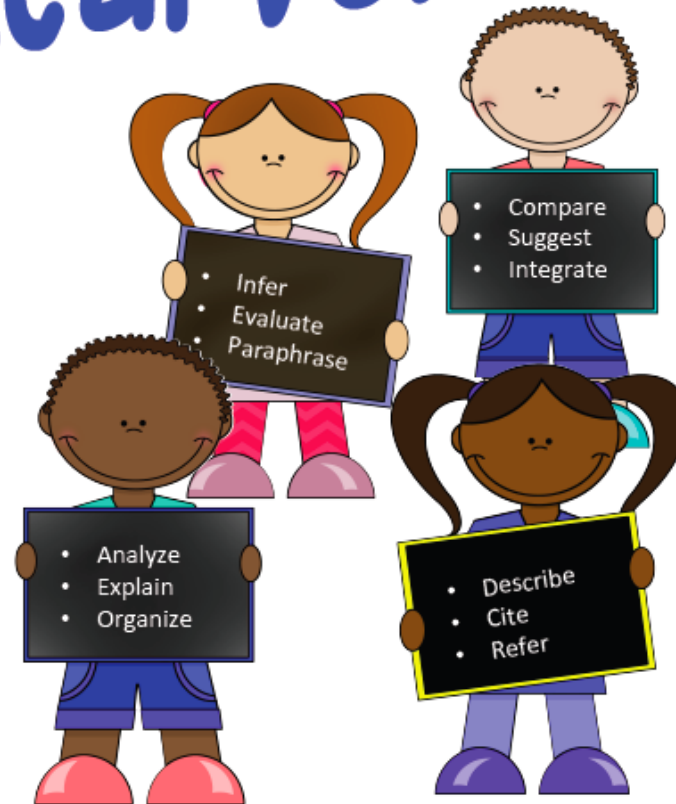


CCSS Critical Verbs

Common Core High Frequency Verbs and Literature Response

Trista Lanette Pollard
NBCT



Dear Teachers,

Now that the **Common Core State Standards (CCSS)** are a reality, we need to find lessons and tools that will help us prepare our students to meet those standards successfully. One area that needs consideration is vocabulary instruction. According to Marilee Sprenger, researchers estimate 85% of achievement test scores are based on the vocabulary of the standards. ([Sprenger 2014](#)) In the past, teaching vocabulary was a huge component of our reading instruction. As new reading theories have been developed and used in our classrooms, vocabulary instruction tends to appear less in our reading curriculum.

I created this Power Point presentation to help my third grade Basic Skills students learn the “critical verbs” that appear most often in the CCSS. I also wanted to integrate my vocabulary instruction with literature. I chose two of my favorite picture books:

- *The True Story of the 3 Little Pigs*, by Jon Scieszka, Illustrated by Lane Smith
- *June 29, 1999*, by David Wiesner

I used the books to present sample questions that use the critical verbs. This would give my students an idea of how the questions may be phrased on the **PARCC** assessment. I would then have my students practice responding to similar questions in the Student Companion using reading texts and novels.

This would be a valuable activity to help your third, fourth, fifth, and middle school students learn and use critical verbs as you prepare for the **PARCC** assessments.

Trista Lanette Pollard, NBCT

Please remember to leave a rating and follow my store. Visit my page on [Facebook](#) and [Instagram](#)!
Thank you. Trista

Analyze

Defintion: (v) to break apart a topic into smaller parts and then explain how those parts relate to each other and to the entire topics.

Synonyms: examine, inspect, study, investigate

Example:
Analyze the importance of hearing the story from the Wolf's point of view? Do

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Contrast

Defintion: (v) to show the differences between two or more people, stories, or things.

Synonyms: distinguish, vary, contradict, separate

Contrast the actions the pigs in the *True Story of the 3 Little Pigs*

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Cite

Defintion: (v) to quote from text, author, or passage in support or as proof.

Synonyms: point out, specify, present, quote, refer

Example:
A. Wolf claimed he was innocent. **Cite** the reasons he gave to support his argument.

True Story of the 3 Little Pigs, Jon Scieszka and Lane Smith

Explain

Defintion: (v) to make clear and known in detail so people understand.

Synonyms: define, disclose, reveal

Example:
Explain how Holly Evans plans to send her seedlings into space.

June 19, 1999, David Wiesner

Organize

Defintion: (v) to arrange in a structure that is orderly.

Synonyms: coordinate, form, classify, combine

Example:
Suppose the government wanted to know why giant vegetables appeared around the United States. How would you **organize** the investigation into the appearance of the giant vegetables?

June 19, 1999, David Wiesner

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Suggest

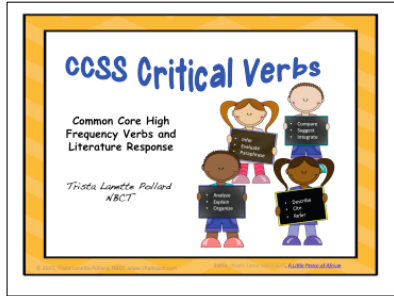
Defintion: (v) to mention or introduce an idea for consideration.

Synonyms: propose, recommend, offer, submit

Example:
Suggest an alternate ending to the story *June 29, 1999*.

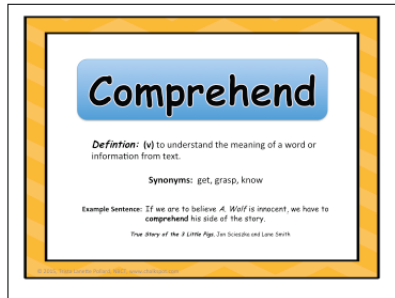
June 19, 1999, David Wiesner

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I included only the Core Content Critical Verbs that appeared most often in the Common Core. The following verbs are included:

- analyze
- articulate
- compare
- comprehend
- contrast
- delineate
- demonstrate
- describe
- determine
- develop
- distinguish
- draw
- evaluate
- explain
- identify
- infer
- organize
- paraphrase
- refer
- suggest
- support
- summarize



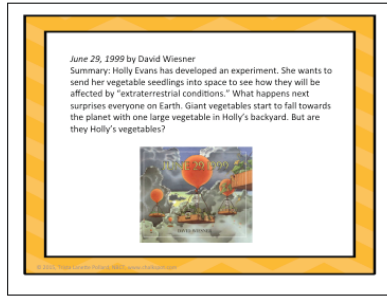
* I interpreted *cite* belonging to Bloom's Level I Questions, Knowledge.

Possible prompts:

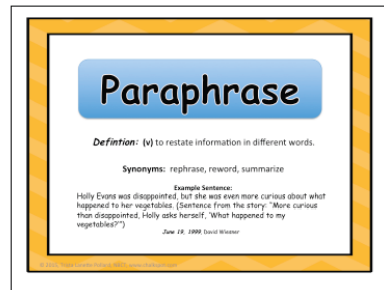
- Can you list the three...?
- List evidence to support...
- The reasons _____ occurred...

Other Keywords:

- state
- support
- list



Another of my favorite books. You may wish to stop the story before the last three pages. The pages show what took place in the "...ionosphere. On June 29..." This way you can have the students come up with alternative reasons for the giant vegetables. The picture on the last page (the Arcturians looking at small vegetables in space) can be used for a prompt about inference.

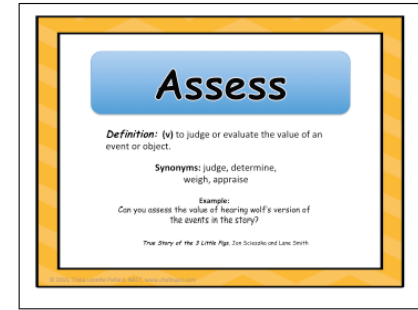


Possible prompts:

- State in your own words why...?
- Pretend you are the author. Rewrite one of the scenes...
- Summarize the main events in your own words.

Other Keywords:

- transcribe
- render

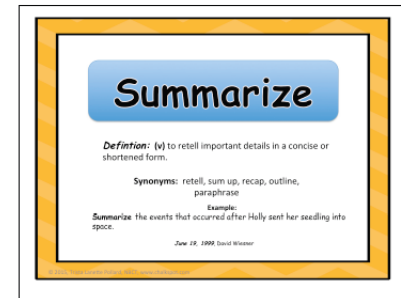


Possible prompts:

- Do you agree with the actions/outcome...?
- What would you recommend...?
- What information would you use to support the view...?
- How would you prioritize...?

Other Keywords:

- conclude
- defend
- justify
- measure
- criteria
- prioritize



Possible prompts:

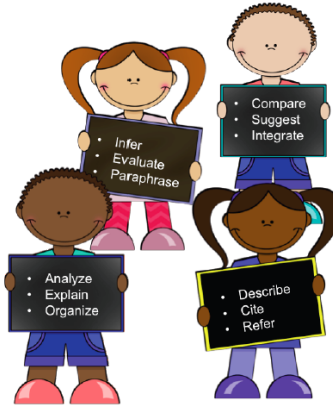
- What is the main idea...?
- Retell the story from the point of view of....
- Write an outline of the main points of the chapter/ section.

Other Keywords:

- compile
- condense
- abridge

My Critical Verb Journal

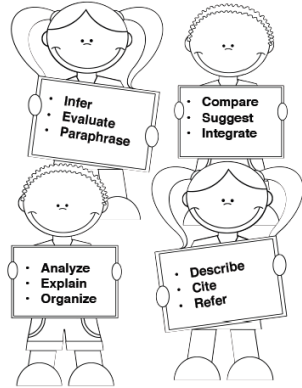
Name: _____



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My Critical Verb Journal

Name: _____



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Analyze

Definition: (v) to break apart a topic into smaller parts and then explain how those parts relate to each other and to the entire topics.

Prompt: _____

Response: _____

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Cite

Definition: (v) to quote from text, author, or passage in support or as proof.

Prompt: _____

Response: _____

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Describe

Definition: (v) to tell what happened in detail including important features.

Prompt: _____

Response: _____

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Organize

Definition: (v) to arrange in a structure that is orderly.

Prompt: _____

Response: _____

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Support

Definition: (v) to establish a statement as factual by providing facts from a text or other forms of media.

Prompt: _____

Response: _____

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