Tools to Launch a Common Core Competency Vocabulary Campaign
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Workshop Objectives
Participants will learn effective ways to:
- Explicitly teach high-utility academic words using an evidence-based and classroom-tested routine
- Develop students’ competent command of a word through speaking, writing and assessment tasks
- Integrate grammatical targets in application tasks
- Structure productive lesson partner interactions
- Prioritize words for instruction based on CCSS competencies and text comprehension
- Develop brief, daily formative vocabulary assessments

Identifying Language Demands in the Common Core

READING  Read a range of complex literary and informational texts and respond to text-dependent questions and tasks.

LANGUAGE  Expand academic vocabulary through direct instruction, reading, and academic interaction.

WRITING  Write logical arguments based on relevant evidence and research.

SPEAKING & LISTENING  Engage in formal academic discussions in pairs, small groups, and whole group.

Academic Discussion: Think

Interview Question:
What are some differences between cell phones and landline phones?

Observation Task:
How would you characterize her vocabulary use?

Academic Discussion: Interact

I would characterize her vocabulary use as __ (adjective: imprecise).

- Any word choices, sentences, or ideas?

- Nominal sentences
- Incomplete sentences; fragments
- Imprecise and repetitive word choices
- Weak idea development
- No advanced language for comparing

Long-Term English Learner Response Oral Language Features

- Simple sentences
- Incomplete sentences; fragments
- Imprecise and repetitive word choices
- Weak idea development
- No advanced language for comparing

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**difference: word partners (collocations)**

- Gr. 1-2  There are big differences between _
- Gr. 3-4  There are important/obvious
- Gr. 5-6  There are major/fundamental
- Gr. 7-8  There are significant/essential
- Gr. 9-12 There are striking/noteworthy

**Academic Language:**

**Comparing Cell Phones and Landlines**

- There are several (obvious, essential) (similarities, differences) between _ and _.
- One major (similarity, difference) is that users (can, cannot) _ with a _ phone.
- Another fundamental difference is that users can _ (download, send, store, search) with _.
- Cell phones and landlines also differ in that _.

**Academic Discussion ~ Phases**

- **Think (Brainstorm)**
- **Write (Record)**
- **Discuss (Interact)**
- **Report (Contribute)**

**ALL Students are AELL:**

**Academic English Language Learners**

- Academic English is not a natural language that we acquire through extensive listening and social interaction.
- Academic English— including vocabulary, syntax, grammar and register distinctions— must be explicitly and systematically taught, not just caught.

**Vocabulary Results from the NAEP 2009 and 2011 Reading Assessments**

CA ranked 5th from the bottom. Among 4th graders who scored below the 25th percentile in vocabulary in 2011:

- 33% were White
- 25% were Black
- 35% were Hispanic
- 73% were eligible for free lunch
- 24% were English learners


**Vocabulary Instruction Improves Literacy and Test Scores**

. . . Highly targeted and persistent vocabulary instruction can dramatically improve reading and writing ability, test scores and lesson engagement for native English speakers and English learners.

(Beck et al, 2002; Carlo et al, 2004; August & Shanahan, 2006)
What does it mean to “know” the high-utility academic word accurate? (1 of 3)
- **Pronunciation:** ák•kyu•rit
- **Meaning(s):** correct or exact in every detail
- **Spelling:** a-c-c-u-r-a-t-e
- **Part of speech:** adjective (describing word)
- **Grammar:** It modifies and precedes an noun: *The school board anticipates an accurate report from the superintendent.*

What does it mean to “know” the high-utility academic word accurate? (2 of 3)
- **Frequency:** It is commonly used in formal academic and professional contexts.
- **Register:** It is primarily used in relatively formal writing and speaking for academic or professional purposes.
- **Collocations (Word Partners):** The adjective accurate is used with the nouns: *information, data, measurements, description.*

What does it mean to “know” the high-utility academic word accurate? (3 of 3)
- **Connotations:** accurate (positive); inaccurate (negative connotation).
- **Synonyms:** precise, exact, correct
- **Antonym:** inaccurate
- **Word Family:** (adjective) accurate, inaccurate; (adverb) accurately, inaccurately; (noun) accuracy, inaccuracy

**Vocabulary Instructional Routines**
- **High-Utility Word Routine:** words that are widely used in academic discourse across subject areas: relevant, apply
- **Quick-Teach Routine:** low-incidence words; words that are academic synonyms for a commonly used word
- **Context Analysis Routine:** words in a sentence that contains accessible clues to word meaning and/or part of speech

**Explicit Vocabulary Teaching Routine**
- Guide students in reading and pronouncing the word a few times.
- Have students clap/tap out the syllables.
- Direct students to copy the word correctly.
- Optional: Cue students to rate and discuss their vocabulary knowledge with a partner.
- Explain the meaning using familiar language.
- Provide two relevant, accessible examples.

**Explicit Vocabulary Teaching Routine**
- Structure a framed verbal task with an engaging context to create some “vocabulary Velcro”.
- Model an appropriate response with the sentence frame.
- Lead students in chorally repeating your response.
- Partner students to share before calling on individuals.
- Optional: Guide making a quick sketch of abstract words.
- Assign a writing task with a frame that requires the correct form of the word and appropriate content.

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**Vocabulary High-Utility Word Routine**

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduce the High-Utility Academic Word</td>
</tr>
<tr>
<td>2.</td>
<td>Pronounce the word</td>
</tr>
<tr>
<td>3.</td>
<td>Provide part of speech</td>
</tr>
<tr>
<td>4.</td>
<td>Syntactically correct example</td>
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<tr>
<td>5.</td>
<td>Give a student-friendly definition</td>
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<tr>
<td>6.</td>
<td>Provide a context sentence</td>
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<tr>
<td>7.</td>
<td>Provide an example sentence</td>
</tr>
<tr>
<td>8.</td>
<td>Cue students to report</td>
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<tr>
<td>9.</td>
<td>Direct students to write an appropriate response</td>
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<tr>
<td>10.</td>
<td>Cue students to report</td>
</tr>
<tr>
<td>11.</td>
<td>Elicit additional responses</td>
</tr>
<tr>
<td>12.</td>
<td>Students repeat with frame, including meaning, part of speech, and base verb</td>
</tr>
</tbody>
</table>

**High-Utility Word Notetaking Guide**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>benefit</td>
<td>noun</td>
<td>synonym: advantage</td>
<td>something good or useful you get from something</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Example: One benefit of living near school is that you can walk and get some exercise instead of driving in rush hour traffic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Example: An important benefit of being bilingual is being able to listen and dance to music in two different languages.</td>
<td></td>
</tr>
</tbody>
</table>

**Parts of Speech**

- **Noun**: a person (Dr. Martin Luther King, my coach), a place (New York City, the library), thing (a backpack, the Internet), idea/concept (honesty, democracy)
- **Verb**: an action word (participate, stretch, run)
- **Adjective**: a word that describes a noun — a person, place, thing, or idea (appropriate, logical)
- **Adverb**: a word that describes a verb — an action (immediately, previously)

**Grammar Tip: Use the base verb form after a linking verb or “to”**

- **base verb** = verb with no ending (-s, -ed, -ing)
- **You can** walk and get some exercise.  
- **I could** ride my bike because I live nearby.  
- **She needs** to take the bus to school today.  
- **He wants** to leave early this morning.

**Verbal Practice**

**benefit (noun)**

One **benefit** of owning a pet is that you can ____ (base verb: interact) when you are ____ (adjective: idle).

**Partner Interaction: Discuss**

- Discuss your idea with your partner.  
  1) Read it fluently twice using the frame.  
  2) Make eye contact and say it with expression.  
- Keep discussing until my verbal signal.  
- Share another idea or repeat your idea.
**Class Discussion: Report**

- Use your public voice if you are called: 3x louder and 2x slower than your partnering private voice.
- Listen for and record a strong example that can be your Vocabulary Velcro.
- Listen for and point out similarities.

  *My example is similar to ___’s.*

**Academic Language to Compare**

**Everyday English**
- Mine’s the same.

**Academic English**
- My idea is similar to ___’s (Monica’s).
- My idea builds upon ___’s (Eric’s).

**Language to Select Reporters**

**Everyday English**
- Um…(Name)
- I pick…
- I want…
- How about…
- Let’s hear from…

**Academic English**
- I select…
- I choose…
- I nominate…
- I’d like to hear from…
- I’m interested in (Name’s) response…

**Attentive Listening Frames**

**Everyday English**
- What did you put?
- I put __.

**Academic English**
- What example did you select?
- I selected __.
- What response did you record?
- I recorded __.

**Independent Writing Practice**

**benefit** *(noun)*

- Writing Practice:
  Two clear _________ of using a tablet or laptop to write in class are being able to _________ and _________ more easily.

**Partner Discussion: Interact**

- Share your response with your partner.
  1) Read it fluently using the frame.
  2) Say it with expression, making eye contact.
  3) Restate your partner’s idea.
  4) Record your partner’s idea.

- Switch roles.
**Academic Language to Restate**

- So, your idea is that __.
  - example
  - experience
  - opinion
- That’s correct. Yes, that’s right.
- No, not exactly. What I said was __.

**Ask for Assistance: ✏ Up**

- Did I spell __ correctly?
- What is another way to say__?
- May I run an idea by you?
- Is my grammar correct?
- I don’t quite understand __.

**Attentive Listening Frames**

**Everyday English**
- What did you write?
  - I wrote __.

**Academic English**
- What example did you add?
  - I added __.
- What response did you prefer?
  - I preferred __.

**Embed Grammatical Targets in Sentence Frames for New Words**

**Target Word:** portion (noun)

- I wish the cafeteria served two __ of __.
- A healthy diet includes several __ of __.
- For dinner we usually eat one __ of __.

**Target word:** respond (verb)

- A kind teacher always __ to students’ questions in a __ manner.
- When the bell rang, I __ by immediately __.

**Speaking Practice with Embedded Grammar Targets**

**perspective (noun)**

From my perspective, our school lunch menu would be greatly improved if it included more __ Asian dishes __.

(adjective + noun: fresh fruits).

**Writing Practice with Embedded Grammar Targets**

**respond (verb)**

- When a popular band like __ enters the stage, the audience usually __ with ____________.
Teaching Tips: Writing Effective Practice Tasks

- Choose a familiar context.
- Write a sentence frame that doesn’t require overly complex grammar.
- Write a sentence frame that can be completed in many ways using students’ background knowledge.
- Prepare a model response that you anticipate students will not come up with on their own.
- Embed a grammatical target.

Sample Formative Assessments (Bellringer “Daily Do Now” Tasks)

- STRATEGY Two positive ______________ for making a new friend during the first weeks of school are to _______________ and ________________
- REDUCE Last year students in our school ______________ the amount of trash we produced by ________________

Daily Do Now: benefit

Prius owners firmly believe that their hybrid car provides them with several ____________ including being able to ________________.

Daily “Do Now” Student Record

Common Core Vocabulary Types

Source: Adolescent Sleep Research (Gable & Kinsella, 2007)

Domain Specific (Tier 3)
- adolescent
- puberty
- Circadian Clock
- forbidden zones
- binge sleeping
- mood swings
- depression
- sleep deprivation
- melatonin

High-Utility (Tier 2)
- assume
- conclude
- sufficient/insufficient
- factor
- influence
- lead to
- variety
- regulate
- content

Daily “Do Now” Scoring Guidelines

1. Read your sentence to your partner and pay attention to the feedback.
2. Listen to your partner’s sentence to see if the content make sense and provide supportive feedback.
3. Re-read your sentence and check your grammar, spelling and content.
4. Compare your sentence to the models.
5. Circle the score that you deserve.
6. Circle the score for your bonus sentence.
The AWL: A High-Incidence Academic Word List
(570 Critical Word Families for Secondary Curricula)

Group 1/10 (Highest Incidence):
analyze assume benefit concept consist context economy environment establish estimate factor finance formula function income indicate individual interpret involve issue labor legal major method occur percent principle section significant similar source specific structure...

word family: assume, v. assumed, adj. assumption, n.
Source: (Averil Coxhead, 2000)

Academic Word Family Chart

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>accuracy</td>
<td>accurate</td>
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<td>accurately</td>
</tr>
<tr>
<td>prediction</td>
<td>predict</td>
<td>predictable</td>
<td>predictably</td>
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<tr>
<td>significance</td>
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<tr>
<td>creation</td>
<td>create</td>
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<td>creatively</td>
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<td>similarity</td>
<td>similar</td>
<td>similarly</td>
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<td>capability</td>
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<td>capably</td>
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<tr>
<td>assumption</td>
<td>assume</td>
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<tr>
<td>prevention</td>
<td>prevent</td>
<td>preventive</td>
<td></td>
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</tbody>
</table>

Academic Word Family Chart: Sample Words to Compare

<table>
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<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>comparison</td>
<td>compare</td>
<td>comparable</td>
<td>comparatively</td>
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<tr>
<td>contrast</td>
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<td>similarity</td>
<td>similar</td>
<td>similarly</td>
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<tr>
<td>difference</td>
<td>differ</td>
<td>different</td>
<td>differently</td>
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<tr>
<td>alike</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>identical</td>
<td></td>
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</tr>
</tbody>
</table>

Priority CCSS Competencies for Academic Literacy & Interaction

- Describe
- Sequence
- Create
- Cause-Effect

- Compare
- Analyze Text
- Infer
- Argue

Sample Vocabulary for CCSS-Aligned Competencies

Describe
- character
- behavior
- appearance
- trait
- feature
- location
- reaction
- situation
- style

Create
- organize
- assemble
- prepare
- elaborate
- collaborate
- propose
- design
- method
- revise

Sample Vocabulary for CCSS-Aligned Competencies

Cause-Effect
- cause
- result (of)
- effect
- consequence
- lead (to)
- occur
- impact
- outcome
- factor

Argue
- believe
- reason
- opinion
- perspective
- argument
- convincing
- relevant
- evidence
- support
Everyday Verbs
- Answer
- Finish
- Repeat
- Talk about
- Share
- Think about

Academic Verbs
- Respond, Elaborate
- Complete, Develop
- Restate, Review
- Discuss, Interact
- Report, Contribute
- Consider, Contemplate

Precise Terms to
Contribute to a Lesson Discussion
Everyday Terms
- Answer
- Idea/Thought
- Guess
- Reason
- Steps

Academic Terms
- Contribution, Response
- Opinion, Perspective
- Evidence, Data, Facts
- Prediction, Hypothesis
- Justification, Evidence
- Solution, Process

Alternatives to Asking
Who has an idea? Who wants to share?
- Does anyone have an opposing view?
- Did anyone approach this in another manner?
- Who has an alternative perspective?
- Who arrived at a different conclusion?
- Who located evidence to support the claim that …?
- Can anyone elaborate on this stance?
- Who would like to respond to that statement?

Priorities ~ Vocabulary Development
- Pre-teach lesson concepts and topic words.
- Explicitly teach high-utility vocabulary using a consistent, interactive routine.
- Assign informational text narrow reading.
- Text context analysis and word study skills.
- Teach language for CCSS competencies related to text analysis and response.
- Teach the language for CCSS writing tasks: description, argument, summary, research.

The End
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Creating a Classroom Culture for Structured Interactions

1. Arrange Classroom Seating to be Conducive to Structured Interactions

Develop a seating arrangement that is conducive to alternate student pairs and groups, while maintaining visibility to you and necessary reference points (the board, displayed response frames, etc.). Arrange desks or tables so students will be able to easily partner with two different classmates. For example, students seated in desks arranged in a set of four can work in partners with the students sitting across from each other for one week, then partner students sitting next to each other the subsequent week.

The following are possible seating arrangements conducive to regular structured interactions:

• paired rows – one partner to the side and one partner behind
• tables or desks groups - one partner across and one beside
• chevron – one partner to the side and one behind

2. Assign and Alternate Appropriate Partners

a. Allow random partnering. During the first few days of school, structure a few random interactive tasks and observe student behavior and social skills, and to analyze academic needs.

b. Provide a response frame. Create a response frame that allows students to privately write and submit a statement about four students within the class with whom they would feel comfortable and productive working with during partner or group interactions. For example: *Four students I could work productively with are __, __, __ and ___.* Next, provide a frame that allows students to privately inform you about any concerns they might have about partnering. For example: *I would find it challenging to work with ___ because ____.* Tell students that you will do your best to accommodate their requests and that you will try to partner them with at least one or more of their choices over the course of the school year.

c. Assign partners but change pairings at regular intervals so students have the opportunity to experience working with different individuals. Assigning and alternating partners will foster expectations that collaborative interactions are an integral part of your learning environment.

d. Create pairings by considering variables. Carefully consider the following variables when determining appropriate partners:

• English language proficiency
• Communicative competence, including speaking and listening
• Reading and writing proficiency (review data from multiple assessment e.g. SRI, state, and grade-level reading and writing assessments, etc.)
• Attendance record
• Performance on assignments and during activities in the class
• Gender and/or maturity
• Personality traits (i.e. reserved, insecure, extroverted, class clown, domineering, etc.)
• Background (culture, community involvements, prior experiences)

After considering the above variables, it is also crucial to avoid paring high-performing students with low-performing students in terms of academic competence. High students can be placed with other high or mid-level performing students. It is also wise to avoid partnering your weakest and neediest students together.

The following process can be used occasionally to assign partners according to literacy and language skills. Rank your students numerically from highest (1, 2, 3) to lowest (28, 29, 30), then pair them at the mid point:

- #1 is paired with #16;
- #2 is paired with #17;
- #3 is paired with #18; and so on until #15 is paired with #30.
Creating a Classroom Culture for Structured Interactions

e. **Make adjustments and avoid excessive use of ranking.** Carefully observe how these partners work together and adjust as necessary. Avoid using literacy and language ranking as your only means to pair students as it will limit student experiences with classmates.

f. **Identify and inform “substitute” partners.** Pair two students who are flexible, reliable, and socially competent who are willing to take on the added responsibility of substituting when a classmate is absent. When a student is absent, have one of the substitutes work with the student missing a partner. Have the remaining substitute work with a pair of students who might benefit from an extra contributor. Remember to have the additional student in all trios work as a second number 2 or second “B” in structured partnering tasks in order to keep interactions automatic and consistently paced, and avoid having to cue interactions for a random trio.

g. **Teach expectations for absences in advance.** Instruct and provide the means for students early to easily notify you immediately if their partner is absent, or to alert you about any issues. This will enable you to efficiently assign a substitute or adjust pairs before beginning instruction and avoiding interruptions to your prepared lessons.

3. **Teach, model, provide practice and reference expectations for productive partnering**

   a. **Explain partnering directions**

   b. **Establish expectations**

      **Justify partnering and group expectations:** at the beginning of the course, provide a compelling justification for the 4Ls:

      For example:
      * **Look at your partner:** In North America, eye contact signifies respect and active listening when two people are interacting. Looking directly at the other speaker is critical at school, work, and other formal social contexts. Looking away or fiddling with something can readily signal that you are distracted or disinterested. This isn’t universal; in some cultures eye contact may either be unnecessary or a sign of disrespect if a child looks directly at an adult.

      * **Lean toward your partner:** Like eye contact, leaning toward someone during a formal interaction indicates you are focused on what they are saying and not paying attention to other people or things. On the other hand, leaning back communicates that you could be bored and inattentive.

      * **Lower your voice:** Use a private voice when interacting with a partner at school or work. Speak loudly enough for your partner to easily hear what you are saying but not so loud that you are distracting or interrupting anyone nearby.

      * **Listen attentively to your partner:** Your responsibility is to not only share your perspective and contribute equally but also understand and remember your classmate’s idea. If you were not able to catch what your partner said, ask him/her to repeat the idea. If you don’t quite understand the idea, ask him/her to explain it. To make sure you have truly grasped the idea, repeat it using your own words. This shows that you care enough to get the idea right. You should understand your partner’s contribution well enough to be able to report it confidently to the class.

   c. **Review and reinforce:** review procedures the 4 Ls of by providing and referencing a chart
2. Contributing Ideas
One possible example is.
Another interesting example is.
One convincing reason is.
One recent experience I had was.
The correct word form is because.

3. Listening Attentively
I chose.
I selected.
The (word, phrase, example) I recorded was.
A relevant example I heard was.
A convincing reason I heard was.

4. Comparing Ideas
My idea is similar to (Name’s).
My response is similar to (Name’s).
I have a similar opinion.
I disagree completely.

5. Agreeing/Disagreeing
I agree/disagree with (Name) that.
I completely agree with (Name).
My idea builds upon (Name’s).
I share your perspective.
I can see your point of view.

6. Disagreeing
I don’t quite agree.
I disagree completely.
I disagree somewhat.
I have a different perspective.
I disagree completely.
I don’t agree.

Language for Collaboration

1. Requesting Ideas
What should we write?
What do you think makes sense?
What’s your idea?
Do you have an example?

2. Suggesting Ideas
We could write .
What if we put .
I think would work well.
I think we should add .

3. Validating Ideas
That would work.
That makes sense.
Oh, that’s a great idea.
That’s an interesting example.

4. Deciding On Ideas
Ok. Let’s write .
I’d like to put .
Let’s combine our ideas and write .
I think is the best example.

5. Clarifying Ideas
I don’t quite understand your .
In other words, you’re saying that .
What do you mean by ?
So, you think we should ?
Are you suggesting ?

6. Asking for Assistance
How do I spell the word ?
Did I spell the word correctly?
What does mean?
Did I explain this idea clearly?
Is there another way to say ?
Is this an appropriate (noun, verb, adjective)?

7. Restating Ideas
So, you said that .
So, you think that .
So, your idea is that .
So, your opinion is that .
So, you’re saying that .

8. Reporting Ideas
We thought of .
We came up with .
We decided upon/that .
We determined that because .
One idea (noun, example) we had was .
A/an (noun, verb, adj) we thought of is .
Our response is .

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<thead>
<tr>
<th><strong>Table 4 Strategies to Elicit Democratic Contributions</strong></th>
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<tbody>
<tr>
<td><strong>Popcorn Selection:</strong> Ask a preselected student to report a response and then “popcorn” to another student from another section of the room using a complete sentence. Provide a list of appropriate expressions: I select __; I choose __; I nominate __; I would like to hear from __. The second student reports and selects the third reporter, etc.</td>
</tr>
<tr>
<td><strong>Preselect Initial Reporters:</strong> Preselecting an initial response takes the pressure off the teacher and students alike. The awkward silence as the teacher initially requests contributions only serves to heighten anxiety for less prepared and confident class members. Monitor independent writing and partner interactions in preparation for a class discussion. Preselect one or two students with representative responses to launch the discussion. If a highly reserved student has a particularly thoughtful response, invite that individual to volunteer at the end of the discussion when you open it to volunteers. More often than not, she will rise to the occasion. Speak softly and use neutral language as you preselect contributors to avoid distracting or disappointing students sitting nearby. For example, 1) I am planning to call on you first to report your perspective; 2) You will be our discussion jumper cable with this response. Read it over carefully to prepare to report; 3) I would greatly appreciate it if you volunteered this specific idea at the close of our discussion when I ask for voluntary responses.</td>
</tr>
<tr>
<td><strong>Name Cards:</strong> Randomly select students using name cards. Include all student names each time you choose, or some students will fail to see the point of paying attention or attempting to contribute.</td>
</tr>
<tr>
<td><strong>Voluntary Reporting:</strong> Invite contributions from students who have not yet had an opportunity. Specify how many more responses you expect from different areas of the classroom (particularly in very passive or loquacious classes). This is an ideal opportunity to enlist contributions from preselected volunteers.</td>
</tr>
<tr>
<td><strong>Partner Nominations:</strong> Ask students to “nominate” partners who have different responses than those already contributed in the class discussion. Require use of a complete sentence when nominating: I nominate my classmate __. For younger students and immigrant youth, clarify the meaning and use of the verb. When you nominate a classmate for a particular job such as school president or student council representative, you officially choose that person because you think she or he would be a strong, responsible candidate. Make a point of affirming the attentive student who recalled that the partner’s response was different than those previously shared in the unified-class discussion.</td>
</tr>
<tr>
<td><strong>Partner Reporting:</strong> Invite partners to report their partners’ ideas if they are different than those already contributed. Assign language for citing/reporting: My partner __ (shared, pointed out, emphasized, indicated, concluded) that __.</td>
</tr>
<tr>
<td><strong>Standing Reporters:</strong> Cue all partner As or Bs to stand. Then call on one of the students standing to respond. Ask students with similar responses to be prepared to compare using appropriate language: My idea is similar to __’s. My idea builds upon __’s. Call on a few students until at least one has had a chance to compare ideas. Invite partners with the opposite letter to stand if they have a novel idea that has not yet been contributed. To make the selection process more engaging, consider different means of identifying standing reporters. For example, Partners, quickly determine the following: Who is younger or older? Younger students, you can relax. Older students, stand and prepare to report. Whose birthday is closer to today’s date? Birthday celebrants, stand and prepare to contribute.</td>
</tr>
</tbody>
</table>
### Phase 1: Think

1. **Display and read aloud** the discussion question
2. **Students reread question aloud** (*phrase-cued*)
3. **Model brainstorming response(s)** (*quick list, phrases, everyday English*)
4. **Prompt students to think** and record brief responses
5. **Students star one or two preferred ideas** to develop into academic responses

### Phase 2: Write

1. **Introduce first frame** (*visibly displayed, include model response*)
2. **Students rehearse model response** (*silently, phrase-cued*)
3. **Direct attention to grammatical target** (*underline, highlight*)
4. **Prompt students to select an idea** from the brainstorming list
5. **Direct students to write an academic response** using the first frame
6. **Circulate** to read sentence and provide feedback
7. **Introduce second frame** (*visibly displayed, include model response*)
8. **Students rehearse model response** (*silently, phrase-cued*)
9. **Direct attention to grammatical target(s)** (*underline, highlight*)
10. **Prompt students to select another idea** from the brainstorming list
11. **Direct students to write an academic response** using the second frame
12. **Circulate** to read sentences and provide feedback

### Phase 3: Partner Interaction

1. **Direct students to silently reread their sentences** in preparation to share
2. **Cue partner (A/B) to read their response twice** (then switch/A)
3. **Circulate** to provide feedback and preselect reporters
4. **Cue partners to restate and record** each other’s idea
5. **Repeat phase 3 for response with second frame**

### Phase 4: Whole Group Reporting

1. **Establish expectations for reporting using the 1st frame**
2. **Assign active listening task(s):** take notes, identify similarities/differences
3. **Record student contributions** on board or organizer to display later
4. **Cue preselected reporters**
5. **Elicit additional reporters using varied strategies** (*e.g., name cards, popcorn, volunteers*)
6. **Briefly synthesize contributions** and make connections to article focus
7. **Repeat phase 4 for response with second frame**
Academic Discussion Topic:  *Cell Phones versus Landline Phones*

**THINK:** Identify similarities and differences between cell phones and landline phones.

(similarities)  
1. ____________________________  
2. ____________________________  
3. ____________________________  

differences)  
1. ____________________________  
2. ____________________________  
3. ____________________________  

**WRITE:** Rewrite two ideas using the sentence frames. Include precise word choices. Elaborate using an appropriate transition:  *For instance; For example; To illustrate.*

Frame 1:  
Cell phones and landlines are similar in that both (verb-present tense: include, require) __________.

Response: __________

Frame 2:  
One major difference is that users can (verb-base form: download, send) __________ with a __________.

Response: __________

Frame 3:  
Perhaps the most striking difference between these phones is the (noun: amount, cost) __________.

Response: __________

**Precise Word Bank:**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>design</td>
<td>store</td>
<td>convenient</td>
</tr>
<tr>
<td>features</td>
<td>search</td>
<td>portable</td>
</tr>
<tr>
<td>capabilities</td>
<td>utilize</td>
<td>limited</td>
</tr>
<tr>
<td>memory</td>
<td>send</td>
<td>instant</td>
</tr>
</tbody>
</table>

**DISCUSS:** Listen and record notes on your classmates’ ideas during the discussion. Start by listening attentively, restating, and recording your partner’s idea.

• So your (experience/observation/perspective) is that __________.
• Yes, that’s correct. No, not exactly. What I (meant/stated/intended) was __________.

**REPORT:** Prepare to report your idea during the whole group discussion. Listen attentively, and utilize the sentence frames to point out similarities.

• My idea is similar to __________’s.  
• My idea builds upon __________’s.
THINK: Briefly record your personal responses to this question:

What are the benefits of learning academic vocabulary?

1. ____________________________
2. ____________________________
3. ____________________________

WRITE: Rewrite one idea using the frame. Include precise academic words.

Frame: ____________________ using academic vocabulary will help me to ________.

(adverb)                        (verb: base form)

Precise Word Banks:  

ADVERBS   VERBS

- correctly
- accurately
- skillfully
- improve
- succeed
- impress

Model Sentence:  

Expertly using academic vocabulary will help me to communicate ________ effectively with my teachers and classmates during lessons.

My sentence:  

__________________________

__________________________

DISCUSS: Listen attentively to and record notes on your classmates’ ideas. 

Start by listening attentively, restating, and recording your partner’s idea.

• So your opinion is that __
• Yes, that’s correct. No, not exactly. What I said was __

<table>
<thead>
<tr>
<th>Classmates’ names</th>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

REPORT: Prepare to report your idea during the whole group discussion. 

Listen attentively, and utilize sentence frames to point out similarities.

• My idea is similar to ____________’s.
• My idea builds upon ____________’s.
<table>
<thead>
<tr>
<th>Phase 1: Introducing Word</th>
<th>Introduce the High-Utility Academic Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish purpose: learning a high-utility academic word</td>
<td></td>
</tr>
<tr>
<td>2. Pronounce the word</td>
<td></td>
</tr>
<tr>
<td>3. Students repeat</td>
<td></td>
</tr>
<tr>
<td>4. Provide part of speech</td>
<td></td>
</tr>
<tr>
<td>5. Syllabify</td>
<td></td>
</tr>
<tr>
<td>6. Students repeat</td>
<td></td>
</tr>
<tr>
<td>7. Provide a student-friendly definition</td>
<td></td>
</tr>
<tr>
<td>8. Students repeat definition and fill in blank(s)</td>
<td></td>
</tr>
<tr>
<td>9. Model example #1 visibly displayed</td>
<td></td>
</tr>
<tr>
<td>10. Students repeat example and fill in blank(s)</td>
<td></td>
</tr>
<tr>
<td>11. Model example #1 visibly displayed</td>
<td></td>
</tr>
<tr>
<td>12. Students repeat meaning and fill in blank(s)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 2: Verbal Practice</th>
<th>Transition to Verbal Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce frame for verbal practice visibly displayed, include model response</td>
<td></td>
</tr>
<tr>
<td>2. Students repeat model response</td>
<td></td>
</tr>
<tr>
<td>3. Direct attention to grammatical target(s) (underline, highlight)</td>
<td></td>
</tr>
<tr>
<td>4. Prompt students to consider a response</td>
<td></td>
</tr>
<tr>
<td>5. Cue partner (A/B, 1/2) to share response with partner (twice)</td>
<td></td>
</tr>
<tr>
<td>6. Circulate listening, providing feedback, and preselect initial reporters</td>
<td></td>
</tr>
<tr>
<td>Transition to Reporting</td>
<td></td>
</tr>
<tr>
<td>7. Elicit reporting with frame, visibly displayed</td>
<td></td>
</tr>
<tr>
<td>8. Cue preselected students to report</td>
<td></td>
</tr>
<tr>
<td>9. Direct students to write the word and selected response in the frame (own, partner’s or strong response)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 3: Writing Practice</th>
<th>Transition to Writing Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce frame for writing practice visibly displayed, include model response</td>
<td></td>
</tr>
<tr>
<td>2. Students repeat model response (silently, phrase-cued, chorally)</td>
<td></td>
</tr>
<tr>
<td>3. Direct attention to grammatical target(s) (underline, highlight)</td>
<td></td>
</tr>
<tr>
<td>4. Prompt students to consider a response, allowing adequate think time</td>
<td></td>
</tr>
<tr>
<td>5. Direct students to write appropriate word form and content in the frame</td>
<td></td>
</tr>
<tr>
<td>6. Cue partner (A/B, 1/2) to read response to partner (twice)</td>
<td></td>
</tr>
<tr>
<td>7. Circulate listening, providing feedback</td>
<td></td>
</tr>
<tr>
<td>8. Cue partners to switch and read each other’s sentence (continue circulating)</td>
<td></td>
</tr>
<tr>
<td>Transition to reporting</td>
<td></td>
</tr>
<tr>
<td>9. Elicit reporting with frame, visibly displayed</td>
<td></td>
</tr>
<tr>
<td>10. Cue preselected students to report</td>
<td></td>
</tr>
<tr>
<td>11. Elicit additional responses</td>
<td></td>
</tr>
</tbody>
</table>
1. **Word**: accurate  
   **Meaning**: adjective  
   **Examples**: You can get an accurate measurement of your height and at the doctor’s office.  
   **Images**:  
   **Synonym**: correct  
   **Antonym**: inaccurate  
   **Examples**: It is important to include accurate information when you are writing a .

**Verbal Practice (Think-Pair-Share-Write):**  
Students can check to see if their spelling is accurate with a  

**Writing Practice (Think-Write-Pair-Share):**  
In my opinion, the (book, television show, movie) presents an description of the life of American children like me.

2. **Word**: factor  
   **Meaning**: noun  
   **Examples**: Not wearing a helmet is often a factor in bicycle . A good night’s sleep and a nutritious breakfast are factors in a student’s performance on .

**Verbal Practice (Think-Pair-Share-Write):**  
One of the most important factors when I purchase a gift for a friend is  

**Writing Practice (Think-Write-Pair-Share):**  
Several influence my interest in a book, especially and
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>similar</td>
<td>adjective</td>
<td>An ____________ is similar to a tangerine because they have the same ____________ and color, and they are both sweet-tasting citrus fruits. My cousin and her dog look similar because they both have ________ eyes, big ________, and blonde hair.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>synonym: alike</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>antonym: different</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Verbal Practice (Think-Pair-Share-Write):**
On the first day of school, many students arrive with similar

**Writing Practice (Think-Write-Pair-Share):**
It’s great to have friends with interests in ____________ and ____________ that are ________ to mine.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>benefit</td>
<td>noun</td>
<td>One benefit of living near school is that you can ________ and get some exercise instead of drive in rush hour traffic. An important benefit of being bilingual is being able to listen and dance to music in two different _________________.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>synonym: advantage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>something good or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>________ you get from something</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Verbal Practice (Think-Pair-Share-Write):**
One benefit of owning a pet is that you can ________ when you are ________

**Writing Practice (Think-Write-Pair-Share):**
Two ____________ of using a laptop or tablet to write in class are being able to ________ and ________ more easily.
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example(s)</th>
<th>Image</th>
</tr>
</thead>
</table>
| productive    | adjective | synonym: hard-working  
making, creating or completing a lot and doing it __________  
antonym: unproductive |       |
|               |         | If workers are __________, they are usually more productive.                 |       |
|               |         | On rainy days, elementary students are fidgety and less productive because they can’t ______________. |       |

Verbal Practice (Think-Pair-Share-Write):
Students are more productive when the substitute teacher is ___________________________.

Writing Practice (Think-Write-Pair-Share):
I am more ________ working in __________________________ when I have a difficult homework assignment.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example(s)</th>
<th>Image</th>
</tr>
</thead>
</table>
| demonstrate   | verb    | to __________ someone how to do something  
A skilled math teacher clearly demonstrates how to solve difficult _______________  
A star athlete demonstrates good sportsmanship by ________________  
______________________________________________ |       |

Verbal Practice (Think-Pair-Share-Write):
When kindergarteners participate in a fire drill for the first time, their teacher always demonstrates how to _____________________________.

Writing Practice (Think-Write-Pair-Share):
Recently, I ____________________________ because my (friend, classmate, sister, etc.) needed assistance.

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<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
<th>Images</th>
</tr>
</thead>
</table>
| **perspective**  | **noun** | synonyms: *idea, opinion*  
|             |                   | a way of looking at or **_________** about something based on your experiences |        |

When you have an argument with a classmate, you should try to see the **_________** from his or her **perspective**.

Parents and children usually have different **perspectives** on **______________**.

**Verbal Practice:** *(Complete the frame adding appropriate content.)*

From my **perspective**, our school lunch menu would be greatly improved if it included more

__________________________

**Writing Practice:** *(Complete the frame adding the correct word form and appropriate content.)*

Teachers and students often have different **__________________________** on how carefully students should check their **__________________________**

**Construct a Collaborative Response:** *(Strengthen your response with a valid reason.)*

**Prompt:** From your perspective, should elementary schools require Saturday make-up classes for students who have missed classes or assignments?

From our **______________**, elementary schools (should/should not) **______________**

One important reason is that **______________**

In addition, **______________**

**Construct an Independent Response:** *(Strengthen your response with a reason and example.)*

**Prompt:** Adults and children usually have different perspectives on bedtime rules. Many adults believe elementary students should not be allowed to stay up after 8:30 pm on school nights while many children think this bedtime is too early. What is your perspective on this topic?

________________________

________________________

________________________
include
verb

Say it: in • clude

Write it: ____________________ Write it again: ____________________

Meaning
to make someone or something a part of a larger group or set

Examples
- During the party, my friend's mother took a picture that included all of the ________.
- My teacher is happy that the new student's backpack includes all the ________ that he needs for school.

Synonyms
• add; combine

Antonyms
• leave out

Forms
- Present: I/You/We/They include He/She/It includes
- Past: included

Examples
- For our poster about protecting the environment, our teacher asked us to include examples of litter, such as plastic bags.
- The recent broadcast of the Olympics included information about how much food each athlete consumes each day.

Family
- Adjective: inclusive
- Noun: inclusion

Word Partners
• include examples (of)

Examples
• For our poster about protecting the environment, our teacher asked us to include examples of litter, such as plastic bags.

• include information (on/about)

Examples
• The recent broadcast of the Olympics included information about how much food each athlete consumes each day.

Try It
A healthy dinner includes protein and vegetables, such as broccoli or ____________________________.

VERBAL PRACTICE

Talk about it
Discuss ideas with your partner, listen to classmates, and then write your favorite idea.

1. The school received a generous art donation that included supplies, such as ____________________________ and blocks of wood.

2. When playing a game online, it is important to include players that you know from your ____________________________ and avoid any strangers.
grammar tip

Use the modal verb, or helping verb, would to show that something is possible. When you use would, add a verb in the base form.

EXAMPLE: An ideal vacation would be visiting my grandparents and going to a water slide.
### REVIEW: appearance  *noun*

**DAY 1**

Everyone tells me that my physical ________________ reminds them of (my/the actor) ________________

__________________________.

**include  *verb***

**DAY 2**

When you make tacos, it is important to ________________ lots of ________________ to make it extra delicious!

**DAY 3**

My friend's Halloween costume every year usually ________________ some kind of hat to make him look ________________

__________________________.

**DAY 4**

Many PG-13 movies ________________ language that is not ________________ for elementary school students.

**DAY 5**

Our teacher said, “If you want to go to the ________________, make sure that I ________________ your name on the list and I have a signed permission slip.”

**TOTAL**
### Establish Purpose

(set expectations that this is a daily starter activity—after week one, students should begin without any teacher prompting)

1. **Visibly display** the word and provided response frame
2. **Students read and record** response frame quietly on blank “Do Now” page
3. **Encourage students to review** Vocabulary Notes
4. **Prompt students** to consider a response *(allow adequate think time)*
5. **Cue students** to complete the frame *(stress form of the word and relevant content)*
6. **Circulate** reading student responses to assess understanding and opportunities for reteaching
7. **Cue bonus** *(for students who have accurately completed 1st response frame)*
8. **Circulate** reading to preselect 2 model responses to report

### Transition to brief Verbal Practice

1. **Cue partner** *(A/B, 1/2)* to share response with partner
2. **Cue partner** *(A/B, 1/2)* to provide supportive feedback and a verbal rating

### Transition to reporting

3. **Circulate** to monitor discussions
4. **Cue two preselected students to report**

### Transition to self-rating

1. **Direct students** to re-read their response, checking grammar and content
2. **Review rating** *(− no attempt, ✓ word or content correct, + word and content correct)*
3. **Cue students** to quickly circle the score that reflects their self-rating
4. **Cue students** with bonus sentences to circle the score that reflects their self-rating
5. **Circulate** to confirm accuracy and provide corrective feedback on scoring

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**Daily Do Now ~ Vocabulary Review and Assessment**

1. Open your vocabulary notebook and review your notes for the target word.
2. Complete the sentence frame, adding the target word and relevant content.
3. Underline clues that helped you determine the correct form of the target word.
4. If you have the time, write a “show you know” bonus sentence.

<table>
<thead>
<tr>
<th>Date</th>
<th>1.</th>
<th>2. Bonus</th>
<th>Weekly Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>0 1 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>0 1 2</td>
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<td>Wednesday</td>
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<td>Thursday</td>
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<td></td>
</tr>
<tr>
<td>Friday</td>
<td>0 1 2</td>
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</tbody>
</table>

**Weekly Total Points**

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Questions to Plan Vocabulary Instruction to Support Text Comprehension, Academic Discussion, and Constructed Written Responses

Domain-Specific Vocabulary: (Conceptual, Technical, Topic-Centric)

1. Which words are most vital to understanding the central lesson concepts and key ideas/messages in the text?

2. Is the concept significant and does it therefore require pre-teaching?

3. Are there words that can be grouped together to enhance understanding of a central concept?

4. How much prior knowledge will students have about this word or its related concepts?

5. Is the word encountered frequently in academic contexts?

High-Utility Vocabulary: (Widely-Used Across Academic Disciplines)

1. What high-utility academic words are included in this literary text passage or informational text section that are synonyms for more commonplace words students will no doubt already know (e.g., insufficient, not enough; issue, problem; essential, necessary; perspective, idea/opinion)?

2. What high-utility academic words are included in text analysis and discussion questions or related writing prompts that will be necessary for students to respond competently on lesson tasks or assessments?

3. Is it sufficient for students to simply recognize and understand this word (receptive vocabulary) or will they need to competently use this word (productive vocabulary) at this stage of 1st or 2nd language development?

4. Does the word have another high-frequency meaning that I should address (is the word polysemous - e.g., critical (judgmental vs. crucial))? 

5. Does the word have high-frequency word family members that I should point out (e.g., analyze, verb; analysis, noun; analytical, adjective)

6. Which words can easily be figured out from the context/text resources during either independent or teacher-mediated reading?
The Academic Word List (Averil Coxhead, 2000): a list of 570 high-incidence and high-utility academic word families for Secondary School, Higher Education, Career

There is a very important specialized vocabulary for learners intending to pursue academic studies in English at the secondary and post-secondary levels. The Academic Word List, compiled by Coxhead (2000), consists of 570 word families that are not in the most frequent 2,000 words of English but which occur reasonably frequently over a very wide range of academic texts. These 570 words are grouped into ten sublists that reflect word frequency and range. A word like *analyze* falls into Sublist 1, which contains the most frequent words, while the word *adjacent* falls into Sublist 10 which includes the least frequent (amongst this list of high incidence and high utility words). The following ten sublists contain the headwords of the families in the Academic Word List. In other words, the ten sublists contain the most frequent form of the word, more often a noun or verb form, although there may be one or more important related word forms. For example, the headword *analyze* would also include *analyst, analytic, analytical* and *analytically* in the word family.

The Academic Word List is not restricted to a specific field of study. That means that the words are useful for learners studying in disciplines as varied as literature, science, health, business, and law. This high utility academic word list does not contain technical words likely to appear in only one, specialized field of study such as *amortization, lexicon, onomatopoeia, or cartilage*. Two-thirds of all academic English words come from Latin, French (through Latin), or Greek. Understandably, knowledge of the most high incidence and high utility academic words in English can significantly boost a student's comprehension level of school-based reading material. Secondary students who are taught these high-utility academic words and routinely placed in contexts requiring their usage are likely to be able to master academic material with more confidence and efficiency, wasting less time and energy in guessing words or consulting dictionaries than those who are only equipped with the most basic 2000-3000 words that characterize ordinary conversation.


1. analyze approach area assess assume authority available benefit concept consist context constitute contract data define derive distribute economy environment establish estimate evident factor finance formula function income indicate interpret involve issue labor legal legislate major method occur percent period principle proceed process policy require research respond role section sector significant similar source specific structure theory vary

2. achieve acquire administrate affect appropriate aspect assist category chapter commission community complex compute conclude conduct consequent construct consume credit culture design distinct equate element evaluate feature final focus impact injure institute invest item journal maintain normal obtain participate perceive positive potential previous primary purchase range region regulate relevant reside resource restrict secure select site strategy survey text tradition transfer

3. alternative circumstance comment compensate component consent considerable constant constrain contribute convene coordinate core corporate correspond criteria deduce demonstrate document dominate emphasis ensure exclude fund framework illustrate immigrate imply initial instance interact justify layer link locate maximize minor negate outcome partner philosophy physical proportion publish react register rely remove scheme sequence sex shift specify sufficient task technical technique technology valid volume

4. access adequacy annual apparent approximate attitude attribute civil code commit communicate concentrate confer contrast cycle debate despite dimension domestic emerge error ethnic goal grant hence hypothesis implement implicate impose integrate internal investigate job label mechanism obvious occupy option output overall parallel parameter phase predict prior principal professional project promote regime resolve retain series statistic status stress subsequent sum summary undertake
<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>argument</td>
<td>argue</td>
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<tr>
<td>response</td>
<td>respond</td>
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<td>statement</td>
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Academic Competency-Aligned Units

Throughout the nation, states have adopted rigorous new standards for English language arts and English language development, with complementary goals and themes. Both sets of standards aim to equip K-12 students, native English speakers, and English learners alike, with the capacities of literate, articulate young scholars. Next generation assessments place greater emphasis on close analytical reading, evidence-based discussion, and text-dependent written responses. Students will be required to articulate their text comprehension, synthesize, and justify claims using complex and varied sentences, precise vocabulary, and grammatical accuracy.

Transitioning from the primary grades where considerable emphasis is placed on foundational literacy skills, upper-elementary students require informed and dedicated attention to advanced social and academic language, vocabulary development, and effective expression. To interact meaningfully with text, engage in curriculum-focused inquiry and collaboration, and construct competent written responses, students at every English proficiency level will benefit from explicit language and literacy instruction, and orchestrated interactions with their teachers and peers.

The Academic Vocabulary Toolkit is divided into eight units (shown on PD23) that are recursive across grades 3, 4, 5, and 6. Each unit addresses a competency required for advanced literacy tasks and skillful communication in upper-elementary and secondary curricula. The eight consistent units emerged from a detailed analysis of the shifts in new standards for literacy and language instruction and performance-based assessments. To write compelling narrative texts, students need a practical toolkit of words at their disposal to describe environments, sequence events, and interpret human behavior. Similarly, to conduct research and construct competent expository and informational responses, young writers must have an adept command of vocabulary to analyze text, make inferences, and discuss causes and effects. Engaging in data-driven debates and project-based learning with peers requires additional lexical resources for collaboration and argument.

At each grade level, the Academic Vocabulary Toolkit provides students with a new set of words to expand their communicative repertoire for the eight foundational competencies. Each unit of study is designed to engender enthusiasm for language study and equip young scholars with the communicative confidence and competence to meet the academic discourse demands of advanced elementary and secondary coursework.
# Word Selection Rationale

## Word Selection Rationale for the Academic Vocabulary Toolkit

The 200 words included in the *Academic Vocabulary Toolkit* were carefully selected from the following sources to equip middle and high school English learners and striving readers for advanced reading, writing, and discussion across secondary content areas:

- The Academic Word List (Averil Coxhead, 2000)
- Common Core State Standards
- Academic Literacy Tasks and Instructions
- Content Standards
- Assessments

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<td>consequently</td>
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</table>
Resources for Explicit Vocabulary Development

**Dictionaries**

**Dr. Kinsella’s Vocabulary Development Program for Teaching High-Utility Academic Words:**
*The Academic Vocabulary Toolkit* (January 2012). National Geographic Learning. (Grades 6-12)

**Dr. Kinsella’s Program for Accelerating Academic English Proficiency and Writing:**
*English 3D: Describe, Discuss, Debate* (September 2011). Scholastic, Inc. (Grades 6-10)

**Expository Reading Selections - Curricula with High-Utility Academic Words**
*The New York Times Upfront Magazine*. Scholastic, Inc. upfront@scholastic.com

**Instructional References on Academic Vocabulary and Academic Literacy Development**

**Articles:**
*Bromley, K.* (2007). Nine things every teacher should know about words and vocabulary instruction.
*Journal of Adolescent and Adult Literacy, 50(7),* 528-537.
In *Improving education for English learners: Research-based approaches*. CA Department of Education.
Research Monograph. Scholastic, Inc.
*Gersten, R., & Baker, S.* (2000). What we know about effective instructional practices for
Association for Supervision and Curriculum Development.
*Kinsella, K.* (Fall 2000). Reading and the need for strategic lexical development for secondary ESL
students. *California Social Studies Review.*
Research based practices in early reading series. Available at: www.prel.org
learners. *TESOL Journal.*

**Websites:**
Download Dr. Kinsella’s MS Word files for observation tools, vocabulary development, writing support, and
structured discussion at this website: www.corelearn.com (Consortium on Reading Excellence)
Check out this link on Coxhead’s website: The Web Vocabulary Profiler – Tom Cobb (textutor.ca)
References on Academic Language Development


CA Department of Education. (2010). Improving education for English Learners: Research-based approaches.


