

B.E.S.T. ELA Standards - Secondary Vocabulary Development and Instruction

Handout #1 B.E.S.T. ELA Vocabulary Benchmarks

Grade	V.1.1 Academic Vocabulary	V.1.2 Morphology	V.1.3 Context and Connotation
6	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.
7	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.
8	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.
Clarifications: (Same 6-8)	<p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing and usually require</p>	<p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes. (Appendix D)</p>	<p><i>Clarification 1:</i> Review of words learned is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships. (Appendix D)</p> <p><i>Clarification 3:</i> See ELA.6.R.3.1 (ELA.7.R.3.1 & ELA.8.R.3.1) and Secondary Figurative Language. (Appendix D)</p>

	explicit instruction.		
Grade	V.1.1 Academic Vocabulary	V.1.2 Morphology	V.1.3 Context and Connotation
9	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of etymology and derivations determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.
10	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of etymology and derivations determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.
11	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of etymology and derivations determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.
12	Integrate academic vocabulary appropriate to grade level in speaking and writing.	Apply knowledge of etymology and derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.	Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine connotative and denotative meaning of words and phrases, appropriate to grade level.

<p>Clarifications: (Same 9-12)</p>	<p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing and usually require explicit instruction.</p>	<p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See Foreign Words and Phrases for a list of commonly used foreign phrases. (Appendix D) GRADE 12 ONLY</p>	<p><i>Clarification 1:</i> Review of words learned is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships. (Appendix D)</p> <p><i>Clarification 3:</i> See ELA.9.R.3.1 (ELA.10.R.3.1, ELA.11.R.3.1 & ELA.12.R.3.1) and Secondary Figurative Language. (Appendix D)</p>
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Handout #2 Excerpt from *Hatchet*

Hatchet
Chapter 5

They would look for him, for the plan. His father and mother would be frantic. They would tear the world apart to find him. Brian had seen searches on the news, seen movies about lost planes. When a plane went down, they mounted extensive searches and they almost always found the plane within a day or two. Pilots all filed flight plans—a detailed plan for where and when they were going to fly with all the courses explained. They would come, they would look for him. The searchers would get government planes and cover both sides of the flight plan filed by the pilot until they found him.

Maybe even today. They might even come today. This was the second day after the crash. No. Brian frowned. Was it the first day of the second day? They had gone down in the afternoon and he had spent the whole night out in the cold. So, this was the first real day. But they could still come today. They would have started the search immediately when Brian's plane did not arrive.

Yeah, they would probably come today.

Probably come in here with amphibious planes, small bush planes with floats that could land right here on the lake and pick him up and take him home.

Which home? The father home or the mother home. He stopped the thinking. It didn't matter. Either on to his dad or back to his mother. Either way he would probably be home by late night or early morning, home where he could sit down and eat a large, cheesy, juicy burger with tomatoes and double fries with ketchup and a thick chocolate shake.

And there came hunger.

Brian rubbed his stomach. The hunger had been there but something else – fear, pain – had held it down. Now, with the thought of the burger, the emptiness roared at him. He could not believe the hunger, had never felt it this way. The lake water had filled his stomach but left it hungry, and now it demanded food, screamed for food.

And there was, he thought, absolutely nothing to eat.

Nothing.

What did they do in the movies when they got stranded like this? Oh, yes, the hero usually found some kind of plant that he knew was good to eat and that took care of it. Just ate the plant until he was full or used some kind of cute trap to catch an animal and cook it over a slick little fire and pretty soon, he had a full eight-course meal.

The trouble, Brian thought, looking around, was that all he could see was grass and brush. There was nothing obvious to eat and aside from about a million birds and the beaver he hadn't seen animals to trap and cook, and even if he got one somehow, he didn't have any matches so he couldn't have a fire...

Nothing.

It kept coming back to that. He had nothing.

Well, almost nothing. As a matter of fact, he thought, I don't know what I've got or haven't got. Maybe I should try and figure out just how I stand. It will give me something to do—keep me from thinking of food. Until they come to find me.

Brian had once had an English teacher, a guy named Perpich, who was always talking about being positive, thinking positive, staying on top of things. That's how Perpich had put it—stay positive and stay on top of things. Brian thought of him now—wondered how to stay positive and stay on top of this. All Perpich would say is that I have to get motivated. He was always telling kids to get motivated.

Brian changed position so that he was sitting on his knees. He reached into his pockets and took out everything that he had and laid it on the grass in front of him.

It was pitiful enough. A quarter, three dimes, a nickel and two pennies. A fingernail clipper. A billfold with a twenty-dollar bill — “In case you get stranded at the airport in some small town and have to buy food,” his mother had said — and some odd pieces of paper.

And on his belt, somehow still there, the hatchet his mother had given him. He had forgotten it and now reached around and took it out and put it in the grass. There was a touch of rust already forming on the cutting edge of the blade and he rubbed it off with his thumb.

That was it.

He frowned. No, wait — if he was going to play the game, might as well play it right. Perpich would tell him to quit messing around. Get motivated. Look at *all* of it, Robeson.

He had on a pair of good tennis shoes, now almost dry. And socks. And jeans and underwear and a thin leather belt and a T-shirt with a windbreaker so torn it hung on him in tatters.

And a watch. He had a digital watch still on his wrist, but it was broken from the crash — the little screen blank — and he took it off and almost threw it away but stopped the hand motion and lay the watch on the grass with the rest of it.

There. That was it.

No, wait. One other thing. Those were all the things he had, but he also had himself. Perpich used to drum that into them — “You are your most valuable asset. Don't forget that. You are the best thing you have.”

Brian looked around again. I wish you were here, Perpich. I'm hungry and I'd trade everything I have for a hamburger.

From “Hatchet” by Gary Paulsen, published by Simon & Schuster.

Let's Practice!

Directions: Using one of the words selected from Chapter 5 of *Hatchet*, practice each strategy below.

Strategy	Practice
<p>Example/Non-example: Ask students to differentiate between two descriptions by labeling them example or non-example of the target word. Alternate: Students can create their own example and non-example.</p>	
<p>Using context: Use the context of a story or text as a basis for discussing the word.</p>	
<p>Personal experience: Ask students to share relevant personal experiences related to the word.</p>	

Adapted from Janet Allen’s “Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12”

Word Sort
The Rise of Rome

Examine and discuss the words listed below. Group the words into categories so the words in each category share common elements. Label each category. Your group should be able to explain your categories and justify your reasons for including the words in each category.

emperor
gladiators
ambition
republic
overthrow
tripartite
Colosseum

Rome
rivalry
executive
patricians
judicial
Julius Caesar
checks

branch
senate
plebeians
balances
assassinated
toga
legislative

citizenship
form
social class



Source: [Creative Commons](#)

Handout #5 Dr. Anita Archer: Vocabulary Instruction in Action

Directions: Reflect on the following as you watch the video.

1. What steps were used in the vocabulary instructional routine to introduce each of the vocabulary terms?

2. What other procedures were used to extend vocabulary instruction?

3. What strategies were used to engage students?

One way my thinking was confirmed today:	One idea I want to remember and why:	One action step I can take and how: