

**Supplement to the Massachusetts
*English Language Arts Curriculum Framework:***

**Grades 3, 5, and 7
Grade-Level Standards
For Vocabulary, Reading, and Literature**

May 2004

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Note: The page numbers and formatting of this document are different from the PDF version, however the content of both documents is the same.

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Introduction

This *Supplement* is designed to be used with the *Massachusetts English Language Arts Curriculum Framework* (2001), which contains learning standards written for two-year grade spans from 1-2 through 11-12.¹ The Massachusetts Comprehensive Assessment System (MCAS) for English Language Arts is based on these standards.

Massachusetts students are currently assessed in English language arts at grades 3, 4, 7, and 10. However, the federal No Child Left Behind (NCLB) Act requires annual testing in reading at **each** grade from grades 3 through 8, beginning with a first operational test in spring 2006. Therefore Department staff, working with committees of educators, drafted grade-level standards for grades 3, 5, and 7, as presented in this *Supplement*. These grade-level standards are based on the twelve *Framework* standards that have always served as the basis for MCAS reading assessments. **In drafting these standards, the Department has not changed the *Curriculum Framework*.** Rather, the standards presented in this *Supplement*, when used with those already available in the *Framework*, offer educators, students, and parents detailed guidance about the learning expected at each grade level from grades 3 through 8.

Organization of the Supplement

The *Supplement* begins with an **overview** of the twelve *Curriculum Framework* learning standards that serve as the basis for the grade-level reading standards.

The overview is followed by **grade-specific learning standards**, organized by grade level for ease of use and to avoid repetition of standards already in the *English Language Arts Curriculum Framework*.

The *Supplement* concludes with an **Appendix** that provides suggestions and reference materials for building vocabulary.

¹ The *Framework* is available at <http://www.doe.mass.edu/frameworks/ela/0601.pdf>.

Contents of the Supplement

The *Supplement* contains the twelve key language, reading, and literature standards that are the basis for MCAS reading assessments. The following table shows the standards that are in the *Supplement* as well as those that have not been included.

<i>English Language Arts Curriculum Framework</i> Standards Included in this <i>Supplement</i>	<i>English Language Arts Curriculum Framework</i> Standards Not Included in this <i>Supplement</i>
<p style="text-align: center;">Language Strand</p> <p>4. Vocabulary and Concept Development 5. Structure and Origins of Modern English 6. Formal and Informal English</p> <p style="text-align: center;">Reading and Literature Strand</p> <p>8. Understanding a Text 10. Genre 11. Theme 12. Fiction 13. Nonfiction 14. Poetry 15. Style and Language 16. Myth, Traditional Narrative, and Classical Literature 17. Dramatic Literature</p>	<p style="text-align: center;">Language Strand</p> <p>1. Discussion 2. Questioning, Listening, and Contributing 3. Oral Presentation</p> <p style="text-align: center;">Reading and Literature Strand</p> <p>7. Beginning Reading 9. Making Connections 18. Dramatic Reading and Performance</p> <p style="text-align: center;">Composition Strand</p> <p>19. Writing 20. Consideration of Audience and Purpose 21. Revising 22. Standard English Conventions 23. Organizing Ideas in Writing 24. Research 25. Evaluating Writing and Presentations</p> <p style="text-align: center;">Media Strand</p> <p>26. Analysis of Media 27. Media Production</p>

As educators and staff wrote and reviewed the standards for grades 3, 5, and 7, their goal was to provide a logical progression in the breadth and depth of what students will be expected to know and be able to do from one grade to the next. The two examples below show how the *Framework* standards have been articulated for specific grade levels; in these examples, the grades 3, 5, and 7 standards are presented for the first time in this *Supplement*, while the grades 3-4, 5-6, and 7-8 standards are quoted from the *Framework*.

For some standards, it is possible to specify quantitative differences in the amount of knowledge students accumulate from grade to grade. In the following progression, students gradually master the concept of eight parts of speech.

**From Standard 5:
Structure and Origins of Modern English**

Grade 3: Identify three basic parts of speech: *adjective, noun, verb*.

Grades 3-4: Identify four basic parts of speech: *adjective, noun, verb, adverb*.

Grade 5: Identify seven basic parts of speech: *noun, pronoun, verb, adverb, adjective, preposition, conjunction*.

Grades 5-6: Identify eight basic parts of speech: *noun, pronoun, verb, adverb, adjective, preposition, conjunction, interjection*.

Beyond Grade 6: Continue to address earlier standards as needed.

In dealing with concepts of literature, however, it is more appropriate for the standards to address qualitative differences. In the following example, the expectations for student knowledge become increasingly complex as a student moves from the lower to the higher grades and reads more difficult texts.

**From Standard 11:
Theme**

Grade 3: Identify themes as lessons in stories, fables, and poems.

Grades 3-4: Identify themes in folktales, fables, and Greek myths for children.

Grade 5: Apply knowledge of the concept that theme refers to the main idea and meaning of a literary passage or selection when stated.

Grades 5-6: Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.

Grade 7: Identify and supply evidence for theme in a selection.

Grades 7-8: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.

Overview:
General Standards Included in the
Supplement to the
Massachusetts *English Language Arts Curriculum Framework*

Language Strand	
Standard 4: Vocabulary and Concept Development	<i>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</i>
Standard 5: Structure and Origins of Modern English	<i>Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</i>
Standard 6: Formal and Informal English	<i>Students will describe, analyze, and use appropriately formal and informal English.</i>
Reading and Literature Strand	
Standard 8: Understanding a Text	<i>Students will identify basic facts and main ideas in a text and use them as the basis for interpretation.</i>
Standard 10: Genre	<i>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</i>
Standard 11: Theme	<i>Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</i>
Standard 12: Fiction	<i>Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</i>
Standard 13: Nonfiction	<i>Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.</i>
Standard 14: Poetry	<i>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.</i>
Standard 15: Style and Language	<i>Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and will provide evidence from the text to support their understanding.</i>
Standard 16: Myth, Traditional Narrative, and Classical Literature	<i>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</i>
Standard 17: Dramatic Literature	<i>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</i>

Grade 3 Standards

Language Strand

Continue to address the grades PreK-2 standards as needed.

Standard 4: Vocabulary and Concept Development

Students will understand and acquire new vocabulary and use it correctly in reading and writing.

- Recognize that words are constructed of many parts: letters, syllables, root words, prefixes, and suffixes.
- Recognize that prefixes can change the meanings of root words (for example, *agreeable/disagreeable, happy/unhappy, tell/retell*).
- Identify roots of words (for example, *-graph* is a common root in *autograph, photograph, biography*).
- Recognize that many English words have Greek or Latin roots.
- Recognize that some words and phrases have both a literal and a non-literal meaning (for example, *take steps*).
- Identify playful uses of language (for example, *riddles, crossword puzzles, tongue twisters*).
- Determine the meanings of unknown words by using their context.
- Use the context of the sentence to determine the correct meaning of a word with multiple meanings.
- Determine the meanings of words using a beginning dictionary.
- Identify and apply the meanings of the terms *antonym, synonym, and homophone*.

Standard 5: Structure and Origins of Modern English

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

- Distinguish between a statement and a question.
- Identify three basic parts of speech: *adjective, noun, verb*.
- Identify correct mechanics (for example, *end marks, capitalization, comma in dates*).

Standard 6: Formal and Informal English

Students will describe, analyze, and use appropriately formal and informal English.

- Recognize dialect in conversational voices in American folk tales when they are read aloud.
- Identify formal and informal language used in advertisements read, heard, or seen.

Grade 3 Standards (cont.)

Reading and Literature Strand

Continue to address the grades PreK-2 standards as needed and as they apply to more difficult texts.

Standard 8: Understanding a Text

Students will identify basic facts and main ideas in a text and use them as the basis for interpretation.

- Identify foreshadowing clues as the parts of a text that help the reader predict what will happen later in a story.
- Identify sensory details in literature.
- Identify the speaker of a poem or narrator of a story.
- Retell the events of a story in sequence.
- Identify narrative elements of character, setting, and plot.
- Form questions about a text and locate facts/details in order to answer those questions.
- Distinguish cause from effect.
- Distinguish fact from fiction.
- Identify main ideas and supporting details.

Standard 10: Genre

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

- Distinguish among forms of literature (for example, *poetry, fiction, nonfiction, and drama*).

Standard 11: Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

- Identify themes as lessons in fables, stories, and poems.

Standard 12: Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

- Identify the elements of fiction (*problem, solution, character, and setting*) and analyze how major events lead from problem to solution.
- Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.

Grade 3 Standards (cont.)

Standard 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

- Identify and use knowledge of common textual features (for example, *title, headings, key words, paragraphs, table of contents, glossary, captions accompanying illustrations or photographs*).
- Identify and use knowledge of common graphic features (for example, *charts, graphs, maps, diagrams, illustrations*).
- Form questions about the text and locate facts/details in order to answer those questions.
- Distinguish cause from effect.
- Distinguish fact from fiction.
- Identify main ideas and supporting details.

Standard 14: Poetry

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

- Identify poetic elements (for example, *rhyme, rhythm, repetition, sensory images*).
- Identify terminology for structural elements of poems (for example, *stanza and verse*).

Standard 15: Style and Language

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and will provide evidence from the text to support their understanding.

- Identify words appealing to the senses or involving direct comparison in literature and spoken language.

Standard 16: Myth, Traditional Narrative, and Classical Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

- Identify natural events explained in origin myths.
- Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology, and in other traditional literature.

Grade 3 Standards (cont.)

Standard 17: Dramatic Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.

- Identify and analyze elements of plot and character presented through dialogue in scripts that are read, viewed, listened, or performed.

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Grade 5 Standards

Language Strand

Continue to address the grades PreK-4 standards as needed.

Standard 4: Vocabulary and Concept Development

Students will understand and acquire new vocabulary and use it correctly in reading and writing.

- Determine the meanings of unfamiliar words using context clues (for example, *definitions, examples, explanations in the text*).
- Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.
- Determine pronunciations and meanings of words, as well as alternate word choices and parts of speech, using dictionaries and thesauruses.

Standard 5: Structure and Origins of Modern English

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

- Identify seven basic parts of speech: *noun, pronoun, verb, adverb, adjective, conjunction, preposition*.
- Expand sentences (for example, by *adding modifiers* or *combining sentences*).
- Identify past, present, and future verb tenses.
- Recognize that a word performs different functions according to its position in a sentence.
- Identify simple and compound sentences.
- Identify correct mechanics (for example, *apostrophes, quotation marks, comma use in compound sentences, paragraph indentations*) and correct sentence structure (for example, *elimination of sentence fragments and run-ons*).

Standard 6: Formal and Informal English

Students will describe, analyze, and use appropriately formal and informal English.

- Write stories using formal language in prose.

Grade 5 Standards (cont.)

Reading and Literature Strand

Continue to address the grades PreK-4 standards as needed and as they apply to more difficult texts.

Standard 8: Understanding a Text

Students will identify basic facts and main ideas in a text and use them as the basis for interpretation.

- Identify and draw conclusions from the author's use of sensory details.
- Identify and draw conclusions from the author's use of description of setting, characters, and events.
- Identify and analyze main ideas and supporting details.

Standard 10: Genre

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

- Identify the characteristics of various genres (for example, *poetry, informational and expository nonfiction, dramatic literature, fiction, subgenres of fiction such as mystery, adventure, historical, or contemporary realistic novels and short stories*).

Standard 11: Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

- Apply knowledge of the concept that theme refers to the main idea and meaning of a literary passage or selection.

Standard 12: Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

- Identify the elements of setting, characterization, conflict, and plot structure.
- Identify personality traits of characters, and how their thoughts, words, and actions reveal their personalities.
- Describe how main characters change over time.

Grade 5 Standards (cont.)

Standard 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

- Identify and use knowledge of common textual features (for example, *title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary*).
- Identify and use knowledge of common graphic features (for example, *charts, graphs, maps, diagrams, captions, illustrations*).
- Identify common organizational structures (for example, *chronological order, cause and effect*).
- Identify and summarize main ideas, supporting ideas, and supporting details.

Standard 14: Poetry

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

- Identify and respond to the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.
 - ❖ Sound (*alliteration and rhyme scheme: free verse; couplets; A, B, A, B*)
 - ❖ Figurative language (*metaphor, simile*)
 - ❖ Graphics (*capital letters*)

Standard 15: Style and Language

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and will provide evidence from the text to support their understanding.

- Identify sensory details, figurative language, and rhythm or flow when responding to literature.

Grade 5 Standards (cont.)

Standard 16: Myth, Traditional Narrative, and Classical Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

- Compare different versions of the same story from traditional literature (for example, *American folktales*).
- Identify common structures of traditional literature (for example, *that characters or story elements often come in threes, such as three bears, three sisters, three wishes, or three tasks; or that there are magic helpers, such as talking animals, fairies, or elves*).
- Identify common stylistic elements in traditional literature (such as *repeated refrains, similes, hyperbole*).

Standard 17: Dramatic Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.

- Identify and analyze structural elements unique to dramatic literature (for example, *scenes, acts, cast of characters, stage directions*).
- Identify and analyze the similarities and differences between a narrative text and its film or play adaptation.

Grade 7 Standards

Language Strand

Continue to address the grades PreK-6 standards as needed.

Standard 4: Vocabulary and Concept Development

Students will understand and acquire new vocabulary and use it correctly in reading and writing.

- Determine the meanings of unfamiliar words using context clues (for example, *contrast or cause and effect stated in the text*).
- Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.
- Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.

Standard 5: Structure and Origins of Modern English

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

- Recognize the basic patterns of English sentences (for example, *noun-verb; noun-verb-noun; noun-verb-noun-noun*).
- Distinguish phrases from clauses.
- Identify past, present, and future verb tenses.
- Identify prepositional phrases.
- Identify simple, compound, and complex sentences.
- Recognize appropriate use of pronoun reference.
- Identify correct mechanics (for example, *comma after introductory structures*), correct usage (for example, *subject and verb agreement*) and correct sentence structure (for example, *complete sentences, properly placed modifiers*).

Standard 6: Formal and Informal English

Students will describe, analyze, and use appropriately formal and informal English.

- Identify the language styles of different characters in literary works.

Grade 7 Standards (cont.)

Reading and Literature Strand

Continue to address the grades PreK-6 standards as needed and as they apply to more difficult texts.

Standard 8: Understanding a Text

Students will identify basic facts and main ideas in a text and use them as the basis for interpretation.

- Use knowledge of genre characteristics to analyze a text.
- Interpret mood in a text and give supporting evidence.
- Identify evidence in a text that supports an argument.

Standard 10: Genre

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

- Identify how authors use characteristics of various genres (for example, *poetry, fiction, nonfiction, short story, dramatic literature*) to accomplish different purposes.

Standard 11: Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

- Identify and supply evidence for a theme in a selection.

Standard 12: Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

- Analyze the connections among setting, characterization, conflict, plot, and/or theme.
- Analyze characters' personality traits, motivations, and interactions with others and give supporting evidence from their words, actions, or thoughts.
- Analyze the ways characters change or interact with others over time and give supporting evidence from the text.

Grade 7 Standards (cont.)

Standard 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

- Identify and use knowledge of common textual features (for example, in addition to features listed for earlier grades, *introduction, conclusion, transition words, concluding sentences*).
- Identify and use knowledge of common graphic features to analyze nonfiction texts.
- Identify common organizational structures (for example, *logical order, comparison and contrast, cause and effect relationships*).
- Recognize arguments for and against an issue.
- Identify evidence in a text that supports an argument.

Standard 14: Poetry

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

- Identify and respond to the effects of form, sound, figurative language, and graphics in order to uncover meaning in poetry.
 - ❖ Form (*haiku, epic, sonnet*)
 - ❖ Sound (*alliteration, onomatopoeia, rhyme schemes*)
 - ❖ Figurative language (*personification, metaphor, simile, hyperbole*)
 - ❖ Graphics (*capital letters, line length, word position*)

Standard 15: Style and Language

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and will provide evidence from the text to support their understanding.

- Identify and analyze imagery and figurative language.
- Identify how an author's use of words creates mood.

Standard 16: Myth, Traditional Narrative, and Classical Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

- Identify conventions in epic tales (for example, *the extended simile, the hero's tasks, special weapons, clothing, helpers*).
- Identify and analyze similarities and differences in mythologies from different cultures (for example, *ideas of the afterlife, roles and characteristics of deities, types and purposes of myths*).

Grade 7 Standards (cont.)

Standard 17: Dramatic Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.

- Identify and analyze elements of setting, plot, and characterization in plays that are read, viewed, written, and/or performed.
 - ❖ Setting (for example, *place, historical period, time of day*)
 - ❖ Plot (for example, *exposition, conflict, rising action, falling action*)
 - ❖ Characterization (for example, *character motivations, actions, thoughts, development*)
- Identify and analyze the similarities and differences in the presentations of setting, character, and plot in texts, plays, and films.

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Appendix: **Building Vocabulary**

“Our ability to think clearly and communicate with precision depends on our individual store of words. A rich vocabulary enables students to understand what they read, and to speak and write with flexibility and control. As students employ a variety of strategies for acquiring new vocabulary, the delight in finding and using that perfect word can heighten interest in vocabulary itself.”

Massachusetts English Language Arts Curriculum Framework, 2001

Teaching Common Prefixes, Suffixes, and Greek and Latin Root Words

Knowledge of word structure is one way for students to identify unknown words. Explicit teaching of the meanings of common prefixes, suffixes, and root words provides students with useful tools for understanding the meanings of unknown words, thus improving reading comprehension. In any specific content area, teaching students key vocabulary can include teaching them to look for affixes and root words that they know, which can help them determine the meanings of new words as they read.

Prefixes

Four prefixes—*un, re, in* (and its variants *im, ir, and il*, all meaning “not”), and *dis*—account for 58 percent of all prefixed words. Add sixteen more prefixes—*en/em, non, in/im* (meaning “in”), *over, mis, sub, pre, inter, fore, de, trans, super, semi, anti, mid, and under*—to account for 97 percent of all prefixed words. Students who know how to read, spell, and attach meaning to these 20 prefixes can apply that knowledge to decode, spell, and understand the meanings of many multi-syllabic words (Cunningham, 2000).

Suffixes

The suffixes, *s/es, ed, and ing* account for 65 percent of suffixed words. Add *ly, er/or, ion/tion, ible/able, al, y, ness, ity* and *ment* to account for 87 percent of suffixed words. The remaining suffixes with some utility are *er/est* (comparative), *ic, ious, en, ive, ful* and *less*. Learning to read, spell, and understand how a relatively small number of suffixes affect word meanings gives readers powerful tools that they can use to read and understand many multi-syllabic words (Cunningham, 2000).

Greek and Latin Root Words

The English language has an Anglo-Saxon base, and borrows many word components from Greek and Latin as well as other Romance languages. Learning some of the most common Greek and Latin roots will serve students well as they read increasingly complicated texts in all of the content areas. Knowledge of Greek and Latin roots for numbers, for example, explains why a *bicycle* has two wheels, a *duet* has two players, a *triangle* three angles, an *octopus* eight arms, and a *decade* ten years.

Teaching the meanings of Greek and Latin stems is a particularly useful strategy prior to reading a selected text in science, history, the arts, or mathematics. For example, learning that the Greek stem *geo* means “earth” will improve comprehension of a science

text on earth's materials wherein students may find the words *geology*, *geography*, and *geographic*. Students who recognize such patterns find that knowing one root or base word will help them understand a host of words that contain that base.

Resources for Lists of Prefixes, Suffixes, Greek and Latin Root Words and Their Meanings

- Allen, J. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. Portland, ME: Stenhouse Publishers.
- Core Knowledge Sequence. (1999). *Content Guidelines for Grades K-8*. Charlottesville, VA: Core Knowledge Foundation.
- Cunningham, P.M., (2000). *Phonics They Use*. New York: Longman.
- Fry, E., Fountoukidis, D., & Polk, J. (1985). *The NEW Reading Teacher's Book of Lists*. Englewood Cliffs, NJ: Prentice-Hall.
- Massachusetts Department of Education. (2001). *Bay State Readers Initiative/ Oral Language and Vocabulary Development, Grades 3 –5*. Malden, MA.
- Pinnell, G.S. & Fountas, I.C. (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann.
- White, T. G., Sowell, J., Yanagihara, A. (1989). "Teaching Elementary Students to Use Word-Part Clues," *The Reading Teacher*, 42, 302-309.

Resources for Vocabulary Instruction

- Bear, D.R., Invernizzi, M., Templeton, S., & Johnston F. (1996). *Words Their Way: Word Study of Phonics, Vocabulary and Spelling Instruction*. Upper Saddle River, NJ: Prentice Hall.
- Blachowicz, C. and Fisher, P. (1996). *Teaching Vocabulary in all Classrooms*. Upper Saddle River, NJ: Merrill, Prentice Hall.
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- Marzano, R., & Marzano, J. (1988). *A Cluster Approach to Elementary Vocabulary Instruction*. Newark, DE: International Reading Association.
- Nagy, W.E. (1988). *Teaching Vocabulary to Improve Reading Comprehension*. Newark, DE: International Reading Association.
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- Rupley, W.H., Logan, J.W., and Nichols, W.D. (1999). "Vocabulary Instruction in a Balanced Reading Program," *The Reading Teacher*, 52, 336-346.
- Snow, C.E., Burns, M.S. and Griffin, P. (1998). *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press.
- Stanovich, K.E. (1993, 1994). "Romance and Reality," *The Reading Teacher*, 47, 4.

**Selected Websites for
Lists of Greek and Latin Roots and Information on Word Origins**

Dictionary of Greek and Latin Roots:

<http://english.glendale.cc.ca.us/roots.dict.html>

Greek and Latin Roots:

http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html

Vocabulary Building: Greek and Latin Roots:

<http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html>

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North Andover Public Schools
Southern Worcester County Vocational Technical School
Tyngsborough Public Schools
Wachusett Regional School District
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