVM worksheet to explain its components. In the first column, students will fill in the target word and its part of speech from the words presented in the power point. In the second column, students will see a definition of the target word. In column three, students will see a Spanish cognate or definition of the target word. In column four, students will write down words that help them understand and remember the meaning of the target word. (This is to be completed concurrently with the power point.) Explain to students that the related words may include synonyms, antonyms, or other words that help them remember the target words’ definition. Any word is acceptable if they are able to explain why they chose this word and how it relates to the given definition. Finally, the last column gives an example of the target word used in a sentence.

3. Begin power point. Introduce one slide at a time. When showing each slide. Read aloud the word. Then have the class repeat the word as a choral response one or two times, so that the students learn the words’ correct pronunciation. Next, read the word’s part of speech. Go on to read the example sentence on the power point slide. Begin to explain how the visual relates to the word. Next, read several
examples of the word to the students, using the Example Sentences for Teachers worksheet. As your reading, prompt students to fill in their related words. In between slides or as you are reading example sentences, circulate throughout the room to answer clarification questions, ensure students are on task, etc.

4. When the power point is complete, instruct students to share with their partners why they chose the related word and how it relates to the given definition of the target word. You may write the following sentence frame on the board, for students who may need assistance.

The related word I chose to use for the word ____________ was ________________ because _____________________.

(Note: Classes vary in how much scaffolding is necessary for optimal learning. Use your own discretion of how quickly you would like students to complete this task. You may want students to discuss one word at a time with their partners, then stop and discuss whole class or you may have students discuss all of the words at one time, then discuss whole class.)

5. As you are circulating throughout the classroom, stamp or signature for completion.

6. When students are complete, call students randomly (using your own system, popsicle sticks, numbers, etc.) to go over each target vocabulary term and its related word. Explain to students that if they hear a word from a peer that they feel is “better” than their own related word or that would help them to remember the target word, then they are encouraged to add this into their related word box as well.
Word Forms and Families Lesson Plan  
(As inspired by Action Learning Systems)

SUBJECT AREA: English Language Arts

GRADE LEVEL: 7

STANDARDS: CCSS.ELA-Literacy.L.7.6

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.

OBJECTIVE: Students will write down word forms and families of their target vocabulary words. Students will discuss with their partners, words recognized and words that were unfamiliar to them.

DIFFERENTIATION STRATEGIES: Guided discussion, graphic organizer, partner work

MATERIALS: whiteboard, expo marker, Word Forms and Families for teacher’s sheet and Word Forms and Families Worksheet, pencil

PROCEDURE:

1. Hand out Word Forms and Families Worksheet. Explain to students that words have relationships with others words, like a family. Today, they would be learning about the families that their new vocabulary words had.

2. Next, say the first word. Ask the class if they know of any other words that may sound like the target word. (Use your Word Forms and Families for Teachers sheet as a guide). If words on the list are stated, begin writing them on the board.

3. Explain to students that you have a few more forms, continue writing the families on the board, have students write down the words with you on their Word Forms and Families Worksheet under “Families”.
4. Explain to students that there are also different verb forms for some words and depending on who is doing the action, the verb form changes. Say for example the word “walk”, if Kyle doing the walking we say, “He walks”, but if I were doing the walking, then I would say, “I walk”. Point out to students the verb form endings.

5. Write the verb forms for the first vocabulary word on the board with appropriate pronouns (I, you, we, they, etc.).

6. Prompt students to write them down onto their Word Forms and Families Worksheet under Forms.

7. Repeat steps one through six, until all words have been recorded.
Visual Meanings Lesson Plan
(As inspired by Action Learning Systems)

SUBJECT AREA: English Language Arts

GRADE LEVEL: 7

STANDARDS: CCSS.ELA-Literacy.L.7.6

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.

OBJECTIVE: Students will be able to draw representation of their target vocabulary words. Students will be able to describe how their visual relates to the target vocabulary definition.

DIFFERENTIATION STRATEGIES: Guided discussion, graphic organizer, partner work, sentence frame

MATERIALS: Visual Meanings worksheet, pencil, color pencils, markers, crayons

PROCEDURE:


2. Explain to students that they will be drawing representations of their vocabulary words and each box is for one word. Underneath each box, they will need to write a sentence describing what their visual representation is and how it relates to the target vocabulary word.
3. Write a list of the vocabulary words on the board and the following sentence frame: **the visual I chose for the word ________________ is a ______________ because _______________________.**

4. If students finish early, have them begin to color their images.

5. When every student has completed drawing their visual (does not need to be fully colored) and writing their sentences, have them share each visual with a partner and discuss what visual they drew and how it relates to the target word.

   *(Note: Classes vary in how much scaffolding is necessary for optimal learning. Use your own discretion of how quickly you would like students to complete this task. You may want students to discuss one word at a time with their partners, then stop and discuss whole class or you may have students discuss all of the words at one time, then discuss whole class.)*
Vocabulary Practice Lesson Plan
(As inspired by Action Learning Systems)

SUBJECT AREA: English Language Arts

GRADE LEVEL: 7

STANDARDS: CCSS.ELA-Literacy.L.7.6
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.

OBJECTIVE: Students will be able to write and paraphrase a definition of their target vocabulary words. Students will write and create sentences using their target vocabulary words.

DIFFERENTIATION STRATEGIES: Guided discussion, partner work,

MATERIALS: Vocabulary Practice Lesson plan worksheet, pencil, BVM completed worksheet

PROCEDURE:
1. Explain to students that by this time they should be familiar with their vocabulary words. Tell students that they will be creating their own definitions of their target vocabulary word with a partner. Express to them, that they cannot use the definition given during their BVM activity, but they may use the BVM in order to refer back to the related words that they had created. Explain that they can also use these related words to form their new definitions.
2. Have students begin creating and writing their new definitions with their partner.

3. Next, have students create their sentences using the target vocabulary word.
   Explain to students that the sentences should show that they understand the word.

4. Finally, have students highlight the target vocabulary word in the sentence.
   During this activity, you are circulating throughout the room checking for
   understanding, clarifying questions, and re-teaching students.

5. Call students randomly to read their definition and sentences. If students does not
   define the word correctly, ask student to expand on his explanations or ask
   clarifying questions. Guide students toward the correct vocabulary definitions.
CITING EVIDENCE UNIT
## Citing Evidence Unit: Self-Assessment

**Directions:** Rate yourself on how well you know these words. Use a scale from one to five, where one is you do not know the word at all, and five being you know the word very well. You will rate yourself before the teacher teaches you the word, right before the test, and after the test.

<table>
<thead>
<tr>
<th>Words</th>
<th>Before Teaching (1-5)</th>
<th>Before Test (1-5)</th>
<th>Did you get it right on the test? (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Evidence</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Analyze</td>
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<tr>
<td>Identify</td>
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<td></td>
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<tr>
<td>Support</td>
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<tr>
<td>Informational Text</td>
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<tr>
<td>Narrative Text</td>
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<td></td>
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<tr>
<td>Author’s Purpose</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Citing Evidence Unit: Budget Vocabulary Matrix

(As inspired by Action Learning Systems)

**Directions:** Look at the power point slides and write down the word and the part of speech in the first box. As your teacher gives you examples of the words, write down at least two related words that will help you remember what each word means. *(Hint: related words can include synonyms and antonyms).* Finally, compare your related words with your partner and explain how you came up with your related words. You may change them, if you like your partners better ;)

<table>
<thead>
<tr>
<th>Word (part of speech)</th>
<th>Definition</th>
<th>Cognates/ Spanish definitions</th>
<th>Related Word (words that will help you remember the meaning)</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>inferir</td>
<td>To make an educated guess based on evidence.</td>
<td></td>
<td></td>
<td>Sean inferred that Sammy was sick because she was coughing.</td>
</tr>
<tr>
<td>pertinente</td>
<td>Directly related to the topic; makes sense.</td>
<td></td>
<td></td>
<td>The boy asked about balloons, which was not relevant to the topic about candy.</td>
</tr>
<tr>
<td>citación</td>
<td>A line or phrase taken from a book, speech, song, etc….</td>
<td></td>
<td></td>
<td>Karen used the citation from Shakespeare, “To be or not to be” to raise questions about why we exist.</td>
</tr>
<tr>
<td>pruebas</td>
<td>Anything that proves something true.</td>
<td></td>
<td></td>
<td>Lawyers provide evidence in court to prove that their clients are innocent.</td>
</tr>
<tr>
<td>analizar</td>
<td>To examine something in order to understand it.</td>
<td></td>
<td></td>
<td>Jacob analyzed of the themes in <em>Giver</em>.</td>
</tr>
<tr>
<td>Word (part of speech)</td>
<td>Definition</td>
<td>Cognates/ Spanish definitions</td>
<td>Related Word words that will help you remember the meaning)</td>
<td>Example</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>----------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>To recognize or say what something is.</td>
<td>identificar</td>
<td></td>
<td></td>
<td>Students are able to identify nouns in a sentence.</td>
</tr>
<tr>
<td>To prove that something is true.</td>
<td>para apoyar o respaldar este argumento aduce que ...</td>
<td></td>
<td></td>
<td>To make your argument strong, you must support it with evidence.</td>
</tr>
<tr>
<td>A text, which gives information or explains something.</td>
<td>Texto</td>
<td></td>
<td></td>
<td>We use informational texts to learn about new things.</td>
</tr>
<tr>
<td>A literary text is a piece of written material, such as a book or poem, that has the purpose of telling a story or entertaining, as in a fictional novel</td>
<td>libro de texto</td>
<td></td>
<td></td>
<td>We use literary text usually for pleasure.</td>
</tr>
<tr>
<td>The main reason an author decides to write about a specific topic.</td>
<td>propósito de autorautor autor 0 objetivo de autorautor</td>
<td></td>
<td></td>
<td>The author’s purpose for the advertisements was to...</td>
</tr>
</tbody>
</table>
Citing Evidence Unit: Example Sentences for Teachers
(Some examples referenced by showmeword.com)

1. Infer
   From the evidence, we can infer that the murderer wore a size 9 shoe.
   It was challenging to infer that the child was happy because although the child was smiling, she had a sad look in her eyes.
   Are you inferring that my answer is wrong?
   I infer that Sally relieved some stress by writing down her problems in a journal

2. Relevant
   Your ideas and input are relevant in this class.
   …relevant documents were presented to the judge.
   We received the relevant information about the new testing schedule.
   Excuse me, but I do not think that is relevant.
   What training do you have that is relevant to this position?

3. Citation
   The student’s report failed to list several important citations.
   The poem begins with a citation from ‘Shakespeare’.
   Sammy and Alex used citations to make their essays stronger.

4. Evidence
   There is no evidence that she committed the crime.
   He has not been able to find evidence to support his claim.
   Anything you say may be used as evidence against you in a court of law.
   His great behavior evidences the type of person he is.
   Do you have evidence that this vitamin works?
5. **Analyze**
   - The doctor analyzed of the patient’s saliva to test for strep throat.
   - Some problems have to be analyzed in order to solve.
   - Scientists will analyze the data.
   - Do you agree that Tom should analyze the reasons given about why students should drink sodas at school?
   - Ken would like to analyze the soil.

6. **Identify**
   - She identified her paper by looking at the handwriting.
   - The witness was able to identify the suspect in the lineup.
   - They had no issues with identifying the noun in the sentence.
   - Biologists have identified the new flu virus that causes illness.
   - We have to identify the effects of the character’s actions.

7. **Support**
   - The evidence in the essay really supported his claim.
   - Kelly supports her argument by using facts.
   - The students gets a lot of support from his family.
   - I am going to call tech support for help.
   - She used her friend’s shoulder for support and limped to the desk.

8. **Informational Text**
   - Reading informational text is helpful for understanding new concepts.
   - We are required to read informational text in our Chemistry classes.
   - Can I bullet point the facts that I gathered from my informational text?
   - You can find informational text in newspapers, textbooks, and even in reports.
   - Sally annotated her informational text in order to understand it clearly.

9. **Narrative text**
   - There was a big difference between the narrative text and the movie.
   - Many students enjoy reading narrative texts.
Narrative texts allow people to explore new worlds.
My teacher would like us to write narrative texts.
Are there more narrative texts in the library?

10. Author’s Purpose
The author’s purpose in the novel was to entertain me.
Identifying the author’s purpose helps me understand what the author is expecting from me.
Tanya can infer the author’s purpose based on the clues written in the piece.
How did the author’s purpose influence you?
Sandy identified the author’s purpose by looking for facts.
Citing Evidence Unit: Word Forms and Families for Teachers

1. **Infer**
   - Verb Forms:
     - I/you/we/they: infer
     - He/she/it: infers
   - Present participle: inferring
   - Past tense: inferred
   - Past participle: inferred
   - **Family**
   - Noun: Inferrer
   - Adjective: inferable, inferable,
   - Adverb: Inferable

2. **Relevant**
   - Verbs Forms: None
   - **Family**
   - Noun: Relevance; relevancy
   - Adjective: non-relevant, irrelevant
   - Adverb: Relevantly, irrelevantly

3. **Citation**
   - Singular: citation
   - Plural: citations
   - **Verb Forms**

4. **Evidence**
   - Verb Forms:
     - I/you/we/they: evidences
     - He/she/it: evidenced
   - Present participle: evidencing
   - **Family**
   - Nouns: counterevidence; preevidence; reevidence; super evidence
   - Adjective: unevidenced

5. **Analyze**
   - Verb Forms:
     - I/you/we/they: analyze
     - He/she/it: analyzes
   - Present participle: analyzing
   - Past tense: analyzed
6. Identify
   Verb Forms
   I/you/we/they: identify
   He/She/it: identifies
   Present participle: identifying
   Past tense: identified
   Past participle: identified

   Family
   Adjective identifiable,
   Adverb: identifiably,
   Noun: identifier, identification, over identify

7. Support

   I/you/we/they: support
   He/She/it: supports
   Present participle: supporting
   Past tense: supported
   Past participle: supported
   Adjective: supportive
   Adverb: supportingly

8. Informational text:
   Singular: Informational text
   Plural Informational texts

9. Narrative text:
   Singular: Informational text
   Plural Informational texts

10. Author’s purpose:
    No forms/no family
Citing Evidence Unit: Word Forms and Families Worksheet

Directions: You will write down the target vocabulary words and its word forms and families.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word Forms</th>
<th>Word Families</th>
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<tbody>
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**Citing Evidence Unit: Visual Meanings**

**Directions:** Create a visual for each word. Below each visual, explain why or how each visual represents the word. Then share this with your partner.

<p>| | | | | | |</p>
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</tbody>
</table>
Citing Evidence Unit: Vocabulary Practice

Directions: First, discuss with your partner what each word means. Next, write down the new definition that you and your partner created. (Do NOT use your dictionary definitions, instead paraphrase!) Create a sentence using your vocabulary word. Finally, highlight or underline the vocabulary word in the sentence.

1. Infer
   Definition: ________________________________________________________________
   Sentence: ________________________________________________________________

2. Relevant
   Definition: ______________________________________________________________
   Sentence: ________________________________________________________________ P ____________

3. Citation
   Definition: ______________________________________________________________
   Sentence: __________________________________________________________________

4. Evidence
   Definition: ________________________________________________________________
   Sentence: __________________________________________________________________

5. Analyze
   Definition: __________________________________________________________________
6. **Identify**
   Definition: __________________________________________________________
   Sentence: __________________________________________________________

7. **Support**
   Definition: __________________________________________________________
   Sentence: __________________________________________________________

8. **Informational/Expository text**
   Definition: _________________________________________________________
   Sentence: _________________________________________________________

9. **Literary/Narrative text**
   Definition: _________________________________________________________
   Sentence: _________________________________________________________

10. **Author’s purpose**
    Definition: _________________________________________________________
    Sentence: _________________________________________________________
Citing Evidence Unit: Study Strategies

**Directions:** You have a test that will be coming up soon. To study, choose three of the study strategies that you will use to ensure that you are successful. As you use them, check them off. Any three gets you 30 points. Three in a row gets you 35 points. Four Corners gets you 40 points. Blackout gets you 60 points (that is double the points!) Good luck!

**TIC-TAC-TOE~STUDY 3 IN A ROW!**

<table>
<thead>
<tr>
<th>Create a <strong>story</strong> or <strong>poem</strong> using ALL of your vocabulary words.</th>
<th><strong>Google IT!</strong> Look up words in and write down 10 example sentences using each of the words.</th>
<th>Create <strong>Cornell Notes</strong> on all 10-vocabulary words.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Act</strong> your vocabulary words out! Create your own way to study? Write what you did here:</td>
<td></td>
<td>Write a <strong>letter</strong> to someone using your ALL of your vocabulary words.</td>
</tr>
<tr>
<td>If you work with someone, have them sign here) X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use a thesaurus!</strong> Look up and find 2 synonyms AND 2 antonyms for each word! Create a <strong>comic strip</strong> using ALL of your vocabulary words</td>
<td>Create <strong>flashcards.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Citing Evidence Unit: Vocabulary Quiz

Directions: Part A - Use the words in the word bank below to complete the sentences.

WORD BANK

<table>
<thead>
<tr>
<th>Infer</th>
<th>Citation</th>
<th>Analyze</th>
<th>Identify</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant</td>
<td>Informational text</td>
<td>Narrative text</td>
<td>Author’s purpose</td>
<td>Evidence</td>
</tr>
</tbody>
</table>

1. Mario enjoyed reading a __________________ because it was entertaining and it told a story about a boy surviving a storm.

2. You should always use ______________ to back up your claims or arguments in order to persuade your audience.

3. Even though the book did not say it, Kendra had to ___________ that Sammy, the main character, was happy because she was smiling.

4. We __________ an essay, when Ms. Logan asked that we look for run-on sentences.

5. In order to prevent plagiarism, we must use a ________________.

6. It is important to know the ____________________________ because it will help us understand the text.

7. When reading ______________, you may learn things such as how to set up a PS4.

8. In order to ________________ the problem of the water leak, we must follow the water trail.

9. Ms. Blachowski was discussing History with her students, however some students kept asking questions about English, which was not ________________ to her discussion.
10. In order to ______________your claims, you must provide reliable evidence.

**Part B: Fill in the correct vocabulary word that matches each definition below.**

**WORD BANK**

<table>
<thead>
<tr>
<th>Infer</th>
<th>Citation</th>
<th>Analyze</th>
<th>Identify</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant</td>
<td>Informational text</td>
<td>Narrative text</td>
<td>Author’s purpose</td>
<td>Evidence</td>
</tr>
</tbody>
</table>

1. ________________ Directly related to the topic; makes sense.

2. ________________ Anything that proves something to be true.

3. ________________ A text that gives information or explains something from another piece of writing.

4. ________________ To examine something in order to understand it.

5. ________________ To make an educated guess based on evidence.

6. ________________ To recognize or say what something is.

7. ________________ The main reason an author decides to write about a specific topic.

8. ________________ To prove that something is true.

9. ________________ A piece of written material, such as a book or poem, that has the purpose of telling a story or entertaining, as in a fictional novel.

10. ________________ A line or phrase taken from a book, speech, song, etc.…
NARRATIVE UNIT
**Narrative Unit: Self-Assessment**

**Directions:** Rate yourself on how well you know these words. Use a scale from one to five, where one is you do not know the word at all, and five being you know the word very well. You will rate yourself before the teacher teaches you the word, right before the test, and after the test.

<table>
<thead>
<tr>
<th>Words</th>
<th>Before Teaching (1-5)</th>
<th>Before Test</th>
<th>Did you get it right on the test?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point of View</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme/Central Idea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contrast</td>
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<td></td>
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<tr>
<td>Objective</td>
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<td></td>
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<tr>
<td>Subjective</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Plot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Trait</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Narrative Unit: Budget Vocabulary Matrix**  
*(As inspired by Action Learning Systems)*

**Directions:** Look at the power point slides and write down the word and the part of speech in the first box. As your teacher gives you examples of the words, write down at least two related words that will help you remember what each word means. *(Hint: related words can include synonyms and antonyms).* Finally, compare your related words with your partner and explain how you came up with your related words. You may change them, if you like your partners better ;)

<table>
<thead>
<tr>
<th>Word (part of speech)</th>
<th>Definition</th>
<th>Cognates/ Spanish definitions</th>
<th>Related Word (words that will help you remember the meaning)</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>The time and place in which the events of a story take place</td>
<td>escenario</td>
<td></td>
<td>The setting took place on a dark stormy night in the middle of the ocean.</td>
<td></td>
</tr>
<tr>
<td>A position from which someone or something is observed</td>
<td>punto de vista</td>
<td></td>
<td>I asked for Sarah’s point of view of the accident.</td>
<td></td>
</tr>
<tr>
<td>The author’s message of the story; moral of the story.</td>
<td>tema</td>
<td></td>
<td>The theme in the book taught us that love never dies</td>
<td></td>
</tr>
<tr>
<td>To say how (something) is similar to something else.</td>
<td>comparar</td>
<td></td>
<td>We had to compare apples to oranges and found that they were both fruits.</td>
<td></td>
</tr>
<tr>
<td>To say how two or more things are different.</td>
<td>contraste</td>
<td></td>
<td>We had to contrast both apples and oranges and found that one is red, while the other is orange.</td>
<td></td>
</tr>
<tr>
<td><strong>Word</strong> (part of speech)</td>
<td><strong>Definition</strong></td>
<td><strong>Cognates/ Spanish definitions</strong></td>
<td><strong>Related Word</strong> (words that will help you remember the meaning)</td>
<td><strong>Example</strong></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------</td>
<td>---------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Based on feelings or opinions rather than facts.</td>
<td>Subjetivo</td>
<td></td>
<td>In reviewing applicants, we consider both objective criteria, such as test scores, and subjective criteria, such as leadership ability.</td>
<td></td>
</tr>
<tr>
<td>Based on facts rather than feelings or opinions.</td>
<td>Objetivo</td>
<td></td>
<td>When writing for the newspaper, you have to write the stories in an objective manner, so the reader gets only the facts.</td>
<td></td>
</tr>
<tr>
<td>A series of related events.</td>
<td>Trama</td>
<td></td>
<td>The plot in the story was suspenseful.</td>
<td></td>
</tr>
<tr>
<td>Anyone who plays a part in the story.</td>
<td>Caracter</td>
<td></td>
<td>The characters in the story were Katniss and Peeta.</td>
<td></td>
</tr>
<tr>
<td>A quality that cannot be seen.</td>
<td>Caracteristico</td>
<td></td>
<td>The boy had a trait that was very honest.</td>
<td></td>
</tr>
</tbody>
</table>
Narrative Unit: Example Sentences for Teachers
(Some examples referenced by showmeword.com)

1. Setting
Settings can take place anywhere and at any time.
The students created their settings to set a mood to their stories.
Part of the exposition of a story is the setting.
Did you write a descriptive setting for your story?
Where does the setting take place?

2. Point of View
First person point of view uses “I”, “me”, and “we”.
I think Twilight was written in the third person point of view.
From which point of view will you be writing your story in?
Knowing the point of view helps you understand the characters.
What point of view is the author using?

3. Theme
The theme in the song was about loving yourself.
Good conquers evil is a popular theme in books.
Sacrifice is a common theme in Shakespeare’s poetry.
What is the theme in the story The 3 Little Pigs?
I focus on the theme on my story before writing it.

4. Compare
The singer’s voice had been compared to that of Beyoncé.
We compared our homework answers.
Can you compare the movie Hunger Games to the book?
The doctor compares good cells to bad cells.
Compare the main characters in the novels.
5. Contrast
Careful contrast of the twins showed their differences.
In contrast to their neighbors, the keep their yards clean.
I am contrasting Kassandra with other women.
Drama Club spent $50 in advertising. By way of contrast, Red Cross Club spent under $10.
Ricky’s humor made Kyle seem dull and by contrast.

6. Subjective
Grading essays is a subjective activity.
Personal taste in food is very subjective.
In reviewing applicants, we consider subjective criteria such as leadership ability.
Is this statement subjective? Cats are the best pets.
Do subjective statements include facts?

7. Objective
In reviewing applicants, we consider objective criteria such as test scores.
We need someone outside of the classroom to give us an objective analysis.
Sports teams set high performance objectives.
It’s hard to give an objective opinion about students.
Is this statement objective? Kelly scored an 88% on her test.

8. Plot
The book’s plot revolves around a girl searching for true love.
They spent many years in prison plotting revenge.
Have you plotted the locations for your trip?
The witnesses heard how he hatched a plot to kill his wife.
The movies has a weak plot.

9. Character
Prince Charles is a happy but quiet character.
The student was acting out of character.
Each town has a unique character.
Who is the main character in the book?
Animals can be characters in stories.

10. Trait
Delano Jr. has many desirable traits.
Anne’s honesty is one of her most pleasing traits.
Arrogance is a very unattractive character trait.
Hair color is an inheritable trait
Many of the safari animals expresses the trait
Narrative Unit: Word Families and Forms for Teachers

1. **Setting**
   - Singular: setting
   - Plural: settings
   - No verb Forms:
     - Family
     - Noun: set

2. **Point of View**
   - Singular: point of view
   - Plural: points of view

3. **Theme**
   - Singular: theme
   - Plural: themes
   - Verbs Forms: None
     - Family
     - Noun: Thematic units

4. **Compare**
   - Verb Forms
     - I/you/we/they: compare
     - He/she/it: compares
     - Present participle: comparing
     - Past tense: compared
     - Family
     - Noun: comparison; comparative
     - Adjective: comparable
     - Adverb: comparably

5. **Contrast**
   - Verb Forms:
     - I/you/we/they: contrast
     - He/she/it: contrasted
     - Present participle: contrasting
     - Family
     - Adjective: contrastable
     - Adverb: contrastingly

6. **Subjective**
   - No Verb Forms
   - Family:
     - Noun: subjectiveness
     - Adverb: subjectively

7. **Objective**
   - No verb Forms
   - Noun: objectiveness
   - Adverb: objectively

8. **Plot**
   - I/you/we/they: plot
He/She/it: plots
Present participle: plotting
Past tense: plotted
Past participle: plotted
Adjective: plotful, plotless

9. Character
Singular: character
Plural: characters

I/you/we/they: characterize
He/she/it: characterizes
Present participles: characterizing
Past tense: characterized
Past participle: characterized

10. Trait
Singular: trait
Plural: traits
No verb forms
Narrative Unit: Word Forms and Families Worksheet

**Directions:** You will write down the target vocabulary words and its word forms and families.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word Forms</th>
<th>Word Families</th>
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<tbody>
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</tbody>
</table>
**Narrative Unit: Visual Meanings**

**Directions:** Create a visual for each word. Below each visual, explain why or how each visual represents the word. Then share this with your partner.
Narrative Unit: Vocabulary Practice

Directions: First, discuss with your partner what each word means. Next, write down the new definition that you and your partner created. (Do NOT use your dictionary definitions, instead paraphrase!) Create a sentence using your vocabulary word. Finally, highlight or underline the vocabulary word in the sentence.

1. Setting: ________________________________________________________________
   Sentence: ________________________________________________________________

2. Point of View: __________________________________________________________
   Sentence: ________________________________________________________________

3. Theme: _________________________________________________________________
   Sentence: ________________________________________________________________

4. Compare: ______________________________________________________________
   Sentence: ________________________________________________________________

5. Contrast: ______________________________________________________________
   Sentence: ________________________________________________________________
6. **Objective:**
   ______________________________________________________
   
   Sentence:
   ______________________________________________________
   
7. **Subjective:**
   ______________________________________________________
   
   Sentence:
   ______________________________________________________
   
8. **Trait:**
   ______________________________________________________
   
   Sentence:
   ______________________________________________________
   
9. **Plot:**
   :_____________________________________________________
   
   Sentence:
   ______________________________________________________
   
10. **Character:**________________________________________
    
   Sentence: ______________________________________________
**Narrative Unit: Study Strategies**

**Directions:** You have a test that will be coming up soon. To study, choose three of the study strategies that you will use to ensure that you are successful. As you use them, check them off. Any three gets you 30 points. Three in a row gets you 35 points. Four Corners gets you 40 points. Blackout gets you 60 points (that is double the points!) Good luck!

**TIC-TAC-TOE~STUDY 3 IN A ROW!**

| Create a story or poem using ALL of your vocabulary words. | **Google IT!**  
Look up words in and write down 10 example sentences using each of the words. | Create Cornell Notes on all 10-vocabulary words. |
|---|---|---|
| **Act** your vocabulary words out!  
Write what you did here:  
If you work with someone, have them sign here)  
X | Create your own way to study?  
Use a thesaurus!  
Look up and find 2 synonyms AND 2 antonyms for each word! | Write a letter to someone using your ALL of your vocabulary words. |
| Create a comic strip using ALL of your vocabulary words. | Create flashcards. |
Narrative Unit: Vocabulary Quiz

Directions: Part A: Use the words in the word bank below to complete the sentences.

WORD BANK

<table>
<thead>
<tr>
<th>Point of View</th>
<th>Character Traits</th>
<th>Theme</th>
<th>Setting</th>
<th>Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare</td>
<td>Contrast</td>
<td>Character</td>
<td>Subjective</td>
<td>Objective</td>
</tr>
</tbody>
</table>

1. The beach would make a beautiful __________ for our story.
2. The __________ in the story a big bad wolf and three little pigs.
3. Kimberlee had to ___________ Superman and Spiderman, she found that Superman flew with a cape and Spiderman swung with spider webs.
4. When watching movies, such as Cinderella, we see the recurring ___________ about life, “Treat people the way you want to be treated.”
5. “Tanya is the best student in the class” is an example of a (n) ________________ statement.
6. The story’s ___________ was about a girl who fell in love with a vampire, but was also in love with a werewolf, and so had to decide which one to choose.
7. When an author kept using “he”, “she”, “they”, and “them”, I knew that the story was writing in 3rd person ________________.
8. We can __________ footballs and basketballs and note that they both are balls and are used for sports.
9. The boy was very rational; he stayed calm during emergencies, which is a very important __________________________ to have in these situations.

10. “Luis has a 96% in English” this is an example of a (n) ______________ statement.

Part B: Fill in the correct vocabulary word that matches each definition below.

<table>
<thead>
<tr>
<th>WORD BANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point of View  Character Traits  Theme  Setting  Plot</td>
</tr>
<tr>
<td>Compare  Contrast  Character  Subjective  Objective</td>
</tr>
</tbody>
</table>

1) ______________________ A statement that is based on facts rather than feelings or opinions.
2) ______________________ A series of related events.
3) ______________________ The author’s message of the story; moral of the story.
4) ______________________ To say how two or more things are different.
5) ______________________ A quality that cannot be seen.
6) ______________________ A statement that is based on feelings or opinions rather than facts.
7) ______________________ The time and place in which events of a story take place.
8) ______________________ Anyone who plays a part in the story.
9) ______________________ A position from which someone or something is observed.
10) ______________________ To say how (something) is similar to something else.
EVALUATING DOCUMENTS UNIT
Evaluating Documents Unit: Self-Assessment

**Directions:** Rate yourself on how well you know these words. Use a scale from one to five, where one is you do not know the word at all, and five being you know the word very well. You will rate yourself before the teacher teaches you the word, right before the test, and after the test.

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<th>Words</th>
<th>Before Teaching (1-5)</th>
<th>Before Test</th>
<th>Did you get it right on the test?</th>
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<tr>
<td>Interpret</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Develop</td>
<td></td>
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<td></td>
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<tr>
<td>Perspective</td>
<td></td>
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<td></td>
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<tr>
<td>Paraphrase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quote</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annotate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Evaluating Documents Unit: Budget Vocabulary Matrix

**Directions:** Look at the power point slides and write down the word and the part of speech in the first box. As your teacher gives you examples of the words, write down at least two related words that will help you remember what each word means. *(Hint: related words can include synonyms and antonyms).* Finally, compare your related words with your partner and explain how you came up with your related words. You may change them, if you like your partners better ;)  

<table>
<thead>
<tr>
<th>Word (part of speech)</th>
<th>Definition</th>
<th>Cognates/ Spanish definitions</th>
<th>Related Word (words that will help you remember the meaning)</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explain the meaning of (something)</td>
<td>interpretar</td>
<td>I interpreted his behavior to mean that he disliked me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To make an educated guess based on evidence.</td>
<td>Inferior</td>
<td>The boy had tears in his eyes, so I inferred that he was sad.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To create (something) over a period of time; to grow or make more advance.</td>
<td>desarrollar</td>
<td>The course is designed to develop your writing skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point of view; point of reference.</td>
<td>perspectiva</td>
<td>When evaluating the car accident, we had to look at the drivers’ and the witnesses perspectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To say (something that someone else has said or written) using different words</td>
<td>parafrasear</td>
<td>This is just a paraphrase of what he said, not an exact quote.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th><strong>Word</strong> (part of speech)</th>
<th><strong>Definition</strong></th>
<th><strong>Cognates/ Spanish definitions</strong></th>
<th><strong>Related Word</strong> (words that will help you remember the meaning)</th>
<th><strong>Example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A firsthand document or primary reference work.</td>
<td>Fuente</td>
<td>When citing evidence, you should use credible sources, to make your claim stronger.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Something that a person says or writes that is repeated or used by someone else in another piece of writing or a speech.</td>
<td>Cita</td>
<td>We use quotations when we want to support our arguments, and prevent plagiarism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The people who watch, read, or listen to something.</td>
<td>Public</td>
<td>When writing, we need to know who our audience is so that we tailor our message towards them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To judge someone or something in a careful or thoughtful way.</td>
<td>Evaluarc</td>
<td>After 90 days, supervisors usually evaluate a new employee performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To add notes to text or graphs. (Giving explanations or comment)</td>
<td>Anotar</td>
<td>When reading informational documents, it is important to annotate to understand the gist.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluating Documents Unit: Example Sentences for Teachers
(Some examples referenced by showmeword.com)

1. Interpret
   One possible interpretation is that she was trying to be helpful.
   The report included his interpretation of the forensic evidence.
   How do you interpret this behavior?
   We had to interpret the results.
   Based on Rico’s interpretation, Faith seemed happy.

2. Develop
   The class is designed to develop your writing skills
   Target developed a new method of returning items.
   Dr. Lopez says that the baby develops more each month.
   Researchers are trying to developing a cure for cancer.
   Renee developed her plot.

3. Perspective
   Jessica’s death gave him a new perspective on life.
   The novel is written from a teenager’s perspective.
   Officers record witnesses’ perspectives.
   It is important to hear everyone’s perspective.
   What is your perspective?

4. Paraphrase
   This is just a paraphrase of what Janet said, not an exact quote.
   Can you paraphrase this line for me?
   I’m paraphrasing, but she did say something like that.
   Doctor, do you mind paraphrasing your diagnosis using simpler language?
   To paraphrase Nike commercials, you have to motivate yourself and simply attempt to do it
5. **Sources**
   - His job is the family's main source of income.
   - Make sure to use credible sources in your essay.
   - According to one source, people lined up at midnight for the newest Xbox.
   - Gather various information from various sources.
   - It is best to ask questions about the original source.

6. **Quote**
   - He began his speech by quoting the president.
   - Dasia included quotes from her report into her essay.
   - The price quotes were too expensive.
   - Anthony quoted from a newspaper article.
   - Can I quote you on that?

7. **Evidence**
   - Kelly has been unable to find evidence to support her claim.
   - There is not a scrap of evidence in his favor.
   - His actions evidences it.
   - Alberto has no evidence for his accusations.
   - Clear evidence shows that smoking kills people.

8. **Audience**
   - Kyle wrote his paper keeping in mind that his teacher was his audience.
   - Who is your audience?
   - Imagine what your audience is thinking when you are writing.
   - The purpose of understanding your audience helps you tailor your writing.
   - Essays usually have a formal audience.

9. **Evaluate**
   - We need to evaluate our options.
   - You should be able to evaluate your own work.
Teachers have to evaluate student behaviors.
Can you evaluate this report to see if it is any good?
Evaluating your group members’ participation is important.

10. **Annotate**
   A great reading strategy is to annotate the text.
   He annotated every paragraph in the essay.
   Why do you think it is important to annotate?
   Students will receive points for annotating.
   Annotations can include questions too!
Evaluating Documents Unit: Word Families and Forms for Teachers

1. **Interpret**
   - Verbs Forms:
     - I/you/we/they: interpret
     - He/she/it: interprets
   - Present participle: interpreting
   - Past tense: interpreted

   Family
   - Noun: interpretation; interpretability;
   - Adjective: interpretable
   - Adverb: interpretably

2. **Infer**
   - Verbs Forms:
     - I/you/we/they: infer
     - He/she/it: infers
   - Present participle: inferring
   - Past tense: inferred
   - Past participle: inferred

   Family
   - Noun: Inferrer
   - Adjective: inferable, inferable,
   - Adverb: Inferable

3. **Develop**
   - Singular: citation
   - Plural: citations

   Family
   - No Verb Forms:
   - Noun: development; developer
   - Adjective: developable

4. **Perspective**
   - Singular: perspective
   - Plural: perspectives

   Family
   - No Verb Forms:
   - Adjective: perspectival
   - Adverb: perspectively

5. **Paraphrase**
Verb Forms:
I/you/we/they: paraphrase
He/she/it: paraphrases
Present participle: paraphrasing
Past tense: paraphrased

Family:
Noun: paraphraser
Adjective: paraphrasable

6. Sources
Singular: source
Plural: sources

Verb Forms
I/you/we/they: source
He/she/it: sources
Present participle: sourcing
Past tense: sourced
Past participle: sourced

Family
Noun: sourceful
Adjective: paraphrasable

7. Quote
I/you/we/they: quote
He/she/it: quotes
Present participle: quoting

Past tense: quoted
Past participle: quoted

Family
Noun: quotation; quotation mark

8. Audience
Singular: audience
Plural: audiences

9. Evaluate
Verb Forms
I/you/we/they: evaluate
He/she/it: evaluates
Present participle: evaluating
Past participle: evaluated

Family
Noun: evaluation

10. Annotate
Verb Forms:
I/you/we/they: annotate
He/she/it: annotates
Present Participle: annotating
Past Participle: annotated

Family
Noun: annotation
Evaluating Documents Unit: Word Forms and Families Worksheet

**Directions:** You will write down the target vocabulary words and its word forms and families.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word Forms</th>
<th>Word Families</th>
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</table>
# Evaluating Documents Unit: Visual Meanings

**Directions:** Create a visual for each word. Below each visual, explain why or how each visual represents the word. Then share this with your partner.

<p>| | | | | |</p>
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</table>
Evaluating Documents Unit: Vocabulary Practice

Directions: First, discuss with your partner what each word means. Next, write down the new definition that you and your partner created. (Do NOT use your dictionary definitions, instead paraphrase!) Create a sentence using your vocabulary word. Finally, highlight or underline the vocabulary word in the sentence.

1. Interpret: ________________________________________________________________
   Sentence: __________________________________________________________________

2. Infer: ________________________________________________________________
   ________________________________________________________________
   Sentence: __________________________________________________________________

3. Develop: ________________________________________________________________
   ________________________________________________________________
   Sentence: __________________________________________________________________

4. Perspective: ________________________________________________________________
   Sentence: __________________________________________________________________

5. Paraphrase: ________________________________________________________________
   Sentence: __________________________________________________________________
Evaluating Documents Unit: Study Strategies

**Directions:** You have a test that will be coming up soon. To study, choose three of the study strategies that you will use to ensure that you are successful. As you use them, check them off. Any three gets you 30 points. Three in a row gets you 35 points. Four Corners gets you 40 points. Blackout gets you 60 points (that is double the points!) Good luck!

**TIC-TAC-TOE~STUDY 3 IN A ROW!**

| Create a **story** or **poem** using ALL of your vocabulary words. | **Google IT!**  
| Look up words in and write down 10 example sentences using each of the words. | Create **Cornell Notes** on all 10-vocabulary words. |
| --- | --- | --- |
| **Act** your vocabulary words out! Create your own way to study? Write what you did here:  
If you work with someone, have them sign here) X |  | Write a **letter** to someone using your ALL of your vocabulary words. |
| **Use a thesaurus!** Look up and find 2 synonyms AND 2 antonyms for each word! Create a **comic strip** using ALL of your vocabulary words |  | Create **flashcards**. |
Evaluating Documents Unit: Vocabulary Quiz

Directions: Part A: Use the words in the word bank below to complete the sentences.

WORD BANK

<table>
<thead>
<tr>
<th>Interpret</th>
<th>Paraphrase</th>
<th>Infer</th>
<th>Source</th>
<th>Develop</th>
<th>Quote</th>
<th>Perspective</th>
<th>Audience</th>
<th>Evaluate</th>
<th>Annotate</th>
</tr>
</thead>
</table>

1. In class, we learned how corn is making us fat, so we had to ______________ an argument about why people should not eat fast food.

2. We should use a strong and memorable ______________ to get the audiences’ attention.

3. When writing, we need to know our ______________ because this helps us make good decisions about what material to include, what language to use, and how to best support our argument.

4. Susana knew she understood the material when she was able to ______________ the author’s words and teach the material to another student.

5. It is important to see each person’s ______________ in order to see the whole picture.

6. To make your arguments more, you should always use a reliable ______________.

7. We can ______________ that Tommy was upset when he threw the ball at the window.

8. Reader can ______________ the same book a little differently.

9. Kris had to ______________ her results, to see if her experiment was success.
10. To help me understand the passage clearly, I would like to ___________ the main ideas on the side.

**Part B: Fill in the correct vocabulary word that matches each definition below.**

<table>
<thead>
<tr>
<th>Interpret</th>
<th>Infer</th>
<th>Develop</th>
<th>Perspective</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraphrase</td>
<td>Source</td>
<td>Quotation</td>
<td>Audience</td>
<td>Annotate</td>
</tr>
</tbody>
</table>

1) _________________ To create (something) over a period of time; to grow or make more advance.

2) _________________ The people who watch, read, or listen to something

3) _________________ To make an educated guess based on evidence.

4) _________________ Point of view

5) _________________ A firsthand document or primary reference work.

6) _________________ To explain the meaning of (something)

7) _________________ To say (something that someone else has said or written) using different words.

8) _________________ Something that a person says or writes that is repeated, or used by someone else in another piece of writing or a speech.

9) _________________ To judge someone or something in a careful or thoughtful way.

10) _________________ To add notes to text or graph (giving explanations or comments).
RESEARCH UNIT
Research Unit: Self-Assessment

**Directions:** Rate yourself on how well you know these words. Use a scale from one to five, where one is you do not know the word at all, and five being you know the word very well. You will rate yourself before the teacher teaches you the word, right before the test, and after the test.

<table>
<thead>
<tr>
<th>Words</th>
<th>Before Teaching (1-5)</th>
<th>Before Test</th>
<th>Did you get it right on the test?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plagiarism</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Credible</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Investigate</td>
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<tr>
<td>Problem</td>
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<tr>
<td>Conduct</td>
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<td></td>
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<tr>
<td>Data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Solution</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Unit: Budget Vocabulary Matrix

Directions: Look at the power point slides and write down the word and the part of speech in the first box. As your teacher gives you examples of the words, write down at least two related words that will help you remember what each word means. *(Hint: related words can include synonyms and antonyms).* Finally, compare your related words with your partner and explain how you came up with your related words. You may change them, if you like your partners better ;)

<table>
<thead>
<tr>
<th>Word (part of speech)</th>
<th>Definition</th>
<th>Cognates/ Spanish definitions</th>
<th>Related Word (words that will help you remember the meaning)</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>investigacion</td>
<td>The activity of getting information about a subject.</td>
<td>investigacion</td>
<td>The student researched his favorite author.</td>
<td></td>
</tr>
<tr>
<td>plagio</td>
<td>The act of using another person's words or ideas without giving credit to that person</td>
<td>plagio</td>
<td>Students can be dismissed from school if they are found guilty of plagiarism.</td>
<td></td>
</tr>
<tr>
<td>credible</td>
<td>Able to be believed or worthy of trust</td>
<td>credible</td>
<td>She used credible sources from the internet.</td>
<td></td>
</tr>
<tr>
<td>investigar</td>
<td>To look for facts in order to discover the truth</td>
<td>investigar</td>
<td>Detectives investigated the case.</td>
<td></td>
</tr>
<tr>
<td>problema</td>
<td>A question or statement given or raised to investigate, consider, or solve</td>
<td>problema</td>
<td>Kathy read the essay and identified the problem the author was trying to address.</td>
<td></td>
</tr>
<tr>
<td><strong>Word</strong> (part of speech)</td>
<td><strong>Definition</strong></td>
<td><strong>Cognates/ Spanish definitions</strong></td>
<td><strong>Related Word</strong> (words that will help you remember the meaning)</td>
<td><strong>Example</strong></td>
</tr>
<tr>
<td>--------------------------</td>
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<td>---------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>The act of leading or managing an activity</td>
<td>realizar</td>
<td></td>
<td>DeVon was able to conduct his experiment using toothpicks.</td>
<td></td>
</tr>
<tr>
<td>A body of facts; information</td>
<td>datos</td>
<td></td>
<td>Students collected data to use as evidence in their research.</td>
<td></td>
</tr>
<tr>
<td>The last part of something; a final summation</td>
<td>conclusion</td>
<td></td>
<td>The judge has reached his conclusion.</td>
<td></td>
</tr>
<tr>
<td>Freedom from mistake or error: correctness</td>
<td>exactitude</td>
<td></td>
<td>The police questioned the accuracy of his statement.</td>
<td></td>
</tr>
<tr>
<td>Something that solves a problem</td>
<td>olucion</td>
<td></td>
<td>In reading the entire article, we found possible solutions to the issue.</td>
<td></td>
</tr>
</tbody>
</table>
Research Unit: Example Sentences for Teachers
(Some examples referenced by showmeword.com)

1. Research
   I am researching the water issues in California.
   He looked online to research the safety about the car he wanted to buy.
   This report has been very well researched.
   Can you research this for me?
   Sandy and Leo researched the laws of immigration.

2. Plagiarism
   The students was charged with plagiarism.
   He plagiarized from a news report he found on the internet.
   The student was caught plagiarizing his essays from the internet.
   Shelly accused Brian of plagiarizing his research.
   What are ways you can prevent plagiarism?

3. Credible
   Her past behavior did not demonstrate that she was a credible witness.
   I think students who consistently do their work are credible students.
   Maria did a credible job playing Cinderella.
   Her excuse was not credible.
   The source’s credibility was not strong, so Kim decided not to use it in her essay.

4. Investigate
   Cathy investigates crime scenes.
   I want to work for the Federal Bureau of Investigation also known as the F.B.I.
   It’s important to investigate in order have accurate conclusions.
   Have you investigated case in further?
   Investigation requires time and commitment.
5. **Problem**
   There are a few problems in your argument.
   How did the author solve the problem?
   Susan’s paper was about mosquitoes being a problem in the summertime.
   Homelessness is a major problem in our community.
   Identify the problem the author is trying to address.

6. **Conduct**
   The interview was conducted in English.
   The band director conducted the orchestra.
   Police Officers conducted the investigation in last week’s robbery.
   Mr. Boss conducted a survey.
   Our guide conducted us along the path through the woods.

7. **Data**
   After collecting the data, analyze it to obtain the results.
   Several researchers collected the data.
   Did you gather enough data for your report?
   Data allows you to see trends.
   I looked at the data to see how many students preferred Snickers to Twix.

8. **Conclusions**
   The judge came to the conclusion that the murderer will spend the rest of his life in prison.
   We came to similar conclusions.
   These are the doctors’ main conclusions.
   Did you write your conclusion?
   Kristal and I want to know how you reached your conclusion.

9. **Accuracy**
   Each test is performed twice to ensure accuracy.
He could not say with accuracy is Lorenzo was the one who stole the pencil. People have questioned the accuracy of his story. Jorge passes the ball with great accuracy. He researched the history of the Holocaust to ensure accuracy in his essay.

10. Solution
In order to find solutions, we must first identify the problem. Students worked together to come up with solutions to their research problem. If you analyze the essay, you will discover the solution. Have you come up with a solution? Sometimes there may not be a solution.
Research Unit: Word Families and Forms for Teachers

1. Research
   Verbs Forms:
   I/you/we/they: research
   He/she/it: researches
   Present participle: researching
   Past tense: researched
   Family
   Noun: researcher;
   Adjective: researchable

2. Plagiarism
   Verb Forms:
   I/you/we/they: plagiarize
   He/she/it: plagiarizes
   Present participle: plagiarizing
   Past tense: plagiarized
   Past participle: plagiarized
   Family
   Nouns: investigation, investigator
   Adjective: investigative, investigatory

3. Credible
   Family

4. Investigate
   Verb Forms:
   I/you/we/they: investigate
   He/she/it: investigates
   Present participle: investigating
   Past participle: investigated
   Family
   Noun: investigator
   Adjective: investigative

5. Problem
   Singular: problem
   Plural: problems
   Verb forms:
   I/you/we/they: problematize
   He/she/it: problematizes
   Present participle: problematizing
   Past participle: problematized
   Family:
   Noun: problematization
6. **Conduct**
   Verb Forms
   I/you/we/they: conduct
   He/She/it: conducts
   Present participle: conducting
   Past tense: conducted
   Past participle: conducted

   Family
   Noun: conductibility; conductor
   Adjective: conductible

7. **Data**
   Singular: data
   Plural: datum

8. **Conclusions**
   Singular: conclusion
   Plural: conclusions

   Verb Forms
   I/you/we/they: conclude
   He/She/it: concludes
   Present participle: concluding
   Past tense: concluded

9. **Accuracy**
   Singular: accuracy
   Plural: accuracies

   Family
   Noun: accurateness
   Adjective: accurate
   Adverb: accurately

10. **Solution:**
    Singular: solution
    Plural: solution

    Verb Forms
    I/you/we/they: solve
    He/She/it: solves
    Present participle: solving
    Past tense: solved
    Past participle: solved

Adjective: problematic, problematical
Adverb: Problematically
Past participle: concluded

Family
Noun: concluder
Adjective: conclusive, concludible
Adverb: conclusively
Research Unit: Word Forms and Families Worksheet

<table>
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<tr>
<th>Word</th>
<th>Word Forms</th>
<th>Word Families</th>
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</table>
Research Unit: Visual Meanings

Directions: Create a visual for each word. Below each visual, explain why or how each visual represents the word. Then share this with your partner.
Research Unit: Vocabulary Practice

Directions: First, discuss with your partner what each word means. Next, write down the new definition that you and your partner created. (Do NOT use your dictionary definitions, instead paraphrase!) Create a sentence using your vocabulary word. Finally, highlight or underline the vocabulary word in the sentence.

1. **Research:** ____________________________________________________________

   ____________________________________________________________

   Sentence: ____________________________________________________________

2. **plagiarism:** _________________________________________________________

   ____________________________________________________________

   Sentence: ____________________________________________________________

3. **credible:** __________________________________________________________

   ____________________________________________________________

   Sentence: ____________________________________________________________

4. **Investigate:** _________________________________________________________

   ____________________________________________________________

   Sentence: ____________________________________________________________
5. **Problem:** _____________________________________________________

   Sentence: _____________________________________________________

6. **Conduct:** ___________________________________________________

   _______________________________________________________________

   Sentence: _____________________________________________________

7. **Data:** _____________________________________________________

   _______________________________________________________________

   Sentence: _____________________________________________________

8. **Conclusions:** ______________________________________________

   _______________________________________________________________

   Sentence: _____________________________________________________

9. **Accuracy:** _________________________________________________

   _______________________________________________________________

   Sentence: _____________________________________________________

10. **Solution:** _________________________________________________

    Sentence: ____________________________________________________
Research Unit: Study Strategies

Directions: You have a test that will be coming up soon. To study, choose three of the study strategies that you will use to ensure that you are successful. As you use them, check them off. Any three gets you 30 points. Three in a row gets you 35 points. Four Corners gets you 40 points. Blackout gets you 60 points (that is double the points!) Good luck!

**TIC-TAC-TOE~STUDY 3 IN A ROW!**

<table>
<thead>
<tr>
<th>Create a <strong>story</strong> or <strong>poem</strong> using ALL of your vocabulary words.</th>
<th><strong>Google IT!</strong> Look up words in and write down 10 example sentences using each of the words.</th>
<th>Create <strong>Cornell Notes</strong> on all 10-vocabulary words.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Act</strong> your vocabulary words out! Create your own way to study? Write what you did here:</td>
<td>Create a <strong>comic strip</strong> using ALL of your vocabulary words.</td>
<td>Write a <strong>letter</strong> to someone using your ALL of your vocabulary words.</td>
</tr>
<tr>
<td>If you work with someone, have them sign here) X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use a thesaurus!</strong> Look up and find 2 synonyms AND 2 antonyms for each word!</td>
<td></td>
<td>Create <strong>flashcards</strong>.</td>
</tr>
</tbody>
</table>
Research Unit: Vocabulary Quiz

Directions: Part A: Use the words in the Word bank below to complete the sentences.

**WORD BANK**

| research | plagiarism | credible | investigate | problem | conduct | data | conclusions | accuracy | solution |

1. The _____________ of his statement was validated when the officer checked the cameras to see what time the man had left his house.

2. The college student had to go to student court because he was accused of __________ on the essay he wrote about immigrant farmers.

3. We had to __________ a study about water to see if the rising temperatures were really affecting the earth.

4. Police had to __________ the cause of the shooting.

5. We had to use numerical __________ to support our arguments in order to make them stronger.

6. After listening to all of the witnesses, the judge had to come up with his own __________ about the case.

7. The politician was not a __________ witness because he was caught stealing money from the treasury too.

8. When we had to __________ the effects of child slavery, we discovered that Iqbal was killed because he was trying to warn and educate other child slaves about their rights.

9. Kendra’s essay brought up the __________ with air pollution.
10. The ______________ to all of their problems is to spend less money.

Part B: Fill in the correct vocabulary word that matches each definition below.

<table>
<thead>
<tr>
<th>WORD BANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>research</td>
</tr>
<tr>
<td>conduct</td>
</tr>
</tbody>
</table>

1) ______________________ A body of facts; information

2) _______________________ The quality of being believable or worthy of trust

3) _______________________ Freedom from mistake or error: correctness

4) _______________________ The act of using another person’s words or ideas without giving credit to that person.

5) _______________________ The last part of something; a final summation

6) _______________________ The collecting of information about a particular subject

7) _______________________ Something that solves a problem

8) _______________________ The activity of reading or managing an activity

9) _______________________ The way that something is managed or directed

10) ______________________ A question or statement given to investigate, consider, or solve
ARGUMENTATIVE UNIT
**Argumentative Unit: Self-Assessment**

**Directions:** Rate yourself on how well you know these words. Use a scale from one to five, where one is you do not know the word at all, and five being you know the word very well. You will rate yourself before the teacher teaches you the word, right before the test, and after the test.

<table>
<thead>
<tr>
<th>Words</th>
<th>Before Teaching (1-5)</th>
<th>Before Test</th>
<th>Did you get it right on the test?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pros</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Claim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logic</td>
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<td></td>
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<tr>
<td>Argument</td>
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<tr>
<td>Counterargument</td>
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<tr>
<td>Rebuttal</td>
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<tr>
<td>Persuade</td>
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<tr>
<td>Justify</td>
<td></td>
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</tbody>
</table>
## Argumentative Unit: Budget Vocabulary Matrix

**Directions:** Look at the power point slides and write down the word and the part of speech in the first box. As your teacher gives you examples of the words, write down at least two related words that will help you remember what each word means. *(Hint: related words can include synonyms and antonyms).* Finally, compare your related words with your partner and explain how you came up with your related words. You may change them, if you like your partners better ;)

<table>
<thead>
<tr>
<th>Word (part of speech)</th>
<th>Definition</th>
<th>Cognates/ Spanish definitions</th>
<th>Related Word (words that will help you remember the meaning)</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different forms or systems of communication (such as newspapers, radio, or television)</td>
<td>multimedia</td>
<td></td>
<td>Students were encouraged to use multimedia sources in their presentations.</td>
<td></td>
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<td>An argument in favor or for something</td>
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<td>The pros of the argument stated that parents should allow their kids to drive at age 11.</td>
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<tr>
<td>An argument against something</td>
<td>contra</td>
<td></td>
<td>The cons of the arguments stated that parents should NOT allow their kids to drive at age 11.</td>
<td></td>
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<tr>
<td>To state or assert something usually without evidence</td>
<td>Reclamar</td>
<td></td>
<td>She makes the claim that the drought will end if we stop flushing toilets.</td>
<td></td>
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<tr>
<td>Reason or sound judgment</td>
<td>Logico</td>
<td></td>
<td>Marcus used logic when explaining that walking with friends provided safety.</td>
<td></td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Word (part of speech)</th>
<th>Definition</th>
<th>Cognates/ Spanish definitions</th>
<th>Related Word (words that will help you remember the meaning)</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A reason why something is right or wrong</td>
<td>argumento</td>
<td></td>
<td>The student’s argument stated that kids should go to school for only 3 hours a day.</td>
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<td>A reply intended to show fault in an opponent's argument</td>
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<td>To try to influence</td>
<td>persuader</td>
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<td>The student was successful when trying to persuade his audience to be able to have the choice to drink soda at school.</td>
<td></td>
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<tr>
<td>To show or prove something to be right</td>
<td>justificar</td>
<td></td>
<td>He justified his answer by showing proof.</td>
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</table>
Argumentative Unit: Example Sentences for Teachers
(Some examples referenced by showmeword.com)

1. Multimedia
   Students were encouraged to use multimedia in their research.
   Usually people include internet sources and newspaper articles in their multimedia.
   A multimedia exhibit of photographs, film, and music.
   You are allowed to use multimedia in your essay.
   Which multimedia sources did you use?

2. Pros
   To make informed decisions, you will need to weigh the pros and cons.
   The pros of the argument suggested that it is beneficial to eat candy bars because they have protein.
   She was adamant that the pros were going to win
   With every pro, there is a con.
   Did you draw up a list of pros and cons?

3. Cons
   The cons to the arguments stated that candy is unhealthy and can cause health problems.
   When buying cars, we must always look at the pros and cons
   Cons may seem negative, but they can be very persuasive as well
   Did you think about the cons about this issue?
   He discussed the pros and cons to the teacher.

4. Claim
   He claims to be connected to a king.
   All claims must be made in writing.
   You should stake your claim.
   She makes the claim that sea levels will go down.
   When you make a claim, ensure that you have credible evidence to support it.
5. Logic
What is the logic in your argument?
There is some logic to what he says.
The logic behind his statement does not seem right.
It is easy to understand Keyla’s logic.

6. Argument
To make an accurate conclusion, you should hear both arguments.
Let us accept, for the sake of argument, that she is right.
She presented her argument about whether or not kids should be allowed to drink soda.
He persuaded me with his argument.
Did you conduct research to support your argument?

7. Counterargument
After hearing the initial argument, the students prepared their counterargument.
Sometimes counterarguments can be stronger than the argument itself.
Did you put in the counterargument?
His counterargument did not convince his opponents.

8. Rebuttal
An effective rebuttal to her claim is that soda provides fluids for the body.
Some rebuttals are not very strong.
Her rebuttal contained many contradictions.
During the debate, the senators had many rebuttals.

9. Persuade
His argument was very persuasive.
I am not easily persuaded.
Do not let someone persuade you into something you don’t want to do.
Commercials persuade people every day.
There are several ways to persuade people.
10. Justify
   We need to use credible evidence in order to justify our answer.
   He tried to justify his behavior by blaming others for his actions.
   How can we justify spending so much money on videogames?
   I do not have to justify myself to you or anyone else.
   We cannot justify wasting food when half the world is hungry.
Argumentative Unit: Word Families and Forms for Teachers

1. **Multimedia**
   Verbs Forms: None
   
   Family
   Noun: media (plural); medium (singular)
   Adjective: multimedial

2. **Pros**
   Singular: pro
   Plural: pros
   No Verb Forms:

3. **Cons**
   Singular: con
   Plural: cons
   Preposition: contra

4. **Claim**
   Verbs Forms:
   I/you/we/they: claim
   He/she/it: claims
   Present participle: claiming
   Past participle: claimed
   
   Family
   Nouns: claimant
   Adjective: claimable, claimless

5. **Logic**
   Singular:
   Plural:
   
   Verb Forms:
   I/you/we/they: analyze
   He/she/it: analyzes
   Present participle: analyzing
   Past tense: analyzed
   
   Family:
   Noun: logistics; logicalness; logicality
   Adjective: logical
   Adverb: logically

6. **Argument**
   Verbs Forms
   I/you/we/they: argue
   He/She/it: argues
   Present participle: arguing
   Past tense: argued
   Past participle: argued
   
   Family
   Noun: arguer
   Adjective: arguable
   Adverb: arguably
7. **Counterargument**  
   Singular: counterargument  
   Plural: counterarguments

8. **Rebuttal**  
   I/you/we/they: rebut  
   He/she/it: rebutts  
   Present participle: rebutting  
   Past participle: rebutted

   Family  
   Adjective: rebuttable

9. **Persuade:**  
   I/you/we/they: persuade  
   He/she/it: persuades  
   Present participle: persuading  
   Past participle: persuaded

   Family  
   Noun: persuasion; persuader; persuadability  
   Adjective: persuadable  
   Adverb: persuasively

10. **Justify:**  
    Verb Forms:  
    I/you/we/they: justify  
    He/she/it: justifies  
    Present participle: justifying  
    Past participle: justified

    Family  
    Noun: justifier; justification  
    Adjective: justifiable; half-justified  
    Adverb: justifyingly
## Argumentative Unit: Word Forms and Families Worksheet

<table>
<thead>
<tr>
<th>Word</th>
<th>Word Forms</th>
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**Argumentative Unit: Visual Meanings**

**Directions:** Create a visual for each word. Below each visual, explain why or how each visual represents the word. Then share this with your partner.

<p>| | | | | | |</p>
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132
Argumentative Unit: Vocabulary Practice

Directions: First, discuss with your partner what each word means. Next, write down the new definition that you and your partner created. (Do NOT use your dictionary definitions, instead paraphrase!) Create a sentence using your vocabulary word. Finally, highlight or underline the vocabulary word in the sentence.

1. Multimedia:____________________________________________________________________
____________________________________________________________________
Sentence:____________________________________________________________________

2. Pros:____________________________________________________________________
Sentence:____________________________________________________________________

3. Cons:____________________________________________________________________
Sentence:____________________________________________________________________

4. Claim:____________________________________________________________________
Sentence:____________________________________________________________________

5. Logic:____________________________________________________________________
Sentence:____________________________________________________________________
6. **Argument:** ______________________________________________________________________

______________________________________________________________________________

Sentence: _______________________________________________________________________

7. **Counterargument:** ______________________________________________________________________

______________________________________________________________________________

Sentence: _______________________________________________________________________

8. **Rebuttal:** ______________________________________________________________________

______________________________________________________________________________

Sentence: _______________________________________________________________________

9. **Persuade:** ________________________

Sentence: _______________________________________________________________________

10. **Justify:** ________________________

Sentence: _______________________________________________________________________
**Argumentative Unit: Study Strategies**

**Directions:** You have a test that will be coming up soon. To study, choose three of the study strategies that you will use to ensure that you are successful. As you use them, check them off. Any three gets you 30 points. Three in a row gets you 35 points. Four Corners gets you 40 points. Blackout gets you 60 points (that is double the points!) Good luck!

**TIC-TAC-TOE~STUDY 3 IN A ROW!**

| Create a **story** or **poem** using ALL of your vocabulary words. | **Google IT!**  
Look up words in and write down 10 example sentences using each of the words. | Create **Cornell Notes** on all 10-vocabulary words. |
|---|---|---|
| **Act** your vocabulary words out!  
Create your own way to study?  
Write what you did here:  
__________________________  
If you work with someone, have them sign here)  
X_______________________ | Write a **letter** to someone using your ALL of your vocabulary words. |
| **Use a thesaurus!**  
Look up and find 2 synonyms AND 2 antonyms for each word!  
Create a **comic strip** using ALL of your vocabulary words. | Create **flashcards**. |
**Argumentative Unit: Vocabulary Quiz**

**Directions:** Part A: Use the words in the Word bank below to complete the sentences.

**WORD BANK**

<table>
<thead>
<tr>
<th>multimedia</th>
<th>pro</th>
<th>cons</th>
<th>claim</th>
<th>logic</th>
</tr>
</thead>
<tbody>
<tr>
<td>argument</td>
<td>counterargument</td>
<td>rebuttal</td>
<td>persuade</td>
<td>justify</td>
</tr>
</tbody>
</table>

1. Tommy’s ___________ was strong even after Joe’s stellar counterargument.

2. The news report about Ferguson was on every ___________ outlet, including the internet, the radio, and the in an upcoming film.

3. I could not follow the argument’s ___________ because it did not stay on topic and some of the reasons were irrelevant to the argument.

4. The girl’s ___________ was that people should reduce, reuse, and recycle water because it is a limited and she had evidence to prove that it was very valuable resource.

5. He can _____________ his answer if he includes strong evidence.

6. After hours of trying to _____________ her parents, her mother finally agreed to let her go to the movies with her friends.

7. We first had to look at the _____________ side to why they were for video games.

8. The student’s _____________ against his teacher’s claim was that students should be able to drink soda because they should have the right to choose even if it is considered unhealthy.

9. Students simply had to make a _____________ about why football was better than soccer because they did not have access to gather evidence.
10. Jose put on the ______ side of the argument that kids should not watch t.v. because it is unhealthy just to sit.

Part B: Fill in the correct vocabulary word that matches each definition below.

<table>
<thead>
<tr>
<th>WORD BANK</th>
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<tbody>
<tr>
<td>multimedia</td>
</tr>
<tr>
<td>argument</td>
</tr>
</tbody>
</table>

1) ____________________ An argument against something

2) ____________________ Particular forms or systems of communication (such as newspapers, radio, or television)

3) ____________________ An argument in opposition to another argument

4) ____________________ To show or prove something to be right

5) ____________________ An assertion of something as a fact usually without proof

6) ____________________ To try to influence

7) ____________________ A reply intended to show fault in an opponent's argument

8) ____________________ Reason or sound judgment

9) ____________________ A statement, reason, or fact for or against a point

10) ____________________ An argument in favor of something
APPENDIX B

Power Point Slides for Academic Vocabulary Units
Citing Evidence Vocabulary

English 7
Infer (verb)

To make an educated guess based on evidence.

She is blowing her nose.

So... she must be sick.
Relevant (adjective)

- Directly related to the topic; makes sense.
Citation (noun)

- A line or phrase taken from a book, speech, song, etc...

*a goal without a plan is just a wish* — Antoine de Saint Exupéry
Evidence (noun)

- Anything that proves something to be true
Analyze (verb)

- To examine something in order to understand it.
- We had to analyze Jacob’s paper in search of descriptive language.
**Identify (verb)**

- To recognize or say what something is.

**Support (verb)**

- To prove that something is true.
Informational text/
expository text (n)

A text which gives information or explains something.
A literary text is a piece of written material, such as a book or poem, that has the purpose of telling a story or entertaining, as in a fictional novel.
Author’s purpose

- The main reason an author decides to write about a specific topic.
Narrative Vocabulary

Part A

Setting (noun)

• The time and place in which the events of a story take place
• Example: The setting took place on a dark stormy night in the middle of the ocean.
Point of View

- A position from which someone or something is observed
  Example: I asked for Sarah’s point of view of the accident.

Theme/central idea (noun)

The author’s message of the story; moral of the story

Example:
The theme in the book taught us that love never dies.
Compare (verb)

To say how (something) is similar to something else

Example:
We had to compare apples to oranges and found that they were both fruits.

Contrast (verb)

To say how two or more things are different.

Example:
We had to contrast both apples and oranges and found that one is red, while the other is orange.
Subjective (adjective)

Based on feelings or opinions rather than facts

Example:
In reviewing applicants, we consider both objective criteria, such as test scores, and subjective criteria, such as leadership ability.

Objective (adjective)

Based on facts rather than feelings or opinions.

Example:
When writing for the newspaper, you have to write the stories in an objective manner, so the reader gets only the facts.
Plot (noun)

A series of related events.

*Example*:
The plot of my favorite book ever was about a man who wanted to protect his family, but a stalker was trying harm them, so he went to the police and caught the stalker.

Character (noun)

• Anyone who plays a part in the story.

The characters in the story *The Little Mermaid* were Ariel and Prince Edward.
Character traits (noun)

- A quality that can not be seen.
A character trait that Angelica possesses is honesty.
Interpret (verb)

To explain the meaning of (something)

Example:
I interpreted his behavior to mean that he disliked me.

Infer (verb)

To make an educated guess based on evidence.

Example:
The boy had tears in his eyes, so I inferred that he was sad.
Develop (verb)

To create (something) over a period of time; to grow or make more advance.

Example:
The course is designed to develop your writing skills.

Perspective (noun)

Point of view

Example:
When evaluating the car accident, we had to look at the driver’s and the witnesses’ perspectives.
Paraphrase (verb)

To say (something that someone else has said or written) using different words.

Example:
This is just a paraphrase of what he said, not an exact quote.

Source (noun)

A firsthand document or primary reference work.

Example:
When citing evidence, you should use credible sources, to make your claim stronger.
Quote (verb)
Something that a person says or writes that is repeated, or used by someone else in another piece of writing or a speech.
Example:
We quote people when we want to support our arguments, and prevent plagiarism.

Anyone who has never made a mistake has never tried anything new.

Audience (noun)
The people who watch, read, or listen to something.
Example:
When writing, we need to know who our audience is so that we tailor our message towards them.
Evaluate (verb)

- To judge someone or something in a careful or thoughtful way.
  
  Example: After 90 days, supervisors usually evaluate a new employee performance

Annotate (verb)

- To add notes to text or graphs. (Giving explanations or comment)

- When reading informational documents, it is important to annotate to help you understand the main ideas.
Research (noun/verb)

Definition: The collecting of information about a particular subject

Example: He did a lot of research before buying his car.
Plagiarism (noun)

Definition: The act of using another person’s words or ideas without giving credit to that person

Example: The student has been accused of plagiarism.

Credible (adjective)

Definition: Able to be believed or worthy of trust

Example: She used credible sources from the internet.
Investigate (verb)

Definition: To look for facts in order to discover the truth.

Example: Detectives investigated the case.

Problem (noun)

Definition: A question or statement given or raised to investigate, consider, or solve.

Example: Kathy read the essay and identified the problem the author was trying to address.
Conduct (verb)

Definition: The way that something is managed or directed

Example: She conducts research into the causes of Alzheimer's disease.

Data (noun)

Definition: A body of facts; information:

Example: Students collected data to use as evidence in their research.
Conclusions (noun)

Definition: The last part of something; a final summation

Example: The judge has reached his conclusion.

Accuracy (noun)

Definition: Freedom from mistake or error: correctness

Example: The police questioned the accuracy of his statement.
Example: Each experiment is performed twice to ensure accuracy.
Argumentative

Multimedia (noun)

Different forms or systems of communication (such as newspapers, radio, or television)
Example: Students were encouraged to use multimedia sources in their presentations.
Pros (noun)

An argument in favor or for something
Example: The pros of the argument stated that parents should allow their kids to drive at age 11.

Cons (noun)

An argument against something
Example: The cons of the arguments stated that parents should NOT allow their kids to drive at age 11.
Claim (verb)

To state or assert something usually without evidence.
Example: She makes the claim that the drought will end if we stop flushing toilets.

Claim Evidence Reasoning

Claim
Step 1: State your opinion to the question

Evidence
Step 2: Describe the details you see (evidence is not an opinion)

Reasoning
Step 3: Provide logical explanation of how the evidence supports the claim

Logic (noun)

Reason or sound judgment
Example: Marcus used logic when explaining that walking with friends provided safety.
Argument

A reason why something is right or wrong

Example: The student’s argument stated that kids should go to school for only 3 hours a day.

Counterargument (noun)

An argument in opposition to another argument

Example: Amy’s counterargument in her essay was that people who brushed their teeth regularly even when drinking soda, would prevent the tooth decay from occurring.
Rebuttal (noun)

A reply intended to show fault in an opponent’s argument

Example: Amy’s rebuttal was that with that if drinking at school students do not have access to brush their teeth.

Persuade (verb)

To try to influence

Example: The student was successful when trying to persuade his audience to be able to have the choice to drink soda at school.
Justify (verb)

To show or prove something to be right
Example: He justified his answer by showing proof.

Justify your answer.
1. Write what you know about the question.
2. Give evidence by showing your work.
3. State your final answer in a concluding sentence.
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