

# Academic Vocabulary in the ELAR and Mathematics TEKS

A Teacher Resource for Grades 3–5



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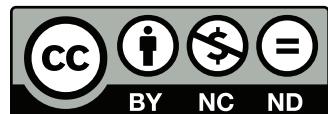
# Acknowledgments



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# Introduction

## What Is Academic Vocabulary?

Academic vocabulary, an aspect of academic language, refers to the specialized words traditionally identified from a corpus of academic texts related to a particular academic discipline. Academic vocabulary is used in both written and spoken academic discourse and is a critical component of the language of different disciplines, such as science, history, and literature. It is a requisite to engage in learning and thinking within these areas (Nagy & Townsend, 2012). There are two categories of academic words: domain-specific words associated with particular disciplines and general academic words shared by all disciplines (Baumann & Graves, 2010; Hiebert & Lubliner, 2008).

Definitions of academic vocabulary can differ, depending on the source and context in which the term is used. For the purposes of this booklet, we define academic vocabulary as key words and concepts in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) and Mathematics that will help all students in kindergarten to grade 8

- read and understand complex content area text,
- interact and develop subject-matter literacy, and
- demonstrate knowledge and skills in a formal classroom environment.

This definition aligns closely with the Teachers of English to Speakers of Other Languages (TESOL) PreK–12 English Language Proficiency Standards (Gottlieb, Carnuccio, Ernst-Slavit, & Katz, 2006). TESOL defines academic language as language that is “used to acquire a new or deeper understanding of content related to the core curriculum areas and communicate that understanding to others; it is the language that students must use to effectively participate in the classroom environment” (p. 18).

## Why Is Academic Vocabulary Important?

The relationships between vocabulary knowledge and comprehension, as well as language proficiency and reading growth, are well established in the literature. Research has shown a strong and consistent predictive relationship between vocabulary knowledge and reading comprehension and academic achievement across grade levels (Alexander & Jetton, 2000; Binder, Cote, Lee, Bessete, & Vu, 2016; McKeown, Crosson, Moore, & Beck, 2018; Nagy, 2005; Proctor, Silverman, Harring, & Montecillo, 2012; Townsend, Filippini, Collins, & Biancarosa, 2012).

Vocabulary is key to the development of reading comprehension. This is even more important for English language learners (ELLs). Nonnative English speakers often face the challenge of learning core content with specialized vocabulary and basic English at the same time (August, McCardle, Shanahan, & Burns, 2014; Short & Fitzsimmons, 2007). These students may become fluent in conversational English relatively quickly, but it takes considerable time to develop the vocabulary needed to succeed in school. Many factors influence the rate at which academic English is learned, but research suggests that ELLs require 4 to 10 years to obtain the academic language and vocabulary of their native English-speaking peers (Collier, 1989; Fillmore & Snow, 2000; Graves, August, & Mancilla-Martinez, 2012; Hakuta, Butler, & Witt, 2000).

This vocabulary challenge must be addressed through systematic and intensive vocabulary instruction and language-rich classrooms. The development and adoption of vocabulary lists to help focus instruction on both discipline-specific vocabulary and general academic words that students may not know (Gersten et al., 2007) is an effective approach for all students. Evidence also suggests that instructional approaches effective for teaching native speakers can be used effectively with ELLs (August & Shanahan, 2006; Gersten & Baker, 2000). Teachers also can capitalize on the growing body of literature on effective vocabulary instruction for ELLs (e.g., August et al., 2014; Baker et al., 2014; Carlo et al., 2004; Crevecoeur, Coyne, & McCoach, 2014; Graves et al., 2012; Lesaux et al., 2014).

## How Were Terms Selected?

We identified the academic vocabulary in this resource from the TEKS for grades 3–5 ELAR and Mathematics. A group of educators and researchers with expertise in comprehension, vocabulary, mathematics, and instruction for ELLs developed, reviewed, and refined the lists. The lead team members selected the following types of terms.

- **Domain-specific academic vocabulary words:** These words relate to subject matter and concepts that students are expected to know in the different disciplines (e.g., *simile*, *congruent*).
- **General academic vocabulary words:** These words can be found across content areas and in multiple contexts. They can be used to acquire new knowledge and skills, discuss information, describe ideas, and develop concepts. For example, the words and phrases in the TEKS that describe how students are expected to demonstrate their knowledge are general academic words. These words often are found in the skills outlined in the TEKS student expectations (e.g., the student is expected to **clarify**, the student is expected to **summarize**). These words have the potential to build a strong language foundation, especially for ELLs (Beck, McKeown, & Kucan, 2013).

Lists were then reviewed and refined by the advisory group and ELAR and Mathematics teachers. For grades 3–5, the final ELAR list has 373 terms, and the Mathematics list has 224 terms.

By no means do we suggest that you teach all of the words included in this resource for your grade level and subject area. We did, however, design the lists to be manageable, should you wish to incorporate most or all of the terms in your instruction. For example, during a school year, a fourth-grade mathematics teacher could address most of the words on the list by teaching approximately 8 to 10 words a week.

## How Can I Use This Booklet in Instructional Planning?

Our goal was to compile terms from the Texas curriculum in a useful format to help teachers plan effective instruction that incorporates academic vocabulary. The lists are intended as a resource and should not be considered a mandate for which words to teach. Again, by no means do we suggest that you teach all of the included words for your grade level and subject area, nor would it be prudent to teach the words in isolation, out of context.

Use your knowledge of your students and your school's curriculum to determine which words to teach. You may decide to delete or add terms. Terms are organized alphabetically in two sections—general academic terms and subject-specific terms. Use these lists in any way that helps you to better meet your students' needs.

Consider your students' knowledge of the words when deciding which words to teach. The lists include both domain-specific academic terms and general academic terms with which some students may already be familiar. Also consider the depth of knowledge you want your students to have for a given word—sometimes having some knowledge of a word will suffice. In these cases, teaching the meaning of the word through exposure and incidental learning may be sufficient. However, in other instances, a student may be required to recognize and use the word in a variety of contexts (Beck et al., 2013; Dale, 1965; Graves, 2000; Graves, 2006; Graves, August, & Mancilla-Martinez, 2012). In these cases, explicit instruction with repeated exposures to the word is more appropriate.

## STAAR and the Vocabulary Lists

The Mathematics list contains many content-specific words from the TEKS, many of which appear on the State of Texas Assessments of Academic Readiness (STAAR). For example, one grade 4 Mathematics item on a previously released STAAR directly assessed a student's knowledge of the term *rectangle* [Item: *Hayden drew a polygon that has exactly two right angles. Which of these could be the polygon Hayden drew? A. Right triangle B. Right trapezoid C. Rectangle D. Rhombus* (Mathematics STAAR, grade 4, 2018, released test)].

In the ELAR list, many of the words from the standards represent the language of instruction (i.e., domain-specific and general academic vocabulary) rather than the language found in the literature and informational text students will listen to or read in class (Nagy & Hiebert, 2010). On STAAR Reading, students will be expected to know both terminology from the standards and other vocabulary found in literature and informational texts. For example, on a sample STAAR item, students were assessed on both their knowledge of the term *author's purpose* and their knowledge of other academic vocabulary, such as *experiencing, benefits, and population* [Item: *The author's purpose for including paragraph 5 in the article most likely is to... A. Explain the problems honeybees are experiencing B. State the benefits of taking care of honeybees C. Describe ways to care for the honeybee population D. Show why honeybees are good to have around.* (Reading STAAR, grade 4, 2018, released test)].

Many words on the ELAR list represent the language of instruction (e.g., *metaphor, character*). Students will encounter other academic vocabulary in the literary and informational text they read in class. Because we cannot predict which words students will encounter in the text they read in class, we cannot include such words in this resource. However, it is imperative that ELAR teachers also address vocabulary found in the classroom literature.

## How Do I Teach Academic Vocabulary?

This booklet is not intended to provide in-depth information on how to develop and teach vocabulary. However, it is important to understand the distinction between breadth and depth of vocabulary knowledge, as this understanding can help you understand how to organize and plan your vocabulary instruction. **Breadth** refers to the number of words a person knows. **Depth** refers to how much a person knows about a word. Both aspects are important for word reading and comprehension. When students develop a deep understanding of a word, they are more likely to understand it when they read or hear it, and they are also more likely to use it in their speech or writing. Vocabulary instruction should focus on both depth and breadth of word knowledge. Following is a set of evidence-based guidelines to help you develop depth and breadth of academic vocabulary.

### Develop Depth of Vocabulary Through Direct Word Instruction

- **Teach specific vocabulary words directly.** There is not one "best" approach to directly teaching academic vocabulary. The method chosen should reflect how extensively you want your students to understand the vocabulary selected (August, Artzi, Barr, & Francis, 2018; Beck et al., 2013; Gallagher, Barber, Beck, & Buehl, 2019; Graves, 2000; Lesaux, Kieffer, Kelley, & Harris, 2014). Use student-friendly definitions, examples and nonexamples, visuals, and graphics to clearly transmit the meaning of a word (Marzano & Pickering, 2005). Using visuals and graphics is especially helpful for mathematical concepts that are difficult to explain verbally but are well suited to nonverbal explanations.
- **Teach relationships among words.** Help students build mental connections among words to store meanings more efficiently. These connections can help students retrieve word meanings more easily. Teach students knowledge of morphological word families and use graphic organizers, feature analyses, and word-categorizing activities (Binder, Cote, Lee, Bessette, & Vu, 2016; Neuman & Wright, 2014).
- **Teach word-learning strategies.** Teaching students how to use word parts and context to determine the meaning of unknown words has been shown to benefit vocabulary learning (e.g., Baumann, Font, Edwards, & Boland, 2005; Baumann et al., 2002; Crosson, McKeown, Moore, & Ye, 2019; Deacon, Kieffer, & Laroche, 2014; Levesque, Kieffer, & Deacon, 2019). Many of the words in this resource lend themselves to word study activities such as teaching common roots, prefixes, and suffixes. Teaching students these word foundations can go a long way toward helping students understand related vocabulary words (Crosson & McKeown, 2016; Crosson & Moore, 2017; Ebbers, 2011).

## Develop Breadth of Vocabulary by Creating a Language-Rich Environment

Direct vocabulary instruction is important, but it is insufficient and inefficient alone to foster students' language and vocabulary development. Provide multiple opportunities for students to practice using language in discussions and writing. Ensure that students read often from a variety of text types, heighten students' awareness of the language in the world around them, and develop the skills of students to learn new vocabulary on their own (Graves, 2000, 2006; Graves et al., 2012; Nagy & Townsend, 2012). Suggestions include the following.

- **Model and practice word consciousness.** Help students learn that knowing words can help them think and speak more deeply and precisely. Create an atmosphere in which trying out new words is encouraged and not knowing a word is accepted. If students are aware of the vocabulary around them and actively engage in using new words and seeing the relationships among words, students will take ownership of their language learning. Engaging in word consciousness is especially important for ELLs, as they will realize that they are not alone in the process of learning English (Graves, 2006; Stahl & Nagy, 2006).
- **Help ELLs capitalize on their knowledge of their first language.** Part of practicing word consciousness involves helping ELLs become aware of Spanish-English cognates. Using cognates, when appropriate, as part of your vocabulary instruction can provide a springboard for developing students' second language (August et al., 2018; August, Artzi, & Barr, 2016; August & Shanahan, 2006; Hiebert & Kamil, 2005; Ramirez, Chen, & Pasquarella, 2013). Each list in this resource has a Cognate/Translation column to help you learn and use cognates in your instruction.
- **Focus on important content area words and general academic words that may be unfamiliar to students** (Townsend, 2015). In addition to subject-specific vocabulary, we have included general academic words, such as *strategies* and *evidence*. Be sure to use these general academic vocabulary terms in your instruction and academic discussions with students.
- **Embed definitions in read-alouds and discussions.** When you say or read a word that students may not understand, provide quick definitions or synonyms or act out the word without interfering with the flow of the text or discussion (August et al., 2018; August et al., 2016; Giroir, Grimaldo, Vaughn, & Roberts, 2015).
- **Use academic language effectively and support students' active use of words in academic discussions.** Model the use of newly learned words across contexts and use more advanced syntax with connectives that link ideas together. This modeling helps students see how academic vocabulary words are used

in real life. To scaffold their use of these words, provide sentence and question stems that can help students build their own sentences. Allow students to work in pairs and collaborative groups to put their language into practice (Crosson & Lesaux, 2013; Dickinson & Porche, 2011; Gámez & Lesaux, 2015; Graves, 2006; Neuman & Roskos, 2012; Stahl & Nagy, 2006).

- **Encourage wide reading.** Research shows that students who read more demonstrate greater vocabulary knowledge than students who read less. There are simply too many words to teach all unknown words through direct instruction (Nagy & Anderson, 1984). Incidental learning and exposure to new words increase when students have many opportunities to read a variety of texts (Beck & McKeown, 1991; Graves, 2000; Hiebert & Kamil, 2005; Joshi, 2005; Neuman & Wright, 2014).

Support students' vocabulary development by engaging them in discussions, providing opportunities to read a wide variety of texts, and increasing their awareness of language in the world around them. Students must talk, write, and read often to expand their language proficiency and vocabulary knowledge.

# Sample Vocabulary-Building Strategies

The following vocabulary-building strategies can be easily adapted for use with either English language arts or mathematics vocabulary. The words selected are for illustration purposes. The strategies are designed so that other words can be easily substituted. The strategies are also designed to be applicable to instruction in kindergarten to grade 8. For younger students, teachers may need to simplify the graphic organizers and spend more time modeling how to think about academic vocabulary in these new ways.

## Analogies

To teach relationships among words, use vocabulary words to create analogies. Working in pairs or small groups, have students discuss and complete each.

## SAMPLES

- Answer is to *solution* as question is to \_\_\_\_ (answer: *problem*)
- Circle is to *circumference* as square is to \_\_\_\_ (answer: *perimeter*)
- The letter L is to *right angle* as the letter V is to \_\_\_\_ (answer: *acute angle*)

## Word Scaling

This activity requires students to organize related words and helps students become aware of the relationships among words. Word scaling works best when students work together in mixed-ability small groups or pairs. As they organize the words, students practice using the words. In addition, students engage in meaningful discussions about the words and explain the meanings to one another.

### STEPS

1. Select a group of words that are related or belong to the same category (e.g., shapes, measurements, types of numbers, antonyms, related adjectives).
2. Write the words on cards. Make a set of cards for each group or pair of students.
3. Ask students to arrange the cards in a particular order (e.g., smallest to largest, size, degrees).

### SAMPLE: MATHEMATICS

When studying the vocabulary term *polygons*:

1. Give each group of students a set of cards with the words *triangle*, *square*, *rectangle*, *quadrilateral*, *pentagon*, *hexagon*, *heptagon*, *octagon*, and *nonagon*.
2. Ask students to place the cards in order from the least to the greatest number of sides.

### SAMPLE: ELAR

When studying adjectives to describe mood:

1. Give each group of students a set of cards with the words *magnificent*, *terrific*, *great*, *good*, *okay*, *fine*, *bad*, *terrible*, and *horrific*.
2. Ask students to sort the words into two groups: negative feelings and positive feelings.
3. Ask students to place the cards in order from the worst to the best feeling.

## Semantic Feature Analysis

Semantic feature analysis is a strategy that can be used to organize new concepts and related vocabulary visually. Semantic feature analysis illustrates the hierarchical relationships in a chart or grid. It is imperative for teachers to model how to think through simple semantic feature analysis grids many times before asking students to engage in this activity independently.

### STEPS

1. Identify the target concept for the chart to teach. The selected concept should be the most inclusive. In other words, it should encompass all the ideas or members of the categories used in the analysis.
2. In the left column, list the most concrete ideas or members of categories associated with the target concept.
3. Identify the features of words associated with the target concept. List these across the top row of the grid.

### SAMPLE: MATHEMATICS

Quadrilaterals

	All sides equal	Two sides equal	All angles equal	Two angles equal	Parallel sides
parallelogram	—	+	—	+	+
rectangle	—	+	+	+	+
square	+	+	+	+	+
rhombus	+	+	—	+	+
trapezoid	—	+	—	+	+

### SAMPLE: ELAR

Types of fiction

	Events that can happen in real life	Imaginary events	Based on historical events	Supernatural/magical events
fantasy	—	+	—	+
historical fiction	+	—	+	—
realistic fiction	+	—	—	—

## Rating Word Knowledge

Rating word knowledge uses a graphic organizer, adapted from the work of Blachowicz and Fisher (2009), to prompt students to think and talk about the vocabulary words they will learn.

### STEPS

1. Determine the vocabulary words to be taught.
2. Write the words on the board.
3. Read each word as you point to it.
4. Ask students to write the words in the left column.
5. Ask students to rate their knowledge of the meaning of the word by writing the following:
  - 1—if they have never heard or seen the word before
  - 2—if they have heard or seen the word but do not know what it means
  - 3—if they have a general understanding of the word but cannot explain its meaning to others or use it in a sentence
  - 4—if they know the word well enough to explain it to others

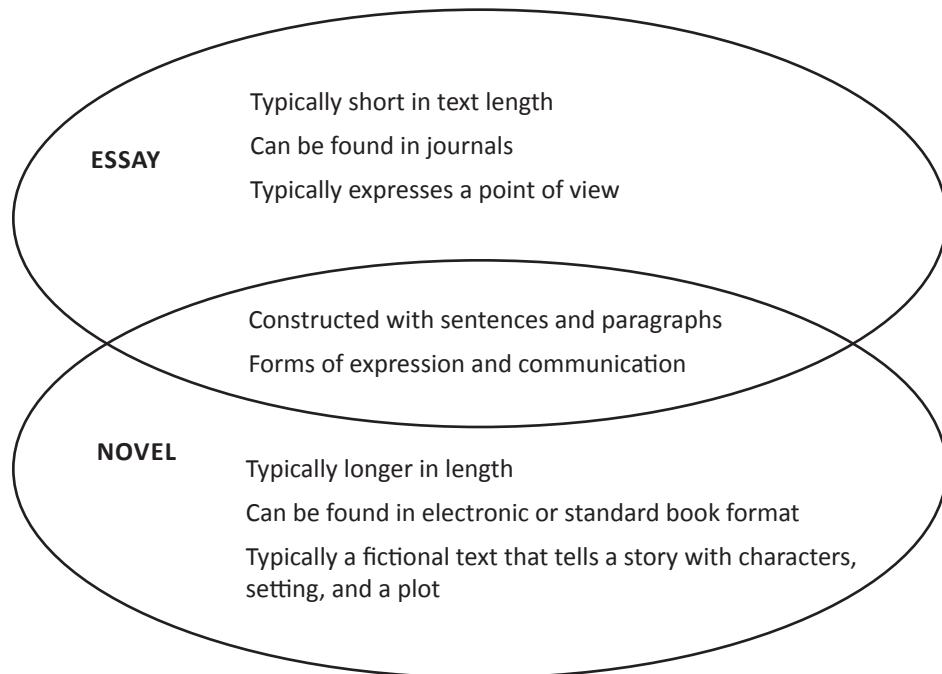
Rating word knowledge promotes metacognitive skills as students monitor their understanding of words and helps students focus on the important vocabulary words in a chapter or unit.

Rating word knowledge can also be used after instruction to determine whether students' knowledge has changed. It can provide teachers with information about students who may need additional practice and instruction.

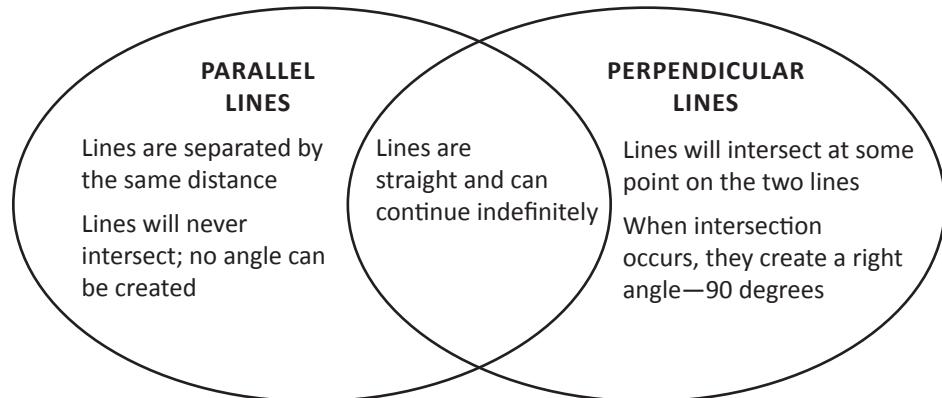
## Venn Diagram

This activity (Nagy, 1988) can be used to compare and contrast two related vocabulary words.

### SAMPLE: ELAR



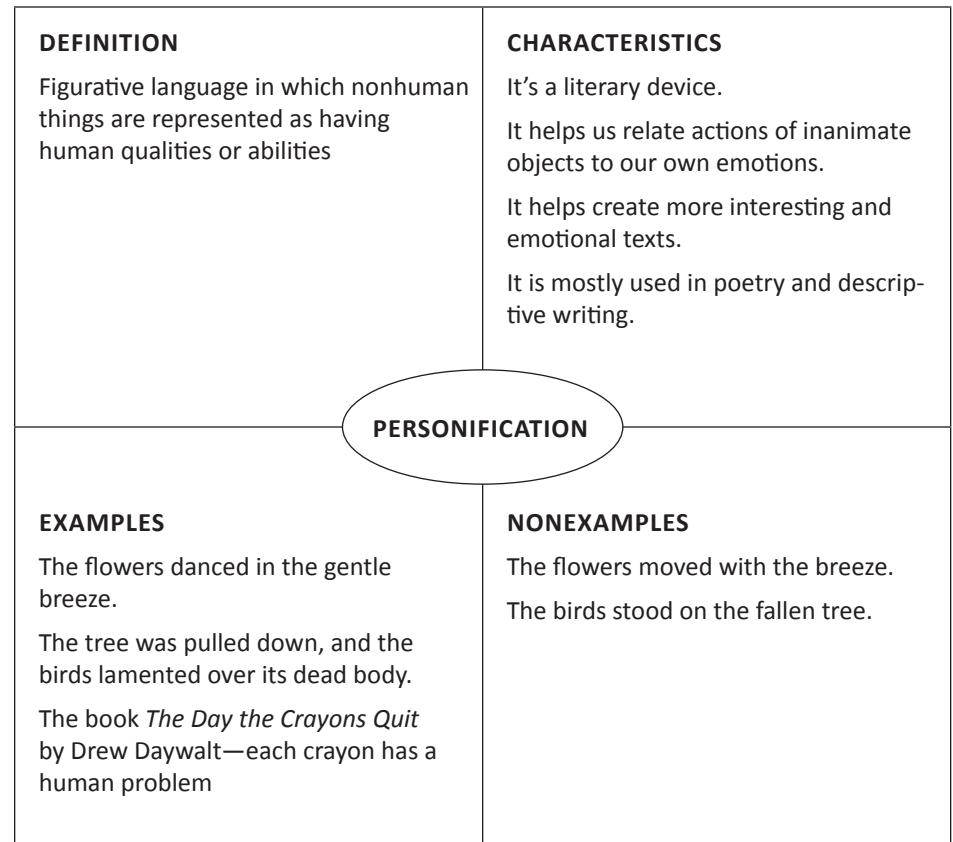
### SAMPLE: MATHEMATICS



## Frayer Model

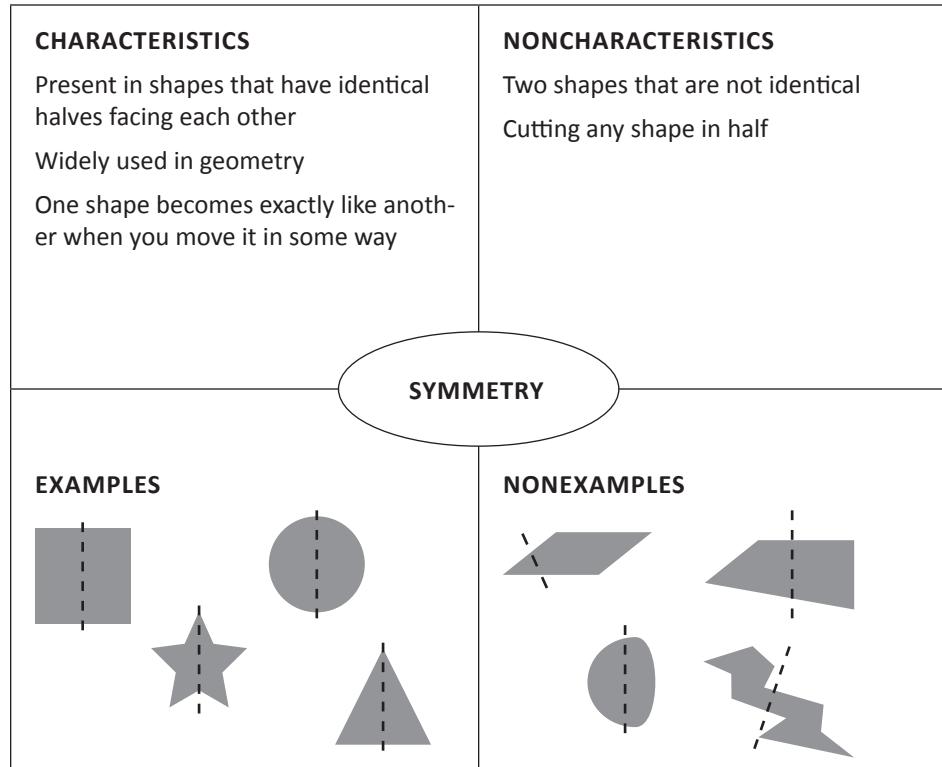
The Frayer model (Frayer, Frederick, & Klausmeier, 1969) is a graphic organizer that helps students think about the relationships and categories associated with the vocabulary being taught. Students use examples to explain and elaborate their understanding of a concept or word. The vocabulary word is entered into the central circle, and supporting examples, nonexamples, and other information are written in the boxes.

### SAMPLE: ELAR



The labels for the boxes may be changed to better fit the characteristics of the concept being learned. In the mathematics Frayer model below, Definition and Facts have been changed to Characteristics and Noncharacteristics.

#### SAMPLE: MATHEMATICS



#### Four Squares

Four squares (Schwartz & Raphael, 1985; Stahl & Nagy, 2006) is an activity used to teach vocabulary words and the concepts they represent. Working in pairs, students discuss and complete each of the squares.

#### SAMPLE: ELAR

WORD	EXAMPLES
Affix	un- ( <u>undone</u> ) mis- ( <u>misunderstand</u> ) -ness ( <u>happiness</u> ) -ly ( <u>calmly</u> )
DEFINITION	NONEXAMPLES

**DEFINITION**

Meaningful part of a word attached before or after a root or base word to modify its meaning (e.g., prefix, suffix)

**NONEXAMPLES**

misery  
run  
bed

#### SAMPLE: MATHEMATICS

TERM	EXAMPLES
fraction	$\frac{2}{6}$ $\frac{5}{9}$
DEFINITION	NONEXAMPLES

**DEFINITION**

A number that results from dividing one whole number by another

**NONEXAMPLES**

8  
27  
-3

## Possible Sentences

Possible sentences (Stahl & Kapinus, 1991) is both a prereading and postreading activity that can be used with a wide variety of texts, including narrative and expository passages.

- Sample sentences:

- The audience enjoyed listening to the storyteller's old adages.
- The conclusion of the story was quite ambiguous.
- The purpose of the writing will change, depending on the author's perspective.

### STEPS

1. Introduce the text and activate students' prior knowledge.
2. Select six to eight words from the text that your students likely do not know. Preferably, select words that represent key concepts and ideas from the passage.
3. Select five or six words that your students likely know.
4. List all of the words on the board. Discuss the meaning of the words, engaging students in discussions and providing student-friendly explanations.
5. Ask students to work in pairs to create sentences that use at least two of the words and are similar to the sentences in the passage.
6. Write student-generated sentences on the board.
7. Read the passage aloud to students or have them read it on their own.
8. After the reading, discuss whether the sentences on the board are similar to those found in the passage.
9. Discuss and guide students in changing some of the sentences to reflect the information from the reading.

### SAMPLES

- Difficult or unknown words:

- adage
- ambiguous
- coherent
- compile
- conflict
- context
- emphasis
- perspective

- Easier or familiar words:

- audience
- comparison
- conclusion
- purpose
- summary
- unfamiliar

## Cognate Connection

When ELLs in a classroom all speak Spanish as their first language, teachers can use activities that prompt ELLs to make connections to their native language.

English	Spanish
ELAR	
stereotype	estereotipo
science fiction	ciencia ficción
figurative language	lenguaje figurado
MATH	
circumference	circunferencia
parallel	paralelo/a
prisms	prismas
variable	variable

## Sample Word Lists

When focusing on general academic vocabulary, it may be helpful to consult lists of the most common words in the English language. Below are a few such lists. Keep in mind that many of the terms in this booklet are specialized, content-specific vocabulary and may not appear on the lists of “most frequent” words.

### Academic Word List

Averil Coxhead (2000) compiled the Academic Word List—the 570 most frequently used word families in a corpus of academic texts. The list focuses on academic words and thus excludes the most common 2,000 words. It is organized into 10 sublists in order from the most to least frequently used word families. The lists can be found on Coxhead’s website: [www.victoria.ac.nz/lals/resources/academicwordlist](http://www.victoria.ac.nz/lals/resources/academicwordlist)

### Word Zones

Published as part of Dr. Freddy Hiebert’s Text Project, *WordZones for 4,000 Simple Word Families* (2012) includes 5,586 of the most frequently used words, sorted into word families and grouped into four zones of approximately 300, 500, 1,000, and 2,000 words. Download the list for free at:

[www.textproject.org/archive/resources/wordzones-for-4000-simple-word-families](http://www.textproject.org/archive/resources/wordzones-for-4000-simple-word-families)

Also available on the Text Project website is “The 1,000 Most Frequent Words in Grades 3 to 9 Texts”: [www.textproject.org/archive/resources](http://www.textproject.org/archive/resources)

### Others

Fry, E. B., & Kress, J. E. (2016). *The reading teacher’s book of lists* (6th ed.). San Francisco, CA: Jossey-Bass.

Kress, J. E. (2008). *The ESL/ELL teacher’s book of lists* (2nd ed.). San Francisco, CA: Jossey-Bass.

Zeno, S. M., Ivens, S. H., Millard, R. T., & Duvvuri, R. (1995). *The educator’s word frequency guide*. New York, NY: Touchstone Applied Science Associates.

## How Do I Decide Which Words to Teach?

Selecting words to teach is an important component of vocabulary instruction planning. Consider the key guidelines developed by Beck et al. (2013) and Nagy and Hiebert (2010) listed below; we encourage you to explore these publications to find examples and additional explanations.

- **For in-depth instruction, select words that are important for understanding the “big ideas” in the lesson** (e.g., overarching concepts in mathematics). Focus on words that are both important and useful. By selecting words that students will frequently use and read, you help build a strong vocabulary foundation.
- **Select words that are domain specific and critical to understanding the topic, even if those words are not particularly useful** (e.g., *polygon*).
- **Also select words that may not be critical to comprehending a particular text but are commonly encountered across content areas.** For example, words like *categorize* and *process* are used across many content areas but are often not the focus of instruction because they are not central to a text or a specific content area. Teaching such words can greatly benefit ELLs’ vocabulary development.

Instructional time is valuable. Time allocated to in-depth vocabulary instruction should focus on the most useful words to students as they read, write, and discuss across the content areas.

## Notes About the Word Lists

- Words are organized into two categories—general academic and subject specific.
- We included only words from the standards themselves (i.e., the knowledge and skills statements). We did not list words used in the introductions of each grade level.
- For each word listed, we provided where the grade 3, grade 4, and/or grade 5 standards can be found in the TEKS.
- The word is provided as it appears in the standards. If an inflectional ending is added to a word in the standards, it is included in the list (e.g., *contrast(ing)*).
- For each word, we provided the part of speech, a Spanish cognate or translation, and a definition based on the word’s use in the standards. If a word has multiple meanings in the standards, we provided them.
- Spanish cognates are in bold, and translations are not.

# Cheat Sheets

## Elementary and Middle School ELAR TEKS

	Kindergarten	Grades 1–5	Grades 6–8
1	Oral language (e.g., listen, work collaboratively, communicate socially)		
2	Beginning reading and writing (e.g., phonological awareness, phonetic knowledge, spelling knowledge, handwriting)		Vocabulary
3	Vocabulary		Fluency
4	Self-sustained reading	Fluency	Self-sustained reading
5	Comprehension skills	Self-sustained reading	Comprehension skills
6	Response skills	Comprehension skills	Response skills
7	Multiple genres: Literary elements	Response skills	Multiple genres: Literary elements
8	Multiple genres: Genres	Multiple genres: Literary elements	Multiple genres: Genres
9	Author's purpose and craft	Multiple genres: Genres	Author's purpose and craft
10	Composition: Writing process	Author's purpose and craft	Composition: Writing process
11	Composition: Genres	Composition: Writing process	Composition: Genres
12	Inquiry and research	Composition: Genres	Inquiry and research
13		Inquiry and research	

## Elementary Math TEKS

	K – Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1	Mathematical process standards				
2	Number and operations				
3	Number and operations				
4	Number and operations	Number and operations	Number and operations	Number and operations	Algebraic reasoning
5	Algebraic reasoning	Number and operations	Algebraic reasoning	Algebraic reasoning	Geometry and measurement
6	Geometry and measurement	Number and operations	Geometry and measurement	Geometry and measurement	Geometry and measurement
7	Geometry and measurement	Algebraic reasoning	Geometry and measurement	Geometry and measurement	Geometry and measurement
8	Data analysis	Geometry and measurement	Data analysis	Geometry and measurement	Geometry and measurement
9	Personal financial literacy	Geometry and measurement	Personal financial literacy	Data analysis	Data analysis
10		Data analysis		Personal financial literacy	Personal financial literacy
11		Personal financial literacy			

## Middle School Math TEKS

	Grade 6	Grade 7	Grade 8
1	Mathematical process standards		
2	Number and operations		
3	Number and operations	Number and operations	Proportionality
4	Proportionality	Proportionality	Proportionality
5	Proportionality	Proportionality	Proportionality
6	Expressions, equations, and relationships	Proportionality	Expressions, equations, and relationships
7	Expressions, equations, and relationships	Expressions, equations, and relationships	Expressions, equations, and relationships
8	Expressions, equations, and relationships	Expressions, equations, and relationships	Expressions, equations, and relationships
9	Expressions, equations, and relationships	Expressions, equations, and relationships	Expressions, equations, and relationships
10	Expressions, equations, and relationships	Expressions, equations, and relationships	Two-dimensional shapes
11	Measurement and data	Expressions, equations, and relationships	Measurement and data
12	Measurement and data	Measurement and data	Personal financial literacy
13	Measurement and data	Personal financial literacy	
14	Personal financial literacy		

# ELAR: Grades 3–5

## GENERAL ACADEMIC

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
accuracy	4	4	4	noun	exactitud	freedom from mistakes
accurate		1C		adjective	preciso	free from mistakes
acquired	3, 7F	3, 7F	3, 7F	adjective	adquirido	gained by effort or experience (e.g., acquired vocabulary)
action	1B	1B, 8C	1B, 8C	noun	<b>acción</b>	the doing of something
actively	1A	1A	1A	adverb	activamente	producing or involving action or movement
adjustments	6I	6I	6I	noun	ajustes	a small change that improves something or makes it better
agreement	11Di	11Di	11Di, 11Dvi	noun	acuerdo	having the same opinion or understanding as someone else
analyze(s)	8, 8C, 9, 10	8, 8C, 9, 10, 10C	8, 8B, 8C, 8D, 9, 10, 10B, 10C	verb	<b>analizar</b>	to examine something to find out what it is or what makes it work
apply	2A, 2B	2A, 2B	2A, 2B	verb	<b>aplicar</b>	to put to use
appropriate	2D, 4, 5, 7C, 7F, 11, 11Dxi, 11E, 13H	4, 5, 7C, 7F, 11, 11Dxi, 11E, 13H	4, 5, 7C, 7F, 11, 11Dxi, 11E, 13H	adjective	<b>apropiado</b>	especially fitting or suitable
assigned	6A	6A	6A	adjective	<b>asignado</b>	given as a job or responsibility
assistance	13B	13B	13B	noun	ayuda	help
awareness	2	2	2	noun	conciencia	having or showing understanding or knowledge
cause	9Diii			noun	<b>causa</b>	a person or thing that brings about a result
challenging	7	7	7	adjective	difícil, que presenta un reto	difficult in a way that is usually interesting or enjoyable
characteristics	6C	6C	6C	noun	<b>características</b>	a special quality or appearance that makes an individual or a group different from others
cited	13G			adjective	<b>citado</b>	quoted as an example, authority, or proof
claim	9Ei	9Ei	9Ei	noun	declaración	statement that others may dispute
clarify	1A	1A, 13A	13A	verb	aclarar	to make or become more easily understood

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate ( <b>bold</b> )/Translation	Definition
clarity	11C	11C	11C	noun	<b>claridad</b>	the quality of being easily understood
coherence	11C	11C	11C	noun	<b>coherencia</b>	systematic or logical connection or consistency
coherent	11B	11B	11B	adjective	<b>coherente</b>	logical and well organized
coherently	1C			adverb	<b>coherente</b> mente	in a logical and consistent way
collaboratively	1D	1D	1D	adverb	<b>colaborativamente</b>	to work with others
comments	1A	1A	1A	noun	<b>comentarios</b>	mentionings of things that deserve notice
common	11Diii	11Diii		adjective	<b>común</b>	not privileged or elite (e.g., common nouns)
communicate	1C, 2, 10	1C, 2, 10	1C, 2, 10	verb	<b>comunicar</b>	to make known
communication	1E			noun	<b>comunicación</b>	the exchange of information between persons
compare(ing)		7B, 9Diii	7B	verb	<b>comparar</b>	to examine for similarity or differences
complete	2D, 11Di	2C, 11Di	11Di	noun verb	<b>completo</b> <b>completar</b>	having all the necessary parts finish
complex	6, 8, 9	6, 8, 9	6, 8, 9, 11Dviii, 11Dx	adjective	<b>complejo</b>	not easy to understand or explain; not simple
compose	11, 12, 12A, 12B, 12C, 12D	11, 12, 12A, 12B, 12C, 12D	11, 12, 12A, 12B, 12C, 12D	verb	<b>escribir</b>	to create or write
composition(s)	11, 12, 12B	11, 12, 12B	11, 12, 12B	noun	<b>composición</b>	a short piece of writing
compound	2Aiii, 2Biii, 11Di, 11Dviii, 11Dx	11Di, 11Dviii, 11Dx	11Di, 11Dx	adjective	<b>compuesto</b>	made of or by the union of two or more parts
comprehension	4, 6, 6I	4, 6, 6I	4, 6, 6I	noun	<b>comprensión</b>	ability to understand
conclusion	11Bi	11Bi	11Bi	noun	<b>conclusión</b>	the last or closing part of something
confirm	6C	6C	6C	verb	<b>confirmar</b>	to state or show that (something) is true or correct
connections	6E, 7A	6E, 7A	6E, 7A	noun	<b>conexiones</b>	facts or conditions of having a link
contemporary	8, 9	8, 9	8, 9	adjective	<b>contemporáneo</b>	happening or beginning now or in recent times
contrast(ing)		7B, 9Diii	7B	verb	<b>contrastar</b>	to show noticeable differences
contributes	10B, 10F	10B, 10F	10B, 10F	verb	<b>contribuir</b>	to share in something
convey	11Dv, 12B	11Dv, 12B		verb	<b>transmitir</b>	to make known
create(ed)	6D, 6H, 13G	6D, 6H, 9B	6D, 6H	verb	<b>crear</b>	to make or produce

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate ( <b>bold</b> )/Translation	Definition
credibility			13D	noun	<b>credibilidad</b>	the quality of being believed or accepted as true, real, or honest
critical	10	10	10	adjective	<b>crítico</b>	using or involving careful judgement
deepen	6, 6B, 6D	6, 6B, 6D	6, 6B, 6D	verb	<b>profundizar</b>	to make fuller or more complete
demonstrate(s)	2A, 2B, 7B, 9A, 13E	2A, 2B, 7B, 9A, 13E	2A, 2B, 7B, 9A, 13E	verb	<b>demonstrar</b>	to show clearly
describe	7A, 10D	7A, 10D	7A, 10D	verb	<b>describir</b>	to write or tell about in words
details	6G, 11Bii	6G, 11Bii	6G, 11Bii	noun	<b>detalles</b>	a small part of something larger
determine	3A, 3B, 6G	3A, 3B, 3C, 6G	3A, 3B, 6G	verb	<b>determinar</b>	to learn or find out exactly
develop(s, ing)	1, 1E, 2, 3, 4, 5, 6, 10, 11B, 11Bii, 13B	1, 1D, 2, 3, 4, 5, 6, 10, 11B, 11Bii, 13B, 13G	1, 1D, 2, 3, 4, 5, 6, 10, 11B, 11Bii, 13B, 13G	verb	<b>desarrollar</b>	to bring out the possibilities of or improve (e.g., develop comprehension); to create over time (e.g., develop drafts)
difference	13F	13F		noun	<b>diferencia</b>	what makes two or more persons or things not the same
digital	3A, 9F	3A, 9F	3A, 9F	adjective	<b>digital</b>	using computer technology
discuss	7G, 9C, 10F	7G, 10F	7G	verb	<b>discutir</b>	to talk about
discussion	1, 1C	1	1	noun	<b>discusión</b>	conversation for the purpose of understanding or debating a question or subject
distinguishing	8A, 9A, 9Eii	9A	9A, 9B	verb	<b>distinguir</b>	to know the difference
diverse	8, 9	8, 9	8, 9	adjective	<b>diverso</b>	different from each other
division	2AiV, 2Bv	2AiiI, 2Biv	2AiiI, 2Biv	noun	<b>división</b>	the act or process of grouping or separating
effect	9Diii			noun	<b>efecto</b>	what happens/happened and is produced by a cause
effectively	1C	1C	1C	adverb	<b>efectivamente</b>	doing something in way that produces or able to produce a desired result
elements	8C, 9B, 9C	8C	8C	noun	<b>elementos</b>	one of the parts of which something is made up
emphasis			11Dx	noun	<b>énfasis</b>	special attention or importance given to something
employing	1C	1C	1C	verb	<b>emplear</b>	making use of
engaging	11Bii	11Bii	11Bii	adjective	<b>atractivo</b>	attractive or interesting
enunciation	1C	1C	1C	noun	<b>enunciación</b>	pronunciation of words or parts of words
establish	6A	6A	6A	verb	<b>establecer</b>	to bring into being

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate ( <b>bold</b> )/Translation	Definition
evaluate	6G	6G	6G	verb	<b>evaluar</b>	to judge the value or condition of
evidence	6F, 7C, 9Di,	6F, 7C, 8A, 9D	6F, 7C, 8A, 9Di	noun	<b>evidencia</b>	a sign that shows something exists or is true
examine			10F	verb	<b>examinar</b>	to look at (something) closely and carefully in order to learn more about it, to find problems, etc.
experiences	6E	6E	6E	noun	<b>experiencias</b>	knowledge gained by doing or living through something
express		1C		verb	<b>expresar</b>	to make known, especially in words
expressively	3	3	3	adverb	<b>expresivamente</b>	effectively conveying meaning or feeling
eye contact	1C	1C	1C	noun	contacto visual	visual contact with another person's eyes
features	6C	6C	6C	noun	características	something especially noticeable
figurative	10D	9B, 10D	10D	adjective	<b>figurativo</b>	expressing one thing in terms normally used for another (e.g., the foot of the mountain)
final	2Aii, 2Avi, 2Bi, 2Bvii	2Aii, 2Av, 2Bi, 2Bvi	2Aii, 2Bi, 2Bvi	adjective	<b>final</b>	coming or happening at the end
focused	11B	11B	11B	adjective	enfocado	directed attention or effort at something specific
formal	13A	13A	13A	adjective	<b>formal</b>	following an established form, custom, or rule
foundational	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	adjective	<b>fundacional</b>	relating to an underlying basis or principle
gather(ed)	13C, 13E	13C, 13E	13C, 13E	verb	recolectar	to choose and collect
generate	6B, 13A	6B, 13A	6B, 13A	verb	<b>generar</b>	to produce (something) or cause (something) to be produced
gestures			1C	noun	<b>gestos</b>	a movement of the body (as the hands and arms) that expresses an idea or a feeling
graphic	10C	10C	10C	adjective	<b>gráfico</b>	of or relating to pictorial representation
graphs	9Dii			noun	<b>gráficas</b>	diagrams that use dots and lines to show a system of relationships between things
historical		8D, 11Dix	8D	adjective	<b>histórico</b>	relating to or based on history
identify(ing)	2Avii, 3C, 3D, 9Ei, 9Eiii, 10E, 10G, 13C, 13D	2Av, 3D, 9Ei, 9Eiii, 10E, 10G, 13C, 13D	2Av, 3C, 3D, 9Ei, 9Eiii, 10E, 13C	verb	<b>identificar</b>	to know and say who someone is or what something is
illustrating	7E	7E	7E	verb	<b>ilustrar</b>	creating pictures or diagrams to explain or decorate
images	6D	6D, 9B	6D, 12	noun	<b>imágenes</b>	thoughts of how something looks

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate ( <b>bold</b> )/ Translation	Definition
independently	5	5	5	adverb	<b>independientemente</b>	not requiring or relying on other people for help or support
influence(s)	8D	8D	8D, 11Dvi	verb	<b>influenciar</b>	to affect or change in an indirect but usually important way
informal	13A	13A	13A	adjective	<b>informal</b>	suitable for ordinary or everyday use
information	1A, 6B, 6H, 12B, 13C, 13E	1A, 1C, 6B, 6H, 12B, 12D, 13C, 13E	6B, 6H, 12B, 12D, 13C, 13E	noun	<b>información</b>	facts or details about a subject
informational	7B, 9D, 12B	9D, 12B	9D, 12B	adjective	<b>informativo</b>	relating to facts or details about a subject
inquiry	13A	13A	13A	noun	investigación	a thorough examination
instructions	1B	1B	1B	noun	<b>instrucciones</b>	an outline of how something is to be done
interact	7E	7E, 8B	7E	verb	<b>interactuar</b>	to act upon or together with something else
interpret			1A	verb	<b>interpretar</b>	to understand in a particular way
irregular		2Ai, 11Dii	11Dii	adjective	<b>irregular</b>	not according to rule, or to the accepted principle, method, course, order, etc.
knowledge	2, 2A, 2Av, 2Av, 2Avi, 2B, 2Bv, 2Bvi, 2Bvii, 6I, 9A	2, 2A, 2Aiii, 2Av, 2Av, 2B, 2Biv, 2Bv, 2Bvi, 6I, 9A	2, 2A, 2Aiii, 2Av, 2B, 2Biv, 2Bv, 2Bvi, 6I, 9A	noun	conocimiento	understanding and skill gained by learning and experience
legible	11	11	11	adjective	<b>legible</b>	clear enough to be read
legibly	2D	2C	2C	adverb	de manera legible	capable of being read
literal	10D	10D	10D	adjective	<b>literal</b>	true to fact
logical	7D	7D	7D, 9Diii	adjective	<b>lógico</b>	according to what is reasonably expected
logical order	7D	7D	7D, 9Diii	noun	<b>orden lógico</b>	presenting ideas or information in a format that makes sense
maintain	7D	7D	7D	verb	<b>mantener</b>	to keep in a particular or desired state
mapping	11A	11A	11A	verb	organizar ideas	a process that helps create information on a topic and/or organize information from a list
mental	6D	6D	6D	adjective	<b>mental</b>	done in the mind
metacognitive	6	6	6	adjective	<b>metacognitivo</b>	being aware of one's own thinking processes and how they work
monitor	6I	6I	6I	verb	<b>monitorear</b>	to keep track of
multiple	2Ai, 2Biv, 3B, 6, 7, 8, 9, 10, 11, 12, 13	2Biii, 3B, 6, 7, 8, 9, 10, 11, 12, 13	1B, 2Biii, 3B, 6, 7, 8, 9, 9A, 10, 11, 12, 13	adjective	<b>múltiple</b>	more than one

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate ( <b>bold</b> )/Translation	Definition
non-verbal			1A	adjective	<b>no verbal</b>	not involving or using words
norms	1D			noun	<b>normas</b>	common practices
organizational	9Diii	9Diii	9Diii	adjective	<b>organizacional</b>	involving putting in a certain order
organizations			11Dix	noun	<b>organización</b>	a group of people united for a common purpose
organize(ing, ed)	11Bi	11Bi	1C, 11Bi	verb	<b>organizar</b>	put in a certain order
patterns	2Ai, 2Aiv, 2Biv, 2Bv, 9Diii, 11Dxi	2Ai, 2Aiii, 2Biii, 2Biv, 9Diii, 11Dxi	2Aiii, 2Biv, 9Diii, 11Dxi	noun	patrones	a set of characteristics that are displayed repeatedly
performances	10	10	10	noun	<b>presentaciones</b>	activities that persons or groups of people do to entertain an audience
period(s)	5	5, 11Dix	5	noun	<b>período</b>	length of time during which something takes place or is completed
personal	6E, 7A, 12A	6E, 7A, 12A	6E, 7A, 12A	adjective	<b>personal</b>	of, relating to, or belonging to an individual human being
pertinent	1A	1A	1A	adjective	<b>pertinente</b>	relating to the subject that is being thought about or discussed
plan		1D	1D	noun	<b>plan</b>	a set of actions that have been thought of as a way to do or achieve something
process(es)	11, 13	11, 13	11, 13	noun	<b>proceso</b>	a series of actions or operations leading to a result
products	10	10	10	noun	<b>productos</b>	things that are the results of a process or processes
protocols	1D			noun	<b>protocolos</b>	detailed plans or procedures
purpose(s)	6A, 9, 10, 10A, 10B, 10C, 10D, 11A, 13	6A, 9, 10, 10A, 10B, 10C, 10D, 11A, 13	6A, 9, 10, 10A, 10B, 10C, 10D, 10G 11A, 13	noun	<b>propósito</b>	the reason why something is done or used
purposeful	11Bi	11Bi	11Bi	adjective	<b>intencional</b>	having a clear intention or aim
purposefully	10	10	10	adverb	<b>intencionalmente</b>	intentionally and deliberately
rearranging	11C	11C	11C	verb	<b>reacomodar</b>	to change the position or order of
recognize(s)	8, 9, 9D, 9E, 9F, 13F	8, 9, 9D, 9E, 9F, 13F	8, 9, 9D, 9E, 9F	verb	<b>reconocer</b>	to know and remember upon seeing
recursive	13	13	13	adjective	<b>recursivo</b>	involving doing or saying the same thing several times in order to produce a particular result or effect

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate ( <b>bold</b> )/ Translation	Definition
recursively	11	11	11	adverb	de manera recursiva	in a manner that can repeat itself indefinitely
reflecting			11Bii	verb	<b>reflejar</b>	to make manifest or apparent; showing
relationships	8B		8B	noun	<b>relaciones</b>	states of being connected
relevant	1A, 11Bii, 13C	1A, 3B, 11Bii, 13C	1A, 3B, 13C,	adjective	<b>relevante</b>	having something to do with the matter at hand
requests		12D	12D	noun	solicitudes	acts of asking for something
resolution	8C	8C	8C	noun	<b>resolución</b>	the solution to a problem
resources	3A	3A	3A	noun	recursos	a source of information or expertise
respond(s)	7, 7F	7, 7F	7, 7F	verb	<b>responder</b>	to say or write something in reaction
response(s)	7, 7B, 7C	7, 7B, 7C	7, 7B, 7C	noun	respuestas	something said or written as a reaction to something
restate	1B	1B	1B	verb	reafirmar	to say (something) again or in a different way, especially to make the meaning clearer
results			13F	noun	<b>resultados</b>	something obtained through research or investigation
select(ed, ing)	5, 6A, 7A, 11A	5, 6A, 7A, 11A	5, 6A, 7A, 11A	verb	<b>seleccionar</b>	to pick out from a group
self-select(ed)	5, 6A, 7A	5, 6A, 7A	5, 6A, 7A	verb	seleccionado por uno mismo	to select something by or for oneself
self-sustained	5	5	5	adjective	autosostenido	able to continue without outside assistance
sequence(s)	1B, 8C	1B		noun	<b>secuencia</b>	describes items or events in order or tells the steps to follow to do or make something
series	1B, 2C, 11Dx	1B		noun	<b>series</b>	a number of things arranged in order and connected by being alike in some way
social	1E			adjective	<b>social</b>	relating to interaction with other people
society	6E	6E	6E	noun	<b>sociedad</b>	all of the people of the world
strategies	11A	11A	11A	noun	<b>estrategias</b>	carefully developed plans or methods for achieving a goal
structural	9B			adjective	<b>estructural</b>	relating to the way something is organized
structure(s)	2, 6C, 9, 9D, 9E, 10B, 11Bi, 11C	2, 6C, 9, 9C, 9D, 9E, 10B, 11Bi, 11C	2, 6C, 9, 9C, 9D, 9E, 10B, 11Bi, 11C	noun	<b>estructura</b>	the manner in which something is built, arranged, or organized
structured	11B	11B	11B	adjective	<b>estructurado</b>	arranged or organized in a particular way

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate ( <b>bold</b> )/Translation	Definition
summarize		7D	7D	verb	resumir	to tell in or reduce to a short statement of the main points
support(ing)	6F, 7C, 9Di, 9Dii	6F, 7C, 9Di, 9Dii	6F, 7C, 9Di, 9Dii	verb, adjective	apoyar, apoyado	to provide evidence for
sustain(ing, ed)	1, 2, 3, 4, 5, 13	1, 2, 3, 4, 5, 13	1, 2, 3, 4, 5, 13	verb	sostener	to keep up (e.g., self-sustained reading)
synthesize	6H	6H	6H	verb	<b>sintetizar</b>	to combine elements and parts to form a coherent whole
tables	9Dii			noun	<b>tablas</b>	an arrangement in rows or columns for reference
timeline			9Dii	noun	línea de tiempo	a list of important events for successive years within a particular historical period
understanding	6B, 6D, 6F, 6H, 6I, 7B, 9Dii, 13E	6B, 6D, 6F, 6H, 6I, 7B, 9Dii, 13E	6B, 6D, 6F, 6H, 6I, 7B, 9Dii, 13E	noun	comprensión	ability to get the meaning of and judge
unfamiliar	3B	3B	3B	adjective	desconocido	lacking good knowledge of
variety	7, 7A, 9B, 10, 13, 13C	7, 7A, 7B, 10, 13, 13C	7, 7A, 7B, 9B, 10, 13, 13C	noun	<b>variedad</b>	a number or collection of different things, especially of a particular class
verbal			1A	adjective	<b>verbal</b>	of, relating to, or consisting of words
volume	1C	1C	1C	noun	<b>volumen</b>	the degree of loudness of a sound

# SUBJECT SPECIFIC

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
abbreviations	2Aiii, 2Biii, 11Dx			noun	abreviaturas	shortened forms of a word or phrase
accent	2Av			noun	énfasis	greater stress or force given to a syllable of a word in speaking
acronyms			11Dix	noun	<b>acrónimos</b>	words formed from the first letter or letters of the words of a compound term
acts	9C	9C	9C	noun	<b>actos</b>	main divisions of a play
adage			3D	noun	<b>adagio</b>	an old familiar saying
adjectives	11Div	11Div	11Div	noun	<b>adjetivos</b>	words that describe or modify a noun or pronoun
adverbs	11Dv	11Dv	11Dv	noun	<b>adverbios</b>	words that modify a verb, adjective, or another adverb and that often show degree, manner, place, or time
affixes	3C	3C	3C	noun	<b>afijos</b>	morphemes or meaningful parts of a word attached before or after a root or base word to modify its meaning (e.g., prefix, suffix)
alliteration		10D		noun	<b>aliteración</b>	the use of words that begin with the same sound near one another
alphabetize	2C			verb	<b>alfabetizar</b>	to arrange in alphabetical order
anecdote		10G	10G	noun	<b>anécdota</b>	a short story about something interesting or funny in a person's life
annotating	6I, 7E	6I, 7E	6I, 7E	verb	<b>anotar</b>	adding notes or comments to (a text, book, drawing, etc.)
antonyms	3D			noun	<b>antónimos</b>	words of opposite meaning
apostrophes	11Dx	11Dx		noun	<b>apóstrofes</b>	marks used to show that letters are missing or to show ownership
argument		9Eii	9Eii	noun	<b>argumento</b>	a reason for or against something
argumentative text	9E, 12C	9E, 12C	9E	noun	<b>texto argumentativo</b>	text characterized by a coherent series of reasons or statements intended to support or establish a claim
assonance		10D		noun	<b>asonancia</b>	the use of words that have the same or very similar vowel sounds near one another

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
audience(s)	9Eiii, 11A, 11E	9Eiii, 11A, 11E	9Eiii, 11A, 11E	noun	<b>audiencia</b>	the people who watch, read, or listen to something
author('s)	10, 10A, 10B, 10C, 10D, 10F	9Eii, 10, 10A, 10B, 10C, 10D, 10F	9Eii, 10, 10A, 10B, 10C, 10D, 10F	noun, adjective	<b>autor</b>	the writer of a literary work, such as a book
author's purpose	10, 10A, 10B	10, 10A, 10B	10, 10A, 10B	noun	propósito del autor	an author's reason for or intent in writing
background knowledge	6I	6I	6I	noun	conocimiento de fondo	knowledge gained through study, experience, or instruction
base words	2Avi, 2Bvii	2Av, 2Bvi	2Aiv, 2Bvi	noun	raíz de una palabra	free morphemes, usually of Anglo-Saxon origin, to which affixes can be added
bibliography		13G	13G	noun	<b>bibliografía</b>	a list of materials (such as books or magazine articles) used in the preparation of a written work or mentioned in a text
brainstorming	11A	11A	11A	verb	lluvia de ideas	to discuss a problem or issue and suggest solutions and ideas
capitalization	11Dix	11Dix	11Dix	noun	uso de mayúsculas	the use of a capital letter in writing or printing
cause and effect	9Diii			noun	<b>causa y efecto</b>	a type of organizational pattern in informational text with a relationship between events or things, where one is the result of the other or others
central idea	9Di, 12B	9Di, 12B	9Di, 12B	noun	<b>idea central</b>	main topic of an informational text (i.e., its focus)
character(s)	8B, 9C	8B, 9C	8B, 9C	noun	personaje	a person in a story or play
character tags		9C	9C	noun	etiquetas de personaje	repetitive verbal devices used to identify a character in the mind of the reader
claim	9E	9E	9E	noun	declaración	the main argument in an argumentative text
classical	8, 9	8, 9	8, 9	adjective	<b>clásico</b>	of a kind that has long been considered great
climax		8C	8C	noun	<b>clímax</b>	the point of highest dramatic tension or a major turning point in the action (as of a play or narrative)
closed syllables	2Aii, 2Bi	2Aii, 2Bi	2Aii, 2Bi	noun	sílabas cerradas (en el idioma inglés)	syllables with a short vowel followed by one or more consonants
collective nouns			11Diii	noun	sustantivos colectivos	nouns such as <i>team</i> or <i>flock</i> that refer to a group of people or things

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
commas	11Dx	11Dx	11Dx	noun	<b>comas</b>	punctuation marks used to show separation of words or word groups within a sentence
comparative	11Div	11Div	11Div	adjective	<b>comparativo</b>	of or relating to the form of an adjective or adverb that shows an increase in the quality that the adjective or adverb expresses
compare and contrast		9Diii		verb	<b>comparar y contrastar</b>	a type of organizational pattern in informational text in which the similarities and differences among two or more things are presented
complex sentences			11Dviii, 11Dx	noun	<b>oraciones compuestas subordinadas</b>	sentences containing one or more dependent clauses in addition to the main clause
compound predicates	11Dviii	11Dviii		noun	<b>predicados compuestos</b>	verb phrases with more than one main verb
compound sentences	11Di, 11Dviii, 11Dx	11Di, 11Dviii, 11Dx	11Di, 11Dx	noun	<b>oraciones compuestas coordinadas</b>	a sentence containing two or more coordinate independent clauses, usually joined by one or more conjunctions, but no dependent clause
compound subjects	11Dviii	11Dviii		noun	<b>sujetos compuestos</b>	phrases with more than one head noun in the subject
compound words	2Aiii, 2Biii			noun	<b>palabras compuestas</b>	two smaller words put together to make a bigger word
conclusion	11Bi	11Bi	11Bi	noun	<b>conclusión</b>	the last or closing part of a piece of writing
conflict(s)	8C		8B	noun	<b>conflicto</b>	opposition of persons or forces that gives rise to the dramatic action in drama or fiction
conjunctions	11D	11D	11D	noun	<b>conjunciones</b>	words or expressions that join sentences, clauses, phrases, or words
conjunctive adverb			11Dv	noun	<b>adverbio conjuntivo</b>	an adverb that connects two independent clauses (e.g., <i>in addition, however, of course</i> )
consonant(s)	2Avi, 2Bvii	2Av, 2Bvi	2Ai, 2Bii, 2Bvi	noun	<b>consonantes</b>	a speech sound that is not a vowel and is formed with obstruction of the flow of air with the teeth, lips, or tongue
context	3B	3B	3B	noun	<b>contexto</b>	the words that are used with a certain word or phrase in writing or speaking
contractions	2Aiii, 2Biii, 11Dx		11Dix	noun	<b>contracciones</b>	short forms of a word or word group produced by leaving out a letter or letters

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
conventions	1C, 11D	1C, 11D	1C, 11D	noun	<b>convenciones</b>	customs or ways of doing things in writing that are widely accepted and followed (e.g., standard English conventions)
coordinating conjunctions	11Dviii	11Dviii		noun	<b>conjunciones coordinantes</b>	conjunctions that connect two grammatical elements of identical construction
correspondence	12D	12D	12D	noun	<b>correspondencia</b>	communication by means of letters or e-mail
craft	10, 12, 12A, 12B, 12C	10, 12, 12A, 12B, 12C	10, 12, 12A, 12B, 12C	noun	arte de escribir	the writer's intentional use of figurative language, imagery, and detail to create an effect on the reader
cursive	2D	2C	2C	noun	<b>cursiva/manuscrita</b>	a type of handwriting in which all the letters of a word are connected to each other
decode(ing)	2A	2A	2A	verb/noun	descodificar/descodificación	translating a word from print to speech, usually by employing knowledge of sound-symbol correspondences; deciphering a new word by sounding it out
dialogue	9C	11Dx	11Dx	noun	<b>diálogo</b>	conversation in a written story or a play
digital resources	3A	3A	3A	noun	<b>recursos digitales</b>	electronic or computer resource
digital texts	9F	9F	9F	noun	<b>texto digital</b>	electronic versions of written texts
digraph	2Aii, 2Bi	2Aii, 2Bi	2Aii, 2Bi	noun	<b>dígrafo</b>	two letters that represent one phoneme (sound)
diphthong	2Aii, 2Bi	2Aii, 2Bi	2Aii, 2Bi	noun	<b>diptongo</b>	two vowel sounds joined in one syllable to form one speech sound
doubling	2Avi, 2Bvii	2Av, 2Bvi	2Bvi	verb	repetir	to repeat the same letter twice consecutively
draft(s)	11A, 11B, 11C, 11D	11A, 11B, 11C, 11D	11A, 11B, 11C, 11D	noun	borrador	a version of something written or drawn (such as an essay, document, or plan) that has or will have more than one version
drama	9C	9C	9C	noun	obra de teatro	a piece of writing that tells a story and is performed on a stage
edit	11D	11D	11D	verb	<b>editar</b>	to correct and get ready for publication
enunciation	1C	1C	1C	noun	<b>enunciación</b>	pronunciation of words or parts of words
essays	12C	11Dix, 12C	12C	noun	<b>ensayos</b>	short pieces of writing that tell a person's thoughts or opinions about a subject
events	8C	11Dix		noun	<b>eventos</b>	something important or notable that happens

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate ( <b>bold</b> )/Translation	Definition
fables	9A	9A	9A	noun	fábulas	a story in which animals speak and act like people that is usually meant to teach a lesson
facts	9Eii	9Eii	9Eii	noun	hechos	true pieces of information
fairy tales	9A	9A	9A	noun	cuentos de hadas	simple children's stories about magical creatures
falling action		8C	8C	noun	parte de la historia posterior al climax y anterior al desenlace	the parts of a story after the climax and before the very end
fiction			12A	noun	<b>ficción</b>	works of literature that are not true stories
figurative language	10D	9B, 10D	9B, 10D	noun	<b>lenguaje figurativo</b>	language that expresses one thing in terms normally used for another (e.g., the foot of the mountain)
first person	10E	10E	10E	adjective	primera persona	set of words or forms referring to the person speaking or writing them
fluency	4	4	4	noun	fluidez	the ability to read effortlessly and accurately with sufficient automaticity to support understanding
folktale	9A	9A	9A	noun	cuentos populares	a traditional story made up and told orally among a people
fragments		11Di	11Di	noun	<b>fragmentos</b>	incomplete sentences
freewriting	7E, 11A	7E, 11A	7E, 11A	verb	escritura libre	automatic writing, especially done as a classroom exercise
future tense	11Dii			noun	tiempo futuro	a verb tense that is used to refer to the future
genre(s)	6C, 8, 9, 11A, 12A, 12B, 12C	6C, 8, 9, 11A, 12A, 12B, 12C	6C, 8, 9, 11A, 12A, 12B, 12C	noun	<b>género</b>	a category of artistic, musical, or literary composition characterized by a particular style, form, or content
geographical names	11Dix			noun	nombres geográficos	proper nouns applied to natural, man-made, or cultural features on Earth
graphic features	10C	10C	10C	noun	características gráficas	pictures and other images that accompany a text to enhance its meaning for the reader
high frequency	2Avii, 11Dxi	2Avi, 11Dxi	2Av, 11Dxi	adjective	alta frecuencia	referring to words that occur most often in texts
homographs	3D			noun	<b>homógrafos</b>	two or more words spelled alike but different in meaning or origin or pronunciation

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
homophones	2Bii, 3D	2Bii, 3D		noun	<b>homófonos</b>	two or more words pronounced alike but different in meaning or origin or spelling
hyperbole	10G	10G		noun	<b>hipérbole</b>	extravagant exaggeration
idioms	3D			noun	modismos	expressions that cannot be understood from the meanings of their separate words but must be learned as a whole
imagery	10D	10D	10D	noun	lenguaje descriptivo	language that causes someone to imagine pictures in their mind
indefinite pronouns			11Dvii	noun	pronombres indefinidos	pronouns that do not specify the identity of their referents, such as <i>anything</i> and <i>somebody</i>
infer	8A	8A	8A	verb	<b>inferir</b>	to arrive at a conclusion, a generalization, or prediction based on the examination of various details and pieces of information
inferences	6F	6F	6F	noun	<b>inferencias</b>	acts of deriving logical conclusions from evidence and/or experience, whether directly stated or implied
informational text(s)	7B, 9D, 12B	9D, 12B	9D, 12B	noun	<b>textos informativos</b>	nonfiction writing with the intention of informing the reader about a specific topic
initials			11Dix	noun	<b>iniciales</b>	first letters, as in a word or a name
inset			9Dii	noun	recuadro	a smaller thing that is inserted into a larger thing
introduction	11Bi	11Bi	11Bi	noun	<b>introducción</b>	the part of a written work that leads up to and explains what will be found in the main part
irregular plurals		2Ai		noun	sustantivos plurales irregulares	nouns that do not form their plural simply by adding the suffix -s or -es to the base
irregular verbs		11Dii	11Dii	noun	<b>verbos irregulares</b>	a verb in which the past tense is not formed by adding the usual -ed ending
key ideas	6G	6G	6G	noun	ideas claves	main ideas of a paragraph or section of text
legends	9A	9A	9A	noun	<b>leyendas</b>	an old story that is widely believed but cannot be proved to be true
literary	7B, 8, 10E, 12A	8, 10E, 12A	8, 10E, 12A	adjective	<b>literario</b>	of or relating to literature
literary devices	10E	10E	10E	noun	recursos literarios	specific language techniques that convey meaning and bring clarity to a text

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
literary elements	8	8	8	noun	<b>elementos literarios</b>	aspects or characteristics of a literary text that are typical of most if not all literary texts (e.g., theme, setting)
literary texts	8, 12A	8, 12A	8, 12A	noun	<b>textos literarios</b>	pieces of written material, such as books or poems, that have the purpose of telling a story, entertaining, expressing feelings, etc.
literature	9A	9A	9A	noun	<b>literatura</b>	written works that are considered to be of high quality and to have lasting importance
major character	8B			noun	personaje principal	an important role central to the story
mental images	6D	6D	6D	noun	<b>imágenes mentales</b>	a picture of something not real or present that is produced by the memory or the imagination
metacognitive skills	6	6	6	noun	habilidades metacognitivas	ability to understand and analyze one's own learning through setting learning goals, using effective thinking strategies, and evaluating one's own learning
metaphor		9B, 10D	10D	noun	<b>metáfora</b>	a figure of speech comparing two unlike things
minor character	8B			noun	personaje secundario	a less important role in a story
mode of delivery	13H	13H	13H	noun	modo de presentación	how information is presented
morphology	2	2	2	noun	<b>morfología</b>	the study and description of how words are formed in language
multimodal	9F, 13H	9F, 13H	9F, 13H	adjective	<b>multimodal</b>	referring to a variety of ways in which information is presented (e.g., visually, auditorially; as in multimodal texts or multimodal delivery)
multisyllabic	2A, 2B	2A, 2B	2A, 2B	adjective	<b>multisilábico</b>	having more than one and usually more than three syllables
myths	9A	9A	9A	noun	<b>mitos</b>	a story often describing the adventures of beings with more than human powers that attempts to explain mysterious events
narratives	12A	12A	12A	noun	<b>narrativas</b>	texts having the form of a story
notetaking	7E	7E	7E	verb	tomar notas	the act or process of taking notes as a strategy for interacting with various sources

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
nouns	11Diii	11Diii	11Diii	noun	sustantivos	words or phrases that are the names of something (as a person, place, or thing) and that are used in a sentence, especially as the subject or object of a verb or as the object of a preposition
objective	11Dvii			adjective	<b>objetivo</b>	relating to pronouns that are the objects of verbs or prepositions (e.g., <i>him, her, us</i> )
onomatopoeia	10D			noun	<b>onomatopeya</b>	the forming of a word in imitation of a natural sound (such as <i>buzz</i> or <i>hiss</i> )
open syllables	2Aii, 2Bi	2Aii, 2Bi	2Aii, 2Bi	noun	sílaba abierta (en el idioma inglés)	a syllable with a long vowel at the end, spelled with one vowel letter
opinion	9Eii, 12C	1C, 12C	12C	noun	<b>opinión</b>	a belief based on experience and on certain facts but not amounting to sure knowledge
opinion essays		12C	12C	noun	<b>ensayos de opinión</b>	formal writing that requires your opinion on a topic and that must be stated clearly, giving various viewpoints supported by reasons and/or examples
organizational pattern(s)	9Diii	9Diii	9Diii	noun	patrones organizacionales	structure in an informational text to build relationships among ideas and provide supporting details (e.g., cause and effect, chronological order)
orthographic	11D	2A, 11D	11D	adjective	<b>ortográfico</b>	relating to spelling patterns and rules in a writing system
paraphrase(ing)	7D, 13F	7D, 13F	7D, 13F	verb	<b>parafrasear</b>	to restate a phrase or sentence that uses different words to express the same idea
past tense	11Dii	11Dii	11Dii	noun	tiempo pasado	a verb tense used to express an action or state having already taken place or existed
personal narratives	12A	12A	12A	noun	<b>narrativas personales</b>	expressive literary pieces written in first person that center on a particular event in the author's life and may contain vivid description as well as personal commentary and observations
personification		9B		noun	<b>personificación</b>	figurative language in which nonhuman things or abstractions are represented as having human qualities or abilities
phonics	2	2	2	noun	<b>fonética</b>	reading and pronouncing words by learning the sounds of letters, letter groups, and syllables

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
phonological awareness	2	2	2	noun	conciencia fonológica	metalinguistic awareness of all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes
phrases	11Dvi	11Dvi	11Dvi	noun	<b>frases</b>	a group of two or more words that express a single idea but do not form a complete sentence
plagiarism	13F	13F	13F	noun	plagio	an act of copying the ideas or words of another person without giving credit to that person
plan	11A	11A	11A	verb	<b>plan</b>	to organize ideas within a piece of writing prior to the drafting process
plot	8C, 8D	8C, 8D	8C, 8D	noun	trama	the main events of a story, play, or similar literary work presented as an interrelated sequence
plural nouns	11Diii	11Diii		noun	sustantivos plurales	words that indicate that there is more than one person, animal, place, thing, or idea
poems	9B		9B	noun	<b>poemas</b>	pieces of writing often having figurative language and lines that have rhythm and sometimes rhyme
poetry	12A	12A	12A	noun	<b>poesía</b>	pieces of writing often having figurative language and lines that have rhythm and sometimes rhyme
point of view	10E	10E	10E	noun	punto de vista	the narrator's position in relation to a story being told or to another literary text (e.g., first person, third person)
possessive	11Dvii, 11Dx	11Dx		adjective	<b>posesivo</b>	being or belonging to the case of a noun or pronoun that shows possession
predicate	11D	11D		noun	<b>predicado</b>	the part of a sentence or clause that tells what is said about the subject
predictions	6C	6C	6C	noun	<b>predicciones</b>	strategy of foretelling what will happen or might happen in a text during reading
prefixes	2Av, 2Bvi	2Av, 2Bv	2Av, 2Bv	noun	<b>prefijos</b>	morphemes that precede a root or base word and that contribute to or modify the meaning of a word
prepositional phrases	11Dvi	11Dvi	11Dvi	noun	<b>frases preposicionales</b>	a modifying phrase consisting of a preposition and its object

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
prepositions	11Dvi	11Dvi	11Dvi	noun	<b>preposiciones</b>	words or groups of words that combine with nouns or pronouns to form phrases that usually act as adverbs, adjectives, or nouns
present tense	11Dii			noun	tiempo presente	a verb tense that expresses action or state in the present time and is used to show what is true at the time of speaking or is always true
primary sources	13D	13D	13D	noun	fuentes primarias	original documents containing first-hand accounts or documentation of an event (e.g., diary, letter, speech)
print concepts	2	2	2	noun	conceptos de impresión	awareness of print in everyday environments, especially how print functions and is organized
problem and solution	9Diii			noun	<b>problema y solución</b>	type of organizational pattern in informational text in which a dilemma or issue is presented and something that was, can be, or should be done to resolve it is presented
pronouns	11Dvii	11Dvii	11Dvii	noun	pronombre	words used as substitutes for nouns
pronunciation	3A	3A, 9Dii	3A	noun	<b>pronunciación</b>	act or way of saying a word or words
proper nouns	11Diii	11Diii		noun	sustantivos propios	words or groups of words that are the name of a particular person, place, or thing and that usually begin with a capital letter
prosody	4	4	4	noun	<b>prosodia</b>	rhythmic aspect of language and speaking
publish	11E	11E	11E	verb	<b>publicar</b>	to make available to the public, usually by printing, a book, magazine, newspaper, or other document
pun			3D	noun	juego de palabras	form of joking in which a person uses a word in two senses
punctuation	11Dx	11Dx	11Dx	noun	<b>puntuación</b>	marks (such as periods and commas) in a piece of writing that make its meaning clear and that separate it into sentences, clauses, etc.
quotation		11Dx	11Dx	noun	<b>cita exacta</b>	material (as a sentence or passage from a book) that is repeated exactly by someone else
rate	4	1C, 4	1B, 4	noun	velocidad	speed at which a text is read (i.e., words per minute)

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
r-controlled syllables	2Aii, 2Bi	2Aii, 2Bi	2Aii, 2Bi	noun	sílabas cuyo sonido vocálico es controlado por la letra 'r' (en el idioma inglés)	syllable containing a vowel immediately followed by the consonant <i>r</i> , such that its pronunciation is affected or even dominated by the <i>r</i>
re-reading	6I	6I	6I	verb	releer	comprehension-monitoring strategy that involves reading a text again to make sense of it
research	2Avii, 13, 13B	2Avi, 13, 13B	2Av, 13, 13B	noun	investigación	careful study and investigation to discover and explain new knowledge
research plan	13B	13B	13B	noun	plan de investigación	method for conducting an examination of a specific topic or interest area
resolution	8C	8C	8C	noun	<b>resolución</b>	the solution to a problem
resources	3A	3A	3A	noun	fuentes de información	sources of information or expertise
retell	7D	7D	7D	verb	volver a contar	to tell (a story) again, especially in a different way
revise	11C	11C	11C	verb	<b>revisar</b>	to make changes that correct or improve by adding, rearranging, and/or deleting ideas
rhyme scheme	9B			noun	esquema de rima	arrangement of rhymes in a stanza or a poem
rising action		8C	8C	noun	eventos en una historia anteriores al clímax	series of incidents in a story's plot leading up to the climax
roots		3C	3C	noun	raíces	morphemes, usually of Latin origin in English, that cannot stand alone but that are used to form a family of words with related meanings
run-ons		11Di	11Di	noun	oraciones compuestas sin conjunción o puntuación	sentences in which two or more clauses are not connected by the correct conjunction or punctuation
scenes		9C	9C	noun	<b>escenas</b>	divisions of an act in a play
secondary sources	13D	13D	13D	noun	fuentes secundarias	a text, video, etc. created later by someone who did not experience first-hand or participate in an event (e.g., scholarly book, journal article, historical video)

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
setting	8D, 9C	8D, 9C	8D, 9C	noun	contexto	background (such as time and place) of the action of a story, play, or other literary text
sidebar			9Dii	noun	barra lateral	short news story, other text, or graphic accompanying and presenting sidelights of a major story
simile	10D	9B, 10D	10D	noun	<b>símil</b>	a figure of speech in which two things that are essentially different are likened to each other, usually using the words <i>like</i> or <i>as</i>
singular nouns	11Diii	11Diii		noun	sustantivos singulares	words that name one person, place, thing, or idea
sound device	9B, 10D	10D	9B	noun	recursos literarios fónicos	aspect of poetry or literature that mimics sounds or uses repetition of sounds (e.g., onomatopoeia, assonance)
source materials	13F	13F	13F	noun	materiales de información	publications from which information is obtained and used in research
source(s)	7, 7A, 7E, 13C, 13D, 13F	7, 7A, 7B, 7E, 13C, 13D, 13F	7, 7A, 7B, 7E, 13C, 13D, 13F	noun	fuentes	someone or something that supplies information
speaking rate	1C	1C	1C	noun	velocidad de habla	how fast or slow a person speaks
splices		11Di	11Di	noun	uso incorrecto de comas	when a comma is incorrectly used between two independent clauses
stage direction		9C	9C	noun	acotación	written instructions in a play telling an actor what to do
standard English	11D	11D	11D	noun	<b>inglés estandar</b>	form of the English language widely accepted as the usual agreed-upon form
stereotyping			10G	noun	<b>estereotipos</b>	rhetorical fallacy in which one classifies a person or group according to a common aspect that is oversimplified, rigidly applied, and often uncomplimentary
subject(s)	11Di, 11Dviii	11Di, 11Dviii	11Di, 11Dvi	noun	<b>sujeto</b>	grammatical role of a noun phrase in a sentence (one of two necessary parts of a sentence, the other being the predicate)
subjective	11D			adjective	<b>subjetivo</b>	relating to nouns, noun phrases, or pronouns that are the subjects of verbs

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
subject-verb agreement	11Di	11Di	11Di, 11Div	noun	correspondencia entre sujeto y verbo	when the subject and verb in a clause agree in number (i.e., both are singular or both are plural)
subordinating conjunction			11Dviii	noun	<b>conjunción subordinada</b>	a conjunction that joins a main clause and a clause that does not form a complete sentence by itself
suffix	2Avi, 2Bvii	2Av, 2Bvi	2Aiv, 2Bvi	noun	<b>sufijo</b>	a morpheme added to a root or base word that often changes the word's part of speech and that modifies its meaning
superlative	11Div	11Div	11Div	adjective	<b>superlativo</b>	being the form of an adjective or adverb that shows the greatest degree of comparison
syllabication	3A	3A	3A	noun	silabeo	act, process, or method of forming or dividing words into syllables
syllable(s)	2Aii, 2Aiv, 2Bi, 2Bv	2Aii, 2Aiii, 2Bi, 2Biv	2Aii, 2Aiii, 2Bi, 2Biv	noun	<b>sílaba</b>	unit of pronunciation that is organized around a vowel sound; it may or may not have consonants before or after the vowel
synonyms	3D			noun	<b>sinónimos</b>	words having the same or almost the same meaning as another word in the same language
table	9Dii			noun	<b>tabla</b>	a systematic arrangement of data in rows or columns for reference
tall tale	9A	9A	9A	noun	relato exagerado	a story with unbelievable elements, related as if it were true and factual
text(s)	3D, 4, 5, 6, 6A, 6B, 6C, 6E, 7, 7A, 7B, 7C, 7D, 7G, 8, 9, 9D, 9E, 9F, 10, 10A, 10B, 11, 12, 12A, 12B, 12C, 13	4, 5, 6, 6A, 6B, 6C, 6E, 7, 7A, 7B, 7C, 7D, 7G, 8, 8A, 9, 9D, 9E, 9F, 10, 10A, 10B, 11, 12, 12A, 12B, 12C, 13	4, 5, 6, 6A, 6B, 6C, 6E, 7, 7A, 7B, 7C, 7D, 7G, 8, 8A, 9, 9D, 9E, 9F, 10, 10A, 10B, 11, 12, 12A, 12B, 12C, 13	noun	<b>texto</b>	the main body of printed or written matter on a page
theme(s)	8A	8A	8A	noun	<b>tema</b>	universal idea presented in a text that speaks to a common human experience
third person	10E	10E	10E	adjective	tercera persona	point of view used when a person is speaking or writing about other people (e.g., using pronouns such as <i>he</i> and <i>they</i> )
timeline			9Dii	noun	línea de tiempo	a list of important events for successive years within a particular historical period

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate ( <b>bold</b> )/Translation	Definition
titles	11Dix	11Dix	11Dx	noun	<b>título</b>	the name given to something (such as a book, song, or job) to identify or describe it
topic	1C, 11A, 12A, 13A	8A, 11A, 12A, 13A	8A, 11A, 12A, 13A	noun	<b>tema</b>	the subject of something that is being discussed or has been written or thought about
traditional	8, 9	8, 9	8, 9	adjective	<b>tradicional</b>	handed down from age to age
transitions		11Bi	11Bi	noun	<b>transición</b>	language used to connect ideas or move from one idea to another in a text
VCe syllables	2Aii, 2Bi	2Aii, 2Bi	2Aii, 2Bi	noun	tipo de sílaba en el idioma inglés con el patrón vocal-consonante-letra e	a syllable with a long vowel sound spelled with a vowel-consonant-silent e pattern
verb(s)	11Di, 11Dii	11Di, 11Dii	11Di, 11Dii, 11Dvi	noun	<b>verbo</b>	word that expresses an act, occurrence, or state of being
verb tense	11Dii			noun	tiempo verbal	a form of a verb that is used to show when an action happened
voice	10F	10F	10F	noun	<b>voz del autor</b>	the author's style, the quality that makes his or her writing unique
vowel teams	2Aii, 2Bi	2Aii, 2Bi	2Aii, 2Bi	noun	grupos de vocales	vowel sounds spelled with two letters; often, the first vowel is long and the second vowel is silent
word choice	11C	11C	11C	noun	<b>elección de palabra</b>	the author's thoughtful use of precise vocabulary to fully convey meaning to the reader
word origin			3A	noun	origen de la palabra	language a word originally came from
writing process	11	11	11	noun	<b>proceso de escritura</b>	steps taken to organize and produce a written work

# Math: Grades 3–5

## GENERAL ACADEMIC

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
accuracy	4	4	3	noun	exactitud	freedom from mistakes; being exact or correct
allocate		10D		verb	distribuir/asignar	to divide and give out for a special reason or to particular people or things
allowance		10D		noun	mesada	an amount of money given regularly for a specific purpose
analyze(ing)	1B, 1F, 5, 6	1B, 1F, 6	1B, 1F	verb	<b>analizar</b>	to study carefully to understand the nature or meaning of
apply	1A	1A, 6C	1A	verb	<b>aplicar</b>	to put a skill to use
arranged	4D			verb	ordenar	put in order (e.g., largest to smallest)
attributes	6A, 6B	6	5, 8A	noun	<b>atributo</b>	a characteristic or property of an object, such as color, shape, or size
automaticity	4F			noun	<b>automaticidad</b>	to generate an action spontaneously without an external stimulus
balance			10E, 10F	verb	balanceado	to adjust (an account or budget) so that the amount of money available is more than or equal to the amount of money that has been spent
bills	4C			noun	billetes	a piece of paper money
borrower	9D			noun	solicitante de un préstamo	an individual who takes and uses something (money) with the promise of returning it
borrowing	9D	10E		verb	pedir prestado	to take and use something (money) with the promise of returning it
brackets			4E	noun	corchetes	pair of marks used to enclose letters or numbers; [ ]
budget			10E, 10F	noun	presupuesto	a plan for using money
check			10C	noun	cuenta	a slip of paper showing the amount due
charitable	9F			adjective	caritativo	freely giving money or help to needy persons
coins	4C			noun	<b>monedas</b>	a piece of metal put out by a government authority as money
combined	4D			verb	<b>combinar</b>	united (put together) into a single number or expression

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
compare	2, 2D, 3H	2, 2C, 2F, 3D, 10C	2, 2B	verb	<b>comparar</b>	to look at two or more things to see how they are similar or different
concrete model		2E, 2F, 3B	4G	noun	<b>modelo concreto</b>	a solid object used to display an example of an abstract concept
concrete object	3A			noun	<b>objeto concreto</b>	a solid mass used as an example of an abstract concept
consecutive	2C			adjective	<b>consecutivo</b>	following one another in order without gaps
corresponding	3B, 4F	2H		verb, adjective	<b>corresponder, correspondiente</b>	directly related to something
credit	9D, 9F			noun	<b>crédito</b>	money, goods, or services allowed to a person by a bank or business with the expectation of payment later
credit card			10C	noun	<b>tarjeta de crédito</b>	a card authorizing purchases on credit
customary	7	8, 8A, 8B	7	adjective	habitual	common or standard system of measurement
debit card			10C	noun	<b>tarjeta de débito</b>	a card issued by a bank allowing the holder to transfer money electronically to another bank account when making a purchase
diagram	1D, 3A, 5B	1D, 5A	1D	noun	<b>diagrama</b>	a drawing that explains or shows the parts of something
efficiency	4	4	3	noun	<b>eficiencia</b>	ability to do something or produce something without waste
electronic payments			10C	noun	pago electrónico	payment for a good or service online
equivalent	3F, 3G	3C, 8B		adjective	<b>equivalente</b>	alike or equal in number, value, or meaning
estimate	4B	4G	3A	verb	<b>estimar</b>	to give or form a general idea about the value, size, or cost of something based on contextual information
estimation	1C	1C	1C	noun	<b>estimación</b>	a guess or calculation about the cost, size, value, etc. of something
evaluating	1B	1B, 3F	1B	verb	<b>evaluar</b>	to judge or calculate the quality, importance, amount, or value of something
expanded	2A	2B	2A	adjective	<b>expandida</b>	writing a number to show the value of each digit
expense		10A	10E	noun	gasto	something spent or required to be spent
explain	1G, 3, 3C, 3G, 9A, 9D, 9E	1G	1G, 10B	verb	<b>explicar</b>	to make (something) clear or easy to understand
express	6E			verb	<b>expresar</b>	to represent by a sign or symbol

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate ( <b>bold</b> )/Translation	Definition
figure(s)	6, 6A, 6D, 6E	6B, 6D	5, 6A	noun	<b>figura</b>	a geometric form (e.g., line, triangle, sphere), especially when considered as a set of geometric elements (e.g., points)
financial	9	10	10, 10D	adjective	<b>financiero</b>	relating to money or how money is managed
financial institution		10E		noun	<b>institución financiera</b>	a company that deals with money (e.g., bank, savings and loan, credit union)
fixed expense(s)		10A		noun	gastos fijos	an expense whose total amount does not change when there is an increase in an activity such as sales or production
formulating	1B	1B	1B	verb	<b>formular</b>	to create, invent, or produce by careful thought and effort
generalization(s)	6	6		noun	<b>generalización</b>	the act of forming conclusions from a small amount of information
gross income			10B	noun	ingresos brutos	the amount of overall income before all allowable subtractions and income exempt from tax are taken
implication(s)	1D	1D	1D	noun	<b> implicación</b>	the fact or state of being involved in or connected to a specific concept
income	9A, 9F		10E	noun	ingreso	a gain, usually in money, that comes in from labor, business, or property
income tax			10A	noun	impuestos sobre el ingreso	a tax on the income of a person or business
incorporates	1B	1B	1B	verb	<b>incorporar</b>	to include something as part of something else
interest	9D			noun	<b> interés</b>	the money paid by a borrower for the use of borrowed money
interval(s)	7C	8C		noun	<b>intervalo</b>	a period of time between events
justify(ing)	1B, 1G, 3H	1B, 1G	1B, 1G	verb, adjective	<b>justificar</b>	to prove or show to be just, right, or reasonable
lending		10E		verb	prestar	to give (money) to someone who agrees to pay it back in the future
lender	9D			noun	prestamista	any person or entity to which you owe money for services provided
locations			8	noun	ubicación	a place or position
net income			10B	noun	ingreso neto	the amount of overall income remaining after all allowable subtractions and income exempt from tax are taken

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
notation	2A	2B	2A	noun	<b>notación</b>	a system of marks, signs, figures, or characters that is used to represent information
objects	1C, 2A, 3A, 3E, 3F, 3H, 4D, 4H, 4K	1C, 3E	1C, 3D, 3F, 3H, 3I, 3J, 4G	noun	<b>objeto</b>	a thing that you can see and touch
order(ed)	2C, 2D, 4	2, 2C, 2F, 4, 6,	2, 2B, 3	verb, adjective	<b>ordenar/ordenado</b>	placing numbers in a particular way
parentheses			4E	noun	<b>paréntesis</b>	a pair of marks used to enclose a word or group of words or to group mathematical terms to be dealt with as a unit
partition(ed, ing)	3C, 3E, 4H			verb, adjective	<b>dividir/dividido</b>	to divide into separate shares, parts, or areas
payroll tax			10A	noun	impuesto sobre el salario	money that is taken from a person's pay and given directly to the government as income tax
pictorial model(s)	2A, 3A, 3E, 3F, 3H, 4K, 5A, 7C	3B, 3E	3D, 3F, 3H, 3I, 3J, 4G	adjective	<b>pictórico</b>	having or using pictures to represent a concept
precise	1G	1G	1G	adjective	<b>preciso</b>	exactly stated or explained
proficiency			3C	noun	dominio o competencia	well advanced in knowledge
profit		10B		noun	<b>ganancia</b>	the gain after all the expenses are subtracted from the total amount received
property/properties	6	6	5	noun	<b>propiedades</b>	a quality or trait belonging and especially peculiar to an individual or thing
property tax			10A	noun	impuesto sobre la propiedad	a tax collected on real or personal property
quantify			6	verb	<b>cuantificar</b>	to find or calculate the quantity or amount of something
quantity	3C	5A	4B	noun	<b>cantidad</b>	an amount or number of something
reasonableness	1B	1B, 3F	1B	adjective	razonabilidad	to display a fair and sensible determination
reason(ing, s)	1D, 3H, 5	1D, 5	1D, 4	noun	razonamiento	the process of thinking about something in a logical way to form a conclusion or judgment
recall	4F, 4K			verb	recordar	to remember (something) from the past
recipient	3E			noun	<b>recipiente</b>	someone who receives
record(ing, s)	1E	1E, 3B	1E, 10D	verb	documentar	to keep information for the future by writing it

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate ( <b>bold</b> )/Translation	Definition
relative	2C	8A		adjective	<b>relativo</b>	having a relation to or connection with another thing
represent(ed, ing)	2, 2C, 2D, 3C, 3F, 3G, 4E, 5A, 5B, 5C, 5E, 7A, 8B	2, 2B, 2C, 2E, 3, 3A, 3D, 3E, 3G, 4C, 4E, 5A, 5B, 8B, 9A	2, 2A, 2B, 3D, 3F, 3H, 3I, 3J, 4B, 4H, 9A, 9B	verb	<b>representar</b>	to present an image or likeness of a concept
representation(s)	1D, 1E	1D, 1E, 3B	1D, 1E	noun	<b>representación</b>	a sign, picture, or symbol of something
resources	9, 9B	10	10	noun	recursos	a usable stock or supply (as in money or products)
sales tax			10A	noun	impuesto a la venta	a tax on the sale of goods and services collected by a seller that is usually calculated as a percentage of the purchase price
saving	9F	10D		verb	ahorrar	to put aside as a store or reserve
savings		10C		noun	ahorros	the amount of money saved, especially in a bank over time
savings plan	9E			noun	plan de ahorros	a system where money is put aside (as in a bank) on a regular basis
society	1A	1A	1A	noun	<b>sociedad</b>	a community or group of people having common traditions, institutions, and interests
solve	1C, 3E, 4, 4A, 4K, 5B, 7, 8, 8B	1C, 3, 3E, 4, 4H, 5D, 7, 8, 8C, 9, 9B	1C, 3, 3C, 3E, 3G, 3H, 3I, 4B, 4H, 7, 9, 9C	verb	<b>resolver</b>	to find an answer to a problem
solution(s)	1B, 4B, 7C	1B, 4G	1B, 3A	noun	<b>solución</b>	an answer to a problem
strategy(ies)	1B, 4, 4A, 4G, 4K, 7	1B, 4, 4D, 4F, 8	1B, 3, 3C, 3E, 3G, 7	noun	<b>estrategias</b>	a careful plan or method
technique	1C	1C	1C	noun	<b>técnica</b>	a way of doing something by using special knowledge or skill
technology	1C	1C	1C	noun	<b>tecnología</b>	a method of or machine for doing something that is created by technical means
understand(ing)	1, 2	1, 2, 4B	1, 2, 3E, 6	verb	entender	to know why or how something happens or works

# SUBJECT SPECIFIC

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate ( <b>bold</b> )/Translation	Definition
addition	4A, 4B, 4E, 5A, 7C	3E, 8C	3A, 3H	noun	<b>adición</b>	the act or process of combining numbers into a single sum
additive			4D	noun	<b>aditiva</b>	an object or sum produced by the process of addition
additive property	6D			noun	<b>propiedad aditiva</b>	the area of the union of two or more nonoverlapping regions is the sum of the areas of each of the regions
adjacent		7E		noun	<b>adyacente</b>	sharing a border, wall, or point
algebraic	5	5	4	adjective	<b>algebraico</b>	relating to, involving, or according to the laws of algebra
algorithm(s)	4G	4A, 4D, 4F	3B, 3C, 3G	noun	<b>algoritmo</b>	set of steps that are followed in order to solve a mathematical problem
angle(s)		6A, 6C, 6D, 7, 7A, 7B, 7C, 7D, 7E		noun	<b>ángulo</b>	the figure formed by two lines extending from the same point
area	6C, 6D, 6E	5C, 5D	4H, 6B	noun	<b>área</b>	a measure of the two-dimensional space inside a closed two-dimensional figure or surface of a three-dimensional figure
area model(s)	3G, 4E, 4K	4C, 4E	3D, 3F, 3I, 3J	noun	<b>modelo de área</b>	a visual representation of the multiplication and division of whole numbers, real numbers, and polynomials
array	4D, 4E, 4K, 5B	4C, 4E		noun	<b>matriz</b>	a group of mathematical elements (e.g., numbers) arranged in rows and columns
associative property	4G	4D		noun	<b>propiedad asociativa</b>	to be able to add or multiply regardless of how the numbers are grouped
axis			8A	noun	<b>ejes</b>	a line of reference used to assign numbers to locations in a geometric plane
bar graph	8A, 8B		9A, 9C	noun	<b>gráfica de barras</b>	a chart that uses parallel bars whose lengths are in proportion to the numbers represented
base			6B		<b>base</b>	a line or surface of a geometric figure upon which a perpendicular line is or is thought to be constructed
base-10	2B			noun	<b>base 10</b>	a number system known as the decimal system; a place value system for whole and fractional numbers
capacity	7D, 7E			noun	<b>capacidad</b>	the amount that can be held or produced by something

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
categorical data	8B		9A	noun	datos de categorías	represents a characteristic of the population that can be used to classify individuals or objects into one and only one group
center		7A, 7B		noun	<b>centro</b>	the middle point of a circle or a sphere equally distant from every point on the circumference or outer edge
circle		7A, 7B		noun	<b>círculo</b>	a line that is curved so that its ends meet and every point on the line is the same distance from the center
commutative property	4G	4D		noun	<b>propiedad conmutativa</b>	to add or multiply regardless of how the numbers within an equation are ordered
compatible	4B	4G		adjective	<b>compatible</b>	pairs of numbers that are easy to add, subtract, multiply, or divide mentally
composite	6D		4A	noun	<b>compuesto</b>	a number that can be made by multiplying other whole numbers
compose	2A, 3D			verb	formar o escribir	to form a number by putting digits together
computations	4	4	3	noun	<b>cálculo</b>	the act or action of determining by use of mathematics
congruent	6E			adjective	<b>congruente</b>	having the same size and shape
coordinate plane			8, 8A, 8B, 8C	noun	<b>plano coordinado</b>	a two-dimensional plane formed by the intersection of the y-axis and the x-axis
cube(s)	6A		4G, 6A, 6B	noun	<b>cubo</b>	a solid object having six equal square sides
decompose	2A, 3D, 6D, 6E	3B		verb	<b>descomponer</b>	displaying, or showing, the place value of each digit in a number
degree(s)		7, 7B, 7C		noun	<b>grado</b>	a unit for measuring the size of an angle
denominator(s)	3A, 3B, 3E, 3F, 3H	3B, 3D, 3E	3H	noun	<b>denominador</b>	the number in a fraction that is below the line and that divides the number above the line
differences		3F, 4		noun	<b>diferencia</b>	the degree or amount by which things differ in quantity or measure
dimensions		5D		noun	<b>dimensión</b>	the length, width, or height of something
distributive properties	4G	4D		noun	<b>propiedad distributiva</b>	the process of distributing the value of a number with a set of given numbers within parentheses
dividend(s)		4F	3C, 3F, 3G	noun	<b>dividendo</b>	a number that is being divided by another number
divisibility	4I			noun	<b>divisibilidad</b>	able to be divided

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
division	4F, 4J, 4K, 5B, 5D,	4H, 8C	3A, 3J	noun	<b>división</b>	the mathematical process of finding out how many times one number is contained in another
divisor(s)		4F	3C, 3F, 3G	noun	<b>divisor</b>	the number by which another number is being divided
dot plot	8A, 8B	9A, 9B	9A, 9C	noun	gráfica de puntos	a chart consisting of data represented by dots
equal jumps	4E			verb	movimientos equivalentes en una recta numérica	the action of counting the same amount from one number to another on a number line
equal(s)	3A, 3B, 3C, 3D, 4E, 4H, 4K, 6E, 7C	3E, 7		noun	equivalente	to be the same in number, amount, degree, rank, or quality as
equation(s)	5A, 5B, 5D	4C, 4E, 5, 5A	4, 4B	noun	<b>ecuaciones</b>	a statement of the equality of two mathematical expressions
even	4I			adjective	par	able to be exactly divided by two
expanded notation	2A	2B	2A	noun	<b>notación expandida</b>	a number written to show the value of each digit
exponent			4F	noun	<b>exponente</b>	a numeral written above and to the right of a number to show how many times the number is to be used as a factor
expression(s)	5C	5, 5B	4, 4E, 4F	noun	<b>expresión</b>	a mathematical statement that includes symbols, numbers, or both
factor	5D			noun	<b>factor</b>	any of the numbers that when multiplied together form a product
fluency	4A	4H	3B	noun	<b>fluidez</b>	the ability to perform mathematical problems accurately and quickly
formulas		5C	4G	noun	<b>fórmula</b>	a general fact or rule expressed in letters and symbols
formulating	1B	1B	1B	verb	<b>formular</b>	to create, invent, or produce by careful thought and effort
fraction(s)	3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 6E, 7A	2G, 3, 3A, 3B, 3C, 3D, 3E, 3F, 3G, 9A, 9B	3H, 3I, 3J, 3L, 9A	noun, adjective	<b>fracción</b>	a number that results from dividing one whole number by another
frequency table(s)	8A, 8B	9A, 9B	9A, 9C	noun	<b>tabla de frecuencia</b>	a chart consisting of how often specific data points repeat
geometric	6, 6A	6		adjective	<b>geométrico</b>	relating to geometry
geometry	6, 7, 8		5, 6, 7, 8	noun	<b>geometría</b>	a branch of mathematics that deals with the measurement, properties, and relationships of points, lines, angles, surfaces, and solids

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
graph(s)	1D, 8A, 8B	1D	1D, 4C, 4D, 5, 8B, 8C, 9A, 9C	noun	<b>gráfica</b>	a diagram that by means of dots and lines shows a system of relationships between things
greater than	3A, 3B, 3D			adjective	mayor que	having a larger number or amount than another amount
group(s)	4D, 4E, 4H, 4K			noun	agrupaciones	a number of people or things that are together or in the same place
group(ing)			4F	verb	<b>agrupar</b>	the act or process of combining people or things into groups
human capital/labor	9A			noun	capital humano/ mano de obra	a group of resources possessed by individuals and groups within a given population
hundredths		2B, 2E, 2F, 2G, 2H, 3G, 4A	2C, 3D, 3E, 3F, 3G	noun, adjective	centésimo	one portion of 100 equal parts of something
input-output table		5B	8C	noun	tabla de entradas y salidas	a detailed table that explains the process of making or growing something and the use of those products and the money earned in their development
length(s)	6C, 7B	8C	6A, 6B	noun	largo	the distance from one end of something to the other end; a measurement of how long something is
less than	3A, 3B, 3D	7		adjective	menor que	smaller in amount or number
liquid volume(s)	7D, 7E	8C		noun	<b>volumen líquido (capacidad)</b>	a measure of the amount of liquid a container can hold
manipulative(s)	1C	1C	1C	noun	<b>manipulativo</b>	tools used physically apply addition, subtraction, multiplication, and division concepts
mental math	1C, 4G	1C, 4D	1C	noun	<b>matemática mental</b>	calculations done in the mind
metric	7	8, 8A, 8B	7	adjective	<b>métrico</b>	a standard of measurement
more than		3B		adjective	<b>más que</b>	to a greater degree or amount
multiples	2C			noun	<b>múltiplo</b>	the number found by multiplying one number by another
non-overlapping	6D	7E		adjective	no superpuesto	placed so that part of one object does not cover a part of another
number line(s)	2C, 3A, 3B, 3F, 3G, 4E, 5A, 7	2H, 3E, 3G	8A	noun	recta numérica	a line in which points are matched to numbers
number sense	1C	1C	1C	noun	<b>sentido numérico</b>	an understanding of numbers and number relationships, including symbolic representations such as number sentences

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
numerator(s)	3D, 3H	3D		noun	<b>numerador</b>	the part of a fraction that is above the line and signifies the number to be divided by the denominator
numerical pattern/expression		5B	4C, 4D, 4E, 4F	noun	patrones n <sup>umericos</sup>	a pattern involving numbers or a number system
obtuse		6C		adjective	<b>obtuso</b>	when an angle is greater than 90 degrees but less than 180 degrees
odd	4I			noun	<b>impar</b>	an amount not capable of being divided by two without leaving a remainder
operations	2, 3, 4, 4A, 4K	2, 3, 3E, 4, 4B, 5A,	2, 3, 3E, 3H, 4B	noun	<b>operaciones</b>	a process (as addition or multiplication) of getting one mathematical expression from others according to a rule
ordered pairs			8A, 8B, 8C	noun	<b>par ordenado</b>	a pair of numbers used to locate a point on a coordinate plane
origin			8A	noun	<b>origen</b>	the intersection of the x-axis and the y-axis on a coordinate plane; (0,0)
overlap(s)			6A	noun	superposici <sup>on</sup> n	the amount by which two things cover the same area
parallel		6A, 6D	8A	adjective	<b>paralelo</b>	lying or moving in the same direction but always the same distance apart
parallelogram	6B			noun	<b>paralelograma</b>	a quadrilateral with opposite sides parallel and equal
partial products	4G	4D		noun	<b>productos parciales</b>	a product obtained by multiplying an identified number by one digit of a multiplier that has more than one digit
pattern(s)	5	5B	4C, 4D, 8C	noun	patrones	an ordered set of numbers, shapes, or other mathematical objects arranged according to a rule
perimeter	7B	5C, 5D	4H	noun	<b>perímetro</b>	the length of the boundary of a figure
perpendicular		6A, 6D	8A	adjective	<b>perpendicular</b>	being at right angles to a line or surface
pictograph	8A, 8B			noun	<b>pictograf<sup>ia</sup></b>	a diagram showing information by means of pictures
place value	2, 2B, 4A	2, 2D, 4B	2	noun	valor posicional	the value of the location of a digit in a number
plan	1B	1B	1B	noun	<b>plan</b>	a set of actions that have been thought of as a way to do or achieve something
plane			8A, 8B, 8C	noun	<b>plano</b>	a surface in which if any two points are chosen a straight line joining them lies completely in that surface
point	3B, 3G	2H, 6A	8A	noun	<b>punto</b>	a geometric element that has a position but no dimensions and is pictured as a small dot

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
polygon	7B			noun	<b>polígono</b>	a closed flat shape having three or more straight lines
prime numbers			4A	noun	<b>números primos</b>	a number (e.g., 2, 3, 5) that results in a whole number from division only when it is divided by itself or by 1
prism	6A		4G, 6B	noun	<b>prisma</b>	a solid formed by flat sides with two flat geometric faces lying in parallel planes and with the other faces four-sided with parallel and equal opposite sides
problem(s)	1A, 1C, 3E, 3H, 4, 4A, 4B, 4K, 5A, 5B, 6C, 7, 7B, 7C, 8, 8B	1A, 1C, 3, 4, 4H, 5A, 5B, 5D, 7, 8, 8C, 9, 9B	1A, 1C, 3, 3A, 4B, 4H, 6B, 7, 7C, 9, 9C	noun	<b>problemas</b>	a question or equation to be answered or solved
problem-solving	1B	1B	1B	noun	modelo para la solución de problemas	a plan to answer or solve a question or equation
process(es)	1, 1B, 2, 3, 4, 5, 6, 7, 8, 9	1, 1B, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 1B, 2, 3, 4, 5, 6, 7, 8B, 9, 10	noun	<b>proceso</b>	a series of actions, motions, or operations leading to some result
product(s)	4G, 5D	4B, 4C, 4D	3D, 3E	noun	<b>producto</b>	the number resulting from multiplying two or more numbers
property tax			10A	noun	impuesto sobre la propiedad	a tax collected on real or personal property
properties of operations	4A, 4G, 4K	3E, 4B, 4D	3E, 3H	noun	propiedades de operaciones	mathematical properties that involve addition (e.g., commutative, associative, additive identity, distributive properties)
protractor		7C		noun	transportador	an instrument used for drawing and measuring angles
quadrant			8B, 8C	noun	<b>cuadrante</b>	one part of something that is evenly divided into four parts
quadrilateral	6B			noun	<b>cuadrilátero</b>	a polygon that has four sides
quotient(s)	4J	4E	3C, 3F	noun	cociente	the number obtained by dividing one number by another
rational number(s)			2, 3, 3K	noun	<b>número racionales</b>	a number that can be represented as the ratio of two whole numbers
rectangle(s)	6B, 6C, 6D	5C, 5D		noun	<b>rectángulo</b>	a quadrilateral with opposite sides equal in length, two pairs of parallel lines, and four right angles
rectangular	6A		4G, 6B	adjective	<b>rectangular</b>	an object with physical attributes of a rectangle
remainder(s)		4H		noun	resto	the number that is left over when one number does not divide evenly into another number

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate (bold)/Translation	Definition
repeated addition	4E			noun	suma o adición repetida	the process of adding equal groups together
rhombuses	6B			noun	<b>rombo</b>	a quadrilateral with opposite sides parallel and all sides equal in length
round	2C, 4B	2D, 4G	2C	verb	redondear	to calculate nearly correct or exact
scaled intervals	8A, 8B			noun	escalas de intervalo	the space between each value on the scale of a bar graph
scarcity	9B			noun	escasez	a very small supply; the condition of being scarce
simplify			4F	verb	<b>simplificar</b>	to make simple or reduce
skip counting	4E			verb	contar de dos en dos, tres en tres, etc.	counting while skipping a number or numbers
spending	9C, 9F	10D		verb	gastar	to use money to pay for something
stem-and-leaf plot		9A, 9B	9A, 9C	noun	diagrama de tallo y hojas	a special table where each data value is split into a “stem” (the first digit or digits) and a “leaf” (usually the last digit)
strip diagrams	3A, 5B	5A		noun	diagramas de tiras	a rectangular model used to show numerical relationships
subtraction	4A, 4B, 5A, 7C	3E, 8C	3A, 3H	noun	resta/sustracción	the act or process of taking away one amount from another
sum(s)	2A, 3D	3A, 3B, 3F, 4		noun	<b>suma</b>	the result obtained by adding amounts
symbol	1D, 2D, 3H	1D, 2C, 3D	1D, 2B	noun	<b>símbolo</b>	a letter, character, or sign used instead of a word to represent a quantity, position, relationship, direction, or something to be done
symbolic		3B		adjective	<b>simbólico</b>	using symbols to express an idea without using words
symmetry		6B		noun	<b>simetría</b>	the quality of something that has two sides or halves that are the same or very close in size, shape, and position
tenth(s)		2A, 2E, 2G, 2H, 3G	2C	noun	décimo	1 of 10 equal parts
three-dimensional	6A		6A	adjective	<b>tridimensional</b>	having all three dimensions (length, width, and height)
trapezoid	6B			noun	<b>trapezoide</b>	a quadrilateral having only two sides that are parallel
two-dimensional	6, 6A, 6E	6B, 6D	5	adjective	<b>bidimensional</b>	having the two dimensions of length and width
unit squares	6C			noun	unidades cuadradas	a square with sides measuring one unit
unit(s)	3, 3C, 6C, 6E, 7, 7E	7B, 8, 8A, 8B	3J, 3L, 6A, 6B, 7	noun	<b>unidad</b>	a standard amount of length, time, money, etc. that is used as a standard for counting or measuring

Word	G3 Standard	G4 Standard	G5 Standard	Part of Speech	Cognate ( <b>bold</b> )/Translation	Definition
variable expenses		10A		noun	gastos variables	costs that change depending on how much you use a product or service
vertex		7A, 7B		noun	<b>vértice</b>	a point at which two edges intersect on a polygon
volume	7D, 7E	8C	4G, 4H, 6, 6A, 6B	noun	<b>volumen</b>	the amount of space measured in a three-dimensional figure, or the measure of how much space an object takes
weight	7D, 7E			noun	<b>peso</b>	a measurement that indicates how heavy a person or thing is
whole number(s)	2, 2C, 2D, 3C, 4, 5A, 5D, 6C	2, 2B, 2C, 2D, 3A, 4, 4A, 4E, 4G, 5A, 5D, 7A, 7B, 7C, 9A, 9B	3E, 3F, 3G, 3I, 3J, 3L, 4B, 6B	noun	números enteros	a positive number, including zero, that does not include any fractional or decimal parts
zero	3A, 3B, 3D, 7A	3G	8A	noun	<b>cero</b>	the absence of size or amount



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