PLEASE NOTE: The words contained in Academic Vocabulary are words/concepts/terms essential for concept development; this list is not intended to be comprehensive. The “new to grade level” vocabulary suggestions are a starting point, and educators are encouraged to refer to their district curriculum resources for additional words/concepts/terms.
## Foundations

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

### 3.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

### 3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

<table>
<thead>
<tr>
<th>Application</th>
<th>Instructional Focus</th>
<th>Important Words for Concept Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the academic vocabulary during learning, application, and connection/transfer.</td>
<td><strong>Beginning Reading and Writing</strong>&lt;br&gt;abbreviation&lt;br&gt;compound word&lt;br&gt;contractions&lt;br&gt;decode&lt;br&gt;<strong>homophone</strong>&lt;br&gt;multisyllabic&lt;br&gt;prefix&lt;br&gt;rhyme*&lt;br&gt;<strong>suffix</strong>&lt;br&gt;syllable</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td><strong>affix</strong>&lt;br&gt;antonym&lt;br&gt;homograph&lt;br&gt;<strong>homophone</strong>&lt;br&gt;idiom&lt;br&gt;pronunciation&lt;br&gt;<strong>syllabication</strong>&lt;br&gt;synonym*</td>
</tr>
<tr>
<td>Other words related to STAAR</td>
<td></td>
<td><strong>dictionary entry</strong>&lt;br&gt;paragraph*&lt;br&gt;boxed information*</td>
</tr>
</tbody>
</table>
### Tools to Know

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

3.4 **Fluency.** The student reads grade-level text with fluency and comprehension.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts

3.6 **Comprehension.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

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<tr>
<td></td>
<td><strong>Reading Process:</strong> Thinking Within the Text</td>
<td>adjust&lt;br&gt;annotate&lt;br&gt;context&lt;br&gt;fluency&lt;br&gt;genre&lt;br&gt;mental image&lt;br&gt;monitor&lt;br&gt;<strong>multiple meaning</strong>&lt;br&gt;prediction&lt;br&gt;structure</td>
</tr>
<tr>
<td>Use the academic vocabulary during learning, application, and connection/transfer.</td>
<td><strong>Comprehension:</strong> Thinking with the Text</td>
<td>connections&lt;br&gt;evidence&lt;br&gt;inference&lt;br&gt;key idea&lt;br&gt;synthesize</td>
</tr>
<tr>
<td></td>
<td>Other words related to STAAR</td>
<td>conclude*</td>
</tr>
</tbody>
</table>

* = used on STAAR  
**bold** = new to grade level  
Source: Texas Education Agency
## Ways to Show

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

### 3.8 Literary elements
The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

### 3.9 Genres
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

### 3.10 Author’s purpose

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</thead>
</table>
| Use the academic vocabulary during learning, application, and connection/transfer. | **Genre Characteristics**
- fable
- folktale
- fairy tale
- legend
- myth | **Fiction**
- rhyme
- scheme
- sound device
- stanza
- structural element |
| | **Poetry**
- author’s purpose
- message
- theme
- topic | **Drama**
- acts
- dialogue
- structure |
| | **Informational**
- italicize
- informational
- structure
- timeline
- title* | **Argumentative**
- argumentative
- structure |
| | **Multimodal/Digital**
- multimodal |
| **Overall Meaning**
- author’s purpose
- message* |
| | **Fiction**
- theme
- topic | **Informational**
- central idea
- evidence
- message |
| | **Argumentative**
- audience |
| | **Multimodal/Digital**
- author’s purpose |
| **Analysis for Deeper Meaning**
- character
- conflict
- plot
- relationship* |
| | **Fiction**
- setting | **Informational**
- organizational pattern |
| | **Argumentative**
- problem/solution |
| | **Multimodal/Digital**
- refer to the genre |
| | Other words related to STAAR | **Fiction**
- development*
- events*
- interaction*
- lesson* |
| | **Informational**
- article*
- boxed information*
- caption* |
| | **Argumentative**
- fact |
| | **Multimodal/Digital**
- refer* |

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Source: Texas Education Agency

© lead4ward
## Author’s Craft

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

### 3.10 Author’s purpose and craft

The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances.

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<tbody>
<tr>
<td>Use the academic vocabulary during learning, application, and connection/transfer.</td>
<td><strong>Point of View</strong>&lt;br&gt;Structure&lt;br&gt;<strong>Language</strong></td>
<td>Fiction</td>
</tr>
<tr>
<td></td>
<td>first-person point of view&lt;br&gt;third-person point of view</td>
<td>first-person point of view&lt;br&gt;third-person point of view</td>
</tr>
<tr>
<td></td>
<td>graphic feature&lt;br&gt;print&lt;br&gt;text structure</td>
<td>graphic feature&lt;br&gt;print&lt;br&gt;text structure</td>
</tr>
<tr>
<td></td>
<td>descriptive language&lt;br&gt;figurative language&lt;br&gt;hyperbole&lt;br&gt;imagery&lt;br&gt;literal language&lt;br&gt;onomatopoeia&lt;br&gt;repetition&lt;br&gt;simile&lt;br&gt;sound device&lt;br&gt;voice</td>
<td>descriptive language&lt;br&gt;figurative language&lt;br&gt;hyperbole&lt;br&gt;imagery&lt;br&gt;literal language&lt;br&gt;onomatopoeia&lt;br&gt;repetition&lt;br&gt;simile&lt;br&gt;sound device&lt;br&gt;voice</td>
</tr>
</tbody>
</table>

**Other words related to STAAR**

appeal*
visualize*
## Independent Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

### 3.5 Self-sustained reading

The student reads grade-appropriate texts independently.

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<tbody>
<tr>
<td>Use the academic vocabulary during learning, application, and connection/transfer.</td>
<td>Practice and Application of Reading Processes</td>
<td>self-select sustained</td>
</tr>
</tbody>
</table>

Other words related to STAAR
## Responding to Text

Response skills: listening, speaking, reading, writing, and thinking using multiple texts

### 3.7  Response. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

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<th>Important Words for Concept Development</th>
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</thead>
</table>
| Use the academic vocabulary during learning, application, and connection/transfer. | **Response Skills**  
(applied to both Shared Reading and Independent Reading) | annotate  
evidence  
free-write  
illustrate  
paraphrase  
response |

Other words related to STAAR
### Tools to Know/Ways to Show

**Composition**: listening, speaking, reading, writing, and thinking using multiple texts

3.11 **Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

3.12 **Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

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<td><strong>Writing Process</strong></td>
<td><strong>Composition</strong></td>
</tr>
<tr>
<td>Use the academic vocabulary during learning, application, and connection/transfer.</td>
<td>audience draft genre publish topic</td>
</tr>
<tr>
<td><strong>Literary</strong></td>
<td><strong>craft literary personal narrative poetry</strong></td>
</tr>
<tr>
<td><strong>Informational</strong></td>
<td><strong>central idea composition craft informational</strong></td>
</tr>
<tr>
<td><strong>Argumentative</strong></td>
<td><strong>argumentative craft opinion essay</strong></td>
</tr>
<tr>
<td><strong>Correspondence</strong></td>
<td><strong>correspondence letter thank you note</strong></td>
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<td>Other words related to STAAR</td>
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Source: Texas Education Agency  
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