*English Instructional Plan – Word Solving in Context*

This resource package will provide a structure for teachers to develop word-solving strategies through students’ reading. Through nonfiction text, students will learn how to word solve by using context clues, interpret words and phrases by how they are used in the text, and through word parts or morphology. Often understanding the origin, meaning, and context of parts of words, students can better word solve to develop meaning through text. Students will learn vocabulary strategies of Brain Power Words and Semantic Mapping to make connections that help build better understanding of meanings of difficult words. These plans will include writing opportunities to show comprehension of text through a better understanding of vocabulary.

**Primary Strand: 5.4, 6.4, 7.4, 8.4 – Reading/Vocabulary**

**Integrated Strand/s: 6.6, 7.6, 8.6, 6.7, 7.7, 8.7 – Non-Fiction Comprehension & Writing**

**Essential Understanding:**

* understand that word structure can be analyzed to show relationships among words
* understand that affixes and Greek and Latin roots are clues to determine meanings of words
* recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate
* understand that there are strategies including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary
* understand that skilled readers of nonfictional texts apply different reading strategies.

**Essential Knowledge, Skills, and Processes:**

* use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *aud* – hearing, listening, or sound *audience*, *auditory*, *audible*)
* separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*
* use context clues to determine meanings of unfamiliar words in text, such as examples, restatements, and contrast
* determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.
* use context, structural analysis, and reference sources to determine the meaning of unfamiliar and technical vocabulary
* demonstrate comprehension and apply strategies to write about what is read.

**Primary SOL:**

**5.4** The student will expand vocabulary while reading by **(a)** using context to clarify meaning of unfamiliar words and phrases **(c)** Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words

**6.4** The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. **(a)** Identify word origins and derivations. **(b)** Use roots, affixes, synonyms, and antonyms to expand vocabulary. **(c)** Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

**7.4** The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. **(a)** Identify word origins and derivations. **(b)** Use roots, affixes, synonyms, and antonyms to expand vocabulary. **(e)** Use context and sentence structure to determine meanings and differentiate among multiple meanings of words

**8.4** The student will apply knowledge of word origins and figurative language to extend vocabulary development within authentic texts. **(b)** Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. **(c)** Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary. **(e)** Use word-reference materials to determine meanings and etymology.

**Reinforced (Related Standard) SOL:**

**6.6** The student will read, comprehend, and analyze a variety of nonfiction texts.

**(b)** Identify main idea. **(c)** Summarize supporting details. **(e)** Draw conclusions and make inferences based on explicit and implied information. **(j)** Analyze ideas within and between selections, providing textual evidence.

**7.6** The student will read, comprehend, and analyze a variety of nonfiction texts.

**(g)** Identify the main idea. **(h)** Summarize text identifying supporting details **(k)** Organize and synthesize information for use in written and other formats. **(l)** Analyze ideas within and between selections providing textual evidence.

**8.6** The student will read, comprehend, and analyze a variety of nonfiction texts. **(h)** Identify the main idea. **(i)** Summarize the text, identifying supporting details. **(l)** Analyze ideas within and between selections, providing textual evidence

**6.7, 7.7, 8.7** The student will write in a variety of forms, to include narrative, expository, persuasive, and reflective, with an emphasis on narrative and reflective writing.

**Academic Background/Language:**

* Students will need some experience in determining meaning of unfamiliar words in context
* Students will need some experience in identifying context clues; specifically clues of substitution, clues of opposition, and clues of definition.
* Students will need previous knowledge of roots, prefixes, and suffixes to begin to understand the morphology of new vocabulary words.
* Students will need a basic understanding of synonyms and antonyms.

## Materials

* Health and Life choice text set curated from [CommonLit](https://www.commonlit.org/en/library?grades=6,7,8&searchQuery=health)
* Brain Power Words Organizer (see below)
* Semantic Mapping Organizer (see below)
* Semantic Map Examples

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* This plan is presented and intended to take multiple class periods given students time to practice with the new vocabulary tools and can later be applied to varied or student chosen text.
* The teacher will review how to handle reading text that may contain difficult or unfamiliar vocabulary. The teacher will use anchor charts and short sample text or paragraphs to show ways that we determine the meaning of unfamiliar words using context clues and prior knowledge.
* The teacher will explain that if we better understand the meaning of unfamiliar words, it will deepen our understanding of the text as a whole. If we give context to difficult words we will better connect the ideas and themes we understand and therefore remember the unfamiliar vocabulary words.
* The teacher will present a text from the [CommonLit set](https://www.commonlit.org/en/library?grades=6,7,8&searchQuery=health) to model the use of the vocabulary organizers. The teacher will read articles one time aloud while students follow along. While the teacher is reading the students will circle words they are unfamiliar with. The teacher will then ask students to share difficult or unfamiliar words and they will use the Brain Power Words Organizer to determine the closest meaning of the word in context of the article (see the example in the Brain Power Words Organizer below). It will be important to show students how clues of substitution, clues of opposition, and clues of definition give us information about the meaning of unfamiliar words in non-fiction text.
* The teacher will also explain to students how prior knowledge can help aid in understanding text better. Semantic Mapping will be introduced so that students can make connections between ideas, unfamiliar vocabulary, and themes within their reading. The teacher will model using the Semantic Map organizer below. Students may complete this in a notebook or on a blank piece of paper rather than using the organizer if they like. The teacher may map out words related to the *brain --> neurons --> synapses --> hippocampus* (see additional example below). The teacher may also instruct students to add visual aids to their semantic map if drawing pictures supports their understanding best.
* The teacher will then ask students to Think-Pair-Share with a classmate. Students will think about the use of the two tools (Brain power word organizer and semantic mapping) and talk with a classmate about how one or both helped them understand the text that they read together. The teacher will ask students to share out their metacognition about developing a better understanding of text that they read through determining the meaning of unfamiliar words.
* The teacher will ask students to Think-Pair-Share for a second time. Students will pair with a different classmate and take one minute to share what the overall main idea of the text was as it relates to their understanding of the brain. Students will take a few minutes to then write a short summary (3-5 sentences) of the text.
* Once this process is complete with one article, students will be asked to complete this process of reading and understanding additional articles from the set. Students will be broken into small groups and each group will be given an article to read, determine the meanings of unfamiliar words, and summarizing the text for the class (see text set below).
* Students will be asked to read their article individually, choose either the Brain Power Word Organizer or the Semantic Mapping strategy to determine the meaning of unfamiliar words and make any annotations that will help to gather meaning about their article.
* Once students have completed their reading and focus on vocabulary they will come together with their small group to discuss the main idea and important parts of the article. Students will share any vocabulary that they had to determine the meaning of and check in to make certain they all gathered the same message from the article. Students may use these questions to guide their small group discussion:
  + What is the most important idea from the article?
  + What is the main idea of the article?
  + What is the author’s message from the article?
  + What connections did you make to the article, or what knowledge did you already have about this topic?
  + Did any unfamiliar words make it hard to understand this article, which ones? How did you determine meaning?
  + How did the vocabulary strategies help you to gather deeper meaning from the text?
* Students will then work to write their own individual concise summary of their article after their small group discussion.
* The teacher will then mix up students using the [Jigsaw strategy](https://www.readingrockets.org/strategies/jigsaw#:~:text=Home-,Jigsaw,studies%20predators%20of%20rainforest%20animals).). One student from each group will then join a new group to “teach” their classmates about the content of their own article by sharing their own short summary. Students may also share reflective statements about using the vocabulary organizers/strategies to help better understand the deeper meaning of the text. It will also be the role of each student to return to their initial group and debrief their group on how the text set of articles revolves around the theme of health and life as a middle schooler.
* The teacher may choose to use these vocabulary organizers additionally for new text or student-chosen text.

**Assessment (Diagnostic, Formative, Summative)**

* The teacher may formatively assess students through their use of the vocabulary organizers during their initial read of the new text before meeting with their small group.
* The teacher may also formatively assess student discussion about their text while in small groups with their classmates. The teacher may need to facilitate groups differently based on their engagement, reading competency, and prior knowledge of text.
* The teacher may summatively assess student understanding of their article through their short written summary.

**Writing Connections:**

* Students will be writing a summary of each article/text that they read to provide evidence that they have developed a deeper understanding of the text.
* Students will be completing graphic organizers to show how they have determined meaning of unfamiliar words during their reading.

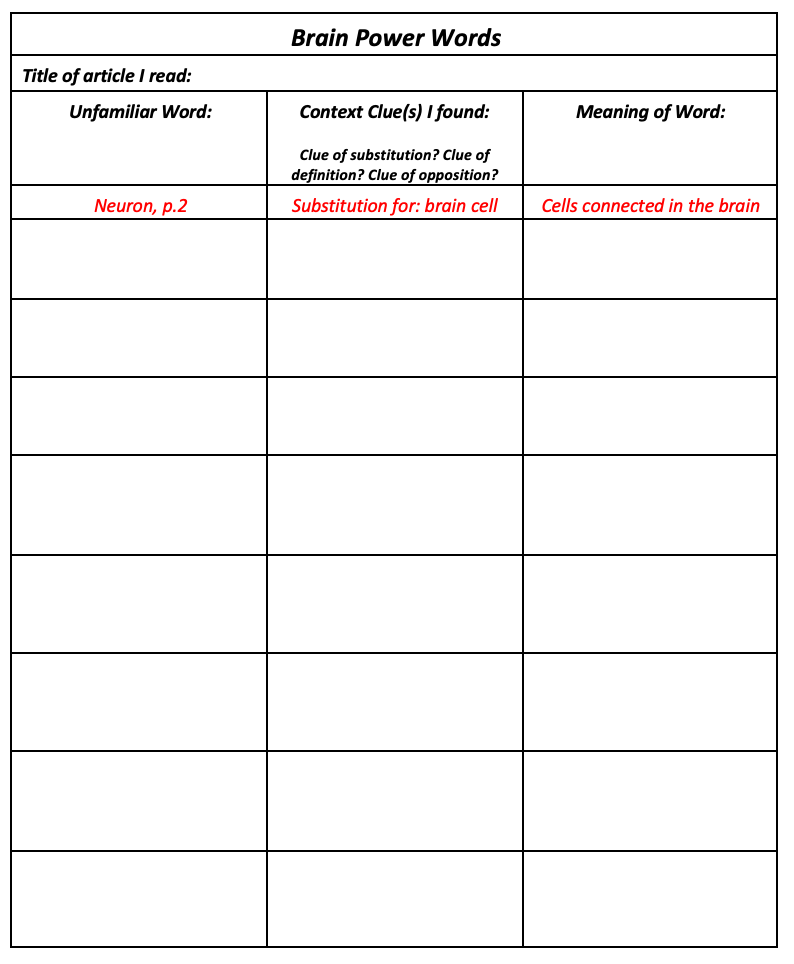
**Extensions and Connections (for all students):**

* After completing the Jigsaw process using text around a similar theme or unit, the teacher may ask students to create a multimodal presentation that gathers all the text information and presents a unified theme to their classmates.
* Students may use these organizers guide their deeper understanding of text through their independent reading selections.

**Strategies for Differentiation**

* The teacher may assign particular students together for discussion opportunities so as to support students who have difficulty understanding complex text.
* For struggling readers, the teacher may need to provide additional scaffolding to students in reading and understanding their text.
* Provide sentence starters for struggling students to use during discussion opportunities after each read.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

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