

K-12 English Language Arts Glossary

affix - A meaningful part of a word that is attached before (prefix) or after (suffix) a root or base word to modify its meaning.

alliteration -The repetition of initial consonant sounds in neighboring words. (For example: The slithering, slimy snake)

allusion - A reference to a familiar person, place, or thing.

analogy - A comparison of two or more similar objects, suggesting that if they are alike in certain respects, they will probably be like in other ways, too.

analysis - A separating of a whole into its parts with an examination of these parts to find out their nature and function.

anchor activities - tasks students automatically move to when they complete assigned work. They are important to essential student learning.

*ArtsLit

antithesis - A contrast or opposition of thought, the opposite. In persuasive writing, it is the idea that every argument generates a counter argument. In effective persuasive writing, opposing arguments should be addressed and rebutted.

antagonist -A person or thing working against the main character.

antonym - A word that is opposite in meaning to another word. (For example: love - hate, hot-cold)

assessment - refers to the process of observing and accumulating evidence of an individual student's progress. All assessments should provide feedback to inform instruction, monitor progress or form the basis for evaluation. Assessment allows us to:

- identify the student's strength and instructional needs
- observe and record learning behaviors and strategies
- provide feedback and support to the learner (RIDE - PreK-12 Literacy Policy, 2005)

audience - Those who read or hear what is written. Many qualities of writing must be appropriate to the audience; voice and tone, language, etc.

author's craft - The techniques the author chooses to enhance writing. (Examples of author's craft: style, bias, point of view, flashback, foreshadowing, symbolism, figurative language, sensory details, soliloquy, stream of consciousness, etc.)

autobiography - An account of the life of an individual written by the subject, classified as non-fiction.

base word - A free morpheme (can stand alone), to which affixes can be added. (For example: worry)

best practice - solid everyday phrases used to describe solid, reputable, state-of-the-art work in a field. If a practitioner is following best practice, he or she is aware of **current** knowledge, technology, and procedures (Zemelman, 2005)

- **student centered** - The best starting point for schooling is young people's real interests: across the curriculum, investigating students' own questions should always take precedence over studying arbitrarily and distantly selected "content."
- **experiential** - Active, hands-on, concrete experience is the most powerful and natural form of learning. Students should be immersed in the most natural form of learning. Students should be immersed in the most direct possible experience of the content of every subject.
- **holistic** - Students learn best when they encounter whole ideas, events, and materials in purposeful contexts, not by studying subparts isolated from actual use.
- **authentic** - Real rich, complex ideas and materials are at the heart of the curriculum. Lessons or textbooks that water-down, control, over simplify content ultimately disempower students.
- **expressive** - To fully engage ideas, construct meaning, and remember information, students must regularly employ the whole range of communication media-speech, writing, drawing, poetry, dance, drama, music, movement, and visual arts.
- **reflective** - Balancing the immersion in experience and expression must be opportunities for learners to reflect, debrief, abstract from their experiences what they have felt and thought and learned.
- **social** - Learning is always socially constructed and often interactional: teachers need to create classroom interactions that "scaffold" learning.
- **collaborative** - Cooperative learning activities tap the social power of learning better than competitive and individual approaches.
- **democratic** - The classroom is a model community: students learn what they live as citizens of the school.
- **cognitive** - The most powerful learning comes when students develop true understanding of concepts through higher-order thinking associated with various fields of inquiry and through self-monitoring of their thinking.
- **developmental** - Students grow through a series of definable but not rigid stages, and schooling should fit its activities to the developmental level of the student.
- **constructivist** - Students do not receive content: in a very real sense, they recreate and reinvent every cognitive system they encounter, including language, literacy, and mathematics
- **challenging** - Students learn best when faced with genuine challenges, choices, and responsibility in their own learning.

bias - A highly personal judgment.

***Big 6 Research Strategies** -

biography - An account of the life of an individual, classified as non-fiction or informational text.

cause/effect charts - A text or response to reading text which provides explanations or reasons for phenomena.

character - A person, animal, or object that takes part in the action of a literary work. The main or major character is the most important and central to the action. A minor or supporting character is one who takes part in the action, but is not the focus of the attention.

character traits chart - chart used to identify character traits

characterization - The method an author uses to reveal the characters and their various personalities. Authors use two major methods of characterization: direct and indirect. When using direct characterization, a writer states the characters' traits, actions, motives, or feelings. When describing a character indirectly, a writer depends on the reader to draw conclusions about the character's traits or uses other participants in the story to reveal a character's traits and motives.

chunking/segmenting - strategy used to decode words

cite - To quote as an example.

citation - A direct quote from the text, as opposed to a generalized summary or statement; an acknowledgment and documentation of sources of information.

coherence - The quality achieved when all the ideas are clearly arranged and connected. The arrangement of ideas, within and among paragraphs, should be organized in such a way that the reader can easily move from one point to another. When all ideas are arranged and connected, a piece of writing has coherence.

comparison/contrast - A text or response to reading text that identifies how information presented has similar or different characteristics or qualities.

conflict - The problem or struggle in a story that triggers the action. Conflicts may be internal (struggles from within a character) or external.

concrete or specific details - Details are concrete when they can be seen, heard, smelled, tasted, or touched. The use of factual details to create a picture (e.g., ten antique, light brown wooden ducks, each with a built-in-ink well, were lined in two straight rows.)

context - The set of facts or circumstances surrounding an event or a situation, explanation of characters, or definition of important terms in text; the background information the reader needs to know in order to fully understand the message of the text.

context clues - Information in the reading passage that helps the reader determine the meaning of unfamiliar words or phrases, such as illustrations or the meaning of other words in the text.

controlling idea - This is the main idea/focus that runs throughout the paper or text.

conventions - Features of standard written English that usually include sentence formation, grammar, spelling, usage, punctuation, and capitalization.

counter argument - See antithesis

CSSD (context, sound, structure, dictionary)

decode - The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondence

diagnosis

- provides more detailed information about a student who has been identified as being "at-risk" at any time during the year
- provides more precise and in-depth analysis of a student's strengths, weaknesses; frames instruction for the particular student.

Determines more specifically problematic areas for the student. (RIDE - PreK-12 Literacy Policy, 2005)

dialogue - A conversation between two characters. In poems, novels, and short stories, dialogue is usually set off by quotation marks to indicate a speaker's exact words; in a play, dialogue follows the names of the characters, and no quotation marks are used.

diction - An author's choice of words based on their accuracy, clarity, and effectiveness.

differentiated instruction

- **compacting** - a three step process that:
 - assesses what a student knows about material to be studied and what the student still needs to master
 - Plans for learning what is not known and excuses student from what is known
 - Plans for freed-up time to be spent in enriched or accelerated study (Tomlinson)
- **cubing** - technique that can help student think at different levels of the taxonomy . Cubing is a technique from considering a subject from six points of view, e.g., describe it, compare it, analyze it, etc. Cubes can also be constructed with multiple intelligences such a verbal, bodily- kinesthetic, visual, etc. (Gregory, Chapman)
- **flexible grouping** - students are part of many different groups, and work alone, based on the match of the task to student readiness, interest, or leaning profile. Teachers may create skills-based or interest-based groups that are heterogeneous in readiness level. Sometimes students select work groups, and sometimes teachers select them. Sometimes student groups are purposeful and sometimes random. (Tomlinson)
- **jig sawing** -cooperative strategy that allows students to become experts in a facet of a topic they're particularly interested in. Students first meet in whole groups, sometimes called home-based groups. Here they review the task they must complete and clarify the goals for individuals and the group. (Tomlinson) Each student is responsible for one component of the text. Student then shares information to form a whole
- **tiered assignments** - in a heterogeneous classroom, a teacher uses varied levels of activities to ensure that students explore ideas at a level that build on their prior

knowledge and prompts continued growth. Student groups used varied approaches to explore essential ideas. (Tomlinson)

drama - A story written to be performed by actors. Dramas are often divided into parts called acts, which are often divided into smaller parts called scenes.

exemplars- Examples of student work that meets the standard.

elaboration - Words used to explain and in some way support the central idea; the development and expansion of ideas and arguments. Elaboration varies with the type of writing. (For example, a report may have statistics, examples, anecdotes, and facts, while a narrative would have description, dialogue, show-not-tell, etc.)

embedded phrases and clauses - Grammatical structures which are placed in simple sentences to enhance sentence variety (e.g., The bird sat on the fence...chirping loudly in the early morning mist, the bird with the colorful feathers sat on the fence which divided the pasture from the yard, while the cat looked longingly from the window.)

evaluate - Examine and judge carefully, based on evidence found in the text.

evaluation - is the process of making judgments about evidence (assessments) collected. evaluation allows us:

- set learning goals based on the knowledge of the student
- plan specific learning experiences
- determine the effectiveness of the teaching
- show the student's progress towards meeting the learning goals
- guide the setting of the new instructional goals (RIDE - PreK-12 Literacy Policy, 2005)

figurative language - Language used in writing or speech that is not meant to be interpreted literally, as the intent of the language is to create a special effect, idea, image, or feeling.

flow charts - graphic organizer used for sequencing and text structure

fluency - The clear, easy, written or spoken expression of ideas, or freedom from word-identification problems that may hinder comprehension during silent reading or the expression of ideas during oral reading; The ability to read text accurately, quickly, and with proper expression, phrasing, and intonation between word recognition and comprehension; Rapidly and automatically recognizing and decoding words, with evidence that the reader is accessing the deeper meaning of the text; Assessment of fluency is associated with rate, accuracy, and scores on comprehension tests.

focus - The concentration of a specific idea(s) within the topic the writer is addressing; the main/central idea that runs through a text. (For example: If the topic is "horses," the focus might be: Horses are very expensive to own.)

foreshadowing - identifying clues

GLE - grade level expectations

GSE - grade span expectations (Science)

genre - A category used to classify literary works, usually by form, technique, or content. For example, literature is commonly divided into three major genres: poetry, prose, and drama. Each genre is, in turn, divided into sub-genres

graphic organizer- A diagram or pictorial device used to record and show relationships among ideas or information.

historical fiction - Fiction drawn from the writer's imagination, but true to life in some period of the past.

homonym - One of two words that have the same sound and often the same spelling but differ in meaning. (For example, bear "to carry," bear (the animal), and bare "naked.")

homophone - One of two or more words that are pronounced the same but differ in meaning, origin, and sometimes spelling. [For example, hair/hare, knight/night, and (fish) scale / (musical) scale.]

hyperbole - A figure of speech in which exaggeration is used for emphasis or effect.

inference - A deduction or conclusion made from facts that are suggested or implied rather than overtly stated. (For example: Mom said that I should study more and watch television less. I inferred that I should get better grades or the television would be taken out of my room.)

informational text - A text that provides facts, ideas, and principles that are related to the physical, biological, or social world; classified as non-fiction text.

KWL - what you know, what you want to know, what you have learned

literary conflict - The tension that grows out of the interplay of the two opposing forces in a plot.

literary devices - Tools used by the author to enliven and provide voice to the writing, such as dialogue, alliteration, foreshadowing, personification, metaphors, etc.

literary elements - The essential techniques used in literature, such as characterization, setting, plot, and theme.

literature circles - responding to story elements

metacognition - student's thinking about their own thinking, e.g. explain how to solve a problem (Tomlinson)

metaphor - A figure of speech in which one thing is described in terms of another to make an implicit comparison - that is, a comparison that does not use words such as "like" or "as." (For example: The sky's lamp was bright.)

MIAGI (mark, identify, analyze, guess, interpret)

morpheme - The smallest meaningful unit of language; may be a word or part of a word (For example - "less" or "child")

narrative - A story, actual or fictional, expressed orally or in writing; a text that tells about a sequence of events.

narrative passage - Text in any form that recounts or tells a story.

Narrator - The person (or animal or object) telling a story, who may be a character within the story or someone outside of the story.

occasion - The happening or event that makes the response possible

outcome -

- provides broader information about programs and student leaning
- leads to program evaluation, which in turn, influences the selection and utilization of resources, materials, and personnel
- provides data about what has been accomplished over a period of time (RIDE - PreK-12 Literacy Policy, 2005)

onomatopoeia - A figure of speech in which the sound of the word imitates the sounds associated with the objects or actions to which they refer (For example, crackle, moo, pop, zoom)

opinion - A belief or conclusion held with confidence, but not sustained with proof.

organization - The clear evidence of a plan or foundation on which writing is built; includes intentional introduction, conclusion, and internal/external transitions to connect ideas.

pacing - The rate of movement and action of a narrative. (Examples of a problem with pacing: The story may take along time to build to the climax, it may have only one or two sentences about the climax, or it may end abruptly.)

paraphrase - Restate text or passage mostly in other (or in own) words.

pedestrian - Commonplace, usual; when applied to vocabulary over-used ("good things," "nice stuff).

personification - The attribution of human qualities to inanimate objects. (For example: The clouds played and danced in the sky.)

persuasive - Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.

phoneme - The smallest unit of sound in a spoken word; a speech sound that combines with other sounds in a language to make words.

phonemic awareness Ability to hear, identify and manipulate individual sounds in spoken words; Involves blending, segmenting, deleting sounds, etc. The ability to notice, think about, and work with individual sounds (phonemes) in spoken language. (RIDE - PreK-12 Literacy Policy, 2005)

phonics - Relationships between the letters of written language and the individual sounds of spoken language

plot - The plan, design, storyline, or pattern of events in a play, poem, or works of fiction.

plot mountain - (graphic organizer) rising action—falling action

poem - A composition characterized by use of condensed language, chosen for its sound and suggestive power and the use of literary techniques such as rhyme, blank verse, rhythm, meter, and metaphor.

point of view - The way in which an author reveals characters, events, and ideas when telling a story; the perspective or vantage point from which a story is told.

Principles of Learning (POL)

- **Organizing for Effort** - clear expectations; fair and credible evaluations; recognition of accomplishment; and curriculum geared to standards.
- **Clear Expectations** - standards made available and discussed; models of student work; students judge their own and others' work; intermediate expectations specified; families and communities informed.
- **Fair and Credible Evaluations** - exams referenced to standards; curriculum and assessments aligned; grading against absolute standards, not curve; reporting system makes clear how students are progressing toward expected standards; public accountability and instructional assessments aligned.
- **Recognition of Accomplishment** - frequent recognition of student work; recognition for real accomplishment; clearly demarcated progress points; celebration with family and community; employers and colleges recognize accomplishments.
- **Academic Rigor** - commitment to a knowledge core (articulated curriculum, curriculum organized around major concepts, teaching and assessment focus on mastery of core concepts); high thinking demand (students expected to raise questions, solve problems, reason, challenging assignments in every subject, extended projects, explanations and justifications, reflection on learning strategies); active use of knowledge (synthesize several sources of information, test understanding by applying and discussing concepts, apply prior knowledge, interpret texts and construct solutions).
- **Accountable Talk** - accountable to the learning community (students actively participate in classroom talk, listen attentively, elaborate and build on each other's ideas, work to clarify or expand a proposition); accountability to knowledge (specific and accurate knowledge, appropriate evidence for claims and arguments, commitment to getting it right); accountability to rigorous thinking (synthesize several sources of

information, construct explanations and test understanding of concepts, formulate conjecture and hypothesis, employ generally accepted standards of reasoning, challenge the quality of evidence and reasoning).

- **Socializing Intelligence** - beliefs (I have the right and obligation to understand and make things work, problems can be analyzed and I am capable of analysis); skills (a toolkit of problem analysis skills (metacognitive strategies, knowing how to ask questions, seek help, and get enough information to solve problems); dispositions (habits of mind).
- **Self-Management of Learning** - metacognitive strategies explicitly modeled, identified, disused, and practiced; students play active role in monitoring and managing the quality of their learning; teachers scaffold student performance during initial learning, gradually remove supports; students become agents of their own learning.
- **Learning as Apprenticeship** - students create authentic products and performances for interested critical audiences; experts critique and grade student work; finished work meets public standards of quality; learning strategies are modeled.

problem-based learning - consist of providing students with ill structured problems that are open-ended and challenging. Students use information and processes in real-world situations to solve the problems.. The problems are loosely structured and have no right or wrong answers. They require investigation of options and application of the content and processes that students are studying and practicing. (Gregory, Chapman)

problem - The conflict or struggle (internal or external) that causes the action in a story or play. An internal conflict takes place within the mind of a character, such as a struggle to make a decision, take an action, or overcome a feeling. An external conflict is one in which a character struggles against some outside force, such as another person or something in nature.

procedure - Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.

progress monitoring:

- informs the teacher about the student's progress
- determines if the student is making adequate progress
- provides timely measures to inform instruction. (RIDE - PreK-12 Literacy Policy, 2005)

prose - Writing that is not restricted in rhythm, measure, or rhyme; most writing that is not drama, poetry, or song is considered prose.

protagonist - The main character or hero of a text.

purpose - The specific reason for writing; the goal of the writing (to entertain, express, inform, explain, persuade, etc.). Purpose has to do with the topic and the focus the writer is addressing, its central idea, theme, or message.

QAR - Question-Answer Relationships - A strategy that helps students differentiate among various types of comprehension questions, enabling them to tackle questions more effectively.

reading critically - Reading in which a questioning attitude, logical analysis, and inference are used to judge the worth of the text; evaluating relevancy and adequacy of what is read; the judgment of validity of worth of what is read, based on sound criteria and evidence.

reading rate - The speed at which a person reads; generally measured as words per minute or words correct per minute.

realistic fiction - Fiction drawn from the writer's imagination, but is true to life; often focuses on universal human problems.

reference to text - Mentoring or alluding to something in the text without directly quoting the text (For example: Pip was frightened when he met the convict in the graveyard.)

reflective essay - A form of writing in which an author explores and shares the meaning of a personal experience, belief, or idea

report - Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.

resolution - The portion of the play or story in which the problem is resolved. It comes after the climax and falling action and is intended to bring the story to a satisfying end.

response to literary or informational text - Writing in which the author analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.

retelling - A restatement of the events in the story.

rhyme - A metrical device in which sounds at the ends of words or lines or verse correspond. Another common device is the use of internal rhymes, or rhyming words within lines.

rhyme scheme - A regular pattern of rhyming words in a poem, usually indicated by assigning a different letter to each rhyme in a stanza such as, a-b-a-b.

rhythm - In verse or prose, the movement or sense of movement communicated by the arrangement of long and short or stressed and unstressed syllables.

root - A bound morpheme, usually of Latin origin, that cannot stand alone, but is used to form a family of words with related meanings. (For example: "spec")

Scientifically Research Based Reading Research (SBRRR) - is research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties, as well as to reading assessment. (RIDE - PreK-12 Literacy Policy, 2005)

screening:

- predicts which students are likely to experience difficulty
- identifies students who are at-risk and in need of further diagnostic assessments(s) and/or interventions (RIDE - PreK-12 Literacy Policy, 2005)

self-monitor - Meta cognitive awareness and processes whereby the reader realizes that what is being read is or is not making sense, and adjusts reading strategies to improve comprehension.

semantics - The study of meaning in language, particularly the meaning of words and changes in the meanings.

sensory description - Elaboration on a key part or character of the story that includes the five senses: sight, smell, touch, taste, and sound. All five senses do not have to be used, just the ones that naturally fit into the description. Feelings and thoughts, as well as dialogue, may be embedded.

setting - The time and place of the action in a literary work. The setting includes all the details of a place and time. In most stories, the setting serves as a backdrop or context in which the characters interact and the plot progresses.

simile - A figure of speech in which one thing is likened to another using an explicit comparison (that is, using the words "like" or "as") to clarify or enhance an image. (For example: It was as cold as an ice cube.)

6+1 Traits of Writing™:

- ideas and development
- organization
- sentence fluency
- voice
- word choice/terminology
- connections

soliloquy - A speech delivered by a character when he/she is alone on the stage; monologue.

SQ3R - survey question read, record, review

stance - The attitude or position the author has adopted; literally, how an author stands on the topic.

stereotype - A pattern or form that does not change. A character is "stereotyped" if she or he has no individuality and fits the mold of that particular type of person or character, such as a villain.

style - The characteristic manner used by an author to express ideas and create intended effects, including the writer's use of language, choice of words, and use of literary devices.

summary - Writing that presents the main/central points of a larger work in condensed form.

synonym - Two or more words that have highly similar meanings. (For example: happy, glad, and cheerful.)

syntax - The pattern or structure of word order in sentences, clauses, and phrases.

T-chart - graphic organizer

temporal sequence - Ideas or events presented in the order in which they happen.

text comprehension - the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (RIDE - PreK-12 Literacy Policy, 2005)

text structure - The way information is organized and presented. (For example: Fiction texts and biographies generally use a narrative structure and are meant to be read from beginning to end; nonfiction or informational texts are organized by topics or into sections, using text features such as headings, bold print, transitional words/phrases, etc.)

theme - The central idea, message, concern, or purpose in a literary work, which may be stated directly or indirectly. (For example: In the book *The Pancake*, by Anita Lobel, "People should work together" or "Don't be too cocky" are themes.)

thesis - The basic proposition put forward by a speaker or writer, which then is proved through fact, argument, or support from a text; the subject or argument of a composition. It is the controlling idea about a topic that the writer is attempting to prove; a sentence that announced the writer's main, unifying controlling idea about a topic. A thesis statement usually contains two main elements: a limited subject (Internet), a strong verb, and the reason for it - the "why"- (The Internet provides information of varying depth and quality).

timelines - graphic organizers used for organizing sequence of events

tone - The overall feeling or effect created by a writer's use of words, sentence structure, and attitude towards the audience, characters, or topic. This feeling, which pervades the work, may be serious, mock-serious, humorous, sarcastic, solemn, objective, etc.

topic - The general subject matter covered in a piece of writing.

traditional literature - Stories passed down orally throughout history. (Examples include: folk tales, fairy tales, myths, legends, and epics.)

transitions - Words or phrases that help tie ideas together (e.g., however, on the other hand, since, first, etc.); Transitional devices also include numbering, use of such things as space, ellipses to enhance meaning.

TS/CD/CM/CS - Topic sentence, concrete details, commentary, and closing sentence

turning Point - The moment in a story or a play when there is a definite change in direction and one becomes aware that it is now about to move toward the end.

voice - The style and quality of the writing which includes word choice, a variety of sentence structures, and evidence of investment. Voice portrays the author's personality or the personality of the chosen persona. It is the fluency, rhythm, and liveliness in writing that makes it unique to the writer. A distinctive voice establishes personal expression and enhances the writing.

word ladders - Working from a word they know, children can add and remove letters to construct a ladder of words.

Venn diagrams - graphic organized used for comparing and contrasting

