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Appendix A: Additional Resources

Appendix B: References Cited

Appendix C: Suggestions for Further Reading

Appendix D: Contents of the Digital Resource CD

Root Word Map

Background Information

The Root Word Map is a conceptual tool that helps students identify word relationships and nuances in word meanings with the roots of words and promotes the long-term memory's acquisition of new words and domain-specific vocabulary. Students should be encouraged to use the dictionary for some, but not all, vocabulary activities to determine the precise definition of key words and phrases. Besides learning how to spell and pronounce words, the dictionary provides the history of the word and its roots. After students identify the root of a particular word, they should use the dictionary to locate additional words that share the same root and consider the relationship the words share.

Grade Levels/Standards Addressed

See page 37 for the standards this strategy addresses, or refer to the Digital Resource CD (standards.pdf) to read the correlating standards in their entirety.

Activity

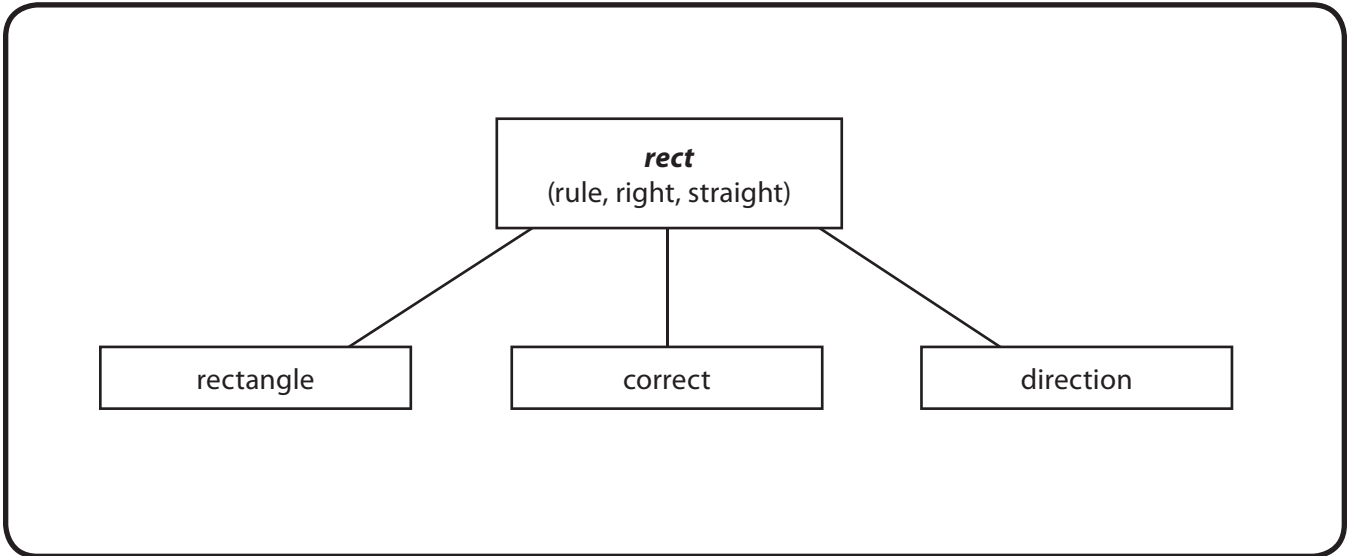
Instruct students to find the root of a vocabulary word from their reading. Allow students to use dictionaries to identify the root word, its etymology, and other related words that use the same root. Then, have students use the *Root Word Map* activity sheet (page 56, rootwordmap.pdf) to demonstrate how the words are related in meaning. Instruct them to place the root in the main box of the activity sheet. Give students dictionaries to locate other words that have the same root and place those on the graphic organizer. When students are finished, ask them to explain how the words in their map are related. Hold a collaborative class discussion about other organizational possibilities.

Differentiation

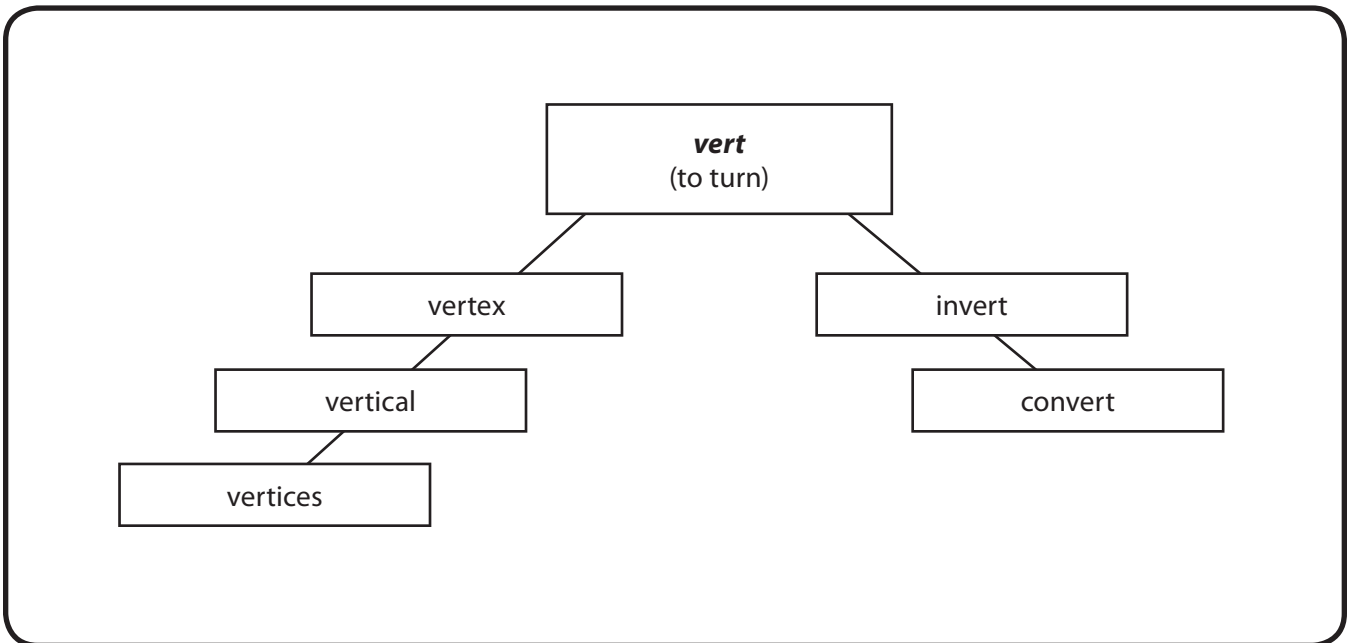
It will help English language learners to have some of the words written on the graphic organizer for them so that they can concentrate on understanding the relationships among the new words. Place these students in small heterogeneous groups that include strong readers and below-level students to help them understand the subtle differences between the different words. Above-level students should be encouraged to articulate and explain the relationships among all of the words. To challenge above-level students, ask them to reorganize the words using a different strategy.

Root Word Map *(cont.)*

Grades 3–5 Example

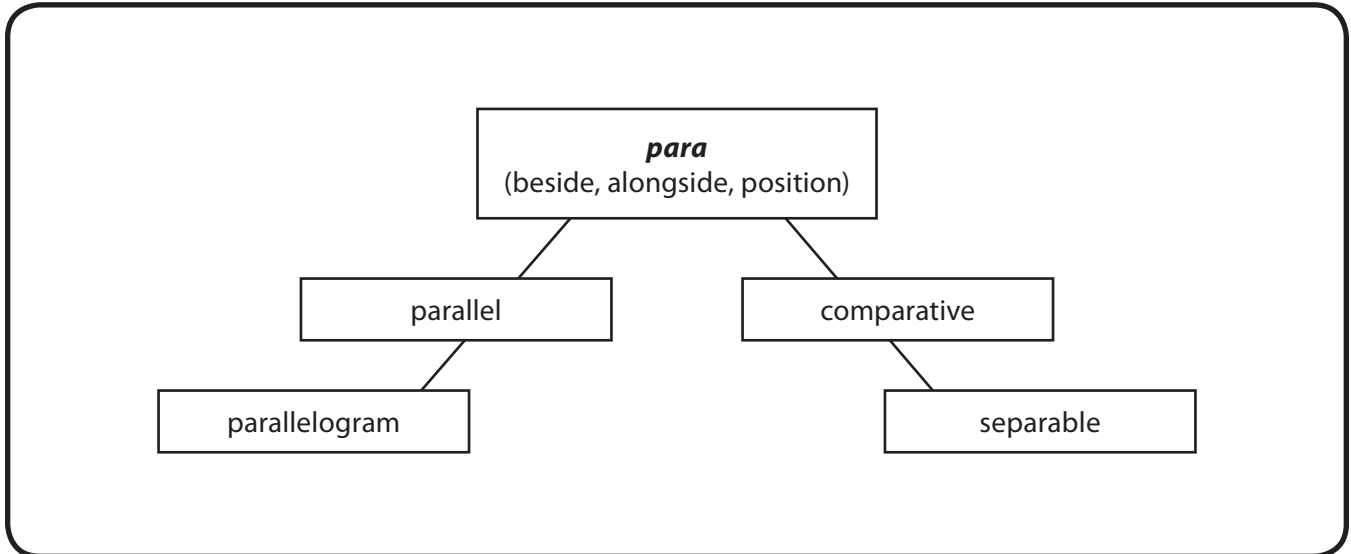


Grades 6–8 Example



Root Word Map *(cont.)*

Grades 9–12 Example



Name: _____ Date: _____

Root Word Map

Directions: Write the root of the vocabulary word in the top box. Look in the dictionary or use the Internet to locate words that have the same root. Determine how the words are related to each other, and write them in the boxes below.

