

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

GRADE 2	READING	2
	WRITING	8

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

READING

Fiction

- 2.9 **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.
- 2.5 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 2.6 **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.
- 2.11 **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	
plot setting theme (moral lesson)	character sensory detail	<ul style="list-style-type: none"> • use context to determine or clarify meaning <ul style="list-style-type: none"> — prefix, suffix — antonym. synonyms — use dictionary, glossary • alphabetize words

other words related to understanding text

author	motivation
fable	mythology (myth)
fiction	sequence
folk tale	story
legend	trails
literal/non-literal	

Expository

- 2.14 **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.
- 2.5 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 2.13 **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.

important words for concept development related to the genre		word study
words new to grade level	previously introduced words	
	author's purpose fact information main idea table of contents text feature topic	<ul style="list-style-type: none"> • use context to determine or clarify meaning <ul style="list-style-type: none"> — prefix, suffix — antonym, synonyms — use dictionary, glossary • alphabetize words

other words related to understanding text

expository
 event
 heading
 index
 table of contents
 text feature

Poetry

- 2.7 **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.
- 2.5 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 2.6 **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.
- 2.11 **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	
image repetition theme (moral lesson)	rhyme rhythm	<ul style="list-style-type: none"> • use context to determine or clarify meaning <ul style="list-style-type: none"> — prefix, suffix — antonym, synonyms — use dictionary, glossary • alphabetize words

other words related to understanding text

literal/non-literal
 poem
 poet

Drama

- 2.8 **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.
- 2.5 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 2.6 **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.
- 2.11 **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	
dialogue plot setting theme (moral lesson)	character	<ul style="list-style-type: none"> • use context to determine or clarify meaning <ul style="list-style-type: none"> — prefix, suffix — antonym, synonyms — use dictionary, glossary • alphabetize words

other words related to understanding text

drama
 literal/non-literal
 play

Literary Nonfiction

- 2.10 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.
- 2.5 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 2.6 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.
- 2.11 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	
plot theme (moral lesson) sensory details setting	character	<ul style="list-style-type: none"> • use context to determine or clarify meaning <ul style="list-style-type: none"> — prefix, suffix — antonym, synonyms — use dictionary, glossary • alphabetize words

other words related to understanding text

author
 fiction vs nonfiction
 literal/non-literal

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CONTENT BUILDER FOR THE PLC

WRITING

Composition

- 2.19 **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.
- 2.17 **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
- 2.18 **Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
- 2.20 **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	chronological draft logical sequence topic

other words related to the content

composition
 letter
 poem
 story

Revision

2.17 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
	chronological/logical detail sensory detail sequence topic

other words related to the content

revise

Editing

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

convention for editing	
new to grade level	previously introduced
<p>PARTS OF SPEECH</p> <ul style="list-style-type: none"> • adjective (articles a, an the) • adverb (manner: carefully, beautifully) • complete sentence with correct subject-verb agreement • distinguish declarative and interrogative sentences • pronoun (e.g., he, him) <p>CAPITALIZATION</p> <ul style="list-style-type: none"> • proper nouns • months and days of the week • the salutation and closing of a letter <p>PUNCTUATION</p> <ul style="list-style-type: none"> • apostrophe in contractions • apostrophe is possessives • end of sentence 	<p>PARTS OF SPEECH</p> <ul style="list-style-type: none"> • adjective (descriptive) • adverb (time) • common and proper nouns • past, present, future verbs • prepositional phrases • singular and plural nouns • time order transition words

other words related to the content

SPELLING

- hard and soft g, k, ck
- VCe
- r controlled vowel
- vowel diagraphs (e.g., oo-ee)
- vowel diphthongs (e.g., ou, ow, oy)
- high frequency words
- base words with inflectional endings (e.g., ing and ed)
- simple contractions
- resource to find correct spelling

HANDWRITING

- margins for readability