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Academic Language Instructional Routines

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Topics:

Simple View of Reading –
• Reading Comprehension is a product of Decoding ability and Language Comprehension skills

The Reading Rope
• Language comprehension requires multiple considerations

Academic Language Instruction:
• Oral language and vocabulary
• Reading Comprehension
• Writing – Taught, supported, and applied daily across the curriculum

Goals:
Teachers will:
• Learn about academic language, define academic language, reflect on student academic language skills
• Determine instructional methods for teaching academic language daily: oral language, reading, and writing
The Simple View of Reading

Diagram of the Simple View of Reading.
Reading Rope

Language Comprehension
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Scarborough (2001)
What is Academic Language?

(Adapted from Academic Language: Reading Rockets)

Academic language is the language used in textbooks, in classrooms, and on tests. It is different in structure and vocabulary from the everyday spoken English of social interactions. Many students who speak English well have trouble comprehending the academic language used in classrooms, lectures, and books. Low academic language skills have been shown to be associated with low academic performance in a variety of educational settings.

One barrier to student comprehension of texts and lectures is low academic vocabulary knowledge. Academic vocabulary is sub-technical vocabulary. In other words, it is not the technical vocabulary of a particular academic discipline. Academic vocabulary is used across all academic disciplines to teach about the content of the discipline. For example, before taking chemistry or learning about a new topic, most students don’t know the technical words used in these new subjects. But the underprepared students also don’t know the more common vocabulary used to teach the concepts. Underprepared students are unfamiliar with words like evaluation, theory, transition, assumption, capacity, validate. Teachers assume students comprehend such academic vocabulary, but such vocabulary is not often used in the everyday spoken English of many students.

In addition, academic discussions and texts tend to use longer, more complex sentences than are used in spoken English. Complex sentence structures contain multiple ideas, embedded phrases and clauses, and tax the working memory which in turn impacts comprehension. Written texts contain multiple cohesive ties, referents, and confusing sentences that perplex readers and make it hard to grasp the author’s intent. When students are taught how to negotiate the structure of written language, comprehension and writing skills can improve.

ELL: Using academic language in a student’s native language

• As with reading skills, if students have acquired academic language in their first language, they will be able to acquire academic language much more quickly in their second language

At what age should academic language instruction begin?

• Preschool through 3rd grade
  – Students need to learn age-appropriate vocabulary and language that will give them a strong foundation for academic language in the future

• 4th grade through 8th grade
  – Formal academic language instruction should begin in 4th grade
  – Instruction should transition in order to teach students more sophisticated academic language skills, including vocabulary and grammatical structures

Several activities, enhanced by increased teacher knowledge and awareness, can be incorporated into reading and content area lessons to increase students’ access to academic language, both vocabulary and structure. All of the following activities can be adapted for grades K-3 and also formal instruction in grades 4 and up.
Ten Language Activities

Incorporate the following academic language activities every day across all content areas to improve our teaching and our students’ learning. How can these activities fit into your daily lessons? What activities would be appropriate for your grade level, and/or school, to adopt and use schoolwide?

Activity One: Create Awareness of Academic Language

1. Show students two samples of writing – one informal and the other academic. Work with students to identify the differences and discuss the differences. Assist students to voice the differences thus clarifying what makes school-talk academic. Do this often.

2. Create writing exemplars – students compare their own writing to the exemplars and assess using well defined criteria. Criteria will change and become more sophisticated as students develop their appreciation for academic language. For example: Kng – spaces between words; capitals and punctuation; use sounds to spell words; content stays on topic, complete sentences with at least one seven word sentence. Fourth grade – Informational paragraph: topic and conclusion sentences; three details; transition words; academic vocabulary used; interesting to the reader.

Activity Two: Teach Vocabulary Explicitly

Teach vocabulary every day, on an ongoing basis, explicitly and systematically, and make sure students don’t just learn the meanings, but USE the word in production.

Use a routine for explicit instruction:

- Teacher says the word. Students listen and repeat the word three times
- Students read the word (Hear pronunciations + spelling = memory)
- Teacher uses the word in a sentence from the textbook – and/or students read the word in the passage
- Teacher demonstrates how to use the word in other sentences and contexts
- Students use the word in sentences with a partner.
  - Play Mingle-Mingle regularly. Students take their vocabulary foldable or other products they have written and mingle around the room, no talking, until teacher says, “Stop!” Students pair up with the person closest to them and take turns sharing what they have written, using the vocabulary they are learning, or other share processes as directed by their teacher.
Activity Three: Provide a Word Bank and Model Sentences
Provide students with a word bank – a list of the terms students are learning or a bank that contains terms for review, words students have not seen for a while. Teachers and students use these words as prompts to talk about the text or learning content. Teacher models how to use the words in spoken and written sentences. Go beyond definitions.

1. Give students a word bank. Discuss the words in the bank and how they are used in the text. Talk about how you would use the words.
2. Provide students with the definitions and display model sentences for all of the words.
3. In pairs, have students discuss usage of the words, the model sentences, and to take turns using the words to discuss what they are learning or to discuss classrooms events.
4. Students can be asked to write their sentences following the oral rehearsal (see Sentence Fair worksheet).

Use the following Word Bank idea, Sentence Fair, to help students apply the terms they are learning while processing the topic content.
Sentence Fair for

______________________________
Name of Topic

Word Bank

1. __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________

3. __________________________________________________________
   __________________________________________________________

4. __________________________________________________________
   __________________________________________________________

5. __________________________________________________________
   __________________________________________________________
Activity Four: Response Starters

Structure conversations for students using academic vocabulary. For example during Show and Tell teachers provide the academic language for students - “Today I am going to share with you a particular experience I had...”. Teach students to use Response Starters: Post Response Starters in the room and direct students to begin their responses to your questions or other inquiries with one that would work for them. Model how to use these ‘starters’ to help reluctant students understand how they help organize one’s thoughts for sharing.

<table>
<thead>
<tr>
<th>Maybe...</th>
<th>Possibly...</th>
<th>I’m confident...</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my opinion...</td>
<td>I’m surprised...</td>
<td>This reminds me...</td>
</tr>
<tr>
<td>If...</td>
<td>Although...</td>
<td>I believe...</td>
</tr>
<tr>
<td>I question...</td>
<td>When...</td>
<td>An important...</td>
</tr>
</tbody>
</table>

Activity Five: Framed Summaries for Informational and Narrative texts

Paragraph frames provide structure that guide students to organize information they have read or listened to into a summary. Below are sample frames for summarizing informational texts and narrative texts. Frames can be used as a quick check of student learning, as a quiz, or as an aid for students who need help understanding and using academic language when writing summary paragraphs. Teachers can create frames to fit the texts they are asking students to re-tell or write about. To create your own Framed Paragraphs:

1) Select a title
2) Write a topic sentence
3) Use transitions to start the key/star idea sentences that support the topic sentence
4) Leave space for students to complete the key/star idea sentences and add elaboration
5) Frame a conclusion sentence that will help students stay focused

Narrative Frame for Younger Students:

Title _____________________________________________________________

Three important events happened in the story we read today. In the beginning _________________________________________________________

_________________________________________________________________. Then _______________________________________

_________________________________________________________________. After that _______________________________________

_________________________________________________________________
A narrative frame option for older students: As I read ___________ by ___________ I learned ___ _______. To begin, ___________. Next, _____________. In addition, _________________.

Informational Frame for Older Students:

Title _____________________________________________________________

Today in class we read _____________________________________________________________________________

from ________________________________________________________________________________________ and I learned several things. First, ____________________________________________

___________________________________________________________________________. I also __________

___________________________________________________________________________________________.

The most important fact ________________________________________________________________

___________________________________________________________________________________________.

A informational frame option for younger students: The article we read give two important facts about ___________. First _________________. Second _________________.

Activity Six: Summarization - Through the process of summarization, students begin to acquire an author’s language, and will acquire greater fluency with language each round. Summarizing is a difficult skill to learn and the ability to summarize builds slowly over time with lots of structure provided by teachers along with practice.

Summarization Assists:
- Provide response starters (see above, Activity Four), sentence stems, transition sets (see below). Use the Four-Step Summary (Auman, 2008; Step Up to Writing, Sopris West,). This process helps students extract the big picture information from what they have read.
  1) Outline the IVF - Three part process creates the Topic Sentence - Identify – Verb – Finish Your Thought. The VERB fuels the thinking and directs students capsulate their learning. See list of verbs to use below. If the text is a narrative, the verb will reflect a character’s action.
  2) Write the topic sentence.
  3) Recall two to four details
  4) Write or say the summary (Topic sentence plus a sentence for each detail plus a conclusion)
Identify topic | Give it a verb | Finish the thought
---|---|---
Re-write the IVF as a topic sentence:

Details:
- 
- 
- 
- 

Write a summary: Topic sentence, sentences for each detail and a conclusion sentence.

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**Academic Verb List for Summaries**

Post the verbs, introduce them slowly, help students know when and how to use the verbs, not all verbs work for every topic!

**Level A**
tells shows gives
describes compares
lists presents
explains defines

**Level B**
acknowledges enumerates traces contrasts names encourages
blames explores asks critiques offers illustrates
confirms identifies defends demonstrates proposes
endorses provides suggests recommends

**Transition Sets for Summaries**

Students use these sets of transition words to help create detail sentences in their summary paragraphs. Along with the popular *First – Then – Next – Finally* here are some other sets of transition words to offer students:

<table>
<thead>
<tr>
<th>First – Second - Third</th>
<th>First of all – Also</th>
<th>Initially – Then – After that</th>
</tr>
</thead>
<tbody>
<tr>
<td>One – Equally important</td>
<td>One way – Another way – A final method</td>
<td>One –One other – Along with – Last</td>
</tr>
<tr>
<td>A good – A better – the best</td>
<td>One challenge – Another challenge - Finally</td>
<td>First of all – In addition – And finally</td>
</tr>
</tbody>
</table>
**Activity Seven: Oral Presentations**
Create opportunities for students to regularly make presentations. Provide lots of structured practice prior to making presentations. Students practice in pairs, and then again with a different partner, partners prepare together to present orally. Students are directed to prepare brief summarizations of learning, tell how topics are alike and different, share most important points, share the details, clarify, etc. Tie these presentations to listening and/or reading comprehension in any subject area.

Direct students to practice in pairs using the following sentence starters before doing an oral presentation. Post these guiding ‘starters’ in the class for easy reference:

At the Beginning:
- “The topic of my presentation is...”
- “First, I will provide some background information”
- “I would like to inform you about...”

At the End:
- “In conclusion...”
- “Thank you for the opportunity to share my...”
- “Are there any questions?”

Helping students prepare for presentations with a partner will:
- Give them the benefit of both listening and formulating their thoughts
- Increase their confidence
- Give them more opportunities to practice using academic language

**Activity Eight: Close reading for main ideas, text structures, or vocabulary.**
The process of Close Reading is used to DISECT a paragraph. Teachers read a passage or a brief part of a passage aloud to students. After reading, teachers reread and lead students to close observation and dissection of the text. Here are the steps for one type of Close Reading – **Important Ideas**:

1. Read a short passage aloud to students to introduce them to the content.
2. Explain that you are going to do a Close Reading with this passage. Ask students to observe you while you model Close Reading with the first paragraph.
3. I Do: Read the first paragraph stopping at two predetermined places, model your thinking about why you chose to stop and then draw a quick picture for each in the Close Reading foldable (a two column grid).
4. We Do: Ask students to read the second paragraph with you, choosing two main points with the students and doing a quick draw for each idea in the grid space under the first paragraph.
5. Continue with the same process for the next paragraph, only, ask students to do the Close Reading independently or with a partner – You Do. Share ideas after the class is done and provide corrective feedback if needed.

6. Once the paragraphs have been sketched, go back and write a sentence for each idea. Students then have an outline for re-tell of the most important parts of the reading.

Other focus areas for Close Reading:

**Academic Text Structure:** “We’re going to be studying how this piece of writing flows and circle and draw lines. Let’s observe for words and their associates (referents, pronouns, etc), parts of speech (verbs), terms and how the author provides a word meaning in context.” For example, teachers could ask students underline all pronouns and then circle the nouns and draw lines to which they refer.

**Academic Vocabulary:** Lead students to read closely to discover the way synonyms are used, word families (keep, kept, keeping or insulate, insulation, insulated), and talk about the meanings of words in the passage to model and show students how to incorporate the language the author uses in their speech.

**Overall Comprehension:** Close reading is also used to dissect meaning in complex and hard to understand text. Read the passage aloud and stop frequently to dissect meaning, asking text dependent questions – questions that can be answered with evidence in the text. These questions require inference making and generalizing, clarification and summarization. Text dependent questions are not necessarily simple recall questions.

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**Activity Nine: Develop and Ask Text Dependent Questions**

Text-dependent questions:

- Can only be answered with evidence from the text.
- Can be literal (checking for understanding) but also involve analysis, synthesis, and evaluation (Bloom’s Taxonomy).
- Focus on word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focus on difficult portions of text in order to enhance reading proficiency.
- Can also include prompts for writing and discussion questions.

**Three Categories:** When you’re writing or reviewing a set of questions, consider the following three categories of Text Dependent Questions and Examples:
1) Questions that assess themes and central ideas

<table>
<thead>
<tr>
<th>Not Text Dependent</th>
<th>Text Dependent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever had a pet frog?</td>
<td>How do frogs protect themselves from predators?</td>
</tr>
<tr>
<td>When do we wear disguises? What were you for Halloween last year?</td>
<td>Explain how rain forest frogs disguise themselves.</td>
</tr>
</tbody>
</table>

2) Questions that assess knowledge of vocabulary

<table>
<thead>
<tr>
<th>Text Dependent</th>
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</thead>
<tbody>
<tr>
<td>• “Re-read the third paragraph.” “The tip of the tongue feels like a course file.” What is course? What details in the paragraph describe the cat’s course tongue?” <em>(The context provides clues about the meaning of course)</em></td>
</tr>
<tr>
<td>• “Glimmer is a very faint, little bit of light. How do the cat’s eyes respond when there is a glimmer of light?” <em>(Provide a definition as part of the question.)</em></td>
</tr>
</tbody>
</table>

3) Questions that assess syntax, sentence and text structure

<table>
<thead>
<tr>
<th>Text Dependent</th>
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</thead>
<tbody>
<tr>
<td>• “How many traits does the author give the cat? To determine this, pay close attention to the commas in the last paragraph. The commas separate the list of feline traits.” <em>(Items in a list are separated by commas)</em></td>
</tr>
<tr>
<td>• “What happens to the loose hair the cat licks up? Find loose hair in the third paragraph. The author calls it something else in the next sentence. What does the author call the loose hair in the next sentence?” <em>(The author uses a cohesive tie that refers to the loose hair as something else)</em></td>
</tr>
<tr>
<td>Illustrations, graphics, figures, tables can provide a basis for engaging students in discourse</td>
</tr>
<tr>
<td>• “Look at the photograph on page 20. Why did the photographer include a picture of another kind of animal?” <em>(The text says that the giraffe lives on the savannah with many other animals. Providing a page number, directs students into the text.)</em></td>
</tr>
<tr>
<td>• “The author included a graphic showing the life cycle of a frog. How does this drawing support what we have read?” <em>(The text explains several steps in the frog’s life cycle)</em></td>
</tr>
</tbody>
</table>

Activity Ten: Apply a school-wide focus and feedback system

Oral language:

- Choose and use the academic vocabulary that teachers and other adults in the school will model for students
- **Make it Seven** – require students to use seven or more words in their responses to adults: “Can you say that in a complete sentence?”
Schoolwide Practices – Academic Structure

All teachers help students develop their oral and writing language skills by using:

– dictation exercises
– oral sentence completion activities
– written cloze passages
– summarization and retelling of passages
– frequent writing practice with intensive feedback

Plan:

Instructional techniques used across the school – by everyone: Oral language, writing, vocabulary, comprehension, other? Link content objectives to language objectives.

What have we already used schoolwide?

What do we agree to use school wide?
Academic Language: Myths and truths

Myth: It takes students a certain number of years (i.e., 7 years) to acquire academic language

Truth: The amount of time it takes students to master academic language directly depends on:
• exposure to academic language
• amount of practice in using academic language
• extent of academic language instruction and feedback

Myth: Academic language is easy to assess

Truth: Academic language is actually very poorly defined for assessment purposes
• Research is just beginning to develop that will help us identify the features of academic language that are assessable at the various proficiency levels
• When we get test scores back on proficiency, we’ve only got a slice of what students can do academically

Discussion questions

1. Describe how academic English differs from the English we use in everyday life. What are some misconceptions people might have about academic language development?
2. Does your school have an effective, comprehensive academic language curriculum in place? If not, how could you work with colleagues within your school to develop one?
3. Based on what you heard today, can you describe skills other than vocabulary knowledge that are essential to academic language proficiency?
4. What types of professional development activities do you think would be useful to help us learn more about effective academic English instruction?

TIPS:

Academic language includes many areas of language including:
• phonology and spelling

Examples: Pronunciation stress shifts

Anthropology v. anthropological
Morphology v. morphological
manipulate v. manipulation

Although these words are closely related and look very similar, they have spelling and pronunciation differences that may be confusing to English language learners.

Vocabulary

Points to remember:
• Vocabulary knowledge plays an important role in a student’s ability to understand the language used in academic assessments
• Ongoing, systematic instruction is needed to help students expand their academic vocabulary
• Students need to know how to use a word as well as its definition

Choosing what to teach in academic language instruction
• Teachers should teach language that will help students access the text or content:
When teaching reading comprehension, teachers should identify language that students will have difficulty understanding and will undermine student’s ability to comprehend text.

- This language may include:
  - an academic vocabulary word (such as “stimulate”)
  - a preposition (“between”)
  - an adverb (“hardly”)
  - a conjunction (“and”)
  - a grammatical structure (“either...or”)

Academic vocabulary is based on more Latin and Greek roots than is everyday spoken English vocabulary. Academic Vocabulary word lists can be found at the following websites:

http://www.uefap.com/vocab/select/awl.htm#top – Includes additional words in the word family and also links to the definitions.

www.englishcompanion.com – An alphabetized list of academic terms with additional morpheme, prefix and suffix information included.

Importance of feedback
Points to remember:
- It’s important that academic language instruction include feedback for both oral and written expression.

Example: Uncorrected errors
- A student who uses “first of all” as a single word (“firstable”) will not learn that it is an expression of three words if she is never corrected.
- The objective of constructive feedback is not punishment or criticism. Instead, it allows students to learn from their mistakes.

Tips for academic language and writing
- Every time you give a writing assignment, give students samples to follow so they know what is expected. Multiple samples are better.

Example: Giving students writing tools
- “In this sentence, I expect you to begin with a word other than ‘I’. Another word you can begin with is, “Today...” or “My friend...”
- “In this essay, I expect a thesis statement. This is where it goes, and this is what it does. Here is an example.”
- Give students supports, such as:
  - vocabulary
  - grammatical structures
  - tips for organizing sentences, paragraphs, and multiple paragraph responses
Academic Vocabulary
A thorough survey of various textbooks, assignments, content area standards, and examinations yields the following list of words. You cannot expect to succeed on assignments if you do not understand the directions. The words fall into several categories, which are not identified on this sheet: nouns (e.g., What you read or create); verbs (e.g., What the assignment asks you to do); adjectives (e.g., specific details about what you must do); and adverbs, which provide very important information about how to do the assignment.

1. abbreviate
2. abstract
3. according
4. acronym
5. address
6. affect
7. alter
8. always
9. analogy
10. analysis
11. analyze
12. annotate
13. anticipate
14. application
15. apply
16. approach
17. appropriate
18. approximate
19. argue
20. argument
21. arrange
22. articulate
23. aspects
24. assemble
25. assert
26. assess
27. associate
28. assume
29. assumption
30. audience
31. authentic
32. background
33. body
34. brainstorm
35. brief
36. calculate
37. caption
38. category
39. cause
40. character
41. characteristic
42. characterize
43. chart
44. chronology
45. citation
46. cite
47. claim
48. clarify
49. claim
50. clue
51. code
52. coherent
53. common
54. compare
55. compile
56. complement
57. complete
58. compose
59. composition
60. conceive
61. concise
62. conclude
63. conclusion
64. concrete
65. conditions
66. conduct
67. confirm
68. consequence
69. consider
70. consist
71. consistent
72. consistently
73. constant
74. constitutes
75. consult
76. contend
77. context
78. continuum
79. contradict
80. control
81. convert
82. convey
83. copy
84. correlate
85. correspond
86. credible
87. credit
88. criteria
89. critique
90. crucial
91. cumulative
92. debate
93. deduce
94. defend
95. define
96. demand
97. demonstrate
98. depict
99. derive
100. describe
101. detail
102. detect
103. determine
104. develop
105. devise
106. diction
107. differentiate
108. dimension
109. diminish
110. direct
111. discipline
112. discover
113. discriminate
114. discuss
115. distinguish
116. domain
117. draft
118. draw
119. edit
120. effect
121. elements
122. emphasize
123. employ
124. equal
125. equivalent
126. essay
127. essential
128. establish
129. estimate
130. evaluate
131. event
132. evidence
133. exaggerate
134. examine
135. example
136. excerpt
137. exclude
138. exercise
139. exhibit
140. explain
141. explore
142. expository
143. extract
144. fact
145. factor
146. feature
147. figurative
148. figure
149. focus
150. footer
151. foreshadow
152. form
153. format
154. former
155. formulate
156. fragment
157. frame
158. frequently
159. general
160. genre
161. graph
162. graphic
163. header
164. heading
165. highlight
166. hypothesize
167. identify
168. illustrate
<table>
<thead>
<tr>
<th>169. imitate</th>
<th>219. notice</th>
<th>269. quotation</th>
<th>319. strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>170. imply</td>
<td>220. objective</td>
<td>270. quote</td>
<td>320. structure</td>
</tr>
<tr>
<td>171. inclined</td>
<td>221. observe</td>
<td>271. rank</td>
<td>321. study</td>
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<td>172. include</td>
<td>222. occur</td>
<td>272. rare</td>
<td>322. style</td>
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<td>173. incorporate</td>
<td>223. opinion</td>
<td>273. rarely</td>
<td>323. subject</td>
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<td>174. indicate</td>
<td>224. oppose</td>
<td>274. reaction</td>
<td>324. subjective</td>
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<td>175. indirect</td>
<td>225. optional</td>
<td>275. recall</td>
<td>325. subsequent</td>
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<td>176. infer</td>
<td>226. order</td>
<td>276. reduce</td>
<td>326. substitute</td>
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<td>177. influence</td>
<td>227. organize</td>
<td>277. refer</td>
<td>327. succinct</td>
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<td>178. inform</td>
<td>228. origins</td>
<td>278. reflect</td>
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<td>179. inquire</td>
<td>229. outline</td>
<td>279. regular</td>
<td>329. sum</td>
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<td>180. instructions</td>
<td>230. pace</td>
<td>280. relate</td>
<td>330. summarize</td>
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<td>181. integrate</td>
<td>231. paraphrase</td>
<td>281. relationship</td>
<td>331. summary</td>
</tr>
<tr>
<td>182. intent</td>
<td>232. participation</td>
<td>282. relevant</td>
<td>332. support</td>
</tr>
<tr>
<td>183. intention</td>
<td>233. passage</td>
<td>283. rephrase</td>
<td>333. survey</td>
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<td>184. interact</td>
<td>234. pattern</td>
<td>284. report</td>
<td>334. symbolize</td>
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<td>185. intermittent</td>
<td>235. perform</td>
<td>285. represent</td>
<td>335. synonym</td>
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<td>186. interpret</td>
<td>236. perspective</td>
<td>286. representative</td>
<td>336. synthesize</td>
</tr>
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<td>187. introduce</td>
<td>237. persuade</td>
<td>287. request</td>
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<td>188. introduction</td>
<td>238. place</td>
<td>288. require</td>
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<td>189. invariably</td>
<td>239. plagiarism</td>
<td>289. requisite</td>
<td>339. term</td>
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<td>190. investigate</td>
<td>240. plan</td>
<td>290. respond</td>
<td>340. test</td>
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<td>191. involve</td>
<td>241. plausible</td>
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<td>341. theme</td>
</tr>
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<td>192. irony</td>
<td>242. plot</td>
<td>292. restate</td>
<td>342. thesis</td>
</tr>
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<td>193. irrelevant</td>
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