

Academic Vocabulary in the ELAR and Mathematics TEKS

A Teacher Resource for Grades 3–5



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Acknowledgments

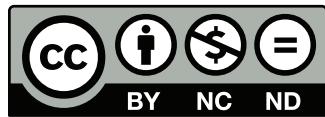


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Introduction

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, Haring, & 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).

How Were Terms Selected?

We identified the academic vocabulary in this resource from the TEKS for grades 3–5 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*, *congruent*).
- **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 grades 3–5, the final ELAR list has 373 terms, and the Mathematics list has 224 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 fourth-grade mathematics teacher could address most of the words on the list by teaching approximately 8 to 10 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.

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 4 Mathematics item on a previously released STAAR directly assessed a student’s knowledge of the term *rectangle* [Item: *Hayden drew a polygon that has exactly two right angles. Which of these could be the polygon Hayden drew? A. Right triangle B. Right trapezoid C. Rectangle D. Rhombus* (Mathematics STAAR, grade 4, 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 *author’s purpose* and their knowledge of other academic vocabulary, such as *experiencing*, *benefits*, and *population* [Item: *The author’s purpose for including paragraph 5 in the article most likely is to... A. Explain the problems honeybees are experiencing B. State the benefits of taking care of honeybees C. Describe ways to care for the honeybee population D. Show why honeybees are good to have around.* (Reading STAAR, grade 4, 2018, released test)].

Many words on the ELAR list represent the language of instruction (e.g., *metaphor*, *character*). 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).

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 *strategies* 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.

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.

Analogies

To teach relationships among words, use vocabulary words to create analogies. Working in pairs or small groups, have students discuss and complete each.

SAMPLES

- *Answer* is to *solution* as *question* is to ____ (answer: *problem*)
- *Circle* is to *circumference* as *square* is to ____ (answer: *perimeter*)
- The *letter L* is to *right angle* as the *letter V* is to ____ (answer: *acute angle*)

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 *polygons*:

1. Give each group of students a set of cards with the words *triangle*, *square*, *rectangle*, *quadrilateral*, *pentagon*, *hexagon*, *heptagon*, *octagon*, and *nonagon*.
2. Ask students to place the cards in order from the least to the greatest number of sides.

SAMPLE: ELAR

When studying adjectives to describe mood:

1. Give each group of students a set of cards with the words *magnificent*, *terrific*, *great*, *good*, *okay*, *fine*, *bad*, *terrible*, and *horrific*.
2. Ask students to sort the words into two groups: negative feelings and positive feelings.
3. Ask students to place the cards in order from the worst to the best feeling.

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. 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

Quadrilaterals

| | All sides equal | Two sides equal | All angles equal | Two angles equal | Parallel sides |
|---------------|-----------------|-----------------|------------------|------------------|----------------|
| parallelogram | – | + | – | + | + |
| rectangle | – | + | + | + | + |
| square | + | + | + | + | + |
| rhombus | + | + | – | + | + |
| trapezoid | – | + | – | + | + |

SAMPLE: ELAR

Types of fiction

| | Events that can happen in real life | Imaginary events | Based on historical events | Supernatural/magical events |
|--------------------|-------------------------------------|------------------|----------------------------|-----------------------------|
| fantasy | – | + | – | + |
| historical fiction | + | – | + | – |
| realistic fiction | + | – | – | – |

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

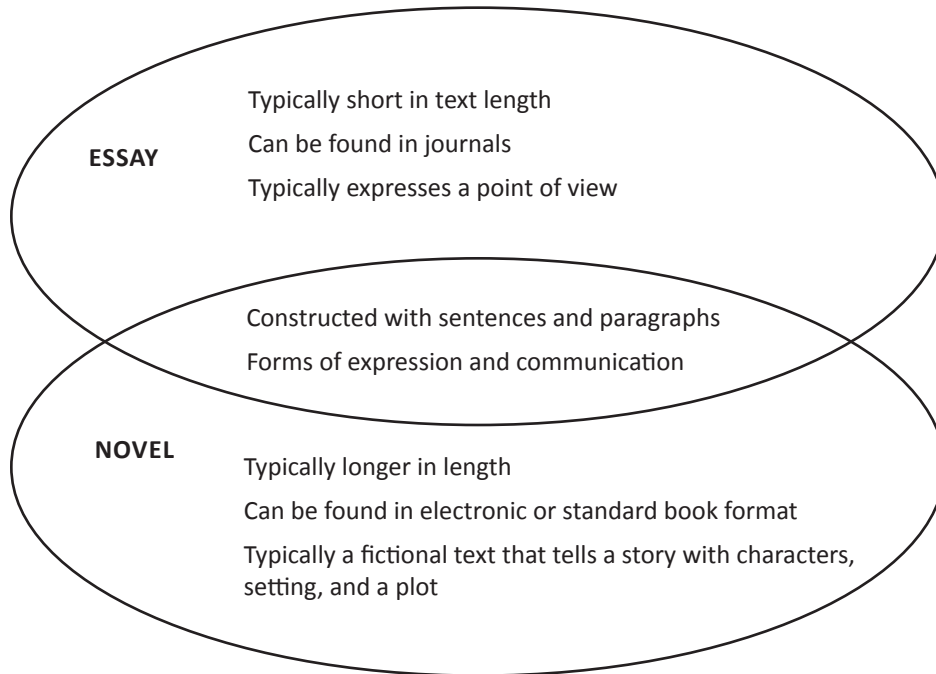
Rating word knowledge promotes metacognitive skills as students monitor their understanding of words and helps students focus on the important vocabulary words in a chapter or unit.

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.

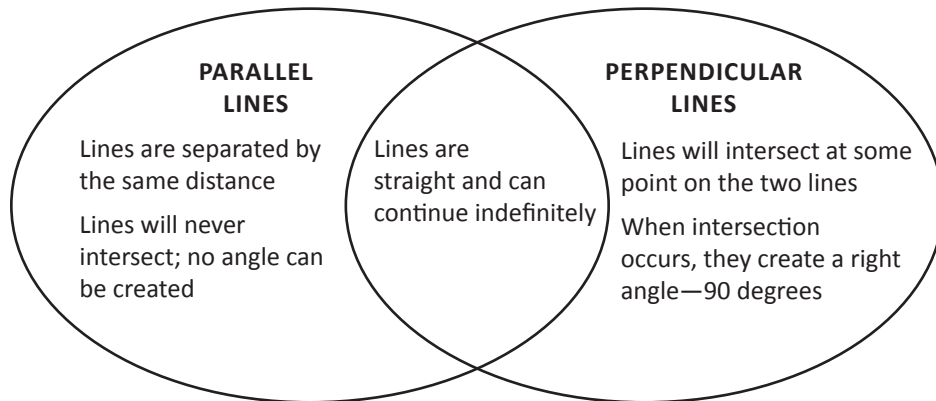
Venn Diagram

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

SAMPLE: ELAR



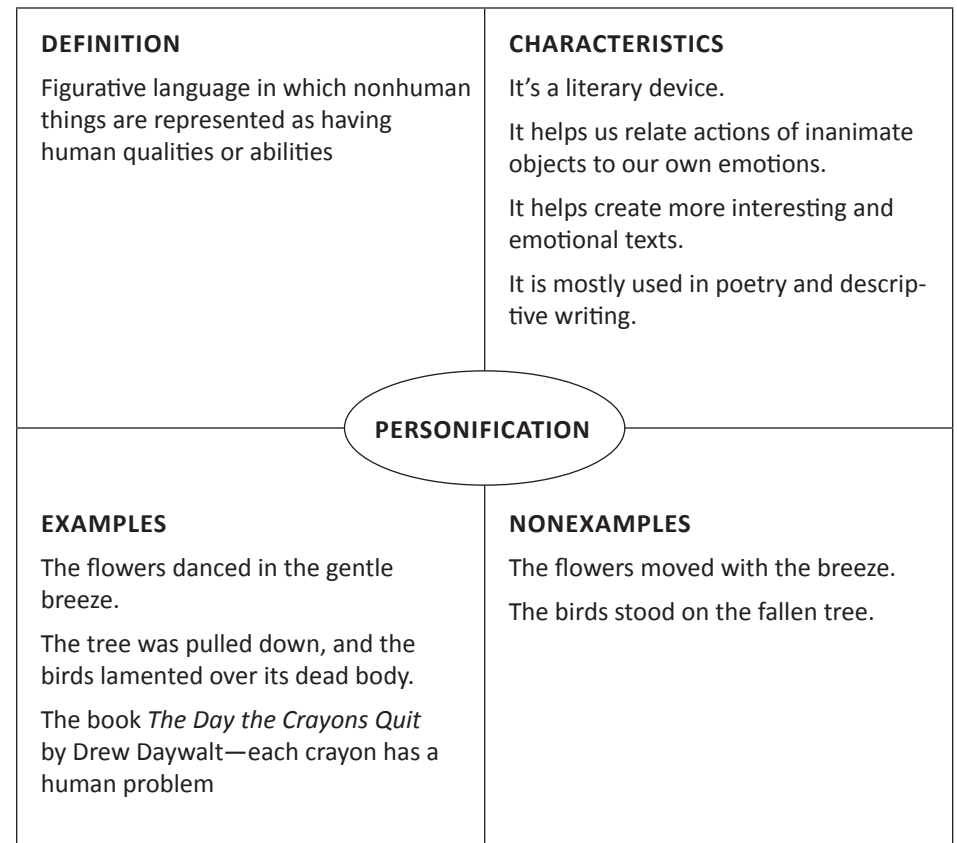
SAMPLE: MATHEMATICS



Frayer Model

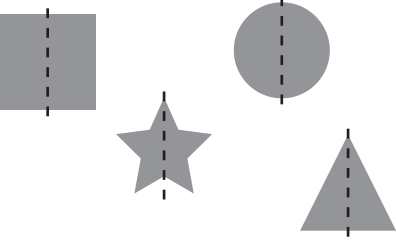
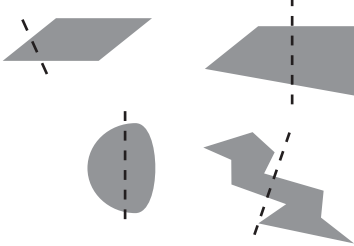
The Frayer model (Fray, Frederick, & Klausmeier, 1969) is a graphic organizer that helps students think about the relationships and categories associated with the vocabulary being taught. Students use examples to explain and elaborate their understanding of a concept or word. The vocabulary word is entered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

SAMPLE: ELAR



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

| | |
|---|--|
| <p>CHARACTERISTICS</p> <p>Present in shapes that have identical halves facing each other</p> <p>Widely used in geometry</p> <p>One shape becomes exactly like another when you move it in some way</p> | <p>NONCHARACTERISTICS</p> <p>Two shapes that are not identical</p> <p>Cutting any shape in half</p> |
| <p>SYMMETRY</p> | |
| <p>EXAMPLES</p>  | <p>NONEXAMPLES</p>  |

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

| | |
|---|---|
| <p>WORD</p> <p>Affix</p> | <p>EXAMPLES</p> <p>un- (<u>u</u>ndone)</p> <p>mis- (<u>mi</u>sunderstand)</p> <p>-ness (<u>happi</u>ness)</p> <p>-ly (<u>calm</u>ly)</p> |
| <p>DEFINITION</p> <p>Meaningful part of a word attached before or after a root or base word to modify its meaning (e.g., prefix, suffix)</p> | <p>NONEXAMPLES</p> <p>misery</p> <p>run</p> <p>bed</p> |

SAMPLE: MATHEMATICS

| | |
|---|---|
| <p>TERM</p> <p>fraction</p> | <p>EXAMPLES</p> <p>$\frac{2}{6}$ $\frac{5}{9}$</p> |
| <p>DEFINITION</p> <p>A number that results from dividing one whole number by another</p> | <p>NONEXAMPLES</p> <p>8</p> <p>27</p> <p>-3</p> |

Possible Sentences

Possible sentences (Stahl & Kapinus, 1991) is both a prereading and postreading activity that can be used with a wide variety of texts, including narrative and expository passages.

STEPS

1. Introduce the text and activate students' prior knowledge.
2. Select six to eight words from the text that your students likely do not know. Preferably, select words that represent key concepts and ideas from the passage.
3. Select five or six words that your students likely know.
4. List all of the words on the board. Discuss the meaning of the words, engaging students in discussions and providing student-friendly explanations.
5. Ask students to work in pairs to create sentences that use at least two of the words and are similar to the sentences in the passage.
6. Write student-generated sentences on the board.
7. Read the passage aloud to students or have them read it on their own.
8. After the reading, discuss whether the sentences on the board are similar to those found in the passage.
9. Discuss and guide students in changing some of the sentences to reflect the information from the reading.

SAMPLES

- Difficult or unknown words:
 - adage
 - ambiguous
 - coherent
 - compile
 - conflict
 - context
 - emphasis
 - perspective
- Easier or familiar words:
 - audience
 - comparison
 - conclusion
 - purpose
 - summary
 - unfamiliar

- Sample sentences:
 - The audience enjoyed listening to the storyteller's old adages.
 - The conclusion of the story was quite ambiguous.
 - The purpose of the writing will change, depending on the author's perspective.

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 | |
| stereotype | estereotipo |
| science fiction | ciencia ficción |
| figurative language | lenguaje figurado |
| MATH | |
| circumference | circunferencia |
| parallel | paralelo/a |
| prisms | prismas |
| variable | variable |

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

Also available on the Text Project website is “The 1,000 Most Frequent Words in Grades 3 to 9 Texts”: www.textproject.org/archive/resources

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.

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 *categorize* 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 grade 3, grade 4, and/or grade 5 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., *contrast(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.

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 | |

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 | | |

ELAR: Grades 3–5

GENERAL ACADEMIC

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|-----------------|---------------------------------------|-----------------------------------|-----------------------------------|----------------|----------------------------------|---|
| accuracy | 4 | 4 | 4 | noun | exactitud | freedom from mistakes |
| accurate | | 1C | | adjective | preciso | free from mistakes |
| acquired | 3, 7F | 3, 7F | 3, 7F | adjective | adquirido | gained by effort or experience (e.g., acquired vocabulary) |
| action | 1B | 1B, 8C | 1B, 8C | noun | acción | the doing of something |
| actively | 1A | 1A | 1A | adverb | activamente | producing or involving action or movement |
| adjustments | 6I | 6I | 6I | noun | ajustes | a small change that improves something or makes it better |
| agreement | 11Di | 11Di | 11Di, 11Dvi | noun | acuerdo | having the same opinion or understanding as someone else |
| analyze(s) | 8, 8C, 9, 10 | 8, 8C, 9, 10, 10C | 8, 8B, 8C, 8D, 9, 10, 10B, 10C | verb | analizar | to examine something to find out what it is or what makes it work |
| apply | 2A, 2B | 2A, 2B | 2A, 2B | verb | aplicar | to put to use |
| appropriate | 2D, 4, 5, 7C, 7F, 11, 11Dxi, 11E, 13H | 4, 5, 7C, 7F, 11, 11Dxi, 11E, 13H | 4, 5, 7C, 7F, 11, 11Dxi, 11E, 13H | adjective | apropiado | especially fitting or suitable |
| assigned | 6A | 6A | 6A | adjective | asignado | given as a job or responsibility |
| assistance | 13B | 13B | 13B | noun | ayuda | help |
| awareness | 2 | 2 | 2 | noun | conciencia | having or showing understanding or knowledge |
| cause | 9Diii | | | noun | causa | a person or thing that brings about a result |
| challenging | 7 | 7 | 7 | adjective | difícil, que presenta un reto | difficult in a way that is usually interesting or enjoyable |
| characteristics | 6C | 6C | 6C | noun | características | a special quality or appearance that makes an individual or a group different from others |
| cited | 13G | | | adjective | citado | quoted as an example, authority, or proof |
| claim | 9Ei | 9Ei | 9Ei | noun | declaración | statement that others may dispute |
| clarify | 1A | 1A, 13A | 13A | verb | aclarar | to make or become more easily understood |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|-----------------|--------------------------------------|-------------------------------|-------------------------------|----------------|-------------------------------------|--|
| clarity | 11C | 11C | 11C | noun | claridad | the quality of being easily understood |
| coherence | 11C | 11C | 11C | noun | coherencia | systematic or logical connection or consistency |
| coherent | 11B | 11B | 11B | adjective | coherente | logical and well organized |
| coherently | 1C | | | adverb | coherentemente | in a logical and consistent way |
| collaboratively | 1D | 1D | 1D | adverb | colaborativamente | to work with others |
| comments | 1A | 1A | 1A | noun | comentarios | mentionings of things that deserve notice |
| common | 11Diii | 11Diii | | adjective | común | not privileged or elite (e.g., common nouns) |
| communicate | 1C, 2, 10 | 1C, 2, 10 | 1C, 2, 10 | verb | comunicar | to make known |
| communication | 1E | | | noun | comunicación | the exchange of information between persons |
| compare(ing) | | 7B, 9Diii | 7B | verb | comparar | to examine for similarity or differences |
| complete | 2D, 11Di | 2C, 11Di | 11Di | noun verb | completo completar | having all the necessary parts finish |
| complex | 6, 8, 9 | 6, 8, 9 | 6, 8, 9, 11Dviii, 11Dx | adjective | complejo | not easy to understand or explain; not simple |
| compose | 11, 12, 12A, 12B, 12C, 12D | 11, 12, 12A, 12B, 12C, 12D | 11, 12, 12A, 12B, 12C, 12D | verb | escribir | to create or write |
| composition(s) | 11, 12, 12B | 11, 12, 12B | 11, 12, 12B | noun | composición | a short piece of writing |
| compound | 2Aiii, 2Biii, 11Di, 11Dviii, 11Dx | 11Di, 11Dviii, 11Dx | 11Di, 11Dx | adjective | compuesto | made of or by the union of two or more parts |
| comprehension | 4, 6, 6I | 4, 6, 6I | 4, 6, 6I | noun | comprensión | ability to understand |
| conclusion | 11Bi | 11Bi | 11Bi | noun | conclusión | the last or closing part of something |
| confirm | 6C | 6C | 6C | verb | confirmar | to state or show that (something) is true or correct |
| connections | 6E, 7A | 6E, 7A | 6E, 7A | noun | conexiones | facts or conditions of having a link |
| contemporary | 8, 9 | 8, 9 | 8, 9 | adjective | contemporáneo | happening or beginning now or in recent times |
| contrast(ing) | | 7B, 9Diii | 7B | verb | contrastar | to show noticeable differences |
| contributes | 10B, 10F | 10B, 10F | 10B, 10F | verb | contribuir | to share in something |
| convey | 11Dv, 12B | 11Dv, 12B | | verb | transmitir | to make known |
| create(ed) | 6D, 6H, 13G | 6D, 6H, 9B | 6D, 6H | verb | crear | to make or produce |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|-----------------|---|--|--|----------------|-----------------------------|---|
| credibility | | | 13D | noun | credibilidad | the quality of being believed or accepted as true, real, or honest |
| critical | 10 | 10 | 10 | adjective | crítico | using or involving careful judgement |
| deepen | 6, 6B, 6D | 6, 6B, 6D | 6, 6B, 6D | verb | profundizar | to make fuller or more complete |
| demonstrate(s) | 2A, 2B, 7B, 9A, 13E | 2A, 2B, 7B, 9A, 13E | 2A, 2B, 7B, 9A, 13E | verb | demonstrar | to show clearly |
| describe | 7A, 10D | 7A, 10D | 7A, 10D | verb | describir | to write or tell about in words |
| details | 6G, 11Bii | 6G, 11Bii | 6G, 11Bii | noun | detalles | a small part of something larger |
| determine | 3A, 3B, 6G | 3A, 3B, 3C, 6G | 3A, 3B, 6G | verb | determinar | to learn or find out exactly |
| develop(s, ing) | 1, 1E, 2, 3, 4, 5, 6, 10, 11B, 11Bii, 13B | 1, 1D, 2, 3, 4, 5, 6, 10, 11B, 11Bii, 13B, 13G | 1, 1D, 2, 3, 4, 5, 6, 10, 11B, 11Bii, 13B, 13G | verb | desarrollar | to bring out the possibilities of or improve (e.g., develop comprehension); to create over time (e.g., develop drafts) |
| difference | 13F | 13F | | noun | diferencia | what makes two or more persons or things not the same |
| digital | 3A, 9F | 3A, 9F | 3A, 9F | adjective | digital | using computer technology |
| discuss | 7G, 9C, 10F | 7G, 10F | 7G | verb | discutir | to talk about |
| discussion | 1, 1C | 1 | 1 | noun | discusión | conversation for the purpose of understanding or debating a question or subject |
| distinguishing | 8A, 9A, 9Eii | 9A | 9A, 9B | verb | distinguir | to know the difference |
| diverse | 8, 9 | 8, 9 | 8, 9 | adjective | diverso | different from each other |
| division | 2Aiv, 2Bv | 2Aiii, 2Biv | 2Aiii, 2Biv | noun | división | the act or process of grouping or separating |
| effect | 9Diii | | | noun | efecto | what happens/happened and is produced by a cause |
| effectively | 1C | 1C | 1C | adverb | efectivamente | doing something in way that produces or able to produce a desired result |
| elements | 8C, 9B, 9C | 8C | 8C | noun | elementos | one of the parts of which something is made up |
| emphasis | | | 11Dx | noun | énfasis | special attention or importance given to something |
| employing | 1C | 1C | 1C | verb | emplear | making use of |
| engaging | 11Bii | 11Bii | 11Bii | adjective | atractivo | attractive or interesting |
| enunciation | 1C | 1C | 1C | noun | enunciación | pronunciation of words or parts of words |
| establish | 6A | 6A | 6A | verb | establecer | to bring into being |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|---------------|---|--|-----------------------------------|----------------|-----------------------------|--|
| evaluate | 6G | 6G | 6G | verb | evaluar | to judge the value or condition of |
| evidence | 6F, 7C, 9Di, | 6F, 7C, 8A, 9D | 6F, 7C, 8A, 9Di | noun | evidencia | a sign that shows something exists or is true |
| examine | | | 10F | verb | examinar | to look at (something) closely and carefully in order to learn more about it, to find problems, etc. |
| experiences | 6E | 6E | 6E | noun | experiencias | knowledge gained by doing or living through something |
| express | | 1C | | verb | expresar | to make known, especially in words |
| expressively | 3 | 3 | 3 | adverb | expresivamente | effectively conveying meaning or feeling |
| eye contact | 1C | 1C | 1C | noun | contacto visual | visual contact with another person's eyes |
| features | 6C | 6C | 6C | noun | características | something especially noticeable |
| figurative | 10D | 9B, 10D | 10D | adjective | figurativo | expressing one thing in terms normally used for another (e.g., the foot of the mountain) |
| final | 2Aii, 2Avi, 2Bi, 2Bvii | 2Aii, 2Av, 2Bi, 2Bvi | 2Aii, 2Bi, 2Bvi | adjective | final | coming or happening at the end |
| focused | 11B | 11B | 11B | adjective | enfocado | directed attention or effort at something specific |
| formal | 13A | 13A | 13A | adjective | formal | following an established form, custom, or rule |
| foundational | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5 | adjective | fundacional | relating to an underlying basis or principle |
| gather(ed) | 13C, 13E | 13C, 13E | 13C, 13E | verb | recolectar | to choose and collect |
| generate | 6B, 13A | 6B, 13A | 6B, 13A | verb | generar | to produce (something) or cause (something) to be produced |
| gestures | | | 1C | noun | gestos | a movement of the body (as the hands and arms) that expresses an idea or a feeling |
| graphic | 10C | 10C | 10C | adjective | gráfico | of or relating to pictorial representation |
| graphs | 9Dii | | | noun | gráficas | diagrams that use dots and lines to show a system of relationships between things |
| historical | | 8D, 11Dix | 8D | adjective | histórico | relating to or based on history |
| identify(ing) | 2Avii, 3C, 3D, 9Ei, 9Eiii, 10E, 10G, 13C, 13D | 2Aiv, 3D, 9Ei, 9Eiii, 10E, 10G, 13C, 13D | 2Av, 3C, 3D, 9Ei, 9Eiii, 10E, 13C | verb | identificar | to know and say who someone is or what something is |
| illustrating | 7E | 7E | 7E | verb | ilustrar | creating pictures or diagrams to explain or decorate |
| images | 6D | 6D, 9B | 6D, 12 | noun | imágenes | thoughts of how something looks |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|---------------|--|--|---|----------------|-----------------------------|--|
| independently | 5 | 5 | 5 | adverb | independientemente | not requiring or relying on other people for help or support |
| influence(s) | 8D | 8D | 8D, 11Dvi | verb | influcidar | to affect or change in an indirect but usually important way |
| informal | 13A | 13A | 13A | adjective | informal | suitable for ordinary or everyday use |
| information | 1A, 6B, 6H, 12B, 13C, 13E | 1A, 1C, 6B, 6H, 12B, 12D, 13C, 13E | 6B, 6H, 12B, 12D, 13C, 13E | noun | información | facts or details about a subject |
| informational | 7B, 9D, 12B | 9D, 12B | 9D, 12B | adjective | informativo | relating to facts or details about a subject |
| inquiry | 13A | 13A | 13A | noun | investigación | a thorough examination |
| instructions | 1B | 1B | 1B | noun | instrucciones | an outline of how something is to be done |
| interact | 7E | 7E, 8B | 7E | verb | interactuar | to act upon or together with something else |
| interpret | | | 1A | verb | interpretar | to understand in a particular way |
| irregular | | 2Ai, 11Dii | 11Dii | adjective | irregular | not according to rule, or to the accepted principle, method, course, order, etc. |
| knowledge | 2, 2A, 2Aiv, 2Av, 2Avi, 2B, 2Bv, 2Bvi, 2Bvii, 6I, 9A | 2, 2A, 2Aiii, 2Aiv, 2Av, 2B, 2Biv, 2Bv, 2Bvi, 6I, 9A | 2, 2A, 2Aiii, 2Aiv, 2B, 2Biv, 2Bv, 2Bvi, 6I, 9A | noun | conocimiento | understanding and skill gained by learning and experience |
| legible | 11 | 11 | 11 | adjective | legible | clear enough to be read |
| legibly | 2D | 2C | 2C | adverb | de manera legible | capable of being read |
| literal | 10D | 10D | 10D | adjective | literal | true to fact |
| logical | 7D | 7D | 7D, 9Diii | adjective | lógico | according to what is reasonably expected |
| logical order | 7D | 7D | 7D, 9Diii | noun | orden lógico | presenting ideas or information in a format that makes sense |
| maintain | 7D | 7D | 7D | verb | mantener | to keep in a particular or desired state |
| mapping | 11A | 11A | 11A | verb | organizar ideas | a process that helps create information on a topic and/or organize information from a list |
| mental | 6D | 6D | 6D | adjective | mental | done in the mind |
| metacognitive | 6 | 6 | 6 | adjective | metacognitivo | being aware of one's own thinking processes and how they work |
| monitor | 6I | 6I | 6I | verb | monitorear | to keep track of |
| multiple | 2Ai, 2Biv, 3B, 6, 7, 8, 9, 10, 11, 12, 13 | 2Biii, 3B, 6, 7, 8, 9, 10, 11, 12, 13 | 1B, 2Biii, 3B, 6, 7, 8, 9, 9A, 10, 11, 12, 13 | adjective | múltiple | more than one |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|-------------------|--|--|--|----------------|-----------------------------|--|
| non-verbal | | | 1A | adjective | no verbal | not involving or using words |
| norms | 1D | | | noun | normas | common practices |
| organizational | 9Diii | 9Diii | 9Diii | adjective | organizacional | involving putting in a certain order |
| organizations | | | 11Dix | noun | organización | a group of people united for a common purpose |
| organize(ing, ed) | 11Bi | 11Bi | 1C, 11Bi | verb | organizar | put in a certain order |
| patterns | 2Ai, 2Aiv, 2Biv, 2Bv, 9Diii, 11Dxi | 2Ai, 2Aiii, 2Biii, 2Biv, 9Diii, 11Dxi | 2Aiii, 2Biv, 9Diii, 11Dxi | noun | patrones | a set of characteristics that are displayed repeatedly |
| performances | 10 | 10 | 10 | noun | presentaciones | activities that persons or groups of people do to entertain an audience |
| period(s) | 5 | 5, 11Dix | 5 | noun | período | length of time during which something takes place or is completed |
| personal | 6E, 7A, 12A | 6E, 7A, 12A | 6E, 7A, 12A | adjective | personal | of, relating to, or belonging to an individual human being |
| pertinent | 1A | 1A | 1A | adjective | pertinente | relating to the subject that is being thought about or discussed |
| plan | | 1D | 1D | noun | plan | a set of actions that have been thought of as a way to do or achieve something |
| process(es) | 11, 13 | 11, 13 | 11, 13 | noun | proceso | a series of actions or operations leading to a result |
| products | 10 | 10 | 10 | noun | productos | things that are the results of a process or processes |
| protocols | 1D | | | noun | protocolos | detailed plans or procedures |
| purpose(s) | 6A, 9, 10, 10A, 10B, 10C, 10D, 11A, 13 | 6A, 9, 10, 10A, 10B, 10C, 10D, 11A, 13 | 6A, 9, 10, 10A, 10B, 10C, 10D, 10G 11A, 13 | noun | propósito | the reason why something is done or used |
| purposeful | 11Bi | 11Bi | 11Bi | adjective | intencional | having a clear intention or aim |
| purposefully | 10 | 10 | 10 | adverb | intencionalmente | intentionally and deliberately |
| rearranging | 11C | 11C | 11C | verb | reacomodar | to change the position or order of |
| recognize(s) | 8, 9, 9D, 9E, 9F, 13F | 8, 9, 9D, 9E, 9F, 13F | 8, 9, 9D, 9E, 9F | verb | reconocer | to know and remember upon seeing |
| recursive | 13 | 13 | 13 | adjective | recursivo | involving doing or saying the same thing several times in order to produce a particular result or effect |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|-----------------|----------------------------------|--------------------------------------|--------------------------------------|----------------|-----------------------------|---|
| recursively | 11 | 11 | 11 | adverb | de manera recursiva | in a manner that can repeat itself indefinitely |
| reflecting | | | 11Bii | verb | reflejar | to make manifest or apparent; showing |
| relationships | 8B | | 8B | noun | relaciones | states of being connected |
| relevant | 1A, 11Bii, 13C | 1A, 3B, 11Bii, 13C | 1A, 3B, 13C, | adjective | relevante | having something to do with the matter at hand |
| requests | | 12D | 12D | noun | solicitudes | acts of asking for something |
| resolution | 8C | 8C | 8C | noun | resolución | the solution to a problem |
| resources | 3A | 3A | 3A | noun | recursos | a source of information or expertise |
| respond(s) | 7, 7F | 7, 7F | 7, 7F | verb | responder | to say or write something in reaction |
| response(s) | 7, 7B, 7C | 7, 7B, 7C | 7, 7B, 7C | noun | respuestas | something said or written as a reaction to something |
| restate | 1B | 1B | 1B | verb | reafirmar | to say (something) again or in a different way, especially to make the meaning clearer |
| results | | | 13F | noun | resultados | something obtained through research or investigation |
| select(ed, ing) | 5, 6A, 7A, 11A | 5, 6A, 7A, 11A | 5, 6A, 7A, 11A | verb | seleccionar | to pick out from a group |
| self-select(ed) | 5, 6A, 7A | 5, 6A, 7A | 5, 6A, 7A | verb | seleccionado por uno mismo | to select something by or for oneself |
| self-sustained | 5 | 5 | 5 | adjective | autosostenido | able to continue without outside assistance |
| sequence(s) | 1B, 8C | 1B | | noun | secuencia | describes items or events in order or tells the steps to follow to do or make something |
| series | 1B, 2C, 11Dx | 1B | | noun | series | a number of things arranged in order and connected by being alike in some way |
| social | 1E | | | adjective | social | relating to interaction with other people |
| society | 6E | 6E | 6E | noun | sociedad | all of the people of the world |
| strategies | 11A | 11A | 11A | noun | estrategias | carefully developed plans or methods for achieving a goal |
| structural | 9B | | | adjective | estructural | relating to the way something is organized |
| structure(s) | 2, 6C, 9, 9D, 9E, 10B, 11Bi, 11C | 2, 6C, 9, 9C, 9D, 9E, 10B, 11Bi, 11C | 2, 6C, 9, 9C, 9D, 9E, 10B, 11Bi, 11C | noun | estructura | the manner in which something is built, arranged, or organized |
| structured | 11B | 11B | 11B | adjective | estructurado | arranged or organized in a particular way |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------|-----------------------------|---|
| summarize | | 7D | 7D | verb | resumir | to tell in or reduce to a short statement of the main points |
| support(ing) | 6F, 7C, 9Di, 9Dii | 6F, 7C, 9Di, 9Dii | 6F, 7C, 9Di, 9Dii | verb, adjective | apoyar, apoyado | to provide evidence for |
| sustain(ing, ed) | 1, 2, 3, 4, 5, 13 | 1, 2, 3, 4, 5, 13 | 1, 2, 3, 4, 5, 13 | verb | sostener | to keep up (e.g., self-sustained reading) |
| synthesize | 6H | 6H | 6H | verb | sintetizar | to combine elements and parts to form a coherent whole |
| tables | 9Dii | | | noun | tablas | an arrangement in rows or columns for reference |
| timeline | | | 9Dii | noun | línea de tiempo | a list of important events for successive years within a particular historical period |
| understanding | 6B, 6D, 6F, 6H, 6I, 7B, 9Dii, 13E | 6B, 6D, 6F, 6H, 6I, 7B, 9Dii, 13E | 6B, 6D, 6F, 6H, 6I, 7B, 9Dii, 13E | noun | comprensión | ability to get the meaning of and judge |
| unfamiliar | 3B | 3B | 3B | adjective | desconocido | lacking good knowledge of |
| variety | 7, 7A, 9B, 10, 13, 13C | 7, 7A, 7B, 10, 13, 13C | 7, 7A, 7B, 9B, 10, 13, 13C | noun | variedad | a number or collection of different things, especially of a particular class |
| verbal | | | 1A | adjective | verbal | of, relating to, or consisting of words |
| volume | 1C | 1C | 1C | noun | volumen | the degree of loudness of a sound |

SUBJECT SPECIFIC

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|--------------------|--------------------|-------------|-------------|----------------|-----------------------------|---|
| abbreviations | 2Aiii, 2Biii, 11Dx | | | noun | abreviaturas | shortened forms of a word or phrase |
| accent | 2Aiv | | | noun | énfasis | greater stress or force given to a syllable of a word in speaking |
| acronyms | | | 11Dix | noun | acrónimos | words formed from the first letter or letters of the words of a compound term |
| acts | 9C | 9C | 9C | noun | actos | main divisions of a play |
| adage | | | 3D | noun | adagio | an old familiar saying |
| adjectives | 11Div | 11Div | 11Div | noun | adjetivos | words that describe or modify a noun or pronoun |
| adverbs | 11Dv | 11Dv | 11Dv | noun | adverbios | words that modify a verb, adjective, or another adverb and that often show degree, manner, place, or time |
| affixes | 3C | 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 | | 10D | | noun | aliteración | the use of words that begin with the same sound near one another |
| alphabetize | 2C | | | verb | alfabetizar | to arrange in alphabetical order |
| anecdote | | 10G | 10G | noun | anécdota | a short story about something interesting or funny in a person's life |
| annotating | 6I, 7E | 6I, 7E | 6I, 7E | verb | anotar | adding notes or comments to (a text, book, drawing, etc.) |
| antonyms | 3D | | | noun | antónimos | words of opposite meaning |
| apostrophes | 11Dx | 11Dx | | noun | apóstrofes | marks used to show that letters are missing or to show ownership |
| argument | | 9Eii | 9Eii | noun | argumento | a reason for or against something |
| argumentative text | 9E, 12C | 9E, 12C | 9E | noun | texto argumentativo | text characterized by a coherent series of reasons or statements intended to support or establish a claim |
| assonance | | 10D | | noun | asonancia | the use of words that have the same or very similar vowel sounds near one another |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|----------------------|-----------------------------|-----------------------------------|-----------------------------------|-----------------|--|---|
| audience(s) | 9Eiii, 11A, 11E | 9Eiii, 11A, 11E | 9Eiii, 11A, 11E | noun | audiencia | the people who watch, read, or listen to something |
| author(s) | 10, 10A, 10B, 10C, 10D, 10F | 9Eii, 10, 10A, 10B, 10C, 10D, 10F | 9Eii, 10, 10A, 10B, 10C, 10D, 10F | noun, adjective | autor | the writer of a literary work, such as a book |
| author's purpose | 10, 10A, 10B | 10, 10A, 10B | 10, 10A, 10B | noun | propósito del autor | an author's reason for or intent in writing |
| background knowledge | 6I | 6I | 6I | noun | conocimiento de fondo | knowledge gained through study, experience, or instruction |
| base words | 2Avi, 2Bvii | 2Av, 2Bvi | 2Aiv, 2Bvi | noun | raíz de una palabra | free morphemes, usually of Anglo-Saxon origin, to which affixes can be added |
| bibliography | | 13G | 13G | noun | bibliografía | a list of materials (such as books or magazine articles) used in the preparation of a written work or mentioned in a text |
| brainstorming | 11A | 11A | 11A | verb | lluvia de ideas | to discuss a problem or issue and suggest solutions and ideas |
| capitalization | 11Dix | 11Dix | 11Dix | noun | uso de mayúsculas | the use of a capital letter in writing or printing |
| cause and effect | 9Diii | | | noun | causa y efecto | a type of organizational pattern in informational text with a relationship between events or things, where one is the result of the other or others |
| central idea | 9Di, 12B | 9Di, 12B | 9Di, 12B | noun | idea central | main topic of an informational text (i.e., its focus) |
| character(s) | 8B, 9C | 8B, 9C | 8B, 9C | noun | personaje | a person in a story or play |
| character tags | | 9C | 9C | noun | etiquetas de personaje | repetitive verbal devices used to identify a character in the mind of the reader |
| claim | 9E | 9E | 9E | noun | declaración | the main argument in an argumentative text |
| classical | 8, 9 | 8, 9 | 8, 9 | adjective | clásico | of a kind that has long been considered great |
| climax | | 8C | 8C | noun | clímax | the point of highest dramatic tension or a major turning point in the action (as of a play or narrative) |
| closed syllables | 2Aii, 2Bi | 2Aii, 2Bi | 2Aii, 2Bi | noun | sílabas cerradas (en el idioma inglés) | syllables with a short vowel followed by one or more consonants |
| collective nouns | | | 11Diii | noun | sustantivos colectivos | nouns such as <i>team</i> or <i>flock</i> that refer to a group of people or things |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|----------------------|---------------------|---------------------|-----------------|----------------|-----------------------------------|---|
| commas | 11Dx | 11Dx | 11Dx | noun | comas | punctuation marks used to show separation of words or word groups within a sentence |
| comparative | 11Div | 11Div | 11Div | 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 |
| compare and contrast | | 9Diii | | verb | comparar y contrastar | a type of organizational pattern in informational text in which the similarities and differences among two or more things are presented |
| complex sentences | | | 11Dviii, 11Dx | noun | oraciones compuestas subordinadas | sentences containing one or more dependent clauses in addition to the main clause |
| compound predicates | 11Dviii | 11Dviii | | noun | predicados compuestos | verb phrases with more than one main verb |
| compound sentences | 11Di, 11Dviii, 11Dx | 11Di, 11Dviii, 11Dx | 11Di, 11Dx | noun | oraciones compuestas coordinadas | a sentence containing two or more coordinate independent clauses, usually joined by one or more conjunctions, but no dependent clause |
| compound subjects | 11Dviii | 11Dviii | | noun | sujetos compuestos | phrases with more than one head noun in the subject |
| compound words | 2Aiii, 2Biii | | | noun | palabras compuestas | two smaller words put together to make a bigger word |
| conclusion | 11Bi | 11Bi | 11Bi | noun | conclusión | the last or closing part of a piece of writing |
| conflict(s) | 8C | | 8B | noun | conflicto | opposition of persons or forces that gives rise to the dramatic action in drama or fiction |
| conjunctions | 11D | 11D | 11D | noun | conjunciones | words or expressions that join sentences, clauses, phrases, or words |
| conjunctive adverb | | | 11Dv | noun | adverbio conjuntivo | an adverb that connects two independent clauses (e.g., <i>in addition, however, of course</i>) |
| consonant(s) | 2Avi, 2Bvii | 2Av, 2Bvi | 2Ai, 2Bii, 2Bvi | 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 | 3B | 3B | 3B | noun | contexto | the words that are used with a certain word or phrase in writing or speaking |
| contractions | 2Aiii, 2Biii, 11Dx | | 11Dix | noun | contracciones | short forms of a word or word group produced by leaving out a letter or letters |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|---------------------------|-----------------------|-----------------------|-----------------------|----------------|----------------------------------|--|
| conventions | 1C, 11D | 1C, 11D | 1C, 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 | 11Dviii | | noun | conjunciones coordinantes | conjunctions that connect two grammatical elements of identical construction |
| correspondence | 12D | 12D | 12D | noun | correspondencia | communication by means of letters or e-mail |
| craft | 10, 12, 12A, 12B, 12C | 10, 12, 12A, 12B, 12C | 10, 12, 12A, 12B, 12C | noun | arte de escribir | the writer's intentional use of figurative language, imagery, and detail to create an effect on the reader |
| cursive | 2D | 2C | 2C | noun | cursiva/manuscrita | a type of handwriting in which all the letters of a word are connected to each other |
| decode(ing) | 2A | 2A | 2A | verb/noun | descodificar/ descodificación | 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 | 11Dx | 11Dx | noun | diálogo | conversation in a written story or a play |
| digital resources | 3A | 3A | 3A | noun | recursos digitales | electronic or computer resource |
| digital texts | 9F | 9F | 9F | noun | texto digital | electronic versions of written texts |
| digraph | 2Aii, 2Bi | 2Aii, 2Bi | 2Aii, 2Bi | noun | dígrafo | two letters that represent one phoneme (sound) |
| diphthong | 2Aii, 2Bi | 2Aii, 2Bi | 2Aii, 2Bi | noun | diptongo | two vowel sounds joined in one syllable to form one speech sound |
| doubling | 2Avi, 2Bvii | 2Av, 2Bvi | 2Bvi | verb | repetir | to repeat the same letter twice consecutively |
| draft(s) | 11A, 11B, 11C, 11D | 11A, 11B, 11C, 11D | 11A, 11B, 11C, 11D | noun | borrador | a version of something written or drawn (such as an essay, document, or plan) that has or will have more than one version |
| drama | 9C | 9C | 9C | noun | obra de teatro | a piece of writing that tells a story and is performed on a stage |
| edit | 11D | 11D | 11D | verb | editar | to correct and get ready for publication |
| enunciation | 1C | 1C | 1C | noun | enunciación | pronunciation of words or parts of words |
| essays | 12C | 11Dix, 12C | 12C | noun | ensayos | short pieces of writing that tell a person's thoughts or opinions about a subject |
| events | 8C | 11Dix | | noun | eventos | something important or notable that happens |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|---------------------|------------------------------|------------------------------|------------------------------|----------------|--|--|
| fables | 9A | 9A | 9A | noun | fábulas | a story in which animals speak and act like people that is usually meant to teach a lesson |
| facts | 9Eii | 9Eii | 9Eii | noun | hechos | true pieces of information |
| fairy tales | 9A | 9A | 9A | noun | cuentos de hadas | simple children’s stories about magical creatures |
| falling action | | 8C | 8C | noun | parte de la historia posterior al climax y anterior al desenlace | the parts of a story after the climax and before the very end |
| fiction | | | 12A | noun | ficción | works of literature that are not true stories |
| figurative language | 10D | 9B, 10D | 9B, 10D | noun | lenguaje figurativo | language that expresses one thing in terms normally used for another (e.g., the foot of the mountain) |
| first person | 10E | 10E | 10E | adjective | primera persona | set of words or forms referring to the person speaking or writing them |
| fluency | 4 | 4 | 4 | noun | fluidez | the ability to read effortlessly and accurately with sufficient automaticity to support understanding |
| folktale | 9A | 9A | 9A | noun | cuentos populares | a traditional story made up and told orally among a people |
| fragments | | 11Di | 11Di | noun | fragmentos | incomplete sentences |
| freewriting | 7E, 11A | 7E, 11A | 7E, 11A | verb | escritura libre | automatic writing, especially done as a classroom exercise |
| future tense | 11Dii | | | noun | tiempo futuro | a verb tense that is used to refer to the future |
| genre(s) | 6C, 8, 9, 11A, 12A, 12B, 12C | 6C, 8, 9, 11A, 12A, 12B, 12C | 6C, 8, 9, 11A, 12A, 12B, 12C | noun | género | a category of artistic, musical, or literary composition characterized by a particular style, form, or content |
| geographical names | 11Dix | | | noun | nombres geográficos | proper nouns applied to natural, man-made, or cultural features on Earth |
| graphic features | 10C | 10C | 10C | noun | características gráficas | pictures and other images that accompany a text to enhance its meaning for the reader |
| high frequency | 2Avii, 11Dxi | 2Avi, 11Dxi | 2Av, 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 |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|-----------------------|-----------------|-------------|-------------|----------------|----------------------------------|--|
| homophones | 2Bii, 3D | 2Bii, 3D | | noun | homófonos | two or more words pronounced alike but different in meaning or origin or spelling |
| hyperbole | 10G | 10G | | noun | hipérbole | extravagant exaggeration |
| idioms | 3D | | | noun | modismos | expressions that cannot be understood from the meanings of their separate words but must be learned as a whole |
| imagery | 10D | 10D | 10D | noun | lenguaje descriptivo | language that causes someone to imagine pictures in their mind |
| indefinite pronouns | | | 11Dvii | noun | pronombres indefinidos | pronouns that do not specify the identity of their referents, such as <i>anything</i> and <i>somebody</i> |
| infer | 8A | 8A | 8A | verb | inferir | to arrive at a conclusion, a generalization, or prediction based on the examination of various details and pieces of information |
| inferences | 6F | 6F | 6F | noun | inferencias | acts of deriving logical conclusions from evidence and/or experience, whether directly stated or implied |
| informational text(s) | 7B, 9D, 12B | 9D, 12B | 9D, 12B | noun | textos informativos | nonfiction writing with the intention of informing the reader about a specific topic |
| initials | | | 11Dix | noun | iniciales | first letters, as in a word or a name |
| inset | | | 9Dii | noun | recuadro | a smaller thing that is inserted into a larger thing |
| introduction | 11Bi | 11Bi | 11Bi | noun | introducción | the part of a written work that leads up to and explains what will be found in the main part |
| irregular plurals | | 2Ai | | noun | sustantivos plurales irregulares | nouns that do not form their plural simply by adding the suffix <i>-s</i> or <i>-es</i> to the base |
| irregular verbs | | 11Dii | 11Dii | noun | verbos irregulares | a verb in which the past tense is not formed by adding the usual <i>-ed</i> ending |
| key ideas | 6G | 6G | 6G | noun | ideas claves | main ideas of a paragraph or section of text |
| legends | 9A | 9A | 9A | noun | leyendas | an old story that is widely believed but cannot be proved to be true |
| literary | 7B, 8, 10E, 12A | 8, 10E, 12A | 8, 10E, 12A | adjective | literario | of or relating to literature |
| literary devices | 10E | 10E | 10E | noun | recursos literarios | specific language techniques that convey meaning and bring clarity to a text |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|----------------------|-------------|-------------|-------------|----------------|-----------------------------|---|
| literary elements | 8 | 8 | 8 | noun | elementos literarios | aspects or characteristics of a literary text that are typical of most if not all literary texts (e.g., theme, setting) |
| literary texts | 8, 12A | 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 | 9A | 9A | 9A | noun | literatura | written works that are considered to be of high quality and to have lasting importance |
| major character | 8B | | | noun | personaje principal | an important role central to the story |
| mental images | 6D | 6D | 6D | noun | imágenes mentales | a picture of something not real or present that is produced by the memory or the imagination |
| metacognitive skills | 6 | 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 |
| metaphor | | 9B, 10D | 10D | noun | metáfora | a figure of speech comparing two unlike things |
| minor character | 8B | | | noun | personaje secundario | a less important role in a story |
| mode of delivery | 13H | 13H | 13H | noun | modo de presentación | how information is presented |
| morphology | 2 | 2 | 2 | noun | morfología | the study and description of how words are formed in language |
| multimodal | 9F, 13H | 9F, 13H | 9F, 13H | adjective | multimodal | referring to a variety of ways in which information is presented (e.g., visually, auditorially; as in multimodal texts or multimodal delivery) |
| multisyllabic | 2A, 2B | 2A, 2B | 2A, 2B | adjective | multisilábico | having more than one and usually more than three syllables |
| myths | 9A | 9A | 9A | noun | mitos | a story often describing the adventures of beings with more than human powers that attempts to explain mysterious events |
| narratives | 12A | 12A | 12A | noun | narrativas | texts having the form of a story |
| notetaking | 7E | 7E | 7E | verb | tomar notas | the act or process of taking notes as a strategy for interacting with various sources |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|---------------------------|-------------|-------------|-------------|----------------|--------------------------------------|--|
| nouns | 11Diii | 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 |
| objective | 11Dvii | | | adjective | objetivo | relating to pronouns that are the objects of verbs or prepositions (e.g., <i>him, her, us</i>) |
| onomatopoeia | 10D | | | noun | onomatopeya | the forming of a word in imitation of a natural sound (such as <i>buzz</i> or <i>hiss</i>) |
| open syllables | 2Aii, 2Bi | 2Aii, 2Bi | 2Aii, 2Bi | noun | sílaba abierta (en el idioma inglés) | a syllable with a long vowel at the end, spelled with one vowel letter |
| opinion | 9Eii, 12C | 1C, 12C | 12C | noun | opinión | a belief based on experience and on certain facts but not amounting to sure knowledge |
| opinion essays | | 12C | 12C | noun | ensayos de opinión | formal writing that requires your opinion on a topic and that must be stated clearly, giving various viewpoints supported by reasons and/or examples |
| organizational pattern(s) | 9Diii | 9Diii | 9Diii | noun | patrones organizacionales | structure in an informational text to build relationships among ideas and provide supporting details (e.g., cause and effect, chronological order) |
| orthographic | 11D | 2A, 11D | 11D | adjective | ortográfico | relating to spelling patterns and rules in a writing system |
| paraphrase(ing) | 7D, 13F | 7D, 13F | 7D, 13F | verb | parafrasear | to restate a phrase or sentence that uses different words to express the same idea |
| past tense | 11Dii | 11Dii | 11Dii | noun | tiempo pasado | a verb tense used to express an action or state having already taken place or existed |
| personal narratives | 12A | 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 as well as personal commentary and observations |
| personification | | 9B | | noun | personificación | figurative language in which nonhuman things or abstractions are represented as having human qualities or abilities |
| phonics | 2 | 2 | 2 | noun | fonética | reading and pronouncing words by learning the sounds of letters, letter groups, and syllables |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|------------------------|--------------|-------------|-------------|----------------|-------------------------------|--|
| phonological awareness | 2 | 2 | 2 | noun | conciencia fonológica | metalinguistic awareness of all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes |
| phrases | 11Dvi | 11Dvi | 11Dvi | noun | frases | a group of two or more words that express a single idea but do not form a complete sentence |
| plagiarism | 13F | 13F | 13F | noun | plagio | an act of copying the ideas or words of another person without giving credit to that person |
| plan | 11A | 11A | 11A | verb | plan | to organize ideas within a piece of writing prior to the drafting process |
| plot | 8C, 8D | 8C, 8D | 8C, 8D | noun | trama | the main events of a story, play, or similar literary work presented as an interrelated sequence |
| plural nouns | 11Diii | 11Diii | | noun | sustantivos plurales | words that indicate that there is more than one person, animal, place, thing, or idea |
| poems | 9B | | 9B | noun | poemas | pieces of writing often having figurative language and lines that have rhythm and sometimes rhyme |
| poetry | 12A | 12A | 12A | noun | poesía | pieces of writing often having figurative language and lines that have rhythm and sometimes rhyme |
| point of view | 10E | 10E | 10E | noun | punto de vista | the narrator's position in relation to a story being told or to another literary text (e.g., first person, third person) |
| possessive | 11Dvii, 11Dx | 11Dx | | adjective | posesivo | being or belonging to the case of a noun or pronoun that shows possession |
| predicate | 11D | 11D | | noun | predicado | the part of a sentence or clause that tells what is said about the subject |
| predictions | 6C | 6C | 6C | noun | predicciones | strategy of foretelling what will happen or might happen in a text during reading |
| prefixes | 2Av, 2Bvi | 2Aiv, 2Bv | 2Aiv, 2Bv | noun | prefijos | morphemes that precede a root or base word and that contribute to or modify the meaning of a word |
| prepositional phrases | 11Dvi | 11Dvi | 11Dvi | noun | frases preposicionales | a modifying phrase consisting of a preposition and its object |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|----------------------|-------------|-------------|-------------|----------------|-----------------------------|--|
| prepositions | 11Dvi | 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 | | | noun | tiempo presente | a verb tense that expresses action or state in the present time and is used to show what is true at the time of speaking or is always true |
| primary sources | 13D | 13D | 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 |
| problem and solution | 9Diii | | | noun | problema y solución | type of organizational pattern in informational text in which a dilemma or issue is presented and something that was, can be, or should be done to resolve it is presented |
| pronouns | 11Dvii | 11Dvii | 11Dvii | noun | pronombre | words used as substitutes for nouns |
| pronunciation | 3A | 3A, 9Dii | 3A | noun | pronunciación | act or way of saying a word or words |
| proper nouns | 11Diii | 11Diii | | noun | sustantivos propios | words or groups of words that are the name of a particular person, place, or thing and that usually begin with a capital letter |
| prosody | 4 | 4 | 4 | noun | prosodia | rhythmic aspect of language and speaking |
| publish | 11E | 11E | 11E | verb | publicar | to make available to the public, usually by printing, a book, magazine, newspaper, or other document |
| pun | | | 3D | noun | juego de palabras | form of joking in which a person uses a word in two senses |
| punctuation | 11Dx | 11Dx | 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. |
| quotation | | 11Dx | 11Dx | noun | cita exacta | material (as a sentence or passage from a book) that is repeated exactly by someone else |
| rate | 4 | 1C, 4 | 1B, 4 | noun | velocidad | speed at which a text is read (i.e., words per minute) |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|--------------------------------|----------------|---------------|--------------|----------------|---|---|
| <i>r</i> -controlled syllables | 2Aii, 2Bi | 2Aii, 2Bi | 2Aii, 2Bi | noun | sílabas cuyo sonido vocálico es controlado por la letra 'r' (en el idioma inglés) | syllable containing a vowel immediately followed by the consonant <i>r</i> , such that its pronunciation is affected or even dominated by the <i>r</i> |
| re-reading | 6I | 6I | 6I | verb | releer | comprehension-monitoring strategy that involves reading a text again to make sense of it |
| research | 2Avii, 13, 13B | 2Avi, 13, 13B | 2Av, 13, 13B | noun | investigación | careful study and investigation to discover and explain new knowledge |
| research plan | 13B | 13B | 13B | noun | plan de investigación | method for conducting an examination of a specific topic or interest area |
| resolution | 8C | 8C | 8C | noun | resolución | the solution to a problem |
| resources | 3A | 3A | 3A | noun | fuentes de información | sources of information or expertise |
| retell | 7D | 7D | 7D | verb | volver a contar | to tell (a story) again, especially in a different way |
| revise | 11C | 11C | 11C | verb | revisar | to make changes that correct or improve by adding, rearranging, and/or deleting ideas |
| rhyme scheme | 9B | | | noun | esquema de rima | arrangement of rhymes in a stanza or a poem |
| rising action | | 8C | 8C | noun | eventos en una historia anteriores al clímax | series of incidents in a story's plot leading up to the climax |
| roots | | 3C | 3C | noun | raíces | morphemes, usually of Latin origin in English, that cannot stand alone but that are used to form a family of words with related meanings |
| run-ons | | 11Di | 11Di | noun | oraciones compuestas sin conjunción o puntuación | sentences in which two or more clauses are not connected by the correct conjunction or punctuation |
| scenes | | 9C | 9C | noun | escenas | divisions of an act in a play |
| secondary sources | 13D | 13D | 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) |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|------------------|--------------------------|------------------------------|------------------------------|----------------|-----------------------------|--|
| setting | 8D, 9C | 8D, 9C | 8D, 9C | noun | contexto | background (such as time and place) of the action of a story, play, or other literary text |
| sidebar | | | 9Dii | noun | barra lateral | short news story, other text, or graphic accompanying and presenting sidelights of a major story |
| simile | 10D | 9B, 10D | 10D | noun | símil | a figure of speech in which two things that are essentially different are likened to each other, usually using the words <i>like</i> or <i>as</i> |
| singular nouns | 11Diii | 11Diii | | noun | sustantivos singulares | words that name one person, place, thing, or idea |
| sound device | 9B, 10D | 10D | 9B | noun | recursos literarios fónicos | aspect of poetry or literature that mimics sounds or uses repetition of sounds (e.g., onomatopoeia, assonance) |
| source materials | 13F | 13F | 13F | noun | materiales de información | publications from which information is obtained and used in research |
| source(s) | 7, 7A, 7E, 13C, 13D, 13F | 7, 7A, 7B, 7E, 13C, 13D, 13F | 7, 7A, 7B, 7E, 13C, 13D, 13F | noun | fuentes | someone or something that supplies information |
| speaking rate | 1C | 1C | 1C | noun | velocidad de habla | how fast or slow a person speaks |
| splices | | 11Di | 11Di | noun | uso incorrecto de comas | when a comma is incorrectly used between two independent clauses |
| stage direction | | 9C | 9C | noun | acotación | written instructions in a play telling an actor what to do |
| standard English | 11D | 11D | 11D | noun | inglés estandar | form of the English language widely accepted as the usual agreed-upon form |
| stereotyping | | | 10G | noun | estereotipos | rhetorical fallacy in which one classifies a person or group according to a common aspect that is oversimplified, rigidly applied, and often uncomplimentary |
| subject(s) | 11Di, 11Dviii | 11Di, 11Dviii | 11Di, 11Dvi | noun | sujeto | grammatical role of a noun phrase in a sentence (one of two necessary parts of a sentence, the other being the predicate) |
| subjective | 11D | | | adjective | subjetivo | relating to nouns, noun phrases, or pronouns that are the subjects of verbs |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|---------------------------|---|---|---|----------------|--------------------------------------|--|
| subject-verb agreement | 11Di | 11Di | 11Di, 11Div | noun | correspondencia entre sujeto y verbo | when the subject and verb in a clause agree in number (i.e., both are singular or both are plural) |
| subordinating conjunction | | | 11Dviii | noun | conjunción subordinada | a conjunction that joins a main clause and a clause that does not form a complete sentence by itself |
| suffix | 2Avi, 2Bvii | 2Av, 2Bvi | 2Aiv, 2Bvi | noun | sufijo | a morpheme added to a root or base word that often changes the word's part of speech and that modifies its meaning |
| superlative | 11Div | 11Div | 11Div | adjective | superlativo | being the form of an adjective or adverb that shows the greatest degree of comparison |
| syllabication | 3A | 3A | 3A | noun | silabeo | act, process, or method of forming or dividing words into syllables |
| syllable(s) | 2Aii, 2Aiv, 2Bi, 2Bv | 2Aii, 2Aiii, 2Bi, 2Biv | 2Aii, 2Aiii, 2Bi, 2Biv | 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 | sinónimos | words having the same or almost the same meaning as another word in the same language |
| table | 9Dii | | | noun | tabla | a systematic arrangement of data in rows or columns for reference |
| tall tale | 9A | 9A | 9A | noun | relato exagerado | a story with unbelievable elements, related as if it were true and factual |
| text(s) | 3D, 4, 5, 6, 6A, 6B, 6C, 6E, 7, 7A, 7B, 7C, 7D, 7G, 8, 9, 9D, 9E, 9F, 10, 10A, 10B, 11, 12, 12A, 12B, 12C, 13 | 4, 5, 6, 6A, 6B, 6C, 6E, 7, 7A, 7B, 7C, 7D, 7G, 8, 8A, 9, 9D, 9E, 9F, 10, 10A, 10B, 11, 12, 12A, 12B, 12C, 13 | 4, 5, 6, 6A, 6B, 6C, 6E, 7, 7A, 7B, 7C, 7D, 7G, 8, 8A, 9, 9D, 9E, 9F, 10, 10A, 10B, 11, 12, 12A, 12B, 12C, 13 | noun | texto | the main body of printed or written matter on a page |
| theme(s) | 8A | 8A | 8A | noun | tema | universal idea presented in a text that speaks to a common human experience |
| third person | 10E | 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 <i>he</i> and <i>they</i>) |
| timeline | | | 9Dii | noun | línea de tiempo | a list of important events for successive years within a particular historical period |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|-----------------|-------------------|-------------------|--------------------|----------------|---|--|
| titles | 11Dix | 11Dix | 11Dx | noun | título | the name given to something (such as a book, song, or job) to identify or describe it |
| topic | 1C, 11A, 12A, 13A | 8A, 11A, 12A, 13A | 8A, 11A, 12A, 13A | noun | tema | the subject of something that is being discussed or has been written or thought about |
| traditional | 8, 9 | 8, 9 | 8, 9 | adjective | tradicional | handed down from age to age |
| transitions | | 11Bi | 11Bi | noun | transición | language used to connect ideas or move from one idea to another in a text |
| VCe syllables | 2Aii, 2Bi | 2Aii, 2Bi | 2Aii, 2Bi | noun | tipo de sílaba en el idioma inglés con el patrón vocal-consonante-letra e | a syllable with a long vowel sound spelled with a vowel-consonant-silent e pattern |
| verb(s) | 11Di, 11Dii | 11Di, 11Dii | 11Di, 11Dii, 11Dvi | noun | verbo | word that expresses an act, occurrence, or state of being |
| verb tense | 11Dii | | | noun | tiempo verbal | a form of a verb that is used to show when an action happened |
| voice | 10F | 10F | 10F | noun | voz del autor | the author's style, the quality that makes his or her writing unique |
| vowel teams | 2Aii, 2Bi | 2Aii, 2Bi | 2Aii, 2Bi | noun | grupos de vocales | vowel sounds spelled with two letters; often, the first vowel is long and the second vowel is silent |
| word choice | 11C | 11C | 11C | noun | elección de palabra | the author's thoughtful use of precise vocabulary to fully convey meaning to the reader |
| word origin | | | 3A | noun | origen de la palabra | language a word originally came from |
| writing process | 11 | 11 | 11 | noun | proceso de escritura | steps taken to organize and produce a written work |

Math: Grades 3–5

GENERAL ACADEMIC

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|--------------|--------------|-------------|-------------|----------------|-----------------------------|---|
| accuracy | 4 | 4 | 3 | noun | exactitud | freedom from mistakes; being exact or correct |
| allocate | | 10D | | verb | distribuir/asignar | to divide and give out for a special reason or to particular people or things |
| allowance | | 10D | | noun | mesada | an amount of money given regularly for a specific purpose |
| analyze(ing) | 1B, 1F, 5, 6 | 1B, 1F, 6 | 1B, 1F | verb | analizar | to study carefully to understand the nature or meaning of |
| apply | 1A | 1A, 6C | 1A | verb | aplicar | to put a skill to use |
| arranged | 4D | | | verb | ordenar | put in order (e.g., largest to smallest) |
| attributes | 6A, 6B | 6 | 5, 8A | noun | atributo | a characteristic or property of an object, such as color, shape, or size |
| automaticity | 4F | | | noun | automaticidad | to generate an action spontaneously without an external stimulus |
| balance | | | 10E, 10F | verb | balanceado | to adjust (an account or budget) so that the amount of money available is more than or equal to the amount of money that has been spent |
| bills | 4C | | | noun | billetes | a piece of paper money |
| borrower | 9D | | | noun | solicitante de un préstamo | an individual who takes and uses something (money) with the promise of returning it |
| borrowing | 9D | 10E | | verb | pedir prestado | to take and use something (money) with the promise of returning it |
| brackets | | | 4E | noun | corchetes | pair of marks used to enclose letters or numbers; [] |
| budget | | | 10E, 10F | noun | presupuesto | a plan for using money |
| check | | | 10C | noun | cuenta | a slip of paper showing the amount due |
| charitable | 9F | | | adjective | caritativo | freely giving money or help to needy persons |
| coins | 4C | | | noun | monedas | a piece of metal put out by a government authority as money |
| combined | 4D | | | verb | combinar | united (put together) into a single number or expression |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|---------------------|---------------------------|--------------------|-------------|--------------------|--|---|
| compare | 2, 2D, 3H | 2, 2C, 2F, 3D, 10C | 2, 2B | verb | comparar | to look at two or more things to see how they are similar or different |
| concrete model | | 2E, 2F, 3B | 4G | noun | modelo concreto | a solid object used to display an example of an abstract concept |
| concrete object | 3A | | | noun | objeto concreto | a solid mass used as an example of an abstract concept |
| consecutive | 2C | | | adjective | consecutivo | following one another in order without gaps |
| corresponding | 3B, 4F | 2H | | verb, adjective | corresponder, correspondiente | directly related to something |
| credit | 9D, 9F | | | noun | crédito | money, goods, or services allowed to a person by a bank or business with the expectation of payment later |
| credit card | | | 10C | noun | tarjeta de crédito | a card authorizing purchases on credit |
| customary | 7 | 8, 8A, 8B | 7 | adjective | habitual | common or standard system of measurement |
| debit card | | | 10C | noun | tarjeta de débito | a card issued by a bank allowing the holder to transfer money electronically to another bank account when making a purchase |
| diagram | 1D, 3A, 5B | 1D, 5A | 1D | noun | diagrama | a drawing that explains or shows the parts of something |
| efficiency | 4 | 4 | 3 | noun | eficiencia | ability to do something or produce something without waste |
| electronic payments | | | 10C | noun | pago electrónico | payment for a good or service online |
| equivalent | 3F, 3G | 3C, 8B | | adjective | equivalente | alike or equal in number, value, or meaning |
| estimate | 4B | 4G | 3A | verb | estimar | to give or form a general idea about the value, size, or cost of something based on contextual information |
| estimation | 1C | 1C | 1C | noun | estimación | a guess or calculation about the cost, size, value, etc. of something |
| evaluating | 1B | 1B, 3F | 1B | verb | evaluar | to judge or calculate the quality, importance, amount, or value of something |
| expanded | 2A | 2B | 2A | adjective | expandida | writing a number to show the value of each digit |
| expense | | 10A | 10E | noun | gasto | something spent or required to be spent |
| explain | 1G, 3, 3C, 3G, 9A, 9D, 9E | 1G | 1G, 10B | verb | explicar | to make (something) clear or easy to understand |
| express | 6E | | | verb | expresar | to represent by a sign or symbol |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|-----------------------|---------------|-------------|-------------|-----------------|-------------------------------|---|
| figure(s) | 6, 6A, 6D, 6E | 6B, 6D | 5, 6A | noun | figura | a geometric form (e.g., line, triangle, sphere), especially when considered as a set of geometric elements (e.g., points) |
| financial | 9 | 10 | 10, 10D | adjective | financiero | relating to money or how money is managed |
| financial institution | | 10E | | noun | institución financiera | a company that deals with money (e.g., bank, savings and loan, credit union) |
| fixed expense(s) | | 10A | | noun | gastos fijos | an expense whose total amount does not change when there is an increase in an activity such as sales or production |
| formulating | 1B | 1B | 1B | verb | formular | to create, invent, or produce by careful thought and effort |
| generalization(s) | 6 | 6 | | noun | generalización | the act of forming conclusions from a small amount of information |
| gross income | | | 10B | noun | ingresos brutos | the amount of overall income before all allowable subtractions and income exempt from tax are taken |
| implication(s) | 1D | 1D | 1D | noun | implicación | the fact or state of being involved in or connected to a specific concept |
| income | 9A, 9F | | 10E | noun | ingreso | a gain, usually in money, that comes in from labor, business, or property |
| income tax | | | 10A | noun | impuestos sobre el ingreso | a tax on the income of a person or business |
| incorporates | 1B | 1B | 1B | verb | incorporar | to include something as part of something else |
| interest | 9D | | | noun | interés | the money paid by a borrower for the use of borrowed money |
| interval(s) | 7C | 8C | | noun | intervalo | a period of time between events |
| justify(ing) | 1B, 1G, 3H | 1B, 1G | 1B, 1G | verb, adjective | justificar | to prove or show to be just, right, or reasonable |
| lending | | 10E | | verb | prestar | to give (money) to someone who agrees to pay it back in the future |
| lender | 9D | | | noun | prestamista | any person or entity to which you owe money for services provided |
| locations | | | 8 | noun | ubicación | a place or position |
| net income | | | 10B | noun | ingreso neto | the amount of overall income remaining after all allowable subtractions and income exempt from tax are taken |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|---------------------|------------------------------------|------------------|----------------------------|-----------------|-----------------------------|--|
| notation | 2A | 2B | 2A | noun | notación | a system of marks, signs, figures, or characters that is used to represent information |
| objects | 1C, 2A, 3A, 3E, 3F, 3H, 4D, 4H, 4K | 1C, 3E | 1C, 3D, 3F, 3H, 3I, 3J, 4G | noun | objeto | a thing that you can see and touch |
| order(ed) | 2C, 2D, 4 | 2, 2C, 2F, 4, 6, | 2, 2B, 3 | verb, adjective | ordenar/ordenado | placing numbers in a particular way |
| parentheses | | | 4E | noun | paréntesis | a pair of marks used to enclose a word or group of words or to group mathematical terms to be dealt with as a unit |
| partition(ed, ing) | 3C, 3E, 4H | | | verb, adjective | dividir/dividido | to divide into separate shares, parts, or areas |
| payroll tax | | | 10A | noun | impuesto sobre el salario | money that is taken from a person's pay and given directly to the government as income tax |
| pictorial model(s) | 2A, 3A, 3E, 3F, 3H, 4K, 5A, 7C | 3B, 3E | 3D, 3F, 3H, 3I, 3J, 4G | adjective | pictórico | having or using pictures to represent a concept |
| precise | 1G | 1G | 1G | adjective | preciso | exactly stated or explained |
| proficiency | | | 3C | noun | dominio o competencia | well advanced in knowledge |
| profit | | 10B | | noun | ganancia | the gain after all the expenses are subtracted from the total amount received |
| property/properties | 6 | 6 | 5 | noun | propiedades | a quality or trait belonging and especially peculiar to an individual or thing |
| property tax | | | 10A | noun | impuesto sobre la propiedad | a tax collected on real or personal property |
| quantify | | | 6 | verb | cuantificar | to find or calculate the quantity or amount of something |
| quantity | 3C | 5A | 4B | noun | cantidad | an amount or number of something |
| reasonableness | 1B | 1B, 3F | 1B | adjective | razonabilidad | to display a fair and sensible determination |
| reason(ing, s) | 1D, 3H, 5 | 1D, 5 | 1D, 4 | noun | razonamiento | the process of thinking about something in a logical way to form a conclusion or judgment |
| recall | 4F, 4K | | | verb | recordar | to remember (something) from the past |
| recipient | 3E | | | noun | recipiente | someone who receives |
| record(ing, s) | 1E | 1E, 3B | 1E, 10D | verb | documentar | to keep information for the future by writing it |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|--------------------|---|--|---|----------------|-----------------------------|--|
| relative | 2C | 8A | | adjective | relativo | having a relation to or connection with another thing |
| represent(ed, ing) | 2, 2C, 2D, 3C, 3F, 3G, 4E, 5A, 5B, 5C, 5E, 7A, 8B | 2, 2B, 2C, 2E, 3, 3A, 3D, 3E, 3G, 4C, 4E, 5A, 5B, 8B, 9A | 2, 2A, 2B, 3D, 3F, 3H, 3I, 3J, 4B, 4H, 9A, 9B | verb | representar | to present an image or likeness of a concept |
| representation(s) | 1D, 1E | 1D, 1E, 3B | 1D, 1E | noun | representación | a sign, picture, or symbol of something |
| resources | 9, 9B | 10 | 10 | noun | recursos | a usable stock or supply (as in money or products) |
| sales tax | | | 10A | noun | impuesto a la venta | a tax on the sale of goods and services collected by a seller that is usually calculated as a percentage of the purchase price |
| saving | 9F | 10D | | verb | ahorrar | to put aside as a store or reserve |
| savings | | 10C | | noun | ahorros | the amount of money saved, especially in a bank over time |
| savings plan | 9E | | | noun | plan de ahorros | a system where money is put aside (as in a bank) on a regular basis |
| society | 1A | 1A | 1A | noun | sociedad | a community or group of people having common traditions, institutions, and interests |
| solve | 1C, 3E, 4, 4A, 4K, 5B, 7, 8, 8B | 1C, 3, 3E, 4, 4H, 5D, 7, 8, 8C, 9, 9B | 1C, 3, 3C, 3E, 3G, 3H, 3I, 4B, 4H, 7, 9, 9C | verb | resolver | to find an answer to a problem |
| solution(s) | 1B, 4B, 7C | 1B, 4G | 1B, 3A | noun | solución | an answer to a problem |
| strategy(ies) | 1B, 4, 4A, 4G, 4K, 7 | 1B, 4, 4D, 4F, 8 | 1B, 3, 3C, 3E, 3G, 7 | noun | estrategias | a careful plan or method |
| technique | 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 by technical means |
| understand(ing) | 1, 2 | 1, 2, 4B | 1, 2, 3E, 6 | verb | entender | to know why or how something happens or works |

SUBJECT SPECIFIC

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|----------------------|--------------------|-----------------------------------|----------------|----------------|-----------------------------|--|
| addition | 4A, 4B, 4E, 5A, 7C | 3E, 8C | 3A, 3H | noun | adición | the act or process of combining numbers into a single sum |
| additive | | | 4D | noun | aditiva | an object or sum produced by the process of addition |
| additive property | 6D | | | noun | propiedad aditiva | the area of the union of two or more nonoverlapping regions is the sum of the areas of each of the regions |
| adjacent | | 7E | | noun | adyacente | sharing a border, wall, or point |
| algebraic | 5 | 5 | 4 | adjective | algebraico | relating to, involving, or according to the laws of algebra |
| algorithm(s) | 4G | 4A, 4D, 4F | 3B, 3C, 3G | noun | algoritmo | set of steps that are followed in order to solve a mathematical problem |
| angle(s) | | 6A, 6C, 6D, 7, 7A, 7B, 7C, 7D, 7E | | noun | ángulo | the figure formed by two lines extending from the same point |
| area | 6C, 6D, 6E | 5C, 5D | 4H, 6B | noun | área | a measure of the two-dimensional space inside a closed two-dimensional figure or surface of a three-dimensional figure |
| area model(s) | 3G, 4E, 4K | 4C, 4E | 3D, 3F, 3I, 3J | noun | modelo de área | a visual representation of the multiplication and division of whole numbers, real numbers, and polynomials |
| array | 4D, 4E, 4K, 5B | 4C, 4E | | noun | matriz | a group of mathematical elements (e.g., numbers) arranged in rows and columns |
| associative property | 4G | 4D | | noun | propiedad asociativa | to be able to add or multiply regardless of how the numbers are grouped |
| axis | | | 8A | noun | ejes | a line of reference used to assign numbers to locations in a geometric plane |
| bar graph | 8A, 8B | | 9A, 9C | noun | gráfica de barras | a chart that uses parallel bars whose lengths are in proportion to the numbers represented |
| base | | | 6B | | base | a line or surface of a geometric figure upon which a perpendicular line is or is thought to be constructed |
| base-10 | 2B | | | noun | base 10 | a number system known as the decimal system; a place value system for whole and fractional numbers |
| capacity | 7D, 7E | | | noun | capacidad | the amount that can be held or produced by something |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|-------------------------|--------------------|-------------|---------------|----------------|-------------------------------|---|
| categorical data | 8B | | 9A | noun | datos de categorías | represents a characteristic of the population that can be used to classify individuals or objects into one and only one group |
| center | | 7A, 7B | | noun | centro | the middle point of a circle or a sphere equally distant from every point on the circumference or outer edge |
| circle | | 7A, 7B | | noun | círculo | a line that is curved so that its ends meet and every point on the line is the same distance from the center |
| commutative property | 4G | 4D | | noun | propiedad conmutativa | to add or multiply regardless of how the numbers within an equation are ordered |
| compatible | 4B | 4G | | adjective | compatible | pairs of numbers that are easy to add, subtract, multiply, or divide mentally |
| composite | 6D | | 4A | noun | compuesto | a number that can be made by multiplying other whole numbers |
| compose | 2A, 3D | | | verb | formar o escribir | to form a number by putting digits together |
| computations | 4 | 4 | 3 | noun | cálculo | the act or action of determining by use of mathematics |
| congruent | 6E | | | adjective | congruente | having the same size and shape |
| coordinate plane | | | 8, 8A, 8B, 8C | noun | plano coordinado | a two-dimensional plane formed by the intersection of the y-axis and the x-axis |
| cube(s) | 6A | | 4G, 6A, 6B | noun | cubo | a solid object having six equal square sides |
| decompose | 2A, 3D, 6D, 6E | 3B | | verb | descomponer | displaying, or showing, the place value of each digit in a number |
| degree(s) | | 7, 7B, 7C | | noun | grado | a unit for measuring the size of an angle |
| denominator(s) | 3A, 3B, 3E, 3F, 3H | 3B, 3D, 3E | 3H | noun | denominador | the number in a fraction that is below the line and that divides the number above the line |
| differences | | 3F, 4 | | noun | diferencia | the degree or amount by which things differ in quantity or measure |
| dimensions | | 5D | | noun | dimensión | the length, width, or height of something |
| distributive properties | 4G | 4D | | noun | propiedad distributiva | the process of distributing the value of a number with a set of given numbers within parentheses |
| dividend(s) | | 4F | 3C, 3F, 3G | noun | dividendo | a number that is being divided by another number |
| divisibility | 4I | | | noun | divisibilidad | able to be divided |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|--------------------|--|---|--------------------|-----------------|--|---|
| division | 4F, 4J, 4K, 5B, 5D, | 4H, 8C | 3A, 3J | noun | división | the mathematical process of finding out how many times one number is contained in another |
| divisor(s) | | 4F | 3C, 3F, 3G | noun | divisor | the number by which another number is being divided |
| dot plot | 8A, 8B | 9A, 9B | 9A, 9C | noun | gráfica de puntos | a chart consisting of data represented by dots |
| equal jumps | 4E | | | verb | movimientos equivalentes en una recta numérica | the action of counting the same amount from one number to another on a number line |
| equal(s) | 3A, 3B, 3C, 3D, 4E, 4H, 4K, 6E, 7C | 3E, 7 | | noun | equivalente | to be the same in number, amount, degree, rank, or quality as |
| equation(s) | 5A, 5B, 5D | 4C, 4E, 5, 5A | 4, 4B | noun | ecuaciones | a statement of the equality of two mathematical expressions |
| even | 4I | | | adjective | par | able to be exactly divided by two |
| expanded notation | 2A | 2B | 2A | noun | notación expandida | a number written to show the value of each digit |
| exponent | | | 4F | noun | exponente | a numeral written above and to the right of a number to show how many times the number is to be used as a factor |
| expression(s) | 5C | 5, 5B | 4, 4E, 4F | noun | expresión | a mathematical statement that includes symbols, numbers, or both |
| factor | 5D | | | noun | factor | any of the numbers that when multiplied together form a product |
| fluency | 4A | 4H | 3B | noun | fluidez | the ability to perform mathematical problems accurately and quickly |
| formulas | | 5C | 4G | noun | fórmula | a general fact or rule expressed in letters and symbols |
| formulating | 1B | 1B | 1B | verb | formular | to create, invent, or produce by careful thought and effort |
| fraction(s) | 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 6E, 7A | 2G, 3, 3A, 3B, 3C, 3D, 3E, 3F, 3G, 9A, 9B | 3H, 3I, 3J, 3L, 9A | noun, adjective | fracción | a number that results from dividing one whole number by another |
| frequency table(s) | 8A, 8B | 9A, 9B | 9A, 9C | noun | tabla de frecuencia | a chart consisting of how often specific data points repeat |
| geometric | 6, 6A | 6 | | adjective | geométrico | relating to geometry |
| geometry | 6, 7, 8 | | 5, 6, 7, 8 | noun | geometría | a branch of mathematics that deals with the measurement, properties, and relationships of points, lines, angles, surfaces, and solids |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|-------------------------|----------------------------------|-------------------------------|-------------------------------|--------------------|------------------------------------|---|
| graph(s) | 1D, 8A, 8B | 1D | 1D, 4C, 4D, 5, 8B, 8C, 9A, 9C | noun | gráfica | a diagram that by means of dots and lines shows a system of relationships between things |
| greater than | 3A, 3B, 3D | | | adjective | mayor que | having a larger number or amount than another amount |
| group(s) | 4D, 4E, 4H, 4K | | | noun | agrupaciones | a number of people or things that are together or in the same place |
| group(ing) | | | 4F | verb | agrupar | the act or process of combining people or things into groups |
| human capital/ labor | 9A | | | noun | capital humano/ mano de obra | a group of resources possessed by individuals and groups within a given population |
| hundredths | | 2B, 2E, 2F, 2G, 2H, 3G, 4A | 2C, 3D, 3E, 3F, 3G | noun, adjective | centésimo | one portion of 100 equal parts of something |
| input-output table | | 5B | 8C | noun | tabla de entradas y salidas | a detailed table that explains the process of making or growing something and the use of those products and the money earned in their development |
| length(s) | 6C, 7B | 8C | 6A, 6B | noun | largo | the distance from one end of something to the other end; a measurement of how long something is |
| less than | 3A, 3B, 3D | 7 | | adjective | menor que | smaller in amount or number |
| liquid volume(s) | 7D, 7E | 8C | | noun | volumen líquido (capacidad) | a measure of the amount of liquid a container can hold |
| manipulative(s) | 1C | 1C | 1C | noun | manipulativo | tools to used physically apply addition, subtraction, multiplication, and division concepts |
| mental math | 1C, 4G | 1C, 4D | 1C | noun | matemática mental | calculations done in the mind |
| metric | 7 | 8, 8A, 8B | 7 | adjective | métrico | a standard of measurement |
| more than | | 3B | | adjective | más que | to a greater degree or amount |
| multiples | 2C | | | noun | múltiplo | the number found by multiplying one number by another |
| non-overlapping | 6D | 7E | | adjective | no superpuesto | placed so that part of one object does not cover a part of another |
| number line(s) | 2C, 3A, 3B, 3F, 3G, 4E, 5A, 7 | 2H, 3E, 3G | 8A | noun | recta numérica | a line in which points are matched to numbers |
| number sense | 1C | 1C | 1C | noun | sentido numérico | an understanding of numbers and number relationships, including symbolic representations such as number sentences |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|-------------------------------|-----------------|----------------------|------------------|----------------|-----------------------------|--|
| numerator(s) | 3D, 3H | 3D | | noun | numerador | the part of a fraction that is above the line and signifies the number to be divided by the denominator |
| numerical pattern/ expression | | 5B | 4C, 4D, 4E, 4F | noun | patrones numéricos | a pattern involving numbers or a number system |
| obtuse | | 6C | | adjective | obtuso | when an angle is greater than 90 degrees but less than 180 degrees |
| odd | 4I | | | noun | impar | an amount not capable of being divided by two without leaving a remainder |
| operations | 2, 3, 4, 4A, 4K | 2, 3, 3E, 4, 4B, 5A, | 2, 3, 3E, 3H, 4B | noun | operaciones | a process (as addition or multiplication) of getting one mathematical expression from others according to a rule |
| ordered pairs | | | 8A, 8B, 8C | noun | par ordenado | a pair of numbers used to locate a point on a coordinate plane |
| origin | | | 8A | noun | origen | the intersection of the x-axis and the y-axis on a coordinate plane; (0,0) |
| overlap(s) | | | 6A | noun | superposición | the amount by which two things cover the same area |
| parallel | | 6A, 6D | 8A | adjective | paralelo | lying or moving in the same direction but always the same distance apart |
| parallelogram | 6B | | | noun | paralelograma | a quadrilateral with opposite sides parallel and equal |
| partial products | 4G | 4D | | noun | productos parciales | a product obtained by multiplying an identified number by one digit of a multiplier that has more than one digit |
| pattern(s) | 5 | 5B | 4C, 4D, 8C | noun | patrones | an ordered set of numbers, shapes, or other mathematical objects arranged according to a rule |
| perimeter | 7B | 5C, 5D | 4H | noun | perímetro | the length of the boundary of a figure |
| perpendicular | | 6A, 6D | 8A | adjective | perpendicular | being at right angles to a line or surface |
| pictograph | 8A, 8B | | | noun | pictografía | a diagram showing information by means of pictures |
| place value | 2, 2B, 4A | 2, 2D, 4B | 2 | noun | valor posicional | the value of the location of a digit in a number |
| plan | 1B | 1B | 1B | noun | plan | a set of actions that have been thought of as a way to do or achieve something |
| plane | | | 8A, 8B, 8C | noun | plano | a surface in which if any two points are chosen a straight line joining them lies completely in that surface |
| point | 3B, 3G | 2H, 6A | 8A | noun | punto | a geometric element that has a position but no dimensions and is pictured as a small dot |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|--------------------------|---|---|---|----------------|--------------------------------------|--|
| polygon | 7B | | | noun | polígono | a closed flat shape having three or more straight lines |
| prime numbers | | | 4A | noun | números primos | a number (e.g., 2, 3, 5) that results in a whole number from division only when it is divided by itself or by 1 |
| prism | 6A | | 4G, 6B | noun | prisma | a solid formed by flat sides with two flat geometric faces lying in parallel planes and with the other faces four-sided with parallel and equal opposite sides |
| problem(s) | 1A, 1C, 3E, 3H, 4, 4A, 4B, 4K, 5A, 5B, 6C, 7, 7B, 7C, 8, 8B | 1A, 1C, 3, 4, 4H, 5A, 5B, 5D, 7, 8, 8C, 9, 9B | 1A, 1C, 3, 3A, 4B, 4H, 6B, 7, 7C, 9, 9C | noun | problemas | a question or equation to be answered or solved |
| problem-solving | 1B | 1B | 1B | noun | modelo para la solución de problemas | a plan to answer or solve a question or equation |
| process(es) | 1, 1B, 2, 3, 4, 5, 6, 7, 8, 9 | 1, 1B, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 1, 1B, 2, 3, 4, 5, 6, 7, 8, 8B, 9, 10 | noun | proceso | a series of actions, motions, or operations leading to some result |
| product(s) | 4G, 5D | 4B, 4C, 4D | 3D, 3E | noun | producto | the number resulting from multiplying two or more numbers |
| property tax | | | 10A | noun | impuesto sobre la propiedad | a tax collected on real or personal property |
| properties of operations | 4A, 4G, 4K | 3E, 4B, 4D | 3E, 3H | noun | propiedades de operaciones | mathematical properties that involve addition (e.g., commutative, associative, additive identity, distributive properties) |
| protractor | | 7C | | noun | transportador | an instrument used for drawing and measuring angles |
| quadrant | | | 8B, 8C | noun | cuadrante | one part of something that is evenly divided into four parts |
| quadrilateral | 6B | | | noun | cuadrilátero | a polygon that has four sides |
| quotient(s) | 4J | 4E | 3C, 3F | noun | cociente | the number obtained by dividing one number by another |
| rational number(s) | | | 2, 3, 3K | noun | número racionales | a number that can be represented as the ratio of two whole numbers |
| rectangle(s) | 6B, 6C, 6D | 5C, 5D | | noun | rectángulo | a quadrilateral with opposite sides equal in length, two pairs of parallel lines, and four right angles |
| rectangular | 6A | | 4G, 6B | adjective | rectangular | an object with physical attributes of a rectangle |
| remainder(s) | | 4H | | noun | resto | the number that is left over when one number does not divide evenly into another number |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|--------------------|----------------------|--------------------|-------------------|----------------|--|---|
| repeated addition | 4E | | | noun | suma o adición repetida | the process of adding equal groups together |
| rhombuses | 6B | | | noun | rombo | a quadrilateral with opposite sides parallel and all sides equal in length |
| round | 2C, 4B | 2D, 4G | 2C | verb | redondear | to calculate nearly correct or exact |
| scaled intervals | 8A, 8B | | | noun | escalas de intervalo | the space between each value on the scale of a bar graph |
| scarcity | 9B | | | noun | escasez | a very small supply; the condition of being scarce |
| simplify | | | 4F | verb | simplificar | to make simple or reduce |
| skip counting | 4E | | | verb | contar de dos en dos, tres en tres, etc. | counting while skipping a number or numbers |
| spending | 9C, 9F | 10D | | verb | gastar | to use money to pay for something |
| stem-and-leaf plot | | 9A, 9B | 9A, 9C | noun | diagrama de tallo y hojas | a special table where each data value is split into a “stem” (the first digit or digits) and a “leaf” (usually the last digit) |
| strip diagrams | 3A, 5B | 5A | | noun | diagramas de tiras | a rectangular model used to show numerical relationships |
| subtraction | 4A, 4B, 5A, 7C | 3E, 8C | 3A, 3H | noun | resta/sustracción | the act or process of taking away one amount from another |
| sum(s) | 2A, 3D | 3A, 3B, 3F, 4 | | noun | suma | the result obtained by adding amounts |
| symbol | 1D, 2D, 3H | 1D, 2C, 3D | 1D, 2B | noun | símbolo | a letter, character, or sign used instead of a word to represent a quantity, position, relationship, direction, or something to be done |
| symbolic | | 3B | | adjective | simbólico | using symbols to express an idea without using words |
| symmetry | | 6B | | noun | simetría | the quality of something that has two sides or halves that are the same or very close in size, shape, and position |
| tenth(s) | | 2A, 2E, 2G, 2H, 3G | 2C | noun | décimo | 1 of 10 equal parts |
| three-dimensional | 6A | | 6A | adjective | tridimensional | having all three dimensions (length, width, and height) |
| trapezoid | 6B | | | noun | trapezoide | a quadrilateral having only two sides that are parallel |
| two-dimensional | 6, 6A, 6E | 6B, 6D | 5 | adjective | bidimensional | having the two dimensions of length and width |
| unit squares | 6C | | | noun | unidades cuadradas | a square with sides measuring one unit |
| unit(s) | 3, 3C, 6C, 6E, 7, 7E | 7B, 8, 8A, 8B | 3J, 3L, 6A, 6B, 7 | noun | unidad | a standard amount of length, time, money, etc. that is used as a standard for counting or measuring |

| Word | G3 Standard | G4 Standard | G5 Standard | Part of Speech | Cognate (bold)/ Translation | Definition |
|-------------------|------------------------------|--|--------------------------------|----------------|-----------------------------|--|
| variable expenses | | 10A | | noun | gastos variables | costs that change depending on how much you use a product or service |
| vertex | | 7A, 7B | | noun | vértice | a point at which two edges intersect on a polygon |
| volume | 7D, 7E | 8C | 4G, 4H, 6, 6A, 6B | noun | volumen | the amount of space measured in a three-dimensional figure, or the measure of how much space an object takes |
| weight | 7D, 7E | | | noun | peso | a measurement that indicates how heavy a person or thing is |
| whole number(s) | 2, 2C, 2D, 3C, 4, 5A, 5D, 6C | 2, 2B, 2C, 2D, 3A, 4, 4A, 4E, 4G, 5A, 5D, 7A, 7B, 7C, 9A, 9B | 3E, 3F, 3G, 3I, 3J, 3L, 4B, 6B | noun | números enteros | a positive number, including zero, that does not include any fractional or decimal parts |
| zero | 3A, 3B, 3D, 7A | 3G | 8A | noun | cero | the absence of size or amount |

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