

**What's in the Word?**

**Audience:** *K-12 Teachers, Principals*

**Time:** *60 minutes*

**PROCEDURES**

- 1) Share an example of content words (the what) and an example of process words (the how) to begin the activity.  
Example:
  - Content – Energy
  - Process – Summarize
 A performance verb list is available in the Ohio Graduation Tests (OGT) Parent's Guide and is a useful reference for participants. The *Defining Performance Verbs* chart is an additional resource for process words.
- 2) Have participants work in pairs or small groups. Using released test items available at the D3A2 Resource Exchange or Success Web site, instruct participants to locate content and process words that are difficult or confusing to students. Record them on the *Words They May Not Know* chart.
- 3) Provide adequate work time. Request that one person from each small group share their list with the whole group. Encourage participants to add to their own lists as group representatives report out.
- 4) Lead participants through a brainstorming activity, recording participants' responses to the prompt, "How will you explain, model and/or incorporate the identified content and process words in your classroom instruction?"
- 5) Encourage participants to continue brainstorming until a wide variety of suggestions are shared and recorded. Share the two options described below, providing they are not already listed:
  - Distribute The *Word Wall* chart as an 8½ x 11 worksheet for students to keep in their subject area or data binder where they collect important words throughout the year. Encourage students to use this chart as a resource when answering extended response questions. Some teachers, especially at the middle and high school level, require students to use a specific number of words to construct a paragraph or essay.
  - Add content and process to existing Word Walls as each one is taught. Elementary-level educators often display multiple word walls organized by content area.
- 6) Request that participants make a personal commitment to try out several of the ideas generated in the coming weeks. A commitment card (optional) is turned in at the end of the activity and returned to participants after a designated time period for a self-check.

**COMMENTS TO FACILITATOR**

*Words They May Not Know* charts can be copied after the session and distributed to participants.

Ideas for instruction can be recorded during the brainstorming session using a MS Word document, displayed on a screen. The list can then be distributed after the session.

**LEARNING OBJECTIVE**

Participants will determine the level of cognitive demand required by the Ohio Academic Content Standards and the Ohio Achievement and Ohio Graduation Tests.

**DESCRIPTION**

In this activity, participants examine the content and process words from released test items to determine the level of cognitive demand required. To enhance the likelihood of transfer to the classroom setting, brainstorm strategies for explaining, modeling and incorporating the identified words.

**MATERIALS AND RESOURCES**

- Released items from the Ohio Achievement Tests or Ohio Graduation Tests found on the D3A2 Resource Exchange or Success Web sites.
- *Words They May Not Know* chart
- *Word Wall* chart
- Optional: *Defining the Performance Verbs* chart
- Optional: Computer, projector, screen, MS Word document
- Optional: *Words They May Not Know* posters and markers

**VARIATIONS & EXTENSIONS**

Consider use of the Ohio Academic Content Standards for this activity in place of the released test items. Participants determine the level of cognitive demand required by content and process words at the benchmark and indicator level.

*Words They May Not Know* charts are printed as posters, one per group. After groups complete their charts, place them on the walls and conduct a gallery walk. When participants return to their home groups, instruct them to add new words to their own posters.

**NOTES**