



## Implementing Academic Vocabulary

- School-wide Academic Vocabulary System - general academic vocabulary and domain specific vocabulary should be introduced and reinforced within all classrooms

### Choosing an Academic Vocabulary List:

Curriculum specialists and teachers create a general academic vocabulary word list by

- selecting from pre-made lists such as Coxhead’s “A New Academic Word List.”
- selecting high-frequency words from released TAKS tests.

Teachers create domain specific academic word list by

- selecting from pre-existing content areas word lists such as Marzano and Pickering’s *Building Academic Vocabulary: Teacher’s Manual* (2005).
- using the content text and selecting vocabulary words to introduce to students. A pre-test over the vocabulary words selected may prevent loss of instructional time on words already understood by students.
- allowing students to identify unfamiliar words from the text thus producing the vocabulary list. This option instills a sense of ownership not only towards the words but also in the classroom curriculum.

### **Academic Vocabulary Implementation:**

Although there is no “one size fits all” academic vocabulary model, Sutton Flynt and Brozo (2008)

provide several guidelines for reference:

- be highly selective about which words to teach
- provide multiple encounters with targeted words
- provide direct instruction on how to infer word meaning
- promote in-depth word knowledge
- provide opportunities to extend word knowledge (p. 501).

Other resources to establish a school-wide academic vocabulary system:

- *Building Academic Vocabulary: Teacher’s Manual* by Robert J. Marzano and Debra Pickering
- *Teaching Basic and Advanced Vocabulary* by Robert J. Marzano
- *Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12* by Janet Allen
- *Building Academic Language: Essential Practices for Content Classrooms* by Jeff Zwiers