Academic Vocabulary

CONTENT BUILDER FOR THE PLC

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READING

Fiction

3.8   **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

3.4   **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.

3.5   **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

3.10   **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from the text to support their understanding.

important words for concept development related to the genre		word study
words new to grade level	**previously introduced words**	

event*
 narrator/speaker
 senses
	character
	 plot
	 theme*
	 setting
		• use context to determine or clarify meaning
		  — common prefixes, suffixes, roots
		  — antonyms/synonyms
		  — homographs/homophones
		  — alphabetize to the third letter
		  — use dictionary
		  — use glossary
		 • playful use of language (e.g., tongue twisters, palindromes, riddles)

other words related to understanding text

author	first person point of view	relationship
chart*	folk tales	sequence
detail	graphic	story
diagram*	interaction	summary
fable	legend	third person point of view
fiction	mythology (myth)	

Expository

3.13 **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding.

3.4 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.

3.12 **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

3.15 **Reading/Comprehension of Informational Text/Procedural Text.** Students understand how to glean and use information from procedural texts and documents.

important words for concept development related to the genre		word study
words new to grade level	**previously introduced words**	
cause and effect*	author's purpose detail* fact main idea text feature* topic*	• use context to determine or clarify meaning — common prefixes, suffixes, roots — antonyms/synonyms — homographs/homophones — alphabetize to the third letter — use dictionary — use glossary • playful use of language (e.g., tongue twisters, palindromes, riddles)

other words related to understanding text

bold print	information
captions	italics
diagram*	key words
expository	relationship
graphic features	

Poetry

3.6 **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

3.4 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.

3.5 **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

3.10 **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from the text to support their understanding.

important words for concept development related to the genre		word study
words new to grade level	**previously introduced words**	
senses	imagery theme*	• use context to determine or clarify meaning — common prefixes, suffixes, roots — antonyms/synonyms — homographs/homophones — alphabetize to the third letter — use dictionary — use glossary • playful use of language (e.g., tongue twisters, palindromes, riddles)

other words related to understanding text

fable	mythology (myth)
free verse	narrative *
graphic	poet*
humorous	rhyme*
legend	speaker*
lines*	stanza*
lyrical	

Drama

3.7	**Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	
3.4	**Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.	
3.5	**Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	
3.10	**Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from the text to support their understanding.	

words new to grade level	previously introduced words	
character	dialogue	• use context to determine or clarify meaning
plot	setting	— common prefixes, suffixes, roots
script	theme	— antonyms/synonyms
senses		— homographs/homophones
		— alphabetize to the third letter
		— use dictionary
		— use glossary
		• playful use of language (e.g., tongue twisters, palindromes, riddles)

other words related to understanding text

details
fable
graphic
legend
mythology (myth)
perform
play

Literary Nonfiction

3.9 **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.

3.4 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.

3.5 **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

3.10 **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from the text to support their understanding.

important words for concept development related to the genre		word study
words new to grade level	**previously introduced words**	
autobiography biography detail* fact point of view senses	setting theme	• use context to determine or clarify meaning — common prefixes, suffixes, roots — antonyms/synonyms — homographs/homophones — alphabetize to the third letter — use dictionary — use glossary • playful use of language (e.g., tongue twisters, palindromes, riddles)

other words related to understanding text

author
fable
graphic
legend

Persuasive

3.14 **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.

3.4 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.

3.15 **Reading/Comprehension of Informational Text/Procedural Text.** Students understand how to glean and use information from procedural texts and documents.

important words for concept development related to the genre		word study
words new to grade level	**previously introduced words**	
persuade	author's purpose topic	• use context to determine or clarify meaning — common prefixes, suffixes, roots — antonyms/synonyms — homographs/homophones — alphabetize to the third letter — use dictionary — use glossary • playful use of language (e.g., tongue twisters, palindromes, riddles)

other words related to understanding text

graphic features
persuasive

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

WRITING

Composition

3.20 **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

3.17 **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

3.18 **Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

3.19 **Writing.** Students write about their own experiences.

3.21 **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.

important words for concept development	
words new to grade level	previously introduced words
audience	draft
genre	publish

other words related to the content

composition
letter
persuasive essay
poem
response
story

Revision

3.17 **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

important words for concept development	
words new to grade level	previously introduced words
coherence	
organization	

other words related to the content

composition
letter
persuasive essay
poem
response
revise
story

Editing

3.17 **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

conventions for editing	
new to grade level	**previously introduced words**
PARTS OF SPEECH • adjectives (this, that, a, an, the) • compound sentence with subject-verb agreement • coordinating conjunctions (e.g., and, or, but) • complete sentence with complete subject and predicate • complete sentence with subject and verb agreement • possessive pronouns (e.g., his, hers, theirs) • time order transition words that indicate conclusion CAPITALIZATION • official titles of people • geographical names and places • historical periods PUNCTUATION • commas in a series	PARTS OF SPEECH • adjective (descriptive) • adverb (time, manner) • common and proper nouns • past, present, future verbs • prepositional phrases • singular and plural nouns • time order transition words PUNCTUATION • apostrophe in contractions • apostrophe is possessives

other words related to the content

SPELLING

- complex consonants (e.g., scr, -dge, -tch)
- consonant doubling when adding and ending
- double consonants in the middle of a word
- dropping final e when endings are added
- change y to I before adding an ending
- abstract vowel (e.g., ou)
- high frequency compound words
- closed, open, final stable syllable
- homophones (e.g., bear/bare, week/weak, road/rode)
- complex contractions (e.g., should've, won't)
- use print and electronic resources to find and check spelling

HANDWRITING

- cursive writing
- paragraph indention