Teaching Academic Vocabulary to Adolescents with Learning Disabilities

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Abstract

Knowing the meaning of academic vocabulary words helps adolescents understand content-area text and improves their academic achievement. To demonstrate deep understanding of words, students reading below grade level and students with learning disabilities must be explicitly taught word meanings, encounter target words in illustrative contexts, and interact with target words in speaking and writing. In this article, we describe procedures for identifying, selecting, and teaching academic vocabulary to adolescents in a way that is engaging and effective. We also identify and describe instructional supports designed to bolster the achievement of diverse students, including struggling readers and students with learning disabilities.

*Key Words***:** Vocabulary, Adolescents, Learning Disability, Reading Disability

Mr. Kent teaches U.S. History to students in a self-contained special education classroom at Sunnyside Middle School. Most of Mr. Kent's students read below grade level and have a Learning Disability (LD). While teaching a lesson on westward expansion, Mr. Kent noticed his students struggling to understand concepts presented in the textbook. Upon closer observation, he determined their limited knowledge of word meanings was a major factor impeding their understanding of the text. Mr. Kent knew that asking students to look up definitions in the dictionary was a poor instructional strategy; students often found definitions for content words, but were unable to apply word meanings to the context of U.S. History. Students also used the words inappropriately in class discussions and written work. Mr. Kent wanted to provide explicit and systematic vocabulary instruction to facilitate his students' access to and understanding of

the content area text, but he wasn't sure where to start. The reading specialist at his school suggested he directly teach word meanings using the Robust Vocabulary Instruction approach (Beck, McKeown, & Kucan, 2008, 2013), since research supports this method as a way to improve vocabulary knowledge for a range of students, including adolescents reading below grade level (i.e., struggling readers) and students with LD (O'Connor, Beach, Sanchez, Bocian, & Flynn, in press; McKeown et al., 2013, 2014).

Why is Vocabulary Instruction Important?

Vocabulary is one of five key areas of reading instruction for adolescent readers (Roberts, Torgesen, Boardman, & Scammacca, 2008). According to research, academic vocabulary knowledge affects adolescents' access to subject-area content and predicts their overall academic achievement (Townsend, Filippini, Collins, & Biancaros, 2012). In addition, researchers have documented a strong relation between students' vocabulary knowledge and reading comprehension skill (Rupley & Nichols, 2005), that persists over time (Cunningham & Stanovich, 1997). Despite the important role that vocabulary knowledge plays in key student outcomes, many teachers allot minimal time (if any) to explicit instruction on word meanings (Lesaux, Kieffer, Faller, & Kelley, 2010). Explicit vocabulary instruction is necessary to improve students' academic achievement in diverse classrooms like Mr. Kent's, where many students are struggling readers whose word knowledge is especially limited. Fortunately, carefully crafted systematic vocabulary instruction improves struggling readers' word knowledge (Kennedy, Deschler, & Lloyd, 2015; Lawrence, Rolland, Braunum-Martin, & Snow, 2014) and text comprehension (McKeown, et al., 2013, 2014). Thus, extending adolescents' vocabulary knowledge through direct and explicit vocabulary instruction is a worthwhile endeavor for all subject area teachers, including teachers of struggling readers and students with LD.

Which Words Should I Teach?

It is nearly impossible to directly teach every word students need to know to be successful in school and in life. Consequently, teachers must select words carefully for explicit vocabulary instruction. Although multiple systems are available for classifying and selecting words, the classification system described by Beck et al. (2008, 2013) is especially useful for selecting words to teach struggling readers. Beck et al. suggest that any word can be classified into one of three semi-distinct tiers. Tier 1 words are common words, such as *buy* and *large*. These words occur frequently in oral language and are likely known by most adolescent readers, including struggling readers in special education. If the words are not known, they can be explained with a simple definition or demonstration; thus extended vocabulary instruction is not necessary. The remaining two tiers represent a corpus of words otherwise known as "academic vocabulary."

There are two types of academic vocabulary words: domain-specific vocabulary and general academic vocabulary (Baumann & Graves, 2000). Both types of words occur frequently in academic texts; however, their usefulness varies depending on the desired outcome of instruction. Domain-specific words (or Tier 3 words; Beck et al., 2008, 2013) are critical for understanding text in a particular content area, such as science or mathematics. The word *hypotenuse*, for example, is academic vocabulary restricted to the mathematics domain. Teachers teach Tier 3 words when the goal is for students to understand domain-specific content. Alternatively, general academic vocabulary words, or Tier 2 words (Beck et al., 2008, 2013), are important for understanding academic texts across a range of disciplines. Words such as *examine, alter,* and *diverse* are general academic vocabulary. Teachers teach Tier 2 words when their goal is to improve students' access to and understanding of a wide range of academic texts.

Although teachers should teach Tier 2 *and* Tier 3 words, this article centers on instruction for Tier 2 words. About 10% of the words in content area texts and 1.4% of the words in literary texts are Tier 2 words (Coxhead, 2000); therefore, learning the meaning of these words has the potential to improve students' understanding of many texts they read. Also, unlike many Tier 3 words, Tier 2 words are characterized by nuances of meaning and typically require multiple contexts and examples to fully illustrate meaning (Beck et al., 2008, 2013). That is, students rarely acquire full understanding of Tier 2 words from simple definitions or illustrations of the word. These words must be taught directly and practiced before students, especially struggling readers, can apply their meanings to understand text independently. Thus, Tier 2 words are especially promising candidates for explicit vocabulary instruction.

How Do I Teach Tier 2 Words?

It is important to teach words explicitly and systematically, because struggling readers and students with LD are less skilled than typical readers at gleaning word meanings from textbook contexts (Jitendra, Edwards, Sacks, & Jacobson, 2004). The *Robust Vocabulary Instruction* approach (RVI; Beck et al., 2008, 2013) to teaching word meanings "involves directly explaining the meaning of words along with thought-provoking, playful, and interactive follow-up" (Beck et al., 2013, p.3). Using the RVI approach, teachers provide student-friendly explanations of words, embed words in illustrative instructional contexts, and construct multiple opportunities for students to use target words in speaking and writing. Students are encouraged to consider newly introduced words in semantic relation to one another and to words they already know, strengthening the connection of new words to existing semantic networks.

Taken together, the elements of the RVI approach provide a promising foundation for vocabulary instruction for struggling readers and students with disabilities. However, since this

approach was not specifically designed for use with these students, we (O'Connor et al., in press) created a modified version of RVI to better support their instructional needs. Modifications suggested by O'Connor et al. (in press) include carefully embedded instructional scaffolds to assist students in remembering words, applying meaning across contexts, and using newly learned words correctly in writing. Below is an outline of the procedures used to teach vocabulary using the RVI approach, with modifications for struggling readers and students with LD.

[Table 1 about here]

Step 1: Word Selection

How many words? Although some researchers suggest teaching up to 12 (e.g. Beck et al., 2008, 2013) words per week in middle school, research with 8th graders in special education (O'Connor et al., in press) reveals that teaching 12 words across a three-week unit (i.e., approximately 4 words per week) might be more appropriate for struggling readers. Ultimately, struggling readers and students with LD need more time to learn words deeply and use them appropriately.

Where to find words? Several word lists are available to help teachers select words for instruction, including Coxhead's (2000) *Academic Word List* and Biemiller's (2009) list of *Words Worth Teaching*. Aside from these lists, content area teachers might find selecting words for instruction from the week's assigned reading worthwhile. When words are selected from authentic reading contexts, the immediate applicability of words to learning in the classroom is increased. Students' motivation for learning words may also increase as they notice learned words in their assigned readings, especially when words appear more than once. To finalize an

instructional word list for a particular unit, teachers might compare words in the academic text with the word lists (above) and select the words that appear in both resources.

How to select words? Word selection can be a difficult process at first, because not all words that appear in a text are appropriate candidates for direct vocabulary instruction. Tier 1, 2, and 3 words (Beck et al., 2008, 2013) will appear in a range of academic texts. It is the teacher's job to separate common (Tier 1) and domain-specific (Tier 3) words, and to select the most appropriate Tier 2 words for instruction. Consider the excerpt of 8th grade history text Mr. Kent is using to drive his word selection, and the categorization of potential vocabulary words into their respective tiers in Tables 2 and 3.

[Tables 2 and 3 about here]

As is apparent in Table 3, there are often more Tier 2 words in a text than teachers are able to teach. Teachers can reduce the list of potential words by applying a few strategies (Baumann & Graves, 2010; Beck et al. 2008, 2013). First, select only those Tier 2 words that are most likely to be encountered in multiple contexts; these words will have the highest instructional utility since students will see them multiple times. Second, select words that represent more sophisticated and nuanced ways to express concepts students already understand. Also, select the words that are most important for understanding the concept of instructional focus. Lastly, choose words that students will likely find the most interesting and fun to learn (Beck et al., 2013).

Using these steps, Mr. Kent selects the following words from Table 3 for instruction: *acquire*, *expand,* and *conflict.* These words are used frequently in contexts outside of U.S. History. Also, most students will already understand the underlying concepts of *to get* (acquire),

to get bigger (expand) and *disagreement/fight* (conflict). Lastly, these words are central for understanding the causes of the Mexican-American War, which is the focus of the passage.

Step 2: Introducing, Explaining, and Defining Words

The next step is to introduce and explain the meaning of each new vocabulary word to the students. Table 4 contains a sample script for introducing target words. As illustrated in the script, it is important to provide both orthographic (i.e., spelling) and phonetic (i.e., sound) representations of words to students in the initial introduction, so that connections between the spellings and sounds of each new word are explicit (Ehri, 2005). To accomplish this, Mr. Kent shows his students each word in isolation, drawing attention to its spelling, and then reads the word aloud to the students. His students repeat each word, while continuing to examine the spelling. Mr. Kent also requires his students to write target words in a graphic organizer or vocabulary notebook as a record of their learning (Beck et al., 2013). In sum, students see, hear, say, and write their vocabulary words during initial word introduction.

After introducing the target word, the teacher clearly explains the word meaning. Asking students to look words up in the dictionary typically does not help struggling readers learn the meanings of novel words. Dictionary definitions are constrained in length and use vague language, which often leads to confusion about word meaning and application in varied contexts (Beck et al., 2013). To ensure his students understand the intended meanings of words, Mr. Kent explains word meanings to students using clear, simple, student-friendly language (See Table 4; Beck et al., 2008, 2013).

The following guidelines are intended to help teachers design clear explanations of target words: (1) characterize the word and how it is typically used (Beck et al., 2013), (2) consult a

dictionary as a starting point for the definition (e.g., CoBuild or Longman's online dictionary), and (3) rewrite the dictionary definition using student-friendly language (Beck et al., 2013).

Characterizing the word. To design quality explanations, it is necessary to first characterize each target word. The goal is to identify how the word is typically used in oral and written language (Beck et al., 2013). To accomplish this goal, ask reflective questions, such as "When do I use the word?" and "Why do we have this word?" (Beck et al., 2013). Also refer to content-area text or literature for examples of how target words are used.

Consider the word *acquire*. As a special education U.S. History teacher, Mr. Kent might see *acquire* used in the following contexts: "As a result of the Mexican-American war, the U.S. acquired Mexico's territory for a very low price," or "Some Europeans acquired weapons and other goods from Native American allies." In each instance, *acquire* refers to obtaining something tangible from someone else, either through purchase or by gift. Therefore, Mr. Kent focuses on those uses of *acquire* when initially explaining the word, rather than other potential uses (e.g. acquiring something abstract, like prominence or popularity, through hard work and persistence).

Student-friendly language. After characterizing each word, design explanations of words using simple descriptive language. Start by consulting a dictionary that defines words in student-friendly language (e.g., see CoBuild or Longman's online dictionaries). Next, transform the dictionary definitions into more illustrative, student-friendly explanations by using phrases such as "someone who is (word)" or "something that is (word)" to give students an initial impression of how the words are used (Beck et al., 2013). Following these parameters, Mr. Kent explains *acquire* to his students as follows: If you *acquire* something, you get it by buying it or because someone gives it to you.

In addition to explaining word meanings, provide synonyms and short definitions of words. Through iterative development of vocabulary instruction for struggling 8th grade readers, some of whom also were identified with an LD, O'Connor et al. (in press) found that although providing explanations of words helped illustrate word meaning and usage, short definitions (and sometimes even shorter synonym words or phrases) were necessary to help most struggling readers recall central meaning. Thus, by identifying clear synonyms and designing short definitions for each target word, teachers increase the likelihood that their struggling readers and students with LD will be able to understand and recall word meanings.

Like student-friendly explanations, well-designed definitions are clear and use accessible language; most students should already know the words used to define target words. Useful definitions are short and easy to remember. A short, clear definition Mr. Kent might create for *acquire* is "to get something." A shorter synonym phrase is "to get" (see Table 5 for additional examples). We emphasize that the purpose of teaching synonyms and definitions is not to fully explain the word meaning, but to provide a gist of the central word meaning to help with recall. It is important to also require students to write synonyms, definitions, and key features of explanations in their notes, so that they have a tool to refer to when reading, studying, and engaging in word play activities (described later).

[Tables 4 & 5 about here]

Step 3: Presenting Words in Context

After introducing, explaining, and defining words, provide opportunities for students to encounter each word within the context of a story or passage. Authentic text is typically not written to illustrate meanings of particular words; therefore, embedding words in instructional contexts (i.e., those created specifically for vocabulary instruction) often results in richer practice

opportunities (Beck et al., 2008; 2013). Research with adolescent struggling readers and students with disabilities suggests that initial instructional contexts should be at the sentence level when possible (O'Connor et al., in press). Initially reducing sentence length will enable struggling readers to devote their attention to determining the meaning of the target word rather than to decoding a complex sentence. Typically, contexts provided on the first day of vocabulary instruction are especially clear and concise. Near the end of the week as students gain skill in applying word meaning across contexts, words can be embedded in paragraph level text. Once students have a working knowledge of the target word, teachers can provide authentic representations of words (e.g., in the textbook) for practice, as long as the context helps illustrate word meaning (Beck et al., 2013).

Teachers create sentence-level instructional contexts for struggling readers and students with LD by: (a) at first, designing contexts that are familiar and interesting to students, (b) carefully choosing supporting words to help illustrate the meaning of the target words, (c) keeping sentences relatively short and simple, and (d) using pictures to help illustrate the meaning of words when possible. These guidelines are designed to increase focus on word meaning while minimizing irrelevant information. Of these guidelines, the most difficult to follow might be finding ways to present words in simple, yet illustrative sentences. At times, it may be necessary to use two or three sentences to illustrate word meaning. As long as the contexts follow the guidelines above, using a few sentences initially to illustrate word meaning is acceptable. Practice and discussion around paragraph level contexts are introduced as soon as possible, since longer contexts provide more authentic practice opportunities. Teachers can create paragraph-level contexts following guidelines a-d for the sentences within the paragraph, and also provide opportunities for students to encounter target words in content area texts.

The teacher's role when introducing words in context is to facilitate discussion of how words are used and what they mean in each situation. To generate discussion, ask specific questions about how each target word relates to the context in which it is presented. If students struggle to engage, provide prompts and scaffolds as a support. Notice how Mr. Kent initially provides multiple choices from which students can select the best answer to discussion questions, rather than having to generate their own answers (Table 6). This scaffold will help guide his students with LD who may initially need more structure. Further discussion of word meaning can take place as a whole class, small group, or individually in writing. A content-based sentence-level context Mr. Kent might use for further discussion of *acquire* is also presented in Table 6.

[Table 6 about here]

Step 4: Word Play

Once students have a working knowledge of word meanings, teachers introduce "word play" activities to consolidate students' knowledge of words. Word play provides varied opportunities for students to interact with word meanings and to connect new words to those they already know (Beck et al., 2008;2013). Activities are structured to expose nuances of word meaning so that words are seen as multidimensional. During word play, students say and hear words and their definitions; they also make decisions about whether and how words apply across diverse contexts, including their own lives.

When engaging in word play activities, encourage students to discuss their responses with a partner or in writing. These justifications reinforce the word's meaning and shed light on nuances of meaning that encourage yet more discussion and fine-tuning of students' understanding. Although it is important that students' responses to questions or activities are

accurate and make sense, the goal of word play is not to help students arrive at a "correct" response. Accept unexpected responses from students as long as students can logically defend their thinking and responses do not demonstrate a fundamental misunderstanding of the word meaning.

There are several different kinds of word play activities; teachers might find that some illustrate word meaning for a particular set of words better than others. Simple versions of word play can be introduced on the first day of instruction. For example, Mr. Kent can simplify the first activity for *acquire* (Table 7) by restricting the options of things to be acquired to concrete objects. Mr. Kent might include the abstract options (e.g., popularity and trust) to demonstrate nuances of word meaning later in the week – at that time he would also extend the initial explanation of *acquire.* Also as students gain skill, two or more words can be presented together in word play activities where students discuss words in relation to the context in which they are presented, and to each other. Table 7 includes additional examples of word play activities that work well with a wide range of words (Beck et al., 2008, 2013). For comprehensive examples of word play that apply to students of all levels, see Beck et al. (2008, 2013).

[Table 7 about here]

Step 5: Sentence Writing Opportunities

Providing time for students with LD to practice using newly acquired vocabulary in their writing can improve their understanding of word meaning and contextual use. One recommendation is to provide practice via sentence and story writing opportunities (Beck et al., 2008; 2013). Teachers who work with struggling readers and students with LD should develop instructional routines around sentence writing that initially include well-structured and

scaffolded writing opportunities. Otherwise, students who are in the early stages of understanding a word tend to write sentences that are confusing and unclear.

Below is an example of a sentence dictated by a student who felt she understood the word *survive* and could use it in a sentence. When asked to provide a sentence, she said: "I definitely know how to use that word. The lifeguard survived me." (O'Connor et al., in press). It is evident from this example that the student probably had a gist of the meaning of *survive*; however, she clearly did not have a nuanced understanding of *survive*, and was not yet skilled at correctly using *survive* in a sentence. This student and others like her who are in the initial stages of learning a word require *structured* writing opportunities to build their understanding of each target word, and how target words fit within the structure of a sentence.

A recommended approach to scaffolding writing activities entails using sentence frames that require incrementally increased student generation until students write sentences on their own. Instruction begins on the first day with examples illustrating how each target word is appropriately used in a sentence. Students then move through the following task sequence across several days, in which teachers provide multiple opportunities for students to use target words in their writing (see Table 8 for examples): (a) substitute target words for synonym words or phrases, (b) complete cloze sentences using the most appropriate target word given the context, (c) complete sentence stems by selecting endings from multiple choices, (d) generate endings to sentence stems, and (e) generate whole sentences without scaffolding. These activities are designed to enhance students' understanding of target words and to support students' appropriate use of words in their writing until they are able to independently write sentences using newly learned words. As students gain skill, they write sentences for each target word in their notes alongside the words, synonyms, and definitions.

[Table 8 about here]

Final Thoughts

Academic vocabulary is one of five critical areas of reading instruction for adolescents linked to a wide array of academic outcomes (Roberts et al., 2008). Since struggling readers and students with LD tend to avoid reading and are less likely to glean word meanings incidentally from context, directly teaching meanings of complex academic vocabulary is required. Fortunately, the work of Beck et al. (2008, 2013) and others offers a concrete framework for providing academic vocabulary instruction, and the modifications recommended here ensure instruction is more accessible to struggling readers and students with LD. Using the modified approach to RVI outlined in this article, teachers in classrooms similar to Mr. Kent's can improve word knowledge and access to academic texts for their diverse groups of students.

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Table 1

Five Steps for Teaching Academic Vocabulary

1) Select four Tier 2 words to teach each week.
2) Introduce words. Provide student-friendly explanations, definitions, and synonyms for each word.
3) Facilitate discussion of the meaning of each word in illustrative instructional and authentic contexts.
4) Engage students in word play.
5) Provide scaffolded writing opportunities.

Table 2

Sample U.S. History Text

Causes of the Mexican-American War.
One large addition to the United States came as a result of war with Mexico. The U.S. wanted to acquire more territories. President Polk believed in the Manifest Destiny of the U.S. and was willing to buy territories or fight other countries to expand the country. Conflict with Mexico over two regions of land started the Mexican-American War in 1846.

Table 3

Vocabulary Words by Tier

Tier 1	Tier 2	Tier 3
one	addition	United States
large	result	War
wanted	acquire	Mexico
believed	willing	territories
buy	expand	President Polk
fight	conflict	Manifest Destiny
two	Region	countries
land		Mexican-American War
started		

Table 4

Sample Script for Initial Word Introduction

Target Word: *Acquire*

Approximate Time Allocation: 3 minutes

Materials: PowerPoint with target words, explanations, definitions, synonyms, and illustrative pictures.

Mr. Kent:	[Shows *acquire* on PowerPoint.] This word is *acquire*. What word?
Students:	[Chorally] *Acquire.*
Mr. Kent:	Spell *acquire.*
Students:	[While looking at *acquire*] A-c-q-u-i-r-e.
Mr. Kent:	What word?
Students:	*Acquire.*
Mr. Kent:	Write *acquire* in your vocabulary notebook.
Students:	[Write *acquire*, using printed word on PowerPoint as an aid if needed.]
Mr. Kent:	[Optional repetition] What word did you write?
Students:	[While looking at their written word] *Acquire.*
Mr. Kent:	[Shows explanation and picture on PowerPoint.] If you *acquire* something, you get it by buying it or because someone gives it to you. At lunch today, some of you might *acquire* chips from the student store. That means that you will get, or buy, chips.
Mr. Kent	[Shows definition on PowerPoint.] *Acquire* means 'to get something.' What does *acquire* mean?
Students:	[Chorally] To get something.
Mr. Kent:	[Shows synonym on PowerPoint.] A synonym phrase for *acquire* is 'to get.'
Mr. Kent:	Tell your neighbor a word you could use to say that you plan *to get* some new shoes.
Students:	[To neighbor] *Acquire.*
Mr. Kent:	What does *acquire* mean?
Students:	[Chorally] To get (something).
Mr. Kent:	Please write the definition and synonym phrase for *acquire* in your vocabulary notebooks.
Students:	[Write in notebooks, using PowerPoint as an aide as needed.]
	[Optional: Mr. Kent might provide pre-printed explanations for students to add to their notebooks, or might ask students to write the explanation of *acquire* in their notebooks as well.]
Mr. Kent:	[Introduces the next word, following the same sequence of instruction.]

Table 5

Tier 2 Vocabulary Words, Synonyms, Definitions, and Explanations

Word	Synonym	Student-Friendly Definition	Student-Friendly explanation

Acquire	Get	To get something	If you *acquire* something, you get it by buying it or because someone gives it to you.
Conflict	Serious disagreement	A serious disagreement about something important	If you have a *conflict* with someone, you and the other person strongly <u>disagree</u> about something important.
Expand	Get bigger	To become larger	If something *expands*, it grows bigger and includes more space, people, or activities.

Table 6

Sentence-Level Contexts for Acquire

Instructional	Content-Based
It was lunch time, so JoAnne acquired a sandwich from the vending machine at school. 1. What does it mean to *acquire* a sandwich? a. Eat it b. Sell it c. Buy it 2. Why would JoAnne want to *acquire* a sandwich?	In order to make the United States larger, the colonists decided to acquire more land. 1. What does it mean to *acquire* more land? a. Build houses on land b. Get or obtain land c. Give away land 2. List all the ways that the United States might acquire land.

Table 7

Sample Word Play Activities for 'Acquire,' 'Conflict,' and 'Expand'

Activity	Instruction	Purpose
Applying meaning across contexts	Say: "I am going to say some words. If I say something that you would like to acquire, say 'acquire.' If not, say not acquire'": - A bag of candy - A mosquito bite - Popularity - Trust for your enemy	1. Provides multiple opportunities for students to hear and say target words. 2. Students discuss how words apply to their own lives. 3. Students discuss words in relation to multiple and varied contexts.
Conversation Snippets	Say: "Have you ever heard a small piece of someone's conversation as they walked by	1. Provides opportunities for students to recognize

	and wondered what it was about? I'm going to say just a piece of a conversation; your job is to identify the vocabulary word that matches what you hear:" - We have added even more people to our team this year! (expand) - My brother and I disagree about how to best train our dog. (conflict) - I got the tools I need to finish the treehouse this summer. (acquire)	contexts that illustrate word meaning. 2. Students practice applying word meaning to varied contexts. 3. Students discuss whether and how words apply to each context; students are encouraged to provide rationale for their decisions.
Questions	Say: "I'm going to ask some questions. Your job is to answer the questions and explain your choices." - Would there be a *conflict* if you and a stranger both tried to *acquire* the last bag of chips at the store? - Is your classroom large enough for your class to *expand*? - Would you try very hard to *acquire* something you didn't want? - What might you do to *expand* your knowledge of something interesting?	1. Provides opportunities for students to apply meaning of one or more vocabulary words to make decisions. 2. Students provide rationale for their responses.

Table 8

Sentence Writing Activities for 'Acquire'

Activity	Directions	Example
Example sentences	NA	Omar and his father <u>acquired</u> the equipment they needed for their fishing trip. Washington was able to <u>acquire</u> the names of all the men who were willing to fight.
Synonym replacement	Replace the synonym word or phrase with a vocabulary word.	The colonists planned to <u>*take over*</u> all the land west of the Mississippi. The colonists planned to _____ all the land west of the Mississippi.
Cloze sentences	Write the vocabulary word that makes sense in the blank.	The mailman had to _____ the keys before he could open the door. The British _____ hundreds of weapons to prepare for the siege on Boston.

Sentence completion with multiple choice selections	Choose the ending that helps the sentence make sense.	They could not <u>acquire</u> any food because… A. They did not have any money B. They did not know how to cook C. There was plenty of fruit on the trees
Sentence completion from a sentence stem	Complete the sentence using details to show what the word means.	To acquire more land, the colonists…
Sentence generation	Create a detailed sentence.	NA