

# TEACHER GLOSSARY OF TERMS

**This glossary includes linguistic, grammatical, comprehension, and literary terms that may be helpful in understanding reading instruction.**

**academic language** vocabulary that is found across text types, especially in written texts that provide more nuanced or sophisticated ways of expressing meaning than everyday language.

**acronym** a word formed from the initial letter of the words in a phrase, such as SCUBA (self-contained underwater breathing apparatus).

**acrostic** a poem or series of lines in which certain letters from each line align to spell a word or phrase.

**adage** a short, often old, saying that expresses a common observation or truth; for example, "The early bird gets the worm."

**adjective** a word or group of words that modifies or describes a noun.

**adventure story** a narrative that features the unknown or unexpected with elements of excitement, danger, and risk.

**adverb** a word or group of words that modifies a verb, adjective, or other adverb. An adverb answers questions such as *How? When? Where?* and *How much?*

**affective domain** the psychological field of emotional activities such as interests, attitudes, opinions, appreciations, values, and emotional sets.

**affix** a word part, either a prefix or a suffix, that changes the meaning or function of a word root or stem.

**agreement** the correspondence of syntactically related words; subjects and predicates are in agreement when both are singular or plural.

**alliteration** a literary device that uses the repetition of the initial sounds in neighboring words or stressed syllables.

**alphabet** the complete set of letters representing speech sounds used in writing a language. In English there are twenty-six letters.

**alphabet book** a book for helping young children learn the alphabet by pairing letters with pictures whose sounds they represent.

**alphabetic principle** the association between sounds and the letters that represent them in alphabetic writing systems.

**anagram** a word or phrase whose letters form other words or phrases when rearranged; for example, *add* and *dad*.

**analytic phonics** also deductive phonics, a whole-to-part approach to phonics in which a student is taught a number of whole words and then phonetic generalizations that can be applied from these words to other words.

**analyze** to study something closely and carefully in order to learn more about it.

**antonym** a word that is opposite in meaning to another word.

**appositive** a word that restates or modifies a preceding noun; for example, *my daughter, Charlotte*. Appositives are also definitions of words usually set off by commas.

**argumentative writing** writing that expresses logical arguments based on sound reasoning supported by relevant and sufficient evidence.

**assonance** the repetition of a vowel sound within a group of words, sometimes used by poets to add a song-like quality and to draw attention to feelings or ideas expressed.

**auditory discrimination** the ability to hear phonetic likenesses and differences in phonemes and words.

**author's craft** the tools and techniques an author uses to tell a story, create an effect, or explain something clearly. Examples include print and graphic features, imagery, dialogue, and repetition.

**author's perspective** the author's attitude toward, or way of looking at, a topic or issue.

**author's purpose** the motive or reason for which an author writes. They may want entertain, to inform, to persuade, or to explain how to do or make something; often, a writer may have many reasons for writing and those reasons often overlap. how to do or make something.

**automaticity** fluent and fast processing of information, requiring little effort or attention.

**auxiliary verb** a verb that precedes another verb to express time, mood, or voice; includes verbs such as *has*, *is*, and *will*.

**ballad** a narrative poem, composed of short verses to be sung or recited, usually containing elements of drama and often tragic in tone.

**base word** a word to which affixes may be added to create related words; the part of the word that can not be broken down.

**biography** a text about a real person's life.

**blank verse** unrhymed verse, especially unrhymed iambic pentameter.

**blend; consonant blend; consonant cluster** the joining of the sounds of two or more letters with little change in those sounds; for example, /spr/ in *spring*.

**blending** combining the sounds represented by letters or spellings to sound out or pronounce a word; contrast with *oral blending*.

**canon** in literature, the body of major works that a culture considers important in a given time.

**categorize** to arrange or organize things into categories or classes of similarity.

**cause-effect relationship** a stated or implied association between an outcome and the conditions that brought it about; also the comprehension skill associated with recognizing the type of relationship as an organizing principle in text.

**central idea** the most important point an author has about a topic in an informational text.

**chapter book** a book long enough to be divided into chapters, but not long or complex enough to be considered a novel.

**character** a person or animal in a story.

**character traits** distinctive features of a character in a story.

**character's perspective** an attitude, or thoughts and feelings, a character has about something.

**characterization** the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.

**choral reading** oral group reading to develop oral fluency by modeling.

**chronology** a text structure in which events are described in the order in which they occurred.

**cinquain** a stanza of five lines, specifically one that has successive lines of two, four, six, eight, and two syllables.

**clarifying** a comprehension strategy in which the reader rereads text, uses a dictionary, uses decoding skills, or uses context clues to comprehend something that is unclear.

**clause** a group of words with a subject and a predicate used to form a part of or a whole sentence; a dependent clause modifies an independent clause, which can stand alone as a complete sentence.

**close reading** a careful rereading of a text to deepen comprehension.

**cognates** words in two or more different languages that are the same or similar in sound and/or spelling and that have similar or identical meanings; for example, *active/activo*.

**collaborative conversations** discussions between and among students about topics of study or texts read that follow conversational rules (e.g., build on others' ideas) and are designed to arrive at new understandings or learnings.

**collaborative learning** learning by working together in small groups.

**collective noun** names a single group composed of multiple members; for example, *school* of fish.

**command** a sentence that asks for action and usually ends in a period.

**common noun** in contrast to proper noun, a noun that denotes a class rather than a unique or specific thing such as *girl* versus *Maria*.

**compare and contrast** to compare, think about how things are alike; to contrast, think about how things are different.

**comprehension** the full understanding of what is written or said.

**comprehension skill** a skill that aids in understanding text, including identifying author's purpose, author's point of view or perspective, comprehending cause-and-effect relationships, clarifying, comparing and contrasting items and events, drawing conclusions, distinguishing fact from opinion, identifying central ideas and important or relevant details, making inferences, distinguishing reality from fantasy, and understanding sequence.

**comprehension strategy** a sequence of steps for monitoring and understanding text; includes: adjusting reading speed, asking questions, clarifying, making connections, predicting, summarizing, and visualizing.

**concluding statement** the final statement in a piece of writing expressing the lasting impression the writer wants to leave in the reader's mind.

**conclusion** the ending to a piece of text, speech, or conversation.

**conjugation** the complete set of all possible inflected forms of a verb.

**conjunction** a part of speech used to connect words, phrases, clauses, or sentences, including the words *and*, *but*, and *or*.

**connecting words; linking words** words and phrases that signal how different parts of a text are linked; for example, sequence words, such as *first*, *next*, *finally*.

**consonant** a speech sound and alphabetic letter that represents the sound, made by partial or complete closure of part of the vocal tract, which obstructs air flow and causes audible friction.

**consonant blend** two or more consecutive consonants that retain their individual sounds.

**context clue** information from the immediate and surrounding text that helps identify a word.

**contraction** a short version of a written or spoken expression in which letters are omitted; for example, *can't*.

**convention** an accepted practice in spoken or written language, usually referring to spelling, mechanics, or grammar rules.

**cooperative learning** a classroom organization that allows students to work together to achieve their individual goals. Related term is *collaboration*.

**correlative conjunction** words that connect to equal grammatical elements; for example, *either/or*, *neither/nor*, *not only/but also*.

**counterclaim** an opposing claim, or a claim made in response to, and that is different from, another claim.

**creative writing** prose and poetic forms of writing that express the writer's thoughts and feelings imaginatively.

**culturally responsive teaching** includes high academic expectations for all students; a socially and emotionally positive classroom; a safe school climate; authentic and rigorous tasks; inclusive, relevant, and meaningful content; open and accepting communication; drawing from students' strengths, knowledge, culture, and competence; critically and socially aware inquiry practices; strong teaching; and school staff professional support and learning about equity and inclusion. It draws from the following research: Aronson and Laughter, 2016; Gay, 2010a; Krasnoff, 2016; Ladson-Billings, 2006; Morrison, Robbins, and Rose, 2008; NYSED, 2019; Saphier, 2017; Snyder, Trowery, and McGrath, 2019; Waddell, 2014.

**cumulative tale** a story, such as "The Gingerbread Man," in which the action and/or dialogue is repeated and accumulated until the climax.

**cursive writing** a style of handwriting in which all the letters are connected.

**dangling modifier** usually a participle that because of its placement in a sentence is unclear or modifies the wrong object; for example, "In first grade, my family moved to a new town."

**decodable text** text materials controlled to include a majority of words whose sound-spelling relationships are known by the reader.

**decode** to analyze spoken or graphic symbols for meaning; to translate a word from print to speech.

**derivational suffix** a type of suffix that creates a word with new meaning, and usually changes the part of speech of the word to which it is added.

**descriptive words and phrases** words and phrases that describe things and actions in interesting ways, such as by telling about kind, color, shape, size, number, or how things are done.

**determiners** words that come before a noun in a noun phrase and mark the noun, as in *a, an, the, some, my*.

**diacritical mark** a mark, such as a breve or macron, added to a letter or graphic character to indicate a specific pronunciation.

**dialect** a regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.

**dialogue** a piece of writing written as conversation, usually punctuated by quotation marks.

**digital tools** electronic resources used to produce and publish writing.

**digraph** two letters that represent one speech sound; for example, *sh* or *ch*.

**diphthong** a vowel sound produced when the tongue glides from one vowel sound toward another in the same syllable; for example, /oi/ or /ou/.

**direct object** the person or thing that receives the action of a verb in a sentence; for example, the word *cake* in this sentence: *Stella baked a cake*.

**domain-specific words** vocabulary specific to a particular field of study, or domain, like social studies or science.

**drafting** the process of writing ideas in rough form to record them.

**drama** a story in the form of a play, written to be performed.

**edit** in the writing process, to revise or correct a manuscript. Often this is part of the final step in the process with a focus on correcting grammar, spelling, and mechanics rather than content, structure, and organization.

**emergent literacy** the development of the association of meaning and print that continues until a child reaches the stage of conventional reading and writing.

**emergent reading** a child's early interaction with books and print before the ability to decode text.

**encode** to determine the spelling of a word based on the sounds in the word.

**English learners; English language learners; Limited English Proficiency (LEP)** students whose primary language is other than English and who have limited ability to read, write, speak, and listen in English and require language assistance to access and perform grade-level classroom work.

**epic** a long narrative poem, usually about a hero.

**essential question** the driving or guiding question students are expected to answer after reading a collection of related texts events important things that happen in a story.

**events** important things that happen in a story.

**exclamatory sentence** a sentence that shows strong emotion and ends with an exclamation point.

**explicit instruction** intentional design and delivery of information by a teacher to students, including modeling/demonstration, structured practice under teacher guidance, and opportunities for corrective feedback.

**expository writing; exposition** a composition that explains or describes an issue, problem, or concept by giving facts and details about the topic.

**fable** a short tale that teaches a moral.

**fairy tale** a story about good and bad magical characters, such as fairies, gnomes, elves, giants, and trolls. Fairy tales are often passed down from generation to generation. They often have happy endings.

**false cognates** words in two or more languages that are the same or similar in sound and/or spelling, but have different meanings; for example, *exit* (meaning in English: way out)/*éxito* (meaning in Spanish: *success*).

**fantasy** a highly imaginative story about characters, places, and events that cannot exist.

**fiction** imaginative narrative designed to entertain rather than to explain, persuade, or describe.

**figure of speech; figurative language** the expressive, nonliteral use of language usually through metaphor, simile, or personification.

**fluency** freedom from word-identification problems that hinder comprehension in reading. Fluency involves rate, accuracy, automaticity, and prosody or expression.

**folktale** a narrative form of genre based on the customs and traditions of a people or region that is well-known through repeated storytellings. Some examples are epics, myths, or fables.

**foreshadowing** giving clues to upcoming events in a story.

**formal English** (see Standard English)

**formative assessment** a deliberate process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning targets and goals.

**free verse** verse with irregular metrical pattern that often contains rhythm and other poetic devices, such as alliteration, similes, and metaphors.

**freewriting** writing that is not limited in form, style, content, or purpose; designed to encourage students to write.

**genre** a classification of literary works, including tragedy, comedy, novel, essay, short story, mystery, realistic fiction, and poetry.

**gradual release of responsibility** a model of instruction that requires a progression from teacher modeling that shifts from the teacher assuming all the responsibility for performing a task to students assuming responsibility.

**grammar** the study of the classes of words, their inflections, and their functions and relations in sentences; includes: phonological, morphological, syntactic, and semantic descriptions of language.

**grapheme** a written or printed representation of a phoneme, such as *c* for /k/.

**graphic organizer** a visual representation of facts and concepts from a text and their relationships within an organized frame; often used as a temporary scaffold for understanding or writing about text.

**guided reading** reading instruction in which the teacher provides the structure and purpose for reading and responding to the material read.

**high-frequency words** the most frequently occurring words in English; for example, *the, is, like*. Some are phonetically irregular (*was, some*); others are phonetically regular (*go, but*).

**homographs** words spelled the same, but with different meanings and sometimes different pronunciations; for example, *bear, wind, row*.

**homophones** words that sound the same when pronounced but have different meanings and often different spellings; for example, *there, they're, their*.

**hyperbole** exaggerated statements or claims not meant to be taken literally.

**idiom** an expression whose meaning is not predicted from its constituent words; for example, "see eye to eye."

**imagery** writing about objects, actions, and ideas in a way that appeals to our five senses.

**indirect object** in a sentence, the person or thing to or for whom an action is done; for example, the word *dog* in this sentence: *Bob gave the dog a treat*.

**inference** a conclusion or opinion based on facts, data, or evidence.

**infinitive** the base form of a verb, usually with the infinitive marker; for example, *to go*.

**inflectional ending** an ending that expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb.

**informational text** text that has as its primary purpose the communication of technical information about a specific topic, event, experience, or circumstance.

**informative/expository writing** writing whose purpose is to inform or explain.

**interjections** words or phrases used to exclaim, protest, or command.

**interrogative word** a word that marks a clause or sentence as a question, including interrogative pronouns *who, what, which, where*.

**intervention** a strategy or program designed to supplement or substitute instruction, especially for those students who fall behind.

**introduction** the beginning section of a text. It tells what the text will be about and states the central idea.

**invented spelling** the result of an attempt to spell a word by guessing at the correct spelling based on a writer's limited phonetic knowledge. As phonetic knowledge grows, sounds are connected to letters, which leads to conventional spelling.

**irony** a figure of speech in which the literal meanings of the words is the opposite of their intended meanings.

**irregularly spelled words** words that do not follow typical sound-spelling phonetic rules of English, such as *was* or *come*.

**journal** a written record of daily events or responses.

**keyboard skills** the ability to use the computer keyboard to produce writing; involves basic typing skills.

**language transfers** application of a linguistic feature from one language to another by a bilingual or multilingual student. A positive or approximated transfer is the same or can be approximated from one language to another (for example, using cognates). A negative transfer is not the same or does not exist in both languages.

**legend** a traditional tale handed down from generation to generation.

**leitmotif** a repeated expression, event, or idea used to unify a work of art such as writing.

**letter** one of a set of graphic symbols that forms an alphabet and is used alone or in combination to represent a phoneme; also *grapheme*.

**letter-sound correspondence** the one-to-one connection between an alphabet letter and a sound for which it represents in written words. For example, the letter *t* stands for the /t/ sound.

**line breaks** places in a poem where the author ends one line before beginning another.

**linguistics** the study of the nature and structure of language and communication.

**literary elements** the elements of a story such as setting, plot, and characterization that create the structure of a narrative.

**macron** a diacritical mark placed above a vowel to indicate a long vowel sound.

**main story elements** the elements of a narrative text, such as characters, setting, and important events.

**making connections** a reading strategy used to connect information being read

to one's own experiences, to other reading materials, or to one's knowledge of the world. Making connections fosters engagement, which helps the reader make sense of the text and connect information.

**mechanics** the conventions of capitalization and punctuation.

**metacognition** the awareness and knowledge of one's mental processes while reading or learning.

**metaphor** a figure of speech in which a comparison is implied but not stated; for example, *She is a jewel*.

**meter** the basic rhythmic structure of poetry.

**miscue** a deviation from text during oral reading in an attempt to make sense of the text.

**modal auxiliary** an auxiliary verb used with other verbs to express mood, aspect, or tense. The principal modals are *shall, must, can, could, may, might, should, ought, will, would*.

**modeling** an instructional technique in which the teacher makes public the thinking needed to use critical reading and writing behaviors.

**mood** the literary element that conveys the emotional atmosphere of a story.

**moral** the lesson or principle taught in a fable or story.

**morpheme** a meaningful linguistic unit that cannot be divided into smaller units; a bound morpheme is a morpheme that cannot stand alone as an independent word, such as the prefix *re-*; a free morpheme can stand alone, such as *dog*.



**morphology** the study of the form and structure of words in a language.

**multimedia** the use of several media (video, internet, print, visuals, music) to express ideas and learning.

**multiple-meaning words** words that have more than one meaning; for example, *bat*.

**multisyllabic words; polysyllabic words** words with more than one syllable.

**myth** a story designed to explain the mysteries of life.

**narrative writing; narration** a composition in writing that tells a story or gives an account of an event.

**narrator** the person telling a story.

**newcomers** foreign-born students and their families who are recent arrivals to the United States.

**nonfiction** prose designed to explain, argue, or describe (rather than to entertain) with a factual emphasis; includes biography, autobiography, and personal narrative.

**nonliteral language** words or phrases that mean something other than the exact words used; for example, a “night owl.”

**noun** a part of speech that denotes persons, places, things, qualities, or acts. Abstract nouns refer to abstract concepts such as kindness. Collective nouns refer to a collection of things considered as a unit, such as *group, company, flock, family*.

**novel** an extended fictional prose narration.

**onomatopoeia** the use of a word whose sound suggests its meaning; for example, *purr*.

**onset and rime** units within a syllable. The onset is the part of a syllable that precedes the vowel. The rime is the part of the syllable that includes the vowel and all consonants after it.

**opinion writing** writing whose purpose is to express the writer’s beliefs and conclusions about a topic.

**oral blending** the ability to fuse discrete phonemes heard into recognizable words; oral blending puts sounds together to make a word; see also *segmentation*.

**oxymoron** a figure of speech in which contrasting or contradictory words are brought together for emphasis.

**paragraph** a subdivision of a written composition that consists of one or more sentences, deals with one point, or gives the words of one speaker, usually beginning with an indented line.

**participle** a verb form used as an adjective; for example, the *skating* party.

**pedagogy** the science and art of teaching.

**personal narrative** a text about an event or experience that happened to the author.

**personification** a literary device in which human characteristics are given to an animal, idea, or thing.

**persuasive writing** a composition intended to persuade the reader to adopt the writer’s perspective or point of view.

**phoneme** the smallest sound unit of speech; for example, the /k/ in *book*.

**phonemic awareness** the ability to recognize that spoken words are made of discrete sounds and that those sounds can be manipulated.

**phonetic spelling** the respelling of entry words in a dictionary according to a pronunciation key.

**phonetics** the study of speech sounds.

**phonics** a way of teaching reading that addresses sound-symbol and sound-spelling relationships, especially in beginning instruction.

**phonogram** a letter or letter combination that represents a phonetic sound; also used to refer to common spelling patterns like *-at* or *-ick*.

**phonological awareness** the ability to attend to the sound structure of language; includes: sentence, word, syllable, rhyme, and phonological awareness.

**plot** the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling actions leading to a resolution or denouement.

**plural** a grammatical form of a word that refers to more than one in number; an irregular plural is one that does not follow normal patterns for inflectional endings.

**poetic license** the liberty taken by writers to ignore language conventions.

**poetry** a metrical form of composition in which language is chosen and arranged to create a powerful response through meaning, sound, or rhythm.

**point of view** the position from which a story is told. First person point of view is told from the perspective of one character, using the pronoun *I*. Third person point of view is told from a narrator using pronouns such as *he* or *she*; it can be omniscient (all-knowing) or limited.

**possessive** showing ownership either through the use of an adjective, an adjectival pronoun, or the possessive form of a noun.

**precise language** specific words chosen to express ideas in a nuanced and more sophisticated way than informal conversation or writing.

**predicate** the part of the sentence that expresses something about the subject and includes the verb phrase; a complete predicate includes the principal verb in a sentence and all its modifiers or subordinate parts.

**predicting** a comprehension strategy in which the reader attempts to anticipate what will happen using clues from the text and prior knowledge, and then confirms predictions as the text is read.

**prefix** an affix attached before a base word that changes the meaning of the word.

**preposition** a part of speech in the class of function words such as *of*, *on*, and *at* that precede a noun phrase to create prepositional phrases.

**prewriting** the planning stage of the writing process in which the writer formulates ideas, gathers information, and considers ways to organize them.

**primary sources** sources providing first-hand testimony or direct evidence witnessed or recorded by someone who experienced the event. Examples include diaries, journals, contemporary photographs, interviews, speeches, and documents.

**print awareness; print concepts** in emergent literacy, a child's growing recognition of conventions and characteristics of written language, including reading from left to right and from top to bottom in English and that words are separated by spaces.

**problem and solution** a problem is something a character wants to do, change, or find out. The way the person solves the problem is the solution.

**proficiency level descriptors** an overview of the stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English. Includes three proficiency levels: beginning, intermediate, and advanced

**project-based learning** an extended process of inquiry in response to a complex question, problem, or challenge. Projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st-century skills, and create high-quality, authentic products and presentations.

**pronoun** a part of speech used as a substitute for a noun or noun phrase. There are many types of pronouns: personal pronouns (*I, he, she, we, they, you*), possessive (*mine, yours, his*), indefinite (*all, each, few, many, some*), reflexive (*myself, herself*), relative (*who, whom, whose, which, that*).

**proofreading** the act of reading with the intent to correct, clarify, or improve text.

**prose** spoken or written language that follows grammatical rules, but does not have a rhythmic structure (like poetry).

**prosody** the feature of expressive reading that includes phrasing, emphasis, and intonation that speakers use to convey meaning and make their speech lively when reading aloud.

**proverb** a simple, popular saying that expresses a common truth; for example, "If the shoe fits, wear it."

**pseudonym** an assumed name used by an author; a pen name or *nom de plume*.

**publishing** the process of preparing written material for presentation.

**punctuation** graphic marks such as commas, periods, quotation marks, and brackets used to clarify meaning and to give speech characteristics to written language.

**question** an interrogative sentence that asks a question and ends with a question mark.

**realistic fiction** a story that attempts to portray characters and events as they actually are.

**rebus** a picture or symbol that suggests a word or syllable.

**reference materials** resources used when reading or writing, such as a dictionary, glossary, or thesaurus.

**relevant details** information that tells about a topic and supports the central idea.

**reread** a self-monitoring strategy that aids comprehension, in which a reader stops, goes back, and reads again a part of the text that was confusing.

**Response to Intervention (RTI)** integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems.

**retell** to tell in sequence the story elements of a literary text or to tell the central idea and relevant details of an informational text.

**revise** in the writing process, to change or correct a manuscript to make its message more clear. When writers revise, they address strengths and weaknesses, arguments, focus, support or evidence, voice, and mechanics.

**rhyme** identical or very similar recurring final sounds in words, often at the ends of lines of poetry.

**rhyme scheme** the pattern of rhymes at the ends of the lines in rhyming poetry that are shown using capital letters in rhyme scheme notation; for example, in the ABAB scheme, the first and third lines of a stanza rhyme with each other, and the second and fourth lines rhyme with each other.

**rime** a vowel and any following consonants of a syllable.

**root** a unit of meaning, usually of Greek or Latin origin, that cannot stand alone but that is used to form a family of words with related meanings by adding a prefix or suffix.

**rubric** a set of criteria used to evaluate student writing, text complexity, and oral language skills.

**scaffolding** temporary guidance or assistance provided to a student by a teacher or another peer, enabling the student to perform a task he/she would not be able to do alone. The goal is to foster the ability of the student to perform the task on his/her own in the future.

**scene** a part of a play, movie, or story that occurs in a single place without a break in time.

**search tools** Internet tools used to locate information, such as search engines.

**secondary source** sources of information created by someone without direct experience of the event. Examples include textbooks, journal articles, encyclopedia entries.

**segmentation** the ability to orally break words into individual sounds; see also *oral blending*.

**self-monitoring** a metacognitive behavior in which a reader attends to his/her own understanding of a text by using decoding and comprehension strategies when experiencing difficulties.

**semantic mapping** a graphic display of a group of words that are meaningfully related to support vocabulary instruction.

**semantics** the study of meaning in language, including the meanings of words, phrases, sentences, and texts.

**sensory details** story details that appeal to the five senses of taste, touch, sight, smell, and hearing.

**sentence** a grammatical unit that expresses a statement, question, or command; a simple sentence is a sentence with one subject and one predicate; a compound sentence is a sentence with two or more independent clauses usually separated by a comma and conjunction, but no dependent clause; a complex sentence is a sentence with one independent and one or more dependent clauses. There are four types of sentences: declarative (makes a statement), interrogative (asks a question), imperative (expresses a command or request), exclamatory (conveys strong or sudden emotion).

**sentence combining** teaching technique in which complex sentence chunks and paragraphs are built from basic sentences.

**sequence; chronology** the order in which elements or events follow each other.

**setting** the literary element that includes time, place, and physical and psychological background in which a story takes place.

**shades of meaning** words, phrases, and clauses that can be used to create nuances or precision in language/writing and to

shape how the message will be interpreted by readers and listeners.

**sight word** a word that can be recognized efficiently at a glance. A sight word is often taught as a whole word and is usually phonetically irregular (or taught before students have acquired the decoding skills to sound it out).

**simile** a figure of speech in which a comparison of two things that are not alike is directly stated, usually with the words *like* or *as*; for example, "I slept like a baby."

**social emotional learning** the set of skills and behaviors involved in understanding and managing emotions, setting and working toward positive goals, developing and expressing empathy for others, building positive relationships, and solving problems.

**source** a person, document, or text used largely for informational purposes, as in research.

**spelling** the process of representing language by means of a writing system.

**standard English** the most widely accepted and understood form of expression in English in the United States, also used to refer to formal English.

**stanza** a grouped set of lines in a poem.

**statement** a sentence that tells something and ends with a period.

**story grammar** the important elements that typically constitute a story (plot, setting, characters, problem, resolution, theme).

**study skills** a general term for the techniques and strategies that help readers comprehend text with the intent to remember; includes: following directions,

organizing, outlining, annotating, locating, and using graphic aids.

**style** the characteristics of a work that reflect the author's particular way of writing.

**subject** the main topic of a sentence to which a predicate refers, including the principal noun; a complete subject includes the principal noun in a sentence and all its modifiers.

**suffix** an affix attached at the end of a base word that changes the meaning and the function of the word.

**summarizing** a comprehension strategy in which the reader constructs a brief statement that contains the essential ideas of a passage.

**summative assessment** measures of student progress toward an attainment of the knowledge and skills required to be college- and career-ready, usually given at or near the end of the school year.

**syllabication patterns** common syllable chunks, such as closed, open, consonant + /e, vowel team, *r*-controlled vowel, final-*e*, and final stable.

**syllable** a minimal unit of sequential speech sounds containing only one vowel sound with or without preceding or following consonant sounds.

**symbolism** the use of one thing to represent something else to express an idea in a concrete way.

**synonym** a word that means the same (or nearly the same) as another word.

**syntax** the grammatical pattern or structure of word order in sentences, clauses, and phrases.

**technical text** text on a course of practical study such as engineering, technology, design, business, or other work-related subject.

**temporal words** words and phrases that express time, such as *first*, *next*, *last*, and specific dates.

**tense** the way in which verbs indicate past, present, and future time of action.

**text complexity** a three-part assessment of text difficulty that pairs qualitative and quantitative measures with student-centered considerations.

**text evidence** examples from a text, including words, phrases, and quotes, used to answer a question about the text or support claims made about a text.

**text feature** print features in an article or story that are not the main body of the text; components used to organize content and aid in comprehension, such as titles, headings, charts, diagrams, hyperlinks, glossaries, and maps.

**text structure** the various patterns of ideas that are built into the organization of a written work. Common text structures include: chronology/sequence, comparison (compare/contrast), cause/effect, problem/solution, and description.

**text types** forms of text used in writing, including argumentative/persuasive/opinion, informative/expository, and narrative.

**theme** the overall message, or central idea, of a text. The author usually does not state the message he or she wants to tell readers.

**tone** the author or speaker's expression when he or she speaks or writes. Tone can

change depending on who the person is speaking to or writing for.

**topic** what a text is mostly about.

**topic sentence** a sentence intended to express the central idea of a paragraph or passage.

**tragedy** a literary work, often a play, in which the main character suffers conflicts and which presents a serious theme and has an unfortunate ending.

**transitional words and phrases** (see connecting words, linking words)

**Universal Design for Learning (UDL)** a set of principles for curriculum development that gives all individuals equal opportunities to learn.

**usage** the way in which a native language or dialect is used by the members of the community.

**verb** a word that expresses an action or state of being that occurs in a predicate of a sentence; an irregular verb is a verb that does not follow normal patterns of inflectional endings that reflect past, present, or future verb tenses. Other verb tenses include simple, progressive, and perfect.

**verse** writing arranged with a metrical rhythm.

**visualizing** a comprehension strategy in which the reader constructs a mental picture of a character, setting, or process.

**voice** the individual style or personality of the speaker or writer.

**vowel** a voiced speech sound and the alphabet letter that represents that sound,

made without stoppage or friction of the airflow as it passes through the vocal tract.

**vowel digraph; vowel team** a spelling pattern in which two or more letters represent a single vowel sound.

**WIDA** a set of standards and assessments for English language proficiency, widely used across the United States.

**word analysis** the process used to decode words, progressing from decoding individual letter sounds and combinations to syllabication to analyzing structural elements.

**writing; composition** the process or result of organizing ideas in writing to form a clear message; includes: persuasive/opinion, expository/informative, narrative, and descriptive forms.

**writing process** the many aspects of the complex act of producing a piece of writing, including prewriting, drafting, revising, editing/proofreading, and publishing.