

Kern County Superintendent of Schools  
Write to Learn  
CAHSEE Weekly Words and Writing Prompts  
First Semester – Year One

Week One – IS – ELA – Analyze

**STEP ONE: Introduce the Word:** The Write to Learn word for this week is analyze.

A script might go like this:

- **Pronounce the word with a visual model:** *Today, we are going to learn about the word analyze. This is a word that you may run across in different books. Your teachers (for IS, this would include the IS teacher, the Special Ed teacher, the ARRA Reading Intervention teacher, the CAHSEE teachers, etc.) will be concentrating on this word throughout the week. I will expect you to use it as you are answering questions, discussing concepts, and completing your written work.*

- ✓ Break the word into syllables (oral and written).
- ✓ Have students repeat the word in syllables and then blended.

*Our word today is analyze. At this point the teacher can point to the word displayed on a whiteboard/SmartBoard/piece of paper. I've written the word in syllables and as a whole word. Let me say the word in syllables, slowly.*

*An al yze. Here we want to say the word slowly and clearly, with good diction so the word is imprinted in the students' brains. Now say it after me. An al yze. Now the students repeat the syllables. Remember, the students need to feel the word in their mouths. Let's say it quickly after me – analyze. The students then repeat the word after the teacher.*

- **Clarify the part of speech:** *Analyze is a verb, an action word, something we do.*
- **(This step is optional, but can be used, if you wish.) Assess Prior Knowledge:** Here, the teacher can ask the students to rate their knowledge of the word by using a 4-point scale before instruction, and then again after instruction (by holding up fingers, pinch cards, white boards, etc.) If they know the word well enough to give a definition to the class, the students will rate the word a 4; if they are pretty sure what it means, they will rate the word a 3; if they have heard the word but they are not quite sure of the definition and need a review, the students will rate the word a 2; and if they have no idea what the word means, the students will rate the word a 1.

- **Guided practice – Circle Map:** Assist students to create a Circle Map. In the center of the map, place the word of the week. Draw two wedges. On the outside of the circle, label one wedge “syllables” and the other “part of speech”. Instruct students to place the appropriate information inside the wedges.
  
- **Explain the meaning in everyday language (student-friendly definition):** *Analyze means to think about something carefully and in great detail, in order to understand it. When used in science, to analyze means to carefully examine something using the scientific method and equipment to see what it consists of or what it means.*
  - **Give importance of the word:** Here we teach why the word is important, including personal examples, academic examples, and real life examples. For instance:
    - *Several years ago my blood test came back and the results indicated that I had high cholesterol. At that point, the doctor gave me a list of food that was high in cholesterol and he asked me to analyze what I ate for a month and to check the items off the list.*
    - *A question on the CAHSEE might ask you to analyze a quotation from a story and respond to the quote with your own interpretation.*
    - *In class, if the teacher wants you to analyze something, you know that you will need to spend some time looking at the reading material before coming up with an answer.*
    - *If I go to the doctor with some painful symptoms, I hope that he analyzes what I am saying along with the test results and x-ray results to give me an answer about what is causing the pain.*
    - *If the doctor tells me to analyze my diet to see if something I am eating is causing headaches, then I need to take the time to write down what I am eating.*
    - Teachers can add their own personal examples and academic examples.
  - **Provide synonyms/phrases:** examine, investigate, evaluate, scrutinize, explore
  - **Provide related words in word family:** analyzes, analyzing, analyzed, analysis, analytical
  
- **Guided practice – Circle Map continued:** Draw four more wedges. On the outside of the circle, label one wedge “student-friendly definition”, another “your own definition”, another “synonyms”, and the last “word family”. Instruct students to place the appropriate information inside the wedges.

- **Provide examples and non-examples to clarify the meaning in everyday language.** (Teachers, feel free to come up with your own examples and non-examples. Several have been provided for you, but you are not bound by these.) *Lots of times school we are asked to analyze something. For instance, after reading a story, we might be asked to analyze the reasons why the character acting like he did.* The teacher could use a story that the student has just read. For instance, if the student has just read “The Necklace” by Guy de Maupassant, the teacher might mention that the student could be asked to *analyze* why Mathilde felt she needed to impress people at the party by wearing her friend’s necklace. Or, the student might be asked to *analyze* the symbolism in “The Necklace”. Or, if the student is reading Animal Farm, the student might be asked to *analyze* how Squealer controlled the animals’ attitude toward Napoleon’s rule or to *analyze* Boxer’s treatment by Napoleon and what this tells about Napoleon’s character. *During our time together, we are going to use this word in our conversations.* (If you are an IS teacher, explain to the student that the word can be applied to the other subjects that the student is studying.) *I expect to hear the word as we are discussing the material and I expect to see the word used as you answer questions in your assignments.*
  - *If I want to analyze why the boy stole the lady’s purse in “Thank You M’am”, I would need to understand a little about the boy and what he was going to do with the purse.*
  - *As a teacher, I need to analyze how well my students understand a concept before I start teaching something new.*
  - *If I quickly look at test scores, I am not taking the time to analyze them to see what the class does not understand and what I need to teach again.*
  - *To analyze the test scores, I would take time to examine the results and come up with some reasons for the scores.*
  - *If I give a quick answer to a question without thinking, I probably did not analyze the question to give a thorough response.*
  - *If I am looking up a phone number in the phone book, I am not analyzing the result.*

At this point teachers can give their own examples and non-examples.

- **Guided practice – Circle Map continued:** Draw two more wedges. On the outside of the circle, label one wedge “what it is”, and the other “what it isn’t”. Instruct students to place the appropriate information (examples and non-examples) inside the wedges.
- **Draw an image:** Here the students need to create a non-linguistic representation of words to store them in long-term memory.
  - This is best done after the students have expressed the definition in their own words.
  - These representations of words can be in the form of graphic organizers (Thinking Maps), pictographs, illustrations, pictures.

- **Guided practice – Circle Map continued:** Draw one more wedge. On the outside of the circle, label the wedge “illustration”. Instruct students to place the appropriate illustration inside the wedge.

## STEP TWO: Checking for Understanding

- Here we teach the students how to use the word. These activities check students’ understanding and provide informal practice through planned oral activities.
- To check for understanding, the teacher provides students with multiple opportunities to use the new words.
- The “checking for understanding” activities help students understand the words at deeper levels because of repeated and varied exposure.
- These activities can be done orally as sponge activities or in a “game” format.
- Remember to remind students to answer in complete sentences.
- The following are illustrations of the different types of checking for understanding activities. Please feel free to substitute your own examples.

**Processing Questions** – Ask questions that require students to process the meanings of the new words:

- In order to decide which job to accept, would you *analyze* the type of job, the pay, the hours you would have to work, and how you would get to work?
- If you *analyze* why it is important to get a diploma, what are some good reasons you might share with your elbow partner.
- If you were given \$500, would you *analyze* how you would spend the money or would you just start spending it? What might you buy?
- If you want to know why you are gaining weight, do you think that you should *analyze* what you are eating and how much exercise you are getting? Thumbs up for yes, thumbs down for no.

**Idea Completions** – Provide students with sentence frames that require them to integrate a word’s meaning into a context in order to explain a situation:

- After *analyzing* why I received a referral, I can think of two reasons why I was removed from class. They are \_\_\_\_\_ and \_\_\_\_\_.
- If I *analyze* the differences between reading a book and seeing a movie, I prefer \_\_\_\_\_ because \_\_\_\_\_.
- *Analyze* why it is important to learn the meaning of new words. Now, complete the following sentence stem: One reason why it is important to learn the meaning of new words is because \_\_\_\_\_.
- I *analyzed* my baseball swing and realized I was good at \_\_\_\_\_ and \_\_\_\_\_.
- After *analyzing* my diet, some reasons why I gained weight include \_\_\_\_\_ and \_\_\_\_\_.

**Have You Ever?** – Have students associate newly-learned words with familiar contexts and experiences.

- Have you ever *analyzed* why we have traffic laws?
- Describe a time when you *analyzed* why you and your friend had an argument.

**Fill in the Blank or Missing Words** – Use the target word in a sentence stating the word as a “blank” for students to restate the word.

- If I decide to go to college, I need to \_\_\_\_\_ how I will pay for my tuition and books. (*analyze*) (answer: *analyze*)
- An \_\_\_\_\_ of the water revealed that it contained bacteria that caused people to become ill. (*analyze*) (answer: *analysis*)
- My teacher likes to \_\_\_\_\_ our test results to see how much vocabulary we have learned in her class. (*analyze*) (answer: *analyze*)
- When \_\_\_\_\_ the winter Olympics and the summer Olympics, I have decided that I prefer the winter games because they are more exciting. (*analyze*) (answer: *analyzing*)

**Making Choices** – Have students choose a word if it fits in a certain context. *If any of the things I say are things that you can analyze, say, ‘That is something I can analyze.’ If they are not, don’t say anything.*

- Soil to see which nutrients are missing
- Clues to solve a mystery
- Population growth to see where roads need to be built
- A quick look at the newspaper headlines

**Juxtapositions** – Challenge students to answer a yes or no question containing two juxtaposed target words.

- Can you *describe* something that you *analyze*? (substitute a word you have already studied for the word *describe*)

**Discussion Prompts** – Use context of what you are teaching as a basis for discussing word meaning with your students.

- ELA: Have the students pick a character from a story they have just read or a movie or television program they have seen. After *analyzing* and discussing the character with their elbow partner, instruct the pair to create a Circle Map to gather information about the character. Students could also create a Bubble Map to indicate adjectives to describe the character.

**True/False** – Provide wait time for students to process and respond to true/false statements.

- To *analyze* something only takes several seconds. (false)
- If I *analyze* my homework assignment and spend time studying, I should have a good understanding of the material. (true)

**Word Associations** – After discussing the meaning of the target words, ask students to associate one of the words with a sentence or phrase.

- Which word refers to examining something carefully and in great detail, in order to understand it? (*analyze*)
- Which word refers to something that I have carefully examined in the past? (*analyzed*)

Teachers can add their own examples.

- **Closure** Here the students will demonstrate what they have learned and why this is important. The teacher can ask students to give their definitions of the word and examples of its uses.

### **STEP THREE: Independent Work**

- **Independent practice:** Here the students will practice what the teacher has just taught. At this point, if some students need help, teachers assist them individually.
- **Independent practice – Circle Map continued:** The teacher may want to implement additional wedges to be completed independently by the students. This information might include cognates, antonyms, roots and affixes, completion of a sentence stem or sentence frame, etc. These wedges can be completed independently by the students, with teacher assistance as needed.
- **English/Language Arts Writing Prompt:** This is where the teacher will give the students the **writing prompt** to practice the word. For example, the teacher may ask the students to write in their journals the following journal topic:
  - Take a minute to think about a character we have read about in our Reading/Literature book. Please *analyze* the character, and explain how his feelings have changed from the beginning of the story to the end of the story. Another topic: *Analyze* the components of a good book and explain what makes a book enjoyable to read.

Teachers can make up their own journal topics or use the ones provided.

- **Homework: Independent Study students** might be asked to use the word in their assignments or to find the word or examples in their reading outside the class. For their next IS visit, they might bring newspaper articles, books, or magazines with the target word used in the text.

## STEP FOUR: Review Periodically Through Games/Activities

- **Periodic review:** Active Engagement with Words/Checking for Understanding/In-Depth Word Knowledge (refer to the *Core Vocabulary Handbook* page 26, pages 44 – 46 and PowerPoint notes from Staff Development Day). These in-depth word knowledge techniques can be used throughout the week to increase students' exposure to the chosen word. Hence, the students are receiving ongoing encounters with the target word.
  - **Questions:**

Sam thought it might be fun to *analyze* the contents of my backpack. What might he find that would be of interest? Why might he want to look closely at what I have put in my backpack? What might the contents reveal about me?
  - **Examples/Non-examples:**

Which one of these two sentences best describes how I might *analyze* something?  
I looked through the microscope to discover the movement of the microorganism, how it ingested food, what its relationship was to the other microorganisms. I then drew pictures of what I saw and wrote down what I had observed. OR I briefly looked through the microscope and noticed that the microorganism was moving. I then returned to my seat and spent a minute drawing what I had observed.
  - **Finish the Ideas:**

After reading the story about birds migrating to the South in the winter, we *analyzed* their flight pattern and discovered \_\_\_\_\_. OR After *analyzing* all of the snacks I have eaten this past week, I discovered that my snacks are \_\_\_\_\_ (healthy choices/unhealthy choices) because\_\_\_\_\_.
  - **Have You Ever...?:**

If someone asked you to *analyze* the steps involved in keeping a plant alive, what would you tell the person?
  - **Choices:**

If what I say is something that you could *analyze*, say "I can *analyze* that."
    - Steps involved in solving a mystery
    - A quick glance down the street to check for traffic
    - A look at the menu to decide what to order for lunch
    - The reasons why your business has declined for 12 straight months

- **Discussion Prompts:**  
*Analyze* what characteristics make a person a good friend. Write them down and discuss why these characteristics are important. Now, compare your list with your elbow partner. After *analyzing* both lists, together pick five characteristics that are necessary for a good friend to possess.
  
- **Juxtapositions:** Can you *analyze* things that you *describe*? (You may substitute another word that you have taught for the word *describe*.)
  
- **Missing Words:**  
 Detectives are still \_\_\_\_\_ the DNA evidence at the crime scene. (analyze) (answer: analyzing)  
 The evidence was sent to the lab for \_\_\_\_\_. (analyze) (answer: analysis)  
 In the story “To Build a Fire”, we \_\_\_\_\_ why the man continued to travel through the snow when he was warned to stop. (analyze) (answer: analyzed)
  
- **True/False:**  
 To *analyze* something takes only a few seconds. (false)  
 It is difficult to know why someone does something without *analyzing* his or her behavior. (true)  
 In math, you might be given pictures of 2 triangles and you might be asked to *analyze* their similarities and differences. (true)
  
- **Word Association:**  
 Which word goes with looking at something carefully in order to understand it? (analyze)  
 Which word refers to analyzing something yesterday? (analyzed)
  
- Games include:
  - Scattergories
  - Jeopardy
  - Word Charades
  - Word Concept Sorts
  - Pyramids
  - Pictionary
  - Word Form Sorts
  - Word Form Charts
  - Thinking Maps
  - Word Walls
  - Antonym Scales
  - Poetry Word Play (Diamante Poems, Cinquain Poems)
  - Vocabulary Hotshot Notebooks



