

K-5 Grade-Level Vocabulary Standards

Students come to school with varying levels of vocabulary knowledge, so vocabulary instruction needs to be responsive to the needs of students. All students – all ages and all ability levels - benefit from vocabulary instruction because vocabulary acquisition is developed over a lifetime. Vocabulary is closely tied to comprehension. In fact, there is a reciprocal relationship between comprehension and vocabulary in that as students read, they develop their vocabulary, and as they learn vocabulary, they become better readers. Providing students with vocabulary instruction helps increase their language proficiency, which in return, helps them access grade-level content. New knowledge is learned with words – words that label understanding. In fact, words are labels for knowledge. As knowledge grows, so does one's vocabulary for codifying understanding and expressing that knowledge.

Students must develop a robust vocabulary in order to meet the demands set forth in Wisconsin Standards for ELA, statements of what students should know and be able to do, in order to be proficient in the areas of speaking, listening, reading, and writing. Learning vocabulary is necessary in both receptive (reading and listening) and expressive (writing and speaking) language. In order to meet the demands of the standards, students need systematic vocabulary instruction, for which Graves (2006) has identified four key components: 1. rich and varied language experiences, 2. direct teaching of individual words (refer to [A Process for Vocabulary Words to Teach](#)), 3. independent word-learning strategies, and 4. fostering word consciousness.

Teachers create environments of engagement for vocabulary development through scaffolded instruction, using instructional practices, student strategies, and a variety of resources to include appropriately complex texts in diverse media, formats, and lengths. Feedback between teachers and students and students and students is ongoing. Teachers can use [conferring notes](#), [teacher observation](#), and [student self-reflection](#) to collect and organize data to inform instruction. Vocabulary learning can be verified through summative assessments that integrate vocabulary with reading, writing, speaking and listening.

For each grade, the following charts organize the CCSS by the four components of systematic vocabulary instruction: rich and varied language experiences, direct teaching of individual words (Refer to [A Process for Vocabulary Words to Teach](#)), independent word-learning strategies, and fostering word consciousness. For each standard, the new learning is highlighted in red and is underlined. Within each component, ideas for instructional practices and student strategies have been identified to provide all students access to and engagement with grade-level standards.

Graves, M. F. (2006). *The vocabulary book: Learning and instruction*. New York: Teachers College, Columbia University.

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Kindergarten Standards for Vocabulary

		Standards	Instructional Practices	Student Strategies
Word-learning Strategies	Context Clues			
	Morphology / Word Parts	L.K.4.b <u>Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</u>	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Semantic Maps for Morphological Analysis Word Sort for Morphological Analysis
	Resources			
Word Consciousness		RL.K.4 <u>Ask and answer questions about unknown words in a text.</u> RI.K.4 <u>With prompting and support</u> , ask and answer questions about <u>unknown words in a text.</u> L.K.4.a <u>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</u> L.K.5.a <u>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</u> L.K.5.b <u>Demonstrate understanding of frequently occurring verbs and</u>	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Interrupted Read Echo Reading Choral Reading Question, Prompt, Cue	Linear Arrays Word Play Word Sort for Word Learning

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		<p><u>adjectives by relating them to their opposites (antonyms).</u></p> <p>L.K.5.c <u>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</u></p> <p>L.K.5.d <u>Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</u></p>		
Teach Individual Words		<p>RF.K.3.c <u>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</u></p>	Activate Background Knowledge Establish Instructional Purpose Modeling/Demonstration Lessons Reciprocal Teaching	Interactive Journals Keyword Visuals List-Group-Label Preview Vocabulary Words Word Sort for Word Learning
Rich and Varied Language Experience	Reading & Listening	<p>RL.K.4 <u>Ask and answer questions about unknown words in a text.</u></p> <p>RI.K.4 <u>With prompting and support, ask and answer questions about <u>unknown words in a text.</u></u></p> <p>L.K.6 <u>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</u></p>	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Think Aloud Shared Read Guided Reading Partner Read	Interactive Journals Interactive Read Aloud Interactive Word Walls

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Grade 1 Standards for Vocabulary

		Standards	Instructional Practices	Student Strategies
Word-learning Strategies	Context Clues	<p>RL/I.1.4.c <u>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u></p> <p>L.1.3.a <u>Use sentence-level context as a clue to the meaning of a word or phrase.</u></p>	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Cloze Passage Contextual Redefinition Interactive Journals
	Morphology / Word Parts	<p>L.1.3.b Use <u>frequently</u> occurring affixes as a clue to the meaning of a word.</p> <p>L.1.3.c <u>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</u></p>	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Semantic Maps for Morphological Analysis Word Sort for Morphological Analysis
	Resources			
Word Consciousness		<p>RL.1.4 <u>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</u></p> <p>RI.1.4 Ask and answer questions <u>to help determine or clarify the meaning of words and phrases</u> in a text.</p> <p>W.1.3 <u>Write narratives in which they recount two or more appropriately sequenced events, include</u></p>	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Interrupted Read Echo Reading Choral Reading Question, Prompt, Cue	Linear Arrays Word Play Word Sort for Word Learning

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		<p><u>some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</u></p> <p>L.1.5.a Sort <u>words into categories (e.g., colors, clothing)</u> to gain a sense of the concepts the categories represent.</p> <p>L.1.5.b Define words by <u>category</u> and by one or more <u>key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)</u>.</p> <p>L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>L.1.5.d Distinguish shades of meaning among verbs <u>differing in manner (e.g., look, peek, glance, stare, glare, scowl)</u> and adjectives differing in <u>intensity (e.g., large, gigantic)</u> by defining or choosing them or by acting out the meanings.</p>		
Teach Individual Words				
Rich and Varied Language Experience	Reading & Listening	RL.1.4 <u>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</u>	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Think Aloud	Interactive Journals Interactive Read Aloud Interactive Word Walls

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	<p>RI.1.4 Ask and answer questions <u>to help determine or clarify the meaning of words and phrases</u> in a text.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, <u>including using frequently occurring conjunctions to signal simple relationships</u> (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p>	<p>Shared Read Guided Reading Partner Read</p>	
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Grade 2 Standards for Vocabulary

		Standards	Instructional Practices	Student Strategies
Word-learning Strategies	Context Clues	<p>RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.d <u>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>).</u></p>	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	<u>Cloze Passage</u> <u>Contextual Redefinition</u> <u>Interactive Journals</u>
	Morphology / Word Parts	<p>RF.2.3.d <u>Decode words with common prefixes and suffixes.</u></p> <p>L.2.4.b <u>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</u></p> <p>L.2.4.c <u>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</u></p>	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	<u>Semantic Maps for Morphological Analysis</u> <u>Word Sort for Morphological Analysis</u>

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	Resources	<p>L.2.4.e <u>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</u></p>	Establish Instructional Purpose Modeling/Demonstration Lessons Productive Group Work	Frayer Model
Word Consciousness		<p>RL.2.4 <u>Describe</u> how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) <u>supply rhythm and meaning</u> in a story, poem, or song.</p> <p>RI.2.4 <u>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</u></p> <p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply <u>reasons</u> that support the opinion, <u>use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</u></p> <p>W.2.3 Write narratives in which they recount <u>a well-elaborated event or short sequence of events</u>, include details to <u>describe actions, thoughts, and feelings</u>, use temporal words to signal</p>	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Interrupted Read Echo Reading Choral Reading Question, Prompt, Cue	Linear Arrays Word Play Word Sort for Word Learning

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		<p>event order, and provide a sense of closure.</p> <p>L.2.3.a Compare formal and informal uses of English.</p> <p>L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>		
Teach Individual Words				
Rich and Varied Language Experience	Reading & Listening	<p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to</p>	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Think Aloud Shared Read Guided Reading Partner Read	Interactive Journals Interactive Read Aloud Interactive Word Walls

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	<p><u>describe (e.g., When other kids are happy that makes me happy).</u></p>		
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Grade 3 Standards for Vocabulary

		Standards	Instructional Practices	Student Strategies
Word-learning Strategies	Context Clues	RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Cloze Passage Contextual Redefinition Interactive Journals
	Morphology / Word Parts	RF.3.3.a <u>Identify and know the meaning of the most common prefixes and derivational suffixes.</u> RF.3.3.b <u>Decode words with common Latin suffixes.</u> L.3.4.b Determine the meaning of the new word formed when a known <u>affix</u> is added to a known word (<u>e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</u>). L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (<u>e.g., company, companion</u>).	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Semantic Maps for Morphological Analysis Word Sort for Morphological Analysis
	Resources	L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine	Establish Instructional Purpose Modeling/Demonstration Lessons Productive Group Work	Frayer Model

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		or clarify the precise meaning of key words and phrases.		
Word Consciousness		<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.3.c Use temporal words and phrases to signal event order.</p> <p>L.3.3.a Choose words and phrases for effect.*</p> <p>L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>L.3.5.b Identify real-life connections between words and their use (e.g., describe</p>	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Interrupted Read Echo Reading Choral Reading Question, Prompt, Cue	Linear Arrays Word Play Word Sort for Word Learning

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		<p><u>people who are friendly or helpful).</u></p> <p>L.3.5.c Distinguish shades of meaning among <u>related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</u></p>		
Teach Individual Words		<p>L.3.6 <u>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</u></p>	Activate Background Knowledge Establish Instructional Purpose Modeling/Demonstration Lessons Reciprocal Teaching	Interactive Journals Keyword Visuals List-Group-Label Preview Vocabulary Words Semantic Maps for Word Learning Word Sort for Word Learning
Rich and Varied Language Experience	Reading & Listening	<p>RL.3.4 <u>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</u></p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <u>grade 3</u> topic or subject area.</p> <p>L.3.6 <u>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,</u></p>	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Think Aloud Shared Read Guided Reading Partner Read	Interactive Journals Interactive Read Aloud Interactive Word Walls

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		<u>including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</u>		
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Grade 4 Standards for Vocabulary

	Standards	Instructional Practices	Student Strategies
Word-learning Strategies	<p>RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.4.4.a <u>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</u></p>	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Cloze Passage Contextual Redefinition Interactive Journals
	<p>RF.4.3 <u>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</u></p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Semantic Maps for Morphological Analysis Word Sort for Morphological Analysis

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	L.4.4.b <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</u>		
Resources	L.4.4.c <u>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</u>	Establish Instructional Purpose Modeling/Demonstration Lessons Productive Group Work	Frayer Model
Word Consciousness	RL.4.4 Determine the meaning of words and phrases as they are used in a text, <u>including those that allude to significant characters found in mythology (e.g., Herculean).</u> W.4.1.c Link opinion and reasons using words and phrases <u>(e.g., for instance, in order to, in addition).</u> W.4.2.c <u>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</u> W.4.2.d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Interrupted Read Echo Reading Choral Reading Question, Prompt, Cue	Linear Arrays Word Play Word Sort for Word Learning

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	<p>W.4.3.c Use <u>a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>W.4.3.d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>L.4.3.a Choose words and phrases <u>to convey ideas precisely.*</u></p> <p>L.4.3.c <u>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</u></p> <p>L.4.5.a <u>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</u></p> <p>L.4.5.b <u>Recognize and explain the meaning of common idioms, adages, and proverbs.</u></p> <p>L.4.5.c <u>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</u></p>		
Teach Individual Words	L.4.6 Acquire and use accurately grade-appropriate general academic and	Activate Background Knowledge Establish Instructional Purpose Modeling/Demonstration Lessons	Interactive Journals Keyword Visuals List-Group-Label

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		<p>domain-specific words and phrases, including those that signal <u>precise actions</u>, <u>emotions</u>, or <u>states of being</u> (e.g., quizzed, whined, stammered) and that are <u>basic to a particular topic</u> (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	Reciprocal Teaching	Preview Vocabulary Words Semantic Maps for Word Learning Word Sort for Word Learning
Rich and Varied Language Experience	Reading & Listening	<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, <u>including those that allude to significant characters found in mythology</u> (e.g., Herculean).</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <u>grade 4</u> topic or subject area.</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal <u>precise actions</u>, <u>emotions</u>, or <u>states of being</u> (e.g., quizzed, whined, stammered) and that are <u>basic to a particular topic</u></p>	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Think Aloud Shared Read Guided Reading Partner Read	Interactive Journals Interactive Read Aloud Interactive Word Walls

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		<p>(e.g., <u>wildlife</u>, <u>conservation</u>, <u>and endangered</u> when <u>discussing animal</u> <u>preservation</u>).</p>		
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Grade 5 Standards for Vocabulary

		Standards	Instructional Practices	Student Strategies
Word-learning Strategies	Context Clues	<p>RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.5.4.a Use context (<i>e.g., cause/effect relationships and comparisons in text</i>) as a clue to the meaning of a word or phrase.</p>	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	<i>Cloze Passage</i> <i>Contextual Redefinition</i> <i>Interactive Journals</i>
	Morphology / Word Parts	<p>RF.5.3 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (<i>e.g., photograph, photosynthesis</i>).</p>	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	<i>Semantic Maps for Morphological Analysis</i> <i>Word Sort for Morphological Analysis</i>
	Resources	<p>L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	Establish Instructional Purpose Modeling/Demonstration Lessons Productive Group Work	<i>Frayer Model</i>

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Word Consciousness	<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, <u>including figurative language such as metaphors and similes.</u></p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <u>grade 5</u> topic or subject area.</p> <p>W.5.1.c Link opinion and reasons using words, phrases, and <u>clauses (e.g., consequently, specifically).</u></p> <p>W.5.2.c Link ideas within and <u>across categories of information</u> using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.3.c Use a variety of transitional words, phrases, and <u>clauses</u> to manage the sequence of events.</p> <p>W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>Activate Background Knowledge</p> <p>Establish Instructional Purpose</p> <p>Interactive Read Aloud</p> <p>Interrupted Read</p> <p>Echo Reading</p> <p>Choral Reading</p> <p>Question, Prompt, Cue</p>	<p>Linear Arrays</p> <p>Word Play</p> <p>Word Sort for Word Learning</p>
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		<p>SL.5.6 <u>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</u></p> <p>L.5.3 <u>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</u></p> <p>L.5.5.a <u>Interpret figurative language, including similes and metaphors, in context.</u></p> <p>L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5.c <u>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</u></p>		
Teach Individual Words		<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal <u>contrast, addition, and other logical relationships</u> (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	Activate Background Knowledge Establish Instructional Purpose Modeling/Demonstration Lessons Reciprocal Teaching	Interactive Journals Keyword Visuals List-Group-Label Preview Vocabulary Words Semantic Maps for Word Learning Word Sort for Word Learning
Rich and Varied	Reading & Listening	RL.5.4 Determine the meaning of words and	Activate Background Knowledge Establish Instructional Purpose	Interactive Journals Interactive Read Aloud

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<p>Language Experience</p>	<p>phrases as they are used in a text, <u>including figurative language such as metaphors and similes</u>. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <u>grade 5</u> topic or subject area. L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal <u>contrast, addition, and other logical relationships</u> (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>Interactive Read Aloud Think Aloud Shared Read Guided Reading Partner Read</p>	<p>Interactive Word Walls</p>
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