

“The size of a person’s vocabulary is one of the strongest predictors of how well that person can understand what he or she reads.”

Steven A. Stahl and William E. Nagy, *Teaching Word Meanings* (2006)

AVEL: Effective Academic Vocabulary Development

- **Appropriately paced lessons**
- **Teacher modeling and feedback**
- **Scaffolded language instruction**
- **Engaging activities—a variety for oral and written language**
- **Ongoing practice and review**
- **Multiple and meaningful examples in everyday contexts**

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Visit <http://itunes.apple.com/us/podcast/authortalk-powered-by-sopris/id45755091> to listen to “AuthorTalk” with AVEL coauthor María Elena Argüelles.

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Overview
Grade 4–Adult

Your
COMMON CORE
Solution!

ACADEMIC
VOCABULARY
FOR
ENGLISH
LEARNERS

By María Elena Argüelles and Martha K. Smith

*Interactive Lessons to Take English
Learners Beyond Foundational English*



VOYAGER SOPRIS
LEARNING®

AVEL Teaches the Language of Learning

With AVEL, Students Gain a True Understanding of Academic Vocabulary

- Helps students move past the “plateau” of developing higher-level language skills
- Engages students with active, guided oral language practice
- Improves student understanding of content-area vocabulary
- Advances student achievement and academic success

Who Is AVEL For?

English Learners Who:

- Are in the intermediate and secondary grades; English learner (EL) classrooms and pull-out models
- Are adults who already possess a basic understanding of English
- Have acquired basic English language vocabulary
- Would benefit from improving their academic language skills

All Students Who:

- Have difficulties comprehending content-area texts
- Have limited academic background
- Have limited academic vocabulary

Research Foundation

“I strongly recommend a more teacher-directed and curriculum-directed approach to fostering vocabulary and language growth. If education is going to have a serious ‘compensatory’ function, we must do more to promote vocabulary.”

Andrew Biemiller
Teaching Vocabulary: Early, Direct, and Sequential (2001)



What Is *AVEL*?

Rapid Oral and Written Language Development for English Learners

- Research-based, supplemental language development program that targets academic vocabulary
- Explicit EL literacy program in which students hear and use words in contexts that reflect the ways they are used in academic settings
- Engaging and interactive activities that increase opportunities for success outside of academic settings
- Scaffolded speaking, listening, reading, and writing instruction

The *AVEL* Instructional Method



Research Foundation

Robust vocabulary instruction is “... instruction that offers rich information about words and their uses, provides frequent and varied opportunities for students to think about and use words, and enhances students’ language comprehension and production.”

Four Types of Target Words Taught in 100 Lessons

1 High-Utility Words

- Consistently found across many contexts and topics
- These are highly-useful, sophisticated words
- Appear frequently in grade-level texts and on statewide assessments

Example: confidence **Related words:** confide, confident, confidential

2 Academic Words

- Occur frequently in a wide range of academic content texts
- Found in state-level standards and assessments
- Selected from Coxhead's *Academic Word List* (2000) and Marzano and Pickering's grade-level lists in *Building Academic Vocabulary* (2005)

Example: adapt **Related words:** adapted, adapting, adapts, adaptable, adaptation

3 Concept Words

- Can be replaced with related synonyms to express more precise meanings in context
- Help students understand shades of meaning among related words
- Promote accurate use of words in particular situations and contexts

Example: look **Related synonyms:** watch, see, observe, glare, inspect, gaze, glance, stare, notice, peep

4 Multiple-Meaning Words

- Are frequently challenging for students learning English
- Are encountered across content areas
- 50% of English words have multiple meanings*

Example: order **Related meanings:** an instruction to do something that is given by someone with authority; the way that things or events are arranged in sequence; a request for goods or services

*Shaywitz, Sally, *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level* (2003)

Lists of synonyms provided!

How Does *AVEL* Work?

Five Units Taught in 20 Weeks = 100 Lessons

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Unit 1					
Week 1	related ⁽¹⁾	related ⁽¹⁾	resources ⁽²⁾	resources ⁽²⁾	walk ⁽³⁾
Week 2	typical ⁽¹⁾	typical ⁽¹⁾	involve ⁽²⁾	involve ⁽²⁾	right ⁽⁴⁾
Week 3	rely ⁽¹⁾	rely ⁽¹⁾	strategy ⁽²⁾	strategy ⁽²⁾	give ⁽³⁾
Week 4	influence ⁽¹⁾	influence ⁽¹⁾	expand ⁽²⁾	expand ⁽²⁾	Unit 1 Review
Unit 2					
Week 5	ideal ⁽¹⁾	ideal ⁽¹⁾	flexible ⁽²⁾	flexible ⁽²⁾	said ⁽³⁾

- (1) = High-Utility (Tier II) word and related word forms
- (2) = Academic word and related word forms
- (3) = Concept word and related words or synonyms
- (4) = Multiple-Meaning word

The *AVEL* Language Load Transfers from Teacher to Student

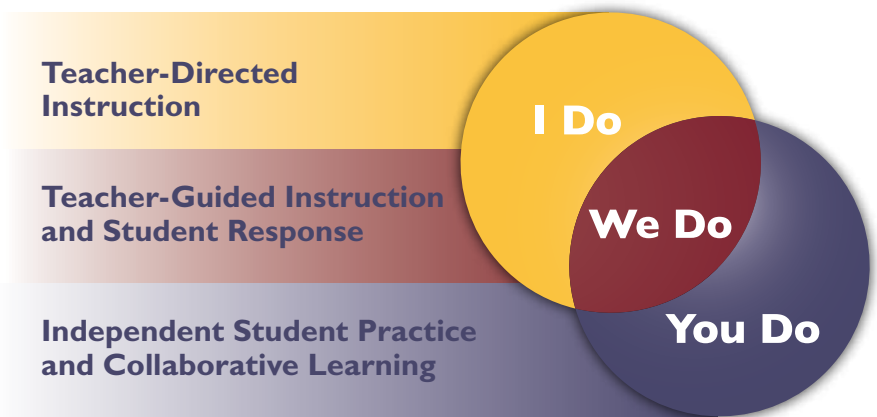
The language “load” starts out high on the teacher and low on the students.



The language demand on students increases and language development shifts from listening and receiving to speaking with less teacher support.



The language load has transferred to the student, who is now largely carrying the language load by actively communicating and participating in the learning process orally.



Less Time Planning = More Time Teaching

Unit At-A-Glance

Easy to use: unit words listed at-a-glance

More than 250 related words provided saves teachers time

UNIT 3 Words	
High-Utility Words and Related Words	
limit	limits, limiting, limited, limitless, limitation
confidence	confide, confident, confidential
unique	uniquely, uniqueness
analyze	analyzes, analyzing, analyzed, analysis
Academic Words and Related Words	
determine	determines, determined, determining, determined (adjective), determine
valid	validate, validates, validating, validated, invalid, validity, validation
adapt	adapted, adapting, adapts, adaptable, adaptation
Concept Words and Synonyms	
make	construct, create, assemble, compose, fabricate, invent, manufacture, produce, generate
look	watch, see, observe, glare, inspect, gaze, glance, stare, notice, peep
Multiple-Meaning Word	
order	<ul style="list-style-type: none"> • an instruction to do something that is given by someone with authority • the way that things or events are arranged or sequenced • a request for goods or services

Less teacher planning: multiple meanings of target words provided

UNIT 3 Daily Plan					
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 9	limit <i>high-utility</i>	limit <i>high-utility</i>	impact <i>academic</i>	ir	
Teacher Edition	pp. 184–187	pp. 188–191	pp. 192–195	pp. 196–199	pp. 200–205
Student Workbook	p. 39	p. 39	p. 40	p. 40	pp. 41–43
Vocabulary Picture Book	p. 47	p. 47	p. 48	p. 48	pp. 49–58
WEEK 10*	confidence <i>high-utility</i>	confidence <i>high-utility</i>	determine <i>academic</i>	determine <i>academic</i>	order <i>multiple-meaning</i>
Teacher Edition	pp. 206–209	pp. 210–213	pp. 214–217	pp. 218–221	pp. 222–225
Student Workbook	p. 44	pp. 44–45	p. 46	p. 46	p. 47
Vocabulary Picture Book	p. 59	p. 59	p. 60	p. 60	pp. 61–63
WEEK 11	unique <i>high-utility</i>	unique <i>high-utility</i>	valid <i>academic</i>	valid <i>academic</i>	look <i>concept</i>
Teacher Edition	pp. 226–229	pp. 230–233	pp. 234–237	pp. 238–241	pp. 242–249
Student Workbook	p. 48	p. 48	p. 49	p. 49	pp. 50–52
Vocabulary Picture Book	p. 64	p. 64	p. 65	p. 65	pp. 66–72
WEEK 12*	analyze <i>high-utility</i>	analyze <i>high-utility</i>	adapt <i>academic</i>	adapt <i>academic</i>	Unit 3 Review
Teacher Edition	pp. 250–253	pp. 254–257	pp. 258–261	pp. 262–265	pp. 266–269
Student Workbook	p. 53	p. 53	p. 54	p. 54	pp. 55–58
Vocabulary Picture Book	p. 73	p. 73	p. 74		

Page references save teachers time

Lessons can be spread across two days for flexible teaching schedule

Research Foundation

“Toward developing student-friendly explanations, two basic principles should be followed:

- (1) Characterize the word and how it is typically used.
- (2) Explain the meaning in everyday language.”

Isabel L. Beck, Margaret G. McKeown, and Linda Kucan, *Bringing Words to Life: Robust Vocabulary Instruction* (2002)

Lesson At-A-Glance

UNIT 3 WEEK 10 DAY 1

High-Utility Word confidence

Related Words: confide, confident, confidential

Introduce the Word

- Write the word **confidence** on the board.
- Face students as you emphasize the word by stating it loudly and clearly.
SAY > Today's vocabulary word is **confidence**.
- Have students repeat the word.
SAY > Say the word with me: **confidence**. One more time: **confidence**.
- Place a dot above the letters **con** to indicate pronunciation stress.
 - Emphasize the stressed part of the word as you point to it and say the word again.
 - Face students as you clearly enunciate the word.
SAY > **CON**-fidence.
- Have students repeat the word.
SAY > Say the word with me, stressing the first part: **CON**-fidence.

Word Diagram: Rating Word Knowledge I

PURPOSE To promote metacognition by having students think about their own knowledge of the vocabulary word **confidence** before the lesson.

- Have students turn to the Word Diagram on *Student Workbook* page 60.
- Draw a blank Word Diagram template on the board.
SAY > Now we are going to begin our Word Diagram for **confidence**. On your Word Diagram template, write **confidence** on the line in box 1.
- SAY** > We are going to rate our knowledge of this word. Think about your knowledge of the word **confidence**. In the circle in front of the word in box 1, write the number that best describes your understanding or knowledge of the word. Listen carefully.
 - Write a 1 if you have never heard or seen this word before.
 - Write a 2 if you have heard or seen the word before but do not know what it means.
 - Write a 3 if you have a general understanding of the word but cannot explain its meaning to others or use it in a sentence.
 - Write a 4 if you understand this word, can explain it, and use it in a sentence.
- Monitor students and provide assistance as needed.
- Write the related words on the board.
SAY > The word **confidence** is a noun. We will study **related** words, including **confide** (verb) as well as **confident** and **confidential** (adjectives). Now we will read all of these words together.
- Point to each word as it is read.

High-Utility Word confidence

Provide a Student-Friendly Explanation

PURPOSE To define the vocabulary word for students so that the meaning is understood.

- SAY** > **Confidence** is trust or belief in something or someone's abilities.

By *Picture Book*, turn to page 60 for the word **confidence**, and use the word to illustrate the meaning of the word.

VOCABULARY PICTURE BOOK p. 60

... as **confidence** that her father will not drop her. She is not worried or concerned because she trusts her father to carry her safely.

Use in Meaningful Contexts

Provide examples and non-examples* of the vocabulary word using sentences in meaningful contexts.

SAY > I will give you some examples of how the word **confidence** and other **related** words are used correctly and incorrectly.

Example 1 **SAY** > I have a lot of **confidence** in my new car. I know that I can **rely** on it because the tires and engine are brand new. I do not worry about it breaking down or having flat tires.

Example 2 **SAY** > At last night's baseball game, Adrian did not feel **confident** about his chance to hit the ball. He felt nervous and unsure during the entire game.

***Example 3** **SAY** > Jim told me that he has no **confidence** in the Tooth Fairy.

Example 4 **SAY** > The information is **confidential** and is kept in a locked filing cabinet. When something is **confidential**, it is private and off-limits to most people.

Example 5 **SAY** > The elementary teachers are **confident** that their students will do well in high school and go on to graduate.

Example 6 **SAY** > My best friend **confides** in me. She always tells me her secrets. When you **confide** in someone, it means that you tell that person something private that you do not want anybody else to know. You trust that person will not tell anyone else.

***Example 7** **SAY** > I feel **confident** in my mom's earrings.

The word **confident** is used incorrectly in this sentence. Even if you like your mom's earrings, you do not trust or believe in them.

SPANISH CO If appropriate, students also see the Spanish cognate **confianza** below **confidence** in box 1.

Multiple examples of uses of words are provided

Structured lesson format across all lessons supports fidelity of implementation

Minimal teacher prep: scripted activities and step-by-step instructions

Saves teacher time: teacher- and student-friendly definitions are easy to explain and understand

Objectives summarize student goals for each activity

Spanish cognate provided to reinforce background knowledge

Easy for Teachers; Effective for Students

Lesson At-A-Glance



Materials for each activity are listed at point of use

UNIT 3 **WEEK 10** **DAY 1** *continued*

Active Engagement

PURPOSE To provide opportunities for students to think about the vocabulary word(s), meaning(s), and uses in context.

1. Introduce the activity.
SAY > Now we will practice using the word **confidence**. I will ask some questions with the vocabulary word **confidence** and other **related** words. After each question, I will give you the cue "Show me!" Then you will indicate whether the word is used correctly or incorrectly by holding up either **Yes** or **No**.
2. Write this model question on the board:
*Would a **confident** person run for student body president?*
3. Model the activity.
SAY > I am going to model what you will do. Listen carefully as I read the question on the board: *Would a **confident** person run for student body president?*
4. Model thinking aloud.
SAY > If someone is **confident**, it means that she is very sure she has the ability to do something well. Therefore, if someone has **confidence**, she would probably want to run for student body president. When I hear the cue, I will show my answer.
SAY > Show me! (Hold up the **Yes** card.)
SAY > Now it's your turn. First, listen carefully to each question. If the word **confidence** or another form of it is used correctly or incorrectly, show me your answer.
5. Repeat these steps for each question:
 - a. Read the sentence.
 - b. Wait 3 to 4 seconds for students to think about their answer.
 - c. Give the cue, "Show me!"
 - d. Have students show their answer card.
 - e. Provide feedback to students about their answers.

Question 1 **SAY** > Would a young actor **gain confidence** in his acting if the audience clapping and shouting "Bravo" after his performance?
Feedback Show Word Card **Yes**.
SAY > Yes. Clapping and saying "Bravo" are ways that musicians know that they liked or enjoyed their performance. Musicians would feel better about their ability to entertain.

MATERIALS
Word Cards Yes/No
STUDENT WORKBOOK
p. 44
Have students show their Word Cards.
BLACKLINE
p. 837
Cut out the cards for these Word Cards models.

High-Utility Word **confidence**

Question 2 **SAY** > Would a team that has won all the games in its season feel **confident** that it could win the district championship?
Feedback Show Word Card **Yes**.
SAY > Yes. Members of a team that had not lost any games would feel good about their ability to beat other teams and believe that they would continue to do well in a championship.

Question 3 **SAY** > Would you be **confident** that a friend would keep your secret?
Feedback Show Word Card **No**.
SAY > No. A friend would not be a good source to keep information.

Question 4 **SAY** > Should police officers have **confidence** in their partners?
Feedback Show Word Card **Yes**.
SAY > Yes. Police officers should have trust in and believe that their partners have the ability to work with and protect them whenever they are in danger.

Question 5 **SAY** > Would strangers **confide** in one another?
Feedback Show Word Card **No**.
SAY > No. **Typically**, people do not share private or secret information with strangers.

Motivating: active engagement and multisensory activities increase opportunity for learning

Ideas for thinking aloud are described in detail

Word Diagram: Creating a Mental Image

PURPOSE To provide opportunities for students to process the new information and make connections with the vocabulary word, its meaning(s), and its uses in context.

1. Have students return to the Word Diagram on *Student Workbook* page 44.
2. **SAY** > We will continue with our Word Diagram for the word **confidence**. First, in box 2, quickly sketch or draw a picture to help you remember the word **confidence**. Keep your picture simple.
 - a. Give students 2 to 3 minutes to draw their pictures.
 - b. Monitor and provide feedback as students are drawing.
3. **SAY** > Next, in box 3, write a sentence to describe your picture.
 - a. Monitor and provide feedback as students are writing their sentences.
 - b. Have students share their pictures and sentences with a partner or a small group.
4. **SAY** > Working together (with partners or a small group), think of words and phrases that come to mind when you hear or think about the word **confidence**. Write them in box 4.
 - a. Give students 2 to 3 minutes to write words and phrases.
 - b. Monitor and provide feedback.
 - c. Ask several students to share their word/phrase lists.

STUDENT WORKBOOK
p. 44

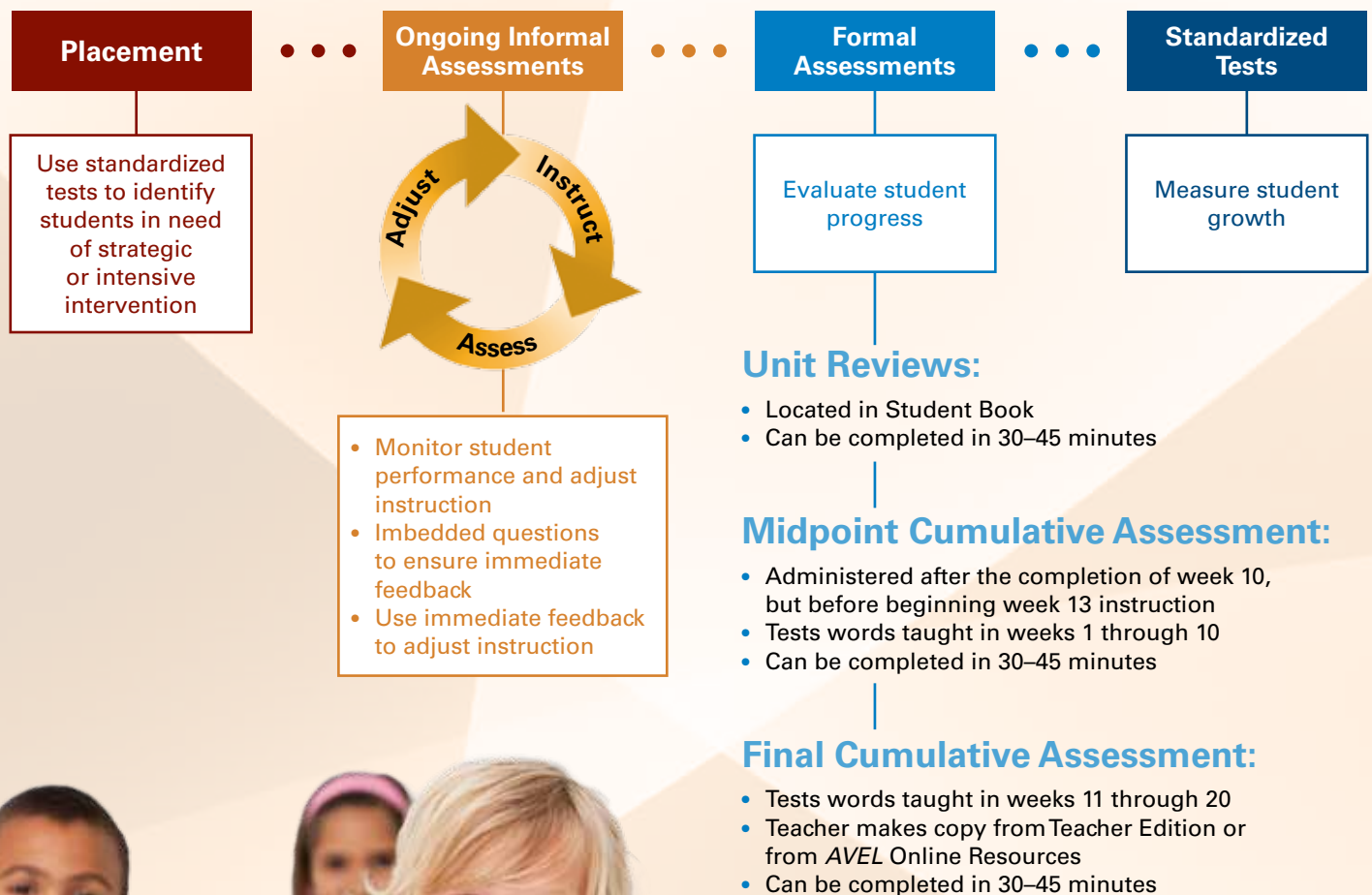
Flexible lesson pacing with a variety of activities

Instruction is easily scaffolded and differentiated to motivate students



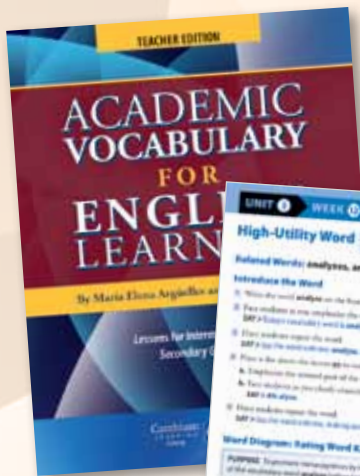
Progress Monitoring Ensures English Learners' Growth and Academic Achievement

AVEL integrates a complete assessment system. Student progress is monitored frequently to inform instruction and to ensure effectiveness of intervention.



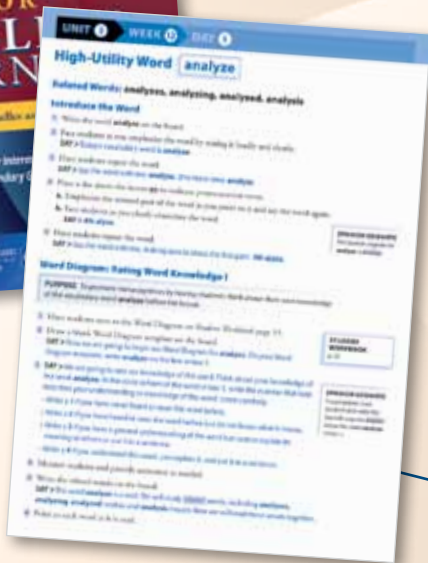
AVEL Materials

AVEL is Systematic, Engaging Instruction= Motivational for Teachers and Students

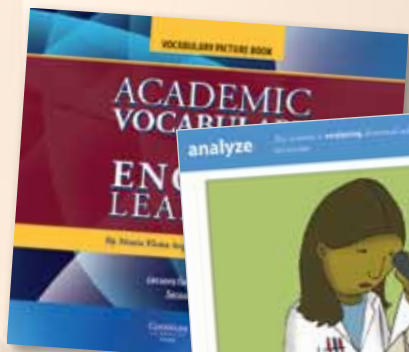


Teacher Edition

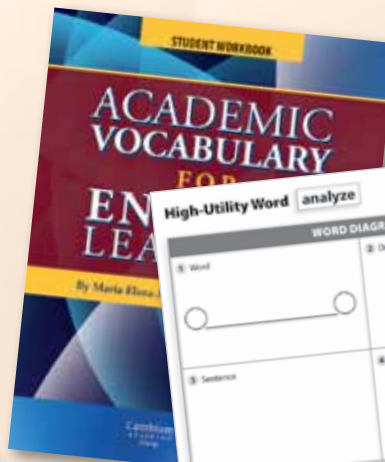
- Scripted lessons
- Blackline masters
- Unit reviews/answer keys



Teacher Edition:
high-utility word "analyze"

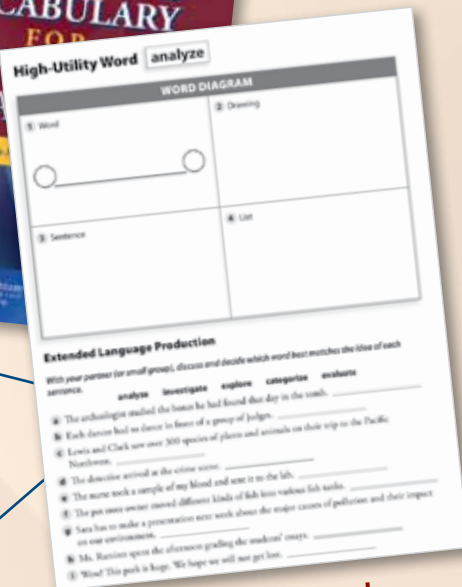


Vocabulary Picture Book:
high-utility word "analyze"



Student Workbook

- Written exercises
- Daily activity lessons
- Unit reviews



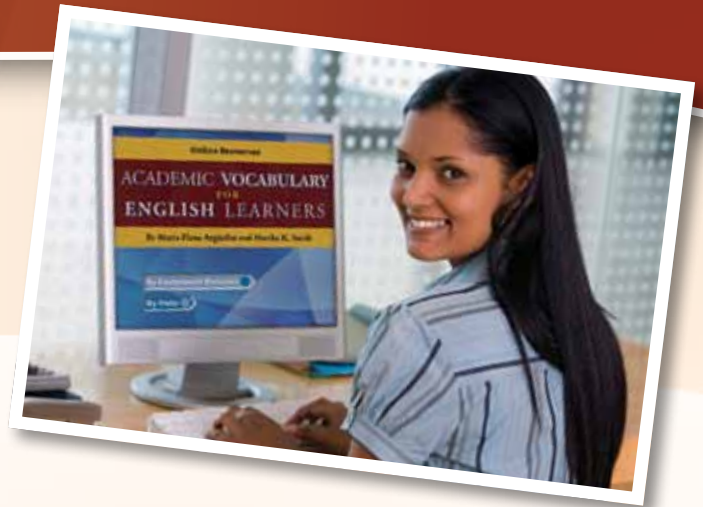
Student Workbook:
high-utility word "analyze"

Vocabulary Picture Book

- Helps students make connections to native language
- Includes CD-ROM with color illustrations that support language building

Online Teaching Resources:

- Blackline masters
- Student versions of the Midpoint and Final Cumulative Assessments



AVEL Follows These Six Steps

Research Foundation

AVEL follows Robert J. Marzano's Six Steps to Effective Vocabulary Instruction* —

Step 1: The teacher gives a description, explanation, or example of the new word.

Step 2: The teacher asks the student to give a description, explanation, or example of the new word in his/her own words.

Step 3: The teacher asks the student to draw a picture, symbol, or locate a graphic to represent the new word.

Step 4: The student participates in activities that provide more knowledge of the words.

Step 5: The student will discuss the word with other classmates.

Step 6: The student will participate in activities that provide more reinforcement of the new word.

**Building Background Knowledge for Academic Achievement (2004)*

Decades of EL Teaching Experience Combine to Create AVEL



María Elena Argüelles, Ph.D., is an educational consultant with teaching experience at the public school level as well as at the undergraduate and graduate levels. Argüelles' primary areas of interest are early reading instruction, students with reading difficulties, and reading instruction for English learners (ELs). She provides support to states, school districts, and individual schools in their implementation of effective reading instruction for young ELs and struggling learners and has coauthored several publications, including *LETRS for Teaching English Learners*.



Martha K. Smith, M.Ed., is an educational consultant with more than 17 years of classroom teaching experience. Her primary interests are adolescent literacy, student motivation and engagement, vocabulary and comprehension instruction, and differentiation of reading and writing instruction for all learners, including ELs and struggling readers. Smith is dedicated to helping K–12 teachers translate educational research into practice and enjoys writing and delivering professional development with onsite follow-up support to schools and teachers across the country.