WELCOME
Agenda

• Introduction to *Word Intelligence*
• Basis for development and research study
• Features of the curriculum and technology components
• Video lesson demonstrations
• Q & A
Crucial for English Learners

“Vocabulary knowledge is the single best predictor of second language learners’ academic achievement across subject matter domains.”

Grant from the Institute of Education Sciences, U.S. Department of Education
Five Years of Development and Testing

Phase 1 (Years 1 and 2)
• CORE worked with vocabulary experts Drs. Biemiller, Baker, and Graves, and Principal Investigator and Professor of Education Dr. Claude Goldenberg.
• Classroom piloting deeply informed development.

Phase 2 (Years 3 and 4)
• Field-tested, evaluated, and further refined.

Phase 3 (Year 5)
• Continued data analysis and published first edition.
Meets Common Core State Standards

*Word Intelligence* is aligned with the Common Core State Standards specifically related to vocabulary and language. *Word Intelligence* directly meets the content of CCSS College and Career Readiness Anchor Standards for Language: Vocabulary Acquisition and Use Standards 4, 5, and 6

It also meets:

- Craft and Structure Standard 4
- Reading Standards for Literacy in History/Social Studies Standards 1, 2, 4
The curriculum has two editions, each designed to accelerate acquisition of academic and content-specific vocabulary.

The editions are not sequential and can be taught in either order.

The curriculum was field-tested in grades 7 and 8, and is designed to augment instruction for struggling adolescent learners at the secondary level.

*Word Intelligence* has been successfully used with students in grades 6-10.
Design of Word Intelligence

- **13 total units:** 1 orientation unit, 9 content units, and 3 review units
- **Each unit:** 8–10 lessons
- **Flexible Design:** Daily lessons of 45–55 minutes OR follow *Alternative Pacing Guide* for 15–20 minutes per day
- **New words taught each unit:**
  - Units 2–4: 40 words!
  - Units 6–8: 50 words!!
  - Units 10–12: 60 words!!!
Word Intelligence Teaches MORE!

• **450 words** taught in each edition; **900 total**

• **Orientation:** 9 prefixes, 2 suffixes, and 4 roots

• **Plus 25 additional** affixes and roots

• **Consistent, repeated practice** with strategies using context clues, morphemic analysis, dictionary use, and word families

• **Review units** after every three units

• Opportunities to build **word consciousness**
Technology Components

• Online Practice Activities
• End-of-Unit Tests shared as Socrative quizzes
• Pinterest Boards for Units 2-4
• iBook Teacher Guides for iPads
• DVDs of all Teacher Resources
• DVDs of Instructional Routines
The word is situated.

**Situated** means located at a place. *The garage was situated at the far end of the driveway.*

The next word is **imperishable**.

**Imperishable** means cannot decay or be destroyed. *The flame at the president’s grave is imperishable and burns all the time.*
imperishable. Honey, rice, sugar, and salt are the most commonly known imperishable foods.

situates. Pompeii was situated to the southeast of Vesuvius.

debris. The debris in Pompeii has never been fully removed.
Match each word with its definition.

- imperishable
- posterity
- unsupported
- narrated
- devastation
- ruin or destruction
- unbreakable; very long-lasting
- future generations
- weak; unreinforced
- told or reported; described
A rainforest is imperishable.

- True
- False
Choose the correct answer from the drop-down list.

The section in the grocery store with fresh vegetables and fruits is also known as the

- Select -
Match each word with its example.

- situated: the idea of freedom
- imperishable: on top of the table, next to the lamp
- nestled: a house of cards
- unsupported: “Once upon a time . . .”
- narrated: snuggled in warm blankets
Administer Tests Using Socrative

8. Multiple Choice Question

The love my grandparents shared is **imperishable**.

<table>
<thead>
<tr>
<th>Answer Choice</th>
<th>Correct?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 restricted</td>
<td></td>
</tr>
<tr>
<td>2 temporary</td>
<td></td>
</tr>
<tr>
<td>3 sentimental</td>
<td></td>
</tr>
<tr>
<td>4 not able to be destroyed</td>
<td>✔️</td>
</tr>
</tbody>
</table>
Informational Text

• Each unit includes four historical text passages from U.S. or world history.

• Each passage is under 400 words.

• Each passage contains 10-15 target vocabulary words.

• After teacher read-aloud, students engage in interactive text activities with a partner.
Orientation Unit: Word-Learning Strategies

- **Dictionary use**: Students learn how to read dictionary entries and decide which entry fits the usage of the text containing the target word. Students use dictionaries to confirm or clarify word knowledge.

- **Morphemic analysis**: Students learn a method of breaking words down into roots, suffixes, and prefixes to derive the meanings of words. Students learn meanings of high-incidence affixes.

- **Contextual analysis**: Students learn to infer the meanings of words in texts by examining meanings and functions of the surrounding words.
Primary Language Support

• Stand-alone lessons support Spanish speakers.
• The lessons provide Spanish translations of every target word, definition, and context sentence.
• Students determine whether the Spanish translation of each word is a cognate or a related word.
• Non-Spanish speakers review prior lessons, read independently, or complete extra-credit work.
Primary Language Support
Primary Language Support
Active Engagement with Words: A Wide Variety of Activities

• Frequent partner activities
• Multiple activities every day
• A wide variety of learning games
• Competition without consequences
• Connections to students’ experiences
• Extensive opportunities for oral language development
• Multiple modalities
Word Intelligence in Action: Process the Words
Word Intelligence in Action: Process the Words
Writing Practice

• Writing activities throughout the program cement student learning.
• HomeStudy provides writing practice at the sentence and paragraph level.
• Project-based learning in three review units provides opportunities for more extended writing.
Review and Assessment

- **HomeStudy**: Daily informal assessment.

- **End-of-Unit Tests**: Every two weeks. Each test contains 20–25 multiple-choice identification items.

- **Review**: Units 5, 9, and 13 feature a variety of required and optional team project choices plus review games.

- **Post-Tests**: Units 5, 9, and 13 test words taught in the prior three units.
What Educators Are Saying About Word Intelligence
What Educators Are Saying About Word Intelligence
Thank You!
Any Questions?

• For further information about Word Intelligence, visit www.wordintelligence.net.

• Mark Simmons is your contact for ordering materials: msimmons@corelearn.com

• Lauren Greenberg is your contact for professional development, curriculum questions and teacher support: lgreenberg@corelearn.com

• For further information about CORE, visit www.corelearn.com or contact Linda Diamond at ldiamond@corelearn.com