In this tutorial, we will explore Words Their Way®: Vocabulary for Middle and High School; a program designed to help students in middle grades meet the rigors of the standards related to vocabulary acquisition and use.

We will look at the components, philosophy, and organization of the program. We will also explore a lesson to help you prepare for instruction in your classroom.
Philosophy

*Words Their Way: Vocabulary for Middle and High School* provides a flexible, manageable, and targeted supplemental vocabulary program for middle-grade classrooms. The program is intended primarily for use by English language arts teachers, but includes resources to extend vocabulary instruction to the content-area teachers in the domains of science, social studies, and mathematics.

The program provides a flexible supplement to any language arts curriculum, and teachers can easily implement it in just 15 to 20 minutes per day. Students learn the words in rich context and then practice them with engaging activities.
Vocabulary knowledge is the single best indicator of a student’s reading ability, comprehension, and academic success. The program’s goal is to enable students to acquire the vocabulary and vocabulary strategies critical for success in college and 21st century careers.

The lessons focus on the vocabulary and strategies highlighted in the standards. Generative vocabulary lessons teach words and strategies based on Greek and Latin roots and affixes. The program also focuses on general academic vocabulary, which includes the words that students need to understand for success in school. Additionally, the program focuses on domain-specific vocabulary, which is vocabulary specific to each content area.

By emphasizing these types of vocabulary and strategies, students have the tools to understand how language works and determine or clarify the meaning of unknown words they encounter.
Components

Program Components:

- Teacher Edition
- Digital Teacher Resources
- Student Edition
- Digital Student Games
- Vocabulary Routine Cards

The program components include the Teacher Edition, Digital Teacher Resources, Student Edition, Digital Student Games, and a set of Vocabulary Routine Cards.

Let’s take a minute to learn about each component.
The Teacher Edition provides easy-to-manage instructional routines and assessments for 60 lesson plans and six review week lessons.

It is also a go-to resource for professional development related to vocabulary instruction.
Digital Teacher Resources

The **Digital Teacher Resources** include printable PDFs for the following:
- Weekly practice
- Weekly and six-week assessments and answer keys
- Graphic organizers
- Observation guide
- Word part cards
- Record-keeping charts

Additionally, student games are included.
The Student Edition lessons incorporate over 600 vocabulary words. The lessons feature explicit strategies for determining meaning and offer multiple exposures to words.
Digital Student Games

The program provides two Digital Student Games to support small-group instruction and individual student practice—Word Builder and Word Hero.

**Word Builder**
How many words can each student build? Students demonstrate vocabulary development by generating “real” words from given word parts, earning as many points as possible before time runs out.

**Word Hero**
Test students’ vocabulary knowledge with this contestant-style game designed for one to three players (or teams). Players take turns responding to clues with the appropriate vocabulary word from the selected lessons. Correct responses earn points to determine the Word Hero.
The Vocabulary Routine Cards guide teachers of each content area—mathematics, language arts, science, and social studies—on the best practices for vocabulary instruction.

Each card incorporates seven strategies for teachers to set a routine for vocabulary acquisition.

The back of the card provides a list of content words taught in the lessons, along with relevant Greek and Latin connections.
Program Organization

Words Their Way: Vocabulary for Middle and High School offers flexible pacing options for easy implementation. Each week teachers can choose which lessons and vocabulary to teach and which pacing plan to follow; either a three-day plan or a five-day plan. Both options provide the opportunity to incorporate vocabulary instruction seamlessly into English language arts instruction.
Weekly Instructional Cycle

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<thead>
<tr>
<th>Weekly Instructional Cycle</th>
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<tbody>
<tr>
<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 5</td>
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<td>Week 6</td>
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Lessons are organized into six-week cycles. Lesson instruction takes place during the first five weeks. Then, the sixth week is used for review and assessment.

In the five-day plan, two lessons are taught each week. Generative vocabulary lessons are paired with general academic vocabulary or domain-specific vocabulary lessons. The fifth day is used for review and assessment.

In the three-day plan, one lesson is taught each week, alternating between a generative vocabulary lesson and a general academic vocabulary or domain-specific vocabulary lesson. The third day is used for review and assessment.
Assessment

Monitoring your students’ progress is essential to vocabulary instruction. *Words Their Way: Vocabulary for Middle and High School* offers both informal and formal vocabulary assessments.

Teacher observation is one of the key informal assessments. The Digital Teacher Resources include an Observation Guide to facilitate this process. Other informal assessments include student self-assessments, reviewing students’ notebooks, practice activities, games, and speaking and writing samples.

The program also includes formal assessments. These include weekly assessments and the six-week cumulative Review Assessments.
Explore a Lesson

Let's explore a lesson so you can see what instruction will look like in your classroom. We will look at a Grade 8 Generative Vocabulary lesson.
Choose an Instructional Plan

The first step is to choose an instructional plan.

Remember, in the five-day plan, two lessons are taught each week—a generative vocabulary lesson and a domain-specific vocabulary lesson. In the three-day plan, one lesson is taught each week, alternating between these lessons. Let’s choose the five-day plan for our example.

Notice that the program uses shapes to easily distinguish between the lesson types and the instructional plans. In this case, we’ll look for the circles to follow the five-day plan. The number inside the circle indicates the day of the plan.
Lesson Materials

Materials

Student Book, pp. 18–20
Student Resource DVD-ROM
  Word Builder, Word Hero
Teacher Resource DVD-ROM
  Word Builder, Word Hero
  Graphic Organizer 6
  Small Group Practice 6
  Meaning Match 5–6
  Assessment 5–6
  Self-Assessment 5–6, 7–8
  Student Record-keeping Form

The materials for each lesson are clearly identified in the Teacher Edition. Student Edition pages are noted, as well as Digital Teacher Resources and Student Games relevant to the lesson.
## Vocabulary Routine

<table>
<thead>
<tr>
<th>SAY IT</th>
<th>DEFINE IT</th>
<th>DEMONSTRATE IT</th>
<th>APPLY IT</th>
</tr>
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<tbody>
<tr>
<td>interstellar</td>
<td>The prefix inter means “between.” Interstellar is “between or among the stars.”</td>
<td>Interstellar travel often takes place in science fiction stories.</td>
<td>Do you think you will experience interstellar travel in your lifetime?</td>
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<tr>
<td>stellar</td>
<td>having to do with a star or stars</td>
<td>Scientists use the Hubble Space Telescope to peer into the stellar halo that covers the Milky Way.</td>
<td>What would a stellar physicist study?</td>
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<td>aster</td>
<td>a star-shaped flower</td>
<td>The bouquet had an aster at the center.</td>
<td>How might you describe an aster to someone who had never seen one?</td>
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<tr>
<td>asterisk</td>
<td>The suffix aster means something small. An asterisk is a small star-shaped mark: *.</td>
<td>I marked my favorite movies on the list with an asterisk.</td>
<td>Find an asterisk on a keyboard or dial pad, or draw one on a piece of paper.</td>
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<td>astronomy</td>
<td>the study of anything beyond Earth’s atmosphere, including the stars</td>
<td>To study astronomy, you need a good telescope so you can see the faraway stars.</td>
<td>Are you interested in studying astronomy? Why, or why not?</td>
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<tr>
<td>disaster</td>
<td>a terrible event, once believed to be caused by an unfavorable star</td>
<td>The destruction of a city by an earthquake is a natural disaster.</td>
<td>Name one famous disaster that you know about.</td>
</tr>
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<td>anthropologist</td>
<td>The root anthropo means “human.” An anthropologist studies human culture.</td>
<td>An anthropologist might visit different cultures to learn about human customs in each culture.</td>
<td>What might an anthropologist learn about human culture from observing your school?</td>
</tr>
</tbody>
</table>

On the first day of the lesson, you introduce the lists of words and teach their meanings. Students also have a chance to practice the words.

To provide more comprehensive instruction, you can use the Vocabulary Routine to examine each word—say each word, define it, demonstrate it, and apply it.

During the second day of the lesson, students apply their knowledge of the vocabulary words and engage in more practice.
**Anchor Word**

In each lesson, the Student Edition uses an anchor word to help students remember the common morphological element of the vocabulary words. Anchor words effectively provide clues to meanings.

For example, in this lesson, students are given the anchor word *scientist* to help them remember the meaning of the suffix *ist*, which means “one who believes, does, or is an expert in something.” It is likely that students understand the word *scientist* and can use that knowledge to help them figure out the meanings of the vocabulary words with the same root.

<table>
<thead>
<tr>
<th>LESSON 5</th>
<th>LIST 3</th>
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<td><strong>ist</strong></td>
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- The Greek suffix *ist* means “one who believes, does, or is an expert in something.”
- Words ending with the suffix *ist* refer to people who believe or do something or are specialists in their field.
- Use *ist* as a clue to meaning when you come across words that contain this suffix.
- When you see *ist*, think of *scientist* (a person who is an “expert” in science).

*Anchor words provide clues to meanings*
Strategy Features

Using a Glossary

A glossary is a specialized dictionary that covers a set of related words. The words might all have to do with a particular topic or area of knowledge. Textbooks often have glossaries at the back where words taught throughout the book are gathered in one place for easy reference. While a dictionary might give you any number of definitions for a word, a glossary may offer the one or two definitions you need for what you are reading. The glossary at the back of this book covers the words presented in the lessons. You may want to consult it first when looking up your list words.

Introduce strategies for studying and learning about words

The Student Edition also includes a helpful feature to introduce strategies for studying and learning about words. In this lesson, the feature explains how to use a glossary as a first step in identifying a word’s meaning.
Word Facts

Throughout the Student Edition, you will notice avatars, which are used to provide interesting word facts to students.

In this lesson’s “Did you know?” the avatar explains why the word disaster has the same root as astrology.
Differentiated Support

Differentiate Instruction

**Struggling Readers**
Anchor Words Revisit the anchor words. For example, for *constellation*, say, *When you see a star, think of a star. The prefix *con* means “with” or “together.” A constellation is stars grouped together.* Have students write *constellation* and draw a picture for it. Have them complete Small Group Practice 5. Check their work.

**Advanced Readers**
Roots Have students find five other words they might encounter in astronomy besides those in this lesson. Students should identify the meaning of each word’s root or roots and their relationship to its meaning.

**English Learners**
Word Hunt Have students find one other form of each list word. For example, for *astronomy*, students might find *astronomical.* Help students understand how the *al* suffix changes the meaning, the spelling, and the pronunciation of the base word (the accent shift from the second and fourth syllables to the first, third, and fifth).

Differentiated Support
Address the needs of all learners

The Teacher Edition provides support for differentiated instruction. Each lesson includes support to address the needs of all learners, including struggling readers, advanced readers, and English learners.
Review

Let's review what we learned.
Overview

Words Their Way®: Vocabulary for Middle and High School is a supplemental vocabulary development program that addresses standards by teaching strategies and word relationships while focusing on acquiring and using vocabulary.
Words Their Way®: Vocabulary for Middle and High School © 2014
Program Overview

Vocabulary Empowers Learning

Words Their Way: Vocabulary for Middle and High School emphasizes Generative Vocabulary
(Word Parts and Meanings), along with General Academic and Domain-Specific Vocabulary, in
order to provide students with the means to understand how language works.
Program Components

The program components include the following: Teacher Edition, Digital Teacher Resources, Student Edition, Digital Student Games, and a set of Vocabulary Routine Cards.
Choose a Plan

Lessons are organized into six-week cycles. Choose an instructional plan that works for you:

- In the five-day plan, two lessons are taught each week. Generative vocabulary lessons are paired with general academic vocabulary or domain-specific vocabulary lessons. The fifth day is used for review and assessment.
- In the three-day plan, one lesson is taught each week, alternating between a generative vocabulary lesson and a general academic vocabulary or domain-specific vocabulary lesson. The third day is used for review and assessment.
In this tutorial, we learned how the Words Their Way: Vocabulary for Middle and High School program helps students in middle grades meet the rigors of the standards related to vocabulary acquisition and use. We reviewed the components, philosophy, and organization of the program. We also explored a lesson.

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