



# Teacher Notes

## Marzano's Six Steps to Effective Vocabulary Instruction

Academic vocabulary is the vocabulary critical to understanding the concepts being taught in class. Marzano (2005) stresses that in all subject areas explicit vocabulary instruction is necessary and outlines a six step process that can help students learn critical subject specific vocabulary.

### Step One:

The teacher gives a friendly, informal description, explanation or example of the new vocabulary term.

- Provide students with information about the vocabulary term.
- Create pictures or use video and computer images as a source of information.
- Describe your own mental picture of the word.
- Use current events and other media to connect the term to something familiar.
- Determine prior knowledge and find out what students already know about the term (see NBSS vocabulary rating scale, text features and other before reading strategy resources).
- Have students share what they already know and use this knowledge as a foundation for more learning.

### Step Two:

Students give a description, explanation or example of the new term in his/her own words.

- Students record their explanation (see NBSS vocabulary notebooks and activities resources).
- Remind students to not copy and only use their own words.
- Monitor to determine if any confusion still exists and correct misunderstandings with further explanation and example.

### Step Three:

Students create a non linguistic representation of the word.

- Provide students with non linguistic methods to record the vocabulary term (see NBSS vocabulary notebooks and activities resources).
- Students can work in pairs or groups to create a non linguistic representation e.g. picture, symbol, cartoon, dramatisation or play pictionary, charades, etc.
- Have students record their visuals and share their ideas.
- Continue to identify and clear up any misunderstandings about the new terms if necessary.

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### Step Four:

Students engage in activities to deepen their knowledge of the new word.

- Have students list related words.
- Highlight any prefixes and suffixes that will help them remember the word.
- Identify antonyms and synonyms.
- Discuss similarities and differences of two terms.
- Compare how the vocabulary term is used across subject areas and discuss and note any common confusions.
- Have students record this information.

### Step Five:

Students discuss the new word with one another.

- Students think, pair and share their ideas by comparing explanations, describing and explaining drawings and discussing any new information they have learned, etc.
- Students can make revisions to their own work and add to their vocabulary explanation and visual if necessary.
- Continue to identify and clear up any misunderstandings about the new terms if necessary.

### Step Six:


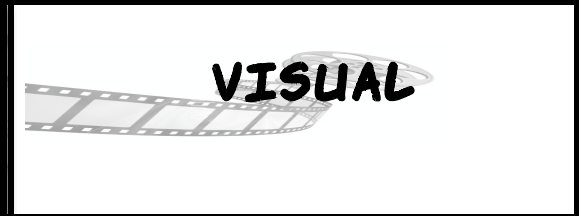
Students play games to reinforce and review new vocabulary.

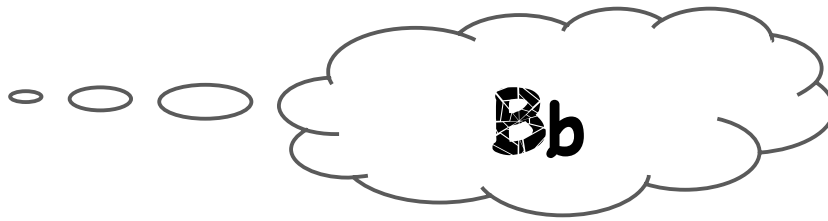
- Develop deep understanding of academic vocabulary terms by engaging students in weekly review activities. For example students can play taboo, dominoes, wordo, pictionary, charades, I have who has? word sorts, bingo, crosswords, hangman, card games, etc. (Contact the NBSS for powerpoint templates of games).
- Have students create and play their own vocabulary games and activities.
- After activities students can continue to make corrections, additions and changes to their explanation and visual.


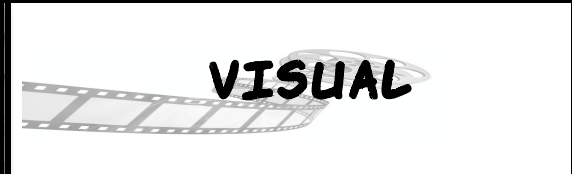
*(Marzano, R.J. & Pickering, D.J. Building Academic Vocabulary, 2005)*

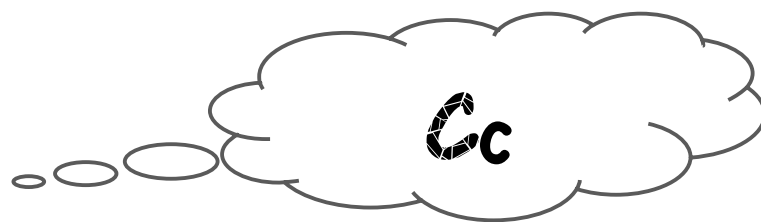
**\* Use these alphabetised pages together with the *NBSS Vocabulary Activities and Strategies* handout to create student vocabulary journals for your subject area. Also see other NBSS vocabulary development handouts e.g. *Vocabulary Rating Scale. Frayer Model. etc.***


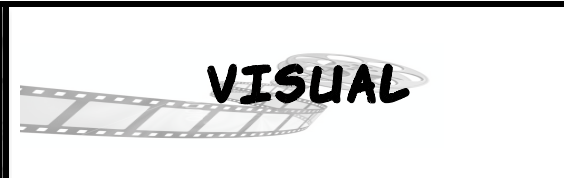


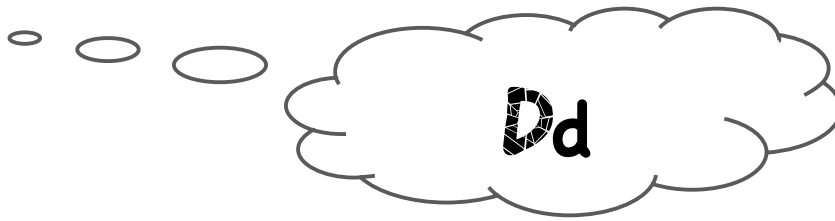
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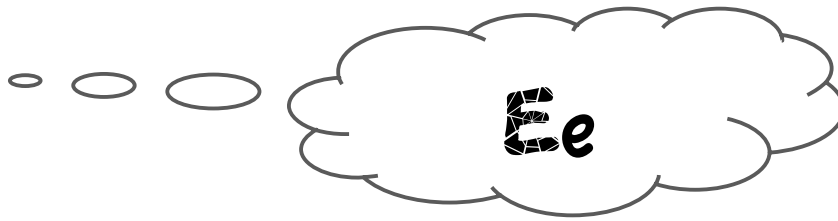
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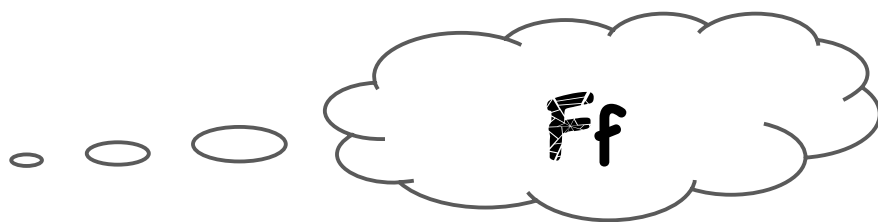



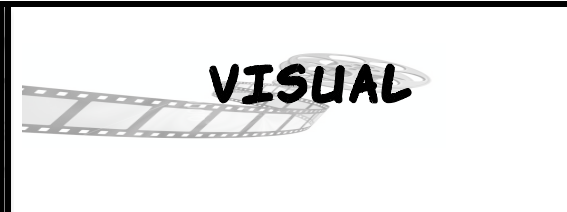
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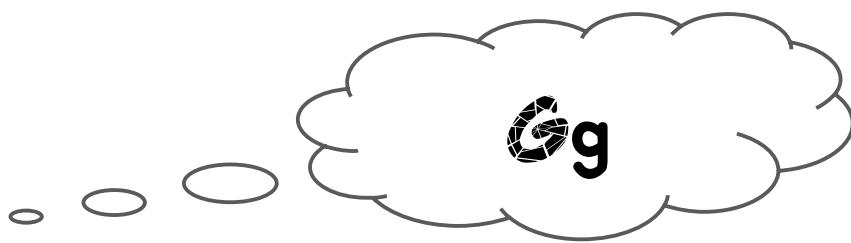



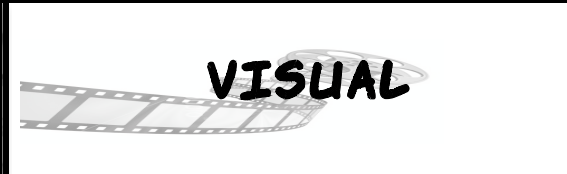
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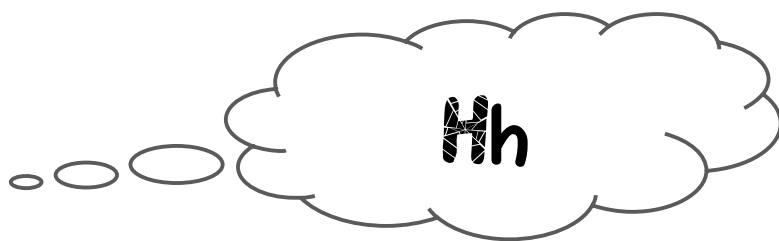



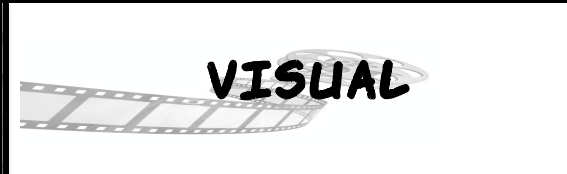


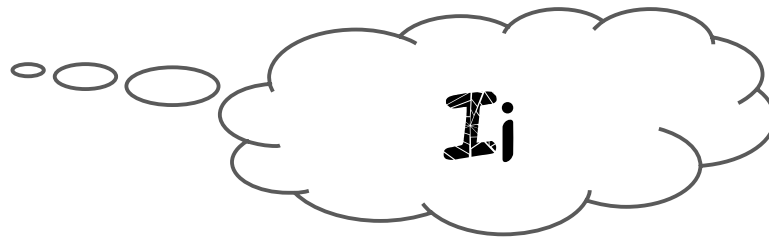
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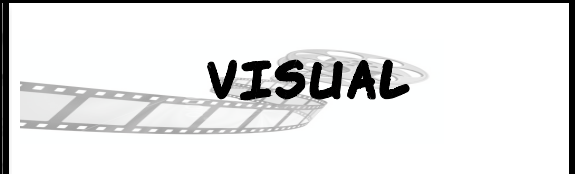


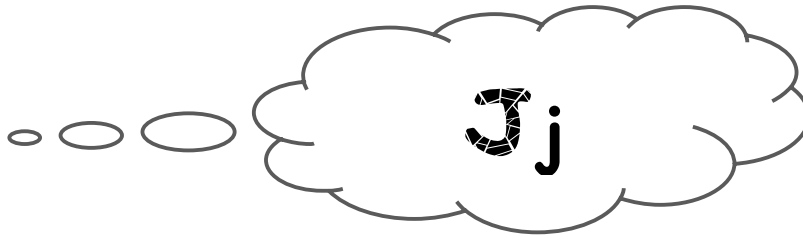
	
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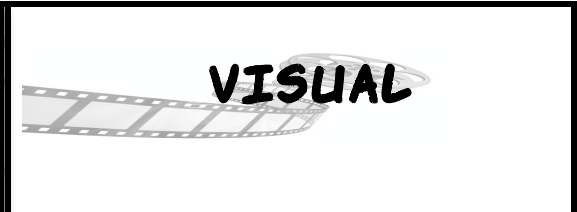


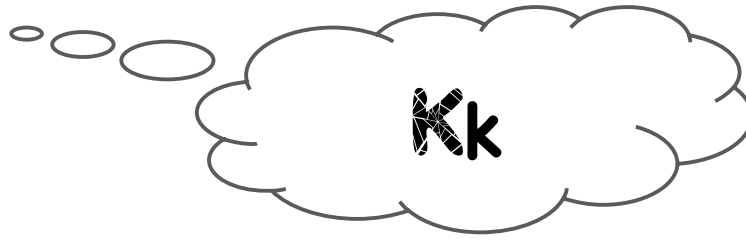
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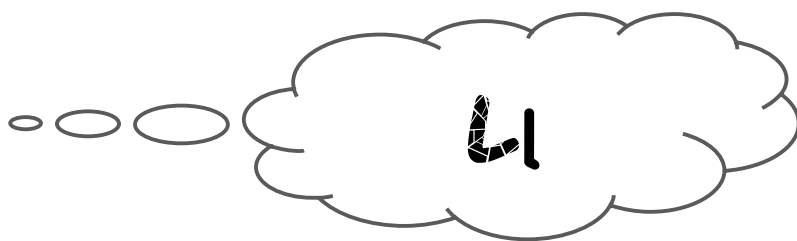
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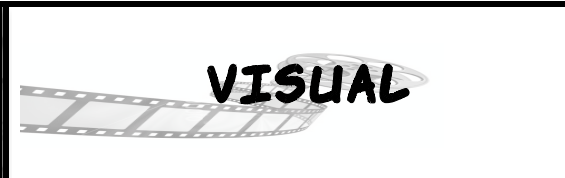


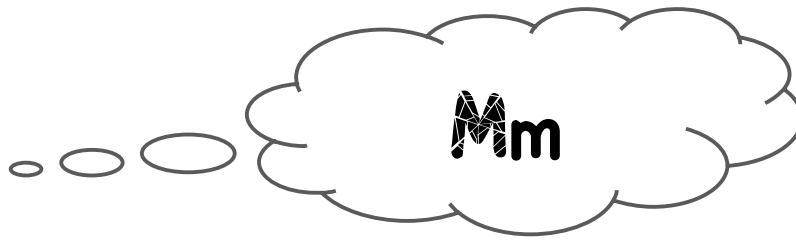
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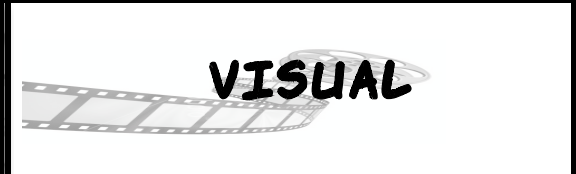


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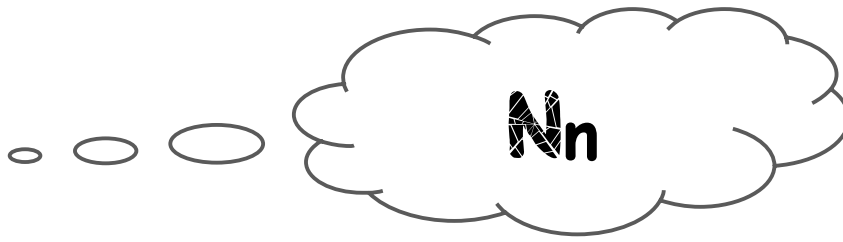




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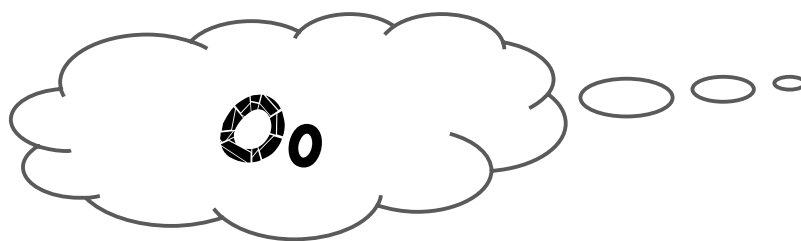



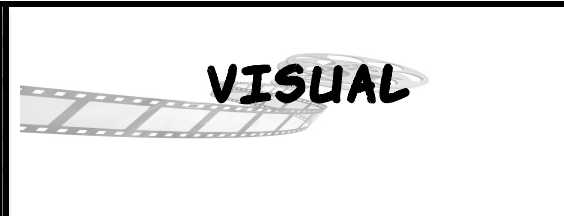
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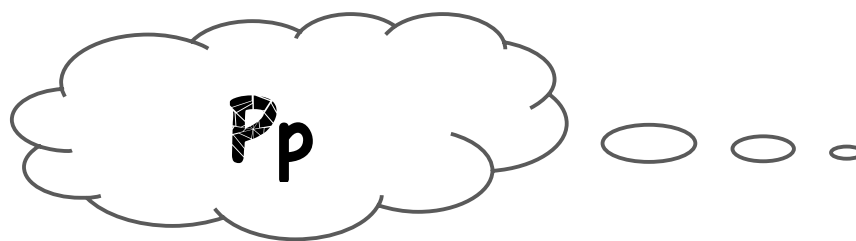



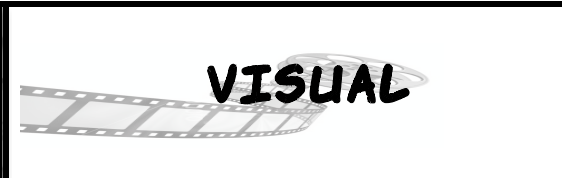


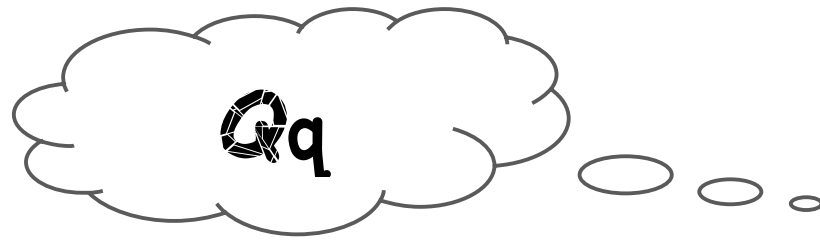
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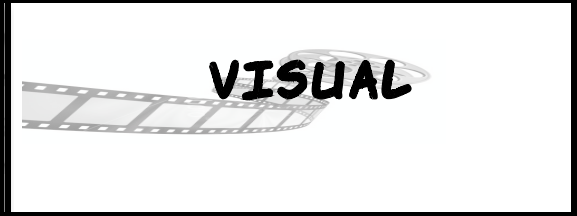


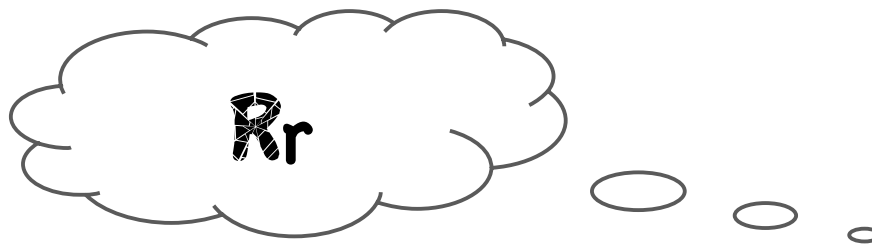
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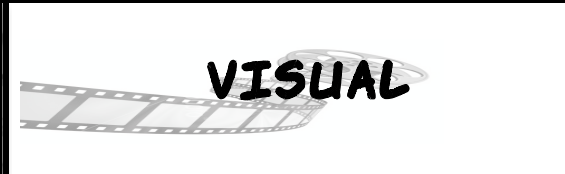


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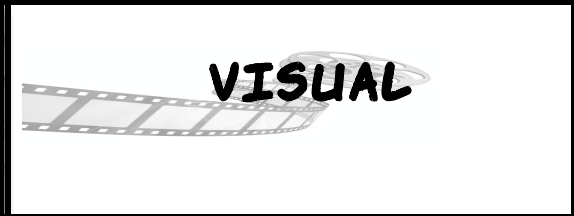


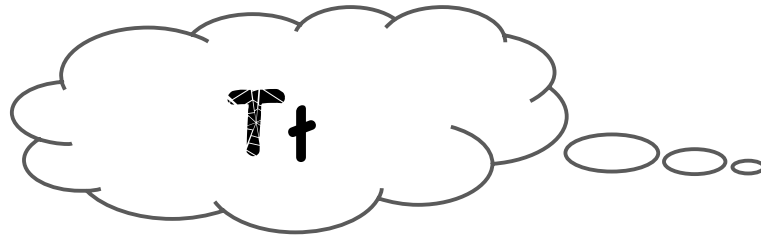
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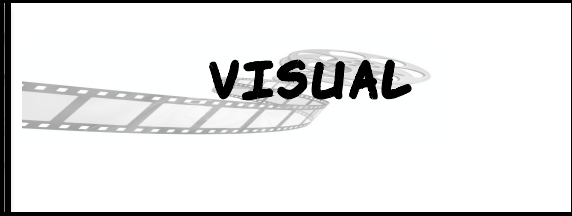


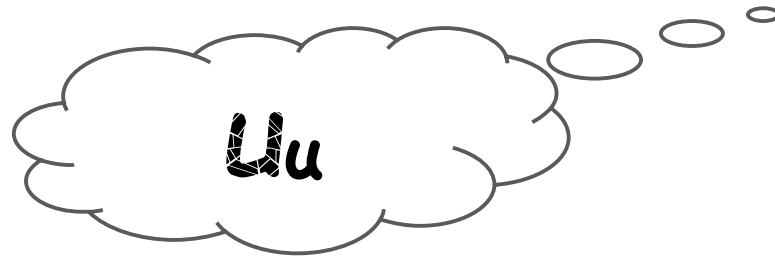
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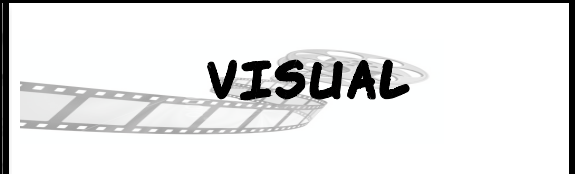


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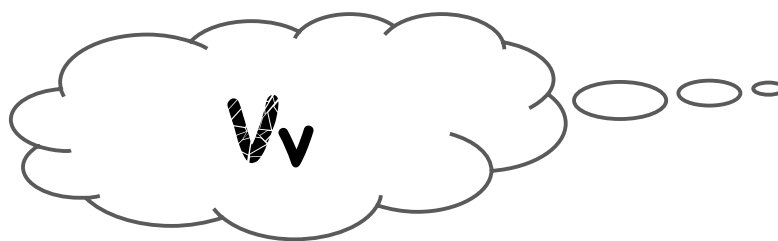



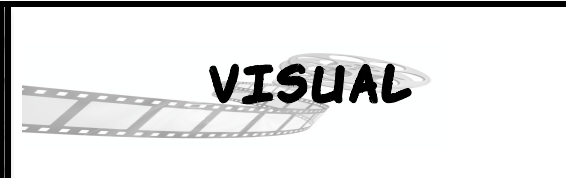
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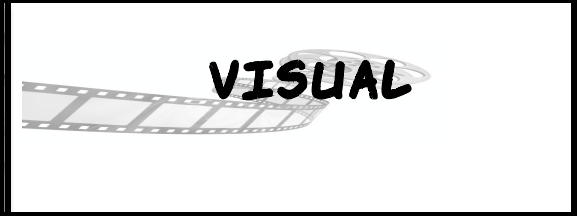
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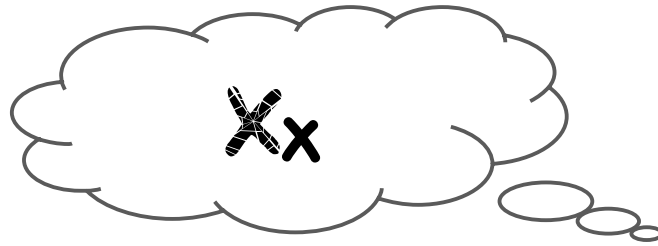






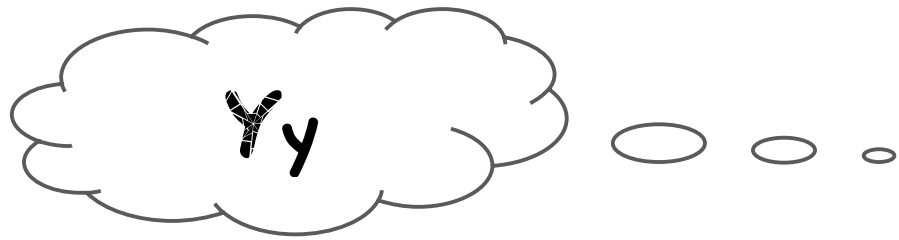
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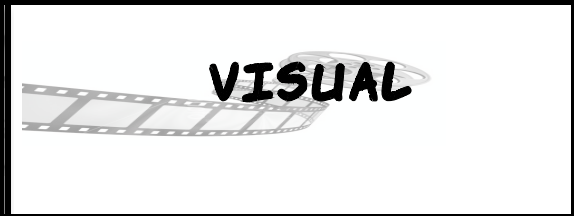


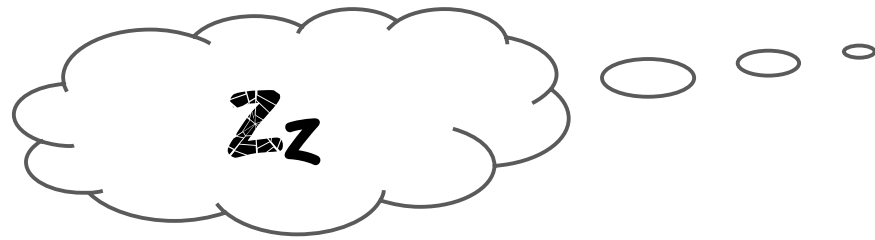
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