

Companion Glossary & Support

for the *Kentucky Academic Standards (KAS) for Reading and Writing*

This glossary contains terms found in the *Kentucky Academic Standards (KAS) for Reading*. **The purpose of this resource is to provide teacher clarity with intellectual preparation and instructional planning. It is not intended to be used by students to memorize terms or prepare for assessments.** Some terms may include examples and/or additional support for educators. These additions to the definitions intend to provide support and a bridge to understanding rather than represent the sole examples or ideas related to the concept. Consult your locally adopted curriculum supported by a green-rated high-quality instructional resource (HQIR) during implementation of the *KAS for Reading and Writing*.

Academic Vocabulary: Language of school and study, required for success in academic work; words and phrases used across subject areas.

For Example: judge, evaluate, refer, composition, decision as opposed to domain-specific (discipline-specific) language/vocabulary (e.g., drama in literature, integer in mathematics, photosynthesis in biology, millennium in history)

See Also: domain-specific vocabulary, vocabulary

Active Voice: Sentence structure that follows the order of *doer + action + receiver*.

For Example: Daniel gave his mother a new necklace for her birthday. Compare to **passive voice:** A new necklace was given by Daniel to his mother.

Additional Support for Educators: Typically, the active voice is preferred in writing for clarity and conciseness; however, Language Standard 3 requires students in Grades 8-12 to use passive and active voice intentionally to achieve a specific effect such as emphasizing the actor or the action.

See Also: passive voice

Aesthetic Impact: Impact on the senses or emotions of readers or viewers; varied techniques used by writers/creators to ensure the work is perceived in a pleasing or, in some cases, displeasing way.

Affix: Word part added to a stem to form a new word.

For Example: *Disrespectful* is formed of the prefix *dis-* and the suffix *-ful* affixed to *respect*.

See Also: prefix, suffix

Alliteration: Repetition of initial consonant sounds in words.

For Example: in rough and ready

Allusion: An indirect reference, often to a person, event, statement, theme or work.

For Example: Completing the project on time turned out to be a Herculean effort.

Additional Support for Educators: Standard 5 of the Language strand introduces the concept of figurative language in Grade 4. Students should go beyond identifying the use of figurative language in text and move towards interpretation and analysis of the significance of the language on the meaning of the work as a whole. Note that allusion is specifically mentioned in L.7.5.a.

See Also: figurative language

Antecedent: The noun (person, place, thing or idea) that a pronoun replaces.

For Example: Donte stopped by the park for his morning run because it was on his way to school.

Author's Message: What an author wishes to accomplish in communicating with the audience.

Automaticity: The ability to recognize words quickly and accurately without conscious effort or the need to decode each individual word.

See Also: fluency

Background Knowledge: A specific subset of knowledge needed to comprehend a particular situation, lesson or text.

See Also: schema

Base Word: A word that can stand on its own, or can serve as part of another word, as a free morpheme.

For Example: *event* in the word *eventful*

See Also: root

Central Idea: A concise summary of the primary message or concept that a text conveys.

Additional Support for Educators: Unlike a theme, which may express a broader moral or lesson, the central idea is specific to the text and focuses on what the author is saying about a particular subject. Central idea is often referred to as the main idea or gist.

Circular Text Structure: A narrative text structure that begins and ends in the same place.

Additional Support for Educators: Narratives with circular text structure often make use of repetition and prediction. They are often used to show that nothing has changed. Also known as the Hero's Journey.

Claim: Statement taking a position on what is true, usually one with which reasonable people might disagree.

Clause: Groups of words that contain a subject and a predicate and are part of a sentence.

Additional Support for Educators: The *KAS for Reading and Writing* indicates that students, beginning in grade 5, use a variety of clauses in the Composition and Language strands. Listed below is a non-exhaustive list of clauses students may be taught and encouraged to use.

Adverbial: A type of dependent (subordinate) clause that describes how, when, where, why, or to what extent something happens. Unlike a single adverb, an adverbial phrase can be made up of multiple words, but it still functions to modify a verb, an adjective, or another adverb.

For Example: Penelope and her family typically go to the pool in the evening.

Dependent: A clause that does not express a complete thought and cannot stand alone as a sentence; sometimes called a subordinate clause.

For Example: As soon as Carlita left, it began to rain.

Independent: A clause that expresses a complete thought and could stand alone as a sentence as opposed to a dependent clause that does not express a complete thought and cannot stand alone as a sentence

For Example: Although Patrick enjoys baseball, Olivia prefers camping.

Noun: A type of dependent (subordinate) clause that plays the role of subject, object or complement. A noun clause usually starts with words like that, what, who, whom, whose, which, when, where, why, or how.

For Example: What Matthew said surprised me.

Relative: A type of dependent (subordinate) clause that describes or gives more information about a noun in a sentence. A relative clause usually starts with a relative pronoun like who, whom, whose, which, or that.

For Example: The library book that I borrowed is helping me understand more about the economy.

Close Reading: When students are attending carefully to a grade-level, complex text, reading it several times, each for a different purpose, and mining it for all they possibly can, while the teacher is nearby, observing, facilitating and coaching as needed (Liben & Liben, 2024).

Additional Support for Educators: “Text-dependent questions in close reading should focus on:

- the parts of the text that are likely to present the most difficulty.
- the parts of the text that can grow students’ knowledge.
- the parts of the text connected to the goals of a unit or less.
- relevant read standards” (Liben & Liben, 2024).

Complex Text: see Grade-Level, Complex Text

Composition: The skill of formulating ideas into words, incorporating subskills such as knowledge of the topic, vocabulary, and General American English grammar and usage.

Comprehension: The process of simultaneously extracting and constructing meaning through interaction and involvement with written language; the complex process of understanding and making sense of written text through decoding, background knowledge and verbal reasoning, all of which are utilized by good readers to understand, remember and communicate what has been read.

Additional Support for Educators: Comprehension is both a process and a product. Extracting meaning is to understand what an author has stated, explicitly or implicitly. Constructing meaning is to interpret what an author has said by bringing one's capacities, abilities, knowledge, and experiences to bear on what they are reading. These personal characteristics also may affect the comprehension process.

Conjunction: The parts of speech that connect words, phrases or clauses and indicate the relationship between the elements joined.

For example: because, but, so, and, yet, or, for, nor, as well as, not only, etc.

Additional Support for Educators: There are three main types of conjunctions: coordinating, subordinating and correlative.

Connotation: Attitudes and feelings associated with a word.

Additional Support for Educators: Connotations may be negative (as with *tight-fisted*) or positive (as with *frugal*), and they affect style and meaning.

See Also: denotation

Counterclaim: A statement that negates or disagrees with the claim.

See Also: opposing claim

Cultural Experience: The unique set of beliefs, values, traditions, historical events and societal influences that shape an author's identity and worldview. These experiences are often reflected in their writing through themes, characters, settings and narrative perspectives, providing insight into the cultural context from which the work emerges.

Additional Support for Educators: This term is used in RL.9-10.6 and is intended to support students in engaging in meaningful analysis of an author's cultural experience to help readers understand how their background influences the creation and meaning of their literary work.

Cursive Writing: Written or formed with the strokes of the letters joined together and the angles rounded.

Additional Support for Educators: “Kate Gladstone, a handwriting specialist based in Albany, estimates that while a student needs to jot down 100 legible words a minute to follow a typical lecture, someone using print can manage only 30” (Freedman, 2005). When writing cursive, the word becomes a unit, rather than a series of separate strokes, and correct spelling is more likely to be retained. All lowercase cursive letters can begin on the line, so fewer of them are likely to be reversed. Most critically, handwriting engages more cognitive resources than keyboarding does (Benninger, 2012).

See Also: print

Decodable Text: Text with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within an accompanying High-Quality Instructional Resource (HQIR).

See Also: decode, encode, phonics

Decode/Decoding: To translate a word from print to speech by using knowledge of sound-symbol (letter) correspondences. It is the act of deciphering a new word by sounding it out.

Additional Support for Educators: Decoding is often used synonymously with word reading even though it is specific to the aspect of reading in which one translates print into sounds. Decoding does not include comprehension.

See Also: decodable text, encode, phonics

Denotation: Literal or dictionary definition of a word.

For example: *Tight-fisted* and *frugal* share a denotation—averse to spending money—despite their contrasting connotations.

See Also: connotation

Derivational Suffix: A grammatical ending that marks or determines the part of speech of the suffixed word

For Example: *slow* [adjective] → *slowly* [adverb]

Dialogue: In a literary text, conversation between characters.

Additional Support for Educators: When effective, dialogue advances the action, is consistent with the author’s characterization of the speakers and provides relief from passages of description.

Domain-Specific Vocabulary: Words and phrases specific to a particular field of study.

For example: drama in literature, integer in mathematics, photosynthesis in biology, millennium in history

See Also: academic vocabulary, vocabulary

E.g.: A Latin phrase meaning “for example.”

Additional Support for Educators: The abbreviation “e.g.” stands for “exempli gratia,” which is a Latin phrase meaning “for example.” It is used in the *Kentucky Academic Standards for Reading and Writing* to introduce one or more examples but is not meant to indicate an exhaustive list of examples.

Encode/Encoding: To use knowledge of individual phonemes in spoken words to build and spell printed words; a skill that develops reciprocally to decoding when explicitly taught.

Additional Support for Educators: Encoding is often used synonymously with spelling.

See Also: decode, phonics, spelling generalization, spelling pattern

Euphemism: A polite or agreeable description used in place of a harsh or unpleasant one.

For Example: The employees couldn’t believe the manager was let go with no advanced notice.

Additional Support for Educators: Standard 5 of the Language strand introduces the concept of figurative language in Grade 4. Students should go beyond identifying the use of figurative language in text and move towards interpretation and analysis of the significance of the language on the meaning of the work as a whole. Note that euphemism is specifically mentioned in L.9-10.5.a.

See Also: figurative language

Explicit Information: Information that is directly stated in a text.

See Also: implicit information

Explicit Instruction: Instruction that is taught directly and clearly, leaving little to chance.

Additional Support for Educators: Teachers begin by modeling the objective, ensuring that students know what is expected. Students then practice along with the teacher, and finally, they complete the task individually (e.g., I do, we do, you do). Explicit instruction includes practice with immediate corrective feedback. For more information, see on the KY Standards webpage.

See Also: structured literacy.

Figurative Language: Language enriched by imagery and figures of speech.

Additional Support for Educators: Students should go beyond identifying the use of figurative language in text and move towards interpretation and analysis of the significance of the language on the meaning of the work as a whole.

See Also: allusion, euphemism, hyperbole, irony, oxymoron, metaphor, simile

Fluency: The ability to read a text accurately, at a good pace, and with proper expression to support comprehension.

Grade-Level, Complex Text: The quantitative and qualitative dimensions of a text that contribute to its relative challenge for the reader; Includes its meaning, structure, language conventionality and clarity, and knowledge demands as well as factors related to the reader and the reading task.

Additional Support for Educators: In these standards, text complexity is evaluated using a three-part criteria that pairs qualitative and quantitative measures with reader-task considerations. For more information, see the Text Complexity module on kystandards.org

Grapheme: A letter or letter combination that spells a phoneme; can be one, two, three or four letters in English.

Additional Support for Educators: The word eight has two graphemes (eigh-t) while having five letters.

High-Frequency Words: The most common words found in print.

Additional Support for Educators: "The majority of the high-frequency words are regular, or patterned-based, and can be taught in tandem with the corresponding phonics pattern (e.g., *can*). A minority have irregular spellings (e.g. *of, was*) and should be practiced daily until the words are learned for both reading and spelling. Avoid teaching students to use inventive spellings of high-frequency words, such as *said* and *they*. Students may have a difficult time 'unlearning' the wrong spelling" (Moats and Tolman, 2019).

Hyperbole: The use of exaggeration for rhetorical, literary or aesthetic impact.

For Example: Lucia's feet were killing her after a night of dancing.

Additional Support for Educators: Standard 5 of the Language strand introduces the concept of figurative language in Grade 4. Students should go beyond identifying the use of figurative language in text and move towards interpretation and analysis of the significance of the language on the meaning of the work as a whole. Note that hyperbole is specifically mentioned in L.11-12.5a.

See Also: figurative language

Implicit Information: Information that is intended or suggested rather than directly stated.

See Also: explicit information

Inflectional Suffix: A grammatical ending that does not change the part of speech of the word to which it is added.

Additional Support for Educators: Common inflectional endings

for verbs include *-s, -ed* and *-ing*;

for nouns, *-s* and *-es* for plurals and *-'s* for possession;

for adjectives, *-er* and *-est* for comparative and superlative forms.

Inquiry: In the reading and writing context, the process of actively exploring, investigating and seeking answers to questions or solutions to problems through research and critical thinking. Inquiry involves formulating questions (including self-generated ones), gathering and analyzing information from multiple sources, and synthesizing findings to develop a deeper understanding of the subject.

Additional Support for Educators: This term is used in Composition Standard 5 for high school. High school students should have opportunities to refine their inquiries (i.e., research questions) as they read multiple sources and develop deeper understandings.

Irony: A contradiction or incongruity between appearance or expectation and reality.

For Example: The Titanic was deemed an “unsinkable” ship but sank on its maiden voyage in 1912.

Additional Support for Educators: Standard 5 of the Language strand introduces the concept of figurative language in Grade 4. Students should go beyond identifying the use of figurative language in text and move towards interpretation and analysis of the significance of the language on the meaning of the work as a whole. Note that irony is specifically mentioned in L.8.5.

See Also: figurative language

Linear Text Structure: Events in the story (fiction or nonfiction) follow a chronological order. The composition starts at the beginning and reveals each event as it occurs in space and time.

Manipulation of Time: An author’s deliberate choices about how to arrange, pace, or alter the chronological sequence of events in a narrative and may involve flashbacks, flash-forwards, time jumps, slow-motion and/or parallel timelines to shape the reader’s experience.

Additional Support for Educators: This concept appears in RL.9-10.5. By manipulating time, authors create specific effects, such as building mystery (by withholding information), increasing tension (by delaying resolution) or generating surprise (by revealing unexpected connections or outcomes). This narrative tool allows authors to control how and when information is revealed, enhancing the emotional and thematic impact of the text.

Metaphor: A figure of speech that directly compares two unrelated things by stating that one is the other.

For Example: She has a heart of gold.

Additional Support for Educators: Standard 5 of the Language strand introduces the concept of figurative language in Grade 4. Students should go beyond identifying the use of figurative language in text and move towards interpretation and analysis of the significance of the language on the meaning of the work as a whole.

See Also: figurative language, simile

Mood (grammatical): The form of a verb that shows the speaker’s attitude toward the action or state expressed by the verb. Mood is a grammatical concept used to express uncertainty or describe a state contrary to fact.

For Example: indicative: imperative, interrogative, conditional, subjunctive

Mood (literary): The general feeling or “atmosphere” created through the setting, theme, voice and tone of literary text.

Morpheme: The smallest meaningful unit of language.

Additional Support for Educators: A morpheme may be a single sound (e.g., plural /s/), single syllable (e.g., suffix *-ful*), or multiple syllables (e.g., prefix *inter-*). Unreachable is a four-syllable (un-reach-a-ble) word but only has three morphemes (un-reach-able).

Multidimensionality: The Reading, Composition and Language Standards consist of multiple dimensions or layers. The skills and content provide the “what” to help students access concrete and abstract “thinking” needed to practice the “doing” of reading and composing within the discipline. The dimensions are:

- **CONTENT** refers to an author’s tools and the objects of literacy woven into the skills students must access and apply when developing comprehension and performing analysis.
- *Comprehension* refers to the concrete dimensions that require the objective understanding of a text, topic or convention of language.
- **Analysis** refers to the abstract dimension that requires more than objective understanding of main ideas and key details.

Multisyllabic Word: A word with more than one syllable.

See Also: syllable

Non-Linear Text Structure: Events are portrayed and composed in a disjointed or disrupted order. Events can start and end at any time in space and time.

Additional Support for Educators: Narratives with non-linear structure make use of flashbacks and foreshadowing to reveal events from the past or the future. Narratives with non-linear structure may also have multiple storylines or intertwined storylines.

Non-print (format), (presentation of): Electronic formats of a source that are accessed digitally.

For Example: includes, but is not limited to, web-based or multimedia formats, visual and auditory materials

Additional Support for Educators: Kentucky's Interdisciplinary Literacy Practice 1 states that "text is anything that communicates a message." Text can come in both print and non-print forms.

See Also: print (format), (presentation of)

Nuance: A subtle difference in a shade of meaning, expression or sound.

Onset: Initial consonant sound of a syllable

For Example: The onset of *bag* is /b/; the onset of *swim* is /sw/.

See Also: rime

Opposing Claim: An argument or position that challenges or disagrees with the main claim or thesis in a discussion, essay or debate. Opposing claims (sometimes called counterclaims) present an alternative perspective or evidence that contradicts the original argument, allowing for a more balanced and thorough exploration of the topic. Addressing and refuting opposing claims strengthens the original argument by demonstrating an understanding of different viewpoints and showing why the main claim is more valid or persuasive.

Additional Support for Educators: Beginning in Grade 6, the Composition strand requires students to acknowledge and/or counter opposing claims in their argumentative writing.

See Also: counterclaim

Oxymoron: A figure of speech as a statement or phrase that is directly and intentionally contradictory.

For Example: “old news,” “deafening silence,” “organized chaos”

Additional Support for Educators: Students should go beyond identifying the use of figurative language in text and move towards interpretation and analysis of the significance of the language on the meaning of the work as a whole.

See Also: figurative language

Paradox: A statement that appears contradictory at first but makes sense upon reflection.

For Example: You can be too clever for your own good.

Parallel Text Structure: A narrative text structure in which two or more stories are connected by a common character, theme or event.

Additional Support for Educators: Sometimes the narratives occur at the same time, but other times, one takes place in a different time period.

Paraphrase: Restatement of speech or writing that retains the basic meaning while changing the words; often clarifies the original text by putting it into words more easily understood.

Parenthetical Element: Words, phrases or clauses that are not part of the main idea of a sentence but that interrupt, add to or clarify aspects of the sentence. Parenthetical elements may be set off with parentheses, commas or em dashes.

Passive Voice: Sentence structure that follows the order of *receiver + action + doer*.

For Example: A new necklace was given by Daniel to his mother. Compared to **active voice:** Daniel gave his mother a new necklace for her birthday.

Additional Support for Educators: Typically, the active voice is preferred in writing for clarity and conciseness; however, Language Standard 3 requires students in Grades 8-12 to use passive and active voice intentionally to achieve a specific effect such as emphasizing the actor or the action.

See Also: active voice

Personification: Giving human-like traits to non-human things.

For Example: The wind whispered through the trees.

Perspective: Position from which something is considered or evaluated.

See Also: point of view

Phoneme: A speech sound that combines with others in a language system to make words.

For Example: The word *eight* has two phonemes, /ā/t/.

Phonemic Awareness: The ability to recognize that a spoken word consists of a sequence of individual sounds and the ability to manipulate individual sounds in speaking (KRS 158.307).

Additional Support for Educators: Phonemic Awareness is one component of Phonological Awareness that focuses on the individual sound level inside words.

Phonics: Knowledge of the predictable correspondences between phonemes (the letters or letter combinations representing phonemes) and correspondences between larger blocks of letters and syllables or meaningful word parts (morphemes).

Additional Support for Educators: Phonics instruction includes both decoding (reading) and encoding (spelling) as they are reciprocal processes.

See Also: decoding, encoding

Phonological Awareness: The conscious awareness of all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units and phonemes.

Additional Support for Educators: Phonemic Awareness is one component of Phonological Awareness.

See Also: phoneme, phonemic awareness, phonics, onset, rime, syllable

Phrase: A group of related words that does not contain both a verb and its subject.

Additional Support for Educators: The *KAS for Reading and Writing* includes the following types of phrases in the Language strand: noun, verb, adjectival, adverbial, participial, prepositional, absolute

Point of View: In the study of literary texts, the vantage point from which a story is told. More broadly, point of view can refer to any position or perspective conveyed or represented by an author, narrator, speaker or character.

Additional Support for Educators: In the *first-person* point of view, the story is told by one of the characters, while in the *third-person* point of view, the story is told by someone outside the story. Second-person point of view is rarely used but does appear in texts when the author wishes the readers to feel like they are part of a the story.

See Also: perspective

Prefix: Word part added to the beginning of a base word, root or root word that changes the sense or meaning of the root or base.

For Example: The prefix *dis-* added to the root word *comfort* forms a word meaning the opposite of the original.

See Also: affix, suffix

Print (format), (presentation of): The traditional paper-based format of a text-based source which are tangible or permanent.

For Example: includes, but is not limited to, books and newspapers

Additional Support for Educators: Kentucky's Interdisciplinary Literacy Practice 1 states that "text is anything that communicates a message." Text can come in both print and non-print forms.

See Also: non-print (format), (presentation of)

Print (handwriting): Written or formed with the letters not joining together.

Additional Support for Educators: Berninger (2012) and Graham et al (2009) found that automatized handwriting significantly improves not just the quantity of students' writing but also its quality. Learning to form letters "in a format that children will encounter when they read" will strengthen their reading skills (Wolf and Berninger, 2018).

See Also: cursive writing

Prose: Spoken or written language in its ordinary form; written using sentences and paragraphs according to grammatically correct structure

For Example: articles, most novels and short stories and most forms of informational text

Refute: Prove a statement or claim to be wrong, using evidence.

Rhetoric: The effective use of language in prose, verse or oration to communicate with, inform or persuade an audience.

Rhyme: The correspondence of sounds at the end of words or phrases.

Additional Support for Educators: Even though bed and said are not spelled the same, they rhyme because the ending sounds are the same, /ed/.

See Also: phonological awareness

Rime: The vowel and all subsequent sounds in a syllable that follow an initial consonant, blend or digraph.

Additional Support for Educators: Rime is often used synonymously with word family. The term *onset-rime* refers to the division of a syllable into two parts: the *onset* and the *rime*. The onset is the initial consonant sound, blend or digraph, and the rime is the following vowel and all subsequent sounds in the syllable. Understanding onset and rime is fundamental in phonological awareness (Reading Rockets).

For Example: In the word *strap*, /str/ is the onset, and /ap/ is the rime.

See Also: onset

Root: A bound morpheme that cannot stand alone but that is used to form a family of words with related meanings.

For Example: *spect-*, *vis-*

See Also: base word

Schema: A mental model or conceptual framework for a specific topic or idea.

See Also: background knowledge

Science of Reading: “A vast body of scientifically-based research that explores how reading and writing develop, why some individuals struggle with these skills, and how effective teaching methods can improve outcomes. It emphasizes evidence-aligned instruction to support all children in becoming proficient readers, focusing on phonics, language comprehension, and decoding skills” (The Reading League).

Additional Support for Educators: While the Science of Reading is the research and evidence one may cite, Structured Literacy is an instructional approach.

See Also: structured literacy

Sequential Instruction: Skills and concepts taught in a logical order, with important prerequisite skills taught first.

Additional Support for Educators: Before teachers expect students to decode two-syllable words, they teach decoding of common one syllable word patterns as well as how to divide two-syllable words to facilitate decoding them. The sequential nature of Structured Literacy means that teachers require students to practice only what they have been explicitly taught. Again, before teachers expect students to practice decoding specific phonics word patterns (e.g., short vowel words with consonant digraphs) in reading text, or to recognize specific irregular words in text, they directly teach those skills in isolation first (Spear-Swerling, 2018).

See Also: structured literacy

Simile: Figure of speech, comparing two unlike things using the words “like” or “as”.

For Example: as pretty as a picture, bright like the sun, as brave as a lion

See Also: figurative language, metaphor

Skill: Specific ability to make meaning of text; learned knowledge and actions that can become automatic during reading and writing.

For Example: decoding, cause and effect, sequence, identifying the central idea

Additional Support for Educators: Like declarative knowledge

See Also: strategy

Spelling Generalization: Student uses common phoneme-grapheme relationships and/or rules for spelling new or unfamiliar words.

Spelling Pattern: Predictable sequence of phoneme-grapheme correspondences that represent sounds.

For Example: consonant blends and digraphs, vowel-consonant-e and long vowel digraphs

Standard of Coherence: A readers expectation that they will understand what they read and are willing to work for that understanding (Oudega & van den Broek, 2018).

Additional Support for Educators: Graesser et al. (1994) note that when [a student’s] Standard of Coherence is high, they are more likely to work in search of the coherence they expect to find. Conversely, Ferreira et al. (2002) note that when their Standard of Coherence is low, they are more likely to be satisfied with a ‘good enough’ sense of what they read (Liben & Liben, 2024).

Strategy: Processes (that include the applications of skills); intentional mental actions during reading and writing that improve comprehension and written expression; deliberate efforts by a reader to better understand or remember what is being read.

For Example: using prior knowledge, monitoring, clarifying, visualizing, questioning, determining importance, inferring, summarizing, synthesizing)

See Also: skill

Structure: See text structure.

Structured Literacy: An instructional approach that emphasizes highly explicit and systematic teaching of all essential components of literacy.

Additional Support for Educators: Components of Structured Literacy (SL) include foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression). SL also emphasizes oral language abilities essential to literacy development, including phonemic awareness, sensitivity to speech sounds in oral language and the ability to manipulate those sounds. SL prepares students to decode words explicitly and systematically. This approach not only helps students with dyslexia but there is substantial evidence that it is effective for all readers (IDA, 2021).

See Also: explicit instruction, systematic instruction, science of reading, sequential instruction

Subjunctive Mood: One type of “mood” in writing, where a command is presented as a “wish” or “suggestion”.

For Example: I suggest you be quiet. “Suggest” in this sentence represents the subjunctive mood

Suffix: Word part added to the end of a root word, base word, or root establishing or changing the root's or base's part of speech

For Example: The suffix *-ly* added to the adjective *immediate* creates the adverb *immediately*.

See Also: affix, prefix

Summary: An account of a text's main points, disregarding unimportant details and usually employing the same order of events or topics as the source text; summarizing is a basic reading technique that consolidates and demonstrates understanding of a text's overall meaning.

Syllable: The unit of pronunciation that is organized around a vowel; it may or may not have a consonant after the vowel.

Additional Support for Educators: Syllables may or may not be morphemic. Unreachable is a four-syllable (un-reach-a-ble) word but only has three morphemes (un-reach-able).

See Also: morpheme

Syllable Types: The six common syllable patterns in English: *closed*, *open*, *vowel-consonant-e*, *r-controlled*, *vowel team*, and *consonant-le*.

Additional Support for Educators: Syllable-type instruction is often a part of explicit, systematic and sequential foundational skill instruction in high-quality instructional resources (HQIRs) as it pertains to phonics.

See Also: syllable, phonics

Systematic Instruction: The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.

See Also: structured literacy

Text: a single or multiple compositions or works of art.

Additional Support for Educators: While reading standards 7-9 require an integration of knowledge and ideas using *multiple texts*, the term *text* in reading standard 10 can refer to a single text *or* multiple texts. Applying comprehension strategies and background knowledge while reading a single text or across multiple texts varies depending on the demands of the text(s) and the reader. Further, *text* is anything that communicates a message and can include multiple forms of media.

For Example: including but not limited to film, video short(s), speech(es), photograph(s), sculpture(s), written piece(s), article(s), letter(s)

Text as a Whole: An entire composition or work of art.

For Example: a film, speech, photograph, drawing or written work

Text Feature: Print features, as well as graphic, informational and organizational aids; aspects of a (usually informational) text other than the main content.

For Example: bold print, italics, maps, photographs, diagrams, charts, labels, headings, illustrations, captions, callout boxes, excerpts displayed in a larger font for emphasis

Text Structure: A framework, organization or overall design of a text.

Additional Support for Educators:

Literary elements, like characters, setting, problem/solution and plot, are *not* text structures. However, literary elements can be organized to allow the series of events to unfold in the above structures.

Literary Text Structures include:

- **Linear:** Events unfold chronologically or sequentially in space and time.
- **Non-linear:** Events can start and end at any time in space and time.
 - **Circular:** Events begin and end in the same place.
 - **Parallel:** Two or more narratives connected by a common character, them or event.

Informational text may have one overall text structure or combine several different text structures.

Informational Text Structures include:

- **Description:** The author describes a topic by listing characteristics, features and examples.
- **Sequential/Chronological:** The author lists items or events in numerical or chronological order.
- **Compare/Contrast:** The author explains how two or more things are alike and/or different.
- **Cause/Effect:** The author lists one or more causes and the resulting effect or effects.
- **Problem/Solution:** The author states a problem and lists one or more solutions for the problem. A variation of this pattern is the question-and-answer format in which the author poses a question(s) and then answers them.

Theme: Central message or abstract concept made concrete through representation in a literary text.

Additional Support for Educators: Like a thesis, a theme implies a subject and predicate of some kind. For instance, *Vice* as a stand alone word is not a theme, but a proposition such as *Vice seems more interesting than virtue but turns out to be destructive* is. Sometimes a theme is directly stated in a work, and sometimes it is revealed indirectly. A single work may have more than one theme, and beginning in Grade 7, students are expected to determine and analyze multiple themes and their progressions and interactions across a text.

Tone: Expression of a writer’s or speaker’s attitude toward a subject.

Additional Support for Educators: Unlike mood, which is intended to shape the audience’s emotional response, tone reflects the feelings of a text’s author. Tone can be serious, humorous, sarcastic, playful, ironic, bitter or objective.

See Also: mood

Transitions: Words and phrases that provide connections between ideas, sentences and paragraphs to improve clarity and coherence of writing.

For Example: also, nevertheless, on the other hand, furthermore, etc.

Verbals: Words derived from verbs and with the power of verbs but functioning like another part of speech (noun).

Additional Support for Educators: Like a verb, a verbal may be attached to an object, a modifier, and sometimes a subject; unlike a verb, a verbal functions like a noun, an adjective or an adverb. Types of verbals include gerunds, infinitives, and participles.

Vocabulary: Knowledge of the individual word meanings in a text and the concepts that those words convey; words known or used by a person or group, representing concepts or ideas and meanings mutually understood; also, all the words of a language.

See Also: academic vocabulary, domain-specific vocabulary

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