

Billings K-5 English Language Arts Glossary Aligned with Montana Common Core Standards (MCCS)

Term	Where it is found	Meaning	Example
Adages	Language	A saying that contains a general truth and has gained credibility by being used over time	Don't burn your bridges; don't count your chickens before they hatch; a picture is worth a thousand words
Affixes	Writing	A word element, usually a prefix or suffix, that can be attached to a base or root to form a new word	Re-, un-, -ing, -ed, -ous, pre-, -tion, -sion
Alliteration	Reading for Literature	The repetition of the initial sounds in neighboring words or stressed syllables	Peter Piper picked a peck of pickled peppers.
Allude to significant characters found in mythology	Reading for Literature	A literary device that casually or indirectly refers to a character (in this case) in mythology	I wish I had received blessing from Cupid on Valentine's Day.
Comparative adjectives and adverbs	Language	Adjectives used compare the difference between two nouns – formed by adding – er to adjectives and adverbs	The winter is colder than the summer. The black dog is older than the white dog. Jim works harder than his father.
Concluding statement or section	Writing	One or several sentences that wrap up a writing piece	Every classroom should have a least five computers. (opinion) It was the most unbelievable day of my young life. (narrative)
Coordinating conjunctions	Language	Words that connect words, phrases, and clauses. <i>For, and, nor, but, or, yet, and so</i> are coordinating conjunctions	The stew is so thick you can eat it with a fork or spoon. My cat loves having his head scratched, but he hates having his nails clipped.
Correlative conjunction	Language	A paired set of conjunctions that links words, phrases, and clauses	Not only, either . . . or, neither . . . nor, so . . . as, both . . . and
Demonstratives	Language	Pronouns or adjectives that point out which item is being referred to in a sentence	This, that, these, those
Derivational suffixes	Reading Foundational Skills	A suffix added to a root or stem to form another word. Derivational suffixes often turn a word into a different part of speech.	Like (verb) – likeness (noun), recreation (noun) – recreational (adjective), write – writer (noun)
Determiners	Language	Words used in front of nouns to indicate whether something specific or something of a particular type is being referenced	a, an, the, this, that, those, these, my, your, his, her, its, our, their
Dialect	Language	A provincial, rural, or socially distinct variety of a language that differs from the standard language	Ya'll, you guys, fixin' to, about to, howdy, hello

Adapted from Georgia

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Digital media	Language	Electronic media where data is stored in digital form	Hard drives and computer networking are examples of storage types; video, DVD, e-books, CD's and the Internet are forms of digital media.
Diverse cultures	Reading for Literature	Recounting fables and folktales from different cultures	Variations of Cinderella from other cultures: <i>Mufaro's Beautiful Daughters, Cinderella, The Moss Covered Gown</i>
Diverse partners	Speaking and Listening	Using a variety of work and discussion partners for instructional and collaborative purposes	Students working together who are at the same or different academic levels, all boys, all girls, book buddies from a different grade level
Domain-specific words and phrases	Reading for Informational Text	Words or phrases that are associated with a particular domain or field of study, such as science, social studies, math, etc.	When studying weather, domain-specific words could include cumulus cloud, tornado, forecast, thunderstorm, or cold front
Drama	Reading for Literature	A prose or verse composition intended for actors to impersonate the characters and perform the dialogue and action. Elements include cast of characters, setting, dialogue, and stage directions.	The students were reading the play "The Fisherman and his Wife". Reader's Theater is a form of drama.
Electronic menus	Reading for Informational Text	A menu found on a website that links the reader to online information. It can also appear as a list of options that can be used to navigate a website.	PICASSO has electronic menus for locating grade level information, handbooks, and CRCT Remediation information.
First hand account	Reading for Informational Text	A person who actually sees some act, occurrence, or thing and can give an eyewitness account	John saw a child fall from the bridge and he jumped in to save her. A first hand account would be told by someone who witnessed John jumping in to save the child.
First person narrative	Reading for Literature	In a first person narrative, the story is relayed by a narrator who is also a character within the story, The narrator reveals the plot by referring to this viewpoint character as "I" or when plural, "we".	<i>Just Grandma and Me</i> by Mercer Mayer <i>Superfudge</i> by Judy Blume
General academic words and phrases	Reading for Informational Text Language	The vocabulary critical to understanding the concepts of the content taught in schools. In general, it is language common to written texts but not used in speech.	Concept, analyze, approach, percent, period, interpret, infer, connect, define, more than, fewer than, reasonable response
Graphemes	Reading Foundational Skills	All of the letters and letter combinations that represent a phoneme	Any letter of the alphabet; ph, f, gh for phoneme /f/; ou, vowel + consonant + silent e
Historical text	Reading for Informational Text	A primary or secondary source written about an historical period or event	A diary from a pioneer's trip across America, a copy of Constitution or Declaration of Independence

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Icons	Reading for Informational Text	An image, picture, or representation of something; an image that controls a computer operation	A picture of dog to signify a dog; a picture of a loudspeaker on a computer to signify the sound level
Indefinite pronouns	Language	Words that replace nouns without specifying which nouns they replace	Another, everybody, anything, each, either, anybody, everyone, nobody, somebody, someone
Inflectional endings	Reading Foundational Skills	An inflection that is added to the end of a root word	makes, walked, jumping, (s, ed, and ing are inflectional endings)
Informative/explanatory texts	Writing	Informational writing; explanatory texts examine and explain how or why something happens	A report on a particular time period or world leader; a piece of writing explaining how the Grand Canyon was formed or how the United States became involved in WWII
Interrogatives	Language	Words that form questions, such as <i>who, what, when, where, and why</i>	Who is coming over today: When are they coming? How long will they stay?
Irregular words	Reading Foundational Skills	In spelling, words containing letters that are infrequently used for speech sounds and do not match their pronunciation	Enough, said, who
Key details	Reading for Informational Text	In an expository/informational text, the major details that support the main idea	The major details related to a key event, such as the Battle Yorktown: who fought, when it was fought, who won.
Key events	Reading for Informational Text	The major events that occur in an informational text	The causes or battles of the Civil War, major events in a person's life (biography)
Key ideas	Speaking and Listening	The main points made in a speech	In a speech about running for student council, the key points might be why the student is a candidate, why a person should vote for him/her, or what changes he/she would make if elected.
Latin suffixes	Reading Foundational Skills	Word endings that can be traced back to Latin	Able – like able , ible – flexible , tion - creation
Linking words or phrases	Writing	Words and phrases that connect ideas within categories of information, much like transitional words	Later that day, also, another, and more, but
Literal language	Reading for Literature	Language that is factual and contains no exaggeration or metaphorical phrases	<i>It's raining today</i> is literal; <i>It's raining cats and dogs</i> is not.
Main idea	Reading for Informational Text	The most important thing the paragraph or section of a text says about the topic	Recycling is expensive in the short term, but yields long-term savings. All mammals are the same in certain ways.

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Main topic	Reading for Informational Text	The main subject discussed in the text. A topic can be expressed as a noun or a noun phrase	Recycling, mammals
Meter	Reading for Literature	The arrangement of words in poetry, including accented syllables or number of syllables in a word or line	In the following example the bolded words are accented syllables that show the meter of the poem “the Road Less Taken” when it is read aloud: The woods are snowy , dark , and deep . . .
Moral	Reading for Literature	The lesson to be obtained from a fable	<i>Slow but steady wins the race</i> from “The Hare and the Tortoise”; <i>Be prepared or Work comes before play</i> from “The Ant and the Grasshopper”
Morphology	Reading Foundational Skills	Describes patterns of word formation	Word inflections, affixes, and derivations (roots and bases)
Mythology	Reading for Literature	A set of stories, traditions, or beliefs associated with a particular group or the history of an event	In Roman mythology there is the story of Cupid, who is the son of Venus and Mars and is the god of love.
Narrative writing	Writing	A genre of writing that develops real or imagined experiences or events, usually told in sequence with descriptive details. Narratives can be eye-witness accounts, poetry, news/magazine articles, diaries, autobiographies, biographies, and retellings.	Fictional narratives include <i>Mrs. Frisby and the Rats of Nimh</i> by Robert O’Brien, <i>Ramona Quimby</i> by Beverly Cleary, <i>Lilly’s Purple Plastic Purse</i> by Kevin Henkes, and <i>Magic Tree House</i> series by Mary Pope Osborne. Informational narratives include <i>Eleanor</i> by Barbara Cooney, <i>14 Cows for America</i> by Carmen Deedy, <i>The Story of Ruby Bridges</i> by Robert Coles
Non-literal language	Reading for Literature	Language enriched by word images and figures of speech	It’s raining cats and dogs; I fell and almost broke my neck; I can’t think of any more ideas because I’ve hit wall.
Nuances in word meaning	Language	A subtle or slight degree of difference in the meaning of words	The meaning of automated vs. automatic, tan vs. brown, thin vs. lean vs. skinny, curious vs. nosy
Opinion pieces	Writing	A piece of writing that states and supports a position or viewpoint on a topic but does not necessarily persuade. The purpose is to express beliefs about a topic.	A paper that supports or does not support the New Deal, space exploration, or dropping the atomic bomb on Japan
Orient the reader	Writing	In narratives, it’s setting the stage to tell the story. It establishes and/or introduces the plot, characters, events, etc. in the story.	<i>It is June, 2002, and a very unusual ceremony begins in a far-flung village in western Kenya. (14 Cows for America by Carmen Deedy)</i>

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Overall structure (in a text)	Reading for Literature Reading for Informational Text	Understanding that a literary story consists of three parts; the beginning (characters and setting are introduced, and the problem is encountered), the middle (events leading up to the resolution of the problem), and an ending (the problem is resolved) In informational text, the structure could be question-answer, cause-effect, chronological order, compare-contrast, problem-solution, etc.	In the <i>Three Little Pigs</i> , the wolf blows down two of the pigs' houses at the beginning of the story; the third pig builds a brick house in the middle of the story, and the pigs defeat the wolf at the end of the story. Biographies are generally written in chronological order; <i>If You Lived at the Time of the Civil War</i> is written in a question-answer format.
Pacing	Writing	Moving a narrative story along or slowing it down to build tension, maintain reader interest, and develop story events	The footsteps grew louder . . . and louder . . . and closer . . . and closer . . . until finally they stopped next to the trunk where I was hiding. A hand slowly opened the lid as I held my breath. Would I be found?
Perfect verb tenses	Language	A verb that is formed using the word <i>had</i> (past perfect), <i>have</i> (present perfect), or <i>will have</i> (future perfect) with the past participle of a verb	Had written, have written, will have written
Personal pronouns	Language	Personal pronouns are used in place of specific persons or things	I, we, you, he, she, it, they
Phonemes	Reading Foundational Skills	Individual speech sounds that are combined to create words in a language system. Phoneme awareness requires progressive differentiation of sounds in spoken words and the ability to think about and manipulate those sounds.	Vowel phonemes: a - cat , e - bread Consonant phonemes: D - dog , r - wrong
Possessive pronouns	Language	Pronouns that replace nouns and show ownership	His, hers, ours, mine, theirs, your, yours, its
Prose	Reading for Literature	The ordinary language used in speaking writing. It has no specific meter or rhythm and more closely matches everyday speech.	<i>Frog and Toad</i> , Arnold Lobel; <i>Number the Stars</i> , Lois Lowry; <i>Henry and Mudge</i> , Cynthia Rylant
Proverbs	Language	A short saying of a general truth that is well-known and repeated; one that comes from common experience	All that glitters isn't gold; absence makes the heart grow fonder; a journey of a thousand miles begins with one small step.
Recount stories	Reading for Literature	Oral reconstruction of a previously read text; to retell in detail. A recounting is not a summary of a text.	This story was about a young girl and her family, moving from Africa to . . .

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Register	Language	Language used for particular purpose or in a particular setting	There is language that's appropriate to use at school, which differs from language that might be used with a friend or at home.
Regular beats	Reading for Literature	Repeated pattern of words of rhymes	<i>Brown Bear, Brown Bear, What Do You See?, There Was an Old Lady Who Swallowed a Fly</i>
Rime	Reading Foundational Skills	The part of a syllable which consists of its vowel and any consonant sounds that come after it	Example: In cat, c is the onset and at is the rime.
Scaffolding	Reading for Literature Reading for Informational Text	The gradual withdrawal of teacher support through instruction, modeling, questioning, and feedback. The purpose is to provide support to students so they can meet standards independently.	<i>I do</i> – Read aloud, Modeled writing; <i>We do</i> – Shared reading, interactive and shared writing, guided reading and writing; <i>You do</i> – Independent reading and writing
Scientific text	Reading for Informational Text	An informational text that is logically organized and written on a math or science topic	Any Gail Gibbons or Seymour Simon book, such as <i>Snakes</i> or <i>The Brain</i>
Second hand account	Reading for Informational Text	An account obtained from someone other than the actual eyewitness	John saw a child fall from the bridge and he jumped to save her. A second hand account would be told by someone who talked to a person who had witnessed the incident.
Segment	Reading Foundational Skills	Splitting up a word into its individual phonemes	Cat has three phonemes: /c/, /a/, /t/
Shades meaning	Language	A phrase used to describe small, subtle differences in meaning between similar words/phrases	Kid and youth both refer to young people but carry differing views and ideas about them.
Shared research	Writing	A collaboration of students and teacher together working on a systematic investigation to establish facts and collect information on a subject	A class informational book or research project
Spatial and temporal relationships	Language	Words/phrases used to show space and time	After dinner that night , we went looking for them.
Successive readings	Reading Foundational Skills	Reading and rereading in an uninterrupted sequence	During the shared reading of a poem, children first echo read with the teacher and then read chorally, perhaps a few times, to increase fluency.
Sufficient accuracy	Reading Foundational Skills	Reads on-level text (prose and poetry) with purpose and understanding; using context to confirm or self-correct, rereading as necessary	On the DRA2, students must score in the Independent or Advanced range of accuracy for it to be considered sufficient in determining their independent reading levels.

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Term	Where it is found	Meaning	Example
Summarize information presented quantitatively	Speaking and Listening	Orally summarize information gleaned from charts, graphs, data, etc.	Orally summarize observations about data from a chart showing the number of endangered animals in the world.
Superlative adjectives and adverbs	Language	Adjectives used to compare the differences between two nouns – formed by adding – est to adjectives and adverbs.	Comparative of hard = harder Superlative of hard = hardest
Tag question	Language	A statement followed by a mini-question	That’s right, don’t you think?
Technical procedures	Reading for Informational Text	The steps in a “how-to” set of directions in a particular content area	How to start a computer, how to read an informational text
Technical text	Reading for Informational Text	Text that includes straightforward explanations and/or instructions dealing with a particular technical subject	Student council application, an application to be in club, requirements/directions for chorus tryouts, a list of steps to accomplish a goal
Temporal words	Writing	Words and phrases related to time and frequency	An hour later, in what seemed like just a second . . . , month, decade, century, millennium
Text complexity	Reading for Literature Reading for Informational Text	The inherent difficulty of reading and comprehending a text combined with reader ability and the task he/she is asked to do	It includes book levels, like Fountas and Pinnell levels A-Z; knowing how to read different genres; difficulty of concepts included in a text and not just word calling; background knowledge on what’s being read
Text complexity band	Reading for Literature Reading for Informational Text	A range of text difficulty corresponding to grade spans	Examples of texts students should be able to read independently: K: <i>Pancakes for Breakfast</i> by Tomie Depaola 1: <i>Hi! Fly Guy</i> by Tedd Arnold 2-3: <i>Poppleton in Winter</i> by Cynthia Rylant 4-5: <i>The Black Stallion</i> by Walter Farley
Third person narrative	Reading for Literature	The narrator is an unspecific, uninvolved person that conveys the story, but he/she is not a character of any kind within the story being told.	Examples: <i>Thank you, Mr. Falker</i> – Patricia Polacco; <i>Muggie Maggie</i> - Beverly Cleary
Verse	Reading for Literature	A line or stanza of a poem. A verse is often written on successive lines.	The meanest girl I ever met Is Mary Ellen Wright, An if a lion came along and ate her with one bits, I’d cry and cry and cry and cry Just to be polite. By <i>Judith Viorst</i>
Vowel teams	Reading Foundational Skills	A combination of two, three, or four letters that make a vowel sound	(short vowels) head, hook (long vowels) boat, sigh, weigh (diphthongs) toil, house

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Wide reading of a range of text types	Reading for Literature	Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. This allows them to gain literary and cultural knowledge as well as familiarity with various text structures and elements. Students also acquire the habit of reading independently.	Extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods as well as texts in history/ social studies, science, and other disciplines
Write routinely	Writing	Having an established time for writing that is consistently followed in the daily schedule	Teaching Writing Workshop daily for 30 minutes at the same time each day