The Need for a Program to Build Academic Vocabulary

Presented By: Amy Huether & Barbara Ice

Building Academic Vocabulary Teacher’s Manual

Robert J. Marzano & Debra J. Pickering
By the end of this session...

You will understand:

• Characteristics of effective vocabulary instruction, and

• A six-step process for direct instruction in vocabulary.
When?

- 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:

  - fall line, snow plow, corn snow, unweight, powder, packed powder, green slope, blue slope, back slope, mogul, carving, and face-plant

• When would knowing this vocabulary be helpful to you?
Consider this…

- Background knowledge is more important to 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.
Studies show... 4 year olds

<table>
<thead>
<tr>
<th>Social Class</th>
<th>Words Heard</th>
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<tbody>
<tr>
<td>Professional Family</td>
<td>45 million</td>
</tr>
<tr>
<td>Working Class</td>
<td>26 million</td>
</tr>
<tr>
<td>Welfare</td>
<td>13 Million</td>
</tr>
</tbody>
</table>
Did You Know?

• If students do not understand 5% of the words, they will have difficulty comprehending the text if they comprehend at all.
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.
Research says...

- Students must encounter words in context 6-10 times for long-term retention.

- Students do not learn vocabulary through worksheets such as word searches and or by looking up words in the dictionary.
Research also says...

Students develop vocabulary through:

**wide reading**
- reading a lot
- reading different types of texts
- helps most with general vocabulary knowledge
- Read Alouds and SSR

**explicit vocabulary instruction**
- focusing on specific words and their meanings
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.
Decisions should be made at teacher, school, or district level.

Using *Building Academic Vocabulary Teacher's Manual* as a resource, a district, school, or teacher can create an academic vocabulary word list of a FEW terms from specific content areas.
Selecting Academic Terms

• Process used by committee to generate district wide (or school wide) list of terms is divided into five phases.
• Decide on number of words to be taught at each grade level and, by extension, across a grade-level interval (K-2, 3-5, 6-8, or 9-12) or a multi-grade span (e.g. K-6 or K-12).
Content – List of Terms

- For each academic content area in the program, create a rank-ordered list of words important to grade-level interval or multi-grade span by selecting words from list.

- Add words that reflect local standards and curriculum materials.
How Many Terms?

- Based on length of these lists, determine how many terms should be taught in each academic area.
Final List

• Generate final list of terms for each academic area by making additions, deletions, or other alterations.
Assign

- Terms to specific grades.
Understand lists are not “cast in stone”, but rather additions and deletions may become necessary over time.
Effective Vocabulary Instruction...

- Encourages multiple ways of thinking (visual, verbal, written, kinesthetic)
- Uses student-friendly explanations, not definitions
- Actively involves students
- Facilitates TALK about words
Effective Vocabulary Instruction...

- Provides multiple exposures to words
- Teaches independent word-learning strategies
- Makes connections between and among words
- Focuses on fewer words in more depth (5-10 per week)
Systematic Instruction in Vocabulary

Benefits ALL students!
Marzano’s 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 a new term.

- Our term for today is: "prior knowledge."
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.
One or two terms are missing. Please think about statements below, turn to your elbow partner and provide terms that will complete following analogies.

Bone is to skeleton as word is to ______.

Rhythm is to music 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.
Parts of Speech

Noun
Verb
Adjective
Preposition
Conjunction
Adverb
Pronoun

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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:
  - Compromise
  - Equator
  - Supply and Demand
More games…
And More Games...

Free Association

Comparing Terms

Classifying Terms

Solving Analogies

Creating Metaphors

What is the question?

Draw Me

Vocabulary Charades

Name That Category

Vocabulary Jeopardy

Talk a Mile a Minute

Card Games

Bingo

Web Games
How do we embed this in to CSCOPE?

- Pre-Teach Vocabulary (Targeted Groups) During Tutorials?

- Embed within the lesson (SUPPLEMENT DON’T SUPPLANT) Where does this term fit within the 5E Framework?

- Interactive Word Walls

- Review Assessment Results and Re-Teach
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

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vocabulary game played right before lunch period. (Step 6)</td>
<td></td>
<td>Comparison Activity (Step 4)</td>
<td>Vocabulary game played at the end of the day. (Step 6)</td>
</tr>
<tr>
<td></td>
<td>Vocabulary game played right before lunch. (Step 6)</td>
<td></td>
<td>Think-Pair-Share Activity (Step 5)</td>
<td></td>
</tr>
</tbody>
</table>
Ideas for Grade Level Collaboration: 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
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.
Websites for Vocabulary

• QUIA – Rags to riches
  • www.quia.com/rr/37717.html
  Learn basic words from 189 topics and play games-matching, hangman, quizzes, word searches, crossword puzzles
  • http://www.vocabulary.co.il/

• ESL vocabulary Games
  • http://www.eslflow.com/games1.html

• Tier 2 words? Curious, stampede – Definition given-swing to correct answer
  • http://www.fekids.com/kln/games/wordjungle/

• PBS site – word play – word pronounced and demonstrated
Dictionary Web Resources

- One Look – pulls up all on-line dictionary definitions
  - [http://www.onelook.com](http://www.onelook.com)

- Word References, Games and more…
  - [www.wordsmith.org](http://www.wordsmith.org)

- The Internet Picture Dictionary

- Merriam Webster Site

- English/Spanish Basic Picture Dictionary
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.
CSCOPE
Thank you.

Your determination makes the difference.
• To order notebook materials and free access to a Building an Academic Vocabulary Web site for word selection, call 1-800-933-2723, Ext. 5634, or visit ASCD’s Online Store at http://shop.ascd.org.