

## Developing Mastery of High-Utility Academic Vocabulary for Common Core Competencies

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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' productive command of a word through structured speaking and writing tasks
- Integrate grammatical targets in application tasks
- Prioritize words for more intensive instruction
- Design and administer Daily Do Now assessments
- Monitor and efficiently score brief daily assessments

## 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.

## Title 1 and the Vocabulary Gap

- U.S. preschoolers vocabulary exposure:
  - College educated, professional families: **2,250**
  - Not college educated, working class families: **1,250**
  - Welfare families: **620**

Flynn, James R. (2008).  
Where Have All the Liberals Gone?: Race, Class, and Ideals in America. *Cambridge University Press*: 102

## An English Learner Poorly Equipped for CCSS Vocabulary Demands



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

## What is the role of vocabulary knowledge in student achievement?

... Highly targeted and persistent vocabulary instruction can dramatically improve reading ability and lesson engagement for both native English speakers (Beck, McKewon & Kucan, 2002) and English learners (Carlo et al, 2004; August & Shanahan, 2006).

### Word Knowledge Does Not Operate Like a Conventional Light Switch



The lexical light is either on or off; You know a word or you don't.

### Rate the Word: *polysemous*

0. I have never encountered the word.
1. I have seen or heard the word.
2. I recognize the word, but I'm unsure about the exact meaning *and* how to use it.
3. I'm able to use the word, but cannot clearly explain it.
4. I am fluent with the definition and use of the word.

### Word Knowledge Operates Like a Dimmer Switch



Word knowledge exists on a vast continuum, ranging from remote familiarity, to basic understanding, to lexical dexterity.

### Receptive Word Knowledge

- Words we recognize or understand when we see or hear them.
- Typically much larger than productive vocabulary knowledge.
- Words we associate with some meaning *even if we don't know the full range of definitions, connotations, or ever use when we speak and write.*

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### What are strategies to develop receptive word knowledge?

- Guide close, "narrow reading" of multiple informational texts focused on a topic (impacts of fast food on teen health; changes in teen communication due to social media; pros/cons of video games ).
- Utilize a more formal register during instruction to expose students to academic word choices (sufficient vs. enough).

### Productive Word Knowledge

- Words we understand and can use comfortably and competently in spoken and written communication;
- Smaller than receptive word knowledge;
- *When limited*, it can be stigmatizing during advanced academic and social interactions and written discourse.

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### Productive Word Knowledge: *polysemous*

**part of speech:** *adjective*

**pronunciation:** pä-lē-'sē-məs, pə-'li-sə-məs

**definition:** having many meanings

*I am able to adeptly use the word polysemous.*

*English learners are easily confused by polysemous words they encounter in academic material and inadvertently apply a common meaning (e.g., table: a piece of furniture) to a more technical context (a graphic aid including organized figures).*

### What are strategies to develop productive word knowledge?

- Explicitly teach words using consistent, familiar instructional routines that include guidance with pronouncing, decoding, understanding and applying the word in structured verbal and writing tasks;
- Structure meaningful, engaging review and assessment tasks that require accurate word usage in complete sentences.

### What is the best approach for teaching high-utility academic vocabulary?

Students must see and utilize the word in varied and memorable contexts that allow them to connect new concepts with their own lives and experiences. Interacting with their teacher and peers in structured verbal and writing tasks enables less proficient readers and English learners to take careful notice of how the word operates grammatically and develop more accurate oral fluency (Dutro & Kinsella, 2010).

### 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*

Every school day an English learner is assaulted by a fire hose of new words.



- What words must they **comprehend** and **recognize** in **reading and listening contexts**?
- What words must they **master** and **utilize** in **speech and writing**?

### 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!)*

### The AWL: A High-Incidence Academic Word List (570 Critical Word Families for Secondary Curricula)

#### Group 1/10 (Highest Incidence):

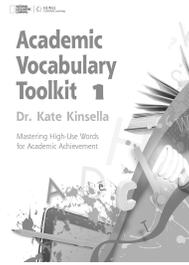
analyze **assume** benefit concept consist context economy environment establish estimate factor finance formula function income indicate individual interpret involve issue labor legal major method occur percent principle section significant similar source specific structure . . .

word family: assume, v. assumed, adj. assumption, n.

Source: (Averil Coxhead, 2000)

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### Academic Vocabulary Toolkit 1 & 2: 200 High-Use Words for Academic Achievement



Words that secondary students must master in order to:

- Comprehend test instructions
- Analyze informational text
- Engage in academic discussion
- Collaborate productively
- Make formal presentations
- Follow lectures
- Justify, argue, synthesize, and cite data in formal writing

### Vocabulary Notebook Entry

Word	Meaning	Example(s)	Image
<b>factor</b> <i>fac-tor</i> noun	one of many things that _____ or affect a situation	The weather is often a factor in the Superbowl. If it _____, the athletes don't perform well.  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, in particular \_\_\_\_\_ and \_\_\_\_\_

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### High-Utility Word Instruction

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

## 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*)

## High-Utility Word Practice

**factor** (*noun*)

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

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## Partnering Directions



- Discuss your example 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 example, use the teacher's idea or repeat your example.
- Do not look **idle**, or you will report first.

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## To be an Idol ≠ To be Idle

**American Idol** *noun*

**American Idle** *adjective*



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## Class Reporting Directions



- Use your **public voice** if you are called.
- 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.*

*My example builds upon \_\_'s.*

## Academic Language to Compare

### Everyday English

- Mine's the same.

### Academic English

- My idea is similar to \_\_'s (Monica's).
- I agree with \_\_ (John Carlos).
- My idea builds upon \_\_'s (Eric's).

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## Class Reporting Directions

- Use your public voice if you are called.
- 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.*

*My example builds upon \_\_'s.*

## Questions and Sentence Frames for Attentive Listening

- What **example** did you **select**?
- What **example** did you **record**?
- What **response** did you **appreciate**?
- What **content** did you find most **relevant**?
- The **example** I **selected** was \_\_
- The **example** I **recorded** was \_\_
- I **appreciated** \_\_'s **response**: \_\_
- I **found** \_\_'s **content** most **relevant**: \_\_

## Attentive Listening Questions in Academic Register

### Informal

- What's your idea?
- What did you write?
- What did you put?
- Which one did you like?
- So, what's yours?

### Academic

- What example did you (*select, prefer, record*)?
- What content did you find most (*relevant, appropriate, engaging*)?
- What response resonated with you?

## Academic Alternatives to Saying...

### I liked...

- enjoyed
- preferred
- appreciated
- valued
- related to

### I picked...

- chose
- decided upon
- selected
- opted for
- voted for

## Accountable Listening Frames

A strong example I recorded was \_\_

A relevant example that caught my attention was \_\_\_\_\_

## High-Utility Word Practice

**factor** (*noun*)

- **Writing Practice:** Several \_\_\_\_\_ influence my interest in a book, in particular \_\_\_\_\_ and \_\_\_\_\_

## 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

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## Demonstration Lesson Reflection

You engaged us in learning the target word by  
**(verb + ing: *directing us to; modeling how to*).**  
*directing us to underline the word and  
look at it carefully.*

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## Examples of Lesson Activities

- Silent, independent completion of tasks, instead of teacher-mediated, accountable, and interactive tasks.
- Eclectic teacher “add ons” to the core evidence-based instructional routines:
  - drawing pictures of target words
  - word sorts
  - copying spelling lists
  - crossword puzzles
  - vocabulary bingo

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## Activities, Unlike Routines, are Characterized by . . .

- occasional vs. regular use
- independent vs. teacher mediated
- lack of structured peer interaction
- unclear language and learning outcomes
- inefficient, chaotic implementation
- considerable learner passivity

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## Vocabulary Routine – Step by Step

Dr. Kinsella's Vocabulary Routine – Step by Step

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

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## Attributes of a Viable Instructional Routine

- Evidence based and classroom tested
- Teacher mediated, explicit instruction
- A consistent and recognizable process
- Clearly-delineated student/teacher roles
- Regular use vs. sporadic use

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## 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

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## Lesson Observation Task



- As you observe this (*Kinsella, 2012*) *Academic Vocabulary Toolkit* lesson in a high intermediate (CELDT 3-4) 6<sup>th</sup> grade ELD class, take note of student and teacher behaviors that indicate they are reaping the benefits of a consistent and accountable instructional routine.

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## 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.

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## 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.

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## 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.

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## 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.

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## Basic Notebook Format

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

## Brief Constructed Responses

**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) \_\_\_\_\_*

## 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 \_\_\_.

## 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

## 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 ...

## 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

## A Brief Constructed Response in the Advanced Notebook Format

### Collaborative Writing Task

- (use the toolkit word and language from the prompt to write a competent response)
- Describe the way some students **respond** to the stress of final exams.
- Describe a time when someone **responded** courageously in a dangerous situation.

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## Daily “Do Now” 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 \_\_\_\_\_

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## 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.

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## 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.

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## Learn More about Dr. Kinsella’s Work

- For information on *Academic Vocabulary Toolkit*: [elt.heinle.com/academicvocabularytoolkit](http://elt.heinle.com/academicvocabularytoolkit)
- To download some of Dr. Kinsella’s practical tools and templates for vocabulary instruction: [www.sccoe.org/depts/ell/teacherresources.asp](http://www.sccoe.org/depts/ell/teacherresources.asp)
- To view an explicit vocabulary development webinar by Dr. Kinsella: <http://pubs.cde.ca.gov/TCSI/>
- To read a research brief on explicit English language development: <http://www.elresearch.org>

# The End

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**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

## Words By Subject Area

These groups break down the first one hundred words of AVT by their frequency in certain subject or content areas. These lists are particularly useful for subject area teachers who use the AVT program as a supplement in their regular classes.

Language Arts				
analysis	consequence	explanation	objective	response
argue	contrast	identify	objectively	review
assumption	convince	identity	opinion	revise
character	define	include	perspective	significance
characteristic	demonstrate	indicate	persuade	similar
compare	describe	introduce	precede	subjective
comparison	develop	introduction	predict	tradition
conclude	emphasize	issue	prediction	
conclusion	explain	justify	respond	

History and Social Studies				
argue	compare	development	justify	produce
argument	contribute	essential	locate	product
assumption	contribution	evidence	opinion	reaction
benefit	demonstrate	factor	perspective	significant
cause	develop	issue	previous	similar

Mathematics and Science				
accurate	contribute	factor	maximum	response
advantage	define	identify	minimum	review
analysis	demonstrate	impact	objective	select
cause	develop	include	precede	significance
characteristic	emphasis	indicate	predict	similar
compare	essential	introduce	previous	valid
conclusion	evidence	issue	react	variety
consequence	explain	locate	reaction	vary
contrast	explanation	logical	relevance	

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>	

1	Word	Meaning	Example(s)	Image
	<p><b>accurate</b> ac•cu•rate adjective</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):**

In my opinion, the television program \_\_\_\_\_ presents an \_\_\_\_\_ view of the life of American children like me.

2	Word	Meaning	Example(s)	Image
	<p><b>factor</b> fac•tor noun</p>	<p>one of many things that _____ or affect a situation</p>	<p>The weather is often a factor in the Superbowl. If it _____, the athletes don't perform well.</p> <p>A good night's sleep and a nutritious breakfast are factors in a student's performance on _____.</p>	

**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, in particular \_\_\_\_\_ and \_\_\_\_\_

1	Word	Meaning	Example(s)	Image
	<p><b>productive</b> <i>pro•duc•tive</i> <i>adjective</i></p> <p><b>produce</b> <i>pro•duce</i> <i>verb</i></p> <p>ANT: unproductive</p>	<p>making, creating or completing a lot and doing it _____</p>	<p>If workers are _____, they are usually more <b>productive</b>.</p> <p>On rainy days, elementary students are fidgety and less <b>productive</b> because they can't _____.</p>	

**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.

2	Word	Meaning	Example(s)	Image
	<p><b>demonstrate</b> <i>dem•on•strate</i> <i>verb</i></p>	<p>to _____ someone how to do something</p>	<p>A skilled math teacher clearly <b>demonstrates</b> how to solve difficult _____</p> <p>A star athlete <b>demonstrates</b> good sportsmanship by _____</p> <p>_____</p> <p>_____</p>	

**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 \_\_\_\_\_ how to \_\_\_\_\_  
because my (*friend, classmate, sister, etc.*) \_\_\_\_\_ needed assistance.

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.

\_\_\_\_\_

\_\_\_\_\_

# persuade

verb

► **Say it:** per • suade

**Write it:** \_\_\_\_\_

## Academic Vocabulary Toolkit

### Meaning

to convince someone to do or believe something

*Synonym:* influence

*Antonym:* dissuade

### Example

The girl **persuaded** her parents to adopt a \_\_\_\_\_ from the animal shelter.



### Forms

*Present:*

I/You/We/They  
He/She/It

persuade  
persuades

*Past:*

persuaded

### Family

- *Noun:* persuasion
- *Adjective:* persuasive
- *Adverb:* persuasively

### Word Partners

- attempt to \_\_\_\_\_ We **attempted to persuade** our coach to end practice early, but she refused.
- fail to \_\_\_\_\_ Briana **failed to persuade** her sister to give her a ride to school.
- try to \_\_\_\_\_ Dennis is **trying to persuade** his aunt to give him money to go to the movies tonight.

## Verbal Practice

**Talk about it** Read each sentence and think about how you would complete it.

**Discuss** your idea with your partner using the sentence frame.

**Listen** carefully to your partner's and classmates' ideas.

**Write** your favorite idea in the blank.

- 1 Sometimes we try to **persuade** our teacher to let us \_\_\_\_\_.
- 2 It can be very difficult to **persuade** young children to eat \_\_\_\_\_.

## Writing Practice

**Collaborate** Work with your partner to complete the sentence using the correct form of persuade and appropriate content.

If someone tries to \_\_\_\_\_ you to do something you don't want to do, one way to get out of it is to \_\_\_\_\_.

**Your Turn** Work independently to complete the sentence using the correct form of persuade and appropriate content.

Tracy \_\_\_\_\_ her teacher to give her more time to do her book report by saying that \_\_\_\_\_.

**Be an Academic Author** Work independently to write two sentences. In your first sentence, use persuade in the *simple past tense*. In your second sentence, use persuade with the word partner *try to persuade*.

- ① \_\_\_\_\_  
 \_\_\_\_\_
- ② \_\_\_\_\_  
 \_\_\_\_\_

### grammar tip

To make the simple past tense of regular verbs, add *-ed* or *-d*.

He persuaded me to go.  
 We played tennis today.

**Write an Academic Paragraph** Complete the paragraph using the correct form of persuade and original content.

Most people have found themselves in a situation where someone tries to

\_\_\_\_\_ them to do something they don't want to do.

Sometimes it can be \_\_\_\_\_ to tell someone "no," especially if

he or she is a \_\_\_\_\_ or someone you know from school. What

are some \_\_\_\_\_ for dealing with peer pressure? If someone

attempts to \_\_\_\_\_ you to do something dangerous or illegal,

you should get out of the situation immediately. Walk away, tell them "no thanks," or ask

a \_\_\_\_\_ to come over as a distraction. You are an independent

person—don't let anyone \_\_\_\_\_ you to do something you don't

want to do.

# perspective

noun

▶ COGNATE p.R7

▶ **Say it:** per • spec • tive

**Write it:** \_\_\_\_\_

Academic Vocabulary Toolkit

Meaning	Example	
the way someone sees or thinks about something  <i>Synonym:</i> point of view	When you have an _____ <i>argument</i> _____ with a friend, you should try to see the _____ <i>issue</i> _____ from his or her <b>perspective</b> .	
Forms		
<ul style="list-style-type: none"> <li>• <i>Singular:</i> perspective</li> <li>• <i>Plural:</i> perspectives</li> </ul>		
Word Partners		
<ul style="list-style-type: none"> <li>• different _____</li> <li>• from (my/your/his/her/our/their) _____</li> <li>• unique _____</li> </ul>	Jamal and I have <b>different perspectives</b> on the issue of global warming.  The governor is considering reducing schools' budgets, but <b>from my perspective</b> , we should give schools more funding.  Artists have a <b>unique perspective</b> on street graffiti.	

## Verbal Practice

**Talk about It** Read each sentence and think about how you would complete it.

**Discuss** your idea with your partner using the sentence frame.

**Listen** carefully to your partner's and classmates' ideas.

**Write** your favorite idea in the blank.

- 1 People often write letters and e-mails to newspapers and magazines to give their **perspectives** on \_\_\_\_\_ *current events/celebrities* \_\_\_\_\_ .  
plural noun
- 2 A person with international travel experience has a unique **perspective** on \_\_\_\_\_ *other cultures/foreign languages* \_\_\_\_\_ .  
noun phrase/plural noun

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## SMART START

1. No one agreed on the \_\_\_\_\_ *election/issue* \_\_\_\_\_ because everyone had a different \_\_\_\_\_ *perspective* \_\_\_\_\_ .  
Toolkit word: singular
2. She has one \_\_\_\_\_ *perspective* \_\_\_\_\_ on what is happening in \_\_\_\_\_ *Iran/Los Angeles* \_\_\_\_\_ and I have another.  
Toolkit word: singular  
proper noun

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## Writing Practice

**Collaborate** Work with your partner to complete the sentence using the correct form of **perspective** and appropriate content.

My activity partner and I have different perspectives on the issue of animal rights/politics.  
Toolkit word: plural  
noun phrase/non-count noun

**Your Turn** Work independently to complete the sentence using the correct form of **perspective** and appropriate content.

From my perspective, students at this school should have one free hour every day to do their homework/use the computers in the library.  
Toolkit word: singular  
infinitive phrase

**Be an Academic Author** Work independently to write two sentences. In your first sentence, use **perspective** in the *singular form* and include a word partner. In your second sentence, use **perspective** in the *plural form*.

① From my perspective, I should not have a curfew because I am responsible.

② My brothers are twins but they have different perspectives on life.

### grammar tip

Count nouns name things that can be counted. Count nouns have two forms, singular and plural. To make most count nouns plural, add *-s*.

We have different perspectives on life.  
She has some questions.

**Write an Academic Paragraph** Complete the paragraph using the correct form of **perspective** and original content.

Parents and teenagers often have trouble seeing things from each other's perspectives. For example, many teenagers complain that their parents are too strict/mean about issues like curfews or homework. From a teenager's perspective, parents should trust their children and give them more freedom. However, from a parent's perspective, teenagers need lots of discipline/rules so that they will grow up to be responsible adults. Although each of these perspectives is valid, parents and teenagers often end up fighting/arguing with each other. What can parents and teenagers do to gain a better understanding of each other's perspectives?

① Toolkit word: plural  
② adjective  
③ Toolkit word: singular  
④ non-count noun/plural noun  
⑤ Toolkit word: plural  
⑥ gerund  
⑦ Toolkit word: plural

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## Grammar Tip Pointers

Ask a student to read his or her **Collaborate** sentence.

My activity partner and I have different **perspectives** on the issue of \_\_\_\_\_.

**Ask:** What kind of word is *perspective*? (*noun*) Did you complete this sentence with the singular or plural form of *perspective*? (*plural*) How do we make most nouns plural? (*Add -s to the singular form.*)

**Say:** To form the plural of most count nouns, add *-s* to the singular form.

Phase 1: Assess Understanding	<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>	

Phase 2: Verbal Practice	<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>	

Phase 3: Self-Rate	<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 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		<b><u>strategy</u></b>  1. Two positive _____ for making a new friend during the first weeks of school are to _____ and _____  2. Bonus _____	0	1	2
			0	1	2
Tuesday		<b><u>inform</u></b>  1. When Barack Obama took office as president of the U.S., he _____ the American people that he would try to _____  2. Bonus _____	0	1	2
			0	1	2
Wednesday		<b><u>debate</u></b>  1. If a classmate _____ with a Social Studies teacher about a current event, the student better understand _____  2. Bonus _____	0	1	2
			0	1	2
Thursday		<b><u>portion</u></b>  1. A healthy school lunch menu includes two _____ of _____ and only a small _____ of dessert.  2. Bonus _____	0	1	2
			0	1	2
Friday		<b><u>oppose</u></b>  1. If our Middle School had a new dress code, I would definitely _____ having to wear _____ because _____  2. Bonus _____	0	1	2
			0	1	2
<b>Weekly Total Points</b>					

# 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*)

## 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))