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Teaching Chapter 2: Reading, Writing, and Vocabulary

Resources Available: See the Online Learning Center for PowerPoints, Worksheets, Exercises, Quizzes, and Tests that accompany this chapter. If you use Connect, in the Connect Master Course, many of these resources are preloaded. Additionally, the Master Course contains LearnSmart Achieve modules that reinforce this chapter's content, as well as Power of Process and writing assignments that accompany this chapter.

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Teaching Tips for This Chapter

Consider assigning the chapter for outside-of-class reading and administering the chapter content quiz first thing in class on the day you have scheduled a discussion of the chapter. The content quiz simply checks to see that students have read and mastered literal comprehension of the chapter. I find it helpful to use these quizzes as quick checks to keep students doing the reading. You can administer a pen and paper version of the quiz or you can use the Connect IRW *Common Ground* Master Course preloaded quiz for this chapter. (They are the same quiz.)

Connecting Reading and Writing

Chapter 2 starts with a discussion of how reading and writing are connected. It might be helpful to have students think about their experiences with reading and writing so that they can begin to understand how reading affects one's writing and vice versa. The goal of this section of the chapter is to get students to engage in a reading process that informs their writing. Similarly, it's important to help students learn to read their own writing in a more objective way. While these ideas may seem like common knowledge, students are often surprised by the idea that their reading informs their writing.

One way to get students to see this connection is to have them analyze a new word they recently began using. Ask students to think about why they use the word. What caused them to adopt the word? How did they know when to use the word—in what contexts? I like to point out how reading affects us in unconscious ways. By reading, our minds absorb more than content; we notice—on an unconscious level—the deep structure of language, and when we speak and write, we begin to involuntarily imitate what we read. That's why good writers are almost always active readers.

Many of our students, however, will say that they hate reading. Reading is a struggle for some of them, for sure. But for others, it's simply a habit they have not developed. This moment in the course is a good time to introduce an interesting novel or to present students with a list of fiction and non-fiction books that are on their Lexile level and that would be captivating.

The first part of Chapter 2 presents a graphic (below) that shows students an integrated reading and writing process. This graphic encapsulates the various strategies used to read a text and respond to it. You might consider returning to this graphic when you are working on integrated reading and writing projects with students to remind them of the important steps in the process.

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Focusing on Vocabulary Development

Vocabulary development is a significant issue for lower-level integrated reading and writing students. And the problem is that developing one's vocabulary is not easy and does not happen overnight. Reading interventions have focused on a variety of tools to help students understand the unfamiliar words they come across, and these tools are fairly effective. By learning to use context clues and, when necessary, dictionaries, students can more effectively comprehend their reading. The process of permanently adding words to one's vocabulary, however, is more complicated.

Vocabulary development is largely an unconscious phenomenon. We learn words by hearing them and reading them, and the words we hear the most are the ones we adopt and begin to use ourselves. As much as we would like to believe that students can increase their vocabulary by memorizing words on a list, research shows that simply is not the case. Learning a word's definition to pass a test is quite different from permanently adding a word to one's vocabulary. Nonetheless, one activity that seems to be a more successful way to develop vocabulary is to obtain a working knowledge of word parts. Imagine how difficult it would be to understand what you read if you did not know the meanings of prefixes such as *un* and *anti,* or suffixes such as *-ist, -ism,* or *-able.* Even if you do not fully understand what a word means, if you know what the word parts mean, you are closer to comprehension.

The lists of prefixes, suffixes, and roots in Chapter 2 are intentionally short because we have tried to select the most prevalent word parts. Because these lists are so short, students can easily memorize them. Consider having students work in groups to memorize the word parts. You might even have groups compete against each other by taking quizzes together. You will find quizzes in the Online Learning Center that cover prefixes, suffixes and roots.

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In addition to teaching word parts, students greatly benefit from learning some explicit strategies for using context clues. Chapter 2 presents four types of context clues: definition, synonym, antonym, and general information clues. The challenge is for students to *see* the clues within readings. If you can get students to actively search for a context clue when they come upon an unfamiliar word, students can usually figure out the word if they can locate the clue. Consider working on these strategies in class and then assigning the worksheet "Practice Using Context Clues," available in the Online Learning Center, for homework.

If you are new to teaching reading, you may be surprised at the necessity of teaching students how to use a dictionary. Many students *think* they know how to use a dictionary but really do not understand the various parts of a dictionary entry. Even fewer students know how to correctly use a thesaurus.

Consider taking time in class to have students download a dictionary app onto their smartphones, if they have them. If all of your students have smartphones, you could even tell them which app to download and then go over how to use the app effectively.

It's always important to talk about the dangers of using a thesaurus to "enhance" one's vocabulary. I can't talk about a thesaurus without remembering a paper one of my students wrote. The title was "The Antediluvian One." Technically, *antediluvian* means "before the deluge"; thus, an antediluvian person would have been alive before the great flood and would be quite old. The student meant "The Elderly One." Even though "The Elderly One" would still be an odd title, it is not as odd as "The Antediluvian One." I tell my students this story to make the point that a thesaurus is supposed to help you find the *most appropriate* word. Consider assigning the worksheet "Finding the Best Word," available in the Online Learning Center, to help students use a thesaurus to find the most appropriate word for particular contexts.

Finally, as you encourage your students to develop their vocabulary, consider assigning students to create a vocabulary diary. The idea is to find a word or two each week that they wish to add to their working vocabulary. Ideally, this should be a word students have heard and have never quite adopted. Encourage students to think about words they have heard in their other classes, on the news, or online. You might even present a list of words that are important for college students to know. A quick Google search for "words college students should know" will take you to multiple sites and provide you with a number of lists.

It is important that *students* select the desired words themselves. They need to *want* to add the words to their vocabulary. Once they select a word, they should write it in their diary, define it, use it in sentences, and speculate about how they will use the word in real-world contexts.

The approach to vocabulary development in *Common Ground* is to identify words that may be unfamiliar to students within each chapter. These words are in bold print and are identified with the abbreviation VCW (vocabulary collection word) in the margin.

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Example: The community library was built with funds from generous contributors. All of the funds were donations. The first donor, Mrs. Edwards, provided $50,000. She and other **philanthropists** like her made building the library possible.

VCW philanthropist

When students come across such a word, they should use context clues and word parts to try to figure out the word's meaning. If those strategies do not work, they should use a dictionary. At the end of the chapter, these words will appear in a list, and students will be prompted to select five words they would like to add to their vocabulary.

INCREASING YOUR VOCABULARY

Here is a collection of some of the words in this chapter that may be new to you.

accordingly	exorbitant	invoice	phobia
consensus	impudence	modestly	placate
cumulative	induce	necessitated	procrastinate
despondent	ingrained	philanthropist	traumatic

Select five words that you would like to add permanently to your vocabulary. On your own paper or in your vocabulary diary, write a definition for each word. Then write a sentence using the word. Next, explain how and when you might use the word in your regular activities. An example has been provided.

Example word: cumulative	
Definition	Increasing over time
Your sentence	The cumulative result of eating ice cream is weight gain.
How and when you might use this word in your regular activities	I will use this word when talking about my future plans. I'll talk about the "cumulative effect" of what I'm doing to make my future better.

Using Vocabulary.com

To reinforce learning chapter vocabulary words, consider using Vocabulary.com. Students can set up free accounts on Vocabulary.com and can find each of the vocabulary lists for each of the chapters with vocabulary words by simply looking for the list using this formula:

CG CH2 (**C**ommon **G**laces, **Ch**apter **2**)

Instructions are simple:

1. Go to www.vocabulary.com.

2. Sign up for a free account and login.

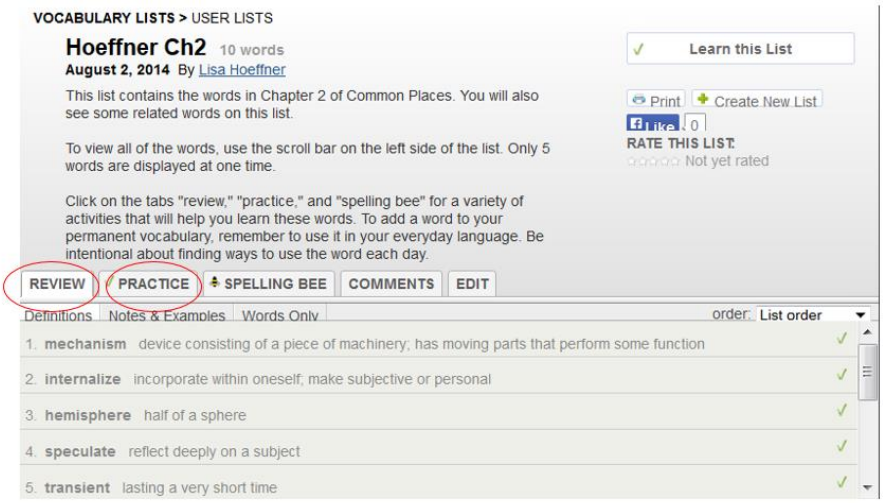
3. Go to the home page (www.vocabulary.com) and click on "lists."

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4. Type in the file name on the search bar, like this: cg ch2

5. Chapter 2 vocabulary words will appear and students will be led through activities. Once students click on a list, they will have multiple possibilities for studying.



The "review" tab provides students with the word, notes, and examples of the word used in sentences.

The "practice" tab gives students an opportunity to see what they remember.



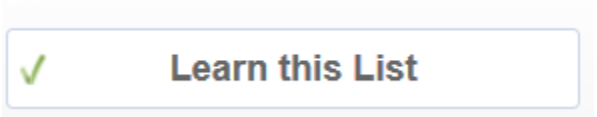
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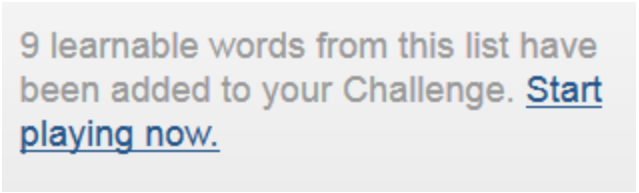
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The "spelling bee" feature speaks the word (students may need to wear headphones if working in a lab), and then students attempt to spell it in the box provided.



And even more fun, students can click on the box (in the upper-right quadrant) that says "Learn this List" and then click on "Start playing now." Students will then be given a variety of question types that help them learn the words on the list.





Vocabulary.com is great for studying the chapter words, but it also contains more powerful self-study tools that students may want to use. You may want to spend some time using the program so that you can show students the other resources it offers—all free of charge! By the way, instructions for using Vocabulary.com are in the Connect IRW *Common Ground*

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Master Course. Each chapter with vocabulary words contains a link to Vocabulary.com, as well as a preloaded vocabulary quiz for the chapter.

You can also find the vocabulary quizzes available for downloading as Word documents.

End of Chapter Exercises

The reading in this chapter, "More Than a High School English Lesson," is taken from the U.S. Peace Corps website. It presents the story of how a group of high school girls developed a smartphone app to help people find potable water. After reading and answering questions, students are prompted to examine and write about a smartphone app they have used or to come up with an app that, if developed, would be helpful. Consider having students do prewriting in groups to help with the process of generating ideas.

Vocabulary, Content and Application Quizzes for this chapter are available in the Online Learning Center and in the Connect *Common Ground* Master Course.

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Teaching Chapter 2: Annotating Texts and Developing Vocabulary

Resources Available: See the Online Learning Center for PowerPoints, Worksheets, Exercises, Quizzes, and Tests that accompany this chapter. If you use Connect, in the Connect Master Course, many of these resources are preloaded. Additionally, the Master Course contains LearnSmart Achieve modules that reinforce this chapter's content, as well as Power of Process and writing assignments that accompany this chapter.

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Starting with the Chapter Quiz

Consider assigning the chapter for outside-of-class reading and administering the Chapter 2 Content Quiz first thing in class on the day you have scheduled a discussion of Chapter 2. The content quiz simply checks to see that students have read and mastered literal comprehension of the chapter. We find it helpful to use these quizzes as quick checks to keep students doing the reading. You can administer a pen and paper version of the quiz or you can use the Connect IRW *Common Places* Master Course preloaded quiz for this chapter. (They are the same quiz.)

Teaching Tips for Chapter 2

The Connections Between Reading and Writing

The glue that ties together reading and writing is emulation, both intentional and unintentional. Most of us know that our writing has been heavily influenced by our reading. I (this is Lisa writing) often tell my students about moments in my life when I realized how my reading influenced me. One of the problems I had as a young student was using words I didn't fully understand. I loved reading, but I didn't always take the time to look up words that were new to me. I depended on context clues to figure them out. As a consequence, sometimes the definitions I had inferred were not quite on target, but the words became part of my vocabulary anyway. I'd then use the words in my writing, and I would not always use them correctly. The point here is not that I should have looked up the words but that I added words to my vocabulary without intending to do so!

Students are usually unaware of the profound effects reading has on literacy. Making it clear early in the course that how we read affects how we write is helpful in encouraging students to take their reading tasks seriously. Maybe you have stories you can share with your students about how your reading has unconsciously affected your thinking or writing. Many of us have read Dickens or some other British writer and have begun using phrasing or terminology that we would not ordinarily use. A more significant use of unintentional emulation occurs when we think about forms and genres. For instance, if you ask your students to write a slogan for a product, once they know what the term "slogan" means and you give them a simple example ("Got milk?" "The Quicker Picker-Upper," "What's in Your Wallet?"), you won't have to give them rules about the form. They will intuit that a slogan is a short, pithy phrase that captures the essence of an idea or product. If you ask them to write their own slogan for a new brand of chewing gum or a new smart phone, they'll be able to do it. A related type of advertising is the "jingle," a short song associated with a product. Some students may wish to put their talents to use and create a jingle rather than a slogan. (By the way, a fabulous list of jingles is available at Taglineguru: http://www.taglineguru.com/sloganlist.html.)

The point is simply that we use unintentional emulation all the time. We infer the "rules" for literary forms such as jingles, limericks, and Craigslist ads. So we are all capable of emulation. What if we put our emulation skills to more intentional use? Many of us can share stories about when we did just that.

One story I share with my students is how, when I took my first graduate class, I felt petrified. I knew the course was supposed to be hard, and I wasn't sure I had what it takes to get

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a master's degree. The first day of class, our instructor told us that the only papers that would receive grades of "A" would be publishable papers. Publishable?! My doubts were confirmed: the class would indeed be disastrous, I thought.

But I took up the challenge, and, after class, I went to the university library and started looking for the kinds of papers that were published about the subject of that class: contemporary American literature. I found journals that were devoted to precisely that field, and I made copies of several articles. I read those articles during the following weeks, and I noticed characteristics that the articles shared. Most of them began by explaining existing research on the topic the papers addressed. They next presented the writer's thesis statement, followed up by proof that would often consist of quotations and explanations. The papers always had works cited pages, and certain kinds of sources were cited and included on the works cited pages. I had found models to emulate, had figured out the characteristic features of those models, and I felt much more competent to write the kind of paper the instructor demanded.

Our students often feel like I did in that first graduate class. They are unsure of themselves and apprehensive. And many of them do not have the self-direction to find a solution to their writing apprehension. Teaching students to use emulation intentionally as a method for becoming better writers is one way to relieve their anxiety. It is helpful to explain how to transfer the skill of emulation to other courses. If a sociology instructor asks students to write a case study, students should emulate existing case studies. If they were writing scholarship request letters, they should find models, and so on.

Some instructors worry that students will not be able to distinguish between emulation and plagiarism. This is a legitimate concern and one that should be addressed in class. In fact, the discussion of emulation is an opportune moment to teach students what plagiarism is—and what it is not. We all "borrow" turns of phrase, writing conventions, textual features, and so on. Indeed, being a smart "borrower" shows that we have been initiated into the field. We can talk the talk of professionals (without plagiarizing) by using the writing conventions in our areas of expertise. Students need to understand that using the conventions of writing that are accepted in higher education will give them status: their writing will become what their professors expect, value, and reward. Thus, emulation is a smart step toward success in college.

Developing Annotation Skills

Annotating a Text's Content

This chapter focuses on two areas in which students often need development: annotating and acquiring vocabulary. We begin with annotation because it is such an important part of the reading process. Developmental students are often naïve about the reading process. They often think they can read a text passively—without using any annotating process—and comprehend it. More importantly, when asked to annotate, many students simply do not know what to mark. This makes sense: if they knew what to mark, they would be able to identify the major

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supporting ideas and might be well on their way to identifying the main idea. Therefore, we begin with a run-down on how to annotate a text.

A good warm-up activity to introduce the importance of annotation is to conduct an experiment. Tell students you will be handing them a sheet of paper with an activity on it, and explain that not every student will have the same activity. Students are to do what their page says and not worry about what other students are doing. What you will be giving them is a reading. All students will have the same reading. Some students, however, will receive instructions to annotate, and other students will receive instructions to simply read the passage. Once students have had enough time to complete their reading (or reading and annotating), you will take up the papers and give them a very brief quiz on the topic. If the experiment works the way it should, the students who had annotated their papers will do better on the quiz than those who did not. Here is a reading and quiz you might use for this activity.

Version A (no annotating) **Give this version to half of your students.**

Instructions: Read the following information carefully so that you fully understand the content.

West Nile virus

West Nile virus is a disease spread by mosquitoes. The condition ranges from mild to severe.

Causes, incidence, and risk factors

West Nile virus was first identified in 1937 in Uganda in eastern Africa. It was first discovered in the United States in the summer of 1999 in New York. Since then, the virus has spread throughout the United States.

The West Nile virus is a type of virus known as a flavivirus. Researchers believe West Nile virus is spread when a mosquito bites an infected bird and then bites a person.

Mosquitoes carry the highest amounts of virus in the early fall, which is why the rate of the disease increases in late August to early September. The risk of disease decreases as the weather becomes colder and mosquitoes die off.

Although many people are bitten by mosquitoes that carry West Nile virus, most do not know they've been infected.

Risk factors for developing a more severe form of West Nile virus include:

- Conditions that weaken the immune system, such as HIV, organ transplants, and recent chemotherapy
- Older or very young age
- Pregnancy

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West Nile virus may also be spread through blood transfusions and organ transplants. It is possible for an infected mother to spread the virus to her child through breast milk.

http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0004457/
(This source came from the National Institutes of Health, a US government organization.)

Version B (annotating required) Give this version to half of your students.

Instructions: Read and use a pen or pencil to annotate this page. Write down notes in the right column (follow instructions); mark or underline any important information as you read. You may use any annotation symbols you'd like to help you understand the reading.

West Nile virus

West Nile virus is a disease spread by mosquitoes. The condition ranges from mild to severe.

Causes, incidence, and risk factors

West Nile virus was first identified in 1937 in Uganda in eastern Africa. It was first discovered in the United States in the summer of 1999 in New York. Since then, the virus has spread throughout the United States.

The West Nile virus is a type of virus known as a flavivirus. Researchers believe West Nile virus is spread when a mosquito bites an infected bird and then bites a person.

Mosquitoes carry the highest amounts of virus in the early fall, which is why the rate of the disease increases in late August to early September. The risk of disease decreases as the weather becomes colder and mosquitoes die off.

Although many people are bitten by mosquitoes that carry West Nile virus, most do not know they've been infected.

Risk factors for developing a more severe form of West Nile virus include:

- Conditions that weaken the immune system, such as HIV, organ transplants, and recent chemotherapy
- Older or very young age

Your Notes: Write notes about each of the points in this column.

Define West Nile Virus in your own words: _____

_____

Supply important dates:

Use this margin to make 4 or more notes about the important information you find in the text:

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• Pregnancy West Nile virus may also be spread through blood transfusions and organ transplants. It is possible for an infected mother to spread the virus to her child through breast milk. http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0004457/ (This source came from the National Institutes of Health, a US government organization.)	**Source of this information?**

Quiz Questions:

1. What is the source of this information? (The US organization, National Institutes of Health)

2. When was West Nile virus first discovered? (1937)

3. When did West Nile come to the US? (1999)

4. What U.S. state was affected first? (New York)

5. What kind of virus is West Nile virus? (flavivirus)

6. What three risk factors make a person more susceptible to West Nile virus? (compromised immune system, old or young age, pregnancy)

This exercise should show your students that annotating texts is a helpful activity to read and retain information. If you end up in the unlucky circumstance of having the experiment fail, ask students if they can think of a time when annotating *did* help them to remember contents. (This experiment usually works, but there are always flukes!)

Consider also using the PowerPoint "Annotation Strategies that Work." Presenting the information in the form of slides that you talk through will help particular learners understand it more clearly.

One way to reinforce annotation skills development is to have students complete annotation exercises outside of class. You can use the Power of Process tool in Connect IRW for this homework by selecting any reading from the many available readings and setting up the process wheel so that students are required to annotate. In the Connect IRW *Common Places* Master Course, you will find four preloaded Power of Process assignments that focus on annotation only. Consider having students annotate all four of these assignments and grading only one of them. As a general rule, developmental students need a lot of practice, but if we try to grade every single practice activity, we will find our jobs onerous. In general, I try to find a way to make practice activities meaningful by grading them, but I grade only a portion of them so that the grading load doesn't become impossible.

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As an alternative, you could have students annotate only one Power of Process assignment and then give students a simple quiz on the content of the reading with the assumption that if students annotate correctly and study their annotations, students will make a passing grade on the quiz.

Annotating a Text's Features

In the previous activity, the students who were prompted to annotate primarily annotated content issues. Students are most familiar with reading for content. Reading above the text to recognize a writer's rhetorical choices is a type of reading many students have not practiced. Nonetheless, it is crucial they begin to read for more than just content. One way to help students read above the text is to redefine "text" from a rhetorical perspective. Consider asking your students these questions:

> What is a text?
>
> They may answer something like this: "A text is a set of ideas that work together to communicate a main point (a main idea)."
>
> What is a painting?
>
> They may answer something like this: "A painting is an artist's rendition of a subject."
>
> How are texts and paintings alike?

- Both communicate a message.
- In painting, artists choose colors, brush strokes, and intensity, and they make other decisions to create an impression; in texts, writers choose features to use to communicate a dominant impression or idea.
- Writers have tools they can use for texts just as artists have tools they can use for paintings.

The Common Text Features chart in Chapter 2 provides some of the features students will find in texts. Ask students to think of additional features they may find in texts. For example, students may find statistics, historical references, figurative language, and a number of items not on the chart. While students are often familiar with these features (they know what examples are, for instance), students are not familiar with reading in such a way as to identify the features they come across in a text.

One way to encourage the identification of features is to use a very intentional strategy. Consider having students create one note card for each text feature they can think of. For instance, one note card might say "example," while another might say "transition," and yet another might say "historical reference." Once students have a set of cards, you can either have them work in groups or work individually to identify the features of particular passages. Find a reading in Power of Process, if you wish, or in the textbook or an online newspaper, and have the students analyze particular passages that present text features. Students should go through their cards, one by one, and determine whether the text matches the feature on the card.

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If you are new to teaching reading, this kind of activity may seem elementary. However, I have found it very helpful to make the process overt—and kinesthetic. Even the students who have a knack for identifying text features will benefit from having a set of cards that remind them about text features they may have forgotten to scan for.

Since visual aids are a type of feature, we have included a PowerPoint presentation on how to analyze visual aids. You may want to use this PowerPoint for this chapter or to use it for a later chapter when you present drawing inferences from visual aids or using visual aids as illustrations.

You can also use the worksheet "Identifying Text Features" to accomplish this activity. In addition, the worksheet has been preloaded into the Connect IRW *Common Places* Master Course. The worksheet reprinted here has some suggested answers noted.

Don't be discouraged if your students do not seem to master annotation of text features immediately. I have found it often takes an entire semester for students to start reading above the text. If you always present texts by showing students the features of those texts (even in the textbook!), you will reinforce this kind of reading, and students will begin to think differently about how they must read.

Developing Vocabulary Skills

The Vocabulary Feature in Chapters 2, 3, 4, 5, 7, 8, 9, and 10

In most chapters, students are prompted to use context clues to define vocabulary words they will come across as they read the text. These are *not* pedagogical terms; rather, they are general vocabulary words that are appropriate for college-level reading. The method we use to encourage acquisition of new vocabulary words is to have students intentionally use context clues to define the designated vocabulary words they come across. Students should attempt to define the word without any help from a dictionary. Next, they should consult a dictionary and see if their definitions match. No more than eight words are designated in each chapter. The idea is to have students get in the habit of *thinking about* how they treat new words they come across in their reading.

At the end of each of these chapters, students are presented with the vocabulary words that have been designated and are given the challenge to use the words—very intentionally—in particular everyday situations. For example, in Chapter 2, students are prompted to use the word "speculate" by determining a situation appropriate for the word:

> List each of the five words you plan to use this week, and make note of a context in which you could use each word.
>
> Example: Speculate. I can use this word when I predict what will be on tests or
>
> what we'll do in class.

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Using Vocabulary.com

To reinforce learning chapter vocabulary words, consider using Vocabulary.com. Students can set up free accounts on Vocabulary.com and find each of the vocabulary lists for each of the chapters with vocabulary words by simply looking for the list using this formula:

CP CH2 (**C**ommon **P**laces, **Ch**apter **2**)

Instructions are simple:

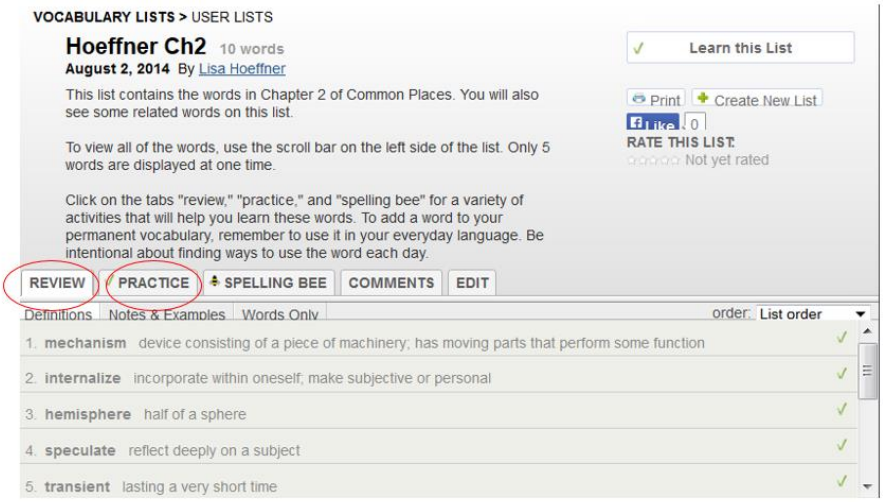
1. Go to www.vocabulary.com.

2. Sign up for a free account and login.

3. Go to the home page (www.vocabulary.com) and click on "lists."

4. Type in the file name on the search bar, like this: cp ch2

5. Chapter 2 vocabulary words will appear, and students will be led through activities. Once a student clicks on a list, he or she will have multiple possibilities for studying.



The "review" tab provides students with the word, notes, and examples of the word used in sentences.

The "practice" tab gives students an opportunity to see what they remember.

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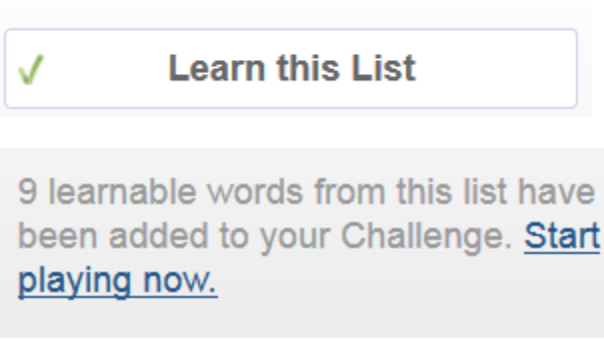
The "spelling bee" feature speaks the word (students may need to wear headphones if working in a lab), and then students attempt to spell it in the box provided.



And even more fun, students can click on the box (in the upper right-hand quadrant) that says "Learn this List" and then click on "Start playing now." Students will then be given a variety of question types that help them learn the words on the list.

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Vocabulary.com is great for studying the chapter words, but it also contains more powerful self-study tools that students may want to use. You may want to spend some time using the program so that you can show students the other resources it offers—all free of charge! By the way, instructions for using Vocabulary.com are in the Connect IRW *Common Places* Master Course. Each chapter with vocabulary words contains a link to Vocabulary.com, as well as a preloaded vocabulary quiz for the chapter.

You can also find the vocabulary quizzes available for downloading as Word documents.

Using Dictionaries

Although many students are not inclined to use traditional dictionaries, students should still know *how* to use a dictionary and *why* to use one.

An obvious use of a dictionary is to avoid spelling errors. In spite of all of the technological resources students have at their fingertips, students still submit papers rife with spelling errors. One way to address this issue is to have a "no tolerance" policy. In many classrooms, dictionaries are readily available, and even if hard copies are not available, online dictionaries are easy to find and use. Thus, submitting work with spelling errors in it is usually a result of laziness (or of an inability to find the correctly-spelled word). Spelling errors (and not homophone/homonym/word choice errors) can be penalized in such a way that students learn quickly the importance of running a spellcheck on their documents. One way to start this practice is to have students submit a low-stakes writing assignment that you grade *only* for spelling errors. If a student submits a paper with zero spelling errors, he or she gets 100; if a student has one spelling error, he or she gets a zero. This may seem harsh, but if the assignment is not worth many points, it can be a learning opportunity for students. Alternatively, you could deduct 10 points for each misspelled word if you believe your students might respond more positively to that approach.

If you have access to traditional bound dictionaries, have students work through the activities in Chapter 2 using these. If your students will be in a lab or will be doing much of their work online, teaching them to use online dictionaries is a good idea. Many online dictionaries have free smartphone apps. To encourage students to use online dictionaries, you might encourage students to download a dictionary app.

Using Word Parts

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In a perfect world, students would memorize the most common prefixes, suffixes, and root words. In the IRW world, we usually do not have the time to devote to such memorization. What follows are some suggestions for getting students to learn some of the prefixes, suffixes, and roots that they will encounter in college reading.

1. Tap into prior knowledge to teach word parts. If you are teaching the prefix *pre-,* ask students to think of words that begin with "pre" and to determine how the prefix functions in those words.

2. Consider having students select a certain number of prefixes, suffixes, and roots that they wish to learn. Direct students to select the word parts they are curious about or word parts they've seen associated with the vocabulary in their field of study. Use an assessment method that enables the students to study the lists they choose.

3. Have students create crossword puzzles with the word parts they select to learn.

4. Chunk word parts into groups of seven and assign students two sets per week to memorize.

5. Have an intensive word parts study and provide students with a variety of mnemonic ideas for memorizing the prefixes, suffixes, and roots that you choose.

In the Connect IRW *Common Places* Master Course, the "Reading, Vocabulary, and Study Skills" LearnSmart Achieve module for Chapter 2 contains additional tutorials for learning word parts. Also, you will find a preloaded quiz you can assign to students to test their knowledge of ten common prefixes, ten common suffixes, and ten common roots. You can download the quiz in Word format.

Using Context Clues

We all depend on context clues for figuring out meanings, not only the meanings of words, but also the meanings of texts, actions, and oral statements. Developing readers are not as aware of the power of context clues as they need to be. The section in Chapter 2 that presents context clues offers students concrete actions they can put into practice to figure out words they do not immediately recognize.

One way to reinforce the intentional use of context clues is to model the behavior. You might select an article that concerns a subject that you are not familiar with. (Ideally, find a subject your students know about but that you do not know about! For me, that would be sports or pop music icons.) Present an article that you read as a class, and stop on the words that you personally do not understand. Students will get a kick out of knowing something you do not know and watching you try to figure out the meaning. More importantly, you will be able to model the use of context clues to figure out an unfamiliar word.

Once students are familiar with methods for using context clues, assign the worksheet "Using Context Clues." Additionally, you can assign the quiz "Using Context Clues" in Connect IRW *Common Places* Master Course to give students a chance to demonstrate their ability to use context clues to determine meanings.

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Chapter Activities: Reading and Annotating

Chapter 2 ends with a reading and writing assignment based on a passage from Frederick Douglass' *Narrative*. The passage in the textbook is a paraphrase of the original. We believe there is value in assigning the original text, but we believe that for the purposes of teaching IRW, creating a paraphrase that enables students to bypass some of the archaic diction and sentence structure is expedient and appropriate. For instructors who would rather use the original text, we have provided it in a Word document.

Even though the passage in the textbook is a paraphrase, students will still have some trouble reading and understanding parts of it. One way to help students through reading this passage is to assign it as a Power of Process reading. We have preloaded the paraphrase into Power of Process and have created tasks on the reading process wheel designed to help students make the transition from reading the text to writing about it.

In addition, we have preloaded the related writing assignment into a Connect IRW *Common Places* Master Course writing assignment. Consider customizing this assignment to match your learning objectives and your preferences regarding peer review.

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Combined Word Parts Quiz

Use the prefixes, suffixes, and roots you have learned to match each word to its definition.

_____1. interfere	a. a belief supporting equality for women
_____2. superscript	b. not yet ripe or of age
_____3. mischievous	c. writing above another word
_____4. infectious	d. unhappiness
_____5. feminism	e. a part of the whole
_____6. refund	f. flourishing or growing
_____7. semicircle	g. half of a circle
_____8. psychopath	h. able to be traced
_____9. discontent	i. one who does not do what others do
_____10. chronological	j. one who adjusts
_____11. automatic	k. to prevent an activity from being accomplished
_____12. premature	l. in time order
_____13. prosperous	m. to move from one thing to another
_____14. subdivision	n. to return money back
_____15. clarity	o. one who feels or acts in a psychotic way
_____16. transition	p. able to infect others
_____17. traceable	q. being married to more than one person
_____18. adjustor	r. the state of being clear
_____19. nonconformist	s. working by itself
_____20. polygamy	t. causing trouble in a playful way

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Combined Word Parts Quiz ANSWERS

Use the prefixes, suffixes, and roots you have learned to match each word to its definition.

___k__1. interfere	a. a belief supporting equality for women
___c__2. superscript	b. not yet ripe or of age
___t__3. mischievous	c. writing above another word
___p__4. infectious	d. unhappiness
___a__5. feminism	e. a part of the whole
___n__6. refund	f. flourishing or growing
___g__7. semicircle	g. half of a circle
___o__8. psychopath	h. able to be traced
___d__9. discontent	i. one who does not do what others do
___l__10. chronological	j. one who adjusts
___s__11. automatic	k. to prevent an activity from being accomplished
___b__12. premature	l. in time order
___f__13. prosperous	m. to move from one thing to another
___e__14. subdivision	n. to return money
___r__15. clarity	o. one who feels or acts in a psychotic way
___m__16. transition	p. able to infect others
____h_17. traceable	q. being married to more than one person
____j_18. adjustor	r. the state of being clear
____i_19. nonconformist	s. working by itself
____q_20. polygamy	t. causing trouble in a playful way

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Finding the Best Word

Using a thesaurus, find a word to use instead of the underlined word in each sentence. Make sure the word you choose fits into the sentence appropriately. Write your word in the blank at the end of the sentence.

1. Jim's fifth grade students sat in their desks and read gently. _____

2. It is rare to find a flawless sand dollar at high tide. _____

3. To cook a pie, you will need an oven. _____

4. Jennifer was making all A's in college. It was an environment in which she boomed. _____

5. We needed more wind to keep the kite upward. _____

6. The crime was committed by a youngster. _____

7. Jill made ballet seem unforced. _____

8. The hawk used its pincers to pick up the mouse. _____

9. I find it difficult to utter my ideas in a way you can understand them. _____

10. At the crime scene, investigators found blood and other natural materials. _____

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Finding the Best Word ANSWERS

Using a thesaurus, find a word to use instead of the underlined word in each sentence. Make sure the word you choose fits into the sentence appropriately. Write your word in the blank at the end of the sentence.

Answers will vary, but sample answers are provided.

1. Jim's fifth grade students sat in their desks and read gently. *silently*

2. It is infrequent to find a flawless sand dollar at high tide. *unusual*

3. To cook a pie, you will need an oven. *bake*

4. Jennifer was making all A's in college. It was an environment in which she boomed. *thrived*

5. We needed more wind to keep the kite upward. *aloft*

6. The crime was committed by a youngster. *minor*

7. Jill made ballet seem unforced. *effortless*

8. The hawk used its pincers to pick up the mouse. *talons*

9. I find it difficult to utter my ideas in a way you can understand them. *express*

10. At the crime scene, investigators found blood and other natural materials. *biological*

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Practice Using Context Clues

Read the following passage and pay attention to the underlined words. Use context clues to determine the meaning of each underlined word. Write what you think the word means in the margin. Be prepared to explain the type of context clue you used to determine the word's meaning. Do not use a dictionary.

Debt settlement companies, also sometimes called "debt relief" or "debt adjusting" companies, often claim they can negotiate with your creditors to reduce the amount you owe. Consider all of your options, including working with a nonprofit credit counselor and negotiating directly with the creditor or debt collector yourself. Before agreeing to work with a debt settlement company, there are risks that you should consider:

- Debt settlement companies often charge exorbitant fees. You may be able to do your own negotiations and not have to pay these expensive fees.
- Debt settlement companies typically encourage you to stop paying your credit card bills. If you stop paying your bills, you will usually incur late fees. In addition to getting these fees, you may also be charged penalty interest.
- Some of your creditors may refuse to work with the company you choose.
- In many cases, the debt settlement company will be unable to settle all of your debts.
- If you do business with a debt settlement company, the company may tell you to put money in a dedicated bank account, an account set aside for the purpose of debt payoff. You may be charged fees for using this account.
- Working with a debt settlement company may lead to a creditor filing a debt collection lawsuit against you. Litigation can be expensive because you will have to hire your own attorney.
- Unless the debt settlement company settles all or most of your debts, the penalties and fees on the unsettled debts may wipe out any savings the debt settlement company achieves on the debts it settles.
- Using debt settlement services can diminish your credit score, so you may not have the ability to get credit in the future.

Before you do business with any debt settlement company, contact your state Attorney General and local consumer protection agency. They can tell you if any consumer complaints are on file about the firm you're considering doing business with.

Adapted from https://www.consumerfinance.gov/ask-cfpb/what-are-debt-settlementdebt-relief-services-and-should-i-use-them-en-1457/

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Prefixes Quiz

Part 1. Fill in the blank with the meaning of each prefix.

1. anti _____	5. mid _____	9. re _____
2. dis _____	6. mis _____	10. semi _____
3. en _____	7. non _____	11. sub _____
4. inter _____	8. pre _____	12. super_____

Part 2. Based on the prefix, what do you think the word means? Write a definition in your own words.

1. antilock _____

2. premarital _____

3. distaste _____

4. interstate _____

5. semi-solid _____

6. mis-spoke _____

7. non-perishable _____

8. mid-term _____

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Prefixes Quiz ANSWERS

Part 1. Fill in the blank with the meaning of each prefix.

1. anti ___against__	5. mid ____middle__	9. re __again_____
2. dis _not, opposite_____	6. mis ___wrongly_____	10. semi __half_____
3. en _to put into_____	7. non __not_____	11. sub __under_____
4. inter __between_____	8. pre __before_____	12. super___above_____

Part 2. Based on the prefix, what do you think the word means? Write a definition in your own words.

1. antilock *not locking*

2. premarital *before marriage*

3. distaste *not tasty*

4. interstate *between states*

5. semi-solid *half or partially solid*

6. mis-spoke *spoke wrongly*

7. non-perishable *not perishable*

8. mid-term *in the middle of the term*

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Roots Quiz

Part 1. Fill in the blank with the meaning of each root.

1. audi _____	5. geo _____	9. syn, syl, sym _____
2. auto _____	6. graph _____	10. poly _____
3. bio _____	7. log _____	11. term _____
4. chrono _____	8. path _____	12. vis _____

Part 2. Based on the root, what do you think the word means? Write a definition in your own words.

1. revise _____

2. polycrystalline _____

3. biography _____

4. autobiography _____

5. sympathy _____

6. geography _____

7. terminate _____

8. audiologist _____

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Roots Quiz ANSWERS

Part 1. Fill in the blank with the meaning of each root.

1. audi *hear*	5. geo *earth*	9. syn, syl, sym *with*
2. auto *self*	6. graph *draw, write*	10. poly *many*
3. bio *life*	7. log *think*	11. term *end*
4. chrono *time*	8. path *feel*	12. vis *see*

Part 2. Based on the root, what do you think the word means? Write a definition in your own words.

1. revise *re-see*

2. polycrystalline *having many crystals*

3. biography *a graph (or writing) of someone's life*

4. autobiography *a graph (or writing) of your own life*

5. sympathy *to feel with another person (to feel the same way)*

6. geography *a graph (or map) of the earth*

7. terminate *to bring to an end*

8. audiologist *one who studies hearing*

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Suffixes Quiz

Part 1. Fill in the blank with the meaning of each suffix.

1 -acy _____	5. -ate _____	9. -able, -ible _____
2. -dom _____	6. -en _____	10. -ious, -ous _____
3. -ence, -ance _____	7. -ism _____	11. -less _____
4. -ity _____	8. -er, -or _____	12. -y _____

Part 2. Based on the suffix, what do you think the words below mean? Write a definition for each in your own words.

1. dependency _____

2. dominance _____

3. examiner _____

4. globalism _____

5. fatten _____

6. submersible _____

7. spacious _____

8. guiltless _____

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Suffixes Quiz ANSWERS

Part 1. Fill in the blank with the meaning of each suffix.

1 -acy *state or quality*	5. -ate *make or become*	9. -able, -ible *capable*
2. -dom *state or quality*	6. -en *make or become*	10. -ious, -ous *characterized by,*
3. -ence, -ance *state or quality*	7. -ism *doctrine*	11. -less *without*
4. -ity *quality of*	8. -er, -or *one who*	12. -y *characterized by*

Part 2. Based on the suffix, what do you think the word means? Write a definition in your own words.

1. dependency *state or quality of being dependent*

2. dominance *state or quality of being dominant*

3. examiner *one who examines*

4. globalism *a doctrine of the globe*

5. fatten *to make fat*

6. submersible *able to be submerged*

7. spacious *characterized by space (roomy)*

8. guiltless *without guilt*

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