

## Academic Vocabulary

CONTENT BUILDER FOR THE PLC

WRITING ENGLISH II

## **Academic Vocabulary Analysis**

## **English II Writing**

STANDARDS (TEKS): academic vocabulary directly taken from the standard STAAR: academic vocabulary used on the assessment (source released tests)

**STANDARD E2.16** write an argumentative essay to the appropriate audience that includes: a clear thesis or position based on logical reasons supported by precise and relevant evidence; an organizing structure appropriate to the purpose, audience, and context; an analysis of the relative values of specific data, facts, and ideas

| STANDARDS (TEKS) |                       | STAAR   |        |
|------------------|-----------------------|---------|--------|
| Thinking         | Content               | Content | Common |
| Write            | Argumentative I essay |         |        |
| Analyze          | Audience              |         |        |
|                  | Thesis                |         |        |
|                  | Logical reasons       |         |        |
|                  | Relevant evidence     |         |        |
|                  | Organizing structure  |         |        |
|                  | Purpose               |         |        |
|                  | Audience              |         |        |
|                  | Context               |         |        |
|                  | Data                  |         |        |
|                  | Facts                 |         |        |
|                  | Ideas                 |         |        |
|                  |                       |         |        |
|                  |                       |         |        |

**STANDARD E2.13 (C)** revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed

| STANDARDS (TEKS) |                     | STAAR       |        |
|------------------|---------------------|-------------|--------|
| Thinking         | Content             | Content     | Common |
| Revise           | Drafts              | Revision    |        |
|                  | Style               | Transitions |        |
|                  | Word choice         |             |        |
|                  | Figurative language |             |        |
|                  | Sentence variety    |             |        |
|                  | Subtlety of meaning |             |        |
|                  | Purpose             |             |        |
|                  | Audience            |             |        |
|                  | Genre               |             |        |
|                  |                     |             |        |
|                  |                     |             |        |

STANDARD E2.13(D)) edit drafts for grammar, mechanics, and spelling

| STANDARDS (TEKS) |           | STAAR   |        |
|------------------|-----------|---------|--------|
| Thinking         | Content   | Content | Common |
| Edit             | Drafts    | Edit    |        |
|                  | Grammar   |         |        |
|                  | Mechanics |         |        |
|                  | Spelling  |         |        |
|                  |           |         |        |



## **Academic Vocabulary Analysis**

**English II Writing** 

STANDARDS (TEKS): academic vocabulary directly taken from the standard STAAR: academic vocabulary used on the assessment (source released tests)

**STANDARD E2.17(A)** use and understand the function of the following parts of speech in the context of reading, writing (and speaking)

| STANDARDS (TEKS) |                           | STAAR          |  |
|------------------|---------------------------|----------------|--|
| Thinking         | Content                   | Content Common |  |
| Use              | Parts of speech functions |                |  |
|                  |                           |                |  |
|                  |                           |                |  |

**STANDARD E2.17(C)** use a variety of correctly structured sentences (e.g., compound, complex, compound-complex

| STANDARDS (TEKS) |                   | STAAR   |        |
|------------------|-------------------|---------|--------|
| Thinking         | Content           | Content | Common |
| Use              | Compound sentence |         |        |
|                  | Complex sentence  |         |        |
|                  | Compound-complex  |         |        |
|                  | sentence          |         |        |
|                  |                   |         |        |
|                  |                   |         |        |

STANDARD E2.18(A) use conventions of capitalization

| STANDARDS (TEKS) |                               | STAAR   |        |
|------------------|-------------------------------|---------|--------|
| Thinking         | Content                       | Content | Common |
| Use              | Conventions of capitalization |         |        |
|                  |                               |         |        |
|                  |                               |         |        |

STANDARD E2.18(B) use correct punctuation marks

| STANDARDS (TEKS) |                   | STAAR   |        |
|------------------|-------------------|---------|--------|
| Thinking         | Content           | Content | Common |
| Use              | Punctuation marks |         |        |
|                  |                   |         |        |
|                  |                   |         |        |

**STANDARD E2.19(A)** spell correctly, including using various resources to determine and check correct spellings

| STANDARDS (TEKS) |           | STAAR   |        |
|------------------|-----------|---------|--------|
| Thinking         | Content   | Content | Common |
| Use              | Resources |         |        |
| Determine        | Spelling  |         |        |
| Check            |           |         |        |
|                  |           |         |        |
|                  |           |         |        |

