

# The Vocabulary Strategy: LINCS

## Description

The Vocabulary Strategy: LINCS helps students learn the meaning of new vocabulary words using powerful memory-enhancement techniques. Strategy steps cue students to focus on critical elements of the concept; to use visual imagery, associations with prior knowledge, and key-word mnemonic devices to create a study card; and to study the card to enhance comprehension and recall of the concept.

Research results showed that in a social studies class in which the Vocabulary Strategy: LINCS was taught to students, the students with learning disabilities performed at a mean of 53 percent on the pretest and at a mean of 77 percent correct answers after learning the strategy. In the control class in which students did not learn the strategy, the mean percentage of correct answers decreased from the pretest to the posttest.

## Instructional Target

The Vocabulary Strategy: LINCS is appropriate for students who need to develop strategic memory strategies for the recall of vocabulary words and their definitions. This strategy can be taught in regular education classrooms or in support classes. In small group settings, teachers can provide feedback and instruction with the intensity required by individual students.

## Professional Development

You may obtain professional development in this strategy by participating in a workshop offered by a certified Learning Strategies professional developer through the local school district or FDLRS Associate Center in your area.

## Activities for Prerequisite Skills

You may have students who are not ready for instruction in the LINCS Vocabulary Strategy because they lack prerequisite skills. Students who do not meet the instructional target criteria may require intensive instruction in expressive language, word recognition, or reading comprehension.

**Assess Student's Current Skills and Strategies.** It's a good

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idea to review student records to determine their current expressive language and reading levels. Identify the current strategies students are using by having them read content area passages and retell the information. From this informal assessment, you can determine the types of strategies the students are currently using to remember words and information from passage. Provide intensive instruction to strengthen needed skills.

You may also want to give students a list of content area vocabulary words and definitions and have them identify the strategies they currently use to study word meanings. This information is very useful when you are providing the rationale for learning the Vocabulary Strategy LINCS. Students may be using strategies like rote memorization that are inefficient or ineffective.

**Vocabulary Awareness.** Post a list of vocabulary words in your classroom that students bring in from other classes. Chose a word-of-the week and have students learn the definition.

Use morphographs to show relationship of words with similar meaning. Discuss word origins.

Play the "Dictionary or Fiction" game. Players give a definition for obscure words and the rest of the class determines if the definition is real or fiction.

## Tips for Teaching the The Vocabulary Strategy: LINCS

The instructional procedures described in the Vocabulary Strategy: LINCS manual should be followed to ensure fidelity of implementation. Carefully read and refer to all sections of the manual when teaching this strategy. Use these tips to enhance instruction in each of the instructional phases.

### Controlled Practice and Feedback, Advanced Practice and Feedback

**Scoring Card Revisions.** Changing the scoring card makes it easier for students to use. The teacher allows an extra credit point if the total adds up to nine, so the students will have a round number for the total score (Danna, A., 2001).

<p>LINCing card score = 4</p> <p>Vocabulary word(s) circled = 1 ____</p> <p>    Definition written = 1 ____</p> <p>    Reminding word = 1 ____</p> <p>    LINCing story = 1 ____</p>	<p>LINCing story score = 3</p> <p>Reminding word in LINCing story = 1 ____</p> <p>Short and simple = 1 ____</p> <p>Two to three words from definition or meaning included = 1 ____</p>
<p>Reminding Score = 2</p> <p>Beginning, ending, rhymes, same meaning, or short phrase = 1 ____</p> <p>Real word = 1 ____</p>	<p>Total score for all 3 areas:</p> <p>LINCing Card = ____ (4)</p> <p>Reminding word = ____ (2)</p> <p>LINCing story = ____ (3)</p> <p>    Extra credit = ____ (1)</p> <p>        Total = ____ (10)</p>

**Practicing the Storage Strand.** This manual is available from Edge Enterprises with supplemental materials for three-storage strand strategies: Paired Associates, FIRST-Letter Mnemonic, and LINCS. The materials have been designed to provide extra practice activities for each of the strategies as well as combining strategies, and discriminating when to use each strategy. The "Single Strategy" activities for

LINCS Vocabulary Strategy include passages with two definitions. The "Integrated Strategy Activities" are designed to help students use all three strategies in combination and to determine which strategy is most appropriate for a given set of information. For example, a list of sentences contains definitions, lists, and pairs or trios of content. The manual also includes short and long passages that can be used for the same purpose. Readability levels range from third grade to seventh grade (Bulgren, J., 1998).

## Generalization

Consider the importance of background knowledge when helping students develop new vocabulary. Vocabulary is the means by which background knowledge is made evident. Teachers must build background knowledge and vocabulary knowledge at the same time. Sue Woodruff identifies these eight characteristics of effective vocabulary instruction (Tollefson, J., 2006).

1. Effective vocabulary instruction does not rely on definitions. Rather good instruction emphasizes dialogue, describing a word and relating it to students' experience.  
The LINCS Vocabulary strategy can begin the development of understanding of the meaning of the word. Other Content Enhancement Routines that will help to deepen students' knowledge include the Clarifying Routine, The Vocabulary LINCing Routine, the FRAME, and the Anchoring Table and Concept Diagram for vocabulary words that are concepts.
2. Effective vocabulary instruction expresses knowledge of terms in two ways: linguistically and nonlinguistically.  
In teaching vocabulary, "nonlinguistically" very often means the use of imagery—graphics, pictures, drawings—to enhance understanding.  
SIM interventions that incorporate nonlinguistic or imagery elements include the Vocabulary LINCing Routine, the Recall Enhancement Routine, and the Visual Imagery Strategy.

Effective vocabulary instruction involves gradual shaping through multiple exposures. Four types of practice activities can extend instruction: comparing,

classifying, creating metaphors, and creating analogies. SIM interventions that can assist include

- comparing—Concept Comparison Routine;
- classifying—the TOWER diagram of the Theme Writing Strategy; the Concept Mastery Routine: always present, sometimes present, never present characteristics; and the Frame Routine; and
- creating metaphors and creating analogies—the Concept Comparison Routine.

3. Effective vocabulary instruction involves teaching word parts to enhance student understanding. The Word Identification Strategy is designed to help students recognize parts of words and can be very powerful when it is used across a school in all content areas.
4. With effective vocabulary instruction, different types of words require different types of instruction. It may be necessary to consider the way the word in the context of different parts of speech. For example each part of speech has distinguishing features and functions. A conceptual understanding of these parts of speech is important.
5. Effective vocabulary instruction involves talking about words learned. Interacting with others and describing words is important to achieve a comfort level with new vocabulary. When a comfort level is reached, the student will use the word in writing. Related SIM interventions include Cooperative Thinking Strategies and the Content Enhancement element of co-constructing the visual devices through classroom instruction.
6. Effective vocabulary instruction involves playing with targeted words. As students learn and begin integrating pieces of knowledge, games can make learning exciting and fun and arouse curiosity.
7. Effective vocabulary instruction focuses on words with the greatest likelihood of increasing academic success. A list of content-specific words is provided in Marzano's book, *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*, (2004). The words are identified by grade level and are considered to be important for students

to know based on a survey of academic standards across the county.

**Working with Words.** Remember that students need intensive study and practice to add new words to their vocabulary. Here are a few ways that have been adapted from Isabel Beck's book, *Bringing Words to Life* (2003).

- **Fostering alertness.** Help your students develop alertness for new words. Encourage them to notice situations and the context in which words are used outside of class. They can collect and bring in unfamiliar words they have found in newspapers or heard adults say. Peggy Graving-Reyes cautions that these new words should be "G" grandmother-rated.
- **Word associations.** After presenting a number of new words with their explanations, ask students to identify relationships with their meanings. Beck uses this example. "Which word goes with crook? Answer: accomplice.
- **Have you ever?** In this process, students create a place in their vocabulary for new words. Introduce the new word as part of a question. "Have you ever urged someone to help you? This approach helps students relate the word to something they have personally done and places it in a context they understand.
- **Idea completions.** Start a sentence using the target word and have the students complete it. If they can finish the sentence appropriately, they probably understand what the word means.
- **Be dramatic.** Give your students a set of words and a brief description of a situation. Ask them to use the words to write a short script.

Teachers can be the catalyst to activate students' vocabulary awareness. Model both your excitement in learning new words and a passion for trying new words in your vocabulary. Beck advises, "Teachers, through their own choice of words, should strive to have students become accustomed to hearing words they do not know, words that are beyond their current knowledge...that stretch their

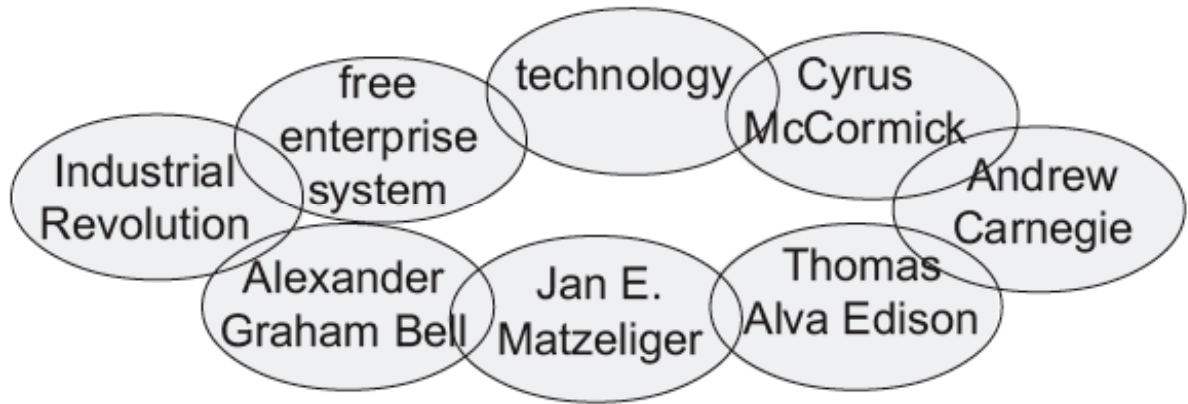
expectations of language (Graving-Reyes, P., & Reyes, J., 2006).

**Vocabulary Activities.** These activities can be used to provide additional practice or review on vocabulary words at the end of a chapter or unit.

**Pinwheel.** This is a cooperative learning activities that can be used with the whole class. Students can work in groups of six (3x3), eight (4x4), or ten (5x5). The following directions are for groups of eight. Make sure you have enough space in your classroom or go to a larger space where students can form the circles required in the activity.

Divide the class into groups of eight, and divide each group in half. Four students stand back-to-back to form an inside circle facing out. Four students form an outside circle, with each student facing one of the students in the inside circle. Students in the inside circles are given different sets of five vocabulary words with their definitions. They quiz the outside circle partners as directed (say the word and the partner gives the definition, or vice versa). When all five words are completed, the teacher tells the students to "pinwheel." That means the students on the outside circles move one space to the left to change partners. Now each student has a new partner, and the outside circle students are quizzed on a new set of words. This process continues until the students on the outside circle have reviewed all sets of words. The teacher then calls "outside in and inside out." The students switch places and roles. The new students on the inside circle take the sets of vocabulary words and quiz their partners the same way.

**The Chain Game.** The teacher draws links (ovals) on the blackboard or overhead to create a chain, then writes a vocabulary word in each link. The teacher selects the first player. This student chooses any word in the chain, reads the word, and defines it. The teacher or first player selects the second player. The second player re-reads and defines the word selected by the first player, then reads and defines the word of his or her choice to the right or to the left of the first word. Successive players are chosen in the manner determined. Each player from No. 3 on will begin at the starting word and proceed in the chosen direction to the next word in the chain, reading and defining each word in between (Parrot, P., 1998).



## Resources

**Dictionaries.** Use dictionaries with simplified formats. They should have easy-to-follow pronunciation guides and definitions. Basic English dictionaries and elementary school dictionaries are generally adequate for this strategy.

Online dictionaries such as these <http://dictionary.reference.com> and <http://www.m-w.com/> are useful for students.

*Franklin Spelling Ace.* This English-language spelling corrector with thesaurus offers phonetic spelling correction for over 100,000 words, synonyms and antonyms, and games. Additional words can be added.

*Children's Talking Dictionary & Spell Corrector.* This dictionary and spelling corrector includes over 40,000 easy-to-understand definitions. An animated handwriting guide demonstrates print and cursive styles. This tool also includes a rhyme finder, five word-building games, and a vocabulary word list that can be created by the user.

*Merriam-Webster® Speaking Dictionary & Thesaurus.* This tool provides access to 120,000 words, 300,000 definitions, and 500,000 thesaurus entries. Additional features include Learn-A-Word, Phonetic Spell Correction, Grammar Guide, SAT word list, custom word list, and games.



*Speaking Merriam-Webster's Collegiate® Dictionary*, 11th Edition. This tool provides access to definitions and accurate pronunciation of over 200,000 words and 500,000 synonyms in the advanced thesaurus and grammar guide. Additional features include and automatic phonetic spell corrector, interactive word games, and potential for connectivity to a computer and use of eBook titles.

*Merriam-Webster's Word Central*. offers kids a student dictionary, Daily Buzzword, and interactive word games. It also includes homework help.  
<http://www.wordcentral.com>

*Collins Cobuild – Student's Dictionary Plus Grammar: Plus Cd-Rom [Third Edition] 2005*. Collins Cobuild books and resources are designed as reference tools for learners of English. This third edition offers up-to-date coverage of today's language plus full-length English Grammar.

**Vocabulary Knowledge.** Keeping up with the research on vocabulary is important for every teacher. These books provide a good overview.

*Bringing Words to Life, Robust Vocabulary Instruction* by Isabel Beck, Margaret McKeown, Linda Kucan, (2003). Guilford Press. This book provides a research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. Teachers are guided in selecting words for instruction; developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom.

*Building Background Knowledge for Academic Achievement: Research on What Works in Schools*, by Robert Marzano. (2004). Association for Supervision and Curriculum Development. This book describes different kinds of background knowledge including general and academic backgrounds. Factors that affect the acquisition of background knowledge include opportunities that students have to add to their own experiences such as travel, visiting museums, having books read aloud, or even television.

*Teaching Vocabulary in All Classrooms*, by Camille Blachowicz and Peter J. Fisher, (2005) Third edition. Englewood Cliffs, NJ: Prentice Hall. This text includes classroom-tested strategies including using metacognitive and contextual cues. This edition also addresses the needs of the ELL student and has a chapter on spelling and word structure.

<http://vig.prenhall.com/catalog/academic/product/0,1144,0131198033,00.html>

*Teaching Vocabulary to Improve Reading Comprehension*, by William E. Nagy. (1988). International Reading Association. This research-based book includes practical approaches (mainly prereading activities) that can be adapted to meet the needs of individual students.

<http://www.reading.org/publications/bbv/books/bk151/>

*The Vocabulary Book: Learning and Instruction* (Language and Literacy Series), by Michael Graves. (2005). New York: Teachers College Press. This text presents a comprehensive plan for vocabulary instruction from kindergarten through high school with classroom examples and strategies. The comprehensive plan includes four parts: rich and varied language experiences, teaching individual words, teaching word learning strategies, and fostering word consciousness.

<http://store.tcpres.com/0807746274.shtml>

*Vocabulary Development (From Reading Research to Practice, V. 2)* by Steven A. Stahl. (1999). Cambridge, MA: Brookline Books. Steven Stahl evaluates classic and contemporary views on vocabulary and reading comprehension based on research and practice. Topics covered include the relationship between vocabulary knowledge and reading comprehension, how people learn words from context, and what it means to "know" a word. The author presents general principles for teaching words and word meanings and procedures for teaching word meanings as concepts. Each chapter presents a topic and how it is addressed in the research literature, then how the findings can best be used in classroom practice, connecting new findings with work with students.

*Vocabulary Instruction: Research to Practice*, by James F. Baumann and Edward Kameñui (editors). (2003). New York:

Guilford Press. This highly practical book presents research-based approaches to building students' vocabulary and promoting a lifelong appreciation of words. Prominent researchers identify and discuss the multiple components of effective vocabulary instruction--teaching the meanings of specific words, teaching students strategies for learning new words on their own, and providing opportunities for word and language play. In every chapter, findings on the processes of successful vocabulary learning are translated into useful, effective, instructional activities and techniques. Outlined are important new ideas for designing curricula and providing experiences that help students of all ages and skill-levels gain access to the meanings of words that they read.

*Vocabulary: FLARE Professional Paper* (Undated) The Florida Literacy and Reading Excellence Center, Orlando: University of Central Florida. The connection between a strong vocabulary and comprehension is irrefutable. Students who read widely and understand how words represent concepts have a distinct advantage over students who know few words and are unable to access word meaning. By activating background knowledge, providing frequent exposure to new words and showing students how to use vocabulary tools such as maps and webs, teachers can help students increase their vocabulary skills and knowledge.

[http://flare.ucf.edu/FLaRE\\_Professional\\_Papers.htm](http://flare.ucf.edu/FLaRE_Professional_Papers.htm)

### **Teaching Materials**

*Makes Sense Strategies, Lexicons: 101 Memory-Enhanced Vocabulary Terms for High Stakes Tests*, by Sheila Hostetter Martin, Nancy Hart Shepack, and Edwin S. Ellis, (2003). Masterminds Publishing, LLC. Tuscaloosa, Alabama. A resource based on key-word mnemonics and the LINCS Vocabulary Strategy, this guidebook provides guidelines for using an extensive array of ready-to-use mnemonic cartoons and stories, quizzes, and unit tests for teaching vocabulary terms commonly found on high-stakes tests such as exit exams, college entrance exams, and national norm-referenced achievement tests students take at various grade levels. Appropriate for grades 5-12. Black-line masters are included.

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*Weighty Word Book*, by Paul M. Levitt, Douglas A. Burger, and Elissa S. Guralnick, Authors, Janet Stevens, Illustrator, (2000). Roberts Rinehart Publishers, Lanham, MD. Funny and light stories containing puns that provide mnemonic devices for remembering definitions. For example, Gerry-hat-tricks is a mnemonic for remembering "geriatrics." Available from Amazon.com

*Vocabulary Connections '04*. Passages with activities for using context clues, root words, word origins; eight titles Reading Level 1-8 Grade Level 1-8; Reading Level 9-12, Grade Level 9-12. <http://www.steck-vaughn.com>

*Vocabatoons*, a collection of vocabulary words with visual images; *Vocabulary Cartoons: Building an Educated Vocabulary With Visual Mnemonics* (Paperback), several books by Sam Burchers, Max Burchers, and Bryan Burchers, New Monic Books, 314c Tamiami Trail, Punta Gorda, FL 33950. Available at <http://www.Amazon.com>

*Sunshine State Standards Vocabulary List*. The vocabulary lists located for each of these curricular areas were compiled to assist teachers, students, and parents with the identification of fundamental terms relating to the Sunshine State Standards. Resources are subject area and grade-level area specific. Instructional strategies are also included for further assistance. Available for Language Arts, Mathematics, Science, Social Studies, Fine Arts, Foreign Language, Physical Education, and Health <http://www.sunshineconnections.org/curricula/overview/overview.htm>

*Web English Teacher Vocabulary Instruction*. This site lists links to 40 excellent sites that focus on vocabulary instruction, including an AP word list, Latin and Greek roots, prefixes and suffixes, and video lessons. <http://www.webenglishteacher.com/vocab.html>

*A.Word.A.Day*. AWAD includes a vocabulary word, its definition, pronunciation information with audio clip, etymology, usage example, quotation, and other interesting tidbits about words to subscribers every day. You can think of it as a word trek where we explore strange new words. Words are usually selected around a theme every week. <http://www.wordsmith.org/words/today.html>

## References

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## **Correlation with K-12 Reading and Language Arts Sunshine State Standards**

### **Grade 4**

#### **Reading Process: Vocabulary Development**

The student will:

LA.4.1.6.1 use new vocabulary that is introduced and taught directly;

LA.4.1.6.3 use context clues to determine meanings of unfamiliar words;

LA.4.1.6.4 categorize key vocabulary and identify salient features;

LA.4.1.6.5 relate new vocabulary to familiar words;

LA.4.1.6.6 identify "shades of meaning" in related words (e.g., blaring, loud);

LA.4.1.6.7 use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;

LA.4.1.6.8 use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;

LA.4.1.6.9 determine the correct meaning of words with multiple meanings in context; and

LA.4.1.6.10 determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.

#### **Literary Analysis: Fiction**

The student will:

LA.4.2.1.7 identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and

LA.4.2.1.8 recognize that vocabulary and language patterns have changed in literary texts from the past to the present.

### **Grade 5**

#### **Reading Process: Vocabulary Development**

The student will:

LA.5.1.6.1 use new vocabulary that is introduced and taught directly;

LA.5.1.6.3 use context clues to determine meanings of unfamiliar words;

LA.5.1.6.4 categorize key vocabulary and identify salient features;

LA.5.1.6.5 relate new vocabulary to familiar words;

LA.5.1.6.6 identify "shades of meaning" in related words (e.g., blaring, loud);

LA.5.1.6.7 use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;

LA.5.1.6.8 use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;

LA.5.1.6.9 determine the correct meaning of words with multiple meanings in context;

LA.5.1.6.10 determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and

LA.5.1.6.11 use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.

### **Literary Analysis: Fiction**

The student will:

LA.5.2.1.7 identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and explain how it is used to describe people, feelings, and objects; and

LA.5.2.1.8 explain changes in vocabulary and language patterns written across historical periods.

## **Grade 6**

### **Reading Process: Vocabulary Development**

The student will:

LA.6.1.6.1 use new vocabulary that is introduced and taught directly;

LA.6.1.6.3 use context clues to determine meanings of unfamiliar words;

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LA.6.1.6.4 categorize key vocabulary and identify salient features;

LA.6.1.6.5 relate new vocabulary to familiar words;

LA.6.1.6.6 distinguish denotative and connotative meanings of words;

LA.6.1.6.7 identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;

LA.6.1.6.8 identify advanced word/phrase relationships and their meanings;

LA.6.1.6.9 determine the correct meaning of words with multiple meanings in context;

LA.6.1.6.10 determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and

LA.6.1.6.11 use meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).

### **Literary Analysis: Fiction**

The student will:

LA.6.2.1.7 locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme; and

LA.6.2.1.8 compare language patterns and vocabulary of contemporary texts to those of historical texts.

## **Grade 7**

### **Reading Process: Vocabulary Development**

The student will:

LA.7.1.6.1 use new vocabulary that is introduced and taught directly;

LA.7.1.6.3 use context clues to determine meanings of unfamiliar words;

LA.7.1.6.4 categorize key vocabulary and identify salient features;

LA.7.1.6.5 relate new vocabulary to familiar words;



LA.7.1.6.6 distinguish denotative and connotative meanings of words;

LA.7.1.6.7 identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;

LA.7.1.6.8 identify advanced word/phrase relationships and their meanings:

LA.7.1.6.9 determine the correct meaning of words with multiple meanings in context;

LA.7.1.6.10 determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and

LA.7.1.6.11 use meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.

**Literary Analysis: Fiction**

The student will:

LA.7.2.1.7 locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis; and

LA.7.2.1.9 describe changes in the English language over time, and support these descriptions with examples from literary texts.

**Grade 8**

**Reading Process: Vocabulary Development**

The student will:

LA.8.1.6.1 use new vocabulary that is introduced and taught directly;

LA.8.1.6.3 use context clues to determine meanings of unfamiliar words;

LA.8.1.6.4 categorize key vocabulary and identify salient features;

LA.8.1.6.5 relate new vocabulary to familiar words;

LA.8.1.6.6 distinguish denotative and connotative meanings of words;

LA.8.1.6.7 identify the meaning of words and phrases derived

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from Anglo-Saxon, Greek, and Latin mythology.

LA.8.1.6.8 identify advanced word/phrase relationships and their meanings;

LA.8.1.6.9 determine the correct meaning of words with multiple meanings in context;

LA.8.1.6.10 determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and

LA.8.1.6.11 identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.

### **Literary Analysis: Fiction**

The student will:

LA.8.2.1.7 locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis; and

LA.8.2.1.9 identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts.

## **Grades 9-10**

### **Reading Process: Vocabulary Development**

The student will:

LA.910.1.6.1 use new vocabulary that is introduced and taught directly;

LA.910.1.6.3 use context clues to determine meanings of unfamiliar words;

LA.910.1.6.4 categorize key vocabulary and identify salient features;

LA.910.1.6.5 relate new vocabulary to familiar words;

LA.910.1.6.6 distinguish denotative and connotative meanings of words;

LA.910.1.6.7 identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;

LA.910.1.6.8 identify advanced word/phrase relationships and their meanings;

LA.910.1.6.9 determine the correct meaning of words with multiple meanings in context;

LA.910.1.6.10 determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and

LA.910.1.6.11 identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

### **Literary Analysis: Fiction**

The student will:

LA.910.2.1.7 analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts; and

LA.910.2.1.9 describe changes in the English language over time, and support these descriptions with examples from literary texts.

## **Grades 11-12**

### **Reading Process: Vocabulary Development**

The student will:

LA.1112.1.6.1 use new vocabulary that is introduced and taught directly;

LA.1112.1.6.3 use context clues to determine meanings of unfamiliar words;

LA.1112.1.6.4 categorize key vocabulary and identify salient features;

LA.1112.1.6.5 relate new vocabulary to familiar words;

LA.1112.1.6.6 distinguish denotative and connotative meanings of words;

LA.1112.1.6.7 identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;

LA.1112.1.6.8 identify advanced word/phrase relationships and their meanings;

LA.1112.1.6.9 determine the correct meaning of words with multiple meanings in context;

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LA.1112.1.6.10 determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and

LA.1112.1.6.11 identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).

### **Literary Analysis: Fiction**

The student will:

LA.1112.2.1.7 analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions; and

LA.1112.2.1.9 describe changes in the English language over time, and support these descriptions with examples from literary texts.

## Learning Strategies Course Alignment

### Requirement and Objectives

2. Apply skills and strategies to enhance recall and understanding of information from print or oral presentations (e.g., vocabulary, associations, visual imagery, mnemonics).

2.2 [6-8, 9-12] Use strategies to relate and integrate new information with background knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one class to another).

Specify: \_\_\_\_\_ review background knowledge first  
 \_\_\_\_\_ identify common elements or events  
 \_\_\_\_\_ distinguish what is different  
 \_\_\_\_\_ relate new information to concepts already understood  
 \_\_\_\_\_ other: \_\_\_\_\_

2.5 [6-8] 2.6 [9-12] Use mnemonic devices to identify and organize key facts, ideas, or events to increase recall (e.g., when studying for a test, when learning meaning of important vocabulary).