

**Indiana Academic Standards 2014  
English/Language Arts Glossary**



Indiana Department of Education



<u>Word</u>	<u>Definition</u>
<b>A</b>	
<b>accuracy</b>	reading words in text with no errors
<b>adjective</b>	words that describe a noun (e.g., red, bold, dangerous)
<b>adverb</b>	words that modify a verb, adjective, or another adverb. An adverb tells how, when, where, why, how often, or how much (e.g., frequently, very, quickly)
<b>aesthetic impact</b>	response of the reader to the beauty of the text
<b>affix</b>	general term that refers to prefixes and suffixes
<b>allegory</b>	a story in which people, things, and actions represent ideas and have a moral or lesson about life (e.g., Animal Farm by George Orwell)
<b>alliteration</b>	repetition of the initial consonant sound in two or more neighboring words (e.g., Harry the happy hippo hula-hoops with Henrietta)
<b>allusion</b>	an implied or indirect reference to a person, place, or event -- real (e.g., historical, cultural) or fictional (e.g., mythological, literary, classical). An example in T.S. Eliot's poem "The Love Song of J. Alfred Prufrock" is "No! I am not Prince Hamlet, nor was meant to be. . ."
<b>analogy</b>	a comparison of the features or qualities of two different things to show their similarities (e.g., He was as quiet as a mouse.)
<b>archetype</b>	a symbol, plot pattern, or character type that occurs frequently in literature, myths, religious works, or folklore (e.g., the character type of the hero, the plot pattern of good versus evil, the symbol of the snake)
<b>argument</b>	an expression of a point of view about a subject supported with evidence
<b>audience</b>	the specified or clearly implied person(s) to whom writers address his/her correspondence
<b>B</b>	
<b>bias</b>	an inclination or tendency towards an idea
<b>blending</b>	the task of combining sounds rapidly, to accurately represent the word
<b>C</b>	
<b>central idea</b>	the most important or central thought of a text

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<b>character</b>	person who takes part in the action of a story, novel, or a play. Sometimes characters can be animals or imaginary creatures, such as beings from another planet
<b>characterization/ character development</b>	how characters are described and developed either directly or indirectly (e.g., the narrator's direct comments about a character, revelations about the character's nature through his/her own actions, thoughts, or speech or others' actions, thoughts, or speech)
<b>citation</b>	a reference to a source. Citation may be done formally through such formats as MLA or APA
<b>cite textual evidence</b>	to quote directly or indirectly from a text in order to provide evidence
<b>claim</b>	an arguable statement. Claims typically fall into one of four categories: claims of fact or definition, claims of cause and effect, claims about value, claims about solutions or policies
<b>climax</b>	the point in a literary text at which the conflict reaches its greatest intensity. For example, in "Goldilocks and the Three Bears" the return home of the bears is the climax
<b>cohesion</b>	the flow of sentences, paragraphs, or sections of text to show connection among ideas
<b>collegial (discussions)</b>	working together and showing equal consideration among members of a group
<b>compare and contrast</b>	Compare: to actively point out similarities Contrast: refers to indicating differences
<b>complex sentence</b>	a sentence with an independent clause joined by an dependent/subordinate clause (e.g., Since the weather is nice, I'll go for a walk.)
<b>compound sentence</b>	a sentence that contains two independent clauses joined by a coordinating conjunction (e.g., It is raining outside, and I forgot my umbrella.)
<b>compound-complex sentence</b>	a sentence containing two independent clauses and a dependent clause (e.g., Sue needed to print her paper because it was due, but the printer was out of ink.)
<b>comprehension</b>	understanding what one is reading, the ultimate goal of all reading activity
<b>concise</b>	expressing ideas in few words, avoiding wordiness and redundancy
<b>conditional mood</b>	a verb mood that indicates a conditional state that will cause something else to happen. It is marked by words such as might, could, and would (e.g., I might go to the pool tomorrow if it does not rain.)
<b>conflict</b>	a struggle between opposing forces in a story or play, usually resolved by the end of the work
<b>connotation/ connotative meaning</b>	meaning associated with a word in addition to the literal meaning. For example, childlike has a more positive connotation than childish
<b>consonant blend</b>	two or more consecutive consonants which retain their individual sounds (e.g., /bl/ in block; /str/ in string)
<b>consonant digraph</b>	two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/)
<b>content-specific words</b>	vocabulary specific to a content area or topic (e.g., matrices in math, genome in biology, axis in geography)
<b>context</b>	the parts of a written or spoken statement that precede or follow a specific word or phrase, usually influencing or explaining its meaning
<b>context clues</b>	using words or sentences around an unfamiliar word to help clarify its meaning
<b>counterclaims</b>	arguable statements intended to counter or dispute other claims

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<b>credibility (of sources)</b>	evaluating sources for reliability of information
<b>D</b>	
<b>decodable text</b>	text in which a high proportion of words (80%-90%) comprise sound-symbol relationships that have already been taught; it is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading
<b>decode</b>	the ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out
<b>denotation</b>	the literal meaning of a word or phrase
<b>dialogue</b>	conversation between two or more people that advances the action, is consistent with the character of the speakers, and serves to give relief from passages essentially descriptive or expository (See Description, Exposition, Drama)
<b>digital media</b>	media transmitted digitally (e.g., video, websites)
<b>digraph</b>	two successive letters that make a single sound. For example, the ea in bread, or the ng in sing
<b>dynamic character</b>	a complex character who develops or changes over the course of the text (e.g., Bilbo Baggins in The Hobbit)
<b>E</b>	
<b>evidence</b>	support for an idea or claim
<b>explicitly</b>	clearly expressed, nothing implied (e.g., in referencing a text, you cite a statistic or direct quote)
<b>exposition</b>	writing or speech intended to convey information or explain
<b>F</b>	
<b>fable</b>	a short, simple story that teaches a lesson; a fable usually includes animals that talk and act like people
<b>fairytale</b>	a story written for, or told to, children that includes elements of magic and magical folk such as fairies, elves, or goblins
<b>fact and opinion</b>	statements of fact can be proven conclusively to be true or false; statements of opinion cannot be proven to be true or false
<b>fallacious reasoning</b>	defects that weaken an argument (e.g., Hasty Generalization, Appeal to Authority, Slippery Slope)
<b>fiction</b>	imaginative works of prose, primarily the novel and the short story - Although fiction draws on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader by providing a deeper understanding of the human condition.
<b>figurative language</b>	language that communicates ideas beyond the ordinary or literal meaning of the words
<b>figurative meaning</b>	non-literal meanings of language that include figures of speech such as similes, metaphors, and implied comparisons (e.g., He is as blind as a bat without his glasses.)
<b>figures of speech</b>	non-literal language used for effect such as simile, hyperbole, personification (e.g., I've seen that movie a million times.)
<b>flashback</b>	a narrative device in which an event or scene that took place in the past is inserted into the chronological structure of the work
<b>fluency</b>	automatic word recognition, rapid decoding, and checking for meaning

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<b>folktale</b>	a short narrative handed down through oral tradition, with various tellers and groups modifying it, so that it acquired cumulative authorship; folktales eventually move from oral tradition to written form
<b>foundational U.S. and world documents</b>	important texts through which ideas and culture are founded (e.g., The Declaration of Independence)
<b>G</b>	
<b>general academic words</b>	language that frequently appears across written texts and goes beyond everyday speech; these words often have multiple or more precise meanings (e.g., saunter, fluctuate, preliminary)
<b>genre</b>	categories of text including broad ones like fiction and nonfiction, or divided more specifically like historical fiction, memoir, and personal essays
<b>Greek/Latin affixes</b>	morphemes added to words change the meaning or function (e.g., di-, -ly)
<b>Greek/Latin roots</b>	words or word elements to which affixes may be added to make other words (e.g., cycle, join)
<b>H</b>	
<b>high-frequency words</b>	words that are recognized immediately - Sometimes sight words are thought to be irregular, or high frequency words (e.g., the Dolch and Fry lists); however, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.
<b>homograph</b>	one of two or more words spelled alike but different in meaning and derivation or pronunciation (e.g., the noun conduct and the verb conduct are homographs)
<b>homonym</b>	one of two or more words spelled and pronounced alike but different in meaning (e.g., the noun quail and the verb quail)
<b>homophone</b>	one of two or more words pronounced alike but different in meaning or derivation or spelling (e.g., the words to, too, and two)
<b>hyperbole</b>	an intentional exaggeration for emphasis or comic effect
<b>I</b>	
<b>idiom</b>	a phrase or expression that means something different from what the words actually say; an idiom is usually understandable to a particular group of people. (e.g., using 'over his head' for 'doesn't understand.')
<b>imagery</b>	descriptive language that portrays sensory experiences, creating a picture in the mind of the reader. For example in the poem "Daffodils" by William Wordsworth, he uses this descriptive language: "Beside the lake, beneath the trees,/ Fluttering and dancing in the breeze."
<b>independent reading level</b>	the level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read); independent reading level is relatively easy text for the reader
<b>inferences</b>	conclusions or judgments based on evidence
<b>informational text</b>	nonfiction writing in narrative or non-narrative form that is intended to inform
<b>inquiry question</b>	a focused question with multiple answers that is open to research

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<b>irony</b>	a difference between appearance and reality. The three main types are verbal, situational, and dramatic irony. "The Gift of the Magi" by O. Henry is a famous example of situational irony
<b>J</b>	
<b>juxtaposed</b>	placed close together or side by side, especially for comparison or contrast
<b>L</b>	
<b>literature</b>	this genre includes stories, novels, poetry, and plays
<b>M</b>	
<b>main idea</b>	in informational or expository writing, the most important thought or overall position; the main idea or thesis of a piece, written in sentence form, is supported by details and explanation
<b>media literacy</b>	the ability to understand, analyze, and evaluate media (electronic or digital means and print or artistic visuals used to transmit messages)
<b>metaphor</b>	a figure of speech in which a term or phrase is used to imply comparison between two seemingly unlike things (e.g., My friend is always an early bird.)
<b>mood</b>	the atmosphere that a writer creates for the reader to evoke certain feelings
<b>multimedia</b>	presentation of information in a combination of modes (e.g., images and text or images and sound)
<b>myth</b>	a traditional story passed down through generations that explains why the world is the way it is
<b>N</b>	
<b>narrative text</b>	a story about fictional or real events
<b>narrator</b>	the person or voice telling the story; the narrator can be a character in the story or a voice outside the action
<b>nonfiction</b>	prose writing about facts and real events. This genre includes (but is not limited to) personal essays, memoirs, journalism, text books, and letters
<b>noun</b>	a word that is the class name of something: a person, place, thing, or idea
<b>novel</b>	an extended work of fiction - Like a short story, a novel is essentially the product of a writer's imagination. Because the novel is much longer than the short story, the writer can develop a wider range of characters and a more complex plot.
<b>O</b>	
<b>objective summary</b>	a summary free of personal beliefs and judgments
<b>onset and rime</b>	in a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow it (e.g., the word sat, the onset is "s" and the rime is "at"; in the word flip, the onset is "fl" and the rime is "ip")
<b>oxymoron</b>	a figure of speech that is a combination of contradictory words (e.g., open secret)

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<b>P</b>	
<b>paradox</b>	a figure of speech in which a statement or proposition seems self-contradictory or absurd but in reality expresses a possible truth. In literature, a paradox often makes a statement of a major theme. "I must be cruel to be kind," is an example of a paradoxical statement from Hamlet by William Shakespeare
<b>parallel episodes</b>	repeated elements or reoccurring events throughout the course of the story
<b>paraphrase</b>	rewording or restatement from a text
<b>personification</b>	assigning human characteristics or qualities to animals, objects, or abstract concepts. "And gradually from week to week the character of each tree came out, and it admired itself reflected in the smooth mirror of the lake," is an example of personification from Walden by Henry David Thoreau.
<b>perspective</b>	a position from which something is considered or evaluated
<b>persuasive writing</b>	writing intended to convince the reader that a position is valid or that the reader should take a specific action; differs from exposition in that it does more than explain - it takes a stand and endeavors to persuade the reader to take the same position
<b>phoneme</b>	the smallest unit of speech sound that makes a difference in communication (e.g., fly consists of three phonemes: /f/-/l/-/i/)
<b>phonemic awareness/ phonological awareness</b>	awareness that spoken language consists of a sequence of phonemes - This awareness is demonstrated, for example, in the ability to generate rhyme and alliteration, and in segmenting and blending component sounds.
<b>phonics</b>	the study of sounds OR the use of elementary phonetics in the teaching of reading
<b>phrases</b>	a group of related words that lacks either a subject or a predicate or both (e.g., by the door and opening the box)
<b>plot</b>	the action or sequence of events in a story. The plot includes exposition, rising action, climax, falling action, and denouement (ending)
<b>poetry</b>	an imaginative response to experience reflecting a keen awareness of language - Its first characteristic is rhythm, marked by regularity far surpassing that of prose. Poetry's rhyme affords an obvious difference from prose. Because poetry is relatively short, it is likely to be characterized by compactness and intense unity. Poetry insists on the specific and the concrete.
<b>point of view</b>	the perspective through which events in a story are conveyed to the reader (e.g., first person, third person limited, third person omniscient)
<b>prefix</b>	a word part that is added to the beginning of a base word that changes the sense or meaning of the root or base word (e.g., re-, dis-, com- are prefixes)
<b>primary sources</b>	first-hand testimony or direct evidence concerning a topic under investigation (e.g., official records, diaries, speeches)
<b>prior knowledge</b>	
<b>pronoun</b>	words that substitute for nouns (e.g., he, it, we, them)
<b>prose</b>	writing or speaking in the usual or ordinary form; prose becomes poetic when it takes on rhythm and rhyme
<b>pun</b>	a play on words using words that sound alike or have multiple meanings for a humorous effect. "They seemed to think the opportunity lost, if they failed to point the conversation to me, every now and then, and stick the point into me," is an example of a pun in Great Expectations by Charles Dickens
<b>purpose</b>	the reason an author decides to write about a topic (e.g., entertain, persuade, inform)

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<b>R</b>	
<b>rhetoric</b>	communication intended to modify the perspective of others
<b>rhetorical/logical fallacies</b>	defects that weaken an argument (e.g., Sweeping Generalization, Appeal to Authority, Slippery Slope)
<b>rhyme</b>	the repetition of sounds in two or more words or phrases, which appear close to each other in a poem
<b>rhyming words</b>	words that have the same ending sound
<b>root</b>	a bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings
<b>root word</b>	a word or word element to which prefixes and suffixes may be added to make other words (e.g., to the root graph, the prefix di- and the suffix -ic can be added to create the word, digraphic)
<b>S</b>	
<b>satire</b>	a literary composition in which ideas, customs, or behaviors are ridiculed (e.g., "A Modest Proposal" by Jonathan Swift)
<b>scaffolding</b>	guidance provided to enable a student to interact with a text he/she may not yet be ready to interact with independently. Scaffolding is implemented with the goal of moving the student to the point where he/she may be able to interact with appropriately complex texts independently
<b>secondary sources</b>	sources that are a step removed from the event and provide interpretation and analysis of primary sources (e.g., textbooks, histories, encyclopedias)
<b>segment words</b>	separating the individual phonemes, or sounds, of a word into discrete units
<b>seminal U.S. and world texts or documents</b>	influential and important works (e.g., The Autobiography of Benjamin Franklin)
<b>sensory language</b>	use of details from the five senses to appeal to the reader
<b>sentence fragments</b>	incomplete sentences (e.g., After going to the zoo.)
<b>sentence run-ons</b>	two or more independent clauses joined improperly (e.g., My goal for this week is to finish my project it is about hot air balloons)
<b>setting</b>	the time and location of the action in a work of literature
<b>simile</b>	a figure of speech creating a comparison between two seemingly unlike things using "like" or "as" (e.g., My brother is as brave as a lion.)
<b>simple sentence</b>	a sentence that contains a subject and a verb, and it expresses a complete thought (e.g., The book was interesting.)
<b>standard English</b>	a variety of English used in public communication and academic settings
<b>stanza</b>	a recurring grouping of two or more verse lines in terms of length, metrical form, and, often, rhyme scheme

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<b>story elements</b>	Basic story elements include: a. plot – the sequence of events or actions in a novel, play, short story, or narrative poem b. character – a person or sometimes animal that takes part in the plot c. setting – time and place in which a short story, novel, or narrative poem take place d. theme – the central meaning of a literary work e. point of view – the perspective or vantage point from which a literary work is told, or the way in which an author reveals characters, actions, and ideas
<b>structure</b>	the way a text is organized (e.g., chronological, cause and effect)
<b>style</b>	the way a writer uses language to establish mood, images, and meaning in a text
<b>subjunctive mood</b>	a verb form used to express a wish, a suggestion, a command, or a condition that is contrary to fact (e.g., If I were you, I would want to arrive early.)
<b>subplot</b>	a plot subordinate to the main plot of a story. Sometimes the subplot will support or connect main events in a story
<b>suffix</b>	a word part that is added to the ending of a root word and establishes the part of speech of that word (e.g., the suffix -ly added to immediate, a noun, creates the word, immediately, an adverb or adjective).
<b>summarize</b>	an approach to thinking and writing that expresses the main points of one or several resources, including readings, research findings, events, the writer’s own ideas, etc.
<b>syllable</b>	a segment of a word that contains one vowel sound; the vowel may or may not be preceded and/or followed by a consonant
<b>symbol</b>	a person, place, or object that represents something beyond itself; symbols can succinctly communicate complicated, emotionally rich ideas
<b>symbolism</b>	the use of people, places, or objects to represent ideas or qualities beyond the literal sense (e.g., The conch shell in Lord of the Flies by William Golding is a symbol of civilization and order.)
<b>synonym</b>	a word that has a meaning identical with, or very similar to, another word in the same language (e.g., in some situations, right is a synonym of correct)
<b>syntax</b>	the way in which words are put together to form phrases and sentences
<b>synthesize</b>	putting parts together to form a new whole
<b>T</b>	
<b>technical meaning</b>	meanings related to a particular field of study
<b>theme</b>	the underlying meaning of a literary text. Sometimes a theme is directly stated in a text, and sometimes it is indirectly stated. There can be more than one theme in a text
<b>tone</b>	the expression of the attitude of the writer conveyed through choice of words and the viewpoint of the write on the subject; a tone can be serious, playful, objective, etc.
<b>transitions</b>	words, phrases, or sentences that establish connections between ideas when writing or speaking
<b>V</b>	



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<b>verb</b>	words that express action or state of being (e.g., run, looked, am, being)
<b>vocabulary</b>	refers to all of the words of our language - One must know words to communicate effectively. Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading and writing.
<b>vowel digraph</b>	two vowels together that represent one phoneme, or sound (e.g., ea, ai, oa)
<b>voice</b>	a writer's unique use of language particular to his/her style
<b>W</b>	
<b>word family</b>	group of words that share a rime (a vowel plus the consonants that follow; e.g., -ame, -ick,-out)