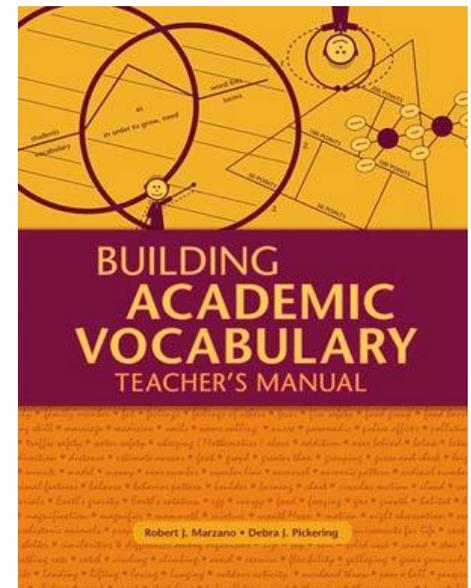
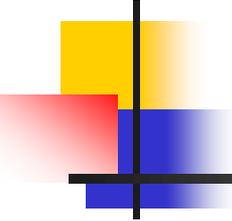


Building Academic Vocabulary Teacher's Manual

Robert J. Marzano & Debra J. Pickering

Building An Academic Vocabulary
Program





Agenda

- Welcome
- Getting to know Robert Marzano
- Significance of Vocabulary Instruction
- Theory to Practice: Selecting Terms
- Practice to Application: Teaching Terms
- Final Thoughts

Robert Marzano & Associates

What Work in Schools:
Translating Research into Action

Classroom Instruction That Works:
*Research-based Strategies for Increasing
Student Achievement*

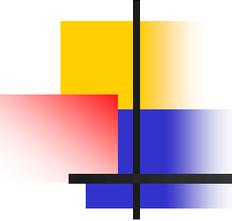
***Building Background Knowledge for
Academic Achievement:*** *Research on What
Works in Schools*

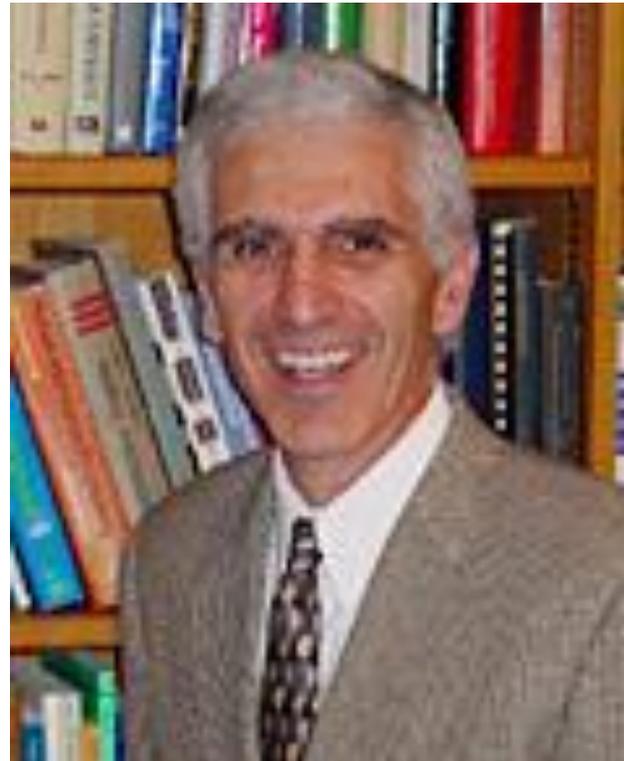
Building Academic Vocabulary

Classroom Management That Works:
Research-based Strategies for Every Teacher

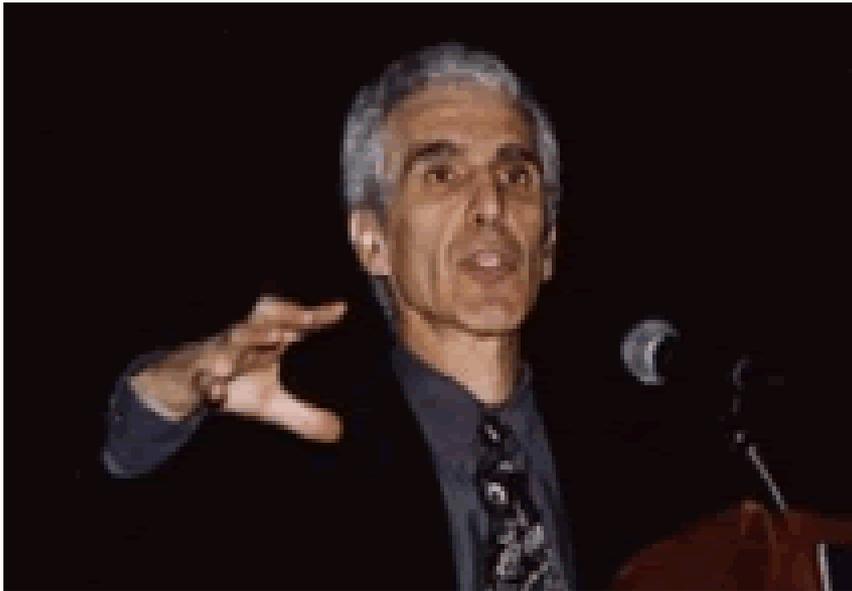
School Leadership that Works: *Research to
Results*



- 
- Earned his B.A. degree in English at Iona College
 - M.Ed. degree in Reading and Language Arts at Seattle University
 - Ph.D. in Curriculum and Instruction at the University of Washington



Dr. Robert Marzano



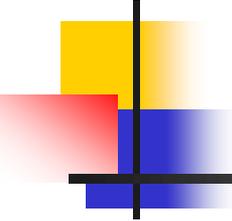
35 years in education
worked in every U.S. state
and a host of countries in
Europe and Asia
theme of work: translating
research and theory into
practical programs and tools
for K-12 teachers and
administrators

By the end of this session...

You will:

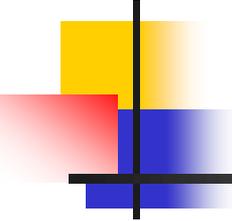
- Understand characteristics of effective vocabulary instruction, and
- Apply a six-step process for direct instruction in vocabulary.





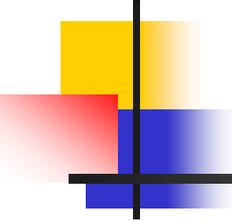
Why?

- When all teachers in a school focus on the same academic vocabulary and teach in the same way, school has a powerful comprehensive approach.
- When all teachers in a district embrace and use the same comprehensive approach, it becomes even more powerful.



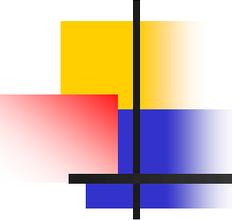
Impact of Direct Vocabulary Instruction

- Research shows a student in the **50th percentile** in terms of ability to comprehend the subject matter taught in school, with no direct vocabulary instruction, scores in the **50th percentile** ranking.
- The same student, after specific content-area terms have been taught in a specific way, raises his/her comprehension ability to the **83rd percentile**.



Why?

- Why does vocabulary instruction have such a profound effect on student comprehension of academic content?
- What do these words have in common:
viniculture, whorl, sepals, propagation, ovules, carpel, filament, stigma, cultivation, style, corolla, staminate, pistillate, pedicels, solitary, pollination
- When would knowing this vocabulary be helpful to you?



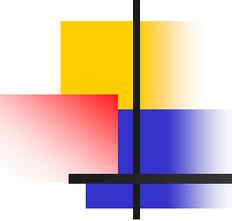
Consider this...

- Background knowledge is more important to the understanding of reading than IQ.
- Vocabulary instruction in specific content-area terms builds up student's background knowledge in content area.
- Students who understand content for example, in a state mathematics standards document regarding data analysis and statistics have understanding of terms such as ***mean, median, mode, range, standard deviation, and central tendency.***

Systematic Instruction in Vocabulary

Benefits ALL students!





Did You Know...

With the person behind you, decide if following statements are **true** or **false**.

1. Reading 14 minutes a day means reading over 1,000,000 words a year.
2. Preschool or children's books expose you to more challenging vocabulary than do prime-time adult TV shows.
3. Vocabulary can be learned through reading and talking.

What It Means to Us...

- It is not necessary for all vocabulary terms to be directly taught.



- Yet, direct instruction of vocabulary has been proven to make an impact.

Creating a List of Academic Vocabulary Terms

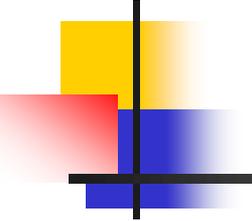
- *Building Academic Vocabulary Teacher's Manual* lists **7,923** terms in **11** subject areas extracted from national standards documents, organized into four grade-level intervals: **K-2, 3-5, 6-8, and 9-12.**
- List has 805 subject-specific vocabulary words, 86 of which are listed for mathematics.



Decision Making



- Decide on number of words to be taught directly at each grade level (K-2, 3-5, 6-8, or 9-12)
- Suggestion: 150 vocabulary words per year **or** 1 word weekly for each academic subject.
- Therefore, plan for approximately 30 math terms per year.



Picking Terms to Teach

- Is term critically important to content I will be teaching this year?
- Scan through level of terms, put check mark next to any term that meets criteria.
- If terms you want to teach are not found in appendix, add to your selection list.
- If selection list totals more than original estimate, revise plan.
- Add words to reflect SD state standards and curriculum materials.

How Many Terms?

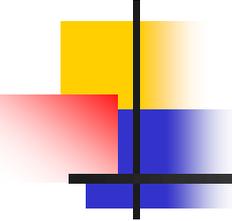
- Based on length of these lists, determine how many terms should be taught.



From the beginning...

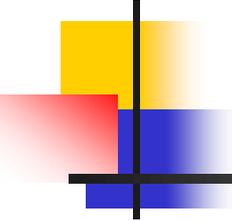
- Understand lists are not “cast in stone”, but rather additions and deletions may become necessary over time.





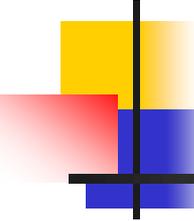
Student Notebook

- Use notebook from one year to the next.
- Select terms from 4 or 5 subject areas.
- Record subject area in border.
- Color-code pages
- Alphabetize.
- Organize by subject area, unit, theme, or topic.



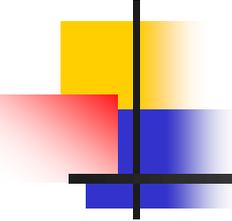
Six-Steps for Teaching New Terms

- First 3 steps – introduce and develop initial understanding.
- Last 3 steps – shape and sharpen understanding.



Step 1

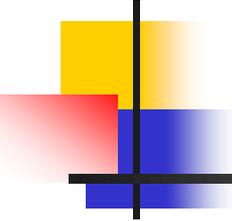
- Provide a description, explanation, or example of new term.
- Our term for today is:
“prediction.”



Step 2

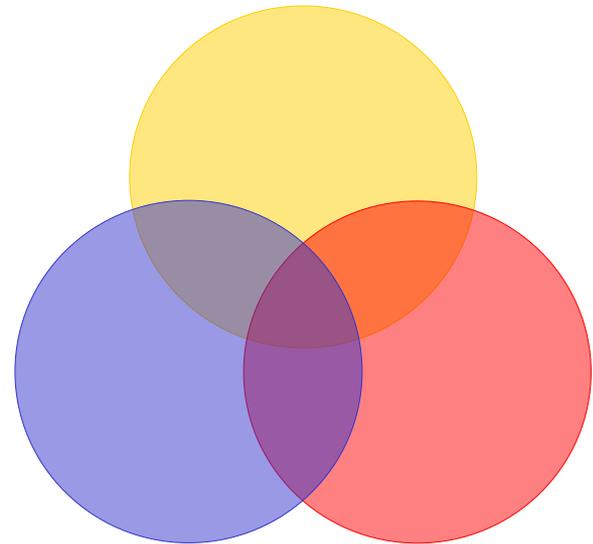
- Students restate explanation of new term in own words.





Step 3

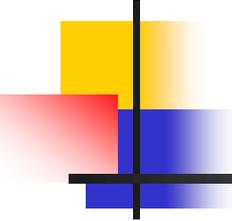
- Students create a nonlinguistic representation of term.



Step 4

- Students periodically do activities that help add to knowledge of vocabulary terms.





Review Activity

Solving Analogy Problems

- One or two terms are missing. Please think about statements below, turn to your elbow partner and provide terms that will complete following analogies.

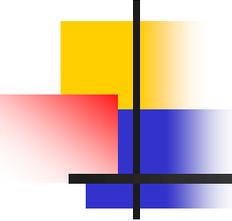
Inch is to ***ruler*** as ***word*** is to _____.

Decibel is to ***sound*** as _____ is to _____.

Step 5

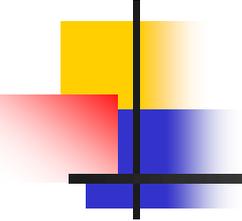
- Periodically students are asked to discuss terms with one another.





“Talk a Mile a Minute” Activity

- Teams of 3-4
- Designate a “talker” for each round.
- Try to get team to say each word by quickly describing them.
- May not use words in category title or rhyming words.



Measurement



Inch

Foot

Centimeter

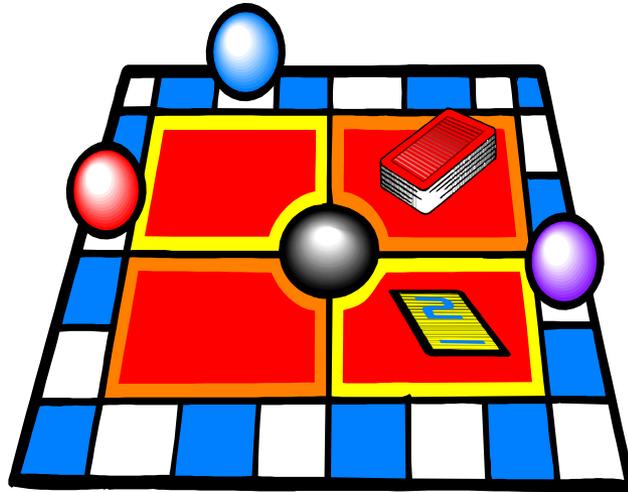
Millimeter

Yard

Meter

Step 6

- Periodically students are involved in games that allow them to play with terms.

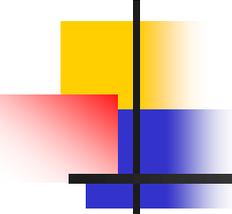


Vocabulary Charades

Game Activity

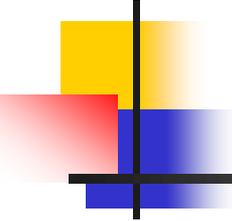
- Please stand.
- Using your arms, legs, and bodies, show the meaning of each term below:
 - radius
 - diameter
 - circumference





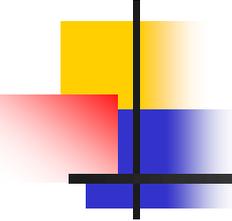
Keeping Track of Student Progress

Level 4:	I understand even more about the term than when I was taught.
Level 3:	I understand the term and I'm not confused about any part of what it means.
Level 2:	I'm a little uncertain about what the term means, but I have a general idea.
Level 1:	I'm very uncertain about the term. I really don't understand what it means.



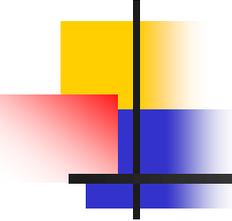
Working with ESL Students

- **Step 1 (ESL):** Provide a description, explanation, or example of the new term (along with a nonlinguistic representation).
- **Step 2 (ESL):** Ask students to restate the description, explanation, or example in their own words in their own language.
- **Step 3 (ESL):** Ask students to construct a picture, symbol or graphic representing the term or phrase. Students should create their own representation and not copy yours from Step 1.



Working with ESL Students

- **Step 4 (ESL):** Engage students periodically in activities that help them add to their knowledge of the terms in their notebook. Allow students to use their native language as much as possible.
- **Step 5 (ESL):** Periodically ask students to discuss the terms with one another. Pair students of the same language together.
- **Step 6 (ESL):** Involve students periodically in games that allow them to play with terms. Pair students of the same language together.

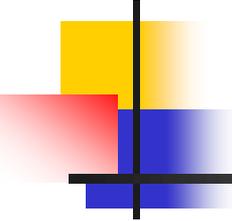


Management

- 1, 2, 3 terms per week for 30 weeks to teach target terms.
- Set aside time periodically to engage students in vocabulary activities, adding to knowledge base.
- Allow students to discuss terms.
- Encourage students to add information to notebooks.

Example of Typical Two-Week Period

Monday	Tuesday	Wednesday	Thursday	Friday
Provide schema for new term. Students will discuss and write understanding. (Steps 1-2)	Vocabulary game played right before lunch period. (Step 6)	Create nonlinguistic representation. (Step 3)	Comparison Activity (Step 4)	Vocabulary game played at end of day. (Step 6)
Monday	Tuesday	Wednesday	Thursday	Friday
Provide schema for new term. Students will discuss and write understanding. (Steps 1-2)	Vocabulary game played right before lunch. (Step 6)	Create nonlinguistic representation. (Step 3)	Think-Pair-Share Activity (Step 5)	Comparison Activity (Step 4)



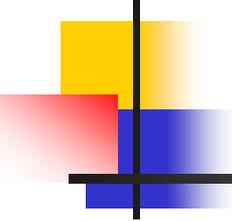
Write On...A Time to Plan

Writing is the ultimate
synthesis.

It's time to, "Get Black on White."
Guy De Maupassant

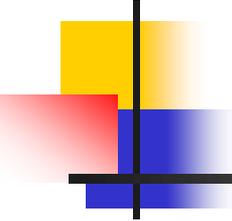
"Learn as much by writing as by
reading."

Lord Acton



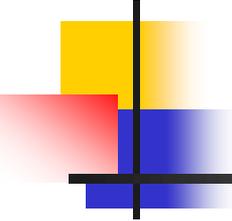
Final Thoughts

- Teachers, schools, and districts that embrace a comprehensive approach of building academic vocabulary will see impressive results in classrooms and on achievement tests.



Your Journey Has Begun

Each fall, monarch butterflies in Maine begin an unbelievable journey to a hilltop in Mexico. **How do they do it?** They focus on the **goal**, **not** the **difficulties**. Each day they take their bearings and set off, allowing their instincts and desire to steer them. They accept what comes; some winds blow them off course, others speed them along. They keep flying until, one day, they arrive.



Thank you!

Your determination makes
the difference.

