13th Annual
Thinking & Learning Conferences

Hawker Brownlow EDUCATION

JAN HOEGH

Saturday 21 May

Building Academic Vocabulary

Session 2

MELBOURNE

JAN HOEGH

Jan Hoegh is associate vice president of Marzano Research in Colorado. As a member of the Marzano Research team, she has contributed to several books published by Hawker Brownlow Education.

During her 28 years in education, Jan has been a classroom teacher, building-level leader, professional development specialist, high school principal and curriculum coordinator. She previously served as assistant director of statewide assessment for the Nebraska Department of Education, where her primary focus was Nebraska State Accountability test development. An active member of several educational organisations, she was president of the Nebraska Association for Supervision and Curriculum Development.

As well as a bachelor of arts in elementary education and a master of arts in educational administration, Jan has also earned a specialisation in assessment from the University of Nebraska-Lincoln.

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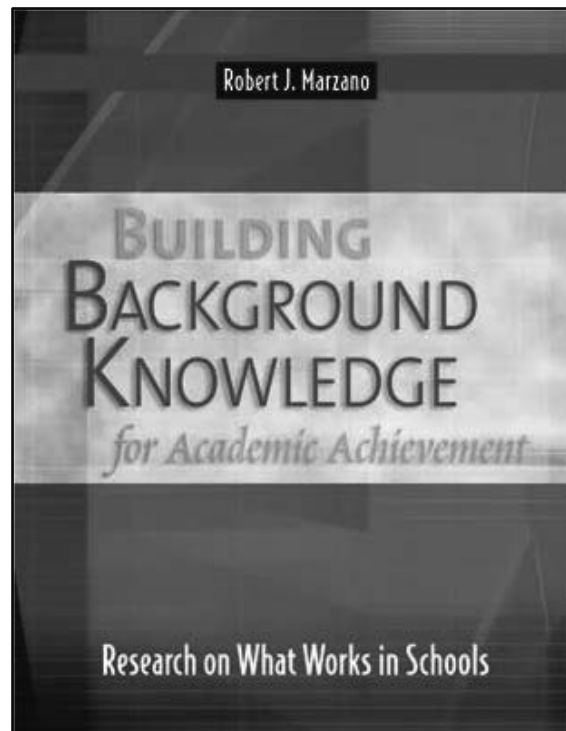
Building Academic Vocabulary

BUILDING BACKGROUND KNOWLEDGE for Academic Achievement

Robert J. Marzano

Research on What Works in Schools

May 2016

Ms. Jan K. Hoegh
Associate Vice President

MARZANO —Research—

THE RESEARCH

Robert Marzano's position is quite simple: Schools can have a tremendous impact on student achievement if they follow the direction provided by the research.

- All teachers participate in training on vocabulary instruction;

- All teachers create lists of essential words for each content area;

- All students create and use vocabulary journals in their classes; and

- All teachers participate in PLC activities focused on vocabulary.

The ultimate success or failure of the program will depend on the quality of instruction teachers provide!

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A Comprehensive Framework for Vocabulary Development

English Proficiency Vocabulary
- Advanced
- Basic

Academic Vocabulary
- Cognitive
- Supportive
- Guaranteed
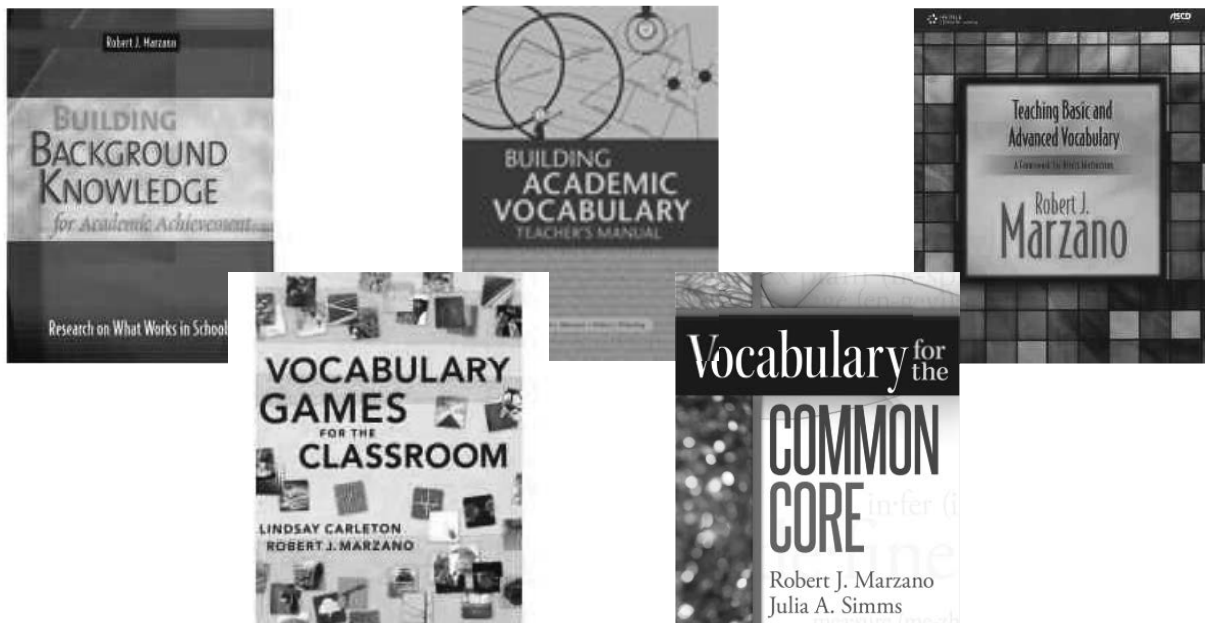
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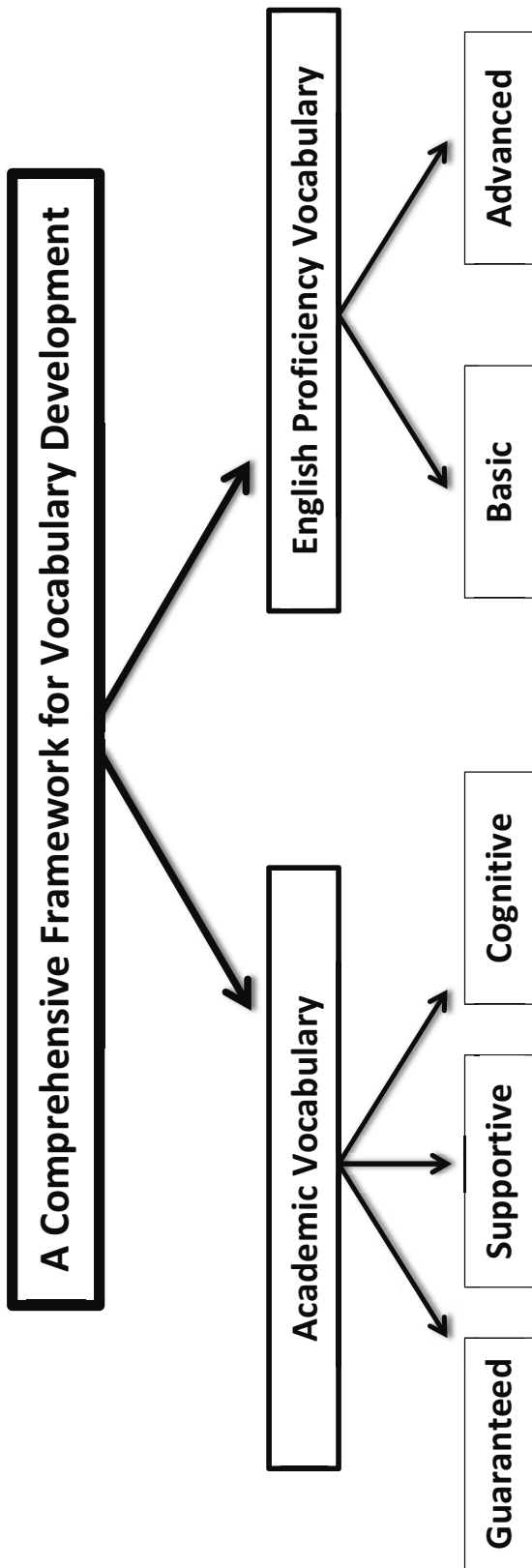
What is English language proficiency vocabulary?

English language proficiency vocabulary is general vocabulary critical to understanding and using the English language. Students who are English language learners and/or from poverty-stricken backgrounds often do not enter school with a thorough grounding in this vocabulary. A lack of knowledge of these words can severely limit a student's academic achievement. These words are classified as either basic or advanced vocabulary.

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English Language Proficiency Vocabulary

Basic Vocabulary	Advanced Vocabulary
• General terms and phrases that have high-level frequency of use in the English language. • Tier 1 words such as baby, under, over, son, ant, cat, go, lake, tall, coat, quit, begin. • General vocabulary that most often is associated with the earliest grade levels (early elementary school).	• General terms that build on and are related to basic vocabulary but have lower frequency of use. • Vocabulary that is considered essential to English language proficiency (fumble, extract, engage, penicillin, swimmer, robust, appetite, cellophane, detective, notch, daffodil). • Vocabulary that is also typically considered to be Tier 2 words.

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What is academic vocabulary?

Academic vocabulary is vocabulary considered **critical** to an academic subject area. Academic vocabulary can be classified as guaranteed, supportive, or cognitive.

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Academic Vocabulary

Guaranteed	Supportive	Cognitive
A limited amount (30-ish) of subject-specific terms or phrases that: • Are essential to the content found within the subject area's content standards. • Have a high probability of being assessed on district and/or state assessments. • Are determined by the school or the district to be essential; therefore, the school or district guarantees they are taught and learned. • Require direct instruction (six-step vocabulary process). • Require a collection of evidence to determine whether students have mastered them. • If students have not mastered these terms and phrases, additional learning experiences are provided.	Additional subject-specific terms and phrases that: • Relate to and can be clustered with the guaranteed vocabulary. It may be important for students to learn these words, but they are not "guaranteed" by the school or district. • Are determined by the classroom teacher or grade-level teams. • May require varying levels of direct instruction using the six-step vocabulary process. • Provide a focus for word walls. • May be assessed and reinforced informally through games and observations.	Verbs that: • Describe cognitive processes that students use to work with information. • Are determined by the district or school as important. • Are typically identified in standards documents and state or district assessments. • Can be clustered to help students see relationships and connections. • Cut across subject areas and are therefore cross-disciplined in nature (such as symbolize, detect, engage, classify, examine, diagnose, analyze, evaluate, predict, summarize, trace).

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A Process for Selecting Guaranteed Vocabulary

STEP 1:	Individual teachers create a list of guaranteed words for a selected content area (approximately 30).
STEP 2:	Grade level/common course teachers collaborate to make one grade level list for the selected content area.
STEP 3:	Teachers confer with adjacent grade levels (vertical alignment) to ensure each grade level has a unique set of guaranteed vocabulary words for the selected content area.
STEP 4:	The words are combined to create a school/district list for all teachers to use during instruction.
STEP 5:	Teachers use the same process to identify cognitive verbs.
STEP 6:	Words that are not selected to be on the guaranteed list can be considered supportive vocabulary words.

Rating Scale for Potential Vocabulary Terms

4	**This word should definitely be included.**
3	**This word should probably be included.**
2	**This word should probably not be included.**
1	**This word should definitely not be included.**

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Six Steps To Teaching Vocabulary

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.

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SAMPLE VOCABULARY NOTEBOOK PAGE

Term:

Explicit

Subject:

ELA

Topic/Category:

Collaborative Discussions

Level of Understanding:

1   ⊗   3   ④

Description in Words:

Explicit means saying exactly what you mean.

If I was being explicit, I would not "beat around the bush."

If I didn't like my friend's shirt, I would be explicit & say, "I don't think fluorescent orange is a good color for your shirt."
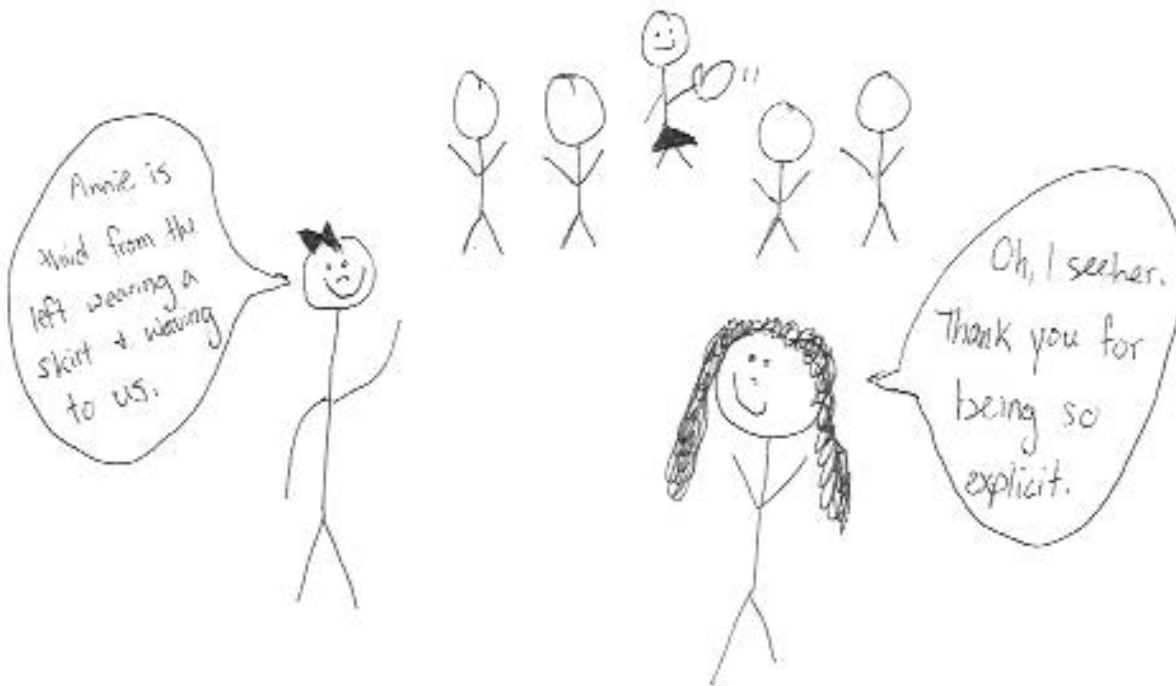
Synonyms:

blunt

clear

Antonyms:

vague
evasive
implicit

Picture:

Annie is third from the left wearing a skirt & waving to us.

Oh, I see her. Thank you for being so explicit.

Two-Week Vocabulary Cycle

Guaranteed Words: base 10 numeral, expanded form
Supportive Words: digit, skip count, hundreds, tens, ones
Cognitive Verbs: compare, decompose

Monday	Tuesday	Wednesday	Thursday	Friday
-Steps 1 and 2 Teacher will provide a description and/or example for guaranteed words (base 10 numeral, expanded form). Students will rate their initial understanding, discuss the words, and write what the words mean to them in their vocabulary journals.	-Step 3 Students will review the guaranteed word meanings and then create a nonlinguistic representation of each (base 10 numeral, expanded form).	-Step 1, 2, and 6 Teacher will provide a description and/or example for supportive words (digit, skip count). Students will participate in "Which word?" – a vocabulary game (immediately prior to lunch).	-Step 5 Students will participate in the Think-Pair-Share word activity to review the guaranteed vocabulary words.	-Step 5 Students will share their vocabulary journal entries for the words (base 10 numeral, expanded form). Additions/revisions to the journal may be made, based on input from peers.
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
-Steps 1 and 2 Teacher will provide description and/or example for cognitive verbs (compare, decompose). Students will rate their initial understanding, discuss the words, and write what the words mean to them in their vocabulary journals.	-Step 3 Students will review the cognitive word meanings and then create a nonlinguistic representation of each (compare, decompose).	-Step 4 Students will complete a brief formative assessment related to the guaranteed, supportive, and cognitive vocabulary words.	-Step 6 Students will participate in "Memory," – a vocabulary game (end of the day).	-Step 5 Students will share their vocabulary journal entries for the words (compare, decompose). Additions/revisions to the journal may be made, based on input from peers.

*The guaranteed words and cognitive verbs will be included on a summative assessment to be administered at the end of the nine-week session.

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Systemic Vocabulary Implementation Rubric

|	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Understanding the Purpose for Vocabulary Instruction	○ Knowledge of the research supporting and understanding of the purpose for vocabulary instruction exists among all grade level/course level teachers.	○ Knowledge of the research supporting and understanding of the purpose for vocabulary instruction exists among most grade level/course level teachers.	○ Knowledge of the research supporting and understanding of the purpose for vocabulary instruction exists among a single grade level/course level of teachers.	○ Knowledge of the research supporting and understanding of the purpose for vocabulary instruction exists among individual teachers.	○ Knowledge of the research supporting and understanding of the purpose for vocabulary instruction does not exist among teachers.
Identifying Word Lists	○ Identification and review of words lists occurs annually throughout the building and/or district. ○ Vocabulary notebooks are reviewed by teachers on a frequent basis to determine student understanding of vocabulary words.	○ Understanding of the types of vocabulary words exists among all teachers. ○ Identification of words by grade level/course (both guaranteed and cognitive verbs) is in place. ○ Alignment of word lists with adjacent grade levels/course is articulated. ○ Publication and communication of word lists for all classroom teachers is accomplished. ○ Vocabulary notebooks are used by all teachers in a building and/or district.	○ Understanding of the types of vocabulary words exists among teachers at a single grade level or within a single content area. ○ Identification of guaranteed words and cognitive verbs is in place at a single grade level or within a single content area. ○ Vocabulary notebooks are used by teachers at a single grade level or within a single content area.	○ Understanding of the types of vocabulary words exists among individual teachers at a grade level or for a course. ○ Identification of guaranteed words and cognitive verbs is in place by individual teachers at a grade level or for a course. ○ Vocabulary notebooks are used by individual teachers at a grade level or for a course.	○ Understanding of the types of vocabulary words does not exist among teachers. ○ Identification of word lists is not in place. ○ Vocabulary notebooks are not used.
Teaching the Six-Step Process	○ Instruction using the Six-Step Process is adapted for unique student needs and situations.	○ Instruction using all of the steps of the Six-Step Process occurs when teaching the identified guaranteed vocabulary. ○ Instruction for supportive words and cognitive verbs is provided and includes	○ Instruction using all of the steps of the Six-Step Process occurs when teaching the identified guaranteed vocabulary.	○ Instruction using some of the steps within the Six-Step Process occurs, but some of them are used incorrectly or with parts missing.	○ Instruction using the Six-Step Process should, but does not occur.

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Assessing Student Understanding of Vocabulary Words				
○ Formative and summative assessment practices (formal and informal) are used by all grade level/course level teachers to monitor student understanding of vocabulary words. ○ All grade level/course level teachers use the results of the assessments to determine next steps for instruction. ○ Grade level/course level teachers meet routinely to discuss assessment results and to share instructional strategies for improving student understanding of vocabulary words. ○ Grade level/course level teachers meet routinely to develop and/or revise assessments that are valid and reliable.	○ Formative and summative assessment practices (formal and informal) are used by most grade level/course level teachers to monitor student understanding of vocabulary words. ○ Most grade level/course level teachers use the results of the assessments to determine next steps for instruction. ○ Grade level/course level teachers meet periodically to discuss assessment results and to share instructional strategies for improving student understanding of vocabulary words.	○ Formative assessment practices are used by teachers in a single grade level or course to monitor student understanding of vocabulary words. ○ Teachers in a single grade level or course use results of the assessments to determine next steps for instruction.	○ Formative assessment practices are used by individual teachers to monitor student understanding of vocabulary words. ○ Individual teachers collect and analyze data in order to determine next steps for vocabulary instruction.	○ Assessment practices are not used by teachers to monitor student understanding of vocabulary words.

(Continuation from previous level:) steps one through three (minimally) of the Six-Step Process.
○ Throughout instruction using the Six Step Process, teachers consistently monitor student level of understanding and adjust or add to the process as necessary.

The design of the rubric assumes all content at a previous level is encompassed within content a higher level.

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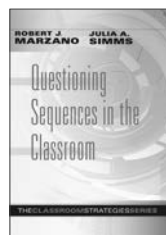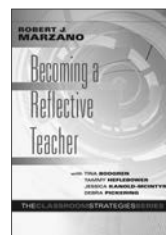| Qty	Code	Title	Price
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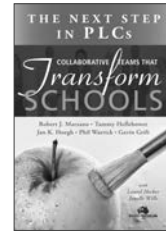
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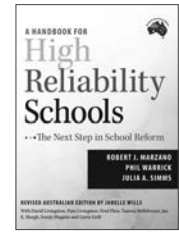
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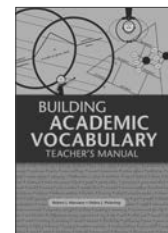
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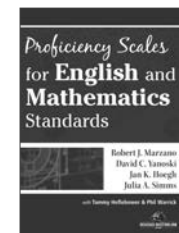
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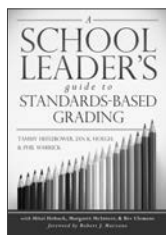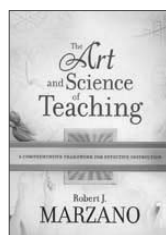
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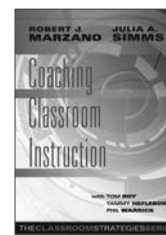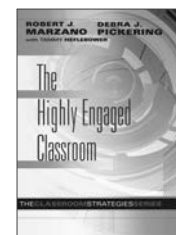
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