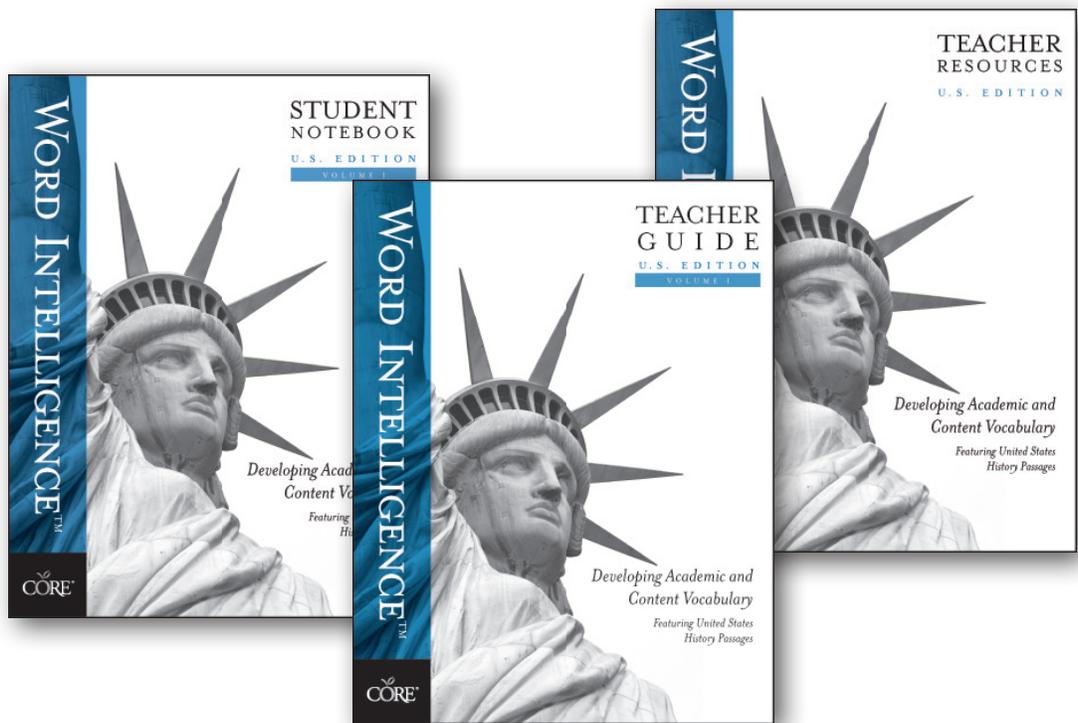


# Word Intelligence:

*Developing Academic and  
Content Vocabulary*



SAMPLE

U.S. EDITION

VOLUME 1

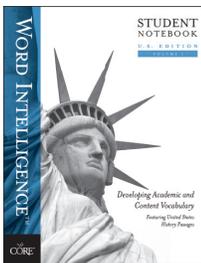
# WORD INTELLIGENCE™

## Components of the Program



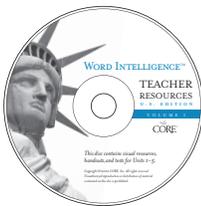
### Teacher Guide

The Teacher Guide provides instructions for the teacher to guide program delivery. It includes all resources to be used and the actual lessons and sequence of instruction.



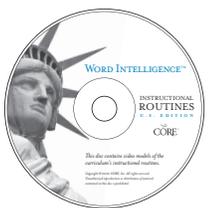
### Student Notebook

The Student Notebook, a consumable, is the vehicle for guided and independent practice and follows the Teacher Guide. It contains the words, their explanations, and context sentences, as well as all the text passages and learning activities.



### Teacher Resources DVD

The Teacher Resources DVD contains handouts, images, and blackline materials to be used with SMART Boards, overheads, or other presentation tools.



### Instructional Routines DVDs

The Instructional Routines DVDs feature video models of teachers in action and can be used to review routines and support effective program implementation.

Visit [www.wordintelligence.net](http://www.wordintelligence.net) for additional information, updates, and resources.

# Introduction

## Research Based and Field Tested

The Consortium on Reaching Excellence in Education (CORE), in collaboration with Stanford University and SRI International, received a grant from the U.S. Department of Education (USDOE) Institute of Education Sciences (IES) to develop this curriculum, originally identified for the purposes of the study as “Content-Rich Vocabulary,” for adolescents, particularly those in middle school or grades 6–9.

**Extensive field-testing:** Using this curriculum, students have demonstrated strong retention of vocabulary learned, and English learners have demonstrated solid growth in vocabulary knowledge.

**Research based:** The original vocabulary intervention was developed under the guidance of principal investigator Dr. Claude Goldenberg and with advice from noted experts Dr. Scott Baker, Dr. Andrew Biemiller, and Dr. Michael Graves. It utilizes practices that have been shown to improve student vocabulary learning, including explicit instruction, active engagement, complex contexts, and multiple exposures to the vocabulary.

**Field tested:** Partially funded through an IES grant, this curriculum was developed over four years and tested in quasi-experimental studies in two school districts.

**Results:** The results of the studies between treatment and control classes demonstrated a significant and positive effect on the number of vocabulary words learned and meanings retained among the students in the treatment classes. In addition to this curriculum improving vocabulary knowledge for all students in the treatment classes, English learners demonstrated strong growth as compared to native English speakers.

**About the Program:** *Word Intelligence* is designed to boost the vocabulary and word knowledge of struggling adolescent readers, including English learners. This content-rich vocabulary supplemental program is designed to augment a standard English course for students who are able to decode and read with relative fluency, yet lack vocabulary. This lack of vocabulary can in turn impact comprehension, causing students to fall behind their peers and struggle with content.

The program consists of a ten-lesson orientation unit, nine two-week (or eight-lesson) historical units, and three one-week (or five-lesson) review units. Two sets of materials are available: one that connects to world history passages (World Edition) and one that connects to U.S. history passages (U.S. Edition). The complete program may be used with students in grades 6-9. In addition, students may benefit from using the program for two years and would have two different editions to use. The editions may be used interchangeably. Both editions introduce students to 450 specific words, as well as a set of prefixes, suffixes, and roots. Beyond the specific words and specific morphemic elements, students are taught to use context clues through a specific context clue strategy called Intelli-STARS, and to combine context clues with morphemic analysis through a strategy called Intelli-CLUES.

For many, if not most, middle school students who struggle with content-area reading comprehension but have basic reading proficiency, the impediment to comprehension is a lack of vocabulary and background knowledge. To close the divide among students with limited vocabulary and background knowledge, research emphasizes the use of direct instruction of specific words and word-learning strategies to accelerate vocabulary learning (Graves, 2000).

The *Word Intelligence* program includes the explicit teaching of academic and content vocabulary tied to social studies content. The text passages in the World Edition are linked to medieval history content, while those of the U.S. Edition are linked to American history. Either edition or both editions can be taught, ideally in conjunction with a grade-level history curriculum, but not to replace the grade-level history curriculum.

A successful implementation of this program involves the following:

- School and teacher commitments to teach the curriculum for about 100–120 days per academic year for 45–55 minutes per day
- Use of the included quizzes and tests to assess student gains in understanding the target vocabulary and comprehension

# World and U.S. Edition Table of Contents

## World Edition

### **Volume 1**

- Unit 1: Orientation
- Unit 2: Ancient Rome
- Unit 3: Medieval Africa
- Unit 4: Civilizations of the Americas
- Unit 5: Review

### **Volume 2**

- Unit 6: The Middle Ages and China
- Unit 7: Medieval Japan
- Unit 8: Medieval Europe
- Unit 9: Review

### **Volume 3**

- Unit 10: The Renaissance
- Unit 11: Scientific Discoveries in the Enlightenment
- Unit 12: The Immigrant Experience
- Unit 13: Review

### **Additional References**

- Glossary

## U.S. Edition

### **Volume 1**

- Unit 1: Orientation
- Unit 2: The Explorers
- Unit 3: Colonial Times
- Unit 4: War of Independence
- Unit 5: Review

### **Volume 2**

- Unit 6: The Declaration of Independence
- Unit 7: The Constitution
- Unit 8: Settling the West
- Unit 9: Review

### **Volume 3**

- Unit 10: The Civil War
- Unit 11: The Industrial Revolution
- Unit 12: The Immigrant Experience
- Unit 13: Review

### **Additional References**

- Glossary

# Managing the Program

## Orientation Unit

Prior to starting the thematic units, students receive a two-week orientation to the program that teaches the following:

- Prefixes: *un-*, *im-*, *in-*, *il-*, *ir-*, *dis-*, *non-*, *mis-*, and *re-*
- Suffixes: *-ful* and *-less*
- Word roots: *tele*, *phon*, and *graph*
- How to use prefixes, suffixes, and roots with affixes to figure out unfamiliar words
- How to effectively use context clues to figure out the meaning of an unfamiliar word
- How to analyze an unknown word using a combined strategy of looking at word parts and context clues to derive meaning
- Word families and words that change form (*collect*, *collector*, *collecting*, *collection*)
- How to effectively use a dictionary to clarify a word's meaning, especially with multiple entries (*pitch*)

## The Units

The *Word Intelligence* program consists of 13 units. Each unit starts with a theme opener that contextualizes the historical text passage students will read. Units 2–4 teach students 20 words per four-lesson week for two weeks, or a total of 40 words per unit. Units 6–8 teach students 25 words per four-lesson week, or 50 words per unit. Units 10–12 teach students 30 words per four-lesson week, or 60 words per unit. Pilot studies of this curriculum provide evidence for the scaffolded design of the word introduction. Seventh and eighth grade students who participated in the pilot instruction and were given variable numbers of words per unit, beginning with fewer words and gradually increasing the word count over the units, showed statistically significant gains in vocabulary. Teachers reported that their ease of implementation stayed the same irrespective of the number of words taught, and students also reported interest in learning more words.

A unit consists of eight lessons designed to be taught over two weeks. Each week includes four lessons that can be taught in four or five days of instruction. All units include four historical text passages, each under or around 400 words. The passages were selected for content, interest, and use of target vocabulary words. The passage difficulty ranges from grade 9 to grade 11. Challenging passages are necessary in order to contain sufficiently robust vocabulary.

At least 60% of the target words come from a list developed by Dr. Andrew Biemiller as part of his research on teachable vocabulary found at different levels of grade-level text and geared to students in grades 6–9. In addition to words from Biemiller's list, about 20% of the target words were selected for academic appropriateness for the chosen content and subject, and about 20% of the words were selected as necessary for passage understanding.

Prior to the first and fifth lessons, a preteaching lesson called Primary Language Support is provided for students whose primary language is Spanish. Each lesson is designed to be taught prior to the first and fifth regular lesson cycles, in 15–20 minutes, and only with Spanish-speaking students. Suggestions for independent activities are provided for use with students who do not need Spanish language support.

Units 5, 9, and 13 are review units. Students review words and passages and create projects to demonstrate their understanding. The review units conclude with a test to assess student retention of the words taught in the previous units.

# Instructional Routines

## TARGET WORD INTRODUCTION ROUTINES

ROUTINE

**A**

### Word Intelligence Power Chart Introduction

1. Read the week's target words aloud to students.
2. Direct students to place a check mark in the column that best represents how well they know the word on the Word Intelligence Power Chart in the Student Notebook.

### Word Intelligence Power Chart Recheck

3. Direct students to reassess their knowledge of the words.
4. At intervals provided in the Teacher Guide, direct students to record checks in the column that best represents any changes in how well they know each word (if possible, use a different color or mark so students will see improvements).

ROUTINE

**B**

### Introduce the Target Words

1. Pronounce the first target word.
2. Direct students to point to the target word in the Student Notebook.
3. Direct students to repeat/read the target word aloud.
4. Orally provide the student-friendly definition for the target word and prompt students to chorally read the target word in bold.
5. Model the target word in the provided sentence, or have students chorally read the example sentence along with you.
6. Use the prompt (provided) and direct students to respond by using the word or the definition again.
7. Maintain a brisk pace (limit elaborations on definitions or sentences).

*(Note: If you are unsure how to pronounce a word, consult a dictionary or go to <http://www.merriam-webster.com/dictionary> and listen to an audio pronunciation.)*

## WORKING WITH WORDS ROUTINES

ROUTINE

**C**

### Process the Words

1. Direct students to think about each target word according to the specific response format provided in the Teacher Guide and allow sufficient "wait" time for the responses.
2. Elicit responses according to the format. Response formats include
  - total group oral response
  - partner sharing
  - individual written and oral responses
  - total group nonverbal response
3. Maintain a brisk pace (limit discussions, avoid altering response formats).

ROUTINE

**D**

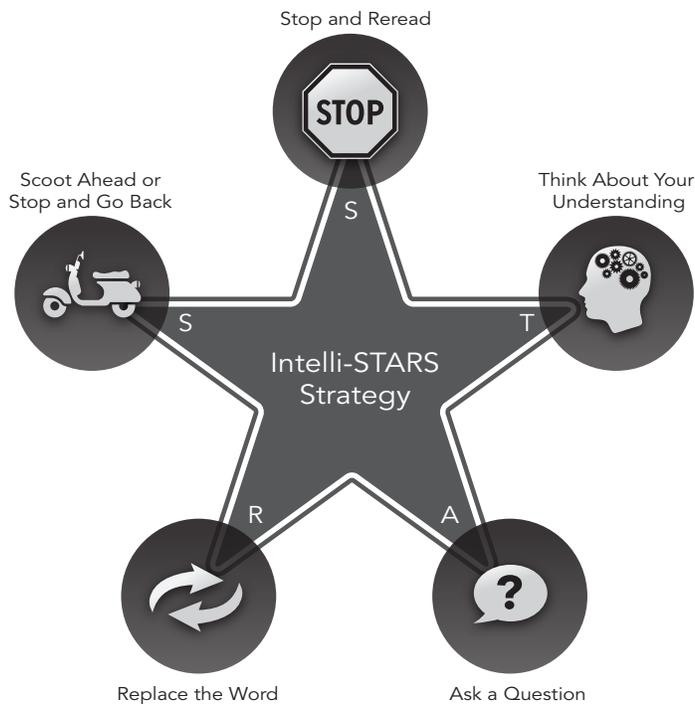
### Read Aloud with Response Frames

1. Assign student pairs as partner **A** and partner **B**.
2. Read each segment of the passage aloud as students silently follow along.
3. Pause slightly and soften your voice to prompt whole-group choral reading of the target word.
4. Students chorally read the target words in bold as they appear in the text.
5. At the stop signs, direct students to silently practice reading the sentence frame and think about the appropriate target word response for their assigned letter.
6. Direct partner **A** to orally read the sentence, including the response to partner **B**. Circulate, listen, and provide corrective feedback as needed.
7. Direct partner **B** to orally read the sentence, including the response to partner **A**. Circulate, listen, and provide corrective feedback as needed.

# Key Strategies

## Intelli-STARS

Model how to unlock the meaning of an unknown word using the following steps:



**Stop and Reread:** When you come to an unfamiliar word, stop and read the sentence again. Look for familiar words or phrases that help you figure out the meaning of the word.

**Think About Your Understanding:** If after you think about your understanding of the word and you still don't understand it, go back and reread the whole paragraph.

**Ask a Question:** Is there a word I know that I could use instead?

**Replace the Word:** Substitute the word you know to see if it makes sense.

**Scoot Ahead or Stop and Go Back:** If the word makes sense, go on. If not, reread again and look harder for clues in the sentence or paragraph. If you still can't figure it out, go on.

word intelligence

**Teacher Resource 1.32 Intelli-CLUES Strategy**

To figure out the meaning of an unfamiliar word...

1. Look for **context clues** in the words, phrases, and sentences around 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 for a base 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 parts together. Do you have a word that makes sense?
3. **Guess the word's meaning** (use steps 1 and 2).
4. **Try your meaning in the original sentence** to determine if it makes sense.
5. **Use the dictionary** if necessary.

A wagon train on the move could be one mile long and one mile wide. Bumping along inside a **cramped** wagon was a hard and **uncomfortable** way to travel. Pioneers often dragged themselves along **laboriously** on foot instead.

WORLD EDITION: UNIT 1, TEACHER RESOURCE

## Intelli-CLUES

Model how to analyze an unknown word using the following steps:

1. Look for context clues.
2. Look for word part clues.
3. Guess the word's meaning.
4. Try your meaning in a sentence.
5. Use the dictionary if necessary.

Direct students to practice the steps of the strategy using a different target word in the Student Notebook.

TR 1.32

## Preteach Words to Spanish-Speaking Students

You may divide the set of words into two preteaching lessons. For example, preteach words 1–10 prior to teaching Lesson 1, and preteach words 11–20 prior to teaching Lesson 2.

Bring students whose primary language is Spanish together as a group. Explain that they will be learning vocabulary and reading passages in English related to history, but first they will use their own language to preview the words they will learn.

Encourage students to say the words, definitions, and example sentences in English and in Spanish as provided in their Student Notebooks. You may ask students to chorally repeat the examples provided, or have students turn to a partner and practice aloud together. Be sure to monitor students and promptly correct any errors.

If applicable, cognates are provided, and Spanish translations are provided.

Explicitly provide a definition of cognates.

You might say:

*Cognates are words from two languages that share a similar spelling, pronunciation, and meaning. For example, doctor is spelled the same in English and Spanish, and it has the same meaning in both languages. Family and familia have the same meaning and have similar spellings. These words are cognates.*

*Some words may be closely related because they share the same root. Because affixes differ from Spanish to English, spelling of some prefixes and suffixes will differ. For example, the words correct and correcto are almost the same in both languages and mean doing something with no mistakes. In English we often create the adverb form by adding -ly to the word. In Spanish we add -mente. So in English the adverb form of correct is correctly and in Spanish the adverb form is correctamente. Correctly and correctamente are not spelled nearly*

*as similarly, but they are still closely related words with the same meaning.*

*If the words are spelled very differently and do not share the same root, they are not cognates. We will keep track of vocabulary words that are cognates or are closely related in English and Spanish during this preview lesson.*

### After each word say:

*These words mean the same thing, but they do (or do not) have similar spellings or pronunciations, so they are (or are not) related or cognates.*

Direct students to mark a check in the appropriate box (Cognate/Related?  Yes  No) for each word in their Student Notebooks.

Direct students to locate the words and definitions provided in their Student Notebooks (**SN 2-4**) and follow along as you say the word, and provide definitions and examples in English and Spanish.

You might say:

*Listen to these words and their definitions in English and Spanish. Say the word with me.*

#### 1. **elegance**

**Elegance** refers to having beauty and gracefulness and being pleasing to look at. The nobleman carried himself with **elegance** and dressed beautifully. **Elegancia** significa tener belleza y gracia y ser agradable a la vista. El noble caballero se desenvolvía con **elegancia** y vestía divinamente.

Say the word with me in Spanish – **elegancia**, and now say the English word with me: **elegance**.  
Cognate/Related?    ✓ **Yes**    No

2. **voyages**

**Voyages** are long trips, usually taken by ship. Marco Polo sailed on many **voyages** in his lifetime. **Travesías** son viajes largos, usualmente por barco. Durante su vida, Marco Polo navegó en muchas **travesías**.

Say the word with me in Spanish – **travesías**, and now say the English word with me: **voyages**.

Cognate/Related?    Yes    ✓ **No**

3. **prized**

**Prized** means valued. Gina’s little puppy was her most **prized** possession. **Valorado** significa que tiene valor. El perrito de Gina era su posesión más **valorada**.

Say the word with me in Spanish – **valorado**, and now say the English word with me: **prized**.

Cognate/Related?    Yes    ✓ **No**

4. **necessities**

**Necessities** are things that you must have, such as food and water. Life would be difficult without easy access to the **necessities**. **Necesidades** son cosas que debes tener como comida y agua. La vida sería difícil sin un acceso fácil a las **necesidades**.

Say the word with me in Spanish – **necesidades**, and now say the English word with me: **necessities**.

Cognate/Related?    ✓ **Yes**    No

5. **fortitude**

**Fortitude** means strength, especially in dealing with pain or facing danger. Ronnie’s display of **fortitude** during the violent storm was impressive, despite her obvious concern for safety. **Fortaleza** es tener fuerza, especialmente cuando uno se enfrenta a un peligro o se experimenta dolor. A pesar de su obvia preocupación por la seguridad, Ronnie mostró gran **fortaleza** durante la fuerte tormenta.

Say the word with me in Spanish – **fortaleza**, and now say the English word with me: **fortitude**.

Cognate/Related?    ✓ **Yes**    No

6. **horizon**

The **horizon** is the line across the sky where it appears to meet the earth. She sat on the beach and watched the sun setting over the **horizon**.

**El horizonte** es la línea donde el cielo pareciera unirse con la tierra. Ella se sentó en la playa para ver el sol ocultarse en el **horizonte**.

Say the word with me in Spanish – **horizonte**, and now say the English word with me: **horizon**.

Cognate/Related?    ✓ **Yes**    No

7. **latitude**

**Latitude** identifies a position on the earth as determined by its distance, measured in degrees, north or south of the equator. On maps and globes, **latitude** lines run horizontally (across or around). Mapmakers identify the position of a city on the earth with its **latitude** above or below the equator. **La latitud** identifica una posición en la Tierra que se puede determinar por la distancia medida en grados, ya sea al norte o al sur del Ecuador. En los mapas las líneas llamadas paralelos van horizontalmente y sirven para identificar la **latitud**. Los que dibujan mapas, ubican la posición de una ciudad en la Tierra por su **latitud** hacia arriba o hacia abajo del Ecuador.

Say the word with me in Spanish – **latitud**, and now say the English word with me: **latitude**.

Cognate/Related?    ✓ **Yes**    No

## The Explorers

### Word Boost: 40 Words

#### Students will

*demonstrate understanding of target vocabulary by accurately responding in sentence frames and comprehension checks.*

#### Materials

- **TR 2.3**, True or False?
- **TR 2.4**, Important Facts to Know Before Reading
- **TR 2.5**, Map of Columbus's Voyage
- **TR 2.6**, Target Words



#### Advance Preparation

- Prepare Teacher Resources (**TR**).

#### Unit 2, Lesson 1–4

*(This lesson in italics)*

1. elegance
2. voyages
3. prized
4. necessities
5. fortitude
6. horizon
7. latitude
8. course
9. computing
10. longitude
11. *tangled*
12. *proficient*
13. *survive*
14. *discouraged*
15. *dazzling*
16. *gorgeous*
17. *baffled*
18. *exchange*
19. *warriors*
20. *authentic*

## Lesson 2: Introduce Target Words 11–20

### Review Words

Tell students they are going to review the vocabulary words that they learned in the last lesson before they begin today's reading.

### 1. Speed Review: True or False?

Display **TR 2.3**. Direct students to write a *T* for true and an *F* for false that will be easily visible on two index cards or pieces of paper. (Optional: Use green paper for T and red paper for F.) Read each target word review statement aloud and provide five seconds for students to display their response.

1. A **voyage** may take weeks or even months. (true)
2. The equator is a line of **latitude**. (true)
3. When you read a magazine, you are **computing**. (false)
4. During a cross-country race, all runners must follow a certain **course**. (true)
5. A line of **longitude** runs horizontally, or around, the globe. (false)
6. A stylish woman carries herself with grace and **elegance**. (true)
7. **Necessities** are things you want, but don't really need, such as jewelry or a big TV. (false)
8. A teenager who faces pain or danger with courage shows **fortitude**. (true)
9. A person will likely fight to protect a **prized** possession. (true)
10. A rainbow is an example of a **horizon**. (false)

## 2. Text Passage Read-Aloud

A New Land Is “Discovered”  
Part 1

If you’ve ever seen a painting of Christopher Columbus, forget it. All of them were done long after he died. We can trust descriptions of him written by those who knew him best: his sons.

They tell of a man who is six feet tall, slim, with blond hair that turns white when he is 30. He has the **elegance** of a nobleman, although his father was said to be a *weaver*<sup>1</sup> of wool.

It is August 3, 1492, and three tiny ships—the Niña, the Pinta, and the Santa Maria—set sail from Palos, Spain. Columbus, on the Santa Maria, is 41 years old and leader of the three-ship fleet and its crew of 90 men. In his pocket is a letter from King Ferdinand to the Grand Khan [KAHN], the ruler of China. On board is a learned man who speaks Arabic and Hebrew; Columbus thinks those languages will help him talk to the people of Cathay. When the sailors set off, it is with a feeling of excitement. They know that if they make it, this will be one of the great **voyages** of all time. They hope to return with gold and spices. In these days before refrigerators, spices are highly **prized**. ●

The ships stop in the Canary Islands for **necessities** and perhaps **fortitude**; then, on September 6, they head out into the unknown ocean. Columbus has his *compass*<sup>2</sup> and an *astrolabe*<sup>3</sup> to guide him. The astrolabe tells him how high the North Star is above the **horizon**. With it, he is able to tell his **latitude**. If he follows a line of latitude, he can keep a straight **course**, but the rolling of the ship makes the readings uneven. Columbus is one of the best sailors the world will ever know. Being a good sailor, he keeps a record of the winds, the speed of the ship, and the compass direction. That tells him how far he has gone in the huge sea. **Computing** your position, or **longitude**, this way is called

A. The paintings of Christopher Columbus show he had \_\_\_\_\_ (elegance) because he was handsome with fine clothes.

B. Spices were highly \_\_\_\_\_ (prized) because they could preserve food.

A. When sailing the seas, the rolling of the ship can make it difficult to keep a straight \_\_\_\_\_ (course).

B. Columbus’s ships stopped in the Canary Islands to shop for \_\_\_\_\_ (necessities).

## ✓ Comprehension Check

*Underline the sentence that tells how an astrolabe helped Columbus tell where he was in the middle of the ocean.*

*Circle the meaning of “dead reckoning.”*

“dead reckoning.” Besides, Columbus seems to have a natural sense of the best way to go: he is famous for being able to find his way at sea. He picks a route with fair winds. Still, it is frightening to go where no one has gone before. ●

<sup>1</sup> Someone who weaves, or makes cloth.

<sup>2</sup> A device with a magnetic needle that indicates directions by pointing north.

<sup>3</sup> An instrument that measures angular distances that can then be used to determine latitude and longitude.

**Source:** *A History of US: The First Americans, Prehistory - 1600, 3rd Edition* by Joy Hakim (2005), pp. 75-79. Used by permission of Oxford University Press.

### Be a Word Detective (Optional)

Before students put their Student Notebooks away, ask them to quickly tell you other words, not target words, in the passage that they did not know the meanings of. Jot them down on the board. By a show of hands, check to see how many students did not know each word. Note to yourself which words were unknown to the majority of students. Choose one or two words that you think have possibilities for further study, because they have prefixes and/or suffixes, multiple meanings, interesting word origins, or some other feature. Have students write down the word(s) you’ve selected and look up the meaning for HomeStudy, using **SN 2-31** to record what they find out. In addition to words suggested by students, you may wish to include one or two of the following high-utility words: *descriptions*, *record*, *route*. See Lesson 3, **Be a Word Detective**, for follow-up activities with these words.

## After Reading

Display **TR 2.1, Necessities for Our Voyage** and have students turn to **SN 2-10**. Based on their partner discussions, have students provide information from the passage to complete the graphic organizer.



### 1. Working with Words

**Relationships Among Words** The following questions relate to the target words. Read each question aloud to the group. Ask several volunteers to respond to each question. This will allow for different responses and encourage discussion, so that the words can be used in various contexts.

1. What **course** did Columbus’s three ships take on their **voyage** across the Atlantic Ocean?
2. Is something that is **prized** also a **necessity**? Explain.
3. Why is **fortitude** important when setting out on a difficult **course**?
4. Is **elegance** a quality that should be **prized**? Why or why not?
5. What instruments did Columbus use for **computing** his **latitude** and **longitude**?
6. How did Columbus use the horizon in **computing** his position?

word intelligence

Teacher Resource 2.1: Necessities for Our Voyage

U.S. EDITION: UNIT 2, TEACHER RESOURCE

TR 2.1

word intelligence

Teacher Resource 2.6: Target Words

tangled	gorgeous
proficient	baffled
survive	exchange
discouraged	warriors
dazzling	authentic

U.S. EDITION: UNIT 2, TEACHER RESOURCE

ROUTINE

**B**

TR 2.6

word intelligence

Name: \_\_\_\_\_  
Date: \_\_\_\_\_ Class/Period: \_\_\_\_\_

Target Words

- tangled**—Tangled means become all mixed up with something. The ropes got **tangled** up at the bottom of the barrel.
- proficient**—To be **proficient** is to have a lot of knowledge and skill in doing something. Even as a very young child, Terry was **proficient** at solving riddles.
- survive**—Survive means stay alive despite a dangerous and life-threatening event. The bears were able to **survive** the snowstorm by huddling together in a cave.
- discouraged**—Discouraged means without hope or confidence, lacking courage. The math problem was so hard that Martin felt **discouraged** and never finished the assignment.
- dazzling**—Dazzling means very impressive. The view of the bay from the hills is **dazzling**.
- gorgeous**—Gorgeous means strikingly beautiful. Cinderella looked **gorgeous** in the cream-colored satin and lace gown.
- baffled**—Baffled means confused or puzzled. Jim is **baffled** by the very idea of traveling around the world by himself.
- exchange**—An **exchange** is the act of giving something in return for something else. Randy gave his brother a red sweater in **exchange** for a blue one.
- warriors**—Warriors are people who fight or engage in battles. The chief called his **warriors** together to discuss a new battle plan.
- authentic**—Authentic means real or actual. Mindy's research is based on **authentic** documents from the period of the Civil War.

U.S. EDITION: UNIT 2, LESSON 2

SN 2-25

## 2. Introduce the Target Words

Introduce the next 10 target words, which will appear in the passage students will read tomorrow. This will require a brisk pace.

You might say:

*Tomorrow we will continue to read "A New Land Is 'Discovered,'" and we will find out more about Columbus's voyage to the Americas. First, you will learn 10 more words that will be important to your understanding of tomorrow's reading.*

Display **TR 2.6, Target Words**. When introducing the words, say to students:

*Some of these words have more than one meaning, but these are the meanings used in the text we are going to read. Follow along on Student Notebook p. 2-25 as I read the words and definitions aloud. Then I want you to read each example sentence aloud with me. Next, I will read a sentence that is missing a word. When I lower my voice, I want you to say aloud the word that you think will complete the sentence.*

**Point to the first word. The word is tangled.**

**Say it with me: tangled.**

**Tangled** means become all mixed up with something. *The ropes got **tangled** up at the bottom of the barrel.*

**Another word for mixed up with something is \_\_\_\_\_ (tangled).**

**Point to the next word. The word is proficient.**

**Say it with me: proficient.**

To be **proficient** is to have a lot of knowledge and skill in doing something. *Even as a very young child, Terry was **proficient** at solving riddles.*

**To have knowledge and skill in something means \_\_\_\_\_ (proficient).**

**Point to the next word. The word is survive.**

**Say it with me: survive.**

**Survive** means stay alive despite a dangerous and life-threatening event. *The bears were able to **survive** the snowstorm by huddling together in a cave.*

**Another word for staying alive through a dangerous event is to \_\_\_\_\_ (survive).**

**Point to the word discouraged. Say it with me: discouraged.**

**Discouraged** means without hope or confidence, lacking courage. *The math problem was so hard that Martin felt **discouraged** and never finished the assignment.*

**Another word for without hope is \_\_\_\_\_ (discouraged).**

**Point to the next word. The word is dazzling.**

**Say it with me: dazzling.**

**Dazzling** means very impressive. *The view of the bay from the hills is **dazzling**.*

**Another word for impressive is \_\_\_\_\_ (dazzling).**

**Point to the next word. The word is gorgeous.**

**Say it with me: gorgeous.**

**Gorgeous** means strikingly beautiful. *Cinderella looked **gorgeous** in the cream-colored satin and lace gown.*

**Another word for strikingly beautiful is \_\_\_\_\_ (gorgeous).**

**Point to the word baffled. Say it with me: baffled.**

**Baffled** means confused or puzzled. *Jim is **baffled** by the very idea of traveling around the world by himself.*

**When someone is confused they are \_\_\_\_\_ (baffled).**

**Point to the word exchange. Say it with me: exchange.**

An **exchange** is the act of giving something in return for something else. *Randy gave his brother a red sweater in **exchange** for a blue one.*

**To give something in return for something else means to \_\_\_\_\_ (exchange).**

**Point to the next word. The word is warriors.**

**Say it with me: warriors.**

**Warriors** are people who fight or engage in battles. *The chief called his **warriors** together to discuss a new battle plan.*

**Another word for people who fight in a battle is \_\_\_\_\_ (warriors).**

**Point to the last word. The word is authentic.**

**Say it with me: authentic.**

**Authentic** means real or actual. *Mindy's research is based on **authentic** documents from the period of the Civil War.*

**Another word for real or actual is \_\_\_\_\_ (authentic).**

## The Explorers Word Boost: 40 Words

### Students will

demonstrate understanding of target vocabulary by correctly responding during Working with Words activities.

### Materials

- TR 2.8, Continuum
- TR 2.9, Theme Wrap-Up

### Advance Preparation

- Prepare Teacher Resources (TR).

### Review Target Words

1. elegance
2. voyages
3. prized
4. necessities
5. fortitude
6. horizon
7. latitude
8. course
9. computing
10. longitude
11. tangled
12. proficient
13. survive
14. discouraged
15. dazzling
16. gorgeous
17. baffled
18. exchange
19. warriors
20. authentic



## Lesson 4: Review Target Words 1–20

### Review Words

Tell students they are going to review the vocabulary words that they have been learning.

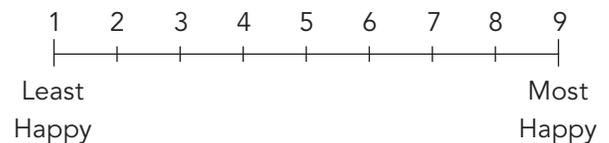
### 1. Continuum

Have students complete the continuum on **SN 2-46** as individuals. Students are asked to rate their feelings about each question on a scale of 1 to 9. Then display **TR 2.8**. Have students compare and explain responses as a group. You might say:

*Look at the first question. How many chose “1, Least Happy,” for this question? How many chose “9, Most Happy”? Can you tell us why? Discuss students’ responses.*

How happy would you be to . . .

- \_\_\_\_\_ take a **voyage** across the ocean?
- \_\_\_\_\_ take a **voyage** to the moon?
- \_\_\_\_\_ be **proficient** at sports?
- \_\_\_\_\_ be **proficient** at video games?
- \_\_\_\_\_ find an **authentic** gold coin from 100 years ago?
- \_\_\_\_\_ find an **authentic** newspaper from 100 years ago?
- \_\_\_\_\_ be skilled at **computing** mathematically?
- \_\_\_\_\_ be skilled at **computing** on a computer?
- \_\_\_\_\_ cook a five-**course** dinner?
- \_\_\_\_\_ eat a five-**course** dinner?



## Theme Wrap-Up

As a review, direct students to return to the chart they started during the Theme Opener and add new information that they've learned from the text passage. Remind students that they learned 20 words this week. They also learned about a famous explorer's voyage to the Americas.

After students complete the chart, display **TR 2.9** and have students turn to **SN 2-48**. Explain that they will now complete an activity to help them summarize the big ideas of this week's theme. To review this week's reading, students will fill in blanks that can be answered with one word, which may be a target word; however, some blanks will require a word or phrase from the reading that was *not* a vocabulary word.

Model the first two or three blanks, narrating the steps that you take to figure out the answer. Explain how you first look over the target words to see if one makes sense, and then you might have to refer back to the reading to find a word or phrase that makes sense. Allow students about five more minutes to work with a partner to complete the activity. Encourage students to find the correct answers in the text, rather than just make wild guesses. During this guided practice, give students hints when necessary to let them know whether or not the answer is a target word. Then go over the paragraph(s), one sentence at a time, choosing student pairs to share their answers. If a student gives an incorrect response, provide corrective feedback and guide the student to locate the correct word or phrase. Accept multiple responses where appropriate.

word intelligence

### Teacher Resource 2.9: Theme Wrap-Up

In 1492, Columbus and his crew of 90 men set off on one of the most famous \_\_\_\_\_ of all time. After a stop in the Canary Islands for \_\_\_\_\_, they head across the ocean, using a \_\_\_\_\_ and an astrolabe to help them set their \_\_\_\_\_. With these instruments, Columbus is able to compute his \_\_\_\_\_ and \_\_\_\_\_.

Although the sailors become \_\_\_\_\_ and almost force Columbus to turn back, in mid-October they finally reach land. The island is \_\_\_\_\_, with \_\_\_\_\_ birds and friendly people. These people, known as the Taino, give the explorers parrots and cotton thread. Columbus gives them glass beads in \_\_\_\_\_.

U.S. EDITION: UNIT 2, TEACHER RESOURCE

**TR 2.9**

## Acknowledgments

*Word Intelligence* is the commercial product that resulted from the federal study called Content-Rich Vocabulary, led by principal investigator **Claude Goldenberg, Ph.D.** His leadership was invaluable.

CORE thanks the following experts for sharing their knowledge of the research on vocabulary development that supports this curriculum:

**Scott K. Baker, Ph.D.**

Associate Director of the Center on Teaching and Learning, University of Oregon

**Andrew Biemiller, Ph.D.**

Professor Emeritus at the Institute of Child Study, University of Ontario

**Michael Graves, Ph.D.**

Professor Emeritus of Literacy Education, University of Minnesota

Their research made this curriculum possible.

Special acknowledgment is also given to the administrators of the **Alum Rock Union School District in San Jose, CA;** to the principals of Fischer, Ocala, Pala, and Sheppard Middle Schools; and to their piloting educators:

Kevin Beckham, Kataraina Wetere Carrasco, Maureen Chassy, Jennifer Costello, Shawna Delaney, Arlene Dodge, Michelle Flaherty, Christina Frausto, Rita Duarte Herrera, Christine Kowalishen, Tracy Leathers, Marc Leone, Jerald Minter, Severiana Quintana, Maria-Elena Ruiz, Kathleen Stensrud, Angelica Ultreras-Ortiz, Crystal Vigil, and Mary Young Williams

Special acknowledgment is also given to the administrators of the **Inglewood Unified School District in Inglewood, CA;** to the principals of Monroe Middle, Warren Lane, and La Tijera Schools; and to their piloting educators:

Aaron Allen, Nicole Austin, Vivienne Herman, and Susan Jones

Special acknowledgment is given to the administrators of the **Pasadena Unified School District in Pasadena, CA;** to the principals of Washington and Wilson Middle Schools; and to their piloting educators:

Ingrid Birdsall, Harmony Dawson, Jennifer Edwards, Jeanne Giannini, Robert Lynch, Robin Manly, Sydney Minckler, and Barbara Younker

The research and development reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grants R305B070688 to California State University, Long Beach, and R305B070016 to Stanford University, "Content-rich vocabulary development to improve reading achievement of struggling adolescent readers." The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

Word Intelligence is a trademark, and CORE and Consortium on Reaching Excellence in Education are registered trademarks of Consortium on Reaching Excellence in Education, Inc.

Copyright © 2012 Consortium on Reaching Excellence in Education, Inc. All rights reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise.

**For information about or to gain permission  
to use any content in this document, write to:**

Permissions, Editorial Department  
Consortium on Reaching Excellence in Education, Inc.  
2550 Ninth Street, Suite 102  
Berkeley, California 94710  
Phone: (888) 249-6155  
Fax: (888) 460-4520  
Email: [info@corelearn.com](mailto:info@corelearn.com)  
[www.corelearn.com](http://www.corelearn.com)

## Credits

Editorial Director: Linda Diamond

Design and Production: Theresa Hancock, Nicole Flores, Alicia Baker, and Eric Gaither  
Design

Consultants: Nicole Sherman Brewer, Lauren Greenberg, Tracy Leathers, and Arlene Dodge

Editorial Staff: Nicole Flores and Colleen Brennan-Barroso

Writers: Linda Diamond, Elizabeth Thorsnes, Miriam Petruck, Theresa Hancock, Dale  
Webster, Lauren Greenberg, and Alice R. Dickstein and staff at Brown Publishing

Primary Language Support Translations: Sebastian Cognetta and Ivonne Merrin

---

# Teachers Are Talking About WORD INTELLIGENCE™

"One thing I really liked about the program is the Primary Language Support component. I have English language learners, and when they were able to recognize the cognates I saw a lot of light bulbs go off, and I saw ownership of their learning. They perked up and started making connections—schema drawers were opening up where they could put new information with these words."

*~ Christine Kowalishen, 8th Grade Teacher, Ocala Middle School*

"I feel it will meet the needs of all students. The activities reached all different levels, and the kids loved the activities. I saw a lot of learning going on. Compared to other programs, this one had a lot of different activities that really engaged the students. My students really, really benefited from this program. I believe that's what kids need today in school: they need a lot more vocabulary. I think this is one of the best vocabulary programs I have seen."

*~ Shawna Delaney, 7th Grade Teacher, Pala Middle School*



For More Information About  
*Word Intelligence*, Visit  
[www.wordintelligence.net](http://www.wordintelligence.net)  
[info@wordintelligence.net](mailto:info@wordintelligence.net)

CORE®