Marzano's Six Step Process
Teaching Academic Vocabulary

1. Provide a description, explanation, or example of the new term. (Include a non-linguistic representation of the term for ESL kids.)

2. Ask students to restate the description, explanation, or example in their own words. (Allow students whose primary existing knowledge base is still in their native language to write in it.)

3. Ask students to construct a picture, symbol, or graphic representing the word.

4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

5. Periodically ask students to discuss the terms with one another. (Allow in native language when appropriate)

6. Involve students periodically in games that allow them to play with terms.

1. Provide a description, explanation, or example of the new term.

- Looking up words in dictionaries is not useful for teaching vocab
- Provide a context for the term
- Introduce direct experiences that provide examples of the term
- Tell a story that integrates the term
- Use video as the stimulus for understanding information
- Ask students to investigate the term and present the information to the class (skit, pantomime, poster, etc.)
- Describe your own mental picture of the term
- Find or create pictures that explain the term

2. Ask students to restate the description, explanation, or example in their own words.

- Monitor and correct misunderstandings
- Must be student's original ideas, not parroting the teacher

3. Ask students to construct a picture, symbol, or graphic representing the word.

- Model, model, model
- Provide examples of student's drawings (and your own) that are rough but represent the ideas
- Play "Pictionary"
- Draw an example of the term
- Dramatize the term using speech bubbles
- Let them find a picture on the internet, if necessary

4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

- Highlight prefixes, suffixes, root words that will help them remember the meaning of the term
- Identify synonyms and antonyms for the term
- List related words
- Write brief cautions or reminders of common confusions
- Translate the term into another language for second language students
- Point out cognates to words in Spanish
- Write incomplete analogies for students to complete
- Allow students to write (or draw) their own analogies
- Sort or classify words
- Compare similarities and differences

5. Periodically ask students to discuss the terms with one another.

- Think-Pair-Share
- Compare their descriptions of the term
- Describe their pictures to one another
- Explain to each other any new information they have learned ("aha's")
- Identify areas of disagreement or confusion and seek clarification
- Students can make revisions to their own work

6. Involve students periodically in games that allow them to play with terms.

- Pictionary
- "Oops" (formerly known as "Bang")
- Upset the fruit basket
- Memory
- Jeopardy (vocab words are on the board, players make up a question to define)
- Charades
- Name that Category ($100,000 Pyramid)
- Password
- Talk a Mile a Minute (like Catch Phrase)
- Bingo (you give definition, kid marks the word)
- Create a skit (assign groups of 3-4 kids 3 vocab words to make a skit out of)
- Swat Game (post 2 sets of words, kids on 2 teams compete to find words first and swat with fly-swatter)

BEFORE you begin your next UNIT of INSTRUCTION:

1. What Power Indicators (standards) are included in this Unit? List indicators.
    -
    -
    -

2. What is the key academic vocabulary needed in this Unit? List words.
    -
    -
    -
    -
    -
    -

    Plan for direct vocab. instruction: (Marzano's 6 Steps for Teaching Vocab.)

    1. YOU provide a description, explanation or example. (story, sketch, powerpoint)
    2. Ask students to re-state or re-explain meaning in their own words. (journal, community circle, turn to your neighbor)
    3. Ask students to construct a picture, graphic, or symbol for each word.
    4. Engage students in activities to expand their word knowledge. (add to their notes, use graphic organizer format)
    5. Ask students to discuss vocabulary words with one another. (collaborate)
    6. Have student play games with the words. (Bingo w/definitions, Pictionary Charades,)

3. **Plan to provide or activate background knowledge:**
    ___ Study Trip   ___ Guest Speaker (expert)
    ___ Bring In Live Sample   ___ Bring In Actual Artifacts
    ___ Theme Day ("Indian Day")

    ___ Video (United Streaming)   ___ Show Photos
    ___ Posters   ___ Models of Actual Items
    ___ Graphic Organizer   ___ PowerPoint
    ___ Community Circle Topic   ___ Read Aloud (story)
    ___ Other

4. Now you are ready to plan your Unit's lessons, activities, and assessments.

Vocabulary Four Square

Word	Meaning
Sentence	Picture

| Word _____ | Picture |

_____
Synonym

_____
Antonym

In my own words: _____

_____

Sentence _____

_____

● ●

| Word _____ | Picture |

_____
Synonym

_____
Antonym

In my own words: _____

_____

Sentence _____

_____

Connect Two

Choose two words from your list. Describe to your partner or group how those two words are related. You all need to write how they are connected. Then your partner can choose two other words.
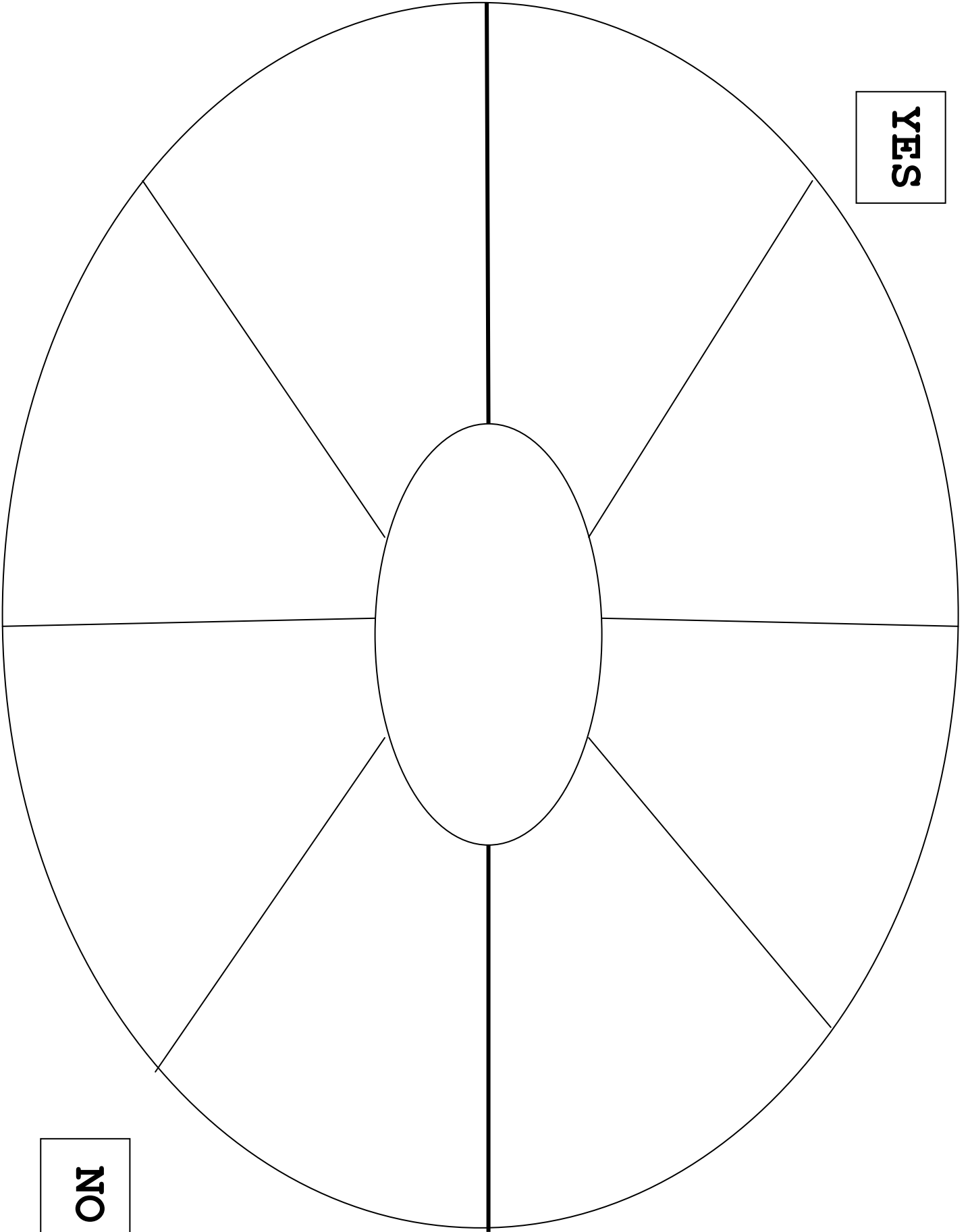
Example:

_____*Courteous*_____ and ____*drenched*____ *are connected because a courteous person will share his umbrella so someone doesn't get drenched._____*

_____and _____
are connected because _____
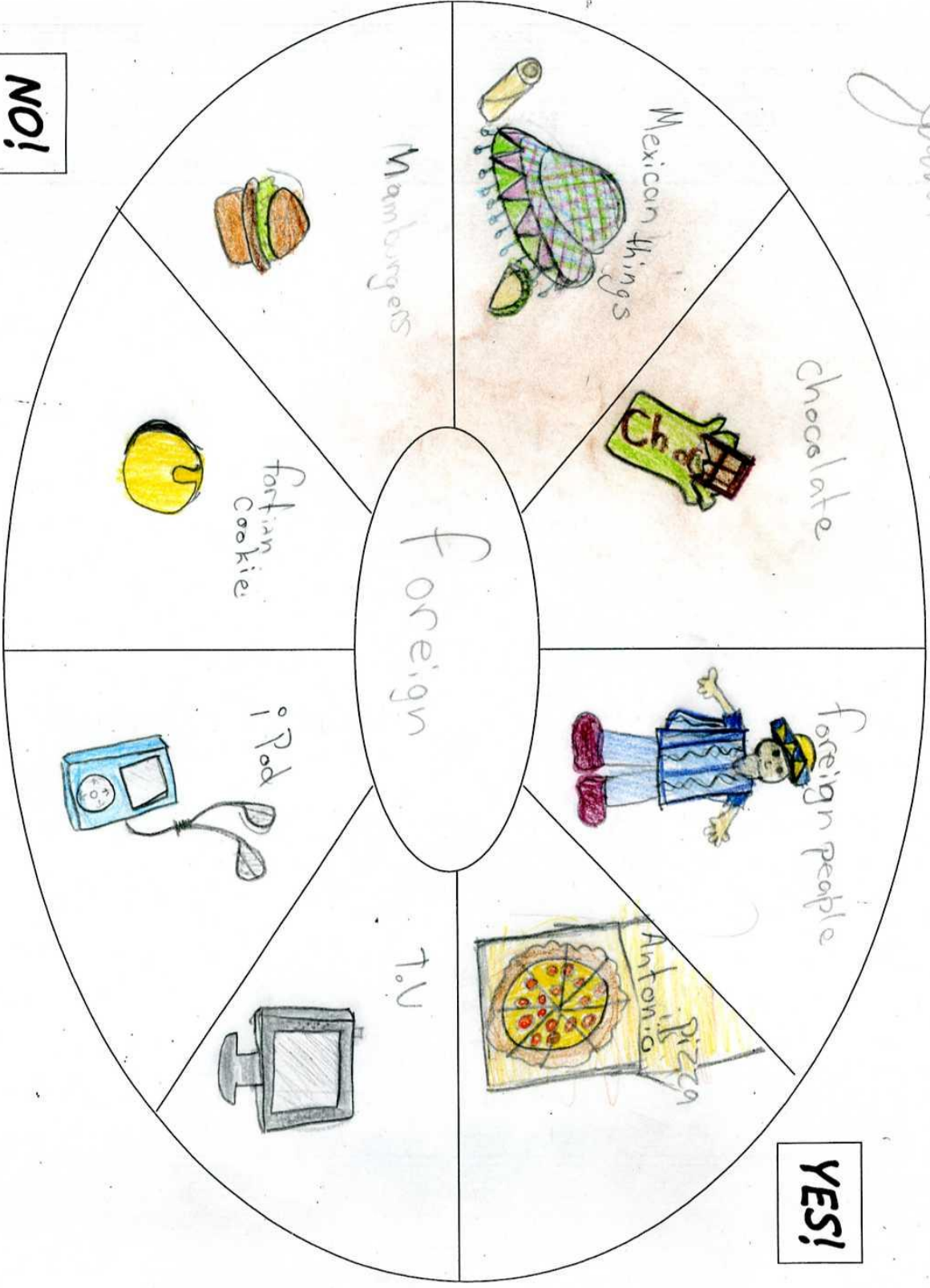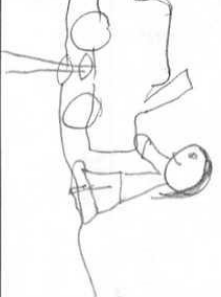_____
_____

_____and _____
are connected because _____
_____
_____

YES

NO

NO!

Mexican things

Hamburgers

chocolate

fortian cookie

foreign

iPod

foreign people

T.V

il pizza
Antonio

YES!

				Word
				Context Clue
				Definition
				Quick Draw
				Connection

Word	Context Clue	Definition	Quick Draw	Connection
loop-the-loop	p. 15 One of her stunts was the loop-the-loop.	An airplane stunt		I have seen one in the air.
manicurist	p.9 Bessie took a class to learn to become a manicurist.	A person who takes care of and polishes fingernails		my mom had a manicurist do her nails.
mechanic	p.18 her mechanic william wills, took the plane up to pick out a spot for the parachure jump.	A person who fixes machines, especially cars, planes, and other moving vehicles		my dad had a mechanic fix his car.
solo	p.12 Bessie was a good student, and in a few months she was ready to fly solo.	By one's self; alone		I have been solo before.

WEBSITES

Article on using student friendly definitions versus typical dictionary definitions.
http://www.schoolsmovingup.net/cs/smu/download/rs/10753/McKeown.LearningWordMeaning.pdf?x-r=pcfile_d

This article discusses what it means to learn vocabulary and also a few ways promote vocabulary acquisition. The authors also talk about word consciousness.
http://www.schoolsmovingup.net/cs/smu/download/rs/10061/BaumannCh12%20(SchoolsMovingUp%20Showcase%201).pdf?x-r=pcfile_d

"Browse our webinar archives, where you can watch and listen to full web presentations by leaders in the field of school improvement." Each archive includes questions, discussions, and accompanying resources from the live webinar.
http://www.schoolsmovingup.net/cs/smu/print/htdocs/smu/webinars/past.htm

Elfrieda Hiebert presentation on Strategic Vocabulary Selection: Choosing words for narrative and informational texts.
http://www.textproject.org/presentations/summer-2008-strategic-vocabulary-selection

Resource page from Illinois School District U-46 on academic vocabulary including links to activities and games.
http://www.u-46.org/roadmap/dyncat.cfm?catid=477

Reference site on the English language; word origins, Greek & Latin roots, historical development of English.
http://wordinfo.info/

Reference sites for word origins, synonyms, antonyms.
www.dictionary.com
www.thesaurus.com

Example from a teacher of building background knowledge: Using a "dresser" analogy to teach the structure of informational text.
http://www.mail-archive.com/understand@literacyworkshop.org/msg00234.html

A verbatim transcript of a presentation given by Bob Marzano: **What Works in Schools: A Research-Based Approach to School Improvement.**
 www.simulconference.com/ASCD/2003/scs/3170a.shtml

Click on the English Language Learners link to find more ideas about teaching academic vocabulary. Doing What Works website.
http://dww.ed.gov

BOOKS

Accelerated Vocabulary Instruction Strategies for Closing the Achievement Gap for all Students by Nancy Akhavan; Scholastic, 2007.
Creating a Robust Word-Learning classroom, Includes ideas for read-aloud lessons & content areas, includes a packet of graphic organizer overheads.

Bringing Words to Life Robust Vocabulary Instruction by Isabel L. Beck, Margaret G. McKeown, & Linda Kucan; The Guilford Press, 2002.
Rationale for teaching vocabulary, how to choose words to teach (Tier 1, Tier 2, Tier 3), how to teach vocabulary.

Building Academic Vocabulary (Teacher's Manual) by Robert Marzano & Debra J. Pickering; ASCD, 2005
Creating a list of academic vocabulary words how to teach them. Includes academic vocabulary word lists for content areas.

Building Background Knowledge for Academic Achievement Research on What Works in Schools by Robert Marzano; ASCD, 2004
Rationale for building background knowledge and how to build it. Includes lists of academic vocabulary for content areas.

Getting into Words Vocabulary Instruction that Strengthens Comprehension by Shira Lubliner; Paul H. Brookes Publishing, 2005.
Strategies to strengthen comprehension, develop metacognitive skills & build word knowledge. Includes cue cards for students in both English & Spanish.

Words, Words, Words Teaching Vocabulary in Grades 4-12 by Janet Allen, Stenhouse Publishers, 1999.
Developing effective practices in vocabulary instruction. Includes 22 effective graphic organizers to use.