

Lead the Way to Literacy



Meet Dr. Kate Kinsella

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Building a High-Utility Vocabulary Toolkit for Academic Success

Kate Kinsella, Ed.D. Author: *English 3D*
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Academic Language and Literacy



What is Academic Language?

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- Academic English language is advanced English vocabulary, grammar and syntax characteristic of academic register used to communicate in formal interactions, presentations and writing across academic subject areas.

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Components of Academic English Language Development

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- **Vocabulary:** concepts, technical, topic-specific and high-utility words used across subject areas
- **Syntax:** the way words are arranged in order to form sentences or phrases
- **Grammar:** the rules according to which the words of a language change form and are combined into sentences
- **Register:** the style of language use or degree of formality reflected in word choice and grammar

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English Learner Sentences Applying Newly-Taught Words

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Grade 3 Homework Sentences

WORD	PICTURE	SENTENCE
neutral		Bobo like neutral.
frustration		Bobo always frustration.

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An Academic English Learner Describes Literacy Challenges



"most of my classes that I have I haven't learned anything because my teacher don't explain good what is the meaning of the words"

Miguel (Grade 8, 6 years in U.S. schools)

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Title 1 and the Vocabulary Gap

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

Flynn, James R. (2008). *Where Have All the Liberals Gone?: Race, Class, and Ideals in America.* Cambridge University Press: 102

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Effective Vocabulary Instruction Improves Reading & Test Scores

. . . Highly targeted, effective and persistent vocabulary instruction can greatly improve reading ability, test scores and content attainment for both native English speakers and English language learners.

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

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Vocabulary Knowledge Rating: **collocation, polysemous**

- ① I've never seen or heard the word ____.
- ② I recognize the word ____ but need to learn how to use it.
- ③ I can use the word ____ in a sentence. For example, ____.
- ④ I can define the word ____ for the class and effectively use it in a sentence.

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Word Knowledge Does Not Operate Like a Conventional Light Switch



The lexical light is either on or off; You know a word or you don't.

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Word Knowledge Operates Like a Dimmer Switch



Word knowledge exists on a continuum, ranging from remote familiarity, to basic understanding, to lexical dexterity – complex understanding and agile application in both speech and writing.

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Word Analysis: **polysemous**

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- Examine the **suffix -ous**. What words do you know with a similar ending?
- What part of speech is **polysemous**?
- Examine the **prefix poly-**. What words do you know with a similar beginning?
- Examine the **root word sem**. What words do you know that share this root?

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A suffix provides information about the **part of speech** of a word.

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p.7

- | | |
|---------------|-----------|
| • read | verb |
| • reader | noun |
| • reading | noun |
| • reads | verb |
| • readable | adjective |
| • readability | noun |

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A prefix provides information about the **meaning** of a word.

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p.7

- | | |
|----------------------|------|
| • read | verb |
| • <u>pr</u> eread | verb |
| • <u>re</u> read | verb |
| • <u>mis</u> read | verb |
| • <u>pseudo</u> read | verb |
| • <u>post</u> read | verb |

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Receptive Word Knowledge

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- Words we recognize or understand when we see or hear them.
- Words we associate with some meaning *even if we don't know the full range of definitions, connotations, or ever use them when we speak and write.*
- Typically much larger than productive vocabulary knowledge.

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Productive Word Knowledge

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- Words we understand and use comfortably and competently in spoken and written communication;
- Smaller than receptive word knowledge;
- *When limited*, it can be stigmatizing during advanced academic and social interactions and written discourse.

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Productive Word Knowledge: **polysemous**

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part of speech: adjective

pronunciation: pā-lē-'sē-məs, pə-'li-sə-məs

definition: having many meanings

example: Academic English learners can be easily confused by **polysemous** words they encounter in academic material and are apt to apply a common meaning (e.g., table: a piece of furniture) to a technical context (a graphic aid including organized figures).

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What does it mean to “know” the high-utility academic word **accurate**?

(1 of 3)

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

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What does it mean to “know” the high-utility academic word **accurate**?

(2 of 3)

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

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What does it mean to “know” the high-utility academic word **accurate**?

(3 of 3)

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

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High-Utility Academic Word Notetaking Guide: **accurate**

p.11

Word	Meaning	Examples	Images
accurate ac-cu-rate adjective	synonym: correct right or 100% in every detail	You can get an accurate measurement of your height and _____ at the doctor's office. It is important to include accurate information when you are writing a _____.	
	antonym: inaccurate		

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

Students can check to see if their spelling is **accurate** with a _____.

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

In my opinion, the (book, television show, movie) _____ presents an _____ description of the life of _____ like me.

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Vocabulary Teaching Strategy

- A technique that a teacher uses to accomplish a specific lesson task.

Sample Vocabulary Teaching Strategies

- “Guessing” Meaning from Context
- Words Sorts
- Vocabulary Bingo
- Four-Square
- Crossword Puzzles
- Original Sentences & Pictures

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Vocabulary Instructional Routine

- A research-informed, classroom-tested, step-by-step sequence of teacher and student actions that are regularly followed to address a specific instructional goal.

Sample Vocabulary Instructional Routines

- Teaching Major Lesson Concepts
- Teaching Topic-Focused Words
- Teaching High-Utility Academic Words
- Context Analysis to Determine Word Meaning
- Quick Teach Routine for Low-Incidence Words

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Vocabulary Teaching Routine: High-Utility Academic Words (1 of 2)

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

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Vocabulary Teaching Routine: High-Utility Academic Words (2 of 2)

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- Structure a framed verbal task with an engaging context to create some “vocabulary Velcro”.
- Model an appropriate response with the frame.
- Lead students in chorally rehearsing your response.
- Partner students to share before eliciting responses.
- Assign a framed writing task that requires the correct form of the word and appropriate content.

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High-Utility Word Routine Instructional Reference

p.9


Phase 1: Introducing Word	Introduce the High-Utility Academic Word
	1. Establish purpose: learning a high-utility academic word
	2. Pronounce the word
	3. Students repeat
	4. Provide part of speech
	5. Syllabify
	6. Students repeat
	7. Provide a student-friendly definition
	8. Students repeat definition and fill in blank(s)
	9. Model example #1 visibly displayed
	10. Students repeat example and fill in blank(s)
	11. Model example #1 visibly displayed
	12. Students repeat meaning and fill in blank(s)

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High-Utility Academic Word Notetaking Guide: **factor**

p.12

Word	Meaning	Examples	Images
factor fac·tor noun	one of many things that _____ or affect a situation	Texting while driving is a major factor in many teen car accidents. A good night's sleep and a nutritious breakfast are key factors in a student's performance on _____.	

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Noun

- a person (Nelson Mandela, my coach)
- a place (New York City, the library)
- thing (a backpack, the Internet)
- idea/concept (honesty, a dream)



Verb

- an action (run, jump, dance)



Adjective

- describes a noun (studious)



Adverb


- describes a verb (quietly)



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High-Utility Academic Word Notetaking Guide: **factor**

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Word	Meaning	Examples	Images
factor fac·tor noun	one of many things that cause _____ or affect a situation	Texting while driving is a major factor in many teen car accidents. A good night's sleep and a nutritious breakfast are key factors in a student's performance on exams.	

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Verbal Practice Task



factor (noun)

One of the most important factors when I purchase a gift for a friend is the _____ (noun: person's gender).

- *the person's favorite author*
- *the amount of time I have to shop*

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Precise Word Bank to Scaffold Independent Responses

- the friend's favorite ____
- the person's taste in ____
- the amount of ____ I have
- the cost of ____

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Partner Interaction



- **Discuss** your idea with your partner.
 - 1) Read it fluently using the frame.
 - 2) Say it like a scholar, making eye contact.
- **Restate** your partner's idea.
 - So your example is ____.*
 - That's right.*
 - Not exactly. What I said was ____.*

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Language to Select Reporters



- I select ____.
- I choose ____.
- I nominate ____.
- I would like to hear from ____.
- I'm interested in ____'s response.

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Visibly Displayed Responses to Support Auditory Processing

- the friend's favorite color
- the friend's taste in books
- the person's hobbies
- the cost of the item

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Attentive Listening Frames



Everyday English

- What did you put?
- *I put ____.*

Academic English

- What example did you select?
- *I selected ____.*
- What example did you add?
- *I added ____.*

Writing Practice with Embedded Grammar Targets



factor (noun)

Several **factors** influence my interest in a book, especially **the author's background** and **the genre / type of book**.

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High-Utility Academic Word Notetaking Guide: **similar**

Word	Meaning	Examples	Images
similar sim-i-lar adjective	synonym: <i>alike</i> almost the _____ antonym: <i>different</i>	An _____ is similar to a tangerine because they have the same _____ and color, and they are both sweet-tasting citrus fruits. My cousin and her dog look similar because they both have _____ eyes, big _____, and blonde hair.	 

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

On the first day of school, many students arrive with **similar** _____.

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

It's great to have friends with interests in _____ and _____ that are _____ to mine.

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Verbal Practice Task

similar (adjective)

On the first day of school, many students arrive with similar _____ (**plural noun**).

- **haircuts**
- **eyeglasses**

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Teaching Tips: Writing Effective Practice Tasks

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

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Embed Grammatical Targets in Sentence Frames for New Words

Target Word: **portion (noun)**

- I wish the cafeteria served two _____ of _____.
- A healthy diet includes several _____ of _____.
- For dinner we usually eat one _____ of _____.

Target Word: **respond (verb)**

- A kind teacher always _____ to students' questions in a _____ manner.
- When the bell rang, I _____ by immediately _____.

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Writing Prompt Expectations (appropriate word use and content)

PROMPT: What are key **factors** a parent must consider before leaving a child at home alone?

Construct a thoughtful response in academic register that includes relevant examples.

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Constructed Response Frame 43 p.13

(with highlighted grammatical targets)

- A parent **must** _____ **several** _____
before leaving a child at home alone. For
example, **one** key _____ a parent
should _____ is the child's _____.
Another important _____ is how
_____ the child usually is at home.

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Informational Text Analysis 44

Academic Vocabulary Types p.3-4

(Source: Adolescent Sleep Research (Gable & Kinsella, 2013).

Topic-Focused & Technical (Tier 3)

- adolescent
- puberty
- Circadian Clock
- forbidden zones
- binge sleeping
- mood swings
- depression
- sleep deprivation
- melatonin

High-Utility Academic (Tier 2)

- assume
- conclude
- factor
- sufficient/insufficient
- influence
- lead to
- variety
- regulate
- content

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Informational Text: Highlighted Vocabulary Analysis 45 p.3-4

Upper Case = Topic-Focused & Technical

(2) Sleep researchers began studying teen sleep patterns in the 1980s. They found that many adolescents **actually require** more than nine hours of sleep. That is as much as infants and young children require, and much more than adults do. Adolescents just get sleepy **considerably** later than others, so going to bed earlier hardly makes a difference.

(3) People need different amounts of sleep in different **stages** of life. Babies and children **require** many hours of deep sleep. Until age ten most children wake up fresh and energetic. At **PUBERTY**, however, the body's clock which **regulates** sleeping and waking hours changes. This **delay** in the body's "CIRCADIAN CLOCK" causes teens to be wide awake at 9 or 10 p.m. when people of other ages are **typically** getting tired. The hormone melatonin, which **regulates** sleep in humans, does not enter teens' bodies until around 11 p.m. As a result, adolescents **tend** to become drowsy and fall asleep later much than children or adults. The hormone melatonin remains in

Lower Case = High-Utility

(5) The National Sleep Foundation contends that American teenagers actually need more than nine hours of sleep every night, not just on weekends. However, surveys **indicate** that only 15% of teens sleep 6.5 hours or more on a **regular** basis. Moreover, more than 25% of adolescents sleep 6.5 hours or fewer on school nights.

(6) Going to bed earlier does not **necessarily assure** that a teenager will get **additional** sleep. The circadian clock creates "FORBIDDEN ZONES" when falling asleep is almost impossible. For many teens the forbidden zone is in the evening hours. Therefore, even if teens go to their rooms **relatively** early, they do not usually go to sleep promptly. Instead, they **tend** to read, play games, listen to music or send text messages to friends until they start to get tired at 11 p.m. or later.

(7) Surprisingly, sleeping for a long time on weekends does not remedy the problem. Researchers **refer** to that as "BINGE SLEEPING." Teens catch up on sleep, but

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Priority Academic Competencies for High-Utility Word Instruction 46

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

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Academic Word Family Chart: 47 p.8

Sample Words: **Compare**

Noun	Verb	Adjective	Adverb
comparison	compare	comparable	comparatively
contrast	contrast		
similarity		similar	similarly
difference	differ	different	differently
		alike	
		identical	

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Academic Word Family Chart: 48 p.8

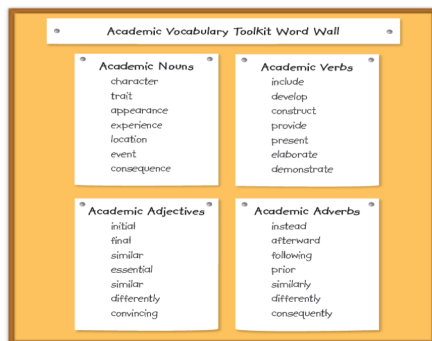
Sample Words: **Cause-Effect**

Noun	Verb	Adjective	Adverb
cause (of)	cause		
effect (on)	affect		
	lead (to)		
result (of)	result (in)		
consequence			consequently
impact (on)	impact		

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High-Utility Academic Vocabulary Well-Organized Word Wall ⁴⁹



Coxhead's Academic Word List ⁵⁰ p.5-6

Group 1/10 (Highest Incidence):

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

word family: assume, v. assumption, n.

Source: (Averil Coxhead, 2000)

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Build Receptive Word Knowledge: ⁵¹ Replace Everyday Direction Words

Everyday Terms

- Answer
- Finish
- Repeat
- Talk about
- Share
- Think about

Academic Terms

- **Respond, Elaborate**
- **Complete, Develop**
- **Restate, Review**
- **Discuss, Interact**
- **Report, Contribute**
- **Consider, Contemplate**

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Build Receptive Word Knowledge: ⁵² Replace Everyday Direction Words

Everyday Terms

- Answer
- Idea/Thought
- Information
- Guess
- Reason
- Steps
- Thinking

Academic Terms

- **Contribution, Response**
- **Opinion, Perspective**
- **Evidence, Data, Facts**
- **Prediction, Hypothesis**
- **Justification, Conclusion**
- **Solution, Process, Sequence**
- **Analysis, Interpretation**

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Questions to Prioritize Words for ⁵³ Robust, Intentional Instruction p.2

High-Utility Vocabulary: (Widely-Used Across Academic Disciplines)

1. What high-utility academic words are included in this literary text passage or informational text section that are synonyms for more commonplace words students will no doubt already know (e.g., *insufficient, not enough; issue, problem; essential, necessary; perspective, idea/opinion*)?
2. What high-utility academic words are included in text analysis and discussion questions or related writing prompts that will be necessary for students to respond competently on lesson tasks or assessments?
3. Is it sufficient for students to simply recognize and understand this word (receptive vocabulary) or will they need to competently use this word (productive vocabulary) at this stage of 1st or 2nd language development?

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Vocabulary Development Priorities ⁵⁴

- Pre-teach lesson concepts and topic words.
- Explicitly teach high-utility vocabulary using a consistent, interactive routine.
- Prioritize words for more robust instruction.
- Teach words beyond text-based selections.
- Design verbal and written application tasks to promote productive word knowledge.
- Teach words aligned with critical academic speaking and writing competencies.

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p.1

High-Utility Word Instruction: Lesson Planning & Coaching Tool

Explicit Instruction of Target Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> Uses a consistent, familiar teaching routine <input type="checkbox"/> Directs students' attention to the word (on board, in text, etc.) <input type="checkbox"/> Supports verbal instruction with visuals (handout, board, etc.) <input type="checkbox"/> Pronounces the new word clearly a few times <input type="checkbox"/> Breaks a polysyllabic word into syllables (on board, clapping, etc.) <input type="checkbox"/> Guides students in reading and pronouncing the word a few times <input type="checkbox"/> Points out the part of speech (noun, verb, adjective, adverb) <input type="checkbox"/> Provides the Spanish cognate (if appropriate for the students) <input type="checkbox"/> Explains the meaning succinctly using familiar language <input type="checkbox"/> Provides student-friendly accessible examples 	Engagement in Learning <ul style="list-style-type: none"> <input type="checkbox"/> Listen attentively <input type="checkbox"/> Focus on instructional visuals (handout, board) <input type="checkbox"/> Repeat when prompted <input type="checkbox"/> Write when prompted <input type="checkbox"/> Focus on task, not idle or doing something else
Structured Student Use of Target Words <ul style="list-style-type: none"> <input type="checkbox"/> Structures word use with a verbal task and sentence frame <input type="checkbox"/> Models (spoken and written models) using the sentence frame <input type="checkbox"/> Partners students to share sentences using the new word <input type="checkbox"/> Monitors students' verbal and written responses <input type="checkbox"/> Calls on a number of students to share responses with class 	Application of Target Words <ul style="list-style-type: none"> <input type="checkbox"/> Share sentence(s) with partner <input type="checkbox"/> Respond appropriately <input type="checkbox"/> Appear to understand the word meaning <input type="checkbox"/> Listen actively to shared responses

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A Teaching Mantra for Building Vocabulary Knowledge

- Expose
- Enrich
- Equip

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