How To Integrate Vocabulary In A Fourth Grade Classroom Of English Language Learners To Accelerate Reading Achievement

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HOW TO INTEGRATE VOCABULARY IN A FOURTH GRADE CLASSROOM OF ENGLISH LANGUAGE LEARNERS TO ACCELERATE READING ACHIEVEMENT

by

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A capstone submitted in partial fulfillment of the requirements for the degree of Masters of Arts in Literacy Education.

Hamline University
Saint Paul, Minnesota
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To my baby boy, Levi, whose unexpected early entrance to the world postponed the completion of this capstone but added new meaning to my life.

I will never have a vocabulary large enough to explain how much I love you.
“Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean.”

William Nagy, *Teaching Vocabulary to Improve Reading Comprehension*
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Finally, thank you to my students, for endlessly inspiring me to be a better teacher.
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CHAPTER ONE

Introduction

“Did they come? Did they come?”

Recess has finished and several students try to poke their heads around my body as I block the door to the classroom, waiting for the rest of the class to arrive. It is book order day, and the fourth graders are eager to see what new books have been added to the class library.

“Did you get any new graphic novels?”

“What about dinosaur books?”

Little do the kids know, it takes me hours to pick out books for the classroom library. It is not as easy as clicking the fourth grade tab and perusing for interesting topics or sought-after titles. In my class of 24 students, eight of them are reading at or above grade level, five are reading one grade level below, and the remaining 11 are reading two or more grade levels below. At one end of the spectrum, there are a few students who can read young adult novels with great success. However, at the other end of the spectrum, there are two fourth graders who are in the emergent level of reading and another one who is still so new to the English language that she is learning her letters and sounds. All 24 of them are English language learners with Spanish being their first language.

Year after year, the challenge is the same. How do I teach all of them to read? More specifically, how do I help all of my students attain the greatest amount of growth possible?
How do I accelerate the reading achievement of my below grade level readers while still pushing my above grade level readers? Is there an aspect of reading instruction that I need to focus on more explicitly? These recurring questions have ultimately led me to my research question: How can vocabulary be integrated in a fourth grade classroom of English language learners to accelerate reading achievement?

A Frustrating Reality

When I first got my current teaching position in 2012, I was ecstatic. It seemed that the small charter school was a perfect fit for me. I had always been interested in languages and had even debated teaching at a bilingual school. Additionally, I wanted to continue to use the Spanish language skills I acquired throughout my education, but I ended up deciding against it due to my lack of academic Spanish. Since a significant majority of the school’s students are Latino, about 95%, I was excited to teach in English yet be able to incorporate my knowledge of the Spanish language on a daily basis and be immersed in another culture.

Since I had experience learning a second language and had studied Spanish education in college, I had some background knowledge on language acquisition. However, I never realized the extent to which language affects learning until I started teaching fourth grade in a predominantly ELL classroom. Every year the majority of my students come to me already reading below grade level, and despite persistent effort by all of us, we never seem to make up enough ground during the year for them to be considered on grade level. Every spring when the Minnesota Comprehensive Assessments (MCAs) roll around, my students try their best, yet when their results are shared, they do not “Meet Standards.” It is a frustrating reality for everyone, especially for my students who desperately want those coveted “M’s”. After several years of these exasperating results, I was still unsure of what else to do or how to teach my
students most effectively. In fact, I decided to pursue a Master of Arts in Literacy Education mostly out of a desire to learn more about how to meet the unique reading needs of my students.

**Closing the Opportunity Gap for Emergent Bilingual Students**

As I become more conscious of race and equity in my classroom, teaching ELL students to read has become even more important to me. Over the past few years, I have taken part in several race and equity professional development opportunities through my school, including numerous *Beyond Diversity* sessions. In many of these sessions, which are built around Glen Singleton’s (2005) *Courageous Conversations about Race*, the participants are pushed to dig deep within themselves to uncover their own unconscious racial biases as they push to engage in and sustain meaningful interracial dialogue. These experiences have made me more aware of the racial injustices that exist in our society, let alone our system of education.

One example of racial bias that is especially pertinent to this capstone is the term English language learner. For the purposes of this capstone, I will be using the term English language learner because the National Council of Teachers of English (2008) defines this group of students as active learners of the English language who may benefit from various types of language support programs in K-12 education. Nevertheless, I want to acknowledge that English language learners are a very diverse and complex group of students that come from different lived experiences. The term English language learner emphasizes the importance of learning English, but it fails to highlight the additional knowledge and benefits that accompany learning another language. In other words, learning English as an additional language should not be seen as a deficit like it so often is. In fact, bilingualism is proven to have positive impacts on the brain and could even heighten students’ understanding of and sensitivity to word meanings (Bialystok, Craik, Green, & Gollan, 2009). However, given a number of political, economic, and social
realities, there are also many ELLs who struggle in school to read, write, and do math with high levels of success, let alone maintain or expand their native language and feel pride in their unique linguistic abilities.

Another example of racial bias in education is the unjust method of rating schools based on the results of standardized tests. It is true that schools and teachers should be held accountable for high quality education services, but is standardized testing the best way? Often times, these tests are not designed with the average ELL student in mind. For example, everything from the topic of the reading passages to the way the questions and answers are worded can be extra challenging for non-native speakers of English. Plus, historically speaking, the federal government has used testing as a way to push an English-only approach to education and devalue multilingualism (Menken, 2008). If the purpose of the standardized testing was to truly ensure students are making progress in their education, English language learners would take an English proficiency test instead of, rather than in addition to, the language arts test until they were linguistically ready to be successful on it. Regardless, the point is that ELLs are predisposed to fail these high-stakes tests for a multitude of prejudicial reasons.

Unfortunately, standardized testing will most likely stay around due to the economic and political investment in assessments that analyze and compare students with one another. Since so much pressure is put on the results of these tests, many teachers sadly spend too much time on low-level test preparation instead of developing exceptional lessons that encourage authentic language development and higher-order thinking skills (Díaz-Rico, 2008). As a classroom teacher, I do not want to fall into this category.

Generally, reading education to me has become more than simply teaching students to read; it is one of the most powerful ways to close the opportunity gap, also commonly referred to
as the achievement gap. For the purposes of this capstone, I will use the term opportunity gap to describe the disparity in academic performance between white students and students of color to acknowledge the very real differences white students and students of color experience in our system of education. According to Patrick (2015), “Curriculum, instruction, and assessments have been tailored to the needs and cultural knowledge of white middle-class students” (para. 8). Furthermore, the term “achievement gap” perpetuates the racist idea that students from minority cultures or low-income backgrounds come from the wrong cultures. By using the term opportunity gap instead of achievement gap, I am choosing to emphasize the lack of culturally appropriate curriculums, instruction, and assessments available to students of color rather than highlight the test scores that are based on white middle class norms.

Reading is an important life skill that all students need to possess in order to be successful contributors in their communities. Students who continually struggle with reading throughout their schooling will be at an extreme disadvantage in the real world (Díaz-Rico, 2008). My ultimate hope is to discover the best practices for teaching reading to English language learners so that I can do my part to close the significant gap that exists in our diverse country. Overall, I believe all students, regardless of race or native language, can succeed academically, and I want to prove it through my teaching.

The Challenges of Planning Instruction for English Language Learners

In addition to the numerous questions I have in regard to teaching students at different reading levels and feeling frustrated with the lack of progress I see year after year, there are a few additional challenges I must navigate on a regular basis. First of all, my school does not have an adopted literacy curriculum. Since the majority of the students in my school are not reading at their designated grade level and many of the existing resources are not culturally
relevant, it makes sense for the school not to spend a tremendous amount of money on a published curriculum. Fortunately, this provides me with great flexibility and freedom when planning instruction, but it also leaves me without a starting point. As a result, my grade level team and I are tasked with the responsibility to design effective literacy instruction that meets the unique needs of our students on our own. For example, for each unit we start by analyzing our grade level standards to select an academic focus. Then, we find culturally relevant and interesting reading materials at appropriate levels that revolve around a chosen theme, like immigration or bullying. Finally, we research strategies and plan lessons that will help students meet the specified standards. It is an exciting challenge yet a daunting responsibility.

Graduate school has not made the process of planning instruction any easier. In fact, after enrolling in graduate school, it seems like I have more questions than answers. I decided to earn my Masters of Arts in Literacy Education in order to find answers to help accelerate my students’ growth in reading. However, every class left me more and more puzzled. I kept getting new pedagogical strategies and ideas to incorporate into my teaching and the same rather disheartening message: There is no best way to teach reading. Rather, it is up to the teacher to apply his/her repertoire of best practices and knowledge of students to design the most effective instruction to match their needs. Like most educators, I am still grappling with how to do this.

Thanks to graduate school and extensive research, I have come to realize that effective literacy instruction should be balanced and include phonics, phonemic awareness, fluency, vocabulary, and comprehension on a regular basis. I also know that students need to experience read alouds, shared reading, guided reading, independent reading, and writing daily. However, this idea of a balanced literacy curriculum is not a set program; it is not the magic answer I was hoping for on how to teach reading most effectively. According to Gay Su Pinnell’s interview in
Creative Classroom, balanced literacy is a rich and integrated combination of approaches where the teacher must weigh new ideas against what she knows about the learners in her classroom (2000). Again, I am left with the same question: How do I integrate all of these aspects of literacy together in a limited schedule and help my students accelerate their reading growth? This is both my greatest challenge and frustration as an educator.

Narrowing My Focus: Why Vocabulary?

When I originally started brainstorming topics for this capstone, I kept going back to the broad concept of effective instruction for English language learners. I thought maybe the answer I was seeking was in the way I organized my literacy block, so I started to read about different methods of structuring the elementary reading classroom. That research led me to believe that success was not determined by the organization of the instruction but rather the pedagogical techniques and strategies that were employed within that block of time. Therefore, I adjusted my research accordingly. Further reading led me to the realization that there are literally hundreds, maybe even thousands, of “best” strategies to teach English language learners. However, one central theme kept popping up – the importance of vocabulary instruction for ELLs and its link to reading comprehension.

According to Bukowiecki (2006), there is a direct link between vocabulary knowledge and reading comprehension. More specifically, over 100 years of research has determined that vocabulary knowledge has a positive influence on students’ success with reading comprehension and fluency. Similarly, Canady & Canady (2012) claim, “A student’s level of vocabulary knowledge has been shown to be an important predictor of reading ability and reading comprehension for English-language learners” (as cited in Grabe, 1991 and McLaughlin, 1987). Furthermore, Carlo et al. (2008) report that one major determinant of poor reading
comprehension, for Latino children and for other lagging readers, is low vocabulary (as cited in Garcia, 1991; Nagy, 1997; Verhoeven, 1990; National Institute of Child Health and Human Development, 2000). These findings clearly point to the same general idea – the more vocabulary students know, the better they can read. Since my ultimate goal is to accelerate the reading achievement of my students, vocabulary quickly became my focus. Basically, if I want to have the greatest impact on my students’ reading abilities, I need to ensure that I am providing them with the highest quality vocabulary instruction possible.

Summary

Like most dedicated teachers, I seek to do my best to help my students succeed. In addition, I want my students to succeed not just in school, but in life. In addition, I want to close the opportunity gap in reading and ascertain that no matter what language you learned first, you can achieve and reach your goals. Since vocabulary is proven to be a challenge for English language learners and quality vocabulary instruction has been linked to an increase in reading comprehension and fluency, my capstone centers on this topic. To summarize, this capstone showcases how to effectively incorporate vocabulary instruction into the literacy block in order to help students accelerate their reading achievement.

In Chapter Two, I provide a comprehensive review of the current literature on vocabulary instruction and its relationship to reading comprehension and English language learners. In Chapter Three, I further describe the setting of my capstone and outline the curriculum I created. Then, in Chapter Four, I describe my curriculum and the process in which it was made in more detail. Finally, in Chapter Five, I summarize my major findings and explore the implications, limitations, and recommendations for the future that arose from my curriculum design project.
Overall, I believe this capstone will help me to grow professionally and become a more effective educator. By seeking answers to my question – *How can vocabulary be integrated in a fourth grade classroom of English language learners to accelerate reading achievement?* – I hope to discover ways to make reading more accessible to my students. And who knows? Maybe someday the process of picking out books for the classroom library will not take hours upon hours because more of my students will be reading at grade level.
CHAPTER TWO

Literature Review

Introduction

The population of school children in the United States has changed dramatically over the last decade. More specifically, the proportion of school-aged children who are English language learners (ELLs) grew by 32%, compared with a 4.9% overall increase in U.S. school enrollment (August, McCardle & Shanahan, 2014, p. 490). In Minnesota, the population of ELL students increased by 137% from the mid-1990s to the mid-2000s (Teale, 2009, p. 699). The significance of these facts is monumental for educators, especially reading teachers. Students that speak a language other than English at home enter school with knowledge of far less words than their native English-speaking classmates. Clearly, this makes learning to read especially challenging for ELLs.

According to the National Institute of Child Health and Human Development (2000) as cited by August, McCardle and Shanahan (2014), “Even in a first language, increasing vocabulary knowledge increases the number of texts students will be able to understand” (p. 492). It only makes sense that vocabulary instruction will have an even greater impact on the reading and comprehension of ELLs.

In order to help English language learners become proficient readers, there must be a strong emphasis on language and vocabulary in the classroom. For this reason, I have chosen to
investigate the question, *How can vocabulary be integrated in a fourth grade classroom of English language learners to accelerate reading achievement?*

In this chapter, I synthesize current research on the relationship between vocabulary and reading comprehension, English language learners, and the characteristics of effective vocabulary instruction. First, I explain how vocabulary enhances reading comprehension. Then, I discuss the value of word knowledge in general and discuss the challenges facing English language learners when learning new words. Next, I break down the characteristics of effective vocabulary instruction for all students and specifically for ELLs. Finally, I address three main components of vocabulary instruction: learning words through context and wide reading, morphology, and independent word learning.

**Making the Connection: Vocabulary and Reading Comprehension**

“Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean” (Nagy, 1988, p.1). Additionally, “Direct instruction in vocabulary influences comprehension more than any other factor” (Bromley, 2007, p. 533). Piénsalo. La idea es simple. Think about it. The idea is simple. A reader’s comprehension depends on whether they understand the words in the text. If the majority of the words are known, then the reader will likely understand the majority of the text. In contrast, if most of the words are unfamiliar, then the reader will struggle with overall comprehension.

Nagy (1988) describes the detrimental effect poor vocabulary development has on comprehension and decoding skills. It is clearly impossible to understand a text without first being able to decode the words. It is similarly impossible to understand a text without being able to understand the meanings of the majority of the words. If the reader can decode and
understand the meanings of the words in a text semi-automatically, the brain can devote more attention to the overall comprehension of the text. Nagy (1988) refers to this premise as the *verbal efficiency hypothesis*. However, if the brain has to work too hard to figure out the meanings of unknown words, there is not enough energy left for it to focus on comprehending the overall text. In other words, a good vocabulary improves word recognition skills, which will improve reading comprehension (Palumbo, Kramer-Vida, & Hunt, 2015).

The National Reading Panel has also validated the importance of vocabulary as it pertains to reading comprehension. According to the *Report of the National Reading Panel* (2000), vocabulary plays an important part in learning to read. The panel’s extensive study led to the conclusion that vocabulary instruction does lead to gains in comprehension. In fact, the findings indicate, “Reading vocabulary is crucial to the comprehension processes of a skilled reader” (p. 230). A reader who is learning to read will decode words and translate them into speech. If the target word is in the reader’s oral vocabulary, the reader will be able to understand it, but if the target word is unfamiliar, the reader will not be able to understand it. Therefore, a robust vocabulary makes the task of comprehension much easier.

Lastly, vocabulary is ultimately even more important for English language learners in their quest to become proficient readers. In truth, “The greatest challenge inhibiting the ability of English-language learners to read at the appropriate grade level is perhaps a lack of sufficient vocabulary development” (Wallace, 2007, p. 189). The results of a study by Proctor, Carlo, August, and Snow (2005) likewise specify that vocabulary knowledge is crucial for improved reading comprehension for ELLs. The study included 135 Spanish-English bilingual Latino fourth graders from three large, urban elementary schools in Boston, Chicago, and El Paso and focused on second language reading comprehension. The researchers found there was an
important connection between vocabulary knowledge, listening comprehension, and reading comprehension. They found that vocabulary knowledge not only directly affects reading comprehension, but also has an indirect effect through listening comprehension.

In summary, all of the research points to the same conclusion: Vocabulary instruction is a key component of reading comprehension.

**The Importance of Word Knowledge**

Believe it or not, the rules of English are fairly simple and consistent compared to other languages. However, the language itself is a huge and unique collection of words that is ever-changing. Three out of every four words in the dictionary stem from other languages, and new words from science, technology, and pop culture are added on a regular basis (Bromley, 2007). It would be impossible to fully understand each and every word in the English language.

However, word knowledge is not an all-or-nothing proposition (McKeown & Beck, 1988; Beck, McKeown, & Kucan, 2002).

Word knowledge is actually a relatively complex idea. It is not as easy as saying a person either does or does not know a word. There is a difference between recognizing a word, understanding the word in multiple contexts, using the word, and being able to explain the word to someone else (Beck, McKeown, & Kucan, 2002). August, Carlo, Dressler, & Snow describe this concept in detail:

Knowing a word implies knowing many things about the word – its literal meaning, its various connotations, the sorts of syntactic constructions into which it enters, the morphological options it offers and a rich array of semantic associates such as synonyms and antonyms. (2005, p. 51)

In other words, word knowledge exists on a continuum of understanding.
Since word knowledge is not all-or-nothing, it is normal for children’s vocabularies to contain large numbers of partially-known words (Nagy, Herman, & Anderson, 1985). Although children can very quickly get a sense of a word’s meaning, referred to as fast mapping, it requires multiple encounters over time for students to build a deeper understanding. This is known as extended mapping (Carey, 1978, as cited by Beck, McKeown, & Kucan, 2002).

Extended mapping is important because in order for word knowledge to have an impact on comprehension, students must be able to understand a word in multiple contexts, its relationship to other words, and be able to access all of that knowledge quickly while reading (McKeown & Beck, 1988). Nevertheless, it is impossible to expect students to develop a full understanding of every new word they come across since the English language is so vast. Therefore, it is important for students to experience both kinds of word knowledge – to learn many words quickly at a more superficial level and to study and practice others at a deeper level (August, Carlo, Dressler, & Snow, 2005). It is often a teacher’s dilemma to determine how to balance the breadth and depth of word learning.

The Challenges of Vocabulary Instruction for English Language Learners

As was previously noted, the population of students who are English language learners in the United States has increased dramatically over the last decade. They are currently one of the largest groups of students who struggle with literacy, specifically vocabulary and comprehension (Canady & Canady, 2012). As a result, the massive increase in the ELL population has changed the way instruction needs to be delivered in the classroom. Language and vocabulary must be a central focus. Unfortunately, many educators are unaware of the best methods to use to teach English language learners most effectively. This fact, among others, has led to wide opportunity

An example of this gap is evident on the fourth-grade National Assessment of Educational Progress (NAEP) reading test. According to the National Center for Education Statistics, the 2015 results indicate a 37 point scale score disadvantage for students who are categorized as English learners when compared to non-EL students. This disparity is largely attributed to the fact that English language learners do not possess as much word knowledge as their native-English-speaking peers. Díaz –Rico (2008) explains that when it comes to reading achievement, “Word knowledge is the chief hurdle faced by English learners because reading a word successfully depends on knowing the word in the first place” (p. 174).

The vocabulary gap. The vocabulary gap between native English-speaking students and non-native English-speaking students is a serious challenge for ELL children and their teachers. For instance, Wallace (2007) contends that children who are learning to read in their native language typically enter school with between 5,000 and 7,000 words while English language learners’ word knowledge is drastically lower. Similarly, according to Hart & Risley (1995), the gap between the vocabulary skills of lower socioeconomic status and middle socioeconomic status children can be as high as 6,000 words by the start of kindergarten (cited by Carlo et al., 2008). In order to close the vocabulary gap, ELL students would essentially have to learn thousands of new words every year. Even with a successful vocabulary curricula in place, students typically learn roughly 300 words per year, which is simply not enough progress to make a dent in the substantial language gap (Stahl & Fairbanks, 1986, as cited by Carlo et al., 2008). If the disparity continues throughout the grade levels, struggling high school seniors can be upwards of ten thousand words behind their average-achieving peers (Stahl, 2006).
In addition to the mere number of words ELL students must learn, these students must also learn more about the meanings of these words. This concept is often referred to as the breadth and depth of vocabulary knowledge. Monolingual English speakers already possess a basic understanding of a word’s literal meaning, its various connotations, the sorts of syntactic constructions into which it enters, the morphological options it offers, and a rich array of semantic associates such as synonyms and antonyms (August, Carlo, Dressler, & Snow, 2005). Many times this is additional information that must be explicitly taught to ELLs.

Another challenge facing English language learners is the acquisition of academic language. Although ELLs can develop a fluent oral vocabulary rather quickly, it takes much longer to truly understand the nuances of academic language and vocabulary enough to make gains in reading ability. According to Cummins (2000) and Hakuta, Butlera, and Witt (2000), it can take an average of five to seven years of high-quality language instruction to attain a fluent level of academic language (as cited by Surez-Orozco & Surez-Orozco, 2015). To really have an effect on the vocabulary gap, teachers have to aim higher than one year’s growth in language and reading development. In order for students who start school with a language deficit to be at a proficient level by fourth grade, this means they have to make six years of growth in a four-year span (Canady & Canady, 2012). This is not an easy feat, but it is possible – with effective vocabulary instruction tailored to the needs of ELL students.

Effective Vocabulary Instruction

Countless researchers have studied vocabulary learning, but the one theme that continually emerges is that there is no simple formula for optimal vocabulary instruction. According to McKeown and Beck (1988), no such formula can exist. Vocabulary instruction is similar to other aspects of literacy instruction in that respect. There are no easy answers. The
most effective instruction involves several techniques rather than a single approach. Vocabulary instruction depends on the learning goals, the words being taught, and the characteristics of the learners themselves. That being said, there are important characteristics of effective vocabulary instruction that can help guide teachers in planning their lessons. For example, it should provide opportunities for students to use words in meaningful and varied contexts, connect the new to the known, and occur frequently.

The switch to more robust vocabulary instruction. At one point in time, vocabulary instruction consisted of teachers giving students an isolated list of words to look up in the dictionary. Students would find the words, record their definitions, memorize them, maybe make up a vague example sentence, and take a quiz at the end of the week. The process would begin again the following week with a new set of words. Although short definitions may be sufficient enough for the instruction of some words – like *loveseat* or *whisk* – there are substantial weaknesses and limitations that must be recognized and corrected when over relying on them (Nagy, 1988).

In general, there is a danger of the oversimplification of language. According to Nagy (1988), “Teachers can fall into the trap of thinking that hard words are only fancy ways of saying things that can be said with short, familiar words” (p. 21). If students were consistently given easier synonyms to explain unfamiliar words, the *wow factor* in the word choice of writing would disappear. Plus, true comprehension would be lost. For example, there is indeed a difference between – *She sauntered into the room* – and – *She walked into the room*. Students must understand the nuances of words in order to truly comprehend text.

In the classrooms where students are making tremendous progress in reading comprehension, instruction is much more robust and goes far beyond using definitions as the
main instructional device. Students must be given the opportunities to practice processing the words they are learning. It may seem obvious, but it should be stated that students will learn words better if they actually get to use the words in meaningful contexts. Only then will students develop richer, deeper word knowledge which will lead to an increase in reading comprehension.

In addition to using words in authentic ways, robust vocabulary instruction includes opportunities to connect new words to related words, analyze word structure, and understand multiple meanings (Bromley, 2007). Similarly, Beck, McKeown, & Kucan (2002) describe robust instruction as “…instruction that offers rich information about words and their uses, provides frequent and varied opportunities for students to think about and use words, and enhances students’ language comprehension and production” (p. 2).

Another important characteristic of robust vocabulary instruction is tying the new to the known. Nagy (1988) describes powerful vocabulary instruction as instruction that explicitly relates words to familiar concepts in authentic contexts. In similar fashion, Bromley (2007) explains how new words are learned more efficiently when they are connected with what students already know. In this way, vocabulary instruction relates to schema theory as it builds on students’ prior knowledge and lived experiences. However, it is important to note that students often do not know how to use their background knowledge to help them understand new words. Explicit modeling is an essential part of learning anything. Connecting prior knowledge to unfamiliar words must be explicitly modeled and practiced just like any other new skill to be learned.

Lastly, rich vocabulary instruction must be frequent. This means that vocabulary instruction is frequent in both number of exposures to words selected for deep study and frequent in the amount of encounters with other new and interesting words. Nagy (1988) touches on both
types of frequency. First, he explains how students need to encounter each new vocabulary word multiple times in varied contexts in order to develop a more complete understanding and ultimately have a measurable effect on reading comprehension. Then, to emphasize the other type of frequency, he states, “If children are to learn large numbers of words, they need to be exposed to them” (Nagy, 1988, p. 37). This is another obvious, but key point. Clearly students need to be exposed to words in order to learn them. Herrell & Jordan (2004) expand this idea by asserting, “The development of vocabulary is an ongoing, daily responsibility in every classroom. Vocabulary activities are a vital part of every part of the school day, reading, science, social studies, recess, and even lunch” (p. 149).

In summary, effective vocabulary instruction goes beyond merely memorizing definitions. It guides students to use new words in varied, complex, and authentic ways; it connects new words to students’ past experiences and background knowledge; and it exposes students to both new and previously studied words frequently. Essentially, robust vocabulary instruction pushes students beyond a superficial understanding of words and helps them build a deeper awareness of words.

**Choosing words for direct instruction.** “The selection of words for instruction is not a trivial matter” (August, Carlo, Dressler, & Snow, 2005, p. 55). Due to instructional time constraints, it is not possible, nor necessary, for teachers to teach students all the words they do not know, let alone help them develop deep understandings of the word meanings. Although rich instruction is needed to have an impact on reading comprehension, not every word needs to be taught in a rich way. It all depends on the goals of instruction and the characteristics of the learners (McKeown & Beck, 1988).
Beck, McKeown, and Kucan (2002) outline a tiered system for selecting vocabulary words for direct instruction. Tier One consists of the most basic words, like *dog* and *talk*, which normally do not require instruction. Tier Three is comprised of low-frequency words that are often content area specific, like *algorithm* or *igneous*. Words in the third tier are usually best taught in context when a need arises, and therefore do not require robust instruction either. Tier Two, on the other hand, is considered the magical tier. It is made up of all the words that students are unlikely to learn on their own but that they will encounter frequently across content areas. Examples of these types of high-utility words include *immigrate*, *persuade*, and *superior*. This is where Beck and her colleagues instruct teachers to focus their attention.

After identifying Tier Two words from the reading selections students will encounter, teachers have to decide when it is best to teach each word, meaning before or after reading. Teachers also have to decide whether to use rich or narrow instruction. Do students need a complete understanding of each word in order to comprehend the selection? Only words that will enhance students’ reading comprehension should be taught with robust instruction prior to reading. All other words can be briefly introduced before reading, if at all, and then taught more richly after the selection.

Nagy (1988) describes additional characteristics of words that can help teachers make selections for intensive vocabulary instruction. First, robust instruction is fitting for words that are conceptually difficult for students to understand. Second, it is effective to have a group of words that have related meanings or a common theme. Third, rich instruction is necessary when certain words are either important to the comprehension of a reading selection or important because of their overall usefulness.
The process for selecting word parts for morphological instruction is different. Flanigan, Templeton, and Hayes (2012) explain a four-step procedure to identify roots and derived words on page 139 of their article, “What’s in a Word? Using Content Vocabulary to Generate Growth in General Academic Vocabulary Knowledge”:

1. Identify your list of content vocabulary terms for the upcoming unit of study.

2. Identify high-utility prefixes, suffixes, or roots in your content vocabulary words.
   Use a dictionary to help.

3. Generate and evaluate the derived words from the prefix, suffix, or root. Evaluate the affixes and roots both for quantity (how many derived words stem from each prefix, suffix, or root) and for quality (how useful/appropriate are the derived words for students)

4. Decide on one or two terms that will provide your students with several more high-quality words and serve as an effective vehicle for teaching them how words work.

All of the strategies for selecting vocabulary words have a common thread. The decisions of which words to teach when and how will depend on several factors including the content being taught, the goals of instruction, and the students themselves.

**Instructional strategies specific for English language learners.** Effective vocabulary instructional practices for ELLs build upon those already identified for English only students (August & Shanahan, 2010; August, Carlo, Dressler, & Snow, 2005). This means that robust vocabulary instruction, as described previously, is beneficial for all students. That being said, there are a few modifications that are both necessary and appropriate for English language learners to get the most out of instruction.
First of all, it is extremely necessary to differentiate instruction because every emergent bilingual student is a unique learner. There are many different factors that influence the development of literacy for ELLs, including age of arrival in a new country, educational history, socioeconomic status, and cognitive capacity (August & Shanahan, 2006, as cited in August, McCardle, & Shanahan, 2014). In a similar sense, the process by which vocabulary is taught and acquired will differ depending on the language needs of the learner (Proctor, Carlo, & August, 2005). Basically, what is right for one ELL may not be right for another.

Generally speaking, repetition and reinforcement is known to be effective with English language learners. It is extra beneficial to revisit material in different ways from the first time it was taught. Reading aloud and focusing on language before, during and after the selection is one way to build vocabulary proficiency through repetition and reinforcement (Wallace, 2007). In fact, the impact of time spent reading aloud daily with a focus on vocabulary compounds over the course of the year and can have a powerful impact on student achievement (Hickman, Pollard-Durodola, & Vaughn, 2004). Before a selection, teachers can explicitly teach word meanings. During a read-aloud, teachers can explain and/or demonstrate unfamiliar words. Then, they can reinforce word knowledge after reading through drama or art activities, story retells, picture sequencing activities, story mapping, literature logs, and having students answer questions using words from the selection in their responses (August, McCardle, & Shanahan, 2014; August, Carlo, Dressler, & Snow, 2005).

Another highly effective instructional strategy for English language learners is building on the strengths of their first language. Of the many ways to do this, explicitly teaching cognates, or pairs of words that are related in meaning and form across different languages, is perhaps the most powerful. English and Spanish share a striking number of cognates, and
understanding cognates helps Spanish-speaking students make connections to what they already know (August, Carlo, Dressler, & Snow, 2005; Vogt & Echevarria, 2008). Even better, Spanish cognates are particularly beneficial to teach because many high-frequency words in Spanish can help determine the meanings of low-frequency English words. For example, *adornar*, a relatively common word in Spanish, and *adorn*, a relatively uncommon word in English, both mean *to decorate* (August, Carlo, Dressler, & Snow, 2005; Goodwin, Huggins, Carlo, August, & Calderon, 2013). To summarize, capitalizing on students’ strengths of their first language is both effective and motivating for students who are often only described by their limitations.

A further strategy for vocabulary instruction worth mentioning is providing regular opportunities for students to talk and use academic vocabulary. In order for students to develop language competence, they need a lot of practice. It is simply not enough for students to listen to new words and learn their meanings. They also need chances to use their newly acquired word knowledge. In addition, by engaging in academic discourse, students make new concepts their own and start to internalize new ways of expressing their thoughts and ideas (Ogle & Correa-Kovtun, 2010). Furthermore, when students have opportunities to share ideas and talk to one another, it helps them feel validated as important members of the learning community (Toppel, 2015).

In addition to differentiated instruction, repetition and reinforcement, building on the strengths of the students’ first language, and incorporating opportunities for academic talk, there are numerous other research-based strategies for teaching vocabulary to ELLs. The following list, which is derived from multiple sources (Teale, 2009; Wallace, 2007; August, Carlo, Dressler, & Snow, 2005; Herrell & Jordan, 2004; Bromley, 2007), consists of a few more
important considerations to take into account when planning vocabulary instruction for English language learners:

- Use direct instruction for individual words
- Introduce only 3-5 words for in depth study at a time
- Teach the meaning of basic words, including idioms and everyday expressions and words that appear often in text across content areas
- Use visual aids and motor activities when introducing words to aid recall
- Immerse students in language-rich environments
- Utilize texts that have a degree of content familiarity
- Consolidate text knowledge through paraphrasing and summarizing activities
- Model academic language through visuals, gestures, and demonstrations
- Teach independent word-learning strategies by explicitly modeling how to use context clues and morphological analysis to infer the meanings of unknown words (This is a rather significant topic to consider, therefore it is divided into three subsequent sections.)

Learning Words through Context and Wide Reading

It is widely believed that the single most important factor in promoting large-scale vocabulary growth in students is related to the sheer volume of reading students do. For example, Nagy and Anderson (1984) claim that “…beginning in about the third grade, the major determinant of vocabulary growth is the amount of free reading” (p. 327). Similarly, the results of Nagy, Herman, and Anderson’s 1985 study suggest that a most effective way to produce large-scale vocabulary growth is through reading. In a later publication, Nagy again stresses, “Regular, extensive reading can supply all of the characteristics of powerful vocabulary
instruction” (p. 31). In addition, Carlo et al. found that “… wider reading generates larger vocabularies” (p. 58).

The research appears to make sense too. Although direct instruction is more robust and thorough, it is simply impossible to teach students every single word they need to learn. Incidental learning through reading extensively can cover more words overall, even if the word meanings are only partially understood. For example, consider how if an average student reads approximately 25 minutes per day for one year, they will most likely encounter around 20,000 unknown words throughout that time. If they successfully learn one new word out of every 20 from context, that equates to roughly one thousand new words each year. Any additional time spent reading would result in even more vocabulary learned through context (Nagy, 1988). Therefore, it is easy to see how, “The strength of learning from context lies in its long-term, cumulative effects” (Nagy, Herman, & Anderson, 1985, p. 252).

The problem is that much of the research about incidental word learning focuses on the average student, but what are the characteristics of such students? What is their first language? What languages are spoken at home? How proficient are they at reading? It is fair to say that most of the studies conducted on expanding vocabulary through wide reading have not involved English language learners as the main participants. Wide reading alone does not guarantee students will learn new words on their own. Skilled readers can tolerate a small proportion of unknown words in a text and still be able to comprehend the text and infer the meanings of a few words from context, but if the proportion of unknown words is too high, neither is possible (Carver, 1994, as cited by August, Carlo, Dressler, & Snow, 2005).

In other words, some students with low vocabulary knowledge to begin with are less likely to learn new words implicitly through reading experiences (Bukowiecki, 2006). It is a
classic example of the biblical “Matthew effect” where the rich get richer and the poor get poorer. Stahl and Nagy (2006) describe this concept on page six in *Teaching Word Meanings*:

Children with weak vocabularies in the early grades will not be able to take advantage of richer texts due to their lack of word knowledge. Because they cannot understand more difficult texts, they will learn fewer words and hence fall further and further behind. Thus, individual differences in vocabulary size, and vocabulary differences related to socioeconomic status or home language, tend to widen over time. Students with small vocabularies will fall progressively further behind – unless something is done.

This generally means that learning vocabulary incidentally through reading is a less effective avenue for ELLs, who presumably know a smaller proportion of vocabulary on which to build than their English only peers (August, McCardle, Shanahan, & Burns, 2014).

Even when students have sufficient word knowledge in order to use context to infer meanings of unknown words, they are not always successful. In *Bringing Words to Life: Robust Vocabulary Instruction*, Beck, McKeown, and Kucan (2002) identify four types of contexts students will encounter when trying to learn new words: misdirective, nondirective, general, and directive. Directive contexts are the only contexts of the four that are likely to help students successfully determine the precise meaning of unknown words. Therefore, relying on context clues alone to help students acquire new vocabulary is simply not enough. The truth is that typically a context may look quite helpful if one already knows what the word means, but it seldom provides enough information for the student who knows absolutely nothing about the meaning of the word (Nagy, 1988).

Although learning new words by using context clues through wide reading is not necessarily the most efficient strategy, it is still an important part of a comprehensive vocabulary
program. As with any other skill, teachers must model how to use context correctly to help unlock the meanings of unfamiliar words before students can be expected to do it on their own.

In summary, although monolingual classmates may be able to incidentally learn new words through the act of reading, it is not that simple for ELLs. English language learners generally do not have as much vocabulary knowledge on which to build, and thus require more explicit strategies (August, McCardle & Shanahan, 2014). This does not mean that ELLs should not participate in wide reading. It simply means they will need extra supports to be successful, such as clear modeling of how to use context clues. Overall, the research indicates that although explicit vocabulary instruction is most advantageous for second language learners, reading extensively remains an important part of their literacy development.

The Benefits of Morphological Awareness

As stated previously, it is impossible to teach students the thousands of new words they will encounter every year through direct instruction. In addition to modeling how to use context to discover new words through wide reading, teaching students how words are formed will help them become independent word learners. “For those all too frequent times when context does not provide enough clues to an unfamiliar word, knowledge of word parts can come to the rescue” (Farris, Fuhler, & Walther, 2004, p. 398, as cited by Mountain, 2005). In other words, morphemic analysis, or more simply, looking at word parts, can help students to determine the meanings of unknown words.

Goodwin (2016) defines morphology as “…the system of rules that govern how units of meaning (i.e., morphemes like root words and affixes) are combined to form words that express different meanings and serve different syntactic roles (e.g., tasteful, distaste)” (p. 92). Teaching morphological analysis is extremely beneficial since approximately 70% of English words
contain Greek or Latin prefixes, suffixes, or roots and roughly 60% of multisyllabic words can be inferred by analyzing word parts (Nagy & Anderson, 1984; Bromley, 2007; Flanigan, Templeton, & Hayes, 2012).

The principle advantage of including morphology in vocabulary instruction is clear. It enables students to learn words in groups or families rather than word-by-word like traditional vocabulary instruction. Students can increase their vocabulary knowledge more efficiently because knowing one stem has the possibility to unlock the meanings of many related words (Nagy & Anderson, 1984; Bukowiecki, 2006; Bromley, 2007; Goodwin, Huggins, Carlo, August, & Calderon, 2013; Palumbo, Kramer-Vida, & Hunt, 2015; Goodwin, 2016). For instance, knowing the word *interpret* can lead to the understanding of 19 related words, including *misinterpret*, *interpretation*, *reinterpret*, and *interpreter* (Coxhead’s Academic Word List, 2000, as cited by Goodwin, 2016). Similarly, knowledge of the Latin root *aud*, which means to hear, can help students discover the meanings of a plethora of words, such as *audio*, *audible*, *audience*, *audition*, and *auditorium*. Research suggests that upper elementary school is an opportune time to focus on morphology because starting in third grade the majority of text contains morphologically complex words which tend to get increasingly more complex as children get older (Nagy & Anderson, 1984; Nagy, Berninger, & Abbott, 2006).

English language learners, especially Spanish speakers, have an added advantage when it comes to analyzing word parts: cognates. For example, they can use both cognates (like *diary* and *diario*) and similar-sounding morphemes (*mal* in Spanish can help infer the meaning of the English word *malicious*) to help determine the meanings of unknown words (Goodwin, Huggins, Carlo, August, & Calderon, 2013). Even if a student’s knowledge of a word’s stem or root does not lead to a complete understanding, students can develop a working hypothesis of a word’s
meaning based on what they do know (Palumbo, Kramer-Vida, & Hunt, 2015). This is especially helpful for students who can build on any word knowledge they may have in other languages.

Teaching non-phonetic morphological cognates, specifically word endings, also makes language more accessible for ELLs. Being able to identify a word’s part of speech can help students unlock its meaning and functionality. For instance, the Spanish suffix –mente indicates that a word is an adverb, just like the English suffix –ly. This knowledge, along with knowing that quick and rápido have the same definition, could help students identify that quickly means the same thing as rápidamente and is therefore used similarly.

Since morphological awareness plays an important role in the acquisition of vocabulary, and vocabulary is a key aspect of reading comprehension, it can be said that morphological awareness has an indirect yet substantial effect on overall reading comprehension by means of vocabulary growth. In fact, Goodwin, Huggins, Carlo, August, and Calderon (2013) conducted a study to examine the actual contribution morphological awareness has on reading comprehension. The study consisted of 157 fifth grade native Spanish-speaking ELLs that were average word readers but had poor word knowledge and comprehension skills in Chicago, Boston, and El Paso. The reading comprehension of the fourth grade students in the study was not overly impressive, but the fifth graders’ scores were remarkably better. The results indicate that teachers may not see direct benefits of morphological awareness right away, but they will compound over time. To summarize, the findings suggest that not only does morphological awareness significantly contribute to reading comprehension, but fourth and fifth grade is a pivotal time to build vocabulary through the study of word parts.
In a similar study, Nagy, Berninger, & Abbott (2006) gave morphology, phonology, and reading comprehension tests to students in grades 4-9 to see which aspect of reading has a greater impact on comprehension – morphology or phonology. The results of this study showed that morphological awareness was highly correlated with reading vocabulary and, therefore, it made a significant overall contribution to reading comprehension. Interestingly enough, the highest correlation between morphological awareness and reading vocabulary was with the fourth/fifth-grade group.

Goodwin (2016) also studied the relationship between morphological instruction and reading comprehension. Her study consisted of 203 diverse fifth/sixth grade students from four urban schools that participated in varied guided reading groups. Some groups received direct vocabulary instruction on the challenging words they would read that day while other groups learned about morphological problem-solving, or “word solving,” instead. The latter groups were taught to find familiar units within complex words to help them determine the meanings of unfamiliar words. The results of this study were mixed. In general, the students that received the word study intervention were better able to brainstorm more morphologically related words, yet reading comprehension was not affected. However, since the study was rather small and short in length, the researchers believe that with additional instruction, the effect would compound and reading comprehension would be supported.

Morphological awareness does not only impact reading comprehension, it can also affect content area learning. “Many of the words derived from a root are often important academic words that students are likely to encounter across the content areas and in more sophisticated texts” (Flanigan, Templeton, & Hayes, 2012, p. 136). In content area studies, students learn new words best in context. Hennings (2000) argues that studying words right when they come up is
more efficient than having separate, isolated word study lessons because the context is most relevant and meaningful. She warns that some teachers may hesitate to use instructional time in the content areas for word study, but the time is well spent and will facilitate understanding of the subject overall. In this respect, teachers have to be sufficiently knowledgeable about word parts themselves so they can take advantage of “teachable moments” during lessons.

**Morphology teaching strategies.** Morphological awareness has a significant contribution to vocabulary knowledge, which in turn enhances overall reading comprehension. Therefore, it should play a key role in literacy instruction. Numerous researchers have identified several guidelines teachers can use that will make morphological instruction most effective.

First of all, in her article “Contextually relevant word-study: Adolescent vocabulary development across the curriculum,” Hennings outlines seven principles she believes are most important when teaching about word parts:

- **Principle 1:** Highlight Greek and Latin roots, or bases, as students meet them across the curriculum – *Record roots and sample words on a word list or word wall as they come up so students can use the visual to make connections on their own with future unfamiliar words.*
- **Principle 2:** Associate new terms derived from a root with more generally known ones that contain the same root and use visual means to highlight the shared element – *Connecting familiar words with the same root as an unfamiliar word will help students learn the new word.*
- **Principle 3:** Use content area studies as a context for introducing and reviewing meanings of prefixes, and include meanings of prefixes on word towers – *Lists of words that display examples of related words with their word part definitions*
• Principle 4: Give attention to prefixes that carry a negative meaning – *Such as* *un-*, *de-*, *im-*, *a-*, *con-*, *anti-*, and *non-*

• Principle 5: Give attention to word elements that tell how great or how many – *Such as* *poly-*, *uni-*, *oct-*, *tri-*, *centi-*, *micro-*, and *magna-*

• Principle 6: Help students to see the relationships among clusters of words formed from the same base but that carry different suffixes – *Suffixes form different parts of speech and affect how words work in a sentence.*

• Principle 7: Help students to make meaning with suffix-like endings that are commonly found on important content area words – *Such as* *-cracy, -archy, -arch, -crat, -nomy, -ology, and -graph* (2000, pp. 270-277)

Mountain also has a few suggestions on how to teach morphemic analysis most effectively. She identified three guidelines in her article, “ROOTing out meaning: More morphemic analysis for primary pupils” for incorporating word study into lessons:

1. When you teach a word, also gradually teach its derivative forms – *Add and subtract –s, -ed, -ing, -er, and –re to the word plant*

2. When you teach an affix, introduce it on words that carry its most common meaning; later, present other meanings – *Start with the “not” meaning of the prefix dis- (disagree) and then present the “reverse” meaning (disappear)*

3. When you teach a word that has meaningful parts, deconstruct and reconstruct the word with your students, pointing out the meaning of each part – *Show that the parts of un-reach-able add up to the meaning “not able to be reached”* (2005, p. 747)

Flanigan, Templeton, and Hayes (2012) also describe some guiding principles for morphological instruction. They advise that when introducing the study of word parts, start
simple and straightforward, and then move to the complex. For example, begin by examining how prefixes and suffixes combine with familiar base words, like *compromise*. The prefix *com-* means “with or together” so combined with the base word *promise*, it means “promise together.” Only after students understand how affixes work in familiar words, move on to examine how they combine with Greek and Latin roots. The meanings of the word parts when broken down and analyzed should still be simple and clear. An example is the word *inspection*, which when broken down means *in-* = into/ *spect* = look/ *-tion* = the process of, or “the process of looking into something.” Last, move onto analyzing root and affix combinations that are more vague and challenging. This includes words in which the meanings have changed over time, like how *circumspect* literally means “to look around” but now means “to be cautious.”

Flanigan, Templeton, and Hayes (2012) further suggest when planning lessons to use words that are already in the curriculum to naturally make connections among content areas. Although short word study analysis activities will not lead to a thorough understanding of each word individually, they will help students see the relationships between and across words, which is a critical part of word learning.

One final yet extremely important aspect of morphology instruction is modeling. Again, as with any other new skill, modeling is a crucial first step in teaching students how to analyze word parts. If students are to be expected to use word parts independently to determine unknown words, teachers must first show them how to do it and then provide them with ample opportunities for guided practice (Nagy, 1988; Flanigan, Templeton, and Hayes 2012).

In summary, teaching morphology by focusing on word families and word parts has a number of advantages. First, students learn the meanings of new words by making connections between the word parts they do know and the parts that are unfamiliar. This process also
incidentally teaches students how words work and encourages them to pay attention to such relationships when they encounter new words on their own (Nagy & Anderson, 1984).

Moreover, as Flanigan, Templeton, and Hayes (2012) point out, “It means that we don’t have to teach every single word to our students, one word at a time, if we teach them how words work” (p. 137).

**Independent Vocabulary Acquisition beyond the Classroom**

Besides developing an understanding of word meanings and how words work, another goal of vocabulary instruction is to build habits of independent word acquisition. According to Bromley (2007), “The goal of vocabulary instruction should be to build students’ independent word learning strategies that can empower them for lifelong learning” (p. 536). As previously emphasized, it is impossible to teach students the thousands of words they need to acquire every year. They must share the responsibility by learning how to learn words on their own.

Students can acquire words on their own in several ways, some of which have already been discussed. First, students can infer meanings through extensive reading and learning how to use context clues successfully. Second, students can use their morphological knowledge to help them analyze word parts and infer meanings of unfamiliar words. Finally, teachers can use motivation to encourage students to become interested in words and language and heighten their overall word sense.

In terms of motivation, vocabulary learning must be fun and engaging in order to get students to absorb new words on their own. “Less than interesting instruction is not a problem merely because we want students to enjoy classroom activities” (Beck, McKeown, & Kucan, 2002, p. 13). The most effective, motivating teachers also tend to display an attitude of excitement and interest in words and language. In general, teachers who are curious and
Students become enthusiastic learners when vocabulary instruction is enjoyable and rich and when they are encouraged to notice words in their lives outside of school. If students, especially English language learners, only learn new words through classroom vocabulary assignments, they will not build their repertoire of word knowledge adequately enough to become successful, contributing members of society. Therefore, it is particularly important to develop ways to reinforce word meanings outside the actual vocabulary lesson through creative and meaningful activities (August, Carlo, Dressler, & Snow, 2005).

Summary

After researching the topic of vocabulary instruction and its relationship to reading comprehension and English language learners extensively, I realized how crucial it is for me to incorporate into my daily instruction. My learning is best summed up by Bromley (2007): “While teaching vocabulary well in every curriculum area is only one aspect of developing engaged and successful readers, it is a key aspect” (p. 528). Basically, if I am serious about my endeavors to help my students become successful readers and, by extension, improve their access to future opportunities, I must do more than introduce a few words a week. Vocabulary instruction must be an integral part of my classroom every single day.

In this chapter, I synthesized current research on the relationship between vocabulary and reading comprehension, English language learners, and the characteristics of effective vocabulary instruction. First, I described how reading comprehension is enhanced through vocabulary knowledge. Next, I explained the importance of overall word knowledge and identified several challenges ELLs face when learning new words. Then, I discussed the
characteristics of effective vocabulary instruction for all students and specifically for English language learners. Finally, I outlined three main components of vocabulary instruction: learning words through context and wide reading, morphology, and independent word learning.

This research has given me a substantial body of knowledge to proceed with my research question: *How can vocabulary be integrated in a fourth grade classroom of English language learners to accelerate reading achievement?* In Chapter Three, I provide the context under which my capstone takes place and describe the curriculum I plan to create.
CHAPTER THREE

Methods

Introduction

The end goal I have for this capstone is to help all of my students become successful readers. More specifically, I want to accelerate the reading achievement of my striving readers and help close the existential gap between English language learners and their native English-speaking counterparts. After initial research suggesting how to accomplish this, I discovered that vocabulary plays a highly integral role in reading, especially for English language learners. Numerous researchers have studied the relationship between vocabulary and reading comprehension, and they all reach the same general conclusion, which is best summed up by Nagy (1988): “Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean” (p. 1). This preliminary research solidified my own research question: How can vocabulary be integrated in a fourth grade classroom of English language learners to accelerate reading achievement?

As I continued my study, I delved deeper into several aspects of vocabulary instruction. From the research, I discovered three key components of vocabulary instruction: learning words through context and wide reading, morphology, and independent word learning. I also realized the overall importance of general word knowledge in reading. It is an obvious ah-ha, but should be stated regardless: the more words students know, the easier they will be able to comprehend text. Consequently, since English language learners have some inherent challenges pertaining to...
word knowledge, their lack of English word knowledge negatively impacts their general reading comprehension. Although it may seem best to teach ELLs all the words they do not know, another major takeaway I had was that it is statistically impossible for teachers to do so. A significant challenge that faces teachers is to learn how to balance the explicit instruction of selected vocabulary terms with explicit instruction in independent word-learning strategies, like morphological analysis and the use of context clues.

Conducting the research review reinvigorated my own passion for teaching and learning about language. My renewed enthusiasm ultimately benefits my students because teachers who are passionate and excited about language will develop students who are passionate and excited about language (Bromley, 2007).

In Chapter Two, I described all of my findings about the various components of vocabulary instruction, its relationship to reading comprehension, the challenges that face both English language learners and their teachers, and strategies for how to teach vocabulary most effectively in detail. Therefore, in this chapter, I further describe the setting under which my capstone takes place and I apply what I have learned through my research to develop a curriculum plan for how to integrate vocabulary in my fourth grade classroom of English language learners to accelerate reading achievement.

Setting

The setting for my project is a small urban charter school that serves students primarily from Minneapolis and two surrounding suburbs. The school was founded in 2002 and is currently in its 16th year of operation. During the 2015-2016 academic year, the school served approximately 280 students in kindergarten through fifth grade. Ninety-four percent of students
were Hispanic and five percent were Black. Eighty-seven percent of students were English language learners and 97% of students received free and reduced lunch.

The school’s mission is *to create learning experiences and partnerships that empower students to achieve their greatest potential in order to be positive contributors in the community.* As a result, the entire staff works in conjunction with families and community members to make sure the mission and core values are embedded throughout all aspects of the school. The staff honors and acknowledges the race and culture of each other and every student and works together to openly challenge the structures that keep the collective community oppressed. The staff also works hard to treat each and every student as if they were their own children so that every student is treated with care and respect. The goal is that by truly believing in the students and building on their strengths, the students will experience a new way of being educated. Most importantly, the staff strives to ensure students are receiving opportunities to learn in culturally relevant ways that allow them to reach their highest potentials. The shared belief is that through culturally relevant teaching and maintaining high academic expectations, the large gaps that statistically separate white students from students of color will diminish.

Currently, there are 66 staff members employed at the school, 31 of which have teaching licenses. Each grade level typically has two classrooms and a team of at least three teachers plus associate educators. Most grade level teams are comprised of two classroom teachers, an intervention teacher, and an EL teacher. In addition, there are four specials that teach the subjects of Spanish, physical education, art, and music. The special education team is made up of three special education teachers, a social worker, a mental health therapist, an occupational therapist, and a speech therapist. Administration includes six directors, one master teacher, and a
behavior specialist. In addition, there are six operational personnel and two math/reading corps staff.

The school has also recently acquired an early childhood program which employs an additional four licensed teachers and one teacher assistant. This program is currently housed at a different location with hopes to bring it on site when a new building is established. The school is also planning an expansion to include a middle school within the next few years.

Participants

The participants of my project are the two fourth grade classes at my school during the 2017-2018 school year. There are forty-seven students total, 26 boys and 21 girls. Forty-three students are Hispanic and four are black. The majority of the Hispanic students are Mexican. One student is Salvadoran, three students are Puerto Rican and Mexican, and two students are Guatemalan and Mexican. All but two of the Hispanic students learned Spanish as their first language and entered kindergarten with limited English. Overall, thirty-nine students are considered English language learners, and two more have recently exited the program. At the beginning of the school year, two students were reading above grade level, four were reading at grade level, 18 were reading one grade level below, and 23 were reading two or more grade levels below. Ten students receive special education services, six of whom receive services in reading and/or writing.

Curriculum Design Rationale

I chose to present a curriculum development project for this capstone because my colleagues and I need more content materials to bring my goal of accelerating reading achievement to fruition. There is already an abundance of research that explains how increased vocabulary will lead to increased reading comprehension. Therefore, I believe I do not need to
conduct an action research project to prove the effectiveness of incorporating vocabulary in my own classroom. Instead, I want to focus my efforts on developing a vocabulary curriculum that integrates multiple aspects of vocabulary instruction into my existing fourth grade literacy curriculum.

Over the past five years, I have worked in conjunction with several colleagues to create literacy units designed specifically for our student population based on their unique needs and backgrounds. Although the thematic units are a step in the right direction, I have noticed that the vocabulary piece is lacking. Therefore, I want to layer additional vocabulary instruction into these existing plans. Unfortunately, I cannot simply use a published vocabulary curriculum because it will not be relevant to my students. In addition, I have noticed that many existing published vocabulary curriculums are missing the cultural relevance piece and/or are not ELL-friendly. Therefore, even if I did find a good vocabulary program that could connect to my existing literacy units, I would still have to adapt it to meet the needs of my students.

Procedures

Ultimately, my goal is to develop a vocabulary curriculum that incorporates Tier II words, morphology, context clues, and motivation for independent word learning and links to the culturally authentic materials I already use in my classroom. For the purposes of this capstone, I decided to focus on one unit that lasts approximately one month in length. It includes four weeks of vocabulary lesson plans that can be taught at any point in the year. The curriculum contains resources for students at four different reading levels: first grade/early second grade, late second grade/early third grade, third grade, and fourth grade/above. It is organized based on the assumption that there are two teachers available in the classroom to teach guided reading groups, so each of the four student groups meet with a teacher once per day.
For the purposes of this capstone, I chose to infuse vocabulary into the Mexican Heritage unit that my colleagues and I have been developing for the past few years because we already have an abundant supply of culturally relevant texts that students enjoy. However, the materials and formats I developed for this project will provide a general structure for integrating vocabulary into other literacy units as well.

**Step one: Create generic unit planning templates.** Before I could get to work developing actual vocabulary lesson plans and motivational activities, the first step of my curriculum development project was to create generic unit templates for whole group and small group vocabulary instruction (Appendices A and B). The templates act as a guide for how to specifically plan for incorporating vocabulary into any literacy unit by breaking it down into four key parts:

1. Whole class *Tier II* vocabulary instruction
2. Whole class affixes and/or root word instruction
3. Small group vocabulary instruction (based on guided reading texts)
4. Whole class instruction on determining the meanings of unknown words using context clues and morphological knowledge

Each of the four aspects are further broken down within the templates to allow for additional instructional plans beyond the mere selection of words.

To help myself visualize how all the new vocabulary instruction will be infused into an already tight literacy block, I also developed a sample schedule for when the various aspects of vocabulary instruction can take place during a typical day (Appendix C).

**Step two: Identify *Tier II* words for direct instruction.** Though it is impossible to teach students all the words they do not know, it is still important to select a few essential *Tier II* words
that will help them understand the assigned texts. Therefore, the next step in my curriculum development project was identifying ideal words for direct instruction. I used the tiered system Beck, McKeown, and Kucan (2002) developed and focused on Tier II, the tier that contains all the high-utility words students are unlikely to learn on their own but that will appear frequently across content areas. Thus, I perused the whole class reading selections and the guided reading materials for the Mexican Heritage literacy unit and choose Tier II words to be taught through direct instruction in both whole group and small group settings.

In the end, I chose six thematic vocabulary words to be introduced and practiced in a whole class setting (Appendices E and F). Although the words will only be directly taught for one week, they provide the backbone to the major themes throughout the entire Mexican Heritage unit. The six whole class words will be displayed on the classroom word wall (Appendix Q) and will enable students to discuss and make connections within and across the texts in this unit. Students will also include key information on each of these words in their electronic personal dictionaries (discussed in more detail later this chapter).

In addition to the whole class Tier II words, I also chose 4-6 additional Tier II words for each of the guided reading texts in this unit (Appendix H). The small group words should be taught prior to reading each text and then reviewed and practiced during and/or after reading. Students will have the option to record any or all of their small group’s Tier II words in their electronic personal dictionaries.

**Step three: Focus on morphology.** In addition to identifying Tier II words for direct instruction, I also selected affixes and root words. Idealistically, I wanted to select affixes and root words that would link to the Tier II vocabulary words in some way or build on the overall theme. Since none of the whole class vocabulary words and very few of the guided reading
books contained similar prefixes or common roots, I chose a variety of common prefixes and root words to focus on instead (Appendix H).

After selecting specific roots and affixes for instruction, the next step was to decide how to teach them to students. I decided to use a fairly consistent model of instruction for each set of roots/affixes, in either the whole class or a small group setting. First, the teacher introduces the selected roots/affixes and explains their meanings using a slideshow (Appendix M). Then, the teacher and students identify other related words and analyze their meanings by creating word webs (Appendix N). After that, students practice using the roots/affixes in various contexts and have an opportunity to record key information in their electronic personal dictionaries (Appendix R). The affixes/roots will also be revisited throughout the year during the context clues Do Nows (brief practice activities that students do independently at the start of class or as a quick transition) for review purposes.

**Step four: Practice using context clues.** Since students must share some of the responsibility of learning new words, it is important they understand how to use context clues to determine the meanings of unknown words. Only then will they be successful acquiring new words independently while reading. In order for students to be able to apply this knowledge on their own, however, they need to see a teacher model the process and then have multiple opportunities for guided practice. One simple way to accomplish this is by having pre-made sentences ready as Do Nows for students to quickly review the steps of how to use context clues to figure out the meanings of unfamiliar words.

For my curriculum development project, I developed an extensive list of practice sentences that relate to the unit (Appendix P). I pulled sentences from actual texts students will
read and created additional sentences to review and practice previously taught affixes/roots as well.

**Step five: Motivate independent word learning.** The final aspect of vocabulary I wanted to incorporate into my classroom is more motivational than instructional. I wanted to foster curiosity and an awareness about language in my students by creating a language-rich classroom environment. First, I created a word wall to showcase the various vocabulary words we learn throughout the year (Appendix Q). Since a word wall only has so much space, I also created an assignment for students to maintain their own personal dictionaries on Google Slides (Appendix R). Maintaining an electronic personal dictionary will not only help students keep track of new and interesting vocabulary words, affixes, and roots, but it will also help students practice their emerging technological skills.

Another way I planned to motivate students to become independent word learners was to implement a system for students to become Word Wizards (Appendix S). This idea was first described by McKeown and Beck (1988) as a way to extend vocabulary learning beyond the classroom. Students can either earn points or some other form of recognition by reporting the context in which they had seen or heard a vocabulary word outside of classwork or by using new vocabulary words themselves. A variation of this idea is to have students find a word that they do not know that interests them, determine its meaning on their own, and then teach it to the class. All of the contextual examples of vocabulary words along with any extra vocabulary words that are identified and taught by students can ultimately be posted on a Word Wizard bulletin board in the classroom to highlight the students’ vocabulary growth.
Summary

After reviewing the existing research on vocabulary and its fundamental contribution to reading comprehension, it became clear that vocabulary plays an important part in literacy instruction. Therefore, I decided to develop a curriculum that incorporates several aspects of vocabulary instruction throughout the literacy block. This chapter described the demographics of my school and students and also identified the process by which I plan to *incorporate vocabulary into my fourth grade classroom of English language learners to accelerate reading achievement*. By having the foundational design of one unit established, my hope is that I will be able to more easily implement vocabulary throughout future units as well. In Chapter Four, I showcase my curriculum plans for incorporating vocabulary in further detail.
CHAPTER FOUR

Results

Introduction

My general eagerness to learn how to best help my striving readers be successful led to the research question, *How can vocabulary be integrated in a fourth grade classroom of English language learners to accelerate reading achievement?* After conducting extensive research on vocabulary instruction and its foundational link to reading comprehension for several months, I could not wait to get started actually putting theory into practice. As previously described, I wanted to create a vocabulary curriculum that intertwines *Tier II* words, morphology, context clues, and motivation for independent word learning, and I wanted it to tie into the existing culturally relevant literacy curriculum. In addition, I was especially excited to create templates and materials that would make infusing vocabulary into the literacy block easier and more manageable in the future.

In Chapter Three, I outlined the basic procedures I followed as I developed my vocabulary curriculum. As was mentioned, I started by designing unit planning templates and resources. Then, I focused on the direct instruction of *Tier II* words, root words and affixes, and how to use context clues along with morphological analysis to determine the meanings of unknown words. Finally, I turned my attention to motivational activities to encourage independent word learning. In this chapter, I further describe the vocabulary curriculum I
designed, the way in which it was developed, and how it is intended to be utilized in the classroom.

Generic Unit Planning Resources

The first step of my vocabulary curriculum was creating some generic unit planning templates and resources. Since the vocabulary curriculum enhances the regular literacy curriculum and is consequently an extra step in planning, I wanted the templates to be quick and easy to complete. I also knew that if teachers are actually going to utilize the planning resources, they had to be just as simple to reference on a daily basis. Therefore, I tried to fit all of the most important information for an entire week on one page. I ended up making two different planning sheets to guide instruction: one specifically for whole class vocabulary lessons (Appendix A) and another one geared towards guided reading lessons (Appendix B). I also created a sample schedule to help carve out time for vocabulary instruction within an already tight literacy block (Appendix C). Lastly, I typed up a variety of vocabulary teaching strategies, activities, and games that I had come across in my research to make the planning process more efficient (Appendix D).

Whole class instruction planning template. I divided the whole class vocabulary instruction planning template (Appendix A) into four main sections: whole group texts, whole group vocabulary, a weekly outline, and resources/materials. In the first section, teachers simply record the titles, authors, and reading levels for the whole group texts they are planning on reading that week. In the next section, teachers choose to focus on either Tier II words, roots/affixes, or context clues and then record the specific words or word parts for whole class study. Ideally, the words will be chosen based on the texts themselves or themes that emerge from the texts. Unfortunately, there is not enough time in the day to incorporate all three of these
aspects of vocabulary on a daily basis. However, by identifying the three areas on the planning guide, it will force teachers to acknowledge the importance of each aspect. Hopefully, it will also encourage teachers to make sure to regularly rotate the weekly vocabulary focus.

After identifying the week’s focus, the section that follows is where teachers can briefly describe each day’s vocabulary activities. I intentionally made this section rather open for interpretation. Everyone has their own planning styles and ideas of what is important to record, so besides outlining the days of the week, I left the rest of it blank. Lastly, any necessary resources and/or materials for the week are noted at the bottom of the sheet.

**Small group instruction planning template.** The guided reading vocabulary planning template (Appendix B) is very similar to the one designated for whole group instruction. To cut back on the amount of papers teachers have to print and carry around, the small group planning sheet has space to record plans for two groups. At the top of each section, teachers record the group number and identify the text that the group will be reading. Then, instead of choosing between three different vocabulary focuses, teachers identify 3-6 *Tier II* words and/or roots and affixes to study based on the text. Then, just like with the whole class planning template, there is an outline of the week with blank space for teachers to briefly detail the vocabulary practice activities for the week. Finally, there is a spot for teachers to identify the necessary materials and/or resources for the week at the bottom of each section.

**Sample schedule.** To maximize the amount of vocabulary learning that takes place during the fourth grade literacy block, I mapped out a sample schedule (Appendix C). The block starts with one hour of guided reading – two 30 minute rotations with two teachers, so four groups of students total meet with a teacher once every day. Although guided reading
traditionally does not include much vocabulary practice beyond just introducing tricky words, I plan on modifying the routine to incorporate 5-10 minutes every day, depending on the activities.

After guided reading rotations, I added a quick 15-minute whole class vocabulary lesson. Each week the focus of these lessons will rotate among *Tier II* words, root words or affixes, and using context clues to determine the meanings of unknown words. The lessons will be brief, but the content will be rich.

After the whole group vocabulary lesson, there is a 15-minute intervention period where teachers will pull small groups of students to work on phonics and/or fluency. The students who are not pulled will either read independently, or they can work on their personal dictionaries or becoming word wizards, a vocabulary activity that encourages students to notice and use vocabulary words outside of just the vocabulary lesson. (Both personal dictionaries and the word wizard activity are described in more detail towards the end of this chapter.)

The literacy block ends with a 30-minute whole class grade level content lesson. The focus varies between either a writing lesson or a read aloud with a comprehension-based mini lesson. The infusion of vocabulary is mostly indirect during this chunk of time. Most of the identified vocabulary words for whole class study will be present in the read alouds. In addition, students will be encouraged to use new vocabulary in their writing assignments.

**Practice activities resource.** The last generic resource I created was a comprehensive list of various vocabulary practice activities (Appendix D). I realized as I was starting to fill out my unit planning guide that I was tempted to choose the same old activities week after week even though I had just done research and literally read about hundreds of different ideas. Therefore, I chose my favorite vocabulary teaching strategies, activities, and games, and compiled a list. I split the list into four areas for easy reference: general teaching strategies, morphology practice,
vocabulary practice, and review games. This resource made the rest of my unit planning much more efficient.

**Direct Instruction of Tier II Words**

After I designed the unit planning templates and resources, the next step in the curriculum design process was using those materials to enhance an existing fourth grade literacy unit by infusing vocabulary. I decided to choose the Mexican Heritage unit because my colleagues and I have spent the last few years gathering a plethora of culturally relevant texts that are engaging for students. Once the unit was chosen, I re-read all of the books in search of Tier II words to use for direct instruction. As previously mentioned, Tier II words are the words Beck, McKeown, and Kucan (2002) describe as frequently occurring, high-utility words but unlikely to be learned independently by students.

**Whole class words.** Since all of the books in this unit share a common theme, I wanted to enable students to engage in dialogue about the connections they are able to make within and across texts. Therefore, instead of choosing words directly from the whole class text selections, I selected words that were more thematic in nature: identity, heritage, pride, assimilate, persevere, and courage. I recorded these words and outlined a week’s worth of vocabulary lessons on the whole class planning guide (Appendix E). The activities can be modified from week to week as new words are introduced, but the rough schedule should remain constant.

The words are introduced with a vocabulary slideshow (Appendix F) on Monday. The slideshow consists of one slide per word with the definition, part of speech, symbolic image, and example sentence. The class repeats each word three times and comes up with a gesture to represent each word. On Tuesday and Wednesday, the class reviews the definitions and gestures and then practices using the words orally in sentence stems. On Thursday, students practice the
words in a creative writing activity, such as writing a haiku. Then, on Friday, the class plays a vocabulary review game, like Flashcard Frenzy, and takes a quiz on the words (Appendix G).

Small group words. The process for choosing Tier II words for small group instruction was much different. Since each group reads one book every week for four weeks, I read each of the guided reading texts and pulled out the best Tier II words from each text. I looked for words that students most likely would not know but would be valuable to know in multiple contexts. I also chose words if they were important to the overall comprehension of the story. A few examples of words I selected among the various texts are grumbled, sassy, delicate, fortunate, and descended.

I recorded all of the words and outlined each week’s vocabulary activities on the guided reading planning templates (Appendix H). Basically, each group is introduced to their words before reading each of their texts. Then, on each of the following days they complete some sort of practice activity with the words. I tried to vary the practice activities week to week, and I also made a conscious effort to incorporate both writing and speaking practice equally.

To help each group keep track of their text’s vocabulary words, I created a vocabulary poster for each guided reading text (Appendix I). The posters contain the vocabulary words, parts of speech, and definitions. The poster can be used to first introduce the words and then posted throughout the rest of the week to be used as a reference.

For one week of the unit, instead of the teacher explaining the words and definitions to the students before reading that week’s text, I used a Word Prediction Chart (Appendix J). Students record the words and predict what their meanings are before they read. Then, when they come across the words while reading, they pause to record what they think the meanings are
based on the context in the text. Then, after reading, they look up the definitions of the words in a dictionary to check their work.

I also tried to make vocabulary learning fun and engaging to encourage students to enjoy language. Every week I incorporated some kind of review game or activity, like Charades, Pictionary, Go Fish, and Flyswatter (Appendices D and K). In addition to the games, I incorporated the use of technology to boost engagement. The small groups will occasionally be asked to complete a vocabulary activity on Seesaw, a free online student-driven digital portfolio where students can draw, type, record videos, and upload links or files to share with their classmates. For example, I asked students to write a short story using the vocabulary words, draw a picture to represent a word for their classmates to guess, teach a word to the rest of the class, and write a haiku about a word – all on Seesaw (Appendix L). Classmates are also encouraged to read and comment on each other’s posts to continue the dialogue about language.

**Morphological Analysis**

After choosing Tier II words for direct instruction, planning how to teach them, and creating materials, I turned my attention to morphological analysis. Since I did not find any common morphemes that appeared in most of the Mexican Heritage unit books, I decided to teach some of the more common root words and affixes to the whole class. Conversely, for the small groups, I selected root words and affixes as they appeared in the guided reading texts.

**Whole class roots and affixes.** From my research, I came to understand how overall word knowledge greatly enhances a child’s ability to learn vocabulary independently, a key aspect of becoming a better reader. This led to my decision to teach morphemes for two of the four weeks of whole class vocabulary instruction. I turned to the work my school’s reading committee did over the summer to help me choose which root words and affixes to teach first. From our
collective word parts resource, I chose to focus on all the prefixes that mean “not” for the first week and then teach four of the designated fourth grade root words for the second week: *graph* (write), *cred* (believe), *aud/audi* (hear), and *ped/pod* (feet).

Once the words were selected, I outlined the teaching procedures and student activities on the whole class unit planning sheet (Appendix E). To introduce each set of morphemes, I created a slideshow that showcases the word parts, their meanings, a representative image and an example word (Appendix M). On Monday, the class views the slideshow, practices saying each morpheme and corresponding example word three times, and talks about how the pictures represent the word parts. Then, students have time to add key information to their electronic personal dictionaries (discussed in more detail further on in this chapter). The following day, the teacher shows the last page of the slideshow that contains additional examples of the word parts used in contextual sentences. Students record what they think the words mean based on their newfound morphological knowledge and clues from the sentences.

The next part of word parts instruction, is creating word webs for each of the morphemes. A word web is a graphic organizer in which the studied word/word part is in the middle and example words branch out from it. For this vocabulary curriculum, I pre-created a word web for each morpheme that will be studied, for teacher usage only (Appendix N). The idea is that the whole class will work together to come up with example words and create anchor charts in real time. However, the teacher may have to give students hints or simply give them the additional examples due to a lack of general word knowledge and overall confidence in language. This is especially true when working with English language learners, so it is best to be prepared with a list of examples in case the students have none or do not speak up.
The slideshows, analyzing additional examples in sentences, and word webs occur every time a new set of morphemes is taught. The other days of instruction vary depending on the word parts. For the prefixes lessons, I had students draw pictures to represent example words and record mini skits about the prefixes on Seesaw. For the root words lessons, I had students write a short story using as many words that contain the roots as possible on Seesaw and play the game Concentration (Appendices D and L). Each week of morphology instruction ends with a fun review activity and a quiz, just like with the Tier II words. The morphological quizzes require students to describe the meanings of words that include the studied word parts and to “fill in the blanks” using the correct word parts in contextualized sentences (Appendix G).

Small group roots and affixes. In order to teach morphology in guided reading, it needs to make sense with the selected texts. Therefore, when I was reading the texts in search of good Tier II words, I also kept an eye out for common word parts to teach. On average, I would say that each of the four groups have a root word and/or affix included in their group’s instruction for the majority of the unit. Some of the word parts I selected from the various guided reading texts are –er/-or, –ly, –dis, under–, and uni–. For one of the groups, I also chose to include a Spanish suffix, –illo–illa for instruction to show that both English and Spanish use word parts to signify meaning.

For the most part, the root words and affixes are taught just like the Tier II words are taught in small groups. The first day they are introduced before reading, and then they are practiced throughout the week with various activities. The only major difference is that every time a new word part is introduced, the groups will construct a new word web together. As previously stated, the teacher may have to guide the production of example words as it largely
depends on students’ overall word knowledge and confidence. I made word webs for each of the root words and affixes that are taught during guided reading for this purpose (Appendix N).

Occasionally the word parts that are taught lend themselves to specific types of practice activities. One such activity is *Find the Imposter*. Students are given a list of words that relate to a target word. They must circle the words that are related to the target word and cross out the imposter, or the word that does not follow the rule. I created a worksheet for this activity to practice the suffixes –*er* and –*or*, meaning “a person who” or “a thing that” (Appendix O). For example, students would circle *boxer* and *stapler* but cross out *mother* because a boxer is “a person who boxes,” a stapler is “a thing that staples,” but a mother is not “a person who moths.”

Overall, the hope is that by incorporating word parts into vocabulary instruction, students will become even more familiar and comfortable with breaking words down and analyzing them for meaning, thus enabling students to become independent word learners.

**Determining the Meanings of Unknown Words**

Another important aspect of vocabulary instruction that I wanted to make sure to include in my curriculum design project was helping students determine the meanings of unknown words independently. There are literally thousands of words students must learn every year, which means students must share part of the responsibility to learn new words on their own. It is simply impossible for teachers to teach students the thousands of words they do not know through direct instruction. Therefore, teachers have to provide lots of modeling and guided practice on how to use context clues along with morphological knowledge to figure out the meanings of unknown words. In my vocabulary curriculum, I included whole class *Do Now* for this purpose.
**Context clues Do Nows.** Do Nows are short, relatively simple assignments for students to do to transition from one subject to another or from one part of a lesson to another. The Context Clues Do Nows (Appendix P) that I created take place during the whole class vocabulary instruction time frame and are rotated on a weekly basis with the direct instruction of Tier II words and morphology. Each day of the week, students read three sentences and try to figure out what the underlined word means using clues from the sentence and their knowledge of both English word parts and Spanish cognates.

As I was creating the Do Nows, I tried to make sure that every day consisted of a variety of sentences and tricky words. For instance, every day there is one sentence that includes a word that has a previously-studied root word or affix and one sentence that contains a brand new word that can be determined solely from the context clues. The third sentence either comes directly out of student reading materials or it includes an unknown word that is a Spanish cognate or contains familiar Spanish word parts.

In the beginning of the week, the teacher must model how to use the various clues to unlock the meanings. Then, by the end of the week and after some guided practice, students should be ready to do them all on their own. I outlined this gradual release of responsibility in the whole class unit planning template (Appendix E).

To help the students remember the steps of determining the meanings of unknown words, I included my school’s “Word Attack” strategy poster in the slideshow (Appendix P). The steps of this strategy are as follows:

1. Underline unknown words
2. Chunk unknown words into word parts
3. Look for clues: in the word, in the sentence, in the picture, in my life, in Spanish
4. Try it out to see if it makes sense

Ultimately, the goal is for students to become better at figuring out the meanings of unfamiliar words independently so that their overall vocabulary knowledge will increase and consequently improve their reading comprehension as well. The Do Nows offer the repetitive practice necessary in how to use context clues and knowledge of word parts to do just that.

Motivation for Independent Word Learning

The final aspect of vocabulary instruction that I included in my curriculum design emphasizes motivation. If teachers truly want students to become interested in words and language, they have to make words and language interesting. Therefore, I designed a few specific activities to foster engagement with vocabulary and encourage students to notice vocabulary outside of the isolated vocabulary lessons.

Word wall. A word wall is simply a designated spot in the classroom to post vocabulary words for students to see and use as a resource (Appendix Q). Word walls positively affect the classroom environment by showing students all the new words they know and by making language more accessible. Every week when the class gets a new set of vocabulary words, I will write each word on an index card and add them to the word wall. To help students remember the meanings of the words, I will typically either draw or glue a picture on the card as well. When the word wall becomes too full, I will take the index cards down and put them on a ring so students can still use them as a resource.

Electronic personal dictionaries. In addition to the word wall, students will also house a collection of new vocabulary words in their own electronic personal dictionaries. In the past, I have had students use notebooks to create their own dictionaries, but with so much available technology, I wanted to create an electronic version instead (Appendix R). Plus, any time my
students get to use their computers for an assignment, the activity becomes about one hundred times more exciting.

To make the alphabetical organization piece simpler for students, I decided to use a slideshow format. That way, students can scroll through the slides to find the letter they need rather than endlessly scrolling through a word document. Once they find the correct slide, students fill out a basic four-column chart with the word, its definition, an example sentence, and a representative image. I also included separate slides for prefixes, root words, and suffixes. On those slides, students record the morpheme, its definition, example words, and a representative image.

Electronic personal dictionaries enable students to take charge of their own word learning. Rather than being dependent on the teacher to decide which words are important to record, students have the power to choose for themselves. Students are expected to record whole class vocabulary words, but they are free to add other words from their guided reading groups, independent reading, and from sources outside the classroom. This gives students more ownership over their expanding vocabularies and also provides them a valuable resource that can be used in the future for a variety of vocabulary needs.

**Word wizards.** The final motivational activity I created for my vocabulary curriculum stems from McKeown and Beck (1988) as a way to extend vocabulary learning beyond the classroom. Whenever students hear, see, or use one of the vocabulary words, they record it on Seesaw in one of two ways. The first option is to take a picture of themselves holding the book where they saw it and then add text to document the sentence and page number where the word was used. The second option is to write the sentence that contained the word that the students heard or used on a whiteboard and then take a picture of themselves holding the whiteboard. I
created a handout that describes the two options for students, and I also posted the assignment on Seesaw (Appendix S).

After students post the images to Seesaw, I will print and post them on a Word Wizards bulletin board to showcase the vocabulary learning that is taking place in our classroom. Similar to the word wall, the Word Wizards bulletin board is meant to make vocabulary a positive part of the classroom environment and promote word learning. Hopefully, by seeing themselves in the pictures, students start to see themselves as real life word wizards.

Summary

After conducting a thorough review of the research on vocabulary and its link to reading comprehension, I knew I needed to infuse more vocabulary into my current literacy curriculum if I wanted students to make greater gains in their reading abilities. From the existing research, I identified four major aspects of vocabulary instruction that I wanted to include in my own vocabulary teaching: the direct instruction of Tier II words, morphological analysis, the use of context clues to determine the meanings of unknown words, and motivational activities to emphasize independent word learning.

This chapter provided a comprehensive description of the vocabulary curriculum I created in response to my question: *How can vocabulary be integrated into a fourth grade classroom of English language learners to accelerate reading achievement?* In Chapter Five, I reflect upon the major learnings gained through completing this capstone and the curriculum design process. I also explore the implications, limitations, and possibilities for future research. Lastly, I discuss my plan to share my learning with others, which will hopefully inspire more teachers to make vocabulary a vital part of their own literacy lessons.
CHAPTER FIVE
Conclusions

Introduction

Year after year, I am faced with the same momentous challenge of helping a classful of emergent bilingual striving readers catch up to their native English-speaking peers. It is a task that I do not take lightly. In fact, it was the driving force behind me returning to school to earn a graduate degree in literacy education, and it is at the heart of this capstone. My desire to learn more to best serve my students led to the research question, How can vocabulary be integrated in a fourth grade classroom of English language learners to accelerate reading achievement?

In Chapter Four, I presented a detailed overview of the vocabulary curriculum I created in response to my research question. In the following chapter, I summarize my major findings and explore the implications, limitations, and recommendations for the future that arose from my curriculum design project.

Major Learnings

After conducting a literature review on the fundamental relationship between vocabulary and overall reading comprehension, it all clicked for me. Of course my students who are predominantly ELLs are having a difficult time with reading. Simply put, “One cannot understand text without knowing what most of the words mean” (Nagy, 1988, p. 1). If I wanted to help my students make tremendous growth in their reading, I realized vocabulary had to be at the forefront of my instruction, and it had to look different than it did in the past.
From the literature review, I came to realize that vocabulary instruction must be varied and rich. It should include the direct instruction of Tier II words along with plenty of opportunities to practice using the high utility words in varied contexts using both receptive and expressive language. Furthermore, effective vocabulary instruction should focus on morphology, and it should include lots of modeling and guided practice on how to determine the meanings of unknown words using morphological analysis along with context clues.

In truth, I used to gloss over both morphology instruction and context clues practice. I never truly understood their importance until I conducted my literature review. Morphological analysis, or the teaching of word parts in layman’s terms, is invaluable because it enables students to learn words in groups rather than one at a time, like traditional vocabulary instruction. Essentially, it increases students’ abilities to determine the meanings of new words independently because knowing one stem has the possibility to unlock the meanings of countless related words (Nagy & Anderson, 1984; Bukowiecki, 2006; Bromley, 2007; Goodwin, Huggins, Carlo, August, & Calderon, 2013; Palumbo, Kramer-Vida, & Hunt, 2015; Goodwin, 2016).

Similarly, by teaching students how to use morphological analysis and context clues to figure out the meanings of words on their own, students can increase their vocabularies through independent reading while improving their overall reading comprehension at the same time. All in all, I learned that morphology and context clues practice are things that should definitely not be glossed over.

A final major realization that originated from the literature review relates to motivation. Often times, my students do not like literacy-related tasks because of the challenges they pose. Learning a second language is difficult. Learning to read is difficult. Learning to read in a
second language is even more difficult. If I want students to truly engage with words and build their vocabularies on their own, I have to make sure my vocabulary instruction is both creative and meaningful. I also have to continuously encourage students to notice words outside of the literacy block through engaging activities. The research taught me that if they only learn words during direct vocabulary instruction, students will not increase their word knowledge enough to catch up to their English only peers.

In summary, the literature review strongly emphasized the importance of vocabulary instruction as a means to improve overall reading comprehension. It also provided me with fresh insight into what effective vocabulary instruction entails. Thus, the major findings described in this section related to *Tier II* words, morphology, context clues, and motivation guided my overall curriculum design process for this capstone.

**Implications**

First of all, on a more personal level, I am looking forward to implementing this vocabulary curriculum with my students. In fact, the Mexican Heritage literacy unit is still yet to be taught, so all of the materials I designed will get used later this school year. I know my team will appreciate the research and design I have done in terms of vocabulary planning. Also, although I only planned one full vocabulary unit for this capstone, my generic unit planning resources will make incorporating vocabulary into future units much easier as well. Again, I know my teammates will be thankful for the resources. I am sure there will be some adjustments to be made, but overall it will be tremendously helpful to have a foundation of vocabulary instruction that is grounded in research on which to keep building.

Secondly, on a schoolwide level, I plan to showcase parts of my vocabulary curriculum, particularly the generic unit planning resources, to my colleagues. I plan to present my findings
to the reading committee and potentially to the entire instructional staff during a professional development day as well. I believe the hard work I have completed for this capstone will not only benefit me and my students, but also my collective school community. Perhaps my capstone can act as a guiding framework for all teachers to plan their vocabulary instruction.

In fact, I am especially excited about the possible implications of my vocabulary curriculum project as it pertains to my school. As described in Chapter One, my school does not have an adopted literacy curriculum. Teachers are tasked with the responsibility to design effective literacy instruction that meets the unique needs of their students mostly on their own. It has been an ongoing challenge particularly for me and my upper-grade level colleagues to find the right recipe for success. Something appears to be missing because we are not seeing the amount of growth in reading that we expect. I now cannot help but wonder if it is an emphasis on vocabulary that is the missing ingredient.

If my entire school got on board with the idea of putting vocabulary at the forefront of instruction, I can only imagine the possible implications for our students. Word learning has a compounding effect – the more words you know, the more words you will be able to figure out, and the more words you can figure out, the better able you will be at comprehending what you read. If students experienced strong vocabulary teaching starting in kindergarten, the possibilities are endless. By the time students would reach the fourth grade, maybe I would not see such a substantial gap in reading abilities, or at least it may not be as significant as it is now.

Limitations

This curriculum, though overall beneficial to me and my students, does have some limitations. First of all, I designed this unit specifically for my fourth grade students, thus I focused the curriculum development around planning lessons that would meet their needs. If this
vocabulary curriculum was used in different grade levels, planning sheets, learning activities, and assessments would need to be adjusted to make them more appropriate for application. In addition, different words would also need to be selected. Even in a similar grade level where most of the activities would work, the specific materials I created would have to be modified because most of them were created based on specific texts that my fourth grade students read.

Another slight issue with this curriculum is time, as is usually the case with teaching. When I was planning lessons for this unit, I tried to make them creative and engaging for students but also brief due to time constraints. In my experiences, activities that I think will take students 10 minutes to do usually end up taking at least 15, maybe even 20, minutes. This means that in a very tight literacy block, like mine, these supposedly brief activities have to actually be brief since there is not much wiggle room when it comes to time. Since these lessons have not been tested yet, I can only hope that my time estimates are accurate.

In a similar vein, a final limitation is the general fact that this vocabulary curriculum has not yet been tested. This is due in part to the timing of the capstone and my own personal time restrictions. If I had been able to implement this curriculum, I would have had a chance to troubleshoot and make changes based on any issues that students or teachers encountered. I am particularly curious about how vocabulary instruction within the guided reading rotations will work since I have never done that before. Also, if I had had time to test the curriculum, I would have been able to provide further insight into time needed per lesson, student engagement with the different activities, and overall implementation.

**Recommendations for the Future**

There is definitely still a lot to accomplish on my journey to accelerate the reading achievement of my students by incorporating more vocabulary into my instruction. First of all, I
plan to infuse vocabulary into the literacy block for the remainder of this school year using the materials I created for this capstone as a foundation. Since this infusion will mark a clear shift in my literacy instruction from years past, I also want to collect and analyze data to see if emphasizing vocabulary has the positive effect on overall reading comprehension that the research claims it does. Personally, I hope to see a general increase in student vocabulary knowledge, their ability to determine the meanings of unknown words, and of course, overall reading comprehension.

Besides implementing the curriculum and analyzing the results, I also want to modify the curriculum as needed so that it can be used more flexibly from year to year. For the purposes of this capstone, I incorporated vocabulary into one thematic unit. However, there is no guarantee that I will teach the same units with the same books every single year. In fact, this year my co-teachers and I have already had to find new lower-level books to use with our students that we have never used for instruction before. In the future, I would like to use the guided reading planning templates I created on a more book-by-book basis. Instead of putting together plans for an entire unit, I think it would make more sense to create a vocabulary plan for each book we teach. That way, when we go in search of a “just right” book for one of our guided reading groups, we already have a catalogue of vocabulary plans that are prepared and easy to find.

In the future, I also want to continue mapping out and preparing a fourth grade morphology curriculum. From organizing the curriculum project for this capstone, I found out that it is simply too difficult to choose root words and affixes solely from the texts students are reading. Therefore, it makes sense to create a yearlong plan for teaching morphology. This capstone has provided me with a starting point, but there is more work to be done. Since my school has already done the work of assigning a list of word parts to third through fifth grades,
my next step would be designing the lessons and corresponding materials to teach them throughout the year. Unfortunately, I cannot pre-plan too many of the whole class lessons that focus on Tier II words because those are best taught in authentic contexts, and it is not possible to predict the exact teaching contexts that will occur from year to year. The more planning I do ahead of time for morphology, though, means the more time I will have during the year to plan authentic instruction for Tier II words.

My final recommendation for the future is to design ways to incorporate vocabulary into more aspects of the school day, and not just the literacy block. As Herrell & Jordan (2004) claim, “Vocabulary activities are a vital part of every part of the school day, reading, science, social studies, recess, and even lunch” (p. 149). The electronic personal dictionaries and word wizard activities that I created for this curriculum is a good place to start since they encourage students to become independent word learners, but I know there are many other, more effective ways to make vocabulary a focus throughout the school day. In the future, I want to ensure vocabulary has a strong emphasis in each of the subjects I teach. I also want to continue reading the research to stay abreast of new ideas and developments in the vocabulary field and push myself to try new instructional strategies to ensure vocabulary remains a key aspect of my teaching.

Summary

Last year when this capstone was still just looming in front of me, all I knew was that I wanted to help my students become better readers. I wanted to do my very best to start closing the opportunity gap that spans before our country’s English language learners. Additionally, I wanted my students to have every chance possible at becoming successful, positive contributors in their worlds, and I knew education, and reading specifically, plays a major role in that. What I
did not know, though, was how to make it happen. I was left with the question, “How can I accelerate my students’ reading achievement?” to ponder as I started my research for this capstone.

I began my literature review by researching reading comprehension and English language learners and quickly found my focus. Article after article, and researcher after researcher pointed me towards vocabulary. As Nagy (1988) so eloquently stated, “Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean” (p.1). This newfound realization led to my ultimate research question: *How can vocabulary be integrated in a fourth grade classroom of English language learners to accelerate reading achievement?*

Once my question was set, I spent probably too long trying to figure out the answer. That being said, one of my greatest joys of this capstone process was organizing all of the research for my literature review and finding patterns of data and tangible strategies and activities that I could employ in my own classroom. It made me feel empowered and like my goal of helping my students accelerate their reading achievement and close the opportunity gap was truly possible and not just a pipe dream.

Now, as I reflect on the vocabulary curriculum I designed with all the research in mind, I am anxious to move onto the next unpublished chapter of this experience: implementation. Of course there will be adjustments and modifications to make, but teaching is a process. I am not naïve enough to think that I will see rapid growth within the first few months or even the first year after integrating more vocabulary into my classroom. Nonetheless, I am excited to see what sorts of changes will occur with my students and their learning. I truly believe that in a few
years, the process of selecting books for the classroom library will be a snap because so many students will be reading on grade level.
Appendix A

Blank Unit Planning Template for Whole Group Instruction
<table>
<thead>
<tr>
<th>Whole Group Texts</th>
<th>Whole Group Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Title:</td>
</tr>
<tr>
<td>Author:</td>
<td>Author:</td>
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<tr>
<td>Level:</td>
<td>Level:</td>
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<td>Title:</td>
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<tr>
<td>Author:</td>
<td>Author:</td>
</tr>
<tr>
<td>Level:</td>
<td>Level:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier II Words</th>
<th>Roots/Affixes</th>
<th>Context Clues</th>
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| Monday         |               |               |
|               |               |               |
| Tuesday        |               |               |
|               |               |               |
| Wednesday      |               |               |
|               |               |               |
| Thursday       |               |               |
|               |               |               |
| Friday         |               |               |
|               |               |               |

Materials/Resources:
Appendix B

Blank Unit Planning Template for Small Group Instruction
<table>
<thead>
<tr>
<th>Unit:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Week:</td>
<td>Dates:</td>
</tr>
<tr>
<td>Guided Reading</td>
<td></td>
</tr>
<tr>
<td>Group ___</td>
<td>Tier II Words or Roots/Affixes:</td>
</tr>
<tr>
<td>Title: _____________________________</td>
<td></td>
</tr>
<tr>
<td>Author: _____________________________</td>
<td></td>
</tr>
<tr>
<td>Level: _____</td>
<td></td>
</tr>
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**Lesson Activities:**

<table>
<thead>
<tr>
<th>Monday</th>
<th></th>
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<tbody>
<tr>
<td>Tuesday</td>
<td></td>
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<tr>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
</tbody>
</table>

**Materials/Resources:**

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<table>
<thead>
<tr>
<th>Guided Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Group ___</td>
<td>Tier II Words or Roots/Affixes:</td>
</tr>
<tr>
<td>Title: _____________________________</td>
<td></td>
</tr>
<tr>
<td>Author: _____________________________</td>
<td></td>
</tr>
<tr>
<td>Level: _____</td>
<td></td>
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</table>

**Lesson Activities:**

<table>
<thead>
<tr>
<th>Monday</th>
<th></th>
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<tbody>
<tr>
<td>Tuesday</td>
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<tr>
<td>Wednesday</td>
<td></td>
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<tr>
<td>Thursday</td>
<td></td>
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<tr>
<td>Friday</td>
<td></td>
</tr>
</tbody>
</table>

**Materials/Resources:**
Appendix C

Sample Schedule for Vocabulary Integration
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:45 – 2:45</td>
<td>Guided Reading Groups</td>
</tr>
<tr>
<td></td>
<td>- Two teachers</td>
</tr>
<tr>
<td></td>
<td>- Four groups of students</td>
</tr>
<tr>
<td></td>
<td>- Each group meets with a teacher for 30 minutes daily</td>
</tr>
<tr>
<td></td>
<td>- Independent work: Spelling and independent reading</td>
</tr>
<tr>
<td></td>
<td><em>Vocabulary is chosen according to each group’s reading materials.</em></td>
</tr>
<tr>
<td></td>
<td><em>Difficult words are introduced before each text and then reviewed and practiced during/after reading.</em></td>
</tr>
<tr>
<td>2:45 – 3:00</td>
<td>Whole Group Vocabulary Lesson</td>
</tr>
<tr>
<td></td>
<td>- Option One: Tier II Words</td>
</tr>
<tr>
<td></td>
<td>- Option Two: Roots/Affixes (Morphology)</td>
</tr>
<tr>
<td></td>
<td>- Option Three: Context Clues Practice</td>
</tr>
<tr>
<td></td>
<td><em>Vocabulary words are chosen based on the overall unit.</em></td>
</tr>
<tr>
<td></td>
<td><em>All students receive the same instruction.</em></td>
</tr>
<tr>
<td>3:00 – 3:15</td>
<td>Interventions</td>
</tr>
<tr>
<td></td>
<td>- Teachers pull phonics/fluency intervention groups</td>
</tr>
<tr>
<td></td>
<td>- Other students read independently</td>
</tr>
<tr>
<td></td>
<td><em>Students can work on becoming Word Wizards while they read independently,</em></td>
</tr>
<tr>
<td></td>
<td><em>or they can work on their electronic personal dictionaries.</em></td>
</tr>
<tr>
<td>3:15 – 3:45</td>
<td>Whole Group Grade Level Content</td>
</tr>
<tr>
<td></td>
<td>- Writing</td>
</tr>
<tr>
<td></td>
<td>- Read alouds with comprehension mini-lessons</td>
</tr>
<tr>
<td></td>
<td><em>Vocabulary practice is integrated through writing.</em></td>
</tr>
<tr>
<td></td>
<td><em>The read alouds also include or relate to the weekly vocabulary words or</em></td>
</tr>
<tr>
<td></td>
<td><em>roots/affixes.</em></td>
</tr>
</tbody>
</table>

Randi Kay Weiland, 2017
Appendix D

Strategies and Activities for Vocabulary Instruction
Strategies and Activities for Vocabulary Instruction

General Teaching Strategies

1. **Word Wall** – Display words (with representative images if possible) in a given theme or unit. When the class moves on to another focus, put the previous words on a ring and keep them for students’ reference.

2. **Total Physical Response** – Teachers introduce vocabulary and have students respond by drawing, pointing, sequencing pictures, following commands, or any other physical response to encourage active involvement.

3. **Vocabulary Notebooks/Personal Dictionaries** – Students create their own individual vocabulary resource, adding any new words they deem important. They record the word, illustrate it, write a paraphrased definition, and use it in a sentence. The resource can be kept in actual notebooks or on computers.

4. **Word Sorts** – Sort words into categories like synonyms, antonyms, root words, prefixes, suffixes, parts of speech, or based on meanings, etc. Students can also sort words into categories to check their own developing understandings (like *I Know It*, *I’ve Heard It*, and *I Don’t Know It*).

5. **Test Word Analysis** – Analyze a standardized test for tricky vocabulary. Practice using context clues and morphological knowledge to determine word meanings.

Morphology Practice

1. **Word Webbing** – Students write as many morphologically related words as possible in a specified amount of time.

2. **Mix and Match Cards** – Write various morphemes on index cards and let students try to build multisyllabic words.

3. **What’s My Word?** – Show students a list of words with the same root or affix. Ask what all the words have in common. See if students can figure out what the root/affix means as well as what the actual words mean by chunking the multisyllabic words into word parts.

4. **Mystery Word Riddles** – The teacher writes clues based on word meanings and knowledge of prefixes and suffixes for students to guess. “This word has ___ letters. It has both of these meanings…” Students receive a bonus point if they can use the word in a sentence.

5. **Create Your Own Word** – Students create their own made up words using their knowledge of roots and affixes.
Vocabulary Practice

1. **Vocabulary Flashcards** – Use traditional flashcards to build background knowledge before reading and to review words after reading.

2. **Find the Imposter** – Give students a list of words related to a target word. They must circle words that are related to the target word and cross out any imposters, those that do not follow the rule.

3. **Word Prediction Chart** – The teacher gives students a list of vocabulary words. Students must make a prediction for what the word means. During reading, they record the meaning of the word based on the text’s context, and after reading they record the dictionary definition. This information is recorded in a four-column chart.

4. **Semantic Feature Analysis** – Class fill out a matrix of related words (horizontal rows) and semantic features (vertical columns). The semantic features are short phrases that describe elements of meaning. Some words will share certain elements of meaning and other elements will distinguish certain words from the others. In the square representing the intersection of a vocabulary word and a semantic feature, students record whether or not the feature applies to the word by using pluses, minuses, and question marks.

5. **Haikus** – Students write a haiku about a vocabulary word. (A haiku is a three-line poem with 5 syllables, 7 syllables, and 5 syllables.) An extension is to have students write either true or false descriptions and have classmates identify if the poem is true or false.

6. **Analogies** – The teacher gives students analogies to figure out using vocabulary words. Students can also write their own analogies.

7. **Cloze Activities** – Have students write their own fill-in-the-blank sentences using vocabulary words and then switch with a partner. Teachers can also give students premade fill-in-the-blank sentences to complete.

8. **Peer Tutors** – Have students creatively teach new words to one another in small groups before they begin a selection. Students can also teach previously taught words to each other to review word meanings.

9. **Vocabulary Role Play** – Give small groups of students a word to act out, or give students several words to act out and have them choose one skit to perform for the class.

10. **Reporting** – Choose a student to be the reporter. The reporter reports back to the class or group what a text was about using specific vocabulary from the text.
Review Games

1. *Flashcard Frenzy* – This is a flashcard review game where small groups of students are given flashcards to display on their table. The teacher gives clues for a word and the first student who grabs the correct card first wins that round.

2. *Create Your Own Game* – Students develop their own vocabulary games using their creativity.

3. *Bingo* – The teacher reads a clue and students find the match on their sheet and cover the square. This can be a two day activity. On the first day, students answer each clue and write it in a random square. On the second day, students play the game.

4. *Go Fish* – Create vocabulary flashcards with the word on one side and some kind of related information on the other side (like a definition, picture, synonym, antonym, or sentence). Split the class into groups and give each group a paper bag of vocabulary cards. Each student in the groups is given a number. When the teacher says a number, the student with that number “goes fishing” for a card and must respond with the information the teacher specifies. The student checks the back of the card for accuracy and gets to keep the card if correct. The student with the most cards at the end wins.

5. *Concentration* – Students put all the concentration cards face down and take turns finding matching cards. One of the matching cards has the word and the other has either a matching definition, a sentence, or a representative image. Students can also work with a partner to make their own concentration cards and then play.

6. *Charades* – Students act out a vocabulary word for their classmates to guess.

7. *Taboo* – A student stands with their back to the board. The teacher writes a vocabulary word on the board behind the student. The student calls on classmates to give them clues to help them guess the word.

8. *Pictionary* – Students draw a vocabulary word for their classmates to guess.

9. *Flyswatter* – Two students face off head-to-head in front of a display of vocabulary words holding flyswatters. The teacher gives a clue for a specific word, and the first student to hit the correct word wins a point for their team.

10. *Venn Diagrams* – Label the two circles with two different meanings of a prefix. Give teams of students a word that contains the prefix and have them decide in which part of the Venn diagram to put the word. Every correct answer is worth one point.
Appendix E

Whole Class Vocabulary Lesson Plans
### Unit: Mexican Heritage

#### Week: 1  Dates:

#### Whole Group Texts

<table>
<thead>
<tr>
<th>Title: My Name is Jorge On Both Sides of the River</th>
<th>Title: Cool Salsa: Bilingual Poems on Growing Up Latino in the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author: Jane Medina</td>
<td>Author: Lori M. Carlson (editor)</td>
</tr>
<tr>
<td>Level: 4.3</td>
<td>Level: Currently not available</td>
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</table>

#### Whole Group Vocabulary

<table>
<thead>
<tr>
<th>Tier II Words</th>
<th>Roots/Affixes</th>
<th>Context Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heritage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pride</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assimilate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persevere</td>
<td></td>
<td></td>
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<tr>
<td>Courage</td>
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</tbody>
</table>

#### Monday  
Show slideshow of this week’s words. Slideshow includes the definition, part of speech, a symbolic image, and example sentences for each word. Class repeats each word three times and comes up with a gesture to represent each word.

#### Tuesday  
Review definitions and gestures. Teacher gives students sentence stems to use for three of the words and models how to use them. Students partner talk and share out examples. Teacher creates an anchor chart with one example sentence per word. Students record the three words in their personal dictionaries. They write their own definition and can choose to add a representative picture or write a sentence.

#### Wednesday  
Review definitions and gestures. Class repeats the sentence stem activity from Tuesday with the other three words. Students record the new words in their personal dictionaries.

#### Thursday  
Have students write a haiku poem about one of the vocabulary words. Students can post their haikus on Seesaw and provide feedback on each other’s work.

#### Friday  
Review word meanings by playing Flashcard Frenzy. Each table of students has a stack of flashcards for this week’s words laid out in front of them. Teacher gives a clue for a word and then says “Go.” The first student to grab the correct card wins that round. Then students take a quiz on the words from this week. The quiz includes a matching and a fill-in-the-blank section.

#### Materials/Resources:  
Vocabulary slideshow, chart paper and markers, student computers for personal dictionaries and Seesaw, sets of flashcards for review game, quiz
## Unit: Mexican Heritage

| Week: 2 | Dates: TBD |

### Whole Group Texts

<table>
<thead>
<tr>
<th>Title: <em>My Diary from Here to There</em></th>
<th>Title: <em>Cool Salsa: Bilingual Poems on Growing Up Latino in the United States</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author: Amada Irma Pérez</td>
<td>Author: Lori M. Carlson (editor)</td>
</tr>
<tr>
<td>Level: 4.0</td>
<td>Level: Currently not available</td>
</tr>
</tbody>
</table>

### Whole Group Vocabulary

<table>
<thead>
<tr>
<th>Tier II Words</th>
<th><strong>Roots/Affixes</strong></th>
<th>Context Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not prefixes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Non-</td>
<td></td>
<td></td>
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<tr>
<td>- Ir-</td>
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<td></td>
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<td>- In-</td>
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<td>- Im-</td>
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<td>- Il-</td>
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</tbody>
</table>

- **Monday** – Show slideshow of this week’s prefixes. Slideshow includes the definition, a symbolic image, and an example word for each prefix. Class repeats each prefix and the corresponding example word three times. Students record the prefixes and meanings in their personal dictionaries.

- **Tuesday** – Teacher shows a slideshow of additional examples of words that contain the prefixes. The words are used in contextual sentences. Students write on whiteboards what they think each word means. Class works together to create word webs of example words for each of the prefixes as a class. Students record several examples for the prefixes in their personal dictionaries.

- **Wednesday** – Students choose 1-2 words and create a visual representation for each of them on Seesaw. Classmates comment on each other’s work and try to guess the words that were depicted.

- **Thursday** – Students practice using the words in the correct context by creating mini skits with a partner. Partners will try to act out as many words as possible and then choose one to record and post on Seesaw. Students can then provide feedback on each other’s work.

- **Friday** – Students brainstorm as many words as they can think of that use each prefix for three minutes to review. Students take a quiz on the prefixes from this week. Quiz includes a section where students must write definitions for words that use the prefixes and a fill-in-the-blank sentence section. Bonus activity: Students can create their own made up word using the prefixes.

### Materials/Resources
- Vocabulary slideshow, chart paper and markers, student computers for personal dictionaries and Seesaw, quiz

Randi Kay Weiland, 2017
## Unit: Mexican Heritage

**Week: 3**  
**Dates: TBD**

### Whole Group Texts

<table>
<thead>
<tr>
<th>Title: <em>Neighborhood Odes</em></th>
<th>Title: <em>Cool Salsa: Bilingual Poems on Growing Up Latino in the United States</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author: Gary Soto</td>
<td>Author: Lori M. Carlson (editor)</td>
</tr>
<tr>
<td>Level: 4.9</td>
<td>Level: Currently not available</td>
</tr>
</tbody>
</table>

### Whole Group Vocabulary

<table>
<thead>
<tr>
<th>Tier II Words</th>
<th>Roots/Affixes</th>
<th>Context Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Students will write, “I think this word means... because...”</em> Clues include Spanish cognates, studied prefixes, and context clues. Several sentences come from in class reading assignments.*</td>
</tr>
</tbody>
</table>

**Monday** – *Teacher models the first two, students help the teacher complete the third.*

1. My **absentminded** teacher loses his keys, his book, and his pen almost every day!
2. I wish I had a real towel to clean up this mess instead of this **nonabsorbent** napkin.
3. At night the desert was so cold we had to **huddle** together to keep warm.

**Tuesday** – *Teacher models #1, students help the teacher with #2, and students do #3 independently.*

1. This year my family will **adorn** our Christmas tree with homemade decorations.
2. **Activists**, like Cesar Chavez and Dolores Huerta, are courageous and fight for what is right.
3. Even though my baby cannot talk yet, he communicates **nonverbally** with us.

**Wednesday** – *Students help the teacher with #1 and complete #2 and #3 independently.*

1. There was crazy **pandemonium** as people were trying to leave the Bruno Mars concert.
2. The **malicious** child stole a pair of scissors and cut up his sister’s drawing.
3. I want to fly them (mis abuelitos) to California, but then walk them to the library. I want to show them the thirty books I **devoured** in the summer read-a-thon.

**Thursday** – *Students do all three independently. They can check their work with peers.*

1. I only have one photograph of me and my family in Mexico. It is **irreplaceable**, so I keep it in a safe spot.
2. Then I remember I have to throw it back to Tim. I watch it **sail** through the blue – hurrying away from me.
3. Although Josue was **skeptical** about our plan at first, he finally believed that it would be a good idea.

**Friday** – *Students do all three independently as a quiz.*

1. Hurricanes and tornadoes are **treacherous**. Only a very foolish person would go out during that kind of weather.
2. When Ruby was sick, her voice was almost **inaudible**.
3. The events for the quinceañera were listed in **chronological** order. They began with the welcome and ended with the closing remarks.

**Materials/Resources:** Slideshow of context clues sentences for each day, student notebooks, blank lined paper for the quiz
### Unit: Mexican Heritage

**Week: 4**

<table>
<thead>
<tr>
<th>Dates:</th>
</tr>
</thead>
</table>

#### Whole Group Texts

<table>
<thead>
<tr>
<th>Title: <em>Side by Side: The Story of Dolores Huerta and Cesar Chavez</em></th>
<th>Title: <em>Cool Salsa: Bilingual Poems on Growing Up Latino in the United States</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author: Monica Brown</td>
<td>Author: Lori M. Carlson (editor)</td>
</tr>
<tr>
<td>Level: 4.2</td>
<td>Level: Currently not available</td>
</tr>
</tbody>
</table>

#### Whole Group Vocabulary

<table>
<thead>
<tr>
<th>Tier II Words</th>
<th><em>Roots/Affixes</em></th>
<th>Context Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Graph (write)
- Cred (believe)
- Aud, audi (hear)
- Ped, pod (feet)

**Monday** – Show slideshow of this week’s root words. Slideshow includes the definition, a symbolic image, and an example word for each root. Class repeats each root and the corresponding example word three times. Students record the root words in their personal dictionaries.

**Tuesday** – Teacher shows a slideshow of additional examples of words that contain the roots. The words are used in contextual sentences. Students write on whiteboards what they think each word means. Class works together to create word webs of example words for each of the roots as a class. Students record several examples in their personal dictionaries.

**Wednesday** – Students partner up and try to write a short story that includes each of the roots. Students post their stories to Seesaw to receive feedback from classmates.

**Thursday** – Students create cards for *Concentration*. Each root word has two cards: one card has the root word and the matching card has either the definition or an example word.

**Friday** – Students partner up and play *Concentration* to review. Students take a quiz on the roots from this week. Quiz includes a section where students must write the definitions for the root words, a matching definition section, and a fill in the blank sentence section.

**Materials/Resources:** Vocabulary slideshow, chart paper and markers, student computers for personal dictionaries and Seesaw, cut index cards or paper squares for concentration, quiz
Appendix F

Vocabulary Slideshow
Persevere (verb)
To continue doing something or trying to do something even though it is difficult

Even though he was tired, Miguel persevered and finished the race.
**Assimilate** *(verb)*

To cause a person or group to become part of a different society, country, etc.

*When Javier came to the US, he assimilated quickly.*

---

**Pride** *(noun)*

A feeling that you respect yourself and deserve to be respected by other people

*Turning in her homework early gave Gabi a sense of pride.*
**Identity** (noun)
The qualities, beliefs, etc., that make a particular person or group different from others

*As children grow, they develop their own identities.*

---

**Heritage** (noun)
The traditions, achievements, beliefs, etc., that are part of the history of a group or country

*Maria’s Mexican heritage was very important to her family.*
**Courage** (noun)

The ability to do something that you know is difficult or dangerous

*It takes courage to stand up for your rights.*

---

**Sentence Stems**

I *persevere* when...

People *assimilate* when they...

I am filled with *pride* when I...

... is part of my *identity*.

An important part of my _____ *heritage* is...

It takes *courage* when I...
Appendix G

Vocabulary Quizzes
Part 1 Directions: Match the word with its definition. *Use each word ONCE.*

1. To continue doing something or trying to do something even though it is difficult
2. The ability to do something that you know is difficult or dangerous
3. To cause a person or group to become part of a different society, country, etc.
4. The qualities, beliefs, etc., that make a particular person or group different from others
5. A feeling that you respect yourself and deserve to be respected by other people
6. The traditions, achievements, beliefs, etc., that are part of the history of a group or country

Part 2 Directions: Fill in the blank with the missing vocabulary word. *Use each word ONCE.*

7. I had ________________ when my brother scored in his soccer game.
8. My family’s Mexican ________________ is important to us.
9. Brenda had to ________________ when she came to school and learned English.
10. I have to ________________ when I do long division.
11. Speaking Spanish is part of my ________________.
12. It takes ________________ to try something new.

Bonus Points: Write your own sentences using any of the vocabulary words.

1. ____________________________________________
   ____________________________________________

2. ____________________________________________
   ____________________________________________
Part 1 Directions: Write a definition for each of the words in your own words.

1. Nonviolent = _________________________________________________________________________

2. Irresistible = _________________________________________________________________________

3. Immature = _________________________________________________________________________

4. Illogical = _________________________________________________________________________

5. Incorrect = _________________________________________________________________________

Part 2 Directions: Fill in the blank with the missing prefix. *Use each prefix ONCE.*

6. William does not like made up stories. Instead he prefers to read ________fiction books.

7. Last week was an ________regular week because we did not have school on Friday.

8. Maui, the demigod from Moana, is ________mortal because he can live forever.

9. If someone does not know how to read or write, they are ________literate.

10. My abuela is very ________decisive. She cannot make a decision!

Bonus Points: Create your own made up word using one of the prefixes from this week.

Word: ___________________________

Definition: ______________________________________________________________________________________

__________________________________________________________________________________

Sentence: ______________________________________________________________________________________

__________________________________________________________________________________

Randi Kay Weiland, 2017
Part 1 Directions: Write the definition for each of the root words.

1. Graph =

2. Cred =

3. Aud, Audi =

4. Ped, Pod =

Part 2 Directions: Match the word with its definition. Use each word ONCE.

5. _____ A book written about someone’s life
   - A. Audiobook
   - B. Credible
   - C. Biography
   - D. Expedition

6. _____ A book that a person listens to

7. _____ A journey that is long and dangerous; people used to go on foot

8. _____ Reasonable to believe or trust

Part 3 Directions: Fill in the blank with the missing prefix. Use each word ONCE.

9. Everyone was ________________ that the new player scored ten goals his first game!

10. We waited in line for hours just to get the singer’s ________________.

11. The music teacher did not hold an ________________ for the performance; instead, every student was allowed to participate.

12. Nadia visited the ________________ when she had a sore on her foot that would not heal.

Bonus Points: Write your own sentence using any of the root words.

_______________________________________________________________________________________________

_______________________________________________________________________________________________

Randi Kay Weiland, 2017
Appendix H

Small Group Vocabulary Lesson Plans
<table>
<thead>
<tr>
<th>Unit: Mexican Heritage</th>
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<tbody>
<tr>
<td>Week: 1</td>
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**Guided Reading**

<table>
<thead>
<tr>
<th>Group #1</th>
<th>Tier II Words or Roots/Affixes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: <em>Mud Tortillas</em></td>
<td>• Flour</td>
</tr>
<tr>
<td>Author: Barbara M. Flores</td>
<td>• Dough</td>
</tr>
<tr>
<td>Level: 1.9</td>
<td>• <em>-illo/-illa</em> (diminutive in Spanish)</td>
</tr>
</tbody>
</table>

**Lesson Activities:**

**Monday** – Introduce vocab words before reading (during picture walk) with a brief definition.

**Tuesday** – Come up with gestures to represent each word/suffix. Students do the gesture whenever they read the word in the text. Allow students time to add any words to their personal dictionaries.

**Wednesday** – Partner students up and have them retell the story to their partner, making sure to use the vocabulary words.

**Thursday** – Have students practice creating sentences using the words. Share several verbally, and then have students write one for each word.

**Friday** – Play *Go Fish*. Place a variety of vocabulary words in a paper bag. One student at a time “goes fishing” and pulls out a word. They must say the definition and/or use it in a sentence to get a point.

**Materials/Resources:** Copies of books, notebooks, paper bag of vocabulary words for *Go Fish*

<table>
<thead>
<tr>
<th>Group #2</th>
<th>Tier II Words or Roots/Affixes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: <em>A Day's Work</em></td>
<td>• Grumbled</td>
</tr>
<tr>
<td>Author: Eve Bunting</td>
<td>• Shuffled</td>
</tr>
<tr>
<td>Level: 2.7</td>
<td>• Huddled</td>
</tr>
<tr>
<td></td>
<td>• <em>Over-</em> (overgrown, overflowed)</td>
</tr>
</tbody>
</table>

**Lesson Activities:**

**Monday** – Introduce vocab words before reading (during picture walk) with a brief definition.

**Tuesday** – Come up with gestures to represent each prefix/word. Students do the gesture whenever they read the word in the text. Allow students time to add any words to their personal dictionaries.

**Wednesday** – Play *Charades* to review the meanings of the words.

**Thursday** – Have students practice creating sentences using the words. Share several verbally, and then have students write one for each word.

**Friday** – Partner students up and have them retell the story to their partner, making sure to use the vocabulary words.

**Materials/Resources:** Copies of books, paper bag of vocabulary words for *Charades*, notebooks
<table>
<thead>
<tr>
<th>Unit: Mexican Heritage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week: 1</td>
</tr>
<tr>
<td>Dates: TBD</td>
</tr>
</tbody>
</table>

**Guided Reading**

<table>
<thead>
<tr>
<th>Group #3</th>
<th>Tier II Words or Roots/Affixes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: <em>Dear Primo: A Letter to My Cousin</em></td>
<td>• <em>Under</em> - (underground)</td>
</tr>
<tr>
<td>Author: Duncan Tonatiuh</td>
<td>• <em>Hydr</em> (hydrant)</td>
</tr>
<tr>
<td>Level: 3.2</td>
<td>• <em>Uni</em> - (uniform)</td>
</tr>
<tr>
<td></td>
<td>• Tradition</td>
</tr>
</tbody>
</table>

**Lesson Activities:**

**Monday** – Introduce vocab words before reading (during picture walk) with a brief definition.

**Tuesday** – Come up with gestures to represent each prefix/word. Students do the gesture whenever they read the word in the text. Allow students time to add any words to their personal dictionaries.

**Wednesday** – Create word webs as a group for the prefixes. See if students can identify other words that use the prefixes. If not, the teacher can give clues.

**Thursday** – Have students practice creating sentences using the words. Share several verbally, and then have students write one for each word.

**Friday** – Partner students up and have them retell the story to their partner, making sure to use the vocabulary words.

**Materials/Resources:** Copies of books, notebooks, word webs for *under*, *hydr*, and *uni-*

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<table>
<thead>
<tr>
<th>Guided Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group #4</td>
</tr>
<tr>
<td>Title: <em>The House on Mango Street</em> (pgs. 3-16)</td>
</tr>
<tr>
<td>Author: Sandra Cisneros</td>
</tr>
<tr>
<td>Level: 4.5</td>
</tr>
</tbody>
</table>

**Tier II Words or Roots/Affixes:**

• -ette (barrettes, rosettes)
• *Anchor*
• *Sobbing*
• Raggedy
• Inherit
• Sassy

**Lesson Activities:**

**Monday** – Introduce vocab words before reading with a brief definition. Come up with gestures to represent each word/suffix. Students do the gesture whenever they read the word in the text.

**Tuesday** – Play *Charades* to review the meanings of the words. Allow students time to add any words to their personal dictionaries.

**Wednesday** – Have students practice creating sentences using the words. Share several verbally, and then have students write one fill-in-the-blank sentence for each word.

**Thursday** – Switch students’ fill-in-the-blank sentences so they fill in someone else’s.

**Friday** – Students explain to a partner how each word relates to the story.

**Materials/Resources:** Copies of books, paper bag of vocabulary words for *Charades*, notebooks
# Guided Reading

## Group #1

<table>
<thead>
<tr>
<th>Title: Mañana Iguana</th>
<th>Tier II Words or Roots/Affixes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author: Ann Whitford Paul</td>
<td>- Wriggled</td>
</tr>
<tr>
<td>Level: 1.9</td>
<td>- Fidgeted</td>
</tr>
</tbody>
</table>

**Lesson Activities:**

- **Monday** – Introduce vocab words before reading (during picture walk) with a brief definition.
- **Tuesday** – Come up with gestures to represent each word. Students do the gesture whenever they read the word in the text. Allow students time to add any words to their personal dictionaries.
- **Wednesday** – Partner students up and have them retell the story to their partner, making sure to use the vocabulary words.
- **Thursday** – Students choose one word to illustrate and then write a caption to describe the picture.
- **Friday** – Play *Flyswatter* as a cumulative vocabulary review game of all words discussed so far in this group. Teacher gives a clue and the first student (of two) to hit the correct word gets a point.

**Materials/Resources:** Copies of books on EPIC (need computers), *Flyswatter* materials

## Group #2

<table>
<thead>
<tr>
<th>Title: René Has Two Last Names</th>
<th>Tier II Words or Roots/Affixes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author: René Colato Laínez</td>
<td>- In- (incomplete)</td>
</tr>
<tr>
<td>Level: 3.1</td>
<td>- Dis- (disappeared)</td>
</tr>
</tbody>
</table>

**Lesson Activities:**

- **Monday** – Introduce vocab words before reading (during picture walk) with a brief definition.
- **Tuesday** – Come up with gestures to represent each word. Students do the gesture whenever they read the word in the text. Allow students time to add any words to their personal dictionaries.
- **Wednesday** – Partner students up and have them retell the story to their partner, making sure to use the vocabulary words.
- **Thursday** – Create word webs as a group for the prefixes. See if students can identify other words that use the prefixes. If not, the teacher can give clues.
- **Friday** – Play *Flyswatter* as a cumulative vocabulary review game of all words discussed so far in this group. Teacher gives a clue and the first student (of two) to hit the correct word gets a point.

**Materials/Resources:** Copies of books, word webs for *in- and dis-*, *Flyswatter* materials
<table>
<thead>
<tr>
<th>Unit: Mexican Heritage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week: 2</td>
</tr>
<tr>
<td>Guided Reading</td>
</tr>
<tr>
<td>Group #3</td>
</tr>
<tr>
<td>Title: <em>Cesar Chavez</em></td>
</tr>
<tr>
<td>Author: Ginger Wadsworth</td>
</tr>
<tr>
<td>Level: 3.3</td>
</tr>
<tr>
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<td></td>
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</tr>
</tbody>
</table>

**Lesson Activities:**
- **Monday** – Introduce vocab words before reading (during picture walk) with a brief definition.
- **Tuesday** – Come up with gestures to represent each word. Students do the gesture whenever they read the word in the text. Allow students time to add any words to their personal dictionaries.
- **Wednesday** – Partner students up and have them retell the story to their partner, making sure to use the vocabulary words.
- **Thursday** – Create word webs as a group for the prefix and root. See if students can identify other words that use the morphemes. If not, the teacher can give clues.
- **Friday** – Play *Flyswatter* as a cumulative vocabulary review game of all words discussed so far in this group. Teacher gives a clue and the first student (of two) to hit the correct word gets a point.

**Materials/Resources:** Books on EPIC (computers), word webs for *migr and dis-*., *Flyswatter* materials

<table>
<thead>
<tr>
<th>Guided Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group #4</td>
</tr>
<tr>
<td>Title: <em>The House on Mango Street</em> (pgs. 17-32)</td>
</tr>
<tr>
<td>Author: Sandra Cisneros</td>
</tr>
<tr>
<td>Level: 4.5</td>
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</table>

**Lesson Activities:**
- **Monday** – Introduce vocab words before reading with a brief definition. Come up with gestures to represent each word/suffix. Students do the gesture whenever they read the word in the text.
- **Tuesday** – Students explain to a partner how each word relates to the story, or make a prediction about how it will relate. Allow students time to add any words to their personal dictionaries.
- **Wednesday** – Have students practice creating sentences using the words. Share several verbally, and then have students write one for each word.
- **Thursday** – Students choose one word to illustrate and then write a caption to describe the picture.
- **Friday** – Play *Flyswatter* as a cumulative vocabulary review game of all words discussed so far in this group. Teacher gives a clue and the first student (of two) to hit the correct word gets a point.

**Materials/Resources:** Copies of books, notebooks, *Flyswatter* materials
## Guided Reading

<table>
<thead>
<tr>
<th>Group #1</th>
<th>Tier II Words or Roots/Affixes:</th>
</tr>
</thead>
</table>
| **Title:** *Cesar Chavez: Latino American Civil Rights Activist* | • Fortunate  
• Migrant  
• Union  
• Boycotts |
| **Author:** Grace Hansen |
| **Level:** 2.1 |

**Lesson Activities:**
- **Monday** – Introduce vocab words before reading with a brief definition. Have students make predictions for what the story will be about using the words. Do a picture walk to check predictions.
- **Tuesday** – Come up with gestures to represent each word. Students do the gesture whenever they read the word in the text. Allow students time to add any words to their personal dictionaries.
- **Wednesday** – Students work in partners to role play a situation to represent one of the words.
- **Thursday** – Have students practice creating sentences using the words. Share several verbally, and then have students write one, fill-in-the-blank style, for each word.
- **Friday** – Pass out the fill-in-the-blank sentences for students to complete each other’s work.

**Materials/Resources:** Book is on EPIC (need computers), notebooks

<table>
<thead>
<tr>
<th>Group #2</th>
<th>Tier II Words or Roots/Affixes:</th>
</tr>
</thead>
</table>
| **Title:** *The Upside Down Boy* | • Settle  
• -er/-or (teacher, composer, conductor)  
• Tumble  
• Dough |
| **Author:** Juan Felipe Herrera |
| **Level:** 3.1 |

**Lesson Activities:**
- **Monday** – Students fill out a word prediction chart in their notebooks. They predict what the vocab words mean, then they write what the word means after the read it in context, and then after reading they look up and record the dictionary definitions.
- **Tuesday** – Come up with gestures to represent each word. Students do the gesture whenever they read the word in the text. Allow students time to add any words to their personal dictionaries.
- **Wednesday** – Create a word web as a group for -er/-or words. Play *Find the Imposter* where students have to identify the one word in a series that doesn’t follow the rule (like “better”).
- **Thursday** – Have students practice creating sentences using the words. Share several verbally, and then have students write one, fill-in-the-blank style, for each word.
- **Friday** – Pass out the fill-in-the-blank sentences for students to complete each other’s work.

**Materials/Resources:** Copies of books, notebooks, -er/-or word web, *Find the Imposter* worksheet
Unit: Mexican Heritage

Week: 3  Dates: TBD

Guided Reading

<table>
<thead>
<tr>
<th>Group #3</th>
<th>Tier II Words or Roots/Affixes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: <em>América Is Her Name</em></td>
<td>• Elongated</td>
</tr>
<tr>
<td>Author: Luis J. Rodriguez</td>
<td>• Sullen</td>
</tr>
<tr>
<td>Level: 3.5</td>
<td>• Scowl</td>
</tr>
<tr>
<td></td>
<td>• Desperate</td>
</tr>
<tr>
<td></td>
<td>• <em>Il</em>- (illegal)</td>
</tr>
<tr>
<td></td>
<td>• Bloom</td>
</tr>
</tbody>
</table>

Lesson Activities:

**Monday** – Students fill out a word prediction chart in their notebooks. They predict what the vocab words mean, then they write what the word means after the read it in context, and then after reading they look up and record the dictionary definitions.

**Tuesday** – Come up with gestures to represent each word. Students do the gesture whenever they read the word in the text. Allow students time to add any words to their personal dictionaries.

**Wednesday** – Students work in partners to role play a situation to represent one of the words.

**Thursday** – Have students practice creating sentences using the words. Share several verbally, and then have students write one, fill-in-the-blank style, for each word.

**Friday** – Pass out the fill-in-the-blank sentences for students to complete each other’s work.

Materials/Resources: Copies of books, notebooks

Guided Reading

<table>
<thead>
<tr>
<th>Group #4</th>
<th>Tier II Words or Roots/Affixes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: <em>The House on Mango Street</em> (pgs. 33-52)</td>
<td>• Descended</td>
</tr>
<tr>
<td>Author: Sandra Cisneros</td>
<td>• Strutted</td>
</tr>
<tr>
<td>Level: 4.5</td>
<td>• <em>In</em>- (invisible)</td>
</tr>
<tr>
<td></td>
<td>• Scuffed</td>
</tr>
<tr>
<td></td>
<td>• Arcs</td>
</tr>
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Lesson Activities:

**Monday** – Students fill out a word prediction chart in their notebooks. They predict what the vocab words mean, then they write what the word means after the read it in context, and then after reading they look up and record the dictionary definitions.

**Tuesday** – Review the words by playing *Pictionary*. Then allow students time to add any words to their personal dictionaries.

**Wednesday** – Students work in partners to role play a situation to represent one of the words.

**Thursday** – Have students practice creating sentences using the words. Share several verbally, and then have students write one, fill-in-the-blank style, for each word.

**Friday** – Pass out the fill-in-the-blank sentences for students to complete each other’s work.

Materials/Resources: Copies of books, notebooks
<table>
<thead>
<tr>
<th>Unit: Mexican Heritage</th>
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<tbody>
<tr>
<td>Week: 4</td>
<td>Dates: TBD</td>
</tr>
</tbody>
</table>

**Guided Reading**

**Group #1**

**Title:** *Hairs/Pelitos: A story in English and Spanish from The House on Mango Street*  
**Author:** Sandra Cisneros  
**Level:** 2.5  

**Tier II Words or Roots/Affixes:**  
- Barrettes  
- Rosettes  
- -ette (diminutive in French and English)  
- Simile

**Lesson Activities:**

**Monday** – Introduce vocab words before reading (during picture walk) with a brief definition.

**Tuesday** – Partner students up and have them retell the story to their partner, making sure to use the vocabulary words. Allow students time to add any words to their personal dictionaries.

**Wednesday** – Make a word web of -ette words. Then have students make up their own words using the suffix.

**Thursday** – Write similes about our own family members modeled after the ones in the book.

**Friday** – Choose one simile to illustrate and post on Seesaw to show the class. Students can give each other feedback.

**Materials/Resources:** Copies of books, notebooks, -ette word web, computers for Seesaw

---

**Guided Reading**

**Group #2**

**Title:** *Medio Pollito: A Mexican Folktale*  
**Author:** Amanda St. John  
**Level:** 3.1  

**Tier II Words or Roots/Affixes:**  
- Vane  
- Encouragement  
- Dramatically  
- Plead*ed*  
- -ic  
- -ly  
- -ment

**Lesson Activities:**

**Monday** – Introduce vocab words before reading (during picture walk) with a brief definition. Have students write a prediction for what the story will be about using the vocab words.

**Tuesday** – Come up with gestures to represent each word. Students do the gesture whenever they read the word in the text. Allow students time to add any words to their personal dictionaries.

**Wednesday** – Make word webs for -ic, -ly, and -ment words. Then have students brainstorm as many words as they can that use both -ic and -ly in one minute (like dramatically).

**Thursday** – Partner students up and have them retell the story to their partner, making sure to use the vocabulary words.

**Friday** – Students choose one word to teach the class on Seesaw. They must write the definition, create a picture to represent the word, and use it in a sentence.

**Materials/Resources:** Book is on EPIC (need computers), word webs for suffixes, notebooks, Seesaw
### Unit: Mexican Heritage

**Week: 4  Dates: TBD**

#### Guided Reading

**Group #3**

**Title:** ¡Sí, Se Puede! Yes, We Can! Janitor Strike in L.A.  
**Author:** Diana Cohn  
**Level:** 3.8

<table>
<thead>
<tr>
<th>Tier II Words or Roots/Affixes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er/-or (driver, worker, carpenter, minister, janitor, marcher)</td>
</tr>
<tr>
<td>Deserve</td>
</tr>
<tr>
<td>Rally</td>
</tr>
<tr>
<td>Courage, Union, and Strike</td>
</tr>
</tbody>
</table>

**Lesson Activities:**
- **Monday** – Introduce vocab words before reading (during picture walk) with a brief definition.
- **Tuesday** – Come up with gestures to represent each word. Students do the gesture whenever they read the word in the text. Allow students time to add any words to their personal dictionaries.
- **Wednesday** – Create a word web as a group for -er/-or words. Play *Find the Imposter* where students have to identify the one word in a series that doesn’t follow the rule (like “better”).
- **Thursday** – Partner students up and have them retell the story to their partner, making sure to use the vocabulary words.
- **Friday** – Students choose one word to teach the class on Seesaw. They must write the definition, create a picture to represent the word, and use it in a sentence.

**Materials/Resources:** Copies of books, notebooks, -er/-or word webs, *Find the Imposter* worksheet, computers for Seesaw

---

**Group #4**

**Title:** *The House on Mango Street* (pgs. 53-69)  
**Author:** Sandra Cisneros  
**Level:** 4.5

<table>
<thead>
<tr>
<th>Tier II Words or Roots/Affixes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imitate</td>
</tr>
<tr>
<td>Goblets</td>
</tr>
<tr>
<td>Fortune</td>
</tr>
<tr>
<td>Luxury</td>
</tr>
<tr>
<td>Ashamed</td>
</tr>
</tbody>
</table>

**Lesson Activities:**
- **Monday** – Introduce vocab words before reading with a brief definition. Come up with gestures to represent each word/suffix. Students do the gesture whenever they read the word in the text.
- **Tuesday** – Play *Go Fish*. Place the vocabulary words in a paper bag. One student at a time “goes fishing” and pulls out a word. They must say the definition and/or use it in a sentence to get a point.
- **Wednesday** – Have students practice creating sentences using the words. Share several verbally, and choose one to write for each word. Allow students time to add words to their personal dictionaries.
- **Thursday** – Have students use as many of the vocab words from this book in a written summary.
- **Friday** – Students choose one word to teach the class on Seesaw. They must write the definition, create a picture to represent the word, and use it in a sentence.

**Materials/Resources:** Copies of books, bag of words for *Go Fish*, notebooks, computers for Seesaw

Randi Kay Weiland, 2017
Appendix I

Vocabulary Posters for Guided Reading Texts
Vocabulary Words from

*Mud Tortillas*

**Flour**: (noun) powder made from a grain (especially wheat) that is used in cooking for making bread, cakes, etc.

**Dough**: (noun) a mixture of flour, water, and other ingredients that is baked to make bread, cookies, etc.

-illo/-illa: (suffix) a small or adorable thing
Vocabulary Words from

A Day’s Work

**Grumble**: (verb) to complain quietly about something; to talk in an unhappy way

**Shuffle**: (verb) to slide your feet along the ground or back and forth without lifting them completely

**Huddle**: (verb) to come close together in a group

**Over-**: (prefix) too much or above
Vocabulary Words from

*Dear Primo: A Letter to My Cousin*

**Tradition**: (noun) a way of thinking, behaving, or doing something that has been used by the people in a particular group, family, community, etc., for a long time

**Under-**: (prefix) too little or below

**Hydr**: (root) water

**Uni-**: (prefix) one
Vocabulary Words from

_The House on Mango Street_ (pgs. 3-16)

**Anchor:** (noun) 1. a heavy device that is attached to a boat by a rope that is thrown into the water to hold the boat in place 2. a person or thing that provides strength and support

**Sobbing:** (verb) crying noisily while taking in short, sudden breaths

**Raggedy:** (adjective) not in good condition

**Inherit:** (verb) to receive something from someone who had it previously

**Sassy:** (adjective) 1. having or showing a rude lack of respect 2. very stylish 3. confident and energetic

**-ette:** (suffix) a small or adorable thing
Vocabulary Words from

*Mañana Iguana*

**Wriggle**: (verb) to twist from side to side with small quick movements like a worm

**Fidget**: (verb) to make a lot of small movements because you are nervous, bored, etc.

**Flounce**: (verb) to move with exaggerated motions

**Squirm**: (verb) to make a lot of twisting movements because you are nervous, uncomfortable, bored, etc.
Vocabulary Words from

*René Has Two Last Names*

**Delicate**: (adjective) easily broken or damaged

**Harvest**: (verb) to gather or collect a crop
(noun) 1. the season when crops are gathered from the fields 2. the amount of crops that are gathered

**In-**: (prefix) not

**Dis-**: (prefix) opposite or against
Vocabulary Words from *Cesar Chavez*

**Crops**: (noun) plants or plant products that are grown by farmers

**Strike**: (verb) to refuse to work until your employer does what you want (noun) a period of time when workers stop work in order to force an employer to agree to their demands

**Patient**: (adjective) able to remain calm and not become annoyed when waiting for a long time or when dealing with problems or difficult people

**Union**: (noun) an organization of workers formed to protect the rights and interests of its members

**Migr**: (root) move

**Dis-**: (prefix) opposite or against
Vocabulary Words from

The House on Mango Street  (pgs. 17-32)

Pluck: (verb) to pull something quickly to remove it

Limb: (noun) 1. a leg or arm 2. a large branch of a tree

Lopsided: (adjective) having one side that is lower or smaller than the other

Scrambling: (verb) 1. moving or climbing over something quickly while also using your hands 2. to move or act quickly to do, find, or get something often before someone else does

Pleated: (adjective) when cloth has a fold in it that is made from folding the material onto itself

Randi Kay Weiland, 2017
Vocabulary Words from *Cesar Chavez: Latino American Civil Rights Activist*

Fortunate: (adjective) having good luck

Migrant: (noun) a person who goes from one place to another especially to find work

Union: (noun) an organization of workers formed to protect the rights and interests of its members

Boycott: (verb) to refuse to buy, use, or participate in something as a way of protesting
Vocabulary Words from

*The Upside Down Boy*

**Settle**: (verb) to move to a place and make it your home

**Tumble**: (verb) to fall down suddenly and quickly

**Dough**: (noun) a mixture of flour, water, and other ingredients that is baked to make bread, cookies, etc.

**-er/-or**: (suffix) a person who; a thing that
Vocabulary Words from *América Is Her Name*

**Elongated**: (adjective) something that was made longer

**Scowl**: (verb) to look at someone or something in a way that shows anger or disapproval (noun) an expression on someone’s face that shows anger or disapproval

**Sullen**: (adjective) used to describe an angry or unhappy person who does not want to talk, smile, etc.

**Desperate**: (adjective) very sad and upset because of having little or no hope

**Bloom**: (verb) to change, grow, or develop fully

**Il-**: (prefix) not
Vocabulary Words from

The House on Mango Street (pgs. 33-52)

Descend: (verb) to go down

Strut: (verb) to walk in a confident and proud way

Scuff: (verb) to make a mark or scratch in the surface of something by scraping it

Arc: 1. (noun) a line or shape that is curved like part of a circle 2. (verb) to move or lie in a curving path

In-: (prefix) not
Vocabulary Words from
*Hairs/Pelitos: A story in English and Spanish from The House on Mango Street*

**Simile:** (noun) a phrase that uses the words *like* or *as* to describe someone or something by comparing it with someone or something else that is similar

**Barrettes:** (noun) decorative clips or bars that are used to hold a girl’s hair in place

**Rosettes:** (noun) an ornament that is made of ribbon and folded in the shape of a rose

**-ette:** (suffix) a small or adorable thing
Vocabulary Words from

*Medio Pollito: A Mexican Folktale*

**Vane**: (noun) an object that is usually put on the top of a roof and that has an arrow that turns as the wind blows to show the direction of the wind

**Encouragement**: (noun) something that makes someone more determined, hopeful, or confident

**Dramatically**: (adverb) done in a sudden and extreme way that attracts attention

**Plead**: (verb) to ask for something in a serious and emotional way

**-ic**: (suffix) related to; usually changes words into adjectives

**-ly**: (suffix) having the characteristics of; usually changes words into adverbs

**-ment**: (suffix) in a state of; usually changes words into nouns
Vocabulary Words from ¡Sí, Se Puede! Yes, We Can! Janitor Strike in L.A.

Deserve: (verb) used to say that someone or something should or should not have or be given something

Courage: (noun) the ability to do something that you know is difficult or dangerous

Rally: (noun) a public meeting to support or oppose someone or something

Union: (noun) an organization of workers formed to protect the rights and interests of its members

Strike: (verb) to refuse to work until your employer does what you want (noun) a period of time when workers stop work in order to force an employer to agree to their demands

-er/-or: (suffix) a person who; a thing that
Vocabulary Words from

The House on Mango Street (pgs. 53-69)

**Imitate**: (verb) 1. to make or do something the same way as something else 2. to do the same thing as someone

**Goblet**: (noun) a container used for drinking liquids that has a round bowl on top of a stem attached to a flat base

**Fortune**: (noun) 1. a very large amount of money 2. luck

**Luxury**: (noun) a condition or situation of great comfort, ease, and wealth

**Ashamed**: (adjective) feeling shame or guilt
Appendix J

Word Prediction Chart
# Word Prediction Chart

<table>
<thead>
<tr>
<th>Word</th>
<th>Prediction</th>
<th>Meaning from Context</th>
<th>Definition from Dictionary</th>
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</tbody>
</table>

Randi Kay Weiland, 2017
Appendix K

Flyswatter Vocabulary Review Game
FLYSWATTER

VOCABULARY REVIEW GAME

Slide 1

GROUP 1

-illo/-illa

wriggled

squired

dough

fidgeted

flour

flounced

Slide 2

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Slide 5
Appendix L

Vocabulary Practice on Seesaw
Last night I went for a walk around my neighborhood. I was just strolling along like an average pedestrian when I saw an incredible sight! Someone was creating some beautiful graffiti on the side of the grocery store. The artist was so amazing that an audience had already formed to watch him work his magic.
What's My Word?
Create a visual representation for a word that starts with one of this week's prefixes. Do NOT write the word on your post.

When you are done, try to guess your classmates' words. Leave them a comment with your guess.

Prefixes: non-, in-, im-, il-

Created by Randi Kay Weiland

0 Responses, 0 Waiting for Approval, 1 Not Responded
Published Nov 4, 2017

Family Similes
Write a simile about someone in your family just like Sandra Cisneros does in Hairs/Pelitos.

Created by Randi Kay Weiland

0 Responses, 0 Waiting for Approval, 1 Not Responded
Published Nov 4, 2017
**Teach Us!**
Choose one vocabulary word that we have studied in your reading group to teach to the rest of the class. Your post should include four parts:
1) the word
2) a definition
3) a picture to represent the word
4) an example of how to use the word in a sentence.

Be creative!
Created by Randi Kay Weiland

0 Responses, 0 Waiting for Approval, 1 Not Responded
Published Nov 4, 2017

**Vocabulary Haikus**
Choose one of this week’s words and write a haiku poem about it. Remember, haikus have three lines. The first line has five syllables, the second line has seven syllables, and the third line has five syllables.

**COURAGE**
When things are scary,
you need to be very brave
and keep pushing through

Words: persevere, assimilate, pride, identity, heritage, courage
Created by Randi Kay Weiland

0 Responses, 0 Waiting for Approval, 1 Not Responded
Published Nov 4, 2017

Randi Kay Weiland, 2017
Appendix M

Word Parts Slideshows
PREFIXES

Added to the beginning of words to create new words

Non-

“Not”

nonfat

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Ir-

“Not”

irregular

In-

“Not”

inexpensive
Slide 5

Im-

“Not”

impossible

Slide 6

Il-

“Not”

illegal
Determine the meaning of the underlined word in each sentence.

1. My little cousin is so annoying because he talks nonstop!
2. An irresponsible student may never turn in her homework.
3. The party is informal, so you do not have to dress up.
4. Nothing is impossible if you keep trying!
5. The doctor’s handwriting is so messy that it is illegible.
ROOT WORDS
Has no prefixes or suffixes and is the most basic part of a word

Graph
“Write”
Autograph
Cred

“Believe”

Incredible

Aud, Audi

“Hear”

audience

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Determine the meaning of the underlined word in each sentence.

1. The walls under the highway are covered in graffiti.
2. My partner deserves all the credit.
3. I need an audio cable to hook up my new speakers.
4. Many people wear a pedometer to keep track of how many steps they take each day.
Appendix N

Word Webs
dis- "opposite or against"

- disapprove
- discover
- distrust
- disappear
- disconnect
- dishonest
il-
"not"
illegal
illiterate
illegible
illegitimate
illogical
in-
"not"
invisible
indecisive
incomplete
inefficient
informal
incorrect
ir-
"not"

irrational

irreversible

irregular

irresponsible

irresistible

irrelevant
over-
"too much or above"

overestimated
overdone
overexcited
overflowed
overconfident
overgrown
under-
"too little or below"
underwater
underline
underground
underwear
undershirt
underweight
uni-"one"

unique
unicycle
universe
uniform
union
unicorn
aud, audi
"hear"

audio
audiologist
auditorium
audience
audition
audible
cred
"believe"

credible

credible

incredible

incredulous

credentials

credit

creed
hydr
"water"

hydrate
hydrant
hydraulics
hydrangea
hydroplane
dehydrated
-er/-or
"a person who; a thing that"

cleaner
author
composer
conductor
teacher
printer
-ette
"small or adorable"
kitchenette
barrette
rosette
cigarette
brunette
"related to"

-ic

heroic

angelic

scientific

historic

robotic

electric
-illo/-illa
"small or adorable"

tortilla

jovencillo
“young man”

panecillo
“roll”

mujercilla
“little woman”

bolsillo
“pocket”
"having the characteristics of"

- quickly
- bravely
- smoothly
- completely
- cheerfully
- sadly
"in a state of"

-ment

enjoyment

management

amazement

punishment

movement

argument
Appendix O

Find the Imposter Worksheet
**Find the Imposter**

Circle the words that follow the rule and cross out the one that does not.

<table>
<thead>
<tr>
<th></th>
<th>boxer</th>
<th>mother</th>
<th>stapler</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>super</td>
<td>editor</td>
<td>governor</td>
</tr>
<tr>
<td>3</td>
<td>better</td>
<td>traveler</td>
<td>blender</td>
</tr>
<tr>
<td>4</td>
<td>keeper</td>
<td>painter</td>
<td>quarter</td>
</tr>
<tr>
<td>5</td>
<td>questioner</td>
<td>horror</td>
<td>investigator</td>
</tr>
<tr>
<td>6</td>
<td>reader</td>
<td>player</td>
<td>clever</td>
</tr>
<tr>
<td>7</td>
<td>taller</td>
<td>manager</td>
<td>writer</td>
</tr>
<tr>
<td>8</td>
<td>illustrator</td>
<td>operator</td>
<td>error</td>
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<td>9</td>
<td>wonder</td>
<td>visitor</td>
<td>counselor</td>
</tr>
<tr>
<td>10</td>
<td>mover</td>
<td>corner</td>
<td>computer</td>
</tr>
</tbody>
</table>
Find the Imposter (ANSWER KEY)

Circle the words that follow the rule and cross out the one that does not.

1. boxer  
   2. super  
   3. better  
   4. keeper  
   5. questioner  
   6. reader  
   7. taller  
   8. illustrator  
   9. wonder  
   10. mover  

mother  
editor  
traveler  
painter  
horror  
player  
manager  
operator  
visitor  
corner  

stapler  
governor  
blender  
quar ther  
investigator  
clever  
writer  
error  
counselor  
compute

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Appendix P

Context Clues Do Nows
Context Clues Do Now

I will determine the meanings of unknown words by analyzing word parts and using context clues.

Word Attack!

Strategies for Figuring Out Words We Don't Know

1) UNDERLINE unknown words
2) Chunk unknown words into WORD PARTS
3) Look for CLUES: Use Detective Eyes
   Look for clues.....
   In the word
   In the sentence
   In the picture
   In my life
   Is this like a word in Spanish?
4) Try it out to see if it makes sense
**Monday**

“I think this word means... because...”

- 1. My absentminded teacher loses his keys, his book, and his pen almost every day!
- 2. I wish I had a real towel to clean up this mess instead of this nonabsorbent napkin.
- 3. At night the desert was so cold we had to huddle together to keep warm (p. 13, My Diary from Here to There).

---

**Tuesday**

“I think this word means... because...”

- 1. This year my family will adorn our Christmas tree with homemade decorations.
- 2. Activists, like Cesar Chavez and Dolores Huerta, are courageous and fight for what is right.
- 3. Even though my baby cannot talk yet, he communicates nonverbally with us.
Wednesday

“I think this word means… because…”

- 1. There was crazy pandemonium as people were trying to leave the Bruno Mars concert.
- 2. The malicious child stole a pair of scissors and cut up his sister’s drawing.
- 3. I want to fly them (mis abuelitos) to California, but then walk them to my library. I want to show them the thirty books I devoured in the summer read-a-thon (p. 35, Neighborhood Odes).

Thursday

“I think this word means… because…”

- 1. I only have one photograph of me and my family in Mexico. It is irreplaceable, so I keep it in a safe spot.
- 2. Then I remember I have to throw it back to Tim. I watch it sail through the blue – hurrying away from me (p. 38, My Name is Jorge).
- 3. Although Josue was skeptical about our plan at first, he finally believed that it would be a good idea.
Friday

“I think this word means… because…”

1. Hurricanes and tornadoes are *treacherous*. Only a very foolish person would go out during that kind of weather.

2. When Ruby was sick, her voice was almost *inaudible*.

3. The events for the quinceañera were listed in *chronological* order. They began with the welcome and ended with the closing remarks.

Slide 7
Appendix Q

Blank Word Wall
Appendix R

Electronic Personal Dictionary Example
Mrs. Weiland’s Personal Dictionary

Example 2017-2018

Prefixes
### Slide 3

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
<th>Picture</th>
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<tbody>
<tr>
<td>Under-</td>
<td>Too little or below</td>
<td>Underground, underwater, underline, underweight</td>
<td><img src="example.png" alt="Image" /></td>
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<td>Uni-</td>
<td>One</td>
<td>Unicom, unique, uniform, universe, unicycle</td>
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<td>Dis-</td>
<td>Opposite or against</td>
<td>Disconnect, disappear, dishonest, discover, disappear</td>
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</tr>
<tr>
<td>Non-</td>
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<td>Nonfat, nontoxic, nonviolent, nonstop, nonfiction, nonsense</td>
<td><img src="example.png" alt="Image" /></td>
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<td>Ir-</td>
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<td>Irregular, irresistible, irresponsible, irrelevant</td>
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### Slide 4

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<td>In-</td>
<td>Not</td>
<td>Inexpensive, invisible, informal, incorrect, incomplete</td>
<td><img src="example.png" alt="Image" /></td>
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<td>Not</td>
<td>Impossible, immobile, immortal, immature, impersonal</td>
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<td>Root</td>
<td>Meaning</td>
<td>Examples</td>
<td>Picture</td>
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<td>Aud, audi</td>
<td>Hear</td>
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<td>Ped, pod</td>
<td>Feet</td>
<td>Pedometer, pedal, pedicure, tripod, podiatrist, pedestrian</td>
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Slide 7
Slide 8

Slide 9

<table>
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<th>Meaning</th>
<th>Examples</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er, -or</td>
<td>A person who; a thing that</td>
<td>Cleaner, stapler, composer, printer, author, teacher, worker</td>
<td><img src="image" alt="Person" /></td>
</tr>
</tbody>
</table>
Slide 10

Slide 11

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Sentence</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assimilate</td>
<td>(verb) To cause a person or group to become part of a different society, country, etc.</td>
<td>Many people assimilate to US culture by eating new kinds of foods.</td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
<td>Sentence</td>
<td>Picture</td>
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<tr>
<td>Bloom</td>
<td>To change, grow, or develop fully</td>
<td>I can’t wait for the flowers to bloom this spring.</td>
<td>![Bloom Image]</td>
</tr>
</tbody>
</table>
### Slide 14

![Image with a letter C]

### Slide 15

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Sentence</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage</td>
<td>The ability to do something that you know is difficult or dangerous</td>
<td>John had courage when he stood up to the bully.</td>
<td>![Picture of a person with courage]</td>
</tr>
<tr>
<td>Crops</td>
<td>Plans or plant products that are grown by farmers</td>
<td>This mild weather is good for the crops.</td>
<td>![Picture of crops]</td>
</tr>
</tbody>
</table>
### Slide 16

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Sentence</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desperate (adjective)</td>
<td>Very sad and upset because of having little or no hope</td>
<td>The quarterback threw the ball way down field in a desperate attempt for a touchdown.</td>
<td><img src="image" alt="Picture" /></td>
</tr>
<tr>
<td>Deserve (verb)</td>
<td>Used to say that someone or something should or should not have/be given something</td>
<td>You deserve to be the star student this week for all your hard work.</td>
<td><img src="image" alt="Picture" /></td>
</tr>
<tr>
<td>Word</td>
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<tr>
<td>Elongated</td>
<td>Something that was made</td>
<td>Swimming elongates your leg muscles.</td>
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<tr>
<td>(adjective)</td>
<td>longer</td>
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<tr>
<td>Word</td>
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Slide 20

Slide 21

Randi Kay Weiland, 2017
Slide 24

Slide 25

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Heritage</td>
<td>The traditions, achievements, beliefs, etc. that are part of the history or a group or country.</td>
<td>Part of Mrs. Pinedo's Mexican heritage is celebrating el día de los muertos.</td>
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</tbody>
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Randi Kay Weiland, 2017
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<tr>
<td>Identity</td>
<td>The qualities, beliefs, etc., that make a particular person or group</td>
<td>Part of my identity as a teenager was listening to rock music.</td>
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<tr>
<td>(noun)</td>
<td>different from others</td>
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<tr>
<td>Persevere (verb)</td>
<td>To continue doing something or trying to do something even though it is difficult</td>
<td>Even though the homework was really hard, Joselyn persevered and finished it.</td>
<td></td>
</tr>
<tr>
<td>Pride (noun)</td>
<td>A feeling that you respect yourself and deserve to be respected by other people</td>
<td>Jorge had a lot of pride when he finished the race.</td>
<td></td>
</tr>
<tr>
<td>Patient (adjective)</td>
<td>Able to remain calm and not become annoyed when waiting for a long time or when dealing with problems or difficult people</td>
<td>Kindergarten teachers have to be very patient.</td>
<td></td>
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</tbody>
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Slide 44

<table>
<thead>
<tr>
<th>Word</th>
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<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rally</td>
<td>(noun) A public meeting to support</td>
<td>The neighborhood held a rally for the new mayor.</td>
<td></td>
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<tr>
<td></td>
<td>or oppose someone or something</td>
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</tbody>
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Slide 45
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<th>Picture</th>
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</thead>
<tbody>
<tr>
<td>Strike (verb)</td>
<td>To refuse to work until your employer does what you want</td>
<td>The workers went on strike because they were not being treated well.</td>
<td><img src="image" alt="Strike" /></td>
</tr>
<tr>
<td>Scowl (verb)</td>
<td>To look at someone or something in a way that shows anger or disapproval</td>
<td>My sister scowled at me when I took the last cookie.</td>
<td><img src="image" alt="Scowl" /></td>
</tr>
<tr>
<td>Sullen (adjective)</td>
<td>Used to describe an angry or unhappy person who does not want to talk/smile</td>
<td>Kevin was in a sullen mood after his team lost.</td>
<td><img src="image" alt="Sullen" /></td>
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<tr>
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<tr>
<td>Tradition</td>
<td>A way of thinking, behaving, or doing something that has been used by the people in a particular group for a long time</td>
<td>At Thanksgiving, my family has a tradition that before we eat, we go around the table and say something we are thankful for.</td>
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<td>Union</td>
<td>An organization of workers formed to protect the rights and interests of its members</td>
<td>Cesar Chavez created a union of farmworkers.</td>
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Appendix S

Word Wizard Directions
Have you seen, heard, or used a new vocabulary word?

**Show us!**

**Option 1:**
Take a picture of the book/article/text you were reading. (You can be in the picture too!) Add a label with the sentence and page number where you found the word.

*Example:*

It took a lot of courage to tell Ms. Rosa about your problem.

**Option 2:**
Write the sentence you heard or said inside a speech bubble on a whiteboard. Take a picture of yourself holding the whiteboard.

Once you post your picture or video to our Word Wizards Seesaw Journal, a teacher will print your picture and add it to our Word Wizards bulletin board.

You can post as many entries as you want. Make sure to check and see what words your classmates are posting too.

Randi Kay Weiland, 2017
Student view of directions on Seesaw
REFERENCES


doi:10.1016/j.stueduc.2015.02.005


