

Six Step Process for Building Academic Vocabulary—Dr. Robert Marzano

STEP ONE: The teacher will give a description, explanation, or example of the new term.

- Provide learners information about the term
- Determine what the learner already knows about the term.
- Ask learners to share what they already know as a means of monitoring misconceptions.
- Ask learners to share what they already know to use this knowledge as a foundation for more learning.
- Utilize examples, descriptions, but not definitions. Definitions are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.
- Instruct learning of proper noun terms through identifying characteristics of the proper noun.

STEP TWO: The teacher will ask the learner to give a description, explanation, or example of the new term in his/her own words.

- Remind learners to not copy, but use their own words.
- Monitor students to determine if any confusion exists.
- Provide more descriptions, explanations, or examples if necessary.
- Request that students record these in the vocabulary notebook. These notebooks can travel with the learner as he/she moves through each grade level and become a compilation of vocabulary terms mastered.

STEP THREE: The teacher will ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.

- Provide learners a nonlinguistic method of vocabulary mastery.
- Share examples of other learners' drawings or allow students to work in teams to help those who complain that they cannot draw.
- Teach the concept of speed drawing for those who labor too long over their work.
- Ask learner to share their work.
- Use graphics from magazines or the internet.
- Illustration terms through symbols, drawing the actual term, illustration with a cartoon, or drawing an example of the term should be encouraged.

STEP FOUR: The learner will participate in activities that provide more knowledge of the words in their vocabulary notebooks. (For notebook and academic notebook worksheet go to:

<https://web.archive.org/web/20130117000510/http://jc-schools.net/tutorials/vocab/notebook.htm> (Teacher Led)

- Students continually reexamine their understanding of a given term
- Activities should be planned that engage students explicitly in the focused review of targeted terms.
- Provide opportunities to add to, or revise, the entry for the term in their vocabulary notebooks

STEP FIVE: The learner will discuss the term with other learners. (Teacher Guided) (Student Led)

- Interacting with other people about what we are learning deepens the understanding of everyone involved
- Teacher provides a structure for the students to have informal and unstructured discussions
- Major goal is to encourage students to help each other identify and clear up misconceptions and confusions.
- Discussing the terms with their peers helps them to detect their errors and correct their work.

Pair-Share Strategy:

- THINK: Allow think time for learners to review their own descriptions and images of the terms.
- PAIR: Put learners in pairs to discuss their descriptions, images, and any new info related to the terms.
- SHARE: Provide opportunities for groups to share aloud and discuss conceptions and misconceptions.
- Monitor as learners help each other identify and clear up confusions about new terms.

STEP SIX: The learner will participate in games that provide more reinforcement of the new term. A variety of games are available at <https://web.archive.org/web/20130117000510/http://jc-schools.net/tutorials/vocab/notebook.htm> PowerPoint Games, Word Game Boards, Excel Games, WORDO, Twister, Fly Swat.

- Walk around the room and check their work when learners are working on their vocabulary notebooks
- Check the notebooks to evaluate accuracy.

- Listen for misconceptions when learners are playing games/activities.
- Provide an opportunity for learners to work together.