




Key terms	Definition
adverb	<p>A word class that may modify a verb (for example, 'beautifully' in 'she sings beautifully'), an adjective (for example, 'really' in 'he is really interesting') or another adverb (for example, 'very' in 'she walks very slowly'). In English many adverbs have an '-ly' ending.</p> 
character	a person or animal who is involved in the plot of a story
characterisation	<p>the process by which the writer reveals the personality of a character and creates a recognisable identity</p> <p>Characterisation can be revealed directly or indirectly:</p> <ul style="list-style-type: none"> <li>• Direct characterisation tells the reader through straightforward statements about a character such as their physical description or personality. For example: 'He had brown eyes and was a small shy boy.'</li> <li>• Indirect characterisation shows information about the character through the character's words, thoughts, actions and responses to other people, places and events. This is often referred to as 'show, don't tell'. For example: 'He lowered his brown eyes and hid behind his older brother.'</li> </ul>
CHOMPS	<p>a made-up acronym to help students remember the features of traditional stories</p> <p>It stands for:</p> <p><b><u>C</u>haracters</b> — storytellers develop characters and make us think about the characters</p> <p><b><u>H</u>uman qualities</b> — shown in characters (human characters and animals), for example: courage, greed, kindness, honesty and dishonesty</p> <p><b><u>O</u>ld and oral</b> — traditional stories are very old and have been retold orally in many versions through time</p> <p><b><u>M</u>oral or message</b> — traditional stories have a message or a moral, for example: help others, be fair and kind, don't be greedy, be loyal, be honest, respect your elders, be humble</p> <p><b><u>P</u>urpose</b> — the purpose of traditional stories is to warn, to entertain or to teach others how to behave</p> <p><b><u>S</u>tructure</b> — traditional stories have a narrative structure. They have an orientation that introduces the characters, setting and time. They also have a complication or a problem, a series of events, and a resolution or a solution to the problem.</p>



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cohesive devices	<p>words and phrases that make the text sound connected</p> <p>In this unit, these include:</p> <ul style="list-style-type: none"> <li>• <b>text connectives</b> that indicate time and sequence events or ideas, for example: long ago, afterwards, later, earlier, firstly, then, finally</li> <li>• <b>pronouns</b> that are used instead of nouns and replace the names of people and things, for example: he, my, his, her, she, it.</li> </ul>
dialogue	the conversation between characters in a story
direct speech	<p>the exact words said by a character; often shown by the use of quotation marks or speech marks ' ____ ' on either side of the words directly spoken by the character</p> <p>Punctuation is also included in the quotation marks; for example, the comma is included in: 'One down,' murmured the tiger.</p>
language features	features of language that support meaning, for example: sentence structure, vocabulary, illustrations, punctuation. 
modality	<p>the degree of certainty or possibility that something will happen, expressed by the writer or speaker through the use of particular words</p> <p>For example, the modal verb 'I <b>might</b> eat my vegetables' shows low modality as it indicates there is less certainty of this event occurring. 'I <b>will</b> eat my vegetables' is high modality, as it indicates a much higher degree of certainty.</p>
narrative	a story of events or experiences, real or imagined
narrative structure	<p>the structure of a story, which includes a title, an orientation, a complication, a resolution and a conclusion</p> <p><b>Title</b> — reflects the content of the story</p> <p><b>Orientation</b> — sets the scene and introduces the setting and the characters</p> <p><b>Complication</b> — a sequence of events that develops the problem and builds suspense</p> <p><b>Resolution</b> — an event or circumstance that resolves the problem</p> <p><b>Conclusion</b> — a summary at the end of a novel giving further developments in the lives of the characters</p>
noun	<p>a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window'. These are called <b>concrete nouns</b>.</p> <p><b>Abstract nouns</b> express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.</p>

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noun group	consists of an important noun — the head noun — and one or more describing words. The adjectives (describers) give more information about the head noun. By using noun groups in the story, an author can pack a lot of extra description around a noun. These descriptive words help the reader to visualise the characters, events and objects in the story.
paragraph	made up of several sentences all dealing with a common idea or topic; they begin with a topic sentence followed by supporting sentences which provide more detail
pace	how quickly or slowly you speak
plot	also called the <i>storyline</i> in a story and shows the events and actions of the characters as they develop from the start of the story through their problems and conflicts to the resolution of the story
plot tension	the build-up of complications in a narrative plot that the main character has to overcome; plot tension maintains the interest of the audience
preposition	a word that tells you where things are in relation to each other (for example: like, at, in, of, below, above, near, under)
prepositional phrase	a group of words that begins with a preposition linked to a noun, pronoun or noun group (for example, where — into the harbour; when — in the morning)
pronoun	a word that allows us to talk about nouns without saying them again and again; the author of a text may use words such as 'he', 'she', 'them', 'they', 'it', 'his' or 'her', rather than repeating the noun throughout the text, for example: the author may use 'she' or 'her' rather than repeating the name 'Elizabeth' throughout the text
tense	a verb form that locates the event described by the verb in time (for example: <i>Sarah laughs</i> is present tense; <i>Sarah laughed</i> is past tense)
text connectives	words that clarify meaning, indicate time and sequence events or ideas  See also <b>cohesive devices</b> .



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text processing strategies	<p><b>Confirming:</b> A reading strategy where the reader checks to see if their predictions at the story level or word level are accurate; if not, the reader revises their predictions.</p> <p><b>Crosschecking:</b> A self-correction reading strategy where readers check the meaning of something they read against their understanding of another section of the text.</p> <p><b>Monitoring:</b> A reading strategy where the reader constantly checks whether meaning is being made as they read. If they become aware through monitoring that meaning is not being made, the reader employs other strategies such as re-reading or reading on.</p> <p><b>Predicting:</b> Using the summary of discoveries made in a book preview to think of a likely text type, purpose, audience and other salient features.</p> <p><b>Reading on:</b> A reading strategy where readers read on to the end of the sentence or paragraph to gain context clues which might assist comprehension of unknown words.</p> <p><b>Re-reading:</b> The process of going back and reading again. A strategy used by readers when meaning is lost.</p> <p><b>Reviewing:</b> A reading strategy whereby the reader considers what they have read previously in the text to assist them to make meaning.</p> <p><b>Self-correcting:</b> A reading practice whereby the reader corrects an error in their reading themselves. This indicates that a reader is reading for meaning.</p>
text structure	<p>A way in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing and topic sentences). Choices in text structures and language features together define a text type and shape its meaning.</p> 
tone	the manner in which you speak; for example, newsreaders usually have a serious tone
traditional stories	<p>very old stories that have been passed down through the generations, and are retold in many different cultures and countries. They include:</p> <ul style="list-style-type: none"> <li>• folktales (for example, the stories from <i>Many flowers: Folk stories from Asia</i>)</li> <li>• fairytales (for example, <i>Cinderella</i>)</li> <li>• fables (for example, <i>The Tortoise and the Hare</i>)</li> <li>• stories from the Dreaming (for example, <i>The Southern Cross Story</i>).</li> </ul>
volume	how loudly or softly you speak

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verb	<p>a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'she climbed the ladder') or a state (for example, 'is' in 'a koala is an Australian mammal.')</p> <p>AC</p> <p>There are many types of verbs including:</p> <ul style="list-style-type: none"> <li>• action verbs (for example: point, shout)</li> <li>• feeling verbs (for example: felt, feared)</li> <li>• thinking verbs (for example: considered, pondered)</li> <li>• saying verbs (for example: said, cried, yelled)</li> <li>• relating verbs (for example: become, is).</li> </ul>
verb group	<p>a group of words that are centred on a verb and contribute to its meaning, for example: 'was pointing'.</p>