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BUSD K-12 Academic Vocabulary Team

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Cathy Campbell, Berkeley Federation of Teachers President
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 https://d97ooltools.blogspot.com/2012/09/commoncorerunpackingacademicvocabulary.html
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](image)
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

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.

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
  o The context in which the words are taught is more authentic
  o Allows more creativity in planning for vocabulary instruction
  o Allows teachers to group the words in ways that make sense to them

± Drawbacks of the Autonomy Approach
  o Requires more systematic planning for each teacher
  o Requires coordination among classroom teachers, resource teachers, and specialists
  o 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
  o The entire school is focused on particular words at each grade level
  o Does not require teachers to map out when each word will be taught.
  o Is easier to monitor

± Drawbacks of the Words of the Week Approach
  o 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
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.

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.

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.

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).

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.

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

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.

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.

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

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ELD AND RTI USE WORDS FROM PREVIOUS GRADES
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.

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. 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.

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/slhs


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

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

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.

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

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 (i.e. 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 (i.e. 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?

 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

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.

For more on selecting vocabulary from complex text CHECK OUT THIS VIDEO by Engage NY
Marzano's Six Step Vocabulary Routine

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: ____________________________

<table>
<thead>
<tr>
<th>1. Term and pronunciation (i.e., Meiosis = my oh sis)</th>
<th>2. Teacher's explanation and examples</th>
<th>3. My explanation in my own words</th>
<th>4. Sketch, diagram, symbol, picture or icon</th>
<th>5 and 6. Notes from activities/discussions; deeper understanding, more examples, applications, related concepts...</th>
</tr>
</thead>
<tbody>
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</table>
Academic Vocabulary Concept Map Organizer

<table>
<thead>
<tr>
<th>Definition/Explanation and symbol or sketch</th>
<th>Essential characteristics</th>
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<table>
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<tr>
<th>Concept</th>
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<th>Examples</th>
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<thead>
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<th>Non-examples</th>
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</tbody>
</table>

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16
# Academic Vocabulary Concept Map Organizer II

**Vocabulary Word:**

**Prefix & Meaning:**

**Root:**

**Synonym or brief explanation:**

**Characteristics:**

<table>
<thead>
<tr>
<th>Student definition: <em>(general meaning or for a specific context)</em></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Examples:</th>
<th>NON-examples:</th>
</tr>
</thead>
<tbody>
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<td>✓</td>
<td>Ø</td>
</tr>
<tr>
<td>✓</td>
<td>Ø</td>
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<tr>
<td>✓</td>
<td>Ø</td>
</tr>
</tbody>
</table>

**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

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

| A | Able | Acro | Agora | Amphi | Anima | Ante | Anthropos | Anti | Aqua | Astro | Audio | Auto | Bene | Bi | Biblos | Bio | Bon | Easo | Camne | Cede | Cent | Chrono | Cide | Circum | Cis | Cogni | Con | Contra | Cracy | Cred | Cure | Cycle | De | Dec | Demos | Den | Demmis | Dia | Dict | Duct | Eor | Eu | Ex |
|---|------|------|-------|-------|-------|------|-----------|------|------|-------|-------|------|------|----|--------|----|----|------|------|------|-----|-------|-----|------|-----|------|-----|-----|-----|----|-----|-----|----|-----|-----|----|
| a | not | able | able to | high | agora | open space | both | anima | ante | anthropos | anti | aqua | astro | audio | auto | bene | bi | biblos | bio | bon | easo | came | cede | cent | chrono | cide | circum | cis | cogni | con | contra | cracy | cred | cure | cycle | de | dec | demos | dent | demmis | dia | dict | duct | eor | eu | ex |
| able | not | able to | high | agora | open space | both | anima | ante | anthropos | anti | aqua | astro | audio | auto | bene | bi | biblos | bio | bon | easo | came | cede | cent | chrono | cide | circum | cis | cogni | con | contra | cracy | cred | cure | cycle | de | dec | demos | dent | demmis | dia | dict | duct | eor | eu | ex |
| able | not | able to | high | agora | open space | both | anima | ante | anthropos | anti | aqua | astro | audio | auto | bene | bi | biblos | bio | bon | easo | came | cede | cent | chrono | cide | circum | cis | cogni | con | contra | cracy | cred | cure | cycle | de | dec | demos | dent | demmis | dia | dict | duct | eor | eu | ex |
| able | not | able to | high | agora | open space | both | anima | ante | anthropos | anti | aqua | astro | audio | auto | bene | bi | biblos | bio | bon | easo | came | cede | cent | chrono | cide | circum | cis | cogni | con | contra | cracy | cred | cure | cycle | de | dec | demos | dent | demmis | dia | dict | duct | eor | eu | ex |
| able | not | able to | high | agora | open space | both | anima | ante | anthropos | anti | aqua | astro | audio | auto | bene | bi | biblos | bio | bon | easo | came | cede | cent | chrono | cide | circum | cis | cogni | con | contra | cracy | cred | cure | cycle | de | dec | demos | dent | demmis | dia | dict | duct | eor | eu | ex |

- a: carry
- able: faithful
- high: hard
- frag: break
- fratni: brother
- ful: full of
- gen: beginning
- geo: earth
- gon: angle
- graph: write, record
- hemi: half
- hex: ten
- homi: man
- hydro: water
- hyper: over
- hypo: under
- im: in
- infant: child
- inter: between
- intro: within
- ist: one who
- ject: throw
- loq: speak
- logy: study of
- magni: great
- mal: bad
- manu: hand
- mat: mother
- meter: measure
- micro: small
- mid: middle
- mil: thousand
- mono: one
- mort: dead
- nautilus: sail
- nym: name
- oct: eight
- omni: all
- ortho: straight
- ows: full of
- path: feeling
- patri: father
- ped: foot, child
- pel: push
- pend: hang
- pend: five
- peri: around
- philos: love
- phobia: fear
- phono: sound
- photo: light
- polis: city
- poly: many
- pond: weight
- port: carry
- pre: before
- pro: forward
- pseudo: false
- quad: four
- quin: five
- re: back, again
- reg: king
- scope: look at
- scribe: write
- sec: dry
- sed: sit
- sophos: wisdom
- soror: sister
- sphere: globe
- stat: stay
- sui: self
- sym: together
- tele: far off
- tene: hold
- terra: earth
- theos: god
- tract: draw
- trans: across
- tri: three
- un: not
- uni: one
- val: well
- vert: turn
- vid: see
- vit: live
- voc: call
- 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=YmVya2VsZXkubmV0fGVsZHxneDoxMWU2NTA3MzlOMzA3N2Vm

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

Web Vocabulary Resources for Teachers:

http://www.wordsift.com/site/about
http://www.robeson.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  

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

Downloadable Lists:

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

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.lextutor.ca/freq/lists_download/

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

EAP Vocabulary (PDF p. 13)  

Kinsella Academic word lists  
http://staff.esuhsd.org/danielle/english%20department%20lvillage/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:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Words</th>
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<tbody>
<tr>
<td>Kinder</td>
<td>37</td>
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<td>1st-</td>
<td>51</td>
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<td>2nd-</td>
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<td>63</td>
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<td>4th-</td>
<td>62</td>
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<td>5th-</td>
<td>61</td>
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<td>6th-</td>
<td>55</td>
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<tr>
<td>7th-</td>
<td>61</td>
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<td>8th-</td>
<td>70</td>
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<td>9th-10th span</td>
<td>90</td>
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<tr>
<td>11th-12th span</td>
<td>85</td>
</tr>
</tbody>
</table>

K-12 Alphabetical List for Quick Reference – 664 words total
11th/12th Grade

abrogate
acerbic
ameliorate
amend
arbitrarily
archaic
articulated
auspicious
banal
calibrate
capricious
caveat
connotative
consolidate
conversely
deleterious
denote
didactic
disparaging
divulge
dogmatic
eclectic
ephemeral
epiphany
facetious
finite
formulate
fortuitous
frivolity

frivolous
hinder
hubris
inane
incognito
indispensable
infrastructure
insulated
intangible
itemize
gust
juxtaposition
levity
lexicon
loquacious
milieu
myopic
nefarious
obsequious
offset
omnipotent
pejorative
periphery
pertinent
posit
predictability
predictor
recapitulate
récédé

reciprocal
rescind
restraint
salient
sought
specificity
staggering
subjuge
substantially

suffice
superfluous
symbiotic
ubiquitous
underlying
assumption
unilateral
usage
usurp
vehemently
vested
vilify
visceral
whereas
whereby
wrought with
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
accordingly
devise
accurately
diminish
acquire
disputable (indisputable)
adequate(ly)
dynamic
allocate/allocation
Employ
alternative
equate
analytical
ethical
anticipation
evidently
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
virtually
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<th>Term</th>
<th>Definition</th>
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<td>incorporate</td>
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<tr>
<td>articulate (v)</td>
<td>indicate</td>
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<td>aspects</td>
<td>influence</td>
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<td>assertive(ly)</td>
<td>inquire</td>
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<tr>
<td>authority</td>
<td>integrate</td>
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<td>capture</td>
<td>intense</td>
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<tr>
<td>clearly</td>
<td>interpret</td>
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<tr>
<td>conceivable (inconceivable)</td>
<td>isolate</td>
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<tr>
<td>conditional (unconditional)</td>
<td>literal(ly)</td>
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<td>consideration</td>
<td>maturity</td>
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<td>consist of</td>
<td>notorious</td>
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<td>contradictory</td>
<td>phase</td>
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<td>correlate</td>
<td>portray</td>
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<td>credibility</td>
<td>potential</td>
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<tr>
<td>criteria</td>
<td>potentially</td>
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<tr>
<td>design</td>
<td>preclude</td>
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<td>determined</td>
<td>prospect(ive)</td>
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<td>differentiate</td>
<td>recollection</td>
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<td>draft (v)</td>
<td>relate</td>
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<td>establish</td>
<td>reserve</td>
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<td>exclusive</td>
<td>resulting in</td>
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<td>exercise, exercise (n)</td>
<td>rigid</td>
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<td>factor</td>
<td>secure</td>
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<tr>
<td>feature</td>
<td>strategic(ally)</td>
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<td>generally</td>
<td>subjective / objective</td>
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<tr>
<td>generate</td>
<td>sufficient(ly)</td>
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<tr>
<td>illustrate</td>
<td>supported by</td>
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<tr>
<td>impact</td>
<td>unify</td>
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<tr>
<td>imply</td>
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</table>
according to
due to
accuracy
elaborate
additional
eligible
advocate
emphasis
analysis
equip
appeal
especially
appropriately
evidently
assemble
extended
basically
extent
characteristic (adj)
fundamentally
clarification
genuinely
collaborate
given
common(ly)
justification
comparable
competent
likelihood
compile, compilation
maintain
concur
negativity
contend
obviously
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
additionally
address (v)
advantage/disadvantage
analyze
arguably
assert
available
citation
cite
complement
complex
condition
contradiction
contrary
coordinate
correspond
crucial
data
debate
discriminate
drawback (benefit)
eliminate
emphasize
encounter
establish
evaluate
eventually
excess(ive)(ly)
expand
focus
fundamental
including
including
infer/inference
interact
interaction
issue
limited
negate
note (v)
object to (v)
overall
persuade
primary/primarily
procedure
product
properties
quality
reflect
restrict
result
significantly
source
suggest
transition
ultimate(ly)
valid
variation
volume
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<th>4th Grade</th>
<th>logical</th>
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<td>abstract/concrete</td>
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<td>academic</td>
<td>maximize</td>
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<td>alter</td>
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<td>assess</td>
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<td>assume</td>
<td>monitor</td>
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<td>assumption</td>
<td>notice</td>
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<tr>
<td>brief</td>
<td>oppose/opposition</td>
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<tr>
<td>clarify</td>
<td>optional</td>
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<tr>
<td>confirm</td>
<td>original/original</td>
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<tr>
<td>consider</td>
<td>perhaps</td>
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<td>consistent, consistently</td>
<td>possibility</td>
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<td>contradict</td>
<td>possibly</td>
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<td>current</td>
<td>presume</td>
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<td>currently</td>
<td>previous/otherwise</td>
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<td>develop</td>
<td>produce</td>
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<tr>
<td>display</td>
<td>propose</td>
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<td>dispute</td>
<td>reaction/react</td>
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<td>distinguish between</td>
<td>recent(ly)</td>
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<td>effective(ly)</td>
<td>refer</td>
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<td>essential</td>
<td>report</td>
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<td>exaggerate</td>
<td>represent</td>
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<td>examine</td>
<td>series</td>
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<td>form/formation/format</td>
<td>significance</td>
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<td>highlight</td>
<td>standard</td>
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<td>influence/influential</td>
<td>state (as a verb)</td>
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<td>inform</td>
<td>suppose</td>
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<td>involve</td>
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<td>judge/judgment</td>
<td>vary</td>
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<td>likely</td>
<td>version</td>
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<td>3rd Grade</td>
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<tr>
<td>------------</td>
<td>---</td>
</tr>
<tr>
<td>although</td>
<td>include</td>
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<td>analyze</td>
<td>information</td>
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<td>anticipate</td>
<td>investigate</td>
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<td>cause</td>
<td>justify</td>
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<td>characterize</td>
<td>label</td>
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<td>claim</td>
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<td>class/classify</td>
<td>minimum</td>
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<td>collect</td>
<td>occur</td>
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<tr>
<td>comparison</td>
<td>organize</td>
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<td>completely</td>
<td>Place</td>
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<td>conclude</td>
<td>point out</td>
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<td>constant</td>
<td>prior</td>
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<td>contrast</td>
<td>process</td>
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<td>create</td>
<td>question</td>
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<td>define</td>
<td>regularly</td>
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<td>determine</td>
<td>request</td>
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<td>disagree</td>
<td>require/required</td>
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<td>discuss</td>
<td>research</td>
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<td>draw (draw conclusion, draw upon...)</td>
<td>respond</td>
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<td>effect</td>
<td>response</td>
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<td>event</td>
<td>review</td>
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<td>evidence</td>
<td>sequence</td>
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<td>exclude/include</td>
<td>significant</td>
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<td>former</td>
<td>strategy</td>
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<td>frequently</td>
<td>structure</td>
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<td>general, in general</td>
<td>summarize</td>
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<td>however</td>
<td>support</td>
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<tr>
<td>identify</td>
<td>various</td>
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</table>
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
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<td>order</td>
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<td>both</td>
<td>organize</td>
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<td>chart</td>
<td>participate</td>
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<td>pass</td>
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<td>those</td>
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<td>main</td>
<td>usually</td>
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<td>while</td>
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<td>might</td>
<td>experience</td>
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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

Kindergarten
<table>
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<th>Alphabetical List for quick reference</th>
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<td>according to</td>
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<td>accordance</td>
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<td>Acetic</td>
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<td>acquire</td>
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<tr>
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