

THE KEYS TO UNLOCKING VOCABULARY'S C.O.D.E.©



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SECONDARY READING LEAGUE DAY OF READING NOVEMBER 7, 2009

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**
- **ORGANIZE** the new vocabulary to discover relationships between terms.
 - **Graphic Organizers**
 - **Brief Writing Activities**
- **DEEP PROCESS** the terms to internalize their meanings.
 - **Analogies and Metaphors**
 - **Visual representations**
 - **Writing & Discussion**
- **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.

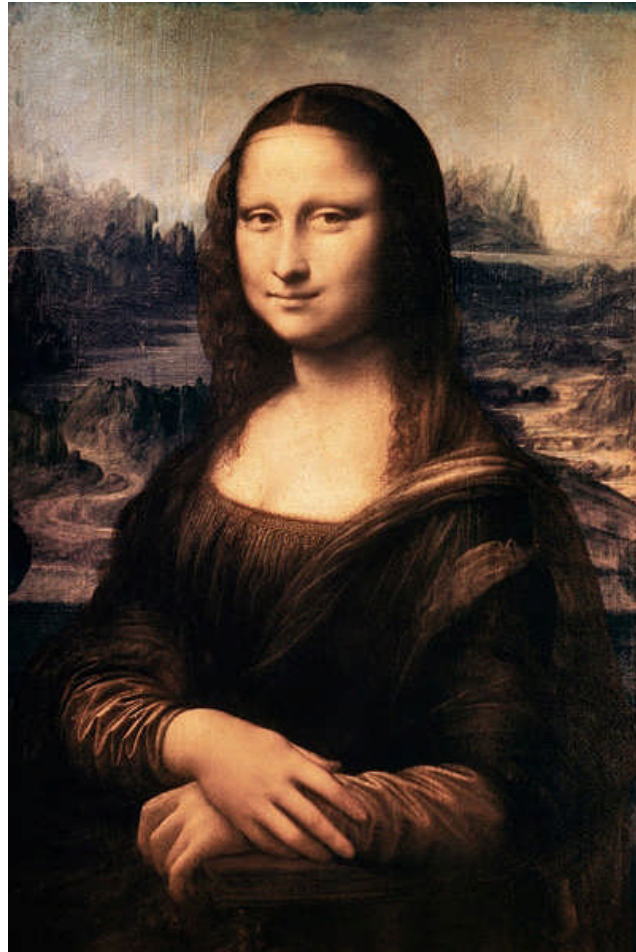
	1	2	3	4
	<i>I am completely unfamiliar with this term.</i>	<i>I've seen this term before but don't know what it means.</i>	<i>I think I know what this term means</i>	<i>I know this term and can give an example.</i>
ambiguous	1	2	3	4
dissident	1	2	3	4
embellish	1	2	3	4
fritter	1	2	3	4
inadvertent	1	2	3	4
inane	1	2	3	4
juxtapose	1	2	3	4
lethargy	1	2	3	4
sporadic	1	2	3	4
subsidize	1	2	3	4

Add up all the numbers you circled and divide by the total number of terms to figure out your Vocabulary Knowledge Rating Average. _____ ÷ _____ = _____. 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.

ambiguous

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.



fritter

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.



inane

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.



sporadic

The weekend forecast called for showers with sporadic periods of sunshine





subsidize

Many parents can't afford to subsidize their children's college educations, so the children have to rely on scholarships and student loans.



CONNECT: CONTENT FRAME

TERM	DEFINITION	EXAMPLE/PICTURE/ASSOCIATION
ambiguous	<i>unclear</i>	
dissident	<i>A person opposed to govmnt. or religion</i>	
embellish		
fritter		
inadvertent		
inane		
juxtapose		
lethargy		
sporadic		
subsidize		

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

Remember E-SAGS!

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.

CONNECT: CONTEXT CLUE PICTURE CAPTION

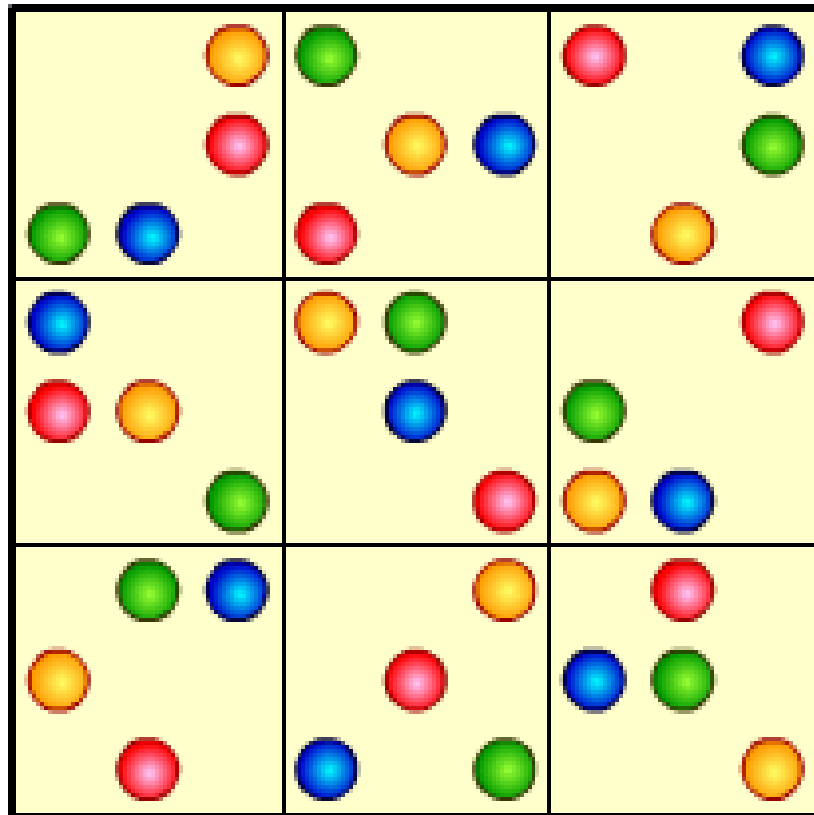
THE TERM: *ambiguous*



THE CAPTION: The subject of the picture was *ambiguous*. Was it a woman or an Eskimo?

- 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.

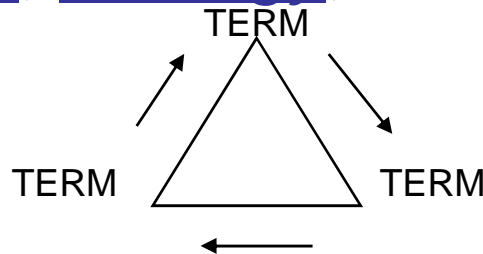
ORGANIZE



- 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 😊

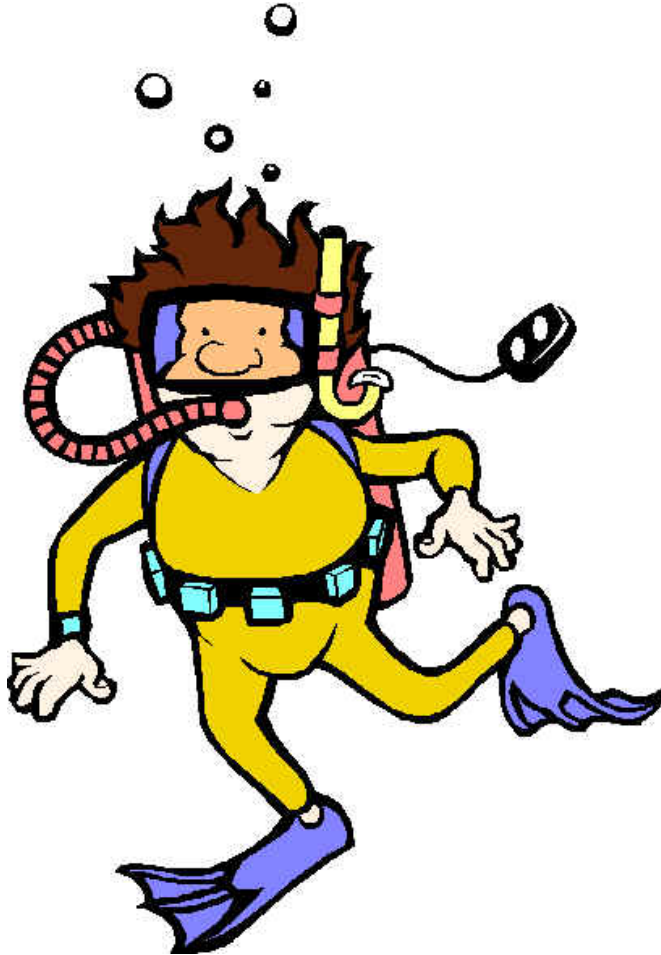


ORGANIZE: COMPARE CONTRAST FRAME

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

Term 1		Term 2	
Differences	Similarities	Differences	

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?*

DEEP PROCESSING: VOCABULARY SUMMARY WRITING

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.

DEEP PROCESSING: VOCABULARY SUMMARY WRITING

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

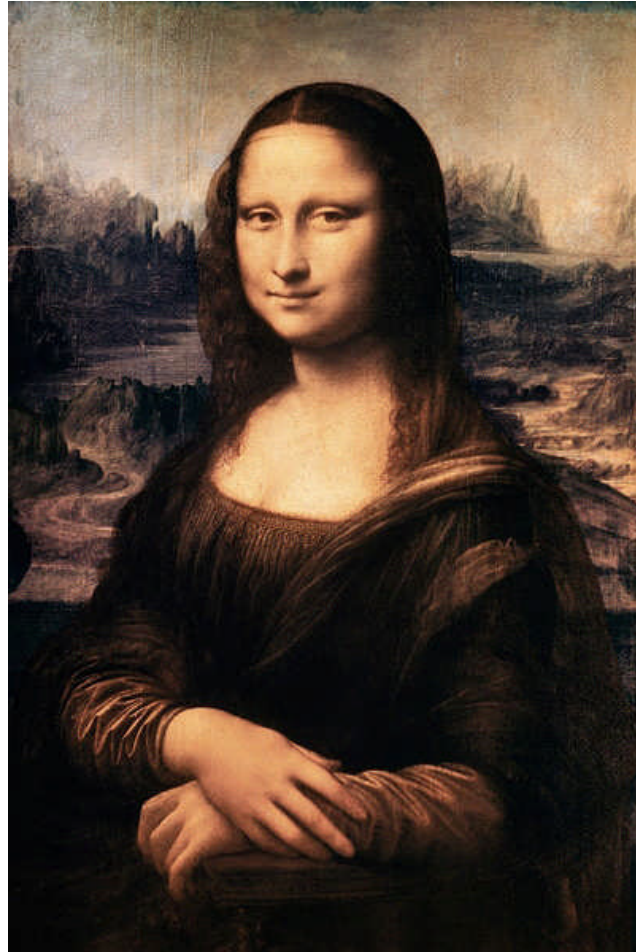
Create your own with one of our Chapter 3 words😊

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.?