DCSD 1st Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary		Resources

Language						
L. CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content,* choosing flexibly from an array of strategies.	We will use our reading strategies to understand the meaning of unfamiliar words.		• Strategies		

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L. CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	We will use context clues to help us learn the meaning of an unfamiliar word or phrase.		• Context clue		

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L. CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	We will use parts of words to help us learn the meaning of new words.				

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L. CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	We will identify root words.		• Root word		
L.CC.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5 *With guidance and support from adults*, demonstrate understanding of word relationships and nuances in word meanings.	We will use strong descriptive words to describe places we know.		• Describe • Descriptive words		

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L.CC.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	We will sort words into categories.		• Sort • Categories		
L.CC.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5b Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).	We will define words by categories and describe the words using key attributes.		• Sort • Categories • Attribute		
L.CC.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.K.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).	We will use strong descriptive words to describe places we know.		• Descriptive words		

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	L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	We will identify the differences in related words by defining, choosing, or acting out their meanings		• Related		

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L.CC.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to or expression.	L.1.6 Use words and phrases acquired through conversation, reading and being read to, and responding to text, including frequently occurring conjunctions to signal simple relationships (e.g., *because*).	We will respond orally and/or in writing to texts we have listened to or read, using the word *because*. (Example: The little pig's house did not blow down because it was made of bricks.)		• Because		

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Reading Foundational Skills

	Common Core Standard(s)	Student Outcomes	Pacing	Key Vocabulary	Projects/Activities	Resources
	RF.1.1a Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).	We will recognize a sentence by noticing the first letter is capitalized and the sentence has ending punctuation.		• Capital letter • Ending punctuation • First • Last • Identify • sentence		
	RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	When we listen to words we can identify long and short vowel sounds.		• different • long • recognize • short • vowel		Break and Make Picture Slide Phoneme Split and Say Treasure Chest Game
	RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends	We will listen to sounds and blend them to make words.		• blend • order-sequence • final/last • identify • initial/first • medial/middle		Phoneme Feud Phoneme Hopscotch Phoneme Swap What's Left?

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	RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	We will listen to a word and say the beginning, middle OR ending sound.		• each/individual • medial/middle • order/sequence • segment		Break and Make Phoneme Challenge Phoneme Game Phoneme Split and Say Treasure Chest Game Beginning Sounds Lesson A Hunting We Will Go Words Their Way
	RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	We will listen to a word and say each sound we hear.		• blend • consonant • digraph • long vowel • pattern • phonics • short vowel • sound(s) • syllable • word		Break and Make Phoneme Challenge Phoneme Game Phoneme Split and Say Treasure Chest Game Beginning Sounds Lesson A Hunting We Will Go Words Their Way
	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words..	.	The DCSD Spelling Continuum supports 3a, 3b, and 3c			

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	RF.1.3a Know the spelling-sound correspondence for common consonant digraphs.	We will sound out words with consonant digraphs. .		• Consonant(s) • Digraph(s) • Sound • Together/pair/ combine •		Digraph Delight Digraph a Word Word Maker Words Their Way
	RF.1.3b Decode regularly spelled one-syllable words.	We will sound out short vowel words.		• Blend • Consonant(s) • Long vowel • Patterns • Short vowel • sounds •		Vowel Stars Word Family Zoom Word Roll-A-Rama Words Their Way
	RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.	We will sound out long vowel words using final-e pattern.		• final –e • spelling patterns • vowel team (e.g. ea, e_e, igh)		Fishing for Vowel Digraphs Same But Different Say and Write Letters Silent "e" Changes Vowel Digraph Baseball Vowel Slide Words Their Way

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	RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	We will identify (e.g., clap, say, sort) syllables in words.		• Syllable • Vowel pattern • Vowel sound		Compound Concentration Syllable Closed Sort Words Their Way
	RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	We will read words by breaking them into syllables.		• Closed syllable • Consonant • Open syllable • Vowel team • C –le • V –r (r controlled) • V-C-e ("silent "e") •		Picture It In Syllables Syllable Scoops Syllable Snake Syllables, Words and Pictures Words Their Way
	RF.1.3f Reads words with inflectional endings	We will read words with suffixes.		• Inflectional endings • Meaning • Pronounce • Root/base word • Suffix		Inflection Toss Prefix and Suffix Flip Book Words Their Way
	RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	We will read our sight vocabulary words.		• Irregular		High Frequency Word List-Dolch

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	RF.1.4a Read on-level text with purpose and understanding.	We will use our comprehension strategies to understand what we read.		• Determine • Different • Explain • Purpose • Reason • Text		*Go Away Big, Green Monster* Reading with Expression is Fun!
	RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	We will read so it sounds like we are talking. We will read fluently, using expression.		• Adjust • Automaticity • Errors • Expression • Improve • Purpose • Rate		Chunky Passages Fluent Phrasing
	RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	We will use our reading strategies to understand what we read.		• Confirm • Context • Correct • Decode • Improve • Pronunciation • Rereading • Strategy • Understanding •		

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			Reading Informational Text			
R. CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RI.1.1 Ask and answer questions about key details in a text.	We will ask and answer questions about key details in an informational text, through speaking, reading, and/or writing.		• Comprehension • Informational text • Monitor • Recall • Key details		3, 2, 1 Strategy The Great Kapok Tree Reading the Research Sum Summary Response to Literature
R. CCR.2 Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.1.2 Identify the main topic and retell key details of a text.	We will identify the main topic and retell key details of an informational text.		• Key details • Main topic • Retell • Informational Text		The Great Kapok Tree Expository Exploration Keys to the Main Idea Response to Literature

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R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text	RL.1.3 Describe the connection between two individuals, events, ideas, or pieces of information	We will describe the connection between two individuals within an informational text through speaking, reading and/or writing. We will describe the connection between two events within an informational text through speaking, reading and/or writing. We will describe the connection between two ideas within an informational text through speaking, reading and/or writing. We will describe the connection between two pieces of information within an informational text through speaking, reading and/or writing.	Multi-flow Map	• Connection • Events • Ideas • Individuals • Information • Text		Informational Text Study-Video Cause and Effect Match Cause and Effect Organizer Cause and Effect Roll Frog and Toad Informational Study Thank You, Mr. Faulker Lesson Plan Julius, Baby of the World Lesson Plan Character Characteristics Compare a Character Write From the Beginning Response to Literature

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R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	We will ask and answer questions to understand the meaning of words and phrases in a text through speaking, reading, and/or writing.		• Answer • Context clues • Definition • Phrases • Question • Text		

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R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.	RI.1.5 Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	We will use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		• Electronic menus • Facts • Glossaries • Headings • Icons • Table of contents • Text features		Book Look Write From the Beginning-Compare/Contrast
R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI. 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	We will know the difference between the information provided by pictures/illustrations and information provided by words in the text.		• Illustrations • Information • Text		Response to Literature

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R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI. 1.7 Use illustrations and details in a text to describe its key ideas.	We will use illustrations and details in a text to describe its key ideas, through speaking, reading, and/or writing.		• Captions • Details • Drawings • Events • Illustrations • Informational text • Key ideas • Main idea • Photographs • text		Response to Literature
R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well the relevance and sufficiency of the evidence.	RI.1.8 Identify the reasons an author gives to support points in a text.	We will identify the reasons an author gives to support points in a text through speaking, reading, and/or writing.		• Points • Reasons • Support • text		Response to Literature

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R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	We will identify similarities and differences between two texts on the same topic, through speaking, reading, and/or writing.	Double-bubble map	• descriptions • differences • headings • illustrations • informational text • procedures • similarities • text • topic		How Do Pumpkins Grow? Thinking Maps-Compare/Contrast
R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	We will read and comprehend grade-level informational texts.				

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			Reading Literature			
R. CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RL.1.1 Ask and answer questions about key details in a text.	We can listen to a story and decide which parts help us understand a story. We will ask and answer questions about key details in a text, through speaking and/or writing. We will read a story and answer questions about key details in a text, through speaking and/or writing.		• Comprehension • Details • Events • Literary text • Recall • Strategy • Text		Retell Ring Story Grammar Story Elements Response to Literature
R. CCR.2 Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	We will retell the beginning, middle, and ending of a story using key details, through speaking and/or writing. We will identify the lesson or author's message from a story.	Introduce RL.1.3 before this standard.	• Detail • Lesson • Message • Purpose • Retell • Identify • Story		Main Idea Lesson Plan Part 1 Main Idea Lesson Plan Part 2 Main Idea Lesson Plan Part 3 Story Element Sort Response to Literature

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R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text	RL.1.3 Describe characters, settings, and major events in a story, using key details.	We will identify and describe characters in a story through speaking, reading, and/or writing. We will identify and describe setting in a story through speaking, reading, and/or writing. We will identify and describe major events in a story through speaking, reading, and/or writing.		• Describe • Identify • Interactions • Key details • Traits • Character • Setting • Major Events • Story		*Thank You, Mr. Faulker* Lesson Plan *Julius, Baby of the World* Lesson Plan Character Characteristics Compare a Character *Write From the Beginning* Response to Literature
R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	We will identify "feeling" words and phrases in stories, poems, and songs through listening, speaking , reading and writing.		• Attitudes • Emotions • Feelings • Phrases • Senses • Sensory words • Poem • Poetry • Rhyme		Collection of Poetry List-Group-Label video Shape Poems Reading Repair Show-U-Know Close Reading Poem 1 Close Reading Poem 2 Close Reading Poem 3 Response to Literature

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R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	We will analyze and explain the differences between fiction texts and informational texts.		• Fiction • Glossary • Heading • Imaginary • Informational text • Non-fiction • Story • Table of Contents • Analyze • Text		Book Sorting Activity Animal Study: Facts from Fiction Fact or Fiction Sort Fiction or Non-Fiction Review Starfall – Students can listen to a variety of fiction and nonfiction texts.
R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL. 1.6 Identify who is telling the story at various points in a text.	We will identify who is telling the story at different points in a text through speaking, reading and/or writing.		• Character • Narrator • Text		Response to Literature

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R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL. 1.7 Use illustrations and details in a story to describe its characters, setting or events.	We will describe characters, setting, and/or events in a story using illustrations and details from the text.		• Characters • Details • Events • Illustration • setting • text		Response to Literature
R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	We will compare and contrast the adventures and experiences of characters in stories through speaking, reading and writing.		• Adventures • Actions • Characters • Compare/ contrast • Events • Experiences		Compare-A-Story Character Compare Response to Literature

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R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	We will read and comprehend grade-level literary texts.		• Characters • Compare/ contrast • Figurative language • Key details • Prose/poetry • settings		"The Challenge of Challenging Text" Teaching Poetry to Teach Reading Precise Predictions Question Quest Read and Ask

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			Writing			
W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	We will write an opinion piece that includes an introduction, body, and closing.	*Please Note: The first half of first grade (through January) is devoted to teaching the 5 Developmental Levels of Observational Writing from WFTB. All 3 types of writing: opinion, narrative, and informational must be assessed during the last half of the year.	• Closure • Evidence • Fact justification • Opinion • Preference • Reason • Topic	*L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* L.1.1a Print all upper- and lowercase letters. L.1.1b Use common, proper, and possessive nouns. L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). L.1.1d Use personal, possessive, and indefinite pronouns (e.g*., I, me, my; they, them, their; anyone, everything*). L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. *L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	Write From the Beginning-"Tell Why" Writing Response to Literature

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W. CCR.2 Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.1.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	We will write an explanatory/information piece that includes an introduction, facts to support the topic, and a sense of closure.	*Please Note: The first half of first grade (through January) is devoted to teaching the 5 Developmental Levels of Observational Writing from WFTB. All 3 types of writing: opinion, narrative, and informational must be assessed during the last half of the year. Informative/ Explanatory writing should be taught immediately following or in conjunction with Level 4.	• Closure • Detail • Explanatory text • Fact • Informative text • Topic	*L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* L.1.1g Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. *L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* L.1.2a Capitalize dates and names of people. L.1.2b Use end punctuation for sentences. L.1.2c Use commas in dates and to separate single words in a series. L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	Lesson Using Picture Book Write From the Beginning- Writing to Inform

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W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	We will write a personal narrative, with sequenced events, supporting details, transition words, and a closing.	*Please Note: The first half of first grade (through January) is devoted to teaching the 5 Developmental Levels of Observational Writing from WFTB. During this period teachers should be modeling all 3 types of writing: opinion, narrative, and informational. All three types of writing must be assessed during the last half of the year.	• Closure • Details • Event order • Narrative • Sequenced events • Transitions • Temporal words	L.1.1e Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home).* L.1.1f Use frequently occurring adjectives. L.1.1h Use determiners (e.g., articles, demonstratives). L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Write From the Beginning

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College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA- Writing and Language Crosswalk	Resources
W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	We will listen to suggestions from our friends to edit our work and improve our writing.	On-going throughout the year.	• Clarify • Details • Peers • Refine • Revision • Suggestions • Topic	L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. *L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.* L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic)* by defining or choosing them or by acting out the meanings.	Whole Class Revising
W.CCR.1.6 Use technology including the Internet, to produce and publish writing and to interact and collaborate with others.	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	We will use technology to produce, edit, and publish writing.	On-going throughout the year.	• Collaboration • Digital tools (e.g. digital photography, clip art, blogging, Internet, texting, multimedia movies, word processing, etc.) • Interact	L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	

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W.CCR.1.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.1.7 Participate in shared research and writing projects (e.g. explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).		On-going throughout the year.	• Information • Project • Record • Relevant • Research • Sequence of instructions • Topic	L.1.1i Use frequently occurring prepositions (e.g., *during, beyond, toward*). L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	DCSD Spelling Continuum Write From the Beginning

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W.CCR.1.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		On-going throughout the year.	• Answer • Determine • Gather • Past experience • Question • Relevant • Source of information	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	Question and Answer Books

Glossary of Writing Terms

academic language—vocabulary and phrasing used in textbooks, in classrooms, and on tests; a way of saying or writing something using different words and structure from everyday spoken English

alternate claim—different view of an issue or topic; ideas or opinions that differ

ambiguous—something that is unclear, confusing, or can be understood in more than one way

analyze—to examine carefully and in detail to identify causes, key factors, possible results, etc.; to study something closely

argumentative writing— a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid; using persuasive strategies to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem

appeals to emotion—manipulating the emotions, rather than the reason or logic, of an audience in order to convince readers of a point of view or a course of action

audience awareness—the degree to which the writer understands the intended readers of the work, and their particular characteristics and needs

audience—the intended readers of a particular piece of writing

balance—the arrangement of words, phrases, or ideas so that two or more concepts or sections are given equal emphasis

citation—reference to a published or unpublished source with name, date, and/or page; to mention something as an example, especially one that supports, proves, or explains an idea or situation; to give the exact words or ideas of something that has been written; direct quotation, summarizing, paraphrasing, mentioning the source briefly, or using the ideas from a source

claim—saying that something is true; the main idea or thesis statement in argumentative writing and is supported by evidence

closure—when an event or problem is brought to an end, or the feeling that something has been completely dealt with; a feeling that something is finished

cohesion—when the ideas or parts of a written piece are connected in a reasonable way and form a united whole

completeness—a sense that all parts, details, facts, etc. are included and nothing is missing; brought to an end

conclusion—the end portion of an essay where the writer supplies a good sense of closure; a creative re-statement of the thesis statement, controlling idea, or theme; a brief review of the main points of the essay

content—the subject or topic covered in a piece of writing (also see ideas)

controlling idea—the main idea or thesis that a writer develops, expressing a definite opinion or attitude about a topic

context— the situation, events, or information that are related to something and help you to understand it; the social or cultural situation in which a written message occurs

conventions—the agreed upon ways to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read

counter claim—the opposite view of an issue or topic; a contradicting idea or opinion

credible sources—relevant journals, books, articles, websites, newspapers, and other places of information that are reliable and trustworthy

detail—a single feature, fact, or piece of information about something

development—the specific details, examples, anecdotes, etc. that are added to a paragraph or essay to develop its main idea(s), reveal the writer's depth of understanding, and offer insight to readers; common patterns of development include narration, description, definition, example, division, classification, comparison and contrast, analogy, cause and effect, and process

dialogue—written conversation between two or more persons; an exchange of ideas and opinions

domain-specific vocabulary—words and phrases specific to a particular field of study, such as the human body

drift in focus—moving away from the purpose or intent; to deviate or vary from the original statement of purpose

edit—to improve the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience

elaborative techniques—using sensory details, facts and statistics, incidents, specific examples, quotations, and charts or graphs to prove the argument and make your writing more interesting

engages reader—attracting and keeping the attention of the audience; the audience is likely to think the writing is interesting; the audience becomes involved in order to better understand

even development—depth and balance in the exploration or examination of the topic (i.e., even development from beginning to middle to end, or even development between main idea and supporting details, or even development between supporting ideas with examples and details)

evidence—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis that can be evaluated by others; anything that makes you believe something is true

extraneous ideas—something that does not belong or is not proper; not pertinent; irrelevant

fact—a piece of information that can be proven true

figurative language—language enriched by word images and figures of speech

flaw—a mistake or a weakness that makes something imperfect

focus—relationship of supporting details to the main idea(s), theme, or unifying point

formatting—the aspects of the physical appearance of written work (i.e., font size, titles, headings, subheadings, citations)

formal style—objective and precise language used in scholarly books and articles, technical reports, and research papers

ideas—the interesting, important, and informative details the writer includes; the main message, the content of the piece, and the main theme, together with all the supporting details; the unusual, the unique, and the bits and pieces that a writer includes

imagery—the use of language to create sensory impressions

informative/explanatory writing—writing that conveys information accurately; this kind of writing serves to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept

insight—the capacity to discern the true nature of a situation; a grasping of the inward or hidden nature of things or of perceiving in an intuitive manner

integrated—combining, organizing, or structuring many ideas or parts that work well together

introduction—the beginning portion of an essay where the writer captures the readers' attention, provides background information about the topic, motivates readers to continue reading and, for more formal essays, contains the thesis statement

irrelevant—something that is not useful or not connected to the topic

logical progression—when the reader can follow the writer's ideas; ordering paragraphs so that there is a meaningful beginning, bridging one paragraph or idea to the next, and ending with a sense of closure

main idea (controlling idea)—the primary topic of a passage, whether explicitly expressed or implied

mode—types of writing generally centered on the writer's purpose, including opinion/argument, informative/descriptive, and narrative in the Common Core Standards

narrative techniques—procedures or methods an author uses to convey an experience (i.e., pacing, description, reflection, narration, dialogue, point of view, foreshadow, flashback)

narrative writing— conveys experience, either real or imaginary, and uses time as its deep structure; can be used for many purposes (to inform, instruct, persuade, or entertain)

obscure meaning—to make it difficult to know or understand; to prevent something from being understood clearly

opening—the beginning or first part (also see introduction)

opinion writing—a developing form of argument where the writer expresses ideas or states what is believed about a subject; providing examples, offering reasons, and explaining cause and effect to extend a belief, attitude, or judgment

opposing claim—the other side of an issue or topic; ideas or opinions that are completely different

organizational structure—a writing pattern that connects ideas, including comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns

organization—the way the writer moves from one idea to the next; information is given to the reader in the right amount and at the right time so that the reader does not lose interest

orients reader—introduce the subject to the audience

pacing—the rate at which main ideas and development are presented in a piece of writing

paraphrase—expressing what others have said or written in a different way; a restatement or rewording

persuasive strategies/techniques—writing methods that appeal to a reader's emotions, ethics, or logics

plagiarism— to steal the ideas and words of another and pass them off as his/her own; using another person's words, ideas, or work as his/her own; an idea, phrase, or story that has been copied from another person's work without stating the source

plot—events that make up a story

precise language—using the right wording; avoiding too many words or unnecessary figurative language

purpose—the reason or reasons a person writes something (to express, to describe, to explore/learn, to entertain, to inform, to explain, to argue, to persuade, to evaluate, to problem solve, or to mediate)

quotation— a sentence or phrase from a book, speech, etc. that is repeated in a piece of writing; to repeat exactly what someone else has said or written

reasoning— a process of thinking carefully about something in order to make a judgment; the explanation for why a claim is made; the links between evidence and claim

reasons—the cause or explanation for something that happens; why someone decides to do something

relevant—directly relating to the subject

response—writing that is stimulated by a question, task, or prompt

sensory detail—specific details relative to sight, sound, smell, touch, and taste working together in harmony to create concrete images and strengthen writing

sentence formation—one of five basic patterns around which most English sentences are built (Subject-Verb, Subject-Verb-Object, Subject-Verb-Adjective, Subject-Verb-Adverb, Subject-Verb-Noun)

sequencing—the arrangement or ordering of ideas and content in a piece of writing, including chronological, hierarchical, developmental, easy to difficult, part to whole, simple to complex, thematic, and whole to part

stance—the attitude on a particular matter; point of view

source—a person, book, or document used largely for information, as in research

structure—the organization of ideas and content within a piece of writing at the sentence, paragraph, or essay level

support—the quality of details and examples either illustrating, explaining, or defending the central theme, idea, or thesis statement

sustained—keeping the controlling or main idea, theme, or focus going throughout the writing; not interrupting or weakening

syntactic variety—having different types of sentences

syntax—the rules of grammar which control the ways words are arranged to form sentences or phrases

thesis statement—a statement that clearly delineates the argument or central idea that will be explored in a piece of writing (also see controlling idea)

tone—the author's attitude toward a topic as reflected in his or her writing

topic—the subject matter with which a writer is working in a particular piece of writing

transitional strategies—methods of connecting sentences, paragraphs, and ideas; words, phrases, clauses, or full sentences that signal relationships; cues that help the reader see the logic of how ideas fit together

transitions—words, terms, phrases, and sentence variations used to arrange and signal movement of ideas (i.e., next, and then, in the end, another reason, after that we went, on the other hand)

uneven—not regular or constant; not uniform or varying in number or quality

unity—combining or ordering parts of writing so that it has an undivided effect; singleness of effect or symmetry and consistency of style

usage—the way words are used in a language (see also syntax)

word choice—the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader; to use everyday words well