

# COMMON CORE VOCABULARY TOOLKIT

MARK PENNINGTON



**GRADE 6**



**WORKSHEETS  
SYLLABICATION  
CONTEXT CLUES  
ASSESSMENTS**



## Vocabulary Worksheet #5

---

### Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

#### Vocabulary Words    Definitions

- |           |   |
|-----------|---|
| table (v) | 1. To postpone.   |
| table (n) | 2. A graph of facts or figures containing rows and columns. |

After distributing a table \_\_\_\_ showing recent gains in sales, the manager decided to table \_\_\_\_ the discussion about cutting production costs.

### Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
	circum		around	_____
	vent		come	_____

circumvent \_\_\_\_\_

### Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary áccent, list its part of speech, and write its primary definition. Compare to your definition above.

circumvent ( ) \_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

### Idioms (non-literal expressions used by a certain language group)

**Directions:** As used in the following sentences, interpret or explain the meaning of this idiom: “take it up a notch.” We did pretty well for our first debate, but next time we will have to do better. We will definitely have to take it up a notch.

## Vocabulary Worksheet #6

### Word Relationships: Antonyms

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
------------------	-------------

employee (n)	Someone who works for a person, business, or organization.
employer (n)	The person, business, or organization that pays a person to do work.

---

---

### Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

Vocabulary Words	Definitions
------------------	-------------

pebble (n)	A small stone made smooth by weather and water.
boulder (n)	A very large stone made smooth by weather and water.



### Academic Language

**Directions:** Describe the vocabulary words in each box.

<b>Vocabulary Word:</b> comment (n) <b>Definition:</b> Something said or written about a topic.	<b>Similar to...</b>
<b>Different than...</b>	<b>Example, Characteristics, or Picture:</b>

<b>Vocabulary Word:</b> compensate (v) <b>Definition:</b> To pay people for their work.	<b>Similar to...</b>
<b>Different than...</b>	<b>Example, Characteristics, or Picture:</b>

## Vocabulary Study Cards #5 and #6

table	to postpone	table	a graph of facts or figures containing rows and columns
circum	around	vent	come
employee	someone who works for a person, business, or organization	employer	the person, business, or organization that pays a person to do work
pebble	a small stone made smooth by weather and water	boulder	a very large stone made smooth by weather and water
comment	something said or written about a topic	compensate	to pay people for their work

## Vocabulary Test: Lessons 5–8

---

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                   |  |
|-------------------|--|
| ___ 1. table      | A. Someone who works for a person, business, or organization |
| ___ 2. circum     | B. To pay someone for their work                             |
| ___ 3. vent       | C. To postpone   |
| ___ 4. employee   | D. Around  |
| ___ 5. pebble     | E. A small stone made smooth by weather and water            |
| ___ 6. comment    | AB. Come   |
| ___ 7. compensate | AC. Something said or written about a topic                  |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                    |   |
|--------------------|---|
| ___ 8. staple      | A. With   |
| ___ 9. com         | B. A key part or element of a larger system                         |
| ___ 10. mit        | C. Hoping for the best and believing that events will turn out well |
| ___ 11. assist     | D. Send   |
| ___ 12. optimistic | E. An essential product or element                                  |
| ___ 13. component  | AB. One's permission or agreement                                   |
| ___ 14. consent    | AC. To help with the achievement of a task                          |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence showing the meaning of this idiom: “take it up a notch.” \_\_\_\_\_

\_\_\_\_\_

16. Write a sentence showing the meaning of this idiom: “faintest idea.” \_\_\_\_\_

\_\_\_\_\_

17. Write a sentence showing the meaning of this word: “circumvent.” \_\_\_\_\_

\_\_\_\_\_

18. Write a sentence showing the meaning of this word: “commit.” \_\_\_\_\_

\_\_\_\_\_

## Consonant Pronunciation Shift Syllable Division

---

1. critic	2. criticize	3. critique
4. medicine	5. medical	6. medicinal
7. politics	8. politician	9. policy
10. resign	11. signature	
12. election	13. elect	
14. vehicle	15. vehicular	
16. condemn	17. condemnation	
18. benefit	19. beneficial	
20. divide	21. division	
22. magic	23. magician	
24. college	25. collegial	
26. practical	27. practice	

**Consonant Pronunciation Shift Rule:** Consonant sounds sometimes change pronunciation among related words.

**Examples:** music and musician

## Consonant Pronunciation Syllable Division Worksheet

---

**Directions:** Print the Consonant Pronunciation Shift Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( ' ) above the primary vowel accent.

**Consonant Pronunciation Rule:** Consonant sounds sometimes change pronunciation between related words. **Examples:** music and musician

- |           |           |          |
|-----------|-----------|----------|
| 1. _____  | 2. _____  | 3. _____ |
| 4. _____  | 5. _____  | 6. _____ |
| 7. _____  | 8. _____  | 9. _____ |
| 10. _____ | 11. _____ |          |
| 12. _____ | 13. _____ |          |
| 14. _____ | 15. _____ |          |
| 16. _____ | 17. _____ |          |
| 18. _____ | 19. _____ |          |
| 20. _____ | 21. _____ |          |
| 22. _____ | 23. _____ |          |
| 24. _____ | 25. _____ |          |
| 26. _____ | 27. _____ |          |

## Consonant Pronunciation Shift Syllable Division Answers

---

- |                 |                     |                 |
|-----------------|---------------------|-----------------|
| 1. crí/tic      | 2. crí/ti/cize      | 3. cri/tíque    |
| 4. mé/di/cine   | 5. mé/di/cal        | 6. me/dí/ci/nal |
| 7. pól/i/tics   | 8. pol/i/tí/cian    | 9. pól/i/cy     |
| 10. re/sígn     | 11. síg/na/ture     |                 |
| 12. e/léc/tion  | 13. e/léct          |                 |
| 14. vé/hi/cle   | 15. ve/hí/cu/lar    |                 |
| 16. con/démn    | 17. con/dem/ná/tion |                 |
| 18. bén/e/fit   | 19. ben/e/fí/cial   |                 |
| 20. di/víde     | 21. di/ví/sion      |                 |
| 22. má/gic      | 23. ma/gí/cian      |                 |
| 24. cól/lege    | 25. col/lé/gi/al    |                 |
| 26. prác/ti/cal | 27. prác/tice       |                 |

**Consonant Pronunciation Shift Rule:** Consonant sounds sometimes change pronunciation among related words.

**Examples:** music and musician



## Context Clues Strategies and Worksheets

---

Using context clues to figure out the meaning of unknown words as you read will help build your vocabulary and increase your reading comprehension. The **FP'S BAG SALE STRATEGIES** will improve your ability to use context clues.

When you come to an unknown word, first apply these steps: **FP'S BAG**.

**Finish** the sentence.

*See how the word fits into the whole sentence.*

**Pronounce** the word out loud.

*Sometimes hearing the word will give you a clue to meaning.*

**Syllables**—Examine each word part.

*Word parts can be helpful clues to meaning.*

**Before**—Read the sentence before the unknown word.

*The sentence before can hint at what the word means.*

**After**—Read the sentence after the unknown word.

*The sentence after can define, explain, or provide an example of the word.*

**Grammar**—Determine the part of speech.

*Pay attention to where the word is placed in the sentence, the ending of the word, and its grammatical relationship to other known words for clues to meaning.*

Next search for surrounding word clues which identify one of the **SALE** (Synonym, Antonym, Logic, Example) context clues categories. Knowing the category the unknown word belongs to will help you define the unknown word.

**Synonym**—Sometimes an unknown word is defined by the use of a word that is similar in meaning. *Synonyms may appear in apposition, in which case commas, dashes, or parentheses are used.*

Example: The **wardrobe**, or closet, was filled with clothes.

*Often a sentence will have two clauses with one clause listing the word and the other clause defining it.*

Example: Spaghetti is a **carbohydrate**, a rich source to provide energy.

**Antonym**—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning. *Antonym clues will often use Transition Words e.g. however, not, but, in contrast, etc.*

Example: He signaled a **looey**, not a right turn.

**Logic**—Sometimes an unknown word is explained by the use of other words. *Your own knowledge about the content and text structure may provide clues to meaning.*

Example: He petted the **canine**, and then made her sit up and beg for a bone.

**Example**—Sometimes an unknown word is defined by example words or is used as part of list of similar examples. *Example clues will often use Transition Words e.g. for example.*

Example: Adventurous, **rowdy**, and crazy pioneers all found their way out West.

Put together the **FP'S BAG SALE** clues to guess the meaning of the unknown word.

## Context Clues Worksheet

**Directions:** After each unknown word, write the definition of the word in the first blank and the **SALE** context clues category which best informs your choice of the definition in the second blank. Answers are provided for the first unknown word to get you started.

### SALE Context Clues

**Synonym**—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

**Antonym**—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.

**Logic**—Sometimes an unknown word is explained by the use of other words.

**Example**—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

### Take Me out to the Mofftof

“Get your ice-cold **youngol!**” \_\_\_\_\_ soda \_\_\_\_\_ Example \_\_\_\_\_ the vendor shouted. All 50,000 fans were lucky to have tickets and were just thrilled to be sitting in the coratong \_\_\_\_\_ for the final game of the play-offs. I was amazed to see how well-kept the **goper** \_\_\_\_\_ remained after all these years. The grass was cut evenly, the mound shaped to perfection, and the baselines were chalked without error. Our excellent seats were right behind the third base **bonxite** \_\_\_\_\_ where the players watch the game.

The **hozejoy**, \_\_\_\_\_ not the visiting team was favored to win the series. With the fastest **munzer** \_\_\_\_\_ in the league on the mound, the Tigers liked their chances.

The first **rockham** \_\_\_\_\_ of the game hit a deep homer into the left field grandstand. We had to leave early after only four of nine **verwasps** \_\_\_\_\_ because we had the baby with us.

## Context Clues Worksheet Answers

**Correction Note:** Many times a combination of context clue categories may help readers find the meaning of unknown words. Students may wish to share why they identified a different **SALE** context clues category.

### SALE Context Clues

**Synonym**—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

**Antonym**—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.

**Logic**—Sometimes an unknown word is explained by the use of other words.

**Example**—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

### Take Me out to the Moffto

“Get your ice-cold **youngol!**” \_\_\_\_\_ soda \_\_\_\_\_ Example \_\_\_\_\_ the vendor shouted. All 50,000 fans were lucky to have tickets and were just thrilled to be sitting in the coratong \_\_\_\_\_ stadium \_\_\_\_\_ Logic \_\_\_\_\_ for the final game of the play-offs. I was amazed to see how well-kept the **goper** \_\_\_\_\_ field \_\_\_\_\_ Example \_\_\_\_\_ remained after all these years. The grass was cut evenly, the mound shaped to perfection, and the baselines were chalked without error. Our excellent seats were right behind the third base **bonxite** \_\_\_\_\_ dugout \_\_\_\_\_, \_\_\_\_\_ Synonym \_\_\_\_\_ where the players watch the game.

The **hozejoy**, \_\_\_\_\_ visitors \_\_\_\_\_, \_\_\_\_\_ Antonym \_\_\_\_\_ not the home team was favored to win the series. With the fastest **munzer** \_\_\_\_\_ pitcher \_\_\_\_\_ Example \_\_\_\_\_ in the league on the mound, the Tigers liked their chances.

The first **rockham** \_\_\_\_\_ batter \_\_\_\_\_ Logic \_\_\_\_\_ of the game hit a deep homer into the left field grandstand. We had to leave early after only four of nine **verwasps** \_\_\_\_\_ innings \_\_\_\_\_ Example \_\_\_\_\_ because we had the baby with us.

## **Vocabulary Review Games**

These games will help your students review vocabulary words from the CCV Vocabulary Worksheets and the Greek and Latin Prefixes, Roots, and Suffixes Resource List.

### **Spell and Define Challenge Bowl**

Divide your students into two groups and select one student as the host. Give the vocabulary review list to the host for reference. Students stand next to their desks. The host flips a coin to determine which group goes first. The host says any word part chosen at random and the first student must first spell then define the word part. If the student is unsure of either the spelling or definition, he or she may use a “lifeline” to ask another group member for assistance, but only once per game. If the student gets both the spelling and definition correct, he or she remains standing; if incorrect, the student takes a seat and the next word goes to the opposing team. The team with the last student standing wins.

### **Baseball**

The teacher needs to assign each word or word part according to difficulty, from easy to hard, as a single, double, triple, or home run. Hint: Have many more singles cards than the others. Divide your students into two teams and establish four bases. When in the field, students sit in seats; when “up,” the students stand in line waiting their turn to bat. Teacher selects a single, double, triple, or home run card. Then, the teacher announces the word part and the batter must give the definition within five seconds or the batter is out. Mix it up by giving definitions and having students come up with the matching word part. Three outs per each team per inning. Select a student to serve as scorekeeper, and have that student keep the team scores on the board.

### **Inventive Vocabulary Writing**

Referencing the Greek and Latin prefixes, roots, and suffixes that students have already practiced, ask students to invent words that use each Greek and Latin word part in a sentence that uses context clues to show the meaning of each nonsense word. Encourage students to use “real” word parts to combine with each targeted word part to form multi-syllabic words. Award extra points for words used from prior week’s words. For variety, require students to write in different genre. Examples: brief narratives, classified ads, game directions, how-to paragraphs, dialogues, journals, advice columns.

### **Figures of Speech Brain-teasers**

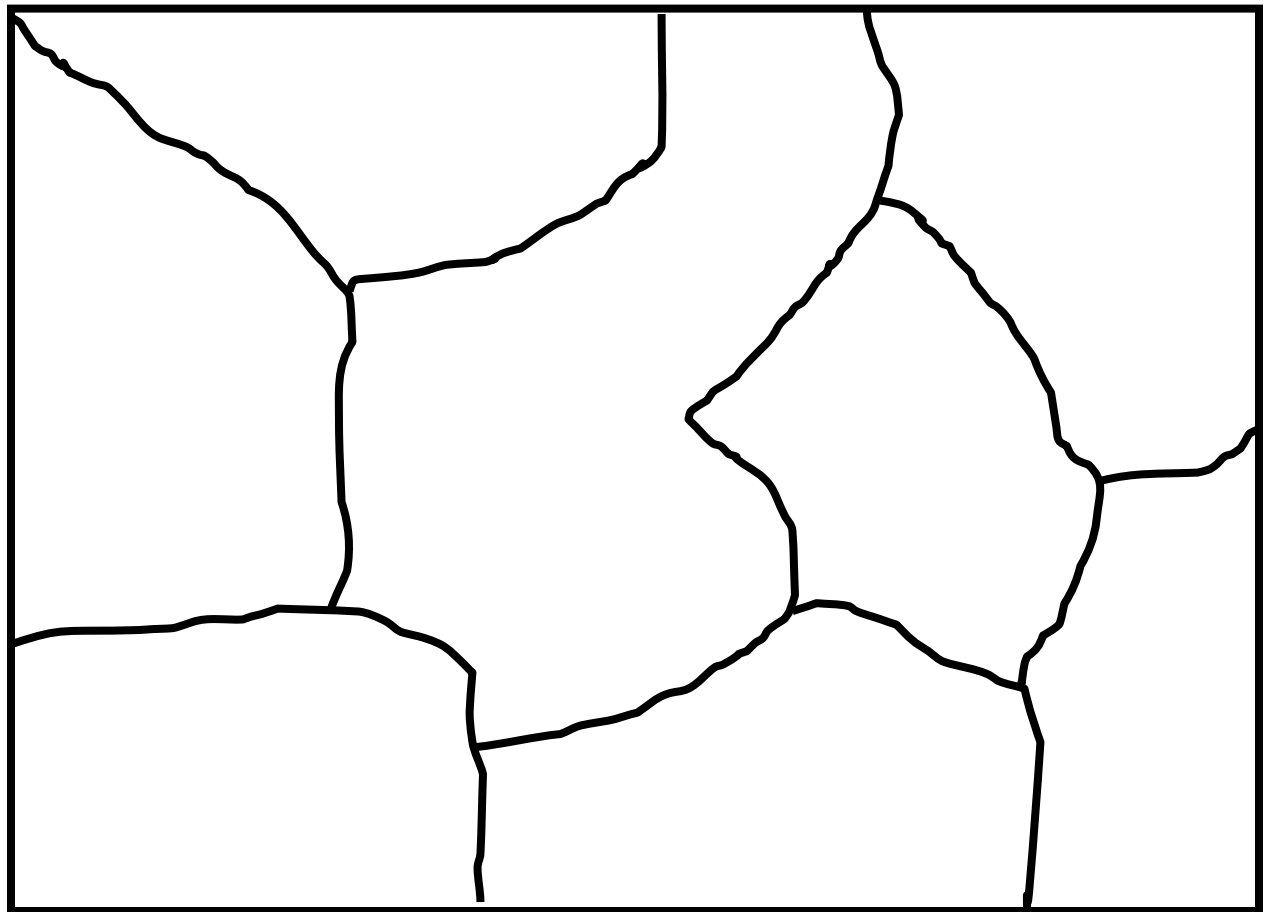
Referencing the idioms learned from their CCV Vocabulary Worksheets, students use pictures, symbols, and parts of words to represent these expressions on the front of a 3 x 5 card. On the rear of the card, translate the idiomatic expression and use the expression in a context clue sentence to show its meaning.

## Word Part Puzzles

Pass out construction paper, rulers, and scissors to each student. Tell your students that they will use the Greek and Latin Prefixes, Roots, and Suffixes list to make a jigsaw puzzle with word parts and their definitions.

### Directions:

1. Draw jigsaw puzzle lines on one side of light color construction paper so that you can fit the word parts and their definitions. Avoid small puzzle pieces.
2. Print the word part in dark pen or pencil at the edge of one puzzle piece and its matching definition at the edge of another puzzle piece that touches it, just like the model shows. Finish labeling the puzzle.
3. Cut out the puzzle pieces and place the word parts and their matching definitions face down on your desk. Put together the puzzle.
4. Label another set of word parts and their definitions on the blank side of the puzzle. You now have created two separate Word Part Puzzles.



## Vocabulary Steps

**Directions:** Some vocabulary words require a *basic understanding*; others require *full understanding*. Study the example to see how completing the Sentence Frames helps deepen your understanding of the Vocabulary Word. Then complete the sentence frames to define a word that your teacher assigns.

<b>Sentence Frames</b>	<b>Vocabulary Word:</b>	<b>democracy</b>
	<b><i>full understanding</i></b>	
	It's important	it's what our levels of
	because...	government practice
	<b>It's different than</b>	a republic because a
	_____ <b>because...</b>	republic has a Constitution
	It's the same as	a republic because both have citizens
	_____ because...	who are allowed to vote
<b>Examples of it</b>	direct democracy like a club, representative	
<b>would be...</b>	democracy like Student Council	
It's an example of the	ways decisions are made in governments and	
following...	organizations.	
<b><i>basic understanding</i></b>		

<b>Sentence Frames</b>	<b>Vocabulary Word:</b> _____
	<b><i>full understanding</i></b>
	It's important _____
	because... _____
	<b>It's different than</b> _____
	_____ <b>because...</b> _____
	It's the same as _____
	_____ because... _____
<b>Examples of it</b>	_____
<b>would be...</b>	_____
It's an example of the	_____
following...	_____
<b><i>basic understanding</i></b>	

## Semantic Spectrums

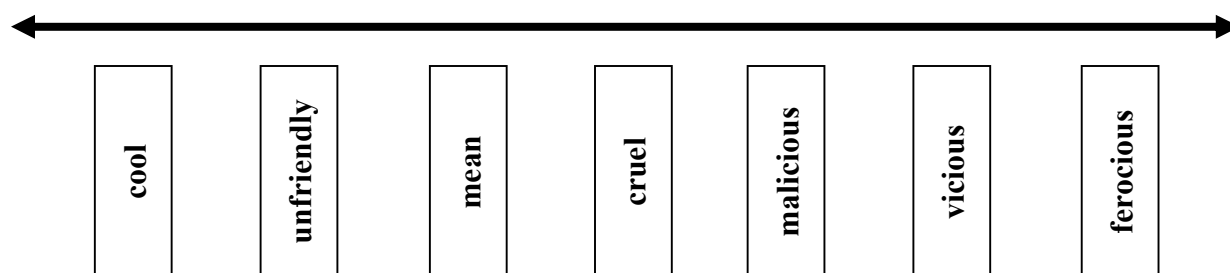
Words have both *denotative* meanings, such as the dictionary definition, and *connotative* meanings, such as the shades of meaning between similar definitions. Brainstorming the connotative meanings of words with similar definitions can help develop a deeper understanding of exactly what a word means and how it is used.

**Directions:** Follow the model and example below to complete the spectrum, placing the vocabulary word that is assigned by your teacher in the appropriate location. Try to keep the same parts of speech as the vocabulary word for most of your words.

### Model

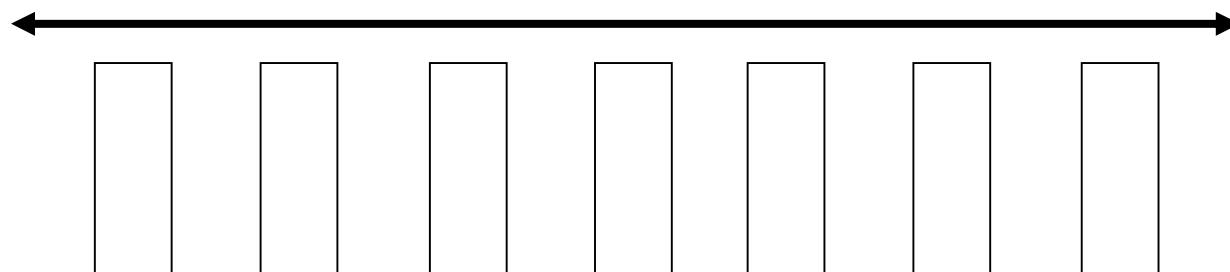


**Example: Vocabulary Word** *vicious*



### Practice

**Vocabulary Word** \_\_\_\_\_



## CCSS 6<sup>th</sup> Grade Vocabulary Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
1	border	auto crat		Idioms Expressions		
2			Synonyms: fate destiny		enthusiastic fanatical	text tradition
3	brush	grat(e) ful		Idioms Expressions		
4			Synonyms: descendant ancestor		ordinary extraordinary	alternative circumstance
5	table	circum vent		Idioms Expressions		
6			Antonyms: employee employer		pebble boulder	comment compensate
7	staple	com mit		Idioms Expressions		
8			Antonyms: assist hinder		optimism pessimism	component consent
9	overhead	sent(i) ment		Idioms Expressions		
10			Part to Whole: emerald gem		mature juvenile	considerable constant
11	skirt	pseudo nym		Similes Comparisons		
12			Part to Whole: burglar criminal		modern ancient	constrain contribute
13	soil	civ il		Similes Comparisons		
14			Degree: peaceful tranquil		obvious mysterious	convene coordinate
15	novel	mim ic		Metaphors Comparisons		
16			Degree: goal objective		formal casual	core corporate
17	subject	mot ive		Metaphors Comparisons		
18			Item to Category: priest religion		idolize disdain	correspond criteria



## CCSS 6<sup>th</sup> Grade Vocabulary Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
19	object	unison		Imagery Pictures		
20			Item to Category: crochet craft		polite rude	deduce demonstrate
21	invalid	project		Imagery Pictures		
22			Character to Location: infant nursery		crucial trivial	document dominate
23	incense	homograph		Adages Expressions		
24			Character to Location: physician clinic		mansion shelter	emphasis ensure
25	implement	finite		Adages Expressions		
26			Object to its Use: calendar organize		reckless cautious	exclude framework
27	compound	dialog(ue)		Adages Expressions		
28			Object to its Use: thermometer temperature		incredible doubtful	fund illustrate
29	defect	appeal		Alliteration Sounds		
30			Source and its Object: award celebration		respect prestige	immigrate imply
31	interest	oratory		Alliteration Sounds		
32			Source and its Object: moisture humidity		wary prudent	initial instance
33	incline	pentathlon		Alliteration Sounds		

## CCSS 6<sup>th</sup> Grade Vocabulary Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
34			Worker to Work: guide expedition		disaster calamity	interact justify
35	moderate	the ism		Proverbs Expressions		
36			Worker to Work: contractor construction		dedicate devote	layer link
37	blunt	reg ular		Proverbs Expressions		
38			Problem to Solution: infection antibiotic		offensive appalling	locate maximize
39	current	pot ent		Proverbs Expressions		
40			Problem to Solution: poverty employment		resentful vengeful	minor negate
41	figure	spir it		Onomatopoeia Sounds		
42			Defining Characteristic : improvise jazz		exaggerate magnify	outcome partner
43	overlook	cert (t)ain		Onomatopoeia Sounds		
44			Defining Characteristic : logic emotion		tragic distressing	philosophy physical
45	refrain	se lect		<b>*Personification Comparisons</b>		
46			Lack of to Object: anxious carefree		chaotic systematized	proportion public
47	stall	ambul ance		<b>*Personification Comparisons</b>		

## CCSS 6<sup>th</sup> Grade Vocabulary Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
48			Lack of to Object: trust jealously		cherish admire	react register
49	hamper	imagery		<b>*Personification Comparisons</b>		
50			Tool to Worker: loom weaver		despise loathe	rely remove
51	convict	brevity		<b>*Colloquialisms Expressions</b>		
52			Tool to Worker: wrench plumber		unity division	scheme sequence
53	impact	access		<b>*Colloquialisms Expressions</b>		
54			Cause-Effect: affect result		bitter jubilant	shift specify
55	produce	cognitive		<b>*Colloquialisms Expressions</b>		
56			Cause-Effect: grief depression		misfortune catastrophe	sufficient task

**Boldface denotes Introductory Standard for Sixth Grade Level.**