



**VALWOOD**

*GO BEYOND*

**First Grade English / Language Arts Curriculum**

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# 1<sup>st</sup> Grade Overview

Course Description	Topics Across All Grades										
<p>English Language Arts in First Grade focuses on developing motivated, strategic, constructive, fluent and independent readers, writers, and communicators. The emphasis is on continued development of oral language abilities and exploring reading and writing processes. Students will read literature and informational texts and express their understandings both orally and in writing. Students will also develop inquiry skills to gather, organize and share information.</p>	<p><b>We are developing learners who:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate independence</li> <li>• Build strong content knowledge</li> <li>• Respond to the varying demands of audience, task, purpose, and discipline</li> <li>• Comprehend as well as critique</li> <li>• Value evidence</li> <li>• Use technology and digital media strategically and capably</li> <li>• Come to understand other perspectives and cultures</li> </ul> <p><b>Who value:</b> Critical thinking and reasoning, informational literacy, collaboration, self-direction and invention</p>										
Assessments	Effective Components of English Language Arts										
<p>Screeners, diagnostics, interim and summative assessments will be used along with assessments evaluated formatively to plan lessons and provide focused feedback to students. Below are some assessment examples.</p> <ul style="list-style-type: none"> <li>• Observations/Conversations/Work Samples</li> <li>• Group/Individual Projects - Performance tasks</li> <li>• Individual Reading Inventories such as Running Records, Guided Reading Level Benchmark Books</li> <li>• Questions/Comments/Reading Responses</li> <li>• Self assessments</li> </ul>	<p><b>Valwood Teachers:</b></p> <ol style="list-style-type: none"> <li>1. Provide a literacy block for reading and writing every day using literature and informational texts, including online resources</li> <li>2. Evaluate data formatively to plan for:               <ol style="list-style-type: none"> <li>a. Reading &amp; Writing Demonstrations</li> <li>b. Shared Reading &amp; Writing</li> <li>c. Guided Reading &amp; Writing                   <ol style="list-style-type: none"> <li>i. Flexible grouping focused on needs</li> <li>ii. Continuous text: both reading and writing</li> <li>iii. Promote reciprocity between reading and writing through deliberate attention to both</li> </ol> </li> <li>d. Daily independent reading and writing</li> </ol> </li> <li>3. Immerse students in many types of texts (examples: songs, picture books, rhyming, informational) at independent and instructional reading levels</li> <li>4. Explicitly and systematically teach foundational and essential skills and strategies for reading and writing utilizing BVSD adopted resources and online resources</li> <li>5. Provide authentic, meaningful, purposeful, relevant opportunities for students to respond to what is read</li> <li>6. Ensure students use textual evidence when explaining their learning from reading and writing in all content areas</li> <li>7. Ensure additional small group instructional time for students not performing at grade level</li> </ol> <p style="text-align: right;">Refer to the online version of the BVSD handbook, <i>Literacy Journey</i>, for best practices guidance</p>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 20%; text-align: center;">Standards</th> <th style="text-align: center;">Grade Level Expectations</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">1. Speaking and Listening</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Communicate effectively while describing familiar people, places, things, and events.</li> <li>2. Engage effectively in collaborative discussions.</li> <li>3. Hear, identify and use syllables and sounds in spoken words to make meaning</li> </ol> </td> </tr> <tr> <td style="vertical-align: top;">2. Reading for All Purposes</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Use a range of strategies efficiently to construct meaning while reading literature.</li> <li>2. Use a range of strategies efficiently to construct meaning while reading informational texts</li> <li>3. Use concepts of print and the understanding of spoken words to apply grade-level phonics and word analysis skills to decode words.</li> <li>4. Read fluently with varied expression and sufficient accuracy to support comprehension.</li> <li>5. Use a range of strategies to determine and use new words and phrases acquired through conversations, reading or being read to, and responding to texts.</li> </ol> </td> </tr> <tr> <td style="vertical-align: top;">3. Writing and Composition</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Plan, organize, write, and publish narratives.</li> <li>2. Plan, organize, write, and publish informative/explanatory and opinion pieces.</li> <li>3. Apply conventions of standard English grammar and usage, capitalization, punctuation, and spelling consistently.</li> </ol> </td> </tr> <tr> <td style="vertical-align: top;">4. Research and Reasoning</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Participate in shared research projects by recalling information from experiences and gathering information from sources to answer questions.</li> </ol> </td> </tr> </tbody> </table>	Standards	Grade Level Expectations	1. Speaking and Listening	<ol style="list-style-type: none"> <li>1. Communicate effectively while describing familiar people, places, things, and events.</li> <li>2. Engage effectively in collaborative discussions.</li> <li>3. Hear, identify and use syllables and sounds in spoken words to make meaning</li> </ol>	2. Reading for All Purposes	<ol style="list-style-type: none"> <li>1. Use a range of strategies efficiently to construct meaning while reading literature.</li> <li>2. Use a range of strategies efficiently to construct meaning while reading informational texts</li> <li>3. Use concepts of print and the understanding of spoken words to apply grade-level phonics and word analysis skills to decode words.</li> <li>4. Read fluently with varied expression and sufficient accuracy to support comprehension.</li> <li>5. Use a range of strategies to determine and use new words and phrases acquired through conversations, reading or being read to, and responding to texts.</li> </ol>	3. Writing and Composition	<ol style="list-style-type: none"> <li>1. Plan, organize, write, and publish narratives.</li> <li>2. Plan, organize, write, and publish informative/explanatory and opinion pieces.</li> <li>3. Apply conventions of standard English grammar and usage, capitalization, punctuation, and spelling consistently.</li> </ol>	4. Research and Reasoning	<ol style="list-style-type: none"> <li>1. Participate in shared research projects by recalling information from experiences and gathering information from sources to answer questions.</li> </ol>	
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## 1. Speaking and Listening: Flexible Communication and Collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standard requires students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

### SPEAKING AND LISTENING

#### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **LANGUAGE Anchor Standards Connected to Speaking and Listening**

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Vocabulary Acquisition and Use**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the Speaking and Listening Standard:**

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

<b>Content Area: English Language Arts – First Grade</b>	
<b>Standard: 1. Speaking and Listening</b>	
<b>Valwood Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Use language appropriate for purpose and audience</li> </ul>	
<b>GRADE LEVEL EXPECTATION</b>	
<b>Concepts and skills students master:</b>	
1. Communicate effectively while describing people, places, things, and events.	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>i. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Recount personal experiences, reporting on personal knowledge about a topic.</li> </ul> <p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>a. Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.</li> </ul> <p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>b. Produce complete sentences, when appropriate, to tasks and situations.</li> <li>c. Speak using grammatically accurate language patterns.</li> </ul>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why is it important to learn new words?</li> <li>2. How is the meaning of a word demonstrated without speaking?</li> <li>3. How do presenters decide which words to use?</li> <li>4. What is the value of using specific, well-chosen words in speaking and writing?</li> </ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Speakers choose specific words to make communication clearer.</li> <li>2. Words can be used to orally describe actions, people, places, things, and ideas. (Visual artists demonstrate the ability to express many words through a work of art. A picture is worth a thousand words.)</li> <li>3. Digital drawing tools can be used to illustrate vocabulary.</li> </ol>
	<p><b>Nature of Discipline:</b></p> <ol style="list-style-type: none"> <li>1. Good communicators use a variety of words when speaking and writing to demonstrate their understanding of a topic.</li> <li>2. There are established parameters used to communicate messages orally.</li> </ol>

**Content Area: English Language Arts – First Grade**

**Standard: 1. Speaking and Listening**

**Valwood Graduates:**

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective

**GRADE LEVEL EXPECTATION**

**Concepts and skills students master:**

- 2. Engage effectively in collaborative discussions.

**Evidence Outcomes**

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Students can:**

**Inquiry Questions:**

**Comprehension and Collaboration**

- 1. What does it mean to be a good listener?
- 2. What does it mean to communicate courteously in conversations?
- 3. How do people respectfully ask for something they need?
- 4. What are appropriate ways to express your thoughts and feelings?

- a. Participate in collaborative conversations with diverse partners (e.g., peers and adults) about grade 1 topics and texts in small and larger groups.
  - i. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - ii. Build on others’ ideas in conversations by responding to the comments of others through multiple exchanges.
  - iii. Ask questions to clear up any confusion about the topics and texts under discussion.

**Relevance and Application:**

- 1. By listening, responding to others’ ideas, and working together people can solve problems together that may not have been solved by an individual.
- 2. A variety of digital tools help people clarify a speaker’s or author’s meaning when listening or reading.

**Comprehension and Collaboration**

- b. Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.

**Nature of Discipline:**

- 1. Communicators can ask for things they need without being disruptive.
- 2. Communicators know how to communicate effectively with peers, teachers, and family members.
- 3. Questioning helps speakers convey their message, explore issues and clarify their thinking.
- 4. Good listeners use their own knowledge along with the information they hear from others to make new discoveries

**Comprehension and Collaboration**

- c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

<b>Content Area: English Language Arts – First Grade</b>	
<b>Standard: 1. Speaking and Listening</b>	
<b>Valwood Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Use language appropriate for purpose and audience</li> </ul>	
<b>GRADE LEVEL EXPECTATION</b>	
<b>Concepts and skills students master:</b>	
3. Hear, identify and use syllables and sounds in spoken words to make meaning.	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <b>Phonological Awareness</b> <ol style="list-style-type: none"> <li>a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> <li>i. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol> </li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why are phonemes (speech sounds) important?</li> <li>2. What is the difference between phonemes (speech sounds) and other sounds?</li> <li>3. How would English sound if we used letter sounds the same in every word?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Audio and digital technologies assist students in identifying the differences among types of sounds.</li> <li>2. When learning a new language, students must learn how that language uses speech sounds before they can speak fluently.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Phonological and phonemic awareness prepares the brain for reading and spelling.</li> <li>2. The ability to notice and manipulate phonemes orally is essential for successful reading development.</li> <li>3. Good speakers notice and manipulate phonemes to make their presentation interesting and understandable to their audience.</li> </ol>

## 2. Reading: Text complexity and the Growth of comprehension

Valwood places an equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

### READING

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.



## **LANGUAGE Anchor Standards Connected to Reading**

### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

### **Valwood Graduate Competencies in the Reading for All Purposes Standard:**

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

<b>Content Area: English Language Arts – First Grade</b>		
<b>Standard: 2. Reading for All Purposes</b>		
<b>Valwood Graduates:</b>		
<ul style="list-style-type: none"> <li>➤ Demonstrate comprehension of a variety of informational, literary, and persuasive texts</li> <li>➤ Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts</li> </ul>		
<b>GRADE LEVEL EXPECTATION</b>		
<b>Concepts and skills students master:</b>		
1. Use a range of strategies efficiently to construct meaning while reading literature.		
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>	
<p><b>Students can:</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>a. Ask and answer questions about key details in a text.</li> <li>b. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>c. Describe characters, settings, and major events in a story, using key details.</li> <li>d. Make predictions about what will happen later in the text, and explain whether the predictions were confirmed or not and why.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>e. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>f. Explain major differences between books that tell stories and books that give information, drawing on a wide reading range of text types.</li> <li>g. Identify who is telling the story at various points in a text.</li> <li>h. Follow and replicate patterns in predictable poems.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>i. Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>j. Compare and contrast the adventures and experiences of characters in stories</li> </ul> <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>k. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How are stories about people from different places and times are similar to me and what is happening in my life?</li> <li>2. What do readers do to enjoy and learn from reading?</li> <li>3. What do readers do when they don't understand?</li> <li>4. What does a reader gain by retelling a story?</li> <li>5. How does a reader picture the character?</li> <li>6. How does a reader explain a character's actions?</li> </ul>	
		<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Readers can use a graphic organizer to sequence key events/details in a literary or informational text.</li> <li>2. Readers want to pay attention to punctuation marks to help them with the meaning of the story.</li> </ul>
		<p><b>Nature of Discipline:</b></p> <ul style="list-style-type: none"> <li>1. Reading is a way to explore personal interests, answer important questions, satisfy a need for information, and to be entertained.</li> <li>2. Print carries messages.</li> <li>3. Readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>4. Identifying the problem in a story also helps readers think about the solution.</li> </ul>

**Content Area: English Language Arts – First Grade**

**Standard: 2. Reading for All Purposes**

**Valwood Graduates:**

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

**GRADE LEVEL EXPECTATION**

**Concepts and skills students master:**

2. Use a range of strategies efficiently to construct meaning while reading informational texts.

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"><li>a. Ask and answer questions about key details in a text.</li><li>b. Identify the main topic and retell key details of a text.</li><li>c. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li><li>d. Use schema and background knowledge to construct meaning.</li></ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"><li>e. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li><li>f. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li><li>g. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li></ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"><li>h. Use the illustrations and details in a text to describe its key ideas.</li><li>i. Identify the reasons an author gives to support points in a text.</li><li>j. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li></ol> <p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"><li>k. With prompting and support, read informational texts appropriately complex for grade 1.</li></ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"><li>1. In informational text, why is the main idea important? How do the details support the main idea?</li><li>2. How do titles, illustrations, charts, and the words help you figure out the meaning of the text?</li><li>3. Why are informational texts not read like literature?</li></ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"><li>1. Readers can use a graphic organizer to sequence key events/details in a literary or informational text.</li><li>2. Authors help readers make connections to the world.</li><li>3. Readers use background knowledge and connect it to new information to learn many new concepts or ideas.</li></ol> <p><b>Nature of Discipline:</b></p> <ol style="list-style-type: none"><li>1. Readers can share facts after reading an informational text.</li><li>2. Texts have consistent features that support the reader to access information written texts.</li><li>3. When readers read or hear information, they remember what is learned and share information with others.</li><li>4. Readers gather information from multiple sources. Comparing what they know to what they want to learn helps construct new meaning.</li><li>5. Readers read for enjoyment and information.</li></ol>

**Content Area: English Language Arts – First Grade**

**Standard: 2. Reading for All Purposes**

**Valwood Graduates:**

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

**GRADE LEVEL EXPECTATION**

**Concepts and skills students master:**

- 3. Use concepts of print and the understanding of spoken words to apply grade-level phonics and word analysis skills to decode words.

**Evidence Outcomes**

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Students can:**

**Print Concepts**

- a. Demonstrate understanding of the organization and basic features of print.
  - i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
  - ii. Create new words by combining base words with affixes to connect known words to new words.
  - iii. Identify and understand compound words.

**Phonological Awareness**

- b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- c. Distinguish long from short vowel sounds in spoken single-syllable words.
- d. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- e. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Phonics and Word Recognition**

- g. Know and apply grade-level phonics and word analysis skills in decoding words.
  - i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - ii. Decode regularly spelled one-syllable words.
  - iii. Know final -e and common vowel team conventions for representing long vowel sounds.
  - iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

**Inquiry Questions:**

- 1. How do phonemes (speech sounds) connect to graphemes (letters and letter clusters)?
- 2. How does understanding a text’s structure help me better understand its meaning?

**Relevance and Application:**

- 1. Readers can read and spell many new words using regular phoneme/grapheme correspondences.
- 2. Digital tools can offer practice with the alphabet, sounds of letters, and letter combinations to decode words.
- 3. Readers recognize common words that do not fit regular spelling patterns.

**Nature of Discipline:**

- 1. Readers use phonemes, graphemes (letters), and morphemes (suffixes) in an alphabetic language.
- 2. Readers accurately read high-frequency words in connected text.
- 3. Readers read grade-appropriate, decodable text.
- 4. Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
- 5. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>v. Decode two-syllable words following basic patterns by breaking the words into syllables.</li><li>vi. Read words with inflectional endings.</li><li>vii. Recognize and read grade-appropriate irregularly spelled words.</li><li>viii. Use onsets and rimes to create new words. (e.g. -ip to make dip, lip, slip, ship)</li><li>ix. Accurately decode unknown words that follow a predictable letter/sound relationship.</li></ul> |  |
|---|--|

<b>Content Area: English Language Arts – First Grade</b>	
<b>Standard: 2. Reading for All Purposes</b>	
<b>Valwood Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary</li> <li>➤ Demonstrate comprehension of a variety of informational, literary, and persuasive texts</li> </ul>	
<b>GRADE LEVEL EXPECTATION</b>	
<b>Concepts and skills students master:</b>	
4. Read fluently with varied expression and sufficient accuracy to support comprehension.	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <b>Fluency</b> <ul style="list-style-type: none"> <li>a. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>i. Read grade-level text with purpose and understanding.</li> <li>ii. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. What impact does fluency have on reading with purpose and understanding?</li> <li>2. How does reading and rereading own writing and favorite books impact fluency?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. Readers quickly and accurately read high-frequency words in connected text.</li> </ul>
	<b>Nature of Discipline:</b> <ul style="list-style-type: none"> <li>1. Readers read grade-appropriate, decodable text.</li> <li>2. Fluent readers group words quickly to help them gain meaning from what they read.</li> </ul>

<b>Content Area: English Language Arts – First Grade</b>	
<b>Standard: 2. Reading for All Purposes</b>	
<b>Valwood Graduates:</b>	
➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary	
<b>GRADE LEVEL EXPECTATION</b>	
<b>Concepts and skills students master:</b>	
5. Use a range of strategies to determine and use new words and phrases acquired through conversations, reading or being read to, and responding to texts.	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p><b>Vocabulary Acquisition and Use</b></p> <p>a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>iii. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>b. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>i. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>ii. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>iii. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>iv. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>c. Use words and phrases acquired through conversations, reading and read aloud, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why do readers need to pay attention to a writer’s choice of words?</li> <li>2. How do word parts help readers understand meaning? How does context help readers understand word meaning?</li> <li>3. When readers sort words, what are some ways to sort them (types of concepts, attributes, initial sounds)?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Readers need to use a variety of strategies for reading unfamiliar words.</li> <li>2. When they recognize a compound word, readers can find the two words in it (such as hotdog, baseball, newspaper, pigpen, sandbox).</li> <li>3. Using base words with affixes expands vocabulary knowledge.</li> <li>4. Digital tools can help one to understand word structure through the addition of multimedia and graphical representations of words and word families.</li> </ol> <p><b>Nature of Discipline:</b></p> <ol style="list-style-type: none"> <li>1. Readers use language structure in oral and written communication.</li> <li>2. The ability to decode increasingly complex words is essential for successful reading development.</li> </ol>

### 3. Writing: Text types, responding to reading, and research

Some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives.

#### WRITING

**Text Types and Purposes** (\*These broad types of writing include many subgenres.)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



### **LANGUAGE Anchor Standards Connected to Writing\***

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Vocabulary Acquisition and Use**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the Writing and Composition standard:**

- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing

<b>Content Area: English Language Arts – First Grade</b>		
<b>Standard: 3. Writing and Composition</b>		
<b>Valwood Graduates:</b>		
<ul style="list-style-type: none"> <li>➤ Write with a clear focus, coherent organization, sufficient elaboration, and detail</li> <li>➤ Implement the writing process successfully to plan, revise, and edit written work</li> <li>➤ Master the techniques of effective informational, literary, and persuasive writing</li> </ul>		
<b>GRADE LEVEL EXPECTATION</b>		
<b>Concepts and skills students master:</b>		
1. Plan, organize, write, and publish narratives for intended audiences and purposes.		
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>	
<p><b>Students can:</b></p> <p><b>Text Types and Purposes</b></p> <p>a. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>Production and Distribution of Writing</b></p> <p>b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, add details to strengthen writing, and reread and revise to ensure writing makes sense, as needed</p> <p>i. Use pictures, words, and graphic organizers to plan writing.</p> <p><b>Production and Distribution of Writing</b></p> <p>c. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboratively with peers.</p>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can thoughts and ideas be organized to prepare for writing?</li> <li>2. How can graphic organizers help a writers plan their writing?</li> <li>3. What are some ways authors select a topic for writing?</li> <li>4. Why does a writer choose a particular form of writing?</li> <li>5. How is rereading and revising a piece of writing as essential as the initial effort?</li> </ol>	
		<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Graphic organizers help to plan writing projects.</li> <li>2. Simple sentences can be expanded using adjectives or phrases. (The boy plays. The strong boy plays. The strong boy plays in the sandbox.)</li> <li>3. Well-written thoughts are shared in a variety of ways (online communities, magazines, news stories).</li> </ol>
		<p><b>Nature of Discipline:</b></p> <ol style="list-style-type: none"> <li>1. Writers use language that has a clear beginning, middle, and end.</li> <li>2. Writers must express ideas clearly because the reader cannot ask the author for clarification.</li> <li>3. Writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>4. Orally expressing ideas is a way to plan and organize writing.</li> <li>5. Writers select a writing form based on their audience and purpose.</li> </ol>

<b>Content Area: English Language Arts – First Grade</b>	
<b>Standard: 3. Writing and Composition</b>	
<b>Valwood Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Write with a clear focus, coherent organization, sufficient elaboration, and detail</li> <li>➤ Implement the writing process successfully to plan, revise, and edit written work</li> <li>➤ Master the techniques of effective informational, literary, and persuasive writing</li> </ul>	
<b>GRADE LEVEL EXPECTATION</b>	
<b>Concepts and skills students master:</b>	
2. Plan, organize, write, and publish informative/explanatory and opinion pieces	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <b>Text Types and Purposes</b> a. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <b>Text Types and Purposes</b> b. Write informative/explanatory texts in which they name a topic, supply facts about the topic, and provide some sense of closure. <b>Production and Distribution of Writing</b> c. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, add details to strengthen writing, and reread and revise to ensure writing makes sense, as needed. i. Use pictures, words, and graphic organizers to plan writing. <b>Production and Distribution of Writing</b> d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboratively with peers.	<b>Inquiry Questions:</b> 1. Why is it important to plan before beginning to write? 2. How can graphic organizers help writers plan their writing? 3. What are some ways writers select a topic for writing? 4. How is informational writing different from storytelling? 5. Why must opinion pieces include reasons to support opinion?
	<b>Relevance and Application:</b> 1. Graphic organizers help to plan writing projects. 2. Simple sentences can be expanded using adjectives or phrases. (The boy plays. The strong boy plays. The strong boy plays in the sandbox.) 3. Well-written thoughts are shared in a variety of ways (online communities, magazines, news stories).
	<b>Nature of Discipline:</b> 1. Writers use language that has a clear beginning, middle, and end. 2. Writers must express ideas clearly because the reader cannot ask the author for clarification. 3. Writers should write about subjects they are knowledgeable about and/or curious in learning about. 4. Key purposes for writing informational text include: to describe, to explain, to instruct, to persuade, and to retell.

<b>Content Area: English Language Arts – First Grade</b>	
<b>Standard: 3. Writing and Composition</b>	
<b>Valwood Graduates:</b>	
➤ Apply standard English conventions to effectively communicate with written language	
<b>GRADE LEVEL EXPECTATION</b>	
<b>Concepts and skills students master:</b>	
3. Apply conventions of standard English grammar and usage, capitalization, punctuation, and spelling consistently.	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p><b>Convention of Standard English</b></p> <p>a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>i. Print all upper-and lowercase letters fluently.</li> <li>ii. Use common, proper, and possessive nouns.</li> <li>iii. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>iv. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>v. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>vi. Use frequently occurring adjectives.</li> <li>vii. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>viii. Use determiners (e.g., articles, demonstratives).</li> <li>ix. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol> <p><b>Convention of Standard English</b></p> <p>b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>i. Write complete sentences.</li> <li>ii. Capitalize dates and names of people.</li> <li>iii. Use end punctuation for sentences.</li> <li>iv. Use commas in dates and to separate single words in a series.</li> <li>v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do writers prepare their writing for different audiences?</li> <li>2. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing?</li> <li>3. What is the purpose of applying appropriate conventions of standard English?</li> <li>4. How can use of spelling rules and patterns improve written communication?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Question marks are often used in children’s games.</li> <li>2. Phonetic patterns are the bases of nursery rhymes and children’s songs.</li> </ol> <p><b>Nature of Discipline:</b></p> <ol style="list-style-type: none"> <li>1. Writers know how to spell many words.</li> <li>2. Writers hold their pencil correctly.</li> <li>3. Writers use capital letters at the beginning of sentences.</li> </ol>

## 4. Research and Reasoning

Research and Reasoning skills are pertinent for success in college and beyond. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work.

### WRITING

**Text Types and Purposes** (\*These broad types of writing include many subgenres.)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **LANGUAGE Anchor Standards Connected to Research and Reasoning**

### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

### **Valwood Graduate Competencies in the Research and Reasoning standard:**

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

**Content Area: English Language Arts – First Grade**

**Standard: 4. Research and Reasoning**

**Valwood Graduates:**

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

**GRADE LEVEL EXPECTATION**

**Concepts and skills students master:**

1. Participate in shared research projects by recalling information from experiences and gathering information from sources to answer questions.

**Evidence Outcomes**

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Students can:**

**Research to Build and Present Knowledge**

- a. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
  - i. Identify a clear and significant purpose for research. (e.g., Is my purpose for researching frogs clear, and is it important to understanding more about mammals?)

**Research to Build and Present Knowledge**

- b. With guidance and support from adults, recall information from experiences, or gather information from provided sources, to answer a question.
  - i. Evaluate information for clarity and accuracy.
  - ii. Write questions for inquiry that arise during instruction.
  - iii. With peers, use a variety of resources (direct observation, trade books, and texts read aloud or viewed) to answer questions of interest through guided inquiry.
  - iv. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information.

**Inquiry Questions:**

1. What resources can students use to answer the question?
2. Why is it important to ask clear questions?
3. What are other uses of text features?
4. Why do authors use text features in their writing?
5. Which text feature do you find most useful?
6. How is using multiple resources helpful to readers or writers?
7. Why does society have such a variety of reading materials?

**Relevance and Application:**

1. Text features can help readers when they are scanning material.
2. Readers continually pose questions while they read.

**Nature of Discipline:**

1. Researchers analyze critical questions and locate resources to answer the questions.
2. Researchers use text features to help them before, during, and after reading.
3. Researchers ask questions while they read to stay focused and help clarify thinking.

## Elementary Academic Vocabulary for English Language Arts: Reading, Writing, and Communicating

abstract noun	A noun that names a thing that cannot be touched or seen such as a concept, idea, experience, state of being, trait, quality, or feeling (e.g. freedom, love, happiness, democracy, honesty, pain, sympathy).
abridged	A condensed version of a text that still maintains the overarching theme.
active voice	One of the two “voices” of <a href="#">verbs</a> . When the verb of a sentence is in the active voice, the <a href="#">subject</a> is doing the acting, as in the sentence “Kevin hit the ball.” Kevin (the subject of the sentence) acts in relation to the ball.
adage	A traditional saying that expresses something considered to be a general truth.
adjective	A word or phrase that describes a noun or pronoun. (e.g. <b>Male</b> peacocks have <b>beautiful</b> feathers. The feathers are <b>colorful</b> .)
adventure story	A story about an exciting or unexpected event or course of events often involving a risky undertaking of unknown outcome.
adverb	A word that describes a verb, an adjective, or another adverb. Most adverbs tell where, how, or when. Adverbs often end in -ly, but not always (e.g., The first pitch curved <i>inside</i> . - tells where; Roberto hit the next pitch <i>hard</i> . - tells how; Roberto ran <i>immediately</i> . - tells when).
affix	A letter or group of letters which are added to the beginning or end of a word to make a new word; such as ' <b>un</b> happy' and 'care <b>less</b> '; prefixes, suffixes, and endings that add meaning to a word or change the tense or part of speech of a word.
alliteration	The repeating of the beginning consonant sounds in words (e.g. The dog danced down the driveway.)
analogy	A similarity between like features of two things on which a comparison may be based. (e.g. “A rudder is to a ship as a goal is to a person.”)
analyze	To examine critically, so as to bring out the essential elements. To examine carefully and in detail so as to identify causes, key factors, possible results, etc.
antagonist	A character in a story or poem that deceives, frustrates, or works against the main character or protagonist in some way. The antagonist need not be a person; it could be death, the devil, an illness, or any challenge that prevents the main character from attaining his or her goals.
antonym	The opposite of another word (e.g., large/small; hard/soft; in/out).
APA	American Psychological Association (APA) format is an editorial style developed for writers in the social and behavioral sciences. This format emphasizes simple, direct, concise writing.
approximation	Learning through making attempts, even if attempts are not completely successful.
archetype	A narrative design, character type, or image said to be identifiable in a wide variety of works of literature.



argument	A disagreement or opposing point of view. In writing and speech, argument is one of the traditional modes of discourse which defines a course of reasoning aimed at demonstrating truth or falsehood.
article	The word that comes before a noun – a, an, and the. (e.g. <b>A</b> dog ate <b>the</b> shoe. I love to eat <b>an</b> apple for snack.)
aside	The act of saying something away from others or in privacy; a technique used commonly in the theater.
assessment	A means for gathering information or data that reveals what learners control, partially control, or do not yet control consistently.
assonance	The repetition in words of identical or similar vowel sounds followed by different consonant sounds.
attending (reading process)	When sampling text, paying particular attention to visual information to construct a sense of the text.
audience	The person or group of people who read or hear what someone has written.
author	The person who produces a piece of writing.
autobiography	The story of a real person's life that is written by that person.
automaticity	Rapid, accurate, fluent word decoding without conscious effort or attention.
background knowledge/schema	Background knowledge/schema is using what the reader already knows about a subject that will help him gain new information and bring meaning to new information.
bibliography	A list of all the works and sources of information <i>consulted</i> while undertaking research for a paper or presentation.
biography	The story of a real person's life that is written by another person.
blend	A combination of two or more sounds.
brainstorming	Collecting ideas by thinking freely and openly about all the possibilities; used often with groups.
breadth	A wide range or extent.
cause and effect	A method of paragraph or essay development in which a writer analyzes the reasons for and/or the consequences of an action, event, or decision.

character	A person who takes part in the action of a story, novel, or a play. A Character can also be an animal, or imaginary creature in a piece of writing.
character traits	Traits are the basic orientation of the character. Bravery, cruelty and/or intolerance are all examples of character traits.
characterization	The representation of individuals in literary works. This may include direct methods like the attribution of qualities in description or commentary and indirect methods inviting readers to infer qualities from characters' actions, speech, or appearance. A flat character is one who remains undeveloped. A round character is one that is fully developed. A character that does not undergo change is referred to as static. A character that undergoes some transformation is called dynamic.
choral reading	To read aloud in unison with a group.
chronology	A record of events in the order of their occurrence; an arrangement of events in time.
citation	A brief notation of a scholarly source. It gives credit to the author of the material utilized. A citation is imperative for readers to research the finding of one's information. It also protects the writer reusing the material from plagiarism and possible copyright infringement.
cite	Quote (a passage, book, or author) as evidence for or justification of an argument or statement. (Not to be confused with website or sight.)
claim	An assertion of the truth of something. A claim expresses a specific position on some doubtful or controversial issue that the arguer wants the audience to accept. When confronting any message, especially a complex one, it is useful to begin by identifying the claims that are made.
climax	The most important or exciting event or point usually occurring the near the end of a story.
cohesiveness	The degree to which the ideas are said to "hang together" or the degree to which elements of the story are consistent, logical, and reasonable, given the whole story.
collaborative conversations	Conversation in which participants adhere to rules of the discussion, and accept roles/responsibilities for the successful outcome of the conversation.
collaborative discussion	A conversation in which each member of a group helps one another to better understand something (a piece of writing, idea, message, etc.) through shared exploration and respectful speaking and listening.
comma	1. Used before the conjunction in a compound sentence (e.g. I'd hoped to give my dog a bath, but I'm not sure that's possible.) 2. Used to separate items in a list (e.g. I bought my dog a dish, a collar, a leash, and some treats.) 3. Used to separate a date and a year, and a city and a state (e.g. My dog was born in Boise, Idaho on June 1, 1998.) 4. Used before quotation marks in a sentence (e.g. Then Bob told me, "I really love your dog.")
compare and contrast	To analyze in order to show similarities (compare) and differences (contrast) of a topic.
complex sentence	A sentence that has at least one independent clause and one dependent clause.
comprehension	Using a system of strategic actions, smoothly and in coordination, to get meaning while reading texts.

comprehension strategies	Strategies used to teach kids to read strategically, showing them how to construct meaning when they read. Creating and validating predictions, questions and inferences, monitoring understanding of the text, clarifying the confusing parts, summarizing, synthesizing and connecting text events to their own prior knowledge and experiences are all examples of comprehension strategies.
compound sentence	A sentence that contains two independent clauses joined by a coordinator (for, and, or, but, etc.).
concluding statement	The sentence very near or at the end which sums up the main point in a paragraph or story.
concrete details	Details directly from the story that answers a question. The detail is not inferred thus is found directly in written material.
conflict	The problem a character faces in piece of literature. There are five types of conflict: Man vs. Man; Man vs. Society; Man vs. Himself; Man vs. Nature; and Man vs. Fate (destiny).
conjunction	Connects individual words or groups of words (e.g. as, and, because, but, however, neither, although, unless).
connotation	The suggestion of a meaning by a word apart from the thing it explicitly names or describes. The attitudes and feelings associated with a word. These associations can be negative or positive and have an important influence on style and meaning.
consonance	The repetition of a final consonant sound in words with different vowels.
context	The part of a text or statement that surrounds a particular word or passage and determines its meaning. The meaning comes from the words themselves, the word order, and the combination of the words.
contraction	When an apostrophe is used to show that one or more letters have been left out when two words are put together to form one word (e.g. do not = don't; they will = they'll).
conventions	Formal usage that has become customary in written language. Grammar, capitalization and punctuation are three categories of conventions in writing.
conversation	The spoken exchange of thought, feeling and opinions.
credibility	The quality of being convincing or believable, or worthy of trust; often used to measure whether or not the information the writer uses is trustworthy.
data	Factual information (as measurements or statistics) used as a basis for reasoning, discussion, or calculation.
decoding	Using letter-sound relationships to translate a word from a series of symbols to a unit of meaning.
deductive reasoning	The form of logic in which, if the premises in an argument are all true, and the argument's form is valid, the conclusion is inescapably true.
demonstration	Modeling how proficient readers and writers work through all aspects of the reading and writing process, and the decisions they make while reading/writing.

denotation	The literal or dictionary definition of a word. Denotation contrasts with connotation.
descriptive writing	When a writer uses words to paint a picture of a person, a place, a thing, or an idea specific details in the mind of the reader.
descriptive poems	A poem that uses imagery and the five senses of taste, smell, feel, touch, and sight to bring the subject to life for the reader.
dialect	A regional variety of language. In most languages, including English and Spanish, dialects do not interrupt understanding; the differences are actually minor.
dialogue	The conversation between characters in a drama or narrative. A dialogue occurs in most works of literature. It moves the action along in a work and helps to characterize the personality of the speakers.
dictate	To say or read aloud something for another person to transcribe.
digraph	Two successive letters that make a single sound. For example, the ea in bread, or the ng in sing.
digression	Material not strictly relevant to the main theme or plot of a piece of writing or speech.
diphthong	Speech sound beginning with one vowel sound and moving to another vowel sound within the same syllable. For example, oy in the word boy.
directionality	The orientation of print. In the English language, directionality is from left to right.
domain specific words and phrases	Vocabulary specific to a particular field of study (domain); in the Standards, <i>domain-specific words and phrases</i> are analogous to Tier Three words.
drafting	A stage of the writing process during which a writer organizes information and ideas into sentences and paragraphs. This involves working through technical aspects such as handwriting, spelling and punctuation, to transfer ideas from plan to paper.
drama	A work to be performed by actors on stage, radio, or television; the genre of literature represented by works intended for the stage; a situation or sequence of events that is highly emotional, tragic, or turbulent.
editing (writing process)	The process of correcting the surface features (grammar, spelling and punctuation) of writing.  For emergent and early writers, the process of the teacher correcting the surface features (grammar, spelling and punctuation) of student writing that the student has yet to master. The purpose being to bring the piece to conventional form.
elaborate	To give more details about something; to discuss something more fully.
emergent literacy	Early behaviors such as "reading" from pictures and "writing" with scribbles are examples of emergent literacy and are an important part of children's literacy development.

enunciation	Carefully pronounced and articulated speech for the purpose of communicating effectively with an audience.
environmental print	Symbols and texts found in everyday life situations (i.e., signs, logos, labels, etc.).
epic	A long narrative poem on a great and serious subject, often about the deeds of a great hero or heroes.
essential question	A question that is not answerable with finality in a brief sentence. Its aim is to stimulate thought, to provoke inquiry, and to spark more questions, not just pat answers.
evaluate	To estimate the nature, quality, ability, extent, or significance of;
events (story)	The situations and events in a story.
evidence	Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others. Evidence should be in an appropriate form and be derived from a source accepted as appropriate to a particular discipline.
exclamation point	Punctuation mark used at the end of sentences that show strong feeling or excitement. (e.g. Wow! What a huge dog!)
explanatory text	A text written to explain or make clear how something works or why something is the way it is. This type of writing uses one or more of the following methods: identification, definition, classification, illustration, comparison, and analysis.
explicit	Stated clearly and in detail, leaving no room for confusion or doubt.
exposition	Usually at the beginning of the story, explains what happened before the story starts, the setting of the story, and often introduces the characters.
expression	A word or phrase in speaking, writing or art that communicates a thought or feeling.
fable	Stories that have animals with human traits and always include a moral or lesson (e.g., The Tortoise and the Hare, The Lion and the Mouse).
fact versus opinion	Statements of fact can be proven conclusively to be true or false. Statements of opinion cannot be proven to be true or false.
fairytale	A story that has magical characters and objects (e.g. Cinderella , <i>Alice in Wonderland</i> , <i>Princess and the Pea</i> ).
falling action	The part of the story which follows the climax, or turning point; it includes action or dialogue needed to bring the story to an end.
fantasy	A story including elements that are impossible such as talking animals, imaginary creatures, lands, etc. (e.g., "Somewhere over the Rainbow," in <i>The Wonderful Wizard of Oz</i> ).

fiction	Imaginative works of prose, primarily the novel and the short story. Although fiction draws on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader by providing a deeper understanding of the human condition.
figurative language	Language that communicates and enhances ideas by going beyond the ordinary or literal meaning of the words.
figure of speech	Specific literary devices used to create a special effect or feeling, often by making some type of comparison, such as; <b>hyperbole, metaphor, simile, understatement.</b>
findings	A conclusion reached after examination or investigation; a statement or document containing an authoritative decision or conclusion.
flashback	A narrative technique that allows a writer to present past events during current events, in order to provide background for the current narration. By giving material that occurred prior to the present event, the writer provides the reader with insight into a character's motivation and/or background to a conflict. Flashbacks are often conveyed through narration, dream sequences, and memories.
fluency	The way an oral reading sounds, including phrasing, intonation, pausing, stress, rate and integration of the first five factors. It bridges word decoding and comprehension. Fluency is a set of skills that allows readers to rapidly decode text while maintaining a high level of comprehension.
focus	A sharply defined point, center, or theme of an effort, written passage, undertaking, or presentation.
folktale	Oral story passed down through generations based on traditional beliefs or on superstition (e.g., <i>The People Who Hugged Trees, The Empty Pot, Tikki Tikki Tembo</i> ).
foreshadowing	A writer's use of hints or clues to indicate events that will occur in a story. Foreshadowing creates suspense and at the same time prepares the reader for what is to come.
forming intentions (writing process) (also termed planning)	Choosing a topic, determining the audience and form and planning writing are components of forming intentions.
fragment sentence	A fragment may contain a subject and verb, but it is NOT a complete sentence. (e.g. Because that girl was silly! Maria's cool red bicycle, parked behind the house.)
general academic words and phrases	Vocabulary common to written texts but not commonly a part of speech; in the Standards, <i>general academic words and phrases</i> are analogous to Tier Two words and phrases.
generalization	An idea or statement which emphasizes general rather than specific characteristics.
genre	A category of literature or writing style (e.g., mystery, science fiction, historical fiction, biography, memoir, etc.).
gesture	A movement or position of the hand, arm, body, head, or face that is expressive of an idea, opinion, emotion, etc., made to express or help express thought or to emphasize speech.
glossary	A list of terms in a special subject, field, or area of usage, with accompanying definitions. Such a list at the back of a book, explaining or defining important, difficult or unusual words and expressions used in the text or field of study.
grammar	The study of the structure and features of language; rules and standards which are to be followed to produce acceptable and correct writing and speaking.

grapheme	The smallest unit of a writing system. A grapheme may be one letter such as t or combination of letters such as sh. A grapheme represents one phoneme.
graphic elements	The part of a work that contains visual representations of information and ideas (charts, animations, video, etc.) beyond simple written text.
graphic organizer	A visual guide that helps writers plan a writing activity or helps readers understand and organize information found in a text.
guided inquiry	The teacher provides the problem for investigation as well as the necessary materials. Students are expected to devise their own procedure to solve the problem.
guided reading/writing	An instructional setting that enables the teacher to work with a small group of students to help them learn effective strategies for processing text with understanding. The purpose of guided reading/writing is to meet the varying instructional needs of all the students.
high-frequency words	Words which appear frequently in texts and used in student writing for a specific subject and/or grade.
historical fiction	A fictional story that is set in a particular place and time period in the past; often the setting is real, but the characters are altered, a composite, or entirely made up from the author's imagination.
homograph	A word with same spelling as another: a word that is spelled in the same way as one or more other words but is different in meaning, e.g. the verb "project" and the noun "project."
homonym	A word having the same sound and spelling as another word, but a different origin and meaning, for instance, "The musician uses a <i>bow</i> to play his violin"; "The little girl has a <i>bow</i> in her hair."
homophone	A word with a different meaning but having the same pronunciation as another word, whether or not it is spelled alike, for instance, "wood" and "would," or "to," "two," and "too."
hyperbole	An intentional exaggeration for emphasis or comic effect. An overstatement (e.g. "It took a million years to finish my homework.")
idea	Something imagined or pictured in the mind, ideas often lead to a plan of action.
idiom	A phrase or expression that means something different from what the words actually say. An idiom is usually understandable to a particular group of people. For example, using 'over his head' for 'he doesn't understand.'
illustration	Graphic representations of important content (for example, art, photos, maps, graphs, charts) found in a piece of literature.
Illustrator	An artist who creates drawings or images usually designed to enhance accompanying text.
image/imagery	Words and phrases that create vivid sensory experiences for the reader. Most images are visual, but imagery may also appeal to the senses of smell, hearing, taste, or touch.
implicit	Implied or understood though not directly expressed.

index	An alphabetical reference that lists topics, people, or titles, giving the location of where they are mentioned in a text.
inductive reasoning	The form of logic which proceeds from the specific observation to the general statement. The conclusion of such an argument provides the best or most probable explanation of the premises, but is itself not necessarily true.
infer	To go beyond the literal meaning of a text; to think about what is not stated but is implied by the writer.
inference	A conclusion reached on the basis of evidence and reasoning not immediately apparent.
inflection	An alteration of the form of a word by the addition of an affix, as in English <i>dogs</i> from <i>dog</i> , or by changing the form of a base, as in English <i>spoke</i> from <i>spea</i> k, that indicates grammatical features such as number, person, mood, or tense.
informational text	A text that provide facts about a variety of topics (e.g., sports, animals, science, history, careers, travel, geography, space, weather, etc.).
inquiry	A question; a query; an investigation. Also the seeking of information or knowledge.  Scientific inquiry refers to the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work.
interjection	A single word that shows strong emotion or emphasis; usually an introductory word. (e.g. <b>Whoa</b> , that's hot salsa! <b>Ouch</b> , that hurt! <b>Help!</b> )
interrogative	A word or phrase used to ask a question.
irony	The contrast between expectation and reality. This incongruity has the effect of surprising the reader or viewer. Types include dramatic, situational, and verbal. Techniques of irony include hyperbole, understatement, and sarcasm.
journal	A daily record of thoughts, impressions, reflections, and autobiographical information, often a source of ideas for further writing.
key understandings	Important ideas within (literal), beyond (implied) or about (determined through critical analysis) the text that are necessary to comprehension.
legend	A story from the past that shows a heroic figure, supposedly based on a real person but often exaggerated (e.g. John Henry, Johnny Appleseed).
letter-sound correspondence	Recognizing the corresponding sound of a specific letter when that letter is seen or heard.
link	A hyperlink in electronic presentation that directs the user to another resource.
literal language	Refers to words that do not deviate from their defined meaning.
literary devices	Techniques used by a writer to convey or enhance the story (e.g., figures of speech, foreshadowing, flashback).



literature	The body of written works of a language, period, or culture; imaginative or creative writing, especially of recognized artistic value.
main idea	In informational writing, the most important thought or overall position. The main idea or thesis of a piece, written in sentence form, is supported by details and explanation.
make connections (as a strategic action)	To search for and use connection to knowledge gained through personal experience, learning about the world and reading other texts.
medial sound	The middle sound in a word.
medium	The material or form used by an artist, composer, or writer.
memoir	A history or record composed from personal observation and experience. Closely related to, and often confused with, autobiography, a memoir usually differs chiefly in the degree of emphasis placed on external events; whereas writers of autobiography are concerned primarily with themselves as subject matter, writers of memoir are usually persons who have played roles in, or have been close observers of, historical events and whose main purpose is to describe or interpret the events.
mentor text	Text that illustrate a particular aspect of craft, text structure, genre, etc.
metacognition	A reflection and understanding of how one thinks and uses strategies during reading and writing and problem solving.
metaphor	A figure of speech that makes a comparison between two things that are basically different but have something in common. Unlike a simile, a metaphor does not contain the words like or as. (e.g. "The sun is a lemon in the sky."). See figurative language, figure of speech, and simile.
meter	In poetry, the recurrence of a rhythmic pattern.
MLA	MLA (Modern Language Association) is a style of crediting the sources quoted or paraphrased in a particular piece of literature. MLA serves as a standard formatting for the citation of scholarly writings.
monitor (self-monitor)	When a reader independently pays attention to their reading, and is aware of a dissonance between what they are saying and what they are seeing.
monitor and correct (as a strategic action)	To check whether the reading sounds right, looks right and makes sense, and to solve problems when it does not.
mood	The feeling a reader gets from a story. (e.g., happy, sad, peaceful, etc.)
moral	The lesson a writer is trying to teach in his or her story (e.g. Do unto others as you would have them do unto you.).
morpheme	The smallest unit of meaning in oral and written language. Unbreakable has three morphemes: -un, -break, -able.
morphology	In linguistics, the identification, analysis and description of the structure of morphemes and other units of meaning in a language like words, affixes, and parts of speech and intonation/stress, implied context.

motif	A recurring object, concept, or structure in a work of literature. A motif may also be two contrasting elements, such as good and evil, in a work.
multisyllabic	Having more than one syllable.
mystery text	A suspenseful story about a puzzling event that is not solved until the end of the story.
myth	Stories that answer questions about things people could not or cannot explain and may tell of heroic quests.
narrative	Writing which tells a story or recalls an experience.
narrator	The person or voice telling the story. The narrator can be a character in the story, a play, or a work of nonfiction.
nonfiction	Writing about real people, places, and events. Unlike fiction, nonfiction is largely concerned with factual information, although the writer shapes the information according to his or her purpose and viewpoint. Biography, autobiography, and news articles are examples of nonfiction.
non-verbal communication	Ways of conveying the meaning of an intended message other than oral speech (e.g., gestures, eye contact, facial expression).
noun	A word used to name a person, animal, place, thing, and abstract idea.
novel	A book-length story created from the author's imagination.
nuances	A subtle or slight degree of difference, as in meaning, feeling, or tone; a gradation.
objective summary	A succinct, accurate description of the content of a text without personal feelings. A stating of the facts only.
onomatopoeia	The use of a word whose sound suggests its meaning, as in "clang," "buzz," "crash."
onset	The part of the syllable that precedes the vowel. For example, /h/ in hop, and /sk/ in scotch. Some syllables have no onset, as in un or on.
opinion text	A type of writing in which an author states and then supports their opinion.
opposing claim	A counter claim made in response to a claim that came before it.
oral tradition	Customs, opinions, beliefs, and history passed from generation to generation by means of conversation or storytelling.

outcomes (writing process)	Opportunities for writers to share writing with intended audience. Writer seeks the response of readers, which is where learning takes place.
oxymoron	A paradox reduced to two opposing words, usually in an adjective-noun ( <i>deafening silence</i> ) or adverb-adjective ( <i>shockingly boring</i> ) relationship, and is used for effect, complexity, emphasis, or wit.
pace	To move or develop (something) at a particular and calculated rate or speed. Also, the reading rate (the number of words a child reads per minute); a component of fluency.
paragraph	A group of sentences that consists of one or more sentences, deals with one point or gives the words of one speaker, and begins on a new usually indented line.
parallelism	The phrasing of language in a way that balances ideas of equal importance. Parallelism may apply to phrases, sentences, paragraphs, or longer passages.
paraphrase	Restating ideas in different words to help clarify or explain the meaning of a text.
parts of speech	A category to which a word is assigned in accordance with its syntactic functions. Example: noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, and interjection.
passive voice	One of the two voices of verbs. Indicates that the subject is being acted upon. (e.g. <i>The ball was hit by Kevin.</i> )
pencil grip	Proper pencil placement in hand.
period	Punctuation mark used at the end of a statement or used after abbreviations. (e.g. Dr. J. Wong is our veterinarian. Go to 312 So. Franklin St. to meet your friend.)
personification	A form of metaphor in which language relating to human action, motivation, and emotion is used to refer to non-human agents or objects or abstract concepts. (e.g. "The weather is smiling on us today;" "Love is blind.")
perspective	The state of one's ideas, the facts known to one, and the angle from which one views a situation.
persuasive text	Writing intended to convince the reader that a position is valid or that the reader should take a specific action. Differs from exposition in that it does more than explain; it takes a stand and endeavors to persuade the reader to take the same position.
phoneme	The smallest unit of sound in spoken language. There are approximately forty-four units of speech sounds in English.
phonemic awareness	The ability to hear individual sounds in words and to identify individual sounds.
phonics	The knowledge of letter-sound relationships and how they are used in reading and writing. Teaching phonics refers to helping children acquire this body of knowledge about the oral and written language systems; additionally, teaching phonics helps children use phonics knowledge as part of the reading and writing process.
phonological awareness	The awareness of words, rhyming words, onsets and rimes, syllables and individual sounds (phonemes).

phrase	Sequence of two or more words arranged to act as a unit in a sentence.
pitch	Appropriate sound level when speaking.
plagiarism	Presenting another author's works, words, or ideas as one's own. This is considered illegal.
planning (writing process)	Putting ideas down in an organized manner during the "forming intentions" process.
planning strategies	Process of defining direction, and making decisions about how to organize ideas in writing or a presentation based purpose and audience.
plot	The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in a plot line: (a) <i>exposition</i> ; (b) <i>rising action</i> ; (c) <i>climax</i> ; (d) <i>falling action</i> ; and (e) <i>resolution</i> .
plural noun	Two or more people, places, or things (e.g. We went to two <b>beaches</b> . I love to eat <b>pancakes</b> .)
poetry	Verse written to create a response of thought and feeling from the reader. It often uses vivid, concise language, and rhythm and rhyme.
point of view	The angle from which a story is told; depends on who is telling the story (e.g., First-Person, one of the characters is telling the story, uses "I". Third-Person, someone outside the story is telling the story, uses him or her).
predicate of a sentence	The <b>verb</b> that describes what the noun of the sentence is doing or being.
predict (as a strategic action)	To use what is known to think about what will follow while reading continuous text.
prefix	A word part that is added to the beginning of a base word that changes the sense or meaning of the root or base word. For example, re-, dis-, com-are prefixes.
preposition	A word that relates a noun or pronoun to another word in the sentence (e.g. The cat rested <b>on</b> the couch. The dog sat <b>by</b> the cat.)
prepositional phrase	A preposition followed by an object. (e.g. "I will hold the coins <i>in my hand</i> .")
primary source	First-hand documentation of events (e.g., autobiographies, diaries, interviews, logs, personal accounts, treaties, letters, photographs, drawings, etc.) that presents no "secondary" analysis or interpretation by historians or others removed from the action.
problem solving	A process that involves discovering, gathering information, analyzing, considering options, and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution or solutions that best resolve(s) an issue.
prompt	A question, direction or statement that compels and directs a writer to write about a particular topic.

pronoun	A word used to replace a noun (e.g. <b>She</b> found her kitty. - I, you, he, she, them, his, their, we, yourself, etc.)
pronoun-antecedent agreement	An antecedent is the word or word group a pronoun refers to. A pronoun and antecedent agree when there is correspondence in number or person of a subject and verb in a sentence.
pronunciation	The manner in which someone utters a word.
propaganda techniques	Methods of conveying information selectively to produce an opinion or action favorable to the source of the information.
proper noun	A word that names a specific person, place, or thing and begins with a capital letter (e.g., <b>John; Denver, Georgia; the Washington Monument; the Beatles</b> )
prose	Written or spoken language in its ordinary form, without metrical structure.
protagonist	The main character in a novel, play, story, or poem; also known as the "hero" or "heroine."
proverb	A short well-known saying that expresses an obvious truth and often offers advice. (e.g. "All that glitters is not gold." This means that just because something looks good, does not necessarily mean that it is good.)
publishing (writing process)	Preparing and formatting writing for an audience.
pun	A joke that comes from a play on words. It can make use of a word's multiple meanings or a word's rhyme. Example: "Time flies like an arrow. Fruit flies like a banana," (Groucho Marx).
purpose	Reason for writing; an author's desired effect or result on an audience; intention.
question	A sentence worded or expressed so as to elicit information.
question mark	Punctuation mark used at the end of a question. (e.g. Did you walk the dog?)
realistic fiction	A story using made-up characters yet could happen in real life.
reason	Think, understand, and form judgments using a process of logic.
recount	To retell the events of an experience or story.
recursive writing	Writing that doubles back upon itself and leaps ahead. If you correct a spelling error as you write your first draft, you have done a proofreading act (a later stage) while you are drafting (an early to middle stage). We might cycle and recycle through numerous times when creating any single piece of writing.

red herring	A fallacy in which an irrelevant topic is presented in order to divert attention from the original issue. The basic idea is to “win” an argument by leading attention away from the argument and toward another topic.
reference materials	Resources used to find information on a subject (dictionary, thesaurus, encyclopedia, journals, both print and on-line sources, etc.).
register	In <a href="#">linguistics</a> , one of many styles or varieties of <a href="#">language</a> determined by such factors as social occasion, purpose, and audience. More generally, <i>register</i> is also used to indicate <a href="#">degrees</a> of formality in language use.
relative adverbs	An <a href="#">adverb</a> ( <i>where, when, or why</i> ) that introduces a <a href="#">relative clause</a> , also known as a <i>relative adverb clause</i> .
relative pronouns	A part of speech referring to a noun mentioned before and of which we are adding more information. They are used to join two or more sentences and <a href="#">forming</a> in that way what we call " <b>relative sentences</b> " (e.g., <i>who, whom, that, which, whoever, whomever, whichever</i> ).
relevance	Term used to describe how pertinent, current, connected, or applicable something is to a given matter.
relevance	Relevance describes how pertinent, connected, or applicable something is to a given matter.
repetition	The action of repeating something that has already been said or written to produce a desired effect.
research	Research is an active, systematic process of inquiry in order to discover and interpret <a href="#">facts</a> and events. The term "research" is also used to describe the collection of information about a particular subject.
research questions	Formal questions that set a goal(s) and guides study.
resolution	The end of a play or story when the problems are solved.
response	An answer or reply, as in words or in some action.
retell	To recount the sequence of events to a listener or put them writing after hearing or reading a story.
revise	To alter something written or printed, in order to make corrections, improve, or update, primarily in terms of style, content, structure and ideas, and details.
rhetoric	The art of using language effectively, especially for persuasion, in speaking or writing, especially in oratory.
rhyme	The ending part (rime) of a word that sounds like the ending part (rime) of another word (e.g., <i>m-ail</i> and <i>t-ale</i> ).
rhythm	The way a poem and story writing flows from one sound or sentence pattern to the next as it creates a sound pattern or patterned story.

rime	The ending part of a word containing the vowel; the letters that represent the vowel sound and the consonant letters following it in a syllable - <i>dr-eam</i> .
rising action	The central part of the story during which various problems arise and lead up to the climax.
root word (base word)	A word or word element to which prefixes and suffixes may be added to make other words. For example, to the root <i>graph</i> , the prefix <i>bio-</i> and the suffix <i>-ic</i> can be added to create the word, <i>biographic</i> .
salient points	Facts or information that seem most important or significant to the argument.
scaffolding	Method of providing structure for students to access the information provided.
schema	Background, conceptual understandings that a student possesses.
science fiction text	A type of fantasy that uses science and technology (e.g., robots, time machines, etc.)
search for and use information (as a strategic action)	To look for and to think about a variety of content in order to make sense of text while reading.
secondary sources	Information or research that is written by someone other than the person who experienced the events. For example, a comment by a historian, an encyclopedia article, or a critical essay.
self-correction	When a reader stops and corrects his/her own error.
semantic cues	Semantic cues are hints based on meaning that help readers decode and comprehend a text.
sensory details	Details a writer uses to help the reader see, feel, smell, taste, and hear what is being writing about.
sensory imagery	The use of words to describe tastes, smells, textures, sounds and images in order to provide a sensory experience for the reader.
sentence	A group of words expressing one or more complete thoughts.
setting	Time and place where a story takes place.
short story	A brief fictional work that usually contains one major conflict and at least one main character.
signal words	A phrase, clause, or sentence that introduces a <a href="#">quotation</a> , <a href="#">paraphrase</a> , or <a href="#">summary</a> . Common signal phrase <a href="#">verbs</a> include the following: <i>argue, assert, claim, comment, emphasize, illustrate, respond, say, suggest, think, and write</i> . See transition words.

simile	A comparison of two unlike things in which a word of comparison using the words 'like' or 'as'. For example, 'She stood in front of the altar, shaking like a freshly caught trout,' (Maya Angelou).
singular noun	<b>One</b> person, place, or thing (e.g., a <b>monkey</b> ; the <b>library</b> ; your <b>friend</b> ; my <b>pencil</b> )
small-group instruction	The teacher working with children brought together because they are similar enough in reading/writing development to teach a skill most effectively in a small group.
soliloquy	A dramatic monologue spoken aloud by a character that is alone on the stage (or is under the impression of being alone). The soliloquist thus reveals his or her inner thoughts and feelings to the audience.
sounding out	Pronouncing the sounds of the letters in a word as a step in the reading word.
source	A place, person, or thing from which something comes or can be obtained.
stanza	A recurring grouping of verse lines in terms of length, metrical form, and, often, rhyme scheme.
stream of consciousness	The continuous flow of sense-perceptions, thoughts, feelings and memories in the human mind; a literary method of representing such a blending of mental processes in fictional characters, usually in an unpunctuated or disjointed form of internal monologue.
style	The particular way a piece of literature is written. Not only what is said but also how it is said, style is the writer's unique way of communicating ideas. Elements contributing to style include word choice, sentence length, tone, voice, figurative language, and use of dialogue.
subject of a sentence	A <b>noun</b> or <b>pronoun</b> that is performing the verb; the "do-er."
subject-verb agreement	The basic rule states that a singular subject takes a singular verb while a plural subject takes a plural verb.
subordinating conjunction	A subordinating conjunction joins a subordinate (dependent) clause to a main (independent) clause.
suffix	An affix or group of letters added at the end of a base word or root word to change its function or meaning (e.g., <i>handful</i> , <i>hopeless</i> ).
summarize (as a strategic action)	To put together and remember main ideas and important information, while disregarding irrelevant information, during or after reading.
summary	A shorter version of the original. Such a simplification highlights the major points from the much longer subject, such as a text, speech, film, or event. The purpose is to help the audience get the gist in a short period of time.
supporting details	Secondary points which clarify a key point, illustrate a concept, or prove a point.
syllables	A unit of spoken language that consists of one or more vowel sounds alone or with one or more consonant sounds preceding or following (word chunks).



symbol	A word or object that stands for an object, event, or idea. The object, event, or idea thus represented may be concrete or abstract, visible or invisible.
synonym	A word that has a meaning identical with, or very similar to, another word.
synthesize	Combine or merge new information with existing knowledge or with information from multiple sources to create an original idea, see a new perspective, or form a new line of thinking to achieve insight. Synthesizing is the most complex of comprehension strategies.
synthesize (as a strategic action)	To combine new information or ideas from reading text with existing knowledge to create new understandings.
tall tale	Story that has exaggerated characteristics and accomplishments (e.g., Pecos Bill, Paul Bunyan).
technical writing	Technical writing is a method of researching and creating information about technical processes or “how to” manuals written so that the reader can perform tasks. Examples of technical writing could include such texts as - include a how to recycle poster, bike repair manual, instructions to play a game, etc.
temporal relationships	The relationship involving time between an event (the <i>cause</i> ) and a second event (the <i>effect</i> ), where the second event is understood as a consequence of the first.
tense	A category of the verb or verbal inflections, such as present, past, and future, that expresses the temporal relations between what is reported in a sentence and the time of its utterance.
text	Coherent set of symbols that transmit some kind of informative message.
text features	Various ways of manipulating and placing text to draw attention to or emphasize certain points or ideas in narrative (e.g., bolding or boxing questions, italicizing key vocabulary, listing, bulleting, numbering).
text structure	The organizational pattern an author uses to structure the ideas in a text (e.g. cause/effect, compare/contrast, description, problem/solution, sequential, goal/action/outcome, concept/definition, proposition/support).
textual evidence	Details from one or more resources to support an interpretation or analysis of literary and informative/expository work.
theme	The central idea or ideas explored by a literary work.
thesis statement	The basic argument advanced by a speaker or writer who then attempts to prove it by presenting compelling evidence; the subject or major argument of a speech or composition.
tone	An expression of a writer’s attitude toward a subject. Unlike mood, which is intended to shape the reader’s emotional response, tone reflects the feelings of the writer. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective.
topic	The specific subject of a piece of writing.
traditional literature	Stories that are passed down from one group to another in history; includes folktales, legends, fables, fairy tales, tall tales, and myths from different cultures.

tragic flaw	A defect in the protagonist that leads to his or her downfall.
transition words	Words that help tie thoughts together (e.g., when, next, after, finally; first, second, third; above, below, to the left of, to the right of).
understatement	A form of irony in which something is intentionally represented as less than it is.
verb	Shows action or links the subject to another word in the sentence. (e.g. The boys <b>read</b> often – action verb; I <b>am</b> happy about that - linking verb)
verb tense	<b>Present</b> (happening now) – I sneeze; <b>Past</b> (already happened) – I sneezed; <b>Future</b> (will happen later) – I will sneeze.
verse	Verse is a single metrical line of poetry (as opposed to prose which uses grammatical units like sentences and paragraphs).
visual aid	An instructional aide, such as a poster, scale model, digital image, artifact, etc. used to enhance a viewer's understanding or experience of presented content.
visual mapping	A graphical method of taking notes. The visual layout helps one to distinguish words or ideas, often with colors and symbols.
visualize	When a reader creates images that reflect or represent the ideas in the text. These images may include any of the five senses and serve to enhance understanding of the text. But for your students, try this: "Create a movie in your mind while reading."
vocabulary	Recognizing and understanding the meaning of words in reading and writing as well as oral language.
voice	The way a writer expresses ideas. A writer's unique use of language that allows a reader to perceive a human personality in the writing.
website	A set of interconnected web pages, usually including a homepage. It is usually Valwood and maintained as a collection of information by a person, group, or organization.
works cited	When producing a works cited for an essay you only list the actual sources of information that you reference in your piece of work.
writing process	The stages of writing that produce a final, well-crafted piece. They are planning, drafting, revising, editing, polishing (proofreading), and publishing.