

# ELA Glossary

A Common Core ELA Standards Toolkit for use in grades prekindergarten to grade 12, is located on the Department's Web site. Please see:

ELA Toolkit: [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/toolkit.html](http://www.p12.nysed.gov/ciai/common_core_standards/toolkit.html)

Term	Definition
<b>Analogy</b>	A comparison between two dissimilar things that is used to make a point or create an image. Example: "He is like a rock," meaning the he is steadfast and strong; "I feel like a fish out of water," implies being uncomfortable with one's surroundings; "She was as quiet as a mouse," implies that the girl was very quiet
<b>Analyze</b>	To study or examine something in detail in order to understand or explain it; to highlight useful information, suggest conclusions, and support decisions.
<b>Antonym</b>	A word having the opposite meaning to that of another word.
<b>Appropriate group behaviors</b>	Conduct that includes the student displaying speaking and listening skills. (Speaking includes communicating through vocalization, signing, or using communication aids such as voice synthesizers.) This conduct includes <ol style="list-style-type: none"> <li>a. speaking in turn.</li> <li>b. looking at people when speaking and listening, if possible.</li> <li>c. using an appropriate volume and rate when speaking.</li> <li>d. answering or asking questions that relate to the topic being discussed.</li> <li>e. thinking before speaking.</li> <li>f. attending/listening to others and reacting appropriately to them.</li> <li>g. sitting or standing still, as much as is possible.</li> <li>h. gesturing appropriately.</li> <li>i. being courteous in general.</li> </ol>
<b>Argument in text</b>	An attempt to convince someone that something is true and why.
<b>Audience</b>	The specified or clearly implied person(s) to whom the writer addresses his/her work or correspondence.
<b>Author's message</b>	The intent of the writer; what he/she is trying to say or the point the writer is trying to make; possibly related to the moral of the story, if it has one. The message is related to the author's purpose.

Term	Definition
<b>Author's purpose</b>	<p>Why the author wrote what he/she did; an author may have more than one purpose for writing a piece of literature, such as to entertain, instruct, persuade, or describe.</p> <p>Author's purpose refers to the intended impact that an author wants a text to have on the reader. The intended impact is the author's purpose (e.g., reason, motive, intention, objective) for writing a text. Depending on the content of the text, an author's purpose might be to inform the reader, entertain the reader, persuade the reader, or affect the reader emotionally through the use of rhetorical or literary devices (i.e., hyperbole, figurative language).</p> <p>In literary text, an author's purpose might be to teach a lesson or a morale (ex. as in Aesop's fables) or to emphasize a specific philosophical idea, or <i>theme</i>.</p> <p><i>Example for informational text:</i></p> <p>Q. What is Lou Gehrig's main purpose in the speech? A: to express appreciation to his fans for their support</p> <p>Q. In paragraph 2, what is Gehrig's main purpose for repeating the phrase "that's something"? A. to emphasize his gratitude for the kindness that people have demonstrated toward him</p> <p><i>Example for literary text:</i></p> <p>Q. What is the author's main purpose in the folktale? A. to explain to readers how something came to be</p> <p>Q. What was the author's purpose in writing <i>The Lorax</i>? A. To warn the reader of the dangers of clear-cutting, pollution, and disregard for the earth's environment</p>
<b>Author's style (author's voice)</b>	The general characteristics of a work that distinguish it from another author's work; often includes the author's use of language and how the use of the language affects the author's intent.
<b>Capitalization</b>	The use of capital letters in writing or printing.
<b>Central idea</b>	The most important thoughts of an entire text. These ideas determine what the entire text is mostly about.
<b>Character</b>	A person portrayed in an artistic piece, such as a drama or novel. Characters may include personified animals or objects.
<b>Character motivation</b>	The incentive that drives a character to think, behave, and interact with others. It is the reason why he or she takes a particular action.
<b>Character thoughts</b>	The inner ideas or consciousness of a character.

Term	Definition
<b>Character types</b>	<ul style="list-style-type: none"> <li>• Major or central characters are important to the development of the story.</li> <li>• Minor characters do not have a large role in the story but complement the major characters.</li> <li>• Dynamic characters change over time.</li> <li>• Static characters do not change over time.</li> <li>• Round characters are conflicted and are contradictory.</li> <li>• Flat characters have one type of characteristic and are the opposite of dynamic.</li> <li>• Stock characters are stereotypical or conventional characters. These characters are easily recognized by readers.</li> <li>• Protagonist characters are central to a story and are often referred to as a story’s main character. The protagonist may not always be admired by others in the story.</li> <li>• Antagonists represent the opposition that the protagonist must face.</li> <li>• Antihero is a major character, usually the protagonist, who is devoid of nobility, and who struggles for values that are not universally acceptable.</li> <li>• Foil is any character (an important supporting character) whose personal qualities contrast with those of another character (usually the protagonist).</li> </ul>
<b>Claims in text</b>	<p>Arguable statements found in a piece of writing. A specific point of view or position that an author expresses and wants the reader to accept as being the truth.</p> <p>Example explicit vs implicit claim:            Implicit: Loons can travel up to 75 miles per hour.            Explicit: Loons are extraordinary fast fliers.</p>
<b>Cogent information</b>	Information that is pertinent, relevant, convincing, or clear.
<b>Collage</b>	A grouping of words, pictures, symbols, etc., displayed without necessarily having a set pattern or organization.
<b>Communicate</b>	<p>To convey knowledge of or information about something. Communication is an expression of information that can be conveyed via a variety of modes of communication.</p> <p>Examples: eye gaze, point, sign, verbalize, illustrate</p>
<b>Compare</b>	To point out similarities.
<b>Compose</b>	<p>To communicate ideas, choices, or information by writing or creating original material, possibly by voice, by organizing or shaping information or ideas and/or by using objects, visual language (selecting pictures, symbols, etc., to convey information), sign language (American Sign Language (ASL) or other gestural communication system), stamping, and any communication aids (e.g., a voice synthesizer or speech-generating device that has audible speech output, from single switch through computer-based options to communicate ideas, choices, or information.</p>

Term	Definition
<b>Compound sentence</b>	A sentence composed of at least two independent clauses joined by a coordinator. Coordinating conjunctions are <i>for</i> , <i>and</i> , <i>nor</i> , <i>but</i> , <i>or</i> , <i>yet</i> , and <i>so</i> .
<b>Concrete details</b>	Distinct information, facts, and data, as well as specific information offered to describe, explain, or justify something.
<b>Connotative meaning</b>	A secondary meaning beyond the basic meaning of the phrase in which they are used. It refers to the feel or overtone that a concept might have. For example, a possible connotation of home is a “place of warmth or affection.”
<b>Context clues</b>	Information or details that surround a word or phrase and provide indirect or direct clues about its meaning.
<b>Contrast</b>	To indicate differences.
<b>Conventions of standard English</b>	Features of the English language, with respect to punctuation, capitalization, usage, spelling, and sentence and paragraph structure not devoid of regional differences, that is well established by usage in the formal and informal speech and writing of the educated, and that is widely recognized as acceptable wherever English is spoken and understood.
<b>Create</b>	See <i>Compose</i> .
<b>Data</b>	Information that is often numeric and usually used for analysis.
<b>Descriptive text</b>	<p>A text that lists the characteristics of something. The topic is usually about the attributes of a thing. Generally, third person pronoun forms are used, but if the text is a memoir or an autobiography, first person is used.</p> <p>Examples: requirements for employment, the appearance of a person, the details of a location</p>
<b>Dialect (standard vs. non-standard)</b>	<ul style="list-style-type: none"> <li>• Standard dialect: a language variety used by a group of people in their speech, conversation, or writing.</li> <li>• Non-standard dialect: not conforming in pronunciation, grammar, vocabulary, etc., to the usage characteristic of and considered acceptable by most educated native speakers (e.g., slang). (Note: foreign language or ASL are not considered non-standard dialects.) <ul style="list-style-type: none"> <li>○ From literary text, “All right, then, I’ll go to hell’--and tore it up.” (Mark Twain, <i>The Adventures of Huckleberry Finn</i>, 1884)</li> <li>○ Slang: “pop” meaning carbonated drink, “kicks” meaning sneakers or shoes, “moola” meaning money</li> </ul> </li> </ul>
<b>Discourse</b>	Written or spoken communication or debate; to speak or write authoritatively about a topic.
<b>Drama</b>	A prose or verse composition, especially one telling a serious story, that is intended for representation by actors impersonating the characters and performing the dialogue and action.
<b>Edit</b>	To identify and correct errors.
<b>Event</b>	Something that happens or an occurrence.

Term	Definition
<b>Expand</b>	Add detail, information to a text. For example: “The dog ran” could be expanded to “The furry brown dog ran down the road.”
<b>Explicit</b> (Compare <i>Implicit</i> )	Fully and clearly expressed; leaving nothing implied; fully and clearly defined or formulated; readily observable. <b>Text:</b> Explicit text reveals the meaning by direct statements. For example, at the end of a fable, the moral is often stated.
<b>Explicit claim</b>	An argument that is clearly developed or formulated. (see Claims in text)
<b>Expository</b>	A term for any form of writing that conveys information and explains ideas.
<b>Expository text</b>	One of the classifications of discourse whose function is to inform, to instruct, or to present ideas and general truths objectively. Exposition presents information, provides explanations and definitions, and compares and contrasts.
<b>Facts</b>	Information that can be verified as true.
<b>Familiar text vs. unfamiliar text</b>	Familiar text includes the kinds of selections that are typical for the student and that he/she frequently reads or listens to; it is text that is commonly read or read aloud as part of the instructional program. Unfamiliar text includes the kinds of text that the student would not be readily familiar with; it is text that would be new to a student when read or listened to.
<b>Fiction</b>	Texts that are not true stories but may have some basis in truth. Examples: historical fiction, a literary work whose content is produced by the imagination
<b>Fictional portrayal</b>	A literary representation whose content is produced by the imagination and is not necessarily based on fact.
<b>Figurative language</b>	Language that is used to create a special effect or feeling. It is characterized by figures of speech—language that compares, exaggerates, or means something other than what it first appears to mean.  It is a literary device that is used to create a special effect or feeling by making some type of interesting or creative comparison. The most common are simile, metaphor, and personification.
<b>Figures of speech</b>	A form of expression (such as a simile or a metaphor) that is used to convey meaning or heighten effect, often by comparing or identifying one thing with another that has a meaning or connotation familiar to the reader or listener.
<b>Fluency</b>	The ability to read connected text with appropriate speed, accuracy, and expression. “Appropriate” is individualized to the reader’s needs. As a guide, the appropriate speed, accuracy, and expression allow a reader to gain meaning and build comprehension, understanding, and/or appreciation of a text.

Term	Definition
<b>Formal</b>	A tone of voice that is more restrained and conventional than informal tones. For example, formal tones of voice tend to avoid contractions and slang. They also typically avoid first- and second-person “I” or “you” statements. Formal tone of voice should be used in academic documents, such as essays and exams, as well as in professional documents.
<b>Genre</b>	A category used to classify literary works, usually by form, technique, or content. Examples: poetry, drama, fiction, nonfiction
<b>Graphic organizer</b>	A visual representation of the material that a student is learning. The organizer assists the student in brainstorming, showing the relationship between ideas and information, and/or organize information to make it easier to understand how ideas connect. Examples: webs, maps, charts, Venn diagrams
<b>Historical account</b>	An account concerned that is concerned with or treats events of the past.
<b>Idiom</b>	A speech form or an expression in a given language that is peculiar in that it cannot be understood from the individual meanings of its elements, such as <i>keep tabs on</i> .
<b>Imperative</b>	Of, relating to, or constituting the grammatical mood that expresses the will to influence the behavior of another. 1. “Eat your spinach!” is an <i>imperative</i> sentence. 2. “Help” in the sentence “Help me!” is an <i>imperative</i> verb.
<b>Implicit (Compare <i>Explicit</i>)</b>	Implied or understood, though not directly expressed. <b>Text:</b> Implicit text refers to text that must be interpreted; the meaning is “between the lines.”
<b>Indicative</b>	Noting or pertaining to the mood of the verb used for ordinary objective statements, questions, etc., such as the verb <i>plays</i> in <i>John plays football</i> .
<b>Infer, make an inference</b>	To deduce or conclude from facts that are suggested or implied (implicit) rather than overtly stated (explicit).
<b>Inferred claim</b>	An argument made from evidence or premises. Examples: based on the statement “the man removed his hat when he entered the building,” you can make an inferred claim that the man likes hats, that he was outside, or that he had good manners.
<b>Inferred meanings of context</b>	Meanings derived by deduction or by induction; concluded, or surmised from facts or premises.
<b>Informal</b>	Denoting or characterized by idiom, vocabulary, etc., appropriate to everyday conversational language rather than to formal written language.
<b>Informational Source</b>	A source of information for somebody, i.e. anything that might inform a person about something or provide knowledge about it. Examples: phone books, teachers, news reports

Term	Definition
<b>Informational text</b> (Compare <i>Literary text</i> )	A text that is organized by topic and supporting details. Informational texts may have boldface headings, graphics, illustrations, and captions that signal importance in the text. Informational texts are a type of nonfiction and include information that is factual.
<b>Informative</b>	Something that gives information; instructive.
<b>Interpret</b>	To give or provide the meaning of; explain.
<b>Key details</b>	Most important details in text.
<b>Justify</b>	To show a good reason for a decision or conclusion by providing facts or data.
<b>Literal questions</b>	Questions for which the answers are directly stated in the story and no inference is required. The questions often address who, what, where, when, and why.
<b>Literary devices</b>	The techniques authors use to achieve a particular effect. Examples: symbolism, metaphor, simile, alliteration, personification, flashback, foreshadowing, exaggeration, analogy, irony.
<b>Literary elements</b>	Elements such as setting, plot, character, rhythm, rhyme, etc. See <i>Story Elements</i> , <i>Rhythm</i> , and <i>Rhyme</i> .
<b>Literary text (work)</b> (Compare <i>Informational text</i> )	A text that tells a story to make a point, express a personal opinion, or provide an enjoyable experience. Literary text includes a wide range of imaginative and creative texts that are organized by structure. Examples are poems, stories, and dramas.
<b>Main idea</b>	The most important thought in a paragraph or larger section of text, which tells the reader what the identified text is about.
<b>Main idea vs. theme/message</b>	The phrase “main idea” is used with informational text; the term “theme” or “message” is used with literary text.
<b>Media</b>	The means of communication, such as radio and television, newspapers, Internet, and magazines, that reach or influence people widely.
<b>Metaphor</b>	A figure of speech that does not use the word “like” or “as” in which an implied comparison is made between two essentially unlike things that actually have something in common. Examples: “He is a lion in battle” or “drowning in money.”
<b>Mood</b>	A distinctive emotional quality in a text; a prevailing emotional tone or general attitude.
<b>Multimedia</b>	Content that uses a combination of different forms of communication, including, text, audio, still images, animation, video, or interactivity.
<b>Multiple meaning word</b>	A word that can have more than one use or definition; the intended use must be conveyed by the <i>context</i> , the other words in the sentence or paragraph.

Term	Definition
<b>Narrative</b>	Story or account of events, experiences, etc., either true or fictitious; can be used to refer to a book or other form of literary work containing such a story. See <i>Story</i> .
<b>Nonfiction</b>	Texts that are based on fact; literary works that are not fiction. Examples: informational text, content area text, practical “how-to” text, biography, autobiography
<b>Note taking</b>	The act of composing a text that is a condensed or informal record, or a brief comment or explanation based on read or listened-to information. Notes may include pictures, symbols, words, sentence strips, communication aids, etc.
<b>Noun</b>	The part of speech that is used to name a person, place, thing, idea, quality, or action. It can function as the subject or object of a verb or the object of a preposition.
<b>Objective summary</b>	A comprehensive and usually brief abstract that is devoid of emotion and feeling. It is used to determine and analyze facts.
<b>Opinion</b>	Judgment or belief not founded on certainty or proof; the prevailing or popular feeling or view (public opinion); an evaluation, impression, or estimation of the value or worth of a person or thing.
<b>Outline</b>	<p>A type of graphic scheme of the organization of a paper or a hierarchical way to display related items of text to graphically depict their relationships. It indicates the main arguments for the thesis as well as the subtopics under each main point. Outlines range from an informal use of indenting and graphics (such as — , * , +) to a formal use of Roman numerals and letters. Regardless of the degree of formality, the function of an outline is to help the writer consider the most effective way to say what the writer wants to say.</p> <p>Many writers use outlines to help themselves think through the various stages of the writing process. Outlines are often used by students for research papers. Outlines provide a summary showing the logical flow of a paper. They are useful because they help the writer</p> <ol style="list-style-type: none"> <li>1. organize his/her thoughts before getting bogged down in word choice and sentence structure;</li> <li>2. show which ideas need illustration or elaboration; and</li> <li>3. choose an organizational technique for the writing, whether it be logical, chronological, or categorical in nature.</li> </ol>
<b>Paragraph</b>	One or more sentences that develop a complete thought. A caption can be considered a paragraph.
<b>Pattern of events</b>	A series of actions that together show how things normally happen or are done.
<b>Personification</b>	A figure of speech in which inanimate objects or abstractions are endowed with human qualities or are represented as possessing human form.

<b>Term</b>	<b>Definition</b>
<b>Perspective: literary, political, personal, and evaluative criteria</b>	A point of view or way of judging a piece of literature; a literary perspective might analyze a piece of literature based on its literary merits; a political perspective might analyze the same piece of literature based on the political climate in which it was written or the political standpoint of the author; a personal perspective would present a reader's view based on personal criteria. Personal criteria are the basis for an evaluation.
<b>Persuasion</b>	A communicative purpose in which a writer attempts to convince an audience of one's point of view or to move the audience to action.
<b>Phrase</b>	A brief or concise expression; may be a single word.
<b>Physical characteristics</b>	Features of a substance that are primarily sensory (physical) and generally measurable, such as area, hardness, smoothness, shape, color, weight, volume, etc.
<b>Picture</b>	A design or representation made by various means (e.g., painting, drawing, photography, illustrations, symbols).
<b>Poetry</b>	Writing designed to convey a vivid and imaginative sense of experience, especially by the use of condensed language chosen for its sound, suggestive power, and literary characteristics, as well as for its meaning. Language choices may also be made to achieve meter, rhyme, and natural cadences.
<b>Point of view vs. purpose</b>	<p>Point of view determines who is telling the story—the perspective, position or opinion, or vantage point, from which an author presents a story or text. Purpose determines why an author writes a story or text.</p> <p>Literary point of view: narrator; speaker</p> <p>First person point of view: when the author tells a story using “I,” “we,” “us,” or “my”</p> <p>Third person point of view: when the author tells the story using “he,” “she,” or “they”</p> <p>In informational text, point of view is the perspective or opinion of the author.</p> <p>In literary text, point of view is not only the perspective or opinion of who is telling the story, but could also be the perspective or opinion of a character.</p>
<b>Predict (make a prediction)</b>	To declare or indicate in advance of an occurrence, especially to foretell on the basis of observation, details from a story, personal experience, or scientific reason.

Term	Definition
<b>Pronoun</b>	<ul style="list-style-type: none"> <li>• Personal pronouns denote an entity of a specific grammatical person: first person (as in the case of <i>I, me, we, etc.</i>), second person (as in the case of <i>you</i>), or third person (<i>he, she, they, etc.</i>).</li> <li>• Subject pronouns are used when the person or thing is the subject of the sentence or clause. English example: <i>I like to eat chips, but she does not.</i></li> <li>• Object pronouns are used when the person or thing is the object of the sentence or clause. English example: <i>John likes me but not her.</i></li> <li>• Direct and indirect object pronouns. English uses the same oblique form for both; for example: <i>Mary loves him</i> (direct object); <i>Mary sent him a letter</i> (indirect object).</li> </ul>
<b>Prose</b>	A literary medium distinguished from poetry, especially by its greater irregularity, variety of rhythm, and lack of metrical structure, and its closer correspondence to the patterns of everyday spoken or written language.
<b>Punctuation</b>	The practice or system of using certain conventional marks or characters in writing or printing in order to separate elements and make the meaning clear, as in ending a sentence or separating clauses.
<b>Purpose</b>	The reason for which something exists or is done, made, used, etc.
<b>Qualifier</b>	<p>A word or phrase that precedes an adjective or adverb, increasing or decreasing the quality signified by the word it modifies.</p> <p>The most common qualifiers in English (though some of these words have other functions as well) are <i>very, quite, rather, somewhat, more, most, less, least, too, so, just, enough, indeed, still, almost, fairly, really, pretty, even, a bit, a little, a (whole) lot, a good deal, a great deal, kind of, and sort of.</i></p>
<b>Reflect</b>	To express carefully considered thoughts.
<b>Relevant source</b>	Any source that is reliable, credible, and helps to prove or illustrate a central point.
<b>Relevant vs. irrelevant</b>	<ul style="list-style-type: none"> <li>• Relevant: related to a topic in some way that makes a difference to the purpose that is being presented.</li> <li>• Irrelevant: not related to a topic in some way that makes a difference to the purpose that is being presented.</li> </ul>
<b>Research</b>	Studious inquiry or examination.
<b>Salutation</b>	A word or phrase of greeting that typically occurs at the beginning of text (e.g., a letter or card) or personal interaction (e.g., a conversation).
<b>Setting</b>	The locale or period in which the action of a novel, play, film, etc., takes place.

Term	Definition
<b>Sidebar</b>	A short news feature alongside and highlighting a longer story; a typographically distinct section of a page, as in a book or magazine, that amplifies or highlights the main text.
<b>Simile</b>	A figure of speech in which two essentially unlike things are compared, often in a phrase introduced by the word “like” or “as.”
<b>Simple sentence</b>	A sentence having only one clause, such as <i>I saw her</i> .
<b>Social context</b>	<p>The immediate physical and social setting or situation in which people are in at various times. Social context often dictates the manners, dress, speech, behavior, etc. that is appropriate for a given context</p> <p>For example: in and out of the classroom with peers and/or adults, the student role-plays an exchange with a parent or family member; exchange with a supervisor.</p>
<b>Spelling</b>	The manner in which words are spelled; orthography; a group of letters representing a word.
<b>Story</b>	An account of incidents or events; a narrative, either true or fictitious, that can be in prose or verse and is designed to interest, amuse, or instruct the listener or reader; a tale. A story can be a variety of lengths depending on the instructional needs of the student. It can be told through writing, pictures, symbols, spoken words, etc., or through a combination of forms.
<b>Story elements</b>	<p>Basic story elements include</p> <ol style="list-style-type: none"> <li>a. plot – the sequence of events or actions in a novel, play, short story, or narrative poem</li> <li>b. character – a person or sometimes an animal that takes part in the plot</li> <li>c. setting – time and place in which a short story, novel, or narrative poem takes place</li> <li>d. theme – the central meaning of a literary work</li> <li>e. point of view – the perspective or vantage point from which a literary work is told, or the way in which an author reveals characters, actions, and ideas</li> </ol>
<b>Subjunctive</b>	A verb form used in some languages to refer to actions that are possibilities rather than facts: In the sentence “I wish I were rich,” the verb “were” is in the subjunctive mood.
<b>Summarize</b>	To express the main points of one or several resources, including readings, research findings, events, the writer’s own ideas, etc.
<b>Supporting details</b>	Statements that support a topic or theme.
<b>Symbol</b>	A sign with specific meaning: a written or printed sign or character that represents something in a specific context,
<b>Synonym</b>	A word having the same or nearly the same meaning as another in the language, such as <i>happy, joyful, elated</i> .
<b>Task</b>	As assigned piece of work, often to be finished within a certain time.

Term	Definition
<b>Text feature</b>	A detail that the author wants to convey to the reader. Examples of text features include: white space, underline, italics, boldface, boxes, capitalization, title, font type and size, layout, color, illustrations, graphs, charts, or headings. Text features also include tables of contents, charts, pictures, captions, glossaries, indices, charts, etc.
<b>Text-to-self</b>	A kind of connection a reader makes relating something in text to his or her own beliefs or experiences.
<b>Text-to-text</b>	A kind of connection a reader makes relating something in text to another text.
<b>Text-to-world</b>	A kind of connection a reader makes relating something in text to things that happen in the community, environment, or world, or in history.
<b>Texts (written phrases, sentences, paragraphs, pictures, symbols, illustrations; can be digitally available)</b>	<p>Generally, the words of something that are written, printed, or spoken; here words can be conveyed through pictures, symbols, signing, etc., or through a combination of forms. Can be teacher created; for example, classroom books about students.</p> <p>The definition of texts from the National Council for Teachers of English (NCTE) publication is “printed communication in their varied forms; oral communications, including conversations, speeches, etc., and visual communications such as film, video, and computer displays.”</p>
<b>Textual evidence</b>	Evidence from one or more texts used to support an argument or position and derived from reading and drawing information from other text.
<b>Theme</b>	The central message of a literary work.
<b>Validity</b>	The quality of an argument with a basis that can be supported by reason.
<b>Verb</b>	<p>The part of speech that expresses existence, action, or occurrence.</p> <ul style="list-style-type: none"> <li>• Active: expresses an action done by the subject of a sentence.</li> <li>• Passive: expresses an action done to the subject of a sentence.</li> </ul>
<b>Verse</b>	A writing/composition (written, printed, or orally composed) arranged with a metrical pattern (measured, cadence, etc.) or pattern of rhythm, typically having a rhyme; a group of lines that form a unit in a poem or song; a stanza.
<b>Visual cue</b>	A signal that prompts someone to take action; features that can aid a user in performing a task; a representation.
<b>Visual imagery</b>	An image an author creates through figures of speech (e.g., metaphor, hyperbole) to help a reader understand an abstract idea (e.g., beauty).

Term	Definition
<b>Visual language</b> <b>See symbol/pictures</b>	Elements including print, symbols (e.g., PEC or Boardmaker symbols), photos, pictures, objects, etc., that communicate or represent information. Additional examples of visual language include maps, diagrams, models, and graphs. Visual language may be used singularly (such as only symbols) or in combination (such as objects and print).
<b>Voice</b>	Written or spoken expression, as of feeling, opinion, etc.; in rhetoric and literary studies, the distinctive style or manner of expression of an author or narrator.
<b>Write</b>	See <i>Compose</i> .

Resources:

- NAEP Reading for 2009 and Writing for 2011 Framework (prepublication editions, 2007) available at <http://www.nagb.org/publications/frameworks.htm>
- *Standards for the English Language Arts Book*, created by NCTE and IRA, published by NCTE
- *Webster's II New Collegiate Dictionary* (Houghton Mifflin Co., 2001)
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