

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

GRADE 5	READING	2
	WRITING	9

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

READING

Fiction

- 5.6 **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.
- 5.2 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 5.3 **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.
- 5.8 **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	
conflict figurative language foreshadow*	character imagery moral lesson plot point of view sensory detail 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 — produce synonym and antonym analogies — common idioms, adages, other sayings — dictionary, glossary, thesaurus (meaning, syllabication, pronunciations, alternative word choice, parts of speech)

other words related to understanding text

- events*
- mythology (myth)
- narrator*
- relationship
- suspense*
- third person point of views

Expository

- 5.11 **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.
- 5.2 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 5.10 **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.
- 5.13 **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	
organizational pattern*	author’s purpose detail fact main idea* summary text features	<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 — produce synonym and antonym analogies — common idioms, adages, other sayings — dictionary, glossary, thesaurus (meaning, syllabication, pronunciations, alternative word choice, parts of speech)

other words related to understanding text

- | | |
|----------------------|------------------|
| article* | graph |
| cause and effect | graphics |
| chart | illustration |
| chronological order* | logical order |
| classification | map |
| compare and contrast | quantitative |
| diagram | sequential order |
| expository | subheadings* |
| factual | table |
| genre | timeline |

Poetry

- 5.4 **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.
- 5.2 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 5.3 **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.
- 5.8 **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	
figurative language internal rhyme onomatopoeia rhyme scheme	alliteration imagery poet* sensory detail 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 — produce synonym and antonym analogies — common idioms, adages, other sayings — dictionary, glossary, thesaurus (meaning, syllabication, pronunciations, alternative word choice, parts of speech)

other words related to understanding text

historical event
 italicize*
 line*
 mythology (myth)
 point of view*
 sound effect
 speaker*
 stanza*

Drama

- 5.5 **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.
- 5.2 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 5.3 **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.
- 5.8 **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	
dramatic adaptation figurative language	imagery sensory detail 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 — produce synonym and antonym analogies — common idioms, adages, other sayings — dictionary, glossary, thesaurus (meaning, syllabication, pronunciations, alternative word choice, parts of speech)

other words related to understanding text

character(s)*	play(s)*	resolution*
historical movement	playwright*	scene*
mythology (myth)	props*	setting*

Literary Nonfiction

- 5.7 **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.
- 5.2 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 5.3 **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.
- 5.8 **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	
figurative language	autobiography biography imagery sensory detail 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 — produce synonym and antonym analogies — common idioms, adages, other sayings — dictionary, glossary, thesaurus (meaning, syllabication, pronunciations, alternative word choice, parts of speech)

other words related to understanding text

- historical event
- literary device
- literary language

Persuasive

- 5.12 **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.
- 5.2 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 5.10 **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.
- 5.13 **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	
persuasive techniques position viewpoint	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 — produce synonym and antonym analogies — common idioms, adages, other sayings — dictionary, glossary, thesaurus (meaning, syllabication, pronunciations, alternative word choice, parts of speech)

other words related to understanding text

causality	factual	parallelism
chart	graph	persuade
comparison	illustration	quantitative
contradictory	influence	table
diagram	map	timeline
exaggerated	misleading	

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CONTENT BUILDER FOR THE PLC

WRITING

Composition

- 5.18 **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.
- 5.15 **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
- 5.16 **Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas
- 5.17 **Writing.** Students write about their own experiences.
- 5.19 **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
thesis	audience
topic	draft
	genre
	publish

other words related to the content

expository composition or multi-paragraph essay
 letter
 personal narrative
 persuasive essay
 poem
 response
 story

Revision

5.15 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	
focus	
style	
transitions	

other words related to the content

expository composition or multi-paragraph essay
 letter
 personal narrative
 persuasive essay
 poem
 response
 revise
 story

Editing

5.15 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"> verbs (active voice) collective nouns indefinite pronouns predicate adjectives subordinating conjunctions transition words (also, therefore) <p>CAPITALIZATION</p> <ul style="list-style-type: none"> abbreviations initials acronyms organizations <p>PUNCTUATION</p> <ul style="list-style-type: none"> quotations (punctuation and spacing) italics (titles and emphasis) underlining (titles and emphasis) 	<p>PARTS OF SPEECH</p> <ul style="list-style-type: none"> adverbs (frequency, intensity) irregular verbs comparative and superlative adjectives prepositional phrases complete sentence with complete subject and predicate simple and compound sentences with correct subject-verb agreement <p>PUNCTUATION</p> <ul style="list-style-type: none"> commas in compound sentences

other words related to the content

SPELLING

- consonant changes (e.g., /t/ to /sh/ and /k/ to /sh/)
- long to short vowel changes
- long to schwa vowel changes
- silent and sounded consonants
- Greek and Latin roots, prefixes and suffixes
- commonly confused terms (e.g., its, it's; affect, effect)
- use print and electronic resources to determine and check spelling
- know how to use and understand spell check function