

HPISD Vocabulary
Instruction and Alignment

Summer 2011

HISD Vocabulary Instruction and Alignment

Belief Statement:

In HPISD vocabulary instruction will be vertically and horizontally aligned, consistently incorporating best practices to introduce and reinforce skills, guiding students to recognize multiple layers of meaning, not only to preserve the richness and nuances of the English language, but also to prepare students to communicate effectively and succeed in our global society.

Vertical Alignment:

The following tables outline the skills and objectives associated with vocabulary instruction in a vertical alignment format. This alignment document is closely based upon Texas Essential Knowledge and Skills and draws upon current research. Knowing the skills and concepts are best mastered when taught within in context of literature and authentic use, isolated instruction or student regurgitation of these skills is not recommended for long term learning. As aligned with instructional best practices, we expect students to be able to recognize and comprehend the listed objectives when presented in text and discussion. The expectation is that students will have mastered the following skills and concepts by the end of each school year in which they are listed.

GREEK AND LATIN ROOTS					
ELEMENTARY		MIDDLE SCHOOL		HIGH SCHOOL	
KINDERGARTEN		FIFTH	ped/pod, astro, geo, min, port, tract, ject, mit/mis, capt/capit, cept/ceive, bas, mort, tact, flex/ flect, cur/curs, eco, dem, cycl/cyclo, mega	ENGLISH I	peri, dys, eu, macro, string/strict, vor, vol, tort/tors
FIRST	photo	SIXTH	cept, dict, duce/duct, rupt, scrib/script, ver, vers/vert, cred, log, bene, cide, pos, prim, arch, centr, chron, carn, hab, loc	ENGLISH II	a/an, mono/mon, poly, fract/frag, mon/monit, mand/mandate, cred/credit
SECOND		SEVENTH	cor, corp, ten, viv/vita/vivi, mem, mob, pens, sist, vali/valu, voc, derm, theo, phil, uni, hydro/hydra/hydr, pel/pols, hemo, spir/spire	ENGLISH III	tomy/tom, homo, hetero, hyper, fid, grat, secut/sequ, locut/loqu
THIRD	sphere, form, multi	EIGHTH	aer, phys, soph, path, nym, mania, phobia, fer, man, ceed/cede/cess, psych, liber, nov, terr, vac, ecto, morph, omni	ENGLISH IV	endo, exo, archy, hypo, gress/grad,prehend/prehens, mis/miss/mit/mitt
FOURTH	phon, graph/gram, auto, spect, struct, tele, vis/vid, meter, therm, aud, fac, bio, scope, equi/equa, grad, lit, cent, ology, micro,				

PREFIXES AND SUFFIXES					
ELEMENTARY		MIDDLE SCHOOL		HIGH SCHOOL	
KINDERGARTEN		FIFTH	sub-, fore-, trans-	ENGLISH I	retro-, extra-, pro-, bene-, intro-, intra-
	-s, -ing		-ible/-able, -ive, -ess, -er/-or, -ian, -ize		-ance/-ence, -ate/-ite, -ity/-ty, -ify/-fy
FIRST	re-, un-	SIXTH	com-/con-/co-/cor-	ENGLISH II	syn-/syl-/sym-, dys-, dif-, per-, e-
	-ing, -es, -s, -ed, -er,		-en, -ic, -some, -ship, -ish, -like		-ual, -ile, -ee, -er/-or, -eer
SECOND	re-, un-, semi-, dis-	SEVENTH	em-/en-, bi-, post-, tri-, ambi-, circum-	ENGLISH III	ob-, a-/ab-, se-, preter-, ad-
	-y, -ly, -est, -al/-ial, -ful, -less, -tion, -ish, -hood, -or		-ory/-ary, -dom, -wise, -ling		-ine, -cy, -acy, -ice, -age
THIRD	re-, un-, de-/dis-, pre-, over-, under-, super-, anti-, mid-, in-	EIGHTH	vice-, contra-, ante-, ultra-, counter-, mal-	ENGLISH IV	
	-y, -ly, -ible/-able, -tion, -sion, -ful, -less, -ist		-ent/-ant, -ile, -ism		
	re-, un-, dis-, in-/im-/il-/ir-, non-, mis-, pre-, inter-, ex-				

FOURTH	-y, -ous, -ful, -less, -ness, -ment -ed, -ing, -tion, -ly
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FOREIGN WORDS	
SIXTH	RSVP, que sera sera, à la carte, faux pas, bonjour, sayonara, du jour
SEVENTH	habeus corpus, e pluribus unum, bona fide, nemesis, cliché, blasé, ad nauseum
EIGHTH	phenomenon, charisma, chorus, passé, flora, fauna, blitzkrieg, verboten
NINTH	caveat emptor, carte blanche, tête à tête, pas de deux, bon appétit, quid pro quo, carpe diem, nom de plume

TENTH +	glasnost, avant-garde, coup d'état, au courant, connoisseur, joie de vivre, bon vivant, ad infinitum, aficionado, coup de grace, dolce vita, doppelganger, fait accompli, mano a mano, mea culpa, prima facie, pro bono, savoir-faire, sotto voce, zeitgeist
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CHARACTER TRAIT VOCABULARY BY GRADE LEVEL	
To be embedded within literary conversations, not taught in isolation, nor treated as spelling lists	
k	brave, careful, cheerful, clever, confident, considerate, curious, dishonest, foolish, gloomy, grumpy, honest, intelligent, impatient, irresponsible, patient, reliable, selfish, ungrateful, wicked
1	arrogant, calm, cautious, considerate, cowardly, courageous, cruel, dependable, fearless, ferocious, gullible, humble, inconsiderate, loyal, mischievous, miserable, optimistic, pessimistic, undependable, wise
2	argumentative, bold, careless, conceited, envious, faithful, independent, insensitive, irritable, modest, predictable, self-assured, sensible, stern, sympathetic, stern, supportive, timid, unpredictable, unreliable
3	admirable, appreciative, carefree, demanding, indecisive, egotistical, innocent, insensitive, irritable, modest, persistent, prudent, rambunctious, rash, sensitive, spiteful, sympathetic, tolerant, trustworthy, unsympathetic
4	assertive, cordial, cunning, defiant, fickle, haughty, hesitant, indifferent, meek, menacing, noble, perceptive, pompous, reckless, ruthless, skeptical, submissive, surly, unassuming, uncompromising
5	apprehensive, compliant, corrupt, cross, depraved, dignified, discreet, docile, ethical, frank, glum, ingenious, lackadaisical, malicious, plucky, prudent, rebellious, selfless, sheepish, sullen
6	abrupt, amiable, callous, candid, cantankerous, capricious, confrontational, cynical, devoted, eloquent, erratic, forlorn, gallant, impish, incredulous, pitiless, uncooperative, unflappable, unyielding, whimsical
7-8	altruistic, angst-ridden, astute, austere, brooding, buoyant, callous, canny, decadent, droll, forceful, fretful, gracious, immoral, insolent, malevolent, merciful, morose, nonchalant, placid, roguish, sage, sulky, unmerciful, circumspect
9-12	imperturbable, blasé, sanguine, supercilious, principled, rakish, petulant, ingenuous, self-effacing, urbane, affable *High school ELA teachers review, strengthen and deepen academic vocabulary from previous years, thereby providing time for further application and mastery of concepts.

Adapted from Manyak, P. (2007). Character Trait Vocabulary: A Schoolwide Approach. *The Reading Teacher*: Vol.60:6. (574-577).

STUDENT EXPECTATIONS FROM VOCABULARY TEKS		SUGGESTED BEST PRACTICES K-12
K	<p>Identify and use words that name actions, directions, positions, sequences, and locations (5.A)</p> <p>Recognize compound words (5.B)</p> <p>Identify and sort pictures into conceptual categories (colors, shapes, textures) (5.C)</p> <p>Use a picture dictionary (5.D)</p>	<ul style="list-style-type: none"> • Model the use of context clues to determine word meaning including various genre as well as media • Create a word-rich environment • Recognize and promote adept diction • Promote wordplay • Foster word consciousness through writing • Foster word consciousness through interactive read-alouds • Involve students in original investigations • Teach students that words <ul style="list-style-type: none"> • Have more than one meaning • Are interrelated • Have affixes that play an important part in overall meaning • Have roots and affixes that may assist in deriving meaning of unknown words • Utilize cross-curricular connections • Incorporate different learning modalities (visual, auditory and kinesthetic) • Encourage apt use of word choice in student writing
1	<p>Identify nouns and verbs (6.A)</p> <p>Determine meanings of compound words (6.B)</p> <p>Determine word meanings from context (6.C)</p> <p>Sort words into conceptual categories (6.D)</p> <p>Alphabetize by first and second letter and be able to use a dictionary (6.E)</p>	
2	<p>Use prefixes and suffixes to determine meaning (5.A)</p> <p>Determine meaning through context (5.B)</p> <p>Identify and use antonyms and synonyms (5.C)</p> <p>Alphabetize and use a dictionary and glossary (5.D)</p>	
3	<p>Identify the meaning of common prefixes and suffixes and know how they change the meaning of roots (4.A)</p> <p>Determine word meanings from context (multiple meaning words, homographs) (4.B)</p> <p>Identify and use antonyms, synonyms, homographs and homophones (4.C)</p> <p>Identify and apply playful use of language (4.D)</p> <p>Alphabetize to the third letter, and use a dictionary, glossary to determine meanings, syllabication and pronunciation (4.E)</p>	
4	<p>Determine the meaning of grade-level academic English words derived from Latin, Greek and other linguistic roots and affixes (2.A)</p> <p>Use the context of a sentence to determine the meaning of unknown words or multiple meaning words (2.B)</p> <p>Complete analogies using knowledge of antonyms and synonyms (2.C)</p> <p>Identify common idioms (2.D)</p> <p>Use a dictionary or glossary to determine the meaning, syllabication and pronunciation of unknown words (2.E)</p>	
5	<p>Determine the meaning of grade-level academic English words derived from Latin, Greek and other linguistic roots and affixes (2.A)</p> <p>Use the context of a sentence to determine or clarify the meaning of unknown words or multiple meaning words (2.B)</p> <p>Produce analogies with known antonyms and synonyms (2.C)</p> <p>Identify and explain common idioms, adages, and other sayings (2.D)</p> <p>Use a dictionary, glossary or thesaurus to determine the meaning, syllabication, pronunciation, alternate word choices, and parts of speech (2.E)</p>	

STUDENT EXPECTATIONS FROM VOCABULARY TEKS		SUGGESTED BEST PRACTICES K-12
6	<p>Determine the meaning of grade-level academic English words derived from Latin, Greek and other linguistic roots and affixes (2.A)</p> <p>Use context, cause/effect, compare/contrast, text structure to determine or clarify the meaning of unknown words or multiple meaning words (2.B)</p> <p>Complete analogies that describe part to whole (2.C)</p> <p>Explain the meaning of foreign words or phrases (2.D)</p> <p>Use a dictionary, glossary or thesaurus to determine the meaning, syllabication, pronunciation, alternate word choices, and parts of speech (2.E)</p>	<ul style="list-style-type: none"> • Model the use of context clues to determine word meaning including various genre as well as media • Create a word-rich environment • Recognize and promote adept diction • Promote wordplay • Foster word consciousness through writing • Foster word consciousness through interactive read-alouds • Involve students in original investigations • Teach students that words <ul style="list-style-type: none"> • Have more than one meaning • Are interrelated • Have affixes that play an important part in overall meaning • Have roots and affixes that may assist in deriving meaning of unknown words • Utilize cross-curricular connections • Incorporate different learning modalities (visual, auditory and kinesthetic) • Encourage apt use of word choice in student writing
7	<p>Determine the meaning of grade-level academic English words derived from Latin, Greek and other linguistic roots and affixes (2.A)</p> <p>Use context within a sentence or in larger sections of text to determine or clarify the meaning of unfamiliar or ambiguous words (2.B)</p> <p>Complete analogies that describe part to whole or whole to part (2.C)</p> <p>Identify the meaning of foreign words with emphasis on Greek and Latin words (2.D)</p> <p>Use a dictionary, glossary or thesaurus to determine the meaning, syllabication, pronunciation, alternate word choices, and parts of speech (2.E)</p>	
8	<p>Determine the meaning of grade-level academic English words derived from Latin, Greek and other linguistic roots and affixes (2.A)</p> <p>Use context within a sentence or in larger sections of text to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings (2.B)</p> <p>Complete analogies that describe functions or descriptions (2.C)</p> <p>Identify common words or word parts from other languages that are used in written language (2.D)</p> <p>Use a dictionary, glossary or thesaurus to determine the meaning, syllabication, pronunciation, alternate word choices, and parts of speech (2.E)</p>	

STUDENT EXPECTATIONS FROM VOCABULARY TEKS		SUGGESTED BEST PRACTICES K-12
ENG I	<p>Determine the meaning of grade-level technical academic English words in multiple content areas derived from Latin, Greek, or other linguistic roots or affixes (1.A)</p> <p>Analyze textual context within a sentence and in larger sections of text to distinguish between denotative and connotative meanings of words (1.B)</p> <p>Produce analogies that describe a function of an object or its description (1.C)</p> <p>Describe the origins and meanings of foreign words or phrases used frequently in written English (1.D)</p> <p>Use a dictionary or glossary or thesaurus to determine or confirm the meanings of words or phrases including their connotations and denotations and their etymology (1.E)</p>	<ul style="list-style-type: none"> • Model the use of context clues to determine word meaning including various genre as well as media • Create a word-rich environment • Recognize and promote adept diction • Promote wordplay • Foster word consciousness through writing • Foster word consciousness through interactive read-alouds • Involve students in original investigations • Teach students that words <ul style="list-style-type: none"> • Have more than one meaning • Are interrelated • Have affixes that play an important part in overall meaning • Have roots and affixes that may assist in deriving meaning of unknown words • Utilize cross-curricular connections • Incorporate different learning modalities (visual, auditory and kinesthetic) • Encourage apt use of word choice in student writing
ENG II	<p>Determine the meaning of grade-level technical academic English words in multiple content areas derived from Latin, Greek, or other linguistic roots or affixes (1.A)</p> <p>Analyze textual context within a sentence and in larger sections of text to distinguish between denotative and connotative meanings of words (1.B)</p> <p>Produce analogies that describe a function of an object or its description (1.C)</p> <p>Show the relationship between the origins or meanings of foreign words or phrases used frequently in written English and historical events or developments (1.D)</p> <p>Use a dictionary or glossary or thesaurus to determine or confirm the meanings of words or phrases including their connotations and denotations and their etymology (1.E)</p>	
ENG III	<p>Determine the meaning of grade-level technical academic English words in multiple content areas derived from Latin, Greek, or other linguistic roots or affixes (1.A)</p> <p>Analyze textual context within a sentence and in larger sections of text to draw conclusions about the nuances in word meanings (1.B)</p> <p>Infer word meaning through identification and analysis of analogies and other word relationships (1.C)</p> <p>Recognize and use knowledge of cognates in different languages and of word origins to determine meaning of words (1.D)</p> <p>Use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references as needed (1.E)</p>	
ENG IV	<p>Determine the meaning of grade-level technical academic English words in multiple content areas derived from Latin, Greek, or other linguistic roots or affixes (1.A)</p> <p>Analyze textual context within a sentence and in larger sections of text to draw conclusions about the nuances in word meanings (1.B)</p> <p>Use the relationship between words encountered in analogies to determine meanings (1.C)</p> <p>Analyze and explain how the English language has developed and been influenced by other languages (1.D)</p> <p>Use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references as needed (1.E)</p>	