# *Word Intelligence:*

## *Developing Academic and Content Vocabulary*

WORD INTELLIGENCE™

STUDENT NOTEBOOK
WORLD EDITION

WORD INTELLIGENCE™

TEACHER GUIDE
WORLD EDITION

*Developing Academic and Content Vocabulary*

*Featuring World History Passages*

TEACHER RESOURCES
WORLD EDITION

*Developing Academic and Content Vocabulary*

*Featuring World History Passages*
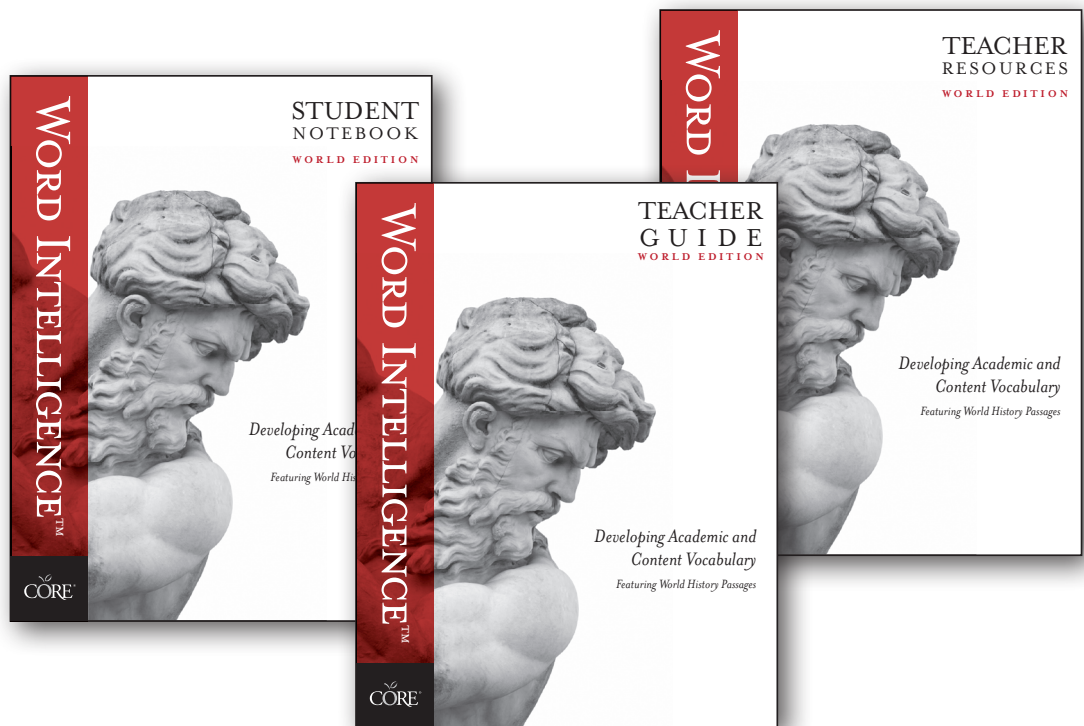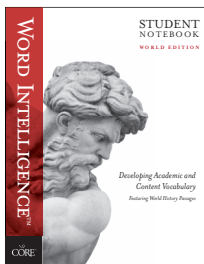
SAMPLE

**WORLD EDITION**

VOLUME 1

# Word Intelligence™

## Components of the Program
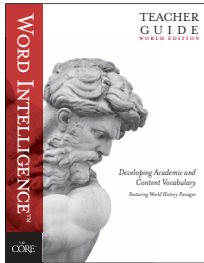
### Teacher Guide

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.
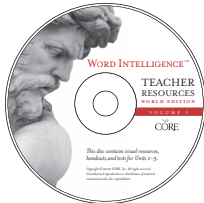
### Teacher Resources DVD

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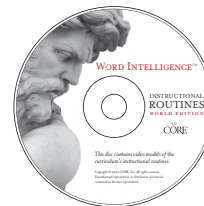
### Instructional Routines DVD

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

**Visit 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

**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).
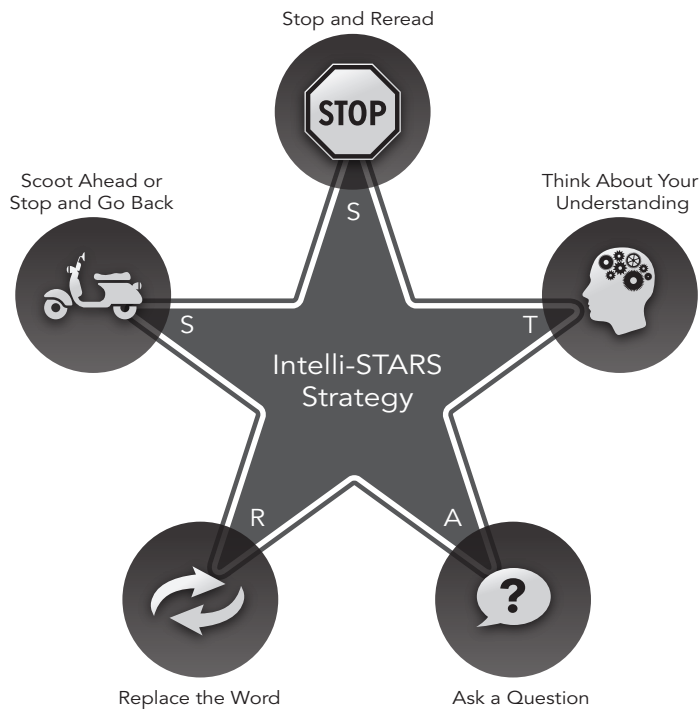
**ROUTINE D**

**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:



Intelli-STARS Strategy

Stop and Reread
Scoot Ahead or Stop and Go Back
Think About Your Understanding
Replace the Word
Ask a Question

**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.

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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. **nestled**
   **Nestled** means settled in a comfortable way. The baby was **nestled** comfortably in her warm blankets. *Acurrucada significa encogida o doblada de una manera cómoda. El bebé estaba* **acurrucado** *cómodamente entre sus cálidas sábanas.*

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

2. **situated**
**Situated** means located at a place. The garage was **situated** at the far end of the driveway. *Estar **situado** significa ubicado en alguna parte. El garaje estaba **situado** al final de la carretera.*

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

3. **narrated**
**Narrated** means told (a story) in detail. Josie's diary **narrated** the entire episode of the missing child and how she was found. ***Narró** significa contó (una historia) con detalles. El diario de Josie **narró** por completo el episodio de la niña perdida y de cómo la encontraron.*

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

4. **posterity**
**Posterity** means all future generations. The photographer recorded the scene of the huge fire for **posterity** so that we would know exactly what happened. ***Posteridad** significa todas las generaciones futuras. El fotógrafo grabó la escena del terrible incendio para la **posteridad** para que pudiéramos saber con exactitud qué había ocurrido.*

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

5. **reliable**
**Reliable** means worthy of trust or dependable. My sister's description of the man who hit her car was quite **reliable**, given the circumstances. ***Confiable** significa que merece confianza. La descripción que dio mi hermana del hombre que chocó su auto es bastante **confiable**, dadas las circunstancias.*

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

6. **devastation**
**Devastation** means destruction, or complete ruins. The tornado left so much **devastation** that people would have to live in tents for the next month. ***Devastación** significa destrucción o ruina completa. El tornado dejó tanta **devastación** que las personas tendrán que vivir en carpas durante un mes.*

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

7. **eternal**
**Eternal** means lasting forever. The Statue of Liberty is an **eternal** symbol of freedom. ***Eterno** significa que dura para siempre. La Estatua de la Libertad es un símbolo **eterno** de la libertad.*

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

8. **imperishable**
**Imperishable** means cannot decay or be destroyed. The flame at the president's grave is **imperishable** and burns all the time. ***Imperecedera** significa que no puede descomponerse o ser destruido. La llama en la tumba del presidente es **imperecedera** y siempre está ardiendo.*

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

word intelligence

Name: _____
Date: _____ Class/Period: _____

**Word Intelligence Power Chart**

| Word | I've Never Heard It | I've Heard It | I Know What It Means | I Own It! |
|------|-----|-----|-----|-----|
| 1. nestled | | | | |
| 2. situated | | | | |
| 3. narrated | | | | |
| 4. posterity | | | | |
| 5. reliable | | | | |
| 6. devastation | | | | |
| 7. eternal | | | | |
| 8. imperishable | | | | |
| 9. phenomenon | | | | |
| 10. unsupported | | | | |
| 11. debris | | | | |
| 12. alleviate | | | | |
| 13. panic | | | | |
| 14. indication | | | | |
| 15. tremors | | | | |
| 16. deliberate | | | | |
| 17. alternative | | | | |
| 18. torches | | | | |
| 19. sulfur | | | | |
| 20. reviving | | | | |

WORLD EDITION: UNIT 2, LESSON 1

ROUTINE **A**

**SN 2-9**

word intelligence

**Teacher Resource 2.2: Target Words**

| | |
|---|---|
| nestled | devastation |
| situated | eternal |
| narrated | imperishable |
| posterity | phenomenon |
| reliable | unsupported |

WORLD EDITION: UNIT 2, TEACHER RESOURCE

ROUTINE **B**

**TR 2.2**

# Before Reading

## 1. Getting Started

You might say:
*We've been discussing how communication today keeps us posted on events around the world as they happen. This week we'll be reading about how people 2,000 years ago learned about a major event in their world. But first we're going to learn some words that will be important to your understanding of the reading. You will learn 20 words this week and 20 more words next week. The words you learn will be useful to know in all subjects.*

Have students look at **SN 2-9, Word Intelligence Power Chart**. Tell students these are words they will learn this week, but they may already know some of them. Read the words aloud to students. Have them place a check in the column that best represents how well they know the word. Remind them that they can go back to this list during the unit and check new boxes.

**Tell students they will be tested on these words at the end of next week.**

## 2. Introduce the Target Words

This will require a brisk pace. Display **TR 2.2, Target Words**. Introduce each word.

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. 2-10** as I read the words and definitions aloud. Then I want you to read each example sentence aloud with me.*

*Point to the first word. The word is* nestled. *Say it with me:* nestled.
**Nestled** means settled in a comfortable way. *The baby was **nestled** comfortably in her warm blankets.*

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**Point to the next word. The word is situated. Say it with me: situated.**
**Situated** means located at a place. *The garage was situated at the far end of the driveway.*

**Point to the next word, narrated. Say it with me: narrated.**
**Narrated** means told (a story) in detail. *Josie's diary narrated the entire episode of the missing child and how she was found.*

**Point to the word posterity. Say it with me: posterity.**
**Posterity** means all future generations. *The photographer recorded the scene of the huge fire for posterity so that we would know exactly what happened.*

**Point to the next word. The word is reliable. Say it with me: reliable.**
**Reliable** means worthy of trust or dependable. *My sister's description of the man who hit her car was quite reliable, given the circumstances.*

**Point to the word devastation. Say it with me: devastation.**
**Devastation** means destruction, or complete ruins. *The tornado left so much devastation that people would have to live in tents for the next month.*

**Point to the next word. The word is eternal. Say it with me: eternal.**
**Eternal** means lasting forever. *The Statue of Liberty is an eternal symbol of freedom.*

**Point to the next word. The word is imperishable. Say it with me: imperishable.**
**Imperishable** means cannot decay or be destroyed. *The flame at the president's grave is imperishable and burns all the time.*

**Point to the word phenomenon. Say it with me: phenomenon.**
A **phenomenon** is a fact or event that can be observed. *A volcano is a natural phenomenon that has been observed and studied by scientists all over the world.*

**Point to the next word. The word is unsupported. Say it with me: unsupported.**
**Unsupported** means not held up. *The front gate to my house was unsupported because the wood was old and broken.*



## word intelligence

Name: _____
Date: _____ Class/Period: _____

### Target Words

1. **nestled**—Nestled means settled in a comfortable way. *The baby was nestled comfortably in her warm blanket.*
2. **situated**—Situated means located at a place. *The garage was situated at the far end of the driveway.*
3. **narrated**—Narrated means told (a story) in detail. *Josie's diary narrated the entire episode of the missing child and how she was found.*
4. **posterity**—Posterity means all future generations. *The photographer recorded the scene of the huge fire for posterity so that we would know exactly what happened.*
5. **reliable**—Reliable means worthy of trust or dependable. *My sister's description of the man who hit her car was quite reliable, given the circumstances.*
6. **devastation**—Devastation means destruction, or complete ruins. *The tornado left so much devastation that people would have to live in tents for the next month.*
7. **eternal**—Eternal means lasting forever. *The Statue of Liberty is an eternal symbol of freedom.*
8. **imperishable**—Imperishable means cannot decay or be destroyed. *The flame at the president's grave is imperishable and burns all the time.*
9. **phenomenon**—A phenomenon is a fact or event that can be observed. *A volcano is a natural phenomenon that has been observed and studied by scientists all over the world.*
10. **unsupported**—Unsupported means not held up. *The front gate to my house was unsupported because the wood was old and broken.*

WORLD EDITION: UNIT 2, LESSON 1

2-10   © 2012 CORE

**SN 2-10**

**word intelligence**

Name: _____
Date: _____ Class/Period: _____

**Process the Words**

**nestled** (group physical response)

**situated**
Finish the sentences and share your answer with your partner.
A place I would love to be **situated** is
_____
because
_____
_____

A place I would hate to be **situated** is
because
_____
_____

**posterity** (oral response)

**reliable** (group response)

**devastation**
What kinds of **devastation** are caused by forest fires?
_____
_____
_____

**eternal** (oral response)

**phenomenon (plural: phenomena)**
List three examples of **phenomena** that you might observe during a thunderstorm.
_____
_____
_____

List three examples of **phenomena** that you would *not* observe during a thunderstorm.
_____
_____
_____

**unsupported**
What sounds would you hear if a roof were suddenly **unsupported**?
_____
_____

Then what might happen?
_____
_____

ROUTINE **C**

**SN 2-11**

# Working with Words

## 1. Process the Words

Have students actively work with each target word, one at a time. Discuss responses as needed. Some processing tasks require total group oral response, some require partner sharing, and some require individual responses.

Use **SN 2-11** for the words requiring written responses. Process each word. Maintain a brisk pace.

### nestled
*Think and respond (group physical response): Which things would you like to be **nestled** in? Thumbs up for yes; thumbs down for no.*

- a down comforter (thumbs up)
- a big block of ice (thumbs down)
- a mattress of straw (thumbs down)
- a pile of fluffy pillows (thumbs up)

### situated
*Finish the sentences and share your answer with a partner (written and oral response):*
A place I would love to be **situated** is

_____ because

_____ .

A place I would hate to be **situated** is

_____ because _____ .

### posterity
*Share with your partner (oral response): Historians record important events of the time for **posterity**. What event in the last year do you think should be recorded for **posterity**? Why?*

# word intelligence

<u>reliable</u>
***Think and respond (group response):***
*If what I say is an example of a **reliable** person, say "reliable." If not, say "not reliable."*

- is always late for an appointment (not reliable)

- promises to bring juice for a picnic and does (reliable)

- pays back the money she owes you for a movie (reliable)

- forgets to give back CDs he has borrowed (not reliable)

<u>devastation</u>
***Reply (written response):***
What kinds of **devastation** are caused by forest fires?
(Answers will vary, but may include loss of lives, homes, animal habitats, and trees.)

<u>eternal</u>
***Have students pair-share an ending to this sentence (oral response):***
*Some people say that time is relative—that is, sometimes a minute can seem like it's **eternal**. When might a minute seem **eternal** to you? Finish this sentence:* A minute can seem **eternal** when I _____ .

<u>phenomenon</u>
***List examples and nonexamples (written response):***
Explain that the plural of *phenomenon* is *phenomena*.

_____

_____

_____

List three examples of **phenomena** that you might observe during a thunderstorm. (Possible answers: lightning, wind blowing things through the air, tree branches swaying and/or breaking, heavy rain falling, dark sky)

_____

_____

_____

List three **phenomena** that you would *not* observe during a thunderstorm. (Possible answers: sunshine, blue sky, everything still, fluffy white clouds)

_____

_____

_____

<u>unsupported</u>
***Think and reply (written response):***
What sounds would you hear if a roof were suddenly **unsupported**?
Then what might happen? (Possible answers: might hear a creak, crack, crash, and/or boom; roof might fall in)

# Ancient Rome
# Word Boost: 40 Words

## Students will

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

## Materials

- **TR 2.3**, Beat the Clock Word List
- **H 2.1**, Beat the Clock Definitions
- **TR 2.4**, Important Facts to Know Before Reading
- **TR 2.5**, Map of Pompeii
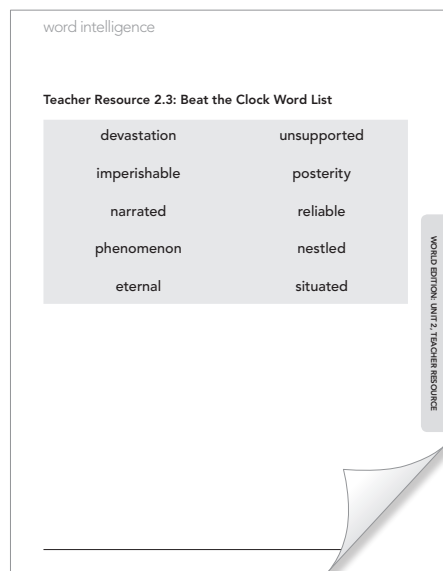- **TR 2.6**, Target Words

ROUTINE **F**

## Advance Preparation

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

## Unit 2, Lessons 1–4
*(This lesson in italics)*

1. nestled
2. situated
3. narrated
4. posterity
5. reliable
6. devastation
7. eternal
8. imperishable
9. phenomenon
10. unsupported
11. *debris*
12. *alleviate*
13. *panic*
14. *indication*
15. *tremors*
16. *deliberate*
17. *alternative*
18. *torches*
19. *sulfur*
20. *reviving*

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**Teacher Resource 2.3: Beat the Clock Word List**

| | |
|---|---|
| devastation | unsupported |
| imperishable | posterity |
| narrated | reliable |
| phenomenon | nestled |
| eternal | situated |

WORLD EDITION: UNIT 2, TEACHER RESOURCE

**TR 2.3**

# Lesson 2: Introduce Target Words 11–20

## Review Words

Review target words to build speed and accuracy. 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: Beat the Clock

Review each of the words from Lesson 1 by playing Beat the Clock with students. This game can be played by the whole class or with partners. For this lesson review, assign one student volunteer the task of reading the definitions and helping the class reach a consensus on the correct word choice. Provide the student volunteer with the definition cards (**H 2.1**). The student should quickly read the definition. The remaining students chorally call out the answer (correct definition). If there is disagreement, lead a brief discussion to help the class reach consensus. If the word is correctly identified, mark an *X* over the word on **TR 2.3, Beat the Clock Word List**. Students have three minutes to correctly identify all the words. Act as the timekeeper and periodically remind students how much time remains. Once the time is up, review any missed words with the class by reading the definition and identifying the correct word.

## 2. Review HomeStudy

Review the HomeStudy assignment with students.

- **Word Study Guide Sentences** Call on students randomly to read off a sentence for one of the target words. Then ask volunteers to display one of their drawings. Maintain a brisk pace.

# word intelligence

- **Pick the Word**  Review the answers chorally. You might say:
  *I'll read each sentence, and when I pause, you all say the word that you thought worked best in the sentence. If we have more than one answer, we'll stop and discuss the context clues we used to come up with that answer.*

- **Word Quest (Optional)**  Have students form groups and share the sentences. Then ask students from each group to read one or two sample sentences to the rest of the class.

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**Handout 2.1: Beat the Clock Definitions**

| | |
|---|---|
| 1. all future generations | 2. worthy of trust or dependable |
| 3. lasting forever | 4. located at a place |
| 5. settled in a comfortable way | 6. cannot decay or be destroyed |
| 7. not held up | 8. a fact or event that can be observed |
| 9. destruction or complete ruins | 10. told (a story) |

## Answers to HomeStudy 2.1

## Pick the Word

1. phenomenon

2. reliable

3. situated

4. imperishable

5. eternal

6. narrated

7. devastation

8. nestled

9. posterity

10. unsupported

word intelligence

Name: _____
Date: _____ Class/Period: _____

**HomeStudy: Pick the Word**

| nestled | devastation | situated | eternal | narrated |
|---|---|---|---|---|
| imperishable | posterity | phenomenon | reliable | unsupported |

**Directions**: Use the words in the box above to complete the sentences below. Sometimes the words will have –ed, –ing, –s, or –es added to the ending.

1. A rainbow is a natural _____ that results when it is raining but sunny.

2. The public bus is not very _____ when we need to be somewhere on time, because it is often late.

3. We rowed until our boat was _____ in the middle of the lake.

4. The gardener thought his ferns were _____, but in fact after the cold winter they died.

5. The sun is an _____ source of light and heat for Earth.

6. The storyteller _____ a folktale about how the zebra got its stripes.

7. Hurricane Katrina left behind unbelievable _____, destroying houses, churches, stores, and whole neighborhoods.

8. I heard a sound from under the house and found four new kittens _____ against their mother.

9. Memorial Day is a holiday to help _____ remember the heroes of our past wars.

10. The tall column was _____ by a ceiling, so we thought it m

1. Text Passage Read-Aloud

## Pliny the Younger: The Eruption of Vesuvius: Letter 6:16

### Introduction

**Nestled** in a valley on the Italian coast just south of Naples, Pompeii had the misfortune to be **situated** at the foot of Mt. Vesuvius, and when that volcano erupted in AD 79, it buried the city under 18 feet of ash and lava. ⬡

Pliny the Younger was not with his uncle Pliny the Elder, who died in the eruption. Instead he observed the events from across the way and received reports from others who were with his uncle. Pliny the Younger wrote two letters to the historian Tacitus [TA-si-tuhs] that **narrated** the events surrounding the eruption of Vesuvius and the death of Pliny the Elder.

### *Letter 6:16*

My dear Tacitus,

You ask me to write you something about the death of my uncle so that the account you send to **posterity** is as **reliable** as possible. I am grateful to you, for I see that his death will be remembered forever if you include it in your Histories. He died in a **devastation** of the loveliest of lands, in a memorable disaster shared by peoples and cities, but this will be a kind of **eternal** life for him. Although he wrote a great number of important works himself, the **imperishable** nature of your writings will add a great deal to his survival . . . ⬡

. . . On the 24th of August between 2:00 and 3:00 in the afternoon my mother drew his attention to a cloud of unusual size and appearance. He had had a sunbath, then a cold bath, and was lying down after dinner with his books. He called for his shoes and climbed up to where he could get the best view of the **phenomenon**. The cloud was rising from a

**A.** *Nestled* means Pompeii was _____ (settled) in a valley.

**B.** This valley was _____ (situated) at the foot of a volcano.

### ✅ Comprehension Check
*Circle two ways Pliny the Younger learned about the events.*

**A.** A reliable letter would be a _____ (dependable) description.

**B.** The devastation of the land means Pompeii was _____ (destroyed or ruined).

**A.** I think the phenomenon that Pliny the Elder saw looked like _____ (answers will vary).

**B.** I think an unsupported cloud of dirt and ash would _____ (answers will vary).

### ✅ Comprehension Check
*How does Pliny's letter make you feel?*

mountain and afterwards we learned that it was Vesuvius. I can best describe its shape by comparing it to a pine tree. It rose into the sky on a very long "trunk" from which spread some "branches." I imagine it had been raised by a sudden blast, which then backed away, leaving the cloud **unsupported** so that its own weight caused it to spread sideways. Some of the cloud was white, in other parts there were dark patches of dirt and ash. The sight of it made the scientist in my uncle determined to see it from closer at hand. ⬡

# After Reading

ROUTINE
**E**

## 1. Working with Words: Relationships Among Words

The following questions pair target words. Allow for different responses and encourage discussion, so that the words can be used in various contexts and expanded from the sentence frames used during the read-aloud

- What is an example of a natural **phenomenon** that is **reliable** day after day?

- Why might an **unsupported** bookcase **situated** on an uneven floor make a person nervous?

- Is something **eternal** also **imperishable**?

- What **devastation** from our time do you think will be remembered by **posterity**?

- If a bird nest filled with eggs is **nestled** in tall grass, is it **situated** in the best possible place?

- What **phenomenon** have you heard **narrated** on a TV news program?

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*~ 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*

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info@wordintelligence.net

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