



Support

Grade 2
Academic
Vocabulary

What is Academic Vocabulary?

Academic Vocabulary includes the words, phrases, and language structures that are used in learning. It includes the formal language that is used in education, whether orally, in textbooks, and in assessments.

Academic Vocabulary is distinct from the informal language that is used at home, on the playground, and in daily conversation. Slang and colloquialisms are not part of academic vocabulary. Students may be quite adept with the English language in the informal register long before the academic register is developed. It takes specific instruction to build academic vocabulary.

Teaching Academic Vocabulary

There are three methods of teaching academic vocabulary, and all three are necessary for vocabulary development. **Explicit instruction of words, explicit instruction of word-learning strategies, and indirect instruction of vocabulary** are all essential to developing academic vocabulary.

In explicit instruction of words, teachers select terms that are taught using definitions, examples, and proper usage. These terms may be content-specific (e.g., addend, subtrahend) or conceptual (e.g., summarize, explain). This instruction includes using the terms in context and multiple exposures to cement the learning. If word banks or vocabulary notebooks are used, these are the terms that are included with definitions, usage, and non-linguistic representations to help the learner remember the term and its meaning and usage.

In explicit instruction of word-learning strategies, teachers introduce, model, and prompt for the use of strategies that are used when a student comes to an unknown word. Context clues, word parts, cognates, text features, and related words are used to help the student attach meaning to the unknown word. Students must practice using the strategies across the curriculum whenever they are presented with unknown words. For the English Learner, special attention must be given to helping him determine which are the important words. Names and poetic or flowery description can be difficult to navigate, but may not be essential for comprehension of the big ideas being presented.

In indirect instruction of vocabulary, students are exposed to language through discussion, reading, being read to, multimedia resources, and education-related experiences. This is a very natural way to learn language, but it also varies widely depending on the language experience of the student.

Reinforcing Academic Vocabulary Instruction

Students should record terms that are taught directly. The record of the terms should be in a format that the student can easily access and understand. The vocabulary may be collected in a notebook, on note cards, in word banks, or other collections, but they must have meaning for the student. If each student has an individual record of the terms, leave room for new information. Students should add new concepts, deeper meaning, graphics, or new usages to the record as the vocabulary develops.

When a term is revisited or a new or deeper meaning is explored, the students should be prompted to record the new learning. Students may also use graphic organizers to help them see the connections between related terms. This is especially helpful when studying a topic with many academic vocabulary terms. **The Standards Plus EL Portal has many graphic organizers that can be used.** Each graphic organizer is presented in a blank format and a completed format as an example of how it may be used:

- Concept web
- Concept tree
- Venn diagram
- Organized List
- Idea hand

Games are an engaging way to revisit vocabulary, and a few simple games can be used all year with different sets of vocabulary. Vocabulary Bingo can be set up so that the students listen for vocabulary terms or their definitions. The bingo cards may have a different term written in each square, or they may have a different definition in each square. The teacher can call the definition of the term, and the students must mark the matching term, or the teacher may call the term itself, and the students must mark the definition that goes with the term. **Examples of these two types of bingo games are found in the Standards Plus EL Portal .** Charades or picture charades work well for terms that can be acted out or drawn. Crossword puzzles and rebuses are great for review, too.

Reinforcing Academic Vocabulary Instruction

In the spirit of competition, students can compete for class, table, or personal “points” for finding or using academic vocabulary. For example, a student may come in from the playground and say, “Wow! A lot happened at lunch today. Let me **summarize** what happened...” If summarize is a term that the class is studying, the class, that student’s table group, or the student could earn a “point” for correct usage of an academic vocabulary term. Students may also earn points for finding academic vocabulary terms in reading material, hearing academic vocabulary terms that others use, or using them in their writing.

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Language Arts - Academic Vocabulary

A

Adjective: Describes a noun (beautiful, scary, cautious)

Adverb: Modifies a verb; adverbs often ends in an -ly (quickly, slowly, happily)

Affix: A word part added to a base or root word that changes the meaning of the base or root word.

Alliteration: When words have the same or similar consonant sounds (e.g., She sells seashells by the seashore).

Apostrophe: A punctuation mark used to indicate the letters that are omitted in a contraction or to indicate possession.

B

Base or Root Word: A word that has meaning on its own and can have an affix added to the beginning or end.

Bold print: Words printed in thick, dark color to call attention.

C

Capitalize: To begin a word with a capital letter.

Captions: Words printed at the bottom of a graphic to tell what it is about.

Character: The people or animals that complete the action in a story.

Characters: People in a story.

Climax: The most exciting part of a story.

Closing: The ending of a letter that is followed by the signature (e.g., Sincerely,...)

Clues to word meanings: Words that come right before or right after an unknown word to help you determine the meaning of the unknown word; context clues.

Collective noun: A noun that names a group of people, places, things, or ideas (team, troop, pod, pack)

Comma: A punctuation mark used to indicate a pause, a change in direction, or a new idea.

Common noun: A general name of a person, place, thing, or idea (girl, school, toe, happiness)

Compound Sentence: A sentence which includes two or more independent clauses.

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Language Arts - Academic Vocabulary

Compound words: Words that are formed when two words are placed together to make a new word (e.g., ladybug, pancake).

Concluding Sentence – Informative/Explanatory: The final sentence that restates the topic and lets the reader know that the text is complete.

Concluding Sentence – Opinion: The final sentence that restates the topic and ties together the reason the author holds his/her opinion.

Conclusion: How the story ends.

Connections: Authors connect or put ideas together in a text by showing how they are alike or different, how they are arranged in order, or how steps are used to show order.

Consonant blend: When consonants are grouped together to make a blended sound (e.g., bl, cl, sl).

Consonants: all of the other letters in the alphabet.

Context: The words and ideas around an unfamiliar word in text.

Contraction: A word that is composed of two words in which one or more letters are omitted and an apostrophe is used to indicate the omission (e.g., do not – don't)

Coordinating Conjunction: A word that connects two independent clauses (for, and, nor, but, or, yet, so).

D

Definition: The meaning of a word.

Dialogue: The words characters say; dialogue is presented in quotation marks.

E

Electronic menu: A list of key words or links on a webpage.

Events: Things that happen to the characters.

Expand: To add details to a sentence.

F

Fable: A story that uses animals to teach a lesson called a moral.

Fact: True information.

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Language Arts - Academic Vocabulary

G

Geographical place: A specific place.

Glossary: An alphabetical list of key vocabulary words and definitions from the text.

Greeting: The opening of a letter, usually begins, “Dear _____”

H

Headings: Words that stand at the top of a whole text to tell readers the topic.

Holiday: A day that commemorates a special event. Often people do not work or go to school on holidays.

I

Index: A list of key words covered in a text, usually found in the back of a book with a list of page numbers for finding information.

Informational Text: Text that teaches about a topic.

Informative/Explanatory Text: Text written to inform the reader or explain a topic.

Irregular plural nouns: Nouns that do not use –s or –es in their plural form (children, men, deer)

Irregular Verbs: Verbs that change form in the past tense (run → ran).

K

Key Details: Information provided that answers who, what, why, where, when, and how questions.

L

Lesson or Moral: The message that is learned from a story or fable.

Linking Words and Phrases: Words and phrases that connect ideas in a written text (e.g., because, also, therefore, another, for example).

Literature: Text written to entertain the reader or tell a story.

Long vowel sound: The sound a vowel makes when it says its own name; /ā/, /ē/, /ī/, /ō/, /ū/.

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M

Main Idea: What the entire story is about.

Main points: The author's ideas about a topic.

Main purpose: The reason the author wrote a text.

Main topic: Who or what the whole passage is about.

Multiple meaning word: A word that is spelled and pronounced the same way as another word, but that has more than one meaning (e.g., fly: noun, an insect; verb, to travel in the air).

N

Narrative Writing: Text written to entertain or relate events.

Noun: A person, place, thing, or idea (Sam, boy, park, flowers)

O

Open syllable: A syllable ending with a vowel; the vowel is usually long (be/cause; the e in be is long).

Opinion: How you feel about a topic.

P

Past tense: A verb tense that expresses that the action has already happened.

Plot: The storyline; what happens in a story; the events in a story.

Plural Noun: Two or more persons, places, things, or ideas

Point: Information that describes or explains an idea in text.

Point of View: How the narrator or a character feels.

Possessive: A word that shows that something belongs to someone or something.

Predicate: What the subject is doing in the sentence.

Prefix: An affix added to the beginning of a word; a group of letters added to the beginning of a word that changes the word's meaning.

Present tense: A verb tense that expresses that the action is happening right now.

Problem: The issue that needs to be solved in a story.

Product: An item or brand of items that are sold.

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Language Arts - Academic Vocabulary

Pronoun: A word that replaces a noun (he, she, they, it)

Proper noun: A specific name of a person, place, thing, or idea (Sam, Mt. Rushmore)

R

R-controlled vowel sound: The sound a vowel makes when it is followed immediately by the letter r.

Reason: Evidence the writer uses to support his/her opinion.

Reasons: Statements given to explain or show the cause of something.

Reflexive pronoun: A personal pronoun that ends in –self or –selves (myself, themselves)

Regular Verbs: Verbs that don't change form in the past tense (jump → jumped).

Repetition: Using the same word or phrase repeatedly.

Rhyme: Words with the same ending sound (e.g., cat/hat/mat/pat; burned/turned/learned)

Rhythm: The sound created by the number of syllables in a line of poetry.

S

Setting: Where a story takes place.

Shades of meaning: Describes the slight differences between the meanings of two or more synonyms.

Short vowel sound: A soft vowel sound; /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/.

Simple Sentence: A sentence which includes one independent clause.

Singular Noun: One person, place, thing, or idea

Stanza: Section of a poem.

Story Map: A way to organize the parts of the story.

Subheadings: Words that stand at the top of different parts or sections.

Subject: Who or what the sentence is about.

Suffix: An affix added to the end of a word; a group of letters added to the end of a word that changes the word's meaning.

Syllable: Parts of words that contain one vowel sound.

Synonym: A word that has the same or a very similar meaning to another word.

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Language Arts - Academic Vocabulary

T

Text Features: Tools for understanding informational text (e.g., headlines, subheadings, bulleted lists, bold print).

Time Order Words: Words that help the reader know when events occurred.

Topic sentence: The sentence that introduces the main idea.

Topic Sentence – Informative/Explanatory: The sentence that introduces the topic.

Topic Sentence – Opinion: The sentence that introduces the writer's opinion.

V

Verb: An action words (run, jump, leap, sleep)

Vowel team: Two or more letters that work together to make a single vowel sound.

Vowels: a, e, i, o, u and sometimes y.

W

Writing Topic: The subject of a written text.

Grade 2

Mathematics - Academic Vocabulary

A

A.M.: Time that is between 12:00 midnight and 11:59 in the morning.

Add: To put numbers together; to find the sum.

Addend: A number to be added in an addition number sentence.

Analog: A clock that uses numbers and hands to show the time.

Angle: The area formed when two sides meet; the space between two intersecting lines.

Array: A set of numbers or objects in columns and rows that follow a specific pattern.

Associative Property of Addition: The addition of a set of numbers is the same regardless of how the numbers are grouped.

Attribute: A characteristic of a figure; size, shape, number, etc.

B

Bar graph: A chart that uses bars to symbolize the quantity or amount.

Base-ten numerals: The most common way to write numbers using the digits 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

C

Cent sign: ¢

Clock: A measurement tool that shows time.

Closed: A figure in which all of the sides meet, so there is no opening along the edges or sides.

Column: A group of objects arranged on top of each other or vertically.

Commutative Property of Addition: The addends can be added in any order without changing the sum.

Compare: To determine how two numbers relate to one another; is one number greater than, less than, or equal to another number?

Compose: To put numbers together.

Count on: A mental strategy for adding in which you start from a given number and count up the number of the second number; $5 + 3 = 5, 6, 7, 8$.

Cube: A six-sided solid figure with square faces.

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Mathematics - Academic Vocabulary

D

Data: Information we collect to answer questions or analyze.

Decompose: To break numbers apart.

Difference: The solution to a subtraction problem.

Digit: The numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 that are used to write numbers in standard form.

Digital: A clock that shows the time using digits or numbers.

Dime: A coin with a value of 10 cents.

Dollar: A bill or coin that has a value of 100 cents.

Dollar sign: \$

Doubles: When a number is added to itself.

E

Edge: The line segment where two faces of a solid meet.

Equal to: Has the same value as; uses the symbol =.

Equation: A mathematical expression or number sentence with an equal sign.

Estimate: A number close to the correct amount of the measure but that is based on how large the object appears rather than actual measurement.

Even number: A number that has a 0, 2, 4, 6, or 8 in the ones place. A number is even when it is broken into two equal groups and there are none left over.

Expanded form: A number written to show the place value of each digit.

F

Face: A flat surface of a solid figure.

Fact families: Related facts; $4 + 3 = 7$, $3 + 4 = 7$, $7 - 3 = 4$, $7 - 4 = 3$.

Frequency: How often something happens.

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Mathematics - Academic Vocabulary

G

Greater than: Has a larger value than; uses the symbol $>$.

H

Height: How tall an object is; the distance from the ground to the top of the object.

Hexagon: A six-sided polygon.

Hour hand: The shorter hand on an analog clock that indicates the hour.

Hundreds place: The place value where a digit represents one hundred times the digit (100, 200, 300, 400, 500, 600, 700, 800, 900)

I

Identity Property of Addition: The sum of zero and any number is that given number.

L

Length: The distance from one end to the other end of an object.

Less than: Has a smaller value than; uses the symbol $<$.

Line graph: A graph that shows frequency of data on a number line.

M

Make a ten: A mental strategy for adding in which the addends are decomposed or composed to make a ten and then the remainder is added to the ten; $9 + 4 = 9 + 1 + 3 = 10 + 3 = 13$.

Measuring tape: A cloth tape or metal measuring device that can extend to many feet (usually 6-100 feet).

Meter stick: A stick which measures 1 meter. Often meter sticks will have centimeters and millimeters mark on its length.

Metric units: Units of measure in which each unit is smaller or larger by a factor of ten, including meter, centimeter, and millimeter.

Minute hand: The longer hand on an analog clock that indicates the minute.

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Mathematics - Academic Vocabulary

N

Nickel: A coin with a value of 5 cents.

Number line: A line with numbers marked at equal distances that extends from the lowest number on the left to the highest number on the right.

Number name: A number written using words rather than numerals.

O

Odd Number: A number that has a 1, 3, 5, 7, or 9 in the ones place. A number is odd when it is broken into two equal groups and there is one left over.

Ones place: The place value where a digit represents that number.

P

P.M.: Time that is between 12:00 noon and 11:59 at night.

Parallel: Two lines that are equal distance from one another.

Partition: Break into equal parts.

Pattern: A repeated organization of numbers, ideas, or objects.

Penny: A coin with a value of 1 cent.

Pentagon: A five-sided polygon.

Picture graph: A graph that uses pictures to show data.

Place value: The value of a digit in a number.

Q

Quadrilateral: A four-sided polygon.

Quarter: A coin with a value of 25 cents.

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Mathematics - Academic Vocabulary

R

Rectangle: A quadrilateral with four right angles and opposite sides equal.

Regroup: To group a ten in a specific place value in the place value that is one higher or one lower than the original number, e.g., 12 tens can be regrouped as 1 hundred and 2 tens.

Row: A group of objects arranged side-by-side or horizontally.

Ruler: A measuring stick that is usually 12 inches long, and may have inches and fractions of inches marked. A ruler can also have centimeters and millimeters marked on its length.

S

Side: The edge of a polygon; a straight line.

Skip-count: To count by a number other than one (e.g., skip-count by fives: 5, 10, 15, 20, etc.).

Square: A quadrilateral with four right angles and four equal sides. A square is both a rhombus and a rectangle.

Standard form: A number written using base-ten numerals.

Standard units: The units of measure used in the United States, including yards, feet, and inches.

Subtract: To take a number away from another number; to find the difference.

Sum: The solution to an addition problem.

Symbol: A letter, shape, or other mark that represents the unknown number in a number sentence.

T

Tally chart: A chart that uses tally marks to show data or information.

Tens place: The place value where a digit represents ten times the digit (10, 20, 30, 40, 50, 60, 70, 80, 90)

Trapezoid: A quadrilateral with one set of parallel lines.

Triangle: A three-sided polygon.

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Mathematics - Academic Vocabulary

V

Vertex: The point at which two sides of a figure meet.

Vertex (of a solid): The point at which three edges meet.

Vertices: The plural form of vertex.

W

Width: The distance across and object.

Y

Yard stick: A stick which measures 3 feet (1 yard). Often yard sticks will have inches and fractions of inches marked on its length.