## Michigan Academic Standards

### Language Arts

Grade: **1** - Adopted: **2010**

| STRAND / STANDARD CATEGORY | MI.CC.RL.1. | Reading Standards for Literature |
| :--- | :--- | :--- |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.1.1. | Ask and answer questions about key details in a text.<br><br>**BookTaco**<br>**Book Quiz**<br>Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.<br>**Book Review**<br>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br>**Chapter Notes**<br>One page chapter notes organizer helps students organize characters and events for each chapter read.<br>**Compare & Contrast Characters**<br>Template and word bank for the analysis of two characters' similarities and differences.<br>**Draw It!**<br>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.<br>**Paragraph Writing Prompts**<br>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.<br>**Plot Diagram**<br>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.<br>**Point Of View!**<br>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br>**Retell The Story**<br>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.<br>**Story Mapping**<br>The describe the characters, setting, beginning, middle and end of the story. |
| GRADE LEVEL EXPECTATION | RL.1.2. | Retell stories, including key details, and demonstrate understanding of their central message or lesson.<br><br>**BookTaco**<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.<br>**Chapter Notes**<br>One page chapter notes organizer helps students organize characters and events for each chapter read.<br>**Compare & Contrast Characters**<br>Template and word bank for the analysis of two characters' similarities and differences.<br>**Draw It!**<br>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.<br>**Paragraph Writing Prompts**<br>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.<br>**Plot Diagram**<br>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and |

| | | |
|---|---|---|
| | | the resolution.<br>**Point Of View!**<br>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br>**Retell The Story**<br>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.<br>**Story Mapping**<br>The describe the characters, setting, beginning, middle and end of the story. |
| **GRADE LEVEL EXPECTATION** | RL.1.3. | Describe characters, settings, and major events in a story, using key details.<br><br>**BookTaco**<br>**Book Review**<br>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br>**Chapter Notes**<br>One page chapter notes organizer helps students organize characters and events for each chapter read.<br>**Compare & Contrast Characters**<br>Template and word bank for the analysis of two characters' similarities and differences.<br>**Paragraph Writing Prompts**<br>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.<br>**Plot Diagram**<br>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.<br>**Point Of View!**<br>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br>**Story Mapping**<br>The describe the characters, setting, beginning, middle and end of the story. |
| **STRAND / STANDARD CATEGORY** | **MI.CC.RL .1.** | **Reading Standards for Literature** |
| **STANDARD** | | **Craft and Structure** |
| **GRADE LEVEL EXPECTATION** | RL.1.6. | Identify who is telling the story at various points in a text.<br><br>**BookTaco**<br>**Point Of View!**<br>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. |
| **STRAND / STANDARD CATEGORY** | **MI.CC.RL .1.** | **Reading Standards for Literature** |
| **STANDARD** | | **Integration of Knowledge and Ideas** |
| **GRADE LEVEL EXPECTATION** | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events.<br><br>**BookTaco**<br>**Book Review**<br>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br>**Chapter Notes**<br>One page chapter notes organizer helps students organize characters and events for each chapter read.<br>**Compare & Contrast Characters**<br>Template and word bank for the analysis of two characters' similarities and differences.<br>**Draw It!**<br>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.<br>**Paragraph Writing Prompts**<br>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.<br>**Plot Diagram**<br>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.<br>**Point Of View!**<br>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br>**Retell The Story** |

| | | |
|---|---|---|
| | | Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.<br>**Story Mapping**<br>The describe the characters, setting, beginning, middle and end of the story. |
| **STRAND / STANDARD CATEGORY** | **MI.CC.RI. 1.** | **Reading Standards for Informational Text** |
| **STANDARD** | | **Key Ideas and Details** |
| **GRADE LEVEL EXPECTATION** | **RI.1.1.** | Ask and answer questions about key details in a text.<br><br>**BookTaco**<br>**Book Quiz**<br>Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.<br>**Book Review**<br>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br>**Nonfiction 3-2-1 Fun**<br>Nonfiction graphic organizer helps students organize their understanding of a book or text.<br>**Nonfiction Book Report**<br>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br>**Paragraph Writing Prompts**<br>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| **GRADE LEVEL EXPECTATION** | **RI.1.2.** | Identify the main topic and retell key details of a text.<br><br>**BookTaco**<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.<br>**Nonfiction 3-2-1 Fun**<br>Nonfiction graphic organizer helps students organize their understanding of a book or text.<br>**Nonfiction Book Report**<br>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br>**Paragraph Writing Prompts**<br>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| **STRAND / STANDARD CATEGORY** | **MI.CC.RI. 1.** | **Reading Standards for Informational Text** |
| **STANDARD** | | **Craft and Structure** |
| **GRADE LEVEL EXPECTATION** | **RI.1.4.** | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.<br><br>**BookTaco**<br>**Nonfiction Book Report**<br>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br>**Sample Unscramble Sentence**<br>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. |
| **GRADE LEVEL EXPECTATION** | **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.<br><br>**BookTaco**<br>**Nonfiction Text Features**<br>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| **GRADE LEVEL EXPECTATION** | **RI.1.6.** | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.<br><br>**BookTaco**<br>**Nonfiction 3-2-1 Fun**<br>Nonfiction graphic organizer helps students organize their understanding of a book or text.<br>**Nonfiction Book Report** |

| | | Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
|---|---|---|
| **STRAND / STANDARD CATEGORY** | **MI.CC.RI. 1.** | **Reading Standards for Informational Text** |
| **STANDARD** | | **Integration of Knowledge and Ideas** |
| **GRADE LEVEL EXPECTATION** | **RI.1.7.** | Use the illustrations and details in a text to describe its key ideas.<br><br>**BookTaco**<br>**Nonfiction 3-2-1 Fun**<br>Nonfiction graphic organizer helps students organize their understanding of a book or text.<br>**Nonfiction Book Report**<br>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br>**Nonfiction Text Features**<br>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.<br>**Paragraph Writing Prompts**<br>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| **GRADE LEVEL EXPECTATION** | **RI.1.8.** | Identify the reasons an author gives to support points in a text.<br><br>**BookTaco**<br>**Nonfiction 3-2-1 Fun**<br>Nonfiction graphic organizer helps students organize their understanding of a book or text.<br>**Nonfiction Book Report**<br>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br>**Paragraph Writing Prompts**<br>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| **STRAND / STANDARD CATEGORY** | **MI.CC.RI. 1.** | **Reading Standards for Informational Text** |
| **STANDARD** | | **Range of Reading and Level of Text Complexity** |
| **GRADE LEVEL EXPECTATION** | **RI.1.10.** | With prompting and support, read informational texts appropriately complex for grade<br><br>**BookTaco**<br>**Book Notes**<br>Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.<br>**Book Quiz**<br>Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.<br>**Book Review**<br>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.<br>**Nonfiction 3-2-1 Fun**<br>Nonfiction graphic organizer helps students organize their understanding of a book or text.<br>**Nonfiction Book Report**<br>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br>**Nonfiction Text Features**<br>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.<br>**Paragraph Writing Prompts**<br>Students can view and select from a variety of different writing prompts. Once |

| | | their paragraph(s) is ready it can be submitted for review/grading. |
| :--- | :--- | :--- |
| | | **Reading Log** |
| | | Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch. |
| **STRAND / STANDARD CATEGORY** | **MI.CC.RF .1.** | **Reading Standards: Foundational Skills** |
| **STANDARD** | | **Phonics and Word Recognition** |
| **GRADE LEVEL EXPECTATION** | **RF.1.3.** | **Know and apply grade-level phonics and word analysis skills in decoding words.** |
| **EXPECTATION** | **RF.1.3(g)** | **Recognize and read grade-appropriate irregularly spelled words.**<br><br>**BookTaco**<br>**Hear It Say It Write It**<br>Word pronunciation with student modeling along with word writing in print or cursive.<br>**Word Introduction**<br>Introduction to definitions, synonyms, antonyms and contextual usage.<br>**Word Jumble**<br>Active and fun learning medium promoting language acquisition through contextual and visual experience.<br>**Word Ladder**<br>Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure. |
| **STRAND / STANDARD CATEGORY** | **MI.CC.RF .1.** | **Reading Standards: Foundational Skills** |
| **STANDARD** | | **Fluency** |
| **GRADE LEVEL EXPECTATION** | **RF.1.4.** | **Read with sufficient accuracy and fluency to support comprehension.** |
| **EXPECTATION** | **RF.1.4(a)** | **Read on-level text with purpose and understanding.**<br><br>**BookTaco**<br>**Book Notes**<br>Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.<br>**Book Quiz**<br>Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.<br>**Book Review**<br>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.<br>**Chapter Notes**<br>One page chapter notes organizer helps students organize characters and events for each chapter read.<br>**Compare & Contrast Characters**<br>Template and word bank for the analysis of two characters' similarities and differences.<br>**Draw It!**<br>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.<br>**Nonfiction 3-2-1 Fun**<br>Nonfiction graphic organizer helps students organize their understanding of a book or text.<br>**Nonfiction Book Report**<br>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br>**Nonfiction Text Features**<br>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.<br>**Paragraph Writing Prompts**<br>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.<br>**Plot Diagram**<br>Students organize the elements of a narrative text by identifying the |

| | | |
|---|---|---|
| | | exposition, rising action, the climax, the main events of the falling action and the resolution.<br>**Point Of View!**<br>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br>**Reading Log**<br>Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.<br>**Retell The Story**<br>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.<br>**Story Mapping**<br>The describe the characters, setting, beginning, middle and end of the story. |
| **EXPECTATION** | RF.1.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.<br><br>BookTaco<br>**Sample Unscramble Sentence**<br>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.<br>**Sentence Completion**<br>Matching exercise challenges the understanding of the appropriate contextual usage of the words.<br>**Word Introduction**<br>Introduction to definitions, synonyms, antonyms and contextual usage.<br>**Word Jumble**<br>Active and fun learning medium promoting language acquisition through contextual and visual experience. |
| **STRAND / STANDARD CATEGORY** | MI.CC.W.1. | **Writing Standards** |
| **STANDARD** | | **Research to Build and Present Knowledge** |
| **GRADE LEVEL EXPECTATION** | W.1.8. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.<br><br>BookTaco<br>**Book Notes**<br>Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| **STRAND / STANDARD CATEGORY** | MI.CC.SL.1. | **Speaking and Listening Standards** |
| **STANDARD** | | **Comprehension and Collaboration** |
| **GRADE LEVEL EXPECTATION** | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| **EXPECTATION** | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).<br><br>BookTaco<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.<br>**Nonfiction Text Features**<br>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| **EXPECTATION** | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.<br><br>BookTaco<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.<br>**Nonfiction Text Features**<br>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| **STRAND / STANDARD CATEGORY** | MI.CC.SL.1. | **Speaking and Listening Standards** |

| STANDARD | | Comprehension and Collaboration |
|---|---|---|
| GRADE LEVEL EXPECTATION | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.<br><br>**BookTaco**<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.<br>**Nonfiction Text Features**<br>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| STRAND / STANDARD CATEGORY | MI.CC.SL.1. | Speaking and Listening Standards |
| STANDARD | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | SL.1.4. | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.<br><br>**BookTaco**<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1. | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(a) | Print all upper- and lowercase letters.<br><br>**BookTaco**<br>**Hear It Say It Write It**<br>Word pronunciation with student modeling along with word writing in print or cursive. |
| EXPECTATION | L.1.1(c) | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).<br><br>**BookTaco**<br>**Sample Unscramble Sentence**<br>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1. | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(d) | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.<br><br>**BookTaco**<br>**Hear It Say It Write It**<br>Word pronunciation with student modeling along with word writing in print or cursive.<br>**Word Introduction**<br>Introduction to definitions, synonyms, antonyms and contextual usage.<br>**Word Jumble**<br>Active and fun learning medium promoting language acquisition through contextual and visual experience.<br>**Word Ladder**<br>Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure. |
| EXPECTATION | L.1.2(e) | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.<br><br>**BookTaco**<br>**Hear It Say It Write It**<br>Word pronunciation with student modeling along with word writing in print or cursive. |

| | | |
|---|---|---|
| | | **Word Introduction**<br>Introduction to definitions, synonyms, antonyms and contextual usage.<br>**Word Jumble**<br>Active and fun learning medium promoting language acquisition through contextual and visual experience.<br>**Word Ladder**<br>Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure. |
| **STRAND / STANDARD CATEGORY** | **MI.CC.L. 1.** | **Language Standards** |
| **STANDARD** | | **Vocabulary Acquisition and Use** |
| **GRADE LEVEL EXPECTATION** | **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.** |
| **EXPECTATION** | **L.1.4(a)** | **Use sentence-level context as a clue to the meaning of a word or phrase.**<br><br>BookTaco<br>**Sample Unscramble Sentence**<br>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.<br>**Sentence Completion**<br>Matching exercise challenges the understanding of the appropriate contextual usage of the words.<br>**Word Introduction**<br>Introduction to definitions, synonyms, antonyms and contextual usage.<br>**Word Jumble**<br>Active and fun learning medium promoting language acquisition through contextual and visual experience. |
| **STRAND / STANDARD CATEGORY** | **MI.CC.L. 1.** | **Language Standards** |
| **STANDARD** | | **Vocabulary Acquisition and Use** |
| **GRADE LEVEL EXPECTATION** | **L.1.5.** | **With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.** |
| **EXPECTATION** | **L.1.5(c)** | **Identify real-life connections between words and their use (e.g., note places at home that are cozy).**<br><br>BookTaco<br>**Definition Matching**<br>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.<br>**Sample Unscramble Sentence**<br>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.<br>**Sentence Completion**<br>Matching exercise challenges the understanding of the appropriate contextual usage of the words.<br>**Vocabulary Test**<br>Final assessment module featuring multiple choice environment.<br>**Word Introduction**<br>Introduction to definitions, synonyms, antonyms and contextual usage.<br>**Word Jumble**<br>Active and fun learning medium promoting language acquisition through contextual and visual experience.<br>**Word Ladder**<br>Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure. |
| **STRAND / STANDARD CATEGORY** | **MI.CC.L. 1.** | **Language Standards** |
| **STANDARD** | | **Vocabulary Acquisition and Use** |
| **GRADE LEVEL EXPECTATION** | **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).**<br><br>BookTaco<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.<br>**Definition Matching**<br>Definition matching exercise leveraging high level engagement with |

| | | pronunciation reinforcement. |
| | | **Hear It Say It Write It** |
| | | Word pronunciation with student modeling along with word writing in print or cursive. |
| | | **Sample Unscramble Sentence** |
| | | These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. |
| | | **Sentence Completion** |
| | | Matching exercise challenges the understanding of the appropriate contextual usage of the words. |
| | | **Word Introduction** |
| | | Introduction to definitions, synonyms, antonyms and contextual usage. |
| | | **Word Jumble** |
| | | Active and fun learning medium promoting language acquisition through contextual and visual experience. |
| | | **Word Ladder** |
| | | Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure. |