

R I V E T - A VOCABULARY INTRODUCTION ACTIVITY

Performance Standard 1A.D

Decode vocabulary words and predict events in a reading selection, applying the following word analysis and vocabulary skills accordingly:

- *Using word analysis and vocabulary strategies:* Consistently use word patterns, structural analysis, root words, prefixes, suffixes, synonyms, antonyms, word origins, words in context, multiple meanings to decode words; consistently apply strategies to self-correct during independent reading.
- *Using prior knowledge:* Consistently synthesize word analysis skills and personal experience to enhance comprehension.
- *Making predictions:* Consistently use contextual framework derived from RIVET word list to make logical predictions about the text.
- *Making logical and relevant predictions:* Make predictions about events to be read that are consistently logical and relevant.

Procedures

1. *In order to understand word analysis and vocabulary skills to comprehend selections (1A)*, students should experience sufficient learning opportunities to apply the following:
 - Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
 - Learn and use high frequency root words, prefixes and suffixes to understand word meaning.
 - Use synonyms and antonyms to understand meanings of a new word.
 - Use word origins to construct the meanings of new words.
 - Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
 - Determine the meaning of a word in context when the word has multiple meanings.
2. Choose six to eight important words for the RIVET word list - with an emphasis on multi-syllabic words and important names. Have students review and discuss the task to be completed and how the rubric will be used to evaluate it.
3. Begin the activity by writing numbers and drawing lines on the board or overhead projector to indicate how many letters each word has. Students will draw the same number of lines on a piece of scratch paper. The RIVET activity would possibly look like this:
 1. _____
 2. _____
4. Fill in the letters to the first word one at a time, as the students watch. Encourage them to guess each word as soon as they think they know what it is. More students will guess the word with a few more letters.
 1. u n e _____
 1. u n e x p e _____
 1. u n e x p e c _____
 1. u n e x p e c t e d
5. Once a student has guessed the correct word, ask him or her to help finish spelling it and write it on the board as students write it on their papers. If students are correct, have them finish spelling it. If they are incorrect, just continue writing letters until someone guesses the correct word. Continue in this manner until all the words have been completely written and correctly guessed.
6. Ask students to use these words to predict some of the events in the selection that they are about to read. Encourage divergent predictions by asking questions that lead them to consider alternative possibilities. (This process of predicting requires students to access whatever prior knowledge they have and apply it to the selection.)
7. After students have read the selection, use the key words to review their predictions and talk about what actually happened in the reading assigned.
8. Evaluate each student's work using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow**Time Requirements**

- One class period (not including the time spent reading the selection)

Resources

- Reading selection
- Overhead projector, transparency, marker
- R I V E T - A Vocabulary Introduction Activity Rubric

R I V E T - A VOCABULARY INTRODUCTION ACTIVITY

NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 -10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	Word Analysis and Vocabulary Strategies	Use of Prior Knowledge	Making Predictions	Evaluating Predictions
4	<ul style="list-style-type: none"> • Consistently demonstrates ability to use the following: <ul style="list-style-type: none"> ○ Word patterns ○ Structural analysis ○ Root words ○ Prefixes ○ Suffixes ○ Synonyms ○ Antonyms ○ Word origins ○ Words in context ○ Multiple meanings <ul style="list-style-type: none"> • Consistently demonstrates ability to apply strategies to self- correct during independent reading (across curriculum). 	<ul style="list-style-type: none"> • Consistently demonstrates ability to synthesize word analysis skills and personal experience (as appropriate) to enhance comprehension. 	<ul style="list-style-type: none"> • Consistently uses contextual framework derived from RIVET word list to make logical predictions about the text. 	<ul style="list-style-type: none"> • Predictions are consistently logical and relevant.
3	<ul style="list-style-type: none"> • Frequently demonstrates ability to use the following: <ul style="list-style-type: none"> ○ Word patterns ○ Structural analysis ○ Root words ○ Prefixes ○ Suffixes ○ Synonyms ○ Antonyms ○ Word origins ○ Words in context ○ Multiple meanings <ul style="list-style-type: none"> • Frequently demonstrates ability to apply strategies to self- correct during independent reading (across curriculum). 	<ul style="list-style-type: none"> • Frequently demonstrates ability to synthesize word analysis skills and personal experience (as appropriate) to enhance comprehension. 	<ul style="list-style-type: none"> • Frequently uses contextual framework derived from RIVET word list to make logical predictions about the text. 	<ul style="list-style-type: none"> • Predictions are frequently logical and relevant.
2	<ul style="list-style-type: none"> • Occasionally demonstrates ability to use the following: <ul style="list-style-type: none"> ○ Word patterns ○ Structural analysis ○ Root words ○ Prefixes ○ Suffixes ○ Synonyms ○ Antonyms ○ Word origins ○ Words in context ○ Multiple meanings <ul style="list-style-type: none"> • Occasionally demonstrates ability to apply strategies to self- correct during independent reading (across curriculum). 	<ul style="list-style-type: none"> • Occasionally demonstrates ability to synthesize word analysis skills and personal experience (as appropriate) to enhance comprehension. 	<ul style="list-style-type: none"> • Occasionally uses contextual framework derived from RIVET word list to make logical predictions about the text. 	<ul style="list-style-type: none"> • Predictions are occasionally logical and relevant.
1	<ul style="list-style-type: none"> • Seldom/never demonstrates ability to use the following: <ul style="list-style-type: none"> ○ Word patterns ○ Structural analysis ○ Root words ○ Prefixes ○ Suffixes ○ Synonyms ○ Antonyms ○ Word origins ○ Words in context ○ Multiple meanings <ul style="list-style-type: none"> • Seldom/never demonstrates ability to apply strategies to self- correct during independent reading (across curriculum). 	<ul style="list-style-type: none"> • Seldom/never demonstrates ability to synthesize word analysis skills and personal experience (as appropriate) to enhance comprehension. 	<ul style="list-style-type: none"> • Seldom/never uses contextual framework derived from RIVET word list to make logical predictions about the text. 	<ul style="list-style-type: none"> • Predictions are seldom/never logical and relevant.
Score				

Making Room for Uncle Joe "Meets"
by Ada B. Litchfield

MAKING PREDICTIONS



I think this story will be about

Uncle Joe is a Social Worker
and helps kids with
Down's syndrome. But there is
one kid who has a harder
time than the other kids.
Uncle Jo has a friendship with
this kid.

CHECKING PREDICTIONS



After reading this story, I

Uncle Joe is not a social worker,
he has one. He does not help
people with down's syndrome he
has it. Uncle Joe has a friendship
with Amy. I was way off.

Making Room for Uncle Joe
by Ada B. Litchfield

MAKING PREDICTIONS



3-13-01

I think this story will be about

About a social worker that got
embarrassed and moved away with his
or her suitcase and got down
Syndrome and his or her friend
came to see the person
in a shelter workshop
and the person knew someone named Uncle Joe.

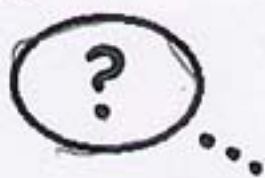
CHECKING PREDICTIONS



After reading this story, I

was wrong what it was really about was
a man named Uncle Joe he had down
syndrome and lived in a shelter
but it was going to be knocked down
so the person's sister wanted him
to live with her and a social
worker was going to find him a house
to live in.

Making Room for Uncle Joe
by Ada B. Litchfield



3-13-01

MAKING PREDICTIONS

I think this story will be about

About a social worker that got
embarrassed and moved away with his
or her suitcase and got down
Syndrome and his or her friend
came to see the person
in a shelter workshop
and the person knew someone named Uncle Joe.

CHECKING PREDICTIONS



After reading this story, I

was wrong what it was really about was
a man named Uncle Joe he had down
syndrome and lived in a shelter
but it was going to be knocked down
so the person's sister wanted him
to live with her and a social
worker was going to find him a house
to live in.