Building an Upper-Elementary Academic Vocabulary Toolkit for Common Core Competencies

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Institute Objectives

Participants will learn effective ways to:
- Analyze complex text to establish vocabulary priorities
- Frontload focal lesson concepts with visual organizers
- Explicitly teach high-utility words for CCSS competencies
- Develop students’ competent command of a word through speaking, writing and assessment tasks
- Integrate grammatical targets in application tasks
- Assign brief daily formative vocabulary assessments
- Design narrow reading units with informational text sets

Identifying Language Demands in College & Career Readiness Shifts

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

LANGUAGE  Expand domain-specific and high-utility vocabulary through instruction, reading, and interaction.

WRITING  Write logical arguments in academic register drawing from relevant evidence and research.

SPEAKING & LISTENING  Engage in formal academic interactions in pairs, small groups, and unified class.

Vocabulary Results from the NAEP 2009 and 2011 Reading Assessments

CA ranked 5th from the bottom.
Among 4th graders who scored below the 25th percentile in vocabulary in 2011:
- 33% were White
- 25% were Black
- 35% were Hispanic
- 73% were eligible for free lunch
- 24% were English learners


NAEP 2015 Reading Results: Grades 4 and 8

NAEP 2015 Reading Results: Grades 4 and 8

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Title 1 and the Vocabulary Gap

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


Vocabulary Instruction Improves Reading Ability

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

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

Vocabulary Knowledge = English Learner School Success

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


Building Academic Vocabulary: Instructional Cornerstones

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

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.
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.

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.

Effective Strategies to Develop Receptive Word Knowledge

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

Narrow Reading of Informational Text Sets

- Reading two or more informational texts, either similar text types or different types (e.g., a print news article and an on-line medical report), focused on a specific issue (parental restrictions on child Internet use) or current event (the California drought).

Informational Text Sets: Reading and Language Benefits

- Develops background knowledge through introduction, recycling and elaboration
- Expands vocabulary through recycling of topic-specific terms and high-utility words
- Builds fluency and comprehension as familiar content is revisited before new content is introduced
Info-Text Set: Nutrition in School Food

**What's Happening IN THE USA?**

School lunch programs have existed for more than a hundred years. Originally they were started to help the working poor during the Great Depression. In the 1930s, the federal government started giving aid to schools to help support the nation's most extensive school lunch program. It was established after the Great Depression, when economic conditions were desperate and children needed help from the government.

**School Lunches Get Healthier**

The Healthy, Hunger-Free Kids Act of 2010 is changing that. It provides $4.5 billion to schools. It guarantees the continuation of school lunch programs after 2011 and provides funding to help schools offer healthier meals.

**Lunches will be healthy too.**

According to the U.S. Department of Agriculture, the law has added programs for breakfast and after-school meals. It also has officially recognized the relationship between hunger and obesity. The law emphasizes the creation of farm-to-school networks so that schools serve locally grown food. It even encourages schools to plant their own gardens.

**Repeat**

The government has taken steps to encourage schools to change for the better. By the end of that first year about 7.1 million students were eating healthier meals. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry. The federal government started giving aid to schools to help support the nation's most extensive school lunch program. It was established after the Great Depression, when economic conditions were desperate and children needed help from the government.

**Answer**

The government has taken steps to encourage schools to change for the better. By the end of that first year about 7.1 million students were eating healthier meals. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry. The federal government started giving aid to schools to help support the nation's most extensive school lunch program. It was established after the Great Depression, when economic conditions were desperate and children needed help from the government.

**Response, Elaborate**

The government has taken steps to encourage schools to change for the better. By the end of that first year about 7.1 million students were eating healthier meals. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry. The federal government started giving aid to schools to help support the nation's most extensive school lunch program. It was established after the Great Depression, when economic conditions were desperate and children needed help from the government.

**Information**

The government has taken steps to encourage schools to change for the better. By the end of that first year about 7.1 million students were eating healthier meals. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry. The federal government started giving aid to schools to help support the nation's most extensive school lunch program. It was established after the Great Depression, when economic conditions were desperate and children needed help from the government.

**Guess**

The government has taken steps to encourage schools to change for the better. By the end of that first year about 7.1 million students were eating healthier meals. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry. The federal government started giving aid to schools to help support the nation's most extensive school lunch program. It was established after the Great Depression, when economic conditions were desperate and children needed help from the government.

**Reason**

The government has taken steps to encourage schools to change for the better. By the end of that first year about 7.1 million students were eating healthier meals. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry. The federal government started giving aid to schools to help support the nation's most extensive school lunch program. It was established after the Great Depression, when economic conditions were desperate and children needed help from the government.

**Steps**

The government has taken steps to encourage schools to change for the better. By the end of that first year about 7.1 million students were eating healthier meals. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry. The federal government started giving aid to schools to help support the nation's most extensive school lunch program. It was established after the Great Depression, when economic conditions were desperate and children needed help from the government.

**Contribution, Response**

The government has taken steps to encourage schools to change for the better. By the end of that first year about 7.1 million students were eating healthier meals. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry. The federal government started giving aid to schools to help support the nation's most extensive school lunch program. It was established after the Great Depression, when economic conditions were desperate and children needed help from the government.

**Opinion, Perspective**

The government has taken steps to encourage schools to change for the better. By the end of that first year about 7.1 million students were eating healthier meals. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry. The federal government started giving aid to schools to help support the nation's most extensive school lunch program. It was established after the Great Depression, when economic conditions were desperate and children needed help from the government.

**Evidence, Data, Facts**

The government has taken steps to encourage schools to change for the better. By the end of that first year about 7.1 million students were eating healthier meals. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry. The federal government started giving aid to schools to help support the nation's most extensive school lunch program. It was established after the Great Depression, when economic conditions were desperate and children needed help from the government.

**Prediction, Hypothesis**

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**Justification, Evidence**

The government has taken steps to encourage schools to change for the better. By the end of that first year about 7.1 million students were eating healthier meals. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry. The federal government started giving aid to schools to help support the nation's most extensive school lunch program. It was established after the Great Depression, when economic conditions were desperate and children needed help from the government.

**Solution, Process**

The government has taken steps to encourage schools to change for the better. By the end of that first year about 7.1 million students were eating healthier meals. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry. The federal government started giving aid to schools to help support the nation's most extensive school lunch program. It was established after the Great Depression, when economic conditions were desperate and children needed help from the government.

**Data File**

**American students are facing a health crisis. Is school lunch programs to blame?**

School lunches have become a critical part of the American diet. By the time students reach high school, one in three teenagers will be overweight or obese. According to the American Heart Association, 50 million children in the U.S. are overweight or obese. The problem is that school lunch programs have low nutritional standards. Most programs serve pre-made food that is often high in calories and low in nutrients. The number of students who are overweight or obese has tripled in the past three decades. Children are consuming more empty calories and fewer fruit and vegetables. They are likely to become adult diabetics unless they eat healthier foods.

**Food by the Numbers**

- 30 million students eat school lunches every day at school, it is time for food at American schools to change for the better. Every day at school, it is time for food at American schools to change for the better.

- 150 million children are overweight or obese.

- 50 million children in the U.S. are overweight or obese.

- 30 million students eat school lunches every day at school.

- 110 million children are overweight or obese.

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**Snacks for Sale**

Despite the increased focus on nutrition, nutrition, nutritious, healthy, unhealthy, calorie, overweight, obese, obesity, consume, disease, hunger, hungry, are likely to become adult diabetics unless they eat healthier foods.

**Solution, Process**

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**Repeat**

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What does it mean to “know” the high-utility academic word accurate? (1 of 3)

- Pronunciation: ák•kyu•rit
- Meaning(s): correct or exact in every detail
- Spelling: a-c-c-u-r-a-t-e
- Part of speech: adjective (describing word)
- Grammar: It modifies and precedes an noun: The school board anticipates an accurate report from the superintendent.

What does it mean to “know” the high-utility academic word accurate? (2 of 3)

- Frequency: It is commonly used in formal academic and professional contexts.
- Register: It is primarily used in relatively formal writing and speaking for academic or professional purposes.
- Collocations (Word Partners): The adjective accurate is used with the nouns: information, data, measurements, description.

- Connotations: accurate (positive); inaccurate (negative connotation).
- Synonyms: precise, exact, correct
- Antonym: inaccurate
- Word Family: (adjective) accurate, inaccurate; (adverb) accurately, inaccurately; (noun) accuracy, inaccuracy

Vocabulary Instructional Routines

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

Vocabulary High-Utility Word Routine

- Introduce the High-Utility Academic Word
- Practice the word
- Provide part of speech
- Syllabify
- Pronounce the word
- Synonym: accurate
- Antonym: inaccurate
- Word Family: (adjective) accurate, inaccurate; (adverb) accurately, inaccurately; (noun) accuracy, inaccuracy

accurate adjective

Say it: ac • cu • rate

Write it: __________________ Write it again: __________________

Meaning: completely correct in every detail

Examples:
- The stopwatch is accurate, the runner just ran in six minutes.

Synonyms:
- right; correct
- Antonyms:
- incorrect; inaccurate

Sometimes you can feel a fever with your hand, but you’ll get more accurate information by using a __________.

The school board anticipates an accurate report from the superintendent. It modifies and precedes the noun: The superintendent’s accurate report. It is primarily used in relatively formal writing and speaking for academic or professional purposes.

Talk about it

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

Listen

Provide and fill in blank(s)

Write

Visibly display example and fill in blank(s)

I don’t think the size on the label of this shirt is accurate. If you want accurate information, you should look it up in the dictionary.

If you want accurate information, you should look it up in the dictionary.

Discuss ideas with your partner, listen to classmates, and then write your favorite idea.
Explicit Vocabulary Teaching Routine

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

High-Utility Word Notetaking Guide

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example(s)</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>tend (to)</td>
<td>verb</td>
<td>to usually do a thing</td>
<td></td>
</tr>
<tr>
<td>tendency</td>
<td>noun</td>
<td>doing something</td>
<td></td>
</tr>
</tbody>
</table>

Verbal Practice: Think-Pair-Share

After a long day at school, I tend to

Writing Practice: Think-Write-Pair-Share

Several factors influence my interest in a book, in particular

Grammar Tip: Use the base verb form after the preposition to.

- **base verb** = verb with no ending (-s, -ed, -ing)
- I tend to use my document camera more than my Smart Board.
- Last year, we tended to have more math homework than any other class.

Verbal Practice

tend (verb)

After a long day at school, I tend to

(base verb: listen to music; eat a snack)

before I begin my homework assignments.

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Partner Interaction: Discuss

- Discuss your idea with your partner.
  1) Read it fluently using the frame.
  2) Make eye contact and say it with expression.
- Restate your partner’s idea.
- Keep discussing until my verbal signal.
- Share another idea or repeat your idea.

Academic Language to Restate

- So, your idea is that __.
  \[ \begin{align*}
  \text{example} \\
  \text{experience} \\
  \text{opinion}
  \end{align*} \]
- That’s correct. Yes, that’s right.
- No, not exactly. What I said was __.

Class Discussion: Report

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

  My example is similar to __’s.

Academic Language to Compare

Everyday English
- Mine’s the same.

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

Language to Select Reporters

Everyday English  Academic English
- Um...(name)  \( \text{I select...} \)
- I pick…  \( \text{I choose...} \)
- I want…  \( \text{I nominate...} \)
- Let’s hear from…  \( \text{I'd like to hear from...} \)
- What about…  \( \text{I'm interested in ___'s (response, perspective)} \)

Attentive Listening Frames

Everyday English  Academic English
- What did you put?
  \( \text{I put __.} \)
- What example did you select?
  \( \text{I selected __.} \)
- What example did you add?
  \( \text{I added __.} \)
tend (verb)

Grammar Tip: present tense

A present tense verb describes an action that is happening now, usually, sometimes, or never. If the subject of the sentence is *he*, *she*, or *it*, add *–s* or *–es* to the end of a verb.

- My older brother *loves* his car so much that he *cleans* and *polishes* it every week.
- John Carlos *prefers* being called JC because he *thinks* his formal name is too long.

Ask for Assistance: ✍️ Up

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

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 ___.

High-Utility Word Instruction with Embedded Grammar Targets

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>benefit</td>
<td>synonym: advantage</td>
<td>One benefit of living near school is that you can <em>walk</em> and get some exercise instead of drive in rush hour traffic. One important benefit of being bilingual is being able to listen and dance to music in two different languages.</td>
<td>![benefit_images]</td>
</tr>
</tbody>
</table>

Verbal Practice

**benefit** (noun)

One *benefit* of owning a pet is that you can __ (base verb: *cuddle*) when you are __ (adjective: *nervous*).
Grammar Tip: Use the base verb form after a linking verb.
- base verb = verb with no ending (-s, -ed, -ing)
- You can walk and get some exercise.
- I could ride my bike because I live nearby.
- We should leave by 7:30 to arrive on time.

Writing Practice

benefit (noun)

- Writing Practice:
  Two clear benefits of using a tablet or laptop to write in class are being able to check spelling and correct errors more easily.

Grammar Tip: Use the base verb form after the preposition “to”.
- base verb = verb with no ending (-s, -ed, -ing)
- She needs to arrive early for practice.
- I prefer to take notes using my tablet.
- We forgot to bring our supplies for the project.

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

Verbal Practice

similar (adjective)

On the first day of school, many students arrive with similar ___ (noun: haircuts)

Verbal Practice with Embedded Grammar Targets

perspective (noun)

Members of my community clearly have diverse__________ on the issue of ________.

(plural noun: downtown parking meters)
(non-count noun: rent control)
Sample Formative Assessment: Vocabulary & Grammar Targets

Prius owners firmly believe that their hybrid car provides them with several **benefits**, including being able to **drive in the diamond lane**.

Daily “Do Now” Scoring Guidelines

1. Read your sentence to your partner and pay attention to the feedback.
2. Listen to your partner’s sentence to see if the content make sense and provide supportive feedback.
3. Re-read your sentence and check your grammar, spelling and content.
4. Compare your sentence to the models.
5. Circle the score that you deserve.
6. Circle the score for your bonus sentence.

Words to Teach: Narrative Texts

- **major concept/theme**: in questions/prompts (identity crisis, self-esteem, class privilege)
- **topic-focused**: words related to major theme (gender bias: sexism, roles, discrimination, misogyny)
- **high-utility academic words**: in questions/prompts that students should apply in constructed responses (illustrate, factor, essential, issue, impact)
- **polysemous words**: words in the text that have a precise meaning different than a familiar meaning (wave of immigrants: vs. ocean wave and greeting)

Narrative Text-Dependent Reading Analysis and Writing Prompts

- What does Squeaky’s **behavior** with her brother **reveal** about her **character**?
- What does Squeaky’s behavior with her **rival** reveal about her character?
- How does Squeaky ultimately **demonstrate respect** to her **rival**?
- How does Squeaky demonstrate respect to her brother and in so doing **gain** greater respect from her **peers**?

Vocabulary for Raymond’s Run by Toni Cade Bambara

**Publisher’s List:**
- signify
- ventriloquist
- periscope
- hang out
- whipped

**Dr. Kinsella’s List:**
- Concepts: disabled, disability, respect, self-respect
- **Topic-Centric Words**: peer, sibling, competitive, rival
- **High-Utility Academic Words**: individual, obtain, admire, demonstrate, gain

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Informational Text Reading

Instructional Phases

- Prereading
- Scaffolded Reading
- Close Reading

Prior to Beginning a Lesson Using Informational Text

1. Analyze text and comprehension questions to identify key vocabulary.
2. Prepare response frames for comprehension questions to guide discussion.
3. Divide text in logical, manageable sections.
4. Identify and prepare relevant content (multimedia) to launch central concepts.

Words to Teach: Informational Texts

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

Concept Map

Dr. Kinsella’s Enhanced Frayer Model Concept Organizer

Traditional Frayer Model for Concept Development
Priority Competencies for Academic Literacy & Interaction

- Describe
- Sequence
- Create
- Cause-Effect
- Compare
- Analyze Text
- Infer
- Argue

CCSS Competency Vocabulary:
Reading, Writing, Academic Interaction

Students Master High-Use Words Aligned with Common Core Competencies

<table>
<thead>
<tr>
<th>CCSS Competency</th>
<th>Gr 3 Sample Words</th>
<th>Gr 4 Sample Words</th>
<th>Gr 5 Sample Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>behavior, event</td>
<td>trait, location</td>
<td>style, situation</td>
</tr>
<tr>
<td>Sequence</td>
<td>order, before</td>
<td>prior, afterward</td>
<td>previously, preceded</td>
</tr>
<tr>
<td>Create</td>
<td>organize, assemble</td>
<td>elaborate, revise</td>
<td>collaborate, propose</td>
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<tr>
<td>Cause-Effect</td>
<td>cause, consequence</td>
<td>occur, lead</td>
<td>impact, outcome</td>
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<tr>
<td>Compare-Contrast</td>
<td>alike, opposite</td>
<td>similarity, difference</td>
<td>comparison, identical</td>
</tr>
<tr>
<td>Infer</td>
<td>predict, clue</td>
<td>assume, conclude</td>
<td>integrate, connect</td>
</tr>
<tr>
<td>Argue</td>
<td>believe, reason</td>
<td>convincing, fact</td>
<td>perspective, argue</td>
</tr>
</tbody>
</table>

Sample Vocabulary for CCSS-Aligned Competencies

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

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

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

**Argue**
- believe
- reason
- opinion
- perspective
- argument
- convincing
- relevant
- evidence
- support

Academic Word Family Chart: Sample Words to Compare

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

Academic Word Family Chart: Sample Words: Cause-Effect

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
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</thead>
<tbody>
<tr>
<td>cause (of)</td>
<td>cause</td>
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<tr>
<td>effect (on)</td>
<td>affect</td>
<td></td>
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<tr>
<td>result (of)</td>
<td>result (in)</td>
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</tr>
<tr>
<td>consequence</td>
<td>result (in)</td>
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<tr>
<td>impact (on)</td>
<td>impact</td>
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<td>consequently</td>
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Academic Vocabulary Types
Source: Adolescent Sleep Research (Gable & Kinsella, 2007)

<table>
<thead>
<tr>
<th>Topic-Specific (Tier 3)</th>
<th>High-Utility (Tier 2)</th>
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<tbody>
<tr>
<td>adolescent</td>
<td>assume</td>
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<tr>
<td>puberty</td>
<td>conclude</td>
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<tr>
<td>Circadian Clock</td>
<td>sufficient/insufficient</td>
</tr>
<tr>
<td>forbidden zones</td>
<td>factor</td>
</tr>
<tr>
<td>binge sleeping</td>
<td>influence</td>
</tr>
<tr>
<td>mood swings</td>
<td>lead to</td>
</tr>
<tr>
<td>depression</td>
<td>variety</td>
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<td>sleep deprivation</td>
<td>regulate</td>
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<td>melatonin</td>
<td>content</td>
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</table>

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

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

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

Source: (Averil Coxhead, 2000)

Academic Word Family Chart

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
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<tbody>
<tr>
<td>accuracy</td>
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<tr>
<td>prediction</td>
<td>predict</td>
<td>predictable</td>
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<tr>
<td>significance</td>
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<td>significantly</td>
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<tr>
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<td>create</td>
<td>creative</td>
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<td>similar</td>
<td>similarly</td>
<td></td>
</tr>
<tr>
<td>capability</td>
<td>capable</td>
<td>capably</td>
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<tr>
<td>assumption</td>
<td>assume</td>
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<tr>
<td>prevention</td>
<td>prevent</td>
<td>preventive</td>
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</tr>
</tbody>
</table>

Academic Vocabulary Toolkit
High-Utility Academic Word Development

Elementary: 3-6
Coming Soon:
Grades 7 & 8

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

The End

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Language for Class Discussions

1. Stating Opinions

In my opinion, ______.
I strongly believe that ______ because ______.
I think ______ because ______.
From my perspective, ______.
From my point of view, ______.

2. Contributing Ideas

One possible example is ______.
Another interesting example is ______.
One convincing reason is ______.
One recent experience I had was ______.
The correct word form is ______ because ______.

3. Listening Attentively

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

4. Comparing Ideas

My idea is similar to ______.
My response is similar to ______.
I have a similar opinion.
My idea is similar to ______.
My response is different from ______.

5. Agreeing/Disagreeing

I agree/disagree with ______ that ______.
I completely agree with ______.
My idea builds upon ______.
I share your perspective.
I can see your point of view.

6. Disagreeing

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

Language for Collaboration

1. Requesting Ideas

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

2. Suggesting Ideas

We could write ______.
What if we put ______.
I think ______ would work well.
I think we should add ______.

3. Validating Ideas

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

4. Deciding On Ideas

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

5. Clarifying Ideas

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

6. Asking for Assistance

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

7. Restating Ideas

So, you said that ______.
So, you think that ______.
So, your idea is that ______.
So, your opinion is that ______.
So, you’re saying that ______.

8. Reporting Ideas

We thought of ______.
We came up with ______.
We decided upon/that ______.
We determined that ______ because ______.
One idea (noun, example) we had was ______.
A/an (noun, verb, adj) we thought of is ______.
Our response is ______.
<table>
<thead>
<tr>
<th>Daily Warm-Up</th>
<th>Productive Partner/Group Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(starting promptly, completing task,</td>
<td>(making eye contact, sharing ideas 2-3x,</td>
</tr>
<tr>
<td>providing partner feedback, scoring)</td>
<td>restating, questioning, facilitating, encouraging)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focused Writing</th>
<th>Whole-Class Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>(using frame, correct grammar,</td>
<td>(audible reporting, attentive listening, thoughtful</td>
</tr>
<tr>
<td>precise vocabulary, thoughtful</td>
<td>elaboration, precise vocabulary)</td>
</tr>
<tr>
<td>ideas)</td>
<td></td>
</tr>
</tbody>
</table>

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**Requesting Assistance**

Excuse me… Sorry for interrupting…

- Would you mind repeating the directions?
- I didn’t hear ___. Will you say it again?
- I missed ___. Will you please repeat it?
- Would you mind showing me how to ___?
- Would you please help me (write/say) ___?
- How do I spell the word ___?
- Is there another way to (write/say) ___?
- May I run an idea by you?
- Does this ___ *(example, reason, explanation)* make sense?

**Asking for Clarification**

Excuse me… Sorry for interrupting…

- Did you say ___?
- Did I understand you correctly?
- Do you mean I/we have to ___?
- I have a question about ___.
- One question I have is ___?
- Will you explain ___ again?
- What do you mean by ___?
- I don’t quite understand your ___ *(question/suggestion/feedback/idea)*. Can you please rephrase it?
Table 4 Strategies to Elicit Democratic Contributions

- **Popcorn Selection:** Ask a preselected student to report a response and then "popcorn" to another student from another section of the room using a complete sentence. Provide a list of appropriate expressions: I select __; I choose __; I nominate __; I would like to hear from __. The second student reports and selects the third reporter, etc.

- **Preselect Initial Reporters:** Preselecting an initial response takes the pressure off the teacher and students alike. The awkward silence as the teacher initially requests contributions only serves to heighten anxiety for less prepared and confident class members. Monitor independent writing and partner interactions in preparation for a class discussion. Preselect one or two students with representative responses to launch the discussion. If a highly reserved student has a particularly thoughtful response, invite that individual to volunteer at the end of the discussion when you open it to volunteers. More often than not, she will rise to the occasion. Speak softly and use neutral language as you preselect contributors to avoid distracting or disappointing students sitting nearby. For example, 1) I am planning to call on you first to report your perspective; 2) You will be our discussion jumper cable with this response. Read it over carefully to prepare to report; 3) I would greatly appreciate it if you volunteered this specific idea at the close of our discussion when I ask for voluntary responses.

- **Name Cards:** Randomly select students using name cards. Include all student names each time you choose, or some students will fail to see the point of paying attention or attempting to contribute.

- **Voluntary Reporting:** Invite contributions from students who have not yet had an opportunity. Specify how many more responses you expect from different areas of the classroom (particularly in very passive or loquacious classes). This is an ideal opportunity to enlist contributions from preselected volunteers.

- **Partner Reporters:** Invite partners to report their partners' ideas if they are different than those already contributed. Assign language for citing/reporting: My partner __ (shared, pointed out, emphasized, indicated, concluded) that __.

- **Standing Reporters:** Cue all partner As or Bs to stand. Then call on one of the students standing to respond. Ask students with similar responses to be prepared to compare using appropriate language: My idea is similar to __'s. My idea builds upon __'s. Call on a few students until at least one has had a chance to compare ideas. Invite partners with the opposite letter to stand if they have a novel idea that has not yet been contributed. To make the selection process more engaging, consider different means of identifying standing reporters. For example, Partners, quickly determine the following: Who is younger or older? Younger students, you can relax. Older students, stand and prepare to report. Whose birthday is closer to today's date? Birthday celebrants, stand and prepare to contribute.
Academic Discussion Topic: Academic Vocabulary

THINK: Briefly record your personal responses to this question:

*What are the benefits of learning academic vocabulary?*

1. 
2. 
3. 

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

**Frame:** (adverb) _______ using academic vocabulary will help me to _______.

**Precise Word Banks:**

ADVERBS

- correctly
- accurately
- skillfully

VERBS

- improve
- succeed
- impress

**Model Sentence:**

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

**My sentence:**

______________________________

______________________________

______________________________

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

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

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

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

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

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

• My idea is similar to ____________’s.
• My idea builds upon ____________’s.
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?
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.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
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<tbody>
<tr>
<td>argument</td>
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<td>believe</td>
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<td>(un)convincing</td>
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<td>assume</td>
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<td>(re)consider</td>
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<td>emphasis</td>
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<td>(de)emphasize</td>
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### Common Prefixes (Providing Clues to Word Meaning)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Definition</th>
<th>Examples</th>
<th>Reminder Word</th>
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</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>
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<tr>
<td>de-</td>
<td>away, from</td>
<td>defrost, demote</td>
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<tr>
<td>dis-</td>
<td>apart, opposite of</td>
<td>disconnect, dishonest</td>
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<tr>
<td>en-</td>
<td>in, put into</td>
<td>enliven, ensnare</td>
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<tr>
<td>ex-</td>
<td>out</td>
<td>exit, extinguish</td>
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<td>il-</td>
<td>not</td>
<td>illegal, illicit</td>
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<td>not</td>
<td>improper, immature</td>
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<td>in-</td>
<td>into, not</td>
<td>insight, incorrect</td>
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<td>intersection, interrupt</td>
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<td>not</td>
<td>irregular, irreversible</td>
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<td>non-</td>
<td>not</td>
<td>nonfat, nonsense</td>
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<td>over</td>
<td>beyond, too much</td>
<td>overweight, oversleep</td>
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<td>post-test, postwar</td>
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<td>before</td>
<td>prevent, predict</td>
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<td>forward</td>
<td>proceed, progressive</td>
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<td>re-</td>
<td>again</td>
<td>review, recycle</td>
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<td>semi-</td>
<td>half</td>
<td>semicircle, semisweet</td>
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<td>sub-</td>
<td>under</td>
<td>submerge, submarine</td>
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<td>trans</td>
<td>across</td>
<td>transportation, transmit</td>
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<tr>
<td>un-</td>
<td>not</td>
<td>unable, unreal</td>
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<tr>
<td>under-</td>
<td>beneath, too little</td>
<td>undershirt, undernourished</td>
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</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, wilderness</td>
<td></td>
</tr>
<tr>
<td>-ure (n)</td>
<td>action, result</td>
<td>closure, pleasure</td>
<td></td>
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<tr>
<td>-ant (adj)</td>
<td>having the quality of</td>
<td>significant, pleasant</td>
<td></td>
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<tr>
<td>-able/-ible (adj)</td>
<td>able to</td>
<td>believable, incredible</td>
<td></td>
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<tr>
<td>-ent (adj)</td>
<td>having the quality of</td>
<td>obedient, independent</td>
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<td>-est (adj)</td>
<td>most</td>
<td>biggest, brightest</td>
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<td>-er (adj)</td>
<td>more</td>
<td>higher, stronger</td>
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<td>-ic/-ical (adj)</td>
<td>relating to</td>
<td>catastrophic, comical</td>
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<td>-ive (adj)</td>
<td>having the quality of</td>
<td>supportive, argumentative</td>
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<tr>
<td>-less (adj)</td>
<td>without</td>
<td>careless, motionless</td>
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<tr>
<td>-ly (adv)</td>
<td>having the quality of</td>
<td>carefully, weekly</td>
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</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>
Academic Competency-Aligned Units

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

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

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

At each grade level, the Academic Vocabulary Toolkit provides students with a new set of words to expand their communicative repertoire for the eight foundational competencies. Each unit of study is designed to engender enthusiasm for language study and equip young scholars with the communicative confidence and competence to meet the academic discourse demands of advanced elementary and secondary coursework.
<table>
<thead>
<tr>
<th>Marzano’s Taxonomy – Useful Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognize</strong></td>
</tr>
<tr>
<td>• recognize (from a list)</td>
</tr>
<tr>
<td>• select (from a list)</td>
</tr>
<tr>
<td>• identify (from a list)</td>
</tr>
<tr>
<td>• determine (true / false)</td>
</tr>
<tr>
<td><strong>Recall</strong></td>
</tr>
<tr>
<td>• name</td>
</tr>
<tr>
<td>• list</td>
</tr>
<tr>
<td>• describe</td>
</tr>
<tr>
<td>• state</td>
</tr>
<tr>
<td>• identify who, where, or when</td>
</tr>
<tr>
<td>• describe what</td>
</tr>
<tr>
<td><strong>Executing</strong></td>
</tr>
<tr>
<td>• use</td>
</tr>
<tr>
<td>• demonstrate</td>
</tr>
<tr>
<td>• show</td>
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<tr>
<td>• make</td>
</tr>
<tr>
<td>• draft</td>
</tr>
<tr>
<td>• complete</td>
</tr>
<tr>
<td><strong>Integrating</strong></td>
</tr>
<tr>
<td>• summarize</td>
</tr>
<tr>
<td>• paraphrase</td>
</tr>
<tr>
<td>• describe the key parts of</td>
</tr>
<tr>
<td>• describe the relationship</td>
</tr>
<tr>
<td>• Explain the ways in which</td>
</tr>
<tr>
<td>• describe how or why</td>
</tr>
<tr>
<td>• describe the effects</td>
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<tr>
<td><strong>Symbolizing</strong></td>
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<tr>
<td>• use models</td>
</tr>
<tr>
<td>• symbolize</td>
</tr>
<tr>
<td>• depict</td>
</tr>
<tr>
<td>• represent</td>
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<tr>
<td>• draw</td>
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<tr>
<td>• illustrate</td>
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<tr>
<td>• show</td>
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<tr>
<td>• diagram</td>
</tr>
<tr>
<td>• chart</td>
</tr>
<tr>
<td><strong>Matching</strong></td>
</tr>
<tr>
<td>• compare and contrast</td>
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<tr>
<td>• categorize</td>
</tr>
<tr>
<td>• sort</td>
</tr>
<tr>
<td>• differentiate</td>
</tr>
<tr>
<td>• discriminate</td>
</tr>
<tr>
<td>• distinguish</td>
</tr>
<tr>
<td>• create an analogy or metaphor</td>
</tr>
<tr>
<td><strong>Classifying</strong></td>
</tr>
<tr>
<td>• classify</td>
</tr>
<tr>
<td>• organize</td>
</tr>
<tr>
<td>• sort</td>
</tr>
<tr>
<td>• identify different types or</td>
</tr>
<tr>
<td>• categories</td>
</tr>
<tr>
<td>• Identify a broader category</td>
</tr>
<tr>
<td><strong>Analyzing Errors</strong></td>
</tr>
<tr>
<td>• edit</td>
</tr>
<tr>
<td>• revise</td>
</tr>
<tr>
<td>• identify errors or problems</td>
</tr>
<tr>
<td>• evaluate</td>
</tr>
<tr>
<td>• identify issues or misunderstandings</td>
</tr>
<tr>
<td>• assess</td>
</tr>
<tr>
<td>• critique</td>
</tr>
<tr>
<td>• diagnose</td>
</tr>
<tr>
<td><strong>Generalizing</strong></td>
</tr>
<tr>
<td>• form conclusions</td>
</tr>
<tr>
<td>• Create a principle, generalization, or rule</td>
</tr>
<tr>
<td>• trace the development of</td>
</tr>
<tr>
<td>• generalize</td>
</tr>
<tr>
<td>• what conclusions can drawn</td>
</tr>
<tr>
<td>• what inferences can be made</td>
</tr>
<tr>
<td><strong>Specifying</strong></td>
</tr>
<tr>
<td>• make &amp; defend</td>
</tr>
<tr>
<td>• predict</td>
</tr>
<tr>
<td>• what would have to happen</td>
</tr>
<tr>
<td>• develop an argument for</td>
</tr>
<tr>
<td>• judge</td>
</tr>
<tr>
<td>• under what conditions</td>
</tr>
<tr>
<td>• deduce</td>
</tr>
<tr>
<td><strong>Decision-Making</strong></td>
</tr>
<tr>
<td>• select the best among the</td>
</tr>
<tr>
<td>• following alternatives</td>
</tr>
<tr>
<td>• which of the following would</td>
</tr>
<tr>
<td>• best</td>
</tr>
<tr>
<td>• what is the best way</td>
</tr>
<tr>
<td>• decide</td>
</tr>
<tr>
<td>• which of these is most</td>
</tr>
<tr>
<td>• suitable</td>
</tr>
<tr>
<td><strong>Problem-Solving</strong></td>
</tr>
<tr>
<td>• solve</td>
</tr>
<tr>
<td>• adapt</td>
</tr>
<tr>
<td>• develop a strategy</td>
</tr>
<tr>
<td>• figure out a way</td>
</tr>
<tr>
<td>• how would you overcome</td>
</tr>
<tr>
<td>• how will you reach your goal</td>
</tr>
<tr>
<td>• under these conditions</td>
</tr>
<tr>
<td><strong>Experimenting</strong></td>
</tr>
<tr>
<td>• experiment</td>
</tr>
<tr>
<td>• generate &amp; test</td>
</tr>
<tr>
<td>• test the idea that</td>
</tr>
<tr>
<td>• what would happen if</td>
</tr>
<tr>
<td>• how would you test that</td>
</tr>
<tr>
<td>• how can this be explained</td>
</tr>
<tr>
<td>• how would you determine if</td>
</tr>
<tr>
<td>• based on the experiment, what</td>
</tr>
<tr>
<td>• can be predicted</td>
</tr>
<tr>
<td><strong>Investigating</strong></td>
</tr>
<tr>
<td>• investigate</td>
</tr>
<tr>
<td>• research</td>
</tr>
<tr>
<td>• find out about</td>
</tr>
<tr>
<td>• take a position on</td>
</tr>
<tr>
<td>• how &amp; why did this happen</td>
</tr>
<tr>
<td>• what would happen if</td>
</tr>
<tr>
<td>• what are differing features of</td>
</tr>
</tbody>
</table>
Dr. Kate Kinsella’s Support Process For Informational Text Reading And Response

PRIOR TO INSTRUCTION:
1. Analyze text and comprehension questions to identify key vocabulary: topic, concept, and high-utility words that need to be addressed.
2. Prepare response frames for comprehension questions to guide discussion.
3. Divide text in logical, manageable reading sections.
4. Identify and prepare relevant content (multimedia) to launch central concepts.

PREREADING

Phase 1: Build background.
1. Present data related to text topic.
2. Preview text features to activate prior knowledge and set purpose.
3. Facilitate discussion of initial text reactions.
4. View relevant multimedia to extend prior knowledge about text topic.

Phase 2: Build concept and topic-specific vocabulary knowledge.
1. Introduce central concept(s).
2. Teach topic-specific vocabulary.
3. Teach domain-specific technical vocabulary.

SCAFFOLDED READING

Phase 1: Develop fluency (with a specific text section) through multiple reads.
1. Use Oral Cloze (1-2 x) to model and guide fluent reading of a text section.
2. Structure Partner Cloze with assigned alternating text paragraphs.

Phase 2: Facilitate discussion of the text section major focus.

Phase 3: Build high-utility word knowledge.
1. Explicitly teach high-utility words from each section.
2. Quick teach low-incidence, low-utility words.

CLOSE READING

Phase 1: Support comprehension with guided practice identifying key ideas and details.

Phase 2: Guide analysis of unfamiliar words with salient context clues (if any).

Phase 3: Facilitate verbal and written responses to text-based questions.
### Sample Language Objectives for Informational Text Lessons

#### PREREADING
- Preview text to activate prior knowledge and make predictions using future tense, and text feature vocabulary (e.g., introduction, section, headings, captions).
- Articulate the level of text complexity after previewing using academic language: I predict the content will be __ (fairly complex, quite challenging, somewhat difficult, relatively easy).
- Formulate pre-reading questions using appropriate question structure.
- Use active viewing strategies to answer questions about a video and build knowledge about the text topic.
- Discuss prior knowledge of an historical event using appropriate register, complete sentences, and past tense verbs.
- Develop knowledge of a major concept using synonyms, word relationships, examples, and non-examples.
- Generate written examples for topic and domain-specific words using complete sentences.
- Articulate initial reactions to text and multimedia using complete sentences with a to be verb and precise adjectives: I am/was __ (surprised, curious, interested, impressed)…

#### SCAFFOLDED READING
- Read a text three times (with the teacher and partner) to improve decoding of newly-taught academic vocabulary, develop fluency, and support comprehension.
- Read a text section containing unit vocabulary to a partner with prosody.
- Generate written examples for high-utility academic words using complete sentences.
- Practice previously taught words, using new academic vocabulary in complete sentences.
- Write and discuss example sentences incorporating high-utility academic words with common collocations (word partners) to reinforce meaning and accurate use.
- Express word meanings using dictionary skills and knowledge of multiple-meaning words.
- Discuss a text section topic and focus using present tense verbs and precise vocabulary: (topic, issue, focus, primarily addresses, mainly describes/discusses).

#### CLOSE READING
- Prioritize evidence in a text using precise adjectives: important, essential, significant.
- Specify bias in a text by identifying adjectives and opinions.
- Collaborate to respond to text-dependent questions using complete sentences and precise topical and high-utility vocabulary.
- Articulate a summary of a text using past tense action verbs.
- Take notes on and discuss the key ideas and details of texts using academic language.
- Compare ideas using appropriate expressions: I agree/disagree with Name’s idea.
- Facilitate a partner discussion by following turn-taking rules and eliciting ideas.
- Use knowledge of morphology and context to determine the meaning of unknown words.
- State a position using present tense argument verbs: maintain, support, contend, believe.
- Qualify a position using precise adverbs: agree/disagree…somewhat, entirely, completely.
- Paraphrase important details from a text using citation verbs and precise topic words.
- Compare texts using appropriate syntax and vocabulary: One similarity/difference between __ and __ is __; __ and __ differ in that __ (present tense verb) while __ (present tense verb).
- Write brief text-dependent responses, each with a claim and two supporting details.
### Informational Text ~ Sample Vocabulary

<table>
<thead>
<tr>
<th>Text Type</th>
<th>Claim</th>
<th>Evidence</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>chapter</td>
<td>opinion</td>
<td>statistics</td>
<td>reason</td>
</tr>
<tr>
<td>report</td>
<td>point of view</td>
<td>data</td>
<td>example</td>
</tr>
<tr>
<td>article</td>
<td>perspective</td>
<td>facts</td>
<td>factor</td>
</tr>
<tr>
<td>study</td>
<td>focus</td>
<td>indicators</td>
<td>experience</td>
</tr>
<tr>
<td>essay</td>
<td>stance</td>
<td>events</td>
<td>anecdote</td>
</tr>
<tr>
<td>research brief</td>
<td>position</td>
<td>percentages</td>
<td>incident</td>
</tr>
<tr>
<td>biography</td>
<td>premise</td>
<td>outcomes</td>
<td>issue</td>
</tr>
<tr>
<td>memoir</td>
<td>thesis</td>
<td>effects</td>
<td>consequence</td>
</tr>
<tr>
<td>speech</td>
<td>argument</td>
<td>reactions</td>
<td>explanation</td>
</tr>
<tr>
<td>blog</td>
<td>angle</td>
<td>consequences</td>
<td>justification</td>
</tr>
<tr>
<td>position paper</td>
<td>outlook</td>
<td>results</td>
<td>rationale</td>
</tr>
<tr>
<td>manual</td>
<td>take</td>
<td>patterns</td>
<td>event</td>
</tr>
</tbody>
</table>
• Read the **title**.
• Read the **subtitle** (if provided).
• Read the **author’s name** and **background information**.
• Read the **publication source**.
• Read the **introduction** or **first paragraph**.
• Read each **subheading**.
• Read the **topic (first) sentence** of each paragraph.
• Look over **typographical aids** such as boldface or italic print.
• Look over **visual aids** such as photographs, graphs, or maps.
• Read the **conclusion** or **last paragraph**.
• Read quickly **end-of-article material** (e.g., vocabulary, questions)

**Previewing Goals:**

• Identify the text topic and focus.
• Make predictions about the key ideas addressed.
• Assess the level of complexity: content, language, and length.
• Determine an appropriate reading and study plan:
  o Number of sections you will need to divide text into;
  o Amount of time each section will require to read, highlight, and create study notes
Vocabulary to Discuss Informational Text Features

<table>
<thead>
<tr>
<th>author</th>
<th>title</th>
<th>heading</th>
<th>image</th>
<th>table</th>
<th>caption</th>
</tr>
</thead>
<tbody>
<tr>
<td>source</td>
<td>subtitle</td>
<td>subheading</td>
<td>chart</td>
<td>graph</td>
<td>legend</td>
</tr>
<tr>
<td>author bio</td>
<td>section</td>
<td>info-graphic</td>
<td>t-chart</td>
<td>map</td>
<td>references</td>
</tr>
</tbody>
</table>

Language to Discuss Predictions About Text Content

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

Language to Establish a Reading and Study Plan

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

<table>
<thead>
<tr>
<th>nonfiction text</th>
<th>article</th>
<th>evidence</th>
<th>topic</th>
<th>message</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational text</td>
<td>essay</td>
<td>data</td>
<td>key idea(s)</td>
<td>claim</td>
<td>reason</td>
</tr>
<tr>
<td>chapter</td>
<td>source</td>
<td>facts</td>
<td>main idea(s)</td>
<td>detail</td>
<td>justification</td>
</tr>
<tr>
<td>report</td>
<td>selection</td>
<td>citations</td>
<td>point</td>
<td>support</td>
<td>perspective</td>
</tr>
</tbody>
</table>

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

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

**A:** The **topic** of this __________________ is ___________________.

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

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

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

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

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

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

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

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

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

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

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

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

**A:** The **author's claim regarding ____** is that ___________.

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

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

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

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

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

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

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

**A:** The **most essential detail** in this paragraph/section is ________________.
CONCEPT MAP

Category or Class

down by someone older, stronger or more powerful

Important Characteristics

intentional

serious and harmful

done by someone older, stronger or more powerful

human behavior

Contrasting Idea/Non-Example

friendly teasing

bullying

physical bullying:

pushing
pantsing
trash-canning
slamming against a locker

verbal bullying:

taunting
making racial slurs
imitating accents
sending mean texts

nonverbal – nonphysical bullying:

excluding
staring
threatening facial expressions

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eating fast food and drinking sodas

snacking on fresh fruit and raw vegetables with hummus

drinking water and low fat milk instead of sodas and sports drinks

eating whole grain breads, cereals, and tortillas

food that is good for your body

a balance of foods from 5 groups: fruits, vegetables, milk, grains, lean protein

the right amount of food to grow well and have energy

Category or Class

human health

Contrasting Idea/Non-Example

nutrition

Important Characteristics

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The adapted and enhanced Frayer Model provides an interactive instructional format for deepening student understandings of focal lesson concepts and involves the following steps:

1. Provide an example sentence embedding the word in accessible content and guide students in analyzing contextual clues to word meaning.
2. Briefly introduce the new concept, providing an accessible definition accompanied by the specific attributes (e.g., the attributes for the concept natural resources could be: ✓ things ✓ found in nature/not man made ✓ useful to humans).
3. Provide an organizer for students to complete as you visibly display and complete.
4. Record examples of the new concept on the map (e.g., trees, oil) taking care to directly link each example to the list of critical attributes.
5. Elicit additional examples of the concept, ensuring that students justify their examples using the attributes (e.g., "___ is an example of ___ because it is ✓ a thing ✓ found in nature ✓ useful to humans").
6. Provide non-examples (which do not exhibit all of the attributes, e.g., gasoline)
7. Provide additional examples and non-examples and coach students through evaluating them until they are fairly proficient with the new concept.
8. Direct students to compose an original sentence using the new word or assign an appropriate sentence frame to complete.
8. When completed, the grid provides students with organized information that can be used for written assignments or to study for a test.
## New Concept: a stereotype (noun)

**Example Sentence:** In my neighborhood there is an unfair **stereotype** that all homeless people are alcoholics.

**Synonym(s):**

**Word Family:** to stereotype, v.
- stereotype, n.
- stereotypical, adj.

**Definition:**
A stereotype is an ______________ about a particular group of_________, based upon limited ____________ and usually __________and __________.

**Essential Characteristics:**
- __________________________

- about a particular group of
- __________________________

- related to a specific age, _______, ___________, class, __________.

- unfair, ______________________

**Examples:**
- Teenagers are all bad drivers.
- Asian students are all whiz kids.

**Non-Examples:**
- Many Mexicans are Catholic.
- Some teachers grade unfairly.

**My Sentence:** It is a common stereotype that all teenagers are __________

However, this is biased and inaccurate because __________________________
### New Concept: a sweatshop (noun)

**Example Sentence:** In many poor countries around the world, school-aged children work in crowded and unhealthy sweatshops making products by hand for only pennies a day.

**Synonym:** factory

**Definition:**
A sweatshop is a small business or factory, often an illegal one, where people work hard in unsafe and unhealthy conditions for little money.

**Essential Characteristics:**
- small business or factory where products are made and sold
- often illegal
- little money is paid to workers
- long working hours
- unsafe, unhealthy conditions

**Examples:**
- a factory in Pakistan where kids are paid 15 cents per day to stitch soccer balls for 14 hours a day
- a sewing factory in an American city employing undocumented immigrants for 1/3 of the U.S. minimum wage for 12 hours a day with only one break

**Non-Examples:**
- working for the U.S. Post Office sorting mail in the back room
- cleaning desk tops during detention

**My Sentence:** Our school district should seriously consider not purchasing products such as _______________________ and _____________________ that are manufactured in sweatshops because _________________________

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

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

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

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

<table>
<thead>
<tr>
<th><strong>Transition to Reporting</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. <strong>Elicit reporting</strong> with frame, <em>visibly displayed</em></td>
<td></td>
</tr>
<tr>
<td>10. <strong>Cue preselected</strong> students to report</td>
<td></td>
</tr>
<tr>
<td>11. <strong>Elicit additional responses</strong></td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>Meaning</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>tend (to)</td>
<td>to usually do a ____________ thing</td>
</tr>
<tr>
<td></td>
<td>a ___________ of doing something</td>
</tr>
<tr>
<td>tendency</td>
<td></td>
</tr>
<tr>
<td>ten•den•cy</td>
<td></td>
</tr>
<tr>
<td><em>noun</em></td>
<td></td>
</tr>
<tr>
<td>factor</td>
<td>one of many things that ____________ or affect a situation</td>
</tr>
<tr>
<td>fac•tor</td>
<td></td>
</tr>
<tr>
<td><em>noun</em></td>
<td></td>
</tr>
<tr>
<td>Writing Practice (Think-Write-Pair-Share):</td>
<td></td>
</tr>
<tr>
<td>When teachers assign a written report, many students have a ________________ to begin working</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example(s)</th>
<th>Image</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>
<td></td>
</tr>
<tr>
<td></td>
<td>a ___________ of doing something</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tendency</td>
<td></td>
<td>After several rainy school days, elementary teachers have a _____________ to become _________</td>
<td></td>
</tr>
<tr>
<td>ten•den•cy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>noun</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Practice (Think-Pair-Share-Write):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After a long day at school, I tend to __________ before I begin my homework assignments.</td>
<td></td>
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</table>

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<tr>
<th>Word</th>
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<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.</td>
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</tr>
<tr>
<td><em>noun</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Practice (Think-Pair-Share-Write):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of the most important factors when I purchase a gift for a friend is __________</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<tr>
<td>fac•tor</td>
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<td></td>
</tr>
<tr>
<td><em>noun</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Practice (Think-Write-Pair-Share):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Several ______________ influence my interest in a book, in particular and</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>similar</td>
<td>adjective</td>
<td>synonym: alike almost the __________ antonym: different</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An __________ is similar to a tangerine because they have the same ___________ and color, and they are both sweet-tasting citrus fruits.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My cousin and her dog look similar because they both have ________ eyes, big _________, and blonde hair.</td>
</tr>
</tbody>
</table>

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

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

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

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

**Writing Practice (Think-Write-Pair-Share):**
Two ___________ of using a laptop or tablet to write in class are being able to ___________ and ___________ more easily.
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>respond</td>
<td>verb</td>
<td>When you receive a compliment, it is ____________________ to respond</td>
</tr>
<tr>
<td></td>
<td></td>
<td>by saying “Thank you”.</td>
</tr>
<tr>
<td></td>
<td>synonym: answer</td>
<td>My teacher requires that we respond during lessons by raising our ________ and using our public ________</td>
</tr>
</tbody>
</table>

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

When I receive a text message from a friend, I usually respond within __________.

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

On timed writing tests, I usually spend a few minutes thinking carefully about the prompt and the __________ I want to include before I __________ in writing.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>perspective</td>
<td>noun</td>
<td>Parents and children usually have different perspectives on the amount of time a child should spend watching television on ________ nights.</td>
</tr>
<tr>
<td></td>
<td>synonym: idea; opinion</td>
<td>When you have an ________ with a classmate, you should try to see the situation from his or her perspective.</td>
</tr>
</tbody>
</table>

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

From my perspective, our cafeteria menu would be improved if it included ____________________.

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

Teachers and students often have different __________ on how carefully students should check their __________ before turning in assignments.
Words to Go

BUILD WORD KNOWLEDGE
Complete the meanings and examples for these high-utility academic words.

<table>
<thead>
<tr>
<th>Words to Go</th>
<th>Meanings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>prevent</td>
<td>to ________ something from happening</td>
<td>When I ride a bike, I ________ to prevent accidents.</td>
</tr>
<tr>
<td>prevention</td>
<td>the act of ________ something from</td>
<td>If Maya becomes school president, she'll fight for the prevention of ________</td>
</tr>
</tbody>
</table>

DISCUSS & WRITE EXAMPLES
Discuss your response with a partner. Then complete the sentence in writing.
In my opinion, the best way to prevent falling behind on homework is to __________ because __________

Write your response and read it to a partner. Listen and record a new idea.
I believe that more education about good nutrition will aid in the ________ of ________

BUILD WORD KNOWLEDGE
Complete the meaning and examples for this high-utility academic word.

<table>
<thead>
<tr>
<th>Word to Go</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>indicate</td>
<td>to ________ or ________ something</td>
<td>Scoring well on a test indicates that someone ________ The crowd indicated that it enjoyed the performance by ________</td>
</tr>
</tbody>
</table>

DISCUSS & WRITE EXAMPLES
Discuss your response with a partner. Then complete the sentence in writing.
Good listeners indicate that they are paying attention by __________

Write your response and read it to a partner. Listen and record a new idea.
might __________ that a student is not getting enough sleep.

Classmate's Name | Idea for Prevent/Prevention | Idea for Indicate |
**Verbal Practice**

Talk about it

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

1. The biggest **difference** between going to school and being on vacation is the amount of time I’m able to spend __________________________ during the summer.

2. There are some major **differences** in the types of __________________________ that adults and children enjoy.

**Discuss**

**Listen**

**Write**
Count nouns

name things that can be counted. Count nouns have two forms, singular and plural. To make most count nouns plural, add –s. To make count nouns that end in x, ch, sh, ss, and z plural, add –es.

EXAMPLE: Red foxes live around the world in many diverse habitats.
## accurate

### Say it: ac·cu·rate

### Write it: ________________

#### Academic Vocabulary Toolkit

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>exact, correct</td>
<td>A __________ will give you an accurate measure of __________.</td>
</tr>
</tbody>
</table>

**Synonym:** precise  
**Antonym:** inaccurate

### Family

- **Noun:** accuracy  
- **Adverb:** accurately

### Word Partners

- _____ description  
- _____ information  
- _____ measurement

If you witness a crime, it’s important to give the police an accurate description of what happened.

News journalists try to provide accurate information in their stories.

You can get an accurate measurement of your height and weight at the doctor’s office.

### 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. My friend didn’t give me accurate directions to the ______________________, so I got lost.

2. It's not as important to have accurate spelling and punctuation when you’re writing a ______________________, as when you’re writing an essay.
Writing Practice

Collaborate  Work with your partner to complete the sentence using accurate and appropriate content.

The movie __________________ is not an __________________ representation of life because ____________________________ .

Your Turn  Work independently to complete the sentence using accurate and appropriate content.

If I were to give an __________________ description of my appearance, I would say that I have __________________________ and __________________________ .

Be an Academic Author  Work independently to write two sentences. In your first sentence, use accurate with a plural noun.

In your second sentence, use accurate with the word partner accurate information.

1. __________________________
   __________________________

2. __________________________
   __________________________

Write an Academic Paragraph  Complete the paragraph using accurate and original content.

Hollywood movies about teens are usually not __________________ representations of life in middle or high school. These movies often feature stereotypical characters:

the __________________________ cheerleader, the nerdy outcast, the moody artist, and

the __________________________ . While students like these certainly exist, it wouldn’t be __________________________ to say that all teens match one of these descriptions. Another inaccurate feature of many teen movies is the way they depict students’ responsibilities.

Teens in movies never seem to have homework or __________________________; they only go to parties and __________________________ . Do you think these movies accurately __________________________ your life at school?

Adjectives do not have plural forms. Do not add an –s to adjectives when they describe plural nouns.

accurate facts
loud dogs
**Dr. Kinsella’s “Daily Do Now” Routine ~ Step by Step**

<table>
<thead>
<tr>
<th>Establish purpose</th>
<th>Transition to brief Verbal Practice</th>
<th>Transition to self-rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>(set expectations that this is a daily starter activity — after week one, students should begin without any teacher prompting)</td>
<td>1. <strong>Cue partner</strong> (A/B, 1/2) to share response with partner</td>
<td>1. <strong>Direct</strong> students to re-read their response, checking grammar and content</td>
</tr>
<tr>
<td>1. <strong>Visibly display</strong> the word and provided response frame</td>
<td>2. <strong>Cue partner</strong> (A/B, 1/2) to provide <strong>supportive feedback</strong> and a <strong>verbal rating</strong></td>
<td>2. <strong>Review rating</strong> (- no attempt, ✓ word or content correct, + word and content correct)</td>
</tr>
<tr>
<td>2. <strong>Students read and record</strong> response frame quietly on blank “Do Now” page</td>
<td>Transition to reporting</td>
<td>3. <strong>Cue students</strong> to <strong>quickly circle</strong> the score that reflects their self-rating</td>
</tr>
<tr>
<td>3. <strong>Encourage students</strong> to <strong>review</strong> Vocabulary Notes</td>
<td>3. <strong>Circulate</strong> to monitor discussions</td>
<td>4. <strong>Cue students</strong> with bonus sentences to circle the score that reflects their self-rating</td>
</tr>
<tr>
<td>4. <strong>Prompt students</strong> to consider a response (allow adequate think time)</td>
<td>4. <strong>Cue two preselected students</strong> to report</td>
<td>5. <strong>Circulate</strong> to confirm accuracy and provide corrective feedback on scoring</td>
</tr>
<tr>
<td>5. <strong>Cue students</strong> to complete the frame (stress form of the word and relevant content)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. <strong>Circulate</strong> reading student responses to assess understanding and opportunities for reteaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Cue bonus</strong> (for students who have accurately completed 1st response frame)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. <strong>Circulate</strong> reading to preselect 2 model responses to report</td>
<td></td>
<td></td>
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</tbody>
</table>

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# Daily Do Now ~ Vocabulary Review and Assessment

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

<table>
<thead>
<tr>
<th>Date</th>
<th>1.</th>
<th>2. Bonus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>1.</td>
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<tr>
<td>Tuesday</td>
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<td>Wednesday</td>
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<td>Thursday</td>
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<tr>
<td>Friday</td>
<td>1.</td>
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<p>| Weekly Total Points | 46 |</p>
<table>
<thead>
<tr>
<th><strong>REVIEW: appearance noun</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
</tr>
<tr>
<td>Everyone tells me that my physical ___________________________ reminds them of (my/the actor) ___________________________.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>include verb</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 2</strong></td>
</tr>
<tr>
<td>When you make tacos, it is important to ___________________________ lots of ___________________________ to make it extra delicious!</td>
</tr>
<tr>
<td><strong>DAY 3</strong></td>
</tr>
<tr>
<td>My friend’s Halloween costume every year usually ___________________________ some kind of hat to make him look ___________________________.</td>
</tr>
<tr>
<td><strong>DAY 4</strong></td>
</tr>
<tr>
<td>Many PG-13 movies ___________________________ language that is not ___________________________ for elementary school students.</td>
</tr>
<tr>
<td><strong>DAY 5</strong></td>
</tr>
<tr>
<td>Our teacher said, “If you want to go to the ___________________________ make sure that I ___________________________ your name on the list and I have a signed permission slip.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TOTAL</strong></th>
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</table>
Data File

American students are facing a health crisis. Is school food part of the problem? Or is it part of the solution?

A Health Crisis

Obesity can harm people's health. It can lead to diabetes, heart disease, and other serious illnesses. Recent studies show that one in three American children and teens is overweight or obese. This rate has tripled in the last 50 years.

(American Heart Association, 2014)

Food by the Numbers

• More than 30 million students eat school lunches every day. That adds up to 150 million trays of cafeteria food per week.

• The government has nutritional standards for school lunches. For example, middle school lunches must have 600–700 calories.

(US Department of Agriculture Food and Nutrition Service, 2014)

Snacks for Sale

• In 2010, vending machines were in 52% of middle schools and 88% of high schools. Using vending machines can be an expensive habit. A student can spend up to $10 a week on vending machine food.

• About 22% of students from elementary school to high school buy food in vending machines every day. The food adds an average of 253 calories per day to each student's diet.

(Journal of School Health, 2010)
What's Happening IN THE USA?

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

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

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

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

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

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

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

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

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

In the beginning the government’s school lunch program responded to children’s hunger. Today it is responding to both hunger and obesity. Because children now consume nearly one-half of their total calories every day at school, it is time for food at American schools to change for the better.
The increase per meal is six cents. It is the first significant increase in 30 years.

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

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

First lady Michelle Obama has a campaign called “Let’s Move” to end childhood obesity.

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

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

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

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

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

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

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

Characters that appeal to children began appearing on cereal boxes in the 1930s.
### Word Table 1: Nutrition

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>nutrition</td>
<td>noun</td>
<td>the process of eating the right types of food for good health and ________</td>
</tr>
<tr>
<td>nutritious</td>
<td>adjective</td>
<td>Eating a nutritious breakfast on school days helps a student ________ during morning classes.</td>
</tr>
</tbody>
</table>

**Verbal Practice (Think-Pair-Share-Write):**
One food I should probably eat more often for good nutrition is ________.  

**Writing Practice (Think-Write-Pair-Share):**
I wish our school had vending machines with delicious and ________ choices such as ________ and ________.

### Word Table 2: Obese

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>obese</td>
<td>noun</td>
<td>synonym: fat ________ in a way that is unhealthy</td>
</tr>
<tr>
<td>obesity</td>
<td>noun</td>
<td>the condition of being so overweight that it is ________</td>
</tr>
</tbody>
</table>

Because our cat had gained ten pounds in one year, the vet said Coco was obese and put her on a strict ________.

One way to avoid obesity is to ________ for at least 30 minutes daily.

**Verbal Practice (Think-Pair-Share-Write):**
Overweight children can avoid becoming obese adults if they begin eating more ________ and less ________.

**Writing Practice (Think-Write-Pair-Share):**
Many serious health problems such as ________ are linked to ________.  

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### Word | Meaning | Examples | Images
--- | --- | --- | ---
**calorie**
*noun*
| a unit for measuring the amount of food will produce | A boiled potato without any ___________________________ has about 90 **calories**. 
If you want to lose weight, you can ____________ the **calories** in the foods you eat. | ![Image of fruit with calorie information](http://www.fruitcaloriechart.com) |

#### Verbal Practice (Think-Pair-Share-Write):
Many fast food items such as ____________ and fries are high in **calories** but low in nutrition.

#### Writing Practice (Think-Write-Pair-Share):
It is important for students to get enough __________________ during the school day to have energy to ________________.

### Word | Meaning | Examples | Images
--- | --- | --- | ---
**consume**
*verb*
| synonym: eat to eat or ____________ something; to use fuel, energy, _____ or electricity | A koala mainly **consumes** eucalyptus ____________. 
Small hybrid cars like the ____________ **consume** less gas than large SUVs and trucks. | ![Image of koala](http://www.koala.com) ![Image of small hybrid car](http://www.hybridcar.com) |

#### Verbal Practice (Think-Pair-Share-Write):
Dentists recommend that children watch the amount of __________________ they **consume**.

#### Writing Practice (Think-Write-Pair-Share):
Many parents want schools to more carefully control the foods students __________________ during __________________ because they are concerned about their ________________.
RESPOND WITH EVIDENCE

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

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

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

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

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

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

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

It also expands ________________

Another important (noun: impact, effect, outcome) is ________________

This will help schools ________________

An additional (adjective: positive, promising, strong) ________________
(noun: impact, effect, outcome) is ________________
Dictionaries

Supplemental Informational Text Selections
Gable, L. *What’s happening in the USA/World/California?* (fax: 831-426-6532) www.whpubs.com
newsela: *Nonfictional Literacy and Current Events* https://newsela.com
*The New York Times Upfront Magazine*. Scholastic, Inc. (grades 9-12)
*National Geographic Magazine for Kids*. (grades 2-5)
*Time Magazine for Kids*. (grades 2-5)
*Scholastic News*. (grades 3-5) *Scholastic Action*. (grades 6-8) *Scholastic Scope*. (grades 6-8)

Curriculum to Accelerate Academic Language Knowledge and Skills
Dr. Kinsella’s Supplemental Program for Teaching High-Utility Academic Words:
*The Academic Vocabulary Toolkit* (2012). Cengage-National Geographic Learning. (Grades 7-12)

Dr. Kinsella’s 4-12 ELD Program for Accelerating Academic English Proficiency and Writing:
*English 3D: Describe, Discuss, Debate* (2016). Houghton Mifflin Harcourt. (Grades 4-12)
*English 3D: Course A 1 & 2* (2016). (Elementary) Houghton Mifflin Harcourt. (Grades 4-6)
*English 3D: Course B 1 & 2* (2016). (Middle School) Houghton Mifflin Harcourt. (Grades 6-8)
*English 3D: Course C* (2013). (High School) Houghton Mifflin Harcourt. (Grades 9-12)

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