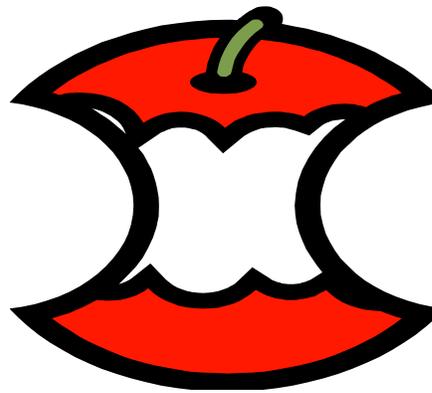




Rowland Unified School District

Common Core: Academic Vocabulary





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Overview

This handbook is designed to assist teachers to systematically enhance instruction of academic vocabulary and better prepare students to learn new content in language arts and mathematics. This document has been aligned to the Common Core State standards and is intended to help teachers scaffold vocabulary for English Language learners. The purpose of this handbook is to provide a resource for RUSD teachers to systematically ensure that students are exposed to specific academic terms across the grade levels, forming a common foundation. To this end, important academic terms are listed for English Language Arts and mathematics. In addition, a list of strategies are recommended and structured around Robert Marzano's research and six- step process for teaching academic vocabulary.

Research on Academic Vocabulary

Numerous studies validate the importance of vocabulary development to literacy and reading development. It has also been found that teaching specific terms to students through direct instructional approaches is a strong indicator in building content knowledge and understanding. With the impetus of the Common Core standards implementation, the focus on academic vocabulary development is critical. The instructional shifts in English Language Arts emphasize more attention to the utility of academic language throughout the content areas and across language domains. The connection between academic language development and another instructional shift- more emphasis on nonfiction text is also important to note. Ogle (2011) found that unfamiliar words create hurdles for students as they try to navigate through informational texts, internet resources and other nonfiction text materials. Therefore, it becomes imperative that teachers help students build their awareness of and interest in unfamiliar terms, in developing strategies for assisting students learn new vocabulary and providing opportunities for using new words in meaningful ways.

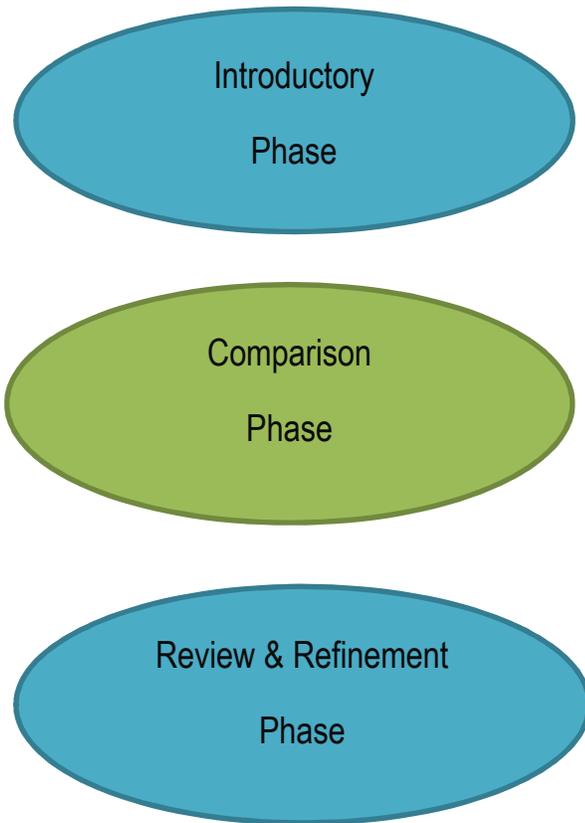
English Language Learners and Academic Vocabulary Development

As it is critical that all students are taught key subject matter terms in a systematic manner, it is imperative that English language learners and students of poverty be taught the academic vocabulary that they need to access the content. Direct instruction in these terms should be considered a necessary part of their curriculum (Marzano, 2010). Marzano and Pickering (2005) "assume that English learners are well equipped to learn academic terms at the highest level of complexity" as do the Common Core standards and newly adopted ELD Standards. It becomes a major role of the teacher then to plan, provide and scaffold vocabulary instruction for English learners in such a way that they can learn necessary terms to access content and develop language. The goal is to have English learners use these academic terms in class discussions, in their oral presentations and in their writing.

Marzano's Six- Step Process

1. The teacher provides a description, explanation, or example of the new term.
2. Students restate the explanation of the new term in their own words.
3. Students create a nonlinguistic representation of the term.
4. Students periodically engage in activities that help them add to their knowledge of the vocabulary term.
5. Periodically, students are asked to discuss terms with one another.
6. Periodically, students are involved in games that allow them to play with the terms.

Phases of Teaching Vocabulary



Introductory Phase: The purpose of the introductory phase is to provide students with an initial understanding of a new term.

Comparison Phase: The focus in this phase is to help students develop distinctions between the meaning of a new term and their past experiences and/or learning.

Review and Refinement Phase: The instructional focus in this phase is to expand students' understanding of the new word by making multiple and varied linkages, which allow students to make refinements in their understanding.

Step 1: Introduce Vocabulary

Provide description, explanation or example of new term

#1 ~ Four Square Vocabulary

Have students divide a sheet of paper into 4 squares and write the concept word on the top. Have students describe the word in one square, including a picture if possible. In the second square, have them list key characteristics and attributes of the word. In the third square have them give an example of the word, and in the fourth square, have them give a non-example.

#2 ~ Label It

This works well with newcomers of all ages who need an introduction to basic vocabulary. As long as the learners are able to identify beginning letter sounds, they should be able to do this activity. To familiarize my students with names of objects found in the classroom, the teacher labels everything with an index card that has the item's name on it. Then the teacher has them repeat what was read as he/she points to the item. The next day, the teacher removes the cards and goes through them one at a time and the students place them on the correct item together. The third day, the teacher lets the students label whatever they can on their own. This can continue for a few days. When they are able to independently label most of the items, the teacher surprises them by having them labeled incorrectly. Then they have to straighten out the mess. You can adapt this to any noun-based vocabulary list (e.g. types of foods, body parts, parts of a room in a house, animals, etc.) that you can post pictures of.

#3 ~ Etymology Lessons

Many outstanding resource books describe the history behind various words. Have students research the history of several new words and present this information to the class. The stories will help students remember the new word, and may even build curiosity about how other words came to be as well.

#4 ~ Access Prior Knowledge: Think, Pair, Share, Double-pair, Class Share

- 20 seconds: Individually, think "What does _____ mean?"
- 30 seconds: With one partner, share what you think the term means.
- 40 seconds: With another pair write (or draw) what you decide *together* that the term means.

Class discussion assimilates information from all groups of four.

#5 ~ Build on Prior Knowledge: I know/Forgot/Understand/Need More Help

- Ask students to fold a sheet of paper in fourths.
- Tell them to fill in part 1 individually for the new **term** that you name.
- Tell them to fill in parts 2, 3, and 4 as other students share what they wrote in part 1.
- After the class has shared, students will have an organized study sheet. They will have to pay the most attention to section 4, and the least attention to section 1.

#6 ~ Examples and Non-examples

As students are learning new terms, provide them with both examples and no-examples and ask them to note similarities and difference to help with identifying the distinguishing feature.

#7 ~ Connection: Math Word Meaning – Common Language Usage

Make a T-Chart so that the word at the top of the chart is the “term” under discussion. On the left students write the meaning of the word as used in common language (in context outside of this discipline) and wrote a sentence with it that they might use in a daily conversation. On the right side students wrote the meaning of the word as used in specific discipline with a sentence. Students follow up with a deeper comparison by finding a similarity and a difference for these usages.

<i>term/word/phrase:</i>	
<i>Definitions</i>	
Common Language Usage	Discipline Specific Usage
<i>Sentences using the term/word/phrase</i>	
<i>Same?</i>	
<i>Different?</i>	

#8 ~ Verbal/Visual Context

Use the word/term/phrase in a sentence related to something students have already studied.

Step 2: Restate Meanings

Restate description, explanation of example in own terms

#1 ~ Backs to the Board Game

This one is good for higher level kids. Make two teams and stand one student from each team in front of the board, facing away from it. Write a word or draw a picture on the board (e.g. "hamburger") and the students have to explain that word to their team member (e.g. you can buy it in McDonalds, it's got cheese and ketchup on it). The first student out of the two standing in front of the board to guess the word wins a point for his/her team.

#2 ~ Signal Word Detective

Help students identify "signal words" in context that may help them find possible contextual hints for new words. When students guess a meaning, have them model out loud their thinking process so that others can hear how they made the deduction.

#3 ~ Building Sentences

Give students lists of words and ask them to create sentences that clearly show the definition of each word. For examples, instead of, "There was a lot of debris in the yard," a student might write, "When the bear tipped over the trash can, debris spilled all over the yard." To further scaffold readers, consider providing sentence stems (e.g., "When Mon saw the debris from the trash can all over the yard, she . . .").

#4 ~ Rephrase Text

Pay attention to terminology used in directions/instructions as well as in text explanations. Ask students to find alternative ways to express a term/phrase so that they will be better able to recognize their meanings when the directions/instructions are different than what is in their own textbook. As often as possible, students produce different ways to express a statement. Ask students to rewrite the sentence or the directions without using an identified term(s) and without changing the meaning of the sentence or problem.

#5 ~ Concept Cards

Make concept cards for mathematical terms on 3 x 5 index cards or in a vocabulary journal as follows.

formal definition	synonym or your own words
term being addressed	
<i>labeled</i> figure, graph, or diagram that helps you to understand the term	any specific notation or special characteristics, attributes, or associations

***On the back of the card, write at least two sentences that express a relationship or connection between this term and another term in the discipline, concept, situation, or a real-world application of the discipline.

#6 ~ Words to Symbols/Symbols to Words

Write a statement using symbols, numerals, and variables instead of words. Write a statement using words instead of symbols, numerals, and variable. Write a question implied by the notation/symbols used in each statement without using any symbols.

#7 ~ Word Whacker – Word Wall Activity for Definition Restating

Students' select a word from the word wall (from a current word list or from the cumulative word list), write a definition on a 3 x 5 card in their own words, and pass the cards in to the teacher. Ask students to sign their names to the card. Two students stand at the word wall with a flyswatter or a rolled up newspaper. As the definitions are read by the teacher (the name of the contributor is not mentioned), the students try to be the one to "whack" the correct word first. If there are issues with the definition as stated on the 3 x 5 card, corrections can be offered by the class members or the teacher so that the student can refine his understanding of the word. (Students cannot choose to define the same word as a card that they have already submitted for a previous word whacker session. Cards can be accumulated during the marking period and compose a vocabulary score.)

Step 3: Visuals in Vocabulary Building

Construct picture, symbol or graphic representing term

#1 ~ Illustrated Vocabulary

Have students write words in such a way that they visually display their definitions. For example, the word *tall* could be written in large, skinny letters, and the word *short* in squatty fat letters. Challenge students to be creative in their visual representations and to find unusual words that no one else has illustrated.

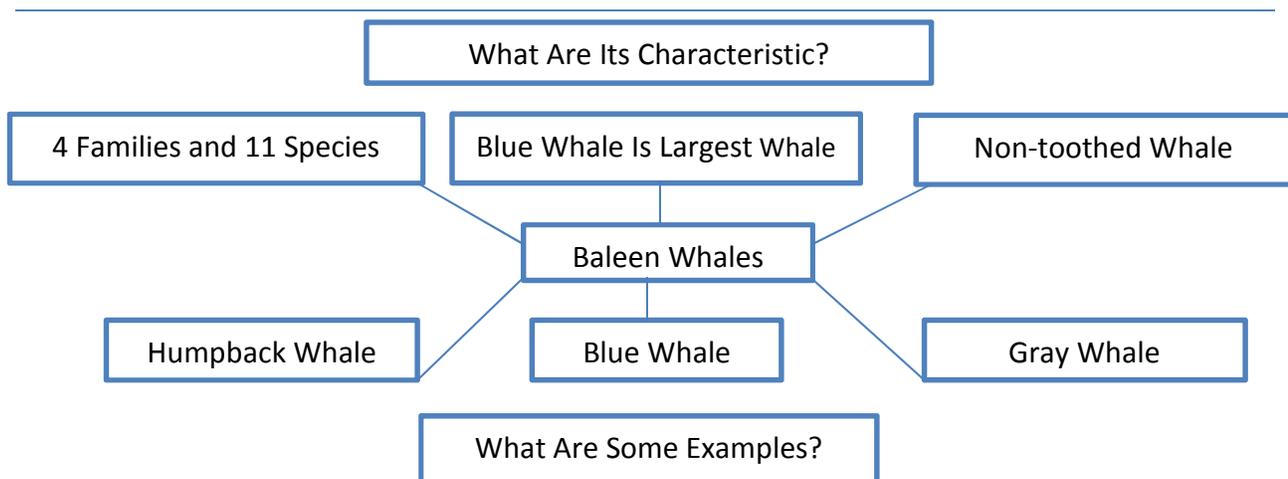
#2 ~ Graphic Organizers

Graphic organizers can help students pictorially link words with their synonyms. Have students create illustrations that help convey the meanings of words, and ask them to write definitions in their own terms. You might also ask them to write out scenarios for each word by answering questions, such as “Describe a time when your parents admonished you for something you did,” “Tell about a time when someone around you acted conceited,” or “What would you do if you were a philatelist?”

#3 ~ Concept Map

Have students classify new words by filling in the blanks in a concept map (see Figure 3.2 for an example)

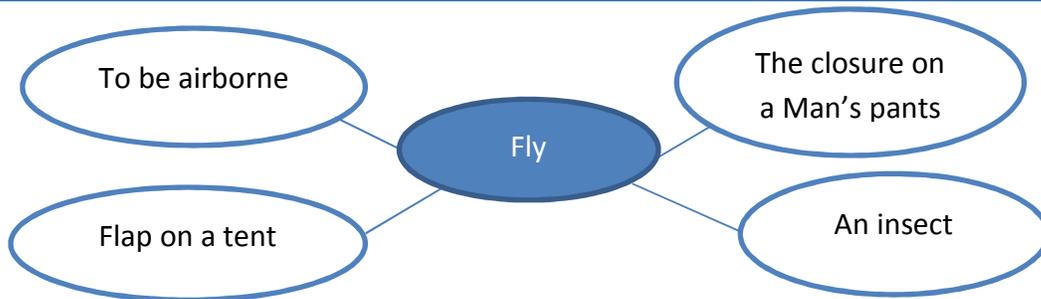
Sample Concept Map (Figure 3.2)



#4 ~ Word Meanings Web

Give students a word that has multiple meanings and have them create a word meanings web that contains short definitions or synonyms for each word meaning (see Figure 3.4). Students can add illustrations to these charts to make them more interesting and memorable.

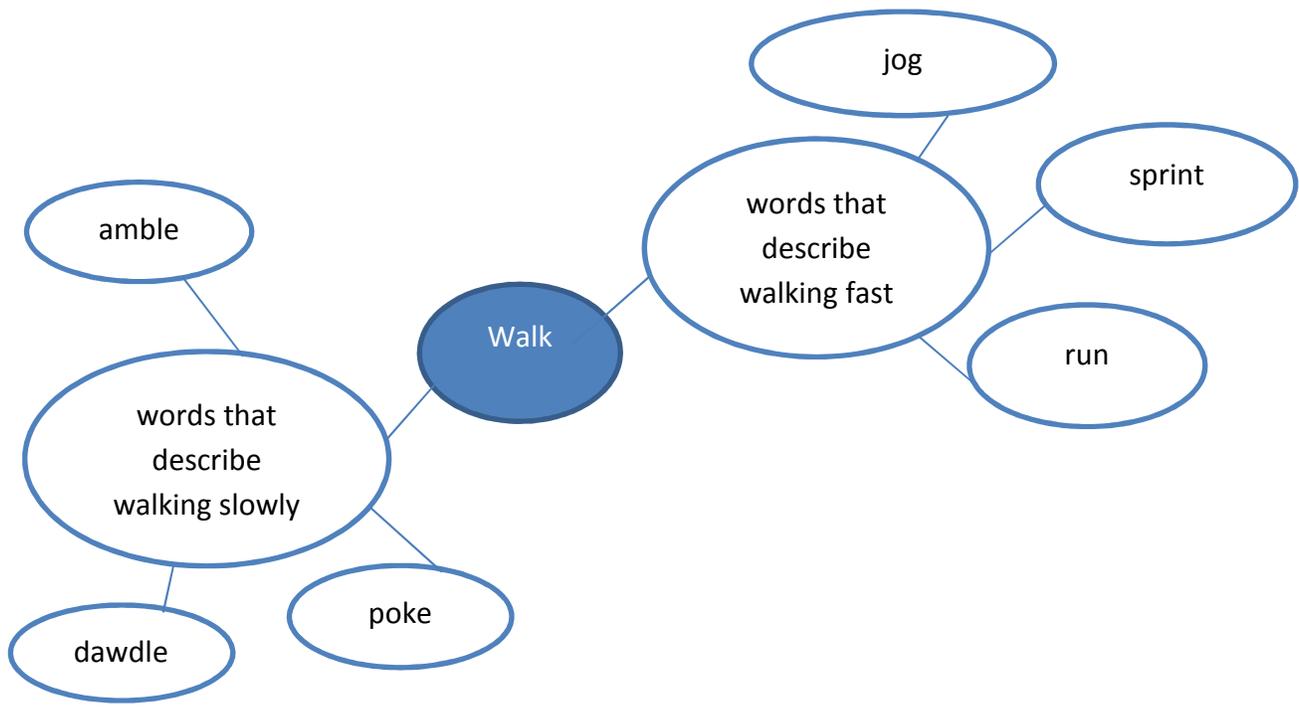
Word Meanings Web (Figure 3.4)



#5 ~ Word Relationship Web

When you want students to learn the various meanings of a word, word relationship webs can help. Begin with a central concept and then help students design a web of meaning relationships that go along with it (see Figure 3.5).

Word Relationship Web (Figure 3.5)



#6 ~ Draw (or Trace) and Label Diagrams/Graphs

Some students are not adept at drawing their own figures. Allow them to trace diagrams from the text and label them appropriately. Tissue paper works well for this and can be taped to notebook paper. The same idea can be used with graphs from a graphing calculator or a computer drawing tool.

#7 ~ Symbols

Be sure that students can identify the meaning of all symbols (math, science, map, proofreading, abbreviations, and icons) and can use the symbol appropriately in writing in the content. Students should be able to identify concepts noted by both symbols and figures.

#8 ~ Physical Movements and Academic Vocabulary

This activity helps students to association groups of words but also to distinguish between the words in the group. Do “word aerobics” by acting out the words in the lessons. Tap into the students’ creativity. Who has the best way to model this physically? Or play Simon Says: Simon say show _____. As a game: In one minute, use signals, arm positions, or motions to prompt your partner to say all the terms/words/phrases in one group in any order but without talking, drawing, writing, or spelling with sign language.

#9 ~ Illustrations for Vocabulary that Convey Meanings

Connect the meaning of the term to the term through an illustration.

#10 ~ Cartoons or Comic Strips

Students draw figures, graphs, etc. and as speaking cartoon characters and provide their thoughts or comments so that words and their meaning are associated.

#11 ~ Matching – Concentration

Teachers (or students) create matching cards that illustrate vocabulary. After cards are matched, students can play the memory game “Concentration” and keep the pairs which they correctly match when they turn over two cards on their turn.

Step 4: Activities for Deeper Understanding

Activities that add knowledge of terms

#1 ~ Semantic Mapping

Teacher writes a key word in the middle of the board. Students brainstorm words related to the key word and teacher writes them down. Students make connections between the words and generate meaningful categories and organize the word into groups by categories. Variation: Teachers generate a word bank, categories or clues to support brainstorming. Students generate additional words after categories are established and/or after reading or further class instruction.

#2 ~ Vocabulary Bingo

Each student has a bingo card with vocabulary words. Each student is an expert on the meaning of one of the words. They then need to find the expert on each meaning. Experts sign off on their spot on the card after they explain the meaning of the word.

#3 ~ Opposites

Give students two antonyms, such as beautiful and *ugly* or *fat* and *skinny*. Ask them to locate at least five additional words that show the various degrees between the two words (e.g., *beautiful*, *pretty*, *attractive*, *common*, *plain*, *unattractive*, *ugly*). Have students write these words in their journals so they can use them while writing. This activity is helpful for English-language learners, especially if you ask them to discuss the shades of meaning that separate the words and justify the order in which the words are placed.

#4 ~ Word Family Charts

Have students develop charts or posters that show word families or synonym groupings. Ask them to design graphic organizers to show the relationships among the words and how each relates to its synonyms. For example, if the word *walk* is at the center of the chart, it might be surrounded by words organized into categories, such as “words that mean to walk quickly.” These charts are especially useful for helping students find more colorful or descriptive words to use in their writing. Another idea is to use as the center of the chart a word that has multiple meanings.

#5 ~ Be the Author

Ask students to read several picture books, such as *That’s Good! That’s Bad!* by Margery Cuyler (1991), to observe how authors play with words in their writing. Shel Silverstein’s poems are also a good source of creative language. Ask students to create similar imaginative stories or poems using these books as a source of inspiration.

#6 ~ Mapping a Word Core

Give students a word part and ask them to work together to build a semantic web around it. For example, if the word part is *photo*, students could link it to such words as *photosynthesis*, *photograph*, and *telephoto*. Seeing how words interconnect will make the word part more meaning and memorable to the students.

#7 ~ Vocabulary Anchoring Chart

As students read, ask them to keep a notebook where they record key features about new words they encounter (see Figure 3.6 for a sample).

Vocabulary Anchoring Chart (Figure 3.6)

Unknown Word	Source and Page Where New Word Was Found	What I infer This Word Might Mean	Actual Definition As Used In This Sentence From a Reference Source	Ways to Remember: A Picture or a Connection I Have Made

#8 ~ Word Recall

Recall issues with the word and write in the journal or on the concept card any misconceptions or words with which the term can be confused.

#9 ~ The Goal: Good Definitions

Establish rules for a good definition:

- (1) places the term being defined into a set,
- (2) describes how that term is different from other elements in the set,
- (3) is reversible.

Analysis: Students will ask themselves these questions:

- What is the set to which this object/term belongs?
- What is different about this object/term from the other elements in this set?
- Can I switch the subject and predicate nominative and still have a true sentence?

#10 ~ Relationships between Term – 3 x 3 Grids

Write one term in each box of a 3 x 3 grid. Students will write a sentence for each set of three terms in a line (tic, tac, toe) that describes a relationship, states a fact, or gives characteristics. Do not allow students to write individual sentences about each term and connect them with the word “and”. There are a total of 8 sentences that can be written. Require all 8 (or only 5 or only 3 and then students can choose.) Differentiate by leaving the center box blank. Then students have four ways to write a sentence with only two terms.

#11 ~ Relationship Building – Concept Circles

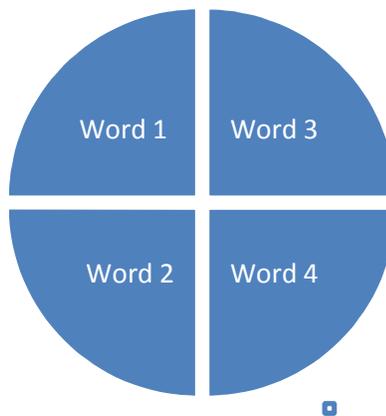
Divide a circle into fourths using two diameters. TITLE _____

Place four related words in the circle.

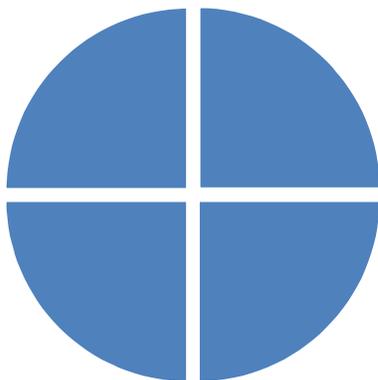
Ask the student to decide the title for the set of words.

Ask questions based on the circle:

1. Why is each of these words related to your title?
2. Is another title appropriate for the set of words?
3. Could other words have been placed in one of the four sections of the circle?
4. Replace one word with a different word and determine a title for the concept circle?



Alternate version: TITLE **Given Title**



Divide a circle into fourths using two diameters. Tell students the title for the concept circle. Ask students to write 4 words in the circle that relate to this title. Have class members compare answers. Each student must justify their choice of words for their circle.

How many different words did students relate to this word?

Are there ways to group the class' set of words into subsets?

#12 ~ Related Words – Making Connections within the Content

This strategy helps the student identify mastered concepts, on which new knowledge can be built. It assists them in forming associations and categorizing new knowledge. Ask student to write down all of the other terms or words they know that can be associated with a particular term/word/phrase. Students explain why they listed as they did. They should discuss other words someone else included.

#13 ~ Pairs or Groups of Terms - Synonyms (or Almost Synonyms):

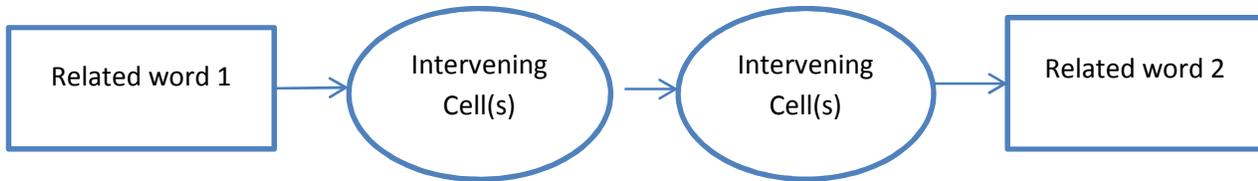
If there is more than one term that means the same as the target term, used that synonym interchangeably with the new word. Some students may already have an understanding of the synonymous terminology. If there is not a synonym, there might still be a term that is similar enough to help students gain an initial understanding and will help students to make a connection to existing knowledge. *Delineating any differences between the similar term and the new term adds to the students' depth of understanding.*

Antonyms (or Almost Opposites): If there is a word(s) that students are familiar with that groups with the new word in some way point out the connection being explicit about the differences. Mentioning meanings of word parts (prefixes) helps with this process.

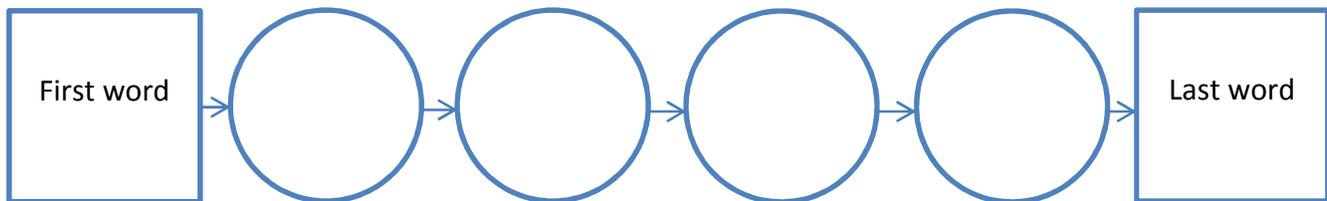
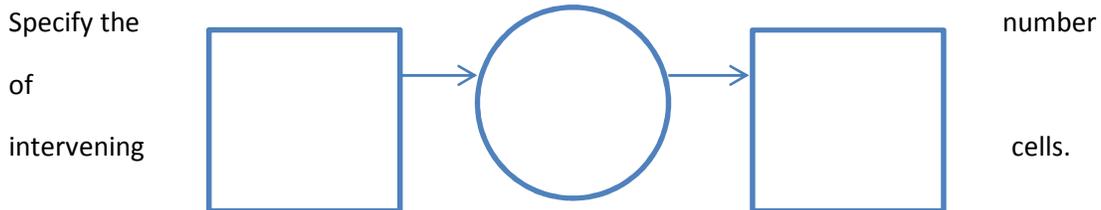
Belong Together – Why? Be careful about words that require sets of words to capture all of the characteristics that that word that that word does not capture. Sometimes three terms are required to capture all cases for a situation.

#14 ~ Linear Arrays for Ordering Words

This strategy enables students to not only group related words together but to place them in an implied order by virtue of their meanings. The teacher gives the first and last words in the array and students fill in any intervening cells.



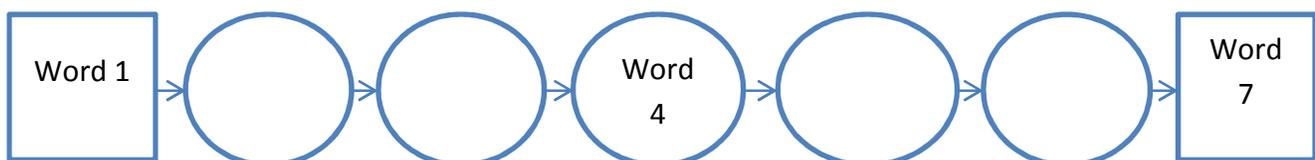
This strategy lends itself to differentiation well. The teacher may indicate how many cells intervene or leave that to the student. The teacher may fill in some of the intervening cells when students are learning new terms and not fill in any after students have mastered concepts. Students can design their own arrays using many words which they group themselves. Students can use 3 x 5 cards with the term already written down and place them in sequential order; they could have a word bank, or they could be given the intervening words and the students fill in words for the beginning and the ending.



Allow student to determine the number of intervening cells.



Establish some of the intervening skills to scaffold.



Adapted from **Words, Words, Words** by Janet Allen, Stenhouse Publishers, 1999

#15 ~ Use Analogies to Solidify Understanding of Relationships

Have students complete, extend, or write their own analogies using terms from the unit. Making a sentence that shows the relationship between the first two words/terms shown gives you some direction.

- Complete or extend an analogy given two terms.
- Give three terms of an analogy and ask students to fill in the remaining term.
- Make more than one pair of words in an extension of an analogy.

#16 ~ Compare/Contrast Terms – Three Formats

a) Using sentence frames _____ and _____ are similar because they both

1. _____ 2. _____ are different because

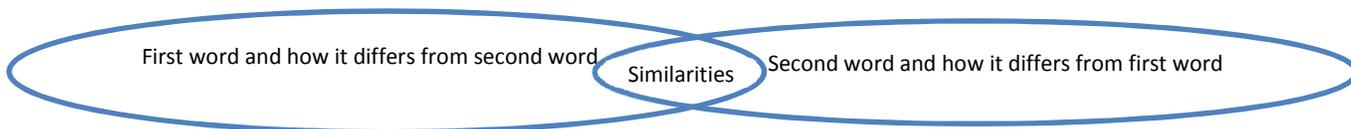
(same characteristic each line)

1. _____ is _____ but _____ is _____

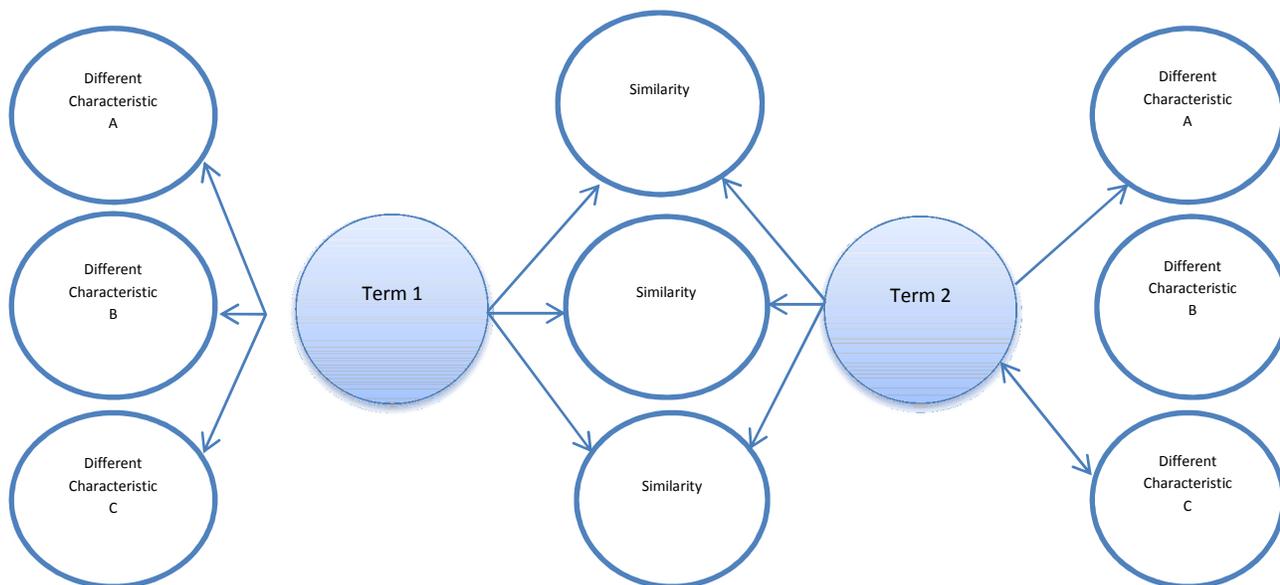
2. _____ is _____ but _____ is _____

3. _____ is _____ but _____ is _____

b) Venn Diagram



c) Double Bubble



Step 5: Vocabulary Discussions

#1 ~ Share a Word

Charge students with locating one or two words that they think the class should learn. On a specific day, have students bring in their words and take turns discussing where they found them (bringing the example if possible), what they think the words might mean, and why the words are important for the class to know. List the words on the chalkboard as they are presented. When all the students have presented their words, have the class discuss the list and select five to seven words that they would like to emphasize that week, then plan activities that reinforce and clarify the selected words. (The remaining words can be scheduled into other weeks of the quarter.) Place the words of the week on the classroom's Word Wall for reinforcement.

#2 ~ Multiple-Meaning Words

Help students examine the multiple meanings of words by providing them with sentence stems. Students can either draw pictures to illustrate the differences or provide a descriptive sentence. Here are some examples of sentence stems for the word *bank*:

1. What would the word *bank* mean to a person who works in a financial institution?
2. What would the word *bank* mean to a person who navigates a riverboat?
3. What would the word *bank* mean to a pilot flying a plane?
4. What would the word *bank* mean to a little child?

#3 ~ Guess My Word

Place 5 to 10 vocabulary words that are new to students on the board. Create a few descriptive or clarifying clues for each word. Read the clues to the class and have students guess which words match them. Have students think aloud as they explain their choices.

#4 ~ Shades of Meaning

Give students groups of related words (e.g., *overweight*, *plump*, *fat*, and *obese*). Ask them to discuss the connotations and nuances of each, and have them order the words from nicest to harshest, providing a rationale for their decisions.

#5 ~ Be the Teacher

Give pairs of students a list of 10 to 15 new words. Ask each pair to examine the words and thoroughly discuss the meanings of any words that they know. Have the students write short, original definitions for each of the known words and provide an example of how the word might be used in conversation. If one person doesn't know a word that the other person knows, then the knowledgeable student should explain the word to his or her partner.

#6 ~ Guess My Word

At the start of the day, write up to five new words on the chalkboard. Use the words in as many ways as possible in class. Ask students to consider the context of the words and guess what they think the words might mean (no dictionaries allowed). By the end of the class period, see how close students can come to the correct definition of the given words.

#7 ~ Yea or Nay?

Read or show students sentences with new words clearly featured. Have students vote “yea” or “nay” on whether the word was appropriately used in the sentences. If the word was not used appropriately, ask for words that could be correctly used in the sentence. (Beck & McKeown, 1983).

#8 ~ Think – Pair – Share

Describe any “aha moments” you have had concerning vocabulary. Discuss where you have seen the word in use. Explain how you recall the word and/or share your individual visualization.

#9 ~ Word Wall Activities

Build a word wall by writing terms on an index card and putting them on a wall in the classroom. Periodically have discussions about words on the wall.

- I am thinking of a word.....(teacher gives clues until students select the proper word)
- What word means the opposite of _____?
- What word means the same as _____?
- What word(s) goes with _____?
- What word describes types of _____?
- What word describes this picture/diagram? (teacher displays a picture, graph, diagram, etc.)
- What words match with the symbol? (teacher displays symbols)
- What word is in a category with _____ and what is the name of the category?
- I will name two words in a category; you find another word on the word wall that belongs to that category and explain the association.
- My word is _____. Pick another word (or two other words) off the word wall and make a meaningful connection between the two words in a sentence.
- Word whacker:
 1. Pass out an index card to each student and tell them to select any words on the word wall and write a good definition for it and collect the definitions.
 2. Designate two students to stand in front of the word wall with a flyswatter (or a rolled up newspaper)
 3. Read out the index cards that the students wrote and ask the students to whack the word for the definition that you read.
 4. Talk about the construction of the definitions as they are read but do not identify the contributor if there are errors.

#10 ~ What Doesn't Belong and Why?

From a list of three or four words/terms/phrases, pick out a word/term/phrase that does not fit with the group and tell the mathematics that explains why. Select words or terms that have more than one correct answer.

#11 ~ Word Sort

Begin with a set of words and ask students to arrange them into groups by whatever criteria they choose. They must tell why they grouped them that way, what they have in common, and why these terms are different from the words you have placed in a different group. Is there a term that doesn't fit into any groupings? If so, ask students to create a group with the term that does not fit with any other term.

#12 ~ Two-Way Sort

Terms that relate to the same topic may be confusing. A two-way sort offers students the opportunity to distinguish between terms through application. Students can work in small groups to sort the examples of the terms as well as to group the examples that deal with the same situation.

Step 6: Word Play

#1 ~ Synonyms, Antonyms, and Homonyms

Cut out stories from the newspaper and have students change as many words as possible to synonyms, antonyms, or even homonyms. Ask students to write evaluations of how the changes affected the meaning of the story. The funnier and more creative the story, the better.

#2 ~ Word Chant

Teacher leads a chant that includes hand clapping, leg tapping and finger snapping. First five word, then a definition, then an example/related comment or humorous statement.

#3 ~ Art Gallery

This is a great activity for reviewing vocabulary. Draw enough squares on the board for each student to be able to draw in. Have the students write their names above their squares. The teacher calls out a word and the students draws it (could be simple nouns e.g. “dog, bookcase, train”, verb structures e.g. “draw a man running, eating cake, sleeping”) or adjectives (“draw a big elephant, an angry lion, an expensive diamond ring”). For each student, give a score for his/her picture, and then move on to the next picture. The student with the highest score at the end is the winner.

#4 ~ Word Races

Assign groups of students a simple word for which there are many synonyms, and see which group can come up with the most synonyms for its word in a given amount of time.

#5 ~ Make a New Word

Ask teams of students to take a long word, such as *astonishment*, and see how many words they can make from its letters in an allotted time. While students are having a good time playing around with the word, they will also be picking up new vocabulary as they manipulate and form new words as a team. Students must be able to provide at least a simple definition of each word formed from the longer word in order for it to count, so pick words at random from the list and ask students to define them. This is a particular good activity for English language-learners, as it will expand the words that they will see and hear.

#6 ~ Which One Doesn't Belong?

Give students a set of four or five words. Ask them to work with a partner or a small group to examine each word and determine which one does not belong and why. Example: In the set *flower, pistil, organ, leaf*, and *stem*, the word *organ* doesn't belong.

#7 ~ Alliteration Please

Students can have a good time working in teams to create a book for fellow primary students that contains alliterative sentences from A to Z. Example: On the “A” page of the book, students might write, “All alligators are allowed apples,” Onomatopoeic words could be used for an additional touch of creativity, and dictionary use should be encouraged.

#8 ~ Spice It Up

Provide students with basic paragraphs that are written in simple, basic sentences. Ask students to rewrite the paragraph by trying to “spice-up” the simple vocabulary into more descriptive vocabulary. Students can also take a simple fairy tale, such as “Goldilocks and the Three Bears,” and rewrite it using more sophisticated vocabulary. Challenge students to see who can create the most unusual versions of the paragraphs or stories.

#9 ~ Word Play

As has been demonstrated already, the sixth step emphasizes the importance of games that use the terms and phrases from the academic vocabulary. After each activity, students should be asked to make corrections, additions, and changes to the entries in their notebooks. Students’ knowledge of the terms and phrases should deepen and become a sound foundation on which to understand the academic content present in class.

#10 ~ Taboo Words

This strategy forces students to think of several ways to word descriptions or definitions of terms and plays off a popular social game. Try to get your partner to say a particular term/word/phrase without using some of the other (taboo) words associated with it for forms of those words.

#11 ~ Step UP or Pyramid

This review game is based on the format of the TV game show “\$100,000 Pyramid.” Students are in pairs, one facing the screen, one with his/her back to the screen. On the PowerPoint slide show, enter the words in the boxes on the steps. Put a 5 second delay on the timing between words or adjust timing to suit your class level. You can also copy the stairs below on an overhead projector transparency, write the target words on the stairs and cover them with post-it flags and reveal them in succession. The student facing the screen gives clues (or names examples) for the category on the bottom step and continues to do give new clues until his/her partner has guessed the term. The clue giver repeats his responsibilities for each successive term up the stair case until one team yells, “Finished!” Teams earn the number of points for the last step they had completed before someone finished. Winners add 50 points to their score. Or if you want to be able to assess the groups, put the groups in teams of three. There will be one person who is not playing who can record the clues that were given. This person can also offer suggestions after play is over for another clue that might have helped the guesser.

The teacher can construct the categories from the current unit, around a theme (starts with....), or can just select words from review. The whole game takes less than a minute and students have the opportunity to express word meanings in their own words. If the partner is not guessing the correct category, the pair should determine if the examples were deficient or if the guesser did not know the meaning of the category. The students also have the chance to help one another with any troublesome terminology.

The same type game can be done with a pyramid starting with the lower left corner and completing the bottom row before going to the middle row left to right and then finally the top space. Again a third team member can record the clues and help analyze the play.

#12 ~ Talk, Talk, Talk, Talk, Talk.....

In this game students are in pairs (A & B), with student A facing the screen, and student B with his/her back to the screen. On the screen (PowerPoint, whiteboard, or overhead projector), a category is shown at the top of a page and the terms in the category will be shown in a list. The category will be shown first and student B can look at the screen to see the name of the category but must face away from the screen before the list is shown. Student A can describe any word on the screen and must continue talking until his/her partner has said every term on the screen in any order. No words on the list may be used while Student A is giving clues. This game could be done on a whiteboard/chalkboard, with paper taped over the list or on an overhead transparency with the list covered until student B has seen the category and has turned away from the screen.

TIER 2:

High Frequency Academic Vocabulary Words

TIER 2: High Frequency Academic Vocabulary Words

Accelerate	Contribute	Fluctuate	Notion	Sequence
Achieve	Convert	Focus	Obtain	Series
Adjacent	Create	Formulate	Obvious	Shift
Alternative	Criterion	Function	Occur	Signify
Analyze	Crucial	Generate	Passive	Similar
Approach	Data	Guarantee	Period	Simultaneous
Approximate	Define	Hypothesis	Perspective	Sophisticated
Arbitrary	Definite	Identify	Pertinent	Species
Assert	Demonstrate	Ignore	Phase	Specify
Assess	Denote	Illustrate	Phenomena	Stable
Assign	Derive	Impact	Portion	Statistic
Assume	Design	Implicit	Potential	Status
Authorize	Devise	Imply	Precede	Structure
Automatic	Devote	Indicate	Precise	Subsequent
Chapter	Dimension	Individual	Presume	Suffice
Compensate	Distinct	Inhibit	Prime	Sum
Complex	Distort	Initial	Principle	Summary
Complicate	Element	Innovation	Proceed	Technique
Comply	Emphasize	Intense	Publish	Technology
Component	Empirical	Interpret	Pursue	Tense
Comprehend	Ensure	Intuitive	Random	Theory
Conceive	Entity	Involve	Range	Trace
Concentrate	Environment	Isolate	React	Tradition
Concept	Equate	Magnetic	Region	Transmit
Conclude	Equivalent	Magnitude	Require	Ultimate
Consequence	Establish	Major	Respective	Undergo
Consist	Evaluate	Manipulate	Restrict	Usage
Constant	Evident	Mathematics	Reverse	Valid
Construct	Expand	Method	Role	Vary
Consult	Expose	Minimum	Section	Verbal
Context	External	Modify	Segment	Verify
Contrast	Feasible	Negative	Select	Vertical

Language Arts Vocabulary List

Kindergarten to Sixth Grade

Kindergarten ~ Language Arts

Alphabet	Listen/Listening
Answer	Lowercase
Ask	Main character
Author	Main idea
Back	Main topic
Back cover	Middle
Back/Front (cover)	Name
Beginning	Nonfiction
Beginning/Middle/End	Number word
Big idea	Objects
Book	Partner
Bottom	Period
Capital	Picture book
Carefully	Poem
Character	Predict
Collaboration	Prediction
Consonant	Print
Conversation	Problem
Date	Question
Describe	Question mark
Details	Read
Different	Reality
Directions	Retell
Discussion	Rhyme
Drawing	Same
End	Sentence
Events	Setting
Exclamation mark	Setting/Place
Fairy Tale	Sight word
Fiction	Sign
First/Last Name	Solution
Follow directions	Sort
Front	Sound
Front Cover	Sound (letter/initial/final)
Illustrations	Space
Illustrator	Story
Inside voice	Take turns
Interrupting	Text
Left/Right	Time
Letter	Title/Title Page
Letter (of the alphabet)	Top
Letters	Upper/Lower Case
Letter-sound	Vowel
Like	Word
Listen	Words/Word families

First Grade ~ Language Arts

Adjectives	Ending consonant	Pre-write
Agree	Events	Problem/Problems
Alphabetize/Alphabetical order	Exclamation mark	Pronouns
Answer	Explanatory text	Reread
Ask	Expository	Research
Audience	Expression	Revise
Beginning Consonants	Fairy tale	Root word
Blend/Blends	Fiction	Schema (prior knowledge)
Capital(ization)	Final	Segment
Category	Fluency	Sentence
Cause/Effect	Glossary	Sequence
Chapter	Group	Setting
Character	Heading	Short vowel
Character trait	High frequency	Sight word
Closing (sentence)	Identify	Singular/Plural
Collaborate	Illustrate	Solutions
Comma	Informational text	Sort
Complete and compound sentence	Initial	Sounds
Comprehend	Inside voices	Spell/Spelling
Comprehension	Interrupting	Spelling rule
Conjunction	Language	Story elements (problem-solution)
Connection/Connections	Listen carefully	Suffix
Consonant/Consonant blend	Long vowel	Summary/Summarize
Conventions	Middle	Supporting ideas
Conversation	Narrative text	Syllable/Syllables
Date (written form)	Nonfiction	Table of contents
Decode	Nouns (common, proper, possessive)	Take turns
Define	Opinion	Text feature
Describe	Order	Title page
Details	Paragraph	Topic sentence
Diagraph	Partner	True/false
Dictionary	Period	Upper/Lower case
Disagree	Phrase	Verb/Verbs
Discuss/Discussion	Plot	Vocabulary
Draft	Plural	Vowel
Edit	Poem	Word
End	Predict/Prediction	Writing process
	Prefix	

Second Grade ~ Language Arts

Adjective	Expand	Predicate
Adverb/adverbs	Explain	Predict
Alliteration	Expression	Pre-write/Prewriting
Analyze	Fable	Produce
Antonym	Facts	Product names
Apostrophe	Fiction	Pronoun
Base word	Fluency (reading)	Proper nouns
Beginning	Fluent	Publish
Beginning sound	Folk tale	Punctuate
Biography	Functions of speech	Purpose
Blends	Generalize	Questioning
Bold print	Genre	Quotation
Brainstorm	Geographic names	Quotation marks
Capitalize	Glossary/Glossaries	Rearrange
Caption	Graphs	Recount
Cause/Effect	Greetings	Reference materials
Character/Characters	Guide words	Reflexive
Charts	High-frequency words	Reflexive pronouns
Closings	Historical Text	Reread
Closure	Holiday names	Resources
Collective nouns	Homonym/homophone	Retell
Comma/commas	Icon(s)	Revise
Compare	Illustrations	Same
Compare (similarity)	Index/indexes	Sentence-level context
Complete sentence	Infer	Sequence of events
Compound sentence	Inference	Series
Compound word (s)	Informational text (s)	Settings
Comprehension	Informative	Sounds
Comprehension strategies	Introduction	Spelling pattern
Conclusion	Irregular words	Story map
Context clue	Key details	Strengthen
Contraction/Contractions	Main character	Structure
Contrast	Main idea	Subheading
Contrast (difference)	Main purpose	Syllabication
Conversation	Margin	Synonym/ Synonyms
Decode	Mental image	Table of contents
Define	Message (lesson learned)	Temporal words
Definition	Middle	Text features
Describe	Noun	Textbook
Details	Order of events	Theatre
Diagram (s)	Paragraph	Thesaurus
Dictionary	Parts of speech	Thesaurus atlas
Diphthongs	Past tense	Topic
Discussion	Plot	Verb
Edit	Plural nouns	Visualize/Visualization
Electronic menus	Point of view	Vowel sound
End		Vowels
Ending sound		Well-elaborated event

Third Grade ~ Language Arts

Abbreviation	Distinguish	Literature
Abstract nouns	Domain-specific words	Main idea
Action verb	Drama	Maps
Adjectives	Edit	Meaningful word parts
Adverb/Adverbs	Effect	Message
Affix	Encyclopedia	Modern fantasy
Alliteration	Ending rules	Modify predictions
Alphabetic order	Evidence	Mood
Analyze	Explain	Moral
Antonym/Antonyms	Expository	Motivations
Apostrophe	Fable/fables	Multi-meaning words (homonyms)
Articles	Fact	Multisyllable
Audience	Fair	Multisyllable words
Author's message	Feelings	Myth/myths
Autobiography	Fiction	Narrator
Big idea	Figurative language	Non-fiction
Biography	Folktales	Onomatopoeia
Capitalized	Friendly letter	Opinion
Caption	Future tense	Organization
Cause/Effect	Generalizations	Past tense
Chapter headings	Genre	Plan
Characters	Geographical names	Plot/Story line
Check for understanding	Glossary/Glossaries	Plural
Chronological order	Grammar	Poetry
Collaboration	Group	Point of view
Commas	Historical events	Position-based spelling
Comments	Historical fiction	Possessive
Comparative	Historical periods	Precise
Complete sentence	Holidays	Predicate
Complex sentence	Homographs	Predict
Compound words	Homophones	Prefix/Prefixes
Comprehend/Comprehension	Hyperlinks	Prompt
Conflict	Imperative	Pronouns
Conjunction	Independently	Punctuation
Contemporary realistic	Inferences	Purpose
Context	Informational text	Questions
Context clues	Interrogative	Quotation marks
Contraction	Irregular verbs	Quote
Conventional spelling	Italics	Recall
Conversations	Key details	Recount
Declarative	Keywords	Refer to text
Decode	Lead	Regular verbs
Derivational suffixes	Lesson	Respect
Detail/details	Exclamatory	Retell
Diagrams	Line	Revise
Dialogue	Listening	Role
Dictionaries	Inferences	Root word/base word
Discussion	Literal/Non-literal	Run-on sentence

Third Grade ~ Language Arts ~ Continue

Scene
Sentence structure
Sentence types
Sentence-level context
Sequences
Series
Sidebars
Singular
Slang
Sounding out
Speaker
Special events
Spelling
Statement
Story
Story elements (plot)
Strategies
Style
Subject/subjects
Suffix/Suffixes
Summarizing
Support
Supporting details
Supporting facts
Syllable patterns
Synonym/Synonyms
Text
Text Features
Textual
Textual support
Theme
Thesaurus
Titles
Tone
Topic sentence
Traits
Transitions
Understanding
Verbs
Visualize
Word

Fourth Grade ~ Language Arts

Adages	Event in a story	Periodicals
Adverbs	Evidence	Personification
Affix	Fable	Persuasive
Alliteration	Fact/opinion	Persuasive writing
Almanac	Figurative language	Plan
Alternate word choices	Fluency (reading)	Poems
Analogy	Foreshadowing	Pose (ask a question)
Analyze	Foreshadowing clues	Possessive noun
Anecdote	Formatting	Preface/ Prefaces
Animations	Genre	Prefixes
Apostrophes	Glossaries	Prepositional phrases
Appendix/ Appendixes	Greek affixes	Prepositions
Appositives	Headings	Prewrite
Article	Hyperbole	Problem/solution
Audience	Hypotheses	Prompt
Audience (as listener and reader)	Idioms	Proofread
Author's purpose	Image	Prose
Captions	Imagery	Proverbs
Categorize	In-depth description	Publish
Cause/Effect	Inference	Purpose
Central idea	Inflections	Quotation
Character	Interactive elements	Quotation marks
Character traits	Interpret	Regular verbs
Character's motive	Irregular verbs	Relate
Chronological order	Italics	Relative adverbs/pronouns
Chronology	Journal	Research
Clarify	Latin affixes	Restatements
Compare/contrast	Legend/ Legends	Revise
Comparison	Literature	Rhythm
Compound sentences	Log	Root
Conclude	Metaphor/ Metaphors	Second hand account
Conclusion	Meter	Selection
Concrete words	Mood	Sensory details
Confirm predictions	Multiple meanings	Sentence fragment
Conjunctions	Multi-step instructions	Sequential order
Context	Mystery	Setting
Definitions	Myth/ Myths	Simile/ Similes
Derivations	Mythology	Simple predicate
Dialogue	Narration	Simple sentence
Dictionaries	Newspapers	Simple subject
Direct speech	Oral tradition	Solution
Double negatives	Outline	Stage directions
Drama	Paraphrase	Structure
Drawing conclusions	Parentheses	Structure of text
Edit	Participial phrase	Suffixes
Elaborate	Parts of speech	Summarize
Encyclopedia	Passage	Support
Evaluate	Pattern of events	Thesaurus

Fourth Grade ~ Language Arts ~ Continue

Timelines
Transitional words
Verb tense
Verse
Voice
Word origins

Fifth Grade~ Language Arts

Adages	Dialect	Multi-syllabic words
Adding	Dialogue	Myth/myths
Affix	Discern	Narrative (1 st and 3 rd person)
Analog	Distinguish	Narrative writing
Analyze	Drama	Onomatopoeia
Antonyms	Dramatization	Parts of speech
Appositives	Draw information	Personification
Archetypal patterns	Edit	Perspective
Assessing evidence	Editing	Plagiarism
Author's craft	Elaborate	Plan
Bias	Ellipsis	Plot
Bibliographic reference	End notes	Poem
Bibliography	Ending	Poetic styles
Caption	Establish	Point of view/perspective
Cause/Effect	Evaluate	Prepositional phrase
Character development	Events	Prepositions
Characters	Evidence	Proverbs
Chronological order	Expression	Quotation marks
Citation/cite	Facts/options	Rearranging
Citations	Figurative	Recite
Clarifying	Figurative language	Reference
Climax	Flashback	Reference source
Colon	Fluency	Reflect/reflection
Comma	Focus	Register
Comparative adjective/adverbs	Foreshadowing	Relevance (relevant information)
Compare	Free verse	Relevant/irrelevant
Compare/contrast	Generalization	Research
Complex informational text	Greek affixes	Resolution
Conclude	Homographs	Revise/revising
Concluding paragraph	Hyperbole	Rewrite/rewriting
Conclusion	Icon	Rhythm
Conflict	Idiom/ Idioms	Rubric
Conjunctions	Independent/dependent clause	Semi-colon
Consolidating	Inference	Sequential order
Consult	Interjections	Series
Context	Interpret	Setting
Contrast	Introductory element	Short stories
Convey	Metaphor	Simile/similes
Coordinating conjunctions	Metaphorical	Stanza
Criteria/on	Minor character	Stereotypical
Debate	Monologue	Stress
Deleting	Mood	Style
Dependent clause	Moral	Summarize
Diagram (purpose of a diagram, graph/picture in text)	Multi-media	Summary

Fifth Grade~ Language Arts ~Continue

Superlative	Text (structure)	Tone
Superlative adjective, adverbs	Textual evidence	Transitional expressions
Supporting ideas	Theme	Transitional words
Symbolism	Thesaurus	Transitions
Synonyms	Thesis	Voice
Synthesize	Titles	Word origins

Sixth Grade ~ Language Arts

Adjective phrase	Drama	Order of importance
Adverbial phrase	Drawing conclusions	Origin
Affix	Edit	Outlines
Alliteration	Effective coordination	Paraphrase
Almanac	Elaborate	Paraphrase/summarize
Analysis	Electronic text	Passage
Analyze	End rhyme	Past perfect tense
Antagonist	Evaluate	Perceive
Antecedent	Explicitly	Personification
Appositive	Exposition	Perspective
Argument	Expository text	Persuasion
Assertions	Fallacious reasoning	Plagiarism
Author's viewpoint	Falling action	Plan
Autobiography	Fiction	Plot
Bias	Figurative language	Poetic elements: rhythm/rhyme
Bibliographic	Figurative/connotative meanings	Poetry
Biography	Figures of speech	Point of view
Business letter	First person	Point of view: first person, third person, omniscient, limited
Capitalization	Footnote	Preface
Central idea	Foreshadowing	Preliminary determination
Characters	Formal voice	Preliminary/secondary sources
Cite	Future perfect tense	Prepositional phrase
Claims	Generalization	Present perfect tense
Clarify	Greek affixes	Pronouns (intensive)
Clause	Greek/Latin affixes	Pronouns (subjective)
Climatic order	Homophone	Propaganda
Coherent	Imagery	Prose
Colon	Implied	Protagonist
Compare/contrast	Indefinite pronoun	Realistic
Complex sentence	Independent clause	Recurring theme
Composition	Inference	Relevant evidence
Compound sentence	Informational text	Relevant/irrelevant
Conclude	Inquiry	Reliable reference
Conflict	Interpret	Repetition
Conflict: internal/external	Interpretation	Resolution
Conjunction	Irrelevant	Revise
Connect	Judgment	Rewrite
Connotative meaning	Latin affixes	Rhyme
Context clues	Literal vs. figurative	Rhythm
Conventions	Main idea	Rising action
Convey	Media	Rubric
Cote	Metaphor	Scanning/skimming
Credible	Modifier	Semicolon
Criticism	Multimedia	Sentence combining
Critique	Multiple meaning words	Sentence structure
Cues (non-linguistic/linguistic)	Narration	Series of episodes
Dependent/Independent	Nuances	Setting
Dialect	Opinion	Shades of meaning

Sixth Grade ~ Language Arts ~ Continue

Summary	Subordination of ideas	Theme
Support	Symbolism	Third person
Spatial order	Synthesize	Tone
Stanza	Tabloid	Vague pronoun
Structural features		Word position

Math Vocabulary List

Kindergarten to Sixth Grade

Kindergarten ~ Math

1-100	Different	Length
2-dimensional	Digit	Less
3-dimensional	Dime	Less of
Above	Down	Less than
Add	Edge	Less than/same as or equal to/ more than
Add/joining	Eight	Lighter
Addend	Eighteen	Line
Addition	Eleven	Long
Alike	Equal	Longer
Altogether	Equal to	Make ten
And	Equation	Match
Angle	Expression	Measure
Area	Face	Measurement and Data
Array	Fewer	Minus
Attribute/ Attributes	Fifteen	Money
Behind	Fifth	More
Below	Fifty	More of
Between	First	Next to
Bigger	Five	Nine
By	Flat	Nineteen
Calendar	Flat (two dimensional shape)	Number
Calendar/day/week/month	Flat shape	Number and Operations in Base Ten
Capacity	Flat surface	Number pair
Category	Forward	Number sentence
Circle/ Circles	Four	Number Words (Zero-one hundred)
Classify	Fourteen	Numeral
Clock	Fourth	Object
Compare (same and different)	Graph	On
Compose	Greater	One
Cone/Cones	Greater than	One hundred
Corner/vertex	Half/whole (one)	Ones
Corners	Heavier	Operations and Algebraic Thinking
Corners (vertices)	Heavy	Over
Count/Count on	Height	Pair
Counting and Cardinality	Hexagon/Hexagons	Pattern
Cube/Cubes	Hour	Pattern Blocks
Curve	How many	Penny
Curved surface	In front of	Picture graph
Cylinder/Cylinders	Join	Place value
Data	Justify	Plus
Day	Larger	Positional words
Decompose	Last	Quantity
Difference	Left	Real-object graph

Kindergarten ~ Math ~ Continue

Reasonable	Shape
Rectangle/Rectangles	Shapes
Right	Shorter
Roll	Sphere
Side	Spheres
Square (Shape)	Square
Row	Sum
Sides	Take away
Squares	Taller
Same	Tally marks
Sides of equal length	Temperature
Stack	Ten
Same amount	Tens
Similar	Than
Subtract	Third
Same amount as	Thirteen
Six	Three
Subtract/separate	Three-dimensional
Same height	Three-dimensional figure
Sixteen	Time
Subtraction	Total
Same length	Triangle
Size	Triangles
Same number	Twelve
Skip Counting	Twenty
Same weight	Two
Slide	Two-dimensional (flat)
Second	Two-dimensional figure
Smaller	Under
Separate	Vertex
Solid	Week
Sequence	Weight
Solid shape	Weight/mass
Seven	Width
Seventeen	Word problem
Sort-same/different	Zero

First Grade ~ Math

1-120	Date	Half Hour
1st Grade CCSS Vocabulary Word List	Day	Half of
2-dimensional	Decompose	Half past
3-dimensional	Decomposing	Half-circle
Add	Describe	Halves
Addend/ Addends	Difference	Heavier
Addition	Different	Hexagon
Additive Identity Property of 0	Digit/Digits	Hour
Additive pattern	Digital	Hour hand
Alike	Digital clock	Hour/half-hour
Altogether	Dime	Hours
Analog	Direction	Hundred
Analog clock	Dollar	Hundreds
Angle	Dollar (symbol)	Half past
Array	Doubles	Half-circle
Associative Property of Addition	Doubles minus 1	Impossible event
Attribute/Attributes	Doubles plus 1	Inch
Backward/forward	Equal	Increasing pattern
Bar graph	Equal (=)	Is the same as
Bar model	Equal (symbol)	Iterate
Bar type graph	Equal parts	Length
Bills (currency)	Equal shares	Less than
Category	Equal sign	Less Than (<)
Cent	Equal to	Less than sign
Cent (symbol)	Equation	Lighter
Centimeter	Estimate	List
Certain event	Even	Longer
Chart	Explain	Longest
Circle/Circles	Expression	Making ten
Classify	Face	Measure
Clock	Fact family	Measurement and Data
Closed	False	Mental math
Closed figure	Fewer	Minus
Coin/penny/nickel/dime/quarter	Fewest	Minute/Minutes
Combinations	Flat surface	Minute hand
Commutative Property of Addition	Foot	More
Compare	Forth of	Most
Composite shape	Fourth	Multiple of ten
Cone	Fourth of	Nickel
Congruent	Fourths	Number
Count back	Fractional parts	Number facts
Count on	Geometric solid	Number line
Count up	Great than (symbol)	Number pattern
Counting	Greater than	Number sentence
Counting on	Greater Than (>)	Numbers and Operations in Base Ten
Counting up	Greater than sign	Numeral
Cube/Cubes	Group	Object
Curved surface	Guess	Odd
Cylinder	Half	One-fourth
Data	Half circle	One-half

First Grade ~ Math ~ Continue

Ones	Sequence	Temperature
Ones/tens	Shorter	Ten/Tens
Operations and Algebraic thinking	Shortest	Thirds
Order	Side	Three Dimensional
Ordinal	Similar	Time
Partition	Size	Trapezoid/ Trapezoids
Picture graph	Sort	Triangle/Triangles
Place value	Sphere	True
Plus	Square/ Squares	Turn Around
Prism	Subtract	Two Dimensional
Quarter (fraction)	Subtraction	Two-digit number
Quarter circle	Sum	Unequal parts
Quarter of	Symbol	Unequal shares
Quarters	Symbols	Unit
Rectangle/Rectangles	Take away	Unknown
Rectangular Prisms	Taller	Value
Related facts	Tallest	Vertex (plural-vertices)
Repeating pattern	Tallies	Weight
Rhombus	Tally chart	Whole
Right-rectangular	Tally mark	Whole numbers

Second Grade ~ Math

“Count on”	Customary system	Fourth
“Make 10”	Cylinder	Fourth of
1-1000	Data	Fourths
2-dimensional	Decimal point	Fraction
2nd Grade CCSS Vocabulary Word List	Decimal point (money)	Fractions (halves, thirds, and fourth)
3-dimensional	Decompose	Gallon
A.M.	Decrease	Geometric solid
Add	Denominator	Greater than
Addend/Addends	Difference	Greater Than (>)
Addition	Digit	Half circle
Addition facts	Digital	Half dollar (coin)
Additive Identity Property of 0	Digital clock	Half hour
Altogether	Dime/Dimes	Half of
Analog	Distance	Half past
Analog clock	Divide	Half-circle
Angle/Angles	Dollar	Halves
Array/Arrays	Dollar (symbol)	Height
Associative Property of Addition	Dollar Bills	Hexagon/Hexagons
Attribute/Attributes	Dollar Sign	Horizontal bar graph
Bar graph	Dollar(s) \$	Hour
Base-ten numeral form	Doubles	Hour hand
Base-ten numerals	Edge	Hundred/hundreds
Category	Equal	Inch/Inches
Cent (¢)/Dollar (\$)	Equal (symbol)	Increase
Cent (s)	Equal faces	Key
Cent (symbol)	Equal groups	Length
Cent Sign	Equal parts	Less likely/more likely
Cent/Cents	Equal shares	Less than
Centimeter/Centimeters	Equal to (=)	Less Than (<)
Circle/Circles	Equation	Line
Classify	Equivalent	Line plot
Closed Figure	Estimate	Longer
Closed shape	Even	Making tens
Column/Columns	Even number	Measurement
Commutative Property of Addition	Expanded	Measurement and Data
Compare	Expanded form	Measuring tape
Compensation	Expression	Mental Math
Compose	Face/Faces	Meter
Cone	Fact family	Meter stick
Count back	Fahrenheit	Meters
Count on	Feet	Metric system
Count up	Fewer	Midnight
Counting up	Five Minutes	Minute/Minutes
Cube(s)	Foot (Feet)	Minute hand

Second Grade ~ Math ~ Continue

Model	Pound	Subtraction
Money	Prism	Sum
More	Pyramid	Survey
More than	Quadrilateral/ Quadrilaterals	Symbol
Multiply	Quart	Symbol ($> = <$)
Nickel	Quarter	Symmetry
Nickels	Quarter (25¢ and time)	Table
Noon	Quarter (coin)	Take away
Number	Quarter circle	Tally chart
Number and Operations in Base Ten	Quarter hour	Tally mark
Number line	Quarter of	Tens
Number names	Quarter past	Thermometer
Number pairs	Quarter-hour	Third of
Number sentence	Quarters	Thirds
Numeral	Rectangle	Thirds
Numerator	Rectangle prism	Thousand/Thousands
Numeric pattern	Rectangles	Three dimensional
Octagon	Rectangular prism	Time
Odd	Regroup	Trapezoids
Odd number	Related facts	Triangle
One hundred	Repeated addition	Triangles
One-fourth	Row/Rows	Turn around
One-half	Ruler/Rulers	Two dimensional
Ones	Second (time)	Unit
One-third	Sequence	Unit of measure
Operation (+, -, x, /)	Shorter	Unknown
Operation and Algebraic Thinking	Side	Value
P.M.	Side of a shape	Vertex
Pair	Size	Vertex (plural-vertices)
Partition	Skip count	Vertex (vertices)
Pattern	Skip counting	Vertical bar graph
Pennies	Skip counting by 5's, 10's & 100's	Volume
Penny	Sort	Weight
Pentagon	Sphere	Whole
Pentagons	Standard form	Whole number
Picture Graph	Standard measure	Word form
Pint	Standards form	Word problem
Place Value	Subtract	Yard
Point (on number line)		Yardstick
Polygon		Zero

Third Grade ~ Math

A.M.	Equally likely	Meter
Add	Equation	Metric
Addend	Equivalent	Metric system
Algorithm	Equivalent fractions	Metric units (meter, centimeter, gram, kilogram)
Analog clock	Estimate	Minute
Approximate (verb)	Estimate (verb)	Multiple
Area	Evaluate	Multiplication
Area model	Even	Multiplication facts (0-9)
Arithmetic patterns	Expanded form	Multiplication/multiply
Array/ Arrays	Expression	Multiply
Associative Property of Addition	Face	Number line
Associative Property of Multiplication	Fact family	Number sentence
Attribute	Factor	Numerator
Bar graph	Factor (noun)	Octagon
Category	Foot	Odd
Centimeter	Formula	Open number line
Commutative property	Fourths	Order of Operations
Commutative Property of Addition	Fraction	Ordered pairs
Commutative Property of Multiplication	Fraction bar	Output
Compare	Gram	P.M.
Comparison	Greater than	Parallel lines
Compatible numbers	Grid	Parallelogram
Compose	Group	Parentheses
Congruent	Half	Partition
Coordinates	Half hour	Pattern
Cubic units	Halves	Pentagon
Customary system	Hexagon	Perimeter
Customary units of	Horizontal	Pictograph
Customary/standard measurements	Hour	Picture graph
Data	Hundreds (place value)	Place value
Decompose	Identity Property of Addition	Plane figure
Denominator	Identity Property of Multiplication	Point
Density	Inch	Point (positions/locations)
Difference	Input	Polygon
Digit	Interval	Probability
Digital clock	Is not equal to	Product
Distributive Property	Key	Quadrilateral
Divide	Kilogram	Quarter hour
Dividend	Less than	Quotient
Division	Line	Reasonableness
Divisor	Line of symmetry	Rectangle
Edge	Line plot	Rectangular prism
Eighths	Line segment	Rectilinear figure
Elapsed time	Liquid volume	Related facts
Endpoint	Liter	Remainder
Equal	Mass	Rhombus
Equal groups	Measure	Round
Equal shares	Mental	Round (to place value)

Third Grade ~ Math ~ Continue

Round a whole number	Square	Trapezoid
Rounding	Square pyramid	Triangle
Scale	Square unit	Two-dimensional
Scale (of graph)	Square unit (cm,m,in,ft.)	Unit Fraction
Scale on a graph	Square units	Unit square
Sequence	Standard form	Unknown
SI Units (metric) of measure	Subtract	Variable
Side length	Sum	Vertex
Side of a Polygram	Thirds	Vertex (vertices)
Sixth(s)	Thousand/Hundred	Vertical
Square	Thousand/Ten	Volume
Side length	Three-dimensional	Volume (liquid)
Side of a Polygram	Tiling	Whole number/ Whole numbers
Sixth (s)	Time interval	Word form

Fourth Grade ~ Math

Acute	Congruent	Inch
Acute angle	Convert/Conversion	Improper fractions
Add	Cup	Inequality symbols
Addend	Customary system	Intersecting
Addition	Customary units	Intersecting lines
Additive comparison	Data	Inverse operations
Algorithm	Data set	Kilogram
Angle	Composite number	Kilometer
Angle (acute, right, obtuse)	Computation	Length
Angle (measurement)	Decimal	Less than
Angle measure	Decimal factor	Like denominators
Approximate/Approximately	Decimal fraction	Line
Arc	Decimal notation	Line graph
Area	Decimal point	Line of symmetry
Area model/Area models	Decimal value	Line plot
Array/Arrays	Decompose/Decomposition	Line segment/Line segments
Associated Property of Multiplication	Degree (angle measure)	Line symmetric figures
Associative	Degrees	Lines
Associative Property of Addition	Denominator	Liter
Associative Property of Multiplication	Difference	Lowest terms
Attribute	Digit	Mass
Axis	Distance	Meter
Base (3-dimensional figure)	Distributive Property	Metric system
Benchmark fractions	Divide/Divided	Mile
Calculation	Decompose/Decomposition	Milliliter
Capacity	Dividend/Dividends	Millimeter
Celsius	Divisible	Million
Centimeter	Division/Divide	Minute
Change (\$)	Expression	Mixed number (s)
Circle	Fact family	Multiple/ Multiples
Classify	Factor	Multiplicative comparison
Cm	Factor pairs	Multiply
Combination (probability)	Foot	Number line
Common denominator (s)	Formula	Numerator
Commutative Property of Addition	Fraction	Obtuse angle
Commutative Property of Multiplication	Frequency table	Order of Operations
Compare	Function table	Ounce
Compare fractions	Gallon	Parallel
Comparison bars	Gram	Parallel lines
Compose	Greater than	Parentheses
Composite	Hour	Pattern
Composite number	Hundredth/Hundredths	Perimeter
Computation	Identity Property of Addition	Period
Convert (decimals to fractions)	Identity Property of Multiplication	Perpendicular

Fourth Grade ~ Math ~ Continue

Perpendicular lines	Reasonable/Reasonableness	Sum
Pint	Rectangular pyramid	Table
Place value	Reflection	Tenth/ Tenths
Plane figure	Related factor	Time interval
Point/Points	Related facts	Transformation
Pound	Remainder	Translation
Prediction	Right angle	Two-dimensional
Prime	Right triangle	Unit
Prime number	Rotation	Unit fraction
Probability	Round a whole number	Unlike denominators
Product	Rule	Variable
Proper fraction	Second	Vertex (vertices)
Protractor	Sequence	Volume (liquid)
Quadrilateral	Simplest form	Weight
Quart	Simplify	Whole numbers
Quotient	Square unit	Word form
Range	Standard form	Yard
Ray/Rays	Standard form (of a number)	Zero Property of Multiplication
	Subtract	

Fifth Grade ~ Math

1 st quadrant	Decimal point	Meter (m)
Add	Decimals to thousandths	Metric prefixes (milli, centi, kilo)
Addend	Decompose	Metric system
Algorithm	Denominator	Millimeter (mm)
Area	Deposit	Minuend
Area model	Difference	Mixed number
Array/Arrays	Distributive Property	Mode
Associative property	Dividend	Multiplicative Identity Property of 1
Associative Property of Addition	Divisor	Numerator
Associative Property of Multiplication	Equal to	Numerical expression
Attribute	Equation	Order of Operations
Axes	Equilateral triangle	Ordered pair/Ordered pairs
Axis (axes)	Equivalent	Origin
Axis (x and y)	Equivalent fraction (simplest/reduced)	Outcome (statistics)
Balanced	Equivalent fractions	Parallelogram
Base	Estimate	Parentheses
Base of a solid figure	Evaluate	Parenthesis
Base of an exponent	Expanded form	Percent
Base-ten numerals	Experiment	Perpendicular
Benchmark fraction	Exponent	Place value
Billions	Expression	Plane
Braces	Factor	Powers of ten
Brackets	Factor tree	Prime
Category	Fair number cube	Prime factorization
Centimeter(s) (cm)	Finite decimal	Prime number
Classify	Formula	Product
Common denominator	Generalization	Proper fraction
Common factor	Greater than	Quadrant/Quadrants
Commutative Property of Addition	Greatest common factor (GCF)	Quotient
Commutative Property of Multiplication	Hierarchy	Range
Compare	Horizontal	Range (statistics)
Compose	Hundredth/Hundredths	Ray
Composite	Improper fraction/ Improper fractions	Rectangular arrays
Composite number	Greater than	Regular polygon
Concrete models	Inequality	Relationship
Conversion (convert)	Intersect	Remainder
Convert (cm to m)	Intersection of lines	Rhombus
Coordinate grid	Isosceles triangle	Right rectangular prism
Coordinate plane	Least common multiples (LCM)	Right triangle
Coordinate system	Least common denominator (LCD)	Rounding
Coordinates	Less than	Scalene triangle
Corresponding terms	Like denominators	Scaling
Cubic system	Line plot	Sequence
Cubic unit	Long division	Simplest form
Customary system	Lowest terms	Simplify
Data	Mean	Solid figure
Data set	Measure of central	Standard form
Decimal	Median	Straight angle

Fifth Grade ~ Math ~ Continued

Subcategory	Three-dimensional figures	Vertical
Subtrahend	Tiling	Volume
Sum	Two-dimensional figures	Whole numbers
Tendency	Unit cube	Withdraw
Tenth/Tenths	Unit fraction	x-axis
Term	Unlike denominators	x-coordinate
Thousandth/Thousandths	Venn diagram	y-axis

Sixth Grade ~ Math

Absolute value	Denominator	Least Common
Acute triangle	Dependent variable	Least common multiple (LCM)
Addend	Deviation	Legs (triangle)
Additive Identity Property of 0	Diagonal	Less than
Additive inverses	Diameter	Line graph
Algebraic expression	Difference	Line plot
Algorithm	Dimensions	Linear relationship
Altitude	Direct proportional	Lower extreme
Area	Distribution	Interquartile range (IQR)
Arithmetic sequence	Distributive Property	Isosceles triangle
Associative	Dividend	Magnitude
Associative property	Divisor	Maximum
Associative Property of Addition	Dot plot	Mean
Associative Property of Multiplication	Double number line diagram	Mean absolute
Attribute	Equation	Mean absolute deviation
Axis (pl. axes)	Equilateral triangle	Mean absolute deviation (MAD)
Base	Equivalent	Mean box plots
Base number	Equivalent ratio	Measure of center
Base of a polygon	Evaluate	Measure of variation
Box plot	Experimental probability	Median
Circle graph	Exponent/Exponents	Metric system
Circumference	Expression	Minimum
Cluster	Factor	Minuend
Coefficient	Factorization	Mixed number
Common denominator	First quartile	Mode
Common factor	Formula	Multiplicative inverse (s)
Common multiple	Fraction	Negative Number/Negative numbers
Commutative property	Gap	Net (s)
Commutative Property of Addition	Graph	Non-terminating decimal
Commutative Property of Multiplication	Greater than	Number line
Complement	Greatest Common	Numerator
Compose	Greatest common factor	Numerical expression
Congruent figure	Greatest common factor (GCF)	Obtuse triangle
Constant	Height	Opposite
Constant rate of change	Histogram	Order of Operations
Constant speed	Hypotenuse	Ordered pair
Convert	Identity property	Origin
Coordinate pair	Improper fraction	Origin ((0,0) on graph)
Coordinate plane	Independent variable	Outlier
Coordinate system	Inequality	Percent
Coordinates	Infinite	Pi
Cube	Integer	Pi (π)
Customary systems	Integers	Plane figure
Data	Interquartile range (IQR)	Plot
Decompose	Isosceles triangle	Polygon

Sixth Grade ~ Math ~ Continue

Positive integer	Scalene triangle	Stem and leaf plot
Positive numbers	Sequence	Substitution
Positive rational number	Sequences (arithmetic, geometric, Fibonacci)	Table
Prime factor	Signed number	Tape diagram
Prism	Similar figures	Term
Product	Similarity	Term (in a sequence)
Proportion	Simple event	Termination decimal
Protractor	Simplify	Terms/like terms
Pyramid	Solid figure	Theoretical probability
Quadrant (s) I, II, III, IV	Spread	Third quartile
Quadrants	Square units	Three-dimensional
Quadrilateral	Square-based pyramid	Tree diagram
Quantity	Statistical variability	Triangular prism
Quartile (s) 1 st , 2 nd , 3 rd	Rectangle	Triangular pyramid
Quotient	Relationship	Unit cube
Radius	Right rectangular prism	Unit rate
Random	Right triangle	Upper extreme
Range	Sample space	Value
Rate	Scalene triangle	Variable
Rate of change	Statistics	Vertex (vertices)
Ratio	Stem and leaf plot	Volume
Rational number (s)	Substitution	Whole numbers
Reciprocal/Reciprocals	Subtrahend	x-axis
Rectangle	Sum	x-axis/y-axis
Relationship	Supplement	x-coordinate
Right rectangular prism	Surface area	y-axis
Right triangle	Survey (noun and verb)	y-coordinate
Sample space	Statistics	Zero pair

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