



Appendix

The resources in this appendix provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

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Standard 2: Reading Foundations

The 44 Phonemes of the English Language

Standard 2: Reading and Writing Foundations has a strand called Phonological Awareness: “Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.” In the chart below, the 44* phonemes of the English language are listed with their common graphemes**. Examples of each grapheme are also provided.

- **Phoneme:** a speech sound that combines with others in a language system to make words.
- **Grapheme:** a letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English.

Phoneme	Graphemes	Examples
Consonant Sounds		
1	/b/	b, bb big, rubber
2	/d/	d, dd, ed dog, add, filled
3	/f/	f, ph fish, phone
4	/g/	g, gg go, egg
5	/h/	h hot
6	/j/	j, ge, gi, gy, dge jet, germ, giant, gym judge
7	/k/	c, k, ck, ch, cc, que cat, kitten, duck, school, occur, antique
8	/l/	l, ll leg, bell
9	/m/	m, mm, mb mad, hammer, lamb

Phoneme	Graphemes	Examples
Consonant Sounds, continued		
10	/n/	n, nn, kn, gn no, dinner, knee, gnome
11	/p/	p, pp pie, apple
12	/r/	r, rr, wr run, marry, write
13	/s/	s, se, sc, ss, ce, ci, cy sun, mouse, science, dress, cent, city, cycle
14	/t/	t, tt, ed top, letter, stopped
15	/v/	v, ve vet, give
16	/w/	w wet
17	/y/	y, i yes, onion
18	/z/	z, zz, ze, s, se, x zip, fizz, sneeze, is, please, xylophone
Consonant Digraphs		
19	/th/ (not voiced)	th thin
20	/th/ (voiced)	th then
21	/ng/	ng, n sing, monkey



Phoneme	Graphemes	Examples	
Consonant Digraphs, continued			
22	/sh/	sh, ss, ch, ci, ti	ship, mission, chef, special, motion
23	/ch/	ch, tch	chip, match
24	/zh/	ge, s	garage, measure
25	/wh/ (with breath)	wh	what
Short Vowel Sounds			
26	/ă/	a, au	hat, laugh
27	/ĕ/	e, ea	bed, bread
28	/ĭ/	i	if
29	/ŏ/	o, a, au aw, ough	hot, want, haul, draw, bought
30	/ŭ/	u, o	up, ton
Long Vowel Sounds			
31	/ā/	a, a_e, ai, ay, ei, ey	bacon, late, train, day, vein, they
32	/ē/	e, e_e, ea, ee, ey, ie, y	me, these, beat, feet, key, chief, baby
33	/ī/	i, i_e, ie, igh, y	find, ride, pie, light, fly
34	/ō/	o, o_e, oa, ou, ow	no, note, boat, soul, row
35	/ū/	u, u_e, ew	human, use, few

Phoneme	Graphemes	Examples	
Other Vowel Sounds			
36	/ō̄/	oo, u, oul	book, put, could
37	/ō̄/	oo, u, u_e	moon, truth, rule
Vowel Diphthongs			
38	/ow/	ow, ou, ou_e	cow, out, house
39	/oy/	oy, oi	toy, coin
R-controlled Vowels			
40	/a(r)/	ar	car
41	/ā(r)/	air, are, ear	hair, care, bear
42	/i(r)/	irr, ere, eer	mirror, here, cheer
43	/o(r)/	or, ore, oor	for, core, door
44	/u(r)/	ur, ar, er, ir, or, ear	burn, dollar, fern, first, work, heard

* Linguists have not always agreed on the exact number of phonemes in the English language, but 44 is the most recent and accurate number.

** This list does not include all possible graphemes for a given phoneme.

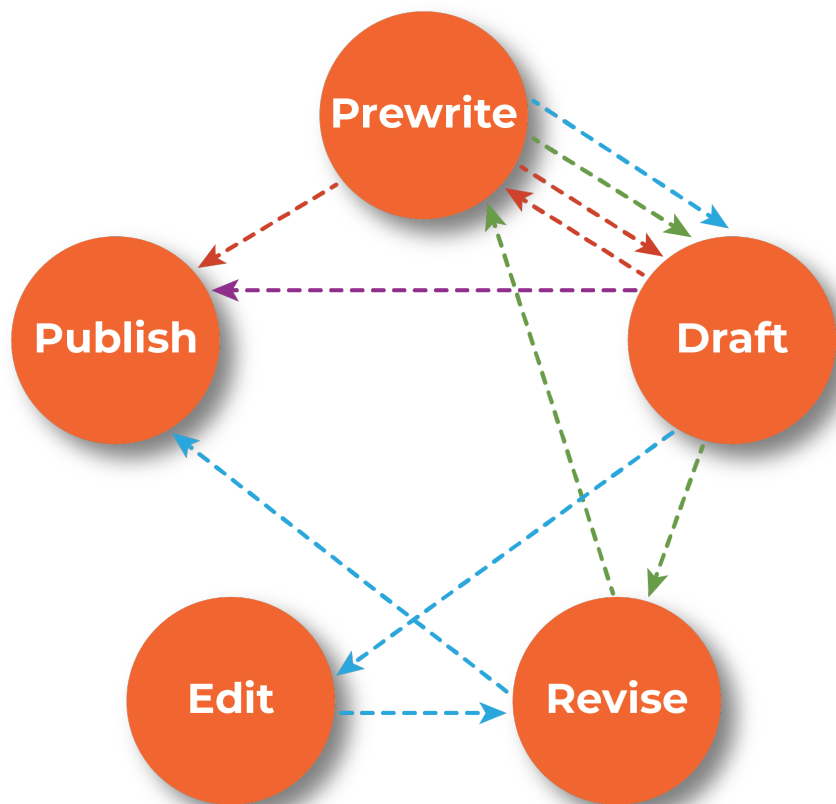
Source: *Orchestrating Success in Reading* by Dawn Reithaug (2002)



Standard 2: Writing Process

Recursive Writing Process

A recursive writing process may include the five stages of prewriting, drafting, revising, editing, and publishing. Four different possible pathways are represented in the graphic below. Students may not bring every piece of writing all the way to the publishing stage (green arrows). Students might skip prewriting and begin with drafting (purple arrow). Students might return to prewriting after drafting (red arrows). Students might take a piece through all the stages (blue arrows). Students need experience working in all the writing process stages and learning how to navigate between them.



PREWRITING: preparing to write by generating a topic, gathering and organizing ideas, and clarifying purpose, audience, and form.

DRAFTING: putting ideas down on paper with a focus on content while using notes or ideas generated during prewriting, without over-concern about adherence to grammar, usage, or mechanics.

REVISING: refining of content by adding, deleting, replacing, and/or moving text. Writers may revise a draft several times, accepting suggestions for improvement from peers and teachers in addition to self-critique.

EDITING: making writing suitable for publication, including the correction of errors in grammar, usage, and mechanics (i.e., punctuation, capitalization, spelling), so that errors in conventions do not interfere with an audience's ability to understand the message.

PUBLISHING: sharing the writer's product with the intended audience or readers in general. An authentic audience, one with whom the writer wants to communicate, is necessary for effective writing. Students should be expected to develop some pieces of writing thoroughly enough to be published.



Standard 3: Critical Reading

Text Complexity Bands

In order to determine the complexity of a text, it is essential to consider three interrelated aspects: quantitative measures, qualitative measures, and reader-task considerations.

Quantitative Measures

Readability ranges (e.g., ATOS, Lexile Framework, Flesch-Kincaid) measure the difficulty of a text. These ranges are created from an evaluation of word frequency and sentence length to determine text difficulty. Word frequency and sentence length are strong predictors of how difficult a text is to comprehend. More information on Lexile reading ranges can be found on the following page.

Qualitative Measures

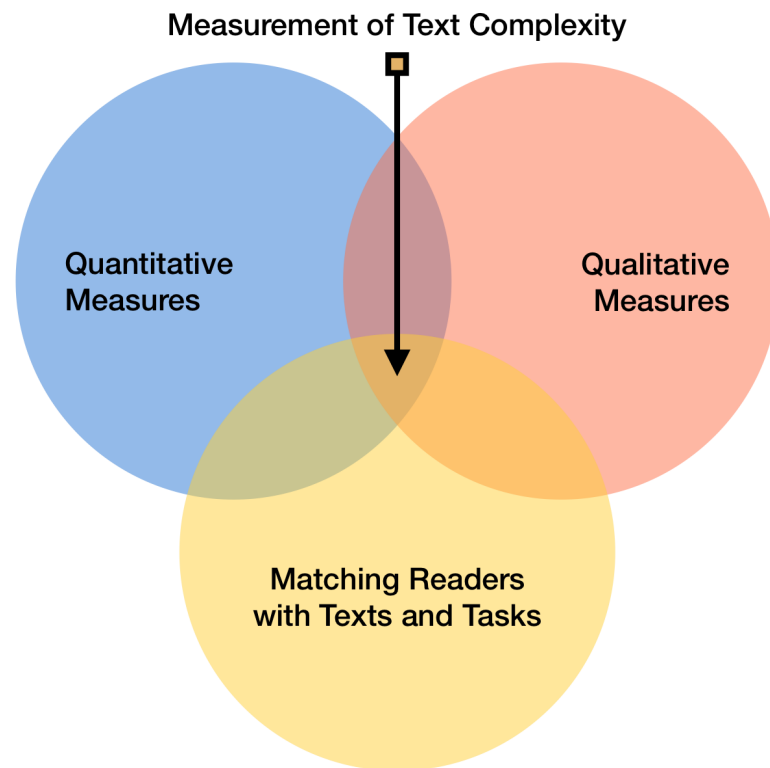
Quantitative measures are not capable of assessing the subtleties of meaning, purpose, text structure, language features, and knowledge demands. Oklahoma educators can evaluate these qualitative measures using their professional judgment and expertise through research-based rubrics that use the categories of text structure, language features, and knowledge demands. The literary texts rubric uses the additional category of meaning whereas the informational texts rubric uses the category of purpose. Sample rubrics are provided on pages 7-8.

Matching Readers with Texts and Tasks

Matching readers with texts and tasks is foremost in selecting appropriate texts for readers. Reader variables include motivation, knowledge, and experiences, and task variables consist of purpose, the complexity generated by the task, and the questions posed. Input from local classroom teachers, reading specialists, school librarians, and/or parents helps determine the appropriateness of a text in regards to the reader's age, interests, and the content of a text.

Pre-K through Kindergarten Guidance

According to Dr. Douglas Fisher in *Text Complexity, Raising the Rigor in Reading*, “[T]ext complexity is a staircase effect and the first steps on this staircase need to be carefully scaled so the youngest readers successfully acquire the fundamental of reading, which means that they are reading texts that allow for practice with decoding and fluency” (p. 37).





Standard 3: Critical Reading

Lexile Reading Ranges

This chart presents two different sets of Lexile ranges—one set based on student reader measures and one set based on text complexity measures.

- **Text Ranges for College & Career Readiness** contains the set of ranges based on text measures and describes the difficulty of texts that students should be encountering at each grade level to help prepare them for the rigors of college and career.
- **Typical Lexile Reader Measures, by Grade** contains the set of ranges for *student reader measures*, which are drawn from national norms. In essence, these ranges describe where “typical” students (i.e., the middle 50%) at each grade level are currently reading on the Lexile scale.

Learn more about Lexile at <https://sde.ok.gov/lexiles>.

Text Ranges for College & Career Readiness			Typical Lexile Reader Measures, by Grade
Grade	Beginning of Year	End of Year	Lexile Reader Measures, Mid-Year 25th Percentile to 75th Percentile (IQR)
K	BR40L*	230L	
1	190L	530L	Up to 300L
2	420L	650L	140L – 500L
3	520L	820L	330L – 700L
4	740L	940L	445L – 810L
5	830L	1010L	565L – 910L
6	925L	1070L	665L – 1000L
7	970L	1120L	735L – 1065L
8	1010L	1185L	805L – 1100L
9	1050L	1260L	855L – 1165L
10	1080L	1335L	905L – 1195L
11 & 12	1185L	1385L	940L – 1210L

*Beginning Reader (BR) is a code given to readers and texts that are below 0L on the Lexile scale. The lower the number following the BR code, the more advanced the reader or text is. The higher the number, the less complex the text is or less skilled the reader is.



Standard 3: Critical Reading

Qualitative Rubrics

LITERARY TEXTS			
	Less Complex	Complex	More Complex
MEANING	<ul style="list-style-type: none"> ❑ Meaning: One level of meaning; theme is obvious and revealed early in the text 	<ul style="list-style-type: none"> ❑ Meaning: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> ❑ Meaning: Multiple levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous, and revealed over the entirety of the text
TEXT STRUCTURE	<ul style="list-style-type: none"> ❑ Organization: Is clear, chronological, or easy to predict ❑ Use of Graphics: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text 	<ul style="list-style-type: none"> ❑ Organization: May have two or more storylines and occasionally be difficult to predict ❑ Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text 	<ul style="list-style-type: none"> ❑ Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines, and detail ❑ Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text
LANGUAGE FEATURES	<ul style="list-style-type: none"> ❑ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ❑ Vocabulary: Contemporary, familiar, conversational, rarely academic ❑ Sentence Structure: Mainly simple sentences 	<ul style="list-style-type: none"> ❑ Conventionality: Fairly complex; contains abstract, ironic, and/or figurative language ❑ Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ❑ Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> ❑ Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language ❑ Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ❑ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ❑ Life Experiences: Experiences portrayed are everyday and common to most readers ❑ Intertextuality and Cultural Knowledge: Few, if any, references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ❑ Life Experiences: Experiences portrayed are uncommon to many readers ❑ Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ❑ Life Experiences: Experiences portrayed are distinctly different from the common reader ❑ Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements



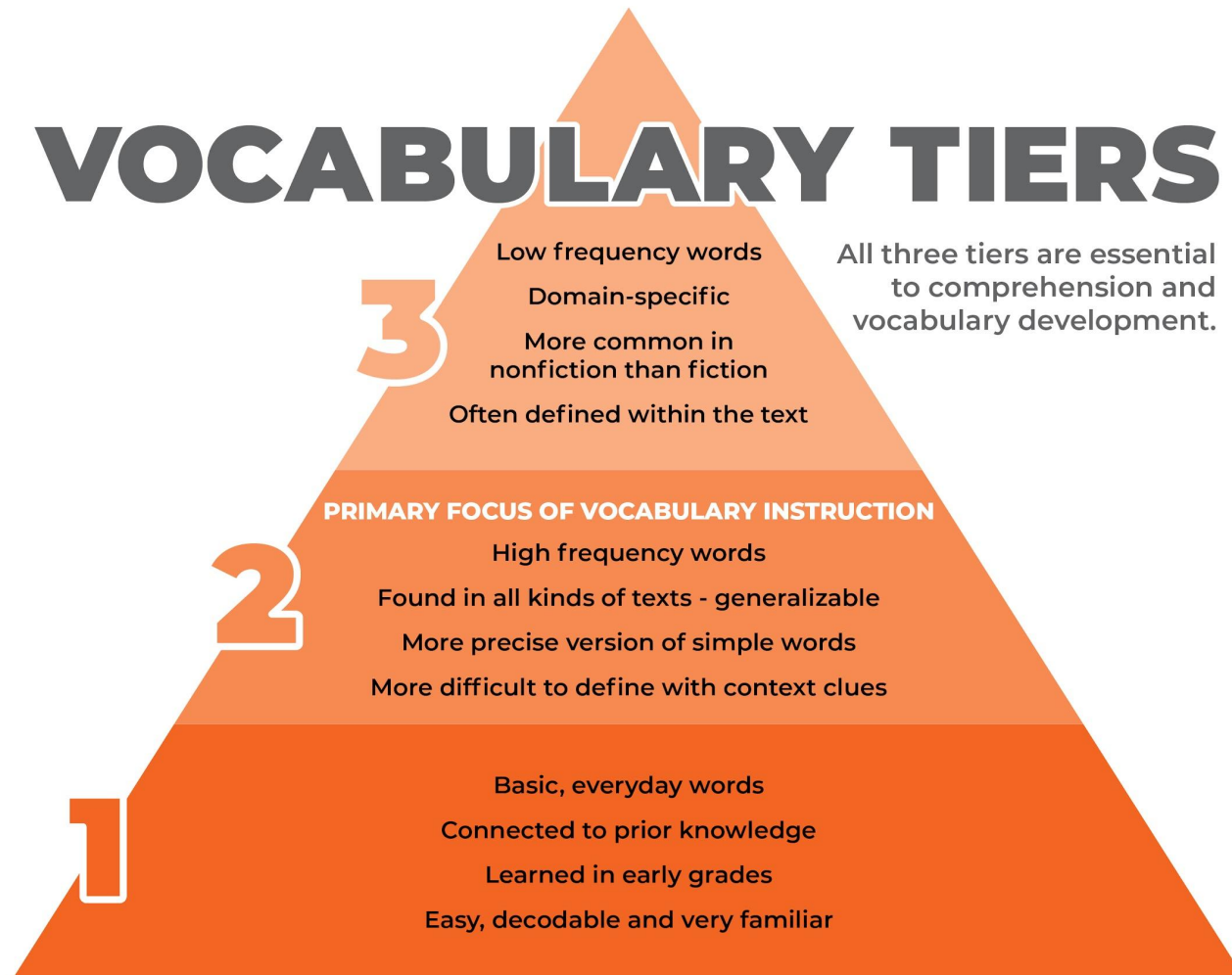
INFORMATIONAL TEXTS			
	Less Complex	Complex	More Complex
PURPOSE	<ul style="list-style-type: none"> Purpose: Explicitly stated, clear, concrete, narrowly focused 	<ul style="list-style-type: none"> Purpose: Implied but easy to identify or infer based upon context or source 	<ul style="list-style-type: none"> Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements
TEXT STRUCTURE	<ul style="list-style-type: none"> Organization: Connections between ideas, processes, or events are explicit and clear; organization of text is chronological, sequential, or easy to predict Text Features: If used, help the reader navigate and understand content but are not essential to understanding content Use of Graphics: If used, graphics, pictures, tables, and charts, etc. are mostly supplementary to understanding the text 	<ul style="list-style-type: none"> Organization: Connections between an expanded range of ideas, processes, or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits Text Features: If used, enhance the reader's understanding of content Use of Graphics: If used, graphics, tables, etc. support or are integral to understanding the text 	<ul style="list-style-type: none"> Organization: Connections between an extensive range of ideas, processes, or events are deep, intricate, and often ambiguous; organization is intricate or discipline-specific Text Features: If used, are essential in understanding content Use of Graphics: If used, intricate, extensive graphics, tables, charts, etc., are extensive and integral to making meaning of the text; may provide information not otherwise conveyed in the text
LANGUAGE FEATURES	<ul style="list-style-type: none"> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning Vocabulary: Contemporary, familiar, conversational, rarely academic Sentence Structure: Mainly simple sentences 	<ul style="list-style-type: none"> Conventionality: Fairly complex; contains abstract, ironic, and/or figurative language Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> Conventionality: Dense and complex; contains considerable abstract, ironic, and/or figurative language Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or misleading Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas Intertextuality: Few, if any, references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> Subject Matter Knowledge: Relies on moderate to extensive levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.



Standard 4: Vocabulary

Vocabulary Tiers

Words can be categorized into three tiers for vocabulary instruction as depicted in the chart below. For example, *cat* is a Tier 1 word, *instinct* is a Tier 2 word, and *genus* is a Tier 3 word. While Tier 2 words should be the primary focus of vocabulary instruction, all three tiers are essential to comprehension and vocabulary development.





Standard 5: Language

Mechanics Progression

The following objectives from the Standard 5 Language writing strand are grouped into vertical progressions by topic. Some formatting changes—mainly bullets—have been added to allow for quicker reading. The mechanics objectives are distinct from all the other objectives in that the culminating objectives contain a grade of mastery. When students reach a skill with a grade of mastery, the assumption is that students have mastered all prior skills as listed in the charts below.

End Marks			Standard 5 Objective
▪ ? !	Kindergarten	Students will recognize and begin to use periods, question marks, and exclamation points.	K.5.W.3
	Grade 1	Students will use periods, question marks, and exclamation points.	1.5.W.4
	Grades 2-4	Students will use: <ul style="list-style-type: none">• periods with declarative and imperative sentences• question marks with interrogative sentences• exclamation points with exclamatory sentences	2-3.5.W.4 4.5.W.5
	Grades 5-12	Students will write using correct end mark mechanics. <i>Grade of Mastery: 4</i>	5-10.5.W.5 11-12.5.W.4



Capitalization

Standard 5 Objective

		Standard 5 Objective	
C	Kindergarten	Students will capitalize, with prompting: <ul style="list-style-type: none">• their first name• the pronoun /	K.5.W.2
	Grade 1	Students will capitalize: <ul style="list-style-type: none">• the first letter of a sentence• proper names• months and days of the week	1.5.W.3
	Grade 2	Students will punctuate initials and capitalize: <ul style="list-style-type: none">• holidays• product names• initials• months and days of the week	2.5.W.3
	Grade 3	Students will capitalize and punctuate: <ul style="list-style-type: none">• titles of respect• words in titles• geographical names	3.5.W.3
	Grade 4	Students will capitalize: <ul style="list-style-type: none">• familial relations• proper adjectives• conventions of letter writing• the first letter of a quotation	4.5.W.4
	Grades 5-12	Students will write using correct capitalization mechanics. <i>Grade of Mastery: 4</i>	5-10.5.W.4 11-12.5.W.3



Apostrophes

			Standard 5 Objective
,	Grade 2	Students will use apostrophes to form simple contractions (e.g., <i>isn't</i> , <i>aren't</i> , <i>can't</i>).	2.5.W.5
	Grade 3	Students will use apostrophes: <ul style="list-style-type: none">• to form complex contractions (e.g., <i>should've</i>, <i>won't</i>, <i>y'all</i>)• to show possession	3.5.W.5
	Grade 4	Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.	4.5.W.6
	Grades 5	Students will use the correct forms of <i>it's/its</i> , <i>you're/your</i> , and <i>they're/there/their</i> .	5.5.W.6
	Grades 6-12	Students will write using correct apostrophe mechanics. <i>Grade of Mastery: 5</i>	6-10.5.W.6 11-12.5.W.5



Commas

	Students will use commas...	Standard 5 Objective	
,	Grade 2 <ul style="list-style-type: none">in dates (e.g., September 6, 2020).	2.5.W.6	
	Grade 3 <ul style="list-style-type: none">before a coordinating conjunction in a compound sentenceto separate individual words in a series	3.5.W.6	
	Grade 4 <ul style="list-style-type: none">in greetings and closings in letters and emailsto separate individual words in a seriesto indicate dialogue	4.5.W.7	
	Grade 5 <ul style="list-style-type: none">to separate individual words in a seriesto indicate dialogueto separate the independent and dependent clauses in a complex sentence	5.5.W.7	
	Grade 6 <ul style="list-style-type: none">to separate an introductory element from the rest of the sentenceto indicate direct address (e.g., Where are you, Sam?)	6.5.W.7	
	Grade 7 <ul style="list-style-type: none">to separate words or phrases in a series.	7.5.W.7	
	Grade 8 <ul style="list-style-type: none">to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).	8.5.W.7	
	Grade 9 <ul style="list-style-type: none">to set off simple parenthetical elements.	9.5.W.7	
	Grades 10-12	Students will write using correct comma mechanics. <i>Grade of Mastery: 9</i>	10.5.W.7 11-12.5.W.6



Colons & Dashes

		Students will use a colon...	Standard 5 Objective
: -	Grades 2-3	<ul style="list-style-type: none"> to indicate time (e.g., The bell rings at 3:15.). 	2-3.5.W.7
	Grades 4-5	<ul style="list-style-type: none"> to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.). 	4-5.5.W.8
	Grades 6-8	<ul style="list-style-type: none"> to introduce a quotation from a source (e.g., According to <i>National Geographic</i>, meerkat homes are quite comfortable: “Each burrow is an extensive tunnel-and-room system that remains cool even under the broiling African sun.”). 	6-8.5.W.8
	Grades 9-10	<ul style="list-style-type: none"> to reveal information (e.g., The prince searched the castle high and low for his most prized possession: his guitar.). 	9-10.5.W.8
	Grades 11-12	Students will use a colon or dash to reveal information in a sentence.	11-12.5.W.7

Italics

			Standard 5 Objective
i	Grades 4-6	Students will use underlining or italics to indicate titles of works.	4-6.5.W.10
	Grades 7-8	Students will use underlining or italics to indicate: <ul style="list-style-type: none"> titles of works thoughts in narratives words in a foreign language 	7-8.5.W.10
	Grades 9-12	Students will write using correct italics mechanics. <i>Grade of Mastery: 8</i>	9-10.5.W.10 11-12.5.W.9



Quotation Marks, Ellipsis, & Brackets

			Standard 5 Objective
	Grades 4-7	Students will use quotation marks to indicate: <ul style="list-style-type: none"> • dialogue • quoted material • titles of works 	4-7.5.W.9
	Grade 8	Students will write using correct quotation marks mechanics. <i>Grade of Mastery: 8</i>	8.5.W.9
	Grades 9-12	Students will use: <ul style="list-style-type: none"> • an ellipsis to indicate a pause in dialogue or omission from quoted material • brackets to indicate an addition or clarification to quoted material 	9-10.5.W.9 11-12.5.W.8

Semicolons

			Standard 5 Objective
	Grades 5-6	Students will use a semicolon to punctuate compound sentences.	5-6.5.W.11
	Grades 7-8	Students will use a semicolon to punctuate compound and compound-complex sentences.	7-8.5.W.11
	Grades 9-12	Students will write using correct semicolon mechanics. <i>Grade of Mastery: 8</i>	9-10.5.W.11 11-12.5.W.10



Standard 7: Multimodal Literacies

Multimodal Literacies Overview

Multimodal is a combination of two or more modes. Modes include:

- **alphabetic:** written language
- **aural:** spoken language
- **visual:** color, direction, and viewpoint in still and moving images
- **spatial:** proximity, direction, position, and organization of objects
- **gestural:** movement, speed, and stillness in physical expression and body language

Examples of multimodal literacies include storyboards, oral presentations, picture books, slide shows, comic strips, graphic novels, blogs, performances, newspapers, web pages, social media pages, infographics, flyers/posters, interactive stories, animation, film, and more. These examples are sorted into the chart below to show how the modes intersect.

Alphabetic + Visual	Spatial + Alphabetic + Visual	Spatial + Visual + Aural	Spatial + Visual	Gestural + Aural + Visual	Gestural + Aural + Visual + Spatial
blogs comic strips newspapers picture books	flyers/posters graphic novels infographics slide shows social media pages web pages	film slide shows	animation photographs storyboards	interactive stories oral presentations readers theater	performances

Considerations:

- Multimodal literacies are not necessarily dependent on technology.
- Younger students may benefit from time limits when creating multimodal content.
- There are other forms of writing that are not multimodal, but are still beneficial to student writers.
 - Students are typically assigned to write essays as alphabetic texts, but are less frequently assigned scripts and poetry, which allow students to showcase their grasp of various literary elements and devices.
 - Podcasts are a purely aural mode, but they allow students to comprehend and compose in new ways.

The diagrams on the following page illustrate the interconnectedness of multimodal literacies.

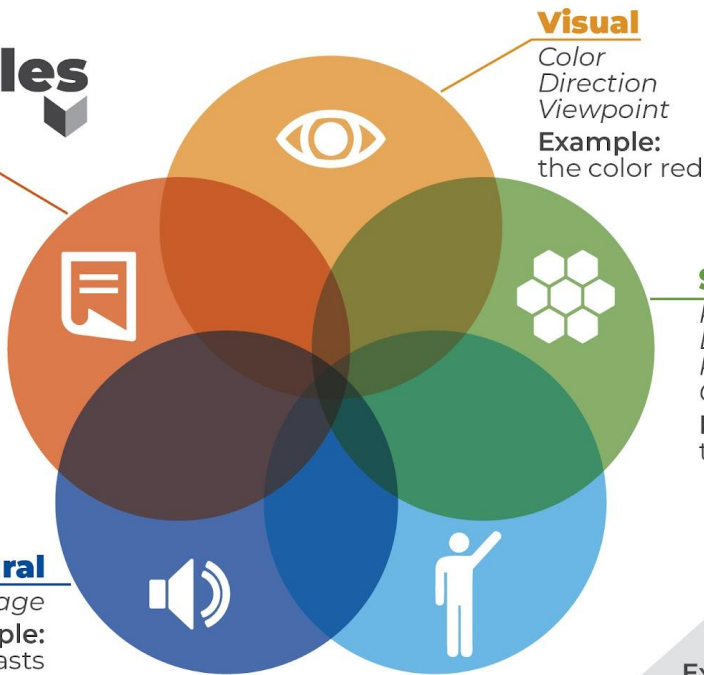


Standard 7: Multimodal Literacies

Multimodal Literacies Examples

Mode Examples

Alphabetic
Written language
Examples:
essays
scripts
poems



Visual
*Color
Direction
Viewpoint*
Example:
the color red

Spatial
*Proximity
Direction
Position
Organization*
Example:
three inches

Aural
Spoken language
Example:
podcasts

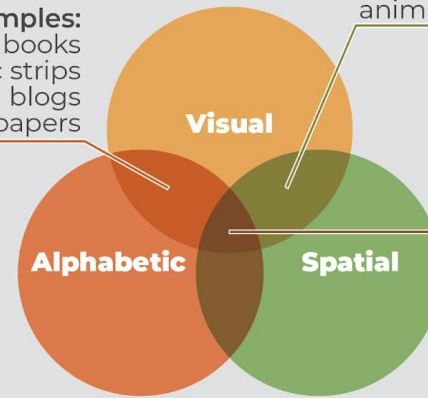
Gestural
*Movement
Speed
Stillness*
Example:
smiling

Multimodal Literacy Examples

Examples:
picture books
comic strips
blogs
newspapers

Examples:
storyboards
photographs
animation

Examples:
posters
slideshows
web pages
graphic novels
social media pages





Standard 8: Independent Writing

Keyboarding Skills

In the Standard 8 Independent Writing objectives for grades 2-12, students are given the option to type their writing. Typing skills are valued in the 21st century since they are critical to success in college and career. Moreover, for some students, typing makes writing easier and faster. Depending on student age and school resources, students might type on a desktop computer, a laptop, or tablet. Students in grades 3-8 are expected to type some of their responses on the Oklahoma School Testing Program ELA assessment. Therefore, a suggested progression of keyboarding skills is included below.

Pre-K	Students will begin to explore keyboards.
Kindergarten	Students will explore keyboards: <ul style="list-style-type: none">● letter and number keys● enter key● shift key● spacebar
Grade 1	Students will explore keyboards: <ul style="list-style-type: none">● letter keys and their non-alphabetical order● backspace/delete keys● period, question mark, and exclamation point keys
Grade 2	Students will explore keyboards: <ul style="list-style-type: none">● comma, apostrophe, and colon keys● shift and caps lock keys and their difference Students will begin to apply keyboarding skills: <ul style="list-style-type: none">● fingers on home row keys (i.e., ASDF, JKL;)● thumbs on spacebar● right pinky for enter key● pinky on shift key for capital letters Students will type the alphabet in order with different fingers and both hands.



Grade 3	Students will apply keyboarding skills: <ul style="list-style-type: none">• Type some words while looking at the keyboard.• Type several letters and words without looking at the keyboard.
Grade 4	Students will apply keyboarding skills: <ul style="list-style-type: none">• Identify which fingers type which letters on standard QWERTY keyboard.• Increase the proportion of time looking away from the keyboard.• Use the shift key to create quotation marks and other special characters.• Use keyboarding skills for some class work.• Type at least ½ page in a single sitting.
Grade 5	Students will apply keyboarding skills: <ul style="list-style-type: none">• Increase the proportion of time looking away from the keyboard.• Use keyboarding skills for a variety of class work.• Type at least 1 page in a single sitting.
Grade 6	Students will begin to use proper keyboarding technique: <ul style="list-style-type: none">• Type some words without looking at the keyboard.• Type at least 1½ pages in a single sitting.• Maintain accuracy while increasing speed.
Grade 7	Students will begin to use proper keyboarding technique: <ul style="list-style-type: none">• Type most words without looking at the keyboard.• Type at least 2 pages in a single sitting.• Maintain accuracy while increasing speed.
Grade 8	Students will begin to use proper keyboarding technique: <ul style="list-style-type: none">• Type most words and sentences without looking at the keyboard.• Type at least 2½ pages in a single sitting.• Maintain accuracy while increasing speed.
Grades 9-12	Students will use proper keyboarding technique: <ul style="list-style-type: none">• Type words and sentences without looking at the keyboard.• Use accuracy and speed to type at least 3 pages in a single sitting.



Standard 2: Reading Process, Standard 3: Critical Reading, & Standard 8: Independent Reading and Writing

Genre Guidance

Students learn about genre in Standard 2 Reading Process, Standard 3 Critical Reading, and Standard 8 Independent Reading and Writing. The following chart provides a broad index of suggested genres organized by grade band. This index does not include all genres that students are expected to read. Moreover, students will likely encounter past genres in later grades. This chart intentionally does not include reading formats (e.g., picture books, graphic novels, novels in verse, chapter books, young adult literature), which can be categorized into various genres. Teachers can use any reading format with their students to extend their learning.

	Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
FICTION	<ul style="list-style-type: none">● fable● folktale● legend● tall tale	<ul style="list-style-type: none">● contemporary realistic fiction● historical fiction● myth	<ul style="list-style-type: none">● fantasy● science fiction	<ul style="list-style-type: none">● allegory● parody● satire
POETRY	<ul style="list-style-type: none">● humorous poem● nursery rhyme● rhyming poem	<ul style="list-style-type: none">● form poetry● lyric poem● narrative poem	<ul style="list-style-type: none">● ballad● free verse● ode	<ul style="list-style-type: none">● elegy● epic● sonnet
DRAMA	<ul style="list-style-type: none">● re-enactment	<ul style="list-style-type: none">● readers theater	<ul style="list-style-type: none">● one-act plays● play excerpts	<ul style="list-style-type: none">● film & television scripts● multiple-act plays
NONFICTION	<ul style="list-style-type: none">● informational text	<ul style="list-style-type: none">● book review● historic document● journal● letter● news article● speech● textbook	<ul style="list-style-type: none">● biography● essay● memoir● movie, music, restaurant, & video game reviews	<ul style="list-style-type: none">● editorial● literary analysis● op-ed● podcast● scholarly research report



Disciplinary Literacy in Oklahoma Academic Standards

As literacy expert Dr. Timothy Shanahan explains, “Disciplinary literacy is based upon the idea that literacy and text are specialized, and even unique, across the disciplines. Historians engage in very different approaches to reading than mathematicians do, for instance. Similarly, even those who know little about math or literature can easily distinguish a science text from a literary one.” Teachers of English language arts can partner with math, social studies, science, fine arts, computer science, and world languages teachers who are also teaching their students to read, write, listen, and speak within their particular subjects through subject-specific processes and standards. In self-contained elementary classrooms, teachers can incorporate various disciplinary literacies in their lessons.

The following excerpts are from the Mathematical Actions and Processes, the Social Studies Practices, the Science and Engineering Practices, and the [Oklahoma Academic Standards](#) for Fine Arts, Computer Science, and World Languages, respectively.



The **Mathematical** Actions and Processes simultaneously reflect the holistic nature of mathematics as a discipline in which patterns and relationships among quantities, numbers, and space are studied (National Academies of Sciences, 2014) and as a form of literacy such that all students are supported in accessing and understanding mathematics for life, for the workplace, for the scientific and technical community, and as a part of cultural heritage (NCTM, 2000). The seven Mathematical Actions and Processes leverage both the NCTM Process Standards and the Five Mathematical Proficiencies (NRC, 2001) to capture the mathematical experience of Oklahoma students as they pursue mathematical literacy.

- **Develop the Ability to Communicate Mathematically:** Students will discuss, write, read, interpret and translate ideas and concepts mathematically. As they progress, students’ ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.



The **Social Studies** Practices reflect the key skills and disciplinary tools to prepare students for college, career, and civic life. The practices are meant to be integrated with the instruction of content standards. Four of the five practices are defined broadly below and are further delineated on page 5 in the Oklahoma Academic Standards for Social Studies. The social studies practices are designed to support student mastery of the content through a progression of skills PK-12.

- **Analyze and Address Authentic Civic Issues:** Understanding the importance of critical questioning to solve real world problems. Students will develop essential questions to frame independent inquiry related to the past and present. Students will identify and address public problems individually and collaboratively to improve communities and society.
- **Acquire, Apply, and Evaluate Evidence:** Understanding and using strategies to analyze evidence in the social studies. Students will evaluate historical, geographic, and economic information. Students will draw conclusions from primary and secondary sources to formulate informed decisions.
- **Read Critically and Interpret Information Sources:** Understanding the purpose of engaging with text. Students will evaluate factual information and points of view as presented in text. Students will read historical and contemporary texts to engage in collaborative discussion.



- **Engage in Evidence-Based Writing:** Understanding the multiple purposes of the writing process. Students will develop written products designed for a variety of social studies related investigations. Students will use and integrate evidence to present knowledge and support opinion.



The **Science and Engineering Practices** describe the major practices that scientists employ as they investigate and build models and theories about the world, and a key set of engineering practices that engineers use as they design and build systems.

- **Asking Questions and Defining Problems:** A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world(s) works. Engineering questions clarify problems to determine criteria for successful solutions.
- **Constructing Explanations and Designing Solutions:** End products of science are explanations, and end products of engineering are solutions. The construction of theories provides explanatory accounts of the world, and scientific knowledge is utilized in the development of solution to problems.
- **Engaging Scientific Argument from Evidence:** Argumentation is the process by which evidence-based conclusions and solutions are reached. In science and engineering, reasoning and argument based on evidence are essential to identifying the best explanation for a natural phenomenon or the best solution to a design problem.
- **Obtaining, Evaluating, and Communicating Information:** Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity.



The Oklahoma Academic Standards for **Fine Arts** encompass dance, drama/theatre, music, and visual art. The dance, drama/theatre, and music standards are comprised of four artistic processes, one of which is connecting, a process that includes listening, speaking, writing, and research.

- **Dance Connecting:** Students connect in dance by relating artistic ideas and work with personal meaning and external context. This is accomplished through synthesizing and relating knowledge and personal experiences to make art. Students also relate artistic works with societal, cultural, and historical context to deepen understanding.
- **Drama/Theatre Connecting:** Students connect in drama/theatre by relating artistic ideas or work with personal meaning and external context. This is accomplished by synthesizing and relating knowledge and personal experiences to art. Students also relate artistic works with societal, cultural, and historical context to deepen understanding.
- **Music Connecting:** Students connect in music by relating artistic ideas and work with personal meaning and external context. This is accomplished through synthesizing and relating knowledge and personal experiences in making/understanding music. Students also relate artistic works with societal, cultural, and historical context to deepen understanding.

The visual art standards at the high school level are comprised of the artistic processes of creative process, which include writing; cultural and historical perspectives, which include research; and aesthetic response and critique methodologies, which include listening, speaking, and writing.

- **Visual Art Creative Process:** The creative process in art begins with learning the language of art and developing visual literacy to identify and/or communicate artistic concepts and techniques. Students learn art vocabulary, practice and refine techniques, make creative choices and practice individual expression in creating art.



- **Visual Art Cultural and Historical Perspectives:** Visual art students learn about art in relation to history and culture. They connect artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- **Visual Art Aesthetic Response and Critique Methodologies:** This reflective process includes art critique and assessment, portfolio, and the exploration and study of visual art careers and pathways.



Computer Science has five concepts, one of which is **Data Analysis**. Its subconcepts of **collection, visualization, and transformation** as well as **inference & models** pair nicely with Standard 3 Critical Reading and Writing and Standard 6 Research. In the concept of **Algorithms & Programming**, the subconcept of **programming/program development** requires students to give credit to ideas (Standard 6 Research) and to give presentations (Standard 1 Listening and Speaking, Standard 7 Multimodal Literacies). In the concept of **Impacts of Computing**, the subconcept of culture asks students to examine distorted, exaggerated, and misrepresented information, which pairs well with Standard 6 Research. Moreover, the subconcept of **social interactions** requires students to publish with a purpose, a nice pairing with Standard 2 Reading and Writing Process.



World Languages has five overarching goals, and three of them—communication, comparison, and connections—relate to disciplinary literacy. Within Communication, there are three standards:

- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Within Comparisons, one standard relates to disciplinary literacy:

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Within Connections, one standard relates to disciplinary literacy:

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.



Glossary

A

Abbreviation: a shortened or contracted form of a word or phrase (e.g., Dr. for Doctor, U.S. for United States, and lb. for pound).

Academic Vocabulary: the set of words commonly used across all disciplines to engage in critical thinking (e.g., *analyze, examine, infer*).

Active Listening: the active pursuit of what another person is saying and feeling as a way to improve mutual understanding. Active listening involves hearing content, listening for tone, observing body language, paraphrasing, summarizing, questioning, clarifying, and reflecting.

Active Voice: in a sentence using the active voice, the subject of the sentence performs the action of the verb.

Adjectives: a word that modifies or describes a noun or pronoun. Adjectives tell what kind, how many, how much, and which one.

- **Comparative Adjective:** a word that describes a noun by comparing it to another noun, typically ends in -er, and is followed by the word *than*.
- **Coordinate Adjectives:** two or more adjectives listed before a noun which may be separated by commas or the word *and*.
- **Cumulative Adjectives:** two or more adjectives which must be listed in a specific order before a noun.
- **Possessive Adjective:** sits before a noun or a pronoun to show who or what owns it. The possessive adjectives are *my, your, his, her, its, our, their, and whose*.
- **Proper Adjective:** an adjective formed from a proper noun (e.g., *English, Utopian*).
- **Superlative Adjective:** a word that describes a noun by comparing it to two or more nouns to the highest or lowest degree and typically ends in -est.

Adverbs: a word that modifies or describes a verb, adjective, or other adverb. Adverbs tell when, where, how, how often, how much, to what extent. Common adverbs end in -ly.

- **Comparative Adverb:** used to compare two actions or performances; typically ends in -er and is followed by the word *than*.



- **Conjunctive Adverb:** Conjunctive adverbs indicate a connection between two independent clauses in one sentence, link the ideas in two or more sentences, or show relationships between ideas within an independent clause. Examples: *also*, *however*, *therefore*, and *instead*.
- **Superlative Adverb:** used to compare three or more actions or performances to the highest or lowest degree; typically has the words *most* or *least* before the adverb.

Affix: a morpheme or meaningful part of a word attached before or after a root to modify its meaning. See also **Prefix** and **Suffix**.

Alliteration: the repetition of the same initial consonant sound of each word in the connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).

Allusion: a brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance (e.g., In Robert Frost's poem "Nothing Gold Can Stay," the line "So Eden sank to grief" contains an allusion to the Garden of Eden from the book of Genesis in the Bible.).

Analogy: a comparison of the similar aspects of two different things (e.g., kitten is to cat as puppy is to dog). Similes, metaphors, and some idioms make use of analogy (e.g., Forrest Gump's famous line, "Life is like a box of chocolates. You never know what you're gonna get." contains a simile that makes use of analogy.).

Anglo-Saxon Morphemes: morpheme structures including common base words (e.g., *eat*, *fair*, *name*), combining base words into compound words (e.g., *sunlight*, *mailbox*), derivational suffixes (e.g., -en, -hood, -ly), inflectional suffixes (e.g., -s, -es, -er, -est, -ed, -ing), and irregularly-spelled high-frequency words (e.g., *does*, *they*).

Antagonist: the character who opposes the protagonist or main character of a literary work; not necessarily a villain.

Antonyms: words that have opposite meanings.

Appositive: An appositive is a noun or pronoun — often with modifiers — set beside another noun or pronoun to explain or identify it (e.g., Your friend *Jason* is cool.).

Archetype: a symbol, plot pattern, character type, or theme that recurs in many different cultures throughout history (e.g, light symbolizing hope, rags to riches plots, star-crossed lovers as character types).



Argumentative Writing: writing that requires a student to investigate a topic; collect, generate, and evaluate evidence; and establish and defend a position on the topic in a clear manner.

Articulation: how speech sounds are made using the mouth, lips, and tongue.

Assonance: the repetition of middle vowel sounds in nearby words (e.g., “between all the bleedin’ ‘n’ fightin’ / I’ve been readin’ and writin’” in Lin-Manuel Miranda’s *Hamilton*).

Audience: the intended readers or listeners of a text.

Author’s Purpose: the objective, goal, or intended effect a writer wishes to achieve.

Automaticity: reading without conscious effort or attention to decoding.

B

Base: a free morpheme to which affixes can be added, usually of Anglo-Saxon origin (e.g., *happy*).

Bias: support of a personal viewpoint, often revealing or creating prejudice.

Blending: the process of combining sounds to make a word.

C

Cause and Effect: a text structure that explains a relationship in which an event or action (cause) makes another event or action happen (effect).

Characterization: the process by which a writer reveals the personality of a character.

- **Direct:** the author shares the character’s personality trait(s).
- **Indirect:** the character’s thoughts, actions, speech, etc. reveal personality.

Citation: in research, an indication of the origin of paraphrased or quoted text. Examples of citation style include MLA (Modern Language Association) and APA (American Psychological Association).



Claim: the central arguable proposal in opinion or argumentative writing. See also *Thesis*.

Clause: a group of related words that contains a subject and a verb.

- **Dependent Clause:** a group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot be a sentence.
- **Independent Clause:** a group of words that contains a subject and verb and expresses a complete thought. An independent clause is a sentence.

Closed Syllable: a syllable containing a single vowel followed by one or more consonants; the vowel sound is short (e.g., -nut in *donut*).

Coherence: continuity of meaning that enables readers to make sense of a text.

Collaborative Discussions: discussions that provide opportunities for speakers and listeners to use dialogue and interaction to raise issues, explore ideas, make claims, and discover differences.

Compare/Contrast: a text structure in which ideas are related to one another on the basis of similarities and differences.

Complex Sentence: a sentence that contains an independent clause and at least one dependent clause.

Compound-Complex Sentence: a sentence that contains two or more independent clauses and at least one dependent clause.

Compound Sentence: a sentence that contains two independent clauses joined by a comma and a coordinating conjunction.

Compound Word: a word made by putting two or more words together (e.g., *cow* + *boy* = *cowboy*).

Comprehension: the goal of reading; understanding both the literal and implied messages of what one is reading.

Conditional mood: a verb form used to tell about something that might happen if something else happens (e.g., You will keep getting the same inaccurate results unless you measure the chemical agents more carefully.).



Conflict: a struggle or clash between opposing characters, forces, or emotions.

- **External:** a character's struggle with an outside force, such as another person, nature, disease, etc.
- **Internal:** a character's opposing or incompatible emotions, choices, etc.

Conjunction: a word that connects parts of a sentence.

- **Coordinating Conjunctions:** connect together words, phrases, or clauses.
- **Correlative Conjunctions:** connect two ideas in pairs. (e.g., *Neither...nor*, *Either...or*, *Not only...but also*).
- **Subordinating Conjunctions:** connect a dependent clause to an independent clause.

Connotation: a meaning that is implied by a word apart from the thing it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings. See also **Denotation**.

Consonant Blend: two or three consonant phonemes before or after a vowel in a syllable that retain their individual sounds (e.g., /bl/ in *block*; /str/ in *string*).

Consonant Digraph: two consecutive consonants that represent one phoneme or sound (e.g., /ch/ in *chip*, /sh/ in *ship*).

Consonant Trigraph: three consecutive consonants that represent one phoneme or sound (e.g., /tch/ in *match*).

Context: the parts of a written or spoken statement that precede or follow a specific word or passage, usually influencing its meaning or effect.

Context Clue: the information from a text that helps identify the meaning of a word or phrase.

Contraction: a shorter way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters with an apostrophe (e.g., *you + all = y'all*).

Conventional Writing: expressing thoughts and ideas with agreed-upon symbols like the alphabet.

Counterclaim: a claim made to rebut a previous claim.



D

Declarative Sentence: a sentence that makes a statement or declares something and ends with a period.

Decodable Texts: a type of text used in beginning reading instruction that incorporates words that are consistent with the letter-sound relationships that have been taught.

Decode: to translate a word from print to speech, usually by employing knowledge of sound/symbol correspondences; also the act of deciphering a new word by sounding it out.

Defensible Thesis: a non-obvious statement with an alternative view or opposing argument that can be reasonably argued (even if it is weaker). See also *Thesis*.

Denotation: the literal or dictionary meaning of a word. See also *Connotation*.

Description: a text structure that presents a topic, along with the attributes, specifics, or setting information that describe that topic.

Detail: a piece of information revealed by the author or speaker that supports the attitude or tone in a piece of prose or poetry. In informational text, details provide information to support the author's main point.

Diction: the choice and use of words by a speaker or writer.

Drama: a story told through dialogue and actions in script form for theater, film, television, and radio/podcasts.

Dynamic Character: a literary or dramatic character who undergoes an important inner change, such as a change in personality or attitude.

E

Effect: the result of using stylistic writing techniques, including figurative language; the created response in readers due to employment of word choice.



Elkonin Boxes: a diagram that helps students build phonological awareness by segmenting words into sounds or syllables; helps students better understand the alphabetic principle in decoding and encoding.

Emergent Writing: a young child's first attempts at the writing process by creating drawings and symbolic markings that represent their thoughts and ideas.

Encode: to use letter-sound knowledge to write by applying phonics, spelling patterns, and structural analysis skills.

Ethical and Legal Guidelines: guidelines for correctly citing print and digital text when using primary and secondary sources for research. Copying and pasting texts, purchasing essays online, using another author's work, or violating copyright laws are unethical and could result in legal action.

Ethos: in rhetoric, the credibility a speaker or writer establishes in an argument based on their knowledge, experience, expertise, etc.

Etymology: the study of the origin of words and the way in which their meanings have changed throughout history.

Evidence: the reasons or support for an argument or inference.

- **Anecdotal:** stories told by other people.
- **Empirical:** discovered through experiments, observations, or personal experiences.
- **Logical:** data, statistics, definitions, academic studies, or hard facts.

Exclamatory Sentence: a sentence that expresses strong feelings and ends with an exclamation point.

Explicit Meaning: meaning that does not require inferring; meaning is stated clearly with no room for confusion or doubt.

F

Fact: something that actually exists; reality; truth.

Fiction: imaginative literary works about invented persons, places, or events.

Figurative Language: writing or speech not meant to be taken literally but used to express ideas in vivid or imaginative ways (e.g., simile, metaphor, personification, imagery, hyperbole, idiom).



Flashback: a scene that interrupts the action of a narrative to show a previous event.

Flat Character: a two-dimensional character who is relatively uncomplicated and does not change throughout the course of a work.

Fluency: the ability to read grade-level text accurately with prosody (expression) and automaticity.

Foreshadowing: hints or clues in a narrative that suggest future events.

G

Genre: a category used to classify fiction, poetry, drama, and nonfiction, usually by form, technique, or content. Fantasy, ode, one-act play, and memoir are all examples of genres.

Gerund: an –ing verb form functioning as a noun.

Grammar: rules of language that govern sentence construction.

Grapheme: a letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., The phoneme /d/ has three graphemes: /d/ as in *dog*, /dd/ as in *add*, and /ed/ as in *filled*.). See also ***The 44 Phonemes of the English Language*** in the Appendix.

Graphic Organizer: a visual tool that helps students organize information.

H

High-Frequency Words: words that occur most often in written English. The majority of these words are regular, or pattern-based. A minority have an irregular or unusual spelling.

Homographs: words that are spelled alike but have different sounds and meanings (e.g., *bow* used with an arrow and *bow* of a ship).

Homonyms: words that are spelled and pronounced the same but have different meanings (e.g., the animal *bear* and the right to *bear* arms).



Homophones: words that are pronounced the same but have different spellings and meanings (e.g., *knew* and *new*).

Hyperbole: an obvious and deliberate exaggeration; an extravagant statement (e.g., We ate our body weight in queso.).

I

Idiom: an expression with a unique meaning that cannot be derived from its literal words (e.g., It's raining cats and dogs.).

Imagery: descriptive words or phrases that appeal to the senses.

Imperative Mood: a verb form used to give a command (e.g., Keep gloves on at all times while handling chemicals in the lab.).

Imperative Sentence: a sentence that gives a command, makes a request, or expresses a wish and ends with a period.

Implicit meaning: meaning that often requires inferring; meaning is not plainly expressed.

Indicative Mood: a verb form used to state a fact or ask a question (e.g., Science lab rules keep students safe.).

Infer: to make a reasonable assumption about meaning that is not explicitly stated in a text.

Infinitive: the word *to* followed by a verb. Infinitive phrases can function as adjectives, adverbs, or nouns.

Inflectional Endings: a suffix that does not change the part of speech of the base word and expresses plurality when added to a noun (-s, -es), tense when added to a verb (-ing, -ed), and comparison when added to an adjective and some adverbs (-er, -est).

Informational: nonfiction text that contains facts and information.

Informative Writing: writing that shares facts and details in order to explain.

In Media Res: a story that bypasses exposition and begins with plot already unfolding. This Latin phrase can translate to “in the midst of things.”

Interrogative Sentence: a sentence that asks a question and ends with a question mark.



Interactive Read-Alouds: a whole-group instructional context in which the teacher reads a selected text aloud to the whole class, occasionally and selectively pausing for conversation.

Interjection: a word or phrase that expresses emotion and often stands alone in a sentence (e.g., *wow, yes, well, please, yuck*).

Interrogative Mood: a verb form used to ask a question (e.g., *Did you keep your safety goggles on?*).

Interrogative Sentence: a sentence that asks a question and ends in a question mark.

Irony: a contrast between expectation and reality.

- **Dramatic Irony:** the audience knowing something that a character does not.
- **Situational Irony:** an event that occurs in stark contrast to the expectation.
- **Verbal Irony:** the use of words to express something other than, and especially the opposite of, the literal meaning.

Irregular Words: words that do not follow the principles that govern spelling.

L

Letter-Sound Correspondence: the matching of an oral sound to its corresponding letter or group of letters.

Logical Fallacy: an error or flaw in reasoning whether intentional or unintentional (e.g., slippery slope, loaded question, *ad hominem*).

Logos: in rhetoric, the facts and reasoning used by the speaker to strengthen an argument.

- **Deductive Reasoning:** testing an existing theory against various scenarios and hypotheses, resulting in a guaranteed conclusion.
- **Inductive Reasoning:** developing a theory by using specific observations, resulting in a likely conclusion.

M

Main Idea: the central thought or premise of a passage.

Mechanics: the rules of written language, such as capitalization, punctuation, and spelling.



Mentor Texts: final drafts of writing by authors, teachers, and current or former students that can be studied to discover craft moves and other writing traits.

Metaphor: a symbolic comparison of two unlike objects or ideas.

Mode: the method and style used in written communication (i.e., narrative, informative, opinion/argumentative).

Modifier: a word (usually an adjective or adverb, but can be a different part of speech, phrase, or clause) that clarifies, qualifies, changes, or limits another word, phrase, or clause.

- **Dangling Modifier:** a word or phrase that modifies a word not clearly stated in the sentence. Unlike a misplaced modifier, a dangling modifier cannot be corrected by simply moving it to a different place in a sentence.
- **Misplaced Modifier:** a word or phrase incorrectly placed in a sentence that modifies a different word than the one it is intended to modify.

Mood: the atmosphere or predominant emotion in a literary work.

Morpheme: the smallest meaningful unit of language (e.g., *fast* has one morpheme; *fastest* has two morphemes).

Morphology: the study and description of how words are formed from prefixes, roots, and suffixes (e.g., *misspelling* = mis + *spell* + ing), and how words are related to each other.

Multimodal Content: content using more than one mode (i.e., alphabetic, aural, visual, spatial and/or gestural) to convey meaning. See also **Multimodal Literacies Overview** and **Multimodal Literacies Examples** in the Appendix.

Multiple-Meaning Words: words that are spelled the same but pronounced differently [(i.e., **homographs**)(e.g., *bow* and arrow, *bow* of a ship)], pronounced the same but have different meanings [(i.e., **homophones**)(e.g., *cell*, *sell*)], or spelled and pronounced the same but have different meanings [(i.e., **homonyms**)(e.g., *pen* as in a writing utensil and a fence for a pig)].

N

Narrative Writing: writing that tells a story and is often anecdotal, experiential, and personal.



Nonfiction: factual text that may be presented with detailed descriptions or examples; organization follows a logical pattern and may include graphics, charts, captions, etc.

Nonverbal Cues: a speaker's intonation, pauses, facial expressions, eye contact, gestures, and/or body language that listeners can use to determine a speaker's message, argument, and credibility.

Noun: a word that names a person, place, thing, or idea.

- **Abstract noun:** a noun that represents a feeling, idea, or quality (e.g., *hope, love, peace*).
- **Common noun:** the general name of a person, place, thing, or idea, which is in lowercase (e.g., *teacher, school, citizen*).
- **Concrete Noun:** a noun that can be identified through one of the five senses of taste, touch, sight, hearing, or smell (e.g., *apple, ball, telephone*).
- **Irregular Possessive Noun:** a noun that changes its spelling in its plural form and adds an apostrophe and the letter "s" to the end of the word (e.g., *children's*).
- **Singular Possessive Noun:** when one person, place, or thing has ownership of something else (e.g., *child's*).
- **Plural Possessive Noun:** when two or more people, places, or things have ownership of something else (e.g., *parents'*).
- **Proper Noun:** the specific name of a particular person, place, or thing, which is capitalized (e.g., *Mrs. Smith, Riverdale Elementary, American*).

O

Object: the person or thing that receives the action of the verb.

Onomatopoeia: words that mimic the sounds they describe.

Onset: all of the sounds in a syllable that come before the first vowel (e.g., sh- in *shout*). See also **Rime**.

Op-ed: short for "opposite the editorial page," this form of commentary is focused on a specific topic or moment in time with the author's unique take and style.



Open Syllable: a syllable containing a single vowel not followed by a consonant; the vowel sound is long (e.g., do- in *donut*).

Opinion: a view or judgment about a topic, supported by reasoning and examples.

Opinion Writing: writing that clearly states a view or judgment about a topic, supported by reasoning and examples.

P

Parallel Structure: use of the same pattern of words, phrases, or clauses to show equal importance (e.g., “Wesley likes fishing, hiking, and dancing” is parallel, but “Wesley likes fishing, hiking, and to dance” is not parallel.).

Paraphrase: to rephrase a passage of text in one’s own words while maintaining the original meaning.

Parenthetical Elements: information that is non-essential to the meaning of the sentence (e.g. examples, clarification, an aside).

Participle: a verb form functioning as an adjective.

Passive Voice: in a sentence using the passive voice, the object or goal of the action functions as the sentence subject and the main verb phrase includes the verb *to be* and the past participle.

Pathos: in rhetoric, the aspects of a speaker’s argument that rely on anecdotes, stories, and examples to tug at the reader’s or listener’s emotions.

Personification: the bestowing of human qualities on animals, ideas, or things (e.g., In *The House on Mango Street*, Esperanza describes her house as having “windows so small you’d think they were holding their breath.”).

Perspective: a special vantage point of an individual or group, often informed by experiences and feelings.

Phoneme: a speech sound that combines with others in a language system to make words (e.g., The three phonemes /d/, /ɔ/, and /g/ form the word *dog*.) See also ***The 44 Phonemes of the English Language*** in the Appendix.

Phoneme-Grapheme Mapping: a physical way to represent the relationship between phonemes and graphemes.



Phonemic Awareness: the ability to notice or manipulate the individual phonemes (sounds) in words and understand that sounds in spoken language work together to make words.

Phonetically-Regular Words: words that consist of letters that are represented by their most common sounds.

Phonics: the study of the relationships between letters and the sounds they represent.

Phonological Awareness: the conscious awareness of *all* levels of the speech-sound system, including syllables, onset-rime units, and phonemes.

Phrase: a group of words that do not contain both a subject and a verb.

Plagiarism: to use a person or source's words or ideas without giving credit or obtaining permission.

Plot: the sequence of events or actions in a literary text.

Plot Structure: the arrangement of events in a narrative work.

Poetry: lines of verse featuring aspects of literary elements and devices such as rhythm, rhyme, and figurative language; U.S. Poet Laureate Billy Collins claims, "A good poem begins in Kansas and ends in Oz."

Point of View: the way in which an author reveals a viewpoint or perspective through characters, ideas, events, and/or narration.

- **First person:** the narrator uses first-person pronouns such as *I*, *me*, and *my* to tell the story.
- **Second person:** the narrator uses second-person pronouns such as *you*, *your*, and *yours* to tell the story.
- **Third-person limited:** the narrator uses third-person pronouns such as *they*, *she*, and *he* to tell the story from one character's perspective.
- **Third-person omniscient:** the narrator uses third-person pronouns such as *they*, *she*, and *he* to tell the story from two or more characters' perspectives.

Predicate: expresses the action or being of the subject in the sentence.

- **Complete Predicate:** the predicate and its modifiers (e.g., The tornado siren **wails at noon every Saturday**).
- **Simple Predicate:** the predicate without any of its modifiers (e.g., The tornado siren **wails** at noon every Saturday).



Prefix: a morpheme that precedes a root and that contributes to or modifies the meaning of a word.

Preposition: a word or phrase linked to a noun or verb to describe direction or condition

- **Prepositional Phrase:** a group of words that contains a preposition and its object, linked to a noun or verb to describe direction or condition.

Primary Source: a firsthand account of an event or a time period written or created during that time period (e.g., *Diary of Anne Frank*, Dorothea Lange's photographs, newspaper article about Hurricane Katrina).

Print Concepts: the ability of a child to know and recognize the ways in which print works for the purposes of reading.

Prior Knowledge: refers to schema, the knowledge and experience that readers bring to a text.

Problem/Solution: a text structure in which the main ideas are organized into two parts: a problem and then a solution that responds to the problem.

Pronoun: a word that takes the place of a noun.

- **Demonstrative pronoun:** *this, that, these, those*. Points out a person, place, thing, or idea.
- **Intensive pronoun:** a pronoun that ends in –self or –selves and places emphasis on its antecedent.
- **Personal pronoun:** refers to who is speaking, being spoken to, or spoken about.
- **Possessive pronoun:** a pronoun that shows possession and defines who owns a particular object (e.g., *mine, yours, hers, theirs*).
- **Reflexive pronoun:** a pronoun that refers back to the subject of a sentence, clause, or phrase. It is formed by adding –self or –selves to a personal pronoun.

Protagonist: the central character of a literary work.



Q

Quote: to copy the exact words from a source, set off in quotation marks.

Quotation marks: punctuation marks that are used in writing to show where speech or a quotation begins and ends.

R

R-Controlled Vowels: the modified vowel sound immediately preceding /r/ in the same syllable (e.g., *car, bear, cheer, for, heard*).

Rate: the speed at which a person reads.

Reading Process: a reader being involved with the text before (setting a purpose for reading), during (reading, monitoring comprehension, investigating terms they do not understand), and after (referring back to the text to strengthen understanding, answering questions, engaging in discussions, and completing projects) reading.

Recursive: moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. See also *Reading Process* and *Writing Process*.

Relevance: the information directly supports the student's topic.

Reliability: the trustworthiness of information, determined by factors such as the author's credibility, the publisher, the date of publication, and the type of publication.

Rhetorical Analysis: an evaluation of a text that assesses the rhetorical and stylistic choices the speaker made to determine the strengths and weaknesses of the writer's message.

Rhyme: words that have the same ending sound.

Rime: a vowel plus what follows in a syllable (e.g., -out in *shout*). See also *Onset*.

Root: a bound morpheme, usually of Latin or Greek origin, that cannot stand alone but is used to form a family of words with related meanings (e.g., *struct, logy*).



Round Character: a character in a story who is complex and multifaceted enough to be believable for the reader.

S

Schwa: the sound that a vowel makes in an unaccented syllable (e.g., the first syllable in *balloon*).

Secondary Source: an interpretation or analysis of a primary source (e.g., a book about diaries kept during the Holocaust, a book about Great Depression photography, an op-ed from a later date about how New Orleans handled the Hurricane Katrina aftermath).

Segmenting: to separate individual phonemes, or sounds, of a word into discrete units (e.g., *flat* = /f/ /l/ /a/ /t/).

Semantics: the study of word and phrase meanings and relationships.

Sentence Stems: a word or phrase that begins a sentence and helps writers or speakers organize their thoughts.

Sequential Structure: a text structure in which ideas are grouped on the basis of order or time.

Setting: the time and place in which events in a literary text take place.

Shared Reading: an interactive reading experience where students join in with the reading of the text while being guided and supported by the teacher.

Shared Writing: an interactive writing experience where students create writing with the guidance and support of the teacher.

Sight-Word Vocabulary: a student's pool of words that are instantly and effortlessly recognized from memory, regardless of whether they are phonetically regular or irregular.

Simile: a comparison of two things that are unlike, usually using the words *like* or *as*.

Simple Sentence: a sentence that contains one independent clause.

Static Character: a literary or dramatic character who undergoes little or no inner change; a character who does not grow or develop.



Stem: a word with all of its inflectional endings removed.

Structural Analysis: a procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts.

Style: a writer's distinct usage of diction, syntax, and mechanics.

Subject: the person, place, or thing that is performing the action of the sentence; the what or whom the sentence is about.

- **Complete Subject:** the subject and its modifiers (e.g., **The tornado siren** wails at noon every Saturday.).
- **Simple Subject:** the subject without any of its modifiers (e.g., The tornado **siren** wails at noon every Saturday.).

Subjective mood: a verb form used to express a request, hypothetical, or wish (e.g., If you were to keep this mixture overnight, it would become solid.).

Subordinate Character: a character who plays an important role in a story but is not the protagonist or antagonist.

Suffix: a morpheme added to the end of root or base word that contributes to or modifies the meaning of a word.

Summarize: to reduce large selections of text to the base essentials, including only the key ideas or main points worth noting.

Supporting Details: evidence that explains or backs up a main idea using reasons, examples, facts, or steps.

Syllabication: the division of words into syllables, either in speech or in writing.

Syllable: a unit of pronunciation that is organized around a vowel sound; it may or may not have consonants before or after the vowel.

Symbol: an object, person, place, or action that has both a meaning in itself and also stands for something larger than itself, such as a quality, attitude, belief, or value.

Synonyms: words that have the same meaning.

Syntax: the arrangement of words and order of grammatical elements in a sentence.



Synthesize: to merge ideas from multiple texts and schema to create original insights, perspectives, or understandings. See also *Prior Knowledge*.

T

Text Structure: the way authors organize information in a text

Theme: the central, implied meaning(s) of a literary work.

Thesis: the guiding, arguable claim an essay attempts to prove through evidence and reasoning. See also *Claim*.

Tone: a writer or speaker's attitude toward a subject, character, or audience conveyed through the choice of words and detail.

Topic: the subject of an entire paragraph or text selection.

U

Unreliable Narrator: an untrustworthy narrator whose attitudes and emotions distort the story.

Usage: a culture's accepted and expected word choice and mechanics, which can change over time. Organizations and style guides sometimes have different usage rules about the same topic such as singular *they* or the Oxford comma.

V

Validity: the accuracy of information.

Verb: a word that expresses action or state of being.

- **Action verb:** a verb that expresses physical or mental action of the subject.
- **Helping verb:** a verb used with the main verb to tell what happens or what exists.
- **Irregular Verb:** a verb in which the past tense is not formed by adding the usual -ed ending (e.g., *sing/sang, feel/felt, go/went*).



- **Linking verb:** *am, is, are, was, were, be, being, been*. These words are used to link the subject to some other word in the sentence that describes, identifies, or gives more information about it.
- **Past Participle Verb:** a past tense verb that usually has a helping verb preceding it (e.g., *have purchased*).

Verb Tense: a form of a verb that describes when the action in a sentence takes place (i.e., past, present, future).

Verbal: a form of a verb or verb phrase that functions as other parts of speech (i.e., gerund, participle, and infinitive).

Verbal cues: words and phrases that speakers use to add emphasis, clarify organization, make connections, and create ethos, which listeners can use to determine a speaker's message, argument, and/or credibility.

Voice: the distinctive style or manner of expression of a writer or a character.

Vowel Digraph: two vowels together that represent one phoneme or sound (e.g., oa in *boat*).

Vowel Diphthong: vowel combinations having two vowel sounds (e.g., oi as in *boil*, oy as in *boy*).

W

Word Study: the integration of phonics, spelling, and vocabulary instruction. This approach teaches students how to look closely at words to discover the regularities and conventions of English orthography, or spelling.

Writing Modes: the major types of writing—narrative, informative, opinion, and argumentative.

Writing Process: a writer's unique movement between the stages of prewriting, drafting, revising, editing, and/or publishing. See also **Recursive Writing Process** in the Appendix.



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