Master vocabulary with Marzano's six steps

SUPER SATURDAY READING CONFERENCE

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Target domain-specific vocabulary.

Acknowledge which terms to prioritize per content area.

"Reading comprehension…is central to learning in the content areas."
~ Douglas Fisher & Nancy Frey

Highly specialized words ······ **TIER 3**

High-utility words ●····· **TIER 2**

Basic/Universal words ······ **TIER 1**
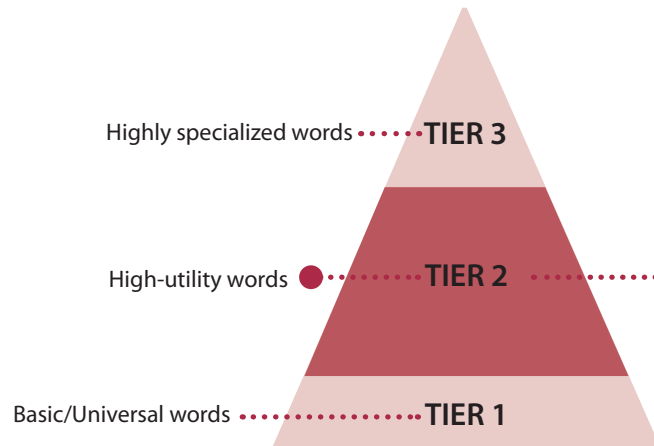
"Determine the words that would provide the

_____ _____

of _____ _____

in a particular content area."

~ Dr. Robert Marzano

SPIN-OFF SESSION

VOCABULARY & WORD STUDY
Session 5
Vocabulary Lists

Readers need to have multiple experiences with a term before they "own" it.

| 4 EXPERIENCES | 14 EXPERIENCES | 40 EXPERIENCES |

Mastering new vocabulary is like dating someone new.

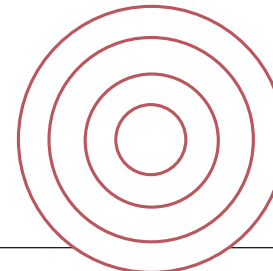| Strangers | Introductions Acquaintances | Friends | Dating (Get to know) | Dating (Comfortable) | Know intimately |

Yearlong instruction should penetrate all four circles of vocabulary.

Follow the 6 steps of explicit vocabulary instruction.

Honor the research-based process.

STEP 1

Teachers must **EXPLAIN** a word's meaning before

STEP 2 **STEP 3**

students **RESTATE** it orally and **SHOW** it visually.

LAYER INITIAL EXPOSURES
Execute the first 3 steps within the first week.

STEP 4

At that point, assess students' **DEVELOPING** knowledge.

STEP 5

Then ask them to work with peers to **REFINE** their

SHAPE & SHARPEN MEANING
Execute the remaining steps *across* the rest of the year.

STEP 6

understandings as they review and **PLAY** with word meanings.

Execute *Step 1: Explain* and *Step 2: Restate.*

WHY IS STEP 1 **IMPORTANT?**

• Students need to hear an informal definition of a term presented in kid-friendly language. Do not rely on formal or dictionary definitions.

• A link or connection is made between the word and the students' background knowledge.

WHY IS STEP 2 **IMPORTANT?**

• Students are progressing in their understanding when they can restate the meaning of an academic vocabulary word.

• Students demonstrate their general understanding of the term, explaining/restating it in their own words— not the teacher's original words.

EXPLANATIONS

Provide a general explanation using one of these sentence starters.

- *It is something…*
- *It is a concept…*
- *It is the idea that…*
- *It explains…*
- *It is someone…*
- *It describes…*

Clearly distinguish between EXPLANATIONS (convey the meaning of a term) and EXAMPLES (provide a single application of the term).

EXAMPLES

Connect the meaning of the term to kid-friendly examples/pop culture.

- Life experiences
- Stories, anecdotes
- Scenarios, hypothetical situations
- Visuals, videos, real-life objects
- Current events, pop culture

• baseball
• football
• dance
• sleepovers
• candy
• Minecraft
• friends
• recess
• athletic shoes
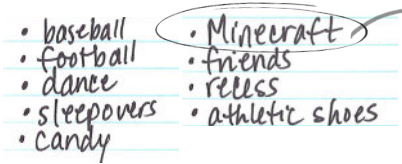
PERSPECTIVE—*You know how in* Minecraft *you can change the point of view of your character to where you are looking at your character from the back as if you were someone else, or you can change it so that you are in the body of the character? That demonstrates two different perspectives.*

SYNONYMS & ANTONYMS

Connect the known to the unknown.

- Brainstorm words that have a similar meaning.
- Identify words that have an opposite meaning.

CONTENT CONNECTIONS

Relate the term's purpose/function to a subject-area concept.

DEFINITION

Read the formal glossary/dictionary definition and compare it to the students' informal explanations.

Enter the new term into a vocabulary notebook.

Capture growing understanding.

TERM: _____

DESCRIBE: _____
_____
_____

DRAW:

TERM: _____

DESCRIBE: _____
_____
_____

DRAW:

© Marzano

DEFINITION/EXPLANATION

SYNONYMS/ANTONYMS

EXAMPLES

WRITE A SENTENCE

DEFINITION/EXPLANATION

SYNONYMS/ANTONYMS

EXAMPLES

WRITE A SENTENCE

© Frayer

Vocabulary Term: _____   1 2 3 4

Word Family

Noun: _____

Verb: _____

Adjective: _____

Adverb: _____

Word Parts

Prefix: _____

Suffix: _____

Root/Base: _____

Word Workings

Definition (glossary; dictionary): _____
_____

Elaboration (in your own words): _____
_____

Examples: _____
_____

Synonyms (also known as): _____

Antonyms (opposite meaning): _____

Visuals/ Drawings:

Tips & Tricks / Common Confusions:

Multiple Meanings:

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Vocabulary word _____ **Part of Speech** _____

Definition

Example

Synonym

Sentence

© Petro

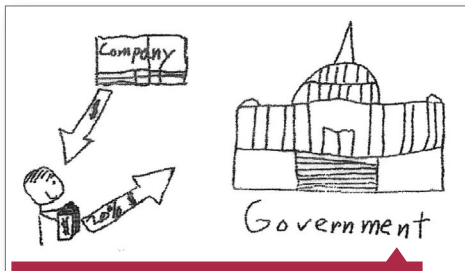
SECRET SITE RESOURCES

Execute *Step 3: Show.*

WHY IS STEP 3 IMPORTANT?

- Student understanding deepens when they can accurately show the meaning of a word by using abstract tools.
- Visual meaning cements an academic vocabulary word further into memory.

Associate the word with a visual.

Visual representations require explanation.
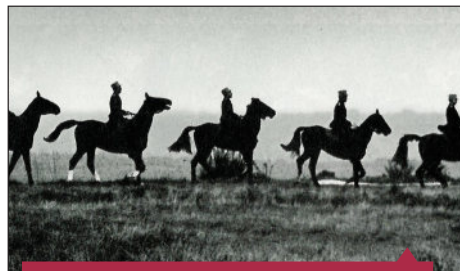
DRAW ITS MEANING.

INCOME TAX

EXPLANATION

A company pays a worker his salary. Then the worker has to give some of that money to the government.
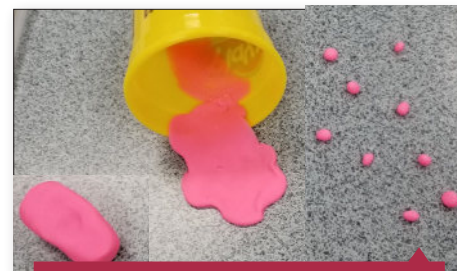
SELECT AN IMAGE.

EXPLORATION

EXPLANATION

The men on the horses are traveling to new places they have not been. They are finding out what is in the territory that has no roads, towns, or people.
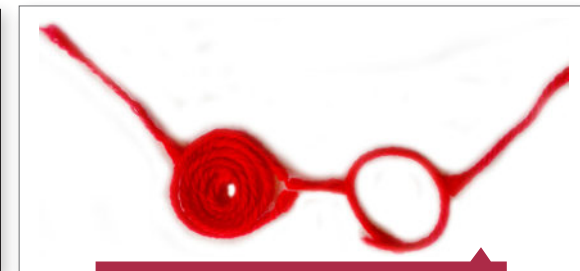
CREATE IT PHYSICALLY.

STATES OF MATTER

EXPLANATION

Matter is something that takes up physical space. It can be a solid like the rectangular block. It can be a liquid that would spill if turned over. It can be a gas made up of tiny invisible particles.

PERSPECTIVE

EXPLANATION

These are glasses. One lens is clear so you see things one way, and one lens is shaded so you see things another way. And perspective is about the way you see things, and sometimes it's different.

NOW IT'S YOUR TURN

Execute *Step 4: Develop.*

SHAPE AND SHARPEN MEANING

WHY IS STEP 4 **IMPORTANT?**

• Students' understanding deepens as they apply the word in various contexts.

• Multiple applications of a word further supports the research.

Identify related words.

Utilize the term within a variety of sentences.

• Students create oral sentences.
• Create 10-word sentences.
• Write word-position sentences.
• Say a sentence leaving a blank for your word and the class guesses the word.
• Use 2 vocab words in a single sentence.

Polar bears are **carnivores** and they **camouflage** themselves so they can eat other animals.

Reveal specifics and characteristics within acrostic poems.

Scene	**H**air	**L**and or water	**G**irl	**T**one
Environment	**O**varies	**A**ll over	**E**nding	**H**oning author's message
Time	**R**eady to give birth	**N**ile River	**N**oun	**E**ssence
Temperature	**M**uscle growth	**D**elta	**D**ama	**M**otif
Inside, internal	**O**ctaves changing	**F**jord	**E**l nino	**E**xtraordinary insight
Now, nature	**N**ecessary for development	**O**cean	**R**ules and exceptions	
Geography	**E**motion	**R**ock		
	Sex	**M**ountain		

Execute *Step 5: Refine.*

SHAPE AND SHARPEN MEANING

● **Share and compare knowledge.**

Customize understanding with *Information Pyramids.*

Term

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2 Key Words

Main Idea in 3 Words

Example/Details in 4 Words

Skeleton
bones, structure
supports/protects organs
spine, ribs, femur, fibula

Parody
imitating original
mock author's work
Not Another Teen Movie

Minerals
soil, rock
Earth's natural resources
mercury, quartz, crystal, diamond

Variable
unknown value
letter represents number
solve to find X

SECRET SITE RESOURCES

Personify the term within a *Bio-Poem.*

Constitution		**Force & Motion**		**Melody**	
Traits that describe	*document, amendable*	Traits that describe	*movement*	Traits that describe	*up, down, same*
Related to...	*government*	Related to...	*laws of nature*	Related to...	*harmony*
Lover of...	*justice*	Lover of...	*power*	Lover of...	*to be heard*
Which feels...	*secure*	Which feels...	*free*	Which feels...	*strong, secure*
Which needs...	*loyalty*	Which needs...	*push or pull*	Which needs...	*voice, instruments*
Which fears...	*anarchy*	Which fears...	*friction*	Which fears...	*not being heard*
Which causes...	*stability*	Which causes...	*change*	Which causes...	*main idea*
Would like to see...	*accurate interpretation*	Would like to see...	*open spaces*	Would like to see...	*listener emotion*
Resident of...	*National Archives*	Resident of...	*universe*	Resident of...	*staff, music*
Example	*the student handbook*	Example	*physics*	Example	*tune*

Execute *Step 6: Play.*

WHY IS STEP 6 IMPORTANT?

- A game-like atmosphere promotes vocabulary learning as a positive experience.
- Fast-paced activities help move recall from deliberate to automatic.
- Provide opportunities for students to experience low-pressure competition.
- Spur students on to apply their vocabulary knowledge through moderate to intense competition.

Increase automaticity.

Groups can spiral through six terms at once with *Cubing.*

ACTIONS
6 — Describe/Explain it.
5 — Use it in a sentence.
4 — Draw it.
3 — Give an example.
2 — Provide a synonym.
1 — Act it out.

TERMS
6 — area
5 — perimeter
4 — diameter
3 — radius
2 — circumference
1 — volume

ACTIONS/TYPES OF INFORMATION
6 — Street name for the drug.
5 — Method(s) of consumption.
4 — Side effects on the body.
3 — Signs of abuse.
2 — Ways of obtaining the drug.
1 — Physical description (looks, odor).

TERMS (DRUGS)
6 — Crack Cocaine
5 — Heroin
4 — Marijuana
3 — Methamphetamine
2 — Prescription Drugs
1 — Cocaine