

Sadlier Connect- Vocabulary

7th Grade



*Vocabulary Workshop
Achieve*

Level B

8th Grade



*Vocabulary Workshop
Achieve*

Level C

Restatement Clue

A **restatement clue** consists of a synonym for or a definition of the missing word. For example:

Faithfully reading a weekly newsmagazine not only broadens my knowledge of current events and world or national affairs but also _____ my vocabulary.

a. decreases

b. fragments

c. increases

d. contains

In this sentence, *broadens* is a synonym of the missing word, *increases*, and acts as a restatement clue for it.

Contrast Clue

A **contrast clue** consists of an antonym for or a phrase that means the opposite of the missing word. For example:

“My view of the situation may be far too rosy,” I admitted. “On the other hand, yours may be a bit (**optimistic, bleak**).”

In this sentence, *rosy* is an antonym of the missing word, *bleak*. This is confirmed by the presence of the phrase *on the other hand*, which indicates that the answer must be the opposite of *rosy*.

Inference Clue

An **inference clue** implies but does not directly state the meaning of the missing word or words. For example:

“A treat for all ages,” the review read, “this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.”

a. ignorance . . . painter

c. wealth . . . surgeon

b. wisdom . . . beginner

d. knowledge . . . storyteller

In this sentence, there are several inference clues: (a) the word *scholar* suggests knowledge; (b) the words *novel*, *artistry*, and *skill* suggests the word *storyteller*. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.

Using Context

Using Context is a transitional exercise that gives students the opportunity to determine whether a vocabulary word makes sense in the context of a sentence. In this exercise, students practice strategies for using context to determine whether a word is used correctly, given its meaning as provided in the **Definitions** section as well as its use in the **Reading Passage**.

Choosing the Right Word

Choosing the Right Word is a scaffolded exercise that appears in both **Set A** and **Set B** of each Unit. From a pair of words, students choose the word that better completes the sentence. Encourage students to refer to the definitions and example sentence in **Definitions**. Students' successful completion of this exercise supports their deepening understanding of word meanings.

Completing the Sentence

This activity provides a simple fill-in-the-blank exercise in which students choose and write the word from the 10-word **Set** that logically and meaningfully completes each sentence.

When using the exercise in the classroom, teachers should bear in mind the following:

- The sentences in this activity call for the literal or direct (as opposed to the metaphorical or extended) meaning of the words involved.
- The sentences are designed so that only one of the words fits in the given blank. Context clues have been embedded in each sentence to aid the student in choosing the right word from the word bank.
- Students might be reminded (not only at this point but whenever it seems appropriate to do so) of the three types of context clues described and illustrated on page 7 of the Student Edition.
- Note also that nouns introduced in the singular in the **Definitions** section may appear in plural form in the sentences; verbs given in the base form in **Definitions** may be used in any tense or form (including participial) required by the sentence.

Word Study

Following each of the five Reviews is a Word Study section that provides instruction and practice in either **Idioms** or **Denotation and Connotation**. All Word Study sections also provide instruction and practice in **Classical Roots**.

Since the literal meanings of the words that make up an idiom do not help a reader or listener to understand what the idiom is meant to express, idioms are especially problematic for students not well acquainted with the English language. Most languages possess idioms, but English is especially rich in them: “raining cats and dogs,” “the apple of my eye,” and “a dark-horse candidate” are just a few examples.

By developing a familiarity with and understanding of idioms and other forms of figurative language, students can better comprehend and respond to texts and other forms of written and oral communication.

Denotation and Connotation

In this part of the Word Study section, students investigate connotation—positive, negative, or neutral associations of a word—and denotation, the strict, dictionary definition of a word. Understanding the difference between denotation and connotation helps students better appreciate nuances of meaning and author’s purpose or point of view, and helps them better express themselves in their own writing with more discriminating word choices.

Teachers may expand on the lesson by having students reflect on connotations associated with categories of words. Ask students to use the table heads provided on the **Denotation and Connotation** page—neutral, positive, and negative—to complete a table categorizing the words identified in brainstorming.

For example, teachers might prompt students to supply alternatives for the neutral word *dog*. Discuss whether each word has a negative or positive connotation. If the students are unable to give alternative words, provide examples such as *puppy*, *hound*, *mutt*, *pooch*, *canine*, *mongrel*. Ask students to explain why, in their opinion, each word has a negative or positive connotation.

Classical Roots

Instruction in classic roots will help students unlock the meanings of thousands of English words derived from Latin and Greek roots. Students will develop a useful and transferable strategy with which to make sense of a multitude of unfamiliar academic words.

Combined with an understanding of common affixes, familiarity with Latin and Greek roots can furnish students with a valuable tool in analyzing and decoding new vocabulary.

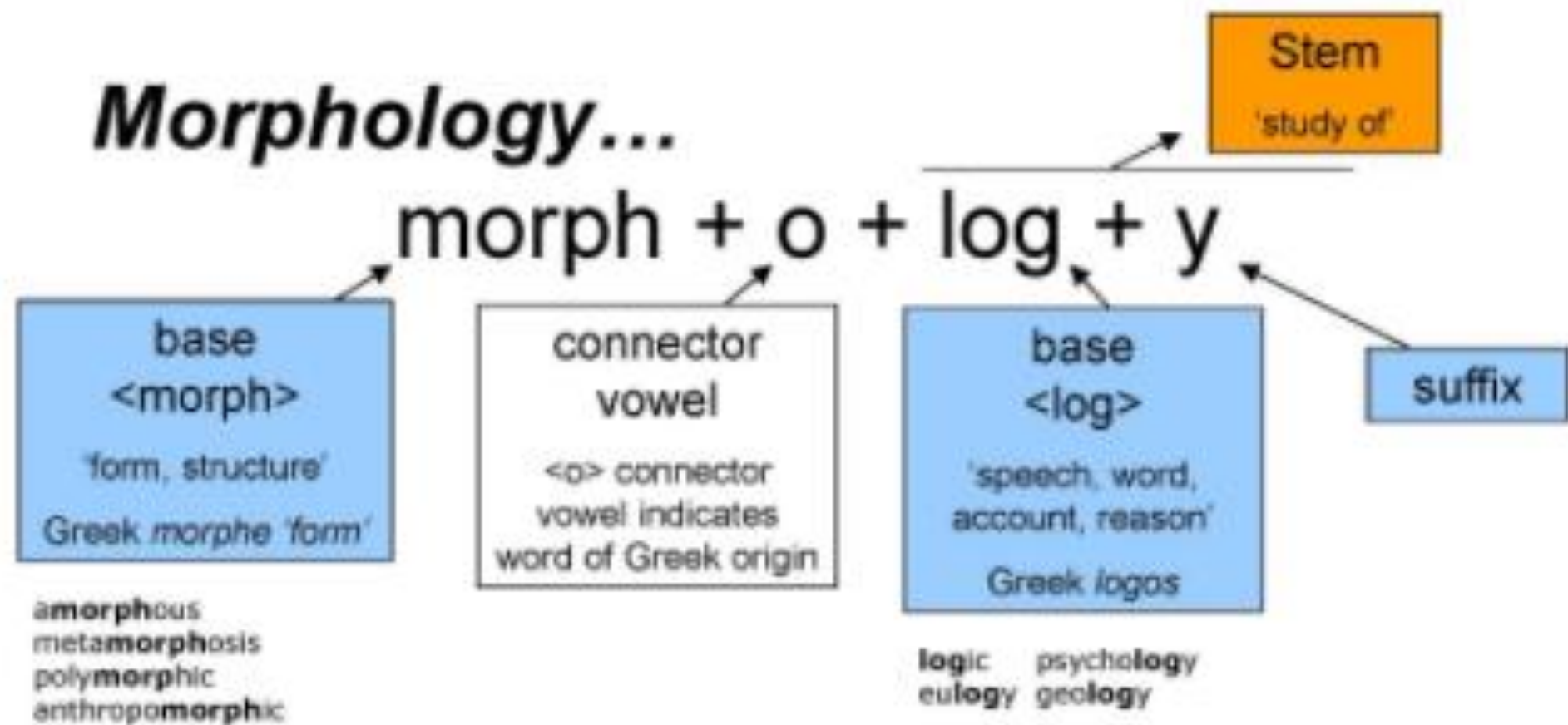
Multiple Exposures

It is essential to provide multiple, meaningful encounters with new vocabulary and to offer students repeated opportunities to hear and use words, authentically. Students should hear the meaning of words frequently and be exposed to the words in multiple contexts in which the word might be used in order to deepen their understanding of the word. Ultimately, a student will deeply know the word and be able to use it flexibly.

DENOTATION AND CONNOTATION

Connotation and Denotation are two ways of describing words' meanings. Connotation is "the positive or negative emotional associations that people make to particular words (*Vocabulary Workshop Achieve*, 2017)." Denotation is "a word's formal, literal meaning. It is a neutral definition of a word (*Vocabulary Workshop Achieve*, 2017)." Understanding denotation and connotation is an important concept in vocabulary acquisition. In choosing the right word there are many words with similar definitions, but different connotations. This understanding is particularly important for good writers because they need to consider choosing the right words to have the desired effects on their readers.

Morphology...



Morphemes

- smallest units that can carry meaning in a word
- bases, affixes (prefixes or suffixes), connector vowels
- "The letter or letters between plus signs in a word sum."
(working def. with my grade 4 students)

base:

Via Latin *basis*
'base, pedestal,' from Greek

Morphology

MORPHEMES (the shapes of words)



- Morphemes are the smallest units of meaning in words, and morphology is the study of how words are constructed from these units.
- Morphology plays a significant role in children's literacy development; in a number of developmental studies, Kirby has shown that children's understanding of morphology is a good predictor of reading success. Bowers' M.Ed. and Ph.D. studies have shown that teaching morphology improves vocabulary and reading skills. Not only should teachers use morphology in their classes, parents should use it at home to improve their children's literacy development. And, the earlier the better: a meta-analysis shows that the effects are stronger for younger and less able children.
- See recent papers by Kirby, Bowers and colleagues in the *Review of Educational Research* (2010) and *Reading and Writing: An Interdisciplinary Journal* (2010, 2011).

Key Findings

1. Children's understanding of morphology predicts reading success
2. Morphology has a particularly strong role in reading comprehension
3. Instructional programs that include morphology are more effective for literacy than those that do not