Vocabulary knowledge is the single best indicator of students’ reading ability, comprehension, and academic success. State standards emphasize Vocabulary Acquisition and Use as critical to learning. *Words Their Way, Vocabulary for Middle and High School* is a supplemental vocabulary development program that addresses these standards by teaching strategies and word relationships while focusing on acquiring and using vocabulary.

*Words Their Way, Vocabulary for Middle and High School* emphasizes Generative Vocabulary (Word Parts and Meanings), along with General Academic (Tier 2) and Domain-Specific (Tier 3) Vocabulary in order to provide students with the means to understand how language works. Instruction builds upon the foundation established in the elementary program *Words Their Way®: Word Study in Action*.

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Differentiate Instruction in every lesson with support to address the needs of all learners.

**Lesson 13**

**Word Parts and Meanings**

**Lesson 13**

**Generative Vocabulary**

Day

- **Apply/More Practice**
  - Correlate as students work in small groups, pairs, and individually.
  - **Apply**
    - **Apple and Corel**
      - How students complete the activities on p. 46.
      - **Real sight words** is to absorb and retain spelling changes, have them write words and then use the same words to identify the meanings of new words.
      - **Additional Practices**
        - **Maple and Corel**
          - How students complete the activities of writing and reading and understand the meanings of the new words.
          - **Apply**
            - **Apple and Corel**
              - How students complete the activities on p. 46.
              - **Real sight words** is to absorb and retain spelling changes, have them write words and then use the same words to identify the meanings of new words.

**More Practice**

- **Assessment**
  - **Assessment**
    - How students complete the activities of writing and reading and understand the meanings of the new words.

- **Differentiate Instruction**
  - **Struggling Readers**
    - **Easy End**
      - How students complete the activities on p. 46.

- **Advanced Readers**
  - **Easy End**
    - How students complete the activities of writing and reading and understand the meanings of the new words.

- **English Learners**
  - Cognates
    - Students should recognize the cognates and draw a picture to represent each.
    - **Advanced Readers**
      - **Easy End**
        - How students complete the activities of writing and reading and understand the meanings of the new words.

**Objectives**

- Use Latin roots with new roots and Greek roots are written on chalk or on board.
- Develop an awareness of the meanings of new words.
- Develop an understanding of newer language.

**Teach/Purpose**

- **Teach**
  - **Introduce**
    - How students complete the activities of writing and reading and understand the meanings of the new words.
    - **Maple and Corel**
      - How students complete the activities of writing and reading and understand the meanings of the new words.
    - **Apply**
      - **Apple and Corel**
        - How students complete the activities on p. 46.

**Teach Practice**

- How students complete the activities on p. 46.
- **Additional Practices**
  - **Maple and Corel**
    - How students complete the activities of writing and reading and understand the meanings of the new words.

**Assess/Review**

- **Assessment**
  - **Assessment**
    - How students complete the activities of writing and reading and understand the meanings of the new words.

**5 Day Plan**

- **Day 1**
  - **Generative Vocabulary**
    - p. 42
  - **Domain-Specific Vocabulary**
    - p. 45

- **Day 2**
  - **Generative Vocabulary**
    - p. 44
  - **Domain-Specific Vocabulary**
    - p. 47

- **Day 3**
  - **Generative Vocabulary**
    - p. 44
  - **Domain-Specific Vocabulary**
    - p. 47

- **Day 4**
  - **Generative Vocabulary**
    - p. 47
  - **Domain-Specific Vocabulary**
    - p. 47

- **Day 5**
  - **Assessment/Review**
    - p. 47

OR

**3 Day Plan**

- **Day 1**
  - **Generative Vocabulary**
    - p. 42

- **Day 2**
  - **Generative Vocabulary**
    - p. 44

- **Day 3**
  - **Generative Vocabulary**
    - p. 44

**Flexible**

Choose a plan that works for you.

- **5 Day Plan** Lessons 13 AND 14
  - **Generative Vocabulary**
    - p. 42
  - **Domain-Specific Vocabulary**
    - p. 45

- **3 Day Plan** Lessons 13
  - **Generative Vocabulary**
    - p. 42

- **3 Day Plan** Lessons 14
  - **Domain-Specific Vocabulary**
    - p. 45

Choose a Plan

**OR**

**5 Day Plan**

- **Day 1**
  - **Generative Vocabulary**
    - p. 42

- **Day 2**
  - **Generative Vocabulary**
    - p. 44

- **Day 3**
  - **Generative Vocabulary**
    - p. 47

- **Day 4**
  - **Generative Vocabulary**
    - p. 47

- **Day 5**
  - **Assessment/Review**
    - p. 47

Choose a Plan

**OR**

**3 Day Plan**

- **Day 1**
  - **Domain-Specific Vocabulary**
    - p. 45

- **Day 2**
  - **Domain-Specific Vocabulary**
    - p. 47

- **Day 3**
  - **Domain-Specific Vocabulary**
    - p. 47

- **Day 4**
  - **Assessment/Review**
    - p. 47

**Differentiate Instruction**

**Struggling Readers**

- **Break It Down**
  - Model using manuscript. When I have trouble with a word, I look for word parts I know. **Script** is a word part I know; menu must be a word part too. **Manuscript** has two parts: **menu** and **script**. Have students write manuscript and draw a picture to represent each. Students then complete Small Group Practice 13. Make sure students break the words correctly.

**Advanced Readers**

- **Prefixes**
  - Have students make a list of words with the root scrib or scribe, but with different prefixes from those in this lesson, such as prescriber, ascribe, describe, transcribe, superstructure, substructure, transcript, postscript, and preconception. Discuss how the prefixes change the meanings of the words.

**English Learners**

- Cognates: Students may recognize these and other cognates, which will help them understand what the English words mean.
  - description (Manuscript)[description]
  - manuscript (Manuscript)[manuscript]
  - programmer (Programador)[programador]
  - telegraph (Telegrafo)[telegram]
Manageable
Fits your busy classroom schedule.

15-20 Minutes a Day of effective vocabulary instruction!
Supplement your English Language Arts class.

Instructional Routines provide students with multiple exposures to words in varied contexts:
- Anchor Words provide clues to meanings
- Strategies are taught and applied in context
- Avatars provide interesting word facts
- Students connect words to their experiences
- Apply and Extend activities solidify learning

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Vocabulary Routine for the Science Teacher
Use this routine to help students learn the domain-specific vocabulary in your class.

1. Define the Word: Ask students to define the word that they are using in the context of a lesson.
2. Use Context Clues: Explain that sometimes students can figure out a word’s meaning by reading the context, that is, the text around the word. Have students share context clues that help make sense of the meaning of the word. For example, “revolving around the sun” and “the orbits of Mars and Jupiter” provide clues to the meaning of “revolution.”
3. Use Text Features: Point out that context can also include foot features, such as diagrams, charts, pictures, and captions. For example, a picture of an asteroid provides clues to the meaning of the word by allowing what an asteroid looks like.
4. Point Out Word Parts: If a word has a Latin or Greek root or suffix, discuss its meaning and how it provides a clue to the meaning of the word. For example: Astroid has the Greek root, a-st, which means “not.” I know that stars are related to our solar system and outer space, so I might assume that an asteroid, like a star, is probably also related to our solar system and outer space.
5. Demonstrate Use the word in a sentence that demonstrates its meaning. For example: Although asteroids are thought of as minor planets, they are too small and there are too many of them to be considered full-fledged planets.
6. Use Reference Materials: To confirm its meaning, students can look up the word in a dictionary or glossary.
7. Apply: Have students discuss with a partner or independently answer a question that demonstrates their understanding of the word. For example: What might happen if an asteroid collided with Earth?

Context Clues
Did you know? The word xerophytes have multiple meanings. Depending on the use:
- Plants grow in the sun
- In chemistry, xerophytes are substances that require the use of chemicals.

Apply and Extend
List 1
If you know that xerophytes mean “tough” or “strict,” what does the word xerophobia mean? Use xerophobia in a sentence to show the meaning of the word.

List 2
Luna has insectophobia, a fear of insects. What do you think xerophobia is? Are there other phobias you can think of?

Clue Review: Play a word game with one of your classmates. Choose one of the lists above. Give your partner a clue about the word. Did your partner guess the word correctly? If not, provide another clue until your partner correctly identifies the word. Then switch roles.

Routine Cards
Collaborate with content-area teachers to reinforce instruction.
**Targeted**

Focuses on word types and strategies found in state standards.

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**Generative Vocabulary**

Lessons teach words that come from Greek and Latin roots and affixes.

“Over 80% of the vocabulary that students learn in the secondary grades comes from Greek and Latin origins.” – Donald Bear

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**General Academic Vocabulary**

Lessons target specific words needed for school success.

“Tier 3 words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.”

– State standards

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**Domain-Specific Vocabulary**

Lessons reinforce words used in science, social studies, math, and English Language Arts.

“Tier 2 words are specific to a domain or field of study and key to understanding a new concept within a text.”

– State standards
Components

**Teacher Edition**
Robust but easy-to-manage instructional routines and assessments are provided for 60 lessons plus six review week lessons. Articles from the authors provide useful professional development.

**Teacher Resource DVD**
Contains printable PDFs for weekly practice, weekly and six-week assessments and answer keys, graphic organizers, observation guide, word part cards, and record-keeping charts. Student games also included.

**Student Edition**
Lessons incorporate over 600 vocabulary words! Includes explicit strategies for determining meaning and multiple exposures to words.

**Student Games DVD**
Word Hero and Word Builder offer engaging ways to support small group instruction or individual student practice sessions. Games are also available for download at PearsonSchool.com/wtw-vocabulary.

**Routine Cards**
Domain-specific cards increase collaboration with content-area teachers.

**Classroom Package**
Includes 1 Teacher Edition, 1 Teacher Resource DVD, 30 Student Editions, 4 Student Games DVDs, and 1 set of 4 Routine Cards.
Volume I Package: 9781428439795
Volume II Package: 9781428439801