
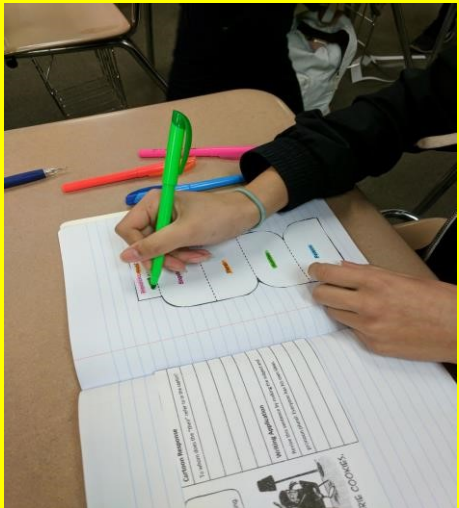



Vocabulary Academic



Literacy Center Grade 8



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- ✓ 56 Vocabulary Worksheets
 - ✓ Multiple Meaning Words
 - ✓ Greek and Latin Word Parts
 - ✓ Figures of Speech
 - ✓ Dictionary and Thesaurus Skills
 - ✓ Context Clues
 - ✓ Semantic Spectrums
 - ✓ Four Square Academic Language Words



Aligned to the Common Core Standards

Vocabulary Academic Literacy Center Grade 8

Table of Contents

Sections	Pages
How to Set up Academic Literacy Centers.....	1–5
FAQs.....	6
Vocabulary Worksheets and Study Guides Introduction,.....	7
Materials Preparation, and Pre-Teaching to the Whole Class	
Teacher Directions for the Odd-Numbered Vocabulary Worksheets.....	8–10
▪ Multiple Meaning Words	
▪ Greek and Latin Word Parts: Prefixes, Roots, and Suffixes	
▪ Language Resources: Dictionary and Thesaurus	
▪ Figures of Speech	
▪ Vocabulary Study Guides	
Teacher Directions for the Odd-Numbered Vocabulary Worksheets.....	11–12
▪ Word Relationships	
▪ Connotations: Shades of Meaning	
▪ Academic Language	
Task Card Directions for Vocabulary Worksheets and Study Guides.....	12–13
Vocabulary Instructional Scope and Sequence.....	14–18
Vocabulary Worksheets and Biweekly Unit Tests	
Vocabulary Worksheets.....	15–70
Vocabulary Worksheet Answers.....	71–77
Vocabulary Study Guides.....	78–105
Vocabulary Unit Tests.....	106–120
Vocabulary Study Guides.....	121–126
Addendum	
▪ Ten Literacy Center Rotations.....	127–139
▪ Literacy Centers Group Norms BE HEROIC! Group Norms.....	140
▪ Literacy Centers LEADERSHIP ROLES.....	141
▪ Vocabulary Center Pocket Cards and Literacy Sign Cards.....	142–145
▪ Vocabulary Academic Literacy Center Task Cards.....	146–149

Vocabulary Academic Literacy Center Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
1	crop	carn(i)vore		Idioms Expressions		
2			Synonyms: bother irritate		extrovert introvert	subsequent academy
3	bear	hema(t)oma		Idioms Expressions		
4			Synonyms: caricature imitation		abundant scarce	alter amend
5	bass	biopsy		Idioms Expressions		
6			Antonyms: virtue vice		attractive repulsive	aware capacity
7	cool	psychopath		Similes Comparisons		
8			Antonyms: voluntary compulsory		admonish praise	challenge clause
9	offense	xenophil(e)		Metaphors Comparisons		
10			Part to Whole: vowel phonics		courageous timid	compound consult
11	proceeds	epitaph		Imagery Pictures		
12			Part to Whole: galaxy universe		brilliant dim	contact decline
13	finish	victor		Adages Expressions		
14			Degree: opinion propaganda		tranquil frantic	discrete draft
15	grave	correct		Adages Expressions		
16			Degree: frugal thrifty		inept capable	entity equivalent
17	indent	podium		Alliteration Sounds		
18			Item to Category: anguish emotion		extravagant stingy	evolve expose

Vocabulary Academic Literacy Center Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
19	upset	origin		Onomatopoeia Sounds		
20			Item to Category: kidney organ		vindictive forgiving	external facilitate
21	resort	announce		Personification Comparisons		
22			Character to Location: astronomer observatory		distress cultivate	fundamental generate
23	reform	adjunct		Proverbs Expressions		
24			Character to Location: protagonist novel		blissful sullen	generation image
25	contest	affirm		Proverbs Expressions		
26			Object to its Use: scalpel surgery		obsolete outdated	liberal license
27	converse	accept		Colloquialisms Expressions		
28			Object to its Use: router network		immense miniscule	logic marginal
29	minute	pyromania		Allusions Comparisons		
30			Source and its Object: conflict friction		idle industrious	mental modify
31	resign	bellicose		Allusions Comparisons		
32			Source and its Object: mutation variation		feeble stout	monitor network
33	refuse	altitude		Consonance Sounds		

Vocabulary Academic Literacy Center Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
34			Worker to Work: tailor alteration		reckless prudent	notion objective
35	resume	pug ilist		Consonance Sounds		
36			Worker to Work: minister sermon		pliable elastic	orient perspective
37	scale	of fend		*Assonance Sounds		
38			Problem to Solution: imply infer		elude engage	precise prime
39	hail	chron icle		*Assonance Sounds		
40			Problem to Solution: infection diagnosis		clarify baffle	psychology pursue
41	chair	man age		Verbal Irony Word Play		
42			Defining Characteristic : recession unemployment		adversity prosperity	ratio reject
43	bank	il lumin(e)		Verbal Irony Word Play		
44			Defining Characteristic : verdict trial		debacle blockbuster	revenue stable
45	channel	oper ative		*Situational Irony Word Play		
46			Lack of to Object: poverty wealth		graceful awkward	sustain symbol
47	base	sequ el		*Situational Irony Word Play		

Vocabulary Academic Literacy Center Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
48			Lack of to Object: ignorance wisdom		polite inconsiderate	target transit
49	fine	sur viv(e)		*Dramatic Irony		
50			Tool to Worker: stethoscope internist		incompetent adept	trend version
51	court	proto type		*Dramatic Irony		
52			Tool to Worker: barometer meteorologist		chaotic systematized	welfare abstract
53	degree	prim acy		*Puns Word Play		
54			Cause-Effect: startle flinch		decent obscene	acknowledge aggregate
55	recover	domin ion		*Puns Word Play		
56			Cause-Effect: prejudice discrimination		endure desist	allocate assign

Boldface denotes Introductory Standard for Eighth Grade Level.

Vocabulary Worksheet #53

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

Vocabulary Words	Definitions
-------------------------	--------------------

degree (n)	1. The extent or part of the whole.
degree (n)	2. The academic title which indicates completed college coursework.

The degree ____ to which she studied for tests determined her success in each class. She had hoped to earn her degree ____ by this fall, but she had to take one more class in her major.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Directions: For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
	prim		first	_____
		acy	state or quality	_____

primacy _____

Language Resources: Dictionary and Thesaurus

Directions: Consult a dictionary to divide the vocabulary word into syllables, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

primacy () _____

Directions: Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form _____ Inflected Form _____

Puns (word play involving two or more meanings of the same word)

Directions: As used in the following sentence, interpret or explain the pun: I wondered why the baseball was getting bigger, and then it hit me.

Vocabulary Worksheet #54

Word Relationships: Cause-Effect

Directions: Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
------------------	-------------

startle (v)	To shock or surprise in a sudden manner.
flinch (n)	To react to someone or something by quickly moving away.

Connotations: Shades of Meaning

Directions: Write the vocabulary words where they belong on the ←Connotation Spectrum. →

Vocabulary Words	Definitions
------------------	-------------

decent (adj)	Following acceptable moral standards.
obscene (adj)	Extremely unfair, inappropriate, or immoral.

← honorable _____ improper _____ →

Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: acknowledge (v) Definition: To accept or give recognition.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: aggregate (v) Definition: To put together information or materials.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Study Cards #53 and #54

degree	the extent or part of the whole	degree	the academic title which indicates completed college coursework
prim	first	acy	state or quality
startle	to shock or surprise in a sudden manner	flinch	to react to someone or something by quickly moving away
decent	following acceptable moral standards	obscene	extremely unfair, inappropriate, or immoral
acknowledge	to accept or give recognition	aggregate	to put together information or materials

Vocabulary Test: Lessons 53–56

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|---------------------|---|
| ___ 17. degree | A. First |
| ___ 18. prim | B. The academic title that indicates completed college coursework |
| ___ 19. acy | C. To put together information or materials |
| ___ 20. startle | D. To accept or give recognition |
| ___ 21. obscene | E. To shock or surprise in a sudden manner |
| ___ 22. acknowledge | AB. Extremely unfair, inappropriate, or immoral |
| ___ 23. aggregate | AC. State or quality |

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|-------------------|---|
| ___ 24. recover | A. Master |
| ___ 25. domin | B. An unfair or inaccurate judgment based upon ignorance |
| ___ 26. ion | C. To restore or gain back |
| ___ 27. prejudice | D. To set apart or designate something or someone for a purpose |
| ___ 28. desist | E. To stop or refrain from doing something |
| ___ 29. allocate | AB. To assign or distribute resources for a purpose |
| ___ 30. assign | AC. Process or result |

Sentence Application Directions: Answer in complete sentences.

31. Explain what a pun is: _____

32. Explain the pun in this joke: I tried to wear that pair of skinny jeans, but I just couldn't pull it off. _____

33. Write a sentence showing the meaning of this word: "primacy." _____

34. Write a sentence showing the meaning of this word: "dominion." _____

**4 Groups, 2 Rotations (40 Minutes Total) per Day, 4 Days per Week,
3 Grade-level Academic Literacy Centers and 1 Guided Reading Literacy Center Twice per Week**

Day 1			Day 2			Day 3			Day 4		
Group 1	Guided Reading	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3	Group 1	Guided Reading	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3
Group 2	Literacy Center 1	Guided Reading	Group 2	Literacy Center 3	Literacy Center 2	Group 2	Literacy Center 1	Guided Reading	Group 2	Literacy Center 3	Literacy Center 2
Group 3	Literacy Center 2	Literacy Center 3	Group 3	Guided Reading	Literacy Center 1	Group 3	Literacy Center 2	Literacy Center 3	Group 3	Guided Reading	Literacy Center 1
Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Guided Reading	Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Guided Reading

**4 Groups, 2 Rotations (40 Minutes Total) per Day, 4 Days per Week,
8 Literacy Centers Once per Week**

Day 1			Day 2			Day 3			Day 4		
Group 1	Literacy Center 4	Literacy Center 1	Group 1	Literacy Center 2	Literacy Center 3	Group 1	Literacy Center 5	Literacy Center 6	Group 1	Literacy Center 7	Literacy Center 8
Group 2	Literacy Center 1	Literacy Center 4	Group 2	Literacy Center 3	Literacy Center 2	Group 2	Literacy Center 6	Literacy Center 5	Group 2	Literacy Center 6	Literacy Center 7
Group 3	Literacy Center 2	Literacy Center 3	Group 3	Literacy Center 4	Literacy Center 1	Group 3	Literacy Center 7	Literacy Center 8	Group 3	Literacy Center 5	Literacy Center 6
Group 4	Literacy Center 3	Literacy Center 2	Group 4	Literacy Center 1	Literacy Center 4	Group 4	Literacy Center 8	Literacy Center 7	Group 4	Literacy Center 8	Literacy Center 5

8 Groups, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week, 6 Literacy Centers, 1 Guided Reading Literacy Center 2 Days per Week and 1 Remedial (or other) Center 2 Days per Week

Day 1									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
Group 3	Reading	Language Conventions	Guided Reading	Writing	Group 7	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication
Group 4	Study Skills	Writing	Vocabulary	Guided Reading	Group 8	Language Conventions	Spelling & Syllabication	Reading	Remedial Center
Day 2									
Group 1	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Guided Reading	Reading	Writing	Language Conventions
Group 2	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary	Group 6	Writing	Guided Reading	Language Conventions	Reading
Group 3	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication	Group 7	Reading	Language Conventions	Guided Reading	Writing
Group 4	Language Conventions	Spelling & Syllabication	Reading	Remedial Center	Group 8	Study Skills	Writing	Vocabulary	Guided Reading
Day 3									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
Group 3	Reading	Language Conventions	Guided Reading	Writing	Group 7	Vocabulary	Study Skills	Remedial Center	Spelling & Syllabication
Group 4	Study Skills	Writing	Vocabulary	Guided Reading	Group 8	Language Conventions	Spelling & Syllabication	Reading	Remedial Center

Literacy Centers Group Norms

be **HEROIC!**

BE	H ard-working	Do your best work on each lesson or activity. Work the whole time.
BE	E ngaged	Do your fair share of the work. Complete your assigned leadership role.
BE	R esponsible	Do all parts of the lesson or activity for each literacy center. Focus on your learning and that of others in your group.
BE	O rganized	Keep all lesson or activity materials where they belong. Clean up neatly and completely.
SHOW	I nitiative	Begin the literacy center lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.
BE	C ollaborative	Work together in quiet voices and practice kindness. Help without doing others' work.

Literacy Centers

LEADERSHIP ROLES

Reader

Read the lesson or activity out loud in a quiet voice. Pause to allow the group to think and respond. Re-read sections if necessary.

Clarifier

Refer to the task card to begin the lesson or activity and help the group perform its tasks. Ask the teacher if help is needed on the directions.

Task Manager

Write down the beginning and ending times. Manage how much time should be spent on each part of the lesson or activity. Make sure that every part is completed and done well.

People Manager

Keep all group members focused on the lesson or activity and talking in quiet voices. Make sure every student contributes and performs their leadership roles. Ask the teacher for help if the group needs it.

Vocabulary Literacy Center Task Card:

Odd-Numbered Vocabulary Worksheets

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this Literacy Center. The People Manager makes sure that everyone in the group has the correct vocabulary worksheet and reminds students to write their names on the page.

2. The Reader reads the Multiple Meaning Words title and directions, vocabulary words, and definitions out loud in a soft voice. The Clarifier helps students brainstorm which number of the definition best matches the use of each vocabulary word.

3. The Reader reads the Greek and Latin Word Parts title and directions, the word parts, and their meanings. The Clarifier helps students brainstorm example words which use each of the Greek and Latin word parts. Next, students use the word part meanings (reverse the order if helpful) or their own words to guess the meaning of the vocabulary word. Students may use the dictionary if they cannot agree on a suitable definition guess.

4. The Reader reads the Language Resources: Dictionary and Thesaurus title, the first set of directions, and the vocabulary word. The Task Manager finds the vocabulary word in the dictionary, while the Clarifier finds the vocabulary word in the thesaurus. Students examine the dictionary word entry and work collaboratively to decide where to divide the word into syllables, where to place the accent mark, and what is the primary definition.

5. The Reader reads the second set of directions and the Clarifier points out whether synonyms (same), antonyms (opposite), or inflections (different word endings) are required for the word. Students examine the thesaurus and decide which words or phrases to write in the spaces provided.

Note that not every word is included in every thesaurus. The dictionary may also help students determine synonyms from the key words in the definitions or at the end of the word entry if listed as *Syn*. Often, students can brainstorm antonyms from the key words in the definitions. The dictionary may also provide inflections in boldface at the end of the word entry or inflections may be found as word entries listed above or below the vocabulary word.

6. The Reader reads the figures of speech title and the definition of the figure of speech in the parentheses. Next, the Reader reads the directions. The Clarifier re-reads the sentence using the figure of speech and asks the students to interpret what the figure of speech means and explain how it is used in the sentence. Students brainstorm the interpretation and explanation and write the answer in the space provided.

7. The Task Manager gets the answers from the teacher and students self-correct and revise their answers. Students cut the outside border of their Vocabulary Study Cards and fold them accordion style from four columns into one so the word is on front and definition is on back.

8. Students quietly study their Vocabulary Study Cards and then quiz each other.