

**Iberia Parish School Board  
Academic Vocabulary / Concept Worksheet (2010 edition)**

*Subject: English I*

*Grade: Nine*

	<b>Concept</b>	<b>Learning Targets</b>	<b>GLE</b>
<b>1</b>	context clues	<ul style="list-style-type: none"> <li>Apply appropriate meaning to difficult terms within a text using a variety of strategies</li> <li>Apply literacy strategies to decipher word meaning using the context of the sentence / surrounding words in relation to using roots / affixes, denotative / connotative meanings, &amp; tracing etymology</li> </ul>	<b>1</b>
<b>2</b>	poetry/prose	<ul style="list-style-type: none"> <li>Recognize poetic elements and characteristics within a given text; apply real-world concepts to various texts; analyze poetic text for meter, rhythm, form, rhyme scheme and poetic elements;</li> <li>Contrast poetry and prose; recognize various genres of prose; apply real-world concepts to various texts; analyze the author's purpose, style and intended audience; analyze various texts for literary elements</li> </ul>	<b>4</b>
<b>3</b>	direct and indirect characterization	<ul style="list-style-type: none"> <li>Identify the author's use of characterization for effect, tone, mood, and theme.</li> <li>Apply understanding of characterization to analyze the author's purpose and style.</li> <li>Apply characteristics of characterization (plot device) to advancement of the plot.</li> </ul>	<b>2, 9</b>
<b>4</b>	Plot <i>(diagram)</i>	<ul style="list-style-type: none"> <li>Understand that a plot is all the events in a story that culminates in a narrative structure (storyline or theme).</li> <li>Emphasis on Plot structure including exposition / introduction (character / setting), rising action &amp; conflict, climax, followed by a falling action and resolution.</li> </ul>	<b>2</b>
<b>5</b>	dialect	<ul style="list-style-type: none"> <li>Apply understanding of dialect to identify the author's purpose, style and audience; recognize the cultural contributions to various texts;</li> <li>Compare and contrast dialect in relation to world-wide locations</li> </ul>	<b>2</b>
<b>6</b>	audience	<ul style="list-style-type: none"> <li>Recognize an author's intended audience; analyze various texts for an author's appropriate style in relation to the intended audience;</li> <li>Apply understanding of audience to personal writing and style; recognize the relation between a writer's style and audience</li> </ul>	<b>18, 28</b>
<b>7</b>	dialogue	<ul style="list-style-type: none"> <li>Apply understanding of dialog to identify and analyze the author's purpose, style and audience;</li> <li>Recognize appropriate punctuation associated with written dialog in a variety of texts; compare and contrast written dialog in a variety of genres</li> </ul>	<b>2</b>