



## ACADEMIC VOCABULARY FOR ELA MCCRS

### *Vocabulary Found in Question Stems*

Standards	Academic Vocabulary <i>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD</i>
<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	questioning/question, ask, answer, text, summarize, text evidence, explicitly stated
<b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Recount, retell, determine, explain, conveyed, central message, lesson, moral, diverse cultures, key details, stories, fables, folktales, myths
<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	describe, explain, sequence, characters, traits, motivations, feelings, actions, plot, details, contribute
<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	literal/nonliteral language, context clues, determine, distinguish, interpret, clarify, figurative language, literary devices, word choice
<b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	story, drama, poem, chapter, stanza, scene, text structure, sections, relate, successive, refer
<b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.	point of view, author's purpose, narrator, character, distinguish
<b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	illustrations, details, aspects, mood, character, setting, text versions (written, print, digital, visual), explain, specific, contribute, conveyed
<b>RL.3.8</b> (not applicable to literature)	(not applicable to literature)
<b>RL.3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar	compare, contrast, theme, plot, character, text connections, book series, author's study, setting

characters (e.g., in books from a series).	
<b>RI.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b><i>What students should be expose to, should be doing, and should able to do:</i></b>  complex text, literary, informational, independently, proficiently, variety of genres, within/beyond text comprehension, activate background knowledge, visualize, infer, ask questions, determine important ideas, synthesize
<b>Standards</b>	<b>Academic Vocabulary</b> <b><i>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD</i></b>
<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Questioning, ask, answer, text, summarize, text evidence, explicitly stated
<b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	main idea, key details, text structure, recount, explain, support
<b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	describe, relationships, series, historical events, scientific ideas, scientific concepts, technical procedure, steps, text structure, sequence, cause/effect, description, compare/contrast, problem/solution, signal words
<b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	general academic words vs. domain-specific words/phrases (Tier II and Tier III words), context clues, figurative language, literal and nonliteral language
<b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	text features, search tools, key words, sidebars, hyperlinks, relevant information, topic, locate, efficiently
<b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.	distinguish, point of view, author’s viewpoint, reader’s viewpoint, author’s purpose
<b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	illustrations, maps, photographs, charts, diagrams, graphs, timelines
<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text	logical connection, text structure, compare/contrast, cause/effect, sequence, signal words, author’s reasons, supporting details, main idea

(e.g., comparison, cause/effect, first/second/third in a sequence).	
<b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	compare, contrast, important points, main ideas, key details
<b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	<p><b><i>What students should be expose to, should be doing, and should able to do:</i></b></p> <p>complex text, literary, informational, independently, proficiently, variety of genres, within/beyond text comprehension, activate background knowledge, visualize, infer, ask questions, determine important ideas, synthesize, history/social studies texts, science texts, technical texts</p>

**Note:** *If students learn the standards’ academic vocabulary and its meaning; this will help students, tremendously, with understanding what the question stem is asking.*