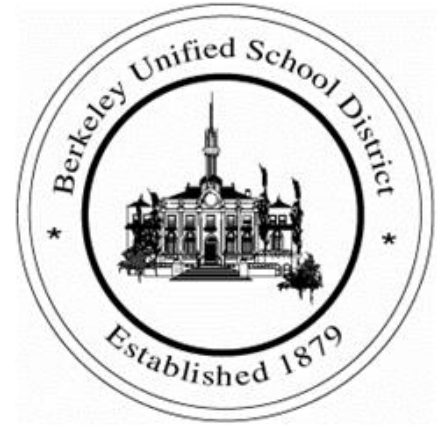




BERKELEY UNIFIED SCHOOL DISTRICT

Professional Development Office

BUSD Grade Level Academic Vocabulary

BERKELEY UNIFIED SCHOOL DISTRICT

Grade Level Academic Vocabulary

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Table of Contents

Acknowledgements.....	1
Overview	2
Implementation.....	5
Explicit Instruction	7
Guidelines for Explicit Instruction	8
Systematic Practice	11
Review and Deep Processing.....	12
Selecting Vocabulary	14
Templates	15
Useful Links.....	20
Grade Level Academic Vocabulary List	22
High School Level	23
Middle School Level.....	25
Elementary Level.....	28
Alphabetical List for Quick Reference	34
Bibliography	36

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Overview

A COMMON BASELINE OF ACADEMIC VOCABULARY

It is widely accepted among researchers that the difference in students' vocabulary levels is a key factor in disparities in academic achievement...but that vocabulary instruction has been neither frequent nor systematic in most schools

– Appendix A of Common Core State Standards

One of the major instructional shifts in the Common Core State Standards (CCSS) is the renewed focus on the importance of **general academic vocabulary**.

The BUSD Grade Level Academic Vocabulary List is designed to help Berkeley Unified School District systematically enhance the academic vocabulary of all of our students to better prepare them to learn the new Common Core State Standards. It is an articulated list of general academic vocabulary required at each grade level in all subject areas. Effective implementation will ensure that all BUSD students share a common baseline of rich, complex vocabulary terms necessary for engagement in the academic discourse required by the CCSS.

This work is aligned with the current research on vocabulary development, the district policy on equity, the BUSD 2020 Vision, the Common Core Standards, local assessments, and SBAC release items.

BUSD has taken a **district-wide systematic approach** to general academic vocabulary instruction because the leading research indicates that tier two vocabulary words are

- Not unique to a particular discipline and therefore not usually the focus of vocabulary instruction
- Far less defined by contextual clues
- Frequently encountered in a variety of academic contexts
- Widely applicable in academic speaking and writing

Following the vocabulary development work of Beck, McKeown and Kucan, the CCSS references three tiers of words that are vital to academic achievement:

Tier One words are the words of everyday speech usually learned in the early grades...

Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (dignified, faltered). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

Tier Three words (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, legislature, circumference, aorta) and key to understanding a new concept within a text... Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

- Common Core State Standards, p.33. corestandards.org CHECK OUT THIS VIDEO by Engage NY <http://d97cooltools.blogspot.com/2012/09/commoncoreunpackingacademicvocabulary.html>

General Academic
Words are Often
Referred to as Tier
Two Words

Academic Vocabulary Instruction for Equity

After decades of collaborating to increase child language vocabulary, Betty Hart and Todd Risley spent 2 ½ years intensely observing the language of 42 families. Specifically, they looked at household language use in three different settings: 1) professional families; 2) working class; 3) welfare families. Hart and Risley gathered an enormous amount of data during the study and subsequent longitudinal follow-ups to come up with an often cited 30 million word gap between the vocabularies of welfare and professional families by age three. Analysis of the data suggests that an even greater disparity exists in Berkeley. Systematically addressing the difference in our students' vocabulary is one of the ways to decrease the achievement gap in BUSD.

A Meaningful Difference				
Hart & Risley, 1995				
	Words heard per hour	Per week	Per year	In 4 years
Welfare	616	62,000	3 million	13 million
Working class	1,251	125,000	6 million	26 million
Professional	2,153	215,000	11 million	45 million

Selection Criteria

A team of Berkeley teachers, language development experts, and literacy specialists used the following criteria to cull words from the Coxhead Academic Word List, the list of EAP Academic Words, Dr. Kate Kinsella's Academic Word Lists, and other lists including common headwords, roots, suffixes, prefixes, and Spanish cognates, in conjunction with the Common Core State Standards, TCRWP and other BUSD language arts curriculum, as well as lists used in other. The General Academic (Tier Two) words were carefully selected based on the following criteria:

Each word on the list...

- ✓ is portable; it is likely to appear across subjects at that grade level and beyond,
- ✓ is vital to comprehension of academic text,
- ✓ helps students express their academic understanding,
- ✓ is essential for participation in academic discussions and writing, and
- ✓ is not typically used by students* without explicit instruction

* Particularly students in historically underserved subgroups who are not yet proficient on standardized measures of achievement

Implementation

Academic Vocabulary Instruction is no longer the sole responsibility of the Language Arts teacher. The CCSS requires that the **shared responsibility** of literacy instruction include general academic vocabulary instruction in all subject areas.

District, Site, and Teacher Roles

DISTRICT

ROLE

It is the district's role to provide this document which includes the BUSD Grade Level Academic Vocabulary List to every teacher and administrator. The PD Office will provide Academic Vocabulary Development training to accompany the list. The PD Office will also provide additional training at sites upon request. The preliminary list is subject to change as we learn more through implementation and as more information about the language demands of the SBAC is made available for alignment.

SCHOOL SITE

ROLE

It is the principal's role to monitor and support effective implementation. Sites are encouraged to provide grade level collaboration time for teachers, including specialists, to strategize on when and how to teach the words as well as plan which text-based and Tier Three words to also teach. Principals and teacher leaders should contact the PD Office for Academic Vocabulary Development PD at their site.

There are two approaches for school sites to choose from:

Autonomy Approach

One to Two words from the list are taught per week at each teacher's discretion

- ± Benefits of the Autonomy Approach
 - The context in which the words are taught is more authentic
 - Allows more creativity in planning for vocabulary instruction
 - Allows teachers to group the words in ways that make sense to them
- ± Drawbacks of the Autonomy Approach
 - Requires more systematic planning for each teacher
 - Requires coordination among classroom teachers, resource teachers, and specialists
 - Is harder to monitor

Words of the Week Approach

Two words per grade level are taught and emphasized school wide each week

- ± Benefits of the Words of the Week Approach
 - The entire school is focused on particular words at each grade level
 - Does not require teachers to map out when each word will be taught.
 - Is easier to monitor
- ± Drawbacks of the Words of the Week Approach
 - Using the words of the week in context in every subject in a given week may be a challenge leading to less authentic student practice

**TEACHER
ROLE**

At the elementary level, it is the classroom teacher's role to introduce and explicitly teach the words (See guidelines on page ____). The specialist teachers must intentionally reinforce the same words, requiring students' regular and accurate use of them within their specific content.

***Note:** See page ____ for tips on how to reinforce the words across the curriculum throughout the school day.*

At the secondary level, while teaching students how to use the words accurately and requiring their fluent use is the shared responsibility of all teachers, the ELA teachers must develop students' [deeper knowledge](#) of the words through word work such as parts of speech, semantic word webs, and other language arts techniques. All other teachers will teach ([Autonomy Approach](#)) and/or reinforce ([Words of the Week Approach](#)) and require students' regular and accurate use of the words in their specific content.

**TEACH FOR
MASTERY**

It is a district expectation that the words on the BUSD Grade Level Academic Vocabulary List be [taught for mastery](#) over the course of the school year. Teaching vocabulary for mastery means that it enables students to know and use the words accurately without hesitation. This requires explicit instruction of the terms that includes [practice, review, and deep processing](#). Instruction must be cumulative, with the terms integrated into increasingly complex tasks requiring them to be applied to multiple contexts.

**FOCUS FOR
INSTRUCTION**

The BUSD Grade Level Academic Vocabulary [List](#) is by no means totally representative of all words students should learn, nor is it to be used for busy work, homework packets or spelling lists. The purpose is to create a guaranteed baseline of words to be an **intentional focus for instruction**. The list must be supplemented by terms and language frames from specific texts and tasks, thematic words, subject-specific, Tier Three words ...words that may vary from class to class but with the BUSD Grade Level Academic Vocabulary List as the constant (See page ____ for **information on how to select text based vocabulary to supplement the list**).

**SUPPLEMENT
THE LIST**

In the first years of implementation, it may be necessary to also teach words from previous grades. It is recommended to use the entire list as a guide in supplementing a grade level. However, to avoid repetition in the coming years, please do not plan to explicitly teach words from upcoming grades unless they come up in context.

**DIRECT
TEACHING OF
VOCABULARY
MIGHT BE
ONE OF THE
MOST
UNDERUSED
ACTIVITIES
IN K-12
EDUCATION**

Explicit Instruction

Direct teaching of vocabulary might be one of the most underused activities in K-12 education. The lack of vocabulary instruction might be a result of misconceptions about what it means to teach vocabulary and its potential effect on student learning. Perhaps the biggest misconception is that teaching vocabulary means teaching formal dictionary definitions. -Marzano et al. 2002

Wide Reading Is Not Enough

Research indicates that wide reading alone is not an effective way to teach vocabulary, particularly to students who do not have exposure to academic English at home. In her 2010 lecture *Teaching Vocabulary in the Middle Grades*, Dr. Kate Kinsella cautions against over reliance on *indirect* vocabulary instruction:

In order for students to be able to use a word effectively in either speaking or writing they need to have explicit, scaffolded instruction. -Kate Kinsella, 2010

[Students} have to read widely to get exposure to many new words. Although reading widely across the subject areas is the main way youth can really bolster their recognition of many words, it isn't the most reliable way for them to develop a confident command to use them correctly in speaking and writing. We know that in order for students to be able to use a word effectively in either speaking or writing they need to have explicit, scaffolded

instruction of high leverage words, words that are portable across the subject areas and to other contexts: social and, later, to professional areas of their lives.

VIEW THE ENTIRE LECTURE INCLUDING FOOTAGE OF CLASSROOM INSTRUCTION
<http://pubs.cde.ca.gov/tcsii/prolearningtoolkit/kinsellatwotktime.aspx>

Kate Kinsella's Examples of Other Less Effective Vocabulary Instruction:

Many of us have been guilty at one time or another of utilizing inadequate techniques to teach vocabulary. Research has shown, however, that the following common practices are a waste of precious instructional minutes.

1. Incidental teaching of words
2. Asking, "Does anybody know what _____ means?"
3. Copying same word several times
4. Having students "look it up" in a typical dictionary
5. Copying from dictionary or glossary
6. Having students use the word in a sentence after #3,4, or 5
7. Activities that do not require deep processing (word searches, fill-in-the-blank)
8. Rote memorization without context
9. Telling students to "use context clues" as a first or only strategy. Asking students to guess the meaning of the word
10. Passive reading as a primary strategy (SSR)

Guidelines for Explicit Instruction

At the secondary level, although more time is spent on explicit vocabulary instruction, the words are systematically reinforced in every other class.

Explicitly teach one to two of the **BUSD Grade Level Academic Vocabulary List** words per week in context. The words must be taught and reinforced in context in *every academic subject*. Effective academic vocabulary development includes [systematic practice](#), [review](#), and [deep processing](#). In all content areas, academic vocabulary instruction must be cumulative, with the terms integrated into increasingly complex tasks requiring them to be applied to multiple contexts. In language arts, more time should be spent on instruction about the nuance of the word, its origin, root, affixes, etc., and language arts teachers should use word work strategies such as parts of speech, semantic word webs, and other language arts techniques.

When planning a unit, choose the words from the [list](#) that best lend themselves to the topic. The words are common enough that it should not be difficult to find them in the texts you already use. Grade level teams may collaborate to plan the order or timeline in which the words are taught.

**ELD AND RTI
USE WORDS
FROM
PREVIOUS
GRADES**

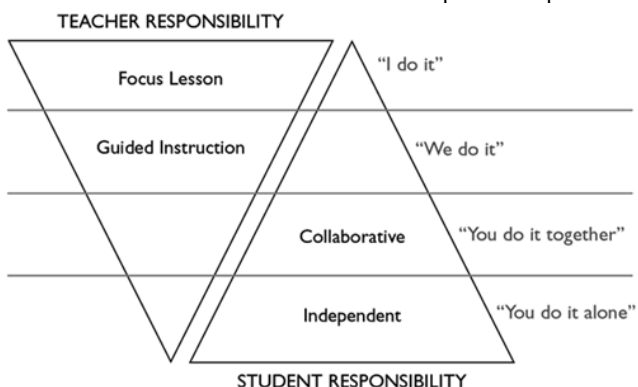
Differentiation: Use words from previous grades to guide planning for Tier One intervention. Words from previous grades may also be used in planning for ELD, ALD, and Tier Two and Three intervention groups.

Use a research proven **Vocabulary Development Routine**. While there is no single best way to teach vocabulary, the research and theory on vocabulary development does point to a few generalizations that provide strong guidance.

Sample Lesson

On the following pages is a research proven routine for instruction based on Robert Marzano's six step vocabulary development (2009), Kate Kinsella's vocabulary instruction routine (2010), and Doug Fisher and Nancy Frey's Gradual Release of Responsibility (2007).

Keep the pace snappy. Steps one through six should take just **15-20 minutes total**. Although tempting to spread out over days, research shows that steps 1-6 must be done together within a lesson. Step 6 may be repeated as often as needed as well as independent practice with the words.



1. Introduction to the word (1 minute)
2. Teacher's explanation of the word (2-3 minutes)
3. Students practice the word in a sentence (2-5 minutes)
4. Students create their own explanation of the word (3 minutes)
5. Students create a non-linguistic representation of the word (2 minutes)
6. Students engage in structured activity to use the word flexibly (5-10 min)
7. Teacher requires accurate and flexible use of the word (ongoing)

Focus Lesson (I do) Includes:

1. Introduction to the word (1 minute)

- a. Spelling
- b. Syllabication
- c. Pronunciation (teacher models, students repeat multiple times)
- d. Teacher may do a knowledge rating to access prior knowledge

What it might look like: Our first new word today is **example**, **e-x-a-m-p-l-e**. Repeat after me, example... ex- AM ple...example... Now the back of the room only... Now the front... Now let's whisper it...

Class, show me on your fingers your knowledge of the word **example**. Kianna, I see you gave it a four. Will you explain **example** to us? (Kianna's Response: *An example is one thing to kind of show more things.*) Good, Kianna. That's similar to mine.

Knowledge Rating

1= I've never heard the word before

2= I've heard the word, but I don't know what it means

3= I'm not sure what it means, but I think it has something to do with...

4= I know the word well and can explain it to the class...

2. Teacher's explanation of the word (2-3 minutes)

- a. Not a formal or dictionary definition
- b. Brief, concise, planned out
- c. Write the brief explanation on the board as you explain it
- d. Students copy the brief explanation in a language log
- e. Give 2 examples of the word in use
- f. May include a non-example or an example of its opposite
- g. The teacher may ask Spanish speakers to share if the word has a familiar cognate
- h. The teacher may ask EL and bilingual students if they know the word in their other language

What it might look like: a-d: An example is one thing that *represents* a larger group of things.

e: So if I say 'jazz is an example of the kinds of music I like' that means that I like jazz and there are many other kinds of music that I also like. Jazz is just an **example** of the many kinds of music I enjoy. I could also say 'Bud and Amy are examples of heroic characters we've read about.' That means that they are both heroic characters, and that we must have also read about other heroic characters.

f: It would not be correct to say, 'A square is an example of a geometric figure with 4 equal sides and 4 right angles.' That doesn't make sense because the square is the **ONLY** figure like that. There are no **OTHER** examples so it doesn't represent a larger group.

g: Josue, my Spanish cognate expert, is there a word you've heard in Spanish that sounds like example? (Response: ejemplo) .

h: Yeshi, can you translate **example** into Tibetan for me? Tenzin, does that sound right?

Guided Practice (We do) includes:

3. Students practice the word in a sentence (2-5 minutes)

- a. Use a cloze sentence and have students respond in unison with the target vocabulary word
- b. Direct students attention to anticipated errors (singular/plural, verb tense...)
- c. Then have students practice the target word correctly with a frame, written and orally with a partner

What it might look like:

a: Write on whiteboard:

Vanilla is an ____ of popular ice cream flavors.

Strawberry and vanilla are two ____ of popular ice cream flavors.

Read the sentences on the board as cloze sentences: Strawberry and vanilla are two (students respond in unison: examples) of popular ice cream flavors.

b: Notice how we went from “an example” in the first sentence to “examples” in the second sentence. Partner A’s tell partner B’s why it changed... (Response: Example changed to examples because there’s more than one now.) Partner B’s tell partner A’s when the word example needs to be singular, and when it needs to be plural... (Response: You write ‘an example’ if there’s just one, but you write the plural, examples, when there are two or more)

When you go to write your own, make sure that if you have one, you use an example (not a example) and if there are more than one example, you use the plural, examples.

c: Now use these frames on the board to write/say your own sentences.

____ is an example of ____.

____ and ____ are two examples of ____.

Student responses vary: Cats are an example of a popular pet. A square and a rhombus are two examples of a quadrilateral.

Collaborative Practice (You do together):

4-7: Teacher moves into the role of facilitator

4. Students create their own explanation of the word (3 min)

- a. Students share with a partner, revise as needed, and copy into a language log
- b. As students finish, the teacher picks a student with a strong response to share theirs with the class

5. Students create non-linguistic representation of the word (2 min)

- a. Teacher may model how this is done, but it is critical that students come up with their own representation that is meaningful to them
- b. Can be a sketch, picture, or gesture
- c. Skipping this step is not advised.

To fully absorb the meaning of academic words, students need to actively think about and use academic vocabulary in multiple contexts

6. Students engage in structured activities to learn to use the word flexibly (5-10 minutes on first day, then ongoing)

- a. Teacher requires students to use the new vocabulary in context
- b. As the students engage in learning activities the teacher listens not only for what they are saying, but how they are saying it
- c. Teacher monitors for accurate use of target vocabulary and provides feedback

Structured Language Practice Strategies:

<https://sites.google.com/a/berkeley.net/eld/home/slps>

Engagement Strategies: <http://its.gcsnc.com/act/strategies/>

7. Independent Practice (You do)
Teacher requires accurate and flexible use of the word in speaking and writing (ongoing)

- a. In activities such as written assignments, collaborative projects, class discussions, homework, and exit tickets
- b. In assessment such as quizzes, tests, and writing rubrics
- c. Ongoing focus in all subjects throughout the rest of the year

Systematic Practice

**REQUIRE
STUDENTS'
FLUENT AND
ACCURATE
USE OF THE
WORDS
THROUGHOUT
THE YEAR**

In order to internalize unfamiliar academic language, students need to practice it orally. Regular use of structured language practice strategies (SLPS) ensures that each student practices academic language multiple times throughout the lesson. SLPS include vocabulary *and* sentence structures and require all students to use target language.

Any interactive engagement strategy can become a SLPS if the teacher explicitly teaches the language to be practiced, and the focus of the activity is on student use of the new/unfamiliar language (Not what is said, but *HOW* it is said).

Basic Guidelines for effective SLPS:

1. Take the time to teach and model the *procedure* for any new SLPS. Demonstrate what successful participation looks and sounds like. Student volunteers or Fishbowl are good ways to model new procedures.
2. Make the target language rigorous, and mandatory. Never use SLPS with language that hasn't been explicitly taught first. Post the graphic organizers or word banks with "bricks" and the sentence frames with "mortar" that you've taught. Require students to use them during the activity and continuously remind them to focus on their use of the language.
3. Use a timer, chime, or other signal to mark the beginning, transitions, and ending of the activity. Keep it moving! Don't adjust your pace to allow all students to finish. If you use these strategies regularly, students will increase their speed to match your snappy pace.
4. Circulate to monitor for participation as well as accuracy. Provide targeted support as needed.
5. Take it to writing. A brief written product (sentence(s) in a journal, language log, note sheet, poster, post-it, exit ticket...) helps hold all students accountable.
6. Don't give up. If a SLPS routine results in chaos the first time, keep trying. Remember, using unfamiliar language makes people uncomfortable at first. Try using familiar/high interest content to introduce a new SLPS routine.
7. Keep it fresh. Once your class and you are comfortable with one or two SLPS, bring another into the rotation.



[CLICK HERE](#) to view an elementary classroom example of SLPS in math

[CLICK HERE](#) for Structured Language Practice Activities

[CLICK HERE](#) for collaborative group work strategies

[CLICK HERE](#) for more student engagement strategies

Review and Deep Processing

REINFORCE
TAUGHT
ACADEMIC
VOCABULARY
ACROSS THE
CURRICULUM

Tips to reinforce taught academic words across the curriculum and require students' regular and accurate use of them throughout the year

Strategically integrate taught academic vocabulary into your instructional routine so that students encounter the words often and have many opportunities to apply their knowledge of the words during reading, writing, and discussion. Focus on the relationship of selected words to important concepts or themes.

Activities for Vocabulary Development Strategies

3 X 3 Vocabulary

This activity promotes the identification of relationships between words. It helps students learn to use the words flexibly as different parts of speech. Students will take related words, ideas, and concepts and combine them together in sentences. The sentences should illustrate the relationship among the words, ideas, and concepts. This can be used as a form of alternative assessment as well as a cognitive teaching strategy.

3 x 3 Vocabulary

Column 1 Down: _____

Column 2 Down: _____

Column 3 Down: _____

Column 1 Across: _____

Column 2 Across: _____

Column 3 Across: _____

Procedure:

1. Pass out a 3x3 Vocabulary sheet on to each student or pair of students.
2. Provide a list of academic words for students to choose from. For each word, list all forms of the word as well, for example the word **consider** includes **consideration**, **considerable**, **considerably**, etc. Remind students to be mindful of verb tense as they use the verb form.
3. Allow students to choose from the word list, placing words in the blocks they choose (one word and all of its forms in each box).
4. Once the sheet is filled out, students should write six sentences which illustrate the relationships between the words in column 1 down, 2 down, 3 down, and rows 1 across, 2 across, and 3 across.

Download from http://its.gcsnc.com/act/strategies/3x3_Voc.htm

Analogies

With analogies, students have to do more than simply recall definitions—they also have to find the relationship between words. This challenge adds a higher level of thinking to the vocabulary process. Relationships between words include:

- synonyms (boy/lad)
- antonyms (midday/midnight)
- order (prepare/eat)
- degree (walk/trot)
- parts (band/watch)
- commonalities (scalpel/doctor)

Categorizing

Categorizing requires students to see what words have in common and how they fit together. Use the following activity, called List-Group-Label (Taba, 1967), before reading a book or beginning a new unit of study in social studies, science, or math.

- List words related to the major concept or theme.
- Group common words.
- Label each group.

While studying safety, for example, have pairs or small groups of students generate lists of words pertaining to safety. After the lists are complete, ask students to group the words into categories and label each group with a title, such as “At Home” and “First Aid.”

Close Reading focused on Vocabulary

[First Grade Video](#)

[Elementary Video TCRWP](#)

[Secondary Science Video](#)

[Tenth Grade Language Arts Video](#)

[Eleventh Grade U.S. History Grade Video](#)

Selecting Tier Two and Tier Three Vocabulary

Considerations for Selecting Academic Vocabulary From a Text

Here are some useful guidelines to help you select words to supplement the BUSD Grade Level Academic Vocabulary List. There are typically far too many academic words in a sample text to teach explicitly. The key is to be strategic about which words to teach for mastery, which to teach for exposure, and which to not teach at all. Consider the following when determining which words in a text selection to teach explicitly.

- ☐ Does the word significantly impact the meaning of the text?
- ☐ Does it illustrate nuance in an author's choice of words (ie. admitted vs. confessed)
- ☐ Will it help students express their understanding of the ideas and concepts they are learning from the text?
- ☐ Is the word likely to appear often in other texts?
- ☐ Does the word belong to a semantic word family (ie. base, basic, basically)
- ☐ Does it connect to other words or ideas that the students have been learning (in previous lessons, in other subjects)?
- ☐ Will it be useful to students in their own writing?
- ☐ Are there multiple meanings based on context?

NOTE: Often times textbook vocabulary words do not meet this criteria. Carefully select vocabulary with these questions in mind rather than teach textbook vocabulary that may not be as useful.

ANOTHER USEFUL TIP TO GUIDE YOUR SELECTION IS TO MAKE THE DISTINCTION BETWEEN EXPOSURE AND MASTERY

Exposure

Provide students with a quick explanation or synonym (receptive language)

- to be able to recognize the word when they hear it
- to be able to understand the word when they read it

Mastery

Explicitly teach students the word for mastery (expressive language)

- to be able to use the word with ease and accuracy when speaking
- to be able to use the word correctly in writing

For more on selecting vocabulary from complex text [CHECK OUT THIS VIDEO](#) by Engage NY

Templates

Academic Vocabulary Log

Marzano's Six Step Vocabulary Routine

Steps 1-4 should be brief – about 5 minutes per term

1. Model pronunciation and spelling. Have students repeat and then add it to a vocabulary log.
2. Provide a student friendly explanation, including analogies and/or use in a sentence. Provide visuals, including your written explanation.
3. In partners, students add their own explanation.
4. Students create a non-linguistic representation of the term (symbol, icon, or sketch) in the log.
5. Students engage in structured activities to practice using the term in context. They add to their log notes as they expand on their knowledge of terms.
6. Students discuss the content and write using the new terms. (Provide sentence frames as needed). They add to their log notes as they expand on their knowledge of terms.

Unit/Topic: _____				
1. Term and pronunciation (ie. Meiosis = my <u>oh</u> sis)	2. Teacher's explanation and examples	3. My explanation in my own words	4. Sketch, diagram, symbol, picture or icon	5 and 6. Notes from activities/discussions; deeper understanding, more examples, applications, related concepts...

Academic Vocabulary Concept Map Organizer

Definition/Explanation and symbol or sketch	Essential characteristics
Concept	
Examples • • • • • •	Non-examples ∅ ∅ ∅ ∅ ∅ ∅

Academic Vocabulary Concept Map Organizer II

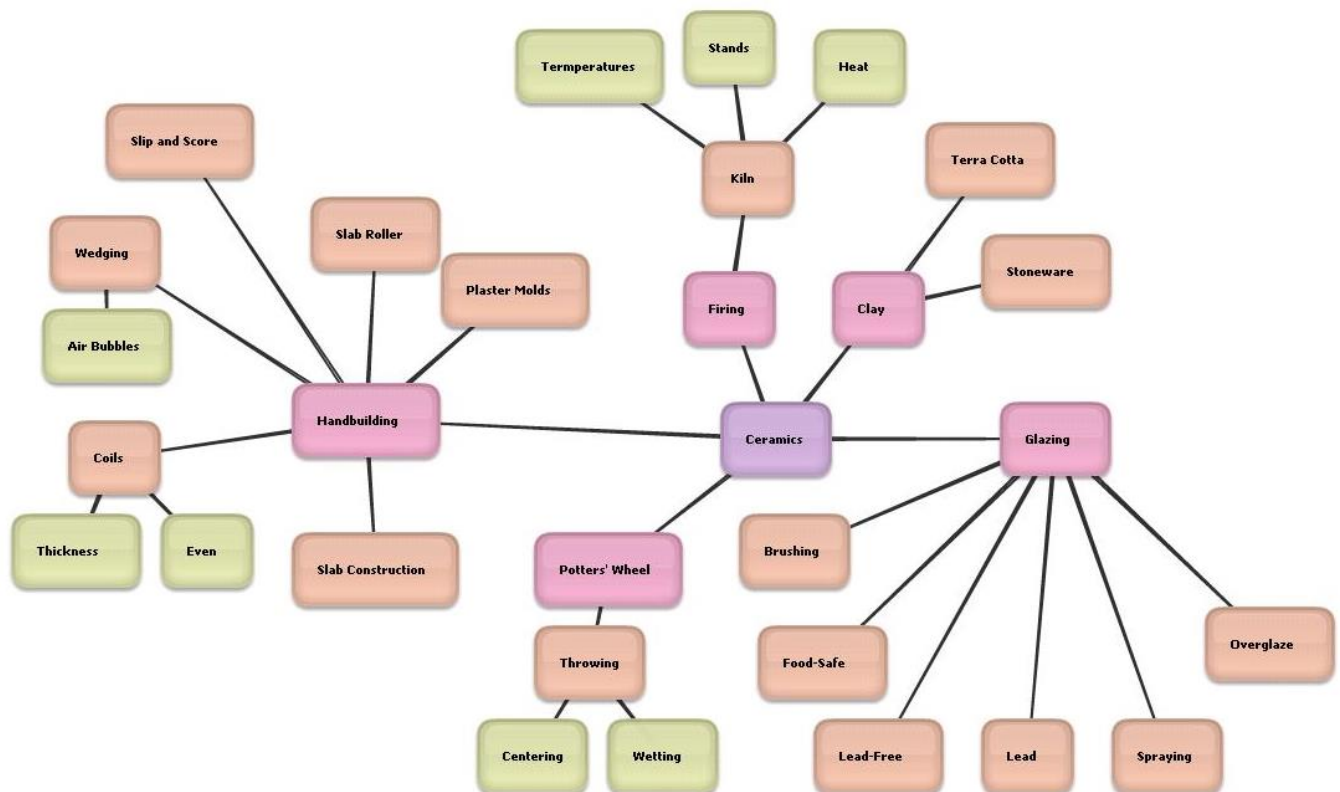
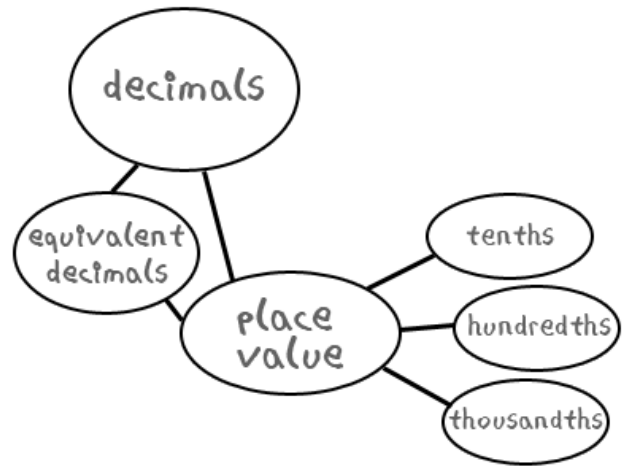
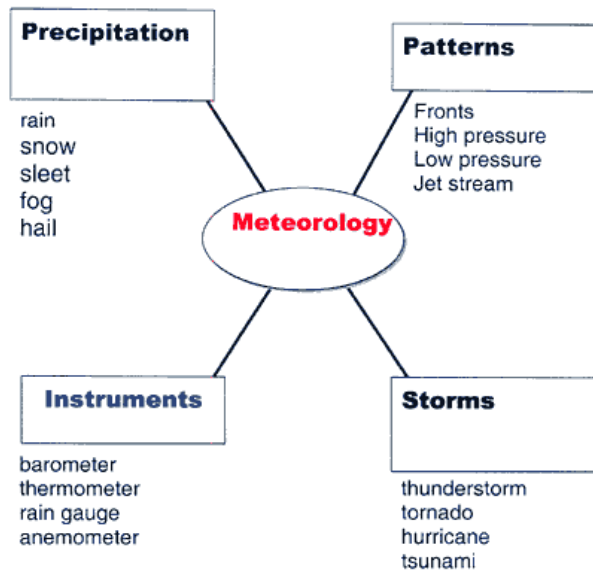
Vocabulary Word:	
Prefix & Meaning:	Root:
Synonym or brief explanation:	
Characteristics:	
Student definition: <i>(general meaning or for a specific context)</i>	
Examples: ✓ ✓ ✓	NON-examples: Ø Ø Ø
Showing Sentence:	
Illustration or symbol:	

Word Webs

A word web is a diagram showing how one word may be linked to several other groups of words. It may be linked by meaning, or by word family. For example, the word **like** can be linked to words with the prefix **dis-** (**dislike**) and can also be linked to words with the suffix **-able** (**likeable**). In addition, it can be found in other words such as: likelihood, alike, childlike, ladylike, etc.

More Graphic Organizer Templates:

<http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>



Building Academic Vocabulary

To download [CLICK HERE](#)

Other Downloadable Lists: Common Roots, Prefixes, and Suffixes ~ Spanish Cognates ~ Math Words Commonly Used in Other Subjects ~ Transition Words ~ Coxhead AWL List ~ EAP List

One Hundred Plus Word Parts... *To Make You Smarter*

a	not	fer	carry	pel	push
able	able to	fid	faithful	pend	hang
acro	high	firma	hard	pent	five
agora	open space	frag	break	peni	around
amphi	both	fratri	brother	philos	love
anima	anima	ful	full of	phobia	fear
ante	before	gen	beginning	phono	sound
anthropos	mankind	geo	earth	photo	light
anti	against	gon	angle	polis	city
aqua	water	graph	write, record	poly	many
astro	star	hemi	half	pond	weight
audio	hear	hex	ten	port	carry
auto	self	homi	man	pre	before
bene	well	hydro	water	pro	forward
bi	two	hyper	over	pseudo	false
biblios	book	hypo	under	quad	four
bio	life	im	in	quin	five
bon	good	infanti	child	re	back again
eaco	bad	inter	between	regi	king
came	meat	intra	within	scope	look at
cede	go	intro	into	scribo	write
cent	hundred	ist	one who	sec	dry
chrono	time	ject	throw	sed	sit
cide	kill loc.	loq	speak	sophos	wisdom
circum	around	logy	study of	soror	sister
cis	cut	magni	great	sphere	globe
cogni	know	mal	bad	stat	stay
con	with	manu	hand	sui	self
contra	against	matri	mother	sym	together
cracy	government	meter	measure	tele	far off
cred	believe	micro	small	tene	hold
cure	heal	midi	middle	terra	earth
cycle	circle	mil	thousand	theos	god
de	from	mono	one	tract	draw
dec	ten	mort	dead	trans	across
demos	people	nautus	sail	tri	three
dent	teeth	nym	name	un	not
dermis	skin	Oct	eight	uni	one
dia	through	omni	all	val	well
dict	say	ortho	straight	vert	tum
duct	lead	Ous	full of	vid, vis	see
er or	one who	path	feeling	vit, viv	live
eu	good	patri	father	voc	call
ex	out of	ped	foot, child	zo	animal

Useful Links

Videos:

Academic Vocabulary in Common Core Standards

<http://d97cooltools.blogspot.com/2012/09/commoncoreunpackingacademicvocabulary.html>

Generative Words video: <http://www.wordgeneration.org/proven1.html>

Kindergarten Strategy Video:

http://www.youtube.com/watch?feature=player_embedded&v=iETebHSQX-w

Word Sift Video: <http://www.wordsift.com/site/videotour/newFeat>

Elementary classroom example of vocabulary practice in math

<http://www.youtube.com/watch?v=TXMR2THtHcg>

Close Reading Videos:

First Grade <http://www.wordsift.com/site/about>

Elementary TCRWP <http://www.youtube.com/watch?v=nznO1BMtahw>

Secondary Science <http://www.youtube.com/watch?v=mJgu2DsB9kQ>

Tenth Grade Language Arts <http://www.youtube.com/watch?v=XFRClI2q18Y>

Eleventh Grade U.S. History Grade <http://www.youtube.com/watch?v=iKIUovilf5Y>

Academic Vocabulary Teaching Strategies

Vocabulary Instruction http://www.scoe.org/docs/ah/AH_kinsella2.pdf

Structured Language Practice Activities

<https://docs.google.com/a/berkeley.net/viewer?a=v&pid=sites&srcid=YmVya2VsZXkubmV0fGVsZHxneDo3OWFkMjVjM2RmNDQyZTYx>

Collaborative group work strategies

<https://docs.google.com/a/berkeley.net/viewer?a=v&pid=sites&srcid=YmVya2VsZXkubmV0fGVsZHxneDoxMWU2NTA3MzI0MzA3N2Vm>

Student engagement strategies <http://its.gcsnc.com/act/strategies/>

Web Vocabulary Resources for Teachers:

<http://www.wordsift.com/site/about>

<http://www.roberson.k12.nc.us/Page/33319>

<http://blog.colorincolorado.org/2013/01/01/top-ten-resources-on-the-ccss-for-ells/>

Articles and Presentations:

AFT Article on Vocabulary Instruction

<http://www.aft.org/newspubs/periodicals/ae/spring2001/biemiller.cfm>

The Academic Language of Mathematics

http://ptgmedia.pearsoncmg.com/images/9780205627585/downloads/Echevarria_math_Ch1_TheAcademicLanguageofMathematics.pdf

General Academic Vocabulary to Enhance Understanding of Complex Texts

http://www.ride.ri.gov/Instruction/DOCS/CommonCore/AV1/Academic_Vocabulary_PowerPoint.pdf

Vocabulary Instruction and Language Development for English Learners

<http://www.k12.wa.us/Reading/ReadingFirst/MaterialsHandouts2009-10/VocabELLFulldayHO.pdf>

Research Articles <http://onlinelibrary.wiley.com/doi/10.1002/RRQ.011/pdf>

http://www.edweek.org/ew/articles/2013/02/06/20vocabulary_ep.h32.html

Downloadable Lists:

Common Roots, Affixes (PDF pp. 6-12)

<http://www.englishcompanion.com/pdfDocs/acvocabulary2.pdf>

Spanish Cognates <http://spanishcognates.org/>

Transition Words <https://www.msu.edu/~jdowell/135/transw.html>

Academic Word List (Coxhead AWL)

<http://www.victoria.ac.nz/lals/resources/academicwordlist/information>

General Service Lists http://www.lex tutor.ca/freq/lists_download/

AWL/GSL Sublists <http://www.nottingham.ac.uk/~alzsh3/acvocab/wordlists.htm>

EAP Vocabulary (PDF p. 13)

<http://www.englishcompanion.com/pdfDocs/acvocabulary2.pdf>

Kinsella Academic word lists

<http://staff.esuhdsd.org/danielle/english%20department%20village/cahsee%20vocabulary.html>

Common Terms in Mathematics <http://dorakmt.tripod.com/mtd/glosmath.html>

Spanish lists <http://quizlet.com/12171949/print/>

Grade Level Academic Vocabulary List

The BUSD Grade Level Academic Vocabulary List is listed by grade level in reverse order to make clear to all what students are expected to achieve by graduation from our district.

Each grade level (spans in high school) has 36-90 words

Number of Words by Grade Level:

<u>Kinder</u>	<u>37</u>
<u>1st -</u>	<u>51</u>
<u>2nd -</u>	<u>61</u>
<u>3rd -</u>	<u>63</u>
<u>4th -</u>	<u>62</u>
<u>5th -</u>	<u>61</u>
<u>6th -</u>	<u>55</u>
<u>7th -</u>	<u>61</u>
<u>8th -</u>	<u>70</u>
<u>9th-10th span –</u>	<u>90</u>
<u>11th-12th span –</u>	<u>85</u>

K-12 Alphabetical List for Quick Reference – 664 words total

11th/12th Grade

abrogate	frivolous	reciprocal
acerbic	hinder	rescind
ameliorate	hubris	restraint
amend	inane	salient
arbitrarily	incognito	sought
archaic	indispensable	specificity
articulated	infrastructure	staggering
auspicious	insulated	subjugate
banal	intangible	substantial(ly)
calibrate	itemize	subtlety
capricious	gist	succinct
caveat	juxtaposition	suffice
connotative	levity	superfluous
consolidate	lexicon	symbiotic
conversely	loquacious	ubiquitous
deleterious	milieu	underlying
denote	myopic	assumption
didactic	nefarious	unilateral
disparaging	obsequious	usage
divulge	offset	usurp
dogmatic	omnipotent	vehement(ly)
eclectic	pejorative	vested
ephemeral	periphery	vilify
epiphany	pertinent	visceral
facetious	posit	whereas
finite	predictability	whereby
formulate	predictor	wrought with
fortuitous	recapitulate	
frivolity	recede	

9th /10th Grade

abdicate	duration	notion
albeit	emerge	notwithstanding
alternate	enable	nuance
ambiguous	encounter	orient
apparent(ly)	enhance	paradigm
approximately	ensure	parameter
arbitrary	entity	perceive
attain	exceed	persist(ent)
attribute	exemplify	plausibility
beneficial	explicit(ly)	plethora
capability	extensive	preliminary
cease	facilitate	presumably
cohesion	feasible	prohibit
coincide	finite/infinite	refine
colleagues	fluctuate	relevant/
commence	forthcoming	irrelevant
compensate	given that	reliable/reliability
compile	hence	resolve
comprehensive	impede	sequential
comprised of	implicit(ly)	signify
conceive	incidental(ly)	specifically
conform	inclination	subsequent
constrain	incontrovertible	subsidize
convene	inevitable	supplement(ary)
delineate	inherent	sustain
derive	initiate	tangible
despite	integral	undergo
deviate	intrinsic	varied
devote	invoke	verify
discrete	manipulate	
distort	nevertheless	

8th Grade

accordingly	devise
accurately	diminish
acquire	disputable (indisputable)
adequate(ly)	dynamic
allocate/allocation	Employ
alternative	equate
analytical	ethic(al)
anticipation	evident(ly)
applicable (inapplicable)	exceedingly
approach	exhibit, exhibition
articulate (adj)	focal
assertion	Inclined, inclination
assumptions	inconceivable
authentic, authenticity	indicative of
availability	influential
capacity	invariably
coherent (incoherent)	marginal
complexity	perception
conceivably	plausible
concurrent	Presume, presumption
consequently	Requisite (prerequisite)
considerably	specify
constitutes	Speculate, speculation
consult, consultation	subsequently
convey	susceptible
correlation	thereby
depict, depiction, depicted	validity
detect	vary/varied
determination	virtual(ly)

7th Grade

affect (v)	incorporate
articulate (v)	indicate
aspects	influence
assertive(ly)	inquire
authority	integrate
capture	intense
clearly	interpret
conceivable (inconceivable)	isolate
conditional (unconditional)	literal(ly)
consideration	maturity
consist of	notorious
contradictory	phase
correlate	portray
credibility	potential
criteria	potentially
design	preclude
determined	prospect(ive)
differentiate	recollection
draft (v)	relate
establish	reserve
exclusive	resulting in
exercise, exercise (n)	rigid
factor	secure
feature	strategic(ally)
generally	subjective / objective
generate	sufficient(ly)
illustrate	supported by
impact	unify
imply	

6th Grade

according to	due to
accuracy	elaborate
additional	eligible
advocate	emphasis
analysis	equip
appeal	essentially
appropriately	evidently
assemble	
basically	extended
characteristic (adj)	extent
clarification	fundamentally
collaborate	genuine
common(ly)	given
comparable	justification
competent	likelihood
compile, compilation	maintain
concur	negativity
contend	obvious(ly)
context	positivity
contribute	prevent
contribution	productive
converse	prompt (v)
credible	require
debatable	reveal
decline	status
demonstrate	strategic
despite	subtle
development	the following

5th Grade

accurate	fundamental
additionally	including
address (v)	including
advantage/disadvantage	infer/inference
analyze	interact
arguably	interaction
assert	issue
available	limited
citation	negate
cite	note (v)
complement	object to (v)
complex	overall
condition	persuade
contradiction	primary/primarily
contrary	procedure
coordinate	product
correspond	properties
crucial	quality
data	reflect
debate	restrict
discriminate	restricted
drawback (benefit)	result
eliminate	significantly
emphasize	source
encounter	suggest
establish	transition
evaluate	ultimate(ly)
eventually	valid
excess(ive)(ly)	variation
expand	volume
focus	

4th Grade

abstract/concrete	logical
academic	maximize
alter	minimize
assess	modify
assume	monitor
assumption	notice
brief	oppose/opposition
clarify	optional
confirm	original/originally
consider	perhaps
consistent, consistently	possibility
contradict	possibly
current	presume
currently	previous/previously
develop	produce
display	propose
dispute	reaction/react
distinguish between	recent(ly)
effective(ly)	refer
essential	report
exaggerate	represent
examine	series
form/formation/format	significance
highlight	standard
influence/influential	state (as a verb)
inform	suppose
information	typical
informative	typically
involve	utilize
judge/judgment	vary
likely	version

3rd Grade

although	include
analyze	information
anticipate	investigate
cause	justify
characterize	label
claim	maximum
class/classify	minimum
collect	occur
comparison	organize
completely	Place
conclude	point out
constant	prior
contrast	process
create	question
critical	reason
defend	recall
define	regularly
determine	request
disagree	require/required
discuss	research
draw (draw conclusion, draw upon...)	respond
effect	response
event	review
evidence	sequence
exclude/include	significant
former	specific/specifically
frequently	strategy
general, in general	structure
however	summarize
identify	support
	various

2nd Grade

above	miss(ing)
ago	model
apply	object (n)
area	plan
argument	
arrange	portion
behind	possible
benefit	prepare
category	probably
characteristics	prove
check	purpose
clear	rank
compare	rare
complete	ready
conclusion	reduce
decide	relate to
deep	relationship
direct	restate
enough	results
ever	reverse
explanation	several
few (adj)	solution
free	Solve
important	soon
impossible	special
in common	state (v)
interest	though
interesting	trait
introduce	unique
item	useful
less	wonder

1st Grade

always	next
argue	observe
begin	often
better	opinion
between	order
both	organize
chart	participate
consequence	pass
describe	predict
discover	reason
discuss	review
during	seem
effect	should
event	since
explore	still
far	sure
few (n)	those
finish	thought
keep	type of
left	until
likely	unusual
locate	usual
main	usually
maybe	while
might	experience
never	

Kindergarten

after
again
agree with
also
any
appropriate
audience
because
before
clue
copy
detail
differ
does
even
every
example
explain

finish
just
list
many
much
must
near
only
part
perform
place (v)
point
put
self
sort
start
such

Alphabetical List for quick reference

abdicate	authority	consequence	discrete	explicit(ly)
above	available	consequently	discriminate	explore
abrogate	Banal	consider	Discuss	extended
abstract/concrete	basically	considerably	discuss	extensive
academic	because	consideration	Disparaging	extent
according to	before	Consist of	display	facetious
accordingly, in	begin	consistent,	disputable	facilitate
accordance	behind	consistently	(indisputable)	Factor
accuracy	beneficial	consolidate	dispute	far
accurate	benefit	constant	distinguish	feasible
Acerbic	better	constitutes	between	Feature
acquire	between	constrain	distort	few (adj)
additional	both	Consult,	divulge	few (n)
additionally	brief	consultation	does	finish
address (v)	calibrate	contend	dogmatic	finish
adequate(ly)	capability	context	Draft (v)	Finite
advantage/disadvantage	capacity	Contradict	Draw (draw	finite/infinite
advocate	Capricious	contradiction	conclusion, draw	fluctuate
Affect	capture	contradictory	upon...)	focal
after	category	contrary	drawback/benefit	focus
again	Cause	Contrast	due to	form/format
ago	Caveat	contribute	duration	former
agree with	cease	contribution	during	formulate
albeit	characteristic	convene	dynamic	forthcoming
allocate/allocation	characteristic (adj)	converse	Eclectic	Fortuitous
also	characterize	conversely	Effect	free
alter	chart	Convey	effect	frequently
alternate	check	coordinate	effective(ly)	Frivolity
alternative	citation	copy	elaborate	frivolous
although	cite	Correlate	eligible	fundamental
always	claim	correlation	eliminate	fundamentally
ambiguous	clarification	correspond	emerge	general
Ameliorate	clarify	Create	emphasis	generally
amend	class/classify	credibility	emphasize	Generate
analysis	clear	Credible	Employ	genuine
Analytical	clearly	Criteria	enable	given
analyze	clue	critical	encounter	given that
analyze	Coherent	crucial	enhance	hence
anticipate	(incoherent)	current	enough	highlight
anticipation	cohesion	currently	ensure	hinder
any	coincide	data	entity	hubris
apparent(ly)	collaborate	debatable	Ephemeral	Identify
appeal	colleagues	debate	epiphany	Illustrate
applicable	Collect	decide	equate	impact
(inapplicable)	commence	decline	equip	impede
apply	common	deep	essential	implicit(ly)
Approach	comparable	defend	essentially	Imply
appropriate	compare	define	establish	important
appropriately	Comparison	deleterious	ethic(al)	impossible
approximately	compensate	delineate	evaluate	in common
arbitrary	competent	Demonstrate	even	Inane
archaic	compile	denote	event	incidental(ly)
area	compilation	Depict, depiction,	event	inclination
arguably	complement	depicted	eventually	Inclined, inclination
argue	complete	derive	ever	Include
argument	completely	describe	every	including
arrange	complex	Design	evidence	incognito
Articulate (adj)	complexity	despite	evident	inconceivable
Articulate (v)	comprehension	detail	evidently	incontrovertible
articulated	comprehensive	Detect	exaggerate	Incorporate
Aspects	comprised of	determination	examine	Indicate
assemble	conceivable/inconceivable	determine	example	indicative of
assert	eivable	determined	exceed	indispensable
assertion	conceivably	develop	exceedingly	inevitable
assertive	conceive	development	excess(ive)(ly)	infer/inference
assess	conclude	deviate	exclude/include	Influence
assume	conclusion	Devise	exclusive	influence/influential
assumption	concur	devote	exemplify	al
attain	concurrent	Didactic	Exercise, exercise	inform
attribute	condition	differ	(n)	information
audience	conditional	Differentiate	Exhibit, exhibition	informative
auspicious	(unconditional)	Diminish	expand	infrastructure
authentic	confirm	direct	experience	influential
authenticity	conform	disagree	explain	inherent
	connotative	discover	explanation	initiate

Inquire	Nefarious	Preclude	respond	suffice
insulated	negate	predict	response	sufficient(ly)
intangible	negativity	predictability	restate	suggest
integral	never	predictor	restraint	Summarize
Integrate	nevertheless	preliminary	restrict	Superfluous
intense	next	prepare	restricted	supplement(ary)
interact	note (v)	presumably	result	support
interaction	notice	presume	Resulting in	supported by
interest	notion	presumption	results	Suppose
interesting	notorious	prevent	reveal	sure
interpret	notwithstanding	previous/previousl y	reverse	susceptible
intrinsic	nuance	primary/primarily	Review	sustain
introduce	object (n)	prior	review	Symbiotic
invariably	object to (v)	probably	rigid	tangible
investigate	obsequious	procedure	Salient	the following
invoke	observe	process	secure	thereby
involve	obvious(ly)	produce	seem	those
Isolate	occur	product	self	though
issue	offset	productive	Sequence	thought
item	often	prohibit	sequential	through
itemize	omnipotent	prompt (v)	series	trait
gist	only	properties	several	transition
judge/judgment	opinion	propose	should	type of
just	oppose/opposition	prospect(ive)	significance	typical
justification	optional	prove	significant	typically
justify	order	purpose	significantly	Ubiquitous
juxtaposition	Organize	put	signify	ultimate(ly)
keep	organize	quality	since	undergo
Label	orient	Question	solution	underlying
left	original/originally	rank	Solve	assumption
less	overall	rare	soon	Unify
Levity	paradigm	reaction/react	sort	Unilateral
lexicon	parameter	ready	sought	unique
likelihood	part	Reason	source	until
likely	participate	reason	special	unusual
likely	pass	recall	specific/specifically	usage
limited	Pejorative	recapitulate	specifically	useful
list	perceive	recede	specificity	usual
Literal(ly)	perception	recent(ly)	specify	usually
locate	perform	reciprocal	Speculate,	usurp
logical	perhaps	recollection	speculation	utilize
loquacious	periphery	reduce	staggering	valid
main	persist(ent)	refer	standard	validity
maintain	persuade	refine	start	variation
manipulate	pertinent	reflect	state (as a verb)	varied
many	phase	regularly	state (v)	various
marginal	Place	Relate	status	vary
maturity	place (v)	relate to	still	vary/varied
maximize	plan	relationship	strategic	vehement(ly)
maximum	Plausibility	relevant/irrelevant	Strategic(ally)	verify
maybe	plausible	reliable/reliability	strategy	version
might	plethora	report	structure	vested
Milieu	point	represent	subjective /	Vilify
minimize	point out	request	objective	virtual(ly)
minimum	portion	require	subjugate	Visceral
miss(ing)	Portray	require/required	subsequent	volume
model	posit	Requisite	subsequently	well
modify	positivity	(prerequisite)	subsidize	whereas
monitor	possibility	rescind	substantially(ly)	whereby
much	possible	Research	subtle	while
must	possibly	reserve	subtlety	wonder
Myopic	potential	resolve	Succinct	wrought with
near	potentially		such	

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