Academic VOCABULARY Toolkit

for Elementary

Grades 3–5

Mastering High-Use Words for Academic Achievement in Elementary School

Program Overview

Academic Vocabulary Toolkit

Built for success with the **COMMON CORE STANDARDS**

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, 4, and 5. Her training, coaching, and leadership have enabled districts to achieve accelerated gains, particularly for English learners. Her profesional 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.

Program Overview

Teach using Dr. Kinsella's distinctive vocabulary routine.

- Each word is taught over a five-day instructional sequence, moving from structured partner interactions to increasingly complex discussions and written applications.

  Day 1: **Introduce the word** Explore meaning, pronunciation, forms and word partners.
  Day 2: **Talk about it** Exchange ideas applying the new word with a partner.
  Day 3: **Collaborate – Our Turn** Write formal sentences with a partner and the teacher.
  Day 4: **Be an Academic Author** Read a prompt and write a framed academic response.
  Day 5: **Construct a Response** Read a prompt and write an original academic response.

- Students develop mastery of high-use academic words aligned with critical CCSS-based competencies.

CCSS Competency	Gr 3 Sample Words	Gr 4 Sample Words	Gr 5 Sample Words
Describe	behavior, event	trait, location	style, situation
Sequence	order, before	prior, afterward	previously, preceded
Create	organize, assemble	elaborate, revise	collaborate, propose
Cause-Effect	cause, consequence	occur, lead	impact, outcome
Analyze Text	topic, detail	focus, emphasize	evidence, significant
Compare-Contrast	alike, opposite	similarity, difference	comparison, identical
Infer	predict, clue	assume, conclude	interpret, context
Argue	believe, reason	convincing, fact	perspective, argue

- The new Teacher's Guide is packed with routines, guided scripts, pacing options, and a DVD with model lessons taught by Dr. Kinsella and Ms. Hancock during ELA and ELD classes.

  o Conduct daily formative assessments with Smart Starts to gauge student understanding
  o Lead your students through engaging verbal and written tasks
  o Ensure students are able to use vital vocabulary tools

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.

  - o *Academic Vocabulary Toolkit* is divided into eight units that are recursive across grades 3, 4, and 5
  - o Each unit addresses a competency required for advanced literacy tasks and skillful communication
  - o The eight consistent units emerged from a detailed analysis of the shifts in the standards for literacy and language instruction and performance-based assessments
  - o Students need a practical toolkit of words at their disposal to describe, sequence, interpret, analyze, make inferences, and discuss cause and effect
  - o 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

## Academic Competency— Aligned Units across Grade Levels

Teacher's Guide

|		Grade 3		Grade 4		Grade 5	
Unit 1 Describe		type behavior physical	personality contain event	character trait appearance	include experience location	description aspect quality	characteristic illustrate respond
Unit 2 Analyze Informational Text		important topic detail	information fact example	focus essential emphasize	precise message major	significant section discuss	context excerpt concept
Unit 3 Cause and Effect		cause effect problem	solution happen change	result consequence affect	lead occur reaction	impact factor result	alter influence outcome
Unit 4 Sequence		order next before	after finally following	process final afterward	following previous prior	initially previously subsequently	eventually ultimately preceding
Unit 5 Create		complete task prepare	provide organize response	present develop provide	revise demonstrate elaborate	produce propose collaborate	accomplish create strategy
Unit 6 Compare and Contrast		alike different similar	difference similarity opposite	similar difference similarity	differently common unlike	comparison comparable contrast	identical unique differ
Unit 7 Inference		decide predict figure out	probably clue prediction	conclude assume conclusion	assumption determine communicate	interpret infer deduce	context presume imply
Unit 8 Argument		believe reason agree	disagree experience support	opinion fact argument	convince evidence convincing	perspective persuade position	reasonable support opposing

Word Selection Rationale **PD23**

Grade 4

Teacher's Guide
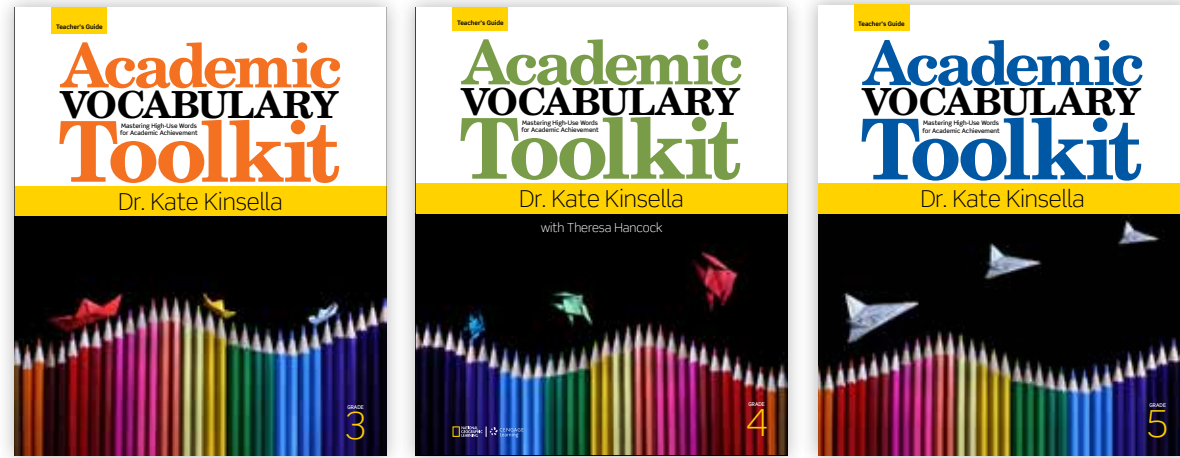
- Practical Implementation Tips
- Five-day pacing Plan to provide consistent, interactive instruction
- Explicit instructional guidance and modeling
- On-going progress monitoring to support learning
- Research Base and Best practices

Student Edition
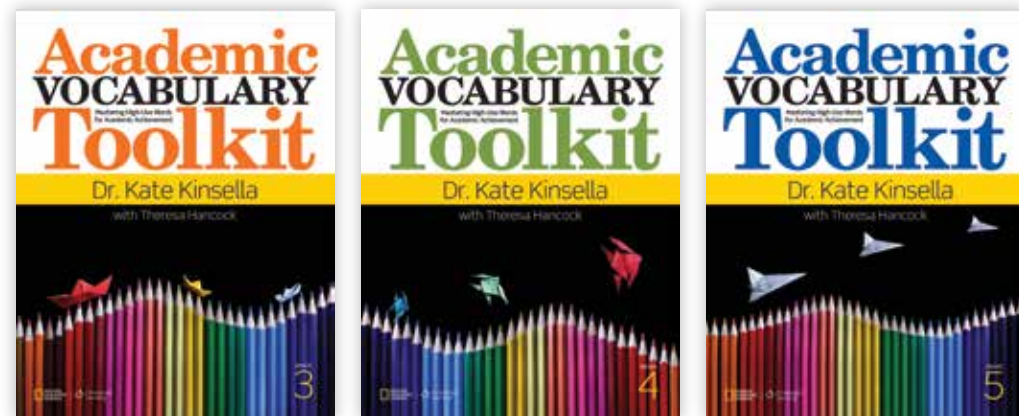
- Introduce standards-aligned concepts with the Unit Openers to provide context for academic vocabulary with daily formative assessments with Smart Starts to gauge student understanding
- Clear, student-friendly definitions, relevant example sentences
- Illustrative photographs
- Word forms, families, partners
- Immediate practice – verbal and writing
- Grammar tips included

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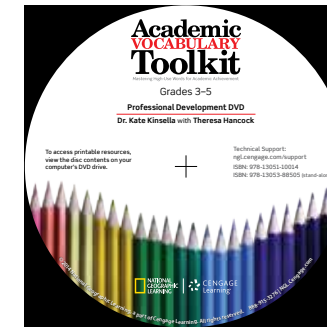
- Features model lessons and guided cues for a successful implementation of the *Academic Vocabulary Toolkit*
- Showcases live-from-the-classroom model lessons from a variety of learning environments
- Promotes rich opportunities for discussion to support professional learning communities

Online Support

- Access more teaching tools and resources to include:
  - o Reference Posters
  - o End of Unit Assessment Rubric
  - o End of Unit Assessment Classroom Summary
  - o Academic Interactions Card

NGL.Cengage.com/avt/elementary

Student Edition

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

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

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

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 ▼

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

Grade 4

6

7

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 SMART START 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 said 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.*

   Say evidencia. *Say the word with me (or invite a student to model):* evidencia. *Now let's write it under our Toolkit word.*

5. **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.*

6. **Meaning** Read it aloud. Have students chorally reread it.

7. **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.

8. **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 *in the sentence. Eating too much sugar can damage your teeth, so let's write the word* cavities. Echo-read the sentence.

   Repeat step 8 with the second picture and example.

9. **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.*

10. **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.*

11. **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. *Bs 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 Bs 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.*

T152 Unit 8

🌐 = Cognates/Home Language   = Repeat Steps   💬 = Academic Interactions Card   = Grammar Tip

◀ 🌐 **ngl.cengage.com/avt/elementary**
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.

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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.

Synonyms
- proof; facts

- One piece of **evidence** that the bicycle was in an accident was the seriously bent _____ tire.

Forms
- **Singular:** evidence
- **Plural:** evidence

Word Partners
- convincing evidence
- one piece of evidence

Examples
- 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 _____ cake (cupcakes; cookies).

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 (bad; clean).

2. Constant yawning is convincing **evidence** that you are extremely _____ tired (bored; sleepy).

152 Unit 8

DAY 2 SMART START 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. Bs 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.

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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 (use our notes; chew gum), during tests, 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.

One thing I would do to improve my neighborhood is to add more _____ street lights (sidewalks; parks). 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).

Be an Academic Author Read the prompt and complete the frames. Strengthen your response with a convincing reason. When selecting a student to lead a class project, one important skill is being able to _____ listen to others (organize materials; draw pictures). Observing that student _____ asking questions (gathering supplies; sketching examples) _____ would be convincing _____ evidence _____ to support my decision.

Construct a Response Read the prompt and construct a thoughtful response. Include a convincing reason to strengthen your response. I believe that school lunches need to be counted because they offer healthy choices. One piece of evidence that supports this argument is that at 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.

evidence 153

DAY 3 SMART START 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 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 ___ .*
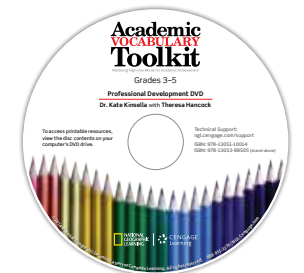
DAY 4 SMART START p. T160

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 evidence* 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. Provide additional examples. Have partners brainstorm additional ideas on 3–4 students to report using the frame *We thought of ___ .* Direct attention to the second frame. Provide the example *asking.* 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. *Write one additional reason that you agree with, above your own.*

DAY 5 SMART START p. T160

Construct a Response

1. **Echo-read the directions and prompt.** Restate the phrase and underline key words: *One piece of.*

2. **Write** Stress the grammar tip and cue students.

3. **Discuss** Direct students to share responses. Restate each other's responses.

4. **Listen** Preselect 2 students and call on 2–

Grades 3–5
Professional Development DVD
Dr. Kate Kinsella with Theresa Hancock

▲ Observe *Academic Vocabulary Toolkit* lessons taught by the authors

Assess and analyze results to monitor and support learning ▼

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.

Cluster Opener

Smart Start

Lesson

End of Unit Assessment
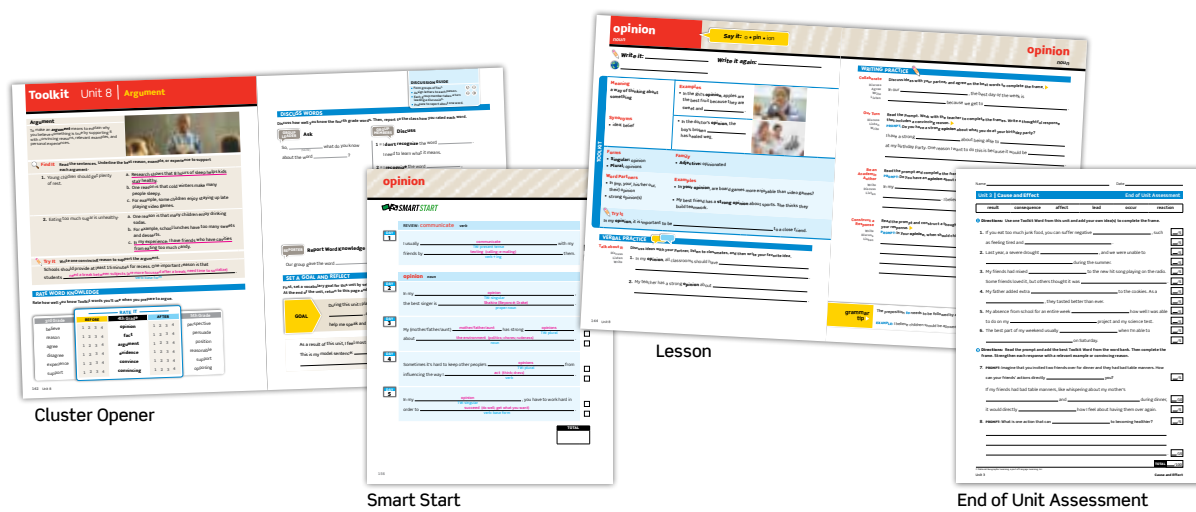
Daily and Weekly Formative Assessments

› **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)

Addressing Student Needs

- 8 lessons designed to address grammatical errors commonly made by English learners and less proficient readers
- Develop a clearer understanding of essential grammar rules
- Provides enhancement to embedded grammar tips presented throughout the student edition

Teacher's Guide

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grammar

▶ Adjectives and Adverbs

Introduce the Grammar

1. **Preview** *Today we are going to learn about adjectives and adverbs.* Read the meaning of *adjective* aloud, and have students follow along silently. *An adjective describes a noun. A noun is a person, a place, a thing, or an idea.* Provide an example of a noun, such as *a car. How can you describe a car?* Cue students to provide words to describe a car, such as *big, shiny,* or *new. These words are all examples of adjectives.* Direct attention to the meaning of the word *adverb,* and read it aloud as students follow along silently. *An adverb describes a verb, an action, such as* talk. *What are different ways that people talk?* Cue students to provide words that describe talking, such as *often* or *quietly. These words are examples of adverbs.*

2. **Focus on the chart** Direct attention to the chart. *On the left, we see the word* adjective. Read each of the sentences in this column aloud, stressing the adjective. Have students echo-read. *Underline the adjectives* beautiful, loud, *and* careful. Help students identify the nouns being described in each sentence: *song, family,* and *driver. Now let's look at the adverbs.* Read the sentences aloud, having students echo-read. Cue students to identify the verbs being described: *sang, speaks,* and *drives.* Point out that the adjectives and adverbs in the examples are members of the same word families. *Notice that the adverbs in the chart are the same as the adjectives, plus an -ly ending.*

3. **Read the grammar notes under the chart** Read the notes aloud as students read along silently. Have students identify the noun being described in the example in the first note, New York City. *Underline the verb* is *in the sentence, which is a form of the verb* be. *When this verb appears in a sentence, the adjective comes after it.* Provide additional examples, using different forms of the verb *be. Often, the adjective comes before the noun, such as* a big city. Provide additional examples. Direct attention to the second note. *Many adverbs end in -ly. Underline the -ly in each adverb from the chart as a reminder.* Provide additional examples of adverbs ending in *-ly.*

Find It

1. **Introduce & Model** Echo-read the directions. *Let's look at the first frame.* Point out the word *students. In this sentence, we want to describe* students, *which is a noun, people.* Direct attention to the words in parentheses. *Remember, an adjective describes a noun, so we need to choose the adjective from this pair of words.* Remind students that only adverbs end in -ly. Cue students to complete the frame with the adjective *nervous.* Have students echo-read the example.

2. **Discuss, Agree, & Write** Guide students to complete the remaining frames. *First, look at each frame. Think about what word is being described. If it is a noun, a person, place, or thing, you will write the adjective, without the -ly. If it is a verb, an action, that is being described, you should choose the adverb, which ends in -ly.* Cue partners to identify what is being described, underline it, and then choose the appropriate word to complete each frame. Rehearse language for collaboration. *A asks* What should we write? *B suggests an idea using the frame* Let's write ____. Have students switch roles for each of the remaining frames in the **Find It** task. Then, review responses as a class, making sure that students choose the appropriate adjective or adverb, as well as the word being described. Call on students to report to the class using the frame *Our response is ____.*

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grammar
▶ Adjectives and Adverbs

An **adjective** describes a noun.   An **adverb** describes a verb.

Adjective	Adverb
She sang a **beautiful** song.	She sang **beautifully.**
I have a **loud** family.	My brother speaks **loudly.**
My older sister is a **careful** driver.	She drives **carefully.**

- An adjective usually comes before the noun it describes. An adjective can also come directly after the verb **be**: New York City is big.
- An adverb usually comes after the verb it describes. Most adverbs are formed by adding **-ly** to an adjective: careful —▶ carefully

🔵 Find It

Complete the sentences with either the adjective or the adverb.

1. On the first day of school there are always many (nervous/nervously) ____nervous____ students.

2. She speaks so (quick/quickly) ____quickly____ that it's sometimes difficult to understand her.

3. Mary is an (honest /honestly) ____honest____ person who would never lie.

4. The car skidded (wild/wildly) ____wildly____ and almost crashed.

🔵 Try It

Complete the sentences using the correct form (adjective or adverb) of the word.

1. I was a (shy) ____shy____ child a few years ago, but now I am much more outgoing.

2. Can you please speak more (slow) ____slowly____?

3. Gorillas are (intelligent) ____intelligent____ animals.

4. My teacher always reminds us to write (neat) ____neatly____ .

Try It

1. **Introduce & Model** Echo-read the directions. Direct attention to the first frame. *For this activity, we must write either an adjective or an adverb.* Direct attention to the word *shy* in parentheses, before the blank. *Each frame has an adjective in parentheses. We need to decide what is being described. If a noun is being described, we can write the word from the parentheses without changing it. If a verb is being described, we must add -ly to the adjective in parentheses to make it an adverb. In this sentence, the word* child *is being described.* Cue students to say that *child* is a noun. *The word* child *is a noun, a person, so we need to add an adjective.* Guide students to complete the frame with the word *shy. Because we are describing a noun, child, we do not need to add -ly.* Guide students to complete the second frame, and model adding the -ly ending to the word in parentheses to form the adverb *slowly.* Guide students to complete the remaining frames.

2. **Discuss & Write** Display, rehearse, and direct partners to compare responses using the frames *My response is similar to/different from ____.* Monitor partner interactions.

3. **Listen** Preselect students to read the third frame aloud. Cue the student to say what is being described and to identify the correct form of the word in parentheses, ***intelligent.*** Have students echo-read the completed frame. Call on another student to do the same for the fourth frame.

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grammar
▶ Adjectives and Adverbs

Discuss and Write

Collaborate | **Discuss / Agree / Write / Listen** | Work with a partner. Write the sentence, including the adverb or adjective provided.

1. (difficult) There were some questions on the test.
   There were some difficult questions on the test.
   _____.

2. (talented) She is a musician who has won many awards for her music.
   She is a talented musician who has won many awards for her music.
   _____.

3. (loudly) They screamed when they learned that they won the contest.
   They screamed loudly when they learned that they won the contest.
   _____.

Your Turn | **Think / Write** | Work independently. Use the correct form (adjective or adverb) of the word and your own words to complete the sentences.

1. (delicious) Her grandparents cook the most ____delicious____ ____chicken (vegetable soup; meals)____ .
   noun

2. (nervous) He spoke ____nervously____ when he told his parents that he broke the ____window (computer; mirror)____ .
   noun

3. (beautiful) My mother knits ____beautiful____ ____sweaters (scarves; hats)____ .
   plural noun

4. (soft) The nurse spoke ____softly____ to the ____sick (hurt; scared)____ child.
   adjective

Discuss and Write

Collaborate

1. **Introduce & Model** Echo-read the directions. Point out the words in parentheses for each of the three sentences, and have students identify each one as an adjective or an adverb. Review the chart and the notes on the previous page, and remind students that only adverbs end in -ly. Direct attention to the first sentence. *The word* difficult *is an adjective, which describes a noun.* Point out the two nouns in the sentence: *questions* and *test. To rewrite the sentence with the adjective, we first need to decide which noun to describe. The word* difficult *can be used to describe the questions on the test. Since adjectives usually come before the noun they describe, let's rewrite the sentence with the adjective* difficult *before the noun* questions. Have students rewrite the sentence with the adjective, then echo-read the response.

2. **Discuss, Agree, & Write** Guide students to work in pairs to rewrite the remaining two sentences. Explain that partners should identify a noun to be described if the word in parentheses is an adjective, and a verb to be described if it's an adverb. Have students think of an idea, discuss it with their partner, agree on one, and then write it. Rehearse language for collaboration. *Let's review the process. Bs go first. Ask your partner* What should we write? *As listen carefully. Then, suggest your idea by saying* We could write ____. *Bs validate your partner's idea by saying* That would work. *Or offer another idea:* I think ____ would work well. *Agree on an idea, then write it. Switch roles, and repeat the process.*

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3. **Listen** Preselect students to share each sentence aloud. Ask reporters to explain correct forms and any relevant spelling rules. Record and display correct sentences. Cue students to compare and correct their sentences.

Your Turn

1. **Introduce & Model** Read the directions aloud, and have students follow along silently. *In this activity, you see an adjective in parentheses before each frame. You must read each frame, decide what word is being described by the word in parentheses, then write the correct form of that word in the blank. If what's being described is a noun, do not change the word. If what is being described is a verb, add -ly to the word in parentheses to form an adverb.* Model completion of the first frame. Underline the word cook. *For the last blank, we need to write a noun, something that a person would cook, such as* **chicken.** *In the first blank, we need to write the correct form of the word in parentheses. We are describing the noun we wrote in the last blank. Since* chicken *is a noun, a thing, we need an adjective. Since* delicious *is an adjective, we can write the word in the blank without making any other changes.* Have students echo-read the completed frame.

2. **Think & Write** Have students complete the remaining frames individually.

3. **Discuss** After students have completed the frames, direct partners to compare responses. *We'll use these two frames:* My response is similar to/different from ____.

4. **Listen** Preselect students to share each sentence aloud. Ask reporters to explain their decisions about using adjectives and adverbs. Record and display correct sentences. Cue students to compare their sentences with the displayed sentences and make any necessary corrections. Invite 1–2 volunteers to share sentences with different but equally appropriate content.
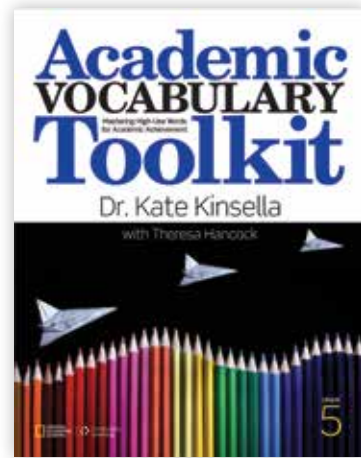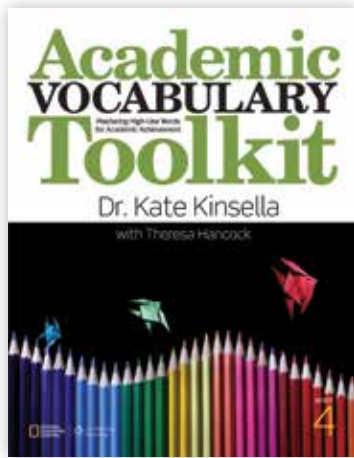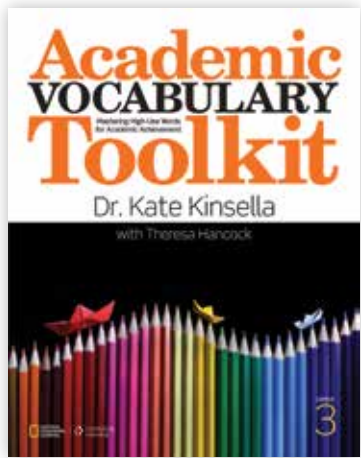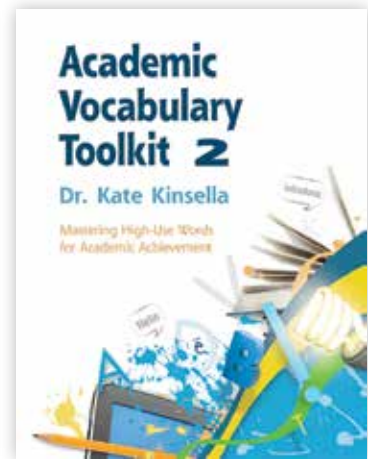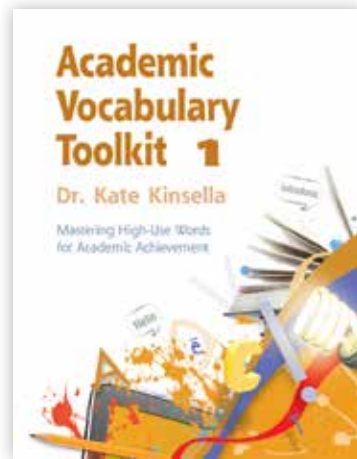

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