

## Bolstering Competent Vocabulary Use Through Explicit, Interactive Instruction

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## Workshop Objectives

Participants will learn effective ways to:

- Explicitly teach high-utility words using an evidence-based and classroom-tested instructional routine
- Develop students' expressive command of a word through structured speaking and writing tasks
- Integrate grammatical targets in application tasks
- Set up and organize an Academic Vocabulary Notebook
- Design and administer Daily Do Now assessments
- Monitor and efficiently score brief daily assessments

2

## The Role of Vocabulary Knowledge in English Learner School Success

"... Vocabulary knowledge is the single best predictor of second language learners' academic achievement across subject matter domains."

Saville-Troike, M. (1984).  
What really matters in second language learning for academic achievement? *TESOL Quarterly* 18: 199-219.

3

## Receptive Word Knowledge

- includes words that we recognize or understand when we see or hear them;
- is typically much larger than expressive vocabulary knowledge;
- includes words to which we assign some meaning, even if we don't know their full range of definitions and connotations, or ever use them as we speak and write.

4

## Expressive Word Knowledge

- includes words we understand and can use comfortably and competently in speaking (and writing);
- is typically much smaller than our receptive word knowledge;
- for struggling readers and language users, expressive word knowledge for advanced academic and social purposes is limited.

5

## English Learners and striving readers need all of their teachers to be:



Licensed Lexical Contractors



NOT Lexical Decorators

Equip your students with high-utility words through explicit, accountable instruction!

6

## Toolkit Word Instruction

Word	Meaning	Examples
<b>factor</b> <i>fac•tor</i> (noun)	one of many things that _____ or influence a _____	The _____ is often a <b>factor</b> in the Superbowl; If it _____, many athletes don't perform as well.  A good night's sleep and a nutritious _____ are <b>factors</b> in a student's performance on _____.
<b>SP: factor</b>		

## Toolkit Word Practice

**factor** (noun)

- **Verbal Practice:** *One of the most important **factors** when I purchase a gift for a friend is \_\_\_\_\_*

8

## Partnering Directions

- Discuss your idea with your partner.
  - 1) Read it fluently using the frame.
  - 2) Make eye contact and say it with expression.
- Keep discussing until I say: **"1-2-3, eyes on me."**
- If you don't have a second idea, use the teacher's idea or repeat your idea.
- Do not look **idle**...or you will report first!

9

## To be an Idol ≠ To be Idle

**idol** noun

- Many teens in the US dream of becoming the next American **idol**, a singer people admire.



**idle** adjective

- Jeff was **idle** during the school assembly and didn't even notice his classmates had left.



10

## Lesson Task Comprehension Check

- Show the number of fingers that represents your understanding of the task directions.
  - 3 ~ I understand what to do. I can explain the directions to the class.
  - 2 ~ I am somewhat confused.
  - 1 ~ I am thoroughly confused.



11

## Class Reporting Directions

- 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.*

12

### Sentence Frames

*A strong example I heard was \_\_\_*

*One example that caught my attention was \_\_\_\_\_*

13

### Toolkit Word Practice

**factor** (*noun*)

- **Writing Practice:** *Two* \_\_\_\_\_  
*that influence my interest in a book are*  
 \_\_\_\_\_ *and* \_\_\_\_\_

14

### Demonstration Lesson Reflection: Explicit Vocabulary Instruction

*How did I . . .*

- physically involve you in word learning?
- guide proficient pronunciation and decoding?
- build word meaning and comprehension?
- structure competent responses with the word?
- introduce, rehearse and guide completion of the frame?
- establish expectations for discussing, reporting and active listening?

15

### Lesson Observation: Grade 7 Intermediate ELD

Record the steps in the teacher's explicit vocabulary instructional routine sequence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

16

### Toolkit Word Instruction

Word	Meaning	Examples
<b>portion</b> <i>por-tion</i> <i>(noun)</i>	1. a small _____ or section of a larger thing  2. a serving of _____	1. I put a small <b>portion</b> of my _____ into my savings account.  2. On Wednesdays the cafeteria serves one <b>portion</b> of _____  3. For dinner we eat at least one _____ of _____
<b>SP: porción</b>		

17

### Outcomes of a Viable Instructional Routine

- Efficient lesson delivery and use of time
- Both students and teachers devote “cognitive capital” to the content rather than the process
- Maximized student engagement and thereby learning

18

## Vocabulary Routine ~ Step by Step

Phase 2: Verbal Practice	<b>Transition to Verbal Practice</b>	
	1.	Introduce frame for verbal practice <i>visibly displayed, include model response</i>
	2.	Students <b>repeat model response</b>
	3.	Direct attention to <b>grammatical target(s)</b> ( <i>underline, highlight</i> )
	4.	Prompt students to consider a response
	5.	Cue partner (A/B, 1/2) to share response with partner
6.	Circulate listening, providing feedback, and preselect reporting	
Phase 3: Writing Practice	<b>Transition to Writing Practice</b>	
	1.	Introduce frame for Writing Practice <i>visibly displayed, include model response</i>
	2.	Students <b>repeat model response</b> ( <i>silently, phrase-cued, chorally</i> )
	3.	Direct attention to <b>grammatical target(s)</b> ( <i>underline, highlight</i> )
	4.	Prompt students to consider a response, allowing adequate think time
	5.	Direct students to <b>write the word and their response</b> in the frame
6.	Cue partner (A/B, 1/2) to read their sentence to their partner (twice)	
7.	Circulate listening, providing feedback	
8.	Cue partners to <b>switch and read</b> each other's sentence ( <i>continue circulating</i> )	
<b>Transition to reporting</b>		
9.	Elicit reporting with frame, <i>visibly displayed</i>	
10.	Cue preselected students to report	
11.	Elicit additional responses	

19

## 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.

20

## Explicit Vocabulary Teaching Routine

- Structure a verbal task with an engaging context to create some "vocabulary velcro".
- Model an appropriate response with a sentence frame.
- Lead students in chorally repeating your response.
- Partner students to share before calling on individuals.
- Guide making a quick, simple sketch of abstract words.
- Assign a writing task with a frame that requires the appropriate form of the word and relevant content.

21

## Terms to Refer to Vocabulary

- |                  |                |
|------------------|----------------|
| ▪ Everyday       | ▪ Academic     |
| ▪ Casual         | ▪ Formal       |
| ▪ Conversational | ▪ Written      |
| ▪ General        | ▪ Precise      |
| ▪ Practical      | ▪ Technical    |
| ▪ Low-Utility    | ▪ High-Utility |
| ▪ Commonly Used  | ▪ Rarely Used  |

22

## Clarify a Word's Pattern of Usage

- **Frequency:** how often it is used
- **Range:** how widely it is used
- **Context:** where it is used: the subjects, professions, social situations
- **Collocations:** words it is widely used with  
(*resolve: problems, conflicts*)

23

## Clarifying Pattern of Usage

- Our **toolkit word *accuracy*** is an academic word that is used regularly by scientists when referring to data and evidence.
- This **lesson term *conspicuous*** is rarely used in academic material. A scientist or historian would probably use the term *obvious* or *noticeable* instead. In this short story, the author was probably trying to use a colorful adjective to convey mood.

24

## Clarifying Part of Speech

- Each time you introduce a word's part of speech:
  1. State the part of speech using the technical term.
  2. Define it using a consistent, student-friendly phrase.
  3. Provide relevant context.
- The word we are learning, **evaluate**, is a verb, an action word. This verb or action word is commonly used by teachers or scientists to discuss how they review assignments or results.

25

## Student-Friendly Terms for Parts of Speech

- **Noun** a person, a place, a thing, an idea
- **Verb** an action word
- **Adjective** a word that describes a person, place, or thing
- **Adverb** a word that describes an action

26

## 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 \_\_\_.

27

## A High-Priority Grammar Target: Plural Noun Forms

### Casual Language Cues

- two, three, four, etc.
- some
- many
- a lot of, lots of
- a few of the/my
- one of the ... (reasons)
- plenty of
- a group of

### Academic Language Cues

- several
- numerous
- various
- diverse
- a number of
- a variety of
- a collection of
- a percentage of

28

## A High-Priority Grammar Target: Past Tense Forms

### Casual Language Cues

- yesterday
- last week
- last year
- earlier
- before
- a long time ago
- when I was (little, a kid)

### Academic Language Cues

- in the past
- previously
- recently
- formerly
- prior
- beforehand
- while I was ...

29

## A High-Priority Grammar Target: Simple Present Tense Forms

### Casual Language Cues

- now
- often
- usually
- mostly
- mainly
- sometimes
- never

### Academic Language Cues

- frequently
- generally
- regularly
- habitually
- occasionally
- seldom
- rarely

30

## Teaching Tips: Writing Verbal 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.

31

## Practice Teaching a Word

Word	Meaning	Examples
<b>tradition</b> <i>tra·di·tion</i> (noun)	a custom; something that people have done for a <u>long</u> time	There is a <b>tradition</b> in the United States to eat _____ on Thanksgiving Day  A Halloween <b>tradition</b> for American children is _____
SP: <i>tradición</i>		

## Practice Teaching a Word

**tradition** (noun)

- Verbal Practice:** A birthday **tradition** in my family is (verb + ing) \_\_\_\_\_
- Writing Practice:** Americans have many \_\_\_\_\_ for the Fourth of July holiday such as (verb + ing) \_\_\_\_\_

33

## Basic Notebook Format Including an Image or Quick Sketch

Word	Meaning	Example(s)	Image
<b>impact</b> <i>im·pact</i> noun	the _____ that an experience or _____ has on someone or something	The recent _____ in our state had a serious <b>impact</b> on family farms.  Many parents believe that violent video games have a _____ <b>impact</b> on children's behavior.	

**Verbal Practice (Think-Pair-Share-Write):**

Eating a nutritious breakfast will have a positive **impact** on a student's \_\_\_\_\_

**Writing Practice (Think-Write-Pair-Share):**

Soft drinks have several negative \_\_\_\_\_ on a teen's health such as \_\_\_\_\_ and \_\_\_\_\_

34

## Advanced Notebook Format with Additional Writing Practice

Name \_\_\_\_\_

Date \_\_\_\_\_

Workshop \_\_\_\_\_ Reading Selection: \_\_\_\_\_

Word	Meaning	Example(s)	Image(s)
<b>respond</b> <i>re·spond</i> verb	1. to _____  2. to do something because of something that has _____	1. When you receive a compliment, it is _____ to respond by saying "Thank you."  2. The team lost another game so the star player responded by _____ stomping off the field.	

**Verbal Practice 1:**

When I receive a text message from a friend, I usually \_\_\_\_\_ within \_\_\_\_\_

**Verbal Practice 2:**

If I saw a classmate looking at my answers during an exam, I would probably \_\_\_\_\_ by \_\_\_\_\_

35

## An Alternative Slide Format for Teaching High-Utility Words

Word	Meaning	Examples
<b>appropriate</b> <i>ap·pro·pri·ate</i> (adjective) ① ② ③	correct or _____ for a _____ situation or time	The movie _____ is <b>appropriate</b> for all ages.  The movie _____ is more <b>appropriate</b> for _____ than for children.  _____ during a lesson is <b>inappropriate</b> .
<b>inappropriate</b> <i>in·ap·pro·pri·ate</i> (adjective)		

## Vocabulary Knowledge Rating Sentence Frames

- 3 I am **familiar** with the word \_\_\_\_.  
It means \_\_\_\_.
- 2 I **recognize** the word \_\_\_\_.  
It has something to do with \_\_\_\_.
- 1 I am **unfamiliar** with the word \_\_\_\_.  
Do you know what it means?

## Toolkit Word Application Tasks

**appropriate** (*adjective*)

- **Verbal Practice:** An appropriate high school graduation gift for a student going away to college would be a \_\_\_\_\_
- **Writing Practice:** During an assembly, the principal removes students with \_\_\_\_\_ behavior such as \_\_\_\_\_

38

## A More Challenging Writing Task in the Advanced Notebook Format

### Partner Sentence:

- (use the target word and language from the prompt to write a strong response)
- Describe the way some students **respond** to the stress of final exams.

39

## Daily "Do Now" Student Record

Name _____		Date _____	
<b>Daily Do Now – Vocabulary Review and Assessment</b>			
<b>Date</b>	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.	-	✓ +
Monday	1. _____	0	1 2
	2. Bonus _____	0	1 2
Tuesday	1. _____	0	1 2
	2. Bonus _____	0	1 2

40

## "Show You Know" Sample 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 \_\_\_\_\_

41

## Daily "Do Now" Directions

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 word.
4. If time permits, write a bonus "show you know" sentence for extra points.

42

## 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.

43

## Words that Warrant Robust Instruction

- “big idea” words that relate to lesson **concepts**  
*stereotype, outsourcing, fossil fuel*
- high-utility **academic toolkit** words  
*consequence, issue, analyze*
- high-utility **disciplinary toolkit** words  
*economy, metaphor, species*
- words to competently discuss a **lesson topic**  
*words relevant to discussing the theme or issues yet not included in the text (esp. with literature!)*

44

## 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)

45

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46

## Sources for Dr. Kinsella’s Work

- Santa Clara County Office of Education  
[www.sccoe.org/depts/ell/kinsella.asp](http://www.sccoe.org/depts/ell/kinsella.asp)  
[www.sccoe.org/depts/ell/teacherresources.asp](http://www.sccoe.org/depts/ell/teacherresources.asp)
- California Department of Education  
Office of Middle and High School Support  
archived webinars:<http://pubs.cde.ca.gov/TCSII>
- Kinsella/Dutro 2.9.11 webinar on ELD  
<http://www.schoolsmovingup.net/webinars>

47

# The End

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48

Phase 1: Introducing Word	<b>Establish purpose</b>
	1. <b>Pronounce</b> the word
	2. <b>Students repeat</b>
	3. <b>Provide part of speech</b>
	4. <b>Syllabify</b>
	5. <b>Students repeat</b>
	6. <b>Provide</b> a student-friendly definition
	7. <b>Model example #1</b> <i>visibly displayed</i>
	8. <b>Students point to, repeat</b> and fill in blank(s)
	9. <b>Model example #2</b> <i>visibly displayed</i>
10. <b>Students point to, repeat</b> and fill in blank(s)	

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

Phase 3: Writing Practice	<b>Transition to Writing Practice</b>
	1. <b>Introduce frame for Writing Practice</b> <i>visibly displayed, include model response</i>
	2. <b>Students repeat model response</b> ( <i>silently, phrase-cued, chorally</i> )
	3. <b>Direct attention to grammatical target(s)</b> ( <i>underline, highlight</i> )
	4. <b>Prompt students</b> to consider a response, allowing adequate think time
	5. <b>Direct students to write the word and their response</b> in the frame
	6. <b>Cue partner</b> (A/B, 1/2) to read their sentence to their <b>partner</b> (twice)
	7. <b>Circulate</b> listening, providing feedback
	8. <b>Cue partners to switch and read</b> each other's sentence (continue circulating)
	<b>Transition to reporting</b>
	9. <b>Elicit reporting</b> with frame, <i>visibly displayed</i>
10. <b>Cue preselected students to report</b>	
11. <b>Elicit additional responses</b>	

<b>Phase 4: Partner Sentence</b>	<b>Transition to Partner Sentence</b>
	1. <b>Introduce context for Partner Sentence</b> <i>visibly displayed (no model)</i>
	2. <b>Guide students in reading the prompt</b> <i>(silently, phrase-cued, chorally)</i>
	3. <b>Direct attention to grammatical target(s)</b> <i>(underline, highlight)</i>
	4. <b>Point out word and phrases</b> from the prompt that students should use in responses <i>(underline, highlight)</i>
	5. <b>Prompt students</b> to think about then discuss potential responses
	6. <b>Direct students to <u>both</u> record the agreed-upon response</b>
	7. <b>Cue partners</b> (A/B, 1/2) to each read their sentence to their partner (twice)
	8. <b>Circulate</b> listening, providing feedback, and to preselect reporting
	<b>Transition to reporting</b>
	9. <b>Elicit reporting</b> with entire frame, <i>displayed</i>
10. <b>Cue preselected students to report</b> (consider media to display student work)	
11. <b>Elicit additional responses</b>	

At an appropriate review opportunity, or on Day 5:

<b>Phase 5: Review Sentence</b>	<b>Establish a purpose of the Review Sentence</b>
	1. <b>Introduce context for Partner Sentence</b> <i>visibly displayed (no model)</i>
	2. <b>Guide students in reading the prompt</b> <i>(silently, phrase-cued, chorally)</i>
	3. <b>Direct attention to grammatical target(s)</b> <i>(underline, highlight)</i>
	4. <b>Point out word and phrases</b> from the prompt that students should use in responses <i>(underline, highlight)</i>
	5. <b>Prompt students</b> to think about then discuss potential responses
	6. <b>Direct students to <u>both</u> record the agreed-upon response</b>
	7. <b>Cue partners</b> (A/B, 1/2) to each read their sentence to their partner (twice)
	8. <b>Circulate</b> listening, providing feedback, and to preselect reporting
	<b>Transition to reporting</b>
	9. <b>Elicit reporting</b> with entire frame, <i>visibly displayed</i>
10. <b>Cue preselected students to report</b> (consider media to display student work)	
11. <b>Elicit additional responses</b>	

## Lesson Sample: Toolkit Word Instructional Routine

Transitions & Steps:		Sample language:
Phase 1: Introducing Each Word	<b>Establish purpose</b>	<i>Let's learn about some of the target vocabulary words we will need for our upcoming reading.</i>
	<b>1. Direct students' attention</b>	<i>Point to the target word <b>labor</b>. The word we are learning is <b>labor</b>.</i>
	<b>2. Pronounce</b>	<i>Pronounce it with me, <b>labor</b>.</i>
	<b>3. Syllabify</b>	<i>Listen as I tap and slowly pronounce each syllable in <b>labor</b>.</i>
	<b>4. Students repeat</b>	<i>Say the word with me again as you tap/clap each syllable <b>labor</b>.</i>
	<b>5. Provide part of speech</b>	<i>The word <b>labor</b> is a noun, a thing.</i>
	<b>6. Provide a student-friendly definition</b>	<i>In the upcoming reading, the word <b>labor</b> means difficult, challenging (or hard) work.</i>
	<b>7. Rephrase and cue students</b>	<i>Something that is difficult or hard work is ... Now fill in the missing word: (chorally) <b>labor</b>.</i>

Transitions & Steps:		Sample language:
Phase 2: Verbal & Written Practice	<b>Transition to Verbal Practice</b>	<i>Now let's practice using the word.</i>
	<b>1. Introduce frame for verbal practice</b> <i>visibly displayed, include model response</i>	<i>Let's examine our first example of this target word in a sentence. One type of <b>labor</b> that is hard work is _____ (carpentry).</i>
	<b>2. Students point to, and repeat</b> and fill in blank(s)	<i>Point to and read the first example sentence with me. One type of <b>labor</b> that is hard work is _____ (carpentry).</i>
	<b>3. Cue students to think</b> , then verbally practice applying the frame and idea with a partner.	<i>Take a moment (30 sec) to think about another kind of work that you think is very difficult or hard to do. Then use the response frame to share your idea with your partner. Partner B go first. One type of <b>labor</b> that is hard work is _____ (student example).</i>
	<b>4. Model example #2</b> visibly displayed	<i>Let's examine the word <b>labor</b> used in a different context sentence. One type of challenging <b>labor</b> that I know I can do well is _____ (caring for a younger sibling)</i>
	<b>5. Prompt students</b> to consider a response.	<i>Take a moment to consider how you could complete the response frame.</i>
	<b>6. Students point to, repeat</b> <i>(Cue students record their example in their rBooks -- or record at step 9-11 *)</i>	<i>Point to and read the second example with me (in phrases). Then fill in the missing word(s) – <u>display a word bank</u>. One type of challenging <b>labor</b>... that I know I can do well. . . is _____ (caring for a younger sibling)</i>
	<b>7. Cue partner</b> (A/B, 1/2) to share response with partner	<i>Partner A, raise your hands; please share your response first. Be sure to read your entire sentence with eye contact and expression.</i>
	<b>8. Circulate</b> listening, providing feedback, and preselect reporting	<i>(Initially attend to targeted students) When I ask students to report, I would like you to please share your response with the whole class.</i>
	<b>Transition to reporting</b>	<i>Now let's hear some of your responses.</i>
	<b>9. Elicit reporting</b> with frame, visibly displayed	<i>I'll remind you to use your public voice and the frame when I call on you to report. Everyone listen carefully for an example that really catches your attention. After our reporting, * I will ask you to fill in the blank with a vivid example that will help you remember our key word, that will create some "vocabulary Velcro".</i>
<b>10. Cue preselected students</b> to report	<i>I've asked ___ to share his response first. Now let's hear from ___.</i>	
<b>11. Direct students to write the word and selected response</b> in the frame	<i>Now record your favorite response, the one was most interesting to you. It can be yours, your partner's, or one of the ideas just shared.</i>	

Name \_\_\_\_\_

Date \_\_\_\_\_

Topic: Productive Partners

1	Word	Meaning	Example(s)
	<p><b>characteristic</b></p> <p><i>char·ac·ter·is·tic</i></p> <p>(noun)</p> <p>①    ②    ③</p>	<p>something that is typical or _____ about someone or something</p>	<p>One important <b>characteristic</b> of a good family dog is that it is _____</p> <p>Dr. Martin Luther King’s leadership <b>characteristics</b> made people _____ him.</p>

 **Verbal Practice (Think-Pair-Share-Write):**

One of my positive **characteristics** is that I am \_\_\_\_\_

 **Writing Practice (Think-Write-Pair-Share):**

Two \_\_\_\_\_ of McDonald’s Happy Meals that concern many parents are that they are \_\_\_\_\_ and \_\_\_\_\_

2	Word	Meaning	Example(s)
	<p><b>productive</b></p> <p><i>pro·duc·tive</i></p> <p>(adjective)</p> <p><b>produce</b></p> <p><i>pro·duce</i></p> <p>(verb)</p> <p>①    ②    ③</p>	<p>getting a lot done _____; making, producing, or completing _____</p>	<p>If workers are _____, they are usually more <b>productive</b>.</p> <p>Students are more <b>productive</b> working in groups when they _____ the directions for the assignment.</p>

 **Verbal Practice (Think-Pair-Share-Write):**

When it comes to completing \_\_\_\_\_ assignments, I am more **productive** working \_\_\_\_\_ (in/at) \_\_\_\_\_

 **Writing Practice (Think-Write-Pair-Share):**

When the teacher is absent, students are \_\_\_\_\_ (more/less) \_\_\_\_\_ if the substitute is \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Topic: Soft Drinks and Teen Health

1	Word	Meaning	Example(s)	Image
	<p><b>accurate</b>  <i>ac•cu•rate</i>  <i>noun</i></p>	<p>right or 100%            _____ in            every detail</p>	<p>Students can check to see if their calculations are <b>accurate</b> with a _____</p> <p>The _____ forecast from our local news station is usually <b>accurate</b>.</p>	

**Verbal Practice (Think-Pair-Share-Write):**

Students can check to see if their spelling is **accurate** with a \_\_\_\_\_

**Writing Practice (Think-Write-Pair-Share):**

The everyday life of American teens portrayed on the television show \_\_\_\_\_  
 \_\_\_\_\_ is pretty \_\_\_\_\_

2	Word	Meaning	Example(s)	Image
	<p><b>impact</b>  <i>im•pact</i>  <i>noun</i></p>	<p>the _____            that an experience            or _____            has on someone            or something</p>	<p>The recent _____ in our state had a serious <b>impact</b> on family farms.</p> <p>Many parents believe that violent video games have a _____</p> <p><b>impact</b> on children’s behavior.</p>	

**Verbal Practice (Think-Pair-Share-Write):**

Eating a nutritious breakfast will have a positive **impact** on a student’s \_\_\_\_\_

**Writing Practice (Think-Write-Pair-Share):**

Soft drinks have several negative \_\_\_\_\_ on a teen’s health such as \_\_\_\_\_  
 \_\_\_\_\_ and \_\_\_\_\_

Workshop \_\_\_\_: Reading Selection: \_\_\_\_\_

Word	Meaning	Example(s)	Image(s)
<p><b>respond</b></p> <p><b>re•spond</b> verb</p>	<p>1. to _____</p> <p>2. to do something because of something that has _____</p>	<p>1. <i>When you receive a compliment, it is _____ to <b>respond</b> by saying "Thank you."</i></p> <p>2. <i>The team lost another game so the star player <b>responded</b> by _____ stomping off the field.</i></p>	 

 **Verbal Practice 1:**

When I receive a text message from a friend, I usually \_\_\_\_\_ within \_\_\_\_\_

 **Verbal Practice 2:**

If I saw a classmate looking at my answers during an exam, I would probably \_\_\_\_\_ by \_\_\_\_\_

 **Writing Practice 1:**

During a job interview, a serious teen \_\_\_\_\_ to questions about work experience \_\_\_\_\_

 **Writing Practice 2:**

When a popular band like \_\_\_\_\_ enters the stage, the audience usually \_\_\_\_\_ with \_\_\_\_\_

  **Partner Sentence:** (use the key word and language from the prompt to write a strong response)

Describe the way some students **respond** to the stress of final exams.

\_\_\_\_\_

\_\_\_\_\_

 **Review Sentence:** (use the key word and language from the prompt to write a strong response)

Describe a time when someone you know **responded** courageously in a dangerous situation.

\_\_\_\_\_

\_\_\_\_\_

<b>Phase 1: Assess Understanding</b>	<b>Establish purpose</b> (set expectations that this is a daily starter activity —after week one, students should begin without any teacher prompting)
	1. <b>Visibly display</b> the word and provided response frame
	2. <b>Students read and record</b> response frame quietly on blank "Do Now" page
	3. <b>Encourage students to review</b> Vocabulary Notes
	4. <b>Prompt students</b> to consider a response ( <i>allow adequate think time</i> )
	5. <b>Cue students</b> to complete the frame ( <i>stress form of the word and relevant content</i> )
	6. <b>Circulate</b> reading student responses to assess understanding and opportunities for reteaching
	7. <b>Cue bonus</b> ( <i>for students who have accurately completed 1st response frame</i> )
8. <b>Circulate</b> reading to <b>preselect 2 model responses to report</b>	

<b>Phase 2: Verbal Practice</b>	<b>Transition to brief Verbal Practice</b>
	1. <b>Cue partner</b> (A/B, 1/2) to share response with partner
	2. <b>Cue partner</b> (A/B, 1/2) to provide <b>supportive feedback</b> and a <b>verbal rating</b>
	<b>Transition to reporting</b>
	3. <b>Circulate to monitor discussions</b>
4. <b>Cue two preselected students to report</b>	

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

Dr. Kinsella's "Daily Do Now" Routine ~ Sample "Show You Know" Tasks

Date		Daily Do Now ~ Vocabulary Review and Assessment			
			-	✓	+
Monday		<p><b><u>strategy</u></b></p> <p>1. Two positive _____ for making a new friend during the first weeks of school are to _____ and _____</p> <p>2. Bonus</p> <p>_____</p>	0	1	2
			0	1	2
Tuesday		<p><b><u>inform</u></b></p> <p>1. When Barack Obama took office as president of the U.S., he _____ the American people that he would try to _____</p> <p>2. Bonus</p> <p>_____</p>	0	1	2
			0	1	2
Wednesday		<p><b><u>debate</u></b></p> <p>1. If a classmate _____ with a Social Studies teacher about a current event, the student better understand _____</p> <p>2. Bonus</p> <p>_____</p>	0	1	2
			0	1	2
Thursday		<p><b><u>portion</u></b></p> <p>1. A healthy school lunch menu includes two _____ of _____ and only a small _____ of dessert.</p> <p>2. Bonus</p> <p>_____</p>	0	1	2
			0	1	2
Friday		<p><b><u>oppose</u></b></p> <p>1. If our Middle School had a new dress code, I would definitely _____ having to wear _____ because _____</p> <p>2. Bonus</p> <p>_____</p>	0	1	2
			0	1	2
<b>Weekly Total Points</b>					

Date		<b>Daily Do Now ~ Vocabulary Review and Assessment</b> 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.	-	✓	+
Monday		_____ 1. _____ _____	0	1	2
		2. Bonus _____	0	1	2
Tuesday		_____ 1. _____ _____	0	1	2
		2. Bonus _____	0	1	2
Wednesday		_____ 1. _____ _____	0	1	2
		2. Bonus _____	0	1	2
Thursday		_____ 1. _____ _____	0	1	2
		2. Bonus _____	0	1	2
Friday		_____ 1. _____ _____	0	1	2
		2. Bonus _____	0	1	2
<b>Weekly Total Points</b>					

**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.

**Sources:** Coxhead, Averil. (2000). A new academic word list. *TESOL Quarterly*, 34, 213-238.

Averil Coxhead's website: <http://language.massey.ac.nz/staff/awl/index.shtml>

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 individual 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 seek 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

5. academy adjust alter amend aware  
capacity challenge clause compound conflict  
consult contact decline discrete draft enable  
energy enforce entity equivalent evolve  
expand expose external facilitate fundamental  
generate generation image liberal license  
logic margin mental medical modify monitor  
network notion objective orient perspective  
precise prime psychology pursue ratio reject  
revenue stable style substitute sustain  
symbol target transit trend version welfare  
whereas

6. abstract acknowledge accuracy aggregate  
allocate assign attach author bond brief  
capable cite cooperate discriminate display  
diverse domain edit enhance estate exceed  
expert explicit federal fee flexible furthermore  
gender ignorance incentive incorporate  
incidence index inhibit initiate input instruct  
intelligence interval lecture migrate minimum  
ministry motive neutral nevertheless overseas  
precede presume rational recover reveal  
scope subsidy tape trace transform transport  
underlie utilize

7. adapt adult advocate aid channel  
chemical classic comprehensive comprise  
confirm contrary convert couple decade  
definite deny differentiate dispose dynamic  
equip eliminate empirical extract file finite  
foundation globe grade guarantee hierarchy  
identical ideology infer innovate insert  
intervene isolate media mode paradigm  
phenomenon priority prohibit publication  
quote release reverse simulate sole  
somewhat submit successor survive thesis  
topic transmit ultimate unique visible  
voluntary

8. abandon accompany accumulate  
ambiguous appendix appreciate arbitrary  
automate bias chart clarify commodity  
complement conform contemporary contradict  
crucial currency denote detect deviate  
displace drama eventual exhibit exploit  
fluctuate guideline highlight implicit induce  
inevitable infrastructure inspect intense  
manipulate minimize nuclear offset paragraph  
plus practitioner predominant prospect radical  
random reinforce restore revise schedule  
tense terminate theme thereby uniform  
vehicle via virtual visual widespread

9. accommodate analogy anticipate assure  
attain behalf cease coherent coincide  
commence compatible concurrent confine  
controversy converse device devote diminish  
distort duration erode ethic found format  
inherent insight integral intermediate manual  
mature mediate medium military minimal  
mutual norm overlap passive portion  
preliminary protocol qualitative refine relax  
restrain revolution rigid route scenario sphere  
subordinate supplement suspend team  
temporary trigger unify violate vision

10. adjacent albeit assemble collapse  
colleague compile conceive convince depress  
encounter enormous forthcoming incline  
integrity intrinsic invoke levy likewise  
nonetheless notwithstanding odd ongoing  
panel persist pose reluctance  
so-called straightforward undergo whereby

## Resources for Explicit Vocabulary Development

### Dictionaries

Elementary (Grades 3-5). *Longman elementary dictionary and thesaurus*. (2010). Pearson Longman.  
Beg. – Intermediate (grades 4-9). *Oxford picture dictionary for the Content Areas, 2e*. (2010). Oxford.  
Beg./Primary (grades 1-4). *Oxford picture dictionary for the Content Areas for Kids, 2e*. (2012). Oxford.  
Beginning – Intermediate (grades 4-12). *Longman study dictionary, 2e*. (2010). Pearson Longman.  
High Intermediate (grades 5-12): *Longman dictionary of American English*. (2004). Pearson Longman.  
Advanced (grades 8-12): *Longman advanced American dictionary, 2e*. (2010). Pearson Longman.

**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

Gable, L. (2001). *What's happening in the USA/world/California* (fax: 831-426-6532) ([www.whpubs.com](http://www.whpubs.com)).  
Keeler, B., & Svetcov, D. (2000). *My Turn Essays: Student reflections*. Newsweek Education Program.  
*The New York Times Upfront Magazine*. Scholastic, Inc. [upfront@scholastic.com](mailto:upfront@scholastic.com)  
*National Geographic Magazine for Kids*. *Time Magazine for Kids*. *Scholastic News*.

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

Beck, I.L. & McKeown, M.G. (2002). *Bringing words to life: robust vocabulary instruction*. Guilford Press,  
Blachowicz, C., & Fisher, P. (2002). *Teaching vocabulary in all classrooms*. Merrill/Prentice Hall.  
Coxhead, A. (2006). *Essentials of teaching academic vocabulary*. Houghton Mifflin.  
Diamond, L. & Gutlohn, L. (2006). *Teaching vocabulary handbook*. CORE (Consortium on Reading Excellence).  
Graves, M.F. (2006). *The vocabulary book: Learning and instruction*. International Reading Ass.  
Stahl, S.A. (1999). *Vocabulary development*. Brookline Books.

### 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.  
Coxhead, A. (2000). A new academic word list. *TESOL Quarterly, 2*, 213-238.  
Cunningham, A. & Stanovich, K. (Summer 1998). What reading does for the mind. *American Educator*.  
Dutro, S., & Kinsella, K. (2010). English language development: Issues and implementation in grades 6-12.  
In *Improving education for English learners: Research-based approaches*. CA Department of Education.  
Feldman, K. & Kinsella, K. (2005). *Narrowing the language gap: The case for explicit vocabulary instruction*.  
Research Monograph. Scholastic, Inc.  
Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for  
English-language learners. *Exceptional Children, 66(4)*, 454-470.  
Juel, C. & Deffes, R. (2004). Making words stick. *Educational Leadership, 63(6)*, 30-34, Alexandria, VA.  
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*.  
PREL (Pacific Resources for Education and Learning). (2005). *A focus on vocabulary*.  
Research based practices in early reading series. Available at: [www.prel.org](http://www.prel.org)  
Schleppegrell, M. (2002). Linguistic features of the language of schooling, *Linguistics and Education 12*, 431-459.  
Schmitt, N., & Carter, R. (Spring 2000). The lexical advantages of narrow reading for second language  
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](http://www.corelearn.com) (Consortium on Reading Excellence)  
Check out this link on Coxhead's website: [The Web Vocabulary Profiler](#) – Tom Cobb ➡ ([lextutor.ca](http://lextutor.ca))