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MTEL Vocabulary

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| **Across**  **5.** A child's ability to indicate how many words are found within a sentence that is dictated to them involves.  **9.** Is a reading program which includes phonemic awareness, decoding, fluency, calling on prior knowledge, vocabulary-building, comprehension and motivation.  **10.** The tension created by the antagonist and the protagonist.  **12.** syllable ends in one or more consonants.  **13.** Fluent processing of information that requires little effort or attention, as sight-word recognition.  **14.** Uses actual literacy tasks for the purpose of determining student performance, as opposed to relying solely on the traditional forms of testing.  **15.** A stated or implied association between an outcome and the conditions which brought it about, often an organizing principle in narrative or expository text. | **Down**  **1.** The ways in which the author shows how a character changes as the story proceeds.  **2.** Is grouping information to help children remember it better, a form of brainstorming.  **3.** Persons presented in a dramatic or narrative work.  **4.** A syllable ending in one or more consonants and having a short-vowel sound spelled with one vowel letter.  **6.** The rising action in a narrative piece.  **7.** Combining sounds represented by letters to pronounce a word.  **8.** In this approach students learn how to use a phonogram or rime, in a familiar word to identify an unfamiliar word with the same rime.  **11.** The range of secondary or associated significance and feelings which it commonly suggests or implies. |