**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 | | | |