

Explicit Vocabulary Development and Instruction

Florida's B.E.S.T. Standards: English Language Arts

Sort the vocabulary words identified in the excerpt from *Who was Betsy Ross?* into the appropriate Tier.

Tier 3: _____

Tier 2: _____

Tier 1: _____

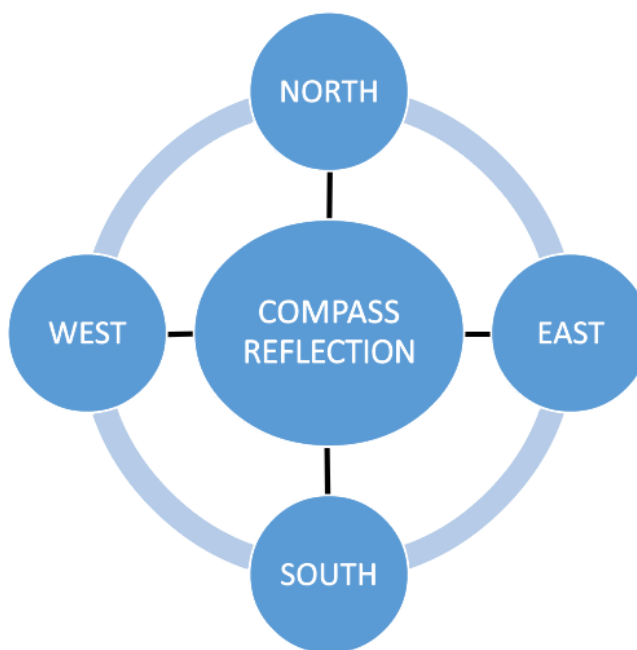
Vocabulary*Finding Meaning*

V.1.1 Academic Vocabulary	
ELA.5.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.4.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.3.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.2.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.1.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.K.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.

V.1.2 Morphology	
ELA.5.V.1.1	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.
ELA.4.V.1.1	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.3.V.1.1	Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.2.V.1.1	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.1.V.1.1	Identify and use frequently occurring base words and their common inflections in grade-level content.
ELA.K.V.1.1	Ask and answer questions about unfamiliar words in grade-level content.

V.1.3 Context and Connotation	
ELA.5.V.1.1	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.4.V.1.1	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

V.1.3 Context and Connotation	
ELA.3.V.1.1	Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.2.V.1.1	Identify and use context clues, word relationships, reference materials and/or background knowledge to determine the meaning of unknown words.
ELA.1.V.1.1	Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of unknown words.
ELA.K.V.1.1	Identify and sort common words into basic categories, relating vocabulary to background knowledge.



N: What else do you **NEED** to know or find out about explicit vocabulary instruction aligned to the B.E.S.T. ELA Standards? _____

E: What **EXCITES** you about vocabulary instruction aligned to the B.E.S.T. ELA Standards? _____

S: What are your next **STEPS**? _____

W: What **WORRIES** you about potential vocabulary instruction roadblocks aligned to the B.E.S.T. ELA Standards? _____

Vocabulary

ELA.K.V.1 Finding Meaning

Academic Vocabulary

ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.

Context and Connotation

ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.

Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See Context Clues and Word Relationships.

Vocabulary

ELA.1.V.1 Finding Meaning

Academic Vocabulary

ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.

Benchmark Clarifications:

Clarification 1: See Base Words for frequently occurring base words.

Clarification 2: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.

Example: Regular verbs add the inflectional ending -ed to indicate the past tense.

Context and Connotation

ELA.1.V.1.3: Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See Context Clues and Word Relationships.

Vocabulary

ELA.2.V.1 Finding Meaning

Academic Vocabulary

ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.

Benchmark Clarifications:

Clarification 1: See Base Words.

Context and Connotation

ELA.2.V.1.3: Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See Context Clues and Word Relationships.

Vocabulary

ELA.3.V.1 Finding Meaning

Academic Vocabulary

ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.3.V.1.2: Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

Benchmark Clarifications:

Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.

Vocabulary

ELA.4.V.1 Finding Meaning

Academic Vocabulary

ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.4.V.1.2: Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

Benchmark Clarifications:

Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.

Context and Connotation

ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See Context Clues and Word Relationships.

Clarification 3: See ELA.4.R.3.1 and Elementary Figurative Language.

Vocabulary

ELA.5.V.1 Finding Meaning

Academic Vocabulary

ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.5.V.1.2: Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.

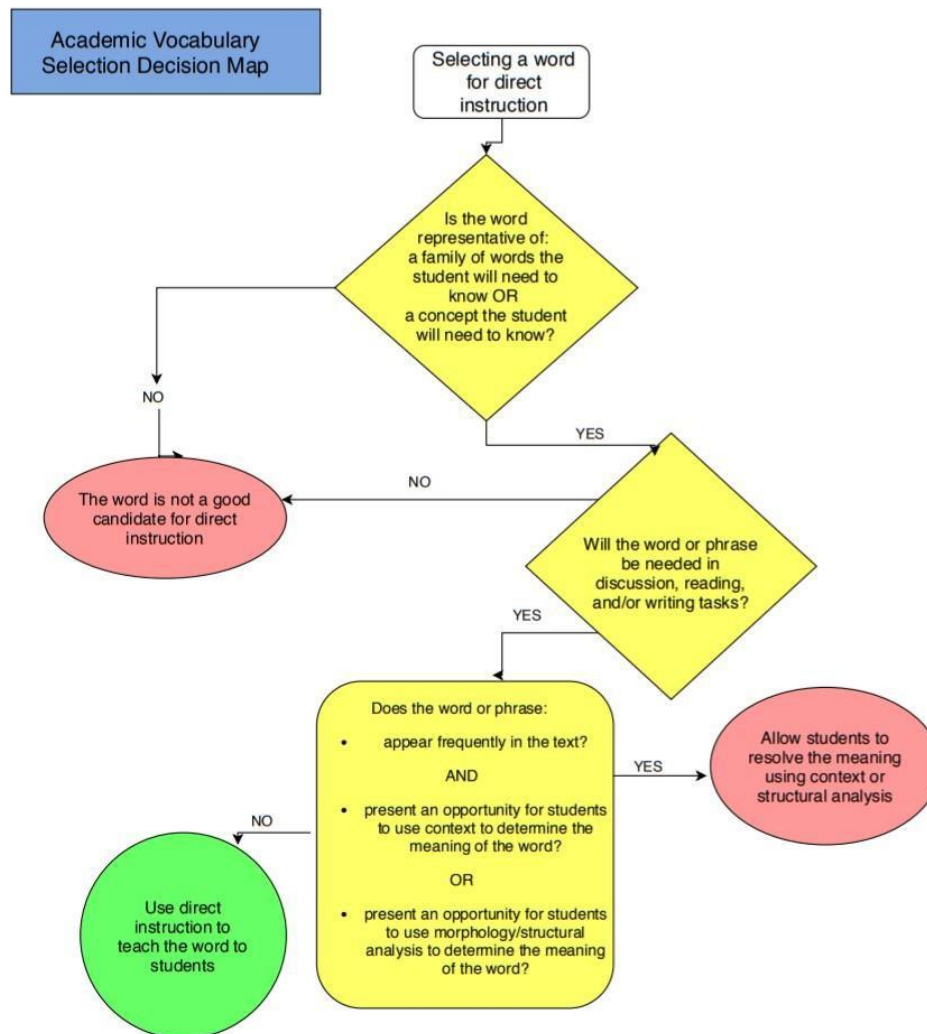
Benchmark Clarifications:

Clarification 1: See Common Greek and Latin Roots 3-5.

Appendix D: Vocabulary

Selecting Academic Vocabulary for Direct Instruction

An important element of academic vocabulary instruction is determining which words require direct instruction and which words students can determine for themselves using context clues or morphology as appropriate. This flowchart is designed to help teachers in the selection process.



**Morphology
Base Words**

Frequently occurring base words for 1st grade	Base words for 2nd grade
close	answer
do	break
give	button
happy	connect
help	equal
jump	fair
kind	follow
like	hand
open	know
pack	learn
play	obey
ride	point
talk	see
teach	thought
walk	try

Greek and Latin Roots

3rd - 5th Grade Sample List

Root	Meaning	Examples	Origin
ant, anti	against, opposed to, preventative	antagonist, antibiotic	Greek
aqua	water	aquarium, aquatic	Latin
aud	to hear	audiobook, audience	Latin
auto	self	autobiography, autograph	Greek
bio	life	biology, biography	Greek
cent	one hundred	century, percent	Latin
chron	time	chronological, chronic	Greek
cir/circum	around	circumference, circumstance, circular	Latin
duc/duct	lead, make	deduce, produce, educate	Latin
form	shape	formation, format	Latin
geo	earth	geography, geology	Greek
graph	write	autograph, graphic	Greek
hetero	different	heteronym, heterogeneous	Greek
homo	same	homonym, homogenous	Greek
logy	study of	biology, zoology	Greek
mal	bad	malfunction, malpractice, maleficence	Latin
meter/metr	measure	thermometer, perimeter	Greek
micro	small	microscope, microphone	Greek
mono	one	monologue, monotonous	Greek
multi	many	multimedia, multitask	Latin
photo	light	photograph, photosynthesis	Greek
port	to carry	import, transportation	Latin
scope	viewing instrument	microscope, telescope	Greek
spect	to look	inspection, spectator	Latin
tele	far off	television, telephone	Greek
vid/vis	to see	visual, video	Latin

6th - 8th Grade Sample List

Root	Meaning	Examples	Origin
ast/aster/astro	star	astrology, astronomy, astronaut	Greek
bene	good	beneficial, benefactor	Latin
contra/counter	against, opposite	contraindicated, counterintuitive	Latin
ante, anti	before, prior to	antecedent, anticipate	Latin
dys	bad, difficult	dysfunction, dyslexia	Greek
fac	to do, to make	factory, manufacture	Latin
hydr	water	hydration, dehydrate	Greek
hypo	under, beneath	hypothermia, hypodermic	Greek
ject	throw	projector, object	Latin
jud	judge	judgment, misjudge	Latin
morph	form, shape	morpheme, metamorphosis	Greek
mis/miso	hate	misanthrope, misogyny	Greek
nym	name	synonym, antonym	Greek
phob	fear	agoraphobia, claustrophobic	Greek
psych	mind	psychology, psychedelic	Greek
scrib/scribe	to write	scribble, script	Latin
therm	heat	thermal, thermometer	Greek

Common Prefixes

Prefix	Definition	Examples
anti-	against	antibiotic, anticlimax
auto-	self	autograph, autobiography
bi-	two	bicycle, binocular
de-	opposite	devalue, dehumidify
dis-	not, opposite of	detach, deploy
en-, em-	cause to	empower, entangle
fore-	before, front of	forecast, foresee
in-, im-, il-, ir-	not	impossible, innocent
inter-	between, among	international, interject
micro-	small	microscope, microwave
mid-	middle	midway, midday
mis-	wrongly	misunderstand, misconduct
multi-	many, much	multicolor, multipurpose
non-	not	nonsense, nondescript
oct-	eight	octopus, octagon
over-	over, too much	overall, overworked
poly-	many, much	polygon, polymer
pre-	before	prevent, preview
quad-	four	quadrilateral, quadrant
re-	again	rebuild, recall
semi-	half, partly, not fully	semicircle, semiformal
sub-	under	submarine, subconscious
tele	far, distant	telephone, television
trans-	across, change, through	transfer, transportation
super-	above, beyond	superhuman, superficial
trans-	across	transcontinental, translucent
tri	three	tripod, triangle
un-	not, opposite of	unable, unhappy
uni-	one	unicycle, unicorn
under-	under, too little	underground, undercurrent

Common Suffixes

<i>Suffix</i>	<i>Part of Speech</i>	<i>Definition/Meaning</i>	<i>Examples</i>
-able, -ible	adjective	is; can be	collectable, gullible
-age	noun	result of an action; collection	manage, acreage
-al, -ial	adjective	having characteristics of	circumstantial, seasonal
-an	noun	one having a certain skill; relating/belonging to	American, electrician
-ate	verb	to make, have, become	differentiate, duplicate
-ed	verb/adjective	past tense verbs; adjectives	accomplished, accepted
-en	noun/adjective	made of	hydrogen, mistaken
-ence, -ance	noun	act; condition of	excellence, importance
-ent, -ant	noun	an action; condition; causing a specific action	student, contestant
-er, -or	noun	one who; action or process; more	teacher, boxer
-est	adjective	the most	coldest, largest
-ful	adjective	full of	beautiful, hateful
-ic	adjective	having characteristics of	historic, asymmetric
-ies	noun	plural, more than one	parties, babies
-ify	verb	to make, have, become	amplify, justify
-ing	verb	verb forms; present participles	helping, running
-ion, -tion, -ation,	noun	act; process	confusion, inspection
-ish	adjective	like; similar	childish, bookish
-ist	noun	the person who is _____	loyalist, nutritionist
-ity, -ty	noun	state of	responsibility, specialty
-ive, -ative, -itive	adjective	adjective form of noun	active, comparative
-ize	verb	to make; to cause to become	criticize, apologize
-less	adjective	without	helpless, effortless
-logy, -ology	noun	science of; study of	biology, archeology
-ly	adverb	how something is	fluently, briefly
-ment	noun	state of being; act of	payment, employment
-ness	noun	state of; condition of	sickness, wilderness
-ous, -eous, -ious	adjective	having qualities of	courageous, gracious
-s, -es	noun	more than one	books, boxes
-ship	noun	the state of being something	friendship, leadership
-y	adjective	characterized by	cloudy, thirsty

Foreign Words and Phrases

Latin Phrase	English Meaning	French Phrase	English Meaning
ad hoc ad 'häk	concerned with a particular purpose; improvised	au revoir o räv'wär	goodbye, until we see each other again
bona fides bō-nə-'fī- ,dēz	good faith; sincere, involving no deceit or fraud	avant garde avänt'gärd	unorthodox, experimental
carpe diem kärpä 'dē,em	seize the day	bon mot bän 'mō	a witty remark
caveat emptor kavē ,ät 'em(p),tör	let the buyer beware	carte blanche kärt 'blänSH	unlimited authority
de facto dā 'faktō	in reality, actually existing	c'est la vie ser læ "vi:	that's life, that's how things happen
in extremis in ik'strāmis	in extreme circumstances	coup de grâce kü-də-'gräs	a decisive finishing blow
in medias res in 'mēdēas 'res	in the midst of things	coup d'état kü-(,)dā-'tä	overthrow of a government by a group
in toto in 'tōdō	altogether	de rigueur də-(,)rē-'gər	proper
modus operandi mōdäs ,äpə'randē	a method of procedure	déjà vu dā-,zhä-'vü	something overly familiar
modus vivendi mōdäs vi'vendē	a way of living, getting along	fait accompli 'fä-tə-,käm-'plē	an accomplished fact, presumably irreversible
persona non grata pər ,sōnə ,nän 'grādä	an unacceptable or unwelcome person	faux pas 'fō-,pä	a social blunder
prima facie prīmā 'fäSHē	at first view, apparently; self-evident	je ne sais quoi zhə-nə-,sä-'kwä	an admirable quality that cannot be adequately described
pro bono prō-,bō-nō	for the good	merci mər'si	thank you
pro forma prō 'fōrmä	for the sake of form, carried out as a matter of formality	pièce de résistance pē ,es də rə ,zi 'stāns	showpiece
quid pro quo kwid ,prō 'kwō	something given or received in exchange for something else	raison d'être rāzôn 'detrə	reason for being
requiescat in pace re.kwi'e:s.kat in 'pa:ke	may he or she rest in peace	tête-à-tête tädä'tät	private conversation between two people
sub rosa səb 'rōzə	secretly	vis-à-vis vēzə'vē	in relation to

Context Clues

Type	Definition	Example
Definition	The definition of the word is incorporated into the text.	Carey was lethargic; she did not have enough energy to get out of bed and go to swim practice.
Synonyms	The author uses a word having the same or similar meaning to other words in a sentence.	Rebecca, my best friend, has been a companion to me for many years.
Antonyms	The author hints at the meaning by providing a non-example or opposite.	Kim was anxious about the test, but Christy was not worried at all.
Examples	The definition of the word is given in the form of an example.	Krystle will serve cold beverages, such as soda, tea, and juice, to the guests.
Inference	The reader is able to make an educated guess, use reasoning or background knowledge to determine the meaning of an unknown word.	You can speak candidly to Mrs. Dodd. She is an affable guidance counselor.

Word Relationships

Relationship	Definition	Examples
Synonym	Two words having the same or nearly the same meaning	strong : powerful tired : lethargic stroll : amble
Antonym	Two words having opposite meanings	hot : cold punctual : tardy gorgeous : grotesque
Homonym	Two words having the same pronunciation and spelling, but having different meanings	lie (untruth) : lie (prone) address (location) : address (speak to)
Homophone	Two words having the same pronunciation, but having different spellings and meanings	there : their to : too here : hear

Figurative Language

Elementary Figurative Language

<i>Figurative Language</i>	<i>Description</i>	<i>Example</i>
alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	Peter Piper picked peppers.
hyperbole	Exaggerated statements or claims not meant to be taken literally	This backpack weighs a ton.
idiom	An expression that cannot be understood from the meanings of its separate words but must be learned as a whole	Break a leg!
imagery	Writing about objects, actions, and ideas in such a way that it appeals to our five physical senses	The fresh and juicy orange is very cold and sweet.
metaphor	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar	They have a heart of gold.
onomatopoeia	The forming of a word (as "buzz" or "hiss") in imitation of a natural sound	Bam, whirl, thump, boom
personification	Representing a thing or idea as a person in art, literature	The cupcake is calling my name.
simile	A comparison of two unlike things, often introduced by like or as	The explanation was clear as mud.