Prioritizing Vocabulary for Text Analysis, Discussion and Constructed Response

A Webinar Hosted by SCHOLASTIC 3.4.14

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Participants will...
- Review Common Core shifts with a vocabulary lens
- Understand the relationship between vocabulary knowledge and achievement on NAEP and high CCSS correlation
- Explore high-priority competency clusters for CCSS tasks and sample related vocabulary
- Learn a schema for selecting words for intensive instruction to support reading comprehension and competent discussion
- Observe the pitfalls of relying on vocabulary lists in published materials, particularly accompanying narrative texts
- Receive a research based high-utility academic word list

Identifying Language Demands in the Common Core

READING Read a range of complex literary and informational texts and respond to text-dependent questions and tasks.

LANGUAGE Expand academic vocabulary through direct instruction, reading, and academic interaction.

WRITING Write logical arguments based on relevant evidence and research.

SPEAKING & LISTENING Engage in formal academic discussions in pairs, small groups, and whole group.

High Priority Competency Clusters for CCSS Vocabulary Readiness

- Describe
- Explain
- Sequence
- Narrate
- Create
- Collaborate
- Compare/Contrast
- Argue (State & Defend Claims)
- Analyze ~ Narrative Text
- Analyze ~ Info. Text
- Analyze ~ Cause-Effect
- Analyze ~ Problem-Solution
- Interpret ~ Data/Evidence
- Infer (Draw Inferences)

Competency-Based Word Selection

What words will your students need to...?
- follow directions in your curriculum/assessments?
- engage in collaborative interactions?
- participate in class discussions and debates?
- analyze and discuss informational text?

Competency-Based Word Selection continued

What words will your students need to...?
- effectively write the CCSS genres you plan to address?
- state, support, and counter claims drawing on evidence and experience?
- interpret and discuss literary selections?
**Vocabulary to Discuss Key Ideas & Details in Informational Text**

- topic
- subject
- issue
- key idea
- main idea
- claim
- opinion
- perspective
- position
- evidence
- detail
- consequence
- fact
- data

**Boldface**: terms used in Common Core State Standards students will need to recognize and use.

**Italics**: widely-used synonyms for common CCSS terms or related terms students will need to recognize and use.

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**Vocabulary for Key Ideas/Details in Informational Text**

- Q: What does the author **address** in this section?
- A: In this **___**, the author addresses **___**
  - reasons for
  - examples of
  - the **issue** of
  - evidence **regarding**
  - consequences of

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**Major CCSS Writing Categories**

- Write Opinions, Justifications (1-5)
- Write Justifications, Arguments (6-12)
- Write Informative, Explanatory Texts (1-12)
- Write Narratives (1-12)

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**Direction Words in Writing Prompts**

<table>
<thead>
<tr>
<th>Common Direction Words in Academic Writing Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANALYZE</strong></td>
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<tr>
<td><strong>ARGUE</strong></td>
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<tr>
<td><strong>COMPARE</strong></td>
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<tr>
<td><strong>CONTRAST</strong></td>
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<tr>
<td><strong>CRITIQUE</strong></td>
</tr>
<tr>
<td><strong>DEFINE</strong></td>
</tr>
</tbody>
</table>

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**Words to Write Academic Papers**

**Summary/Research**

- analyze, analysis
- conclude, conclusion
- consequence
- emphasize, emphasis
- factor
- evidence
- impact
- including
- indicate, indication
- significant, significance

**Justification/Argument**

- argue, argument
- argue, argument
- assume, assumption
- convince, convincing
- elaborate, elaboration
- emphasize, emphasis
- justify, justification
- logical, illogical
- persuade, persuasion
- relevant, relevance
- valid, invalid

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**A Student-Friendly Analytical Rubric with Clear Vocabulary Requirements**

<table>
<thead>
<tr>
<th>Justification Paragraph ~ Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate Your Writing</td>
</tr>
<tr>
<td>Use the following scoring guide to rate your justification paragraph.</td>
</tr>
<tr>
<td>1. Does the topic sentence clearly state your claim?</td>
</tr>
<tr>
<td>2. Did you include strong reasons to support your claim?</td>
</tr>
<tr>
<td>3. Did you provide strong evidence to support your claim?</td>
</tr>
<tr>
<td>4. Did you use transitions to introduce reasons and evidence?</td>
</tr>
<tr>
<td>5. Did you explain why the evidence is relevant and significant?</td>
</tr>
<tr>
<td>6. Did you include precise topic words and key vocabulary?</td>
</tr>
<tr>
<td>7. Does the concluding sentence strongly restate your claim using new words?</td>
</tr>
</tbody>
</table>

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Language: Academic Discussion

Language for Academic Discussions

1. Stating Perspectives
   - I firmly disagree/believe that ___.
   - I agree with ___.
   - I have a different perspective.
   - I see this quite differently.

2. Drawing Conclusions
   - Based on experience, I feel that ___.
   - From my point of view, ___.

3. Clarifying Ideas
   - My idea is similar to (Name's).
   - My idea is quite different from (Name's).
   - I see your point of view.
   - I disagree completely.

4. Complementing Ideas
   - My idea builds upon (Name's).
   - I can see your point of view.
   - I share your perspective.
   - I share your point of view.

5. Agreeing
   - I agree with (Name) that ___.
   - I disagree completely.
   - I have a different perspective.
   - I see your point of view.

6. Disagreeing
   - I don't quite agree.
   - I disagree completely.
   - I share your perspective.
   - I disagree somewhat.

Academic Word Family Chart: Sample Words to Collaborate

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>collaboration</td>
<td>collaborate</td>
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<td>collaboratively</td>
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<td>agreement</td>
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<td>collaboratively</td>
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<tr>
<td>suggestion</td>
<td>suggest</td>
<td>productive</td>
<td>productively</td>
</tr>
<tr>
<td>product</td>
<td>produce</td>
<td>productive</td>
<td>productively</td>
</tr>
</tbody>
</table>

Vocabulary Results from the NAEP 2009 and 2011 Reading Assessments

CA ranked 5th from the bottom. Among 4th graders who scored below the 25th percentile in vocabulary in 2011:

- 33% were White
- 25% were Black
- 35% were Hispanic
- 73% were eligible for free lunch
- 24% were English learners

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


The Role of Vocabulary Knowledge in English Learner School Success

"... Vocabulary knowledge is the single best predictor of second language learners’ academic achievement across subject matter domains.”


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Building Academic Vocabulary: Instructional Cornerstones

1. fluent, wide reading with increased nonfiction text
2. teaching focal concepts, terms and high-utility words
3. teaching word analysis, dictionary and study skills
4. meaningful contexts for adept application of words

Terms to Refer to Vocabulary

- Everyday
- Informal
- Conversational
- General
- Practical
- Low-Utility/Use
- Commonly Used
- Academic
- Formal
- Written
- Precise
- Technical
- High-Utility/Use
- Rarely Used

Curricular Fire-hose Assault of Words

- What words must they comprehend and recognize in context (receptive knowledge)?
- What words must they master and utilize in speech and writing (productive knowledge)?

What does it mean to “know” the high-utility academic word accurate? (1 of 3)

- Pronunciation: əkˈkərət
- 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 an noun: The school board anticipates an accurate report from the superintendent.

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.

What does it mean to “know” the high-utility academic word accurate? (3 of 3)

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

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Sample Informational Text with CCSS Vocabulary Analysis

(1) In recent years researchers have concluded that the average ADOLESCENT in America does not get enough sleep during the week. Many factors can influence an adolescent’s ability to get a good night’s sleep before tackling a challenging school day. However, no matter what the specific reasons are, it is clear that insufficient sleep can lead to a variety of physical, emotional and academic problems.


Instructions High/Low Priorities: Domain Specific Words

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

High-Priority Concepts
- adolescent, puberty
- depression
- sleep deprivation

Quick Teach Words
- binge sleeping/eating
- mood swings

Terms Defined in Text
- Circadian Clock
- forbidden zones

When to Address Priority Words in Informational Texts

Before assigning a text, preteach ...
- essential idea words that name or relate to the central concepts and topics in lesson materials (stereotype, outsourcing, fossil fuel, place value)

After building fluency with a section, preteach ...
- high-utilty academic words students will apply and encounter in diverse subject areas (essential, issue, analyze, significantly)
Everyday Synonym
- think/guess
- decide
- enough/not enough
- detail, reason
- affect
- cause
- different types
- rule, govern
- information

High-Utility Academic Words
- assume
- conclude
- sufficient/insufficient
- factor
- influence
- lead to
- variety
- regulate
- content

The National Sleep Foundation contends that American teenagers actually require more than nine hours of sleep. That is as much as many adolescents actually require. Hence, adolescents become drowsy later in the day. Therefore, even if teens go to their rooms later in the evening, they won’t be ready to go to sleep until later. Of course, teens who plan to play a game or watch TV later in the evening should go to bed earlier so they can wake up on time. However, some teens also get up late for zero period classes such as jazz band or soccer practice. The National Sleep Foundation contends that American teenagers actually require more than nine hours of sleep. That is as much as many adolescents actually require. Hence, adolescents become drowsy later in the day. Therefore, even if teens go to their rooms later in the evening, they won’t be ready to go to sleep until later. Of course, teens who plan to play a game or watch TV later in the evening should go to bed earlier so they can wake up on time. However, some teens also get up late for zero period classes such as jazz band or soccer practice.

Sample Informational Text with CCSS Vocabulary Analysis

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A prefix provides information about the meaning of a word.

- read verb
- preread verb
- reread verb
- misread verb
- pseudoread verb
- postread verb

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

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

Competency-Based Word Selection

What words will your students need to...

- follow directions in your curriculum/assessments?
- engage in collaborative interactions?
- participate in class discussions and debates?
- analyze and discuss informational text?

Competency-Based Word Selection continued

What words will your students need to...

- effectively write the CCSS genres you plan to address?
- state, support, and counter claims drawing on evidence and experience?
- interpret and discuss literary selections?

Words for Academic Interaction

Collaboration
- alternative
- assume, assumption
- conclude, conclusion
- describe, description
- emphasize, emphasis
- compromise
- cooperate
- perspective
- process
- resolve, resolution

Discussion/Debate
- bias, biased
- claim
- clarify
- communicate, communication
- controversial
- factual
- opponent
- perceive, perception
- respond, response
- position

Words to Write Academic Papers

Summary/Research
- analyze, analysis
- conclude, conclusion
- consequence
- emphasize, emphasis
- factor
- evidence
- impact
- including
- indicate, indication
- significant, significance

Justification/Argument
- argue, argument
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- elaborate, elaboration
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- relevant, relevance
- valid, invalid
Synopsis: Raymond’s Run
Raymond’s Run by Toni Cade Bambara is a story about respect and the ways individuals obtain it from peers such as classmates and siblings. Hazel (aka Squeaky), a skilled runner participates in a competitive race and barely beats a new classmate, Gretchen, a social and athletic rival. During the close race, Squeaky notices that her mentally disabled brother Raymond is running alongside the fence and keeping pace with her. As the judges decide the actual winner, Squeaky realizes that she is so proud of Raymond that winning doesn’t matter so much to her. She appreciates Gretchen’s form and professional behavior and begins to admire her. Squeaky demonstrates respect to her rival with a friendly smile. In so doing, she gains respect from her peers while also developing greater self-respect.

Narrative Text-Dependent Reading Analysis and Writing Prompts
What does Squeaky’s behavior with her brother reveal about her character?
What does Squeaky’s behavior with her rival reveal about her character?
How does Squeaky ultimately demonstrate respect to her rival?
How does Squeaky demonstrate respect to her brother and in so doing gain greater respect from her peers?

Vocabulary for Raymond’s Run by Toni Cade Bambara
Publisher’s List: Dr. Kinsella’s List:
- signify
- ventriloquist
- periscope
- hang out
- whumped
- Concepts: disabled, disability, respect, self-respect
- Topic-Centric Words: peer, sibling, competitive, rival
- High-Utility Academic Words: individual, obtain, admire, demonstrate, gain

Common Vocabulary Voids in English Language Arts Materials

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The End
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Vocabulary to Discuss Key Ideas and Details in Informational Text:

<table>
<thead>
<tr>
<th>nonfiction text</th>
<th>article</th>
<th>evidence</th>
<th>topic</th>
<th>message</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational text</td>
<td>essay</td>
<td>data</td>
<td>key idea(s)</td>
<td>claim</td>
<td>reason</td>
</tr>
<tr>
<td>chapter</td>
<td>source</td>
<td>facts</td>
<td>main idea(s)</td>
<td>detail</td>
<td>justification</td>
</tr>
<tr>
<td>report</td>
<td>selection</td>
<td>citations</td>
<td>point</td>
<td>support</td>
<td>perspective</td>
</tr>
</tbody>
</table>

Q & A for Key Ideas and Supporting Details in Informational Text

Q: What is the topic of this article/report/paragraph/section?
   A: The topic of this __________________ is ___________________.

Q: What is this paragraph/section/article mainly about?
   A: This _____ is mainly about _____.

Q: What is this paragraph/section/article primarily about?
   A: This _____ is primarily about _____.

Q: What does the author focus on in this paragraph/section?
   A: In this _____, the author focuses on ____________.

Q: What does the author address in this paragraph/section?
   A: In this _____, the author addresses ____ (reasons for __, examples of __, the issue of __, evidence regarding __, consequences of __).

Q: What is the author’s key idea/main point?
   A: The author’s key idea is that ____________.
   A: The author’s main point is that ____________.

Q: What is the author’s claim/position regarding ___?
   A: The author’s claim regarding ___ is that ____________.
   A: The author’s position on ___ is that ____________.

Q: How does the author support his/her claim/position that __? 
   A: The author supports his/her claim with ____ (convincing reasons for __, compelling examples of __, extensive evidence regarding __).

Q: What is/are the most important detail(s) in this paragraph/section?
   A: One important detail in this paragraph/section is ____________.
   A: A critical detail in this paragraph/section is ____________.
   A: Another significant detail in this paragraph/section is ____________.
   A: The most essential detail in this paragraph/section is ____________.
<table>
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<td><strong>DESCRIBE</strong></td>
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<td><strong>DISCUSS</strong></td>
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<td><strong>EVALUATE</strong></td>
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<td><strong>EXPLAIN</strong></td>
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<td><strong>ILLUSTRATE</strong></td>
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<td><strong>INTERPRET</strong></td>
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<tr>
<td><strong>JUSTIFY</strong></td>
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<td><strong>PERSUADE</strong></td>
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<tr>
<td><strong>RESPOND</strong></td>
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<tr>
<td><strong>STATE</strong></td>
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<tr>
<td><strong>SUMMARIZE</strong></td>
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<td><strong>SYNTHESIZE</strong></td>
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<td><strong>TRACE</strong></td>
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### Justification Paragraph ~ Scoring Guide

#### Assess Your Draft
Use the following scoring guide to assess your justification paragraph. Then have your partner assess it.

<table>
<thead>
<tr>
<th></th>
<th>Writer</th>
<th>Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the topic sentence clearly state your claim?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Did you include strong reasons to support your claim?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Did you provide strong text evidence to support your claim?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Did you explain why the evidence is significant and relevant?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Did you use transitions to introduce reasons and evidence?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Did you include precise topic words and high-utility words?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7. Does the concluding sentence strongly restate your claim using new wording?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

#### Reflect and Revise
**READER’S SUGGESTIONS**
Reflect upon the rating scores you gave to your partner. Record specific suggestions on the draft and below that will help your partner in revising and editing.

Suggestion 1: Your justification would be stronger if you ____________________________

Suggestion 2: You can further improve your justification by ___________________________

#### Check and Edit
Use this checklist to proofread and edit your justification.

- Did you use correct punctuation?
- Did you use present and past tense verbs correctly?
- Did you use commas appropriately after transitions?
- Is each sentence complete?
- Are all words spelled correctly?
Questions to Plan Vocabulary Instruction to Support Text Comprehension, Academic Discussion, and Constructed Written Responses

**Domain-Specific Vocabulary: (Conceptual, Technical, Topic-Centric)**

1. Which words are most vital to understanding the central lesson concepts and key ideas/messages in the text?

2. Is the concept significant and does it therefore require pre-teaching?

3. Are there words that can be grouped together to enhance understanding of a central concept?

4. How much prior knowledge will students have about this word or its related concepts?

5. Is the word encountered frequently in academic contexts?

**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?

4. Does the word have another high-frequency meaning that I should address (is the word polysemous - e.g., critical (judgmental vs. crucial))?

5. Does the word have high-frequency word family members that I should point out (e.g., analyze, verb; analysis, noun; analytical, adjective)

6. Which words can easily be figured out from the context/text resources during either independent or teacher-mediated reading?
Adolescent Sleep Research - Findings for Secondary Schools

Larry Gable & Kate Kinsella, Ed.D  January, 2013

(boldface: CCSS high-utility academic vocabulary; capitalized: domain-specific terms)

(1) In recent years researchers have concluded that the average ADOLESCENT in America does not get enough sleep during the week. Many factors can influence an adolescent’s ability to get a good night’s sleep before tackling a challenging school day. However, no matter what the specific reasons are, it is clear that insufficient sleep can lead to a variety of physical, emotional and academic problems.

(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 their systems until around 8 a.m. If teens get up early for zero period classes such as jazz band and AP chemistry starting as early as 7:00 a.m., they arrive to school semi-awake. More seriously, they are losing critical hours of sleep night after school night.

(4) For many years scientists have assumed that after people are awake for a long time, they naturally get sleepy and fall asleep. Now they realize that circadian clocks set our sleeping patterns. Many teens experience something similar to the jet lag of long distance travelers. Even though teens may have experienced a physically active and intellectually demanding day, falling asleep can be challenging. The circadian clock keeps them alert just when other people get sleepy.

(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 8.5 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 they do not establish a healthy sleeping pattern. If a teen sleeps until noon or 2:00 p.m., the brain recognizes that as a time for sleep. When Monday morning comes again, the brain is still on the wrong schedule. Thus, schools may begin bright and early, but teenage brains do not wake up until considerably later in the day.
When people get too little sleep on a routine basis, negative things are bound to happen. Chronic sleep loss has numerous impacts on a teen’s health. A youth who averages only 5 to 7 hours of sleep will definitely feel tired and irritable. Being tired produces mood changes, so it causes many teens not to get along well with others at school or at home, and to have arguments over fairly unimportant things. Furthermore, insufficient sleep often contributes to a feeling of helplessness and depression. Finally, being tired slows down teens’ mental reactions. Sleep-deprived teens don’t react quickly and struggle to follow directions, pay attention and learn, especially in their earliest classes.

In addition to these impacts on mental health, physical reactions slow down considerably. Exhausted teens are likely to feel heavy, groggy and clumsy, even playing a favorite sport or instrument. Experts report that many car accidents involving teens actually come from their slow reactions, not from poor judgment. Moreover, researchers agree that regular sleep loss can negatively affect a teens’ growth rate and immune system, which prevents people from becoming ill.

A hyper-active circadian clock does indeed make falling asleep more challenging for teens. However, unproductive bedtime habits can make falling asleep all the more difficult. Medical doctors advise teens to follow these healthy bedtime habits to make falling asleep easier: 1) Go to bed around the same time each night; this helps the body get into a familiar routine. 2) Follow a calming bedtime routine such as reading or taking a bath. 3) Don’t exercise just before going to bed. 4) Avoid foods and drinks with caffeine, such as sodas and chocolate. 5) Use the bed just for sleeping – not doing homework, watching TV, sending text messages, playing video games or talking on the phone. That way, teens will train their bodies to associate their bed primarily with rest and sleep, not with recreation.

In recent years a few school districts have actually established a later starting time for high schools. The first large district was the Minneapolis School District in 1997. It changed starting times at high schools from 7:15 to 8:40 a.m. Reports now indicate that students there are sleeping at least five additional hours per week.

Now teachers, parents and students are observing positive changes. Over half of the district’s high school teachers report that students are more alert during the first two class periods. Attendance has increased, grades are higher, and staff and students alike say that the environment at school and home is more positive and productive.

The number of school districts that start the day later is growing. Several dozen already have done it, and many others are discussing it. The U.S. Congress is even considering a bill called “Zzz’s to A’s” that encourages secondary schools to make the change. As a result, American teenagers may eventually see the day when clocks at school keep time with the clocks inside their bodies.
The Academic Word List (Averil Coxhead, 2000): a list of 570 high-incidence and high-utility academic word families for Secondary School, Higher Education, Career

There is a very important specialized vocabulary for learners intending to pursue academic studies in English at the secondary and post-secondary levels. The Academic Word List, compiled by Coxhead (2000), consists of 570 word families that are not in the most frequent 2,000 words of English but which occur reasonably frequently over a very wide range of academic texts. These 570 words are grouped into ten sublists that reflect word frequency and range. A word like analyze falls into Sublist 1, which contains the most frequent words, while the word adjacent falls into Sublist 10 which includes the least frequent (amongst this list of high incidence and high utility words). The following ten sublists contain the headwords of the families in the Academic Word List. In other words, the ten sublists contain the most frequent form of the word, more often a noun or verb form, although there may be one or more important related word forms. For example, the headword analyze would also include analyst, analytic, analytical and analytically in the word family.

The Academic Word List is not restricted to a specific field of study. That means that the words are useful for learners studying in disciplines as varied as literature, science, health, business, and law. This high utility academic word list does not contain technical words likely to appear in only one, specialized field of study such as amortization, lexicon, onomatopoeia, or cartilage. Two-thirds of all academic English words come from Latin, French (through Latin), or Greek. Understandably, knowledge of the most high incidence and high utility academic words in English can significantly boost a student’s comprehension level of school-based reading material. Secondary students who are taught these high-utility academic words and routinely placed in contexts requiring their usage are likely to be able to master academic material with more confidence and efficiency, wasting less time and energy in guessing words or consulting dictionaries than those who are only equipped with the most basic 2000-3000 words that characterize ordinary conversation.


1. analyze approach area assess assume authority available benefit concept consist context constitute contract data define derive distribute economy environment establish estimate evident factor finance formula function income indicate interpret involve issue labor legal legislate major method occur percent period principle proceed process policy require research respond role section sector significant similar source specific structure theory vary

2. achieve acquire administrate affect appropriate aspect assist category chapter commission community complex compute conclude conduct consequent construct consume credit culture design distinct equate element evaluate feature final focus impact injury institute invest item journal maintain normal obtain participate perceive positive potential previous primary purchase range region regulate relevant reside resource restrict secure seek select site strategy survey text tradition transfer

3. alternative circumstance comment compensate component consent considerable constant constrain contribute convene coordinate core corporate correspond criteria deduce demonstrate document dominate emphasis ensure exclude fund framework illustrate immigrate imply initial instance interact justify layer link locate maximize minor negate outcome partner philosophy physical proportion publish react register rely remove scheme sequence sex shift specify sufficient task technical technique technology valid volume

4. access adequacy annual apparent approximate attitude attribute civil code commit communicate concentrate confer contrast cycle debate despite dimension domestic emerge error ethnic goal grant hence hypothesis implement implicate impose integrate internal investigate job label mechanism obvious occupy option output overall parallel parameter phase predict prior principal professional project promote regime resolve retain series statistic status stress subsequent sum summary undertake
5. academy adjust alter amend aware capacity challenge clause compound conflict consult contact decline discrete draft enable energy enforce entity equivalent evolve expand expose external facilitate fundamental generate generation image liberal license logic margin mental medical modify monitor network notion objective orient perspective precise prime psychology pursue ratio reject revenue stable style substitute sustain symbol target transit trend version welfare whereas

6. abstract acknowledge accuracy aggregate allocate assign attach author bond brief capable cite cooperate discriminate display diverse domain edit enhance estate exceed expert explicit federal fee flexible furthermore gender ignorance incentive incorporate incidence index inhibit input instruct intelligence interval lecture migrate minimum ministry motive neutral nevertheless overseas precede presume rational recover reveal scope subsidy tape trace transform transport underlie utilize

7. adapt adult advocate aid channel chemical classic comprehensive comprise confirm contrary convert couple decade definite deny differentiate dispose dynamic equip eliminate empirical extract file finite foundation globe grade guarantee hierarchy identical ideology infer innovate insert intervene isolate media mode paradigm phenomenon priority prohibit publication quote release reverse simulate sole somewhat submit successor survive thesis topic transmit ultimate unique visible voluntary

8. abandon accompany accumulate ambiguous appendix appreciate arbitrary automate bias chart clarify commodity complement conform contemporary contradict crucial currency denote detect deviate displace drama eventual exhibit exploit fluctuate guideline highlight implicit induce inevitable infrastructure inspect intense manipulate minimize nuclear offset paragraph plus practitioner predominant prospect radical random reinforce restore revise schedule tense terminate theme thereby uniform vehicle via virtual visual widespread

9. accommodate analogy anticipate assure attain behalf cease coherent coincide commence compatible concurrent confine controversy converse device devote diminish distort duration erode ethic found format inherent insight integral intermediate manual mature mediate medium military minimal mutual norm overlap passive portion preliminary protocol qualitative refine relax restrain revolution rigid route scenario sphere subordinate supplement suspend team temporary trigger unify violate vision

10. adjacent albeit assemble collapse colleague compile conceive convince depress encounter enormous forthcoming incline integrity intrinsic invoke levy likewise nonetheless notwithstanding odd ongoing panel persist pose reluctance so-called straightforward undergo whereby
**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)

**Transition to Verbal Practice**

1. Introduce frame for verbal practice *visibly displayed, include model response*
2. Students repeat model response
3. Direct attention to grammatical target(s) *(underline, highlight)*
4. Prompt students to consider a response
5. Cue partner (A/B, 1/2) to share response with partner *(twice)*
6. Circulate listening, providing feedback, and preselect initial reporters

**Transition to Reporting**

7. Elicit reporting with frame, *visibly displayed*
8. Cue preselected students to report
9. Direct students to write the word and selected response in the frame *(own, partner’s or strong response)*

**Transition to Writing Practice**

1. Introduce frame for writing practice *visibly displayed, include model response*
2. Students repeat model response *(silently, phrase-cued, chorally)*
3. Direct attention to grammatical target(s) *(underline, highlight)*
4. Prompt students to consider a response, allowing adequate think time
5. Direct students to write appropriate word form and content in the frame
6. Cue partner (A/B, 1/2) to read response to partner *(twice)*
7. Circulate listening, providing feedback
8. Cue partners to switch and read each other’s sentence *(continue circulating)*

**Transition to reporting**

9. Elicit reporting with frame, *visibly displayed*
10. Cue preselected students to report
11. Elicit additional responses
<table>
<thead>
<tr>
<th>1</th>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>accurate</td>
<td>adjective</td>
<td>synonym: correct right or 100% in every detail</td>
<td>You can get an accurate measurement of your height and __________ at the doctor’s office.</td>
<td>![Image of measurement]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>antonym: inaccurate</td>
<td>It is important to include accurate information when you are writing a __________.</td>
<td>![Image of notebook]</td>
</tr>
</tbody>
</table>

**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 American children like me.

<table>
<thead>
<tr>
<th>2</th>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>factor</td>
<td>noun</td>
<td>one of many things that affect a situation</td>
<td>Not wearing a helmet is often a factor in bicycle __________ __________.</td>
<td>![Image of helmet]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A good night’s sleep and a nutritious breakfast are factors in a student’s performance on __________.</td>
<td>![Image of food]</td>
</tr>
</tbody>
</table>

**Verbal Practice (Think-Pair-Share-Write):**
One of the most important factors when I purchase a gift for a friend is

**Writing Practice (Think-Write-Pair-Share):**
Several __________ influence my interest in a book, especially __________ and __________.
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>perspective</td>
<td>synonyms: idea, opinion</td>
<td>When you have an argument with a classmate, you should try to see the _______ from his or her perspective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a way of looking at or _______ about something based on your experiences</td>
<td>Parents and children usually have different perspectives on ________________.</td>
<td></td>
</tr>
</tbody>
</table>

**Verbal Practice:** *(Complete the frame adding appropriate content.)*

From my perspective, our school lunch menu would be greatly improved if it included more ________.

**Writing Practice:** *(Complete the frame adding the correct word form and appropriate content.)*

Teachers and students often have different ________ on how carefully students should check their ______________.

**Construct a Collaborative Response:** *(Strengthen your response with a valid reason.)*

**Prompt:** From your perspective, should elementary schools require Saturday make-up classes for students who have missed classes or assignments?

From our ________________, elementary schools (should/should not) ________________

One important reason is that ________________.

In addition, ________________.

**Construct an Independent Response:** *(Strengthen your response with a reason and example.)*

**Prompt:** Adults and children usually have different perspectives on bedtime rules. Many adults believe elementary students should not be allowed to stay up after 8:30 pm on school nights while many children think this bedtime is too early. What is your perspective on this topic?

__________________________

__________________________

__________________________
### Common Prefixes (Providing Clues to Word Meaning)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Definition</th>
<th>Examples</th>
<th>Reminder Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti</td>
<td>against</td>
<td>antiperspirant, antibiotic</td>
<td></td>
</tr>
<tr>
<td>com-</td>
<td>together, with</td>
<td>commune, communicate</td>
<td></td>
</tr>
<tr>
<td>de-</td>
<td>away, from</td>
<td>defrost, demote</td>
<td></td>
</tr>
<tr>
<td>dis-</td>
<td>apart, opposite of</td>
<td>disconnect, dishonest</td>
<td></td>
</tr>
<tr>
<td>en-</td>
<td>in, put into</td>
<td>enliven, ensnare</td>
<td></td>
</tr>
<tr>
<td>ex-</td>
<td>out</td>
<td>exit, extinguish</td>
<td></td>
</tr>
<tr>
<td>il-</td>
<td>not</td>
<td>illegal, illicit</td>
<td></td>
</tr>
<tr>
<td>im-</td>
<td>not</td>
<td>improper, immature</td>
<td></td>
</tr>
<tr>
<td>in-</td>
<td>into, not</td>
<td>insight, incorrect</td>
<td></td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
<td>intersection, interrupt</td>
<td></td>
</tr>
<tr>
<td>ir-</td>
<td>not</td>
<td>irregular, irreversible</td>
<td></td>
</tr>
<tr>
<td>non-</td>
<td>not</td>
<td>nonfat, nonsense</td>
<td></td>
</tr>
<tr>
<td>over</td>
<td>beyond, too much</td>
<td>overweight, oversleep</td>
<td></td>
</tr>
<tr>
<td>post</td>
<td>after</td>
<td>post-test, postwar</td>
<td></td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>prevent, predict</td>
<td></td>
</tr>
<tr>
<td>pro</td>
<td>forward</td>
<td>proceed, progressive</td>
<td></td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>review, recycle</td>
<td></td>
</tr>
<tr>
<td>semi-</td>
<td>half</td>
<td>semicircle, semisweet</td>
<td></td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td>submerge, submarine</td>
<td></td>
</tr>
<tr>
<td>trans</td>
<td>across</td>
<td>transportation, transmit</td>
<td></td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>unable, unreal</td>
<td></td>
</tr>
<tr>
<td>under-</td>
<td>beneath, too little</td>
<td>undershirt, undernourished</td>
<td></td>
</tr>
</tbody>
</table>

### Common Suffixes (Providing Clues to Part of Speech)

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Definition</th>
<th>Examples</th>
<th>Reminder Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ance  (n)</td>
<td>having the quality of</td>
<td>appearance, endurance</td>
<td></td>
</tr>
<tr>
<td>-ence  (n)</td>
<td>having the quality of</td>
<td>independence, inference</td>
<td></td>
</tr>
<tr>
<td>-tion/-sion (n)</td>
<td>a thing, a noun</td>
<td>invention, suspension</td>
<td></td>
</tr>
<tr>
<td>-ity (n)</td>
<td>having the quality of</td>
<td>creativity, acidity</td>
<td></td>
</tr>
<tr>
<td>-ment (n)</td>
<td>quality or act</td>
<td>requirement, excitement</td>
<td></td>
</tr>
<tr>
<td>-ness (n)</td>
<td>quality or act</td>
<td>kindness, wildness</td>
<td></td>
</tr>
<tr>
<td>-ure (n)</td>
<td>action, result</td>
<td>closure, pleasure</td>
<td></td>
</tr>
<tr>
<td>-ant (adj)</td>
<td>having the quality of</td>
<td>significant, pleasant</td>
<td></td>
</tr>
<tr>
<td>-able/-ible (adj)</td>
<td>able to</td>
<td>believable, incredible</td>
<td></td>
</tr>
<tr>
<td>-ent (adj)</td>
<td>having the quality of</td>
<td>obedient, independent</td>
<td></td>
</tr>
<tr>
<td>-est (adj)</td>
<td>most</td>
<td>biggest, brightest</td>
<td></td>
</tr>
<tr>
<td>-er (adj)</td>
<td>more</td>
<td>higher, stronger</td>
<td></td>
</tr>
<tr>
<td>-ic/-ical (adj)</td>
<td>relating to</td>
<td>catastrophic, comical</td>
<td></td>
</tr>
<tr>
<td>-ive (adj)</td>
<td>having the quality of</td>
<td>supportive, argumentative</td>
<td></td>
</tr>
<tr>
<td>-less (adj)</td>
<td>without</td>
<td>careless, motionless</td>
<td></td>
</tr>
<tr>
<td>-ly (adv)</td>
<td>having the quality of</td>
<td>carefully, weekly</td>
<td></td>
</tr>
<tr>
<td>-ward (adv)</td>
<td>having the quality of</td>
<td>forward, homeward</td>
<td></td>
</tr>
<tr>
<td>-ate (v)</td>
<td>to make a certain way</td>
<td>complicate, agitate</td>
<td></td>
</tr>
<tr>
<td>-ify (v)</td>
<td>to make a certain way</td>
<td>simplify, verify</td>
<td></td>
</tr>
<tr>
<td>-ize (v)</td>
<td>to make a certain way</td>
<td>categorize, plagiarize</td>
<td></td>
</tr>
</tbody>
</table>
### Academic Word Family Chart ~ Argumentation

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>argument</td>
<td>argue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>response</td>
<td>respond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>statement</td>
<td>state</td>
<td></td>
<td></td>
</tr>
<tr>
<td>perspective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>opinion</td>
<td></td>
<td>opinionated</td>
<td></td>
</tr>
<tr>
<td>belief</td>
<td>believe</td>
<td>(un)believable</td>
<td></td>
</tr>
<tr>
<td>contention</td>
<td>contend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>convince</td>
<td></td>
<td>(un)convincing</td>
<td></td>
</tr>
<tr>
<td>assumption</td>
<td>assume</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reason</td>
<td></td>
<td>(un)reasonable</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(un)certain</td>
<td>certainly</td>
</tr>
<tr>
<td>validity</td>
<td></td>
<td>(in)valid</td>
<td></td>
</tr>
<tr>
<td>assertion</td>
<td>assert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>claim</td>
<td>claim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>contradiction</td>
<td>contradict</td>
<td>contradict</td>
<td></td>
</tr>
<tr>
<td>evidence</td>
<td></td>
<td>evident</td>
<td></td>
</tr>
<tr>
<td>significance</td>
<td></td>
<td>(in)significant</td>
<td>significantly</td>
</tr>
<tr>
<td>relevance</td>
<td></td>
<td>(ir)relevant</td>
<td></td>
</tr>
<tr>
<td>conclusion</td>
<td>conclude</td>
<td>(in)conclusive</td>
<td></td>
</tr>
<tr>
<td>understanding</td>
<td>understand</td>
<td>understandable</td>
<td>understandably</td>
</tr>
<tr>
<td>elaboration</td>
<td>elaborate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>justify</td>
<td>justification</td>
<td>(un)justifiable</td>
<td>justifiably</td>
</tr>
<tr>
<td>accuracy</td>
<td></td>
<td>(in)accurate</td>
<td>accurately</td>
</tr>
<tr>
<td>consideration</td>
<td>(re)consider</td>
<td>considerable</td>
<td>considerably</td>
</tr>
<tr>
<td>analysis</td>
<td>analyze</td>
<td>analytical</td>
<td>analytically</td>
</tr>
<tr>
<td>emphasis</td>
<td>(de)emphasize</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Concept Teaching/Frayer Model (Adapted and Enhanced)

<table>
<thead>
<tr>
<th>Concept:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Sentence:</td>
<td></td>
</tr>
<tr>
<td>Definition:</td>
<td>Essential Characteristics:</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Word Family:</td>
<td>*</td>
</tr>
<tr>
<td>Examples:</td>
<td>Non-examples:</td>
</tr>
<tr>
<td>My Sentence:</td>
<td></td>
</tr>
</tbody>
</table>

The adapted and enhanced Frayer Model provides an interactive instructional format for deepening student understandings of focal lesson concepts and involves the following steps:

1. Provide an example sentence embedding the word in accessible content and guide students in analyzing contextual clues to word meaning.
2. Briefly introduce the new concept, providing an accessible definition accompanied by the specific attributes (e.g., the attributes for the concept *natural resources* could be: ✓ things ✓ found in nature/not man made ✓ useful to humans).
3. Provide an organizer for students to complete as you visibly display and complete.
4. Record examples of the new concept on the map (e.g., trees, oil) taking care to directly link each example to the list of critical attributes.
5. Elicit additional examples of the concept, ensuring that students justify their examples using the attributes (e.g.,” ___ is an example of ___ because it is ✓ a thing ✓ found in nature ✓ useful to humans”).
6. Provide non-examples (which do not exhibit all of the attributes, e.g., gasoline)
7. Provide additional examples and non-examples and coach students through evaluating them until they are fairly proficient with the new concept.
8. Direct students to compose an original sentence using the new word or assign an appropriate sentence frame to complete.
9. When completed, the grid provides students with organized information that can be used for written assignments or to study for a test.
## Concept Organizer (Adapted and Enhanced Frayer Model)

### New Concept: a sweatshop (noun)

**Example Sentence:** In many poor countries around the world, school-aged children work in crowded and unhealthy **sweatshops** making products by hand for only pennies a day.

**Synonym:** factory

**Definition:**
A sweatshop is a small business or factory, often an illegal one, where people work hard in unsafe and unhealthy conditions for little money.

**Essential Characteristics:**
- small business or factory where products are made and sold
- often illegal
- little money is paid to workers
- long working hours
- unsafe, unhealthy conditions

**Examples:**
- a factory in Pakistan where kids are paid 15 cents per day to stitch soccer balls for 14 hours a day
- a sewing factory in an American city employing undocumented immigrants for 1/3 of the U.S. minimum wage for 12 hours a day with only one break
- 

**Non-Examples:**
- working for the U.S. Post Office sorting mail in the back room
- cleaning desk tops during detention
- 

**My Sentence:** Our school district should seriously consider not purchasing products such as _______________________ and _____________________ that are manufactured in sweatshops because _________________________

----------------------------------------
<table>
<thead>
<tr>
<th>New Concept: a stereotype (noun)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example Sentence:</strong> In my neighborhood there is an unfair stereotype that all homeless people are alcoholics.</td>
</tr>
<tr>
<td><strong>Synonym(s):</strong></td>
</tr>
<tr>
<td><strong>Word Family:</strong> to stereotype, v. stereotype, n. stereotypical, adj.</td>
</tr>
<tr>
<td><strong>Definition:</strong> A stereotype is an _______________ about a particular group of_________, based upon limited ____________ and usually ____________ and ____________.</td>
</tr>
<tr>
<td><strong>Essential Characteristics:</strong></td>
</tr>
<tr>
<td>• __________________________</td>
</tr>
<tr>
<td>• about a particular group of ___________________________</td>
</tr>
<tr>
<td>• related to a specific age, ________, ____________, class, ___________.</td>
</tr>
<tr>
<td>• unfair, __________________________</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>• Teenagers are all bad drivers.</td>
</tr>
<tr>
<td>• Asian students are all whiz kids.</td>
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<tr>
<td>• Many Mexicans are Catholic.</td>
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<tr>
<td>• Some teachers grade unfairly.</td>
</tr>
<tr>
<td><strong>Non-Examples:</strong></td>
</tr>
</tbody>
</table>
| **My Sentence:** It is a common stereotype that all teenagers are ____________ ________________________________ However, this is biased and inaccurate because ________________________________
|
With car crashes the leading cause of death for teenagers, states are placing greater restrictions on young drivers

BY KATE ZERNIKE

It’s long been a rite of passage for American teens: getting a driver’s license and going for a spin with as many friends as can cram into the car.

But with mounting evidence that teenagers are at high risk for car accidents, more states are legislating away that carefree cruise, imposing tougher restrictions on how and when teens can drive—and who they can bring along for the ride.

Fifteen states and Washington, D.C., now prohibit unsupervised teenagers in their probationary period from driving with another teenager, and 44 states forbid them from driving with more than one teen. In South Carolina, teenagers can’t drive after 6 p.m. in winter (8 p.m. in summer), and in Idaho, they’re banned from driving from sundown to sunrise.

In New Jersey—which has long had the nation’s highest licensing age, 17—lawmakers have pushed further. New Jersey now requires first-year drivers under 21 to attach a red decal to their license plates to make it easier for the police to enforce an 11 p.m. curfew and passenger restrictions. And a bill now before the state legislature would require parents of teen drivers to complete a driver education course.

Safety campaigners point to studies showing that teen driving laws have significantly reduced traffic deaths.

But others, like Jeffrey Nadler, the 19-year-old president of the National Youth Rights Association, take issue with driving restrictions.

“These laws are blatantly discriminatory,” says Nadler. He also argues they may have an unintended downside:

A 2011 study in The Journal of the American Medical Association suggests that restrictions for young drivers may lead to a higher incidence of fatal accidents for 18-year-olds, possibly because they didn’t get enough practical driving experience earlier.

Lawmakers around the nation, however, say the restrictions are necessary in light of some alarming statistics: Car crashes are the leading cause of death for teenagers, who have a crash rate four times higher than that of older drivers.

Texting Behind the Wheel

Studies have shown that teens tend to overrate their driving skills and under-rate risks on the road. They also have more trouble multitasking—talking to friends, listening to the radio, and texting—than adults. Teenage drivers’ risk of a crash increases 44 percent...
with one teenage passenger and quadruples with three or more. Two-thirds of teen passenger deaths happen in a car driven by another teen.

Efforts to address the dangers of teen driving date back to the mid-1990s. Starting with Florida, states began passing laws providing for “graduated driver’s licenses” that require teenagers to undergo periods of supervision and probation before getting a full license.

Now, all states have graduated driver’s licensing. And most are moving toward tougher restrictions on young drivers, including passenger limits, tighter curfews, and bans on cellphone use, even with headsets. Some states are also tying driving privileges to school attendance. These kinds of restrictions generally do not apply to new drivers over 21.

This summer, Congress got involved, offering highway safety grants to states that strengthen teen driving laws and crack down on texting-and-driving for all ages: Distracted driving was a factor in at least 3,000 deaths in 2010.

Efforts have been particularly aggressive in the bumper-to-bumper Northeast.

Bills requiring a decal for drivers under 21 are pending in the New York and Rhode Island legislatures. They come on the heels of New Jersey’s “Kyleigh’s Law,” which took effect in 2010. The law is named for Kyleigh D’Alessio, a 16-year-old killed in a car driven by another teenager in 2006.

“We don’t want to say that teens are a menace to us all, but the reality is, when teen drivers crash, it’s people in other cars or teen passengers who end up dying,” says Justin McNault of the auto club AAA, which supports passenger limits to

age 21 or even 25.

But Gregg D. Trautmann, an attorney and parent of two teens, believes some of the laws might actually be dangerous. He filed a suit against New Jersey three years ago, arguing that Kyleigh’s Law violates federal driver privacy laws. He and other critics of the law also worry that marking a teen car may attract predators. The New Jersey Supreme Court ruled against him this summer, but Trautmann says he plans to appeal to the U.S. Supreme Court.

“We have young people flying Apache helicopters in Afghanistan to protect us; you’re saying you can’t drive a car past 11 at night?” says Trautmann.

For others, like Megan Lavery, a senior at Mainland Regional High School near Atlantic City, New Jersey, concerns about privacy need to be weighed against the dangers of teen driving. Megan often appears on local TV to remind students about a tragedy in 2011, when an SUV crowded with eight Mainland football players crashed, killing four of them. Now, more than a year later, she says, students have become more complacent about packing friends into their cars.

“Even I forget sometimes,” she says. “You don’t forget about what happened, but somebody asks you for a ride home, and you think, it’s only a couple of blocks. It’s easy to forget that the rules are there to keep us safe. A couple of blocks can change a whole life.”

Kate Zernike is a national correspondent for The Times. With reporting by Veronika Mue Jerol.
Teens & Driving: By the Numbers

- Car crashes are the **No. 1 killer** of teens, taking an average of **10 teen lives each day**.

- **3,115 teens died** in car crashes in 2010.

- Teens **crash 4 times more often** than other drivers.

- **Driver distraction** contributes to **16 percent of all fatal crashes** for people under age 20.

- Reaching for a phone while driving increases your risk of crashing by **9 times**.

- **Texting takes your eyes off the road** for an average of **5 seconds**.

- **80%** of all crashes involve **driver inattention** within **3 seconds of the crash**.

- Texting and driving can increase your risk of crashing by **23 times**.

- **67%** of teens admit they have **felt unsafe with another teen's driving**.

- Only **45% of teens will speak up** if they are scared or uncomfortable as a passenger.

Questions:

1. Why do you think teens are more prone to car accidents than older drivers?
2. Why do you think texting is a factor in so many crashes—for teens and adults?
3. Have you ever felt unsafe while another teen was driving? If so, what did you do and why?
4. Do you think adults are better drivers than young people?
5. What statistics surprise you most?
<table>
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<th>Example(s)</th>
<th>Image(s)</th>
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<tbody>
<tr>
<td>restrict</td>
<td>1. to control or ____________________________________________ something</td>
<td>1. Many schools seriously restrict the type of __________________________ that students wear.</td>
<td></td>
</tr>
<tr>
<td>restrict</td>
<td>2. a _________ that limits what you are __________________________ to do</td>
<td>2. Throughout the US, there is a 20-25 mph speed restriction on streets near a _____________.</td>
<td>Slow School (image)</td>
</tr>
<tr>
<td>restriction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>noun</td>
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**Verbal Practice 1:** (Complete the frame adding appropriate content.)
Cautious parents restrict small children from playing with _______________.

**Verbal Practice 2:** (Complete the frame adding appropriate content.)
The Food and Drug Administration placed tight restrictions on the sale of soft drinks such as _______________ at schools because they are high in calories and low in ________________.

**Writing Practice 1:** (Complete the frame adding the correct word form and appropriate content.)
During final exams, many teachers _______________ the use of ______________________.

**Writing Practice 2:** (Complete the frame adding the correct word form and appropriate content.)
Because parents complained about the lyrics in music played at school dances, the principal imposed new _______________ and now anything by ________________ is forbidden.

**Construct a Collaborative Response:** (Write a brief response including relevant examples.)
What are the possible benefits of restricting class sizes to 20 students?
_______________ class sizes to 20 students benefits _________________ in various ways.
Having fewer students allows the teacher to ____________________________________________
_________________________________________. In addition, students have an easier time _____________

**Construct an Independent Response:** (Write a brief response including a reason and example.)
Should secondary schools place restrictions on students’ use of cell phones on campus?
________________________________________________________________________
________________________________________________________________________

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<td>risk</td>
<td>(n) the chance that something ________ might happen</td>
<td>Students take risks when they cheat on tests such as ________</td>
<td></td>
</tr>
<tr>
<td>risk</td>
<td>(v) to put something in a situation where something could</td>
<td>Gamblers risk their money when they enter high-stakes games at ___________</td>
<td></td>
</tr>
<tr>
<td>risky</td>
<td>(adj) quite _______</td>
<td>At the Fourth of July celebration, teens engaged in risky behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>including ________________</td>
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</table>

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

If you purchase a used car, there is a risk that it will ___________.

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

Fire fighters ___________ their lives entering burning buildings to ___________.

Their profession is ___________ because they work in dangerous situations such as ___________.

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</tr>
</thead>
<tbody>
<tr>
<td>significant</td>
<td>1. important</td>
<td>The election of Barack Obama as president was a significant ___________ in U.S. history.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. a large ________ of something</td>
<td>Teens need a significant amount of ________ in order to function during first period.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>greatly; to a ________ degree</td>
<td>Drinking water instead of ________ significantly reduces cavities in young children.</td>
<td></td>
</tr>
</tbody>
</table>

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

One of the most ___________ inventions in the past 100 years is ___________.

I typically have a ___________ amount of homework for my ___________.

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

The number of people worldwide viewing television on-line has increased ___________ due to ___________.

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| **tend (to)**  
verb       | to usually do a __________ thing                                          | Children **tend to** get restless at school on rainy days because they can't ___________.                                                                                                                   |       |
| tendency    | a __________ of doing something                                          | After several rainy school days, elementary teachers have a **tendency** to become __________.                                                                                                             |       |
| factor      | one of many things that _________ or affect a situation                 | The weather is often a **factor** in the Superbowl. If it _______, the athletes don’t perform well.                                                                                                           |       |
|            |                                                                         | A good night’s sleep and a nutritious breakfast are **factors** in a student’s performance on __________.                                                                                                                                               |       |

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

Car radios tend to have poor reception when drivers

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

When teachers assign a lengthy written report, many students have a __________ to begin working

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References on Academic Language Development


