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| **Word of the Week 2015-2016** |
| **Week** | **Word** | **Definition** | **Sentence**  | **Curriculum Connections** |
| 9/8 - 9/11 | Achieve | To get (or reach) something by working hard  | The student always paid attention in class and completed his homework to make sure he would **achieve** his goal of earning a good grade on the math test.  |  |
| 9/16 - 9/18 | Contribute | To give something, such as money, food, or time, to help a person, group, or organization.  | Everyone was asked to **contribute** at least one can of food during the school food drive.  | Grade 3 SS Grade 4 Engage Modules 1A/2A |
| 9/21- 9/25 | Acquire  | To get something; to come to own something  | The football coach hoped to **acquire** several new players for his team this year.  | Grade 5 Engage M 2A & 4 (Unit 3) |
| 9/28 - 10/2 | Potential | A chance or possibility that something will happen or exist in the future | If you study hard, there is a greater **potential** for success.  |  |
| 10/5 - 10/9 | Significant  | Very important  | Fish and marine mammals are a **significant** part of a shark’s diet. Without them, they would not be able to survive.  | Grade 3 Science  |
| 10/13- 10/16 | Fundamental | A basic rule or principle on which something is based.  | The ability to read is **fundamental** to getting an education. You need a fundamental understanding of addition before you can learn to multiply.  | Grade 5 Engage Module 1 U1 |
| 10/19- 10/23 | Access | A way of being able to use or get to something  | We have **access** to hundreds of books in our school library.  | Grade 3 Engage Module 1 U3 & Module 4 U2 |
| 10/26-10/30 | Complex | Not easy to understand or explain  | The word problem was very **complex** and required many steps to find the solution.  | Grade 3 Engage Module 4 U1 |
| 11/2 -11/6 | Specify | To name or mention something exactly and clearly | She needed to **specify** the number of people attending her party so there would be enough food for everyone.  | Grade 3 Engage Module 4 U2 |
| 11/9 - 11/13 | Assume | To think that something is true or probably true without knowing that it is true. | I **assumed** he spent a lot of time practicing because he was the best player on the baseball team.  |  |
| 11/16- 11/20 | Tradition  | A way of thinking, behaving, or doing something that has been used by the people in a particular group, family, society, etc., for a long time | One of our oldest family **traditions** is to eat turkey, stuffing, and mashed potatoes on Thanksgiving.  | Grade 4 Engage Module 1A U2 |
| 11/23- 11/24 | Quote | To repeat something that was written or said exactly as it was.  | The reporter **quoted** the police chief in his article. He wrote a statement describing exactly what the chief said about the investigation.  | Grade 5 Engage Module 2AGrade 4 Engage Module 4 U3Grade 5 Engage Module 1 U1 & Module 3A U2 |
| 11/30 - 12/4 | Analyze | To study something closely and carefully  | We worked as a group to **analyze** the problem in hopes that we would be able to solve it.  | Grade 3 Engage Module 3 U1 & U2Grade 4 Engage Module 1A U2Grade 5 Engage Module 1 U1 & Module 4 U2 |
| 12/7 - 12/11 | Benefit | Anything that has a good effect or gives someone an advantage.  | Fresh air and sunshine will **benefit** your health in many ways.  | Grade 5 Engage Module 2AGrade 4 Engage Module 2 U3 |
| 12/14- 12/18 | Perspective | A way of thinking about something or understanding something  | The story is told from the **perspective** of a teenage boy. The conclusion would be quite different if it was told from another character’s point of view.  | Grade 5 Engage Module 1 U3Grade 5 Module 4 U2 |
| 12/21- 12/23 | Utilize | To use for a particular purpose  | The poet **utilizes** metaphors to make the images in the poem more vivid.  |  |
| 1/4- 1/8 | Integrate | To combine two or more things to form or create something new | Comic strips **integrate** two different art forms: writing and drawing.  | Grade 5 Module 3A U2 |
| 1/11- 1/15 | Interact | To talk or do things with other people  | The little girl **interacts** with other children at nursery school. They play games and read books together.  | Grade 5 Engage Module 2A |
| 1/19 - 1/22 | Sufficient  | enough; as much as needed | The amount of food here will be **sufficient** for the fishing trip. They will have enough to last the entire weekend.  |  |
| 1/25 - 1/29 | Justify  | To show that something is true or right; to prove  | The photograph **justified** his claim that he had met the president. They were both in the picture together and it was signed.  | Grade 5 Module 1 U1 & U3Grade 5 Module 3A U3 |
| 2/1 - 2/5 | Exclude | To leave out  | The boys were not allowed to **exclude** their little sister from the game. Their mother made sure she was able to play.  | Grade 5 Engage Module 2AGrade 5 Engage Module 1 U1 |
| 2/8 - 2/12 | Consequent | Happening as a result of a particular event or set of conditions  | Weather forecasters predict heavy rains and **consequent** flooding.  | Grade 3 SS  |
| 2/22 - 2/26 | Reinforce | To strengthen something or add support  | You can **reinforce** your answer by adding more details from the passage.  |  |
| 2/ 29- 3/4 | Accumulate | To pile up, collect, or gather  | The snow slowly began to **accumulate** during the storm. By the morning, there was over a foot of snow on the ground.  | Grade 3 Unit Grade 4 ELA Module  |
| 3/7 - 3/11 | Capacity  | The amount that can be held in a particular space  | The water pitcher has a **capacity** of one gallon.  |  |
| 3/14 - 3/18 | Relevant | Related to a subject in an appropriate way  | Her comments were not **relevant** to the discussion so her teacher restated the question and told her to rethink her response.  | Grade 5 Engage Module 2AGrade 5 Engage Module 4 U1 |
| 3/21- 3/25 | Equivalent | The same as or equal to another in measure, value, or meaning  | Three feet is **equivalent** to one yard. They are the same length.  | Math grades 3-5 |
| 3/29 - 4/1 | Ensure | To make sure or certain  | She **ensures** her good health by eating healthy and exercising  | Grade 5 Engage Module 2A |
| 4/4 - 4/8 | Component | A part of something  | Vegetables are an important **component** of a healthy diet  | Grade 5 Engage Module 2A |
| 4/11 - 4/15 | Valid | Based on truth, fact, or logic  | A driver’s license is a **valid** form of identification.  |  |
| 4/18 - 4/22 | Controversy | A disagreement or debate  | There is **controversy** surrounding the team’s decision to trade their star pitcher. Half the players thought he should stay and the other half thought he should go.  |  |
| 4/27 - 4/29 | Evaluate | To judge the value of someone or something in a careful and thoughtful way | The teacher needed to **evaluate** his student’s performances during a group project to determine their final grades | Grade 3 Engage Module 1 U2Grade 5 Engage Module 1 U3 |
| 5/2 - 5/6 | Restrict  | To limit the amount of something  | The town wants to **restrict** access to the beach by allowing only residents to visit. |  |
| 5/9 - 5/13 | Acknowledge | To admit the truth or existence of | Her grandmother acknowledged the gifts by sending thank you notes.  | Grade 4 Engage Module 1A U1 |
| 5/16- 5/20  | Vary | To change or make different  | The storyteller would **vary** the stories every time he read them to a group.  | Grade 4 Engage Module 4 U2 |
| 5/23 - 5/27 | Constitute | To make up or form something  | Seven days **constitute** a week.  | Grade 4 Engage Module Grade 5 Engage Module 1 |
| 5/30 - 6/3 | Proceed | To move forward after a stop  | The student was nervous and unsure but **proceeded** to answer the question.  |  |
| 6/6 - 6/10 | Evident | Easily seen; clear | Her happiness was **evident** to all, as she wore a huge smile on her face.  | Grade 3 Engage M1 U3 & U3 & Module 3 U1Grade 5 Engage Module 3A U1 & U3 |
| 6/13 - 6/17 | Conclude | To bring to an end; finish, complete | The school year is about to **conclude** and summer vacation will officially begin.  | Grade 3 Science \_Grade 4 ScienceGrade 3 ELA Module \_\_ |