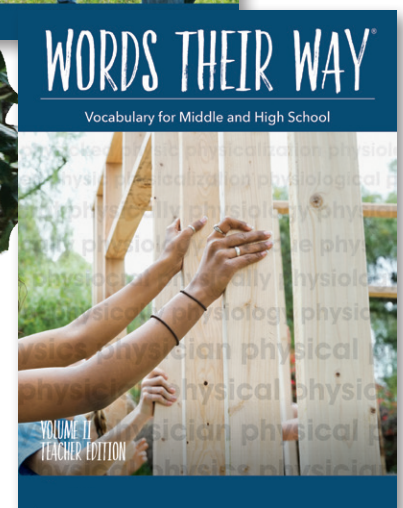
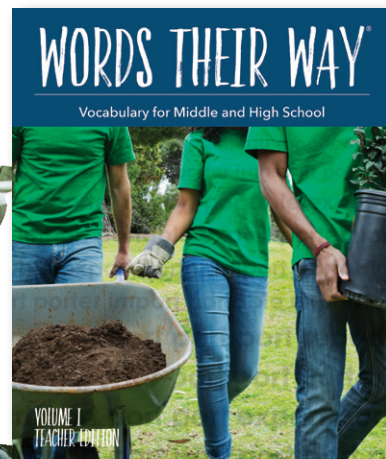


SAVVAS

WORDS THEIR WAY[®]

Vocabulary for Middle and High School



PROGRAM OVERVIEW

VOCABULARY EMPOWERS LEARNING.

Vocabulary knowledge is the single best indicator of students' reading ability, comprehension, and academic success. State standards emphasize Vocabulary Acquisition and Use as critical to learning. *Words Their Way, Vocabulary for Middle and High School* is a supplemental vocabulary development program that addresses these standards by teaching strategies and word relationships while focusing on acquiring and using vocabulary.

Words Their Way, Vocabulary for Middle and High School emphasizes Generative Vocabulary (Word Parts and Meanings), along with General Academic (Tier 2) and Domain-Specific (Tier 3) Vocabulary in order to provide students with the means to understand how language works. Instruction builds upon the foundation established in the elementary program *Words Their Way®: Word Study in Action*.



Program Authors

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FLEXIBLE

Choose a plan that works for you.

5 Day Plan

Teach Generative Vocabulary lessons paired with Academic Vocabulary lessons.

3 Day Plan

Focus on Generative Vocabulary lessons OR Academic Vocabulary lessons.

Lesson 13

Generative Vocabulary Day ①

Apply/More Practice

Circulate as students work in small groups, in pairs, and/or individually.

From the Author

"Morphology cracks the 'meaning code' of our language just as phonics cracks the 'alphabetic code.'" *Lailaha Hayes*

Apply

- Apply and Extend** Have students complete the activities on p. 40.
- List 1** Adding the suffix *-ion* to *scribe* and *subscribe* changes these verbs into nouns. Students' sentences should show that they understand the meanings of *scription* and *subscription*.
- List 1** Students' sentences should include context clues that show that they know the meanings of the three words.
- List 2** Students' anagrams will vary.
- Rap It Up** Partners should write a poem or rap with adequate rhythm and/or rhyme appropriately using a list word.
- Avatar**, p. 40: Check students' understanding of the different meanings of the prefix *in-*.

More Practice

- Interactive** Have students play Word Builder and Word Match (see Lesson 13).
- Graphic Organizer** Have students share their completed G.
- Meaning Match** To help students prepare for this week's complete Meaning Match 13.

Homework Have students

- complete any activities they didn't finish during class
- revisit and update Self-Assessment 13-14 to reflect what they learned

Assessment If you are following the 3 day plan, see p. 47 of this Teacher Edition.

Differentiate Instruction

Struggling Readers

Break It Down Model using *manuscript*. When I have trouble with a word, I look for word parts I know. *Script* is a word part I know; *manu* must be a word part too. *Manuscript* has two parts: *manu* and *script*. Have students write *manuscript* and draw a picture to represent it. Students then complete Small Group Practice 13. Make sure students break the words correctly.

Advanced Readers

Prefixes Have students make a list of words with the roots *scrib* or *script*, but with different prefixes from those in this lesson, such as *proscribe*, *ascribe*, *transcribe*, *superscript*, *subscript*, *transcript*, *postscript*, and *conscript*. Discuss how the prefixes change the meanings of the words.

English Learners

Cognates Spanish-speaking students may recognize these and other cognates, which will help them understand what the English words mean.

description	descripción
manuscript	manuscrito
programmer	programador
telegram	telegrama

Lesson 13
paired with Lesson 14

List 1 *scrib*, *script*
description
indescribable
inscribe
manuscript
proscribe
scripture
subscribe
subscription

List 2 *gram*
anagram
grammar
programmer
telegram

Word Parts and Meanings
scrib, *script*, *gram*

Objectives

- Use Latin roots *scrib* and *script* and Greek root *gram* as clues to word meanings
- Consult a dictionary to verify word meanings
- Demonstrate understanding of figurative language

Generative Vocabulary

Choose a Plan

5 DAY PLAN Lessons 13 AND 14

- Generative Vocabulary p. 42
- Generative Vocabulary p. 44
- Domain-Specific Vocabulary p. 45
- Domain-Specific Vocabulary p. 47
- Assess/Review p. 47

OR

3 DAY PLAN Lesson 13

- Generative Vocabulary p. 42
- Generative Vocabulary p. 44
- Assess/Review p. 47

OR

3 DAY PLAN Lesson 14

- Domain-Specific Vocabulary p. 45
- Domain-Specific Vocabulary p. 47
- Assess/Review p. 47

Choose a Plan

5 DAY PLAN Lessons 13 AND 14

- Generative Vocabulary p. 42
- Generative Vocabulary p. 44
- Domain-Specific Vocabulary p. 45
- Domain-Specific Vocabulary p. 47
- Assess/Review p. 47

OR

3 DAY PLAN Lesson 13

- Generative Vocabulary p. 42
- Generative Vocabulary p. 44
- Assess/Review p. 47

OR

3 DAY PLAN Lesson 14

- Domain-Specific Vocabulary p. 45
- Domain-Specific Vocabulary p. 47
- Assess/Review p. 47

Differentiate Instruction in every lesson with support to address the needs of all learners.

Differentiate Instruction

Struggling Readers

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description	descripción
manuscript	manuscrito
programmer	programador
telegram	telegrama

MANAGEABLE

Fits your busy classroom schedule.

15-20 Minutes a Day of effective vocabulary instruction!
Supplement your English Language Arts class.

Instructional Routines provide students with multiple exposures to words in varied contexts.

- Anchor Words provide clues to meanings
- Strategies are taught and applied in context
- Avatars provide interesting word facts
- Students connect words to their experiences
- Apply and Extend activities solidify learning



Vocabulary Routine
for the **Science Teacher**

Use this routine to help students learn the domain-specific vocabulary in your class.

1 Define the Word Read or display the sentence or passage containing the vocabulary word. For example, the text reads: *Most asteroids revolve around the sun between the orbits of Mars and Jupiter.* Pronounce the word *asteroid*, and then have students say it. Supply a student-friendly definition. For example: *An asteroid is a large, rocky object that orbits the sun.*

2 Use Context Clues Explain that sometimes students can figure out a word's meaning by reading the context, that is, the text around the word. Have students share any context clues that help establish the meaning of the word. For example, "revolving around the sun" and "the orbits of Mars and Jupiter" provide clues to the meaning of *asteroid*.

3 Use Text Features Point out that context can also include text features, such as diagrams, charts, pictures, and captions. For example, a picture of an asteroid provides clues to the meaning of the word by showing what an asteroid looks like.

4 Point Out Word Parts If a word has a Latin or Greek root or affix, discuss its meaning and how it provides a clue to the meaning of the unknown word. For example: *Asteroid has the Greek root *aster*, which means "star." I know that stars are related to our solar system and outer space, so I might assume that an asteroid, like a star, is probably also related to our solar system and outer space.*

5 Demonstrate Use the word in a sentence that demonstrates its meaning. For example: Although asteroids are thought of as minor planets, they are too small and there are too many of them to be considered full-fledged planets.

6 Use Reference Materials To confirm its meaning, students can look up the word in a dictionary or glossary.

7 Apply Have students discuss with a partner or independently answer a question that demonstrates their understanding of the word. For example: *What might happen if an asteroid collided with Earth?*

Vocabulary Routine
for the **Science Teacher**

Volume
Science

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LESSON 1

Context Clues

One way you can figure out a word's meaning is to look at the text around it, either in the same sentence or in other sentences. What context clues help you figure out what *acrophobia* means?

Andy's seat was in the very top row. As he sat down and looked out at the field far below, his *acrophobia* kicked in. He felt fear seep over him as his breathing became shallow and his heart began to race.

The first sentence tells you that Andy sat in a high place. The last sentence tells you how he felt about this seat—he felt so much fear that his breathing became shallow and his heart began to race. *Acrophobia* must mean a fear of heights.

Did you know?
The word *organic* has multiple meanings, depending on its use:
• In agriculture, *organic* food is grown without the use of chemicals.
• In chemistry, *organic* compounds are those compounds that contain the element carbon.

Apply and Extend

List 1

If you know that *xeno* means "foreign or strange," what does the word *xenophobia* mean? Use *xenophobia* in a sentence that shows you know the meaning of the word.

List 1

Luis has insectophobia, a fear of insects. What do you think *dentophobia* is? *arithmophobia*? What other phobias can you think of?

List 2

The suffix *ic* signals that a word is an adjective. Write two words not on List 2 that have the suffix *ic*. Then define each word. If you want, use a dictionary or go online.

Clue Review Play a word game with one of your classmates. Choose one of the list words. Give your partner a clue about the word. Did your partner guess the word correctly? If not, provide another clue until your partner correctly identifies the word. Then switch roles.

10

Routine Cards

Collaborate with
content-area teachers
to reinforce instruction.

TARGETED

Focuses on word types and strategies found in state standards.

Generative Vocabulary

Lessons teach words that come from Greek and Latin roots and affixes.

“Over 80% of the vocabulary that students learn in the secondary grades comes from Greek and Latin origins.” – Donald Bear

General Academic Vocabulary

Lessons target specific words needed for school success.

“Tier 3 words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.”

– State standards

Domain-Specific Vocabulary

Lessons reinforce words used in science, social studies, math, and English Language Arts.

“Tier 2 words are specific to a domain or field of study and key to understanding a new concept within a text.”

– State standards

Lesson 13 paired with Lesson 14		Word Parts and Meanings <i>scrib, script, gram</i>	
List 1 <i>scrib, script</i> describable inscribe manuscript prescribe scripture subscript subscription	List 2 <i>gram</i> anagram grammar programmer telegram	Objectives <ul style="list-style-type: none">• Use Latin roots <i>scrib</i> and <i>script</i> and Greek root <i>gram</i> as clues to word meanings• Consult a dictionary to verify word meanings• Demonstrate understanding of figurative language	Materials <ul style="list-style-type: none">Student Book, pp. 38–40Student Resource DVD-ROMWord Builder, Word HeroTeacher Resource DVD-ROMWord Builder, Word HeroGraphic Organizer 2Small Group Practice 13Meaning Match 13–14Assessment 13–14Self-Assessment 13–14Student Record-keeping Form
Generative Vocabulary Day 1			
Choose a Plan 5 DAY PLAN Lessons 13 AND 14 1 Generative Vocabulary p. 42 2 Generative Vocabulary p. 44 3 Domain-Specific Vocabulary p. 45 4 Domain-Specific Vocabulary p. 47			

General Academic Vocabulary <i>The Right Word for the Right Context</i>		Lesson 32 paired with Lesson 31	
Objectives <ul style="list-style-type: none">• Acquire and use general academic words accurately• Use context clues to determine word meaning• Consult an online thesaurus to verify meaning	Materials <ul style="list-style-type: none">Student Book, pp. 86–87Student Resource DVD-ROMWord HeroTeacher Resource DVD-ROMWord HeroGraphic Organizer 13Meaning Match 31–32Assessment 31–32Self-Assessment 31–32Student Record-keeping Form	List Words anxiously beflow cortly indignantly pined snick smugly sputter	
General Academic Vocabulary Day 1			
Introduce/Teach/Practice Introduce/Teach <ul style="list-style-type: none">• Introduce the list words above, also found on Student Book p. 86. Your writing will be more interesting and exciting if you choose words with precise meanings. The words in this lesson describe the specific ways of speaking.• Pronounce the words. Add them to your Word Wall.• Have students read p. 86 and Using an Online Thesaurus on p. 87, with you or independently.• Point out that students can learn a word's meaning in various ways, such as using surrounding context or word parts as in <i>anxiously</i>.• To provide more comprehensive instruction for the words, use the Vocabulary Routine on the next page. Practice <ul style="list-style-type: none">• Have students begin work on In Your Notebook, p. 42.• Word Roots, p. 42: Have students find the meanings of <i>anxi</i>, <i>consequ</i>, and <i>insequ</i>. Then have them find another example of a sequence that is <i>consequ</i> and another example of a sequence that is <i>insequ</i>.• Avatar, p. 42: Make sure students understand the meaning of <i>non sequitur</i> and how it relates to <i>sequential</i>. Homework <ul style="list-style-type: none">• complete In Your Notebook• complete Graphic Organizer 6			
Domain-Specific Vocabulary Lesson 32			
Choose a Plan 5 DAY PLAN Lessons 31 AND 32 1 Generative Vocabulary p. 104 2 Generative Vocabulary p. 106 3 General Academic Vocabulary p. 107 4 General Academic Vocabulary p. 108 5 Assess/Review p. 109 OR 3 DAY PLAN Lesson 31			

Domain-Specific Vocabulary <i>Language Arts</i>		Lesson 14 paired with Lesson 13	
Objectives <ul style="list-style-type: none">• Acquire and use language arts domain-specific words accurately• Use context clues to determine word meaning• Use Latin and Greek roots and affixes as clues to word meaning	Materials <ul style="list-style-type: none">Student Book, pp. 41–42Student Resource DVD-ROMWord HeroTeacher Resource DVD-ROMWord HeroGraphic Organizer 6Meaning Match 13–14Assessment 13–14Self-Assessment 13–14Student Record-keeping Form	List Words clause figure foreshadow indefinite possessive salutation sequential subordinate	
Domain-Specific Vocabulary Day 1			
Introduce/Teach/Practice Introduce/Teach <ul style="list-style-type: none">• Introduce the list words above, also found on Student Book p. 41. These are words that describe aspects of reading and writing. You have probably already seen some of these words in your English or language arts class.• Pronounce the words. Add them to your Word Wall.• Have students read p. 41 and Word Roots on p. 42, with you or independently.• Point out that students can learn a word's meaning in various ways, such as using surrounding context and word parts as in <i>manuscript</i>.• To provide more comprehensive instruction for the words, use the Vocabulary Routine on the next page. Practice <ul style="list-style-type: none">• Have students begin work on In Your Notebook, p. 42.• Word Roots, p. 42: Have students find the meanings of <i>sequel</i>, <i>consequ</i>, and <i>insequ</i>. Then have them find another example of a sequence that is <i>consequ</i> and another example of a sequence that is <i>insequ</i>.• Avatar, p. 42: Make sure students understand the meaning of <i>non sequitur</i> and how it relates to <i>sequential</i>. Homework <ul style="list-style-type: none">• complete In Your Notebook• complete Graphic Organizer 6			
Domain-Specific Vocabulary Lesson 14			
Choose a Plan 5 DAY PLAN Lessons 13 AND 14 1 Generative Vocabulary p. 42 2 Generative Vocabulary p. 44 3 Domain-Specific Vocabulary p. 45 4 Domain-Specific Vocabulary p. 47 5 Assess/Review p. 47 OR 3 DAY PLAN Lesson 13 1 Generative Vocabulary p. 42 2 Generative Vocabulary p. 44 3 Assess/Review p. 47 OR 3 DAY PLAN Lesson 14 1 Domain-Specific Vocabulary p. 45 2 Domain-Specific Vocabulary p. 47 3 Assess/Review p. 47 ✓ Use the Observation Guide found on the DVD-ROM and in the Teacher Edition to monitor and facilitate student discussion and understanding of the vocabulary words.			



FLEXIBLE, MANAGEABLE, TARGETED!

Supplemental vocabulary instruction for middle and high school.

Components

Teacher Edition

Robust but easy-to-manage instructional routines and assessments are provided for 60 lessons plus six review week lessons. Articles from the authors provide useful professional development.

Printable PDFs for weekly practice, weekly and six-week assessments and answer keys, graphic organizers, observation guide, word part cards, and record-keeping charts available at mySavvasTraining.com.

Student Edition

Lessons incorporate over 600 vocabulary words! Includes explicit strategies for determining meaning and multiple exposures to words.

Routine Cards

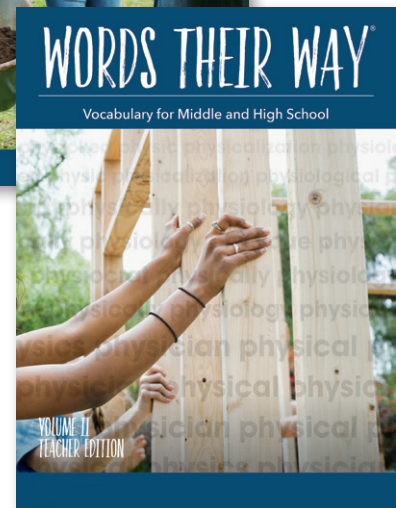
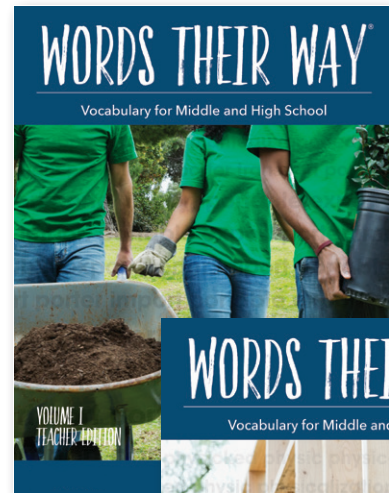
Domain-specific cards increase collaboration with content-area teachers.

Classroom Package

Includes 1 Teacher Edition, 30 Student Editions, and 1 set of 4 Routine Cards.

Volume I Package: 9781428439795

Volume II Package: 9781428439801



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