



# **Adolescent Literacy Solutions Vocabulary**

**Presenter**

**Susan Van Zant**  
Quarterly Summary: Regional Coaches

# Factors Influencing Adolescent Literary

1. Reading accuracy and fluency
2. Vocabulary, or knowledge of word meaning
3. Conceptual knowledge and understanding
4. Thinking and reasoning skills
5. Effective use of comprehension strategies
6. Motivation to understand and learn



Improving Adolescent Literacy: Suggestions from Research  
-J.K. Torgensen

# Essential Components of Reading Instruction



- Print awareness
- Letter knowledge
- Phonemic awareness
- Phonics
- Irregular word reading
- Multisyllabic word reading
- Fluency
- **Vocabulary**
- Comprehension

# What Is Vocabulary?

Sourcebook page 407: Top paragraph

“Vocabulary knowledge **is** knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.”

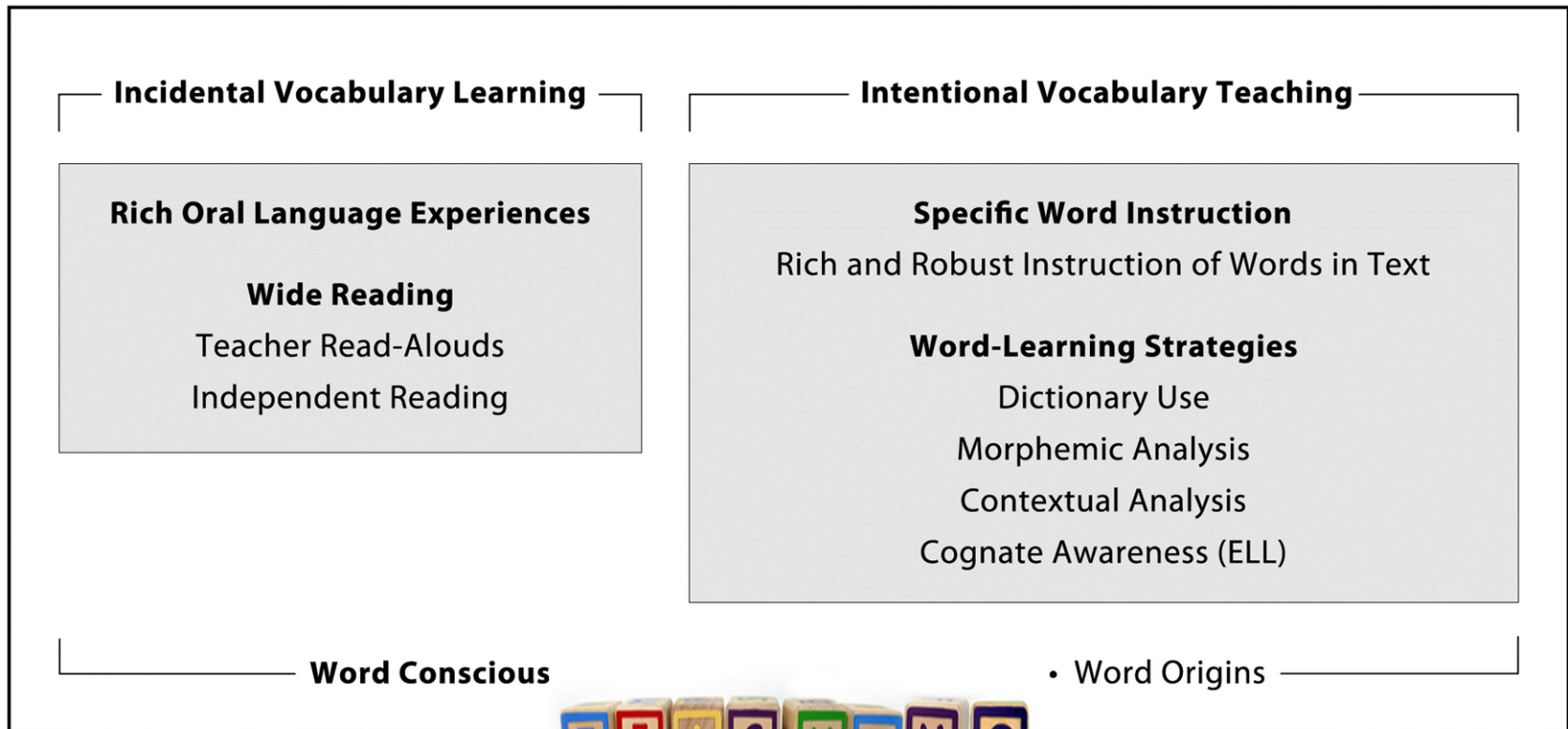
– Stahl, 2005

**VOCABULARY**  
Words Are  
Important!



# Components of Effective Vocabulary Instruction

CORE Sourcebook page 407



# Vocabulary Forms

| Vocabulary Forms |           |            |
|------------------|-----------|------------|
|                  | RECEPTIVE | PRODUCTIVE |
| ORAL             | Listening | Speaking   |
| PRINT            | Reading   | Writing    |





# Extend of Word Knowledge

Turn to handout page 40

- Complete the Connect to Theory
  1. Never seen or heard the word before
  2. Have seen or heard the word before, but don't know what it means
  3. Vaguely know the meaning of the word; can associate with a concepts or context.
  4. Know the word well can explain and use it.



# Estimates of Vocabulary Size

Sourcebook page 410 sidebar



Nagy and Anderson estimate that the average 12th grader probably knows about 40,000 distinct **word families**.

Biemiller estimates that, by 12th grade, many students know about 17,500 **root words** and their related forms and that a majority of students know about 15,000 root words well.

# Mind the Gap

Three-year-olds from advantaged homes had oral vocabularies five times larger than children from disadvantaged homes.

The bottom 25% of students begin Kindergarten with 1,000 fewer root words than average students and acquire only about 1.6 root words per day as compared with 2.4 for average students.

Without intervention, this gap grows larger as students proceed through school. To catch up, students must learn words at an accelerated rate.



# Differences in Children's Oral Language Experiences

## Actual Differences in *Quantity* of Words Heard

In a typical hour, the average child would hear

|                          |             |
|--------------------------|-------------|
| <b>Low Pay or No Job</b> | 616 words   |
| <b>Trades</b>            | 1,251 words |
| <b>Professional</b>      | 2,153 words |



## Actual Differences in *Quality* of Words Heard

In a typical hour, the average child would hear<sup>1</sup>

|                          |                                   |
|--------------------------|-----------------------------------|
| <b>Low Pay or No Job</b> | 11 prohibitions    5 affirmations |
| <b>Trades</b>            | 7 prohibitions    12 affirmations |
| <b>Professional</b>      | 5 prohibitions    32 affirmations |

—Hart, B., and Risley, T. R., 1995. *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore: Paul H. Brookes Publishing Co.



# The Vocabulary Gap

Sourcebook pages 412-413

- Think about the students in your classes who struggle with reading.
- Make a list of those students who like have serious gaps in their academic vocabulary.

*Note: These are the students you should think about during this section of the presentation..*





# The Good News...

Sourcebook page 415

“If we provide effective vocabulary instruction and make this instruction a high priority, we have a chance to overcome this gap.”

Isabel Beck 2011.





# Research: Links Between Vocabulary and Comprehension

*Sourcebook page 414*



“Of the many benefits of having a large vocabulary, none is more valuable than the **positive contribution that vocabulary size makes to reading comprehension.**”

– Nagy, 2005

“... the presence of these two accomplishments does not guarantee a high level of reading comprehension, **but the absence of either word recognition or adequate vocabulary ensures a low level of reading comprehension.**”

– Biemiller, 2005

# Effective Vocabulary Instruction

*Sourcebook pages 415-417*

Intentional, explicit teaching  
of specific words and word-  
learning strategies

Sourcebook p. 414

Fostering word  
consciousness

Sourcebook p. 416

Multiple exposures in  
multiple contexts

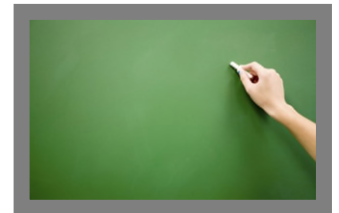
Sourcebook p. 416

Restructuring of vocabulary  
tasks so that students  
understand them

Sourcebook p. 417

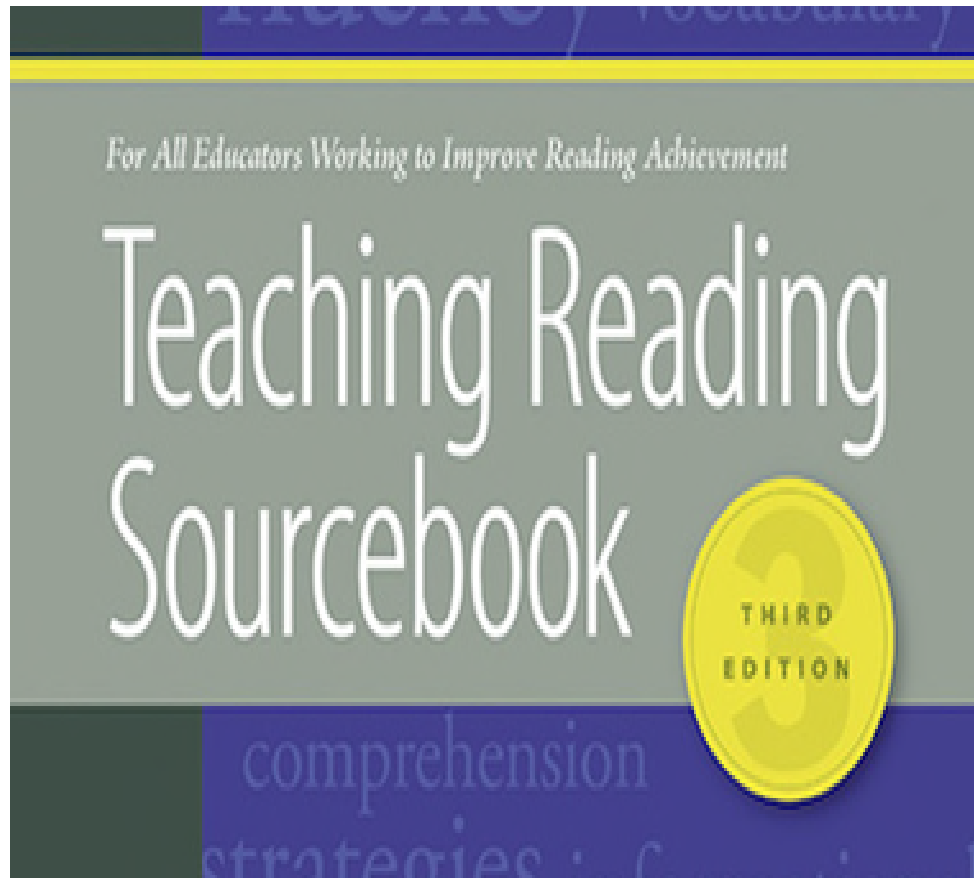
Incidental vocabulary  
learning

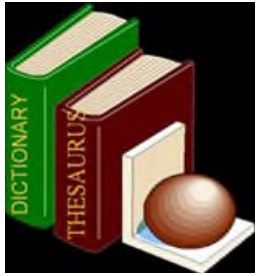
Sourcebook p. 417



# Specific Word Instruction

Sourcebook page 420





# Components of Effective Vocabulary Instruction

## Incidental Vocabulary Learning

### Rich Oral Language Experiences

#### Wide Reading

Teacher Read-Alouds  
Independent Reading

## Intentional Vocabulary Teaching

### Specific Word Instruction

Rich and Robust Instruction of Words in Text

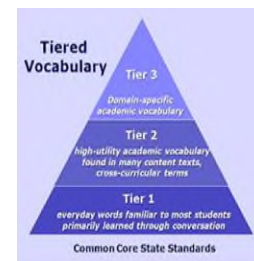
#### Word-Learning Strategies

Dictionary Use  
Morphemic Analysis  
Contextual Analysis  
Cognate Awareness (ELL)

**Word Consciousness** Adept Diction • Word Play • Word Origins

# The Three-Tier System

Sourcebook page 421, Chart page 422-423



**Tier-One:** basic words, rarely require instruction except for ELLs or students who may have not received sufficient academic vocabulary

**Tier-Two:** frequently occurring words, central to comprehension, understood by most mature literate individuals

**Tier-Three:** low-frequency specialized words, often limited to specific fields or domains of knowledge

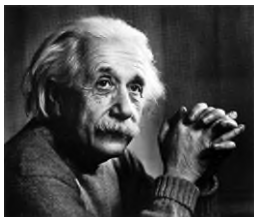
# Alignment to Math and Science

## Two types of Academic Vocabulary:

- **General Academic Vocabulary (Tier 2)**
  - analysis, procedure, attribute, vary, structure, emphasize
- **Domain-specific Academic Vocabulary (Tier 3) is presented in each selection**
  - circumference, electron, legislate, parallelogram, republic, photosynthesis



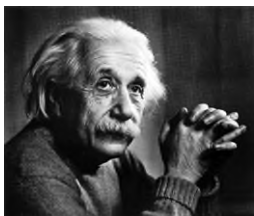
**English Language Support includes cognates**



# LANGUAGE OF MATH

Challenging because

- There is less overlap with concepts, ideas and terms found in other subjects - distinct vocabulary terms
- Students must learn to decipher and use a wide variety of symbols
- Must read left to right, right to left, up and down, and even diagonally
- Math texts have a denser concentration of abstract concepts of abstract concepts. More concepts per sentence for the brain to process
- Many math concepts are embedded within other math concepts
- Historically there has been a lack of student talk about math



## Language of Science: Challenging

- Describe relationships Text structure is dense and hierarchical
- Describe procedures explicitly with procedural language
- Connect abstract ideas illustrated by models and media
- Use generalized verbs in the present tense to describe how something occurs and why
- Be highly objective. Message is fact – no opinion
- Use large amounts of passive voice construction
- Use many new words and big words with new meanings



# Finding Tier Two Words

Sourcebook page 424

## Working a group of three –four teachers

- Turn to handout page 41 “Marine Mammals”
  - Make a list of the words you believe would be good candidates for Tier 2 words for your students..
  - Be prepared to share the words your group selected



# Modifications for ELL Students

Sourcebook page 425



## Degree of concreteness:

- words that can be heard, felt, or seen (*ceiling, tornado*) versus abstract words (*decrepit, aghast*)

## Cognate status:

- words that have an English cognate (*clase/class*)

## Depth of meaning:

- words that have multiple meanings or pronunciations (*temper, entrance*)

## Utility:

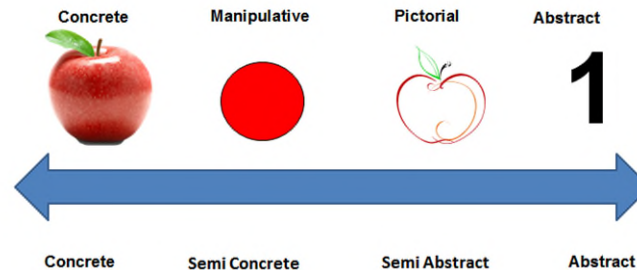
- words with meanings that are critical to the text

# Concrete and Abstract Words

Sourcebook page 426

When teaching words it is important to think about the word and plan how best to teach the word.

- Turn to handout page 42



# Concrete or Abstract Words

| Word  | Classification                                | Teaching Strategy   |
|-------|---|---|
| tent  | concrete                                      | - Show a photo  |
| rocks | concrete<br>multiple meanings<br><br>abstract | - Show actual rocks<br>- Demonstrate rocking back and forth<br>- “That rocks” |

# Concrete and Abstract Words

Sourcebook page 425: Chart page 426

Work with your elbow partner

- Complete the chart on handout page 42
- Review the chart on handout page 43
- With your group complete the chart

Classify each word as:

- Concrete
- Concrete with multiple meanings
- Abstract
- **Provide a teaching strategy for each word.**

# Rich and Robust Instruction

Sourcebook page 427

- Using vocabulary contextualized in literature
  - Methods for read-alouds
  - Method for independently read text
- Introducing specific words
  - Student-friendly explanations
  - Teacher-created contexts
  - Active engagement with words
- Developing in-depth word knowledge
- Extending word use beyond the classroom



# Introducing Specific Words

## Student-Friendly Explanations

Sourcebook pages 428-429

|  |  |
|--|--|
| <p><b>Step 1: Characterize</b> the word by asking, “When would I use this word?”</p>                               | <p><b>How to characterize <i>resist</i>:</b> This word is used when someone wants to show that a difficult conflict is involved, in which something may be lost and someone, or something, may win.<br/>(Idea: Act out resist)</p>   |
| <p><b>Step 2: Explain</b> the meaning by putting the word in the context of language that students understand.</p> | <p><b>Resulting everyday explanation:</b> <i>Resist</i> means that someone struggles hard or puts up a fight not to give in to something or someone. A person might <i>resist</i> doing homework or a person might <i>resist</i> someone trying to steal his or her bicycle.</p> |



# Review Specific Word HOW Lessons

See the Handout

## Contextualized Vocabulary

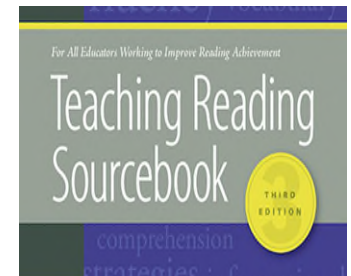
- Text Talk: Read Aloud Method: Sourcebook p. 436
- Meaning Vocabulary: Direct Method: Sourcebook p. 443
- Method for Independently Read Text: Sourcebook p. 453

## Building Word Relationships Lessons

- Semantic Mapping: Sourcebook p. 470
- Semantic Feature Analysis: Sourcebook p. 474
- Possible Sentences: Sourcebook p. 478
- **Word Map: Sourcebook p. 481**

## Word Meaning Recall

- Keyword Method: Sourcebook page 484

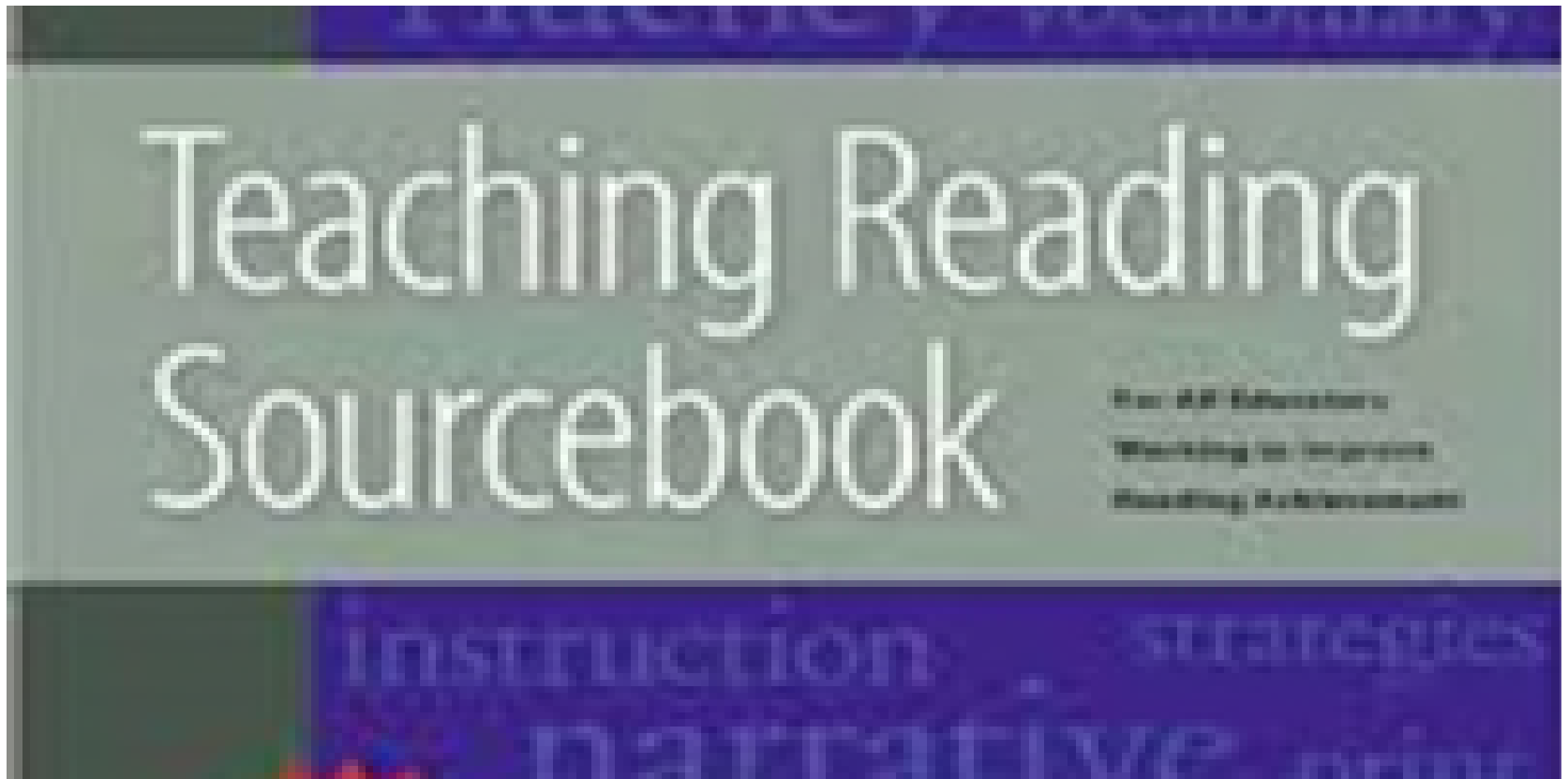




# Chapter 12

## Word Learning Strategies

*Sourcebook page 488*





“If students have the task of learning tens of thousands of words and we can only teach them a few hundred words a year, then they have to do a lot of word learning on their own.”

– Graves, 2000



# Word-Learning Strategies



**Dictionary use:** to confirm and deepen knowledge of word meanings

**Morphemic analysis:** to recognize and understand word parts in order to derive the meanings of words

**Cognate awareness:** to be able to associate the meanings in words in the first language with their English cognates.

**Contextual awareness:** to be able to associate the meanings of words within a text.



# Word-Learning Strategies

Sourcebook pages 490-491

Morphemic analysis: to recognize and understand word parts in order to derive the meanings of words.

A morpheme is a unit of meaning in a word and can be a single letter, one or more syllables, or the entire word.

Types of Morphemes – See handout page 44

- Free morpheme: such as Anglo Saxon words that can stand alone or used to make compound words
- Bound morpheme: such as Greek and Latin roots and affixes that cannot stand alone.

# Morphemic Analysis

Sourcebook page 491



## Word-Part Clues to Derive Word Meaning

| Action  | Example Word: disagreement   |
|---|--|
| Look for the Root Word. <i>What does it mean?</i>   | agree = to have the same opinion                                     |
| Look for a Prefix. <i>What does it mean?</i>  | dis = not or opposite  |
| Look for a Suffix. <i>What does it mean?</i>  | ment = state or quality of something                                 |
| Put the Meanings of the Word Parts Together.<br><i>What is the meaning of the whole word?</i> | dis + agree + ment = state or quality of not having the same opinion |

*Winn et al. 2003, 2005.*

# Vocabulary

# Prefixes and Suffixes

Turn to Sourcebook pages 44 & 45

If we only teach the 20 most frequent prefixes, students will have access to 97% of words found in text with prefixes.

If we only teach 20 of the most frequent suffixes students will have access to 93% of words found in text with suffixes.



# Limitations of Morphemic Analysis

Work with your elbow partner

Review the following words: Identify the words that do not include prefix or suffix

uncle    indefinite    reptile    under    relate    unusual  
distrust    reactive    united    regal    repay



# Limitations Answers

Does not have a prefix and root word:

under, disciple, united, reptile, regal, distinct

Has a prefix and a root word:

indefinite, unusual, repay, distrust, reactive, relax

Prefix + root word = meaning indefinite,

unusual, repay, distrust, reactive

Prefix + root word do not = meaning

relate





# Greek and Latin Roots

Sourcebook page 494-495. Lesson p. 537



*Word-Learning Strategies*

how

## LESSON MODEL FOR Morphemic Analysis

### Benchmark

- ability to use knowledge of Greek roots to derive the meaning of unfamiliar words

### Grade Level

- Grade 4 and above

### Grouping

- whole class
- small group or pairs

### Sample Text

- "Studying the Sky" (Resources)

## Word-Part Clues: Roots

Students should understand that Greek and Latin roots are important meaning elements within words. It is useful to select roots from texts students are reading, choosing those that are most likely to occur again. Generally, Greek roots are introduced before Latin roots because their meanings are more apparent and the way in which they combine with other elements is more understandable. This sample lesson model focuses on knowledge of Greek roots to derive the meanings of unfamiliar words. The same strategy can be adapted and used to enhance morphemic analysis instruction in any commercial reading program.

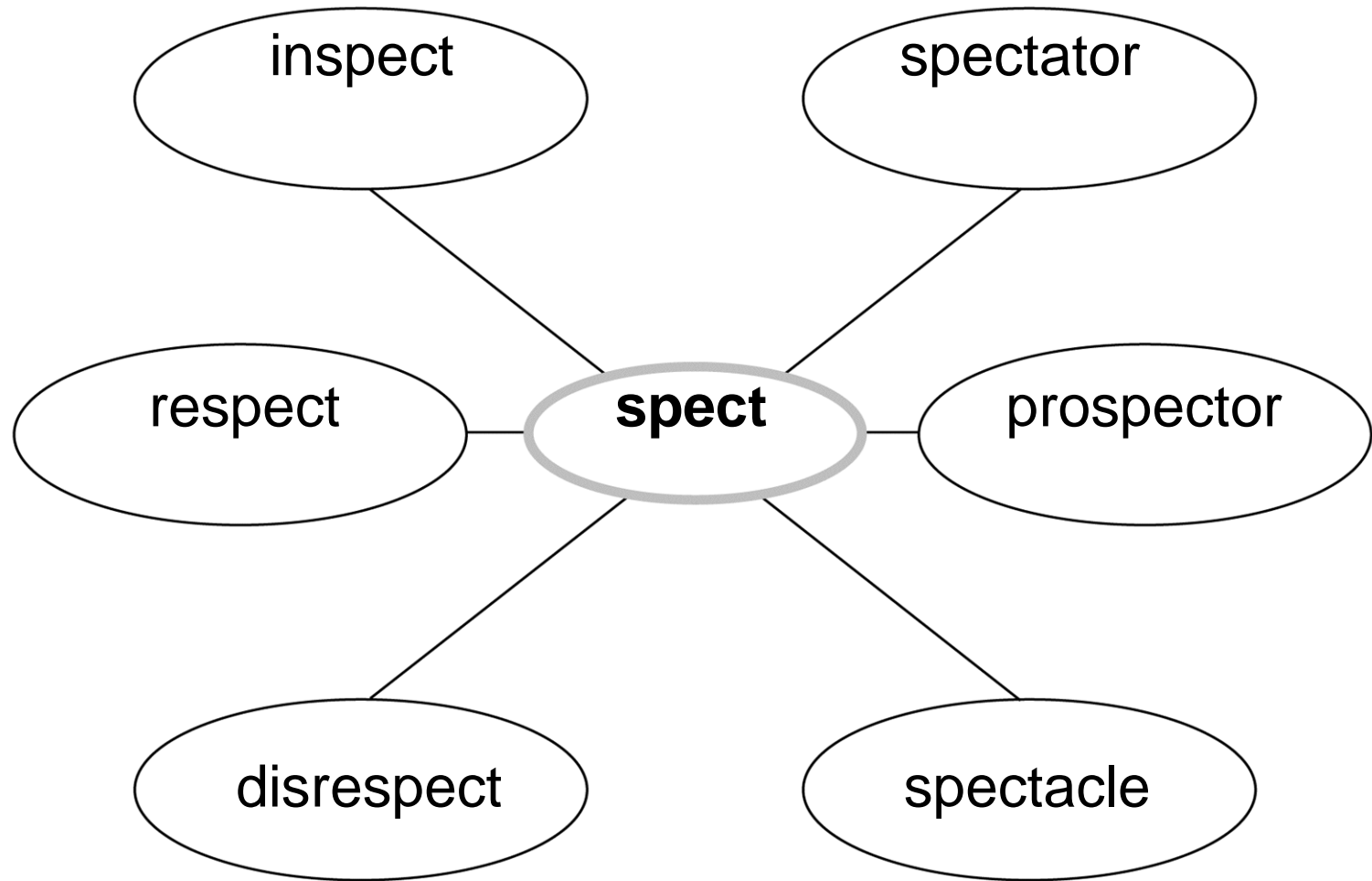
537



# Word-Part Web

Sourcebook pages 46 & 47, page 494.

Handout pages 48, 49, & 50



# Longest Word in the English Language.

Pneumonoultramicroscopicsilicovolcanokoniosis

Pneumono/ultra/micro/scopic/silico/volcano/konosis

Petition to get rid of dihydromonooxide in the lakes and streams of Montana.



# Word-Learning Strategies

Sourcebook page 496



**Dictionary use:** to confirm and deepen knowledge of word meanings

**Morphemic analysis:** to recognize and understand word parts in order to derive the meanings of words

**Cognate awareness:** to be able to associate the meanings of words in the first language with English

**Contextual analysis:** to be able to infer the meanings of words in a text

# Cognates

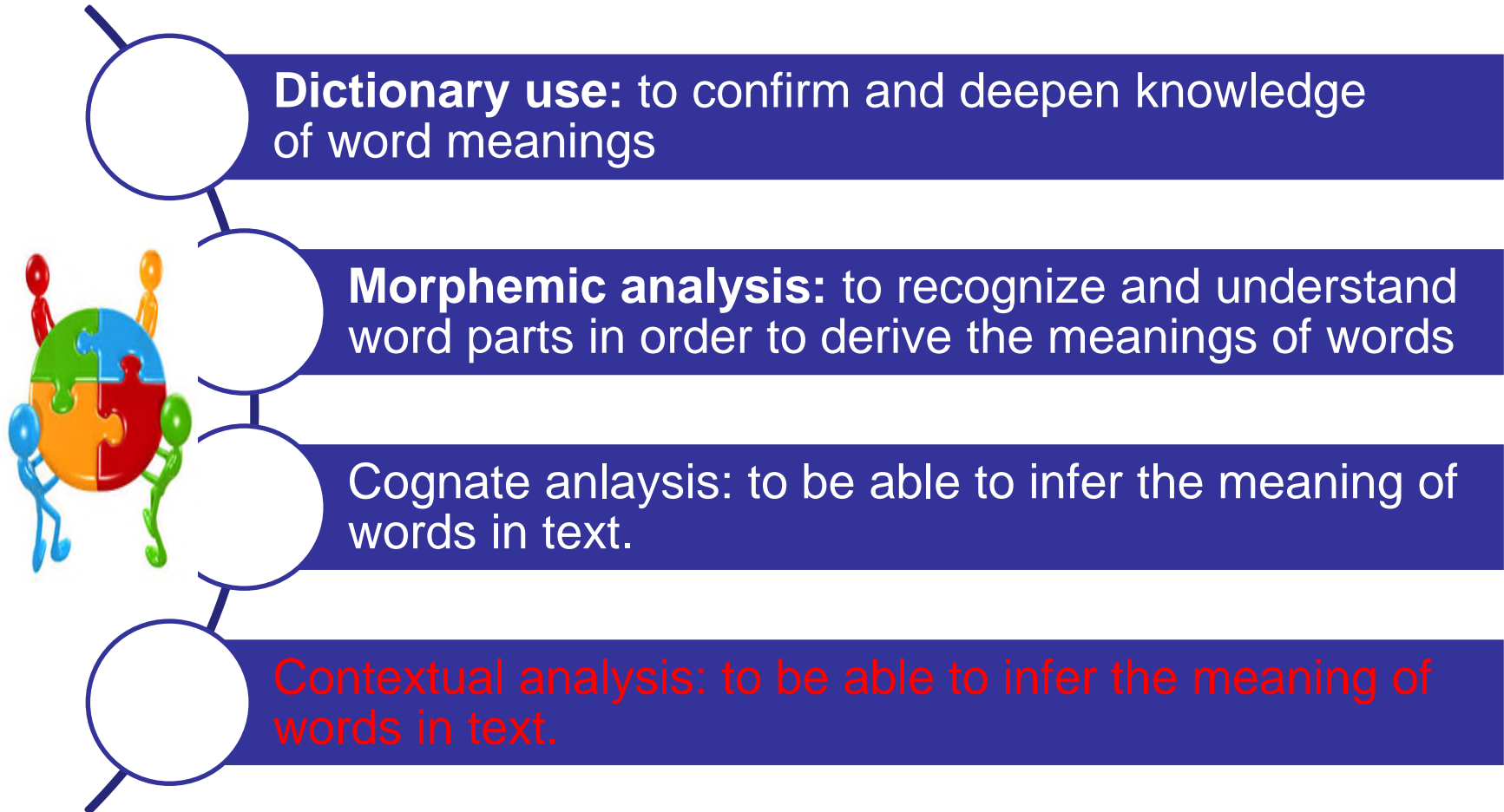
Sourcebook pages 496-497

Cognates are words that are words in two languages that share a similar spelling, pronunciation and meaning.

- English shares many cognates with Latin and Greek languages such as Spanish.
- English Language Learners do not automatically recognize or use cognates.
- Explicitly identifying cognates supports and provides scaffolds for English Language Learners



# Word-Learning Strategies-



# Types of Context Clues

| HELPFUL CLUES   | UNHELPFUL CLUES   |
|---|---|
| <ul style="list-style-type: none"><li>• Definition, including appositives</li><li>• Synonym</li><li>• Antonym</li><li>• Example</li><li>• General</li></ul> | <ul style="list-style-type: none"><li>• Misdirective</li><li>• Nondirective</li></ul> |

# Use context clues to determine the meaning of “gibbous” in the following passage:

The gibbous moon, red and angry, rose over the smoky mountains of the eastern horizon, and slowly climbed the sky.

From *Bain's Hole*, by Alexander Hull





# Surface Code

## SURFACE CODE

### READ-ALOUD EXAMPLE

*In the light of the moon a little egg lay on a leaf.*

—Eric Carle, *The Very Hungry Caterpillar*, 1969/1987

### EXAMPLE

*Meg rushed at the man imprisoned in the column, but as she reached what seemed to be the open door, she was hurled back as though she had crashed into a brick wall.*

—Madeleine L'Engle, *A Wrinkle in Time*, 1962

# Text Base

## TEXT BASE



- It was night. The moon was out. A tiny egg (probably a bug egg) was on a leaf.
- She ran quickly. The man was held inside of a column. She hit something very hard. She was stopped suddenly. She was pushed backward.

# Definition and Signal Words

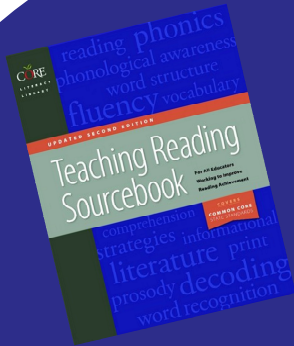
Handout page 51 and 797 reproducible



| Type                  | Description   | Example Sentence  |
|-----------------------|---|---|
| <b>Definition</b>     | The author provides a direct definition of an unfamiliar word, right in the sentence.<br>• SIGNAL WORDS: <i>is, are, means, refers to</i>   | A <u>conga</u> is a barrel-shaped drum.   |
| Appositive Definition | A type of definition clue. An appositive is a word or phrase that defines or explains an unfamiliar word that comes before it.<br>• SIGNAL WORD: <i>or</i><br>• SIGNAL PUNCTUATION: set off by commas                   | At night you can see <u>constellations</u> , or groups of stars, in the sky.                              |
| <b>Synonym</b>        | The author uses another word or phrase that is similar in meaning, or can be compared, to an unfamiliar word.<br>• SIGNAL WORDS: <i>also, as, identical, like, likewise, resembling, same, similarly, too</i>           | My dog Buck travels everywhere with me. My friend's <u>canine</u> buddy travels everywhere with him, too. |
| <b>Antonym</b>        | The author uses another word or phrase that means about the opposite of, or is in contrast with, an unfamiliar word.<br>• SIGNAL WORDS: <i>but, however, in contrast, instead of, on the other hand, though, unlike</i> | I thought the movie would be weird, <i>but</i> it turned out to be totally <u>mundane</u> .               |
| <b>Example</b>        | The author provides several words or ideas that are examples of an unfamiliar word.<br>• SIGNAL WORDS: <i>for example, for instance, including, like, such as</i>   | In science we are studying <u>marine mammals</u> <i>such as</i> whales, dolphins, and porpoises.          |
| <b>General</b>        | The author provides some nonspecific clues to the meaning of an unfamiliar word, often spread over several sentences.   | Einstein rode his bike everywhere. He thought driving a car was way too <u>complicated</u> .              |

# Activity: Context Clues

With your elbow partner



Use the chart on handout page 51 in the Sourcebook to find as many types of context clues as you can in “Marine Mammals,” on handout page 41.



Jot down the type of clue, the word that the clue explains, and any signal words or punctuation that identifies the type of clue.

| Paragraph | Clue       | Sentence       |
|-----------|------------|----------------|
| # 1       | Definition | Mammals are... |

# Context Clues for Marine Mammals

Sourcebook page 768

| Paragraph | Clue                     | Sentence   |
|-----------|--------------------------|--|
| # 1       | Definition<br>Example    | Mammals are...<br>Marine mammals, such as whales.....  |
| # 1       | Antonym<br>General       | Unlike fish.....<br>They regularly need to resurface to get air.<br>(clue for indefinite in the previous sentence) |
| #2<br>#3  | Synonym<br>Definition    | Loudest- resounding<br>It lives on an infinite number of extremely tiny creatures. ( krill)                        |
| # 3       | Definition               | In place of teeth, the whale has rows of fringe-like filters called baleen.  |
| # 3       | Appositive<br>Appositive | Baleen is made of material that looks like stiff bristles or hairs.  |
| # 4       | Antonym                  | Once they were abundant, today very few.   |

The questions that p\_\_\_\_\_ face as they raise ch\_\_\_\_\_ from in\_\_\_\_\_ to adult life are not easy to an\_\_\_\_\_. Both fa\_\_\_\_\_ and m\_\_\_\_\_ can become very concerned when health problems such as co\_\_\_\_\_ arise anytime after the e\_\_\_\_\_ stage to later life. To be healthy experts recommend that young ch\_\_\_\_\_ should have plenty of s\_\_\_\_\_ and nutritious food. B\_\_\_\_\_ and g\_\_\_\_\_ may be afraid of the dark; however, they should not share the same b\_\_\_\_\_ or even sleep in the same r\_\_\_\_\_.

The questions that **poultrymen** face as they raise **chickens** from **incubation** to adult life are not easy to answer. Both **farmers** and **merchants** can become very concerned when health problems such as **coccidiosis** arise any time after the egg stage to later life. To be healthy, experts recommend that young **chicks** should have plenty of sunshine and nutritious food. **Banties** and **geese** should not share the same **barnyard** or even sleep in the same **roost**. They may be afraid of the dark.

.

## Excerpt: *Call of the Wild*

He had never seen dogs fight as these w\_\_\_\_\_ish  
c\_\_\_\_\_ f \_\_\_\_\_, and his first ex\_\_\_\_\_   
t\_\_\_\_\_t him an unf\_\_\_\_\_able l\_\_\_\_\_. It is true,  
it was a vi\_\_\_\_\_ ex\_\_\_\_\_, Else he would  
not have lived to pr\_\_\_\_\_it by it. Curley as the v\_\_\_\_\_.  
They were camped near the log store, where she in her  
friend\_\_\_\_\_ way, made advances to a husky dog the size  
of a full-\_\_\_\_\_ wolf., tho\_\_\_\_\_ not half so large as she.  
Th\_\_\_\_\_ was no w\_\_\_\_\_ing, only a leap in like a flash,  
a met\_\_\_\_\_ clip of teeth, a leap equal\_\_\_\_\_ swift. Curley's  
face was ripped open from eye to jaw.

# *Call of the Wild*

He had never seen dogs fight as these wolfish creatures fought, and his first experience taught him an unforgettable lesson. It is true, it was a vicarious experience, else he would not have lived to **profit** by it. Curly was the victim. They were camped near the log store, where she, in her friendly way, made **advances** to a husky dog the size of a full-grown wolf, though not half so large as she. There was no warning, only a leap like a flash, a **metallic** clip of teeth, a leap out equally swift, and Curley's face was ripped open from eye to jaw.



# Combined Morphemic and Contextual Analysis-

Sourcebook page 501, Reproducible page 798

## THE VOCABULARY STRATEGY

To figure out the meaning of an unfamiliar word that you come across while reading:

- 1. Look for Context Clues** in the Words, Phrases, and Sentences Surrounding the Unfamiliar Word
- 2. Look for Word-Part Clues** Within the Unfamiliar Word
  - A. Try to Break the Word into Parts. (If you can't, skip to Step 3.)
  - B. Look at the Root Word. What does it mean?
  - C. Look at the Prefix. What does it mean?
  - D. Look at the Suffix. What does it mean?
  - E. Put the Meanings of the Word Parts Together. What is the meaning of the whole word?
- 3. Guess the Word's Meaning** (Use Steps 1 and 2.)
- 4. Try Out Your Meaning in the Original Sentence** to Check Whether or Not It Makes Sense in Context
- 5. Use the Dictionary**, if Necessary, to Confirm Your Meaning

## Handout page 52

What is it?

A behavior

perseveration

What is it like?

A habit

repetition

compulsion

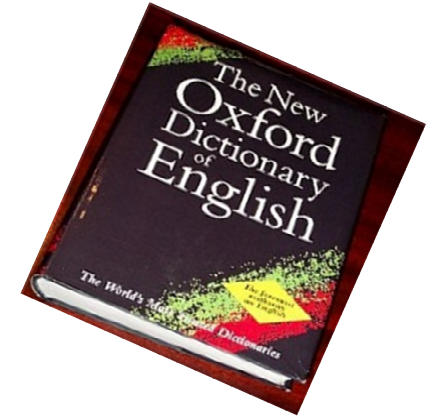
Child endlessly  
rocking

Student asking  
same question

Always screaming at  
sight of a dog

What are some examples?

# Concept of Definition



- Definition of perseveration
- Perseveration is a behavior. It can be a repetition, a compulsion or a habit. Some examples are a child rocking back and forth, asking questions over and over again or always screaming at the sight of a dog.

# Concept Definition Map

Find someone from your content area

- Turn to Handout page 53
  - Select a word from your content area
  - Complete a Concept Definition Map



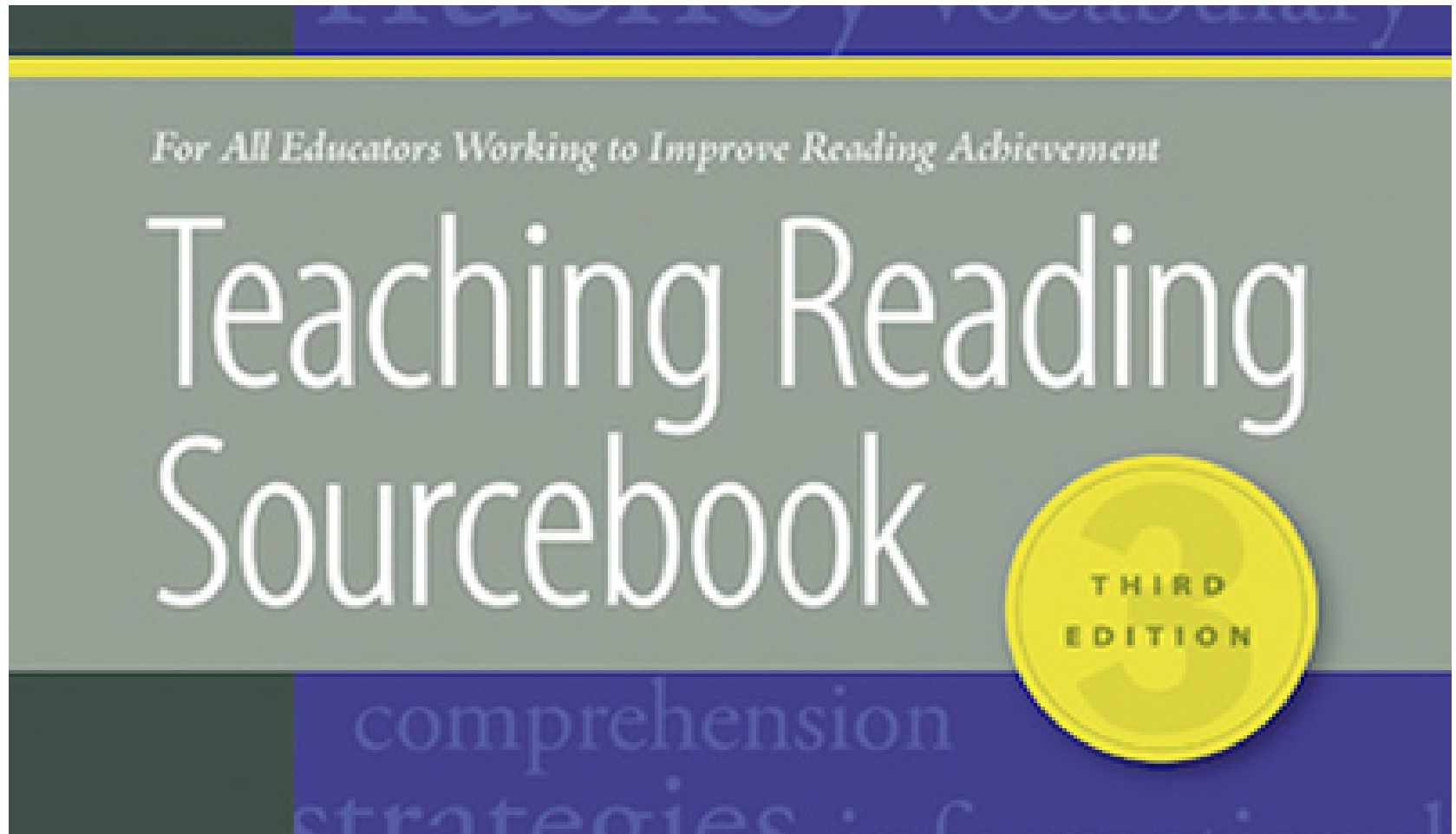
Return to your seat

Content Area Partners

# Chapter 13- Word Consciousness

Sourcebook page 570

Bringing Words to Life: Introduction – Isabel Beck



# Research: Word Consciousness

- **Why?** Word consciousness forms the basis for a **continuing love of words and language** that students can carry with them beyond their school years. (Anderson & Nagy 1992)
- **When?** Providing an environment rich with words and word play is **important** for teachers **across all grade levels**.





# Word Consciousness

Sourcebook page 570

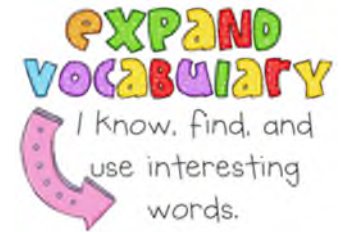
Word consciousness is an interest in and awareness of words.

Students who are conscious of words use them more skillfully, appreciate the subtleties of word meaning, are CURIOUS about language, like to play with words, and enjoy investigating word origins and histories.

Teachers need to build word consciousness throughout each and every day with a word-rich classroom.

# A Word-Rich Classroom

Sourcebook page 570



**... is filled with many types of word resources:**  
dictionaries, thesauruses, word walls, crossword puzzles, Scrabble and other word games, literature, poetry, and word-play and joke books.

**Content areas have fabulous words to learn:**

hemisphere, parasite, rhombus, polygon, congruent, armistice, ratify, laissez-faire, vertex, dilate, array, ordinal, finite, avoirdupois, permutation, interval, theorem, catalyst, pistil, binary, artifact, peninsula, savannah, latitude, isthmus, hinterlands, steppe



# Adept Diction

Sourcebook pages 570



## Adept diction: the skillful use of words in speech and writing

Teachers  
can  
model it  
daily.

Teachers  
can point it  
out in the  
text  
students  
are  
reading.

Teachers can  
encourage  
students to  
expand their  
word  
choices in  
speech and  
writing.

Teachers can  
motivate  
students to  
take their  
vocabulary  
learning  
outside the  
classroom.



# Words That Categorize

Sourcebook pages 572- 574

**Synonym**

same name

**Antonym**

opposite name  
complementary or  
gradable

**Homograph**

same writing

**Simile**

similar

**Metaphor**

transfer

**Idiom**

Not understood by  
individual words in the  
phrase

**Proverb**

Gives advice

**Slang**

Informal language

**Acronym**

Formed from  
letters

# More Categories

Sourcebook Chart page 572

**Antonyms:** opposite or nearly opposite in meaning

- Complementary (polar) antonyms
- Gradable antonyms

**Homographs:** two or more words that are spelled the same but have different meanings and origins (i.e., *bear/bear*)

# Distinctions Between Words

Sourcebook page 573 sidebar

- **Denotation:** the literal meaning of a word
- **Connotation:** the feeling – positive, negative, or neutral – associated with a word

Sometimes connotation is the difference in meaning between two synonyms:

*walk/trudge, take/grab, tractable/ductile*

# Word Game- Tom Swifty

Sourcebook page 576

A Tom Swifty is a type of word play named after Tom Swifty, the fictional character featured in a series of adventure books.

Tom rarely said anything without a qualifying adverb.

All Tom Swifties follow the same pattern:  
**what Tom said and how he said it.**

## Examples

- “My pencil is dull”, said Tom pointlessly
- “That’s a plus for you”, said Tom positively.



# Tom Swifty

Sourcebook page 576

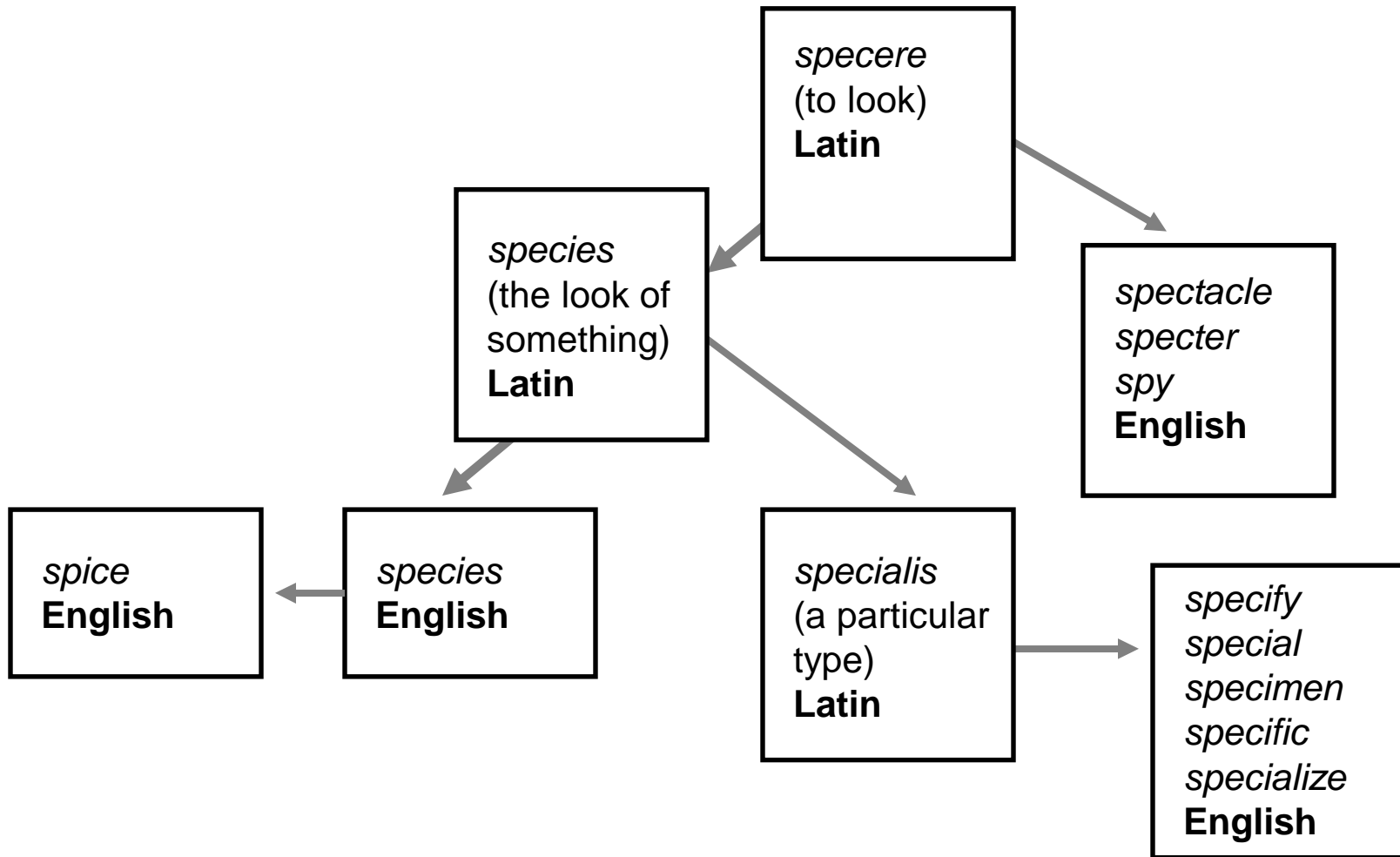


## Table Groups

- Create a Tom Swifty and share with your group.
- Select one Tom Swifty to share with the whole group.

# Word History Origins

Sourcebook page 576



# History of the English Language

The small island of England has been invaded many times and, as a result, words from other languages have been integrated into the language.

- 200 BC Celts invaded Northern Scotland originally inhabited by the Picts
- 54BC – 400 AD Britain was a Roman outpost

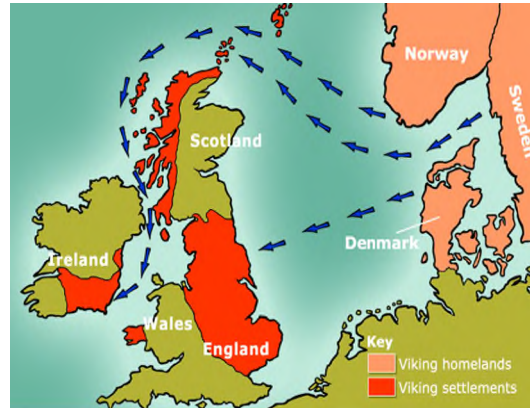






Starting circa 449 AD people from modern day Germany were pushed out by the Vandals, Visigoths and Huns. The Anglos, Saxons and Jutes and brought their language to England when they came to settle and arm. The Normans moved into Western France and adopted French.

- Many Anglo-Saxon words are still in use today, such as:
  - Father, mother, daughter, son,, ghost
  - Number words
  - Days of the week: Tuesday, Wednesday, Thursday and Friday.



- Around the year **800**, another series of invasions. By Germanic speaking people, the Danes and Scandinavians, known as **Vikings**, sailed across the North Sea and invaded England and often settled.
- From them, English gained a lot of descriptive words such as: **anger, slaughter, ransack, them, their, they, eggs, ugly**



**Battle of 1066:** William the Conqueror, a Norman king crossed the English Channel assumed the kingship.

- French became the language of government and the ruling class.
- English received many of legal terms such as: **court, judge, jury, liberty**, and “fancy” words: **dining, chandelier, accessories**.
- And more sophisticated words for food:  
**These Normans didn't eat “cow”; rather they ate “beef”; not “pig” but “pork”; not “sheep”; but “mutton”**

Starting in the 1300's to about 1600's the English began to shift the pronunciation of the English language. Through this shift some vowels became long, and some consonant sounds changed, particularly those that became silent (climb).

- 72

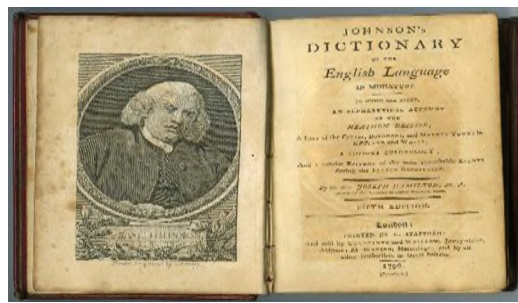


The next great influence arrived about the **1500s**: an exciting time of art, politics, religion and scientific discovery

There was also an increased interest in ancient Greece and Roman history:

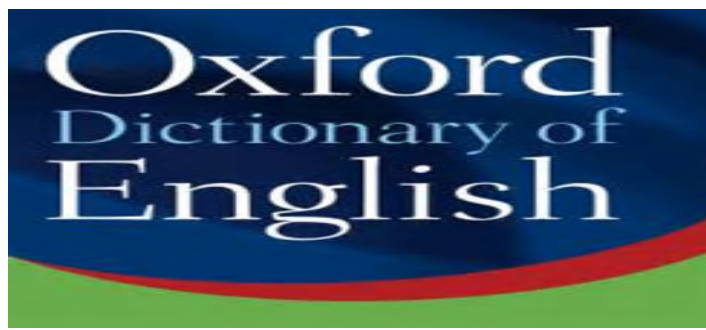
It became fashionable to create words and spelling from Greek and Latin roots

- The Greek roots were used primarily for scientific discoveries.
- Latin roots primarily continued to be used to expand Anglo-Saxon words



By the 1700s, English words had many origins, but no official guidelines for spelling and grammar.

- In 1746, Dr. Samuel Johnson was hired to create a dictionary of the English language.
  - It took him 9 years to complete and included 40,000 words.
- In 1848 Daniel Webster compiled his first US dictionary.
  - It included 70,000 words, many of them unique to the US.
  - He began to change spellings to match American English



- Currently, the Oxford English Dictionary is considered the standard dictionary with over 300,000 words.
- However, the English language continues to evolve:
  - If there is a word from another language or a slang word that is heard often enough, it is accepted as English
  - Some of the recently added words include: “**bling**”:, “**cyberbullying**” and “**telenova**” “**selfie**”, “**hashtag**”
- English is spoken around the world.
  - All international pilots must speak English.
  - Two billion people speak English dialects.

# Origins of Modern English

Sourcebook pages 576 - 577

**Anglo-Saxon:**  
short, everyday  
words  
(*house, happy, play,*  
*boy, girl*)

**Latin:** longer, more  
sophisticated words  
(*audible, dictate,*  
*transport, inspect*)

**Greek:** specialized  
words  
(*telephone,*  
*phonograph,*  
*geology, technology*)

**New words:**  
*cyberspace, jeep*

**Old words:** *jeepers,*  
*aught*





# Word Histories and Origins

- Greek: Specialized words used mostly in science and technology
- Latin: Longer more sophisticated words: used in formal contexts, such as content area texts and literature
- Anglo-Saxon: Short everyday words used frequency in ordinary conversation and beginning texts.

# Activity

## Connect to Theory

### Individual Activity

Turn to handout page 54

- Sort words according to their origin: Anglo-Saxon (AS) Latin (L) or Greek (G).
- Write your responses above the words in your Sourcebook .



# Idiomatic Expressions

Review lesson on Sourcebook page 580

Tab this page

**THINK A FAVORITE IDIOM**



Think about figurative or real meaning of the idiom.

|                     |                              |                  |               |                               |                                  |                      |
|---------------------|------------------------------|------------------|---------------|-------------------------------|----------------------------------|----------------------|
| To catch red-handed | To give a piece of your mind | To be all thumbs | To have a cow | To let the cat out of the bag | To have something up your sleeve | To drive up the wall |
|---------------------|------------------------------|------------------|---------------|-------------------------------|----------------------------------|----------------------|