Academic Vocabulary
in the ELAR and Mathematics TEKS

A Teacher Resource
for Kindergarten to Grade 2

Texas Education Agency

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The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

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Texas Education Agency

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Introduction

What Is Academic Vocabulary?

Academic vocabulary, an aspect of academic language, refers to the specialized words traditionally identified from a corpus of academic texts related to a particular academic discipline. Academic vocabulary is used in both written and spoken academic discourse and is a critical component of the language of different disciplines, such as science, history, and literature. It is a requisite to engage in learning and thinking within these areas (Nagy & Townsend, 2012). There are two categories of academic words: domain-specific words associated with particular disciplines and general academic words shared by all disciplines (Baumann & Graves, 2010; Hiebert & Lubliner, 2008).

Definitions of academic vocabulary can differ, depending on the source and context in which the term is used. For the purposes of this booklet, we define academic vocabulary as key words and concepts in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) and Mathematics that will help all students in kindergarten to grade 8

- read and understand complex content area text,
- interact and develop subject-matter literacy, and
- demonstrate knowledge and skills in a formal classroom environment.

This definition aligns closely with the Teachers of English to Speakers of Other Languages (TESOL) PreK–12 English Language Proficiency Standards (Gottlieb, Carnuccio, Ernst-Slavit, & Katz, 2006). TESOL defines academic language as language that is "used to acquire a new or deeper understanding of content related to the core curriculum areas and communicate that understanding to others; it is the language that students must use to effectively participate in the classroom environment" (p. 18).

Why Is Academic Vocabulary Important?

The relationships between vocabulary knowledge and comprehension, as well as language proficiency and reading growth, are well established in the literature. Research has shown a strong and consistent predictive relationship between vocabulary knowledge and reading comprehension and academic achievement across grade levels (Alexander & Jetton, 2000; Binder, Cote, Lee, Bessete, & Vu, 2016; McKeown, Crosson, Moore, & Beck, 2018; Nagy, 2005; Proctor, Silverman, Harring, & Montecillo, 2012; Townsend, Filippini, Collins, & Biancarosa, 2012).

Vocabulary is key to the development of reading comprehension. This is even more important for English language learners (ELLs). Nonnative English speakers often face the challenge of learning core content with specialized vocabulary and basic English at the same time (August, McCardle, Shanahan, & Burns, 2014; Short & Fitzsimmons, 2007). These students may become fluent in conversational English relatively quickly, but it takes considerable time to develop the vocabulary needed to succeed in school. Many factors influence the rate at which academic English is learned, but research suggests that ELLs require 4 to 10 years to obtain the academic language and vocabulary of their native English-speaking peers (Collier, 1989; Fillmore & Snow, 2000; Graves, August, & Mancilla-Martinez, 2012; Hakuta, Butler, & Witt, 2000).

This vocabulary challenge must be addressed through systematic and intensive vocabulary instruction and language-rich classrooms. The development and adoption of vocabulary lists to help focus instruction on both discipline-specific vocabulary and general academic words that students may not know (Gersten et al., 2007) is an effective approach for all students. Evidence also suggests that instructional approaches effective for teaching native speakers can be used effectively with ELLs (August & Shanahan, 2006; Gersten & Baker, 2000). Teachers also can capitalize on the growing body of literature on effective vocabulary instruction for ELLs (e.g., August et al., 2014; Baker et al., 2014; Carlo et al., 2004; Crevecoeur, Coyne, & McCoach, 2014; Graves et al., 2012; Lesaux et al., 2014).

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How Were Terms Selected?

We identified the academic vocabulary in this resource from the TEKS for kindergarten to grade 2 ELAR and Mathematics. A group of educators and researchers with expertise in comprehension, vocabulary, mathematics, and instruction for ELLs developed, reviewed, and refined the lists. The lead team members selected the following types of terms.

- **Domain-specific academic vocabulary words:** These words relate to subject matter and concepts that students are expected to know in the different disciplines (e.g., *simile*, *decimal*).
- **General academic vocabulary words:** These words can be found across content areas and in multiple contexts. They can be used to acquire new knowledge and skills, discuss information, describe ideas, and develop concepts. For example, the words and phrases in the TEKS that describe how students are expected to demonstrate their knowledge are general academic words. These words often are found in the skills outlined in the TEKS student expectations (e.g., the student is expected to **clarify**, the student is expected to **summarize**). These words have the potential to build a strong language foundation, especially for ELLs (Beck, McKeown, & Kucan, 2013).

Lists were then reviewed and refined by the advisory group and ELAR and Mathematics teachers. For kindergarten to grade 2, the final ELAR list has 310 terms, and the Mathematics list has 272 terms.

By no means do we suggest that you teach all of the words included in this resource for your grade level and subject area. We did, however, design the lists to be manageable, should you wish to incorporate most or all of the terms in your instruction. For example, during a school year, a second-grade ELAR teacher could address most of the words on the list by teaching approximately eight words a week.

How Can I Use This Booklet in Instructional Planning?

Our goal was to compile terms from the Texas curriculum in a useful format to help teachers plan effective instruction that incorporates academic vocabulary. The lists are intended as a resource and should not be considered a mandate for which words to teach. Again, by no means do we suggest that you teach all of the included words for your grade level and subject area, nor would it be prudent to teach the words in isolation, out of context.

Use your knowledge of your students and your school's curriculum to determine which words to teach. You may decide to delete or add terms. Terms are organized alphabetically in two sections—general academic terms and subject-specific terms. Use these lists in any way that helps you to better meet your students' needs.

Consider your students' knowledge of the words when deciding which words to teach. The lists include both domain-specific academic terms and general academic terms with which some students may already be familiar. Also consider the depth of knowledge you want your students to have for a given word—sometimes having some knowledge of a word will suffice. In these cases, teaching the meaning of the word through exposure and incidental learning may be sufficient. However, in other instances, a student may be required to recognize and use the word in a variety of contexts (Beck et al., 2013; Dale, 1965; Graves, 2000; Graves, 2006; Graves, August, & Mancilla-Martinez, 2012). In these cases, explicit instruction with repeated exposures to the word is more appropriate.

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STAAR and the Vocabulary Lists

The Mathematics list contains many content-specific words from the TEKS, many of which appear on the State of Texas Assessments of Academic Readiness (STAAR). For example, one grade 3 Mathematics item on a previously released STAAR directly assessed a student's knowledge of the term *standard form* [Item: *The expanded notation of a number is shown. (9 x 10,000) + (4 x 100) + (1 x 10) What is the standard form of this number?* (Mathematics STAAR, grade 3, 2018, released test)].

In the ELAR list, many of the words from the standards represent the language of instruction (i.e., domain-specific and general academic vocabulary) rather than the language found in the literature and informational text students will listen to or read in class (Nagy & Hiebert, 2010). On STAAR Reading, students will be expected to know both terminology from the standards and other vocabulary found in literature and informational texts. For example, on a sample STAAR item, students were assessed on both their knowledge of the term *main theme* and their knowledge of other academic vocabulary, such as *depending* and *patient*, which were in the answer choices [Item: *Which sentence states the main theme of the story? A. It is important to be on time when others are depending on you. B. Winning does not matter as long as you try hard. C. Working with others can be better than working on your own. D. The best ideas come to those who are patient.* (Reading STAAR, grade 3, 2018, released test)].

Many words on the ELAR list represent the language of instruction (e.g., *first-person*, *central idea*). Students will encounter other academic vocabulary in the literary and informational text they read in class. Because we cannot predict which words students will encounter in the text they read in class, we cannot include such words in this resource. However, it is imperative that ELAR teachers also address vocabulary found in the classroom literature.

How Do I Teach Academic Vocabulary?

This booklet is not intended to provide in-depth information on how to develop and teach vocabulary. However, it is important to understand the distinction between breadth and depth of vocabulary knowledge, as this understanding can help you understand how to organize and plan your vocabulary instruction. **Breadth** refers to the number of words a person knows. **Depth** refers to how much a person knows about a word. Both aspects are important for word reading and comprehension. When students develop a deep understanding of a word, they are more likely to understand it when they read or hear it, and they are also more likely to use it in their speech or writing. Vocabulary instruction should focus on both depth and breadth of word knowledge. Following is a set of evidence-based guidelines to help you develop depth and breadth of academic vocabulary.

Develop Depth of Vocabulary Through Direct Word Instruction

- **Teach specific vocabulary words directly.** There is not one "best" approach to directly teaching academic vocabulary. The method chosen should reflect how extensively you want your students to understand the vocabulary selected (August, Artzi, Barr, & Francis, 2018; Beck et al., 2013; Gallagher, Barber, Beck, & Buehl, 2019; Graves, 2000; Lesaux, Kieffer, Kelley, & Harris, 2014). Use student-friendly definitions, examples and nonexamples, visuals, and graphics to clearly transmit the meaning of a word (Marzano & Pickering, 2005). Using visuals and graphics is especially helpful for mathematical concepts that are difficult to explain verbally but are well suited to nonverbal explanations.
- **Teach relationships among words.** Help students build mental connections among words to store meanings more efficiently. These connections can help students retrieve word meanings more easily. Teach students knowledge of morphological word families and use graphic organizers, feature analyses, and word-categorizing activities (Binder, Cote, Lee, Bessette, & Vu, 2016; Neuman & Wright, 2014).
- **Teach word-learning strategies.** Teaching students how to use word parts and context to determine the meaning of unknown words has been shown to benefit vocabulary learning (e.g., Baumann, Font, Edwards, & Boland, 2005; Baumann et al., 2002; Crosson, McKeown, Moore, & Ye, 2019; Deacon, Kieffer, & Laroche, 2014; Levesque, Kieffer, & Deacon, 2019). Many of the words in this resource lend themselves to word study activities such as teaching common roots, prefixes, and suffixes. Teaching students these word foundations can go a long way toward helping students understand related vocabulary words (Crosson & McKeown, 2016; Crosson & Moore, 2017; Ebbers, 2011).

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Develop Breadth of Vocabulary by Creating a Language-Rich Environment

Direct vocabulary instruction is important, but it is insufficient and inefficient alone to foster students' language and vocabulary development. Provide multiple opportunities for students to practice using language in discussions and writing. Ensure that students read often from a variety of text types, heighten students' awareness of the language in the world around them, and develop the skills of students to learn new vocabulary on their own (Graves, 2000, 2006; Graves et al., 2012; Nagy & Townsend, 2012). Suggestions include the following.

- **Model and practice word consciousness.** Help students learn that knowing words can help them think and speak more deeply and precisely. Create an atmosphere in which trying out new words is encouraged and not knowing a word is accepted. If students are aware of the vocabulary around them and actively engage in using new words and seeing the relationships among words, students will take ownership of their language learning. Engaging in word consciousness is especially important for ELLs, as they will realize that they are not alone in the process of learning English (Graves, 2006; Stahl & Nagy, 2006).
- **Help ELLs capitalize on their knowledge of their first language.** Part of practicing word consciousness involves helping ELLs become aware of Spanish-English cognates. Using cognates, when appropriate, as part of your vocabulary instruction can provide a springboard for developing students' second language (August et al., 2018; August, Artzi, & Barr, 2016; August & Shanahan, 2006; Hiebert & Kamil, 2005; Ramirez, Chen, & Pasquarella, 2013). Each list in this resource has a Cognate/Translation column to help you learn and use cognates in your instruction.
- **Focus on important content area words and general academic words that may be unfamiliar to students** (Townsend, 2015). In addition to subject-specific vocabulary, we have included general academic words, such as *persuade* and *evidence*. Be sure to use these general academic vocabulary terms in your instruction and academic discussions with students.
- **Embed definitions in read-alouds and discussions.** When you say or read a word that students may not understand, provide quick definitions or synonyms or act out the word without interfering with the flow of the text or discussion (August et al., 2018; August et al., 2016; Giroir, Grimaldo, Vaughn, & Roberts, 2015).
- **Use academic language effectively and support students' active use of words in academic discussions.** Model the use of newly learned words across contexts and use more advanced syntax with connectives that link ideas together. This modeling helps students see how academic vocabulary words are used in real life. To scaffold their use of these words, provide sentence and question stems that can help students build their own sentences. Allow students to work in pairs and collaborative groups to put their language into practice (Crosson & Lesaux, 2013; Dickinson & Porche, 2011; Gámez & Lesaux, 2015; Graves, 2006; Neuman & Roskos, 2012; Stahl & Nagy, 2006).
- **Encourage wide reading.** Research shows that students who read more demonstrate greater vocabulary knowledge than students who read less. There are simply too many words to teach all unknown words through direct instruction (Nagy & Anderson, 1984). Incidental learning and exposure to new words increase when students have many opportunities to read a variety of texts (Beck & McKeown, 1991; Graves, 2000; Hiebert & Kamil, 2005; Joshi, 2005; Neuman & Wright, 2014).

Support students' vocabulary development by engaging them in discussions, providing opportunities to read a wide variety of texts, and increasing their awareness of language in the world around them. Students must talk, write, and read often to expand their language proficiency and vocabulary knowledge.

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Sample Vocabulary-Building Strategies

The following vocabulary-building strategies can be easily adapted for use with either English language arts or mathematics vocabulary. The words selected are for illustration purposes. The strategies are designed so that other words can be easily substituted. The strategies are also designed to be applicable to instruction in kindergarten to grade 8. For younger students, teachers may need to simplify the graphic organizers and spend more time modeling how to think about academic vocabulary in these new ways.

Word Scaling

This activity requires students to organize related words and helps students become aware of the relationships among words. Word scaling works best when students work together in mixed-ability small groups or pairs. As they organize the words, students practice using the words. In addition, students engage in meaningful discussions about the words and explain the meanings to one another.

STEPS

1. Select a group of words that are related or belong to the same category (e.g., shapes, measurements, types of numbers, antonyms, related adjectives).
2. Write the words on cards. Make a set of cards for each group or pair of students.
3. Ask students to arrange the cards in a particular order (e.g., smallest to largest, size, degrees).

SAMPLE: MATHEMATICS

When studying the vocabulary term *shapes*:

1. Give each group of students a set of cards with the words *circle*, *square*, *triangle*, and *rectangle*.
2. Ask students to sort the words by the number of sides: no sides, three sides, and four sides.
3. Ask students to place the cards in order from the least number of sides to the greatest number of sides.

SAMPLE: ELAR

When studying adjectives to describe size:

1. Give each group of students a set of cards with the words *large*, *tiny*, *small*, *gigantic*, *average*, and *enormous*.
2. Ask students to place the cards in order from smallest to largest.

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Semantic Feature Analysis

Semantic feature analysis is a strategy that can be used to organize new concepts and related vocabulary visually. Semantic feature analysis illustrates the hierarchical relationships in a chart or grid. In the lower grades, it is imperative for teachers to model how to think through simple semantic feature analysis grids many times before asking students to engage in this activity independently.

STEPS

1. Identify the target concept for the chart to teach. The selected concept should be the most inclusive. In other words, it should encompass all the ideas or members of the categories used in the analysis.
2. In the left column, list the most concrete ideas or members of categories associated with the target concept.
3. Identify the features of words associated with the target concept. List these across the top row of the grid.

SAMPLE: MATHEMATICS

Shapes

	Three sides	Four sides	Curved lines	All sides always equal
rectangle	–	+	–	–
square	–	+	–	+
triangle	+	–	–	–
circle	–	–	+	–

SAMPLE: ELAR

Types of nonfiction

	Gives information about something	Tells how to do something	Tells the story of a person's life
all about	+	–	–
how-to	+	+	–
biography	–	–	+

Rating Word Knowledge

Rating word knowledge uses a graphic organizer, adapted from the work of Blachowicz and Fisher (2009), to prompt students to think and talk about the vocabulary words they will learn.

STEPS

1. Determine the vocabulary words to be taught.
2. Write the words on the board.
3. Read each word as you point to it.
4. Ask students to write the words in the left column.
5. Ask students to rate their knowledge of the meaning of the word by writing the following:
   - 1—if they have never heard or seen the word before
   - 2—if they have heard or seen the word but do not know what it means
   - 3—if they have a general understanding of the word but cannot explain its meaning to others or use it in a sentence
   - 4—if they know the word well enough to explain it to others

Rating word knowledge promotes metacognitive skills as students monitor their understanding of words and helps students focus on the important vocabulary words in a chapter or unit.

Rating word knowledge can also be used after instruction to determine whether students' knowledge has changed. It can provide teachers with information about students who may need additional practice and instruction.

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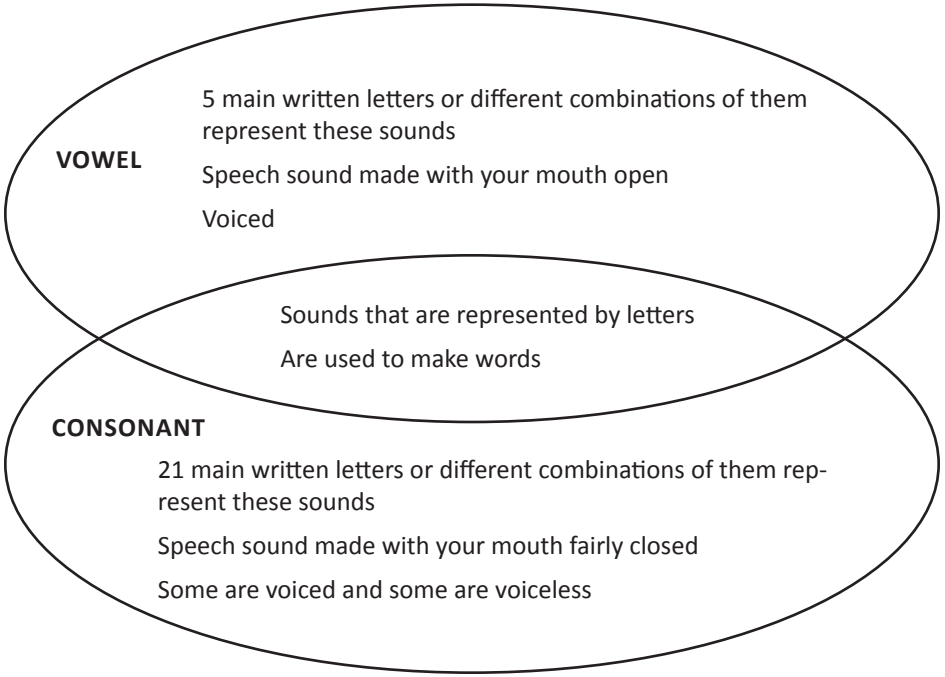
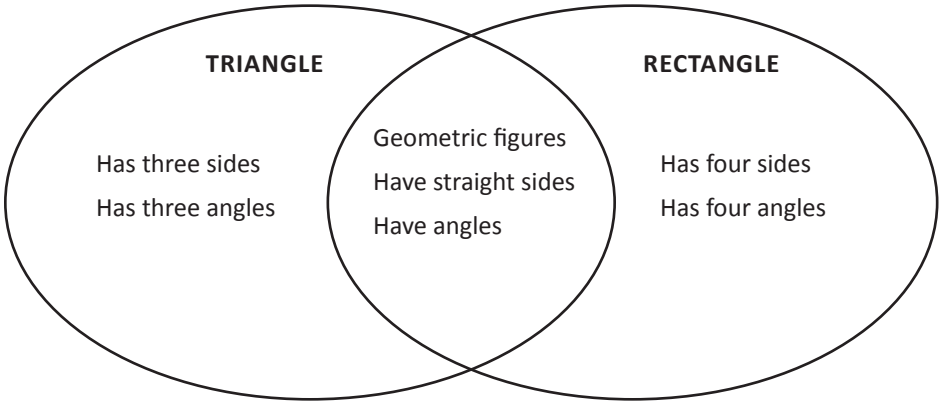
Venn Diagram

This activity (Nagy, 1988) can be used to compare and contrast two related vocabulary words.

SAMPLE: ELAR



SAMPLE: MATHEMATICS



Frayer Model

The Frayer model (Frayer, Frederick, & Klausmeier, 1969) is a graphic organizer that helps students think about the relationships and categories associated with the vocabulary being taught. Students use examples to explain and elaborate their understanding of a concept or word. The vocabulary word is entered into the central circle, and supporting examples, nonexamples, and other information are written in the boxes.

SAMPLE: ELAR

DEFINITION	**FACTS**
The character at the center of a story	It's the most important character in a story. It can also be called a protagonist. The author writes the story around this character.
MAIN CHARACTER	
EXAMPLES	**NONEXAMPLES**
Cinderella (*Cinderella*) Charlotte (*Charlotte's Web*) Stellaluna (*Stellaluna*) Alexander (*Alexander and the Terrible, Horrible, No Good, Very Bad Day*)	Prince (*Cinderella*) Templeton (*Charlotte's Web*) The birds (*Stellaluna*) The mother (*Alexander and the Terrible, Horrible, No Good, Very Bad Day*)

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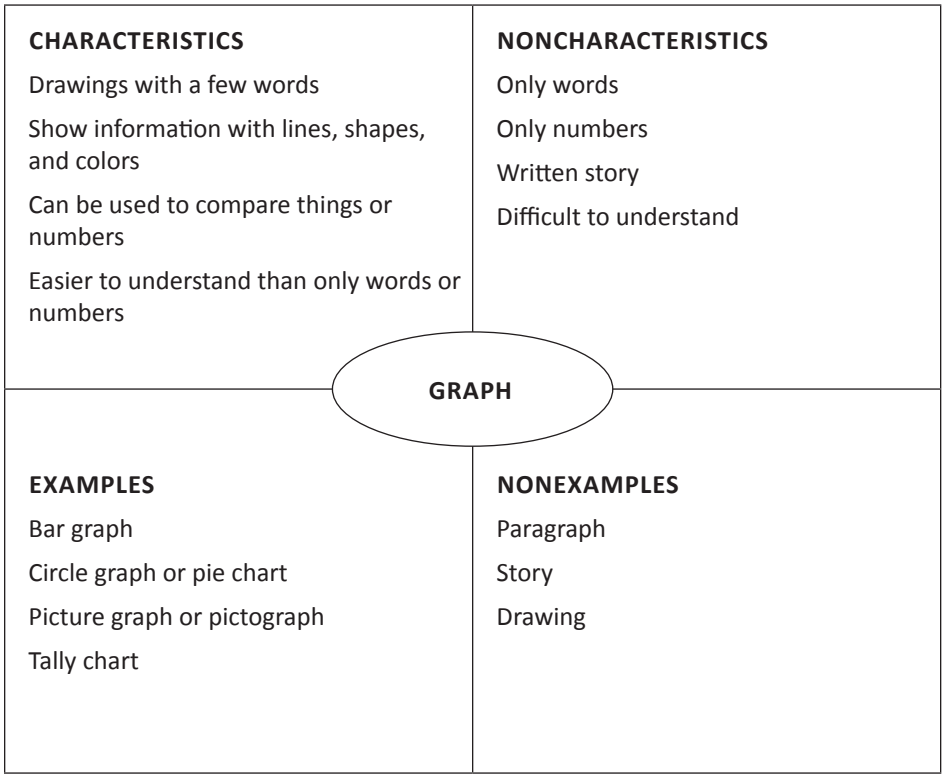
The labels for the boxes may be changed to better fit the characteristics of the concept being learned. In the mathematics Frayer model below, Definition and Facts have been changed to Characteristics and Noncharacteristics.

SAMPLE: MATHEMATICS



Four Squares

Four squares (Schwartz & Raphael, 1985; Stahl & Nagy, 2006) is an activity used to teach vocabulary words and the concepts they represent. Working in pairs, students discuss and complete each of the squares.

SAMPLE: ELAR

WORD Poetry	**EXAMPLE** My neighbor's dog is purple Its eyes are large and green Its tail is almost endless, The longest I have seen... My neighbor's dog is nasty It has a wicked smile Before my neighbor painted it, It was a crocodile! by Jack Prelutsky
DEFINITION Pieces of writing often having figurative language and lines that have rhythm and sometimes rhyme	**NONEXAMPLE** "That summer, they dug up the big field, and poured the foundation, and set brick on top of brick until they'd built a school. A sign above the door read, Frederick Douglass Elementary. 'That's a good name for me,' thought the school." *School's First Day of School* by Adam Rex

SAMPLE: MATHEMATICS

TERM expanded form	**EXAMPLES** 293 = 200 + 90 + 3 358 = 300 + 50 + 8
DEFINITION A way of writing numbers to see the math value of each digit	**NONEXAMPLES** 420 1,567 1/2

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Cognate Connection

When ELLs in a classroom all speak Spanish as their first language, teachers can use activities that prompt ELLs to make connections to their native language.

English	Spanish
ELAR	
verb	verbo
fiction	ficción
central idea	idea central
dictionary	diccionario
MATH	
triangle	triángulo
circle	círculo
cone	cono
symbol	símbolo

Sample Word Lists

When focusing on general academic vocabulary, it may be helpful to consult lists of the most common words in the English language. Below are a few such lists. Keep in mind that many of the terms in this booklet are specialized, content-specific vocabulary and may not appear on the lists of "most frequent" words.

Academic Word List

Averil Coxhead (2000) compiled the Academic Word List—the 570 most frequently used word families in a corpus of academic texts. The list focuses on academic words and thus excludes the most common 2,000 words. It is organized into 10 sublists in order from the most to least frequently used word families. The lists can be found on Coxhead's website: **www.victoria.ac.nz/lals/resources/academicwordlist**

Word Zones

Published as part of Dr. Freddy Hiebert's Text Project, *WordZones for 4,000 Simple Word Families* (2012) includes 5,586 of the most frequently used words, sorted into word families and grouped into four zones of approximately 300, 500, 1,000, and 2,000 words. Download the list for free at:
www.textproject.org/archive/resources/wordzones-for-4000-simple-word-families

Others

Fry, E. B., & Kress, J. E. (2016). *The reading teacher's book of lists* (6th ed.). San Francisco, CA: Jossey-Bass.

Kress, J. E. (2008). *The ESL/ELL teacher's book of lists* (2nd ed.). San Francisco, CA: Jossey-Bass.

Zeno, S. M., Ivens, S. H., Millard, R. T., & Duvvuri, R. (1995). *The educator's word frequency guide*. New York, NY: Touchstone Applied Science Associates.

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How Do I Decide Which Words to Teach?

Selecting words to teach is an important component of vocabulary instruction planning. Consider the key guidelines developed by Beck et al. (2013) and Nagy and Hiebert (2010) listed below; we encourage you to explore these publications to find examples and additional explanations.

- **For in-depth instruction, select words that are important for understanding the "big ideas" in the lesson** (e.g., overarching concepts in mathematics). Focus on words that are both important and useful. By selecting words that students will frequently use and read, you help build a strong vocabulary foundation.
- **Select words that are domain specific and critical to understanding the topic, even if those words are not particularly useful** (e.g., *polygon*).
- **Also select words that may not be critical to comprehending a particular text but are commonly encountered across content areas.** For example, words like *organizing* and *process* are used across many content areas but are often not the focus of instruction because they are not central to a text or a specific content area. Teaching such words can greatly benefit ELLs' vocabulary development.

Instructional time is valuable. Time allocated to in-depth vocabulary instruction should focus on the most useful words to students as they read, write, and discuss across the content areas.

Notes About the Word Lists

- Words are organized into two categories—general academic and subject specific.
- We included only words from the standards themselves (i.e., the knowledge and skills statements). We did not list words used in the introductions of each grade level.
- For each word listed, we provided where the kindergarten, grade 1, and/or grade 2 standards can be found in the TEKS.
- The word is provided as it appears in the standards. If an inflectional ending is added to a word in the standards, it is included in the list (e.g., *apply*(*ing*)).
- For each word, we provided the part of speech, a Spanish cognate or translation, and a definition based on the word's use in the standards. If a word has multiple meanings in the standards, we provided them.
- Spanish cognates are in bold, and translations are not.

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Cheat Sheets

Elementary and Middle School ELAR TEKS

	Kindergarten	Grades 1–5	Grades 6–8
1	Oral language (e.g., listen, work collaboratively, communicate socially)		
2	Beginning reading and writing (e.g., phonological awareness, phonetic knowledge, spelling knowledge, handwriting)		Vocabulary
3	Vocabulary		Fluency
4	Self-sustained reading	Fluency	Self-sustained reading
5	Comprehension skills	Self-sustained reading	Comprehension skills
6	Response skills	Comprehension skills	Response skills
7	Multiple genres: Literary elements	Response skills	Multiple genres: Literary elements
8	Multiple genres: Genres	Multiple genres: Literary elements	Multiple genres: Genres
9	Author's purpose and craft	Multiple genres: Genres	Author's purpose and craft
10	Composition: Writing process	Author's purpose and craft	Composition: Writing process
11	Composition: Genres	Composition: Writing process	Composition: Genres
12	Inquiry and research	Composition: Genres	Inquiry and research
13		Inquiry and research	

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Elementary Math TEKS

	K – Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1	Mathematical process standards				
2	Number and operations				
3	Number and operations				
4	Number and operations	Number and operations	Number and operations	Number and operations	Algebraic reasoning
5	Algebraic reasoning	Number and operations	Algebraic reasoning	Algebraic reasoning	Geometry and measurement
6	Geometry and measurement	Number and operations	Geometry and measurement	Geometry and measurement	Geometry and measurement
7	Geometry and measurement	Algebraic reasoning	Geometry and measurement	Geometry and measurement	Geometry and measurement
8	Data analysis	Geometry and measurement	Data analysis	Geometry and measurement	Geometry and measurement
9	Personal financial literacy	Geometry and measurement	Personal financial literacy	Data analysis	Data analysis
10		Data analysis		Personal financial literacy	Personal financial literacy
11		Personal financial literacy			

Middle School Math TEKS

	Grade 6	Grade 7	Grade 8
1	Mathematical process standards		
2	Number and operations		
3	Number and operations	Number and operations	Proportionality
4	Proportionality	Proportionality	Proportionality
5	Proportionality	Proportionality	Proportionality
6	Expressions, equations, and relationships	Proportionality	Expressions, equations, and relationships
7	Expressions, equations, and relationships	Expressions, equations, and relationships	Expressions, equations, and relationships
8	Expressions, equations, and relationships	Expressions, equations, and relationships	Expressions, equations, and relationships
9	Expressions, equations, and relationships	Expressions, equations, and relationships	Expressions, equations, and relationships
10	Expressions, equations, and relationships	Expressions, equations, and relationships	Two-dimensional shapes
11	Measurement and data	Expressions, equations, and relationships	Measurement and data
12	Measurement and data	Measurement and data	Personal financial literacy
13	Measurement and data	Personal financial literacy	
14	Personal financial literacy		

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ELAR: Kindergarten–Grade 2
GENERAL ACADEMIC

Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
accuracy		4	4	noun	exactitud	freedom from mistakes; being exact or correct
actions	1B, 3C	1B, 3D, 8B	1B	noun	**acciones**	the doing of something
actively	1A	1A	1A	adverb	**activamente**	producing or involving action or movement
adjustments	5I	6I	6I	noun	ajustes	a small change that improves something or makes it better
agreement		11Di	11Di	noun	acuerdo	having the same opinion or understanding as someone else
analyze(s)	7, 8, 9	8, 9, 10	8, 9, 10	verb	**analizar**	to examine something to find out what it is or what makes it work
apply(ing)	2B, 2C	2B, 2Bi, 2C	2B, 2C	verb	**aplicar**	to put to use
appropriate	2E, 4, 6C, 6F, 10, 10Dix, 12E	1C, 1D, 2F, 4, 5, 7C, 7F, 11, 11Dx, 13E	1C, 1D, 2E, 4, 5, 7C, 7F, 11, 11Dxi, 13G	adjective	**apropriado**	especially fitting or suitable
appropriately			13F	adverb	**apropiadamente**	especially fitting or suitable
assigned	5A	6A	6A	adjective	**asignado**	given as a job or responsibility
assistance	5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 7A, 7C, 8Di, 8Diii, 8E, 9A, 9B, 9C, 9D, 10D, 12A, 12B, 12C, 12D	6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 8A, 9Di, 9Diii, 9E, 10C, 11Dx, 13A, 13B, 13C, 13D	8A, 9Di, 13A, 13B	noun	ayuda	help
awareness	2D	2, 2A, 2D	2, 2A	noun	conciencia	having or showing understanding or knowledge
boundaries	2Diii			noun	límites	things that point out or show a limit or end
building on			1D	verb	basado en las ideas de otros	producing or creating gradually by effort
categories	3C	3D		noun	**categorías**	basic groupings of things
cause			9Diii	noun	**causa**	a person or thing that brings about a result
challenging	6	7	7	adjective	difícil, que presenta un reto	difficult in a way that is usually interesting or enjoyable

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
characteristics	8, 8A, 8D, 8E, 8F, 11	6C, 9, 9A, 9D, 9E, 9F, 12	6C, 9, 9A, 9D, 9E, 9F, 12	noun	**características**	special qualities or traits that make something different from other things
cite			13F	verb	**citar**	to quote as an example, authority, or proof
clarify	3B	1A, 3B	1A,	verb	aclarar	to make or become more easily understood
collaboratively	1D	1D	1D	adverb	**colaborativamente**	to work with others
comments		7B	7B	noun	**comentario**	mentionings of things that deserve notice
common	1E, 2Bi	2Bi, 2Biv, 11Diii	2Biv, 2Ciii, 11Diii	adjective	**común**	appearing, occurring, or used frequently (e.g., common compound words); not privileged or elite (e.g., common nouns)
communicate	2, 9	2, 10	2, 10	verb	**comunicar**	to make known
communication	1E	1E	1E	noun	**comunicación**	the exchange of information between persons
complete	10Di	11Di	11Di	adjective	**completo**	having all the necessary parts
complex	5, 7, 8	6, 8, 9	6, 8, 9	adjective	complejo	not easy to understand or explain; not simple
compose	10, 11, 11A, 11B	11, 12, 12A, 12B, 12C	11, 12, 12A, 12B, 12C	verb	escribir	to create or write
compound		2Biv	2Biv, 2Ciii, 11Dviii	adjective	**compuesto**	made of or by the union of two or more parts
comprehension	5, 5I	4, 6, 6I	4, 6, 6I	noun	**comprensión**	ability to understand
confirm	5C	6C	6C	verb	**confirmar**	to make sure of the truth of
connections	5E, 6A	6E, 7A	6E, 7A	noun	**conexiones**	facts or conditions of having a link
contributes	9B	10B	10B	verb	**contribuir**	to give something to a common supply, fund, etc.
contributions		1D	1D	noun	**contribuciones**	something given to a common supply, fund, etc.
convey		11Dv	11Dv	verb	transmitir	to make known or communicate
correctly	2Dii			adverb	**correctamente**	done in a way that meets or agrees with a standard
create(ed)	2Biii, 5D, 5H	6D, 6H	6D, 6H	verb	**crear**	to make or produce
critical	9	10	10	adjective	**crítico**	using or involving careful judgement
deepen	5, 5B, 5D	6, 6B, 6D	6, 6B, 6D	verb	profundizar	to make fuller or more complete
delete(ed, ing)	2Biii		11C	verb	eliminar	to take out, especially by erasing, crossing out, or cutting
demonstrate	2B, 2C, 2D, 8A, 12D	2A, 2B, 2C, 2D, 9A, 13D	2A, 2B, 2C, 7B, 9A, 13E	verb	**demonstrar**	to show clearly

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
describe	6A, 7B, 7C, 7D	7A, 8B, 8C, 8D	7A, 8B, 8C, 8D	verb	**describir**	to write or tell about in words
description		9Diii		noun	**descripción**	a written or spoken statement about something that allows a reader or listener to picture it
descriptive			10D	adjective	**descriptivo**	giving information about what something is like
details	5G, 10C	6G, 11Bii, 11C	6G, 11Bii	noun	**detalles**	small parts of something larger
determine	5G, 7A	6G, 8A	3A, 3B, 6G, 8A	verb	**determinar**	to learn or find out exactly
develop(s, ing)	1, 1E, 2, 2E, 3, 4, 5, 7C, 9, 10B, 12B	1, 1E, 2, 2F, 3, 4, 5, 6, 10, 11B, 11Bii, 13B	1, 1E, 2, 2E, 3, 4, 5, 6, 10, 11B, 11Bii, 13B	verb	desarrollar	to bring out the possibilities of or improve (e.g., develop comprehension); to create over time (e.g., develop drafts)
development	7C			noun	desarrollo	the act or process of making or becoming plain little by little or unfolding
dictate	11A, 11B	12A, 12B, 12C		verb	**dictar**	to speak for someone else to write down or for a machine to record
difference	2Div			noun	**diferencia**	what makes two or more persons or things not the same
digital	3A, 8F	3A, 9F	3A, 9F	adjective	**digital**	using computer technology
directions	3C	3D		noun	**direcciones**	paths along which something moves, lies, or points
discuss	7A, 8B, 8C, 9A, 9B, 9C, 9D	8A, 9B, 9C, 10A, 10B, 10C, 10D	8A, 9C, 10A, 10B, 10C, 10D	verb	**discutir**	to talk about
discussion	1, 1D, 10A	1, 1C, 1D,	1, 1C, 1D	noun	**discusión**	conversation for the purpose of understanding or debating a question or subject
distinguishing	8A	2Aiii, 9A	1E, 2Aii, 9A, 9Eii	verb	**distinguir**	to know the difference
division			2Bv, 2Cv	noun	**división**	the act or process of grouping or separating
effect			9Diii	noun	**efecto**	what happens and is produced by a cause
elements	7, 7C	8, 8C, 9C	8, 8C, 9C	noun	**elementos**	parts of which something is made up
establish	5A	6A	6A	verb	**establecer**	bring into being (e.g., establish purpose for reading)
evaluate	5G	6G	6G	verb	**evaluar**	to judge the value or condition of
evidence	5F, 6C, 7C, 8Di	6F, 7C, 8A, 9Di	6F, 7C, 8A, 9Di	noun	**evidencia**	a sign showing that something exists or is true
experience(s)	5E, 9E	1E, 6E, 10E	6E	noun	**experiencia**	knowledge gained by doing or living through something

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
explicitly			9Diii	adverb	**explícitamente**	so clear in statement that there is no doubt about the meaning
expressing	1E	1E		verb	**expresar**	to make known, especially in words
expressively	3	3	3	adverb	**expresivamente**	effectively conveying meaning or feeling
external			8B	adjective	**externo**	on the outside
features	5C, 9C	6C, 9Dii, 10C	6C, 9Dii, 10C	noun	características	things that are especially noticeable
figurative			10D	adjective	**figurativo**	expressing one thing in terms normally used for another (e.g., the foot of the mountain)
final		2Av, 2Avii, 2Bii, 2Cii	2Biii, 2Ci	adjective	**final**	coming or happening at the end
formal	12A	13A	13A	adjective	**formal**	following an established form, custom, or rule
gather	12C, 12D	13C, 13D	13C, 13E	verb	recolectar	to choose and collect
generat(ing)	5B, 10A, 12A	6B, 11A, 13A	6B, 11A, 13A	verb	**generar**	to cause to come into being; to produce
graphic(s)	8Dii, 9C	9Dii, 10C	9Dii, 10C	noun	elemento gráfico	a picture, map, or graph used for illustration
identify(ing)	2Ai, 2Aiii, 2Aiv, 2Bi, 2Biv, 2Di, 2Dv, 3C, 7B,	2Bvi, 2D, 3C, 3D, 13C	2Bvii, 3C, 3D, 10E, 10F, 13C, 13D	verb	**identificar**	to know and say what something is
illustrating	6E	7E	7E	verb	**ilustrar**	creating pictures or diagrams to explain or decorate
images	5D	6D	6D	noun	**imágenes**	the thought of how something looks
increasing	4	5		adjective	que aumenta	to make or become greater
independently	4	5, 8C	5, 8C	adverb	**independientemente**	not looking to others for guidance
individual	2Aiii, 2Ax	2Aviii		adjective	**individual**	relating to a single member of a group (e.g., individual word)
influence(s)	9	10	10	verb	**influenciar**	to affect or change in an indirect but usually important way
informal	12A	13A	13A	adjective	**informal**	suitable for ordinary or everyday use
information	1A, 1C, 5B, 5H, 8Dii, 12C, 12D	1A, 1C, 2D, 6B, 6H, 9Dii, 13C, 13D	1A, 1C, 6B, 6H, 9Dii, 13C, 13E	noun	**información**	facts or details about a subject
informational	8D, 11B	7B, 9D, 12B	7B, 9D, 12B	adjective	**informativo**	relating to facts or details about a subject
initial	2Aii	2Aii, 2Av, 2Avii, 2Bii, 2Cii		adjective	**inicial**	first or beginning

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
inquiry	9, 12, 12A	10, 13, 13A	10, 13, 13A	noun	investigación	the act of asking a question or seeking information
instructions		1B	1B	noun	**instrucciones**	an outline of how something is to be done
interact	4, 6E	5, 7E	7E	verb	**interactuar**	to act upon or together with something else (e.g., interact with a text)
internal			8B	adjective	**interno**	on the inside
introducing	1E	1E		verb	presentarse	causing to be acquainted or making known (e.g., introducing yourself)
isolation		2Bi	2Bi	noun	aislamiento	being kept apart from others
knowledge	2, 2B, 2C, 5I, 8A	2, 2B, 2Biv, 2C, 6I, 9A	2, 2B, 2Bv, 2C, 2Cv, 6I, 9A	noun	conocimiento	understanding and skill gained by learning and experience
legible	10	11	11	adjective	**legible**	clear enough to be read
legibly		2F		adverb	de manera legible	written so it is clear enough to be read
literal			10D	adjective	**literal**	following the ordinary or usual meaning of the words
locate		9Dii	9Dii	verb	**localizar**	to find
locations	3C	3D		noun	ubicación	places or positions
logical			7D	adjective	**lógico**	according to a proper or reasonable way of thinking
logical order			7D	noun	**orden lógico**	presenting ideas or information in a format that makes sense
main	7B, 7C, 8C	8B, 8C	8B, 8C	adjective	principal	most important
maintain	6D	7D	7D	verb	**mantener**	to keep in a particular or desired state
manipulating	2Aix	2Avi	2Aiv	verb	**manipular**	modifying, changing, or moving
mental	5D	6D	6D	adjective	**mental**	done in the mind
metacognitive	5	6	6	adjective	**metacognitivo**	being aware of one's own thinking processes and how they work
monitor	6I	6I	6I	verb	**monitor**	to keep track of
multiple	5, 6, 7, 8, 9, 10, 11, 12	6, 7, 8, 9, 10, 11, 12, 13	2Civ, 6, 7, 8, 9, 10, 11, 12, 13	adjective	**múltiple**	more than one
needs	1E	1E		noun	**necesidades**	things that a person must have or are necessary

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
organizing	10B	11Bi	11Bi	verb	**organizar**	putting in a certain order
patterns	2Cii, 10Dix	2Ciii, 9Diii, 11Dx	2Bv, 2Civ, 2Cv, 9B, 9Diii, 11Dxi	noun	patrones	a set of characteristics that are displayed repeatedly
performances	9	10	10	noun	presentación	activities that persons or groups of people do to entertain an audience
periods	4	5	5	noun	**períodos**	lengths of time during which something takes place or is completed
personal	5E, 6A, 11A	6E, 7A, 12A	6E, 7A, 12A	adjective	**personal**	of, relating to, or belonging to an individual human being
persuade	8E	9E	9Ei	verb	**persuadir**	to win over to a belief or way of acting; to convince
positions	3C	3D		noun	**posiciones**	the way in which something or someone is placed or arranged
process(es)	10, 12	11, 13	11, 13	noun	**proceso**	a series of actions or operations leading to a result
producing	2Bi	2Ai	2Ai	verb	**producir**	bringing forth
products	9	10	10	noun	**productos**	things that are the results of a process or processes
provide	6B	2D		verb	proporcionar	to supply something
purpose(s)	5A, 8, 9, 9A, 9B, 9C, 12	6A, 9, 10, 10A, 10B, 10C, 13	6A, 9, 10, 10A, 10B, 10C, 13	noun	propósito	the reason why something is done or used
purposefully	9	10	10	adverb	intencionalmente	intentionally and deliberately
rearranging			11C	verb	reordenar	to change the position or order of
recognize(s, ed, ing)	2Aii, 2Biii, 2Diii, 2Div, 7, 8, 8D, 8E, 8F	2Aii, 2Aiv, 2Aiii, 1D, 8, 9, 9D, 9E, 9F	1D, 8, 9, 9D, 9E, 9F	verb	reconocer	to know and remember upon seeing
relationships	2Bii			noun	**relaciones**	states of being connected
relevant		1A, 11Bii, 13C	1A, 11Bii, 13C	adjective	**relevante**	having something to do with the matter at hand
removed		2Aiv	2Aiii	verb	eliminar	taken away
represent	2Bi			verb	**representar**	to be a sign or symbol of
respond(s)	6, 6F	7, 7F	7, 7F	verb	**responder**	to say or write something in reaction
responses	1A	1A	1A	noun	respuestas	something said or written as a reaction to something

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
restate	1B	1B	1B	verb	reafirmar	to say again or in a different way, especially to make meaning clearer
results	12E	13E	13G	noun	**resultados**	something obtained through research or investigation
segmenting	2Avi, 2Ax	2Aviii		verb	**segmentar**	to separate something into parts
self-select(ed)	4, 5A	5, 6A	5, 6A	verb	seleccionado por uno mismo	to select something by or for oneself
separated	2Diii			verb	**separado**	not joined, connected, or combined
sequence	1B, 3C, 8Diii	1B, 3D	1B	noun	**secuencia**	describes items or events in order or tells the steps to follow to do or make something
series		2Ai, 2E	2Ai, 2D, 11Dx	noun	**series**	a number of things arranged in order and connected by being alike in some way
society	5E	6E	6E	noun	**sociedad**	all of the people of the world
state(ed, ing)	8E	9E	9Diii, 9Ei	verb	declarar	to express something formally in speech or writing
structure(s)	2, 5C, 8, 8D, 9B	2, 6C, 9, 9D, 10B, 11Bi	2, 6C, 9, 9B, 9D, 10B, 11Bi	noun	**estructura**	the way in which something is built, arranged, or organized
support(ing)	5F, 6C, 8Di	6F, 7C, 8Di	6F, 7C, 8Di	verb, adjective	apoyar, apoyado	to provide evidence for
sustain(ed, ing)	1, 2, 3, 4, 12	1, 2, 3, 4, 5, 13	1, 2, 3, 4, 5, 13	verb, adjective	sostener, sostenido	to keep up (e.g., self-sustained reading)
synthesize	6H	6H	6H	verb	**sintetizar**	to combine elements and parts to form a coherent whole
textures	3C			noun	**texturas**	the structure, feel, and appearance of something
traits			8B	noun	cualidades	a quality that makes one person, animal, or thing different from another
understanding	5B, 5D, 5F, 5H, 5I, 12D	6B, 6D, 6F, 6H, 6I, 13D	6B, 6D, 6F, 6H, 6I, 7B, 8C, 13E	noun	comprensión	ability to get the meaning of and judge
unfamiliar			3B	adjective	desconocido	lacking good knowledge of
variety	6, 6A, 8B, 9, 12, 12C	7, 7A, 9B, 10, 13	7, 7A, 9B, 10, 13	noun	**variedad**	a number or collection of different things, especially of a particular class
wants	1E			noun	deseos	something that is desired but not necessarily needed

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SUBJECT SPECIFIC

Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
abbreviations			2Biv, 2Ciii	noun	abreviaturas	shortened forms of a word or phrase
adjectives	10Div	11Div	11Div	noun	**adjectivos**	words that describe or modify a noun or pronoun
adverbs		11Dv	11Dv	noun	**adverbios**	words used to modify a verb, an adjective, or another adverb and that often show degree, manner, place, or time
affixes		3C	3C	noun	afijos	morphemes or meaningful parts of a word attached before or after a root or base word to modify its meaning (e.g., prefix, suffix)
alliteration	2Aii	2Aii, 9B		noun	**aliteración**	the use of words that begin with the same sound near one another
alphabetize		2E	2D	verb	**alfabetizar**	to arrange in alphabetical order
antonyms			3D	noun	**antónimos**	words of opposite meaning
apostrophes			11Dx	noun	**apóstrofes**	marks used to show that letters are missing or to show ownership
author(’s)	8E, 9, 9A, 9B, 9C, 9D	9E, 10, 10A, 10B, 10C, 10D	9Ei, 10, 10A, 10B, 10C	noun, adjective	**autor**	the writer of a literary work, such as a book
author’s purpose	9, 9A, 9B	10, 10A, 10B	10, 10A, 10B	noun	**propósito del autor**	an author’s reason for or intent in writing
background knowledge	5I	6I	6I	noun	conocimiento de fondo	knowledge gained through study, experience, or instruction
base words		2Avi, 2Biv	2Aiv	noun	raíz de una palabra	free morphemes, usually of Anglo-Saxon origin, to which affixes can be added
blending	2Av, 2Avii, 2Aviii	2Av		verb	unir	pulling individual sounds and syllables back together to make new words
blends		2Av, 2Avii, 2Bii, 2Cii	2Bi	noun	combinaciones de letras	consonant sequence before or after a vowel within a syllable (e.g., *tr-*, *scr-*, *-mp*, *-st*)
brainstorming		11A	11A	verb	lluvia de ideas	to discuss a problem or issue and suggest solutions and ideas
capitalization	10Dvii	11Dviii	11Dix	noun	uso de mayúsculas	the use of a capital letter in writing or printing

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
cause and effect			9Diii	noun	**causa y efecto**	a type of organizational pattern in informational text in which there is a relationship between events or things, where one is the result of the other or others
central idea	8Di	9Di	9Di	noun	**idea central**	main topic of an informational text
character(s, 's)	7B, 8C	8B, 9C	8B, 9C	noun	personaje	a person in a story or play
chronological order		9Diii	9Diii	noun	**orden cronológico**	a type of organizational pattern in informational text in which ideas, events, etc. are arranged in or according to the order of time
closed syllable(s)		2Biii, 2Ci	2Biii, 2Ci	noun	**sílaba** cerrada	a syllable with a short vowel followed by one or more consonants
commas			11Dx	noun	**comas**	punctuation marks used to show separation of words or word groups within a sentence
comparative			3C	adjective	**comparativo**	of or relating to the form of an adjective or adverb that shows an increase in the quality that the adjective or adverb expresses
compound predicates			11Dviii	noun	**predicados compuestos**	verb phrases with more than one main verb
compound subjects			11Dviii	noun	**sujetos compuestos**	phrases with more than one head noun in the subject
compound words		2Biv	2Biv, 2Ciii	noun	palabras compuestas	two smaller words put together to make a big word
conclusion			11Dix	noun	**conclusión**	the last or closing part of something
conflict			8C	noun	**conflicto**	the opposition of persons or forces that gives rise to the dramatic action in a drama or fiction
conjunctions			11Dviii	noun	**conjunciones**	words or expressions that join together words, phrases, or clauses
consonant(s)		2Av, 2Avii, 2Bii, 2Cii	2Cv	noun	**consonantes**	a speech sound that is not a vowel and is formed with obstruction of the flow of air with the teeth, lips, or tongue
context		2Bi	3B, 3D	noun	**contexto**	words that are used with a certain word or phrase in writing or speaking
contractions		2Biv	2Biv, 2Ciii, 11Dx	noun	**contracciones**	short forms of a word or word group produced by leaving out a letter or letters

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
conventions		1C, 11, 11D	1C, 11, 11D	noun	**convenciones**	customs or ways of doing things in writing that are widely accepted and followed (e.g., standard English conventions)
coordinating conjunctions			11Dviii	noun	**conjunciones coordinantes**	a conjunction (such as *and* or *or*) that joins together words or word groups of equal grammatical rank
correspondence		12C	12C	noun	**correspondencia**	communication by means of letters or e-mail
cover	2Di			noun	portada	the outer part of a book
craft	9, 11	10, 12	10, 12	noun	arte de escribir	the writer's intentional use of figurative language, imagery, and detail to create an effect on the reader
cues	5I	6I	6I	noun	pistas	something serving as a signal or suggestion
cursive			2E	noun	**cursiva**/manuscrita	a type of handwriting in which all the letters of a word are connected to each other
decode(ing)	2, 2Bii	2, 2Bi, 2Bii, 2Biii, 2Biv, 2Bv	2, 2Bi, 2Bii, 2Biii, 2Biv, 2Bv, 2Bvi	verb	**decodificar**	translating a word from print to speech, usually by employing knowledge of sound-symbol correspondences; deciphering a new word by sounding it out
dialogue			9C	noun	**diálogo**	conversation in a written story or a play
dictionary	3A	2E, 3A	2D	noun	**diccionario**	a book giving the meaning and usually the pronunciation of words listed in alphabetical order
digital resource(s)	3A	3A	3A	noun	**recursos digitales**	electronic or computer resource
digital texts	8F	9F	9F	noun	**textos digitales**	electronic versions of written texts
digraph		2Bii, 2Biii, 2Cii	2Biii, 2Ci	noun	**dígrafo**	two letters that represent one phoneme (sound)
diphthong		2Biii	2Biii, 2Ci	noun	**diptongo**	vowels that have a glide and may feel as though they have two parts (e.g., /oi/, /ow/)
double consonants			2Cv	noun	**consonantes dobles**	a consonant letter occurring twice in succession in a word (e.g., *ff*, *ll*, *ss*)
draft(s)	10B, 10C, 10D	11A, 11B, 11C, 11D	11A, 11B, 11C, 11D	noun	primera version, borrador	versions of something written or drawn (as an essay, document, or plan) that has or will have more than one version
drama	8C	9C	9C	noun	obra de teatro	a written work that tells a story through action and speech and is acted out

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
edit	10D	11D	11D	verb	**editar**	to correct and get ready for publication
events	7C	8C	8C	noun	**eventos**	something important or notable that happens
fables	8A	9A	9A	noun	fábulas	a story in which animals speak and act like people and that is usually meant to teach a lesson
facts			9Eii	noun	hechos	true pieces of information that are provable
fairy tales	8A	9A	9A	noun	cuentos de hadas	simple children's stories about magical creatures
figurative language			10D	noun	**lenguaje figurativo**	language that expresses one thing in terms normally used for another (e.g., the foot of the mountain)
first person	9E	10E	10E	adjective	en primera persona	point of view used when a person is speaking or writing about themselves (i.e., using pronouns such as *I* and *we*)
fluency		4	4	noun	fluidez	the ability to read effortlessly and accurately with sufficient automaticity to support understanding
folktale	8A	9A	9A	noun	cuentos populares	a traditional story made up and told orally among a people
future tense			11Dii	noun	tiempo futuro	a verb tense that is used to refer to the future
genre(s)	7, 8, 11	6C, 8, 9, 12	6C, 8, 9, 12	noun	**género**	a particular type or category of literature or art
glossary			2D	noun	**glosario**	a list that provides definitions for the difficult or unusual words used in a book
graphic features	9C	10C	10C	noun	características gráficas	pictures and other images that accompany a text to enhance its meaning for the reader
greetings	1E			noun	saludos	an expression of pleasure on meeting or seeing someone
high frequency	2Biv, 2Ciii, 10Dix	2Bvi, 2Civ, 11Dx	2Bvii, 11Dxi	adjective	alta frecuencia	referring to words that occur most often in texts
homographs			3D	noun	**homógrafos**	two or more words spelled alike but different in meaning or origin or pronunciation
idioms			3D	noun	modismos	expressions that cannot be understood from the meanings of their separate words but must be learned as a whole
illustrations	3B	3B		noun	**ilustraciones**	pictures or diagrams that explain or decorate

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
inferences	5F	6F	6F	noun	**inferencias**	acts of deriving logical conclusions from evidence and/or experience, whether directly stated or implied
inflectional ending(s)		2Bv	2Bvi, 2Cvi	noun	terminaciones flexivas	group of letters added to the end of a word to change its meaning
informational text(s)	8D, 11B	7B, 9D, 12B	7B, 9D, 12B	noun	**texto informativo**	nonfiction writing with the goal of informing the reader about a specific topic
key ideas			6G	noun	ideas claves	main ideas of a paragraph or section of text
literary	7, 11A	7B, 8, 12A	7B, 8, 12A	adjective	**literario**	of or relating to literature
literary elements	7	8	8	noun	**elementos literarios**	aspects or characteristics that are typical of most if not all literary texts (e.g., theme, setting)
literary texts	7, 11A	8, 12A	8, 12A	noun	**textos literarios**	pieces of written material, such as books or poems, that have the purpose of telling a story, entertaining, expressing feelings, etc.
literature	8A	9A	9A	noun	**literatura**	written works that are considered to be of high quality and to have lasting importance
lowercase	2Dv, 2E			adjective	minúscula	having the form *a*, *b*, *c*, rather than *A*, *B*, *C*
main character(s)	7B, 8C	8B	8B	noun	personaje principal	the character at the center of a story
mental images	5D	6D	6D	noun	**imágenes mentales**	mental pictures of something not real or present that is produced by the memory or the imagination
metacognitive skills	5	6	6	noun	habilidades metacognitivas	ability to understand and analyze one's own learning through setting learning goals, using effective thinking strategies, and evaluating one's own learning
mode of delivery	12E	13E	13G	noun	modo de presentación	how information in presented
morphology	2	2	2	noun	**morfología**	the study and description of how words are formed in language
multisyllabic	2Av, 2Avi, 2Aix		2Biii, 2Ci, 2Civ	adjective	**multisilábico**	having more than one and usually more than three syllables
narratives	11A	12A	12A	noun	**narrativas**	texts having the form of a story

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
nouns	10Diii	11Diii	11Diii	noun	sustantivos	words or phrases that are the names of something (as a person, place, or thing) and that are used in a sentence, especially as the subject or object of a verb or as the object of a preposition
nursery rhymes	8A, 8B	9A		noun	canciones infantiles o de cuna	a short rhyme for children that often tells a story
objective	10Dvii	11Dviii	11Dviii	adjective	**objetivo**	relating to pronouns that are the objects of verbs or prepositions (e.g., *him*, *her*, *us*)
open syllables		2Biii, 2Ci	2Biii, 2Ci	noun	sílaba abierta en el idioma inglés	a syllable with a long vowel at the end, spelled with one vowel letter
opinion			9Eii	noun	**opinión**	a belief based on experience and on certain facts but not amounting to sure knowledge
organizational pattern(s)		9Diii	9Diii	noun	patrones organizacionales	structure an author uses in an informational text to build relationships among ideas and provide supporting details (e.g., cause and effect, chronological order)
orthographic	10Dix	11Dx	11Dxi	adjective	**ortográfico**	relating to spelling patterns and rules in a writing system
pace		1C	1C	noun	velocidad de un proceso	the speed at which something is done or happens
paraphrase			7D	verb	**parafrasear**	to restate a phrase or sentence that uses different words to express the same idea
past tense		11Dii	11Dii	noun	tiempo pasado	a verb tense used to express an action or state having already taken place or existed
personal narratives	11A	12A	12A	noun	**narrativas personales**	expressive literary pieces written in first person that center on a particular event in the author's life and may contain vivid description
persuade	8E	9E	9Ei	verb	**persuadir**	to convince through reasoning or argument
persuasive	8E	9E	9E	adjective	**persuasivo**	able or likely to convince
phonological awareness	2, 2A	2, 2A	2, 2A	noun	**conciencia fonológica**	metalinguistic awareness of all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
phrases			11C, 11Dvi	noun	**frases**	a group of two or more words that express a single idea but do not form a complete sentence
plan	10A	11A	11A	verb	**plan**	to organize ideas within a piece of writing prior to the drafting process
plot	7C	8C	8C	noun	trama	the main events of a story, play, or similar literary work presented as an interrelated sequence
plural	10Diii	11Diii	11Diii	adjective	**plural**	relating to a form of a word that refers to more than one person or thing
poems	8B	9B	9B	noun	**poemas**	pieces of writing often having figurative language and lines that have rhythm and sometimes rhyme
poetry		12A	12A	noun	**poesía**	pieces of writing often having figurative language and lines that have rhythm and sometimes rhyme
possessive	10Dvi	11Dvii	11Dvii	adjective	**posesivo**	being or belonging to the case of a noun or pronoun that shows ownership
predicate			11Dviii	noun	**predicado**	one of two main constituents in a sentence, contains a verb
predictions	5C	6C	6C	noun	**predicciones**	strategy of foretelling what will happen or might happen in a text during reading
prefixes			2Bvi, 2Cvi	noun	**prefijos**	morphemes that precede a root or base word and that contribute to or modify the meaning of a word
prepositional phrases			11Dvi	noun	**frases preposicionales**	a modifying phrase consisting of a preposition and its object
prepositions	10Dv	11Dvi	11Dvi	noun	**preposiciones**	words or groups of words that combine with nouns or pronouns to form phrases that usually act as adverbs, adjectives, or nouns
present tense		11Dii	11Dii	noun	tiempo presente	a verb tense that expresses action or state in the present time and is used of what is true at the time of speaking or is always true
primary sources			13D	noun	fuentes primarias	original documents containing first-hand accounts or documentation of an event (e.g., diary, letter, speech)
print concepts	2	2	2	noun	conceptos de impresión	awareness of print in everyday environments especially how print functions and is organized

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
problem	7C	8C		noun	**problema**	something to be worked out or solved
procedural		12B	12B	adjective	procesal o de procedimiento	involving or following a formal procedure
pronoun(s)	10Dvi	11Dvii, 11Dviii	11Dvii	noun	pronombre	a word used as a substitute for a noun
pronunciation			3A	noun	**pronunciación**	the act or way of saying a word or words
proper nouns		11Diii	11Diii	noun	sustantivos propios	a noun that names a particular person, place, or thing
prosody		4	4	noun	**prosodia**	the rhythmic aspect of language and speaking
publish		11E	11E	verb	**publicar**	to make available to the public, usually by printing, a book, magazine, newspaper, or other document
punctuation	10Dviii	11Dix	11Dx	noun	**puntuación**	marks (such as periods and commas) in a piece of writing that make its meaning clear and that separate it into sentences, clauses, etc.
rate		4	4	noun	velocidad	speed at which a text is read (i.e., words per minute)
r-controlled syllables		2Biii, 2Ci	2Biii, 2Ci	noun	sílabas cuyo sonido vocálico es controlado por la letra 'r' en el idioma inglés	syllables containing a vowel immediately followed by the consonant *r*, such that its pronunciation is affected or even dominated by the *r*
rereading	5I	6I	6I	noun	releer	comprehension-monitoring strategy that involves reading a text again to make sense of it
repetition		9B	10F	noun	**repetición**	the act of saying or doing something again
reports			12B	noun	**reportes**	written or spoken descriptions of a situation, event, etc.
research	12, 12B	13, 13B	13, 13B	noun	investigación	careful study and investigation for the purpose of discovering and explaining new knowledge
research plan	12B	13B	13B	noun	plan de investigación	method for conducting an examination of a specific topic or interest area
resolution	7C	8C	8C	noun	**resolución**	the solution to a problem
resource(s)	3A	3A	3A	noun	recurso	a source of information or expertise
retell	6D	7D	7D	verb	volver a contar	to tell (a story) again especially in a different way

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
revise	10C	11C	11C	verb	**revisar**	to make changes that correct or improve by adding, rearranging, and/or deleting ideas
rhyme(ing)	2Bi, 8B	2Ai, 9B	2Ai	adjective	que riman	close similarity in the final sounds of two or more words or lines of writing
rhythm	8B	9B		noun	**ritmo**/cadencia	the sound and feel created by the pattern of stressed and unstressed syllables, usually repeated, in a poem
salutation			11Dix	noun	saludo	a word or phrase used as a greeting at the beginning of a letter
secondary sources			13D	noun	fuentes secundarias	a text, video, etc. created later by someone who did not experience first hand or participate in an event (e.g., scholarly book, journal article, historical video)
setting	7D	8D, 9C	8D, 9C	noun	contexto	the background (as time and place) of the action of a story, play, or other literary text
silent letters			2Bii, 2Cii	noun	letras sin sonido	a letter that does not correspond to any sound in the word's pronunciation
singular	10Diii	11Diii	11Diii	adjective	**singular**	showing or indicating no more than one thing
sources	6, 6A, 6E, 12C	7, 7A, 7E, 13C	7, 7A, 7E, 13C, 13D, 13F	noun	fuentes	someone or something that supplies information
strokes			2E	noun	trazos	a single movement or the mark made by a single movement of a brush, pen, or tool
subject(s)		11Di	11Di, 11Dviii	noun	**sujeto**	the person or thing discussed
subjective	10Dvi	11Dvii	11Dvii	adjective	**subjetivo**	relating to nouns, noun phrases, or pronouns that are the subjects of verbs
subject-verb agreement		11Di	11Di	noun	correspondencia entre sujeto y verbo	the subject and verb must agree in number, meaning both need to be singular or both need to be plural
superlative			3C	adjective	**superlativo**	an adjective or adverb indicating the greatest degree of comparison
sweep	2Dii			noun	seguir en la siguiente línea	a reader directs the eyes to the beginning of a new line of text after fixating near the end of the current line

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
syllable(s)	2Aiv, 2Av, 2Avi, 2Aviii, 2Aix, 2Ax	2Aiii, 2Av, 2Avii, 2Biii, 2Ci	2Aii, 2Biii, 2Bv, 2Ci, 2Cv	noun	**sílaba**	unit of pronunciation that is organized around a vowel sound; it may or may not have consonants before or after the vowel
synonyms			3D	noun	**sinónimo**	words having the same or almost the same meaning as another word in the same language
text(s)	3B, 4, 5, 5A, 5B, 5C, 5E, 6, 6B, 6C, 6D, 7, 7A, 7C, 8, 8D, 8E, 8F, 9, 9A, 9B, 9E, 10, 11, 11A, 11B, 12	3B, 4, 5, 6, 6A, 6B, 6C, 6E, 7, 7B, 7C, 7D, 8, 8A, 8C, 9, 9D, 9E, 9F, 10, 10A, 10B, 10E, 11, 12, 12A, 12B, 13	4, 5, 6, 6A, 6B, 6C, 6E, 7, 7B, 7C, 7D, 8, 8A, 8C, 9, 9D, 9E, 9F, 10, 10A, 10B, 10E, 11, 12, 12A, 12B, 13	noun	**texto**	the main body of printed or written matter on a page
theme	7A	8A	8A	noun	**tema**	universal idea presented in a text that speaks to a common human experience
third-person	9E	10E	10E	adjective	tercera persona	point of view used when a person is speaking or writing about other people (e.g., using pronouns such as *he* and *they*)
title(s)	2Di, 8Dii			adjective, noun	**título**	the name given to something (as a book, song, or job) to identify or describe it
topic(s)	7A	1C, 8A	1C, 8A	noun	tema	the subject of something that is being discussed or has been written or thought about
traditional	7, 8	8, 9	8, 9	adjective	**tradicional**	handed down from age to age
trigraphs		2Bii, 2Cii	2Bi	noun	tres letras que producen un solo sonido	three letters spelling a single consonant, vowel, or diphthong
uppercase	2Dv, 2E			adjective	mayúscula	having the form *A*, *B*, *C* rather than *a*, *b*, *c*
variant vowels			2Bi	noun	diferentes sonidos vocálicos en el idioma inglés	various corresponding spelling patterns for a vowel sound or a variety of spelling patterns for one vowel sound (e.g., long *a* spelled *a*, *a_e*, *ai_*, *_ay*)
VC*e* syllable		2Biii, 2Ci	2Biii, 2Ci	noun	tipo de sílaba en el idioma inglés con el patrón vocal-consante-letra e	a syllable with a long vowel sound spelled with a vowel-consonant-silent *e* pattern
verbs	10Dii	11Di, 11Dii	11Di, 11Dii	noun	**verbos**	words that express an act, occurrence, or state of being

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
verb tense		11Diii	11Diii	noun	tiempo verbal	tells you when a person did something or when something existed or happened
visual cues	5I	6I	6I	noun	pistas visuales	something visual that alerts the reader as to where to focus or where to respond
visual patterns			9B	noun	patrones visuales	a sequence of pictures or geometric objects that have been created based on a rule
visualize	9D	10D		verb	**visualizar**	to see or form a mental image
vowel teams		2Biii, 2Ci	2Biii, 2Ci	noun	grupos de vocales	vowel sounds spelled with two letters—often, the first vowel is long and the second vowel is silent
writing process	10	11	11	noun	proceso de escritura	steps to organize and produce a written work

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Math: Kindergarten–Grade 2

GENERAL ACADEMIC

Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
a.m.			9G	abbreviation	de la mañana	timeframe between midnight and noon
accumulate			11A	verb	**acumular**	to increase gradually in quantity or number
accuracy			4	noun	exactitud	freedom from mistakes; being exact or correct
add(ing)	3C	3D, 5G	4A, 4B	verb	sumar	to combine numbers into a single sum
alternative			11B	adjective	**alternativa**	different choice or option
analyze(ing)	1B, 1F, 6	1B, 1F, 6	1B, 1F, 8	verb	**analizar**	to study carefully to understand the nature or meaning of
apply, applies	1A, 2, 3, 4, 5, 6, 7, 8, 9	1A, 2, 3, 3D, 4, 5, 5G, 6, 7, 8, 9	1A, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	verb	**aplicar**	to put a skill to use
appropriate	1C, 1D	1C, 1D	1C, 1D	adjective	**apropriado**	especially fitting or suitable
argument(s)	1G	1G	1G	noun	**argumento**	a reason for or against something
arrangement(s)	2C, 2D	2A		noun	orden	the order in which things are put
attributes	6, 6D, 7, 7A, 7B	6, 6A, 6B, 6D, 6E	8, 8A, 8B, 8C, 8D	noun	**atributo**	a characteristic or property of an object, such as color, shape, or size
automaticity			4A	noun	**automaticidad**	to generate an action spontaneously without an external stimulus
benefits			11E	noun	**beneficios**	a good or helpful result or effect
borrowing			11D	noun	pedir prestado	the act of borrowing money
calculate			11A, 11F	verb	**calcular**	to find a quantitative solution by adding, subtracting, multiplying, or dividing
capacity	7A			noun	**capacidad**	the amount that can be held or produced by something
category(ies)	8A	8A	10A, 10B	noun	**categoría**	a basic grouping of things
cent		4B	5B	noun	centavo	a hundredth part of the unit of the money system
charitable		9D		adjective	caritativo	freely giving money or help to needy persons

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
classify	6E	6A	8B, 8C	verb	**clasificar**	to arrange in groups based on similarities or attributes
coin(s)	4	4, 4A, 4B	5, 5A, 5B	noun	moneda	metal money
collect	8, 8A	8A		verb	**colectar**	to gather from a number of sources
collection		4C	5A, 5B, 10B	noun	**colección**	a group of things that have been gathered
communicate(s)	1D, 1E, 1F	1D, 1E, 1F	1D, 1E, 1F, 3	verb	**comunicar**	to give information about something
communication	1G	1G	1G	noun	**comunicación**	the exchange of information between persons
compare(ing)	2, 2G, 7, 7B	2, 2E, 3B	2, 2D	verb	**comparar**	to look at two or more things to see how they are similar or different
comparison		2G		noun	**comparación**	the act of looking at things to see how they are similar or different
connect	1F	1F	1F, 6	verb	**conectar**	to join or link together
consider		9D		verb	**considerar**	to think over carefully
consumers			11F	noun	**consumidores**	a person who buys and uses up goods
continuous		7A		adjective	**continuo**	going on without stopping
corresponds			2F	verb	**corresponder**	to have a direct relationship to or with something
cost(s)			11E, 11F	noun	**costo**	the amount paid or charged for something
create	1E, 6F, 8B	1E, 6C, 8B	1E, 6A, 6B, 8A	verb	**crear**	to make or produce something
decisions			11E	noun	**decisiones**	a choice that you make about something after thinking about it
define		6B, 9A		verb	**definir**	to show or describe (someone or something) clearly and completely
demonstrate	1, 2C	1	1	verb	**demostrar**	to show clearly
deposit			11C	noun	**déposito**	money that is deposited
describe	2H, 7B	4A, 4B, 5, 6D, 6E, 6G, 7, 7C, 7D	6A, 6B, 7, 9, 9B	verb	**describir**	to write or tell about
determine		3A, 4C, 5B, 5C, 5F	5, 5A, 7A, 7B, 9D, 9E	verb	**determinar**	to come to a decision
develop	3, 6	3, 6	4, 8	verb	desarrollar	to grow or become bigger or more advanced
differ		7C		verb	ser distinto a	to be different

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
difference(s)	3B, 7B			noun	**diferencia**, resta	the degree or amount by which things differ in quantity or measure
differentiate	9B		11F	verb	**diferenciar**	to see or state the difference or differences between two or more things
digital clock		7E	9G	noun	reloj digital	a clock without hands that uses numerals to show the time
dime(s)	4	4A, 4C		noun	moneda americana de 10 centavos	a U.S. coin worth 10 cents
display	1G	1G	1G	verb	mostrar	to show that your have something (e.g., an emotion, quality, skill)
distance(s)		7C	9C	noun	**distancia**	how far from each other two points or places are
distinguish	9D	6B, 9C	9G, 11C, 11D	verb	**distinguir**	to notice or recognize a difference between people or things
dollar sign			5B	noun	signo de dólar	a symbol placed before a number to show that it represents an amount of dollars
draw conclusions	8C	8C	10D	verb	sacar conclusiones	to make a judgement or judgements
earn(ed)	9A	9A		verb	ganar	to get something for work done
efficiency			4	noun	**eficiencia**	ability to do something or produce something without waste
equivalent			6A, 6B	adjective	**equivalente**	alike or equal in number, value, or meaning
estimating			9E	verb	**estimar**	to give or form a general idea about the value of
estimation	1C	1C	1C	noun	**estimación**	the act of judging the size, amount, cost, etc. of something
evaluate(ing)	1B	1B	1B, 11E	verb	**evaluar**	to judge the value or condition of (someone or something) in a careful and thoughtful way
explain	1G, 3C	1G, 3E	1G, 3B, 10A, 11B	verb	**explicar**	to make (something) clear or easy to understand
fact(s)		3D	4A	noun	hecho	a true piece of information
fair shares		6G		noun	partes iguales	any of the equal portions into which something is divided
figure(s)	6E	6B, 6C, 6F, 6G		noun	**figuras**	a geometric form (e.g., line, triangle, sphere)
financial	9	9	11	adjective	financiero	relating to money or how money is managed

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
formulating	1B	1B	1B	verb	**formular**	to create, invent, or produce by careful thought and effort
generalizations	6	6	8	noun	**generalizaciones**	the act of forming conclusions from a small amount of information
generate	2E, 2F	2D, 3F, 8C	2C, 4D	verb	**generar**	to produce something by the application of one or more rules or operations
gifts	9B			noun	regalo	something given
giving		9D		noun	el dar	a gift made by an individual or organization to a nonprofit organization or charity
goods		9B		noun	bienes	products that are made for sale
group(ing, s)	2D		6	noun	agrupaciones	a number of people or things that are together or in the same place
identical			8E	adjective	**idéntico**	being exactly alike or equal
identify(ing)	4, 5, 6A, 6B, 6C, 6D, 9A, 9D	4, 4A, 5, 6D, 6E, 6H, 9B	3D, 7, 8C, 8E, 11D, 11E	verb	**identificar**	to find out or show the identity of
illustrate		7B		verb	mostrar, explicar	to provide with visual features intended to explain
implication(s)	1D	1D	1D	noun	**implicaciones**	the fact or state of being involved in or connected to a specific concept
income	9A, 9B 9D	9A, 9B		noun	ingreso	money that is earned from work, investments, business, etc.
incorporate(s)	1B	1B	1B	verb	**incorporar**	include something as part of something else
increment			9G	noun	**incremento**	a usually small amount or degree by which something is made larger or greater
informal	6D	6A		adjective	**informal**	relaxed in tone, not suited for series or official speech or writing
information	1B, 8	1B, 8, 8C	1B, 10, 10D	noun	**información**	facts or details about a subject
instantly	2D	2A		adverb	**instantáneamente**	without delay
interpreting	8	8	10	verb	**interpretar**	to explain the meaning of
inverse			9B	adjective	**inverso**	opposite in order, nature, or effect
irregular	6E	6A		adjective	**irregular**	not regular in form or shape
irresponsible			11D	adjective	**irresponsable**	having or showing little or no sense of responsibility

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join(ed, ing)	3A	3B, 6F	6A	verb	unir	to put or bring two or more things together
justify(ing)	1B, 1G	1B, 1G	1B, 1G	verb	**justificar**	to prove or show to be just, right, or reasonable
knowledge			4B	noun	conocimiento	understanding and skill gained by learning and experience
lending			11E	verb	prestar	to give money to someone who agrees to pay it back in the future
literacy	9	9	11	noun	conocimiento sobre una materia	knowledge that relates to a specified subject
locate			2E	verb	localizar	to find the place or position of (something or someone)
location			9C	noun	ubicación	a place or position
magnitude	2	2	2	noun	**magnitud**	the size, extent, or importance of something
manage	9	9	11	verb	administrar	to take care of and make decisions about
measure(ing)		7A, 7C		verb	medir	to find out the size, extent, or amount of
measurement(s)	6, 7	6, 7, 7A, 7C	8, 9, 9F	noun	mediciones	the act of determining size, capacity, or quantity
mental math/ strategies	1C	1C	1C, 4B	noun	**matemáticas mental**	calculations done in the mind
methods			4	noun	**métodos**	a careful or organized plan that controls the way something is done
model(s)	3A		6A, 6B	verb	**modelar**	to create a representation of something in words or numbers based on its appearance
model(s)	1B, 2E, 3C	1B, 2B, 3A, 3B, 3E, 5D, 8A	1B, 2A, 3C, 9A, 9F	noun	**modelos**	a representation of something in words or numbers based on its appearance
monetary	4	4	5	adjective	**monetario**	of or relating to money
multiple	1D	1D, 3A	1D	adjective	**múltiple**	more than one
multi-step			4C	adjective	de pasos múltiples	involving two or more distinct steps or stages
nearest		7D	9D, 9G	adjective	más cercano	at, within, or to a short distance or time
needs	9D	9B		noun	necesidad	things that a person must have or are necessary
nickels	4	4A, 4C		noun	moneda americana de 5 centavos	a U.S. coin worth 5 cents

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
object(s)	1C, 2A, 2B, 2C, 2D, 2G, 2I, 3B, 6C, 7A, 7B, 8B, 8C	1C, 2C, 3B, 3C, 3E, 5B, 7A, 7B, 7C	1C, 3A, 6A, 6B, 7A, 9A, 9B, 9D	noun	**objeto**	a thing that you can see and touch
obtaining		9B		verb	**obtener**	to gain or get (something), usually by effort
order		2F	2D	verb	**ordenar**	to put into a particular grouping or sequence
organize(d)	1E, 2D, 8, 8A	1E, 8, 8A	1E, 10, 10B	verb	**organizar**	to arrange by effort and planning
overlaps		7B	9F	noun	superposiciones	placed so that a part of one object covers a part of another
p.m.			9G	abbreviation	tarde	timeframe between noon and midnight
partition(ing)		6G	3A, 8E	verb	dividir	to divide something into parts or shares
pennies	4	4A, 4C		noun	monedas americanas de un centavo	a U.S. coin worth 1 cent
personal	9	9	11	adjective	**personal**	belonging or relating to a particular person
plan	1B	1B	1B	noun	**plan**	a set of actions that have been thought of as a way to do or achieve something
position	2	2	2, 2E	noun	**posición**	the way in which something is placed or arranged
precise	1G	1G	1G	adjective	**preciso**	exactly stated or explained
predictions			10D	noun	**predicciones**	a statement about what will happen or might happen in the future based on data
problem(s)	1A, 1C, 3, 3B, 3C	1A, 1C, 3, 3A, 3B, 3E, 3F, 5D, 8	1A, 1C, 4, 4C, 4D, 7C, 9E, 10, 10C	noun, adjective	**problemas**	a question or equation to be answered or solved
problem-solving	1B	1B	1B	adjective	**solución de problemas**	the process or act of finding a solution to a problem
problem-solving model	1B	1B	1B	noun	modelo para la solución de problemas	a process in which strategies are used to arrive at a solution
process(es)	1, 1B, 2, 3, 4, 5, 6, 7, 8, 9	1, 1B, 2, 3, 4, 5, 6, 7, 8, 9	1, 1B, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	noun	**procesos**	a series of actions, motions, or operations leading to some result
produce		6F	11F	verb	**producir**	to compose, create, or bring out by intellectual or physical effort
producers			11F	noun	**productores**	someone or something that grows or makes particular goods or products

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properties	6	5, 5G, 6	4B, 7, 8, 8D	noun	**propiedades**	a quality belonging to an individual or thing
quantity	2D	2A		noun	cantidad	an amount or number of something
quarters	4	4A		noun	monedas americanas de 25 centavos	a U.S. coin worth 25 cents
reasonable	1B	1B	1B	adjective	**razonable**	fair and sensible
reasoning	1D, 5	1D, 5	1D, 7	noun	razonamiento	the process of thinking about something in a logical way to form a conclusion or judgment
recall			4A	verb	recordar	to remember (something) from the past
received	9B			verb	recibir	to take or get something that is given, paid, or sent
recite	5	5A		verb	decir	to repeat from memory
recognize	2D, 4	2A, 4	3, 3C	verb	reconocer	to know and remember because of previous knowledge or experience
record	1E	1E	1E	verb	documentar	to set down in writing
reinforce		7A		verb	**reforzar**	to provide proof or support
relationship(s)	1F, 2	1F, 2, 4, 4A, 4C, 5, 5C, 5E	1F, 2, 7, 9B	noun	**relaciones**	the state of being related or connected
relative	2	2	2	adjective	**relativo**	a having a relation to, or connection with another thing
repeated			6	adjective	**repetido**	done or happening again and again
represent(s, ed)	2, 2B, 2E, 3A	2, 2C, 2G, 5D, 5E	2, 2B, 3, 7A, 7C, 9C, 10A, 10C	verb	**representar**	to present an image or likeness of a concept
representation(s)	1D, 1E	1D, 1E, 8A	1D, 1E	noun	**representaciones**	a sign, picture, or symbol of something
required	9C			adjective	**requerido**	stipulated as necessary
resources	9	9	11	noun	recursos	a usable stock or supply (as in money or products)
responsible			11D	adjective	**responsable**	marked by or involving responsibility or accountability
resulting			8E	adjective	**resultado**	something that comes about as an effect or end
saving		9C	11B	verb	ahorrar	to put aside as a store or reserve
security	9	9	11	noun	**seguridad**	freedom from worry or anxiety
select	1C	1C, 7	1C, 9	verb	**seleccionar**	to pick out from a group

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
separate(ed, ing)	3A	3B	6B	verb	**separar**	to cause two or more things to stop being together, joined, or connected
services		9B		noun	**servicios**	the work or action of helping customers
set(s)		3B, 5B	6A, 6B	noun	conjuntos	a number of things of the same kind that belong together, are used together, or occur together
shapes	6, 6A, 6D, 6F	6, 6A, 6B, 6D, 6F	8, 8A, 8D, 8E	noun	figuras	the form or outline of an object
sides			8A, 8C	noun	lados	a surface or line forming a border or face of an object
situations		3F	4D, 6, 6A, 6B	noun	**situaciones**	all of the facts, conditions, and events that affect something at a particular time and in a particular place
society	1A	1A	1A	noun	**sociedad**	a community or group of people having common traditions, institutions, and interests
solution	1B	1B	1B, 9E	noun	**solución**	the answer to a problem
solve	1C, 3, 3B, 3C	1C, 3, 3B, 3E, 3F	1C, 4, 4C, 4D, 5, 7C, 10C	verb	**resolver**	to find the answer to or a solution for
source	9D			noun	fuente	something that provides what is needed
spending		9C	11B	verb	gastar	to use money to pay for something
strategy(ies)	1B, 3C, 4B	1B, 3, 3D, 3E	1B, 4, 4B, 4C	noun	**estrategia**	a careful plan or method
structured		2A		adjective	**estructurado**	built or arranged in a definite way
transactions	4	4	5	noun	**transacciones**	an occurrence in which goods, services, or money are passed from one person, account, etc. to another
understanding	1, 3	1	1, 7B	noun	entendimiento	to know why or how something happens or works
useful	8	8	10	adjective	útil	helping to do or achieve something
variety	6E, 6F		4C	noun	**variedad**	a number or collection of different things
wants	9D	9B		noun	deseos	something that is desired but not necessarily needed
workplace	1A	1A	1A	noun	lugar de trabajo	the office, factory, etc. where people work

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SUBJECT SPECIFIC

Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
addends		3C		noun	sumandos	one of two numbers being added together
addition	3, 3A	3, 3E, 3F, 5D, 5F	4, 4C, 4D, 6, 7C, 10C	noun	suma/adición	the act or process of combining numbers into a single sum
algorithms			4B, 4C	noun	**algoritmos**	a set of steps that are followed in order to solve a mathematical problem
analog clock		7E	9G	noun	reloj análogo	a clock with hands and hours marked from 1 to 12 to show the time
area			9, 9F	noun	**área**	a measure of the two-dimensional space inside a closed two-dimensional figure or surface of a three-dimensional figure
bar graph(s)			10A, 10B, 10C	noun	**gráfica de barras**	a chart that uses parallel bars whose lengths are in proportion to the numbers represented
bar-type graphs		8B, 8C		noun	gráfica similares a gráficas de barras	a graph that allows comparisons between and among quantities to be made
circles	6A	6C, 6D		noun	**círculos**	a line that is curved so that its ends meet and every point on the line is the same distance from the center
compose	2I	2B, 3C, 6F	2A, 8D	verb	formar	to form a number by putting digits together
computations		3	4	noun	cálculos	the act or action of determining by use of mathematics
concrete model(s)/ object(s)	2E, 3C	2B, 3A, 5D	2A, 3C, 9A, 9F	noun	**modelos concretos**	a solid object used to display an example of an abstract concept
cones	6B	6E	8B	noun	**conos**	a shape with a circular base and sides that taper evenly to a point
cubes	6B	6E	8B	noun	**cubos**	a solid body having six equal square sides
cylinders	6B	6E	8B	noun	**cilindros**	a shape in which parallel line segments connect corresponding points on two parallel and congruent bases
data	8, 8A, 8B	8, 8A, 8B	10, 10A, 10B, 10C	noun	**datos**	facts or information used usually to calculate, analyze, or plan something
decimal point			5B	noun	**punto decimal**	the dot at the left of a decimal or between the decimal and whole parts of a mixed number
decompose(ing)	2I	2B, 3D	2A, 8E	verb	**descomponer**	to break down into simpler parts
diagram(s)	1D	1D	1D	noun	**diagrama**	a drawing that explains or shows the parts of something
dividing			8E	verb	**dividir**	to separate into two or more parts or pieces

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division			6, 6B	noun	**división**	the mathematical process of finding out how many times one number is contained in another
eighths			3A, 3D	noun	octavo	one of eight equal parts
equal	2E	5E, 5G	3A, 3C, 6, 9B	noun	equivalente	to be the same in number, amount, degree, rank, or quality as
equal sign		5E		noun	signo igual	a symbol used to show that two numbers are equal
equal to	2E			adjective	igual a	the same in number
equation		5F		noun	**ecuación**	a mathematical statement saying that two expressions are the same; an equal sign joins the two expressions
even			7A	adjective	par	able to be exactly divided by two
expanded		2C	2B	adjective	**expandida**	a number written to show the value of each digit
expanded form		2C	2B	noun	notación o **forma expandida**	way of writing numbers to see the math value of each digit
expression		5E		noun	**expresión**	a mathematical statement that does not have an equal sign or an inequality sign
fourths		6H	3A, 3D	noun	cuartos	one of four equal parts
fractional			3, 3B, 3C	adjective	**fraccionario**	of, relating to, or being a fraction
geometry	6, 7	6, 7	8, 9	noun	**geometría**	a branch of mathematics that deals with points, lines, angles, surfaces, and solids
geometric	6D	6A, 6D, 6E	8B, 8E	adjective	**geométrico**	of or relating to geometry
graph(s)	1D, 8B, 8C	1D, 8B, 8C	1D, 10A, 10B, 10C, 10D	noun	**gráficas**	a diagram that by means of dots and lines shows a system of relationships between things
greater than		2D	2C	adjective	**mayor que**	having a larger number or amount than another
halves		6H	3A, 3D	noun	mitades	one of two equal parts
hexagons		6C, 6D		noun	**hexágonos**	a closed geometric figure having six angles and six sides
interval(s)			10B, 10C	noun	**intervalos**	the space between each value on the scale of a graph
length(s)	7A	7, 7A, 7B, 7C, 7D	9, 9A, 9B, 9D, 9E, 10A	noun	largo	the distance from one end of something to the other end; a measurement of how long something is
less than				adjective	menor que	smaller in amount or number
linear		7A		adjective	**lineal**	made up of, relating to, or like a line
manipulatives	1C	1C	1C	noun	**manipulativos**	objects a student can use in a way that teaches or reinforces a lesson

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mathematical ideas	1D, 1E, 1F, 1G	1D, 1E, 1F, 1G	1D, 1E, 1F, 1G	noun	**idea matemática**	a formulated thought in relation to math concepts
mathematical language	1G	1G	1G	noun	**lenguaje matemático**	the system of mathematical words or signs that people use to express thoughts and feelings to each other
mathematical processes	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	noun	**procesos matemáticos**	a series of steps that lead to the production of a desired result
mathematical relationships	1F	1F	1F	noun	**relación matemática**	the way in which math concepts are connected
measuring tape(s)			9D	noun	cintas para medir	a long, thin piece of plastic, cloth, or metal that is marked with units of length (such as inches or centimeters) and that is used for measuring things
meter stick(s)			9D	noun	reglas de un metro de longitud	a measuring stick 1 meter long that is marked off in centimeters and usually millimeters
more than	2E, 2F	2B, 6F	2A	adjective	más que	greater in number
multiple		3A		noun	**múltiplo**	the number found by multiplying one number by another (e.g., multiple of 10)
multiplication			6, 6A	noun	**multiplicación**	the process of adding a number to itself a certain number of times
non-examples		6H	3D	noun	contra-ejemplos	something that is not an example
number line(s)		2F	2E, 2F, 9C	noun	**línea de números**	a line in which points are matched to numbers
number sentence(s)	3C	3E, 3F, 5D	4D	noun	enunciado númerico	math sentence written in numerals and symbols
number sense	1C	1C	1C	noun	**sentido numérico**	an understanding of numbers and number relationships, including symbolic representations such as number sentences
numerals	2H			noun	**numeral**	a symbol or group of symbols representing a number
odd			7A	adjective	impar	not capable of being divided by two without leaving a remainder
one-digit		3A		adjective	de o con un solo dígito	any of the numerals 1 to 9 and the symbol 0
operation(s)	2, 3, 4	2, 3, 4, 5, 5G	2, 3, 4, 4B, 5, 6, 7	noun	**operaciones**	the math process of addition, subtraction, multiplication, and division
orientation	6E			noun	**orientación**	position or alignment
pictograph(s)			10A, 10B, 10C	noun	**pictografía**	a diagram representing statistical data by pictorial forms
pictorial	2E, 3C	2B, 3A, 3B, 3E, 5D	2A	adjective	**pictórico**	to be shown in the form of a picture

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pictorial model(s)	2E, 3C	2B, 3A, 3B, 3E, 5D	2A	noun	**modelos pictóricos**	having or using pictures to represent a concept
place value		2, 2E, 2F	2, 2D, 4B, 4C, 7B	noun	valor posicional	the value of the location of a digit in a number
point(s)			2F, 5B, 10A	noun	**puntos**	a geometric element that has a position but no dimensions and is pictured as a small dot
polygons			8C	noun	**polígonos**	a flat geometric figure having three or more straight sides
rectangle(s)	6A	6C, 6D	8E, 9F	noun	**rectángulo**	a four-sided shape that is made up of two pairs of parallel lines and that has four right angles
rectangular prisms		6E	8B	noun	**prismas rectangulares**	a three-dimensional object that has six rectangular faces
rhombuses		6C, 6D		noun	**rombos**	a shape with four sides that are equal in length and with four angles that are not always right angles
rulers			9D	noun	reglas	a straight piece of plastic, wood, or metal that has marks on it to show units of length and that is used to measure things
shapes	6, 6A, 6D, 6F	6, 6A, 6B, 6D, 6F	8, 8A, 8D, 8E	noun	figuras	the form or outline of an object
shares		6G	6	noun	parte	a portion into which something is divided
skip count		5B		verb	contar de dos en dos, de tres en tres, etc.	counting forward or backward by a number other than 1
solids	6, 6B	6, 6E	8, 8B, 8D	noun	**sólidos**	something that has length, width, and thickness
spheres	6B	6E	8B	noun	**esferas**	a three-dimensional solid that is perfectly round
standard form		2C	2B	noun	**forma estándar**	a way to write numbers by using the digits 0–9, with each digit having a place value
subtract(ing)	3C	3D, 5G	4A, 4B,	verb	restar	to take a number or amount from another number or amount
subtraction	3, 3A	3, 3E, 3F, 5D, 5F	4, 4C, 4D, 6, 7C, 10C	noun	resta	the act or process of taking away one number from another
sum(s)	3B	3A	2A	noun	**suma**	the result obtained by adding numbers
symbol(s)	1D	1D, 2G, 4B	1D, 2D, 5B	noun	**símbolo**	a letter, character, or sign used instead of a word to represent a quantity, position, relationship, direction, or something to be done
system	2	2	2	noun	**sistema**	a regularly interacting or interdependent group of items forming a unified whole

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square(s)	6A	6C, 6D	8E, 9F	noun	cuadrados	a rectangle with all four sides equal
square unit(s)			9F	noun	unidades cuadradas	the metric unit used to measure area
target		6F		adjective	objetivo	a goal to be achieved
T-charts		8A		noun	diagrama en T	a graphic organizer used to compare and contrast ideas in a visual representation
tally marks		8A		noun	marcas de conteo	a way of keeping count by drawing marks
technique(s)	1C	1C	1C	noun	**técnica**	a way of doing something by using special knowledge or skill
technology	1C	1C	1C	noun	**tecnología**	a method of or machine for doing something that is created through technical means
terms		3B, 5F	7C	noun	términos	any one of the numbers in a series
three-dimensional	6, 6B, 6C, 6E	6, 6B, 6E	8, 8B, 8D	adjective	**tridimensional**	having all three dimensions (length, width, and height)
triangles	6A	6C, 6D	8E	noun	**triángulos**	a polygon having three sides
triangular prisms		6E	8B	noun	**prismas triangulares**	a prism with two identical, triangular bases
two-digit			4B	adjective	de o con dos dígitos	a number greater than 9
two-dimensional	6, 6A, 6C, 6D, 6F	6, 6A, 6B, 6C, 6D, 6F, 6G	8, 8A, 8D, 8E	adjective	bidimensional	having only two dimensions (length and width)
understand	2	5E	2	verb	entender	to know why or how something happens or works
unit(s)		7, 7B, 7C, 7D	3, 9, 9A, 9B, 9D, 9F	noun	**unidades**	a fixed quantity (as of length, time, or value) used as a standard of measurement
unknown(s)		3B, 5F	7C	noun	desconocido	the variable to be solved
value(s)		4, 4A, 4B, 4C, 5E	5, 5A, 5B	noun	valor	a numerical quantity that is assigned or found by calculation
vertices			8A, 8C	noun	**vértices**	a point where the adjacent sides of a polygon meet
weight	7A			noun	peso	a measure of how heavy an object is
whole		7D	3, 3B, 3C	adjective	entero	complete or full; not lacking or leaving out any part
whole number(s)	2, 2B	2, 2D, 2E, 2F, 3, 5D, 5F	2, 2C, 2D, 2E, 2F, 4, 4D, 9C	noun	números enteros	a number that is zero or any of the natural numbers
withdrawal			11C	noun	retiro	the act of taking money out of a bank account
word forms			2B	noun	forma escrita	writing the number as you would say it in words
workplace	1A	1A	1A	noun	lugar de trabajo	the office, factory, etc. where people work

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Word	K Standard	G1 Standard	G2 Standard	Part of Speech	Cognate (bold)/ Translation	Definition
word problems	3B	3B, 5D	4C, 7C, 10C	noun	problemas razonados	a few sentences describing a “real-life” scenario where a problem needs to be solved by way of a mathematical calculation
yardsticks			9D	noun	reglas de una yarda de longitud	a long, flat tool that is 1 yard long and is used to measure things

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