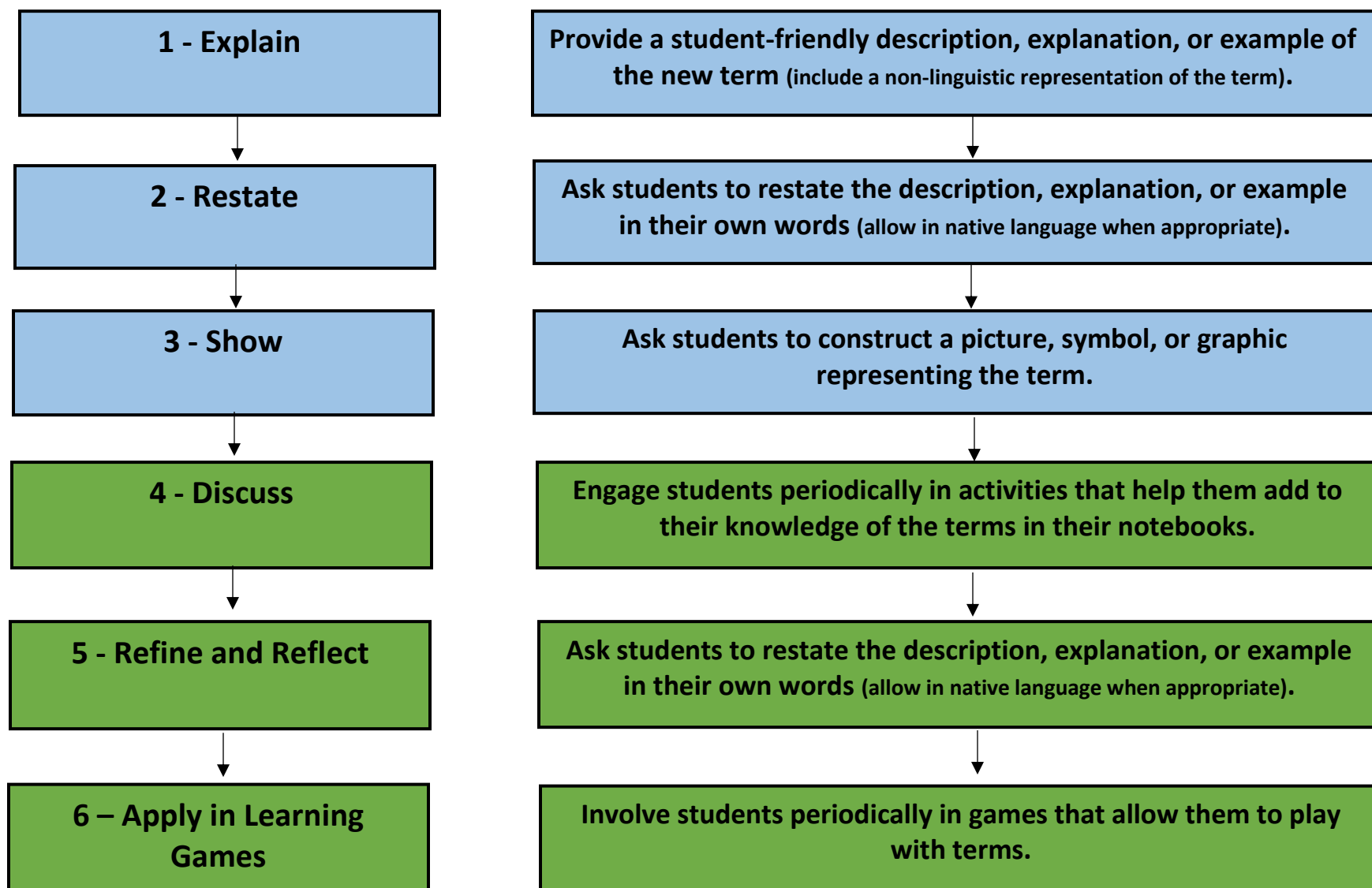


Vocabulary Instruction Strategies

1. Marzano's Six-Step Process for Teaching Vocabulary

Steps 1-3 are used when introducing a term to students and are conducted in sequence. Steps 4-6 are used a few days after steps 1-3, but these steps don't need to be conducted in sequence. It is highly important not to leave any of the steps out.



Marzano's Six-Step Process for Teaching Vocabulary (with examples)

1 – Explain

Provide a student-friendly description, explanation, or example of the new term (include a non-linguistic representation of the 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 – Restate

Ask students to restate the description, explanation, or example in their own words (allow in native language when appropriate).

- ✓ Monitor and correct misunderstandings
- ✓ Must be student's original ideas, not parroting the teacher
- ✓ Discuss with a partner
- ✓ Student record (notebook or journal)

3 – Show

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

- ✓ 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
- ✓ Create comic books
- ✓ Use Web Tools from <http://innovativocab.wikispaces.com>

4 – Discuss

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
- ✓ 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 – Refine and Reflect

Ask students to restate the description, explanation, or example in their own words (allow in native language when appropriate).

- ✓ 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

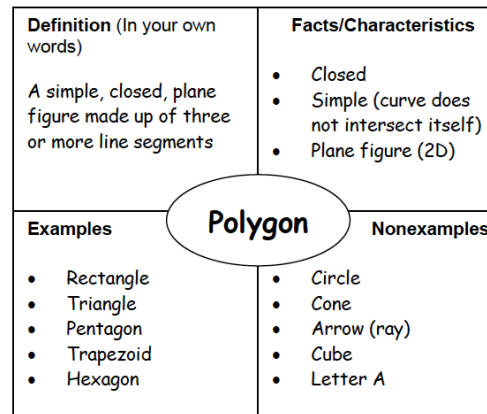
6 – Apply in Learning Games

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

- ✓ Pictionary
- ✓ "Oops" (Students pull a word, read and explain/define the word, if correct they keep the card if wrong return the card. If they pull the "oops" card, they return all of their cards)
- ✓ Upset the fruit basket (chairs in a circle - one less chair than # of students, "It" stands in the middle and calls out a word, students who have information related to that word get up and run to a new empty chair. "It" also runs to get a chair. Person left without a chair is the new "It". "It" can also make everyone move by yelling "fruit salad".)
- ✓ Memory
- ✓ Jeopardy (vocab words are on the board, players make up a question to define)
- ✓ Charades
- ✓ Name that Category (\$100,000 Pyramid)
- ✓ Password (Each team selects a player to be "It" for each round, while teams pick a password from the opposite team's word bank. "It" stands before his team as they share the password with each other. Then, each team takes turns collaborating on a one-word clue to give the "It" player so he can guess the password. The first team to provide the best clue in the fewest number of turns so that "It" guesses the password gets one point.)
- ✓ Talk a Mile a Minute (like Catch Phrase)
- ✓ Bingo (you give definition, students mark the word)
- ✓ Create a skit (assign groups of 3-4 kids 3 vocab words to make a skit out of)

2. Frayer Model

This graphic organizer was designed by Dorothy Frayer and her colleagues at the University of Wisconsin to provide for a thorough understanding of new words. Students are asked to provide a Definition of the word, Facts or Characteristics of the word, Examples, and Nonexamples. This graphic organizer will lead students to a deeper understanding of a word and its relationship to their own lives.



In the center write the word to be defined.

In the third box, "EXAMPLES", you will list examples of the word. Ask for student input at this point. Have students offer examples, and write their suggestions on the board or overhead.

In the first box, "DEFINITION", you will write the definition of the word. This is the definition, you, as the teacher, want students to remember.

In the fourth and final box, "NON-EXAMPLES", you will list non-examples of the word. It is important to include this section, so students will be able to distinguish between what the word is and what it is not. Ask for students input. Write their suggestions on the board or overhead.

In the second box, "CHARACTERISTICS", you will list the characteristics of the word. Ask students if they can think of any characteristics of the key word.

The “Do’s” and “Do Not’s” of Vocabulary Instruction

Do’s

- Make connections to students’ lives, studies and interests
- Capitalize on students’ knowledge of their first language (cognates)
- Teach word learning strategies (word parts, useful context clues, and patterns)
- Use student friendly definitions of words and concepts
- Include word play activities
- Foster a love of language and words—Bring words to life in the environment
- Encourage wide reading with a balance of direct/explicit instruction
- Provide multiple exposure across content areas (15-20X’s)
- Provide opportunities to practice the words through writing, speaking, and reading

Do Not’s

- Mindless repetition and defining of words
- Teaching too many words (Ideal: 8-10 wkly)
- Relying too heavily on context clues
- Exposing students solely to leveled books
- Giving weekly vocabulary lists/assessments

Things to Consider When Choosing Tier II Words

(If you can answer *yes* to the questions below, the word meets the selection criteria.)

- **Can you explain the meaning in known terms?**
 - Insisted—Wanting something to be done
 - Reluctant—Not sure about doing something
 - Drowsy—Sleepy
- **Are the words useful and interesting**
 - Reinforces
 - Scarce
 - Gist
- **Is the word transportable (used in writing, class discussions, across content areas)**
 - Demonstrates
 - Significant
 - Factors
- **Is the word representative of a family of words that the students should know?**
 - Enormous (big, giant, large)
 - Hostile (mean, angry)
 - Gist (meaning, main idea)
- **Does the word have instructional potential?**
 - Roots/bases
 - Latin/Greek
 - Spanish Cognates
 - Connections to other words
 - Connections to other concepts

Steps for Selecting Tier II Words

1. Select the text

- Test or essential question being asked
- Passage to be read or discussed

2. Identify any words that appear frequently in text or in the oral language of mature language users.

3. Ask: Would students be able to explain the word using words already in their repertoire (fortunate—lucky)?

4. Ask: Does the word offer the student a more precise or sophisticated way to express an idea/concept?

- Example:

Tier two word—maintain. The student's expressions—keep going. NOTE: Go beyond the synonym level. Maintain means to keep going but also to continue in its present condition or at its present level.

5. Narrow the list down to avoid student overload

- Refer to "Suggestions for Selecting Tier II Words"

Links to Resources

Site	Description	Link
EAP (English for Academic Purposes) Foundation	The Academic Word List was developed by Averil Coxhead at Victoria University of Wellington, New Zealand. It contains 570 word families which frequently appear in academic texts, but which are not contained in the General Service List (GSL).	http://www.eapfoundation.com/vocab/academic/awllists/
Berkeley Unified School District Grade Level Academic Vocabulary	The BUSD Grade Level Academic Vocabulary List is an articulated list of general academic vocabulary required at each grade level in all subject areas. This document includes a lot of helpful information, including strategies and sample activities. The word lists begin on p.26 and are in reverse grade level order.	http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf
Hyde Park Central School District	List of academic vocabulary words by grade level	http://www.hpcsd.org/district.cfm?subpage=29208
Victoria University of Wellington – Academic Word List Headwords	This list contains the head words of the families in the Academic Word List. The numbers indicate the sublist of the Academic Word List. For example, <i>abandon</i> and its family members are in <i>Sublist 8</i> of the Academic Word List. Sublist 1 contains the most common words in the AWL. Sublist 2 contains the next most common words, and so on. There are 60 families in each sublist, except for sublist 10 which has 30.	http://www.victoria.ac.nz/lals/resources/academicwordlist/awl-headwords
Quizlet	Pre-made academic vocabulary flashcards and games/activities for SBAC. You can also use this website to create your own.	https://quizlet.com/78519020/academic-vocabulary-for-sbac-flash-cards/
Colorín Colorado	Explains what cognates are and why they are important. You can find strategies on	http://www.colorincolorado.org/article/using-cognates-develop-comprehension-english

	selecting vocabulary words and how to teach them. They've also included word lists of cognates in Spanish and English.	
Tulare County Office of Education	These unpacked standards include the following information for each standard: academic vocabulary, Spanish cognates, essential skills and concepts, question stems, and references related to College and Career Readiness Anchor Standard along with both the previous and following grade level standard in order to highlight the continuum of learning.	http://commoncore.tcoe.org/Search/1/Resources/ba37899c-d9ec-449b-aa9d-6626224114a1
Word Exploration	Enter the word and you get the definition and a breakdown of the word parts, what the parts mean, and other words that contain those parts and their definitions	http://wordinfo.info/

For the Reading

Title	Author	ISBN/Source
Vocabulary for the Common Core	Robert J. Marzano, Julia A. Simms	978-0-9858902-2-3
What Research Has to Say About Vocabulary Instruction	Alan E. Farstrup, S. Jay Samuels	978-0-87207-698-3
Vocabulary Games for the Classroom	Robert J. Marzano, Lindsay Carleton	978-0-9822592-6-9
Bringing Words to Life	Isabel L. Beck, Margaret G. McKeown, Linda Kucan	978-1-4625-0816-7
Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples	Isabel L. Beck, Margaret G. McKeown, Linda Kucan	978-1-59385-753-0
Words as Tools: Learning Academic Vocabulary as Language Acquisition	W. Nagy, D. Townsend	Reading Research Quarterly