

**SIX STEP PROCESS FOR
BUILDING ACADEMIC VOCABULARY
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<p>STEP ONE: The teacher will give a description, explanation, or example of the new term.</p>	<ul style="list-style-type: none"> • 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.
<p>STEP TWO: The teacher will ask the learner to give a description, explanation, or example of the new term in his/her own words.</p>	<ul style="list-style-type: none"> • 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 Academic Notebook Worksheet. These notebooks can travel with the learner as he/she moves through each grade level and become a compilation of vocabulary terms mastered.
<p>STEP THREE: The teacher will ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.</p>	<ul style="list-style-type: none"> • 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. • Illustrating terms through symbols, drawing the actual term, illustrating with a cartoon, or drawing an example of the term should be encouraged.
<p>STEP FOUR: The learner will participate in activities that provide more knowledge of the words in their vocabulary notebooks.</p>	<ul style="list-style-type: none"> • Remind learners to not copy, but use their own words. • Distribute graphic organizers to assist learners in organizing their vocabulary terms. • Encourage learners to identify prefixes, suffixes, antonyms, synonyms, related words for the vocabulary term as "new info" on the graphic organizer. • If English is a second language to the learner, provide an opportunity to translate the word into their native language
<p>STEP FIVE: The learner will discuss the term with other learners.</p>	<p>Pair-Share Strategy:</p> <ul style="list-style-type: none"> • THINK: Allow think time for learners to review their own descriptions and images of the terms. • PAIR: Put learners in pairs to discuss their descriptions, images, and any new info related to the terms. • 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.
<p>STEP SIX: The learner will participate in games that provide more reinforcement of the new term.</p>	<ul style="list-style-type: none"> • Walk around the room and check their work when learners are working on their graphic organizer. • Check the notebooks to evaluate accuracy. • Listen for misconceptions when learners are playing games/activities. • Provide an opportunity for learners to work together.