

BUILDING A BUSINESS VOCABULARY

Performance Standard 1A.I

Students will select vocabulary words from their reading each week and complete a card for each word which includes the uninflected word, definition, source and sample sentence in which the word is correctly used accordingly:

- *Numbering/Formatting:* complete assigned vocabulary cards; include required items on the card; identify items (i.e., word, definition, original user, quotation, student sentence) on the card.
- *Including accurate information:* reflect the denotation of the word's use in the identified context; use words correctly; include accurate optional information.

Procedures

1. ***In order to apply word analysis and vocabulary skills to comprehend selections (1A)***, students should experience sufficient learning opportunities to develop the following:
 - Expand knowledge of word origins and derivations.
 - Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms, or phrases.
 - Identify and analyze the structure and function of words in context.
 - Analyze the structure and function of words in context.
 - Analyze and interpret word usage in traditional and contemporary sources (e.g., books, lyrics, speeches).Business students will enhance their employment opportunities by better understanding appropriate business terminology. Students need to understand that some words can have multiple meanings depending on the context used. Knowing the correct meanings of terminology is crucial to ensure desired business outcomes. This assessment aligns with the Illinois Workplace Skills D1 (Communicating on the Job/Communicating orally with others), D4 (Communicating on the Job/Prepare written communication) and D5 (Communicating on the Job/Follow written directions).
2. Business students will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student will select unfamiliar words from his/her reading each week. Words may come from any source, including textbooks from business classes, personal reading on business subjects, newspapers, magazines, etc.
4. In class, the student will prepare his/her word cards according to the example given on the instruction sheet.
5. Each student's performance will be evaluated using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One class period

Resources

- 4 x 6 inch note cards for each student, five or more cards per week
- References (e.g., dictionaries, thesauruses, etc.)
- Card file instructions
- Building a Business Vocabulary Rubric

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Card File Instructions

Each week you will be expected to complete five or more vocabulary building cards using the following directions. The idea is to find words which are part of your week's reading and develop your understanding of the words and their use in real life situations from sources such as magazines, books, newspapers and textbooks. You should obtain a set of 4 X 6 inch note cards from your teacher on which to place the information required. You should review the information to prepare a short explanation of the word, where you found it, its use in a sentence of your own design, etc., which you will share with the class. You will maintain the business card file for the duration of the course.

Each card should contain the following information, properly identified:

1. The new word in its base, uninflected form.
2. A brief definition in everyday language (not a word-for-word copy from a dictionary).
3. The name of the person who used the word with an explanation if needed.
4. The source (newspaper, magazine, book, etc.) in which you found the word.
5. The context: one or more sentences from the source, quoted exactly, with the target word underlined for identification.
6. A sentence of your own using the word correctly.
7. Optional: phonetic spelling and/or derivation of the word.

SAMPLE CARD:

1, 2	ECONOMY – the management of the resources of a country
3, 4	Federal Reserve Chairman Alan Greenspan indicated that he would cut interest rates if needed to bolster the U. S. economy (quoted by Martin Crutsinger of The Associated Press in the Springfield <i>State Journal-Register</i> , 11-14-02, p. 15):
5	“Federal Reserve Chairman Alan Greenspan said Wednesday the <u>economy</u> has hit a “soft patch” as corporate accounting scandals and a possible war with Iraq have shaken consumer and business confidence.”
6	During the last year, the United States economy has struggled to gain ground even though the prime interest rate has been reduced to an extraordinarily low level.

You may find words in any of your textbooks, your personal reading, newspapers and magazines, etc. Look for sources which have a challenging vocabulary.

(Adapted from Marian W. Price, University of Central Florida, Orlando, Florida, as presented in *A Sampler from the NCTE Idea Exchange*. Urbana: NCTE, 1981: 28-29.)

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NAME _____ DATE _____

- Exceeds standard (must receive 7 - 8 total points)
- Meets standard (must receive 5 - 6 total points)
- Approaches standard (must receive 3 - 4 total points)
- Begins standard or absent (must receive 2 total points)

	Number/Format	Accuracy of Information
4	<ul style="list-style-type: none"> • Six or more cards completed. • All required items included on the card. • All items, (i.e., word, definition, original user, quotation, student sentence) are properly identified on the card. • Some cards include optional information. 	<ul style="list-style-type: none"> • Student definitions accurately reflect the denotation of the words' use in the identified context. • Student sentences use all words correctly. • When included, optional information is accurate.
3	<ul style="list-style-type: none"> • Five cards completed. • All required items included on the card. • Most items are properly identified on the card. 	<ul style="list-style-type: none"> • Student definitions accurately reflect the denotation of the words' use in the identified context. • Student sentences use most words correctly. • When included, most optional information is accurate.
2	<ul style="list-style-type: none"> • Three or four cards completed. • Most required items included on the card. • Some items are properly identified on the card. 	<ul style="list-style-type: none"> • Student definitions approximate the denotation of the words' use in the identified context. • Some definitions may not fit the context of the target word. • Student sentences occasionally use words incorrectly.
1	<ul style="list-style-type: none"> • No to two cards completed. • Few or no required items included on the card. 	<ul style="list-style-type: none"> • Student definitions do not agree with the denotation of the words' use in context. • Student sentences consistently use the words incorrectly.
Score		