



EL·Support

GRADE 1

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.

Grade 1

Language Arts - Academic Vocabulary

A

Adjective: A word used to describe a noun; describes a noun (beautiful, scary, cautious)

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

Article: A word used to introduce a noun (a, an, the).

Attribute: A descriptor of a thing or idea (red, tiny, three-sided).

B

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

Blending: Saying individual sounds fluidly to make words.

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

C

Capitalization: The use of a capital letter to set apart a word; used at the beginning of sentences, with names of specific people and places, and with days and months.

Capitalize: To begin a word with a capital letter.

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

Category: An overriding concept that is used to group things or ideas (colors, shapes).

Central Message: The message that is learned from a story.

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

Characters: People in a story.

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

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

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

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

Grade 1

Language Arts - Academic Vocabulary

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

Compare: Telling how things are alike.

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

Conjunction: A word that is used to connect parts of sentences (but, because, after, and).

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.

Contrast: Telling how things are different.

D

Date: The day, month, number, and year: Monday, August 5, 2013.

Declarative Sentence: A sentence that states information; ends with a period.

Demonstrative: A pronoun used to indicate a noun (this hat, that banana).

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

Digraph: When two or more letters work together to produce a sound.

E

Ending Punctuation: The punctuation mark found at the end of a sentence; period, question mark, exclamation point.

Events: The things that happen to the characters in a story.

Exclamatory Sentence: A sentence that shows an emotional response; ends with an exclamation point.

F

Fact: True information.

Final Sound: The last sound of a word or syllable.

First Word: The first word in a sentence; it is always capitalized.

Future tense: A verb tense that expresses that the action will happen in the future.

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Language Arts - Academic Vocabulary

G

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

H

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

I

Illustration: A picture or graphic used to help the reader better understand the text.

Illustrations: Pictures and graphics that help show what happens in a story.

Imperative Sentence: A sentence that gives direction or an order; usually ends with a period.

Indefinite Pronoun: A pronoun that is used to indicate a non-specific person or group (both, all, everyone).

Inflectional Ending: An ending added to a word to indicate verb tense or number.

Inflectional Form: Verbs with endings (-s, -ed, or -ing) that indicate when they occur.

Informational Text: Text that teaches about a topic.

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

Initial Sound: The first sound of a word or syllable.

Interrogative Sentence: A sentence that asks a question; ends with a question mark.

K

Key Details: Information provided that answers who, what, why, where, when, and how questions; information in the text that supports the main topic.

L

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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Language Arts - Academic Vocabulary

M

Main Idea: What the entire story is about.

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

Medial Sound: The middle sound of a word or syllable.

N

Name: The specific name of a person or a place.

Narrative Writing: Text written to entertain or relate events.

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

O

Opinion: How you feel about a topic.

Opinion Statement: The sentence that introduces the writer's opinion.

P

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

Personal pronoun: A pronoun that is used to name a specific person.

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

Possessive noun: A noun that shows belonging (Gary's coat).

Possessive Pronoun: A pronoun that is used to show possession (his coat).

Predicate: What the subject is doing in the sentence.

Prefix: An affix added to the beginning of a word.

Preposition: A word used to indicate time, place, or direction (on, in, under, beside, during).

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

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).

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Language Arts - Academic Vocabulary

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.

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

S

Segmenting: Breaking words into their individual sounds.

Sensory Language: The words that are used to make the reader feel what happens in the story.

Sentence: A group of words that provide a complete thought with a subject and a predicate.

Setting: Where and when a story takes place.

Shades of meaning: Describes the slight differences between the meanings of words.

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.

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.

Syllable: Parts of words that contain one vowel sound.

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

Grade 1

Language Arts - Academic Vocabulary

V

Verb: A word that tells the action or state of the noun; 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 1

Mathematics - Academic Vocabulary

A

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

Addend: A number that is added to another number.

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.

Associate property of addition: In an addition problem, the addends can be grouped in different ways without changing the sum.

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

B

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

Bundle: A group of ten.

C

Category: A group of things that are alike in some way.

Change amount: How much is being added.

Circle: A perfectly round, continuous curved shape that is closed.

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.

Commutative property of addition: In an addition problem, the order of the addends does not change 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; to put ones and tens together to create multi-digit numbers; to put shapes together to make new shapes.

Composite shape: A shape that is formed by two or more shapes.

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

Grade 1

Mathematics - Academic Vocabulary

D

Data: Information we collect to answer questions or analyze.

Decade numbers: Multiples of ten: 10, 20, 30, 40, 50, etc.

Decompose: To break a number down into smaller parts; to break numbers apart.

Defining attribute: What makes a shape that specific shape and defines the category of shape.

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.

Double fact: When a number is added to itself.

Doubles: When a number is added to itself.

E

Equal: Having the same value.

Equal parts: Parts of a shape that are exactly the same shape and size.

Equal shares: See equal parts.

Equal sign: The symbol used to show that numbers have the same value; the symbol used to show the same value; =.

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

Equation: A number sentence with an equal sign.

F

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

False: Incorrect.

Fewer: The lesser amount.

Fourth: One of four equal parts when a shape is partitioned into four equal parts.

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Mathematics - Academic Vocabulary

G

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

H

Half: One of two equal parts when a shape is partitioned into two equal parts.

Half-circle: A shape that is exactly half of a circle.

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

Initial amount: How much is started with.

Inverse: The opposite operation; addition is the inverse of subtraction.

L

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

Less: The smaller value of two given values.

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

M

Making 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; $9 + 4 = 9 + 1 + 3 = 10 + 3 = 13$.

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

More: The larger amount; the larger value of two given values.

Multiple: More than one of a number; multiples of ten are 10, 20, 30, 40, 50, etc.

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Mathematics - Academic Vocabulary

N

Non-defining attribute: Things that describe a specific shape but not the category of the shape.

Not equal: Having different values.

Number sentence: An equation that shows a relationship between values using an equal sign.

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

O

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

P

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

Partition: Break into equal parts.

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

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

Plus one fact: When one is added to a number, the number increases by one.

Plus two fact: When two is added to a number, the number increases by two.

Put together: To add groups together.

Q

Quarter: See fourth.

Quarter-circle: A shape that is exactly one-fourth of a circle.

R

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

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Mathematics - Academic Vocabulary

S

Set: A group of objects or numbers.

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

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

Standard Form: Writing a number using base-ten numerals.

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

Sum: The solution to an addition problem.

T

Take apart: To take a group from the whole.

Take from: To separate a group from the whole.

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

Think Addition: To use addition to solve subtraction problems; to solve a problem by considering how it relates to addition.

Think subtraction: To solve a problem by considering how it relates to subtraction.

Total: The number in the whole.

Trapezoid: A quadrilateral with one set of parallel lines.

Triangle: A three-sided polygon.

True: Correct.

Two-dimensional: A flat shape.

U

Unknown result: A solution to an addition problem in which the solver does not know until he or she has worked the problem.

W

Whole: A shape that has not been divided in any way.