

## **Six Steps to Building Academic Vocabulary**

Dr. Marzano describes a six-step process in the instruction of vocabulary (Building Academic Vocabulary). The first three steps are to assist the teacher in direct instruction. The last three steps are to provide the learner practice and reinforcement.

**Step 1: 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 2: 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 their notebook

**Step 3: The teacher will ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.**

- \*Provides 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 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.

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\*Illustrating terms through symbols, drawing the actual term, illustrating with a cartoon, or drawing an example of the term  
Should be encouraged.

**Step 4: The learner will participate in activities that provide more knowledge of the words in their vocabulary notebooks.**

\*Remind learners to not copy, but use their own words.

\*Distribute the Academic Notebook Worksheet to assist learners in organizing their vocabulary terms.

\*Encourage learners to identify prefixes, suffixes, antonyms, synonyms, and related words for the vocabulary term as "new info" on the Academic Notebook Worksheet.

\*If English is a second language to the learner, provide an opportunity to translate the word into their native language

**Step 5: The learner will discuss the term with other learners.**

Pair-Share Strategy:

1. THINK: Allow think time for learners to review their own descriptions and images of the terms.

2. PAIR: Put learners in pairs to discuss their descriptions, images, and any new info related to the terms.

3. SHARE: Provide opportunity for groups to share aloud and discuss conceptions and misconceptions.

Monitor as learners help each other identify and clear up confusion about new terms.

**Step 6: The learner will participate in games that provide more reinforcement of the new term.**

\* Walk around the room and check their work when learners are recording words in their notebooks

\*Check the notebooks to evaluate accuracy.

\*Listen for misconceptions when learners are playing games/activities.

\*Provide an opportunity for learners to work together.