



VALWOOD

GO BEYOND

Second Grade English / Language Arts Curriculum

2nd Grade English / Language Arts Overview

| Course Description | Topics Across All Grades |
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| <p>English Language Arts in Second 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 using reading and writing processes. Students will read literature and informational texts and express their thinking both orally and in writing. Students will continue to develop inquiry skills to gather, organize, summarize and share information.</p> | <p>We are developing learners who:</p> <ul style="list-style-type: none"> • Demonstrate independence • Build strong content knowledge • Respond to the varying demands of audience, task, purpose, and discipline • Comprehend as well as critique • Value evidence • Use technology and digital media strategically and capably • Come to understand other perspectives and cultures <p>Who value: 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"> • Observations/Conversations/Work Samples • Group/Individual Projects - Performance tasks • Benchmark Assessments • Individual Reading Inventories such as Running Records, Guided Reading Level Benchmark Books • Questions/Comments/Reading Responses • Self assessments | <p>Valwood Teachers:</p> <ol style="list-style-type: none"> 1. Provide a literacy block for reading and writing every day using literature and informational texts, including online resources 2. Evaluate data formatively to plan for: <ol style="list-style-type: none"> a. Reading & Writing Demonstrations b. Shared Reading & Writing c. Guided Reading & Writing <ol style="list-style-type: none"> i. Flexible grouping focused on needs ii. Continuous text: both reading and writing iii. Promote reciprocity between reading and writing through deliberate attention to both d. Daily independent reading and writing 3. Immerse students in many types of texts (examples: songs, picture books, rhyming, informational) at independent and instructional reading levels 4. Explicitly and systematically teach foundational and essential skills and strategies for reading and writing utilizing BVSD adopted resources and online resources 5. Provide authentic, meaningful, purposeful, relevant opportunities for students to respond to what is read 6. Ensure students use textual evidence when explaining their learning from reading and writing in all content areas 7. Ensure additional small group instructional time for students not performing at grade level |
| Grade Level Expectations | |
| Standards | Big Ideas for Second Grade Grade Level Expectations |
| 1. Speaking and Listening | <ol style="list-style-type: none"> 1. Communicate effectively while describing people, places, things, and events. 2. Engage effectively in collaborative discussions. 3. Hear, identify, and use syllables and sounds in spoken words to make meaning. |
| 2. Reading for All Purposes | <ol style="list-style-type: none"> 1. Use a range of strategies efficiently to construct meaning while reading literature. 2. Use a range of strategies efficiently to construct meaning while reading informational texts. 3. Know and apply grade-level phonics and word analysis skills to decode words. 4. Read fluently with varied expression and sufficient accuracy to support comprehension 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. |
| 3. Writing and Composition | <ol style="list-style-type: none"> 1. Plan, organize, write, and publish narratives for intended audiences and purposes. 2. Plan, organize, write, and publish informative/explanatory and opinion pieces for a variety of audiences and purposes. 3. Apply conventions of standard English grammar and usage, capitalization, punctuation, and spelling consistently. |
| 4. Research and Reasoning | <ol style="list-style-type: none"> 1. Participate in shared research projects by recalling information from experiences and gathering information from sources to answer questions. |

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 & 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

Content Area: English Language Arts – Second Grade

Standard: 1. Speaking and Listening

Valwood Graduates:

- Use language appropriate for purpose and audience

GRADE LEVEL EXPECTATION

Concepts and skills students master:

1. Communicate effectively while telling a story and recounting an experience.

Evidence Outcomes

Students can:

Presentation of Knowledge and Ideas

- a. Logically sequence and tell a story, or recount an experience, with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Presentation of Knowledge and Ideas

- b. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.

Presentation of Knowledge and Ideas

- c. Produce complete sentences, when appropriate, to tasks and situations, in order to provide requested detail or clarification.

Knowledge of Language

- d. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- e. Compare formal and informal uses of English.
- f. Maintain focus on the topic.
- g. Use content-specific vocabulary to ask questions and provide information.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to use precise vocabulary in communication?
2. How do people remember new words and their meaning?
3. How do people connect new words to things that are important to them?
4. What can a speaker do to ensure people understand a presentation?

Relevance and Application:

1. The use of precise language is important when communicating with others to clearly express an idea.
2. Effective communicators use their skills throughout their lives: Music writers (composers) and musical performers work together to create new songs and exciting performances.
3. Online dictionary resources offer new ways to expand vocabulary; such as personal word bank, word wall, picture dictionary, or glossary.
4. Use electronic collaboration tools to contribute to the group goal.

Nature of Discipline:

1. Effective communicators consider their audience, choose their words carefully and organize their details within topics.

Content Area: English Language Arts – Second 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
- Demonstrate skill in inferential and evaluative listening

GRADE LEVEL EXPECTATION

Concepts and skills students master:

- 2. Engage effectively in collaborative discussions.

Evidence Outcomes

Students can:

Comprehension and Collaboration

- a. Participate in collaborative conversations with diverse partners (e.g., peers and adults) about grade 2 topics and texts with peers and adults in small and larger groups.
 - i. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, 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 linking their comments to the remarks of others.
 - iii. Ask for clarification and further explanation, as needed, about the topics and texts under discussion.

Comprehension and Collaboration

- b. Ask and answer questions, recount, and describe key ideas or details from a text read aloud, information presented orally, or through other media.

Comprehension and Collaboration

- c. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- d. Contribute knowledge to a small group or class discussion to develop a topic.

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Do people learn more by talking or listening? Why?
- 2. How do people respond to ideas that are considered fair/unfair?

Relevance and Application:

- 1. Effective communicators evaluate their own thinking and ensure other points of view are considered fairly.
- 2. Effective communicators use their skills throughout their lives: Doctors listen to their patients and use their own knowledge of medicine to make a diagnosis.

Nature of Discipline:

- 1. Good listeners use their own knowledge along with the information they hear from others to make new discoveries.

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

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| Content Area: English Language Arts – Second Grade | | |
| Standard: 2. Reading for All Purposes | | |
| Valwood Graduates: | | |
| <ul style="list-style-type: none"> ➤ 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 | | |
| GRADE LEVEL EXPECTATION | | |
| Concepts and skills students master: | | |
| 1. Use a range of strategies efficiently to construct meaning while reading literature. | | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies | |
| <p>Students can:</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> a. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, and activating. schema/background knowledge to construct meaning and draw inferences. b. Ask and answer such questions as who, what, where, when, why, and how, to demonstrate understanding of key details in a text. c. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. d. Describe how characters in a story respond to major events and challenges. e. Express text connections to self; to other texts and to our world <p>Craft and Structure</p> <ul style="list-style-type: none"> f. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. g. Read high-frequency words with accuracy and speed. h. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. i. Acknowledge differences in the points of view of characters (e.g., speaking in a different voice for each character when reading dialogue aloud). j. Identify how word choice (sensory details and figurative language) enhances meaning in poetry. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> k. Use information gained from the illustrations and words, in a print or digital text, to demonstrate understanding of its characters, setting, or plot. l. Compare and contrast two or more versions of the same story by different authors or from different cultures (e.g., Little Red Riding Hood and Lon Po Po). | <p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What do readers do to enjoy and learn from reading? 2. What do readers do when they don't understand? 3. What would happen to a readers' comprehension if they never went back and reread something they did not understand? 4. What does a summary look like if a writer does/does not stick to the important details? | |
| | | <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Readers use what they know about the characteristics of different literary forms to aid in understanding and interpreting information. 2. Readers interpret the intended message in various genres throughout their lifetime: interpreting fables, billboards, web pages, poetry, and posters. 3. Listening and reading along with the text of digital audio stories of multiple genres aid in comprehension and fluency. |
| | | <p>Nature of Discipline:</p> <ol style="list-style-type: none"> 1. Reading helps people understand themselves and make connections to the world. 2. Readers use comprehension strategies automatically without thinking about them. 3. Reading is a way to explore personal interests, answer important questions, satisfy a need for information, and to be entertained. 4. Readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. |

Range of Reading and Level of Text Complexity

- m. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



Content Area: English Language Arts – Second 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.

Evidence Outcomes

Students can:

Key Ideas and Details

- a. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- b. Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text.
- c. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- d. Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud.

Craft and Structure

- e. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- f. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- g. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- h. Read text to perform a specific task. (such as: follow a recipe, play a game)

Integration of Knowledge and Ideas

- i. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- j. Describe how reasons support specific points the author makes in a text.
- k. Compare and contrast the most important points presented by two texts on the same topic.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What text features are most useful when reading informational texts? Why?
2. How does using the table of contents save a reader time?
3. What are two or more uses of the bold key words in the text?
4. How do captions assist a reader in gathering information?
5. How do titles, illustrations, charts, and the words help you figure out the meaning of the text?
6. Why are informational texts not read like literature?
7. In informational text, why is the main idea important? How do the details support the main idea?

Relevance and Application:

1. Use background knowledge and connect it to new information to learn many new concepts or ideas.
2. Identifying features of online websites help one navigate and understand saving time and increasing comprehension.

Nature of Discipline:

1. Readers gather information from multiple sources. Comparing what they know to what they want to learn helps construct new meaning.
2. Readers read for enjoyment and information.
3. Readers can share facts after reading an informational text.
4. Texts have consistent features that support the reader to access information written texts.
5. When readers read or hear information, they remember what is learned and share information with others.

Range of Reading and Level of Text Complexity

- l. Adjust reading rate according to type of text and purpose for reading
- m. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding, as needed, at the high end of the range.

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| Content Area: English Language Arts – Second Grade | |
| Standard: 2. Reading for All Purposes | |
| Valwood Graduates: | |
| <ul style="list-style-type: none"> ➤ 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. Know and apply grade-level phonics and word analysis skills to decode words. | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: | Inquiry Questions: |
| Phonics and Word Recognition | <ol style="list-style-type: none"> 1. What strategies can readers use to decode multisyllabic words? 2. How does understanding a text’s structure help to better understand its meaning? |
| <ol style="list-style-type: none"> a. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> i. Distinguish long and short vowels when reading regularly spelled one-syllable words. ii. Know spelling-sound correspondences for additional common vowel teams. iii. Read multisyllabic words accurately and fluently. iv. Decode regularly spelled two-syllable words with long vowels. v. Decode words with common prefixes and suffixes. vi. Identify words with inconsistent but common spelling-sound correspondences. vii. Recognize and read grade-appropriate irregularly spelled words. | Relevance and Application: |
| | <ol style="list-style-type: none"> 1. Readers recognize common words that do not fit regular spelling patterns. |
| | Nature of Discipline: |
| | <ol style="list-style-type: none"> 1. The ability to decode increasingly complex words is essential for reading increasingly sophisticated texts. 2. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language. 3. Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. 4. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. |

Content Area: English Language Arts – Second 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:

4. Read fluently with varied expression and sufficient accuracy to support comprehension.

Evidence Outcomes

Students can:

Fluency

- a. Read with sufficient accuracy and fluency to support comprehension.
 - i. Read grade-level text with purpose and understanding.
 - ii. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does fluency affect comprehension?
2. Why is it important to read accurately and fluently?

Relevance and Application:

1. Fluent readers read texts to themselves and others using appropriate phrasing, intonation, rate, and attention to punctuation.

Nature of Discipline:

1. Fluent readers group words quickly to help them gain meaning from what they read.

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| Content Area: English Language Arts – Second 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 | |
| GRADE LEVEL EXPECTATION | |
| Concepts and skills students master: | |
| 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. | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: Vocabulary Acquisition and Use a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). iii. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. Vocabulary Acquisition and Use b. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. i. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). ii. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). | Inquiry Questions: 1. Why is it vital for readers to clarify the meaning of unfamiliar and multiple-meaning words? 2. Why do readers need to pay attention to a writer's choice of words? 3. How do word parts help readers understand meaning? How does context help readers understand word meaning? Relevance and Application: 1. Readers need to use a variety of strategies for reading unfamiliar words. 2. Digital tools can help one to understand word structure through the addition of multimedia and graphical representations of words and word families. Nature of the Discipline: 1. The ability to decode increasingly complex words is essential for successful reading development. 2. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language. |

Vocabulary Acquisition and Use

- c. Use words and phrases acquired through conversations, reading and read aloud, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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.

*Numbers correspond to the six Common Core Language Anchor Standards. Listed here are the ones that connect to Writing.

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

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| Content Area: English Language Arts – Second Grade | | |
| Standard: 3. Writing and Composition | | |
| Valwood Graduates: | | |
| <ul style="list-style-type: none"> ➤ Write with a clear focus, coherent organization, sufficient elaboration, and detail ➤ Implement the writing process successfully to plan, revise, and edit written work ➤ Master the techniques of effective informational, literary, and persuasive writing | | |
| GRADE LEVEL EXPECTATION | | |
| Concepts and skills students master: | | |
| 1. Plan, organize, write, and publish narratives and poems for intended audiences and purposes. | | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies | |
| Students can: Text Types and Purposes a. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. <ul style="list-style-type: none"> i. Organize ideas using pictures, graphic organizers, or story maps. ii. Use knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts. iii. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing). b. Write simple, descriptive poems. Production and Distribution of Writing c. With guidance and support from adults and peers, focus on a topic and strengthen writing, as needed, by revising and editing. Production and Distribution of Writing d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboratively with peers. | Inquiry Questions: <ol style="list-style-type: none"> 1. How do literary genres vary in form and substance? 2. How do planning frames (graphic organizers, lists, photos, or drawings) help writers? 3. How do writers collect topics for writing? 4. How is rereading and revising a piece of writing as essential as the initial effort? 5. How might writers create inviting beginnings and satisfying endings? | |
| | | Relevance and Application: <ol style="list-style-type: none"> 1. Authors write funny poems and short stories for readers to enjoy. 2. When reading to children, fairy tales and other stories can be enjoyed by adults. 3. The ability to read, understand, and discuss poems and fictional stories will assist in developing metacognition and will aid in comprehending more sophisticated texts. |
| | | Nature of Discipline: <ol style="list-style-type: none"> 1. Writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. 2. Writers select a writing form based on their audience and purpose. 3. Writers think about character traits to help them include more interesting details in their writing. 4. Writers use their own experiences in their writing to make connections. 5. Writers revise their writing to choose better words to communicate what they want to say. |

Content Area: English Language Arts – Second Grade

Standard: 3. Writing and Composition

Valwood Graduates:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing

GRADE LEVEL EXPECTATION

Concepts and skills students master:

- 2. Plan, organize, write, and publish informative/explanatory and opinion pieces for a variety of audiences and purposes.

Evidence Outcomes

Students can:

Text Types and Purposes

- a. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Text Types and Purposes

- b. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
 - i. Organize informational texts using main ideas and specific supporting details.
 - ii. Organize ideas using a variety of pictures, graphic organizers or bulleted lists.
 - iii. Use relevant details when responding in writing to questions about texts.
 - iv. State a focus when responding to a given question, and use details from text to support a given focus.
 - v. Apply appropriate transition words to writing.

Production and Distribution of Writing

- c. With guidance and support from adults and peers, focus on a topic and strengthen writing, as needed, by rereading, revising, and editing to ensure writing makes sense.
 - i. Self-monitors own writing by rereading for focus on topic, clarity and organization

Production and Distribution of Writing

- d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboratively with peers.

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What are different forms of informational writing?
- 2. Why is it important to writers to know who will be reading their work?
- 3. How is informational writing different from storytelling?
- 4. How do authors stay focused on one topic throughout a piece of writing?
- 5. Why must opinion pieces include reasons to support opinion?

Relevance and Application:

- 1. Cooks write their recipes step-by-step so the readers can follow the directions easily.
- 2. Writers use specific vocabulary, grammar, usage, and mechanics to add clarity to writing.

Nature of Discipline:

- 1. Writers plan and organize information with their audience and purpose in mind.
- 2. Writers reread and revise while drafting.
- 3. Writers should write about subjects in which they already have expertise and/or are curious about.
- 4. Key purposes for writing informational text include: to describe, to explain, to instruct, to persuade, and to retell.

Content Area: English Language Arts – Second Grade

Standard: 3. Writing and Composition

Valwood Graduates:

- Apply standard English conventions to effectively communicate with written language

GRADE LEVEL EXPECTATION

Concepts and skills students master:

- 3. Apply conventions of standard English grammar and usage, capitalization, punctuation, and spelling consistently.

| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
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| <p>Students can:</p> <p>Conventions of Standard English</p> <ul style="list-style-type: none">a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">i. Use collective nouns (e.g., group).ii. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).iii. Use reflexive pronouns (e.g., myself, ourselves).iv. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).v. Use adjectives and adverbs, and choose between them depending on what is to be modified.vi. Apply accurate subject-verb agreement while writing.vii. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).viii. Vary sentence beginnings. <p>Conventions of Standard English</p> <ul style="list-style-type: none">b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">i. Capitalize holidays, product names, and geographic names.ii. Use commas in greetings and closings of letters.iii. Use an apostrophe to form contractions and frequently occurring possessives.iv. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.vi. Spell high frequency words correctly. | <p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How can spelling change the meaning of a word?2. How can punctuation change the meaning of a sentence?3. How do writers prepare their writing for different audiences?4. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing?5. How can use of spelling rules and patterns improve written communication?6. Why are uppercase/capital letters important in writing? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. The meaning of a sentence can be changed by changing the order of the words in the sentence. (He can run. Can he run?)2. Knowing when to capitalize letters will help readers understand writing. <p>Nature of Discipline:</p> <ul style="list-style-type: none">1. Writers know that endings change words.2. Writers use proper punctuation in their writing. |

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

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| Content Area: English Language Arts – Second Grade | |
| Standard: 4. Research and Reasoning | |
| Valwood Graduates: | |
| <ul style="list-style-type: none"> ➤ 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: | |
| <ol style="list-style-type: none"> 1. Participate in shared research projects by recalling information from experiences and gathering information from sources to answer questions. | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| <p>Students can:</p> <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> a. Participate and collaborate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). <ol style="list-style-type: none"> i. Ask primary questions of depth and breadth. ii. Acknowledge the need to treat all viewpoints fairly-mindedly. iii. Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, and Internet web pages). b. Recall information from experiences, or gather information from provided sources, to answer a question. <ol style="list-style-type: none"> i. Identify a specific question and gather information for purposeful investigation and inquiry. ii. Use a variety of multimedia sources to answer questions of interest. | <p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How do researchers know information is relevant, significant, and accurate? 2. How do researchers know which resource will provide the most accurate information? |
| | <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. There are many ways people look up and research unknown information: use a dictionary to find the meaning of unfamiliar words; use an encyclopedia to look up information; use the Internet to conduct research; use interviews to gather information. |
| | <p>Nature of Discipline:</p> <ol style="list-style-type: none"> 1. Researchers use information to support their thinking. 2. Researchers use a variety of reference materials to learn new information. 3. Researchers analyze critical questions and locate resources to answer the questions. 4. Researchers use text features to help them before, during, and after reading. 5. Researchers ask questions while they read to stay focused and help clarify thinking. |

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

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| 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 verbs . When the verb of a sentence is in the active voice, the subject 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. Male peacocks have beautiful feathers. The feathers are colorful .) |
| 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 ' un happy' and 'care less '; 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. |

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| 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. A dog ate the shoe. I love to eat an 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/schemata | 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. |

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| 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 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. |

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| 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. |

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| 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. |

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| 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. |

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| 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; hyperbole, metaphor, simile, understatement. |
| 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. |

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| 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. |

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| 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>speak</i> , 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. Whoa , that's hot salsa! Ouch , that hurt! Help!) |
| 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. |

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| 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. |

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| 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. |

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| 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. |

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| 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 beaches . I love to eat pancakes .) |
| 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 verb 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 on the couch. The dog sat by 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. She found her kitty. - I, you, he, she, them, his, their, we, yourself, etc.) |

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| 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., John ; Denver , ; the Washington Monument ; the Beatles) |
| 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. |

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| reference materials | Resources used to find information on a subject (dictionary, thesaurus, encyclopedia, journals, both print and on-line sources, etc.). |
| register | In linguistics , one of many styles or varieties of language determined by such factors as social occasion, purpose, and audience. More generally, <i>register</i> is also used to indicate degrees of formality in language use. |
| relative adverbs | An adverb (<i>where</i> , <i>when</i> , or <i>why</i>) that introduces a relative clause , 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 forming in that way what we call " relative sentences " (e.g., <i>who</i> , <i>whom</i> , <i>that</i> , <i>which</i> , <i>whoever</i> , <i>whomever</i> , <i>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 facts 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> . |

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| 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 graph, the prefix bio-and the suffix -ic can be added to create the word, biographic. |
| 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 quotation , paraphrase , or summary . Common signal phrase verbs 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). |

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| singular noun | One person, place, or thing (e.g., a monkey ; the library ; your friend ; my pencil) |
| 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 noun or pronoun 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. |

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| 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. |

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| 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 read often – action verb; I am happy about that - linking verb) |
| verb tense | Present (happening now) – I sneeze; Past (already happened) – I sneezed; Future (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. |