

Teaching the Critical Vocabulary of the Common Core: 55 Words That Make or Break Student Understanding (Marilee Sprenger, 2013)

It is essential that our students master these 55 critical Tier 2 words. Students need to understand what is expected of them as they tackle complex texts, learn to read more closely, add to their vocabularies, improve speaking and listening skills, and become well-rounded learners. (Sprenger, p. 3)

The Critical Verbs and Their Definitions

<i>Critical Verb</i>	<i>Definition</i>
Analyze	Break something down into its parts
Articulate	Express clearly
Cite	Quote
Compare	Find likenesses
Comprehend	Understand; find meaning
Contrast	Find differences
Delineate	Describe in detail
Demonstrate	Show clearly
Describe	Tell the facts, details
Determine	Decide
Develop	Elaborate or expand
Distinguish	Set apart
Draw	Take or pull out
Evaluate	Find value; judge
Explain	Make plain or define
Identify	Find; point out
Infer	Deduce; conclude
Integrate	Put together
Interpret	Explain the meaning of
Locate	Find
Organize	Arrange; classify
Paraphrase	Put in different words
Refer	Mention
Retell	Tell in your own words
Suggest	Put forth; to say
Summarize	Sum up
Support	Hold up
Synthesize	Combine to form a more complex product
Trace	Outline; follow the course of

The Order of the Introduction of the Critical Verbs

<i>Grade Level</i>	<i>Verbs</i>
Kindergarten	<i>compare, contrast, describe, distinguish, identify, retell</i>
1st	<i>demonstrate, determine, draw, explain, locate, suggest, support</i>
2nd	<i>comprehend, develop</i>
3rd	<i>organize, refer</i>
4th	<i>infer, integrate, interpret, paraphrase, summarize</i>
5th	<i>analyze</i>
6th	<i>articulate, cite, delineate, evaluate, trace</i>
11th	<i>synthesize</i>

The Critical Nouns and Their Definitions

Nouns	Definitions
Alliteration	Words in a row with the same initial consonant sound
Analogy	A similarity between like features of two things
Argument	A reason or set of reasons that something is true
Central Idea	Most important point the author makes
Conclusions	Summing up of an argument or text
Connections	Relating what you read to something else you know
Connotative Language	The association that a word brings to mind
Details	Isolated facts that support ideas
Evidence	Knowledge on which to base a belief
Figurative Language	Figures of speech used to make meaning clearer
Illustrations	Visual material used to clarify or add to a text
Interaction	A mutual or reciprocal action
Metaphor	An indirect comparison
Mood	The way the author makes the reader feel
Point of View	The vantage point from which a story is told
Rhetoric	The art of writing or speaking effectively
Simile	A direct comparison using like or as
Stanza	A poetry term for paragraph; a section of a poem
Structure	Organization of a text
Theme	A unified idea
Tone	The author's attitude or outlook

The Order of the Introduction of the Critical Nouns

Grade Level	Nouns
1 st	<i>connections, details</i>
2 nd	<i>alliteration</i>
3 rd	<i>central/main idea, illustration, point of view, stanza, theme</i>
4 th	<i>conclusion, evidence, figurative language, metaphor, simile, structure</i>
5 th	<i>interaction</i>
6 th	<i>argument, connotative language, mood, tone</i>
7 th	<i>analogy</i>
8 th	<i>rhetoric</i>

The Last Critical Words

Critical Words	Definitions
Classify	Arrange in classes according to shared qualities; order, organize, sort
Categorize	Putting classified items into smaller groups; catalog, label, group
Explicitly	Fully and clearly expressed; precisely, clearly
Recognize	Identify something you have seen before; know, spot
Recount	Give an account of an event or an experience; retell in detail and in order

Order of Introduction of the Last Words

Grade Level	Words
Kindergarten	<i>classify, recognize</i>
1 st	<i>recount</i>
3 rd	<i>explicitly</i>
4 th	<i>categorize (category in kindergarten)</i>