

## UNLOCKING NEW WORDS

### Performance Standard 1A.E

Explain vocabulary words completely and accurately, using all of the following word analysis and vocabulary skills that apply accordingly:

- *Structuring and analyzing:* Use root words, prefixes, and suffixes; relate a word to other similar words, parts of words, and word origins.
- *Using context clues:* Relate a word to other information surrounding the word; relate a word to words and phrases before and after a word; activate prior knowledge of words; try predicted meanings of words until successful; and consider connotations and denotations of words.
- *Using other sources and possible meanings:* Consider cluster associations around central ideas; select correct information about words from dictionaries and other printed resources; use technology as appropriate; interview other people for extended information/meaning.
- *Using all information to finalize meanings:* Provide clear, succinct definitions; fit definitions into the given context (sentence); provide clarity of meaning by using words in other contexts; and provide antonyms and synonyms.

### Procedures

1. ***In order to understand word analysis and vocabulary skills to comprehend selections (1A)***, students should experience sufficient learning opportunities to develop the following skills:
  - Use a combination of word analysis and vocabulary strategies (e.g., word patterns, structural analyses) within context to identify new words.
  - Learn and use root words, prefixes, and suffixes to understand word meanings.
  - Use synonyms and antonyms to understand the meaning of a new word.
  - Use root words to determine the meaning of unknown words in context using denotation and connotation strategies.
  - Determine the meaning of a word in context when the word has multiple meanings.
  - Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Randomly place students in word-partner teams of two.
4. Assign each team several words from a predetermined list of vocabulary words taken from the current week's reading, science and/or social science assignments.
5. On the day any of the given words appear in the reading, ask the two students assigned to those words to give a 2-3 minute oral presentation using various word-analysis and vocabulary strategies to explain the vocabulary words to the rest of the class. Word reports should be presented within the time frame allowed for the subject area, preferably on the day the students encounter the words or the day before. The number of vocabulary words and the pacing of the lessons will determine the frequency of word reports.
6. Complete one rubric as each student presents the "word report".
7. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level. Note: Students may be given multiple opportunities to give word reports during a grade period. Consequently, scores from several rubrics could be averaged for each student.

### Examples of Student Work not available

### Resources

- Pre-selected words from reading, science and social science
- Clock or stopwatch
- Unlocking New Words Rubric

### Time Requirements

- Two to three minutes per presentation of a word
- It is possible that more than one week may be needed in order to provide opportunities for everyone in the class to report on the assigned words.

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 15 - 16 points)
- Meets standard (must receive 11 - 14 points)
- Approaches standard (must receive 7 - 10 points)
- Begins standard or absent (must receive 4 - 6 points)

	<b>Use of Structure and Analysis</b>	<b>Use of Context Clues</b>	<b>Use of Other Sources and Possible Meanings</b>	<b>Use of All Information to Finalize Meanings</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Uses root words</li> <li>• Uses prefix(s)</li> <li>• Uses suffix(s)</li> <li>• Relates to other similar words or parts of words</li> <li>• Uses word origins when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to other information surrounding the word</li> <li>• Relates to words and phrases before and after the word</li> <li>• Activates prior knowledge</li> <li>• Tries predicted meaning(s) of the word until successful</li> <li>• Considers connotations and denotations of the word(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Considers cluster associations around central ideas</li> <li>• Consults dictionaries and other printed resources and selects correct information</li> <li>• Uses technology as appropriate</li> <li>• Interviews other people for extended information/meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Provides clear, succinct definitions</li> <li>• Can fit definition into the given context (sentence)</li> <li>• Provides clarity of meaning by using word(s) in other context(s)</li> <li>• Provides antonyms and synonyms</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Uses root words</li> <li>• Uses prefix(s)</li> <li>• Uses suffix(s)</li> <li>• Uses word origins when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to other information surrounding the word</li> <li>• Relates to words and phrases before and after the word</li> <li>• “Tries” predicted meaning(s) in place of the word until successful</li> </ul>	<ul style="list-style-type: none"> <li>• Consults dictionary and other printed resources and finds useable definition</li> <li>• Uses technology or interviews other people for extended meanings or information</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a clear definition</li> <li>• Can fit definition into the sentence to provide a degree of clarity</li> <li>• Provides antonyms or synonyms</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Can identify root words, prefixes and suffixes</li> <li>• Provides correct information about some word parts</li> </ul>	<ul style="list-style-type: none"> <li>• Relates word to some words or phrases before or after the word</li> <li>• “Tries” predicted meaning(s) in place of word with out success</li> </ul>	<ul style="list-style-type: none"> <li>• Consults dictionaries and other printed resources</li> <li>• Finds a workable definition</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a workable definition</li> <li>• Fits definition into the given context with limited success</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Can identify some word parts</li> <li>• Information about word parts is lacking or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to identify relevant words or phrases that come before or after the given word.</li> <li>• Cannot provide predicted meanings to use in place of the word</li> </ul>	<ul style="list-style-type: none"> <li>• Consults dictionary</li> <li>• Has limited success selecting workable definition</li> <li style="text-align: center;"><b>or</b></li> <li>• Unable to use a dictionary or other resource</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to provide a workable definition (has limited success)</li> <li style="text-align: center;"><b>or</b></li> <li>• Is unable to provide a correct definition</li> </ul>
<b>Score</b>				