

Essential Vocabulary Chart

	I know this word and can tell what it means	I know something about this word	I've seen or heard this word, but I can't really describe it	I know a word like it, or a word part in it (prefix, root or suffix)	I don't know this word
Tier 1, 2, 3 words					
Phonology					
Morphology					
Etymology					
Syntax					
Essential					
Meaning					
BIC & CALP					
Metonymy					
Lenition					
Relation					
Analogy					

Strategies and methods

- Base teaching on the continuum of word knowledge
- Lots of informal discussion (theirs, not yours)
- Keep going deeper – synthesizing and summarizing
- Concept sorts
- Metaphor, metonymy and suchness
- Tier 1, 2, 3

Steps in Curriculum Mapping

This works best as facilitated, full-day planning. The goals of the meeting are to:

- create school-wide ownership of and focus on teaching essential vocabulary
- determine essential understandings for this content area
- create lists of key vocabulary by grade level for each content area
- determine essential assessments that can be built on and are applicable across grade levels

In addition, you may notice or remember: questions, strategies and skills that help to frame student thinking; reading and writing activities that will reinforce this learning. Write these down, but don't focus on developing them. All of the rest is a lot to get done in one day!

Preparation before the meeting

1. Make arrangements (e.g., finding a common day, reserving substitute teachers or making arrangements for extended pay, reserving a room), so that one grade level representative plus representatives for any other specialties that teach literacy and/or content area (e.g., Literacy Coach, Science Resource Teacher, Librarian, ESL, Title I, Speech and Language, LD), can attend the meeting.
2. On one sheet of paper (landscape works best), list key concepts in standards for each grade level. For instance, for Social Studies curriculum, we listed key concepts by geography, history, political science and citizenship, economics, and behavioral sciences. This can be time consuming – give yourself enough time to finish it.
3. Copy the key concepts sheet, and sufficient grids for each participant.

At the meeting

1. Review and clarify goals. Determine who will take notes.
2. Cross-grade level representatives and support teachers
 - read the chart silently
 - individually draw lines between concepts that are covered in more than one grade.
3. They then discuss, with clear notes being taken:
 - what are essential understandings students need for these concepts
 - key vocabulary for understanding these concepts. focusing on
 - the few, core words you want every student to walk out of your room at the end of the year actively using (write these in bold)
 - further essential words that deepen content understanding.
 - an essential, cross-grade level assessment that will show student understanding. (E.g., for political science grades 3-5, we decided on a triangle that represents the three branches of government (executive, legislative, judicial)
 - Third grade: mayor, city council, courts
 - Fourth grade: governor, state legislature, state supreme court
 - Fifth grade: President, Congress, Supreme Court

You may not finish in one day. However far you get, though, will begin to create ownership for and reflection on vocabulary instruction in the content areas at your school.

After the meeting

*Susan O'Leary. Determining Essential Vocabulary. Madison, WI.
RRCNA National Conference 2005*

1. Write up the notes and distribute to all teachers of literacy (classroom + ESL, Title I, Special Education, Librarian, etc) and your principal.
2. Encourage teachers as they teach to keep track of what is useful, what has been left out, and what is overwhelming.
3. After one year, reconvene a core group to revise (in our case this meant simplify) your work. Distribute the new work to all teachers of literacy, and keep the process going.

Lincoln School 3rd - 5th Grade Social Studies Curriculum Mapping
Geography: People, Places and Environments

Essential understandings	Key vocabulary			Essential assessments for all three years
<ul style="list-style-type: none"> ▪ The world is bigger than just here. ▪ Geography is a study of the concrete. It is a foundation for understanding the political and the historical. ▪ Our actions here affect others in the world; the actions in other parts of the world affect us. ▪ This is your earth, and it is finite – take care of it. 	<p>K Address, map</p> <p>1st N, S, E, W Water, land Globe, earth</p> <p>2nd Symbol The continents Oceans</p> <p>3rd Prepositions of place: above, below, next to, around, on, in the middle of, left, right, before, after NE, SE, NW, SW Borders</p>	<p>3rd (cont) City Capital Country Urban/rural Lake Direction Key Location Compass points State Landform Latitude Longitude Map grids</p> <p>4th State Region Migration Latitude Longitude County River</p>	<p>4th (cont) Artic & Antarctic Circles Prime Meridian</p> <p>5th Relief/physical Map Political map Historical map Population Population growth Location Landforms</p>	<p>(three times a year each)</p> <p>3rd grade From a mental map, draw the world, showing</p> <ul style="list-style-type: none"> ▪ Continents ▪ Oceans ▪ The United States <p>4th From a mental map, draw:</p> <ul style="list-style-type: none"> ▪ The state of WI ▪ The US with states <p>5th From a mental map, draw:</p> <ul style="list-style-type: none"> ▪ <i>a historical map of the US</i> ▪ <i>a political map of the US</i>