

Common Direction Words in Academic Writing Prompts

ANALYZE	Break the subject (an object, event, or concept) down into parts, and explain the various parts.
ARGUE	State a claim on an issue and support it with reasons and evidence from sources while also countering possible statements or arguments from individuals who have different positions.
COMPARE	Show how two things are similar and different; include details or examples.
CONTRAST	Show how two things are different; include details or examples.
CRITIQUE	Point out both the good and bad points of something.
DEFINE	Give an accurate meaning of a term with enough detail to show that you really understand it.
DESCRIBE	Write about the subject so the reader can easily visualize it; tell how it looks or happened, including how, who, where, why.
DISCUSS	Give a complete and detailed answer, including important characteristics and main points.
EVALUATE	Give your opinion of the value of the subject; discuss its good and bad points, strengths and weaknesses.
EXPLAIN	Give the meaning of something; give facts and details that make the idea easy to understand.
ILLUSTRATE	Make the point or idea clear by giving examples.
INTERPRET	Explain the meaning of a text, statement, photo, graphic aid; discuss the results or the effects of something.
JUSTIFY	Give convincing reasons and evidence from sources to support a claim, decision, action, or event.
PERSUADE	Give convincing reasons in order to get someone to do or believe something; appeal to the reader's feelings and mind.
RESPOND	State your overall reaction to the content, then support your individual opinions or claims with specific reasons and relevant examples, making sure to refer back to supporting texts.
STATE	Give the main points in brief, clear form.
SUMMARIZE	Provide an objective overview of the topic and important details from a text; use paragraph form, key topic words, and no personal opinions about the content.
SYNTHESIZE	Combine ideas from different sources in a single response.
TRACE	Describe an event or process in chronological order.

Academic Writing Types: Elementary School

These formal writing types prepare upper-elementary students for the academic writing required to be successful in middle school.

OPINION PARAGRAPH	<p>An opinion paragraph states a claim and supports it with clear reasons and relevant evidence from sources.</p> <ul style="list-style-type: none"> A. The introductory sentence clearly states the writer's claim about the topic. B. Detail sentences support the writer's claim with logical reasons and evidence from text or the writer's prior knowledge and experience. <ul style="list-style-type: none"> • Transition words or phrases connect opinions, reasons, and evidence. C. The concluding sentence restates the writer's claim about the topic.
INFORMATIVE TEXT	<p>An informative text examines a topic and conveys ideas and information without including personal opinions.</p> <ul style="list-style-type: none"> A. The introductory sentence introduces the topic and states the main idea. B. Each supporting paragraph includes: <ul style="list-style-type: none"> • A topic sentence that states what the paragraph will be about. • Detail sentences that develop the topic with facts, details, or quotations. • Transition words or phrases that introduce and connect ideas. C. A concluding sentence that follows from the information presented and explains the topic's importance.
OPINION ESSAY	<p>An opinion essay states a claim and supports it with clear reasons and relevant evidence from sources.</p> <ul style="list-style-type: none"> A. The introduction clearly states the writer's thesis or claim about the topic. B. Each supporting paragraph includes: <ul style="list-style-type: none"> • A topic sentence that states what the paragraph will be about. • Detail sentences that support the writer's claim with clear reasons and relevant evidence drawn from text or the writer's experience. • Transition words or phrases that connect opinions, reasons, and evidence. C. The concluding sentence strongly restates the writer's claim about the topic.
NARRATIVE	<p>A narrative tells a story from a clear point of view. Narratives can be imagined events or true experiences written from someone's life. A personal narrative tells a story from the writer's life, and explains how his or her life changed as a result.</p> <ul style="list-style-type: none"> A. The introduction identifies the context, characters, and purpose of the narrative. B. Detail sentences tell the most important events of the story. <ul style="list-style-type: none"> • Transition words or phrases help move the reader through the events. • Descriptive language, such as action verbs, precise adjectives and adverbs, make the story more vivid and interesting. C. The concluding sentence explains the importance of the story.

Academic Writing Types: Secondary School

INFORMATIVE TEXT	<p>An informative text examines a topic and conveys ideas and information without including personal opinions.</p> <ul style="list-style-type: none"> A. The introduction identifies the topic and contains a thesis statement that tells what the writer will explain. B. Each supporting paragraph includes: <ul style="list-style-type: none"> • A topic sentence that states what the paragraph will be about. • Detail sentences that develop the topic with evidence drawn from sources such as definitions, facts, statistics, examples, and quotations. • Transition words or phrases that introduce and connect ideas. C. The concluding sentence follows from the information presented and explains the topic's importance.
OPINION ESSAY	<p>An opinion essay states a claim and supports it with clear reasons and relevant evidence from sources.</p> <ul style="list-style-type: none"> A. The introduction clearly states the writer's thesis or claim about the topic. B. Each supporting paragraph includes: <ul style="list-style-type: none"> • A topic sentence that states what the paragraph will be about. • Detail sentences that support the claim with clear reasons and relevant evidence drawn from credible text sources or the writer's experience. • Transition words or phrases that connect opinions, reasons, and evidence. C. The concluding sentence strongly restates the writer's claim about the topic.
ARGUMENT ESSAY	<p>An argument essay states a claim and one or more counterclaims, supported with clear reasons and relevant evidence from sources.</p> <ul style="list-style-type: none"> A. The introduction clearly states the writer's thesis or claim about the topic. B. Each supporting paragraph includes: <ul style="list-style-type: none"> • A topic sentence that states what the paragraph will be about. • Detail sentences that support the writer's claim with clear reasons and evidence from credible text sources or the writer's experience. • Counterclaims that refute other common claims with strong evidence. • Transition words or phrases that connect opinions, reasons, and evidence. C. The concluding sentence strongly restates the writer's claim about the topic.
NARRATIVE	<p>A narrative tells a story from a clear point of view. Narratives can be imagined events or true experiences written from someone's life. A personal narrative tells a story from the writer's life, and explains how his or her life changed as a result.</p> <ul style="list-style-type: none"> A. The introduction identifies the context, characters, and purpose of the narrative. B. Detail sentences tell the most important events of the story. <ul style="list-style-type: none"> • Transition words or phrases help move the reader through the events. • Descriptive language, such as action verbs, precise adjectives and adverbs, make the story more vivid and interesting. C. The concluding sentence explains the importance of the story.

Informative Essay: Cause-Effect Words and Phrases

Prompt	California has recently experienced some of the largest and most destructive wildfires in the state's history. What has fueled large and aggressive blazes across the state? Write an informative essay that provides significant details regarding the various causes, drawing from text sources.
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Causes of California's Immense Wildfires

California's record-breaking wildfires in 2018 are a direct result of several critical factors.

First, California is still feeling the negative impacts of a five-year drought that ended in 2017. The state had less rainfall and snowfall than usual for a lengthy period. According to *Scholastic News* (Oct. 1, 2018), the long dry spell left rivers and lakes dry and "killed 129 million trees." The dead trees and bushes "set the stage for this year's explosion of wildfires" across the state. With so much dry fuel in forests and canyons, lightening or a spark from a truck, cigarette or campfire could easily start a blaze.

Another major factor has been the low level of moisture in the air, combined with extremely hot, dry temperatures. In fact, July 2018 was the "hottest month ever recorded in the state." Scientists claim the steady rise in temperatures over the past century is a worrisome impact of "global climate change." The increase in temperatures and decrease in moisture in forested areas created even more dead vegetation, "the perfect fuel for wildfires."

In addition, strong winds helped small blazes turn into massive, unpredictable fires. Wildfires that rapidly changed direction made firefighters' jobs even more challenging. What started as a lightening spark in one area rapidly led to multiple wind-driven fires across an entire region.

In summary, California has experienced one of the worst fire seasons in history due to a number of serious factors.

Language Tools: Informative Essay Thesis Statement

Using Precise Language for an Informative Thesis Statement

Use precise nouns and adjectives in your thesis statement to let the reader know how you will develop the topic of your informative essay.

- Research on second-language learning points to **a range of positive influences** on the brain.
- The Food and Drug Administration has outlined **numerous health risks** associated with teen vaping.
- Honey bees support human life in **several vital ways**.
- America's entry into World War II in 1941 forced the nation to rethink gender roles **in a variety of fields**.

Everyday Adjectives	Precise Academic Adjectives
many	several, multiple, numerous, abundant
different	diverse, assorted, varied, various
real	specific, concrete, actual, tangible, observable
good	positive, helpful, beneficial, desirable, promising, productive
bad	negative, harmful, undesirable, destructive, adverse
important	key, major, significant, fundamental, critical, vital, serious
maybe	potential, possible, likely, achievable, doable, attainable
big	a <u>large</u> number of, a <u>wide</u> range of, a <u>vast</u> amount of

Everyday Nouns	Precise Academic Nouns
a lot of	a variety of, a number of, a range of
result	effect, consequence, impact, outcome, outgrowth, influence
reason	cause, factor, source, purpose, goal, aim
problem	issue, concern, dilemma, risk, matter
good and bad points	pros & cons, strengths & weaknesses, benefits & drawbacks
good ways	concrete actions, productive steps, promising solutions

Transition Words and Phrases

1. To introduce evidence drawn from sources	2. To introduce reasons
<p>A recent study shows Several studies (suggest, indicate)</p> <p>Researchers have (noticed, observed, noted, documented)</p> <p>According to</p> <p>Current research on ___ (shows, reveals, highlights)</p> <p>Abundant data (illustrates, demonstrates)</p> <p>There is strong evidence to (suggest, prove, counter)</p> <p>Findings by ___ (show, prove, suggest, point to, indicate)</p> <p>The (data, evidence) on ___ underscores the need for ___</p>	<p>One reason</p> <p>Another (key, major, fundamental) reason</p> <p>A compelling reason for</p> <p>It is also clear that</p> <p>It is quite evident that</p> <p>Equally important,</p> <p>Perhaps the most important reason for</p> <p>Most importantly,</p>
3. To introduce a data-driven (observation/position/analysis)	4. To introduce examples
<p>After reading the article, ___,</p> <p>After examining the issues surrounding ___,</p> <p>After analyzing the research findings on ___,</p> <p>Having reviewed the recent data on ___,</p> <p>Having thoroughly investigated the (topic, causes, effects) of ___,</p>	<p>For example,</p> <p>For instance,</p> <p>Another (example, factor, instance) is</p> <p>As an example,</p> <p>To illustrate, As an illustration,</p>
5. To sum up and restate the thesis	6. Transitions to introduce /connect supporting ideas
<p>These findings clearly (indicate, emphasize, demonstrate)</p> <p>The data on ___ definitely (points to, clarifies, illustrates)</p> <p>Mounting evidence for ___ (highlights, reveals, demonstrates)</p> <p>These (studies, trends, findings) are reason for ___</p> <p>The (impacts, risks) associated with ___ (suggest, clarify)</p>	<p>First, Second,</p> <p>In addition,</p> <p>Furthermore,</p> <p>Also, Additionally,</p> <p>Moreover,</p>
7. Transitions to conclude	
Overall, ... Thus, ... To conclude, ... To sum up, ... To review, ... In brief, ... Therefore, ...	
8. Precise adjectives to describe evidence	
<p>good = convincing, powerful, strong, compelling, relevant</p> <p>scary = alarming, distressing, shocking, striking, disturbing</p> <p>true = believable, convincing, plausible, persuasive</p> <p>not enough = inadequate, insufficient, scant, negligible</p>	<p>new = recent, current, contemporary, up-to-date</p> <p>hard = difficult, troubling, challenging, complex, complicated</p> <p>enough = adequate, sufficient, abundant, substantial</p> <p>stupid = absurd, ridiculous, unreasonable, illogical</p>



Informative Paragraph

Rate and Score

Use the following scoring guide to rate an informative paragraph.

		Insufficient	Attempted	Sufficient	Outstanding
Content and Organization	Rating Scale	1	2	3	4
1. An appropriate title introduces the paragraph		1	2	3	4
2. A topic sentence establishes what will be explained about the topic		1	2	3	4
3. Appropriate transitions clarify relationships and connect ideas		1	2	3	4
4. Adequate and relevant details develop the topic		1	2	3	4
5. Detail sentences include different types of evidence, such as definitions, facts, statistics, examples, or quotations		1	2	3	4
6. Precise topic words are included		1	2	3	4
7. High-utility academic words are included		1	2	3	4
8. A variety of sentences is included (simple, compound, complex)		1	2	3	4
9. A formal academic writing style is established and maintained		1	2	3	4
10. The concluding statement sums up the main idea about the topic		1	2	3	4

Grammar and Mechanics	Rating Scale	1	2	3	4
1. Each sentence is complete		1	2	3	4
2. All words are spelled correctly		1	2	3	4
3. Commas separate transitions from the rest of the sentence		1	2	3	4
4. Subjects and verbs agree		1	2	3	4
5. Verb tenses are used correctly		1	2	3	4
6. Pronouns referring to people, places and things are appropriate		1	2	3	4

Total Points: _____



Informative Essay

Rate and Score

Use the following scoring guide to rate an informative essay.

		Insufficient	Attempted	Sufficient	Outstanding
Content and Organization	Rating Scale	1	2	3	4
1. An appropriate title introduces the essay		1	2	3	4
2. A thesis statement establishes what will be explained about the topic		1	2	3	4
3. Each supporting paragraph begins with a well-worded topic sentence		1	2	3	4
4. Appropriate transitions clarify relationships and connect ideas		1	2	3	4
5. Adequate and relevant details develop the topic		1	2	3	4
6. Detail sentences include different types of evidence, such as definitions, facts, statistics, examples, or quotations		1	2	3	4
7. Citation information is included for evidence from published sources		1	2	3	4
8. Precise topic words are included		1	2	3	4
9. High-utility academic words are included		1	2	3	4
10. A variety of sentences is included (simple, compound, complex)		1	2	3	4
11. A formal academic writing style is established and maintained		1	2	3	4
12. The concluding statement sums up the main idea about the topic		1	2	3	4

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3. Subjects and verbs agree		1	2	3	4
4. Verb tenses are used correctly		1	2	3	4

Total Points: _____ / _____ = _____

Academic Discussion Topic: *Study Environment*



THINK:

Identify the strengths and weaknesses of your most regular study place as a productive work environment to complete demanding assignments.

+

1. _____
2. _____
3. _____

-

1. _____
2. _____
3. _____



WRITE:

Rewrite three ideas using the sentence frames. Include precise word choices. Prepare to elaborate upon your idea verbally if you are asked to report.

Frame 1: I regularly complete my most demanding assignments in _____ because ____
Response: _____

Frame 2: One challenge I face working in/at __ is _____ (noun phrase)
Response: _____

Frame 3: To create a more productive study environment, I should __ (base verb: remove)
Response: _____

Word Bank:

Nouns

assignment
 distraction
 materials
 improvement
 interruption

Verbs

eliminate
 distract
 avoid
 improve
 interrupt

Adjectives

productive, unproductive
 distracting
 positive/negative
 challenging
 annoying



DISCUSS:

Listen attentively to and record notes on your classmates' ideas. Start by listening attentively, restating, and recording your partner's idea.

- So your (experience / perspective) is that ____
- Yes, that's correct. No, not exactly. What I (said / meant) was ____

Classmates' names	Ideas
1.	
2.	
3.	



REPORT:

Prepare to report your idea during the whole group discussion. Listen attentively, and utilize the sentence frames to point out similarities.

- My idea is similar to ____'s.
- My idea builds upon ____'s.

Discussion and Writing Prompts that Affirm Multilingual Learners

English learners need to tackle an academic writing type multiple times to effectively grasp the distinctions between an opinion or argument paragraph/essay, an informative paragraph/essay and a narrative text. For each distinct writing type, begin with brief constructed responses, moving from a few sentences to a complete paragraph to a multi-paragraph text. Multiple brief constructed responses build linguistic skill sets, confidence and stamina for more extended assignments.

Assist students in getting a handle on the organizational and rhetorical features of a specific writing type by first assigning prompts that permit them to draw upon their prior knowledge and experiences rather than text dependent prompts that pose dual literacy challenges. Strive when appropriate to assign some prompts and structure related class discussions that create an inclusive arena for them to contemplate and express their assets, experiences and perspectives as multilingual learners.

Sample Discussion and Writing Prompts That Emphasize Multilingual Learner Assets and Experiences

- What are the benefits of being multilingual?
- What are the positives and negatives of using more than one language when you communicate with others?
- What activities do you enjoy doing in your native language?
- In what contexts do you usually speak your native language?
- What are the reasons some people continue or stop using their native language?
- What are the benefits and challenges of continuing to speak your native language?
- How do you feel when you speak English?
- How do you communicate with your family and friends?
- How do you feel connected to other people?
- What do you like or dislike about your given name or nickname?
- How did you obtain your given name or nickname?
- What are the reasons it is important to pronounce names correctly?
- What is your favorite holiday and how is it celebrated in your culture and family?
- Who is someone in your family or community that you respect a great deal?
- Describe a childhood event when you did something to make your family proud of your behavior or accomplishment.

ACADEMIC DISCUSSION: *Texting and Student Writing*



BRAINSTORM IDEAS

Does texting harm students' academic writing skills?

Make a quick list of ideas. Draw from your background knowledge and experience.

AGREE

- _____
- _____

DISAGREE

- _____
- _____



PRECISE WORD BANK

Precise Verbs				Precise Adverbs	
need	change	use	communicate	carefully	easily
depend on	shift	write	omit	comfortably	creatively
become	forget	improve	help	usually	carelessly



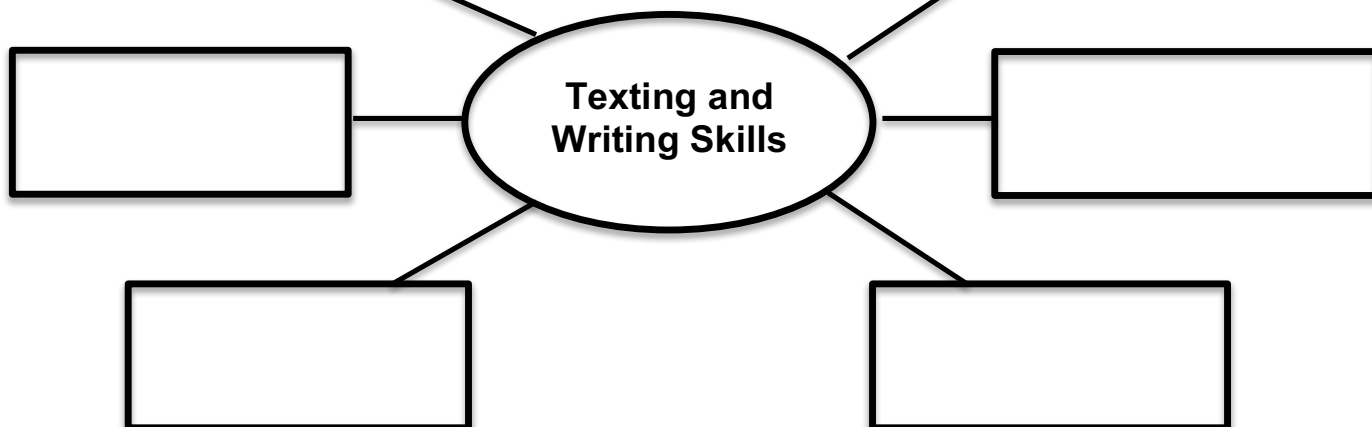
EXCHANGE IDEAS

Use the response frames to exchange ideas with your partner. Prepare for the class discussion by completing two sentences. Listen attentively and complete the chart.

- In my opinion, texting harms students' writing skills because they _____
(present tense verb: forget)
- In my experience, texting does not harm students' writing skills because we _____
(present tense verb: understand)

Ideas ~ Partner Discussion

Ideas ~ Class Discussion



Student Writing Model

Academic Writing Type

An **opinion paragraph** states a claim and supports it with logical reasons and relevant evidence from the texts and the writer's experience.

- A** The **introductory sentence** clearly states the writer's claim about the issue.
- B** **Detail sentences** support the claim with reasons and evidence from the texts and the writer's experience.
 - **Transition words or phrases** connect opinions, reasons, and evidence.
- C** The **concluding sentence** restates the writer's claim about the issue.



ANALYZE TEXT ELEMENTS

Read this student model to analyze the elements of an opinion paragraph.

A

After studying different forms of recess, I believe that schools should require unstructured recess activities. One reason is that unstructured activities provide students with a necessary break from schoolwork. In the article "The Power of Play," the author states that one positive effect of 15 minutes or more of recess is that students can focus better in class.

B

In my experience, free choice activities allow students to exercise their imaginations. For instance, in the article "The Power of Play," the author points out that one example of free play is creating a made-up play, which is my friends' and my favorite recess activity. For these reasons, I conclude

C

that students should participate in unstructured play during recess.



MARK & DISCUSS ELEMENTS

Mark the opinion paragraph elements. Then discuss them with your partner.

- 1. Put brackets around the writer's claim within the introductory sentence.**
The writer's claim is _____.
- 2. Draw a box around three transition words or phrases.**
One transition (word/phrase) is _____. Another transition (word/phrase) is _____.
- 3. Underline and label two reasons that support the writer's claim with the letter R.** One reason that supports the writer's claim is _____.
- 4. Underline and label two pieces of evidence that support the writer's claim with the letter E.** One piece of evidence that supports the writer's claim is _____.
- 5. Star two precise topic words. Check two high-utility academic words.**
An example of a (precise topic/high-utility academic) word is _____.

Building Reading Fluency Routine

A fluent reader is one who masters:

- **accuracy:** pronounces words correctly
- **rate:** reads at the right pace, not too fast or slow, and pauses at appropriate intervals
- **expression:** reads with emotion, emphasizing key words in sentences
- **punctuation:** interprets punctuation such as commas and question marks

Fluency Routine Rationale

Many students are content to listen as someone else reads aloud, but passive listening does not improve reading fluency or comprehension. Common passive approaches, such as round-robin group reading or popcorn unified-class reading, only engage one student. Basic readers and English learners benefit from multiple readings of a complex text and models of fluent reading that include accurate pronunciation and appropriate pacing, rate, and expression. Students who actively participate in guided oral reading of complex text gain the fluency they need for subsequent independent rereading, analysis, and mature response.

Use these **Building Fluency** routines to provide various levels of support as students read text passages multiple times.

- **Phrase-Cued (Echo) Reading:** Read aloud the sentence, pausing at natural intervals after a phrase or clause, and cueing students to “echo back,” imitating your pronunciation and expression. Echo reading is used to support students’ reading of directions, model verbal responses, academic language frames, and individual sentences within passages.
- **Oral Cloze 1:** Read aloud a text passage, and omit a few selected words per paragraph while students follow along silently and chime in chorally with the missing words.
- **Oral Cloze 2:** Read aloud a text passage, and increase the pace slightly while you omit different words.
- **Partner Cloze:** Students read a text passage three times: once silently to choose words to omit, once aloud to their partners, and once following along and chiming in with the words their partners leave out.
- **Independent Reading:** Students read a text passage silently while actively identifying information to respond to a focused question or task.

Guidelines for Oral Cloze:

- Examine the text and identify the words you plan to omit while reading aloud.
- Omit 2-3 words per paragraph depending on the length and complexity of the text chunk.
- Do not distract students by omitting too many words or stopping mid-phrase and interrupting fluent reading.
- Omit strong, meaningful words at the end of phrases and sentences.
- Choose words that drive text comprehension, such as topic words and high-utility academic words that you have already taught.

Opinion Paragraph Model: Text Marking & Discussion Task

Prompt	Is texting ruining students' writing skills? Write an opinion paragraph that states your claim and supports it with reasons and evidence. Draw from background knowledge and experience.
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Texting is Not Harmful

After learning about texting and students' writing skills, I believe that texting is not ruining students' writing. One reason is that students know when it is appropriate to use textisms, and when they need to use correct spelling and grammar. For example, I always use emojis and GIFs when I send messages to my friends, but I do not use them for my homework or class assignments. Another major reason that I do not believe that texting is ruining writing is that many students use technology with software for writing like GoogleDocs and Microsoft Word. If I use a textism, the computer will point it out as a mistake for me to edit. So even if I use texting language in a draft, I can correct it. For these reasons, I conclude that students' writing is not harmed by texting.

Mark and Discuss Opinion Paragraph Text Elements



Mark the opinion paragraph text elements. Then discuss them with your partner.

1. Put brackets around the writer's claim within the topic sentence.

The writer's claim is ____.

2. Draw a box around transition words or phrases that introduce a reason or an example. *(One, Another) transition that introduces (a reason, an example) is ____.*

3. Underline and label two reasons that support the writer's claim with the letter R.

(One, Another) reason that supports the writer's claim is ____.

4. Underline and label two pieces of evidence that support the writer's claim with the letter E. *(One, Another) piece of evidence that supports the writer's claim is ____.*

5. Star two precise topic words. Check two high-utility academic words.

An example of a (precise topic word, high-utility academic word) is ____.

6. Put parentheses around the writer's restated claim within the concluding sentence.

The writer's restated claim is ____.



Opinion Paragraph

Rate and Score

Use the following scoring guide to rate an opinion paragraph.

		Insufficient	Attempted	Sufficient	Outstanding
Content and Organization	Rating Scale	1	2	3	4
1. An appropriate title introduces the paragraph		1	2	3	4
2. A topic sentence clearly states the claim or opinion		1	2	3	4
3. Appropriate transitions connect opinions, reasons and evidence		1	2	3	4
4. Detail sentences provide reasons that support the claim		1	2	3	4
5. Detail sentences provide evidence from sources to support the claim (e.g., texts, websites, experiences, background knowledge)		1	2	3	4
6. Precise topic words are included		1	2	3	4
7. High-utility academic words are included		1	2	3	4
8. The concluding statement restates the claim using new wording and leaves the reader with a final thought to consider		1	2	3	4

Content and Organization Points: _____

Grammar and Mechanics	Rating Scale	1	2	3	4
1. Each sentence is complete		1	2	3	4
2. All words are spelled correctly		1	2	3	4
3. Commas separate transitions from the rest of the sentence		1	2	3	4
4. Subjects and verbs agree		1	2	3	4
5. Verb tenses are used correctly		1	2	3	4
6. Pronouns referring to people, places and things are appropriate		1	2	3	4

Grammar and Mechanics Points: _____

Total Points: _____ / _____ = _____



Opinion Essay

Rate and Score

Use the following scoring guide to rate an opinion essay.

		Insufficient	Attempted	Sufficient	Outstanding
Content and Organization	Rating Scale	1	2	3	4
1. An appropriate title introduces the essay		1	2	3	4
2. The thesis statement clearly states a claim or opinion		1	2	3	4
3. Each supporting paragraph begins with a well-worded topic sentence		1	2	3	4
4. Appropriate transitions connect opinions, reasons and evidence		1	2	3	4
5. Reasons supporting the claim are clear and compelling		1	2	3	4
6. Detail sentences provide evidence from sources to support the claim (e.g., texts, websites, experiences, background knowledge)		1	2	3	4
7. Citation information is included for evidence from published sources		1	2	3	4
8. Precise topic words are included		1	2	3	4
9. High-utility academic words are included		1	2	3	4
10. The concluding statement restates the claim using new wording and leaves the reader with a final thought to consider		1	2	3	4

Content and Organization Points: _____

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Grammar and Mechanics Points: _____

Total Points: _____ / _____ = _____

Research Findings from *What Work's Clearinghouse Practice Guides* Supporting Dr. Kinsella's Recommended Approach to Academic Writing Instruction for English Learners

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School: Educator's Practice Guide – What Works Clearinghouse. (April 2014). (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Overarching finding derived from viable research endeavors:

For English learners to meet the formal writing demands of intermediate grade coursework, intensive, interactive development of academic language must undergird instruction in composition of informational and argument texts.

Key Recommendations:

- Teach a set of grade-appropriate, prioritized academic vocabulary words intensively across several days, providing opportunities for students to apply high-utility and topic-focused words in brief, relevant speaking and writing tasks.
- Integrate explicit oral and written English language instruction into content-area teaching, including structured opportunities to practice using newly-taught language forms they will later leverage in formal assignments.
- Design writing assignments that are anchored in content and focused on developing academic language as well as writing skills.
- For all writing assignments, provide language-based supports and explicit guidance that help students move from the information presented in a graphic organizer to writing sentences, and from composing sentences to constructing paragraphs.

Professional Articles, Research Briefs, and Text Chapters by Dr. Kinsella

- Kinsella, K. (Oct. 2019). Feedback essentials for English learners during lesson interactions. *Language Magazine*.
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Related Webinars by Dr. Kinsella

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