

Vocabulary Quadrant Chart

Purpose

Use this routine to introduce new vocabulary words or help students dig deeper into words that they are learning.

Time

About 5-15 minutes per word. (Complete up to three words per session.)

Supported Standards

CCR Language Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Materials

- One [blank quadrant chart](#) per word per student, plus one for demonstration purposes
- Vocabulary list with level-appropriate definitions

Procedure¹

The first time you use this routine with a student or group, complete one word together as a demonstration. If you are working with a group of students, the left side of the chart is best done collaboratively. Students will usually work more independently on the right side of the chart, though they may need support in coming up with ideas.

1. Students write the vocabulary word in the center space.
2. In the top left corner, they should write the definition of the word (as provided by the text or by the instructor). Include the part of speech.
3. In the bottom left corner, students should list synonyms and antonyms of the word. (Not every word has clear synonyms and antonyms. It's OK to leave some blanks here or to use phrases instead of single words.) Use student-suggested words as much as

¹ Adapted from the STAR vocabulary quadrant chart and the Frayer Model for teaching vocabulary.

possible. If you must suggest words, limit them to words that students already know (including vocabulary words from previous lessons).

4. In the top right corner, students have space to make personal connections to the word. This may include:
 - a. Drawing or pasting images that relate to the word. These do not have to be literal. (It can be fun to do an image search for a word like “meticulous,” for example.)
 - b. Writing the translation of the word in their home language.
 - c. Recording other connections to the word: a phrase that their boss uses at work, the name of someone they know who exemplifies this quality, etc.
5. In the lower right corner, students write a sentence that correctly uses the vocabulary word. It can be related to the image/connections they made in Step 4. You might want to provide sentence starters like “I know Maria is **meticulous** because ...” or “One thing I am **meticulous** about is ...”
6. If you are working with a group of students, it can be productive to ask students to share their images and sentences. This helps them get a broader feel for the word. They can also borrow each other’s ideas to add to their own chart.
7. Students should keep their charts and refer to them as needed when working with the vocabulary words.

Example

Below is an example of a completed quadrant chart for the word “restrict.”

