

**ELA Glossary of Common Core State Standards Terms**  
 (Bolded and italicized texts are examples of the CCSS term.)

<b>CCSS Term</b>	<b>Definition</b>	<b>Example</b>
<b>absolute phrase</b>	A word group that modifies an entire sentence.	Tiredly, the lost hunter hiked forward through the falling snow, <i>his loyal hound dog keeping pace at his side</i> . (The absolute phrase modifies the independent clause by telling how the hunter hiked.)
<b>accords</b>	To bring into agreement. Synonym: agree, check, answer	The article showed numerous research studies to support that eating fresh fruits and vegetables typically <i>accords</i> better health.
<b>active voice</b>	In writing, when the subject of the sentence performs the action of the verb (as opposed to writing in a passive voice).	The <i>senators cast</i> their vote. (active voice) <b>NOT:</b> The <i>vote was cast</i> by the senators. (passive voice)
<b>adequate volume</b>	In public speaking, indicates speaking so that all members of the audience can hear what is being said.	Even though I was in the back of the classroom, the speaker maintained <i>adequate volume</i> ; therefore, I heard his argument clearly.
<b>adjectival clause</b>	A group of words (with both a subject and verb) that describes a noun in terms of indicating how much, which one, or what kind.	The vegetables <i>that people leave uneaten</i> are often the most nutritious.
<b>adjectival phrase</b>	A group of words (without both a subject and verb) that describes a noun in terms of indicating how much, which one, or what kind. (An adjective phrase usually starts with a preposition (example: of, in, on) or a participle (example: taken, leaving) and follows the noun it is modifying.	The activity will include all <i>of the teachers in our school</i> . ( <b>Of the teachers</b> modifies the pronoun <b>all</b> & <b>in our school</b> modifies the noun <b>teachers</b> .)
<b>adverbial clause</b>	A group of words (with both a subject and verb) that indicates how, where, when, or to what extent. (Usually shows a relationship of time, cause or reason, purpose or result, or condition.)	<i>Although he often fails to pay attention to details</i> , George is very capable in his job.
<b>adverbial phrase</b>	A group of words (without both a subject and verb) that describes a verb in terms of indicating how, where, when, or to what extent. (Usually shows a relationship of time, cause or reason, purpose or result, or condition.)	<i>On Mondays and Fridays</i> , George seems to be incapable of paying attention to details.



<b>affixes</b>	A word element that can only be used when attached to a root or base word. (e.g., prefix or suffix)	<b>Transportation:</b> The action of moving someone or something to a specified location. <b>Prefix:</b> <i>trans:</i> across, beyond, through <b>Root word:</b> <i>port:</i> A town or city with a harbor where ships load or unload <b>Suffix:</b> <i>ation:</i> expressing action
<b>allusions</b>	Indirect references made by the author to some piece of knowledge not actually mentioned but assumed that the reader already knows.	She was struck by the number of deaths that occurred from taking this medication; <b><i>it was another Vietnam.</i></b>
<b>ambiguous antecedents</b>	When a word, phrase, or clause that determines what a pronoun refers to is uncertain or open to interpretation.	When I examined both <b><i>the lumber</i></b> and <b><i>plumbing materials</i></b> he delivered, <b><i>it</i></b> came up short.
<b>analogy</b>	Comparing two different things that are alike in some way. Analogies show relationships. They are written: “A:B as C:D” They are read: “A is to B as C is to D”	<b>Thermometer: Temperature as Odometer: Distance</b> Both represent a <b>measurement-</b> thermometer <b>measures</b> temperature and odometer <b>measures</b> distance
<b>analysis</b>	Studying an intellectual or material concept by separating its components, examining them both individually and their relationship to the whole concept.	An analysis of a book about teenage vampires might examine <b><i>the interrelation-ships of characters, plot, setting, and audience motivations.</i></b>
<b>anecdotes</b>	Short accounts of incidents or events based on casual observations rather than scientific or other evidence.	A story about how people behave during a parade from <b><i>someone who sat in a café and watched</i></b> a specific parade event.
<b>appositive</b>	A noun, noun phrase, or series of nouns placed next to another word or phrase to identify or describe it.	The audience gave the award recipients, <b><i>Jimmy and Jane,</i></b> a standing ovation.
<b>appropriate eye contact</b>	In public speaking, the practice of maintaining eye contact with the audience rather than looking solely at the floor or at one’s notes.	
<b>articulating implications</b>	Clearly and effectively expressing a consequence or necessary circumstance. Specific details or proof should be clearly stated.	<b><i>Based on 50 years of published research studies, those who smoke increase their risk of lung disease.</i></b>
<b>artistic mediums</b>	Means by which something is communicated that reveals natural creative skill and creates a mood, feeling, or emotion.	
<b>audience</b>	Those who receive a communicated message either through reading, listening, or watching.	<b><i>The audience for a resume would be a potential employer.</i></b>
<b>authoritative</b>	Reliable; trusted; considered to be the best of its kind.	The Missouri Professional Licensing Board for Engineering would be the <b><i>authoritative</i></b> source on licensing requirements for Missouri.



<b>basic bibliographic information</b>	Information that accurately defines the sources used in written or other presentations (according to a pre-defined format, such as MLA or APA); typically includes author(s) or editor(s) names, title of work (of both article and publication, if appropriate), publisher's name and location (if a book), publication edition information (e.g., volume, issue), date of publication, and page range used.	<b>APA Style Example:</b> Borowitz, A. (2004, November 15). Pavlov's brother. <i>New Yorker</i> , 80(35), 63-66.  <b>MLA Style Example:</b> Goetz, Stewart. "The Choice-Intention Principle." <i>American Philosophical Quarterly</i> 32 (1995): 177-85.
<b>beautiful (prose)</b>	Written or spoken language that surpasses the ordinary form with words and style that enhance the content in a way perceived by the audience as eloquent, lyrical, moving, and/or evoking visual imagery.	<i>"The cup of tea on arrival at an English country house is a thing which, as a rule, I particularly enjoy. I like the crackling logs, the shaded light, the scent of buttered toast, the general atmosphere of leisured coziness."</i> <i>(P.G. Woodhouse)</i>
<b>bias</b>	Prejudice in favor or against one thing, person, or group compared to another, usually in a way considered to be unfair.	<i>The author deliberately provides evidence that only presents one side of an event or issue, intentionally withholding or ignoring information that may place the opposing view in a more positive light.</i>
<b>biblical allusions</b>	Indirect or passing references to the Bible.	
<b>causally</b>	Of, relating to, or acting as a cause.	If the area you live in consistently has several times more new cases of cancer than the national average, there could be an environmental factor <i>causally</i> related to the cancers.
<b>characters</b>	People in a work of fiction, whether its form be book, play, or movie.	
<b>citation</b>	Quotation from or reference to a book, paper, author, or other copyright-protected source.	<i>(Borowitz, 2004)</i>
<b>claims</b>	Assertions of the truth of something, typically considered as disputed or in doubt. A claim takes a specific position in which it attempts to convince the audience to accept.	<i>The popular music of the 1960s reflects the widespread acceptance of freedom and more casual morals of American teenagers of that era.</i>
<b>classification</b>	A category into which something is put. (sorting or organizing components)	Given a list of foods, <i>classify</i> them into types of foods. (breakfast, lunch, dinner or healthy, unhealthy)
<b>clause</b>	A group of words that contain a subject and a predicate; can be either dependent (not able to stand alone) or independent (able to stand alone).	<i>When I eat breakfast</i> , (dependent) <i>I eat breakfast</i> . (independent)
<b>coherent</b>	Logically and aesthetically ordered and clearly written.	We have a <i>coherent</i> plan of action for encouraging better daily attendance.



<b>cohesion</b>	The use of transitional expressions and other devices to guide readers/listeners and show how the parts of a composition relate to one another. (How well the piece flows. This is established by making a plan to prepare that each idea relates/connects directly back to the main idea, thesis, or claim.)	<i>instead, therefore, on the contrary</i>
<b>collaborate</b>	To work together in a joint intellectual and/or creative effort.	We <i>collaborated</i> on the party plans, and the party was the best yet.
<b>collegial discussions</b>	Conversations held among those who work or study together to reach decisions or exchange ideas where authority is vested equally among those involved.	<i>Brainstorming ideas about a topic or having a discussion about a question the teacher has posed in regards to a topic.</i>
<b>complex analysis (in literature)</b>	A careful examination and interpretation of multiple aspects of literature.	<i>interpreting passages and relating them to the whole, comparing/contrasting different pieces of literature related to literary themes and techniques, or explicating an author's body of work</i>
<b>complex sentences</b>	Sentences containing one independent clause and at least one dependent clause.	<i>If she was going to be able to travel to Europe this summer, she needed to save money.</i> <b>Dependent clause:</b> If she was going to be able to travel to Europe this summer, <b>Independent Clause:</b> she needed to save money.
<b>compound sentences</b>	Sentences containing two or more independent clauses joined by a comma after the first clause and "coordinating conjunction". (coordinating conjunctions <i>and, but, for, nor, or, so, or yet</i> )	<i>She hoped to make a trip to Europe that summer, yet she worried about not being able to get the time off.</i> <b>Independent Clause 1:</b> She hoped to make a trip to Europe that summer <b>Coordinating Conjunction:</b> yet <b>Independent Clause 2:</b> she worried about not being able to get the time off.



<b>compound-complex sentences</b>	A sentence with two or more independent clauses and at least one dependent clause.	<i>If she was going to be able to travel to Europe this summer, she needed to save money, and she had to arrange to get time off from her job.</i> <b>Dependent clause:</b> If she was going to be able to travel to Europe this summer, <b>Independent Clause 1:</b> She needed to save money, <b>Coordinating Conjunction:</b> and <b>Independent Clause 2:</b> She had to arrange to get time off from her job.
<b>conditional mood or tense</b>	A verb usage in writing that refers to a hypothetical state of affairs or an uncertain event that is contingent on another set of circumstances.	
<b>conjunctive adverb</b>	An adverb that indicates the relationship in meaning between two independent clauses. (Also called transitional expression.)	<i>Common conjunctive adverbs: accordingly, afterward, also anyhow, anyway, as a result, at last, at the same time, besides, certainly, consequently, earlier, eventually, finally, for example, for instance, further, furthermore, hence, however, in addition, in any case, incidentally, indeed, in fact, in short, instead, in the meantime, later, likewise, meanwhile, moreover, namely, nevertheless, next</i>
<b>connotations</b>	Associations implied by a word in addition to its literal meaning. (Attitude and emotional feelings associated with a word or idea.)	<i>Home-often home is associated with warmth, safety, and love.</i>
<b>constitutional principles</b>	Fundamental truths or propositions consistent with, sanctioned by, or permissible under the U.S. Constitution.	
<b>context</b>	The part of a text or statement that surrounds a word or passage and determines its meaning.	<i>The article showed numerous research studies to support that eating fresh fruits and vegetables typically <u>accords</u> better health.</i> (If you were trying to understand the word accords, you would use the context around it.)
<b>conventions</b>	Refers to the grammar rules of the writing. (capitals, punctuation, spelling, etc.)	<i>Does the writing have correct punctuation, capitalization, and spelling?</i>



<b>coordinate adjectives</b>	Adjectives with equal ("co"-ordinate) status in describing or modifying the noun; neither adjective is subordinate to the other; coordinate adjectives should be separated by commas.	Her <i>thoughtful, beautiful</i> daughters were spectacular in the performance.
<b>corroborating</b>	Strengthening or supporting (as in a claim) with other evidence.	<i>The bus camera corroborated the student's retelling of the event.</i>
<b>counterclaims</b>	Opposing claims.	
<b>credible</b>	Believable, worthy of confidence, reliable.	
<b>cultural experience</b>	An event or occurrence related to ideas, customs, or social behavior of a society that leaves an impression on someone.	
<b>cumulative impact</b>	Effect or influence of a person, thing, or action, on another that has increased in quantity, degree, or force by successive additions.	<i>"Impact on the environment which results from the incremental impact of the action when added to other past, present, and reasonably foreseeable future actions...Cumulative impacts can result from individually minor, but collectively significant, actions taking place over a period of time".</i> (Council on Environmental Quality, 1979)
<b>dangling modifiers</b>	A modifying word, phrase, or clause that does not clearly and sensibly modify any word or word group in a sentence.	<i>After reading the book, the movie was a disappointment.</i> (Who read the book or found the movie a disappointment?)
<b>definition</b>	Statement of an exact meaning of a word or term.	<i>credible: believable, worthy of confidence, reliable.</i>
<b>delineate</b>	Describe or portray something precisely.	Students must use colors and labels to clearly <i>delineate</i> the parts in your graphs.
<b>denotations</b>	Literal and primary meanings of words or terms. (In contrast to connotations, the feelings and associations that the word or term suggests.)	
<b>dependent clause</b>	A clause containing a subject and verb, but cannot stand alone as a complete sentence.	<i>When you take the algebra test,</i> be sure to illustrate all your calculations.
<b>description</b>	Spoken or written representation or account of a person, object, or event.	
<b>dialogue</b>	Discussion between two or more people or groups to explore a subject or resolve a problem; such conversation as a feature of a book, play, or movie.	
<b>digital sources</b>	Information published and organized on computers and available over a network, typically the Internet.	



<b>discipline</b>	A branch of knowledge or field of study.	<i>His engineering experience was of the mechanical discipline. His teaching experience was in the math discipline.</i>
<b>distinct</b>	Discrete, clearly defined.	The cycle of the moon provides <i>distinct</i> phases, each having its own characteristics.
<b>distorted evidence</b>	Misshaped or misrepresented information about the validity of a belief or proposition.	
<b>domain-specific vocabulary (jargon)</b>	Terms and phrases used regularly to communicate concepts and information in a particular are of activity or knowledge.	<i>Each subject of learning has its own domain-specific vocabulary. (Example: health would have different domain-specific vocabulary than welding.)</i>
<b>domains</b>	Specific areas of activity or knowledge.	<i>Health class, welding class, photography class all study very different domains.</i>
<b>drama</b>	A play for theatre, radio, television, or cinema; such works as a genre or style of literature.	<i>Romeo and Juliet</i>
<b>dramatic irony</b>	A literary technique, originally used in Greek tragedy, by which the full significance of a character's words or actions are clear to the audience or reader although unknown to the character.	<i>Romeo and Juliet</i> (multiple examples)
<b>dynamic</b>	Characterized by constant change, activity, or progress.	<i>Technology</i>
<b>editing</b>	The process of correcting written material for publication by removing errors, condensing, or otherwise modifying it.	<i>Editing for spelling, punctuation, and capitalization.</i>
<b>elaborated</b>	Developed or presented a theory, policy, or system in detail.	The student could not <i>elaborate</i> on the details of how the system worked.
<b>ellipses</b>	As set of dots indicating the omission from speech or writing of a word or words that are superfluous or able to be understood from contextual clues.	In his concluding remarks, the opposing counsel said that “. . . in this and so many other instances, two wrongs won’t make a right.”
<b>emerge</b>	Become apparent, important, or prominent; (when referring to facts or circumstances) become known.	The facts <i>emerged</i> from creating a pretest and analyzing the data.
<b>emphasize</b>	Give special importance or prominence to something in spoken or written communication.	The positive data <i>emphasized</i> the effectiveness of Marzano’s high-yield strategies.
<b>engaging</b>	To hold the attention of or to induce to participate.	The students were <i>engaging</i> in lively discussion about the learning goal.
<b>episodes</b>	Events occurring as part of a larger sequence; an incident or period considered in isolation.	The student had several negative <i>episodes</i> with the substitute teacher.



<b>etymology</b>	The study of the origin of words and the way in which their meanings have changed throughout history.	
<b>euphemism</b>	Mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing.	<i>The term “collateral damage” has been used as a euphemism to indicate civilians killed in a military activity.</i>
<b>event sequences</b>	Particular order in which events follow one another.	
<b>evidence</b>	The available body of facts or information indicating whether a belief or proposition is true or valid.	<i>Students providing evidence from the book or resources to support their answer.</i>
<b>exaggerated evidence</b>	Available information supporting a belief or proposition that is represented as being larger, greater, better, or worse than it really is.	Some believe the death rate for asthma is based on <i>exaggerated evidence</i> .
<b>expertise</b>	Expert skill or knowledge in a particular field or study or endeavor.	His college degree and ten years experience developed his <i>expertise</i> in math.
<b>explicitly</b>	Clearly, in a detailed manner, leaving no room for confusion or doubt.	The directions <i>explicitly</i> stated not to use the heat tool without teacher supervision.
<b>exposition</b>	An exact and detailed writing or speech primarily intended to convey information or to explain; a detailed statement or explanation.	The students prepared <i>expositions</i> on familiar essay topics.
<b>fact</b>	Something that is indisputably the case; it can be proven.	<i>The chemical symbol for water is H<sub>2</sub>O.</i>
<b>fairly</b>	With just behavior or treatment.	After reviewing the evidence, the teacher felt the student was treated <i>fairly</i> .
<b>faithful</b>	Loyal, constant, steadfast; true to the facts of the original.	
<b>fallacious reasoning</b>	A failure in logic that renders an argument weak or invalid; a misleading or unsound argument.	<i>An argument for lack of gun control based on an analogy comparing guns to hammers (both having metal parts and could be used to kill someone) and asserting that it would be equally ridiculous to restrict the purchase of hammers as it is to restrict the purchase of guns.</i> (The concept of restricting sales of guns has to do with the purpose of the gun as a weapon (rather than a tool) that can be used to kill large numbers of people from a distance. A hammer does not have that feature. Thus, the analogy is weak, and so is the argument based on it.)



<b>false statements</b>	An untrue statement made either unknowingly (out of ignorance) or purposely (to be misleading).	
<b>fictional portrayal</b>	Description of someone or something invented for the purposes of fiction.	<i>A Few Good Men</i> is a fictional portrayal of a hearing in a court room.
<b>figurative</b>	Departing from a literal use of words; metaphorical; a deeper meaning than what the actual words express.	<i>It's raining cats and dogs outside.</i> (This is an idiom used to say it's raining hard. It is a type of figurative language not to be taken literally.)
<b>flashbacks</b>	A scene in a movie, novel, etc. set in a time earlier than that of the main story.	The movie <i>Forest Gump</i> uses flashbacks.
<b>form</b>	Arrangement and style in a literary composition.	<i>Letter form, narrative form, expository form, essay form</i>
<b>formal English</b>	Writing composed with a tone and setting typical of academic and business prose as compared to the tone and setting typical of conversational or interpersonal communication; English writing devoid of contractions, clichés, abbreviations, use of first or second person, etc.	<i>I would like to be considered for the position you posted on your school website.</i>
<b>formal style</b>	A style of writing that is less personal and more objective.	<i>Application or Cover letter seeking employment.</i>
<b>foundational</b>	Characterized by an underlying foundation or principle.	Many math teachers strongly contend memorizing multiplication facts is <i>foundational</i> to understanding higher-level math problems.
<b>fragments</b>	An incomplete sentence. It lacks either a subject or verb.	Ate there yesterday. (It is lacking a subject: who ate there yesterday?)
<b>fresh</b>	Not previously known or used; new or different.	The teacher presented a <i>fresh</i> concept at the beginning of the new unit.
<b>general academic words and phrases</b>	Words and phrases typically related to liberal or classical studies rather than those that are technical or vocational.	
<b>genres</b>	Categories of composition in literature characterized by similarities in form, style, or subject matter.	<i>fiction, nonfiction, mystery, fantasy, biographies, poetry</i>
<b>gerunds</b>	A word form derived from a verb but that functions as a noun, in English ending in <i>-ing</i> .	<i>running, campaigning, living</i> <i>Running</i> is part of her weekly exercise routine.
<b>historical significance</b>	Characterized as having important meanings or messages in history (e.g., impacting change in social or political behavior).	<i>Holocaust, Great Depression</i>
<b>humor</b>	Quality of being amusing or comical, especially as expressed in literature or speech.	
<b>hyperbole</b>	An exaggerated statement or claim not meant to be taken literally.	<i>His smile was as big as a house.</i>



<b>hyphenation conventions</b>	Generally accepted rules of usage for a particular language for hyphens, em dashes, and en dashes.	Be careful to appropriately use <b>English-language</b> (where the hyphen suggests a compound modifier) hyphenation followed by — [where the em dash (—) separates a term from its explanation] replace hyphens (-) with en-dashes (–) when portraying a range of dates or pages, such as <b>November – January</b> or pages <b>21–25</b> .
<b>hypotheses</b>	Suppositions or proposed explanations made on the basis of limited evidence as a starting point for further investigation.	His <b>hypotheses</b> stated that the plants would show more growth when provided with more sunlight and water.
<b>illustrated</b>	Provide with pictures (either drawn or photographic images), as in a book, magazine, or other creative work.	<b>The pictures in a book.</b>
<b>imperative mood</b>	Mood used in English writing to express a command.	<b>Please pick up your books and take your seat immediately upon entering this classroom.</b>
<b>independent clause</b>	A clause containing both a subject and verb and can stand alone as a complete sentence.	<b>John ate all his vegetables.</b> <b>Subject:</b> John <b>Verb:</b> ate
<b>indicative mood</b>	Mood used in English writing to make factual statements.	<b>He ran into school terrified of what his teachers would say to another tardy.</b> (The verb ran provides the mood of the statement. He was in a hurry to get there on time. If you used the verb ‘strolled’ it would change the entire mood of the statement.)
<b>inferences</b>	Conclusions based on evidence and reasoning.	<b>The soaked man rushed in to the restaurant, closed his umbrella, and ordered a coffee.</b> (You can infer it was raining and the wetness made him cold.)



<b>inferred meaning</b>	Something deduced by the reader or listener from what is said by the speaker/writer; in contrast to “implied meaning,” where what the speaker says suggests something to the reader/listener.	<i>After I made several attempts to draw a straight line, my partner sighed, took the paper and pencil from my hand, and mumbled, “I can do THAT part too.” (emphasizing that)</i> (While the sentence, “I can do that part too.” could be kind or helpful, the sigh, taking the tools, and emphasizing “that” leads the reader to the inferred meaning that one partner feels they have completed more than their share of the work.)
<b>infinitive</b>	A verb form that can be used as a noun, an adjective, or an adverb. Most infinitives begin with to.	<i>To leave</i> before they have cut the birthday cake would be considered rude. No one wants <i>to stay</i> .
<b>intensive pronouns</b>	Pronouns used to add emphasis; it can be removed without changing the meaning of the sentence.	I will call him <i>myself</i> ! The audio book was read by Judy Schachner <i>herself</i> .
<b>interact</b>	Act in such a way as to have an effect on another; act reciprocally.	In order to function successfully in a team, the students have to <i>interact</i> in a polite and respectful manner to their peers.
<b>interpretation</b>	Explanation for the meaning of something; a stylistic representation of a creative work or dramatic role.	One’s <i>interpretation</i> of history is subject to cultural norms, access to education and information, and personal bias.
<b>interrogative mood</b>	Mood in English writing used to question.	<i>What were you thinking? Do you think I’m made of money? I suppose you’re expecting your allowance now.</i>
<b>intransitive verb</b>	A verb (such as <i>laugh</i> ) that does not take a direct object or complement.	The choir <i>sang</i> . (no direct object.) As apposed to: The choir sang holiday music.
<b>irony</b>	Expression of meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.	<i>“Gentlemen, you can’t fight in here! This is the War Room.”</i> (Peter Sellers as President Merkin Muffley, <i>Dr. Strangelove</i> , 1964)
<b>irrelevant</b>	Not connected or appropriate to the matter at hand or subject currently being discussed.	The description of her Christmas presents was totally <i>irrelevant</i> to the discussion about household chores.
<b>judgments</b>	Considered decisions or sensible conclusions.	The final <i>judgments</i> in the court case will be made after the evidence is further examined.
<b>keyboard skills</b>	Abilities having to do with typing on a computer keyboard (i.e., speed, accuracy).	<i>The students could type quickly and accurately.</i>



<b>legal reasoning</b>	A process of arguing for or against a specific legal outcome that requires a specific issue to be debated, exploration of legal rules governing the issue and facts relevant to those rules, analysis that applies the rules to the relevant facts, and a conclusion based on that analysis.	After reviewing the dog leash law, previous court case rulings, and residential safety complaints, they <i>legally reasoned</i> that it was unsafe to allow dogs to freely roam city streets.
<b>literary allusions</b>	References in literary works to a person, place, or thing in history or another work of literature.	see allusion example
<b>literary significance</b>	The importance of a piece of literature to a specific topic or theme.	<i>To Kill a Mockingbird demonstrates a literary significance for the 1930 era of poverty and prejudices.</i>
<b>logical sequence</b>	An order of presentation whereby one action or event seems to naturally follow the previous one.	A procedure should follow a <i>logical sequence</i> for completing the task it describes.
<b>meaning</b>	Something one wishes to convey, especially by language.	
<b>memoir</b>	An account of the personal experiences of an author.	<i>I Know Why the Caged Bird Sings</i> by Maya Angelou
<b>metaphor</b>	A literary technique that makes a direct comparison between two things. It <b>does not</b> use like or as.	<i>Love is a rose.</i> (In this comparison, it is implying that like a rose, which has thorns, but is also beautiful, love can be painful but also beautiful.)
<b>misplaced modifiers</b>	Words or phrases that modify something the writer did not intend them to modify.	<i>Misplaced modifiers:</i> My niece told me she wanted to become a veterinarian when <i>she was five years old</i> . (Could she be a veterinarian when she was five?) <i>Correct modifier:</i> <i>When my niece was five years old</i> , she told me she wanted to become a veterinarian.
<b>mood (for grammar)</b>	A set of verb forms or inflections used to indicate the speaker's attitude toward a fact or likelihood of an expressed condition or action.	<i>An interrogative mood uses questions or questioning phrases; an imperative mood expresses commands.</i>
<b>multimedia</b>	Of or relating to the combined use of several media.	<i>Internet, video, audio, textual, graphics</i>
<b>mystery</b>	Something not fully understood or that baffles or eludes understanding; in fiction, a drama or film dealing with a puzzling crime.	<i>Sherlock Holmes</i>
<b>mythological allusions</b>	Allusions to elements of, relating to, or recorded in myths or mythology.	<i>The Lightning Thief</i> by Rick Riordan



<b>myths</b>	Traditional, typically ancient stories dealing with supernatural beings, ancestors, or heroes that are used to explain aspects of the natural world or delineate the psychology or customs of a society; popular beliefs or stories associated with a person, institution, or occurrence that illustrate a cultural ideal; fictional accounts that form part of an ideology; fictitious story, person, or thing.	<i>Hercules</i>
<b>narratives</b>	Spoken or written accounts of connected events; stories.	<i>A retelling of my trip to Colorado.</i>
<b>narrator</b>	A character who recounts the events of a novel or narrative poem or delivers a commentary accompanying a movie, broadcast, play, piece of music, etc. Also called “the speaker.”	Waylon Jennings <i>narrated</i> Dukes of Hazard from 1979-1985.
<b>nominative case</b>	When a noun or pronoun is the subject of a sentence rather than the object.	“I” in I walked the dog. (I, you, he, she, it, we, and they)
<b>nonrestrictive elements</b>	Words, phrases, or dependent clauses (typically set off with commas) that provide added (though not essential) information to a sentence but do not limit (or restrict) the elements they modify. (Also known as appositives or nonrestrictive element appositives.)	He looked very handsome, <i>in a rugged sort of way</i> , as he walked across the ballroom.
<b>norms</b>	Standards or patterns that are usual, typical, or standard; a required level to be complied with or reached.	<i>Turning off your cell phone at a wedding or funeral.</i>
<b>noun clause</b>	A dependent clause that functions as a noun.	<i>What you ate for dinner</i> could be the clue to your indigestion.
<b>noun phrase</b>	A word or group of words that functions in a sentence as subject, object, or prepositional object.	<i>My favorite restaurant</i> is open on Sunday.
<b>nuances</b>	Subtle differences in or shades of meaning, expression, or sound, often used to describe the subtle moments in literature and film.	<i>Nuances</i> of facial expressions, where even a slightly raised eyebrow speaks volumes.
<b>objective case</b>	The case of a pronoun when it functions as an object of a verb/verbal or preposition, the subject of an infinitive, or an appositive of an object.	<i>Me, us, you, him, her, it, them, whom, and whomever</i>
<b>objective</b>	Not influenced by personal feelings or opinions in considering and representing facts; (in grammar) of, relating to, or denoting a case of nouns and pronouns used as the object of a transitive verb or a preposition.	
<b>orient</b>	Adjust or tailor to specific circumstances or needs; guide someone in a particular direction.	<i>When introducing a topic about a place students are not familiar with, the teacher providing pictures and descriptions of a time and place prior to reading the text.</i>
<b>oxymoron</b>	Figure of speech in which apparently contradictory terms appear.	<i>larger half, open secret</i>



<b> pacing </b>	The speed or rate at which something changes or develops.	
<b> paradox </b>	A statement that contains or implies its own contradiction and has an uncertain meaning or no meaning.	<i>Nobody goes to that restaurant; it's too crowded.</i>
<b> parallel plots </b>	Two stories of equal importance within one narrative.	<i>Titanic</i> ( 1997 movie)
<b> parallel structure </b>	The repetition of the similar patterns or identical words and phrases in lines, sentences, or paragraphs.	<i>"Crafty men condemn studies, simple men admire them, and wise men use them."</i> (Francis Bacon, <i>Of Studies</i> , 1625)
<b> paraphrase </b>	Express the meaning of (the writer or speaker or something written or spoken) using different words, especially to achieve greater clarity; in contrast, summarizing involves giving a brief statement of the main points.	<i>Putting what was said or written in your own words in a brief, concise statement of the main points.</i>
<b> parenthetical elements </b>	Elements in a sentence placed within em dashes, commas, or parentheses that add information or clarify a term of phrase, but are not necessary for the sentence to be complete.	The length of the Katy Trail is 237 miles ( <i>about 386 km</i> ). The largest island of Hawaii ( <i>see map on page 234</i> ) is the Island of Hawaii.
<b> participial phrase </b>	A word group, commonly <b>functioning as an adjective</b> , which consists of a present or past participle, plus any modifiers, objects, and complements.	<i>Grinning broadly</i> , the Olympian received his gold medal.
<b> participles </b>	A verb form that can be used as an adjective.	<b>Present participles:</b> <i>Freezing rain, bowing performers</i> <b>Past participles:</b> <i>engraved trophy</i> <b>Present perfect participles:</b> <i>having been declared</i>
<b> passive voice </b>	When the subject of the sentence is acted on by the verb. (opposite of active voice)	<i>The vote was cast by the senators.</i>  NOT: <i>The senators cast</i> their vote. (active voice)
<b> personification </b>	Figurative language technique in which a non-human or living item is given human behavior.	<i>The stop sign loudly shouted, "STOP!" at the speeding vehicle.</i>
<b> phrases </b>	Small groups of words standing together as conceptual units, typically forming components of clauses.	<i>It's a pleasure; whatever you think; outside the box</i>
<b> plagiarism </b>	The practice of taking someone else's work or ideas and passing them off as your own.	<i>Copying from an Internet source and pasting directly into a document without changing anything and submitting the work as their work.</i>
<b> planning </b>	A step in the writing process used to organize ideas and thoughts about the content of the writing.	<i>Outlines, graphic organizers</i>



<b>plot</b>	Main events of a play, novel, movie, or similar work, devised and presented by the writer as an interrelated sequence.	The <i>plot</i> of <i>The Outsiders</i> follows two rival groups from different socioeconomic strata in a coming-of-age story.
<b>poem</b>	Writing that uses rhythmical nature of both speech and song, usually metaphorical, and often exhibits such formal structural elements as meter, rhyme, and stanza.	
<b>possessive case</b>	A grammatical case used to indicate a relationship of possession.	<i>Child's, group's, mother's, ours, his, hers, theirs, its, whose</i>
<b>precise</b>	Marked by exactness and accuracy of expression or detail.	
<b>precise claims</b>	Assertions of fact or opinion based on exact, accurate, and carefully researched details.	<i>Consider the claim: it will be sunny today vs. a more precise claim of: according to NOAA's real-time, weather data Web site, it will be sunny today.</i>
<b>premise</b>	Previous statement or proposition from which another is inferred or follows as a conclusion; an assertion or proposition which forms the basis for a work or theory.	When he did the work, he was operating under the <i>premise</i> that he would be paid for it; The premise of the reforms was the promise made during the campaign.
<b>preposition</b>	A word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause.	<i>of, in, under, above, through, etc.</i>
<b>prepositional phrase</b>	A modifying phrase consisting of a preposition and its object.	<i>Under the porch, above the ceiling, into the basement</i>
<b>primary source</b>	Original materials from the time period involved that have not been filtered through interpretation or evaluation; used as the basis for other research, typically the first formal appearance of results in physical, print, or electronic format, presenting original thinking, reporting a discovery, or sharing new information.	<i>Letters, interviews, newspaper articles, diaries, photographs, etc.</i>
<b>probe</b>	Seek to uncover information about someone or something.	Police have begun to <i>probe</i> into the events that led up to the murder.
<b>produce</b>	Make or manufacture something from raw materials or components; manage the production of a movie, play, or broadcast.	
<b>pronoun-antecedent agreement</b>	When a pronoun refers to something earlier in the text (its <b>antecedent</b> ) and agrees in number — singular/plural — with the thing to which it refers.	<i>Students</i> must see <i>their</i> counselors before the end of the semester. <i>Some</i> of the marbles fell out of <i>their</i> bag, vs. <i>One</i> of the marbles fell out of <i>its</i> bag.
<b>public advocacy</b>	The effort to influence public policy through various forms of persuasive communication.	<i>Red Cross, March of Dimes</i>
<b>publish</b>	In the writing process, it is the final step of writing a paper. It should be formatted correctly and be error-free.	<i>The final draft of a research paper being turned in.</i>



<b>puns</b>	Jokes exploiting the different possible meanings of words or the fact that there are words that sound alike but have different meanings.	His new theory on <i>inertia</i> doesn't seem to be <i>gaining momentum</i> . <i>Energizer Bunny</i> arrested and charged with <i>battery</i> .
<b>purpose</b>	The reason for which something is presented in writing or speech; typically tailored to the audience of the presentation/work.	The <i>purpose</i> of the essay was to convince colonists to back the federalists.
<b>qualitative</b>	Relating to, measuring, or measured by the <b>quality</b> of something rather than its quantity.	<i>How well a paper is written based on its content, format, organization, flow, and presentation.</i>
<b>quantitative</b>	Relating to, measuring, or measured by the <b>quantity</b> of something rather than its quality.	<i>The length of a writing piece.</i> (A one page length essay meets the quantitative expectation vs. quality of content.)
<b>reasoning</b>	The cause, explanation, or justification for an action or event; the power of the mind to think, understand, and form judgments by a process of logic.	
<b>references</b>	Sources of information for written or spoken communication, typically documented with citations in a systematic way.	
<b>refine</b>	Improve (something) by making small changes, in particular make (an idea, composition, theory, or method) more subtle and accurate.	
<b>reflect</b>	Think deeply or carefully about a topic.	Asking students to <i>reflect</i> about their experience in class at the end of the class. (A good reflection should demonstrate careful thoughts and consideration on a topic as well as any confusions or questions they still have at the end of the lesson.)
<b>refocusing the inquiry</b>	Refining or changing an initial question for which research has been conducted.	<i>After initial trial of an idea or thought, coming back together as a group or individual to look at what worked as expected, what didn't work, and revising the inquiry with this new-found knowledge before conducting further inquiry.</i>
<b>relative clause</b>	A clause that modifies a noun and follows the noun or noun phrase it modifies.	Do you know the man <i>who is sitting across from me</i> ?
<b>relevant</b>	Closely connected or appropriate to the matter at hand.	When considering reasons a student is failing, it's <i>relevant</i> to analyze their attendance history.
<b>rendered</b>	Cause to be or become; represent artistically.	When the student broke the arm on the lift tool, it <i>rendered</i> the tool useless.



<b>research projects</b>	Systematic gathering and analysis of information for establishing novel facts, solving new or existing problems, proving new ideas, or developing new theories.	<b>Research paper</b>
<b>resolution</b>	An outcome or result of a situation or sequence of events; in literature, it is the final part of the story where the conflict or problem is resolved.	
<b>revising</b>	Reconsidering or altering something in light of further evidence or to enhance or refine the presentation; in the writing process it is a step used to improve the original work.	The student used the <b>revising</b> step to remove off-topic information and add specific details to make their writing more concisely focused.
<b>rewriting</b>	Write something again so as to alter or improve it.	
<b>rhetoric</b>	The art of effective or persuasive speaking or writing, especially the use of figures of speech and other compositional techniques.	<b>Allusion, analogy, parallelism, repetition, rhetorical question, understatement</b>
<b>rhetorical features</b>	Devices or techniques that an author or speaker uses to convey meanings with the goal of persuading the audience towards considering a topic from a different perspective.	<b>Irony, metaphor, puns, double meanings, alliteration, assonance or unusual grammatical forms, etc.</b>
<b>roots</b>	The basic form of the word with no affixes: prefixes/suffixes.	<b>Fin</b> and <b>finis</b> are the root words for many other words, such as <i>finite</i> .
<b>run-ons</b>	(in grammar) Sentences that contain two or more independent clauses not joined by appropriate punctuation.	<b><i>I'm not going walking today I have a sprained ankle.</i></b>
<b>sarcasm</b>	The use of irony to mock or convey contempt.	<b><i>Not the brightest crayon in the box now, are we?</i></b>
<b>satire</b>	The use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues; a genre of literature characterized by the use of satire.	Media examples include: <b><i>“Weekend Update”</i></b> from <i>Saturday Night Live</i> ; <b><i>The Daily Show</i></b> , the movie <b><i>Scary Movie</i></b>
<b>scaffolding</b>	<b>(in education)</b> An instructional strategy that involves supporting novice learners by limiting the complexities of the context and gradually removing those limits as learners gain the knowledge, skills, and confidence to cope with the full complexity of the context. ( <i>Young, 1993</i> )	<b><i>Advance organizers, concept/mind maps, prompts, well-designed open-ended questions</i></b>
<b>search terms</b>	Items within a query (typically electronic), made up of single words or phrases.	
<b>secondary source</b>	Information created <i>after an event or period of study</i> by someone who <i>did not</i> experience first-hand or participate in the events or conditions you're researching.	<b><i>Scholarly books and articles as well as reference sources such as encyclopedias.</i></b>
<b>seminal</b>	A work, event, moment, or figure that strongly influences later developments.	The <b>seminal</b> work of Pavlov demonstrated that the application of neutral stimuli could be used to elicit a response from animals in the same way that an unconditioned stimulus could.



<b>sensory language</b>	Language using words from the five senses and personal connections. (Sight, touch, taste, hearing, smell, emotion.)	<i>An article written about the 2011 Joplin tornado using detailed descriptions.</i> (When a text is written with good sensory language, students will be able to “visualize” the event as well as sense the emotion based on personal experiences of tornados, fear, and loss.)
<b>sequence</b>	Particular order in which related events, movements, or things follow each other.	<i>First, next, last...</i>
<b>sequentially</b>	Forming or following in a logical order or sequence.	<i>First, next, last...</i>
<b>shape</b>	To determine a course; devise or plan a course.	How do the characters <i>shape</i> the plot? How does the plot <i>shape</i> the characters?
<b>simile</b>	Figure of speech involving the comparison of one thing with another thing using the words: like or as.	<i>Crazy as a loon; sly as a fox</i>
<b>simple sentences</b>	Sentences with a single clause, containing a single subject and predicate.	<i>I went to the store.</i>
<b>simulation</b>	An imitation of some available real thing, a state of affairs, or a process.	The training <i>simulation</i> puts soldiers in a controlled environment similar to that they will face overseas.
<b>soundness</b>	Having characteristics of one who is competent, reliable, or holds acceptable views.	
<b>speaker</b>	Someone who speaks, especially one who delivers a speech or lecture.	
<b>speculation</b>	The act of forming a theory or conjecture about a subject without firm evidence.	Their <i>speculations</i> leave many questions unanswered.
<b>stance</b>	Attitude of a person or organization toward something; a standpoint.	



<b>standard format for citation</b>	Subject to the rules of the organization publishing the piece, a format prescribed by one of various guides on the order of appearance, for example, of publication date, title, and page numbers following the author name, in addition to conventions of punctuation, use of italics, emphasis, parenthesis, quotation marks, etc.	Example style guides with standard formats for citation: <ul style="list-style-type: none"> <li>• <a href="#">ACS Style Guide</a></li> <li>• <a href="#">AMA Manual of Style</a></li> <li>• <a href="#">The Associated Press Stylebook</a></li> <li>• <a href="#">The Chicago Manual of Style</a></li> <li>• <a href="#">Turabian</a></li> <li>• <a href="#">The Elements of Style</a></li> <li>• <a href="#">The Elements of Typographic Style</a></li> <li>• <a href="#">ISO 690</a></li> <li>• <a href="#">MHRA Style Guide</a></li> <li>• <a href="#">MLA Handbook</a></li> <li>• <a href="#">MLA Style Manual</a></li> <li>• <a href="#">The New York Times Manual</a></li> <li>• <a href="#">The Oxford Guide to Style/New Hart's Rules</a></li> <li>• <a href="#">The Publication Manual of the APA</a></li> <li>• <a href="#">The ASA Style Guide</a></li> </ul>
<b>stanza</b>	A group of lines forming the basic recurring metrical unit in a poem; a verse.	<i>One line from a poem-each time there is a no line, it's a new stanza.</i>
<b>structure</b>	The arrangement of and relationships among parts or elements of something.	
<b>style</b>	A way of using language.	<i>Journalistic style, comedic style, scientific style, mythic style, etc.</i>
<b>subjective case</b>	Related to or being the nominative case.	<i>I, you, he, she, it, we, they, who and whoever.</i> "I had a friend <i>who</i> was a clown. When <i>he</i> died, all his friends went to the funeral in one car." (Steven Wright)
<b>subjunctive mood</b>	Mood used in writing to indicate a contingent or hypothetical action; expresses a suggestion, necessity, a condition contrary to fact, or a wish.	<i>I wish it were true; the board recommended that the motion be passed.</i>
<b>substantive topics/texts</b>	Topics or texts that have a firm basis in reality and are thus generally considered important or meaningful.	<i>Global warming, livable wage</i>
<b>sufficient</b>	Enough, adequate according to some predetermined, measurable amount.	The student had <i>sufficient</i> time to complete his work in class but failed to use his time wisely.
<b>surprise</b>	An unexpected or astonishing event, fact, or thing; a feeling of mild astonishment or shock caused by something unexpected.	
<b>suspense</b>	A quality in a fictional work that arouses excited expectation or uncertainty about what may happen.	<i>The door opened slowly, revealing stairs leading up into the darkness and stained with drops of blood.</i>
<b>syntax</b>	How words and phrases are arranged to create well-formed sentences.	



<b>synthesize</b>	Combine a number of ideas, pieces of information or data, thoughts, etc. into a coherent whole.	She was able to <i>synthesize</i> the relevant population statistics into a pie chart.
<b>task</b>	A piece of work to be undertaken, usually defined in terms of content and duration.	Creating an outline is the initial <i>task</i> in the writing assignment.
<b>technical</b>	Of or relating to a particular subject, art, or craft, or its techniques; of, involving, or concerned with applied and industrial sciences.	
<b>technology</b>	The application of scientific knowledge for practical purposes, especially in industry.	
<b>telling details</b>	Details in writing that have particular significance or a striking or revealing effect.	His defensiveness about his whereabouts that night was a <i>telling detail</i> for the detective.
<b>tension</b>	A strained state or condition resulting from the use of literary devices to portray forces acting in opposition to one another.	
<b>textual</b>	Of or relating to texts.	<i>Article, text book, encyclopedia</i>
<b>theme</b>	An idea that recurs in or pervades a work of art or literature.	The <i>theme</i> of <i>To Kill a Mockingbird</i> revolves around <i>the effects of racism</i> .
<b>tone</b>	A manner of expression in writing.	<i>Joyful, serious, humorous, sad, threatening, etc.</i>
<b>transition</b>	A word or phrase in a piece of writing that smoothly connects two topics or sections to each other.	<i>Consequently, the trial resumed. Additionally, the judge excused himself.</i>
<b>transitive verb</b>	A verb (or verb construction) that requires an object in order to be grammatical.	"I <i>know</i> the muffin man." (Lord Farquaad, <i>Shrek</i> , 2001)
<b>understatement</b>	Presentation of something as being smaller, worse, or less important than it actually is.	At the hospital after the accident, she was <i>mildly annoyed</i> by her <i>myriad broken bones</i> .
<b>vague pronouns</b>	Use of pronouns that can refer to more than one subject in a sentence.	Jessica met with Amanda after <i>she</i> had lunch.
<b>valid</b>	Actually supporting the intended point or claim.	Adult research studies for effectiveness of the medication are not <i>valid</i> for making a case for treating children with the same illness.
<b>values</b>	A person's principles or standards of behavior; one's judgment of what is important in life.	
<b>verb mood</b>	Verb use that indicates state of being or reality: indicative, imperative, interrogative, conditional, or subjunctive.	<i>(See definitions of specific moods)</i>
<b>verb phrase</b>	The part of a sentence containing the verb and any direct or indirect object, but not the subject.	<i>Watch a movie; eat a banana</i>
<b>verb voice</b>	The use of active or passive voice, where the subject of the sentence either acts or is acted upon.	Active: <i>I saw the bear.</i> Passive: <i>A bear was sighted.</i>



<b>verbal irony</b>	Use of irony, in which a person writes or says something but means the opposite.	<i>(See irony)</i>
<b>verbals</b>	Of, relating to, or derived from a verb; three types are participle, gerund, and infinitive. <i>(See above for their definitions.)</i>	A <i>verbal</i> adjective such as <i>arguable, talkative, demonstrative formed from argue, talk, demonstrate.</i>
<b>visual displays</b>	Visual representations of ideas, events, data, or processes.	<i>Charts, graphs, photos, video, drawings, etc.</i>
<b>wordiness</b>	The practice of using or expressing something in too many words for readability and usability.	<i>Using per instead of according to, first instead of first and foremost</i>

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