

Academic VOCABULARY Toolkit

Mastering High-Use Words
for Academic Achievement



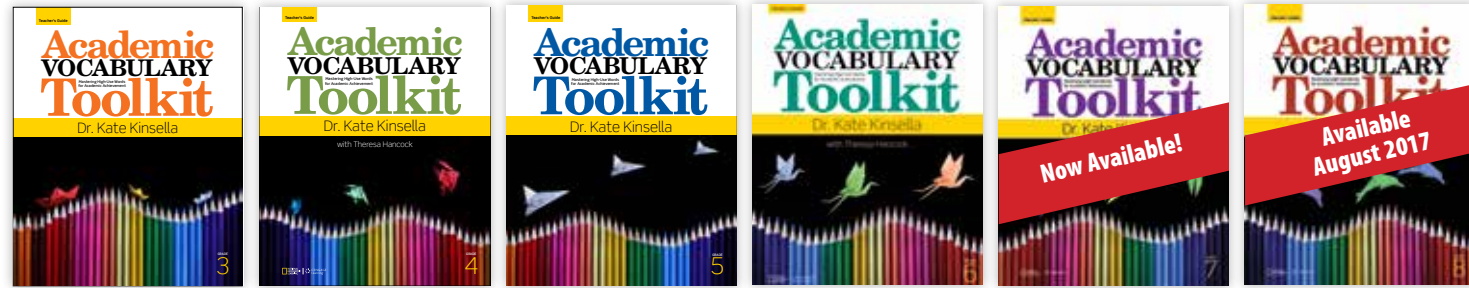
Program Overview

Program Resources

Dr. Kate Kinsella's Academic Vocabulary Toolkit equips students with high-use words for advanced reading, writing, and discussion across content areas. Students learn essential words for analysis, synthesis, justification, and argumentation.

- Prepare English Learners and Striving Readers 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.

Teacher's Guide



Grade 3

Grade 4

Grade 5

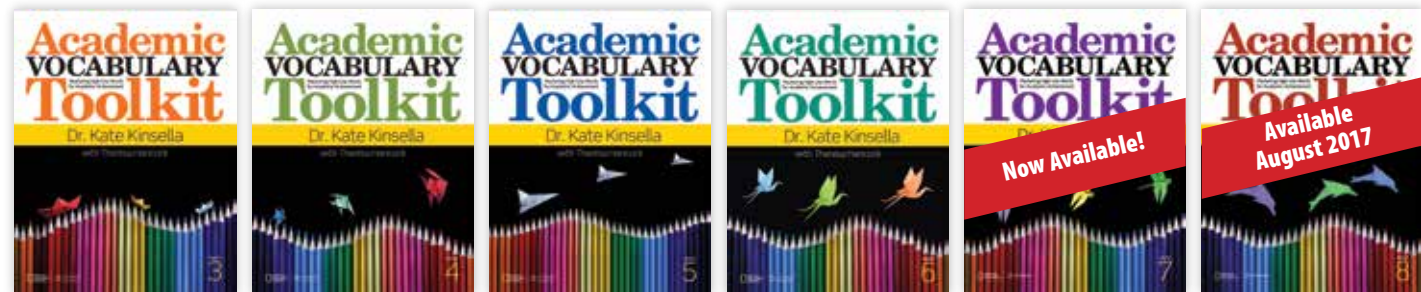
Grade 6

Grade 7

Grade 8

- Instructional routines
- Guided lesson scripts
- Flexible pacing options

Student Edition



Grade 3

Grade 4

Grade 5

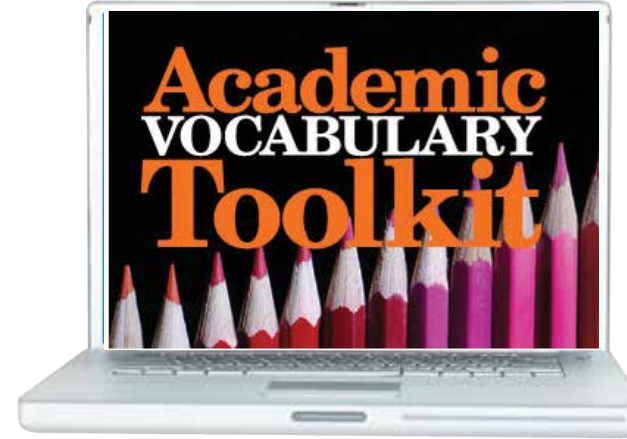
Grade 6

Grade 7

Grade 8

- 24 units for elementary include Describe, Analyze Informational Text,
- Cause and Effect, Sequence, Create, Compare and Contrast, Inference, and Argument
- Teacher's Guide with robust instruction and focused resources
- Strong focus on writing practice, verbal practice, and grammar

Professional Development



- Features model lessons and guided cues for a successful implementation of the *Academic Vocabulary Toolkit*
- Showcases live-from-the-classroom model lessons from a variety of learning environments
- Promotes rich opportunities for discussion to support professional learning communities

Online Support



Access more teaching tools and resources to include:

- Reference Posters
- End of Unit Assessment Rubric
- End of Unit Assessment Classroom Summary
- Academic Interactions Card



Grade 3–6

Projectable Lessons:

- Introduce each word
- Review directions
- Unpack writing prompts
- Explain each sentence frame
- Point out key grammar targets

Academic Competency

Emphasis today is 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.

- *Academic Vocabulary Toolkit* is divided into eight units that are recursive across grades 3, 4, 5, 6, 7, and 8.
- Each unit addresses a competency required for advanced literacy tasks and skillful communication
- The eight consistent units emerged from a detailed analysis of the shifts in the standards for literacy and language instruction and performance-based assessments
- Students need a practical toolkit of words at their disposal to describe, sequence, interpret, analyze, make inferences, and discuss cause and effect
- At each grade level, *Academic Vocabulary Toolkit* provides students with a new set of words to expand their communicative repertoire for the eight foundational competencies

Create enthusiasm for language study

- Equip students with the communicative confidence and competence to meet the academic discourse demands of upper elementary coursework
- Propel students to reach not only their academic potential but their social potential as well



Aligned Units across Grade Levels

Teacher's Guide

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	Describe	Analyze Informational Text	Cause and Effect	Sequence	Create	Compare and Contrast	Inference	Argument
Grade 3	type behavior physical personality contain event	important topic detail information fact example	cause effect problem solution happen change	order next before after finally following	complete task prepare provide organize response	alike different similar difference similarity opposite	decide predict figure out probably clue prediction	discussion believe reason agree disagree experience
Grade 4	character trait appearance include experience location	focus essential emphasize precise message major	result consequence affect lead occur reaction	process final afterward following previous prior	present develop provide revise demonstrate elaborate	similar difference similarity differently in common unlike	conclude assume conclusion assumption determine communicate	opinion fact argument convince evidence convincing
Grade 5	description aspect quality characteristic illustrate respond	significant section discuss context excerpt concept	impact factor result alter influence outcome	initially previously subsequently eventually ultimately preceding	produce propose collaborate accomplish create strategy	comparison comparable contrast identical unique differ	interpret infer deduce context presume imply	perspective persuade position reasonable support opposing
Grade 6	characteristic explanation description accurate demonstrate feature	analysis position data evidence indicate concept	influence reason cause factor lead impact	after beforehand subsequently eventually currently precede	approach generate include elaborate plan design	differ equivalent distinguish contrast share distinct	determine logical generalize involve generalization assume	claim proof state emphasize support compelling
Grade 7	explanation respond unique complex element attribute	introduce analyze consider indicate objective subjective	significance reaction various circumstance influence lead to	requirement priority initial series prior process	contribution develop select integrate solve strategy	advantage compatible correspond distinguish problematic viewpoint	conclusion prediction assumption infer imply interpretation	point emphasis justify logical relevance valid
Grade 8	clarify symbolize function feature coherent description	interpret critical investigate factual present summarize	alternative obstacle pattern potential trend resolution	current phase transition consequently eventual ultimate	modify communicate organize preparation option solution	aspect comparable draw distinction comparison direct	expand perceive generalization perception presume conclusion	crucial maintain opposition principle resolve sufficient

World Selection Rationale PO23

Student Edition

Toolkit Unit 8 | Argument

Argument
To make an argument means to explain why you believe something is true by supporting it with convincing reasons, relevant examples, and personal experiences.

Read It Read the sentences. Underline the best reason, example, or experience to support each argument.

- Young children should get plenty of rest.
 - Research shows that 8 hours of sleep helps kids stay healthy.
 - One reason is that cold viruses make many people sleepy.
 - For example, some children enjoy staying up late playing video games.
 - One reason is that many children enjoy drinking milk.
 - For example, school lunches have too many sweets and desserts.
 - In my experience, I have friends who have cavities from eating too much candy.
- Eating too much sugar is unhealthy.
 - Schools should provide at least 15 minutes for recess. One important reason is that students need a break between subjects to stay focused after a break, and breaks are essential.

Try It Write one convincing reason to support the argument. Schools should provide at least 15 minutes for recess. One important reason is that students need a break between subjects to stay focused after a break, and breaks are essential.

Rate Word Knowledge
Rate how well you know Toolkit words you've used when you prepare to argue.

Before	After	Before	After
believe	1 2 3 4	opinion	1 2 3 4
reason	1 2 3 4	fact	1 2 3 4
agree	1 2 3 4	argument	1 2 3 4
disagree	1 2 3 4	evidence	1 2 3 4
experience	1 2 3 4	convince	1 2 3 4
support	1 2 3 4	convincing	1 2 3 4

Introduce standards-aligned concepts with the **Unit Openers** to provide context for academic vocabulary

Introduce each **Toolkit word** in a meaningful way

evidence
noun

Say it: ev • i • dence

Write it: _____ Write it again: _____

Meaning	Examples
facts or information that prove something is true	<ul style="list-style-type: none"> There is a lot of evidence that eating too much sugar leads to _____. One piece of evidence that the bicycle was in an accident was the seriously bent _____.
Synonyms • proof; facts	
Forms • Singular: evidence • Plural: evidence	
Word Partners • convincing evidence • one piece of evidence	Examples <ul style="list-style-type: none"> My friend's perfect score on the spelling test was convincing evidence that she had studied every night. The smashed window is just one piece of evidence that the storm was powerful.

Try It
The broken plate and frosting all over the floor were **convincing evidence** that my dog had eaten the _____.

VERBAL PRACTICE

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

1. The researchers collected **evidence** to show that the water was _____.

2. Constant yawning is convincing **evidence** that you are extremely _____.

- Access the Toolkit**
- Clear, student-friendly definitions
 - Relevant example sentences
 - Illustrative photographs
 - Word forms
 - Word families
 - Word partners (high-frequency collocations)
 - Immediate practice of the **Toolkit word** with the **Try It** activity

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

evidence
noun

WRITING PRACTICE

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

Discuss Agree Write Listen
To convince our teacher to allow us to _____ during tests, we need strong _____ that it will help us relax and focus.

Our Turn Read the prompt. Work with the teacher to complete the frames. Write a thoughtful response that includes a convincing reason.

Discuss Listen Write
PROMPT: What is one thing you would change about your neighborhood? What is one piece of evidence you can use to show the change is needed?

One thing I would do to improve my neighborhood is to add more _____.

One piece of _____ that would convince leaders to make this addition is that it would help people _____.

Be an Academic Author Read the prompt and complete the frames. Strengthen your response with a convincing reason.

Write Discuss Listen
PROMPT: If you were selecting a student to lead a class project, what would you consider to be the most important skill? What convincing evidence would help you make your decision?

When selecting a student to lead a class project, one important skill is being able to _____.

Observing that student _____ would be convincing _____ to support my decision.

Construct a Response Read the prompt and construct a thoughtful response. Include a convincing reason to strengthen your response.

Write Discuss Listen
PROMPT: Do you believe that school lunches should include more healthy choices? What convincing evidence supports the argument that school lunch menus need to include more healthy foods?

grammar tip **Noncount nouns** name things that can't be counted. Noncount nouns have the same form for "one" or "more than one." Do not add an -s to a noncount noun to make it plural.

EXAMPLE: When I get home from a trip, I have to unpack my **luggage** and make sure all of my **homework** is finished.

- Expand understanding with **Verbal and Writing Practice** using a gradual release model
- Collaborate:** partners discuss and complete sentence frames
 - Our Turn:** with teacher guidance, students read and respond to a writing prompt to complete sentence frames
 - Be an Academic Author:** students independently read and respond to a writing prompt to complete sentence frames
 - Construct a Response:** students apply the Toolkit word and relevant content in a written response and then discuss that response

Conduct daily formative assessments with **Smart Starts** to gauge student understanding

evidence

SMARTSTART

REVIEW: convince verb

1 I would like to _____ my parents to let me _____.

evidence noun

2 After reviewing the _____, he found in the cafeteria, the janitor concluded that several _____ had a food fight during lunch.

3 The photos of the girl's injuries present convincing _____ that skateboarding can be _____.

4 The school principal accused the student of _____ but he could not provide one piece of _____ to support his claim.

5 The fact that you're becoming stronger, faster, and more flexible is all convincing _____ that your exercise plan is _____.

TOTAL: _____

Integrate **Grammar Tips** for point-of-use, student-friendly explanations and example sentences that further illustrate and explain the grammar target in each lesson

Teacher's Guide

Follow the five-day pacing plan to provide consistent, engaging instruction and practice in developing academic vocabulary

Conduct lessons with explicit instructional guidance and model responses for each step of the lesson

Unit 8: evidence

DAY 1 SMARTSTART p. T160

TOOLKIT WORD

1. **Point to the Toolkit word** Today's Toolkit word is evidence. Listen: evidence, evidence. Now let's say it together: evidence.
2. **Say it** Listen as I say it in syllables. Point to the stressed syllable that I say louder. Now, repeat it and tap out the syllables.
3. **Part of speech** The word evidence is a noun. A noun names a person, place, thing, or idea. Evidence is an idea.
4. **Write it** Copy the word evidence carefully.
5. **Say** evidencia. Say the word with me (or invite a student to model): evidencia. Now let's write it under our Toolkit word.
6. **Brief verbal example** Last weekend, I thought I pushed start on my dishwasher. Unfortunately, when I began to empty the dishwasher, I discovered dirty, unwashed dishes. I had forgotten to start the dishwasher, and the dirty dishes were the evidence of my mistake.
7. **Meaning** Read it aloud. Have students chorally reread it.
8. **Synonyms** A synonym for the noun evidence is proof. In my example, I forgot to start the dishwasher, and the dirty dishes were the proof, or the... Students say: evidence.
9. **Pictures and Examples** Let's look at the first picture. We see a dentist looking into a boy's open mouth. Read the first Example sentence. Underline the Toolkit word evidence. Eating too much sugar can damage your teeth, so let's write the word cavities. Echo-read the sentence.
10. **Repeat step 8** with the second picture and example.
11. **Forms and Family** Evidence is a noun that can be counted. It has a singular form with no -s. Say it: evidence. This noun is not pluralized with an -s. Rather, you can say lots of evidence or pieces of evidence.
12. **Word Partners** Echo-read the first sentence. Underline the word partners convincing evidence in the sentence. We use this set of word partners when we want to talk or write about having information or proof that something is true. Now let's look at another set of word partners. Read the sentence with me. Underline the word partners one piece of evidence in the sentence. When the plural form of a noun is the same as the singular form, we often use the phrase one piece of to signal one part of the information. In this sentence, the storm probably caused a lot of damage, but the smashed window is just one piece of evidence.

1. **Try It**
 - a. **Introduce the frame.** Have students read along silently. Provide and explain the example *cake*. Have students echo-read the example sentence. Provide additional examples.
 - b. **Have students think about how to complete the frame with relevant content.** Direct students to share completed frames. *As* go first. Read your sentence to your partner twice. First, read it fluently. Second, make eye contact and say it with expression. Then, switch roles. *As* share your sentence twice, and *As* listen.
 - c. **Preselect 2 students** to begin the class discussion. Call on 3 more students. Listen as your classmates share ideas. Record and display a list of shared examples. Write one additional idea next to your own.

2. **Repeat the process for sentence frame #2.** Underline the words yawning and you are extremely. We need to think of an adjective to describe someone who yawns, such as *tired*. Provide additional examples.

T152 Unit 8

Cognates/Home Language Repeat Steps Academic Interactions Card Grammar Tip

ngl.cengage.com/avt

Access more teaching tools at the Academic Vocabulary Toolkit Web site. Resources include Reference Posters, End of Unit Assessment Rubric, End of Unit Assessment Classroom Summary, and the Academic Interactions Card.

evidence
noun

Say it: ev • i • dence

Write it: _____ Write it again: _____

Meaning
Facts or information that prove something is true

Examples
• There is a lot of evidence that eating too much sugar leads to cavities.
• One piece of evidence that the bicycle was in an accident was the seriously bent tire.

Synonyms
• proof; facts

Forms
• Singular: evidence
• Plural: evidence

Word Partners
• convincing evidence
• one piece of evidence

Try it
The broken plate and frosting all over the floor were convincing evidence that my dog had eaten the cake (cupcake, cookie).

VERBAL PRACTICE
Talk about it: Discuss ideas with your partner, listen to classmates, and then write your favorite idea.
1. The researchers collected evidence to show that the water was polluted (bat clean).
2. Constant yawning is convincing evidence that you are extremely tired (bored, sleepy).

152 Unit 8

DAY 2 SMARTSTART p. T160

Repeat Day 1, steps 1–4. Review the meaning and the first example.

VERBAL PRACTICE

Talk About It

1. **Echo-read the directions.** Introduce the first frame and explain the grammatical cue. Underline was. Was is a past-tense verb. After was, we need to write an adjective that describes water that researchers would collect. Provide and explain the example *polluted*. Have students echo-read the example sentence. Provide additional examples. Think about how you could complete the frame.
 2. **Discuss** Direct students to share ideas. *As* go first. Read your sentence aloud to your partner. Then, make eye contact and repeat your sentence with expression. *As* listen carefully. Then, switch roles. Keep sharing ideas back and forth. You will complete the frame after we've had our class discussion.
 3. **Listen** Preselect 2 students to begin. Call on 2–3 more. Remind students to compare ideas, listening for similarities.
 4. **Write** Record and display a list of shared examples. Have students write one. Write your own, a partner's, or one from the class discussion.
- Repeat the process for sentence frame #2. Underline the words yawning and you are extremely. We need to think of an adjective to describe someone who yawns, such as *tired*. Provide additional examples.

evidence
noun

WRITING PRACTICE

Collaborate
Discuss ideas with your partner and agree on the best words to complete the frame.
To convince our teacher to allow us to listen to music, we need strong evidence that it will help us relax and focus. We need strong evidence that it will help us relax and focus.

Our Turn
Read the prompt. Work with the teacher to complete the frames. Write a thoughtful response that includes a convincing reason.
recess: What is one thing you would change about your neighborhood? What is one piece of evidence you can use to show the change is needed?
One thing I would do to improve my neighborhood is to add more street lights, sidewalks, parks, and other things.
One piece of evidence that would convince leaders to make this addition is that it would help people see at night, walk their dogs, play with friends, and other things.

Be an Academic Author
Read the prompt and complete the frames. Strengthen your response with a convincing reason.
recess: If you were selecting a student to lead a class project, what would you consider to be the most important skill? What convincing evidence would help you make your decision?
Listen to others, organize materials, draw pictures, ask questions, gather supplies, sketching examples.
Observing that student evidence would be convincing to support my decision.

Construct a Response
Read the prompt and construct a thoughtful response. Include a convincing reason to strengthen your response.
recess: Do you believe that school lunches should include more healthy choices? What convincing evidence supports the argument that school lunch menus need to include more healthy foods?
I believe that school lunches need to include healthy choices. One piece of evidence that supports this argument is that all of my school students rarely have any fresh fruit or vegetables on the menu.

grammar tip
Noncount nouns name things that can't be counted. Noncount nouns have the same form for "one" or "more than one." Do not add an -s to a noncount noun to make it plural.
EXAMPLE: When I get home from a trip, I have to unpack my luggage and make sure all of my homework is finished.

153 Unit 8

DAY 3 SMARTSTART p. T160

WRITING PRACTICE

Collaborate

1. **Explain the grammar tip.** Direct attention to the grammar tip and have students read along silently.
2. **Introduce the frame.** Draw attention to evidence as a noncount noun. Point out the adjective strong. The adjective strong is similar to the word partner convincing. Have students write the TW, evidence. In the first blank, the preposition to signals that we need to add an idea with a verb in the base form, such as listen to music. Have students echo-read the example sentence aloud. Provide additional examples. Cue students to think about how to complete the frame with relevant content.
3. **Discuss, Agree, & Write** Rehearse language for collaboration. Let's review the process. A asks the question: What should we write? B replies: We could write... B then asks: What do you think makes sense? A replies: Let's write... Direct students to brainstorm ideas, agree on one, and both write it. After you have each shared at least two ideas, agree on one, write it, and take turns reading it aloud.
4. **Listen** Preselect 2 students to share sentences aloud. Call on 2–3 more. Remind students to listen for similarities. Listen to your classmates and compare ideas. Record and display shared examples. Write one additional idea.

Our Turn

1. **Echo-read the directions.** Introduce the prompt and the frames. Cue students to read along silently. Review the grammar tip and point out the word partner One piece of. Have students write the TW, evidence.
2. **Discuss & Listen** Explain the first frame. For the first blank, point out the adjective more. Explain that a plural noun is needed, such as street lights. Provide additional examples. Have partners brainstorm ideas. Call on 2–3 students to report using the frame One idea we had was...
In the next frame, underline the words that would help people. We need to add a reason that explains how the plural noun in the first frame is helpful. We need to start our idea with a verb in the base form, such as see at night. Prompt students to echo-read the example. Provide additional examples.
3. **Write** Cue students to think about how to complete the frames with relevant content, then write a strong response.
4. **Discuss** Direct students to share and restate responses multiple times using the frame So you're saying that...
5. **Listen** Preselect 2 students to begin. Call on 2–3 more students. Prompt students to listen for an additional idea and similarities: I have a similar opinion. Record and display shared examples. Write one additional idea. Have partners compare ideas using the frame I selected...
6. **Repeat** Repeat steps 1–5 with a new frame.

DAY 4 SMARTSTART p. T160

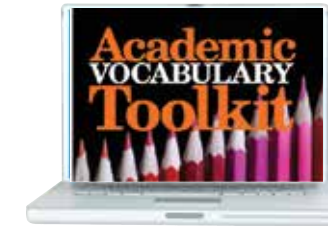
Be an Academic Author

1. **Echo-read the directions and prompt.** Introduce the frames. Cue students to read along silently. Point out key words in the prompt: Underline: selecting a student, important skill, and convincing evidence to make a decision. Point out the word partner convincing before the last blank. Cue students to write the TW, evidence. Explain the first frame. Point out the preposition to. In the first blank we need to add an idea that begins with a verb in the base form, such as listen to others. Have students echo-read the example sentence aloud. Provide additional examples. Have partners brainstorm additional ideas on 3–4 students to report using the frame We thought of... Have students echo-read the example sentence. Provide additional examples.
2. **Write** Direct students to complete the frames.
3. **Discuss** Direct students to share and restate responses.
4. **Listen** Preselect 2 students to begin the class discussion. Call on 2–3 more students. Record and display shared responses. Provide additional reasons that you agree with, above your own.

DAY 5 SMARTSTART p. T160

Construct a Response

1. **Echo-read the directions and prompt.** Introduce the frames. Cue students to read along silently. Point out key words: One piece of, evidence, and convincing.
2. **Write** Stress the grammar tip and cue students to complete the frames.
3. **Discuss** Direct students to share responses.
4. **Listen** Preselect 2 students and call on 2–3 more.



Observe Academic Vocabulary Toolkit lessons taught by the authors

Assess and analyze results to monitor and support learning

Summary to record

Unit 8	Unit 8	Unit 8	Unit 8	Unit 8	Unit 8
Unit 8	Unit 8	Unit 8	Unit 8	Unit 8	Unit 8
Unit 8	Unit 8	Unit 8	Unit 8	Unit 8	Unit 8
Unit 8	Unit 8	Unit 8	Unit 8	Unit 8	Unit 8
Unit 8	Unit 8	Unit 8	Unit 8	Unit 8	Unit 8

Unit 8 | Argument

Opinion	Fact	Argument	Conviction	Evidence	Convincing
1. In my opinion, doing homework is essential if I want to pass the next test. I agree with my partner.	1. In my opinion, doing homework is essential if I want to pass the next test. I agree with my partner.	1. In my opinion, doing homework is essential if I want to pass the next test. I agree with my partner.	1. In my opinion, doing homework is essential if I want to pass the next test. I agree with my partner.	1. In my opinion, doing homework is essential if I want to pass the next test. I agree with my partner.	1. In my opinion, doing homework is essential if I want to pass the next test. I agree with my partner.
2. One important reason for getting a good grade is to have a good job. I agree with my partner.	2. One important reason for getting a good grade is to have a good job. I agree with my partner.	2. One important reason for getting a good grade is to have a good job. I agree with my partner.	2. One important reason for getting a good grade is to have a good job. I agree with my partner.	2. One important reason for getting a good grade is to have a good job. I agree with my partner.	2. One important reason for getting a good grade is to have a good job. I agree with my partner.
3. To get the principal to agree that the cafeteria should serve fresh fruit, I agree with my partner.	3. To get the principal to agree that the cafeteria should serve fresh fruit, I agree with my partner.	3. To get the principal to agree that the cafeteria should serve fresh fruit, I agree with my partner.	3. To get the principal to agree that the cafeteria should serve fresh fruit, I agree with my partner.	3. To get the principal to agree that the cafeteria should serve fresh fruit, I agree with my partner.	3. To get the principal to agree that the cafeteria should serve fresh fruit, I agree with my partner.
4. It is usually easy for me to get a good grade. I agree with my partner.	4. It is usually easy for me to get a good grade. I agree with my partner.	4. It is usually easy for me to get a good grade. I agree with my partner.	4. It is usually easy for me to get a good grade. I agree with my partner.	4. It is usually easy for me to get a good grade. I agree with my partner.	4. It is usually easy for me to get a good grade. I agree with my partner.
5. The steak bone on the sidewalk was one piece of evidence that the dog had gotten into the garbage can. I agree with my partner.	5. The steak bone on the sidewalk was one piece of evidence that the dog had gotten into the garbage can. I agree with my partner.	5. The steak bone on the sidewalk was one piece of evidence that the dog had gotten into the garbage can. I agree with my partner.	5. The steak bone on the sidewalk was one piece of evidence that the dog had gotten into the garbage can. I agree with my partner.	5. The steak bone on the sidewalk was one piece of evidence that the dog had gotten into the garbage can. I agree with my partner.	5. The steak bone on the sidewalk was one piece of evidence that the dog had gotten into the garbage can. I agree with my partner.
6. One reason for having the sports contest on Monday instead of Friday is that students need the weekend to prepare. I agree with my partner.	6. One reason for having the sports contest on Monday instead of Friday is that students need the weekend to prepare. I agree with my partner.	6. One reason for having the sports contest on Monday instead of Friday is that students need the weekend to prepare. I agree with my partner.	6. One reason for having the sports contest on Monday instead of Friday is that students need the weekend to prepare. I agree with my partner.	6. One reason for having the sports contest on Monday instead of Friday is that students need the weekend to prepare. I agree with my partner.	6. One reason for having the sports contest on Monday instead of Friday is that students need the weekend to prepare. I agree with my partner.
7. I believe that some teachers asked your school to buy an electronic tablet for every student in your school. What is one reason you agree with my partner?	7. I believe that some teachers asked your school to buy an electronic tablet for every student in your school. What is one reason you agree with my partner?	7. I believe that some teachers asked your school to buy an electronic tablet for every student in your school. What is one reason you agree with my partner?	7. I believe that some teachers asked your school to buy an electronic tablet for every student in your school. What is one reason you agree with my partner?	7. I believe that some teachers asked your school to buy an electronic tablet for every student in your school. What is one reason you agree with my partner?	7. I believe that some teachers asked your school to buy an electronic tablet for every student in your school. What is one reason you agree with my partner?
8. I believe that some teachers asked your school to buy an electronic tablet for every student in your school. What is one reason you agree with my partner?	8. I believe that some teachers asked your school to buy an electronic tablet for every student in your school. What is one reason you agree with my partner?	8. I believe that some teachers asked your school to buy an electronic tablet for every student in your school. What is one reason you agree with my partner?	8. I believe that some teachers asked your school to buy an electronic tablet for every student in your school. What is one reason you agree with my partner?	8. I believe that some teachers asked your school to buy an electronic tablet for every student in your school. What is one reason you agree with my partner?	8. I believe that some teachers asked your school to buy an electronic tablet for every student in your school. What is one reason you agree with my partner?

Assessment

Assess with a Variety of Formative, Interval and Summative Assessments

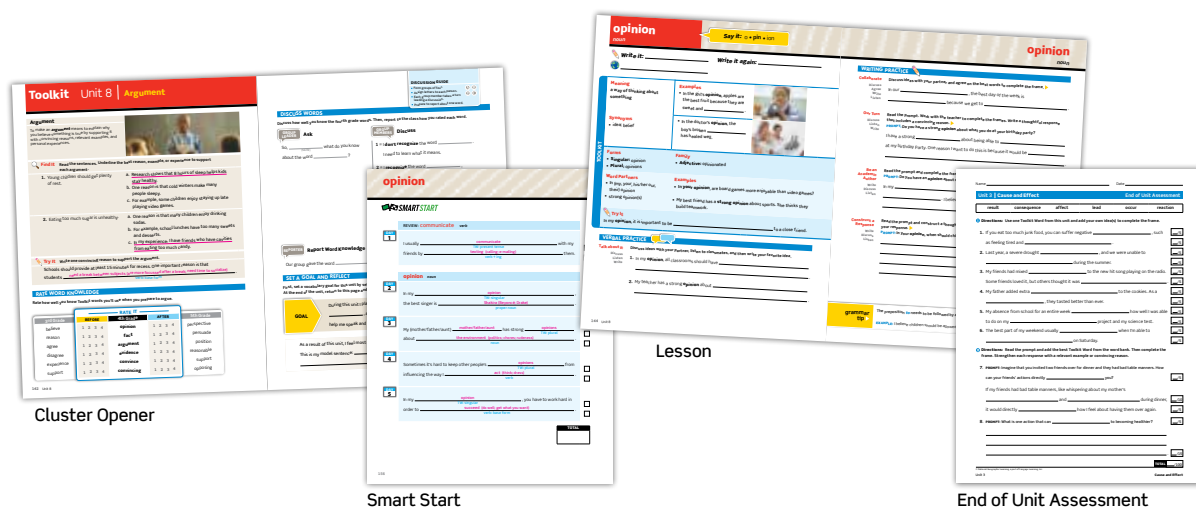
Next generation assessments require students to demonstrate understanding with constructed responses, performance-based tasks that include listening, speaking, and writing, and demanding collaboration tasks. The *Academic Vocabulary Toolkit's* highly interactive lessons provide daily opportunities for students to collaborate and develop listening, speaking, and writing skills using competency-aligned academic vocabulary. The *Academic Vocabulary Toolkit* assessments will help inform your instruction and evaluate student progress throughout the year using daily formative, interim monitoring, and summative measures that require students to demonstrate understanding with constructed responses and performance-based tasks.

The daily and weekly formative assessments and interval assessments are provided in the *Academic Vocabulary Toolkit* Student Edition. The End of Unit Assessments are provided in the *Academic Vocabulary Toolkit* Teacher's Guide.

Each End of Unit Assessment:

- assesses vocabulary and relevant academic language required for each competency
- reflects literacy and language shifts of new standards
- provides ample opportunities for students to prepare for constructed responses and performance-based task demands of next generation assessments.

These standards-aligned unit assessments allow teachers to formally monitor students' command of academic language, high-utility vocabulary, and effective verbal and written expression for advanced communication and literacy demands of intermediate grades curricula.



Daily and Weekly Formative Assessments

- › **Smart Start** brief, focused daily assessment frames inform instruction
- › **Verbal Practice** lesson sentence frames deepen understanding and develop listening and speaking fluency
- › **Writing Practice** lesson sentence frames provide practice with writing performance tasks that require students to interpret prompts, state claims, and develop ideas using appropriate syntax, precise vocabulary, and correct grammar

Interval Assessments

- › **Rate Word Knowledge** pre-assessments and post-assessments reflect gains in word mastery
- › **Set a Goal and Reflect** student-informed learning goals and record of academic vocabulary achievement tracks individual progress toward mastery
- › **Construct a Response** writing performance task assesses word knowledge and informational writing skills and offer students opportunities to practice interpreting prompts, stating claims, and developing ideas while applying precise vocabulary, appropriate syntax, and correct grammar
- › **End of Unit Assessment** constructed response tasks give students the opportunity to interpret prompts, state claims, and demonstrate understanding of standards-aligned, competency-based vocabulary, using appropriate syntax and correct grammar every six weeks

Summative Assessments

- › **Mid and End of Grade Summary** score summaries at mid- and end-of-year help evaluate progress (PD27)

Academic Vocabulary Toolkit

Mastering High-Use Words for Academic Achievement

- Prepare young learners to build communication skills 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 Authors



Kate Kinsella, Ed.D., is a teacher educator at San Francisco State University and a 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.



Theresa Hancock is a teacher educator and acclaimed educational consultant and trainer. Ms. Hancock's deep understanding of Dr. Kinsella's pedagogy has resulted in significant contributions to *Academic Vocabulary Toolkit* for grades 3–8. Her training, coaching, and leadership have enabled districts to achieve accelerated gains, particularly for English learners. Her professional history includes co-authorship of professional development institutes and workshops with Dr. Kinsella. Theresa is deeply committed to the success of every teacher and to instruction that accelerates the achievement of all learners.