



“...ensures that English learners and striving readers have the communicative competence to confidently utilize high-leverage words in critical speaking and writing assignments.”  
Dr. Kate Kinsella

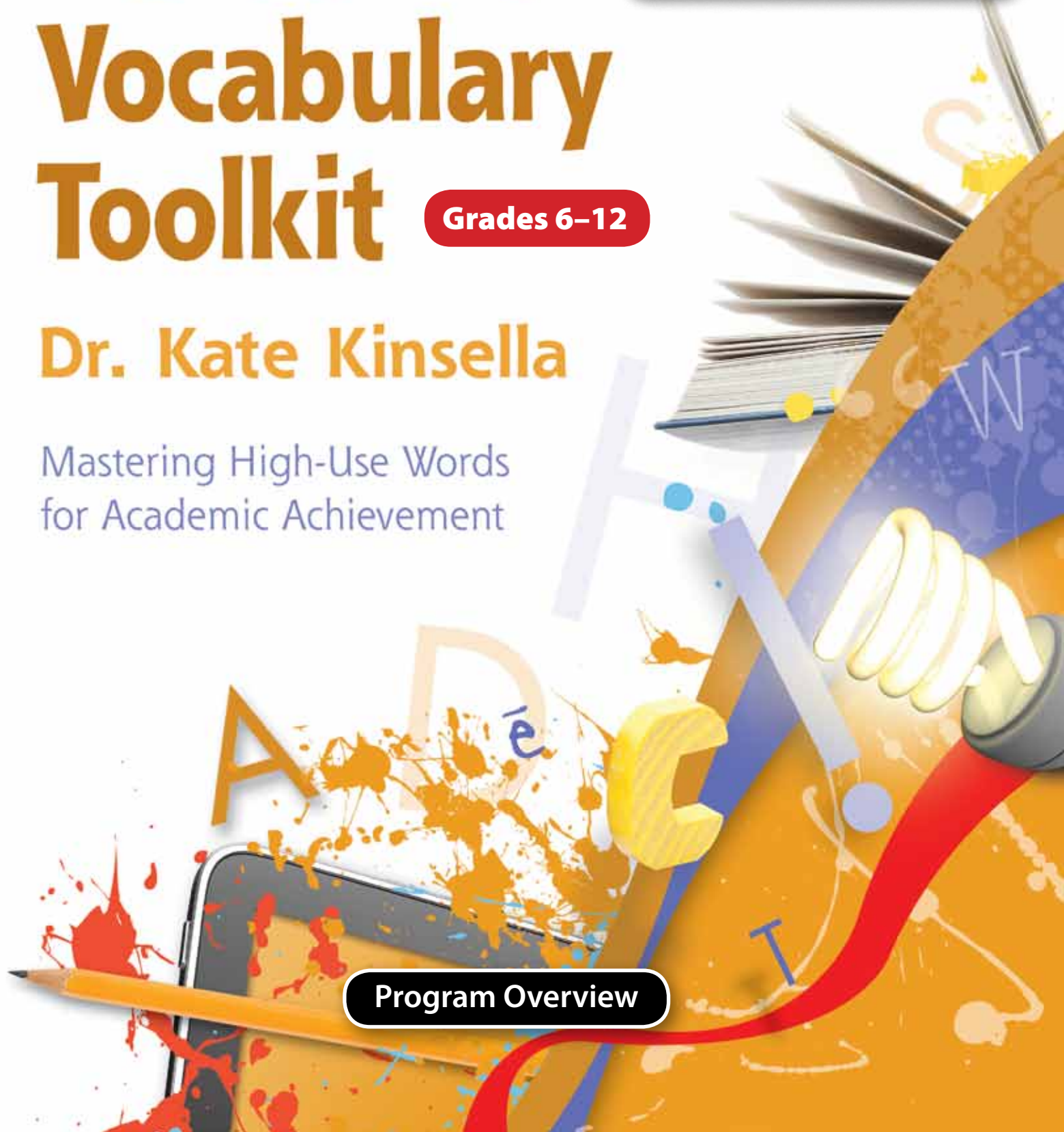
# Academic Vocabulary Toolkit

Grades 6–12

Dr. Kate Kinsella

Mastering High-Use Words for Academic Achievement

Program Overview



# Academic Vocabulary Toolkit



## *Mastering High-Use Words for Academic Achievement*

- Prepare students to become agile communicators in the Common Core State Standards era
- Expand understanding of new words with embedded grammar and syntax targets
- Teach words in any order for cross curricular needs



### Meet the Program Author

**Kate Kinsella, Ed.D.**, is a teacher educator at San Francisco State University and a highly-sought after speaker and consultant to school districts throughout the United States regarding development of academic language and literacy across the K–12 subject areas. Her 25-year teaching career focus has been equipping children from diverse backgrounds with the communication, reading and writing skills to be career and college ready. Dr. Kinsella remains active in K–12 classrooms by providing in-class coaching and by teaching an academic literacy class for adolescent English Learners. Her extensive publishing career includes articles, chapters, English Learners’ dictionaries, and reading intervention programs. A former Fulbright TESOL lecturer, Dr. Kinsella was co-editor of the *CATESOL Journal* from 2000–2005 and served on the editorial board of the *TESOL Journal* from 1999–2003. Dr. Kinsella lives in California with her family, including two young adopted children, Jane Dzung from Vietnam and John Carlos from Guatemala.

# Teacher Support

## Teach using Dr. Kinsella's distinctive vocabulary routine.

### Instructional Routine

#### Before You Begin

Prepare students for an *Academic Vocabulary Toolkit* lesson:

- ☐ Visually display a blank AVT page (to review directions, model examples, etc.)
- ☐ Direct students to the appropriate page
- ☐ Confirm partner assignments and expectations
- ☐ Check that students have appropriate materials (pen, reading guide card, highlighter, etc.)
- ☐ Post expectations and references in classroom (Smart Starts, partnering, bonus tasks, parts of speech, etc.)

PHASE

1

#### Introduce and teach a Toolkit word

The screenshot shows a digital interface for the word "emphasize". At the top, the word "emphasize" is displayed in a yellow box with "verb" written below it. To the right, there are fields for "Say it: em - pha - size" and "Write it: \_\_\_\_\_". Below this is a table with two columns: "Meaning" and "Example". The "Meaning" column contains: "to give something special importance", "Synonyms: stress, highlight", and "Antonyms: de-emphasize". The "Example" column contains: "When I study, I use a highlighter to emphasize important information that I want to remember later." To the right of the table is a graphic with the text "that ment of age momentum thought pro".

##### 1. Introduce the Toolkit word.

Direct students' attention to the word and read it aloud.

- Focus students' attention on the word by asking them to use a reading guide card.
- Engage students with a physical task and confirm that they are following along by asking them to point to the word in their books.

**Say**

Let's take a look at our Toolkit word for today's lesson, which is in the top left corner of your book. The word is *emphasize*. Please place your reading guide card underneath *emphasize*.

Now point to the word *emphasize* using your finger.

##### 2. Identify the Toolkit word's part of speech.

Explain the part of speech with a student-friendly definition.

- Direct students' attention to a posted reference in the classroom that identifies the different parts of speech.

T36 Academic Vocabulary Toolkit

#### PHASE 1

#### Introduce and Teach a Word

#### PHASE 2

#### Verbal Practice

- Talk About It

#### PHASE 3

#### Writing Practice

- Collaborate
- Your Turn
- Be an Academic Author
- Write an Academic Paragraph



Professional Development DVD includes models of each phase of the Instructional Routine

# Student Support

Engage students with scaffolded lessons for guided speaking and writing practice.

**Introduce and teach** each Toolkit Word in a meaningful order using word grouping lists

**Access the Academic Vocabulary Toolkit to teach students key information:**

- clear definitions with synonyms and antonyms
- relevant example sentences
- illustrative images
- word forms (nouns: singular and plural; verbs: simple present and simple past tenses)
- word families
- word partners (high-frequency collocations)

**Actively engage students with Verbal Practice** using sentence frames that ensure competent academic interactions

**accurate**  
adjective

**Say it:** ac • cu • rate

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

Meaning	Example	
exact, correct <i>Synonym:</i> precise <i>Antonym:</i> inaccurate	A _____ will give you an <b>accurate</b> measure of _____.	
<b>Family</b>		
• <i>Noun:</i> accuracy • <i>Adverb:</i> accurately		
<b>Word Partners</b>		
• _____ description	If you witness a crime, it's important to give the police an <b>accurate description</b> of what happened.	
• _____ information	News journalists try to provide <b>accurate information</b> in their stories.	
• _____ measurement	You can get an <b>accurate measurement</b> 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.

accurate  
adjective

### 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 \_\_\_\_\_  
\_\_\_\_\_

**grammar tip**  
Adjectives do not have plural forms. Do not add an -s to adjectives when they describe plural nouns.  
accurate facts  
loud dogs

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

Hollywood movies about teens are usually not \_\_\_\_\_<sup>1</sup> representations of life in middle or high school. These movies often feature stereotypical characters: the \_\_\_\_\_<sup>2</sup> cheerleader, the nerdy outcast, the moody artist, and the \_\_\_\_\_<sup>3</sup>. While students like these certainly exist, it wouldn't be \_\_\_\_\_<sup>4</sup> 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 \_\_\_\_\_<sup>5</sup>; they only go to parties and \_\_\_\_\_<sup>6</sup>. Do you think these movies accurately \_\_\_\_\_<sup>7</sup> your life at school?

- Expand understanding with Writing Practice** using collaborative and independent tasks that enable students to practice, apply, and discuss each Toolkit word in increasingly complex academic writing:
  - **Collaborate:** partners discuss and complete writing frames
  - **Your Turn:** students complete writing frames independently and discuss
  - **Be an Academic Author:** students generate sentences independently and discuss
  - **Write an Academic Paragraph:** students apply Toolkit word and relevant content in a rigorous paragraph frame and discuss

**Provide Grammar Tips and Grammar Pointers** with "point-of-use" explanations and sample sentences that further illustrate and explain the grammar target in each lesson

# Grammar Support

## Expand understanding of new words with embedded grammar and syntax targets.

### Grammar lessons address the needs of English language learners.

- Singular Nouns and the Simple Present Tense
- Plural Forms of Nouns
- Quantifiers
- Simple Past Tense of Regular Verbs
- Present Progressive Tense
- Present Perfect Tense
- Adverbs of Frequency
- Modal Verbs
- Adjectives

### Present Progressive Tense

Sample Sentences

- 1 We are studying vocabulary.
- 2 I am listening to music at the moment.
- 3 Mr. Ortiz is losing weight because he is exercising every day.
- 4 Look, it is raining.

Forms of the Present Progressive Tense

The present progressive tense is formed with am/is/are and a verb ending in -ing.

Subject	be	Verb + -ing
I	am	reading
You/We/They	are	studying
He/She/It	is	laughing

Uses of the Present Progressive Tense

- Use the present progressive tense for an action that is happening right now.
- Use the present progressive tense to show a long-term action that is in progress.
- We do not usually use the present progressive tense with nonaction verbs like seem, see, want, like, know, and want. For example, we do not say: I am liking the weather.

Spelling Changes

- If the verb ends in a consonant + e, drop the e before adding -ing.
- For a one-syllable verb that ends in a consonant + vowel + consonant (CVC), double the final consonant and add -ing.
- Do not double a final w, x, or y.
- For a two-syllable verb that ends in a CVC, double the final consonant only if the last syllable is stressed.

Verb	-ing Form
dance	dancing
stop	stopping
stay	staying
permit	permitting
offer	offering

**Collaborate** Work with your partner to complete the sentences using the present progressive form of each verb and original content.

- 1 wear Tanya's clothes are crazy; today she \_\_\_\_\_ purple shoes and \_\_\_\_\_.
- 2 shop I \_\_\_\_\_ for a new \_\_\_\_\_ for next week's \_\_\_\_\_.
- 3 bake My mother \_\_\_\_\_ a cake for \_\_\_\_\_.
- 4 begin To prepare for their trip to \_\_\_\_\_, Alanna and Rob \_\_\_\_\_ to study Spanish.
- 5 make Many students \_\_\_\_\_ plans for \_\_\_\_\_.

**Your Turn** Work independently to complete the sentences using the present progressive form of each verb and original content.

- 1 sit Today in class I \_\_\_\_\_ behind \_\_\_\_\_.
- 2 plan My friends \_\_\_\_\_ a surprise party for \_\_\_\_\_.
- 3 stay Hailey \_\_\_\_\_ after school today because she \_\_\_\_\_.
- 4 listen In music class, the students \_\_\_\_\_ to the music of \_\_\_\_\_.
- 5 offer This week the cafeteria \_\_\_\_\_ everyone a free \_\_\_\_\_.

# Grammar Tips and Pointers provide point-of-use explanations.

**consider**  
verb

**Writing Practice**

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

1 If you are considering going to college, you should do some research online and find out what major to choose. Have you ever thought about going to school?

2 Many students consider summer camp to be an important activity.

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

1 Last weekend, I considered going to a party with my friends, but we went to a concert instead.

2 I would consider a B+ to be a good grade in English.

**Be an Academic Author**

1 It is a good idea to consider one or two of the ideas before writing an outline for the essay.

2 Consider the best order to be placed in the outline when you write the essay.

**Write an Academic Paragraph**

Complete the paragraph using the correct form of *consider* and original content.

Many young people have role models—someone they admire and advise. However, sometimes parents and teachers do not consider certain role models to be appropriate choices for kids. For example, celebrities such as actors or professional athletes like baseball players have achieved many professional accomplishments, but they have also made mistakes in their personal lives. Parents and teachers argue that people who have made mistakes are not acceptable role models. One idea is to consider role models that everyone makes mistakes—and kids can still look up to someone without wanting to be exactly like them.

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**grammar tip**

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

Mike **considered** getting a job.

She **changed** her answer.

**Grammar Tip Pointers**

Ask a student to read his or her Your Turn #1.

Last weekend, I **considered** going to \_\_\_\_ with my friends, but we went to \_\_\_\_ instead.

**Ask:** What tense of *consider* did you use to complete this sentence? (*simple past tense*) How do you form the simple past tense of *consider*? (**Add -ed.**)

**Say:** The simple past tense form is the same for all persons. To make the simple past tense of most regular verbs, add **-ed** to the base form.

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## Grammar Tip Pointers

Ask a student to read his or her **Your Turn #1**.

Last weekend, I **considered** going to \_\_\_\_ with my friends, but we went to \_\_\_\_ instead.

**Ask:** What tense of *consider* did you use to complete this sentence? (*simple past tense*) How do you form the simple past tense of *consider*? (**Add -ed.**)

**Say:** The simple past tense form is the same for all persons. To make the simple past tense of most regular verbs, add **-ed** to the base form.

# Common Core Connection

Prepare students to become agile communicators in the Common Core State Standards era.

**emphasize**  
*verb*

▶ **Say it:** em • pha • size      **Write it:** \_\_\_\_\_

	Meaning	Example
Academic Vocabulary Toolkit	to give something special importance <i>Synonyms:</i> stress, highlight <i>Antonym:</i> de-emphasize	When I study, I use a _____ to <b>emphasize</b> important information that I want to _____ later.
	Forms	Family
	<i>Present:</i> I/You/We/They He/She/It <i>Past:</i>	emphasize emphasizes emphasized  • <i>Noun:</i> emphasis
	Word Partners	
<ul style="list-style-type: none"> <li>• _____ (my/your/his/her/our/their) point</li> <li>• _____ the importance of something</li> <li>• _____ the need for something</li> </ul>	The speaker <b>emphasized her point</b> by showing pictures of the disaster. Our gym teacher <b>emphasizes the importance of</b> stretching before we exercise. I think all the litter on our school grounds <b>emphasizes the need for</b> more trash cans.	

### 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 Some women use makeup to **emphasize** their \_\_\_\_\_.
- 2 When people argue, they often **emphasize** a point by \_\_\_\_\_.

- Language**
- Vocabulary Acquisition and Use
  - Conventions of Standard English
  - Knowledge of Language

- Listening and Speaking**
- Comprehension and Collaboration
  - Presentation of Knowledge and Ideas



**emphasize**  
verb

**Writing Practice**

**Collaborate** Work with your partner to complete the sentence using the correct form of **emphasize** and appropriate content.  
My doctor always \_\_\_\_\_ the importance of \_\_\_\_\_.

**Your Turn** Work independently to complete the sentence using the correct form of **emphasize** and appropriate content.  
If I could change anything in my neighborhood, I would \_\_\_\_\_ the need for more \_\_\_\_\_.

**Be an Academic Author** Work independently to write two sentences. In your first sentence, use **emphasize** in the *simple present tense* with a person's name. In your second sentence, use **emphasize** with the modal verb *would* and include a word partner.

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

**grammar tip**

In the simple present tense, the third person singular (*he/she/it*) form takes an *-s* or *-es* ending.

Mr. Tom emphasizes the importance of checking our work.

She goes to the library after school.

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

The Wodaabe, a nomadic tribe in Niger and Nigeria, are famous for their unique \_\_\_\_\_ about beauty. Every year, men and women gather for Gerewol, a courtship festival during which men \_\_\_\_\_ elaborate makeup, jewelry, and clothing in order to attract a wife. In the Wodaabe culture, men are considered \_\_\_\_\_ if they have white eyes and teeth and a long neck and nose. As a result, men will wear bright makeup on their faces and roll their eyes in order to \_\_\_\_\_ the whiteness of their eyes and teeth. They may also paint a line down their nose to \_\_\_\_\_ its length. Throughout the festival, men flash their teeth and dance in an attempt to \_\_\_\_\_ their grace and charm, each hoping a woman will select him as her \_\_\_\_\_.

**Listening and Speaking**

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

**Language**

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

# Word Selection Rationale

## Word Selection Rationale for the Academic Vocabulary Toolkit

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

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

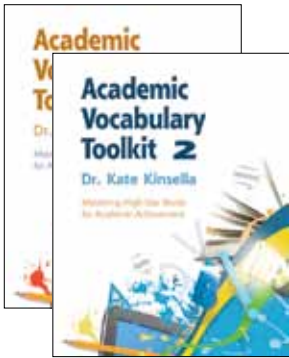
### BOOK 1 WORDS

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

### BOOK 2 WORDS

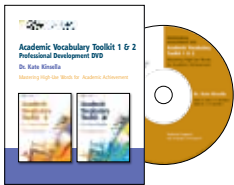
acquire	crisis	interpretation	promote
adapt	critical	investigate	rational
adjust	crucial	maintain	regular
affect	current	modify	regulation
alter	deny	obtain	resolution
alternative	distinguish	occur	resolve
approximately	diverse	opponent	responsibility
aspect	diversity	oppose	role
attain	element	opposition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

# Engaging, Effective Resources



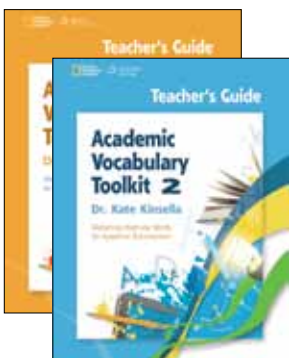
## Student Books

- Clear definitions and student-friendly examples provide access to new words
- Word families, word partners, and images build deep word knowledge
- Sentence frames promote collaborative communication
- Scaffolded lessons promote academic writing across the curriculum
- Grammar lessons and tips pinpoint grammar targets for long-term English learners



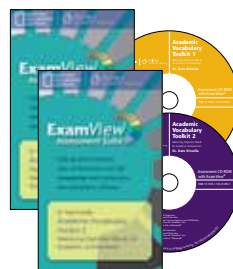
## Professional Development DVD

- Model lessons featuring guided cues for successful implementation
- Observe **Academic Vocabulary Toolkit** lessons taught by Dr. Kinsella and two secondary teachers



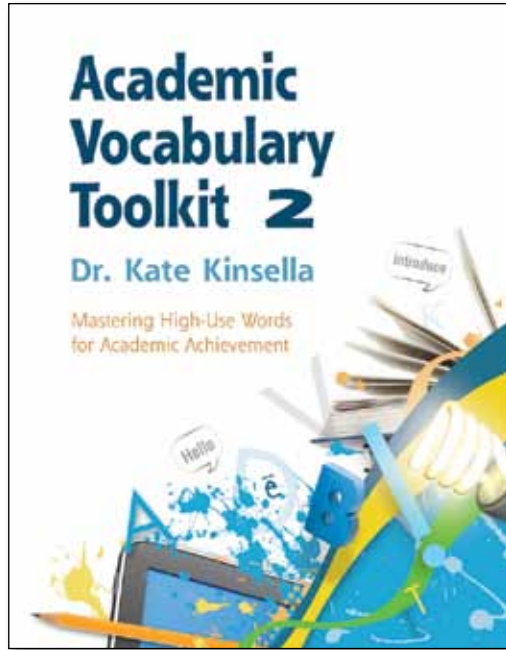
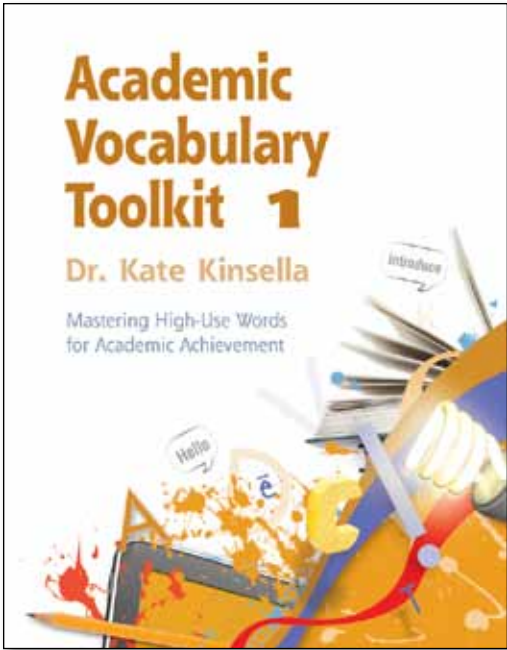
## Teacher's Guides

- Instructional routines
- Guided lesson scripts
- Flexible pacing options
- Assessment routines



## Assessment CD-ROM with ExamView®

- Customizable test-generating software
- Formative and summative assessment



For more information, visit us at  
[NGL.Cengage.com/AcademicVocabularyToolkit](http://NGL.Cengage.com/AcademicVocabularyToolkit)

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SEP/12