



Support

Grade 5
Academic
Vocabulary

What is Academic Vocabulary?

Academic Vocabulary includes the words, phrases, and language structures that are used in learning. It includes the formal language that is used in education, whether orally, in textbooks, and in assessments.

Academic Vocabulary is distinct from the informal language that is used at home, on the playground, and in daily conversation. Slang and colloquialisms are not part of academic vocabulary. Students may be quite adept with the English language in the informal register long before the academic register is developed. It takes specific instruction to build academic vocabulary.

Teaching Academic Vocabulary

There are three methods of teaching academic vocabulary, and all three are necessary for vocabulary development. **Explicit instruction of words, explicit instruction of word-learning strategies, and indirect instruction of vocabulary** are all essential to developing academic vocabulary.

In explicit instruction of words, teachers select terms that are taught using definitions, examples, and proper usage. These terms may be content-specific (e.g., addend, subtrahend) or conceptual (e.g., summarize, explain). This instruction includes using the terms in context and multiple exposures to cement the learning. If word banks or vocabulary notebooks are used, these are the terms that are included with definitions, usage, and non-linguistic representations to help the learner remember the term and its meaning and usage.

In explicit instruction of word-learning strategies, teachers introduce, model, and prompt for the use of strategies that are used when a student comes to an unknown word. Context clues, word parts, cognates, text features, and related words are used to help the student attach meaning to the unknown word. Students must practice using the strategies across the curriculum whenever they are presented with unknown words. For the English Learner, special attention must be given to helping him determine which are the important words. Names and poetic or flowery description can be difficult to navigate, but may not be essential for comprehension of the big ideas being presented.

In indirect instruction of vocabulary, students are exposed to language through discussion, reading, being read to, multimedia resources, and education-related experiences. This is a very natural way to learn language, but it also varies widely depending on the language experience of the student.

Reinforcing Academic Vocabulary Instruction

Students should record terms that are taught directly. The record of the terms should be in a format that the student can easily access and understand. The vocabulary may be collected in a notebook, on note cards, in word banks, or other collections, but they must have meaning for the student. If each student has an individual record of the terms, leave room for new information. Students should add new concepts, deeper meaning, graphics, or new usages to the record as the vocabulary develops.

When a term is revisited or a new or deeper meaning is explored, the students should be prompted to record the new learning. Students may also use graphic organizers to help them see the connections between related terms. This is especially helpful when studying a topic with many academic vocabulary terms. **The Standards Plus EL Portal has many graphic organizers that can be used.** Each graphic organizer is presented in a blank format and a completed format as an example of how it may be used:

- Concept web
- Concept tree
- Venn diagram
- Organized List
- Idea hand

Games are an engaging way to revisit vocabulary, and a few simple games can be used all year with different sets of vocabulary. Vocabulary Bingo can be set up so that the students listen for vocabulary terms or their definitions. The bingo cards may have a different term written in each square, or they may have a different definition in each square. The teacher can call the definition of the term, and the students must mark the matching term, or the teacher may call the term itself, and the students must mark the definition that goes with the term. **Examples of these two types of bingo games are found in the Standards Plus EL Portal .** Charades or picture charades work well for terms that can be acted out or drawn. Crossword puzzles and rebuses are great for review, too.

Reinforcing Academic Vocabulary Instruction

In the spirit of competition, students can compete for class, table, or personal “points” for finding or using academic vocabulary. For example, a student may come in from the playground and say, “Wow! A lot happened at lunch today. Let me **summarize** what happened...” If summarize is a term that the class is studying, the class, that student’s table group, or the student could earn a “point” for correct usage of an academic vocabulary term. Students may also earn points for finding academic vocabulary terms in reading material, hearing academic vocabulary terms that others use, or using them in their writing.

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Language Arts - Academic Vocabulary

A

Act: Large portions of the play.

Adage: A statement or saying that expresses something that is generally understood as the truth.

Affix: A word part that is added to the beginning or end of a root; a letter or letters added to a root or base word.

Antonym: A word that has an opposite meaning.

Article: a, an, the.

C

Cast of Characters: A list of the characters in a play.

Cause and Effect: One act or event that leads to something else happening; a relationship in which one thing causes another to happen.

Chapter: A section of a book.

Characters: People in a story.

Chronological: When the ideas or information are presented in time order.

Clause: A group of words that has a subject and a verb.

Compare/Contrast: Identifying the similarities and differences between two or more people, places, things, or ideas.

Comparison: A relationship in which two different things are analyzed to determine similarities and differences; how things are alike and how they are different.

Concluding Sentence – Opinion: The final sentence that restates the topic and ties together the reason the author holds his/her opinion.

Conclusion – Informative/Explanatory: The final sentence or paragraph that restates the topic and lets the reader know that the text is complete.

Conclusion: How the story ends; the closing of a written text that ties all of the ideas together.

Conflict: A problem the characters must solve.

Conjunction: A word that joins clauses.

Context: The words and ideas around unfamiliar words.

Context Clues: Words before or after an unfamiliar word that give clues about its meaning.

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Language Arts - Academic Vocabulary

Coordinating Conjunctions: for, and, nor, but, or, yet, so.

Correlative Conjunction: Conjunctions that connect information: neither/nor, either/or, not only/but also, both/and, not/but.

D

Detail: Information that describes or explains an idea in text; information that further explains a reason; information that supports the main idea.

Dialogue: What the characters say.

Direct Address: When a speaker or writer directly addresses a character or person and calls him or her by name.

Drama: A play or story.

E

Events: Things that happen to the characters; the action or what happens in a story.

F

Fact: True information.

Firsthand Account: Told by someone who was there; uses the pronoun I.

First Person: Point of view that uses I and we.

Functional Documents: Documents we use in our daily lives.

Future Perfect Tense: A verb tense in which the action will have occurred before another event in the future.

Future Tense: A verb tense in which the action has not yet happened.

H

Homograph: A word with the same spelling but a different meaning than another word.

Homophones: words that sound alike, but have different meanings and may be spelled differently.

Hyperbole: A figure of speech in which something is greatly exaggerated.

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Language Arts - Academic Vocabulary

I

Idiom: An expression that has a meaning other than what the words literally mean.

Inference: A conclusion you reach based on what you read.

Informational Text: Text that informs, explains, or teaches about a topic.

Informative/Explanatory Text: Text written to inform the reader or explain a topic.

Interjection: A word used to show some sort of emotion.

Introductory element of a sentence (introductory clause): A word or a phrase that introduces a sentence. The introductory element can be as short as one word or have many words.

M

Main Idea: The central point of a passage or text.

Metaphor: A figure of speech that compares two unlike things to show a similarity; a direct comparison of two different things.

N

Narrative Writing: Text written to entertain or relate events.

Narrator: The person telling the story.

O

Opinion: How you feel about a topic.

P

Past Perfect Tense: A verb tense in which the action occurred before another event in the past.

Past Tense: A verb tense in which the action has already happened.

Perfect Verb Tense: A verb tense in which the action has already occurred.

Personification: Assigning qualities of a human to something that is not human; a figure of speech in which inanimate objects or animals are given human qualities.

Phrase: A group of words that does not have a subject and a verb.

Plot: How the characters, events, and setting interact in telling the story.

Poetry: Literature written in lines of verse.

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Language Arts - Academic Vocabulary

Point of View: An attitude, opinion, or judgment. The perspective from which a story is told; outlook or attitude of the reader or writer.

Precise Language: Specific words used to help the reader picture what he/she reads.

Preposition: Words that link nouns and pronouns to other words; tell where, how, or when something occurred.

Prepositional Phrase: A phrase that begins with a preposition and usually tells when or where something happened; a group of words that begins with a preposition.

Present Perfect Tense: A verb tense in which the action has occurred before this moment in time.

Present Tense: A verb tense in which the action is occurring now.

Problem/Solution: A structure that identifies a problem and suggests a way to solve it.

Prompt: A writing situation that is defined for the writer; a scenario that describes a writing task.

Proverb: A simple saying that is understood to be the truth or that gives advice.

Q

Quotation: the exact words that are spoken or written.

Quote: The exact words that someone says or writes.

R

Reason: Evidence the writer uses to support his/her opinion.

Root: A word or word part before an affix is added.

Root or Base Word: a word that has meaning and does not include an affix.

S

Scenes: A shorter piece of the play; scenes combine to make an Act.

Secondhand Account: Told by someone who was not there; uses pronouns he, they, and she.

Setting: Where the play takes place; where a story takes place.

Simile: A figure of speech that compares two things using like or as; a comparison of two unlike things using the words like or as.

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Language Arts - Academic Vocabulary

Specific Vocabulary: Words used that are specific to the topic.

Stage Directions: How the characters move and speak (walk, run, fight).

Stanza: Section of a poem; lines of poetry.

Suffix: a word part that is added after a base or root word that changes the meaning of the word.

Synonym: A word that has a similar meaning.

T

Tag Question: A question added to the end of a sentence.

Theme: The central idea of a story.

Third Person: Point of view that uses he, she, and they.

Title: The name of a work of art or writing; a word or abbreviation added to a person's name that tells about who he or she is, e.g., Dr., Mrs., etc.

Topic Sentence – Informative/Explanatory: The sentence that introduces the topic.

Topic Sentence – Opinion: The sentence that introduces the writer's opinion.

Transitional Words and Phrases: Words and phrases that connect ideas in a written text and help the writing to flow (e.g., because, also, therefore, another, for example).

V

Verb Shift: A verb tense that shifts to another tense within a sentence or paragraph.

Verse: Lines of poetry.

W

Word Choice: Choosing words to fit a character or situation.

Writing Topic: The subject of a written text.

Grade 5

Mathematics - Academic Vocabulary

A

Acute angle: An angle that measures less than 90° .

Angle: A shape formed when two rays are joined at a common endpoint or vertex.

Area: The number of square units within a figure.

B

Base number: A number to which an exponent is added. The base number is the number being multiplied.

Braces: A grouping symbol used when there a set within another set which is in a third set of information to be separated from the rest. $\{ \}$ Braces contain brackets and parentheses: $\{5[8-(9+2)]\}$. Solve first for the parentheses and then for the brackets.

Brackets: A grouping symbol used when there is one set with another set of information to be separated from the rest. $[]$ Brackets contain parentheses: $[(4+2) -3]$. The section in parentheses is solved first.

C

Category: A group that has similar attributes.

Classify: To sort by attribute.

Common: The same (e.g., common denominator means having the same denominator.)

Compare: To indicate if one value is greater than, equal to, or less than another.

Compose: To put together; to put numbers together.

Conversion factor: The number of smaller units it takes to make one of the larger units of measure.

Convert: To create an equivalent fraction by multiplying or dividing to change the denominator; to multiply or divide by the conversion factor to use smaller or larger units of measure within the same system.

Coordinate plane: a grid formed by the intersection of a horizontal number line (x-axis) and a vertical number line (y-axis).

Customary system: The units of measure used in the United States, including feet, inches, gallons, pints, pounds, and ounces.

Grade 5 Mathematics - Academic Vocabulary

D

Decimal point: The symbol (.) used in standard form to mark the place between whole numbers and decimals or fractional numbers.

Decompose: To break numbers apart; to break into smaller parts.

Denominator: The bottom number in a fraction.

Digit: The numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 that are used to write numbers in standard form.

Distance: The linear length traveled or measured.

Distributive property: A number can be decomposed and its parts multiplied and result in the same product if the number is not decomposed.

Dividend: The number being divided.

Divisor: The number by which the dividend is being divided.

E

Edge: The line at which two planes meet in a solid figure.

Endpoint: Numbers that are placed on a number line.

Equilateral triangle: A triangle with three equal sides.

Equivalent: Having the same value; the same size; equaling the same size.

Estimate: To determine an approximation using rounding or the closest number that can be computed using mental math.

Evaluate: To solve an expression.

Expanded form: A number written to show the place value of each digit.

Exponent: A small number written to the right and above a base number that shows the number of times the base number is multiplied by itself. $3^4 = 3 \times 3 \times 3 \times 3$

F

Factor: A number being multiplied in a multiplication equation; a number that is multiplied.

Fraction: Part of the whole or part of a group.

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Mathematics - Academic Vocabulary

G

Graph: To plot points on the coordinate plane.

H

Hierarchy: Sorted by rank of subcategories.

I

Interval: Equal distances from one number to another; used with number lines.

Isosceles triangle: A triangle with two equal sides.

K

Key words: Words that indicate an operation or what to do to solve an equation or evaluate an expression.

Kite: A quadrilateral with two sets of adjacent sides that are equal length.

L

Line: A straight line that goes on indefinitely in opposite directions.

Line plot: Data displayed on a number line.

Liquid volume: The amount of liquid measured.

M

Mass: The weight of an object.

Mean: Average, add the value of all the data pieces and divide by the number of pieces in the data set.

Measures of central tendency: Single values or amounts that best describe a data set by a central measurement.

Median: The middle piece of data in a data set. If there is an even number of pieces of data, add the two middle pieces together and divide by two to determine the median.

Metric system: Units of measure in which each unit is smaller or larger by a factor of ten, including meter, centimeter, liter, milliliter, grams, and kilograms.

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Mathematics - Academic Vocabulary

Mixed Number: A number composed of a whole number and a fraction.

Mode: The piece of data that occurs most often in a data set.

N

Numerator: The top number in a fraction.

Numeric Expression: A number sentence that does not include an equal sign.

O

Obtuse angle: An angle that measures more than 90° .

Ordered pairs: Corresponding numbers in a table that are used to locate a point on a coordinate plane.

Origin: The point at which the x-axis and the y-axis intersect $(0, 0)$.

P

Parallelogram: A quadrilateral with two pairs of parallel sides.

Parentheses: A grouping symbol used when there is just one set of information to be separated from the rest. $()$ Parentheses are solved first.

Partial product: The product of one place value within a multi-digit multiplication problem.

Partial quotient: The quotient of one place value within a multi-digit division problem.

Pattern: A sequence or order of numbers or objects that repeat or grow.

Pattern rule: The relationship between each term in the pattern.

Place value: The value of a digit in a number.

Point: A precise location or space, usually represented by a dot.

Power of ten: A number in which there is an exponent and the base number is ten.

Product: The solution in a multiplication equation.

Q

Quadrilateral: A four-sided polygon.

Quotient: The solution in a division equation.

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Mathematics - Academic Vocabulary

R

Reciprocal: To exchange the numerator and denominator. The reciprocal of $\frac{2}{5}$ is $\frac{5}{2}$.

Rectangle: A parallelogram with four right angles.

Regroup: To group a ten in a specific place value in the place value that is one higher or one lower than the original number, e.g., 12 tens can be regrouped as 1 hundred and 2 tens.

Rhombus: A quadrilateral with four equal sides.

Right angle: An angle that measures exactly 90° .

Right triangle: A triangle with a right angle.

Round: To find the closest place value to which a number is located.

S

Scale: The measurement units used to determine perimeter, area, or volume.

Scalene triangle: A triangle with no equal sides.

Scaling: When one number stretches or shrinks a quantity by another quantity.

Square: A rhombus with four right angles.

Standard form: A number written using base-ten numerals.

Standard unit: The unit to which all other units in a system relate.

Story context: A word problem.

Sub-category: A group that has more specific attributes and fits into a larger category.

T

Term: A number or object in a pattern.

Tiling: Using square units to cover a plane figure to determine its area.

Trapezoid: A quadrilateral with exactly two parallel sides.

Triangle: A three-sided polygon.

Grade 5 Mathematics - Academic Vocabulary

U

Unit fraction: A fraction that represents one part of the whole. A unit fraction has 1 as its numerator.

Unlike: Different (e.g., unlike fractions have different denominators.)

V

Visual fraction model: A model, diagram, or drawing that shows fractional parts.

Volume: The measure of cubic units needed to fill a solid or three-dimensional figure.

W

Written form: A number written using words rather than numerals.

X

x-axis: The horizontal number line at the starting position (0,___) on the coordinate plane.

Y

y-axis: The vertical number line at the starting position (___,0) on the coordinate plane.