Tools for Launching an Elementary Common Core Readiness Academic Vocabulary Campaign

Kate Kinsella, Ed.D.

San Francisco State University,
Center for Teacher Efficacy
katek@sfsu.edu; 707.473.9030

AZ Dept. of Ed. OELAS Conference

Phoenix, AZ 12.11.14

Participants will learn effective ways to:

- Teach high-utility CCSS words using effective routines and tools
- Develop students' verbal and written command of a word
- Identify words for intensive competency-based instruction
- Analyze text assignments to establish vocabulary priorities
- Build receptive word knowledge with modeling and reading
- Structure inclusive, accountable academic interaction
- Integrate grammatical targets in vocabulary application tasks
- Write effective brief formative assessment tasks

◆ Institute Materials Index ◆

◆ **Slides: Tools for Launching a Common Core Readiness Vocabulary Campaign** 1-15

◆ **Academic Interaction Resources**

Creating a Classroom Culture for Productive Interactions: Partnering Guidelines 16-17
Academic Discussion & Collaboration Card: Secondary 18
Academic Discussion & Collaboration Card: Upper-Elementary 19

◆ **Academic Language Resources**

Parts of Speech 20
Sentence Frames – Resource 21-22
Precise Word Choices – Sentence Frames 23
Structured Verbal & Written Engagement – Monitoring Tool 24
Verbal & Written Engagement - Dr. Kinsella's Frequent Observation Feedback 25

◆ **Vocabulary Word Lists and Lesson Planning Resources**

Vocabulary Selection Questions 26
Adolescent Sleep Research Article with Vocabulary Analysis 27-28
Academic Word List: High-Utility Academic Word Families 29-30
Word Family Sample Chart – Vocabulary for Argumentation 31
Common Prefixes and Suffixes in Academic Vocabulary 32
High-Utility Word Selection – Secondary (Source: Kinsella, *Academic Vocabulary Toolkit*) 33
High-Utility Word Selection – Elementary (Source: Kinsella, *Academic Vocabulary Toolkit*) 34-35

◆ **Informational Text Reading and Writing Resources**

Informational Text – Competency-Aligned Vocabulary 36
Informational Text Key Ideas and Details – Academic Language 37-38
Common Directions Words on Writing Prompts 39

◆ **Vocabulary Instructional Routines and Resources**

High-Utility Academic Vocabulary Instructional Routine 40
Student Vocabulary Notetaking Guide – Basic: accurate, factor 41
Student Vocabulary Notetaking Guide – Basic: productive, demonstrate 42
Student Vocabulary Notetaking Guide – Basic: similar, characteristics 43
Student Vocabulary Notetaking Guide – Advanced: perspective 44
Student Vocabulary Notetaking Guide – Advanced: respond 45
Sample Lesson (perspective): *Academic Vocabulary Toolkit*: Secondary (Kinsella, 2012) 46-47
Sample Lesson (include): *Academic Vocabulary Toolkit*: Elementary (Kinsella, 2014) 48-49
Sample (Do Now/Smart Start) Daily Formative Assessment (*AVT Elementary*, 2014) 50
Do Now Daily Formative Assessment Instructional Routine 51
Do Now Daily Formative Assessment Template 52
Do Now Daily Formative Assessment Sample Tasks 53

◆ **Sample Informational Text Unit Resources**

School Lunches Get Healthier: What's Happening in US? (Gable, 2011) 54-56
Student Vocabulary Notetaking Guide – nutrition, obese, calorie, consume 57-58
Academic Discussion & Writing: School Foods 59-60
Student Vocabulary Notetaking Guide – Basic: similar, benefit 61
Academic Discussion: Benefits of Learning Academic Vocabulary 62

◆ **References and Professional Reading**

Resources for Vocabulary and Academic Language Development 63
References on Academic Language Instruction 64

Tools for Launching an Elementary Common Core Readiness Vocabulary Campaign

AZ Dept. of Ed. OELAS Conference 12.11.14

Kate Kinsella, Ed.D.
Center for Teacher Efficacy
San Francisco State University
katek@sfsu.edu

Workshop Objectives

Participants will learn effective ways to:

- Explicitly teach high-utility academic words using an evidence-based and classroom-tested routine
- Develop students' competent command of a word through speaking, writing and assessment tasks
- Integrate grammatical targets in application tasks
- Prioritize words for instruction based on CCSS competencies and text comprehension
- Develop brief, daily formative vocabulary assessments
- Structure inclusive, accountable academic interaction
- Build receptive word knowledge with modeling and reading

Identifying Language Demands in the Common Core

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

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

WRITING Write logical arguments based on relevant evidence and research.

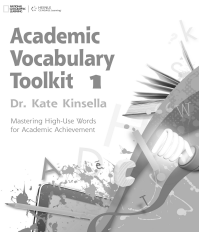
SPEAKING & LISTENING Engage in formal academic discussions in pairs, small groups, and whole group.

High Priority Competency Clusters for CCSS Vocabulary Readiness

- **Describe**
- **Explain**
- **Sequence**
- **Narrate**
- **Create**
- **Collaborate**
- **Compare**
- **Argue** (State/Defend Claims)
- Analyze ~ Narrative Text
- **Analyze ~ Info. Text**
- **Analyze ~ Cause-Effect**
- Analyze ~ Problem-Solution
- Interpret ~ Data/Evidence
- **Infer** (Draw Inferences)

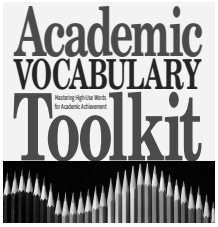
Academic Vocabulary Toolkit
High-Utility Academic Word Development

Secondary: 6-9



Kinsella (2012). Nat. Geo. Learning.

Elementary: 3-5



Kinsella & Hancock (2014). Nat. Geo. Learning.

AVT CCSS Writing and Reading Competency Vocabualry

Students Master High-Use Words Aligned with Common Core Competencies

CCSS Competency	Gr 3 Sample Words	Gr 4 Sample Words	Gr 5 Sample Words
Describe	behavior, event	trait, location	style, situation
Sequence	order, before	prior, afterward	previously, preceded
Create	organize, assemble	elaborate, revise	collaborate, propose
Cause-Effect	cause, consequence	occur, lead	impact, outcome
Analyze Text	topic, detail	focus, emphasize	evidence, significant
Compare-Contrast	alike, opposite	similarity, difference	comparison, identical
Infer	predict, clue	assume, conclude	interpret, context
Argue	believe, reason	convincing, fact	perspective, argue

© Kinsella & Hancock 2014. *Academic Vocabulary Toolkit*. National Geographic Learning.

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

Informational Text Vocabualry

Text Type	Claim	Evidence	Detail
chapter	point of view	statistics	reason
report	focus	data	example
article	stance	facts	factor
study	position	indicators	experience
essay	premise	events	anecdote
manual	thesis	outcomes	impact
biography	argument	reactions	issue
memoir	perspective	results	consequence
speech	opinion	patterns	incident

Vocabulary to Discuss Key Ideas & Details in Informational Text

topic	**claim**	**argument**	*reason*
subject	*opinion*	**support**	*example*
issue	*perspective*	**evidence**	*consequence*
key idea	*position*	*detail*	*anecdote*
main idea	*stance*	*fact*	*data*

boldface: terms used in Common Core State Standards students will need to recognize and use

italics: widely-used synonyms for common CCSS terms or related terms students will need to recognize and use

Vocabulary for Key Ideas/Details in Informational Text

- **Q:** What does the author **address** in this section?
- **A:** In this ___, the author **addresses** ___
  - **reasons** *for*
  - **examples** *of*
  - the **issue** *of*
  - **evidence** *regarding*
  - **consequences** *of*

Major CCSS Writing Categories

- Write Opinions, Justifications (1-5)
- Write Justifications, Arguments (6-12)
- Write Informative, Explanatory Texts (1-12)
- Write Narratives (1-12)

Direction Words in Writing Prompts

Common Direction Words in Academic Writing Prompts	
ANALYZE	Break the subject (an object, event, or concept) down into parts, and explain the various parts.
ARGUE	State a claim on an issue and support it with reasons and evidence from sources while also countering possible statements or arguments from individuals who have different positions.
COMPARE	Show how two things are similar and different; include details or examples.
CONTRAST	Show how two things are different; include details or examples.
CRITIQUE	Point out both the good and bad points of something.
DEFINE	Give an accurate meaning of a term with enough detail to show that you really understand it.

Long-Term English Learner Verbal Response
Oral Language Features

- simple sentences
- incomplete sentences; fragments
- imprecise and repetitive word choices
- weak idea development
- no advanced language for comparing

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

Academic Language for Comparing Cell Phones and Landline Phones

- There are several (obvious, essential) (similarities, differences) between _ and _.
- One major difference is that users can _ with a _ phone.
- Cell phones and landlines also differ in that _.
- Perhaps the most striking difference is the _ phone's capacity for _.

13

difference: word partners (collocations)

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

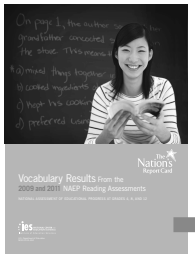
14

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

Vocabulary Results from the NAEP 2009 and 2011 Reading Assessments



CA ranked 5th from the bottom.

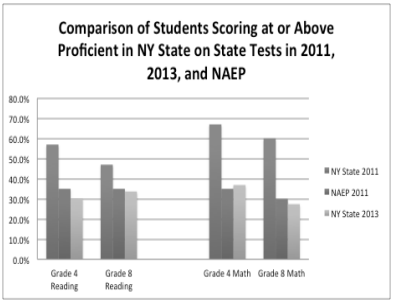
Among 4th graders who scored below the 25th percentile in vocabulary in 2011:

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

www.nces.ed.gov/nationsreportcard/pdf/main2011/2013452.pdf

16

The Accuracy of NAEP as a Predictor of Common Core Readiness in NY State



Vocabulary Knowledge = English Learner School Success

"… Vocabulary knowledge is the single best predictor of second language learners' academic achievement across K-12 subject matter domains."

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

18

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

Vocabulary Instruction Improves Reading Ability

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

(Beck et al, 2002; Carlo et al, 2004; August & Shanahan, 2006)

Professional Reading: Language Magazine Series

INSIDE THE COMMON CORE CLICK HERE

www.languagemagazine.com

Disrupting Discourse
Dr. Kinsella recommends an Academic Language Campaign to prepare diverse learners for the CCSS.

Making Vocabulary Number One
Dr. Kinsella offers strategies for prioritizing vocabulary for competent text analysis, discussion, and constructed responses.

ALL Students are AELL: Academic English Language Learners

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

Setting Up Productive Partners for Academic Interaction

1. Make eye contact with an elbow partner.
2. Determine who will be partner A and B: A is seated on left; B is seated on right.
3. No Cs (second B will share after first B).
4. Observe the "4 Ls" for working with a partner.

The 4 Ls of Productive Partnering in Elementary Classroom Action

Productive Partners

Use the 4 Ls:

1. L = **L**ook at your partner's eyes.
2. L = **L**ean toward your partner.
3. L = **L**ower your voice.
4. L = **L**isten attentively.

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

Academic Interactions Use a Private, Scholarly Voice

- Move your hands away from your face.
- Make eye contact.
- Speak 2x slower.
- Speak loud enough to be heard over other classmates.
- Pause appropriately.
- Emphasize key words.

25

Practice a Private, Scholarly Voice

- Speak **2x slower** and louder than you normally speak.
- Emphasize key words.
- Pause at the end of phrases.

In my opinion, a productive partner shows interest in my ideas when she makes eye contact with me.

Language to Listen Attentively

Everyday	Academic English
Huh?	**Will you please repeat that?**
What?	**Will you please restate your idea?**
Say what?	**What do you mean by ___?**
I don't get it.	**I don't quite understand your __ *answer, example, reason, question***

Language: Academic Collaboration

Language for Collaboration

1. Requesting Ideas	2. Suggesting Ideas	3. Validating Ideas	4. Deciding On Ideas
What should we write?	We could write __.	That would work.	Let's write __.
What do you think makes sense?	What if we put __.	That makes sense.	I'd like to put __.
What's your idea/opinion?	I think __ would work well.	That's a great (idea/suggestion).	Let's (use/write/put/add) __.
Do you have a suggestion?	We could consider writing __.	That's an interesting example.	I think __ is the best __.
Do you have anything to add?	I think we should add __.	I share your point of view.	Let's combine ideas and put __.

5. Clarifying Ideas	6. Restating Ideas	7. Reporting Ideas
I don't quite understand your __.	So, you said that __.	We decided (upon/that) __ because __.
[redacted]	So, you think that __.	One (fact, reason) we considered is __.
What do you mean by __?	So, your idea is that __.	Based on __, we determined that __.
So, you think we should __?	So, your opinion is that __.	After reviewing __, we concluded that __.
Are you suggesting __?	So, you're saying that __.	Our (response/conclusion/solution) is __.

© Kate Kinsella, Ed.D 2014. All Rights Reserved.

Partner Responsibilities Review

- Contribute thoughtfully and audibly.
- Listen attentively to your partner's ideas.
- Provide helpful feedback.
- Let your partner know if you do not fully understand his/her ideas.
- Remember your partner's ideas.

29

Building Academic Vocabulary: Instructional Cornerstones

1. fluent, wide reading with increased nonfiction text
2. teaching focal concepts, terms and high-utility words
3. teaching word analysis, dictionary and study skills
4. meaningful contexts for adept application of words

30

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

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.

Word Knowledge Operates Like a Dimmer Switch

Word knowledge exists on a continuum, ranging from remote familiarity, to basic understanding, to lexical dexterity – complex understanding and accurate application in speech and writing.

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.*

Effective Strategies to Develop Receptive Word Knowledge

- Guide close, "narrow reading" of multiple informational texts focused on a topic (impacts of fast food on health).
- Teach word part and context analysis skills so students can independently tackle words.
- Utilize a more formal register during instruction to expose students to academic word choices (sufficient vs. enough).

Build Receptive Word Knowledge: Model Precise Language Use

Everyday Verbs	Academic Verbs
Answer	**Respond, Elaborate**
Finish	**Complete, Develop**
Repeat	**Restate, Review**
Talk about	**Discuss, Interact**
Share	**Report, Contribute**
Think about	**Consider, Contemplate**

Precise Terms to Contribute to a Lesson Discussion

Everyday Terms	Academic Terms
Answer	**Contribution, Response**
Idea/Thought	**Opinion, Perspective**
Information	**Evidence, Data, Facts**
Guess	**Prediction, Hypothesis**
Reason	**Justification, Evidence**
Steps	**Solution, Process**

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

Benefits of Narrow Reading of Informational Texts

Reading 2+ articles on the same topic (e.g., health risks of smoking, cyber bullying) …

- develops background knowledge through introduction, recycling and elaboration
- expands vocabulary through recycling of topic-specific terms and high-utility words
- builds reading fluency and comprehension as familiar content is revisited before new content is introduced

Supplemental Informational Texts: Grades 1-5/6

- *What's Happening in (World? US?)*
- *Time for Kids*
- *National Geographic Magazines*
- *Ranger Rick*
- *Scholastic Magazine*

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.

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*

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

High-Utility Word Notetaking Guide

Name _____ Date_____

1	Word	Meaning	Examples	Images
	accurate *ac•cu•rate* *adjective* _____ _____	**synonyms:** *right, correct* right or 100% _____ in every detail **antonym:** *inaccurate*	You can get an **accurate** measurement of your height and _____ at the doctor's office. It is important to include **accurate** information when you are writing a _____.	

43

Explicit Vocabulary Teaching Routine

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

44

Explicit Vocabulary Teaching Routine

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

45

Vocabulary Instructional Routines

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

46

Vocabulary High-Utility Word Routine

Dr. Kinsella's High-Utility Vocabulary Instructional Routine ~ Step by Step

Phase 1: Introducing Word	Introduce the High-Utility Academic Word
	1. Establish purpose: learning a high-utility academic word
	2. Pronounce the word
	3. Students repeat
	4. Provide part of speech
	5. Syllabify
	6. Students repeat
	7. Provide a student-friendly definition
	8. Students repeat definition and fill in blank(s)
	9. Model example #1 *visibly displayed*
	10. Students repeat example and fill in blank(s)
	11. Model example #1 *visibly displayed*
	12. Students repeat meaning and fill in blank(s)

47

High-Utility Word Notetaking Guide

Word	Meaning	Examples	Images
benefit ben•e•fit *noun* _____ _____	**synonym:** advantage something good or _____ you get from something	One **benefit** of living near school is that you can _____ and get some exercise instead of drive in rush hour traffic. An important **benefit** of being bilingual is being able to listen and dance to music in two different _____.	

48

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

Parts of Speech

Noun:
- a **person** *(Dr. Martin Luther King, my coach)*
- a **place** *(New York City, the library)*
- **thing** *(a backpack, the Internet)*
- **idea/concept** *(honesty, democracy)*

Verb: an **action** word *(participate, stretch, run)*

Adjective: a word that **describes a noun ~ a person, place, thing, or idea** *(appropriate, logical)*

Adverb: a word that **describes a verb ~ an action** *(immediately, previously)*

Grammar Tip: Use the base verb form after a linking verb or "to".

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

Verbal Practice

benefit *(noun)*

One **benefit** of owning a pet is having a playmate when you are _____ (**adjective –** *sick, upset*)

Partner Interaction: Discuss

- Discuss your idea with your partner.
  1) Read it fluently twice using the frame.
  2) Make eye contact and say it with expression.
- Keep discussing until I say: ***"1-2-3, eyes on me."***
- Share another idea or repeat your idea.
- Do not look **idle**…or you will report first!

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*
- Jake was **idle** during the lesson and kept yawning and doodling instead of finishing his paragraph.

Class Discussion: Report

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

  My example is similar to _'s.

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

Academic Language to Compare

Everyday English

- Mine's the same.

Academic English

- My idea is similar to __'s (Monica's).
- My idea builds upon __'s (Eric's).

Language: Academic Discussion

Language for Academic Discussions

1. Stating Opinions
In my opinion, __.
I (firmly, strongly) believe that __.
I think __ because __.
From my perspective,__.
From my point of view,__.
My opinion on this (issue, topic) is __.

2. Drawing Conclusions
Drawing from experience, I know that __.
My experience with __ indicates that __.
The data suggests that __.
Based on __, I assume that __.
After reading __, I conclude that __.
My analysis of __ leads me to believe that __.

3. Elaborating on Ideas
For (example/instance), __.
A relevant example I heard/read was __.
I have observed that __.
One convincing reason is that __.
A compelling reason is that __.
I experienced this when __.

4. Comparing Ideas
My idea is similar to (Name's).
My idea builds upon (Name's).
My response is different from (Name's).
My approach is different from (Name's).

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

6. Disagreeing
I don't quite agree.
I disagree completely.
I disagree somewhat.
I have a different perspective.
I don't share your point of view.

© Kate Kinsella, Ed.D 2014. All Rights Reserved.

Language to Select Reporters

Everyday English	Academic English
Um…(name)	*I select…*
I pick…	*I choose…*
I want…	*I nominate…*
Let's hear from…	*I'd like to hear from…*

Attentive Listening Frames

Everyday English

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

Academic English

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

Independent Writing Practice

benefit *(noun)*

- **Writing Practice:**

Two _____ of using a tablet or laptop to write in class are being able to _____ and _____ more easily.

Partner Discussion: Interact

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

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

Academic Language to Restate

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

Ask for Assistance: Up

- Did I spell __ correctly?
- What is another way to say__?
- Is this idea clear?
- Is my grammar correct?
- I don't quite understand __.

62

Attentive Listening Frames

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

The Goal of Lessons Focused on Academic Language Development

- How can we dramatically increase **the quality and quantity of verbal and written responses in academic register** each student experiences, through explicit instruction, modeling, consistent routines, and structured, accountable responses?

64

Structured, Accountable Instruction Engages ALL Students Not Just the "Professional Participants"

65

Elicit a More Democratic Array of Student Responses by…

- Eliciting an array of contributions in a discussion: 1) preselected reporters, 2) randomly selected, and 3) voluntary contributions.
- Carefully monitoring student interactions and written work prior to a discussion to identify potential challenges and strong responses.
- Randomly selecting only after providing adequate reflection time, modeling, and partner interaction.

66

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

Structuring Inclusive Participation: Preselected, Random, Voluntary

- Preselect 1-2 students to initiate class discussion.
- Invite a reticent participant with a strong response to contribute when you ask for volunteers.
- Encourage partner nominations.
- Invite all partner As/Bs, 1s/2s to stand and report.
- Randomly select 1-2 students using name cards.
- Allow a reporter to select the next (i.e., "popcorn").
- Ask for volunteers from sections of the classroom.

67

Tasks to Structure Accountable Partner Listening

- **Non-verbal:** *look, lean, nod*
- **Written:** *take notes on partner's idea*
- **Verbal:** *paraphrase partner's idea*
  restate partner's idea
  compare ideas
  say something affirming
  report partner's idea to class

Academic Language to Restate a Response (Repeat Verbatim)

Everyday English

- OK. You said __.

Academic English

- So, your opinion is that __.
- So, your conclusion is that __.
- So your example is __.
- So, you're suggesting that __.
- So, your recommendation is to __.

69

Academic Language to Paraphrase a Response (Rephrase)

Everyday English

- OK. You said __.

Academic English

- So, what you're saying is that __.
- If I understand you correctly, you think __.
- In other words, you'd like to __.
- In other words, you're proposing that __.

70

Academic Language to Report a Pair's/Group's Idea

Casual English

- We think … We said … We talked about …

Academic English

- We decided that … We agreed that …
- We determined that … We concluded that …
- We observed that … We believe that …
- We have come to a consensus that …
- We discussed … and decided that …

71

Questions and Sentence Frames for Attentive Listening

- Which **idea** did you **select**?
- Which **idea** did you **choose**?
- Which **idea** did you **add**?
- Which **idea** did you **appreciate**?

- I **selected __**
- I **chose __**
- I **added __**
- I **appreciated __**

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

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 __.

73

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

74

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 …

75

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

76

Writing Practice with Embedded Grammar Targets

factor *(noun)*

Several _____ plural noun: ***factors*** _____ influence my interest in a book, especially the _____ singular noun: ***author*** _____ and the _____ singular noun: ***amount of pictures*** _____.

77

Writing Practice with Embedded Grammar Targets

respond *(verb)*

- When a popular band like _____ enters the stage, the audience usually _____ with _____.

78

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

Teaching Tips: Writing Effective Practice Tasks

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

79

Sample Formative Assessment Tasks (Quick Bellringer Review 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 _____

80

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.

81

Words to Teach in Informational Texts

- **concepts and topic words** in lesson materials (*stereotype, outsourcing, fossil fuel*)
- **high-utility academic words** students will apply and encounter in diverse subject areas (*essential*, *issue, analyze*)
- **academic word family members,** words with derivations used regularly across subject areas (*assume/assumption; similar/similarity*)
- **polysemous words** that have a new academic meaning in addition to a familiar meaning (*wave of immigrants vs. ocean wave vs. greeting*)

82

Common Core Vocabulary Types

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

Domain Specific (Tier 3)	High-Utility (Tier 2)
adolescent	assume
puberty	conclude
Circadian Clock	sufficient/insufficient
forbidden zones	factor
binge sleeping	influence
mood swings	lead to
depression	variety
sleep deprivation	regulate
melatonin	content

83

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)

84

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

Academic Word Family Chart

Noun	Verb	Adjective	Adverb
accuracy		accurate	accurately
prediction	predict	predictable	predictably
significance		significant	significantly
creation	create	creative	creatively
similarity		similar	similarly
capability		capable	capably
assumption	assume		
prevention	prevent	preventive	

Academic Word Family Chart: Sample Words to Compare

Noun	Verb	Adjective	Adverb
comparison	compare	comparable	comparatively
contrast	contrast		
similarity		similar	similarly
difference	differ	different	differently
		alike	
		identical	

Academic Word Family Chart: Sample Words: Cause-Effect

Noun	Verb	Adjective	Adverb
cause (of)	cause		
effect (on)	affect		
	lead (to)		
result (of)	result (in)		
consequence			consequently
impact (on)	impact		

Priorities ~ Language Engagement

- Consistently model an academic register.
- Teach appropriate collaborative behavior and language for specific functions.
- Structure at least two academic interactions in every lesson with clear language targets.
- Use sentence frames to coach language use.
- Vary your strategies to elicit participation.
- Assign accountable listening tasks.
- Explicitly teach high-utility academic words

Permission for Materials Use

- Dr. Kate Kinsella grants permission for materials included in this presentation to be used as is or with slight modification for K-12 district use, only with credit to the author *(source _: adapted from _).*
- These materials may not be published, presented at conferences, distributed on the internet or used or adapted by any publisher or professional development provider without securing prior written permission from the author: katek@sfsu.edu

The End

Kate Kinsella, Ed.D.
San Francisco State University
Center for Teacher Efficacy
katek@sfsu.edu (707) 473-9030

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission*

Creating a Classroom Culture for Structured Interactions

1. Arrange Classroom Seating to be Conducive to Structured Interactions

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

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

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

2. Assign and Alternate Appropriate Partners

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

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

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

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

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

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

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

#1 is paired with #16;

#2 is paired with #17;

#3 is paired with #18; and so on until #15 is paired with #30.

© Kate Kinsella, Ed.D., 2012 ~ all rights reserved.

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

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

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

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

a. **Explain partnering directions**

b. **Extablish expectations**

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

For example:
My goal is to help prepare you for the communication demands of secondary school, college, the workplace, and formal contexts like speaking to a bank manager or police officer. Knowing how to interact with a classmate, coworker, supervisor or professor is essential to academic and professional success. When you are communicating with a work partner at school or on the job, it is important to observe the 4 Ls of productive partnering:

- **Look at your partner:** *In North America, eye contact signifies respect and active listening when two people are interacting. Looking directly at the other speaker is critical at school, work, and other formal social contexts. Looking away or fiddling with something can readily signal that you are distracted or disinterested. This isn't universal; in some cultures eye contact may either be unnecessary or a sign of disrespect if a child looks directly at an adult.*
- **Lean toward your partner**: *Like eye contact, leaning toward someone during a formal interaction indicates you are focused on what they are saying and not paying attention to other people or things. On the other hand, leaning back communicates that you could be bored and inattentive.*
- **Lower your voice**: *Use a private voice when interacting with a partner at school or work. Speak loudly enough for your partner to easily hear what you are saying but not so loud that you are distracting or interrupting anyone nearby.*
- **Listen attentively to your partner**: *Your responsibility is to not only share your perspective and contribute equally but also understand and remember your classmate's idea. If you were not able to catch what your partner said, ask him/her to repeat the idea. If you don't quite understand the idea, ask/him her to explain it. To make sure you have truly grasped the idea, repeat it using your own words. This shows that you care enough to get the idea right. You should understand your partner's contribution well enough to be able to report it confidently to the class.*

c. **Review and reinforce**: review procedures the 4 Ls of by providing and referencing a chart

© Kate Kinsella, Ed.D., 2012 ~ all rights reserved.

Language for Academic Discussions

1. Stating Opinions
In my opinion, __.
I (firmly, strongly) believe that __.
I think __ because __.
From my perspective, __.
From my point of view, __.
My opinion on this (issue, topic) is __.

2. Drawing Conclusions
Drawing from experience, I know that __.
My experience with __ indicates that __.
The data suggests that __.
Based on __, I assume that __.
After reading __, I conclude that __.
My analysis of __ leads me to believe that __.

3. Elaborating on Ideas
For (example/instance), __.
A relevant example I heard/read was __.
I have observed that __.
One convincing reason is that __.
A compelling reason is that __.
I experienced this when __.

4. Comparing Ideas
My idea is similar to (Name's).
My response is similar to (Name's).
My stance is comparable to (Name's).
My response is different from (Name's).
My approach is different from (Name's).

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

6. Disagreeing
I don't quite agree.
I disagree completely.
I disagree somewhat.
I have a different perspective.
I don't share your point of view.

© Kate Kinsella, Ed.D 2014. All Rights Reserved.

Language for Collaboration

1. Requesting Ideas
What should we write?
What do you think makes sense?
What's your idea/opinion?
Do you have a suggestion?
Do you have anything to add?

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

3. Validating Ideas
That would work.
That makes sense.
That's a great (idea/suggestion).
That's an interesting example.
I share your point of view.

4. Deciding On Ideas
Let's write __.
I'd like to put __.
Let's (use/write/put/add) __.
I think __ is the best __.
Let's combine ideas and put __.

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

6. Restating Ideas
So, you said that __.
So, you think that __.
So, your idea is that __.
So, your opinion is that __.
So, you're saying that __.

7. Reporting Ideas
We decided (upon/that) __ because __.
One (fact, reason) we considered is __.
Based on __, we determined that __.
After reviewing __, we concluded that __.
Our (response/conclusion/solution) is __.

© Kate Kinsella, Ed.D 2014. All Rights Reserved.

Academic VOCABULARY Toolkit

Language for Collaboration

1. Requesting Ideas

What should we write?

What do you think makes sense?

What's your idea?

Do you have an example?

2. Suggesting Ideas

We could write _____ .

What if we put _____ .

I think _____ would work well.

I think we should add _____ .

3. Validating Ideas

That would work.

That makes sense.

Oh, that's a great idea.

That's an interesting example.

4. Deciding On Ideas

Ok. Let's write _____ .

I'd like to put _____ .

Let's combine our ideas and write _____ .

I think _____ is the best example.

5. Clarifying Ideas

I don't quite understand your _____ .

In other words, you're saying that _____ .

What do you mean by _____ ?

So, you think we should _____ ?

Are you suggesting _____ ?

6. Asking for Assistance

How do I spell the word _____ ?

Did I spell the word _____ correctly?

What does _____ mean?

Did I explain this idea clearly?

Is there another way to say _____ ?

Is this an appropriate _____ *(noun, verb, adjective)*?

7. Restating Ideas

So, you said that _____ .

So, you think that _____ .

So, your idea is that _____ .

So, your opinion is that _____ .

So, you're saying that _____ .

8. Reporting Ideas

We thought of _____ .

We came up with _____ .

We decided upon/that _____ .

We determined that _____ because _____ .

One idea *(noun, example)* we had was _____ .

A/an *(noun, verb, adj)* we thought of is _____ .

Our response is _____ .

© Kate Kinsella, Ed.D 2014. All Rights Reserved.

FOLD

Academic VOCABULARY Toolkit

Language for Class Discussions

1. Stating Opinions

In my opinion, _____ .

I strongly believe that _____ because _____ .

I think _____ because _____ .

From my perspective, _____ .

From my point of view, _____ .

2. Contributing Ideas

One possible example is _____ .

Another interesting example is _____ .

One convincing reason is _____ .

One recent experience I had was _____ .

The correct word form is _____ because _____ .

3. Listening Attentively

I chose _____ .

I selected _____ .

The *(word, phrase, example)* I recorded was _____ .

A relevant example I heard was _____ .

A convincing reason I heard was _____ .

4. Comparing Ideas

My idea is similar to _____ *(Name's)* .

My response is similar to _____ *(Name's)* .

I have a similar opinion.

My response is different from _____ *(Name's)* .

My example is similar to _____ *(Name's)* .

5. Agreeing/Disagreeing

I agree/disagree with _____ *(Name)* that _____ .

I completely agree with _____ *(Name)* .

My idea builds upon _____ *(Name's)* .

I share your perspective.

I can see your point of view.

6. Disagreeing

I don't quite agree.

I disagree completely.

I disagree somewhat.

I have a different perspective.

I don't share your point of view.

© Kate Kinsella, Ed.D 2014. All Rights Reserved.

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 <u>noun</u> ~ a person, place, thing, or idea** *(appropriate, logical)*

Adverb: a word that **describes a <u>verb</u> ~ an action** *(immediately, previously)*

Academic Response Frames

What is a response frame?

A response frame is a structured, topic-related response scaffold that elicits application of carefully targeted language forms, and provides an opportunity for students to add relevant content to demonstrate understanding of the context.

What is the value of using a response frame?

A response frame provides students with a linguistic scaffold for responding competently by explicitly modeling and clarifying the features of an accurate response in the specific lesson context: appropriate syntax, correct grammar, and precise vocabulary. Response frames in academic language development curricula written by Dr. Kinsella *(English 3D, Academic Vocabulary Toolkit)* enable a teacher to construct *a model verbal and written response, deconstruct the response, and guide students in reconstructing their own proficient response. This form-focused modeling and guidance helps students notice linguistic features in meaningful contexts. Of equal importance, a response frame encourages more efficient use of their limited exposure to vocabulary, sentence structures, and grammatical forms of advanced social and academic English.*

How does a response frame differ from a cloze sentence, and a sentence stem or starter?

It is important to distinguish the differences between a "cloze" sentence, a sentence starter and a sentence frame. These three response scaffolds differ in both function and form. Cloze sentences are generally used for assessment purposes, to determine whether students can successfully recall focal lesson content. Cloze sentences require students to merely "fill in the blank," usually eliciting identical responses. [Dolphins are marine __ (mammals) closely related to whales and __ (porpoises)]. *Because cloze sentences largely produce identical responses, they do not provide ideal opportunities for students to develop verbal skills with engaging partner interactions and rich whole-class discussions.*

In prior curricula and training, Dr. Kinsella provided "sentence starters" to encourage more productive and competent verbal contributions. Mimicking her lead, many publishers have included starters or "sentence stems." A sentence starter may help students initiate a response with a safe linguistic start in an academic register; however, the remainder of the sentence is often casual or grammatically flawed. [Based on his previous actions, I predict the president ___ ***is gonna say no.***] *Impromptu corrections of "bi-register responses" do little to promote linguistic understandings and communicative competence.*

Therefore, to address the complex linguistic needs of English learners, particularly long-term English learners with superficial oral fluency and various "fossilized errors," Dr. Kinsella has drawn upon her linguistic background and developed academic ***RESPONSE FRAMES****. Response frames provide considerably more guidance than sentence starters by enabling students to produce accurate target language forms (vocabulary, syntax, grammar) and the ability to discuss, follow along and comprehend while listening to increasingly sophisticated language. Response frames are optimal when a discussion prompt is open-ended, with a range of conceptual and linguistic options. A response frame can be strengthened by the additional linguistic scaffold of a precise word bank. Providing students with a manageable list of everyday words paired with precise words encourages students to make mindful word choices and utilize a consistent academic register.*

Sentence Starter vs. Academic Response Frames

Sentence starter:

A partner shows active listening when _____.

Common casual and grammatically flawed outcome: ***A partner shows active listening when <u>they nod</u>.***

Response Frame:

A partner demonstrates active listening when she/he _____ and _____.
(verb + s) *(verb + s)*

Word Bank

Casual Verbs	Precise Verbs
says	replies, responds
likes	appreciates, compliments
lets	permits, _____
helps	_____, _____

Model Response: ***A partner demonstrates active listening when she restates my idea and asks clarifying questions.***

© Kate Kinsella, Ed. D. 2012 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Key Components of a Response Frame

A response frame includes the following essential features:

- ☑ a syntactic scaffold (a rigorous and relevant sentence structure in an academic register requiring completion with clearly specified grammatical and vocabulary targets)
- ☑ a clearly specified grammatical target
- ☑ embedded topical and high-utility vocabulary in an academic register
- ☑ a focused word bank prompting use of precise word choices
- ☑ an engaging opportunity for students to apply and demonstrate understanding and include their own ideas

Sample Lesson Scenario Using Response Frames

Setting Up	**1. Introduce frame** *(visibly displayed, with a model response)*	*To share your idea in today's lesson, we will use an academic response frame. I have written my own idea in the frame to model how you will add an idea about our topic: the ways that a lesson partner demonstrates active listening.*
	2. Students repeat frame and model *(silently tracking, phrase-cued, then chorally)*	*Follow along silently tracking with your guide card as I read aloud my model response. To get comfortable using the response frame, read my response with me in phrases, imitating my emphasis. Now let's warm up our public voices by reading aloud my entire response with expression.*
	3. Direct attention to the grammatical and/or vocabulary target *(underline, circle, highlight)*	*Underline the word "demonstrates" in the frame. This verb ends in –s and is written in the simple present tense because the action describes what a lesson partner does usually or always. To complete this sentence correctly, you need to add a singular subject pronoun after the conjunction "when". Circle either "he" or "she". Now you must complete the response with a verb phrase, a group of words beginning with a verb or action word in the present tense. Think about what a partner does most of the time to show that he or she is actively listening to you.*
	4. Prompt students to select a precise verb	*Review our precise present tense verb bank and take a moment to think about the strong verb choice you will add to complete the verb phrase.*
	5. Direct students to write their ideas in the frame	*Quietly write your idea using the response frame. If you need assistance with spelling, grammar, or word choice, raise your pen and I will help you. Please don't bother your partner.*
	6. Circulate reading sentences, providing feedback	*Your perspective is that a partner demonstrates active listening when she asks questions. What question might she ask? Excellent, develop your sentence by adding that specific showing detail.*
	7. If students finish quickly, cue a fast-finisher task	*Quietly reread your sentence and prepare to share it in front of the class using the document camera. Jot down another idea in the space provided at the bottom of the page in your portfolio.*
Partner Discussions	**Transition to partner interaction**	*Now we'll share perspectives with partners. (or groups)*
	8. Direct students to silently reread responses in preparation to share	*Reread your sentence silently a few times in preparation for sharing with your partner.*
	9. Cue partner (A/B) **to read their sentence** to their **partner** *(twice)*	*Read your sentence to your partner twice: first, read it fluently; second, make eye contact and say it with expression. Let's begin with partner 2 this time. Be sure to listen to your partner attentively because you will need to restate their response.* *If you both finish sharing your selected response, share another idea until I call time (1, 2, 3, eyes on me). If you don't have a second idea, share my model response on the board.*
	10. Circulate listening, providing feedback, and to identify strong responses for reporting phase	*I didn't catch your ideas. Will you please share again making eye contact and using more expression? Thank you.*
	11. Cue partners to restate each other's responses	*Now I'd like you to restate your partner's idea. Partner 1 will go first. Restate your partner's response using this expression … ("So what you're saying is.. If I understand you correctly,…") After your partner confirms that this is what s/he intended to say, switch roles.*
Whole-class Reporting	**Transition to reporting**	*"Now let's hear some of your responses."*
	8. Elicit reporting with entire frame, *(visibly displayed)*	*Please remember to use your public voice and the entire response frame if you are called upon to report.*
	9. Assign active listening task(s): take notes, compare, point out similarities, agree/disagree	*I have three active listening tasks for the discussion: 1) look at the speaker; 2) record one idea that is different than your own; 3) listen for similarities.*
	10. Record student contributions: list on white board, chart	*I will record all of your contributions in phrases on the board to use during other lessons.*
	11. Cue identified students to report	*I have asked Isabel to start our discussion. Please use a public voice to report your point of view.*
	12. Elicit additional responses using inclusive strategies *(nominations, name cards, popcorn, volunteers)*	*Let's hear some other perspectives. I've pulled Jose's name card. Please contribute your perspective. Now I'd like a partner nomination from this side of the room. Karla, let's hear your response. We have time for two contributions. I'd like one from the front and the back of the room.*

© Kate Kinsella, Ed. D. 2012 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Discussion Frames: Precise Word Choices

Everyday English	Precise, Academic English
I/We thought of	**I/We . . .** decided upon came up with considered

We came up with the precise adverb *productively*.
We considered the academic verb *respond*.

I/We picked	**I/We . . .** agreed upon chose selected voted for opted for came to a consensus on

We selected the precise noun phrase *extracurricular activities*.
We came to a consensus on the high-utility academic noun *factor.*

I/We put	**I/We . . .** utilized applied inserted replaced substituted

We inserted the verb phrase *completing lengthy research reports.*
We substituted the academic verb *respond* for the everyday verb *answer.*

I/We liked	**I/We . . .** preferred appreciated enjoyed valued related to

We particularly appreciated the precise adverb *respectfully*.
We related to the specific noun phrase *highly-caffeinated sports drinks*.

This idea/word/phrase works OK	**This idea/word/phrase . .** works well/perfectly works effectively fits logically makes absolute sense seems reasonable

The precise adjective *relevant* makes absolute sense.
The noun phrase *unrealistic expectations* fits logically.

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

STRUCTURED STUDENT ENGAGEMENT ~ MONITORING TOOL

Teachers/Room Numbers: _____ **Observer:** _____
Date: _____**Periods:** _____ **Subjects:** _____ **Observation Duration:** _____**minutes**

Directions: *Record a tally as you observe instruction that includes strategies to support lesson engagement and language development. Look for trends that indicate 1) effective implementation and 2) needs for additional training and/or coaching.*

	Students. . .	Rm # Tally	Rm # Tally	Rm # Tally	Rm # Tally
Physical	direct attention as cued *(looking, turning, focusing, etc.)*				
	mark text *(underline, circle, highlight)*				
	point / track with finger/object *(text, directions, image)*				
	hand signal *(thumbs up, raised hand, finger rubric, etc.)*				
	clap/tap *(syllables, intonation, etc.)*				
	stand/sit *(partner 2s stand; sit down if your idea is similar)*				

Verbal	**Whole class** *(chorally, phrase-cued, oral cloze)*				
	Partner/group to discuss w/o language support				
	Partner/group to discuss using response frame				
	Partner/group to read text passages				
	Speak audibly *(partner private voice; discussion public voice)*				
	Listen attentively *(compare ideas, counter arguments, etc.)*				
	Individually respond as **preselected** reporter				
	Individually respond as **random** reporter *(equity sticks, name cards, popcorn, white board selector)*				
	Individually respond as **volunteer** reporter *(preselected/encouraged, partner nomination, raised-hand)*				

Written	complete Daily Do Now/ bell-ringer initial task				
	record information *(laptop, notebook, text, mini white board)*				
	complete provided response frame				
	incorporate precise words *(word bank, frame, paragraph)*				
	add details to a visual organizer				
	record notes as cued or after listening to discussion				
	record details/quotes gathered from text				
	respond using a writing frame *(justification, argument, etc.)*				
	complete unstructured writing task *(journal, quick write)*				

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. Do not modify or distribute electronically without permission.

Partner/Group Interactions

- Assign appropriate partners and establish clear partnering expectations (4Ls) so students interact productively.
- Consider opportunities for partners to individually brainstorm or collaborate upon a response to a challenging question using informal language before assigning an academic response frame for the unified-class reporting.

Academic Response Frames

- Prepare an academic response frame for students to discuss and report responses to essential questions in your lesson.
- Visibly display academic response frames and provide a model response.
- Clarify potentially unfamiliar vocabulary in an assigned response frame.
- Clarify the grammatical target in an assigned response frame.
- Build students' verbal competence with a response frame by guiding them in repeating your model response: 1st phrase cued repetition; 2nd choral repetition.
- Require that partners contribute their response using an assigned frame twice: 1st reading fluently; 2nd using eye contact and saying it with expression.
- Assign a paraphrasing or restating task to build in greater accountability for active listening as partners discuss responses.
- Assign a relevant task for fast-finishers to prevent partners from being idle.

Eliciting Verbal Participation

- Vary your strategies for eliciting participants: 1st preselect a representative response; 2nd randomly select (name cards, partner nominations, popcorn); invite volunteers from different sections of the room.
- Monitor students' written work and verbal interactions to preselect a student to initiate whole-class reporting and assess students' grasp of the lesson content.
- Assign an active-listening task during whole-class reporting: hold students accountable for verbalizing to a partner/group something concrete: e.g., the strongest example I recorded was _; one reason I agree/disagree with is _.

Building Reading Fluency

- Build fluency with text before posing comprehension tasks: 1st guide reading using the oral cloze strategy; 2nd have partners read using the oral cloze strategy.

© Kate Kinsella, Ed. D. 2012 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

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

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

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

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

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

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

5. Is the word encountered frequently in academic contexts?

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

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

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

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

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

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

6. Which words can easily be figured out from the context/text resources during either independent or teacher-mediated reading?

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Adolescent Sleep Research - Findings for Secondary Schools

Larry Gable & Kate Kinsella, Ed.D January, 2013

(boldface: CCSS high-utility academic vocabulary; capitalized: domain-specific terms)

(1) In **recent** years **researchers** have **concluded** that the average **ADOLESCENT** in America does not get enough sleep during the week. Many f**actors** can **influence** an adolescent's ability to get a good night's sleep before tackling a **challenging** school day. However, no matter what the **specific** reasons are, it is clear that **insufficient** sleep can **lead to** a **variety** of physical, emotional and academic problems.

(2) Sleep researchers began studying teen sleep patterns in the 1980s. They found that many adolescents **actually require** more than nine hours of sleep. That is as much as infants and young children require, and much more than adults do. Adolescents just get sleepy **considerably** later than others, so going to bed earlier hardly makes a difference.

(3) People need different amounts of sleep in different **stages** of life. Babies and children **require** many hours of deep sleep. Until age ten most children wake up fresh and energetic. At **PUBERTY**, however, the body's clock which **regulates** sleeping and waking hours changes. This **delay** in the body's **"CIRCADIAN CLOCK"** causes teens to be wide awake at 9 or 10 p.m. when people of other ages are **typically** getting tired. The hormone melatonin, which regulates sleep in humans, does not enter teens' bodies until around 11 p.m. As a result, adolescents **tend to** become drowsy and fall asleep later much than children or adults. The hormone melatonin remains in their systems until around 8 a.m. If teens get up early for zero period classes such as jazz band and AP chemistry starting as early as 7:00 a.m., they arrive to school semi-awake. More seriously, they are losing **critical** hours of sleep night after school night.

(4) For many years scientists have **assumed** that after people are awake for a long time, they naturally get sleepy and fall asleep. Now they realize that circadian clocks set our sleeping patterns. Many teens experience something **similar to** the jet lag of long distance travelers. Even though teens may have experienced a physically active and intellectually demanding day, falling asleep can be **challenging**. The circadian clock keeps them alert just when other people get sleepy.

(5) The National Sleep Foundation **contends** that American teenagers actually need more than nine hours of sleep every night, not just on weekends. However, surveys **indicate** that only 15% of teens sleep 8.5 hours or more on a **regular basis**. Moreover, more than 25% of adolescents sleep 6.5 hours or fewer on school nights.

(6) Going to bed earlier does not **necessarily assure** that a teenager will get **additional sleep**. The circadian clock creates "**FORBIDDEN ZONES**" when falling asleep is almost impossible. For many teens the forbidden zone is in the evening hours. Therefore, even if teens go to their rooms **relatively** early, they do not usually go to sleep promptly. Instead, they **tend to** read, play games, listen to music or send text messages to friends until they start to get tired at 11 p.m. or later.

(7) Surprisingly, sleeping for a long time on weekends does not remedy the problem. Researchers **refer to** that as "**BINGE SLEEPING**." Teens catch up on sleep, but they do not **establish** a healthy sleeping pattern. If a teen sleeps until noon or 2:00 p.m., the brain **recognizes** that as a time for sleep. When Monday morning comes again, the brain is still on the wrong schedule. Thus, schools may begin bright and early, but teenage brains do not wake up until **considerably** later in the day.

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

(8) When people get too little sleep on a **routine basis**, negative things are bound to happen. Chronic sleep loss has **numerous impacts** on a teen's health. A youth who **averages** only 5 to 7 hours of sleep will definitely feel tired and irritable. Being tired **produces** mood changes, so it causes many teens not to get along well with others at school or at home, and to have arguments over **fairly** unimportant things. Furthermore, **insufficient** sleep often **contributes to** a feeling of helplessness and depression. Finally, being tired slows down teens' mental **reactions**. Sleep deprived teens don't **react** quickly and struggle to follow directions, pay attention and learn, especially in their earliest classes.

(9) In addition to these impacts on mental health, physical reactions slow down considerably. Exhausted teens are likely to feel heavy, groggy and clumsy, even playing a favorite sport or instrument. Experts report that many car accidents involving teens actually come from their slow reactions, not from poor judgment. Moreover, researchers agree that regular sleep loss can negatively affect a teens' growth rate and immune system, which prevents people from becoming ill.

(10) A hyper-active circadian clock does indeed make falling asleep more challenging for teens. However, unproductive bedtime habits can make falling asleep all the more difficult. Medical doctors advise teens to follow these healthy bedtime habits to make falling asleep easier: 1) Go to bed around the same time each night; this helps the body get into a familiar routine. 2) Follow a calming bedtime routine such as reading or taking a bath. 3) Don't exercise just before going to bed. 4) Avoid foods and drinks with caffeine, such as sodas and chocolate. 5) Use the bed just for sleeping – not doing homework, watching TV, sending text messages, playing video games or talking on the phone. That way, teens will train their bodies to **associate** their bed primarily with rest and sleep, not with recreation.

(11) In recent years a few school districts have actually established a later starting time for high schools. The first large district was the Minneapolis School District in 1997. It changed starting times at high schools from 7:15 to 8:40 a.m. Reports now indicate that students there are sleeping at least five additional hours per week.

(12) Now teachers, parents and students are observing positive changes. Over half of the district's high school teachers report that students are more alert during the first two class periods. Attendance has **increased**, grades are higher, and staff and students alike say that the **environment** at school and home is more positive and **productive**.

(13) The number of school districts that start the day later is growing. Several dozen already have done it, and many others are discussing it. The U.S. Congress is even considering a bill called "Zzz's to A's" that encourages secondary schools to make the change. As a result, American teenagers may **eventually** see the day when clocks at school keep time with the clocks inside their bodies.

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

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

Academic Word Family Chart ~ Argumentation

Nouns	Verbs	Adjectives	Adverbs
argument	argue		
response	respond		
statement	state		
perspective			
opinion		opinionated	
belief	believe	(un)believable	
contention	contend		
	convince	(un)convincing	
assumption	assume		
reason		(un)reasonable	
		(un)certain	certainly
validity		(in)valid	
assertion	assert		
claim	claim		
contradiction	contradict		
evidence		evident	
significance		(in)significant	significantly
relevance		(ir)relevant	
conclusion	conclude	(in)conclusive	
understanding	understand	understandable	understandably
elaboration	elaborate		
justify	justification	(un)justifiable	justifiably
accuracy		(in)accurate	accurately
consideration	(re)consider	considerable	considerably
analysis	analyze	analytical	analytically
emphasis	(de)emphasize		

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Common Prefixes and Suffixes in Academic English Vocabulary

Common Prefixes (Providing Clues to Word Meaning)

Prefix	Definition	Examples	Reminder Word
anti	against	antiperspirant, antibiotic	
com-	together, with	commune, communicate	
de-	away, from	defrost, demote	
dis-	apart, opposite of	disconnect, dishonest	
en-	in, put into	enliven, ensnare	
ex-	out	exit, extinguish	
il-	not	illegal, illicit	
im-	not	improper, immature	
in-	into, not	insight, incorrect	
inter-	between	intersection, interrupt	
ir-	not	irregular, irreversible	
non-	not	nonfat, nonsense	
over	beyond, too much	overweight, oversleep	
post	after	post-test, postwar	
pre-	before	prevent, predict	
pro	forward	proceed, progressive	
re-	again	review, recycle	
semi-	half	semicircle, semisweet	
sub-	under	submerge, submarine	
trans	across	transportation, transmit	
un-	not	unable, unreal	
under-	beneath, too little	undershirt, undernourished	

Common Suffixes (Providing Clues to Part of Speech)

Suffix	Definition	Examples	Reminder Word
-ance *(n)*	having the quality of	appearance, endurance	
-ence *(n)*	having the quality of	independence, inference	
-tion/-sion *(n)*	a thing, a noun	invention, suspension	
-ity *(n)*	having the quality of	creativity, acidity	
-ment *(n)*	quality or act	requirement, excitement	
-ness *(n)*	quality or act	kindness, wildness	
-ure *(n)*	action, result	closure, pleasure	
-ant *(adj)*	having the quality of	significant, pleasant	
-able/-ible *(adj)*	able to	believable, incredible	
-ent *(adj)*	having the quality of	obedient, independent	
-est *(adj)*	most	biggest, brightest	
-er *(adj)*	more	higher, stronger	
-ic/-ical *(adj)*	relating to	catastrophic, comical	
-ive *(adj)*	having the quality of	supportive, argumentative	
-less (*adj)*	without	careless, motionless	
-ly *(adv)*	having the quality of	carefully, weekly	
-ward *(adv)*	having the quality of	forward, homeward	
-ate *(v)*	to make a certain way	complicate, agitate	
-ify *(v)*	to make a certain way	simplify, verify	
-ize *(v)*	to make a certain way	categorize, plagiarize	

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Word Selection Rationale for the Academic Vocabulary Toolkit

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

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

BOOK 1 WORDS

accurate	consider	impact	priority
adequate	contrast	include	produce
advantage	contribute	including	product
analysis	contribution	indicate	react
analyze	convince	indication	reaction
appropriate	convincing	introduce	relevance
argue	define	introduction	relevant
argument	demonstrate	issue	require
assume	demonstration	justify	requirement
assumption	describe	locate	respond
aware	description	logical	response
beneficial	develop	maximum	review
benefit	development	minimum	revise
cause (noun)	elaborate	objective	select
cause (verb)	emphasis	objectively	selection
challenge	emphasize	opinion	significance
challenging	essential	perspective	significant
character	evidence	persuade	similar
characteristic	expert	persuasion	similarity
compare	expertise	precede	subjective
comparison	explain	predict	tradition
conclude	explanation	prediction	unique
conclusion	factor	previous	valid
consequence	identify	previously	variety
consequently	identity	prioritize	vary

BOOK 2 WORDS

acquire	crisis	interpretation	promote
adapt	critical	investigate	rational
adjust	crucial	maintain	regular
affect	current	modify	regulation
alter	deny	obtain	resolution
alternative	distinguish	occur	resolve
approximately	diverse	opponent	responsibility
aspect	diversity	oppose	role
attain	element	opposition	sequence
bias	eliminate	option	series
biased	enable	organization	solution
capable	exclude	organize	solve
circumstance	expand	participate	statement
claim	factual	pattern	strategy
clarify	feature	perceive	substitute
communicate	focus	perception	sufficient
communication	function	permit	summarize
compatible	fundamental	phase	summary
complex	generalization	potential	symbol
compromise	imply	preparation	symbolize
conflict	infer	present	transition
consume	inference	primary	trend
controversial	influence	principle	value
cooperate	integrate	prior	version
correspond	interpret	process	viewpoint

NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning®

Now Available!

Academic Vocabulary Toolkit – Elementary

Dr. Kate Kinsella, teacher educator at San Francisco State University and national leader in the development of academic language and literacy, and Theresa Hancock, contributing author, teacher educator, and acclaimed educational consultant, are pleased to announce the availability of Academic Vocabulary Toolkit for Grades 3, 4, and 5.

Students Master High-Use Words Aligned with Common Core Competencies

CCSS Competency	Gr 3 Sample Words	Gr 4 Sample Words	Gr 5 Sample Words
Describe	behavior, event	trait, location	style, situation
Sequence	order, before	prior, afterward	previously, preceded
Create	organize, assemble	elaborate, revise	collaborate, propose
Cause-Effect	cause, consequence	occur, lead	impact, outcome
Analyze Text	topic, detail	focus, emphasize	evidence, significant
Compare-Contrast	alike, opposite	similarity, difference	comparison, identical
Infer	predict, clue	assume, conclude	interpret, context
Argue	believe, reason	convincing, fact	perspective, argue

Students develop mastery of a high-use academic word aligned with a critical CCSS-aligned competency over a five-day instructional sequence, moving from structured partner interactions to increasingly complex constructed written responses:

Day 1: **Introduce the word** Explore meaning, pronunciation, forms and word partners.
Day 2: **Talk about it** Exchange ideas applying the new word with a partner.
Day 3: **Collaborate – Our Turn** Write formal sentences with a partner and the teacher.
Day 4: **Be an Academic Author** Read a prompt and write a framed academic response.
Day 5: **Construct a Response** Read a prompt and write an original academic response.

Ideal Contexts for Implementation:

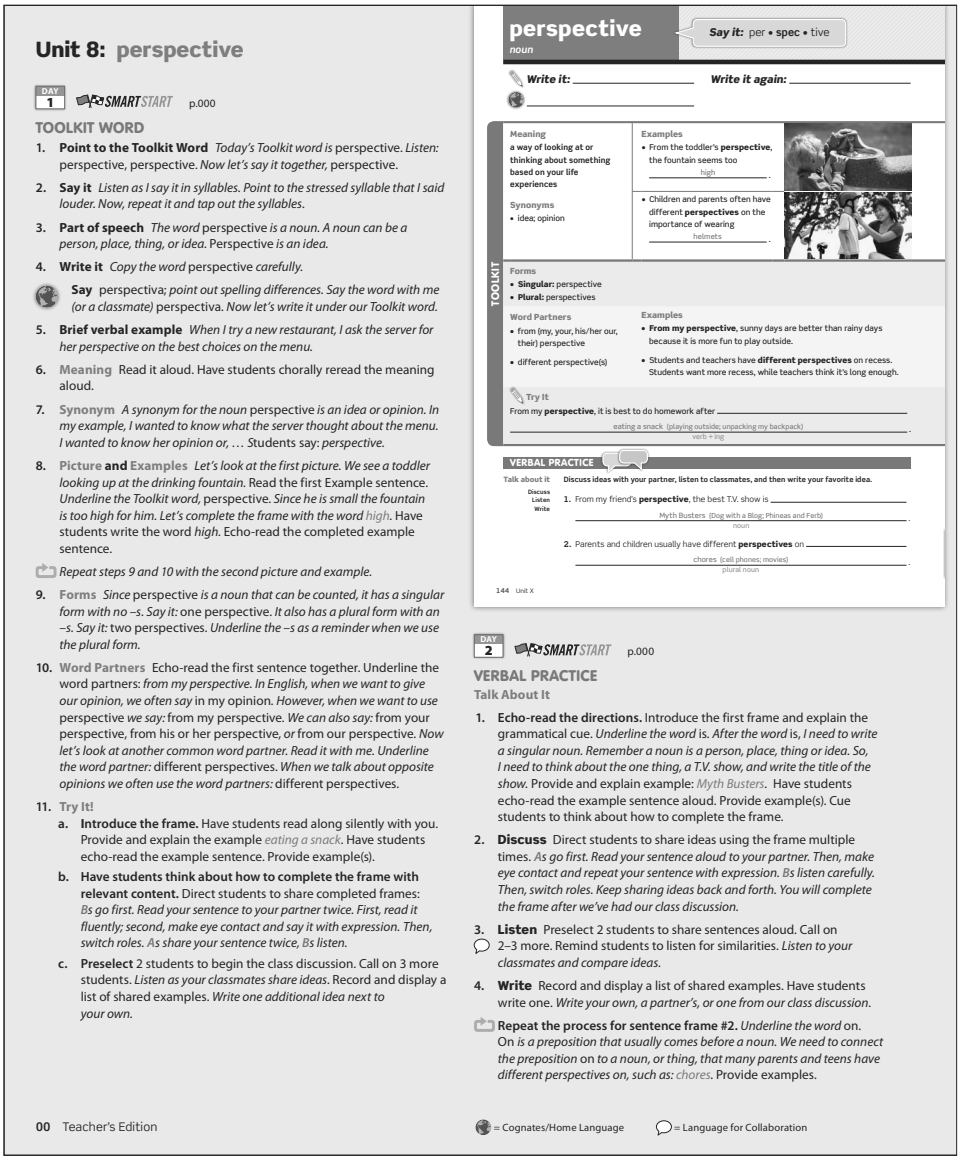
English Language Arts: 15-20 minutes of unified-class integrated academic language development
English Language Development: 20-30 minutes of dedicated academic language development for expanding and bridging English learners

NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning®

Each word is taught over a five-day instructional sequence, moving from structured partner interactions to increasingly complex discussions and written applications.

Discover our new Teacher's Guide packed with routines, guided scripts, pacing options, and a DVD with model lessons.

The DVD includes lessons taught by Dr. Kinsella and Ms. Hancock during ELA and ELD classes.



Unit 8: perspective

DAY 1 SMARTSTART p.000

TOOLKIT WORD

1. **Point to the Toolkit Word** *Today's Toolkit word is* perspective. *Listen:* perspective, perspective. *Now let's say it together,* perspective.
2. **Say it** *Listen as I say it in syllables. Point to the stressed syllable that I said louder. Now, repeat it and tap out the syllables.*
3. **Part of speech** *The word* perspective *is a noun. A noun can be a person, place, thing, or idea.* Perspective *is an idea.*
4. **Write it** *Copy the word* perspective *carefully.*
   Say perspectiva; *point out spelling differences. Say the word with me (or a classmate)* perspectiva. *Now let's write it under our Toolkit word.*
5. **Brief verbal example** *When I try a new restaurant, I ask the server for her perspective on the best choices on the menu.*
6. **Meaning** Read it aloud. Have students chorally reread the meaning aloud.
7. **Synonym** *A synonym for the noun* perspective *is an idea or opinion. In my example, I wanted to know what the server thought about the menu. I wanted to know her opinion or, …* Students say: *perspective.*
8. **Picture and Examples** *Let's look at the first picture. We see a toddler looking up at the drinking fountain.* Read the first Example sentence. *Underline the Toolkit word,* perspective. *Since he is small the fountain is too high for him. Let's complete the frame with the word high.* Have students write the word *high.* Echo-read the completed example sentence.
   Repeat steps 9 and 10 with the second picture and example.
9. **Forms** *Since* perspective *is a noun that can be counted, it has a singular form with no –s. Say it:* one perspective. *It also has a plural form with an –s. Say it:* two perspectives. *Underline the –s as a reminder when we use the plural form.*
10. **Word Partners** Echo-read the first sentence together. Underline the word partners: *from my perspective. In English, when we want to give our opinion, we often say* in my opinion. *However, when we want to use* perspective *we say:* from my perspective. *We can also say:* from your perspective, from his or her perspective, *or* from our perspective. *Now let's look at another common word partner. Read it with me. Underline the word partner:* different perspectives. *When we talk about opposite opinions we often use the word partners:* different perspectives.
11. **Try It!**
    a. **Introduce the frame.** Have students read along silently with you. Provide and explain the example *eating a snack*. Have students echo-read the example sentence. Provide example(s).
    b. **Have students think about how to complete the frame with relevant content.** Direct students to share completed frames: *Bs go first. Read your sentence to your partner twice. First, read it fluently; second, make eye contact and say it with expression. Then, switch roles. As share your sentence twice, Bs listen.*
    c. **Preselect** 2 students to begin the class discussion. Call on 3 more students. *Listen as your classmates share ideas.* Record and display a list of shared examples. *Write one additional idea next to your own.*

00 Teacher's Edition

perspective *noun* — **Say it:** per • **spec** • tive

Write it: _____ **Write it again:** _____

Meaning
a way of looking at or thinking about something based on your life experiences

Synonyms
• idea; opinion

Examples
• From the toddler's **perspective**, the fountain seems too high.
• Children and parents often have different **perspectives** on the importance of wearing helmets.

TOOLKIT

Forms
• **Singular:** perspective
• **Plural:** perspectives

Word Partners
• from (my, your, his/her our, their) perspective
• different perspective(s)

Examples
• **From my perspective**, sunny days are better than rainy days because it is more fun to play outside.
• Students and teachers have **different perspectives** on recess. Students want more recess, while teachers think it's long enough.

Try It
From my **perspective**, it is best to do homework after eating a snack (playing outside; unpacking my backpack) (verb + ing).

VERBAL PRACTICE
Talk about it — Discuss Listen Write
Discuss ideas with your partner, listen to classmates, and then write your favorite idea.
1. From my friend's **perspective**, the best T.V. show is Myth Busters (Dog with a Blog; Phineas and Ferb) (noun).
2. Parents and children usually have different **perspectives** on chores (cell phones; movies) (plural noun).

144 Unit X

DAY 2 SMARTSTART p.000

VERBAL PRACTICE
Talk About It

1. **Echo-read the directions.** Introduce the first frame and explain the grammatical cue. *Underline the word* is. *After the word* is, *I need to write a singular noun. Remember a noun is a person, place, thing or idea. So, I need to think about the one thing, a T.V. show, and write the title of the show.* Provide and explain example: *Myth Busters*. Have students echo-read the example sentence aloud. Provide example(s). Cue students to think about how to complete the frame.
2. **Discuss** Direct students to share ideas using the frame multiple times. *As go first. Read your sentence aloud to your partner. Then, make eye contact and repeat your sentence with expression. Bs listen carefully. Then, switch roles. Keep sharing ideas back and forth. You will complete the frame after we've had our class discussion.*
3. **Listen** Preselect 2 students to share sentences aloud. Call on 2–3 more. Remind students to listen for similarities. *Listen to your classmates and compare ideas.*
4. **Write** Record and display a list of shared examples. Have students write one. *Write your own, a partner's, or one from our class discussion.*

Repeat the process for sentence frame #2. *Underline the word* on. On *is a preposition that usually comes before a noun. We need to connect the preposition* on *to a noun, or thing, that many parents and teens have different perspectives on, such as: chores*. Provide examples.

= Cognates/Home Language = Language for Collaboration

Academic Vocabulary Toolkit—Elementary	ISBN	Price
Student Book*— Grade 3	978-13050-79106	$28.25 (Available October 2014)
Teacher's Guide with Professional Development DVD —Grade 3	978-13051-10021	$85.50 (Available October 2014)
Student Book*— Grade 4	978-13050-79335	$28.25 (Available NOW!)
Teacher's Guide with Professional Development DVD —Grade 4	978-13051-10038	$85.50 (Available NOW!)
Student Book*— Grade 5	978-13050-79342	$28.25 (Available September 2014)
Teacher's Guide with Professional Development DVD —Grade 5	978-13051-10045	$85.50 (Available September 2014)

*A minimum purchase of 10 Student Books is required.

NGL.Cengage.com/academicvocabularytoolkit

Informational Text ~ Sample Vocabulary

Text Type	Claim	Evidence	Detail
chapter	opinion	statistics	reason
report	point of view	data	example
article	perspective	facts	factor
study	focus	indicators	experience
essay	stance	events	anecdote
research brief	position	percentages	incident
biography	premise	outcomes	issue
memoir	thesis	effects	consequence
speech	argument	reactions	explanation
blog	angle	consequences	justification
position paper	outlook	results	rationale
manual	take	patterns	event

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Academic Language to Preview Informational Text

Vocabulary to Discuss Informational Text Features

author	title	heading	image	table	caption
source	subtitle	subheading	chart	graph	legend
author bio	section	info-graphic	t-chart	map	references

Language to Discuss Predictions About Text Content

- *Based on the text features, I predict this article will largely focus on ___.*
- *Based on the text features, I expect the author to primarily address ___.*
- *After previewing the text, I anticipate that the author will explore the topic of ___, in particular ___.*
- *Based on the title, I presume that the author plans to discuss ___.*
- *Based on the heading, it appears that the author will mainly address ___ in this section.*
- *The caption for this image indicates that ___.*
- *This info-graphic (chart, table, map, graph) includes information about ___.*

Language to Establish a Reading and Study Plan

- *After previewing the text, I predict the content will be ___ (fairly complex, quite challenging, somewhat difficult, relatively easy) to analyze and recall.*
- *After previewing the text, I think I should divide it into ___ (two, three, four) manageable sections to read, analyze and take study notes.*
- *After previewing the text, I can anticipate spending (20, 30, etc.) minutes reading and taking notes on each section.*

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Language to Discuss Key Ideas and Details in Informational Text

Vocabulary to Discuss Key Ideas and Details in Informational Text:

nonfiction text	article	evidence	topic	message	example
Informational text	essay	data	key idea(s)	claim	reason
chapter	source	facts	main idea(s)	detail	justification
report	selection	citations	point	support	perspective

Q & A for Key Ideas and Supporting Details in Informational Text

Q: What is the **topic** of this article/report/paragraph/section?

A: *The **topic** of this _____ is _____.*

Q: What is this paragraph/section/article **mainly about**?

A: *This _____ is **mainly about** _____.*

Q: What is this paragraph/section/article **primarily about**?

A: *This _____ is **primarily about** _____.*

Q: What does the author **focus on** in this paragraph/section?

A: *In this _____, the author focuses on _____.*

Q: What does the author **address** in this paragraph/section?

A: *In this _____, the author **addresses** _____ **(**reasons for __, examples of ___, the issue of __, evidence regarding __, consequences of __).*

Language to Discuss Types of Support within Informational Text

- reasons for _
- examples of _
- data regarding __
- evidence supporting __
- consequences of __
- problems resulting from __
- issues related to __
- arguments in support of __

Q: What is the **author's key idea/main point**?

A: *The **author's key idea** is that _____.*

A: *The **author's main point** is that _____.*

Q: What is the **author's claim/position regarding ___**?

A: *The **author's claim regarding** ___ is that _____.*

A: *The **author's position on** ___ is that _____.*

Q: How does the **author support his/her claim/position that ___**?

A: *The **author supports his/her claim with** ___ (convincing reasons for ___, compelling examples of ___, extensive evidence regarding ___).*

Q: What is/are the **most important detail(s)** in this paragraph/section?

A: *One **important detail** in this paragraph/section is _____.*

A: *A **critical detail** in this paragraph/section is _____.*

A: *Another **significant detail** in this paragraph/section is _____.*

A: *The most **essential detail** in this paragraph/section is _____.*

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Common Direction Words in Academic Writing Prompts

ANALYZE	Break the subject (an object, event, or concept) down into parts, and explain the various parts.
ARGUE	State a claim on an issue and support it with reasons and evidence from sources while also countering possible statements or arguments from individuals who have different positions.
COMPARE	Show how two things are similar and different; include details or examples.
CONTRAST	Show how two things are different; include details or examples.
CRITIQUE	Point out both the good and bad points of something.
DEFINE	Give an accurate meaning of a term with enough detail to show that you really understand it.
DESCRIBE	Write about the subject so the reader can easily visualize it; tell how it looks or happened, including how, who, where, why.
DISCUSS	Give a complete and detailed answer, including important characteristics and main points.
EVALUATE	Give your opinion of the value of the subject; discuss its good and bad points, strengths and weaknesses.
EXPLAIN	Give the meaning of something; give facts and details that make the idea easy to understand.
ILLUSTRATE	Give the meaning of something; give facts and details that make the idea easy to understand.
INTERPRET	Explain the meaning of a text, statement, photo, graphic aid; discuss the results or the effects of something.
JUSTIFY	Give convincing reasons and evidence from sources to support a claim, decision, action, or event.
PERSUADE	Give convincing reasons in order to get someone to do or believe something; appeal to the reader's feelings and mind.
RESPOND	State your overall reaction to the content, then support your individual opinions or claims with specific reasons and relevant examples, making sure to refer back to supporting texts.
STATE	Give the main points in brief, clear form.
SUMMARIZE	Provide an objective overview of the topic and important details from a text; use paragraph form, key topic words, and no personal opinions about the content.
SYNTHESIZE	Combine ideas from different sources in a single response.
TRACE	Describe an event or process in chronological order.

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Dr. Kinsella's High-Utility Vocabulary Instructional Routine ~ Step by Step

Phase 1: Introducing Word	**Introduce the High-Utility Academic Word**
	1. **Establish purpose:** learning a high-utility academic word
	2. **Pronounce** the word
	3. **Students repeat**
	4. **Provide part of speech**
	5. **Syllabify**
	6. **Students repeat**
	7. **Provide a student-friendly definition**
	8. **Students repeat** definition and fill in blank(s)
	9. **Model example #1** *visibly displayed*
	10. **Students repeat** example and fill in blank(s)
	11. **Model example #1** *visibly displayed*
	12. **Students repeat** meaning and fill in blank(s)

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

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

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Name _____ Date_____

1	Word	Meaning	Examples	Images
	accurate ac•cu•rate *adjective* _____ _____	**synonym:** *correct* right or 100% _____ in every detail **antonym:** *inaccurate*	You can get an **accurate** measurement of your height and _____ at the doctor's office. It is important to include **accurate** information when you are writing a _____.	

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

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

In my opinion, the (book, television show, movie) _____
presents an _____ description of the life of American children like me.

2	Word	Meaning	Examples	Images
	factor fac•tor *noun* _____ _____	one of many things that _____ or affect a situation	Not wearing a helmet is often a **factor** in bicycle _____ _____ A good night's sleep and a nutritious breakfast are **factors** in a student's performance on _____.	

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

One of the most important **factors** when I purchase a gift for a friend is _____
_____

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

Several _____ influence my interest in a book, especially _____
_____ and _____

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Name _____ Date_____

1	Word	Meaning	Example(s)	Image
	productive pro•duc•tive *adjective* _____	**synonym:** *hard-working* making, creating or completing a lot and doing it _____ **antonym:** *unproductive*	If workers are _____, they are usually more **productive**. On rainy days, elementary students are fidgety and less **productive** because they can't _____.	

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

Students are more productive when the substitute teacher is _____

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

I am more _____ working in _____

when I have a difficult homework assignment. _____

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

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

When kindergarteners participate in a fire drill for the first time, their teacher always demonstrates how to _____

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

Recently, I _____ how to _____

because my *(friend, classmate, sister, etc.)* _____ needed assistance.

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Name _____ Date_____

1	Word	Meaning	Examples	Images
	similar sim•i•lar *adjective* _____ _____	**synonym:** *alike* almost the _____ **antonym:** *different*	An _____ is **similar** to a tangerine because they have the same _____ and color, and they are both sweet-tasting citrus fruits. My cousin and her dog look **similar** because they both have _____ eyes, big _____, and blonde hair.	

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

On the first day of school, many students arrive with **similar** _____

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

It's great to have friends with interests in _____ and _____ that are _____ to mine. _____

2	Word	Meaning	Examples	Images
	characteristic char•ac•ter•is•tic *noun* _____ _____	**synonym:** quality something that is typical about _____ or something	A Chihuahua has several recognizable **characteristics**. They have a small _____, short legs, a long nose, a curly _____, and pointy ears. Being _____, loyal and supportive are often **characteristics** of a best _____.	

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

One of my best **characteristics** is my ability to _____

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

Our teacher advised us to _____ a Student Council representative with strong leadership _____

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Name _____ Date_____

Word	Meaning	Examples	Images
perspective per•spec•tive *noun* _____ _____	**synonyms:** *idea, opinion* a way of looking at or _____ about something based on your experiences	When you have an argument with a classmate, you should try to see the _____ from his or her **perspective**. Parents and children usually have different **perspectives** on _____.	

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

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

_____

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

Teachers and students often have different _____

on how carefully students should check their _____

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

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

From our_____, elementary schools (should/should not) _____

_____

One important reason is that _____

_____

In addition, _____

_____

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

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

_____

_____

_____

_____

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Name _____ Date_____

Word	Meaning	Example(s)	Image(s)
respond re•spond *verb* _____	1. to answer or reply 2. to react; to do something because of something that has happened	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: *(Complete the frame adding appropriate content.)*
When I receive a text message from a friend, I usually _____ within _____

Verbal Practice 2: *(Complete the frame adding appropriate content.)*
If I saw a classmate looking at my answers during an exam, I would probably _____
by _____

Writing Practice 1: *(Complete the frame adding the correct word form and appropriate content.)*

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

Writing Practice 2: *(Complete the frame adding the correct word form and appropriate content.)*

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

Construct a Collaborative Response: *(Write a brief response including a relevant example.)*
Describe the way some students respond to the stress of final exams.

Some students respond to the stress of final exams by _____
_____. For example, _____
_____

Construct an Independent Response: *(Write a brief response including descriptive details.)*
Describe a time when someone you know responded courageously in a dangerous situation.

_____
_____
_____
_____

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

perspective
noun

COGNATE p.R6

Say it: per • **spec** • tive ***Write it:*** _____

Academic Vocabulary Toolkit

Meaning	Example
the way someone sees or thinks about something ***Synonym:*** point of view	When you have an ___argument___ with a friend, you should try to see the ___issue___ from his or her **perspective**.

Forms

- ***Singular:*** perspective
- ***Plural:*** perspectives

Word Partners

• different _____	Jamal and I have **different perspectives** on the issue of global warming.
• from (my/your/his/her/our/their) _____	The governor is considering reducing schools' budgets, but **from my perspective**, we should give schools more funding.
• unique _____	Artists have a **unique perspective** 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).

SMART START

1. No one agreed on the ___election/economy___ (singular noun/non-count noun) because everyone had a different ___perspective___ (Toolkit word: singular).
2. She has one ___perspective___ (Toolkit word: singular) on what is happening in ___Iran/Los Angeles___ (proper noun) and I have another.

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/government spending___.
Toolkit word: plural
plural noun/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*.

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

❷ 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___?

❶ Toolkit word: plural
❷ adjective
❸ Toolkit word: singular
❹ non-count noun/plural noun
❺ Toolkit word: plural
❻ gerund
❼ Toolkit word: plural

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.

include

verb

Say it: in • clude

Write it: _____ ***Write it again:*** _____

_____

TOOLKIT

Meaning

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

Synonyms

- add; combine

Antonyms

- leave out

Examples

- During the party, my friend's mother took a picture that **included** all of the _____ .

- My teacher is happy that the new student's backpack **includes** all the _____ that he needs for school.

Forms

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

Family

- **Adjective:** inclusive
- **Noun:** inclusion

Word Partners

- include examples (of)
- include information (on/about)

Examples

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

Try It

A healthy dinner **includes** protein and vegetables, such as broccoli or _____ .

VERBAL PRACTICE

Talk about it

Discuss
Listen
Write

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

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

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

WRITING PRACTICE

Collaborate

Discuss
Agree
Write
Listen

Discuss ideas with your partner and agree on the best words to complete the frame.

If we were to make a _____ about a superhero, such as _____, we would _____ information about (his/her) _____ ability to _____.

Our Turn

Discuss
Listen
Write

Read the prompt. Work with the teacher to complete the frames. Write a thoughtful response that includes a relevant example.
PROMPT: What should a zoo environment include for its animals?

Zoos should _____ elements that feel like the natural environment an animal comes from. For example, a _____ from a tropical rainforest should have a warm, damp place with lots of _____.

Be an Academic Author

Write
Discuss
Listen

Read the prompt and complete the frames. Strengthen your response with a relevant example.
PROMPT: How would you describe a perfect Saturday? Include information on what makes it fun.

A perfect Saturday would _____ going to a _____. For example, when I went to a similar event last year, everyone was _____ and _____, including my best friend.

Construct a Response

Write
Discuss
Listen

Read the prompt and construct a thoughtful response. Include a relevant example to strengthen your response.
PROMPT: Food competitions often require chefs to include odd ingredients to make a new menu item. If you were a chef, what unusual ingredients would you include on a pizza to win the contest?

_____

_____

_____

_____

grammar tip

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

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

REVIEW: appearance *noun*

DAY 1

Everyone tells me that my physical _____

reminds them of (my/the actor) _____ ☐

_____ . ☐

include *verb*

DAY 2

When you make tacos, it is important to _____ lots

of _____ to ☐

make it extra delicious! ☐

DAY 3

My friend's Halloween costume every year usually _____

some kind of hat to make him look _____ ☐

_____ . ☐

DAY 4

Many PG-13 movies _____ language that is not

_____ ☐

for elementary school students. ☐

DAY 5

Our teacher said, "If you want to go to the _____ ,

make sure that I _____ your name on the list and ☐

I have a signed permission slip." ☐

TOTAL

Dr. Kinsella's "Daily Do Now" Routine ~ Step by Step

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

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

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

© Kate Kinsella, Ed. D. 2011 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Name Date

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		_____ *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
		Weekly Total Points			

© Kate Kinsella, Ed. D. 2013 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

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

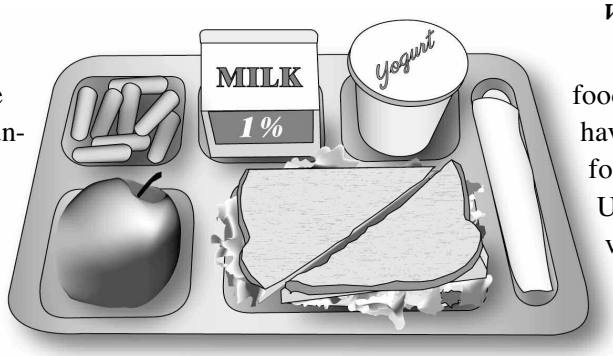
Date		Daily Do Now ~ Vocabulary Review and Assessment 1. Open your vocabulary notebook and review your notes for the target word. 2. Complete the sentence frame, adding the target word and relevant content. 3. Underline clues that helped you determine the correct form of the target word. 4. If you have the time, write a "show you know" bonus sentence.	–	✓	+
Monday		**strategy** 1. *Two positive* _____ *for making a new friend during the first weeks of school are to* _____ *and* _____	0	1	2
		2. Bonus _____	0	1	2
Tuesday		**inform** 1. *When Barack Obama took office as president of the U.S., he* _____ *the American people that he would try to* _____	0	1	2
		2. Bonus _____	0	1	2
Wednesday		**debate** 1. *If a classmate* _____ *with a Social Studies teacher about a current event, the student better understand* _____	0	1	2
		2. Bonus _____	0	1	2
Thursday		**portion** 1. *A healthy school lunch menu includes two* _____ *of* _____ *and only a small* _____ *of dessert.*	0	1	2
		2. Bonus _____	0	1	2
Friday		**oppose** 1. *If our Middle School had a new dress code, I would definitely* _____ *having to wear* _____ *because* _____	0	1	2
		2. Bonus _____	0	1	2
		Weekly Total Points			

© Kate Kinsella, Ed. D. 2011 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

What's Happening

IN THE USA?

BY LAWRENCE GABLE *VOL 18, NO 6 FEBRUARY 2011*



School Lunches Get Healthier

School lunch programs have existed for more than a hundred years. Mostly they have served what the schools could afford to buy. Now a new law, the Healthy, Hunger-free Kids Act of 2010, is changing that focus to nutrition, so school lunches will be healthy too.

The first school lunch programs came in cities. A group in Philadelphia started serving lunches for a penny at one school in 1894. It expanded its program quickly to serve nine schools. In 1904 a women's group in Milwaukee accepted donations so that it could buy food. They cooked in their homes and brought the meals to children in schools. In 1908 a group in Boston cooked at a central kitchen and took lunches to nine high schools.

Over time some boards of education took on the responsibility themselves. By 1921 Chicago had the country's most extensive school lunch program. It served hot lunches to students at every high school and to 31,000 children at elementary schools. Soon it became evident that local groups and school districts could not afford to provide for students' needs. They needed help from the government.

Then some states began developing school lunch programs. They allowed school districts to sell lunches cheaply, and in a few states schools made lunches available to poor children for free. The Great Depression in the 1930s created a crisis though. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry.

The federal government started giving aid to school lunch programs in the 1930s. Then in 1946 President Truman signed the National School Lunch Act. By the end of that first year about 7.1 million children got meals from the National School Lunch Program. Now it serves 31 million children.

The program has changed some over the years. It has added programs for breakfast and after-school snacks. It also has officially recognized the relationship between good nutrition and children's ability to develop and learn. However, rather than serve the healthiest foods possible, most programs have chosen to serve prepared food that they get cheaply. Usually they have low nutritional value, and contain high levels of sugar and fat.

The number of children who have weight problems has grown. Presently one-third of the nation's 110 million children are overweight or obese. According to the American Medical Association, the problem has become critical in the past three decades. Children are consuming more empty calories and also getting less exercise. They are likely to become obese adults with serious health issues like diabetes, high blood pressure, heart disease and strokes.

The Healthy, Hunger-free Kids Act of 2010 provides $4.5 billion to schools. It guarantees the continuation of free and low-cost lunches, and expands the program to include even more students. It increases the amount of money that each school district receives per meal so that it can buy, and actually cook, nutritious food. It also helps schools to offer after-school meals, not just snacks. The law emphasizes the creation of farm-to-school networks so that schools serve locally grown food. It even encourages schools to plant their own gardens.

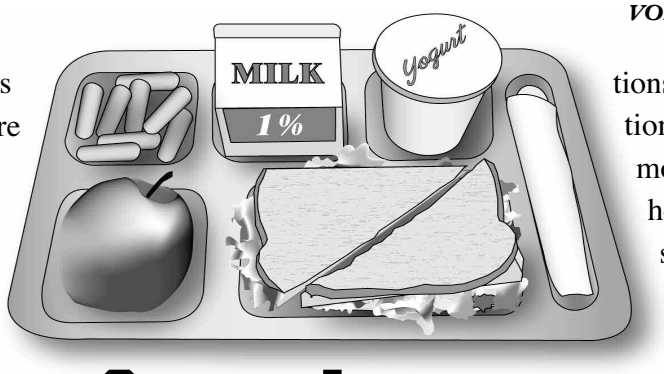
Now the U.S. Department of Agriculture will be setting new nutrition standards. It will oversee food not only in the cafeterias, but also in vending machines and at school stores. It does not affect food sold at after-school events and fundraisers like bake sales though. It limits the amount of calories, salt, sugar and fat that food at schools can have. School districts get to decide which food to serve and how to prepare it. They certainly will offer more fruit, vegetables, whole grains and low-fat dairy products.

In the beginning the government's school lunch program responded to children's hunger. Today it is responding to both hunger and obesity. Because children now consume nearly one-half of their total calories every day at school, it is time for food at American schools to change for the better.

What's Happening

IN THE USA?

BY LAWRENCE GABLE *VOL 18, NO 6 FEBRUARY 2011*



School Lunches Get Healthier

School lunch programs have existed for more than a hundred years. Mostly they have served what the schools could afford to buy. Now a new law, the Healthy, Hunger-free Kids Act of 2010, is making school lunches healthier.

Cities had the first school lunch programs. A group in Philadelphia served lunches for a penny at one school in 1894. In 1904 a women's group in Milwaukee used donations to buy food, cook it in their homes and bring it to schools. In 1908 a group in Boston cooked at a central kitchen and took lunches to nine high schools.

Over time some boards of education started programs. By 1921 Chicago had the country's largest school lunch program. It served hot lunches at every high school and at sixty elementary schools. Soon local groups and school districts found that they needed help from the government.

Then some states began school lunch programs. They allowed school districts to sell lunches cheaply and give them to poor children for free. The Great Depression in the 1930s brought hard times though. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry.

The federal government started helping school lunch programs in the 1930s. Then in 1946 President Truman signed a law that created the National School Lunch Program. That first year it served seven million children. Now it serves 31 million children.

The program has changed some over the years. Now it has programs for breakfast and after-school snacks. It also recognizes the relationship between good nutrition and learning. However, most programs do not serve healthy foods. Instead they serve prepared food that they get cheaply. Usually they have low nutritional value and high levels of sugar and fat.

The number of children who have weight problems has grown. One-third of the nation's 110 million children are overweight or obese. Children are eating more empty calories and getting less exercise. They are likely to become obese adults with serious health issues like diabetes, high blood pressure, heart disease and strokes.

The Healthy, Hunger-free Kids Act of 2010 does several things. It continues the free and low-cost lunch programs, and includes even more students. It gives school districts more money so that they can offer nutritious food. It also helps schools to offer after-school meals, not just snacks. The law encourages schools to plant their own gardens and to buy locally grown food.

The new law requires food to be more nutritious. It affects food in cafeterias, vending machines and school stores, but not at after-school events and fundraisers. It limits the calories, salt, sugar and fat in food at schools. School districts get to decide which food to serve and how to prepare it. They certainly will offer more fruit, vegetables, whole grains and low-fat dairy products.

In the beginning the government's school lunch program responded to children's hunger. Today it is responding to both hunger and obesity. Children now consume nearly one-half of their total calories every day at school. It is time for food at American schools to change for the better.

Background Information

The increase per meal is six cents. It is the first significant increase in 30 years.

In 2009 children in more than 500,000 American families went without the food they needed.

According to the Centers for Disease Control and Prevention, about 17 percent of children ages 2 to 19 are obese, not just overweight. Research shows that 80 percent of children who are overweight between the ages of 10 to 15 become obese by age 25.

First lady Michelle Obama has a campaign called "Let's Move" to end childhood obesity.

The highest rates of obesity occur among populations with the highest rates of poverty and the least education. Rates for women are higher than for men. However, according to the National Center for Health Statistics, people in all income and education levels are gaining weight.

Researchers refer to the "hunger-obesity paradox." It applies to families that eat easily accessible, calorie-dense food that lacks nutritional value. Family members get a lot of calories, but they are malnourished and obese.

In the past 30 years the obesity rate for children in two age groups (2 to 5; 12 to 19) has tripled. The rate has quadrupled for children ages 6 to 11.

Researchers also believe that Americans' life expectancy could fall by as many as five years in the coming decades because of the high rates of overweight and obese children.

The American Obesity Association recommends that parents and children prepare food together so that children can learn about healthy cooking and food preparation. It also recommends limiting fast food to no more than once a week.

The National School Lunch Program operates in more than 101,000 public schools, non-profit private schools and residential child care institutions in all fifty states.

The Institute of Medicine reports that TV food ads have a direct effect on what children choose to eat. About 34 percent of the ads are for candy, 28 percent for cereal and 10 percent for fast food. Only 4 percent are for dairy products and 1 percent for fruit juices.

Characters that appeal to children began appearing on cereal boxes in the 1930s.

Topics for Discussion and Writing

Pre-reading:

- Describe a typical school lunch that your school serves at its cafeteria.

Comprehension:

- Why is there a need for more nutritious food in school lunches?

Beyond the Text:

- What is wrong with French fries, fried chicken, soda and a cupcake for lunch?
- Do you think that advertising influences what you eat?
- Why do you think people eat certain things, even though they are not healthy or nutritious?

Vocabulary (*advanced article only)

Article-specific: nutrition; donation; board of education; unemployment; obese; critical*; calorie; per*; network*; standard*; to oversee*

High-use: focus*; to expand*; extensive*; evident*; available*; crisis*; decade*; to consume; to guarantee*; to emphasize*; to respond

Sources

Tulsa World January 2, 2011

Washington Times December 17, 2010

Plain Dealer (Cleveland) December 14, 2010

Journal of Law, Medicine & Ethics April 1, 2007

Journal of School Health March 1, 2007

U.S. Department of Agriculture **www.fns.usda.gov**

CA Curricular Standards (4–12)

English-Language Arts

Reading 1.0 Vocabulary Development
2.0 Comprehension (Informational Materials)

Writing 1.0 Writing Strategies
2.0 Writing Applications

ELD—*Intermediate and Advanced*

Reading Vocabulary Development/Comprehension
Writing Strategies and Applications
Listening and Speaking

© 2011 Lawrence Gable www.whpubs.com

Name _____ Date_____

1	Word	Meaning	Examples	Images
	nutrition nu•tri•tion *noun* **nutritious** nu•tri•tious *adjective* _____ _____	the process of eating the right types of food for good health and _____	Professional _____ try to eat a variety of grains, fruits and vegetables for good **nutrition**. Eating a **nutritious** breakfast on school days helps a student _____ during morning classes.	

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

One food I should probably eat more often for good **nutrition** is _____.

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

I wish our school had vending machines with delicious and _____ choices such as _____ and _____.

2	Word	Meaning	Examples	Images
	obese o•bese *noun* **obesity** o•be•si•ty *noun* _____ _____	**synonym:** fat _____ in a way that is unhealthy the condition of being so overweight that it is _____	Because our cat had gained ten pounds in one year, the vet said Coco was **obese** and put her on a strict _____. One way to avoid **obesity** is to _____ for at least 30 minutes daily.	

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

Overweight children can avoid becoming **obese** adults if they begin eating more _____ and less _____

Writing Practice (Think-Write-Pair-Share)

Many serious health problems such as _____ are linked to _____.

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Name _____ Date_____

1	Word	Meaning	Examples	Images
	calorie cal•o•rie *noun* _____ _____	a unit for measuring the amount of _____ food will produce	A boiled potato without any _____ has about 90 **calories**. If you want to lose weight, you can _____ the **calories** in the foods you eat.	

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

Many fast food items such as _____ and fries are high in **calories** but low in nutrition.

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

It is important for students to get enough _____ during the school day to have energy to _____.

2	Word	Meaning	Examples	Images
	consume con•sume *verb* _____ _____	**synonym:** eat to eat or _____ something; to use fuel, energy, _____ or electricity	A koala mainly **consumes** eucalyptus _____. Small hybrid cars like the _____ **consume** less gas than large SUVs and trucks.	

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

Dentists recommend that children watch the amount of _____ they **consume**.

Writing Practice (Think-Write-Pair-Share)

Many parents want schools to more carefully control the foods students _____ during _____ because they are concerned about their _____.

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Academic Discussion Topic: *School Food*

THINK: **Identify foods your believe schools should permit and restrict in cafeteria meals, vending machines, and snack shops.**

+	-
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

WRITE: **Rewrite two ideas using the sentence frames. Include precise word choices. Use a transition to elaborate with evidence from text or prior experience.**

For instance,	For example,	As an example,
According to the article,	The author points out that __	Gable notes that __
Based on experience,	I have personally witnessed __	I have observed __

Frame 1: I believe schools (should, should not) restrict unhealthy foods such as _____ and _____ because students _____(**present tense verb:** *prefer, dislike*)

Response: _____

_____

_____

Frame 2: Offering only healthy foods in school cafeteria meals and vending machines is (necessary, unnecessary) because (many, most, some, few) students are capable of _____(**verb + ing**: *selecting, spending, deciding, wasting*)

Response: _____

_____

_____

Precise Word Bank:

Nouns	**Verbs**	**Adjectives**
choices	select	responsible
options	consume	irresponsible
calories	prefer	nutritious
decisions	avoid	obese
items	dislike	harmful

DISCUSS: **Listen attentively to and record notes on your classmates' ideas. Start by listening attentively, restating, and recording your partner's idea.**

- *So your (experience/observation/perspective) is that __*
- *Yes, that's correct. No, not exactly. What I (meant/stated/intended) was __*

Classmates' Names	Ideas
1.	
2.	
3.	

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

- *My idea is similar to __'s.*
- *My idea builds upon __'s.*

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Text-Dependent Responses: *School Lunches*

RESPOND WITH EVIDENCE

Use the frames and evidence from the text to construct formal written responses. Include precise word choices. Use transitions to elaborate.

Transitions to Introduce Support:

For instance, For example, As an example,
According to the article, The author points out that __ Gable notes that __
The data on __ indicates that __ Research on __ demonstrates that __

1. Why is there a need for more nutritious food in school lunches?

There is a striking need for more nutritious food in school lunches because _____

- many children in the U.S. are _____(**adjective:** *sickly, unhealthy*).
- cafeteria meals often contain _____ (**adjective**: *little, low, minimal*) value.
- the meals many districts provide typically lack _____ (**noun:** *whole grains*)

_____

_____

_____

_____

_____

_____

2. What are the most noteworthy impacts of The Healthy, Hunger-free Kids Act of 2010 on American schools?

The Healthy, Hunger-free Kids Act has _____ (**adjective:** *multiple, numerous*) impacts on American schools. This federal law guarantees _____

_____

It also expands _____

_____

Another important (**noun:** *impact, effect, outcome*) is _____

_____

This will help schools _____

_____

An additional (**adjective:** *positive, promising, strong*) _____
(**noun:** *impact, effect, outcome*) is _____

_____

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Name _____ Date_____

1	Word	Meaning	Examples	Images
	similar sim•i•lar *adjective* _____ _____	**synonym:** *alike* almost the _____ **antonym:** *different*	An _____ is **similar** to a tangerine because they have the same _____ and color, and they are both sweet-tasting citrus fruits. My cousin and her dog look **similar** because they both have _____ eyes, big _____, and blonde hair.	

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

On the first day of school, many students arrive with **similar** _____

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

It's great to have friends with interests in _____ and _____

that are _____ to mine. _____

2	Word	Meaning	Examples	Images
	benefit ben•e•fit *noun* _____ _____	**synonym:** advantage something good or _____ you get from something	One **benefit** of living near school is that you can _____ and get some exercise instead of drive in rush hour traffic. An important **benefit** of being bilingual is being able to listen and dance to music in two different _____.	

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

One **benefit** of owning a pet is having a playmate when you are _____

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

Two _____ of using a laptop or tablet to write in class are being able to _____

_____ and _____ more easily.

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

Name _____ Date_____

Academic Discussion Topic: Academic Vocabulary

THINK: **Briefly record your personal responses to this question:**

What are the benefits of learning academic vocabulary?

1. _____
2. _____
3. _____

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

Frame: _____ using academic vocabulary will help me to _____.
(adverb) (verb: base form)

Precise Word Banks:

ADVERBS	VERBS
correctly	*improve*
accurately	*succeed*
skillfully	*impress*

Model Sentence: *Expertly using academic vocabulary will help me to communicate effectively with my teachers and classmates during lessons.*

My sentence: _____

_____

_____

DISCUSS: **Listen attentively to and record notes on your classmates' ideas.**
Start by listening attentively, restating, and recording your partner's idea.

- *So your opinion is that __*
- *Yes, that's correct. No, not exactly. What I said was __*

Classmates' names	Ideas
1.	
2.	
3.	

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

- *My idea is similar to_____'s.*
- *My idea builds upon _____'s.*

© Kate Kinsella, Ed. D. 2014 ~ All rights reserved. *Do not modify or distribute electronically without permission.*

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).
Keeler, B., & Svetcov, D. (2000). *My Turn Essays: Student reflections*. Newsweek Education Program.
The New York Times Upfront Magazine. Scholastic, Inc. 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
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 (Consortium on Reading Excellence)
Check out this link on Coxhead's website: **The Web Vocabulary Profiler** – Tom Cobb ☛ **(lextutor.ca)**

References on Academic Language Development

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second language learners: Report of the national literacy panel on language-minority children and youth.* Center for Applied Linguistics.

Bailey, A. (Ed.) (2007). *The language demands of school: Putting academic English to the test.* Yale University Press.

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

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 Dept. of Education.

Feldman, K., & Kinsella, K. (2005). *Narrowing the language gap: The case for explicit vocabulary instruction.* Research Monograph - Scholastic.

Ferris, D. (2002). *Treatment of error.* University of Michigan.

Firsten, R.., & Killian, P. (2002). *The ELT grammar book.* Alta Book Center Publishers: www.altaesl.com

Fisher, D., Rothenberg, C., & Frey, N. (2007). *Language learners in the English classroom.* Urbana, Illinois: National Council of Teachers of English.

Gold, N. (2006). The high schools English Learners need. *University of California Language Minority Research Institute.* Retrieved April 28, 2008, (http://www.lmri.ucsb.edu/publications/06_gold.pdf)

Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English-language learners. *Exceptional Children, 66*(4*),* 454-470.

Kinsella, K. (Dec. 2012). Cutting to the Common Core: Communicating on the same wavelength. *Language Magazine*, 18-25

Kinsella, K. (Oct. 2012). Cutting to the Common Core: Disrupting discourse. *Language Magazine, 18-23.*

Kinsella, K. (Aug. 2013). Cutting to the Common Core: Making vocabulary number 1. *Language Magazine, 18-23.*

Kinsella, K. (Oct. 2014). Cutting to the Common Core: Analyzing Informational Text. *Language Magazine,* 18-26.

Kinsella, K. (May 2013). Cutting to the Common Core: The Benefits of Narrow Reading Units for English Learners, *Language Magazine, 18-23.*

Kinsella, K. (2011). Research to inform English language development in secondary schools. *In the STARlight: Research and Resources for English Learner Achievement* (http://www.elresearch.org).

Kinsella, K. (2011). *English 3D: Research Overview.* Scholastic, Inc.

Olsen, L. (2012). Secondary school courses designed to address the language needs and academic gaps of long term English learners. *Californians Together* (http://www.californianstogether.org).

Olsen, L. (2011). A closer look at long-term English learners: A focus on new directions. *In the STARlight: Research and Resources for English Learner Achievement* (http://www.elresearch.org).

Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners.* Alliance for Excellent Education.

Spada, N. & Lightbown, P. (2008). Form-focused instruction: Isolated or integrated? *TESOL Quarterly* 42(2) 181–207.