**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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<th>Strategy/Lesson Suggestions</th>
<th>Formative Assessment Suggestions</th>
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<td><strong>Questioning the Author</strong></td>
<td>After learning some Latin root words, students are given a text with words and phrases that relate to those roots or to other grade appropriate vocabulary. Students make a T chart with the selected words and phrases from the text on one side and their interpretation of the meaning of those words on the other side, with an explanation of how they arrived at that meaning. Students are assessed on their accuracy in determining the meaning of the words as well as their ability to explain their method of determining the meaning. Grouping: <em>Pairs, individual</em></td>
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<td>Questioning the author (QtA) is a strategy that engages students actively with a text. QtA strategy encourages students to ask questions of the author and the text. The following are sample questions:</td>
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<td>• What is meant by the phrase, “Put on your thinking cap,” in para. 4?</td>
<td>Students, working in small groups, are given a text about significant characters in mythology. They read it over as a group, determining the meaning of words and phrases through use of root words, prior knowledge, context, etc. They discuss any words that they aren’t certain about the meaning and arrive at an agreed meaning. Finally, they rewrite the story in their own words, defining by means of definition, synonyms, or antonyms, the targeted words or phrases. Grouping: <em>Group</em></td>
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<td>• What is the meaning of _____ on page 2?</td>
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<td>• Which words help the reader understand the meaning of ___ in paragraph 5?</td>
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<td>• What does it mean to have the Midas touch? How does this reference help the reader understand the character in the story?</td>
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<td>• What is meant by a Herculean task? How does this reference help the reader understand the task the character faced?</td>
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<td>(Beck, McKeown, Hamilton &amp; Kugan, 1997)</td>
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<td><strong>Student VOC Strategy</strong></td>
<td>Students read an assigned text, taking time to determine the meaning of words and phrases that might challenge them. Students listen as the teacher gives a definition, synonym or antonym for some word or phrase in the assigned text. Students, referring back to the text, write the word or phrase they believe it to be, on a white board or piece of paper and turn it over. On the teacher’s signal, they all hold up the word/phrase they believe was defined. Teachers take note of students who are struggling with this assessment to provide further support with vocabulary strategies. Grouping: <em>Whole group, small group.</em></td>
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<td>This strategy helps students learn and analyze new content concepts by encouraging them to use a variety of learning techniques, such as, utilizing context clues, writing the word in a sentence, and designing a meaningful way to remember the word. It is designed to aid student comprehension and retention. This strategy also encourages students to find and utilize various sources and materials to help them develop this understanding. Two example graphic organizers (AA and BB) are attached to utilize for this strategy.</td>
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<td>(Billmeyer, R. &amp; Barton, M., 1998)</td>
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<td><strong>Morpheme Triangles (rectangles or pentagons)</strong> (Winters, 2009)</td>
<td>Teachers draw a large inverted triangle on the board and write the key term in the center such as transported. The word is broken into syllables and each syllable is defined in the outer parts of the triangle if it is 3 syllables, rectangle if it 4 syllables, and a pentagon if word is 5 syllables. Students brainstorm other words that have similar morphemes and place them outside the shape. A plus or minus sign signals whether the brainstormed words belong to the same morphological structure. A sample is provided.</td>
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<td>Teachers draw a large inverted triangle on the board and write the key term in the center such as transported. The word is broken into syllables and each syllable is defined in the outer parts of the triangle if it is 3 syllables, rectangle if it 4 syllables, and a pentagon if word is 5 syllables. Students brainstorm other words that have similar morphemes and place them outside the shape. A plus or minus sign signals whether the brainstormed words belong to the same morphological structure. A sample is provided.</td>
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<td>Billmeyer, R., Barton, M.L., (1998). <em>Teaching reading in the content areas: If not me, then who?</em> (2nd ed.). Aurora, CO: Mid-Continent Regional Laboratory.</td>
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Student VOC Strategy (AA)

Vocabulary Word: ____________________________________________________

1. Write the sentence where the word is found in the text.

2. Based on the sentence, what do you think the word means?

3. Consult an “expert” for the actual definition (friend, text, dictionary).
   Expert:
   Expert’s Definition:

4. Write the word in a sentence of your own.

5. Choose one of the following ways to help you remember the word’s meaning: draw a picture; create a movement; connect the word to a story, song, or news report you’ve heard. Write down how you are going to remember this word.

6. Explain why you chose this method to remember the word.
STUDENT VOC STRATEGY (BB)

List words unfamiliar to you and reference the page on which the word appears in text.

__________________________________________________________________________________________________________________________________

Choose one word that would be most useful for you and classmates to learn. ________________

Write the sentence from the text in which the word is used.

__________________________________________________________________________________________________________________________________

Using your knowledge of word parts and context clues, predict what the word means.

__________________________________________________________________________________________________________________________________

Consult an expert for the actual definition.

Expert ________________________________________________________________________

Expert Definition ___________________________________________________________________________________________________________________

Demonstrate your understanding by using the word in a sentence of your own.

__________________________________________________________________________________________________________________________________

Choose a way to help you remember the word and its meaning.

_____ Draw a picture.

_____ Create a movement.

_____ Connect the word with something similar.

Explain why you chose the way you did to represent what the word means.

__________________________________________________________________________________________________________________________________
Sample Morpheme Triangle
(Winters, 2009)

Across

Present to past tense

Trans-ported

To move

+ transfer
+ transplant
? trance
+ transit
+ translate
+ trans-Atlantic

+ shouted
+ nodded
+ walked
+ kicked
? edit
+ sped
+ balanced

+ port
+ portable
+ Portland
? Portugal

? sport
+ import
+ export
+ porter