



Caulfield Racecourse



Thinking & Learning Conference

2014

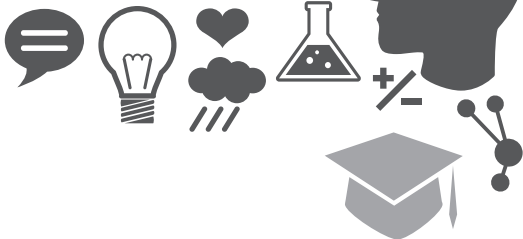
23–26 May

MELBOURNE

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Educate!

Inspire!

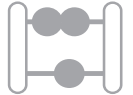


ROBERT MARZANO

Sunday 25 May

Vocabulary Games for the Classroom

Session 3



ROBERT MARZANO

Dr Robert Marzano is co-founder and CEO of Marzano Research Laboratory in Englewood, Colorado. A leading researcher in education, he is a speaker, trainer and author of more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership and school intervention. His practical translations of the most current research and theory into classroom strategies are internationally known and widely practised by both teachers and administrators.

Dr Marzano's vision for education is simple: the vast majority of schools can be highly effective in promoting student learning. To show how, he has created the High Reliability Schools™ (HRS) framework. This framework, based on 40 years of educational research, defines five progressive levels of performance that a school must master to become high reliability: a school where all students learn the content and skills they need for success in university, careers and beyond.

The Marzano High Reliability Schools framework does not add a new initiative to school efforts. Many schools are already implementing a wide range of effective initiatives, and many educators are already practising research-based strategies. The HRS model explicitly supports improvement initiatives such as professional learning communities; The Art & Science of Teaching framework; teacher performance and development plans; curriculum implementation; vocabulary instruction; critical thinking and reasoning skills; formative assessment; standards-based marking and reporting systems; and student mastery systems.

Dr Robert Marzano, Dr Janelle Wills, Gavin Grift, Jan Hoegh and Dr Phil Warrick will be introducing the High Reliability Schools framework. Robert Marzano will provide an introductory keynote, followed by concurrent workshop sessions by each of the presenters throughout the conference. In each session, presenters will address leading indicators and samples of practice for the Marzano High Reliability Schools framework. Participants will be asked to do some self-assessment of their own situation in regard to these level, and they will be introduced to the concept of leading and lagging indicators a school might use to measure their progress within a designated level.

A message from Hawker Brownlow Education

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CODE: 11RM0303
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A Comprehensive Approach to Vocabulary Development

An Idea Whose Time Has Come

The vocabulary wars are over.

Chances of Learning New Words in Context		
	<i>Factor</i>	<i>Chances of Learning Word</i>
Ability	Low	8%
	Medium	12%
	High	19%
Grade Level	Grade 4	8%
	Grade 11	33 %
Text Density	1 new/10 words	7%
	1 new/74 words	14%
	1 new/150 words	30%

Students read new information; comprehension assessed:

If there is some regular vocabulary instruction--

12%ile gain

If the direct instruction is for words in the passage that is being read,

33%ile gain

The best approach is a combination of wide reading and direct vocabulary instruction.

Early concerns about direct vocabulary instruction



88,500 terms in grades 3-9
textbooks
Nagy & Anderson, 1984

Nagy and Anderson's analysis of
88,500 terms in grades 3-9 texts

# Words	Frequency	Tier
6,700 (7.57%)	1 time or more in 1 year of reading	
8,650 (9.77%)	Up to 3 times in 10 years	
6,350 (7.18%)	Up to 3 times in 10 years	
24,600 (27.80%)	1 time in 100 years	
42,200 (47.68%)	Up to 3 times 10,000 or more years	

Isabelle Beck's Distinctions

- Tier I words
- Tier II words
- Tier III words

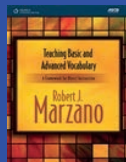


Nagy and Anderson's analysis of 88,500 terms in grades 3-9 texts

# Words	Frequency	Tier
6,700 (7.57%)	1 time or more in 1 year of reading	Tier I and II
8,650 (9.77%)	Up to 3 times in 10 years	Tier II
6,350 (7.18%)	Up to 3 times in 100 years	Tier III
24,600 (27.80%)	1 time in 100 years	Tier III
42,200 (47.68%)	Up to 3 times 10,000 or more years	Tier III

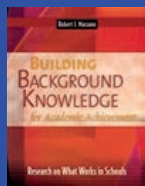
Tier I and II Defined

Category	Basic Index	N of Terms	Totals
Basic	1	222	
(Tier I)	2	993	
	3	1,630	2,845
Advanced	4	3,638	
(Tier II)	5	1,524	5,162
Total			8,007





What about the academic terms
in Tier III?



Subject	N of Words	Subject	N of Words
Math	685	Health	280
Science	773	Physical Ed	241
ELA	798	Arts (General)	89
Gen History	1,311	Dance	121
U.S History	425	Music	196
World History	843	Theater	67
Geography	859	Visual Arts	76
Civics	613	Technology	205
Economics	341	TOTAL	7,923



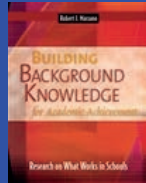
We now know the playing field.

Category	N of Words
Basic (General Vocab)	2,845
Advanced (General Vocab)	5,162
Academic (All Subjects)	7,923
Total	15,930 (15,000 without repeats)

There is no longer an excuse for any student to leave school lacking a general knowledge of...
the basic general terms,
the advanced general terms, and
the academic terms...
necessary for success in U.S. society.



Let's start with academic vocabulary.



Pilot Study Characteristics

- Volunteer schools 2004/2005 school year
- 2-day training at beginning of year
- All schools contributed experimental and control classes
- Grades K-9
- 2,683 total students
- 1,677 classified as Free & Reduced Lunch
- 1,044 classified as English Language Learners

Greater Passing Rates for Experimental
vs. Control Students

	Overall Sample	FRL Sub- Sample	ELL Sub- Sample
Written Responses	50% 62%	50% 59%	50% 71%
Multiple Choice Responses	50% 59%	50% 58%	50% 65%

Since then over 40
experimental/control studies have
been conducted at Marzano
Research Laboratory
(marzanoresearch.com)
demonstrating a difference in
passing rate of 70 % to 50%.

Meta-Analysis of CSR Models

Borman et al, 2003. Review of Educational Research

- 1,100 studies of CSR models
- Control Passing 50%
- Experimental Passing 56%

Smoking Accounts for 1% of Variance in Incidents of Cancer ($r=.10$)


Doll, R. & Peto, R. (1981). *Causes of Cancer*. Oxford: Oxford Medical Publications

	No Cancer	Cancer
No Smoking	55%	45%
Smoking	45%	55%



Aspirin Accounts for Less Than 1% of
Variance in Heart Attacks ($r=.034$)
Rosnow & Rosenthal, 1989. American Psychologist. Vol. 44, 1276-1284

	Heart Attack	No Heart Attack
Aspirin	48%	52%
No Aspirin	52%	48%

 **Vocabulary Terms & Phrases**

Classroom Practice:

1. **Identify critical terms and phrases**
2. **Use a research-based process for teaching new terms and phrases**

3rd Grade Mathematics

angle	octagon
area	parallel
average	perimeter
bar graph	product
congruent	rhombus
difference	square
estimation	symmetry
hexagon	triangle
length	vertical
width	horizontal



3rd Grade Science

predict	pitch
compare	food web
observe	life cycle
investigate	living organism
analyze	structure
amplify	inherit
frequency	reproduction
vibration	environment
Newton	characteristics
properties	hypothesis

3rd Language Arts

actor	ending
animation	facial expression
audience	humor
cause & effect	minor character
commercial	main character
conclusion	plot development
cue	role playing
detail	central idea
directions	mood
drama	myth

3rd Social Studies

prairie	Native American
Oregon Trail	legacy
lariat	stampede
oxen	fertile
expedition	wagon trails
territory	cabin
homestead	cattle
settlement	seasonal dwelling
pioneer	plateau
farm/ranch	frontier

**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.

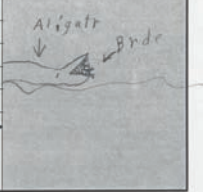
Step 5: Periodically ask students to discuss the terms with one another..


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


Mutualism

The interaction of organisms within an ecosystem in a manner that significantly benefits both, although the resulting relationship is not critical to the continued existence of either.


Category: (standard, unit, alphabetical...)	
Term, phrase	
Description:	Picture/graphic
Related terms, phrases	

Word or words: <u>Mutualism</u>	Picture
Category:	
What it means: <u>It means one thing helps a nother thing.</u>	
Other words I think of:	
Word or words:	
Picture	

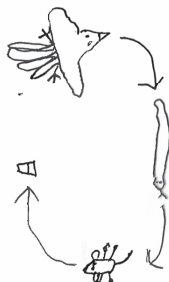
Word or words: <u>Mutualism</u>	Picture
Category:	
What it means:	
Other words I think of:	
Word or words:	
Picture	

Word or words: <u>Mutualism</u>	Picture
Category:	
What it means: <u>It's something that gets something from egiether.</u>	
Other words I think of:	
Word or words:	
Picture	

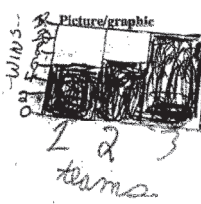


Word or words: Mutualism	Picture
Category: Relationship in nature	
What it means: 2 things that do something for one another.	
Other words I think of: Symbiosis	
Word or words:	Picture

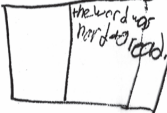
Grade 3-5
Standard: The student understands and applies the concepts of life science.


Term: Food chain	Description It's like when a bird eats a snake, a snake eats a mouse, and a mouse eats corn.	Picture/graphic 
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Grade 3-5
Standard: The student understands and uses the concepts of probability and statistics.

Term: Bar graph	Description Organize your data	Picture/graphic 
---------------------------	--	--

Grade 3-5
Standard: The student reads with evidence of understanding.

Term:	Description	Picture/graphic
context clues	how you figure out a word by reading the other words around it.	

Word or words:	Picket
Describe or explain:	watchful soldiers who are responsible to guard duty. They watch for enemies patrolling the grounds.
Picture	
Word or words:	
Describe or explain:	
Picture	
Word or words:	
Describe or explain:	
Picture	

Word or words:	Picket
Describe or explain:	watchful soldiers who are responsible to guard duty. They watch for enemies patrolling the grounds.
Picture	



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

Things Associated with Outer Space

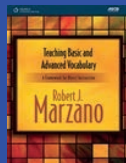
Sun
Orbits
Mars
Venus
Saturn
Galaxy
Meteors

Units of Measure

Inches
Meters
Gallons
Hours
Quarts
Square Yards
Liters



Basic Vocabulary



Basic Vocabulary

Category	N of Words
Basic (General Vocab)	2,845
Advanced (General Vocab)	5,162
Academic (All Subjects)	7,923
Total	15,930 (15,000 without repeats)

You can't teach 2,845 terms in isolation.



420 Semantic Clusters of Basic and Advanced Terms

Cluster 1: Modals

- can, cannot, could
- may, might, must
- shall, should, will, would
- ought, used to

Cluster 10: Cause/Effect Relationship Markers

- because, by, for
- from, if, since
- so, then, to, because of
- if only, if...then



Many clusters among the first 30 are syntactic in nature and don't lend themselves to typical vocabulary instruction strategies.

Cluster 102: Bodies of Water

- lake, ocean, puddle
- river, sea, stream
- bay, creek, pond
- tide, eddy, estuary
- tributary, fjord, geyser
- headwaters, lagoon
- brook, cove, current
- delta, gulf, inlet
- marsh, outlet, rapids
- strait, surf, swamp

Cluster 243: Lack of Value

- bad, awful, evil
- terrible, wicked
- worse, worst
- absurd, corrupt, foul
- grim, horrible, inferior, negative



Placing students on the
continuum of clusters:
The SNAPSHOT Assessment

Cluster	Test Words
1a 1b	can will
21a 21b	forward backward
50a 50b	moon planet
128a 128b	train motorcycle

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**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 **COMPARISON ACTIVITIES** 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.

Comparing

Identifying and describing similarities and differences among items.

A and B are similar because they both

A and B are different because

A is _____, but B is _____.

A is _____, but B is _____.

A is _____, but B is _____.



Cluster 243: Lack of Value

- bad, awful, evil
- terrible, wicked
- worse, worst
- absurd, corrupt, foul
- grim, horrible, inferior, negative

Bad and **Evil** are similar because they both

Bad and **Evil** are different because

Bad is ____, but **Evil** is _____.

Bad is ____, but **Evil** is _____.

Bad is ____, but **Evil** is _____.

A win and **a victory** are similar because they both

A win and **a victory** are different because

Win is ____, but **Victory** is _____.

Win is ____, but **Victory** is _____.

Win is ____, but **Victory** is _____.



Fractions and **Decimals** are similar because they both _____.

_____.

_____.

Fractions and **Decimals** are different because

Fractions ____, but **Decimals** ____.

Fractions ____, but **Decimals** ____.

Fractions ____, but **Decimals** ____.

A monarchy and a **dictatorship** are similar because they both _____.

_____.

_____.

A monarchy and a **dictatorship** are different because

a **monarchy** ____, but a **dictatorship** ____.

a **monarchy** ____, but a **dictatorship** ____.

a **monarchy** ____, but a **dictatorship** ____.

	Item 1	Item 2	Item 3	
Characteristic 1				Similarities and/or Differences
Characteristic 2				Similarities and/or Differences
Characteristic 3				Similarities and/or Differences
Characteristic 4				Similarities and/or Differences



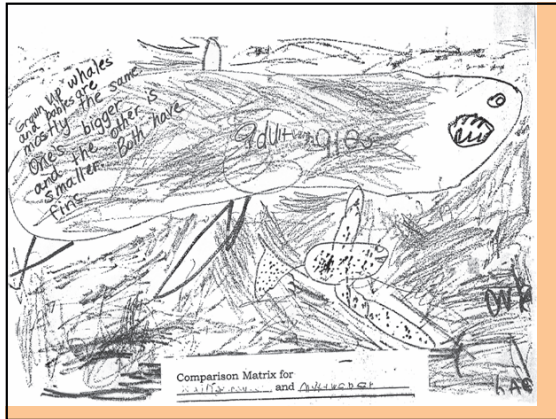
Cluster 102: Bodies of Water

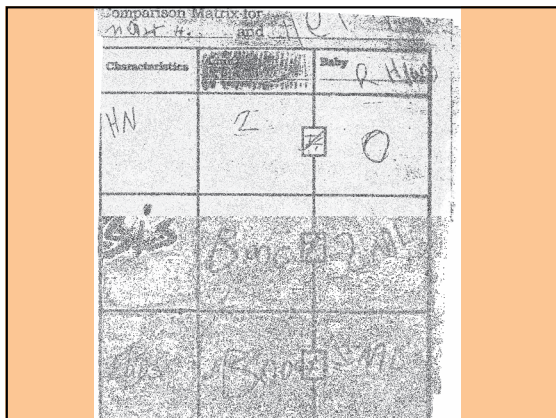
- lake, ocean, puddle
- river, sea, stream
- bay, creek, pond
- brook, cove, current
- delta, gulf, inlet
- marsh, outlet, rapids
- strait, surf, swamp
- tide, eddy, estuary
- tributary, fjord, geyser
- headwaters, lagoon

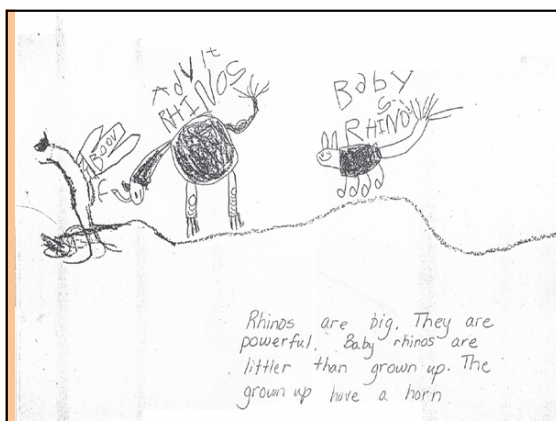
	lake (basic)	ocean (basic)	cove (advanced)	
Size				Similarities and/or Differences
Type of water				Similarities and/or Differences
Things that happen there				Similarities and/or Differences
Characteristic 4				Similarities and/or Differences

Comparison Matrix for *Watersheds* and *Waters*

Characteristics	Adult Watersheds	Baby Waters
CLR	R/W	B/W
res	R/W	B/W
sies	B/W	B/W









If you want, you can use the super-clusters as the basis for instruction.

Clusters are organized into 60 super-clusters.

Super Cluster 10: Animals

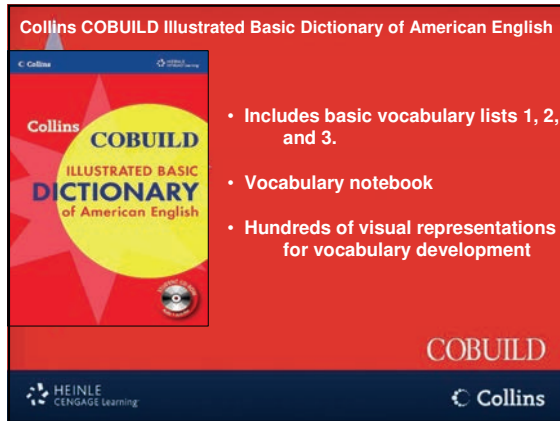
32	Birds
35	Baby Animals
64	Cats/Dogs
70	Land Animals (General)
82	Sea Animals
95	Insects
117	Actions Related to Animals
155	Part of Animals
188	Rodents
189	Dwellings of Animals
194	Animals (General)
309	Shellfish
310	Equipment Used with Animals
341	Primates

Rank	Super Cluster	Basic	Advanced	Total
1	Auxiliary and Helping Verbs	29	6	35
2	Pronouns	48	15	63
3	Cause and Effect	17	44	61
4	Physical Locations & Orientation	98	92	190
5	Measurement, Size, & Quantity	139	156	295
6	Time	126	130	256
7	Comparison & Contrast	35	85	120
8	Color	17	35	52
9	Verbal Interaction	97	213	310

A Reasonable Solution

- A district list of vocab terms in math, science, social studies and lang arts is considered mandatory for grades K-8 or 1-8
- General advanced terms are taught as a regular part of classroom instruction as they are needed
- Students who require instruction in basic terms are provided with extra instruction (e.g. after school or grouped for special instruction during the day)

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the basic general terms,
the advanced general terms, and
the academic terms...
 necessary for success in U.S. society.



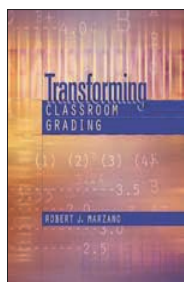


Handwriting practice lines consisting of 20 horizontal lines.

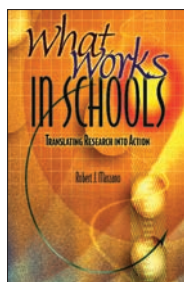


RELATED RESOURCES

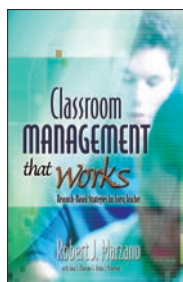
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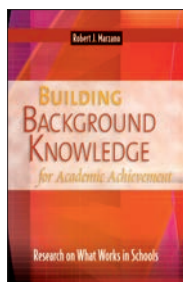
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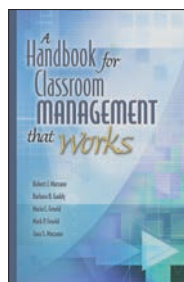
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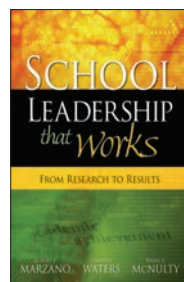
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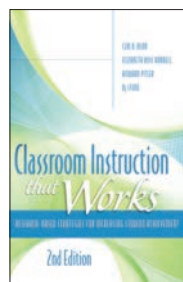
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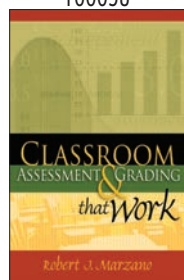
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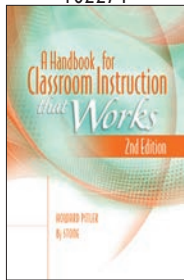
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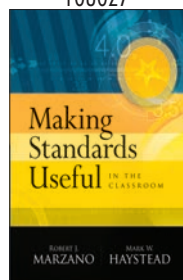
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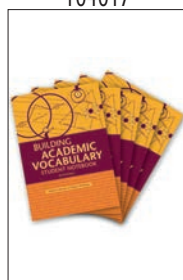
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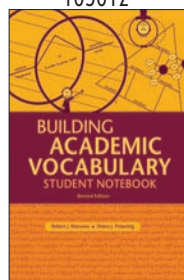
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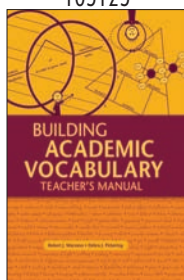
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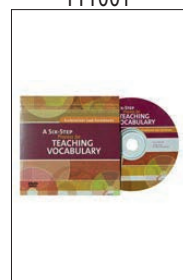
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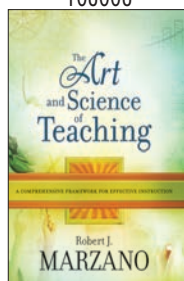
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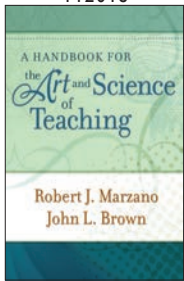
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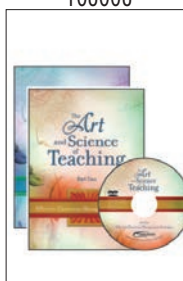
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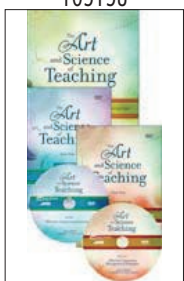
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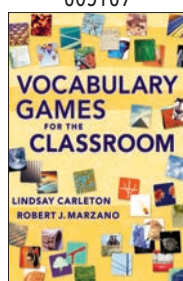
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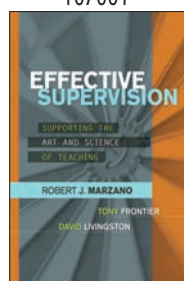
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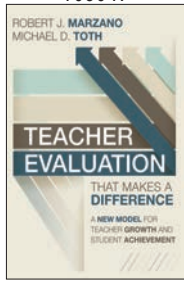
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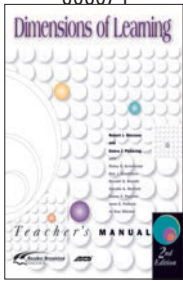
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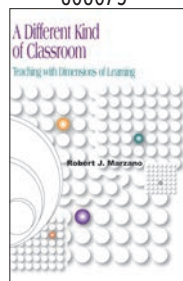
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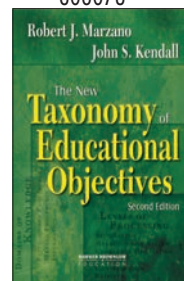
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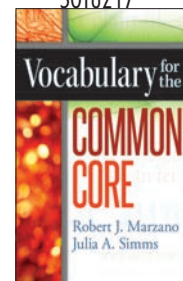
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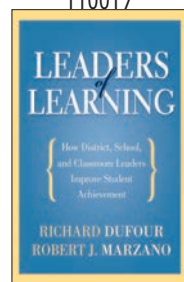
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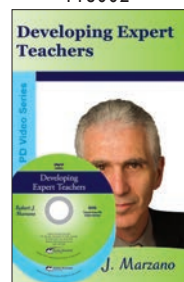
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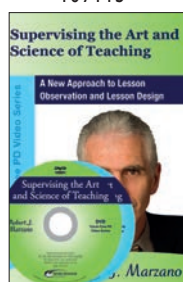
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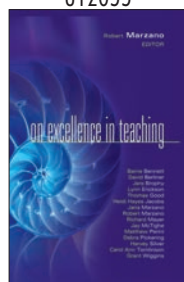
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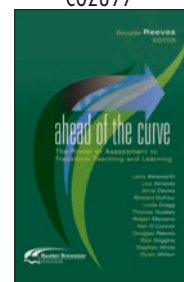
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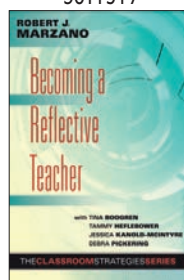
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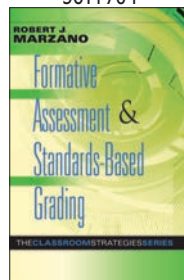
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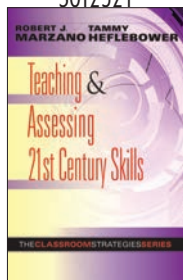
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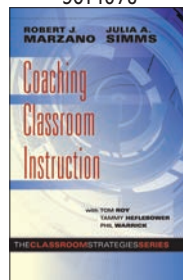
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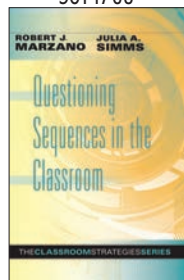
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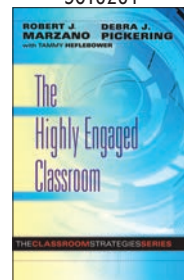
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