

## Arizona’s 2016 Draft English Language Arts Standards: Glossary

aesthetic	The use of language as an artistic medium to create imagery that evokes sensory perception and is concerned with emotion, sensation, and a sense of beauty. Can be used in both literary and non-fiction texts.
argument	<p>An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. Writers and speakers defend their interpretations, positions, or judgments with evidence from the text(s) about which they are writing/speaking. Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem.</p> <p><i>Argument vs Persuasion</i> When writing to <i>persuade</i>, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience’s self-interest, sense of identity, or emotions, any of which can sway an audience.</p> <p>A <i>logical argument</i>, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer.</p> <p><i>Claim</i> An assertion in the face of possible contradiction. A debatable claim or thesis is an essential element of argument.</p> <p><i>Counterclaim</i> An acknowledgement of an opposing viewpoint, which is typically followed by a new assertion in favor of the main claim</p>
cite	(verb) To quote (a passage, book, or author) as evidence for or justification of an argument or statement, especially in a scholarly work.
citation	(noun) A quotation from or reference to a book, paper, or author, especially in a scholarly work.
digital media	Textual, graphical, audio, visual, and interactive elements used to enhance 21 <sup>st</sup> Century communication.
evidence	Facts, figures, details, quotations, or other sources of data and information that provide support for claims and can be evaluated by others. Different disciplines use and value different types of evidence according to the task, purpose, and audience of the text.
examples (e.g./i.e.)	<p>The abbreviation <b>e.g.</b> is short for the Latin phrase <i>exempli gratia</i>, meaning “for example.” When used in Arizona’s English Language Arts Standards, the examples following e.g. are <i>not</i> required.</p> <p>The abbreviation <b>i.e.</b> is short for the Latin phrase <i>id est</i>, meaning “that is.” When used in Arizona’s English Language Arts Standards, the examples following i.e. are for further clarification or explanation.</p>
functional text	These specialized texts provide information and directions to help a readers perform or function in their daily lives. Functional texts vary in purpose and style and differ from literary texts, poetry, and some informational texts in their organization and the way in which a reader interacts with the text.

informational text	A broad category of nonfiction resources, including: Biographies; autobiographies; books about history, social studies, science, and the arts; functional texts; technical texts (including how-to books and procedural books); and literary nonfiction.
medium	A particular form or system of communication.
multimedia	Content that uses a different combination of text, audio, still images, animation, video, or interactive content forms for expressing ideas.
narrative writing	Narrative writing conveys experience, either real or imaginary, and uses time as its foundational structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. It is often blended with other types of writing, such as informational or argumentative.
point of view	The position, frames of reference, or perspective(s) conveyed or represented by an author, narrator, speaker, or character.
print or digital sources	Interchangeable terms to express the format in which text or visual information is presented.
recount	The oral presentation of essential elements aligned with the sequence of a story's events.
retell	The oral presentation of essential details of a story that a student recalls from memory.
rhetoric	The art of effective or persuasive speaking or writing, especially the use of figures of speech and other compositional techniques, such as appeals to ethos, pathos, and logos.
rhetorical situation	The context of a rhetorical construct which consists of (at a minimum) a rhetor (the author), an issue, a medium, and an audience.
shades of meaning	The varying degrees of meaning for closely related actions (e.g. walk, saunter, skip, run).
style	Adopting or assuming a distinctive manner of expression in written or verbal tasks. Style can depend on the audience and purpose of a particular text.
summary	A shortened version of a text stating the main ideas and important details in order of the original text.

<p>text complexity</p> 	<p>Text complexity refers to a three-part model for determining how easy or difficult a particular text is to read, as well as grade-by-grade specifications for increasing text complexity in successive years of school. The three factors that determine the complexity of a text are:</p> <p><b>Quantitative</b> measures refer to those aspects of text complexity such as word length or frequency, sentence length, and text cohesion that are difficult for a human reader to evaluate efficiently. These aspects are typically measured with computer software and are what publishers traditionally relied upon to determine the quantitative measures of a text. The ability of the reader is not a consideration when evaluating quantitative measures.</p> <p><b>Qualitative</b> measures examine text attributes that can only be evaluated by the person that is reading or has read the book or passage. The reader is required to consider such factors as levels of meaning, clarity and conventions of language, knowledge demands, structure, and visual device complexity.</p> <p><b>Reader and task indicators</b> are variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and complexity of the task assigned and the questions posed). These must also be considered when determining whether a text is appropriate for a given student. Each reader brings different skills, background, and motivation to the act of reading. Text complexity is based, in part, on the skills of the reader. When students have the literacy skills necessary to read a text, they are likely to understand what they are reading (Fisher and Frey, 2012).</p> <p><b>Text difficulty</b> Text difficulty is determined by the reader. What might be difficult for one person might not be difficult for another. Teachers need to consider textual features that could present challenges for a variety of students and approach the text accordingly with appropriate scaffolds and supports.</p>
<p>text</p>	<p>A source of information, print or non-print, that provides meaning to the reader. Text may be read, viewed, or heard.</p>
<p>tier one words</p>	<p>Words of everyday speech usually learned in the early grades.</p>
<p>tier two words</p>	<p>General academic words that are far more likely to appear in written texts than in speech, often representing subtle or precise ways to say relatively simple things—saunter instead of walk, for example.</p>
<p>tier three words</p>	<p>Words specific to a domain or field of study and key to understanding a new concept within a text, more often in informational text than literature.</p>

## Reading Foundational Skills

The following material supports the Reading Standards: Foundational Skills (K-5) and Writing Standards: Foundational Skills (K-3) sections of Arizona’s English Language Arts Standards.

### Phoneme-Grapheme Correspondences

#### Consonants

Common graphemes (spellings) are listed in the following table for each of the consonant sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

\*Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given consonant. Most graphemes are more than one letter.

Phoneme	Word Examples	Common Graphemes (Spellings) for the Phoneme
/p/	pit, spider, stop	p
/b/	bit, brat, bubble	b
/m/	mitt, comb, hymn	m, mb, mn
/t/	tickle, mitt, sipped	t, tt, ed
/d/	die, loved	d, ed
/n/	nice, knight, gnat	n, kn, gn
/k/	cup, kite, duck, chorus, folk, quiet	k, c, ck, ch, lk, q
/g/	girl, Pittsburgh	g, gh
/ng/	sing, bank	ng, n
/f/	fluff, sphere, tough, calf	f, ff, gh, ph, lf
/v/	van, dove	v, ve
/s/	sit, pass, science, psychic	s, ss, sc, ps
/z/	zoo, jazz, nose, as, xylophone	z, zz, se, s, x
/th/	thin, breath, ether	th
/th/	this, breathe, either	th
/sh/	shoe, mission, sure, charade, precious, notion, mission, special	sh, ss, s, ch, sc, ti, si, ci
/zh/	measure, azure	s, z
/ch/	cheap, future, etch	ch, tch
/j/	judge, wage	j, dge, ge
/l/	lamb, call, single	l, ll, le
/r/	reach, wrap, her, fur, stir	r, wr, er/ur/ir
/y/	you, use, feud, onion	y, (u, eu), i
/w/	witch, queen	w, (q)u
/wh/	where	wh
/h/	house, whole	h, wh

## Vowels

Common graphemes (spellings) are listed in the following table for each of the vowel sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

Phoneme	Word Examples	Common Graphemes (Spellings) for the Phoneme
/ē/	see, these, me, eat, key, happy, chief, either	ee, e_e, -e, ea, ey, -y, ie, ei
/ī/	sit, gym	i, y
/ā/	make, rain, play, great, baby, eight, vein, they	a_e, ai, ay, ea, -y, eigh, ei, ey
/ĕ/	bed, breath	e, ea
/ă/	cat	a
/ī/	time, pie, cry, right, rifle	i_e, ie, -y, igh, -i
/ō/	fox, swap, palm	o, wa, al
/ŭ/	cup, cover, flood, tough	u, o, oo, ou
/aw/	saw, pause, call, water, bought	aw, au, all, wa, ough
/ō/	vote, boat, toe, snow, open	o_e, oa, oe, ow, o-,
/oo/	took, put, could	oo, u, ou
/ū/ [oo]	moo, tube, blue, chew, suit, soup	oo, u_e, ue, ew, ui, ou
/y//ū/	use, few, cute	u, ew, u_e
/oi/	boil, boy	oi, oy
/ow/	out, cow	ou, ow
er	her, fur, sir	er, ur, ir
ar	cart	ar
or	sport	or

Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given vowel. Many graphemes are more than one letter.

## Phonological Awareness

### General Progression of Phonological Awareness Skills (Pre-K–1<sup>st</sup> Grade)

#### Word Awareness (Spoken Language)

Move a chip or marker to stand for each word in a spoken sentence.

The dog barks. (3)

The brown dog barks. (4)

The brown dog barks loudly. (5)

## Rhyme Recognition During Word Play

Say “yes” if the words have the same last sounds (rhyme):

clock/dock (y)

red/said (y)

down/boy (n)

## Repetition and Creation of Alliteration During Word Play

nice, neat Nathan

chewy, chunky chocolate

## Syllable Counting or Identification (Spoken Language)

A spoken syllable is a unit of speech organized around a vowel sound.

Repeat the word, say each syllable loudly, and feel the jaw drop on the vowel sound:

chair (1) table (2) gymnasium (4)

## Onset and Rime Manipulation (Spoken Language)

Within a single syllable, onset is the consonant sound or sounds that may precede the vowel; rime is the vowel and all other consonant sounds that may follow the vowel.

Say the two parts slowly and then blend into a whole word:

school      onset - /sch/; rime - /ool/

star          onset - /st/; rime - /ar/

place        onset - /pl/; rime - /ace/

all            onset (none); rime - /all/

## General Progression of Phoneme Awareness Skills (K–2)

Phonemes are 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. Activities should lead to the pairing of phonemes (speech sounds) with graphemes (letters and letter combinations that represent those sounds) for the purposes of word recognition and spelling.

### Phoneme Identity

Say the sound that begins these words. What is your mouth doing when you make that sound?

milk, mouth, monster /m/ — The lips are together, and the sound goes through the nose.

thick, thimble, thank /th/ — The tongue is between the teeth, and a hissy sound is produced.

octopus, otter, opposite /o/ — The mouth is wide open, and we can sing that sound.

## Phoneme Isolation

What is the first speech sound in this word?

ship /sh/  
van /v/  
king /k/  
echo /e/

What is the last speech sound in this word?

comb /m/  
sink /k/  
rag /g/  
go /o/

## Phoneme Blending (Spoken Language)

Blend the sounds to make a word (Provide these sounds slowly):

/s/ /ay/ say  
/ou/ /t/ out  
/sh/ /ar/ /k/ shark  
/p/ /o/ /s/ /t/ post

## Phoneme Segmentation (Spoken Language)

Say each sound as you move a chip onto a line or sound box:

no /n/ /o/  
rag /r/ /a/ /g/  
socks /s/ /o/ /k/ /s/  
float /f/ /l/ /oa/ /t/

## Phoneme Addition (Spoken Language)

What word would you have if you added /th/ to the beginning of “ink”? (think)

What word would you have if you added /d/ to the end of the word “fine”? (find)

What word would you have if you added /z/ to the end of the word “frog”? (frogs)

## Phoneme Substitution (Spoken Language)

Say “rope.” Change /r/ to /m/. What word would you get? (mope)

Say “chum.” Change /u/ to /ar/. What word would you get? (charm)

Say “sing.” Change /ng/ to /t/. What word would you get? (sit)

## Phoneme Deletion (Spoken Language)

Say “park.” Now say “park” without /p/. (ark)

Say “four.” Now say “four” without /f/. (or)

## Orthography

Orthography is the writing (spelling) system of a language.

### Categories of Phoneme-Grapheme Correspondences

#### Consonant Graphemes with Definitions and Examples:

Grapheme Type	Definition	Examples
Single letters	A single consonant letter can represent a consonant phoneme.	b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z
Doublets	A doublet uses two of the same letter to spell one consonant phoneme.	ff, ll, ss, zz
Digraphs	A digraph is a two- (di-) letter combination that stands for one phoneme; neither letter acts alone to represent the sound.	th, sh, ch, wh, ph, ng (sing) gh (cough) [ck is a guest in this category]
Trigraphs	A trigraph is a three- (tri-) letter combination that stands for one phoneme; none of the letters acts alone to represent the sound.	-tch -dge
Consonants in blends	A blend contains two or three graphemes because the consonant sounds are separate and identifiable. A blend is not one sound.	s-c-r (scrape) th-r (thrush) c-l (clean) f-t (sift) l-k (milk) s-t (most) and many more
Silent letter combinations	Silent letter combinations use two letters: one represents the phoneme, and the other is silent. Most of these are from Anglo-Saxon or Greek.	kn (knock), wr (wrestle), gn (gnarl), ps (psychology), rh (rhythm), -mb (crumb), -lk (folk), -mn (hymn), -st (listen)
Combination qu	These two letters, always together, usually stand for two sounds, /k/ /w/.	quickly

#### Vowel Graphemes with Definitions and Examples:

Grapheme Type	Definition	Examples
Single letters	A single vowel letter stands for a vowel sound.	(short vowels) cap, hit, gem, clod, muss (long vowels) <u>m</u> e, <u>n</u> o, <u>m</u> usic
Vowel teams	A combination of two, three, or four letters stands for a vowel.	(short vowels) head, hook (long vowels) <u>bo</u> at, <u>si</u> gh, <u>wei</u> gh (diphthongs) <u>toi</u> l, <u>bu</u> t
Vowel-r combinations	A vowel, followed by r, works in combination with /r/ to make a unique vowel sound.	<u>car</u> , <u>spor</u> t, her, <u>bu</u> rn, <u>fi</u> rst
Vowel-consonant-e (VCE)	The vowel-consonant-silent e pattern is common for spelling a long vowel sound.	gate, eve, rude, hope, five

## Six Types of Written Syllable Patterns

\*Consonants may be abbreviated as C.

\*Vowels may be abbreviated as V.

Syllable Type	Definition	Examples
Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants.	<u>dap</u> -ple <u>hos</u> -tel <u>bev</u> -erage
Vowel-Consonant-e (VCe) ("Magic e")	A syllable with a long vowel spelled with one vowel + one consonant + silent e.	<u>compete</u> <u>despite</u>
Open	A syllable that ends with a long vowel sound, spelled with a single vowel letter.	<u>program</u> <u>table</u> <u>recent</u>
Vowel Team	Syllables that use two to four letters to spell the vowel.	<u>beau-ti-ful</u> <u>train-er</u> <u>con-geal</u> <u>spoil-age</u>
Vowel-r (r-controlled)	A syllable with <b>er, ir, or, ar, or ur</b> Vowel pronunciation often changes before /r/.	in- <u>jur</u> -ious con- <u>sort</u> char- <u>ter</u>
Consonant-le	An unaccented final syllable containing a consonant before /l/ followed by a silent e.	dribble beagle little

## Three Useful Principles for Chunking Longer Words into Syllables

1. VC-CV: Two or more consonants between two vowels. When syllables have two or more adjacent consonants between them, we divide between the consonants. The first syllable will be closed (with a short vowel).

sub-let    nap-kin    pen-ny    emp-ty

2. V-CV and VC-V: One consonant between two vowels.

a) First try dividing before the consonant. This makes the first syllable open and the vowel long. This strategy will work 75 percent of the time with VCV syllable division.

e-ven    ra-bies    de-cent    ri-val

b) If the word is not recognized, try dividing after the consonant. This makes the first syllable closed and the vowel sound short. This strategy will work 25 percent of the time with VCV syllable division.

ev-er    rab-id    dec-ade    riv-er

3. Consonant blends usually stick together. Do not separate digraphs when using the first two principles for decoding.

e-ther    spec-trum    se-quin

## Morphemes Represented in English Orthography

Examples of Inflectional Suffixes in English

Inflection	Example
-s plural noun	I had two eggs for breakfast.
-s third person singular verb	She gets what she wants.
-ed past tense verb	We posted the notice.
-ing progressive tense verb	We will be waiting a long time.
-en past participle	He had eaten his lunch.
's possessive singular	The frog's spots were brown.
-er comparative adjective	He is taller than she is.
-est superlative adjective	Tom is the tallest of all.

## Examples of Derivational Suffixes in English

Derivational suffixes, such as -ful, -ation, and -ity, are more numerous than inflections and work in ways that inflectional suffixes do not. Most derivational suffixes in English come from the Latin layer of language.

Derivational suffixes mark or determine part of speech (verb, noun, adjective, or adverb) of the suffixed word. Suffixes such as -ment, -ity, and -tion turn words into nouns; -ful, -ous, and -al turn words into adjectives; -ly turns words into adverbs.

nature (n. — from nat, birth)

natural (adj.)

naturalize (v.)

naturalizing (v.)

naturalistic (adj.)

permit (n. or v.)

permission (n.)

permissive (adj.)

permissible (adj.)

permissibly (adv.)