

ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS

TERM	DEFINITION
Age-Appropriate	Suitable for the age of the learner, as in materials and activities. (Material on Vygotsky's Zone of Proximal Development is helpful here).
APA	American Psychological Association's standards for documentation and format of written texts.
Archetypal Human Experience	An experience that fits "the original pattern or model of which all things of the same type are representations or copies." A human experience shared by all regardless of gender, culture, ethnicity, class, etc., e.g., quest for happiness, birth, and death.
Argumentation	A form of discourse, the purpose of which is to convince a reader or hearer by establishing the truth or falsity of a proposition. It is often combined with <i>exposition</i> . It differs from <i>exposition</i> technically in its aim, <i>exposition</i> being content with simply making an explanation. Taking a position and persuasive essays are forms of <i>argumentation</i> .
Author's Purpose, Craft, Perspective	An understanding of author's intention, style, and presentation, and impact on audience.
Background/Prior Knowledge	The reader's <i>prior knowledge</i> about a topic. Readers create meaning when prior knowledge is integrated with new knowledge. When students can draw upon their experiences and background knowledge, their understanding is enhanced, and reading comprehension is greatly improved. To relate unfamiliar text to their prior world knowledge and/or personal experience—those connections generally take three forms: <i>text-to-self connection</i> , <i>text-to-text connections</i> , and <i>text-to-world connections</i> .
Bloom's Taxonomy	Benjamin Bloom created this taxonomy for categorizing the level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize questions in order to direct student thinking to appropriate levels. The levels of understanding include: <ul style="list-style-type: none"> • Knowledge - observation and recall of information; knowledge of dates, events, places; knowledge of major ideas; mastery of subject matter. <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc. • Comprehension - understanding information; grasping meaning; translating knowledge into new context; interpreting facts, comparing, contrasting; ordering, grouping, inferring causes and predicting consequences. <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend. • Application – use of information; using methods, concepts, theories in new situations; solving problems using required skills or knowledge. <i>Question Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover.
	<ul style="list-style-type: none"> • Analysis - seeing patterns; organization of parts; recognition of hidden meanings; identification of components. <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer. • Synthesis – use of old ideas to create new ones; generalization from given facts; relating knowledge from several areas; predicting, drawing conclusions. <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite. • Evaluation - comparison and discrimination between and among; assessing value of theories, presentations; making choices based on reasoned argument; verifying value of evidence; recognizing subjectivity. <i>Question Cues:</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize.
Causation	The force behind an effect or result. Cause/effect is an expository text structure.
Characteristics of Texts	Components of texts that make them similar to other texts in a particular genre, for example, title page, table of contents, glossary, boldface headings, and index for informational texts.
Choral Reading	Students and teacher reading aloud from a text as the teacher models fluency and expression. This reading in unison helps children understand that print is speech written down as they hear the patterns of language and see the words. Choral reading also develops sight word vocabulary.
Classical Texts/Literature	Texts that have remained important since a considerably earlier time because of their literary merit.
Common Heritage	Events, objects, and practices of significance to all people in a particular culture as a result of their common history.
Contemporary Texts/Literature	Texts that are clearly not classical but are more significant in literary history than those termed currently popular.
Context Clues	Context is the most helpful tool students use to unlock the meaning of print. This meaning comes from the words themselves, the word order, and the combination of the words. Children need to examine the context and then predict a word or word approximation that makes sense in the sentence.
Conventions	Accepted practices in spoken or written language, such as rules for grammar and language; “mechanics” in/of writing.

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Critical Analysis/Evaluative Questions	MEAP multiple choice questions which are inferential in nature and focus on important ideas in the selection. Students are required to stand apart from the text and analyze and evaluate the quality, effectiveness, relevance, and consistency of the message, rhetorical features, motivation of the author/character, and the author's purpose and credibility.
Critical Standards	Personal, shared, and academic criteria for judging the quality of oral, written, and visual texts. It is the label for Content Standard 12.
Cueing Systems	There are three interrelated signals or systems used in the reading process: <ul style="list-style-type: none"> • Semantic (meaning related) – semantic cues refer to the meaning attached to individual words and the interrelationships of words (knowledge of language). Readers use semantic cues to make sense of the text. • Syntactic (structural or grammar related) - syntactic cues concern the order of words in phrases and sentences. Readers use syntactic cues to predict and confirm words. • Graphphonic (visual or letter related) – Readers use graphphonic or visual cues to identify and associate print with letter sounds.
Culminating Performance	Final product/outcome, usually referring to an end-of-semester, end-of-course, or end-of-high-school assessment task.
Decoding	Strategies used to assist in the pronunciation of unknown words.
Description	A form of discourse, the purpose of which is to picture a scene or setting. Though often used apart for its own sake, it more frequently is subordinated to one of the other types of writing; especially to narration, with which it most frequently goes hand in hand.
Dolch Word List	List of basic sight words most frequently used in the English language.
Directed Reading/Thinking Activity (DRTA)	A reading activity used to guide students to activate prior knowledge, make informed guesses as to what the text might contain, and determine a purpose for reading. (See the Michigan Reading Association Reading Bookmarks for further information.)
Enumeration	An expository text structure in which ideas are listed in a prescribed order.
Epic	A long narrative poem, usually about the great deeds of a folk hero, stated in lofty, elevated language, as homer's <i>Iliad</i> .
Etymology	Study of the origin and historical development of words.
Evaluating and Responding to Text	Making assumptions and assertions about the content and merit of text that is supported and expressed.
Evaluation of Writing and response to Writing	Assumptions and assertions about the content and merit of written text (by self and others) that is supported and expressed.
Exposition	A form of discourse, the purpose of which is to explain the nature of an object, an idea, or a theme. <i>Exposition</i> may exist apart from the other types of composition, but frequently two or more of the types are blended, <i>description</i> aiding <i>exposition</i> , <i>argument</i> being supported by <i>exposition</i> , <i>narration</i> reinforcing by example an <i>exposition</i> .
Expository Text	Text that is written by authors to explain, to describe, to present information, or to persuade. Expository text is subject-oriented and contains facts and information using little dialogue. Examples of expository text structures: Compare/contrast, cause/effect, enumeration, classification, chronology, problem solving.
Fluency	The ability to use language automatically, accurately, and quickly for constructing meaning.
Genre	A category of artistic, musical, or literary composition characterized by a particular style, form, or content; in English Language Arts, the type of text.
Gist	Understanding text as a whole by extracting and inferring information (getting the gist).
Gradual Release of Responsibility	An approach for teaching reading and writing strategies to students, it incorporates teacher modeling, guided practice, independent practice, and application of the strategies in authentic contexts.
Graphic Organizer	Visual organizer, such as a story map, web, chart, or diagram, used to create a visual organization of ideas.
Guided Reading	The teacher works with a small homogeneous group of students, guiding them through a selected text and helping them develop and practice reading strategies. In guided reading, the text is carefully chosen for the students and each child has a copy. Students and teacher read together and the teacher stops briefly to give direct instruction.
Hyper studio	Presentation software that uses a card stack format.
I Search	Selection of a research topic of personal interest; information obtained through interviews.
Idea and Theme Connections	The comparison, contrasting, and connection of content, characters, ideas, and themes across text.
Inferential/Implicit Questions	MEAP multiple choice questions which are based on the theme, key concepts, and major ideas of the reading passage. These questions often require students to interpret information from across parts of a text and to connect knowledge from the text with their own general background knowledge.

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Integrated/Interdisciplinary Curriculum	"A knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience" (Jacobs, 1989).
Invented Spelling	A predictable pattern of children's spelling that progresses through developmental stages. In invented spelling, students use their personal logic, knowledge of phonics, and print conventions to spell words. Invented spelling is decodable!
Jargon	A specialized vocabulary of those in the same work or profession; redundant or wordy writing.
Journals	<p>Journals provide a place for students to retell and reflect on happenings from their lives. Journals are informal and used as a vehicle to encourage students to get their thoughts and experiences on paper. They can serve as a source of ideas for writing projects in writers' workshop. See types below:</p> <ul style="list-style-type: none"> • <i>Class</i>: A common log in which to record observations about a class pet, activity, field trip, etc. • <i>Dialogue</i>: Provides a place for written conversation between students or between student and teacher. Entries are usually brief, personal and informal; may center on a specific subject or concept, or may be purely conversational. • <i>End of the day</i>: A quiet way to end the day. Students can be asked to write about the best part of the day, the most fun, something important that happened, etc. • <i>Learning log</i>: A place to record what and how the student has understood about a concept or unit of study. May also include description of the learning process. May be used in any subject.
	<ul style="list-style-type: none"> • <i>Personal</i>: Similar to a diary; may contain personal thoughts, also stories or partial stories. • <i>Poetry</i>: A place to copy favorite poems, write original poems, or keep track of images to use when writing poetry. • <i>Reflection</i>: Students reflect on what they've learned and what they're still wondering about. <p><i>Writer's Notebook</i>: A place to record favorite phrases and words discovered in reading and or everyday life. Useful as a reference notebook when writing original pieces in writing workshop (Above examples from Routman, 1991)</p>
	<ul style="list-style-type: none"> • <i>Dual Entry</i>: A journal in which every page is divided in half down the center. On the left, the student writes his/her reactions and perceptions about a particular topic of study, life experience, or literary piece. Later, on the right side, the student reflects on his/her reactions and perceptions (useful as a reference notebook when writing original pieces in writing workshop). • <i>Taped Oral Journal</i>: Student uses a cassette to record thoughts and perceptions, rather than writing them. (Can be helpful for students who have a hard time with writing. Can help these students gain the confidence needed to move to a written journal).
Language Pattern	The systematic arrangement of elements of a language based on their regularities and predictable qualities, as the way morphemes are grouped into words in English or the way pitch indicates meaning in Chinese.
Literal/Explicit	MEAP multiple choice questions which focus on ideas directly stated in the text, but not necessarily word for word. The information to respond to these questions will not usually be found in one sentence, but in two to four sentences of contiguous text.
Literary Elements	<p>Character Character can be revealed through the character's actions, speech, and appearance. It also can be revealed by the comments of other characters and of the author.</p> <ul style="list-style-type: none"> • Protagonist - the central character (person, animal, or personified object) in the plot's conflict. • Antagonist - the force in conflict with the protagonist. It may be society, nature, or fate, as well as another person. It can also be the protagonist's own self, if he or she has an internal conflict. • Character foil - character whose traits are in direct contrast to those of the principal character. • Stereotype - is a character who possesses expected traits of a group rather than being an individual. <p>Character development shows the multitude of traits and behaviors that give the literary character the complexity of a human being.</p> <ul style="list-style-type: none"> • Flat character – one who is not fully developed; we know only one side of the character. • Round character - one who is fully-developed, with many traits-good and bad-shown in the story. • Static character - one who does not experience a basic character change during the course of the story. • Dynamic character - one who experiences a basic change in character through the events of the story. This change is internal and may be sudden, but the events of the plot should make it seem inevitable. <p>Plot The sequence of events which involves the characters in conflict.</p>

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Literary Elements (Continued)	<p>Types of plots:</p> <p>Episodic Book is made up of a series of chapters or stories, each of which has its own plot, builds to an end, and has its own climax.</p> <ul style="list-style-type: none"> • Episodes are usually linked because they are all about the same character; no overall plot or climax to the book. • Episodes could be put in a different order or left out without changing the story substantially. <p>Gradual Development</p> <ul style="list-style-type: none"> • Plot has incidents and conflict, but tension and suspense are minimal, and plot does not rise to a definite climax. <p>Rising Action</p> <ul style="list-style-type: none"> • Plot has definite conflict, tension, and suspense, which rises to a climax; plot ends at that point without fully resolving the outcome. <p>Rising and Falling Action</p> <ul style="list-style-type: none"> • Plot has definite conflict, tension and suspense, which rises to a climax; climax is followed by the denouement in which the outcome is resolved. <p>Parallel Plot</p> <ul style="list-style-type: none"> • Two plots which have similar incidents are described simultaneously or one after the other; plots may (usually do) intersect at some point. <p>Common Plot Elements</p> <ul style="list-style-type: none"> • Exposition - an explanation of the situation and the condition of the characters. • Rising Action Complications - incidents which either help or hinder the protagonist in finding a solution. • Climax - the peak or turning point of the action. • Falling Action - the part after the climax. It gives any necessary explanation and ends with resolution. • Closed ending - various parts of the plot are tied together the reader feels a sense of completion. • Open ending - readers must draw their own conclusions; they do not know what will happen. • Cliffhanger - abrupt ending at an exciting and often dangerous time in the plot. • Suspense - a state of tension, a sense of uncertainty, an emotional pull which keeps the reader reading. • Foreshadowing - planting of hints about what will happen later in the story. <p>Sequence of Events</p> <ul style="list-style-type: none"> • Chronological - events are told in the order they happen. • Flashback - an event that took place in the past, before the current time of the story. • Time Lapse - the story skips a period of time that seems unusual compared to the rest of the plot. <p>Conflict Struggle between the protagonist and an opposing force.</p> <ul style="list-style-type: none"> • Internal conflict - the protagonist struggles within himself or herself. • Interpersonal Conflict - pits the protagonist against someone else. • Person Against Society - protagonist is in conflict with the values of his or her society. • Person Against Nature - protagonist is threatened by an element of nature. • Person Against Fate - protagonist must contend against a fact or life or death over which people have little control. <p>Setting The place and the time period in which the story takes place.</p> <ul style="list-style-type: none"> • Integral Setting - essential to the plot; influences action, character or theme. • Backdrop Setting - is relatively unimportant to the plot. <p>Theme The underlying meaning of the story, a universal truth, a significant statement the story is making about society, human nature, or the human condition</p> <ul style="list-style-type: none"> • Primary theme - is the most important theme in the story. • Explicit theme - is stated openly and in universal terms. • Implicit theme - is not directly stated, but is one which the reader can infer. <p>Motif A usually recurring salient thematic thread (as in the arts) that connects elements in episodic plots.</p> <p>Style Style is the language used in a text, the way the words are put together to create the story and to make the story aesthetically pleasing.</p>

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Literary Elements (Continued)	<p>Devices of Style/Figures of Speech</p> <ol style="list-style-type: none"> a. Metaphor - a comparison in which one kind of thing, quality, or action is applied to another without express indication of a relationship between them. b. Personification - a figure of speech in which "the characteristics of a human being are attributed to an animal, a thing, or an idea. c. Simile - a comparison between two essentially different items expressly indicated by a term such as "like" or "as." d. Imagery - an appeal to the senses touch, taste, sight, sound, smell. It paints a picture in the mind. e. Pun – a play on words that are identical or similar in sound but have sharply diverse meanings, or the use of a single word or phrase with two incongruous meanings, both relevant. f. Hyperbole - exaggeration. g. Allusion - an indirect reference to something outside the current literary work; to something in literature, history, modern culture, or another area. h. Symbol - a person, object, situation, or action which operates on two levels, the literal and the symbolic. i. Irony - a figure of speech in which the literal meaning of the words is the opposite of their intended meaning. j. Sarcasm - a caustic and heavy use of apparent praise for actual dispraise. k. Satire - the use of ridicule or scorn, often in a humorous or witty way, to expose vices and follies. <p>Devices of Sound</p> <ol style="list-style-type: none"> a. Onomatopoeia - the use of words that sound like their meaning: a skirt “swishes” a bat “cracks” a hasty eater “gulps” his food. b. Alliteration - repetition of initial consonants: “the soft surge of the sea.” c. Consonance -repetition of consonants sounds anywhere in the words: “The sight of the <i>apple</i> and <i>maple</i> trees <i>pleased</i> the <i>people</i>.” d. Rhyme - the repetition of a stressed sound, usually the final syllable: “His <i>aim</i> was to <i>blame</i> the <i>dame</i>.” e. Assonance - repetition of vowel sounds in a phrase: “The <i>owl</i> swept <i>out</i> of the woods and circled the <i>house</i>.” f. Rhythm - the recurring flow of strong and weak beats in a phrase: “Chicka, chicka, boom, boom! Will there be enough room?” g. Meter - the regular rhythmic pattern of stressed and unstressed syllables found in a line of poetry. The less regular rhythm sometimes found in prose is often called <i>cadence</i>. <p>Figurative Language - language enriched by word images and figures of speech.</p> <p>Point of View - the outlook from which the events in a story are relayed; refers to who is telling us the story.</p> <ul style="list-style-type: none"> • First person – a character is telling the story. • Second person – the author speaks directly to the reader. • Third person – the author is telling about the characters. • Limited omniscient – reader is told the thoughts and feelings of only one character. • Omniscient – reader is told everything about the story, including the thoughts and feelings of all the characters, and even information in the author’s mind which no character knows. • Dramatic or objective – reader is told only what happens and what is said; reader does not know any thoughts or feelings of the characters. <p>Tone - the author’s attitude toward what he or she writes; the attitude that the reader gets from the author’s words.</p>
Loaded Words	Words used to influence opinion; words that carry meaning beyond their "surface" definitions - for example, a word with an emotional association such as <i>cult</i> .
Metacognition	Reflection on the process of learning or knowing; thinking about one's thinking. Self-knowledge, monitoring, selection of thinking and analytical strategies to promote understanding when reading text and create effective messages when using oral and written language. Application of strategies.
Mini-lesson	A <i>short</i> lesson on a topic, strategy, or skill needed by students. A mini-lesson should have only one focus. For example, a teacher uses literature to demonstrate a reading strategy to a small group, or she discusses procedures and expectations with a <i>large group</i> .
MLA	Modern Language Association: standards for documentation and format of written texts used in most language arts classrooms.
Mnemonic Device	Memory strategy, for example using H.O.M.E.S. to remember the names of the Great Lakes.
Modeling	Demonstrating application of a skill to develop a sense of language and comprehension skills. Children need to compare their reading and writing with a model they have heard or seen. The teacher might serve as an example in oral and silent reading, writing, or any other activity. For example, in modeled writing, the teacher writes in front of the students as she talks aloud about the process.
Multimedia Portfolio	A collection of student work that may include computer presentation, pictures, audio and videotapes, artwork, pictures, charts, etc.

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Morphology	A study and description of word formation (as inflection, derivation, and compounding) in language; the system of word-forming elements and processes in a language.
On-Demand Assessment	On-the-spot evaluation such as draft writing or extemporaneous oral presentations.
Narration	A form of discourse, the purpose of which is to recount an event or a series of events and to interest and entertain, though, of course, this form may be used to instruct and inform. <i>Narration</i> may exist, of course, entirely by itself, but it is most likely to incorporate considerable description.
Narrative Text	Text that is recounted in the form of a story (tale, novel, etc.); includes theme, plot, problem/resolution, characteristics, setting, events.
Non-Print text	Computer presentation, pictures, audio and videotapes, artwork, pictures, charts, etc.
Personal Connections	Ideas connected to personal experiences, text, and the world.
Perspectives	Authors, characters, or reader's points of view.
Phonemic Awareness	The auditory discrimination of individual sounds in spoken words.
Phonics	Identification of sound-symbol relationships and spellings in written language (phonemes and graphemes).
Popular Text	Text that is currently well-liked.
Portfolio	A collection of student-selected artifacts that reveals something about a learner's history. Portfolios can be an opportunity for self-assessment as students select and arrange their materials, reflect upon future work, and present to others, including parents.
Prediction	A strategy in which good readers hypothesize what will happen next as they progress through a story. Children use the meaning of the text, their own language, and the book's language to predict words and events. They confirm their predictions by looking at the print, the pictures, and the whole context. Predictable books use repeated patterns of events and text to help young readers predict and confirm.
Prereading Strategies	Any of a number of strategies used to connect a reader with a text (i.e. KWL, anticipation guide, prediction, etc.) before reading the text.
Print Concepts	Knowledge about the features of a book. Print concepts include: directionality (left-right, top-bottom), spaces between words, uppercase and lowercase letters, and the knowledge that printed symbols carry a message.
Profundity Scale	A theoretical construct to guide students' thinking. The scale was devised to aid readers in determining and evaluating the profundity of authors' themes. The scale consists of five levels or planes: <i>physical, mental, moral, psychological, and philosophical</i> .
Propaganda	The spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person..
Prosody	The melody (rhythm) and flow of language.
Purposes for Writing	A variety of text written depending on purpose and needs (to inform, to persuade, etc).
Readers' Theater	"...creating a script from a narrative text and performing it for an audience. Students work cooperatively to write a dialogue, rehearse it, and read it to the class. Props are minimal. It can be used to dramatize and retell one scene or chapter of a book; it can also be used as a fun activity to promote rereading of a familiar text to encourage fluency" (Routman (1991).
Reading-like Behavior	A developmental behavior observed in young children who are not yet reading. Children imitate reading a story they have heard many times. They recreate the text from memory or with the help of the illustrations. They turn the pages, but not necessarily to correspond with the words, and their oral story line may or may not match the text in the book.
Reading Log	Written account of student reading including reflection.
Reading Recovery Skills	Skills enumerated in the Reading Recovery intervention program for first graders.
Reading Strategies	Mental strategies used by readers to help them make sense of what they read. Some strategies enable readers to determine the exact word (decoding or word identification); others enable them to understand the message. Reading strategies include substituting words, using context clues, predicting and confirming, monitoring and self-correcting, and rereading, reciprocal teaching, anticipation guides, Question-Answer Relationships, literature circles, reader response, etc.
Reflection	Serious and careful consideration or concentrated thought regarding one's work.
Retelling	A strategy in which a student retells or writes the action of a story in his or her own words. Retelling can take many forms and be used for different purposes, such as recalling the sequence of events or summarizing the story. Retellings are a valuable assessment tool for the teacher.
Rubric	An established and written-down set of criteria for scoring or rating students' work on tests portfolios, writing samples, or other performance tasks; also known as "scoring guides."
Scan	To visually search for a specific term or definition.
Self-Monitoring	A strategy in which readers self-check meaning and visual information as they read a selection. A reader monitors comprehension by asking, "Does this make sense? Does it sound right?" then self-corrects when it does not.
Semantics	The study of meanings.

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Shared Reading	A method in which students and teachers read together. As the teacher reads aloud from an enlarged text, children connect visual to oral language, grow in their awareness of how print works, enjoy reading, and gain confidence in their abilities. Children should be free to participate in the reading. At the primary level, shared reading texts should have a supportive structure (predictable stories) and pictures closely related to the print.
Shared Writing	A form of modeled writing. The teacher listens to what the students say and scribes for them. For example, she may create complete sentences from a brainstormed list of words. The teacher supports students' efforts, suggests words and ideas, and invites them to reflect upon what they want to write. This interaction provides an opportunity for the teacher to model the thought processes that occur in writing.
Skim	To visually review a given passage to gather the main ideas of the text.
Social Context	The conditions of human society under which something happens.
Socratic Seminar	<i>Not</i> simply class discussion. A Socratic seminar fosters active learning as participants explore and evaluate the ideas, issues, and values in a particular text. A good seminar consists of four interdependent elements: (1) the text being considered, (2) the questions raised, (3) the seminar leader, and (4) the participants.
Spelling Demons	Frequently misspelled or misused words (can be either personal or common).
Story Mapping	A visual representation of the main characters, setting, sequence of events, problems, theme, and ending. It helps children understand story structure and organize story content into a coherent whole.
Syntax	The way in which words are put together to form phrases, clauses, or sentences.
Teaching & Learning Standards	Four defined standards in the <i>Michigan Curriculum Framework</i> : <ol style="list-style-type: none"> 1. <u>Deep Knowledge</u> – “Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understanding” 2. <u>Higher-Order Thinking</u> – “Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining or arriving at conclusions that produce new meaning and understanding of them.” 3. <u>Substantive Conversation</u> – “Students engage in extended conversational exchanges with the teacher and/or peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.” 4. <u>Connections to the World Beyond the Classroom</u> – “Students make connections between substantive knowledge and either public problems or personal experiences.”
Text	Text refers broadly to any communication product: oral (e.g., speeches, conversations, and audiotapes); written (e.g., essays, stories, articles, novels, and poems); and visual (e.g. illustrations, films, or computer displays).
Text Elements	The dimensions of content that relate the ideas in text; in narrative text: setting, characters, events, problem, solution, and theme; in expository text: central purpose, major ideas, and supporting details.
Text Structure	The various patterns of ideas embedded in the organization of text. Common patters include cause-effect, comparison-contrast, problem-solution, description, and sequence.
Thesis	The basic argument put forward by a speaker or writer who attempts to prove the argument; the subject or major argument of a composition.
Topic Sentence	A sentence intended to express the main idea of a paragraph or passage.
Trade Books	Commercial books, other than basal readers used for reading instruction.
Universal Themes	Abstract concepts and/or social issues found frequently in classic and contemporary literature.
Vocabulary/Word Study	The focus on specific meanings of words in text (listening, speaking, reading, and writing) through understanding of prefixes, suffixes, and base words, origins, context clues, definitions, multiple meanings, word types (such as antonyms and synonyms), and word expressions (such as idioms, figurative language, etc.).
Voice	A part of the author's style is voice. It is being able to “hear” the person behind the words. The text is lively, has conviction, has a tone that is compelling, and is expressive. Confidence in one's knowledge about a topic.
Writing Process/Strategies	Knowledge and application of the writing process (pre-writing, drafting, revising, editing, publishing) and strategies to support meaningful writing.
Writing-to-Learn Activities	Student writing tasks which enhance thinking and learning. Examples (in all content areas): <ul style="list-style-type: none"> ▪ Class Minutes – One student is elected (or serves on a rotating schedule) as minute-taker for each daily class session and must produce a set of official “minutes” by the following class. Minutes are either posted in a regular spot or are copied for distribution to the group. Reading and correcting these minutes provides an excellent focusing activity for the start of each day's class; having everyone's captive attention gives each student author a chance to shine. In practice, authors usually try to infuse the minutes with as much personality as accuracy will permit. ▪ Clustering – A special form of writing-to-learn using a kind of right-brained outlining. Students put key concept, term, or name in a circle at the center of a page and then free-associate, jotting down all the ideas which occur to them in circles arrayed around the kernel term, in whatever patter “seems right.” Often clustering reveals unrecognized connections and relationships. ▪ Collaborative Writing – One of the ways to help students to internalize, verbalize, and further organize their thinking is to work with one or two other students in actually drafting pieces of writing together. This may be done in pairs or small teams, and it works especially well on a quick paragraph, short observation report, or response to a reading.

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TERMS	DEFINITION
Writing-to-Learn Activities (continued)	<ul style="list-style-type: none"> ▪ Completions – Students write quick, spontaneous completions to teacher-supplied starters like: “<i>The main reason Lincoln abolished slavery was..., The main thing I got from the video tape was..., My favorite artist from this period was _____ because...</i>” Be careful not to recreate workbooks that typically try to prompt the same few words in the form of a “right” answer. These completions should be designed to start students on an individually unique, original, exploratory, several-sentence response. ▪ DRTA/Predicting Writes – Teacher stops students at key point in a reading, an activity, or a lecture and invites them to write briefly (and perhaps discuss a bit) what they think will happen next. ▪ Dialectics – Divide a page in half. Left side is used for note-taking during reading, lecture, or activity. The right half is used for reactions and questions. In mathematics, one side can be used for doing problems and the other for telling in words how kids attacked them. ▪ Dialogues – Dramatic dialogues between opposing characters, historical figures, points of view, scientific traditions, etc. ▪ End-Of-Class Reflections – Last five minutes of class time each day is regularly set aside for writing that reviews the events and learnings of the day. ▪ Fact/Values Lists- When a new topic is being introduced, students begin by making two lists side-by-side; on the left, things they know to be facts about the topics; on the right, things they believe, feel, or suspect about it. Later in the lesson, students can check back to validate their facts and values. ▪ First Thoughts – When the class shifts to a new activity or discussion, students do focused free-write writing for 2-3 minutes to tune in to what they know about the topic at hand. Helps students to clear their minds of previous issues and activate their prior knowledge about the new topic used to focus on day’s topic or upcoming activity. ▪ Instructions/Directions – The “how-to” is one of the most primitive and inherently engaging forms of writing. Classroom possibilities: how to conduct a science experiment, how to build a birdhouse, how to hem a skirt, how to plan a battle strategy, how to solve a quadratic equation. ▪ Interactive Writing – This is a shared writing technique in which students and teacher share the role of scribe. Students decide what words they want and write as much as they are capable. For example, a student writes the beginning and ending letters of a word, and the teacher completes the word by filling in the missing letters. If the student can write the entire word, the teacher does not intervene. ▪ “K-W-L” Write – When a new topic is being introduced (or reviewed or assessed) students make a list of all the things they already Know (or believe they know) about the subject. Then they make a list of things they want to know or investigate. When the lesson is done, they make a list of what they’ve Learned. ▪ List-Storming – The written version of brainstorming. Here, the students quickly write down everything that they know, believe, or feel about a given subject, without editing or second-guessing themselves. Later, lists can be used in many ways: pairs or teams can compare and discuss their lists; frequency tallies items can be totaled and announced, etc. ▪ Metacognitive Analysis – Students write to describe their own thinking processes in the subject, perhaps up to the point where difficulties are encountered, for example, showing how a math problem is tackled and worked through up to the point where the student becomes stumped. ▪ Observation Reports – Science labs have always offered a special and valuable kind of composing experience: reporting data from the class observation of physical objects, processes, phenomena, and events. This sort of writing can be extended to data-gathering and observational reports in a number of other subject areas and formats. ▪ Start-Up Write – Students regularly write for the first five minutes of class time each day, on the topic of the day. ▪ Upgrades – Formal writing assignments derived from writing-to-learn “starts.” Any piece begun in one of the above writing activities can be pushed toward a more formal, more transactional, more edited paper. In fact, this program of frequent, exploratory, natural daily writing-to-learn is almost guaranteed to produce ideas which kids will be eager to develop. One nice next step is MICROTHEMES, in which students write essays or reports that fit one note card (various sizes), thus encouraging compact, terse writing while shortening grading time. Teachers can use analytic scales along with micro-themes both to show students what’s called for in advance and to yield a score letter.
Zone of Proximal Development (ZPD)	<p>“The distance between a child’s actual developmental level as determined through independent problem solving and his/her potential development (level) as determined through problem solving under adult guidance or a collaboration with more capable peers” (Vygotsky, 1978).</p>

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