

## Bolstering Confident and Competent Vocabulary Use Through Explicit Instruction

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## Workshop Components

- Cornerstones of an effective vocabulary development program
- Viewing of taped lessons with explicit vocabulary instruction
- Demonstration of explicit vocabulary instruction with structured speaking and writing tasks
- Steps in the research-informed explicit instructional routine
- Appropriate dictionaries for mixed-ability 4-12 classrooms
- Criteria for selecting high-leverage words for more robust teaching
- Recommendations for structuring effective application tasks
- Practice preparing to teach a high-leverage lesson term

## Precision Partnering Setup

- Make eye contact with an elbow partner. Determine who will be partner one and two.
- Observe the "4 Ls" for working with a partner:
  - **Look** (Make eye contact.)
  - **Lean** (Turn toward your partner.)
  - **Low Voice** (Use your private voice.)
  - **Listen** (Show active, respectful listening.)

## Partner Discussion Task



1. Think about this question:  
*What are some differences between a cell phone and a landline phone?*
2. At the signal, partner one will share first. Continue sharing until I say "1-2-3, Eyes on me."
3. Decide together upon two major differences. Prepare to report your idea(s) to the class. Take turns practicing with the sentence frame.

## Discussion Sentence Frame

- We agreed that one significant difference between a cell phone and a landline is ...  
(*noun phrase: the cost of ...*)

Word Bank: Precise Nouns  
the potential for  
the amount of  
the difference in  
the variety of

## Model Response

*We agreed that one significant difference between a cell phone and a landline is the potential for annoying others.*

*(Because a cell phone can be used virtually anywhere, any time, the potential for bothering fellow customers, coworkers or classmates is extremely high)*

Listen to the long-term English Learner's response. What do you notice about her language use?

- Vocabulary:
- Sentence Structure:
- Grammar:
- Idea Development:
- Oral Fluency:

### The Ultimate Objective of English Language Development: Accurate Oral Fluency

**Oral Fluency:** ease of target language production and listening comprehension

- ➔ **Accurate Oral Fluency:** ease of producing accurate target language forms (vocabulary, syntax, grammar) and ability to follow along and comprehend while listening to more sophisticated language

### All students are AELL

(Academic English Language Learners)

Academic English is not a natural language that we acquire through extensive listening and social interaction.

Academic English, including vocabulary, syntax and grammar must be explicitly and systematically taught, not merely caught.

### Critical Aspects of Academic Oral Language Development

- **Vocabulary:** all the words that a person knows, recognizes, uses or learns
- **Syntax:** the way words are arranged in order to form sentences or phrases
- **Grammar:** the rules according to which the words of a language change form and are combined into sentences
- **Register:** the style of language use or degree of formality reflected in word choice and grammar.

### Think-Write-Pair-Share



#### Think (Independent Reflection):

In 4-12 classes students are commonly asked to independently look up a list of lesson terms in a desktop dictionary or glossary then apply the new words in original sentences. Consider the potential limitations of this common task.

### Think-Write-Pair-Share

- **Write:** Select a key reason and write a complete sentence using the frame.
- **Sentence Frame:** Students regularly fail to grasp a new word's meaning when using a desktop dictionary because the definitions \_\_\_\_

#### Precise Verbs

include ...  
fail to include ...  
require ...

#### Precise Adjectives

challenging  
complex  
obscure

## Model Response

Students regularly fail to grasp a new word's meaning when using a desktop dictionary because the definitions **often include other forms of the target word**.

*(For example, the verb predict may be defined as "the act of making a prediction.")*

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## Check for Understanding of Task Directions

Use a finger rubric to communicate how well you understand the directions

- 3 I know what to do.  
I can explain the directions to the class.
- 2 I am a little confused.
- 1 I am very confused.  
I do not know what to do.

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## Partnering Directions

- Partner #1 shares first using the sentence frame. Partner #2 shares next.
- Keep sharing until I say: "1-2-3, eyes on me."
- If you don't have a second idea, share the teacher's idea or your partner's idea.

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## Class Discussion Ground Rules

- Demonstrate respect for others at all times.
- No hand-raising until I ask for volunteers.
- Use your public voice: 2 x slower and 3 x louder than your conversation private voice.
- Use the sentence starter to share your idea.
- Listen attentively and jot down one new idea.
- Point out similarities before sharing your idea.

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## Language for Classroom Learning: Pointing Out Similarities

- **Casual Conversational English**  
Mine's the the same.  
Oh yeah. Right.  
Me too.
- **Formal Spoken and Written English**  
My idea is similar to \_\_'s.  
My idea builds upon \_\_'s.  
I agree with \_\_. I also think that \_\_.

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## Dictionaries Are Not Necessarily Productive Learning Tools

**Definition:** categorize, v.t.

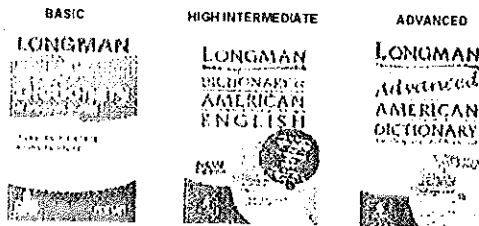
**Random House Webster's Dictionary (2001):**  
to arrange in categories, classify

**Longman Advanced American Dictionary (2001):**  
to put people or things into groups according to what type, level, etc. they are, or to say what group they are in  
*The population is categorized according to age, gender and occupation.*  
*How would you categorize your relationship with your parents?*

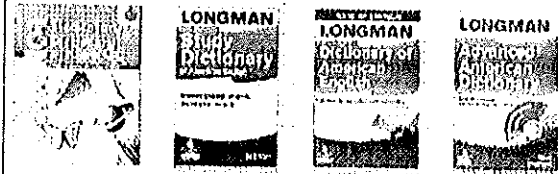
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## "Considerate" Learner's Dictionaries for English Learners in Grades 4-12

PEARSON LONGMAN [www.longman.com/dictionaries](http://www.longman.com/dictionaries)

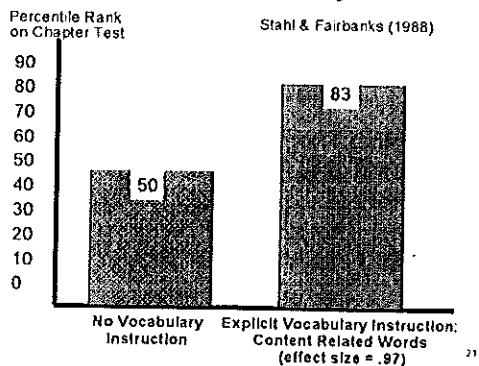


## The K-12 Suite of Dictionaries



10,500 headwords	12,000 headwords	23,500 headwords	45,000 headwords
20,000 words and phrases	24,000 words and phrases	55,000 words and phrases	100,000 words and phrases

## Impact of Explicit Vocabulary Instruction



## What Explicit and Accountable Vocabulary Development is Not...

- Independent or collaborative dictionary work devoid of explicit prior instruction in word meaning
- Activities devoid of explicit prior instruction: word sorts, word walls, crossword puzzles, work sheets
- Sustained silent reading to get exposure to new words
- Context meaning guessing versus analysis followed by verification of word meaning and additional examples
- Preparation-free meaning mentioning by the teacher at the point of word encounter within a lesson

## Think-Pair-Share

Identify two explicit instructional strategies the teacher utilized to ensure that every student was actively involved in learning the target lesson vocabulary.

We observed that she \_\_\_\_ (verb: past tense)

Everyday  
gave  
told  
showed

Precise  
provided ...  
explained ...  
modeled ...

## Explicit language instruction includes:

- Conscientiously directing students' attention to a new word, language rule, or form;
- Clearly explaining and demonstrating that language element;
- Guiding appropriate use of newly-taught language elements in a gradual release model: *I do it, We do it, You do it,*
- Providing ample meaningful opportunities for use of newly-taught language elements with high accountability for application.

## A Gradual Release of Responsibility Within Explicit Language Instruction

**I do it**

**We do it**

**You do it**

Curricula and instruction  
typically segue directly  
from "I do it" to "You do it"!

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## Structure Democratic Responses AFTER "Precision Partnering"

- Pre-selected initial responses: Discussion \_\_\_\_\_
- Name cards or sticks
- Random (or seemingly random) selection
- Partner \_\_\_\_\_
- \_\_\_\_\_ the partner's idea
- Popcorn: participant #1 selects #2 from another section of the classroom, etc.
- Choose one per table group using pre-assigned color/number codes: All greens report...
- Authentic volunteers (after \_\_\_\_\_).

## Pragmatics of "Precision Partnering"

- Arrange seating conducive to partnering.
- Assign partners thoughtfully rather than randomly.
- Change partners routinely (a new month, unit).
- Designate who is partner 1/2, A/B, green/blue.
- Designate who speaks first for a particular task.
- Assign a concrete task and a specific time frame.
- Check for understanding of task expectations.
- Provide a clearly displayed response frame and model appropriate use.
- Assign a related follow-up task for fast finishers.

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## Receptive vs. Expressive Word Knowledge

### Receptive Vocabulary:

words that are recognized and understood when we hear or see them; typically much larger than expressive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations, or ever use them as we speak and write

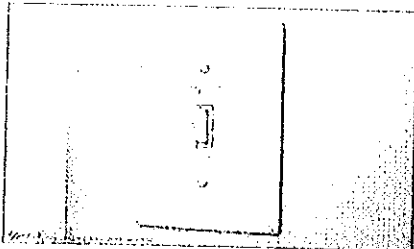
### Expressive (Productive) Vocabulary:

words we use comfortably in speaking and writing

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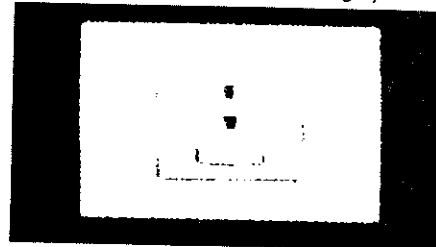
## Vocabulary Knowledge Does Not Operate Like an On and Off Switch

(You either know a word or you don't.)



## Vocabulary Knowledge Operates Like a Dimmer Switch

(Our familiarity with a word exists upon a continuum of knowledge.)



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## Vocabulary Knowledge Rating

Rating Scale: 4 = I can teach the word.  
 3 = I have some understanding.  
 2 = I have seen or heard it before.  
 1 = I have never seen or heard it before.

Word	Rating	What I Think This Word Means
lexicon		
register		
quixotic		

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## Vocabulary Knowledge Rating Discussion Questions

Questions to Prompt Partner Interactions:

- Do you know what \_\_ means?
- Are you familiar with the word \_\_?

Questions to Prompt Group Interactions:

- Who knows what \_\_ means?
- Who is familiar with the word \_\_?

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## Vocabulary Knowledge Rating Sentence Starters

- 4: I am familiar with the word \_\_. It means \_\_
- 3: I am somewhat familiar with the word \_\_. I think it means \_\_
- 2: I recognize the word \_\_, but I don't remember what it means.
- 1: I am unfamiliar with the word \_\_

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## Explicit Vocabulary Teaching Routine with a Structured Oral Task

Target Word	Meaning	Examples
<b>lexicon</b>	1 all the words in a particular _____	The English <b>lexicon</b> has expanded with words invented for the _____ industry such as _____
<b>lex·i·con</b> (noun)	2 the body of specialized _____ and phrases used by people who share a common interest or _____	_____ have a <b>lexicon</b> with words like _____ to refer to _____
lexis = _____		

## Explicit Vocabulary Teaching Routine with Structured Oral and Writing Tasks

Word	Meaning	Examples
<b>significant</b>	1. _____	The election of Obama was <b>significant</b> because he (verb: past)
sig·nif·i·cant (adjective)		
	2. quite _____ or noticeable	Cheetos contain a <b>significant</b> amount of _____
Writing Task: Students make _____ improvement in their writing when their teachers _____		

## Explicit Vocabulary Teaching Routine with a Structured Oral Task

Target Word	Meaning	Examples
<b>quixotic</b>	having ideas and plans that are based largely on _____ and that are not _____ or _____	Throughout U.S. history candidates have run <b>quixotic</b> campaigns.
<b>quix·ot·ic</b> (adjective)	practical, just like the literary dreamer	A _____ decision our _____ made was to _____

### Explicit Vocabulary Teaching Routine

- Guide students in reading and pronouncing the word a few times.
- Have students clap/tap out the syllables for polysyllabic words.
- Provide a cognate connection when possible.
- Explain the meaning using familiar language.
- Provide two examples within students' experiential realm.

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### Explicit Vocabulary Teaching Routine

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

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### Lesson Planning Steps Using Longman Dictionaries

1. Write the word.
2. Write the syllabication; separate syllables with dots.
3. Write the part of speech in parentheses.
4. Copy the definition and omit one or two words. Choose the appropriate meaning for the context.
5. Copy the example sentence. Omit one word or phrase and leave a blank.
6. Design a practice task using a different familiar context. Write a simple response frame. Determine the grammar necessary to complete the frame.

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### Student Vocabulary Note-taking Guide Prepared Using the Longman "LEDT"

Word	Meaning	Examples
<b>tradition</b> tra·di·tion (noun)	a _____ something that people have done for a long _____ and continue to do	There is a <b>tradition</b> in the U.S. to eat _____ on Thanksgiving Day  A birthday _____ in my family is (verb + ing)

**Writing Task:** Our community has some \_\_\_\_\_  
for the \_\_\_\_\_ holiday. For example, every year there is/are \_\_\_\_\_

### Tips for Writing an Effective Oral Practice Task

- Choose a familiar context that is different from those in the dictionary example sentence(s).
- Write a response frame that doesn't require unnecessarily complex grammar.
- Write a response frame that can be completed in many ways using students' knowledge and experiences.
- Prepare a model response that you anticipate students won't come up with on their own.
- Specify the grammar to complete the sentence.

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### Explicit Vocabulary Teaching Routine with a Structured Oral Task

Word	Meaning	Examples
<b>factor</b> fac·tor (noun)	1. A number that you can _____ into another number evenly  2. One of _____ things that affects a situation	1. 3 is a <b>factor</b> of _____ because $15/3 =$ _____  2. An important <b>factor</b> when I purchase a gift for someone is _____

### How to Assign a Sentence Starter Including a Newly-Taught Word

- Display the starter using one color.
- Add your response using another color.
- Read your entire response with expression.
- Have students chorally read your response to develop fluency before sharing their sentence.
- Point out the grammatical expectations for writing a complete sentence using the starter.
- Provide a relevant word bank to stimulate thinking and more precise language use.

### Structured Oral Application Tasks For a Newly-Taught Word

For dinner we usually eat one portion of \_ (noun: *salad*)

If I wanted to eat a healthier diet, I could eliminate \_ (noun: *coffee*)

Students can reduce exam stress by \_ (verb + ing: *preparing...*)

### A Sentence Frame Functions as an Instructional Scaffold not a Crutch

#### Instructional Scaffold:

a temporary lesson structure (employed in a gradual release model) that conscientiously supports learners for a challenging academic task that could not otherwise be performed confidently and competently, much like training wheels for a bicycle or water wings in a swimming pool

### A Sentence Frame with a Targeted Word Bank

What challenges do immigrants face coming to America?

One challenge that immigrants face is \_ (verb + ing) *learning a new language*.

Verb Bank: *dealing with ...*  
*finding ...*  
*understanding ...*

### Sample 5-Minute Warm-up Vocabulary Assessment Task

Show your understanding of the word **significant**. Write a "show you know" sentence in your vocabulary notebook using this sentence frame:

Eating more \_\_\_\_\_ and less \_\_\_\_\_ would have a **significant** improvement on my \_\_\_\_\_.  
This is because \_\_\_\_\_.

Practice reading your response to prepare for our partner discussion.

### Bolster Expressive Word Knowledge with Structured Writing Tasks

Design writing tasks that require providing:

- 1) the appropriate form of the word (e.g., plural, past tense);
- 2) content that illustrates their conceptual grasp of the word.

- **DEMONSTRATE:** A classmate \_\_\_\_\_ respect to a lesson partner by \_\_\_\_\_ and \_\_\_\_\_.
- **REDUCE:** Students in our school have \_\_\_\_\_ the amount of trash they produce by \_\_\_\_\_.
- **FACTOR:** Two major \_\_\_\_\_ influencing a teen's driving insurance premium are \_\_\_\_\_.



## Words that Warrant Robust Instruction

- "big idea" words that relate to lesson concepts  
*stereotype, outsourcing, fossil fuel*
- high-frequency/high-utility "academic tool kit" words  
*consequence, issue, analyze*
- high-use "disciplinary tool kit" words  
*economy, metaphor, species*
- words to engage in literate discourse about the topic  
*words relevant to discussing the theme or issues yet not included in the text (esp. with literature!)*

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## Word Types: A Lens for Thinking About Vocabulary (Beck et al., 2002) & Choosing Important Words to Teach

Tier 1: Basic Tier 2: Frequent Academic Tier 3: Content Specific

home  
dog  
happy  
see  
come  
again  
find  
go  
look  
boy

analyze  
approach  
role  
consist  
major  
require  
significant  
vary  
interpret  
respond  
consequence

"mortar"  
words

volcano  
lava  
pumice  
glaciated  
abdominal  
peninsula  
molten  
phonological  
diphthong

"brick"  
words

Research: Coxhead <http://language.massey.ac.nz/staff/awl/awlinfo.shtml>

## Vocabulary Analysis and Selection Read 180 rBook - B: A New Immigration Boom

to respond, v.  
trend, n.  
minimum, adj.  
policy, n.  
impact, n.  
to influence, v.  
opportunity, n.  
percentage, n.

primarily "mortar" or  
high-utility academic words,  
very generalizable to other contexts,  
should become part of students'  
academic vocabulary "tool kit"

census, n.  
immigrant, n.  
immigration, n.  
newcomer, n.  
to settle, v.  
motivate, v.  
to be founded on, v.

primarily lesson "bricks"  
or topic specific terms,  
will not generalize as well  
to other academic, professional  
or social contexts

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## Short Story Synopsis: *Raymond's Run*

*Raymond's Run* by Toni Cade Bambara is a story about the ways in which youths earn and demonstrate respect to significant peers such as siblings and classmates. Squeaky, a natural athlete and the fastest runner in her class, participates in a competitive race and nearly ties with a classmate. However, while running the race she notices that her developmentally delayed brother Raymond is running on the other side of the fence and keeping up with her. As the judges decide who won the race, Squeaky realizes she is so proud of Raymond that winning doesn't matter to her any more. She recognizes that she has many additional ways in which she can excel, like winning a spelling bee or taking care of her brother. In the end, as the judges announce that she actually won, Squeaky demonstrates respect to her formal rival with a friendly smile.

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## Short Story Vocabulary Analysis: *Raymond's Run* (Toni Cade Bambara)

Publisher's Selected Words  
(drawn directly from the story)

- prodigy, n.
- ventriloquist, n.
- periscope, n.
- signify, v. (low incidence)
- (high-incidence word forms)
- significant, adj.
- significance, n.
- significantly, adv.

Dr. Kinsella's Selected Words  
(not contained within the story  
but useful for literate discourse)

- Central Lesson Concept Terms
- respect, n. respectful, adj.
- disability, n.

High-Use Academic Words

- gain, v. earn, v. obtain, v.
- demonstrate, v. involve, v.
- individual, n. peer, n.
- sibling, n. classmate, n.

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## Structured Oral Task Including Thematic Vocabulary (Not Highlighted by Publisher)

How do you (or could you) demonstrate respect to your peers?

I (could) demonstrate respect to my peers (classmates, teammates) by \_\_\_\_ (verb + ing).

Word Bank: being ... honest, kind, loyal  
listening ... helping with ...

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

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

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

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

Source: (Averil Coxhead, 2000)

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### A Word Form Chart for Academic Word Families to Foster "Word Consciousness"

Noun	Verb	Adjective	Adverb
accuracy <u>in</u> accuracy		accurate <u>in</u> accurate	accurately <u>in</u> accurately
prediction	predict	predictable <u>un</u> predictable	predictably
production	produce	productive <u>un</u> productive	productively <u>un</u> productively
dependence <u>in</u> dependence	depend (on/upon sth)	dependent <u>in</u> dependent	
symptom		symptomatic <u>as</u> ymptomatic	

### Explicit Word Family Instruction with Structured Oral Tasks

Word	Meaning	Examples
<b>character</b> char·ac·ter (noun)	A person in a book, play or _____	_____ is an important character in the movie _____
<b>characteristic</b> char·ac·ter·is·tic (noun)	A quality that is _____ of someone or something	Martin Luther King's leadership characteristics made people _____ him  One of my best characteristics is that I am _____

### Explicit Word Family Instruction with Structured Oral Tasks

Target Word	Meaning	Examples
<b>productive</b> pro·duc·tive (adjective)	getting a lot <u>done</u> ; making, producing or <u>accomplishing</u> a lot	Students are more <b>productive</b> in class when the teacher is <u>prepared</u>
<u>productive</u> <b>produce</b> pro·duce (verb)	ANT: <u>unproductive</u> 	<u>Taking notes</u> (verb + ing) _____ in class when there is a sub is <b>productive</b>  _____ in class when there is a sub is <b>unproductive</b>

### Sources for Dr. Kinsella's Resources

Santa Clara County Office of Education  
[www.sccoe.org/depts/ell/kinsella.asp](http://www.sccoe.org/depts/ell/kinsella.asp)  
[www.sccoe.org/depts/ell/teacherresources.asp](http://www.sccoe.org/depts/ell/teacherresources.asp)

California Department of Education  
Office of Middle and High School Support  
(4 webinars focusing on structured  
engagement)  
<http://pubs.cde.ca.gov/TCSII>

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# The End

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## Observation Tool: *Structured Engagement and Language Use*

Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Period \_\_\_\_\_ Observer \_\_\_\_\_  
Date \_\_\_\_\_ Length of Observation \_\_\_\_\_ (minutes) Observation Cycle (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc.) \_\_\_\_\_

### Learning Objectives:

Clearly displays and communicates learning objectives: Content Objective(s) \_\_\_\_\_ Language Objective(s) \_\_\_\_\_

Content Objective(s): \_\_\_\_\_

Language Objective(s): \_\_\_\_\_

### Structured Student Physical Responses:

Getting materials ready for work \_\_\_\_\_  
Focusing visually when cued: board, text \_\_\_\_\_  
Marking text: underline, circle, check \_\_\_\_\_  
Pointing at something: text, directions \_\_\_\_\_  
Signal: thumbs up/down, finger rubric \_\_\_\_\_  
Tracking (w/ finger/card) when reading \_\_\_\_\_  
Standing/sitting when cued \_\_\_\_\_  
Wrapping up work/interaction and \_\_\_\_\_  
focusing on teacher when cued \_\_\_\_\_

### Quick Notes:

### Structured Student Verbal Responses:

Choral (unified class): reading, repetition \_\_\_\_\_  
Individual reading aloud, repetition \_\_\_\_\_  
Individual (volunteer, raised hand) \_\_\_\_\_  
Individual (teacher pre-selection) \_\_\_\_\_  
Individual (teacher random selection) \_\_\_\_\_  
Partner task with verbal support (a frame) \_\_\_\_\_  
Partner task without verbal support \_\_\_\_\_  
Group task with verbal support (a frame) \_\_\_\_\_  
Group task without verbal support \_\_\_\_\_  
Use of "public voice" during discussion \_\_\_\_\_

### Structured Student Written Responses:

Copying information from the board \_\_\_\_\_  
Completing a sentence frame \_\_\_\_\_  
Writing in a core text/workbook \_\_\_\_\_  
Writing in a notebook/on a handout \_\_\_\_\_  
Taking notes with a note-taking guide \_\_\_\_\_  
Jotting down a brainstorming list \_\_\_\_\_  
Filling in a graphic organizer \_\_\_\_\_  
Doing a focused, relevant quick-write \_\_\_\_\_  
Doing a warm-up, "Do Now" task \_\_\_\_\_

### Teacher Monitoring:

Circulates around the classroom \_\_\_\_\_  
Checks for understanding (task/content) \_\_\_\_\_  
Listens to verbal responses \_\_\_\_\_  
Reads written responses \_\_\_\_\_  
Assists students when needed \_\_\_\_\_  
Identifies strong/weak work \_\_\_\_\_  
Provides targeted, respectful feedback \_\_\_\_\_  
Adjusts instruction as needed \_\_\_\_\_  
Uses eclectic strategies to elicit responses \_\_\_\_\_

## Notes for Lesson Feedback

Teacher actions that promoted engaged, accountable learning and competent language use:

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Missed opportunities for promoting engaged, accountable learning and competent language use:

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Instructional goals:

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## Pragmatics of Structured "Precision Partnering"

### Developing a Classroom Seating Arrangement Conducive to Structured Partnering

Develop a seating arrangement that is conducive to alternate partnering, one that allows students to easily partner with two different classmates. You might have students work with partner one for an entire week, then change to partner two the subsequent week. Here are some possible seating arrangements for regular structured partnering:

- rows - one partner to the left and one partner behind
- tables - one partner across and one beside
- chevron - one partner to the side and one behind

### Assigning Appropriate Partners

- ✓ Allow random partnering the first few weeks of the school term until you have had a chance to observe student behavior and social skills and analyze academic performance. Consider allowing students to submit a form to you identifying four students within the class with whom they would feel comfortable and productive working on partnering tasks. Tell students that you will do your best to accommodate their requests and that you will try to at least partner them with a few of their choices over the course of the school year. Assign partners but change at the beginning of a new school term so students can experience working with different individuals.
- ✓ Consider the following variables when determining appropriate partners:
  - English communicative competence, including speaking and listening
  - English reading and writing proficiency (consider data from SRI, writing assessments, etc.)
  - attendance record
  - performance on assigned tasks to date in the class
  - personality traits: reserved, insecure, extroverted, class clown, domineering, etc.
- ✓ As a general partnering rule of thumb, don't put high students with low students in terms of academic competence. High students can be placed with other high or mid-level students but not with low. It is also wise to avoid partnering your weakest and neediest students. Here is a process for assigning partners taking into consideration literacy and language skills. Rank your students numerically from highest (1, 2, 3) to lowest (28, 29, 30).

1. is paired with	16.	3. is paired with	18.
2. is paired with	17.	15. is paired with	30.

Observe how these partners work together and adjust as appropriate.

- ✓ Designate two "floaters" or "pinch hitters" who are flexible, reliable, friendly and socially competent. If a student is absent, have one of the floaters go work with the student missing a partner. Have the other floater go work with a pair of students who could benefit from an extra contributor. The floater will be an additional number 2 in structured partnering tasks.
- ✓ Instruct students early in the term to notify you immediately if their partner is absent. In that way, you can efficiently assign a floater before beginning instruction.

## Think-Write-Pair-Share: *Family Traditions*

1. **BRAINSTORM** traditions your family has for an important holiday or event such as Christmas, New Year's Day, First Communion, the baptism of a baby, etc.

Holiday or Event: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2. **REWRITE** two ideas using the sentence starters.

One tradition for \_\_\_\_\_ in my family is \_\_\_\_ (verb + ing: *making, buying*)

✎ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My family celebrates \_\_\_\_\_ by \_\_\_\_ (verb + ing: *dancing, eating*)

✎ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. **DISCUSS** your idea with your partner. Take brief notes on your partner's idea and one other idea during the class discussion.

Ideas

Names

_____	_____
_____	_____

4. **LISTEN ACTIVELY** during the class discussion. Be sure to acknowledge similarities.

*My idea is similar to \_\_\_\_'s idea. One tradition for \_\_\_\_ in my family is \_\_\_\_.*

## Language Strategies for Active Classroom Participation

### **Expressing an Opinion**

I think/believe that . . .

In my opinion . . .

Based on my experience, I think . . .

### **Asking for Clarification**

What do you mean?

Will you explain that again?

I have a question about that.

### **Soliciting a Response**

What do you think?

We haven't heard from you yet.

Do you agree?

What answer did you get?

### **Reporting a Partner's Idea**

\_\_\_\_\_ indicated that . . .

\_\_\_\_\_ pointed out to me that . . .

\_\_\_\_\_ emphasized that . . .

\_\_\_\_\_ concluded that . . .

### **Disagreeing**

I don't agree with you because . . .

I got a different answer than you.

I see it another way.

### **Affirming**

That's an interesting idea.

I hadn't thought of that.

I see what you mean.

### **Predicting**

I predict/imagine that . . .

Based on . . ., I infer that . . .

I hypothesize that . . .

### **Paraphrasing**

So you are saying that . . .

In other words, you think . . .

What I hear you saying is . . .

### **Acknowledging Ideas**

My idea is similar to/related to  
\_\_\_\_\_ 's idea.

I agree with (a person) that . . .

My idea builds upon \_\_\_\_\_ 's idea.

### **Reporting a Group's Idea**

We decided/agreed that . . .

We concluded that . . .

Our group sees it differently.

We had a different approach.

### **Offering a Suggestion**

Maybe we could . . .

What if we . . .

Here's something we might try.

### **Holding the Floor**

As I was saying, . . .

If I could finish my thought . . .

What I was trying to say was . . .

## Vocabulary Instructional Strategy (to Develop Expressive Word Knowledge)

### Instructional Steps:

1. Teach a manageable amount (3-4) of critical words from a particular section of a reading immediately prior to guiding students in reading this specific section.
2. Distribute a vocabulary note-taking guide for critical unit vocabulary from the assigned reading selection. Prompt students to assume an active role and get ready to participate and take notes using the guide. If you don't provide a guide, at least present the most vital information on the board/overhead and prompt students to copy it after the word is taught. Partner students for focused interaction during the instructional process.
3. Follow this interactive, multi-sensory instructional approach for teaching each word. Students take brief notes filling in omitted content as you provide essential information both verbally and in writing (e.g. on the overhead).
  - Present the word in writing (on the board, overhead, computer).
  - Pronounce the word and have students read and pronounce the word several times.
  - Clarify the part of speech and specify whether it is a high-use word/lesson concept, etc.
  - Have students write the word once.
  - Provide a synonym (if any) prior to an accessible explanation using familiar language.
  - Provide two concrete examples that enable students to create vibrant mental anchors.
  - Actively engage students with the word by assigning a brief partner application task.
  - Provide a sentence starter to frame their oral responses grammatically and syntactically.
  - Assign a brief writing task to guide students in applying word knowledge to a new context.

### Sample Instructional Sequence:

Our first word is *accurate*. It is an adjective, a word often used to describe information. Say the word *accurate* after me: (ac' cu rate). (Students repeat.)

Now write the word *accurate*.

The word *accurate* means *true, correct* or *exact*. It is a formal academic word that is often used to describe information or measurements. So if all of the facts in a newspaper article about our principal are true, we could say the article is *accurate*. Test scores don't always give an *accurate* idea of a student's abilities.

The local newspaper statistics about our school's improved test scores are usually exact or \_\_\_\_\_. (Students substitute the word aloud and in writing.)

Identify two sources of *accurate* information for a science report on global warming: (Students generate examples on their note-taking guide).

Share with your partner one source of *accurate* information using our sentence starter: (Students share examples using the starter: *One source of accurate information ...*)

Let's hear from a few individuals. Jaime (Student shares his idea using the starter)...

For homework, write a complete sentence with the new word using the sentence starter:  
*One TV show/movie/novel that presents an \_\_\_\_\_ view of teen's lives is \_\_\_\_\_ because \_\_\_\_\_.*



## Vocabulary Knowledge Rating Sheet: *Dealing with Bullying*

### HIGH KNOWLEDGE

4 = I could easily teach it to the group.

3 = I know what it means.

### LOW KNOWLEDGE

2 = I have seen it or heard it before.

1 = I have no idea what it means.

Word	Tool Kit Study Words	What I Think This Means Before Instruction	My Rating Before Instruction	My Rating After Instruction
prevalent, adj.	✓			
impact, n.	✓			
significant, adj.	✓			
involve, v.	✓			
exclude, v.				
intimidate, v.				
subtle, adj.	✓			
anonymous, adj.				
characteristic, n.	✓			
to abuse, v.				
priority, n.	✓			
to respond, v. response, n.	✓			
perspective, n.	✓			

1.

Word	Meaning	Examples
<b>impact</b>  im·pact noun	the effect that an experience has on _____ or _____	Winning <i>American Idol</i> has positive <b>impacts</b> on a singer's career such as having more _____ and _____

Practice:

One \_\_\_\_\_ of exams on students is less time for \_\_\_\_\_

Drinking soft drinks each day instead of water has negative \_\_\_\_\_

on a child's health such as \_\_\_\_\_ and \_\_\_\_\_

2.

Word	Meaning	Examples
<b>prevalent</b>  prev·a·lent adjective	usual or common at a certain _____ or in a certain _____	Early childhood diseases like _____ and _____ are <b>prevalent</b> in pre-schools and kindergarten classes.

Practice:

\_\_\_\_\_ is a video game that is more \_\_\_\_\_ among teens than children.

Hybrid cars became more \_\_\_\_\_ in the U.S. when \_\_\_\_\_

3.

Word	Meaning	Examples
<b>significant</b>  sig·nif·i·cant adjective	1. important  2. quite large or noticeable	1. The election of Barak Obama is <b>significant</b> because _____  2. Cheetos contain a <b>significant</b> amount of _____ and _____

Practice:

Students make \_\_\_\_\_ improvement in their writing when their teachers \_\_\_\_\_

Eating a healthy breakfast before coming to school can have a \_\_\_\_\_

impact on a student's ability to \_\_\_\_\_ during first period class.

## Give One - Get One: Kinds of Bullying at School

1. **BRAINSTORM** kinds of physical or verbal bullying you have either experienced, heard about or seen at school.

1. *spreading gossip*

2. *trash-canning*

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

2. **REWRITE** two ideas using the sentence starters.

A prevalent form of physical bullying at this school is \_\_\_\_ (verb + ing: *trash-canning*)

✎ \_\_\_\_\_  
\_\_\_\_\_

A widespread form of verbal bullying at this school is \_\_\_\_ (verb + ing: *spreading gossip*)

✎ \_\_\_\_\_  
\_\_\_\_\_

3. **DISCUSS** your idea with four classmates. Take brief notes on their ideas.

Ideas

Names

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. **LISTEN ACTIVELY** during the class discussion. Prepare to report a partner's idea.

\_\_\_\_ (pointed out/indicated) *that a prevalent form of bullying at this school is* \_\_\_\_

✎ \_\_\_\_\_  
\_\_\_\_\_

(1) You and your friend have walked to school together for as long as you can remember. Lately, though, your friend doesn't laugh and joke like he used to and he seems distracted and nervous. The other day he actually swore to you he was going to start carrying a weapon.

(2) Maybe your friend is being bullied at school. It is more **widespread** on K-12 campuses than many people may think. In fact, one out of ten teens is the victim of bullying at some point during childhood or adolescence. Physical and verbal bullying are **prevalent** in both elementary and secondary schools.

(3) Maybe in comparison to school shootings like the one at Columbine High School, being bullied doesn't seem all that important. But if you've ever been pushed, teased or imitated in front of classmates, you know that's not the truth. Bullying can change everything for you; the **impacts** are **significant** and long-lasting.

## What Is Bullying, Anyway?

(4) Bullying is difficult to define because it can **involve** so many things. Any person is fair game for someone who bullies. Maybe you've just gotten braces. At first, your friends teased you a little bit; you figured that would happen. There's one guy at school, though, who takes the teasing to a different level. His tone is mean and hurtful and it's all he ever mentions when you're around. He intentionally ridicules you so other classmates will hear. Taunting like that is a form of **verbal** bullying.

(5) It doesn't have to be braces; a bully might target anything about you that is different. Maybe you're the tallest girl in your class or you have gained weight. Maybe your family doesn't observe certain holidays because of your religious beliefs. Maybe you were born outside of the U.S. and speak English as a second language. Perhaps you like to write poetry, play chess or sing in a church choir.

(6) And verbal bullying can be done in countless ways. Teasing, **excluding** or imitating a particular student are all forms of bullying. Using ethnic slurs or making sexist remarks are also examples of bullying. Bullying can be done with spoken words, notes passed in class, graffiti or E-mail messages. What all types of bullying have in common is the power to upset or harm the people who are being targeted.

(7) Bullying can be **physical**, too. Maybe each time this guy sees you in the hall he intentionally walks into you and then blames you for being in his way. Or you might accidentally knock your books off your desk, only to have him accuse you of trying to trip him. What's even worse is that the bully isn't always just one person; sometimes a whole group singles you out and tries to taunt or hurt you. It can be extremely **intimidating**.

## Why Are Some Students Bullies?

(8) Bullies can be tough to **categorize**. A bully may be outgoing and aggressive, the kind of person who gets her way through force or obvious teasing. On the other hand, a bully can appear reserved and innocent on the surface, but may try to **manipulate** people in more **subtle** ways, like **anonymously** starting a rumor about a classmate just to see what happens.

(9) Many bullies, though, share some common **characteristics**. They are often insecure and therefore put other people down to make themselves feel more interesting or powerful. Furthermore, they are usually focused on themselves; it can be quite difficult for them to see things from someone else's point of view. Moreover, bullies frequently act the way they do because they've actually been hurt by bullies in the past or because another person in their lives - like a parent or other family member - is abusing them in some way.

### **Standing up for Yourself - or a Friend**

(10) Keep in mind that if you are concerned that you might be in physical danger, you must speak to an adult who can help you. No one wants to rat on someone, but your safety has to be your first **priority**.

(11) Another thing to remember if you or a friend is being bullied is to avoid being alone. Try to remain part of a group by walking home at the same time as other teens or by always sticking close to friends or classmates, especially before and after school.

(12) If you're being bullied and you're ready to stand up for yourself, there are some techniques you can try:

(13) ✓ Walk away and ignore the bully. It may seem like a coward's response, but it's not. Bullies thrive on the reaction they get and if you walk away, the message is that you just don't care. Sooner or later the bully will probably get bored with trying to bother you.

(14) ✓ Be confident; walk tall and hold your head high. Use your body language to show that you're not vulnerable.

(15) ✓ Try humor. If you can learn to laugh at yourself then you won't give the bully the response he or she is looking for.

(16) ✓ However you choose to deal with a bully, don't use physical force (like kicking, hitting, or pushing). You can never be sure what the bully will do and violence never solves a problem, anyway.

(17) ✓ Talk about it. It may help to talk to a counselor, teacher, or friend - anyone who can give you the support you need. Talking can be a productive outlet for the fears and frustrations that can build when you're being bullied.

### **Resisting the Temptation to Be a Bully**

(18) It's common for teens to have to deal with a lot of difficult situations and emotions.

If you're feeling stressed, angry, depressed, or frustrated, bullying someone else can be a quick escape - it takes the attention away from you and your problems. And if your friends **respond** by laughing and egging you on, it gives your self-esteem a little boost and **reinforces** your behavior. Try to stop yourself right there and think about how your words and actions can hurt someone else. What may seem like innocent teasing to you can make a huge impact on another person's life.

(19) If you find it hard to resist the temptation to be a bully, you might want to find someone to talk with. Talking can be a good way to release your feelings and frustrations and to look at a situation from a totally different **perspective**. For example, maybe hearing about how your older brother was bullied when he was in school would cause you to think a bit differently about the way you treat someone.

### **Getting Help**

(20) If your school has an antiviolence program, you might want to become involved in it. If not, maybe you'd like to start one.

(21) Finally, if your friend is being bullied, see if you can get him to talk to you about it. Then, maybe you can help your friend boost his self-confidence so he can react in a healthy, nonviolent way to the bullying. Try taking a stand by refusing to put up with bullies if you see them in action. If you hear someone taunting a classmate, for example, speak up and point out that this is no way to treat another person. You might be saving someone a lot of pain.

(22) Have you successfully stood up to a bully - or helped a friend stand up to one? Have you put a stop to your own bullying ways? If so, we want to hear from you! Share your tip with other students by writing to us at [teens@kidshealth.org](mailto:teens@kidshealth.org).

Reviewed by: Steve Dowshen, MD, and  
Jennifer Shroff Pendley, PhD

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

Word	Meaning	Examples

Oral Practice:

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Writing Practice:

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My Sentence:

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Word	Meaning	Examples

Oral Practice:

---

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Writing Practice:

---

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My Sentence:

---

---

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

Word	Meaning	Examples	Picture

Oral Practice:

---

---

Writing Practice:

---

---

My Sentence:

---

---

Word	Meaning	Examples	Picture

Oral Practice:

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Writing Practice:

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My Sentence:

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## The Academic Word (Family) List (The AWL) (Averil Coxhead, 2000): a list of 570 high-incidence and high-utility academic word families for Secondary School, Higher Education, Career

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

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

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

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

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|---|---|
| <p>1. analyze approach area assess assume<br/>authority available benefit concept consist<br/>context constitute contract data define<br/>derive distribute economy environment<br/>establish estimate evident factor finance<br/>formula function income indicate individual<br/>interpret involve issue labor legal legislate<br/>major method occur percent period<br/>principle proceed process policy require<br/>research respond role section sector<br/>significant similar source specific<br/>structure theory vary</p> | <p>perceive positive potential previous primary<br/>purchase range region regulate relevant<br/>reside resource restrict secure seek<br/>select site strategy survey text tradition<br/>transfer</p>  |
| <p>2. achieve acquire administrate affect<br/>appropriate aspect assist category chapter<br/>commission community complex compute<br/>conclude conduct consequent construct<br/>consume credit culture design distinct<br/>equate element evaluate feature final<br/>focus impact injure institute invest item<br/>journal maintain normal obtain participate</p>   | <p>3. alternative circumstance comment<br/>compensate component consent<br/>considerable constant constrain contribute<br/>convene coordinate core corporate<br/>correspond criteria deduce demonstrate<br/>document dominate emphasis ensure<br/>exclude fund framework illustrate<br/>immigrate imply initial instance interact<br/>justify layer link locate maximize minor<br/>negate outcome partner philosophy physical<br/>proportion publish react register rely<br/>remove scheme sequence sex shift specify<br/>sufficient task technical technique<br/>technology valid volume</p> |



4. access adequacy annual apparent  
 approximate attitude attribute civil code  
 commit communicate concentrate confer  
 contrast cycle debate despite dimension  
 domestic emerge error ethnic goal grant  
 hence hypothesis implement implicate  
 impose integrate internal investigate job  
 label mechanism obvious occupy option  
 output overall parallel parameter phase  
 predict prior principal professional project  
 promote regime resolve retain series  
 statistic status stress subsequent sum  
 summary undertake

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

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

7. adapt adult advocate aid channel  
 chemical classic comprehensive comprise  
 confirm contrary convert couple decade  
 definite deny differentiate dispose  
 dynamic equip eliminate empirical extract  
 file finite foundation globe grade  
 guarantee hierarchy identical ideology  
 infer innovate insert intervene isolate

media mode paradigm phenomenon priority  
 prohibit publication quote release reverse  
 simulate sole somewhat submit successor  
 survive thesis topic transmit ultimate  
 unique visible voluntary

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

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

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

## Resources for Academic Vocabulary Development (Grades 3-12)

### Dictionaries

Elementary (Grades 3-5). *Longman elementary dictionary and thesaurus*. (2010). Pearson Longman.  
Beginning - Intermediate (grades 4-9). *Oxford picture dictionary for the content areas*. (2010). Oxford.  
Beginning - Intermediate (grades 4-12). *Longman study dictionary*. (2006). Pearson Longman.  
High Intermediate (grades 5-12): *Longman dictionary of American English*. (2004). Pearson Longman.  
Advanced (grades 8-12 & college): *Longman advanced American dictionary*. (2007). Pearson Longman.

### Expository Reading Selections - Curricula with High-Incidence Academic Words

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

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

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Graves, M.F. (2006). *The vocabulary book: Learning and instruction*. International Reading Ass.  
Stahl, S.A. (1999). *Vocabulary development*. Brookline Books.

### Articles:

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Feldman, K. & Kinsella, K. (2005). *Narrowing the language gap: The case for explicit vocabulary instruction*.  
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Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for  
English-language learners. *Exceptional Children*, 66(4), 454-470.  
Hirsch, E.D., & Moats, L.C. (2001). Overcoming the language gap. *American Federation of Teachers*.  
Juel, C. & Deffes, R. (2004). Making words stick. *Educational Leadership*, 63(6), 30-34, Alexandria, VA.  
Association for Supervision and Curriculum Development.  
Kinsella, K. (Fall 2000). Reading and the need for strategic lexical development for secondary ESL  
students. *California Social Studies Review*.  
PREL (Pacific Resources for Education and Learning). (2005). *A focus on vocabulary*.  
Research based practices in early reading series. Available at: [www.prel.org](http://www.prel.org)  
Schleppegrell, M. (2002). Linguistic features of the language of schooling. *Linguistics and Education* 12, 431-459.  
Schmitt, N., & Carter, R. (Spring 2000). The lexical advantages of narrow reading for second language  
learners. *TESOL Journal*.

### Websites:

Download Dr. Kinsella's MS Word files for observation tools, vocabulary development, writing support, and  
structured discussion at this website: [www.corelearn.com](http://www.corelearn.com) (Consortium on Reading Excellence)  
Check out this link on Coxhead's website: The Web Vocabulary Profiler - Tom Cobb ➡ ([lextutor.ca](http://lextutor.ca))