

VOCABULARY BUILDING CARDS

Performance Standard 1A.I

Students 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 used correctly 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.
 - Use idioms, analogies, metaphors, and similes to extend vocabulary development.
 - 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).
 - Interpret American idioms to strengthen comprehension.
2. Have students 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 personal reading, textbooks from any class, newspapers, magazines, etc.
4. In class, the student will prepare his/her word cards according to the example given on the assignment sheet.
5. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work not available

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.)
- Directions page
- Vocabulary Building Cards Rubric

VOCABULARY BUILDING CARDS

Card Set Instructions

Each week you will be expected to complete five or more vocabulary building cards using the following set of 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 such as magazine, book, newspaper, and textbook writing. 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.

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, synonym or antonym.

SAMPLE CARD:

- | | |
|------|---|
| 1, 2 | EMULATE – to follow someone else's example. |
| 3, 4 | Author Brian Garfield claims that murders have been committed by people who saw the movie <i>Death Wish</i> , and he wants the FCC to ban it from television (quoted by Marilyn Beck in the Orlando <i>Sentinel Star</i> , 12-2-75, p. 11 D): |
| 5 | “People in the business tell me we can't be blamed for the behavior of the lunatic fringe who <u>emulate</u> what they see on the screen. I say we must take the blame.” |
| 6 | Though he tried hard, Bob was unable to <u>emulate</u> his brother's success on the tennis court. |

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.)

VOCABULARY BUILDING CARDS

NAME _____ DATE _____

- Exceeds 7 - 8 total points
- Meets 5 - 6 total points
- Approaches 3 - 4 total points
- Begins 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' used 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		