

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

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Academic Vocabulary

CONTENT BUILDER FOR THE PLC

ENGLISH I READING

Fiction

- E1.5 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.
- E1.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E1.2 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.
- E1.7 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	
flashback	character*	<ul style="list-style-type: none"> • use context to determine or clarify meaning and distinguish connotative and denotative meaning <ul style="list-style-type: none"> — grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes — produce function and description analogies — describe origins and meanings of frequently used words from other languages — dictionary, glossary, thesaurus (meaning, and etymology)
irony*	figurative language*	
non-linear plot	foreshadow	
paradox	point of view	
sarcasm	setting	
	theme	

other words related to understanding text

character foil	evidence*	literary device	plot*
conflict*	genre	literary work	sub-plot
cultural setting	historical setting	narrator*	tone*
details*	linear plot	parallel plot	unresolved*

Expository

- E1.9 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.
- E1.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E1.8 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.
- E1.11 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	
critique	author's purpose* controlling idea details* main idea opinion* organizational pattern summary* topic viewpoint	<ul style="list-style-type: none"> • use context to determine or clarify meaning and distinguish connotative and denotative meaning <ul style="list-style-type: none"> — grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes — produce function and description analogies — describe origins and meanings of frequently used words from other languages — dictionary, glossary, thesaurus (meaning, and etymology)

other words related to understanding text

author*	information*	quotation(s)*
contradictory*	objective	substantiate*
factual	position	technical
figurative language*	quantitative	unsubstantiate

Poetry

- E1.3 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.
- E1.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E1.2 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.
- E1.7 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	
irony	diction	<ul style="list-style-type: none"> use context to determine or clarify meaning and distinguish connotative and denotative meaning <ul style="list-style-type: none"> grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes produce function and description analogies describe origins and meanings of frequently used words from other languages dictionary, glossary, thesaurus (meaning, and etymology)
overstatement	figurative language	
paradox	imagery	
sarcasm	setting	
understatement	theme	

other words related to understanding text

analogy*	literary work
cultural setting	poem*
genre	poet*
historical setting	stanza*
line*	

Drama

- E1.4 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.
- E1.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E1.2 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.
- E1.7 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	
irony	figurative language	<ul style="list-style-type: none"> use context to determine or clarify meaning and distinguish connotative and denotative meaning <ul style="list-style-type: none"> grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes produce function and description analogies describe origins and meanings of frequently used words from other languages dictionary, glossary, thesaurus (meaning, and etymology)
monologue	setting	
paradox	theme	
sarcasm		
soliloquies		

other words related to understanding text

cultural setting	historical setting
dialogue*	literary works
dramatic conventions	speech*
genre	stage directions*

Literary Nonfiction

- E1.6 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.
- E1.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E1.2 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.
- E1.7 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	
irony paradox perspective sarcasm	figurative language* setting theme	<ul style="list-style-type: none"> • use context to determine or clarify meaning and distinguish connotative and denotative meaning <ul style="list-style-type: none"> — grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes — produce function and description analogies — describe origins and meanings of frequently used words from other languages — dictionary, glossary, thesaurus (meaning, and etymology)

other words related to understanding text

cultural setting	narrator*
genre	portrayed*
historical setting	symbol*
literary essay	tone*
literary work	

Persuasive

- E1.10 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.
- E1.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E1.8 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.
- E1.11 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	
proposition	argument* author's purpose details evidence* rhetorical structure	<ul style="list-style-type: none"> • use context to determine or clarify meaning and distinguish connotative and denotative meaning <ul style="list-style-type: none"> — grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes — produce function and description analogies — describe origins and meanings of frequently used words from other languages — dictionary, glossary, thesaurus (meaning, and etymology)

other words related to understanding text

alliteration*	eyewitnesses*	overestimate*	rhetorical device
attitude*	factual	paragraph*	sensory Images*
audience	first-hand accounts*	quality	significant*
author*	message*	quantitative	speech
credibility	objective	relevance	technical
current events*	oppose		

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

ENGLISH I WRITING

Composition

E1.15 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.

E1.13 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
	point of view
	position
	thesis
	topic

other words related to the content

analytical essay
interpretive essay
persuasive essay
poem
procedural/work-related document
script
story

Revision

E1.13 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
	coherence
	focus
	precise word choice
	transitions
	vivid image

other words related to the content

analytical essay
controlling idea*
genre*
interpretive essay
persuasive essay
poem
point of view*
procedural/work-related document
revise
script
story

Editing

E1.13 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
PARTS OF SPEECH <ul style="list-style-type: none"> • complex active and passive verbs • verbals • gerunds • infinitives • restrictive and nonrestrictive clauses • reciprocal pronouns • subjective mood to express doubts, wishes and possibilities • compound-complex sentences PUNCTUATION <ul style="list-style-type: none"> • commas in nonrestrictive phrases and clauses • commas in contrasting expressions • quotation marks to indicate sarcasm and irony • dashes to emphasize parenthetical information 	PARTS OF SPEECH <ul style="list-style-type: none"> • participle • simple, compound, complex sentences

other words related to the content

SPELLING

- use resources to determine and check-correct spelling

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

ENGLISH II READING

Fiction

- E2.5 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.
- E2.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E2.2 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.
- E2.7 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	
allegory allusion archetypes moral dilemma symbolism tone	character figurative language plot setting theme*	<ul style="list-style-type: none"> • use context to determine or clarify meaning and distinguish connotative and denotative meaning <ul style="list-style-type: none"> — grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes — analogies and word relationships — dictionary, glossary, thesaurus (meaning, and etymology) • relationships between origins and meanings of frequently used words from other languages and historical events

other words related to understanding text

anecdote* cultural setting dilemma* forms of narration historical setting	literary work omniscient form of narration point of view* scene unreliable form of narration
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Expository

- E2.9 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.
- E2.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E2.8 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.
- E2.11 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	
	author's purpose controlling idea critique evidence opinion organizational patterns summary topic viewpoint	<ul style="list-style-type: none"> use context to determine or clarify meaning and distinguish connotative and denotative meaning <ul style="list-style-type: none"> grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes analogies and word relationships dictionary, glossary, thesaurus (meaning, and etymology) relationships between origins and meanings of frequently used words from other languages and historical events

other words related to understanding text

affect*	descriptive language*	quote*
article*	graphical elements	references*
chronological*	graphics	unsubstantiated
claim*	quotation*	

Poetry

- E2.3 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.
- E2.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E2.2 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.
- E2.7 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	
allegory allusion archetype prosody symbolism	figurative language graphic elements imagery meter rhyme scheme setting theme	<ul style="list-style-type: none"> use context to determine or clarify meaning and distinguish connotative and denotative meaning <ul style="list-style-type: none"> grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes analogies and word relationships dictionary, glossary, thesaurus (meaning, and etymology) relationships between origins and meanings of frequently used words from other languages and historical events

other words related to understanding text

anecdote* cultural setting historical setting ironic effect*	lines* literary work poet* simile*	stanza* structure* tone*
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Drama

- E2.4 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.
- E2.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E2.2 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.
- E2.7 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	
allegory	figurative language	<ul style="list-style-type: none"> use context to determine or clarify meaning and distinguish connotative and denotative meaning <ul style="list-style-type: none"> grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes analogies and word relationships dictionary, glossary, thesaurus (meaning, and etymology) relationships between origins and meanings of frequently used words from other languages and historical events
allusion	plot	
archetypes	setting	
motifs	theme	
symbolism		

other words related to understanding text

cultural setting
 historical setting
 literary work
 play

Literary Nonfiction

- E2.6 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.
- E2.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E2.2 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.
- E2.7 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	
allegory	figurative language	<ul style="list-style-type: none"> use context to determine or clarify meaning and distinguish connotative and denotative meaning <ul style="list-style-type: none"> grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes analogies and word relationships dictionary, glossary, thesaurus (meaning, and etymology) relationships between origins and meanings of frequently used words from other languages and historical events
allusion	imagery	
archetypes	setting	
symbolism	theme	
	tone	

other words related to understanding text

cultural setting	literary work
diction	metaphor*
historical setting	speech
literary essay	
syntax	

Persuasive

- E2.10 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.
- E2.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E2.8 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.
- E2.11 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	
	argument author's purpose controlling idea details evidence logical fallacies perspective rhetorical fallacies topic viewpoint	<ul style="list-style-type: none"> use context to determine or clarify meaning and distinguish connotative and denotative meaning <ul style="list-style-type: none"> grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes analogies and word relationships dictionary, glossary, thesaurus (meaning, and etymology) relationships between origins and meanings of frequently used words from other languages and historical events

other words related to understanding text

chart	main idea*	schematic
emotional appeal*	map	scientific evidence*
false dilemma	opinion	textual element
graphic sources	persuasive technique*	visual appeal
graphics	political debates	

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

ENGLISH II WRITING

Composition

E2.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.

E2.13 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
	point of view
	thesis
	topic

other words related to the content

analytical essay
procedural/work-related document
poem
persuasive essay
interpretive essay
script
story

Revision

E2.13 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
	genre*
	precise word choice
	rhetorical device
	transitions
	vivid image

other words related to the content

analytical essay
clarity*
interpretive essay
persuasive essay
poem
point of view*
procedural/work-related document
revision*
script
story

Editing

E2.13 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
PARTS OF SPEECH <ul style="list-style-type: none"> • complex active and passive verbs • verbals • gerunds • infinitives • restrictive and nonrestrictive clauses • reciprocal pronouns • subjective mood to express doubts, wishes and possibilities • compound-complex sentences PUNCTUATION <ul style="list-style-type: none"> • commas in nonrestrictive phrases and clauses • commas in contrasting expressions • quotation marks to indicate sarcasm and irony • dashes to emphasize parenthetical information 	PARTS OF SPEECH <ul style="list-style-type: none"> • participle • simple, compound, complex sentences

other words related to the content

SPELLING

- use resources to determine and check-correct spelling

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

ENGLISH III READING

Fiction

- E3.5 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.
- E3.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E3.2 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.
- E3.7 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	
allusion human condition primary source document	character figurative language human condition plot point of view setting theme	<ul style="list-style-type: none"> • use context to determine to draw conclusions about words <ul style="list-style-type: none"> — grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes — cognates — analogies — dictionary, glossary, thesaurus, history of language, book of quotes (general and specialized, printed or electronic)

other words related to understanding text

cultural setting
external development
historical setting

internal development
literary device
literary elements

literary work
narration

Expository

- E3.9 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.
- E3.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E3.8 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.
- E3.11 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	
stance perspective	author's purpose diction main idea opinion organizational pattern position summary tone viewpoint	<ul style="list-style-type: none"> use context to determine to draw conclusions about words <ul style="list-style-type: none"> grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes cognates analogies dictionary, glossary, thesaurus, history of language, book of quotes (general and specialized, printed or electronic)

other words related to understanding text

deductive	quantitative
diction	sequence
factual	style
graphic	technical
inductive	tone
logic	

Poetry

- E3.3 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.
- E3.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E3.2 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.
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important words for concept development related to the genre		word study
words new to grade level	previously introduced words	
allusion human condition primary source document	metrics rhyme scheme theme	<ul style="list-style-type: none"> • use context to determine to draw conclusions about words <ul style="list-style-type: none"> — grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes — cognates — analogies • dictionary, glossary, thesaurus, history of language, book of quotes (general and specialized, printed or electronic)

other words related to understanding text

character	historical setting
cultural setting	internal slant
end slant rhyme	literary work
eye rhyme	text structure

Drama

- E3.4 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.
- E3.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E3.2 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.
- E3.7 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	
allusion human condition primary source document	character theme	<ul style="list-style-type: none"> use context to determine to draw conclusions about words <ul style="list-style-type: none"> grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes cognates analogies dictionary, glossary, thesaurus, history of language, book of quotes (general and specialized, printed or electronic)

other words related to understanding text

biblical allusion classical allusion cultural setting historical setting	literary works mythical allusion text structures
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Literary Nonfiction

- E3.6 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.
- E3.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E3.2 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.
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important words for concept development related to the genre		word study
words new to grade level	previously introduced words	
allusion human condition primary source document	theme	<ul style="list-style-type: none"> • use context to determine to draw conclusions about words <ul style="list-style-type: none"> — grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes — cognates — analogies • dictionary, glossary, thesaurus, history of language, book of quotes (general and specialized, printed or electronic)

other words related to understanding text

cultural setting	parallel structure
historical setting	repetition
literary essay	rhetorical techniques
literary work	speech
overstatement	understatement

Persuasive

- E3.10 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.
- E3.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
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- E3.11 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	
tone	audience author's purpose logical fallacies perspective stance	<ul style="list-style-type: none"> use context to determine to draw conclusions about words <ul style="list-style-type: none"> grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes cognates analogies dictionary, glossary, thesaurus, history of language, book of quotes (general and specialized, printed or electronic)

other words related to the content

circular logic contemporary diction factual	graphic hasty generalizations logic non-sequiturs	political debate product support quantitative	sequence style technical
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Academic Vocabulary

CONTENT BUILDER FOR THE PLC

ENGLISH III WRITING

Composition

E3.15 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.

E3.13 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
	point of view
	thesis
	topic

other words related to the content

analytical essay
interpretive essay
procedural/work-related document
poem
persuasive essay
script
story

Revision

E3.13 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
schemes	metaphor
tropes	organization
	tone
	transition

other words related to the content

analytical essay
interpretive essay
procedural/work-related document
poem
persuasive essay
script
story

Editing

E3.13 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
	PARTS OF SPEECH <ul style="list-style-type: none">• clauses and phrases• simple, compound, complex, compound-complex sentences

other words related to the content

SPELLING

- use resources to determine and check spelling

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

ENGLISH IV READING

Fiction

- E4.5 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.
- E4.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E4.2 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.
- E4.7 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	
suspense	allusion	<ul style="list-style-type: none"> • use context to determine to draw conclusions about words <ul style="list-style-type: none"> — grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes — analogies — development of English language • dictionary, glossary, thesaurus, history of language, book of quotes (general and specialized, printed or electronic)
universal theme	character	
	flashback	
	foreshadow	
	metaphor	
	moral dilemmas	
	plot	
	setting	
	subplot	
	tone	

other words related to understanding text

economic idea
 historical idea
 motivation
 narration

Expository

- E4.9 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.
- E4.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E4.8 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.
- E4.11 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	
	author's purpose controlling idea evidence main idea opinion organizational pattern position rhetorical patterns summary viewpoint	<ul style="list-style-type: none"> • use context to determine to draw conclusions about words <ul style="list-style-type: none"> — grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes — analogies — development of English language • dictionary, glossary, thesaurus, history of language, book of quotes (general and specialized, printed or electronic)

other words related to understanding text

assumptions
 clarity
 consistency
 reasoning
 technical

Poetry

- E4.3 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.
- E4.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E4.2 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.
- E4.7 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	
universal theme	allusion character figurative language metaphor setting tone	<ul style="list-style-type: none"> use context to determine to draw conclusions about words <ul style="list-style-type: none"> grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes analogies development of English language dictionary, glossary, thesaurus, history of language, book of quotes (general and specialized, printed or electronic)

other words related to understanding text

economic idea
form
graphics
historical idea
motivation
social idea
sound

Drama

- E4.4 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.
- E4.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E4.2 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.
- E4.7 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	
conceit universal theme	allusion character metaphor organizational pattern setting tone	<ul style="list-style-type: none"> use context to determine to draw conclusions about words <ul style="list-style-type: none"> grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes analogies development of English language dictionary, glossary, thesaurus, history of language, book of quotes (general and specialized, printed or electronic)

other words related to understanding text

economic idea	imagery
elements of drama	literary work
dramatists	social idea
historical idea	

Literary Nonfiction

- E4.6 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.
- E4.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E4.2 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.
- E4.7 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	
universal theme	allusion character metaphor setting tone	<ul style="list-style-type: none"> • use context to determine to draw conclusions about words <ul style="list-style-type: none"> — grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes — analogies — development of English language • dictionary, glossary, thesaurus, history of language, book of quotes (general and specialized, printed or electronic)

other words related to understanding text

ambiguity	imagery	sarcasm
conceits	irony	social idea
contradiction	literary work	speech
economic idea	overstatement	subtly
historical idea	paradox	

Persuasive

- E4.10 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.
- E4.1 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- E4.8 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.
- E4.11 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	
	argument author's purpose claim controlling idea evidence rhetorical patterns	<ul style="list-style-type: none"> use context to determine to draw conclusions about words <ul style="list-style-type: none"> grade level technical academic words across content areas derived from Latin, Greek or other linguistic roots and affixes analogies development of English language dictionary, glossary, thesaurus, history of language, book of quotes (general and specialized, printed or electronic)

other words related to understanding text

assumptions	implicit
clarity	merit
consistency	necessity
credibility	policy
implication	sufficiency

Academic Vocabulary

CONTENT BUILDER FOR THE PLC

ENGLISH IV WRITING

Composition

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interpretive essay
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poem
procedural/work-related document
script
story

Revision

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important words for concept development	
words new to grade level	previously introduced words
	metaphor
	organization
	rhetorical device
	schema
	tone
	transition
	tropes

other words related to the content

analytical essay
interpretive essay
persuasive essay
poem
procedural/work-related document
revise
script
story

Editing

E4.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

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