Accuracy	**Reading words in text with no errors**
Academically Engaged	Students are _____ when they are participating in activities/involved in a meaningful way and understand the tasks in which they are involved
After-Reading Comp. Strategies	Strategies that require the reader to actively transform key information in text that has been read (ex: summarizing, retelling)
Aligned Materials	Student materials (text, activities, manips, homework, etc) that reinforce classroom instruction of specific skills in reading

# Alphabetic Principle	The concept that letters and letter combinations represent individual phonemes in written words. Sounds have graphic representation.
# Activating Prior Knowledge	1.) Present info which builds background ideas, concepts. 2.) Show (not tell) through demonstrations. 3.) use outside resources 4.) Talk about personal experience
## Auditory Discrimination	# The ability to hear differences in sounds
# Analogy	Comparing 2 sets of words to show some common similarity between the sets (Cat is to kitten as ___ is to dog)

Automaticity	Reading without conscious effort or attention to decoding. Fact, accurate and effortless word identification. Prerequisite for fluent reading.
Background knowledge	Knowledge and understandings of the world that students have acquired through their everyday experiences that help them make sense of the texts they read
Base Word	A unit of meaning that can stand alone as a whole (friend, pig). Also called free morpheme
Bibliography	List of writings with time and place of publication

# Consonant Blend	A sequence of two or more consonant sounds within a syllable, such as cl, br or st; it is the written language equivalent of consonant cluster. The task of combining sounds rapidly.
# Before-Reading Comp. Strategies	Strategies employed to emphasize the importance of preparing students to read text (ex: activate prior knowledge, set a purpose)
# Bloom's Taxonomy	A system for categorizing levels of abstraction of questions that commonly occur in educational settings. Knowledge, comp., application, analysis, synthesis, evaluation
# Book Handling Skills	Knowing how to handle a book and how books "work". Knowing books have a front/back cover, sweep left to right

Choral Reading/Chanting	Two or more individuals reading aloud from the same text. This can help students develop oral reading fluency.
Chunked Text	Continuous text that has been separated into meaningful phrases often with the use of single and double slash marks (/ and //). Intent is to give children an opportunity to practice reading phrases fluently
Chunking	A decoding strategy for breaking words into meaningful parts (yes-ter-day). Chunking also refers to the process of dividing a sentence into small phrases where pauses might occur.
Comprehension	Understanding what one is reading, the ultimate goal of all reading activity

Comprehension Questions	Questions that address the meaning of text, ranging from literal to inferential to analytical
Concepts About Print/Conventions of Print	The understanding an individual has about the rules that govern the use of print and the use of written language. Concepts include: reading L to R, top to bottom, words are made of letters, use spaces between words, use of upper/lower case, spelling patterns,
Concept Map	Visual framework for organizing conceptual information in defining a word or concept. Enriches students' understanding of a new concept.
Connected Text	Words that are linked (as opposed to words in a list) as in sentences, phrases and paragraphs

Context/Context Clues	Using words or sentences around an unfamiliar word to help clarify its meaning. Information from the surrounding text that helps identify or gives meaning to a specific word or phrase (ex: Yesterday I read the book)
Conventional Spelling	Spelling that is in the standard or correct form for written documents
Cueing System	Any of the various sources of information that may aid information of a word such as: graphophonics, semantic and syntactic information
Critical Thinking	Disciplined thinking that is clear, rational, open-minded and informed by evidence

Content Area Reading	Reading that is usually found in textbooks in the separate disciplines such as SS, sci, math, health. It is not literature.
Consonant	Sounds that are made by closing or restricting the breath channel. Sound represented by any letter of the English alphabet except a, e, i, o, u
Chronology	A record of events in the order of their occurrence or arrangement of events in time
Decodable Text	Text in which a high proportion of words (80-90%) comprise sound-symbol relationships that have already been taught. Used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in indept. reading

Decoding	The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences; act of deciphering a new word by sounding it out
Derivational Affix	Prefix or suffix added to a root or stem to form another word (-ness, -un)
Diagnostic	Tests that can be used to measure a variety of reading, language, or cognitive skills. Usually given only if a child fails to make adequate progress after being given extra help in learning to read. Designed to provide a precise/detailed picture of the child's knowledge
Diagnostic Portfolio	Captures student's flaws and documents them, especially early on so the student's depths, so that there is real evidence of skill development

Differentiated Instruction	Matching instruction to meet the different needs of learners in a given classroom
Digraphs	A group of 2 consecutive letters whose phonetic value is a single sound (ex: ea in bread, ch in chart, ng in sing)
Diphthong	A vowel produced by the tongue shifting positions during articulation; a vowel that feels as it it has two parts, especially the vowels spelled ow, oy, ou, oi
Direct Instruction	The teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved

Discourse	How we combine sentences to communicate ideas
During-Reading Comp. Strategies	Strategies that help students engage the meanings of a text (ex: asking questions at critical junctures, modeling the thought process used to make inferences, constructing mental imagery)
Directionality	The L to R tracking of print while reading and the return sweep
Echo Reading	Reading of a text where an adult/experienced reader reads a line of a text, and the student repeats the line. A good technique for Emergent and Early Readers to build fluency and expression

Elkonin Boxes	A framework used during phonemic awareness instruction. Sometimes referred to as sound boxes. T draws one box per sound for a target word, S pushes a marker into one box as a segment each sound in the word
Emergent Reader	A reader who is developing an association of print with meaning - the early stages of learning to read
Empirical Research	Research based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief
Etymology	**The origin and history of a word**

Explicit Teaching	1.) T models and explains 2.) T provides guided practice 3.) T provides supported application 4.) Independent practice
Expository Text	Text that reports factual information and the relationships among ideas. Tend to be more difficult for students than narrative texts due to density of long, difficult and unknown words or word parts
Five Components of Reading	Phonemic awareness, phonics, fluency, vocabulary, and comprehension. Fab 5!
Flexible Grouping	Grouping students according to shared instructional needs and abilities, and regrouping as their instructional needs change. Group size and time vary among groups

Expressive Vocabulary	Words whose meanings are well known enough to an individual that he or she would feel comfortable using them while writing or speaking. Type of vocab is generally smaller than listening vocab.
Environmental Print	Print of everyday life. The name given to the print that appears in signs, labels, and logos. For many emergent readers, environmental print helps bridge the connection between letters and first efforts to read.
Elements of a Story	Type of characters, setting, action, and overall form or structure
Floss Rule	Words of one syllable, ending in f, l, or s - after one vowel, usually ending in ff, ll, or ss (sounds /f/, /l/, /s/)

Fluency	The ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension. Natural pace, mimics speech in its phrasing and expressiveness.
Frayer Model	An adaption of the concept map. Framework includes: concept word, definition, characteristics of word, examples, non-examples.
Frustrational Reading Level	Level at which a reader reads at less than a 90% accuracy (1 or more errors per 10 words). Below 50% comprehension.
Figurative Language	Departure from what speakers mean from the standard meaning of words. (ex: similes and metaphors)

Glossary	List of definitions for terms or important words used in a text
Grammar Conventions	The rules, or accepted practices, that govern the use of grammar in written or spoken language
Grapheme	A letter or letter combination that spells a phoneme, can be 1, 2, 3, or 4 letters in English (ex: e, ei, igh, eigh)
Graphic Organizer	Visual framework or structure for capturing the main points of what is being read, which may include concepts, ideas, events, vocab, or generalizations. Allows ideas in text and thinking processes to become external by showing the interrelatedness of ideas

Graphophonics (phonics)	Referring to the relationship between the letters and the letter sounds of language
Guided Practice	Students practice what the teacher modeled and the teacher provides prompts and feedback
Guided/Supported Reading	A method by which an experienced reader provides structure and purpose, and models strategies in order to move beginning readers towards independence
High Frequency Words	A small group of words (300-500) that account for a large percentage of the words in print. Can be regular or irregular words. Often referred to as "sight words" since automatic recognition of these words is required for fluent reading. Recognized with little conscious effort, automatically

# Homograph	Words that are spelled the same but have different origins and meanings. May or may not be pronounced the same. (ex: Can of soup, I can go)
# Immediate Intensive Intervention	Instruction that may include more time, opportunities for student practice, teacher feedback, smaller group size, and different materials. It is implemented as soon as assessment indicates that students are not making adequate progress in reading
# Implicit Instruction	Relies heavily on student-directed learning. Students discover skills and concepts instead of being explicitly taught. (ex: teacher lists words with the letter m, and asks how the words are similar)
# Independent Reading Level	Level at which a reader can read text with 95% accuracy (no more than 1 error per 20 words read). Level is relatively easy text for the reader. The student reads fluently and comprehends fully.

Independent-Instructional Reading Level Range	The reading range that spans instructional and independent reading levels or level of text that a student can read with 90%-95% or above accuracy.
Inference	Drawing meaning from a combination of clues in the text without explicit reference to the text. (ex: the sky was dark and cloudy so I took my umbrella).
Inflectional Suffix	Expressed plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs. These do not change the grammatical role or part of speech of the base word (-s, -es, -ing, -ed)
Informal Assessment	Does not follow prescribed rules for administration and scoring, and has not undergone technical scrutiny for reliability and validity. (ex: teacher-made tests, end-of-unit tests, running records)

Intervention	Highly skilled teachers in a small pupil-teacher ratio classroom provide explicit and systematic instruction that is tailored to meet the identified needs of struggling readers.
Interventon Program	Programs that provide instruction intended for flexible use as part of differentiated instruction and/or more intensive intervention to meet student learning needs in one or more of the specific areas of reading. Used to provide targeted, intensive intervention for small groups of struggling readers.
Inventive Spelling	An attempt by beginning writers to spell a word when the standard spelling is unknown, using whatever knowledge of sounds or visual patterns the writer has
Inversions	Reversals or "flipping" of letters either horizontally or vertically. (ex: p-d, or b-d, m-w u-n). Not unusual for Emergent writers or readers

Idiomatic Expression	Expression whose meanings cannot be inferred from the meanings of the words that make it up. (ex: pulling my leg)
Index	List of different topics that can be found in a book and page numbers where to find them
Informal Reading Inventory	Informal assessment composed of grade-level word lists and reading passages that progress from lower to high grade levels
Interactive Shared Writing	Writing process in which the teacher and student write a text together

Inferential Question	**Question that asks a responder to draw a conclusion**
Instructional Level	Reads with 90-95% accuracy and 75% comprehension. Student reads fairly fluently and comprehends fairly well, but still requires some assistance or guidance from teacher
Language Experience Approach	Method of teaching reading by using the reader's own dictated language and stories. Effective in developing the skills of Emergent readers
Language Structure	Organization of words (both spoken and written) into meaningful segments (phrases or sentences) using conventions of grammar and syntax

Letter Combinations	Also referred to as digraphs, a group of consecutive letters that represent a particular sound(s) in the majority of words in which it appears (ex: ai in maid, ch in chair, ar in car, kn in know, ng in ring)
Letter Recognition	The identification of individual letters by name and/or sound in a variety of contexts
Letter-Sound Correspondence	Making a connection between individual letters and the sounds they represent (graphophonics). Recognizing the sound of a specific letter when seen or heard
Linguistic Approach	A reading based on highly regular spelling patterns. (ex: Nat the cat sat on the mat)

Literal Comprehension	Understanding of the basic facts that the student has read
Listening Comprehension	Understanding speech. Lower levels: understanding only facts explicitly stated in spoken passage that has simple syntax and uncomplicated vocab. Advanced levels: implicit understanding, drawing inferences, more complicated/advanced syntax and vocab
Long Vowels	Occur at the end of an open syllable. "Say their name" (a_e, e_e, i_e)
Leveled Texts	Books organized according to their difficulty so that they can be matched to student reading at that level. Important for fluency instruction

Letter Formation Skills	Ability to make a letter on a page using eye-hand coordination, correct posture, directionality, and visual motor memory
Literal Question	Question in which the answer can be found directly in the reading/text
Main Idea	Central thought or message of a reading passage
Miscue	Any substitution of a word in a text that a reader makes. Oral reading response that is different from written text.

# Miscue Anaylsis	Examination (informal assessment) of reading errors or substitutions as the basis for determining the strengths and weaknesses of students' reading skills. Determine extent to which readers use and coordinate graphic-sound, syntactic and semantic information
# Modeled Reading	Experienced reader's oral reading of a text to aid students in learning strategies, understanding intonation and expression, and the use of punctuation, among other aspects of reading
# Metacognition	An awareness of one's own thinking processes and how they work. The process of consciously thinking about one's learning or reading while actually being engaged in learning or reading.
# Modeling	Teacher overtly demonstrates a strategy, skill or concept that students will be learning

Morpheme	The smallest meaningful unit of language
Morphemic Analysis	Word attack skills that examine prefixes, roots and suffixes. An analysis of words formed by adding prefixes, suffixes or other meaningful units to a base word
Morphology	The system of meaningful parts from which words may be created
Morphemic Structure	The way in which to view a word by its parts. These parts include: prefix, suffix, inflectional endings, and compound words

Multisyllabic Words	Words with more than one syllable
Narrative Text	Text that tells a story about fictional or real events
Norm-referenced	Standardized assessments intended to compare a student's performance with the performance of others
Narrative Text	Text that tells a story about fictional or real events

Objectives	Measurable statements detailing the desired accomplishments of a program
Oddities	Vowels that are pronounced differently from the expected pronunciations (ex: the "o" in old is pronounced /Ō/ instead of the expected /Ô/)
Onset	The initial consonant or consonants (ex: fl in flip)
Orthographic Units	The representation of the sounds of a language by written or printed symbols

Orthography	A writing system for represented language
Open Syllable	Syllable ending in a vowel (ex: pa in paper
Open-ended Question	Question that requires more than a "yes" or "no" answer and requires respondents to construct their own response
Partner/Peer Reading	Reading aloud taking turns with a partner who provides word identification help and feedback

Pattern Story or Cumulative Story	A story that has many elements or language patterns repeated until the climax; a predicable text
Phoneme	Smallest unit of sound within our language system. Combines with other _____ to make words. Individual sounds.
Phoneme Isolation	Recognizing individual sounds in a word. (ex: /p/ is the first sound in pan)
Predictable Text	Recurring language patterns, repetition of words or language elements, exhibits close alignment between pictures and text, familiar story lines and sequences

Phoneme Manipulation	Adding, deleting and substituting sounds in words (ex: add /b/ to oat to make boat; delete /p/ in pan to make an; substitute /o/ for /a/ in pat to make pot)
Phonemic Awareness	Ability to notice, think about, hear, identify, focus on or manipulate the individual phonemes in words. Ability to understand that sounds in spoken language work together to make words.
Phonics	The study of the relationship between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences
Phonics Generalizations	Phonics rules that are taught to Emerging readers to help them learn letter combination sounds to increase reading and spelling ability

# Phonics Approach	Teaching reading and spelling in a way that stresses the connection between letters and the sounds they represent, teaches the dissection of words into parts and then blending the sounds together again. Can be taught directly or can be incorporated in ongoing reading and writing
# Phonogram	Succession of letters that represent the same phonological unit in different words such as igh in flight, might, tight, sigh, high
# Phonological Awareness	One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. Umbrella term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. Emcompasses awareness of individual words in sentences, onset-rimes, and individual phonemes
# Phonology	# Speech-sound system

Picture Cues	Use of images that accompany and reflect the content of a text to help readers figure out words and understand the meaning of a text
Picture Walk	Pre-reading strategy; an examination of the text looking at the pictures to gain an understanding of the story and to illicit story related language in advance
Pragmatics	Branch of linguistics concerned with the use of language in social contexts and the ways in which people produce and comprehend meanings through language. Using language appropriately in social situations
Prefix	Morpheme that precedes a root and that contributes to or modifies the meaning of a word. (ex: re in reprint)

# Pre-reading Strategies	Activities that take place just before reading, like reviewing a book cover or looking at the pictures, predicting, and formulating questions. These strategies provide students with valuable information about the text and prepare them for reading
# Print Conventions	Understandings about the rules or accepted practices that govern the use of print in the use of written language. (ex: reading L to R, top to bottom, spelling patterns, capitals)
# Prior Knowledge	# Refers to schema, the knowledge and experience that readers bring to the text
# Progress Monitoring	Tests that keep the reader informed about the child's progress in learning to read during the school year. Quick sample of critical reading skills that will tell the T if the S is making adequate progress towards grade level reading ability

# Prosody	Reading with expression, proper intonation, and phrasing. This helps readers to sound as if they are speaking the part they are reading. Element of fluency that sets it apart from automaticity
# Point of View	Chiefly in literary texts, the position or perspective conveyed or represented by an author, narrator, speaker or character
# Predicting	Requires that S hypothesize or make a best guess based on their background knowledge of the topic, theme, text type or other cursory information available
# Persuasive	Used to convince the reader of the writer's P.O.V.; having the power to convince based on reasoning, emotional appeal, etc.

Pretend Reading	Make believe reading; turning pages of book while inventing words, repeating content of book from memory
Plot Structure	Sequence of events within a literary work. Exposition, central conflict, developed through rising action, climax, resolution
Portfolio	Authentic assessment tool consisting of rubrics and scored student writings
Rate	The speed at which a person reads

Readability Level	Refers to independent, instructional, and frustrational levels of text reading
Reading Center	Special places organized in the classroom for students to work in small groups or pairs, either cooperatively or individually.
Reading Fluency Porating Formula	Words read correctly x 60 / by the number of seconds = reading fluency rate per minute
Repeated Reading	Rereading of text until the reader is able to read at a predetermined rate to produce fluency

Retelling	Recalling the contents of what was read or heard
Reversals	Result of reversing the order in a word (tap/pat) or confusing similar letters such as d-b, or writing letters backwards.
Rhyming	Words that have the same ending sound
Root	Bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings

Receptive Vocabulary	All the words a person recognizes and understands on hearing or reading them. Involves understanding the meaning of words when people speak
Reading Miscue Inventory	Helps T determine if S reading miscues (words read differently from what is actually written). Assesses if students are using background and context clues to assist in reading
Rubric	Scoring guide which may have different levels describing the quality of the work
R-controlled Vowels	Neither long nor short, this vowel sound depends on the R that follows it. Affects the sound of the vowel that precedes it. (ex: er, ir, ur, ar, or)

# Scaffolded Instruction	Process of modeling and encouraging strategic, successful reading by providing structure, organization, questioning, clarification, summarizing, or trying information to what is know or what will be found.
# Schema	Refers to prior knowledge, the knowledge and experience that readers bring to the text. 1) Concepts 2) Events 3) Emotions 4) Roles. Building blocks of cognition in the mind
# Schwa	Vowel sound sometimes heard in an unstressed syllable and is most often sounded as "uh" or as the short "u" sound as in "cup" or "America"
# Scientifically Based Reading Research (SBRR)	Refers to empirical research that applies rigorous, systematic and objective procedures to obtain valid knowledge. Research that: draw on observation or experiment, been accepted by a peer-reviewed journal or panel, involves rigorous data anaylses, can be generalized

# Scope and Sequence	A "roadmap" or "blueprint" for teachers that provides an overall picture of an instructional program
# Screening	Tests that provide the teacher a beginning assessment of the student's preparation for gravel level reading instruction. First alert.
# Segmenting	Separating the individual phonemes, or sounds, of a word into discrete units
# Self Monitoring	Paying attention to one's own reading process while reading, and taking steps to reread or make corrections as needed to make sense of the text

Semantics	Study of the meaning in language; the analysis of the meanings of words, phrases and sentences
Semantic Feature Analysis	Uses a grid to help explore ow a set of things are related to one another. Analyzing grid allows for connections, predictions
Sematic Maps	Portray the semantic relationships that compose a concept; a strategy for graphically representing concepts. Helps the S relate new info schemata and vocab already in brain, integrate new info, and restructure existing info for greater clarity
Shared Reading	Reading a text with an adult. Adult models strategies and concepts such as predicting and noticing letter patterns. Helpful in developing concepts about print such as a "word" and directionality

# Sight Words	Words that are recognized immediately. Not just high freq. words. Any word that is recognized automatically is this. May be phonetically regular or irregular
# Sound to symbol	Phonics instruction that matches phoneme to grapheme
# Spelling Pattern	Refers to digraphs, vowel pairs, word families and vowel variant spellings
# Story Elements	Characters, problem, solution, theme, settings and plot

# Story Grammar	General structure of stories that includes story elements
# Story Maps	Strategy used to unlock the plot and important, major elements of a story. Guide students' thinking and heighten awareness. Represented visually through various graphic organizers to show the beginning, middle, end, who, what, where, when, why, how. (story grammar)
# Story/Text Structure	Set of conventions that govern different kinds of texts such as characters, plot, setting, or in an informational text, comparison and contrast
# Rime	Vowel and any consonant that follows the initial consonant. (ex: ip in flip)

Strategic Learners	Active students. While reading, S make predictions, organize info, interact with text
Strategy	Means to enhance understanding of text
Structural Analysis	Procedure for teaching students to read words formed with prefix, suffixes, or other meaningful word parts. Reader knows to use knowledge of meaning chunks in words. Decoding to a new and higher level
Student Friendly Explanation	Procedure for teaching students to read word's meaning rather than a definition

Suffix

Affix attached to the end of a base, root, or stem that changes the meaning or grammatical function of the word. (ex: -en in oxen)

Summarizing

Reducing large selections of text to their bare essentials: the gist, key ideas, main points that are worth noting and remembering

Syllable

Segment of a word that contains one vowel sound. Vowel may or may not be preceded and/or followed by a consonant

Syllable Types

1) Closed (cat, cobweb), 2) Open (he, silo), 3) VCE (like, milestone), 4) CLE (candle, jungle), 5) R-Controlled (star, corner), 6) Vowel Pairs (count, rainbow)

Symbol to Sound	Matching grapheme to phoneme
Syntax	Pattern or structure of word order in sentence, clauses and phrases; the grammatical rules that govern language. Sentences have to follow a certain structural rules in order to make sense.
Systematic Instruction	Carefully planned sequence for instruction; strategic, before/after activities planned; linked with 5 components
Systematic Phonics Instruction	These types of programs teach children an extensive, pre-specified set of letter-sound correspondences or phonograms

Self-corrections	Child corrects himself when he makes an error. Important for language development. Tells clinician child knows the word
Syntactic Clues	Meaning and grammatical clues found within phrases or sentences. Readers process these to construct meaning.
Survey Test	Represents a measure of general performance only. Does not yield precise info about reading ability. Often used as screeners; maybe be given to groups or individuals
Target Words	Words that are specifically addresses, analyzed, and/or studied in curriculum lessons, exercises and independent activities

# Timed Reading	Students read appropriate text with a predetermined number of words to be read within a specific amount of time
# Trade Book	Book intended for general reading that is not a textbook. Books you can find in stores/libraries.
# Table of Contents	Found in beginning of book, it lists what is in the book and the page numbers/chapters
# Text Features	Includes: table of contents, headings, subheadings, charts, illustrations, captions, vocabulary, glossary

# Text Structures	Various patterns of ideas that are embedded in the organization of text. (ex: cause/effect, comparison/contrast, problem/solution, description and sequence)
# Test Validity	Measures of validity indicate the degree to which the tests measure what their developers claim they measure
# Test Reliability	Test that provides the same results for the same children with repeated testing no matter who administered the test
# Tier 1 Words	Consists of frequently used common words and expressions for which concepts are easily understood. (ex: butterfly, clock, radio, look). These words don't require intense academic instruction

# Tier 2 Words	High freq. academic words used across contexts. More abstract, such as setting, plot, combine, maintain, fortunate, between, coincidence. These words appear in a wide variety of texts, in written/oral language of mature language users
# Tier 3 Words	Low frequency words limited to specific domains, such as tundra, lathe, peninsula an SAT-prep type. These words are best learned when specific needs arise
## Variant Correspondences	Various corresponding spelling patterns for a specific sound or a variety of spelling patterns for one sound. (ex: long a spelled a, a_e, ai_, _ay_
# Visual Information	Information that is accessed through visual means such as the size and shape of a word, format, pictures, diagrams, etc.

# Vocabulary	Refers to all the words of our languages. Readers cannot understand what they are reading without knowing what most of the words mean. 4 types of vocab: listening, speaking, reading, writing
# Vowel Digraph or Vowel Pair	Two vowels together that represent one phoneme, or sound. (ex: ae, ai, oa)
# Word Analysis/Word Attack Strategies	Process of using strategies to figure out or decode unfamiliar words
# Writing Process	Planning, drafting, revising, editing, publishing