



Common Core State Standards Specialists

Words of Wisdom in the CCSS: Vocabulary Acquisition in Grades K-5

WHAT DOES IT MEAN TO 'KNOW A WORD'?

Word	Do not know the word	Know something about it or its parts; can relate it to a situation	Know it well; can explain it, modify it and use it flexibly
ad fenestration			
dysphemism			
esoteric			
eupeptic			
exoplanet			

Word	Do not know the word	Know something about it or its parts; can relate it to a situation	Know it well; can explain it, modify it and use it flexibly
funicular			
insomnia			
lexicon			
perambulate			
terpsichore			

Affixes and Roots Chart

PREFIX	ROOT / BASE	Noun Suffixes	
		Suffix	Meaning
ad –toward; to	ambul – to walk	-acy	state or quality
de – away, off; usually reversal or removal in English	fenest – window	-al	act or process of
dis – not, opposite of, reverse, separate	funis – rope	-ance, -ence	state or quality of
dys: bad, abnormal, difficult, unfavorable	glossa – language	-dom	place or state of being
en – forms verbs from nouns	graph – write	-er, -or	one who
eu – good/well	icon – image; semblance	-ism	doctrine, belief
ex – out of, away from, lacking, former	lexis - word	-ist	one who
exo –outside, external	lith – stone	-ity, -ty	quality of
in - not	manteau –coat	-ment, -ia	condition of
majuscule – somewhat greater	pept – digestion	-ness	state of being
minu – minus	pheme – speech/ speaking	-ship	position held
per – thoroughly	port - to carry	-sion, -tion	state of being
	somnas – sleep	Verb Suffixes	
		-ate	become
		-en	become
		-ify, -fy	make or become
		-ize, -ise	become
		Adjective Suffixes	
		-able, -ible	capable of being
		-al	pertaining to
		-esque	reminiscent of
		-ful	notable for
		-ic, -ical	pertaining to
		-ious, -ous	characterized by
		-ish	having the quality of
		-ive	having the nature of
		-less	without
		-y	characterized by
		-ing Turns verb into noun	

CHOOSING WORDS FOR DIRECT INSTRUCTION

1) Preview the text and selected vocabulary

- Can you target fewer words?
- Which words will be challenging/are unlikely to be learned independently?
- Which words are important?
 - Frequency of occurrence
 - Importance for comprehension of selection
 - Applicability to other reading/writing
- Must some words be taught before reading?

2) Create a list and eliminate:

- Words that are adequately defined (directly, in context, or in glossaries/footnotes)
- Words with affixes/roots that students know

Information adapted from Beck, McKeown, and Duncan (*Bringing Words to Life: Robust Vocabulary Instruction*, 2002)

K - 5 Vocabulary Standards Search (Language Standards #4, 5, 6)

Directions: Use the CCSS on pages 27 and 29 to answer the following questions as each standard is encountered.

CCR Language Standard 4: *Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.*

1. At what grade level(s) are students expected to use affixes and roots as clues to word meanings?

Grades: _____

2. At what grade level should teachers begin to focus on Greek and Latin affixes and roots?

Grade: _____

3. In which grade will students use glossaries and beginning dictionaries for the first time?

Grade: _____

4. Which grades require focus on sentence level context clues for meaning?

Grades: _____

5. At which grade levels must students acquire the ability to use print/digital references for a word's pronunciation?

Grade: _____

CCR Language Standard 5: *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

6. In what grade would students learn that “school is dismissed” does not mean that the building is going home?

Grade: _____

7. In which grade(s) are students expected to act out shades of meaning among closely related verbs?

Grades _____

8. What specific semantic degrees are focused upon in grade 3?

9. Which grades focus on shades of meaning among verbs and degrees of intensity among adjectives?

Grades _____

CCR Language Standard 6: *Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.*

10. What word groups and/or parts of speech are singled out for focus in each grade?

Grade 1 – _____

Grade 2 – _____

Grade 3 – _____

Grade 4 – _____

Grade 5 – _____

TIER 2 AND TIER 3 WORDS

Directions: After reading the excerpt, underline the tier 2 words and **circle** the tier 3 words. (Grade 6-8 Complexity Band; Appendix A page 34)

Not so long ago in Montgomery, Alabama, the color of your skin determined where you could sit on a public bus. If you happened to be an African American, you had to sit in the back of the bus, even if there were empty seats up front.

Back then, racial segregation was the rule throughout the American South. Strict laws – called “Jim Crow” laws – enforced a system of white supremacy that discriminated against blacks and kept them in their place as second-class citizens.

People were separated by race from the moment they were born in segregated hospitals until the day they were buried in segregated cemeteries. Blacks and whites did not attend the same schools, worship in the same churches, eat in the same restaurants, sleep in the same hotels, drink from the same water fountains, or sit together in the same movie theaters.

In Montgomery, it was against the law for a white person and a Negro to play checkers on public property or ride together in a taxi.

Most southern blacks were denied their right to vote. The biggest obstacle was the poll tax, a special tax that was required of all voters but was too costly for many blacks and for poor whites as well. Voters also had to pass a literacy test to prove that they could read, write, and understand the U.S. constitution. These tests were often rigged to disqualify even highly educated blacks. Those who overcame the obstacles and insisted on registering as voters faced threats, harassment and even physical violence. As a result, African Americans in the South could not express their grievances in the voting booth which, for the most part, was closed to them. But there were other ways to protest, and one day a half century ago, the black citizens in Montgomery rose up in protest and united to demand their rights – by walking peacefully.

It all started on a bus.

Freedman, Russell. *Freedom Walkers: The Story of the Montgomery Bus Boycott*. New York; Holiday House, 2006. (2006)

“Ownership” of New Words

What does it take?

- Many exposures in different contexts
- Knowledge of multiple meanings
- Awareness of words serving different functions
- Knowledge of how words connect to other words
- Knowing how the word relates to other knowledge (word schema)
- Appreciation of words’ connotations and subtleties
- Recognizing and using words in idioms, jokes, slang, and puns

(Beck and McKeown, 1991)