6-12 Grade-Level Vocabulary Standards

Students come to school with varying levels of vocabulary knowledge, so vocabulary instruction needs to be responsive to the needs of students. All students – all ages and all ability levels - benefit from vocabulary instruction because vocabulary acquisition is developed over a lifetime. Vocabulary is closely tied to comprehension. In fact, there is a reciprocal relationship between comprehension and vocabulary in that as students read, they develop their vocabulary, and as they learn vocabulary, they become better readers. Providing students with vocabulary instruction helps increase their language proficiency, which in return, helps them access grade-level content. New knowledge is learned with words – words that label understanding. In fact, words are labels for knowledge. As knowledge grows, so does one's vocabulary for codifying understanding and expressing that knowledge.

Students must develop a robust vocabulary in order to meet the demands set forth in Wisconsin Standards for ELA, statements of what students should know and be able to do, in order to be proficient in the areas of speaking, listening, reading, and writing. Learning vocabulary is necessary in both receptive (reading and listening) and expressive (writing and speaking) language. In order to meet the demands of the standards, students need systematic vocabulary instruction, for which Graves (2006) has identified four key components: 1. rich and varied language experiences, 2. direct teaching of individual words (refer to A Process for Vocabulary Words to Teach), 3. independent word-learning strategies, and 4. fostering word consciousness.

Teachers create environments of engagement for vocabulary development through scaffolded instruction, using instructional practices, student strategies, and a variety of resources to include appropriately complex texts in diverse media, formats, and lengths. Feedback between teachers and students and students and students is ongoing. Teachers can use conferring notes, teacher observation, and student self-reflection to collect and organize data to inform instruction. Vocabulary learning can be verified through summative assessments that integrate vocabulary with reading, writing, speaking and listening.

For each grade, the following charts organize the CCSS by the four components of systematic vocabulary instruction: rich and varied language experiences, direct teaching of individual words (Refer to A Process for Vocabulary Words to Teach), independent word-learning strategies, and fostering word consciousness. For each standard, the new learning is highlighted in red and is underlined. Within each component, ideas for instructional practices and student strategies have been identified to provide all students access to and engagement with grade-level standards.

Graves, M. F. (2006). *The vocabulary book: Learning and instruction*. New York: Teachers College, Columbia University.

6-12 Grade-Level Vocabulary Standards

Grade 6 Standards for Vocabulary

		Standards	Instructional Practices	Student Strategies
Word-learning Strategies	Context Clues	L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Cloze Passage Contextual Redefinition Interactive Journals
	Morphology / Word Parts	L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Semantic Maps for Morphological Analysis Word Sort for Morphological Analysis
	Resources	L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.6.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Establish Instructional Purpose Modeling/Demonstration Lessons Productive Group Work	Frayer Model
Word Consciousness		RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Interrupted Read Echo Reading Choral Reading	Linear Arrays Word Play Word Sort for Word Learning

		specific word choice on meaning and tone. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W.6.1.d Establish and maintain a formal style. W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts. W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.6.2.e Establish and maintain a formal style. W.6.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Question, Prompt, Cue	

		SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* L.6.3.b Maintain consistency in style and tone.* L.6.5.a Interpret figures of speech (e.g., personification) in context. L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).		
Teach Individual Words		L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to	Activate Background Knowledge Establish Instructional Purpose Modeling/Demonstration Lessons Reciprocal Teaching	Interactive Journals Keyword Visuals List-Group-Label Preview Vocabulary Words Semantic Maps for Word Learning Word Sort for Word Learning

		comprehension or expression.		
Rich and Varied Language Experience	Reading & Listening	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Think Aloud Shared Read Guided Reading Partner Read	Interactive Journals Interactive Read Aloud Interactive Word Walls

6-12 Grade-Level Vocabulary Standards

Grade 7 Standards for Vocabulary

		Standards	Instructional Practices	Student Strategies
Word-learning Strategies	Context Clues	L.7.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Cloze Passage Contextual Redefinition Interactive Journals
	Morphology / Word Parts	L.7.4.bUse common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Semantic Maps for Morphological Analysis Word Sort for Morphological Analysis
	Resources	L.7.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.7.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Establish Instructional Purpose Modeling/Demonstration Lessons Productive Group Work	Frayer Model
Word Consciousness		RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Interrupted Read Echo Reading	Linear Arrays Word Play Word Sort for Word Learning

		analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. W.7.1.d Establish and maintain a formal style. W.7.2.e Establish and maintain a formal style. W.7.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. W.7.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one	Choral Reading Question, Prompt, Cue	

		time frame or setting to another. W.7.3.d Use precise words and phrases, relevant descriptive details, and sensory language <u>to capture the action</u> and convey experiences and events. SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.3 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* L.7.5.a Interpret figures of speech <u>(e.g., literary, biblical, and mythological allusions)</u> in context. L.7.5.b Use the relationship between particular words <u>(e.g., synonym/antonym, analogy)</u> to better understand each of the words. L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) <u>(e.g., refined, respectful, polite, diplomatic, condescending)</u>.		

6-12 Grade-Level Vocabulary Standards

Teach Individual Words		L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Activate Background Knowledge Establish Instructional Purpose Modeling/Demonstration Lessons Reciprocal Teaching	Interactive Journals Keyword Visuals List-Group-Label Preview Vocabulary Words Semantic Maps for Word Learning Word Sort for Word Learning
Rich and Varied Language Experience	Reading & Listening	RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Think Aloud Shared Read Guided Reading Partner Read	Interactive Journals Interactive Read Aloud Interactive Word Walls

6-12 Grade-Level Vocabulary Standards

Grade 8 Standards for Vocabulary

		Standards	Instructional Practices	Student Strategies
Word-learning Strategies	Context Clues	L.8.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Cloze Passage Contextual Redefinition Interactive Journals
	Morphology / Word Parts	L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word *(e.g., precede, recede, secede)*.	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Semantic Maps for Morphological Analysis Word Sort for Morphological Analysis
	Resources	L.8.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Establish Instructional Purpose Modeling/Demonstration Lessons Productive Group Work	Frayer Model
Word Consciousness		RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Interrupted Read Echo Reading	Linear Arrays Word Play Word Sort for Word Learning

		analyze the impact of <u>specific word choices on meaning and tone, including analogies or allusions to other texts</u>. RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, <u>including analogies or allusions to other texts</u>. W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), <u>counterclaims</u>, reasons, and evidence. W.8.1.d Establish and maintain a formal style. W.8.2.c Use appropriate and <u>varied</u> transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2.e Establish and maintain a formal style. W.8.3.c Use a variety of transition words, phrases, and clauses to convey sequence,	<u>Choral Reading</u> <u>Question, Prompt, Cue</u>	

		signal shifts from one time frame or setting to another, <u>and show the relationships among experiences and events</u>. W.8.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.8.5.a Interpret figures of speech <u>(e.g., verbal irony, puns)</u> in context. L.8.5.b Use the relationship between particular words to better understand each of the words. L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) <u>*(e.g., bullheaded, willful, firm, persistent, resolute)*</u>.		
Teach Individual Words		L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering	[Activate Background Knowledge](#) [Establish Instructional Purpose](#) [Modeling/Demonstration Lessons](#) [Reciprocal Teaching](#)	Interactive Journals Keyword Visuals List-Group-Label Preview Vocabulary Words Semantic Maps for Word Learning Word Sort for Word Learning

		a word or phrase important to comprehension or expression.		
Rich and Varied Language Experience	Reading & Listening	RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Think Aloud Shared Read Guided Reading Partner Read	Interactive Journals Interactive Read Aloud Interactive Word Walls

6-12 Grade-Level Vocabulary Standards

Grades 9-10 Standards for Vocabulary

		Standards	Instructional Practices	Student Strategies
Word-learning Strategies	Context Clues	L.9-10.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Cloze Passage Contextual Redefinition Interactive Journals
	Morphology / Word Parts			Semantic Maps for Morphological Analysis Word Sort for Morphological Analysis
	Resources	L.9-10.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. L.9-10.e Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Establish Instructional Purpose Modeling/Demonstration Lessons Productive Group Work	Frayer Model
Word Consciousness		RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Interrupted Read Echo Reading	Linear Arrays Word Play Word Sort for Word Learning

		analyze the <u>cumulative</u> impact of specific word choices on meaning and tone <u>(e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</u>. RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze <u>the cumulative impact</u> of specific word choices on meaning and tone <u>(e.g., how the language of a court opinion differs from that of a newspaper)</u>. W.9-10.1.c Use words, phrases, and clauses <u>to link the major sections of the text</u>, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.9-10.1.d Establish and maintain a formal style and <u>objective tone while attending to the norms and conventions of the discipline in which they are writing</u>. W.9-10.2.c Use precise language and domain-specific	<u>Choral Reading</u> <u>Question, Prompt, Cue</u>	

		vocabulary to manage the complexity of the topic. W.9-10.2.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.9-10.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.9-10.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). L.9-10.5.a Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text. L.9-10.5.b Analyze nuances in the meaning of words with similar denotations.		
Teach Individual Words		L.9-10.6 Acquire and use accurately general academic and domain-specific words	Activate Background Knowledge Establish Instructional Purpose Modeling/Demonstration Lessons	Interactive Journals Keyword Visuals List-Group-Label

			Reciprocal Teaching	Preview Vocabulary Words Semantic Maps for Word Learning Word Sort for Word Learning
		and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression		
Rich and Varied Language Experience	Reading & Listening	RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). L.9-10.6 Acquire and use accurately general academic and domain-specific words	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Think Aloud Shared Read Guided Reading Partner Read	Interactive Journals Interactive Read Aloud Interactive Word Walls

		and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression		

6-12 Grade-Level Vocabulary Standards

Grades 11-12 Standards for Vocabulary

		Standards	Instructional Practices	Student Strategies
Word-learning Strategies	Context Clues	L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Modeling/Demonstration Lessons Mentor Texts Productive Group Work	Cloze Passage Contextual Redefinition Interactive Journals
	Morphology / Word Parts			Semantic Maps for Morphological Analysis Word Sort for Morphological Analysis
	Resources	L.11-12.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. L.11-12.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Establish Instructional Purpose Modeling/Demonstration Lessons Productive Group Work	Frayer Model
Word Consciousness		RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Interrupted Read	Linear Arrays Word Play Word Sort for Word Learning

		and connotative meanings; analyze the impact of specific word choices on meaning and tone, <u>including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.</u>) RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze <u>how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)</u>. W.11-12.1.c Use words, phrases, and clauses as well as <u>varied syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and	<u>Echo Reading</u> <u>Choral Reading</u> <u>Question, Prompt, Cue</u>	

		conventions of the discipline in which they are writing. W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. L.11-12.4.b Identify and correctly use patterns of word changes that indicate		

		different meanings or parts of speech *(e.g., conceive, conception, conceivable)*. L.11-12.5.a Interpret figures of speech *(e.g., hyperbole, paradox)* in context and analyze their role in the text. L.11-12.5.b Analyze nuances in the meaning of words with similar denotations.		
Teach Individual Words		L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Activate Background Knowledge Establish Instructional Purpose Modeling/Demonstration Lessons Reciprocal Teaching	Interactive Journals Keyword Visuals List-Group-Label Preview Vocabulary Words Semantic Maps for Word Learning Word Sort for Word Learning
Rich and Varied Language Experience	Reading & Listening	RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	Activate Background Knowledge Establish Instructional Purpose Interactive Read Aloud Think Aloud Shared Read Guided Reading Partner Read	Interactive Journals Interactive Read Aloud Interactive Word Walls

		(Include Shakespeare as well as other authors.) RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		