THE KEYS TO UNLOCKING VOCABULARY’S C.O.D.E.

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Today’s Objective

Participants will…

– Become familiar with Vocabulary’s C.O.D.E. as a method for teaching content area essential terms to improve student achievement.
Why directly teach vocabulary?

• “Vocabulary knowledge is the single most important factor in reading comprehension.” (Santa, Haven, Valdez, 2004)

• Direct vocabulary instruction increases student comprehension of new material as much as twelve percentile points. (Marzano, Pickering, Pollock, 2001)

• “The language of academic vocabulary is a decisive factor in closing the achievement gap.” (Silver, 2004)
Which words should we teach?

- Just those “critical to content” (Marzano, Pickering, Pollock, 2001)
  - HF Dictionary of Academic Terms

How should we teach these essential terms?

- With “multiple exposures through a variety of instructional strategies” (Silver Strong & Associates, 2004)
KNOW THE C.O.D.E.

• **CONNECT** the words being introduced to what the students already know.
  – Personal Associations
  – Synonyms
  – Familiar Word Parts
  – Context Clues
  – Pictures

• **DEEP PROCESS** the terms to internalize their meanings.
  – Analogies and Metaphors
  – Visual representations
  – Writing & Discussion

• **ORGANIZE** the new vocabulary to discover relationships between terms.
  – Graphic Organizers
  – Brief Writing Activities

• **EXERCISE** the words to gain ownership.
  – Playing games and having fun with the words.
CONNECTING

- Personal Associations
- Pictures
#1 Connecting Strategy: Word Wall

- Post words with related pictures.
- Pictures add up to 37% better retention. (Marzano, 2004)
- Update Word Wall as needed but always keep it in the same place.
### CONNECT: VOCABULARY KNOWLEDGE RATING

**NAME**

**VOCABULARY KNOWLEDGE RATING FOR Chapter 3 of Advancing Vocabulary**

Directions: Using the following scale, rate your knowledge of each term you write in the blanks below. Circle the number that matches your knowledge of each term. If you circle 3, write your definition on the line below. If you circle 4, write your example on the line below.

<table>
<thead>
<tr>
<th>Term</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>dissident</td>
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<tr>
<td>embellish</td>
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<td>fritter</td>
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<td>inadvertent</td>
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<td>inane</td>
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<td>juxtapose</td>
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<td>lethargy</td>
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<td>sporadic</td>
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</table>

Add up all the numbers you circled and divide by the total number of terms to figure out your Vocabulary Knowledge Rating Average. \[ \text{Average} = \frac{\text{Total of circled numbers}}{\text{Total number of terms}} \] The closer you are to 4, the better you know these words. The closer you are to 1, the more opportunity you have to learn.

- Students access background knowledge.
- Teachers get insight into student knowledge base.
- Preview important concepts.
- Use as active reading guides.
Mona Lisa’s ambiguous facial expression makes it impossible to say for sure what she was feeling when her Leonardo DaVinci painted her portrait.
dissident

These dissidents are being executed for speaking out against their government.
embellish

On her birthday, Kelly was extremely happy to discover that her friends had embellished her locker for her birthday.
Rather than doing their homework or chores around the house, some teens *fritter* away all of their time playing video games.
inadvertent

Whoops! Although accidents are inadvertent, most can be avoided if one is careful and alert.
Goofy’s name fits him perfectly because he’s always doing inane things.
juxtapose
In this picture, the tree’s black branches juxtaposed against the blue sky creates a striking contrast.
lethargy

This student suffers from lethargy because he hasn’t been getting enough sleep, he hasn’t been eating right and, frankly, his teacher bores him to death.
The weekend forecast called for showers with **sporadic** periods of sunshine.
Many parents can’t afford to subsidize their children’s college educations, so the children have to rely on scholarships and student loans.
<table>
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<tr>
<th>TERM</th>
<th>DEFINITION</th>
<th>EXAMPLE/PICTURE/ASSOCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambiguous</td>
<td>unclear</td>
<td></td>
</tr>
<tr>
<td>dissident</td>
<td><em>A person opposed to govmt. or religion</em></td>
<td></td>
</tr>
<tr>
<td>embellish</td>
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<td>sporadic</td>
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<td>subsidize</td>
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CONNECT: PERSONAL VOCABULARY COLLECTION

GUIDE STUDENTS TO BECOME “WORD CATCHERS”

• Personal Vocabulary Bookmarks
• Vocabulary Notebook

• Students should learn 3,000 words during a school year, (Marzano, 2004)
• Help students take charge of their vocabulary expansion,
• How to discover word meanings:
  – Context clues
  – Ask someone
  – Look up the term in a dictionary or glossary
CONNECT: IDENTIFYING CONTEXT CLUES

Example
Nelson Mandela, who led the fight against apartheid in South Africa, was considered a dissident by the South African government.

Synonym
Some kids fritter away the day, wasting their time as they play video games.

Antonyms
Although the movie star pretended that being caught by the paparazzi was inadvertent, her publicist had purposely arranged the stunt.

General Sense of the Sentence
To celebrate her birthday, Kelly’s friends embellished her locker with signs, streamers, and balloons.
The Term: **ambiguous**

- Students make connections to new vocabulary in two ways:
  - Visualizing the term;
  - Describing, defining, or giving an example of the term in the picture caption.

The Caption: The subject of the picture was *ambiguous*. Was it a woman or an Eskimo?
• Discover relationships between terms.
  – Graphic Organizers
  – Brief Writing Activities
ORGANIZE: VOCABULARY TRIANGLE

• Students place a different word around each angle of the triangle organizer.
• They connect each set of words around the triangle through a sentence that meaningfully uses both words, or they make an association between the pair.
• Try it with *fritter, lethargy, and subsidize*: 😊
ORGANIZE: COMPARE CONTRAST FRAME

- Students increase their understanding and improve long-term retention of major concepts by detailing their similarities and differences.
- Try it with *inane* and *inadvertent* 😊
DEEP PROCESSING

- Internalize Word Meanings
  - Analogies and Metaphors
  - Visual representations
  - Writing & Discussion
DEEP PROCESSING: SOUND ALIKES & PICTURE CLUES

• He acts so *inane* that he must be insane!
• He *fritters* away his day with constant Twitter play.
• My hotdog’s *embellished* with mustard, and relish.
DEEP PROCESSING: ANALOGIES

• Creating ANALOGIES

Find a word to match with the term: 
*a synonym, antonym, example, or attribute*

Find a pair of words that mirror the match

hypodermic : needle :: gauze: bandage
hypothetical : unproven :: strange : weird
DEEP PROCESSING: METAPHORICAL THINKING

• Students go beyond definitions to make associations and analyze possible connections.

• Create metaphors from the terms themselves
  – How is a bureaucracy like a bureau, or chest of drawers?
  – How is building comprehension like building a house?
  – How is sporadic rainfall like sporadic studying?

• Create metaphors by finding similar attributes.
  – How is homeostasis in the body like a thermostat in a house?
  – How is a cell like a city?
  – How is a dissident like a strong wind?
A good summary is “CRO-MID.”

**Condensed**: A shorter version of the original text

**Restated**: Students use their own words.

**Organized**: Reflects the original text sequence

**Main Idea(s) & Important Details are included.**
Embedding new terms in brief descriptions and explanations helps students internalize word meanings and process content more deeply.

- Give students a list of terms.
- Students use the content’s key term in their topic sentence, stating the main idea of the summary.
- Students sort the remaining terms in an order that follows the text structure.
- Students choose appropriate transition words and begin writing their summaries.
DEEP PROCESSING: DEFINING CHARACTERISTICS

THE TERM: *dissident*

1. What is it?
2. What is it used for?
3. Why is it valued?
4. What kind is it?
5. Where does it come from?
6. What does it look like?
7. What does it sound like?
8. What does it feel like?
9. What does it smell like?

Use your answers to write a summary description of the term.

Try it with *dissident* 😊
DEEP PROCESSING:
VOCABULARY R.A.F.T.

R = ROLE
A = AUDIENCE
F = FORMAT
T = TOPIC
DEEP PROCESSING: CINQUAIN

LINE 1: One noun that relates to the word
LINE 2: Two adjectives that describe the word
LINE 3: Three action verbs that relate to the word
LINE 4: A four-word sentence or phrase that describes or exemplifies the word
LINE 5: A term that sums up the word, or conveys an important aspect of the word

Create your own with one of our Chapter 3 words😊
DEEP PROCESSING: VOCABULARY MIND STREAMING

- Students pair up. Words and pictures are projected on the LCD or overhead.
- Student A defines the word and uses it in a sentence.
- Student B listens and encourages Student A.
- After 30 seconds to a 1 minute, a new word is projected, and the students switch roles.
ambiguous
Define and use in a sentence
inane
Define and use in a sentence
EXERCISING

• Gain ownership of the words.
  – Have fun with them.
  – Play games.
EXERCISING: WORD GAMES

• CROSSWORD PUZZLES
• WORD JUMBLES
• BOGGLE
• VOCABULARY ACT OUT
• VOCABULARY CHAIN GAME
• MYSTERY WORD GAME
• CONCENTRATION
• JEOPARDY
• BINGO
• MAGIC SQUARE
• AROUND THE ROOM VOCABULARY REVIEW
• FOUR SQUARE VOCABULARY REVIEW
Did We Meet Today’s Objectives?

• Do you know what C.O.D.E. stands for?
• Do you know some ways to help your students unlock the C.O.D.E.?