**Critical VOCABULARY of the Common Core**

\*from the book **Teaching the Critical VOCABULARY of the Common Core:** *55 Words That Make or Break Student Understanding* by Marilee Sprenger (2013)

* Ages of when the words should be introduced and eventually mastered:

 Kindergarten: *compare, contract, describe, distinguish, identify, retell*

* 1st: *demonstrate, determine, draw, explain, locate, suggest, support*
* 2nd: *comprehend, develop*
* 3rd: *organize, refer*
* **4th: *infer, integrate, interpret, paraphrase, summarize, classify, categorize, explicitly, recognize, recount***
* 5th: *analyze*
* 6th: *articulate, cite, delineate, evaluate, trace*
* 11th: *synthesize*

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| FIGURE 3.2 **The Critical Verbs and Their Definitions**  |
|   | **Verb**  |   |   | **Definition**  |   |
| Analyze  | Break something down into its parts  |
| Articulate  | Express clearly  |
| Cite  | Quote  |
| Compare  | Find likenesses  |
| Comprehend  | Understand; find meaning  |
| Contract  | 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  |

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| FIGURE 4.2 **The Critical Nouns and Their Definitions**  |
|   | **Noun**  |   |   | **Definition** |
| 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  |