In this session, we will

- examine characteristics of effective vocabulary instruction.

- experience each of the six steps of Robert Marzano and Debra Pickering’s process for building academic vocabulary.
8 Research–based Characteristics of Effective Vocabulary Instruction

★ Effective vocabulary instruction does not rely on definitions.

★ Students must represent their knowledge of words in linguistic and nonlinguistic ways.

★ Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures.

★ Teaching word parts enhances students’ understanding of terms.

★ Different types of words require different types of instruction.

★ Students should discuss the terms they are learning.

★ Students should play with words.

★ Instruction should focus on terms that have a high probability of enhancing academic success.

Building Background Knowledge for Academic Achievement, Research on What Works in Schools; Robert J. Marzano, pages 70-90.
Research–based Characteristics of Effective Vocabulary Instruction

Directions:

• Read all 8 characteristics.

• Choose 1 to react to with your elbow partner(s)
  Agree? Disagree? Question?
A Six-Step Process for Teaching New Terms

Step 1: Provide a description, explanation, or example of the new term.

Step 2: Ask students to restate the description, explanation, or example in their own words.

Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.

Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

Step 5: Periodically ask students to discuss the terms with one another.

Step 6: Involve students periodically in games that allow them to play with terms.

From ASCD’s Building Academic Vocabulary Teacher’s Manual, Robert J. Marzano and Debra J. Pickering