

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

GRADE 4	READING	2
	WRITING	9

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

READING

Fiction

- 4.6 **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.
- 4.2 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 4.3 **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.
- 4.8 **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	
metaphor simile	character event imagery narrator/speaker plot theme	<ul style="list-style-type: none"> • use context to determine or clarify meaning <ul style="list-style-type: none"> — grade level academic words derived from Latin, Greek or other linguistic roots and affixes — complete synonym and antonym analogies — common idioms — dictionary, glossary (meaning, syllabication, pronunciations, alternative word choice, parts of speech)

other words related to understanding text

conflict*	relationship(s)*
details*	resolve*
event	sequence
fiction	summary
first person point of view	third person point of view
interaction*	

Expository

- 4.11 Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
- 4.2 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 4.10 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. Students are expected to explain the difference between a stated and an implied purpose for an expository text.
- 4.13 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	
fact/opinion summary	author’s purpose cause-and-effect* details* main idea text features topic	<ul style="list-style-type: none"> • use context to determine or clarify meaning <ul style="list-style-type: none"> — grade level academic words derived from Latin, Greek or other linguistic roots and affixes — complete synonym and antonym analogies — common idioms — dictionary, glossary (meaning, syllabication, pronunciations, alternative word choice, parts of speech)

other words related to understanding text

article* chart comparison descriptions* details* diagram*	expository factual graph graphics guide word	illustration implied procedural sequence
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Poetry

- 4.4 **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.
- 4.2 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 4.3 **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.
- 4.8 **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	
metaphor	character	<ul style="list-style-type: none"> • use context to determine or clarify meaning <ul style="list-style-type: none"> — grade level academic words derived from Latin, Greek or other linguistic roots and affixes — complete synonym and antonym analogies — common idioms — dictionary, glossary (meaning, syllabication, pronunciations, alternative word choice, parts of speech)
meter	imagery	
simile	rhyme*	
stanza*	theme	

other words related to understanding text

free verse*	poem
line breaks	poet*
line(s)*	repetition*
lyrical poetry	speaker*

Drama

- 4.5 **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.
- 4.2 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 4.3 **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.
- 4.8 **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	
metaphor simile	character* theme	<ul style="list-style-type: none"> • use context to determine or clarify meaning <ul style="list-style-type: none"> — grade level academic words derived from Latin, Greek or other linguistic roots and affixes — complete synonym and antonym analogies — common idioms — dictionary, glossary (meaning, syllabication, pronunciations, alternative word choice, parts of speech)

other words related to understanding text

- | | |
|---------------------|---------------------|
| dialogue* | scene* |
| dramatic literature | script |
| imagery | stage directions* |
| play(s)* | structural elements |
| playwright* | |
| plot* | |

Literary Nonfiction

- 4.7 **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 provide evidence from text to support their understanding.
- 4.2 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 4.3 **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.
- 4.8 **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	
metaphor simile	autobiography biography character theme	<ul style="list-style-type: none"> • use context to determine or clarify meaning <ul style="list-style-type: none"> — grade level academic words derived from Latin, Greek or other linguistic roots and affixes — complete synonym and antonym analogies — common idioms — dictionary, glossary (meaning, syllabication, pronunciations, alternative word choice, parts of speech)

other words related to understanding text

author
imagery
point of view

Persuasive

- 4.12 **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.
- 4.2 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 4.13 **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	
influence	author's purpose	<ul style="list-style-type: none"> • use context to determine or clarify meaning <ul style="list-style-type: none"> — grade level academic words derived from Latin, Greek or other linguistic roots and affixes — complete synonym and antonym analogies — common idioms — dictionary, glossary (meaning, syllabication, pronunciations, alternative word choice, parts of speech)

other words related to understanding text

chart
 diagram
 factual
 graph
 graphics
 illustration
 persuade

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CONTENT BUILDER FOR THE PLC

WRITING

Composition

- 4.18 **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.
- 4.15 **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
	audience
	draft
	genre

other words related to the content

composition- explanation
 letter
 persuasive essay
 poem
 response
 story

Revision

4.15 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

clarity*	poem
composition- explanation	response
detail*	revise
focus*	story
goal*	topic*
letter	
persuasive essay	

Editing

4.15 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
<p>PARTS OF SPEECH</p> <ul style="list-style-type: none"> adverbs (frequency, intensity) comparative and superlative adjective correlative conjunctions irregular verbs reflexive pronouns <p>CAPITALIZATION</p> <ul style="list-style-type: none"> historical documents historical events language nationality race title of book title of essay title of story <p>PUNCTUATION</p> <ul style="list-style-type: none"> commas in compound sentence quotation marks 	<p>PARTS OF SPEECH</p> <ul style="list-style-type: none"> adjective (description) common and proper nouns prepositional phrase (location, time, direction, provide details) sentence with complete subject and predicate simple and compound sentence with subject-verb agreement singular and plural nouns time order transition words and transitions that indicate a conclusion

other words related to the content

SPELLING

- double consonants in middle of words (introduced in third grade)
- plural words (e.g., words in ending in f as in leaves and adding es)
- irregular plurals
- other ways to spell sh (e.g., -sion, -tion, -cian)
- silent letters (e.g, knee, wring)
- base words and roots with affixes
- homophones (e.g., there, they're, their; too, two, to)
- print and electric resources to check and correct spelling (introduced in third grade)

HANDWRITING

- cursive or manuscript print