



# Glossary of Terms for the 2014 English Language Arts Standards

Glossary Term	Term first use in ELA Standards	Term Definition
<b>academic vocabulary</b>		the lexicon of words used in classroom contexts and associated with academic reading, writing, listening, and speaking
<b>affix</b>	LA 3.1.3.a; LA 3.1.5.a; repeats in all successive grade levels	a non-word morpheme that changes the meaning or function of a root or stem to which it is attached, such as the prefix <i>ad-</i> and the suffix <i>-ing</i> in <i>adjoining</i>
<b>alliteration</b>	LA 0.1.6.c; repeats in all successive grade levels	the repetition of initial sounds in neighboring words or stressed syllables. For example: <i>The beautiful blue bug flew freely from flower to flower.</i>
<b>allusion</b>	LA 12.1.6.c	an indirect reference or expression within a literary text to some other event, person, place, object, or cultural or literary phenomenon
<b>analogy</b>	LA 6.1.6.c; repeats in all successive grade levels	a comparison between two things that is based upon their similarities, especially for the purposes of explanation or clarification
<b>analytic</b>	LA 0.2.2.a; repeats in all successive grade levels	a common mode of academic writing in which information is compared and contrasted, assessed, or evaluated
<b>antonym</b>	LA 1.1.5.d; repeats through LA 8.1.5.d	a word that means the opposite of another word (e.g., <i>hot</i> and <i>cold</i> are antonyms)
<b>author's purpose</b>	LA 0.1.6.a; repeats in all successive grade levels	the author's intention for creating a particular piece of writing; a piece of writing may serve more than one purpose, for example, to entertain and persuade its audience
<b>base word</b>	LA 1.1.5.a	a word to which prefixes and suffixes may be attached to create related words, e.g., <i>design</i> in <i>redesign</i> and <i>designer</i>
<b>cause-effect relationship</b>		a stated or implied association between an outcome and the conditions which brought it about; often an organizing principle in narrative and expository texts

<b>character development</b>	LA 6.1.6.c; LA 7.1.6.c; LA 8.1.6.c	in works of fiction or narrative non-fiction, the writer's process of providing depth to a character by describing attitudes, thoughts, actions, reactions, life experiences, social standing, history, and cultural background
<b>citation</b>	LA 0.4.1.b; LA 3.2.1.i; LA 8.2.1.j; repeats in all successive grade levels;	a specific reference to an information source that appears within a text or as part of a reference list, especially in a scholarly work
<b>collaborative tools</b>	LA 0.4.2.b; repeats in all successive grade levels	online software designed to support the completion of shared tasks with an internet connection. For example: a website that allows users to edit and comment upon the same document.
<b>compare/contrast</b>	LA 0.1.6.j; repeats in all successive grade levels	a method utilized to show similarities and differences between two things, ideas, etc.
<b>compound words</b>	LA 1.1.3.b; LA 2.1.3.b	a combination of two or more words that functions as a single unit of meaning
<b>conceptual categories</b>		categories that represent ideas such as colors, numbers, months, days of the week, position words, etc.
<b>conflict</b>	LA 6.1.6.b; repeats in all successive grade levels	the struggle either within or between characters that is often the basis of the plot of a play or story
<b>connotation</b>	LA 6.3.3.b; LA 7.1.5.d; repeats in all successive grade levels	the emotional association of a word; the ideas or feelings that are evoked in addition to a word's primary meaning
<b>context clues</b>	LA 0.1.5.b; repeats through 8.1.5.b	information found near a word or phrase that helps the reader directly or indirectly identify the meaning of unknown words and phrases
<b>conversational vocabulary</b>		the use of informal words and phrases for the purpose of everyday communication and dialogue
<b>credibility</b>	LA 0.3.2.b; repeats in all successive grade levels	the quality of being trustworthy and factual, especially concerning information from diverse media sources and formats

<b>denotation</b>		the primary or literal (dictionary) definition of a word
<b>denotation/connotation</b>		a pair of terms referring to the distinction between the literal, dictionary definition of a word (denotation), and the associations it has acquired in use (connotation)
<b>derivation</b>	LA 2.1.3.b; LA 3.1.3.b, LA 4.1.3.b	a word formed by adding an affix to a root or stem
<b>description</b>	LA 2.1.6.j; repeats in all successive grade levels	words and phrases in a piece of writing that help the reader create a mental picture
<b>descriptive feedback</b>	LA 0.2.1.f; repeats in all successive grade levels	oral, written, or digital evaluation, especially of writing, designed to help a student improve skills and gain knowledge
<b>dialect</b>	LA 10.1.6.c; LA 12.1.6.c	the particular phonological, grammatical, and lexical uses of language specific to peoples or regions
<b>digital citizenship</b>	LA 0.4.2; repeats to LA 12.4.2 (Also in standard)	the quality of self-monitored habits, actions, and use patterns that sustain, improve, and ensure the safety of digital communities
<b>digraph</b>	LA 1.1.3.a; LA 1.1.3.b	two letters that represent one speech sound, as ch for /ch/ in chin or /ea for /e/ in bread
<b>domain-specific vocabulary</b>	LA 0.2.2.d; repeats in all successive grade levels	the words and phrases that are particular to a mode of writing, especially forms of academic writing
<b>emergent reader text</b>		texts designed for readers in the early stages of grasping basic knowledge of print, phonological awareness, or comprehension
<b>environmental print</b>	LA 0.1.1.e	print and other graphic symbols, in addition to books, that are found in the student's physical environment, such as street signs, billboards, television commercials, building signs, etc.
<b>epiphany</b>	LA 12.1.6.c	a sudden but significant revelation or understanding
<b>exemplar</b>	LA 1.2.2.e; repeats in all successive grade levels	(see <b>mentor text</b> )
<b>expression</b>	LA 0.1.4 through LA 2.1.4; LA 0.1.4.b; repeats in all successive grade levels	in oral reading, the pitch, tone, volume, and rhythm of speaking that creates meaning and conveys the ideas and emotions behind the text

<b>fact/opinion</b>	LA 4.1.6.j; repeats in all successive grade levels	a method of organizing informational text that may blend both facts and personal opinions to persuade the reader to think in a particular way; this method may also be used as part of a compare and contrast activity
<b>figurative language</b>	LA 7.1.5.d; repeats in all successive grade levels	language enriched by word images and figures of speech
<b>fluency</b>	LA 0.1.4 through LA 12.1.4;	the ability to read, write, and speak clearly and effectively without the constraints of decoding, word recognition, or articulation errors
<b>formal voice</b>	LA 2.3.1a; repeats in all successive grade levels	a manner of writing or speaking that employs objective language, precise word choice, grammatically correct sentence structure, and an academic or business-like tone
<b>homograph</b>	LA 3.1.5.d; LA 4.1.5.d; LA 5.1.5.d	a word with the same spelling that as another word, whether or not it is pronounced alike, e.g., <i>pen</i> —a writing instrument and <i>pen</i> —an enclosure for an animal; homographs encompass homonyms and homophones
<b>homonym</b>		a word with the same spelling as another word, but with a different meaning, e.g., He will <i>read</i> that book today. Once he has <i>read</i> it, he will write his review
<b>homophone</b>	LA 3.1.5.d; LA 4.1.5.d; LA 5.1.5.d	a word that sounds the same as another word, but may have a different spelling, e.g., <i>tail</i> and <i>tale</i>
<b>hyperbole</b>		an intentionally exaggerated figure of speech, such as “I have told you a million times”
<b>ideas</b>	LA 0.1.6.e; LA 0.2.1.a; LA 0.2.1.b; LA 0.2.1.c; LA 0.2.2.a; LA 0.2.2.b; LA 0.3.1; Multiple uses in document	one of the 6+1 Traits of Writing; it focuses on the central topic or theme used in a piece of writing
<b>idiom</b>	LA 4.1.6.c; LA 5.1.6.c; LA 6.1.5.d; LA 6.1.6.c; LA 7.1.6.c; LA 8.1.6.c; LA 10.1.6.c	an expression that cannot be interpreted based on its literal meaning. For example: “Those jeans cost an arm and a leg!”

<b>imagery</b>	LA 1.1.6.c through LA 6.1.6.c	the sensory or mental pictures brought about in the reader's mind by the descriptive or vivid details within a text
<b>infer</b>	LA 0.1.5.b through LA 4.1.5.b	to understand something that isn't directly stated in the text by relating it to something else in the text, or to personal experience or understanding
<b>inferential question</b>	LA 2.1.6.i; LA 3.1.6.i	a question designed to require the reader to make "educated guesses" or conclusions from stated information and from which varying answers may be elicited; the text may offer clues that students must infer
<b>inflectional ending</b>	LA 1.1.3.a	a group of letters (suffix) added to the end of a word that changes the word's form or function but not its basic meaning, e.g., <i>rain vs. raining</i>
<b>information fluency</b>	LA 0.4 through LA 12.4 (standard) LA 4.4.1 through LA 12.4.1 (indicators)	the set of skills and dispositions related to locating, evaluating, and using digital sources of information
<b>informational text</b>		text provided to expose a reader to a particular subject; it may include expository text, technical writing, and other resources
<b>intonation</b>		the use of pitch to indicate particular meanings of spoken phrases. For example, "You are!" and "You are?"
<b>main idea</b>	LA 0.1.6.e LA 1.1.6.e through LA 12.1.6.e	the most important or central idea of a paragraph or section of text
<b>medial vowel</b>	LA 0.1.2.a	the middle or central vowel(s) in a word, e.g., <i>-ea</i> in <i>beach</i>
<b>medium</b>	LA 1.1.6.o; repeats in all successive grade levels	the various physical means through which information may be communicated or aesthetic forms created, for example, newspapers, film, books, computer software, artistic creations, or other formats

<b>mentor text</b>	LA 1.2.2.e; repeats in all successive grade levels	a writing piece or sample that is exemplary of the particular quality, style, or purpose of a writing task and which provides guidance for writing students; also known as an <i>anchor text</i> or <i>exemplar</i>
<b>metaphor</b>	LA 4.1.6.c; repeats in all successive grade levels	a figure of speech in which a comparison is implied by analogy but is not stated, such as, "He is a snake!"
<b>modes of writing</b>		also known as rhetorical modes, the major purposes of writing and speaking
<b>narrative</b>		a story, real or fictional, that is written or told orally and gives accounting of the events that occurred
<b>norms</b>	LA 0.4.2; repeats in all successive grade levels	commonly accepted practices or behaviors
<b>onomatopoeia</b>	LA 1.1.6.c; repeats through LA 10.1.6.c	the use of words the sound of which suggests their meaning such as <i>bang</i> , <i>fizz</i> , and <i>woof</i>
<b>onsent and rime</b>		<b>onset:</b> the consonant(s) preceding the first vowel in a monosyllabic word such as <i>fl-</i> in the word <i>fling</i> ; <b>rime:</b> the vowel and any following consonants of the word such as the <i>-ing</i> in the word <i>fling</i>
<b>oxymoron</b>	LA 7.1.6.c through LA 12.1.6.c	a figure of speech in which contrasting or contradictory words are brought together for emphasis, such as "clearly confused" or "minor catastrophe"
<b>parallel structure</b>	LA 10.2.1.d; LA 12.2.1.d	in grammar, the construction of phrases, sentences, paragraphs, or longer passages in the same grammatical structure, e.g., The kittens enjoyed <i>eating</i> , <i>playing</i> , and <i>napping</i> ; also known as parallelism
<b>paraphrasing</b>	LA 04.1.b; repeats in all successive grade levels	the act of restating or rewording a portion of text; may be used to show understanding or to properly cite sources of information

<b>phoneme</b>		the smallest sound unit of speech, that when contrasted with another phoneme may change the meaning of the word, for example, if the phoneme /f/ in <i>fish</i> is replaced with the phoneme /d/, the word becomes <i>dish</i>
<b>phonological awareness</b>	LA 0.1.2; repeats in all successive grade levels	the set of skills associated with recognizing phonological sounds
<b>plagiarism</b>	LA 2.2.1.i; repeats in all successive grade levels	the practice of falsely representing the work of another writer as one's own
<b>pitch</b>		the rise and fall of the voice when speaking
<b>plot</b>	LA 2.1.6.b; repeats in all successive grade levels	the structure of the action of a story; the plot typically includes the exposition (beginning), rising action, climax, falling action, and resolution
<b>prefix</b>	LA 2.1.3.b through LA 4.1.3.b; LA 6.1.5.a through LA 8.1.5.a	an affix attached before a base word or root
<b>primary source</b>		an original source of evidence or information
<b>proposition support</b>		support for a statement offered as true, or for testing a statement as true
<b>prosodic</b>	LA12.1.4.a	relating to the variables of speaking including rhythm, speed, pitch, and vocal emphasis
<b>publish</b>	LA 0.2.1; LA 0.2.1.j; LA 0.2.2.c LA 0.2.2.c; All four indicators repeat in all successive grade levels	to prepare written material for presentation to an audience, whether informally to classmates or as a formal stage of the writing process
<b>reciprocal communication</b>	LA 0.3.3; repeats in all successive grade levels	the process of communication wherein all participants respond and participate actively
<b>recursively</b>	LA 0.2.1.h through 12.2.1.h LA 7.2.1.a through LA 12.2.1.a	in a repetitive, systematic manner, especially as it relates to the editing and revising of written text
<b>repetition</b>	LA 0.1.6.c	a literary device in which words or phrases are repeated for emphasis or stylistic effect
<b>retell</b>	LA 0.1.6.d; LA 0.1.6.e; LA 1.1.6.d; LA 1.1.6.e; LA 2.1.6.d; LA 2.1.6.e	the act of a reader telling what happened in a passage or story they have just read, in his or her own words

<b>rhetorical style</b>	LA 12.1.6.a	a particular manner of spoken or written discourse for the purposes of persuading or influencing an audience
<b>rhythm</b>	LA 0.1.6.c through LA 6.1.6.c	the recurring emphasis in the flow of spoken or written speech
<b>rime</b>	LA 0.1.2.e; LA 0.1.3.b; LA 1.1.3.b	see <b>onset and rime</b>
<b>root word</b>	LA 3.1.5.a; LA 4.1.5.a	the basic part of a word that carries the basic unit of meaning for a more complex word; the root word cannot be broken down further without loss of meaning
<b>secondary source</b>	LA 6.2.1.c through LA 12.2.1.c LA 7.2.2.c through LA 12.2.2.c	a piece of evidence or information that discusses evidence or information from a primary or original source
<b>self-monitoring strategies</b>	LA 0.2.1.e; repeats in all successive grade levels	skills and habits associated with the conscious awareness of the progress of the text, marked by re-reading and reflection upon features of the text needed to communicate effectively to an audience
<b>semantic relationships</b>	LA 0.1.5.d; repeats in all successive grade levels	the relationships between words, phrases, or sentences within particular contexts
<b>sequence</b>	LA 0.1.6.j; repeats in all successive grade levels	the linear arrangement or order of subject matter; the logical progression of events in a story
<b>setting</b>	LA 0.1.6.b through 10.1.6.b LA 1.1.6.b through 12.1.6.b LA 1.3.1.a through 12.3.1.a	the physical and psychological background against which the action in a story takes place; it may also include the time or period in which a narrative occurs
<b>simile</b>	LA 1.1.6.c through 10.1.6.c	a figure of speech that compares to unlike things using <i>like</i> or <i>as</i> , for example, "That idea went over like a concrete balloon."
<b>spatial</b>	LA 7.1.6.j; LA 8.1.6.j	an organizational pattern (i.e. chronological, cause-and-effect) of writing in which information about objects is presented according to their physical position relative to other objects; the arrangement of ideas according to their relationship with one another

<b>stamina</b>		in reading, the skills associated with being able to focus and read independently for periods of time without distraction
<b>structural analysis</b>	LA 5.1.3.a through 12.1.3.a LA 7.1.3, LA 8.1.3	the identification of word-meaning elements within a word, such as <i>sub-</i> and <i>par-</i> in <i>subpar</i>
<b>style</b>	LA 3.1.4.b through LA 5.1.4.b LA 10.2.1.j; LA 12.2.1.j; LA 12.1.6.a	the characteristic way in which a person conceives and expresses ideas through language
<b>subordination</b>		in sentence structure, the use of subordinate phrases to express additional information about some element of the main clause
<b>syllabication</b>	LA 2.1.3.b; LA 3.1.3.b; LA 4.1.3.b	the division of words into syllables
<b>symbolism</b>		the use of an object or idea to suggest something else; the use of symbols to represent abstract ideas in concrete ways
<b>synonym</b>	LA 1.1.5.d through LA 8.1.5.d	two or more words in a language that have highly similar meanings such as <i>sadness</i> , <i>grief</i> , and <i>sorrow</i>
<b>text complexity</b>	LA 3.1.4.b through LA 5.1.4.b	the qualitative and quantitative features of text that determine its level of difficulty; text complexity includes considerations related to the reader and the reading task
<b>text features</b>	LA 01.5.b through LA 7.1.5.b LA 0.1.6.f through LA 12.1.6.f	parts of a particular type of text such as chapter titles, sub-headings, and bold-faced words, that help a reader to readily locate information, or to determine how that information is organized
<b>theme</b>	LA 2.1.6.d through LA 10.1.6.d LA 3.1.6.h through LA 4.1.6.h LA 4.1.6.b through LA 10.1.6.b	the major idea or proposition broad enough to cover the entire scope of a literary work; may also refer to the life lesson or moral to be learned from a work of literature
<b>thesis</b>	LA 5.2.1.b; repeats through all successive grade levels but 10	the basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition

<b>tone</b>	LA 6.1.6.c through LA 12.1.6.c LA 10.1.5.d; LA 12.1.5.d LA 10.1.6.b; LA 12.1.6.d	the inflections that mark the speech of a person or region; a particular style in speaking or writing, generally appropriate to the intended audience
<b>voice</b>	LA 0.1.1.f; LA 1.1.4.b LA 2.3.1.a through 12.3.1.a	see <b>formal voice</b> and <b>informal voice</b>

**References:**

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