

Vocabulary Protocol 9th and 10th Grade

Building Vocabulary with Word Roots

	Activity
<p>Monday</p> <ul style="list-style-type: none"> • Introduction • Tracking Learning <p>15 – 20 min.</p>	<p>1. Knowledge Rating Chart Complete # 1 rating on vocabulary chart using the 0 – 4 rating scale for vocabulary. (see attached) Circulate room to assess student ratings. Check students' ratings for accuracy.</p> <p>2. Direct instruction: Introduce new word prefix/suffix or base word.</p> <p>3. Divide and Conquer Activity: (see attached) Complete base word and base word meaning on vocabulary chart. (see attached)</p>
<p>Tuesday</p> <ul style="list-style-type: none"> • Deepening Understanding <p>10 – 15 min.</p>	<p>1. Divide and Conquer Activity: (see attached) Complete activity from Monday by selecting the correct definition and enter on vocabulary chart.</p> <p>Activity: Choose an activity that deepens the meaning of the word base and the individual words and the nuances in their meaning.</p> <p>a) Example/Non-example (<u>Bringing Words to Life</u> method – see attached.)</p> <ol style="list-style-type: none"> a. Individually students' complete written assignment with sentence examples which illustrate the meaning of the word and a sentence that does not indicate the meaning of the word. b. Review answers whole class. c. Assessment: d. Students individually, or in groups of 2, generate their own example/non-example of 4 of the words. <p><u>Assessment:</u></p> <ol style="list-style-type: none"> e. Assignment collected. Written feedback provided. <p>b) Open Word Sort – 2 member teams.</p> <ol style="list-style-type: none"> a. Students put words into categories based on shared characteristics. b. Students generate heading for categories. c. Students place a label with team members' names on them. <p><u>Assessment:</u></p> <ol style="list-style-type: none"> d. Circulate room discussing logic of categorization with teams of students. e. With I-Pad, take picture of completed word sorts for scoring. <p>c) Frayer Model on 2 select words</p> <ol style="list-style-type: none"> a. Students choose 2 words he/she scored low on their knowledge rating chart on Monday. b. Assessment: c. Circulate room clarifying nuance of word meaning <p><u>Assessment:</u> Checklist scoring or collect papers, score and return to student.</p> <p>d) Picture vocabulary</p> <ol style="list-style-type: none"> a. Student or teacher generated

	<p><u>Assessment:</u> b. Input answers in Socrative</p> <p>e) What does it look like? (<u>Bringing Words to Life</u> method) <u>Assessment:</u> Checklist scoring or collect papers, score and return to student.</p> <p>f) Writing activity with word(s): a. Poem b. Story <u>Assessment:</u> Collect and score papers using a holistic rubric and return to student.</p>
<p>Wednesday</p> <ul style="list-style-type: none"> • Deepening Understanding <p>10 – 15 min.</p>	<p>Choose a different activity from activities listed above.</p>
<p>Thursday</p> <ul style="list-style-type: none"> • Review <p>10 -15 min.</p>	<ol style="list-style-type: none"> 1. Vocabulary.com “Learn this List” and “Spelling Bee” activity 2. Context clues practice
<p>Friday</p> <ul style="list-style-type: none"> • Assessment • Tracking Learning <p>10 – 15 min.</p>	<ol style="list-style-type: none"> 1. Vocabulary Quiz 2. Rerate Knowledge Rating chart Complete #2 rating on vocabulary chart using the 0 – 4 rating scale for vocabulary.

KEEP TRACK OF YOUR OWN LEARNING 2012-2013

FCAT Grading Category	Score 1	Score 2 or Retake	Mastery >80%	8 th Grade Score
<u>Vocabulary:</u> Prefix, suffix, affixes				
<u>Vocabulary:</u> Unknown words; opposite, same meanings				
<u>Vocabulary:</u> Multiple meaning words				
<u>Vocabulary:</u> Word phrases, foreign words, idioms, etc.				Vocabulary:
<u>Reading:</u> Author's purpose, perspective, bias				
<u>Reading:</u> Compare/contrast				
<u>Reading:</u> Cause & Effect				
<u>Reading:</u> Text Structures				Reading:
<u>Reading: Main Idea:</u> A. Summarizing B. Paraphrasing C. Inferring D. Relevant Details				
<u>Literary Analysis:</u> Fiction: plot, character, conflict, setting, theme				
<u>Literary Analysis:</u> A. Figurative language: simile, metaphor, personification, hyperbole, pun, symbolism B. Descriptive language: tone, imagery, diction, irony, mood, alliteration, allusion, satire, onomatopoeia				Literary Analysis:
<u>Information and Research:</u> Text features, maps, diagrams				
<u>Information and Research:</u> Validity and reliability				
<u>Information and Research</u> : evaluate and synthesize information				Info & Research:

Track Your Own Learning: READING & LANGUAGE

WHAT YOU ARE LEARNING	GRADE	RETAKE	MORE HELP
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READING COMPREHENSION: LITERATURE

1. Characters			
2. Plot			
3. Setting			
4. Impact and Tone			
5. Theme			
6. Objective Summary			
7. Cultural Experience in Literature			
8. Compare and Contrast			

READING COMPREHENSION: INFORMATION TEXTS

9. Central Ideas			
10. Technical Meanings			
11. Effectiveness of Structure			
12. Cause and Effect			
13. Author's Point of View			
14. Evaluating Arguments			

Track Your Own Learning: READING & LANGUAGE

WHAT YOU ARE LEARNING	GRADE	RETAKE	MORE HELP
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VOCABULARY AND GRAMMAR			
15. Context Clues			
16. Multiple Meaning Words			
17. Figures of Speech			
18. Connotation and Denotation			
19. Subject-Verb Agreement			
20. Pronouns			
21. Active and Passive Voice			
22. Adjectives and Adverbs			
23. Verb Tense			
24. Parallel Structure			
25. Phrases and Clauses			
26. Capitalization			
27. Punctuation			
28. Spelling			
29. Reference Materials			

YOUR LEARNING AS A WRITER WILL BE TRACKED SEPARATELY