

# **Nevada English Language Arts Clarification of Grade Level Expectations**

**A Companion Document for the 2007  
English Language Arts Standards**

 Nevada Department of Education

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# Table of Contents

Introduction.....	4
Content Standards .....	5
K - 12 Overview of Academic Proficiency.....	6

## Content Standards

<b>Standard 1.0: Word Analysis</b> .....	11
Phonological Awareness.....	11
Phonemic Awareness .....	11
Phonics and Structural Analysis .....	11
Vocabulary Development.....	12
Fluency and Comprehension .....	13
<b>Standard 3.0: Literary Text</b> .....	14
Setting and Plot .....	14
Characterization.....	15
Theme.....	15
Point of View.....	16
Language.....	16
Tone, Mood, and Irony.....	17
Cultures and Time Periods .....	17
Responding to Text.....	17
<b>Standard 4.0: Expository Text</b> .....	18
Text Features .....	18
Language .....	18
Organizational and Structural Patterns .....	20
Cultures and Times .....	22
Responding to Text.....	22
<b>Standard 5.0: Effective Writing</b> .....	23
Editing for Mechanics .....	23
Editing for Usage of Words .....	24
Editing for Sentence Structure .....	25
<b>Standard 6.0: Types of Writing</b> .....	26
Expository .....	26
Narrative/Descriptive .....	27
Persuasive .....	27
Personal and Professional Communication .....	28
Research.....	29

Glossary.....	30
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## Introduction to the Nevada English Language Arts Clarification of Grade Level Expectations

The Nevada Department of Education in conjunction with Nevada Educators and Stakeholders has developed a companion document for use with the 2007 English Language Arts Content Standards.

The primary purpose of this document is to specify **when** skills at each grade level as described in the content standards are expected to be mastered. Users of the “clarification” document will notice that there is no repetition of language or skills across grade levels. From an instructional point of view (best outlined in the 2007 ELA standards) once these recursive skills are mastered, best practice suggests, that further instruction occur to enhance and elevate student learning to higher levels of achievement. The unique mastery skills (outlined in the “clarification” document) then become the basis of the state assessment for English Language Arts.

A secondary purpose of this document is to provide teachers, parents, and stakeholders an overview of grade level mastery expectations allowing teachers to provide Nevada students with an effective delivery of a rigorous and relevant standards-based education.

# **K-12 Overview of Proficient Achievement**

## **Kindergarten**

Students at this grade level whose performance **Meets** the standards:

Orally match rhyming words.  
Orally identify number of spoken words.  
Match and isolate initial sounds in spoken words.  
Recognize and name upper and lower case letters of the alphabet.  
Identify letter-sound relationships.  
Build vocabulary using pictures, symbols, and/or environmental print.  
Identify high-frequency words to build fluency and comprehension. (e.g., I, the)  
Edit to ensure correct spelling of first and last names.  
Edit capitalization for first and last names.

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

Students at this grade level whose performance **Meets** the standards:

Orally identify syllables, onset and rime.  
Match, isolate, blend, segment, delete, and substitute sounds in monosyllabic spoken words.  
Decode words in text using word families, short vowel spelling patterns, and letter-sound relationships.  
Comprehend text using pictures, symbols, and environmental print.  
Sequence the letters of the alphabet to understand alphabetic order.  
Identify and use high-frequency words to build fluency and comprehension. (e.g., what, then)  
Listen for and orally identify setting in text.  
Listen for and orally identify sequence of events in text.  
Edit capitalization for beginning of sentences.  
Draw and write sentences to communicate.  
Draw and write about familiar experiences and/or events.  
Draw to communicate an opinion.

## **2<sup>nd</sup> Grade**

Students at this grade level whose performance **Meets** the standards:

Decode words in text using long vowel spelling patterns, blends, digraphs, and diphthongs.  
Use abbreviations to build vocabulary and comprehend text.  
Apply alphabetic order to locate words using the first letter of a word.  
Use high-frequency words in text for fluency and comprehension. (e.g., would, were)  
Identify setting and sequence of events in text.  
Identify physical and personality traits of characters.  
Identify examples of sensory words in text.  
Explain the purpose of and/or gain information from text using titles.  
Explain the topic of a text.  
Edit capitalization for months and days of the week.  
Edit for end punctuation.  
Write sentences based on a topic teacher generated and/or student generated.  
Write sentences about familiar experiences and/or events appropriate to audience and purpose.  
Write sentences to communicate an opinion.  
Write a friendly message.

### 3<sup>rd</sup> Grade

Students at this grade level whose performance **Meets** the standards:

Decode words in text using base words, compound words, and irregular spelling patterns.  
Build and extend vocabulary using antonyms, synonyms, prefixes (e.g., un-, re-, bi-) and suffixes (e.g., -ing, -less, -ness).  
Apply alphabetic order to locate words using the first and second letters of each word.  
Use dictionaries to determine the meaning of words.  
Use high frequency words in text to build fluency and comprehension. (e.g., because, people)  
Describe setting in text.  
Describe the sequence of events in text.  
Describe character's physical and personality traits in text.  
Describe character's emotions in text.  
Identify the main idea based on text.  
Identify supporting details based on the main idea of text.  
Identify sound devices in text. (e.g., repetition, rhythm, alliteration, and rhyme)  
Make connections from text to self.  
Explain the purpose of and/or gain information from text using headings, subheadings, table of contents, textboxes, illustrations, and numbers.  
Describe the order of events in text.  
Edit sentences to ensure correct spelling of high frequency words.  
Edit capitalization for proper nouns and initials.  
Edit punctuation for commas. (e.g., in a series, dates, and parts of a friendly letter).  
Edit for correct use of nouns, verbs, and pronouns.  
Edit complete sentences with a focus on complete subject and complete predicate.  
Write single paragraphs which include a topic sentence.  
Write single paragraphs about experiences and/or events appropriate to audience and purpose that include a logical sequence.  
Write opinion statements.  
Write friendly letters following an established format.  
Write single paragraphs based on information from sources.

### 4<sup>th</sup> Grade

Students at this grade level whose performance **Meets** the standards:

Build and extend vocabulary using homophones, homographs, prefixes (e.g., non-, mis-, dis-), suffixes (e.g., -tion, -ous, -logy, -ment).  
Apply alphabetical order to locate words in resources.  
Use text to determine the meaning of a multiple meaning word.  
Read aloud with a focus on prosody, accuracy, automaticity, and reading rate.  
Describe elements of plot in text with a focus on external conflict and resolution.  
Describe the motivation for a character's actions in text.  
Explain the main idea supported by text.  
Identify similes, hyperbole, and personification in text.  
Make connections from text to world.  
Explain the purpose of and/or gain information from text using charts, graphs, bold-faced words, and underlined words.  
Distinguish the main idea and supporting details in text.  
Identify cause and effect in text.  
Describe problem and solution in text.  
Identify important information in text.  
Edit paragraphs to ensure correct spelling of content words and patterned words.  
Edit capitalization for abbreviations and titles.  
Edit punctuation for correct use of contractions.  
Edit for correct use of adjectives, and compound sentences.  
Write multiple-paragraphs about experiences and/or events appropriate to audience and purpose that include characters and setting.  
Write persuasive paragraphs.  
Write to request information.  
Write multiple paragraphs based on information from sources.

## 5<sup>th</sup> Grade

Students at this grade level whose performance **Meets** the standards:

Build and extend vocabulary using syntax, prefixes (e.g., bio-, anti-), and suffixes (e.g., -able, -ible).  
Determine the meaning of unknown words and phrases using context clues and parts of speech in text. (e.g., function of the word in a sentence)  
Describe elements of plot in text with a focus on internal conflict and how one event causes another.  
Describe how character motivation affects plot, and obvious changes in character and reason for changes based on text.  
Explain a lesson learned based on events and/or character actions in text.  
Explain the meaning of similes, personification, and hyperbole in text.  
Identify imagery in text.  
Explain the purpose of and/or gain information from text using maps, diagrams, italicized words, and parentheses.  
Identify the purpose of and/or gain information from text using glossaries and indices.  
Determine important information, main idea, and supporting details with a focus on posters, how to articles, encyclopedias, non-fiction articles, newsletters, and brochures.  
Explain a cause and its effects on events in text.  
Identify facts and/or opinions in text.  
Make connections from text to other texts.  
Edit text to ensure correct spelling correct and capitalization.  
Edit for correct use of subject/verb agreement, adverbs (e.g., -ly).  
Edit sentences for the elimination of fragments and run-ons.  
Write multiple-paragraphs which include a beginning, middle, and end and a concluding statement.  
Write multiple paragraphs about experiences and/or events appropriate to audience and purpose that include plot, transitions, and sensory details  
Write persuasive texts that include a thesis/position statement.  
Write business letters following an established format to show interest and/or intent.  
Write multiple paragraphs with a focus on choosing and narrowing a topic and locating and collecting information from primary and secondary sources.

## 6<sup>th</sup> Grade

Students at this grade level whose performance **Meets** the standards:

Use structural analysis to determine meanings of words in text. (e.g., Greek and Latin)  
Describe plot development in text focusing on exposition, rising action and falling action.  
Describe protagonist and antagonist.  
Describe what a character's thoughts and/or actions reveal about him or her based on text.  
Identify the theme of a text.  
Identify point of view in text.  
Identify irony of situation and tone and/or mood.  
Use text features to draw conclusions based on text.  
Explain the meaning of metaphors in text.  
Explain the use of imagery in text.  
Identify an analogy in text.  
Identify the tone and/or mood of text.  
Identify irony of situation in text.  
Use text features to draw conclusions based on text.  
Explain author's use of language for the purpose of persuasion and propaganda.  
Determine important information, main idea, and supporting details with a focus on schedules, web pages, newspaper articles, advertisements, textbook like articles, and magazine articles.  
Identify the author's use of language that reflects facts and/or opinions.  
Edit punctuation for pronoun/antecedent agreement, verb tenses, possessives, colons, quotation marks, and independent clauses.  
Edit when combining sentences.  
Write multiple paragraphs which include transitions appropriate to mode of writing.  
Write multiple-paragraphs about experiences and/or events appropriate to audience and purpose that include figurative language, chronological order and dialogue.  
Write multi-paragraph persuasive text that includes evidence.  
Write business letters following an established format to register a complaint and/or concern.

Write a research paper with a focus on analyzing information from primary and secondary sources, paraphrasing information, and summarizing information.

## 7<sup>th</sup> Grade

Students at this grade level whose performance **Meets** the standards:

Identify words with strong connotations.  
Distinguish between words with closely related meanings.  
Explain plot development in text with a focus on turning point(s) and author's use of flashback.  
Explain the relationship between/among main and supporting characters based on text.  
Describe the author's development of character(s) based on text. (e.g., clue the author gives in the passage to reveal the character to the reader or the evolution of the character throughout the passage)  
Explain a theme based on events and/or character's actions in text.  
Describe the author's use of point of view.  
Identify slang and/or dialect in text.  
Identify symbolism in text.  
Explain the meaning of an analogy.  
Identify words or phrases that reveal tone and/or mood of text.  
Identify dramatic irony in the text.  
Explain persuasive techniques with a focus on bandwagon, testimonial, glittering generalities, snob appeal, and statistics/data.  
Determine organizational structure with a focus on cause and effect, compare and contrast, fact or opinion, and order of importance.  
Determine important information, main idea, and supporting details with a focus on electronic text, autobiographies, biographies, letters, and history related articles.  
Identify an author argument, viewpoint or perspective and supporting evidence.  
Identify opinions that are disguised as facts in the text.  
Edit punctuation for hyphens and parenthesis.  
Edit for correct use of pronoun case and prepositional phrases.  
Edit complex sentences.  
Write text using patterns of organization appropriate to audience and purpose with a focus on question and answer, and cause and effect.  
Write descriptive essays appropriate to audience and purpose that include order of importance.  
Write persuasive text that includes cause/effect structure.  
Complete applications appropriate to audience and purpose.  
Write a research paper with a focus on organizing collected information and revising thesis statement based on sources.  
Demonstrate an understanding of the difference between original works and plagiarized works.

## 8<sup>th</sup> Grade

Students at this grade level whose performance **Meets** the standards:

Analyze plot elements in text to determine the effect on climax.  
Distinguish between plot and subplot in text.  
Explain the author's use of foreshadowing in text.  
Analyze the author's methods of characterization.  
Compare themes generated by a single topic.  
Analyze how the author's choice of point of view affects the reader's understanding of a character and/or plot.  
Explain the author's use of figurative language.  
Compare tone and/or mood between texts or within a text.  
Describe the use of dramatic irony and/or irony of situation in text.  
Analyze the influence of historical events on an author's work.  
Explain persuasive techniques with a focus on transfer appeal, unfinished claim, rhetorical question, loaded language, appeal to logic, and appeal to ethics.  
Explain the purpose of organizational structure in text.  
Determine important information, main idea, and supporting details with a focus on science related articles, environmental pieces, interviews, essays, primary documents, speeches, and applications/proposals.  
Explain an author use of details to support an argument, viewpoint or perspective.

Compare authors' arguments, viewpoints or perspectives.  
Edit punctuation for semicolons and varied sentence structure, and correct use of subordinate clauses and complex phrases.  
Edit compound-complex sentences.  
Write text using patterns of organization appropriate to audience and purpose with a focus on compare and contrast and problem and solution.  
Write text that contain examples, explanations, and clear information.  
Write descriptive essays appropriate to audience and purpose with a focus on sensory imagery, visual details, and descriptive words and phrases.  
Write persuasive text that include problem/solution structure and rhetorical questions.  
Write persuasive text that defines and frames issues.  
Write a resume using an established format appropriate to audience and purpose.  
Write a research paper by documenting and citing sources in a consistent format.  
Write a logical conclusion that relates to the thesis and outcome of the research.  
Determine usefulness of sources.

## 9<sup>th</sup> – 12<sup>th</sup> Grade

Students at this grade level whose performance **Meets** the standards:

Analyze the interrelationships among elements of plot.  
Analyze the interrelationships between plot and setting.  
Analyze theme to show the text's connections to human experience and/or lessons learned in text.  
Analyze elements of plot when the point of view is changed.  
Analyze the author's use of language and/or syntax.  
Explain the author's stylistic devices to create tone and/or mood.  
Explain the author's use of irony.  
Analyze the influence of culture on an author's work.  
Analyze persuasive language and techniques for intent and/or effectiveness in text.  
Evaluate the author's methods of characterization.  
Evaluate how the author's use of language and/or syntax affects meaning.  
Analyze intended and unintended effects of persuasive and/or propaganda techniques in text.  
Explain how the author's use of irony affects meaning and how stylistic devices create tone and/or mood.  
Determine important information, main idea, and supporting details with a focus on political essays, research articles, workplace documents, consumer documents, nostalgic pieces, commentaries, and special interest articles.  
Analyze the author's use of organizational structure.  
Analyze the logic and/or support of an author's argument, viewpoint or perspective.  
Edit for correct usage of words, mechanics, and sentence structure.  
Write expository text using organizational structures and stylistic devices appropriate to audience and purpose.  
Write persuasive text using rhetoric appropriate to audience and purpose.  
Write a variety of professional and/or technical pieces of writing following established formats.  
Evaluate credibility of resources.  
Evaluate information from two or more sources related to a topic.  
Write persuasive text that supports and provides clarity of and for a position.  
Write text that contains relevant evidence.

# 1.0 Word Analysis

## Content Standard 1.0

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

Grade Level	Strand: <b>Phonological Awareness</b>
Kindergarten	1.K.1 Orally match rhyming words.  Orally identify number of spoken words.
1st Grade	1.1.1 Orally identify <ul style="list-style-type: none"> <li>• syllables</li> <li>• onset and rime</li> </ul>

Grade Level	Strand: <b>Phonemic Awareness</b>
Kindergarten	1.K.2 Match and isolate initial sounds in spoken words.
1st Grade	1.1.2 Match, isolate, blend, segment, delete, and substitute sounds in monosyllabic spoken words.

Grade Level	Strand: <b>Phonics and Structural Analysis</b>
Kindergarten	1.K.3 Recognize and name upper and lower case letters of the alphabet.  Identify letter-sound relationships.
1st Grade	1.1.3 Decode words in text using <ul style="list-style-type: none"> <li>• word families (e.g., -an, -ap, -at)</li> <li>• short vowel spelling patterns</li> <li>• letter-sound relationships</li> </ul>
2nd Grade	1.2.3 Decode words in text using <ul style="list-style-type: none"> <li>• long vowel spelling patterns</li> <li>• blends</li> <li>• digraphs</li> <li>• diphthongs</li> </ul>
3rd Grade	1.3.3 Decode words in text using <ul style="list-style-type: none"> <li>• base words</li> <li>• compound words</li> <li>• irregular spelling patterns</li> </ul>

## Content Standard 1.0

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

Grade Level	Strand: <b>Vocabulary Development</b>
Kindergarten	1.K.4 Build vocabulary using <ul style="list-style-type: none"><li>• pictures</li><li>• symbols</li><li>• environmental print</li></ul>
1st Grade	1.1.4 Comprehend text using <ul style="list-style-type: none"><li>• pictures</li><li>• symbols</li><li>• environmental print</li></ul> Sequence the letters of the alphabet to understand alphabetic order
2nd Grade	1.2.4 Use abbreviations to <ul style="list-style-type: none"><li>• build vocabulary</li><li>• comprehend text</li></ul> Apply alphabetic order to locate words using the first letter of a word
3rd Grade	1.3.4 Build and extend vocabulary using <ul style="list-style-type: none"><li>• antonyms</li><li>• synonyms</li><li>• prefixes (e.g., un-, re-, bi-)</li><li>• suffixes (e.g., -ing, -less, -ness)</li></ul> Use dictionaries to determine the meaning of words.  Apply alphabetic order to locate words using the first and second letters of a word.
4th Grade	1.4.4 Build and extend vocabulary using <ul style="list-style-type: none"><li>• homophones</li><li>• homographs</li><li>• prefixes (e.g., non-, mis-, dis-)</li><li>• suffixes (e.g., -tion, -ous, -logy, -ment)</li></ul> Use text to determine the meaning of a multiple meaning word.  Apply alphabetical order to locate words in resources.

## Content Standard 1.0

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

Grade Level	Strand: <b>Vocabulary Development</b>
5th Grade	1.5.4 Build and extend vocabulary using <ul style="list-style-type: none"><li>• syntax</li><li>• prefixes (e.g., bio-, anti-)</li><li>• suffixes (e.g., -able, -ible)</li></ul> Determine the meaning of unknown words and phrases in text using <ul style="list-style-type: none"><li>• context clues</li><li>• parts of speech (e.g., function of the word in a sentence)</li></ul>
6th Grade	1.6.4 Use structural analysis to determine meanings of words in text. (e.g., Greek and Latin)
7th Grade	1.7.4 Identify words with strong connotations in text.  Distinguish between words with closely related meanings.

Grade Level	Strand: <b>Fluency and Comprehension</b>
Kindergarten	1.K.5 Identify high-frequency words to build fluency and comprehension. (e.g., I, the)
1st Grade	1.1.5 Identify and use high-frequency words to build fluency and comprehension. (e.g., what, then)
2nd Grade	1.2.5 Use high-frequency words in text for fluency and comprehension. (e.g., would, were)
3rd Grade	1.3.5 Use high frequency words in text to build fluency and comprehension. (e.g., because, people)
4th Grade	1.4.5 Read aloud with a focus on <ul style="list-style-type: none"><li>• prosody</li><li>• accuracy</li><li>• automaticity</li><li>• reading rate</li></ul>

# **3.0 Literary Text**

## Content Standard 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Grade Level	Strand: <b>Setting and Plot</b>
1st Grade	3.1.1 Listen for and orally identify setting in text.  Listen for and orally identify sequence of events in text.
2nd Grade	3.2.1 Identify setting and sequence of events in text.
3rd Grade	3.3.1 Describe setting in text.  Describe the sequence of events in text.
4th Grade	3.4.1 Describe elements of plot in text with a focus on <ul style="list-style-type: none"> <li>• external conflict</li> <li>• resolution</li> </ul>
5th Grade	3.5.1 Describe elements of plot in text with a focus on internal conflict.  Describe how one event causes another in text.
6th Grade	3.6.1 Describe plot development in text focusing on <ul style="list-style-type: none"> <li>• exposition</li> <li>• rising action</li> <li>• falling action</li> </ul>
7th Grade	3.7.1 Explain plot development in text focusing on turning point(s).  Explain the author's use of flashback in text.
8th Grade	3.8.1 Analyze plot elements in text to determine the effect on climax  Distinguish between plot and subplot in text.  Explain the author's use of foreshadowing in text.
High School	3.12.1 Analyze the interrelationships among elements of plot.  Analyze the interrelationships between plot and setting.

### Content Standard 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Grade Level	Strand: <b>Characterization</b>
2nd Grade	3.2.2 Identify physical and personality traits of characters.
3rd Grade	3.3.2 Describe character's physical and personality traits in text.  Describe character's emotions in text
4th Grade	3.4.2 Describe the motivation for a character's actions in text.
5th Grade	3.5.2 Describe how character motivation affects plot in text.  Describe obvious changes in character and reason for changes based on text.
6th Grade	3.6.2 Describe protagonist and antagonist in text.  Describe what a character's thoughts and/or actions reveal about him or her based on text.
7th Grade	3.7.2 Explain the relationship between/among main and supporting characters based on text.  Describe the author's development of character(s) based on text. (e.g., clue the author gives in the passage to reveal the character to the reader or the evolution of the character throughout the passage)
8th Grade	3.8.2 Analyze the author's methods of characterization.
High School	3.12.2 Evaluate the author's methods of characterization.

Grade Level	Strand: <b>Theme</b>
3rd Grade	3.3.3 Identify the main idea based on text.  Identify supporting details based on the main idea of text.
4th Grade	3.4.3 Explain the main idea supported by text.
5th Grade	3.5.3 Explain a lesson learned based on events and/or character actions in text.
6th Grade	3.6.3 Identify the theme of text.
7th Grade	3.7.3 Explain a theme based on events and/or characters' actions in text.
8th Grade	3.8.3 Compare themes generated by a single topic.
High School	3.12.3 Analyze theme to show the text's connections to human experience and/or lessons learned in text.

### Content Standard 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Grade Level	Strand: <b>Point of View</b>
6th Grade	3.6.4 Identify point of view.
7th Grade	3.7.4 Describe the author's use of point of view.
8th Grade	3.8.4 Analyze how the author's choice of point of view affects the reader's understanding of a character and/or plot.
High School	3.12.4 Analyze elements of plot when the point of view is changed.

Grade Level	Strand: <b>Language</b>
2nd Grade	3.2.5 Identify examples of sensory words in text.
3rd Grade	3.3.5 Identify sound devices in text. (e.g., repetition, rhythm, alliteration, rhyme)
4th Grade	3.4.5 Identify similes in text.  Identify hyperbole in text.  Identify personification in text.
5th Grade	3.5.5 Explain the meaning of similes in text.  Explain the use of hyperbole in text.  Explain the use of personification in text.  Identify imagery in text.
6th Grade	3.6.5 Explain the meaning of metaphors in text.  Identify an analogy.  Explain the use of imagery in text.
7th Grade	3.7.5 Identify symbolism in text.  Explain the meaning of an analogy in text.  Identify slang and dialect in text.
8th Grade	3.8.5 Explain the author's use of figurative language.
High School	3.12.5 Analyze the author's use of language and/or syntax.

### Content Standard 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Grade Level	Strand: <b>Tone, Mood, and Irony</b>
6th Grade	3.6.6 Identify the tone and/or mood of text.  Identify irony of situation in text.
7th Grade	3.7.6 Identify words or phrases that reveal tone and/or mood of text.  Identify dramatic irony in text.
8th Grade	3.8.6 Compare tone and/or mood between texts or within a text.  Describe the use of dramatic irony and/or irony of situation in text.
High School	3.12.6 Explain the author's use of stylistic devices to create tone and/or mood.  Explain the author's use of irony.

Grade Level	Strand: <b>Cultures and Time Periods</b>
8th Grade	3.8.7 Analyze the influence of historical events on an author's work.
High School	3.12.7 Analyze the influence of culture on an author's work.

Grade Level	Strand: <b>Responding to Text</b>
3rd Grade	3.3.9 Make connections from text to self.
4th Grade	3.4.9 Make connections from text to world.
5th Grade	3.5.9 Make connections from text to other texts.

# 4.0 Expository Text

## Content Standard 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Grade Level	Strand: <b>Text Features</b>
2nd Grade	4.2.1 Explain the purpose of and/or gain information from text using titles.
3rd Grade	4.3.1 Explain the purpose of and/or gain information from text using <ul style="list-style-type: none"> <li>• headings</li> <li>• subheadings</li> <li>• table of contents</li> <li>• textboxes</li> <li>• illustrations</li> <li>• numbers</li> </ul>
4th Grade	4.4.1 Explain the purpose of and/or gain information from text using <ul style="list-style-type: none"> <li>• charts</li> <li>• graphs</li> <li>• bold-faced words</li> <li>• underlined words</li> </ul>
5th Grade	4.5.1 Explain the purpose of and/or gain information from text using <ul style="list-style-type: none"> <li>• maps</li> <li>• diagrams</li> <li>• italicized words</li> <li>• parentheses</li> </ul> Identify the purpose of and/or gain information from text using <ul style="list-style-type: none"> <li>• glossaries</li> <li>• indices</li> </ul>
6th Grade	4.6.1 Use text features to draw conclusions based on text.

Grade Level	Strand: <b>Language</b>
2nd Grade	4.2.2 Identify examples of sensory words in text.
3rd Grade	4.3.2 Identify sound devices in text. (e.g., repetition, rhythm, alliteration, rhyme)
4th Grade	4.4.2 Identify similes in text.  Identify hyperbole in text.  Identify personification in text.
5th Grade	4.5.2 Explain the meaning of similes in text.  Explain the use of hyperbole in text.  Explain the use of personification in text.  Identify imagery in text.

## Content Standard 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Grade Level	Strand: <b>Language</b>
6th Grade	<p>4.6.2</p> <p>Explain the meaning of metaphors in text.</p> <p>Identify an analogy.</p> <p>Explain the use of imagery in text.</p> <p>Identify the tone of text.</p> <p>Explain author's use of language for the purpose of</p> <ul style="list-style-type: none"><li>• persuasion</li><li>• propaganda</li></ul>
7th Grade	<p>4.7.2</p> <p>Identify symbolism in text.</p> <p>Explain the meaning of an analogy in text.</p> <p>Identify words and phrases that reveal tone of text.</p> <p>Explain persuasive techniques in text with a focus on</p> <ul style="list-style-type: none"><li>• bandwagon</li><li>• testimonial</li><li>• glittering generalities</li><li>• snob appeal</li><li>• statistics/data</li></ul>
8th Grade	<p>4.8.2</p> <p>Explain the author's use of figurative language.</p> <p>Compare tone between texts or within a text.</p> <p>Explain persuasive techniques in text with a focus on</p> <ul style="list-style-type: none"><li>• transfer appeal</li><li>• unfinished claim</li><li>• rhetorical question</li><li>• loaded language</li><li>• appeal to logic</li><li>• appeal to ethics</li></ul>
High School	<p>4.12.2</p> <p>Analyze the author's use of language and/or syntax.</p> <p>Explain the author's use of stylistic devices to create tone.</p> <p>Analyze intended and unintended effects of persuasive and/or propaganda techniques in text.</p> <p>Analyze persuasive language and techniques for intent and/or effectiveness in text.</p>

## Content Standard 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Grade Level	Strand: <b>Organizational and Structural Patterns</b>
2nd Grade	4.2.3 Explain the topic of a text.
3rd Grade	4.3.3 Identify the main idea based on text.  Identify supporting details based on main idea of text.  Describe the order of events in text.
4th Grade	4.4.3 Distinguish the main idea and supporting details in text.  Identify cause and effect in text.  Describe problem and solution in text.  Identify important information in text.
5th Grade	4.5.3 Determine important information, main idea, and supporting details with a focus on <ul style="list-style-type: none"><li>• posters</li><li>• how to articles</li><li>• encyclopedias</li><li>• non-fiction articles</li><li>• newsletters</li><li>• brochures</li></ul> Explain a cause and its effect on events in text.  Identify facts and/or opinions in text.
6th Grade	4.6.3 Determine important information, main idea, and supporting details with a focus on <ul style="list-style-type: none"><li>• schedules</li><li>• web pages</li><li>• newspaper articles</li><li>• advertisements</li><li>• textbook like articles</li><li>• magazine articles</li></ul> Determine organizational structure in text with a focus on <ul style="list-style-type: none"><li>• question and answer</li><li>• topic and subtopic</li></ul> Identify the author's use of language that reflects facts and/or opinions.

## Content Standard 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Grade Level	Strand: <b>Organizational and Structural Patterns</b>
7th Grade	<p>4.7.3</p> <p>Determine important information, main idea, and supporting details with a focus on</p> <ul style="list-style-type: none"><li>• electronic text</li><li>• autobiographies</li><li>• biographies</li><li>• letters</li><li>• history related articles</li></ul> <p>Determine organizational structure in text with a focus on</p> <ul style="list-style-type: none"><li>• cause and effect</li><li>• compare and contrast</li><li>• fact and opinion</li><li>• order of importance</li></ul> <p>Identify an author's viewpoint, argument, or perspective and supporting evidence.</p> <p>Identify opinions that are disguised as facts in text.</p>
8th Grade	<p>4.8.3</p> <p>Determine important information, main idea, and supporting details with a focus on</p> <ul style="list-style-type: none"><li>• science related articles</li><li>• environmental pieces</li><li>• essays</li><li>• interviews</li><li>• primary documents</li><li>• speeches</li><li>• applications/proposals</li></ul> <p>Explain the purpose of organizational structure in text.</p> <p>Explain an author's use of details to support an argument, viewpoint or perspective.</p> <p>Compare authors' arguments, viewpoints or perspectives.</p>
High School	<p>4.12.3</p> <p>Determine important information, main idea, and supporting details with a focus on</p> <ul style="list-style-type: none"><li>• political essays</li><li>• research articles</li><li>• workplace documents</li><li>• consumer documents</li><li>• nostalgic pieces</li><li>• commentaries</li><li>• special interest articles</li></ul> <p>Analyze the author's use of organizational structure.</p> <p>Analyze the logic and/or support of an author's argument, viewpoint or perspective.</p>

### Content Standard 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Grade Level	Strand: <b>Cultures and Times</b>
8th Grade	4.8.4 Analyze the influence of historical events on an author's work.
High School	4.12.4 Analyze the influence of culture on an author's work.

Grade Level	Strand: <b>Responding to Text</b>
3rd Grade	4.3.5 Make connections from text to self.
4th Grade	4.4.5 Make connections from text to world.
5th Grade	4.5.5 Make connections from text to other texts.

# 5.0 Effective Writing

## Content Standard 5.0

Students write a variety of texts using the writing process.

Grade Level	Strand: <b>Editing for Mechanics</b>
Kindergarten	5.K.4 Edit to ensure correct spelling of first and last names.  Edit capitalization for first and last names.
1st Grade	5.1.4 Edit capitalization for beginning of sentences.
2nd Grade	5.2.4 Edit capitalization for <ul style="list-style-type: none"> <li>• months</li> <li>• days of the week</li> </ul> Edit for end punctuation.
3rd Grade	5.3.4 Edit sentences to ensure correct spelling of high frequency words.  Edit capitalization for <ul style="list-style-type: none"> <li>• proper nouns</li> <li>• initials</li> </ul> Edit punctuation for commas. (e.g., in a series, dates, parts of a friendly letter)
4th Grade	5.4.4 Edit paragraphs to ensure correct spelling of <ul style="list-style-type: none"> <li>• content words</li> <li>• patterned words</li> </ul> Edit capitalization for <ul style="list-style-type: none"> <li>• abbreviations</li> <li>• titles</li> </ul> Edit punctuation for correct use of contractions.
5th Grade	5.5.4 Edit text to ensure correct spelling.  Edit for correct capitalization.
6th Grade	5.6.4 Edit punctuation for <ul style="list-style-type: none"> <li>• possessives</li> <li>• colons</li> <li>• quotation marks</li> </ul>

## Content Standard 5.0

Students write a variety of texts using the writing process.

Grade Level	Strand: <b>Editing for Mechanics</b>
7th Grade	5.7.4 Edit punctuation for <ul style="list-style-type: none"><li>• hyphens</li><li>• parenthesis</li></ul>
8th Grade	5.8.4 Edit punctuation for <ul style="list-style-type: none"><li>• semicolons</li><li>• varied sentence structure</li></ul>
High School	5.12.4 Edit for correct mechanics.

Grade Level	Strand: <b>Editing for Usage of Words</b>
3rd Grade	5.3.5 Edit for correct use of <ul style="list-style-type: none"><li>• nouns</li><li>• verbs</li><li>• pronouns</li></ul>
4th Grade	5.4.5 Edit for correct use of adjectives.
5th Grade	5.5.5 Edit for correct use of <ul style="list-style-type: none"><li>• subject/verb agreement</li><li>• adverbs (e.g., -ly)</li></ul>
6th Grade	5.6.5 Edit for correct use of <ul style="list-style-type: none"><li>• pronoun/antecedent agreement</li><li>• verb tenses</li><li>• independent clauses</li></ul>
7th Grade	5.7.5 Edit for correct use of <ul style="list-style-type: none"><li>• pronoun case</li><li>• prepositional phrases</li></ul>
8th Grade	5.8.5 Edit for correct use of <ul style="list-style-type: none"><li>• subordinate clauses</li><li>• complex phrases</li></ul>
High School	5.12.5 Edit for correct usage of words.

## Content Standard 5.0

Students write a variety of texts using the writing process.

Grade Level	Strand: <b>Editing for Sentence Structure</b>
3rd Grade	5.3.6 Edit complete sentences with a focus on <ul style="list-style-type: none"><li>• complete subject</li><li>• complete predicate</li></ul>
4th Grade	5.4.6 Edit compound sentences.
5th Grade	5.5.6 Edit sentences for the elimination of <ul style="list-style-type: none"><li>• fragments</li><li>• run-ons</li></ul>
6th Grade	5.6.6 Edit when combining sentences.
7th Grade	5.7.6 Edit complex sentences.
8th Grade	5.8.6 Edit compound-complex sentences.
High School	5.12.6 Edit for correct sentence structure.

# 6.0 Types of Writing

## Content Standard 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

Grade Level	Strand: <b>Expository</b>
1st Grade	6.1.1 Draw and write sentences to communicate.
2nd Grade	6.2.1 Write sentences based on a topic <ul style="list-style-type: none"> <li>• teacher generated</li> <li>• student generated</li> </ul>
3rd Grade	6.3.1 Write single paragraphs that include a topic sentence.
4th Grade	6.4.1 Write multiple-paragraphs that include <ul style="list-style-type: none"> <li>• an introductory statement</li> <li>• supporting details</li> </ul>
5th Grade	6.5.1 Write multiple-paragraphs that include <ul style="list-style-type: none"> <li>• a beginning, middle, and end</li> <li>• a concluding statement</li> </ul>
6th Grade	6.6.1 Write multiple-paragraphs that include transitions appropriate to mode of writing.
7th Grade	6.7.1 Write text using patterns of organization appropriate to audience and purpose with a focus on <ul style="list-style-type: none"> <li>• question and answer</li> <li>• cause and effect</li> </ul>
8th Grade	6.8.1 Write text using patterns of organization appropriate to audience and purpose with a focus on <ul style="list-style-type: none"> <li>• compare and contrast</li> <li>• problem and solution</li> </ul> Write text that contain <ul style="list-style-type: none"> <li>• examples</li> <li>• explanations</li> <li>• clear information</li> </ul>
High School	6.12.1 Write expository text using organizational structures and stylistic devices appropriate to audience and purpose.  Write text that contains relevant evidence.

### Content Standard 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

Grade Level	Strand: <b>Narrative/Descriptive</b>
1st Grade	6.1.2 Draw and write about familiar experiences and/or events.
2nd Grade	6.2.2 Write sentences about familiar experiences and/or events appropriate to audience and purpose.
3rd Grade	6.3.2 Write single paragraphs about experiences and/or events appropriate to audience and purpose that include a logical sequence.
4th Grade	6.4.2 Write multiple-paragraphs about experiences and/or events appropriate to audience and purpose that include <ul style="list-style-type: none"><li>• characters</li><li>• setting</li></ul>
5th Grade	6.5.2 Write multiple-paragraphs about experiences and/or events appropriate to audience and purpose that include <ul style="list-style-type: none"><li>• plot</li><li>• transitions</li><li>• sensory details</li></ul>
6th Grade	6.6.2 Write multiple-paragraphs about experiences and/or events appropriate to audience and purpose that include <ul style="list-style-type: none"><li>• figurative language</li><li>• chronological order</li><li>• dialogue</li></ul>
7th Grade	6.7.2 Write descriptive essays appropriate to audience and purpose that include order of importance.
8th Grade	6.8.2 Write descriptive essays appropriate to audience and purpose with a focus on <ul style="list-style-type: none"><li>• sensory imagery</li><li>• visual details</li><li>• descriptive words and phrases</li></ul>

Grade Level	Strand: <b>Persuasive</b>
1st Grade	6.1.6 Draw to communicate an opinion.
2nd Grade	6.2.6 Write sentences to communicate an opinion
3rd Grade	6.3.6 Write opinion statement

### Content Standard 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

Grade Level	Strand: <b>Persuasive</b>
4th Grade	6.4.6 Write persuasive paragraphs.
5th Grade	6.5.6 Write persuasive text that includes a thesis/position statement.
6th Grade	6.6.6 Write multi-paragraph persuasive text that includes evidence.
7th Grade	6.7.6 Write persuasive text that includes a cause/effect structure.
8th Grade	6.8.6 Write persuasive text that include <ul style="list-style-type: none"><li>• problem/solution structure</li><li>• rhetorical questions</li></ul> Write persuasive text that defines and frames issues.
High School	6.12.6 Write persuasive text using rhetoric appropriate to audience and purpose.  Write persuasive text that supports and provides clarity of and for a position.

Grade Level	Strand: <b>Personal &amp; Professional Communication</b>
2nd Grade	6.2.7 Write a friendly message.
3rd Grade	6.3.7 Write friendly letters following an established format.
4th Grade	6.4.7 Write to request information.
5th Grade	6.5.7 Write business letters following an established format to show interest and/or intent.
6th Grade	6.6.7 Write business letters following an established format to register a complaint and/or concern.
7th Grade	6.7.7 Complete applications appropriate to audience and purpose.
8th Grade	6.8.7 Write a resume using an established format appropriate to audience and purpose.
High School	6.12.7 Write a variety of professional and/or technical pieces of writing following established formats.

## Content Standard 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

Grade Level	Strand: <b>Research</b>
3rd Grade	6.3.9 Write single paragraphs based on information from sources.
4th Grade	6.4.9 Write multiple paragraphs based on information from sources.
5th Grade	6.5.9 Write multiple paragraphs with a focus on <ul style="list-style-type: none"><li>• choosing and narrowing a topic</li><li>• locating and collecting information from primary and secondary sources</li></ul>
6th Grade	6.6.9 Write a research paper with a focus on <ul style="list-style-type: none"><li>• analyzing information from primary and secondary sources</li><li>• paraphrasing information</li><li>• summarizing information</li></ul>
7th Grade	6.7.9 Write a research paper with a focus on <ul style="list-style-type: none"><li>• organizing collected information</li><li>• revising thesis statement based on sources</li></ul> Demonstrate an understanding of the difference between original works and plagiarized works.
8th Grade	6.8.9 Write a research paper by documenting and citing sources in a consistent format.  Write a logical conclusion that relates to the thesis and outcome of the research.  Determine usefulness of sources.
High School	6.12.9 Evaluate credibility of resources.  Evaluate information from two or more sources related to a topic.

# **English Language Arts**

## **Glossary**

**Academic Language:** The language of a particular discipline

**Acronyms:** A word formed from the initial letters of a name (e.g., IRA – International Reading Association)

**Affixes:** One or more sounds or letters attached to the beginning or end of a word or base; also known as prefixes or suffixes

**After Reading Strategies:** A systematic plan to help students effectively comprehend text (e.g., identify main ideas, themes, and summarize)

**Alliteration:** Repetition of the same letter or sound at the beginning of two or more consecutive words near one another (e.g., *fly o'er waste fens and windy fields)*

**Allusion:** A direct or implied reference to literary, scientific, or historical people, places, events, or aspects of culture

**Alphabetic Order:** The order of the alphabet. It is widely used in the classification and ordering of lists, as well as in numerous official documents and communications

**Analogy:** A comparison used to explain an idea or support an argument (e.g., an analogy for how a government works might be a family)

**Analyze:** The process or result of identifying the parts of a whole and their relationships to one another

**Antagonist:** A character that opposes the hero(ine); villain

**Antecedent:** A word, phrase, or clause to which a pronoun refers

**Antonym:** A word opposite in meaning to another (e.g., hot and cold)

**Apostrophe:** A punctuation mark that is used to: 1) to form possessives of [nouns](#)  
2) to show the omission of letters  
3) to indicate certain [plurals of lowercase letters](#)

**Appositive:** A word or phrase that renames the noun or pronoun before it (e.g., John, *an experienced teacher*, serves on several curriculum committees.)

**Audience:** The intended target group of a message

**Author's Purpose:** Refers to the reasons an author has for writing something (e.g., to entertain, to inform, to persuade or, to express opinions)

**Automaticity:** Fluent processing of information that requires little effort or attention

**Base Words:** A word to which affixes may be added to create related words (e.g., teach in reteach or teaching)

**Before Reading Strategies:** A systematic plan that gives the students an opportunity to think about segments of a short story, chapter, or poem that leads to prediction or inference.

**Blends:** Two or more consecutive consonants that begin a syllable with a minimal change in those sounds (e.g., /b/ in blend) **Business Letter:** A letter that follows a standard business format (e.g., block, semi-block)

**Character Traits:** Qualities to describe the character

There are two major types of character traits:

**Personality Character Trait:** All the qualities and traits that distinguish one character from others (e.g., sarcasm, humor)

**Physical Character Trait:** Quality of or relating to the body (e.g., height, hair color)

**Characterization:** The techniques an author uses to create a character through actions, thoughts, dialogue, description, or how other characters react to that character

**Chronological Order:** A record of events arranged in the order in which they happen

**Citation:** The act of citing or quoting a reference to an authority or a precedent; using a standard acceptable style or manual (e.g., MLA or APA)

**Clarity:** The condition or quality of being clear; easily understood

**Clause:** A group of words with a subject and a predicate used to form either a part or a whole sentence

**Climax:** A turning point in the development of the plot

**Colon:** A punctuation mark used after a word that introduces a quotation, explanation, example, or series

**Compare/Contrast:** comparison of two subjects' similarities and consideration of differences; contrast focuses on differences only

**Compound-Complex Sentence:** A sentence made up of a compound sentence (two or more independent clauses) and one or more subordinate clauses (see dependent clause)

**Complex Sentence:** A sentence that contains an independent clause and one or more subordinate clause(s) (see dependent clause)

**Compound Sentence:** A sentence with two or more independent clauses joined by a coordinating conjunction (for, and, not, but, or, yet, so) or a semicolon

**Compound Word:** A combination of two or more words that function as a single unit of meaning

**Concluding Sentence:** The final sentence of a paragraph that may summarize or draw a conclusion

**Conclusion:** A decision reached after careful study and synthesis of facts, observations, arguments, and opinions. Conclusions are not mere opinions or guesses; they are decisions reached after carefully weighing the evidence

**Conflict:** A struggle between opposing forces (e.g., man vs. man, man vs. self, man vs. nature, man vs. society)

**Conjunction:** A word used to connect words, phrase, clauses, or sentences. (e.g., and, or, but)

**Connotation:** The attitudes and feelings associated with a word

**Content Vocabulary:** Vocabulary specific to a subject area (e.g., biology)

**Context Clue:** Information from the immediate textual setting that helps the reader comprehend the meaning of a word or a phrase

**Credibility of Sources:** The degree to which a source can be believed (e.g., respected newspaper, journal, or well-published author)

**Culture:** The customs, beliefs, laws, ways of living, and all other results of human work and thought that belong to a people

**Declarative Sentences:** Sentences that make statements (e.g., "Becky is a student.")

**Decode:** To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning

**Denotation:** The literal or dictionary meaning of a word

**Descriptive Writing:** Describes a person, place, thing, or event with sensory details, figurative language, vivid action verbs that show not tell and help the reader visualize the topic

**Dialect:** A social or regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.

**Dialogue:** Conversation between two or more characters or between a character and something else

**Digraphs:** Two letters that represent one speech sound (e.g., *ch* for /ch/ in *chin* or *ea* for /e/ in *bread*)

**Diphthongs:** A vowel sound produced when the tongue glides from one vowel sound toward another vowel or semi-vowel sound in the same syllable (e.g., *bee*, *bay*, *toy*, *buy*)

**Draft:** The process or result of putting ideas into writing in a rough form

**During Reading Strategies:** A systematic plan that helps students make predictions about the text; compare events, ideas, and characters; visualize the information that is described

**Edit:** In the writing process, correct a manuscript in the text (e.g., grammar, mechanics, and usage)

**Enunciate:** To pronounce words clearly

**Environmental Print:** Print and other graphic symbols found in the physical environment (e.g., street signs, billboards, etc.)

**Etymology:** The study of the history and development of the structures and meanings of words; derivation

**Evidence:** Facts or things that help one find out the truth or come to a conclusion

**Exposition:** Provides important background information and introduces the setting, characters, and conflict

**Expository:** The form of non-fiction writing which informs or explains providing details, examples, and explanations

**External Conflict:** Outside forces that cause a character to make internal choices and changes.

**External Punctuation:** Punctuation found at the end of a sentence (e.g., period, question mark, or exclamation point)

**Evaluate:** To find out, judge, or estimate the value of

**Fact:** Something that has really happened and is provable

**Falling Action:** The action that takes place after the climax to reveal the final outcome of events

**Feedback:** The pathway by which information about the results of a process is sent back to modify or control the process

**Figurative Language:** Language enriched by word images in figures of speech (e.g., simile, metaphor, personification, imagery, alliteration, onomatopoeia, hyperbole, idioms)

**Flashback:** A technique of disrupting the chronology of a narrative by shifting to an earlier time in order to introduce information

**Fluency:** The clear, easy, written or spoken expression of ideas: any person who reads smoothly without hesitation and with comprehension

**Foreshadowing:** The technique of giving clues to coming events in a narrative

**Formal Language:** A style of communication to inform an audience in impersonal terms marked by careful attention to organization of content and to grammatical structure and pronunciation (e.g., textbooks, reports, and professional lectures)

**Format:** The physical arrangement of the elements on a page

**Fragment:** An incomplete grammatical construction

**Friendly Letter:** An informal letter written to a friend or relative in a given format

**Grade-Appropriate:** Grade level readability, complexity of ideas, and content suitable to age level

**High Frequency Words:** Words that appear many more times than most other words in spoken or written language

**Homographs:** Words that are spelled the same but have different pronunciations or meanings (e.g., the *bow* of a ship and a *bow* and arrow)

**Homophones:** A word with different origin and meaning, but the same pronunciation as another word, whether or not spelled alike (e.g., hair and hare)

**Hyperbole:** A figure of speech that uses intentional exaggeration for effect (e.g., "*She cried buckets of tears.*")

**Hypothesis:** An assumption made to test its logical consequences

**Idiom:** An expression that does not mean what it literally says (e.g., "I ran into Joe the other day.")

**Imagery:** The process or result of words forming mental images while reading, writing, or listening to a story

**Inference:** A logical assumption based on observed facts and one's own knowledge and experience

**Informal Language:** A level of standard English that is characteristic of or appropriate to ordinary, casual, or familiar use

**Internal Conflict:** The dilemma facing the character internally and its impact on that character

**Internal Punctuation:** Punctuation within a sentence (e.g., semicolons, comma, or apostrophes)

**Intonation:** The rise and fall in pitch of the speaker's voice

**Introduction:** A part that leads into or explains what will follow

**Irony:** A figure of speech in which the literal meaning of the words is the opposite of their intended meaning. There are three major types of irony:

**Verbal irony:** When an author says one thing and means something else

**Dramatic irony:** When an audience perceives something that a character in the literature does not know

**Irony of situation:** A discrepancy between the expected result and actual result

**Legible:** Clear enough to be read (e.g., penmanship, accuracy of letter formation)

**Letter-Sound Relationships:** Connections between letters and sounds

**Literal Language:** The explicit sense that is stated or clearly implied in text or speech

**Literacy:** The reading, writing, listening, and speaking practices governed by a conception of what, how, when, and why

**Literary Analysis:** The study of a literary work by a critic, student, or scholar

**Main Idea:** The chief topic of a passage expressed or implied in a word or phrase

**Matching:** Matching a sound to another sound (e.g., "Which two words begin with /b/; boy, drive, box?")

**Media:** Multiple means of communication (e.g., smart boards, Internet/electronic communications, or PowerPoint)

**Metacognition:** Awareness and knowledge of one's mental processes so that one can monitor, regulate, and direct those processes to a desired end

**Metaphor:** A direct or implied comparison between two unlike things (e.g. insects were living jewels)

**Modifiers:** A word, phrase, or clause that adds to or qualifies the meaning of another word

**Mood:** A feeling or atmosphere the author creates for the reader

**Narrative:** A type of fiction or nonfiction that tells a story or a series of events in logical sequence and provides elaboration

**Opinion:** A belief based on what one thinks or feels

**Organization:** The act or process of putting together or arranging in an orderly way

**Organizational Patterns:** *see Text Structure*

**Organizational Structures:** The structure of a written text (e.g., cause/effect, problem/solution, question/answer, compare/contrast, etc.)

**Parenthetical Expression:** Used to enclose inessential or tangential words in text

**Paraphrase:** The act or result of restating, in one's own words, the meaning of something spoken or written

**Performance Task:** The measurement of educational achievement through tasks that call for the student to produce a response like that required in the instructional environment (e.g., portfolios, projects, constructed response on the state reading test, student work on the state writing test, etc.)

**Personification:** Figure of speech in which something that is not human is given human characteristics (e.g., "The tree lifts its arms to the sky.")

**Persuasive Techniques:** Techniques used to manipulate audiences (e.g., bandwagon, loaded language, snob appeal, testimonial and unfinished claims, polling results, transfer appeal, logical fallacies, and generalities)

**Persuasive Writing:** Writing that attempts to convince others or calls them to action by providing factual evidence and examples that supports a claim or an opinion

**Phonemic Awareness:** The awareness of and the ability to manipulate sounds in spoken words

**Phonics:** The system by which symbols represent sounds in an alphabetic writing system

**Phonological-Awareness:** The awareness of constituent sounds of words in learning to read and spell

**Phonology:** The study of speech sounds and their functions in a language or languages

**Plagiarism:** Using someone else's ideas as your own without giving credit to the original author

**Plot:** The main sequence of events in a story

**Plot Elements:** Exposition, rising action, climax, falling action, and resolution

**Poem:** A metrical form of composition in which word images are selected and expressed to create powerful, often beautiful impressions in the listener or reader

**Poetry:** The art of creating poems

**Point of View:** The perspective from which events in a story are told. The three most common types of point of view:

*First-person:* the narrator is a character in the story who tells everything in his or her own words

*Third-person omniscient:* the narrator is all knowing, with the ability to see into the minds of more than one character

*Third-person limited:* the narrator has the ability to see into the mind of only one character

**Prediction:** The use of knowledge about language and the context in which it occurs to anticipate what is coming in writing or speech

**Prefix:** An affix attached before a base word or root (e.g., re-, mis-, un-)

**Primary Source:** An original text or work written by an eye witness or a participant (e.g., autobiography, the Declaration of Independence)

**Pronoun:** A part of speech used as a substitute for a noun or a noun phrase

**Propaganda:** Discourse aimed at persuading an audience, often containing distortions of truth

**Prosody:** The pitch, loudness, tempo, and rhythm patterns of language that result in comprehension

**Protagonist:** The central figure in a drama or narrative; hero(ine)

**Research Papers:** Expository writing with a thesis supported by outside primary and secondary sources and connected by appropriate writer commentary and citations

**Reading Rate:** The speed at which a selection is read and the manner in which it is read, depending on the purpose (e.g., skimming, scanning, studying, or reading)

**Resolution:** The conclusion of the conflict

**Resources:** Something that one can turn to for support or aid

**Revise:** In the writing process, correct a manuscript by changing sentence structure, words, phrases, enhancing, adding, or deleting ideas

**Rhetorical Strategies:** The effective use of language to influence or persuade an audience (e.g., rhetorical question, emotive language, parallel structures, sound patterns, contrast, description and imagery, repetition, hyperbole, anecdote)

**Rhyme:** Identical or very similar recurring final sounds in words

**Rhythm:** A pattern of repeated cadence or accent in speech or text

**Rime:** The vowel and any following consonants of a syllable (e.g., /it/ in sit, /oat/ in float)

**Rising Action:** Part of the plot that leads up to the climax by adding complications or expanding the conflict

**Root Word:** The basic part of a word that usually carries the main component of meaning and that cannot be further analyzed without loss of identity

**Run-on Sentence:** Two independent clauses joined without any punctuation or conjunction to separate them

**Scaffolding:** In learning, the gradual withdrawal of adult (e.g., teacher) support, as through instruction, modeling, questioning, feedback, etc., for a child's performance across successive engagements thus transferring more and more autonomy to the child

**Secondary Source:** Derived or resulting from the original (e.g., encyclopedia entry about a person, a textbook discussion of the Declaration of Independence)

**Self-Correcting Strategies:** Understanding and adjusting reading strategies to ensure comprehension

**Semicolon:** A punctuation mark that shows a greater degree of separation of parts of a sentence than a comma does

**Sensory Words:** Words that create images using the senses

**Sentence Fluency:** *see fluency*

**Sentence:** A grammatical unit of one or more words that contain a subject, predicate, complete thought, and correct punctuation

**Sequence:** A number of things or events that follow each other; series

**Setting:** The time of day or year; historical period, place, situation

**Simile:** An explicit comparison between two unlike things using the words *like* or *as* (e.g., as strong as an ox, flies like an eagle)

**Slang:** Informal speech composed of newly formed words or expressions or of common words and expressions whose meanings are changed or extended

**Social Language:** Informal language used in social settings; not typically academic language; popular speech

**Sound Devices:** Literary devices such as alliteration, assonance, consonance, meter, onomatopoeia, repetition, rhyme, rhyme scheme, and rhythm

**Standard English:** The variety of English that is generally acknowledged as the model for the speech and writing of educated speakers

**Strategy:** A systematic plan, consciously adapted and monitored to improve one's performance in learning

**Structural Analysis:** The identification of roots, affixes, compounds, hyphenated forms, inflected and derived endings, contractions, and in some cases syllabication

**Stylistic Devices:** An author's use of language: its effects and its appropriateness to the author's intent or theme

**Subject/Verb Agreement:** Using a singular verb with a singular subject or a plural verb with a plural subject

**Subplot:** The underlying sequence of events in a novel

**Suffix:** An affix attached to the end of a base, root, or stems that changes meaning or grammatical function of the word (e.g., -ed, -ly, -ness)

**Summary:** A brief statement that contains the essential ideas of a longer passage or selection

**Syllable:** A minimum unit of speech sounds comprised of a vowel sound or vowel consonant combination

**Syllabication:** The division of words into syllables

**Symbolism:** The use of one thing to suggest something else

**Synonym:** One of two or more words in a language that have highly similar meanings (e.g., pretty and beautiful)

**Syntax:** The pattern or structure of word order in sentences, clauses, and phrases

**Synthesize:** To combine several sources of ideas in order to produce a coherent whole; a high-level critical-thinking skill.

**Text Features:** Components that support and clarify text (e.g., illustrations, titles, words in bold print)

**Text Structure:** The organizational patterns of text (e.g., expository, cause-effect, comparison-contrast, problem-solution, description, and sequence)

**Text Types:** Different types of text (e.g., literary, informational, persuasive, and functional)

**Theme:** The major idea or proposition broad enough to cover the entire scope of a work or a work of art

**Thesis Statement:** The basic argument advanced by a speaker or writer who then attempts to prove it; a proposition to be proved

**Tone:** The author's attitude reflected in the style of the written or spoken word (e.g., playful, serious, bitter, angry, sarcastic)

**Topic:** The general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage as a whole belong

**Topic Sentence:** A sentence intended to express the main idea of a paragraph

**Transitions:** Words, phrases, or sentences that link ideas

**Turning point:** A point at which a decisive change takes place; a turning point may or may not be the climax of the story

**Usage:** The way words are used correctly in a sentence (e.g., subject/verb agreement, pronoun/antecedent agreement)

**Voice:** In writing, the distinctive way in which the writer expresses ideas with respect to style, form, content, purpose, etc.

**Word Awareness:** the knowledge that sentences consist of words and that these words can be counted (e.g., counting the number of words in a spoken sentence, one to one matching)

**Word Families:** A group of words sharing a common phonic element (e.g., /it/ as in sit and hit)

**Word Origins:** *See etymology*

**Writing Process:** Prewriting, drafting, revising, editing, and publishing