

ENGLISH LANGUAGE ARTS GLOSSARY OF KEY TERMS

Argumentative (Opinion K-5) Writing:

An evaluation of a concept, issue, or problem written to persuade, change the reader's point of view or bring about action. The positions or beliefs are supported through textual evidence from literature and informational pieces, primary and secondary sources, and/or scientific data. Younger students can develop this form of argument by providing examples and offering reasons for their assertions.

Foundational Reading Skills (K-5):

Print Awareness, Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. In order to develop proficient readers who have a capacity to comprehend text, these skills are the necessary components of any effective, comprehensive reading program.

Informational Text (also described as literary nonfiction):

Essays, speeches, opinion pieces, historical, scientific, and technical accounts or articles, biographies, and memoirs.

Informational/Explanatory Writing:

A written explanation that serves to increase a reader's knowledge and understanding of a subject, procedure, process, or concept. Literary analyses, reports, summaries, instructions, applications, and resumes are among the forms found in this type of writing, which aims to clarify rather than persuade.

Language:

The essential "rules" of standard written and spoken English that include grammar, usage, and spelling. Vocabulary standards focus on understanding of words and phrases and on acquiring new general academic and content-specific terminology.

Learning Targets:

Clear, student-friendly statements of intended learnings at a specific grade level or within a given course that support or scaffold the mastery of a standard. They are a distillation of what students should know and be able to do.

Literature:

Stories, drama, and poetry traditionally thought of as fiction. Stories include, but are not limited to, novels, short stories, myths, historical, science, and realistic fiction. One and multi-act plays in both print and film also fall into this category, as do the different types of poetry, sonnets, ballads, and epics.

Montana Common Core State Standards:

A culmination of a broad-base effort to create K-12 standards that ensure students are college and career ready upon graduation from high school. Research and evidence-based, aligned with college and work expectations, rigorous, and internationally benchmarked, the standards are divided into four strands: Reading, Writing, Speaking and Listening, and Language.

Narrative Writing:

Fictional stories, memoirs, autobiographies, poetry, historical accounts, or narrative descriptions of content or step-by-step procedures. Generally considered creative writing, these forms can be used to persuade, inform, instruct, entertain, or enlighten.

Reading:

Comprehending text at steadily increasing complexity. Upon graduation, students must be able to read and understand independently and proficiently the kinds of printed materials commonly found in college and careers.

Speaking and Listening:

A range of oral communication and interpersonal skills that require students to collaborate, express and listen carefully, integrate information from multiple sources, and strategically incorporate media and visual graphs, tables, and pictures into presentations.

Standards:

A set of measures by which student achievement and performance are assessed. They are divided into four broad strands: Reading of Literature and Informational Text, Writing, Speaking and Listening, and Language. Foundational Reading Skills are also listed for K-5.

Textual Evidence:

Facts, statistics, examples, quotations, anecdotes, or other sources of data that provide support for claims or analysis.

Vocabulary:

Understanding of the explicit and implied meanings of words and phrases and acquiring new academic and content-specific terminology.