



3rd Grade Building Academic Vocabulary

Compiled by The Office of Education and Learning, Genesee Intermediate
School District, February 2010



ACADEMIC VOCABULARY

Dear Educators,

In response to the Genesee County Superintendents' inquiry about modifying current efforts toward raising student achievement, the Genesee Intermediate School District (GISD) Office of Education and Learning is implementing the Building Academic Vocabulary Project.

This project is based on research by Dr. Robert Marzano (2005) and described in depth in his book *Building Academic Vocabulary*. In his book he says,

Teaching specific terms in a specific way is probably the strongest action a teacher can take to ensure that students have the academic background knowledge they need to understand the content they will encounter in school. When all the teachers in a school focus on the same academic vocabulary and teach it in the same way, the school has a powerful comprehensive approach. When all the teachers in a district embrace and use the approach, it becomes even more powerful.

Through his research, Marzano found that “one of the most crucial services that teachers can provide, particularly for students who do not come from academically advantaged backgrounds, is systematic instruction in important academic terms”. He developed a systematic, six step process for teaching vocabulary.

In *Building Academic Vocabulary* a list of 7,923 terms across 11 subject areas are offered as a starting point. This was one of two primary resources used in compiling the list of academic vocabulary for each grade level. The second primary resource was the State of Michigan Grade Level Content Expectations (GLCEs). The two lists were compared and divided into two specific categories: Critically Important and Instructionally Important.

Critically Important words are terms that are crucial or key to the understanding of a given subject area and in most cases are language found on the MEAP and MME. Instructionally Important words are terms used by teachers and recognized by students, but do not require focused attention or an in-depth understanding by students.

The hope of the Education and Learning Department is that teachers will use these lists as a starting point for teaching students academic vocabulary. We have included Marzano's 6 step process for reference and will continue to develop additional tools and resources that can be used to teach students academic vocabulary.

Sincerely,

The Office of Education and Learning, Genesee Intermediate School District

Six Step Process for Building Academic Vocabulary—Dr. Robert Marzano

STEP ONE: The teacher will give a description, explanation, or example of the new term.

- Provide learners information about the term
- Determine what the learner already knows about the term.
- Ask learners to share what they already know as a means of monitoring misconceptions.
- Ask learners to share what they already know to use this knowledge as a foundation for more learning.
- Utilize examples, descriptions, but not definitions. Definitions are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.
- Instruct learning of proper noun terms through identifying characteristics of the proper noun.

STEP TWO: The teacher will ask the learner to give a description, explanation, or example of the new term in his/her own words.

- Remind learners to not copy, but use their own words.
- Monitor students to determine if any confusion exists.
- Provide more descriptions, explanations, or examples if necessary.
- Request that students record these in the vocabulary notebook. These notebooks can travel with the learner as he/she moves through each grade level and become a compilation of vocabulary terms mastered.

STEP THREE: The teacher will ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.

- Provide learners a nonlinguistic method of vocabulary mastery.
- Share examples of other learners' drawings or allow students to work in teams to help those who complain that they cannot draw.
- Teach the concept of speed drawing for those who labor too long over their work.
- Ask learner to share their work.
- Use graphics from magazines or the internet.
- Illustration terms through symbols, drawing the actual term, illustration with a cartoon, or drawing an example of the term should be encouraged.

STEP FOUR: The learner will participate in activities that provide more knowledge of the words in their vocabulary notebooks. (For notebook and academic notebook worksheet go to: <http://www.jc-schools.net/tutorials/vocab/notebook.htm>) (Teacher Led)

- Students continually reexamine their understanding of a given term
- Activities should be planned that engage students explicitly in the focused review of targeted terms.
- Provide opportunities to add to, or revise, the entry for the term in their vocabulary notebooks

STEP FIVE: The learner will discuss the term with other learners. (Teacher Guided) (Student Led)

- Interacting with other people about what we are learning deepens the understanding of everyone involved
- Teacher provides a structure for the students to have informal and unstructured discussions
- Major goal is to encourage students to help each other identify and clear up misconceptions and confusions.
- Discussing the terms with their peers helps them to detect their errors and correct their work.

Pair-Share Strategy:

- THINK: Allow think time for learners to review their own descriptions and images of the terms.
- PAIR: Put learners in pairs to discuss their descriptions, images, and any new info related to the terms.
- SHARE: Provide opportunities for groups to share aloud and discuss conceptions and misconceptions.
- Monitor as learners help each other identify and clear up confusions about new terms.

STEP SIX: The learner will participate in games that provide more reinforcement of the new term. A variety of games are available at <http://www.jc-schools.net/tutorials/vocab/notebook.htm> PowerPoint Games, Word Game Boards, Excel Games, WORDO, Twister, Fly Swat.

- Walk around the room and check their work when learners are working on their vocabulary notebooks
- Check the notebooks to evaluate accuracy.
- Listen for misconceptions when learners are playing games/activities.
- Provide an opportunity for learners to work together.

Third Grade English Language Arts

Critically Important:

base words
character traits
classic
conversation
protocols
cue
element
fable
fluent
indices

lesson
literature
mental image
motivation
multicultural
multimeaning word
multiple draft
oral lang. contexts
patterns
personal narrative

phrase
realistic fiction
subheading
text patterns
theme
time line
visual representing
ideas

Instructionally Important:

attitude
content-area
vocabulary

encyclopedia
multiple draft
self-monitor

textbook
vary sentences

Third Grade Mathematics

Critically Important:

area	hundred thousands	pyramid
area model	(place value)	quotient
array	intersecting lines	range
axis of symmetry	line segment	remainder
axis / axes	median	right triangle
circle graph / pie chart	mode	simplest form
divide (division)	multiple	square units
edge	order	symmetrical
equivalent fractions	parallel lines	(symmetry)
expanded form	parallelogram	ten thousands
face	perpendicular lines	(place value)
factor	place value	trapezoid
grid (coordinate grid)	point	vertex (vertices)
horizontal	probability	vertical
	product	

Instructionally Important:

a.m.	increasing	side view
balance	less likely	square centimeter
boiling point	maximum	(cm ²)
cup	Metric System	square feet (ft ²)
Customary System	minimum	square inches (in ²)
data	more likely	temperature
decreasing	ounces (oz)	thermometer
freezing point	p.m.	top view
front view	pounds (lbs)	weight
gallons		

Third Grade Science

Unit 1 – Changes in Motion

Critically Important:

cause
centimeters
change of direction
change of motion
change of speed
compare
contrast
force

force strength
gravity
hours
kilometers
mass
meters
minutes
position

pull
push
relative position
seconds
speed
stop watches
weight

Instructionally Important:

above
around
behind
below
between
east
faster

left
measurement of motion
measuring tape
meter sticks
north
right
slower

south
start
stop
through
timers
toward
west

Third Grade Science

Unit 2 – Light and Sounds

Critically Important:

degrees Celsius
effect
energy
forms of energy
heat
light

light absorption
light reflection
light source
path of light
pitch
shadow

sound
sound source
thermometer
vibrations

Instructionally Important:

opaque

transparent

translucent

Third Grade Science

Unit 3 – Structures and Functions of Living Things

Third Grade Science

Unit 3 – Structures and Functions of Living Things

Critically Important:

adaptations
boulder
classify
clay
compare
flowers
forests
fossil fuels
freshwater

function
gravel
leaf
minerals
movement
(no) backbone
physical characteristics
plant root
pollution

predator
protection
rock
sand
stem
structure
support
survival
temperature

Instructionally Important:

amphibians
bird
broad-leafed plants
camouflage
crustacean
evergreens

exoskeleton
fish
habitat
insect
mammal
mimicry

pollinators
reptiles
skeleton
tap root
worm

Third Grade Science

Unit 4 Earth Materials, Change, and Resources

Critically Important:

boulder

clay

coal

earthquake

erosion

forests

fossil fuels

freshwater

fuels

garbage

glacier

gravel

habitat destruction

ice

land management

landslide

metal

mineral

natural gas

non-renewable

oil

pollution

recycle

reduce

renewable resources

renewal

reuse

rock

sand

soil

water

weathering

wind

Instructionally Important:

constructed environment

crude oil

farm land

habitat

natural environment

nutrients

rock cycle

soil color

soil texture

solid rock

surface changes

sustainability

Third Grade Social Studies—General History

Critically Important:

exploration
primary source

secondary source
settler

Instructionally Important:

American Indians
European explorers
European settler

interaction between people groups
relationship between events
statehood

Third Grade Social Studies—Geography

Critically Important:

characteristic
culture
East
human characteristics
human/environment interaction
immediate environment
movement

natural characteristics
natural resources
North
regions
relative location
South
West

Instructionally Important:

beliefs
cultural heritage tradition
manufacturing

research and development
thematic map
tourism

Third Grade Social Studies—Civics

Critically Important:

local government
public good
public service

representative
government
state government

state legislature

Instructionally Important:

branches of government
equal rights under the law

responsibility of citizens
taxes

Third Grade Social Studies—Economics

Critically Important:

economic incentive
entrepreneur

incentive
interdependence

limited resources
resource

Instructionally Important:

consumer
economic activity
economic development
influence on decisions

influence on economic
activity
producer
role of business

sales
tax break

Resources

Marzano, Robert, and Debra Pickering. *Building Academic Vocabulary: Teacher*. Association for Supervision and Curriculum Development, 2005. Print.

Marzano, Robert. *Building Background Knowledge for Academic Achievement*. Association for Supervision and Curriculum Development, 2004. Print.

Michigan Department of Education Grade Level Content Expectations.
http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

Michigan Department of Education Science Companion Documents.
http://www.michigan.gov/mde/0,1607,7-140-28753_38684_28760_49215---,00.html

Michigan Citizenship Collaborative Curriculum. www.micitizenshipcurriculum.org

MCrel 2004 –Midcontinent Research for Education and Learning

MDE with Michigan Council of Teachers of Mathematics vocabulary list –
www.mictm.org – membership only section - K - 8

Genesee County Mathematics Curriculum Guide's vocabulary listings K – 12
GLCEs and HSCEs

Vocabulary Websites

<http://jc-schools.net/tutorials/vocab/> (Vocabulary)

<http://jc-schools.net/tutorials/vocab/ppt-vocab.html> (PowerPoint games)

<http://jc-schools.net/tutorials/PPT-games/> (PowerPoint games)

<http://jc-schools.net/tutorials/gameboard.htm> (Ready made games and game boards)

<http://www.u-46.org/roadmap/dyncat.cfm?catid=246> (Overview, lesson design sheet, word lists, examples...)

<http://sde.state.ok.us/curriculum/BAV/default.html> (Oklahoma State Department of Education—word lists, web links to other resources, PowerPoints, etc.)

<http://jc-schools.net/tutorials/vocab/excel-vocab.html> (Excel games)

<http://literacytoolbelt.tripod.com/The%20Fab%20Five/The%20Fab%20Five%20Power%20Points.htm> (Vocabulary Information)

<http://www.pppst.com/> (PowerPoints that can be used and/or adapted. Listed by subject.)

http://teach.fcps.net/trt14/Power%20Point%20Games/power_point_games.htm (Games, templates, and instruction for games)

<http://projects.coe.uga.edu/lrieber/wwild/search/PPT-search-results.asp> (PowerPoint games)

<http://innovativocab.wikispaces.com/Building+Academic+Vocabulary> (Six step process, Preliminary Report on Building Academic Vocabulary, Process for Improving Instruction in Vocabulary, Academic Vocabulary—Six Steps Info.)

<http://www.kirkwoodschools.org/keysor/staff/vocabulary/> (General Information)

<http://www.wordnik.com/> (Comprehensive dictionary. Need to sign up for a free account.)

<http://www.vocabulary.com/> (Vocabulary resources)

http://people.uncw.edu/ertzbergerj/ppt_games.html (PowerPoint games and game templates)

<http://facstaff.uww.edu/jonesd/games/> (PowerPoint games—easy to assemble educational games using technology)

<http://www.netxv.net/esc/technology/InstructionalTechnology/templates/powerpoint.htm>
(PowerPoint game templates that you can download)

<http://teach.fcps.net/trt10/PowerPoint.htm> (PowerPoint Activities)

<http://www.getworksheets.com/samples/powerpoint/games/> (PowerPoint Classroom Game Templates)

<http://www.elainefitzgerald.com/gametemplates.htm> (PowerPoint game templates)

<http://it.coe.uga.edu/wwild/pptgames/creating.htm> (PowerPoint templates)

http://www.hardin.k12.ky.us/res_techn/sbjarea/math/MATHJeopardy.htm (Math Jeopardy Games)

<http://young.springdaleschools.org/WebsitesTeachersJeopardy.htm> (Jeopardy Game Websites)

<http://www.isd12.org/gle/Jeopardy/Games.htm> (PowerPoint Jeopardy Games created by 5th graders)

<http://www.elainefitzgerald.com/powerpoint.htm> (PowerPoint Files)

<http://www.littlewoodscasino.com/education-resources/power-point-games.htm>
(Educational PowerPoint Games)

<http://www.googlesyndicatedsearch.com/u/fcrr?q=vocabulary&domains=www.fcrr.org&itesearch=www.fcrr.org> (Florida Center for Reading Research—Lots of information on Vocabulary)

http://vocabulary.co.il/blog/learning_vocabulary/category/building-vocabulary-skills/
(Vocabulary Building Games)

<http://www.murray.k12.ga.us/teacher/kara%20leonard/TeacherTools.htm> (click on Game Templates link)

<http://www.kindergarten-lessons.com/teach-math-vocabulary.html> (Ideas to teach math vocabulary to kindergarten and preschool children)

http://www.hardin.k12.ky.us/res_techn/countyJeopardygames.htm (Jeopardy games in all content areas)

http://www.lessonplanet.com/search?grade=all&keywords=vocabulary&media=lesson&rating=3&search_type=related (Vocabulary Lessons)

<http://www.vickiblackwell.com/ppttemplates.html> (PowerPoint templates)

<http://www.eslprintables.com/buscador/buscarppt.asp?eje=30&page=2&nivel=any&age=0&tipo=any&contents=VOCABULARY&orderby=#thetop> (Vocabulary PowerPoints, worksheets, and exercises)

<http://www.burlesonisd.net/it/resources/wordpress/?cat=46> (Teacher templates and games)

<http://www.time4learning.com/readingpyramid/vocabulary.htm> (Building Vocabulary Skills--Games and Activities)

On-Line Dictionary Websites

<http://www.google.com/landing/searchtips/#dictionary>

<http://www.merriam-webster.com/>

<http://dictionary.reference.com/>

<http://www.thefreedictionary.com/>

<http://www.yourdictionary.com/>

<http://dictionary.cambridge.org/>

<http://www.websters-online-dictionary.org/>

<http://kids.yahoo.com/reference/dictionary/english>

<http://www.encyclopedia.com>

<http://www.visuwords.com>



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