



Word Study Notebooks "How to"

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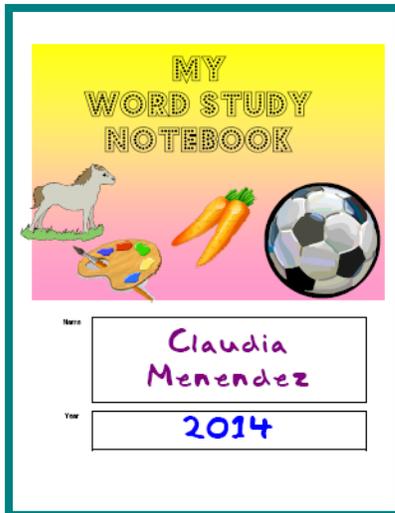


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Prefixes:

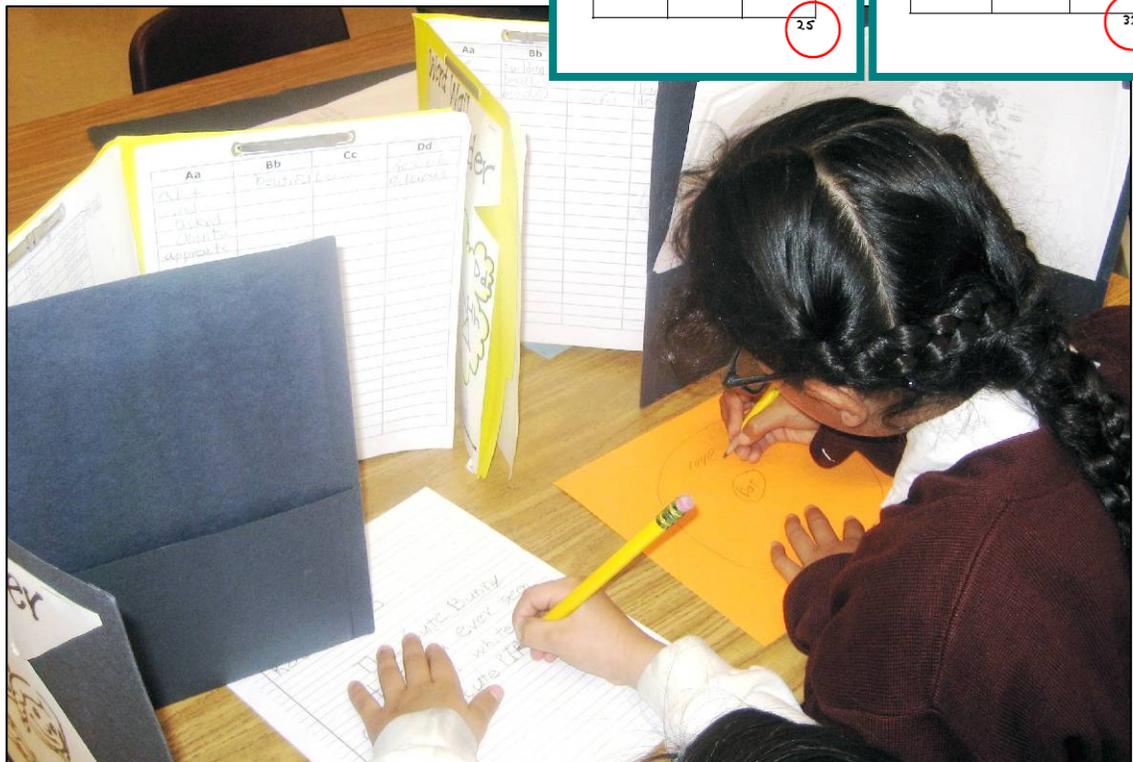
UN	RE	PRE
unhappy	rewind	preschool
unreal	review	preteen
unwell	reverse	prenatal
undo	reveal	pretend
undoes	release	preview

25

Suffixes:

MENT	EST	ING
agreement	greatest	growing
segment	meanest	thinking
argument	nicest	writing
compliment	cleanest	doing
tournament	neatest	planning

31



“Grow Lists”

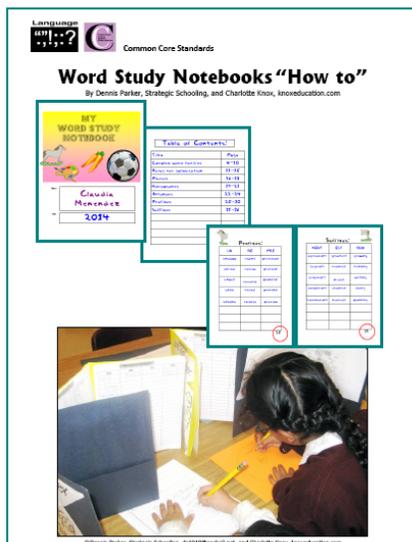
Collecting words to learn about how language works

Students delight in the discovery of patterns and connections between the words they encounter in reading. If you set the stage for students to go hunting for words, they'll gladly gather up more than you'd imagine, and far exceed the typical vocabulary lists provided in vocabulary or spelling programs. This will set the habit of mind for noticing language as they are reading which will greatly increase the volume of new words acquired during pleasure reading.

Here's how to manage this process:

For spelling/phonics patterns:

1. Use your grade level language and foundational skills standards to determine which patterns you want the students to attend to. Post a piece of chart paper with the spelling pattern highlighted and a few words to start. Illustrate these words with pictograms to enhance comprehension and long term memory.
2. Tell the students to be on the look out for words that match this spelling pattern in their reading throughout the day. When a student finds a word they can either write it on the chart themselves, or if that's too hard to manage, have them write it on a slip of scrap paper and put it in an envelope attached to the chart or in a basket nearby. Make sure they sign their contribution so we can celebrate who “found” that word. This way allows multiple students to find the same words, and takes care of potential disappointment when a student discovers that a classmate has “stolen” his or her word.
3. Periodically add the collected words to the chart and talk with the students about what they are noticing about a particular pattern. Have the students highlight the target phoneme in the words after you or they add them to the class chart.
4. Ideally, students additionally collect these words themselves into their own word study notebook so that they have access to all of the words gathered over the course of the whole school year. For directions on how to set up a word studies notebook go to knoxeducation.com in the **Common Core Section** under **Language**.



Grow lists are a concept of word sorts used by Marzano and in Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, by Templeton, Bear, Invernizzi, and Johnston. 2007 Prentice Hall.

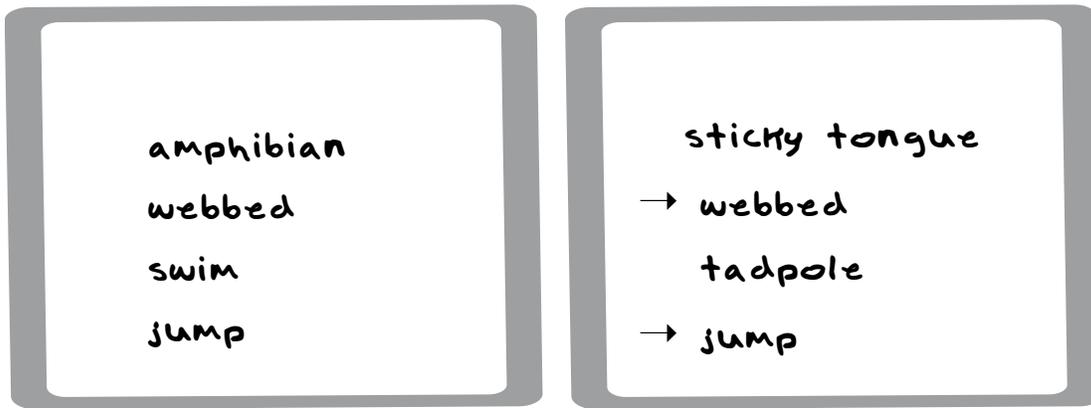


Grow Lists are part of vocabulary covered in the Common Core Standards under **Language: L4, 5, 6** and in **Writing W2** and **4**.

Grow Lists for a Unit of Study

Step 1: Introduce the topic and begin learning about it via reading, hands on experiences, multimedia, etc.

Step 2: Ask students to list as many words as they know so far about the topic on their white boards. Have students share these out to create a whole class brainstorm using the “no repeats” strategy. As each student shares their list, others check off the words they have on their lists which are the same, so that when it is their turn, they only share the words that haven’t been posted yet. Take care to call on the students with the fewest words first, so that they may shine, and the eager beavers will keep on working for you just so they can see their words posted.



Step 3: Ask students to look over the big list and think of categories the words could be divided into, then re-build the list using those categories. Leave space so that this list can grow with student input throughout the unit of study.

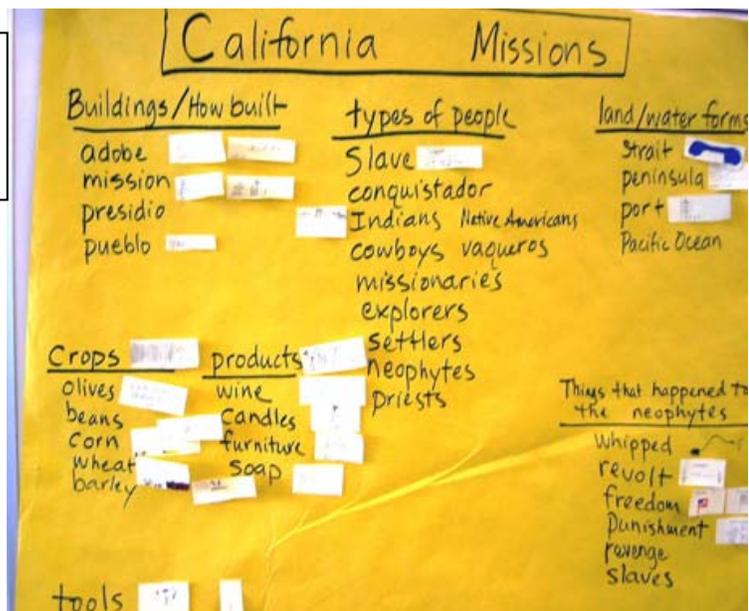
Step 4: Ask students to illustrate the list by adding Post-It® sketches directly onto the chart.

“Grow list” for words out of a text book chapter on the California Missions. Student illustrations on “post its”, categories generated by fourth graders, Mountain View, CA.

Informative/Explanatory Language



Word banks are covered in the Common Core Standards under “domain-specific” language in **Reading RI 4** and **Writing W2** and **Language L6**.



Grow Lists Samples

California Missions

Buildings/How built	types of people	land/water forms
adobe	Slave	strait
mission	conquistador	peninsula
presidio	Indians Native Americans	port
pueblo	cowboys vaqueros	Pacific Ocean
	missionaries	
	explorers	
	settlers	
	Neophytes	
	priests	

products	Things that happened to the neophytes
wine	Whipped
candles	revolt
furniture	freedom
soap	Punishment
	revenge
	slaves

long e ea	long e ee
heat	feet
eat	knee
clean	see
beak	three
tea	sleep
please	feed
dream	

SUFFIXES:

added to the **END** of a base word

-y	-ly	-ful	-er	-less	-nes
"full of"	"in a certain way"	"full of"	"someone who"	"without"	"condition of"
Sleaty	friendly	playful	farmer	toothless	Sickness
lucky	silently	careful	teacher	helpless	wilderness
Muddy	lovely	hopeful	helper	costless	brightness
warmer	happily	peaceful	baker	soreless	happiness
wear	softly	cheerful	lover	hopeless	coldness
	excitedly	wonderful	runner	fruitless	goodness
	lonely	helpful	surfer	less	needless
	excitedly	respectful	survivor		
	carefully	mouthful	teller		
	sadly	powerful	rides		
	gently	delightful	vegetable		
	gladly	kindful	trucker		
		faceful	cook		
			stray		
			seller		

“My Grow Lists”

Structure of the Notebook:

Cover:

My Word Study Notebook

Name, year

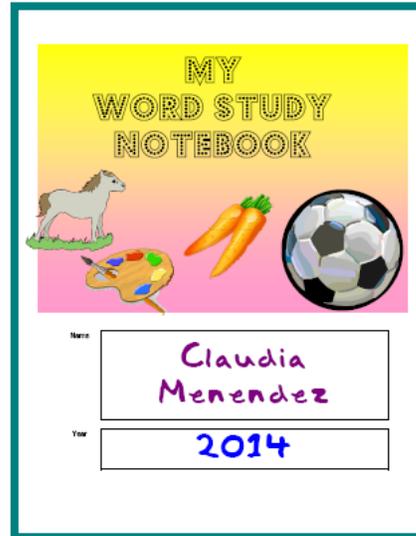


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Sample pages:

Prefixes:

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unhappy	rewind	preschool
unreal	review	preteen
unwell	reverse	prenatal
undo	reveal	pretend
undone	release	preview

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Directions:

1. Provide each student with a notebook of lined paper with about 100 pages for use all year long.
2. Have students design a cover and start their table of contents on the first several pages. Save about 4 pages for a growing table of contents.
3. Have students number the pages after the table of contents starting with page one and continuing to the end of the notebook. Make sure they take their time and write the page numbers neatly so that they can easily access their lists throughout the year.
4. As you teach each vocabulary lesson and start a grow list for that target skill, have students title a new page in their notebook and enter the name of that skill into their table of contents supplying the page numbers. Many skills will be tracked all year long, so make sure to include several pages for skills you will be addressing more than once. For example in fifth grade you'll be exploring Greek and Latin roots. You will probably need about 10 pages for creating "grow lists" for a number of different roots.
5. Have students enter as many words as they can for each skill either during the actual lesson, or on their own as they are reading throughout the day.
6. Provide time periodically the review the words by playing games with the words.

Language



Standards

Common Core Standards: Language - Vocabulary Acquisition

For your convenience in this process, we have included these standards checklists for grades K-8 for the California Common Core Standards on the following pages. You can print out the list for your grade level and have students paste it into the front cover of their Word Studies Notebook. Students can track progress with their grade level standards by highlighting or checking off the standards they have grown a list for in their notebook.



Kindergarten Language Standards for Word Studies

California Common Core Standards: Language: Vocabulary Acquisition and Use

K. L 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
K. L 4a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).	
K. L 4b.	Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	
K. L 5	With guidance and support from adults, explore word relationships and nuances in word meanings.	
K. L 5a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
K. L 5b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
K. L 5c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	
K. L 5d.	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	
K. L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	



GRADE 1 Language Standards for Word Studies

California Common Core Standards: Language: Vocabulary Acquisition and Use

1. L 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.	
1. L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.	
1. L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. Use frequently occurring affixes as a clue to the meaning of a word.	
1. L 4c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	
1. L 5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
1. L 5a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	
1. L 5b.	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	
1. L 5c.	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	
1. L 5d.	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	
1. L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	



GRADE 2 Language Standards for Word Studies

California Common Core Standards: Language: Vocabulary Acquisition and Use

2. L 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
2. L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.	
2. L 4b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	
2. L 4c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	
2. L 4d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	
2. L 4e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas .	
2. L 5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
2. L 5a.	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	
2. L 5a.	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	
2. L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	



GRADE 3 Language Standards for Word Studies

California Common Core Standards: Language: Vocabulary Acquisition and Use

3. L 4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
3. L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.	
3. L 4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	
3. L 4c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	
3. L 4d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <i>in all content areas</i> .	
3. L 5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
3. L 5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	
3. L 5b.	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	
3. L 5c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	
3. L 6.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.	



GRADE 4 Language Standards for Word Studies

California Common Core Standards: Language: Vocabulary Acquisition and Use

4. L 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
4. L 4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
4. L 4b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	
4. L 4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases <u>and to identify alternate word choices in all content areas.</u>	
4. L 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
4. L 5a.	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	
4. L 5b.	Recognize and explain the meaning of common idioms, adages, and proverbs.	
4. L 5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
4. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	



Common Core Standards

GRADE 5 Language Standards for Word Studies

California Common Core Standards: Language: Vocabulary Acquisition and Use

5. L 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
5. L 4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
5. L 4b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	
5. L 4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases <u>and to identify alternate word choices in all content areas.</u>	
5. L 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
5. L 5a.	Interpret figurative language, including similes and metaphors, in context.	
5. L 5b.	Recognize and explain the meaning of common idioms, adages, and proverbs.	
5. L 5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
5. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	



GRADE 6 Language Standards for Word Studies

California Common Core Standards: Language: Vocabulary Acquisition and Use

6. L 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	
6. L 4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
6. L 4b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	
6. L 4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
6. L 4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
6. L 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
6. L 5a.	Interpret figures of speech (e.g., personification) in context.	
6. L 5b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
6. L 5c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	
6. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	



GRADE 7 Language Standards for Word Studies

California Common Core Standards: Language: Vocabulary Acquisition and Use

7. L 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.	
7. L 4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
7. L 4b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	
7. L 4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.	
7. L 4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
7. L 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
7. L 5a.	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	
7. L 5b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	
7. L 5c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	
7. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	



GRADE 8 Language Standards for Word Studies

California Common Core Standards: Language: Vocabulary Acquisition and Use

8. L 4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.	
8. L 4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
8. L 4b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).	
8. L 4c.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech <u>or trace the etymology of words</u> .	
8. L 4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
8. L 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context.	
8. L 5a.	Interpret figures of speech (e.g. verbal irony, puns) in context.	
8. L 5b.	Use the relationship between particular words to better understand each of the words.	
8. L 5c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	
8. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Source: www.cde.ca.gov/