English Language Arts Glossary of Terms

This Glossary of Terms provides definitions and elaborations for terms used in the State Literacy Plan, ELA Model Curriculum Units, and the Missouri Core Academic Standards.

active voice	writing in which the subject of the sentence performs the action of the verb
	    active voice - "My sister decorated the cake."
	    passive voice - when the subject receives the action – "The cake was decorated by my sister."

adage	a short statement expressing a generally accepted truth. (e.g., "The proof is in the pudding.")
affixes	a word element (e.g., prefix or suffix) that can only be used when attached to a root or base word
alliteration	the repetition of an initial sound in a line of poetry or in a sentence in prose
allusion	a reference to a person, place, event or thing in history, myth, or another work of literature
analogy	an expression showing similarities between two things. (Analogies show relationships. For example, "Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance." Analogies take the printed form A:B :: C:D and are read "*A is to B as C is to D.*")
analysis	separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose
anchor chart	a chart that is co-constructed by a teacher and students. Its purpose is to put in writing the learning that is taking place in the classroom. The chart should have a single focus and an organized, developmentally appropriate appearance.
anecdote	a short narrative of events or incidents, often included in a longer text to support a point or pattern in the text
annotate	an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.
anticipation guide	a pre-reading strategy which prepares students to consider the major themes and concepts of a written work through a series of statements that address the concepts, rather than the story.
argument	a claim supported by reasons, facts and details; arguments have various structures, but all are based in an initial claim developed through logic

assessment	The process of documenting, usually in measureable terms, knowledge and skills. Assessments are used by schools, states, or the federal government to measure a student's progress toward measureable learning standards.
	Types of Assessments:
	- **Common**: a type of formative assessment, often team-developed in order for teachers to estimate students' progress toward meeting specific learning goals
	- **Formative**: although it may take the form of a standardized test, it is usually designed by the teacher to collect information used to inform ongoing instruction on a student's work, and may not necessarily be used for grading purposes
	- **Interim or benchmark assessments:** are standardized (the administration and scoring procedures are the same for all examinees). They are given periodically to measure progress toward more content than formative assessments, but not as much content as summative assessments. The results can be aggregated and, if score distributions meet technical criteria, scores can be incorporated into accountability systems.
	- **Progress monitors:** inform the teacher about a student's progress, determine if the student is making progress, and provide timely measures to inform instruction.
	- **Screening instruments:** predict which students are likely to experience difficulty and identify students who are at-risk and in need of further assessment.
	- **Summative**: usually a standardized test, given at the end of instruction, to cover broad content. The results can be aggregated and have traditionally weighed heavily in accountability systems.
	Assessment instruments: tools used to determine a learner's academic progress. The instruments can be formal or informal, and may require specialized training. See the Missouri Literacy Plan for further explanation. Examples include:
	- anecdotal records
	- checklists
	- commercially-produced tests
	- inventories
	- miscue analysis
	- running records
	- teacher observations
	- teacher-constructed
	- unit tests
	- writing assessments
	Assessment item types: formal assessments are generally made up of four means by which to assess student learning.
	- **Constructed-Response Items (CR):** the main purpose of a constructed-response item is to address targets and claims that are of greater complexity. They ask students to develop answers without suggested answer choices.
	- **Performance Tasks (PT):** the ELA Performance Tasks focus on reading,

writing, speaking and listening, and research claims. They measure capacities such as depth of understanding, interpretive and analytical ability, basic recall, synthesis, and research. They may take place over time.

- **Selected-Response Items (SR):** traditionally known as Multiple Choice, selected-response items include a stimulus and stem followed by three to five options from which a student is directed to choose only one.
- **Technology-enhanced Items/Tasks (TE):** technology-enhanced items can provide evidence for ELA practices that could not be as reliably obtained from traditional SRs and CRs. Technology-enhanced items may stand alone or may be a tool used as part of the Performance Task and/or Constructed-Response items. Several TE types include reordering text, selecting and changing text, and selecting from drop-down menus

Assessment Vocabulary:

- **Claims:** Smarter Balanced assessment uses evidence-centered design (ECD) to develop an assessment system. As a part of this design, Smarter Balanced established four claims regarding what students should know to demonstrate readiness for college and career.
- **Distracter**: the incorrect response options to an SR item
- **Distracter Analysis**: the item writer's analysis of the options or rationale for inclusion of specific options
- **Item**: the entire item, including the stimulus, question/prompt, answer/options, scoring criteria, and metadata
- **Key**: the correct response(s) to an item
- **Options**: the responses to a selected-response (SR) item from which the student selects one or more answers
- **Scoring Rubric**: the descriptions for each score point for an item/task that scores more than one point for a correct response
- **Stem**: the statement of the question or prompt to which the student responds
- **Stimulus**: the text, source (e.g., video clip), and/or graphic about which the item is written. The stimulus provides the context of the item/task to which the student must respond
- **Target:** within the Smarter Balanced assessment design, students' progress is measured using claims. Under each claim are targets more closely examining student learning
- **Task**: similar to an item, yet typically more involved and usually associated with constructed response, extended-response, and performance tasks
- **Top-Score Response**: one example of a complete and correct response to an item/task

assessment instruments	tools used to determine a learner's academic progress. The instruments can be formal or informal and may require specialized training. See the Missouri Literacy Plan for further explanation. Examples include: - anecdotal records - checklists - commercially-produced tests - inventories - miscue analysis - running records

	- teacher observations - teacher-constructed - unit tests - writing assessments
anecdotal records	written observations of what a student is doing or saying. They are an informal means of keeping track of a student's progress.
assisted writing	composing a message in which the teacher and students always share the "thinking" and sometimes share the pen (e.g., shared writing, modeled writing, interactive writing)
basic bibliographic information	citation used at the end of text in list of works cited or consulted
bias	the slant that is presented in a text: the slant is revealed through the text structure, selected details, and word choices
book discussions	small groups of students who gather together to discuss, in depth, a piece of literature. The discussion is guided by students' responses to what they have read. Book discussions provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books.
book talk/book walk	a reading strategy in which students or the teacher previews the text by looking through the pages for text features, key vocabulary or concepts
central idea	a main idea in an informational text
central message	In the CCSS at lower grades, central message is the main point or essence of the text. Central message becomes theme in the upper grades.
character traits	aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.
charting a text	a during-reading strategy in which the reader responds to the text paragraph-by-paragraph, writing a T-chart summary of the main idea of the paragraph on the left side and a brief list of the device/devices (e.g., parallel structure, repetition, loaded words) used to develop the main idea on the right side of the chart.
citation	a reference which documents the source of a quote, fact, or idea: - parenthetical citations are used internally in texts following the information - bibliographic citations are used at the end of texts in lists of works cited or consulted
cite	to identify the source of information, including quotes, facts, statistics, and ideas included in a text
claim	an assertion of the truth of something, typically considered as disputed or in doubt
classroom diagnostic assessments	assessments which provide in-depth information that assists the teacher in planning for the instructional needs of the learner. These assessments can be considered for use as screening tools as well as formative assessments. The following are some examples:

	☐ running records ☐ miscue analysis ☐ inventories ☐ unit tests ☐ writing assessments
close reading	independent reading of complex texts to gather evidence, knowledge, and insight for writing or discussion
cohesive devices	elements that bind writing together; cohesive devices include transitional words and phrases as well as repetition of key words and "reference words" that "point back" to ideas in the text
collaboration	to work together in a joint intellectual and/or creative effort
collaborative instructional strategies	a method/structure in which students team together to learn content, (e.g., fishbowl, gallery walk, Socratic Seminar)
compare	to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities
comprehension	the result of the ability to construct meaning while engaging with text
comprehensive assessment system	addresses all of the following purposes for assessment: ☐ predict which students are at-risk and in need of further diagnostic assessment ☐ inform and guide teaching and learning ☐ inform school leaders about the efficacy of programs ☐ hold schools accountable for meeting achievement goals ☐ inform the public about student achievement
concepts of print	theories about how print works; the rules of written words - letters, words, directionality, punctuation and other skills in order to be a successful reader
conferencing	a powerful method of instruction that occurs during the reading and writing workshop. • In reading workshop, the teacher meets with individual students, to engage them in discussion regarding the concept being taught, discuss what the reader is independently reading, or conduct a brief assessment of reading behaviors. • In writing workshop, the teacher engages individual writers in a guided writing lesson based on the need of the learners. Conferencing is appropriate and effective for primary, elementary, middle and secondary levels.
connotation	attitude and emotional feelings associated with a word or idea
Constructed Response	as assessment item which requires students to develop a response without suggested answer choices

(CR)	
contrast	to explain how things are different
conventions	a rule or practice based on general consensus; rules apply to capitalization, punctuation, spelling, grammar and usage
counter-claim	a claim that negates or disagrees with the thesis/claim
credible	believable, worthy of confidence; reliable
cueing systems	methods of language development used simultaneously as language users speak, listen, read, and write: ☐ **Graphophonemic Cueing System:** Graphophonemic cues are related to the graphic representations (grapho-) of sounds (phoneme) we hear (both individual letters and letter combinations) in words. These cues involve using the letters of the alphabet and the conventions of print. ☐ **Syntactic Cueing System:** Syntactic cues involve identifying the function of a word (noun, verb, adjective, adverb). They rely on the knowledge of how the structure of the English language works and the language patterns associated with it. ☐ **Semantic Cueing System:** Semantic cues are related to meaning and provide guidance as the reader attempts to make sense of a text. A reader must be able to attach meaning to words and have some prior knowledge to use as a context for understanding the word. The reader must be able to relate the newly learned word to prior knowledge through personal associations with text and the structure of text. ☐ **Pragmatic Cueing System:** The pragmatic system involves the reader's purpose and aim while reading; it governs what the reader considers important and needs to understand. (see State Literacy Plan)
delineate	describe or list with detail and precision
denotation	a word's literal or dictionary meaning
dialect	the language spoken by the people of a particular place, time or social group • **regional dialect**: spoken in a specific geographic region • **social dialect**: spoken by members of a specific social group or class
dialogic reading	an interactive method of reading picture books with children; when reading dialogically, adults encourage children to become actively involved in the reading process – asking questions and allowing children opportunities to be storytellers
dialogue	discussion between two or more people

digital media	any form of electronic communication: wikis, blogs, nings, digital videos, digital art, YouTube, etc.
digital sources	information published and organized electronically and available over a network, typically the Internet
digital text	text that has been converted to a digital format and can be accessed electronically. Digital text can be searched, rearranged and read aloud by an electronic device.
discipline	a branch of knowledge or teaching; subject of study
domain-specific words/vocabulary	vocabulary specific to a particular field of study (domain), such as the human body; Tier Three words
drafting	a step in the writing process in which the writer takes the seed planted during prewriting and begins to grow the text in the form the writer envisions. During the drafting process, the writer composes freely with a focus on developing the content of the writing.
editing/proofreading	a step in the writing process in which the writer polishes the piece of writing, taking into account the needs of the reading audience. The writer edits for the conventions of spelling, grammar, punctuation, capitalization, etc. The focus is on the final product.
elements of drama	features of a drama or play, which may include, but are not limited to: • cast • dialogue • scene • stage directions
emergent reader/text	a student on the path to fluent literacy, before conventional reading and writing skills emerge; emergent texts have repeated sentence patterns, simple story lines based on familiar experiences and illustrations to support the text.
essential question	an overarching question which does not have a specific answer; stimulates thought and provokes additional questions
etymology	the study of the origin of words and the way in which their meanings have changed over time
euphemism	mild or indirect word or expression substituted for one considered to be too harsh or blunt
evaluate	to make a judgment of quality based on evidence
evidence	facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

exemplary text	texts which illustrate the rigor appropriate for each grade level or grade band (see CCSS Appendix B)
exposition	a comprehensive description and explanation to inform a reader about a specific topic
Extended Response (ER)	an item administered during the performance task component of an assessment. No single ER is administered in isolation, but as part of a collection. Typically 6 to 9 ER items/tasks serve to measure chains of reasoning asking students to justify their answers.
fable	a fictional narrative meant to teach a moral lesson; traditionally has animals as main characters who speak and act like human beings
fallacious reasoning	a failure in logic that renders an argument weak or invalid; a misleading or unsound argument
figurative language	word or phrase not intended literally; it is used for comparison, emphasis, clarity, or freshness of thought which may include, but are not limited to: • adage • euphemism • hyperbole • idiom • metaphor • oxymoron • paradox • personification • pun • simile • symbol
figurative meaning	non-literal meaning of a word or phrase; usually involves figurative language
film techniques	features of a film, which may include, but are not limited to: • lighting • sound • color • camera focus/angles
firsthand account	direct personal observation or experience (e.g., firsthand account of a war) *in later grades, referred to as primary source
first person	a point of view in which the narrator participating in the action tells the story
fishbowl	an instructional strategy in which a small group of students engages in a process of discussion while other students surround them to watch and comment on what is taking place in the "fishbowl"
flashback	literary technique in which the author presents information that happened before the events currently taking place

fluency	knowledge of the syntactic, semantic, and graphophonic cueing systems coupled with knowledge of how language sounds, (e.g., phrasing, in order to convey an oral interpretation of written text; more than accuracy and speed)
focused question	a query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints
folktale	a story or legend forming part of an oral tradition
foreshadow	literary technique in which the author provides clues to coming events in a narrative
formal English/Standard English	the most widely accepted and understood form of expression in English in the United States; it is used in academic, business, and professional contexts
formal style	a style of writing that is less personal and more objective
formative assessment	although it may take the form of a standardized test, it is usually designed by the teacher to collect information used to inform ongoing instruction on a student's work, and may not necessarily be used for grading purposes. Examples include, but are not limited to: teacher observations, checklists, anecdotal records, running records, teacher-constructed and commercially-produced tests.
foundational works	texts associated with the founding of a culture or society, such as well-known government documents, persuasive texts about the founding, and epics about the origins of the culture
gallery walk	students explore multiple texts or images that are placed (generally on charts) around the classroom. Students examine the work or ideas of peers as they walk around the room viewing each chart
general academic words/vocabulary	vocabulary common to written texts but not commonly a part of speech; Tier Two words
genre	categories used to classify text; which may include, but is not limited to: • fiction • nonfiction • poetry • drama • informational • fable • folktale • graphic novel • literary nonfiction • memoir
graphic novel	a book-length narrative in which the story is conveyed to the reader using comic-book format

guided reading	small group instruction where the teacher meets with two to six students who demonstrate similar reading processes or similar needs. Using a text that offers a moderate amount of challenge the teacher provides enough support for the students to read the entire text silently; the main focus is always comprehension of the text. This type of instruction is typically appropriate for primary and elementary learners; however, the learner's needs should always be considered.
hyperbole	literary technique in which exaggeration is used to convey meaning (e.g., "I've told you a million times.")
idiom	term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., "I am pulling your leg." or "You're skating on thin ice.")
illustrate	provide examples or specific details
inference	a conclusion about the unknown, based on the known
informational text	text designed to convey facts; may employ techniques such as lists, graphs, and charts
informative/explanatory	type of writing which conveys information accurately or which explains a concept or situation
interactive read aloud	Teacher reads appropriate, pre-selected texts aloud to students while modeling fluent, expressive reading. Students are invited to interact with the teacher and/or other students.
interactive writing	composing a message in which the teacher and students always share the "thinking" and sometimes share the pen (e.g., shared writing, modeled writing, interactive writing)
interpretation	explanation for the meaning of something; a stylistic representation of a creative work or dramatic role

irony	literary technique that contrasts expectations with reality
	dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters
	  • situational irony involves an occurrence that contradicts the expectations of the reader or audience
	  • verbal irony occurs when a writer or speaker says one thing but means the opposite
	  • dramatic irony occurs when a character in a narrative or drama is unaware of something the reader or audience knows

KWL	a three column chart that helps students document what they already know (K) about a topic, what they want (W) to learn about the topic, and finally what they learned (L) after researching a topic or reading a text about a topic

learning community	a classroom in which teacher(s) and students actively and collaboratively work to help one another learn
lesson	a moral/theme (see theme)
linking words	transition words such as "and," "then," "but;" see transitions and temporal words
literacy intervention team	a group of professionals who meet to determine interventions which address the needs of students who are not making adequate academic progress. This team also meets to monitor the ongoing effectiveness of the interventions.
literal language	the denotative meaning of a word or phrase
literary non-fiction	genre that uses literary styles and techniques (figurative language, imagery, rhetorical devices, etc.) in factually accurate texts. Examples include: biography, food writing, memoir, travel writing, some historical writing, etc.
literary techniques	techniques used in writing which are intended to create a special effect or feeling, which may include, but are not limited to: • euphemism • flashback • foreshadow • hyperbole • idiom • imagery • irony • jargon • metaphor • oxymoron • paradox • personification • satire • simile • slang • symbolism
literature-based discussion groups/Literature Circles	small groups of students who meet to have in-depth conversations regarding their responses to literature read prior to meeting. Through structured discussion and extended written and artistic response, literature-based discussion groups guide students to deeper understandings of the text. Teaching through literature-based discussion is appropriate and effective for elementary, middle and secondary levels.
loaded language	language intended to evoke emotions or to shape attitudes

major events	most significant events in a story
memoir	creative nonfiction in which an author recounts experiences from his or her life
mentor text	text used as an example of quality writing; a published piece of writing a teacher uses during a lesson to teach a skill or motivate the students to imitate the skill or style of the author
metaphor	literary technique that makes a direct comparison between two things in different classes, such as love and a rose or happiness and a blue sky; a comparison that *does not* use the connective words "like" or "as" (e.g., "Love is a rose.")
meter	the pattern of stressed and unstressed syllables in a line of poetry
mini-lesson	A short lesson lasting approximately 10-15 minutes. • the teacher includes a direct statement about the concept or skill to be taught; • the teacher models the concept or skill; • the class tries to imitate the concept or skill; • the students apply the skill to their own reading or writing; • the teacher evaluates progress
mood	• in literature—a feeling created in the reader which is evoked through the language of the text e.g., reflective, melancholy • in grammar— verb forms used to indicate the speaker's attitude toward a fact or likelihood of an expressed condition or action e.g., indicative, imperative, subjunctive
moral	message or lesson to be learned from a story or event
multimedia	the combined use of several media (e.g., Internet, video, audio, textual, graphic)
multiple accounts	sources including both first and secondhand accounts
myth	a story, which can be either fact or fantasy, that explains the inner meaning of the universe and of human life. Myths explain natural phenomena, such as the origins of the universe and earth, in particular, as well as the reasons for human behavior and the social order of a culture.
narrative	writing that relates a story, personal experience
narrator	the person telling a story; narrative viewpoints include • first person • third-person omniscient • third-person limited

non-literal language	language that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought; figurative language
nuance	subtle differences or shades of meaning
opinion	a statement of personal belief, attitude, or preference. In the CCSS, opinion is a precursor to argumentation.
oral	spoken
organizational strategy	an approach to organizing the ideas and specifics in a text; examples include definition, classification, compare/contrast, cause/effect, chronological, exposition
organizational structure	organizational strategies which may include but are not limited to: • definition • classification • exposition • description
oxymoron	a figure of speech in which incompatible or contradictory terms appear side by side, (e.g., "jumbo shrimp")
pacing	a time manipulation technique used in literary text
paired reading	a during reading strategy where students take turns reading aloud and providing feedback to each other; pairs can have the same reading ability or may include a more fluent reader with one who is less fluent
paradox	a statement or proposition that seems self-contradictory but expresses a truth
parallel plots	plots with related story lines that merge in the end
parallel structure	deliberate repetition of similar or identical words and phrases in successive lines, sentences or paragraphs; the deliberate balance of two or more similar words, phrases or clauses in succession
passive voice	writing in which the subject of the sentence receives the action of the verb **passive voice** - "The cake was decorated by my sister." **active voice** - the subject performs the action of the verb - "My sister decorated the cake."
Performance Event/Task	the ELA events/tasks focus on reading, writing, speaking and listening, and research claims. They measure capacities such as depth of understanding, interpretive and analytical ability, basic recall, synthesis, and research. They may take place over time.

personification	literary technique in which a non-living or non-human thing (e.g., animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g., "a happy home")
perspective	position from which something is considered or evaluated; standpoint
phonemic awareness	the awareness that words are made up of individual sounds
phonics	the relationship between the letters of written language and the individual sounds
phonological awareness	the ability to recognize that words are made up of a variety of sound units. The term encompasses a number of sound related skills necessary for a person to develop as a reader. As a child develops phonological awareness she not only comes to understand that words are made up of small sound units (phonemes). The child also learns that words can be segmented into larger sound "chunks" known as syllables and each syllable begin with a sound (onset) and ends with another sound (rime).
plagiarism	presenting someone else's work or ideas as your own
plot	the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution
point of view	chiefly in literary texts, the narrative point of view (as in first or third person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character
positive behavioral support (PBS)	a general term that refers to the application of positive behavioral interventions and systems to achieve socially important behavior change
pre-writing/planning	a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing
premise	an assertion which forms the basis for an argument, work or theory
primary source	original materials that have not been filtered through interpretation or evaluation
print rich environment	a classroom/space in which many different kinds of printed materials are available and/or displayed. Examples of available materials include: books, magazines, graphic novels, manuals, and electronic devices. Examples of displayed materials include: signs, labels, wall stories, word walls, charts, poems, and sentence strips.
production/publishing	a step in the writing process in which the writer composes the text and presents it to the intended audience.

progress monitoring	used to estimate the rate of improvement, find those students who are not making improvement, and determine which teaching strategies are more or less effective for students.
prose	ordinary speech or writing without metrical structure
proverb	short expressions of popular wisdom (e.g., "All good things come to those who wait.")
pun	a play on two words similar in sound but different in meaning
purpose	the reason for which something is presented: to explain or inform, to entertain, to describe, or to argue
qualitative analysis	The CCSS recommend that text undergo a three-part analysis to determine placement in a grade band. Qualitative analysis is one part of this process and requires examination of the levels of meaning or purpose in the text, along with structure, language and conventionality, and the knowledge demands of the text. See Appendix A of the CCSS.
quantitative	presentation of information using numerical data
questioning	a reading comprehension strategy used before, during and after reading in which the teacher and students can pose questions at literal, inferential and evaluative levels.
quote	to restate, word for word, a portion of a text; a written quote requires quotation marks
reading strategies	approaches teachers use to help students process, comprehend, and respond to texts: examples include anticipation guides, book talk-book walk, questioning, during-paired reading, read aloud, charting a text
reading workshop	a structure for teaching and learning that ensures opportunities for all students to learn, includes four settings for learning—whole group, small group, one-on-one, and independent. The workshop is based on an apprenticeship model where the teacher is the craftsperson and provides the model of how a reader successfully engages with print; the learner is the apprentice and observes and then applies what has been observed.
reasons	explanations or justifications for beliefs. Used in grades K-5 of the CCSS for opinion writing, reasons are precursors to *claims* in grades 6-12.
recount	retell in one's own words
reflection	to think about and write or speak one's views in response to a text, presentation, or experience
registers	level of language appropriate for a situation. Formal register requires correct, standard English that does not use slang; informal register uses relaxed, casual language in which dialect and slang are accepted.

regular beats	a consistent rhythmic pattern or meter; usually found in poetry
resolution	a conclusion that resolves the conflicts or issues presented in a text
retell	a comprehension strategy in which a student recounts story details more specifically than a summary.
revising	a part of writing and preparing presentations concerned chiefly with a strengthening and reworking of the content of a text relative to task, purpose, and audience; the author makes decisions regarding the quality of the text such as a strong beginning, middle, and end; word choice; sentence structure; voice; and the deletion of unnecessary words, phrases, or sections of the writing. Revising includes adding, deleting, or changing parts of the text.
rhetoric	the study and practice of effective expression; discourse intended to move an audience to hold a particular viewpoint or take a particular action.
rhetorical devices	literary, figurative, and syntactic devices used in text intended to influence the audience; which may include, but are not limited to: • allusion • analogy • understatement • parallelism • repetition
rhyme	repetition of an identical or similarly accented sound found at the middle and end of words
rhythm	sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables
root	a unit of meaning from which words can be made by the addition of prefixes, suffixes or other modifications
running records	ongoing formative reading assessment that analyzes the accuracy and fluency of a student's oral reading
satire	literary technique that expresses a critical attitude with humor
scaffolding	process whereby adults help children learn by supporting their thinking as they attempt to solve problems or discover principles
scene	division of a drama or film, usually representing what passes between certain of the actors in one place or setting
schema	reader's prior knowledge including experiences and attitudes which influences the way and depth to which the new information is understood

screening	assessment of learner knowledge and skills used to assist in the determination of student placement for differentiated purposes; can be administered by teachers or other staff members trained in the administration of the screening tool
script	written version of a drama or film used in preparing for a performance
second-hand account	derived from what is primary or original; not firsthand; (e.g., reading or hearing about an event is second-hand) *in later grades, referred to as secondary source
secondary source	information created after an event or period of study by someone who did not experience the events
Selected Response (SR)	traditionally known as Multiple Choice, selected-response items include a stimulus and stem followed by three to five options from which a student is directed to choose only one
seminal documents	well-known writings that depict the core values and issues central to a culture and that influence subsequent texts composed in that culture
sensory language	language that appeals to the five senses and evokes images of how something looks, sounds, feels, tastes or smells
setting	geographic location and time period of a story
share time	a component of both reading and writing workshop. It is a time for students to discuss new learning, describe how a reading or writing strategy worked, or ask for feedback. Share time is very focused on the learning that has taken place during the workshop and is not a generalized Show and Tell time.
shared reading	a procedure during which the teacher and students join together to read from an enlarged text. Initially, the teacher reads to the students who join in, when they are able, during subsequent readings. Shared reading allows students to read more difficult text than they could read independently. Since support is offered by both the teacher and the group, this type of reading offers an opportunity for less proficient readers to join in successfully. Shared reading is often done in early childhood through elementary settings; however, it is appropriate for all ages through choral readings and readers' theater.
simile	literary technique in which two unlike things in different classes are compared, using the words "like" or "as" (e.g., "Ice is smooth as glass.")
Six Traits of Writing	an analytic approach to teaching and assessing writing in which the following traits are addressed: ideas, organization, voice, word choice, sentence fluency, conventions.
Socratic Seminar	a method of engaging students in intellectual discussion. Using open-ended questions, teachers prompt students to form answers using divergent thinking as opposed to searching for correct answers. The seminar method is appropriate for elementary through high school learners.

soliloquy	a speech in which a character, alone on stage, reveals his or her thoughts
sonnet	a lyric poem consisting of 14 lines, usually written in iambic pentameter
stanza	division of a poem consisting of a series of lines arranged together
style	a speaker or writer's particular use of language; manner of expression. A formal style uses standard formal English.
summary	an objective restatement of the essential ideas or major points in a text
summative assessment	outcome measure that provides accountability data used to guide the delivery, implementation, and evaluation of the school's literacy program. These assessments are frequently group administered; however, student progress data can be reported on an individual, class, school, or group basis and is often reported to stakeholders such as DESE, local communities, and parents. Examples include Missouri Assessment Program (MAP), Grade Level Tests and End of Course (EOC) exams, end of chapter tests, local common assessments and the new assessments produced by the Smarter Balanced Assessment Consortium in response to the Common Core State Standards.
suspense	a quality in a text that arouses expectation or uncertainty about what may happen
syntax	the arrangement of phrases and clauses to convey meaning
synthesize	integrate a number of ideas, pieces of information or data into a coherent whole
technical meaning	literal or denotative meaning
Technology Enhanced Items (TE)	assessment items which can provide evidence for ELA practices that could not be as reliably obtained from traditional SRs and CRs. Technology-enhanced items may stand alone or may be a tool used as part of the Performance Task and/or Constructed-Response items. Several TE types include reordering text, selecting and changing text, selecting text, and selecting from drop-down menus
temporal words	words referring to time (e.g., first, second, last, before)
text complexity band	a range of text difficulty corresponding to grade spans within the Standards; specifically the spans from grades 2-3, grades 4-5, grades 6-8, grades 9-10, and grades 11-CCR (college and career readiness)
text features	parts, other than the body of the text, that designate special features (e.g., front cover, back cover, title page, headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, sub headings, indexes, key words, sidebars,

	hyperlinks)
text structure	framework, organization or overall design of a work; examples include, but are not limited to: • compare/contrast • cause/effect • chronological • problem/solution
text types/writing types	The CCSS identifies three types of writing: • **argument-** a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In K–5, the term "opinion" is used to refer to this developing form of argument. • **informational/explanatory** - conveys information accurately; includes, but is not limited to: literary analyses, scientific and historical reports, summaries, memos, reports, applications, and résumés. • **narrative** - conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, describe, instruct, persuade, or entertain.
textual evidence	specific support found in a text; see evidence
theme	the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text. In the CCSS at lower grades, central message refers to main point or essence of the text.
thesis	the major claim made and supported in a text
think aloud	an instructional strategy that models thought processes and problem solving in all content areas. In a think aloud the teacher and/or students verbalize what they are thinking when they encounter difficult or confusing material as they read, write, or speak.
tone	a writer or speaker's attitude toward the material or audience
trace	to ascertain the successive stages in the development or progress (e.g., tracing the life cycle of an insect)
transitions	devices or words in a text that smoothly connect two topics or sections to each other
understatement	presenting something as less important than it actually is
usage	the way in which words and phrases are typically used in speech or writing; usage, unlike the grammar of a language, changes continually over time
validity	message that is relevant, accurate, justifiable, and logically correct

verse	single line of poetry
visual media/format	graphic or visual text including, but not limited to: • illustrations • diagrams • maps • photographs • charts • graphs • timelines • animations • interactive elements on web pages • video
vocabulary	words one can understand and use correctly; vocabulary is developed by providing learners with life experiences that expand their knowledge of the world and the content they are exploring; providing opportunities for wide reading; and providing direct instruction of vocabulary critical to understanding content-area concepts.
voice	distinctive tone or style of a particular writer; a reflection of the personality of the writer
works of public advocacy	well-known texts promoting and protecting human rights
writing process	non-linear, recursive steps used by writers in producing text, generally include: □ prewriting □ drafting □ revising □ proofreading/editing □ publishing
writing workshop	a structure for teaching and learning that ensures opportunities for all students to learn, includes four settings for learning—whole group, small group, one-on-one, and independent. The workshop is based on an apprenticeship model where the teacher is the craftsperson and provides the model of how a writer successfully engages with print; the learner is the apprentice and observes and then applies what has been observed.