

## Practice # 8

Enriched vocabulary is evident and is drawn directly from challenging writings, informational text, and/or wisdom literature.

**"Great literature is simply language charged with meaning to the utmost possible degree."**

- Ezra Pound

**"Reading is to the mind what exercise is to the body."** ~Richard Steele, *Tatler*, 1710



### **Purpose:**

- Researcher Robert Marzano found that the ability to use the particular language of any discipline is a strong predictor of how well students will learn the subject when they come to school. Marzano, R. J. (2004). *Building Background Knowledge for Academic Achievement*. Alexandria, VA: ASCD.
- <http://sde.state.ok.us/Curriculum/BAV/default.html> - Website for Oklahoma Academic Vocabulary for all grade levels and core curriculum areas

### **Implementation Considerations:**

- 1) What enriched vocabulary has been identified to be modeled and used in class lectures, materials and tests?
- 2) Which strategies are being used to allow students to restate definitions in their own words to link the new word with what they already know? i.e. graphic organizers
- 3) What opportunities are being offered students to use new vocabulary in discussions, writings, presentations, and other oral communications?
- 4) Have quotes or excerpts from wisdom literature been identified to use as a "stage" for new topics/concepts/lessons?
- 5) Are the authors of the wisdom literature/quotes being introduced and their writings analyzed and related to real life?
- 6) How is the formal vocabulary made visible for access by the students? i.e. lexicon postings, word walls, vocabulary notebooks, etc.
- 7) Are quotes, proverbs, and poetry posted in the classroom and referenced as part of the learning?