Appendix B

Glossary of terms used with the Next Generation English Language Arts Learning Standards (2017)

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WORD	DEFINITION AS USED IN THE STANDARDS
Academic Language	Comprised of knowledge of key terms used in a discipline (e.g., photosynthesis, Fertile Crescent, alliteration) as well as the general-purpose language used in all academic texts and talk (for example, words like "however" and "therefore" that connect ideas; phrases like "some have argued" or "research suggests" that signal the writer's viewpoint and support argumentation).
Argumentative writing	A type of writing that uses reason or logic to show that the writer's position or conclusion is valid. In the early grades, through discussion, students learn about opinions and opinion writing as a precursor to constructing arguments in writing.
Central idea	A concept or idea that is central to a text or section of a text. Please note that central idea and main idea are often used in the same way.
Cite	To support an idea or opinion by referring to sources (texts, media, images, etc.)
Claim	A statement as part of an argument that can be supported with evidence.
Collegial	Relating to a friendly discussion between collaborators.
Content-specific words and phrases	Vocabulary that is specific to a content area or discipline.
Digital tool	An electronic device or program that is used in performing an operation or practice.
Digital media	Audio/visual content that may include websites, social networks, videos, graphics, slideshows, or other digital forms.
Early reader	A beginning reader who has moved beyond the emergent reading stage and is able to apply some reading strategies to interact with text. An early reader begins to monitor his/her own reading and self-correct.
Emergent reader	A student on the path to fluent literacy, before conventional reading and writing skills are developed. One who begins to recognize letter sounds, learned sight words, or symbolic representations of words.
Evidence	Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others.

Figurative language	Non-literal (sensory or symbolic) language that helps a reader understand meaning in a text; for example, simile, metaphor, personification.
Inference	A conclusion or understanding, generally not directly stated by the author or writer, reached on the basis of evidence, logic, and/or reasoning.
Informative/explanatory writing	Writing that serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.
Media	The system and organization of communication for the sharing of information and ideas.
Mood	The general feeling, emotion, or atmosphere that a piece of writing creates for the reader.
Narrative writing	Writing that conveys experience (either real or imaginary) following a sequence of events.
Paraphrase	Rewording something written or spoken while preserving the original meaning.
Point of view (informational texts)	The position or perspective conveyed or represented by an author, narrator, speaker, or character.
Point of view (literary texts)	The narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.
Recount	To tell or write about an event or experience.
Scaffolding	Temporary strategic supports, aligned with instruction, which may be modified when a student shows independence with the text or task.
Structure	The way that a piece of writing is organized. For example, chronological order, steps in a process, problem/solution, etc.
Summarize	To make a brief statement that includes the main points about a topic, text, or idea.
Technical Subject	A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music.
Text features	Elements of a text that are not included in the main text but add to the reader's understanding. For example, the title, index, headings and subheadings, illustrations, pictures, charts, captions, etc.
Text complexity	The inherent difficulty of reading and comprehending a text; quantitative elements, qualitative elements, and reader and task considerations are used to determine the difficulty of the text. (See page 12 of the Introduction to the ELA Standards for more information).

Theme	A message or moral of a text. Themes often explore timeless and universal ideas and are almost always implied rather than stated explicitly.
Tone	The attitude of a writer or speaker toward a subject or audience conveyed through their choice of words. For example, the tone of a text or section of a text could be sarcastic, cheerful, humorous, etc.