

Read With Me

Literacy Program 2 Parent Manual



A program for parents and students
created to enhance early literacy skills



Session 1

Review of Blending and Segmenting 3 – 5 Phonemes

Objective: The objective of this session is to introduce activities that help children break words apart into individual sounds and blend individual sounds together.

Why is this important?

Children need to be able to break words down into individual sounds (phonemes) and blend sounds together to build fluency. Children being proficient in this skill will lead to greater comprehension skills.



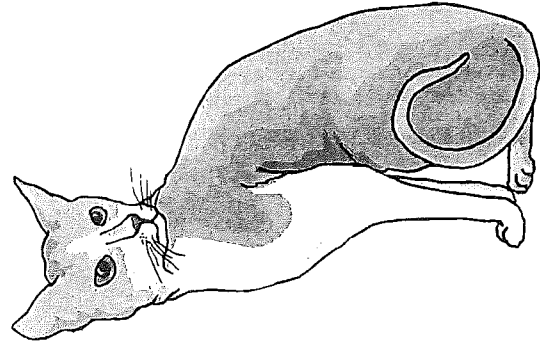
Step It Up:

- Practice Kindergarten and 1st grade sight words (introduce new words 1 or 2 at a time when your child has mastered previous sight words)
- Choose "good fit" books to enhance fluency.
- Begin asking your child questions about the story to develop comprehension skills (see Session 2 materials for a list of possible questions).
- When your child comes across an unfamiliar word, encourage them to blend it independently.
- Continue to read to your child nightly.

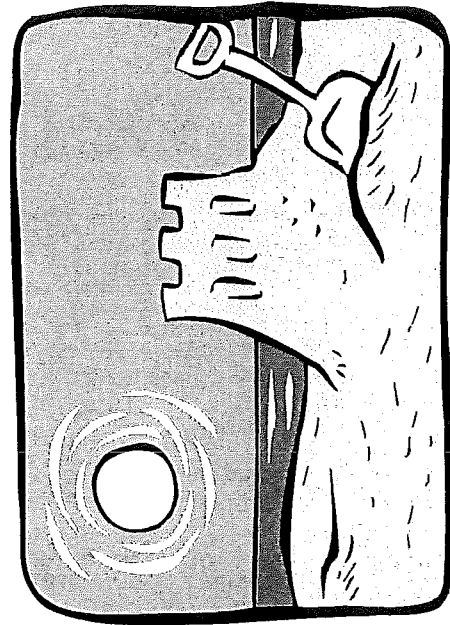




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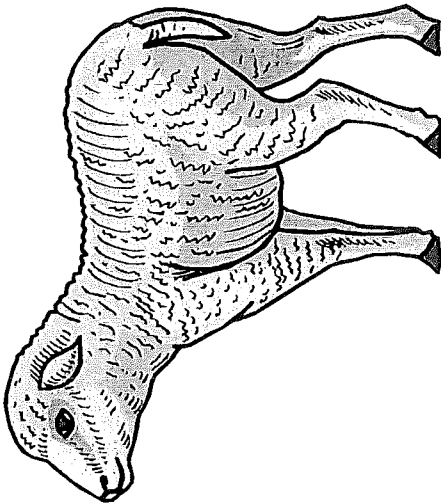
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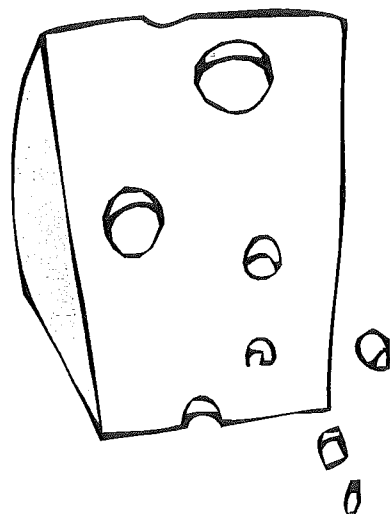
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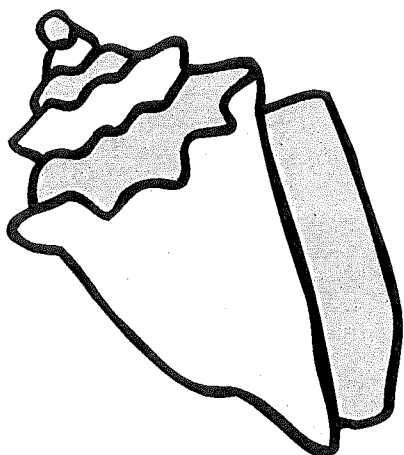
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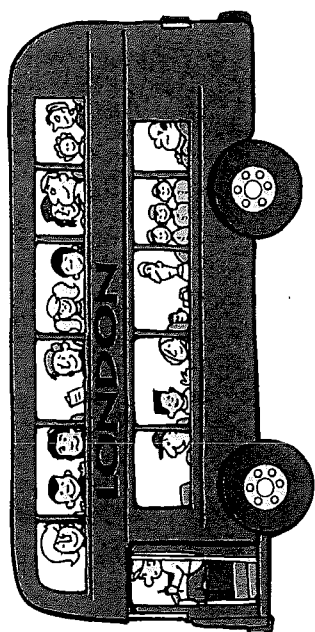
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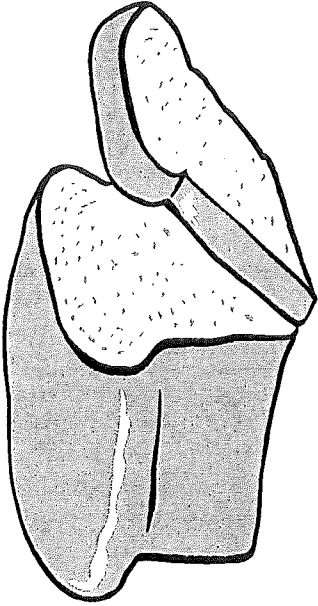
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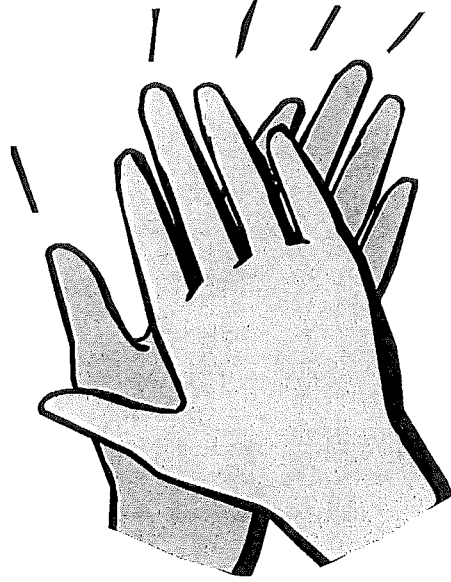
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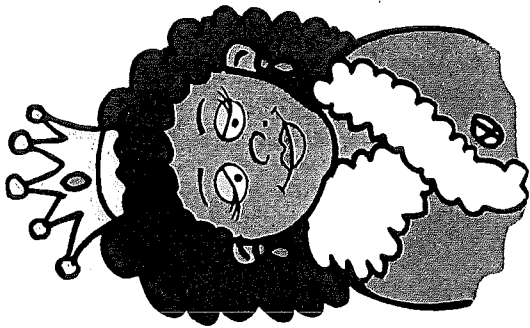
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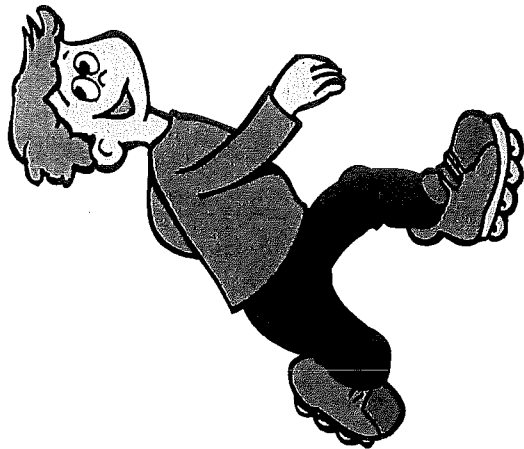
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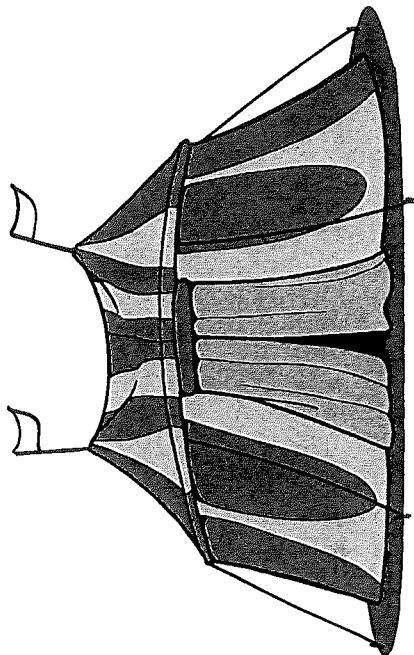
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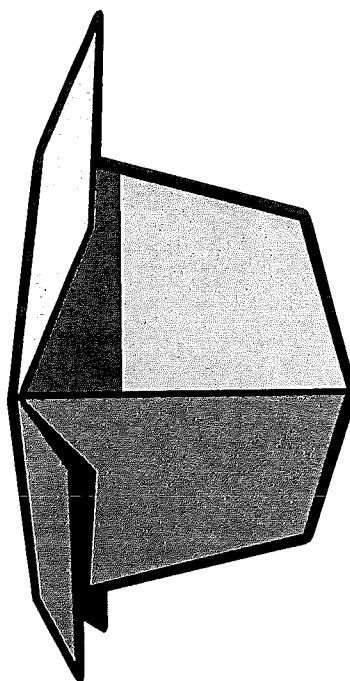
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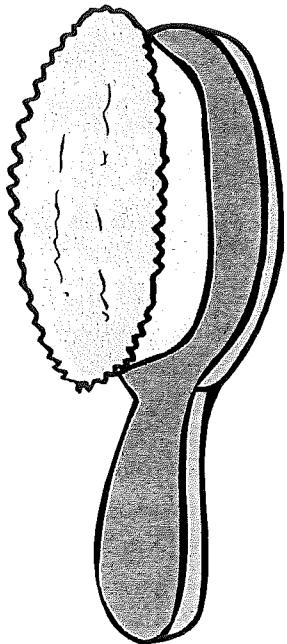
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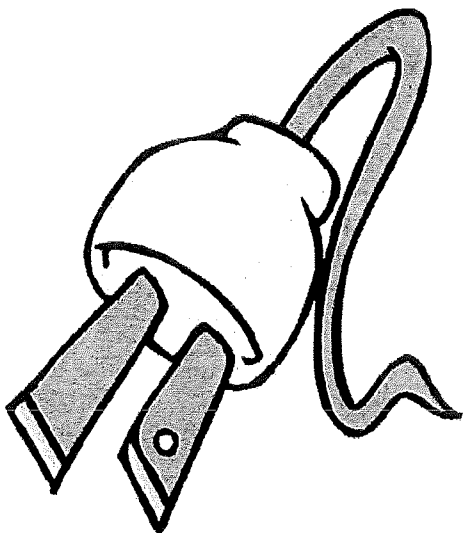
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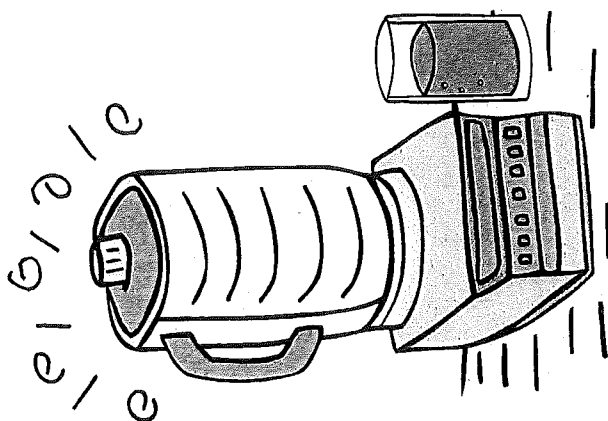
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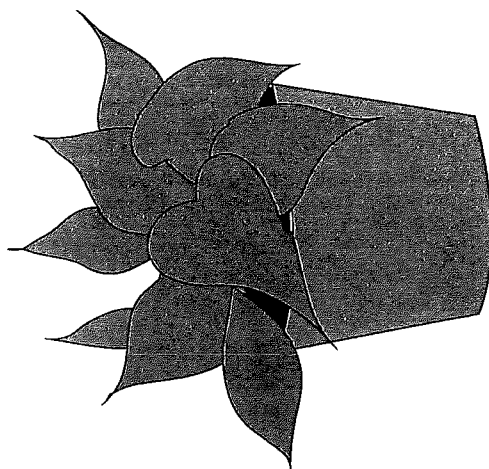
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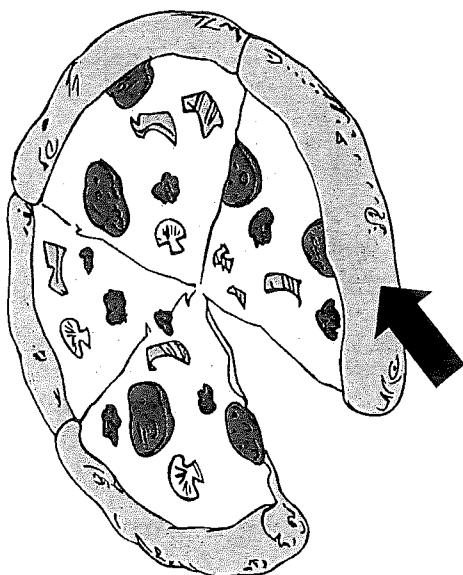
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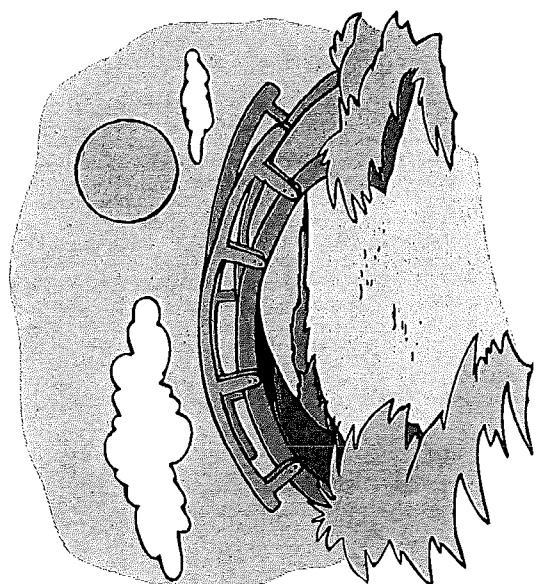
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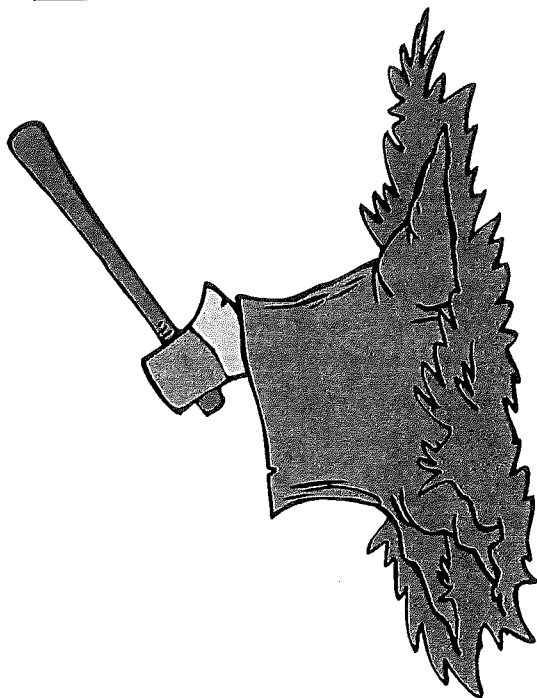
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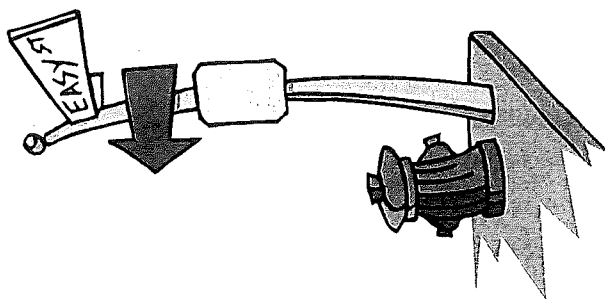
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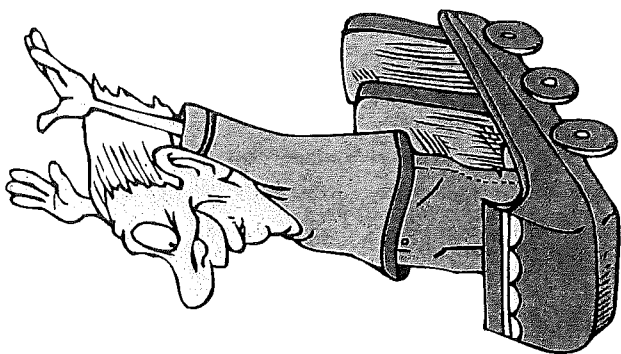
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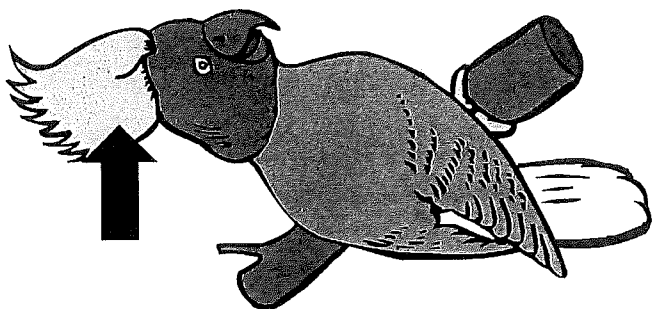
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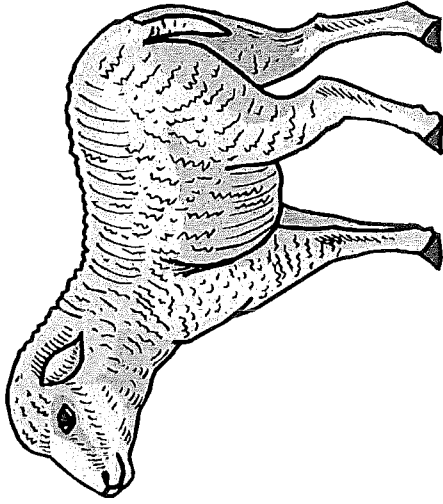


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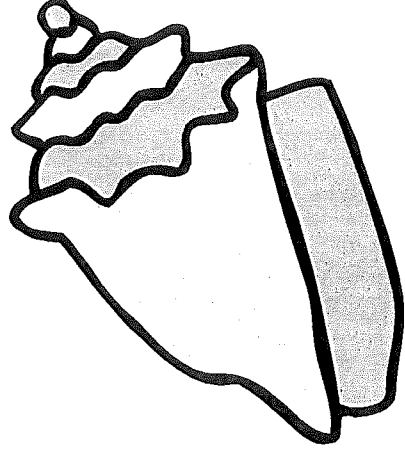
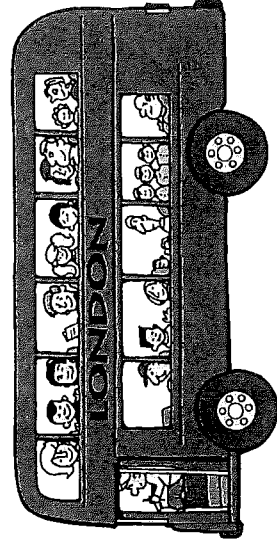
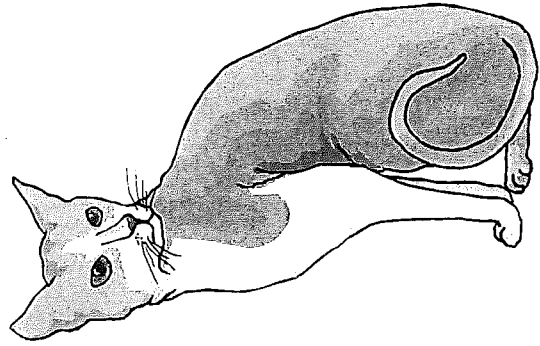
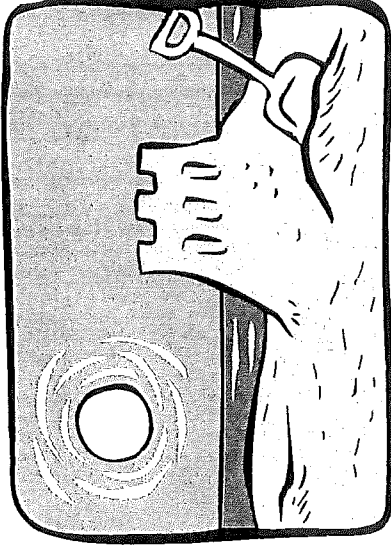


3 F 5





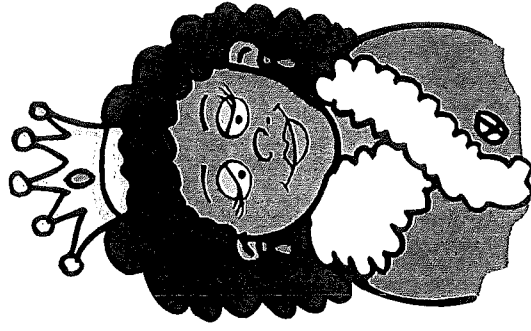
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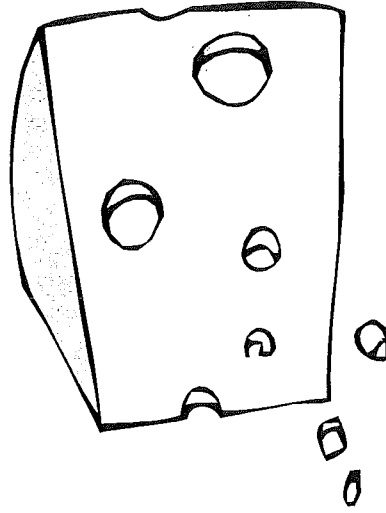
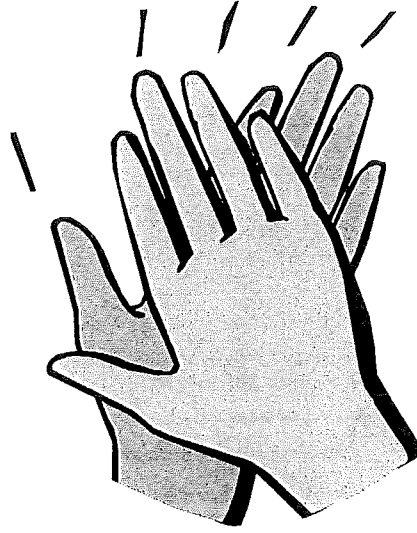
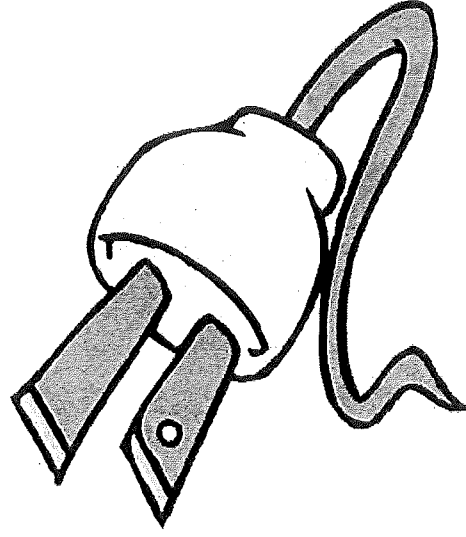
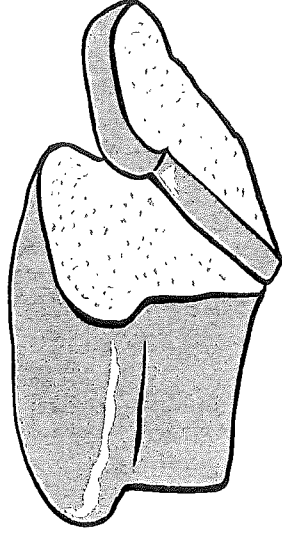
3 sounds cards

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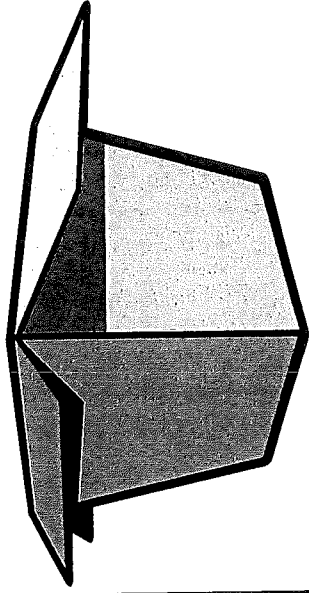
4 sounds cards



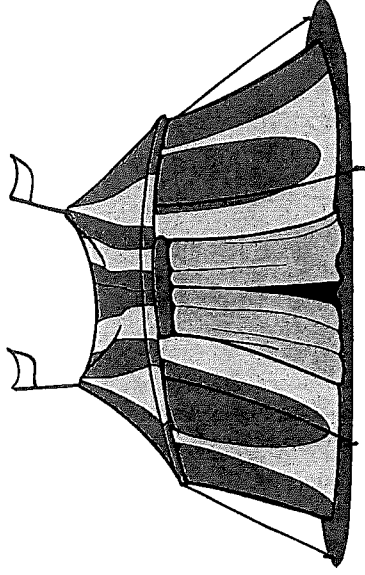
4 sounds cards



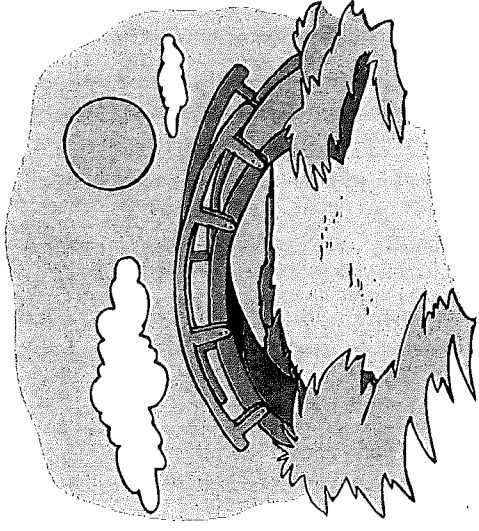
4 sounds cards ↓



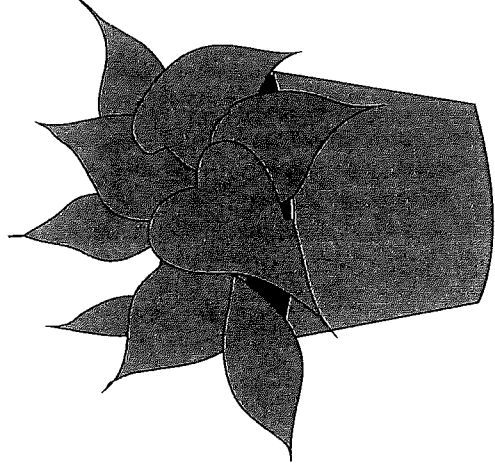
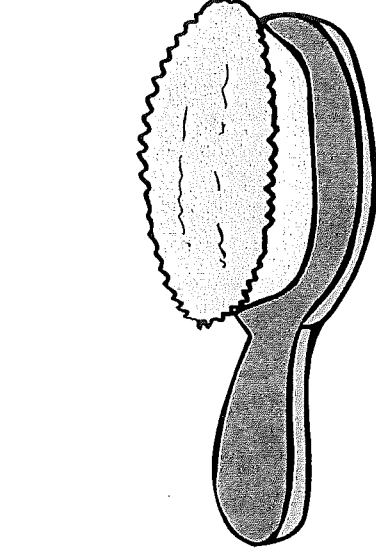
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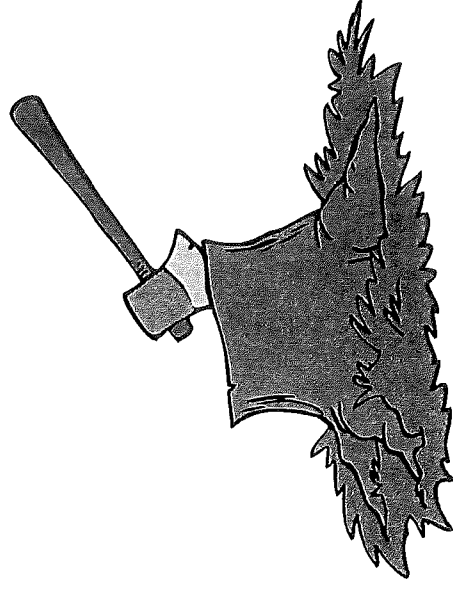
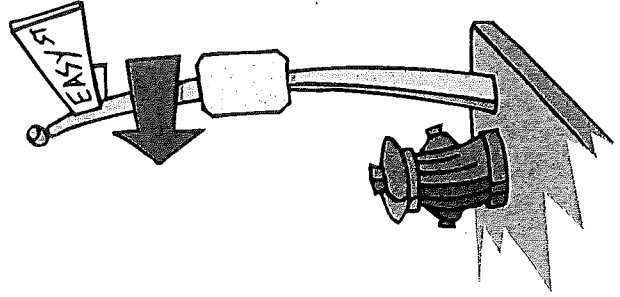
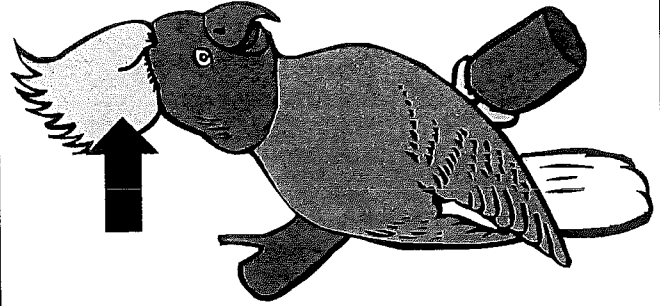
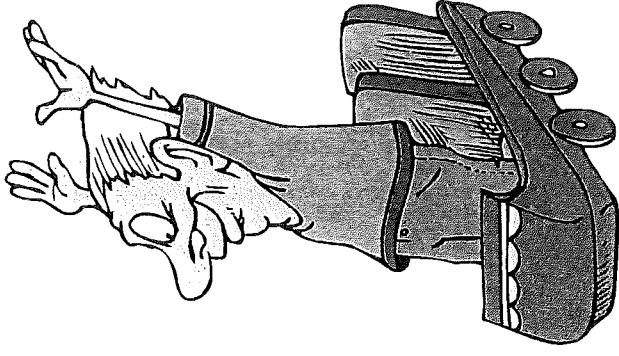
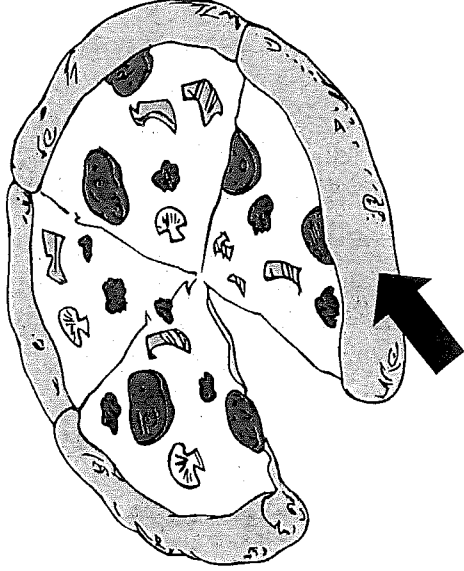
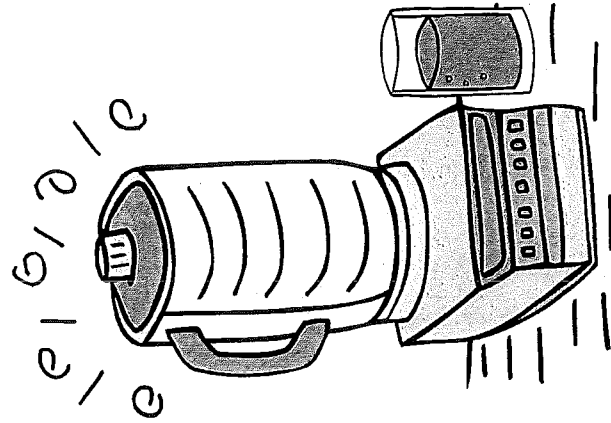


5 sounds cards ↓



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CVC Word Lists

Short 'a' CVC words

-ab	-ad	-ag	-am	-an	-ap	-at	
cab	bad	bag	dam	ban	cap	bat	sat
dab	dad	gag	ham	can	gap	cat	chat
jab	had	lag	jam	Dan	lap	fat	flat
lab	lad	nag	Pam	fan	map	hat	brat
tab	pad	rag	ram	man	nap	mat	rat
grab	sad	sag	Sam	pan	rap	pat	
slab	tad	tag	tram	ran	sap		
	glad	wag	gram	tan	tap		
		flag	clam	van	trap		
			slam	plan	flap		

Short 'e' CVC words

-ed		-eg	-en	-et	
bed	wed	beg	den	bet	pet
fed	sled	leg	hen	get	set
led	fled	peg	men	jet	vet
red			pen	let	wet
			ten	met	yet
			Ben	net	

Short 'i' CVC words

-ib	-id	-ig	-im	-in	-ip		-it
bib	bid	big	dim	bin	dip	flip	bit
fib	did	dig	him	fin	hip	grip	fit
rib	hid	fig	Kim	pin	nip	ship	hit
	kid	jig	rim	tin	rip	skip	kit
	lid	pig	Tim	win	sip	slip	lit
	rid	rig	skim	chin	tip	snip	pit
	slid	wig	swim	grin	chip	trip	sit
	grid		trim	skin	drip	whip	wit
			Tim	spin			grit



Common Consonant Digraphs Word Lists

words with "sh"

shack	shade	shake	shall	shampoo	shape	share	shark
she	sheep	shelf	shell	shine	shiny	ship	shirt
shock	shoot	shop	shore	shot	should	shout	show
shower	shut	bash	bush	cash	dash	dish	fish
gush	mash	push	rash	wash	wish	blush	brush
crash	flash	harsh	slush	trash			

words with "ch"

chain	chair	chalk	chance	chap	church	chapter	charge
charm	chart	chase	cheat	check	checkers	cheek	cheer
cheese	cherry	chess	chest	chew	chick	child	chili
chime	chimp	chin	China	chip	chore	much	such
each	French	reach	watch	match	catch	march	touch
speech	rich	branch	teach	lunch	switch	beach	coach
pitch	inch	bench	patch	punch	bunch		

words with "th"

than	thank	thaw	that	them	then	thick	thief
thimble	thin	thing	think	third	thirsty	thirteen	thirty
thorn	thud	thumb	thump	thunder	Thursday	with	both
month	health	south	growth	earth	mouth	path	youth
faith	bath	smooth	tooth	cloth	fourth	math	moth

words with "wh"

whale	what	wheat	wheel	when	where	which	whim
whimper	whine	whip	whisker	whisper	whistle	white	whiz

HASD Kindergarten Sight Word List

Quarter 1	Quarter 2	Quarter 3	Quarter 4
I the we can see a like *my	to and go you do *is *she *play *was	are with he little for have of they said want *me *this *here	what help too has where look good who come does *from *down *there *give *her *all *by
8 words	9 words	13 words	17 words

***Words are taught in a different timetable than MH Wonders. Follow HASD Sight Word List.**

1st Grade

High-Frequency Words

Quarter 1: Units 1 and 2

again	not
all	of
around	one
be	out
by	place
call	pull
come	run
could	school
day	then
does	there
down	they
eat	three
fun	too
good	two
help	under
her	up
jump	use
live	very
make	walk
many	want
move	what
new	who
no	

Quarter 2: Unit 3

after	old
ago	once
any	people
away	pretty
boy	should
buy	so
done	some
every	soon
from	today
girl	together
green	upon
grow	water
happy	way
how	why
now	work

Quarter 3: Unit 4

Session 2

Comprehension

Objective: The objective of this session is to explain the importance of comprehension and provide ways to enhance your child's understanding of text.

Why is this important?

Comprehension is the key piece to the reading puzzle. As children learn to blend words, master sight words, and gain fluency; they gain understanding of the text. Reading is meaningless without comprehension. The rate at which children read has no meaning if they didn't understand what they read.

PA Core Standards state that children should be reading 50% fictional and 50% non-fictional texts. It can be helpful for your child if you read different types of text at home.



Step It Up:

- Help your child to "think outside the box" by comparing and contrasting two stories or two characters (find similarities and differences between the two stories and/or characters).
- A Venn Diagram is a great resource to use for this activity (See attached).
- Book pair examples:
 - The Gingerbread Baby and The Gingerbread Man.
 - The Three Bears and The Three Little Pigs
- Use a Story Map to reinforce story elements such as characters, setting, beginning, middle, and end of the story (See attached).

Comprehension Questions Parents Can Ask

Children reading at a Kindergarten and early first grade level could be asked...

1. Why does the title make sense?
2. How many words (or letters) are on the page?
3. What is the setting of the story (where did it take place)?
4. Who is the story mostly about?
5. If you could add a page to the book, what would you write?
6. What did you like about the story?
7. Does it remind you of anything in your life? (Text to Self)

Children reading at a late first grade and early second grade level could be asked any of the above, plus...

1. What is the main problem in the story?
2. How is the problem solved?
3. What is one thing that happens to the main character?
4. Does it remind you of any other books you have read? (Text to Text)
5. Is this a non-fiction (real) or fiction book?

Children reading at a late second or third grade level could be asked any of the above, plus...

1. Does it remind you of anything that has happened in the world? (Text to World)
2. Why do you think the author wrote the book?
3. How does the main character change from the beginning of the story to the end?
4. Name 3 things that you know about the main character.
5. Are there any characters that remind you of yourself or someone that you know?
6. What is the most important thing to remember in the story?

Name: _____

Title: _____

Story Map

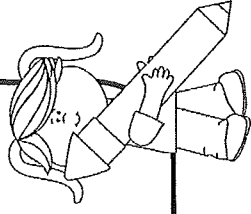
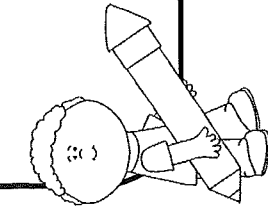
Characters

Setting

Beginning

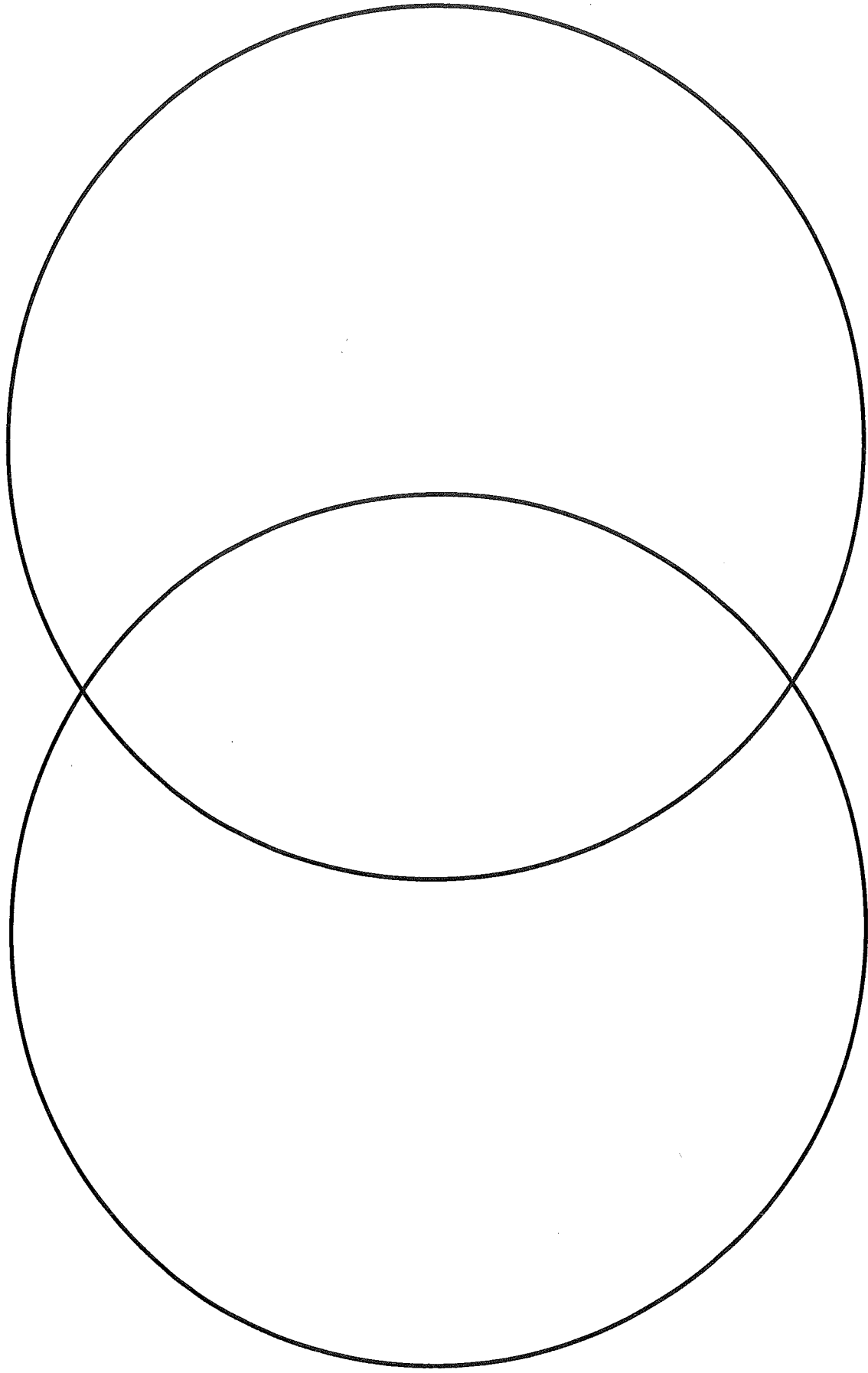
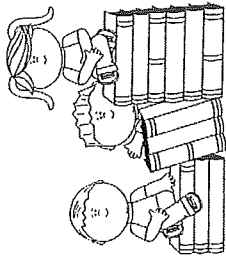
Middle

End



Name: _____

Venn Diagram



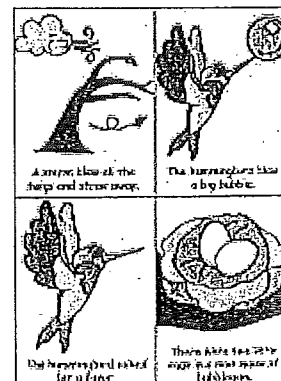
DLTK's Book Breaks

The Hummingbird Who Chewed Bubblegum

Story Sequencing Cards

Story by: Artie Knapp

Read the story



What is Story Sequencing?

Arrange a series of picture cards into the logical order to create the story from beginning to end.

This gives the children the chance to demonstrate and reinforce their recollection of the story.

Activity Suggestions

1. Free Play

- Give the child the cards in a random pile.
- Allow them to arrange the cards in the order they want to to make up their own story.

2. Memory (Guided) Play

- Read the child the story using the story.
- After the story is through, ask them to arrange the cards in the same order as in the story.

Template Instructions

Flash card type Templates. You can use these in a variety of activities (see activity suggestions above).

- Print out the template of choice.
- Color pieces, as necessary.
- OPTIONAL: Glue to a thin piece of cardboard (ex: old cereal boxes) and let dry (you can also laminate or cover with clear contact paper to make them last longer)
- Cut out the cards. This step may require adult assistance.
- OPTIONAL: You can glue a small piece of sandpaper or felt onto the back of the cards -- this will allow them to be used on a felt board.

The Hummingbird Who Chewed Bubblegum

by Artie Knapp

There was a little hummingbird in my neighborhood that usually perched on my windowsill. I enjoyed hearing her sing, but I hadn't seen the little hummingbird for several days. About a week ago, a bad storm came through and blew all the flowers away. I felt sorry for the little hummingbird. She must be hungry and flew somewhere else to find flowers, I thought to myself. Then one beautiful sunny morning the little hummingbird reappeared on my windowsill.

"Where have you been?" I asked the little hummingbird.

"Just out flying around," replied the little hummingbird.

"Did you find anything to eat?" I asked.

"Oh there's plenty of food, but all the twigs and straw were blown away with last week's storm," said the little hummingbird in a sad voice.

"I am sorry to hear that. What are you going to do?" I asked.

The little hummingbird shrugged her feathers and said, "I'm not sure, but I have a favor to ask of you."

"Sure, anything," I said.

"Can you please give me some bubblegum?" asked the little hummingbird.

I was surprised that a hummingbird would ask for bubblegum, but I was happy to share it with my friend. The little hummingbird chewed the gumballs I gave her, and then blew a bubble bigger than her entire body. She thanked me for the bubblegum and then flew out of sight.

The very next morning the little hummingbird appeared on my windowsill, and asked for a couple more pieces of bubblegum. Like before, I was surprised that a little hummingbird would ask for bubblegum, but I was happy to share it with my friend. The little hummingbird chewed the gumballs I gave her, and then blew a big bubble. She thanked me for the bubblegum and then flew out of sight.

A couple of days passed and I hadn't seen the little hummingbird. I wondered what she was up to. One sunny day I was outside playing when a voice called out my name. I looked around but didn't see anyone. The voice called out my name again, and this time I realized it was coming from the oak tree in my back yard. It was the little hummingbird who was calling out my name, and she was sitting in a red, orange, and blue nest.

"Look what you helped me build," said the little hummingbird.

"What do you mean?" I asked.

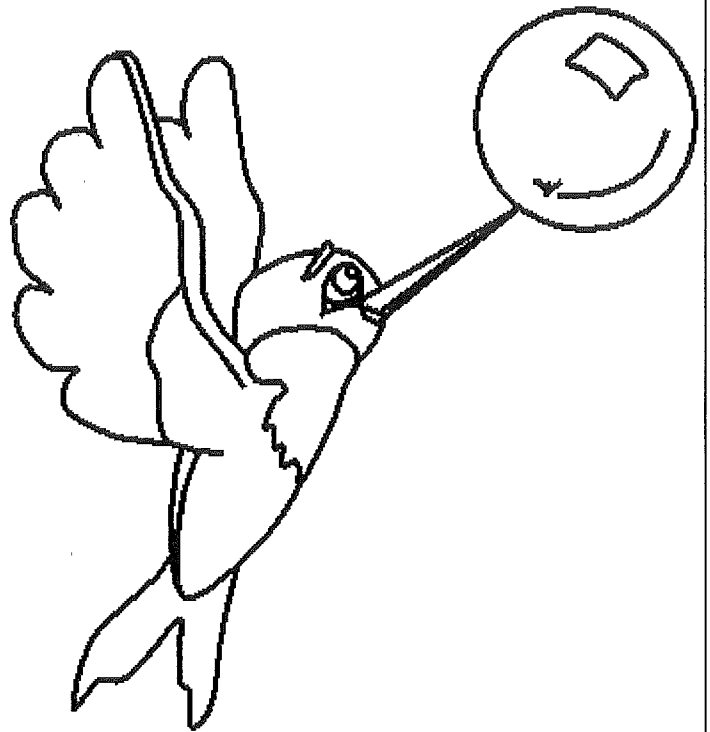
"Well, since there aren't twigs or straw left from the storm, I had to build something where I could lay my eggs. Because of your willingness to share your bubblegum with me, I was able to build this nest for me and my family. Thank you," said the little hummingbird.

I climbed up the oak tree, and sure enough there were two little eggs the size of jelly beans laying in the nest made of bubblegum. It felt good to share my bubblegum in the first place, and once I realized it helped the little hummingbird build her nest it made sharing feel even better.

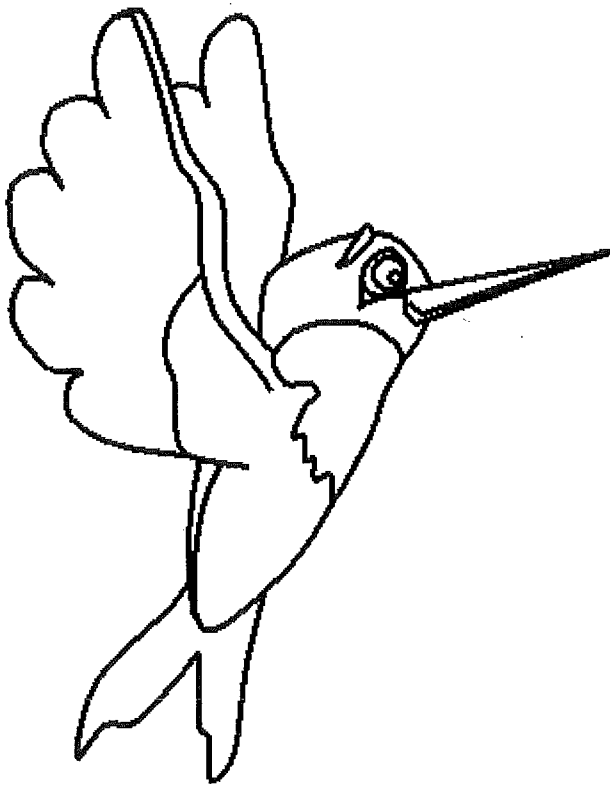
The Hummingbird Who Chewed Bubblegum



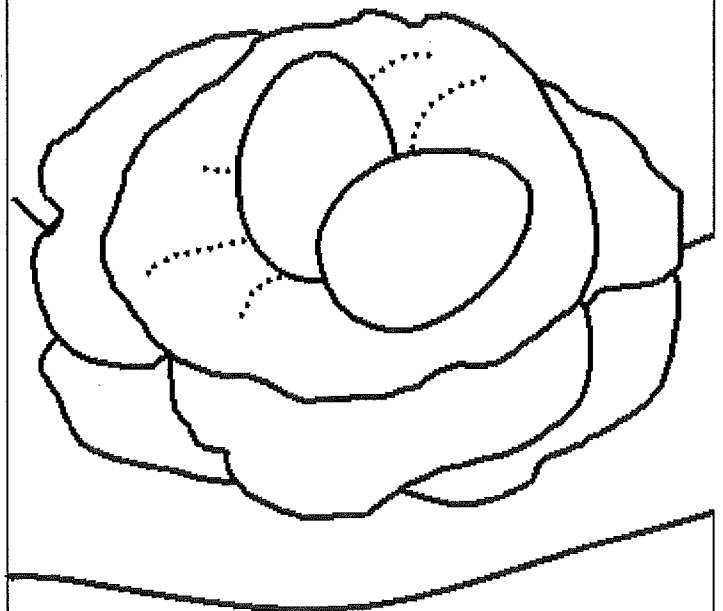
A storm blew all the twigs and straw away.



The hummingbird blew a big bubble.



The hummingbird asked for a favor.



There were two little eggs in a nest made of bubblegum.

What's Next?

Sequencing Story

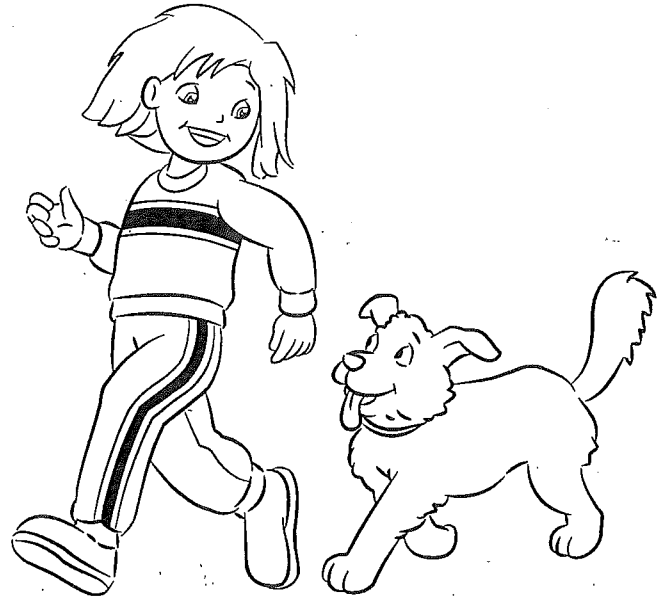
1st-2nd Grade

Objectives

- Students will understand and identify sequence words ("first," "next," "then" and "finally").
- Students will read, recall and sequence events in a story.

Materials Needed

- "Lost in the Fog" booklet reproducible
- "Lost in the Fog" sequencing mat
- "Lost in the Fog" picture and sentence cards
- Scissors
- Glue



Preparation

Make a copy of the "Lost in the Fog" booklet reproducible for each student. Follow the directions to assemble each booklet.

Introduction

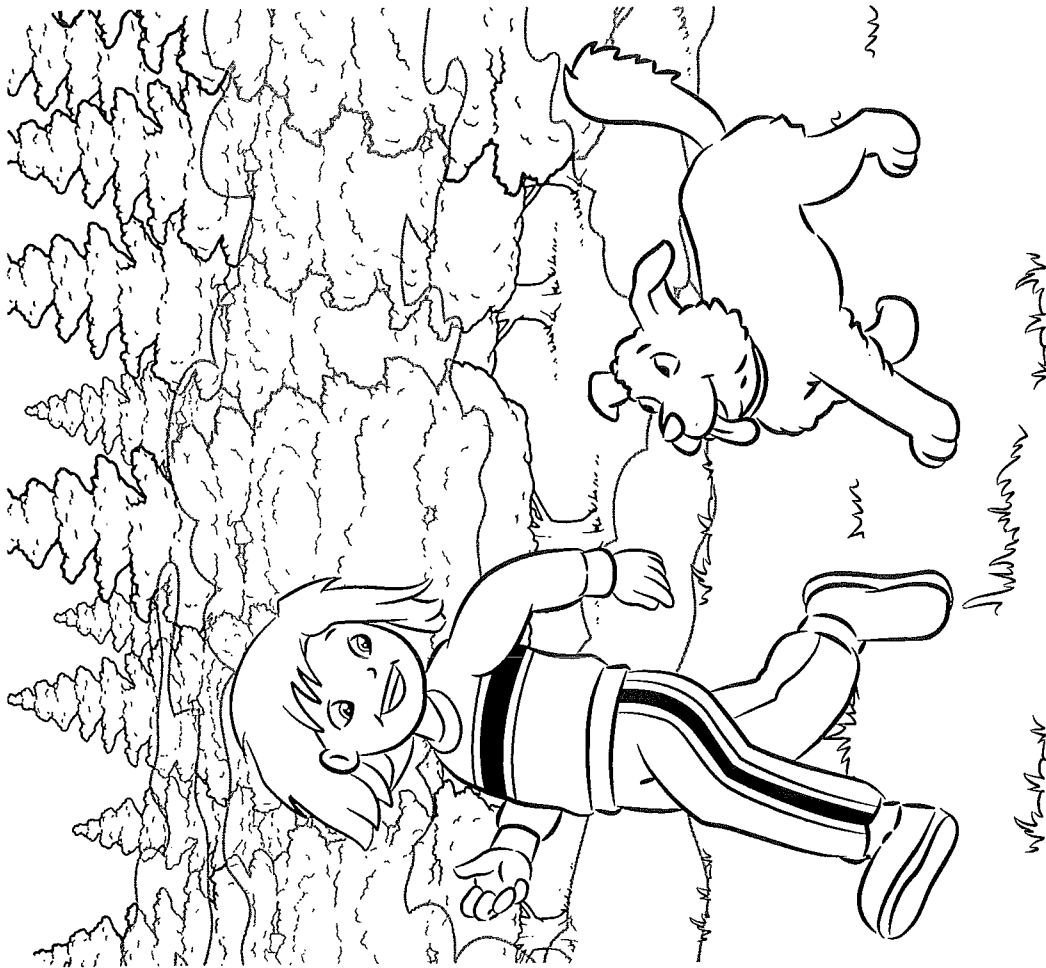
Give each student a booklet and ask students to follow along as you read the story aloud. Explain that authors use words like "first," "next," "then" and "finally" to help readers follow the order of events in a story. Challenge students to listen for these words as you read aloud.

Procedure

1. Read the story aloud.
2. Ask students if they noticed any sequence words in the story. Invite volunteers to point out these words and where they were used.
3. Encourage students to circle or underline the sequence words in their books. Remind students that each sequence word introduces the next event in the story, so the words can help them put the events in the right order.

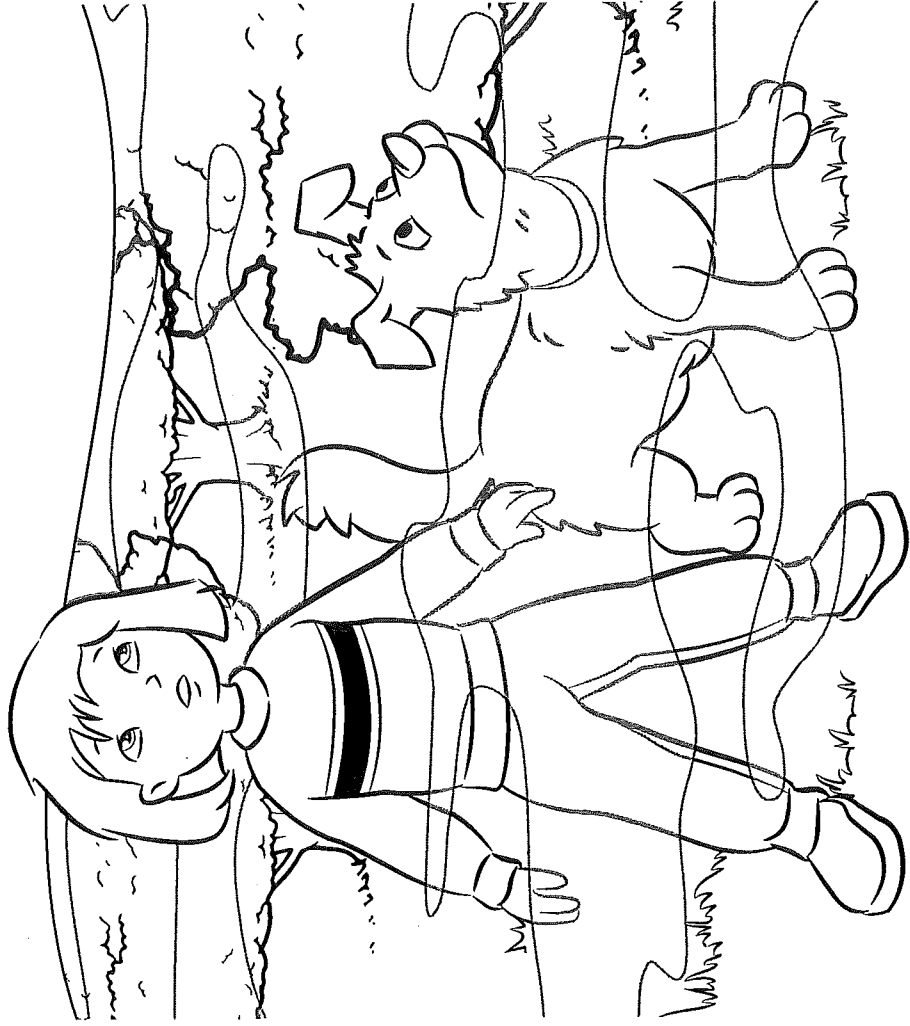
Independent Practice

1. Give each student a copy of the "Lost in the Fog" sequencing mat, picture cards and sentence cards. Have students cut apart the cards.
2. Instruct students to glue the picture cards in the correct order across the top row of the mat. Tell them to glue the corresponding sentence card beneath each picture card. (You may want to go over the picture and sentence cards with students before they begin.)
3. As students work independently, encourage them to look back at the story for clues to help them place the cards in the correct order. Tell them to ask themselves questions like "What happened first?" and "Does the sentence match what is happening in the picture?"
4. Once students have finished sequencing, invite students to discuss their answers and explain the strategies they used to check their answers.



Hooray! Now they can go home. "Next time, I'll lead the way!" Jan says.

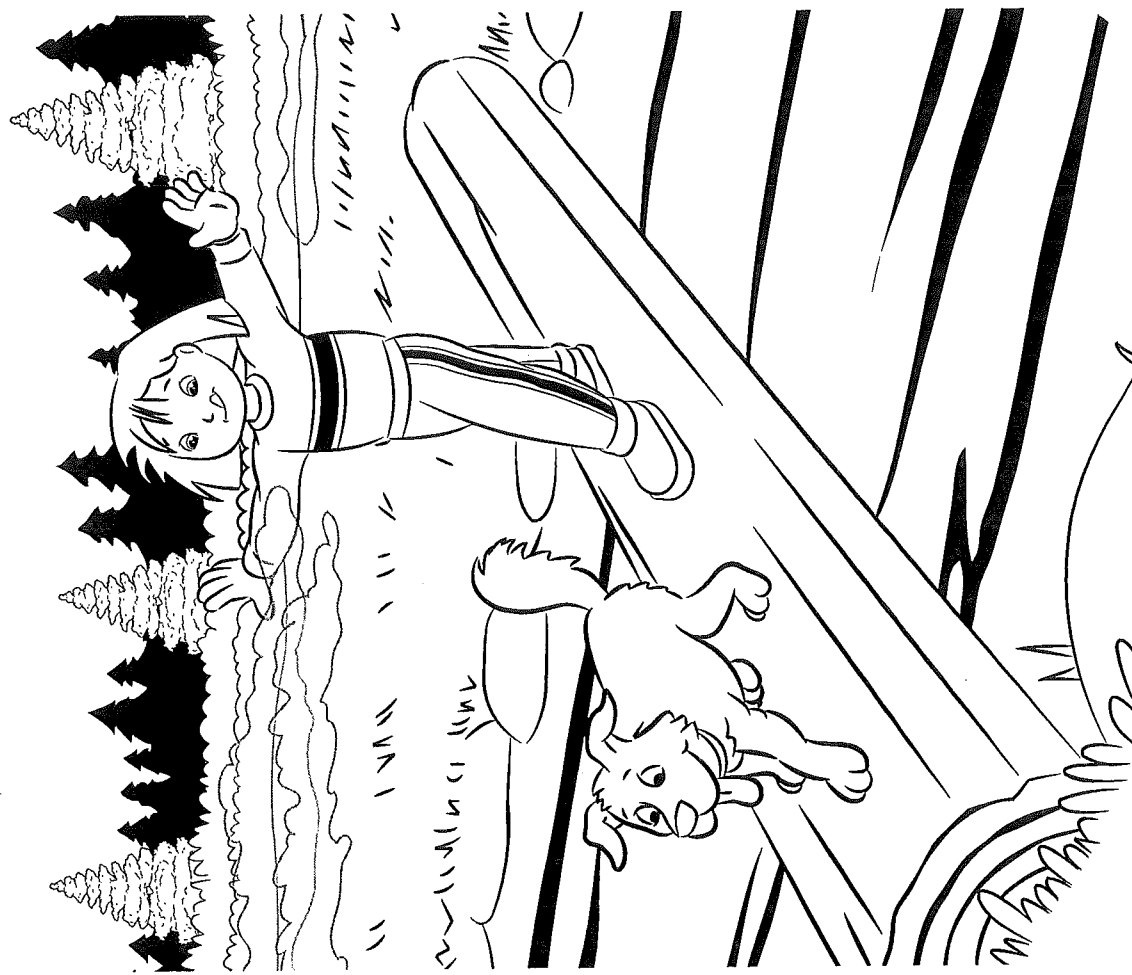
Lost in the Fog



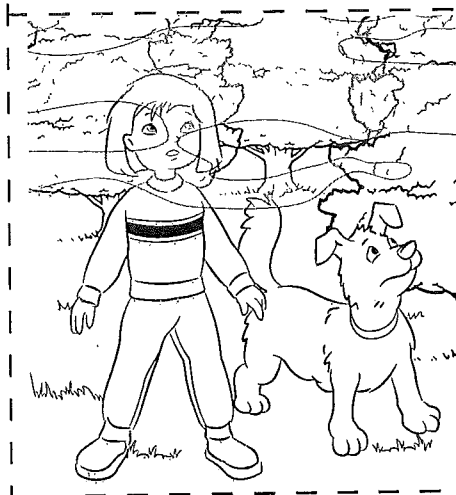
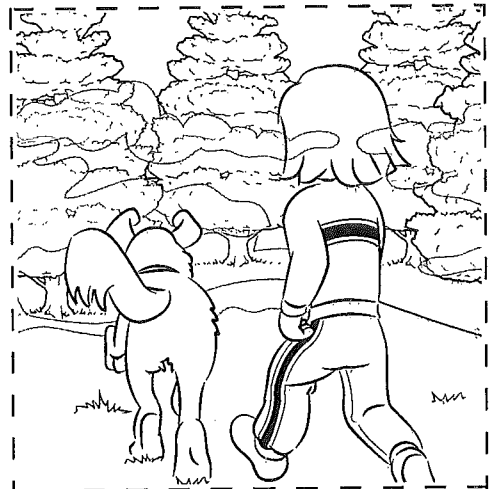
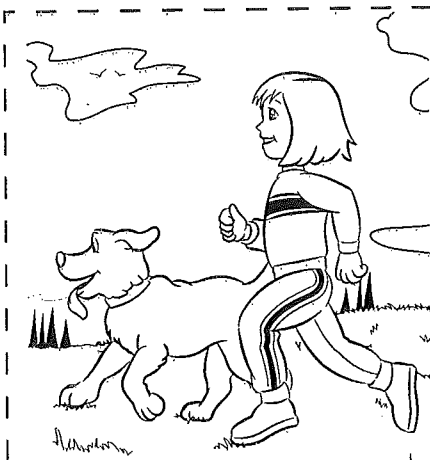
Written and Illustrated by Alex Chung



The fog is very thick. Oh, no! Jan and Kip are lost!



First, Kip leads them to the river. Jan follows Kip carefully over a log.



**Jan takes a walk
with Kip.**

**They walk to the
river and see a frog
on a rock.**

**Jan follows Kip
through the fog.**

**Jan and Kip
are lost!**

**Kip sniffs their
way out, and
they walk home.**

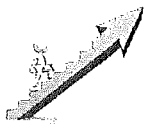
Session 3

Types of Text, Main Idea/Detail, & Problem/Solution

Objective: The objective of this session is to introduce different types of text and explore key comprehension strategies such as finding the main idea as well as the problem and solution of the story. We will also share some electronic resources to assist you at home.

Why is this important?

PA Core Standards state that children should be reading 50% fictional and 50% non-fictional texts. Determining the main idea and details as well as the problem and solution in a story are key components in building comprehension skills.



Step It Up:

- Ask more open-ended questions.
 - Examples: If you were the author, how would you have ended the story? How would the story be different if...?
- Increase text complexity (the length of the story as well as more difficult or unfamiliar words).
- Use attached Story Web to identify story elements such as the problem and solution.
- Text to Text: ask your child if they can think of another story that has a similar problem and solution.
- Text to Self: ask your child if they have ever experienced a similar problem to the one in the story.
- Text to World: ask your child if they can think of a situation where someone has experienced a similar problem to that in the story.
- Ask your child to give details to support the main idea in the story.

Prompts for Early Reading Strategies

<p><u>Directionality</u></p> <ul style="list-style-type: none"> - Where do you start? - Which way do you go? 	<p><u>Locating Known Words</u></p> <ul style="list-style-type: none"> - Show me _____. - How did you know? - "That's a word you know"
<p><u>One-to one Correspondence</u></p> <ul style="list-style-type: none"> - "Read it with your finger." - "Did that match?" - "Were there enough words?" - "Did you run out of words?" 	<p><u>Locating Unknown Words</u> (mainly in book introduction)</p> <ul style="list-style-type: none"> - "What would you expect to see at the beginning of ____?" - "Can you find ____?" - "How did you know?"

Prompts for Self-Monitoring

<p><u>Monitoring</u></p> <ul style="list-style-type: none"> - When student gives signs of uncertainty: "Good, you stopped: What did you notice?" - "Were you right?" - "I likes the way you tried to work that out. Where was the hard part?" - What do you expect to see at the beginning of ____?" ... at the end of ____?"

Prompts for Searching

What Could You Try?

<p><u>Using Meaning</u></p> <ul style="list-style-type: none"> - "You said, _____. Does that make sense?" - "Look at the picture." - "Think about the story and what ..." - Try that again and think what would make sense." 	<p><u>Using Structure</u></p> <ul style="list-style-type: none"> - "You said, _____. Does that sound right?" - "Is that the way we would say it." - "Reread that part to help yourself" - Try that again and think what would sound right."
<p><u>Using Visual</u></p> <ul style="list-style-type: none"> - "You said, _____. Does that look right?" - "Show me a part you know." - "Do you know a word...that starts like this; that ends like this...that is like a word on the word wall?" - Try that again and think what would look right." 	

Adapted from Clay, Marie. Reading Recovery: A Guidebook for Teachers in Training. Portsmouth, NH: Heinemann. (pp. 40-42)

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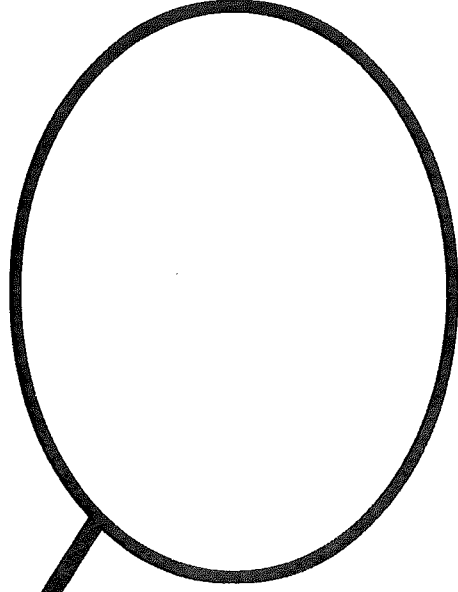
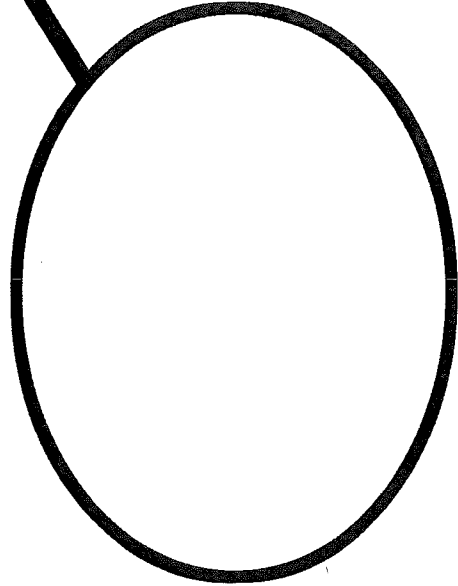
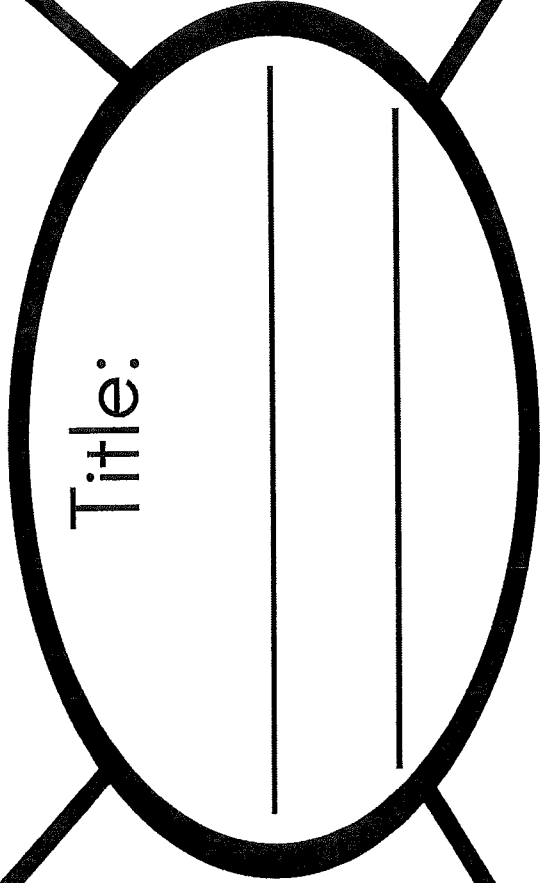
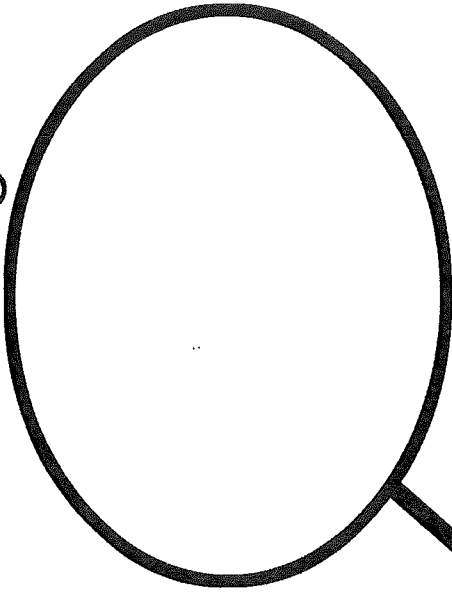
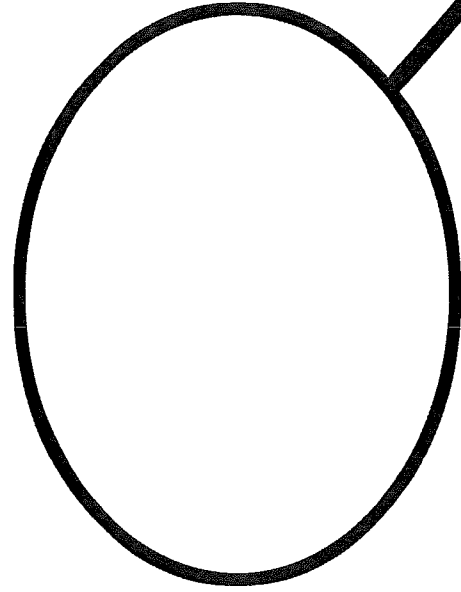
Characters

Setting

Title:

Problem

Solution

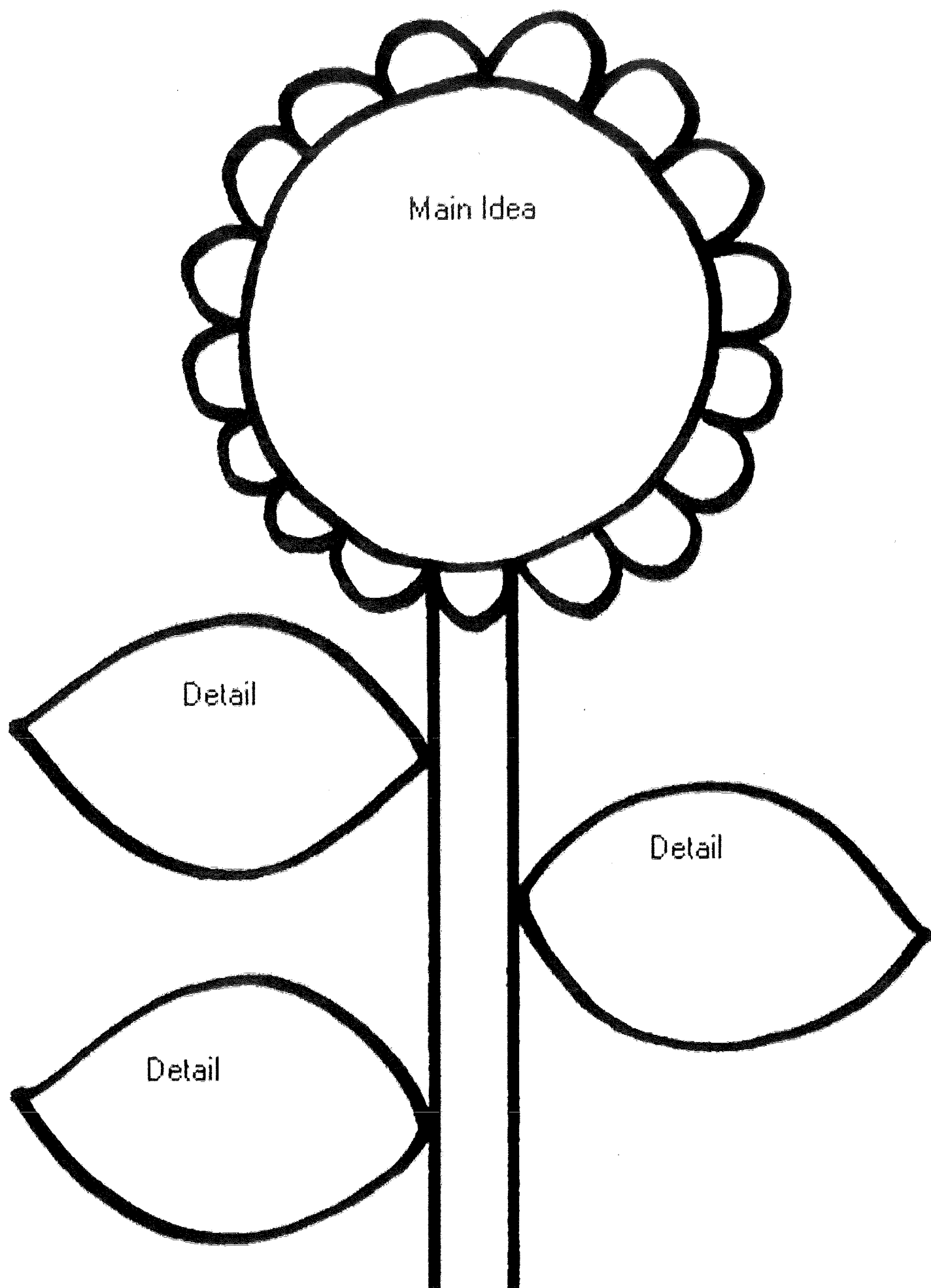


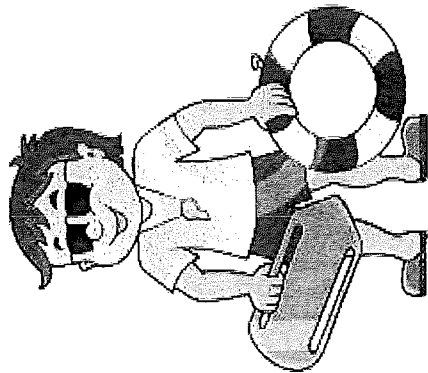
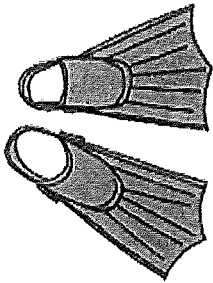
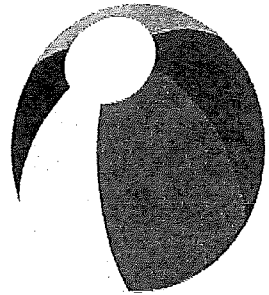
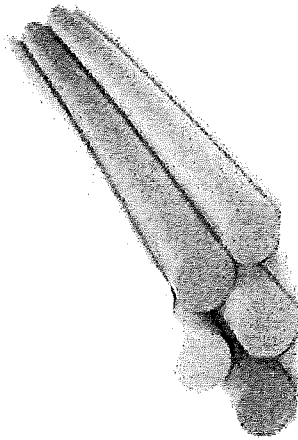
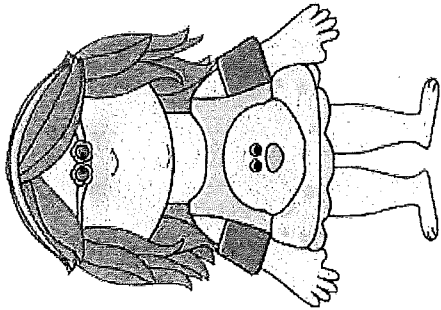
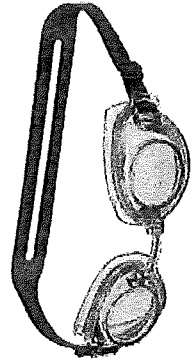
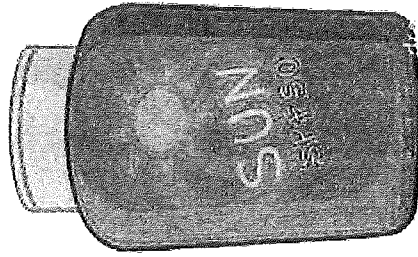
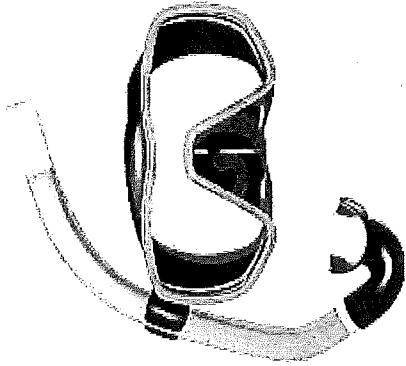
KWL Chart

<h1>L</h1>	What I Learned
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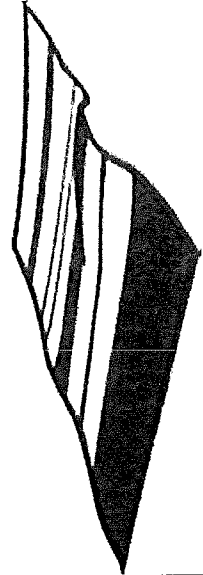
<h1>W</h1>	What I Want to Know
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<h1>K</h1>	What I Know
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illustrations of.com #1346823



Session 4

Kid Writing

Objective: The objective of this session is to promote your child's development in the writing process.

Why is it important?

Kid Writing is children beginning the writing process by writing the sounds they hear. It eases the pressure of writing by accepting and encouraging phonetic spelling (writing the sounds they hear in a word). Reading and writing share a strong connection. The more someone reads the better writer they become and vice versa.

PA Core Standards state that Kindergarten students must be able to write the following pieces: **opinion, narrative, and informational**. They must also be able to use the conventions of writing (begin sentence with a capital letter and/or the pronoun I, spacing, and punctuation).

Tips to Encourage Kid Writing

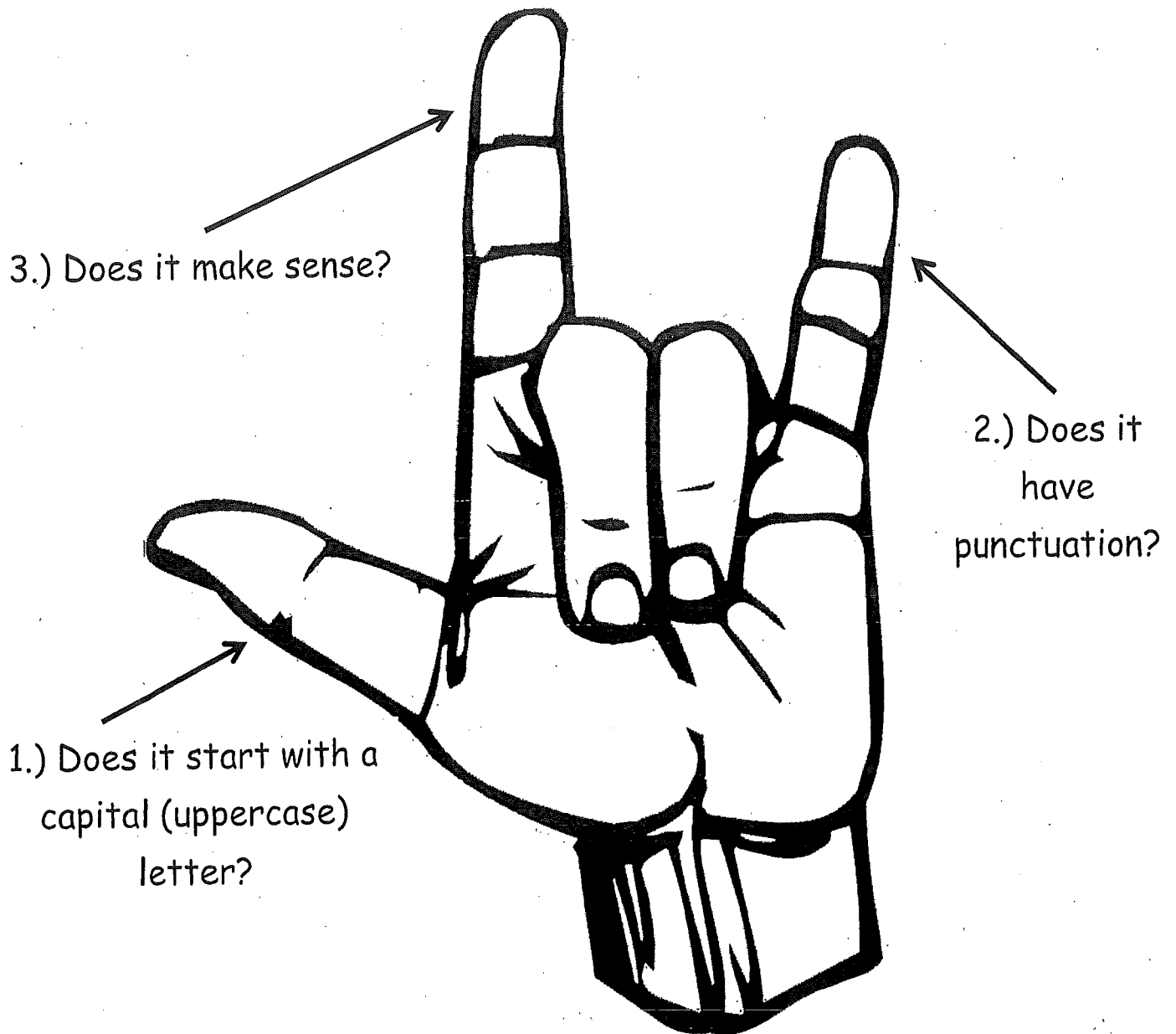
- Support and encourage your child's efforts
- Accept phonetic spelling (writing the sounds they hear)
- Include "grown-up" writing to model conventional spelling.
- Provide opportunities for children to practice all three types of writing (opinion, narrative, and informational).
- Provide a topic or allow them to choose their own.
- Remind your child to include a beginning, middle, and end of the story.
- Use "I Love My Sentence" as a visual reminder.
- Make it fun! Never use writing as a consequence or punishment.



Step It Up:

- Continue writing on a regular basis.
- Encourage longer pieces of writing with known sight words spelled correctly, correct use of capitalization, spacing, and punctuation.
- Encourage your child to stay on topic.
- Incorporate open-ended questions into their writing.
 - Example: Write a different ending to a story, change the characters in the story, and/or write about your favorite character and why.

Does Your Sentence Say, "I Love You?"

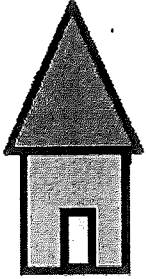


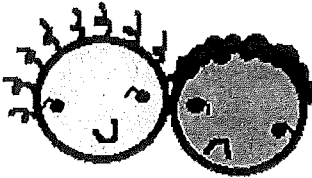
Date _____

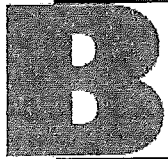
Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. The page contains eight sets of these lines.

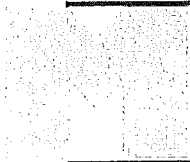
Retelling The Story

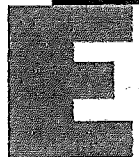
Name _____











Story Retelling -

Title _____

Setting



Characters



Problem



Beginning



Middle



End



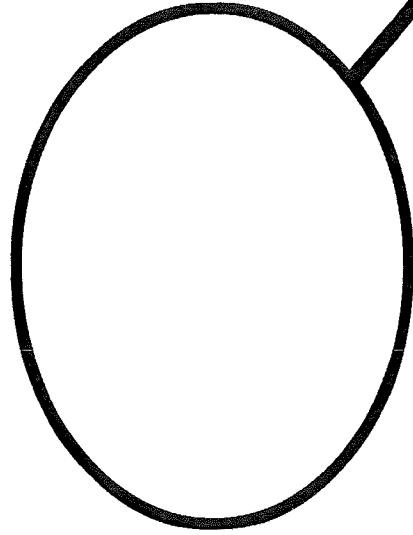
Solution



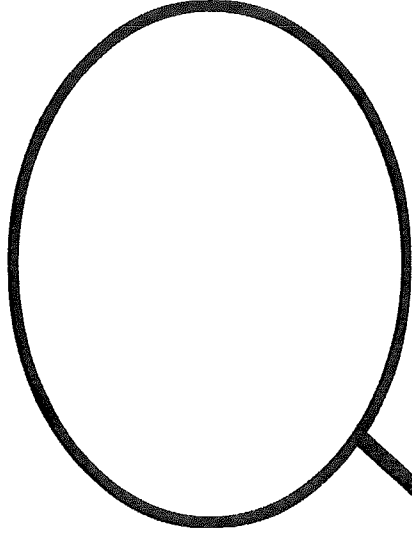
Four Square Writing Method

Name: _____ Date: _____

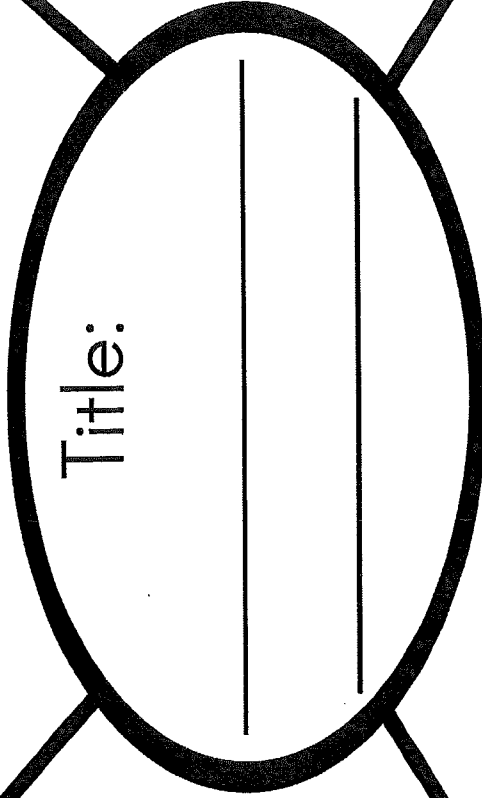
Who?



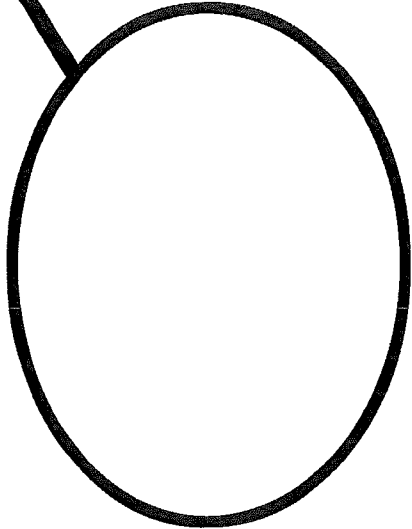
Where?



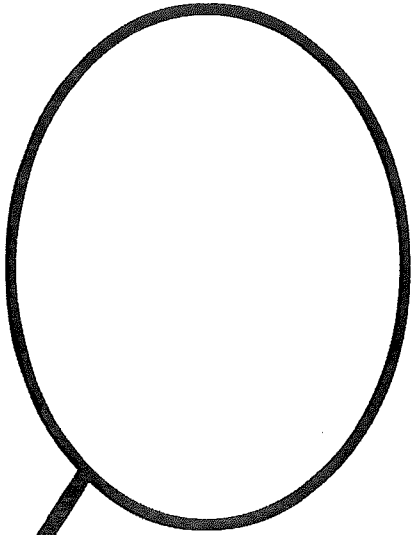
Title:



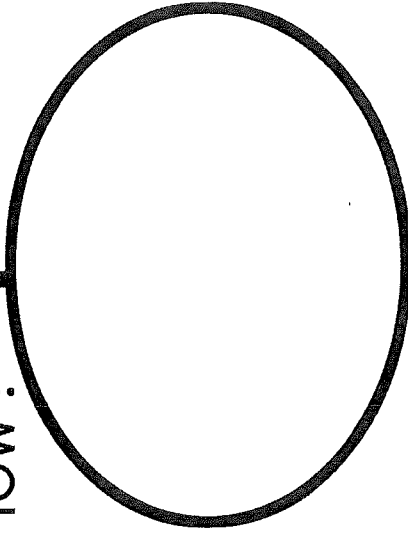
What?



When?



How?

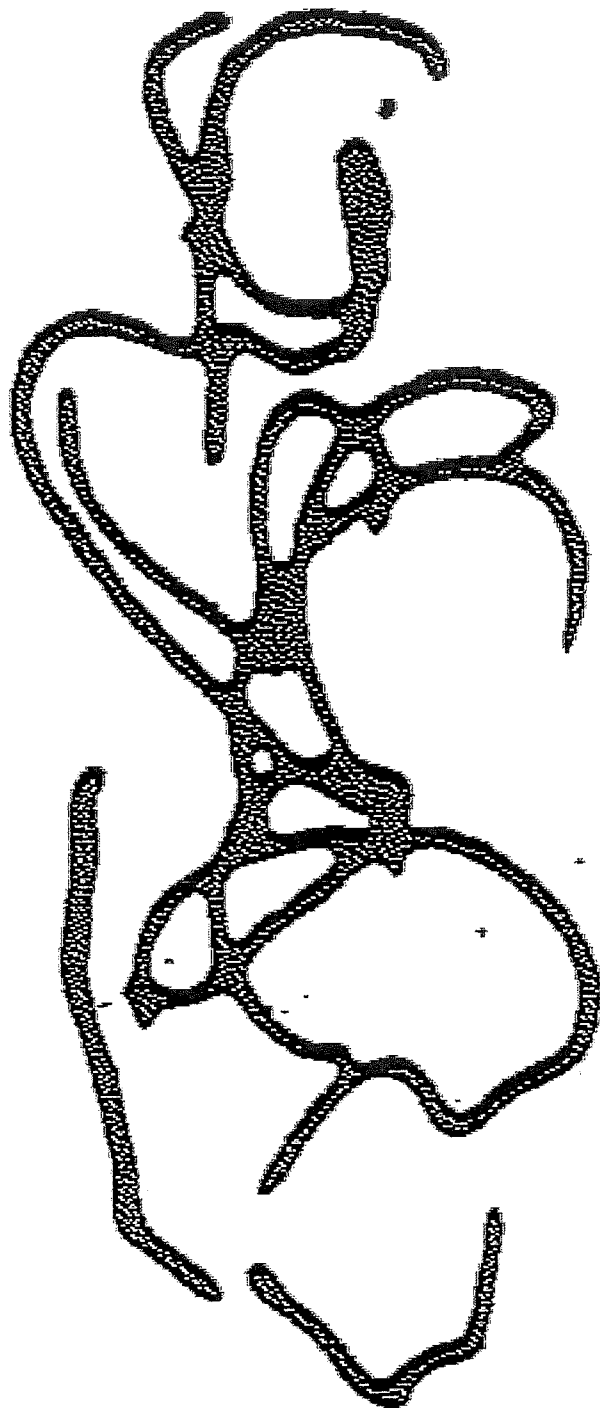


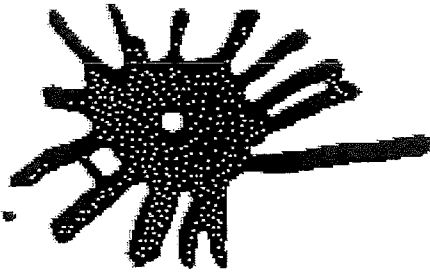
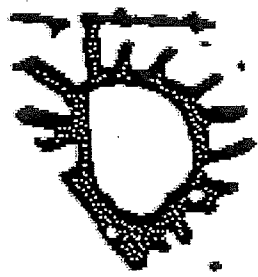
Kid Writing Rubric

	4 *8 Advanced *7 Conventional	3 *6 Transitional	2 *5 Phonetic *4 Semi-Phonetic	1 *3 Precommunicative *2 Pictorial *1 Emerging
Sentences	Writes 3 or more sentences on topic	Writes 3 sentences on topic	Writes 1 or more sentences on topic	Writes or draws to convey a message
Capitalization of first word	Capitalizes the first word and the pronoun I consistently	Capitalizes the first word and the pronoun I consistently	Capitalizes first word inconsistently	Often does not capitalize the first word of the sentence
Punctuation	End punctuation is used correctly and consistently	End punctuation is used correctly and consistently	End punctuation is used sometimes incorrectly and inconsistently	Does not use end punctuation
Spacing	Spacing is correct	Spacing is correct	Spacing is inconsistent	No spacing
Words	Words are spelled phonetically (advanced and CVC words)	Words are spelled phonetically (CVC words)	Writes some words phonetically	Uses letter-like forms or random letter strings
Vowels	Uses vowels correctly and consistently	Uses vowels correctly and consistently	Uses some vowels correctly	Little or no use of vowels
Sight Words	Spells sight words correctly	Spells sight words correctly	Spells some sight words correctly	Little or no sight words are spelled correctly
Illustration	Illustration matches text	Illustration matches text	Illustration matches text	Illustration does not match text, but draws a somewhat recognizable picture

*Aligns with the Conventions of Writing Developmental Scale from the Kid Writing Manual by Eileen Feldgus Ed.D.

1





sun

The flower is growing.

There are webs in Spidertown.

There are webs in Spidertown.

ifasofor

I have a goldfish called Arielle.

2

I found a lamp and a genie came out.
2

I found a lamp and a genie came out.

Wansapona a
time they was
four butterflies
they wat on an
avacher in the
woos.

Once upon a time, there was (were)
four butterflies. They went on an
adventure in the woods.

Dear blue Ranger, why do you
fight? I see you on TV. You are
the best. Why do you go
to the Command Center? Why are
you on Fox Kids? I like your show
or are you my friend? Love
Alex

Dear Blue Ranger,
Why do you fight? I see you on TV. You
are the best. Why do you go to the
command center? Why are you on Fox
Kids? I like your show. Are you my
friend? Love, Alex

3

I'm reading to a kindergarten
and next time I would have
him or her point to the
main person or animal.

She picked a good spot to
read. She didn't fool around, drew a
good drawing and she paid atten-
tion.

I was kind of nervous and
Kristen was shy because she
didn't talk very much. I thought
~~was~~ she was weird because she
always said yes.

She had short blonde hair,
she was short and she
smiled a lot.

Resources

Turtlediary.com

Raz-kids.com

Abcmouse.com

McGraw-Hill Connected (See classroom teacher for login)

Tumblebooks.com (Go through Read With Me website)

Book Flix (Go through Read With Me website)

Apps

Endless Alphabet

Endless Reader

Read Me Stories: Kids Books

Phonics Spelling and Sight Words

Hooked on Phonics

Sight Words Kindergarten – Free

Sight Words for Reading

- Rock n Learn

Kids Learn to Read Rhymes

- Number Minds

Kids Write ABC

Letter Writing

Learn to Write Letters ABC123

Glossary

Argumentative Writing – Writing that supports an opinion about a particular topic through the use of logic, reasons and evidence.

Author – A person who creates a text.

Author's Purpose – The author's reason for writing a text.

Autobiography - An account of a person's life written by that person.

Biography - An account of someone's life written by someone else.

Cause and Effect – Recognizing a relationship between actions or events where one or more are the result of the other or others.

Characters – People and/or animals in a story.

Compare and Contrast – Finding the similarities or differences between two or more concepts.

Comprehension – The ability to read text, process it and understand its meaning.

Conflict - Problem or challenges a character faces in the story.

Consonant – All letters that are not vowels.

Consonant Blend - Group of 2 or 3 consonants that blend their individual sounds.

Context Clues – A word, words, or a phrase in a sentence, paragraph, and/or whole text that help understand the meaning of an unfamiliar word.

CVC Word - Word that contains a consonant, vowel, consonant.

Describe – To use vivid personal comments that allow the reader to picture or relive what is being told.

Digraph - Two letters that make one sound. (sh, th, ch, wh, ph, qu, ck)

Event Sequence – The order of events in a story.

Fable – A brief story that shows human character traits through animal characters or animated objects and relays a life lesson.

Fantasy Stories – A genre of literature in which events occur outside the ordinary laws that operate within the universe; often magic is key to fantasy, as well as journeys or quests.

Fiction – stories that describes imaginary events and people.

Fluency – The ability to read with speed, accuracy, and proper expression in order to fully comprehend the material.

Folktale – An anonymous and timeless story that has been handed down orally over time.

Genre – A category used to classify works (e.g., fiction, non-fiction, informational).

Higher Order Questions - Questions beyond the who, what, where, when, and why.

Illustration – a picture or drawing in a story to help the reader with imagery.

Illustrator – A person who draws or creates pictures for magazines, books, advertising, etc.

Inference – A judgement based on analysis rather than on a direct statement. A conclusion based on facts; understanding gained by “reading between the lines.”

Key Detail – A point of information in a text that strongly supports the meaning or tells the story and defines, describes, or provides information about the main idea.

Main Idea – The author’s central thought when writing the story.

Moral – The lesson or principle in a story.

Narrative Writing – Writing that expresses experiences, either real or imaginary, using a sequence of events as its structure. Its purpose might be to inform, persuade, or entertain.

Narrator – A person, animal, or thing telling the story or giving an account of something.

Non-fiction – Literature that is based on facts, real events, and real people.

Opinion - A story or piece of writing that expresses a person's viewpoint.

Phonemes – Letter Sounds.

Punctuation - .!?

Realistic Fiction - Stories that could have actually occurred to the people or animals in a believable setting.

Restate – A clear repetition of facts in speech or in writing.

Sequence – The order in which things occur.

Setting – The time and place a story happens.

Solution – How the conflict is resolved.

Summarize – To describe all of the most important parts of the original text but express them in a much shorter space and in the reader’s own words.

Vowel – A, E, I, O, U