Academic Vocabulary Toolkit Training

Dr. Kate Kinsella

Teaching and Learning High-Use Words for Academic Achievement
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Teaching and Learning with the Academic Vocabulary Toolkit

Day 2

Dr. Kate Kinsella

October 2013

Participants will . . .

- Review each phase of Dr. Kinsella’s explicit routine
- Revisit instructional essentials when assigning a sentence frame during Verbal/Writing Practice
- Practice assigning a verbal practice task in groups
- Collaborate and prioritize words for instruction
- Learn how to apply the basic instructional process with other aspects of your curriculum
- Experience the Word Witness/Workout Writing and Reporting Routine
- Explore program assessments

Setting Up Productive Partners

1. Make eye contact with an elbow partner.
2. Determine who will be partner #1 and #2:
   #1 is seated on left; #2 is seated on right.
3. No #3s (2nd #2 will share after 1st #2).
4. Observe the “4 Ls” for working with a partner.

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 academic discussions in pairs, small groups, and whole group.

The Role of Vocabulary Knowledge in English Learner School Success

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


Vocabulary Results from the NAEP 2009 and 2011 Reading Assessments

CA ranks 5th from the bottom!!!

**Brief Partner Task**

_A contributing factor in California’s poor vocabulary performance may be ___ (noun phrase: inappropriate activities...)_

**Precise, Academic Noun Phrases**
- a lack of attention to ______
- an over-reliance on ______
- an increased percentage of ______
- confusion regarding ______

**Model Response**

**Written Sentence:**
_A contributing factor in California’s poor vocabulary performance may be ___ inappropriate activities such as word sorts and crossword puzzles instead of explicit, interactive instruction._

**Building Academic Vocabulary: Instructional Cornerstones**

**Supplemental Informational Texts: Grades 3-5**
- _What’s Happening in California?_
- _Time for Kids_
- _National Geographic Magazine_
- _Ranger Rick_

**Supplemental Informational Texts: Grades 6-12**
- _What’s Happening in the US?_
- _What’s Happening in the World?_
- _(The NY Times) Upfront Magazine_
- _AVID Weekly_

**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
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 a 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

Rate the Word: polysemous

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

Word Knowledge 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.

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.

Productive Word Knowledge: **polysemous**

**part of speech:** adjective  
**pronunciation:** pə-lē-ˈsē-məs, pə-ˈli-sə-məs  
**definition:** having many meanings  

I am able to adeptly use the word polysemous.  

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

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

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

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Assume</th>
<th>Benefit</th>
<th>Concept</th>
<th>Consist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>Economy</td>
<td>Environment</td>
<td>Establish</td>
<td>Estimate</td>
</tr>
<tr>
<td>Factor</td>
<td>Finance</td>
<td>Formula</td>
<td>Function</td>
<td>Income</td>
</tr>
<tr>
<td>Indicate</td>
<td>Individual</td>
<td>Interpret</td>
<td>Involve</td>
<td>Issue</td>
</tr>
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<td>Labor</td>
<td>Legal</td>
<td>Major</td>
<td>Method</td>
<td>Occur</td>
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<td>Percent</td>
<td>Principle</td>
<td>Section</td>
<td>Significant</td>
<td>Similar</td>
</tr>
<tr>
<td>Source</td>
<td>Specific</td>
<td>Structure</td>
<td>. . .</td>
<td></td>
</tr>
</tbody>
</table>

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

Source: (Averil Coxhead, 2000)

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

Words that 5-12 students must master in order to:
- Comprehend test instructions
- Analyze informational text
- Engage in academic discussion
- Collaborate productively
- Make formal presentations
- Justify, argue, synthesize, and cite data in formal writing
High Priority Competency Clusters for CCSS Vocabulary Readiness

- Describe
- Sequence
- Create
- Collaborate
- Compare/Contrast
- Infer/Drawing Inferences
- Argue
- Analyze ~ Narrative Text
- Analyze ~ Info. Text
- Analyze ~ Cause-Effect
- Analyze ~ Problem-Solution
- Interpret ~ Data/Evidence

Words for Academic Interaction

<table>
<thead>
<tr>
<th>Collaboration</th>
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<tbody>
<tr>
<td>alternative</td>
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<tr>
<td>assume, assumption</td>
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<tr>
<td>conclude, conclusion</td>
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<tr>
<td>describe, description</td>
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<tr>
<td>emphasize, emphasis</td>
</tr>
<tr>
<td>compromise</td>
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<tr>
<td>cooperate</td>
</tr>
<tr>
<td>perspective</td>
</tr>
<tr>
<td>process</td>
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<tr>
<td>resolve, resolution</td>
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<table>
<thead>
<tr>
<th>Discussion/Debate</th>
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</thead>
<tbody>
<tr>
<td>bias, biased</td>
</tr>
<tr>
<td>claim</td>
</tr>
<tr>
<td>clarify</td>
</tr>
<tr>
<td>communicate, communication</td>
</tr>
<tr>
<td>controversial</td>
</tr>
<tr>
<td>factual</td>
</tr>
<tr>
<td>opponent</td>
</tr>
<tr>
<td>perceive, perception</td>
</tr>
<tr>
<td>respond, response</td>
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<tr>
<td>viewpoint</td>
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</table>

Words to Write Academic Papers

<table>
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<tr>
<th>Summary/Research</th>
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<tbody>
<tr>
<td>analyze, analysis</td>
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<tr>
<td>conclude, conclusion</td>
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<td>consequence</td>
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<tr>
<td>emphasize, emphasis</td>
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<tr>
<td>factor</td>
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<tr>
<td>evidence</td>
</tr>
<tr>
<td>impact</td>
</tr>
<tr>
<td>including</td>
</tr>
<tr>
<td>indicate, indication</td>
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<tr>
<td>significant, significance</td>
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</table>

<table>
<thead>
<tr>
<th>Justification/Argument</th>
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<tbody>
<tr>
<td>argue, argument</td>
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<tr>
<td>assume, assumption</td>
</tr>
<tr>
<td>convince, convincing</td>
</tr>
<tr>
<td>elaborate, elaboration</td>
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<tr>
<td>emphasize, emphasis</td>
</tr>
<tr>
<td>justly, justification</td>
</tr>
<tr>
<td>logical, illogical</td>
</tr>
<tr>
<td>persuade, persuasion</td>
</tr>
<tr>
<td>relevant, relevancy</td>
</tr>
<tr>
<td>valid, invalid</td>
</tr>
</tbody>
</table>

Vocabulary High-Utility Word Routine

Dr. Alatriste’s High Utility Vocabulary Instructional Routine ~ Step by Step

1. Introduce the High-Utility Academic Word
2. Propriect the word
3. Students repeat
4. Provide part of speech
5. Synonym
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 blanks
11. Model example #1 visibly displayed
12. Students repeat meaning and fill in blanks

High-Utility Word Note-Taking Guide

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>tend (to)</td>
<td>tend to do something</td>
<td>Children tend to get restless at school on rainy days because they can’t go outside.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High-Utility Word Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word</td>
</tr>
<tr>
<td>tend to do something</td>
</tr>
<tr>
<td>tendency to become</td>
</tr>
</tbody>
</table>
**Parts of Speech**

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

---

**High-Utility Word Practice**

**tend to (verb)**

- **Verbal Practice:** Car radios tend to have poor reception when drivers _______ __________
  - (verb - present tense: leave, enter, own)

---

**Partner Discussion: Interact**

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

---

**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.

---

**To be an Idol ≠ To be Idle**

**idol noun**

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

**idle adjective**

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

---

**Academic Language to Compare**

**Everyday English**

- Mine’s the same.

**Academic English**

- My idea is similar to __’s (Monica’s).
- I agree with __ (John Carlos).
- My idea builds upon __’s (Eric’s).
Language to Select Reporters

Everyday English
- Um...(name)
- I pick...
- I want...
- Let’s hear from...
- How about...

Academic English
- I select...
- I choose...
- I nominate...
- I’d like to hear from...
- I’d appreciate a contribution from...

Questions and Sentence Frames for Attentive Listening

- What example did you select?
- What example did you record?
- What response did you appreciate?
- What content did you find most relevant?
- The example I selected was __
- I example I recorded was __
- I appreciated __’s response: __
- I found __’s content most relevant:

High-Utility Word Practice

**tendency (noun)**

- Writing Practice: When Middle School teachers assign a written report, many students have a ___________ to begin working ___________

Explicit High-Utility Vocabulary Teaching Routine

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

Explicit High-Utility 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.

Embed Grammatical Targets in Sentence Frames for New Words

**Target Word: portion (noun)**
- I wish the cafeteria served two __ of __.
- A healthy diet includes several __ of __.
- For dinner we usually eat one __ of __.

**Target word: respond (verb)**
- A kind teacher always __ to students’ questions in a __ manner.
- When the bell rang, I __ by immediately __
A High-Priority Grammar Target: Plural Noun Forms

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

**Academic Language Cues**
- several
- numerous
- various
- diverse
- a number of
- a variety of
- a collection of
- a percentage of

A High-Priority Grammar Target: Past Tense Forms

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

**Academic Language Cues**
- in the past
- previously
- recently
- formerly
- prior
- beforehand
- while I was ...

A High-Priority Grammar Target: Simple Present Tense Forms

**Casual Language Cues**
- now
- often
- usually
- mostly
- mainly
- sometimes
- never

**Academic Language Cues**
- frequently
- generally
- regularly
- habitually
- occasionally
- seldom
- rarely

A suffix provides information about the part of speech of a word.

- **read**  
  verb
- **reader**  
  noun
- **reading**  
  noun
- **reads**  
  verb
- **readable**  
  adjective
- **readability**  
  noun

Guide students in analyzing how suffixes change the part of speech.

- **produce**  
  verb
- **producer**  
  noun
- **product**  
  noun
- **production**  
  noun
- **productive**  
  adjective
- **productively**  
  adverb
- **productivity**  
  noun

A prefix provides information about the meaning of a word.

- **read**  
  verb
- **preread**  
  verb
- **reread**  
  verb
- **misread**  
  verb
- **pseudoread**  
  verb
- **postread**  
  verb
Phase 1: Introduce a High-Utility Word

Phase 2: Structure Verbal Practice

Partnering Directions

- Discuss your idea with your partner.
  1. Read it 2x fluently using the sentence frame.
  2. Make eye contact and say it with expression.
- Keep discussing until I say: “1-2-3, eyes on me.”
- If you don’t have a second idea, use the teacher’s idea or repeat your idea.

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)

Class Reporting Directions

- Use your audible public voice if you are called: 3x louder than your partnering private voice.
- Listen for and record a strong example that can serve as your Vocabulary Velcro.
- Listen for and point out similarities. 
  My example is similar to _’s.
  My example builds upon _’s.
Verbs for “Popcorn” Selection

Everyday English
- I pick...
- I want...

Academic English
- I choose...
- I select...
- I nominate...
- I would like to hear from...
- I am eager to hear from...

Phrases to Elicit Audible Contributions

Everyday English
- What?
- Huh?
- Come again?
- What did you say?
- I didn’t get that.
- Speak up. We can’t hear you.

Academic English
- Please repeat that using your public voice.
- Please say that again audibly so ___ can hear.
- Thank you. This time, sit up and project your voice.
- Three times louder, using professional voice.

Questions and Sentence Frames for Attentive Listening

- What example did you select?
- What example did you record?
- What response did you appreciate?
- What content did you find most relevant?

- The example I selected was ___
- I example I recorded was ___
- I appreciated ___’s response: ___
- I found ___’s content most relevant: ___

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.

GOALS: Talk about it

- Provides immediate, scaffolded verbal rehearsal.
- Illustrates correct usage of the word in a complete, academic sentence.
- Deepens word knowledge with a new context.
- Enhances speaking and listening skills requiring an academic demeanor.
- Offers opportunities to consider relevant examples and perspectives.

Verbal Practice

- 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 reporters only after providing adequate reflection time, modeling, and partner or group interaction.
Goals: Increasing Participation

Three strategies I will definitely use to increase verbal participation during lessons:
1) __________________________
2) __________________________
3) __________________________

Introducing the Antonym: persuade

- The girl’s mother dissuaded her from buying a sweater for her new dog. Her mother pointed out that the dog had long fur and would be too hot.
- The girl’s father dissuaded her from naming the dog Bella since two other dogs in their neighborhood had that same name.

Common Prefix Page

dis- Common words: disrespect, disabled

- disadvantage (advantage)
- dissuade (persuade)
- disadvantage (similar)

Prefix reminder words:
disconnect disappear

A suffix provides information about the part of speech of a word.

- read verb
- reader noun
- reading noun
- reads verb
- readable adjective
- readability noun

Guide students in analyzing how suffixes change the part of speech.

- produce verb
- producer noun
- product noun
- production noun
- productive adjective
- productively adverb
- productivity noun

A prefix provides information about the meaning of a word.

- read verb
- preread verb
- reread verb
- misread verb
- pseudoread verb
- postread verb
Jot Down Steps in Setting Up a Verbal Practice Task

- Read directions: phrase cued “echo reading” or choral reading
- Read sentence frame
- Explain any new vocabulary/grammar target
- Model a response (verbally and in writing)
- Provide think time
- Remind to not write answer yet

Jot Down Steps in Setting Up a Verbal Practice Task

- Display and model expectations for discussing
- Optional - Assign attentive listening task: restate/paraphrase partner’s idea
- Cue partner 1/A to share first
- Circulate and observe target students
- Pre-select initial/final reporters

Phase 3: Structure Writing Practice (collaborative and independent)

Brief Partner Task

- **Sharing** a response involves __________________ but doesn’t require __________________
- **Collaborating** on a response requires __________________ from every participant on the team and a consensus on __________

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 …

Planning Collaborative Tasks

- What **process** should I explain, model and monitor?
- What **language** should I introduce, rehearse and monitor?
Language: Classroom Collaboration

Dr. Kate Kinsella’s Language for Classroom Collaboration

Soliciting Ideas
What should we write?
What do you think makes sense?
What’s your idea/opinion/recommendation?
What are your thoughts?
Do you have a suggestion?
How do you think we should tackle this?
What do you think we should do first?
We haven’t heard from you yet?

Confirming Ideas
I see what you mean.
I share your point of view.
That makes sense.
That would work.
I hadn’t thought of that.
That’s an interesting example, opinion, approach.
Now I understand your perspective/approach.
That’s correct.
No, not exactly. What I said/meant was ____________.

Rephrasing Ideas
The data on ___ illustrates ___.
I have personally observed that ___.
Based on experience, I know ___.
To illustrate, ___.
For example, ___.

Contributing Ideas
Some of us believed ___ while others maintained ___.
We had different perspectives on this issue/question.
One example/reason would be to ___.
We concluded that the strongest argument is ___.
After discussing ___, our group determined that ___.
My partner/group and I decided on this response: ___.
My partner offered this example, (example, reason): ___.
Our response is that ___.

Contributions
My partner, ___, and I discussed ______.
We haven’t heard from you yet.
What do you think makes sense?
What should we write?

Reporting Ideas
What makes you think that?
What exactly do you mean by ___?
Will you explain what you mean by ___?
I have a question about ___.
I am not sure I understand your idea, position, reason.
I don’t quite understand your idea, example, reason.

Confirming Ideas
I understand your perspective/approach.
Now I understand your perspective/approach.
I see what you mean.
I share your point of view.
I don’t quite understand what you mean by ___.
I share your position/point of view.
I don’t understand your perspective/approach.

Contributing Ideas
We could also considering including ___.
We could also put ___.
Partnering Directions for Collaborative Writing Tasks

Discuss your idea with your partner.
1. Gather contributions: What should we write? What do you think makes sense?
2. Confirm contributions: I see what you mean. That’s an interesting example.
3. Complete the frame: Both write the same idea...the line you came up with together.
4. Practice reading your sentence

Introductory Collaboration Card

1. What should we write?
2. We could put ___
3. What do you think makes sense?
1. My idea is ___
2. What do you think we should write?
1. We could write ___
2. That would work.
1. Do you have a suggestion?
2. We could also put ___
3. That makes sense.

Partnering Directions for Collaborative Writing Tasks

Discuss your idea with your partner.
1. Gather contributions: What should we write? What do you think makes sense?
2. Confirm contributions: I see what you mean. That’s an interesting example.
3. Complete the frame: Both write the same idea...the line you came up with together.
4. Practice reading your sentence

Productive Strategies

What could you do?
- pretend your mother just texted you

What could you say?
- say you don’t think that behavior is appropriate
Sentence Frames for Collaborative Writing Tasks

- A: What do you think we should write?
- B: We could put __
- B: What do you think makes sense?
- A: My idea is __
- A/B: Let’s combine our ideas and write __
  Maybe we should put __

Attentive Listening Frames

Previous Frames

- A strong example I recorded was __
- A relevant example that caught my attention was __

Current Frames

- I decided to record __’s example: __
- The example I found most relevant was __

Phase 4: Assign sentence-level writing tasks with language targets (grammatical and word partners)

Be an Academic Author: Frame 1

- Rachel __persuaded__ her parents to let her go to the One Direction concert.
  buy an expensive new outfit from Abercrombie & Fitch for the concert.

Be an Academic Author: Frame 2

- I tried to __persuade__ my friends to study at the library _______ with me.
  go to the One Direction concert
Addressing Students’ Grammar Needs

Teacher’s Guide Grammar Lessons

Establishing Grammar Priorities

- Review grammar lessons and establish at least one immediate instructional priority.
- Use the sentence frame to discuss one lesson you plan to teach:

Based on my experience, students will benefit from the ___ Grammar Lesson because _______.

Phrases to Share Word Choices

Writing an Academic Paragraph

- We thought of ___
- We decided upon ___
- We selected ___
- We came up with ___
- We intend to use ___
- We opted to use ___

Phase 5: Assign a cloze paragraph (appropriate word forms and content)

Complete the paragraph using the correct forms of personal and original content.

Most people have found themselves in a situation where someone tries to _______ them to do something they don’t want to do.

Sometimes it can be ___________ to tell someone “no,” especially if they ___________ you. Or someone you know from school.

What are some ___________ for dealing with peer pressure? If someone attempts to ___________ you to do something dangerous on your own, you should get out of the situation immediately. Walk away, tell them “no thank you,” or ask _______ to come over to a distraction. You are an independent person—don’t let anyone ___________ you to do something you don’t want to do.

Smart Start: a Daily, Brief Bell-Ringer Assessment of a Recently-Taught Word

Smart Start Instructional Routine T58-99
**Purposes of the Daily Smart Start**

- Begin the lesson efficiently
- Improve scholarly comportment
- Transition smoothly from other course content
- Provide an incentive for reviewing AVT words
- Transfer word knowledge from short-term memory to long-term memory

**Smart Start: Daily, Formative Assessment**

Toolkit word: **accurate** Part of speech: ___

- The ___ in our classroom wasn’t __, so as a result, all of the students __.
- **Bonus Sentence:** Write an accurate one-sentence description of the class’ behavior during yesterday’s assembly.

**Sample Smart Start**

Toolkit word: **persuade** Part of speech: ____

- It would be difficult to persuade me to __.
- **Bonus Sentence:** Describe a time a teacher or family member persuaded you to do something that later made you proud.

**Smart Start Directions**

- Read the Smart Start assignment.
- Record the date, Toolkit word, part of speech.
- Consider how you might complete the sentence.
- If necessary, review the Toolkit.
- Record your sentence adding the correct form of the Toolkit word and appropriate content.
- Underline any clues that helped you determine the correct form of the Toolkit word.
- If time permits, write a bonus sentence.

**Smart Start Scoring Guidelines**

1. Review your sentence to check your grammar, spelling and content.
2. Read your sentence to your partner 2 times.
3. Listen to your partner’s sentence and pay close attention to see if the content makes sense.
4. Give your partner supportive feedback.
5. Compare your sentence to the models.
6. Record score that you deserve.
7. Score your bonus sentence.
## Tally Your Smart Start Points

<table>
<thead>
<tr>
<th>Date Toolkit word</th>
<th>Part of Speech</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>persuasive</td>
<td>noun</td>
<td>1</td>
</tr>
<tr>
<td>persuade</td>
<td>verb</td>
<td>1</td>
</tr>
</tbody>
</table>

- It would be difficult to **persuade** me to try downhill skiing because I am afraid of heights.

- Part of Speech = 1 point
- Correct Word Form = 1 point
- Appropriate Content = 1 point

## Organize a Toolkit Notebook

Prepare Student Notebooks:

1. Academic Vocabulary Toolkit Notebook Cover
2. Smart Start Section
3. Word Witness Section
4. Word Workout Section
5. Assessments

## AVT Reproducibles

- Classroom Posters
- Additional Smart Starts
- Smart Start Student Notebook Page
- Word Workout/Witness Event Record
- Word Workout Frame & Completed Samples
- Word Witness Frame & Completed Samples
- Common Prefixes Student Page
- Grading Record

## Word Witness & Workout Student Page

## Benefits: Word Witness & Workout

- An incentive for noticing words in contexts.
- A vehicle for describing and celebrating their own skillful, independent application.
- Brief constructed written response tasks.
- Engage students in crafting mindful academic prose, using complex sentences, precise word choices and compelling support.
- Encourages introspection about how academic vocabulary strengthens verbal and written communication.

## Thank you!

Dr. Kate Kinsella  
Center for Teacher Efficacy,  
San Francisco State University  
katek@sfsu.edu
Expressing an Opinion
I think/believe that
In my opinion
From my perspective
From my point of view

Drawing Conclusions
Based on my experience, it seems that
The data suggests that
Based on __, I assume that
After reading __, I conclude that

Agreeing
I agree with (a person) that
I share your point of view.
My perspective/experience is similar to _’s.
My idea builds upon _’s.

Disagreeing
I don’t quite agree.
I disagree (somewhat, completely).
I see it differently.
I have a different point of view.

Asking for Clarification
What do you mean by __?
Will you explain that again?
I have a question about __.
I don’t quite understand __ (the directions).

Paraphrasing
So what you are saying is that
In other words, you think
If I understand you correctly,
your opinion/suggestion is that

Reporting a Partner’s Idea
__ indicated that
__ pointed out to me that
__ emphasized that
__ shared with me that

Reporting a Group’s Idea
We decided/agreed/determined that
We concluded that
Our group sees it differently.
We had a different approach.

Soliciting a Response
What do you think?
We haven’t heard from you yet.
Do you agree?
What are your thoughts?

Holding the Floor
As I was saying
What I was trying to say was
If I could finish my thought
I’d like to complete my thought.

Offering a Suggestion
Maybe we could try __.
You/We might think about __.
You/We might consider trying __.

Interjecting an Idea
Can I say something?
Can I add an idea?
I have another approach/idea.
Soliciting Ideas
What should we write?
What do you think makes sense?
What's your idea/opinion/recommendation?
What are your thoughts?
Do you have a suggestion?
How do you think we should tackle this?
What do you think we should do first?
We haven’t heard from you yet?

Confirming Ideas
I see what you mean.
I share your point of view.
That makes sense.
That would work.
I hadn’t thought of that.
That’s an interesting example, opinion, approach.
Now I understand your perspective/approach.
That’s correct.
No, not exactly. What I said/meant was ___.

Contributing Ideas

Individual
My perspective is that ___.
In my opinion, ___.
I think ___ would work well.
I think that ___ makes sense.
From my perspective, ___ makes the most sense.
The way I see it, ___ works best.
Another approach would be to ___.

Partner/Group
We could write ___.
We could also put ___.
We could also considering including ___.

Elaborating on Ideas
I believe this because ___.
One reason I maintain this position is ___.
A compelling reasons is ___.
For example, ___.
To illustrate, ___.
Based on experience, I know ___.
I have personally observed that ___.
The data on ___ illustrates ___.

Clarifying Ideas
I don’t quite understand your idea, example, reason.
I am not sure I understand your idea, position, reason.
I have a question about ___.
Will you explain what you mean by ___?
What exactly do you mean by ___?
What makes you think that?

Rephrasing Ideas
So, what you are saying is that ___.
That’s correct. No, not exactly. What I said/meant was ___.
So, you are recommending that ___.
In other words, you think ___.
If I understand you correctly, your idea is ___.
So, your perspective is that ___.
So, you think we should ___.

Reporting Ideas from Partner/Group
My partner, ___ and I decided that ___.
Our response is that ___.
My partner offered this example, (reason): ___.
My partner/group and I decided on this response: ___.
After discussing ___, our group determined that ___.
We concluded that the strongest approach would be to ___.
One example/reason we came up with was ___.
We had different perspectives on this issue/question.
Some of us believed ___ while others maintained ___.

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Language for Classroom Collaboration

Gathering Contributions
• What should we write?
• What do you think makes sense?
• Do you have a suggestion?
• We haven’t heard from you yet.

Confirming Contributions
• I see what you mean.
• That’s an interesting example.
• Now I understand your perspective.
• I share your point of view.

Clarifying Contributions
• I don’t quite understand what you mean by __.
• I have a question about __.
• Will you explain what you meant by__?
• What makes you think that?

Rephrasing Contributions
• In other words, you think __.
• So, what you are saying is that __.
• So, you are recommending that __.
• If I understand you correctly, your idea is __.

Reporting Contributions
• My partner , ___, and I discussed ______.
• My partner and I/group decided/agreed on this response: __.
• One example my partner offered was ____.
• As a group, we determined that the correct ______ is ___.

1. What should we write?
2. We could put ___

2. What do you think makes sense?
1. My idea is ___

2. What do you think we should write?
1. We could write ___
2. That would work.

1. Do you have a suggestion?
2. We could also put ___

1. That makes sense.

1. What should we write?
2. We could put ___

2. What do you think makes sense?
1. My idea is ___

2. What do you think we should write?
1. We could write ___
2. That would work.

1. Do you have a suggestion?
2. We could also put ___

1. That makes sense.
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)
Questions to Plan Vocabulary Instruction to Support Text Comprehension, Academic Discussion, and Constructed Written Responses

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

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

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

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

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

5. Is the word encountered frequently in academic contexts?

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

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

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

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

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

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

6. Which words can easily be figured out from the context/text resources during either independent or teacher-mediated reading?
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
- Content Standards
- Assessments
- Academic Literacy Tasks and Instructions

### Book 1 Words

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

### Book 2 Words

- acquire
- adapt
- adjust
- affect
- alter
- alternative
- approximately
- aspect
- attain
- bias
- biased
- capable
- capable
- circumstance
- claim
- clarify
- communicate
- communication
- compatible
- complex
- compromise
- conflict
- consume
- controversial
- cooperate
- correspond
- crisis
- critical
- crucial
- current
- deny
- distinguish
- diverse
- diversity
- element
- eliminate
- enable
- exclude
- expand
- factual
- feature
- focus
- function
- fundamental
- generalization
- imply
- infer
- inference
- influence
- integrate
- interpret
- interpretation
- investigate
- maintain
- modify
- obtain
- occur
- opponent
- oppose
- opposition
- option
- organization
- organize
- participate
- perceive
- perception
- pattern
- permit
- phase
- potential
- preparation
- present
- primary
- principle
- prior
- process
- promote
- rational
- regular
- regulation
- resolution
- resolve
- role
- sequence
- series
- solution
- solve
- statement
- strategy
- substitute
- sufficient
- summarize
- summarize
- symbol
- symbolize
- transition
- trend
- value
- version
- viewpoint
The Academic Word List (Averil Coxhead, 2000): a list of 570 high-incidence and high-utility academic word families for Secondary School, Higher Education, Career

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

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


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

2. achieve acquire administrate affect appropriate aspect assist category chapter commission community complex compute conclude conduct consequent construct consume credit culture design distinct equate element evaluate feature final focus impact injure institute 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 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 whereas

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
### Introduce the High-Utility Academic Word

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Establish purpose: learning a high-utility academic word</td>
</tr>
<tr>
<td>2.</td>
<td>Pronounce the word</td>
</tr>
<tr>
<td>3.</td>
<td>Students repeat</td>
</tr>
<tr>
<td>4.</td>
<td>Provide part of speech</td>
</tr>
<tr>
<td>5.</td>
<td>Syllabify</td>
</tr>
<tr>
<td>6.</td>
<td>Students repeat</td>
</tr>
<tr>
<td>7.</td>
<td>Provide a student-friendly definition</td>
</tr>
<tr>
<td>8.</td>
<td>Students repeat definition and fill in blank(s)</td>
</tr>
<tr>
<td>9.</td>
<td>Model example #1 visibly displayed</td>
</tr>
<tr>
<td>10.</td>
<td>Students repeat example and fill in blank(s)</td>
</tr>
<tr>
<td>11.</td>
<td>Model example #1 visibly displayed</td>
</tr>
<tr>
<td>12.</td>
<td>Students repeat meaning and fill in blank(s)</td>
</tr>
</tbody>
</table>

### Transition to Verbal Practice

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduce frame for verbal practice visibly displayed, include model response</td>
</tr>
<tr>
<td>2.</td>
<td>Students repeat model response</td>
</tr>
<tr>
<td>3.</td>
<td>Direct attention to grammatical target(s) (underline, highlight)</td>
</tr>
<tr>
<td>4.</td>
<td>Prompt students to consider a response</td>
</tr>
<tr>
<td>5.</td>
<td>Cue partner (A/B, 1/2) to share response with partner (twice)</td>
</tr>
<tr>
<td>6.</td>
<td>Circulate listening, providing feedback, and preselect initial reporters</td>
</tr>
</tbody>
</table>

### Transition to Reporting

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Elicit reporting with frame, visibly displayed</td>
</tr>
<tr>
<td>8.</td>
<td>Cue preselected students to report</td>
</tr>
<tr>
<td>9.</td>
<td>Direct students to write the word and selected response in the frame (own, partner’s or strong response)</td>
</tr>
</tbody>
</table>

### Transition to Writing Practice

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduce frame for writing practice visibly displayed, include model response</td>
</tr>
<tr>
<td>2.</td>
<td>Students repeat model response (silently, phrase-cued, chorally)</td>
</tr>
<tr>
<td>3.</td>
<td>Direct attention to grammatical target(s) (underline, highlight)</td>
</tr>
<tr>
<td>4.</td>
<td>Prompt students to consider a response, allowing adequate think time</td>
</tr>
<tr>
<td>5.</td>
<td>Direct students to write appropriate word form and content in the frame</td>
</tr>
<tr>
<td>6.</td>
<td>Cue partner (A/B, 1/2) to read response to partner (twice)</td>
</tr>
<tr>
<td>7.</td>
<td>Circulate listening, providing feedback</td>
</tr>
<tr>
<td>8.</td>
<td>Cue partners to switch and read each other’s sentence (continue circulating)</td>
</tr>
</tbody>
</table>

### Transition to Reporting

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Elicit reporting with frame, visibly displayed</td>
</tr>
<tr>
<td>10.</td>
<td>Cue preselected students to report</td>
</tr>
<tr>
<td>11.</td>
<td>Elicit additional responses</td>
</tr>
<tr>
<td>Word</td>
<td>Meaning</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------</td>
</tr>
<tr>
<td>accurate</td>
<td>right or 100%</td>
</tr>
<tr>
<td></td>
<td>in every detail</td>
</tr>
<tr>
<td>inaccurate</td>
<td></td>
</tr>
</tbody>
</table>

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

**Writing Practice (Think-Write-Pair-Share):**
In my opinion, the television program presents an ____________________ view of the life of American children like me.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example(s)</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>perspective</td>
<td>a way of</td>
<td>Traveling to another state or country often gives you a new perspective on ___________.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>____________________</td>
<td>Parents and children usually have different perspectives on _____________.</td>
<td></td>
</tr>
</tbody>
</table>

**Verbal Practice (Think-Pair-Share-Write):**
Sometimes English teachers and students have different perspectives on writing assignments, especially ____________________

**Writing Practice (Think-Write-Pair-Share):**
From my ____________________, the school lunch menu would be dramatically improved if it included more ____________________ and ____________________
### Word List

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>tend (to)</td>
<td>to usually do a __________ thing</td>
<td>Children <strong>tend to</strong> get restless at school on rainy days because they can't ___________</td>
</tr>
<tr>
<td>tend</td>
<td>a __________ of doing something</td>
<td>After several rainy school days, elementary teachers have a <strong>tendency</strong> to become ________</td>
</tr>
<tr>
<td>tendency</td>
<td>noun</td>
<td></td>
</tr>
<tr>
<td>factor</td>
<td>one of many things that _________ or affect a situation</td>
<td>The weather is often a <strong>factor</strong> in the Superbowl. If it ______, the athletes don't perform well. A good night's sleep and a nutritious breakfast are <strong>factors</strong> in a student's performance on _________.</td>
</tr>
</tbody>
</table>

#### Verbal Practice (Think-Pair-Share-Write):
Car radios tend to have poor reception when drivers

#### Writing Practice (Think-Write-Pair-Share):
When Middle School teachers assign a written report, many students have a __________ to begin working ____________

---

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Workshop ____ : Reading Selection: ____________________________

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example(s)</th>
<th>Image(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>respond</td>
<td>verb</td>
<td>1. When you receive a compliment, it is __________ to respond by saying “Thank you.”</td>
<td><img src="THANK_YOU!.png" alt="Image" /></td>
</tr>
<tr>
<td>respond</td>
<td>1. to ___________</td>
<td>2. The team lost another game so the star player responded by ___________ stomping off the field</td>
<td><img src="football_player.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td>2. to do something because of something that has ___________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. When you receive a compliment, it is __________ to respond by saying “Thank you.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Verbal Practice 1:**
When I receive a text message from a friend, I usually _______________ within _________

**Verbal Practice 2:**
If I saw a classmate looking at my answers during an exam, I would probably _______________ by _______________

**Writing Practice 1:**
During a job interview, a serious teen _______________ to questions about work experience _______________

**Writing Practice 2:**
When a popular band like _______________ enters the stage, the audience usually _______________ with _______________

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

**Review Sentence:** (use the key word and language from the prompt to write a strong response)
Describe a time when someone you know responded courageously in a dangerous situation.
**Purpose:** Use this instructional routine to improve students’ analysis of sentence-level context to determine word meaning in text passages that contain accessible clues.

<table>
<thead>
<tr>
<th>PHASE 1: Focus</th>
<th>Direct Attention to Word Context (Text Passage, Sentence)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Establish purpose: identifying context clues to partially determine word meaning</td>
</tr>
<tr>
<td></td>
<td>2. Direct attention to text sentence containing word</td>
</tr>
<tr>
<td></td>
<td>3. Students <strong>place reading guide card</strong> under the target sentence</td>
</tr>
<tr>
<td></td>
<td>4. Cue students to echo-read the text sentence</td>
</tr>
<tr>
<td></td>
<td>5. Echo-read text sentence in phrase cues</td>
</tr>
<tr>
<td></td>
<td>6. Direct attention to word (<strong>underline, circle, highlight</strong>)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHASE 2: Pronounce</th>
<th>Pronounce the Word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Pronounce the word</td>
</tr>
<tr>
<td></td>
<td>2. Students repeat</td>
</tr>
<tr>
<td></td>
<td>3. Syllabify</td>
</tr>
<tr>
<td></td>
<td>4. Students repeat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHASE 3: Analyze the Word</th>
<th>Determine the Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Break word into identifiable parts (<strong>prefix, suffix, root word</strong>)</td>
</tr>
<tr>
<td></td>
<td>2. Students <strong>underline</strong> identifiable parts (<strong>prefix, suffix, root word</strong>)</td>
</tr>
<tr>
<td></td>
<td>3. Direct attention to suffix (<strong>word ending</strong>) to determine part of speech</td>
</tr>
<tr>
<td></td>
<td>4. Prompt students to consider a reminder word with the same suffix</td>
</tr>
<tr>
<td></td>
<td>5. Cue partner (A/B, 1/2) to share reminder words using frame</td>
</tr>
<tr>
<td></td>
<td>6. Circulate listening, providing feedback, and preselecting reporters</td>
</tr>
<tr>
<td></td>
<td>7. Cue preselected students to report using frame</td>
</tr>
<tr>
<td></td>
<td>8. Specify part of speech of reminder words</td>
</tr>
<tr>
<td></td>
<td>9. Prompt partner (A/B, 1/2) to discuss additional grammar clues using frame</td>
</tr>
<tr>
<td></td>
<td>10. Clarify any additional grammar clues that help determine part of speech</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHASE 3: Analyze the Word</th>
<th>Predict and Verify Word Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11. Direct attention to prefix and clarify that it changes word meaning</td>
</tr>
<tr>
<td></td>
<td>12. Cue partner (A/B, 1/2) to share reminder words with the same prefix</td>
</tr>
<tr>
<td></td>
<td>13. Circulate listening, providing feedback, and preselecting reporters</td>
</tr>
<tr>
<td></td>
<td>14. Cue preselected students to report using frame</td>
</tr>
<tr>
<td></td>
<td>15. Clarify meaning of prefix of reminder words</td>
</tr>
<tr>
<td></td>
<td>16. Prompt partner (A/B, 1/2) to discuss additional meaning clues using frame</td>
</tr>
<tr>
<td></td>
<td>17. Elicit responses</td>
</tr>
<tr>
<td></td>
<td>18. Predict word meaning based on grammar and meaning clues using frame</td>
</tr>
<tr>
<td></td>
<td>19. Students <strong>verify word meaning</strong> using dictionary or text glossary</td>
</tr>
<tr>
<td></td>
<td>20. Students record word, part of speech, definition on sticky note</td>
</tr>
</tbody>
</table>
### Common Prefixes (Providing Clues to Word Meaning)

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

### Common Suffixes (Providing Clues to Part of Speech)

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

- **analyze (v)**: to carefully examine something to understand it
- **analysis (n)**: a careful examination of something to understand it
- **context (n)**: the language surrounding a word or phrase that helps you understand it
- **phrase (n)**: a group of words with meaning that do not make a complete sentence: a thoughtful response, speaking clearly
- **prefix (n)**: a group of letters added to the beginning of a word to change its meaning: im + polite = impolite
- **suffix (n)**: a letter or group of letters added to the end of a word that changes the part of speech: rude (adj) + ness = rudeness (n)

Response Frames to ANALYZE CONTEXT

- One meaning clue I identified is ___.
- An additional clue to word meaning is ___.
- ____ is a grammar clue that indicates ____ is a ___ (noun, verb, adjective, adverb).
- One potential grammar clue is ___.
- The prefix on this word reminds me of another word I know __ which means __.
- The suffix ending on this word reminds me of __ which is a ___ (part of speech).
- Based on the context, I think ____ could possibly mean ____.
- Based on the grammar and meaning clues, I predict the word ____ is a ____ (part of speech) meaning ____.
- After analyzing the word parts, I predict that the word ____ is a ____ (part of speech) having something to do with ____.

Response Frames to VERIFY MEANING

- The (dictionary, glossary) definition for ____ is ____.
- After consulting the (dictionary, glossary), I learned that the meaning of ____ is ____.
- After verifying the meaning of ____ using the (dictionary, glossary), I confirmed that my prediction was accurate.
- After verifying the meaning of ____ using the (dictionary, glossary), I learned that my prediction was ____ (inaccurate, not entirely accurate). It actually means ____.
**persuade**

*verb*

**Say it:**  per-sua-de

**Write it:**  ________________

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>to convince someone to do or believe something</td>
<td>The girl persuaded her parents to adopt a ...</td>
</tr>
<tr>
<td><em>Synonym:</em> influence</td>
<td></td>
</tr>
<tr>
<td><em>Antonym:</em> dissuade</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Vocabulary Toolkit**

<table>
<thead>
<tr>
<th>Forms</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present:</td>
<td><em>Noun:</em> persuasion</td>
</tr>
<tr>
<td>I/You/We/They persuade</td>
<td><em>Adjective:</em> persuasive</td>
</tr>
<tr>
<td>He/She/It persuades</td>
<td><em>Adverb:</em> persuasively</td>
</tr>
<tr>
<td>Past:</td>
<td></td>
</tr>
<tr>
<td>persuaded</td>
<td></td>
</tr>
</tbody>
</table>

**Word Partners**

- attempt to ______  
- fail to ______   
- try to ______   

We attempted to persuade our coach to end practice early, but she refused.

Briana failed to persuade her sister to give her a ride to school.

Dennis is trying to persuade his aunt to give him money to go to the movies tonight.

**Verbal Practice**

**Talk about It**  
*Read* each sentence and think about how you would complete it.  
*Discuss* your idea with your partner using the sentence frame.  
*Listen* carefully to your partner’s and classmates’ ideas.  
*Write* your favorite idea in the blank.

1. Sometimes we try to persuade our teacher to let us ____________________.
2. It can be very difficult to persuade young children to eat ____________________.
Writing Practice

Collaborate

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

If someone tries to __________________ you to do something you don’t want to do, one way to get out of it is to __________________.

Your Turn

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

Tracy __________________ her teacher to give her more time to do her book report by saying that ____________________________.

Be an Academic Author

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

1. ____________________________
   ____________________________

2. ____________________________
   ____________________________

Write an Academic Paragraph

Complete the paragraph using the correct form of persuade and original content.

Most people have found themselves in a situation where someone tries to __________________ them to do something they don’t want to do.

Sometimes it can be __________________ to tell someone “no,” especially if he or she is a __________________ or someone you know from school. What are some __________________ for dealing with peer pressure? If someone attempts to __________________ you to do something dangerous or illegal, you should get out of the situation immediately. Walk away, tell them “no thanks,” or ask a __________________ to come over as a distraction. You are an independent person—don’t let anyone __________________ you to do something you don’t want to do.
Complete this list of prefixes for the antonyms in *Academic Vocabulary Toolkit*. Add prefix reminder words only after you discuss them as a class with your teacher.

**de-**  
*Common words:* defrost, detach

---

**dis-**  
*Common words:* disrespect, disabled

---

**ex-**  
*Common words:* exhale, exceed

---

**in-**  
*Common word:* incomplete

---

**ir-**  
*Common words:* irreplaceable

---

**il-**  
*Common words:* illiterate, illegal

---

**non-**  
*Common words:* nonfat, nonsense

---

**un-**  
*Common words:* unimportant, unbelievable

---
### Ten-Minute Paper Discussion Frames: Precise Words

<table>
<thead>
<tr>
<th>Everyday English</th>
<th>Precise, Academic English</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/We thought of</td>
<td>I/We . . .</td>
</tr>
<tr>
<td></td>
<td>considered</td>
</tr>
<tr>
<td></td>
<td>came up with</td>
</tr>
<tr>
<td></td>
<td>decided upon</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>I/We picked</th>
<th>I/We . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>came to a consensus on</td>
</tr>
<tr>
<td></td>
<td>voted for</td>
</tr>
<tr>
<td></td>
<td>opted for</td>
</tr>
<tr>
<td></td>
<td>selected</td>
</tr>
<tr>
<td></td>
<td>chose</td>
</tr>
<tr>
<td></td>
<td>agreed upon</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>I/We put</th>
<th>I/We . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>replaced</td>
</tr>
<tr>
<td></td>
<td>substituted</td>
</tr>
<tr>
<td></td>
<td>inserted</td>
</tr>
<tr>
<td></td>
<td>applied</td>
</tr>
<tr>
<td></td>
<td>utilized</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>I/We liked</th>
<th>I/We . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>valued</td>
</tr>
<tr>
<td></td>
<td>related to</td>
</tr>
<tr>
<td></td>
<td>enjoyed</td>
</tr>
<tr>
<td></td>
<td>appreciated</td>
</tr>
<tr>
<td></td>
<td>preferred</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>This idea/word/phrase works</th>
<th>This idea/word/phrase . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK</td>
<td>works well/perfectly</td>
</tr>
<tr>
<td></td>
<td>works effectively</td>
</tr>
<tr>
<td></td>
<td>fits logically</td>
</tr>
<tr>
<td></td>
<td>makes absolute sense</td>
</tr>
<tr>
<td></td>
<td>seems reasonable</td>
</tr>
</tbody>
</table>

**The precise adjective relevant makes absolute sense.**
**The noun phrase unrealistic expectations fits logically.**
<table>
<thead>
<tr>
<th>AVT Word or word family member</th>
<th>WORD WITNESSED DATE</th>
<th>WORD WORKOUT DATE</th>
<th>LOCATION Record the place or source that the word was seen, heard or used</th>
<th>HOW Record the sentence or phrase and underline the AVT word</th>
</tr>
</thead>
<tbody>
<tr>
<td>accurate</td>
<td>9/10/12</td>
<td></td>
<td>My science teacher, Mr. Avery said accurately</td>
<td>“Be sure to accurately record the temperature in this grid as you conduct the experiment.”</td>
</tr>
<tr>
<td>emphasize</td>
<td>9/12/12</td>
<td></td>
<td>I said emphasize at the makeup counter in Macys.</td>
<td>“Do you have an eye shadow color that will emphasize my green eyes?”</td>
</tr>
<tr>
<td>consider</td>
<td>9/20/12</td>
<td></td>
<td>An article in the Delta Tribune about athletes from our town who received scholarships</td>
<td>“The awards panel considered academics and sportsmanship as well as talent when making the final scholarship decisions.”</td>
</tr>
<tr>
<td>challenging</td>
<td>10/4/12</td>
<td></td>
<td>My varsity soccer coach, Mr. Vega, used challenging talking about our opponents before our game Friday.</td>
<td>“OK. We won our first 3 games, but this older and experienced team will be much more challenging to defeat.”</td>
</tr>
<tr>
<td>perspective</td>
<td>10/10/12</td>
<td></td>
<td>I used perspective talking with my father about Lance Armstrong.</td>
<td>“So now that Lance Armstrong has been charged with doping, has your perspective changed about your cycling hero?”</td>
</tr>
</tbody>
</table>
### Academic Vocabulary Toolkit
**WORD WITNESS/WORD WORKOUT Event Record**

<table>
<thead>
<tr>
<th>AVT Word or word family member</th>
<th>WORD WITNESSED DATE</th>
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<th>LOCATION Record the place or source that the word was seen, heard or used</th>
<th>HOW Record the sentence or phrase and underline the AVT word</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>accurate</strong></td>
<td>m /d /y</td>
<td>m /d /y</td>
<td>My science teacher, Mr. Avery, said “accurately”.</td>
<td>Be sure to accurately record the temperature in this grid as you conduct the experiment.</td>
</tr>
<tr>
<td><strong>emphasize</strong></td>
<td>m /d /y</td>
<td>m /d /y</td>
<td>I said “emphasize” at the makeup counter in Macys.</td>
<td>Do you have an eye shadow color that will emphasize my green eyes?</td>
</tr>
<tr>
<td><strong>consider</strong></td>
<td>m /d /y</td>
<td>m /d /y</td>
<td>An article in the Delta Tribune about athletes from our town who received scholarships</td>
<td>“The Awards Panel considered academics and sportsmanship as well as talent when making the final scholarship decisions.”</td>
</tr>
</tbody>
</table>

**Examples**
**Academic Vocabulary Toolkit**

**WORD WITNESS/WORD WORKOUT Event Record**

<table>
<thead>
<tr>
<th>AVT Word or word family member</th>
<th>WORD WITNESSED DATE</th>
<th>WORD WORKOUT DATE</th>
<th>LOCATION</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Record the place or source that the word was seen, heard or used</td>
<td>Record the sentence or phrase and underline the AVT word</td>
</tr>
</tbody>
</table>
Word Witness!

**First Draft**

**INDICATE TIME:** Recently, Last Night, Yesterday, Over the weekend...

**PROVIDE CONTEXT:** during a class discussion, while watching a basketball game, while reading a magazine article, while searching a Wikipedia entry...

**DESCRIBE WORD ENCOUNTER:** I heard, I overheard, I was surprised to hear, I read, I noticed, I observed...

**INDICATE WHO/WHAT:** my drama teacher, a news reporter, a debate partner, a newspaper article, an Algebra test, a billboard...

**INCLUDE AN ADVERB DESCRIBING HOW THE WORD WAS APPLIED:** skillfully, expertly, correctly, confidently, immediately, excitedly, enthusiastically, subtly...

**REPLACE THE EVERYDAY VERB “USE” WITH A STRONG, PRECISE VERB:** utilize, apply, include, emphasize, state, stress, repeat...

**SPECIFY THE WORD YOU HEARD/RECOGNIZED/READ:** the Academic Vocabulary Toolkit word ________, the high-use academic word ________, the precise word ________, the academic noun/verb/adjective/adverb ________...

**ELABORATE:** write a second sentence that explains interesting details about the context in which you heard or read the word

**CONCLUDE:** write a final sentence describing how this academic word strengthened your understanding

---

**Final Draft**

---

Total points: _______ of 10

R2  Academic Vocabulary Toolkit
Word Workout!

First Draft

INDICATE TIME: Recently, Last Night, Yesterday...

PROVIDE CONTEXT: during a collaborative task in ________ class, during a class debate about ________, while editing an essay for ________, while contributing to a class discussion in ________ class, while attending an assembly about ________

DESCRIBE YOUR APPLICATION USING A PRECISE VERB: I attempted to utilize, I remembered to include, I applied, I demonstrated my understanding of...

SPECIFY THE WORD YOU APPLIED: the high-use academic word________, the Academic Vocabulary Toolkit word________, the academic noun/verb/adjective/adverb ________, the precise word ________...

ELABORATE: write a second sentence that explains interesting details about the context in which you applied the word

CONCLUDE: write a final sentence describing how this academic word strengthened your communication/message

Name ____________________________________________________________________________________________
Class/Period ____________________________________________________________________________________

Total points: ________ of 10

Final Draft

____________________________________________________________________________________________
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____________________________________________________________________________________________
Dates of Instruction ____________________________

Use the grading grid below to record and compile scores for students’ work after completing five Toolkit words.

Toolkit words taught: 1) __________________________ 2) __________________________ 3) __________________________ 4) __________________________ 5) __________________________

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Verbal Practice (10)</th>
<th>Writing Practice (40)</th>
<th>Verbal Practice (10)</th>
<th>Writing Practice (40)</th>
<th>Verbal Practice (10)</th>
<th>Writing Practice (40)</th>
<th>Verbal Practice (10)</th>
<th>Writing Practice (40)</th>
<th>Smart Starts (20)</th>
<th>Lesson Total (270 possible)</th>
<th>Word Witness/Workout! (10 each)</th>
<th>Weekly Total Points</th>
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<tbody>
<tr>
<td>Sam Pull</td>
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<td>20</td>
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<td>10</td>
<td>40</td>
<td>20</td>
<td>250</td>
<td>3=30</td>
<td>280</td>
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Suggested grade correlation: Less than 150= Needs improvement; 150-200=Approaching (C); 201-250=Advancing (B); 251-300 Proficient (A)
# SMART START

1. Read the Smart Start sentence assignment. Then, record the date, Toolkit word, and its part of speech.
2. Carefully consider how you might complete the Smart Start sentence.
3. If necessary, use the Academic Vocabulary Toolkit to review the meaning and use.
4. Record the sentence with the correct form of the Toolkit word and relevant content.
5. Underline any clues that helped you determine the correct form of the Toolkit word.
6. If time permits, write a bonus sentence using the Toolkit word.

<table>
<thead>
<tr>
<th>Date</th>
<th>Toolkit word: _____________________________</th>
<th>Part of speech: _________________________________</th>
<th>1</th>
<th>2</th>
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**Smart Start Points for the Week**

15=15 points

**Bonus Sentences**

1. 
   ___________________________________________________________ 1

2. 
   ___________________________________________________________ 1

3. 
   ___________________________________________________________ 1

4. 
   ___________________________________________________________ 1

5. 
   ___________________________________________________________ 1

**Bonus Points for the Week**

5=5 points

**Total Points for the Week:**

(maximum 20 points)
“PAPER OR PLASTIC?”

Americans have been answering the same question at stores for 25 years: “Paper or plastic?” Although this simple question has remained the same over the years, things are changing. Some cities and companies now have campaigns against the plastic bag.

When plastic bags arrived in stores around 1980, they became popular quickly. Customers found them convenient, and stores liked them because they are lighter and cheaper than paper bags. Plastic bags have become a $1 billion industry in the U.S. They account for 80 percent of the bags that grocery stores give their customers.

Few people foresaw the environmental problems that plastic bags would cause. They litter parks and roads, and clog storm drains and waterways. They also kill tens of thousands of marine animals every year. The bags are made from petroleum, which Americans should use less of. Instead they are using almost 100 billion plastic bags every year.

Although shoppers get the bags for free, the cost to communities adds up. According to Californians Against Waste, plastic bags actually cost American taxpayers millions every year. In San Francisco alone, officials estimate that they spend $8.5 million annually to deal with plastic bag litter. That amounts to 17 cents for every bag in the city.

In March San Francisco became the first major city in the nation to ban plastic bags. Large grocers and pharmacies hand out more than 90 percent of the city’s bags. A new law requires supermarket and pharmacy chains to use biodegradable bags instead. Because they are made from starch, customers can put the bags in their compost collection bins. They will decompose within 60–90 days. Other cities already are considering similar laws.

Other places in the world also have taken steps to eliminate plastic bags. South Africa, Rwanda, Zanzibar, and the French island of Corsica have banned them completely. Three years ago Ireland placed a “plastax” fee of about 25 cents on each bag. As a result, the use of plastic bags there fell by 90 percent.

The Swedish company IKEA also started a program in the U.S. in March. It is the first major chain to charge customers for plastic bags. Now it charges a nickel per plastic bag. IKEA’s goal is to eliminate plastic bags from their stores, and for people to bring their own reusable bags instead. A year ago it started charging for plastic bags in England, and its use of plastic bags has fallen by 95 percent.

Producing both plastic and paper bags has environmental disadvantages. Both processes use energy and create pollution. In general, though, a plastic bag is more wasteful. Petroleum is a non-renewable resource. In addition, in a landfill the plastic never fully decomposes. A paper bag can decompose in 60 days, and it comes from a renewable resource, trees. However, making it produces more air and water pollution than making a plastic bag does.

Recycling rates make paper a clear choice over plastic. Recycling plastic bags has not been effective. In fact, Americans recycle less than one percent of their 100 billion plastic bags each year. In contrast to that, Americans recycle enough paper that almost half of every paper bag comes from recycled paper. Then they recycle those bags again.

Individuals are not helpless in the fight against plastic bags. People can bring their own canvas bags. They also can encourage stores to offer a small credit each time they bring their own bag. They can refuse a bag for small amounts, and ask the clerk not to double-bag their items. Finally, people who do get plastic bags can recycle or reuse them.

People have chosen their bags for convenience. Plastic bags are light and flexible, and at home people use them to line wastebaskets. Paper bags hold their shape, so groceries do not fall over in the car. Then people recycle them or use them to hold garbage. As Americans pay more attention to the environment, they will hear the question “Paper or Plastic?” less often. If they do hear it, their answer may become “Neither.”
What's Happening
IN THE USA?

“PAPER OR PLASTIC?”

A mericans have been answering the question “Paper or plastic?” for 25 years. Although this simple question has remained the same, things are changing. Now some cities and companies are fighting the plastic bag.

When plastic bags arrived in stores around 1980, they became popular quickly. Customers and stores liked them because they were light and cheap. Plastic bags have become a $1 billion industry in the U.S. About 80 percent of the bags that grocery stores give out are plastic.

Few people knew that plastic bags would hurt the environment. They litter parks and roads, and clog storm drains and waterways. They also kill tens of thousands of marine animals every year. The bags are made from petroleum, which Americans should use less of. Instead they are using 100 billion plastic bags every year.

Although shoppers get the bags for free, the cost to communities adds up. In San Francisco alone, the city spends $8.5 million every year to deal with plastic bag litter. That amounts to 17 cents for every bag in the city.

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Other places in the world also are taking action. South Africa and Rwanda have banned them. Three years ago Ireland placed a 25-cent fee on each bag. As a result, the use of plastic bags there fell by 90 percent.

The Swedish company IKEA started a program in the U.S. in March. It charges customers a nickel for each plastic bag. IKEA’s goal is to stop using plastic bags, and for people to bring their own reusable bags instead. A year ago it did this in England, and its use of plastic bags has fallen by 95 percent.

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People have chosen their bags for convenience. Plastic bags are light, and at home people use them to line wastebaskets. Paper bags hold their shape, so groceries do not fall over in the car. Then people recycle them or use them to hold garbage. From now on Americans will hear the question “Paper or Plastic?” less often. If they do hear it, their answer may become “Neither.”
Plastic bags were first developed in 1957, but it took twenty years for them to become commonly used in stores.

The average American family of four accumulates 1,460 plastic shopping bags a year. Worldwide people use at least four trillion plastic bags a year.

People must keep plastic bags clean and dry in order to recycle them properly. If they have food or other materials clinging to the plastic, recycling centers cannot process them.

Americans make up 5 percent of the world’s population, but produce 27 percent of the world’s trash.

At least a third of America’s municipal solid waste is packaging: paper, plastic, cardboard, cellophane and Styrofoam. It amounts 300 pounds of packaging per person per year, and most of it does not decompose.

A typical plastic bag costs about a penny to produce. A paper bag costs about six cents, and a biodegradable bag about 8 cents. Officials predict that the price of biodegradable bags will fall quickly as large chains order more of them.

Compostable bags are usually made from corn starch or potato starch. San Franciscans will recycle them by putting them into their curbside bins that hold only food waste.

San Francisco’s law gives the large chain grocery stores and pharmacies six months to switch to biodegradable bags. For smaller pharmacies and stores that have at least five locations, the law allows them one year to switch. Several years ago the city proposed a 17-cent fee on plastic grocery bags, but stores preferred switching. Violators face fines of up to $500.

IKEA used 70 million plastic bags per year in the U.S. Its goal for the was a 50% reduction, but already the number of plastic bags it uses has fallen by 80%.

In the first year of the program IKEA will donate up to $1.75 million to American Forests, a non-profit conservation organization that plants trees to restore forests.

Under certain conditions at a landfill, paper bags may hardly decompose.

The inks on paper and plastic bags are a problem in landfills. Inks contain either petroleum or solvents that allow them to dry quickly. In landfills, though, the inks break down into poisons that seep into groundwater.

A growing number of supermarket chains is selling reusable bags. Whole Foods Markets still offers plastic bags, but it gives customers a ten-cent discount for every reusable bag that a customer uses.

**Topics for Discussion and Writing**

- Describe your town’s recycling program, and tell how your family organizes recyclable materials at your home.
- Why do you think the recycling rate for plastic bags is so low?
- Identify some other plastic film products that people could learn to do without.
- Why do you think programs like those in Ireland and at IKEA have worked so well?

**Vocabulary** (*advanced article only*)

*Article-specific:* to litter; to clog; marine; petroleum; to ban; pharmacy; biodegradable; starch; compost; to decompose; canvas

*High-use:* campaign*; to account for*; to foresee*; to estimate*; to eliminate*; environment; disadvantage*; pollution*; resource

**Sources**

*Los Angeles Times* April 10, 2007
*New Haven Register* April 8, 2007
*Christian Science Monitor* March 29, 2007
*Sacramento Bee* July 28, 2005
*Vegetarian Times* November 1, 2004
*The Humanist* November 1, 2002
*Californians Against Waste* [www.cawrecycles.org](http://www.cawrecycles.org)

**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

**Science**

6.6
Unit __, Reading Selection: “Paper or Plastic?”

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>convenient</td>
<td>useful to you because it makes something easier or saves you time</td>
<td>A microwave oven is a convenient way to heat up leftovers. Shopping on the Internet is more convenient for people with busy schedules than shopping at the mall.</td>
</tr>
</tbody>
</table>

Verbal Practice:
The most __________________ way for me to get to school is (verb + ing)

Verbal Practice:

Writing Practice:
Sending email is more ____________________ than _____________________ because

Writing Practice:

Review Sentence (use the key word and language from the prompt to write a strong response)
What is the most convenient way for you to proofread your spelling in a final draft of an essay?
Since 1987 a mite from Asia has been killing bees in their hives. Transporting bee colonies long distances may also harm them. Drought leads to less food for the bees, so they cannot be strong enough to survive the cold winter. Finally, bees suffer from the chemicals that growers and beekeepers use to kill weeds and pests.

New research shows that solitary bees could help with pollination. According to a study in the journal *Science*, they fertilize blossoms better than honey bees. Scientists found that the amount of fruit increased in every field that solitary bees visited. Another study in California showed that honey bees pollinated almond orchards better when other bees were present.

Almond growers need about two million colonies. They get only about 500,000 colonies from California. They have to import the rest from beekeepers all over the country. However, over the winter many beekeepers lost at least half of their bees. Some beekeepers from other states did not have enough to take to California.

A third of the food that people eat is linked somehow to bees. Colony collapse disorder and the dwindling number of bees affect many crops, but almonds are most at risk. California’s $3-billion almond industry needs them. In the meantime, beekeepers and scientists are doing their best to learn exactly why they are dying.
When Eric Mussen was a little boy, bugs fascinated him. He knew then that he wanted to learn all about them. He was worried, though, that scientists would find out everything about them before he grew up. That was not the case. Instead Dr. Mussen has enjoyed a long career at UC Davis working with bees.

Dr. Mussen went off to college in 1962. He studied Entomology, which is the scientific study of insects. He intended to study diseases in insects, even when he went to the University of Minnesota for graduate school. However, a professor invited him to work on a project with bees. Ever since then his work has been all about bees.

In 1976 he came to California for his job at UC Davis. He works in the Department of Entomology. He always has acted as a link between the scientific world of bees and beekeepers. Since 1976 he has written a bi-monthly newsletter. Not surprisingly, the most recent issue includes an article about almond blossoms. Dr. Mussen also writes articles called “Bee Briefs” that cover practical issues for beekeepers.

Dr. Mussen travels quite a bit for his job. He goes to many meetings of the 20 beekeeping clubs in California. He also attends the yearly meetings of state and national organizations. These meetings offer him the opportunity to meet with people who work in agriculture. He always enjoys talking with people who want to learn more about bees.

Often Dr. Mussen gives demonstrations with hives. Whether at schools or 4-H clubs, he wants participants to wear a veil. Most of the time he does too, but he usually works bare-handed. Honey bees are not defensive, and he handles them carefully. He got stung badly only once. He had removed some bees from a hive and set them on the ground. When he scraped to get a few more bees out, they all became agitated. He got dozens of stings in both ankles, and he got pretty sick.

Colony collapse disorder (CCD) has changed Eric Mussen’s work life in several ways. The interest level in bees is higher than ever, and people are asking for his advice. Now he receives about 50 emails each day from around the country. As a result of CCD there is also a lot more money to support studying bees.

When beekeepers ask for advice, Dr. Mussen tells them several basic things. Honey bees need pollen from a variety of plants. That makes them healthy and strong. They also need relief from the chemicals that surround them.

In June 2014 Eric Mussen will retire. He plans to do a lot of reading. He will also spend time fishing and doing nature photography. If he can, he will help his successor at UC Davis too. Dr. Mussen has always been interested in helping bees, and that will not stop.
Beekeepers are also called apiarists.

About 70 percent of California’s almonds are sold overseas.

More than half of the bees in the U.S. are brought to California each spring for the almond trees.

A grower who owns a large almond orchard might need as many as 2,000 colonies.

If food is scarce, honey bees will rob another hive of its nutrients and kill bees in that hive.

The Almond Board of California represents more than 6,000 growers. In recent years the organization has contributed $1.4 million toward bee health research.

Scientists have long warned about “monocultures.” They are large fields, groves and orchards that have only one crop. They eliminate the variety of soils, wildflowers and other vegetation that give a variety of nutrients to pollinators. If growers and farmers planted other vegetation, it would give bees food at other times of the year.

Some beekeepers have tried to make up for the lack of forage for bees by feeding them things like high-fructose corn syrup and supplements. These things do not provide all the nutrients that pollen does, so the bees remain weaker and more susceptible to diseases.

The U.S. Department of Agriculture reports that U.S. beekeepers have suffered winter losses of bees averaging about 33 percent in the five years ending in 2011.

Scientists have documented about 150 chemical residues in pollen and wax gathered from beehives.

Bees do not move much if the temperature is below 55 °F. Their movements also slow when temperatures reach 100 °F.

California’s almond growers spend about $250 million every year to rent bees.
It's long been a rite of passage for American teens: getting a driver's license and going for a spin with as many friends as can cram into the car.

But with mounting evidence that teenagers are at high risk for car accidents, more states are legislating away that carefree cruise, imposing tighter restrictions on how and when teens can drive—and those who can tag along for the ride.

Fifteen states and Washington, D.C., now prohibit unsupervised teenagers in their probationary period from driving with another teenager, and 44 states forbid them from driving with more than one teen. In South Carolina, teenagers can't drive after 6 p.m. in winter (8 p.m. in summer), and in Idaho, they're banned from driving from sundown to sunup.

In New Jersey—which has long had the nation's highest licensing age, 17—lawmakers have pushed further. New Jersey now requires first-year drivers under 21 to attach a red decal to their license plates to make it easier for the police to enforce an 11 p.m. curfew and passenger restrictions. And a bill now before the state legislature would require parents of teen drivers to complete a driver education course.

Safety campaigners point to studies showing that teen driving laws have significantly reduced traffic deaths.

But others, like Jeffrey Nadel, the 19-year-old president of the National Youth Rights Association, take issue with driving restrictions.

"These laws are blatantly discriminatory," says Nadel. He also argues they may have an unintended downside: A 2011 study in The Journal of the American Medical Association suggests that restrictions for young drivers may lead to a higher incidence of fatal accidents for 18-year-olds, possibly because they didn't get enough practical driving experience earlier.

Lawmakers around the nation, however, say the restrictions are necessary in light of some alarming statistics: Car crashes are the leading cause of death for teenagers, who have a crash rate four times higher than that of older drivers.

Texting Behind the Wheel

Studies have shown that teens tend to overrate their driving skills and underestimate risks on the road. They also have more trouble multitasking—talking to friends, listening to the radio, and texting—are particularly hazardous. Teenage drivers' risk of a crash increases 44 percent...
with one teenage passenger and quadruples with three or more. Two-thirds of teen passenger deaths happen in a car driven by another teen.

Efforts to address the dangers of teen driving date back to the mid-1990s. Starting with Florida, states began passing laws providing for “graduated driver’s licenses” that require teenagers to undergo periods of supervision and probation before getting a full license.

Now, all states have graduated driver’s licensing. And most are moving toward tougher restrictions on young drivers, including passenger limits, tighter curfews, and bans on cellphone use, even with headsets. Some states are also tying driving privileges to school attendance. These kinds of restrictions generally do not apply to new drivers over 21.

This summer, Congress got involved, offering highway safety grants to states that strengthen teen driving laws and crack down on texting-and-driving for all ages: Distracted driving was a factor in at least 3,000 deaths in 2010.

Efforts have been particularly aggressive in the bumper-to-bumper Northeast.

Bills requiring a decal for drivers under 21 are pending in the New York and Rhode Island legislatures. They come on the heels of New Jersey’s “Kyleigh’s Law,” which took effect in 2010. The law is named for Kyleigh D’Alessio, a 16-year-old killed in a car driven by another teenager in 2006.

“We don’t want to say that teens are a menace to us all, but the reality is, when teen drivers crash, it’s people in other cars or teen passengers who end up dying,” says Justin McNulty of the auto club AAA, which supports passenger limits to crashed, killing four of them. Now, more than a year later, says McNulty, students have become more complacent about parking their friends into their cars.

“Even I forget sometimes,” she says. “You don’t forget about what happened, but somebody asks you for a ride home, and you think, it’s only a couple of blocks. It’s easy to forget that the rules are there to keep us safe. A couple of blocks can change a whole life.”

Kate Zernike is a national correspondent for The Times. With reporting by Veronica Majerol.
Teens & Driving: By the Numbers

- Car crashes are the **No. 1 killer** of teens, taking an average of **10 teen lives each day**.

- **3,115 teens died** in car crashes in 2010.

- Teens **crash 4 times more often** than other drivers.

- **Driver distraction** contributes to **16 percent of all fatal crashes** for people under age 20.

- Reaching for a phone while driving increases your risk of crashing by **9 times**.

- **Texting takes your eyes off the road** for an average of **5 seconds**.

- **80%** of all crashes involve **driver inattention within 3 seconds of the crash**.

- Texting and driving can increase your risk of crashing by **23 times**.

- **67%** of teens admit they have **felt unsafe with another teen's driving**.

- Only **45% of teens will speak up** if they are scared or uncomfortable as a passenger.

Questions:

1. Why do you think teens are more prone to car accidents than older drivers?
2. Why do you think texting is a factor in so many crashes—for teens and adults?
3. Have you ever felt unsafe while another teen was driving? If so, what did you do and why?
4. Do you think adults are better drivers than young people?
5. What statistics surprise you most?
Resources for Explicit Vocabulary Development

**Dictionaries**

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

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

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

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

**Articles:**
Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction.
   *Journal of Adolescent and Adult Literacy, 50*(7), 528-537.
   In *Improving education for English learners: Research-based approaches.* CA Department of Education.
   Research Monograph. Scholastic, Inc.
   Association for Supervision and Curriculum Development.
   Research based practices in early reading series. Available at: www.prel.org

**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)