

The intention of the Systematic Vocabulary Instruction (SAVI) program is to serve as a teacher's resource for Building Background Knowledge for Academic Achievement (the name of Robert Marzano's book). We all want our students to do well and we believe that Systematic Academic Vocabulary Instruction is a tool that provides our students continuity (if all teachers use it throughout ACCESS), structure (the steps are clear and easy to implement), variety (there is plenty of room for teacher and student styles), and most importantly, the opportunity for our English Learners (as well as our other students) to use and develop high-level, academic language!

Step 1: During this step the teacher leads the discussions to find out if students have any prior knowledge of the term, to listen for misconceptions and mispronunciations. It is important to remember that modeling pronunciation is often not enough for English Learners, if they mispronounce something; this is the time to pronounce the term for them and have them practice, practice, practice saying the word aloud.

In addition, the teacher provides students with descriptions, explanations, and examples of the new term(s) to be learned. Telling a story that integrates a term; using current events that make a term more applicable to something familiar; and providing picture-file cards, video, or computer images can help make abstract terms more concrete. During this step is a perfect place to use GLAD picture-file cards, observation charts, and even input charts. The images used here in Step One provide students with the nonlinguistic representations of new terms. This will assist with initial understanding and will also support student ability to create their own sketches later on.

It is critical to remember that we do not give students definitions. The most natural way for anyone to learn new vocabulary is to learn in a natural, general way first. Most people do not start learning new terms with a formal definition. So keep it simple, and keep it natural.



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Step 2: This is the step where elements of English Language Development (ELD) are really evident. What better way to develop language than to use language! During Step Two, students dominate the conversation in the classroom; teachers provide the opportunities for them to state their initial understanding of the term being taught. Students are encouraged to make connections between the term and familiar situations or current events.

GLAD strategies effective during Step Two include the Cognitive Content Dictionary (CCD), recall of your Input Chart, a Process Grid, and the easy to use 10/2. These strategies, as well as student conversation and discussion that occurs during Step Two in the SAVI program provide, the teacher with opportunities for informal assessment. It is during these discussions that the teacher can monitor student responses and clarify any major errors. Remember that during Step Two, some students may have only a rudimentary understanding of the terms.



DISCUSS DISCUSS DISCUSS



Step 3: Step Three involves using the Student Vocabulary Worksheet (page 14 in the SAVI training manual); students are asked to construct a picture, symbol, or sketch representing the term. In addition to including a description of the term and assessing their

own understanding of the term, the research supports using nonlinguistic (imagery-based) activities along with language-based activities to anchor information in permanent memory.

Providing students opportunities to share their worksheets with partners, in small groups, or individually with the teacher supports their understanding and encourages the use of these academic terms, which creates the opportunity for them to participate in the academic discourse the desperately need to increase English acquisition as well as student achievement. .

Remember that the intention of this vocabulary program is to serve as a teacher's resource for Building Background Knowledge for Academic Achievement (the name of Marzano book available through your RELL to extend and support your SAVI practice). We all want our students to do well. Systematic Academic Vocabulary Instruction is a tool that provides our students continuity (if all teachers use it throughout ACCESS), structure (the steps are clear and easy to implement), variety (there is plenty of room for teacher and student styles), and most importantly, the opportunity for our English Learners (as well as our other students) to use and develop high-level, academic language!



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Step 4: Engaging students in activities provides an opportunity to add to and deepen their knowledge of the terms. Providing opportunities to reexamine the terms during ACCESS coursework or listing related terms such as antonyms/ synonyms, highlighting prefixes/suffixes, drawing additional graphics, or translating the term into the students' primary language. All of these activities allow for extended development of student understanding. Any/all of these ideas can be implemented in either contract learning or day school settings.



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Step 5: Periodically allow students to discuss terms with one another. This deepens their understanding of the introduced terms. During this step it is important to remember to give students a specific task before asking them to engage in discussion. Using prompts works well to focus discussions and provides opportunities for authentic, informal assessment of language. Some prompts include:

- Comparing their descriptions of the term
- Describing their pictures to one another
- Explaining any new information or "A-HA's" since the last time they reviewed the term
- Think-Pair-Share activity
- Discussing common misconceptions

This "discussion" piece is a bit more challenging for contract learning ... but it is essential to building both language and background knowledge. We know ACCESS teachers are creative and we are counting on you to help us share these ideas. Let us know how you make this happen in your setting!



PARTNER/GROUP DISCUSSION



Step 6: Games provide an instructional tool that can keep terms in the forefront of students' thinking while energizing the learning situation. Some of the games mentioned Marzano's Building Academic Vocabulary include

Pictionary: Students draw a term for their team

Jeopardy: Students choose a category and a point value. Students must name the appropriate question for which the term is the answer.

Vocabulary Charades: Students act out the terms using gestures, body movement etc



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